

义务教育教科书



教育部审定

2013



# 英语

## ENGLISH

### 九年级 上册



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义务教育教科书



# 英语

ENGLISH

九年级 上册

总主编 吴友富  
主 编 燕华兴  
副主编 赵均宁 管焯

UNIT	TOPIC AREAS	FUNCTIONS
<p><b>1</b></p> <p><b>Why and How Were They Built?</b></p> <p>( PP1-17 )</p>	<p>Ancient constructions</p> <p>Designing and constructing buildings</p>	<p>Weight, length, width and shape</p> <p>Talking about ancient civilizations</p>
<p><b>2</b></p> <p><b>I Love China</b></p> <p>( PP18-34 )</p>	<p>History and geography of China</p> <p>Chinese culture</p> <p>Current situation</p>	<p>Position</p> <p>Geography</p>
<p><b>3</b></p> <p><b>Going Abroad</b></p> <p>( PP35-49 )</p>	<p>International travel</p> <p>Preparations for going abroad</p> <p>Banking services</p>	<p>Intentions and wishes</p> <p>Permission and possibility</p> <p>Talking about living abroad</p>
<p><b>4</b></p> <p><b>Holding Out Your Hand</b></p> <p>( PP50-66 )</p>	<p>Friendship</p> <p>Cooperation</p> <p>Social behavior</p>	<p>Talking about friends</p> <p>Giving suggestions</p>
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**Words and Expressions in Each Unit ( PP94-98 )**  
**Vocabulary Index ( PP99-103 )**

STRUCTURES	CHAT ROOM	PROGRAMME
<p>The passive voice (4) (verbs with two objects) <i>have sth done</i> Conjunctions: <i>neither...nor...</i> <i>either...or...</i> <i>both...and...</i></p>	<p>Dialogue 1 <i>The Statue of Liberty</i> Dialogue 2 <i>Stonehenge</i></p>	<p>Item 1 <i>The Great Wall</i> Item 2 <i>The Pyramids</i> *Item 3 <i>London Bridge</i></p>
<p>Simple, compound and complex sentences</p>	<p>Dialogue 1 <i>Chinese calligraphy</i> Dialogue 2 <i>Chinese food</i></p>	<p>Item 1 <i>How large is China?</i> Item 2 <i>Rivers in China</i> *Item 3 <i>A Bite of China</i></p>
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<p>Adverbial clauses of purpose and result: <i>so...that, such...that, so that</i> Object complement Concessive clause: <i>although, though</i></p>	<p>Dialogue 1 <i>My friend Lisa</i> Dialogue 2 <i>Making new friends</i></p>	<p>Item 1 <i>Just a little smile</i> Item 2 <i>That was then, this is now</i> *Item 3 <i>Problems and suggestions</i></p>
<p>The infinitive (summary)</p>	<p>Dialogue 1 <i>Trouble with maths</i> Dialogue 2 <i>Maths problems can be tricky!</i></p>	<p>Item 1 <i>How did the system of counting begin?</i> Item 2 <i>Subtraction</i> *Item 3 <i>From squares to other figures</i></p>
<p>Past perfect (2) Past future (2) Verbs (summery)</p>	<p>Dialogue 1 <i>When does a volcano erupt?</i> Dialogue 2 <i>It might be too late</i></p>	<p>Item 1 <i>I shall never forget that day</i> Item 2 <i>Typhoons</i> *Item 3 <i>Volcanoes</i></p>



# UNIT

# 1

# Why and How Were They Built?



## HIGHLIGHTS

### TOPIC AREAS

Ancient constructions  
Designing and constructing buildings

### FUNCTIONS

Weight, length, width and shape  
Talking about ancient civilizations

### STRUCTURES

The passive voice (4)  
(verbs with two objects)  
*have sth done*  
Conjunctions: *neither...nor...* ;  
*either...or...* ; *both...and...*

### CHAT ROOM

Dialogue 1 The Statue of Liberty  
Dialogue 2 Stonehenge

### PROGRAMME

Item 1 The Great Wall  
Item 2 The Pyramids  
\*Item 3 London Bridge

- 1 Do you know how to say the following constructions in English?  
Match the words with the pictures.



(1) \_\_\_\_\_



(2) \_\_\_\_\_



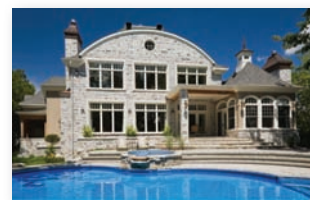
(3) \_\_\_\_\_



(4) \_\_\_\_\_



(5) \_\_\_\_\_



(6) \_\_\_\_\_



(7) \_\_\_\_\_



(8) \_\_\_\_\_



(9) \_\_\_\_\_



(10) \_\_\_\_\_



(11) \_\_\_\_\_



(12) \_\_\_\_\_

apartment block  
church  
palace

bridge  
cottage  
skyscraper

castle  
tower  
temple

cathedral  
monument  
villa

2



Listen and say.

(1)

A: How much does that

typewriter  
stone  
machine

weigh? Can you tell me?

B: It's

not too heavy,  
very light,  
fairly heavy,

but I don't know the exact weight.

(2)

A: What size tables do you have?

B: One of my tables is large, and another is medium. The large table is round. The medium one is square.

A: I like the large table. I like its shape. Do you like it?

B: No, I like the square one.

(3)

A: What a short street! It is only

half a mile long.  
900 feet long.  
three blocks in length.

What's the name of the street?

B: Its name is George Street. It is short, but it is busy.

(4)

A: Will you please measure this window to see how

wide  
narrow  
high


it is?

B: We don't need to measure it. This window is just as

wide  
narrow  
high

as that one.



- 3  Listen and learn. Then make similar dialogues with the information in the chart.

**A:** Who was asked four questions in class yesterday?

**B:** Christine was.

**A:** What about Cindy?

**B:** She was asked only two questions.

John	tell	three stories
Ted		one story
Lily	give	an injection of penicillin
Susan		an injection of vitamin C
Joe	lend	five novels
Luke		two novels
Janet	teach	a lot of things in the kindergarten
Steve		very little at home

- 4 Combine the words and phrases into sentences. The first one has been done as an example.

	WHAT	WHAT TO DO	WHOM (to or for)	WHEN	WHERE
1	a note	write	Jack	this morning	
2	the book	return	you	tomorrow	
3	three new dresses	buy	Jane	since September	
4	a new position	find	Dick	yesterday	
5	a package	leave	Diana		at the reception desk

- (1) A note was written to Jack this morning.
- (2) \_\_\_\_\_
- (3) \_\_\_\_\_
- (4) \_\_\_\_\_
- (5) \_\_\_\_\_

## 1

## Getting Started

5  Listen and do the match work.

A: The clock doesn't work.

B: I'll have it fixed tomorrow.

A

- (1) The fridge stops working.
- (2) Your hair is long.
- (3) The shelf looks old.
- (4) Our carpet is very dirty.

B

- a. I'll have it washed on Monday.
- b. I'll have it cut tomorrow.
- c. I'll have it repaired this afternoon.
- d. I'll have it painted next week.

6 Look at the pictures and say what the lady is doing.



She is having her car washed.




pump up



renovate



water

7  Listen, learn and answer.

**A:** Will John and Mary go to the aquarium with us?

**B:** No, neither John nor Mary will go. They will attend a lecture instead.

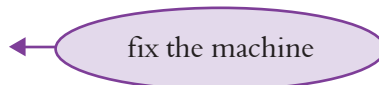
(1) **A:** Do the bus and the underground train go to the theatre?

**B:** No, \_\_\_\_\_.



(2) **A:** Can Richard and Christine fix the machine?

**B:** No, \_\_\_\_\_.



8  Listen and make dialogues after the example.

**A:** Both Edison and Bell are great inventors.

**B:** Yes, Edison invented light bulbs and Bell invented telephones.

- Tom, Frank, doctors, surgeon, physician
- Michelle Yeoh, (*Tomorrow Never Dies*), Bruce Lee, (*Enter the Dragon*), martial arts actors

## 1

## Getting Started

8 Listen and complete the dialogues.

A: Did Tom speak English and French when he was young?

B: He spoke neither English nor French when he was young.

But now he speaks both English and French.

A: Did Ben learn swimming and skating when he was ten years old?

B: \_\_\_\_\_.

A: Did Diana play the violin or the drums two years ago?

B: \_\_\_\_\_.

A: Could you ride a horse or a bicycle last year?

B: \_\_\_\_\_.

10 Listen and make dialogues after the example.

**Example:**

A: What can I do now?

B: You may either stay here or go with us.

(1)



do some painting at home



go to the Shanghai Museum

(2)



visit the botanical garden



go to the zoo

## Dialogue 1



### The Statue of Liberty

- A:** I went to an island at the entrance to New York Harbour to see the Statue of Liberty yesterday.
- B:** As I know, the Statue of Liberty was a gift to the USA from France.
- A:** Yes, it's made of copper and it stands about 93 metres high.
- B:** But why was it built?
- A:** Well, it was built to celebrate the American Revolution. In 1776, the American Congress drew up the Declaration of Independence and later in 1778, France joined the war to help win the independence of the United States of America from Great Britain.
- B:** I see. The statue was set up to commemorate the victory. How was it transported?
- A:** It was reduced to individual pieces and was reassembled in four months' time in New York Harbour.



## Dialogue 2



### Stonehenge

- A:** Where did you go when you were in England?
- B:** I visited many famous sites, including Stonehenge.
- A:** Stonehenge in Wiltshire?
- B:** Yes. It is probably the most important prehistoric monument in Britain. Look, here is the picture.
- A:** It looks mysterious. Why was it built?
- B:** No one really knows. Scientists used to guess it was perhaps built for astronomical reasons.
- A:** Astronomical reasons?
- B:** Yeah, it might have been built to observe the sun, the stars and astronomical events such as eclipses.
- A:** Was this the only theory?
- B:** Of course not. A new theory has just been put forward recently. A British archeologist said that it could have been a place of healing. Patients went there to see the doctor and get treatment.
- A:** That sounds interesting. Was Stonehenge built a very long time ago?
- B:** Yes. Investigations show that it was built in different times from 3000 BC to 2000 BC.



## Item 1

*The Great Wall*

1  Listen to the tape and put the following events in order of time.

- (1) China was united in 221 BC.
- (2) The Great Wall has been repaired many times and it takes on a new look.
- (3) More walls were put up.
- (4) The first emperor of the Qin Dynasty had the walls joined together.
- (5) The first part of the Great Wall was built.
- (6) The Great Wall was rebuilt in the Ming Dynasty.

2 Read the text. Match the words to their definitions.

Actually, China is not the only country in history that built a wall along its borders. Athens, the Roman Empire, Denmark and Korea all did so at certain times in the past.

Yet the Great Wall is unique. It runs across North China like a huge dragon. It winds its way from west to east, across deserts, over mountains, through valleys, till finally it reaches the sea.

The first part of the Great Wall was built in the 7th century BC, when China was divided into several states. Later more walls were put up to defend the borders of different states. After China was united in 221 BC., the first emperor of the Qin Dynasty had the walls joined together and formed the first “Wan Li Chang Cheng” (ten thousand li Great Wall, li being a Chinese length unit). The walls were connected by a system of watchtowers. These were used not only to stop the enemy’s attack but also to communicate with the then capital (Xianyang) by signal (smoke by day; fire at night).

Most of the Great Wall we see today was rebuilt in the Ming Dynasty. It is more than 6,000 kilometres long, about 6 – 7 metres high and 4 – 5 metres wide. In most places it is wide enough for five horses or ten men to walk side by side along the top. It has great gateways which connect the main roads of North China. With a history of more than 2,000 years, some parts of the Great Wall were destroyed or even disappeared. However, the Great Wall has been repaired many times. Now it takes on a new look.

The Great Wall is one of the fantastic attractions in the world. More and more people have come to know the Chinese saying “He who has not climbed the Great Wall is not a true man.”



- (1) state
- (2) emperor
- (3) connect
- (4) communicate
- (5) signal
- (6) rebuild
- (7) desert
- (8) gateway
- (9) border

- a. to build again
- b. a country or a smaller area in a country
- c. a sound or action to send a message
- d. the man who rules an empire
- e. to give or send information
- f. to join
- g. the line that divides one country from another
- h. land covered with sand or rocks
- i. an entrance through a wall

### 3 Presentation.

Why was the Great Wall built? Could you tell any stories about the Great Wall?


### 4 Discussion.

Have a discussion about the following saying in groups of four.

“One cannot claim to be a true man until he has climbed the Great Wall.”

## Item 2

### The Pyramids

- 1  Listen to the first part of the text and decide whether the following statements are true (T) or false (F).

- \_\_\_\_\_ (1) The Great Pyramid was built over 4,500 years ago.
- \_\_\_\_\_ (2) The pyramids were built only in Giza.
- \_\_\_\_\_ (3) The pyramids were built for very important people.
- \_\_\_\_\_ (4) People know why the pyramids were designed in such a shape.
- \_\_\_\_\_ (5) Some people think the pyramids were built to point towards the sun and stars.

- 2  Listen to the second part of the text and fill in the blanks with the numbers you hear.

The Great Pyramid is the biggest of all the pyramids. It is about \_\_\_\_\_ metres high. It is made of \_\_\_\_\_ huge stones. Most of them are higher than a man and weigh about \_\_\_\_\_ and a half tons each. Some weigh as much as \_\_\_\_\_ tons. It took more than \_\_\_\_\_ men \_\_\_\_\_ years to build the Great Pyramid.

**3** Read the text and check your answers.

When you go to Giza, Egypt, you'll definitely visit the Great Pyramid. It was built more than 4,500 years ago. Besides the Great Pyramid, there are many smaller pyramids at Giza and other places in Egypt.



The pyramids were huge tombs for the kings of Egypt and other very important people. They believed their bodies would be well kept in the pyramids. No one really knows why the pyramids were designed in this shape. Some people think the pyramids were built to point towards the sun and stars, so that the dead person's spirit could fly to heaven like a rocket.

The Great Pyramid is the biggest of all the pyramids. It is about 137 metres high. It is made of about 2,300,000 huge stones. Most of them are higher than a man and weigh about two and a half tons each. Some weigh as much as fifteen tons. It took more than 100,000 men twenty years to build the Great Pyramid.

It's still a mystery how the pyramids were built so long ago. Each stone fits so well. Did they have any machines? How did they cut, carry and lift the huge stones? How did they make them all in the same shape? Scientists have studied the pyramids for hundreds of years, but no one can just tell how.

Inside the pyramids are rooms for dead bodies and treasures. Today, some mummies and treasures are displayed in museums in different countries. On Sept. 16, 2002, the Egyptian government's robot explored in the Great Pyramid and the door was open for the first time in history. Yet the chamber was plainly empty just like all the other chambers.

**4** Group discussion.

- (1) Why were the pyramids built?
- (2) How were the pyramids built?



**\*Item 3****London Bridge**

**1**  Listen to the text about London Bridge and choose the best answers.

(1) London Bridge was originally in \_\_\_\_\_.

- A. London                      B. France  
C. America                      D. Arizona

(2) \_\_\_\_\_ bought the falling down bridge.

- A. London officials      B. Albert McCulloch  
C. Robert McCulloch    D. Robert McDonald

(3) The bridge was \_\_\_\_\_ in London and then \_\_\_\_\_ in America.

- A. disassembled...disassembled      B. reassembled...reassembled  
C. reassembled...disassembled      D. disassembled...reassembled

(4) Lake Havasu City is \_\_\_\_\_.

- A. near London                              B. near America  
C. in the Arizona desert                  D. in a desert in England



**2** Read the text and answer the questions.

“London Bridge is falling down,  
Falling down, falling down.  
London Bridge is falling down,  
My fair lady.”

Yes, this is the very old children’s nursery rhyme about London Bridge.

London Bridge was opened in 1831 and became the busiest point in London. Though it was renovated later, it was sinking into the clay of the Thames River in the late 1960’s.

London officials said they’d have to replace the bridge. But what to do with the old one?

Robert McCulloch, an American businessman, purchased the falling down bridge for about \$2.4 million. For the next three years, the bridge was

disassembled in London and its bricks were flown to America. They were then reassembled alongside Lake Havasu in the Arizona desert.

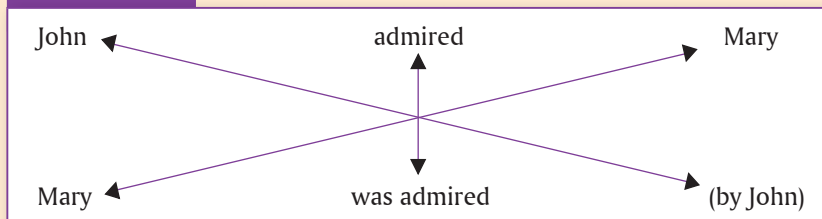
Nowadays, London Bridge is one of Arizona's biggest attractions. Lake Havasu City is more developed because of it.

- (1) When was London Bridge sinking?
- (2) Why did it sink?
- (3) How much did Robert McCulloch pay for the falling down bridge?
- (4) Where was the bridge rebuilt in America?
- (5) How is Lake Havasu City now? Why?

3

Imagine you are a tour guide. Tell the tourists about London Bridge in Arizona.

## Box 1



## Box 2

Active	Passive
He gave me the book this morning.	I was given the book this morning.
	The book was given to me this morning.
He gave the book to me this morning.	The book was given to me this morning.

## Box 3

Active	Passive
She waters the flowers every day.	The flowers are watered every day.
She watered the flowers yesterday.	The flowers were watered yesterday.
She will water the flowers tomorrow.	The flowers will be watered tomorrow.
She says she will water the flowers soon.	She says the flowers will be watered soon.
She is watering the flowers now.	The flowers are being watered now.
She was watering the flowers this time yesterday.	The flowers were being watered this time yesterday.
She has watered the flowers.	The flowers have been watered.
She said she had watered the flowers.	She said the flowers had been watered.

## Box 4

let sb do sth	have sth done
I'll let the barber cut my hair.	I'll have my hair cut.
He let an engineer fix his computer.	He had his computer fixed.

## Box 5

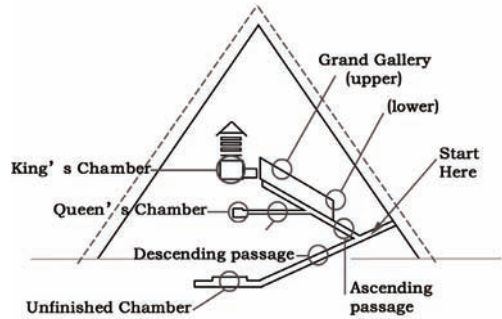
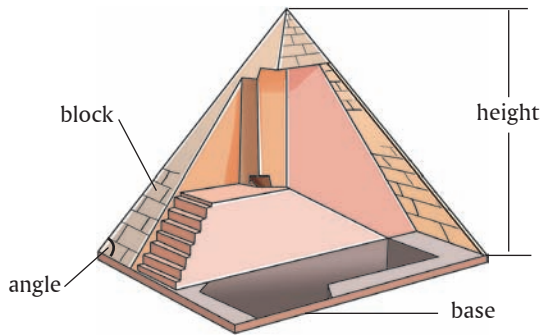
The baby can't speak.	The baby can neither speak nor run.
The baby can't run.	
He isn't clever.	He is neither clever nor active.
He isn't active.	
Cindy doesn't live near school.	Neither Cindy nor Thomas <i>lives</i> near school.
Thomas doesn't live near school.	
She isn't interested in the lecture.	Neither she nor I <i>am</i> interested in the lecture.
I am not interested in the lecture.	

## Box 6

She's both young and healthy.
They have both the skill and the opportunity.
The news both excited and worried me.

## Box 7

We can come either this weekend or next.
Either do your homework or go to bed.
You can choose either red, green or yellow.



1

**Oral Presentation**

Choose a famous construction in your city and tell why and how it was built.

2

**Pair Work**

Complete the dialogue. The adjectives given may help you.

brown

good

longer

narrower

new

short

yellow

**Judy:** I have bought something for our house.

**Fred:** Our house? What is it?

**Judy:** You'll never guess. It's a (1) \_\_\_\_\_ sofa. A yellow one.

**Fred:** We already have a sofa. A very (2) \_\_\_\_\_ one.

**Judy:** I don't like it. It's (3) \_\_\_\_\_ and our other pieces of furniture are light blue. They don't match.

The (4) \_\_\_\_\_ one will look good with our other things.

**Fred:** Very well. How big is the sofa?

**Judy:** It's exactly the right size. The sofa we have now is too (5) \_\_\_\_\_.

**Fred:** Is it wide or narrow?

**Judy:** It's as wide as our old sofa, but it looks (6) \_\_\_\_\_ because it's (7) \_\_\_\_\_.

3

**Topic Discussion**

Is it necessary or wise to build more and more skyscrapers in our city?

4

**Problem Solving**

Design a statue for your school or your residential area. Describe and explain your design.

5

**Internet Surfing**

You will find “The Seven Ancient Wonders of the World” in the Culture Corner. Choose one of them and find some more information about it on the Internet. Make a powerpoint presentation if possible.

7

**Culture Corner*****The Seven Ancient Wonders of the World***

- The Great Pyramid of Giza is the oldest of the Seven Ancient Wonders of the World. It was built by the Egyptian pharaoh Khufu around the year 2560 BC to serve as a tomb. The Great Pyramid covers an area of 13 acres and is made of about 2.3 million stone blocks.
- The Hanging Gardens of Babylon were built by King Nebuchadnezzar in 562 BC for his wife, Amytis, who longed for the trees and fragrant plants of her home land. The gardens were destroyed by several earthquakes after the 2nd century.
- The Temple of Artemis was begun in around 550 BC at Ephesus (now a site in Turkey) for the Greek goddess Artemis and was completed 220 years later. The temple was 425 feet long and 220 feet wide with 127 marble columns, each 60 feet tall. The temple was destroyed by the Goths in 262 AD.
- The Statue of Zeus was located at the ancient town of Olympia, on the west coast of modern Greece, about 150 km west of Athens. It was made by the Greek sculptor Phidias. In honour of Zeus the Ancient Olympic Games were held.
- The Mausoleum at Halicarnassus, a 140-foot-high white marble structure, was built in 352 BC at Halicarnassus (now a site in Turkey) in memory of King Mausolus of Caria. It was destroyed in 1402.
- The Colossus of Rhodes, a 100-foot-tall bronze statue of the sun god Helios, was built between 292 and 280 BC in the harbour at Rhodes. The statue was destroyed by an earthquake in around 224 BC.
- The Lighthouse of Alexandria was built on the island of Pharos, at Alexandria, Egypt, in 285 BC. It was 500 feet tall with a ramp leading to the top. Light was produced with a fire and reflectors, and could be seen from a distance of over 40 miles.

- 1 Can you find out the following ten words in the Word Search Puzzle below?

BRIDGE  
ISLAND  
STATUE

DESERT  
MONUMENT  
STONEHENGE

GIFT  
MYSTERY

HARBOUR  
PYRAMID

F B R I D G E R Z S  
T N E M U N O M T Y  
D P Y C K P I O R R  
D I L P F S N U S E  
I E M S L E O N T T  
N L S A H B O U A S  
Q S N E R A M F T Y  
B D N A R Y E Y U M  
O G H H X T P P E F  
E Q H T F I G Q U A

- 2 A poem.

### The early morning

*Hilaire Belloc*

The moon on the one hand, the dawn on the other:  
The moon is my sister, the dawn is my brother.  
The moon on my left and the dawn on my right.  
My brother, good morning! My sister, good night!



**HIGHLIGHTS****TOPIC AREAS**

History and geography of China  
Chinese culture  
Current situation

**FUNCTIONS**

Position  
Geography

**STRUCTURES**

Simple, compound and complex sentences

**CHAT ROOM**

Dialogue 1 Chinese calligraphy  
Dialogue 2 Chinese food

**PROGRAMME**

Item 1 How large is China?  
Item 2 Rivers in China  
\*Item 3 *A Bite of China*

## 1 Do you know?

- (1) Performers in Peking Opera (or Beijing Opera) are divided into four classes: Sheng (emperors, gentlemen), Dan (female roles), Jing (villains, rebels) and Chou (comic relief).



(2)



Xiangqi (also called Chinese chess) is a board game for two players. It is one of the most popular board games in China. People love to play it at home and in parks.

(3)

Calculations were done in China with an abacus, or a counting frame.



(4)



As one of the most popular folk arts in China, paper cuts are mostly used as decorations.

(5)

The bronze coin is circular to represent the heaven, with a square hole to represent the earth.





(6)



Gunpowder was first used in fireworks during the 7th century AD.

(7)

Chinese medicine, such as herbalism and acupuncture, spreads throughout the world.



(8)



Jade is said to have magical power.

2

 Listen, read and answer the questions.

**A:** What did Tom do when he woke up late this morning?

**B:** He jumped out of bed, dressed hurriedly and ran downstairs.



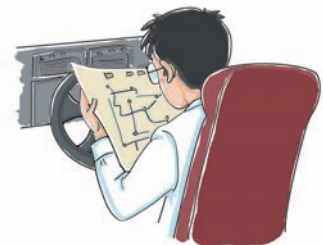
(1) What did you do when you lost your way yesterday?



stop



take out the map



try to find the right way

(2) What did Susan do when she got in the room?



unpack the suitcase



take out some clothes



hang them in the wardrobe

(3) What did the students do when the bell rang?



stop singing



close the door



start to study

3

Put the following affirmative sentences into negative sentences.

(1) The Yangtze River is the longest river in the world.

\_\_\_\_\_.

(2) The rivers north of the Qinling Mountains have a large flow in winter.

\_\_\_\_\_.

(3) They have finished the project.

\_\_\_\_\_.

(4) They are building the road.

\_\_\_\_\_.

(5) It can be true.

\_\_\_\_\_.

(6) He may be right.

\_\_\_\_\_.

(7) The river keeps a strong current.

\_\_\_\_\_.

(8) The lake used to freeze in winter.

\_\_\_\_\_.

4  Listen and practise.

I	never hardly ever rarely	overslept. I used to get up at 6:30.
---	--------------------------------	--------------------------------------

5 Add tags to the following sentences.

- (1) It seldom rains in the dry season in Australia, \_\_\_\_\_?
- (2) He can hardly solve this problem, \_\_\_\_\_?
- (3) We know very little personal information about him, \_\_\_\_\_?
- (4) There are very few unfamiliar words in this passage, \_\_\_\_\_?
- (5) There are no volcanoes in China, \_\_\_\_\_?
- (6) Diana said nothing about her family, \_\_\_\_\_?

6 Read the following sentences and fill in the blanks with the words in the box.

and      but      for      or (or else)      so

- (1) Ricky is going to Emei Mountain next week, \_\_\_\_\_ you might as well go with him.
- (2) The living standards of the Chinese people have been improved quickly, \_\_\_\_\_ the tradition remains – fortunately.
- (3) You'd better stay in China for some time, \_\_\_\_\_ you won't be able to know about this country well.
- (4) Hong Kong was returned to China in 1997, \_\_\_\_\_ it was taken by the British after the Opium War.
- (5) Western medicine has developed a lot, \_\_\_\_\_ Chinese traditional medicine is still helpful to people's health.

7  Listen and practise.

- (1) The new play was 

good
funny
amusing

 and everybody enjoyed it.
- (2) I'm leaving, but I haven't 

packed my suitcase
bought my ticket
said good-bye to my mum

 yet.
- (3) Which would you rather do—go 

swimming
dancing
walking

 or go to 

a play?
a movie?
a baseball game?
- (4) There was no room at the restaurant, so we decided to go 

elsewhere.
to some other place.
somewhere else.

8  Fill in the blanks with *because*, *so*, *though* or *but*.

- (1) \_\_\_\_\_ Lake Poyang is China's biggest freshwater lake, it isn't as famous as the West Lake of Hangzhou.
- (2) I hope I can go to Xinjiang some day \_\_\_\_\_ it has the biggest desert in China, the Taklamakan Desert.
- (3) I was born in Xi'an, \_\_\_\_\_ I know very little about this city.
- (4) Her father is a history teacher, \_\_\_\_\_ she has a good knowledge of China's ancient cities.

9  Listen and practise.

- (1) When you called me, I was 

eating dinner.
studying my lesson.
sleeping soundly.

(2) While we were having lunch, writing letters, working, John was talking on the phone. watching television. reading a book.

(3) I don't know when he got up. finished working. went to bed.

(4) Could you tell me where the nearest telephone booth shop rest room is?

**10** Read and complete the sentences after the example.

**Example:**

We plan to go skiing tomorrow morning. We don't want Frank to know this. We'd better not tell Frank what we plan to do.

(1) He was drunk last night. But he still drove the car.

He shouldn't \_\_\_\_\_ when \_\_\_\_\_.

(2) You left the room late yesterday. You forgot to turn off the light.

Please \_\_\_\_\_ before \_\_\_\_\_.

(3) How can he finish the work so fast? I can't imagine.

I \_\_\_\_\_ how \_\_\_\_\_.

(4) When will the meeting be held? We haven't been informed yet.

We \_\_\_\_\_ when \_\_\_\_\_.

(5) They will be able to overcome the difficulties. I'm very sure of that.

I \_\_\_\_\_ that \_\_\_\_\_.

(6) I almost forgot I had a meeting that evening. Fortunately she reminded me of the meeting.

She \_\_\_\_\_ that \_\_\_\_\_.

## Dialogue 1



## Chinese calligraphy



- Tom:** Mr Tang, I'm learning Chinese calligraphy these days. How long is the history of Chinese calligraphy?
- Mr Tang:** The history of Chinese calligraphy is as long as that of China itself. Calligraphy is one of the highest forms of Chinese art.
- Tom:** Do I have to learn how Chinese characters were originally written?
- Mr Tang:** Yes, that will help you study the ancient art of beautiful handwriting. Chinese writing uses thousands of characters. Each one stands for a thing or an idea.
- Tom:** I'm studying *kaishu* now. How many categories are there in Chinese scripts?
- Mr Tang:** *Kaishu* is the regular script. Besides this, there are four more categories: the seal character or the *zhuan* script, the official script or *lishu*, the running hand or *xingshu* and the cursive hand or *caoshu*.
- Tom:** There's so much to learn about Chinese calligraphy. I'm getting more interested in it now. Thank you, Mr Tang.

## Dialogue 2



## Chinese food



- Mr Lee:** How long have you been in China, Peter?
- Peter:** More than three years.
- Mr Lee:** How do you like Chinese food?
- Peter:** Oh, Chinese food always amazes me. You eat with chopsticks and soup spoons. You use knives only in the kitchen. You've got so many different dishes.
- Mr Lee:** You're right. China has many different regions and each of them has its own crops and dishes.
- Peter:** And the distinctive styles of cooking?
- Mr Lee:** Mmm, you've become quite an expert on Chinese food. In South China, Cantonese food is cooked quickly in a frying pan, or wok. In the far north, sweet-and-sour sauces are more often used.
- Peter:** I have tried some Tibetan and Inner Mongolian food. It seems they use a lot of dairy products.
- Mr Lee:** If you go to Fujian, a coastal province, you may have more seafood.
- Peter:** I like the spicy flavour of Sichuan cooking. It's a bit like the Central American chilli.
- Mr Lee:** By the way, do Westerners like spicy food?
- Peter:** Not everyone, but some do. Oh, I love it.

## Item 1

*How large is China?*

1  Listen to the text and fill in the blanks with proper numbers.

- (1) China has a recorded history of over \_\_\_\_\_ years.
- (2) China has an area of about \_\_\_\_\_ square kilometres. The distance from east to west measures over \_\_\_\_\_ kilometres, and from north to south, over \_\_\_\_\_ kilometres.
- (3) China has a land border of over \_\_\_\_\_ kilometres long.
- (4) The coastline extends more than \_\_\_\_\_ kilometres.
- (5) There are over \_\_\_\_\_ islands larger than 500 square metres. The largest is Taiwan, with a total area of about \_\_\_\_\_ square kilometres, and the second largest is Hainan.

2 Read the text and check your answers.

China is situated in the eastern part of Asia, on the west coast of the Pacific Ocean. It is one of the oldest civilizations with a recorded history of over 4,000 years.

China has an area of about 9.6 million square kilometres and is nearly as large as the whole of Europe. The distance from east to west measures over 5,200 kilometres, and from north to south, over 5,500 kilometres. When the sun shines brightly over Wusuli River in the east, the Pamirs in the west is in the very early morning. China has a land border of over 22,000 kilometres long and borders many countries.

Besides a vast land area, there are also extensive neighboring seas and numerous islands. The coastline extends more than 18,000 kilometres. There are over 6,500 islands larger than 500 square metres. The largest is Taiwan, with a total area of about 36,000 square kilometres, and the second largest is Hainan. The South China Sea Islands are the southernmost island group of China.

3 Answer the questions.

- (1) Where is China?
- (2) How old is China?
- (3) How large is China? Give examples to show how large it is.
- (4) How long is China's coastline?
- (5) What are the two largest islands in China?


4 Retell the text.

location — history — area — border — coastline — islands

5 What else can you add to the text? What about China's population, its geographical features, its rivers and mountains, its resources and its civilization?

## Item 2

### *Rivers in China*

1  Listen to the text and list the five main rivers in China.

2 Read the text and answer the questions.

China has over 1,500 large rivers, including the Heilongjiang River, the Yellow River, the Huaihe River, the Yangtze River, and the Zhujiang River. Most rivers in China cover great distances. According to regional differences between



the south and north, geographers have divided China's rivers into two types, southern and northern. The rivers south of the Qinling Mountains and the Huaihe River have large quantities of water and keep a strong current all year round. These rivers neither freeze nor stop flowing, and the river valleys are safe enough for growing crops. They provide convenience for shipping, as well as irrigation and hydropower. The rivers north of the Qinling Mountains and the Huaihe River have a large flow in summer but a small flow in winter. These rivers have a large content of sand and clay and freeze in winter. This has been inconvenient for shipping and the use of water resources.

Of China's many long rivers the Yangtze River and the Yellow River are the most famous throughout both Asia and the world. The length of the Yangtze River is 6,300 km. It's the third longest in the world after the Nile of Africa and the Amazon of South America. The Yellow River, the fifth longest in the world, flows for 5,464 km, just a little longer than the Congo River.

- (1) How many types are China's rivers divided into? What are they?
- (2) What is the line that separates the rivers in the south and in the north?
- (3) What are the first three longest rivers in the world?

3

Read the text again. What are the differences between rivers in the south and in the north? Fill in the chart.


	The rivers south of the Qinling Mountains and the Huaihe River	The rivers north of the Qinling Mountains and the Huaihe River
Do they have enough water?		
Do they have a large flow all year round?		
Do they freeze in winter?		
Do they provide convenience for shipping and irrigation?		

- 4 Which sentences in the text have the same meaning as the sentences below? Find them out from the text.

- (1) Most rivers in China are very long.
- (2) The rivers south of the Qinling Mountains and the Huaihe River have enough water to keep a strong flow all the time in a year.
- (3) It's convenient for people not only to travel on these rivers but also to water the crops and produce electricity.
- (4) The river water carries a large amount of sand and clay.
- (5) The Yellow River, with a total length of 5,464km, is the fifth longest in the world, a little longer than the Congo River.

**\*Item 3**

**A Bite of China**

- 1  Listen to the text. Find the meaning of each expression.

(1) mouthwatering images

(2) refined process

(3) food buffs

(4) ethics of eating

(5) documentary producer

(6) a reminder of happy times

a. someone who controls how a film or television programme that gives facts about a real situation or real people is made

b. pictures of food that looks very delicious

c. ideas or rules that influence the way you eat

d. something that makes you remember occasions where you feel happy

e. people who know a lot about food and enjoy it

f. a series of complicated actions which require great skills

**2** Read the text and answer the questions.

There are many TV programmes on Chinese cuisine, but few are like *A Bite of China*. The latest seven-episode documentary offers insights into the geographical, historical and cultural aspects of Chinese food.

Filled with mouthwatering images of food ranging from flavourful cuisine to local delicacies, *A Bite of China* captures the beautiful and refined process of food-making, which has attracted both food buffs and ordinary audiences.

“The programme tries to bring something new by presenting more cultural elements related to dishes, such as eating habits and the ethics of eating,” said Chen Xiaoqing, the documentary producer.

An added bonus is that the show is not only about dishes. Every episode highlights different people, who tell stories about their adventures with food.

In addition, *A Bite of China* captures social transformations while presenting food culture, such as showing the spreading of extended families that leave the elderly in their hometowns while other members work outside – cases in which food serves as reminders of happy times of reunions.

“As a saying goes, ‘you are what you eat’,” Chen says. “Food is always connected with people. Behind the documentary’s amazing and mouthwatering images are personal stories that reflect people’s living situations and attitudes. That’s another component that makes it distinctive.”

- (1) What programme has attracted both food buffs and ordinary audiences?
- (2) Does the programme try to bring something new? How?
- (3) What is the real bonus of the programme?
- (4) Could you explain “Food serves as reminders of happy times of reunions”?
- (5) What is another component that makes the programme distinctive?

**3** Discussion.

What do you think is the most exciting theme in this documentary?

**Box 1**

He works at a news agency.

He jumped out of bed, dressed hurriedly and ran downstairs.

Jenny and Gary visited the city together.

The teachers and the students all liked the place and wanted to stay there a little longer.

**Box 3**

That was no accident.

She is no different.

No dogs are permitted here.

I see no clouds.

I will never make that mistake again.

**Box 5**

I came here in 1992 and have lived here ever since.

Tom can't come but his brother will.

We must hurry, or we'll miss the last train.

They were surprised, for it was almost ten o'clock.

I want to see the movie—however, I have no ticket.

The shop was closed, so I couldn't buy any milk.

**Box 7**

Do it before you forget.

It's hot in the city where I live.

The boy was absent because he was ill.

If you can't solve the problem, he'll help you.

She's not so lazy as I am.

She went out although it was raining.

Let's get ready now so that we can leave when Father comes.

He was so busy that he had no time to have lunch.

**Box 2**

He is not a student.

I have not finished.

The children are not playing.

He may not be working.

She does not work hard.

**Box 4**

She seldom goes out.

He hardly ever goes to bed before midnight.

I know few people in Boston.

There is little water in the bottle.

**Box 6**

It is true that cats can't swim.

I informed her that I was unwell.

The problem is that we have no money.

Do you know the following attractions in China? In which city or region are they located respectively? Do the match work.



The Big Wild Goose Pagoda

Beijing



The Butterfly Spring

Chengdu



The Forbidden City

Dali



The Jade Buddha Temple

Dunhuang



The Dr Sun Yat-sen's Mausoleum

Hangzhou



The Du Fu's Thatched Cottage

Lhasa



The Mogao Grottoes

Nanjing



The Potala Palace

Shanghai



The West Lake

Wuhan



The Yellow Crane Tower

Xi'an

**1 Oral Presentation**

Give a brief talk about your hometown: What you like most about it and what you like the least.

**2 Pair Work**

What cities do you wish to visit in China? Make a dialogue with your partner.

**3 Group Work**

Work in groups. Prepare for a lesson to introduce China. It'll be great if visual aids such as pictures or slides can be used.

**4 Problem Solving**

Your pen pal will come to China and you will be his/her tour guide. What will you show him/her about China?

Make a list of the things about China that you think your pen pal will be interested in.

**5 Internet Surfing**

Get online to find some more information about China, such as provinces and cities, climate and geography, plants and animals, culture and arts, sports and athletes, general history, politics, education, health, international relations, economy, tourism, community life, trade and transportation.

*Tea*

Tea is drunk around the world. According to legend, tea was discovered in China over 5,000 years ago by accident.

Tea has now become one of the daily necessities in China. Countless people like to have a cup of tea after a meal. In a hot climate, tea seems to be able to drive out the heat and bring on instant cool together with a feeling of relaxation.

By 1650, tea had been introduced to America by the Dutch. And not until 1652 did tea arrive in England. A formal English afternoon tea is often served at three in the afternoon, with delicate small cakes and biscuits. The hostess will invite a few friends to have tea together. The guests will be expected to dress as if going to an important dinner.

Nowadays more and more people take tea as a healthy drink. The different types of tea – mainly the green tea, black tea, oolong tea and scented tea – may not only satisfy various people's taste but also help them keep fit.



- 1 This is a word game called The Boggler Classic. It uses a 4 x 4 matrix. Try to arrange the letters to make up words. There is a 3 minute time limit. Valid words must be at least three letters long.

V	S	E	T
R	Y	N	E
C	H	Y	Y
P	A	X	L

- 2 A poem.

### The night has a thousand eyes

The night has a thousand eyes,  
And the day but one;  
Yet the light of the bright world dies,  
With the dying sun.

The mind has a thousand eyes,  
And the heart but one;  
Yet the light of a whole life dies,  
When love is done.





### HIGHLIGHTS

#### TOPIC AREAS

International travel  
Preparations for going abroad  
Banking services

#### FUNCTIONS

Intentions and wishes  
Permission and possibility  
Talking about living abroad

#### STRUCTURES

Conditional clause (2): *if, unless, so/as long as*  
*wish* + that clause  
*hope* + that clause

#### CHAT ROOM

Dialogue 1 Applying for a visa  
Dialogue 2 Packing light

#### PROGRAMME

Item 1 What do you need to prepare for going abroad?  
Item 2 Understanding information  
\*Item 3 Banking information



- 1 Where can you see the signs? What do they mean?

OUT OF ORDER

BEWARE OF THE DOG

PLEASE QUEUE THIS SIDE

KEEP OFF  
THE GRASS

- 2 Here is a list of things you do before studying abroad. Put them in the right order.

- A. Apply for a passport.
- B. Book a ticket.
- C. Choose a country, university and courses.
- D. Exchange *Renminbi* for foreign money.
- E. Have a checkup.
- F. Obtain a visa.

(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_ (5) \_\_\_\_\_ (6) \_\_\_\_\_

- 3  Listen and make dialogues after the example.

**Example:**

**A:** What shall I do first if I want to study abroad?

**B:** You will have to apply for a school first.

What shall I do if I want to ... ?	You will have to ...
mail this bag	weigh it and pay the postage
sell out our products	advertise them
rent this room	pay the rent in advance

## 1

## Getting Started

- 4  Listen and read. Then make your own dialogues with the information given.

- (1) **A:** May I open a credit account for \$500 please?  
**B:** Sorry, you can't open a credit account unless you have more than \$2,000.  
**A:** What can I do then?  
**B:** You may have a debit card.



- (2) **A:** May I open a credit account for \$500 please?  
**B:** Sorry, I'm afraid you can't.  
**A:** Then how much money should I have if I want to open a credit account?  
**B:** You can open it as long as you have \$2,000.

ask for a sick leave	not feel well
take the Underground as many times as I want in a day	buy a day-ticket
have a discount on these goods	the total amount is over \$50
go to that club	have a membership
rent this room	come back before 10pm every day

- 5  Listen and complete the dialogues.

**A:** I'll have my holidays in Hawaii next month.  
**B:** Oh, terrific! I hope that you'll have a great time.

(1) **A:** George has a bad cold today.

**B:**

(2) **A:** It's my birthday next Wednesday.

**B:**

(3) **A:** Wendy will take three tests tomorrow.

**B:**

(4) **A:** Mum will come home very late this evening.

**B:**

6  Listen and practise.

**A:** Why don't you drive a car to the town?

**B:** I wish I could. But I can't afford to buy a car yet.

fix the computer right now  
talk to him tomorrow  
turn on the heating  
lend him the money

prepare for tomorrow's test  
leave for Beijing this evening  
power cut  
have no money

7  Listen and practise.

**A:** What a silly question Paul asked!

**B:** Yes. I wish he hadn't asked such a silly question.

a stupid thing  
nonsense  
a hard time  
a terrible noise

do  
talk  
have  
make

8  Listen and complete the following sentences.



(1) How strong you are! I wish I  
\_\_\_\_\_ as strong as you.

## 1

## Getting Started

(2) We can go for a picnic tomorrow if it doesn't rain. I wish it \_\_\_\_\_ tomorrow.



(3) He has failed several times. But I still wish he \_\_\_\_\_ again.



(4) The baby is crying. I wish she \_\_\_\_\_ so that her mother could have a rest.



(5) She had a stomachache this morning. I wish she \_\_\_\_\_ so much yesterday.



## 2

## Chat Room

## Dialogue 1



### Applying for a visa

**Nathalie:** I'm going to take some advanced courses in the U.S. Do you know anything about applying for a visa, John?

**John:** Yes. First of all, if you are a citizen of a foreign country, in most cases you will need a visa to enter the U.S.

**Nathalie:** Of course.



- John:** Before you apply for a visa, you should get your passport and all necessary documents ready. And then make an appointment to have your interview at the consulate.
- Nathalie:** For the purpose of studying in the U.S., what kind of visa should I apply for?
- John:** You should apply for a nonimmigrant visa, most probably F-1 visa.
- Nathalie:** Will I be asked to provide some documents such as my birth certificate or college diploma?
- John:** Of course you will. You should go to the website of the U.S. embassy or consulate to find out exactly what documents you will need to apply for a student visa.
- Nathalie:** Thank you for the tips, John. I have a much better sense of how to go about it now.
- John:** Oh, you're quite welcome, and good luck!

### Dialogue 2



### Packing light



- George:** Hi, Kenny. Haven't seen you for long. What have you been doing?
- Kenny:** Oh, I've just been accepted by Michigan State University and I'll go to the U.S. very soon.
- George:** Congratulations!
- Kenny:** I'm packing these days, but I'm not very sure what to take with me.
- George:** You'd better pack light. I mean packing as little as possible.
- Kenny:** I found some weather information about Michigan and I'm afraid I'll need some thick winter clothes.
- George:** Right. But if you hope to pick up souvenirs when you return, you'd better take some old clothes to wear while abroad. You can then leave them behind to make extra room in your suitcase! I left a number of my shirts with my host family in Bangladesh because there was no longer any room in my suitcase. It was full of gifts for my family and friends.
- Kenny:** I really want to take a camera.
- George:** A digital camera will be a good idea. If you take a digital camera and a laptop computer on your trip, you will be able to take as many pictures as you like. Plus, you can post the pictures on the Internet and let your family and friends see what you are up to.
- Kenny:** That's a good idea. Thanks. Do you have any other suggestions?
- George:** Michigan State University provides a helpful checklist of necessary preparations. You may check it out online.

## Item 1

*What do you need to prepare for going abroad?*

- 1  You will hear an interview with Teresa, a French student, talking about her experience of going abroad. Listen to the tape and write down exactly the questions you hear.

- (1) What \_\_\_\_\_ before you go abroad?
- (2) What do you \_\_\_\_\_ after you get \_\_\_\_\_?
- (3) What documents \_\_\_\_\_ to be abroad?
- (4) What is necessary \_\_\_\_\_?
- (5) What's your \_\_\_\_\_ those who will \_\_\_\_\_?

- 2 Match the above questions to the following answers.

A. A lot of things. First, you need to apply for a passport. Apply several months before you leave, especially if you need a visa from a foreign embassy.

B. Consider the in-country costs before you go. You should develop a budget and live by it. Consider the costs of optional excursions, gifts, school supplies, Internet access, in-country transportation and general living costs. Many students have lost their mind at the night clubs and have spent their semester budgets in their first week abroad.

C. The visa, of course. Find out what kind of visa you will need. Sixty per cent of the world's countries require visas for any length of stay. If you travel, you may need visas for other countries.

D. You should relax and have fun when you're studying abroad. You're going to experience culture shock, no matter how cool you are, and how good your language ability is. Have realistic expectations. Read everything you can find about your future home. See and do what you can, and enjoy the experience.


E. You'll first get your shots at the clinic. This is very important for your health insurance. Then get an international student ID. The international student ID gives you discounts at museums for youth admission, on bus fares, and others. The additional benefit of an international student ID is the travel insurance.

## 3 Programme

- 3 What do you think is necessary to prepare for going abroad? Make up a similar dialogue.

### Item 2

#### Understanding information

- 1  Read the following information from a language school brochure and decide whether the statements are true (T) or false (F). Then listen to the tape and read after it.

##### WHAT HAPPENS WHEN I ARRIVE?

- Clear instructions sent to you before departure
- Airport pick-up service *available*
- Guided tour of the school
- *Level placement test*

##### FROM THE AIRPORT TO YOUR HOST FAMILY

There is an excellent *coach* transfer to Cambridge city center from each of the three London airports. You will then find taxis waiting at Cambridge bus station which you can *hire* to reach your host family. However, if you prefer, we can order a taxi straight from the airport to your *host* family. Prices for this are listed on the *enclosed* sheet.

*Summer courses – If you are coming on any summer courses and you arrive at Heathrow or Gatwick airports between 09:00 and 18:00 on Sunday before the beginning of your course, staff from the school will be waiting for you at the airport and will escort you on the transfer coach to Cambridge where a school minibus will take you on to the host family. Transport is provided free of charge to the airport on Saturday after the end of your course.*

##### YOUR FIRST DAY AT THE SCHOOL

You will need to arrive at the school by 09:15 on your first day (your host family will tell you how to get to us from their house). Here you will be met by our Director of Studies. He will give you all the information you need and *show you round* the school.

- \_\_\_\_\_ (1) You will receive all the information you need from the school before you leave your country.
- \_\_\_\_\_ (2) The best way to get from London airports to Cambridge is by train.
- \_\_\_\_\_ (3) The school will pay for a taxi from the bus station to the host family.
- \_\_\_\_\_ (4) There are special arrangements for people doing summer courses.
- \_\_\_\_\_ (5) You will be taken back to the airport on Saturday after your summer courses end.
- \_\_\_\_\_ (6) Your host family will take you to the school on the first day.
- \_\_\_\_\_ (7) The Director of Studies will meet you at the school.

2

Guess the meaning of the highlighted words or phrases from their context. Match them to the definitions.

- (1) \_\_\_\_\_ a. able to be obtained or used
- (2) \_\_\_\_\_ b. a person who receives sb as a guest
- (3) \_\_\_\_\_ c. put in an envelope or parcel
- (4) \_\_\_\_\_ d. without payment
- (5) \_\_\_\_\_ e. go with
- (6) \_\_\_\_\_ f. go around a place with sb to show them what is interesting
- (7) \_\_\_\_\_ g. a kind of bus
- (8) \_\_\_\_\_ h. people who work for an organization
- (9) \_\_\_\_\_ i. an exam to decide your level
- (10) \_\_\_\_\_ j. pay to use sth for a short time

3

Suppose your partner has just read this brochure and you haven't. Ask him / her a few questions so that you can get some details.

4

Your school will receive some foreign students. Work in pairs. Make up a brochure of your school.



**\*Item 3****Banking information**

1 The following is the front page of the website for the Star Bank. Which link do you need to click if you ...

- (1) are considering buying a new apartment?
- (2) would like to save an amount of money in the bank?
- (3) are planning a trip abroad and you have some concern about your safety?
- (4) want to buy an expensive car which you cannot afford?
- (5) are interested in managing your wealth?

Home Banking Gold Private Client

**100 YEARS Star Bank**

Home Banking Investments Credit Cards Insurance Loans & Mortgages MPF

A bank that actually helps you get what you want.

Payroll Account  
Glamorous Rewards  
Debt Consolidation  
Steps up services for you

Log on  
Please select  
Forgot your User ID  
Forgot your Password  
First time user  
View Demo Learn More  
Apply Now  
Please select

**Banking**  
Up to 1.4% p.a. HKD time deposit rate  
Apply Now  
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2 Match the words with their definitions.

- (1) banking  
 (2) investment  
 (3) credit card  
 (4) loan  
 (5) mortgage  
 (6) insurance

- a. a sum of money borrowed, especially to buy a house  
 b. something lent, especially money  
 c. the use of money to get a profit  
 d. an agreement by contract to pay money in case of damage, loss or accidents  
 e. a card which allows you to obtain goods and services without using coins or notes  
 f. the business of a bank

3 Get online and find the website of a well-known bank. Click the links to get more information.

### Box 1

I won't go to the party if she doesn't invite me.  
 They will stay longer if everyone is fine.

I won't go to the party unless she invites me.  
 They won't stay longer unless everyone is fine.

I will go to the party as long as she invites me.  
 They will stay longer as long as everyone is fine.

### Box 2

I wish I could fly.	I can't fly.
I wish I were a grown-up.	I'm not a grown-up.
I wish I had been to Alaska.	I haven't been to Alaska before.

### Box 3

I wish I knew what is happening.

She wishes she were rich.

I wish that I hadn't spent so much money.

I wish that he would write more often.

The following is an application form for the Design Summer School of the Royal Academy of Dramatic Art. Read it carefully and try to fill in the form.

### Personal Information

Surname \_\_\_\_\_ First Name \_\_\_\_\_

Date of Birth \_\_\_\_\_ Age \_\_\_\_\_

Address \_\_\_\_\_

Postcode \_\_\_\_\_

Tel (Day) \_\_\_\_\_ Tel (Evening) \_\_\_\_\_

Fax \_\_\_\_\_ E-mail \_\_\_\_\_

Nationality \_\_\_\_\_

Present Occupation \_\_\_\_\_

Summary of Education \_\_\_\_\_

Securely  
attach  
a small  
photograph

This application form  
must be accompanied  
by an Additional  
Information and  
Sponsor Form

### Design Summer School Additional Information and Sponsor Form Information Form

NAME \_\_\_\_\_ COURSE DATES \_\_\_\_\_

The Design Summer School is not planned only for people with substantial design experience, nor necessarily for those intending to make a professional career in theatre design. Answers to the following questions will nevertheless be helpful in planning the best possible programme to benefit all students in their work at the School.

Summary of design experience to date: \_\_\_\_\_

Do you intend to make a professional career in design? (YES. / NO.)

\_\_\_\_\_

Do you intend to make use of the techniques practised at the School in any other professional capacity? (YES. / NO.) \_\_\_\_\_

If YES, please give details: \_\_\_\_\_

\_\_\_\_\_

Do you have an academic qualification in Art, e.g. GCSE, B TEC or equivalent, or a degree or diploma?

Please specify. \_\_\_\_\_

\_\_\_\_\_

### Sponsor Form

NAME \_\_\_\_\_ COURSE DATES \_\_\_\_\_

Each applicant must be sponsored by a responsible adult who knows the applicant well, either as a student or employee:

Name of Sponsor \_\_\_\_\_

Address of Sponsor \_\_\_\_\_

Position or Occupation of Sponsor \_\_\_\_\_

Signature of Sponsor to recommend the applicant as a suitable person to participate in the Design Summer School:

SIGNED \_\_\_\_\_ DATE \_\_\_\_\_

#### 1 Oral Presentation

Which foreign city would you like to go? Why? What would you do there: study, work or just travel?

#### 2 Topic Discussion

It's quite popular now for students to go abroad for advanced education. What do you think of this trend?

#### 3 Pair Work

You will go to Montreal, Canada as an exchange student. But you know little about the city, such as its climate and transportation. A lot of preparation is needed before your leaving. Your partner has been to Montreal. Talk the matter over with him / her.

#### 4 Internet Surfing

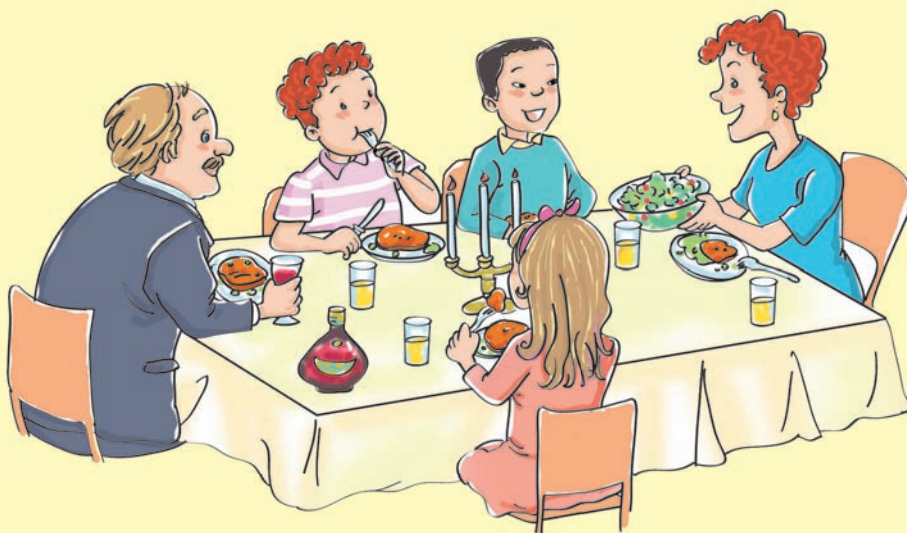
Visit the British Embassy or American Embassy online. Find the digital form to apply for a visa.

## Homestay

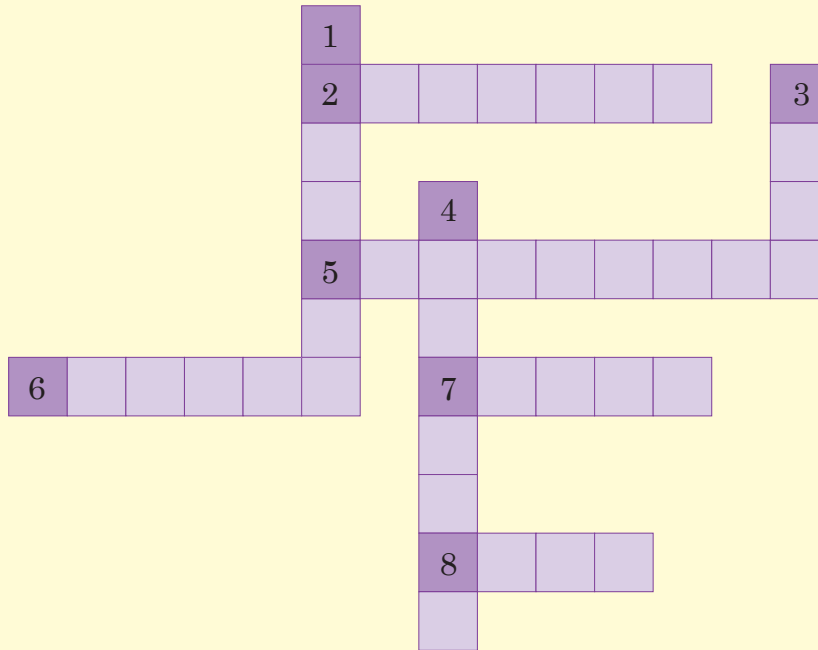
Every year there are many people going abroad to work or study. One of the most important things for them is to find a place to live in. Some of them will stay in a dormitory, some will rent a room, and others, especially students, may choose a homestay programme.

The host family provides the student with room and board. They are also responsible for the student's transportation to and from school.

Host families are usually generous people. They enjoy learning about other cultures and appreciate what hosting gives to their family life. Very often host families include the students on trips to supermarkets, to square dances, or to churches. Many have long conversations with the students about education, politics, food, dating practices, philosophy, and lifestyles. Host family children enjoy playing with them as their "adopted" brothers or sisters.



## 1 A word puzzle.



Across	Down
2. to notice	1. money you pay to send a letter or parcel
5. able to be got, obtained, used, etc.	3. to pay to use something
6. a series of lessons about a particular subject	4. an official document which you need to leave your country and enter other countries
7. people working for an organization	
8. money you pay to live in a building	

## 2 A rhyme.

**Star light, star bright**

Star light, star bright,  
 First star I see tonight.  
 I wish I may, I wish I might,  
 Have the wish I wish tonight.



# UNIT

# 4

# Holding Out Your Hand



## HIGHLIGHTS

### TOPIC AREAS

Friendship  
Cooperation  
Social behavior

### FUNCTIONS

Talking about friends  
Giving suggestions

### STRUCTURES

Adverbial clauses of purpose and result:  
*so...that, such...that, so that*  
Object complement  
Concessive clause:  
*although, though*

### CHAT ROOM

Dialogue 1 My friend Lisa  
Dialogue 2 Making new friends

### PROGRAMME

Item 1 Just a little smile  
Item 2 That was then, this is now  
\*Item 3 Problems and suggestions

# 1

# Getting Started

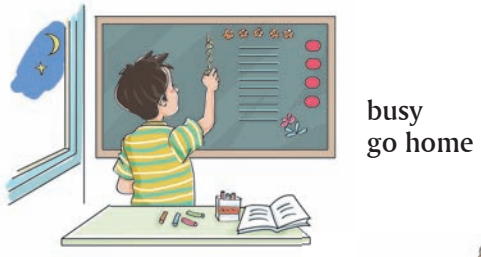
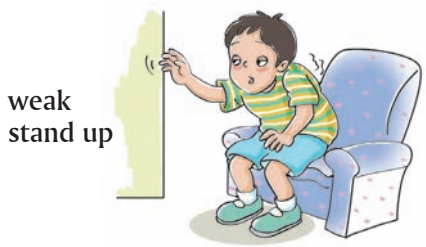
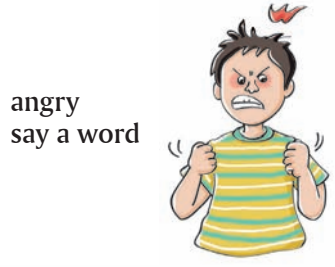
1  Listen and practise.

**A:** Do you want to be friends  
make friends  
pal up with Paul?

**B:** Yes, I do. Paul is a kind neighbour  
an honest schoolboy  
a patient team-mate  
a reliable colleague and I like his kindness.  
honesty.  
patience.  
reliability.

2  Listen and practise.

**A:** Peter is very tired, isn't he?  
**B:** Yes. He is so tired that he can hardly go any further.



3  Listen and make dialogues of your own.

**A:** What are you doing?  
**B:** I'm trying to lift the desk. But the desk is so heavy that I can't lift it.  
**A:** Do you need help?  
**B:** Yes. I'd appreciate it if you could give me a hand.







high/reach  
the book



hard/work  
the problem out



large/keep  
the floor clean

4



Listen and say.

**A:** Jill studies very hard, doesn't she?

**B:** Yes, she does. She studies so hard that she often stays up late.



jump high/take  
part in sports  
meetings



play the piano  
well/win prizes



dance gracefully/  
dance at parties

ride a bicycle carelessly/  
have accidents



5



Listen and practise.

**A:** Jack is very lazy, isn't he?

**B:** Yes. He is such a lazy boy that he never gets up early.

Rebecca	absent-minded	often	mix things up
Paul	forgetful		look for his things
Lisa	hard-working		get prizes

6  Listen and practise.

**A:** What are you reading?

**B:** *Reader*. It is such an interesting magazine that all of my classmates want to read it.

<i>Harry Potter</i>	a wonderful film
<i>Robinson Crusoe</i>	an adventure novel
<i>Love Story</i>	a sweet song

7  Listen and learn.

We left early Explain clearly People exercise regularly	so that	we could catch the first train. the children can understand you. they can keep fit.
---	---------	---

8  Listen and practise.

(1) **A:** Is John hard-working?

**B:** Yes.

**A:** And very friendly towards all of you?

**B:** Yes. That's why we made him

monitor of our class.  
captain of our football team.  
head of the English club.

(2) **A:** Is Tom a nice fellow?

**B:** Yes. Why do you ask?

**A:** Sometimes  
I find him

interesting,  
bright,  
easy-going,

but other times  
I find him

rather boring.  
very dull.  
too serious.

- (3) **A:** Open the door please, John.  
**B:** What did he say?  
**C:** He asked John to open the door.

turn off the radio  
 put out the lights  
 come early tomorrow

What did he / she say?

- (4) **A:** Do you know him?  
**B:** No, but in the past few weeks  
 I have seen him

mop the floor  
 water the flowers  
 play the piano

every day.



Listen and practise.

- (1) **A:** Did John come to see you yesterday?  
**B:** Yes, he did. He came to see me although he was very busy.

catch the train  
 pass the exam  
 finish the job

leave home very late  
 miss a few lessons  
 be tired

- (2) **A:** Mary sings very well but she wants to be a ballerina.  
**B:** That's true. Although she sings very well, Mary wants to be a ballerina.

learn to dance together / not know each other  
 enjoy dancing / find it difficult to learn to dance  
 get to school on time / traffic, bad  
 manage to perform on the stage/ hurt her foot

## Dialogue 1

*My friend Lisa*

- A:** Did you have your dance class yesterday?
- B:** No, I went out with my friend Lisa last night. Well, actually, she's my best friend. Have you ever met her?
- A:** Er, I'm afraid not. Where's she from?
- B:** She's from Greece.
- A:** What does she look like?
- B:** She's tall and slim with perfect skin, and she's got long, dark hair. She is such a lovely woman that we all like to be friends with her.
- A:** You've known each other for many years, haven't you?
- B:** Yeah, we met when I was working for her dad. He had a clothing retail business. We've known each other for about 15 years.
- A:** Oh, really? Do you have a lot in common?
- B:** Well, actually, we don't have a lot in common. She doesn't work. She's a full-time mum. She's got a little boy.
- A:** Oh. How old is he?
- B:** He's about 11 now...difficult age, but we still get together about once or twice a month, and it's good to see her.

## Dialogue 2

*Making new friends*

- Alice:** Good morning. I'm Alice. I live in the house next door. Are you Linda?
- Linda:** Yes, I am. Glad to meet you, Alice.
- Alice:** How do you like California, Linda?
- Linda:** Well, I've only been here for a few days, but I think I'm going to like it. I just hope I'll be able to make friends here. It was very sad to leave all my old friends in Canada.
- Alice:** I'll be glad to introduce you to people here. I came here only two years ago, and I know how you feel. Most of the people living in this neighbourhood haven't lived here very long, and they all try to be friendly to newcomers.
- Linda:** That's good. You may be very lonely in a new place without any friends.

**Alice:** I'll be glad to help you in any way I can.

**Linda:** I'd like to know where the nearest mall is.

**Alice:** There's a new mall not far off. It's only about a mile from here. I can drive you over there and show you around. You can buy almost everything there. It's very convenient.

**Linda:** That sounds wonderful. I'd like to go there with you this afternoon.

**Alice:** Fine. Shall I pick you up at about 2 o'clock? Oh, and why don't you come over for dinner tonight? I know how much work it is unpacking in a new house.

**Linda:** Thank you, Alice. I'd love to. It's very kind of you.

## Item 1

*Just a little smile*

**1** These words are from the following text. Match the words with their definitions.

- (1) trip  
(2) scatter  
(3) burden  
(4) remind  
(5) suicide

- a. the act of killing oneself  
b. to cause (someone) to remember  
c. to throw in various directions  
d. heavy load  
e. to hit sth with your foot and fall

**2**  Listen and put the following events in the right order.

- A. Bill reminded Mark of the day when they had first met.  
B. Bill tripped and dropped the things he was carrying.  
C. Mark helped Bill pick up the scattered articles.  
D. Mark was invited in for a coke and to watch some television.  
E. They ended up in the same senior high school.

- 3 Read the text and decide whether each of the following statements is true (T) or false (F).

Mark was walking home from school. A boy ahead of him tripped and dropped all of the books he was carrying, along with two sweaters, a baseball bat, a glove and a small tape recorder. Mark knelt down and helped the boy pick up the scattered articles. Since they were going the same way, he helped to carry part of the burden. As they walked Mark discovered that the boy's name was Bill, that he loved video games, baseball and history, and that he was having lots of trouble with his other subjects. Mark also learned that Bill had just broken up with his girlfriend.

They arrived at Bill's home first and Mark was invited in for a coke and to watch some television. The afternoon passed pleasantly with a few laughs and some small talk, and then Mark went home. They continued to see each other around school, had lunch together once or twice a week, and then both graduated from junior high school. They ended up in the same senior high school, where they had brief contacts over the years. Finally, the last year came and three weeks before graduation, Bill asked Mark if they could talk.

Bill reminded him of the day years ago when they had first met. "Did you ever wonder why I was carrying so many things home that day?" asked Bill. "You see, I cleaned out my locker because I didn't want to leave a mess for anyone else. I had stored away some of my mother's sleeping pills and I was going home to commit suicide. But after we spent some time together talking and laughing, I realized that if I had killed myself, I would have missed that time and so many things. So you see, Mark, when you picked up those books that day, you did a lot more for me. You saved my life."

- \_\_\_\_\_ (1) Mark met Bill on his way to school.  
\_\_\_\_\_ (2) Bill took a baseball bat because he wanted to go for a match.  
\_\_\_\_\_ (3) Mark helped Bill to get all the things back home.  
\_\_\_\_\_ (4) Bill studied very well at school.  
\_\_\_\_\_ (5) They met each other very often at senior high school.  
\_\_\_\_\_ (6) Bill told Mark what had happened that day after graduation.  
\_\_\_\_\_ (7) Mark saved Bill's life in an accidental way.

**4** Dramatize the text.

Characters: Narrator, Mark, Bill

- Scenes:
- (1) On the way home from school
  - (2) At Bill's home
  - (3) On the campus, three weeks before graduation

**5** Everyone sees what you look like, but few know what you are.

Kind hearts are the gardens; kind thoughts are the roots; kind words are the flowers; kind deeds are the fruits. When your friend is in trouble, are you eager to help? How? Tell the class a story between you and your friend.

**Item 2**

*That was then, this is now*

**1**  Listen to the text and answer the questions.

- (1) Did they become friends easily?
- (2) What did they have in common?
- (3) What did they argue about?
- (4) Have their lives been the same or different since their graduation?

**2** Read the text and see if you've got the correct answers.

Will and I got on very well together at university. When we first met, we clicked straightaway and we ended up sharing a house for nearly three years.

Living with Will was fun. We soon found out that we had a lot in common and quickly became close friends. We always had really good discussions about everything important at the time: politics, the environment, literature and other less important things like cooking. We also liked the same music and that's important when you're sharing a house. We had the same attitude to the important things in life and the only thing we argued about was the housework. I'm very tidy whereas Will's the opposite. He thinks life's too short to worry about things like that.

When we graduated three years ago, we went our separate ways and since then our lives have been very different. I went back to my hometown and got a job as a production assistant for art exhibitions. I like my job because I'm helping young people to get involved in the arts. I'm living with my parents because I'm not earning very much. Will thinks I'm crazy because money is very important to him now, but I get a lot of personal satisfaction from my job. He's earning a lot of money, but he doesn't have time to spend with his family and his friends. I don't see him very often now. When he comes down for the weekend we have a laugh, but our lifestyles are so different now that we don't have very much to talk about.

**3** Read the text again and find the sentences which have the similar meanings to the following ones.

(1) We became friends immediately.

\_\_\_\_\_

(2) I enjoyed living with Will.

\_\_\_\_\_

(3) We had the same interests.

\_\_\_\_\_

(4) We had disagreement only about the housework.

\_\_\_\_\_

(5) I'm very tidy but Will is completely different.

\_\_\_\_\_

(6) Now we are interested in different things and disagree with each other.

\_\_\_\_\_

**4** The following is a summary of Tina and Will's friendship. Put the lines of the summary in the correct order.

( ) met. They became close

( 2 ) off immediately when they first

( ) separate ways and they've drifted

( ) out and they are still

( ) friends and got on

( ) there for one another

( 1 ) Tina and Will hit it



- ( ) apart. They haven't fallen  
 ( ) in common. Now they have gone their  
 ( ) well together. They had a lot

**5** Complete the sentences with the words or phrases in their proper forms.

attitude to	have ...in common	argue about...
graduate from	separate...from	involve
satisfaction	whereas	

- (1) I \_\_\_\_\_ junior high school next year.  
 (2) He finds it difficult to \_\_\_\_\_ fact \_\_\_\_\_ fantasy.  
 (3) They spent a long time \_\_\_\_\_ which film to go and see.  
 (4) We \_\_\_\_\_ a lot of interests \_\_\_\_\_ with each other.  
 (5) The difference between us lies in our \_\_\_\_\_ life.  
 (6) She was so \_\_\_\_\_ in the play that she cried in the final act.  
 (7) She looked at the finished painting with \_\_\_\_\_.  
 (8) He is quite wealthy, \_\_\_\_\_ his brother is as poor as a church mouse.

**6** Discussion.

Tina and Will are close friends though they have different attitudes to life. What do you think of their friendship?

### \*Item 3

#### *Problems and suggestions*

**1** Here are five teenagers' problems and their parents' suggestions. No.1 to No.5 are the problems. A to E are the suggestions. Please match them.

(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_ (5) \_\_\_\_\_

- (1) Mom, you know John is my best friend. But he is always getting angry with others including me. He often quarrels with classmates. I dislike his behavior but I don't know whether I should give up such a friend.

- (2) Dad, I find it impossible to make friends since I came to the new school. When I was five, it was probably easy to make friends with the kids on the playground. Unfortunately, as I get older, things seem to have changed.
- (3) Dad, I have an e-friend but our friendship has been ruined by some huge conflict and disagreement. I really regret being a friend of his. Ending a friendship can be a problem. And I don't know what to do and say. Can you give me some advice?
- (4) Mom, I have chosen a birthday gift for Lily. You know she is really a lovely girl and is always willing to help others. I hope that I will become a life-long true friend of her! But can we be lifelong true friends?
- (5) Dad, I wronged a special friend and now I don't know how to fix it. I misunderstood Bill and had a quarrel with him. I really regret what I did. Bill is a good boy and I don't want to lose the friend. But what should I do to renew our friendship?

**A.**

There are ways to keep a friendship alive. Like a garden, friendship needs tending, time and care. Stay in touch with your friend as often as you can. Try to spend time with your friend in a special, meaningful, interesting way. Friendship also means responsibility. If you are a true friend, you will always make yourself available, especially during your friend's hardest, most difficult times.

**B.**

Don't give up a friend easily. Limit your interaction when your friend is angry. Don't try to fight back in words. Most angry people want an audience. You should talk with him when he calms down. Perhaps there are some problems in his family that make him angry.

**C.**

Accepting the blame is the only answer! Admit the fact that you were wrong and apologize for it. Beg his pardon. Hopefully, your friend is a kind and forgiving boy. Let your friend know that he is important to you.

## D.

It might be easier if the friendship is mainly an “online” one. Delete them from your MySpace account. You may want to send an e-mail to your friend explaining your change. Be polite and consider the effect that may come from the e-mail. You can change your chat room address too.

## E.

Dear, doing things for others is a great way to meet people in your class and make friends with them. Introduce yourself and show confidence when you come near to someone.

2

Find the words or phrases from the text to replace the underlined parts of the following sentences.

- (1) Mr James often has arguments with his wife.
- (2) The doctor told him to stop smoking.
- (3) There's an disagreement between the two countries.
- (4) The bad weather spoiled our trip.
- (5) If you don't do it now, you'll only feel sorry about it.
- (6) Try to control your talk in ten minutes.
- (7) Please remove my name from the list.

3

**Discussion.**

How to make friendship last long?

**Box 1**

I was so tired that I fell asleep on the sofa.

You speak so quickly that I can't understand you.

The desk is so heavy that I can't move it.

**Box 2**

We had such a good holiday that we all felt relaxed.

It really is such a difficult career that nobody wants to take it.

He is such a good student that we all love him.

**Box 3**

Leave the keys here so that I will remember to take them with me.

We try to learn English well so that we can communicate with foreigners easily.

**Box 4**

I think the book interesting.

I found him clever.

Please keep your eyes closed.

I proved myself right.

**Box 5**

They made him captain of the ship.

We must keep it a secret.

They found him a suitable person for the job.

**Box 6**

My father allowed me to go swimming.

My dad's teaching me to drive.

**Box 7**

I won't have you speak to your father like that.

My mother won't let me write to you.

What made you do it?

**Box 8**

Although she sings very well, Mary wants to be a ballerina.

Mary sings very well, but she wants to be a ballerina.

**acquaintance**

have a passing / slight / nodding acquaintance

acquaintance with sb (do not know very well)

make sb's acquaintance / make the acquaintance of sb

(meet sb for the first time)

an intimate acquaintance (close friend)

**friend**

one's best/oldest/closest friend

be (good) friends with sb

make a lot of friends

make friends with sb

assist/help a friend

betray one's friend

choose one's friend

entertain a friend

receive a friend

a great / an intimate friend

a childhood friend

a fair-weather friend

sworn friends

**friendship**

acquire the friendship of sb

break friendship with sb

build up / establish friendship

between

cultivate friendship with sb

treasure/value friendship

enduring/firm friendship

long-standing friendship

school friendship

1

**Oral Presentation**

Talk about one of your friends.

(1) When and where did you first meet?

(2) What were you doing?

(3) How did you become friends?

(4) Would you please describe him / her?

**2 Problem Solving**

Offer to help the people in the following situations.

**Example:** “I’m really tired.” “Take a rest. I’ll make the dinner.”

- (1) “It’s so hot in here.”
- (2) “I feel awful.”
- (3) “I’d like to go out with you tonight, but I have to attend a wedding.”
- (4) “Aren’t you cold? I’m freezing.”
- (5) “There’s something wrong with my bike.”

**3 Group Work**

Procedure: First, one student says a sentence to start a story about friendship. The next student repeats the sentence and adds another one. The 3rd student repeats the sentences and adds one more sentence. This continues until a student fails to repeat all the sentences correctly. Typically, this will make a funny story. The student who can repeat the whole story will win.

**4 Topic Discussion**

Why do we need friends?

***The American Way of Friendship***

In some cultures friendship means a strong lifelong bond between two people. In these cultures friendships develop slowly, since they are built to last. Americans are living in a society of great change. Studies show that one out of five American families moves every year. Americans have school friends, work friends, sports friends and neighbourhood friends. These friendships are based on common interests. When the shared activity ends, the friendship may fade. American friendships develop quickly, and they may change just as quickly.

**1** A game.**Logic reasoning**

A fourth-grade teacher was giving her pupils a lesson in logic.

“Here is the situation,” she said. “A man is standing up in a boat in the middle of a river, fishing. He loses his balance, falls in the river, and begins splashing and yelling for help.

His wife hears him. Knowing that he can’t swim, she runs down to the bank. Why do you think she runs to the bank?”

A girl raised her hand and asked, “To draw out all of his savings?”

**2** Proverbs.

Friends are like wine; the older, the better.

False friends are worse than open enemies.

Walking with a friend in the dark is better than walking alone in the light.

When you meet your friend, your face shines—you have found gold.

A life without a friend is a life without the sun.

A friend is a gift you give yourself.

True friendship is like sound health; the value of it is seldom known until it is lost.

Everyone hears what you say. Friends listen to what you say. Best friends listen to what you don’t say.

**3** A poem.

Don’t walk in front of me,  
I may not follow.  
Don’t walk behind me,  
I may not lead.  
Walk beside me and  
be my friend.





## HIGHLIGHTS

### TOPIC AREAS

A numeral system  
Calculations  
Shapes  
Measurements

### FUNCTIONS

Giving advice and instructions  
Talking about maths

### STRUCTURES

The infinitive (summary)

### CHAT ROOM

Dialogue 1 Trouble with maths  
Dialogue 2 Maths problems can be tricky!

### PROGRAMME

Item 1 How did the system of counting begin?  
Item 2 Subtraction  
\*Item 3 From squares to other figures



- 1 Do you know how to say numbers in English? This chart shows what the position of a number means.

For the number 3,456,728, we can say: three million four hundred and fifty-six thousand seven hundred and twenty-eight.

Millions	Hundred Thousands	Ten Thousands	Thousands
1,000,000	100,000	10,000	1,000
Hundreds	Tens	Units	
100	10	1	

- 2 Can you read these sums? Have a try.

$$(1) 25 + 6 = 31$$

$$(2) 15 - 8 = 7$$

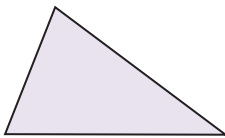
$$(3) 7 \times 7 = 49$$

$$(4) 48 \div 6 = 8$$

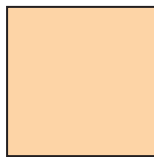
$$(5) 4^2 = 16$$

$$(6) \sqrt{4} = 2$$

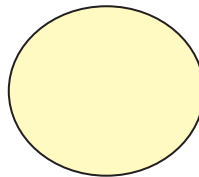
- 3 Do you know how to name these shapes?



triangle



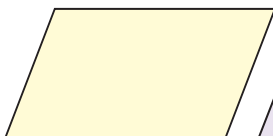
square



circle



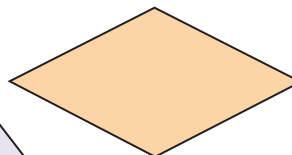
rectangle



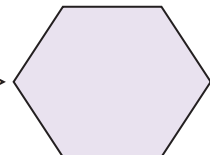
parallelogram



trapezoid



rhombus



polygon

4



Listen and learn.

- (1) To study science well is very important.  
To forget him is not easy.  
To live in a town is quite different.  
To clean one's teeth regularly is a good habit.
- (2) I have a lot of homework to do.  
Can I have something to eat?  
I have something important to tell you.
- (3) I'm glad to see you.  
I'm here to study English.
- (4) I don't know what to say.  
I can't tell you where to go.  
He doesn't know how to do it.
- (5) That box is too heavy to lift.  
The book is too boring to read.
- (6) Mother told us not to leave the room.  
The doctor told him not to smoke.

## Dialogue 1

***Trouble with maths***

- A:** Oh my Gosh! I failed my maths test again! I don't like maths!
- B:** Why? You are one of the best students in our class!
- A:** I am not sure what I am doing wrong. Can you help me figure out what is going on?
- B:** Let's take a look at your test paper. Maybe it will give us some clues as to why you are struggling.
- A:** I agree. Here is my test paper.
- B:** Look, you made many careless mistakes. Perhaps you were writing your answers too fast and didn't check them.
- A:** I got so nervous during the test. It seemed I forgot everything we had covered in class.
- B:** I think you should keep calm and be more careful during the test.
- A:** Thank you so much for your help. I know I will do much better in the next test.
- B:** You are welcome!

## Dialogue 2

***Maths problems can be tricky!***

- T:** Good morning, class!
- SS:** Good morning, Mrs Smith.
- T:** Let's get started. Today we're going to learn how to solve maths problems.
- S1:** Why are they called "problems"?
- T:** They are called "maths problems" because they can be tricky.
- S2:** So what should we do first?
- T:** When you look at a maths problem, it's important that you read the question carefully first and then work out whether you need to add, subtract, multiply or divide. Be organized and use four steps to solve each problem.
- S3:** What are the four steps?
- T:** First, read the problem. Try to picture the problem in your head. Second, organize the calculation. Is it addition, subtraction, multiplication or division? Third, do the calculation. Finally, write down your answer.

## Item 1

*How did the system of counting begin?*

- 1  Listen to the text and put the following sentences in the right order.

- (1) Man used fingers.
- (2) Man put a stone or pebble into a bag.
- (3) Man used nine digits and zero.
- (4) Man used tally marks to count.

- 2 Fill in the blanks with the words in their proper forms.

pebble	concept	tally	trader
ancient	decimal	invention	century

- (1) Can you keep a \_\_\_\_\_ of your own marks, please?
- (2) In \_\_\_\_\_ Greece, a lot of buildings were built.
- (3) The children enjoyed gathering the \_\_\_\_\_ on the beach.
- (4) The \_\_\_\_\_ system began thousands of years ago.
- (5) He has written a book about his \_\_\_\_\_ of an ideal society.
- (6) The city has changed a lot over a \_\_\_\_\_.
- (7) Her father is a market \_\_\_\_\_ selling fruit and vegetables.
- (8) The \_\_\_\_\_ of TV has changed our life dramatically.

- 3 Read the text and complete the table below.

It seems very natural that if you have two pennies and add two pennies to them, you have four pennies. But do you know it took man millions of years to be able to think this way? In fact, one of the most difficult things to teach children is the concept of numbers.

In ancient times, when a man wanted to tell how many animals he owned, he had no system of numbers to use. He put a stone or pebble into a bag for each animal. The more animals, the more stones or pebbles he had. It may explain why the word “calculate” comes from the Latin word “calculus” which means “stone”.

Later on, man used tally marks to count. People would just scratch a line or

tally mark for each object they wanted to count, but they had no word to tell the number.

The next step in the development of the number system was probably to use fingers. Again we have a word that goes back to this. The word “digit” comes from the Latin word “digitus”. It means “finger”! And the fact that we have 10 fingers led to the general use of “10” in the system of numbers.

The number system we use today was invented by the Hindus in India thousands of years ago and was brought to Europe during 8th to 11th century by Arab traders. In this system all numbers are written with the nine digits 1, 2, 3, 4, 5, 6, 7, 8, 9 and zero. It is a decimal system, that is, it is built on the base of 10.

The four stages in the development of the counting system		
When	What (used for counting)	Why
In ancient times		
	A line/ tally mark	
The next step		
		It is built on the base of 10.

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

- (1) Why does the word “calculate” come from the Latin word “calculus”?
- (2) What did man use to count besides stones and pebbles?
- (3) Where does the word “digit” come from?
- (4) Who invented the number system we use today?

**5** Retell the text with the help of the pictures.



## Item 2

## Subtraction

## 1 Read the text and answer the questions

Subtraction means that we start with a number and take away a smaller number from it so that we are left with less than we started with.

H	T	U
	12	
1	<del>2</del>	12
	<del>3</del>	<del>7</del>
-	1	8 7
	4	5

You have cleaned 187 of the 232 windows. How many are left?

To find the answer, we need to take 187 away from 232.

Start with the units:  $2 - 7$  (2 take away 7) is not possible. Take 1 from the next column and exchange it for 10 units.

$3 \text{ tens} - 1 \text{ ten} = 2 \text{ tens}$ , so cross out the 3 in the tens column and write a 2 above it. Having taken one of the tens, you have  $2 + 10$  in the units column, so cross out the 2 and write 12 above it.

$12 - 7 = 5$ , write a 5 under the units column.

Now the tens column:  $2 - 8$  (2 tens take away 8 tens) is not possible. Take 1 hundred from the next column and exchange it for 10 tens. Instead of 2 hundreds in the hundreds column, there is now 1 hundred. Cross out the 2 and write a 1 above it.

In the tens column you now have 2 tens + 10 tens. Cross out the 2 and write 12 above it.

$12 - 8 = 4$ , write a 4 under the tens column.

Now the hundreds column:  $1 - 1 = 0$ . As this is the last column, don't write 0 at the bottom. We don't start numbers with a zero.

- (1) What do we do when " $2 - 7$ " is not possible?
- (2) How many tens do we have when we take 1 hundred from the next column and exchange it for 10 tens?
- (3) Do we write "0" under the hundreds column? Why?

- 2** Work out the problems and write your answers in the boxes. Explain your process to the class.

- (1) Miss White and her students have to measure the height of 5,000 plants. They have finished 1,807. How many more do they have to do?
- (2) Yesterday the parrot had 9,020 red feathers. Then it walked into a wind tunnel by mistake and lost 359 of them. How many red feathers does it have now?
- (3) Between 9:30 am and 4:30 pm the customers in the café drank 307 cups of coffee. They drank 149 cups in the morning. How many did they drink in the afternoon?

- 3** Work out these sums in your head.

- (1) 36 minus 9 is (            )            (2) 400 minus 37 is (            )  
 (3) 72 minus 38 is (            )            (4) 75 minus 29 is (            )

### \*Item 3

#### *From squares to other figures*

- 1** Do the following exercises.

In algebra, we can use letters to stand for, or represent, numbers. For example,  $a$  could stand for the number 8 and  $c$  for the number 4.

We can use  $a$  and  $c$  just as we would use the numbers.

$$a+c=12 \quad a-c=4 \quad 2a=16 \quad a^2=64$$

Sometimes we need to work out what a letter stands for.

If	$d+4=9$
then	$d=5$
because	$5+4=9$

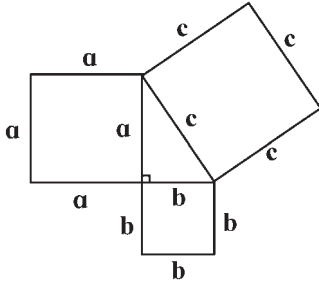
If	$5e=30$
then	$e=6$
because	$5 \times 6=30$

Find out what these letters stand for.

- (1)  $w+6=14$      $w=$             (2)  $21-u=15$      $u=$             (3)  $3t=27$          $t=$   
 (4)  $7+s=13$      $s=$             (5)  $d^2=81$          $d=$             (6)  $n^2-1=35$      $n=$

**2** Read the text and do the exercises.

The geometrical interpretation of the Pythagorean theorem actually shows the relationship of the squares constructed on the sides of a right-angled triangle.

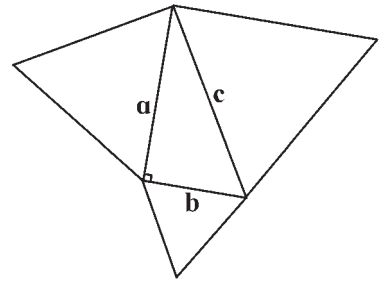


It is interesting to note this fact: other figures placed on the sides of a right-angled triangle also have the same area relationship as long as the three figures are similar to each other. The reason for this is: when any two figures are similar, their areas are proportional to the squares of a corresponding dimension.

Construct equilateral triangles on the three sides  $a$ ,  $b$ , and  $c$ , of the right-angled triangle.

Since all equilateral triangles are similar, the areas of the triangles in the figure are proportional to the squares of the corresponding sides. In other words,

$$\frac{\text{Area A}}{\text{Area C}} = \frac{a^2}{c^2} \text{ and } \frac{\text{Area B}}{\text{Area C}} = \frac{b^2}{c^2}$$



Since we know this is a right-angled triangle, the relationship is  $a^2 + b^2 = c^2$ . We can divide both sides of this equation by  $c$ , and obtain

$$\frac{a^2}{c^2} + \frac{b^2}{c^2} = 1$$

But this is the same as

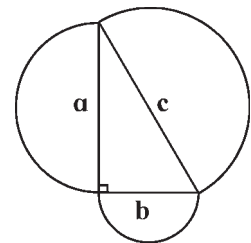
$$\frac{\text{Area A}}{\text{Area C}} + \frac{\text{Area B}}{\text{Area C}} = 1$$

When we clear fractions, we obtain

$$\text{Area A} + \text{Area B} = \text{Area C}$$

Thus the area of the equilateral triangle on the hypotenuse of a right-angled triangle is equal to the sum of the areas of the equilateral triangles on the other two sides.

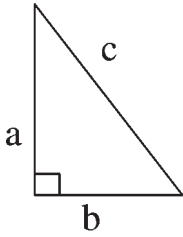
The same is true of semicircles constructed on the three sides of a right-angled triangle.





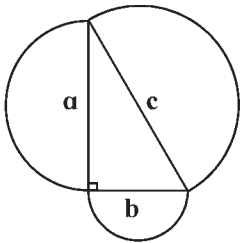
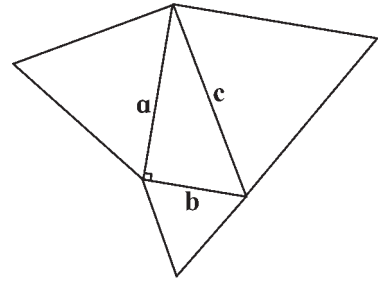
## 3

## Programme



Exercise (1): When this is a right-angled triangle, prove:  $a^2 + b^2 = c^2$ .

Exercise (2): Construct equilateral triangles on the three sides  $a$ ,  $b$ , and  $c$  of the right-angled triangle and prove: Area A + Area B = Area C



Exercise (3): Construct semicircles on the three sides of the right-angled triangle and prove:

$$\frac{\text{Area A}}{\text{Area C}} = \frac{a^2}{c^2}$$

## 4

## Message Box

Infinitive used as	Examples
Subject	It is nice to be sitting here with you.
Predicative	My wish is to become an engineer.
Object	I'd like to lie down and go to sleep.
Object complement	The teacher told us to get ready for the coming exam.
Attribute	I have some homework to do.
Adverbial	Man used tally marks to count.

positive number

5, 13, 41...

one third

 $\frac{1}{3}$ 

odd number

1, 3, 5...

4 cubed

 $4^3$ rectangle ⇒ 

negative number

-5, -8, -62...

two thirds

 $\frac{2}{3}$ 

even number

2, 4, 6...

square root

 $\sqrt{\quad}$ triangle ⇒ 

four point eight six

4.86

twenty-five degrees centigrade

 $+25^{\circ}\text{C}$ 

8 squared

 $8^2$ 

cube root

 $\sqrt[3]{\quad}$ ellipse ⇒ 

1

## Oral Presentation

Tell the class your measurements.

*My measurements*

Measurements  
of  
me!

Name: \_\_\_\_\_



I am \_\_\_\_\_  
feet \_\_\_\_\_  
inches  
TALL!

The length  
from my HIP  
to my TOE  
is: \_\_\_\_\_



The length  
from my HIP  
to my KNEE  
is: \_\_\_\_\_



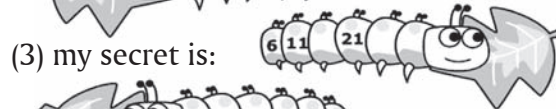
The length  
from my KNEE  
to my TOE  
is: \_\_\_\_\_



Now for my  
feet! One foot  
measures:  
\_\_\_\_\_



- 2 Each of these caterpillars has a hidden secret. Find the missing numbers on the caterpillars.



3 **Topic Discussion**

Using the pocket calculator is very popular in class. What are the advantages and disadvantages of using it?

Advantages

It is convenient for the students.

Disadvantages

The students get lazy.

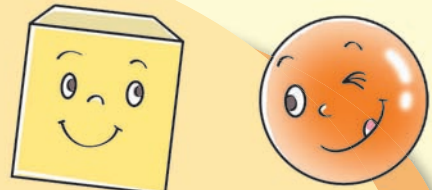
4 **Problem Solving**

- (1) The car runs at the speed of 120 km per hour. How many miles would that be by the mile?
- (2) There are twelve students in Joshua's swimming class. For every four girls there are two boys. How many girls are there in the class? How many boys?
- (3) Sarah ate twelve pretzels on Monday, thirteen on Tuesday, seventeen on Wednesday, twenty-four on Thursday, and nine on Friday. How many pretzels did she eat?

In the United States and Canada, “100” is used to mean “often” or “many”. For example, a parent in the United States and Canada might say to a child, “I’ve told you 100 times not to do that!” Does your culture use 100 in this way? What are special numbers in your culture?

A rhyme.

Circles go 'round and 'round,  
Circles go 'round and 'round,  
No corners, no sides,  
Circles go 'round and 'round.



Squares have 4 corners.  
Squares have 4 sides.  
All corners are the same.  
All sides are the same.



Rectangles have 4 corners and 4 sides.  
Two sides are short.  
Two sides are long.

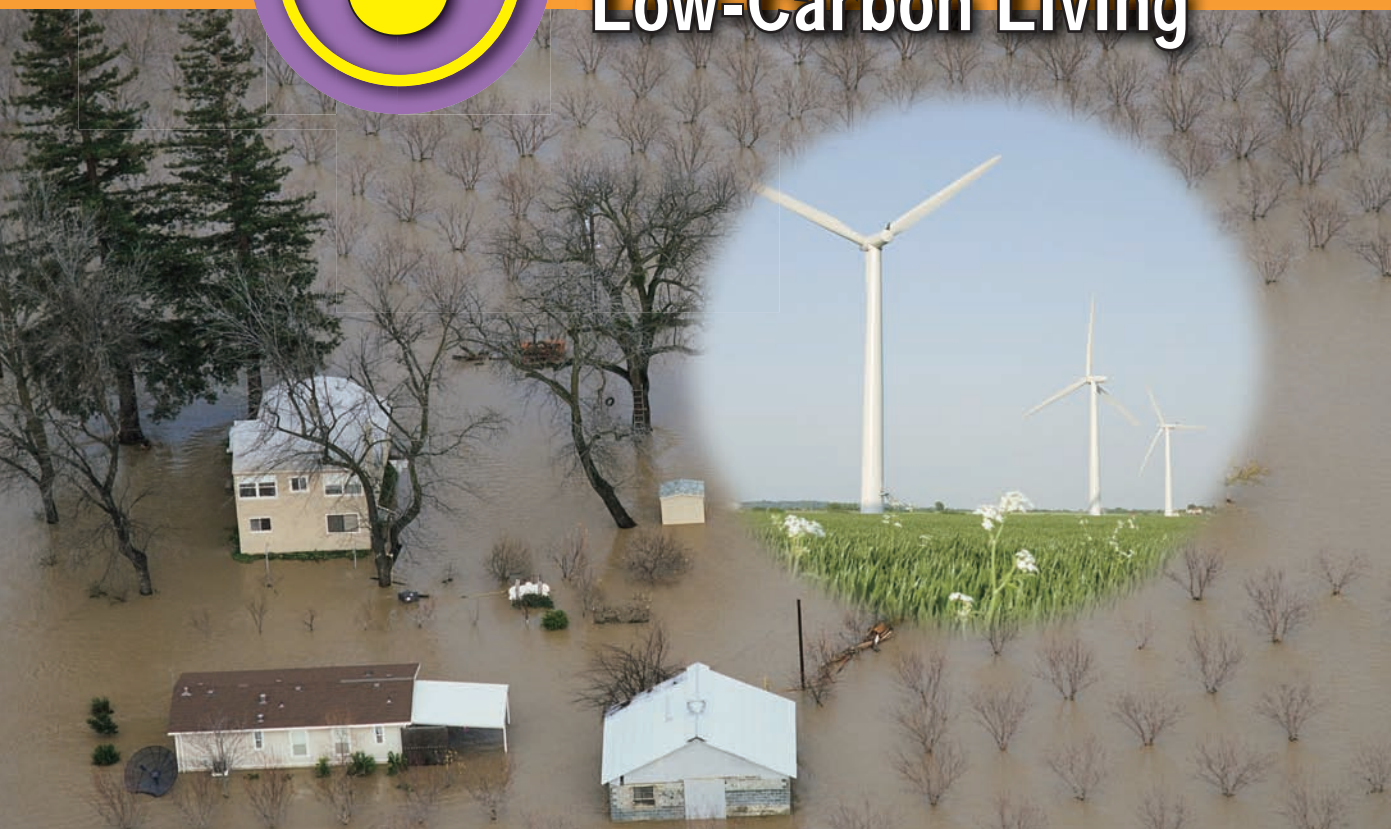


Triangles have 3 corners and 3 sides.  
Sides and corners  
Can be any size.

# UNIT

# 6

# Natural Disasters and Low-Carbon Living



## HIGHLIGHTS

### TOPIC AREAS

Earthquakes  
Tsunamis  
The world and environment

### FUNCTIONS

Talking about natural disasters  
Talking about intentions and plans

### STRUCTURES

Past perfect (2)  
Past future (2)  
Verbs (summary)

### CHAT ROOM

Dialogue 1 When does a volcano erupt?  
Dialogue 2 It might be too late

### PROGRAMME

Item 1 I shall never forget that day  
Item 2 Typhoons  
\*Item 3 Volcanoes

# 1

## Getting Started

1 Match the words with the pictures.

avalanche  
hurricane

drought  
tsunami

earthquake  
volcano

flood



(1) \_\_\_\_\_



(2) \_\_\_\_\_



(3) \_\_\_\_\_



(4) \_\_\_\_\_



(5) \_\_\_\_\_



(6) \_\_\_\_\_



(7) \_\_\_\_\_

# 2

## Group Work

Look at the diagram and talk about what we can do.

### Low-carbon lifestyle

#### What can we do?



Use energy saving light bulbs.



Drive less.



Use less heat or air conditioning.

More trees – more oxygen, and prevent soil erosion.



Eat food grown locally or grow your own food.

Buy less stuff! \$\$\$

[Each thing you buy needs a factory to produce it and energy to power the factory.]

**3**  Listen and practise.

**A:** What had happened before the earthquake destroyed the village?

**B:** All the villagers had rushed out of their homes.

tsunami hit	had heard a warning
typhoon arrived	had hidden in the basement
flood came	had left their houses

**4**  Listen and say.

**A:** I hear they've returned home this year.

**B:** Right. In fact they had returned home by the end of last October.

carry the elderly to safety / by three o'clock  
visit the refugee center / by last month  
donate lots of blankets and tents / by Friday

**5**  Listen and learn.

- (1) She realized she would damage the environment.
- (2) He said he would take a bus to work.
- (3) He promised that he would drive a small car.
- (4) The children said that they would recycle empty tins, bottles and jars.

**6**  Listen and learn.

- (1) He said he was going to try.
- (2) I didn't know when they were coming again.
- (3) We were about to get there when it began to rain.

**Dialogue 1*****When does a volcano erupt?***

- A:** Why, after 600 years of no activity, did Mount Pinatubo in the Philippines erupt in 1991?
- B:** Volcanoes have their own eruption styles. This volcano probably erupts in the order of every 500 to 1,000 years, but a volcano in Hawaii seems to erupt every year and some of Alaska's volcanoes might erupt every 10 or 20 years.
- A:** So nothing caused it?
- B:** There is nothing out of the ordinary. About 50 to 80 volcanoes erupt around the world every day. About 20 to 30 volcanoes show signs of unrest every month.
- A:** What is the greatest thing to fear?
- B:** When a volcano erupts explosively, it discharges very hot material. It carries toxic gases and can move down slopes at 125 miles per hour.

**Dialogue 2*****It might be too late***

- Tracy:** It's rather cold this winter right now.
- Jack:** Yes, but Australia is extremely hot right now.
- Tracy:** It seems like we have abnormal weather all over the world this year.
- Jack:** Yes, and there have been so many natural disasters in recent years. Do you remember the 2008 Wenchuan earthquake and the 2011 Tōhoku earthquake and tsunami in Japan?
- Tracy:** Absolutely. It seems that natural disasters have become more widespread and frequent. They have killed many people.
- Jack:** I think it's a wake-up call.
- Tracy:** I agree. Human activities are causing too much damage to the environment. We should pay more attention to environmental protection and try our best to take good care of our unique earth.
- Jack:** You're right. If we don't take action now, it might be too late.



## Item 1


*I shall never forget that day*

- 1  Listen to the information about a tsunami and fill in the blanks.

The word *tsunami* comes from a Japanese word that means “harbor wave”. A tsunami is a series of very long (1) \_\_\_\_\_ waves created when a (2) \_\_\_\_\_ body of water is displaced. Some tsunamis may reach (3) \_\_\_\_\_ of 100 feet (30m) or more. They are giant waves that hit a (4) \_\_\_\_\_ area and create (5) \_\_\_\_\_ and usually loss of many lives.

A tsunami can be (6) \_\_\_\_\_ by a coastal or underwater (7) \_\_\_\_\_, an underwater or shoreline landslide, an undersea volcanic eruption, or the explosion of a volcano near shore.

There is an average of two tsunamis each year that cause (8) \_\_\_\_\_ somewhere in the world. The (9) \_\_\_\_\_ Ocean experiences more tsunamis than anywhere else in the world. Tsunamis have also (10) \_\_\_\_\_ in the Caribbean and the Mediterranean Seas, and the Indian and the Atlantic Oceans.

- 2  Read the text and answer the questions. Then listen to the tape and read after it.

A terrible earthquake and tsunami rocked northeastern Japan at 2:46 pm on Friday, March 11. Thousands of people died and hundreds of thousands were affected.

Jesse Johnson, a native of the US, who lived in Chiba, north of Tokyo was eating at a sushi restaurant with his wife when the quake hit. “At first everything was OK, and it didn’t feel unusual, but then it went on and on. So I got myself and my wife under the table,” he told the reporter from the press. “I’ve lived in Japan for ten years and I had never felt anything like this before. The aftershocks kept coming. I didn’t know whether it was me shaking or the earthquake. People had rushed out of their houses before the earthquake struck. However, there were so many people who were not that lucky. To my great relief, we were safe and sound. It was the worst and the best moment of my life.”

Afterwards, the powerful earthquake began to strike the northeast coast, triggering a massive tsunami. Near the city of Sendai, waves of muddy waters flowed over farmland, carrying houses, uprooted trees and upturned cars out to

sea. The tsunami roared, washing everything in its path. Thousands of people fled their homes. Also in Miyazaki, a fire broke out in a building of a nuclear power plant. Several quakes had hit the same region. The tsunami damaged a lot of property and took away lives of many people.

- (1) How long had Jesse Johnson lived in Japan when the earthquake happened?
- (2) How did Jesse react to the earthquake? What did he do?
- (3) Why was it the worst and the best moment of Jesse's life?
- (4) What damage did the tsunami cause?

**3** Fill in the blanks with the phrases from the box in their proper forms.

on and on	safe and sound	to one's relief
break out	flee one's home	take away lives

- (1) The Second World War \_\_\_\_\_ on September 1st, 1939.
- (2) Natural disasters \_\_\_\_\_ of thousands of people in the last three years.
- (3) The little boy talked \_\_\_\_\_ until he was tired.
- (4) The missing children were found \_\_\_\_\_.
- (5) \_\_\_\_\_, her son arrived home safely.
- (6) When the giant tsunami hit Japan, people had to \_\_\_\_\_.

**4** Retell the text by using the key words.

earthquake and tsunami – rock – Japan – March 11 – Johnson – eat – at first ...  
but then ... – rush out – not that lucky – safe and sound – flow – carry – uproot  
– upturn – roar – wash – flee – fire – break out – damage – take away

## Item 2

### Typhoons

**1**  Listen to the text and do the exercise.

- (1) Typhoon disasters are mainly caused by a \_\_\_\_\_.  
A. breeze                      B. gale                      C. wind

- (2) A wind with a scale above \_\_\_\_\_ can uproot trees and destroy houses.  
A. 10                      B. 8                      C. 12
- (3) A typhoon could overturn 10,000-ton \_\_\_\_\_.  
A. tank                      B. train                      C. ship
- (4) Catastrophe means \_\_\_\_\_.  
A. a sudden event that causes great trouble or destruction  
B. a disease of the nose and throat  
C. a list of questions and answers
- (5) An extremely big rainstorm can make a \_\_\_\_\_ break, a \_\_\_\_\_ collapse, and cause \_\_\_\_\_.  
A. floods, reservoir, river dike  
B. reservoir, river dike, floods  
C. river dike, reservoir, floods

**2** Can you tell the following from each other? You may consult a dictionary.

typhoon	gale	rainstorm	storm surge	
storm tide	hurricane	whirlwind	tornado	turbulence

**3** Read the text and answer the questions.

Typhoon disasters are mainly caused by a gale, an extremely big rainstorm and storm surge. A wind with a scale above 10 can uproot trees and destroy houses, so a typhoon with the wind scale no less than 12 can cause catastrophic destruction. A gale could overturn a 10,000-ton ship and seriously destroy ground buildings and communications facilities. An extremely big rainstorm (rainfall in one day of 500–1,000 mm) can make a river dike break, a reservoir collapse, and cause floods, which would drown fields, towns and cities in a moment. The worst storm tide can lead to catastrophic damage. It can destroy sea walls and drown islands. Coastal areas around the world are usually the economically developed areas with dense population, so typhoons cause very serious damage to the economy and property.



Forecasting of a typhoon is an important way to lighten the damage. The way to detect a typhoon is to use a satellite. On satellite cloud maps, the existence and size of a typhoon can be clearly seen. So we can estimate the centre of a typhoon and its intensity, and predict the direction and speed of its movement with the help of satellite cloud images.

We can forecast typhoons, and give warnings through the media such as television and the radio. This is an important way to reduce typhoon damage.

- (1) What causes typhoon disasters?
- (2) What can a gale do?
- (3) What can an extremely big rainstorm do?
- (4) How do we detect a typhoon?
- (5) What can we see on satellite cloud maps?

## 4

**Discussion.**

- (1) What trouble and destruction does a typhoon cause?
- (2) How can we lighten typhoon damage?

**\*Item 3*****Volcanoes***

## 1

Look up the words in a dictionary.

melt      layer      lava      archaeologists

## 2

Read the text and decide whether the following statements are true (T) or false (F).

A volcano is formed when great heat melts the layers of rock below the earth. The molten rock is called lava. Lava may cover the land for miles around a volcano. It may come out of an opening again and again.

During a volcanic eruption, people are killed and houses are destroyed. Have you read about



the fierce eruption of Mount Vesuvius in Italy?

The city of Pompeii was at the foot of Mt Vesuvius. In the year 79 AD, a young Roman boy who later became a very famous Roman historian was visiting his uncle in Pompeii. The boy's name was Pliny the Younger. One day Pliny was looking at the sky. He saw a frightening sight. It was a very large dark cloud. This black cloud rose high into the sky. Rock and ash flew through the air. What Pliny saw was the eruption – the explosion – of the volcano.



When the volcano first erupted, many people were able to flee the city and escape death. In fact, 18,000 people escaped the terrible disaster. Unfortunately, there was not enough time for everyone to escape. More than 2,000 people died. These unlucky people were buried alive under the volcanic ash. The eruption lasted for about three days. When the eruption was over, Pompeii was completely buried.

In the year 1748 an Italian farmer was digging on his farm. As he was digging, he uncovered a part of a wall of the ancient city of Pompeii. Soon archaeologists began to dig in the area. As time went by, much of the ancient city of Pompeii was uncovered. Today tourists come from all over the world to see the ruins of the famous city of Pompeii.

- \_\_\_\_\_ (1) Mt Vesuvius erupted in the year 79 AD.
- \_\_\_\_\_ (2) Rome was located at the foot of Mt Vesuvius.
- \_\_\_\_\_ (3) Most of the people of Pompeii were killed in the volcanic eruption.
- \_\_\_\_\_ (4) Pompeii was buried after the eruption of the volcano.
- \_\_\_\_\_ (5) An Italian archaeologist discovered a part of a wall of the ancient city of Pompeii over 200 years ago.
- \_\_\_\_\_ (6) Tourists come to dig the city of Pompeii.

## 3

Read the text again and answer the questions.

- (1) In what year did Pliny pay a visit to his uncle's house in Pompeii?
- (2) What did Pliny see when he was looking at the sky?
- (3) How many people escaped the disaster?
- (4) What did an Italian farmer discover in 1748?
- (5) Who come from all over the world to see the ruins of the city of Pompeii today?

**Box 1**

The boy had injured his leg, and couldn't walk.

By the time we got home, the house had been cleaned by my mum.

When I met my brother, he had lived in the tent for almost one year.

Before the rescue team found him, he had already been trapped in the building for 24 hours.

He had died in an earthquake before his son was born.

**Box 2**

They said they would plant more trees.

She realized she would eat more fresh vegetables.

He promised that he would buy rechargeable batteries.

**Box 3**

was/were going to do

was/were + doing

was/were to do

was/were about to do

**Box 4**

## Notional verbs

walk      write      read      play

He walked up and down the station platform.

Please write your name in full.

**Box 5**

## Link verbs

be   look   get   become   turn   seem

The idea is simple.

You look tired.

We get wiser as we get older.

The globe becomes warmer and warmer.

The grass turns green.

The changes seem rewarding.

**Box 6**

## Auxiliary verbs

be	Ann is helping the survivors. The weather has been improving. Martin was awarded a prize.
have	What has happened to her? I haven't seen her since the terrible flood.
do	She doesn't turn off the lights when she is not using them. I didn't use public transport.

**Box 7**

## Modal verbs

She can recycle some plastic bottles.

You may save some water.

Must you drive your car?

Low-carbon lifestyles are easy and fun. They are not only good for the environment, but they also improve our quality of life. Changing your lifestyle to be more environmentally friendly isn't as difficult, expensive, or messy as you think. In fact, once you get started, you may just find that living green is more fun and rewarding.

Here are some easy lifestyle changes for people who want to do something right now:

- \* Walk, ride your bike, or use public transport whenever you can. Challenge yourself to walk or ride your bike at least once a week.

- \* Refuse plastic bags when shopping. Buy reusable grocery bags at stores or use a backpack.

- \* Use both sides of paper. If junk mail or letters from friends are blank on the back, you may save them for phone messages or other notes.

- \* Recycle every can, glass bottle, and newspaper you use.

- \* Try to use energy saving light bulbs, because they use much less energy and last longer.

- \* Don't leave electronic equipment plugged in when it is not in use.

- \* Don't buy bottled water. Purchase a reusable container and fill it with water.

When you feel comfortable with these changes, you can look for other places in your life where you can reduce, reuse, or recycle. You may be surprised at how easy it is to adopt a low-carbon lifestyle. Remember, small changes really make a big difference!

- 1 A poster design. The poster must be made out of reused items and/or items that can be easily recycled (the back of an old poster, ads/pictures from magazines, glue made out of flour and water, etc). Here are some ideas.

## Low-carbon lifestyle

### Poster Design



- *big titles*
- *lots of colour*
- *good graphics*
- *great message*
- *CREATIVITY!!!*



## 2 Oral Presentation

Did you ever wonder if a building can be made “earthquake proof”? Some newer buildings have foundations that can absorb a great deal of shock. The buildings may sway, but they’re built to remain standing even when hit by very strong quakes. What do you think of the buildings?

## 3 Do you know?

### Focus on

Charles Richter: A scientist studying earthquakes



In 1935 Charles Richter came up with a scale that compared the energy of earthquakes. Using his scale, how much damage would you expect from an earthquake with a magnitude of 7.0?

Richter Scale	
Rating	Effect Near Epicentre
Less than 3.5	Not usually felt
3.5 – 5.4	Felt by many people; minor damage
5.5 – 6.0	Some damage
6.1 – 6.9	Much damage
7.0 – 7.9	Severe damage
8 – greater	Total destruction



### *How Do Storms and Hurricanes Get Their Names?*

For more than two days in September 1974, the people of Honduras shut their windows, locked their doors and stayed in their homes. Fifi was outside, and they were frightened.

By the time Fifi had left, 8,000 people were dead. Fifi wasn't a pet dog as the name suggests. It was a hurricane, one of the most destructive natural phenomena in the world.

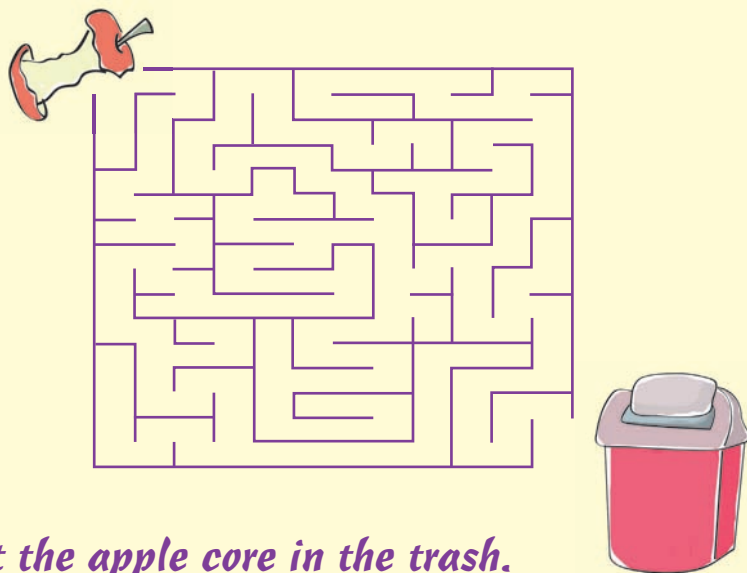
Why do we give human names to storms and hurricanes?

We didn't always. Two hundred years ago, many hurricanes in the Caribbean were named after the saint's day when the storm happened. Later, storms were known by the name of the city where they came ashore.

Finally, in 1953, hurricanes started getting people's names — specifically, female names. Male names were added in 1979.

Each list is used every six years and includes 21 names, starting with every letter but Q, U, X, Y, and Z. The names alternate between male and female.

#### 1 A game.



*Put the apple core in the trash.*

## 2 A rhyme.

## The 3 R's

*By Jack Johnson*

Three, it's a magic number.  
 Yes it is, it's a magic number,  
 Because two times three is six,  
 And three times six is eighteen,  
 And the eighteenth letter in the alphabet is R.  
 We've got three R's we're going to talk about today.  
 We've got to learn to  
 Reduce, Reuse, Recycle,  
 Reduce, Reuse, Recycle,  
 Reduce, Reuse, Recycle,  
 Reduce, Reuse, Recycle.  
 If you're going to the market to buy some juice,  
 You've got to bring your own bags and you learn to reduce your waste.  
 And if your brother or your sister's got some cool clothes,  
 You could try them on before you buy some more of those.  
 Reuse, we've got to learn to reuse,  
 And if the first two R's don't work out,  
 And if you've got to make some trash,  
 Don't throw it out.  
 Recycle, we've got to learn to recycle,  
 We've got to learn to  
 Reduce, Reuse, Recycle,  
 Reduce, Reuse, Recycle,  
 Reduce, Reuse, Recycle,  
 Reduce, Reuse, Recycle,  
 Because three, it's a magic number.  
 Yes it is, it's a magic number.



# Words and Expressions in Each Unit

[注：标Δ单词为《义务教育英语课程标准》（2011年版）“五级词汇表”中的单词]

## Unit 1

### Getting Started

- temple /'tempəl/ *n.* 寺庙  
villa /'vɪlə/ *n.* 别墅  
typewriter /'taɪp,raɪtə/ *n.* 打字机  
injection /ɪn'dʒɛkʃən/ *n.* 注射  
penicillin /,penɪ'sɪlɪn/ *n.* 青霉素（又译盘尼西林）  
kindergarten /'kɪndəɡɑ:tɪn/ *n.* 幼儿园  
Δ note /nəʊt/ *n.* 便条  
pump up 给……打气  
renovate /'renəveɪt/ *v.* 整修  
aquarium /ə'kwɛəriəm/ *n.* 水族馆  
Δ inventor /ɪn'ventə/ *n.* 发明家  
drum /drʌm/ *n.* 鼓  
botanical /bə'tænɪkəl/ *adj.* 植物的；植物学的

### Chat Room

#### Dialogue 1

- Statue of Liberty 自由女神像  
harbour /'hɑ:bə/ *n.* 港口  
copper /'kɒpə/ *n.* 铜  
Δ draw up 起草  
declaration /,deklə'reɪʃən/ *n.* 宣言；声明  
the Declaration of Independence 《独立宣言》  
commemorate /kə'meməreɪt/ *v.* 纪念  
Δ victory /'vɪktəri/ *n.* 胜利  
reassemble /,ri:ə'sembəl/ *v.* 重新组合

#### Dialogue 2

- Stonehenge /stəʊn'hendʒ/ *n.* 巨石阵  
Δ including /ɪn'klu:dɪŋ/ *prep.* 包括  
mysterious /mɪ'stɪəriəs/ *adj.* 神秘的  
astronomical /,æstrə'nɒmɪkəl/ *adj.* 天文学上的  
observe /əb'zɜ:v/ *v.* 观察，观测  
investigation /ɪn'vestɪ'geɪʃən/ *n.* 调查

### Programme

#### Item 1

- border /'bɔ:də/ *n.* 边界，边境  
Athens /'æθɪnz/ 雅典  
empire /'empaɪə/ *n.* 王国，帝国  
Denmark /'denmɑ:k/ 丹麦  
wind one's way 弯曲前进  
defend /drɪ'fend/ *v.* 保卫  
Δ connect /kə'nekt/ *v.* 连接  
system /'sɪstɪm/ *n.* 系统  
Δ communicate /kə'mju:nɪkeɪt/ *v.* 交流  
signal /'sɪɡnəl/ *n.* 信号  
rebuild /ri:'bɪld/ *v.* 重建  
Δ side by side 肩并肩地  
gateway /'geɪtweɪ/ *n.* 门户  
destroy /drɪ'strɔɪ/ *v.* 破坏  
Δ take on a new look 呈现新貌

#### Item 2

- Δ huge /hju:dʒ/ *adj.* 巨大的  
body /'bɒdɪ/ *n.* 尸体  
heaven /'hevən/ *n.* 天堂  
rocket /'rɒkɪt/ *n.* 火箭  
Δ ton /tʌn/ *n.* 吨  
mystery /'mɪstəri/ *n.* 谜；神秘的事物  
Δ treasure /'treʒə/ *n.* 宝藏  
mummy /'mʌmɪ/ *n.* 木乃伊  
Δ government /'ɡʌvəmənt/ *n.* 政府  
plainly /'pleɪnli/ *adv.* 明显地；清楚地

#### \* Item 3

- nursery rhyme 童谣  
clay /kleɪ/ *n.* 泥土；黏土  
Thames /temz/ (英国的) 泰晤士河  
purchase /'pɜ:tʃɪs/ *v.* 购买  
disassemble /,dɪsə'sembəl/ *v.* 拆卸，分解

## Unit 2

### Getting Started

- villain /'vɪlən/ *n.* 坏人，恶棍

rebel /'rebəl/ *n.* 造反者; 反叛者  
calculation /,kælkjʊ'leɪʃən/ *n.* 计算  
abacus /'æbəkəs/ *n.* 算盘  
circular /'sɜ:kjʊlə/ *adj.* 圆形的  
represent /,reprɪ'zent/ *v.* 代表  
gunpowder /'gʌn,paʊdər/ *n.* 黑色火药  
herbalism /'hɜ:bəlɪzəm/ *n.* 药草学  
acupuncture /'ækjʊ,pʌŋktʃə/ *n.* 针灸疗法  
jade /dʒeɪd/ *n.* 玉石

Δ magical /'mædʒɪkəl/ *adj.* 神奇的  
unpack /ʌn'pæk/ *v.* 打开 (行李)  
Δ hang /hæŋ/ *v.* 挂; 吊  
fortunately /'fɔ:tʃənətli/ *adv.* 幸运地  
elsewhere /els'weə/ *adv.* 别处  
soundly /'saʊndli/ *adv.* 酣畅地  
overcome /,əʊvə'kʌm/ *v.* 战胜; 超越

### Chat Room

#### Dialogue 1

calligraphy /kə'lɪgrəfi/ *n.* 书法  
category /'kætɪgəri/ *n.* 种类, 类别  
script /skript/ *n.* 手迹; 书写体  
cursive /'kɜ:sɪv/ *adj.* 草书的, 草写体的

#### Dialogue 2

distinctive /dɪ'stɪŋktɪv/ *adj.* 独特的; 与众不同的

frying pan 煎锅

sauce /sɔ:s/ *n.* 调味汁, 沙司

dairy /'deəri/ *adj.* 牛奶的; 乳品的

Δ product /'prɒdʌkt/ *n.* 产品

Δ coastal /'kəʊstl/ *adj.* 沿海的

seafood /'si:fu:d/ *n.* 海产食品

chilli /'tʃɪli/ *n.* (干) 辣椒

### Programme

#### Item 1

civilization /,sɪvɪlaɪ'zeɪʃən/ *n.* 文明; 文明国家

distance /'dɪstəns/ *n.* 距离

vast /vɑ:st/ *adj.* 广大的; 辽阔的

extensive /ɪk'stensɪv/ *adj.* 广阔的; 广大的

neighboring /'neɪbərɪŋ/ *adj.* 邻近的

numerous /'nju:mərəs/ *adj.* 大量的

southernmost /'sʌðənməʊst/ *adj.* 最南端的

#### Item 2

regional /'ri:dʒənəl/ *adj.* 地区的; 区域性的

irrigation /,ɪrɪ'geɪʃən/ *n.* 灌溉

hydropower /'haɪdrəʊ,paʊə/ *n.* 水力发的电

content /'kɒntent/ *n.* 容量

inconvenient /,ɪnkən'vi:njənt/ *adj.* 不方便的; 令人难为的

throughout /θru:'aʊt/ *prep.* 遍及

#### \* Item 3

episode /'epɪsəʊd/ *n.* (连续剧的) 一集

insight /'ɪnsaɪt/ *n.* 洞悉; 深刻见解

flavourful /'fleɪvəfʊl/ *adj.* 可口的

delicacy /'delɪkəsi/ *n.* 美味, 佳肴

capture /'kæptʃə/ *v.* 俘获; 夺得

refined /rɪ'faɪnd/ *adj.* 精制的

buff /bʌf/ *n.* 迷, 爱好者

ethics /'eθɪks/ *n.* 道德规范

bonus /'bəʊnəs/ *n.* 额外津贴; 额外令人高兴的事

Δ elderly /'eldəli/ *n.* 老人

reunion /rɪ:'ju:njən/ *n.* 团圆

component /kəm'pəʊnənt/ *n.* 成分; 要素

## Unit 3

### Getting Started

Δ out of order 出故障, 不运转

Δ keep off 远离, 离开

Δ checkup /'tʃekʌp/ *n.* 体格检查

visa /'vi:zə/ *n.* 签证

Δ sell out 把……售完

advertise /'ædvətɪz/ *v.* 为……做广告

account /ə'kaʊnt/ *n.* 账户

credit account 信用账户

debit card 借记卡

Δ membership /'membəʃɪp/ *n.* 会员资格

Δ heating /'hi:tɪŋ/ *n.* 供暖系统

nonsense /'nɒnsəns/ *n.* 荒谬的言行

Δ several /'sevərəl/ *adj.* 几个的, 数个的

### Chat Room

#### Dialogue 1

advanced /əd'vɑ:nst/ *adj.* 高级的; 进一步的

citizen /'sɪtɪzən/ *n.* 公民

case /keɪs/ *n.* 情况; 情形  
nonimmigrant /nɒn'ɪmɪgrənt/ *n.* 非移民入境  
的外国人

document /'dɒkjʊmənt/ *n.* 文件  
certificate /sə'tɪfɪkət/ *n.* 证书

### Dialogue 2

pack /pæk/ *v.* 打包, 装箱; 捆扎 (行李等)  
souvenir /,su:ɪvə'niə/ *n.* 纪念品  
unlimited /ʌn'lɪmɪtɪd/ *adj.* 无限制的

Δ check sth out 检查; 察看

### Programme

#### Item 1

budget /'bʌdʒɪt/ *n.* 预算 (款); (供某种  
用途的) 专款

optional /'ɒpʃənəl/ *adj.* 可选择的  
culture shock 文化冲击

shot /ʃɒt/ *n.* 注射

#### Item 2

placement /'pleɪsmənt/ *n.* 编班

hire /haɪə/ *v.* 租借

enclose /ɪn'kləʊz/ *v.* 把……装入信封; 装有

staff /stɑ:f/ *n.* 工作人员

escort /ɪ'skɔ:t/ *v.* 护送

Δ director of studies 教务主任

#### \* Item 3

Δ banking /'bæŋkɪŋ/ *n.* 银行业务

investment /ɪn'vestmənt/ *n.* 投资

credit card 信用卡

loan /ləʊn/ *n.* 贷款

mortgage /'mɔ:ɡɪdʒ/ *n.* 抵押贷款

## Unit 4

### Getting Started

reliable /rɪ'laɪəbəl/ *adj.* 可靠的

colleague /'kɒli:g/ *n.* 同事

reliability /rɪ'laɪə'bɪləti/ *n.* 可靠

gracefully /'ɡreɪsfəlɪ/ *adv.* 优雅地

Δ absent-minded /'æbsənt'maɪndɪd/ *adj.* 心不在焉的

mix up 弄乱, 混淆

easy-going /'i:zɪ'ɡəʊɪŋ/ *adj.* 随和的

ballerina /,bælə'ri:nə/ *n.* 芭蕾舞女演员

### Chat Room

#### Dialogue 1

retail /'ri:teɪl/ *n.* 零售

have sth in common 有共同之处

Δ full-time /'fʊltaɪm/ *adj.* 全职的; 全日制的

#### Dialogue 2

mall /mɔ:l/ *n.* 购物商场

### Programme

#### Item 1

scatter /'skætə/ *v.* (使) 分散, (使) 散布  
在各地

burden /'bɜ:dn/ *n.* 负担; 负荷

Δ break up (with) 与……绝交

Δ end up 以……结束

commit suicide 自杀

#### Item 2

click /kɪk/ *v.* 一见如故

straightaway /,streɪtə'wei/ *adv.* 立即

whereas /weə'r'æz/ *conj.* 而

#### \* Item 3

quarrel /'kwɒrəl/ *n.* & *v.* 争吵

ruin /'ru:ɪn/ *v.* (使) 毁灭; (使) 毁损

conflict /'kɒnflɪkt/ *n.* 冲突

wrong /rɒŋ/ *v.* 不公正地对待; 冤枉

interaction /,ɪntər'ækʃən/ *n.* 互动

blame /bleɪm/ *n.* 责备

apologize /ə'pɒlədʒaɪz/ *v.* 道歉

delete /dɪ'li:t/ *v.* 删除

## Unit 5

### Getting Started

rectangle /'rektæŋɡəl/ *n.* 长方形

parallelogram /,pærə'leləgræm/ *n.* 平行四边形

trapezoid /'træpɪzɔɪd/ *n.* 不规则四边形

rhombus /'rɒmbəs/ *n.* 菱形

polygon /'pɒlɪɡən/ *n.* 多边形

### Chat Room

#### Dialogue 1

gosh /ɡɒʃ/ *int.* 天哪, 啊呀 (表示惊奇)

figure /'fɪɡə/ *v.* 计算; 明白, 理解

figure out 想出; 计算出  
clue /klu:/ *n.* 提示; 线索  
struggle /'strʌɡəl/ *v.* 奋斗, 努力; 挣扎  
Δ cover /'kʌvə/ *v.* 包括, 涉及

### Dialogue 2

tricky /'trɪki/ *adj.* 难办的, 难对付的  
Δ add /æd/ *v.* 加  
subtract /səb'trækt/ *v.* 减  
multiply /'mʌltɪplaɪ/ *v.* 乘  
Δ divide /dɪ'vaɪd/ *v.* 除  
Δ addition /ə'dɪʃən/ *n.* 加  
subtraction /səb'trækʃən/ *n.* 减  
multiplication /,mʌltɪplɪ'keɪʃən/ *n.* 乘  
Δ division /dɪ'vɪʒən/ *n.* 除 (法)  
Δ picture /'pɪktʃə/ *v.* 想象

### Programme

#### Item 1

concept /'kɒnsept/ *n.* 概念  
pebble /'pebəl/ *n.* 鹅卵石  
Latin /'lætɪn/ *n.* 拉丁语  
tally /'tæli/ *n.* 记录; 计数  
scratch /skrætʃ/ *v.* 划; 抓  
Δ probably /'prɒbəbli/ *adv.* 可能, 大概  
decimal /'desɪmə/ *adj.* 十进位的; 小数的  
Hindu /'hɪndu:/ *n.* 印度人

#### Item 2

column /'kɒləm/ *n.* 栏, 列  
parrot /'pærət/ *n.* 鹦鹉  
tunnel /'tʌnl/ *n.* 隧道  
Δ customer /'kʌstəmə/ *n.* 顾客

#### \* Item 3

algebra /'ældʒɪbrə/ *n.* 代数学  
geometrical /,dʒi:ə'metɪkəl/ *adj.* 几何学的; 几何的  
interpretation /ɪn'tɜ:pɪ'teɪʃən/ *n.* 解释, 阐明  
Pythagorean /paɪ,θæɡə'ri:ən/ *adj.* 毕达哥拉斯的  
theorem /'θiərəm/ *n.* [数] 定理, 法则  
construct /kən'strʌkt/ *v.* 建造, 构筑; 组成  
right-angled /raɪ'tæŋɡəl/ *adj.* 直角的  
proportional /prə'pɔ:ʃənəl/ *adj.* 比例的; 成比例的

corresponding /,kɒrɪ'spɒndɪŋ/ *adj.* 相应的; 对等的  
dimension /daɪ'menʃən/ *n.* 尺寸; 尺度; [数] 维  
equilateral /,i:kwɪ'lætərə/ *adj.* 等边的  
equation /ɪ'kweɪʒən/ *n.* 方程, 方程式, 等式  
fraction /'frækʃən/ *n.* 分数  
hypotenuse /haɪ'pɒtɪnju:z/ *n.* (直角三角形的) 斜边  
semicircle /'semi,sɜ:kəl/ *n.* 半圆形  
prove /pru:v/ *v.* 证明

## Unit 6

### Getting Started

disaster /dɪ'zɑ:stə/ *n.* 灾难  
low-carbon /ləʊ'kɑ:bən/ *n.* 低碳  
avalanche /'ævələ:ntʃ/ *n.* 雪崩  
hurricane /'hʌrɪkən/ *n.* 飓风  
tsunami /tsu'nɑ:mɪ/ *n.* 海啸  
oxygen /'ɒksɪdʒən/ *n.* 氧; 氧气  
prevent /prɪ'vent/ *v.* 阻止  
erosion /ɪ'rəʊʒən/ *n.* 侵蚀  
stuff /stʌf/ *n.* 东西, 物品  
basement /'beɪsmənt/ *n.* 地下室  
refugee /,refju'dʒi:z/ *n.* 难民

### Chat Room

#### Dialogue 1

Mount Pinatubo /pɪnə'tu:bu/ 皮纳图博山  
(活火山)

the Philippines /ðə'fɪlɪpi:nz/ *n.* 菲律宾  
unrest /ʌn'rest/ *n.* 不安, 不平静

Δ fear /fɪə/ *v.* 害怕, 担忧  
explosively /ɪk'spləʊsɪvli/ *adv.* 爆炸(性)地  
discharge /dɪs'tʃɑ:dʒ/ *v.* 释放  
toxic /'tɒksɪk/ *adj.* 有毒的  
slope /sləʊp/ *n.* 斜坡, 斜面

#### Dialogue 2

extremely /ɪk'stri:mli/ *adv.* 极其  
abnormal /æb'nɔ:məl/ *adj.* 不正常的  
absolutely /'æbsəlu:tli/ *adv.* 绝对地, 完全地  
frequent /'fri:kwənt/ *adj.* 频繁的

△ wake-up /'weɪkʌp/ *n.* 提醒, 唤醒

△ protection /prə'tekʃən/ *n.* 保护

### Programme

#### Item 1

eruption /ɪ'rʌpʃən/ *n.* 爆发

△ rock /rɒk/ *v.* 使剧烈震动

Chiba /'tʃɪ:bə/ *n.* 千叶 (日本)

sushi /'su:ʃɪ/ *n.* 寿司

aftershock /'ɑ:ftəʃɒk/ *n.* 余震

strike /straɪk/ *v.* 袭击

relief /rɪ'li:f/ *n.* 欣慰

Sendai /'sen'daɪ/ *n.* 仙台 (日本)

uproot /,ʌp'ru:t/ *v.* 连根拔除

upturn /,ʌp'tɜ:n/ *v.* 使翻转

flee /fli:/ *v.* 逃离; 逃避

Miyazaki /'mi:jɑ:'zɑ:ki:/ *n.* 宫崎 (日本)

nuclear /'nju:kliə/ *adj.* 核能的, 原子能的

property /'prɒpəti/ *n.* 财产, 所有物

react /rɪ'ækt/ *v.* 反应

#### Item 2

breeze /bri:z/ *n.* 微风

gale /geɪl/ *n.* 大风 (尤指8级以上)

rainstorm /'reɪnstɔ:m/ *n.* 大暴雨

△ storm surge 风暴潮

scale /skeɪl/ *n.* 级别, 等级

catastrophic /,kætə'strɒfɪk/ *adj.* 灾难性的

dike /daɪk/ *n.* 堤坝

reservoir /'rezəvwaɪ/ *n.* 水库

collapse /kə'læps/ *v.* 倒塌, 崩溃

storm tide 风暴潮位

economically /,ekə'nɒmɪkli/ *adv.* 在经济上

dense /dens/ *adj.* 密集的

detect /dɪ'tekt/ *v.* 发现, 查明

existence /ɪg'zɪstəns/ *n.* 存在

estimate /'estɪmɪt/ *v.* 估计

intensity /ɪn'tensɪti/ *n.* 强度

#### \* Item 3

layer /'leɪə/ *n.* 层; 层次

lava /'lɑ:və/ *n.* 熔岩; 火山岩

archaeologist /,ɑ:kɪ'ɒlədʒɪst/ *n.* 考古学家

fierce /fɪəs/ *adj.* 猛烈的; 强烈的; 狂暴的

historian /hɪ'stɔ:rɪən/ *n.* 历史学家

explosion /ɪk'spləʊʒən/ *n.* 爆炸

bury /'berɪ/ *v.* 埋; 埋葬

ash /æʃ/ *n.* 灰, 灰烬

# Vocabulary Index

[注：标△单词为《义务教育英语课程标准》（2011年版）“五级词汇表”中的单词；词条末尾数字表示该词条所在的单元数]

## A

- abacus /'æbəkəs/ *n.* 算盘 2  
abnormal /æb'nɔ:məl/ *adj.* 不正常的 6  
△ absent-minded /'æbsənt'maɪndɪd/ *adj.* 心不在焉的 4  
absolutely /'æbsəlu:tli/ *adv.* 绝对地，完全地 6  
account /ə'kaʊnt/ *n.* 账户 3  
acupuncture /'ækjʊ,pʌŋktʃə/ *n.* 针灸疗法 2  
△ add /æd/ *v.* 加 5  
△ addition /ə'dɪʃən/ *n.* 加 5  
advanced /əd'vɑ:nst/ *adj.* 高级的；进一步的 3  
advertise /'ædvətaɪz/ *v.* 为……做广告 3  
aftershock /'ɑ:ftəʃɒk/ *n.* 余震 6  
algebra /'ældʒɪbrə/ *n.* 代数学 5  
apologize /ə'pɒlədʒaɪz/ *v.* 道歉 4  
aquarium /ə'kwɛəriəm/ *n.* 水族馆 1  
archaeologist /,ɑ:kɪ'blɒdʒɪst/ *n.* 考古学家 6  
ash /æʃ/ *n.* 灰，灰烬 6  
astronomical /,æstrə'nɒmɪkəl/ *adj.* 天文学上的 1  
Athens /'æθɪnz/ 雅典 1  
avalanche /'ævələ:ntʃ/ *n.* 雪崩 6

## B

- ballerina /,bælə'ri:nə/ *n.* 芭蕾舞女演员 4  
△ banking /'bæŋkɪŋ/ *n.* 银行业务 3  
basement /'beɪsmənt/ *n.* 地下室 6  
blame /bleɪm/ *n.* 责备 4  
body /'bɒdi/ *n.* 尸体 1  
bonus /'bəʊnəs/ *n.* 额外津贴；额外令人高兴的事 2  
border /'bɔ:də/ *n.* 边界，边境 1  
botanical /bə'tænikəl/ *adj.* 植物的；植物学的 1  
△ break up (with) 与……绝交 4  
breeze /bri:z/ *n.* 微风 6

- budget /'bʌdʒɪt/ *n.* 预算（款）；（供某种用途的）专款 3  
buff /bʌf/ *n.* 迷，爱好者 2  
burden /'bɜ:dn/ *n.* 负担；负荷 4  
bury /'berɪ/ *v.* 埋；埋葬 6

## C

- calculation /,kælkju'leɪʃən/ *n.* 计算 2  
calligraphy /kə'lɪgrəfi/ *n.* 书法 2  
capture /'kæptʃə/ *v.* 俘获；夺得 2  
case /keɪs/ *n.* 情况；情形 3  
catastrophic /,kætə'strɒfɪk/ *adj.* 灾难性的 6  
category /'kætɪgəri/ *n.* 种类，类别 2  
certificate /sə'tɪfɪkət/ *n.* 证书 3  
△ check sth out 检查；察看 3  
△ checkup /'tʃekʌp/ *n.* 体格检查 3  
Chiba /'tʃɪbə/ *n.* 千叶（日本） 6  
chilli /'tʃɪli/ *n.* （干）辣椒 2  
circular /'sɜ:kjələ/ *adj.* 圆形的 2  
citizen /'sɪtɪzən/ *n.* 公民 3  
civilization /,sɪvɪlaɪ'zeɪʃən/ *n.* 文明；文明国家 2  
clay /kleɪ/ *n.* 泥土；黏土 1  
click /kɪk/ *v.* 一见如故 4  
clue /klu:/ *n.* 提示；线索 5  
△ coastal /'kəʊstl/ *adj.* 沿海的 2  
collapse /kə'læps/ *v.* 倒塌，崩溃 6  
colleague /'kɒli:g/ *n.* 同事 4  
column /'kɒləm/ *n.* 栏，列 5  
commemorate /kə'meməreɪt/ *v.* 纪念 1  
commit suicide 自杀 4  
△ communicate /kə'mju:nɪkeɪt/ *v.* 交流 1  
component /kəm'pəʊnənt/ *n.* 成分；要素 2  
concept /'kɒnsept/ *n.* 概念 5  
conflict /'kɒnflɪkt/ *n.* 冲突 4  
△ connect /kə'nekt/ *v.* 连接 1



construct /kən'strʌkt/ *v.* 建造, 构筑; 组成 5  
 content /'kɒntent/ *n.* 容量 2  
 copper /'kɒpə/ *n.* 铜 1  
 corresponding /,kɒrɪ'spɒndɪŋ/ *adj.* 相应的;  
 对等的 5  
 Δ cover /'kʌvə/ *v.* 包括, 涉及 5  
 credit account 信用账户 3  
 credit card 信用卡 3  
 culture shock 文化冲击 3  
 cursive /'kɜːsɪv/ *adj.* 草书的, 草写体的 2  
 Δ customer /'kʌstəmə/ *n.* 顾客 5

## D

dairy /'deəri/ *adj.* 牛奶的; 乳品的 2  
 debit card 借记卡 3  
 decimal /'desɪmə/ *adj.* 十进位的; 小数的 5  
 declaration /,deklə'reɪʃən/ *n.* 宣言; 声明 1  
 defend /dɪ'fend/ *v.* 保卫 1  
 delete /dɪ'li:t/ *v.* 删除 4  
 delicacy /'delɪkəsi/ *n.* 美味, 佳肴 2  
 Denmark /'denmɑːk/ 丹麦 1  
 dense /dens/ *adj.* 密集的 6  
 destroy /dɪ'strɔɪ/ *v.* 破坏 1  
 detect /dɪ'tekt/ *v.* 发现, 查明 6  
 dike /daɪk/ *n.* 堤坝 6  
 dimension /daɪ'menʃən/ *n.* 尺寸; 尺度;  
 [数] 维 5  
 Δ director of studies 教务主任 3  
 disassemble /,dɪsə'sembl/ *v.* 分解 1  
 disaster /dɪ'zɑːstə/ *n.* 灾难 6  
 discharge /dɪs'tʃɑːdʒ/ *v.* 释放 6  
 distance /'dɪstəns/ *n.* 距离 2  
 distinctive /dɪ'stɪŋktɪv/ *adj.* 独特的; 与众不  
 同的 2  
 Δ divide /dɪ'vaɪd/ *v.* 除 5  
 Δ division /dɪ'vɪʒən/ *n.* 除(法) 5  
 document /'dɒkjʊmənt/ *n.* 文件 3  
 Δ draw up 起草 1  
 drum /drʌm/ *n.* 鼓 1

## E

easy-going /'iːzɪ'gəʊɪŋ/ *adj.* 随和的 4  
 economically /,ekə'nɒmɪklɪ/ *adv.* 在经济上 6  
 Δ elderly /'eldəli/ *n.* 老人 2  
 elsewhere /els'weə/ *adv.* 别处 2  
 empire /'empaɪə/ *n.* 王国, 帝国 1  
 enclose /ɪn'kləʊz/ *v.* 把……装入信封; 装有 3  
 Δ end up 以……结束 4  
 episode /'epɪsəʊd/ *n.* (连续剧的) 一集 2  
 equation /ɪ'kwɛɪʒən/ *n.* 方程, 方程式, 等  
 式 5  
 equilateral /,ɪːkwɪ'lætərəl/ *adj.* 等边的 5  
 erosion /ɪ'rəʊʒən/ *n.* 侵蚀 6  
 eruption /ɪ'rʌpʃən/ *n.* 爆发 6  
 escort /ɪ'skɔːt/ *v.* 护送 3  
 estimate /'estɪmɪt/ *v.* 估计 6  
 ethics /'eθɪks/ *n.* 道德规范 2  
 existence /ɪg'zɪstəns/ *n.* 存在 6  
 explosion /ɪk'spləʊʒən/ *n.* 爆炸 6  
 explosively /ɪk'spləʊsɪvli/ *adv.* 爆炸(性)地 6  
 extensive /ɪk'stensɪv/ *adj.* 广阔的; 广大的 2  
 extremely /ɪk'striːmlɪ/ *adv.* 极其 6

## F

Δ fear /fɪə/ *v.* 害怕, 担忧 6  
 fierce /fɪəs/ *adj.* 猛烈的; 强烈的; 狂暴的 6  
 figure /'fɪɡə/ *v.* 计算; 明白, 理解 5  
 figure out 想出; 计算出 5  
 flavourful /'fleɪvəfʊl/ *adj.* 可口的 2  
 flee /fliː/ *v.* 逃离; 逃避 6  
 fortunately /'fɔːtʃənətli/ *adv.* 幸运地 2  
 fraction /'frækʃən/ *n.* 分数 5  
 frequent /'friːkwənt/ *adj.* 频繁的 6  
 frying pan 煎锅 2  
 Δ full-time /'fʊltaɪm/ *adj.* 全职的; 全日制的 4

## G

gale /geɪl/ *n.* 大风(尤指8级以上) 6  
 gateway /'geɪtweɪ/ *n.* 门户 1

geometrical /,dʒi:ə'metɪkəl/ *adj.* 几何学的; 几何的 5

gosh /gɒʃ/ *int.* 天哪, 啊呀 (表示惊奇) 5

Δ government /'gʌvəmənt/ *n.* 政府 1

gracefully /'grɛɪsfəlɪ/ *adv.* 优雅地 4

gunpowder /'gʌn,paʊdə/ *n.* 黑色火药 2

## H

Δ hang /hæŋ/ *v.* 挂; 吊 2

harbour /'hɑ:bə/ *n.* 港口 1

have sth in common 有共同之处 4

Δ heating /'hi:tɪŋ/ *n.* 供暖系统 3

heaven /'hevən/ *n.* 天堂 1

herbalism /'hɜ:bəlɪzəm/ *n.* 药草学 2

Hindu /'hɪndu:/ *n.* 印度人 5

hire /haɪə/ *v.* 租借 3

historian /hɪ'stɔ:riən/ *n.* 历史学家 6

Δ huge /hju:dʒ/ *adj.* 巨大的 1

hurricane /'hʌrɪkən/ *n.* 飓风 6

hydropower /'haɪdrəʊ,paʊə/ *n.* 水力发的电 2

hypotenuse /haɪ'pɒtɪnju:z/ *n.* (直角三角形的) 斜边 5

## I

Δ including /ɪn'klu:dɪŋ/ *prep.* 包括 1

inconvenient /,ɪnkən'vi:njənt/ *adj.* 不方便的; 令人难为的 2

injection /ɪn'dʒekʃən/ *n.* 注射 1

insight /'ɪnsaɪt/ *n.* 洞悉; 深刻见解 2

intensity /ɪn'tensɪtɪ/ *n.* 强度 6

interaction /,ɪntər'ækʃən/ *n.* 互动 4

interpretation /ɪn,tɜ:prɪ'teɪʃən/ *n.* 解释, 阐明 5

Δ inventor /ɪn'ventə/ *n.* 发明家 1

investigation /ɪn,vestɪ'geɪʃən/ *n.* 调查 1

investment /ɪn'vestmənt/ *n.* 投资 3

irrigation /,ɪrɪ'geɪʃən/ *n.* 灌溉 2

## J

jade /dʒeɪd/ *n.* 玉石 2

## K

Δ keep off 远离, 离开 3

kindergarten /'kɪndəgɑ:tɪn/ *n.* 幼儿园 1

## L

Latin /'lætɪn/ *n.* 拉丁语 5

lava /'lɑ:və/ *n.* 熔岩; 火山岩 6

layer /'leɪə/ *n.* 层; 层次 6

loan /ləʊn/ *n.* 贷款 3

low-carbon /ləʊ 'kɑ:bən/ *n.* 低碳 6

## M

Δ magical /'mædʒɪkəl/ *adj.* 神奇的 2

mall /mɔ:l/ *n.* 购物商场 4

Δ membership /'membəʃɪp/ *n.* 会员资格 3

mix up 弄乱, 混淆 4

Miyazaki /'mi:jɑ:'zɑ:ki:/ *n.* 宫崎 (日本) 6

mortgage /'mɔ:gɪdʒ/ *n.* 抵押贷款 3

Mount Pinatubo /pɪnə'tu:bʊ/ 皮纳图博山 (活火山) 6

multiplication /,mʌltɪplɪ'keɪʃən/ *n.* 乘 5

multiply /'mʌltɪplai/ *v.* 乘 5

mummy /'mʌmɪ/ *n.* 木乃伊 1

mysterious /mɪ'stɪəriəs/ *adj.* 神秘的 1

mystery /'mɪstəri/ *n.* 谜; 神秘的事物 1

## N

neighboring /'neɪbərɪŋ/ *adj.* 邻近的 2

nonimmigrant /nɒn'ɪmɪgrənt/ *n.* 非移民入境的 外国人 3

nonsense /'nɒnsəns/ *n.* 荒谬的言行 3

Δ note /nəʊt/ *n.* 便条 1

nuclear /'nju:kliə/ *adj.* 核能的, 原子能的 6

numerous /'nju:mərəs/ *adj.* 大量的 2

nursery rhyme 童谣 1

## O

- observe /əb'zɜ:v/ *v.* 观察, 观测 1  
optional /'ɒpʃənəl/ *adj.* 可选择的 3  
△ out of order 出故障, 不运转 3  
overcome /,əʊvə'kʌm/ *v.* 战胜; 超越 2  
oxygen /'ɒksɪdʒən/ *n.* 氧; 氧气 6

## P

- pack /pæk/ *v.* 打包, 装箱; 捆扎 (行李等) 3  
parallelogram /,pærə'leləgræm/ *n.* 平行四边形 5  
parrot /'pærət/ *n.* 鹦鹉 5  
pebble /'pebəl/ *n.* 鹅卵石 5  
penicillin /,penɪ'sɪlɪn/ *n.* 青霉素 (又译盘尼西林) 1  
△ picture /'pɪktʃə/ *v.* 想象 5  
placement /'pleɪsmənt/ *n.* 编班 3  
plainly /'pleɪnli/ *adv.* 明显地; 清楚地 1  
polygon /'pɒlɪgən/ *n.* 多边形 5  
prevent /prɪ'vent/ *v.* 阻止 6  
△ probably /'prɒbəbli/ *adv.* 可能, 大概 5  
△ product /'prɒdʌkt/ *n.* 产品 2  
property /'prɒpəti/ *n.* 财产, 所有物 6  
proportional /prə'pɔ:ʃənəl/ *adj.* 比例的; 成比例的 5  
△ protection /prə'tekʃən/ *n.* 保护 6  
prove /pru:v/ *v.* 证明 5  
pump up 给……打气 1  
purchase /'pɜ:tʃɪs/ *v.* 购买 1  
Pythagorean /paɪ,θæɡə'ri:ən/ *adj.* 毕达哥拉斯的 5

## Q

- quarrel /'kwɒrəl/ *n.* & *v.* 争吵 4

## R

- rainstorm /'reɪnstɔ:m/ *n.* 大暴雨 6  
react /rɪ'ækt/ *v.* 反应 6

- reassemble /,ri:ə'sembəl/ *v.* 重新组合 1  
rebel /'rebəl/ *n.* 造反者; 反叛者 2  
rebuild /ri:'bɪld/ *v.* 重建 1  
rectangle /'rektæŋɡəl/ *n.* 长方形 5  
refined /rɪ'faɪnd/ *adj.* 精制的 2  
refugee /,refju'dʒi:/ *n.* 难民 6  
regional /'rɪdʒənəl/ *adj.* 地区的; 区域性的 2  
reliability /rɪ,laɪə'bɪlɪti/ *n.* 可靠 4  
reliable /rɪ'laɪəbəl/ *adj.* 可靠的 4  
relief /rɪ'li:f/ *n.* 欣慰 6  
renovate /'renəveɪt/ *v.* 整修 1  
represent /,reprɪ'zent/ *v.* 代表 2  
reservoir /'rezəvɔ:wə/ *n.* 水库 6  
retail /'ri:teɪl/ *n.* 零售 4  
reunion /ri:'ju:njən/ *n.* 团圆 2  
rhombus /'rɒmbəs/ *n.* 菱形 5  
right-angled /raɪt'æŋɡəl/ *adj.* 直角的 5  
△ rock /rɒk/ *v.* 使剧烈震动 6  
rocket /'rɒkɪt/ *n.* 火箭 1  
ruin /'ru:ɪn/ *v.* (使) 毁灭; (使) 毁损 4

## S

- sauce /sɔ:s/ *n.* 调味汁, 沙司 2  
scale /skeɪl/ *n.* 级别, 等级 6  
scatter /'skætə/ *v.* (使) 分散, (使) 散布  
在各处 4  
scratch /skrætʃ/ *v.* 划; 抓 5  
script /skɪpt/ *n.* 手迹; 书写体 2  
seafood /'si:fu:d/ *n.* 海产食品 2  
△ sell out 把……售完 3  
semicircle /'semi,sɜ:kəl/ *n.* 半圆形 5  
Sendai /'sen'daɪ/ *n.* 仙台 (日本) 6  
△ several /'sevərəl/ *adj.* 几个的, 数个的 3  
shot /ʃɒt/ *n.* 注射 3  
△ side by side 肩并肩地 1  
signal /'sɪɡnəl/ *n.* 信号 1  
slope /sləʊp/ *n.* 斜坡, 斜面 6  
soundly /'saʊndli/ *adv.* 酣畅地 2  
southernmost /'sʌðənməʊst/ *adj.* 最南端的 2  
souvenir /,su:və'nɪə/ *n.* 纪念品 3  
staff /stɑ:f/ *n.* 工作人员 3

Statue of Liberty 自由女神像 1  
Stonehenge /stəʊn'hendʒ/ *n.* 巨石阵 1  
Δ storm surge 风暴潮 6  
storm tide 风暴潮位 6  
straightaway /,streɪtə'weɪ/ *adv.* 立即 4  
strike /straɪk/ *v.* 袭击 6  
struggle /'strʌɡəl/ *v.* 奋斗, 努力; 挣扎 5  
stuff /stʌf/ *n.* 东西, 物品 6  
subtract /səb'trækt/ *v.* 减 5  
subtraction /səb'trækʃən/ *n.* 减 5  
sushi /'su:ʃɪ/ *n.* 寿司 6  
system /'sɪstɪm/ *n.* 系统 1

## T

Δ take on a new look 呈现新貌 1  
tally /'tæli/ *n.* 记录; 计数 5  
temple /'tempəl/ *n.* 寺庙 1  
Thames /temz/ (英国的) 泰晤士河 1  
the Declaration of Independence 《独立宣言》 1  
the Philippines /ðə 'fɪlɪpiːnz/ *n.* 菲律宾 6  
theorem /'θiərəm/ *n.* [数] 定理, 法则 5  
throughout /θru:'aʊt/ *prep.* 遍及 2  
Δ ton /tʌn/ *n.* 吨 1  
toxic /'tɒksɪk/ *adj.* 有毒的 6  
trapezoid /'træpɪzɔɪd/ *n.* 不规则四边形 5  
Δ treasure /'treɪzə/ *n.* 宝藏 1

tricky /'trɪki/ *adj.* 难办的, 难对付的 5  
tsunami /tsu'nɑ:mɪ/ *n.* 海啸 6  
tunnel /'tʌnl/ *n.* 隧道 5  
typewriter /'taɪp,raɪtə/ *n.* 打字机 1

## U

unlimited /ʌn'lɪmɪtɪd/ *adj.* 无限制的 3  
unpack /ʌn'pæk/ *v.* 打开 (行李) 2  
unrest /ʌn'rest/ *n.* 不安, 不平静 6  
uproot /,ʌp'ru:t/ *v.* 连根拔除 6  
upturn /,ʌp'tɜ:n/ *v.* 使翻转 6

## V

vast /vɑ:st/ *adj.* 广大的; 辽阔的 2  
Δ victory /'vɪktəri/ *n.* 胜利 1  
villa /'vɪlə/ *n.* 别墅 1  
villain /'vɪlən/ *n.* 坏人, 恶棍 2  
visa /'vi:zə/ *n.* 签证 3

## W

Δ wake-up /'weɪkʌp/ *n.* 提醒, 唤醒 6  
whereas /weə'ræz/ *conj.* 而 4  
wind one's way 弯曲前进 1  
wrong /rɒŋ/ *v.* 不公正地对待; 冤枉 4

# 后 记

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总主编：吴友富

主 编：燕华兴

副主编：赵均宁 管 焯

编 者：（按姓氏笔画排列）

刘 颖 宋淑娟 张 越 智敬谊 管 焯

本册书第一版编写人员为：

总主编：戴炜栋 吴友富

主 编：燕华兴

副主编：荣新民

编 者：（按姓氏笔画排列）

王秀斌 任满红 刘 颖 宋淑娟 张 越 荣新民

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联系电话：65425300转7081

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