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义务教育教科书

英语
ENGLISH

九年级　上册

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写在前面

初中学习的最后一年，同学们粗略地看一下教材目录会发现，有一些似曾相识的内容。为什么？因为我们进入了一个为“知新”而“温故”的年段：一些知识的复现，一些法则的归纳，一些话题的延伸，一些“说法”的条理化，包括在教材上留出的空间，都是想让同学们集中精力，把多年英语学习的点点滴滴融汇在一起，沉淀、凝练，以形成坚实的基础。

在“读（Reading）”的层面，虽然仍是读，但已不止于了解内容的前因后果，更要理解读物的人文内涵和生活提示。本年段我们会与许多伟大的人物和经典的文学作品相遇；也会接触当下的热点话题，如健康饮食和环境保护。对那些相隔时空或近在咫尺的阅读内容，要从“了解”趋于“理解”，并尝试品味和鉴赏，以获得对我们有益的人生经验。

在“听（Listening）”和“说（Speaking）”的层面，本年段更注重这两项能力在实际生活中的交际功能。语音语调的更加老练和会话的更加自如是训练的目标；还将继续教授一些功能意念的表达法，如接受或拒绝帮助，恰当地表示喜好、赞扬和同情等。要从“听懂”趋于“了然”；从“能说”趋于“说好”，力求在会话间体会到或表达出情绪和情感。

在“写（Writing）”的层面，除继续七、八年级已接触的各种体裁和题材的写作训练，九年级的“写”更要与“听”“说”“读”齐头并进。写作是另一种方式的“说”，所谓笔述。当我们更好地掌握了语法，有了更多的词汇和更敏锐的语言感悟时，我们当然要在“笔述”中作一些比较、选择和呈现，要从“会写”趋于“会改”，让曾经“幼稚”的句子、短文逐渐变得成熟、生动起来。

在“课题（Project）”制作层面，要求同学们展开的内容与生活十分贴近。像“设计一份图文并茂的菜谱”这样的命题，从选择菜式，体现国别、人文背景，配饰图案，到打算表露哪些文化蕴含，都要通盘考虑，即意味着同学们完成的“制作”要逐渐从“简”“浅”趋于“多元”和“精深”。

在“学习技能（Study skills）”掌握层面，我们已经有了一定量的累积，今年还将学习一些文案实务，例如制定规划、起草提纲；并通过记识各种标识以快速了解、分析外界的一切。是时候把我们所学的英语技能糅合在一起，从“单一”趋于“综合”，让我们面对世界的眼睛有更宽阔的视野。

最后说一下教材中的另外“三个板块”：“语法（Grammar）”的新授项目主要是各类状语从句和宾语从句，以及系动词和介词的用法，基本属于初中阶段语法的难点。但是，当我们啃下这些“骨头”以后，我们已然全面掌握了英语的初级语法，在阅读和写作上会有一个跨步。本年段的“补充阅读（More practice）”和“文化角（Culture corner）”十分丰富：中国的老子，西方的牛顿；主要英语国家间的英语也有差异？多么有趣的内容！一定会给大家有益的启迪。

同学们，努力吧，一定要让自己微笑着，自信地交出初中年段的最后一份答卷！

初中《英语》编写组

2012 年 12 月

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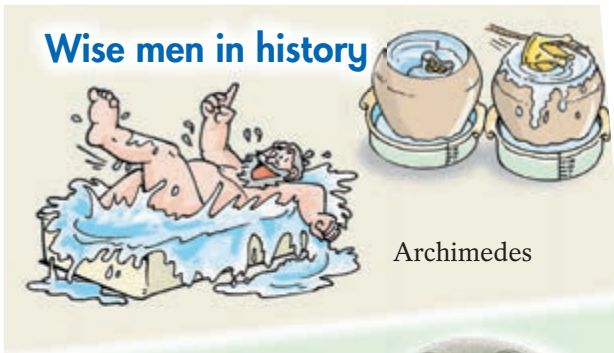
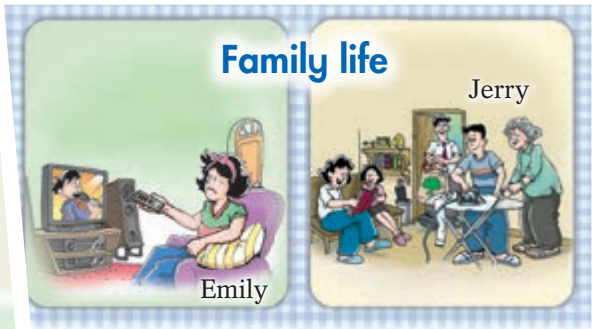
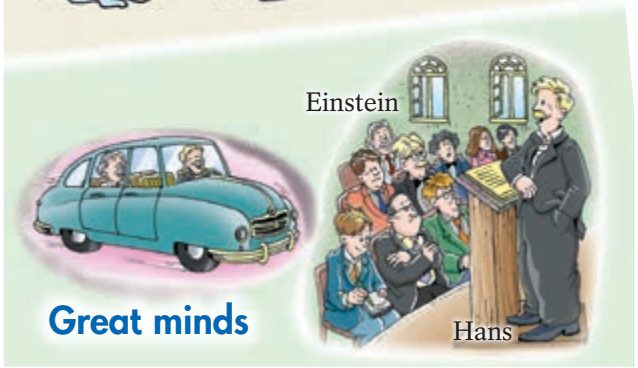
安凤岐　朱　成　娄炳坤　曹国玲

Tony Dale

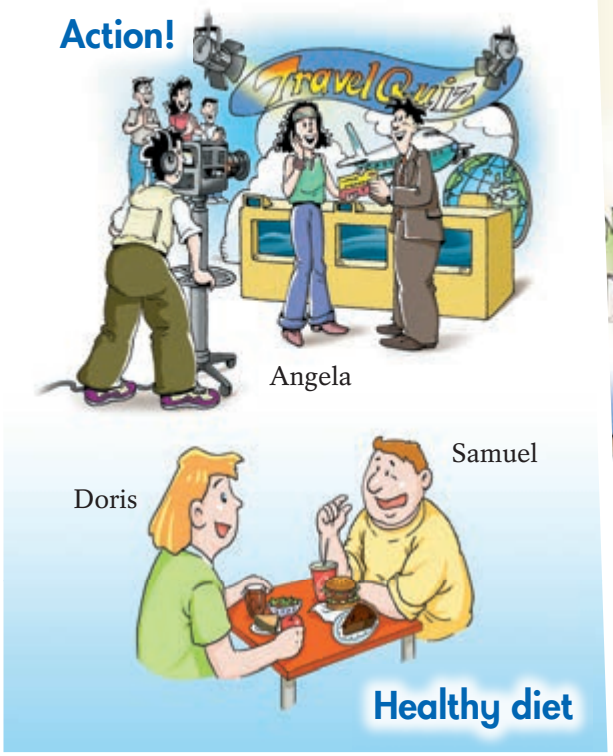
Hi, I'm Hi. What will we learn in this book?
Hello, I'm Lo! Let's have a look.

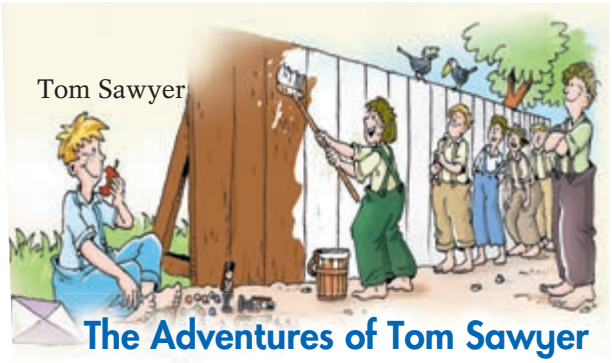

Wise men in history
Archimedes


Family life
Jerry
Emily


Einstein
Great minds
Hans

Aunt Linda
Problems and advice


Action!
Travel Quiz
Angela
Samuel
Doris
Healthy diet


Tom Sawyer
The Adventures of Tom Sawyer

Surprise endings
Jim
Della

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说明：本教材中打 * 的内容为拓展内容，作选学要求。

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Talk time	Speak up				
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Unit 1 Wise men in history

Getting ready

In this unit, you will learn about some wise men in history.

Reading

- Read the story "Archimedes and the golden crown".

Listening

- Listen to a radio programme about the ancient Olympics.

Grammar

- Learn how to use **question tags**.
- Learn about different types of sentences.

Speaking

- Learn how to ask for agreement or confirmation.
- Learn to retell a story.

Writing

- Learn how to improve your work.

Reading

A What do you know about ...?

A1 *Try the short quiz below. Circle the correct answers.*

1 Which of these ancient countries is in Europe?

a Greece. **b** Egypt.

2 Which of these people lived in ancient Greece?

a Archimedes. **b** Julius Caesar.

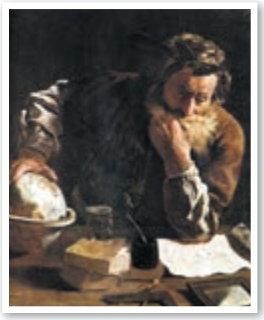
3 What was Archimedes?

a A scientist. **b** A painter.

4 Archimedes died in 212 BC. How long ago was that?

a About 1,800 years ago. **b** About 2,200 years ago.

A2 *Do you know anything about these great men? Tell your classmates.*



Archimedes

Mencius

Zu Chongzhi

B Before you read

Look at the pictures and the title of the story on page 3. Then answer the questions below.

1 Who was the crown probably made for?

2 What is Archimedes doing in the first picture?

3 Why is Archimedes so excited?

4 What is in the right pot in the second picture?

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Archimedes and the golden crown

One day in ancient Greece, King Hiero asked a crown maker to make him a golden crown. At first, he was very happy with it.

"It's a nice crown, isn't it?" he asked his men. Later, however, he began to doubt that it was a real golden crown. "Is it made completely of gold?" he wondered. He sent it to Archimedes and asked him to find out the truth.

"This problem seems difficult to solve. What should I do?" thought Archimedes.

Archimedes was still thinking about this problem as he filled his bath with water. When he got into the bath, some water ran over.

"That's it!" shouted Archimedes. "I know how to solve the king's problem!"

Archimedes went straight to the palace to see the king. First, he weighed the crown and asked the king for some gold of the same weight.

Next, he put two pots into two big bowls and filled both pots with water. He put the gold into one pot, and some water ran into the bowl. Then he put the crown into the other pot. This time, even more water ran into the bowl.

"Look at this," said Archimedes to King Hiero. "A crown made completely of gold displaces less water than a crown made of gold and another metal. This crown displaced more water than gold of the same weight, so I'm certain that it's not completely made of gold."

"The crown maker tricked me, didn't he? What a bad man he is!" shouted King Hiero. He then sent the crown maker to prison.

C Vocabulary

C1 *Here are some sentences from the story on page 3. Do you know the meanings of the words in italics? Circle the correct answers.*

1 Later, however, he began to *doubt* that …
   a feel sure **b** not feel sure

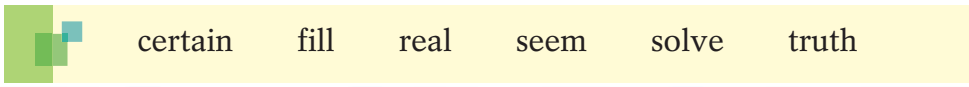
2 This problem seems difficult to *solve*.
   a write down **b** find the correct answer

3 … as he *filled* his bath with water.
   a made ... full **b** emptied

4 Next, he put two pots into two big *bowls* …
   a deep round dishes **b** flat dishes

5 A crown made completely of gold displaces *less* water …
   a a little **b** a smaller amount of

C2 *Complete the story below with the words from the box. Change their forms if necessary.*



One day, two women came to King Solomon with a baby boy. Both women said the boy was their son. No one knew which woman was telling the (1)_____.

King Solomon ordered a soldier to cut the boy in half, and divide the boy between the two women.

The first woman said, "Go ahead. That (2)_____ fair." However, the second woman was (3)_____ with fear. "No!" she shouted. "Don't kill him! Let the other woman have him."

King Solomon stopped the soldier. "Give the boy to the second woman," he said. "I'm (4)_____ that she's his (5)_____ mother."

The woman took the baby boy home happily. Everyone was amazed at how King Solomon (6)_____ this problem.

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D Comprehension

D1 *These pictures show the events of the story on page 3. Put them in the correct order by writing the numbers **1–8** in the boxes.*

a The crown isn't made completely of gold!

b When I get into the bath, water is displaced!

c I need some gold of the same weight as the crown.

d Send this crown to Archimedes.

1

e When the gold is put into the pot, some water is displaced.

f Send him to prison!

Please ...

g

h But when the crown is put into the pot, more water is displaced.

D2 *Read the story again and answer the questions below in complete sentences.*

1 Why did King Hiero send the crown to Archimedes?

_____

2 What happened when Archimedes got into the bath?

_____

3 What did the crown maker do to the crown?

_____

* **D3** *How did Archimedes find out that the crown was not made completely of gold? Discuss this with your classmates.*

Listening

The ancient Olympics

A *Listen to a radio programme about sports in the ancient Olympics. Match the descriptions with the pictures by writing the numbers **1–4** in the boxes.*

a

boxing

b

racing

c

wrestling

d

running

B *Listen to the recording again and then complete the notes below. Write one word in each blank.*

Number 1

It is done on one's (1) _____. You must run as (2) _____ as you can.

Number 2

The men try to (3) _____ each other to the ground.

Number 3

Both men and (4) _____ take part in this sport. The men try to get these animals to run as (5) _____ as they can.

Number 4

The men have to hit (6) _____ _____.

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Grammar

A Question tags

We use **question tags** to check if something is true, or when we want others to agree with us.

It's a nice crown, **isn't it**?

It isn't made completely of gold, **is it**?

We usually put a negative tag after a positive statement.

We usually put a positive tag after a negative statement.

Archimedes was a famous scientist, **wasn't he**?
He didn't make the crown with gold, **did he**?
The train has left, **hasn't it**?
You'll forgive him, **won't you**?

Work out the rule

- We use the right form of the verbs *be*, *do*, _____ or **modal verbs** + **subject pronouns** in the **question tags**.
- We use (the same/a different) tense for the statement and the **question tag**.

Things to remember

- When we answer **tag questions**, we use *yes* or *no* according to the facts.
  The runner didn't win the race, did he?
  Yes, he did. (He **won** the race.)
  No, he didn't. (He **did not win** the race.)
- Pay attention to the following special **question tags**.
  Take out your books, **will you**?
  Let's get out of here, **shall we**?
  You're never late, **are you**?
- We put a comma (,) before a **question tag**.

King Hiero showed the crown to the queen later. Complete their conversation with question tags.

Queen: You aren't happy, (1)_____? What happened?
King: It's my new crown. Take a look at it, (2)_____?
Queen: It looks beautiful, (3)_____? What's wrong with it?
King: It isn't made completely of gold. That's why I'm angry.
Queen: The crown maker tricked you, (4)_____? How did you find out?
King: Archimedes told me. Let's have dinner with him tonight, (5)_____?
Queen: OK.

B Sentence types

There are four types of sentences.

Statements
A statement talks about a certain person or thing. It usually ends with a full stop (.).

Positive statement	*One day in ancient Greece, King Hiero asked a crown maker to make him a golden crown.*
Negative statement	*It was not a real golden crown.*

Questions
We use questions to ask for information. A question ends with a question mark (?).

***Yes/No* question**	*Is it made completely of gold?*
***Wh*-question**	*What should I do?*
Alternative question	*What is the crown made of, gold or something else?*
Tag question	*It's a nice crown, isn't it?*

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Imperatives

When we want to give commands or make requests or suggestions, we use the imperative. An imperative sentence ends with a full stop (.) or an exclamation mark (!).

> Look at this.
> Please give me some gold of the same weight.
> Keep quiet!
> Watch out!

Exclamations

When we want to express strong feelings, we use exclamations. An exclamation usually ends with an exclamation mark (!).

> How excited Archimedes was!
> What a bad man the crown maker is!

B1 *Add a full stop (.), a question mark (?) or an exclamation mark (!) to the end of the following sentences.*

1 How can I find out___
2 The crown is nice___
3 How wonderful___
4 The king was not happy___
5 Please close the window___
6 What a nice crown___
7 This is difficult, isn't it___
8 Leave me alone___

B2 *Look at the sentences below and label the sentence types.*

(1) How did Archimedes discover the truth? (2) He's so clever, isn't he? (3) King Hiero sent me to prison. (4) What a lonely place this is! (5) Will he let me out soon? (6) I don't want to stay here any longer. (7) Please let me out!

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

Speaking

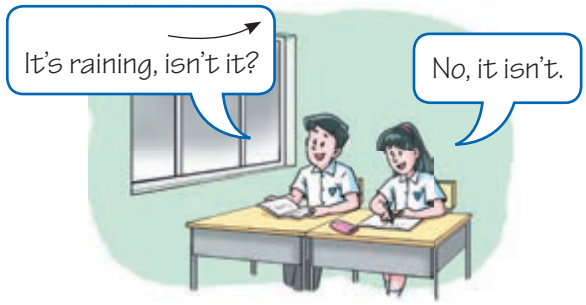
A Talk time

Asking for agreement or confirmation

Question tags can be used to ask for agreement or confirmation.

We use a falling intonation when we are asking for agreement.

We use a rising intonation when we are asking for confirmation.



Read the conversation below and practise it in pairs. Pay attention to the intonation for the question tags.

Sam: Hi, Lily. You've got something new, haven't you?

Lily: Yes, I have. It's a gift from my uncle—a book about the ancient Greeks. It looks interesting, doesn't it?

Sam: Yes, it does. I love reading about people like Archimedes. I want to be a scientist like him in the future.

Lily: You're joking, aren't you? You never liked science before.

Sam: I've started to like it. You like science too, don't you?

Lily: Well, a little. Oh, I have to go to my club meeting. Bye.

Sam: Bye.

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B Speak up

B1 *Work in pairs. Read the following story and complete the notes below. Then retell the story to your classmate.*

Helen at the Olympics

In ancient Greece, women were not allowed to watch the Olympics. However, Helen, a brave woman, wanted to watch her son, Rodus, run.

"I'm going to see you at the Olympics tomorrow," said Helen.

"But Mum, the king will be angry," said Rodus.

"Don't worry. I'll think of a way," replied Helen.

The next day, Helen dressed as a soldier to attend the Olympics. She was soon caught. "Take her to prison," said the king.

Who: Helen **When:** **Where:**

What:

Why:

Top tip

When you tell a story, you usually answer the five "w"s: who, what, when, where and why.

B2 *Look for a story in a book or on the Internet. Write notes about the story. Then retell the story to your classmate in your own words. Think about the following ideas.*

- someone has done an exciting thing
- someone has seen or done something unusual
- an animal or a pet can do unusual things

Writing

Improving your work

When you have written something, you should check your work to make sure the spelling, grammar and punctuation are all correct.

A *Work in pairs. Find and underline the mistakes in the following story. Discuss the mistakes and, next to each line, write what kind of mistake it is. Use the abbreviations below.*

gr = grammar mistake sp = spelling mistake
p = punctuation mistake

Julius Caesar killed by freind — sp

Julius Caesar was warn that someone wanted to kill him — gr

and he should not speak on public? He was standing on — gr/p

the steps of the Senate when he attacked. He said, "I

must speak to my poeple." As he died, he see his oldest

friend Brutus. He was one of the killers, "You too,

Brutus?" he asked, and die.

B *Correct the mistakes in the story.*

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* More practice

A *Read the story below and describe how Cao Chong weighed the elephant. Use the words from the box to help you.*

Cao Chong weighs an elephant

Cao Chong was the son of Cao Cao.

One day, Sun Quan sent Cao Cao a present. It was a huge elephant. Cao Cao wanted to find out the weight of the elephant.

"What a huge animal it is! Can anyone tell me how to weigh it?" he asked the crowd around him.

"Can we get a large scale?" asked a soldier. However, no one could find a scale large enough.

"Can we cut it up?" asked another soldier.

"No. I don't want to kill it," said Cao Cao.

Just then, young Cao Chong had a wonderful idea. "I can weigh the elephant!" he said. "Let me have a try."

Cao Chong asked some soldiers to lead the elephant onto a boat. As the heavy animal walked onto it, the boat went lower into the water. Cao Chong drew a line on the side of the boat to mark how low it went. The elephant was then taken off the boat and the boat was filled with rocks until it went down again and water reached the line on the boat.

Cao Chong then weighed the rocks. He added up the weight of all the rocks and said, "This is the weight of the elephant."

Cao Cao was very happy with his son. "My son is very clever, isn't he?" he said. Everyone agreed.

lead … onto	mark	rock	weigh
go lower	take … off	go down	add up
draw a line	fill … with	reach	

B *Do you know any other wise kids in history? Share their stories with your classmates.*

Study skills

Punctuation

We use full stops (.), question marks (?) and exclamation marks (!) to end sentences. We also use other punctuation marks in sentences.

1 Commas (,)

We use commas:

- to break sentences into smaller parts and make them easier to read, e.g. *One day in ancient Greece, King Hiero asked a crown maker to make him a golden crown.*
- to separate words in lists, e.g. *English-speaking countries include the UK, the US, Canada and Australia.*
- before question tags, e.g. *You like reading, don't you?*
- when an adverbial clause is used at the beginning of a sentence, e.g. *If a small rock is put in water, only a little water will be displaced.*

2 Quotation marks ("…")

We use quotation marks:

- to show direct speech, e.g. *"I like fish and chips," said Mike.*
- around words that other people have used or words with a special meaning, e.g. *Mark Twain is often called the "father of American literature".*

3 Apostrophes (')

We use apostrophes:

- in contractions. They are most often used in speech or informal writing, e.g. *can't (= cannot), it's (= it is/has), I'd (= I would/had).*
- to show possession, e.g. *Jason's family, the children's books.*

4 Hyphens (-)

We use hyphens:

- for some compounds, e.g. *T-shirt, Mid-Autumn Festival, hard-working.*
- when two related modifiers come before a noun, e.g. *a well-dressed man.*

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5 Colons (:)

We use a colon to introduce a list, e.g. *We need seven people: three students, three engineers and one expert.*

A *Add punctuation marks to the following sentences.*

1 You like Chinese food don t you asked Mary

2 Since she s your little sister please take care of her

3 I ve passed these subjects Chinese Maths English History and Music

4 This is a well run hotel

B *Some of the punctuation marks in the following story are wrong. Underline the mistakes and write the correct punctuation marks above them.*

One of the most famous wise men in ancient Greece was Diogenes, Diogenes lived a simple life? He only owned three things-the clothes he wore, a lantern and a bowl to eat with.

Diogenes used to walk through the city with his lantern during the day. When people asked him why he was carrying the lantern, he would hold it up to their face, look at them, and say. “I,m looking for an honest man.’

Culture corner

Laozi

Laozi lived in the 6th century BC. It is believed that he wrote the *Daodejing*. This book is popular in both the East and the West, and it is still widely read today. Many people have found inspiration in this book.

There are many famous sayings in the *Daodejing*. One of them is, "A journey of a thousand *li* begins with a single step."

Do you know any other famous Chinese sayings? Which is your favourite?

Self-assessment

How well do you know this unit? Tick ✓ the boxes.

1 I can read a story about Archimedes.	☐	☐	☐
2 I can listen for specific information about the ancient Olympics.	☐	☐	☐
3 I can use **question tags** correctly.	☐	☐	☐
4 I know about **sentence types**.	☐	☐	☐
5 I can ask for agreement or confirmation.	☐	☐	☐
6 I can retell a story.	☐	☐	☐
7 I can improve my work.	☐	☐	☐
8 I can use punctuation correctly in writing.	☐	☐	☐
9 I know about Laozi.	☐	☐	☐

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Unit 2 Great minds

Getting ready

In this unit, you will learn about great minds such as Albert Einstein.

Reading

- Read a short story about Einstein and his driver.

Listening

- Listen to a radio programme about some great minds.

Grammar

- Learn how to use **infinitives** after **nouns**, as **subjects** and after the **verb** *to be*.

Speaking

- Learn to leave and take phone messages.
- Tell a story about a famous person.

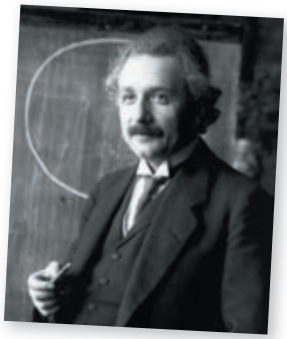
Writing

- Write a short story about a famous astronomer.

Reading

A What do you know about ...?

Do you know these people? What did they do? Discuss these with your classmates.

1 

Albert Einstein

2

Marie Curie

3

Confucius

4

Hua Luogeng

5

Charlie Chaplin

B Before you read

Look at the pictures, the title and the introduction to the story on page 19. Then answer the questions below.

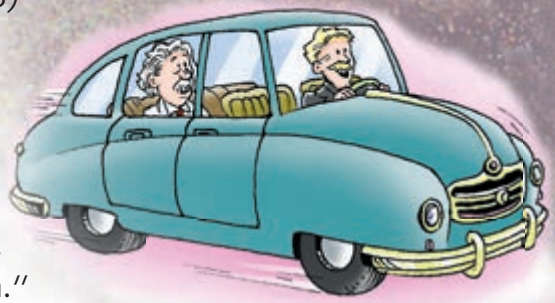
1 Who are probably the two geniuses?
a Einstein and his driver. **b** Einstein and his son.

2 What kind of story is it?
a A funny story. **b** A sad story.

3 What is the man doing in the second picture?

Two geniuses

Many people consider Albert Einstein (1879–1955) a genius. This story about him shows that he also had a sense of humour.



Einstein often received invitations to explain his theories at different universities. On these trips, his driver Hans often said to him, "It's a pleasure to drive a genius like you, Dr Einstein."

One evening, on their way to a university, Einstein said, "I'm so tired. I wish I could avoid giving my lecture tonight, Hans, but I don't want to let my audience down."

"I know what to do," said Hans. "I can give the lecture for you. You can trust me. I've listened to your lecture so many times that I've learnt it by heart. No one knows you at this university, so they won't find out."

So, they changed places. At the university, Hans was guided to the front of the hall. Einstein took a seat, listened to Hans give his lecture without difficulty, and joined in the applause at the end.

However, before Hans left, a man shouted, "I'd like to ask you a question." He then asked a question so difficult that Hans had no idea what he was talking about.

Einstein turned pale. "Oh no!" he thought. "Now we're in trouble." But Hans just laughed and said, "That's such an easy question that even my driver can answer it. Hans, please ..."

Einstein stood up and answered the question perfectly.

They left the university, with Einstein driving. A little later, Hans offered to drive. "No," laughed Einstein. "It's a pleasure to drive a genius like you, Hans."

C Vocabulary

C1 *The words in italics explain the meanings of some words on page 19. Find these words to complete the headlines. Change their forms if necessary.*

1 Farmer: It's a _____ to work in the fields (*happy thing*) (line 7)

2 Doctors warn people to _____ too much sun this summer (*keep away from*) (line 9)

3 Famous artist: _____ yourself and your own ideas (*believe in*)(line 13)

4 Student learns the whole dictionary _____ (*by remembering every word*) (line 15)

5 Astronaut returns to Earth _____ (*with no trouble at all*) (line 20)

6 Dance on Saturday night! All students are invited to _____ the activity (*take part in*)(line 20)

C2 *Complete the diary below with the words from the box.*

consider	sense	university
let ... down	tonight	

17th March

Earlier (1) _____, my friend offered me a ticket for Dr Yang's lecture at the (2) _____, so I decided to go. Many people (3) _____ Dr Yang one of the cleverest women in the world. She did not (4) _____ me _____. The lecture was very successful.

She also has a great (5) _____ of humour and made many people laugh. She received a lot of applause at the end.

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Strategy

Understanding the structure of the plot of a short story

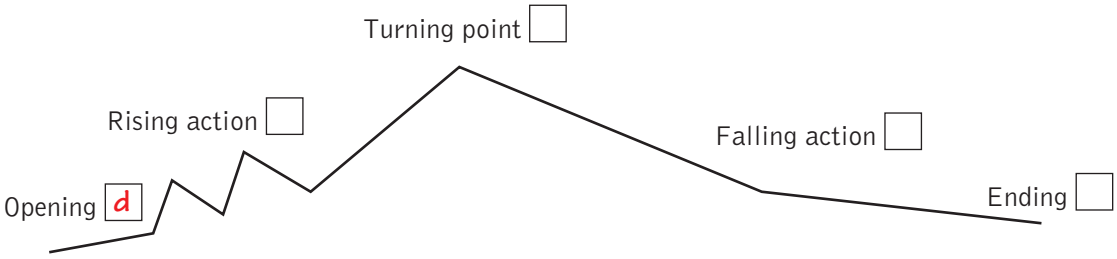
The plot of a short story usually includes the following parts:

- **Opening:** This part gives background information.
- **Rising action:** This part describes a problem the characters face.
- **Turning point:** Here the story takes an unexpected turn.
- **Falling action:** This part describes how the problem is solved.
- **Ending:** This part brings the story to an end.

D Comprehension

D1 *Read the story on page 19. Then complete the diagram below. Write the letters in the correct boxes.*

a Hans and Einstein left the university happily, with Einstein driving.
b Einstein answered the question perfectly.
c A man asked a difficult question.
d Hans offered to give a lecture for Einstein.
e Hans asked Einstein to answer the question.



D2 *Read the story again and decide whether these sentences are **T** (True) or **F** (False). Then find evidence from the story to support your answers.*

1 Einstein was a popular lecturer. **T / F**
2 Hans was tired of driving Einstein. **T / F**
3 Hans had a very good memory. **T / F**
4 The audience did not enjoy the lecture given by Hans. **T / F**

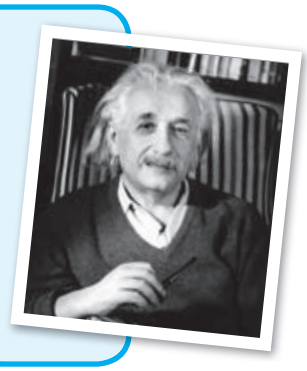
* **D3** *What do you think of Hans? Tell your classmates your opinions.*

Listening

Three great minds

Listen to a radio programme about three great minds and complete the information cards below. Write one word or figure in each blank.

Name: Albert Einstein (1879–(1)_____)
Job: scientist
Achievements: He is the greatest scientist of the (2)_____ century. His theories explain the way the universe (3)_____.



Name: William Shakespeare (1564–1616)
Job: (4)_____
Achievements: During his life, he wrote around (5)_____ plays and hundreds of (6)_____. One of his most famous plays is *Romeo and Juliet*.

Name: Confucius (551–479 BC)
Job: teacher, philosopher
Achievements: He spent a lot of his life (7)_____ and meeting many different people. He is remembered for his wise (8)_____. They were written down by his (9)_____.

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* Grammar

A Infinitives after nouns

To give more information about **nouns**, we can use **infinitives** after the **nouns**.

> Einstein often received **invitations to explain** his theories at different universities.

A1 *Jim is telling May about his dream. Complete their conversation with the words from the box.*

be　　become　　help　　make　　start

1 I've made a decision.
A decision to become a genius.

A decision to do what?
You can't be serious.

2 I've got an ability.
_____ a great doctor.

_____ what?
I don't believe it!

3 I've made a plan.
_____ life better for everyone.

_____ what?
You'll probably fail.

4 I've decided to find a way.
_____ people live to be 1,000 years old.

_____ what?
You must be joking.

5 So now is the time.
_____ work.

_____ what?
I'll give you some advice.

6 _____ what?

To stop dreaming!

A2 *Complete the paragraph below with the words from the box.*

become a scientist	go to university
do Maths	try again

At school, Einstein's ability (1) to do Maths surprised his teachers, but he was bored with other subjects. At the age of 15, he was given the chance (2) _____, but he did not do well enough in the exam. He did not lose heart, however, and he had a wish (3) _____ the next year. This time, he succeeded. He kept trying, so he achieved his dream (4) _____.

B Infinitives as subjects

We can use an **infinitive** as the **subject** of a sentence.

> **To tell** the truth is important.

In most cases, we use *it* at the beginning of the sentence as an **empty subject** to refer to the **infinitive**.

> **It**'s a pleasure **to drive** a genius like you, Dr Einstein.
> **It** was good **to have** a friend like Einstein.
> **It** was easy for Einstein **to answer** the question.

Things to remember

We use *it* + the **verb** *take* + (somebody) + a period of time + an **infinitive** to refer to the length of time spent doing something.

It takes (me) 30 minutes **to walk** to school.

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Hans once drove another scientist, Dr Green, from the airport to a university. Complete their conversation with infinitives and words in brackets.

Dr Green: Hello, Hans.
Hans: Hello, Dr Green. How long did it take you to get here by plane?
Dr Green: (1) It took me two hours to get here by plane. (take/two hours) How long will it take to get to the university?
Hans: (2) _____. (take/20 minutes)
Dr Green: Well, that's not very long. Hans, you're a very good driver. Is it difficult to drive a car?
Hans: No. (3) _____. (easy/drive)
Dr Green: Maybe I'll learn to drive some day, but (4) _____ _____ (difficult/for me/learn) right now. I'm too busy. Do you like your job, Hans?
Hans: Yes, I like it a lot. I meet many great people because I'm a driver. (5) _____. (lucky/for me/have/job)

C Infinitives after the verb *to be*

We also use **infinitives** after the **verb** *to be*.

> My wish **is to be** like Einstein.
> Jane's dream **is to become** a scientist.

Put the words in the correct order to make sentences. Add other words if necessary.

1 do the work/the most important thing/well
_____

2 in a year/Mr White's plan/have a small shop
_____

3 attract the students/my idea/by making a poster
_____

4 children/her job/take care of
_____

Speaking

A Talk time

Leaving and taking phone messages

Sometimes people cannot answer calls. When this happens, we can leave and take messages like this:

Can I leave a message? … My name is … My phone number is … Can you ask him to call me back?

I'm sorry, Mr … is not in right now. Can I take a message? … I'll ask him to return your call.

Read the conversation below and practise it in pairs. Pay attention to the words in blue.

Secretary: Good morning, Dr Huang's office.
Simon: Good morning. May I speak to Dr Huang, please?
Secretary: I'm sorry, Dr Huang is out at the moment. Can I take a message?
Simon: OK. My name is Simon Li. My phone number is 304 6621.
Secretary: Three zero four, double six two one. And your name is Simon Li.
Simon: That's right.
Secretary: Good. I'll ask Dr Huang to return your call.
Simon: Thank you. Goodbye.
Secretary: Goodbye.

B Speak up

Do you know any interesting stories about Albert Einstein or another famous person? Go on the Internet or look in some books, and then tell your classmates about the story you have found.

What is this person's name?
What is/was his/her job?
When was he/she born?
What are/were his/her main achievements?
What interesting experiences did this person have?

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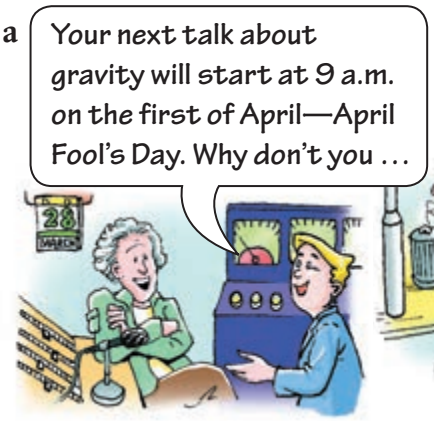
Writing

Floating listeners

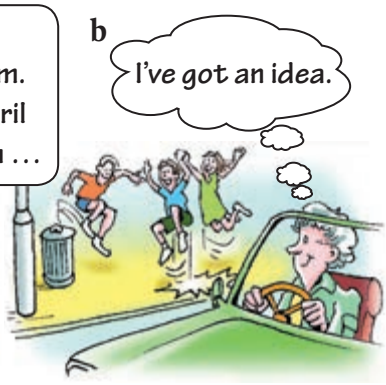
You are going to write a short story about Patrick Moore, another famous person with a good sense of humour.

A *In groups, look at the pictures and then complete the diagram below. Write the letters in the correct boxes to show the plot of the story.*

a



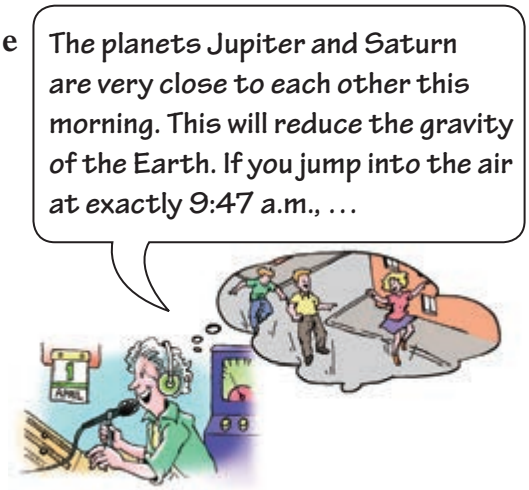
b

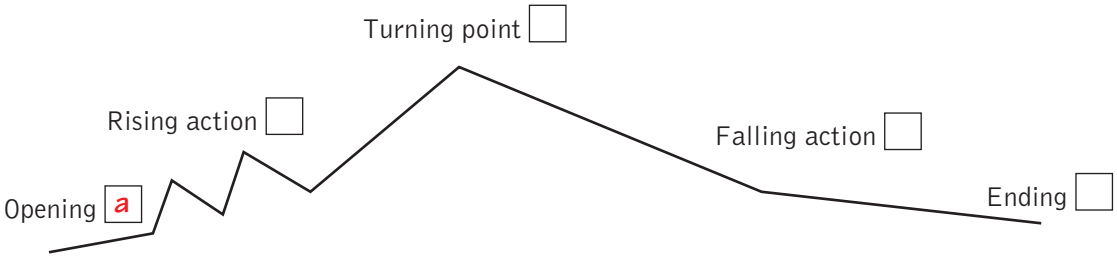


c

d

e





B *Write a short story about Patrick Moore. Use the information in **A** to help you.*

Floating listeners

Sir Patrick Moore was a well-known astronomer with a good sense of humour. Like many scientists, he enjoyed playing harmless jokes on people. Some years ago, he received an invitation to give a series of talks on the radio. One day, at the end of his talk, the host said _____
_____
_____

Opening

Over the next few days, _____
_____

Rising action

However, on his way to the radio station on 1st April,
_____
_____

Turning point

He arrived at the station and _____
At the end of his talk, _____
_____
_____

Falling action

A few minutes after 9:47 a.m., _____
_____
_____
_____

Ending

Top tip

When you write a short story, it is important to use paragraphs. This makes it easier for readers to understand how the story moves on.

* More practice

A *Read this story about Albert Einstein and then answer the questions below.*

Einstein and the little girl

One afternoon, Einstein was walking home from work. At the same time, a 12-year-old girl was walking home from school. They were soon walking side by side. The girl looked at him curiously from time to time.

"Pardon me," the girl said, "but you look just like Albert Einstein."

"That's because I am Albert Einstein!" Einstein said.

"I don't believe you," the girl said. "Everyone knows that Einstein is a genius. But you're wearing your sweater backwards, so you can't be very clever."

Einstein began to laugh. "You're the first person to be so honest with me," he said to the girl. "It's a pleasure to hear someone tell me the truth about my look."

After that day, the girl often went to visit Einstein's house after school. One afternoon, the girl's mother went to visit Einstein. She asked him why he spent so much time with her daughter.

"Our friendship is easy to explain," Einstein said. "Your daughter tells me the truth about my look and brings me cookies. In return, I help her with her Maths homework."

1 Where did Einstein and the little girl meet each other?
2 Why did the girl not believe Einstein?
3 Why did the girl's mother go to visit Einstein?
4 What made Einstein and the little girl become friends?

B *What do you think of Einstein? Discuss this with your classmates.*

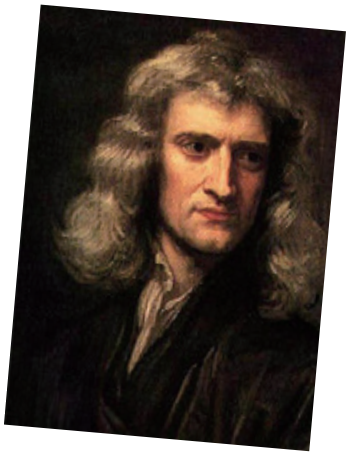
Culture corner

Isaac Newton

Sir Isaac Newton was an English physicist, mathematician and astronomer. He discovered the law of gravity.

In 1687, Newton published one of the most important books in the history of science. In the book, Newton described many laws that show how the universe works.

Albert Einstein kept a picture of Newton on the wall of his study.



Do you know any stories about Newton?

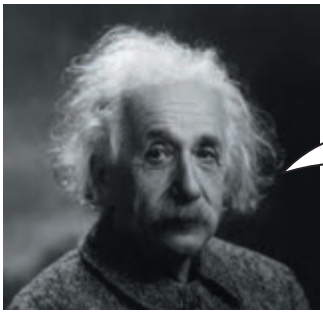
Self-assessment

How well do you know this unit? Tick ✓ the boxes.

1 I can read a short story about Albert Einstein.	☐	☐	☐
2 I can understand the structure of the plot of a short story.	☐	☐	☐
3 I can listen for specific information about some great minds.	☐	☐	☐
4 I can leave and take phone messages.	☐	☐	☐
5 I can tell a story about a famous person.	☐	☐	☐
6 I can write a short story about a famous astronomer.	☐	☐	☐
7 I know about Isaac Newton.	☐	☐	☐

*Project

A poster of wise sayings



Imagination is more important than knowledge. Knowledge is limited. Imagination encircles the world.

Albert Einstein

Do you like wise sayings like this? In this project, you will make a poster of your favourite sayings.

A *Work in groups of five. Think about wise sayings you have heard. Talk about what you can learn from these sayings. Below are some examples of different sayings.*

A journey of a thousand *li* begins with a single step.

Laozi

We cannot all do great things, but we can do small things with great love.

Mother Teresa

If you don't learn to think when you are young, you may never learn.

Thomas Edison

B *Group members should work together to look for more sayings in books and on the Internet.*

Top tip

- Confucius, Albert Einstein and Mark Twain are famous for their sayings.
- Use key words such as "wise sayings" or "famous quotes" in your searches.
- For sayings by famous Chinese people, try to find their English translations.
- For English sayings, try to find their Chinese meanings.

C *Each group must pick their five favourite sayings. Each student should choose one saying and talk about why he/she likes it.*

Our group's favourite sayings

1 _____

2 _____

3 _____

4 _____

5 _____

D *All groups should tell the class about their five favourite sayings. Then the class should vote to decide which ten sayings to put on the poster. Follow the example.*

A penny saved is a penny earned.

Benjamin Franklin

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Unit 3 Family life

Getting ready

In this unit, you will learn about family life.

Reading

- Read interviews with two teenagers about their family lives.

Listening

- Listen to two short conversations between family members.

Grammar

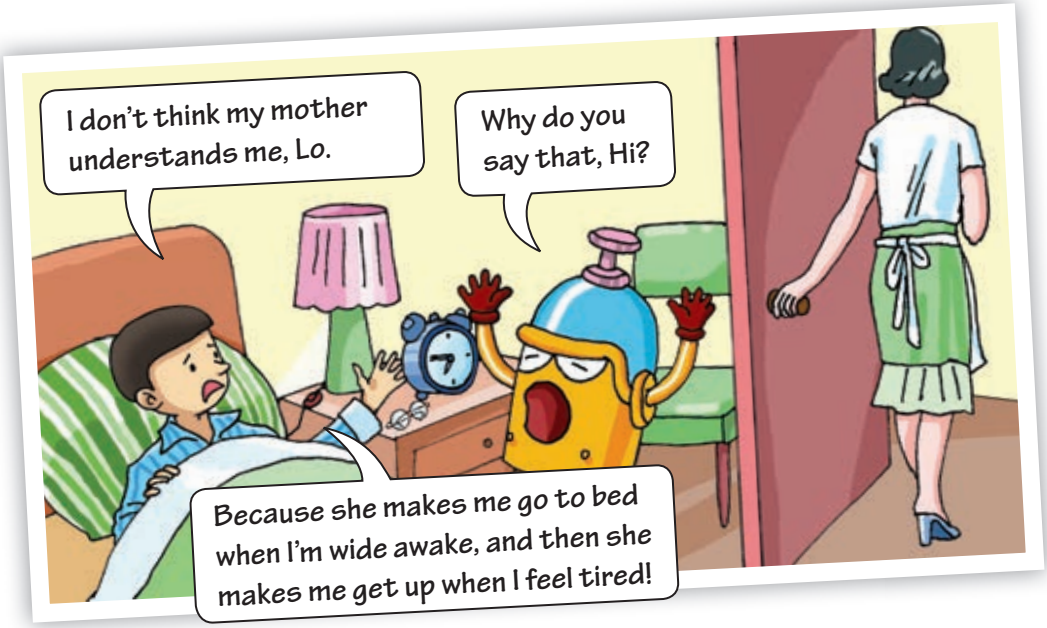
- Learn how to use **linking verbs**.

Speaking

- Learn to offer, accept and refuse help.
- Discuss how much housework you do.

Writing

- Write a short article about your family life.



Reading

A What do you know about ...?

A1 *Do you spend enough time with your family? Tick (✓) the activities you usually do with your family.*

1
watching films

2
cooking meals

3
shopping

4
talking and sharing

5
taking trips

A2 *In pairs, discuss the following questions.*

1 Who does most of the housework in your home?
2 Who makes most of the decisions in your family?
3 What are the rules about watching TV or playing computer games in your home?
4 What do you like most about your family?

B Before you read

Look at the pictures, the title, the introduction and the sub-headings of the interviews on page 35. Then circle the correct answers.

1 The article is about family life in _____.
   a cities **b** the countryside

2 Emily is _____ years old.
   a 14 **b** 15

3 It seems that _____ has a bigger family and likes to help with the housework.
   a Emily **b** Jerry

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Family life in cities

Paula interviewed two teenagers for a programme on family life. She asked them some questions. Here are their answers.

Emily (aged 15)

1 Well, there are just three of us: my mum, my dad and me.

2 Have I got many possessions? Yes, I've got a lot of things: a big TV, a new computer and a mobile phone.

3 No, I'm not expected to do the housework.

4 We go out for dinner together sometimes, but my dad is often abroad on business, and my mum works too. We usually just do our own personal things.

5 No, they don't usually set rules for me, and since I'm a good daughter, they never punish me.

6 Well, I like our new flat. It's much bigger than our last one. But I feel lonely when my parents are away from home.

Jerry (aged 14)

1 My mum, dad, grandma and my sister Rosie. Although it sometimes feels crowded in our little flat, we don't mind.

2 No, I haven't got many possessions. I have no interest in things like fashionable clothes. New fashions soon go out of date, don't they? That's what my grandma says.

3 Yes, I help with the housework. I wash the dishes and even iron my own shirts. My grandma says young people should learn to look after themselves.

4 Yes, we like doing things together. We eat meals together every day, and my family always come to school events.

5 Yes, I suppose they set some rules for me. For example, unless I finish all my homework, I can't watch TV, and I can't go out with my friends either.

6 I love all my family very much. We have a close relationship, and we always support each other.

C Vocabulary

C1 *Find words from the interviews on page 35 that have similar meanings to the words in italics below.*

1 The film was not at all what everyone *thought it would be about*. _____
2 Are you here for *the activity of making, buying or selling things for money* or pleasure? _____
3 It is important to clear all your *own* things from the classroom when the school year ends. _____
4 Many people *are not attracted to* this subject, but I want to know more about it. _____
5 I *think it is true* that Jill will not come to work today because she is on a trip. _____

C2 *Complete the email below with the words from the box.*

abroad	out of date	suppose
mind	relationship	

To: Bob
From: Alisha

Dear Bob,

I'm writing to ask if you'd like to be my friend. My name is Alisha. I live in Cairo, the capital of Egypt.

I (1) _____ that my family isn't very rich. We don't have many possessions. Our television is (2) _____, and I don't get much pocket money. But I don't (3) _____, as we're a very close family. I have an excellent (4) _____ with my mother and father, so I'm happy.

My teacher suggested that I should get a friend from (5) _____ to help improve my English. This idea seems to make sense. I hope you'll write back soon.

Best wishes,

Alisha

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D Comprehension

D1 *What questions did Paula ask Emily and Jerry? Read the interviews on page 35 and try to work them out. Use the words in brackets to help you.*

1 (Who, people, in family?) Who are the people in your family?
2 (Have, get, many possessions?)
3 (Do, housework?)
4 (Do, go out, or, do things together, family?)
5 (Do, parents, set rules for you?)
6 (What, like, most, family?)

D2 *Paula has made some notes about the differences between Emily's and Jerry's family lives. Read the interviews again and complete the notes below.*

	Emily	Jerry
Family members	Emily, (1) _____ and (2) _____.	Jerry, (3) _____, (4) _____, (5) _____ and (6) _____.
Possessions	She has got a lot of things, such as (7) _____ _____.	He (8) _____ _____.
Housework	She is not (9) _____ _____.	He (10) _____. He (11) _____ and even (12) _____ _____.
Family activities	They usually (13) _____ _____.	They (14) _____ _____.
Rules	Her parents (15) _____ _____.	His parents (16) _____ _____.
Likes most about the family	Their (17) _____.	All his (18) _____.

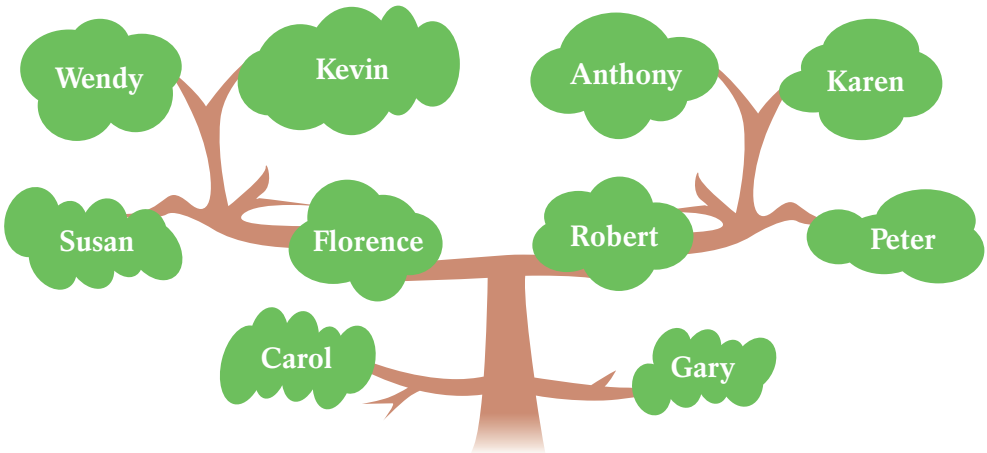
* **D3** *How would you answer Paula's questions? Discuss this with your classmates.*

Listening

Family members

Listen to two short conversations between family members. Then circle the correct answers to the questions you hear.

1



a Kevin.
b Anthony.
c Peter.
d Gary.

2

SUNTOWN JUNIOR HIGH SCHOOL: SCHOOL PLAY

All parents are invited to come and see *The Wrong Trousers*, our English-language play. Tickets cost ¥10 each.

Times

Thursday	7 p.m.
Friday	5 p.m. and 8 p.m.
Saturday	5 p.m. and 8 p.m.
Sunday	7 p.m.

a The one at 7 p.m. on Thursday.
b The one at 8 p.m. on Friday.
c The one at 5 p.m. on Saturday.
d The one at 7 p.m. on Sunday.

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Grammar

A Linking verb *be*

A **linking verb** is a verb that connects a subject with the adjective or noun that describes it.

We use adjectives after the **linking verb** *be* (*am*/*is*/*are*/*was*/*were*) to say what somebody or something is like.

> Our family lives **are** different.

*Paula asked Jerry some more questions. Complete their conversation with the correct form of **be** and the adjectives from the box. Add **not** if necessary.*

busy　　close　　kind　　rich　　wonderful

Paula: Do you get a lot of pocket money?

Jerry: No, I don't get much, as we (1)_____. But I help in my dad's shop when he (2)_____, and he pays me a bit.

Paula: What do you usually do with your family?

Jerry: Sometimes my family and I go to the cinema together. It (3)_____.

Paula: What do you like most about your parents?

Jerry: Well, my parents (4)_____. We (5)_____ to each other, and they always support me.

B Other linking verbs

We use adjectives after these **linking verbs** to describe somebody or something or talk about how things change:

appear	feel	look	seem	smell	sound	taste
become	get	go	grow	turn		

> You **look**/**seem** tired.
> It sometimes **feels** crowded in our little flat.
> The dinner **smells** good but **tastes** strange.
> New fashions soon **go** out of date.
> When people **get** old, their hair **turns** grey.

Complete the speech bubbles in the cartoon below with the correct forms of the linking verbs and the adjectives from the boxes.

get	look	sound
go	seem	taste

angry	expensive	hungry
bad	happy	terrible

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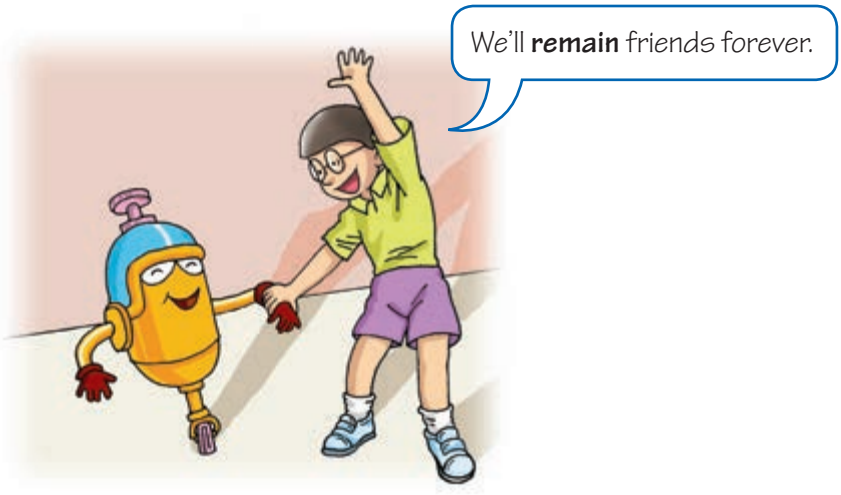
C Linking verbs followed by nouns or noun phrases

Some **linking verbs** can be followed by a noun or noun phrase.

> I **am** a good daughter.
> He **became** a doctor.
> They **seem** a happy family.
> After the company was bought, he **remained** the manager.



Use the words in brackets to answer the questions. Then practise these conversations in pairs.

1 **S1:** What did your cousin do when he left school?
S2: (become/football player)

2 **S1:** You've visited many countries. Which is the best?
S2: (China/remain/best place/world/for me)

3 **S1:** Which is the hottest month of the year?
S2: (August/be/hottest month)

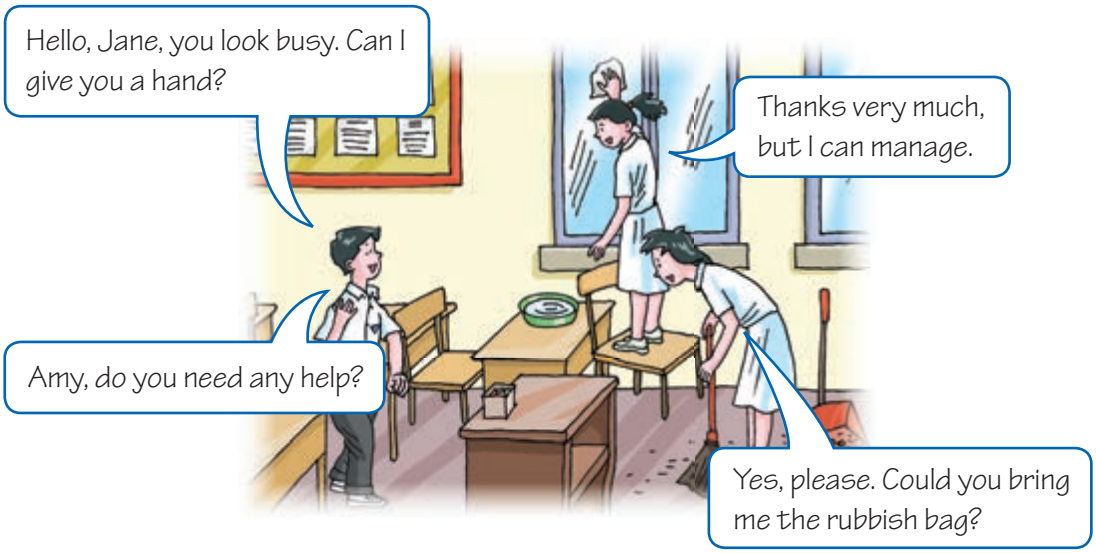
4 **S1:** What do you think of that girl?
S2: (appear/very kind person)

5 **S1:** What do you like most about your father?
S2: (be/happiest man/world)

Speaking

A Talk time

Offering, accepting and refusing help



A1 *Joyce is doing some housework at home. Tony offers to help. Practise their conversation in pairs.*

Tony: Hello Joyce, you look busy. Anything I can do to help?
Joyce: Thanks, but I'm all right.
Tony: Come on. Let me give you a hand.
Joyce: No, thanks. I can manage.
Tony: If you want, I could wash the dishes.
Joyce: Wash the dishes? Oh, that would be good. Thanks a lot.

A2 *Answer these questions.*

1 Tony offered to help Joyce three times. What did he say to offer help?
2 Joyce refused Tony's offers twice. What did she say to refuse his offers?
3 Joyce accepted Tony's third offer. What did she say to accept his offer?

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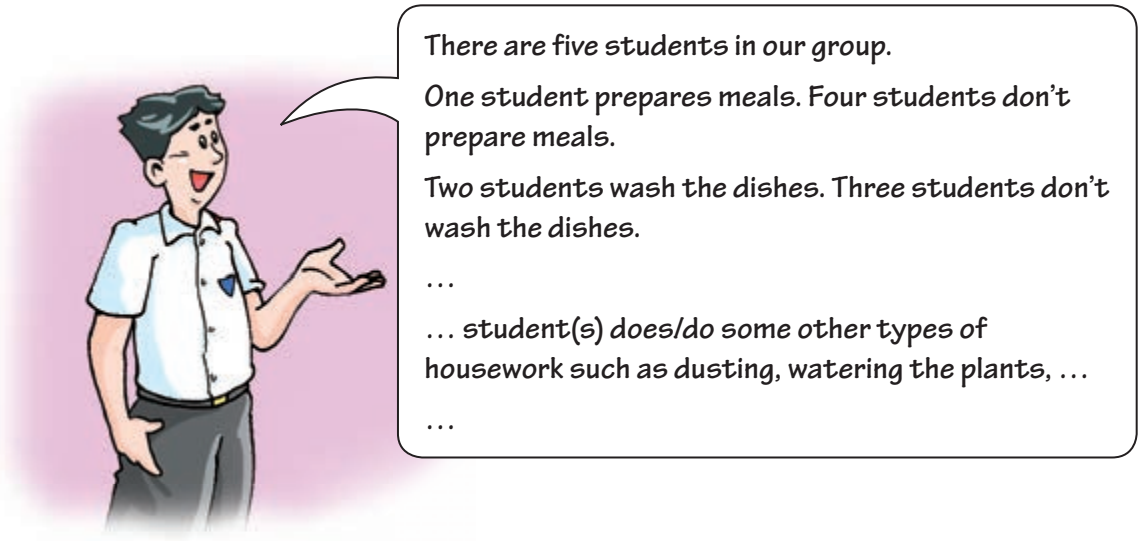
B Speak up

B1 *In groups, ask your classmates the questions below and tick (✓) the appropriate boxes. For the last question, he/she should write short notes.*

Do you ever …	Yes	No
• prepare meals?		
• wash the dishes?		
• wash clothes?		
• iron clothes?		
• tidy your bedroom?		
Do you do any other types of housework? If so, what are they?		

B2 *Report your group's results to the class.*



Writing

My family life

A *You are going to write a short article about your family life. Take notes using the ideas below or your own ideas.*

1 the people in my family
2 our possessions
3 housework
4 what my family do together
5 rules
6 what I like and do not like about my family

B *Use your notes in **A** and the introduction below to write your article.*

We are a large/small/... family. There are _____ people in my family. They are _____.

All family members are close to each other. _____

_____

_____

_____

_____

We are a happy/interesting/... family.

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* More practice

A *Read the article and then answer the questions below.*

How to communicate with your parents

Many young people have trouble communicating with their parents. However, there are some very useful tips to help solve this problem.

First, make a list of the things you and your parents disagree about most. With each of these things, try to find an answer acceptable to both you and your parents. It is no good for you to require everything to go your way. You have to be ready to change a little if you want them to change.

Second, talk to your parents when it is convenient for them. Remember that your parents may have to work long hours and this can make them tired, so be patient with them.

Third, listen to what your parents have to say. How can you expect them to listen to you if you are not ready to listen to them? In addition, your parents were once young like you, so they understand your situation better than you expect.

Finally, if you do not get a satisfactory result, try not to get too angry. Talk with your parents and find out their reasons. Part of growing up is learning to live with these kinds of disagreements, and learning to understand another person's way of looking at things.

With a little hard work, you can learn to communicate better with your parents.

1 What must you be ready to do if you want your parents to change?
2 Why might your parents understand your situation better than you expect?
3 What is part of growing up?

B *What kinds of problems do you have with your parents? How do you solve them? Discuss these with your classmates.*

Study skills

Practical writing (3): Making rules and regulations

We have rules and regulations everywhere, e.g. at home, at school, in the library and at the underground station.

We can express the rules as **dos** (positive rules) and **don'ts** (negative rules). For example:

Library rules

Dos	Don'ts
• Walk quietly.	• Don't eat or drink.
• Replace the books you have used.	• Don't damage the books.

A *Jerry's parents have set some rules for him. Read what Jerry's mother says and complete the rules.*

Listen, Jerry. After school, you mustn't play with your friends for too long. You must come back home by 5 p.m. You're not allowed to watch TV when you're eating dinner. You should help wash the dishes after dinner. You must finish your homework and then go to bed before nine. At the weekend, you may play computer games, but you mustn't play for more than 30 minutes at a time.

Family rules for Jerry

1 Don't play with your friends for too long after school.
2 _____
3 _____
4 _____
5 _____
6 _____

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We can also express the rules by using *No* + a **gerund**. For example:

> No **smoking**.
>
> No **littering**.

* **B** *Mr Li is the manager of Central Garden Shopping Centre. He wants to put some rules on the centre's noticeboard. Read his words and complete the rules.*

Central Garden Shopping Centre

Please obey these rules and make the centre pleasant and safe for everyone.

1 No littering.

2 _____

3 _____

4 _____

5 _____

6 _____

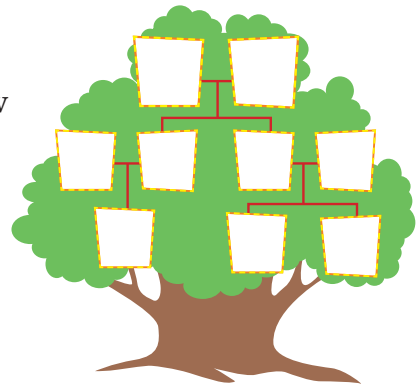
C *Work in groups to make five rules on one of the following topics.*

- For the family—to make family life more pleasant
- For using public transport—to make travelling safer
- For the environment—to make the Earth a better place

Culture corner

Family trees

Many people use a family tree to show the history of their family. To do this, they draw a diagram that looks like the branches of a tree. Some people can follow their family tree back in history for a long time.



The family tree of Confucius is the longest in the world. It covers more than 80 generations and includes over two million people!

Draw a family tree for your family. How far back in time can you go?

Self-assessment

How well do you know this unit? Tick ✓ the boxes.

1 I can read interviews about two teenagers' family lives.	☐	☐	☐
2 I can listen for specific information about family members.	☐	☐	☐
3 I can use **linking verbs** with **adjectives** correctly.	☐	☐	☐
4 I can use **linking verbs** with **nouns** and **noun phrases** correctly.	☐	☐	☐
5 I can offer, accept and refuse help.	☐	☐	☐
6 I can discuss how much housework I do with my classmates.	☐	☐	☐
7 I can write a short article about my family life.	☐	☐	☐
8 I can make rules and regulations.	☐	☐	☐
9 I know about family trees.	☐	☐	☐

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Unit 4 Problems and advice

Getting ready

In this unit, you will learn about some teenagers' problems.

Reading

- Read four Internet posts about teenagers' problems.

Listening

- Listen to a radio programme about a teenager's problem.

Grammar

- Learn **sentence elements** such as **subjects**, **verbs**, **objects**, **complements** and **adverbials**.

Speaking

- Learn to ask for and give advice.
- Discuss some teenagers' problems and give advice.

Writing

- Write an email to ask for advice.

Reading

A What do you know about ...?

What would you do in the following situations? Discuss the pictures with your classmates. Then write the correct piece of advice under each picture.

Call the police.
Give it to the police.
Offer to help carry her bags.
Take him to the hospital.

1

_____

2

_____

3

_____

4

_____

B Before you read

Look at the introduction, the title and the first sentence of each Internet post on page 51. Then circle the correct answers.

1 Anna is worried about _____.
   a her cousin **b** her sister **c** her friend
2 Peter was with his _____ yesterday.
   a classmates **b** friends **c** relatives
3 Simon has probably got some problems with his _____.
   a teeth **b** feet **c** heart
4 Julie probably feels _____.
   a nervous **b** excited **c** unhappy

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Many newspapers and magazines have an advice page. People write to ask for help with their problems. The following Internet posts were written by four teenagers to an online newspaper.

Aunt Linda's advice page

Anna
posted 28-11-18:25

I'm worried about my friend Jolin. She wants to be a model and she's thin, but she thinks she's fat. She's always on a diet. She's getting too thin, but whenever I talk to her about this, she gets angry. How can I help her?

Peter
posted 28-11-19:03

I went out with a group of friends yesterday. We saw a lady lying in the street. She looked very sick. My friends made jokes about her and laughed. Though I wanted to help her, my friends told me not to. It was awful of them to laugh at her, and I regret not saying anything. I feel ashamed of myself. What should I do in this situation?

Simon
posted 28-11-21:03

I've just started wearing braces, but I hate them. I don't see any advantage in wearing them. My friends all laugh at me and say bad things about me. I feel embarrassed when I smile or open my mouth. The braces hurt my teeth, and it's difficult for me to eat. I feel it was a mistake for my mother to make me wear these ugly braces. What do you suggest?

Julie
posted 28-11-22:02

I have to share a room with my seven-year-old sister, and she's driving me mad! She has a habit of playing the piano when I'm studying, and she always takes my things without telling me. I try to keep the room tidy, but she always makes a mess. I love my sister, but sometimes she's so annoying! What should I do?

C Vocabulary

C1 *The words in italics explain the meanings of some words on page 51. Find these words to complete the sentences. Change their forms if necessary.*

1 Jill likes wearing new clothes. She wants to be a _____ when she grows up. (*a person with a job to wear and show new clothes*) (line 1)

2 Cindy had a fight with her mum, and she _____ it soon after. (*feel sorry about doing something*)(line 9)

3 Bob _____ coffee. He never drinks it. (*really do not like*) (line 11)

4 We talked about the problem and Tim _____ doing some research first. (*put forward an idea or a plan*)(line 16)

5 Peter's neighbour is making a lot of noise at night. He is driving Peter's family _____. (*very angry*)(line 18)

C2 *Complete the conversation below with the words from the box. Change their forms if necessary.*

awful	mess	suggest
feel ashamed of	on a diet	

Paul: Hey Joe, why do people write to Aunt Linda?

Joe: Because many people have (1)_____ problems. However, sometimes they (2)_____ talking to friends or parents, so they write to Aunt Linda. She (3)_____ ways to help them. People are usually happy to get her advice.

Paul: Well, I have a problem too. Maybe I should write to Aunt Linda.

Joe: What's your problem? Maybe I can help you.

Paul: It's about my elder sister. She wants to lose weight. Now she's (4)_____. She doesn't eat much all day.
She used to be full of energy, but now she's always tired, and her room is a (5)_____. I'm worried about her.

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D Comprehension

D1 *Read the Internet posts on page 51. Which person does each sentence describe? Write in the blanks.*

1 She often plays the piano when her elder sister is studying. _____

2 She made Simon wear braces. _____

3 She has many photos of thin models. _____

D2 *Read the Internet posts again and complete the table below.*

Who	What	Why
Anna	Worried about her friend Jolin	Jolin is (1) _____ _____.
Peter	Ashamed of (2) _____	His friends laughed at (3) _____ _____. He (4) _____ _____, but his friends told him not to.
Simon	Embarrassed about (5) _____	His friends (6) _____ _____.
Julie	Annoyed with her sister	Her sister is noisy. She takes her things (7) _____, and she always (8) _____.

* **D3** *Discuss and answer the questions below with your classmates.*

1 Why is Jolin always on a diet? What do you think of her behaviour?

2 Why did Peter not stop his friends? Have you had a similar experience?

3 Do you think Simon needs braces? Why or why not?

4 Do you like sharing a room with others? Why or why not?

Listening

Advice from Aunt Alice

A *Listen to Ben calling a radio programme to ask for advice. Then decide whether the following sentences are **T** (True) or **F** (False).*

1 The radio programme is on in the evening. **T / F**

2 Ben felt really afraid when he called. **T / F**

3 The three students looked very friendly. **T / F**

4 The young boy was afraid of the three students. **T / F**

5 Ben fought with the students on the train and took the young boy home. **T / F**

B *Listen to the recording again and complete the notes below. Write one word in each blank.*

Aunt Alice's radio programme

Caller: Ben **From:** (1) _____ City

Problem: Ben was travelling home on the (2) _____ yesterday afternoon. He saw a young boy travelling (3) _____. Three older boy students got on the (4) _____ train and sat down next to the boy. They began to make jokes about him. The boy got up and moved to (5) _____ _____, but the students just (6) _____ him. At that moment, the train arrived at Ben's station, so Ben (7) _____ _____ and walked home. Ben felt (8) _____ of himself because he didn't help the young boy.

Aunt Alice's advice: When something like this happens next time, Ben should tell the adults on the train what's happening. He should make sure he's (9) _____ before he tries to help others.

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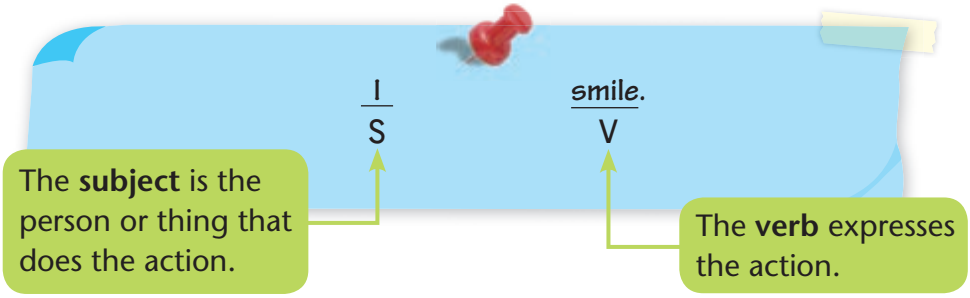
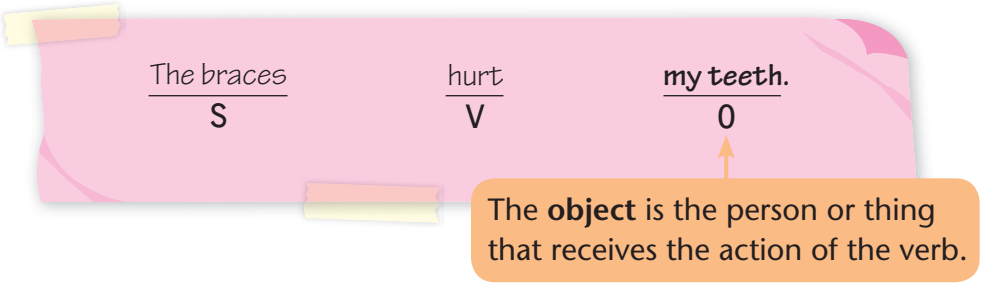
Grammar

Sentence elements: *subjects, verbs, objects, complements* and *adverbials*

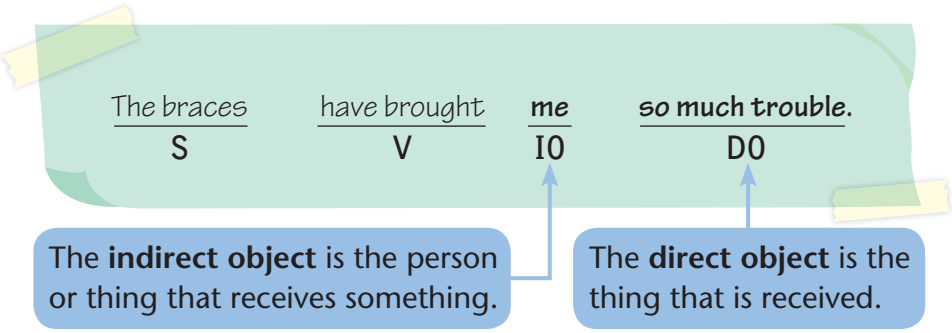
1 Sentences in English usually have a **subject** (S) and a **verb** (V).



2 Some sentences also have an **object** (O).



3 Sentences with verbs such as *give*, *bring*, *buy* and *send* can have a **direct object** (DO) and an **indirect object** (IO).

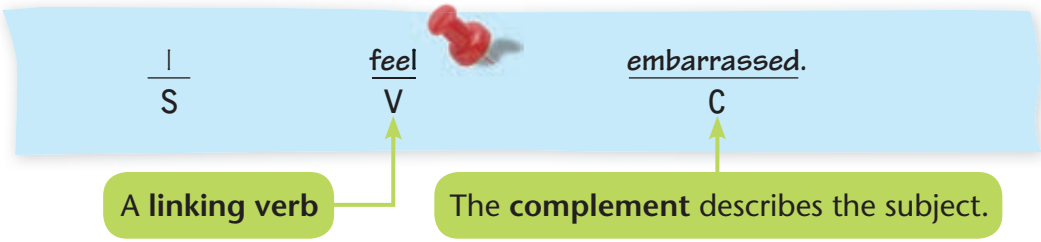


Things to remember

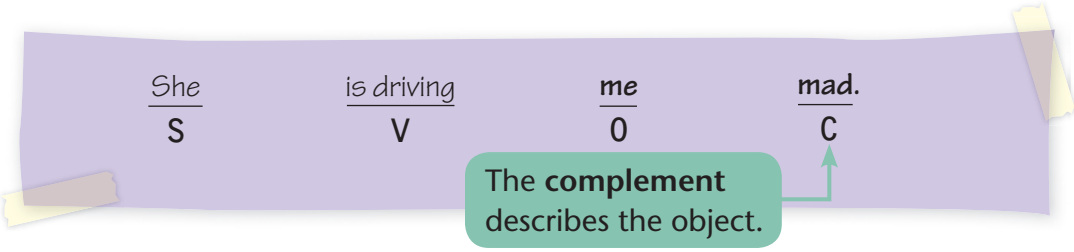
When the **indirect object** comes after the **direct object**, *to* or *for* is used.

The braces	have brought	so much trouble	to me.
S	V	DO	IO

4 Some sentences have a **linking verb** followed by a **complement** (C).



Some sentences have an **object** followed by a **complement** (C).



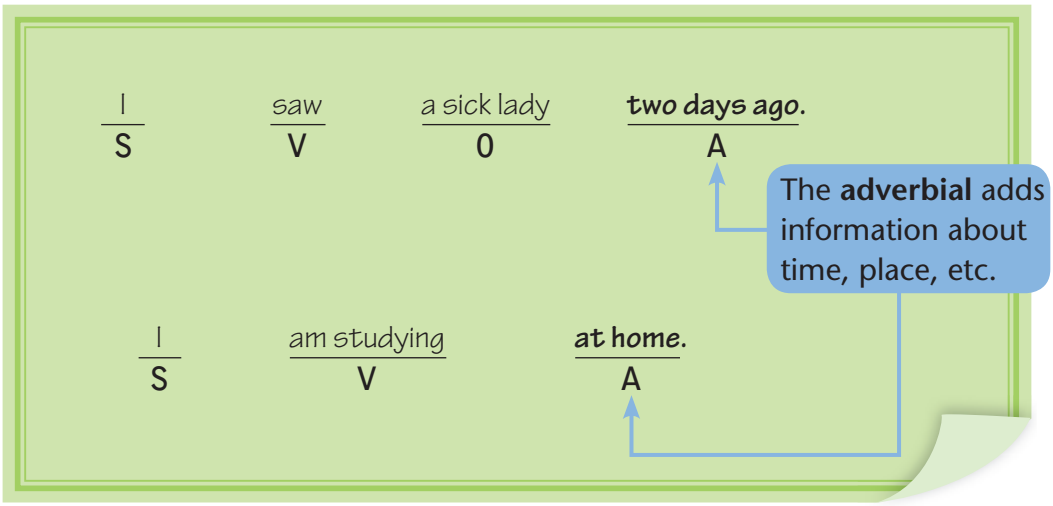
Things to remember

Verbs such as *find*, *keep* and *make* often use the above pattern.

I try to **keep** the room **tidy**.

She **makes** me **angry**.

5 Some sentences have an **adverbial** (A).



Look at the pictures below. Complete the sentences with the words in brackets. Add other words if necessary.

1

Tom is a junior high school student. (Tom, junior high school student, be) He _____ _____. (best friends, visit, every weekend) One of them is a boy called Alex.

Last weekend, _____ _____. (Alex, some new books, showed, Tom, in his flat) Suddenly Alex knocked a flowerpot out of his window by accident. This _____ _____. (them, made, worried)

2

3

Luckily, no one was hurt by the flowerpot. Then _____ _____. (for, went out, an hour, Alex and Tom)

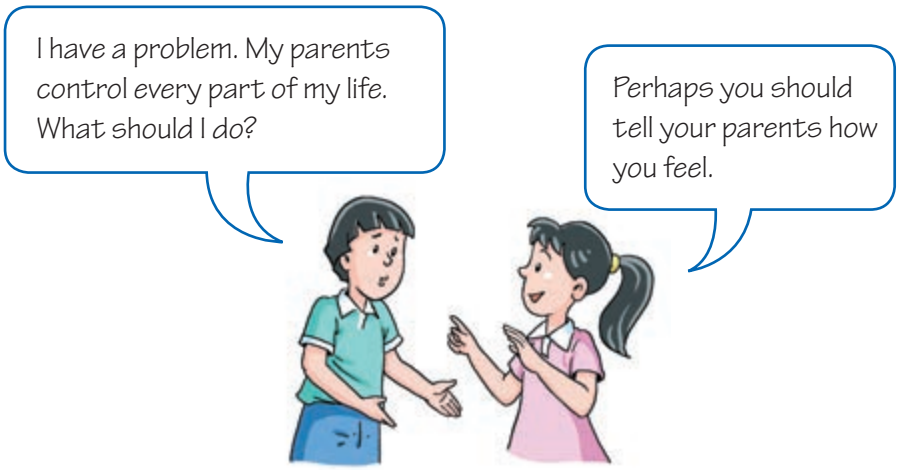
Alex and Tom _____ _____. (later that afternoon, returned) They saw a policeman questioning a boy about the broken flowerpot. They _____. (very bad, felt), but they did not know what to do.

4

Speaking

A Talk time

Asking for and giving advice



Read the conversation below and practise it in pairs. Pay attention to the words in blue.

Ann: You look unhappy, Sam. Do you have a problem?
Sam: Yes. My mum says I need braces to keep my teeth straight, but I don't want to wear them because my friends will laugh at me. What should I do?
Ann: Your mum just cares about you. Why don't you tell her how you feel? I'm sure she'll understand.
Sam: You're right, Ann. Thank you for your advice.

B Speak up

In pairs, make conversations according to the situations below. You may use your own situations.

1 **S1** failed his/her Maths test because of some careless mistakes. He/She is afraid to tell his/her parents.
2 **S2** is taller than all his/her classmates. He/She feels so out of place!

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Writing

An email to Aunt Linda

We often face problems or difficult situations in daily life. We can ask our friends, parents or teachers for help or write to the advice page of newspapers or magazines.

A *David has written an email to Aunt Linda to ask for advice. What does his email include? Read the email and fill in the blanks with the letters of the correct labels from the box.*

a	A friendly comment	**d**	The subject of the letter
b	A friendly ending	**e**	The problem
c	A request for advice		

To: Aunt Linda
From: David

Dear Aunt Linda,

(1) _____ I read your advice page every week. It is very useful.

(2) _____ I have a problem with a classmate, and I need your advice.

(3) _____ Last week, I saw my classmate in the street. He was shouting at his mum. I was surprised to see this. He's a polite student at school, but he wasn't polite to his mum at all! I told my parents about his behaviour, but they said it was none of my business.

(4) _____ I want my classmate to stop shouting at his mum. Should I tell him so? What do you suggest?

(5) _____ Thanks for reading my email. I hope to hear from you soon.

Yours,
David

B *Write an email to Aunt Linda to ask for advice on one of the following problems or a problem of your own. Use the email on page 59 and the expressions below to help you.*

a You fought with a friend.
b You are worried about a difficult exam. You do not want to fail it.
c Your friend keeps borrowing books from you but never gives them back.

I'm really worried about …
Can you give me some advice?
Should I … or should I …?
What would you do in my situation?

To:
From:

Dear Aunt Linda,

Your advice is very helpful. _____

_____

_____

_____

Let me tell you about my problem. _____

_____

_____

I don't know who to talk to. _____

_____

Thanks for reading my email. _____

_____

Yours,

_____ (your name)

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* More practice

Read Aunt Linda's replies to the Internet posts on page 51. Then complete the table below.

Dear Anna,
You're right to be worried about your friend Jolin. She shouldn't stay on a diet if she's already very thin. You should try to get her to see a doctor. You should also tell her that she's not alone—we all worry about our looks sometimes.

Dear Peter,
I believe you've learnt an important lesson—you'll regret it if you don't do the right thing at the right moment. Next time in the same situation, you should make up your own mind. You shouldn't listen to your friends. It was awful of them to laugh at a sick lady.

Dear Simon,
Lots of people wear braces these days, so you're not alone. If you stop paying attention to your friends, they'll stop laughing at you. So don't worry! I understand that it hurts sometimes, but think of the beautiful, straight teeth you'll have in a few months' time!

Dear Julie,
You should talk to your sister more. Ask her to play the piano only when you're not studying. Let her borrow your things only if she asks you first. Perhaps she just wants more attention from you. Try spending some time with her every day and you'll both learn how to live happily with each other.

	To Anna	To Peter	To Simon	To Julie
Aunt Linda's suggestions				

Culture corner

Agony aunts

In 1691, John Dutton in England had a problem, but he had no one to ask for advice. He thought that other people might be in a similar situation, so he began his own newspaper to give people advice. The newspaper proved to be quite successful, and soon many people started similar newspapers. Other newspapers also started to have advice columns. By 1740, however, most of the people giving advice were women. Today we call a person giving advice to readers in a newspaper or magazine an agony "aunt".

Who do you turn to for advice? Are there any agony aunts in China?

Self-assessment

How well do you know this unit? Tick ✓ the boxes.

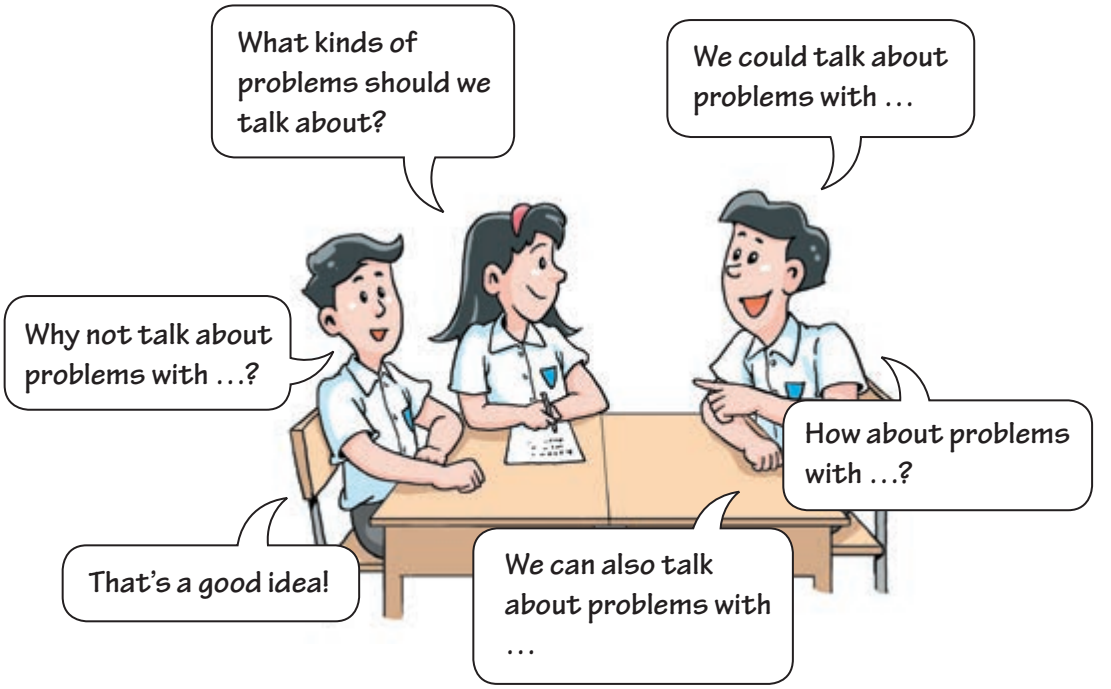
1 I can read Internet posts about teenagers' problems.	☐	☐	☐
2 I can listen for specific information about a teenager's problem.	☐	☐	☐
3 I can understand **sentence elements**.	☐	☐	☐
4 I can ask for and give advice.	☐	☐	☐
5 I can discuss some teenagers' problems and give advice with my classmate.	☐	☐	☐
6 I can write an email to ask for advice.	☐	☐	☐
7 I know about agony aunts.	☐	☐	☐

*Project

An advice page for the school newspaper

Do you have your own problems? Do some of you share the same problems? You are going to design an advice page for your school newspaper to give advice to students.

A *What kinds of problems do teenagers usually have? In groups, discuss this and make a list. Follow the example.*



1 Problems with parents

2 Problems with _____

3 Problems with _____

4 Problems with _____

B *Each group should choose a kind of problem and discuss what difficulties students might have. Use the example below to help you.*

Problems with parents
- They don't allow me to have hobbies.
- They don't let me stay out after 8 p.m.
- They don't give me much pocket money.

...

C *Think of ways to solve these problems. You can do research in the following ways.*

- Ask your teachers
- Ask your parents
- Look for ideas on the Internet
- Read books/magazines/newspapers about the problems

...

D *Work together to design the advice page and write articles for it. Follow the example.*

My parents don't allow me to have hobbies. They think that they're a waste of time and I should spend all my time studying. What should I do?

Our advice: You should try to talk to your parents. You should let them know that good hobbies are important too. Also, you should promise not to spend too much time on your hobbies.

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Unit 5 Action!

Getting ready

In this unit, you will learn about television programmes and the entertainment industry.

Reading

- Read an article about a TV quiz show.

Listening

- Listen to a conversation about the floor plan of a TV station.

Grammar

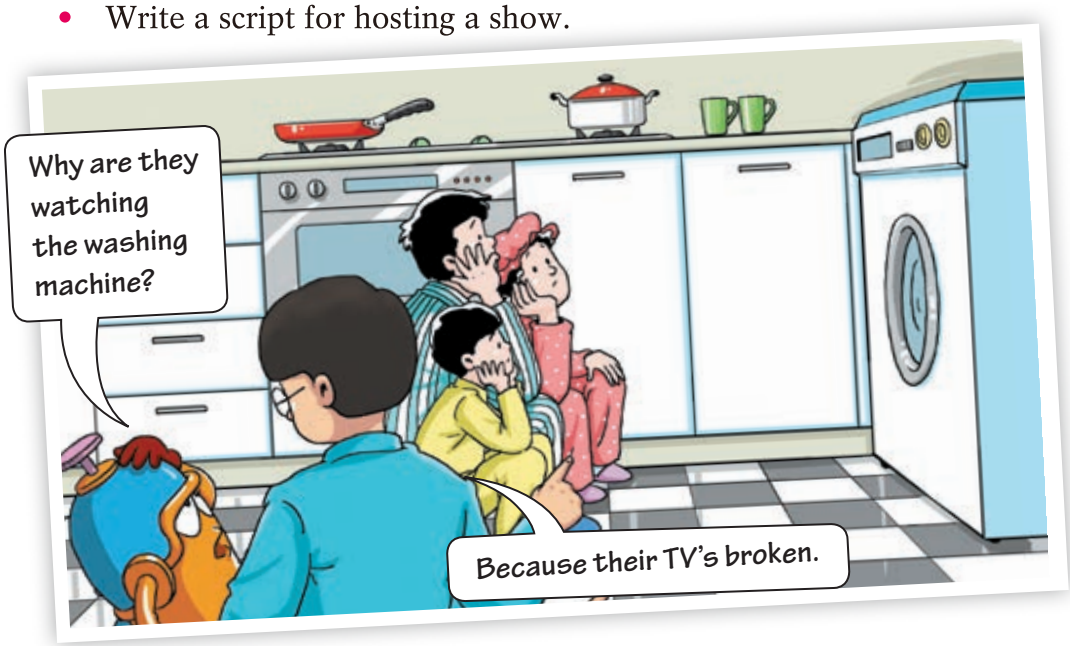
- Learn how to use **adverbial clauses of concession** with *although* and *though*.

Speaking

- Learn to express praise and encouragement.
- Talk about students' TV viewing habits.

Writing

- Write a script for hosting a show.



Reading

A What do you know about ...?

The picture below shows the filming of a TV programme. Write the words in the correct boxes.

cameraman　　lighting operator　　sound operator
director　　make-up artist

B Before you read

Look at the picture and the title of the article on page 67. Then answer the questions below.

1 What type of programme are the people making at the TV studio?
　a A quiz show.　　**b** A travel show.　　**c** A talent show.

2 What is the name of the programme?

3 What surprising thing is happening in the picture?
　a A woman is crying.
　b A woman has passed out.
　c A woman has won the quiz.

SURPRISES AT THE STUDIO

"Five minutes to go," shouted the director. "Is everyone ready?"

"I'm glad that I'm not one of the contestants!" Denise said. "I'm not that brave."

"Oh, I'd love to be a contestant," said Angela.

The three contestants were sitting at their desks on the stage and waiting. The hot lights were shining down upon them. Suddenly one of them passed out and fell across her desk.

A cameraman helped the woman off the stage.

The director hurried down from the control room above. "We need another contestant," he shouted. "Who among you wants to be on TV?"

Angela raised her hand. "You're on!" the director shouted. He led her onto the stage, and a make-up artist rushed forward. She quickly put make-up on Angela's face and brushed her hair.

"Ten seconds," shouted the director.

"It's time for *Travel Quiz*, and here's your host, Lester Li!" said a loud voice. Lester Li ran out onto the stage. The quiz show began.

Although Angela was not prepared, she seemed relaxed and did really well. She answered the questions with no problems and was soon ahead of the other two contestants.

Twenty-five minutes later, Angela just had to answer six more questions to beat the other contestants and to win the prize.

Denise was so excited that she could hardly keep still. Though the questions were getting more and more difficult, Angela kept getting them right. Soon there was just a single question between Angela and victory.

"And finally, where's Big Ben?" asked Lester.

"In England," replied Angela.

"Correct!" shouted Lester. "You're tonight's lucky winner. You've won tonight's prize—a trip for two to the lovely city of Paris!"

C Vocabulary

C1 *The words in italics explain the meanings of some words on page 67. Find these words to complete the sentences.*

1 Before an exam, it is important to stay _____ and calm. (*not worried*) (line 31)

2 Our school football team _____ the team from Riverside School. (*won against*) (line 37)

3 The child kept _____ while she was having a haircut. (*not moving*; *quiet*) (line 40)

4 After the earthquake, there was just a _____ building still standing in the neighbourhood. (*only one*) (line 43)

5 With new players, the football team finally found _____. (*success*) (line 44)

C2 *Complete one of the contestants' diary below with the words from the box. Change their forms if necessary.*

beat director make-up relaxed upon

26th August

Today I took part in a quiz show at a TV studio. When I arrived, a woman put (1) _____ on my face, and brushed my hair.

Then the (2) _____ came. He told me to stay (3) _____ and not to worry. It was really kind of him to do that. The hot lights shone down (4) _____ us. One of the contestants passed out before the show started, so the director chose another girl. The girl was called Angela. She knew a lot of things. She (5) _____ me and another contestant and finally won the prize. All of us were happy for Angela.

I was sorry I didn't win, but I'll do better next time.

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D Comprehension

D1 *Angela was interviewed later by a newspaper reporter. Read the article on page 67 and answer the questions for Angela.*

Reporter: Where were you at first?

Angela: (1) _____

Reporter: What happened before the programme started?

Angela: (2) _____

Reporter: Who took the woman's place?

Angela: (3) _____

Reporter: Who was the host?

Angela: (4) _____

Reporter: Did you do well in the quiz?

Angela: Yes. (5) _____

_____

Reporter: What did you win?

Angela: (6) _____

_____

D2 *Read the article again and decide whether these sentences are **T** (True) or **F** (False). Find facts in the article to support your answers. Then write down the facts.*

1 Denise probably would not want to be a contestant. **T / F**

_____

2 Angela prepared herself well for the quiz. **T / F**

_____

3 Denise and Angela are different in character. **T / F**

_____

* **D3** *How many surprises can you find in the story? Discuss this with your classmates.*

Listening

Visiting the TV station

A *Denise and Angela are looking at the floor plan of the TV station (see below). Listen to their conversation. Then number the places from **1** to **4** according to the order they are first mentioned.*

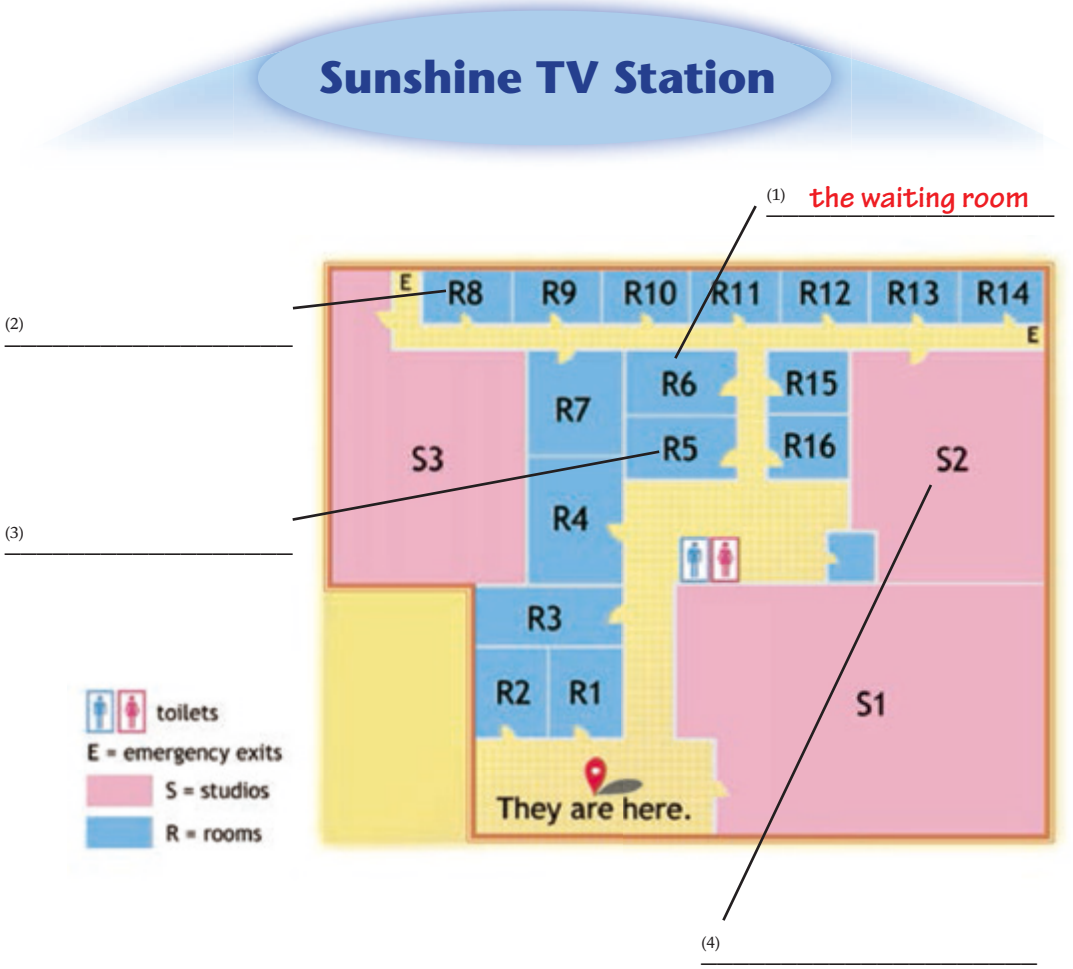
a Janet Smith's office _____

b the *Travel Quiz* studio _____

c the waiting room _____

d the restaurant _____

B *Listen to the recording again. Then write the name of each place in the blanks.*



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Grammar

Adverbial clauses of concession with *although* and *though*

We can use *although* or *though* to form an **adverbial clause of concession**.

Adverbial clause of concession		Main clause
Although / Though	Angela was not prepared,	she seemed relaxed and did really well.

We can also put the **adverbial clause of concession** after the **main clause**.

Main clause	Adverbial clause of concession	
Angela seemed relaxed and did really well	although / though	she was not prepared.

Work out the rule

We use **adverbial clauses of concession** to (compare/contrast) two ideas.

Things to remember

We cannot use *although* or *though* together with *but* in the same sentence.

(✗) **Although/Though** the questions were getting more and more difficult, **but** Angela kept getting them right.

(✓) **Although/Though** the questions were getting more and more difficult, Angela kept getting them right.

(✓) The questions were getting more and more difficult, **but** Angela kept getting them right.

A *Draw lines to match the first half of the sentences in Column A with the second half in Column B.*

A	B
1 Although Simon has done well in his studies,	**a** he still works really hard.
2 I found it difficult to talk to foreigners in English	**b** my mother went to work.
3 Though it was Sunday,	**c** you should not drink too much of it.
4 Although milk is good,	**d** although I thought my English was quite good.

B *Denise is talking about* ***Travel Quiz****. Join the sentences with either* ***although*** *or* ***though****.*

1 It was a rainy day. Many people came to watch the filming of *Travel Quiz*.

Although/Though it was a rainy day, many people came to watch the filming of *Travel Quiz*.

2 A contestant could not take part. The programme had to continue.

_____

3 There was very little time. The make-up artist did her job well.

_____

4 The questions were difficult. Angela knew all the answers.

_____

5 *Travel Quiz* only lasted 30 minutes. It seemed like hours to me.

_____

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C *Write two sentences about each of the following pictures with* ***although*** *or* ***though****.*

1

(very tired/win the game)

a Although/Though he was very tired, he won the game.

b He won the game although/though he was very tired.

2

(difficult/enjoy skating)

a _____

_____

b _____

_____

3

(very old/go swimming every day)

a _____

_____

b _____

_____

4

(dangerous/love climbing mountains)

a _____

_____

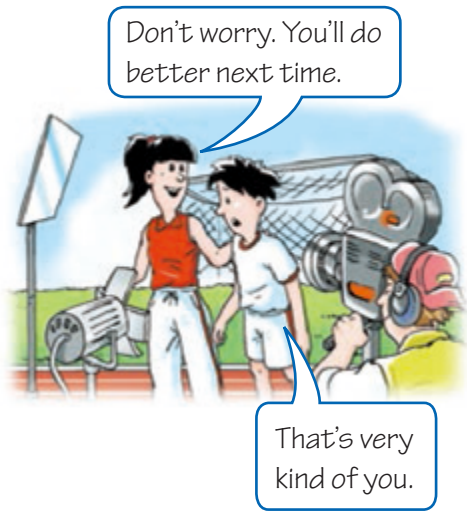
b _____

_____

Speaking

A Talk time

Expressing praise and encouragement



A1 *The following is a scene from a TV show. Read the conversation below. Pay attention to the words in blue.*

(Mike is playing basketball, but he cannot score any points.)

Mike: Oh, I played badly.

Mr Wang: Don't worry. Just try your best. You'll do better.

Mike: That's very kind of you.

(Mike scores a two-point basket.)

Mr Wang: Well done, Mike! You're getting better.

Mike: Thank you.

(Mike scores a three-point basket.)

Mr Wang: You're amazing, Mike! Keep up the good work.

Mike: Thanks.

A2 *In pairs, role-play the conversation.*

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B Speak up

B1 *In groups, use the questions about TV viewing habits to interview other students.*

1 How many hours do you spend watching TV every week?

a About 5 hours. **b** About 3 hours. **c** About 1 hour.

Other: _____

2 When do you usually watch TV?

a On weekdays. **b** At the weekend. **c** Every day.

3 What kinds of TV programmes do you like? Tick (✓) the boxes.

news	☐	quiz shows	☐	travel shows	☐
sport	☐	cartoons	☐	talent shows	☐

4 Do you like watching TV? Why or why not?

_____

_____

_____

B2 *As a group, discuss your survey results. Then the group leader should report the results to the class. Use the following plan to help you.*

- We've interviewed … students. We found that … students watch TV for about … hour(s) every week; … students watch TV for about … hour(s) every week; …
- According to our survey, … students usually watch TV on weekdays; … students usually watch TV at the weekend; ...
- We found that their favourite TV programme(s) is/are …
- As for the last question, … students like watching TV because …; ... students don't like watching TV because …

Writing

*A script for hosting a show

A *A script is very important for hosting a show successfully. What does such a script include? Look at Lester Li's script for hosting* ***Travel Quiz*** *below and fill in the blanks with the letters of the correct labels from the box.*

a Closing words
b Introduction to the contestants
c Introduction to the rules
d Contest
e Opening words

(1) _____ It's time for *Travel Quiz*, and here's your host, Lester Li.

(2) _____
Today we have three contestants. They'll try to win our grand prize—a trip for two to Paris.

Our first contestant is a postman, William Chen. His hobby is collecting stamps and postcards, and he's from Beijing.

Our second contestant is a university student from Shanghai. Her name is Angela Wei. Although Angela is young, she's travelled to ten different countries around the world.

Finally, our third contestant loves travelling. She's a travel book writer from Nanjing, Michelle Luo.

(3) _____
The rules of *Travel Quiz* are simple. I'll read a question, and the first contestant to push the button on his or her desk will get to answer. Points are given for correct answers, and are taken away for wrong answers.

(4) _____
So, are you ready? Our first question is …

…

You're tonight's lucky winner. You've won tonight's prize—a trip for two to the lovely city of Paris!

(5) _____ Thanks, everyone. That's tonight's show. See you next time.

B *Your school is going to hold a talent show. In pairs, write a script for this event. Follow the example in* ***A****.*

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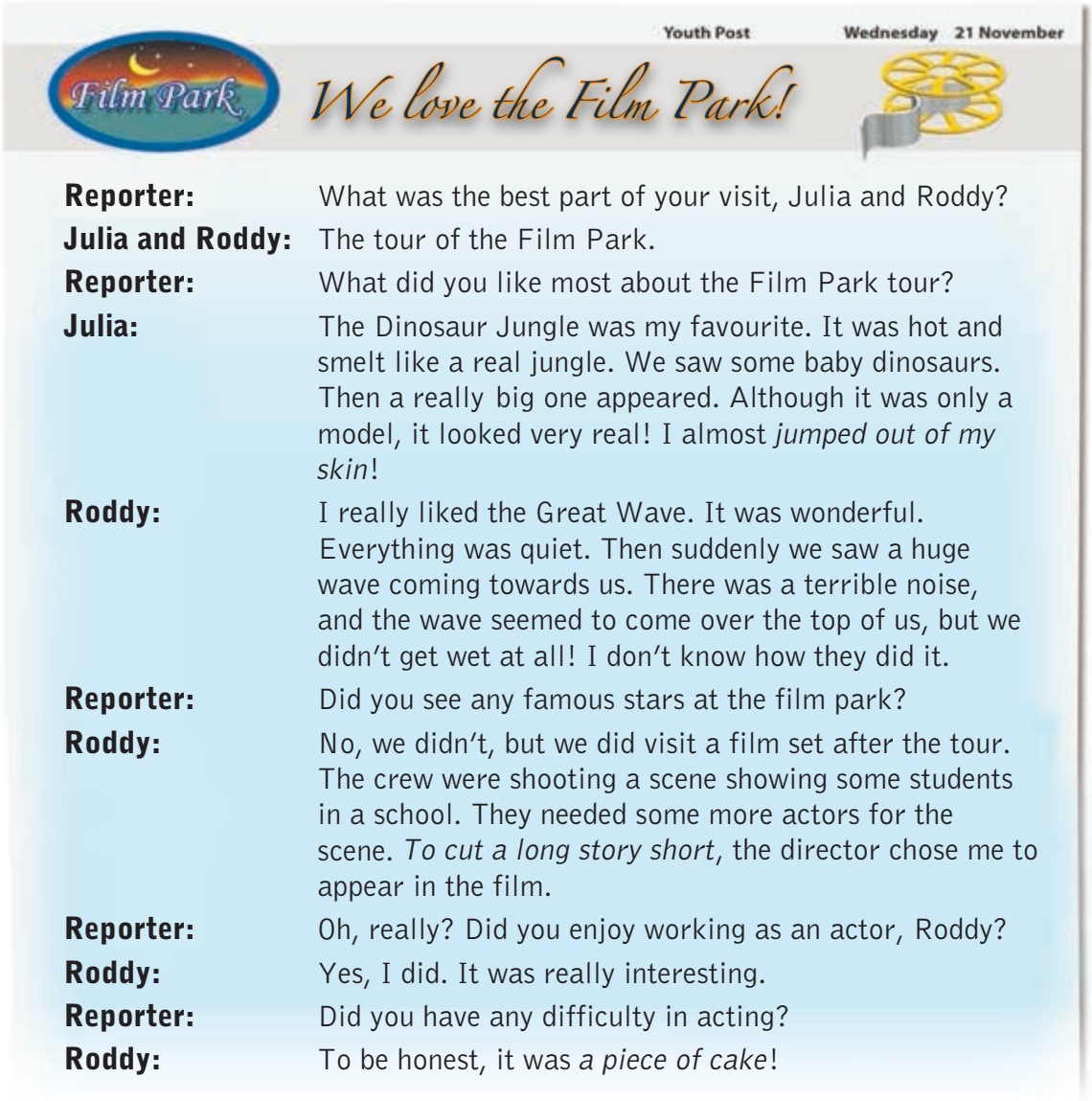
* More practice

A *Read the interview about two students' visit to the Film Park and then answer the questions below.*



Youth Post Wednesday 21 November

Film Park

We love the Film Park!

Reporter: What was the best part of your visit, Julia and Roddy?

Julia and Roddy: The tour of the Film Park.

Reporter: What did you like most about the Film Park tour?

Julia: The Dinosaur Jungle was my favourite. It was hot and smelt like a real jungle. We saw some baby dinosaurs. Then a really big one appeared. Although it was only a model, it looked very real! I almost *jumped out of my skin*!

Roddy: I really liked the Great Wave. It was wonderful. Everything was quiet. Then suddenly we saw a huge wave coming towards us. There was a terrible noise, and the wave seemed to come over the top of us, but we didn't get wet at all! I don't know how they did it.

Reporter: Did you see any famous stars at the film park?

Roddy: No, we didn't, but we did visit a film set after the tour. The crew were shooting a scene showing some students in a school. They needed some more actors for the scene. *To cut a long story short*, the director chose me to appear in the film.

Reporter: Oh, really? Did you enjoy working as an actor, Roddy?

Roddy: Yes, I did. It was really interesting.

Reporter: Did you have any difficulty in acting?

Roddy: To be honest, it was *a piece of cake*!

1 What was the best part of the students' visit?
2 What did Julia like most about the Film Park tour?
3 What happened to Roddy at the film set?

B *There are three idioms in italics in the interview. Work in pairs to work out their meanings.*

Study skills

Charts and graphs (4): Using tables to give information

Sometimes it is easier to give information in tables than to write it out in sentences or paragraphs. Information given in tables is often easier to understand.

A *Simon is reporting the results of the survey on his classmates' TV viewing habits. Read the paragraphs and the table below. Then answer the questions.*

I interviewed my classmates about their TV viewing habits. I found that girls usually watch TV for an average of four hours and boys for an average of two and a half hours every week.

Most girls watch TV at the weekend. Their favourite TV programmes are dramas, quiz shows and cartoons. Boys often watch TV on weekdays after dinner. Their favourite programmes are cartoons, sport and news.

TV viewing habits

Sex	Average viewing hours per week	Viewing time	Favourite programmes
Girl	4	at the weekend	dramas, quiz shows, cartoons
Boy	2.5	on weekdays	cartoons, sport, news

1 What is the title of the table? How many columns are there? What are the column headings?

2 Does the table give the same information as the two paragraphs? Is it easier to understand?

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B *Read what Simon has written and complete the table below.*

I interviewed some students from Grades 7, 8 and 9 about their TV viewing, listening and reading habits. I found that Grade 7 students spend an average of one hour watching TV, half an hour listening to music and one hour reading every night.

Both Grade 8 and Grade 9 students spend half an hour watching TV every night. Grade 8 students listen to music for one hour, and read for one and a half hours every night. Grade 9 students spend half an hour listening to music and two hours reading every night.

TV viewing, listening and reading habits

Grade	Average number of hours every night		
	Watching TV		

Culture corner

International film festivals

There are many international film festivals around the world. The most famous are the Venice Film Festival in Italy and the Cannes Film Festival in France.

The Shanghai International Film Festival is another famous film festival. It was founded in 1993, and it often takes place in June.

During these festivals, people not only enjoy the latest films from around the world, but also meet famous film stars and discuss developments in the film industry.

Do you know any other international film festivals? What are they?

Self-assessment

How well do you know this unit? Tick ✓ the boxes.

1 I can read an article about the filming of a TV quiz show.	☐	☐	☐
2 I can listen and find the specific places on a floor plan.	☐	☐	☐
3 I can use **adverbial clauses of concession** with *although* and *though* correctly.	☐	☐	☐
4 I can express praise and encouragement.	☐	☐	☐
5 I can interview students and talk about their TV viewing habits with my classmates.	☐	☐	☐
6 I can use tables to give information.	☐	☐	☐
7 I know about international film festivals.	☐	☐	☐

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Unit 6 Healthy diet

Getting ready

In this unit, you will learn about people's views on different kinds of food.

Reading

- Read a conversation about a balanced diet.

Listening

- Listen to a telephone conversation ordering food.

Grammar

- Learn how to use **object clauses**.

Speaking

- Learn to express preferences.
- Plan a weekly lunch menu for the students at your school.

Writing

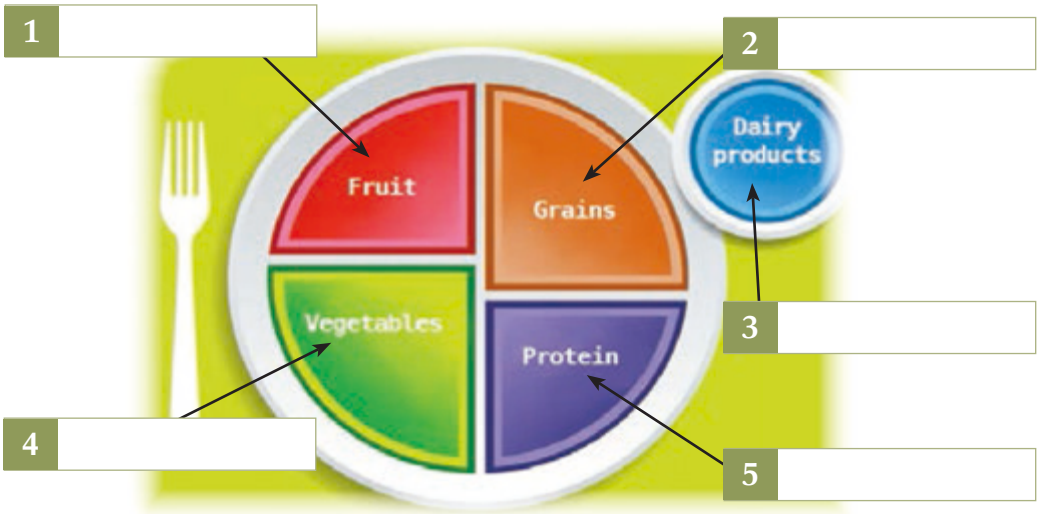
- Write a restaurant review.

Reading

A What do you know about ...?

A1 *Look at the picture below. Match the food with the right groups. Write the letters in the boxes.*

a apples	**d** bread	**g** fish	**j** oranges
b beans	**e** chicken	**h** milk	**k** potatoes
c beef	**f** eggs	**i** noodles	**l** rice



A2 *Look at the picture in **A1** again. In pairs, discuss the questions below.*

1 How many food groups are there in the picture? What are they?

*2 The "Vegetables" group is bigger than the "Fruit" group, and the "Grains" group is bigger than the "Protein" group. What does this mean?

B Before you read

Look at the pictures, the title and the introduction to the conversation on page 83. Then answer the questions below.

1 Where does the conversation take place?

2 What are the girl and the boy having for dinner?

3 What are they probably talking about?

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What's a balanced diet?

Doris and Samuel are having dinner in a restaurant.

Samuel: I think I'll have a hamburger, some chocolate cake and a large cola. How does that sound to you?

Doris: That sounds terrible! I'll have a chicken sandwich, a salad, an apple and a glass of lemon tea. I've decided to stay away from fried food and soft drinks.

Samuel: Since when?

Doris: Since I had my medical examination. The doctor said that I needed to lose a bit of weight by avoiding fat, oil and sugar. He also stated that it's necessary for me to have a more balanced diet.

Samuel: What's a balanced diet?

Doris: A balanced diet means having different kinds of healthy food every day. Research shows that each day you should have plenty of fruit, vegetables and grain products such as noodles and bread. And, in general you should have fewer dairy products and eggs, and less meat.

Samuel: But I believe my diet is balanced.

Doris: Really? Do you remember what you had today?

Samuel: Oh, the usual things. For breakfast, I had fried eggs and a large cup of coffee with a lot of milk and sugar. Then I treated myself to some ice cream for a snack.

Doris: And for lunch?

Samuel: For lunch, I had six chicken wings and a cola.

Doris: I don't understand how that is a balanced diet!

Samuel: Well, I have many different kinds of food every day.

Doris: But all of these kinds of food are unhealthy for you.

Samuel: OK, you're right. I'll change my diet ... tomorrow. Here comes my hamburger and chocolate cake!

C Vocabulary

C1 *Find words from the conversation on page 83 that have similar meanings to the words in italics below. Change their forms if necessary.*

1 Joan should *not go near* computer games. She has to study for exams. (line 5) _____

2 Before going to school, all of the students need a *close look at their body by a doctor*. (line 8) _____

3 The instructions *say in a clear way* that we need to cook this for five minutes. (line 9) _____

4 The film starts at seven and it is only five. We have *a large amount of* time to get there. (line 13) _____

5 After the play, they went to dinner. David *paid for* Jim because Jim was out of money. (line 19) _____

C2 *Complete the article below with the words from the box. Change their forms if necessary.*

hamburger　　in general　　necessary　　research　　usual

Most people think they eat what they want. However, (1)_____ this is not really true. Our eyes and ears are filled with advertisements for new food products. (2)_____ shows that these advertisements can change our eating habits.

For example, 20 years ago in China, it was (3)_____ for people to eat noodles or dumplings when they wanted fast food. Now, however, many people eat (4)_____ or fried food. The reason for the difference is advertising.

We should be careful when we are choosing our food. Remember it is (5)_____ to think before we eat.

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D Comprehension

D1 *Read the conversation on page 83 and decide whether the sentences are **T** (True) or **F** (False). Then rewrite the false sentences with the correct information.*

1 Doris should avoid food with oil, fat and salt in order to lose weight. **T / F**

_____

2 A balanced diet means eating different kinds of delicious food every day. **T / F**

_____

3 We should not eat too many dairy products and eggs, or too much meat. **T / F**

_____

4 Samuel's diet is not balanced. **T / F**

_____

D2 *Read the conversation again and circle the correct answers.*

1 Doris does not want fried food and soft drinks because they are _____.
   a unhealthy **b** expensive

2 Doris is having _____ for dinner.
   a bread, dairy products, vegetables and fruit
   b bread, meat, vegetables and fruit

3 To have a balanced diet, you should eat _____ meat than vegetables and grain products.
   a more **b** less

4 Samuel's diet is full of _____.
   a fat, oil and sugar
   b fruit, vegetables and grains

5 In this conversation, a "diet" is the food _____.
   a you usually eat and drink
   b you eat in order to lose weight

* **D3** *What should you eat to have a balanced diet? Discuss this with your classmates.*

Listening

Ordering food

Mary is calling the Corner Cafe to order lunch. Listen to her conversation with the waiter and help the waiter complete the order form.

Corner Cafe

		Quantity	Price
Salad			
Fruit salad	¥11	_____	_____
Green salad	¥16	_____	_____
Potato salad	¥17	_____	_____
Sandwiches			
Beef sandwich	¥22	_____	_____
Chicken sandwich	¥22	_____	_____
Egg sandwich	¥9	_____	_____
Snacks			
Chicken legs (2 pieces)	¥10	_____	_____
Chicken wings (4 pieces)	¥20	_____	_____
Hamburger	¥15	_____	_____
Fruit			
Apple	¥4	_____	_____
Banana	¥5	_____	_____
Orange	¥3	_____	_____
Drinks			
Cola	¥7	_____	_____
Coffee	¥20	_____	_____
Lemon tea	¥15	_____	_____
		Total price:	_____

Time of order: _____ Ready by: _____

Customer's name: _____

Company's name: _____

Address: Room _____, _____ Building

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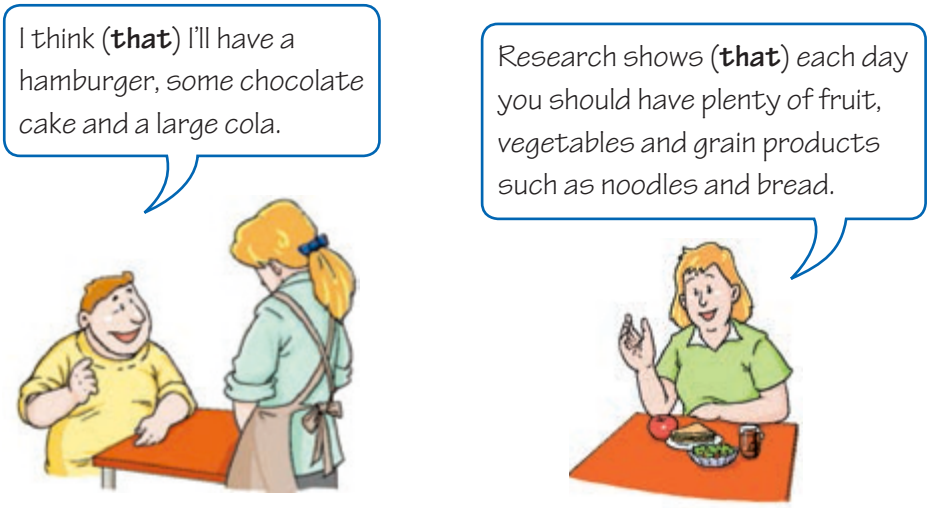
Grammar

Object clauses

A Saying what we know, think, believe, etc. (*that*-clauses)

To say what we know, think, believe, etc., we can use certain verbs with a *that*-**clause**.



We often use *that*-**clauses** after these verbs:

agree	explain	know	suggest
believe	feel	say	think

Work out the rule

We often leave out _____ in an **object clause** in speech.

In pairs, complete the conversations on the next page. ***S1*** *should tell* ***S2*** *what he/she and other people eat.* ***S2*** *should look at the table below and give a suitable reply.*

Healthy eating	
Food	**You should/shouldn't eat …**
sweets, fried food	too many/much
milk, meat, fish, eggs	some
bread, rice, vegetables, fruit	more

1 S1: I eat a lot of sweets and only a little fruit.
(I/lot/sweets/little fruit)
S2: I think (that) you need to eat fewer sweets and more fruit.

2 S1: _____
(I/lot/fried food/little bread)
S2: _____

3 S1: _____
(My brother/lot/meat/few vegetables)
S2: _____

4 S1: _____
(I/lot/meat/few oranges)
S2: _____

5 S1: _____
(My sister/lot/eggs/few carrots)
S2: _____

B Saying what we know, think, believe, etc. (*wh*-clauses)

To say what we know, think, believe, etc., we can also use verbs with a *wh*-**clause**.

We often use *wh*-**clauses** after these verbs:

discuss	remember
forget	understand
know	

Do you remember **what** you had today?
I don't understand **how** that is a balanced diet!

Things to remember

The **subject** comes before the **verb** in the *wh*-**clause**.
(✓) Do you know where **he is**?
(✗) Do you know where **is he**?

In pairs, ask and answer questions. Follow the example.

1 How many meals do you usually have each day?
(*Three big meals./Several small meals./...*)

2 Which meal is the most important?
(*Breakfast./Lunch./Dinner.*)

3 Who do you usually have lunch with at the weekend?
(*Parents./Friends./...*)

4 Where do you usually have dinner?
(*At home./In the restaurant./...*)

5 When do you usually have dinner?
(*At 6 p.m./At 8 p.m./...*)

6 How many glasses of water do you drink every day?
(*1–5 glasses./6–8 glasses./...*)

S1: Do you know how many meals I usually have each day?
S2: I think (that) you usually have three big meals each day.

Speaking

A Talk time

Expressing preferences

When we express our preference for something, we say we like it better than something else. Sometimes we give a reason why we like it.

A1 *Role-play the following conversation. Pay attention to the words in blue.*

Waiter: Hello. We have chicken noodles, beef noodles, and egg noodles. What would you like to eat?

Susan: I'd prefer beef noodles. What about you, David?

David: I'd rather have a bowl of chicken noodles.

Waiter: Would you like anything to drink?

David: How about a coffee, Susan?

Susan: I'd prefer tea.

David: OK. Two cups of tea please.

A2 *Work in groups of three to make conversations similar to the one in **A1**. Use the following words to help you.*

- snacks: hamburgers, chicken legs, chicken wings
- sandwiches: chicken sandwich, beef sandwich
- soup: bean soup, potato soup, tomato soup

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B Speak up

You are going to plan a weekly lunch menu for the students at your school. In groups, discuss what food to include on your menu. Then fill in the menu below.

	Mon.	Tue.	Wed.	Thur.	Fri.
Grains					
Meat					
Vegetables					
Fruit					
Dairy products					
Drinks					

What will you include on your menu?
How many types of grains/meat/vegetables/fruit/dairy products/drinks will you include?
How much will the lunch cost?

Do you agree that …?
I think (that) we should include …
… is a kind of healthy food.
Let's include plenty of vegetables/fruit/grains.

Writing

A restaurant review

A restaurant review is about your experience of eating at a restaurant. You can find this kind of review on the Internet easily.

A *Doris has written a restaurant review. Read the review below.*

Title

Excellent English food at the Country House

Opening

Last Saturday night, my family and I ate at the Country House.

The Country House serves traditional English food. We paid about 15 to 20 pounds a person to eat there.

Introduction

Review of the food

The food was wonderful. The fish pie reminded me of my grandma. She used to cook it for me. I also had some fish and chips, and it was fantastic.

Review of the service

The waiters were polite, but a little slow. We were seated at 7 p.m., but we did not receive our food until 7:40 p.m.

I would certainly recommend the Country House for good, traditional English food. However, you should get there early and be prepared to spend a lot of time waiting for your food.

Recommendation

B *Write your own restaurant review. Use the example in **A** and the questions below to help you.*

Which restaurant did you eat at and when did you eat there?
What food does the restaurant serve?
What was good about the food and its service, and what was bad?
Would you like to recommend this restaurant to others?

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* More practice

A *Read these two poems about farming and answer the questions below.*

Pity the farmer

by Li Shen (772–846)

The farmer hoes grain in the noonday sun,
With sweat dripping onto the field.
Who realizes that the food on their plate—
Every grain—comes from bitter suffering?

The rice farmer

by Saoirse McCann

The Sun is setting low, the red sky a welcoming sight;
The farmer stands silently in the fading light.
The fields are watered and planted, the buffaloes are fed;
The only thing he thinks of now is finding home and bed.
A gentle wind is whispering of hope and dreams of life;
Every grain of rice requires such effort and such strife.
Remember, when you sit and eat with family or friends,
All the many hours he works, as his fields he tends.

1 In the first poem, what is the farmer doing?
2 In the second poem, what time of the day is it?
3 Why is the farmer now thinking only of home and bed?
4 What do the poets want to tell us?

B *What do these two poems have in common? What are the differences between them? Discuss these with your classmates.*

Culture corner

The tale of the tomato

Tomatoes were first grown in Central and South America. They were unknown to the rest of the world until the 16th century. In the beginning, many people in Europe refused to eat tomatoes because they thought the fruit was dangerous.

Tomatoes first became common in the US in the 1820s. In one story, a man named Robert Johnson ate some tomatoes in public. Everyone in the town crowded around him to watch him die. When he did not die, they realized that tomatoes were safe to eat and no longer avoided them.

Do you know any other interesting stories about food?

Self-assessment

How well do you know this unit? Tick ✓ the boxes.

1 I can read a conversation about a balanced diet.	☐	☐	☐
2 I can listen for specific information in a phone order.	☐	☐	☐
3 I can use **object clauses** with *that* correctly.	☐	☐	☐
4 I can use **object clauses** with **question words** correctly.	☐	☐	☐
5 I can express preferences.	☐	☐	☐
6 I can plan a weekly lunch menu for the students at our school with my classmates.	☐	☐	☐
7 I can write a restaurant review.	☐	☐	☐
8 I know the tale of the tomato.	☐	☐	☐

*Project

Recipes for food from all over the world

Do you know how to cook? In this project, you will make recipes for food from all over the world.

A *Work in groups. Each group should choose one type of food to work on. Choose from the list below or use your own idea.*

- China—dumplings, spring rolls
- Japan—sushi
- the US—hamburgers, sandwiches
- Italy—pizza

B *Each group should work together to write a recipe for this type of food. Do some research by asking your parents or looking on the Internet. Use the example on page 96 and the words from the box to help you.*

add … to	cut up	mix	take … out of
cook	heat	put … in	wash

_____ (name of the dish)

You need:

_____

_____

_____

Photo of the dish

Steps

_____

_____

_____

Top tip

- To write a recipe, you should use imperatives.
- You can add some pictures to your recipe to make it look more interesting.

Dumplings

You need:
wrappers
vegetables
pork
salt
oil

Steps

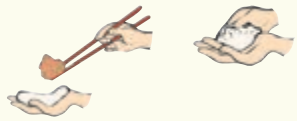
1 Put pork in a bowl.

2 Cut up the vegetables.

3 Add the vegetables to the pork.
Then add a little oil and salt.

4 Mix with chopsticks.

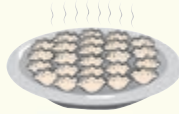
5 Put a spoonful of filling in a wrapper
and fold the wrapper around it.



6 Put the dumplings in the boiling water.

7 Take the dumplings out when they
float to the surface.

8 Put the dumplings on a plate.



C *All the groups should put their recipes on display. The class can vote on the best recipe.*

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Unit 7 The Adventures of Tom Sawyer

Getting ready

In this unit, you will learn about Mark Twain and his famous stories.

Reading

- Read a story from the novel *The Adventures of Tom Sawyer*.

Listening

- Listen to a story about a jumping frog.

Grammar

- Learn how to use **relative clauses** with *who*, *that* and *which*.

Speaking

- Learn to express congratulations and sympathy.
- Talk about your favourite story.

Writing

- Write a report on your favourite story.

Reading

A What do you know about ...?

The story on page 99 is from a book about boys in the US in the 1830s. Look at these pictures. Which of these things did people have in the US at that time? Circle the correct letters.

a

a car

b

a steamboat

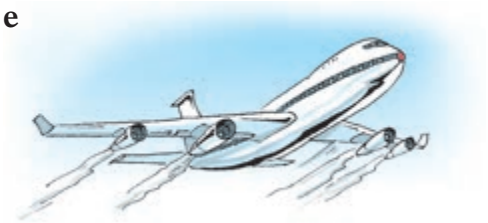
c

a steam train

d

a bicycle

e



a plane

f

a carriage

B Before you read

Look at the picture, the introduction and the title of the story on page 99. Then answer the questions below.

1 This story comes from a novel. What is the name of the novel?

2 Who is the writer of the novel?

3 Which boy in the picture do you think is Tom Sawyer? What is he doing?

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Miss Liu wanted to encourage her students to read famous books, so she showed them this humorous story from a novel called ***The Adventures of Tom Sawyer*** *by Mark Twain.*

Tom Sawyer paints the fence

On Saturday morning, every boy in town was happy, except Tom Sawyer.

Tom's aunt gave him a task of painting their fence. It was 30 yards long and 3 yards high. He painted one board and surveyed his progress, and then he sat down to have a rest.

Tom began to think of the games that he wanted to play. He knew the boys who were free would soon come along and make fun of him. Just then, he had an idea. He picked up his brush and went back to work.

Ben Rogers came along the road. He was singing happily and carrying an apple.

"I'm going swimming," said Ben. "Do you want to come? Oh, you have to work, don't you? What a pity!"

"Work?" said Tom. "This isn't work. I'm enjoying myself. Does a boy get a chance to paint a fence like this every day?" Then he went on painting.

Ben watched Tom in silence. He became more and more interested.

After a while, he said, "Tom, will you let me do some painting?"

Tom said, "No, Ben, I can't. Aunt Polly warned me to do it well. I'm the only person that can do it right."

"Oh, please, Tom," said Ben. "I can do it. I'll be really careful. I'll give you half my apple. Wait, I'll give you all of it."

"That's a deal," said Tom. "But you must be careful."

Tom gave Ben his brush with worry on his face but joy in his heart. He sat down again and started to eat the apple.

When Ben got tired, Billy Fisher was waiting. He gave Tom a kite for the chance to paint. Then Johnny Miller offered him two toy soldiers.

Soon Tom had got many new toys, and the fence got three coats of paint. Aunt Polly was so pleased that she gave Tom a big apple!

C Vocabulary

C1 *The words in italics explain the meanings of some words on page 99. Find these words to complete the sentences. Change their forms if necessary.*

1 Last night, we saw a _____ TV programme and laughed a lot. (*funny*)(introduction)

2 After you complete this _____, report to the manager. (*piece of work that you have to do*)(line 3)

3 Jane _____ herself in the mirror before she went outside. (*looked carefully at*)(line 6)

4 During the lecture, the class sat _____ and listened carefully. (*without making a noise or sound*)(line 24)

5 After making the _____, the two businessmen shook hands. (*business agreement*)(line 35)

C2 *Complete the conversation below with the words from the box.*

after a while	go on	think of
careful	have a rest	

Jill: Hi, Matt. Do you like reading?

Matt: Sure, Jill. I spend most of my free time reading.

Jill: I like reading too, but you need to (1)_____ after an hour or so.

Matt: Yes, I agree. I often read for about an hour, and then I try to (2)_____ something else to do. For example, I sometimes look out of the window to relax. But (3)_____, I usually decide to (4)_____ reading.

Jill: It's good to read, but not all the time. You must be (5)_____ not to hurt your eyes.

Matt: OK. Thanks for your advice.

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Strategy

Dialogue in stories

Dialogue is the spoken words of the characters in a story. Writers use dialogue to make stories more believable and to move the plot forward. They also use dialogue to tell people about the characters. For example, from the dialogue between Tom and Ben, we know that Tom is clever and naughty.

D Comprehension

D1 *Read the story on page 99 and circle the correct answers.*

1 We can tell from the second paragraph that Tom did not like _____.
   a hard work **b** painting pictures

2 Tom's idea was to _____.
   a work as quickly as possible
   b trick other boys into doing the work for him

3 Tom went on painting while Ben was watching him, because he _____.
   a had to finish painting the fence by himself
   b wanted to make Ben more interested in painting the fence for him

4 Tom had worry on his face because _____.
   a he was trying to fool Ben
   b he did not want Ben to paint badly

5 We can tell from the last paragraph that Tom _____.
   a told Aunt Polly that other boys helped him
   b did not tell the truth

D2 *Read the story again and answer the questions below in your own words.*

1 Why was Tom Sawyer unhappy on Saturday morning?

_____

2 Was Tom really enjoying the work when he said "This isn't work. I'm enjoying myself"? Why or why not?

_____

* **D3** *What do you think of Tom Sawyer? Discuss this with your classmates.*

Listening

A jumping frog

Mark Twain first became famous for a short story he wrote in 1865. This interesting story is called "The celebrated jumping frog of Calaveras County".

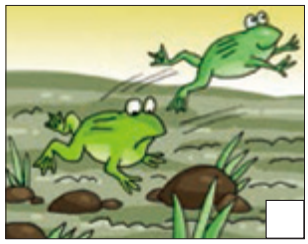
A *Listen to the story and put the pictures in the correct order. Write the numbers **1–6** in the boxes.*

a

b

c

d

e 

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B *Listen to the recording again and circle the correct answers.*

1 Jim Smiley was _____.
   a Daniel's owner
   b the man who filled the frog with pieces of lead
   c a very happy man

2 Because his frog won, the stranger got _____.
   a Daniel
   b 14 dollars
   c 40 dollars

3 Daniel could not jump because he _____.
   a was turned over
   b was too heavy
   c was too fat

4 In the end, Jim discovered _____.
   a the man's trick
   b that his frog could jump farther
   c that the other frog was better at jumping

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Grammar

Relative clauses with *who, that* and *which*

We use **relative clauses** to give information about people and things.

This **relative clause** gives information about "The boys".

The boys **who/that were free** would soon come along.

This **relative clause** gives information about "the games".

Tom began to think of the games **which/that he wanted to play**.

Work out the rule

Relative clauses about people start with _____ or _____. Those about things start with _____ or _____.

Things to remember

- We can use *that* to replace *who* and *which* in **relative clauses** like those above. However, *who* and *which* are more common in written English, while *that* is more often used in speech.
- We can leave out *who, which* or *that* in a **relative clause** when it is the object of the verb in the clause.

  The book (**which/that**) he **likes** most is *The Adventures of Tom Sawyer*.

  The writer (**who/that**) he **likes** most is Mark Twain.

A *Underline the relative clause in each sentence. Then draw an arrow to show the person or thing that the relative clause describes.*

1 The novel which the story came from was *The Adventures of Tom Sawyer*.

2 The person who wrote the novel was Mark Twain.

3 The stories that were written by Mark Twain are often humorous.

4 *Adventures of Huckleberry Finn* is another famous novel which Mark Twain wrote.

5 The only friend that Huckleberry Finn had was Tom Sawyer.

B *Here are some more pictures about the story on page 99. Describe the pictures by adding* ***who***, ***which*** *or* ***that***.

1

This is the boy _____ gave Tom a kite.

2

This is the kite _____ Billy Fisher gave Tom.

3

This is the boy _____ offered Tom two toy soldiers.

4

These are the toy soldiers _____ Johnny Miller gave Tom.

5

This is the woman _____ looks after Tom.

6

This is the fence _____ Tom's friends painted.

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C *Here is another story from* ***The Adventures of Tom Sawyer****. In pairs, read the story carefully and talk about the pictures below. Use the words from the box to help you.*

It was midnight. Tom Sawyer was out with Huck Finn, his best friend. They were in a graveyard. Suddenly they saw Dr Robinson, Muff Potter and Injun Joe. Dr Robinson wanted the other two men to dig up the body of a man called Horse Williams.

The two boys hid and watched. Dr Robinson and the other two men began to fight. Dr Robinson hit Muff Potter and knocked him out. Then Injun Joe killed the doctor with Muff Potter's knife. Injun Joe then put the knife in Muff's hand. When Muff woke up, Injun Joe told him, "You killed the doctor!" Muff believed him. The boys saw it all. They knew the truth, but they were very afraid.

1

Tom Sawyer

2

Huck Finn

3

knife

4

Dr Robinson

5

Muff Potter

6

Injun Joe

S1: Who's/What's this?
S2: It's … He's/It's the … who/which/that …

Injun Joe put in Muff's hand
is Tom's best friend
killed the doctor
was killed
was in the graveyard with Huck Finn
was knocked out by the doctor

Speaking

A Talk time

Expressing congratulations and sympathy

When we are happy about other people's good luck or success, we congratulate them.

When we feel sorry about their bad experiences, we show them sympathy.

Read the conversation below and practise it in pairs. Pay attention to the words in blue.

Judy: Hi, Paul. Long time no see. What's new?
Paul: I won first prize in a writing competition.
Judy: Congratulations! That's wonderful news!
Paul: Thanks. What's new with you, Judy?
Judy: I lost my favourite book, *The Adventures of Tom Sawyer*! It was a birthday gift from my uncle.
Paul: What a shame! I'm sorry to hear that.

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B Speak up

B1 *You are going to talk about your favourite story. In groups, discuss the following questions.*

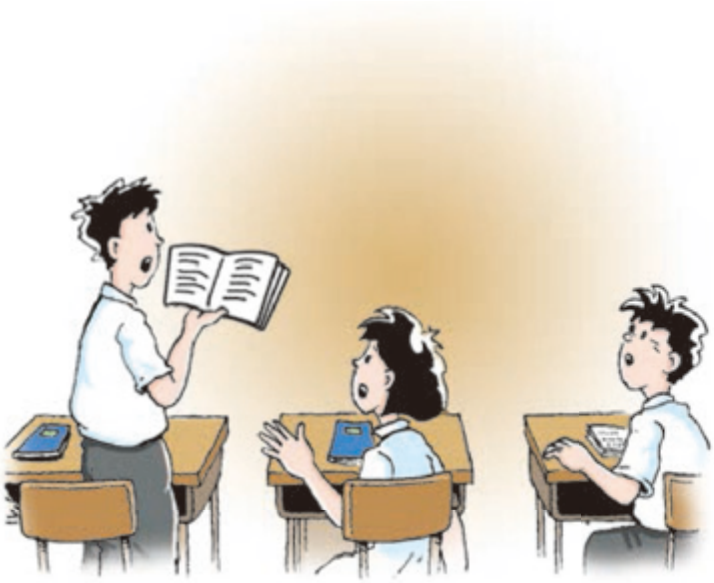
What is the name of the story?

Who wrote the story?

What is the story mainly about?

Who is the main character of the story? What does he/she look like? What do you think of him/her?

Why do you like the story?



B2 *Give a report to the rest of the group. Use the following plan to help you.*

My favourite story is ... It was written by ...

The story is mainly about ...

The main character of the story is ... He/She looks ... He/She is ...

I like this story because ...

Writing

A report on a story

We can write a report to tell people basic information about a story and then give our opinions of it.

A *Below is a report on "Tom Sawyer paints the fence". Read it and fill in the blanks with the letters of the correct labels from the box.*

a The main characters
b The name of the story and the writer
c The plot of the story
d Your personal opinion of the story

(1) ____ This is a report on the story "Tom Sawyer paints the fence" by Mark Twain.

(2) ____ This story has three main characters: Tom Sawyer, his Aunt Polly and Ben Rogers. There are also some boys from the town who play a small part in the story.

(3) ____ Aunt Polly wants Tom to paint their fence. However, Tom is lazy. He would prefer to play games. Tom is also quite clever. He pretends that painting the fence is not hard work but fun. He tricks Ben Rogers and other boys in the town into painting the fence for him.

(4) ____ The story is enjoyable and full of fun. It helps readers understand Tom Sawyer's character better.

B *Write a report on your favourite story. Follow the example above.*

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* More practice

A *Read another story from* ***The Adventures of Tom Sawyer*** *and answer the questions below.*

Tom and Becky in the cave

Tom and Becky walked into the cave. They held their candles high and saw names and dates which were written on the walls by other people. Suddenly they were in a part of the cave without any writing on the walls. They used candle smoke to write their own names on the rock and then walked on.

Soon they came to a little stream of water. The cave wall looked like a frozen waterfall. Tom went behind the stone waterfall and found an opening in the rock. They started to walk down into the earth. They went deeper and deeper into the cave. Tom and Becky made many candle smoke marks on the walls to show the way back. It was exciting.

They soon found themselves in a huge open space that was full of bats. There were thousands of them. The light from their candles woke up the bats, and they flew at the candle flames. Tom knew this was dangerous, so he took Becky's hand to hurry her away, but one of the bats followed and put out Becky's candle with its wings. The bats followed them for a long time, but Tom and Becky ran into every new passage that they came to, and at last they got away from the bats.

1 What did Tom and Becky see on the cave walls?
2 How did Tom and Becky write their names on the rock?
3 What did Tom and Becky do in order to find their way back?
4 What did one of the bats do to Becky's candle?
5 What did Tom and Becky do to get away from the bats?

B *Do you know any other stories by Mark Twain? Discuss them with your classmates.*

Study skills

Making outlines

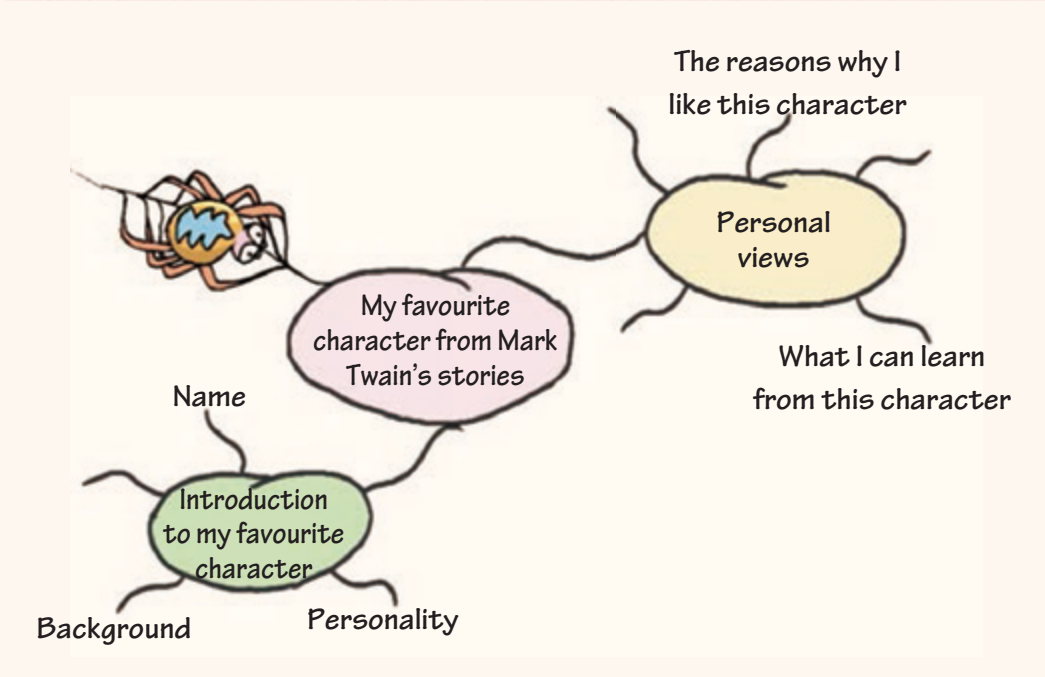
An outline is the general plan of an article. It is very helpful in organizing your thoughts, so you will find it easier to write the article.

For example, if you want to write about your favourite character from Mark Twain's stories, you should:

- sum up the topic in one sentence or phrase.

> ... is my favourite character.

- brainstorm as many sub-topics as you can. You can make a spidergram to help you.



- use different series of numbers and letters to organize your ideas.

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My favourite character from Mark Twain's stories

I Introduction to my favourite character

A Name — Tom Sawyer

B Background — 12–13 years old, lives in a small town near the Mississippi River

C Personality — clever, naughty and adventurous

a Example ① — Tom Sawyer paints the fence

b Example ② — Tom and Becky in the cave

II Personal views

A The reasons why I like this character

a Reason ① — smart and naughty, always has clever ideas

b Reason ② — always gives his friends courage

B What I can learn from this character — never give up in the face of difficulty

Top tip

An outline usually has single words or phrases, not sentences.

Follow the three steps above to make an outline of a report on your favourite character from a story. Then use the outline to write the report.

Culture corner

Adventures of Huckleberry Finn

After his success with *The Adventures of Tom Sawyer*, Mark Twain wrote *Adventures of Huckleberry Finn*, about Tom Sawyer's best friend Huck Finn.

Most of the book is about Huck's adventures with a runaway slave who is trying to find freedom.

Adventures of Huckleberry Finn is considered to be Mark Twain's best book, and many people think it is one of the best novels written in English.

What else do you know about Mark Twain and his novels?

Self-assessment

How well do you know this unit? Tick ✓ the boxes.

1 I can read about Tom Sawyer painting the fence.	☐	☐	☐
2 I can pay attention to dialogue in stories.	☐	☐	☐
3 I can listen for the sequence of the events in a story.	☐	☐	☐
4 I can use **relative clauses** with *who*, *that* and *which* correctly.	☐	☐	☐
5 I can express congratulations and sympathy.	☐	☐	☐
6 I can talk about my favourite story with my classmates.	☐	☐	☐
7 I can write a report on my favourite story.	☐	☐	☐
8 I can organize my ideas by making outlines.	☐	☐	☐
9 I know about *Adventures of Huckleberry Finn*.	☐	☐	☐

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Unit 8 Surprise endings

Getting ready

In this unit, you will read some short stories by O. Henry.

Reading

- Read the short story "The gifts".

Listening

- Listen to a lecture about the life of O. Henry.

Grammar

- Learn how to use **prepositions** after **adjectives**, **nouns** and **verbs**.

Speaking

- Learn to disagree in a polite way.
- Discuss the kinds of gifts you usually give on special days.

Writing

- Write a short article about the most valuable gift you have ever received.

Reading

A What do you know about ...?

People in the West usually give gifts to others on special days. Match their gift-giving times in the box with the pictures below. Write the words in the blanks.

birthdays	graduation	weddings
Christmas	Mother's Day	

1

_____

2

_____

3

_____

4

_____

5

_____

B Before you read

Look at the picture, the title and the first paragraph of the short story on page 115. Then answer the questions below.

1 When did the story take place?

2 Why did Della count her money?

3 What was Della's problem?

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The gifts

by O. Henry

One dollar and eighty-seven cents. That was all. Three times Della counted it. One dollar and eighty-seven cents. And the next day would be Christmas. She could not afford a present, so she sat down and cried.

Jim and Della had two possessions which they were both proud of. One was Jim's gold watch that was from his father and his grandfather. The other was Della's beautiful hair. It fell about her, and reached below her knee.

Della put on her old brown jacket and her old brown hat. Then she went out of the door and down the stairs to the street.

She stopped at a store. The sign in front of the store read "Hair Goods".

"Will you buy my hair?" asked Della.

"Twenty dollars," the woman said.

Then Della searched through the stores looking for a present for Jim.

She found it at last. It was a watch chain. The bill was twenty-one dollars.

At seven o'clock, the coffee was made and dinner was ready.

Jim was never late. Della heard his steps on the stairs.

The door opened and Jim walked in. He stopped inside the door. His eyes were fixed on Della, and there was an expression in them that she could not read.

"Jim," she cried, "don't look at me that way. I sold my hair to buy you a Christmas present."

Jim drew a box from his pocket and put it on the table.

Della opened it. There lay the set of combs that she had always wanted. Now they were hers, but her hair was gone.

She smiled and held out Jim's present. "I hunted all over town to find it. Give me your watch. I want to see how it looks on it."

Instead of obeying, Jim sat down, put his hands behind his head and smiled.

"Della," he said, "I sold the watch to get the money to buy your combs."

C Vocabulary

C1 *The words in italics explain the meanings of some words on page 115. Find these words to complete the sentences. Change their forms if necessary.*

1 At night, there are too many stars in the sky to _____. (*calculate the total number*) (line 3)

2 Paul always rode the bus although he could _____ a car. (*have enough money to buy*) (line 5)

3 Jane _____ through the newspaper for the story about her school football team. (*tried to find by looking carefully*) (line 15)

4 Tom heard the steps of his father _____, so he rushed to open the door. (*finally*) (line 16)

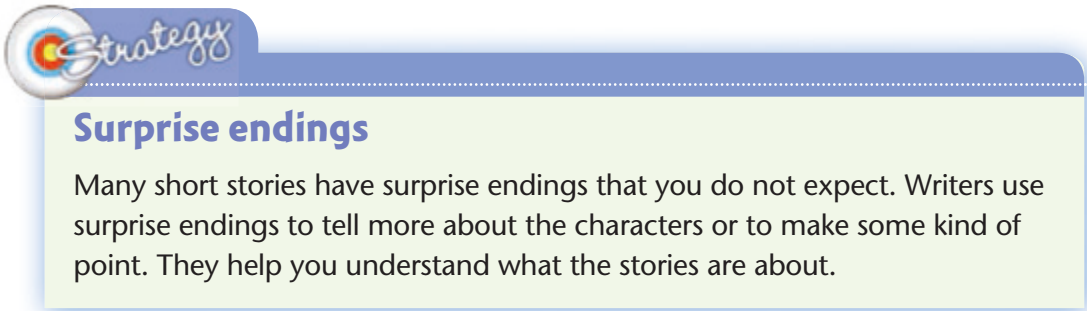
5 Everyone was seated when the teacher _____ the exam papers from her bag. (*took something out*) (line 23)

C2 *Complete the article below with the words from the box. Change their forms if necessary.*

at last draw fix ... on hold out look for

Jill had to study for an exam, but she could not find her notes. She (1)_____ them on her desk, but they were not there. Then she remembered her school bag. She opened it and (2)_____ some pieces of paper out of it. However, it was her homework. Just then, her mother came in. Jill (3)_____ her eyes _____ her mother and waited for her to speak.

"Are these yours?" she asked. She was (4)_____ the notes in her hand. Jill had her notes (5)_____.



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D Comprehension

D1 *Read the short story on page 115 and complete the sentences below.*

Tomorrow will be Christmas, and I only have (1) _____. I can't (2) _____ for Jim. What should I do?

I must buy a Christmas present for my dear Della.

There's only one possession which I'm proud of—my (3) _____. I can (4) _____ to get the money.

My (5) _____ is very valuable, but I have to sell it. To me, Della is more valuable than this.

This (6) _____ looks great! Jim will be happy to use it with his watch.

Della will surely be very happy if I give (7) _____ to her.

* **D2** *Discuss and answer the questions below with your classmates.*

1 What did the expression in Jim's eyes mean when he saw Della?
2 What is the surprise ending in the short story?
3 What do you think of Della and Jim?

Listening

How much do you know about O. Henry?

A *Listen to a lecture about O. Henry and complete the notes below. Write one word or figure in each blank.*

The life of O. Henry

1862 O. Henry was born as William Sydney Porter.

1887 He began writing for (1) _____ and magazines.

1896 He was accused of stealing (2) _____. He ran away to Central America.

1897 He returned to the US because his wife was (3) _____. Then he was sent to (4) _____. There he began writing (5) _____ _____ under the name "O. Henry".

1901 He left prison. Later he moved to (6) _____ _____ _____ and began a successful writing (7) _____.

1910 He died at the age of (8) _____.

B *Listen to the recording again and circle the correct answers.*

1 Why did O. Henry first begin writing?
   a Because he liked writing short stories.
   b Because his friend asked him to do so.
   c Because he needed money to support his family.

2 Where did O. Henry work before he ran away to Central America?
   a In a bank.
   b In a bookshop.
   c In a prison.

3 Why did William Sydney Porter write under the name "O. Henry"?
   a Because he did not like his real name.
   b Because his real name was too hard to remember.
   c Because he did not want his readers to know he was in prison.

4 What is O. Henry remembered as today?
   a One of the writers who invented the short story.
   b The greatest short story writer ever.
   c A popular English writer.

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Grammar

A Using prepositions after adjectives

Some **adjectives** can be followed by **prepositions**.

> Jim and Della had two possessions which they were both **proud of**.

Here are some examples of **adjectives** with **prepositions**:

bored with	happy with	ready for	tired of
certain about	interested in	strict with	worried about

Things to remember

Some **adjectives** can be followed by different **prepositions**.

He is ***good at*** Maths. She is ***good with*** children. Fruit is ***good for*** you.

Luke is a junior high school student. Look at the pictures and complete the sentences with the correct prepositions.

1

Luke's teacher is strict _____ him.

2

Luke is interested _____ reading.

3

Luke is very good _____ English.

4

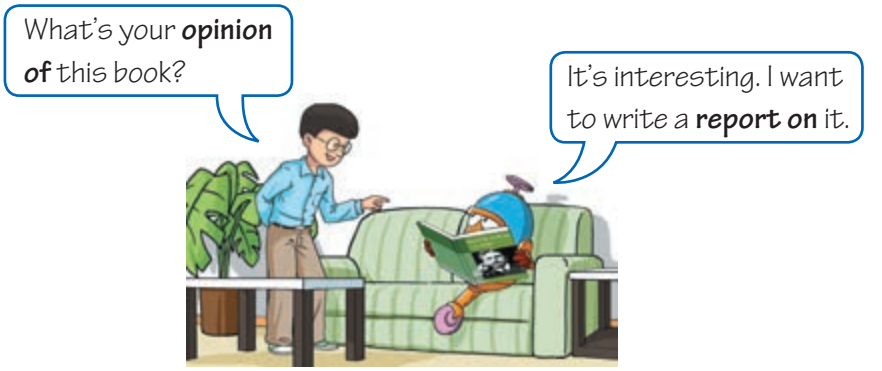
Luke's mother will be proud _____ him if he wins the reading competition.

5

But if Luke fails the exam, his mother will be worried _____ him.

B Using prepositions after nouns

Some **nouns** can be followed by **prepositions**.



Here are some examples of **nouns** with **prepositions**:

advice on	interest in	reason for
decision on/about	problem with	respect for
experience of	purpose of	success in

Complete the following conversations with the nouns and prepositions from the box.

decision about	purpose of	success in
interest in	respect for	

1 **Sam:** What's your (1) _____ joining the Reading Club?
Sandy: I've decided to join it next week.

2 **Leo:** Do you know the (2) _____ this tool? I saw an engineer with one, but I don't know what it's for.
Lucy: It's used to calculate distances. I didn't know that you had an (3) _____ engineering.

3 **George:** These people are really nice.
Jane: Yes. They always show (4) _____ our feelings.

4 **May:** Did you hear about Danny's recent (5) _____ the writing competition?
Nick: Yes. He's a really good writer.

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C Using prepositions after verbs

Some **verbs** can be followed by **prepositions**.

> Della **searched through** the stores **looking for** a present for Jim.
> Don't **look at** me that way.

Here are some examples of **verbs** with **prepositions**:

agree with	decide on	pass by	succeed in
arrive at	get to	point at	think about
ask for	join in	prepare for	wait for

Things to remember

Verbs have different meanings with different **prepositions**.
The police are **looking for** the lost boy. **Look at** this flower. It's beautiful.
The company has set up a team to **look into** the problem.

Read another short story by O. Henry below. Then complete it with the correct prepositions.

Soapy was a homeless man looking (1)_____ somewhere to stay during the winter. He was thinking (2)_____ doing something bad so the police would send him to prison.

First, he planned to eat in a restaurant without paying, but the waiter looked (3)_____ his clothes and would not let him in. Then he broke a store window and waited (4)_____ the police. When a police officer arrived (5)_____ the store, he did not believe Soapy did it because Soapy did not run away.

Then Soapy passed (6)_____ a church, and heard people singing. Soapy was moved and decided to become a good man.

Just then, he felt a hand on his shoulder.

"What are you doing here?" asked a police officer.

"Nothing," replied Soapy.

"Then come along," said the officer.

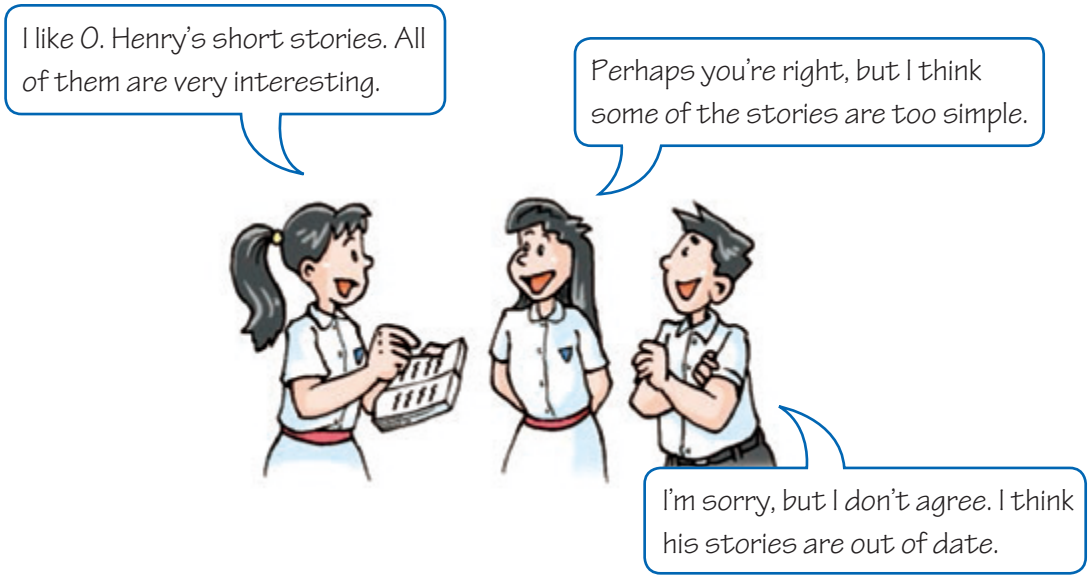
"Three months in prison," said the judge the next morning.

Speaking

A Talk time

Disagreeing in a polite way

Disagreeing with people in a polite way is a very important skill. In discussions, we need to be able to disagree and present our own opinions in a friendly way.



Read the conversation below and practise it in pairs. Pay attention to the words in blue.

Wendy: I love reading short stories. "The gifts" is fantastic.

Jim: I'm sorry, but I'm afraid I didn't enjoy it very much. The story is too simple.

Wendy: I'm sorry, but I don't agree. I love the surprise ending. I also like Della and Jim. They gave up something for each other. It was really touching.

Jim: Perhaps you're right, but I think the story is out of date. No one keeps a watch on a chain any more.

Wendy: I'm sorry that you feel that way. It may be old, but many people still think it's a moving story.

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B Speak up

In groups, talk about the kinds of gifts you usually give on special days. Use the pictures and the questions below to help you. Follow the example.

1

flowers

2

moon cakes

3

toys

4

children's books

5

cakes

6

snacks

What kinds of gifts do you usually give on Mother's Day/at the Mid-Autumn Festival/on Christmas Day/…?
Who do you give the gifts to?
What do you say when you give the gifts?

S1: What kinds of gifts do you give to your mother on Mother's Day?
S2: I usually choose some flowers.
S1: Does she like your gift?
S2: Yes, she likes it very much.
S1: What do you say when you give her the flowers?
S2: I often say, "Mum, I love you."

Writing

The most valuable gift

A *Jimmy has written a short article about the most valuable gift he has ever received.*

The most valuable gift I have ever received was a photo album from my best friend Kevin.

Kevin and I were classmates for all six years of primary school. We both liked playing football and listening to music, so we always had a lot of things to talk about. It is wonderful to have such a good friend.

However, last summer, Kevin had to move to another city because of his father's job. Then he gave me a photo album. "It has photos of the memorable events we have experienced together. I've also written some notes under each photo," he said. I was deeply moved.

I put the album beside my bed. I always look at it when I think of Kevin.

B *Write a short article about the most valuable gift you have ever received. Follow the example in* ***A****.*

What is the gift?
Who gave it to you?
When did you receive it?
Why was it given to you?
Why is it valuable to you?

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* More practice

A *Apart from "The gifts", perhaps the most famous of O. Henry's short stories is "The last leaf". Read it and answer the questions below.*

The last leaf

At the top of a house Sue and Johnsy had their studio. In November, Johnsy became very ill, and was lying on her bed and looking through the window at the wall of the next house.

"Her only chance," the doctor said, "is for her to want to live."

After the doctor had gone, Sue came into Johnsy's room. Johnsy was looking out of the window and counting.

"Six," said Johnsy. "There goes another one. There are only five left now."

"Five what, dear?"

"Leaves. On the ivy vine. I want to see the last one fall. Then I'll die."

"Johnsy, dear," said Sue, "try to sleep. I must go and ask Behrman to be my model."

Old Behrman was a painter. He was past 60 and earned a little money by being a model. Sue found Behrman and told him what Johnsy had said. Johnsy was sleeping when they went upstairs. They looked out of the window at the ivy vine. A cold rain was falling.

The next morning, there stood one ivy leaf.

"It's the last one," said Johnsy. "It'll fall today, and I'll die."

At night, the wind began to blow. The next morning, the leaf was still there.

"Something has made that last leaf stay there. It's wrong to want to die," said Johnsy to Sue. "Please bring me a little soup now."

A few days later, the doctor said to Sue, "She's out of danger."

That afternoon, Sue came to the bed where Johnsy lay.

"Mr Behrman died today," she said. "He was wet and icy cold from being out all night. Do you know why the leaf never moved? Behrman painted it on the wall the night that the last leaf fell."

1 Why did Johnsy think that she was going to die?
2 What made Johnsy decide to live?
3 What did Behrman do that cost him his life?

B *Both "The gifts" and "The last leaf" are about people sacrificing for others. Can you think of any other similar stories? Share them with your classmates.*

Culture corner

White elephants

In ancient Thailand, white elephants were thought to be a gift from the gods. When a king had many white elephants, people believed that the country would have peace and wealth. However, white elephants were not allowed to work, and they cost a lot of money to keep. For this reason, the king might give a white elephant to a person who made him angry. That person would have to spend all his money taking care of the elephant, and get nothing in return.

Today whenever we have something which costs us a lot of money and which we do not want or which is useless, we call it a white elephant.

Have you ever received a white elephant? What was it, and what was wrong with it?

Self-assessment

How well do you know this unit? Tick ✓ the boxes.

1 I can read the short story "The gifts".	☐	☐	☐
2 I know about surprise endings.	☐	☐	☐
3 I can listen for specific information about the life of O. Henry.	☐	☐	☐
4 I can use **prepositions** after **adjectives, nouns** and **verbs** correctly.	☐	☐	☐
5 I can disagree in a polite way.	☐	☐	☐
6 I can discuss the kinds of gifts I usually give on special days with my classmates.	☐	☐	☐
7 I can write about the most valuable gift I have ever received.	☐	☐	☐
8 I know about white elephants.	☐	☐	☐

*Project

Reading Week

Have you ever taken part in a Reading Week? Your school is going to hold a Reading Week. Your class is going to prepare a poster to introduce one of your favourite short stories for the Reading Week.

A *Work in groups of four. Discuss and decide which short story you are going to introduce. You can use a story from the last two units, or a story of your own choice.*

Short stories

Page 99	Tom Sawyer paints the fence
Page 105	The body of Dr Robinson
Page 109	Tom and Becky in the cave
Page 115	The gifts
Page 121	Soapy
Page 125	The last leaf

B *Work together to write an introduction to the short story. Do not give away the ending. Then draw a picture about it.*

C *Research each of the following points. You can do research by using books in the library or information from the Internet.*

- Information about the writer and his/her life. Find a picture of the writer if possible.
- The characteristics and importance of this short story.

D *Make a poster about the short story. Follow the example below.*

"The gifts"

by O. Henry

It is Christmas, and Della and Jim want to buy presents for each other. Della wants to buy a chain for Jim's watch, while Jim wants to buy a set of combs for Della's hair. But how can they do this when they have no money? Read this moving story by O. Henry to find out.

"The gifts" was written by O. Henry (1862–1910). O. Henry was an American writer who lived a very poor and difficult life. However, he loved his wife and daughter very much, and would do anything for them. This is very much like the characters in his stories.

"The gifts":

- is one of the most famous American short stories.
- has been translated into many languages all over the world.
- is popular with people of different ages.
- is well known for its plot and surprise ending.

E *The whole class should then vote for the best poster for the Reading Week.*

Words and expressions in each unit

Unit 1

golden /ˈgəʊldən/ *adj.* 金的；金色的 p. 1
*crown /kraʊn/ *n.* 王冠；皇冠 p. 1
Olympics /əˈlɪmpɪks/ *n.* [pl.] 奥运会 p. 1
agreement /əˈgriːmənt/ *n.* 同意；应允 p. 1
*confirmation /ˌkɒnfəˈmeɪʃn/ *n.* 证实 p. 1
pot /pɒt/ *n.* 罐 p. 2
doubt /daʊt/ *v.* 不能肯定；对……无把握 p. 3
real /ˈriːəl/ *adj.* 真的；正宗的 p. 3
truth /truːθ/ *n.* 真相；实情 p. 3
seem /siːm/ *v.* 好像；似乎 p. 3
solve /sɒlv/ *v.* 解决；处理 p. 3
fill /fɪl/ *v.* 装满；注满 p. 3
bowl /bəʊl/ *n.* 碗；盆 p. 3
*displace /dɪsˈpleɪs/ *v.* 取代；替代 p. 3
less /les/ *det.*（与不可数名词连用）较少的；更少的 p. 3
metal /ˈmetl/ *n.* 金属 p. 3
certain /ˈsɜːtn/ *adj.* 确定的；肯定的 p. 3
prison /ˈprɪzn/ *n.* 监狱；牢狱 p. 3
boxing /ˈbɒksɪŋ/ *n.* 拳击（运动） p. 6
racing /ˈreɪsɪŋ/ *n.* 赛马（运动） p. 6
*wrestling /ˈreslɪŋ/ *n.* 摔跤运动 p. 6
hit /hɪt/ *v.* (hit, hit)（用手或器具）击；打 p. 6
brave /breɪv/ *adj.* 勇敢的；无畏的 p. 11
*punctuation /ˌpʌŋktʃuˈeɪʃn/ *n.* 标点符号 p. 12
correct /kəˈrekt/ *adj.* 准确无误的；正确的 p. 12
mistake /mɪˈsteɪk/ *n.* 错误 p. 12

（be）happy with（对某人或事物）满意的 p. 3
fill ... with ... 用……把……装满 p. 3
run over 溢出 p. 3
send ... to prison 把……关进监狱 p. 3
make sure 确保；设法保证 p. 12

Unit 2

mind /maɪnd/ *n.* 聪明人；富有才智的人 p. 17
astronomer /əˈstrɒnəmə(r)/ *n.* 天文学家 p. 17
*genius /ˈdʒiːniəs/ *n.* 天才 p. 18
consider /kənˈsɪdə(r)/ *v.* 认为；觉得 p. 19
sense /sens/ *n.* 理解力；判断力 p. 19
humour /ˈhjuːmə(r)/ *n.* 幽默 p. 19
invitation /ˌɪnvɪˈteɪʃn/ *n.* 邀请 p. 19
*theory /ˈθɪəri/ *n.* 学说；论；说 p. 19
university /ˌjuːnɪˈvɜːsəti/ *n.*（综合性）大学 p. 19
pleasure /ˈpleʒə(r)/ *n.* 乐事；快事 p. 19
avoid /əˈvɔɪd/ *v.* 避免；避开 p. 19
lecture /ˈlektʃə(r)/ *n.* 讲座；演讲 p. 19
tonight /təˈnaɪt/ *adv.* 在今夜；在今晚 p. 19
audience /ˈɔːdiəns/ *n.* 观众；听众 p. 19
trust /trʌst/ *v.* 信任；信赖 p. 19
seat /siːt/ *n.* 座位 p. 19
*applause /əˈplɔːz/ *n.* 鼓掌；喝彩 p. 19
pale /peɪl/ *adj.* 苍白的 p. 19
achievement /əˈtʃiːvmənt/ *n.* 成就；成绩 p. 22
universe /ˈjuːnɪvɜːs/ *n.* 宇宙 p. 22

说明：本词汇表音标根据《牛津高阶英汉双解词典》（第6版）标注。标*的单词只要求理解。

*philosopher /fəˈlɒsəfə(r)/ *n.* 哲学家 p. 22
obey /əˈbeɪ/ *v.* 服从；遵守 p. 27
reduce /rɪˈdjuːs/ *v.* 减少；缩小 p. 27
exactly /ɪgˈzæktli/ *adv.* 精确地；准确地 p. 27
action /ˈækʃn/ *n.*（故事、戏剧等中的）情节 p. 27

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sense of humour 幽默感 p. 19
let ... down 使……失望 p. 19
by heart 单凭记忆；能背诵 p. 19
take a seat 坐下 p. 19
without difficulty 轻而易举 p. 19
join in 参加；加入 p. 19
have no idea 丝毫不知道 p. 19
(be) in trouble 倒霉；处于困境 p. 19
play a joke on sb. 跟某人开玩笑；捉弄某人 p. 27
turning point 转折点 p. 27
a series of 一系列 p. 28

Unit 3

meal /miːl/ *n.* 一顿饭 p. 34
share /ʃeə(r)/ *v.* 把自己的想法（或经历、感情）告诉（某人） p. 34
decision /dɪˈsɪʒn/ *n.* 决定；抉择 p. 34
*possessions /pəˈzeʃnz/ *n.* [pl.] 个人财产；私人物品 p. 35
expect /ɪkˈspekt/ *v.* 要求；指望 p. 35
abroad /əˈbrɔːd/ *adv.* 在国外；到国外 p. 35
business /ˈbɪznəs/ *n.* 商务；公事 p. 35
personal /ˈpɜːsənl/ *adj.* 个人的；私人的 p. 35
set /set/ *v.* (set, set) 安排；确定；决定 p. 35
daughter /ˈdɔːtə(r)/ *n.* 女儿 p. 35
mind /maɪnd/ *v.* 介意 p. 35
*fashionable /ˈfæʃnəbl/ *adj.* 流行的；时髦的 p. 35
*fashion /ˈfæʃn/ *n.* 流行款式；时兴式样 p. 35
out of date /ˌaʊt əv ˈdeɪt/ *adj.* 过时的 p. 35
iron /ˈaɪən/ *v.*（用熨斗）熨；烫平 p. 35
event /ɪˈvent/ *n.* 公开活动 p. 35
suppose /səˈpəʊz/ *v.*（根据所知）认为 p. 35
either /ˈaɪðə(r)/ *adv.*（用于否定词组后）也 p. 35
relationship /rɪˈleɪʃnʃɪp/ *n.* 关系；联系 p. 35
invite /ɪnˈvaɪt/ *v.* 邀请 p. 38
cost /kɒst/ *v.* (cost, cost) 需付费；价钱为 p. 38
type /taɪp/ *n.* 类型；种类 p. 43

---

help with 帮着做 p. 34
(be) on business 出差 p. 35
have no interest in 对……没有兴趣 p. 35

Unit 4

*online /ˌɒnˈlaɪn/ *adj.* 在线的 p. 51
model /ˈmɒdl/ *n.* 模特儿 p. 51
diet /ˈdaɪət/ *n.* 规定饮食（为健康或减肥等目的） p. 51
though /ðəʊ/ *conj.* 虽然；尽管 p. 51
awful /ˈɔːfl/ *adj.* 很坏的；极讨厌的 p. 51
regret /rɪˈgret/ *v.* 懊悔 p. 51
ashamed /əˈʃeɪmd/ *adj.* 惭愧；羞愧 p. 51
situation /ˌsɪtʃuˈeɪʃn/ *n.* 情况；状况 p. 51
*braces /ˈbreɪsɪz/ *n.* [pl.]（儿童）牙箍 p. 51
hate /heɪt/ *v.* 厌恶；憎恶 p. 51
advantage /ədˈvɑːntɪdʒ/ *n.* 优势 p. 51
embarrassed /ɪmˈbærəst/ *adj.* 窘迫的；尴尬的 p. 51
suggest /səˈdʒest/ *v.* 建议；提议 p. 51
mad /mæd/ *adj.* 很生气；气愤 p. 51

mess /mes/ *n.* 杂乱；不整洁 p. 51
annoying /ə'nɔɪɪŋ/ *adj.* 使恼怒的；使生气的 p. 51
fail /feɪl/ *v.* 不及格 p. 58
careless /'keələs/ *adj.* 粗心造成的 p. 58
comment /'kɒment/ *n.* 评论 p. 59
*request /rɪ'kwest/ *n.* 要求；请求 p. 59
polite /pə'laɪt/ *adj.* 有礼貌的 p. 59
none /nʌn/ *pron.* 没有一个；毫无 p. 59
exam /ɪg'zæm/ *n.* 考试 p. 60

(be) on a diet 节食 p. 51
laugh at 嘲笑；讥笑 p. 51
feel ashamed of 对……感到惭愧 p. 51
drive sb. mad 让某人受不了 p. 51
make a mess 搞得一塌糊涂 p. 51
out of place 格格不入 p. 58
none of one's business 与某人无关 p. 59
hear from 收到某人的信件（或电子邮件、电话等） p. 59

Unit 5

praise /preɪz/ *n.* 赞扬；称赞 p. 65
view /vjuː/ *v.* 看；观看 p. 65
*script /skrɪpt/ *n.* 广播（或讲话等）稿 p. 65
director /də'rektə(r)/ *n.* 导演 p. 66
make-up /'meɪk ʌp/ *n.* 化妆 p. 66
artist /'ɑːtɪst/ *n.* 艺术家 p. 66
studio /'stjuːdiəʊ/ *n.* 演播室 p. 66
*contestant /kən'testənt/ *n.* 比赛者 p. 67
upon /ə'pɒn/ *prep.* 在……上 p. 67
among /ə'mʌŋ/ *prep.* 在（其）中 p. 67
onto /'ɒntə/ *prep.* 向；朝 p. 67
forward /'fɔːwəd/ *adv.* 向前 p. 67
second /'sekənd/ *n.* 秒（时间单位） p. 67
relaxed /rɪ'lækst/ *adj.* 放松的；冷静的 p. 67
ahead of /ə'hed əv/ *prep.* 领先 p. 67
beat /biːt/ *v.* (beat, beaten) 赢；打败（某人） p. 67
still /stɪl/ *adj.* 平静的；安静的 p. 67
single /'sɪŋgl/ *adj.* 仅有一个的；单个的 p. 67
victory /'vɪktəri/ *n.* 胜利；成功 p. 67
England /'ɪŋgləɪnd/ *n.* 英格兰 p. 67
lucky /'lʌki/ *adj.* 幸运的；运气好的 p. 67
news /njuːz/ *n.* 新闻报道 p. 75
survey /'sɜːveɪ/ *n.* 民意调查 p. 75

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floor plan 楼层平面图 p. 65
talent show 达人秀 p. 66
pass out 昏迷；失去知觉 p. 66
keep still 保持静止；保持不动（的状态） p. 67
emergency exit 紧急出口 p. 70
on weekdays 在工作日（周一至周五） p. 75

Unit 6

*preference /'prefrəns/ *n.* 偏爱；喜爱 p. 81
review /rɪ'vjuː/ *n.* 评介；评论 p. 81
bean /biːn/ *n.* 豆；豆荚 p. 82
beef /biːf/ *n.* 牛肉 p. 82
product /'prɒdʌkt/ *n.* 产品；制品 p. 82
*protein /'prəʊtiːn/ *n.* 蛋白质 p. 82
hamburger /'hæmbɜːgə(r)/ *n.* 汉堡包 p. 83
*cola /'kəʊlə/ *n.* 一杯（或一罐、一瓶）可乐 p. 83
sandwich /'sænwɪtʃ/ *n.* 三明治 p. 83
salad /'sæləd/ *n.* 色拉 p. 83
medical /'medɪkl/ *adj.* 医疗的 p. 83
fat /fæt/ *n.* 脂肪 p. 83
sugar /'ʃʊgə(r)/ *n.* 食糖 p. 83
state /steɪt/ *v.* 说明 p. 83
necessary /'nesəsəri/ *adj.* 必需的；必要的 p. 83

research /rɪˈsɜːtʃ/ *n.* 研究；调查 p. 83
plenty /ˈplenti/ *pron.* 大量；充足 p. 83
usual /ˈjuːʒuəl/ *adj.* 通常的；寻常的 p. 83
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treat /triːt/ *v.* 买（可享受的东西） p. 83
customer /ˈkʌstəmə(r)/ *n.* 顾客 p. 86
title /ˈtaɪtl/ *n.* 标题；题目 p. 92
serve /sɜːv/ *v.* 提供 p. 92
pound /paʊnd/ *n.* 英镑 p. 92
pie /paɪ/ *n.* 果馅饼；果馅派 p. 92
*chip /tʃɪp/ *n.* 炸薯条 p. 92
service /ˈsɜːvɪs/ *n.* 服务 p. 92
seat /siːt/ *v.*（使）就座 p. 92

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a balanced diet 均衡饮食 p. 81
dairy product 乳制品 p. 82
stay away from 离开；不接近 p. 83
fried food 油炸食物 p. 83
soft drink 软饮料（不含酒精） p. 83
medical examination 体格检查 p. 83
lose weight 减肥 p. 83
plenty of 大量；充足 p. 83
in general 通常；大体上 p. 83
treat oneself to sth. 给自己买某物 p. 83
(be) prepared to do sth. 愿意做某事 p. 92

Unit 7

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novel /ˈnɒvl/ *n.*（长篇）小说 p. 97
frog /frɒg/ *n.* 蛙；青蛙 p. 97
congratulations /kənˌgrætʃuˈleɪʃnz/ *n.* [pl.] 祝贺；恭贺 p. 97
*sympathy /ˈsɪmpəθi/ *n.* 同情 p. 97
steamboat /ˈstiːmbəʊt/ *n.* 汽船；轮船 p. 98
steam /stiːm/ *n.* 蒸汽动力；蒸汽 p. 98
writer /ˈraɪtə(r)/ *n.* 作家 p. 98
humorous /ˈhjuːmərəs/ *adj.* 滑稽有趣的；有幽默感的 p. 99
fence /fens/ *n.* 栅栏；篱笆 p. 99
task /tɑːsk/ *n.* 任务；工作 p. 99
yard /jɑːd/ *n.* 码（长度单位） p. 99
board /bɔːd/ *n.* 木板 p. 99
survey /səˈveɪ/ *v.* 查看；审视 p. 99
progress /ˈprəʊgres/ *n.* 进展 p. 99
rest /rest/ *n.* 休息时间 p. 99
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silence /ˈsaɪləns/ *n.* 沉默；缄默 p. 99
while /waɪl/ *n.* 一段时间；一会儿 p. 99
careful /ˈkeəfl/ *adj.* 小心；谨慎 p. 99
deal /diːl/ *n.* 交易 p. 99
coat /kəʊt/ *n.* 涂料层；覆盖层 p. 99
celebrated /ˈselɪbreɪtɪd/ *adj.* 著名的；闻名的 p. 102
lead /led/ *n.* 铅 p. 102
*plot /plɒt/ *n.* 故事情节 p. 108
lazy /ˈleɪzi/ *adj.* 懒惰的 p. 108
pretend /prɪˈtend/ *v.* 假装；佯装 p. 108

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have a rest 休息一下 p. 99
think of 想像到 p. 99
come along 出现 p. 99
what a pity 真可惜 p. 99
go on doing 不停地做 p. 99
in silence 沉默地 p. 99
after a while 过了一会儿 p. 99
turn sth. over 使翻转 p. 102
trick sb. into doing sth. 诱使某人做某事 p. 108

Unit 8

gift /gɪft/ *n.* 礼物 p. 113
graduation /ˌgrædʒuˈeɪʃn/ *n.* 毕业典礼 p. 114

cent /sent/ *n.* 分；分币 p. 115
count /kaʊnt/ *v.* 计算（或清点）总数 p. 115
afford /ə'fɔːd/ *v.* 买得起 p. 115
present /'preznt/ *n.* 礼物 p. 115
knee /niː/ *n.* 膝；膝盖 p. 115
sign /saɪn/ *n.* 招牌；标牌 p. 115
*goods /gʊdz/ *n.* [pl.] 商品；货品 p. 115
search /sɜːtʃ/ *v.* 搜寻；查找 p. 115
chain /tʃeɪn/ *n.* 链子 p. 115
bill /bɪl/ *n.* 账单 p. 115
step /step/ *n.* 脚步声 p. 115
draw /drɔː/ *v.* (drew, drawn) 掏出 p. 115
set /set/ *n.* 一套；一组 p. 115
comb /kəʊm/ *n.*（作为装饰物的）发插；梳子 p. 115
accuse /ə'kjuːz/ *v.* 控告；控诉 p. 118
America /ə'merɪkə/ *n.* 美洲 p. 118
wife /waɪf/ *n.* 妻子 p. 118
*album /'ælbəm/ *n.* 相册；影集 p. 124
note /nəʊt/ *n.* 笔记；记录 p. 124

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look for 寻找；寻求 p. 115
at last 终于；最终 p. 115
fix ... on 集中（目光、注意力等）于 p. 115
hold out 递出 p. 115
(be) accused of ... 被控告……；被指责…… p. 118
under the name (of) ... 用……名字；以……假名 p. 118

Words and expressions in alphabetical order

A

a balanced diet 均衡饮食 p. 81
a series of 一系列 p. 28
abroad /ə'brɔːd/ *adv.* 在国外；到国外 p. 35
accuse /ə'kjuːz/ *v.* 控告；控诉 p. 118
(be) accused of ... 被控告……；被指责…… p. 118
achievement /ə'tʃiːvmənt/ *n.* 成就；成绩 p. 22
action /'ækʃn/ *n.*（故事、戏剧等中的）情节 p. 27
advantage /əd'vɑːntɪdʒ/ *n.* 优势 p. 51
adventure /əd'ventʃə(r)/ *n.* 冒险；冒险经历 p. 97
afford /ə'fɔːd/ *v.* 买得起 p. 115
after a while 过了一会儿 p. 99
agreement /ə'griːmənt/ *n.* 同意；应允 p. 1
ahead of /ə'hed əv/ *prep.* 领先 p. 67
*album /'ælbəm/ *n.* 相册；影集 p. 124
America /ə'merɪkə/ *n.* 美洲 p. 118
among /ə'mʌŋ/ *prep.* 在（其）中 p. 67
annoying /ə'nɔɪɪŋ/ *adj.* 使恼怒的；使生气的 p. 51
*applause /ə'plɔːz/ *n.* 鼓掌；喝彩 p. 19
artist /'ɑːtɪst/ *n.* 艺术家 p. 66
ashamed /ə'ʃeɪmd/ *adj.* 惭愧；羞愧 p. 51
astronomer /ə'strɒnəmə(r)/ *n.* 天文学家 p. 17
at last 终于；最终 p. 115
audience /'ɔːdiəns/ *n.* 观众；听众 p. 19
avoid /ə'vɔɪd/ *v.* 避免；避开 p. 19
awful /'ɔːfl/ *adj.* 很坏的；极讨厌的 p. 51

B

bean /biːn/ *n.* 豆；豆荚 p. 82
beat /biːt/ *v.*（beat, beaten）赢；打败（某人） p. 67
beef /biːf/ *n.* 牛肉 p. 82
bill /bɪl/ *n.* 账单 p. 115
board /bɔːd/ *n.* 木板 p. 99
bowl /bəʊl/ *n.* 碗；盆 p. 3
boxing /'bɒksɪŋ/ *n.* 拳击（运动） p. 6
*braces /'breɪsɪz/ *n.* [pl.]（儿童）牙箍 p. 51
brave /breɪv/ *adj.* 勇敢的；无畏的 p. 11
business /'bɪznəs/ *n.* 商务；公事 p. 35
by heart 单凭记忆；能背诵 p. 19

C

careful /'keəfl/ *adj.* 小心；谨慎 p. 99
careless /'keələs/ *adj.* 粗心造成的 p. 58
celebrated /'selɪbreɪtɪd/ *adj.* 著名的；闻名的 p. 102
cent /sent/ *n.* 分；分币 p. 115
certain /'sɜːtn/ *adj.* 确定的；肯定的 p. 3
chain /tʃeɪn/ *n.* 链子 p. 115
*chip /tʃɪp/ *n.* 炸薯条 p. 92
coat /kəʊt/ *n.* 涂料层；覆盖层 p. 99
coffee /'kɒfi/ *n.* 咖啡 p. 83
*cola /'kəʊlə/ *n.* 一杯（或一罐、一瓶）可乐 p. 83
comb /kəʊm/ *n.*（作为装饰物的）发插；梳子 p. 115
come along 出现 p. 99
comment /'kɒment/ *n.* 评论 p. 59
*confirmation /ˌkɒnfə'meɪʃn/ *n.* 证实 p. 1
congratulations /kənˌgrætʃu'leɪʃnz/ *n.* [pl.] 祝贺；恭贺 p. 97

consider /kən'sɪdə(r)/ *v.* 认为；觉得 p. 19
*contestant /kən'testənt/ *n.* 比赛者 p. 67
correct /kə'rekt/ *adj.* 准确无误的；正确的 p. 12
cost /kɒst/ *v.* (cost, cost) 需付费；价钱为 p. 38
count /kaʊnt/ *v.* 计算（或清点）总数 p. 115
*crown /kraʊn/ *n.* 王冠；皇冠 p. 1
customer /'kʌstəmə(r)/ *n.* 顾客 p. 86

D

dairy product 乳制品 p. 82
daughter /'dɔːtə(r)/ *n.* 女儿 p. 35
deal /diːl/ *n.* 交易 p. 99
decision /dɪ'sɪʒn/ *n.* 决定；抉择 p. 34
diet /'daɪət/ *n.* 规定饮食（为健康或减肥等目的） p. 51
director /də'rektə(r)/ *n.* 导演 p. 66
*displace /dɪs'pleɪs/ *v.* 取代；替代 p. 3
doubt /daʊt/ *v.* 不能肯定；对……无把握 p. 3
draw /drɔː/ *v.* (drew, drawn) 掏出 p. 115
drive sb. mad 让某人受不了 p. 51

E

either /'aɪðə(r)/ *adv.*（用于否定词组后）也 p. 35
embarrassed /ɪm'bærəst/ *adj.* 窘迫的；尴尬的 p. 51
emergency exit 紧急出口 p. 70
England /'ɪŋgləɪnd/ *n.* 英格兰 p. 67
event /ɪ'vent/ *n.* 公开活动 p. 35
exactly /ɪg'zæktli/ *adv.* 精确地；准确地 p. 27
exam /ɪg'zæm/ *n.* 考试 p. 60
expect /ɪk'spekt/ *v.* 要求；指望 p. 35

F

fail /feɪl/ *v.* 不及格 p. 58
*fashion /'fæʃn/ *n.* 流行款式；时兴式样 p. 35
*fashionable /'fæʃnəbl/ *adj.* 流行的；时髦的 p. 35
fat /fæt/ *n.* 脂肪 p. 83
feel ashamed of 因……感到惭愧 p. 51
fence /fens/ *n.* 栅栏；篱笆 p. 99
fill /fɪl/ *v.* 装满；注满 p. 3
fill ... with ... 用……把……装满 p. 3
fix ... on 集中（目光、注意力等）于 p. 115
floor plan 楼层平面图 p. 65
forward /'fɔːwəd/ *adv.* 向前 p. 67
fried food 油炸食物 p. 83
frog /frɒg/ *n.* 蛙；青蛙 p. 97

G

*genius /'dʒiːniəs/ *n.* 天才 p. 18
gift /gɪft/ *n.* 礼物 p. 113
go on doing 不停地做 p. 99
golden /'gəʊldən/ *adj.* 金的；金色的 p. 1
*goods /gʊdz/ *n.* [pl.] 商品；货品 p. 115
graduation /ˌgrædʒu'eɪʃn/ *n.* 毕业典礼 p. 114

H

hamburger /'hæmbɜːgə(r)/ *n.* 汉堡包 p. 83
(be) happy with（对某人或事物）满意的 p. 3
hate /heɪt/ *v.* 厌恶；憎恶 p. 51
have a rest 休息一下 p. 99
have no idea 丝毫不知道 p. 19
have no interest in 对……没有兴趣 p. 35
hear from 收到某人的信件（或电子邮件、电话等） p. 59
help with 帮着做 p. 34
hit /hɪt/ *v.* (hit, hit)（用手或器具）击；打 p. 6

hold out 递出 p. 115
humorous /ˈhjuːmərəs/ *adj.* 滑稽有趣的；有幽默感的 p. 99
humour /ˈhjuːmə(r)/ *n.* 幽默 p. 19

I

in general 通常；大体上 p. 83
in silence 沉默地 p. 99
(be) in trouble 倒霉；处于困境 p. 19
invitation /ˌɪnvɪˈteɪʃn/ *n.* 邀请 p. 19
invite /ɪnˈvaɪt/ *v.* 邀请 p. 38
iron /ˈaɪən/ *v.*（用熨斗）熨；烫平 p. 35

J

join in 参加；加入 p. 19

K

keep still 保持静止；保持不动（的状态） p. 67
knee /niː/ *n.* 膝；膝盖 p. 115

L

laugh at 嘲笑；讥笑 p. 51
lazy /ˈleɪzi/ *adj.* 懒惰的 p. 108
lead /led/ *n.* 铅 p. 102
lecture /ˈlektʃə(r)/ *n.* 讲座；演讲 p. 19
less /les/ *det.*（与不可数名词连用）较少的；更少的 p. 3
let ... down 使……失望 p. 19
look for 寻找；寻求 p. 115
lose weight 减肥 p. 83
lucky /ˈlʌki/ *adj.* 幸运的；运气好的 p. 67

M

mad /mæd/ *adj.* 很生气；气愤 p. 51
make a mess 搞得一塌糊涂 p. 51
make sure 确保；设法保证 p. 12
make-up /ˈmeɪk ʌp/ *n.* 化妆 p. 66
meal /miːl/ *n.* 一顿饭 p. 34
medical /ˈmedɪkl/ *adj.* 医疗的 p. 83
medical examination 体格检查 p. 83
mess /mes/ *n.* 杂乱；不整洁 p. 51
metal /ˈmetl/ *n.* 金属 p. 3
mind /maɪnd/ *n.* 聪明人；富有才智的人 p. 17
v. 介意 p. 35
mistake /mɪˈsteɪk/ *n.* 错误 p. 12
model /ˈmɒdl/ *n.* 模特儿 p. 51

N

necessary /ˈnesəsəri/ *adj.* 必需的；必要的 p. 83
news /njuːz/ *n.* 新闻报道 p. 75
none /nʌn/ *pron.* 没有一个；毫无 p. 59
none of one's business 与某人无关 p. 59
note /nəʊt/ *n.* 笔记；记录 p. 124
novel /ˈnɒvl/ *n.*（长篇）小说 p. 97

O

obey /əˈbeɪ/ *v.* 服从；遵守 p. 27
Olympics /əˈlɪmpɪks/ *n.* [pl.] 奥运会 p. 1
(be) on a diet 节食 p. 51
(be) on business 出差 p. 35
on weekdays 在工作日（周一至周五） p. 75
*online /ˌɒnˈlaɪn/ *adj.* 在线的 p. 51
onto /ˈɒntə/ *prep.* 向；朝 p. 67
out of date /ˌaʊt əv ˈdeɪt/ *adj.* 过时的 p. 35
out of place 格格不入 p. 58

P

pale /peɪl/ *adj.* 苍白的 p. 19
pass out 昏迷；失去知觉 p. 66
personal /ˈpɜːsənl/ *adj.* 个人的；私人的 p. 35

*philosopher /fəˈlɒsəfə(r)/ *n.* 哲学家 p. 22
pie /paɪ/ *n.* 果馅饼；果馅派 p. 92
pity /ˈpɪti/ *n.* 遗憾；可惜 p. 99
play a joke on sb. 跟某人开玩笑；捉弄某人 p. 27
pleasure /ˈpleʒə(r)/ *n.* 乐事；快事 p. 19
plenty /ˈplenti/ *pron.* 大量；充足 p. 83
plenty of 大量；充足 p. 83
*plot /plɒt/ *n.* 故事情节 p. 108
polite /pəˈlaɪt/ *adj.* 有礼貌的 p. 59
*possessions /pəˈzeʃnz/ *n.* [pl.] 个人财产；私人物品 p. 35
pot /pɒt/ *n.* 罐 p. 2
pound /paʊnd/ *n.* 英镑 p. 92
praise /preɪz/ *n.* 赞扬；称赞 p. 65
*preference /ˈprefrəns/ *n.* 偏爱；喜爱 p. 81
(be) prepared to do sth. 愿意做某事 p. 92
present /ˈpreznt/ *n.* 礼物 p. 115
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prison /ˈprɪzn/ *n.* 监狱；牢狱 p. 3
product /ˈprɒdʌkt/ *n.* 产品；制品 p. 82
progress /ˈprəʊgres/ *n.* 进展 p. 99
*protein /ˈprəʊtiːn/ *n.* 蛋白质 p. 82
*punctuation /ˌpʌŋktʃuˈeɪʃn/ *n.* 标点符号 p. 12

R

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real /ˈriːəl/ *adj.* 真的；正宗的 p. 3
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S

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sense of humour 幽默感 p. 19
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service /ˈsɜːvɪs/ *n.* 服务 p. 92
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/sə'veɪ/ *v.* 查看；审视 p. 99
*sympathy /'sɪmpəθi/ *n.* 同情 p. 97

T

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talent show 达人秀 p. 66
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U

under the name (of) ... 用……名字；以……假名 p. 118
universe /'juːnɪvɜːs/ *n.* 宇宙 p. 22
university /ˌjuːnɪ'vɜːsəti/ *n.*（综合性）大学 p. 19
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usual /'juːʒuəl/ *adj.* 通常的；寻常的 p. 83

V

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view /vjuː/ *v.* 看；观看 p. 65

W

what a pity 真可惜 p. 99
while /waɪl/ *n.* 一段时间；一会儿 p. 99
wife /waɪf/ *n.* 妻子 p. 118
without difficulty 轻而易举 p. 19
*wrestling /'reslɪŋ/ *n.* 摔跤运动 p. 6
writer /'raɪtə(r)/ *n.* 作家 p. 98

Y

yard /jɑːd/ *n.* 码（长度单位） p. 99

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Names of people

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Anthony /ˈæntəni/ 安东尼（男名） p. 38
Angela /ˈændʒələ/ 安杰拉（女名） p. 67
Archimedes /ˌɑːkɪˈmiːdiːz/ 阿基米德（古希腊哲学家、数学家、物理学家、科学家） p. 1
Brutus /ˈbruːtəs/ 布鲁图（罗马共和国的一名元老院议员） p. 12
Carol /ˈkærəl/ 卡罗尔（女名） p. 38
Charlie Chaplin /ˈtʃɑːli ˈtʃæplɪn/ 查理·卓别林（英国喜剧演员） p. 18
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Denise /dəˈniːz/ 丹尼斯（女名） p. 67
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愚人节 p. 27

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adverbial clause of concession
让步状语从句 p. 65

alternative question 选择疑问句 p. 8

complement 补足语；补语 p. 49

direct object 直接宾语 p. 55

empty subject 形式主语 p. 24

exclamation mark 感叹号 p. 9

full stop 句号 p. 8

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question mark 问号 p. 8

question tag 附加疑问成分 p. 1

relative clause 定语从句 p. 97

sentence element 句子成分 p. 49

tag question 反意疑问句 p. 8

Irregular verbs

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

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

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