



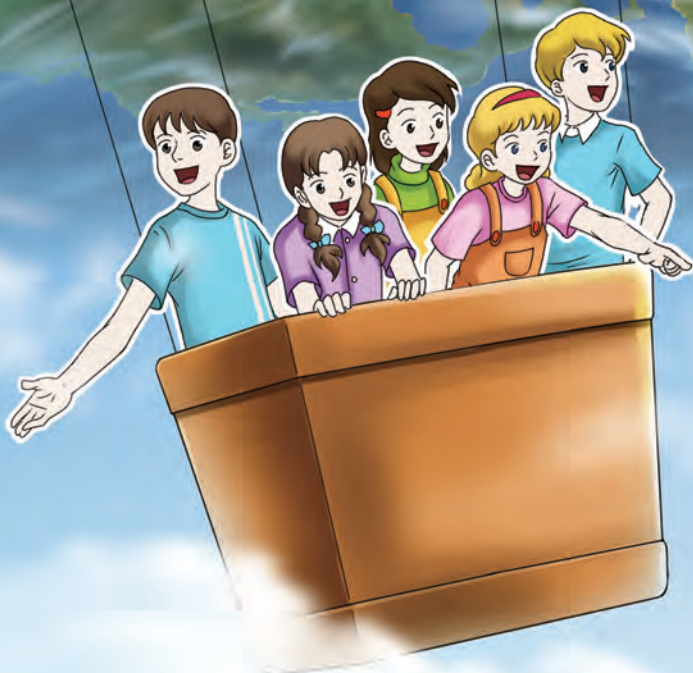
义务教育教科书

五·四学制

英语

ENGLISH

九年级 上册



教育科学出版社

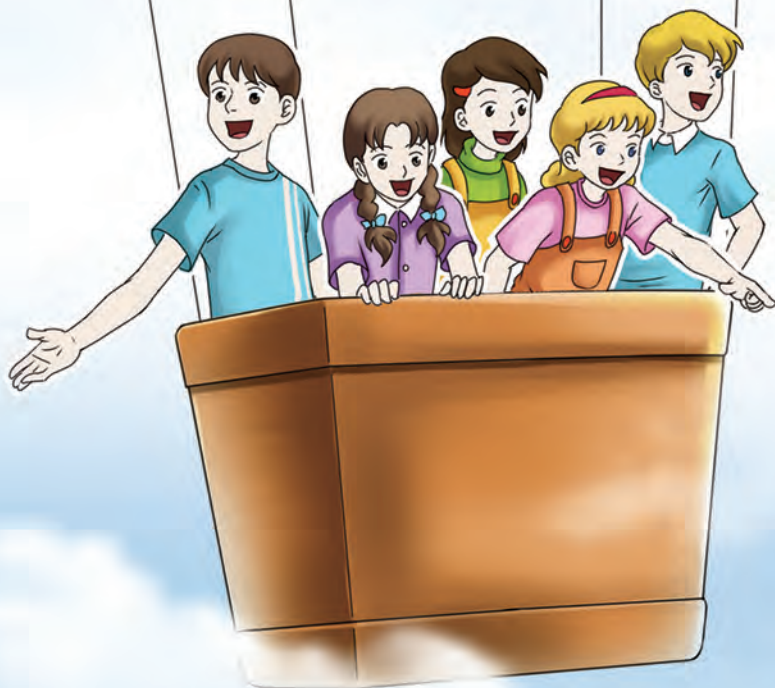
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· 北京 ·



# Preview Units



▲ UNIT 1  
The Wise Man's Advice



◀ UNIT 2  
The Frog Prince



◀ UNIT 3  
Election Promises



◀ UNIT 4  
Growing Good Corn



**UNIT 5 ▲**  
A Very Special Olympics



**UNIT 6 ▶**  
A United Effort



◀ **UNIT 7**  
The Rewards of Kindness



**UNIT 8 ▶**  
The International Red Cross



◀ **UNIT 9**  
Help Yourself by Helping Others



## 前 言

亲爱的同学们，愉快的暑假过后，我们即将踏上九年级的英语学习征程，你们准备得怎么样啦？

上学期我们从那些挑战自我、战胜困难的故事里，学习了主人公们坚强的意志和永不言败的精神；从一些日常见到的、发生在身边的小事中，体会到了世界的神奇与魅力，并引领大家共同畅想未来。本学期，我们将从遵守承诺、团结合作、奉献爱心这三个主题着手，学习并体会人生的许多重要价值：遵守承诺是一种美德；团结合作会产生巨大的力量；奉献爱心会让世界变得更美好。通过这些故事，让我们共同来提升精神境界，培养自己优良的品性，做品德高尚的人！

从本学期开始，大家除了将学习内涵丰富、语言地道的名篇佳作外，还要逐步地对前三个学年所学的语言知识进行系统性、拓展性和综合性的复习、巩固和应用，以体现毕业学年的学习特点。希望同学们能够围绕主题主动探究，积极参与讨论，充分表达自己的观点和意见；能经常与他人进行沟通，合作完成任务。在这里，我们衷心地祝大家本学期的英语学习更上一层楼！

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*Yesterday is history, tomorrow is a mystery,  
and today is a gift; that's why they call it the present.*

# Unit 1

## The Wise Man's Advice

### Listen & Speak

1. Let me introduce myself. I'm Wang Fang.
2. How do you know her?
3. Why don't we talk inside?

### Read & Think

#### Reading: The Wise Man's Advice

Introducing the topic of "truth" with an interesting story of a wise man who must change his ways to help a little boy.

### Read & Write

### Revise & Improve

Simple Present Tense

### Check Your Progress







## Speaking Task

### Warm-up

Recently, we have had many chances to meet foreigners. If you have a chance to talk with foreigners, what would you say first?

### Read and answer the questions. Then role-play.

#### 1. Xiaohong and Xiaohai see Jennifer passing by.

Xiaohong: Jennifer! I'm glad to see you here.  
Let me introduce you to my classmate, Xiaohai.  
Xiaohai, this is my friend, Jennifer.

Xiaohai: Hi, Jennifer. It's nice to meet you.

Jennifer: It's nice to meet you, too.

Xiaohai: How long have you been in China?

Jennifer: Only about six months, so I still have a lot to learn.

Xiaohai: Well, I hope that you enjoy your stay here.

- Who met Jennifer first today?
- When did Jennifer come to China?

#### 2. Xiaohai asks how Jennifer and Xiaohong know each other.

Xiaohai: How did you and Xiaohong meet, Jennifer?

Jennifer: Actually, we were friends before I came to China.

Xiaohai: Really? How did that happen?

Jennifer: We first met through the Internet, and since we had a lot in common, we started to e-mail each other.

### On your own

- Have you written e-mails in English?
- How did you meet him (her)?

#### 3. Xiaohong suggests that they go to the cafeteria.

Xiaohong: I have an idea.  
Why don't we go to the cafeteria and have some tea?

Jennifer: That sounds great.

Xiaohai: Sorry, but I'm afraid I have to go.  
I'm meeting a friend at 2:00.

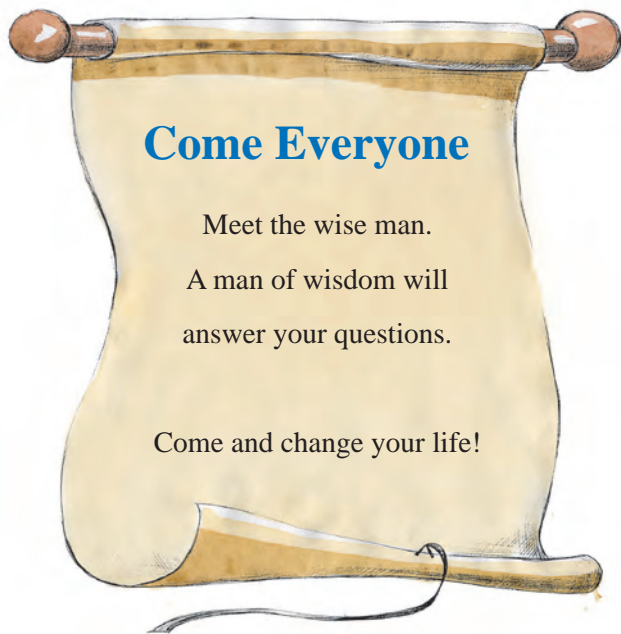
Jennifer: That's too bad.  
Well, it was nice to meet you.

Xiaohai: Nice to meet you, too, Jennifer.  
You two have a good time.

- Where does Xiaohong suggest that they go?
- Why won't Xiaohai be able to join them?



## What's It About?



1. What is the purpose of this announcement?

- a. To advertise trips for tourists.
- b. To invite people to meet with the wise man.
- c. To ask people for advice.
- d. To sell advice.

2. Read and write the words in the correct column.

afraid ✓

gentle ✓

kind

fair

worried

confused



The Wise Man	People Who Ask for Advice
gentle	afraid
_____	_____
_____	_____
_____	_____



## Reading

# The Wise Man's Advice

Long ago and far away, there lived a wise man who was very kind and fair. People came from far away to hear his advice. A mother heard about the wise man and wanted

to meet him. The mother was worried because her son ate too many sweets, so she decided to take him to the wise man.

They walked for three days until finally they reached the wise man's home. There was a long line in front of his house, and they had to wait in line for three days. At last, after the long walk and the long wait, it was their turn to see the wise man.

They entered his home and the wise man gently asked the mother why she had come. "My son eats too many sweets," she said. "Please tell him not to." The wise man nodded his head kindly. "Please come back in two weeks," he said. The mother was confused, but they left and walked home for three days.

The next week, the mother and her son walked all the way back to the wise man's house again. When they finally saw the wise man, he smiled his kind smile. "So you want me to tell your son not to eat sweets?" "Yes," replied the woman. "Boy," he said, "do you promise not to eat so many sweets?" "I promise," said the boy. The mother thanked the wise man and began to leave. But she was still confused. "Why didn't you tell my son to stop eating so many sweets two weeks ago?" she asked.

The wise man smiled gently. "Because," he replied, "two weeks ago, I was also eating too many sweets."

**What is this story mostly about?**

- a. Learning to be a wise man.   b. Giving bad advice.  
c. Following your own advice.   d. Eating healthy food.





## Reading Comprehension

### A Analyzing the Ideas

Read the questions and circle the correct answers.

1. Which words best describe the character of the wise man?

- a. Fair, confused, and kind.
- b. Fair, honest, and kind.
- c. Honest, kind, and foolish.
- d. Kind, worried, and angry.

2. What is the writer's intention in this story?

- a. To show that wise people do what they tell others to do.
- b. To recommend a place to get good advice.
- c. To explain how you can become a wise man.
- d. To compare the habits of a wise man and a little boy.



### B Cause and Effect

Read the passages from the story. Choose the best effects.

#### Cause

- 1. Long ago and far away, there lived a wise man who was very kind and fair.
- 2. A mother heard about the wise man and wanted to bring her son to meet him.
- 3. The mother was worried because her son ate too many sweets.

#### Effect

- a. People didn't like him.
- b. He took control of the country.
- c. People wanted his advice.
- d. He refused to see people.
- a. The boy would never see the wise man.
- b. They would eat sweets together.
- c. The boy would not listen to him.
- d. The boy would obey the wise man.
- a. The mother punished the boy.
- b. The boy never ate sweets again.
- c. She brought the boy to the wise man.
- d. The boy ran away.

## A Guided Writing

1. A student has written her opinion of the story. Help her complete it by writing the correct connector from the WORD BOX in each blank.

### WORD BOX

and then      before      however      if      until

### The Wise Man's Advice

I think this story teaches an important lesson. We should never give advice if we do not follow that advice ourselves. In the story, the mother wanted the wise man to tell her son not to eat sweets. (1) \_\_\_\_\_, the wise man would not give the boy advice. At that time, the wise man was eating too many sweets, too. He stopped eating sweets (2) \_\_\_\_\_ he told the boy to stop eating them. No one would respect him (3) \_\_\_\_\_ he told people to do things that he did not do himself. He waited (4) \_\_\_\_\_ the time was right. I wish more people would act with this kind of honesty. I don't like it when people give me advice (5) \_\_\_\_\_ they don't follow their own advice. It makes me lose respect for them.

2. Fill in the blank with the best word.

The student thinks the wise man is \_\_\_\_\_.

- a. foolish      b. kind      c. honest      d. strange

## B Exchanging Your Ideas

Write down your answers and talk about them.

I think ...

I feel ...

I'm against ...

It depends ...

1. Why did the boy obey the wise man, but not obey his mother?
2. The wise man could have told the boy not to eat sweets the first time the mother and the boy went there. Why didn't he do that?

In my opinion ...

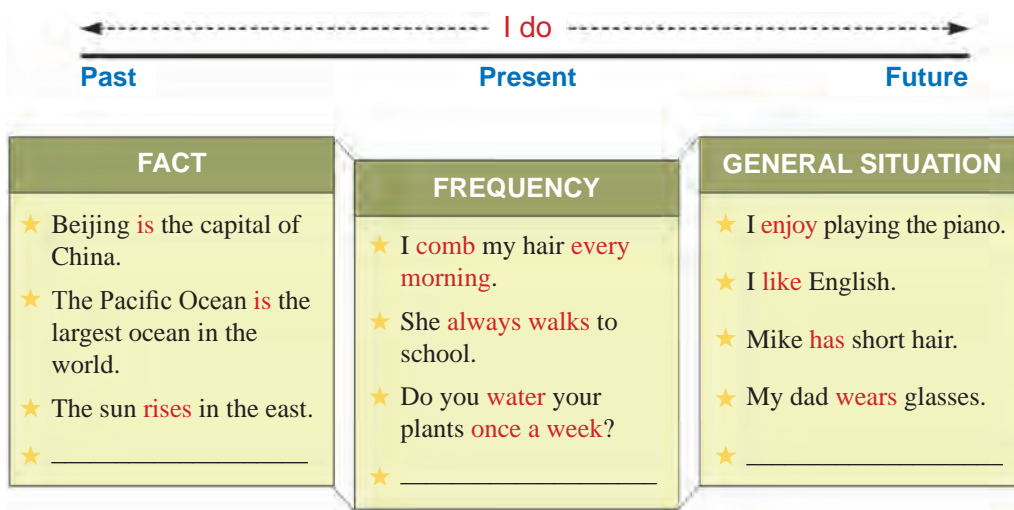
I believe ...

I don't think ...

Because ...

## Simple Present Tense

### A Use & Form



I / We / You / They	do	have	speak	enjoy	study
He / She / It	does	has	speaks	enjoys	studies

### B Spelling

Some verbs change their spelling when **-s** is added for the third person singular.

Most verbs (+s)	Verbs ending in a consonant + y (y → i + -es)	Verbs ending in a vowel + y (+s)	Verbs ending in ch, s, sh, x, or z (+ -es)
eat      eats <b>s</b>	study    studi <b>es</b>	say      says <b>s</b>	pass     pass <b>es</b>
cook     cook <b>s</b>	fly      fly <b>es</b>	enjoy    enjoy <b>s</b>	push     push <b>es</b>
read    read <b>s</b>	carry    carri <b>es</b>	buy      buy <b>s</b>	watch    watch <b>es</b>
dance   dances <b>s</b>	try      try <b>es</b>		fix       fix <b>es</b>
			buzz      buzz <b>es</b>





## C Practice It

1. Complete the WORD BANK table.

2. Check your answers with your partner.

3. Work as a class.

Clap your hands and chant the words.

*get — gets; comb —*

4. Fill in each blank.

### Things Mr. Brown does and doesn't do on Saturdays

On Saturdays Mr. Brown doesn't wake up at 6:00 a.m. He (1) \_\_\_\_\_ up at 8:00 a.m. He doesn't get up at 6:15 a.m. He (2) \_\_\_\_\_ up at 9:00 a.m. He doesn't take a shower. He (3) \_\_\_\_\_ a bath. After his bath he doesn't have a cup of coffee. He has a shave and (4) \_\_\_\_\_ his teeth. He doesn't eat breakfast at 7:00 a.m. He (5) \_\_\_\_\_ breakfast at 10:00 a.m. After breakfast he doesn't read the newspaper. He (6) \_\_\_\_\_ for a run. After his run he doesn't go to work. He usually visits his friends.

5. Now in your notebook, write your story about the things you do and don't do on Sunday mornings.

I / You / We	He / She
They	It
get	gets
comb	
enjoy	
study	
like	
wake	
speak	
take	
talk	
hold	
agree	
look	
brush	
	guesses
	pushes
catch	
keep	
eat	
	starts
begin	
promise	
allow	
repeat	
arrive	
	cries
have	
	goes

## Check Your Progress

Fill in the blanks with the words from the box.

1. joke hard avoid change exercise comfortable along

Laughter is a basic human response. But this human response is not always related to a (1)\_\_\_\_\_ or a funny situation. A person can laugh to show others he or she is (2)\_\_\_\_\_ in a group. Laughter also makes other people relax. People can also use laughter to (3)\_\_\_\_\_ or stop a fight. When two people are going to fight, a third person can laugh to (4)\_\_\_\_\_ the mood of the situation.

Other than helping people get (5)\_\_\_\_\_ together, laughter is also healthy. Laughing makes muscles relax. When a person laughs, the muscles in his or her face get (6)\_\_\_\_\_. Then after laughing these muscles all relax. In fact, after laughing really (7)\_\_\_\_\_, a person may be so relaxed that they feel weak!

2. useful benefits another thoughts proud movements guilty

Have you ever said one thing but felt (1)\_\_\_\_\_? Some people are good at hiding their true feelings, but most people are not. They show their real (2)\_\_\_\_\_ and emotions through body language. The knowledge of how people use body language can be (3)\_\_\_\_\_. A person who walks with his or her chin high is confident or (4)\_\_\_\_\_. Someone who smiles with tight lips is not really smiling. Is it difficult to make eye contact with the person you're talking to? Then the person is unsure of himself or herself, feels (5)\_\_\_\_\_ about something, or is lying to you. Of course, this is not an exact science. But there are (6)\_\_\_\_\_ from knowing about how people communicate through expressions and (7)\_\_\_\_\_.

# Unit 2

## The Frog Prince

### Listen & Speak

1. Would you do me a favor?
2. I'm supposed to sign up for the speech contest.
3. I really appreciate it.

### Read & Think

#### Reading: The Frog Prince

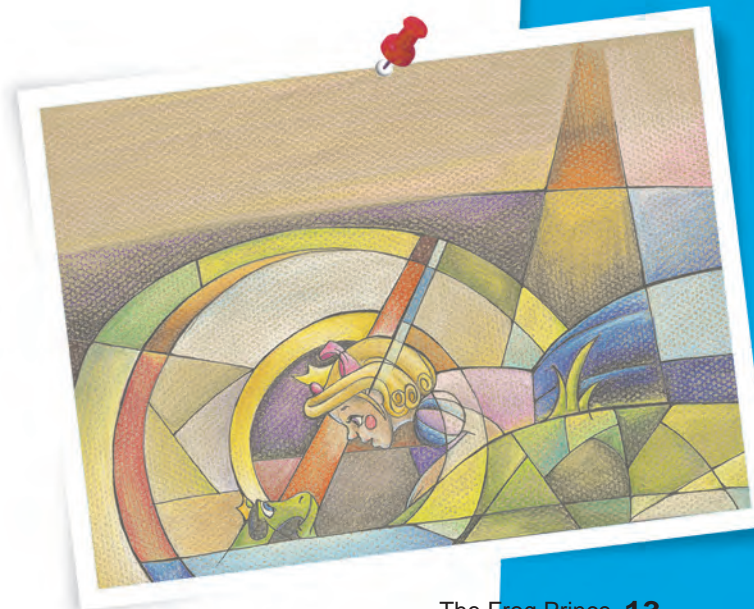
Continuing the topic of “truth” with a fable about a princess who makes a promise she doesn’t want to keep.

### Read & Write

### Revise & Improve

Present Continuous Tense

### Check Your Progress





## Key Functions

1. Would you do me a favor?
2. I'm supposed to sign up for the speech contest.
3. I really appreciate it.

## Listening Task

**A** Look at the picture and guess the situation. Listen carefully.

**B** Listen again and choose the correct answers.

1. Where is Jane going?

- a. To the hospital.
- b. To the library.

2. What does Jane ask Jim to do?

- a. To meet her at five.
- b. To give her a ride on his bike.



**C** Listen carefully and fill in each blank.

A: Helen, I have a **1.** \_\_\_\_\_ to ask you.

B: What is it?

A: Actually, I'm **2.** \_\_\_\_\_ to sign up for the speech contest this Saturday.

Can you come over and **3.** \_\_\_\_\_ my pronunciation?

B: Sure. How about **4.** \_\_\_\_\_?

A: Good! Tomorrow I'm free. I really **5.** \_\_\_\_\_ it.

**D** Practice the dialog with your partner.

## Speaking Task

### Warm-up

We now live in a global village. Today many Chinese travel to foreign countries, and many foreigners come to China, so there are many chances to help each other.

How would you ask a foreigner for help?

### Read and answer the questions. Then role-play.

#### 1. Xiaohong asks Jennifer to help her study for an English test.

Xiaohong: Jennifer, will you do me a favor?

Jennifer: Sure, what is it?

Xiaohong: I have a really difficult test tomorrow.

Could you help me study?

Jennifer: I'd be glad to help.

Shall we go to the lab and study there?

Xiaohong: That would be great.

I really appreciate your help.

- Why does Xiaohong ask a favor of Jennifer?

- Where will they study?

#### 2. Jennifer and Xiaohong study together for an hour, and then they decide to take a break.

Jennifer: Let's take a five-minute break, and then continue.

Xiaohong: Sounds good.

I never thought that English would be so difficult.

Jennifer: Well, it may seem difficult, but don't give up.

Think of all the things you can do.

Xiaohong: Like what?

Jennifer: Well, you can communicate with me, make friends from abroad, use the Internet...

- How long is their break?

- What benefits does Jennifer say we obtain through learning English?

#### 3. Jennifer and Xiaohong talk some more before starting to study again.

Xiaohong: Do you also find Chinese difficult to study?

Jennifer: Of course. In fact, I'm supposed to do some homework this weekend, and I may need your help.

Xiaohong: I can repay the favor, then.

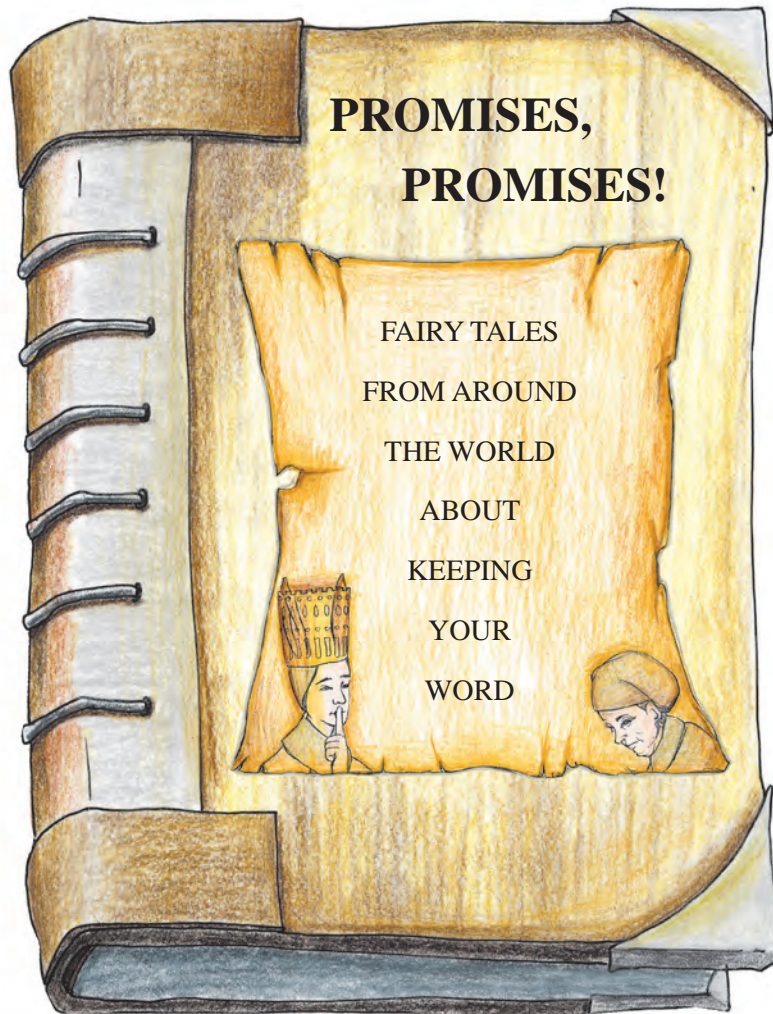
Jennifer: Great! Let's get back to studying.

I have to leave in about an hour.

- What does Jennifer ask Xiaohong for?

- How much longer will they study?

What's It About?



Read the questions and answer them.

1. What is the theme of the book?
  - a. Different languages.
  - b. Traveling to other countries.
  - c. Doing what you say.
  - d. Being dishonest.
2. When was the last time you made a promise?
3. What was the promise?
4. Did you keep the promise?



## Reading



A princess was playing with her golden ball beside a lake. The ball fell into the water and the princess began to cry. At that moment, a frog appeared and said, “I will find your ball if you promise to be my friend.” The princess thought, “I don’t have to keep this promise. I will never see the frog again.” So she agreed and the frog found her ball. The mean princess skipped home without thanking the frog.

That night, there was a knock on the door and the frog’s voice called out:

“You promised to be my friend, please let me in.”

“What promise have you made?” the king asked.

“I promised to be his friend, but I won’t keep my word!” the princess answered.

The king said, “If you make a promise, you must keep it.”

So, she let the frog in. They ate together and he slept on a sofa in her room. He was friendly and kind to her, but she was rude. The next morning, the frog hopped away. She hoped he would never come back.

That night, at dinner time, the princess heard a knock on the door. It was the frog again. This time she didn’t hate it so much. After dinner, they played with her ball before they went to sleep in her room. The next morning, the frog hopped away again.



The frog came again at dinner time. This time the princess played happily with the frog. She felt glad that she had kept her promise.

The next morning instead of a sleeping frog on the sofa, there was a handsome young prince! They became best friends and promised to get married. That was a promise the princess was happy to keep.

**What is this story mostly about?**

- a. Getting married.
- b. Keeping promises.
- c. Finding lost things.
- d. Lying to friends.

## Reading Comprehension

### A Analyzing the Ideas

Read the questions and circle the correct answers.

- 1. In what way did the princess change?**
  - a. She began to look more like the frog.
  - b. She learned that sharing was important in life.
  - c. She learned the value of keeping promises.
  - d. She became more independent from her father.
- 2. What is the writer's intention in this story?**
  - a. To compare two objects.
  - b. To teach a lesson.
  - c. To ask for advice.
  - d. To explain how to make something.



### B Order of Events

Put the events in order according to the reading.

1. A princess was playing with her golden ball beside a lake. The ball fell into the water and the princess began to cry.
2. At dinner time, the princess felt glad that she had kept her promise after they played together a couple of times.
3. A frog appeared and said, "I will find your ball if you promise to be my friend." The princess agreed and the frog found her ball.
4. The frog turned into a handsome young prince! They became best friends and promised to get married.
5. That night, the frog knocked on the door. The princess explained the promise to her father. Then, she had to let the frog come in.



## A Guided Writing

1. A student has written her opinion of the story, but one sentence is missing. Read the sentence. Put a check in the box where the sentence belongs.

At first she was angry, but she grew fond of the frog.

### The Frog Prince

Have you ever made a promise that you didn't want to keep? (1)  That's what happened to the princess in this story. She promised to be friends with a frog. Her father, the king, made her keep her promise. (2)  In the end, she was glad she kept her promise. She also got rewarded for keeping her promise because the frog turned into a prince! I think the story teaches us a good lesson. (3)  In the end we will usually feel good about ourselves if we keep our promises. But we should not expect a great reward like the one the princess got. (4)  Feeling good about yourself is its own reward.

2. Fill in the blank with the best word.

This student thinks the lesson from this story is \_\_\_\_\_.

- a. funny                      b. boring                      c. valuable                      d. awful

## B Exchanging Your Ideas

Write down your answers and talk about them.

I think ...

I feel ...

I'm against ...

It depends ...

1. Why do you think the frog became a prince?
2. For what reasons did the princess start to like the frog?
3. Do you think the king was a good father?

In my opinion ...

I believe ...

I don't think ...

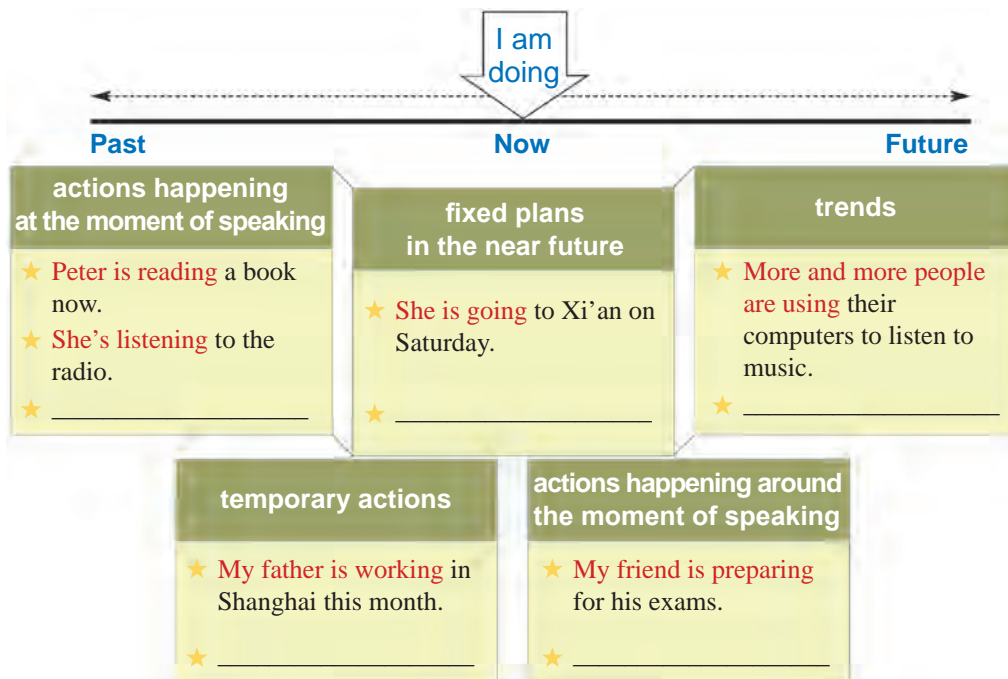
Because ...



## Present Continuous Tense

### A Use & Form

am / is / are + verb + **-ing** (something is happening NOW)



### B Spelling

Some verbs change their spelling when **-ing** is added for the Present Continuous Tense.

Verbs ending in <b>e</b> , drop the <b>e</b> and add <b>-ing</b> .	Verbs of one syllable ending in a vowel + consonant, double the consonant and add <b>-ing</b> .	Verbs ending in <b>ie</b> , change <b>ie</b> to <b>y</b> and add <b>-ing</b> .	Verbs ending in <b>c</b> , change <b>c</b> to <b>ck</b> and add <b>-ing</b> .
write     writing	run        running	lie        lying	picnic    picnicking
smile     smiling	swim     swimming	die        dying	
bake      baking	sit        sitting		
make     making			

**BUT** for double **e**, add **-ing**. see **seeing**



## Practice It

1. Complete the WORD BANK table.

2. Check your answers with your partner.

3. Work as a class.

Clap your hands and chant the words.

*sit — sitting stop — stopping*

4. Work alone.

Answer the questions using the WORD BANK verbs.

(1) Is John there? Yes, but he's cooking now.

(2) Is Andy there? Yes, but .

(3) Is your mother there? Yes, but .

(4) Is Susan there? Yes, but .

(5) Is Mike there? Yes, but .

5. Work in pairs.

Practice the dialog using the information in 4.

A: Hello.

B: Hi, this is (your name). Is \_\_\_\_\_ there?

A: Yes, but \_\_\_\_\_.

May I take a message?

B: No, thanks. I'll call back later.

6. Work alone.

Complete the postcard.

### A POSTCARD

Dear friend,

We're in Shanghai. We're (1)\_\_\_\_\_ (stay) in a very nice hotel. It's great! The sun is (2)\_\_\_\_\_ (shine) and it's very hot, so I am (3)\_\_\_\_\_ (wear) a big hat. Peter is (4)\_\_\_\_\_ (read) a book and I am (5)\_\_\_\_\_ (write) a postcard. We are (6)\_\_\_\_\_ (have) a great time.

With love,  
Jennifer

## WORD BANK



sit	sitting
stop	stopping
shut	
begin	beginning
run	
get	getting
cut	
hit	
put	
wave	waving
smile	
shake	shaking
live	
have	
hide	hiding
take	taking
drive	
write	
choose	
shine	
leave	leaving
cook	cooking
study	studying
bring	

# Check Your Progress

## Write a reply.

Suppose that you are Zhang Ming, who is 15 and interested in making friends with foreigners, and write a reply to Rosy.

Rosy

October 8, 2012

Name: Rosy

E-mail: rosy2008@aol.net

Gender: Female

Age: 15

Country: U.S.A.

Hobby: I like to play sports, listen to music, dance, and have fun.

I am interested in becoming good friends with students in foreign countries.

Comments: I am an active girl with brown hair and dark brown eyes.

I look young for my age. So if you see me, you may think I'm 12.

If you want to send me a letter, go ahead! I love getting mail!

Can you also send me a photo of yourself?

Zhang Ming

October 14, 2012

Name:

E-mail: ZhangMing2012@168.com

Gender: Female

Age:

Country: China

Hobby: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Unit 3

## Election Promises

### Listen & Speak

Theme Dialog: Immigration Entry

### Read & Think

#### Reading: Election Promises

Concluding the topic of “truth” with a story of a confident student who promises too much in order to win an election.

### Read & Write

### Revise & Improve

Revising Imperatives

### Check Your Progress





## Theme Dialog: Immigration Entry

1. Look at the picture and say what it is.
2. What do people use this for?
3. When you arrive at another country's airport, what is the first thing you have to do?



### Listening Task

#### A Listen carefully and repeat.

A: Passport, please.

B: Here you are.

A: Are you Chinese?

B: Yes, I am.

A: Where in China are you from?

B: I'm from Beijing.

A: What is the purpose of your visit?

B: I'm visiting my sister in Los Angeles.

A: Where are you going to stay in Los Angeles?

B: I'll stay at my sister's house.

A: How long do you plan to stay?

B: Two weeks.

A: That's good. Welcome to the United States. Here's your passport.

*What's the nationality of the tourist?  
What's the purpose of her visit?  
Where is she going to stay?  
How long is she going to stay?*

#### B Complete the table with different information and practice the new dialog with your partner.

Nationality	City	Purpose	Length of stay
Chinese	Beijing	visiting my sister	two weeks

## Speaking Task

**A** Exchange the underlined expressions with the new ones below. Practice the dialog with your partner.

A: What is the purpose of your visit?

B: I'm visiting my sister in Los Angeles.

A: Where are you going to stay in Los Angeles?

B: I'll stay at my sister's house.

- *What is the reason for your visit?*
- *Why are you visiting the United States?*
- *What will your address be in Los Angeles?*
- *Where will you stay in Los Angeles?*

**B** Imagine you are American and you have just arrived in China. Practice the dialog with your partner. Change the dialog using the expressions or words below.

A: Passport, please.

B: Here you are.

A: Are you American?

B: Yes, I am.

A: What is the purpose of your visit to China?

B: I've been accepted to Peking University.

A: What are you going to study?

B: Chinese literature.

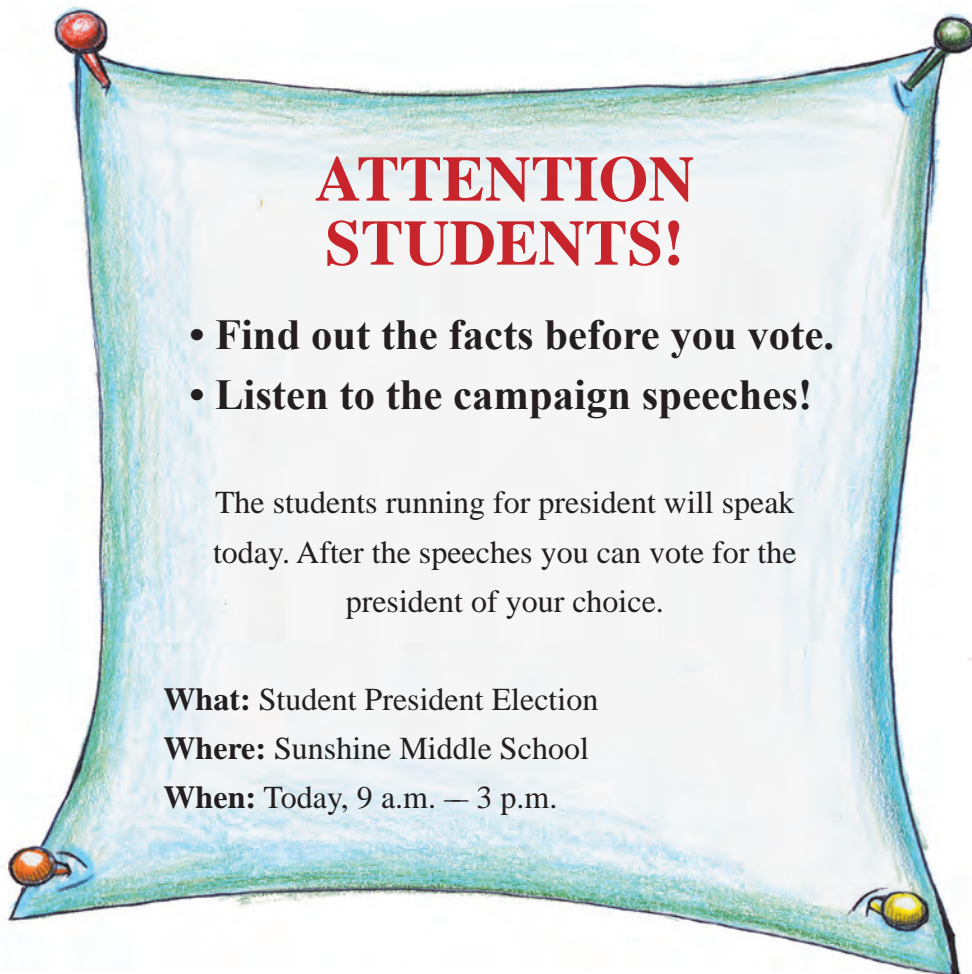
A: How long will the course last?

B: One year, but I'd like to travel around China after the course finishes.

A: Here's your passport. Welcome to China and enjoy your stay.

- *Why are you visiting China?*
- *What is the reason for your visit?*
- *How long will you study here?*
- *How long is your stay?*
- *Nankai University — Chinese language*
- *Xi'an Jiaotong University — Chinese culture*
- *Fudan University — Chinese history*
- *Tsinghua University — Chinese art*

What's It About?



Read the questions and circle the best answers.

1. Where would you find this announcement?

- a. At a supermarket.
- b. In a school.
- c. On a bus.
- d. In a city newspaper.

2. What is NOT true about this event?

- a. Students will listen to speeches.
- b. Some students will give speeches.
- c. The election is tomorrow.
- d. Students will cast a vote.

## Reading

It was Election Day at Sunshine Middle School. Erica was running for student president. “If you elect me president,” she shouted, “there’ll be no more homework! And no more school uniforms!” All the students cheered loudly. Erica was confident. She’d spent a lot of time finding out what the students disliked.

Now it was Michael’s turn. “I cannot change everything students don’t like about the school,” he began seriously, “but I promise to work hard for you.”

# Election Promises



“Boring!” Erica thought. She knew she was going to win the election. When Michael finished, the audience clapped. After the students voted, all the votes were counted. At the end of the day, the principal announced, “The new president is Michael!”

Erica was really surprised. She could not understand why the students voted for him instead of her. She’d made promises about all the important issues. Her best friend, Jenny, came running up to her. “Erica, I’m so sorry,” she said.

“I just can’t believe it,” Erica began. “They must have counted the votes wrong. I’ll ask them to count them again!” Jenny shook her head. “I’m sorry, Erica, but there was no mistake. I didn’t want to tell you, but all the students I know voted for Michael.”

“I don’t understand,” said Erica. “The kids were cheering at my speech. I told them everything they wanted to hear.” “That’s just it,” said Jenny. “You made popular promises, but everybody knew that you wouldn’t be able to keep those promises. They thought you’d say anything to get elected.”

Erica knew one thing for sure: next time she wouldn’t make promises she couldn’t keep.

**What is Erica upset about?**

- a. Losing the election.
- b. Losing her best friend.
- c. Getting caught lying.
- d. Problems in school.



## Reading Comprehension

### A Analyzing the Ideas

Read the questions and circle the correct answers.

1. What is another good title for the story?

- a. A Great Victory
- b. Winning Votes
- c. A Surprising Loss
- d. A Successful Speech

2. In what way is this story like “The Frog Prince”?

- a. Both stories happened in real life.
- b. Both stories are about things that could never really happen.
- c. Both stories teach us to take our own advice.
- d. Both stories teach us that keeping promises is more important than making them.



### B Characters

Check the boxes under the correct persons.

Erica

Michael

- |    |                          |                          |   |
|----|--------------------------|--------------------------|---|
| 1. | <input type="checkbox"/> | <input type="checkbox"/> | ... began seriously, “I cannot change everything students don’t like about the school.” |
| 2. | <input type="checkbox"/> | <input type="checkbox"/> | ... shouted, “There’ll be no more homework and school uniforms!”                        |
| 3. | <input type="checkbox"/> | <input type="checkbox"/> | ... knew she was going to win the election.   |
| 4. | <input type="checkbox"/> | <input type="checkbox"/> | ... promised to work hard for students.   |
| 5. | <input type="checkbox"/> | <input type="checkbox"/> | ... wouldn’t make promises she couldn’t keep next time.                                 |

## A Guided Writing

1. A student has written his opinion of the story, but there are **two** sentences that do not belong. Find the sentences that don't belong, and put a line through them.

### Election Promises

I could tell from the beginning of the story that Erica was not going to win the election. I was glad she didn't win because I didn't like her attitude. My school has elections for student president, too. First of all, her promises seemed pie in the sky. She was just a student — how could she change the things she promised? There are things that I would like to change at my school, though. Next, I didn't like the way she acted toward Michael. She thought his speech was boring. Finally, she didn't accept the result. She wanted the votes counted again! I think she was too confident. She should have paid more attention to what the students were really thinking.

2. Fill in the blank with the best word.

This student thinks that Erica will not be able to \_\_\_\_\_ her promises.

- a. say                      b. make                      c. keep                      d. give

## B Exchanging Your Ideas

Write down your answers and talk about them.

I think ...

I feel ...

I'm against ...

It depends ...

1. What kind of promises do you think Michael made?
2. Why couldn't Erica be president?
3. Jenny is not a good friend. She should have told Erica before that nobody would vote for her. What is your opinion about this?

In my opinion ...

I believe ...

I don't think ...

Because ...

## Revising Imperatives

### A When to Use It

Imperatives	are used to give ...	Your own
Command:	Be quiet!	
Order:	Close the window!	
Instruction:	Warm up before you start running.	
Advice / Reminder:	Don't forget to buy your mother's birthday present today.	
Warning:	Watch out for snakes.	
Appeal:	Don't leave.	
Wish:	Have a nice weekend!	
Offer:	Have some tea.	
Suggestion:	See the doctor — it's the best thing.	
Request:	Open the window, please.	
Direction:	Go straight and turn right after the second traffic light.	
Prohibition:	Don't smoke.	
Invitation:	Come in.	

#### Question Tags

After positive imperatives, the normal question tags are *will you?*, *won't you?*, *would you?*, *can you?*, and *could you?*. After negative imperatives, *will you?* is used.

- ★ Give me a hand, *will you?*
- ★ Sit down, *won't you?*
- ★ Get me something to drink, *can you?*
- ★ Be quiet, *can't you?*
- ★ Don't tell anybody, *will you?*

#### Form

There are positive and negative imperatives.

#### Positive

(base verb)

Move.

Run.

Laugh.

#### Negative

(*don't* + base verb)

Don't move.

Don't run.

Don't laugh.

#### Word Order

*Always* and *never* come before imperatives.

- ★ *Always* remember what I told you.
- ★ *Never* speak to me like that again.

## B Practice It

### 1. Read and match.

- |                      |   |                               |
|----------------------|---|-------------------------------|
| (1) Come             | • | • That's the dog's chair!     |
| (2) Take off         | • | • the television if you like. |
| (3) Have             | • | • a seat.                     |
| (4) Make             | • | • your coat.                  |
| (5) Turn on          | • | • to a cola in the fridge.    |
| (6) Help yourself    | • | • yourself at home.           |
| (7) Don't sit there! | • | • in.                         |

### 2. Work as a class.

Draw boxes like the following in your notebook and write the expressions in the proper boxes.

#### TO BECOME A STAR

- Show some emotions!

#### TO TELL THE KIDS WHAT TO DO

- Make your bed!

- |                         |                            |
|-------------------------|----------------------------|
| – Take singing lessons! | – Make your bed! ✓         |
| – Smile at the camera!  | – Clean your room!         |
| – Show some emotions! ✓ | – Don't write on the wall! |

Can you think of any other expressions for each?

### 3. Read the information and draw a map.

- You are in the middle of the piece of paper.
- Straight ahead is the church.
- The airport is to the right of the church.
- The train station is to your left.
- Straight ahead of the train station is the school.
- Between the school and the church is the hospital.

## WORD BANK



Turn on.

Turn off.

Turn around.

Turn left.

Turn right.

Help!

Do it.

Don't do it.

Go.

Go home.

Do not leave.

Shut the door.

Close the window.

Go out.

Speak to me.

Speak to me later.

Speak to Jane.

Relax, everybody.

Enjoy yourselves.



## Check Your Progress

**Write the correct answer to each question.**

Imagine a flat area of land near a river. It is covered with beautiful tall grass. You can hear many different birds singing. And you can see frogs hopping and crickets jumping. The ground is wet, with large pools of water.

Welcome to the wetlands. Wetlands are near large bodies of water like rivers and oceans. The land is partly covered with water. Wetlands are very important ecosystems. Some endangered animals live in wetlands. Many fish and birds come to wetlands to lay eggs. Wetlands also prevent floods. When the water in a river gets high, wetlands can keep the extra water. When the water level of the river goes down, the wetlands slowly release the extra water. Wetlands also clean water. Both the dirt and the plants in wetlands absorb harmful things.

Unfortunately, wetlands are easily destroyed and they are disappearing quickly. Some people use wetlands as a place to throw trash. Of course, this affects the whole ecosystem. Other people destroy wetlands because they want to use the land. They fill some wetlands with dirt to make the land higher and drier. Many governments in the world are trying to save the wetlands, but some people think they are not doing enough.

**1.** Why are wetlands important?

---

**2.** How do wetlands clean wastewater?

---

**3.** How do people destroy the wetlands?

---

# Unit 4

## Growing Good Corn

### Listen & Speak

1. I'd love to, but I have to attend a tai chi class.
2. Please say hello to Amy.
3. I look forward to seeing you again.

### Read & Think

#### Reading: Growing Good Corn

Introducing the topic of “teamwork” with a surprising story of the secret of a farmer’s prize-winning corn.

### Read & Write

### Revise & Improve

Simple Past Tense I (Regular Verbs)

### Check Your Progress



## Key Functions

1. I'd love to, but I have to attend a tai chi class.
2. Please say hello to Amy.
3. I look forward to seeing you again.

## Listening Task

**A** Look at the picture and guess the situation. Listen carefully.

**B** Listen again and choose the correct answers.

1. Why can't Susan go with Xiaohai?
  - a. Because she has to visit her parents.
  - b. Because she has a tai chi class.
2. What does Xiaohai look forward to?
  - a. Taking tai chi classes with Susan.
  - b. Talking about Susan's experiences in China.



**C** Listen carefully and fill in each blank.

A: Come on in. **1.** \_\_\_\_\_ to my house.

B: Thank you for inviting me.

A: Please have a **2.** \_\_\_\_\_ and make **3.** \_\_\_\_\_ at home.

B: Thanks. Mrs. Brown said to say **4.** \_\_\_\_\_ to you.

A: Oh, really? How is she **5.** \_\_\_\_\_?

B: She said things couldn't be **6.** \_\_\_\_\_.

A: I'm glad to hear that. I hope **7.** \_\_\_\_\_ **8.** \_\_\_\_\_ her soon.

**D** Practice the dialog with your partner.

## Speaking Task

### Warm-up

Let's suppose a foreigner comes to your house for dinner. How would you greet him or her? After that, what would you say? It can be very uncomfortable visiting a family of a different culture. So it is important to make your guest feel at home.

### Read and answer the questions. Then role-play.

#### 1. Xiaohong invites Jennifer to her house for dinner.

Xiaohong: Welcome, Jennifer. How are you feeling?

Xiaohong's Mother: Hello, Jennifer. We've heard so much about you.

Jennifer: It's nice to meet you, Mrs. Wang. I've been looking forward to meeting you.

Xiaohong's Father: Come in and have a seat.

- *Has Jennifer met Xiaohong's family before?*

#### On your own

- *What expressions do you use when you meet someone?*

#### 2. After a while they sit down to eat dinner.

Xiaohong's Father: Do you like Chinese food, Jennifer?

Jennifer: Yes, I love it. The food here is delicious.

Xiaohong: Is this your first time eating at a Chinese home?

Jennifer: Yes, it is. So it's a new experience for me.

Xiaohong's Mother: This Saturday we'll visit my mother's house. Would you care to join us?

Jennifer: Oh, I'd love to, but I've already made plans for that day.

- *What are they eating, Chinese food or American food?*

#### 3. After dinner, everyone talks over a cup of green tea.

Jennifer: Thank you for the delicious meal.

Xiaohong's Mother: What do you miss most while you're here?

Jennifer: I miss my family the most, of course. So I'll go home and spend a few weeks there.

Xiaohong's Father: You must be looking forward to that. Please give my regards to your parents.

Jennifer: Yes, I will.

#### On your own

- *Let's suppose you're in the United States. What would you miss most?*



What's It About?



Read the questions and circle the best answers.

1. What is the purpose of this letter?

- a. To ask for help to plan the fair.
- b. To invite farmers to enter a contest.
- c. To find new names for the contests.
- d. To encourage people to attend the fair.

2. What do the planners want the farmers to do?

- a. Take pictures of farm animals.
- b. Fill out a form.
- c. Write a letter.
- d. Make blue ribbons.

## Reading

# Growing Good Corn

writing a story about his prize-winning corn. “Tell me about the corn seeds,” I said. “Did you develop them yourself?” Mr. Duffy smiled warmly. “My father started the farm, and I took over after he passed away.” “What makes your corn different from that corn over there?” I asked, pointing to his neighbor’s field.

“Nothing at all,” he said. “I give my neighbors my special corn seeds. We all grow the same corn.”

“But how can you win the competition every year if you share your special seeds?” I asked.

“Without sharing my seeds, I can’t win,” he said. “You see, corn releases pollen into the air. The pollen blows around into different fields and lands on other plants. The plants need the pollen to grow. So I have to make sure my neighbors have good corn to pollinate my corn.”

“That’s the way it is with a lot of things because everything’s connected,” he continued. “For peace, we have to help others live in peace. For happiness, we have to help our neighbors be happy, too.” I realized that what Mr. Duffy had said was wise and true. But, how come Mr. Duffy’s neighbors didn’t ever win the contest?

I’m from Iowa, which is famous for growing good corn. Every year there is a contest to see who grows the best corn, and for the past eleven years, the same man, Farmer Duffy, has won.

As a reporter, I wanted to find out his secret. So, I drove out to Mr. Duffy’s farm. I told him that I was

*What is the theme of the story?*

- a. How to win contests.
- b. How everything is connected.
- c. How to be a good reporter.
- d. How life is not always fair.



## Reading Comprehension

### A Analyzing the Ideas

Read the questions and circle the correct answers.

**1. What is the tone of the story?**

- a. Exciting.
- b. Sad.
- c. Inspiring.
- d. Confusing.

**2. What is the author's intention in this story?**

- a. To explain how to do something.
- b. To teach a lesson about life.
- c. To compare two types of people.
- d. To advertise an interesting event.



### B Fact or Opinion

Read the following sentences. If you think the statement is a fact, check "Fact." If not, check "Opinion." Explain your decision.

- |   |                          |      |                          |         |
|---|--------------------------|------|--------------------------|---------|
| 1. Every year there is a contest to see who grows the best corn, and for the past eleven years, Farmer Duffy has won. | <input type="checkbox"/> | Fact | <input type="checkbox"/> | Opinion |
| 2. Mr. Duffy gave his neighbors his special corn seeds.   | <input type="checkbox"/> | Fact | <input type="checkbox"/> | Opinion |
| 3. For peace, we have to help others live in peace.   | <input type="checkbox"/> | Fact | <input type="checkbox"/> | Opinion |
| 4. I realized that what Mr. Duffy had said was wise and true.   | <input type="checkbox"/> | Fact | <input type="checkbox"/> | Opinion |



## A Guided Writing

1. A student has written his opinion of the story. Help him complete it by writing the correct word from the WORD BOX in each blank. Don't forget to use capital letters when needed.

**WORD BOX**    in addition    in contrast    on the whole    therefore

### Growing Good Corn

“Growing Good Corn” teaches a new way to view success. Some people think the only way to be successful is to be competitive. (1)\_\_\_\_\_, they try to prove that they are better than everybody else. However, I think if they read this story, they would feel differently about competition. They would see that Mr. Duffy could not have been successful with his corn if he tried to be better than his neighbors. (2)\_\_\_\_\_, I think this idea is true for business, too. When some people are successful and others are not, it causes conflict. (3)\_\_\_\_\_, it is easier to enjoy your success when others aren't suffering and jealous of you. (4)\_\_\_\_\_, this story is really worthwhile because it teaches an important lesson.

2. Fill in the blank with the best word.

This student thinks the story is \_\_\_\_\_.

- a. uninteresting    b. disappointing    c. valuable    d. competitive

## B Exchanging Your Ideas

Write down your answers and talk about them.

I think ...

I feel ...

I'm against ...

It depends ...

1. If the neighbors had bad corn, what would happen?
2. Farmer Duffy is wise because he believes that peace and happiness come from helping our neighbors. Do you agree?

In my opinion ...

I believe ...

I don't think ...

Because ...



## Simple Past Tense I (Regular Verbs)

### A Use & Form

**USE 1** Completed Action in the Past



Last year, I *traveled* to the Great Wall.

**USE 2** A Series of Completed Actions



I *finished* work, *walked* to the park, and *waited* for my friend.

**USE 3** Single Duration



How long *did* you wait for them?  
We *waited* for one hour.

**USE 4** Habit in the Past



He always *carried* an umbrella.

### B Spelling

Most verbs (+ <i>-ed</i> )		Verbs ending in <i>e</i> (+ <i>-d</i> )		Verbs ending in consonant + <i>y</i> (Change <i>y</i> to <i>ied</i> .)		Verbs of one syllable ending in a vowel + a consonant (Double the consonant and add <i>-ed</i> .)	
walk	walk <i>ed</i>	live	lived	cry	cried	stop	stop <i>ped</i>
start	start <i>ed</i>	use	used	try	tried	drop	drop <i>ped</i>
clean	clean <i>ed</i>	raise	rais <i>ed</i>	study	studied		



## C Practice It

1. Complete the WORD BANK table.

2. Check your answers with your partner.

3. Work as a class.

Clap your hands and chant the words.  
/t/ - /t/ - asked /t/ - /t/ - danced

4. Fill in each blank using the word from the box below. Change the word forms if necessary.

### Young Abraham Lincoln

Abraham Lincoln (1) \_\_\_\_\_ in a small cabin as a teenager. He had to work hard to help his family. Sometimes he (2) \_\_\_\_\_ for his neighbors for twenty-five cents. His neighbors (3) \_\_\_\_\_ him to cut trees. Each winter, young Abraham (4) \_\_\_\_\_ in school for only a few weeks. But he (5) \_\_\_\_\_ a lot because he read many books on his own. One of his cousins said, "After Abraham (6) \_\_\_\_\_ twelve years old, I never saw him without a book. It did not seem natural."

turn  
learn  
live  
ask  
study  
work

5. Write five sentences in your notebook about what you did or didn't do yesterday.

watch / TV / yesterday / morning    help / mom / cook  
play / soccer / after school        brush / teeth / after lunch  
walk / to school                        wash / hands / before lunch

- Yesterday, I didn't watch TV in the morning.
- Yesterday, I brushed my teeth after lunch.
- Yesterday, \_\_\_\_\_.

6. Ask your partner using the sentences you wrote.

A: Did you watch TV yesterday morning?  
B: No, I didn't.

### Pronunciation of Past Tense

/p/, /f/, /s/, /ʃ/, /tʃ/, /k/  
+ -ed = /t/

ask | asked

danced

stopped

look

talk

wash

/t/, /d/ + -(e)d = /ɪd/

wait | waited

want

needed

all other sounds + -(e)d = /d/

call | called

lived

loved

play

stay

cry

cried

study

studied

## Check Your Progress

### Choose the best answer to each blank.

Martin Luther King was a famous African-American. He was born on January 15, 1929. His father was a pastor, and his mother was a teacher. King was a good student, and he had a job as well. He **1.** \_\_\_\_\_ newspapers in his neighborhood.

When he was only 15 years old, King entered college. In college, he studied history, literature, philosophy, and religion. He married Coretta Scott and became the **2.** \_\_\_\_\_ of a church in Alabama.

King continued his education after he graduated from college. He wanted to understand the great philosophies of the world.

At this time, African-Americans didn't have the same **3.** \_\_\_\_\_ as other people. People didn't respect them. King wanted to change this. He believed that peaceful resistance could bring equality for all. His religious and philosophical training helped him. He spoke out clearly and strongly despite **4.** \_\_\_\_\_ to himself and his family. He received the Nobel Peace Prize for his leadership in 1964. His leadership encouraged many people to **5.** \_\_\_\_\_ resist unfair things. His courageous fight for African-American rights set an example for the whole world.

**6.** \_\_\_\_\_, King did not live a long life. He was killed on April 4, 1968. He was only 39 years old when he died.

- |                        |               |                  |              |
|------------------------|---------------|------------------|--------------|
| <b>1.</b> a. delivered | b. made       | c. saw           | d. looked at |
| <b>2.</b> a. doctor    | b. driver     | c. pastor        | d. president |
| <b>3.</b> a. dream     | b. job        | c. success       | d. chance    |
| <b>4.</b> a. danger    | b. pride      | c. attention     | d. fairness  |
| <b>5.</b> a. strongly  | b. peacefully | c. equally       | d. hardly    |
| <b>6.</b> a. Luckily   | b. Suddenly   | c. Unfortunately | d. Quietly   |

# Unit 5

## A Very Special Olympics

### Listen & Speak

1. May I take your order, please?
2. What kind of dressing would you like?
3. Is this for here or to go?

### Read & Think

#### Reading: A Very Special Olympics

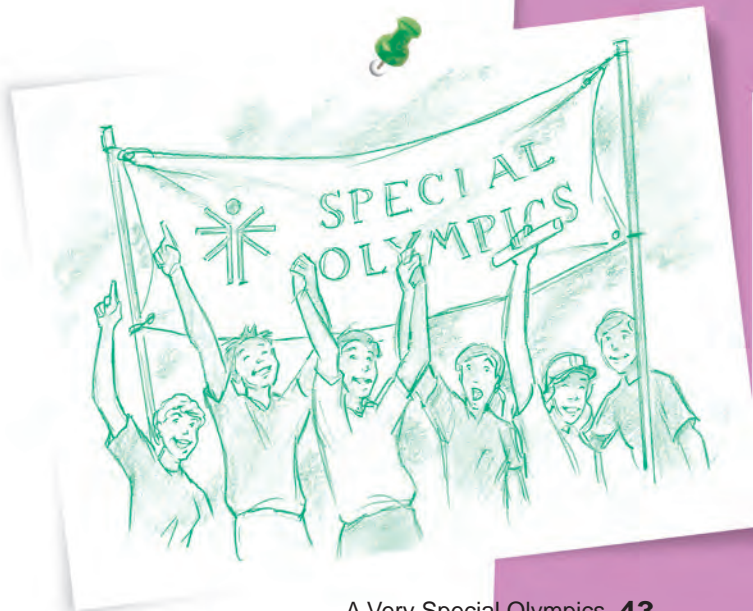
Continuing the topic of “teamwork” with a heart-warming story of two brave and kind athletes.

### Read & Write

### Revise & Improve

Simple Past Tense II (Irregular Verbs)

### Check Your Progress





## Key Functions

1. May I take your order, please?
2. What kind of dressing would you like?
3. Is this for here or to go?

## Listening Task

**A** Listen carefully and check the food that is ordered.

**MENU**

**Sandwiches**

Ham and Egg

Ham and Cheese



**Salad**

Green Salad

Chicken Salad

Fruit Salad

**Soup**

Onion

Cream

Potato



**Dressing**

Italian

French



— Where are they?

— How do you know that?

**B** Listen carefully and fill in each blank.

- A: May I take your **1.** \_\_\_\_\_, please?
- B: Yes. I'll have a **2.** \_\_\_\_\_ and **3.** \_\_\_\_\_ French fries.
- A: Would you like anything to **4.** \_\_\_\_\_?
- B: I'd like a cup of **5.** \_\_\_\_\_ juice.
- A: Is this for here or to **6.** \_\_\_\_\_?
- B: For here, please.
- A: That **7.** \_\_\_\_\_ to ten dollars.

**C** Practice the dialog with your partner.

## Speaking Task

### Warm-up

We go to fast-food restaurants more often than other kinds of restaurants. What differences are there when ordering food?

**Read and answer the questions. Then role-play.**

### 1. Jennifer and Xiaohong are at a fast-food restaurant.

Cashier: May I take your order, please?  
Xiaohong: I'll have a cheeseburger and some fries.  
Jennifer, what would you like?  
Jennifer: I'll try a double cheeseburger.  
Cashier: Would you like a drink with that?  
Jennifer: Sure, I'll have an orange juice.  
Cashier: Is this for here or to go?  
Jennifer: For here, please.

- *Are they going to take the food to their homes?*

### 2. Later that week, Xiaohong and Jennifer go out to an Italian restaurant.

Waiter: Would you like to order now?  
Jennifer: Yes. We'd like today's vegetable soup and the spaghetti with meat sauce.  
Waiter: That comes with a salad. What kind of dressing would you like?  
Jennifer: French dressing, please.  
Waiter: Anything to drink?  
Jennifer: Orange juice, please.

- *Where are they now?*
- *What are they doing?*

### 3. After they have finished eating their food.

Jennifer: How was your meal?  
Xiaohong: It was delicious. This is a great restaurant.  
Jennifer: I'm glad. Would you like to have separate checks?  
Xiaohong: No, one bill is okay.  
Jennifer: Let's go Dutch, Xiaohong.  
Xiaohong: No, last time you treated. This is on me.

### On your own

- *When you go out to eat with your friends, do you pay separately or does one person pay for it all? Talk about it with your partner.*

What's It About?

## Becoming a Special Olympics Athlete

**Note:** The Special Olympics are only for athletes that are physically challenged.

**Athlete's Name:** \_\_\_\_\_

**Birth date:** \_\_\_\_\_ **Gender:** M / F

**Phone:** \_\_\_\_\_

**Name of Parent:** \_\_\_\_\_

**Circle three sports for competition:**

swimming      tennis      soccer      baseball  
running      bicycling      volleyball      table tennis  
basketball      high-jump      long-jump

**Read the questions and circle the best answers.**

**1. What type of document is this?**

- a. A letter.
- b. An application.
- c. A report.
- d. An invitation.

**2. Who are the Special Olympics for?**

- a. Professional athletes.
- b. Child athletes only.
- c. Adult athletes only.
- d. People who are physically challenged.

## Reading



# A Very Special Olympics

side of Andrew. This was Kazu's first time at the Special Olympics. He had always wanted to win a gold medal. The whistle blew and they began running. Andrew was running as hard as he could. Anna started strong, too. Kazu started a couple of steps behind the others, but he was catching up.

Suddenly, Andrew fell. The other athletes kept running, but Anna heard Andrew fall and looked back. She wanted to win the race, but she couldn't leave someone who might be hurt. Kazu was just catching up to Andrew and saw him on the ground. Anna and Kazu both bent over and grabbed Andrew's arms. They helped him to stand up. "Come on," Anna yelled. "We've got to finish this race!"

The three of them ran as fast as they could down the track together. When they crossed the line, everyone cheered.

Andrew, Anna, and Kazu didn't win medals that day. But they knew winning wasn't everything. What was really important to them was making sure that there were no losers.



There can only be one winner in a race, right? Well, maybe not. The Special Olympics are like the International Olympic Games, but there is one big difference between them: all the athletes in the Special Olympics are physically challenged.

At one Special Olympics nine athletes lined up on the running

track to compete in the 200-meter race. Andrew really wanted to win. He knew it would be difficult because he was born with one leg shorter than the other. Next to Andrew was Anna, who had won this race last time. Kazu was on the other

**What is this story mostly about?**

- a. Racing.
- b. Winning.
- c. Caring.
- d. Challenging.



## Reading Comprehension

### A Analyzing the Ideas

Read the questions and circle the correct answers.

**1. What is another good title for the story?**

- a. The Price of Failure
- b. Get Up and Try Again
- c. Cheaters Never Win and Winners Never Cheat
- d. Something More Important than a Gold Medal



**2. What is the message in this story?**

- a. Competition is bad because it hurts people.
- b. Winners and losers are all the same.
- c. You shouldn't run if you didn't practice.
- d. Being a winner is not always about being first.

### B Fact or Opinion

Read the following sentences, if you think the statement is a fact, check "Fact." If not, check "Opinion." Explain your decision.

- |   |                               |                                  |
|---|-------------------------------|----------------------------------|
| 1. There can only be one winner in a race, right? Well, maybe not.              | <input type="checkbox"/> Fact | <input type="checkbox"/> Opinion |
| 2. All the athletes in the Special Olympics are physically challenged.          | <input type="checkbox"/> Fact | <input type="checkbox"/> Opinion |
| 3. Next to Andrew was Anna, who had won this race last time.                    | <input type="checkbox"/> Fact | <input type="checkbox"/> Opinion |
| 4. What was really important to them was making sure that there were no losers. | <input type="checkbox"/> Fact | <input type="checkbox"/> Opinion |

## A Guided Writing

1. A student has written his opinion of the story. Help him finish it by choosing the best sentence for each blank.

- a. In contrast, Anna and Kazu didn't forget the importance of friendship and caring.
- b. I think Anna and Kazu were true athletes because they knew winning wasn't everything.
- c. I liked reading a sports story that wasn't all about winning.

### A Very Special Olympics

(1) \_\_\_\_\_ In my experience a lot of athletes think winning is so important that they forget to be good people. All they care about is their own success. If someone else gets hurt they think, "Oh, well, it's part of the game."

(2) \_\_\_\_\_ They gave up the chance for a gold medal to help someone in need. (3) \_\_\_\_\_

2. Fill in the blank with the best word.

This student thinks Anna and Kazu are \_\_\_\_\_.

- a. caring
- b. winning
- c. falling
- d. competing

## B Exchanging Your Ideas

Write down your answers and talk about them.

I think ...

I feel ...

I'm against ...

It depends ...

1. How do you think the runners who kept running and won the medals felt?
2. Do you think Anna and Kazu regretted their actions the next day?
3. Would something like this happen at the Olympic Games?

In my opinion ...

I believe ...

I don't think ...

Because ...

## Simple Past Tense II (Irregular Verbs)

### A Use & Form

#### 1. The verb itself changes.

Present	Past
I sing.	I <b>sang</b> .

Can you complete this table?

Present	Past
have	(1)
think	(2)
(3)	ate
go	(4)
come	(5)
see	(6)
(7)	understood

#### 2. Forms in groups.

<b>Group 1</b> blow <b>blew</b> grow <b>grew</b> know <b>knew</b>
<b>Group 2</b> lend <b>lent</b> send <b>sent</b> spend <b>spent</b>
<b>Group 3</b> feel <b>felt</b> keep <b>kept</b> leave <b>left</b>
<b>Group 4</b> buy <b>bought</b> bring <b>brought</b> teach <b>taught</b>
<b>Group 5</b> cut <b>cut</b> put <b>put</b> let <b>let</b>

### B Write It Out

Write a sentence in each tense for all the above verbs.

#### Example

Present: I usually sing to my classmates.

Past: I sang a song at the school concert yesterday.

## C Practice It

1. Complete the WORD BANK table.

2. Check your answers with your partner.

3. Work as a class.

Clap your hands and chant the words.  
*become — became*

4. Unscramble the following verbs of past tense.

(1) lotd      (2) edma      (3) oubght      (4) nar

(5) tekp      (6) otewr      (7) koto      (8) nekw

5. Find out what they did last week. Ask your teacher about the missing information.

Name	Monday	Tuesday	Wednesday
Ben	bought a drink		
Jennifer		took a bath	

Now answer the following questions.

- When did Ben buy a drink?

→ He bought a drink on Monday.

(1) What did Jennifer do on Wednesday?

→ \_\_\_\_\_

(2) When did Jennifer see a movie?

→ \_\_\_\_\_

(3) When did Ben read his book?

→ \_\_\_\_\_

(4) What did Jennifer do on Tuesday?

→ \_\_\_\_\_

(5) Who went to the park on Tuesday?

→ \_\_\_\_\_

## WORD BANK



Present	Past
become	became
	began
	forgot
	got
	gave
run	
sit	
win	
	broke
	told
	spoke
write	
	was
	did
	fell
find	
rise	
drink	
	paid
	said
set	
	stood
take	



## Check Your Progress

Choose the best answer to each question.

### Jobs for Teenagers

#### Newspaper Delivery

Time: Every day from 5:00 to 6:30 a.m.

Pay: 9 yuan per hour

- \* Deliver newspapers to neighbors
- \* Should ride a bicycle
- \* Work alone

#### Babysitting

Time: Twice a week from 4:00 to 7:00 p.m.

Pay: 10 yuan per hour

- \* Babysit for your next door neighbors
- \* Should love babies
- \* Must feed a baby
- \* Work alone

#### Snow Removal

Time: Only work in the winter when it snows

Pay: 8 yuan per hour

- \* Clean snow around your block
- \* Neighbors are very kind
- \* Work together

Working as a teenager can give you self-confidence and help you feel good about yourself.

1. –Which job offers the highest pay per hour? –\_\_\_\_\_.  
a. Babysitting.    b. Snow Removal.    c. Newspaper Delivery.    d. Waste Removal.
2. For newspaper delivery, you should be able to ride a \_\_\_\_\_.  
a. subway    b. taxi    c. bicycle    d. bus
3. The job, Snow Removal wants teenagers to only work \_\_\_\_\_.  
a. all year round    b. in winter and autumn  
c. in the winter when it rains    d. in the winter when it snows

# Unit 6

## A United Effort

### Listen & Speak

Theme Dialog: Checking In

### Read & Think

#### **Reading: A United Effort**

Concluding the topic of “teamwork” with a fantastic story of two enemies coming together to save some beautiful animals.

### Read & Write

### Revise & Improve

Past Continuous Tense

### Check Your Progress



## Theme Dialog: Checking In

1. Look at the picture and say what it is.
2. Find the information:

- The place of departure
- Destination
- Flight number
- Seat number
- Gate number
- Boarding time



## Listening Task

### A Listen carefully and repeat.

A: May I have your ticket, sir?

B: Here you go.

A: I'm sorry. Your ticket is for an economy class seat.

This is the business class check-in.

B: But my flight is leaving soon!

A: Flight CA 456 to New York? Departure time 12:45 p.m.?

I think you're too late.

B: Oh, no! I must get on that plane.

A: Just a moment. *(The check-in assistant makes a call.)*

Okay, I can check you in here, but we have to hurry. Do you have any baggage?

B: Yes, two pieces.

A: Put them on the scale, please.

*What sort of ticket does the passenger have?  
What is the problem with checking in?*

### B Complete the table with different information and practice the new dialog with your partner.

Flight number	Destination	Departure time	Baggage
CA 456	New York	12:45 p.m.	two pieces

## Speaking Task

**A** Practice the dialog with your partner. Exchange the underlined expressions with the new ones on the right.

A: May I have your ticket, sir?

B: Here you go.

A: I'm sorry. Your ticket is for an economy class seat.  
This is the business class check-in.

B: But my flight is leaving soon!

- *Can I see your ticket and passport, please?*
- *Can I see your ticket, please?*
- *But my flight is about to leave!*
- *But I have to hurry. I'm late for my flight!*

**B** Practice the dialog with your partner. Change the dialog each time using the expressions on the right. Use the information in the box below.

A: May I have your ticket and passport, please? Thank you.

Is it just yourself who will travel?

B: Yes.

A: You're going to London?

B: That's right.

A: Would you like a window seat or an aisle seat?

B: A window seat, please.

A: You can have Seat Number 46A.

How many bags do you have?

B: Just one.

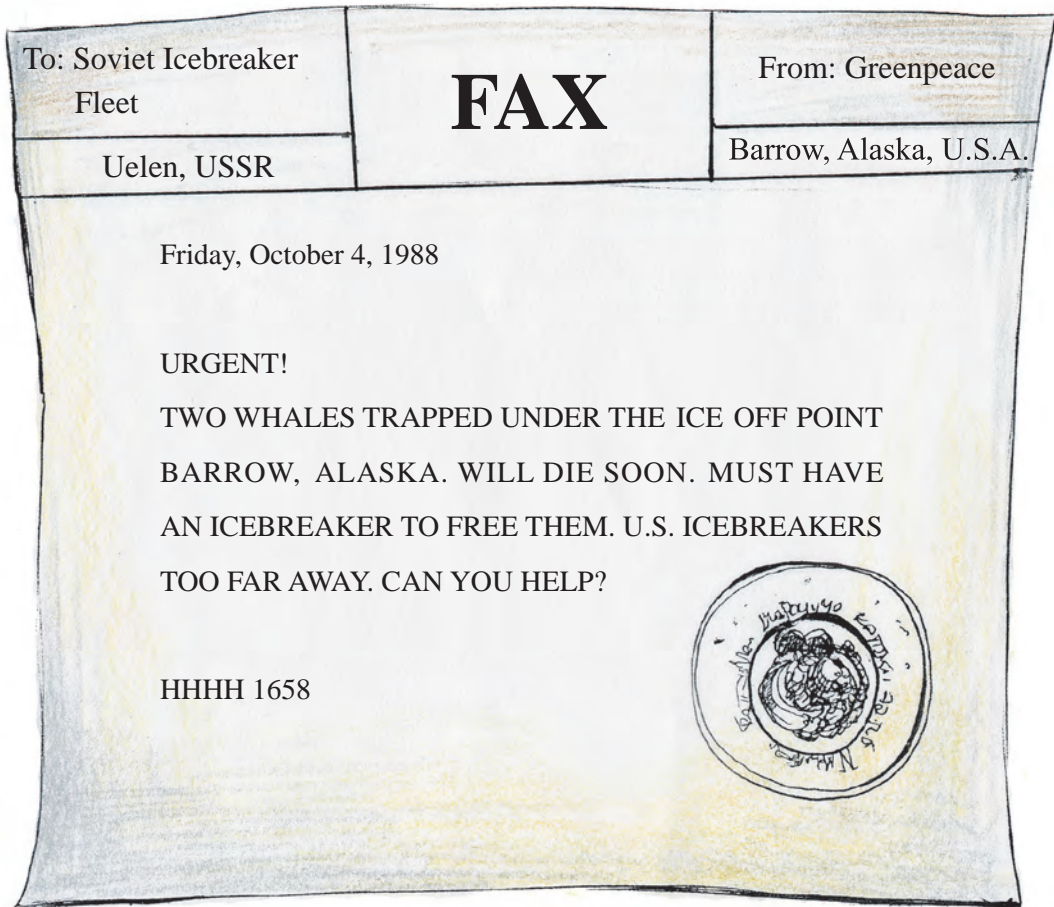
A: Boarding time is 10:50 at Gate Number 17.

- *Are you traveling alone?*
- *Are you traveling by yourself?*
- *Do you have any baggage?*
- *Are you carrying any luggage?*

Paris / Aisle / 2 pieces  
Sydney / Window / 3 pieces  
New York / Aisle / 1 piece  
Seoul / Window / None  
Shanghai / Aisle / 2 pieces



What's It About?



Read the questions and circle the best answers.

1. What is the tone of this telegram?

- a. Natural.
- b. Friendly.
- c. Urgent.
- d. Foolish.

2. What is being requested?

- a. Whales.
- b. Transportation.
- c. A doctor.
- d. An icebreaker.



## Reading

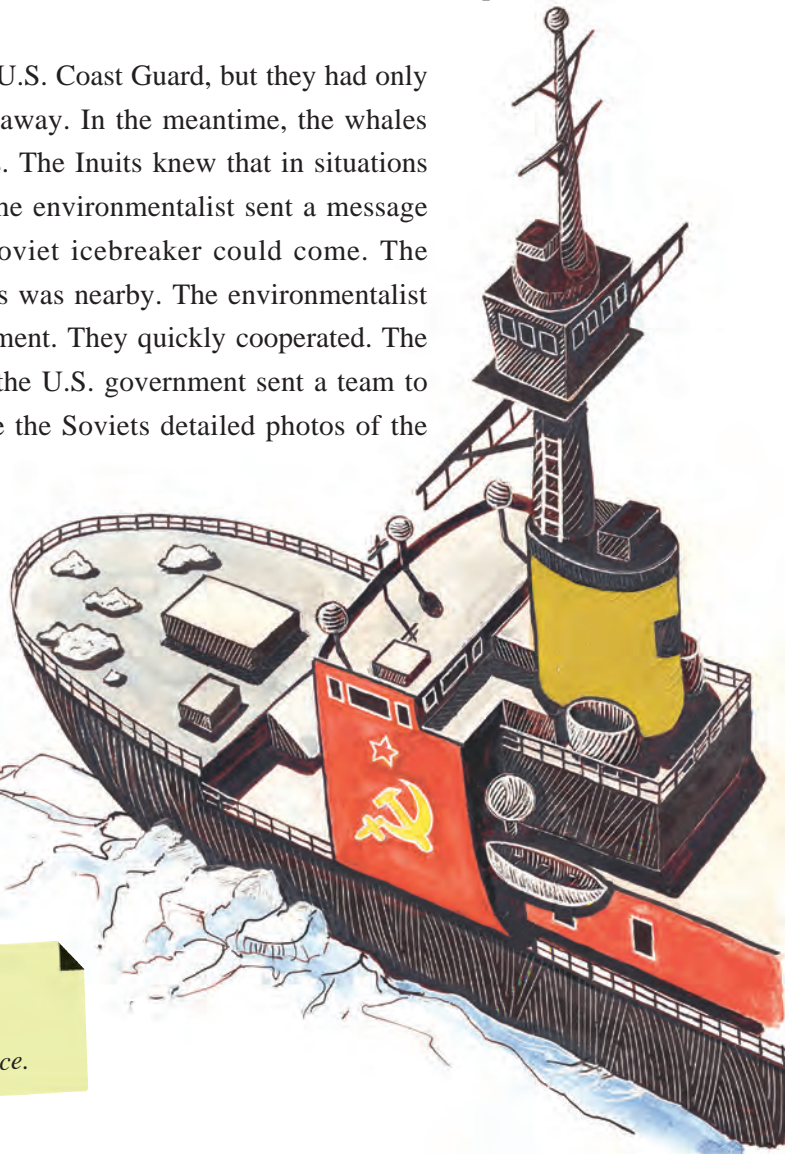
# A United Effort

One October during the Cold War, two gray whales were swimming near Alaska. It was time for them to go to Mexico for the winter. But these two whales didn't leave in time, and they became trapped under the ice. Some Inuits, the native people of Alaska, tried to help. They cut large holes in the ice so the whales could breathe. But the ice stretched for kilometers around them. It was too late. Now it was impossible for the whales to escape and move south. The Inuits knew that they needed an icebreaker. An icebreaker is a special boat that can cut a pathway through ice.

An environmentalist contacted the U.S. Coast Guard, but they had only two icebreakers and both were too far away. In the meantime, the whales had been trapped for almost two weeks. The Inuits knew that in situations like this the whales usually died. So, the environmentalist sent a message to the Soviet Union. He asked if a Soviet icebreaker could come. The Soviets agreed. One of their icebreakers was nearby. The environmentalist immediately contacted the U.S. government. They quickly cooperated. The Soviet icebreaker was on its way, and the U.S. government sent a team to Alaska to meet it. The Americans gave the Soviets detailed photos of the area, and they made a plan together.

Finally, the icebreaker reached the whales. A path had been cleared! It took a couple of days for the whales to make it through to open sea, but then they were safe.

It was unusual to see countries involved in a Cold War working together, but saving the whales brought the Americans and Soviets together as teammates.



**What is this story mostly about?**

- a. Separating.
- b. Cold wars.
- c. Saving whales.
- d. Finding peace.

## Reading Comprehension

### A Analyzing the Ideas

Read the questions and circle the correct answers.

1. What is another good title for the story?
  - a. An Unhappy Ending
  - b. Inuits Save the Day
  - c. How Whales Ended the Cold War
  - d. Cooperation between Nations Saves Lives



2. What is the author's intention in this story?
  - a. To explain reasons for the Cold War.
  - b. To compare Americans and Soviets.
  - c. To show how some things are more important than politics.
  - d. To encourage people to learn about the Cold War.

### B Fact or Opinion

Read the following sentences, if you think the statement is a fact, check "Fact." If not, check "Opinion." Explain your decision.

- |  |                          |      |                          |         |
|--|--------------------------|------|--------------------------|---------|
| 1. The two whales didn't leave Alaska in time, and they were trapped under the ice.  | <input type="checkbox"/> | Fact | <input type="checkbox"/> | Opinion |
| 2. Now it was impossible for the whales to escape and move south.  | <input type="checkbox"/> | Fact | <input type="checkbox"/> | Opinion |
| 3. The Americans gave the Soviets detailed photos of the area, and they made a plan together.  | <input type="checkbox"/> | Fact | <input type="checkbox"/> | Opinion |
| 4. It was unusual to see countries involved in a Cold War working together, but saving the whales brought the Americans and Soviets together as teammates. | <input type="checkbox"/> | Fact | <input type="checkbox"/> | Opinion |

## A Guided Writing

1. A student has written his opinion of the story. Find two sentences that don't belong and put a line through them.

### A United Effort

“A United Effort” is a really interesting story. It is about a whale rescue, and it is also about politics. The story happened during the Cold War, when the USSR and the U.S. didn't get along. I'm really interested in politics and want to be a politician. When each country realized that some whales might die if they didn't cooperate, they set aside their differences and worked together. I like working with other people because the work goes faster. Sometimes people can see that there are some things more important than politics.

2. Fill in the blank with the best word.

This student thinks \_\_\_\_\_ is more important than politics.

- a. the Cold War      b. the U.S.      c. cooperation      d. difference

## B Exchanging Your Ideas

Write down your answers and talk about them.

I think ...

I feel ...

I'm against ...

It depends ...

1. Why do you think the whales didn't leave in time?
2. Why do you think the Soviets agreed to come and work together with the Americans?

In my opinion ...

I believe ...

I don't think ...

Because ...

## ◆ Past Continuous Tense



Q: What *were* you *doing* at 7:30 last night?

A: I *was doing* my homework.

### A Use & Form

**USE 1** Interrupted Action in the Past



While we *were having* a picnic, it started to rain.

**USE 2** Specific Time as an Interruption



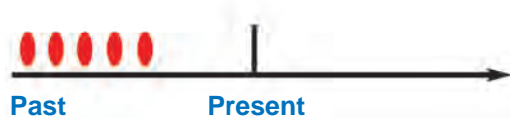
Last night at 6 p.m., I *was eating* dinner.

**USE 3** Parallel Action



I *was studying* while he was making dinner.

**USE 4** Repetition and Irritation with "always"



She *was always wearing* jeans.

### B Signal Words : when, while

I was watching TV **when** she called.

**When** the phone rang, they *were watching* TV.

**While** we *were having* a picnic, it started to rain.

**While** we *were sleeping* last night, someone stole my dad's car.





## C Practice It

1. Complete the WORD BANK table.
2. Check your answers with your partner.
3. Listen to what your teacher was doing throughout the day yesterday.

Yesterday					
7:00 a.m.	9:00 a.m.	12:00 p.m.	5:30 p.m.	7:00 p.m.	11:00 p.m.
				cooking	

Now write 4 sentences in your notebook from your answers above.

*e.g.* My teacher was cooking at 7:00 p.m. last night.

4. Answer some questions about yourself.
  - (1) What were you doing when the school bell rang this morning?
  - (2) What were you doing when the teacher came into the class today?
  - (3) Were you listening when your teacher was talking today?
5. Last week was Sports Day at No. 8 Middle School. Everyone was doing different things throughout the day. Make questions.

Ben	Mike	Joe	Peter	Amy
swimming	jogging	jumping rope	playing volleyball	playing soccer

*e.g.* – What was Ben doing while Joe was jumping rope?  
– He was swimming.

6. Ask three classmates what they were doing at 7:00 last night.

Qiaoqiao			
playing video games			

Now write sentences in your notebook from your answers above.

*e.g.* Qiaoqiao was playing computer games while Li Jun was watching TV.

play	playing
watch	
eat	
wait	
	raining
worry	
cry	
carry	
make	
drive	
	coming
live	
visit	
give	
have	
hope	
	tasting
jog	



## Check Your Progress

### Choose the best answer to each question.

On October 30, 1938, Orson Welles broadcast Welles's story *The War of the Worlds*. The story was about aliens attacking Earth. Because Welles used real time and real places, some American audience believed it was real! Welles told the audience at the start of program that they were listening to a fictional radio drama; however, thousands of listeners turned on their radios later. A few believed that aliens were really attacking Earth.

A small, peaceful town, Grover's Mill became the center of attention. Welles chose this town as the place where the aliens would land. The radio broadcast began with reports of strange weather conditions. It then described first falling stars landing near Grover's Mill. Alien ships came out of the falling stars and began to destroy the countryside. Finally, when New York was destroyed, the world seemed to be at an end. The radio station then became silent.

After a short time, Welles said that the whole program had been a kind of joke. However, the people in Grover's Mill were very afraid. Some called the police, others ran away from their homes, and one person even killed himself. The broadcast became the most famous sixty minutes in the history of radio.

#### 1. Why did some American listeners believe *The War of the Worlds* radio program was real?

- a. Orson Welles told the audience it was real.
- b. Orson Welles was a famous actor so people believed him.
- c. Orson Welles used real time and real places in the broadcast.
- d. Orson Welles used his hometown as the place for the broadcast.

#### 2. How long did *The War of the Worlds* program last?

- a. It lasted for 45 minutes.
- b. It lasted for 16 minutes.
- c. It lasted for 6 minutes.
- d. It lasted for an hour.

# Unit 7

## The Rewards of Kindness

### Listen & Speak

1. Who's calling, please?
2. May I take a message?
3. Could you tell her to call me back this evening?

### Read & Think

#### Reading: The Rewards of Kindness

Introducing the topic of “helping others” with a story of a kind young girl who meets a beggar.

### Read & Write

### Revise & Improve

Adverbs

### Check Your Progress





## Speaking Task

### Warm-up

Let's suppose that you are calling a foreign friend. What would you say when someone answers the phone?

**Read and answer the questions. Then role-play.**

### 1. Xiaohai calls Jennifer.

Jennifer: Hello?

Xiaohai: Hello. Is this Jennifer?

Jennifer: Yes, it is. Who's calling, please?

Xiaohai: This is Xiaohai. How are you doing?

Jennifer: Oh, hi! I'm doing great. It's nice to hear from you.

- *How is Jennifer doing?*

### 2. Xiaohai and Jennifer decide where to go.

Xiaohai: Where would you like to go shopping?

Jennifer: Any place where they have many different stores.

Xiaohai: A new shopping center just opened downtown.

Jennifer: That sounds great.

Xiaohai: Is it okay if my friend Xiaohong comes along?

Jennifer: Sure. Does she like shopping?

Xiaohai: Yes. She loves shopping.

- *What are they talking about?*
- *Who is going to join them?*

### 3. Xiaohai and Jennifer make plans to meet.

Xiaohai: What time would be good for you?

Jennifer: How about 2:30?

Xiaohai: Sure, that would be fine.

Jennifer: Where should we meet, then?

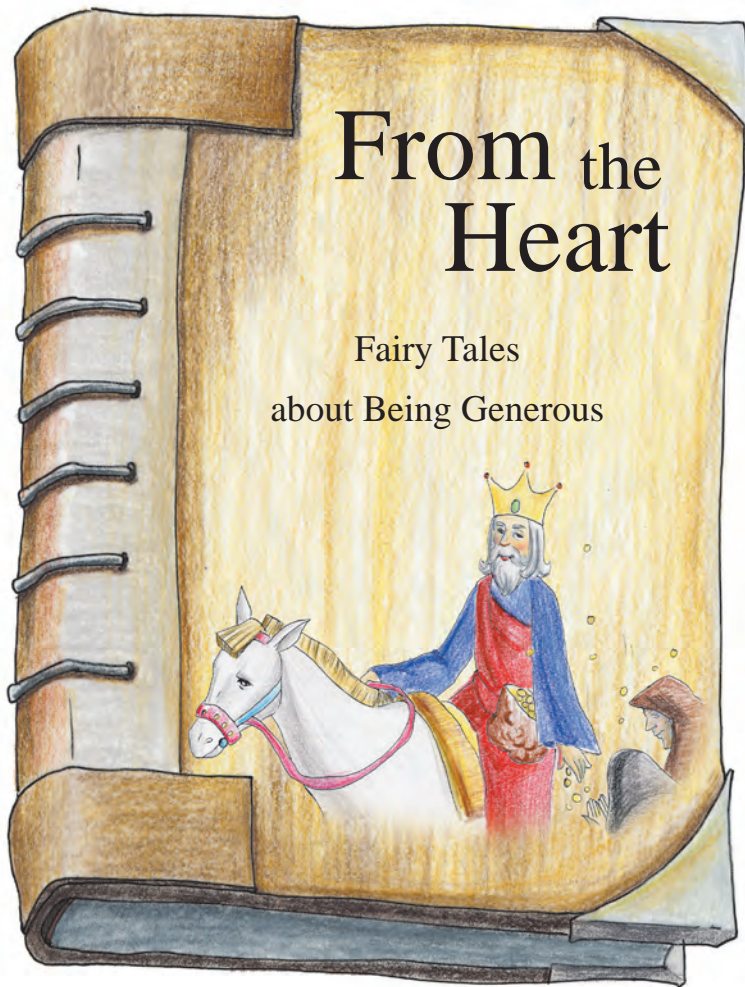
Xiaohai: Let's meet just outside the shopping mall.

Jennifer: That sounds great!

### On your own

- *What do we need to decide on for an appointment?*

What's It About?



**Read the questions and circle the best answers.**

**1. What kind of book is this?**

- a. History.
- b. Poetry.
- c. Biography.
- d. Fiction.

**2. What is the theme of the book?**

- a. Being honest.
- b. Giving to others.
- c. Thinking only of yourself.
- d. Getting rich.



## Reading

# *The Rewards of Kindness*

Once upon a time an orphan named Charity lived in a fine house with a wicked old woman and her mean daughter. They were cruel to Charity, making her work hard day and night.

One day, they sent Charity to the market with only a tiny piece of bread for lunch. On the way, Charity passed under a bridge where she saw an ugly old beggar.

“I have had nothing to eat for days,” the old beggar said.

Charity gave him her small piece of bread. Suddenly, he turned into a wizard.

“Your kindness will be rewarded,” he said. “Everything you touch will turn into gold.”

Charity reached down and touched a stone with her finger. It turned into gold.

Later, when the wicked woman and her daughter saw the gold stone, they demanded to know where it came from. Charity told them about the wizard.

“Where is he?” they asked.

“Under the bridge,” replied Charity.

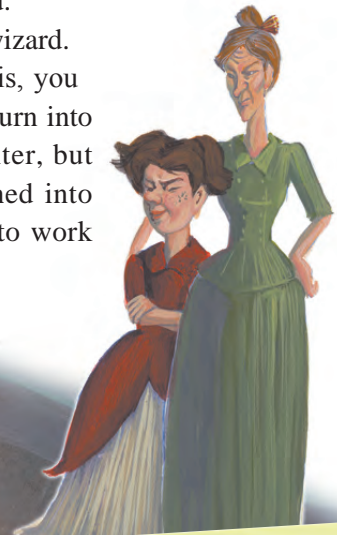
The next morning, the wicked woman and her daughter packed a fine lunch of bread, cheese, and meat, and they went to the bridge. When they got there, they searched for the wizard, but they only found the ugly old beggar.

“I have had nothing to eat for days,” he said.

“Get away from us!” the wicked woman shouted.

They pushed the beggar and he turned into the wizard.

“You selfish women,” the wizard said. “For this, you shall be punished. Everything you touch will turn into stone.” The mother tried to hug her daughter, but when they touched each other, they turned into stone. After that, Charity didn’t have to work hard and lived happily ever after.



**What is this story mostly about?**

a. Gold.

b. Kindness.

c. Honesty.

d. Magic.

## Reading Comprehension

A

### Analyzing the Ideas

Read the questions and circle the correct answers.

**1. What is another good title for the story?**

- a. Being Generous Make You Happy
- b. Learning to Be Selfish
- c. The Mean Old Wizard
- d. The Generous Beggar

**2. What is the author's intention in this story?**

- a. To provide facts.
- b. To teach a lesson.
- c. To discuss an issue.
- d. To compare different persons.

B

### Cause and Effect

Read the passages from the story. Choose the best effects.

#### Cause

1. "I have had nothing to eat for days," the old beggar said. Charity gave him her small piece of bread.
2. Later, when the wicked woman and her daughter saw the gold stone, they demanded to know where it came from.
3. "For this, you shall be punished. Everything you touch will turn into stone," the wizard said. The mother tried to hug her daughter.

#### Effect

- a. Charity was punished for being selfish.
  - b. Charity was turned into a wizard.
  - c. Charity was turned into stone.
  - d. Charity was rewarded for her kindness.
- 
- a. They were happy for Charity.
  - b. They were happy that she was safe.
  - c. They wanted a gold stone of their own.
  - d. They stole Charity's gold stone.
- 
- a. The women learned their lesson.
  - b. The women turned into stone.
  - c. The women lived happily ever after.
  - d. The wizard turned into stone.

## A Guided Writing

1. A student writes her opinion of the story. Help her finish it by choosing the best sentences to go in the blanks.

- a. So I think it pays to be kind and hurts to be selfish.
- b. The lesson of this story is that charity is rewarded and selfishness is punished.
- c. In contrast, people who are caring are rewarded with more happiness.

### The Rewards of Kindness

(1)\_\_\_\_\_ I think this is a very important lesson. Sometimes it seems that selfish people are very successful. They have good jobs, nice houses, and lots of money. It would seem that these people are being rewarded for being selfish. But I don't think these people are really happy. Selfish people are not well-liked because they think only about themselves. They don't know the joy of helping people. Therefore, even if they look successful on the outside, they are probably not happy on the inside.

(2)\_\_\_\_\_ These people have better relationships and feel good about themselves. (3)\_\_\_\_\_

2. Fill in the blank with the best word.

This student believes that generous people are \_\_\_\_\_.

- a. not successful
- b. rewarded
- c. punished
- d. not well-liked

## B Exchanging Your Ideas

Write down your answers and talk about them.

I think ...

I feel ...

I'm against ...

It depends ...

1. Why do you think the mother and daughter were cruel to Charity?
2. Why do you think the wizard pretended to be a beggar?
3. The power to turn things into gold would be a bad power to have. What is your opinion?

In my opinion ...

I believe ...

I don't think ...

Because ...

## Adverbs

### A Use & Form

#### Use adverbs:

- to say how somebody does something or how something happens: *The family walks **quickly**.* (how)
- to say where or when something happens: *I met him **yesterday**.* (when)
- to say how often something happens: *She takes the bus **daily**.* (how often)
- to make an adjective, adverb, or verb stronger or weaker: *Dave eats **more slowly** than his wife.* (degree)

### B Some Adverbs

always ✓ very yesterday quickly home anywhere really  
 never tomorrow often sometimes frequently regularly  
 loudly sharply daily badly fast southwards ✓ today  
 upstairs angrily recently tonight next morning now  
 too enough ✓ last night ✓ just quietly happily almost  
 slowly beautifully ✓ every day monthly

#### Sort the adverbs in your notebook

<u>Manner</u>	<u>Time</u>	<u>Frequency</u>	<u>Place</u>	<u>Degree</u>
beautifully	last night	always	southwards	enough

**Complete the story using adverbs of your own choice. Then share with your classmates.**

Sally (1)\_\_\_\_\_ visits her grandmother every Sunday. Today she was (2)\_\_\_\_\_ happy because her uncle and aunt decided to join her family. They were supposed to arrive at her grandmother's house at 2:00 p.m., but it was (3)\_\_\_\_\_ 1:30. Her father drove (4)\_\_\_\_\_ so that they could get there in time. When they arrived, her grandmother welcomed Sally and her parents. When her grandmother saw Sally's uncle and aunt, she was (5)\_\_\_\_\_ surprised and smiled (6)\_\_\_\_\_.





## C Practice It

1. Complete the WORD BANK table.

2. Check your answers with your partner.

3. Work as a class.

Clap your hands and chant the words.  
*sad – sadly quiet – quietly*

4. Answer each question with an adverb. Use the adverbs in the WORD BANK to help you.

How did Jenny skate?

She skated cheerfully.

How did the sun shine?

(1)

How did the rabbit move?

(2)

### NOW!

Invent some more adverb bubbles of your own.

5. Can you make the following sentences more exciting?

“I’m going out!” shouted Rebecca angrily.

(1) “What time are we going to the movies?” asked Jane \_\_\_\_\_.

(2) “It’s such a lovely day today!” said Janet \_\_\_\_\_.

(3) “I love Spring Festival!” said Peter \_\_\_\_\_.

(4) “I can’t come out today I’m afraid,” said Liu Chang \_\_\_\_\_.

(5) “Wow, it’s a bit dark in that cave. I don’t think I want to go there alone,” stated Lucy \_\_\_\_\_.

6. Work in pairs. Complete the following sentence.

“Are you going to the Christmas concert?” asked Jane \_\_\_\_\_.

### Adjective

### Adverb

sad

sadly

quiet

nervous

soft

beautifully

happy

happily

angry

heavy

hungrily

terrible

friendly

friendly

daily

early

monthly

fast

long

hard

late

well

## Check Your Progress

**Choose the best answer to each question.**

What kind of clothes do you wear? Do you like dressy, comfortable, or trendy clothes? Some people like to stay up-to-date with today's fashion. These people spend a lot of money on fashionable clothes. They feel it is important to follow fashion trends. Such trends usually begin in cities like New York and Paris. Many famous clothing designers open fashion shows in these cities.

Keeping up with fashion can be very exciting. At the same time, the problem with fashion is that it changes quickly. Styles come and go. This is why the word "retro" is used to describe some fashions. A "retro" look means that the style once went away, but is now popular again.

As you can imagine, you will never stop buying new clothes. Fortunately, there are some styles that never seem to go away. Can you think of one? That's right — blue jeans! Blue jeans have been very popular for many years. So if you get tired of keeping up with fashion, you can always put on jeans and a T-shirt ... and look great, too!

**1. People want to stay \_\_\_\_\_ with today's fashion.**

- a. out-of-date
- b. unfashionable
- c. old-fashioned
- d. up-to-date

**2. The problem with fashion is that \_\_\_\_\_.**

- a. it comes and goes slowly
- b. it changes fast
- c. it is exciting
- d. it becomes popular again

**3. \_\_\_\_\_ are one of the "retro" looks.**

- a. Blue jeans
- b. T-shirts
- c. Comfortable styles
- d. Dresses

# Unit 8

## The International Red Cross

### Listen & Speak

1. Do you have any plans for this weekend?
2. I can't tell you how sorry I am.
3. It was as exciting as *Batman*.

### Read & Think

#### Reading: The International Red Cross

Continuing the topic of "helping others" with a historic story of the Red Cross.

### Read & Write

### Revise & Improve

The Different Forms of Verbs

### Check Your Progress



## Key Functions

1. Do you have any plans for this weekend?
2. I can't tell you how sorry I am.
3. It was as exciting as *Batman*.

## Listening Task

**A** Look at the picture and guess the situation. Listen carefully.

**B** Listen again and choose the correct answers.

1. What are Xiaolin's plans for the weekend?

- a. Doing nothing.
- b. Helping her friend move.

2. Why did Mike ask Xiaolin about her plans?

- a. Because he has special plans for the weekend.
- b. Because he doesn't have any plans for the weekend.

**C** Listen carefully and fill in each blank.

A: Do you have any **1.** \_\_\_\_\_ for tomorrow?

B: Not **2.** \_\_\_\_\_. How about you?

A: I'm going to the theater to **3.** \_\_\_\_\_ *The Phantom of the Opera*.

B: Oh, good! It's a **4.** \_\_\_\_\_ musical.

A: Right! They say it's as **5.** \_\_\_\_\_ as *Cats*.  
Will you come with me?

B: I can't tell you how **6.** \_\_\_\_\_ I am.  
I've already seen it.



What are they talking about?  
Are they going to the theater together tomorrow?

**D** Practice the dialog with your partner.



## Speaking Task

### Warm-up

You may have been late for an appointment before. How did you feel on the way?  
What did the person who was waiting for you say when you arrived?  
What would you say if you were the person waiting?

**Read and answer the questions. Then role-play.**

**1. Jennifer visits Xiaohong's house on Saturday morning. They are waiting for Xiaohai.**

Xiaohong: Xiaohai hasn't come yet.

Jennifer: He'll be here soon. By the way, how was the movie?

Xiaohong: It was as exciting as *Batman*.

Jennifer: Did you watch the movie alone?

Xiaohong: No, I watched it with Xiaolin.

- *Has Xiaohong seen the movie?*
- *What does Xiaohong think of the movie?*

**2. In the afternoon, Jennifer and Xiaohong go to a fast-food restaurant.**

Xiaohong: Oh, that's Xiaohai, isn't it?

Jennifer: Right. Let's ask him why he didn't come to your house this morning.

Xiaohong: Xiaohai, wait.

Xiaohai: Hi, Xiaohong. Hi, Jennifer.

Xiaohong: Hi. Why didn't you come to my house this morning?

Xiaohai: Something came up. I can't tell you how sorry I am.

Xiaohong: That's all right.

- *How does Xiaohai feel?*

**3. Jennifer asks her friends about their plans for tomorrow.**

Jennifer: What are you going to do tomorrow, Xiaohong?

Xiaohong: I'm going to sleep late. How about you, Xiaohai?

Xiaohai: I'm going to play tennis with my father.

Jennifer, do you have any plans for tomorrow?

Jennifer: Not yet. That's why I asked you.

Xiaohai: How about playing tennis with me?

Jennifer: That sounds great!

### On your own

- *What do you usually do in your free time?*
- *Can you think of any activity for this Sunday?*

What's It About?

# Have you saved a life today?

Become a volunteer. Teach a class. Donate money.  
There are hundreds of ways you can help the Red Cross  
save a life. So what are you doing today?



**Read the questions and circle the best answers.**

**1. What is the purpose of this announcement?**

- a. To ask people to help the Red Cross.
- b. To advertise jobs with the Red Cross.
- c. To encourage people to use the Red Cross services.
- d. To gather information about people who save lives.

**2. How could you get more information?**

- a. Use the Internet address.
- b. Write to the Red Cross.
- c. Go to the library.
- d. Visit the Red Cross.

## Reading



**2002:** When a terrible disease started killing children in Burkina Faso, volunteers provided medicine.

**2001:** When an earthquake hit India, volunteers saved many lives.

**1997:** When floods destroyed crops and homes in North Korea, volunteers provided food and blankets.

What do these stories have in common? The volunteers are all Red Cross members.

The Red Cross is an international organization whose mission is to stop suffering. They don't care about the people's race, nationality, religion, or political beliefs. They help anyone who needs assistance.

# The International Red Cross

The story of the Red Cross begins with Henry Dunant, a Swiss businessman who saw a terrible battle in 1859 in Italy. After the battle, 40,000 soldiers were dead or injured, but there was no one to take care of them. Dunant worked for three days helping them.

When he returned to Switzerland, he wrote a book about his experience. The leaders of many countries read his book and wanted to do something. As a result, the Red Cross was established in Geneva, Switzerland in 1863. It was an organization that would help people affected by war.

In 1884, there was another Red Cross meeting in Geneva. An American woman named Clara Barton wanted the Red Cross to help people in peacetime as well as in wartime. She wanted the Red Cross to get involved in disaster relief. Since then, the Red Cross has helped millions of victims of earthquakes and other disasters all around the world.

The Red Cross not only works worldwide at big disasters, but also works in the community, helping victims of small accidents or fires. The Red Cross is clearly fulfilling its mission to stop suffering in this world.



*What is this story mostly about?*

- a. Henry Dunant.
- b. The conflicts of the Red Cross.
- c. Clara Barton.
- d. The mission of the Red Cross.

## Reading Comprehension

### A Analyzing the Ideas

Read the questions and circle the correct answers.

1. What is another good title for the story?

- a. A Swiss Hero
- b. Taking Sides in War
- c. Reducing Suffering around the World
- d. Great International Organizations



2. What is the author's purpose in this story?

- a. To give information.
- b. To tell an exciting story.
- c. To support an argument.
- d. To compare two things.

### B True or False

Read each sentence. If the sentence is true, check "T." If the sentence is false, check "F."

- |  |                          |   |   |
|--|--------------------------|---|---|
| 1. The Red Cross was established in Geneva, Switzerland in 1863.   | <input type="checkbox"/> | T | F |
| 2. Henry Dunant, a Swiss businessman, worked for a week helping soldiers.  | <input type="checkbox"/> | T | F |
| 3. When floods destroyed crops and homes in North Korea in 1997, volunteers provided food and blankets.                  | <input type="checkbox"/> | T | F |
| 4. The Red Cross doesn't care about the people's race, nationality, or religion, but, they care about political beliefs. | <input type="checkbox"/> | T | F |
| 5. Since 1884, the Red Cross has helped millions of victims of earthquakes and other disasters all around the world.     | <input type="checkbox"/> | T | F |

## A Guided Writing

1. A student has written her opinion of the story, but one sentence is missing. Put a check in the box where the sentence belongs.

Also, I'd like to know more about how the Red Cross helped us during the floods.

### The International Red Cross

I think the subject of the story is very interesting. (1)  The Red Cross is a great organization. (2)  However, I think that the story tried to cover too much information in a short space. I would like to read more details about certain parts instead of so much general information. (3)  For example, I'd like to read more about the role of the Red Cross in the Indian earthquake. (4)  My teacher always tells me to pick a very specific topic when I write. Then I can write many details about that topic and answer all the readers' questions. (5)  But when the topic is very general like this, there is not enough information to satisfy the readers' curiosity.

2. Fill in the blank with the best word.

This student thinks this story is too \_\_\_\_\_.

- a. specific      b. detailed      c. general      d. curious

## B Exchanging Your Ideas

Write down your answers and talk about them.

I think ...

I feel ...

I'm against ...

It depends ...

- Henry acted because he saw a terrible battle. Why do you think Clara acted?
- Why do you think leaders wanted to help after reading Henry's book?

In my opinion ...

I believe ...

I don't think ...

Because ...



## ◆ The Different Forms of Verbs

### A Use & Form

1. They **park** their cars on the street. (base form)

They **parked** their cars on the street this time. (simple past)

They **have parked** their cars on the street. (past participle – present perfect)

2. I'll **wake** you up. (base form)

I **woke** up in the middle of the night. (simple past)

My little sister **has woken** up. (past participle – present perfect)

### B Irregular Verb

Present	Past	Past Participle	Present	Past	Past Participle
begin	began	begun	get	got	gotten
drink	drank	drunk	forget	forgot	forgotten
sing	sang	(1)_____	wake	woke	(9)_____
swim	(2)_____	(3)_____	speak	(10)_____	(11)_____
drive	drove	driven	fly	flew	flown
write	wrote	written	know	knew	known
rise	rose	(4)_____	blow	blew	(12)_____
ride	(5)_____	(6)_____	throw	(13)_____	(14)_____
take	took	taken	fall	fell	fallen
mistake	mistook	mistaken	give	gave	given
shake	(7)_____	(8)_____	forgive	(15)_____	(16)_____



## C Practice It

1. Complete the WORD BANK table.

2. Check your answers with your partner.

3. Work in pairs.

Ask and answer about the activities in the table.

John's daily routine

Time	Action	Time	Action
6:30 a.m.	Get up	7:00 a.m.	Eat breakfast
7:45 a.m.	Go to school	9:00 a.m.	Attend English class
10:00 a.m.	Attend math class	11:30 a.m.	Eat lunch
3:30 p.m.	Study at the library	4:30 p.m.	Go home

Q: What does John do every day at 7:00 a.m.?

A: John eats breakfast every day at 7:00.

Q: What does John do every day at 7:45 a.m.?

A: John (1) \_\_\_\_\_ to school (2) \_\_\_\_\_ at 7:45.

Q: It is 9:00 a.m. now. What is John doing now?

A: John is attending English class now.

Q: It is 11:30 a.m. now. What is John doing now?

A: John (3) \_\_\_\_\_ lunch now.

Q: What did John do yesterday?

A: John got up at 6:30 a.m., (4) \_\_\_\_\_ breakfast at 7:00, (5) \_\_\_\_\_ to school at 7:45, (6) \_\_\_\_\_ English class at 9:00, (7) \_\_\_\_\_ lunch at 11:30. And he (8) \_\_\_\_\_ back home at 4:30 p.m.

Q: What was John doing yesterday at 10:00 a.m.?

A: John was attending math class.

Q: What was he doing yesterday at 11:30 a.m.?

A: He (9) \_\_\_\_\_.

Q: It is noon. What has John already done?

A: John has already attended English class.

Q: It is noon. What hasn't John done yet?

A: John has not (10) \_\_\_\_\_ at the library yet.

4. Make your daily routine chart. Then ask and reply like in Part 3 with your partner.

Present	Past	Past Participle
be	was / were	
break	broke	
choose		chosen
cost	cost	
do	did	
eat	ate	
hide		
hurt		
learn		
leave		
	lost	lost
mean	meant	
meet		
pay		
put		put
read		
ring	rang	
see	saw	
sell		
shine	shone	
shut		
sit		
smell	smelt	
wear	wore	

## Check Your Progress

### Choose the best answer to each question.

One out of every ten people is left-handed. That is only ten percent of the world's population, which brings us to this question: Is left-handedness strange or special?

Centuries ago, many people believed left-handed people were the devil's servants. Just a generation ago, American parents tried to change their children's left-handedness, even tying their child's left hand behind his or her back. Teachers also forced students to use their right hands.

On the other hand, some people believe that left-handed people have special skills. Scientifically, it has been shown that left-handed people use the right side of their brain more than right-handed people. The right side of the brain is connected with genius, music, art, and creativity. Famous lefties include Leonardo da Vinci, Michelangelo, Beethoven, and Albert Einstein.

Although left-handed people have had a hard time throughout history, some have been quite successful and have shown the world that being left-handed is not strange or evil, but special and unique. In the end, what matters most is not whether we're right-handed or left-handed. The most important thing is what we do with our hands. How about waving a friendly "Hello!" or giving someone a pat on the back? You can use either hand.

#### 1. Which is NOT true according to the passage?

- a. In the past, some people considered lefties as the devil's servants.
- b. American teachers forced students to use their left hands.
- c. Some left-handed people have been very successful.
- d. Ten percent of people in the world are left-handed.

#### 2. What is the main idea of this passage?

- a. Left-handed people are special.
- b. People should develop the right side of their brain.
- c. Left-handed people should try to use their right hands.
- d. The most important thing is what we do with our hands.

# Unit 9

## Help Yourself by Helping Others

### Listen & Speak

Theme Dialog: Directory Assistance

### Read & Think

#### **Reading: Help Yourself by Helping Others**

Concluding the theme of “helping others” with an inspiring story about the rewards of being a volunteer.

### Read & Write

### Revise & Improve

Passive Voice

### Check Your Progress



## Theme Dialog: Directory Assistance



1. Look at the picture and guess what her job is.
2. What does she use for her job?
3. Why do people call her?



### Listening Task

#### A Listen carefully and repeat.

A: Directory Assistance. What city?

B: San Francisco. I'd like the number of John Henley.

A: How do you spell *Henley*?

B: H-E-N-L-E-Y.

A: What street?

B: 3rd Street.

A: Just a moment. I'm sorry, but I don't have a John Henley on 3rd Street. Are you sure you have the correct address?

B: I think so. Let me check, please. Oh, it's Henrey. H-E-N-R-E-Y.

A: Just a second, please. Yes, there is a number for that name on 3rd Street.

It's 234-4343.

B: Oh, thank you. I really appreciate it.

#### B Complete the table with different information and practice the new dialog with your partner.

Name	City	Street	Phone number
John Henrey	San Francisco	3rd Street	234-4343



## Speaking Task

**A** Exchange the underlined expressions with the new ones below. Practice the dialog with your partner.

A: Directory Assistance. What city?

B: San Francisco. I'd like the number of John Henley.

A: How do you spell Henley?

B: H-E-N-L-E-Y.

- *Could you give me John Henley's number, please?*
- *I'm looking for John Henley's number.*
- *What's the spelling for that name?*
- *Could you spell Henley, please?*

**B** Practice this dialog with your partner. Exchange the underlined words using the information in the box below.

A: Directory Assistance. Can I help you?

B: I'd like the number of the library.

A: We have two libraries in the city. One is the City Library, and the other is the State Library. Which one do you want?

B: Either one is fine.

A: I'll give you the number of the State Library. It's 225-6785.

B: Thanks a lot. Have a good day!

Central Post Office: 567-8971

Oldtown Post Office: 453-0987

Happy Hospital: 211-1134

Getwell Hospital: 776-3567

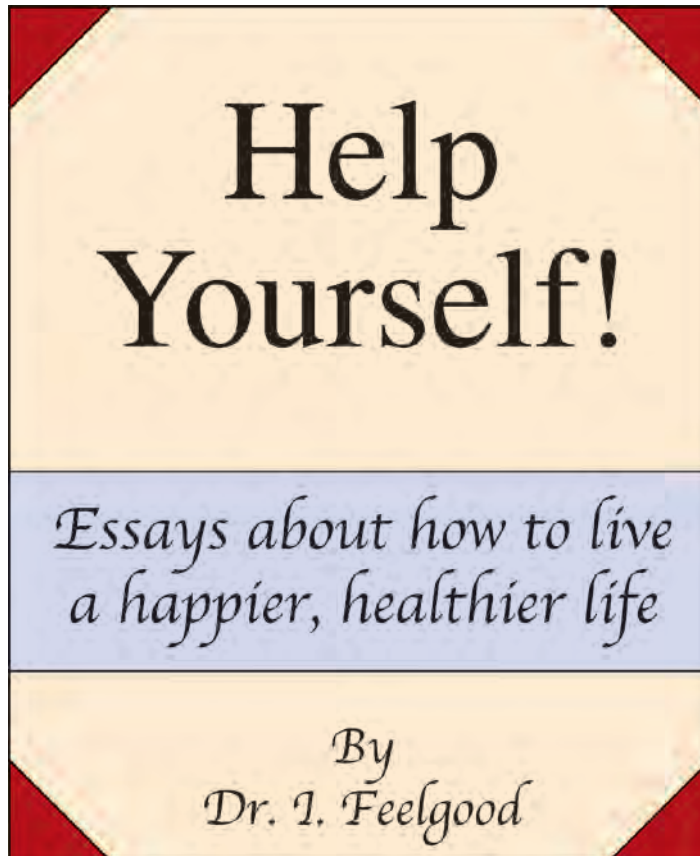
Downtown Swimming Pool: 567-8763

Uptown Swimming Pool: 468-7373

Sleepwell Hotel: 238-4242

Cozy Hotel: 746-7471

What's It About?



Read the questions and circle the best answers.

1. What kind of book is this?

- a. History.
- b. Non-fiction.
- c. Biography.
- d. Textbook.

2. What is the theme of the book?

- a. Helping other people.
- b. Living longer.
- c. How to write essays.
- d. Improving your life.

## Reading

# Help Yourself by Helping Others

Can thinking about yourself too much make you sick? Many psychologists now think so. “Self-focus” means thinking about yourself.

In the old days psychologists used to tell patients with depression to pay more attention to themselves. They wanted patients to talk about their problems and feelings. They thought that “self-focus” would cure depression. Then, some psychologists began wondering if they were wrong. They realized that depressed people talked about themselves much more than non-depressed people.

Psychologists began to wonder if it is possible for “self-focus” to cause depression. So, psychologists began thinking of different ways to treat depressed people. They thought that patients would feel better if they stopped thinking about their own problems. Some even thought that they could cure depression by having patients focus on other people.

Scientists at the University of Michigan studied older men. Some of the men volunteered to help others; others did not volunteer. The men who volunteered lived much longer. Duke University scientists studied patients who had heart disease. Some patients were told to volunteer. The patients who volunteered were happier and healthier than the others.

As a result of this research, scientists began recommending volunteerism. University leaders think community service can improve the lives of students. Some medical doctors recommend volunteerism to their patients.

Each of us experiences pain, sadness, and loneliness. One of the best ways to overcome these feelings is to help others who are experiencing difficulty. Thinking about others all the time is not going to solve all your problems, but it is nice to know that by helping others, you can help yourself, too.

**What is this story mostly about?**

- a. Being nice to yourself.
- c. Research in psychology.

- b. The benefits of helping others.
- d. Traditional treatments for depression.



## Reading Comprehension

A

### Analyzing the Ideas

Read the questions and circle the correct answers.

#### 1. What makes people healthier?

- a. Experiencing difficulty.
- b. Helping other people.
- c. Recommending volunteerism.
- d. Thinking about their own problems.

#### 2. Why did the author write this story?

- a. To study volunteerism.
- b. To compare treatments for depression.
- c. To tell us to take care of our own problems.
- d. To tell us that helping others is good for us.

B

### Cause and Effect

Read the passages from the story. Choose the best effects.

#### Cause

1. Psychologists began to wonder if it was possible for “self-focus” to cause depression.
2. Scientists at the University of Michigan studied older men. Some of the men volunteered to help others; others did not volunteer.
3. They studied patients who had heart disease. Some patients were told to volunteer. Those patients were happier and healthier than the others.

#### Effect

- a. They considered new treatments.
  - b. They continued with “self-focus.”
  - c. They sent their patients home.
  - d. They think depression is okay.
- 
- a. The volunteers died.
  - b. The doctors were wrong.
  - c. The volunteers lived longer.
  - d. They became young again.
- 
- a. Doctors now recommend volunteerism.
  - b. Volunteerism solves all problems.
  - c. People shouldn’t volunteer.
  - d. Volunteering doesn’t help much.

## A Guided Writing

1. A student writes his opinion of the story. Help him finish it by choosing the best sentences for the blanks.

- a. But the word “psychologist” made me think that it would be too difficult.
- b. However, some of the details of this story were too hard for me to understand.
- c. Second, helping others is connected with health, happiness, and living longer.

### Help Yourself by Helping Others

I liked this story because it was very factual and detailed. (1) \_\_\_\_\_  
 \_\_\_\_\_ The story talked about a lot of psychologists’ studies. The vocabulary that was used was difficult for me. If I read carefully, it was often easier to understand than I first thought. (2) \_\_\_\_\_  
 Even if I didn’t understand every detail of the story, the general points were clear. First, thinking about yourself a lot is connected with depression. (3) \_\_\_\_\_  
 Therefore, our lives will be better if we think about others more than we think about ourselves.

2. Fill in the blank with the best word.

This student thinks the story is \_\_\_\_\_.

- a. easy
- b. unbelievable
- c. general
- d. difficult

## B Exchanging Your Ideas

Write down your answers and talk about them.

I think ...

I feel ...

I’m against ...

It depends ...

1. Why would “self-focus” make depression worse?
2. Why is thinking about others better than thinking about ourselves?
3. The only reason people should volunteer is to live longer. Do you agree?

In my opinion ...

I believe ...

I don’t think ...

Because ...

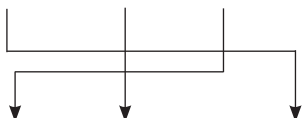


## Passive Voice

### A Use & Form

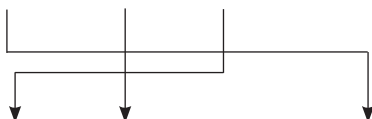
The passive is formed with the verb be (is / was / have been etc.) and the past participle (done / cleaned / seen etc.).

- My father **planted** this tree. (active)



This tree **was planted** by my father. (passive)

- My brother **broke** the window. (active)



The window **was broken** by my brother. (passive)

### B Write It Out

Find out who worked on these movies. Use the given information.



Directed by Andrew Adamson  
Vicky Jensen  
Written by William Steig

**Q:** Who directed *Shrek*?

**A:** *Shrek* was directed by \_\_\_\_\_.

**Q:** Who wrote it?

**A:** It was written by \_\_\_\_\_.



Directed by James Cameron  
Written by James Cameron

**Q:** Who directed *Titanic*?

**A:** *Titanic* \_\_\_\_\_.

**Q:** Who wrote it?

**A:** It \_\_\_\_\_.



Directed by Mike Newell  
Written by J.K. Rowling

**Q:** Who directed *Harry Potter*?

**A:** *Harry Potter* \_\_\_\_\_.

**Q:** Who wrote it?

**A:** It \_\_\_\_\_.



## Practice It

1. Complete the WORD BANK table.

2. Check your answers with your partner.

3. Work as a class.

Clap your hands and chant the words.  
*keeps — is kept invents — is invented*

4. Now answer the following questions about yourself.  
 Use your notebook.

- (1) Look at the front of one of your books. When was it written?
- (2) What is your favorite movie? When was it made?
- (3) Do you have a favorite picture of yourself? When was it taken?
- (4) Do you live in a house or an apartment? When was it built?

5. Share your writing with your classmates.

6. Talk with your partners like the following dialogs.

- (1) Who invented the telephone?  
 It was invented by \_\_\_\_\_.  
 When was it invented?  
 It was invented in \_\_\_\_\_.
- (2) Who painted Mona Lisa?  
 It was painted by \_\_\_\_\_.  
 When was it painted?  
 It was painted in \_\_\_\_\_.

7. Survey.

Find out what your classmates' favorite books are.  
 Then find out whom the book was written by.

Whom	Book	Author (writer)
me	_____	_____
_____	_____	_____

## Simple Present

Active	Passive
keeps	is kept
invents	
teach	

## Present Continuous

Active	Passive
is keeping	is being kept
is inventing	
is teaching	

## Simple Past

Active	Passive
kept	was kept

## Past Continuous

Active	Passive
was keeping	was being kept

## Present Perfect

Active	Passive
has kept	has been kept

## Future

Active	Passive
will keep	will be kept

## Check Your Progress

**Write the correct answer to each question.**

When people think of cheese today, they think of Europe. Today, the most famous cheeses come from Europe. However, people in Europe learned to make cheese from people in the Middle East.

The ancient people of the Middle East were nomads. That means they lived in tents and moved around a lot. These people needed to carry everything with them. To carry liquids like water or milk, they used bags made of animal skin. These bags were carried by horses or camels. But under the hot sun, the milk in the bags would curdle. That means some parts of the milk would turn solid. As the animals walked, the bags would swing back and forth. The swinging motion separated the solid parts of the milk from the liquids. The ancient nomads drank the liquid. They also took out the solid parts, added some salt, and ate them. The solid part of the milk had a lot of protein, so it was very good for these people. Over time, people learned to use the liquid and the solid parts of milk in different ways.

**1. What is the main idea of this passage?**

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**2. Where was the first cheese probably made?**

---

**3. Why was the solid part of the milk good for the nomads?**

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# ***Who Has Seen the Wind***

— Christina G. Rossetti

*Who has seen the wind?*

*Neither I nor you:*

*But when the leaves hang trembling.*

*The wind is passing through.*

*Who has seen the wind?*

*Neither you nor I:*

*But when the trees bow down their heads.*

*The wind is passing by.*





# Notes to the Texts 课文注释

## Unit 1

1. **I hope that you enjoy your stay here.** 我希望你喜欢在这儿的生活。

· stay 停留, 逗留 (强调停留的状态)

例 He has made quite a few friends during his stay here.

在这次逗留期间他结交了很多朋友。

2. **How did that happen?** 怎么会发生那样的事情?

上面的句子常用来表示听到意外的事情感到惊讶, 或者听到别人发生不幸的事情表示关心。

例 — He hurt his leg yesterday. 昨天他摔伤了腿。

— Oh, how did that happen? 哦, 怎么会这样?

3. **We had a lot in common.** 我们有很多共同点。

· have *something* in common 在(某方面)有共同之处

例 I have to admit my sister and I have a lot in common.

我得承认我和姐姐之间有很多共同点。

4. **There was a long line in front of his house, and they had to wait in line for three days.** 人们在他房门前排了很长的队, 他们不得不排队等候了三天。

· wait in line 排队等候

例 Do you always have to wait in line like this? 你是不是总是像这样排队等候呢?



5. **At last, after the long walk and the long wait, it was their turn to see the wise man.** 经过长途跋涉和漫长的等待，最终，轮到他们去见那位智者了。

• walk 步行

在上面的句子中 walk 作名词，译为“步行”“跋涉”。

例 I went for a walk. 我去散步了。

• wait 等待

wait 和上面的 walk 用法相同，在这里作名词。

例 I don't like this long wait. 我不喜欢这种长时间的等待。

• it's *one's* turn to *do something* 轮到某人去做某事

例 It's Jim's turn to play basketball. 轮到吉姆打篮球了。

6. **Please tell him not to.** 请告诉他不要吃了。

• tell *somebody* not to *do something* 告诉某人不要做某事

上面的句子是一个省略句，为了避免重复，省略了上文提到的动词短语 eat too many sweets。这句话的完整表达为：Please tell him not to eat too many sweets.

7. **Please come back in two weeks.** 请两周后再来吧。

• in two weeks 两周之后

“in + 时间段”表示“在一段时间之后”，通常用于将来时态中。

例 I will call you in three days. 我会在三天后给你打电话。

8. **The next week, the mother and her son walked all the way back to the wise man's house again.** 隔了一周，母亲和儿子沿原路又返回了智者的住处。

• all the way back to *somewhere* 沿原路返回某地

例 I went all the way back to school. 我沿原路返回了学校。

## Unit 2

1. **I have a really difficult test tomorrow.** 明天我有个很难的考试。

上面的句子是一般现在时表示将来时的用法，一般在口语中表示按照规定、计划或时间表要发生的事，并且句中通常会有一个表示将来的时间状语。

例 The train leaves in five minutes. 火车将在五分钟后离开。

2. **Let's take a five-minute break.** 让我们休息五分钟。

- a five-minute break 休息五分钟

英语中常用“数词 + 计量名词单数”构成新的形容词作定语来修饰名词的数量、单位等，此时数词与计量名词之间要用连字符连接。

例 That is a seven-floor building. 那是一栋七层高的建筑。

3. **I can repay the favor.** 我可以报答你了。

- repay 报答

例 I don't know how I can repay your kindness. 我都不知道该如何报答你的恩情。

4. **Let's get back to studying.** 让我们回到学习中去吧。

- get back to 返回到，回去

经常用来表示之前所做之事或所谈论的话题被中断后，讲话的一方提议回到之前的行为或话题上来。短语中的介词 to 后要接名词或动名词。

例 You are too far away from it. Let's get back to the main topic.  
你离题太远了，让我们回归主题吧。

5. **I will find your ball if you promise to be my friend.**

如果你承诺做我的朋友，我就会帮你找到你的球。

- promise to *do something* 承诺做某事

例 He promised to finish this task. 他承诺会完成这项任务。

6. **I don't have to keep this promise.** 我不必遵守这个诺言。

- keep ... promise 遵守……承诺

这个短语还可以表达为 keep *one's* word。

例 An honest man should always keep his promises. 诚实的人总是信守诺言。

7. **There was a knock on the door and the frog's voice called out.**

敲门声过后，传来了青蛙的叫声。

- a knock on the door 敲门声

例 I heard a knock on my door last night. 我昨夜听见有人敲门。

· call out 大声喊

例 When he heard someone call out, he rushed out of the house.  
当听见有人大喊，他立刻冲出了房子。

8. **So, she let the frog in.** 所以，她让青蛙进来了。

· let *somebody* in 让某人进来

例 It's me. Let me in. 是我，让我进去。

9. **They became best friends and promised to get married.**

他们成了最好的朋友，而且承诺要结婚。

· get married 结婚

get married to / with *somebody* 与某人结婚

例 The prince will get married to / with a country girl. 王子将和一个乡下女孩结婚。

### Unit 3

1. **I have been accepted to Peking University.** 我已被北京大学录取。

· be accepted to 被……录取或接收

例 The brothers are both accepted to the army. 兄弟俩都被部队接收入伍。

2. **The students running for president will speak today.**

竞选主席的学生今天要演讲。

· run for 竞选

在上面的句子中 *running for president* 是现在分词短语作后置定语来修饰句中的主语 *the students*。本句转化成定语从句表达为：*The students who run for president will speak today.*

例 This is the third time he has run for president. 这是他第三次竞选主席。

3. **If you elect me president, there'll be no more homework!**

如果你们选我当主席，将不会再有家庭作业！

· elect 选举，推选

在上面的句子中，president 作 me 的补语。

例 The boss elected him assistant. 老板选他做助理。

- no more 不再

例 We hope there will be no more hunger in the world.  
我们希望世界上不会再有饥饿。

#### 4. After the students voted, all the votes were counted.

学生投票后，全部选票都统计出来了。

- vote 投票；选票

在上面的句子中，第一个 vote 为动词，译为“投票”；第二个 vote 为名词，译为“选票”。

例 Everyone I know voted for him, he has got the most votes.

我认识的每个人都为他投了票，他是获得选票最多的人。

#### 5. They must have counted the votes wrong. 他们一定是数错了选票。

- must have *done something* 一定是做了某事

在上面的句子中 must 表示猜测，并且表示非常确定自己的猜测，后接完成时态表示被猜测的事情发生在过去或已完成。

例 This is your jacket, you must have taken the wrong one.

这才是你的夹克衫，你一定是拿错了。

## Unit 4

#### 1. Is this your first time eating at a Chinese home?

这是你第一次在中国家庭吃饭吗？

- it's *one's first time doing something* 某人第一次做某事

这个句式也可以表达为 It's the first time *somebody has done something*. 其中，如果是多次经历，句子中的序数词还可以用 second, third 等来表达。

例 This is my first time writing a book myself.

= It is the first time I have written a book myself. 这是我第一次写书。

2. **Please give my regards to your parents.** 请代我向你的父母问好。

- give one's regards to somebody 代某人向某人问好  
这个句式常用于和朋友道别时，向其家人表达问候，也经常出现在书信的结尾。

3. **I'm from Iowa, which is famous for growing good corn.**

我来自爱荷华州，那里因种植优质玉米而闻名。

- Iowa 爱荷华州，是美国 50 个联邦州之一，位于美国中西部境内的大平原地区，土壤肥沃，农产丰富，素有“美国粮仓”之称。
- be famous for 因……而闻名  
例 Harbin is famous for its beautiful ice and snow. 哈尔滨因美丽的冰雪而闻名。
- which is famous for growing good corn 是由关系代词 which 引导的非限制性定语从句，对先行词 Iowa 起修饰的作用，其意思是：那里因种植优质玉米而闻名。

4. **Every year there is a contest to see who grows the best corn and for the past eleven years, the same man, Famer Duffy, has won.**

这里每年都有一场竞赛，比一比谁种的玉米最好。而在过去的十一年间获胜的都是同一个人，一位叫达菲的农场主。

- 从句 who grows the best corn 是由 who 引导的宾语从句，作 see 的宾语，其意思是：种植最优质玉米的人。
- for the past + 时间段，译为“在过去的一段时间里”。  
例 We have studied hard on this subject for the past eight years.  
在过去的八年里，我们一直努力地钻研这个课题。
- Farmer Duffy 是 the same man 的同位语，指同一个人，句中的 Farmer 在姓氏 Duffy 前面大写开头字母表示人物的头衔或称呼。  
例 Principal Chen 陈校长    Officer Liu 刘长官

5. **I told him that I was writing a story about his prize-winning corn.**

我告诉他我正在给他获奖的玉米写一篇文章。

- write a story about somebody / something 写一篇关于某人或某事的文章
- prize-winning 是合成形容词，表示“获奖的”。  
例 He published his prize-winning novel. 他的获奖小说出版了。



6. **My father started the farm and I took over after he passed away.**

我父亲创建了这个农场，他过世之后，由我接管过来。

- take over 接管

例 The assistant took over the company after the manager left.

经理离开后，他的助手接管了公司。

- pass away 去世 (die 的委婉用语)

例 He unfortunately passed away last year. 他去年不幸逝世了。

7. **What makes your corn different from that corn over there?**

是什么使你的玉米不同于那边的玉米呢？

- make A different from B 使 A 不同于 B

例 Knowledge makes him different from other farmers. 知识使他不同于其他的农民。

8. **I asked pointing to his neighbor's field.** 我指向他邻居的田地并且问他。

- pointing 是现在分词作伴随状语修饰动词 ask，表示一个动作伴随另一个动作同时发生。

例 He started to think looking at somewhere out of the window.

他望着窗外开始思考。

9. **You see, corn releases pollen into the air.** 你看，玉米会把花粉释放到空气中。

- you see 在句中作插入语，表示“你看”“你是知道的”。

例 You see, he hurt his left leg last week. 你是知道的，他的左腿上周受伤了。

- release ... into 把……释放到……

例 People released oil into the sea. 人们将石油排放到海洋中。

10. **The pollen blows around into different fields and lands on other plants.**

花粉会向四周飘散并飘进不同的田地里，落在其他的植物上。

副词 around 和介词 into 都是修饰动词 blow，表示花粉飘散的方向，这种“动词 + 副词 + 介词”的用法在本句中表示动作方向的延伸。

11. **I have to make sure my neighbors have good corn to pollinate my corn.**

因此我必须确保我的邻居们有好的玉米种来给我的玉米授粉。

• pollinate 给……授粉

此句中动词不定式 to pollinate my corn 作目的状语，说明动作的目的。

12. **But, how come Mr. Duffy's neighbors didn't ever win the contest?**

但是，达菲先生的邻居们怎么会从来没有赢得过比赛呢？

• How come ...? ……怎么回事？怎么会……？

例 How come you behave like this? 你怎么会这样呢？

## Unit 5

1. **May I take your order, please?** 我可以帮您点餐了吗？

上面的句子是在餐厅服务生点餐服务时的常用语，相同的表达有：Would you like to order? / May I have your order? / Are you ready to order now? 等。

2. **Would you like to have separate checks?** 你想分开买单吗？

• separate checks 分开付账，AA 制

例 Do you need separate checks? 您要分开付账吗？

3. **No, last time you treated. This is on me.** 不，上次是你招待的，这次我来请客。

• be on somebody 某人请客

例 Let's go to have dinner tonight, it's on me! 今晚一起去吃饭吧，我请客！

4. **At one Special Olympics nine athletes lined up on the running track to compete in the 200-meter race.**

在一场特奥会比赛中，九名运动员依次排列在跑道上参加两百米赛跑。

• line up 排列

例 Please line up in order of height. 请按大小个排队。

• compete in 参加……比赛

例 Five children competed in the race. 五个孩子参加赛跑。

5. **He knew it would be difficult because he was born with one leg shorter than the other.** 他知道那会很艰难，因为他天生一条腿就比另一条短。

• *be born with* 天生……

例 She was born with a beautiful voice. 她天生拥有一副好嗓子。

6. **But he was catching up.** 但是他正在赶超。

• *catch up* 赶超

通常表示由于落后而想要赶上别人，还可以表示在学习或者专业技能等方面赶超别人，常有 *catch up with somebody* 的搭配形式，与文章下一段中出现的 *catch up to Andrew* 含义相同，常用固定搭配：*catch up with / to somebody* 赶超某人。

例 I have to work hard to catch up with the other students.

要想赶上其他同学，我得多加努力才行。

7. **The other athletes kept running, but Anna heard Andrew fall and looked back.**

其他运动员继续跑着，但是安娜听见安德鲁跌倒的声音并回头看了一下。

• *hear somebody do something* 听见某人做某事

感官动词 *hear* 后接省略 *to* 的不定式，我们学习过的一些感官动词有：*see, notice, watch, feel* 等，也有此类用法。

例 I heard someone cry next door when I was having my dinner at home.

在家吃晚饭的时候我听见隔壁有人在哭。

8. **She wanted to win the race, but she couldn't leave someone who might be hurt.**

她想要赢得比赛，但是她不能丢下可能受伤的人而不管。

• *leave somebody / something* 留下某人或者某物

例 Somebody left their car in the middle of the driveway. 有人把汽车停在车道中间。

• 上面的句子中 *who might be hurt* 是修饰先行词 *someone* 的定语从句，其中情态动词 *might* 表示猜测。

9. **What was really important to them was making sure that there were no losers.**

对于他们来说真正重要的是确保没有输者。

上面的句子中 *what was really important to them* 是由 *what* 引导的主语从句，在复合

句中作主语。that there were no losers 是由 that 引导的宾语从句，在复合句中作 make sure 的宾语。

## Unit 6

### 1. **Your ticket is for an economy class seat.** 您拿的是经济舱的票。

• economy class 经济舱

class 在此句中是名词，表示等级的含义。

航空公司票价一般分为头等舱 (first class)、商务舱 (business class) 和经济舱 (economy class) 三种等级的座位票。由于座位空间和座椅舒适度不同，价格也有很大差距。

### 2. **This is the business class check-in.** 这是商务舱的检票口。

• check-in 办理登机手续处

**例** Make sure you're at the check-in by 5:30.

务必要在 5 点 30 分之前办理登机手续。

check-in 也可以表示旅馆的登记处和医院的门诊挂号处。

### 3. **Would you like a window seat or an aisle seat?**

您想要靠窗的座位还是靠通道的座位？

飞机机舱内的每排座位中都有靠窗或靠通道的，靠窗的位置叫做 window seat，靠近通道的位置叫做 aisle seat。这两种名称也适用于火车上的座位。

### 4. **One October during the Cold War, two gray whales were swimming near Alaska.**

在冷战期间的某年十月份，两条灰鲸正在阿拉斯加附近游动。

• Cold War 冷战

指美国和苏联及他们的盟国在 1945 年至 1990 年代间在政治和外交上的对抗、冲突和竞争。由于第二次世界大战刚结束，在这段时期，虽然分歧和冲突严重，但对抗双方都尽力避免导致世界范围的大规模战争（世界大战）爆发，其对抗通常通过局部代理人战争、科技和军备竞赛、外交竞争等“冷”方式进行，即“相互遏制，却又不诉诸武力”，因此称为“冷战”。

5. **Some Inuits, the native people of Alaska, tried to help.**

一群因纽特人，阿拉斯加的土著人，试图帮助它们摆脱困境。

· Inuits 因纽特人

也叫做爱斯基摩人 (Eskimo)，“爱斯基摩”一词是由印第安人首先叫起来的，即“吃生肉的人”。因为历史上印第安人与爱斯基摩人有矛盾，所以这一名字显然含有贬意。因此，爱斯基摩人并不喜欢这个名字，而将自己称为“因纽特”人，在爱斯基摩语中即“真正的人”之意。

· native people 当地人

the native people of Alaska 是 Some Inuits 的同位语，本句中的伊努伊特人就是指分布在阿拉斯加当地的土著居民。

例 Before you go to travel to Africa, you'd better know something about the native people.  
在你去非洲旅行之前，你最好了解一些当地人的习俗。

6. **In the meantime, the whales had been trapped for almost two weeks.**

在此期间，这两条鲸鱼已经被困大约两个星期了。

· in the meantime 在此期间，与此同时

例 In the meantime, great changes happened in this country.  
在此期间，这个国家发生了巨大的变化。

7. **It took a couple of days for the whales to make it through to the open sea.**

这两头鲸花了几天时间才穿过被困的地区，抵达了开阔的海域。

· a couple of days 几天

例 He has been here for a couple of days. 他到这里已经有好几天了。

· 句中第一个 It 是形式主语，to make it through to the open sea 是句子的真正主语，表示花费时间的对象。第二个 it 指代上文提到的 the path。

8. **It was unusual to see countries involved in a Cold War working together, ...**

卷入冷战的各国彼此合作的情况是难得一见的，……

· involve in 卷入，牵扯

此表达常用做被动语态 *be involved in something*，本句中 *involved in a Cold War* 是



过去分词作定语修饰 *countries*, 表示卷入冷战的 国家。

例 I don't want to be involved in this. 我不想被牵扯进来。

9. ... , but saving the whales brought the Americans and Soviets together as teammates.

……, 但是在挽救两条鲸生命的过程中, 美国人和苏联人却一起合作成为了队友。

• bring ... together 使……联合, 使……相聚

例 Having the same dream brings us together. 怀着同样的梦想, 我们相聚在一起。

## Unit 7

1. Who's calling, please? 请问您是哪位?

这是常用的电话用语, 用来询问打电话的人是谁, 还可以表达为: Who is it?

2. Once upon a time an orphan named Charity... 从前有个叫查丽蒂的孤儿……

• once upon a time 从前, 很久以前

例 Once upon a time there lived a king. 从前有一位国王。

• somebody named ... 某人被称做……

named 为过去分词作后置定语, 相当于一个定语从句的功能, 如: I know the man named Kevin. = I know the man who is named Kevin.

例 We are looking for a girl named Tina. 我们在寻找一个叫蒂娜的女孩。

3. They were cruel to Charity. 她们对查丽蒂很残酷。

• be cruel to somebody 对某人残酷

be + 形容词 + to + somebody 表示对某人的态度

例 He is always kind to people. 他总是对人很和善。

4. He turned into a wizard. 他变成了一位巫师。

• turn ... into 变成; 把……变成

通常多指季节的交替、人物身份的转变、通过魔法的变化等。

例 A few weeks later winter will turn into spring. 几周后就会冬去春来。

They turned her into a super star. 他们把她变成了一位超级巨星。

5. **Charity reached down and touched a stone with her finger.**

查丽蒂俯下身用手指碰了一下石头。

· reach down 俯下身，弯下腰

例 He reached down and picked up a coin from the ground.

他俯下身从地上拾起一枚硬币。

6. **They demanded to know where it came from.**

她们想要知道它是从哪里来的。

· demand to *do something* 要求做某事  
通常指较为严肃和正式地提出要求。

例 I demand to know what's going on! 我要求了解正在发生什么事情!

7. **When they got there, they searched for the wizard, but they only found the ugly old beggar.**

当他们到达那里时，便四处寻找那位巫师，但是他们只找到了一个又老又丑的乞丐。

· search for *somebody / something* 寻找、搜索 (某人 / 某物)

例 The police have searched for him everywhere, but still no news.

警察已经到处寻找他了，但是仍然没有消息。

8. **You selfish women.** 你们这些自私的女人。

此句为省略句，省略了谓语动词。省略句是英语中的一种习惯用法。按照语法的分析，句子应该具备的成分，有时出于修辞上的需要，在句中并不出现，这种句子叫做省略句。其特点是：虽然省去句子语法结构所需要的组成部分，但仍能表达其完整的意义。

例 You naughty boy! 你这个调皮的孩子!

## Unit 8

1. **Something came up.** 发生了一些事。

· come up 出现，发生

例 When they were talking about him, he suddenly came up.

当人们正谈论他时，他突然出现了。

Please let me know if something comes up. 一旦有事发生请通知我。

2. **When a terrible disease started killing children in Burkina Faso, volunteers provided medicine.**

当一场可怕的疾病开始吞噬布基纳法索儿童的生命的时候，志愿者们提供了医药。

• Burkina Faso 布基纳法索

布基纳法索是位于非洲的内陆国。在经济上，以农牧立国。因该国资源匮乏，且地处沙漠边缘，可耕地面积较少，导致布基纳法索一直是一个非常贫困的国家，也是周边非洲国家主要的外来劳工输出国。

3. **The Red Cross is an international organization whose mission is to stop suffering.**

红十字会是一个国际组织，它的使命就是免除遭受苦难。

• Red Cross 红十字会

红十字会是一个独立、中立的组织，其使命是为因战争、自然灾害和其他暴力而受害的人提供人道保护和援助。

• whose mission is to stop suffering 是由关系代词 whose 引导的定语从句，对先行词 organization 起修饰限定的作用。不定式 to stop suffering 在此从句中作表语。

4. **The story of Red Cross begins with Henry Dunant, a Swiss businessman ...**

红十字会的故事起源于一个叫亨利·杜南的瑞士商人……

1859年6月24日，瑞士人亨利·杜南先生途径意大利北部伦巴第地区索尔弗利诺的村庄，正赶上奥地利陆军与法国一撤退联军之间的一场战役，由于缺乏医疗救护，士兵伤亡惨重，约有4万多受伤垂死之人被遗弃在战场。亨利·杜南先生途经此地目睹了无助伤兵痛苦挣扎的惨状，为之所震惊，当即决定放弃个人事业，组织居民抢救伤兵，掩埋尸体，并在战争结束后在欧洲发起呼吁创办了红十字国际委员会。

5. **As a result, the Red Cross was established in Geneva, Switzerland in 1863.**

因此，红十字会于1863年在瑞士的日内瓦成立了。

• as a result 因此,结果

例 As a result, the meeting was put off. 结果会议被取消了。

• establish 成立, 建立, 创立

例 With a little money and several of his friends, their company was established.

拿着一点钱，带着几个朋友，他们的公司就这样成立了。

## Unit 9

### 1. Can thinking about yourself too much make you sick?

过多地考虑自己会容易惆怅吗?

这个疑问句的主语是动名词短语 *thinking about yourself too much*, 翻译为“过多地考虑自己”。谓语和宾语分别是情态动词 *can* 和 *make you sick*, 在疑问句中情态动词 *can* 提前。

例 *Can eating too much make you fat?* 吃得太多会使你变胖吗?

### 2. In the old days psychologists used to tell patients with depression to pay more attention to themselves.

在过去, 心理学家常常让抑郁症患者多关注他们自身。

• *in the old days* 在过去

例 *She had a bitter experience in the old days.* 她过去有过痛苦的经历。

• *patients with depression* 抑郁症患者

*with* 译为“具有”“带有”, 在句中作后置定语。

例 *China is a country with a long history.* 中国是一个历史悠久的国家。

• *pay attention to somebody / something* 关注某人或某事

例 *You must pay attention to the teacher.* 你们必须注意听老师讲课。

### 3. They realized that depressed people talked about themselves much more than non-depressed people.

他们意识到抑郁的人比不抑郁的人会更多地谈论自己。

• *depressed* 抑郁的, 沮丧的

例 *She felt lonely and depressed.* 她感到孤独和沮丧。

• *non-depressed* 不抑郁的

否定前缀 *non* 表示“不”“没有”, 与 *depressed* 合成后构成反义形容词, 译为“不抑郁的”“不消沉的”。类似的用法还有: *non-white* 非白种人的; *non-stop* 不停的, 不间断的。

### 4. Some even thought that they could cure depression by having patients focus on other people.

有的医生甚至认为他们可以通过让病人把注意力集中到别人身上来治愈抑郁症。

• *focus on somebody / something* 专注于某人 / 某事

例 Today we're going to focus on the question of homeless people.

今天，我们主要讨论无家可归者的问题。

• by 通过，凭借

在本句中介词 by 指通过某种手段或者方法，后接使役动词短语 have somebody do something 的动名词形式。

例 He won the election by solving the economic problems.

他通过解决经济危机的政绩赢得了选举。

5. **Some of the men volunteered to help others.** 他们中的一些人自愿去帮助其他人。

• volunteer to *do something* 自愿去做某事

上面的句子中 volunteer 是动词，还可以表达为 volunteer for *something*。

例 She volunteered to teach in the country school. 她自愿到农村的学校教书。

• volunteer 志愿者

volunteer 作名词时译为“志愿者”。

例 I need some volunteers to clean up the kitchen.

我需要几名志愿者来收拾一下厨房。

6. **As a result of this research, scientists began recommending volunteerism.**

由于这项研究成果，科学家们开始倡导自告奋勇的精神。

• as a result of 由于

as a result of 后加名词或者代词。

例 As a result of his hard work, Bill entered the best university.

由于比尔的勤奋，他考进了最好的大学。

7. **Each of us experiences pain, sadness, and loneliness.**

我们每个人都会经历痛苦、伤心和孤独。

• each of us 我们每个人

each of us 在句中作主语时，谓语动词要用第三人称单数的形式。

例 Each of us has to realize how important it is to communicate with others.

我们每个人都应该意识到与他人沟通的重要性。



# Words and Expressions in Each Unit

## 各单元单词和习惯用语

注: 单词后的数字是指本单词第一次出现时所在的页码。

在英式发音和美式发音有区别时, 英式发音在前, 美式发音在后。

### Unit 1

<b>in common</b> 共有	5
<b>cafeteria</b> /,kæfə'tiəriə/ <i>n.</i> 自助餐厅	5
<b>wisdom</b> /'wɪzdəm/ <i>n.</i> 智慧	6
<b>announcement</b> /ə'naʊnsmənt/ <i>n.</i> 通告	6
<b>gentle</b> /'dʒentl/ <i>adj.</i> 和蔼友善的	6
<b>in line</b> 排队	7
<b>nod</b> /nɒd/ <i>v.</i> 点头	7
<b>intention</b> /ɪn'tenʃən/ <i>n.</i> 意图	8
<b>recommend</b> /,rekə'mend/ <i>v.</i> 推荐; 介绍	8
<b>refuse</b> /rɪ'fju:z/ <i>v.</i> 拒绝	8
<b>obey</b> /əʊ'beɪ/, /ə'beɪ/ <i>v.</i> 服从, 顺从	8
<b>honesty</b> /'ɒnɪsti/ <i>n.</i> 诚实	9
<b>be against</b> 反对	9
<b>Pacific Ocean</b> 太平洋	10
<b>shave</b> /ʃeɪv/ <i>n.</i> 剃, 刮(胡须)	11
<b>response</b> /rɪ'spɒns/ <i>n.</i> 反应; 回答	12
<b>mood</b> /mu:d/ <i>n.</i> 气氛; 心情	12
<b>chin</b> /tʃɪn/ <i>n.</i> 颏, 下巴	12
<b>tight</b> /taɪt/ <i>adj.</i> 绷紧的	12
<b>contact</b> /'kɒntækt/ <i>n.</i> 接触	12

### Unit 2

<b>prince</b> /prɪns/ <i>n.</i> 王子	13
<b>sign up</b> 报名参加	13

<b>princess</b> /,prɪn'ses/, /'prɪnsəs/ <i>n.</i> 公主	13
<b>appreciate</b> /ə'pri:ʃieɪt/, /ə'pri:ʃi,eɪt/ <i>v.</i> 感激; 欣赏	14
<b>global village</b> 地球村	15
<b>lab</b> /læb/ <i>n.</i> 实验室; 研究室	15
<b>repay</b> /rɪ'peɪ/ <i>v.</i> 偿还; 报答	15
<b>fairy tale</b> 童话; 神话故事	16
<b>keep one's word</b> 履行诺言	16
<b>theme</b> /θi:m/ <i>n.</i> 主题	16
<b>dishonest</b> /dɪs'ɒnɪst/ <i>adj.</i> 不诚实的	16
<b>mean</b> /mi:n/ <i>adj.</i> 吝啬的; 自私的	17
<b>skip</b> /skɪp/ <i>v.</i> 蹦跳着走	17
<b>knock</b> /nɒk/ <i>n.</i> 敲门声	17
<b>hop</b> /hɒp/ <i>v.</i> (鸟、蛙等小动物) 跳跃	17
<b>handsome</b> /'hænsəm/ <i>adj.</i> (男子)英俊的	17
<b>independent</b> /,ɪndɪ'pendənt/ <i>adj.</i> 独立的	18
<b>fond</b> /fɒnd/ <i>adj.</i> 喜欢的	19
<b>be fond of</b> 喜欢	19
<b>reward</b> /rɪ'wɔ:(r)d/ <i>v. &amp; n.</i> 报答; 回报	19
<b>valuable</b> /'væljuəbl/ <i>adj.</i> 宝贵的, 有价值的	19
<b>gender</b> /'dʒendə(r)/ <i>n.</i> 性别	22
<b>comment</b> /'kɒment/ <i>n.</i> 评论	22

### Unit 3

<b>immigration</b> /,ɪmə'greɪʃən/ <i>n.</i> 移民入境	23
<b>entry</b> /'entri/ <i>n.</i> 进入; 入口	23

<b>confident</b> /'kɒnfədənt/ <i>adj.</i> 自信的	23	<b>regards</b> /rɪ'gɑ:(r)dz/ <i>n.</i> 问候	35
<b>election</b> /ɪ'lekʃən/ <i>n.</i> 选举	23	<b>state</b> /steɪt/ <i>n.</i> 国家;政府;州	36
<b>passport</b> /'pɑ:spɔ:t/, /'pæs,pɔ:rt/ <i>n.</i> 护照	24	<b>fair</b> /feə/ <i>n.</i> 市场;集市	36
<b>nationality</b> /,næʃə'næləti/ <i>n.</i> 国籍	24	<b>in advance</b> 提前	36
<b>literature</b> /'lɪtərətʃə/, /'lɪtərə,tʃʊə/ <i>n.</i> 文学; 文学作品	25	<b>enclose</b> /ɪn'kleʊz/ <i>v.</i> 随信附上	36
<b>vote</b> /vəʊt/ <i>v.</i> 投票;表决 <i>n.</i> 选票;得票数	26	<b>form</b> /fɔ:(r)m/ <i>n.</i> 表格	36
<b>cast a vote</b> 投票	26	<b>fill out</b> 填写	36
<b>campaign</b> /kæm'peɪn/ <i>n.</i> (宣传) 活动;运动	26	<b>pumpkin</b> /'pʌmpkɪn/ <i>n.</i> 南瓜	36
<b>run for</b> 竞选	26	<b>blue ribbon</b> 一等奖	36
<b>president</b> /'prezədənt/ <i>n.</i> 主席;总统	26	<b>sincerely</b> /sɪn'sɪəli/ <i>adv.</i> 真诚地	36
<b>give a speech</b> 发表演讲	26	<b>planner</b> /'plænə(r)/ <i>n.</i> 计划者	36
<b>elect</b> /ɪ'lekt/ <i>v.</i> 选举;推选	27	<b>Iowa</b> /'aɪəwə/ <i>n.</i> 爱荷华州(美国州名)	37
<b>seriously</b> /'sɪəriəsli/ <i>adv.</i> 认真地;严肃地	27	<b>corn</b> /kɔ:(r)n/ <i>n.</i> <美>玉米;<英>谷物	37
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<b>clap</b> /klæp/ <i>v.</i> 鼓掌	27	<b>competition</b> /,kɒmpə'tɪʃən/ <i>n.</i> 竞争	37
<b>principal</b> /'prɪnsəpəl/, /'prɪnsəpl/ <i>n.</i> 负责人;校长	27	<b>pollen</b> /'pɒlən/ <i>n.</i> 花粉	37
<b>announce</b> /ə'naʊns/ <i>v.</i> 宣布	27	<b>pollinate</b> /'pɒlə(ɪ)neɪt/ <i>v.</i> 对……授粉	37
<b>issue</b> /'ɪʃu:/ <i>n.</i> 问题;话题	27	<b>connect</b> /kə'nekt/ <i>v.</i> 关联	37
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<b>ecosystem</b> /'i:kəʊ,sɪstəm/ <i>n.</i> 生态系统	32	<b>conflict</b> /'kɒnflɪkt/ <i>n.</i> 矛盾,冲突	39
<b>endangered</b> /ɪn'deɪndʒə(r)d/ <i>adj.</i> 濒危的	32	<b>jealous</b> /'dʒeləs/ <i>adj.</i> 嫉妒的	39
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<b>release</b> /rɪ'li:s/ <i>v.</i> 放出;释放	32	<b>competitive</b> /kəm'petətɪv/ <i>adj.</i> 有竞争力的	39
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<b>make yourself at home</b> 请别客气;随便点	34		

<b>philosophy</b> /fə'lsəfɪ/ <i>n.</i> 哲学	42	<b>babysit</b> /'beɪbɪ(s)st/ <i>v.</i> (临时受雇替外出的父母) 照料 (小孩)	52
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<b>loser</b> /'lu:zə(r)/ <i>n.</i> 失败者	47	<b>Cold War</b> 冷战	57
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<b>failure</b> /'feɪljə(r)/ <i>n.</i> 失败	48		
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<b>Inuit</b> /'ɪnjuːt/, /'ɪnoʊt/ <i>n.</i> 因纽特人	57
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<b>stretch</b> /stretʃ/ <i>v.</i> 延伸,绵延	57
<b>pathway</b> /'pɑːθweɪ/, /'pæθweɪ/ <i>n.</i> 小道,小径	57
<b>environmentalist</b> /ɪnvaɪənməntəlɪst/ /ɪnvaɪənməntlɪst/ <i>n.</i> 环境保护主义者	57
<b>Coast Guard</b> 海岸警卫队队员	57
<b>meantime</b> /'miːn(ɪ)təɪm/ <i>adv.</i> 在此期间	57
<b>immediately</b> /ɪ'miːdiətli/, /ɪ'miːdɪtli/ <i>adv.</i> 立即	57
<b>cooperate</b> /kəʊ'ɒpə(ɪ)reɪt/ <i>v.</i> 合作	57
<b>detailed</b> /'diːteɪld/ <i>adj.</i> 详细的	57
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<b>teammate</b> /'tiːmmeɪt/ <i>n.</i> 队友	57
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<b>rescue</b> /'reskjʊː/ <i>n. &amp; v.</i> 营救,解救	59
<b>politics</b> /'pɒlɪtɪks/, /'pɒlə,tɪks/ <i>n.</i> 政治	59
<b>politician</b> /pɒlə'tɪʃən/ <i>n.</i> 政治家	59
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<b>steal</b> /stiːl/ <i>v.</i> 偷,窃取	60
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## Unit 7

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<b>generous</b> /'dʒenərəs/ <i>adj.</i> 慷慨的,大方的	66
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<b>biography</b> /baɪ'ɒgrəfi/ <i>n.</i> 传记	66
<b>orphan</b> /'ɔː(r)fən/ <i>n.</i> 孤儿	67

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<b>cruel</b> /'kruːəl/ <i>adj.</i> 残酷的	67
<b>tiny</b> /'taɪni/ <i>adj.</i> 很小的	67
<b>ugly</b> /'ʌɡli/ <i>adj.</i> 丑陋的	67
<b>wizard</b> /'wɪzə(r)d/ <i>n.</i> 巫师	67
<b>demand</b> /dɪ'mɑːnd/, /dɪ'mænd/ <i>v.</i> (坚决)要求	67
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<b>up-to-date</b> <i>adv.</i> 最新式地;至今	72
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## Unit 8

<b>The International Red Cross</b> 国际红十字会	73
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<b>musical</b> /'mjuːzɪkəl/, /'mjuːzɪkl/ <i>n.</i> 音乐剧;音乐片	74
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<b>Burkina Faso</b> /bɜːkiːnə 'fæsəʊ/ <i>n.</i> 布基纳法索(非洲国家)	77
<b>North Korea</b> 朝鲜	77

<b>blanket</b> /'blæŋkɪt/ <i>n.</i> 毯子,毛毡	77
<b>organization</b> /,ɔ:ɡənə'zeɪʃən/, /,ɔ:rɡənə'zeɪʃən/ <i>n.</i> 组织;机构	77
<b>suffer</b> /'sʌfə(r)/ <i>v.</i> 遭受(痛苦);吃苦头	77
<b>race</b> /reɪs/ <i>n.</i> 种族;人种	77
<b>belief</b> /bɪ'li:f/ <i>n.</i> 信仰	77
<b>assistance</b> /ə'sɪstəns/ <i>n.</i> 帮助,援助	77
<b>Swiss</b> /swɪs/ <i>adj.</i> 瑞士的;瑞士人的	77
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<b>Switzerland</b> /'swɪtsə'lənd/ <i>n.</i> 瑞士	77
<b>establish</b> /ɪ'stæblɪʃ/, /ə'stæblɪʃ/ <i>v.</i> 成立,建立	77
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<b>peacetime</b> /'pi:s(ɪ)təɪm/ <i>n.</i> 和平时期	77
<b>wartime</b> /'wɔ:(r)(ɪ)təɪm/ <i>n.</i> 战时	77
<b>disaster</b> /dɪ'zɑ:stə/, /dɪ'zæstər/ <i>n.</i> 灾难	77
<b>relief</b> /rɪ'li:f/ <i>n.</i> 减轻,缓解	77
<b>victim</b> /'vɪktɪm/ <i>n.</i> 受害者	77
<b>worldwide</b> /,wɜ:(r)ld'waɪd/ <i>adv.</i> 遍及全世界地	77
<b>community</b> /kə'mjʊnəti/ <i>n.</i> 社区	77
<b>fulfill</b> /fʊl'fɪl/ <i>v.</i> 履行,实现	77
<b>argument</b> /'ɑ:(r)ɡjəmənt/ <i>n.</i> 论点;争论	78
<b>curiosity</b> /,kjʊəriə'sɪti/, /,kjʊəriə'səti/ <i>n.</i> 好奇心	79
<b>curious</b> /'kjʊəriəs/, /'kjʊəriəs/ <i>adj.</i> 好奇的;古怪的	79
<b>routine</b> /ru:'ti:n/ <i>n.</i> 常规,惯例	81
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<b>left-handedness</b> <i>n.</i> 左撇子	82
<b>population</b> /,pɒpjə'leɪʃən/ <i>n.</i> 人口	82
<b>devil</b> /'devəl/, /'devl/ <i>n.</i> 魔鬼	82
<b>servant</b> /'sɜ:(r)vənt/ <i>n.</i> 仆人,佣人	82
<b>scientifically</b> /,saɪən'tɪfɪkli/ <i>adv.</i> 合乎科学地	82
<b>genius</b> /'dʒi:niəs/, /'dʒi:njəs/ <i>n.</i> 天赋;天才	82
<b>creativity</b> /,kri:'eɪtɪvəti/ <i>n.</i> 创造力	82

**Michelangelo** /,mɪ:kəl'ɑ:ndʒelɔ:/ *n.* 米开朗基罗 82  
(意大利科学家,艺术家)

**throughout** /θru:'aʊt/ *prep.* 遍及;在……各处 82

**evil** /'i:vəl/, /'i:vl/ *adj.* 邪恶的 82

**unique** /ju:'ni:k/ *adj.* 特别的;特有的 82

**pat** /pæt/ *n.* 轻拍 82

## Unit 9

**directory** /də'rektəri/ *n.* 电话簿 83

**directory assistance** 查号服务;查号台 83

**non-fiction** /,nɒn'fɪkʃən/ *n.* 非小说类文学作品 86

**essay** /'eseɪ/ *n.* 短文;散文 86

**psychologist** /saɪ'kɒlədʒɪst/ *n.* 心理学家 87

**self-focus** *n.* 以自我为中心 87

**depression** /dɪ'preʃən/ *n.* 抑郁症 87

**non-depressed** /,nɒn'dɪprest/ *adj.* 不忧郁的 87

**focus on** 将(注意力)集中于…… 87

**Michigan** /'mɪʃɪɡən/ *n.* 密歇根州(美国州名) 87

**research** /rɪ'sɜ:(r)tʃ/ *n.& v.* 研究 87

**volunteerism** /,vɒlən'tiəɪzəm/ *n.* 志愿者主义 87

**pain** /peɪn/ *n.* 痛苦;苦恼 87

**loneliness** /'lɒnlɪnɪs/ *n.* 孤单;寂寞 87

**factual** /'fæktʃuəl/ *adj.* 真实的;实在的 89

**vocabulary** /və'kæbjʊləri/, /və'kæbjə,ləri/ *n.*  
词汇(量) 89

**unbelievable** /,ʌnbɪ'li:vəbəl/, /,ʌnbɪ'li:vəbl/  
*adj.* 难以置信的 89

**direct** /də'rekt/ *v.* 导演;指挥 90

**ancient** /'eɪnfənt/ *adj.* 古代的;古老的 92

**nomad** /'nəʊmæd/ *n.* 游牧民族 92

**liquid** /'lɪkwɪd/ *n.* 液体,液态物 92

**camel** /'kæməl/, /'kæml/ *n.* 骆驼 92

**curdle** /'kɜ:(r)d/ *v.* 变稠;凝结 92

**swing** /swɪŋ/ *v.* 摆动 92

**solid** /'sɒlɪd/ *adj.* 固体的 92

**protein** /'prəʊti:n/ *n.* 蛋白质 92



# Vocabulary 词汇表

注: 单词后的前一个数字标示所在单元, 后一个数字为本单词第一次出现时所在的页码。  
在英式发音和美式发音有区别时, 英式发音在前, 美式发音在后。

<b>A</b>			
<b>absorb</b> /əb'sɔ:(r)b/ <i>v.</i> 吸收	3	32	
<b>affect</b> /ə'fekt/ <i>v.</i> 影响	3	32	
<b>aisle</b> /aɪl/ <i>n.</i> 通道, 过道	6	55	
<b>Alaska</b> /ə'læskə/ <i>n.</i> 阿拉斯加 (美国州名)	6	56	
<b>ancient</b> /'eɪnfənt/ <i>adj.</i> 古代的; 古老的	9	92	
<b>announce</b> /ə'naʊns/ <i>v.</i> 宣布	3	27	
<b>announcement</b> /ə'naʊnsmənt/ <i>n.</i> 通告	1	6	
<b>application</b> /,æplɪ'keɪʃən/, /,æplə'keɪʃən/ <i>n.</i> 申请表; 申请	5	46	
<b>appointment</b> /ə'pɔɪntmənt/ <i>n.</i> 约会	7	65	
<b>appreciate</b> /ə'pri:ʃieɪt/, /ə'pri:ʃi'eɪt/ <i>v.</i> 感激; 欣赏	2	14	
<b>argument</b> /'ɑ:(r)gjəmənt/ <i>n.</i> 论点; 争论	8	78	
<b>assistance</b> /ə'sɪstəns/ <i>n.</i> 帮助, 援助	8	77	
<b>attend</b> /ə'tend/ <i>v.</i> 参加, 出席	4	33	
<b>audience</b> /'ɔ:diəns/ <i>n.</i> 观众; 听众	3	27	
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<b>baggage</b> /'bæɡɪdʒ/ <i>n.</i> 行李	6	54	
<b>Barrow</b> /'bærəʊ/ <i>n.</i> 巴罗 (美国村镇)	6	56	
<b>be against</b> 反对	1	9	
<b>be fond of</b> 喜欢	2	19	
<b>beggar</b> /'begə(r)/ <i>n.</i> 乞丐	7	63	
<b>belief</b> /bɪ'li:f/ <i>n.</i> 信仰	8	77	
<b>bend</b> /bend/ <i>v.</i> 弯腰	5	47	
<b>bill</b> /bɪl/ <i>n.</i> 账单	5	45	
<b>biography</b> /baɪ'ɒɡrəfi/ <i>n.</i> 传记	7	66	
<b>blanket</b> /'blæŋkɪt/ <i>n.</i> 毯子, 毛毡	8	77	
<b>blue ribbon</b> 一等奖	4	36	
<b>boarding</b> /'bɔ:(r)dɪŋ/ <i>n.</i> 登机; 上船	6	54	
<b>broadcast</b> /'brɔ:dkɑ:st/, /'brɔ:d,kæst/ <i>v.</i> 广播, 播送 <i>n.</i> (电台或电视的) 广播节目	6	62	
<b>Burkina Faso</b> /bɜ:kɪ:nə 'fæsəʊ/ <i>n.</i> 布基纳法索 (非洲国家)	8	77	
<b>business class</b> (客机的) 商务舱	6	54	
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<b>cabin</b> /'kæbɪn/ <i>n.</i> (建于林中或山上的) 小木屋	4	41	
<b>cafeteria</b> /,kæfə'tɪəriə/ <i>n.</i> 自助餐厅	1	5	
<b>camel</b> /'kæməl/, /'kæml/ <i>n.</i> 骆驼	9	92	
<b>campaign</b> /kæm'peɪn/ <i>n.</i> (宣传) 活动; 运动	3	26	
<b>caring</b> /'keərɪŋ/, /'kerɪŋ/ <i>adj.</i> 关心他人的	5	47	
<b>cast a vote</b> 投票	3	26	
<b>catch up</b> 追上	5	47	
<b>cave</b> /keɪv/ <i>n.</i> 山洞, 洞穴	7	71	
<b>charity</b> /'tʃærɪti/ <i>n.</i> 慈善; 救济	7	69	
<b>cheater</b> /'tʃi:tə(r)/ <i>n.</i> 骗子; 作弊者	5	48	
<b>check in</b> (在机场) 办理登机手续	6	53	
<b>check-in</b> <i>n.</i> (机场, 旅馆等) 登记处	6	54	
<b>check</b> /tʃek/ <i>n.</i> (餐馆或酒吧的) 账单	5	45	

<b>chin</b> /tʃɪn/ <i>n.</i> 颏,下巴	1	12
<b>clap</b> /klæp/ <i>v.</i> 鼓掌	3	27
<b>Coast Guard</b> 海岸警卫队队员	6	57
<b>Cold War</b> 冷战	6	57
<b>come up</b> 发生	8	75
<b>comment</b> /'kɒment/ <i>n.</i> 评论	2	22
<b>community</b> /kə'mjʊnəti/ <i>n.</i> 社区	8	77
<b>competitive</b> /kəm'petətɪv/ <i>adj.</i> 有竞争力的	4	39
<b>competition</b> /,kɒmpə'tɪʃən/ <i>n.</i> 竞争	4	37
<b>confident</b> /'kɒnfədənt/ <i>adj.</i> 自信的	3	23
<b>conflict</b> /'kɒnflɪkt/ <i>n.</i> 矛盾,冲突	4	39
<b>connect</b> /kə'nekt/ <i>v.</i> 关联	4	37
<b>contact</b> /'kɒntækt/ <i>n.</i> 接触	1	12
<b>cooperate</b> /kəʊ'ɒpə(ɪ)reɪt/ <i>v.</i> 合作	6	57
<b>cooperation</b> /kəʊ'ɒpə'reɪʃən/ <i>n.</i> 合作	6	58
<b>corn</b> /kɔ:(r)n/ <i>n.</i> <美>玉米; <英>谷物	4	37
<b>countryside</b> /'kʌntri(,s)aɪd/ <i>n.</i> 农村;效外	6	62
<b>courageous</b> /kə'reɪdʒəs/ <i>adj.</i> 勇敢的	4	42
<b>creativity</b> /,kri:ɪ'eɪtɪvəti/ <i>n.</i> 创造力	8	82
<b>cricket</b> /'krɪkɪt/ <i>n.</i> 蟋蟀	3	32
<b>cruel</b> /'kru:əl/ <i>adj.</i> 残酷的	7	67
<b>curdle</b> /'kɜ:(r)d/ <i>v.</i> 变稠;凝结	9	92
<b>curiosity</b> /,kjʊəri'ɒsɪti/, /,kjʊn'ɒsəti/ <i>n.</i> 好奇心	8	79
<b>curious</b> /'kjʊəriəs/, /'kjʊriəs/ <i>adj.</i> 好奇的; 古怪的	8	79

## D

<b>deliver</b> /dɪ'lɪvə(r)/ <i>v.</i> 递送,传递	4	42
<b>demand</b> /dɪ'mɑ:nd/, /dɪ'mænd/ <i>v.</i> (坚决) 要求	7	67
<b>depression</b> /dɪ'preʃən/ <i>n.</i> 抑郁症	9	87
<b>detailed</b> /'di:teɪld/ <i>adj.</i> 详细的	6	57
<b>devil</b> /'devəl/, /'devl/ <i>n.</i> 魔鬼	8	82
<b>direct</b> /dɪ'rekt/ <i>v.</i> 导演;指挥	9	90
<b>directory assistance</b> 查号服务;查号台	9	83
<b>directory</b> /də'rektəri/ <i>n.</i> 电话簿	9	83
<b>disaster</b> /dɪ'zɑ:stə/, /dɪ'zæstər/ <i>n.</i> 灾难	8	77

<b>dishonest</b> /dɪs'ɒnɪst/ <i>adj.</i> 不诚实的	2	16
<b>document</b> /'dɒkjʊmənt/, /'dɒkjəmənt/ <i>n.</i> 文件,公文	5	46
<b>donate</b> /dəʊ'neɪt/, /'dəʊneɪt/ <i>v.</i> 捐赠	8	76
<b>double cheeseburger</b> 双层吉士汉堡	5	45
<b>drama</b> /'drɑ:mə/ <i>n.</i> 广播剧;戏剧	6	62
<b>dressing</b> /'dresɪŋ/ <i>n.</i> 调料;调味酱	5	43
<b>drive out</b> 驾车外出	4	37
<b>Dutch</b> /dʌtʃ/ <i>adj.</i> 各自结帐;AA制	5	45

## E

<b>economy</b> /ɪ'kɒnəmi/ <i>n.</i> 经济	6	54
<b>economy class</b> (客机的)经济舱	6	54
<b>ecosystem</b> /'i:kəʊ,sɪstəm/ <i>n.</i> 生态系统	3	32
<b>elect</b> /ɪ'lekt/ <i>v.</i> 选举;推选	3	27
<b>election</b> /ɪ'lekʃən/ <i>n.</i> 选举	3	23
<b>enclose</b> /ɪn'kləʊz/ <i>v.</i> 随信附上	4	36
<b>endangered</b> /ɪn'deɪndʒə(r)d/ <i>adj.</i> 濒危的	3	32
<b>entry</b> /'entri/ <i>n.</i> 进入;入口	3	23
<b>environmentalist</b> /ɪn,vəɪrən'mentəlɪst/ /ɪn,vəɪrən'mentlɪst/ <i>n.</i> 环境保护主义者	6	57
<b>equality</b> /ɪ'kwɒləti/ <i>n.</i> 平等	4	42
<b>essay</b> /'eseɪ/ <i>n.</i> 短文;散文	9	86
<b>establish</b> /ɪ'stæblɪʃ/, /ə'stæblɪʃ/ <i>v.</i> 成立,建立	8	77
<b>evil</b> /'i:vəl/, /'i:vl/ <i>adj.</i> 邪恶的	8	82
<b>extra</b> /'ekstrə/ <i>adj.</i> 额外的	3	32

## F

<b>factual</b> /'fæktʃʊəl/ <i>adj.</i> 真实的;实在的	9	89
<b>failure</b> /'feɪljə(r)/ <i>n.</i> 失败	5	48
<b>fair</b> /feə/ <i>n.</i> 市场;集市	4	36
<b>fairy tale</b> 童话;神话故事	2	16
<b>falling star</b> 流星	6	62
<b>fashionable</b> /'fæʃənəbəl/, /'fæʃənəbl/ <i>adj.</i> 时髦的,流行的	7	72
<b>fax</b> /fæks/ <i>n.</i> 传真	6	56

<b>fill out</b> 填写	4	36
<b>fleet</b> /fli:t/ <i>n.</i> 舰队	6	56
<b>focus on</b> 将(注意力)集中于……	9	87
<b>fond</b> /fɒnd/ <i>adj.</i> 喜欢的	2	19
<b>form</b> /fɔ:(r)m/ <i>n.</i> 表格	4	36
<b>frequently</b> /'fri:kwəntli/ <i>adv.</i> 经常地, 频繁地	7	70
<b>fulfill</b> /fʊl'fɪl/ <i>v.</i> 履行, 实现	8	77

## G

<b>gender</b> /'dʒendə(r)/ <i>n.</i> 性别	2	22
<b>generous</b> /'dʒenərəs/ <i>adj.</i> 慷慨的, 大方的	7	66
<b>Geneva</b> /dʒi'ni:və/ <i>n.</i> 日内瓦(瑞士城市)	8	77
<b>genius</b> /'dʒi:niəs/, /'dʒi:njəs/ <i>n.</i> 天赋; 天才	8	82
<b>gentle</b> /'dʒentl/ <i>adj.</i> 和蔼友善的	1	6
<b>get tired of</b> 对……厌烦了	7	72
<b>give a speech</b> 发表演讲	3	26
<b>global village</b> 地球村	2	15
<b>go Dutch</b> 各付各的账	5	45
<b>grab</b> /græb/ <i>v.</i> 抓住	5	47
<b>Greenpeace</b> <i>n.</i> (保护动物不遭猎捕等的) 绿色和平组织	6	56

## H

<b>handsome</b> /'hænsəm/ <i>adj.</i> (男子)英俊的	2	17
<b>historic</b> /hɪ'stɒrɪk/, /hɪ's'tɔ:ɪrɪk/ <i>adj.</i> 历史上的	8	73
<b>honesty</b> /'ɒnɪsti/ <i>n.</i> 诚实	1	9
<b>hop</b> /hɒp/ <i>v.</i> (鸟、蛙等小动物)跳跃	2	17
<b>hug</b> /hʌg/ <i>v.</i> 拥抱	7	67

## I

<b>icebreaker</b> /'aɪs,breɪkə(r)/ <i>n.</i> 破冰船	6	56
<b>immediately</b> /ɪ'mi:diətli/, /ɪ'mi:dntli/ <i>adv.</i> 立即	6	57
<b>immigration</b> /,ɪmə'grɛɪʃən/ <i>n.</i> 移民入境	3	23
<b>in advance</b> 提前	4	36
<b>in common</b> 共有	1	5
<b>in contrast</b> 相反	4	39

<b>independent</b> /,ɪndɪ'pendənt/ <i>adj.</i> 独立的	2	18
<b>injured</b> /'ɪndʒə(r)d/ <i>adj.</i> 受伤的	8	77
<b>in line</b> 排队	1	7
<b>inspiring</b> /ɪn'spaɪərɪŋ/, /ɪn'spaɪrɪŋ/ <i>adj.</i> 鼓舞人心的	4	38
<b>intention</b> /ɪn'tenʃən/ <i>n.</i> 意图	1	8
<b>international</b> /,ɪntə'næʃənəl/, /,ɪntər'næʃənəl/ <i>adj.</i> 国际的	5	47

<b>Inuit</b> /'ɪnju:t/, /'ɪnu:t/ <i>n.</i> 因纽特人	6	57
<b>invitation</b> /,ɪnvə'teɪʃən/ <i>n.</i> 邀请函; 邀请	5	46
<b>involve</b> /ɪn'vɒlv/ <i>v.</i> 卷入; 介入	6	57
<b>Iowa</b> /'aɪəwə/ <i>n.</i> 爱荷华州(美国洲名)	4	37
<b>issue</b> /'ɪʃu:/ <i>n.</i> 问题; 话题	3	27

## J

<b>jealous</b> /'dʒeləs/ <i>adj.</i> 嫉妒的	4	39
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## K

<b>keep one's word</b> 履行诺言	2	16
<b>keep up with</b> 跟上	7	72
<b>knock</b> /nɒk/ <i>n.</i> 敲门声	2	17

## L

<b>lab</b> /læb/ <i>n.</i> 实验室; 研究室	2	15
<b>land</b> /lænd/ <i>v.</i> (使)着陆; (使)降落	6	62
<b>lay</b> /leɪ/ <i>v.</i> 下蛋; 产卵	3	32
<b>leadership</b> /'li:də(r)ʃɪp/ <i>n.</i> 领导才能	4	42
<b>left-handed</b> <i>adj.</i> 左手的	8	82
<b>left-handedness</b> <i>n.</i> 左撇子	8	82
<b>liquid</b> /'lɪkwɪd/ <i>n.</i> 液体, 液态物	9	92
<b>literature</b> /'lɪtərəʃə/, /'lɪtərə,tʃʊə/ <i>n.</i> 文学; 文学作品	3	25
<b>loneliness</b> /'lɒnlnɪs/ <i>n.</i> 孤单; 寂寞	9	87
<b>loser</b> /'lu:zə(r)/ <i>n.</i> 失败者	5	47
<b>luggage</b> /'lʌgɪdʒ/ <i>n.</i> 行李	6	55

## M

<b>make yourself at home</b> 请别客气; 随便点	4	34
<b>mean</b> /mi:n/ <i>adj.</i> 吝啬的; 自私的	2	17

<b>meantime</b> /'min <sub>(i)</sub> təɪm/ <i>adv.</i> 在此期间	6	57
<b>Michelangelo</b> /,mɪkəl'ɑːndʒələʊ/	8	82
<i>n.</i> 米开朗基罗(意大利科学家,艺术家)		
<b>Michigan</b> /'mɪʃɪɡən/ <i>n.</i> 密歇根州(美国州名)	9	87
<b>mood</b> /muːd/ <i>n.</i> 气氛;心情	1	12
<b>musical</b> /'mjuːzɪkəl/, /'mjuːzɪkl/	8	74
<i>n.</i> 音乐剧;音乐片		
<b>N</b>		
<b>nationality</b> /,næʃə'næləti/ <i>n.</i> 国籍	3	24
<b>native</b> /'neɪtɪv/ <i>adj.</i> 当地的;土著的	6	57
<b>neighbourhood</b> /'neɪbə(r)hʊd/ <i>n.</i> 社区	4	42
<b>nod</b> /nɒd/ <i>v.</i> 点头	1	7
<b>nomad</b> /'nɒməd/ <i>n.</i> 游牧民族	9	92
<b>non-depressed</b> /,nɒn'dɪprest/ <i>adj.</i> 不忧郁的	9	87
<b>non-fiction</b> /,nɒn'fɪkʃən/	9	86
<i>n.</i> 非小说类文学作品		
<b>North Korea</b> 朝鲜	8	77
<b>O</b>		
<b>obey</b> /əʊ'beɪ/, /ə'beɪ/ <i>v.</i> 服从,顺从	1	8
<b>on the whole</b> 总体上	4	39
<b>organization</b> /,ɔːɡənə'zeɪʃən/, /,ɔːrɡənə'zeɪʃən/	8	77
<i>n.</i> 组织;机构		
<b>orphan</b> /'ɔː(r)fən/ <i>n.</i> 孤儿	7	67
<b>out-of-date</b> <i>adv.</i> 过时地,陈旧地	7	72
<b>P</b>		
<b>Pacific Ocean</b> 太平洋	1	10
<b>pain</b> /peɪn/ <i>n.</i> 痛苦;苦恼	9	87
<b>passport</b> /'pɑːspɔːt/, /'pæs,pɔːrt/ <i>n.</i> 护照	3	24
<b>pastor</b> /'pɑːstə/, /'pæstər/ <i>n.</i> 牧师	4	42
<b>pat</b> /pæt/ <i>n.</i> 轻拍	8	82
<b>pathway</b> /'pɑːθweɪ/, /'pæθ,weɪ/ <i>n.</i> 小道,小径	6	57
<b>peacetime</b> /'piːs <sub>(i)</sub> təɪm/ <i>n.</i> 和平时期	8	77
<b>philosophy</b> /fə'lɒsəfi/ <i>n.</i> 哲学	4	42
<b>planner</b> /'plænə(r)/ <i>n.</i> 计划者	4	36
<b>poetry</b> /'pəʊtri/ <i>n.</i> 诗歌	7	66
<b>politician</b> /pə'lɪtʃən/ <i>n.</i> 政治家	6	59
<b>politics</b> /'pɒlɪtɪks/, /'pələ,tɪks/ <i>n.</i> 政治	6	59

<b>pollen</b> /'pɒlən/ <i>n.</i> 花粉	4	37
<b>pollinate</b> /'pɒlə <sub>(i)</sub> neɪt/ <i>v.</i> 对……授粉	4	37
<b>population</b> /,pɒpjʊ'leɪʃən/, /,pɒpjə'leɪʃən/	8	82
<i>n.</i> 人口		
<b>president</b> /'prezədənt/ <i>n.</i> 主席;总统	3	26
<b>prince</b> /prɪns/ <i>n.</i> 王子	2	13
<b>princess</b> /,prɪn'ses/, /'prɪnsəs/ <i>n.</i> 公主	2	13
<b>principal</b> /'prɪnsəpəl/, /'prɪnsəpl/	3	27
<i>n.</i> 负责人;校长		
<b>professional</b> /prə'feʃənəl/, /prə'feʃənl/	5	46
<i>adj.</i> 专业的,职业的		
<b>protein</b> /'prəʊtiːn/ <i>n.</i> 蛋白质	9	92
<b>psychologist</b> /saɪ'kɒlədʒɪst/ <i>n.</i> 心理学家	9	87
<b>pumpkin</b> /'pʌmpkɪn/ <i>n.</i> 南瓜	4	36
<b>R</b>		
<b>race</b> /reɪs/ <i>n.</i> 种族;人种	8	77
<b>recommend</b> /,rekə'mend/ <i>v.</i> 推荐;介绍	1	8
<b>refuse</b> /rɪ'fjuːz/ <i>v.</i> 拒绝	1	8
<b>regards</b> /rɪ'ɡɑː(r)dz/ <i>n.</i> 问候	4	35
<b>relationship</b> /rɪ'leɪʃən <sub>(i)</sub> ʃɪp/ <i>n.</i> 关系	7	69
<b>release</b> /rɪ'liːs/ <i>v.</i> 放出;释放	3	32
<b>relief</b> /rɪ'liːf/ <i>n.</i> 减轻,缓解	8	77
<b>religion</b> /rɪ'lɪdʒən/ <i>n.</i> 宗教	4	42
<b>removal</b> /rɪ'muːvəl/, /rɪ'muːvl/ <i>n.</i> 清除	5	52
<b>repay</b> /rɪ'peɪ/ <i>v.</i> 偿还;报答	2	15
<b>request</b> /rɪ'kwest/ <i>v.</i> 请求,要求	6	56
<b>rescue</b> /'reskjʊ/ <i>n.&amp;v.</i> 营救,解救	6	59
<b>research</b> /rɪ'sɜː(r)tɪʃ/ <i>n.&amp;v.</i> 研究	9	87
<b>resistance</b> /rɪ'zɪstəns/ <i>n.</i> 抵抗	4	42
<b>resist</b> /rɪ'zɪst/ <i>v.</i> 抗拒,对抗	4	42
<b>response</b> /rɪ'spɒns/ <i>n.</i> 反应;回答	1	12
<b>retro</b> /'retərəʊ/ <i>adj.</i> (时装和设计)复旧的, 重新流行的	7	72
<b>reward</b> /rɪ'wɔː(r)d/ <i>v.&amp;n.</i> 报答;回报	2	19
<b>routine</b> /ruː'tiːn/ <i>n.</i> 常规,惯例	8	81
<b>run for</b> 竞选	3	26

## S

<b>scale</b> /skeɪl/ <i>n.</i> 秤	6	54
<b>scientifically</b> /ˌsaɪən'tɪfɪkli/ <i>adv.</i> 合乎科学地	8	82
<b>self-focus</b> <i>n.</i> 以自我为中心	9	87
<b>selfish</b> /'selfɪʃ/ <i>adj.</i> 自私的	7	67
<b>separate</b> /'sepəreɪt/ <i>adj.</i> 分开的	5	45
<b>seriously</b> /'sɪəriəsli/ <i>adv.</i> 认真地; 严肃地	3	27
<b>servant</b> /'sɜ:(r)vənt/ <i>n.</i> 仆人, 佣人	8	82
<b>set aside</b> 不顾	6	59
<b>shave</b> /feɪv/ <i>n.</i> 剃, 刮 (胡须)	1	11
<b>sign up</b> 报名参加	2	13
<b>sincerely</b> /sɪn'sɪəli/ <i>adv.</i> 真诚地	4	36
<b>skip</b> /skɪp/ <i>v.</i> 蹦跳着走	2	17
<b>solid</b> /'sɒlɪd/ <i>adj.</i> 固体的	9	92
<b>southwards</b> /'sauθwə(r)dz/ <i>adv.</i> 向南方	7	70
<b>Soviet</b> /'səʊviət/ <i>adj.</i> 苏联的	6	56
<b>state</b> /steɪt/ <i>n.</i> 国家; 政府; 州	4	36
<b>steal</b> /sti:l/ <i>v.</i> 偷, 窃取	6	60
<b>stretch</b> /stretʃ/ <i>v.</i> 延伸, 绵延	6	57
<b>suffer</b> /'sʌfə(r)/ <i>v.</i> 遭受 (痛苦); 吃苦头	8	77
<b>swing</b> /swɪŋ/ <i>v.</i> 摆动	9	92
<b>Swiss</b> /swɪs/ <i>adj.</i> 瑞士的; 瑞士人的	8	77
<b>Switzerland</b> /'swɪtsələnd/ <i>n.</i> 瑞士	8	77

## T

<b>teammate</b> /'ti:mmeɪt/ <i>n.</i> 队友	6	57
<b>telegram</b> /'teləgræm/ <i>n.</i> 电报, 电文	6	56
<b>theme</b> /θi:m/ <i>n.</i> 主题	2	16
<b>The International Red Cross</b> 国际红十字会	8	73
<b>The Phantom of the Opera</b> 音乐剧《歌剧魅影》	8	74
<b>throughout</b> /θru:'aʊt/ <i>prep.</i> 遍及; 在……各处	8	82
<b>tight</b> /taɪt/ <i>adj.</i> 绷紧的	1	12
<b>tiny</b> /'taɪni/ <i>adj.</i> 很小的	7	67
<b>tone</b> /təʊn/ <i>n.</i> 语气	4	38
<b>track</b> /træk/ <i>n.</i> 跑道	5	47
<b>trap</b> /træp/ <i>v.</i> 困住; 使陷于危险中	6	56
<b>treat</b> /tri:t/ <i>v.</i> 请客	5	45

## U

<b>ugly</b> /'ʌɡli/ <i>adj.</i> 丑陋的	7	67
<b>unbelievable</b> /ˌʌnbɪ'li:vəbəl/, /ˌʌnbɪ'li:vəbl/ <i>adj.</i> 难以置信的	9	89
<b>unique</b> /ju:'ni:k/ <i>adj.</i> 特别的; 特有的	8	82
<b>united</b> /ju:'naɪtɪd/ <i>adj.</i> 联合的, 团结的	6	57
<b>up-to-date</b> <i>adv.</i> 最新式地; 至今	7	72
<b>urgent</b> /'ɜ:(r)dʒənt/ <i>adj.</i> 紧急的	6	56
<b>USSR (Union of Soviet Socialist Republics)</b> 苏联 (苏维埃社会主义共和国联盟)	6	56

## V

<b>valuable</b> /'væljuəbl/ <i>adj.</i> 宝贵的, 有价值的	2	19
<b>victim</b> /'vɪktɪm/ <i>n.</i> 受害者	8	77
<b>victory</b> /'vɪktəri/ <i>n.</i> 胜利	3	28
<b>vocabulary</b> /və'kæbjʊləri/, /və'kæbjə,ləri/ <i>n.</i> 词汇 (量)	9	89
<b>volunteerism</b> /ˌvɒlən'tɪərɪzəm/ <i>n.</i> 志愿者主义	9	87
<b>vote</b> /vəʊt/ <i>v.</i> 投票; 表决 <i>n.</i> 选票; 得票数	3	26

## W

<b>wartime</b> /'wɔ:(r),taɪm/ <i>n.</i> 战时	8	77
<b>watch out</b> 小心	3	30
<b>well-liked</b> <i>adj.</i> 讨人喜欢的; 受欢迎的	7	69
<b>wetland</b> /'wetlənd/ <i>n.</i> 沼泽地; 湿地	3	32
<b>whale</b> /weɪl/ <i>n.</i> 鲸	6	56
<b>whistle</b> /'wɪsəl/, /'wɪsl/ <i>n.</i> 哨子声	5	47
<b>wicked</b> /'wɪkɪd/ <i>adj.</i> 邪恶的	7	67
<b>wisdom</b> /'wɪzdəm/ <i>n.</i> 智慧	1	6
<b>wizard</b> /'wɪzə(r)d/ <i>n.</i> 巫师	7	67
<b>worldwide</b> /ˌwɜ:(r)ld'waɪd/ <i>adv.</i> 遍及全世界地	8	77
<b>worthwhile</b> /ˌwɜ:(r)θ'waɪl/, /'wɜ:(r)θ'waɪl/ <i>adj.</i> 重要的; 有益的	4	39



# Listening Script 听力录音稿

## Unit 1

### Listening Task A .....p.4

*Wang Fang:* Mr. Baker, please let me introduce myself. I'm Wang Fang.

*Mr. Baker:* Very glad to meet you, Wang Fang. I think you're Xiaohai's classmate.

*Wang Fang:* Yes, how do you know Xiaohai?

*Mr. Baker:* I met him in the English Club. Xiaohai spoke a lot about you.

*Wang Fang:* Is that right? He's a really good friend of mine.

## Unit 2

### Listening Task A ..... p.14

*Jane:* Jim, would you do me a favor?

*Jim:* Sure, what is it, Jane?

*Jane:* I have to hurry to the hospital because I have an appointment at five. Can you give me a ride on your bike?

*Jim:* Of course. Let's go.

*Jane:* Thanks a lot.

## Unit 4

### Listening Task A ..... p.34

*Xiaohai:* Hi, Susan. Long time no see.

*Susan:* Hi, Xiaohai. Where are you going?

*Xiaohai:* To Amy's house. Do you want to come with me?

Amy will be pleased to see you again.

*Susan:* I'd love to, but I have to attend a tai chi class, now. Please say hello to Amy.

*Xiaohai:* Sure. I look forward to seeing you again and talking about your experiences in China.

*Susan:* Me too. See you later.

*Xiaohai:* Take care.

## Unit 5

### Listening Task A ..... p.44

*Waiter:* Are you ready to order now, sir?

*Guest:* Yes. I'll have a sandwich.

*Waiter:* What kind of sandwich would you like?

*Guest:* A ham and cheese sandwich, please.

*Waiter:* Would you like any soup or salad?

*Guest:* I'd like to have a bowl of potato soup and a green salad.

*Waiter:* What kind of dressing would you like?

*Guest:* Italian dressing, please.

## Unit 7

### Listening Task A ..... p.64

*Jennifer:* Hello.

*Wang Fang:* Hello. May I talk to Jennifer, please?

*Jennifer:* Speaking. Who's calling, please?

*Wang Fang:* Oh, this is Wang Fang.

*Jennifer:* Hi, Wang Fang. How are you?

*Wang Fang:* Fine. Jennifer, are you free on Friday evening?

*Jennifer:* Why?

*Wang Fang:* Well, I'd like to go to the soccer game with you.

*Jennifer:* I love soccer games, but I'm afraid I can't. I have to help my mom.

*Wang Fang:* Okay, next time then.

## Unit 8

### Listening Task A ..... p.74

*Mike:* Hi, Xiaolin. How are you?

*Xiaolin:* Fine, thanks. Good to see you.

*Mike:* Do you have any plans for this weekend?

*Xiaolin:* Yeah, I'm helping a friend move into her new house. How about you? What are your plans for the weekend, Mike?

*Mike:* Well, I don't have any plans yet. That's why I asked you.

# Scope and Sequence    单元学习要点

<b>Theme I : Truth</b>			
<b>Unit</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Title</b>	<b>The Wise Man's Advice</b>	<b>The Frog Prince</b>	<b>Election Promises</b>
<b>Communicative Functions</b>	<ul style="list-style-type: none"> <li>• Introducing oneself</li> <li>• Asking for methods</li> <li>• Making suggestions</li> </ul>	<ul style="list-style-type: none"> <li>• Asking for help</li> <li>• Expressing one's appreciation</li> <li>• Expressing obligation</li> </ul>	<ul style="list-style-type: none"> <li>• Immigration entry</li> </ul>
<b>Listening &amp; Speaking Target Language</b>	<ul style="list-style-type: none"> <li>• Let me introduce myself. I'm Wang Fang.</li> <li>• How do you know her?</li> <li>• Why don't we talk inside?</li> </ul>	<ul style="list-style-type: none"> <li>• Would you do me a favor?</li> <li>• I'm supposed to sign up for the speech contest.</li> <li>• I really appreciate it.</li> </ul>	<ul style="list-style-type: none"> <li>• What's the purpose of your visit?</li> <li>• Where are you going to stay in Los Angeles?</li> </ul>
<b>Reading &amp; Writing</b>	<ul style="list-style-type: none"> <li>• Understanding the short story that teaches a moral lesson</li> <li>• Writing your opinions on "Honesty"</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding the fairy tale of a frog who turns into a handsome prince</li> <li>• Writing your opinions on "Promises"</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding the story of a student who ran in the election</li> <li>• Writing your opinions on "Confidence"</li> </ul>
<b>Structure</b>	<ul style="list-style-type: none"> <li>• Simple Present Tense</li> </ul>	<ul style="list-style-type: none"> <li>• Present Continuous Tense</li> </ul>	<ul style="list-style-type: none"> <li>• Imperatives</li> </ul>

## Theme II : Teamwork

Unit	4	5	6
<b>Title</b>	<b>Growing Good Corn</b>	<b>A Very Special Olympics</b>	<b>A United Effort</b>
<b>Communicative Functions</b>	<ul style="list-style-type: none"> <li>• Expressing anticipation and desire</li> <li>• Refusing something politely</li> <li>• Sending one’s regards to a person</li> </ul>	<ul style="list-style-type: none"> <li>• Receiving an order at a restaurant</li> </ul>	<ul style="list-style-type: none"> <li>• Checking in for a flight</li> </ul>
<b>Listening &amp; Speaking Target Language</b>	<ul style="list-style-type: none"> <li>• I’d love to, but I have to attend a tai chi class.</li> <li>• Please say hello to Amy.</li> <li>• I look forward to seeing you again.</li> </ul>	<ul style="list-style-type: none"> <li>• May I take your order, please?</li> <li>• What kind of dressing would you like?</li> <li>• Is this for here or to go?</li> </ul>	<ul style="list-style-type: none"> <li>• Can I see your ticket and passport, please?</li> <li>• Are you traveling alone?</li> <li>• Do you have any baggage?</li> </ul>
<b>Reading &amp; Writing</b>	<ul style="list-style-type: none"> <li>• Understanding the story of the farmer’s prize-winning corn</li> <li>• Writing your opinions on “Success”</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding the heart-warming story of two kind athletes</li> <li>• Writing your opinions on “Winning and Losing”</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding the story of two enemies coming together to save some whales</li> <li>• Writing your opinions on “Cooperation”</li> </ul>
<b>Structure</b>	<ul style="list-style-type: none"> <li>• Simple Past Tense (Regular verb)</li> </ul>	<ul style="list-style-type: none"> <li>• Simple Past Tense (Irregular verb)</li> </ul>	<ul style="list-style-type: none"> <li>• Past Continuous Tense</li> </ul>

## Theme III: Helping Others

Unit	7	8	9
<b>Title</b>	<b>The Rewards of Kindness</b>	<b>The International Red Cross</b>	<b>Help Yourself by Helping Others</b>
<b>Communicative Functions</b>	<ul style="list-style-type: none"> <li>• Answering the phone</li> <li>• Making requests</li> </ul>	<ul style="list-style-type: none"> <li>• Asking about plans</li> <li>• Expressing feelings</li> <li>• Expressing one's apologies</li> </ul>	<ul style="list-style-type: none"> <li>• Directory assistance</li> </ul>
<b>Listening &amp; Speaking Target Language</b>	<ul style="list-style-type: none"> <li>• Who's calling, please?</li> <li>• May I take a message?</li> <li>• Could you tell her to call me back this evening?</li> </ul>	<ul style="list-style-type: none"> <li>• Do you have any plans for this weekend?</li> <li>• I can't tell you how sorry I am.</li> <li>• It was as exciting as <i>Batman</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• I'd like the number of John Henley.</li> <li>• How do you spell Henley?</li> </ul>
<b>Reading &amp; Writing</b>	<ul style="list-style-type: none"> <li>• Understanding the famous story of a kind young girl who meets a beggar</li> <li>• Writing your opinions on "Generosity"</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding the reading material about the Red Cross</li> <li>• Writing your opinions on non-fiction writing</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding the reading material about the rewards of being a volunteer</li> <li>• Writing your opinions on "Volunteering"</li> </ul>
<b>Structure</b>	<ul style="list-style-type: none"> <li>• Adverbs</li> </ul>	<ul style="list-style-type: none"> <li>• The different forms of verbs</li> </ul>	<ul style="list-style-type: none"> <li>• Passive voice</li> </ul>



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