

义务教育教科书

节语 ENGLISH

九年级 上册



上海教育出版社

义务教育教科书



九年级 上册

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英 语

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

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

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

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

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

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

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

同学们,努力吧,一定要让自己微笑着,自信地交出初中年段的最后一份答卷!

初中《英语》编写组 2012 年 12 月

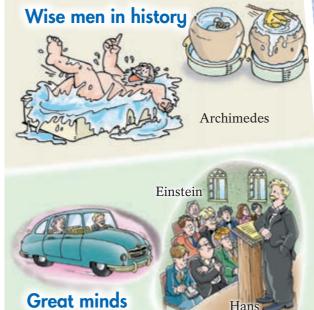
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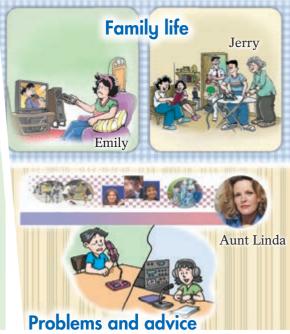
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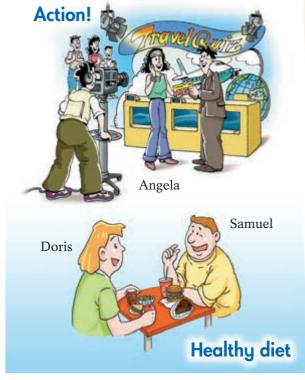
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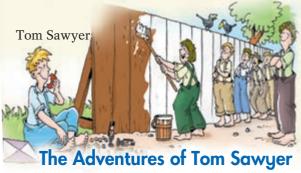
Tony Dale

















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*Project: An advice page for the school newspaper (p. 63)

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Module	Unit	Reading	Listening	Grammar
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Module 1 **Geniuses**



Wise men in history



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

Reading

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

Listening

• Listen to a radio programme about the ancient Olympics.

Grammar

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

Speaking

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

Writing

Learn how to improve your work.







A What do you know about ...?

- **A1** Try the short quiz below. Circle the correct answers.
 - 1 Which of these ancient countries is in Europe?
 - a Greece.

- **b** Egypt.
- 2 Which of these people lived in ancient Greece?
 - a Archimedes.

- **b** Julius Caesar.
- 3 What was Archimedes?
 - a A scientist.

- **b** A painter.
- 4 Archimedes died in 212 BC. How long ago was that?
 - **a** About 1,800 years ago.
- **b** About 2,200 years ago.

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



Archimedes



Mencius



Zu Chongzhi

B Before you read

- Look at the pictures and the title of the story on page 3. Then answer the questions below.
 - 1 Who was the crown probably made for?
 - 2 What is Archimedes doing in the first picture?
 - **3** Why is Archimedes so excited?
 - 4 What is in the right pot in the second picture?

Archimedes and the golden crown

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

"It's a nice crown, isn't it?" he asked his men. Later, however, he began to doubt that it was a real golden crown. "Is it made completely of

5 gold?" he wondered. He sent it to Archimedes and asked him to find out the truth.

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

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

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

Archimedes went straight to the

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





Next, he put two pots into two big bowls and filled both pots with

water. He put the gold into one pot, and some water ran into the bowl.

Then he put the crown into the other pot. This time, even more water ran into the bowl.

25 "Look at this," said Archimedes to King Hiero. "A crown made completely of gold displaces less

water than a crown made of gold and another metal. This crown displaced more water than gold of the same weight, so I'm certain that 30 it's not completely made of gold."

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

C1 Here are some sentences from the story on page 3. Do you know the meanings of

the words in italics? Circle the correct answers.



C Vocabulary

		,	,	gan to <i>do</i>						
	a	feel sure			b no	t feel sure	:			
2	Thi	s problem s	eems di	fficult to	solve					
	a	write down			b fin	d the cor	ect a	answer		
3	8	as he <i>filled</i> l	nis bath	with wa	ter.					
	a	made ful	1		b en	nptied				
4	Nex	xt, he put tv	vo pots	into two	big bo	owls				
	a	deep round	dishes		b fla	t dishes				
5	A c	rown made	comple	tely of g	old dis	splaces <i>les</i>	s wa	ter		
	a	a little			b as	maller an	oun	t of		
		certain	f;11	roal	CAAr	n colv	Α.	truth		
	r	certain	fill	real	seer	n solv	e	truth		
		certain	fill	real	seer	n solv	e	truth		
Oı	ne da	certain							. Both	
			nen cam	e to Kin	g Solo	mon with	a ba	aby boy		
wo	omer	ıy, two won	nen cam	e to Kin	g Solo	mon with	a ba	aby boy		
wo tel	omer lling	ay, two won	nen cam	ne to King heir son. 	g Solo No o	mon with ne knew v	a ba	aby boy h woma	n was	boy
wo tel Ki	omer lling ng S	ny, two won n said the bo the (1)	nen cam by was t ered a s	ne to King heir son. 	g Solo No o	mon with ne knew v	a ba	aby boy h woma	n was	boy
wo tel Ki be	omer lling ng S etwee	ny, two won n said the bo the ⁽¹⁾ olomon ord	nen cam by was t ered a s women.	ne to King heir son. oldier to	g Solo No o	mon with ne knew v ne boy in l	a ba which	aby boy h woma and div	n was	
wo tel Ki be	omer Iling ng S etwee ne fir	ay, two won a said the bo the ⁽¹⁾ olomon ord en the two v	nen cam by was t ered a s vomen. aid, "Go	ne to King heir son. oldier to heir ahead.	g Solo No o cut th	mon with ne knew v ne boy in l	a ba	aby boy h woma and div fair	n was ide the	vevei
wo tel Ki be Th	omer Illing ng S etwee ne fir e sec	ny, two won n said the bo the ⁽¹⁾ olomon ord en the two v	nen cam by was t ered a s vomen. aid, "Go	ne to King heir son. oldier to head.	g Solo No o cut th	mon with ne knew v ne boy in l with fea	a ba	aby boy h woma and div fair	n was ide the	ever

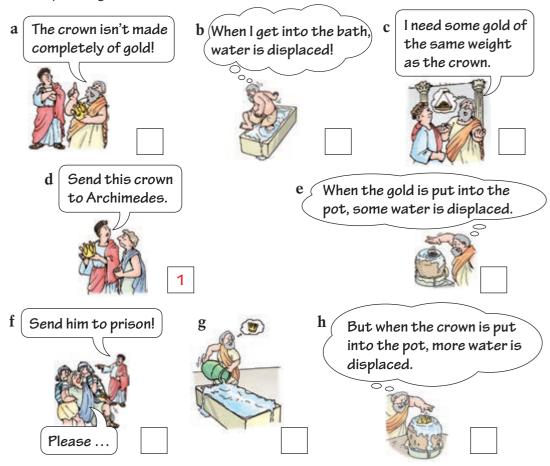
he said. "I'm (4) that she's his (5) mother."

The woman took the baby boy home happily. Everyone was amazed at

how King Solomon 69 this problem.

D Comprehension

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



- **D2** Read the story again and answer the questions below in complete sentences.
 - 1 Why did King Hiero send the crown to Archimedes?

2 What happened when Archimedes got into the bath?

3 What did the crown maker do to the crown?

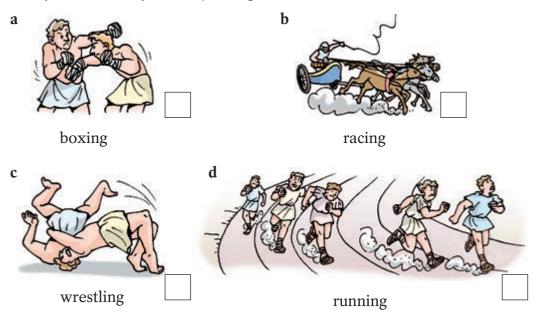
* D3 How did Archimedes find out that the crown was not made completely of gold? Discuss this with your classmates.





The ancient Olympics

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



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

Number I It is done on one's (1)	You must run as (2) as you can.
Number 2	
The men try to (3)	each other to the ground.
Number 3	
Both men and (4)	_ take part in this sport. The men try to get these
animals to run as (5)	as they can.
Number 4	
The men have to hit (6)	



A Question tags

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

<u>lt's</u> a nice crown, **isn't it**?

We usually put a negative tag after a positive statement.

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

We usually put a positive tag after a negative statement.

Archimedes was a famous scientist, **wasn't he?** He didn't make the crown with gold, **did he?**

The train has left, hasn't it?

You'll forgive him, won't you?

Work out the rule

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

Things to remember

• When we answer **tag questions**, we use *yes* or *no* according to the facts.

The runner didn't win the race, did he?

Yes, he did. (He won the race.)

No, he didn't. (He did not win the race.)

• Pay attention to the following special question tags.

Take out your books, will you?

Let's get out of here, shall we?

You're never late, are you?

• We put a comma (,) before a question tag.



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

Queen: You aren't happy, (1) ? What happened?

King: It's my new crown. Take a look at it, (2)

Queen: It looks beautiful, (3) ? What's wrong with

it?

King: It isn't made completely of gold. That's why I'm angry.

Queen: The crown maker tricked you, 4 ? How

did you find out?

King: Archimedes told me. Let's have dinner

with him tonight, (5) ?

Queen: OK.



B Sentence types

There are four types of sentences.

Statements

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

Positive statement One day in ancient Greece, King Hiero asked

a crown maker to make him a golden crown.

Negative statement It was not a real golden crown.

Questions

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

Yes/No question Is it made completely of gold?

Wh-question What should I do?

Alternative question What is the crown made of, gold or

something else?

Tag question It's a nice crown, isn't it?

Imperatives

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

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

Exclamations

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

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

- **B1** Add a full stop (.), a question mark (?) or an exclamation mark (!) to the end of the following sentences.
 - 1 How can I find out
 - 2 The crown is nice
 - 3 How wonderful
 - 4 The king was not happy____
- 5 Please close the window____
- **6** What a nice crown
- 7 This is difficult, isn't it____
- 8 Leave me alone____
- **B2** Look at the sentences below and label the sentence types.

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



1	Wh-question
2	
3	
4	
5	
6	
7	





A Talk time

Asking for agreement or confirmation

Question tags can be used to ask for agreement or confirmation. We use a falling intonation when we are asking for agreement.



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



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

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

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

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

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

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

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

Sam: Bye.

B Speak up

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

Helen at the Olympics

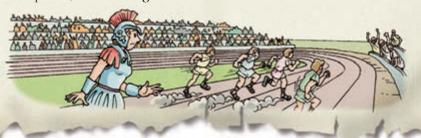
In ancient Greece, women were not allowed to watch the Olympics. However, Helen, a brave woman, wanted to watch her son, Rodus, run.

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

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

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

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



Who: Helen When: Where:

What: Why:

Top tip

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

- **B2** Look for a story in a book or on the Internet. Write notes about the story. Then retell the story to your classmate in your own words. Think about the following ideas.
 - someone has done an exciting thing
 - someone has seen or done something unusual
 - an animal or a pet can do unusual things





Improving your work

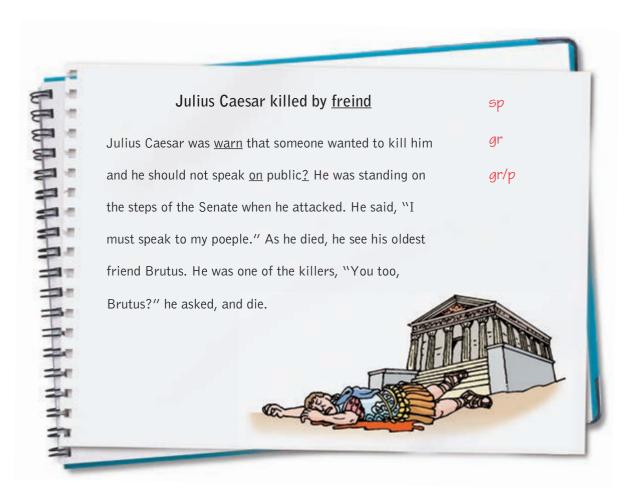
When you have written something, you should check your work to make sure the spelling, grammar and punctuation are all correct.

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

gr = grammar mistake

sp = spelling mistake

p = punctuation mistake



B Correct the mistakes in the story.



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

Cao Chong weighs an elephant

Cao Chong was the son of Cao Cao.

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

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

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

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

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

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

"Let me have a try."

Cao Chong asked some soldiers to lead the

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

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

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

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

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





Punctuation

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

1 Commas (,)

We use commas:

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

2 Quotation marks ("...")

We use quotation marks:

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

3 Apostrophes (')

We use apostrophes:

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

4 Hyphens (-)

We use hyphens:

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

5 Colons (:)

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

- Add punctuation marks to the following sentences.
 - 1 You like Chinese food don t you asked Mary
 - 2 Since she s your little sister please take care of her
 - 3 I ve passed these subjects Chinese Maths English History and Music
 - 4 This is a well run hotel
- **B** Some of the punctuation marks in the following story are wrong. Underline the mistakes and write the correct punctuation marks above them.

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



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





Laozi

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

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



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

Self-assessment	••••••••
How well do you know this unit? Tick ✓ the boxes.	00000
I can read a story about Archimedes.	
2 I can listen for specific information about the	
ancient Olympics.	
3 I can use question tags correctly.	
4 I know about sentence types .	
5 I can ask for agreement or confirmation.	
6 I can retell a story.	
7 I can improve my work.	
8 I can use punctuation correctly in writing.	
9 I know about Laozi.	
•	

Module 1 **Geniuses**



Great minds



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

Reading

• Read a short story about Einstein and his driver.

Listening

• Listen to a radio programme about some great minds.

Grammar

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

Speaking

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

Writing

• Write a short story about a famous astronomer.



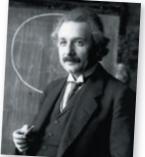




What do you know about ...?

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

1



Albert Einstein

2

Marie Curie



Confucius



Hua Luogeng



Charlie Chaplin

Before you read

- Look at the pictures, the title and the introduction to the story on page 19. Then answer the questions below.
 - Who are probably the two geniuses?
 - Einstein and his driver.
- **b** Einstein and his son.
- What kind of story is it?
 - A funny story.

- b A sad story.
- What is the man doing in the second picture?

Two geniuses

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

Einstein often received invitations to explain

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

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

"I know what to do," said Hans. "I can give the lecture for you. You can trust me. I've listened to your lecture so many times that I've learnt it

15 by heart. No one knows you at this university, so they won't find out."

So, they changed places. At the university, Hans was guided to the front of the hall. Einstein took a seat, listened to Hans give his

20 lecture without difficulty, and joined in the applause at the end.

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

25 he was talking about.

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

30 Einstein stood up and answered the question perfectly.

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

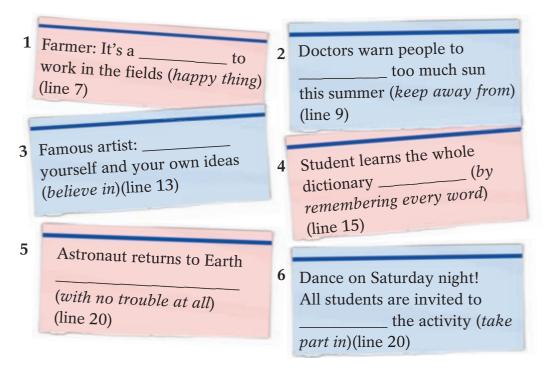




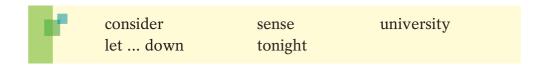


C Vocabulary

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



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



17th March	
Earlier (1), my friend o	ffered me a ticket for Dr Yang's lecture
at the $\stackrel{(2)}{\underline{}}$, so I decided	to go. Many people (3) Dr
Yang one of the cleverest women in the	e world. She did not (4) me
The lecture was ve	y successful.
She also has a great (5)	_ of humour and made many people laugh.
She received a lot of applause at the	end.



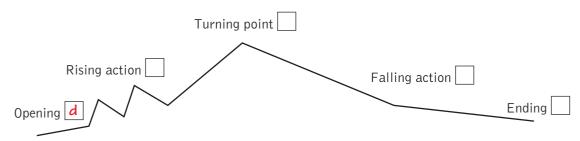
Understanding the structure of the plot of a short story

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

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

D Comprehension

- **D1** Read the story on page 19. Then complete the diagram below. Write the letters in the correct boxes.
 - a Hans and Einstein left the university happily, with Einstein driving.
 - **b** Einstein answered the question perfectly.
 - **c** A man asked a difficult question.
 - **d** Hans offered to give a lecture for Einstein.
 - e Hans asked Einstein to answer the question.



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

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

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





Three great minds

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

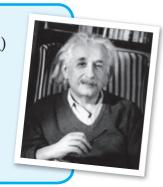
Name: Albert Einstein (1879⁻⁽¹⁾

Job: scientist

Achievements: He is the greatest scientist of the

explain the way the universe

(3)



Name: William Shakespeare (1564–1616)

Job: (4)

Achievements: During his life, he wrote around

of 60 plays and hundreds of 160 ne of his most famous plays is *Romeo and Juliet*.



Name: Confucius (551–479 BC)

Job: teacher, philosopher

Achievements: He spent a lot of his life

and meeting many different people. He is remembered for his wise

(8) ____. They were written

down by his (9)_____.





A Infinitives after nouns

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

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

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

	be become	пстр	make	Start	
1	I've made a decision.	=	A decision to	do what?	
	A decision to become a genius.		You can't be	e serious.	
2	I've got an ability.				_ what?
	a		I don't belie	ve it!	
	great doctor.				
3	I've made a plan.				_ what?
			You'll proba	bly fail.	
	life better for everyone.				
4	I've decided to find a way.				_ what?
	people		You must be	e joking.	
	live to be 1,000 years old.				
5	So now is the time.				_ what?
	work.		I'll give you	some adv	ice.
6	what?		To stop drea	ming!	
				-	







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

become a scientist do Maths

go to university try again

At school, Einstein's ability (1)	to do Maths	surprised his	
teachers, but he was bored with o	ther subjects. At		
was given the chance (2)	, bi	ut he did not do well	
enough in the exam. He did not lose heart, however, and he had a wish			
the nex	t year. This time	, he succeeded. He	
kept trying, so he achieved his dre	eam (4)		

B Infinitives as subjects

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

To tell the truth is important.

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

It's a pleasure to drive a genius like you, Dr Einstein.

It was good **to have** a friend like Einstein.

It was easy for Einstein **to answer** the question.

Things to remember

We use $it + \text{the } \text{verb } take + (\text{somebody}) + \text{a period of time} + \text{an } infinitive}$ to refer to the length of time spent doing something.

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

		eir conversation with infinitives and words in brackets.		
Dr Green: Hans:		Hello, Hans. Hello, Dr Green. How long did it take you to get here by plane?		
Dr Green: (1) lt		(1) It took me two hours to get here by plane (take/two hours) How long will it take to get to the university?		
	Hans:	(2)		
	Dr Green:	(take/20 minutes) Well, that's not very long. Hans, you're a very good driver. Is it difficult to drive a car?		
	Hans:	No. (easy/drive)		
	Dr Green:	Maybe I'll learn to drive some day, but (4)		
		(difficult/for me/learn) right now. I'm		
	Hans:	too busy. Do you like your job, Hans?		
	Halls:	Yes, I like it a lot. I meet many great people because I'm a driver. (5)		
		(lucky/for me/have/job)		
		es after the verb to be e infinitives after the verb to be.		
	· ·	My wish is to be like Einstein. Jane's dream is to become a scientist.		
		's in the correct order to make sentences. Add other words if necessary. work/the most important thing/well		
2	in a yea	in a year/Mr White's plan/have a small shop		
3	attract 1	attract the students/my idea/by making a poster		
4	4 childrer	children/her job/take care of		





A Talk time

Leaving and taking phone messages

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

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



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

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

Secretary: Good morning, Dr Huang's office.

Simon: Good morning. May I speak to Dr Huang, please?

Secretary: I'm sorry, Dr Huang is out at the moment. Can I take a

message?

Simon: OK. My name is Simon Li. My phone number is 304 6621. **Secretary:**

Three zero four, double six two one. And your name is

Simon Li.

Simon: That's right.

Secretary: Good. I'll ask Dr Huang to return your call.

Simon: Thank you. Goodbye.

Secretary: Goodbye.

B Speak up

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



What is this person's name?

What is/was his/her job?

When was he/she born?

What are/were his/her main achievements?

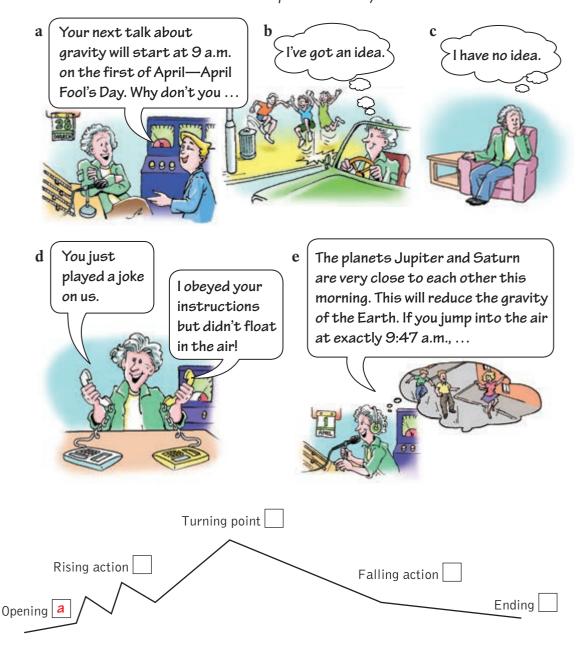
What interesting experiences did this person have?



Floating listeners

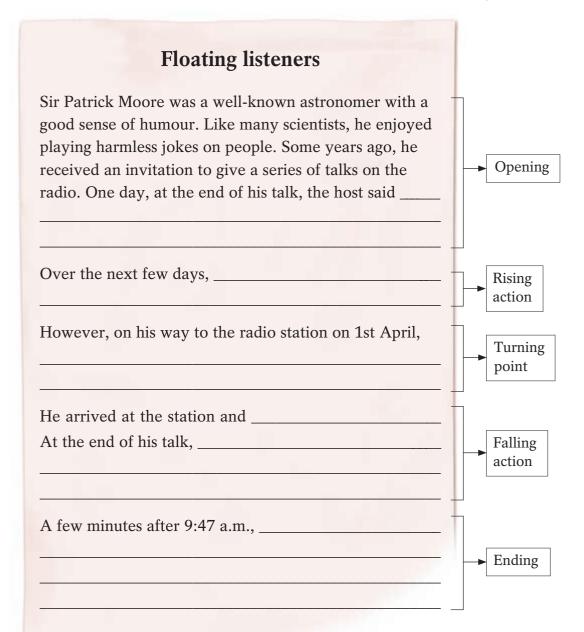
You are going to write a short story about Patrick Moore, another famous person with a good sense of humour.

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





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



Top tip

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



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

Einstein and the little girl

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

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

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

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

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

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

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



- 1 Where did Einstein and the little girl meet each other?
- 2 Why did the girl not believe Einstein?
- **3** Why did the girl's mother go to visit Einstein?
- 4 What made Einstein and the little girl become friends?
- **B** What do you think of Einstein? Discuss this with your classmates.



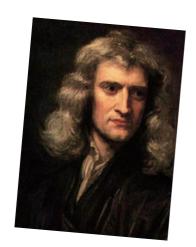


Isaac Newton

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

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

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

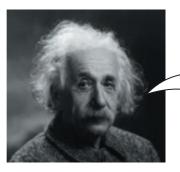


Do you know any stories about Newton?

Self-assessment	•
How well do you know this unit? Tick \checkmark the boxes.	
I can read a short story about Albert Einstein.	
2 I can understand the structure of the plot of a short story.	
3 I can listen for specific information about some great minds.	
4 I can leave and take phone messages.	
6 I can tell a story about a famous person.	
6 I can write a short story about a famous astronomer.	
7 I know about Isaac Newton.	



A poster of wise sayings



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

Albert Einstein

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

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

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

Laozi

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

Mother Teresa

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

Thomas Edison



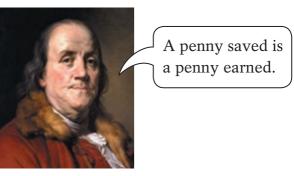
B Group members should work together to look for more sayings in books and on the Internet.

Top tip

- Confucius, Albert Einstein and Mark Twain are famous for their sayings.
- Use key words such as "wise sayings" or "famous quotes" in your searches.
- For sayings by famous Chinese people, try to find their English translations.
- For English sayings, try to find their Chinese meanings.
- **C** Each group must pick their five favourite sayings. Each student should choose one saying and talk about why he/she likes it.

Our group's favourite sayings 1 2 3 4 5

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



Benjamin Franklin

Module 2

Ideas and viewpoints



Family life



In this unit, you will learn about family life.

Reading

• Read interviews with two teenagers about their family lives.

Listening

• Listen to two short conversations between family members.

Grammar

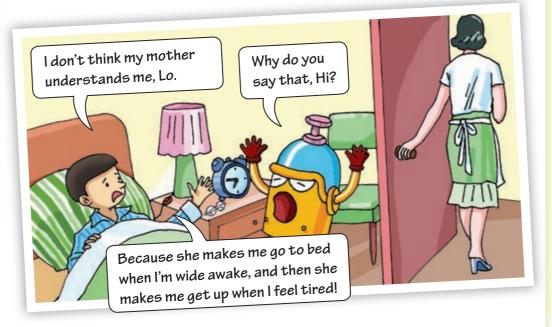
• Learn how to use **linking verbs**.

Speaking

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

Writing

• Write a short article about your family life.



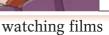




A What do you know about ...?

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





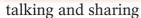


cooking meals



shopping







taking trips

- A2 In pairs, discuss the following questions.
 - 1 Who does most of the housework in your home?
 - 2 Who makes most of the decisions in your family?
 - **3** What are the rules about watching TV or playing computer games in your home?
 - 4 What do you like most about your family?

B Before you read

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

1	Th	e article is	about family life i	n	_•
	a	cities		b	the countryside
2	En	nily is	_ years old.		
	a	14		b	15
3	It s	seems that	has a bigger	family	and likes to help with the
	ho	usework.			
	a	Emily		b	Jerry

Family life in cities

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

Emily (aged 15)

- Well, there are just three of us: my mum, my dad and me.
- 2 Have I got many possessions? Yes, I've got a lot of things: a big TV, a new computer and a mobile phone.
- 3 No, I'm not expected to do the housework.
- 4 We go out for dinner together sometimes, but my dad is often abroad on business, and my mum works too. We usually just do our own personal things.

- No, they don't usually set rules for me, and since I'm a good daughter, they never punish me.
- **6** Well, I like our new flat. It's much bigger than our last one. But I feel lonely when my parents are away from home.



Jerry (aged 14)

- My mum, dad, grandma and my sister Rosie. Although it sometimes feels crowded in our little flat, we don't mind.
- 2 No, I haven't got many possessions. I have no interest in things like fashionable clothes. New fashions soon go out of date, don't they? That's what my grandma says.
- 3 Yes, I help with the housework. I wash the dishes and even iron my own shirts. My grandma says young people should

learn to look after themselves.

- Yes, we like doing things together. We eat meals together every day, and my family always come to school events.
- 5 Yes, I suppose they set some rules for me. For example, unless I finish all my go out with my friends either.

support each other.

homework, I can't watch TV, and I can't I love all my family very much. We have a close relationship, and we always





C Vocabulary

- C1 Find words from the interviews on page 35 that have similar meanings to the words in italics below.
 - 1 The film was not at all what everyone *thought it* would be about.
 - **2** Are you here for *the activity of making, buying or selling things for money* or pleasure?
 - 3 It is important to clear all your *own* things from the classroom when the school year ends.
 - **4** Many people *are not attracted to* this subject, but I want to know more about it.
 - 5 I *think it is true* that Jill will not come to work today because she is on a trip.
- C2 Complete the email below with the words from the box.

abroad	out of date	suppose
mind	relationship	

-	To: Bob	
Fre	Alisha	
	Dear Bob,	_
	I'm writing to ask if you'd like to be my friend. My name is Alisha. I live in Cairo, the capital of Egypt.	
	I (1) that my family isn't very rich. We don't have many possessions. Our television is (2), and I don't get much pocket money. But I don't (3), as we're a very close family. I have an excellent (4) with my mother and father, so I'm happy.	
	My teacher suggested that I should get a friend from ⁽⁵⁾ to help improve my English. This idea seems to make sense. I hope you'll write back soon.	
	Best wishes,	
	Alisha	×

D Comprehension

- What questions did Paula ask Emily and Jerry? Read the interviews on page 35 and try to work them out. Use the words in brackets to help you.
 - 1 (Who, people, in family?) Who are the people in your family?
 - 2 (Have, get, many possessions?)
 - 3 (Do, housework?)
 - **4** (Do, go out, or, do things together, family?)
 - 5 (Do, parents, set rules for you?)
 - 6 (What, like, most, family?)
- Paula has made some notes about the differences between Emily's and Jerry's family lives. Read the interviews again and complete the notes below.

	Emily	Jerry
Family members	Emily, (1) and (2)	Jerry, (3) (4) and (6), (5)
Possessions	G	He (8)
Housework	She is not (9)	(11)
Family activities	They usually (13)	They (14)
Rules	Her parents (15)	His parents (16)
Likes most about the family	Their (17)	All his (18)

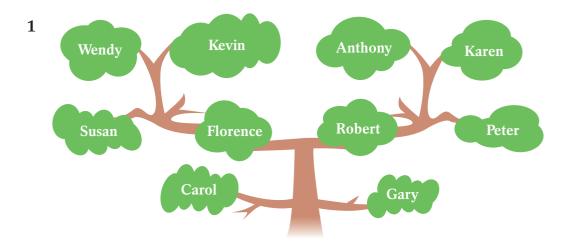
^{*} D3 How would you answer Paula's questions? Discuss this with your classmates.





Family members

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



a Kevin.

c Peter.

b Anthony.

d Gary.

2

SUNTOWN JUNIOR HIGH SCHOOL: SCHOOL PLAY

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

Times

Thursday 7 p.m.

Friday 5 p.m. and 8 p.m. Saturday 5 p.m. and 8 p.m.

Sunday 7 p.m.

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



A Linking verb be

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

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

Our family lives are different.

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

	busy	close	kind	rich	wonderf	ıl	
Paula:	Do you	get a lot o	of pocket	money?			
Jerry:	No, I don't get much, as we (1) But I help in my dad's shop when he (2), and he pays me a bit.						
Paula:	What do	you usua	ally do w	ith your f	amily?		
Jerry:		nes my fai	v	I go to th 	e cinema	B	
Paula:	What do	you like	most abo	out your p	parents?	MA	Se AN
Jerry:	Well, my	y parents		ch other,			5

B Other linking verbs

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

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

You look/seem tired.

It sometimes feels crowded in our little flat.

The dinner **smells** good but **tastes** strange.

New fashions soon go out of date.

always support me.

When people get old, their hair turns grey.



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



C Linking verbs followed by nouns or noun phrases

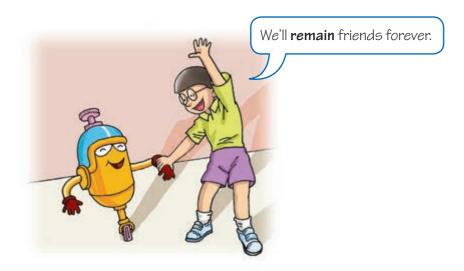
Some **linking verbs** can be followed by a noun or noun phrase.

I **am** a good daughter.

He **became** a doctor.

They **seem** a happy family.

After the company was bought, he remained the manager.



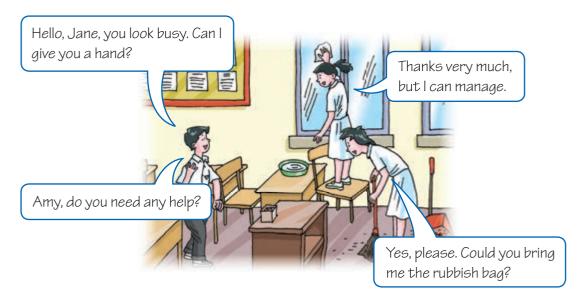
- Use the words in brackets to answer the questions. Then practise these conversations in pairs.
 - 1 S1: What did your cousin do when he left school?
 - **S2:** (become/football player)
 - 2 S1: You've visited many countries. Which is the best?
 - **S2:** (China/remain/best place/world/for me)
 - 3 **S1:** Which is the hottest month of the year?
 - **S2:** (August/be/hottest month)
 - **4 S1:** What do you think of that girl?
 - **S2:** (appear/very kind person)
 - 5 S1: What do you like most about your father?
 - **S2:** (be/happiest man/world)





A Talk time

Offering, accepting and refusing help



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

Tony: Hello Joyce, you look busy. Anything I can do to help?

Joyce: Thanks, but I'm all right.

Tony: Come on. Let me give you a hand.

Joyce: No, thanks. I can manage.

Tony: If you want, I could wash the dishes.

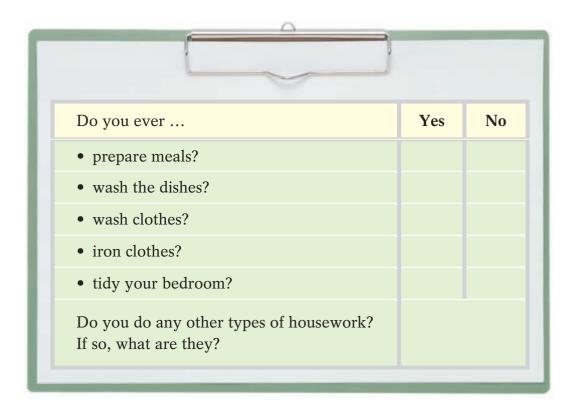
Joyce: Wash the dishes? Oh, that would be good. Thanks a lot.

A2 Answer these questions.

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

B Speak up

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



B2 Report your group's results to the class.



There are five students in our group.

One student prepares meals. Four students don't prepare meals.

Two students wash the dishes. Three students don't wash the dishes.

. . .

... student(s) does/do some other types of housework such as dusting, watering the plants, ...

• • •





My family life

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

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

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

We are a large/small/ family. There are people in my
family. They are
All family members are close to each other.
We are a happy/interesting/ family.



A Read the article and then answer the questions below.

How to communicate with your parents

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

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

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

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



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

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

- 1 What must you be ready to do if you want your parents to change?
- 2 Why might your parents understand your situation better than you expect?
- 3 What is part of growing up?
- **B** What kinds of problems do you have with your parents? How do you solve them? Discuss these with your classmates.





Practical writing (3): Making rules and regulations

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

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

Library rules

Dos

- Walk quietly.
- Replace the books you have used. Don't damage the books.

Don'ts

- Don't eat or drink.
- A Jerry's parents have set some rules for him. Read what Jerry's mother says and complete the rules.



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

Family rules for Jerry

1	Don't play with your friends for too long after school.
2	
3	
4	
5	
0	

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

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

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

People in the centre aren't allowed to litter or smoke.
They're not allowed to cycle here. They mustn't play in the fountains or sleep on the benches. Oh, one more thing:
Begging isn't allowed here either.





- Work in groups to make five rules on one of the following topics.
 - For the family—to make family life more pleasant
 - For using public transport—to make travelling safer
 - For the environment—to make the Earth a better place

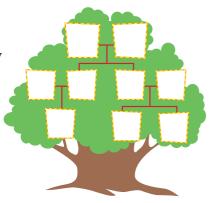




Family trees

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

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



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

. Self-assessment	•••••
How well do you know this unit? Tick 🗸 the boxes.	
1 I can read interviews about two teenagers' family lives.	
2 I can listen for specific information about family members.	
3 I can use linking verbs with adjectives correctly.	
4 I can use linking verbs with nouns and noun phrases correctly.	
5 I can offer, accept and refuse help.	
6 I can discuss how much housework I do with my classmates.	
I can write a short article about my family life.	
8 I can make rules and regulations.	
I know about family trees.	



Problems and advice



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

Reading

Read four Internet posts about teenagers' problems.

Listening

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

Grammar)

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

Speaking

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

Writing

Write an email to ask for advice.







A What do you know about ...?

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



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

1



2



3



4

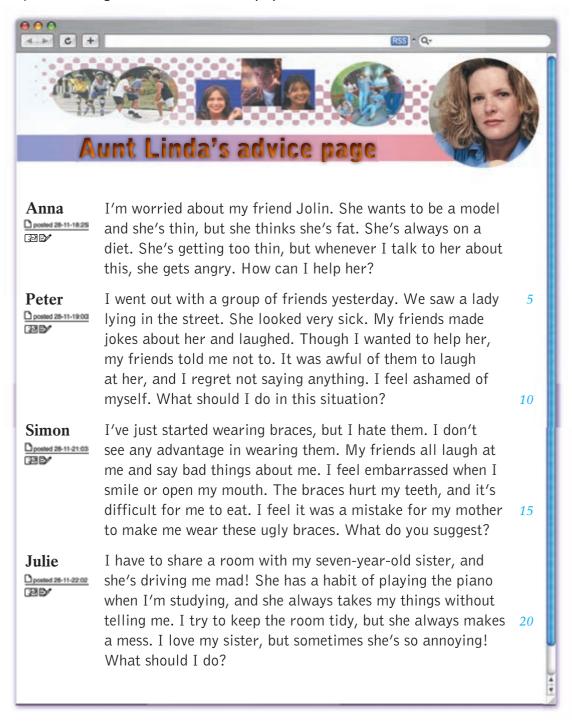


B Before you read

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

T	Anna is worried about _		_•		
	a her cousin	b	her sister	c	her friend
2	Peter was with his	_ ye	sterday.		
	a classmates	b	friends	c	relatives
3	Simon has probably got	son	ne problems with his _		·
	a teeth	b	feet	c	heart
4	Julie probably feels				
	a nervous	b	excited	c	unhappy

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





C Vocabulary

C1	The words in italics explain the meanings of some words on page 51. Find the words to complete the sentences. Change their forms if necessary.					
	1	Jill likes wearing new clothes. She wants to be a when she grows up. (a person with a job to wear and show new clothes) (line 1)				
	2 Cindy had a fight with her mum, and she(feel sorry about doing something)(line 9)				it soon after.	
3 Bob coffee. He never (line 11)			ee. He never d	lrinks it. (<i>reall</i>	y do not like)	
 We talked about the problem and Tim						•
				•	He is driving	
C2	Complete the conversation below with the words from the box. Change their forms if necessary.					
	1		awful feel ashamed of	mess on a diet	suggest	
	Pa	ul:	Hey Joe, why do p	eople write to	Aunt Linda?	
	Joe	e:	Because many peo	ple have (1)		_ problems.
			However, sometim	es they (2)		_ talking to friends
		or parents, so they write to Aunt Linda. She (3)				
ways to help them. People are usually happy to get he					e	
	Paul: Well, I have a problem too. Maybe I should write to Aunt IJoe: What's your problem? Maybe I can help you.				rite to Aunt Linda.	
	Pa	Paul: It's about my elder sister. She wants to lose weight. Now she'				
. She doesn't eat much all day.					day.	
	She used to be full of energy, but now she's always tired, and					
room is a (5) I'm worried about her.					out her.	

D Comprehension

- P1 Read the Internet posts on page 51. Which person does each sentence describe? Write in the blanks.
 - 1 She often plays the piano when her elder sister is studying.
 - 2 She made Simon wear braces.
 - 3 She has many photos of thin models.
- **D2** Read the Internet posts again and complete the table below.

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

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

- 1 Why is Jolin always on a diet? What do you think of her behaviour?
- 2 Why did Peter not stop his friends? Have you had a similar experience?
- 3 Do you think Simon needs braces? Why or why not?
- 4 Do you like sharing a room with others? Why or why not?





Advice from Aunt Alice

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

1	The radio programme is on in the evening.	T / F
2	Ben felt really afraid when he called.	T / F
3	The three students looked very friendly.	T / F
4	The young boy was afraid of the three students.	T / F
5	Ben fought with the students on the train and took the young	T / F
	boy home	

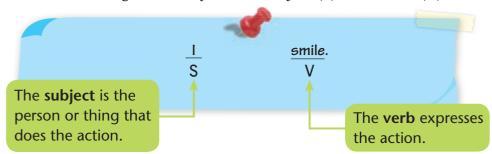
B Listen to the recording again and complete the notes below. Write one word in each blank.

Aunt Alice's radio programme		
Caller: Ben From: (1) City		
Problem: Ben was travelling home on the		
(2) yesterday afternoon. He saw		
a young boy travelling (3). Three older bo	oy students got	
on the (4) train and sat down next to the		
to make jokes about him. The boy got up and moved to (5)		
, but the students just $^{(6)}$	him. At that moment,	
the train arrived at Ben's station, so Ben (7)		
walked home. Ben felt (8) of himself because	ause he didn't help the	
young boy.		
Aunt Alice's advice: When something like this happens	next time, Ben should	
tell the adults on the train what's happening. He should	d make sure he's	
before he tries to help others.		

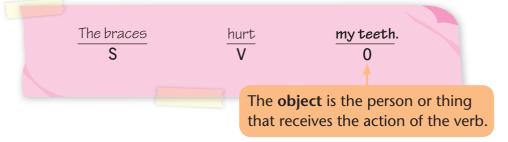


Sentence elements: subjects, verbs, objects, complements and adverbials

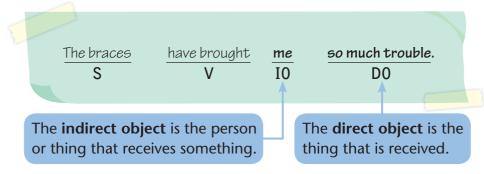
1 Sentences in English usually have a **subject** (S) and a **verb** (V).



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



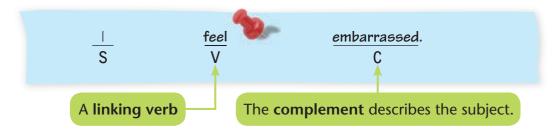
3 Sentences with verbs such as *give*, *bring*, *buy* and *send* can have a **direct object** (**DO**) and an **indirect object** (**IO**).



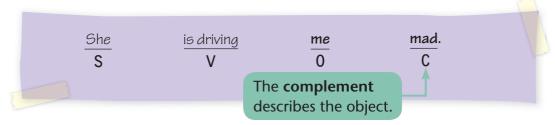




4 Some sentences have a **linking verb** followed by a **complement** (C).



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



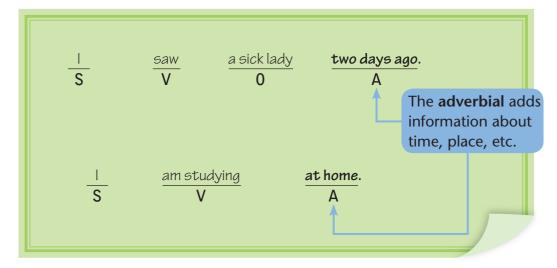
Things to remember

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

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

She makes me angry.

5 Some sentences have an adverbial (A).



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



<u>Tom is a junior high school student.</u> (Tom, junior high school student, be) He

(best friends, visit, every weekend) One of them is a boy called Alex.

Last weekend,

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



(them, made, worried)



Luckily, no one was hurt by the flowerpot. Then

(for, went out, an hour, Alex and Tom)

Alex and Tom

(later that afternoon, returned) They saw a policeman questioning a boy about the broken flowerpot. They ______.

(very bad, felt), but they did not know what to do.

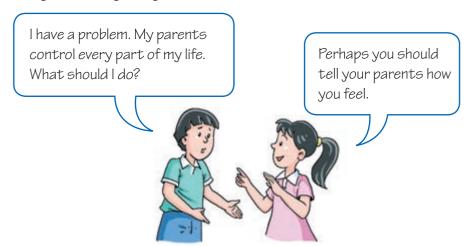






A Talk time

Asking for and giving advice



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

Ann: You look unhappy, Sam. Do you have a problem?

Sam: Yes. My mum says I need braces to keep my teeth straight, but I don't want to wear them because my friends will laugh at me. What should I do?

Ann: Your mum just cares about you. Why don't you tell her how you

feel? I'm sure she'll understand.

Sam: You're right, Ann. Thank you for your advice.

B Speak up

- In pairs, make conversations according to the situations below. You may use your own situations.
 - **1 S1** failed his/her Maths test because of some careless mistakes. He/She is afraid to tell his/her parents.
 - 2 S2 is taller than all his/her classmates. He/She feels so out of place!



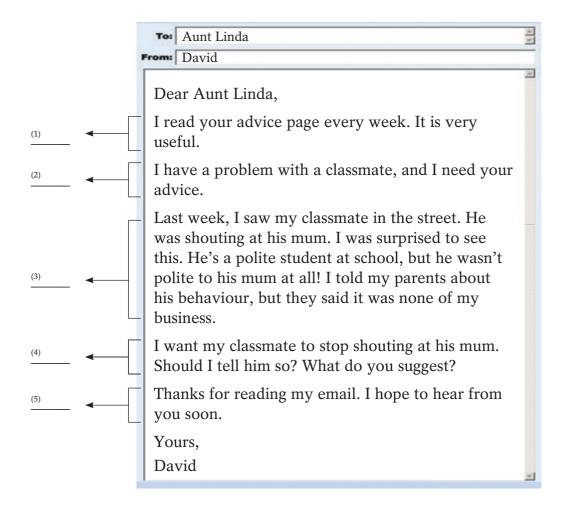
An email to Aunt Linda

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

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



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





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



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



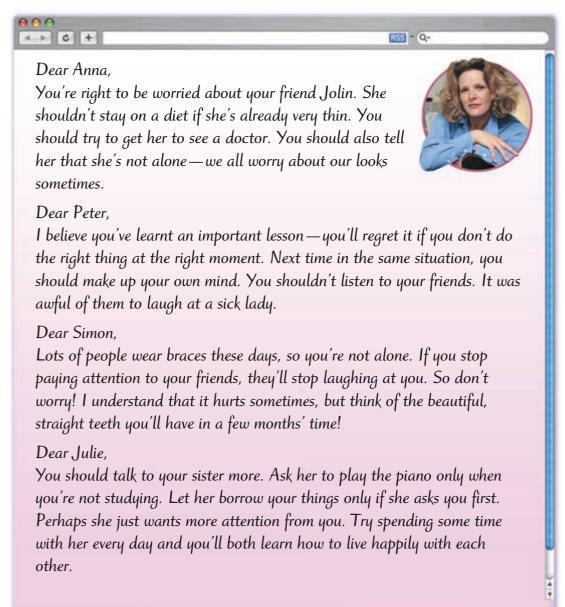
I'm really worried about ...
Can you give me some advice?

Should I ... or should I ...? What would you do in my situation?

To:	2
•	- 2
Dear Aunt Linda,	
Your advice is very helpful	
Let me tell you about my problem.	
I don't know who to talk to.	—
Therefore were discourse associated	
Thanks for reading my email.	
Yours,	_
(your name)	
	w



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



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





Agony aunts

In 1691, John Dutton in England had a problem, but he had no one to ask for advice. He thought that other people might be in a similar situation, so he began his own newspaper to give people advice. The newspaper proved to be quite successful, and soon many people started similar newspapers. Other newspapers also started to have advice



columns. By 1740, however, most of the people giving advice were women. Today we call a person giving advice to readers in a newspaper or magazine an agony "aunt".

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

Self-assessment	
How well do you know this unit? Tick \checkmark the boxes.	
I can read Internet posts about teenagers' problems.	
2 I can listen for specific information about a teenager's problem.	
3 I can understand sentence elements.	
4 I can ask for and give advice.	
5 I can discuss some teenagers' problems and give advice with my classmate.	
6 I can write an email to ask for advice.	
7 I know about agony aunts.	

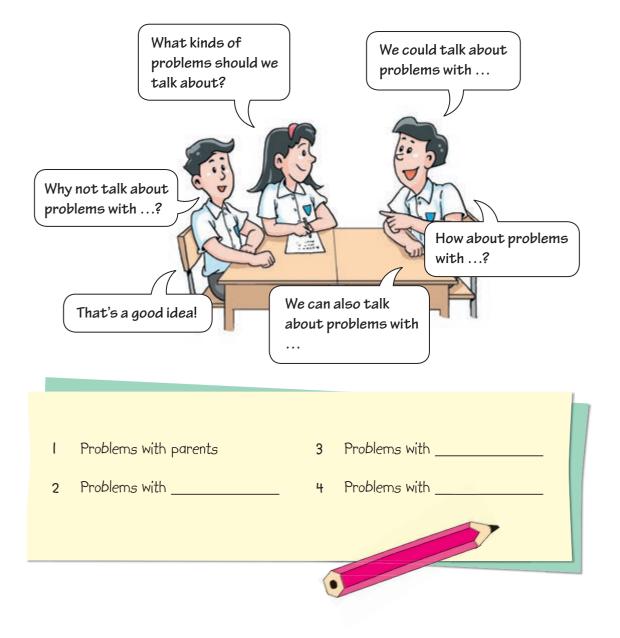


*Project

An advice page for the school newspaper

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

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





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

Problems with parents

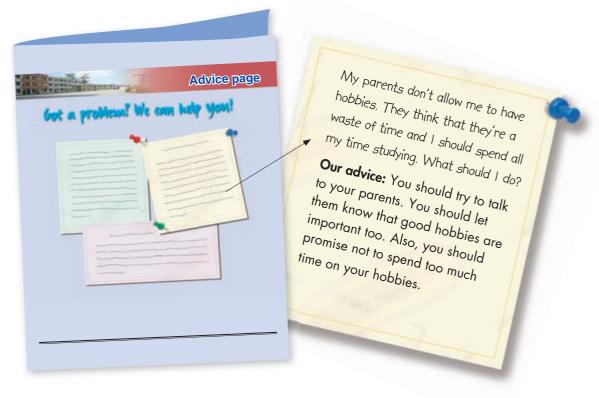
- · They don't allow me to have hobbies.
- They don't let me stay out after 8 p.m.
- · They don't give me much pocket money.

...

- Think of ways to solve these problems. You can do research in the following ways.
 - Ask your teachers
 - Ask your parents
 - Look for ideas on the Internet
 - Read books/magazines/newspapers about the problems

. . .

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



Module 3 Leisure time



Action!



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

Reading

• Read an article about a TV quiz show.

Listening

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

Grammar

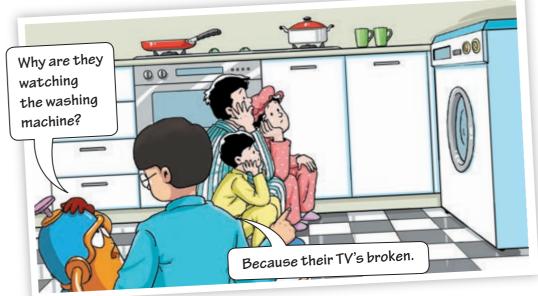
• Learn how to use **adverbial clauses of concession** with *although* and *though*.

Speaking

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

Writing

• Write a script for hosting a show.







A What do you know about ...?

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

ď

cameraman director lighting operator make-up artist

sound operator



B Before you read

- Look at the picture and the title of the article on page 67. Then answer the questions below.
 - 1 What type of programme are the people making at the TV studio?
 - a A quiz show.
- **b** A travel show.
- **c** A talent show.
- 2 What is the name of the programme?
- 3 What surprising thing is happening in the picture?
 - a A woman is crying.
 - **b** A woman has passed out.
 - **c** A woman has won the quiz.



"Five minutes to go," shouted the director. "Is everyone ready?"
"I'm glad that I'm not one of the contestants!" Denise said. "I'm not

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

5 that brave."

The three contestants were sitting at their desks on the stage and waiting.

10 The hot lights were shining down upon them. Suddenly one of them passed out and fell across her desk.

A cameraman helped the woman off the stage.

- 15 The director hurried down from the control room above. "We need another contestant," he shouted. "Who among you wants to be on TV?"
- 20 Angela raised her hand. "You're on!" the director shouted. He led her onto the stage, and a make-up artist rushed forward. She quickly put make-up on Angela's face and brushed her hair.
- "Ten seconds," shouted the director.
 "It's time for *Travel Quiz*, and here's

- your host, Lester Li!" said a loud voice. Lester Li ran out onto the stage. The quiz show began.
- 30 Although Angela was not prepared, she seemed relaxed and did really well. She answered the questions with no problems and was soon ahead of the other two contestants.
- 35 Twenty-five minutes later, Angela just had to answer six more questions to beat the other contestants and to win the prize.

Denise was so excited that she could

40 hardly keep still. Though the questions
were getting more and more difficult,
Angela kept getting them right.

Soon there was just a single question
between Angela and victory.

- 45 "And finally, where's Big Ben?" asked Lester.
 - "In England," replied Angela.
 - "Correct!" shouted Lester. "You're tonight's lucky winner. You've won
- 50 tonight's prize—a trip for two to the lovely city of Paris!"





C Vocabulary

C1		e words in italics explain the meanings of some words on page 67. Find these rds to complete the sentences.
	1	Before an exam, it is important to stay and calm. (not worried) (line 31)
	2	Our school football team the team from Riverside School. (won against) (line 37)
	3	The child kept while she was having a haircut. (not moving; quiet) (line 40)
	4	After the earthquake, there was just a building still standing in the neighbourhood. (only one) (line 43)
	5	With new players, the football team finally found (success) (line 44)
C2		mplete one of the contestants' diary below with the words from the box. Change ir forms if necessary.
	1	beat director make-up relaxed upon
0		26th August
9 9		Today I took part in a quiz show at a TV studio. When I arrived, a woman put (1) on my face, and brushed my hair.
6 6 6		Then the (2) came. He told me to stay (3) and not to worry. It was really kind of him to do that. The hot lights shone down (4) us. One of the contestants passed out
999		before the show started, so the director chose another girl. The girl was called Angela. She knew a lot of things. She (5) me and another contestant and finally won the prize. All of us were happy for Angela.
0		I was sorry I didn't win, but I'll do better next time.

D Comprehension

Angela was interviewed later by a newspaper report	orter. Read the article on page 67
and answer the questions for Angela.	

Where were you at first? Reporter: Angela: What happened before the programme started? Reporter: Angela: Who took the woman's place? Reporter: Angela: Who was the host? Reporter: Angela: **Reporter:** Did you do well in the quiz? Yes. (5) Angela: What did you win? Reporter: Angela:

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

1	Denise probably would not want to be a contestant.	T / F
2	Angela prepared herself well for the quiz.	T / F
3	Denise and Angela are different in character.	T / F

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





Visiting the TV station

- A Denise and Angela are looking at the floor plan of the TV station (see below). Listen to their conversation. Then number the places from 1 to 4 according to the order they are first mentioned.
 - a Janet Smith's office _____
 - **b** the *Travel Quiz* studio _____
 - c the waiting room _____
 - d the restaurant _____
- **B** Listen to the recording again. Then write the name of each place in the blanks.

Sunshine TV Station the waiting room **R8** R9 **R10 R12 R13** (2) R₆ **R15** R7 R5 **R16 S3** S2 R4 (3) Ŷ Ŷ R3 R2 **S1** toilets emergency exits S = studios They are here. R = rooms (4)



Adverbial clauses of concession with although and though

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

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

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

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

Work out the rule

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

Things to remember

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

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



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

В

 \mathbf{A}

_		
1	Although Simon has done well in his studies,	a he still works really hard.
2	I found it difficult to talk to foreigners in English	b my mother went to work.
3	Though it was Sunday,	c you should not drink too much of it.
	Although milk is good,	d although I thought my
4		English was quite good.
Denise thoug 1 It	e is talking about Travel Quiz . Joir h . was a rainy day. Many people	
Denise thoug 1 It	e is talking about Travel Quiz . Joir h . was a rainy day. Many people uiz.	English was quite good. The sentences with either although or

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

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

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

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

1



(very tired/win the game)

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

2



(difficult/enjoy skating)

a _____

) _____

3



(very old/go swimming every day)

a _____

b _____

4



(dangerous/love climbing mountains)

a _____

b _____





A Talk time

Expressing praise and encouragement



Don't worry. You'll do better next time.



That's very kind of you.

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

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

Mike: Oh, I played badly.

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

Mike: That's very kind of you.

(Mike scores a two-point basket.)

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

Mike: Thank you.

(Mike scores a three-point basket.)

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

Mike: Thanks.

A2 In pairs, role-play the conversation.

B Speak up

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

How many hours do you spend watching TV every week?
a About 5 hours.b About 3 hours.c About 1 hour.
When do you usually watch TV?
a On weekdays. b At the weekend. c Every day.
What kinds of TV programmes do you like? Tick (✓) the boxes.
news □ quiz shows □ travel shows □
sport □ cartoons □ talent shows □
Do you like watching TV? Why or why not?

- B2 As a group, discuss your survey results. Then the group leader should report the results to the class. Use the following plan to help you.
 - We've interviewed ... students. We found that ... students watch TV for about ... hour(s) every week; ... students watch TV for about ... hour(s) every week; ...
 - According to our survey, ... students usually watch TV on weekdays; ... students usually watch TV at the weekend; ...
 - We found that their favourite TV programme(s) is/are ...
 - As for the last question, ... students like watching TV because ...; ... students don't like watching TV because ...





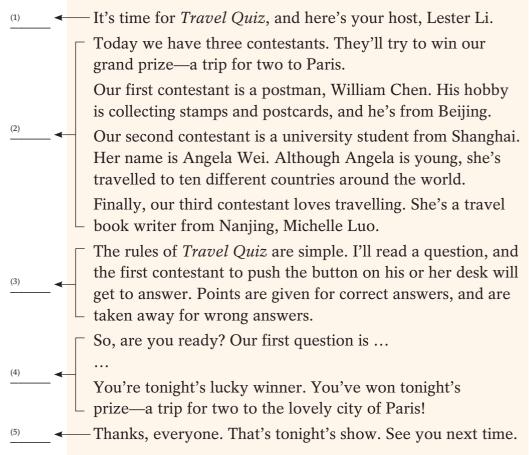
*A script for hosting a show

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



a Closing words

- **d** Contest
- **b** Introduction to the contestants
- e Opening words
- **c** Introduction to the rules



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



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

Wednesday 21 November We love the Film Park! **Reporter:** What was the best part of your visit, Julia and Roddy? Julia and Roddy: The tour of the Film Park. Reporter: What did you like most about the Film Park tour? Julia: The Dinosaur Jungle was my favourite. It was hot and smelt like a real jungle. We saw some baby dinosaurs. Then a really big one appeared. Although it was only a model, it looked very real! I almost jumped out of my skin! Roddy: I really liked the Great Wave. It was wonderful. Everything was quiet. Then suddenly we saw a huge wave coming towards us. There was a terrible noise, and the wave seemed to come over the top of us, but we didn't get wet at all! I don't know how they did it. Reporter: Did you see any famous stars at the film park? Roddy: No, we didn't, but we did visit a film set after the tour. The crew were shooting a scene showing some students in a school. They needed some more actors for the scene. *To cut a long story short*, the director chose me to appear in the film. Reporter: Oh, really? Did you enjoy working as an actor, Roddy? Roddy: Yes, I did. It was really interesting. Reporter: Did you have any difficulty in acting? Roddy: To be honest, it was a piece of cake!

- 1 What was the best part of the students' visit?
- 2 What did Julia like most about the Film Park tour?
- 3 What happened to Roddy at the film set?
- **B** There are three idioms in italics in the interview. Work in pairs to work out their meanings.





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

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

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

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

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

TV viewing habits

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

- 1 What is the title of the table? How many columns are there? What are the column headings?
- 2 Does the table give the same information as the two paragraphs? Is it easier to understand?

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

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

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

TV viewing, listening and reading habits

	Average number of hours every night			
Grade	Watching TV			





International film festivals

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

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



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

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

Salfaceacomant	••••••
How well do you know this writ? Tick / the hower	000000
How well do you know this unit? Tick \checkmark the boxes.	
I can read an article about the filming of a TV quiz show.	
2 I can listen and find the specific places on a floor plan.	
3 I can use adverbial clauses of concession with although and though correctly.	
4 I can express praise and encouragement.	
5 I can interview students and talk about their TV viewing habits with my classmates.	
6 I can use tables to give information.	
7 I know about international film festivals.	



Healthy diet



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

Reading

• Read a conversation about a balanced diet.

Listening

• Listen to a telephone conversation ordering food.

Grammar

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

Speaking

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

Writing

• Write a restaurant review.

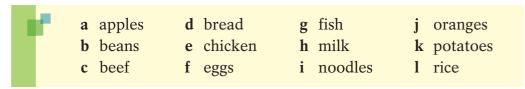


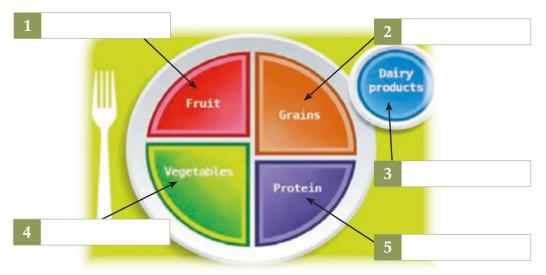




A What do you know about ...?

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





- A2 Look at the picture in A1 again. In pairs, discuss the questions below.
 - 1 How many food groups are there in the picture? What are they?
 - *2 The "Vegetables" group is bigger than the "Fruit" group, and the "Grains" group is bigger than the "Protein" group. What does this mean?

B Before you read

- Look at the pictures, the title and the introduction to the conversation on page 83. Then answer the questions below.
 - 1 Where does the conversation take place?
 - 2 What are the girl and the boy having for dinner?
 - 3 What are they probably talking about?



上海教育出版社

Doris and Samuel are having dinner in a restaurant.

Samuel: I think I'll have a hamburger, some chocolate cake

and a large cola. How does that sound to you?

Doris: That sounds terrible! I'll have a chicken sandwich, a salad, an apple

and a glass of lemon tea. I've decided to stay away from fried food

and soft drinks.

Samuel: Since when?

5

10

15

25

Doris: Since I had my medical examination. The doctor said that I needed

to lose a bit of weight by avoiding fat, oil and sugar. He also stated

that it's necessary for me to have a more balanced diet.

Samuel: What's a balanced diet?

Doris: A balanced diet means having different kinds of healthy food every

day. Research shows that each day you should have plenty of fruit, vegetables and grain products such as noodles and bread. And, in

general you should have fewer dairy products and eggs, and less meat.

Samuel: But I believe my diet is balanced.

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

Samuel: Oh, the usual things. For breakfast, I had fried eggs and a large cup

of coffee with a lot of milk and sugar. Then I treated myself to some

ice cream for a snack.

Doris: And for lunch?

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

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

Samuel: Well, I have many different kinds of

food every day.

Doris: But all of these kinds of food are

unhealthy for you.

Samuel: OK, you're right. I'll change my

diet ... tomorrow. Here comes my

hamburger and chocolate cake!





C Vocabulary

C1		d words from the conversation on page 83 that have similar meanings to the rds in italics below. Change their forms if necessary.
	1	Joan should <i>not go near</i> computer games. She has to study for exams. (line 5)
	2	Before going to school, all of the students need a close look at their body by a doctor. (line 8)
	3	The instructions <i>say in a clear way</i> that we need to cook this for five minutes. (line 9)
	4	The film starts at seven and it is only five. We have a large amount of time to get there. (line 13)
	5	After the play, they went to dinner. David <i>paid for</i> Jim because Jim was out of money. (line 19)
C2		hamburger in general necessary research usual
		Most people think they eat what they want. However, this is not really true. Our eyes and ears are filled with advertisements for new food products. shows that these advertisements can change our eating habits. For example, 20 years ago in China, it was for people to eat noodles or dumplings when they wanted fast food. Now,
		however, many people eat (4) or fried food. The reason for the difference is advertising.
		We should be careful when we are choosing our food. Remember it is (5) to think before we eat.

D Comprehension

V1		F (False). Then rewrite the false sentences with the correct information.
	1	Doris should avoid food with oil, fat and salt in order to $$T\/F$$ lose weight.
	2	A balanced diet means eating different kinds of delicious food T/F every day.
	3	We should not eat too many dairy products and eggs, or too $$T\/F$$ much meat.
	4	Samuel's diet is not balanced. T / F
D2	Red	ad the conversation again and circle the correct answers.
	1	Doris does not want fried food and soft drinks because they are a unhealthy b expensive
	2	Doris is having for dinner. a bread, dairy products, vegetables and fruit b bread, meat, vegetables and fruit
	3	To have a balanced diet, you should eat meat than vegetables and grain products. a more b less
	4	Samuel's diet is full of a fat, oil and sugar b fruit, vegetables and grains
	5	In this conversation, a "diet" is the fooda you usually eat and drinkb you eat in order to lose weight
2	14/1	

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





Ordering food

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

Corner Cafe	Quantity Price
Salad	-
Fruit salad ······ ¥11	
Green salad ¥16	
Potato salad ······ ¥17	
Sandwiches	
Beef sandwich ······ ¥22	
Chicken sandwich ¥22	
Egg sandwich ······ ¥9	
Snacks	
Chicken legs (2 pieces) ····· ¥10	
Chicken wings (4 pieces) - ¥20	
Hamburger ······ ¥15	
Fruit	
Apple ¥4	
Banana ¥5	
Orange ¥3	
Drinks	
Cola ¥7 Coffee ¥20	
Lemon tea ¥15	
Lemon tea \$13	
	Total price:
Time of order: Re	eady by:
Customer's name:	
Company's name:	
Address: Room,	



Object clauses

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

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

I think (**that**) I'll have a hamburger, some chocolate cake and a large cola.



Research shows (that) each day you should have plenty of fruit, vegetables and grain products such as noodles and bread.



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

agree	explain	know	suggest
believe	feel	say	think

Work out the rule

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

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

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



1	S1 :	leat a lot of sweets and only a little fruit.
		(I/lot/sweets/little fruit)
	S2:	I think (that) you need to eat fewer sweets and more fruit.
2	S1 :	
		(I/lot/fried food/little bread)
	S2:	
3		
		(My brother/lot/meat/few vegetables)
	S2:	
4		
•	01.	(I/lot/meat/few oranges)
	S2:	
5	S1:	
_		(My sister/lot/eggs/few carrots)
	S2:	

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

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

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

discuss remember forget understand know

Do you remember **what** you had today?

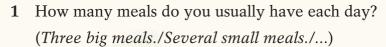
I don't understand **how** that is a balanced diet!

Things to remember

The **subject** comes before the **verb** in the *wh*-**clause**.

- (1) Do you know where he is?
- (X) Do you know where is he?

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



- Which meal is the most important? (*Breakfast./Lunch./Dinner.*)
- 3 Who do you usually have lunch with at the weekend? (*Parents./Friends./...*)
- **4** Where do you usually have dinner? (*At home./In the restaurant./...*)
- 5 When do you usually have dinner? (At 6 p.m./At 8 p.m./...)
- 6 How many glasses of water do you drink every day? (1–5 glasses./6–8 glasses./...)

S1: Do you know how many meals I usually have each day?

S2: I think (that) you usually have three big meals each day.







A Talk time

Expressing preferences

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

Let's get something to drink,
Paula. They've got orange juice, tea
and milk. Which would you like?

I'd prefer a glass
of orange juice.
What about you?

I'd rather have a cup of tea.
Waiter! A glass of orange juice and

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

Waiter: Hello. We have chicken noodles, beef noodles, and egg

noodles. What would you like to eat?

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

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

Waiter: Would you like anything to drink?

David: How about a coffee, Susan?

Susan: I'd prefer tea.

a cup of tea, please.

David: OK. Two cups of tea please.

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

• snacks: hamburgers, chicken legs, chicken wings

• sandwiches: chicken sandwich, beef sandwich

• soup: bean soup, potato soup, tomato soup

B Speak up

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

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



What will you include on your menu?

How many types of grains/meat/vegetables/fruit/dairy products/drinks will you include?

How much will the lunch cost?



Do you agree that ...?

I think (that) we should include ...

... is a kind of healthy food.

Let's include plenty of vegetables/fruit/grains.



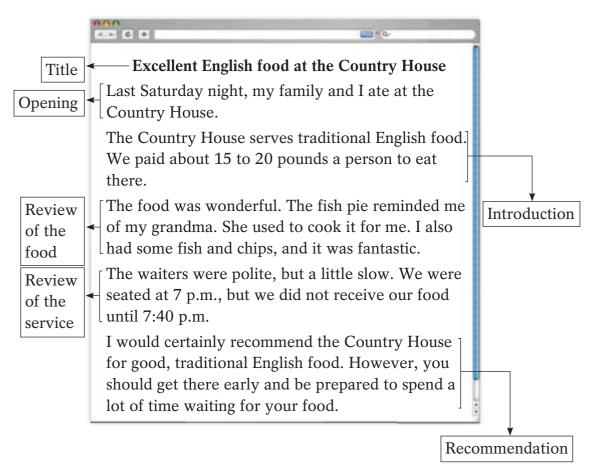




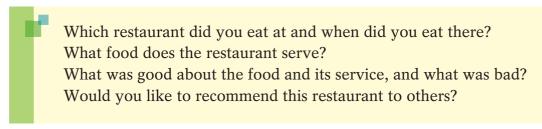
A restaurant review

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

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



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





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

Pity the farmer

by Li Shen (772–846)

The farmer hoes grain in the noonday sun, With sweat dripping onto the field.

Who realizes that the food on their plate— Every grain—comes from bitter suffering?

The rice farmer

by Saoirse McCann

The Sun is setting low, the red sky a welcoming sight;

The farmer stands silently in the fading light.

The fields are watered and planted, the buffaloes are fed;

The only thing he thinks of now is finding home and bed.

A gentle wind is whispering of hope and dreams of life;

Every grain of rice requires such effort and such strife.

Remember, when you sit and eat with family or friends,

All the many hours he works, as his fields he tends.

- 1 In the first poem, what is the farmer doing?
- 2 In the second poem, what time of the day is it?
- **3** Why is the farmer now thinking only of home and bed?
- 4 What do the poets want to tell us?
- **B** What do these two poems have in common? What are the differences between them? Discuss these with your classmates.





The tale of the tomato

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



Tomatoes first became common in the US in the 1820s. In one story, a man named Robert

Johnson ate some tomatoes in public. Everyone in the town crowded around him to watch him die. When he did not die, they realized that tomatoes were safe to eat and no longer avoided them.

Do you know any other interesting stories about food?

Salf-assassment						
How well do you know this unit? Tick ✓ the boxes.						
I can read a conversation about a balanced diet.						
2 I can listen for specific information in a phone order.						
3 I can use object clauses with <i>that</i> correctly.						
4 I can use object clauses with question words correctly.						
5 I can express preferences.						
6 I can plan a weekly lunch menu for the students at our school with my classmates.						
7 I can write a restaurant review.						
8 I know the tale of the tomato.						



*Project

Recipes for food from all over the world

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

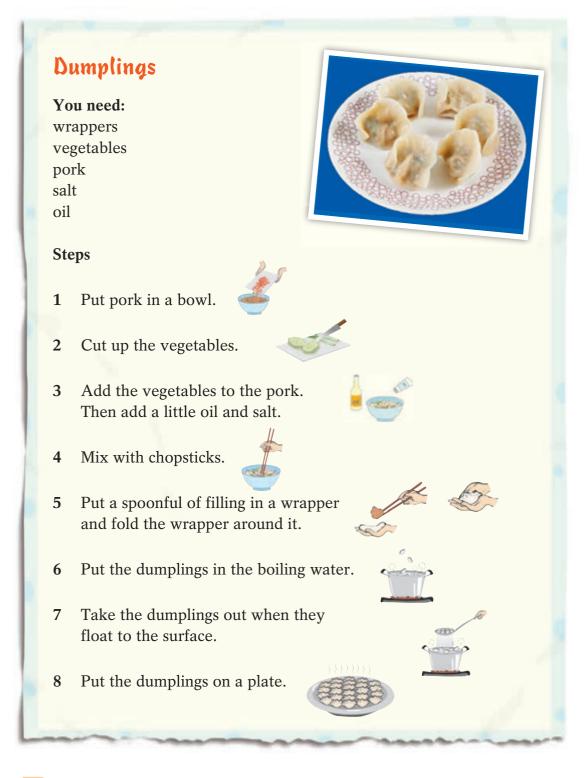
- Mork in groups. Each group should choose one type of food to work on. Choose from the list below or use your own idea.
 - China—dumplings, spring rolls
 - Japan—sushi
 - the US—hamburgers, sandwiches
 - Italy—pizza
- **B** Each group should work together to write a recipe for this type of food. Do some research by asking your parents or looking on the Internet. Use the example on page 96 and the words from the box to help you.

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

(name of the dish)	
You need:	
	Photo of the dish
Steps	

Top tip

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



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



The Adventures of Tom Sawyer



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

Reading

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

Listening

• Listen to a story about a jumping frog.

Grammar

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

Speaking

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

Writing

• Write a report on your favourite story.

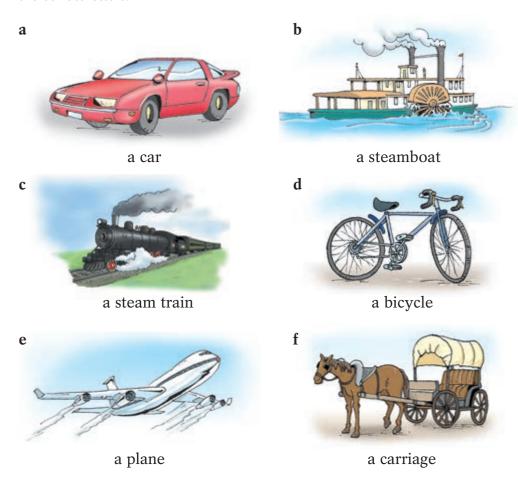






A What do you know about ...?

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



B Before you read

- Look at the picture, the introduction and the title of the story on page 99. Then answer the questions below.
 - 1 This story comes from a novel. What is the name of the novel?
 - **2** Who is the writer of the novel?
 - 3 Which boy in the picture do you think is Tom Sawyer? What is he doing?

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

Tom Sawyer paints the fence

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

Tom's aunt gave him a task of painting their fence. It was 30 yards long and

5 3 yards high. He painted one board and surveyed his progress, and then he sat down to have a rest.

Tom began to think of the games that he wanted to play. He knew the boys

10 who were free would soon come along and make fun of him. Just then, he had an idea. He picked up his brush and went back to work.

Ben Rogers came along the road. He

15 was singing happily and carrying an apple.

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

20 "Work?" said Tom. "This isn't work. I'm enjoying myself. Does a boy get a chance to paint a fence like this every day?" Then he went on painting. Ben watched Tom in silence. He 25 became more and more interested.

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

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

- 30 only person that can do it right."
 "Oh, please, Tom," said Ben. "I can
 do it. I'll be really careful. I'll give you
 half my apple. Wait, I'll give you all of
 it."
- 35 "That's a deal," said Tom. "But you must be careful."

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

40 apple.

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

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





C Vocabulary

C1		e words in italics exp ds to complete the s	•		. •	nd these		
	1	Last night, we say (funny)(introduct		TV program	ame and laughe	ed a lot.		
	2	After you complete this, report to the manager. (piece of work that you have to do)(line 3)						
	3	Jane herself in the mirror before she went outside. (looked carefully at)(line 6)						
	4	During the lectur (without making			and listened car	refully.		
	5	After making the (business agreem		ie two busine	essmen shook l	nands.		
C2	Cor	mplete the conversat	tion below with th	e words from ti	he box.			
		after a whil careful	e	a rest	think of			
	Jill	: Hi, Matt. Do	you like reading	<u>,</u> ?				
	Ma	tt: Sure, Jill. I sp	end most of my	free time rea	ading.			
	Jill	I like reading hour or so.	too, but you ne	ed to (1)	a	fter an		
	Ma	sometimes lo	I often read for a somethin ok out of the wi sually decide to	g else to do. ndow to rela	For example, lax. But (3)	[
	Jill	0	ead, but not all t					
	Ma	tt: OK. Thanks f	or your advice.					



Dialogue in stories

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

D Comprehension

D1 Re	ead the story on page 99 and circle the correct answers.
1	We can tell from the second paragraph that Tom did not like a hard work b painting pictures
2	Tom's idea was to a work as quickly as possible b trick other boys into doing the work for him
3	Tom went on painting while Ben was watching him, because hea had to finish painting the fence by himself b wanted to make Ben more interested in painting the fence for him
4	Tom had worry on his face because a he was trying to fool Ben b he did not want Ben to paint badly
5	We can tell from the last paragraph that Toma told Aunt Polly that other boys helped himb did not tell the truth
D2 Re	ead the story again and answer the questions below in your own words.
1	Why was Tom Sawyer unhappy on Saturday morning?
2	Was Tom really enjoying the work when he said "This isn't work. I'm enjoying myself"? Why or why not?
D2 144	that do you think of Tom Sawyer? Discuss this with your classmates

ou think of Tom Sawyer? Discuss this with your classmates.





A jumping frog

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

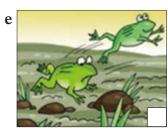
▲ Listen to the story and put the pictures in the correct order. Write the numbers 1–6 in the boxes.













- **B** Listen to the recording again and circle the correct answers.
 - 1 Jim Smiley was _____.
 - a Daniel's owner
 - **b** the man who filled the frog with pieces of lead
 - c a very happy man
 - 2 Because his frog won, the stranger got _____.
 - a Daniel

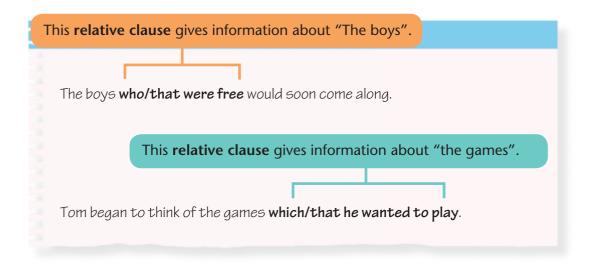
c 40 dollars

- **b** 14 dollars
- 3 Daniel could not jump because he _____.
 - a was turned over
- **c** was too fat
- **b** was too heavy
- 4 In the end, Jim discovered _____.
 - a the man's trick
 - **b** that his frog could jump farther
 - c that the other frog was better at jumping



Relative clauses with who, that and which

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



Work out the rule

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

Things to remember

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

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

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

- A Underline the relative clause in each sentence. Then draw an arrow to show the person or thing that the relative clause describes.
 - 1 The novel which the story came from was The Adventures of Tom Sawyer.
 - 2 The person who wrote the novel was Mark Twain.
 - 3 The stories that were written by Mark Twain are often humorous.
 - 4 Adventures of Huckleberry Finn is another famous novel which Mark Twain wrote.
 - 5 The only friend that Huckleberry Finn had was Tom Sawyer.
- **B** Here are some more pictures about the story on page 99. Describe the pictures by adding **who**, **which** or **that**.

1



This is the boy gave
Tom a kite.

2



This is the kite
Billy
Fisher gave Tom.

3



This is the boy
_____ offered
Tom two toy soldiers.

4



These are the toy soldiers ______ Johnny Miller gave Tom.

5



This is the woman looks after Tom.

6



This is the fence _____ Tom's friends painted.

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

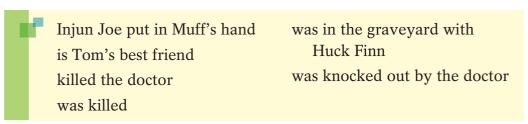
It was midnight. Tom Sawyer was out with Huck Finn, his best friend. They were in a graveyard. Suddenly they saw Dr Robinson, Muff Potter and Injun Joe. Dr Robinson wanted the other two men to dig up the body of a man called Horse Williams.

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



S1: Who's/What's this?

S2: It's ... He's/It's the ... who/which/that ...







A Talk time

Expressing congratulations and sympathy

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



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



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

Judy: Hi, Paul. Long time no see. What's new?Paul: I won first prize in a writing competition.Judy: Congratulations! That's wonderful news!Paul: Thanks. What's new with you, Judy?

Judy: I lost my favourite book, The Adventures of Tom Sawyer! It was

a birthday gift from my uncle.

Paul: What a shame! I'm sorry to hear that.

B Speak up

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



What is the name of the story?

Who wrote the story?

What is the story mainly about?

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

Why do you like the story?



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

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

The story is mainly about ...

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

I like this story because ...





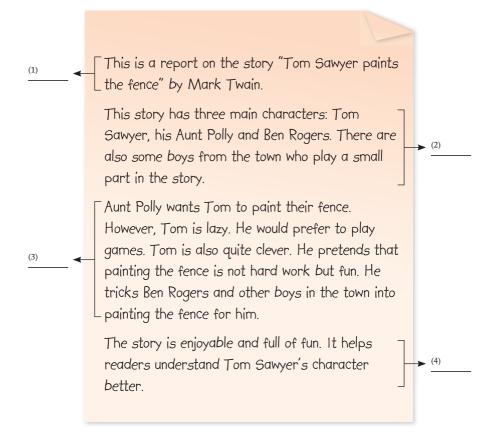
A report on a story

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

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



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



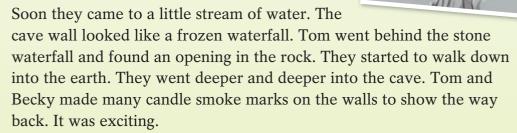
B Write a report on your favourite story. Follow the example above.



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

Tom and Becky in the cave

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



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

- 1 What did Tom and Becky see on the cave walls?
- 2 How did Tom and Becky write their names on the rock?
- 3 What did Tom and Becky do in order to find their way back?
- 4 What did one of the bats do to Becky's candle?
- 5 What did Tom and Becky do to get away from the bats?
- **B** Do you know any other stories by Mark Twain? Discuss them with your classmates.





Making outlines

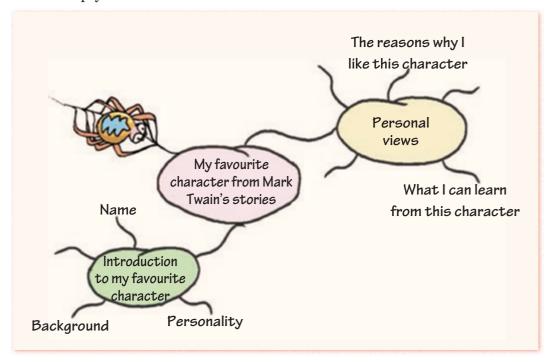
An outline is the general plan of an article. It is very helpful in organizing your thoughts, so you will find it easier to write the article.

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

• sum up the topic in one sentence or phrase.

... is my favourite character.

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



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

My favourite character from Mark Twain's stories Introduction to my favourite character Name Tom Sawyer 12–13 years old, lives in a small Background town near the Mississippi River Personality clever, naughty and adventurous Example ① Tom Sawyer paints the fence Example ② Tom and Becky in the cave Personal views H The reasons why I like this character Reason ① smart and naughty, always has a clever ideas Reason 2 always gives his friends courage What I can learn from never give up in the face of this character difficulty

)Top tip

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

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





Adventures of Huckleberry Finn

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

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

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



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

Salfaesessmant	••••	•••••	••••••
How well do you know this unit? Tick ✓ the boxes.	••	00	00
I can read about Tom Sawyer painting the fence.			
2 I can pay attention to dialogue in stories.			
3 I can listen for the sequence of the events in a story.			
4 I can use relative clauses with who, that and which			
correctly.			
5 I can express congratulations and sympathy.			
6 I can talk about my favourite story with my			
classmates.		_	
I can write a report on my favourite story.			
8 I can organize my ideas by making outlines.			
I know about Adventures of Huckleberry Finn.			

Module 4 A taste of literature



Surprise endings



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

Reading

• Read the short story "The gifts".

Listening

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

Grammar

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

Speaking

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

Writing

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

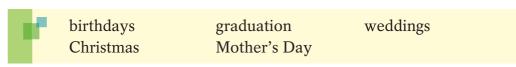






A What do you know about ...?

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



1

2

4



3

B Before you read

- Look at the picture, the title and the first paragraph of the short story on page 115. Then answer the questions below.
 - 1 When did the story take place?
 - 2 Why did Della count her money?
 - 3 What was Della's problem?

The gifts

by O. Henry

One dollar and eighty-seven cents. That was all. Three times Della counted it. One dollar and eightyseven cents. And the next day would

5 be Christmas. She could not afford a present, so she sat down and cried.



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

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

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

"Will you buy my hair?" asked Della.

"Twenty dollars," the woman said.

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

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

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

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

The door opened and Jim walked in. He stopped inside the door. His eyes were

20 fixed on Della, and there was an expression in them that she could not read.

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

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

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

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

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

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



C Vocabulary

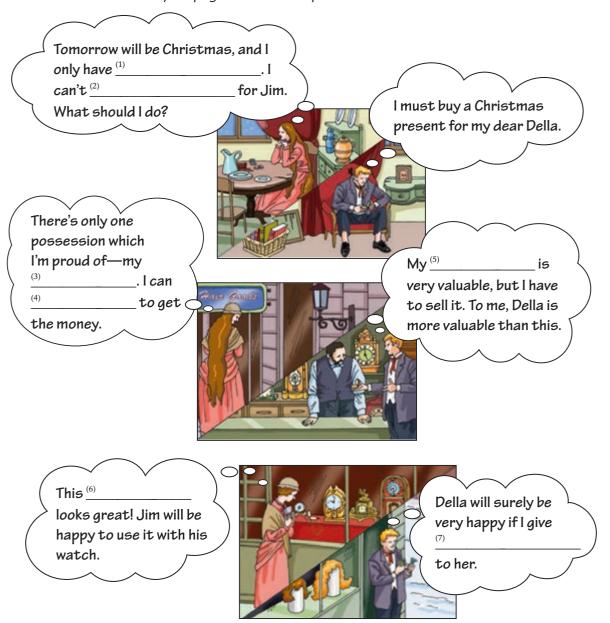
C1		words in italics explain the meanings of some words on page 115. Find these rds to complete the sentences. Change their forms if necessary.
	1	At night, there are too many stars in the sky to (calculate the total number) (line 3)
	2	Paul always rode the bus although he could a car. (have enough money to buy) (line 5)
	3	Jane through the newspaper for the story about her school football team. (<i>tried to find by looking carefully</i>) (line 15)
	4	Tom heard the steps of his father, so he rushed to open the door. (finally) (line 16)
	5	Everyone was seated when the teacher the exam papers from her bag. (took something out) (line 23)
C2		nplete the article below with the words from the box. Change their forms if essary.
	Ī	at last draw fix on hold out look for
	ren pie hen mc	had to study for an exam, but she could not find her notes. She them on her desk, but they were not there. Then she nembered her school bag. She opened it and (2) some ces of paper out of it. However, it was her homework. Just then, mother came in. Jill (3) her eyes her ther and waited for her to speak. The these yours?" she asked. She was (4) the notes in her and. Jill had her notes (5)

Surprise endings

Many short stories have surprise endings that you do not expect. Writers use surprise endings to tell more about the characters or to make some kind of point. They help you understand what the stories are about.

D Comprehension

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



- * D2 Discuss and answer the questions below with your classmates.
 - 1 What did the expression in Jim's eyes mean when he saw Della?
 - 2 What is the surprise ending in the short story?
 - 3 What do you think of Della and Jim?





How much do you know about O. Henry?

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

	The life of O. Henry
1862	0. Henry was born as William Sydney Porter.
1887	He began writing for $\stackrel{(1)}{=}$ and magazines.
1896	He was accused of stealing $\stackrel{(2)}{\underline{}}$. He ran away to Central
	America.
1897	He returned to the US because his wife was (3)
	was sent to ⁽⁴⁾
	under the name "O. Henry".
1901	He left prison. Later he moved to (6)
	and began a successful writing $\frac{(7)}{}$.
1910	He died at the age of (8)

- **B** Listen to the recording again and circle the correct answers.
 - 1 Why did O. Henry first begin writing?
 - a Because he liked writing short stories.
 - **b** Because his friend asked him to do so.
 - **c** Because he needed money to support his family.
 - 2 Where did O. Henry work before he ran away to Central America?
 - a In a bank.
 - **b** In a bookshop.
 - c In a prison.
 - 3 Why did William Sydney Porter write under the name "O. Henry"?
 - a Because he did not like his real name.
 - **b** Because his real name was too hard to remember.
 - **c** Because he did not want his readers to know he was in prison.
 - 4 What is O. Henry remembered as today?
 - **a** One of the writers who invented the short story.
 - **b** The greatest short story writer ever.
 - **c** A popular English writer.



Using prepositions after adjectives

Some adjectives can be followed by prepositions.

Jim and Della had two possessions which they were both **proud of**.

Here are some examples of **adjectives** with **prepositions**:

bored with certain about

happy with interested in ready for strict with

tired of

worried about

Things to remember

Some adjectives can be followed by different prepositions.

He is **good at** Maths.

She is **good with** children.

Fruit is **good for** you.

Luke is a junior high school student. Look at the pictures and complete the sentences with the correct prepositions.

1



Luke's teacher is him.



Luke is interested reading.



Luke is very good English.



Luke's mother will be proud him if he wins the reading competition.

5



But if Luke fails the exam, his mother will be worried him.



B Using prepositions after nouns

Some **nouns** can be followed by **prepositions**.



Here are some examples of **nouns** with **prepositions**:

advice oninterest inreason fordecision on/aboutproblem withrespect forexperience ofpurpose ofsuccess in

Complete the following conversations with the nouns and prepositions from the box.

r	e.	decision about	purpose of	success in
		interest in	respect for	

1	Sam: Sandy:	What's your (1) I've decided to join it next we	
2	Leo:	Do you know the (2) engineer with one, but I don't	
	Lucy:	It's used to calculate distances an (3) engineeri	· ·
3	George:	These people are really nice.	
	Jane:	Yes. They always show (4)	our feelings.
4	May:	Did you hear about Danny's r writing competition?	ecent (5) the
	Nick:	Yes He's a really good writer	

C Using prepositions after verbs

Some **verbs** can be followed by **prepositions**.

Della **searched through** the stores **looking for** a present for Jim. Don't **look at** me that way.

Here are some examples of **verbs** with **prepositions**:

agree with	decide on	pass by	succeed in
arrive at	get to	pointat	think about
ask for	join in	prepare for	wait for

Things to remember

Verbs have different meanings with different prepositions.

The police are **looking for** the lost boy. **Look at** this flower. It's beautiful. The company has set up a team to **look into** the problem.

Read another short story by O. Henry below. Then complete it with the correct prepositions. Soapy was a homeless man looking (1) somewhere to stay during the winter. He was thinking (2) doing something bad so the police would send him to prison. First, he planned to eat in a restaurant without paying, but the waiter looked (3) his clothes and would not let him in. Then he broke a store window and waited (4) ____ the police. When a police officer arrived (5) _____ the store, he did not believe Soapy did it because Soapy did not run away. Then Soapy passed ⁽⁶⁾ a church, and heard people singing. Soapy was moved and decided to become a good man. Just then, he felt a hand on his shoulder. "What are you doing here?" asked a police officer. "Nothing," replied Soapy. "Then come along," said the officer.

"Three months in prison," said the judge the next morning.





A Talk time

Disagreeing in a polite way

Disagreeing with people in a polite way is a very important skill. In discussions, we need to be able to disagree and present our own opinions in a friendly way.



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

Wendy: I love reading short stories. "The gifts" is fantastic.

Jim: I'm sorry, but I'm afraid I didn't enjoy it very much. The story

is too simple.

Wendy: I'm sorry, but I don't agree. I love the surprise ending. I also

like Della and Jim. They gave up something for each other. It

was really touching.

Jim: Perhaps you're right, but I think the story is out of date. No one

keeps a watch on a chain any more.

Wendy: I'm sorry that you feel that way. It may be old, but many

people still think it's a moving story.

B Speak up

In groups, talk about the kinds of gifts you usually give on special days. Use the pictures and the questions below to help you. Follow the example.





What kinds of gifts do you usually give on Mother's Day/at the Mid-Autumn Festival/on Christmas Day/...?

Who do you give the gifts to?

What do you say when you give the gifts?

S1: What kinds of gifts do you give to your mother on Mother's Day?

S2: I usually choose some flowers.

S1: Does she like your gift?

 $S2: \quad \text{Yes, she likes it very much.} \\$

S1: What do you say when you give her the flowers?

S2: I often say, "Mum, I love you."







The most valuable gift

A Jimmy has written a short article about the most valuable gift he has ever received.

The most valuable gift I have ever received was a photo album from my best friend Kevin.

Kevin and I were classmates for all six years of primary school. We both liked playing football and listening to music, so we always had a lot of things to talk about. It is wonderful to have such a good friend.





However, last summer, Kevin had to move to another city because of his father's job. Then he gave me a photo album. "It has photos of the memorable events we have experienced together. I've also written some notes under each photo," he said. I was deeply moved.

I put the album beside my bed. I always look at it when I think of Kevin.

B Write a short article about the most valuable gift you have ever received. Follow the example in **A**.



What is the gift?
Who gave it to you?
When did you receive it?
Why was it given to you?
Why is it valuable to you?



A Apart from "The gifts", perhaps the most famous of O. Henry's short stories is "The last leaf". Read it and answer the questions below.

The last leaf

At the top of a house Sue and Johnsy had their studio. In November, Johnsy became very ill, and was lying on her bed and looking through the window at the wall of the next house.

"Her only chance," the doctor said, "is for her to want to live."

After the doctor had gone, Sue came into Johnsy's room. Johnsy was looking out of the window and counting.

"Six," said Johnsy. "There goes another one. There are only five left now."

"Five what, dear?"

"Leaves. On the ivy vine. I want to see the last one fall. Then I'll die."

"Johnsy, dear," said Sue, "try to sleep. I must go and ask Behrman to be my model."

Old Behrman was a painter. He was past 60 and earned a little money by being a model. Sue found Behrman and told him what Johnsy had said. Johnsy was sleeping when they went upstairs. They looked out of the window at the ivy vine. A cold rain was falling.

The next morning, there stood one ivy leaf.

"It's the last one," said Johnsy. "It'll fall today, and I'll die."

At night, the wind began to blow. The next morning, the leaf was still there.

"Something has made that last leaf stay there. It's wrong to want to die," said Johnsy to Sue. "Please bring me a little soup now."

A few days later, the doctor said to Sue, "She's out of danger."

That afternoon, Sue came to the bed where Johnsy lay.

"Mr Behrman died today," she said. "He was wet and icy cold from being out all night. Do you know why the leaf never moved? Behrman painted it on the wall the night that the last leaf fell."

- 1 Why did Johnsy think that she was going to die?
- 2 What made Johnsy decide to live?
- 3 What did Behrman do that cost him his life?
- **B** Both "The gifts" and "The last leaf" are about people sacrificing for others. Can you think of any other similar stories? Share them with your classmates.





White elephants

In ancient Thailand, white elephants were thought to be a gift from the gods. When a king had many white elephants, people believed that the country would have peace and wealth. However, white elephants were not allowed to work, and they cost a lot of money to keep. For this reason, the king



might give a white elephant to a person who made him angry. That person would have to spend all his money taking care of the elephant, and get nothing in return.

Today whenever we have something which costs us a lot of money and which we do not want or which is useless, we call it a white elephant.

Have you ever received a white elephant? What was it, and what was wrong with it?

Salf-assessment	
How well do you know this unit? Tick \checkmark the boxes.	
I can read the short story "The gifts".	
2 I know about surprise endings.	
3 I can listen for specific information about the life of O. Henry.	
I can use prepositions after adjectives, nouns and verbs correctly.	
5 I can disagree in a polite way.	
6 I can discuss the kinds of gifts I usually give on special days with my classmates.	
I can write about the most valuable gift I have ever received.	. 🗆 🗆 🗆
8 I know about white elephants.	



Project

Reading Week

Have you ever taken part in a Reading Week? Your school is going to hold a Reading Week. Your class is going to prepare a poster to introduce one of your favourite short stories for the Reading Week.

A Work in groups of four. Discuss and decide which short story you are going to introduce. You can use a story from the last two units, or a story of your own choice.

Short stories

Page 99 Tom Sawyer paints the fence

Page 105 The body of Dr Robinson

Page 109 Tom and Becky in the cave

Page 115 The gifts

Page 121 Soapy

Page 125 The last leaf

- **B** Work together to write an introduction to the short story. Do not give away the ending. Then draw a picture about it.
- Research each of the following points. You can do research by using books in the library or information from the Internet.
 - Information about the writer and his/her life. Find a picture of the writer if possible.
 - The characteristics and importance of this short story.



D Make a poster about the short story. Follow the example below.

"The gifts" by 0. Henry

It is Christmas, and Della and Jim want to buy presents for each other. Della wants to buy a chain for Jim's watch, while Jim wants to buy a set of combs for Della's hair. But how can they do this when they have no money? Read this moving story by O. Henry to find out.





"The gifts" was written by O. Henry (1862–1910). O. Henry was an American writer who lived a very poor and difficult life. However, he loved his wife and daughter very much, and would do anything for them. This is very much like the characters in his stories.

"The gifts":

- is one of the most famous American short stories.
- has been translated into many languages all over the world.
- is popular with people of different ages.
- is well known for its plot and surprise ending.
- **I** The whole class should then vote for the best poster for the Reading Week.

Words and expressions in each unit

Unit 1			
golden /ˈgəʊldən/ adj. 金的;金色的	p. 1	(be) happy with (对某人或事物)	
*crown /kraʊn/ n. 王冠 ; 皇冠	p. 1	满意的	p. 3
Olympics /əˈlɪmpɪks/ n. [pl.] 奥运会	p. 1	fill with 用 ······ 把 ······ 装满	p. 3
agreement /əˈgriɪmənt/ n. 同意;		run over 溢出	p. 3
应允	p. 1	send to prison 把 关进监狱	p. 3
*confirmation /ˌkɒnfəˈmeɪʃn/ n. 证实	p. 1	make sure 确保,设法保证	p. 12
pot /ppt/ n. 罐	p. 2	Helico.	
doubt /daʊt/ v. 不能肯定;		Unit 2	
对无把握	p. 3	mind /mamd/ n. 聪明人;富有才智	
real /ˈriːəl/ adj. 真的;正宗的	p. 3	的人	p. 17
truth /truːθ/ n. 真相;实情	p. 3	astronomer /əˈstrɒnəmə(r)/ n. 天文学家	_
seem /siːm/ v. 好像;似乎	p. 3	*genius /ˈdʒiːniəs/ n. 天才	p. 18
solve /splv/ v. 解决;处理	p. 3	consider /kənˈsɪdə(r)/ v. 认为;觉得	p. 19
fill /fil/ v. 装满;注满	p. 3	sense /sens/ n. 理解力;判断力	p. 19
bowl /bəul/ n. 碗;盆	p. 3	humour /ˈhjuːmə(r)/ n. 幽默	p. 19
*displace /dɪsˈpleɪs/ v. 取代;替代	p. 3	invitation /ˌɪnvɪˈteɪʃn/ n. 邀请	p. 19
less /les/ det. (与不可数名词连用)		*theory /ˈθɪəri/ n. 学说 ; 论 ; 说	p. 19
较少的;更少的	p. 3	university /ˌjuːnɪˈvɜːsəti/ n. (综合性)	
metal /'metl/ n. 金属	p. 3	大学	p. 19
certain /ˈsɜːtn/ adj. 确定的;肯定的	p. 3	pleasure /ˈpleʒə(r)/ n. 乐事;快事	p. 19
prison/'prɪzn/n. 监狱; 牢狱	p. 3	avoid /ə'vɔɪd/ v. 避免,避开	p. 19
boxing /ˈbɒksɪŋ/ n. 拳击 (运动)	p. 6	lecture /ˈlektʃə(r)/ n. 讲座;演讲	p. 19
racing /ˈreɪsɪŋ/ n. 赛马 (运动)	p. 6	tonight /təˈnaɪt/ adv. 在今夜;在今晚	p. 19
*wrestling /ˈreslɪŋ/ n. 摔跤运动	p. 6	audience /ˈɔːdiəns/ n. 观众;听众	p. 19
hit /hɪt/ v. (hit, hit) (用手或器具)		trust /trʌst/ v. 信任;信赖	p. 19
击;打	p. 6	seat /sixt/ n. 座位	p. 19
brave /breɪv/ adj. 勇敢的; 无畏的	p. 11	*applause /əˈplɔːz/ n. 鼓掌;喝彩	p. 19
*punctuation / paŋktʃu'eɪʃn/ n.		pale /peɪl/ adj. 苍白的	p. 19
标点符号	p. 12	achievement /əˈtʃiːvmənt/ n. 成就;	
correct /kəˈrekt/ adj. 准确无误的;		成绩	p. 22
正确的	p. 12	universe /ˈjuːnɪvɜːs/ n. 宇宙	p. 22
mistake /mɪˈsteɪk/ n. 错误	p. 12		

说明:本词汇表音标根据《牛津高阶英汉双解词典》(第6版)标注。标*的单词只要求理解。

*philosopher /fəˈlɒsəfə(r)/ n. 哲学家	p. 22	*fashion /ˈfæ∫n/ n. 流行款式;	
obey /əˈbeɪ/ v. 服从;遵守	p. 27	时兴式样	p. 35
reduce/rɪˈdjuːs/ v. 减少;缩小	p. 27	out of date /ˌaʊt əv 'deɪt/ adj. 过时的	p. 35
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Irregular verbs

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

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

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