

上海教育出版社



义务教育教科书

ENGLISH

英语



八年级
上册

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致 同 学

亲爱的同学：

英语是当今世界广泛使用的语言，是各国之间交流的重要工具。学习英语能够让我们获得跨文化交流能力，为自己成长为具有家国情怀、国际视野和跨文化沟通与交流能力的高素质人才打下基础。

这套教材将陪伴大家度过初中阶段的英语学习。它是一套怎样的教材？

教材的每个单元都有一个主题，围绕主题呈现一个“关键问题”（Key question），以激发同学们对主题的学习兴趣和初步认识。随着单元学习的推进，我们将基于这个关键问题，一步步探究该单元的主题意义。在单元主题的统一下，单元内容分为四个以 E 开头的部分，它们之间是循序渐进的关系。

第一个 E 是 *Experiencing and understanding language*。这个部分将带领我们体验和理解英语语言，其中的阅读和听力板块选用了题材广泛、体裁丰富的语篇。同学们能在学习语言的同时体验生活，了解自我、自然和社会。

第二个 E 是 *Exploring and applying rules*。语言意义的理解需要借助一定的语言规则。同学们需要在不断习得和积累中归纳语言规则，并在语境中运用规则表达意义。

第三个 E 是 *Expressing and communicating ideas*。语言是思维的载体和表达思想的工具，这个部分说和写的活动为同学们提供了运用语言的机会。同学们可围绕单元主题，以口头或书面形式表达观点，交流思想。

第四个 E 是 *Extending and developing competencies*。这个部分提供了丰富的中外文化和跨学科内容，通过听、说、读、看、写等活动，帮助同学们拓展英语学习的边界和视野，增加学习的深度和广度，进一步提升核心素养。

单元最后的项目（Project）是检测单元学习效果的综合实践活动。这些活动需要同学们充分运用知识和智慧，开展合作学习，发挥想象力和创造力，以项目成果的形式呈现学习结果。

此外，教材中还有各种小栏目等着同学们去探索。同学们能在“初步思考”栏目（First thoughts）中初步了解单元主题，在“阅读策略”栏目（Reading strategy）和“提示”栏目（Tip）中学习阅读、视听等基本方法策略，在“词汇建构”栏目（Word building）中掌握构词法和词汇的使用规律，在“归纳规则”栏目（Let's sum up the rules!）中总结英语语法规则，在“语法综合运用”栏目（Grammar in use）中灵活运用所学语法知识，在“迁移创新”栏目（Your ideas）中充分交流自己的思想，在文化“注释”栏目（Notes）中了解多元文化知识，在“自主探究”栏目（Exploring more）中开展自主探究学习，在“名言警句”栏目（Wits corner）中感悟人生哲理……

希望这套教材为同学们提供珍贵的英语学习体验。通过学习这套教材，同学们能够探索大千世界，品味不同文化的内涵，学有所思，学有所得，学有所成！

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加星号 (*) 板块为选学内容

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Unit 1

Look it up!



Key question

What can we learn from encyclopaedias?



Unit objectives

I can:

- identify what kinds of information are usually included in an encyclopaedia.
- look up information in print or online encyclopaedias.
- talk about the history of encyclopaedias.
- write an encyclopaedia entry about a subject.

First thoughts

Examples of encyclopaedias

Information you can find in an encyclopaedia



Encyclopaedias



History of encyclopaedias

Think

- How do you find information in an encyclopaedia?
- What information can you usually find in an encyclopaedia?
- How can you use information from encyclopaedias?
- What do you know about the history of encyclopaedias?

Section 1 Experiencing and understanding language

Reading

Think

How do you find information in an encyclopaedia?

Before you read

Su Wen is looking through a children's encyclopaedia. It has different subjects. He finds an entry about Leonardo da Vinci under the subject of "Culture and arts", and an entry about dinosaurs under the subject of "The living world". What do you know about these two topics?

1 Complete a mini-quiz about Leonardo da Vinci.

What do you know about Leonardo da Vinci?

- (1) Where was Leonardo da Vinci from?
 - a France
 - b Italy
 - c the UK
- (2) Which of the following was Leonardo da Vinci not good at?
 - a music
 - b engineering
 - c sailing
- (3) Which painting is Leonardo da Vinci famous for?



a Sunflowers



b Mona Lisa



c Impression, Sunrise

2 Look at the facts about dinosaurs and see if you can work out what number goes in each of the blanks.

Numbers: 66 180 1,000

Facts about dinosaurs

- (1) Dinosaurs lived on the Earth for more than _____ million years.
- (2) Dinosaurs died out about _____ million years ago.
- (3) There are more than _____ known species of dinosaurs.

(You will find most of the answers in an encyclopaedia.)

Read the two entries from a children's encyclopaedia to learn more about Leonardo da Vinci and dinosaurs. 🎧

Culture and arts

Leonardo da Vinci

Leonardo da Vinci (1452–1519) was an Italian painter, inventor, musician, engineer and scientist. Da Vinci was extremely intelligent, and he was unusually talented in many different fields. He was a true genius^①, and his paintings and inventions changed the way we think about art and science.



Leonardo da Vinci was born in the countryside in Italy. From an early age, he showed great intelligence and artistic talent. As he grew older, he learnt to do many different things. His paintings are very famous, and one, the *Mona Lisa*, is perhaps the most famous painting in the world. He also had many inventions. For example, his notebooks include some interesting drawings of flying machines and other vehicles.

The living world

Dinosaurs

Dinosaurs are a type of prehistoric animal. They are related to crocodiles^②, snakes and lizards^③. They are also the ancestors^④ of today's birds. Dinosaurs first appeared around 245 million years ago. The word “dinosaur” comes from two Greek words, and it means “terrible lizard”. Dinosaurs lived on land and walked on either two or four legs. Many dinosaurs ate plants, but some ate meat. Dinosaurs came in different sizes. Some were as small as chickens, and others were as big as ten elephants.

Dinosaurs ruled the Earth for more than 180 million years. About 66 million years ago, dinosaurs suddenly died out. Scientists are not completely sure why. However, they are learning more and more about dinosaurs by studying their fossils.



Reading strategy

Scanning

When you need to find certain information in a text, you do not have to read every word. Instead, you can move your eyes quickly over the text until you find the information you need. This is called scanning.

Can you quickly find the information about when dinosaurs first appeared in the second entry?

① genius /'dʒiːniəs/ n. 天才人物 ② crocodile /'krɒkədail/ n. 鳄鱼

③ lizard /'lɪzəd/ n. 蜥蜴 ④ ancestor /'ænsɛstə(r)/ n. (动物的) 原始种型; 祖先

Unit 1 Look it up!

Reading comprehension

1 Complete the notes below with the information from the encyclopaedia entries on page 5.

Leonardo da Vinci

Year of birth: _____
 Year of death: _____
 Country of birth: _____
 Profession(s): _____
 Most famous artwork: _____

Dinosaurs

Time period: _____
 Size: _____
 Diets: _____
 Animals related to dinosaurs: _____
 Things scientists are not sure about: _____

2 The two encyclopaedia entries are from different subjects of the same encyclopaedia. Under which subjects should we put the following entries?



Claude Monet
festivals

insects

Ludwig van Beethoven

the giant panda

types of plants

Culture and arts: _____

The living world: _____



Your ideas

3 Discuss the questions below.

(1) When do you need to find information in an encyclopaedia?

(2) What is the difference between a dictionary and an encyclopaedia?

Vocabulary practice

1 The words in *italics* explain the meanings of four words and one phrase from the encyclopaedia entries on page 5. Find them and complete the sentences.

- (1) Some animals are highly _____ (line 3). They are so *smart* that they can be trained to understand some human language.
- (2) My brother is a very _____ (line 4) piano player. He *has a natural ability to play very well from a young age*.
- (3) Kate's _____ (line 8) ability is amazing: she *is very good at drawing*.
- (4) People say that _____ (line 12) without drivers will be quite normal in the future. It will be very common to see *a bus or car* without a driver!
- (5) The dodo, a large bird that couldn't fly, _____ (line 21) hundreds of years ago, so *there aren't any living dodos on Earth*.

2 Here is more information from the encyclopaedia. Complete the passage with the words and phrases below. Change the form if necessary.



a type of completely die out perhaps prehistoric

In the 1990s, researchers in China discovered something surprising about dinosaurs: some of these ⁽¹⁾ _____ animals had feathers. This discovery helped explain the connection between birds and dinosaurs. According to scientists, all the non-bird dinosaurs ⁽²⁾ _____, but dinosaurs survived as birds. In fact, birds developed from ⁽³⁾ _____ two-legged, meat-eating dinosaurs called theropods ⁽¹⁾. ⁽⁴⁾ _____ you've seen exciting movies about dinosaurs like T-Rex ⁽²⁾. Well, those huge dinosaurs come from the same family as birds. Today's ducks and chickens aren't scary, but they are actually related to T-Rex! In one way, the dinosaurs never disappeared ⁽⁵⁾ _____—they just became smaller.

3 Write about a talented person. Use the expressions below.

be born in ...

from an early age

be talented in ...

learn to do

change the way ...

show ... talent



Word building

Noun suffixes: -ist, -ian

We can add *-ist* or *-ian* to the end of some words to make nouns, referring to a person.

science → *scientist* *music* → *musician*

Can you give more examples?

① theropod /'θiərəpɒd/ n. 兽脚类恐龙 ② T-Rex /,ti: 'reks/ n. 霸王龙

Unit 1 Look it up!

 Listening
Think

What information can you usually find in an encyclopaedia?

A famous musician

- 1 Look at the words and phrases below. What do you know about the musician Nie Er^①? Share your ideas with your classmates.

musician

national anthem^②

talented

original name

nickname^③

march together

- 2 Listen to the audio of an encyclopaedia entry and complete the notes. 

Nie Er, a famous musician

- Original name: ⁽¹⁾ _____
- Birthplace: ⁽²⁾ _____
- Year of birth: ⁽³⁾ _____
- Why did he change his name?
He ⁽⁴⁾ _____ and he could also ⁽⁵⁾ _____, so people called him "Erduo". He liked this nickname and changed his name.
- What was life like for Nie Er and others during the 1930s?
The 1930s were ⁽⁶⁾ _____; there was great suffering and people were ⁽⁷⁾ _____.
- How many songs did he write during his short life?
⁽⁸⁾ _____



- 3 Listen again and answer the question. 

Why was Nie Er called "the People's Musician"?

 Your ideas

- 4 What else do you know about Nie Er? Find more information about him and share with your classmates.

① Nie Er 聂耳 ② national anthem /,næʃnəl 'ænθəm/ 国歌 ③ nickname /'nikneɪm/ n. 绰号

Section 2 Exploring and applying rules



Grammar

A some and any

We use *some* and *any* as determiners to talk about amounts. We also use them as indefinite pronouns to refer to people or things.

Su Wen is interviewing Dr Xing, a dinosaur expert, for his project. Read the interview and pay attention to the words **in bold**.

- Su Wen:** Hi, Dr Xing, can I ask you **some** questions about dinosaurs?
- Dr Xing:** Of course!
- Su Wen:** Why did dinosaurs die out?
- Dr Xing:** Many scientists think that dinosaurs died out because a huge asteroid^① hit the Earth. However, **some** scientists don't accept this theory.
- Su Wen:** What do scientists disagree about?
- Dr Xing:** **Some** scientists think the world became too cold for dinosaurs. **Some** believe there was not enough food for dinosaurs.
- Su Wen:** Do you have **any** theories yourself?
- Dr Xing:** I have my own theory, but there isn't **any** direct proof for it yet. We still need to find more fossils ...



Let's sum up the rules!

- We use *some* and *any* before plural countable nouns and uncountable nouns.
- We usually use *some* in positive statements, and *any* in negative statements and questions.

Look!

- We use *some* in questions when we expect the answer to be "yes". It is also a polite way to ask.
Would you like **some** tea? May I have **some** noodles?
- We can use *any* to talk about someone or something when we do not refer to a specific person or thing.
You can take **any** book you'd like to read.
Which pen do you want? **Any** will do.

① asteroid /'æstərɔɪd/ n. 小行星

Unit 1 Look it up!

1 Complete the conversation between Su Wen and the librarian with **some** or **any**.

Librarian: Hello, how can I help you?

Su Wen: Hi, Miss. Do you have ⁽¹⁾ _____ books about dinosaurs?

Librarian: Yes, we do. We have ⁽²⁾ _____ next to the encyclopaedias. What type of dinosaurs are you interested in?

Su Wen: I don't have ⁽³⁾ _____ idea. I just want to look up ⁽⁴⁾ _____ facts.

Librarian: No problem. Let me show you ⁽⁵⁾ _____ popular dinosaur books for teenagers.

B **somebody, anybody, nobody, etc.**

Read the dialogue below and pay attention to the words in **bold**.

Dad: How is your project going? Did you find **anything** useful in the library?

Su Wen: The librarian showed me a few books, but I found **nothing** useful.

Dad: Maybe you can ask **somebody** else—perhaps your biology teacher can help.

Su Wen: That's a good idea! I think he can tell me **something** about the first dinosaurs.



Let's sum up the rules!

- Indefinite pronouns ending in *-thing* are used to refer to objects, ideas or situations. Indefinite pronouns ending in *-one* and *-body* are used to refer to people.
- *Nothing*, *nobody* and *no one* are used in a positive statement, but they have a negative meaning.



Grammar in use

2 Look at the picture of the school library below and then ask and answer questions in pairs.

S1: Is there anything in the bookcase?

S2: Yes. There are lots of books in the bookcase.

S1: Are there any plants in the library?

S2: Yes, there are some plants in the library.

...



Section 3 Expressing and communicating ideas



Speaking

Talking about someone you admire

Find information about a person you admire in an encyclopaedia and tell your partner. 

Think

How can you use information from encyclopaedias?

Different jobs

artist, designer, inventor,
mathematician, musician, painter,
physicist, scientist, writer, etc.

Tip You can find the following information about the person you admire in an encyclopaedia:

- Life and works
- Main achievements
- Influence

S1: Which person in history do you admire?

S2: I admire Pablo Picasso. He was one of the greatest painters of the 20th century.

S1: What did he do?

S2: He created many new styles of painting, and his works influenced the development of modern art.

S1: Can you give some examples?

...



Improving your pronunciation



Sentence stress

When we speak, we usually stress key words (e.g. nouns, verbs, adjectives, adverbs and numbers) in a sentence.

Read the dialogue below and stress the underlined words. Then listen and repeat.

May: Happy birthday, Ben! This is for you.

Ben: An encyclopaedia? Thank you, May!

May: You're welcome. I'm sure you'll learn a lot from it.

Ben: Yes, I'm sure I will. It's always useful to have an encyclopaedia around the house.

 Writing
Writing an encyclopaedia entry**Online Encyclopaedia for Teens**

We are calling for articles about famous people around the world. Write an encyclopaedia entry and send it to us.

- 1 Wang Yao drew a mind map before she wrote an encyclopaedia entry about a scientist she admires. Look at the mind map and label the parts of the entry.

**Tip**

Encyclopaedia entries should contain facts instead of opinions.

(1) _____

(2) _____

(3) _____

Yuan Longping

Yuan Longping (1930–2021) was a Chinese agricultural scientist. He was born in Beijing.

Yuan spent his whole life developing different kinds of hybrid rice. These new types of plants can produce much more rice than traditional ones. Yuan's work has helped feed people in China and many other parts of the world. Farmers in a lot of countries now grow his hybrid rice.

Yuan won many awards for his research. He received the Medal of the Republic, one of China's highest honours, in 2019. People call him the "Father of Hybrid Rice".



① hybrid rice /,haɪbrɪd 'raɪs/ 杂交水稻

2 Who do you admire? Find information about this person and write an encyclopaedia entry.

Step 1 **Plan** Draw your own mind map.

Step 2 **Write** Write an encyclopaedia entry about the person you admire. Find a photo of the person you are writing about and add it to the article.

Step 3 **Check and revise** Tick (✓) the boxes to check your writing, and then revise it.

- I included important information about this person.
- I used facts instead of opinions in the encyclopaedia entry.
- I used the words and expressions I learnt in this unit.
- I used correct spelling, grammar and punctuation.

☐
☐
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☐

Section 4 Extending and developing competencies

Focusing on culture

Encyclopaedias provide all kinds of information.
When were the first encyclopaedias made?
Let's explore the history of encyclopaedias to learn more.

Think

What do you know about the history of encyclopaedias?

- 1 Read the article about encyclopaedias and find out how they developed in different parts of the world. 🎧

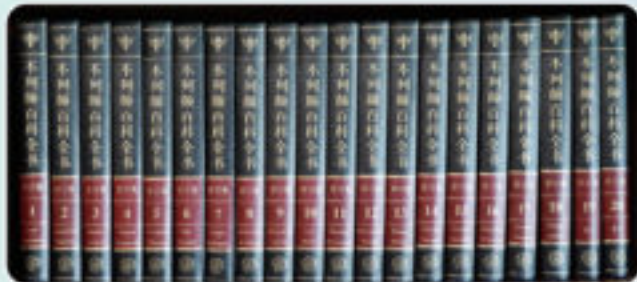
Encyclopaedias: an educational tool with a long history

The word “encyclopaedia” comes from a Greek word that means “general education”. We use encyclopaedias to find information about different subjects. Nowadays, most people use encyclopaedias online, but some still prefer to use paper encyclopaedias. They often come in several volumes ^①.

- 5 China has a long history of creating encyclopaedias. One of the first encyclopaedias was the *Huanglan* ^② (i.e. the *Imperial Anthology*). It was created around 220 CE. Another important encyclopaedia was the *Yongle Dadian* ^③ (i.e. the *Yongle Encyclopaedia*). The *Yongle Dadian* was completed in 1408 and had over 11,000 volumes. It is probably the largest encyclopaedia in history. Both the *Huanglan* and *Yongle Dadian* included important pieces of writing. These entries covered subjects like history, art and science.
- 10 Encyclopaedias in other parts of the world also go back a long way in history. The earliest known encyclopaedias in Europe were written by the Greeks in the 4th century BCE. They were similar to early Chinese encyclopaedias because they included works by different scholars ^④. Centuries later,



- 20 the editors of the first modern encyclopaedias, like the *Encyclopaedia Britannica*, organized the entries in alphabetical order. People could use the first letter of a word to find a subject quickly and easily.



- 25 Encyclopaedias have played an important role through history in recording and providing information. They are still a useful tool, and they help us learn about the world that we live in.

① volume /'vɒljʊ:m/ n. 一卷; 一册 ② *Huanglan* 《皇览》

③ *Yongle Dadian* 《永乐大典》 ④ scholar /'skɒlə(r)/ n. 学者

The *Encyclopaedia Britannica* is a world-famous encyclopaedia. It is the oldest English-language encyclopaedia. The first edition was published in 1768, and since then there have been 15 print editions.

Notes

2 Answer the questions below with the information from the article on page 14.

- (1) How were early Greek encyclopaedias similar to early Chinese encyclopaedias?
- (2) What changes did the editors of the first modern encyclopaedias make? What do you think of this change?

3 Complete the sentences with the words below. Change the form if necessary.



editor order organize record

- (1) Before you start writing, you need to _____ your ideas.
- (2) Writers _____ important information about science, art and other subjects in the *Huanglan* and *Yongle Dadian*.
- (3) _____ need to check all facts very carefully.
- (4) The words in a dictionary are usually in alphabetical _____.



Your ideas

- 4 Find more information about the *Yongle Dadian* and share your findings with your classmates.



Exploring more

Where can you see precious ancient books in China? The National Museum of Classic Books is one such place. Find more information about it online.



Cross-curricular connection | Information technology*

In the time of the internet, more and more people use online encyclopaedias to look up information, which is fast and convenient.

- 1 The entry below is from one of the world's largest online encyclopaedias. Look at the entry and answer the questions below. 🎧

Online encyclopaedias

Menu: Helps you quickly find information on the website.

Top Questions: A list of common questions about the topic.

Picture: Digital pictures that you open in a new window.

The screenshot shows the entry for Leonardo da Vinci on an online encyclopedia. The interface includes a top navigation bar with links like 'Browse', 'Search', 'Dictionary', 'Quizzes', and 'One Good Fact'. The left sidebar contains a 'Menu' with sections like 'Introduction & Top Questions', 'Life and works', 'Art and accomplishment', 'Fast Facts', 'Top Questions', 'Facts & Related Content', 'Quizzes', 'Quotes', 'Media', and 'More'. The main content area features a 'Top Questions' section with three questions, a 'Summary' section, and a 'Picture' section with a digital image of Leonardo da Vinci's self-portrait. A 'Quick facts' section is also present, providing key information about his life and work. The entry is written by Ludwig Heinrich Heydenreich and was last updated on August 23, 2022.

Table of contents: Helps you quickly find information on the page.

Quick facts: Summary of important facts and key words.

- (1) Why are the parts in the blue boxes useful? What kind of information do they give us?
- (2) How is it different from a print encyclopaedia? Which do you prefer?
- 2 Do you know any other online encyclopaedias? Can you describe them to your classmates?

Checking your progress

Project*

Acting out a play of a Chinese classic book

Encyclopaedias like the Yongle Dadian are one type of Chinese classic books, but there are many other classic collections of knowledge. In this project, you will work in groups to explore a classic work and act out a play about it.

Step 1 Pick one of the works below, or choose another classic book you like. Find more information about it.

Shijing^① (*The Book of Poetry*)

Tiangong Kaiwu^②

Bencao Gangmu^③

The Art of War^④

...



Step 2 Organize the information you collected.

Book title:

Topic:

Material written on:

Writer(s):

Time written:

Importance:

Step 3 Adapt the information into a play script. Assign different roles in your group. Roles in your play may include:

- the narrator: introduces the book (e.g. its title, writer(s), topic)
- the storyteller: reads poems / excerpts from the book
- actor(s): play(s) the role(s) of the characters from the book or the author (e.g. explaining how he / she wrote the book)

Step 4 Perform your play for the class and vote for the best performance.



Wits corner

The world encyclopaedia, the universal library, exists, and it is the world itself.

— Alberto Manguel

① *Shijing* 《诗经》 ② *Tiangong Kaiwu* 《天工开物》 ③ *Bencao Gangmu* 《本草纲目》

④ *The Art of War* 《孙子兵法》

Unit 2

Amazing numbers



Key question

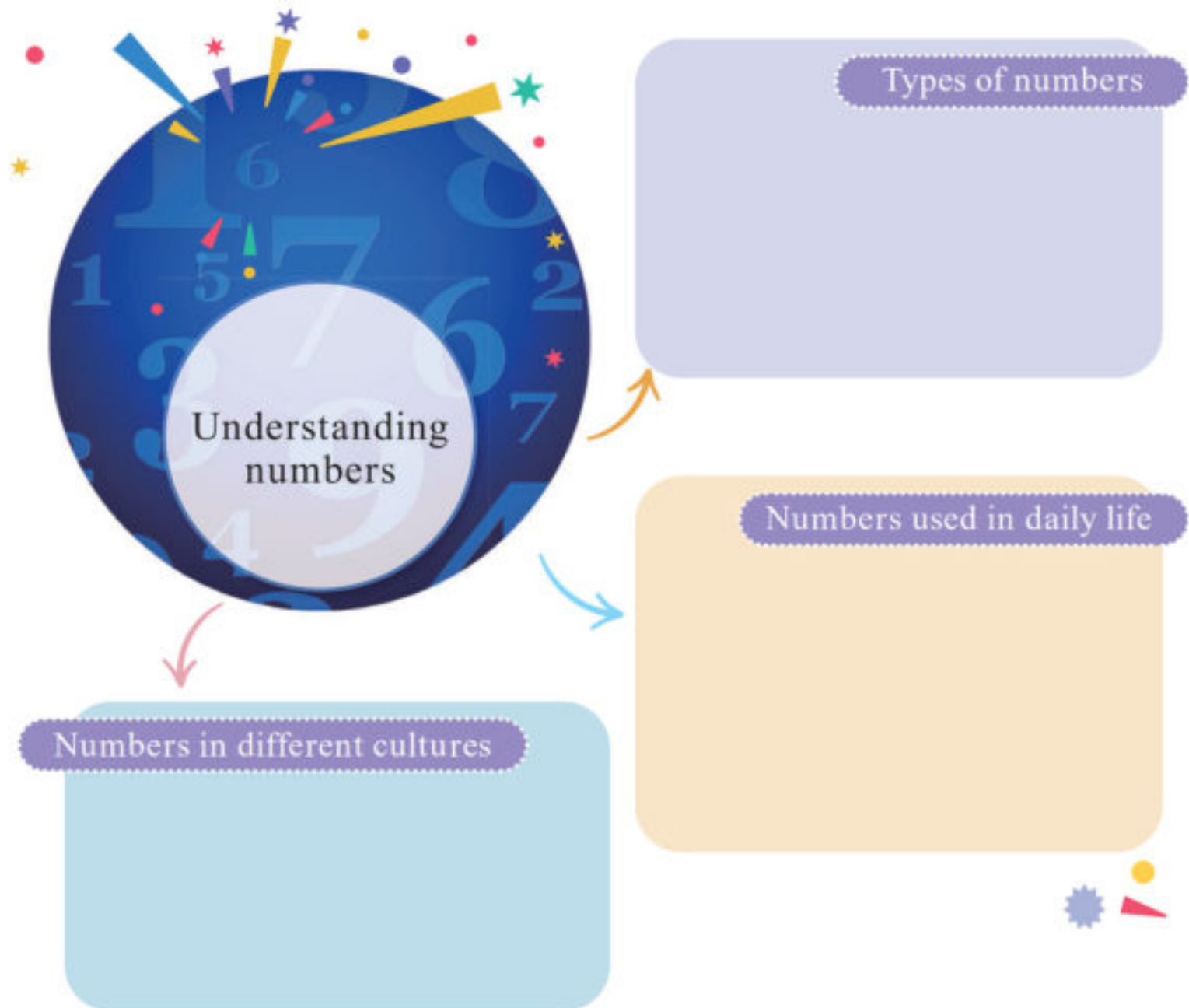
What is the role of numbers in our daily lives?



Unit objectives

I can:

- understand the importance of numbers in daily life.
- record and present information with numbers in English.
- use cardinal and ordinal numbers correctly.
- understand how numbers developed and how they differ between cultures.

 First thoughts **Think**

- Why are numbers amazing?
- How do we use numbers to record and present information?
- How do we use numbers in daily life?
- How did numbers develop?

Section 1 Experiencing and understanding language



Reading

Before you read

Numbers are everywhere. Look at the pictures and discuss where you can see numbers in your daily life.

Think

Why are numbers amazing?

flight schedule

clock face



航班号	起飞	到达	机型	目的地
CA101	08:00	09:30	A320	北京
CA102	08:15	09:45	A320	北京
CA103	08:30	10:00	A320	北京
CA104	08:45	10:15	A320	北京
CA105	09:00	10:30	A320	北京
CA106	09:15	10:45	A320	北京
CA107	09:30	11:00	A320	北京
CA108	09:45	11:15	A320	北京
CA109	10:00	11:30	A320	北京
CA110	10:15	11:45	A320	北京

Read the story and find out how a wise old man used numbers to outwit^① the king. 🎧

The old man and the king

A long time ago, there was a king in India. The king's favourite game was chess.

One day, a wise old man came to the palace and the king challenged him to a game. "You can have any prize if you win the game," the king promised the old man.

The old man thought for a moment and said slowly, "If I win the game, I'd like one grain of rice for the first square of the chessboard, two for the second, four for the third ... I'd like you to double the amount for each of the rest of the squares."

The king was very



① outwit /,aʊt'wɪt/ v. (智力上) 胜过



Where can you see numbers?

I can see numbers everywhere, such as on a clock face, a calendar ...



charts and graphs

price tag



calendar



15 surprised. "Is that all?" he asked. "Wouldn't you like gold or silver instead?"

"No, just rice," the old man replied without hesitation.

"How many grains of rice will this be?" the king wondered. "There are 64 squares on the chessboard, so there will be one, two, four, eight, 20 sixteen, ... Perhaps a bag of rice is enough." After thinking about it for a moment, the king agreed.

The king and the old man played the game for a long time. Finally, the old man won, so the king ordered his men to collect a bag of rice. The king's men put one grain on the first square, two on the second, 25 and so on. After a few squares, the king realized the problem—even with all the rice in the country, he would still not have enough rice to put on the chessboard!



Reading strategy

Identifying the elements of a story

The key elements of a story include the characters, setting, plot, conflict and theme. They help you understand the story better.

Can you identify these elements in the above story?

Unit 2 Amazing numbers

Reading comprehension

1 Complete the table with the information from the story on pages 20–21.

Setting	Time	(1) _____
	Place	(2) _____
Characters		(3) _____
Plot	Beginning	The king ⁽⁴⁾ _____ _____ _____.
	Middle	The king and the old man ⁽⁵⁾ _____ _____ _____.
	End	(6) _____ _____ _____.

2 Read the story again and find evidence to support the statements below.

(1) The king loved to play chess.

(2) The king thought the old man asked for too little.

(3) The king did not have enough rice for the old man.



Your ideas

3 Discuss the questions below.

(1) How many grains of rice should the king put on the last square?

(2) What do you think happened next? Continue the story and role-play it in your group.

Vocabulary practice

1 The words in *italics* are from the story on pages 20–21. Match the sentence halves.

- | | |
|---|---|
| (1) When you <i>wonder</i> about something, | a you are very sure you will do it. |
| (2) If you <i>promise</i> to do something, | b he / she wants to see if he / she can win. |
| (3) You may win a <i>prize</i> | c if you come second in the race. |
| (4) You will win the <i>silver</i> medal | d you think about it with curiosity and want to know more about it. |
| (5) If your friend <i>challenges</i> you to a chess game, | e if you do well in the race. |

2 Complete the story with the words below. Change the form if necessary.



hesitation prize promise reply wonder

A poor young man came first in a running race and won some gold as a
 (1) _____. He looked at the small piece of gold in his hand and
 (2) _____ what to do with it. The young man decided to ask a wise old man for advice. “I have a little gold now, but I want much more,” he said. “Can you help me?”

The old man looked at him. “I can teach you how to make more money if you
 (3) _____ to work hard,” he said.

The young man agreed without (4) _____. Then the old man pointed out of the window. “Look outside. What can you see?” he asked. “I can see nothing but an empty field,” the young man (5) _____.

“Use your money to buy this field,” said the old man, “and grow some cotton. In a year, you can sell the cotton and make a profit.”

The young man followed his advice and worked hard all year round, and in time, he became very rich.

3 Summarize the story on pages 20–21. Use the words and phrases below.

promise	surprise	wonder
challenge ... to		double the amount
realize the problem		without hesitation

 Listening
The world's countries and population
 Think

How do we use numbers to record and present information?

1 Discuss the questions below in pairs.

- (1) What is the population of the world now?
- (2) Can you name the three largest cities in the world by population?

2 Ellie and Ann are talking about countries and population around the world. Listen to the conversation and choose the correct answers. 

- (1) What's the world's population according to the conversation?

- a about 8 billion
- b about 10 billion
- c about 13 billion

- (2) How many people will there be in the world in 2100?

- a more than 9 billion
- b more than 10 billion
- c more than 12 billion

- (3) What per cent of the world's population currently live in Asia?

- a a bit over 30%
- b less than 50%
- c about 60%

- (4) Which of the following cities is discussed in the conversation?

- a Shanghai
- b Shenzhen
- c Beijing

Tip

We can express numbers in different ways:

- 27%: twenty-seven per cent
- $\frac{1}{5}$: one fifth
- $\frac{2}{3}$: two thirds

3 Listen again and answer the question below. 

What does Ann mean when she says “the number keeps changing”?


Your ideas

- 4 Imagine that you are working on a project about the population of different countries around the world. What methods are you going to use to find the information? How will you record and present the information you collect?



Section 2 Exploring and applying rules



Grammar

A Cardinal numbers

We use cardinal numbers to count things.

11	eleven	15	fifteen	20	twenty	82	eighty-two
12	twelve	18	eighteen	50	fifty	98	ninety-eight

100	one hundred	375	three hundred and seventy-five
-----	-------------	-----	--------------------------------

1,000	one thousand	100,000	one hundred thousand
4,189	four thousand one hundred and eighty-nine		

1,000,000	one million	1,000,000,000	one billion
2,000,000	two million	3,000,000,000	three billion



Let's sum up the rules!

- When we read out numbers, we do not add *-s* to the words *hundred*, *thousand*, *million* and *billion*.
- We put *and* between *hundred* and *ten*.

B Ordinal numbers

We use ordinal numbers to show the order of things.

1st	first	4th	fourth	9th	ninth	13th	thirteenth
2nd	second	5th	fifth	11th	eleventh	20th	twentieth
3rd	third	8th	eighth	12th	twelfth	21st	twenty-first



Let's sum up the rules!

We form most ordinal numbers by adding *-th* to the cardinal numbers, except *first*, *second* and *third*. For numbers of 21 and above, the ordinal number is formed based on the last digit (*21st*, *22nd*, *23rd*, etc.).

Unit 2 Amazing numbers

- 1 Look at the information about the three longest rivers in the world. Take turns asking and answering questions about the rivers.

The Nile River

Africa

6,671 km

The Amazon River

South America

6,480 km

The Yangtze River

Asia

6,300 km

S1: Which is the first-longest river in the world? Where is it? How long is it?

S2: The Nile River is the first-longest river. It's in Africa. It's about 6,671 km long.



Grammar in use

- 2 Look at the list of the highest mountains in Asia, North America and Africa. Describe the mountains with cardinal and ordinal numbers.

Rank	Name	Height	Continent
1	Mt. Qomolangma	8,848.86 m	Asia
2	Mt. Qogir	8,611 m	Asia
3	Mt. Kanchenjunga	8,586 m	Asia

Rank	Name	Height	Continent
1	Mt. Denali	6,190 m	North America
2	Mt. Logan	5,959 m	North America
3	Pico de Orizaba	5,610 m	North America

Rank	Name	Height	Continent
1	Mt. Kilimanjaro	5,895 m	Africa
2	Mt. Kenya	5,199 m	Africa
3	Mt. Stanley	5,109 m	Africa

The tallest mountain in ... is ... It is ... metres high.

... is the second-highest mountain in ...

Section 3 Expressing and communicating ideas



Speaking

Think

How do we use numbers in daily life?

Using numbers in daily life

Numbers play an important role in our daily lives. Discuss how people use numbers with your classmates.

S1: How do people use numbers in daily life?

S2: People use numbers to do a lot of things. Take planning a journey for example. We need to decide the dates. And then we need to check the train or flight schedule. Also, we need to make a budget.

S1: That's true. People also use numbers to ...

People use numbers to:

- design buildings
- develop new medicine
- grow crops
- make a monthly budget
- plan a journey

...

Improving your pronunciation



Strong and weak forms

Some words (e.g. *do, the, of, and, can, for, to*) have both a strong form and a weak form. In most sentences, we use the weak forms of these words. Sometimes we use the strong forms for emphasis.

	a	an	for	of	to
Strong form	/eɪ/	/æn/	/fɔ:(r)/	/ɒv/	/tu:/
Weak form	/ə/	/ən/	/fə/	/əv/	/tə, tu/

	the	and	can	have	he	do
Strong form	/ði:/	/ænd/	/kæn/	/hæv/	/hi:/	/du:/
Weak form	/ði, ðə/	/ən(d), n/	/kən/	/həv, əv/	/hi/	/də, du/

Listen and repeat. Pay attention to the words in blue.

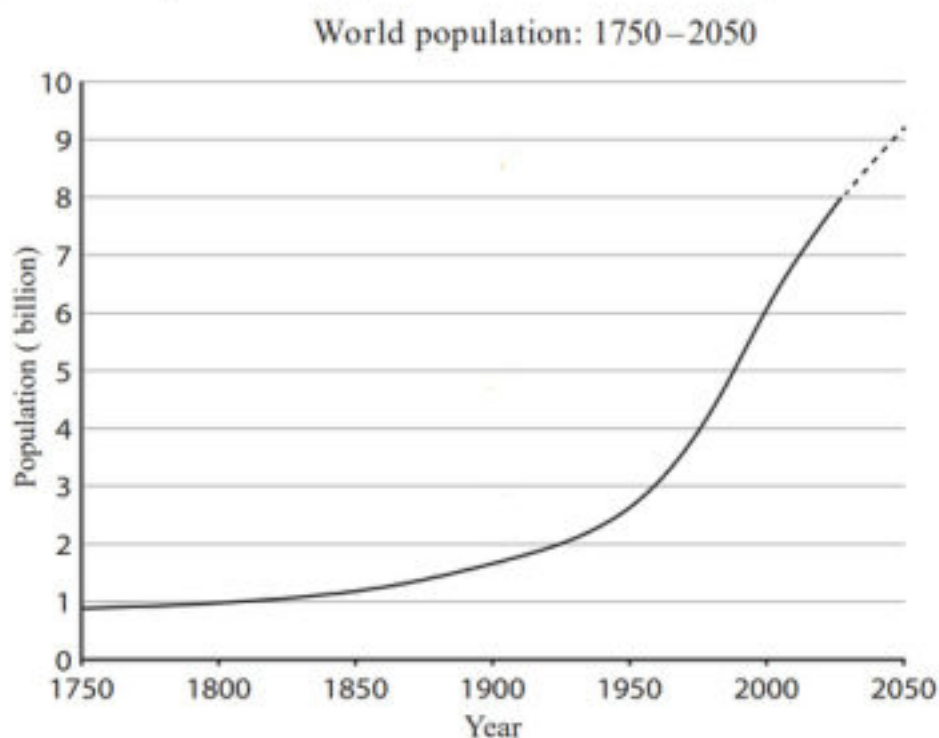
May: Do you know the number of students in your class?

Ben: Yes, I do. There are 35 students in my class—18 boys and 17 girls. I can remember all their birthdays!

 Writing
Writing a report on population change

Populations change in all areas over time. Do some research and write a report on population change in a city or province based on your findings.

- 1 Wang Yao is writing a report about the world population. Look at the line graph she found and help her complete the report. Use the words and phrases below to help you.



Growing numbers: rise (sharply, quickly, slowly), grow, go up, double

Falling numbers: fall (sharply, quickly, slowly), drop, go down

No change: stay the same, remain the same

World population

The graph shows that the population in the world ⁽¹⁾ _____ before the year 1800. During the second half of the 1800s, the population began ⁽²⁾ _____. In 1850, there were about ⁽³⁾ _____ people in the world. About one hundred years later, the world population reached ⁽⁴⁾ _____. Between 1950 and 2000, the population more than ⁽⁵⁾ _____. In 2050, there will be more than ⁽⁶⁾ _____ people on our planet.

- 2 How has the population in a particular city or province changed over the years? Find information about it and write a report.

Step 1 Plan Choose a city or province you are interested in. Find information about its population change over a period of time and make a line graph.



Step 2 Write Write a report about how the population changed over time. Remember to use the words and phrases in Exercise 1.

Step 3 Check and revise Tick (✓) the boxes to check your writing, and then revise it.

- I used a line graph to record and present information, using correct numbers. ☐
- I provided a detailed description of how the population of a city / province changed over time. ☐
- I used the words and expressions I learnt in this unit. ☐
- I used correct spelling, grammar and punctuation. ☐

Section 4 Extending and developing competencies

Focusing on culture

Think

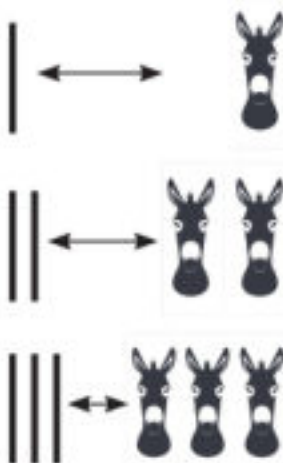
How did numbers develop?

Numbers are everywhere today. How did people in ancient times record numbers? Let's explore the development of counting methods.

- 1 Read an article from a science magazine and find out more about numbers. 🎧

The story of numbers

In ancient times, people developed different counting methods. One of the earliest was called “tally sticks”^①. Each “stick” (or pebble^②, or other counting tool) stands for a thing we want to count, such as an animal or a bag of rice. For each animal we want to count, we draw one stick. This is called a “one-to-one correspondence”^③. Tally sticks are easy to understand, but it can take a long time to write down large numbers. To write “1,000”, you have to draw a thousand tally sticks!



- 10 Later, people created faster ways of writing numbers. One such system developed in ancient India. Instead of using tally sticks, people began using different abstract^④ symbols to represent different numbers. Researchers do not know exactly how this happened, but some believe that the sticks slowly turned into symbols over the centuries. These Indian numerals became popular, and people in the Arab world started using them too. Thanks to the Arabs, this way of writing numbers spread to Europe and across the world. Nowadays, they are known as Arabic numerals^⑤.



- 20 The ancient Romans wrote numbers in a different way. They used letters from their alphabet. For example, the number 12 is “XII” (10+1+1). The Roman numerals used to be the most common way of writing numbers in Europe. Today we still see them in many places, for example on clock faces, on buildings or in books. But Roman numerals are not as common as Arabic numerals, maybe because they are too difficult to use!

① tally stick /'tæli stɪk/ 计数棍 ② pebble /'pebl/ n. 鹅卵石; 砾石

③ correspondence /,kɒrə'spɒndəns/ n. 对应 ④ abstract /'æbstrækt/ adj. 抽象的

⑤ numeral /'nju:mərəl/ n. 数字

People from different cultures use different numerals. Below are three ways of writing the numbers one to five.

Chinese numerals: 一、二、三、四、五

Roman numerals: I, II, III, IV, V

Arabic numerals: 1, 2, 3, 4, 5

Notes

2 Complete the summary below with the information from the article on page 30.

In ancient times, people developed a counting system called

(1) _____. Later, people replaced this system with

abstract (2) _____. These were more convenient

because they were quicker to write. The numbers we use today are called

(3) _____. They were invented in (4) _____.

Thanks to the (5) _____, this system spread to other parts of the

world. Sometimes we also see numbers written with (6) _____

on clock faces and buildings. These are called Roman numerals.

3 Complete the sentences with the words below. Change the form if necessary.



exactly

represent

symbol

system

(1) The Roman symbol IV _____ the number 4 in Arabic numerals.

(2) This palace was a(n) _____ of the king's wealth and power.

(3) The Roman alphabet is not the only writing _____ in the world—there are many others.

(4) We don't know _____ how many animal species there are on Earth.



Your ideas

4 What influences did the development of counting methods have on people's daily lives?



Exploring more

People used counting rods in ancient China. What do you know about this way of counting? Do some research and share your findings with your classmates.



Cross-curricular connection | Mathematics*

If you carefully observe the natural world around you, you may find interesting mathematical patterns!

1 Read the article on Fibonacci numbers and find out more about maths in nature. 🎧

The amazing Fibonacci sequence^① of numbers

Fibonacci was a famous Italian mathematician born in the 12th century. He created many maths problems. The most famous one was about rabbits. Imagine that a pair of rabbits can have two babies every month. After two months, the new rabbits can have babies too. What will happen if you have a pair of newborn rabbits on your farm? How will the number of rabbits grow over time? Let's look at the answers this way:

This is the beginning of the Fibonacci sequence. Look at the numbers. Can you see any pattern? That's right—each number is the sum of the two previous ones. As we can see, the numbers in the Fibonacci sequence grow very quickly. What numbers come after 8 in the sequence?

Month		Number of pairs
1		1
2		1
3		2
4		3
5		5
6		8
7		?

Fibonacci numbers are very special because they show up everywhere. They appear in artworks and famous buildings, and also in living things. In fact, nature likes to follow the Fibonacci sequence. Flower petals^② often come in Fibonacci numbers. The same thing happens with the spirals^③ of pine cones^④ and sunflower seeds. We do not know yet why these numbers are so common, but Fibonacci's discovery can help us understand the natural world.

2 Find a pine cone and count the spirals. How does the number of spirals illustrate the Fibonacci sequence? Think about things around you in nature. Have you ever noticed any interesting patterns?

① Fibonacci sequence /ˌfɪbəˈnɑːtʃi ˈsiːkwəns/ 斐波那契数列 ② petal /ˈpetl/ n. 花瓣

③ spiral /ˈspɑɪrəl/ n. 螺旋形 ④ pine cone /ˈpaɪn kəʊn/ n. 松果

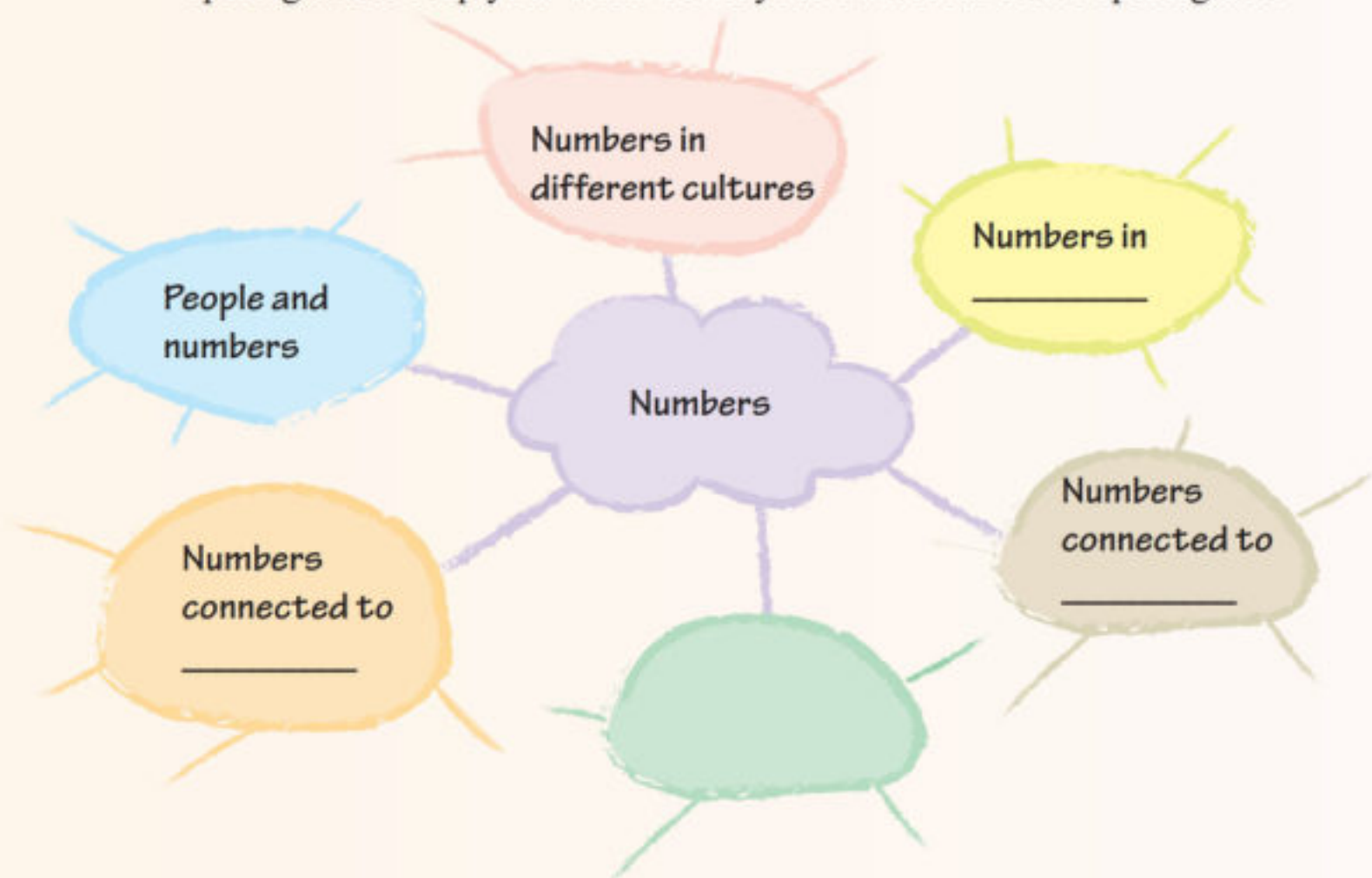
Checking your progress

Project*

Making a booklet about numbers

Our world is full of amazing numbers. How much do you know about them? In this project, you will explore different types of numbers in groups and make a class booklet about your findings.

Step 1 Brainstorm some number-related topics in your group. Use the following spidergram to help you. Write down your own ideas in the spidergram.



Step 2 Decide on a topic and then research it.

Step 3 Write a short passage on your topic. Illustrate your passage with pictures, graphs, etc.

Step 4 As a class, put all your passages together to make a booklet about numbers.



Wits corner

Number rules the universe.

— Pythagoras

Unit 3

Our digital lives



Key question

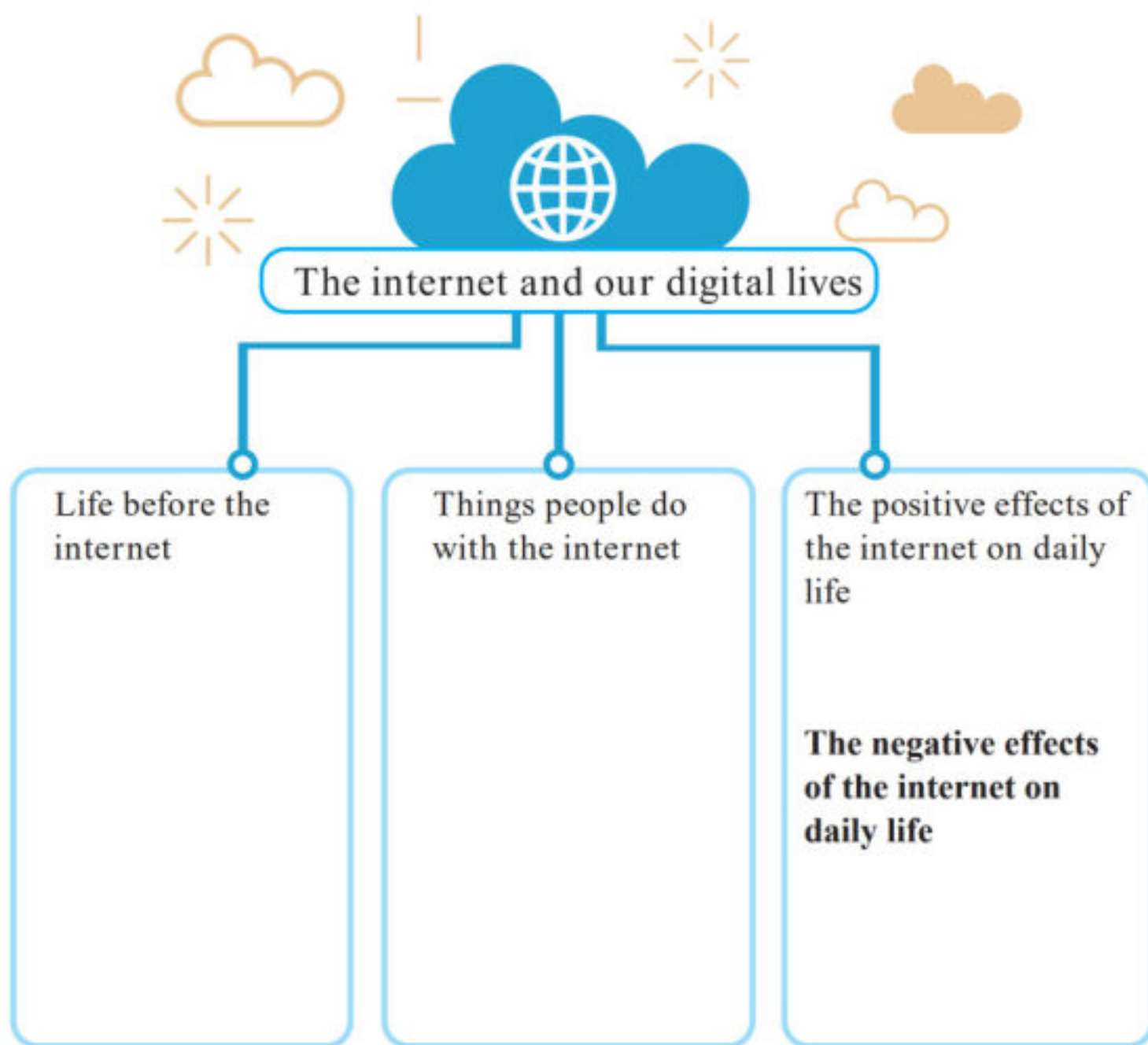
How has digital technology changed our lives?



Unit objectives

I can:

- talk about the history of computers.
- understand how digital technology changes our lives.
- improve my digital literacy.
- analyse the positive and negative effects of the internet on daily life.

 First thoughts **Think**

- How will the internet change our lives in the future?
- How do you choose a digital device?
- What are the positive and negative effects of the internet?
- How has digital technology changed the world?

Section 1 Experiencing and understanding language

Reading

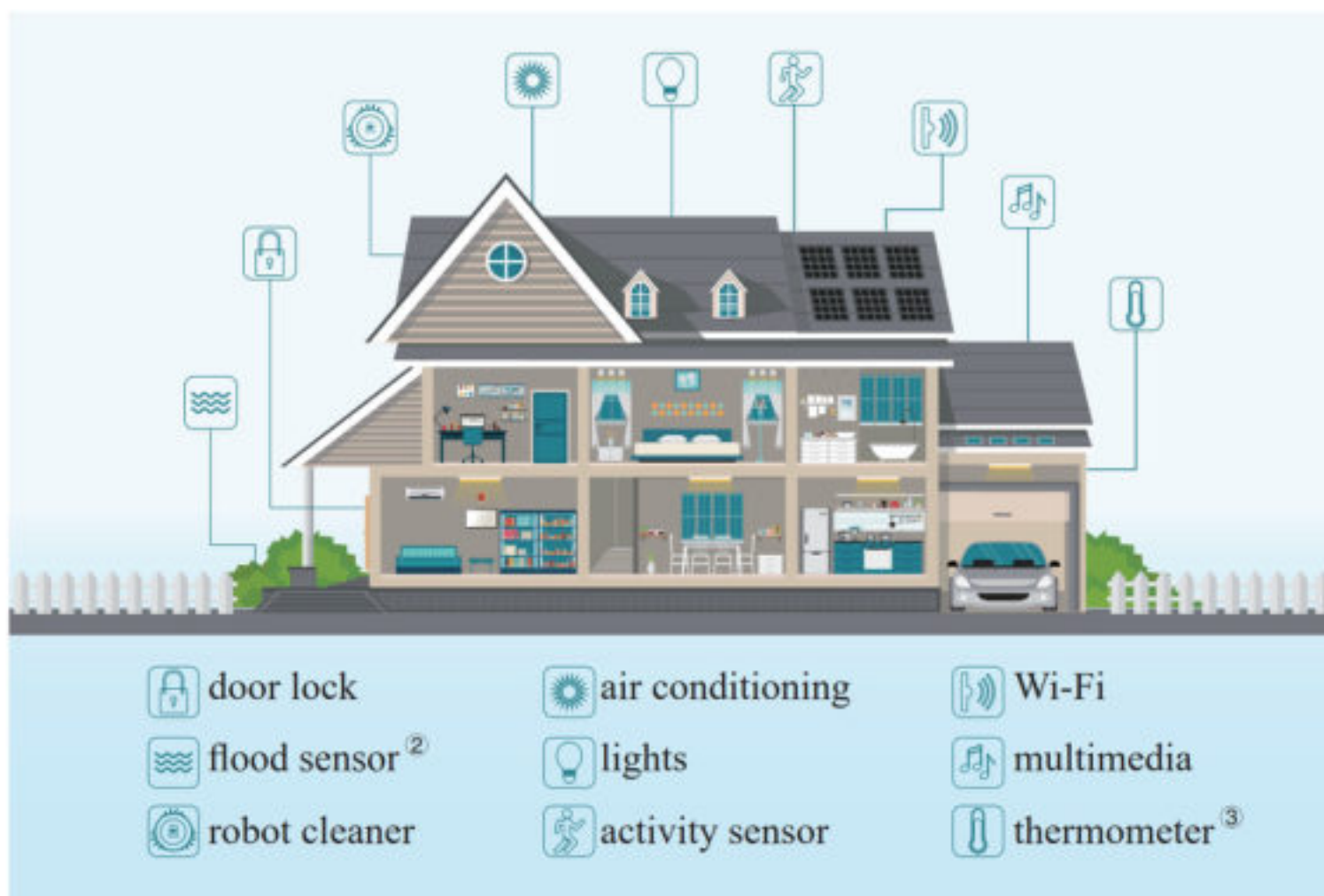
Before you read

Think

How will the internet change our lives in the future?

Nowadays, people use smartphones, smartwatches and smart home devices. In the future, even more things will be connected to the internet. The network of interconnected smart devices is called the Internet of Things (IoT^①).

Look at the picture below and discuss what a smart home is like.



What is a smart home like?



Can you give some examples?

In a smart home, a lot of devices are connected to the internet. You can control these devices even when you are not at home.



...

① IoT /,aɪ əʊ 'ti:/ 物联网 ② sensor /'sensə(r)/ n. 传感器
③ thermometer /θə'mɒmɪtə(r)/ n. 温度计

Read the transcript of a podcast interview to learn about how the internet will further change our lives. 

Smart life in the future

- Host: Our guest today is Dr Li, a technology expert. Dr Li has studied how the internet will further change our lives in the future.
- Dr Li: That's right. The internet has brought big changes to everyday life. For example, e-learning and mobile payment have changed the way we study and shop. In the future, even more things will be connected to the internet, so life will continue to change.
- Host: Can you give us some examples?
- Dr Li: Take health for example. We'll probably wear small devices all the time, and they'll check our health and warn us about health problems. With this information, doctors can provide better treatment.
- Host: Interesting! Will the internet help improve the environment?
- Dr Li: Yes! As more things become connected to the internet, our cities will become smart cities. Smart cities will be more eco-friendly than cities today. One of the most important changes will come in energy use. Different devices will communicate and share data with each other. This will help them save energy. For example, smart rubbish bins will automatically^① tell the smart city network when they are full. This data will allow the rubbish collection company to plan better collection routes^②.
- Host: Will smart cities improve our lives in other ways?
- Dr Li: I think the biggest change will be in transport. Our roads will be much safer in the future, and traffic will flow more smoothly. There will be fewer accidents because cars will drive themselves, and they will share data with the smart city network. With this data, traffic lights can change the timing according to the number of cars on the road.
- Host: That's amazing. And will this really be possible?
- Dr Li: Yes, it will. We've already started doing some of these things!



Reading strategy

Finding examples that support opinions

Writers often use examples to support their opinions and this helps the reader understand the opinions better. For example, in line 14, Dr Li's *opinion* is "one of the most important changes will come in energy use". The *example* he uses to support this opinion is "smart rubbish bins will automatically tell the smart city network ... plan better collection routes".

Can you find more examples?

① automatically /ˌɔːtə'mætɪkli/ *adv.* 自动地 ② route /ruːt/ *n.* 路线

Reading comprehension

1 Complete the table below with the information from the transcript of the podcast interview on page 37.

The internet will ...	Examples
change the way we look after our health.	We will ⁽¹⁾ _____ _____ _____.
change the way we use energy.	Smart rubbish bins will ⁽²⁾ _____ _____.
change the way the transport system works.	Cars will ⁽³⁾ _____ _____.

2 Read the transcript of the podcast interview again and answer the questions below.

(1) Does Dr Li take a positive, negative or neutral^① attitude towards the changes brought by the internet?

(2) Can you find examples from the interview to support Dr Li's opinion?



Your ideas

3 Discuss the questions below.

(1) What will life in a smart city be like?

(2) Do you think the internet has negative effects on our daily lives? What are they? How can we deal with them?

① neutral /'nju:trəl/ adj. 中立的; 无倾向性的

Vocabulary practice

1 Find the words in the transcript of the podcast interview on page 37 and match them with their meanings.

- | | |
|-------------------------|---|
| (1) expert (line 1) | a to tell someone that something bad may happen |
| (2) warn (line 9) | b medical care given to patients |
| (3) treatment (line 10) | c the vehicles moving on a road at a certain time |
| (4) traffic (line 21) | d moving without difficulties |
| (5) smoothly (line 21) | e a person with special knowledge and skill |

2 Complete the passage with the words and the phrase below. Change the form if necessary.



data

take ... for example

warn

smoothly

treatment

Smart technology is changing the way we live. Nowadays, more devices are connected to the internet. ⁽¹⁾ _____ smartwatches _____.

Athletes can use them to measure their speed and heart rate, and then send all the ⁽²⁾ _____ to their trainer.

Smart devices will change our cities in the future and traffic will flow more ⁽³⁾ _____ thanks to smart city technology. Our homes will be full of smart devices too. For example, when we run out of eggs or milk, our fridge will automatically order more.

One day, we may even take “smart pills” to help check our health, and this will help doctors provide the right ⁽⁴⁾ _____. However, some experts ⁽⁵⁾ _____ that smart technology can easily go wrong and this could lead to serious problems.



3 Write about how you think the internet will change our lives in the future. Use the words and expressions below.

check

provide

warn

bring changes to

change the way ...

changes will come in ...

connected to

take ... for example

 Listening


How do you choose a digital device?

A new laptop for a smarter life

- 1 Li Na wants to buy a laptop online. Help her find out what she needs to consider. Discuss with your classmates and make a list.

Size: How large is the screen?
 Memory: How much memory does the computer have?
 ...

Tip Units we use to describe a laptop:

- size: inch
- weight: kg
- memory: GB
- price: yuan (¥)

- 2 Li Na asks her friend Liu Wei for advice. Listen to the conversation and answer the questions below. 

- (1) What does Li Na mainly use the laptop for?
- (2) What kind of laptop does Liu Wei think Li Na needs?
- (3) Which laptop will Li Na most probably choose?

- 3 Listen again and complete the table. 

Model	Size	Weight	Memory	Price
Lightning X				
Spec 15				
A101				

 Your ideas

- 4 Discuss the questions below.

- (1) What digital devices do you have at home?
- (2) How do you use them to help with your study and daily life?

Section 2

Exploring and applying rules



Grammar

Comparative and superlative adjectives

When we compare two people or things, we can use the comparative form of the adjective. When we compare more than two people or things, we can use the superlative form of the adjective.

Read the dialogue between Su Mei and Su Wen. Pay attention to the words **in bold**.

- Su Mei: Oh, what's this?
- Su Wen: It's a computer from the 1940s. You know what? The first computers were **bigger** than cars. Nowadays, computers are much smaller and better.
- Su Mei: I see. Besides size, what else is different?
- Su Wen: Computers today are much faster than before.
- Su Mei: That must be true. Some computers are even smarter than human beings.
- Su Wen: No, I don't think so. I think human beings are the **smartest**. After all, we invented computers.

Adjective	Comparative adjective	Superlative adjective
big	bigger	biggest
smart	smarter	smartest
interesting	more interesting	most interesting



Let's sum up the rules!

- To form comparative adjectives, we often add *-er* to an adjective with one or two syllables and use *more* with adjectives of three or more syllables.
- We often use *than* after comparative adjectives.
- To form superlative adjectives, we often add *-est* to an adjective with one or two syllables and use *most* with adjectives of three or more syllables.
- We usually use *the* before superlative adjectives.

Unit 3 Our digital lives

1 Complete the conversation with the comparative or the superlative form of the adjectives in brackets.

Su Wen: Did you watch that science show on TV last night? It was about chess computers.

Su Mei: No, I didn't. Was it interesting?

Su Wen: Yes! Scientists designed ⁽¹⁾ _____ (early) chess computers in the 1950s. At the time, the computers could not beat human players. Even ordinary people were ⁽²⁾ _____ (good) than these first chess computers. But in 1997, a computer named Deep Blue won a chess match against the world champion. This was ⁽³⁾ _____ (famous) chess game against a computer in history.

Su Mei: Wow, that's a big victory for artificial intelligence (AI)!

Su Wen: Indeed! Back then, Deep Blue was ⁽⁴⁾ _____ (powerful) chess computer in the world. But now, an ordinary computer can beat ⁽⁵⁾ _____ (good) human players.

Su Mei: Well, that may be true, but humans invented AI. Also, computers cannot think like we do. That means humans are still ⁽⁶⁾ _____ (smart) than computers!



Grammar in use

2 Interview your teachers and classmates about their attitudes towards digital technology. Write questions with comparative and superlative adjectives before you start.

- Which do you think is more convenient to read, e-books or print books?
- Does ... make your life easier or harder?
- Is it safer to make new friends online or offline?

...

3 Summarize the information you collected in Exercise 2 and share your findings with the class. You may begin your summary with the following sentences.

Most of my classmates / teachers think that it is more convenient to ...

Some say it is safer / easier to ...

Section 3 Expressing and communicating ideas



Speaking

Think

What are the positive and negative effects of the internet?

Talking about life on the internet

How much time do teenagers spend on the internet every day? Work in groups and conduct a survey of your classmates. Use the questions to help you. Then complete the table and report your findings to the class. 🎧

- Do you use social media? How often do you check it per day?
- Do you usually send your friends messages, or do you talk more in person?
- How much time do you spend learning online?

...

Time spent on ...	S1	S2	S3	S4	...
checking social media					
sending messages to friends					
learning online					
reading news online					
...					

We interviewed ... students. ... students said they ... They spend most time on ...

Improving your pronunciation



Extra stress

When we speak, we stress the most important word in the sentence. You, the speaker, must decide what the most important word is.

Listen and repeat. Give extra stress to the words underlined twice.

Amy: What do you think of computers, Frank? Are they smarter than human beings?

Frank: No, I don't think so.

Amy: Why not? Computers can do a lot of things!

Frank: Maybe, but human beings created computers.

Amy: That's true!

 Writing
Writing your opinions about the internet

← →
☆

Teen Life Magazine

Nowadays teenagers spend a lot of time on the internet. What are the positive and negative effects of the internet on their lives? Write a paragraph to express your opinions.

1 Look at the lists below and add your own ideas. Support your opinions with examples.

**Positive effects**

- The internet helps us develop our interests.
- It allows us to stay in touch with friends.
- It allows us to learn online.

Examples

I love reading science fiction
novels, and I post my book reviews
online. Every time I write a review,
I get hundreds of comments.

**Negative effects**

- Some teenagers spend too much time on social media.

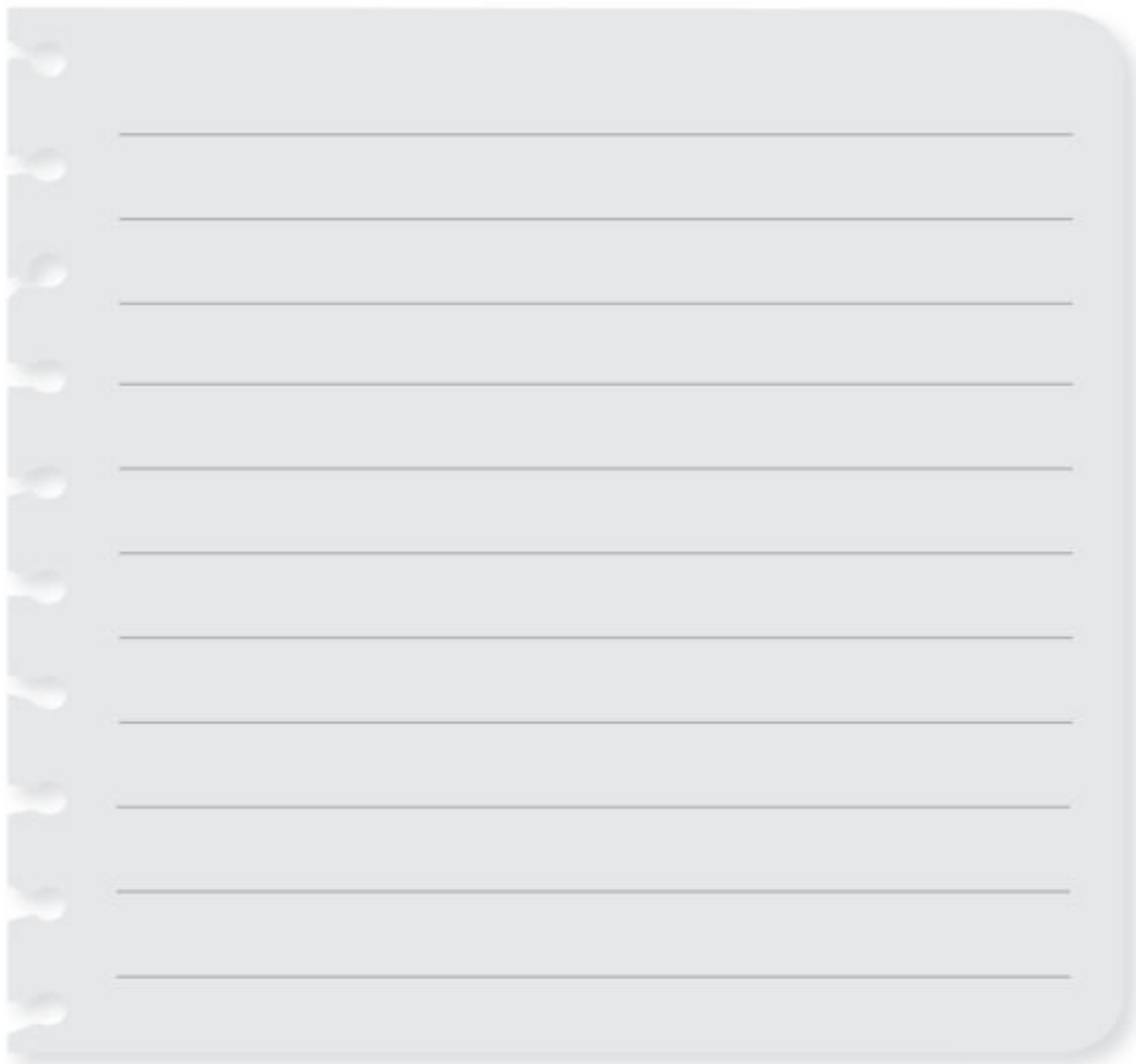
- ---
-
-
-

Examples

2 Write your opinions on the topic.

Step 1 **Plan** Look at your lists of ideas on page 44 and choose one or two important points.

Step 2 **Write** Write down your opinions and support them with examples.



Step 3 **Check and revise** Tick (✓) the boxes to check your writing, and then revise it.

- I expressed my positive / negative opinions about the internet clearly in my writing. ☐
- I supported my opinions with specific examples, such as _____. ☐
- I used the words and expressions I learnt in this unit. ☐
- I used correct spelling, grammar and punctuation. ☐

Section 4 Extending and developing competencies

Focusing on culture

Computer technology develops quickly and has changed our world greatly. Let's explore the history of computers.

Think

How has digital technology changed the world?

1 Read the text to find out how computers have developed over the years. 🎧

The story of the computer

A computer is any machine that can be programmed with a set of instructions.

1837
In Britain, the first machine with a program was designed by Charles Babbage and his student Ada Lovelace. Charles wanted a machine to add up big numbers, but Ada realized that a computer program could do a lot more. She was the first computer programmer.

1936
British scientist Alan Turing read Ada's ideas and created the Turing machine, the basic design of a computer system. The Turing machine could do all kinds of calculations, and it could also run different programs. This is the basis for all modern computers.

1940s
Scientists built early computers in England and Germany. They were the size of a room!

1981
A US company designed the first PC (personal computer) for the general public. Experts didn't believe that anybody wanted a computer at home. But in two years they sold thousands of them.

1971
Ted Hoff was the main inventor of the microprocessor, or "microchip". This was a major breakthrough in the history of computers. Thanks to the microchip, computers and other electronic devices got faster and smaller very quickly.

1990s–present
Smartphones—phones with computer software—arrived! Today's smartphones can connect to the internet and run all kinds of different apps—in other words, they are small computers. The arrival of smartphones has started a new era in digital technology. Expressions such as "Wi-Fi", "download" and "app" have become part of our daily lives.

The future
Computer technology continues to develop. Some computers will be tiny—perhaps we will even have computers in our clothes. Scientists believe that quantum computers^① will be the next big breakthrough. They will be many times faster than today's computers, and much more powerful.

① quantum computer /,kwɒntəm kəm'pjʊ:tə(r)/ 量子计算机

In May 2021, Chinese researchers built a powerful quantum computer called Zuchongzhi. Quantum computers are a new type of computer. They make calculations with the help of quantum mechanics^①.

Notes

2 Answer the questions below with the information from the text on page 46.

- (1) What did Charles Babbage and Ada Lovelace do in 1837?
- (2) Who was Alan Turing and what did he do?
- (3) Who was Ted Hoff? What happened after his invention?
- (4) What will be the next big breakthrough in computer technology?

3 Find the words and the phrase in the text and match them with their meanings.

- | | |
|------------------------|--|
| (1) major | a programs on a computer, phone, etc. |
| (2) the general public | b a particular period in history |
| (3) era | c people in society |
| (4) software | d to get data, files, software, etc. from the internet |
| (5) download | e great or important |



Your ideas

4 How have smartphones changed our daily lives? How will they continue to change our daily lives? Share your ideas with the class.



Exploring more

Who invented the World Wide Web? How has it changed the world? Go online and learn more about the digital revolution.

① quantum mechanics /ˌkwɒntəm məˈkæniks/ 量子力学



Cross-curricular connection | Information technology*

Literacy is the ability to read and write. Nowadays, we also talk about “digital literacy”. In today’s world, this is a very important skill.

Read the article about digital literacy and tick (✓) the correct statements about it. 

Digital literacy



What is digital literacy? Here are a few important parts of digital literacy.

Finding and using digital content

It is easier to find information online than in print books. However, we need to be careful when we look things up on the internet. Firstly, there is a lot of subjective information online, so we cannot trust everything we read. Secondly, there is so much content on the web, and this makes it difficult to evaluate^① information, and it is easy to form biased^② opinions.

Creating digital content

Today, we also create new content online. Writing posts and comments is an important way to communicate online. The things we publish on the internet contain more than just text. We can also use emojis^③, pictures and videos to express ourselves. This makes our online messages more interesting to read.

Communicating and sharing content

When we write emails, posts and comments, we can communicate with a large number of people. The internet is a very powerful tool, but we need to use this tool in a good way. We should always be kind to others online, especially people we do not know. If we communicate in the right way, we can have a positive effect on people’s lives. On the other hand, we can hurt others with mean comments online.

Digital literacy means the ability:

- ☐ to find and use reliable online information.
- ☐ to read e-books.
- ☐ to create online content, such as writing posts and blogs.
- ☐ to chat online with family and friends.
- ☐ to share ideas and communicate with others online.
- ☐ to behave well online.

① evaluate /ɪˈvæljuet/ v. 评价; 评估 ② biased /ˈbaɪəst/ adj. 有偏见的; 片面的

③ emoji /ɪˈməʊdʒi/ n. 表情符号

Checking your progress

Project*

Setting up rules for using digital devices

Digital devices have become an important part of daily life. However, we need to make sure we use them in a sensible way. In this project, you are going to make a list of rules for using digital devices at home.

Step 1 How do the members of your family use digital devices at home?
Complete the table below.

Family member	Digital devices	Things they use them for	Time spent per day	Positive / Negative effects

Step 2 Work in groups. Compare how you and your family members use digital devices. Then make a list of rules for using digital devices at home.

- How much time may each family member spend on their digital devices per day?
- What should / may they use their digital devices for?
- Should there be a “device-free” time every day? Why / why not?
- Who is responsible for checking that everyone follows the rules?
- What happens if someone breaks the rules?

Step 3 Discuss the rules with your parents. Then revise them based on their suggestions.

Step 4 Introduce the rules at home. Keep a journal for a week and note down how well the rules work.

Family rules

Who is responsible?

If someone doesn't follow the rules, we will ...

Date:

Checked by:

Step 5 Discuss your results in groups. How well did the rules work? Did they make any difference? Share your findings with the class.



Wits corner

We are all now connected by the internet, like neurons^① in a giant brain.

— Stephen Hawking

① neuron /'nju:ɔ:n/ n. 神经元

Unit 4 Inventions



Key question

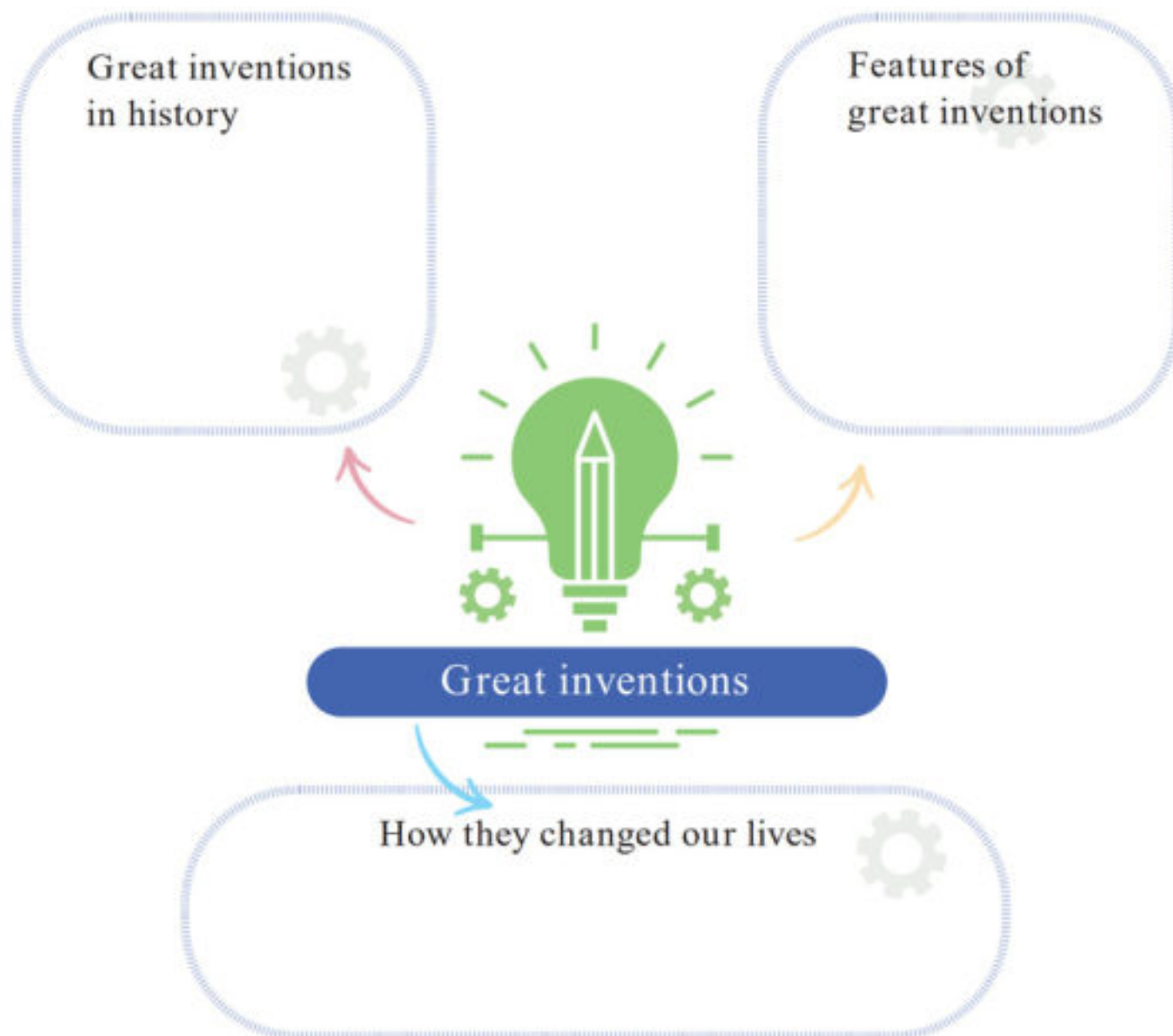
What makes an invention great?



Unit objectives

I can:

- identify important inventions in history.
- talk about some interesting inventions in our daily lives.
- describe my ideas for a new invention.
- understand the features of great inventions.

 First thoughts **Think**

- How have different inventions changed the way we live?
- What kind of fun inventions have you seen?
- How do people come up with ideas for new inventions?
- What are some great inventions in history?

Section 1 Experiencing and understanding language

Reading

Think

How have different inventions changed the way we live?

Before you read

Complete the timeline of different forms of transport with the words and phrases on page 53. Discuss in pairs which invention is the most important and why.



3500 BCE



1783



1801

steam
locomotive

Read the article about the wheel and find out how this invention changed transport around the world. 



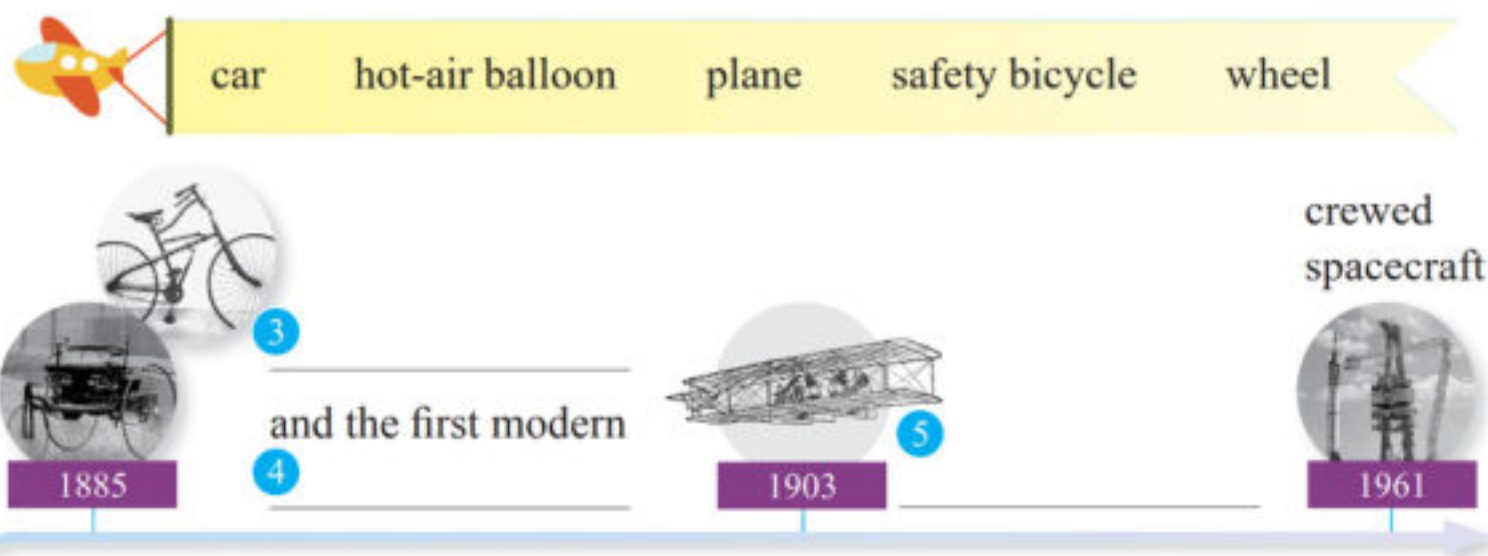
The wonder of the wheel

When the first humans decided to leave their homes over 100,000 years ago in search of new places to live and better sources of food, they did it on foot. Humans continued walking across the globe for the next 94,000 years, until about 6,000 years ago when a number of important changes took place. For instance, in the Central Asian country of Kazakhstan, people started to ride horses. Although this meant that people could travel further and faster, transporting large amounts of goods was still a difficult job. That all changed, however, a few hundred years later with the invention of the wheel.

- 10 Who first invented the wheel? We will never know for sure, but the inventors probably first used wheels to make pottery^①. Later, they realized that they could also use them to transport people and things. They soon attached wheels to horse-pulled vehicles. Farmers were suddenly able to transport their goods to markets far away. This invention increased
- 15 national and international trade.

The wheel changed the way villages, towns and even countries did business with each other, but it wasn't perfect. The roads were old walking paths.

① pottery /'pɒtəri/ n. 陶器



Which do you think is the most important invention? Why?

I think ... is the most important invention because ...



These old paths quickly became extremely difficult to use in wet weather. As a result, the first roads made of stone appeared after the arrival of the wheel. The Romans then invented new road-building techniques. The new roads were very good, and we still use some of them today.

The wheel not only changed the way humans move, but it also allowed us to build all types of amazing machines. Windmills^①, clocks and other machines all use wheels, and the Industrial Revolution depended on the wheel. Even in our digitalized world, we still use wheels in devices such as 3D printers. Without doubt, the wheel is one of the most important inventions of all time.



Reading strategy

Annotating a text

Successful readers often take notes to remind themselves of important information in a text. Here are some tips for annotating a text:

- Write key words next to each paragraph.
- Mark different types of information. For example, circle transitional words and underline key information.

Can you try annotating the article above?

① windmill /'wɪndmɪl/ n. 风车

Reading comprehension

1 Match the headings to the paragraphs with the information from the article on pages 52–53.

Paragraph 1 _____

Paragraph 2 _____

Paragraph 3 _____

Paragraph 4 _____

a Wheels are everywhere

b New roads and faster travel

c Travelling was hard work

d A world-changing invention

2 Read the article again and answer the questions below.

(1) How did people travel before the invention of the wheel?

(2) What changes did the invention of the wheel bring about?

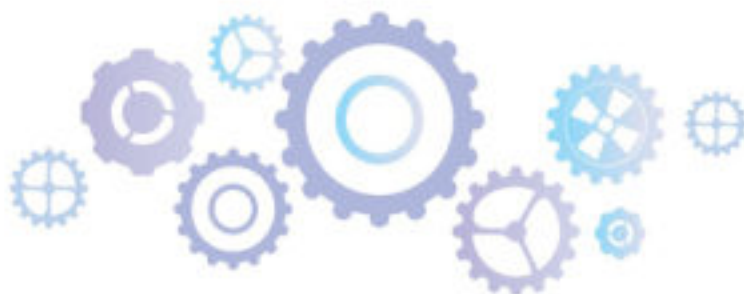
(3) Why is the wheel an important invention?

 Your ideas

3 Discuss the questions below.

(1) Why do you think people invented new ways of travelling?

(2) Look around you. Can you see any wheels? Where are they?



Vocabulary practice

1 Find the words and the phrase in the article on pages 52–53 and match them with their meanings.

- | | |
|-------------------------|---|
| (1) attach (line 13) | a a feeling of not being sure about something |
| (2) pull (line 13) | b a way made by a lot of people walking on it |
| (3) path (line 17) | c to need something in order for something else to happen |
| (4) depend on (line 24) | d to join one thing to another |
| (5) doubt (line 26) | e to move something in a certain direction |

2 Complete the conversation with the words and the phrase from Exercise 1. Change the form if necessary.

Interviewer: Hello Dr Li! You wrote a book about the history of the wheel. How did the wheel change people's lives?

Dr Li: Before the wheel, people ⁽¹⁾ _____ animals to carry heavy things, or they carried things themselves.

Interviewer: Did people continue to use animals to move things after the invention of the wheel?

Dr Li: Yes. That's how horse-pulled vehicles came about. They put things in the vehicles, ⁽²⁾ _____ them to the horses and off they went! It was so much easier for a horse to ⁽³⁾ _____ something than carry it on its back.

Interviewer: How were the roads back then?

Dr Li: Terrible! The roads were really just ⁽⁴⁾ _____ from people walking the same way for years.

Interviewer: Thank you for the information!

Dr Li: You're welcome. There is no ⁽⁵⁾ _____ that the wheel is the greatest invention of all time!

3 Write about an invention with the word and the expressions below.

increase

after the arrival of ...

changed with the invention of ...

depend on

one of the most important inventions of all time

 Listening
 **Think**

What kind of fun inventions have you seen?

Fun inventions

1 Look at the pictures below and discuss the questions in pairs.

(1) What is it invented for?

(2) Do you think it is a useful invention? Why or why not?

2 Listen to the radio advertisements. Match the inventions with the adjectives that describe their key features. 

(1) Full-body Umbrella

a funny

(2) Cleaner Cat Brushes

b efficient

(3) LED Slippers^①

c convenient

(4) Two-way Glasses

d easy to use

(5) Noodle Fan

e safe

3 Listen again and choose the correct answers. 

(1) What does the speaker mean by “it might look a little funny”?

a The Full-body Umbrella won't keep you dry.

b The Full-body Umbrella looks really strange.

c The speaker personally likes the invention very much.

(2) When the speaker says “these slippers will light up your way”, he is

_____.

a making a prediction

b making a statement

c making fun of the invention

 Your ideas

4 Which of these inventions do you think is the most useful? Why?

① slipper /'slɪpə(r)/ n. 室内便鞋；拖鞋

Section 2 Exploring and applying rules



Grammar

A **good, bad and far**

Some comparative and superlative adjectives are irregular.

Read the passage and pay attention to the words **in bold**.



Many inventions make people's lives better. For example, the invention of the wheel allowed people to travel farther distances. However, there are bad inventions too. A magazine once picked the top ten worst inventions in human history, such as cigarettes and plastic bags. Many people think these inventions make the world a worse place to live in.

Adjective	Comparative adjectives	Superlative adjectives
good	better	best
bad	worse	worst
far	farther / further	farthest / furthest

B **(not) as ... as**

We use **(not) as ... as** to say that things or people are (not) equal in some way.

Read the sentences below and pay attention to the words **in bold**.

Early computers were **as big as** a room.

With electric lights, people can do **as many things in the evenings as** they can in the daytime.

A candle does not produce **as much light as** a light bulb.



Let's sum up the rules!

- We use **(not) as ... as** with the base form of adjectives to compare things and people.
- We use **(not) as ... as** with **many** + the plural form of a countable noun or **much** + an uncountable noun to compare amounts.

Unit 4 Inventions

- 1 Some historians have made a list of great inventions in the past 1,000 years. Look at the list and complete the conversation below with the correct form of the words in brackets.

Year	Invention	Year	Invention
1041–1048	movable type	1885	car
1440–1450	printing press	1895	radio
1796	vaccine ^①	1903	airplane
1876	telephone	1925	television
1879	light bulb	1940s	computer

Su Wen: I think movable type is the ⁽¹⁾ _____ (good) invention in the past 1,000 years. Thanks to this, people could have books to read.

Su Mei: Well, it is an important invention. However, I think the light bulb is an even ⁽²⁾ _____ (good) invention. It was hard to read and write at night before we had light bulbs. Which modern invention do you think is the most important?

Su Wen: Definitely the computer. It has been almost ⁽³⁾ _____ (important, as ... as) the movable type.

Su Mei: The things on the list are all great inventions. After all, life would be much ⁽⁴⁾ _____ (bad) without them!



Grammar in use

- 2 Look at the list of the great inventions in the past 1,000 years in Exercise 1. Then ask and answer the questions in pairs.

- (1) Which invention do you think is more important, the printing press or the light bulb? Why?
- (2) Which invention do you think is the most important? Why?
- (3) What other inventions do you think are as useful as those on the list?

① vaccine /'væksi:n/ n. 疫苗

Section 3 Expressing and communicating ideas



Speaking

Think

How do people come up with ideas for new inventions?

Talking about an interesting invention

Find an interesting invention and then discuss it in pairs.

- What is the invention and who invented it?
- Why did he / she invent it?
- What does it look like?
- How does it work?

S1: What is that invention in the picture?

S2: It is a pedal-powered^① washing machine.

S1: Who invented it?

S2: A 14-year-old girl from India invented it.

S1: How does it work?

S2: When you ride the bicycle, it moves the clothes around the washing machine.

...



Improving your pronunciation



Intonation (1): Rising tone

When we ask a Yes / No question, our tone rises (↗) at the end of the question.

Do you understand? ↗ Can you repeat it? ↗ Is it correct? ↗

Listen and repeat. Try to make sure your tone rises at the end of each question.

Wendy: I'm going to talk about an important invention. You can ask five Yes / No questions. Can you guess what it is? ↗

Tony: Do we have it in the classroom? ↗

Wendy: Yes.

Tony: Do I have it in my school bag? ↗

Wendy: Yes.

Tony: Is it a pen? ↗

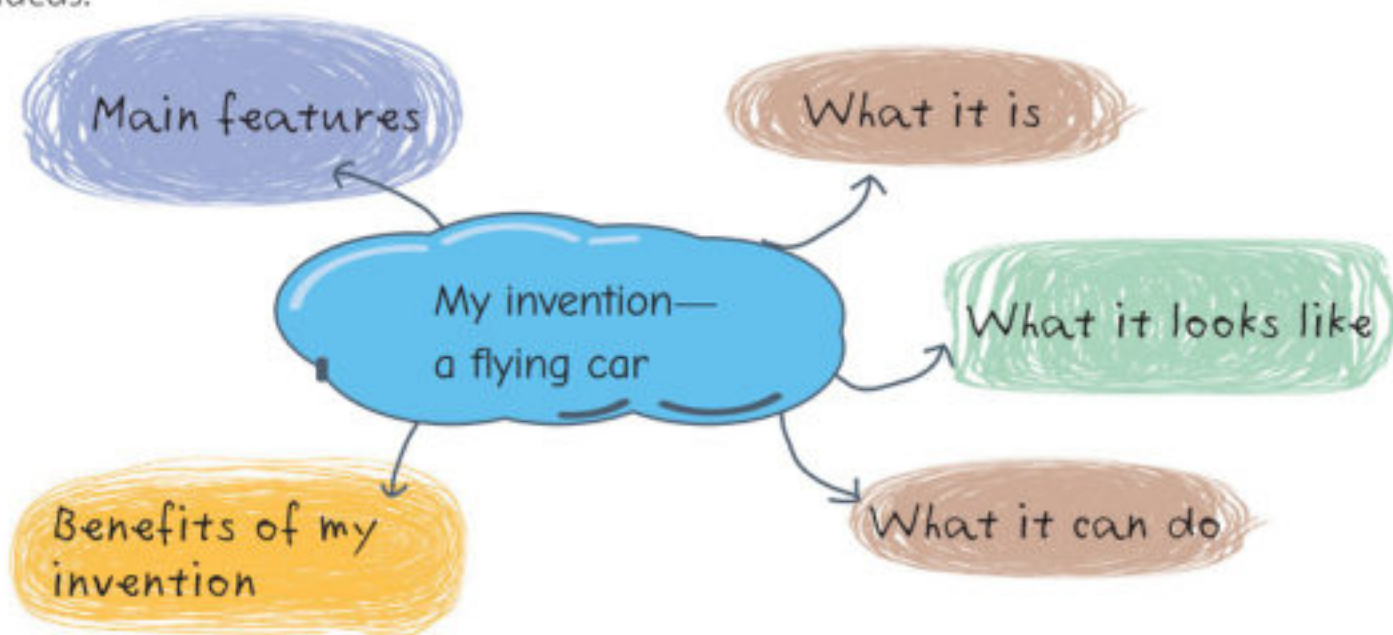
Wendy: Yes. You're right.

① pedal-powered /,pedl 'paʊəd/ adj. 踏板驱动的

 Writing
Writing an article about a new invention**Teen Life Magazine**

The School Science Festival will start next week. We are looking for students' ideas for new inventions to put on the school website. Please write an article about your idea for a new invention and send it to us.

- 1 Wang Yao drew a mind map before she wrote about her idea for a new invention—a flying car. Look at the mind map and read her article to find out how she organized her ideas.

**A flying car**

My invention is a flying car. It is fast, convenient and green.

The flying car has four wheels and two wings. It can run on land and fly in the air.

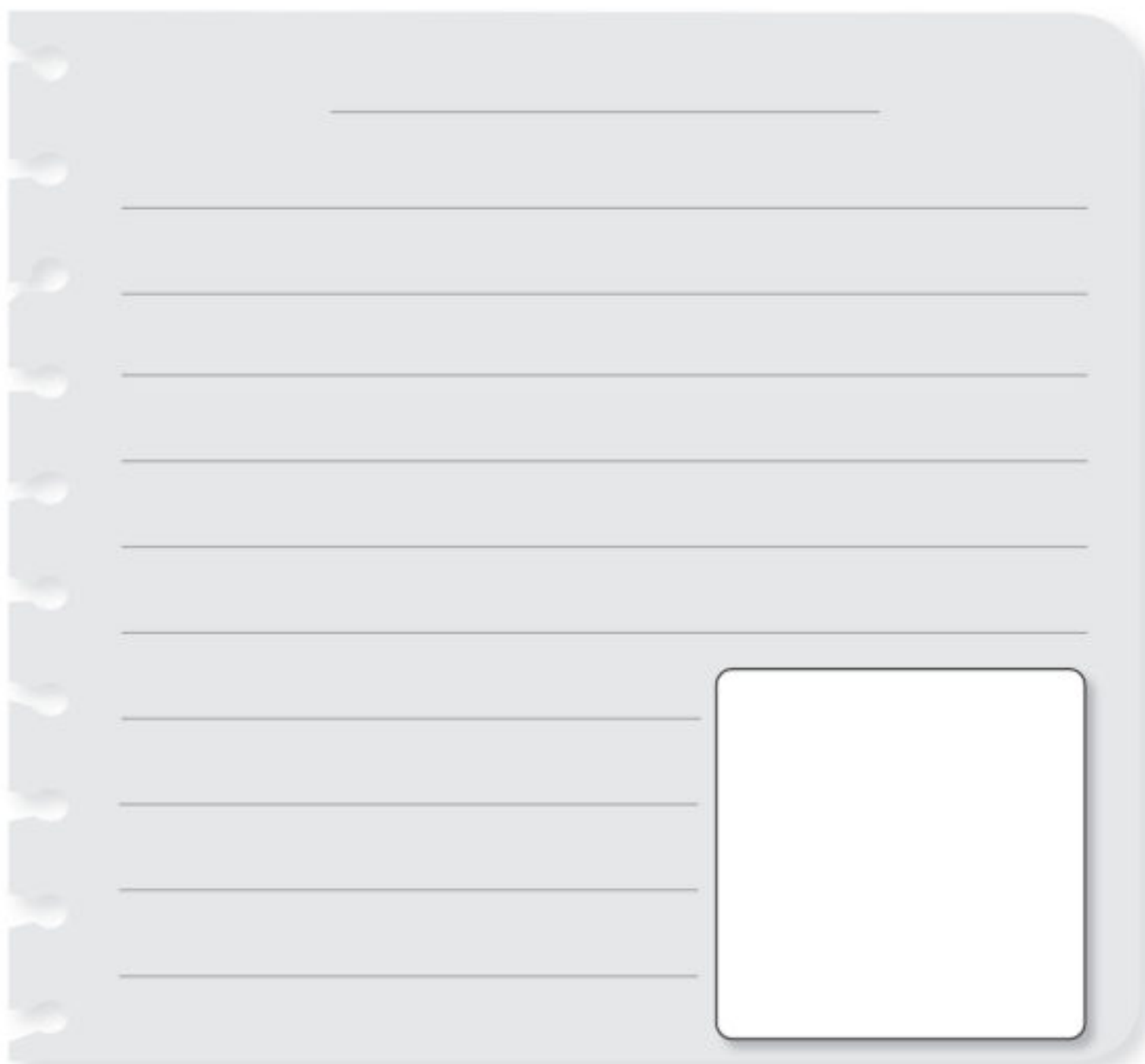
It has a top speed of 300 km/h. You can travel farther distances in less time. The car can be controlled by voice. If you shout "Fly!", the car will turn into a plane in 30 seconds. Then you can fly in the air. You will be as free as a bird. Instead of petrol, the car uses solar power, so it will not pollute the air.

As there are more cars on the road, there are more traffic jams. My invention will help people avoid traffic jams. It will make driving a more exciting experience too. People can fly anywhere they like and enjoy the view at the same time.

2 Now describe your own invention.

Step 1 **Plan** Draw a mind map for your own invention.

Step 2 **Write** Write about your invention. You can also draw a picture of it.



Step 3 **Check and revise** Tick (✓) the boxes to check your writing, and then revise it.

- I wrote about the main features of my invention, such as _____, and what it looks like. ☐
- I described what it can do and how it is used. ☐
- I used the words and expressions I learnt in this unit. ☐
- I used correct spelling, grammar and punctuation. ☐

Section 4 Extending and developing competencies



Focusing on culture

Think

What are some great inventions in history?

The famous four great inventions of ancient China have had a huge impact on the whole world. Let's learn about one of them.

1 Read the story about Jane's encounter with a great inventor from ancient China. 🎧

Movable type: a dream come true

It was nearly ten o'clock at night. Jane was in bed. She was reading a book about the history of printing when she fell asleep.

Suddenly, Jane found herself inside a big room. She could see an open fire and a big desk with lots of strange tools.

5 There was a man by the desk, and he was working with clay. He was so busy that he didn't notice her.

"Excuse me, what are you doing?" asked Jane.

"I'm going to print a book, so I'm making type," the man replied.

"Type? What is it? Could you tell me more about it?" asked Jane.

10 "Sure. First, I cut characters into pieces of clay. Then I bake them with fire to make them hard. These ones are ready now—look, each character is a single piece of type. I need to make thousands of these before I can print the book," said the man.

"Could you show me how to print with them?" asked Jane.

15 "First, spread out a mixture of pine gum^①, wax and paper ash^② on a metal plate. Next, put each piece of type on the plate and fix them with a frame^③. After that, heat it up so that the mixture will melt. Then press down on the clay characters with a board to make sure the surface is even. Finally, brush the characters with ink^④—now, it's ready to print," he explained.

20 "Oh, you must be Bi Sheng^⑤," Jane said. "I learnt about you in the book! You invented movable type. You know what, the German craftsman^⑥ Gutenberg improved your invention and introduced metal movable type to Europe about 400 years later."

Bi Sheng smiled. At that moment Jane woke up. It was only a dream ...! She looked at the book in her hands and smiled.



① pine gum /'paɪn ɡʌm/ 松脂 ② ash /æʃ/ n. 灰; 灰烬 ③ frame /freɪm/ n. (图画、门、玻璃等的) 框架 ④ ink /ɪŋk/ n. 油墨; 墨水 ⑤ Bi Sheng 毕昇
⑥ craftsman /'krɑ:ftsmən/ n. 工匠

Bi Sheng was a craftsman and engineer in the Song dynasty. Sometime between 1039 and 1048, he invented movable-type printing technique. It is one of the four great inventions of ancient China.

Notes

2 Describe the steps of printing a book with movable type with the information from the story on page 62.

- Step 1: Cut characters into pieces of clay. Step 5: ⁽⁴⁾ _____
- Step 2: ⁽¹⁾ _____ Step 6: ⁽⁵⁾ _____
- Step 3: ⁽²⁾ _____ Step 7: ⁽⁶⁾ _____
- Step 4: ⁽³⁾ _____

3 Complete the sentences with the words below. Change the form if necessary.



heat metal notice press type

- (1) Bi Sheng was focusing on his work, so he didn't _____ the girl standing there.
- (2) When Jane saw Bi Sheng, he was making _____ from clay.
- (3) We can _____ the clay down to make it flat.
- (4) It's quicker to _____ up the food in the microwave.
- (5) Gold, iron and silver are all different types of _____.



Your ideas

4 Discuss the questions below.

- (1) Why is the invention of printing important in history?
- (2) What do you know about other great inventions of ancient China?



Exploring more

Xuan paper is another important invention of ancient China. What do you know about it? Find out more online.



Cross-curricular connection | Physical science*

Inventions often go through several stages of development before they become popular.

1 Read the article about the development of the steam engine. 🎧

The steam engine

Thomas Newcomen and the invention of the first steam engine

This is the Newcomen engine, which was invented in 1712 by Thomas Newcomen. With its use of a piston^①, cylinder^② and boiler^③, it was the very first steam engine. Newcomen invented it to help people mine for metals and coal at greater depths.

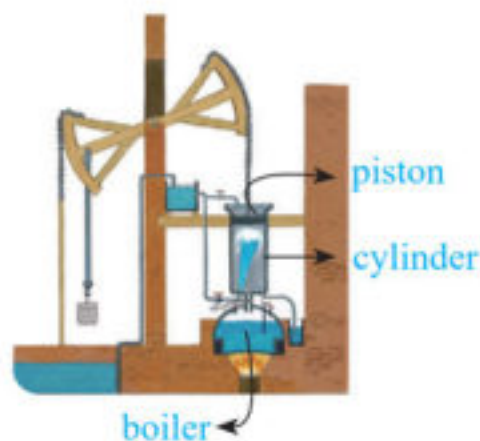
Watt's improvement of Newcomen's design

People often consider James Watt the inventor of the steam engine. Few people know that he simply improved on Thomas Newcomen's original design. Watt's improvement to Newcomen's design increased the power of the engine.

This new steam engine could be used in many more ways. It could power trains and ships, and it could also be used in factories.

The steam engine and the Industrial Revolution

Watt added wheels and cogs^④ to his steam engine, and this made it useful in train locomotives and steamboats. His invention in turn played a huge role in what is now known as the Industrial Revolution.



Interesting facts:

- James Watt invented the term "horsepower". He recorded the weight a group of ponies could lift. This became a single unit. He then compared this to the weight his steam engine could lift. This made his machine's power sound even more impressive!
- The unit of power known as the "watt" is also named after James Watt.

2 Draw a timeline to describe the invention and improvement process of the steam engine.

- ① piston /'pɪstən/ n. 活塞 ② cylinder /'sɪlɪndə(r)/ n. (发动机的) 气缸
 ③ boiler /'bɔɪlə(r)/ n. 锅炉; 汽锅 ④ cog /kɒɡ/ n. 齿轮

Checking your progress

Project*

Designing my invention

Imagine that you are an inventor. Think about what you are going to invent to make our lives better.

Step 1 In groups, brainstorm problems in daily life and choose one you want to solve. Use the questions and the examples below to help you.

- What is the problem?
- Who needs help with this problem?
- What are the possible ways of solving this problem?

- A lot of people cycle to school and work. Bicycle helmets are not very convenient to carry around.
- It is difficult for old people to climb stairs.

...

Step 2 Discuss what kind of invention can solve the problems.

Step 3 Design your invention in groups. Use the example below to help you.

Folding helmet

by James, Sara and Alex

INTRODUCTION

We are going to make a new kind of bicycle helmet. It will be a folding helmet.

PURPOSE

A lot of people don't wear helmets because it is difficult to carry them around. Our folding helmet will fit into a bag easily! With our invention, more people will wear helmets. It will keep more people safe.

DESIGN

The helmet is going to be made of hard plastic. It will shine in the dark. It will fit everybody.

Step 4 Present your invention to the class. Then vote for the best invention in your class.



Wits corner

I have no special talents. I am only passionately curious.

— Albert Einstein

Unit 5

Going on an exchange trip



Key question

What is it like to experience a new culture?



Unit objectives

I can:

- describe things that students can do on an exchange trip.
- talk about the experiences of other cultures.
- express my opinions about the benefits of exchange trips.
- understand and cope with culture shock.

First thoughts



Think

- What can students learn from an exchange trip?
- What does an exchange trip involve?
- What are the benefits of an exchange trip?
- What is culture shock?

Section 1 Experiencing and understanding language

Reading

Think

What can students learn from an exchange trip?

Before you read

A group of British students are coming to your school. What can you do to introduce Chinese culture to them? Look at the picture below and make a to-do list for them. Then explain your reasons.



Beijing opera
calligraphy^①

Chinese painting
Confucius

tea culture
...



To-do list:

☐
☐
☐
☐


I will introduce Chinese calligraphy to these exchange students because it turns Chinese characters into an art form. Calligraphy has a long history in China and is still widely practised.

① calligraphy /kə'liɡrəfi/ n. 书法

Read an online report about some British students' exchange visit in Beijing. 

The wonderful exchange visit in Beijing

A group of British students from Woodpark School in London are visiting Yangguang Junior High School.

"I was very nervous at first," says Sarah. "However, my host family are really friendly. I'm really grateful that they let me stay in their home. I love Chinese food and enjoy every meal I have with my host family. I've learnt to use chopsticks, and I can speak a little Chinese!"

The students spend the weekdays studying with Chinese students. At the weekend, they go on tours with their host families around Beijing and visit places of interest, such as the Great Wall, the Summer Palace and the National Museum.

"I've watched videos about the Great Wall before, but seeing it in person is definitely an unforgettable experience!" says Lisa. "The wall snakes its way through the mountains of north China for thousands of kilometres. The Great Wall is no doubt one of the most amazing achievements in human history!"

The students also spend time learning about Chinese culture. They get to try different things for themselves.

"It's been a fantastic experience so far," says Eric. "I've learnt a bit of tai chi, and I really enjoy it. The teachers have introduced us to Chinese painting as well. The way of painting is very interesting. It's quite different from what I've learnt in my art classes back home. We dip^① the brush in black ink, and paint on a special kind of paper called Xuan paper. I haven't had much success yet, but I'll keep trying."

"I've made many new friends," says Sarah. "I plan to keep in touch with them when I return home. We'll see one another soon because they'll come over to the UK for the second part of the exchange next month. I can't wait!"



Reading strategy

Understanding quotes

Writers use quotes to support their ideas. Quotes are the exact words that people said or wrote. Quotes should come from believable sources, such as experts or eyewitnesses^②. As you read, pay attention to the quotes in the text and think about the writer's intention.

① dip /dɪp/ v. 蘸; 浸 ② eyewitness /'aɪwɪtnəs/ n. 目击者

Unit 5 Going on an exchange trip

Reading comprehension

1 Complete the table below with the information from the online report on page 69.

Our exchange visit in Beijing	Activities	Impressions
Living	stayed with ⁽¹⁾ _____	Sarah was really ⁽²⁾ _____ that she could stay there.
Tours	visited ⁽³⁾ _____, such as the Great Wall, ⁽⁴⁾ _____	For Lisa, seeing the Great Wall in person was ⁽⁵⁾ _____.
Learning	learnt about ⁽⁶⁾ _____	For Eric, it was ⁽⁷⁾ _____.
Social activities	⁽⁸⁾ _____	

2 Read the online report again and answer the questions below.

(1) Did the British students enjoy the trip to China? Find evidence in the online report to support your idea.

(2) In the online report, the writer uses a lot of quotes from the exchange students to describe their experiences and feelings. Why does the writer do so?

 Your ideas

3 Imagine that a student from the UK will stay in your home during his / her exchange trip. What preparations will you make? What weekend activities will you arrange?



Vocabulary practice

1 The words in *italics* explain the meanings of some words from the online report on page 69. Find them and complete the sentences.

- (1) Every year our school does a(n) _____ (title) with a school in London. Both schools will *send some students to visit each other*.
- (2) Steven always feels _____ (line 3) before an exam. He's *so worried* that he can't sleep well.
- (3) Sarah has got a pair of _____ (line 6) from a Chinese friend. She is still learning to eat with a pair of *these thin sticks*.
- (4) Today, we went on a guided _____ (line 8) of the city. We *visited several tourist sites*.
- (5) Lisa hasn't called me _____ (line 21). She said she would call me today, but so far, I *haven't* heard from her.

2 Complete the diary entry with the words from Exercise 1. Change the form if necessary.

Friday, 8 July

Tomorrow I'm going on a(n) ⁽¹⁾ _____ trip to London!

I'm a bit ⁽²⁾ _____ about the trip because I have never been abroad before. However, the British students are the same age as me, so I think we'll get along well. There are lots of exciting activities on my schedule. This weekend, we'll take a(n) ⁽³⁾ _____ of the city. Next week, we're going to take part in a cultural exchange evening. My group is going to show British students how to use ⁽⁴⁾ _____! I'm sure it'll be a lot of fun!

OK, I have to stop writing now. I haven't finished packing my bags ⁽⁵⁾ _____, and I need to get up early tomorrow.

3 Imagine that you have just come back from an exchange trip. Describe the trip using the words and expressions below.

definitely
different from
seeing ... in person

fantastic
keep in touch
spend time learning ...

unforgettable
no doubt



Word building

Noun suffix: -ness

We can add *-ness* to the end of some adjectives to make nouns. The suffix *-ness* means a quality or state of being.

nervous → *nervousness* *friendly* → *friendliness*

Can you give more examples?

Unit 5 Going on an exchange trip



Listening

Think

What does an exchange trip involve?

Advice for a fun exchange trip

Some students from Yangguang Junior High School will go to Woodpark School with their teacher Mr Liu for the second part of the exchange.

1 Complete a mini-quiz about London and find out how much you know about the city.

A mini-quiz about London

- (1) London has a history of more than _____ years. a 1,000 b 2,000
 (2) The _____ runs through London. a River Thames b River Seine
 (3) London has more than _____ museums. a 50 b 170



2 Listen to the conversation between Mr Liu and the students. Complete the notes below.

My exchange trip

- Arrive at the airport before ⁽¹⁾ _____ a.m.
- Stay with our host families for ⁽²⁾ _____
- ⁽³⁾ _____ have planned fun activities.
- ⁽⁴⁾ _____ at Woodpark School on weekdays.
- ⁽⁵⁾ _____
- ⁽⁶⁾ _____



3 Listen again and answer the questions.

(1) What are the students curious to know?

(2) What are the students going to do after they come back?



Your ideas

4 Imagine that you are going on an exchange trip to London. How should you prepare for the trip? What do you want to do during your visit?

Section 2 Exploring and applying rules



Grammar

A The present perfect

We use the present perfect to talk about past events with a connection to the present.

*Eric has been in Beijing for a week. He has written an email to tell his mother about his exchange experience. Read the email and pay attention to the words **in bold**.*

To: Mum

Subject: My exchange trip in Beijing

Dear Mum,

I **have been** in Beijing for a week now. I'm staying with my host family and they are friendly. I **have just learnt** how to play Go. My host brother Wei taught me the rules. He **has** also **shown** me the medals he won.

I **have done** lots of fun things so far! I **have learnt** some useful Chinese phrases at a local school with my British classmates. I **haven't practised** them yet but I will soon! Our teacher **has told** us we will do some Chinese painting and tai chi next week. I **haven't tried** tai chi before, so I am excited!

By the way, Wei **hasn't been** to the UK. I'd like to invite him to London during summer holiday. What do you think?

Love,

Eric



Let's sum up the rules!

We form the present perfect with *have / has* + the past participle of the main verb.

Look!

- I / You / We / They have = I've / You've / We've / They've
- He / She / It has = He's / She's / It's
- have not = haven't has not = hasn't
- The past participle of a regular verb is usually the same as its past tense form. You can find the past participles of some irregular verbs on pages 142–143.

Unit 5 Going on an exchange trip

B The present perfect with *already*, *yet*, *ever*, *never*, *since* and *for*

We can use *already*, *yet*, *ever*, *never*, *since* and *for* with the present perfect.

Read the passage below and pay attention to the words **in bold**.

Sarah has been in Beijing for a week. She has stayed with her host family since 14 October. She has **already** tried a lot of local food in Beijing, but she hasn't visited many places of interest. For example, she has not seen the Great Wall **yet**, and she has not been to the Summer Palace **either**. She hopes to go there next week.

**Let's sum up the rules!**

- We use *since* with a point in time. We use *for* with a period of time.
- We can use the adverbs *already*, *ever* and *never* after *have* / *has* and before the main verb.
- We often use *yet* at the end of a question or a negative sentence.

1 Complete the passage with the correct form of the verbs in brackets and *since* or *for*.

Doris and Chris are good friends. They ⁽¹⁾ _____ (know) each other ⁽²⁾ _____ a long time. They first met each other in the Tennis Club.

Doris is now in London on an exchange trip. She ⁽³⁾ _____ (be) away ⁽⁴⁾ _____ last Sunday. Chris went on holiday the week before. Therefore, Doris ⁽⁵⁾ _____ (not see) Chris ⁽⁶⁾ _____ two weeks.

**Grammar in use**

2 Think about your travelling experiences. Ask and answer questions with your classmates.

- Have you ever been to Australia / Canada / Japan / India ...?
- Have you visited the Great Wall / ...?
- How long have you stayed / been in ...?
- Have you ever eaten ...?

...

Section 3 Expressing and communicating ideas



Speaking

Talking about the benefits of an exchange trip

What can students learn from an exchange trip? How will it help them in the future?
Discuss the questions in pairs.

- How do exchange trips benefit students?
- What can students learn from exchange trips, and what interesting things can they experience?

Think

What are the benefits of an exchange trip?

Useful expressions

- become more independent
- improve communication skills
- learn about different ways of life
- practise another language
- understand different cultures



What are the benefits of exchange trips?

In my opinion, exchange trips can help students from different countries understand each other better. When they stay with a host family and meet local people, they get to learn about different ways of life.



Improving your pronunciation



Intonation (2): Falling tone

When we ask a *Wh*-question, we let the tone of our voice fall at the end of the question. When we answer the question, we usually let the tone fall at the end of the sentence too.

S: What should we remember to do during our exchange trip? ↘

T: You should be polite and respect the local culture. ↘

We also use a falling tone at the end of an imperative sentence.

Arrive at the airport on time, please. ↘

Please bring a camera with you. ↘

 Writing
Writing a thank-you email

Eric has returned to London. He decides to write a thank-you email to his host family.

- 1 Eric's teacher has suggested an outline and some useful expressions for a thank-you email. Add more useful expressions if you can.

Content	Useful expressions
Greetings and beginning of the email	<i>I hope you are well. How are you?</i> <i>I'm writing to thank you for ...</i> _____
Your appreciation and gratitude ^① - Things you are grateful for - Things you enjoyed most about the trip - Things you learnt during your stay in Beijing (e.g. Chinese history, Chinese culture)	<i>It was so kind of you to ...</i> <i>I am grateful that ...</i> <i>It has been a fantastic experience to learn ...</i> <i>I felt like part of the family.</i> <i>I still remember the day when ...</i> _____
Your life and feelings after the trip - Things you have done since you returned to London - Things you miss about Beijing	<i>I have told my friends about ...</i> <i>The thing I miss most is ...</i> <i>I do hope that ...</i> _____
Ending and signing off Best wishes to the host family	<i>Keep in touch!</i> <i>Yours,</i> <i>Best wishes,</i> _____

① gratitude /'grættɪju:d/ n. 感激之情

2 Now help Eric complete his thank-you email.

Step 1 **Plan** Make an outline of the thank-you email.

Step 2 **Write** Write the email.

To: Mr Li; Mrs Li

Subject: Thank you

Dear Mr and Mrs Li,

I hope to hear from you soon.

Yours,

Eric

Step 3 **Check and revise** Tick (✓) the boxes to check your writing, and then revise it.

- I used appropriate expressions, such as _____ for greetings and signing off. ☐
- I used appropriate vocabulary, such as _____ to describe Eric's experiences and feelings about the trip. ☐
- I used the words and expressions I learnt in this unit. ☐
- I used correct spelling, grammar and punctuation. ☐

Section 4 Extending and developing competencies

Focusing on culture

When you experience a new culture, you may feel confused, uncertain or even anxious. Let's explore why we have such feelings and how they change over time.

Think

What is culture shock?

- 1 Read the article to find out what culture shock is and how to deal with it. 

Culture shock

If you travel to a foreign country, you may feel confused, strange or anxious. This feeling is called “culture shock”. People experience culture shock for different reasons. They may not know the language or local culture. They may also miss their families and friends at home.

- 5 Culture shock usually follows four phases, also known as “the model of cultural adjustment^①”.

1. The Honeymoon Phase

It is exciting to arrive in a foreign country. Everything is new and unfamiliar, and it is fun to explore the new place and learn about the local culture.

2. The Negotiation^② Phase

After a while, you begin to feel unhappy about life in the new country. Everything feels difficult, and you get angry or sad very easily. You find it difficult to communicate with people around you. You may get really homesick and lonely.

3. The Adjustment Phase

During this phase, you slowly start to deal with the difficulties. You know what to expect in most situations and the host country no longer feels all that new. You start to accept the local culture, and you also learn how to deal with the things you do not like.

4. The Adaptation Phase

You finally begin to feel at home in the new culture, and the cultural differences are not a big problem any more.

It can be hard to adjust when you return to your home country after you have been away for a long time. Some people experience a new culture shock when they come back home. This is called reverse^③ culture shock.

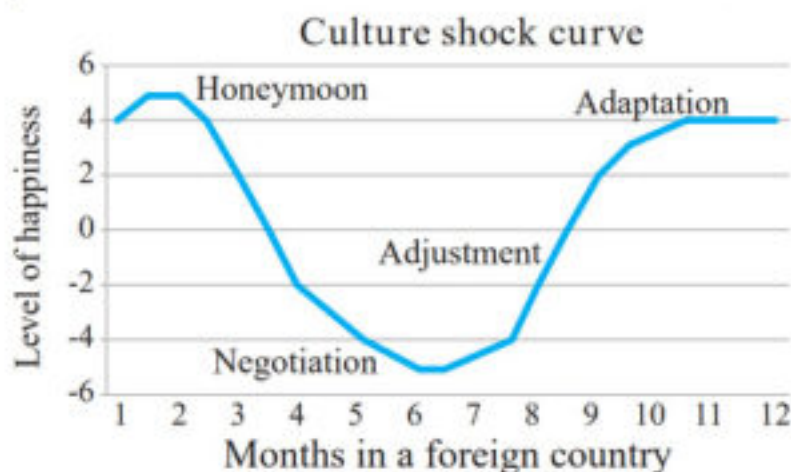
① adjustment /ə'dʒʌstmənt/ *n.* 调节 ② negotiation /ni,gəʊʃi'eɪʃn/ *n.* 协商

③ reverse /rɪ'vɜːs/ *adj.* 相反的; 反向的

The model of culture shock was first proposed by Kalervo Oberg, a Canadian anthropologist^①, in 1954. He travelled the world and wrote about his experiences in different cultures.

Notes

- 2 Below is a line graph describing the changes of feeling when one experiences culture shock. Can you explain it with the information from the article on page 78?



- 3 Complete the sentences with the words and phrases below. Change the form if necessary.



accept culture shock deal with expect lonely

- Kate felt _____ when she started high school, but she soon made lots of friends.
- Patrick experienced _____ when he studied in Argentina. He felt really homesick.
- It takes some time for people to _____ a new idea.
- You will have to find a way to _____ those difficult feelings.
- We can't _____ others to solve the problems for us.



Your ideas

- 4 Imagine that you read a post by Wang Mei, who is on an exchange trip in New Zealand. She doesn't feel good and misses her family. Write a message to cheer her up.



Exploring more

Do you think children around the world do the same things? Find more information online and compare children's lives in different countries.

① anthropologist /ˌænθrəˈpɒlədʒɪst/ n. 人类学家



Cross-curricular connection | Languages*

More and more people now travel and study in different parts of the world. As a result, they speak more than one language.

- 1 Read the article and learn about the benefits of speaking two languages. 🎧



The benefits of speaking two languages



Why is it good to speak more than just one language? A growing number of studies show that learning a second language has huge benefits.

According to a group of scientists in Canada, using two languages is good for the brain. The scientists studied people who grew up speaking two languages. They discovered that these people were better at understanding new information and adapting to change. Just as we exercise our bodies to make them stronger, we may also exercise our minds to make them work better. People who speak more than one language do this brain exercise every day. They jump from one language to another, depending on who they are talking to. Therefore, they generally make better decisions and are able to solve problems more easily.

They are also better at understanding different cultures. When people grow up speaking two languages, they learn to see things from different points of view. Because of this, they find it easier to get along with all kinds of people whenever they visit a new part of the world.



- 2 Imagine that your school principal plans to introduce an additional foreign language (e.g. Russian, German, French) into the curriculum. Do you think it is a good idea? Express your opinion and explain why.

Checking your progress

Project*

Making a welcome brochure for the exchange students

Imagine that a group of exchange students from Australia are going to visit your school for two weeks. Help your teacher make a welcome brochure for them.

- Step 1** Discuss in groups and plan activities for the exchange students. Use the questions to help you.
- Weekday plan: What would you like the exchange students to learn about your school or Chinese culture? What activities are you going to organize?
 - Weekend plan: What would you like them to learn about your city? What activities are you going to organize?

...

- Step 2** Make a welcome brochure for the exchange students.

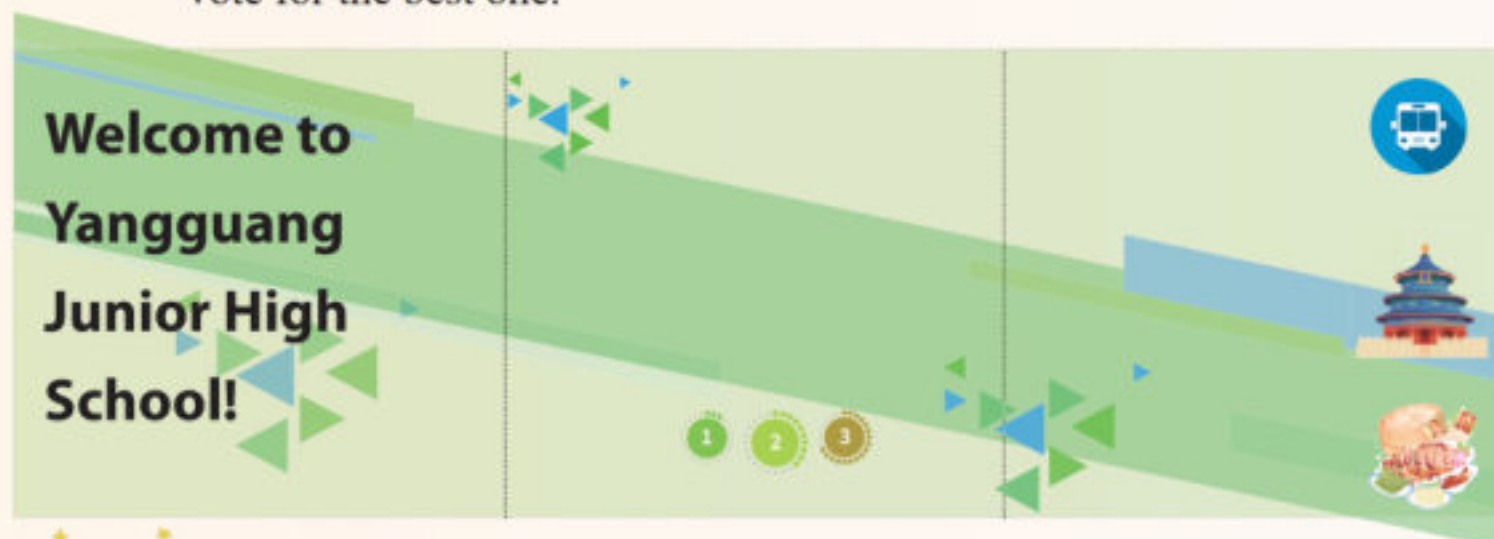
The brochure may include:

- some welcoming words
- a schedule of activities for their stay
- transport information, famous places of interest, local food, etc.
- a list of dos and don'ts

...

- Step 3** Present your welcome brochure to your class and vote for the best one.

Tip Remember to use pictures and different colours to make the brochure attractive and clear!



Wits corner

A mind cannot be independent of culture.

— Lev Vygotsky

Unit 6

Wisdom counts



Key question

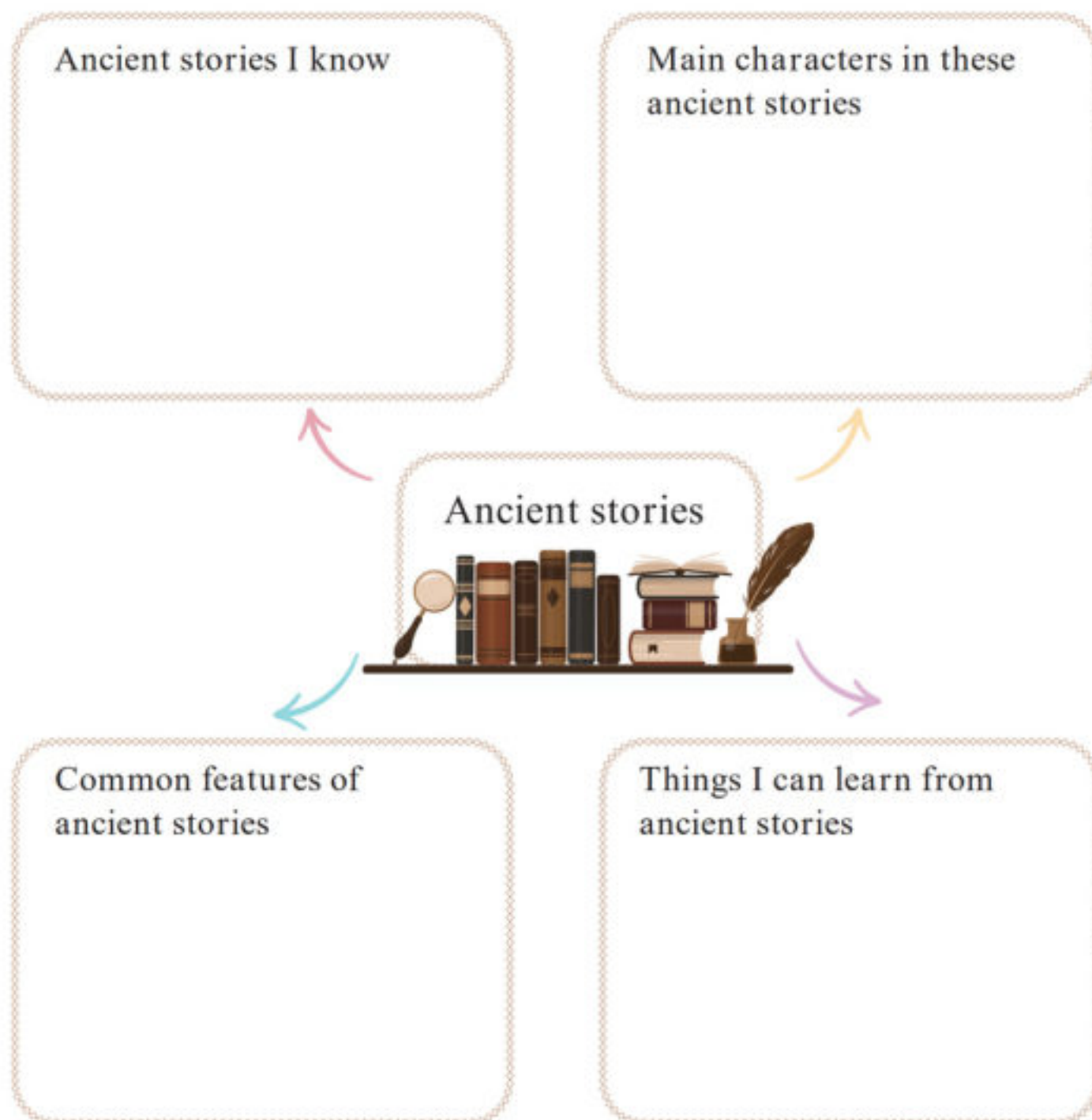
What can we learn from ancient stories?



Unit objectives

I can:

- understand why wisdom counts.
- describe characters in ancient stories.
- explain what lessons we can learn from ancient stories.
- tell an ancient story about wisdom.

 First thoughts **Think**

- What do you know about the Trojan War?
- How did the Trojan War start?
- How can we turn an ancient story into an interesting play?
- What common features do ancient stories have?

Section 1 Experiencing and understanding language

Reading

Think

What do you know about the Trojan War?

Before you read

1 Complete the quiz about the Trojan War to find out how much you know about it.

- (1) When do historians think the Trojan War took place?
 - a around the 12th century BCE b around the 3rd century BCE
 - c around the 12th century CE
- (2) Who were the two sides of the Trojan War?
 - a the Egyptians and the Greeks b the Trojans and the Greeks
 - c the Egyptians and the Trojans

2 Have you seen any films or read any stories about the Trojan War? What do you know about it? Share your ideas with your classmates.

Read the story about the Trojan Horse and find out how the Trojan War ended. 

The night of the horse

The soldier came down the stairs—two at a time. “Captain, they’ve gone,” he cried. “The Greek soldiers have disappeared—all of them. I can’t see ...” But the captain was no longer listening. He was going up the stairs—three at a time.

5 Seconds later, the captain stood on the high wall of the city of Troy. He looked down at the empty Greek camp and, beyond it, at the empty sea. “They’ve gone and we’ve won,” he said. “The Greek army has tried for ten years to capture^① our city. Now, they’ve sailed away and taken everything with them.”

10 “Not everything, sir,” the soldier said. “They’ve left their horse.” Outside the main gate of the city stood a huge wooden horse.

“Ah, yes,” the captain said, “that wooden horse. It’s so big that they couldn’t take it with them. Well, it’s ours now. Get some help and pull it into the city. That won’t be difficult. It’s on wheels.”

15 “But why is it on wheels?” asked the soldier. “I think that maybe the Greeks want us to ...”

① capture /'kæptʃə(r)/ v. 攻取；攻占

QUIZ ABOUT THE TROJAN WAR



- (3) How long did the Trojan War last?
a about 3 years b about 5 years c about 10 years
- (4) Which famous author wrote about the Trojan War?
a Homer b Socrates c Plato
- (5) Where are the remains of Troy located?
a present-day Greece b present-day Italy c present-day Türkiye

The captain stopped him and said, “You’re a soldier. It’s not your job to think. Your job is to obey^① orders, and I’m giving you one now. Move that horse!” So the Trojans pulled the wooden horse into the city.

- 20 That night, all the Trojans celebrated their victory in the main square. They sang and danced around the horse, and made jokes about the stupid^② Greeks. Then they made sure all the gates of the city were locked, and went to bed.

- By midnight, the main square was empty, except for the huge horse.
25 Some Greek soldiers were hiding inside. They waited for another hour, to be sure. Then, very carefully, they opened the secret door on the horse’s side and climbed out. No guards were around, so they quietly made their way to the main gate and let in the Greek soldiers waiting outside. These soldiers secretly came back while the Trojans were
30 celebrating. Now the Greek army entered the city.

The Greeks spent ten years trying to take over the city of Troy. In the end, they succeeded in capturing it in just one night with a clever trick—and without any fighting.



Reading strategy

Visualizing

Visualizing means making pictures in your mind of what you are reading. For example, you can try to think of a picture as you read the first paragraph of the story. Descriptive words and figurative language can help you visualize things.

① obey /ə'bei/ v. 服从；顺从 ② stupid /'stju:pid/ adj. 笨的；傻的

Reading comprehension

1 Rearrange the events according to the story on pages 84–85.

- a The Trojans celebrated their victory in the main square.
- b The Greek soldiers climbed out of the wooden horse and opened the main gate.
- c The Greeks captured the city of Troy.
- d The captain ordered the soldiers to pull the horse into the city.
- e The Trojans found that the Greeks had gone and left a huge wooden horse.

The correct order is: → → → →

2 Read the story again and answer the questions below.

(1) Who are the characters in the story?

(2) How did the Trojan soldier feel when he came down the stairs? Why?

(3) Why did the Greek army sail away?

(4) What was the soldier probably going to say when the captain stopped him?

(5) Why did the Greek soldiers inside the horse wait for another hour?



Your ideas

3 The phrase "Trojan Horse" means a clever trick or plan that pretends to be harmless but aims to cause harm from the inside. Do you know any other similar tricks?

Vocabulary practice

1 The words in *italics* explain the meanings of some words from the story on pages 84–85. Find them and complete the sentences. Change the form if necessary.

- (1) When the war started, he decided to *join the army*. He wanted to become a _____ (line 1) to protect his country.
- (2) It was very late and the building was _____ (line 6). There was *nobody around*.
- (3) The Greeks *won the war* thanks to the Trojan Horse. After their _____ (line 20), the Greeks could finally sail home.
- (4) We arrived at the hotel *late at night*. We got there after _____ (line 24).
- (5) No one thought she would _____ (line 32), but she has finally *achieved all the things she wanted* after five years of hard work.

2 Complete the passage with the words and the phrase below. Change the form if necessary.



empty fight soldier succeed in victory

We have just read about how the brave Greek ⁽¹⁾ _____ jumped out of the Trojan Horse into the ⁽²⁾ _____ streets of Troy. The Greeks won the war thanks to their clever trick. But did this Greek ⁽³⁾ _____ over the Trojans really happen? In fact, we don't even know if the Greeks and Trojans ⁽⁴⁾ _____ each other in the Trojan War. Many historians thought that Troy was just a myth ⁽¹⁾, but some archaeologists finally ⁽⁵⁾ _____ finding the remains of the ancient city in 1870. The ruins of Troy are located in present-day Türkiye, and became a site of UNESCO World Heritage in 1998.

3 Summarize the story on pages 84–85. Use the expressions below.

capture ... with a clever trick celebrate their victory climb out
hide inside pull into sail away secretly come back



Word building

Adjective and verb suffix: -en

We can add -en to the end of some nouns to make adjectives. We can also add -en to the end of some adjectives to make verbs.

wood (n.) → wooden (adj.) weak (adj.) → weaken (v.)

Can you give more examples?

① myth /mɪθ/ n. 神话故事

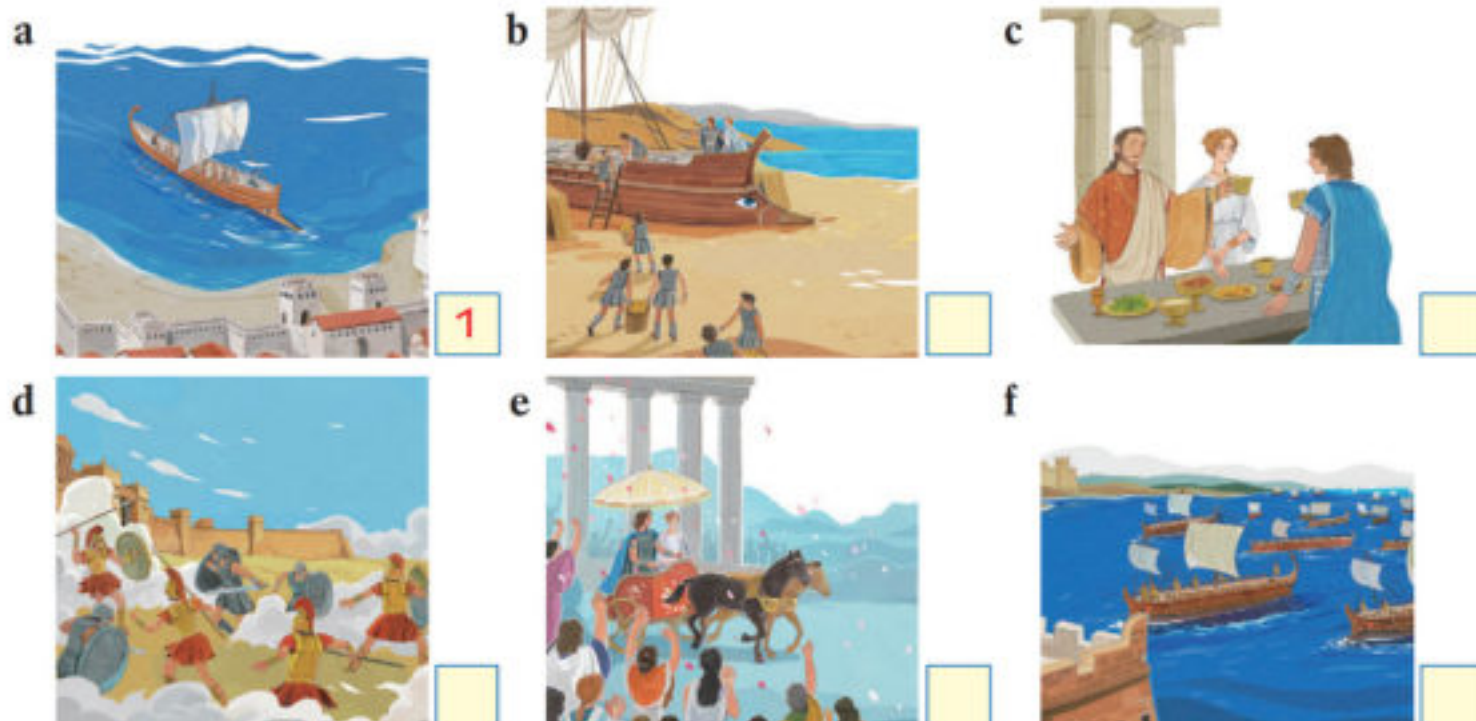
 Listening
 **Think**

How did the Trojan War start?

How the Trojan War started

1 How much do you know about the Trojan War? Discuss the questions below.

- (1) Why did the Trojan War start?
- (2) Can you name some characters from the famous stories of the Trojan War?

2 Listen to the story about the cause of the Trojan War and put the pictures in the correct order (1-6). 3 Listen again and answer the questions below. 

- (1) Who was Paris?

- (2) What happened at the dinner?

- (3) Why was the King of Sparta very angry?

- (4) What did the King of Sparta do in the end?

 Your ideas

4 Discuss the question below.

What do you think of the characters in the story?

Section 2 Exploring and applying rules



Grammar

The present perfect and the simple past

We can use both the present perfect and the simple past to talk about a past experience.

Read the dialogue between the captain and the soldier from the story of the Trojan Horse. Pay attention to the tenses of the verbs **in bold**.

- Soldier:** Captain! Captain! The Greeks **have gone**. They **left** last night.
- Captain:** Great! We **have** finally won! I **have waited** so long for this moment.
- Soldier:** Look! Our men **have found** something unusual. The Greeks **left** a huge wooden horse near the city. Can you see it outside the main gate? The Greeks **did not take** it with them.
- Captain:** Let's keep it then. Go and pull it into the city.



Let's sum up the rules!

We use the present perfect to talk about past events with a connection to the present. We use the simple past to talk about a completed action in the past.

1 Decide whether the sentences are correct (✓) or not (✗). If they are wrong, underline the mistakes and correct them.

(1) The Trojan War has lasted for about ten years. ()

(2) Who broke into the shop last night? ()

(3) There have been many famous poets in the Tang dynasty. ()

(4) I have had a history lesson yesterday. ()

(5) The King of Sparta has started the war. ()

(6) Ellie learnt a lot about Greek history since she joined the History Club. ()

Unit 6 Wisdom counts

2 Complete the diary entry below with the correct form of the verbs in brackets.

Thursday, 10 November

Dear Diary,

A new bookshop ⁽¹⁾ _____ (open) the day before yesterday near my school. I ⁽²⁾ _____ (go) there with my cousin this afternoon.

I ⁽³⁾ _____ (buy) a travel book about Greece. I ⁽⁴⁾ _____ (never be) to Greece, but my cousin ⁽⁵⁾ _____ (visit) the country last year. I ⁽⁶⁾ _____ (see) some of her photos. Greece is such a beautiful country.

My cousin ⁽⁷⁾ _____ (buy) a book about ancient Greece at the bookshop. I ⁽⁸⁾ _____ (read) a few pages of the book with her. I think it's very interesting.



Grammar in use

3 Discuss an ancient Chinese story about wisdom in pairs. Use the questions below to help you. You may add your own questions.

- (1) When did the story take place?
- (2) What happened in the story?
- (3) What have you learnt from the story?
- ...

Tian Ji in a horse race

The Battle of Chibi

Empty fort strategy

Surround Wei to save Zhao

- S1: What is the story?
 S2: It is a famous story called ...
 S1: When did the story take place?
 S2: The story took place in ... period.
 S1: What happened in the story?
 ...



Section 3 Expressing and communicating ideas



Speaking

Think

How can we turn an ancient story into an interesting play?

Putting on a play about the Trojan Horse

Some students turned the story about the Trojan Horse into a play. Look at the first two scenes and create two more scenes. Then perform them in groups. 

Scene 1

Narrator: The captain of Troy is standing on the high wall of the city. He is looking down at the empty sea.

Captain: We've finally won! The Greeks have gone. They've sailed away.
(A soldier enters.)

Soldier: Captain, Captain, look over there. We've found a huge wooden horse.

Captain: Ah, yes. The Greeks didn't want to take it with them. Get some help and pull it into the city. That won't be difficult. It's on wheels.

Soldier: Yes, sir!
(The soldier leaves.)

Scene 2

Narrator: All the Trojans celebrate in the main square, by the wooden horse.

Captain: We Trojans can't be beaten! Let's enjoy the night!

Soldiers: The Greeks are so stupid! Ha! Ha!

Scene 3

Narrator: The party is over. The Trojans lock all the gates of the city and go to sleep. The Greek soldiers in the wooden horse talk.

...



Improving your pronunciation



Rhythm (strong and weak sounds)

In stressed syllables, the pronunciation of the vowels is clear and long. The pronunciation of the vowels in unstressed syllables is unclear and short. This adds rhythm to words and sentences when we speak.

Listen and repeat. Pay attention to the rhythm of each sentence. Make the underlined vowels strong and the dotted vowels weak.

- (1) There's a huge wooden horse outside the city.
- (2) At night, all the Trojans celebrated in the main square.
- (3) For ten years, the Greeks could not capture the city by fighting.

 Writing
Writing a short story about wisdom

The school's short story competition is calling all talented writers! Please write a story about wisdom and send it to us. Winning stories will be included in this year's storybook.

- 1 *After the war, one of the Greek soldiers in the Trojan Horse wrote a story about his experience. Read the story and see how he organized his ideas.*

Part 1: Setting the scene

time, place, weather, character(s)
(appearance, clothes, feelings, etc.)

Part 2: Developing the story

What happened at the beginning, in the middle, and at the end?
(Put the events in time order.)

Part 3: Ending the story

What did the character(s) do at the end of the story, and how did they feel?

It was another hot and dry summer. After ten years of fighting, we were still trying to capture the city of Troy. We were tired of war, and we missed home. What could we do?

One of us finally had a clever idea. That day, we built a huge wooden horse, and some brave soldiers and I hid inside it. Then our friends put the horse outside the main gate in the middle of the night. The next morning, all the other Greek soldiers went on board their ships and pretended to sail away. Soon, we could hear the Trojans shouting outside: "The Greeks have gone! We have won the war!" Then they pulled the horse into the city. We waited quietly for the right moment.

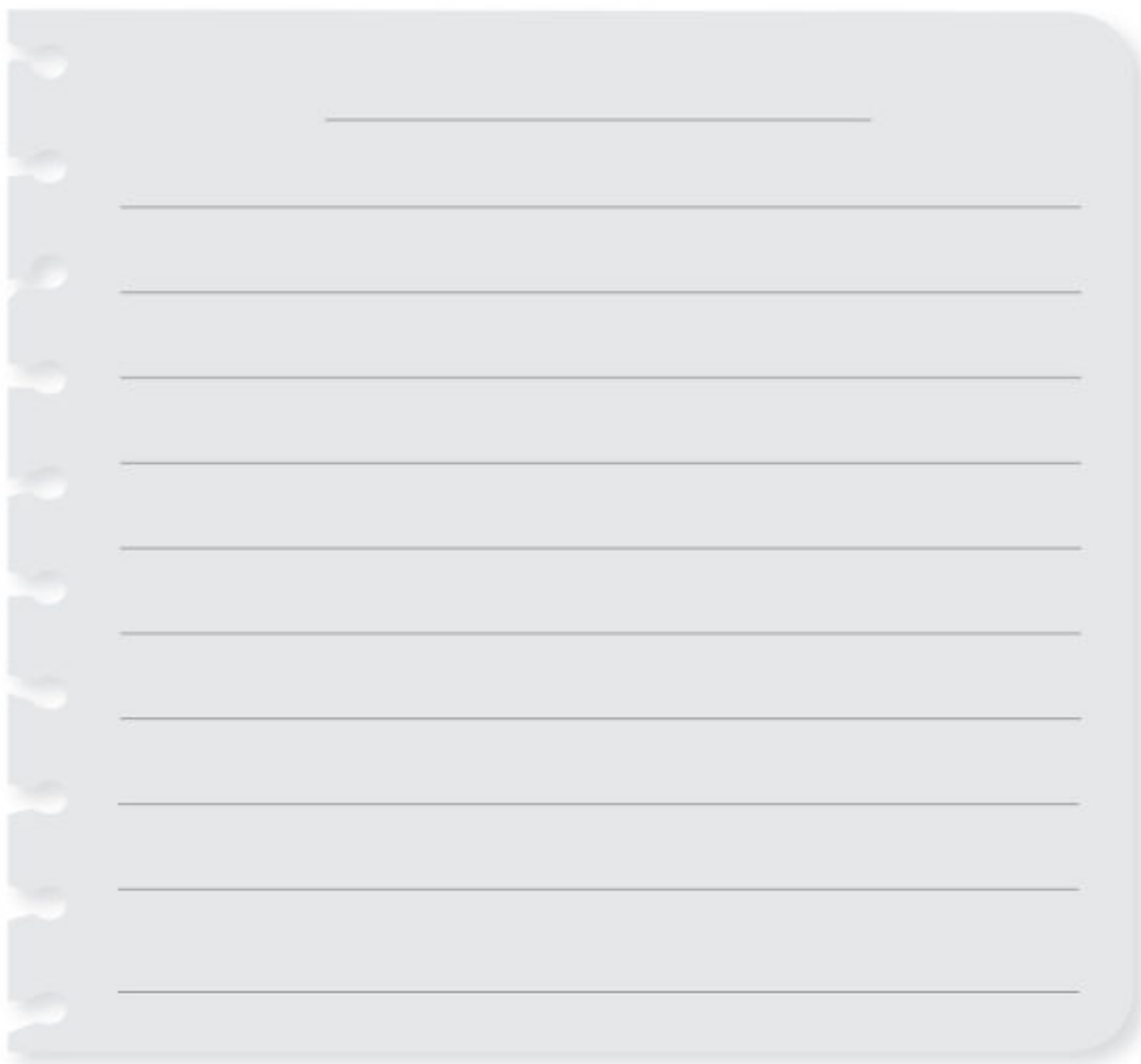
That night, the Trojans drank and danced to celebrate their victory. Then they all went to sleep. At midnight, we climbed out of the horse and opened the gate. Our soldiers entered Troy.

The Trojan captain cried when we captured him, but all the Greeks were of course happy. Now, we could finally go home!

2 Write a famous story about wisdom.

Step 1 **Plan** Plan your story based on the three parts in Exercise 1.

Step 2 **Write** Write the story. Make sure to include detailed descriptions of the character's actions, feelings and comments.



Step 3 **Check and revise** Tick (✓) the boxes to check your writing, and then revise it.

- I included the three parts in my story. ☐
- I provided detailed descriptions of the character's actions, feelings and comments. ☐
- I used the words and expressions I learnt in this unit. ☐
- I used correct spelling, grammar and punctuation. ☐

Section 4 Extending and developing competencies

Focusing on culture

Zhuge Liang^① was a great strategist known for his wisdom. Do you know any stories about him?

Think

What common features do ancient stories have?

- 1 Read a story from *Romance of the Three Kingdoms* and find out the wisdom behind it. 🎧

Arrows^② borrowed from an enemy

This is a story about two wise men—Zhuge Liang and Zhou Yu^③. It is one of the most famous stories from *Romance of the Three Kingdoms*.

Zhou Yu was jealous^④ of Zhuge Liang and wanted him to fail. Therefore, he asked Zhuge Liang to make 100,000 arrows within ten days. “No problem,” Zhuge Liang said. “I’ll bring you 100,000 arrows in three days.”

Zhou Yu couldn’t believe his ears—it was an impossible task. “Zhuge Liang won’t be able to do this!” he thought.

Zhuge Liang did nothing on the first two days. In the early morning of the third day, he asked his soldiers to fill 20 large boats with straw^⑤ men. The soldiers then sailed the boats towards the camps of Cao Cao^⑥’s army on the other side of the river. The soldiers shouted and beat their drums^⑦ loudly.

When Cao Cao’s soldiers heard the sounds, they thought they were under attack. However, they could not see through the thick fog on the river. Cao Cao ordered his soldiers to shoot arrows towards the sounds of the drums and the shouting. Zhuge Liang’s boats were soon full of arrows.

Zhuge Liang’s soldiers then turned the boats around and shouted, “Thank you for your arrows, Cao Cao.” Zhuge Liang took all these arrows to Zhou



Yu. There were more than 100,000 of them.

① Zhuge Liang 诸葛亮 ② arrow /'ærəʊ/ n. 箭 ③ Zhou Yu 周瑜

④ jealous /'dʒeləs/ adj. 妒忌的 ⑤ straw /strɔ:/ n. 稻草 ⑥ Cao Cao 曹操

⑦ drum /drʌm/ n. 鼓

Romance of the Three Kingdoms is a classical novel written by Luo Guanzhong^①. The novel starts at the end of the Han dynasty, and it tells the story of the wars between the kingdoms of Cao Wei, Shu Han and Sun Wu.

Notes

- 2 One of Cao Cao's soldiers told the story to his family. Complete his story below with the information from the story on page 94.

In the early morning that day, most of us were sleeping in our camps. Suddenly we heard some loud noises from the river. We quickly got up and went to look. ...

- 3 Find the words in the story and match them with their meanings.

- | | |
|------------------------|--|
| (1) enemy (title) | a thick clouds at ground level |
| (2) fail (line 3) | b for that reason |
| (3) therefore (line 3) | c a person or army someone is fighting against |
| (4) attack (line 15) | d to not succeed in achieving something |
| (5) fog (line 15) | e an act of trying to hurt or kill somebody |



Your ideas

- 4 Discuss the questions below.

- Do you know any other stories from *Romance of the Three Kingdoms*? Select one and retell it to your classmates.
- Which character from *Romance of the Three Kingdoms* do you like best? Why?



Exploring more

To learn more about famous stories from the ancient world, you can read stories from China's Four Great Classical Novels: *Water Margin*, *Romance of the Three Kingdoms*, *Journey to the West*, and *The Dream of the Red Chamber*.

① Luo Guanzhong 罗贯中



Cross-curricular connection | History*

How can we know whether an ancient story is true or not? With the help of different types of sources, historians do detective work to discover the truth.

1 Read the article and find out how historians study different types of evidence. 🎧

Exploring history: piecing the puzzle together

Studying evidence from the past

When historians study ancient times, they work with archaeologists to uncover clues from the past. Archaeological evidence helps historians imagine what life was like in earlier eras. By comparing this evidence with old stories, they figure out which parts might be true. Tools, coins, clothes and other artefacts^① found at ancient sites offer insights into how people lived back then.

Studying written sources

The biggest part of a historian's work is studying documents from the past. Documents can tell us what people did, said and thought at the time. Examples include:

- Official government documents
- Personal documents, such as diaries, letters, notebooks and photos

Old documents do not always provide correct information, so historians need to compare different documents to find out what really happened.

Using new technology

Carbon-dating Carbon-dating is a way of confirming the age of things like paper, wood, etc. Historians can use it to check whether a document is real or not.

DNA evidence In 2012, historians and archaeologists worked together to find the grave of Richard III of England. They used DNA from the king's relatives to confirm the discovery. DNA can help historians learn more about the family trees of historical figures.



Sites like Sanxingdui can provide information about cultures before written history began.

2 Do you know any other methods that historians use to learn about history? Share your findings with your classmates.

① artefact /'ɑ:tɪfækt/ n. 手工艺品（尤指有历史或文化价值的）

Checking your progress

Project*

Acting out a famous ancient story

In this project, you will work in groups to introduce an ancient story about wisdom and act out one of the scenes from it.

Step 1 In groups, brainstorm different ancient stories and choose one. Do some research and then make an outline of the story together.

Title		
When / where		
Characters		
What happened	Beginning	
	Middle	
	End	

Step 2 Write a brief introduction to the story together.

Step 3 Choose one scene. Then write a script.

Tip

- When writing a script, remember to include stage directions, physical actions and dialogue.
- You may add details to characters' words, actions and feelings by using descriptive words and figurative language.

Step 4 Share your story with the class. Briefly introduce the story and then act out the scene you picked.



Wits corner

Wit and wisdom are born with a man.

— John Selden

Unit 7

The secret of memory



Key question

What does it take to remember something?

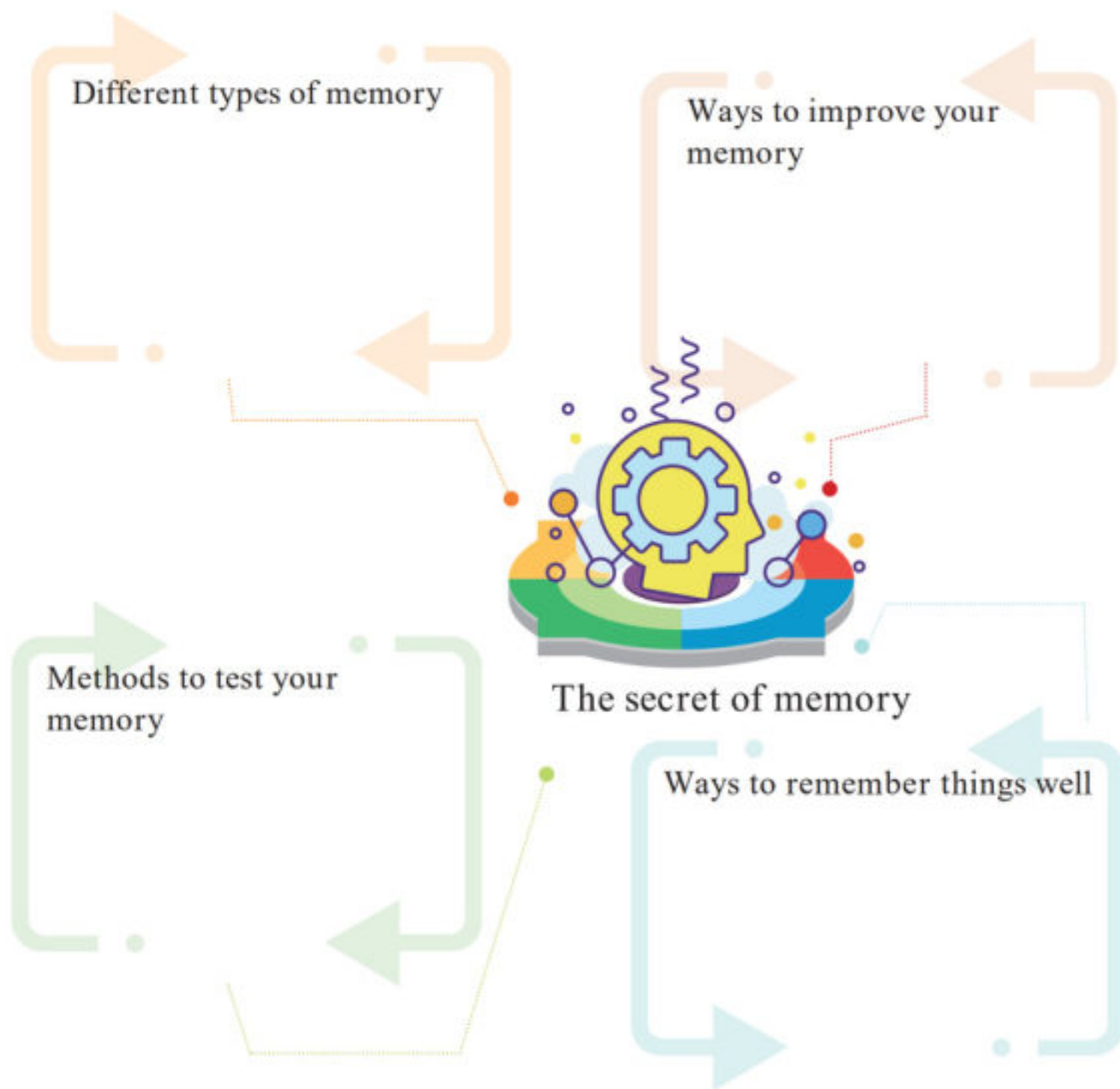


Unit objectives

I can:

- understand different ways to improve memory.
- talk about different types of memory.
- explain different memory techniques.
- use scientific findings about memory to help with my study and daily life.

First thoughts



Think

- How can you improve your memory?
- How can you test your memory?
- What are some effective ways to remember things?
- What have scientists learnt about memory?

Section 1 Experiencing and understanding language

Reading

Think

How can you improve your memory?

Before you read

- 1 *Memory is important in our lives. Have you ever found it difficult to memorize things? If so, how can you help yourself remember things better? Discuss in pairs.*



I find it difficult to remember things when I'm sleepy and tired, or not focused.



I think we can memorize things better if we ...

- 2 *Look at the list of memory tips below and discuss whether they are useful to you.*

Memory tips

Ways to improve your memory

- Get enough sleep.
- Exercise regularly.
- Eat healthy food.
- Play brain games.

Ways to remember things well

- Create a rhyme^① or song and repeat it several times.
- Put things into groups.
- Make flash cards or take notes.
- Use tables or charts to organize information.
- Make it visual—create interesting images in your mind to help you remember.



① rhyme /raɪm/ *n.* 押韵的短诗

Read the article from a psychology magazine and find out ways to improve your memory. 🎧

Ways to improve your memory

Your memory plays an important role in your life. It helps you remember who you are, where you live, what you have learnt and what you plan to do in the future.

So, how can you improve your memory?

- 5 First, it is helpful to live a mentally active life. Make a point of trying new things. For example, you will exercise your brain if you learn to play a new instrument or learn a foreign language. You can also improve your memory with brain games, such as crosswords, word games and maths puzzles. Techniques like memory
- 10 linking also work your brain and improve your memory. In memory linking, you make mental connections to help you remember things. For example, you can make up a story to link items in a list so that you will remember them. You will be exercising your brain as well as improving your memory!



- 15 Second, if you live a healthy life, your memory will work better. Healthy eating habits are especially important, and a healthy diet helps maintain a good memory. Research shows that eating green vegetables, nuts, berries^① and oily fish can improve your ability to remember things. What's
- 20 more, regular physical exercise and getting enough sleep also help improve your memory.



Last but not least, it is important to get plenty of rest. Unless you take time to relax, your brain will find it hard to remember things. Besides, if you get too stressed or worried, your memory will become less sharp.

- 25 Everyone has moments of forgetfulness and memory tends to decline with age. Therefore, it is quite normal for people to experience memory loss as they get older. However, you can maintain and even improve your memory if you exercise your brain, live a healthy life and make time to relax!



Reading strategy

Identifying transition of ideas through transitional words

In expository writing, writers often use transitional words to mark the transition of ideas. Words like *first*, *second*, *last but not least*, etc. are used to list separate ideas of equal importance.

① berry /'beri/ *n.* 浆果; 莓

Reading comprehension

1 Complete the notes below with the information from the article on page 101.

Ways to improve your memory

First, ⁽¹⁾ _____:

a Try new things;

b ⁽²⁾ _____;

c ⁽³⁾ _____.

Second, ⁽⁴⁾ _____:

a Keep ⁽⁵⁾ _____;

b ⁽⁶⁾ _____;

c ⁽⁷⁾ _____.

Third, ⁽⁸⁾ _____:

a ⁽⁹⁾ _____;

b Don't ⁽¹⁰⁾ _____.



2 Read the article again and answer the questions below.

(1) What can you do to exercise your brain?

(2) What will happen to your memory if you get too stressed or worried?

(3) Which sentence in the article summarizes the main idea?



Your ideas

3 Discuss the questions below.

(1) What can you do to improve your memory?

(2) The writer says, "Everyone has moments of forgetfulness and memory tends to decline with age." Do you think it is true? Why or why not? Find examples to support your view.

Vocabulary practice

1 The words in *italics* explain the meanings of some words from the article on page 101. Find them and complete the sentences. Change the form if necessary.

- (1) My grandmother is 93, but she still tries to stay _____ (*related to the mind*) (line 5) *active*: she really likes doing crosswords!
- (2) It's important to _____ (*to keep*) (line 17) a healthy work-life balance.
- (3) Going for a walk in the park is my way to _____ (*to rest*) (line 23).
- (4) It _____ (*is likely*) (line 25) to be harder to remember things when we are hungry or tired.
- (5) It is _____ (*not strange or unusual*) (line 26) to forget things sometimes.

2 Complete the conversation with the words below.



maintain mentally relax stressed tend

- Nathan: Where did I put my keys? I keep forgetting things these days!
- Ellie: No wonder you forget things—you look really tired.
- Nathan: Yes, I ⁽¹⁾ _____ to get tired in the afternoon, so I usually have a coffee.
- Ellie: But if you drink coffee this late in the afternoon, you won't be able to sleep at night. And you may feel tired and ⁽²⁾ _____ the next day. That's not good for your memory.
- Nathan: Really? Can you give me some advice?
- Ellie: Sure. Your lifestyle affects how your brain works. For example, you need to get enough sleep to stay ⁽³⁾ _____ healthy. Your diet is also important. If you eat healthy food, get enough sleep and exercise regularly, it will be easier to remember things. If you take time to ⁽⁴⁾ _____, you will feel less worried, and your brain will stay sharp.
- Nathan: That sounds easy, but you know how hard it is to ⁽⁵⁾ _____ good habits!

3 Write down tips about how to improve memory. Use the words and expressions below.

maintain regular
live a mentally active life
It is helpful to ...

tend
play an important role in ...
Research shows that ...



Word building

Verb suffix: -ise / -ize

We can add *-ise / -ize* to the end of some nouns to make verbs. These verbs describe processes by which people or things are changed into a new state.

memory → *memorize* *hospital* → *hospitalize*

Can you give more examples?

Unit 7 The secret of memory

 Listening
Think

How can you test your memory?

Testing your memory

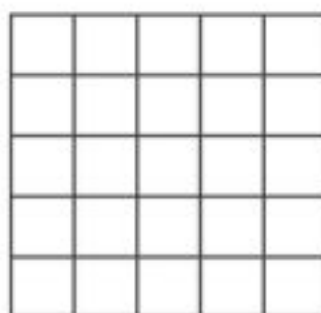
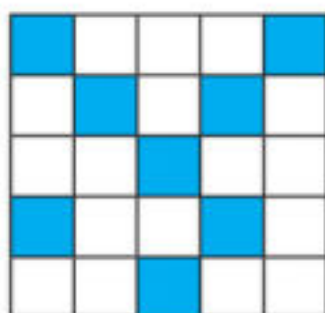
- 1 Look at the words below for 30 seconds. Then close your book and write down as many words as you can remember.

fork	mountain	February	onion	river
ant	monkey	window	computer	soldier

- 2 Listen to three memory tests and answer the question below. 

What do the three memory tests test?

- 3 Listen again and complete the memory tests. 

Test 1:**Test 2:**

What is the first set of numbers?

What is the second set of numbers?

Test 3:

What are the words in list A?

What are the words in list B?

 Your ideas

- 4 Share your answers in groups and complete the table. Which test was the easiest, and which was the most difficult? How would you explain the results?

	Student A	Student B	Student C	Student D
Test 1				
Test 2				
Test 3				

Section 2

Exploring and applying rules



Grammar

A Conditional sentences (2)

We have already learnt to use conditional sentences to talk about probable results. We can also use conditional sentences to talk about results that will certainly happen.

Read the passage below and pay attention to the words in **bold**.

Look at the colour mixing guide below and see how well you can remember it!

If you **mix** blue and yellow, you get green.

● + ● = ●

If you **mix** red and white, you get pink.

● + ○ = ●

If you **mix** blue and red, you get purple.

● + ● = ●

If you **mix** green and red, you get brown.

● + ● = ●

If you **mix** red and yellow, you get orange.

● + ● = ●



The **if**-clause talks about a possible action.



If you **put** salt into water, it **disappears**.

The **main clause** talks about the result that will certainly happen.



Let's sum up the rules!

When we use a conditional sentence to talk about something that will certainly happen, both verbs should be in the simple present.

Look!

We can also put the **if**-clause after the main clause.

Salt disappears **if** you put it into water.

1 Read these **if**-clauses and match them with the results.

- (1) If you take a fish out of water,
- (2) If you switch off the lamp,
- (3) If you put wood into water,
- (4) If you water a plant,
- (5) If you drop a glass,

- a it grows.
- b it dies.
- c the room becomes dark.
- d it breaks.
- e it floats.

Unit 7 The secret of memory

B *if ... not and unless*

The word *unless* can mean *if ... not*.

Read the sentences below and pay attention to the words **in bold**.

- If you do not get enough sleep, you will not remember things well.
- Unless you get enough sleep, you will not remember things well.

Look!

We can also put the *unless*-clause after the main clause.

You will not remember things well **unless** you get enough sleep.

2 Su Wen is thinking about his weekend plans. Rewrite the sentences using **unless**.

⁽¹⁾ If it doesn't rain, I'll go for a picnic with my friends on Saturday.

⁽³⁾ I'll finish reading *Romance of the Three Kingdoms* if I'm not too tired on Saturday evening.

⁽²⁾ I'm going to make a birthday card for my mother if I don't have any better ideas.

⁽⁴⁾ I'll help Su Mei practise English if my mother's birthday party doesn't end too late.



- (1) _____
- (2) _____
- (3) _____
- (4) _____



Grammar in use

3 Interview your classmates about possible situations in life. You may add more questions to the list.

- What will happen if you don't get enough sleep?
- What will you do if you can't remember your password?
- What happens if you put some ice into a cup of hot water?
- What do dogs do if a stranger comes close?

Section 3 Expressing and communicating ideas



Speaking

Remembering English words

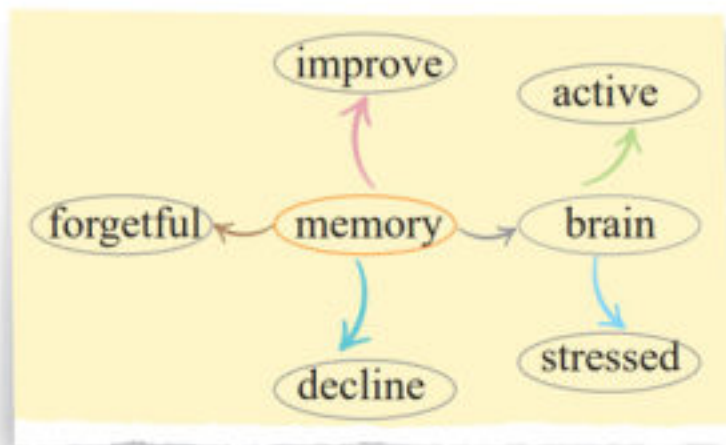
There are many fun and effective ways to help you remember English words. Discuss your ideas with your classmates. 

Ways to remember English words

- keep a notebook
- learn words in context
- make a word web
- use flash cards
- use images

Think

What are some effective ways to remember things?



S1: How do you remember English words?

S2: Well, one way to remember English words is to make a word web. For example, if you want to remember words related to "memory", you can write "memory" in the centre. Then draw lines outward from the centre and connect other words with it, such as "forgetful", "improve", "decline" and "brain".

S1: I see! Can we make the web bigger?

S2: Definitely. You can continue adding words to the web. For example, you can write "active" and "stressed" around the word "brain".

...

Improving your pronunciation

Loss of plosion

When two plosive consonants (e.g. /t/, /d/, /p/, /b/, /k/ or /g/) are next to each other, we do not pronounce the first one, and there is usually a short pause between them. We call this the loss of plosion. The following are some examples:

foo(t)ball /'fʊtbɔ:l/ use(d) to /'ju:st tu/ si(t) down /'sɪ daʊn/

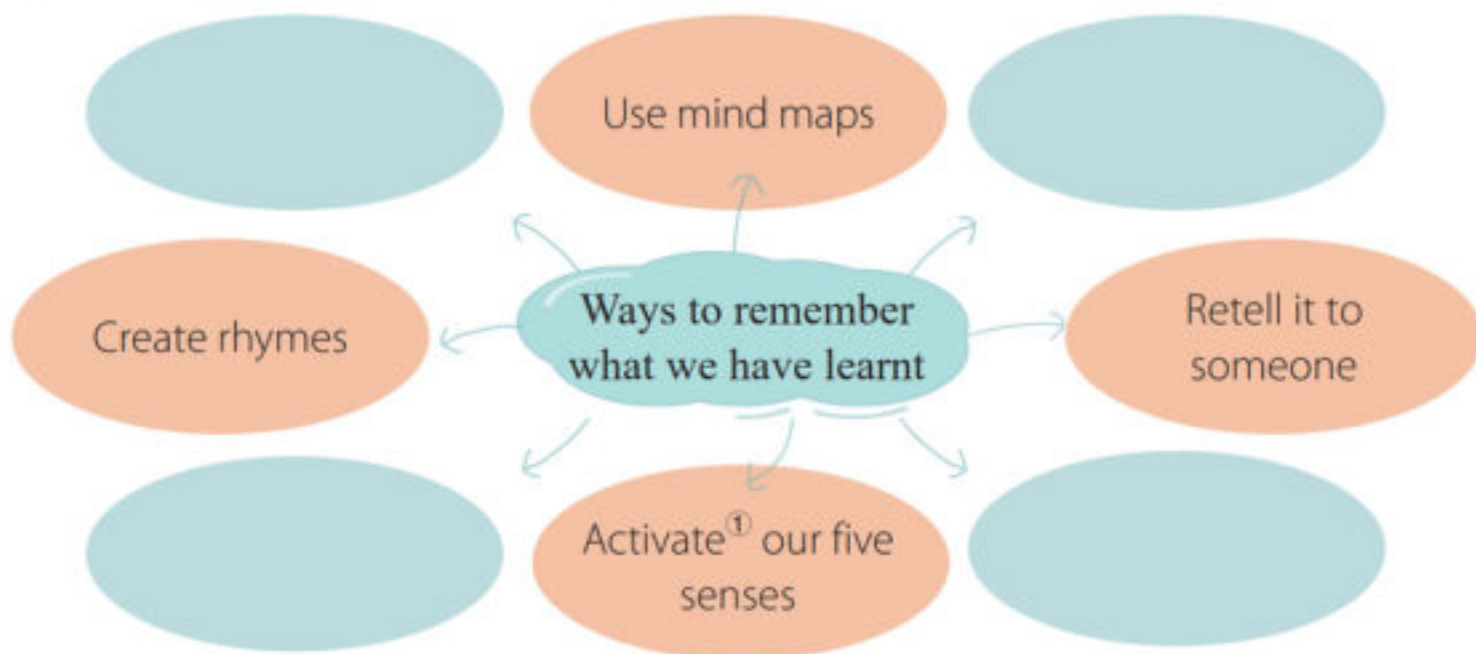
Listen and repeat.

- (1) Gla(d) to meet you.
- (2) This is a goo(d) book about memory tips.
- (3) That was the bes(t) day of my life!
- (4) I fel(t) bad about what happened.
- (5) Mos(t) people have moments of forgetfulness.

Writing
Writing tips for remembering things
Teen Post

Many of us find it hard to remember what we have learnt in class. What can we do to make sure we remember these things later? Please send us your brilliant ideas!

- 1 Do you know any good ways to help us remember what we have learnt? Discuss in groups and complete the mind map.



- 2 Below is one tip for your reference.

Using mind maps is one of the best ways to remember things. [WHAT] A mind map is a visual summary of what we have learnt. It shows us the connections between things or ideas. By looking at the mind map, we can see all the key points together in one place. As a result, it helps us remember them better. [WHY] To make a mind map, we can set a central topic, and then we use tree-like branches to build around the central topic. Remember to use key words and phrases in the mind map. This is a good way to help us review what we have learnt. [HOW]

Tip Remember that besides introducing what the tip is, you also need to explain why it is helpful and how to do it.

① activate /'æktɪveɪt/ v. 激活

3 Now write your own tip.

Step 1 Plan Look at your ideas in the mind map in Exercise 1 and choose a tip to write about.

Step 2 Write Write your tip down.



Step 3 Check and revise Tick (✓) the boxes to check your writing, and then revise it.

- I explained what the tip is, why it is useful, and how to do it.
- I used transitional words to organize my writing.
- I used the words and expressions I learnt in this unit.
- I used correct spelling, grammar and punctuation.

☐
☐
☐
☐

Section 4 Extending and developing competencies

Focusing on culture

Think

What have scientists learnt about memory?

Human beings have the ability to remember the past. In one way, nature is also able to remember past events, and this helps scientists learn about the history of the Earth and humankind.

1 Read the article about tree rings to learn what they can tell us. 🎧

The memories of trees

Do trees have memories? This may seem like a strange question, but trees can actually tell us things about the past. When a tree is cut down, you can see something special inside: rings. These rings are the memories of trees. Tree rings contain lots of secrets from the forest.

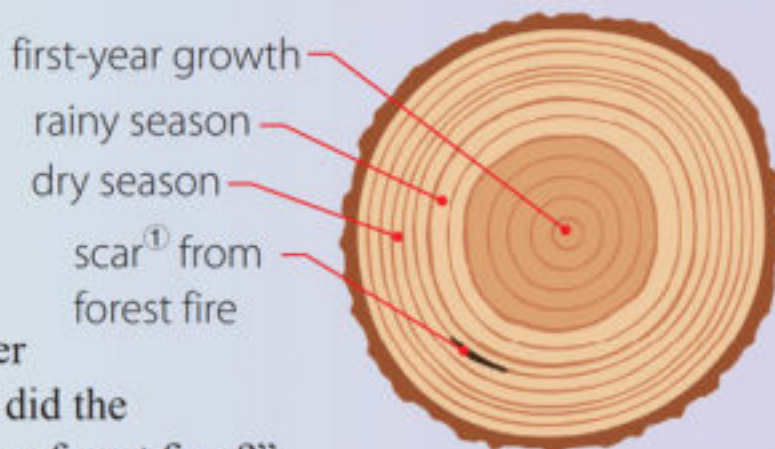
- 5 Every year the tree grows, there is a new ring. Scientists can count the rings to tell the age of the tree. They also study tree rings to learn about the climate and the environment. Tree rings are a record of the climate. Some rings are quite wide. This is a good sign as it means the tree grew well and was healthy. This happens when the tree gets enough sun and rain. When it
10 doesn't rain enough, the tree won't grow as much, and the rings are narrow. Thanks to this, scientists can look at the tree ring patterns to learn about climate change in a particular place.

Scientists also look at tree rings to study natural disasters. For
15 example, sometimes there is a black area on a tree ring. This usually means there was a forest fire. If scientists count the rings from the black area, they can answer

- 20 difficult questions, such as “When did the fire happen?” and “How common are forest fires?”

Tree rings can also help us understand human history. For example, scientists can use tree ring patterns to learn the age of old buildings. Nowadays, they can even look at the chemistry of each tree ring to figure out exactly when
25 the tree was cut down. Thanks to this new method, a team of archaeologists discovered that a Viking village in Canada was built in the year 1021 CE.

It's amazing that trees can tell us so much, even though they cannot talk!

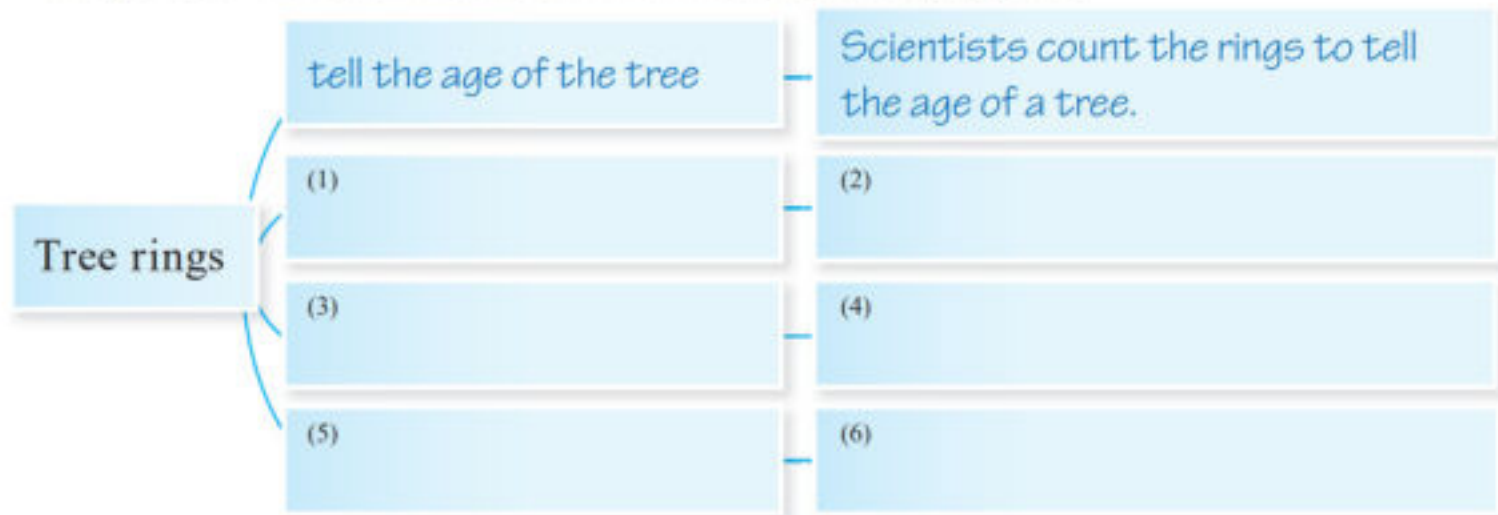


① scar /ska:(r)/ n. 伤疤

Scientists have long studied tree rings. This branch of science is called dendrochronology^①. Experts in this field use tree rings to learn more about our world. They compare tree rings from different trees in the same area to collect data about the past.

Notes

2 Why are tree rings useful? How do scientists make use of them? Complete the mind map below with the information from the article on page 110.



3 Find the words and phrases in the article and match them with their meanings.

- | | |
|--------------------------------|--|
| (1) contain (line 4) | a used to refer to a specific person or thing |
| (2) particular (line 12) | b to discover the answer |
| (3) natural disaster (line 14) | c to have / hold something inside |
| (4) chemistry (line 24) | d the chemicals that something is made up of |
| (5) figure out (line 24) | e used to refer to an earthquake, flood, forest fire, etc. |



Your ideas

4 What else do you know about tree rings? Share with your classmates.



Exploring more

To learn about how scientists study tree rings, you can try to explore the following questions:

- How do they find trees to study?
- What tools do they use?
- What have they discovered about the past?
- Why is their work important?

① dendrochronology /,dendrəʊkrə'nɒlədʒi/ n. 树木年代学

Unit 7 The secret of memory



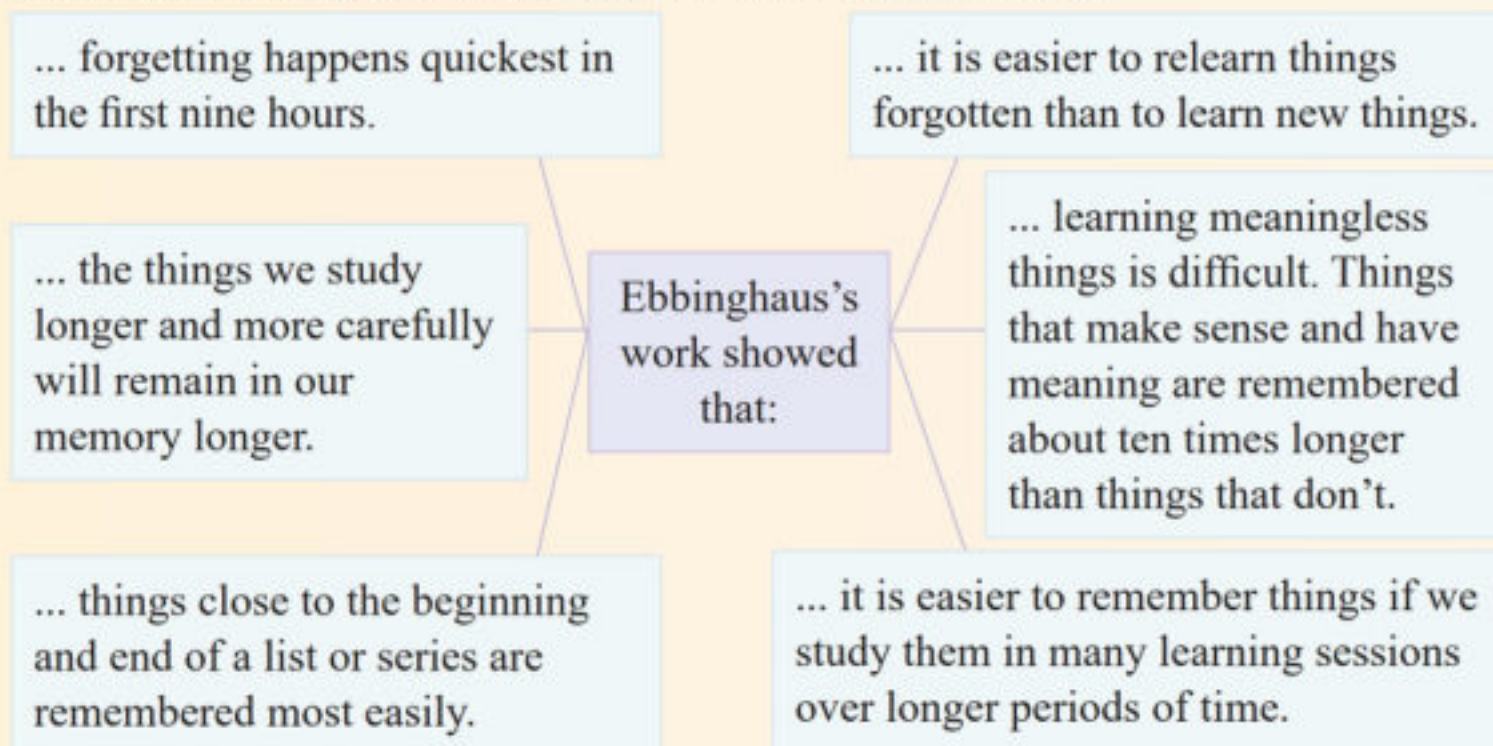
Cross-curricular connection | Psychology*

Scientists have done experiments to discover how memory works and why it fails. Let's explore how we can remember better.

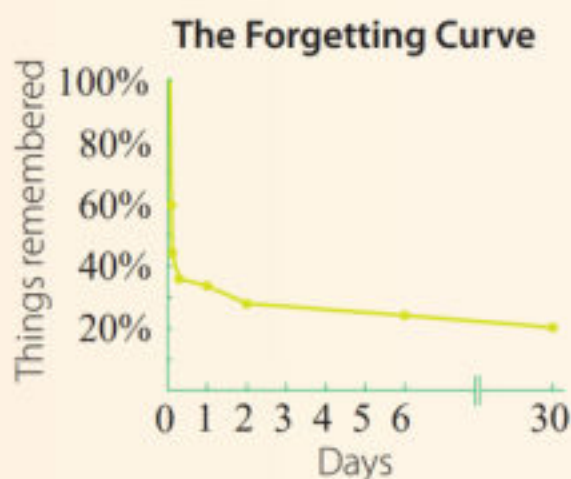
1 Read the article from a science magazine about some findings on memory. 🎧

How much can you remember after 24 hours?

Hermann Ebbinghaus was the first person to study learning and memory by carrying out an experiment on himself. Below are his findings:



Ebbinghaus discovered a pattern in remembering. He found that in the first hour he forgot things very quickly. Although this slowed down after about nine hours, people still forgot about 60 per cent of what they tried to learn. Finally, he found that 24 hours after studying, people had forgotten around two-thirds of anything they tried to learn and remember. This is the well-known “forgetting curve^①”. It starts with a sharp drop, followed by a gentle curve.



Ebbinghaus's work encouraged scientists to explore memory further and it became a field of study. He also helped create proper methods for experimenting in psychology. These are still used to this day.

2 Discuss the questions below.

- (1) What can you learn from Hermann Ebbinghaus's findings?
- (2) Which finding do you think is the most helpful?

① curve /kɜːv/ n. 曲线

Checking your progress

Project*

Testing memory techniques

There are many techniques that can help improve our memory. In this project, you will choose two different memory techniques and do an experiment.

Memory technique 1: _____

Memory technique 2: _____

Things to prepare:

- A memory test
e.g. a number or word recall test
- A timer

Experiment:

- Step 1** Find nine subjects for your experiment. You may select those of a similar age or those of the same sex to avoid the effects of age and gender.
- Step 2** Have each subject take a memory test. This first test will tell how good their memory is before they use the memory technique, and the results of this test are called the pre-test score.
- Step 3** Divide the subjects into three groups:
 Group 1: three subjects using memory technique 1
 Group 2: three subjects using memory technique 2
 Group 3: three subjects using no memory technique
- Step 4** The next day, have all subjects take the same memory test again. Record their scores. The results of the second test are called the post-test score.
- Step 5** Then compare the pre-test score and post-test score. Which group showed the biggest improvement? Which memory technique is more effective? Share your findings with your classmates.



Wits corner

The true art of memory is the art of attention.

— Samuel Johnson

Unit 8

Pets and us



Key question

Why do people keep pets?

Unit objectives

I can:

- provide reasons for or against keeping pets.
- express my opinion on what animal makes the perfect pet.
- describe the history of keeping pets.
- understand the relationship between humans and pets.

First thoughts



 Think

- What are the advantages and disadvantages of having a pet?
- What kinds of pets do people usually keep?
- What trouble can pets cause and what animal makes the perfect pet?
- How did people start to keep pets?

Section 1 Experiencing and understanding language

Reading

Before you read

Think

What are the advantages and disadvantages of having a pet?

- 1 Use the words below to make some phrases about dogs. Then write the phrases under the correct headings in the boxes. Some of your phrases may fit under more than one heading.



attack cute feed fur noisy quiet tail walk
bark faithful friendly hair play run train wash

Things that dogs do

Characteristics of dogs

Physical appearance of dogs

Things people do with / for their dogs



- 2 Why are dogs popular pets? Why do people like dogs, and what do they usually do with them? Discuss in pairs. Use the words and phrases in Exercise 1 to help you.



Why do you think dogs are so popular?
Why do people like them?

Well, some dogs can be really cute.



That's true. I guess people also like dogs
because they are faithful.

Read the opinion column from an online teen magazine and decide whose opinion you agree with. 🎧

HEAD TO HEAD

Is it a good idea to keep dogs as pets? Li Li and Wang Meng give their opinions on this matter.

“Keeping pet dogs is a good idea,” says Li Li.

“Having a dog is a good idea. There are lots of reasons for this.

First, dogs are really cute and make great playmates. It’s nice to hold them in our arms and play games with them. It’s also wonderful to see them grow up.

Second, we can learn responsibility from keeping dogs. We have to feed them, train them and play with them. According to my mum, this helps us

become more responsible people. It can also teach young people how to care for others.

Finally, a dog will love you faithfully and is always pleased to see you.

These characteristics mean that owning a dog will bring you lots of happiness.

In short, I think it’s a good idea to have a dog.”

“Keeping pet dogs is not a good idea,” says Wang Meng.

“It’s not a good idea to have a dog. Pet dogs leave their hair on the floor, on beds and on sofas, and they need to be washed often.

Dogs are noisy. Nearly all dogs bark at strangers. Some dogs bark more loudly than others. A few dogs bark all night. This can keep your neighbours awake at night! Besides, not all dogs are friendly. A small number of pet dogs even attack people.

What’s more, it’s common for people

to live in flats. They have no choice but to keep their dogs inside most of the time. However, this is not good for dogs since they need fresh air and large open spaces where they can run free.

Finally, owning a dog can be expensive. An owner needs to buy food and toys for his or her dog, and if the dog gets ill, it needs to be taken to the vet^①.

Because of all these reasons, I would advise you not to get a dog as a pet.”



Reading strategy

Identifying arguments in an opinion article

When writers present their opinions, they usually provide arguments. An argument is a set of reasons supporting an opinion, showing that something is right or wrong, or true or untrue. In the article above, what are the arguments for and against keeping pet dogs?

① vet /vet/ n. 兽医

Reading comprehension

1 Decide whether the following statements are facts (F) or opinions (O) according to the article on page 117.

- | | |
|--|-------|
| (1) According to my mum, keeping dogs helps us become more responsible people. | F / O |
| (2) A dog will love you faithfully and is always pleased to see you. | F / O |
| (3) Nearly all dogs bark at strangers. | F / O |
| (4) Keeping pet dogs is not a good idea. | F / O |

2 Li Li and Wang Meng gave many reasons to support their opinions. Read the article again and complete the notes below.

Li Li's opinion: Keeping pet dogs is a good idea.

Li Li's reasons:

- Dogs are ⁽¹⁾ _____.
- Keeping dogs can help us learn ⁽²⁾ _____.
- Dogs ⁽³⁾ _____.

Wang Meng's opinion: Keeping pet dogs is not a good idea.

Wang Meng's reasons:

- ⁽¹⁾ _____
- ⁽²⁾ _____
- ⁽³⁾ _____
- ⁽⁴⁾ _____
- ⁽⁵⁾ _____



Your ideas

3 Is it a good idea to keep pets? Why or why not? Discuss in pairs. Use examples to support your opinions.

Vocabulary practice

1 The words in *italics* explain the meanings of some words and phrases from the article on page 117. Find them and complete the sentences.

- (1) My little cat is *getting bigger* every day. I love watching him _____ (line 10).
- (2) It is *my job* to look after my hamster^①, but it's not a problem. I like being _____ (line 15) for a pet.
- (3) When my hamster is *not sleeping*, he is usually running on his exercise wheel. The noise often keeps me _____ (line 34) at night.
- (4) You _____ (lines 39–40) take this exam. Everyone in the school *must* take it.
- (5) Since you live in a small apartment, I wouldn't _____ (line 51) you to get a dog. I *suggest* that you get a fish instead.

2 Complete the conversation with the words and phrases below. Change the form if necessary.



advise awake care for in short responsible

Li Li: Mum! Please can I get a dog?

Mum: Well, I ⁽¹⁾ _____ you not to get a dog unless you have time to look after it.

Li Li: What about a cat, then? They can look after themselves.

Mum: Cats are annoying—they stay ⁽²⁾ _____ all night and make a lot of noise.

Li Li: But Mum, I really want a pet! Can I get a goldfish, at least? They're easy to ⁽³⁾ _____. They are also beautiful and they don't make any noise. ⁽⁴⁾ _____, a goldfish is the perfect pet for me!

Mum: I'm not sure.

Li Li: Oh please, Mum! I promise I will be ⁽⁵⁾ _____ and look after it!

Mum: OK then. I suppose it's easier than getting a dog or a cat!

3 Summarize Li Li's or Wang Meng's reasons for their opinions with the words and expressions below.

attack	expensive	happiness	responsible	train
care for	grow up	It's (not) a good idea to ...		
It's common for people to ...		It's nice / wonderful to ...		



Word building

Noun suffix: -ity

We can add -ity to the end of some adjectives to make nouns.

real → *reality* *responsible* → *responsibility* *possible* → *possibility*

Can you give more examples?

① hamster /'hæmstə(r)/ n. 仓鼠

 Listening
Different kinds of pets

What kinds of pets do people usually keep?

1 You are going to listen to a conversation among three friends about their favourite pets. Discuss the questions in pairs.

- (1) What animals do people usually keep as pets?
- (2) Why do you think people keep them as pets?

2 Listen to the conversation between Li Chen, Zhou Jing and Tang Li. Then complete the notes below. 

Li Chen

Favourite pet: ⁽¹⁾ _____

Reason(s): ⁽²⁾ _____

Zhou Jing

Favourite pet: ⁽³⁾ _____

Reason(s): ⁽⁴⁾ _____

Tang Li

Favourite pet: ⁽⁵⁾ _____

Reason(s): ⁽⁶⁾ _____

3 Listen again and find out who expressed the following opinions. Tick (✓) the correct boxes. 

Opinion	Tang Li	Li Chen	Zhou Jing
(1) Cats just lie around. They do not do anything.			
(2) Dogs need a lot of attention.			
(3) Hamsters don't need much space and are fun to play with.			
(4) You cannot really do anything with a fish, except watch it.			
(5) It is nice to watch fish swim around.			

 Your ideas

4 What is your favourite pet? Why do you like them? Discuss in pairs.

Section 2 Exploring and applying rules



Grammar

A Adverbs

We can use adverbs to talk about how something happens or is done.

Read the dialogue. Pay attention to the words **in bold**.

A dog will love you **faithfully**.

A cat can play **happily** on its own.



Let's sum up the rules!

We usually put the adverb after the main verb or the object.

Look!

- Many adverbs are formed by adding **-ly** to adjectives.
quick—**quickly** happy—**happily** simple—**simply** full—**fully**
- Some adverbs have the same form as adjectives.
The puppy is **fast**. The puppy runs **fast**.
My cat is an **early** riser. My cat always gets up **early**.
- Good** is an adjective; **well** is an adverb.
My dog is a **good** sleeper. She especially sleeps **well** on my bed!

- 1 Mr Li, a pet shop owner, is speaking to his staff. Complete the sentences with the adverb form of the words below.



bad cheerful correct good patient quick

Our customers are leaving us because you treat them
(1) ____! Here are some things that you all need
to do. You need to smile (2) ____ when customers
enter the shop. When they ask a question, you have
to listen (3) _____. Make sure you help every
customer (4) _____. When they pay, add up all the
amounts (5) _____. Finally, everyone needs to dress
(6) _____ at work. No shorts, please!



B Comparative and superlative adverbs

Read the passage and pay attention to the words **in bold**.

Zheng Yue has three cats: Swift, Fluffy and Silver. They all love running. Swift runs faster than Fluffy and Silver. That means Swift runs (the) fastest. Today, Zheng Yue gave her cats a bath. She washed Fluffy more carefully than she washed Swift. However, she washed Silver (the) most carefully because Silver is her favourite!



Let's sum up the rules!

- To form comparative and superlative adverbs ending in *-ly*, we add *more* and *most* before them.
- For adverbs that do not end in *-ly* and have the same form as the adjectives, we often add *-er* and *-est* to them.

Look!

The forms of some comparative and superlative adverbs are irregular.

well—better—best badly—worse—worst little—less—least
much—more—most far—farther / further—farthest / furthest

2 Li Li interviewed some pet clinic customers. Look at the ratings and help her complete her report with the correct form of comparative and superlative adverbs.

	TEP	Ken's	Heart
Quick service	★★★★★	★★	★★★★★
Careful vets	★★★★★	★★★	★★★★★
Friendly and patient staff	★★★	★	★★★★★

Of all the clinics, TEP helps customers ⁽¹⁾ _____ (fast). The vets there also check pets ⁽²⁾ _____ (carefully) than the vets at other clinics do. The pet owners don't like Ken's at all because the staff at Ken's care ⁽³⁾ _____ (little) about pets. On the whole, the pet owners seem to prefer Heart. The staff there listen ⁽⁴⁾ _____ (patiently) to customers than those at TEP or Ken's do. Overall, Heart ranks ⁽⁵⁾ _____ (high) among the pet clinics in town.



Grammar in use

3 Discuss different pets in groups. Use adverbs to compare them.

My pet cat is called Mimi. She eats **more slowly** than my brother's cat Miaomiao.

Section 3 Expressing and communicating ideas



Speaking

Solving problems caused by pets

Think

What trouble can pets cause and what animal makes the perfect pet?

Pets may sometimes cause problems. Role-play the situations below in pairs. You may use your own situations. 🎧

- A dog scared your younger sister when she walked past it. You are going to talk to the dog owner.
- You have a pet dog. It is usually quiet, but recently it started barking at night. One of your neighbours is unhappy and comes to you to complain about it.

S1: Excuse me. I want to complain about your dog.

S2: What's the problem?

S1: Your dog scared my younger sister the other day.

S2: Oh, I'm very sorry about that! My dog is usually friendly. Can you tell me what happened?

S1: My younger sister walked past your dog. It suddenly barked very loudly at her.

S2: I'm sorry. I hope your sister is OK now. I promise this won't happen again.



Improving your pronunciation



Word linking

In spoken English, the consonant at the end of a word often links up with the vowel at the start of the next word.

put on → put on

not at all → not at all

good idea → good idea

for an hour → for an hour

Listen and repeat. Link the words where indicated, and pay attention to the loss of plosion.

(1) I'm afraid I can't come to see you.

(2) I'm going to attend a talk about teaching.

(3) Can I have some money for a red dress?

(4) When I switch the light off, turn off the TV.

 Writing

Writing an opinion article about the perfect pet

Writing Club

We are holding a writing competition about pets. Write an article about what animal makes the perfect pet and send it to us.

- 1 *Why does Wang Yao think cats are the perfect pets? Read her article and find out the answer.*

Cats: the perfect pet

I think that cats are the perfect pets.

Firstly, cats are clean. Their tongues^① and paws^② are great cleaning tools. They spend a lot of time cleaning themselves every day. In addition, cats use a litter box to relieve themselves and cover their own waste.

Secondly, cats are quiet. They are much quieter than dogs. If you keep a pet cat, it is unlikely that your neighbours will complain that it makes a loud noise.



Thirdly, cats are easy to look after. They are happy staying indoors, eating, sleeping and playing with small toys. Cat owners do not need to walk their cats.

For these reasons, I believe that a cat is the perfect pet for anyone.

- 2 *Write an article about what animal makes the perfect pet.*

Step 1 Plan Think about what animal makes the perfect pet and why. Use the tips below to help you plan your article.

Tip Remember to include the following sections in your article:

- Introduction: State your opinion.
- Body: Give facts or examples to support your opinion.
- Conclusion: State your opinion again.

① tongue /tʌŋ/ n. 舌; 舌头 ② paw /pɔː/ n. (动物的) 爪

Step 2 Write Now write your article. You may refer to Wang Yao's article and the expressions below.

According to ...

In my opinion, ...

Firstly, ...

Secondly, ...

What's more, ...

Finally, ...

For these reasons, ...

I (do not) believe that ...

I (do not) think that ...

_____ : the perfect pet

Step 3 Check and revise Tick (✓) the boxes to check your writing, and then revise it.

- I stated my opinion in the first and the last paragraphs. ☐
- I gave at least three reasons to support my opinion and provided examples, such as _____. ☐
- I used the words and expressions I learnt in this unit. ☐
- I used correct spelling, grammar and punctuation. ☐

Section 4 Extending and developing competencies

Focusing on culture

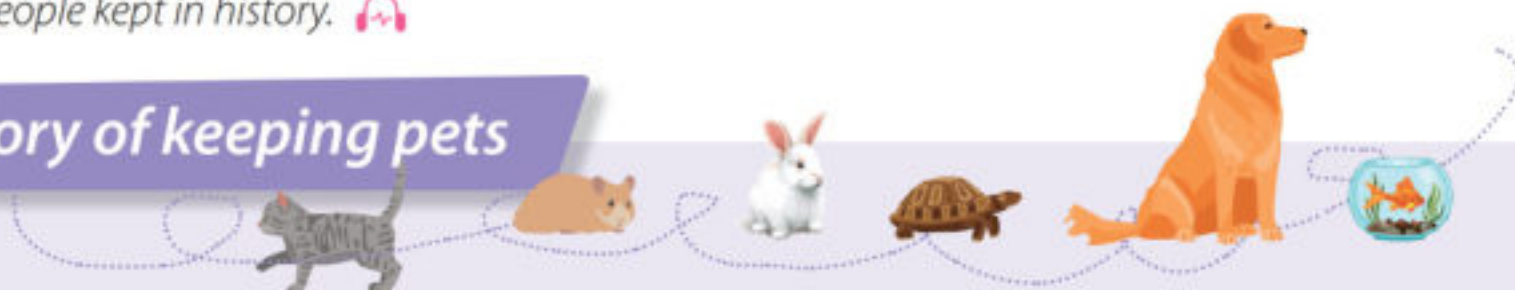
Think

How did people start to keep pets?

Pets were kept for many different reasons in the past. Let's explore the history of keeping pets around the world.

- 1 Read the article about the history of keeping pets and find out what kinds of pets people kept in history. 🎧

The history of keeping pets



Pets like cats and dogs have lived with people for thousands of years. But do you know what animals people have kept as pets over the years? Let's read and find out!

2000 BCE–500 CE Some ancient Egyptians had unusual pets like crocodiles and elephants, but cats and dogs were the most popular. People even believed that cats had magical powers and could bring good luck.

- 5 500–1500 In the Middle Ages, pets were often a symbol of wealth and power. It was common for European kings and queens to have pets. Sometimes, these animals even had their own servants! It became popular for noble^① ladies to have lapdogs^②, and noblemen had hunting dogs. However, common people did not generally keep pets for fun. At about the same time in Japan, people caught fireflies^③ and kept them as pets.

1700–1900 People kept all kinds of pets in their homes, such as birds, frogs and even snakes, but cats generally stayed outside the house. This began to change towards the end of the 19th century. In the early 20th century, cats became very common house pets.

- 15 1920s During World War I, an American soldier named Lee Duncan found a dog in France. He named him Rin Tin Tin and began teaching him tricks. After the war, Duncan took the dog back to America and entered him in dog shows. One day, the clever dog caught the eye of a film-maker. Rin Tin Tin went on to star in nearly 30 films and became one of the most famous dogs in history! Duncan was full of pride for his clever dog and wrote a poem about him after he died.

Today Cats and dogs are among the most popular pets, and hamsters, guinea pigs^④, turtles^⑤ and goldfish are also common. Over the years, the relationship between people and pets has grown closer. Across the world, pets are nowadays treated like family members.

① noble /'nəʊbl/ adj. 贵族的 ② lapdog /'læpdɒg/ n. (可携带的) 宠物狗

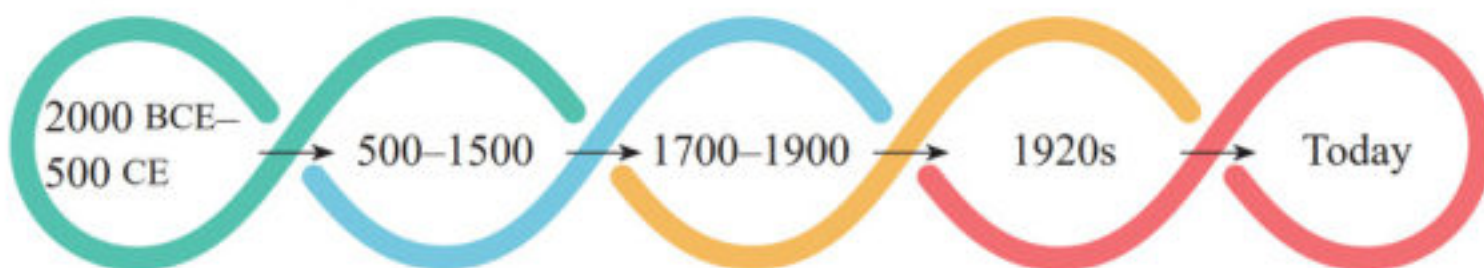
③ firefly /'faɪəflaɪ/ n. 萤火虫 ④ guinea pig /'ɡɪni piɡ/ n. 天竺鼠; 豚鼠

⑤ turtle /'tɜ:tl/ n. 龟

Before modern times, people used dogs for hunting and farm work. Dogs generally did not have an easy life, and that is why we have sayings such as “to lead a dog’s life” or “as sick as a dog”. Nowadays, dogs are treated more like family members, and people often say that they are “man’s best friend”.

Notes

- 2 Make a timeline showing the history of keeping pets in your notebook. Copy the timeline below and use the information from the article on page 126 to summarize the key events in each period.



- 3 Complete the sentences with the words and the phrase below. Change the form if necessary.



catch the eye of magical pride servant wealth

- (1) Animals with _____ powers are common in fairy tales across the world.
- (2) My cat takes great _____ in his shiny, black fur and always cleans it carefully.
- (3) The economic reforms have brought _____ to Chinese farmers.
- (4) My friend often takes her dog to the park. One day, her dog _____ a photographer and he took some photos of it.
- (5) The king ordered his _____ to light a candle in the room.



Your ideas

- 4 Which of the pets in the article do you think is the most unusual? Why? Share your ideas with the class.



Exploring more

We all love our pets, but do we really understand why they behave in certain ways? Go online and find more information about pets and their behaviour.



Cross-curricular connection | Biological science*

Parrots are very intelligent birds, and they can even learn how to talk. Let's find out how to train a parrot to say words.

1 Read the article about how to teach parrots to talk and correct the statements. 🎧

Teaching your parrot to talk

Parrots are popular pets. They are social and intelligent birds. They have the ability to mimic^① human speech and we can teach them to talk!

Training your parrot

- Put your parrot's cage in a calm and quiet place.
- Hold a treat in front of the bird and begin with a simple word like "hello". Look at your bird and say "hello" in a bright and positive voice. Repeat the same word multiple times.
- When your parrot starts making a sound like "hello", give it lots of praise and a treat. Say the word back to it in an excited and loud voice.
- When your parrot can say "hello", move on to teaching it the next new word!

Things to bear in mind

- Choose the right time to train your parrot. If the bird looks tired or not interested, leave it alone.
- Keep your training sessions short. When your parrot starts looking away from you or cleaning its feathers^②, it is time to stop.
- Only give your parrot a treat when it makes a sound similar to the word you are trying to teach.
- Be patient. Give your parrot enough time to learn to say a word clearly.

Teaching your parrot takes time. Don't be disappointed if your parrot doesn't speak at first. One day, it may surprise you with a bright and breezy^③ "Hello!"

- (1) Give your parrot a treat before you start to teach a simple word.
- (2) Parrots only speak after a long training session, so be patient.
- (3) Say the word once and wait patiently for your parrot to repeat.
- (4) Teach as many words as you can if your parrot looks interested.

2 Find out why some birds are able to mimic human speech and share your findings with your classmates.

① mimic /'mɪmɪk/ v. 模仿 ② feather /'feðə(r)/ n. 羽毛 ③ breezy /'bri:zi/ adj. 轻松愉快的

Checking your progress

Project*

Making a pet booklet

What animal would you like to keep as a pet? In this project, you are going to make a class pet booklet.

- Step 1** Discuss and choose an animal that would make an interesting pet.
- Step 2** Research key information about the animal and make notes. Use the following questions to help you.
- Why do people like to keep this pet?
 - How should people take care of it?
 - What is your experience of keeping this type of pet?
- Step 3** Each group writes a page for the animal. Organize the information into sections and choose the most important or interesting facts for each section. Then find pictures or create your own. You may refer to the example below.

Keeping goldfish as pets

- (1) Why goldfish make great pets:
- Goldfish are very beautiful to look at.
 - They are also very peaceful and quiet pets, so they help us feel relaxed.
 - They are easy to care for, and do not need as much space as other pets.
- (2) How to care for goldfish:
- Feed the goldfish 1–2 times a day.
 - Give the goldfish enough space. Do not keep them in a small goldfish bowl—use a fish tank instead.
 - Clean the fish tank regularly.
- (3) Our experience of keeping goldfish:
- One member of our group has seven goldfish at home. She thinks it is relaxing to watch them swim.



- Step 4** Collect the pages from the different groups and make a class pet booklet. Write a contents page and design a cover.



Wits corner

We can judge the heart of a man by his treatment of animals.

— Immanuel Kant

Appendices

Study skills

① Using abbreviations and symbols

Sometimes we make words shorter so that we can write them more quickly. We call these shorter forms abbreviations. For example, we write “UN” instead of “the United Nations”.

1 Can you match the word and the phrases with their abbreviations? Write the letters in the blanks.

a AI b PRC c CE d BCE e asap f w / o

- (1) the People's Republic of China _____ (4) Common Era _____
 (2) as soon as possible _____ (5) Artificial Intelligence _____
 (3) before the Common Era _____ (6) without _____

We also use symbols to save time when we take notes. For example, we can use “&” instead of “and”.

2 Can you match the symbols with their meanings? Write the letters in the blanks.

a greater than d correct g rise; increase
 b lead to e the same as h number / No.
 c fall; decrease f less than i incorrect

- (1) = _____ (4) > _____ (7) # _____
 (2) ↓ _____ (5) ✓ _____ (8) ↑ _____
 (3) → _____ (6) ✗ _____ (9) < _____

3 Read the passage and take notes. Try to use abbreviations and symbols in your notes.

Qian Xuesen was born in Shanghai in 1911. In 1935 he went to the United States and began studying at the Massachusetts Institute of Technology. However, he decided to continue his studies at the California Institute of Technology the next year. Qian received his doctoral degree in 1939. He returned to China in 1955.

1911 _____
 1935 _____
 1936 _____
 1939 _____
 1955 _____



Your ideas

4 Read an article from newspapers or magazines and try to take notes using abbreviations and symbols.

② Taking notes while reading

Taking notes while reading can help us focus on what we are reading, understand better and remember more.

1 Complete the passage with the words below.

information ideas purposes project notes

The kind of ⁽¹⁾ _____ we take and the way in which we take them depend on our ⁽²⁾ _____ for reading. For example, when we prepare for a ⁽³⁾ _____ or an essay, we usually need to note down key ⁽⁴⁾ _____ and interesting facts, as well as our own thoughts and ⁽⁵⁾ _____.

2 Here are some tips to help you take good notes while reading. Try to put them in the three columns: "Choose what to note down", "Organize the information as you write", and "Summarize the key points".

- a Leave space between main points so that you can add more information later.
- b Write a summary of the key information in your own words.
- c Identify the main ideas and the most important details.
- d Do NOT try to write down everything.
- e Divide the page into columns.
- f Use lists or outlines.

Choose what to note down	Organize the information as you write	Summarize the key points

Tip If you keep the following questions in mind, you can take even better notes.

Before reading

Why do I want to read the text?

While reading

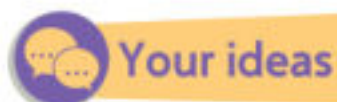
Do I understand what I'm reading?

- Take notes about the parts you understand clearly.
- Write down questions about the parts you do not understand.

After reading

Is there anything that's unclear?

- Go through your notes and revise any parts that are unclear.



3 Reread this page and take notes of the most important things you have learnt.

3 Taking notes while listening

Taking notes while listening is an important skill. It helps you concentrate, increases your understanding and helps you remember what you have heard.

1 Do you take notes in class? In what other situations do you listen and take notes?

2 How to take good notes while listening? Match the steps with the questions.

- | | |
|---------------------------------|--|
| (1) Know your purpose. | a What kind of information is important? |
| (2) Pay special attention. | b Does this sentence contain the information I need? |
| (3) Write down key information. | c Do my notes make sense? |
| (4) Rewrite in time. | d Is this what I need most? |

3 What are some dos and don'ts when we listen and take notes? Put a tick (✓) next to the things we should do, and put a cross (✗) next to the things we should not do.

What time is the Art Museum open?



Weekdays: 9:00 a.m.–4:30 p.m.
Sat.: 9:00 a.m.–3:00 p.m.
Sun.: 9:00 a.m.–12:00 noon

On weekdays, the Art Museum is open from nine o'clock in the morning to four thirty in the afternoon. On Saturdays, it's open from nine o'clock to three o'clock. On Sundays, it's open for three hours only, from nine in the morning to 12 noon.



- | | | | |
|--------------------------------------|--------------------------|--|--------------------------|
| (1) Spell out all words and phrases. | ☐ | (5) Use symbols and abbreviations. | ☐ |
| (2) Use complete sentences. | ☐ | (6) Write down the key information. | ☐ |
| (3) Write slowly and beautifully. | ☐ | (7) Give up if the speaker talks very quickly. | ☐ |
| (4) Write as quickly as you can. | ☐ | (8) Try to write down everything you hear. | ☐ |

Your ideas

4 Take notes during a lecture to practise your note-taking skills. Then compare your notes with your classmates' and see what you can learn from each other.

4 Using your notes to retell a story

Notes help us remember the key points of an article or a story. They can be very useful when we want to retell the main points.

- 1 Think about the notes you usually take when you read, listen or discuss. How can you use your notes? Tick (✓) those that apply to you.

The notes I take can help me ...

(1) retell a story in my own words. ☐

(2) develop critical thinking skills. ☐

(3) review words and phrases. ☐

(4) practise writing in English. ☐

(5) summarize a text. ☐

(6) create study guides. ☐

(7) recall key points. ☐

(8) test myself. ☐

- 2 If you want to use your notes to help you retell a story, which of the following should you do while reading the story? Tick (✓) the right things.

(1) Divide the story up into beginning, middle and end. ☐

(2) Draw a picture of your favourite character. ☐

(3) Take notes about the main characters. ☐

(4) Take notes about the setting. ☐

- 3 Li Lan made the following notes when she was reading the story "The night of the horse" on pages 84–85. Try retelling the story with the help of her notes.

Characters	a Trojan soldier, the Trojan captain, some Greek soldiers	Setting	the city of Troy
Beginning	The Trojans realize that the Greek army has left.		
Middle	- The Trojans discover that the Greeks have a huge wooden horse outside the main gate. - The Trojan captain orders his men to pull the horse into the city. - At night, the Trojans celebrate their victory. - After midnight, a group of Greek soldiers climb out of the horse and open the main gate.		
End	The Greek army enters and captures the city.		



Your ideas

- 4 Reread a story in your textbook and take notes. Then use the notes to help you retell the story.

Grammar review

Unit 1

A *some* and *any*

We use *some* and *any* as determiners to talk about amounts. They are used before plural countable nouns and uncountable nouns.

Positive	I have some questions about dinosaurs.
Negative	She does not have any questions about dinosaurs.
Question	Does she have any questions about dinosaurs?

Note: We also use *some* in questions when we expect the answer to be positive, and when we want to show our politeness.

Would you like **some** juice?

We also use *some* and *any* as indefinite pronouns to refer to people or things.

Some say dinosaurs died out because there was not enough food.

I need some paints. Do you have **any**?

B *somebody, anybody, nobody, etc.*

Indefinite pronouns ending in *-thing* are used to refer to objects, ideas or situations. Indefinite pronouns ending in *-one* and *-body* are used to refer to people. We always use singular verbs with indefinite pronouns.

I have got something for you. There must be someone I know. Nobody goes to the library at this time of day.	We use <i>someone, something, and nobody, nothing, etc.</i> in positive sentences.
I haven't got anything for you. There isn't anyone in the reading room. Did you see anybody in the library? Is there anyone I know?	We use <i>anyone, anything, etc.</i> in negative sentences and questions.

Complete the sentences with *some, any, somebody, anybody, nobody, etc.*

- Did you notice _____ entering the library?
- I need some paper and pens. Do you have _____?
- The book was fun to read, but it didn't contain _____ new information.
- I didn't go _____ last Sunday. I stayed at home and finished reading that science book.
- What about buying your son _____ books for his birthday?
- Mum and Dad are going to take us _____ special after our final exams.
- Scientists have just discovered this dinosaur species, so you will find _____ about it in the encyclopaedia.
- There are many different encyclopaedias. _____ are about topics like music, art or history.

Unit 2 Cardinal and ordinal numbers

We use cardinal numbers to count things and ordinal numbers to show the order of things.

Cardinal Number				Ordinal Number			
1	one	17	seventeen	1st	first	17th	seventeenth
2	two	18	eighteen	2nd	second	18th	eighteenth
3	three	19	nineteen	3rd	third	19th	nineteenth
4	four	20	twenty	4th	fourth	20th	twentieth
5	five	21	twenty-one	5th	fifth	21st	twenty-first
6	six	22	twenty-two	6th	sixth	22nd	twenty-second
7	seven	30	thirty	7th	seventh	30th	thirtieth
8	eight	40	forty	8th	eighth	40th	fortieth
9	nine	50	fifty	9th	ninth	50th	fiftieth
10	ten	60	sixty	10th	tenth	60th	sixtieth
11	eleven	70	seventy	11th	eleventh	70th	seventieth
12	twelve	80	eighty	12th	twelfth	80th	eightieth
13	thirteen	90	ninety	13th	thirteenth	90th	ninetieth
14	fourteen	100	one hundred	14th	fourteenth	100th	(one) hundredth
15	fifteen	101	one hundred and one	15th	fifteenth	101st	(one) hundred and first
16	sixteen	201	two hundred and one	16th	sixteenth	201st	two hundred and first

Here is a report about some students' height. Complete the report with cardinal or ordinal numbers. Spell out the numbers.

Name	Height
May	165 cm
Alan	171 cm
Danny	172 cm
Ann	162 cm
Jane	155 cm
Peter	158 cm
Alice	156 cm
Steve	161 cm



Danny is ⁽¹⁾ _____ centimetres tall.

He is the tallest of all.

May is the ⁽²⁾ _____ tallest.

Alan is the ⁽³⁾ _____ tallest.

Ann is the ⁽⁴⁾ _____ tallest.

Jane is ⁽⁵⁾ _____ centimetres tall.

Peter's height is ⁽⁶⁾ _____ centimetres.

Alice ranks the ⁽⁷⁾ _____ in height.

Steve is ⁽⁸⁾ _____ centimetres tall.

Unit 3 Comparative and superlative adjectives

We use comparative adjectives to compare two people or things. When we form a sentence, we use the comparative adjective with the word *than*.

We use superlative adjectives to compare three or more people or things. The word *the* is usually used before the superlative adjectives.

Adjective	Comparative adjective	Superlative adjective
tall	taller	tallest
nice	nicer	nicest
sad	sadder	saddest
easy	easier	easiest
exciting	more exciting	most exciting

- We use *-er* and *-est* for one-syllable adjectives and some two-syllable adjectives:

tall → taller → tallest clever → cleverer → cleverest

- We use *more* and *most* for longer adjectives (three syllables or more) and for some two-syllable adjectives:

exciting → more exciting → most exciting careful → more careful → most careful

- For two-syllable adjectives ending in *-y*, we replace *-y* with *-ier* and *-iest*:

easy → easier → easiest lucky → luckier → luckiest

- For some short adjectives, we need to double the last consonant:

big → bigger → biggest sad → sadder → saddest

Complete the passage with the comparative or superlative form of the adjectives in brackets.

The early computers were ⁽¹⁾ _____ (big) than buses. Today's computers are much ⁽²⁾ _____ (small) and ⁽³⁾ _____ (fast). People are wondering whether computers are becoming ⁽⁴⁾ _____ (intelligent) than human beings. The answer is "No": your brain is probably ⁽⁵⁾ _____ (complex) thing in the world, and it can do many things that computers can't. Even ⁽⁶⁾ _____ (powerful) computers in the world cannot be creative. However, when it comes to certain tasks, computers are already able to do a better job than human beings. For example, they can analyse hospital X-rays in a much ⁽⁷⁾ _____ (short) time than humans can. But will computers one day be ⁽⁸⁾ _____ (capable) than human doctors at all tasks? We just have to wait and see.

Unit 4

A *good, bad and far*

Some comparative and superlative adjectives are irregular.

Adjectives	Comparative adjectives	Superlative adjectives
good, well	better	best
bad, ill	worse	worst
far	farther / further	farthest / furthest

1 Complete the passage with the comparative or superlative form of the adjectives in brackets.

Many successful inventions were considered silly when they first appeared. For example, a lot of people thought the first smartphones were just expensive toys. Today, smartphones have made our lives ⁽¹⁾ _____ (good) in so many ways: they allow for ⁽²⁾ _____ (fast) communication and make many tasks much ⁽³⁾ _____ (easy). In short, the smartphone may be one of ⁽⁴⁾ _____ (useful) inventions ever.

The opposite can also happen. Plastic looked like a great invention at first, but nowadays, many people think plastic is one of ⁽⁵⁾ _____ (bad) inventions in history. Plastic pollution is becoming a serious problem, and it is affecting our environment. For example, plastic can cause ⁽⁶⁾ _____ (terrible) harm to nature than other materials because it doesn't break down naturally. That means it can travel ⁽⁷⁾ _____ (far) distances and remain in the environment ⁽⁸⁾ _____ (long) than other types of rubbish.

B *(not) as ... as*

We use *(not) as ... as* to say that things or people are (not) equal in some way.

AI will be **as important as** the internet, but computers will **never be as smart as** humans.

2 Look at the pictures and complete the sentences with *(not) as ... as* and the words in brackets.

(1) The Hotwave and the Micro-King _____ (expensive) the Speedcook.

(2) The Speedcook _____ (wide) the Superoven.

(3) The Hotwave _____ (high) the Micro-King.

(4) The Micro-King _____ (deep) the Speedcook.

(5) The Hotwave and the Micro-King _____ (wide) the Speedcook and the Superoven.



Unit 5 The present perfect

We use the present perfect to talk about past events with a connection to the present.

Positive	Negative	Questions
I / You / We / They have made a lot of new friends. He / She / It has worked hard.	I / You / We / They have not (haven't) made a lot of new friends. He / She / It has not (hasn't) worked hard.	Have I / you / we / they made a lot of new friends? Has he / she / it worked hard?

We often use the present perfect with *just* and *already* to talk about recent actions or events. When we talk about things that have not been completed at the time of speaking, we use *yet*.

We also use *for* and *since* to talk about actions that started in the past and continue in the present.

We use *ever* in questions and *never* to talk about things we haven't done.

We have **just** finished our exchange trip.

I have **already** written my report.

Eric hasn't returned **yet**.

We have been away from home **since** last month.

I have stayed in Britain **for** two months.

Have you **ever** visited Britain?

He has **never** been there.

Su Mei and her classmates Li Hua and Wang Jun are preparing a farewell party for Sarah, an exchange student in their school. Complete the passage with the correct form of the verbs in brackets.

Sarah ⁽¹⁾ _____ (be) in China for two weeks and she ⁽²⁾ _____
(go) back home next week. A few days ago, Su Mei, Li Hua and Wang Jun ⁽³⁾ _____
(decide) to throw a farewell party for Sarah. Su Mei ⁽⁴⁾ _____ already
_____ (send) all the invitations. Li Hua ⁽⁵⁾ _____ (buy) the
food and drinks for the party. Wang Jun ⁽⁶⁾ _____ just _____
(choose) the right music for the party, but he ⁽⁷⁾ _____ (not check) the sound
system yet. Su Mei and Li Hua ⁽⁸⁾ _____ (not finish) decorating the classroom yet.
They ⁽⁹⁾ _____ still _____ (blow) up the balloons.



Unit 6 The present perfect and the simple past

We use the present perfect to talk about a past experience which has a connection to the present and the simple past to talk about a completed action in the past.

I **have studied** History for two years. (= I started studying History two years ago and I am still studying the subject.)

I **studied** History for two years. (= I once spent two years studying History, but I no longer study it.)

• We often use the present perfect with <i>for</i> + a length of time and <i>since</i> + a point of time.	My mother has looked after me <u>since I was born</u> . My mother has worked in the factory <u>for twenty years</u> .
• We use the simple past with past time expressions.	My mother told me the ancient story <u>last night</u> .
• When we refer to unfinished time periods such as <i>today</i> and <i>this week</i> , the present perfect is used to show that the action / event might happen again.	He has visited the library four times this month. (He may visit the library again.) I have had four classes this morning. (It's still in the morning.)
• When we use the simple past with unfinished time periods, we show that the action / event may not happen again.	He visited the library four times this month. (He may not visit the library again this month.) I had four classes this morning. (Morning is over.)
• We also use the present perfect without time expressions to talk about things that happened at an unspecified point in the past.	My brother has read the book <i>Journey to the West</i> . (It is unclear or unimportant when the boy finished reading the book.)

Complete the passage with the correct form of the verbs in brackets.

⁽¹⁾ _____ you ever _____ (hear) of the famous story about Chang'e, the Chinese moon goddess?

Once upon a time, there was a beautiful woman named Chang'e and her husband Yi.

One day, ten suns ⁽²⁾ _____ (appear) in the sky. It got very hot on Earth, and many people died. To save the people, Yi ⁽³⁾ _____ (shoot) down nine of the suns. As a reward, the Queen Mother of the West ⁽⁴⁾ _____ (give) him a bottle of the elixir of immortality ^①.

One day, someone tried to steal the bottle, so Chang'e ⁽⁵⁾ _____ (drink) it instead. The elixir made her fly higher and higher. In the end, she ⁽⁶⁾ _____ (fly) all the way to the moon. Some people say that Chang'e still lives there today.

This legend ⁽⁷⁾ _____ (be) very popular since the Han dynasty. For over a thousand years, people ⁽⁸⁾ _____ (celebrate) the Mid-Autumn Festival by offering fruit and mooncakes to the moon.

① elixir of immortality /ɪˈlɪksɪə(r) əv ˌɪmɔː'tæləti/ 长生不老药

Unit 7

A Conditional sentences (2)

We have already learnt to use conditional sentences to talk about probable results. We can also use conditional sentences to talk about results that will certainly happen.

If you don't get enough sleep, you won't remember things well.

If you press the button, the instructions appear on the screen.

(=The instructions appear on the screen **if** you press the button.)

B *if ... not* and *unless*

We sometimes use *unless* instead of *if ... not* in conditional sentences.

Unless you get enough sleep, you won't remember things well.

If you **don't** press the button, the instructions don't appear on the screen.

(=**Unless** you press the button, the instructions don't appear on the screen.)

Combine the two simple sentences into a complex sentence using *if ... not* or *unless*.

- (1) You won't succeed. You work hard.

Unless you work hard, you won't succeed. / If you don't work hard, you won't succeed.

- (2) I don't get enough sleep. I start forgetting things.

- (3) I review the vocabulary several times. I won't remember all the words in this unit.

- (4) I walk into the kitchen. My cat doesn't start miaowing.

- (5) You check the map. You will get lost.

- (6) You write down the phone number. You will forget it.

Unit 8

A Adverbs

We use adverbs to give information about an action. Adverbs are often formed by adding *-ly* to adjectives:

Adjectives	Adverb form	Example
most adjectives	+ <i>-ly</i>	quick → quickly
adjectives ending in <i>-y</i>	<i>y</i> + <i>-ily</i>	easy → easily
adjectives ending in a consonant + <i>-le</i>	<i>e</i> + <i>-y</i>	simple → simply
adjectives ending in <i>-ll</i>	+ <i>-y</i>	full → fully

There are some adverbs which do not follow these rules, for example:

good → well fast → fast early → early hard → hard late → late

B Comparative and superlative adverbs

We can use adverbs to compare how things happen or are done. We form comparative and superlative adverbs like this:

Adverb	Comparative	Superlative
quickly	more quickly	(the) most quickly
slowly	more slowly	(the) most slowly

There are some adverbs which do not follow these rules, for example:

well → better → (the) best badly → worse → (the) worst
 fast → faster → (the) fastest early → earlier → (the) earliest
 hard → harder → (the) hardest little → less → (the) least
 far → farther / further → (the) farthest / furthest

(We use *far* → *farther* → *farthest* to talk about actual distance, but *far* → *further* → *furthest* when we talk about how much progress someone makes or how much effect something has.)

Complete the two passages with the comparative or superlative forms of the adjectives and adverbs.

Some scientists believe that insects may be ⁽¹⁾ _____ (successfully) adapted animals in the world. They have adapted ⁽²⁾ _____ (successfully) to different environments than any other kind of animal. They can live under the soil and in the water, but they are ⁽³⁾ _____ (commonly) found in the air.

The African elephant is ⁽⁴⁾ _____ (large) land animal in the world. They are often found on the plains and grasslands, and in the forests. They have very large ears, and their front legs are usually slightly ⁽⁵⁾ _____ (short) than the back legs. An average African elephant can run at the top speed of 40 kilometres per hour. This is much ⁽⁶⁾ _____ (fast) than most Asian elephants. They are mostly gentle, but in recent years they have come into conflict with humans ⁽⁷⁾ _____ (frequently). However, most attacks can be avoided by treating the elephant with care and respect.

Irregular verbs

Base form	Simple past	Past participle
be (am, is, are)	was, were	been
bear	bore	born / borne
beat	beat	beaten
become	became	become
begin	began	begun
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burnt / burned	burnt / burned
buy	bought	bought
can	could	—
catch	caught	caught
choose	chose	chosen
come	came	come
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamt / dreamed	dreamt / dreamed
drink	drank	drunk

Base form	Simple past	Past participle
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
get	got	got / gotten
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
hear	heard	heard
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lead	led	led
learn	learnt / learned	learnt / learned
leave	left	left
let	let	let
lie (位于; 躺)	lay	lain

Base form	Simple past	Past participle	Base form	Simple past	Past participle
light	lit / lighted	lit / lighted	sit	sat	sat
make	made	made	sleep	slept	slept
may	might	—	smell	smelt / smelled	smelt / smelled
mean	meant	meant	speak	spoke	spoken
meet	met	met	spell	spelt / spelled	spelt / spelled
must	had to / must	—	spend	spent	spent
put	put	put	spread	spread	spread
read /ri:d/	read /red/	read /red/	stand	stood	stood
ride	rode	ridden	sweep	swept	swept
rise	rose	risen	swim	swam	swum
run	ran	run	take	took	taken
say	said	said	teach	taught	taught
see	saw	seen	tell	told	told
sell	sold	sold	think	thought	thought
send	sent	sent	understand	understood	understood
set	set	set	wake	woke	woken
shall	should	—	wear	wore	worn
shine	shone	shone	will	would	—
shoot	shot	shot	win	won	won
show	showed	shown	write	wrote	written
sing	sang	sung			

Phonetic symbols

说明:

本书词汇表主要以英式英语的发音为标准。表音符号如下:

Consonants 辅音			Vowels and diphthongs 元音和双元音		
p	pen	/pen/	i:	meet	/mi:t/
b	bad	/bæd/	i	happy	/'hæpi/
t	tea	/ti:/	ɪ	sit	/sɪt/
d	did	/dɪd/	e	ten	/ten/
k	cat	/kæt/	æ	fat	/fæt/
g	get	/get/	ɑ:	father	/'fɑ:ðə(r)/
tʃ	watch	/wɒtʃ/	ɒ	hobby	/'hɒbi/
dʒ	joy	/dʒɔɪ/	ɔ:	four	/fɔ:(r)/
f	fall	/fɔ:l/	ʊ	put	/pʊt/
v	brave	/breɪv/	u	actually	/'æktʃuəli/
θ	thin	/θɪn/	u:	too	/tu:/
ð	this	/ðɪs/	ʌ	cup	/kʌp/
s	see	/si:/	ɜ:	work	/wɜ:k/
z	zoo	/zu:/	ə	about	/ə'baʊt/
ʃ	shoe	/ʃu:/	eɪ	say	/seɪ/
ʒ	usually	/'ju:ʒuəli/	əʊ	go	/gəʊ/
h	hat	/hæt/	aɪ	my	/maɪ/
m	man	/mæn/	ɔɪ	boy	/bɔɪ/
n	now	/naʊ/	aʊ	how	/haʊ/
ŋ	sing	/sɪŋ/	ɪə	near	/nɪə(r)/
l	leg	/leg/	eə	hair	/heə(r)/
r	red	/red/	ʊə	sure	/ʃʊə(r)/
j	yes	/jes/			
w	wet	/wet/			

Words and phrases in each unit

说明:

标 * 的单词只要求理解。

Unit 1

dinosaur /'daiməsɔ:(r)/ <i>n.</i> 恐龙	p. 4
intelligent /ɪn'telɪdʒənt/ <i>adj.</i> 有才智的; 聪明的	p. 5
talented /'tæləntɪd/ <i>adj.</i> 有才能的; 天才的	p. 5
artistic /ɑ:'tɪstɪk/ <i>adj.</i> 有艺术天赋的; (尤指)有美术才能的	p. 5
perhaps /pə'hæps/ <i>adv.</i> 可能; 大概; 也许	p. 5
notebook /'nəʊtbʊk/ <i>n.</i> 笔记本	p. 5
vehicle /'vi:əkl/ <i>n.</i> 交通工具; 车辆	p. 5
prehistoric /,pri:hi'stɔ:rk/ <i>adj.</i> 史前的	p. 5
completely /kəm'pli:tli/ <i>adv.</i> 完全地; 彻底地	p. 5
original /ə'ɹɪdʒənəl/ <i>adj.</i> 原来的; 起初的	p. 8
birth /bɜ:θ/ <i>n.</i> 出生	p. 8
suffering /'sʌfərɪŋ/ <i>n.</i> 苦难; 疼痛	p. 8
artist /'ɑ:tɪst/ <i>n.</i> 艺术家; (尤指) 画家	p. 11
death /deθ/ <i>n.</i> 死; 死亡	p. 12
whole /həʊl/ <i>adj.</i> 全部的; 所有的	p. 12
piece /pi:s/ <i>n.</i> 一首, 一篇 (作品)	p. 14
editor /'edɪtə(r)/ <i>n.</i> (书籍的) 编辑	p. 14
organize /'ɔ:gənaɪz/ <i>v.</i> 安排; 组织	p. 14
order /'ɔ:də(r)/ <i>n.</i> 顺序	p. 14
record /rɪ'kɔ:d/ <i>v.</i> 记录	p. 14
die out 灭绝	p. 4
a type of 一种	p. 5
be related to 与……属于同一种类	p. 5

general education 通识教育	p. 14
go back a long way 历史悠久	p. 14
be similar to 与……相似	p. 14
alphabetical order 字母顺序	p. 14
play an important role 起到重要作用	p. 14

Unit 2

flight /flaɪt/ <i>n.</i> (尤指乘飞机的) 航程	p. 20
schedule /'ʃedju:l/ <i>n.</i> 日程安排	p. 20
everywhere /'evriweə(r)/ <i>adv.</i> 到处; 各个地方	p. 21
challenge /'tʃælɪndʒ/ <i>v.</i> 向 (某人) 挑战	p. 20
prize /praɪz/ <i>n.</i> 奖赏; 奖励	p. 20
promise /'prɒmɪs/ <i>v.</i> 承诺; 保证	p. 20
chessboard /'tʃesbɔ:d/ <i>n.</i> 国际象棋 棋盘	p. 20
silver /'sɪlvə(r)/ <i>n.</i> 银	p. 21
reply /rɪ'plaɪ/ <i>v.</i> 回复; 答复	p. 21
hesitation /,hezɪ'teɪʃn/ <i>n.</i> 犹豫	p. 21
wonder /'wʌndə(r)/ <i>v.</i> 想知道; 琢磨	p. 21
agree /ə'ɡri:/ <i>v.</i> 同意; 赞成	p. 21
per cent /pə'sent/ <i>n.</i> 百分之……	p. 24
currently /'kʌrəntli/ <i>adv.</i> 目前; 当前	p. 24
check /tʃek/ <i>v.</i> 检查; 核查	p. 27
budget /'bʌdʒɪt/ <i>n.</i> 预算	p. 27
province /'prɒvɪns/ <i>n.</i> 省份	p. 28
sharply /'ʃɑ:pli/ <i>adv.</i> 急剧地; 突然 大幅度地	p. 28
count /kaʊnt/ <i>v.</i> 计算 (或清点) 总数	p. 30
system /'sɪstəm/ <i>n.</i> 系统	p. 30
symbol /'sɪmbəl/ <i>n.</i> 符号; 记号	p. 30

represent /,reprɪ'zent/ v. 代表	p. 30	interview /'ɪntəvjʊ:/ v. 采访	p. 43
exactly /ɪg'zæktli/ adv. 准确地; 确切地	p. 30	positive /'pɒzətɪv/ adj. 正面的; 积极的	p. 44
flight schedule 航班时刻表	p. 20	negative /'negətɪv/ adj. 消极的	p. 44
price tag 价格标签	p. 21	effect /ɪ'fekt/ n. 影响	p. 44
for a moment 片刻; 一会儿	p. 20	opinion /ə'pɪnjən/ n. 意见; 看法	p. 44
without hesitation 毫不犹豫	p. 21	novel /'nɒvl/ n. (长篇) 小说	p. 44
go up 上升	p. 28	comment /'kɒment/ n. 评论	p. 44
go down 下降	p. 28	basis /'beɪsɪs/ n. 基础	p. 46
write down 写下; 记下	p. 30	microprocessor /,maɪkrəʊ'prəʊsesə(r)/ n. 微处理器	p. 46
instead of 代替; 作为……的替换	p. 30	microchip /'maɪkrəʊtʃɪp/ n. 微芯片; 芯片	p. 46
Unit 3		major /'meɪdʒə(r)/ adj. 主要的; 重要的	p. 46
*network /'netwɜ:k/ n. 网络	p. 36	breakthrough /'breɪkθru:/ n. 突破; 重大进展	p. 46
flood /flʌd/ n. 洪水; 水灾	p. 36	electronic /ɪ,lek'trɒnɪk/ adj. 电子的	p. 46
multimedia /,mʌlti'mɪ:diə/ n. 多媒体	p. 36	software /'sɒftweə(r)/ n. 软件	p. 46
expert /'ekspɜ:t/ n. 专家	p. 37	app /æp/ n. (application 的缩写) 应用程序; 应用软件	p. 46
mobile /'məʊbaɪl/ adj. 可移动的	p. 37	era /'ɪərə/ n. 时代; 纪元	p. 46
payment /'peɪmənt/ n. 付款; 支付	p. 37	download /,daʊn'ləʊd/ v. 下载	p. 46
warn /wɔ:n/ v. 提醒注意; 警告	p. 37	tiny /'taɪni/ adj. 微小的	p. 46
treatment /'tri:tment/ n. 治疗; 疗法	p. 37		
data /'deɪtə/ n. 数据	p. 37	connect to 连接	p. 36
company /'kʌmpəni/ n. 公司	p. 37	bring big changes to 给……带来重大 变化	p. 37
traffic /'træfɪk/ n. 路上行驶的车辆; 交通	p. 37	mobile payment 移动支付	p. 37
*flow /fləʊ/ v. (人或事物) 涌流; 流动	p. 37	take ... for example 以……为例	p. 37
smoothly /'smu:ðli/ adv. 平稳地; 连续而流畅地	p. 37	rubbish bin 垃圾箱	p. 37
laptop /'læptɒp/ n. 笔记本电脑	p. 40	social media 社交媒体	p. 43
screen /skri:n/ n. 屏幕	p. 40	in person 亲自; 亲身	p. 43
weight /weɪt/ n. 重量	p. 40	the general public 公众; 大众	p. 46
digital /'dɪdʒɪtl/ adj. 数码的	p. 40		
social /'səʊʃl/ adj. 社交的	p. 43	Unit 4	
message /'mesɪdʒ/ n. (书面或口头的) 信息	p. 43	balloon /bə'lu:n/ n. 气球	p. 53

wheel /wi:l/ <i>n.</i> 轮; 车轮	p. 52
central /'sentrəl/ <i>adj.</i> 在中心的	p. 52
although /ə:l'dəu/ <i>conj.</i> 虽然; 尽管; 即使	p. 52
attach /ə'tætʃ/ <i>v.</i> 把……固定; 把……附(在……上)	p. 52
pull /pʊl/ <i>v.</i> 拉; 拽; 扯; 拖	p. 52
international /,ɪntə'næʃnəl/ <i>adj.</i> 国际的	p. 52
path /pɑ:θ/ <i>n.</i> 小路; 小径	p. 52
technique /tek'ni:k/ <i>n.</i> 技巧; 技艺	p. 53
depend /dɪ'pend/ <i>v.</i> 需要; 依靠	p. 53
doubt /daʊt/ <i>n.</i> 疑惑; 疑问	p. 53
personally /'pɜ:sənəli/ <i>adv.</i> 就个人 意见	p. 56
*prediction /prɪ'dɪkʃn/ <i>n.</i> 预言; 预测	p. 56
statement /'steɪtmənt/ <i>n.</i> 说明	p. 56
benefit /'benɪfɪt/ <i>n.</i> 益处; 优势	p. 60
wing /wɪŋ/ <i>n.</i> (飞行器的) 翅膀; 机翼	p. 60
distance /'dɪstəns/ <i>n.</i> 距离	p. 60
petrol /'petrəl/ <i>n.</i> 汽油	p. 60
avoid /ə'vɔɪd/ <i>v.</i> 避免; 防止	p. 60
anywhere /'eniweə(r)/ <i>adv.</i> 在(或去) 任何地方	p. 60
notice /'nəʊtɪs/ <i>v.</i> 看(或听)到; 注意到	p. 62
type /taɪp/ <i>n.</i> (印刷用的) 活字	p. 62
*mixture /'mɪkstʃə(r)/ <i>n.</i> 混合物	p. 62
heat /hi:t/ <i>v.</i> 加热; 变热	p. 62
press /pres/ <i>v.</i> (被) 压	p. 62
metal /'metl/ <i>n.</i> 金属	p. 62
steam locomotive 蒸汽机车	p. 52
crewed spacecraft 载人航天器	p. 53
on foot 步行	p. 52
a number of 几个; 若干	p. 52

take place 发生; 进行	p. 52
for instance 例如; 比如	p. 52
large amounts of 大量	p. 52
international trade 国际贸易	p. 52
depend on 依靠; 依赖	p. 53
3D printer 3D 打印机	p. 53
without doubt 毫无疑问	p. 53
of all time 自古以来; 有史以来	p. 53
make fun of 取笑; 拿……开玩笑	p. 56
traffic jam 堵车; 交通阻塞	p. 60

Unit 5

exchange /ɪks'tʃeɪndʒ/ <i>n.</i> 交流	p. 68
nervous /'nɜ:vəs/ <i>adj.</i> 焦虑的; 担忧的	p. 69
*grateful /'ɡreɪtfl/ <i>adj.</i> 感激的	p. 69
chopstick /'tʃɒpstɪk/ <i>n.</i> 筷子	p. 69
tour /tuə(r)/ <i>n.</i> 旅行; 旅游	p. 69
tai chi /,taɪ 'tʃi:/ <i>n.</i> 太极(拳)	p. 69
yet /jet/ <i>adv.</i> 尚(未); 还; 仍	p. 69
independent /,ɪndɪ'pendənt/ <i>adj.</i> 自主的	p. 75
content /'kɒntent/ <i>n.</i> 内容	p. 76
feeling /'fi:lɪŋ/ <i>n.</i> 感觉; 感情	p. 76
shock /ʃɒk/ <i>n.</i> 震惊; 令人震惊的事	p. 78
foreign /'fɒrən/ <i>adj.</i> 外国的	p. 78
*confused /kən'fju:zd/ <i>adj.</i> 糊涂的; 迷惑的	p. 78
anxious /'æŋkʃəs/ <i>adj.</i> 焦虑的; 忧虑的	p. 78
*phase /feɪz/ <i>n.</i> 阶段; 时期	p. 78
honeymoon /'hʌnɪmu:n/ <i>n.</i> (新活动 之初的) 和谐时期	p. 78
unfamiliar /,ʌnfə'mɪliə(r)/ <i>adj.</i> 陌生的; 不熟悉的	p. 78
homesick /'həʊmsɪk/ <i>adj.</i> 想家的	p. 78
lonely /'ləʊnli/ <i>adj.</i> 孤独的	p. 78
deal /di:l/ <i>v.</i> 对付; 应付	p. 78

expect /ɪk'spekt/ v. 预料; 预期	p. 78	fill /fɪl/ v. (使) 充满; (使) 装满	p. 94
situation /ˌsɪtʃu'eɪʃn/ n. 情况	p. 78	towards /tə'wɔːdz/ prep. 向; 朝;	
accept /ək'sept/ v. 接受	p. 78	对着	p. 94
adaptation /ˌædæp'tetʃn/ n. 适应	p. 78	attack /ə'tæk/ n. 袭击; 攻击	p. 94
		fog /fɒg/ n. 雾	p. 94
Beijing opera 京剧	p. 68		
host family 寄宿家庭	p. 69	make jokes about 开……的玩笑	p. 85
snake its way 蜿蜒	p. 69	succeed in 在……方面成功	p. 85
culture shock 文化冲击	p. 78	be tired of 厌烦	p. 92
deal with 解决; 处理	p. 78	go on board 上船	p. 92
feel at home 感到舒适自在	p. 78	be jealous of 嫉妒	p. 94
		be full of 装满; 充满	p. 94

Unit 6

author /'ɔːθə(r)/ n. 作者; 作家	p. 85
remains /rɪ'meɪnz/ n. 遗迹; 遗址	p. 85
locate /ləʊ'keɪt/ v. 把……安置在 (或建造于)	p. 85
soldier /'səʊldʒə(r)/ n. 士兵	p. 84
*captain /'kæptɪn/ n. 首领; 领导者	p. 84
empty /'empti/ adj. 空的	p. 84
victory /'vɪktəri/ n. 胜利; 成功	p. 85
joke /dʒəʊk/ n. 笑话; 玩笑	p. 85
midnight /'mɪdnɑːt/ n. 午夜	p. 85
except /ɪk'sept/ prep. 除……之外	p. 85
hide /haɪd/ v. 藏; 隐蔽	p. 85
secretly /'siːkrətli/ adv. 秘密地	p. 85
enter /'entə(r)/ v. 进来; 进入	p. 85
succeed /sək'siːd/ v. 达到目的; 成功	p. 85
*trick /trɪk/ n. 诡计	p. 85
fight /faɪt/ v. 打仗; 战斗	p. 85
beat /bi:t/ v. 打败(某人)	p. 91
v. 敲打	p. 94
*pretend /prɪ'tend/ v. 假装; 佯装	p. 92
enemy /'enəmi/ n. 敌人	p. 94
fail /feɪl/ v. 失败; 未能(做到)	p. 94
therefore /'ðeəfɔː(r)/ adv. 因此; 所以	p. 94
within /wɪ'ðɪn/ prep. 在(某段时间) 之内	p. 94

Unit 7

regularly /'regjələli/ adv. 有规律地	p. 100
repeat /rɪ'pi:t/ v. 重复	p. 100
note /nəʊt/ n. 笔记; 记录	p. 100
*visual /'vɪʒuəl/ adj. 视觉的	p. 100
mentally /'mentəli/ adv. 精神上	p. 101
*link /lɪŋk/ v. 联系; 相联系	p. 101
list /lɪst/ n. 清单	p. 101
especially /ɪ'speʃəli/ adv. 尤其	p. 101
diet /'daɪət/ n. 日常饮食	p. 101
maintain /meɪn'teɪn/ v. 维持; 保持	p. 101
nut /nʌt/ n. 坚果	p. 101
relax /rɪ'læks/ v. 放松; 休息	p. 101
stressed /strest/ adj. 心力交瘁的; 焦虑不安的	p. 101
tend /tend/ v. 往往会; 常常就	p. 101
normal /'nɔːml/ adj. 正常的	p. 101
loss /lɒs/ n. 丧失; 损失	p. 101
fork /fɔːk/ n. 餐叉	p. 104
onion /'ʌnjən/ n. 洋葱	p. 104
ant /ænt/ n. 蚂蚁	p. 104
context /'kɒntekst/ n. 上下文; 语境	p. 107
image /'ɪmɪdʒ/ n. 图像	p. 107
sense /sens/ n. 感觉官能(即视、听、 嗅、味、触五觉)	p. 108

summary /'sʌməri/ <i>n.</i> 总结; 概括	p. 108	*complain /kəm'pleɪn/ <i>v.</i> 抱怨; 投诉	p. 123
contain /kən'teɪn/ <i>v.</i> 包含; 含有	p. 110	litter /'lɪtə/ <i>n.</i> 猫砂; 垃圾	p. 124
particular /pə'tɪkjələ(r)/ <i>adj.</i> 专指的; 特指的	p. 110	relieve /rɪ'li:v/ <i>v.</i> 方便; 解手	p. 124
chemistry /'kemɪstri/ <i>n.</i> 化学组成 (或性质); 化学	p. 110	unlikely /ʌn'laɪkli/ <i>adj.</i> 不大可能 发生的	p. 124
flash card 识字卡片	p. 100	indoors /,ɪn'dɔ:z/ <i>adv.</i> 在室内	p. 124
make a point of doing something (因重要或必要) 保证做	p. 101	magical /'mædʒɪkl/ <i>adj.</i> 有魔力的	p. 126
last but not least 最后但同样重要的	p. 101	wealth /welθ/ <i>n.</i> 钱财; 财富	p. 126
natural disaster 自然灾害	p. 110	queen /kwi:n/ <i>n.</i> 女王; 王后	p. 126
figure out 弄懂; 弄清楚	p. 110	servant /'sɜ:vənt/ <i>n.</i> 仆人; 佣人	p. 126
		pride /praɪd/ <i>n.</i> 自豪; 骄傲	p. 126
		among /ə'mʌŋ/ <i>prep.</i> 在……中	p. 126
		relationship /rɪ'leɪʃnʃɪp/ <i>n.</i> 关系	p. 126

Unit 8

attack /ə'tæk/ <i>v.</i> 袭击; 攻击	p. 116	grow up 长大; 成熟	p. 117
*faithful /'feɪθfl/ <i>adj.</i> 忠实的; 忠诚的	p. 116	care for 照顾; 照料	p. 117
hold /həʊld/ <i>v.</i> 抱着; 拿着	p. 117	in short 总之; 简言之	p. 117
responsible /rɪ'spɒnsəbl/ <i>adj.</i> 可信任 的; 可信赖的	p. 117	have no choice but to do 别无选择; 只能……	p. 117
awake /ə'weɪk/ <i>adj.</i> 醒着	p. 117	run free 四处自由走动	p. 117
flat /flæt/ <i>n.</i> 公寓	p. 117	lie around 懒散度日; 游手好闲	p. 120
choice /tʃɔɪs/ <i>n.</i> 选择	p. 117	complain about 抱怨	p. 123
advise /əd'vaɪz/ <i>v.</i> 劝告; 建议	p. 117	in addition 除……以外(还)	p. 124
cause /kɔ:z/ <i>v.</i> 引起; 造成; 导致	p. 123	catch the eye of somebody 引起某人 的注意	p. 126

Words and phrases in alphabetical order

A

a number of 几个; 若干	p. 52
a type of 一种	p. 5
accept /ək'sept/ v. 接受	p. 78
adaptation /,ædæp'teɪʃn/ n. 适应	p. 78
advise /əd'vaɪz/ v. 劝告; 建议	p. 117
agree /ə'ɡri:/ v. 同意; 赞成	p. 21
alphabetical order 字母顺序	p. 14
although /ɔ:l'dəʊ/ conj. 虽然; 尽管; 即使	p. 52
among /ə'mʌŋ/ prep. 在……中	p. 126
ant /ænt/ n. 蚂蚁	p. 104
anxious /'æŋkʃəs/ adj. 焦虑的; 忧虑的	p. 78
anywhere /'eniweə(r)/ adv. 在(或去) 任何地方	p. 60
app /æp/ n. (application 的缩写) 应用程序; 应用软件	p. 46
artist /'ɑ:tɪst/ n. 艺术家; (尤指) 画家	p. 11
artistic /ɑ:'tɪstɪk/ adj. 有艺术天赋的; (尤指)有美术才能的	p. 5
attach /ə'tætʃ/ v. 把……固定; 把……附(在……上)	p. 52
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awake /ə'weɪk/ adj. 醒着	p. 117

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*confused /kən'fju:zd/ <i>adj.</i> 糊涂的; 迷惑的	p. 78	exactly /ɪg'zæktli/ <i>adv.</i> 准确地; 确切地	p. 30
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O

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 的; 可信赖的 p. 117
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S

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 嗅、味、触五觉) p. 108
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- towards /təˈwɔːdz/ *prep.* 向; 朝;
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- wheel /wiːl/ *n.* 轮; 车轮 p. 52
- whole /həʊl/ *adj.* 全部的; 所有的 p. 12
- wing /wɪŋ/ *n.* (飞行器的) 翅膀;
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- within /wɪˈðɪn/ *prep.* 在(某段时间)
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- without doubt 毫无疑问 p. 53
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- wonder /ˈwʌndə(r)/ *v.* 想知道; 琢磨 p. 21
- write down 写下; 记下 p. 30
- Y**
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Proper nouns

Names of people

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annotate 给……作注解(或评注)	p. 53	quote 引语	p. 69
cardinal number 基数词	p. 25	rhythm 节奏	p. 91
comparative adjective 形容词比较级	p. 41	scanning 扫读	p. 5
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determiner 限定词	p. 9	superlative adjective 形容词最高级	p. 41
expository writing 说明文写作	p. 101	superlative adverb 副词最高级	p. 122
indefinite pronoun 不定代词	p. 9	the present perfect 现在完成时	p. 73
intonation 语调	p. 59	transitional word 连接词	p. 53
loss of plosion 失去爆破	p. 107	weak form 弱读	p. 27
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