

上海教育出版社



义务教育教科书

ENGLISH

英语



九年级
上册

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主编 舒白梅

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主 编：舒白梅

副 主 编：程 林

编写人员：（以姓氏笔画为序）

叶方兴 向宗平 李 睿 何 琳

陈皓曦 秦文娟 倪 宏

责任编辑：庄夏影 姚玉莹 黄 艳

特约审读：戴嘉子

美术编辑：朱博韡

封面设计：郑 艺 朱博韡

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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。在单元主题的统领下，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

Great people



Key question

How did great people contribute to our society?

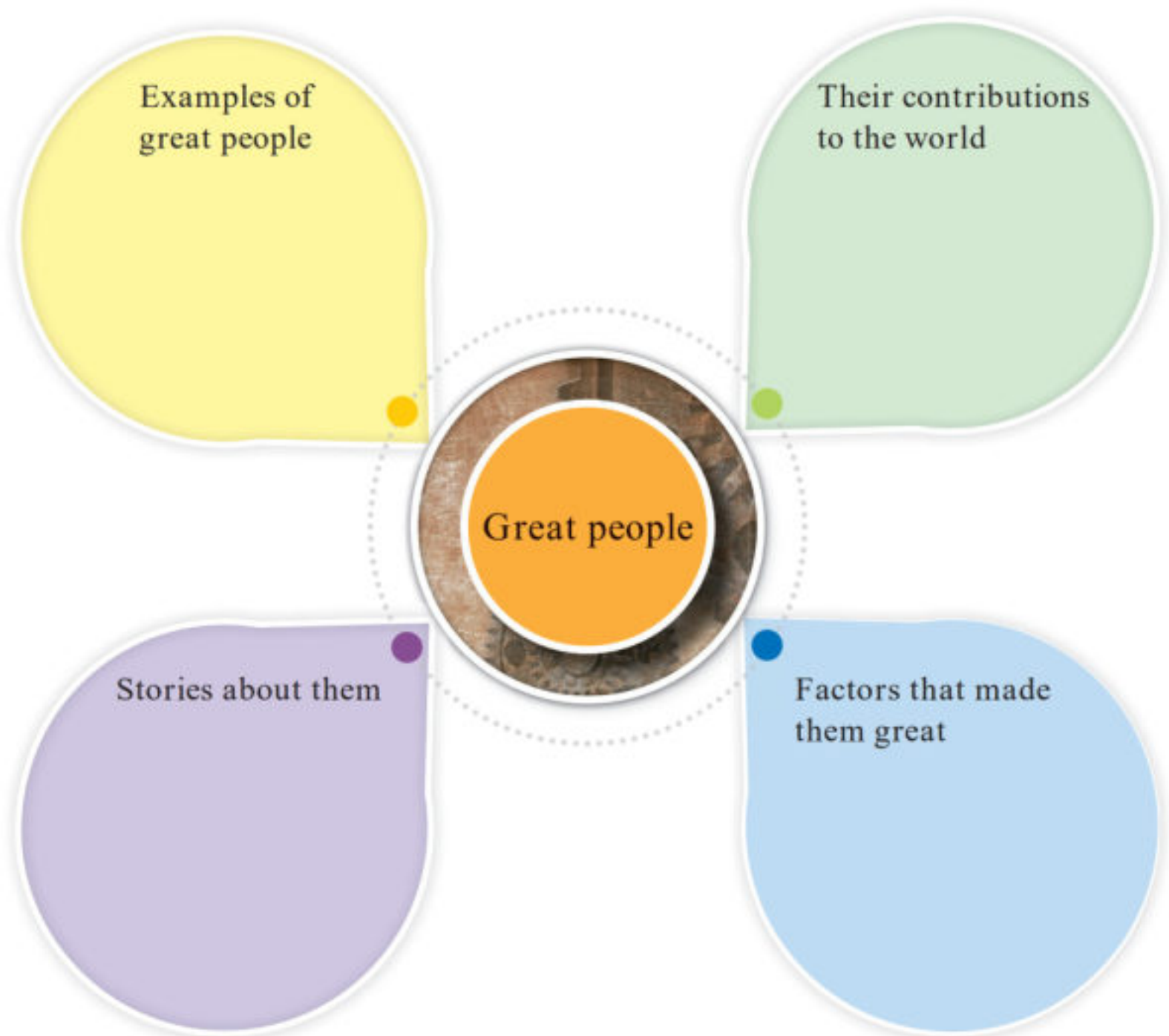


Unit objectives

I can:

- talk about some great people and their achievements.
- understand how great people contribute to the development of society.
- write an article about a great person.
- analyse how people became great.

First thoughts



Think

- Which great people do you know?
- What contributions did these great people make to human society?
- What qualities do great people have in common?
- How did people become great?

Section 1 Experiencing and understanding language



Reading

Think

Which great people do you know?

Before you read

Have you heard of these people? What contributions did they make to the world? Talk about them in pairs.

Tu Youyou		Pablo Picasso	
Born: 1930	Job: Scientist	Born: 1881 Died: 1973	Job: Artist
Contribution: She discovered <i>qinghaosu</i> ^① , one of the world's most effective treatments for malaria ^② .		Contribution: He helped create a new style of art called Cubism. He changed people's ideas about art.	
			

Read an article about a great woman scientist and find out how she achieved so much at a young age. 🎧

Wang Zhenyi^③—an outstanding woman scholar

Wang Zhenyi (1768–1797) was a female mathematician and an astronomer who lived in the Qing dynasty. She also had a talent for poetry.

Wang grew up in a family that valued education. As a child, she learnt mathematics from her father, astronomy from her grandfather and poetry from her grandmother. When she was a teenager, she spent a lot of time studying and building her knowledge in her grandfather's library.

Wang learnt more and more about astronomy and mathematics, even though the language in the science books was very old-fashioned and difficult to understand. This experience made her realize something important: scientific texts need to be written in a clear way so that everyone can understand them. With this in mind, she rewrote the mathematician Mei Wending's^④ famous book about calculation. At age 24, she created a simpler method of multiplication^⑤ and division, and wrote a book about it.

Wang also studied astronomy on her own. She described lunar and solar eclipses^⑥ in her works. In old times, people thought eclipses were a sign that

① *qinghaosu* 青蒿素 ② *malaria* /mə'leəriə/ *n.* 疟疾 ③ Wang Zhenyi 王贞仪

④ Mei Wending 梅文鼎 ⑤ *multiplication* /ˌmʌltɪplɪ'keɪʃn/ *n.* 乘; 相乘

⑥ *eclipse* /'ɪkɪps/ *n.* 日食; 月食



Who's Tu Youyou?

She's a scientist.



What's her contribution to the world?

...

Ludwig van Beethoven

Born: 1770 Died: 1827

Job: Composer^①

Contribution: He created some of the most influential music in history. He changed many traditional forms of Western classical music.

**Nicolaus Copernicus**

Born: 1473 Died: 1543

Job: Astronomer

Contribution: He found out that the Earth and the other planets travel around the Sun. His discovery changed the way people viewed the solar system.



heaven was angry with them, but Wang showed that these events were completely natural. She explained it in a simple way so that ordinary people could understand. She set up a model of a lunar eclipse in a garden. It was made up of a round table representing the Earth, a lamp as the Sun, and a round mirror as the Moon. Wang moved the objects around to show what happens during a lunar eclipse: when the Moon passes into the Earth's shadow, the Moon becomes darker. Her model was clear and simple to understand, even for the youngest people in the audience.

In addition to her achievements in mathematics and astronomy, Wang Zhenyi was an excellent poet, and she wrote about unusually modern topics. Wang knew that women are no less intelligent than men, as we can see in this poem:

It's made to believe,
Women are the same as Men;
Are you not convinced,
Daughters can also be heroic?

In 1994, the International Astronomical Union (IAU) named a crater on Venus after Wang Zhenyi. Since she achieved so much in her short time on Earth—she died at the age of 29—it is fitting^② that she is remembered beyond it.

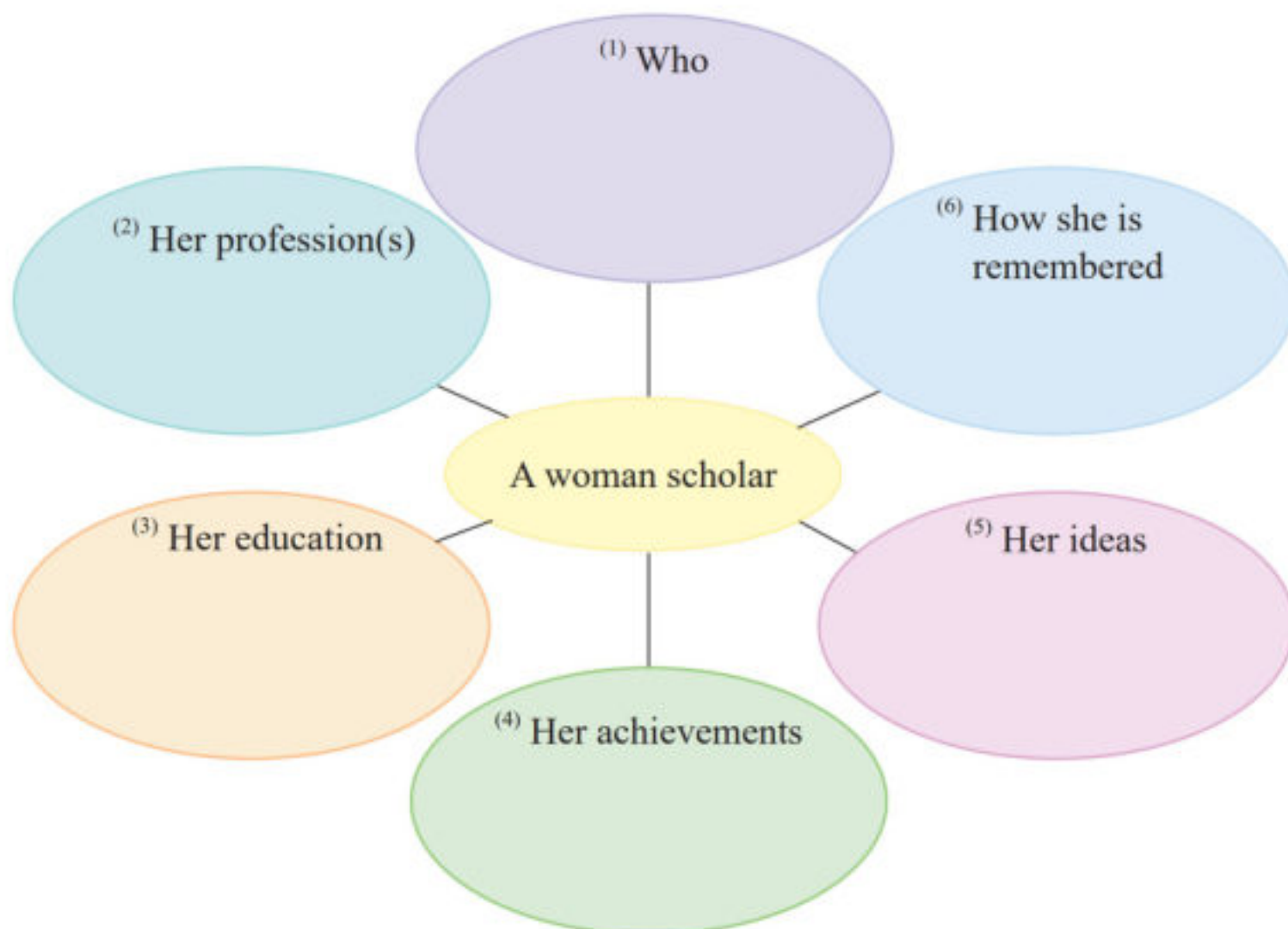


① composer /kəm'pəʊzə(r)/ n. (尤指古典音乐的) 创作者; 作曲家

② fitting /'fitɪŋ/ adj. 恰当的

Reading comprehension

1 Complete the mind map with the information from the article on pages 4–5.



2 Read the article again and answer the questions below.

Do you think Wang Zhenyi was ahead of her time? If so, in what way?



Your ideas

3 Discuss the questions below.

- (1) What made Wang Zhenyi an outstanding woman scholar?
- (2) What can you learn from her?

Vocabulary practice

1 Find the words and phrases in the article on pages 4–5 and match them with their meanings.

- | | |
|--------------------------------|---|
| (1) outstanding (title) | a extremely good |
| (2) old-fashioned (line 8) | b thinking about something carefully before doing something |
| (3) with ... in mind (line 11) | c not different or unusual |
| (4) ordinary (line 17) | d besides, as well as |
| (5) in addition to (line 24) | e very traditional, not modern |

2 Complete the passage with the words and phrases from Exercise 1. Change the form if necessary.

Ada Lovelace (1815–1852) was one of the most ⁽¹⁾ _____ women in 19th-century science. Today, she is known as “the first computer programmer”. Ada’s family was far from ⁽²⁾ _____. Her mother was a mathematician, and her father was a famous poet. Ada studied advanced mathematics when she was growing up, and also met many scientists.

In those days, mathematicians had to do all calculations by hand, and it was very easy to make mistakes. ⁽³⁾ _____ this _____, a man named Charles Babbage designed a calculating machine.

The 17-year-old Ada heard about this and got in touch with the inventor. Babbage had very ⁽⁴⁾ _____ ideas about women, but Ada persuaded him to work with her. She helped Babbage program his machine. ⁽⁵⁾ _____ her programming work, she also helped make his ideas easier for the public to understand.

3 Write about a great person you know about. Use the expressions below.

grow up in a family that ...

have a talent for

in addition to

spend a lot of time doing ...

with ... in mind

It is fitting that ...

 Listening
Great minds in history**Think**

What contributions did these great people make to human society?

- 1 The words below are nouns to refer to experts in different fields. Have you heard of any famous people in these fields?

philosopher physicist biologist chemist dramatist

- 2 Listen to a podcast and answer the question below. 

What is this podcast about?

- 3 Listen again and complete the profiles below. 

Confucius (551–479 BCE)	- Chinese ⁽¹⁾ _____ and philosopher - He spent a lot of his life ⁽²⁾ _____. - He is remembered for ⁽³⁾ _____.
William Shakespeare (1564–1616)	⁽⁴⁾ _____ dramatist and poet - He wrote around ⁽⁵⁾ _____ plays and _____ poems. <i>Hamlet</i> is one of ⁽⁶⁾ _____.
Charles Darwin (1809–1882)	⁽⁷⁾ _____ biologist and ⁽⁸⁾ _____ - He was the ⁽⁹⁾ _____ of the theory of evolution ^①. - He published <i>The Origin of Species</i>. The theory was ⁽¹⁰⁾ _____ in the 19th century.
Marie Curie (1867–1934)	⁽¹¹⁾ _____ physicist and chemist - She discovered radioactivity and two new chemical elements. She ⁽¹²⁾ _____ in Physics in 1903, and then in Chemistry in 1911.
Albert Einstein (1879–1955)	- German-born physicist - His theories explain the way ⁽¹³⁾ _____.

**Your ideas**

- 4 Discuss the questions below.

Which person from the podcast do you admire most? Why?

① theory of evolution /,θə'ri əv ,i:və'lu:ʃn/ 进化论

Section 2 Exploring and applying rules



Grammar

Adjectives + *that*-clauses

We use adjectives + *that*-clauses to express opinions and feelings.

*Su Wen is telling Su Mei something about the great writer and thinker Lu Xun. Read the dialogue below and pay attention to the sentences **in bold**.*

- Su Mei: How was your weekend? Did you do anything exciting?
- Su Wen: I went to the Lu Xun Museum. I'm glad that I have learnt a lot about the great Chinese writer and thinker.
- Su Mei: He first studied medicine, right?
- Su Wen: Yes. He wanted to be a doctor to save people's lives. But he was sad that China faced many serious problems at the time. Lu Xun finally decided to awaken the Chinese people through literature.
- Su Mei: He made the right decision!



Let's sum up the rules!

Some adjectives can be followed by *that*-clauses. We can sometimes leave out *that*. Here are some of the adjectives:

afraid	excited	glad	pleased	sorry	surprised
happy	sad	worried	certain	sure	(un)aware

Look!

We can use a *wh*-clause after *not sure* and *not certain*.

I am **not sure what** I can do to solve this problem.

He is **not certain who** will come to the meeting.

Unit 1 Great people

1 Rewrite the sentences below with the adjectives in brackets.

(1) The professor finished his task at last. He was very happy about it. (excited)
The professor was excited that he finished his task at last.

(2) Marie Curie knew that everything in nature is made up of elements. (sure)

(3) Tu Youyou believed that her team could find a treatment for the deadly disease.
 (confident)

(4) Chen Wangdao^① didn't realize that he was eating *zongzi* with ink. (unaware)

(5) Charles Darwin believed that human beings and apes share a common ancestor.
 (certain)



Grammar in use

2 Tell your classmate how you feel about the situations below. You may use your own situations.

- Your friend has won the first prize in the maths competition.
- Your sister will take part in a running race at her school.
- The mid-term exams are coming.
- Because of climate change, some islands will disappear in the near future.
- The Chinese ping-pong team will soon start its match at the Olympic Games.

...

I'm sure that ...

I'm certain that ...

I'm happy that ...

I'm worried that ...

I'm surprised that ...

...



I'm glad that my friend won the first prize in the maths competition!

What an achievement! I'm happy that he / she won.



Section 3 Expressing and communicating ideas



Speaking

Talking about a great person

Choose a great person you are interested in. Talk about him or her in pairs. Read the dialogue and pay attention to the expression in blue. 🎧

S1: What do you think makes a great person?

S2: *I think a great person has a strong will.*
He or she is not afraid of difficulties.

S1: Can you give an example?

S2: Take Tu Youyou for example. She did hundreds of experiments before she discovered a treatment for malaria.

S1: That's true. Thanks to her efforts, many lives have been saved!

...

Think

What qualities do great people have in common?



Describing great people

adjectives: adventurous,
brave, confident, creative,
curious, energetic, fearless,
hardworking, talented
nouns: genius, hero, pioneer



Improving your communication

Expressing judgement and evaluation 🎧

Sometimes we need to make a judgement or an evaluation of people or things around us. We can use the following expressions:

- I think he / she is very ...
- ... is considered to be ...
- ... is remembered for ...
- ... is thought to be ...

Writing

Writing an article about a great person

Teen Life Magazine

A lot of people changed society with their skills, knowledge and ideas. *Teen Life Magazine* will have a special column about them. Write an article about a great person and send it to us!

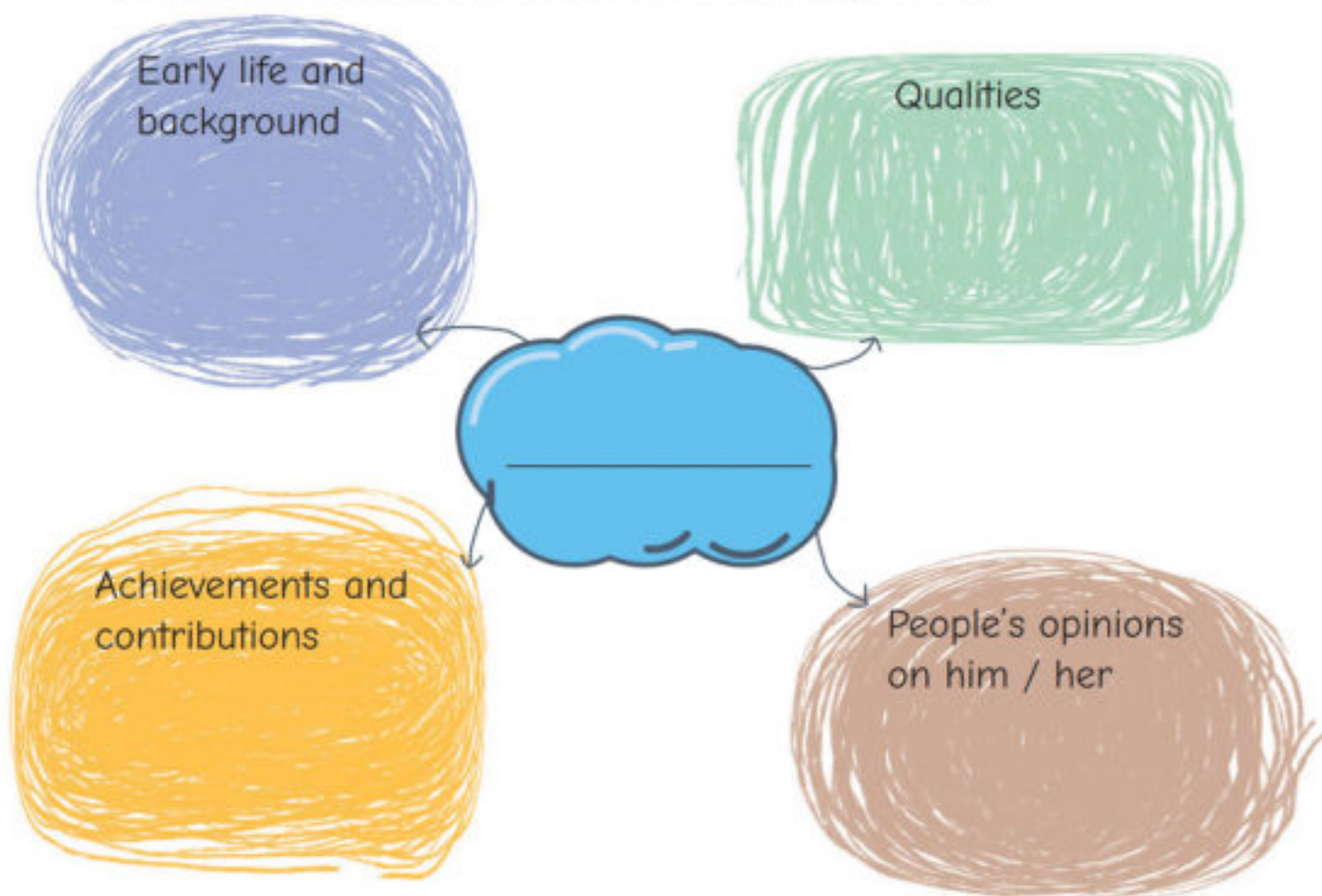
1 Discuss in pairs about the great people you know about. Use the questions to help you.

- Who is he / she?
- What are his / her achievements?
- How did he / she become a great person?
- Why do people admire him / her?
- What personal qualities helped him / her become a great person?

...

2 Write an article about a great person.

Step 1 Plan Do some research about a great person you are interested in and complete the mind map with the information you found.



Step 2 Write Write about this great person. Use the mind map in step 1 and the expressions below to help you.

From a young age, he / she showed a strong interest in ...
Inspired by ..., he / she was fond of ...
A significant milestone in his / her life was when ...
Through his / her hard work, he / she managed to ...
The impact of his / her contributions can still be seen in ...



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

- I wrote about the person's early life, contributions and what others think of him / her. ☐
- I used appropriate adjectives, such as _____, to describe the person's qualities. ☐
- 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

In some cases, the work of a single person can have a huge impact on the world. Let's look at one such story.

Think

How did people become great?

1 Read the story about an early communist pioneer and find out who the man was. 

The taste of truth is sweet

Under the dim^① light of an oil lamp, a man sat at a desk in an old house. With a writing brush in his hand, he was busy writing on a piece of paper.

It was early spring and the air was still cold. His hands were numb^②, but the task was so important that he couldn't stop working. "It's going to take me weeks,"
5 he said to himself. Several days passed, and he always worked deep into the night. His mother was worried about his health, and she sometimes brought him some snacks at night.

Then one day, his mother came again.

"I have made some *zongzi* for you!" she said. "They taste better when dipped in
10 the brown sugar sauce^③. I hope you'll enjoy them. And go to bed early!"

"Thank you, Mum!" he said.

His mother left and he continued his work. He felt a bit hungry, so he reached for a *zongzi*, dipped it in, and then ate it.

When his mother later returned for the bowls, she was surprised to see that there
15 was ink all around her son's mouth.

"My son," she said, "how were your *zongzi*?"

"They were delicious!" he replied.

"But you have ink all around your mouth!" she said. "You must have dipped them in the ink instead of the brown sugar sauce!"

20 "Ah!" he said with a big smile. "But the taste is so sweet!"

The man here was Chen Wangdao, a scholar and educator.

It is said that he was so concentrated on translating *The Communist Manifesto* that he didn't realize he was eating ink! To Chen, "the taste of truth is so sweet"!

25 In 1920, in his home village in Zhejiang Province, Chen Wangdao made the first Chinese translation of *The Communist Manifesto*. His strong belief in Marxism helped him complete the difficult translation work. The book inspired many of the early communist pioneers to fight for a better future for the people.

① dim /dɪm/ adj. 昏暗的 ② numb /nʌm/ adj. 麻木的 ③ sauce /sɔ:s/ n. 调味汁; 酱

The Communist Manifesto was written by Karl Marx and Friedrich Engels and was first published in 1848. It was one of the first Marxist texts, and it has had a huge impact on society.

Notes

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

- (1) What were Chen Wangdao's working conditions like?
- (2) Why did Chen Wangdao always work deep into the night?
- (3) Why didn't Chen Wangdao realize he was eating ink?

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

- | | |
|----------------------------|--|
| (1) truth (title) | a a strong feeling that something is true |
| (2) reach for (line 12) | b to stretch out one's hand to get something |
| (3) concentrated (line 22) | c focusing all one's thoughts and attention on one thing |
| (4) belief (line 25) | d to work very hard to achieve something |
| (5) fight for (line 27) | e a fact that most people believe is true |



Your ideas

4 Discuss the questions below.

- (1) What did Chen Wangdao mean when he said "the taste is so sweet"?
- (2) What can you learn from the story?



Exploring more

What contributions did the Curies^① make to the world? Go online and find out about their important discoveries.

① 指居里夫妇，即玛丽·居里和皮埃尔·居里。



Cross-curricular connection | Medical science*

An accident is not always a bad thing. Sometimes, it may contribute to a great discovery.

1 Read the article and find out how Alexander Fleming discovered penicillin^①. 

Penicillin: an accidental discovery that changed the world

Many people consider the discovery of penicillin to be a major turning point in the history of the world. Before penicillin, a simple cut or insect bite could lead to serious infection and even death. Similarly, diseases caused by bacteria^② were likely to kill patients within weeks or even days. Doctors tried their best, but their treatments often failed and many patients died.

It is hard to believe that this world-changing discovery happened by accident! In 1928, a scientist in London called Alexander Fleming came back from holiday to find his laboratory in a bit of a mess. He noticed there was mould^③ growing in some of the laboratory dishes left lying around. As he sorted through them, he noticed something extraordinary. There were no bacteria in areas around the mould. Fleming found that a substance in the mould was killing the bacteria. He called it “penicillin” and was excited about using it to fight infections in humans. Sadly, Fleming did not have the money or equipment to develop his research further.



It was only in the 1940s that scientists in the United States were able to produce penicillin in large quantities. Other antibiotics were also developed during this period. Since then, antibiotics have been widely used to treat infections. However, in recent years, some people have become infected by bacteria that are able to survive antibiotic treatments. Because of these “superbugs”, it has become clear that we cannot rely completely on antibiotics in the future. Scientists are therefore working hard to find new ways to fight infections.



2 Find more information about the development of antibiotics and share your findings with your classmates.

① penicillin /ˌpenɪˈsɪlɪn/ n. 青霉素 ② bacteria /bækˈtɪəriə/ n. 细菌 ③ mould /məʊld/ n. 霉; 霉菌

Checking your progress

Project*

Making a presentation about a great person

Choose a great person you admire most. Think about what makes him / her a great person. Work in groups and make a presentation about him / her.

Step 1 Find information about this person online or in the library.

Step 2 Prepare your presentation slides. Make sure you use a suitable design and layout.

Tu Youyou: the first Chinese woman to win a Nobel Prize

By Group 2



»»

Contents »»

- Her early life
- Her education
- Her research story
- Her achievements
- What we can learn from her



Her research story »»

Malaria used to be a big problem in China.

The government launched Project 523 to develop malaria treatments. Tu was one of the scientists working on this project.

...

Step 3 Give your presentation in class. Vote for the presentation that impressed you most.



Wits corner

Try not to become a man of success. Rather become a man of value.

— Albert Einstein

Unit 2 Great ideas



Key question

How do great ideas change the world?

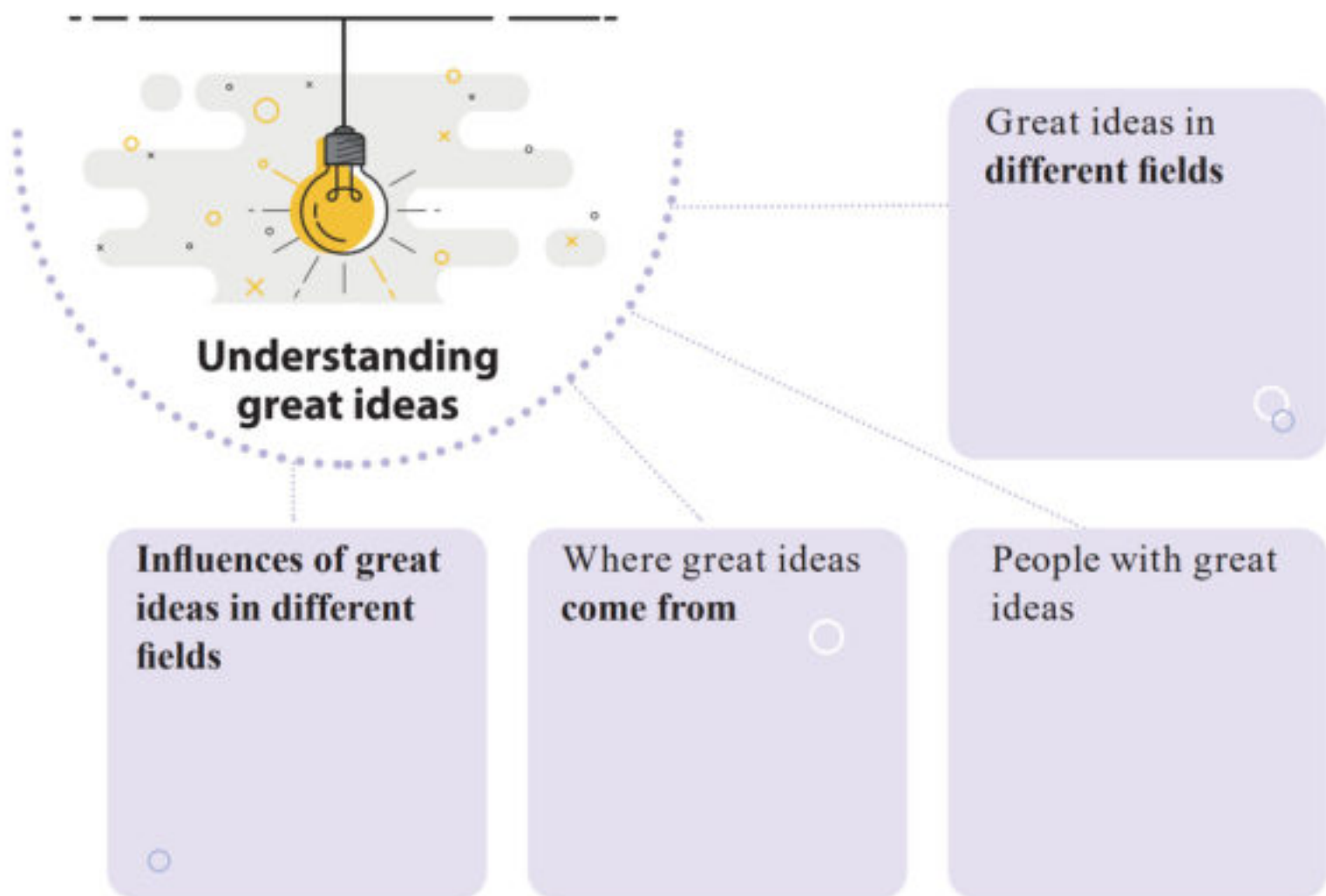


Unit objectives

I can:

- talk about people with great ideas.
- understand different ways of coming up with new ideas.
- explain how a great idea solved a problem.
- find out how great ideas have changed our lives.

First thoughts



Think

- Where do great ideas come from?
- What do great ideas bring about?
- Why do we need new ideas?
- How have great ideas influenced our lives?

Section 1 Experiencing and understanding language



Reading

Think

Where do great ideas come from?

Before you read

1 Complete a mini-quiz about Archimedes.

(1) Who was Archimedes? (You may choose more than one answer.)

- a a physicist b a painter c a mathematician

(2) Where was Archimedes born?

- a Pisa, an Italian city c Syracuse, an ancient Greek city
b Cairo, an Egyptian city

(3) Which of the quotes below is from Archimedes?

- a Give me but one firm spot on which to stand, and I will move the Earth.
b You can't step twice^① into the same river.
c I know nothing except the fact of my ignorance.

2 You have learnt Archimedes' principle^② in your physics class. Look at the pictures and discuss the question below.

What are the applications of Archimedes' principle in daily life?



What are the applications of Archimedes' principle in daily life? Can you give an example?

Sure. Ship designers use Archimedes' principle to make sure their ships float on water.



① twice /twais/ adv. 两次; 两遍 ② Archimedes' principle /,ɑ:kɪ'mi:di:z prɪnsəpl/ 阿基米德原理

Read the story and find out what problem Archimedes wanted to solve, and how the problem was solved. 🎧

Archimedes and the golden crown

One day in the ancient Greek city of Syracuse, King Hiero asked a crown maker to make him a fancy golden crown. At first, he was very satisfied with it.

“It’s a nice crown, isn’t it?” he asked his son, the prince. Later, however, he began to doubt whether it was a real golden crown. “Is it made completely of gold?” he wondered. He sent it to Archimedes and asked him to find out the truth.

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

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

“Eureka^①! That’s it!” shouted Archimedes. “I know how to solve the king’s problem!”



Archimedes went straight to the palace to see the

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



Next, he put two pots into two big bowls and filled both pots with water. He put the gold into one pot, and some water ran into the bowl.

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

“Look at this,” said Archimedes to King Hiero. “A crown made completely of gold displaces less water than a crown made of gold and another metal.

This crown displaced more water than gold of the same weight, so I know it’s definitely not completely made of gold.”

“The crown maker fooled me, didn’t he? What a bad man he is!” shouted King Hiero. He then sent the crown maker to prison, and he praised Archimedes for his clever discovery.

① eureka /juˈri:kə/ exclamation (因找到某物, 尤指问题的答案而高兴) 我发现了

Reading comprehension

1 These pictures show the story on page 21. Put the pictures in the correct order (1–8).

a The crown isn't made completely of gold!

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

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

d Send this crown to Archimedes.

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

f Send him to prison!

g

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

Please ...

1

2 Read the story again and answer the questions below.

- (1) Why did King Hiero send the crown to Archimedes?
- (2) What happened when Archimedes got into the bath?
- (3) How did Archimedes discover that the crown was not made completely of gold?
- (4) Why was Archimedes able to make this discovery?

 Your ideas

3 Do you know of any other wise people like Archimedes? What problem did he / she solve? How did he / she solve it?

Vocabulary practice

1 Below are some sentences from the story on page 21. Choose the correct meaning for the words and phrases in *italics*.

- (1) King Hiero asked a crown maker to make him a *fancy* golden crown.
 a simple b expensive c highly decorated
- (2) Archimedes was still thinking about this problem as he *filled* his bath *with* water.
 a pushed ... over b made ... full of c cleaned ... with
- (3) Archimedes *went straight to* the palace to see the king.
 a rode slowly to b ran quickly to c walked directly to
- (4) A crown made completely of gold *displaces* less water ...
 a has no place for b pushes away c needs no place
- (5) The crown maker *fooled* me, didn't he?
 a promised b tricked c beat

2 Complete the story with the word and the phrases below. Change the form if necessary.



fill ... with fool go straight satisfied with

One day, two women came to King Solomon with a baby boy. Each of the women said the boy was hers. No one knew which woman was telling the truth.

King Solomon wondered if there was a way to find out. "I have to be careful. I, too, can be ⁽¹⁾ _____ by a clever liar," he thought. Then he had an idea. He ordered a soldier to cut the boy in half and divide the boy between the two women. The first woman seemed to be ⁽²⁾ _____ that. She said, "Go ahead. That sounds fair!" However, the second woman rushed to stop the soldier, "No! Don't kill him! Let the other woman have him." King Solomon stopped the soldier. "Give the boy to the second woman," he said. "She is definitely his real mother."

When the woman heard the king's words, her heart was ⁽³⁾ _____ relief. She happily took the baby and ⁽⁴⁾ _____ back home. The other one was sent to prison. Everyone praised King Solomon for his wisdom.

3 Summarize how Archimedes found out the truth. Use the words and phrases below.

bath bowl crown displace metal
 fill ... with gold of the same weight run over

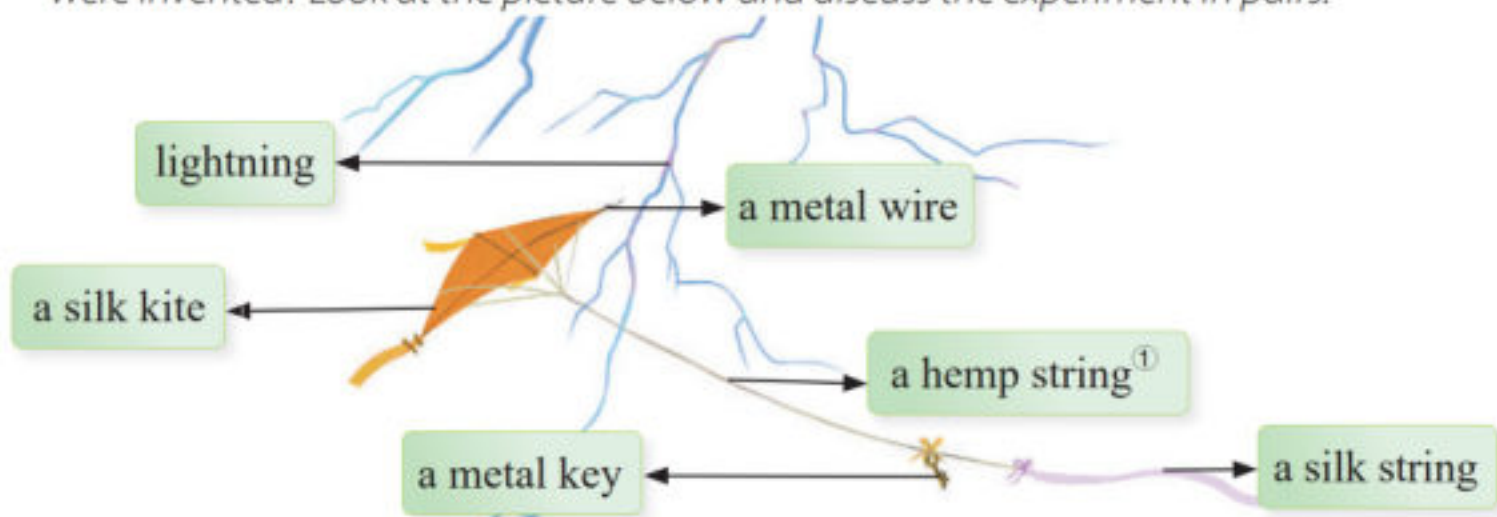
Listening

Think

What do great ideas bring about?

A brilliant idea

- 1 You may see lightning rods in different places. But do you know how lightning rods were invented? Look at the picture below and discuss the experiment in pairs.



- 2 Listen to the story and answer the questions below. 🎧

- (1) Who was Benjamin Franklin?
- (2) According to the speaker, what helped Benjamin Franklin solve different problems?

- 3 Listen again and fill in the blanks. 🎧

What was the problem?

Lightning often

(1)

during thunderstorms.

How did Franklin deal with the problem?

He decided to ⁽²⁾ _____

_____ to prove that

(3)

_____.

What influence does his discovery have?

(5)

_____.

What was the result of his discovery?

He ⁽⁴⁾ _____

_____.

Your ideas

- 4 Discuss the question below.

How did Benjamin Franklin come up with such a brilliant idea?

① hemp string /'hemp strɪŋ/ 麻绳

Section 2 Exploring and applying rules



Grammar

Sentence types

A sentence is a group of words that convey a complete idea. There are four main sentence types.

1 Statements

A statement provides information about people, things, ideas, etc. It usually ends with a full stop (.).

Positive statement King Hiero asked a crown maker to make him a golden crown.

Negative statement It was not a real golden crown.

2 Questions

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

Yes / No question Is it made completely of gold?

Wh-question What should I do?

Alternative question What is the crown made of, gold or something else?

3 Imperatives

An imperative sentence gives a command or makes a request. It ends with a full stop (.) or an exclamation mark (!).

Please give me some gold of the same weight.

Send the crown maker to prison!

4 Exclamations

An exclamatory sentence expresses strong feelings. It usually ends with an exclamation mark (!).

How excited Archimedes was!

What a bad man the crown maker is!

Unit 2 Great ideas

1 Look at the sentences below and label the sentence types.

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



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

2 Combine each set of words into a sentence. Use correct punctuation. Remember to capitalize the first letter of each sentence.

(1) felt | he | an electric shock

(2) Benjamin Franklin | an amazing discovery | what | made

(3) did | how | he | his theory | prove

(4) cause | do | often | forest fires | lightning strikes

(5) clever | how | was | Benjamin Franklin

(6) can | which kind of | a wet one | an electric charge | a dry one | conduct | or | silk string

(7) the broken | touch | don't | electric wire



Grammar in use

3 Here are some great ideas that have changed the world. Choose one and research it on the internet. Then discuss in pairs. You may choose other ideas that interest you.

Darwin's theory of evolution Newton's theory of gravity the World Wide Web

- What was the idea?
- Who first had the idea? How did he / she come up with the idea?
- How has the idea changed the world?

Section 3 Expressing and communicating ideas



Speaking

Think

Why do we need new ideas?

Talking about a new idea

Can you come up with ideas for solving the problems below? Discuss in pairs. You can discuss other problems too. Read the dialogue below and pay attention to the expressions in blue. 🎧

Problems

cats scratching^① sofas
traffic jams

noise pollution in cities
water wasted in daily life

S1: What problem do you want to solve?

S2: Well, cats always scratch sofas, but I just had an idea about how to fix it.

S1: Really? What's your idea?

S2: It's really simple! Cats like to scratch things at home. But most of them don't like strong smells, such as the smell of oranges, so I made a spray^② with a strong orange smell. When I spray it on the sofa, the cats will stay away from it.

S1: That's amazing!



Improving your communication

Expressing surprise 🎧

Life is full of surprises. When something surprising happens, we can use these expressions to show surprise:

- Really?
- Oh dear!
- I can hardly believe it!
- Is that so?
- What a surprise!
- Isn't it amazing?
- That's amazing!

① scratch /skrætʃ/ v. (尤指意外地) 划损 ② spray /spreɪ/ n. 喷剂

 Writing
Writing an article about a great idea

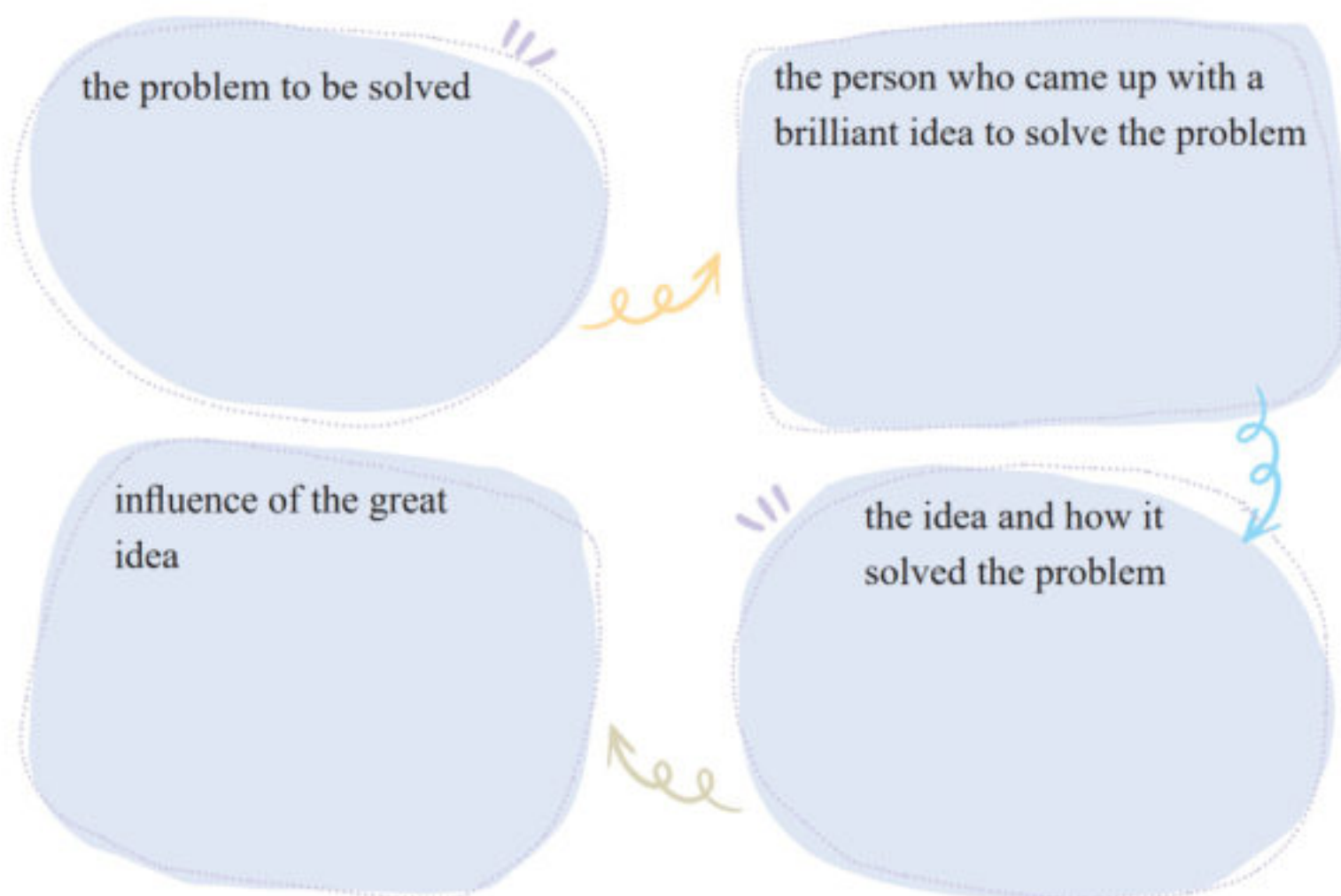
Many great ideas came about because people faced difficult problems. Find such a problem and write an article about how someone solved it thanks to a brilliant idea.

1 *Think of a great idea you want to write about. Then do some research to find out the answers to the questions below.*

- What was the problem to be solved?
- Who came up with a brilliant idea to solve the problem?
- How was the problem solved?
- What influence has this idea had on our lives?

2 *Write an article about how someone came up with a great idea to solve a problem.*

Step 1 Plan Note down key information in the graphic organizer.



Step 2 Write Write an article about the great idea. Use the information in step 1 to help you.



A large, light gray rectangular area with rounded corners and a spiral binding on the left side, intended for writing an article. It contains several horizontal lines for writing.

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

- I wrote about how someone came up with a brilliant idea to solve a problem, and how this idea has influenced our lives.
- I used different sentence types in the article.
- 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

Some ideas have had a widespread and long-lasting influence. Let's explore the work of one ancient Chinese philosopher.

Think

How have great ideas influenced our lives?

- 1 Laozi^① was a famous thinker in ancient China. Read the article to learn about his philosophy and Daodejing. 🎧

Laozi and Daodejing

Laozi was a scholar and wise man who lived in the late Spring and Autumn period. It is believed that he wrote *Daodejing*. It is one of the most important works in Chinese history and it has influenced ideas in China and the world for more than 2,000 years.

Daodejing is a guide on how to think and act. The central idea in *Daodejing* is Dao, commonly translated as “Way”, and the title *Daodejing* is understood as “Way of nature as a whole”. To achieve what is good, men should respect the laws of nature. The idea is that we, as humans, should live a simple, peaceful and balanced life, respecting our place in nature.

It is not surprising, therefore, that many of Laozi's famous sayings use nature to get the message across: “The highest good is like water. Water gives life to the ten thousand things and does not strive^②. It flows in places men reject and so is like the Dao.” This saying reflects Laozi's idea that Dao or “Way” is everywhere (like water). We should not try to control things; we should accept what we have and thus allow ourselves to go with the way of nature—that is, to achieve the highest good.

Daodejing has had a lasting impact on culture in China and beyond. Its ideas about living in harmony with nature have inspired people all over the world, and the book has also influenced philosophy, art and literature. Although *Daodejing* was written over 2,000 years ago, it is still widely read today because its ideas continue to have meaning in our modern lives.



① Laozi 老子 ② strive /straɪv/ v. 努力; 奋斗; 力争

Historians believe that *Daodejing* was first translated into a foreign language during the Tang dynasty. Back then, a Chinese monk translated it into Sanskrit^① so that people in India could read it. Today, *Daodejing* is one of the most translated books in the world. It has been translated several hundred times.

Notes

2 Answer the questions below with the information from the article on page 30.

- (1) What is the central idea in *Daodejing*?
- (2) According to Laozi, how can people achieve what is good?
- (3) According to *Daodejing*, how should humans live?
- (4) Why is *Daodejing* still popular today?

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



as a whole balanced get ... across thus

- (1) Dickens' characters face many challenges that were common in England during the 1800s. _____ reading his novels is a great way to get to know and understand the problems in society at that time.
- (2) We shouldn't be selfish. We need to consider what effect our action has on society _____.
- (3) Nowadays, many people are trying to have a more _____ lifestyle. They are doing more exercise than before, and they are learning how to cook healthier food.
- (4) I tried to explain the problem to Kate, but I'm not sure that I _____ the point _____.



Your ideas

4 Do you know any other famous sayings from *Daodejing*? What ideas do they convey? Discuss with your classmates.



Exploring more

To learn more about ancient Chinese thinkers and their works, you can:

- find information about Confucius, Mencius and Zhuangzi online or in the library;
- find some famous sayings from *Lunyu*, *Mencius* and *Zhuangzi* in Chinese and English and share them with your classmates.

① Sanskrit /'sænskrit/ n. 梵语



Cross-curricular connection | Psychology*

Creativity is an important skill in all parts of life, and it is especially useful in group projects. Luckily, like any other skill, it can be developed through practice.

1 Read the online article and match the subheadings with the paragraphs. There is one subheading you do not need. 🎧

- | | |
|---------------------------|--|
| a Do some brainstorming | c Take a break, but keep a pen and paper handy |
| b Avoid negative thinking | d Focus on one thing at a time |

Thinking outside the box

The phrase “thinking outside the box” means thinking freely and creatively, without any limits. Let’s look at some ways to do it!

(1) _____

One good way to find creative solutions is to think of as many ideas as possible, even if they sound completely crazy. It doesn’t matter if the ideas are good or not—even bad ideas can help us look at a problem in a different way. When we think of new ideas in a group, every new idea may help us come up with more ideas. However, if we keep saying “That will never work!” when someone has an idea, the discussion will never move forward.

(2) _____

If you get stuck, doing something else for a while can help. For example, going for a walk may help you clear your mind and look at things in a new way. Some people have great ideas when they’re doing the dishes or taking a shower. It’s not surprising that Archimedes had his “eureka moment” in the bath!

(3) _____

It is hard to be creative if you try to do everything at once. For example, if you set a broad and unclear goal like “write a great essay”, you will get stressed because you won’t know what to do next. Instead, it’s better to start with a small and focused goal, such as “choose key points for my essay”. Specific goals make it easier for you to think creatively and also help you reach your final destination, one step at a time.

2 Have you tried any of the techniques mentioned above? Do you think these techniques can be helpful? Share your ideas with your classmates.

Checking your progress

Project*

Making a poster about a great idea

What great ideas have changed the world? Discuss in groups and make a poster to introduce a great idea.

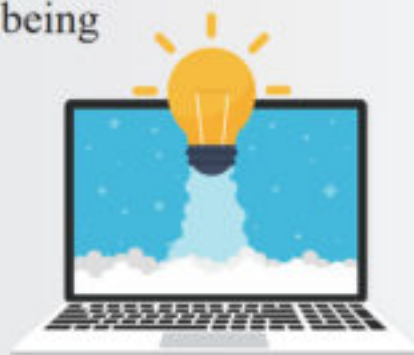
Step 1 Brainstorm topics in groups and then choose one for your poster.

- What great idea do you want to introduce? Which field does it belong to?
- Who first had the idea? How did he / she come up with the idea?
- What problem did this idea solve?
- How has this idea changed the world?

Step 2 Decide what information you should include on the poster, and then do research online or in the library.

- basic information about the person who first had the idea
- the story about why and how the idea came into being
- the impact of this idea on the world

...



Step 3 Make the poster.

Step 4 Display your poster in your classroom. Your classmates will vote for the best one.



Wits corner

Daring ideas are like chessmen moved forward. They may be beaten, but they may start a winning game.

— Johann Wolfgang von Goethe

Unit 3

Family traditions



Key question

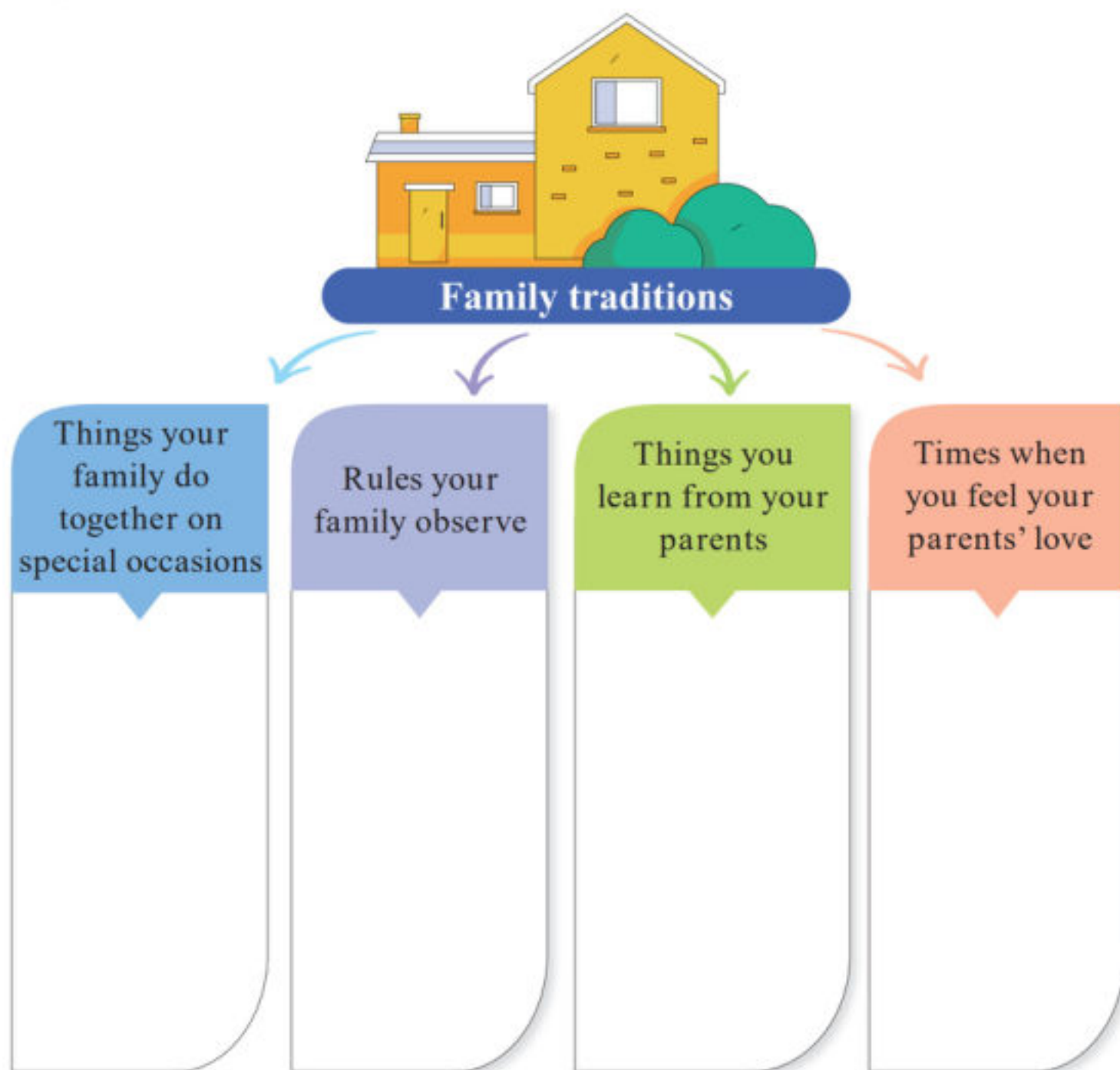
Why are family traditions important?



Unit objectives

I can:

- talk about important moments I have shared with my family.
- explain what I can do for my family.
- describe my family traditions.
- understand how parents show their love.

 First thoughts **Think**

- What unforgettable moments have you shared with your parents?
- What can you do for your family?
- What family traditions do you have?
- How do your parents show their love?

Section 1 Experiencing and understanding language



Reading

Before you read

Do you spend enough time with your family? Tick (✓) the activities you usually do with your family. Then discuss the questions in pairs.



- ☐ go on a family bike ride
- ☐ take a trip

- (1) What do you enjoy doing with your family? Why?
- (2) What do you like most about your family?

Read the story about an unforgettable moment between a father and his son. 🎧

Catch of a lifetime®

When Jim was 11 years old, he often went fishing with his father on an island in the middle of a New Hampshire lake. On the day before the bass^② season opened, he and his father were fishing early in the evening.

Suddenly, Jim's fishing rod doubled over and he felt something huge on the other end. His father watched with admiration as the boy skilfully pulled a fish from the water. The fish was indeed very large, but it was a bass.

Jim and his father looked at the handsome fish in the moonlight. The father lit a match and looked at his watch. It was 10:00 p.m.—two hours before the season opened. He looked at the fish, then at the boy.

10 "You'll have to put it back, son," he said.

"Dad!" cried the boy.

"There will be other fish," said his father.

"Not as big as this one," cried the boy.

① Adapted from "Catch of a lifetime" by James P. Lenfestey. ② bass /bæs/ n. 鲈鱼



What do you enjoy doing with your family?

I enjoy talking to my family when we have our Sunday dinner. We sit down and share what happened during the week.



- ☐ celebrate a birthday
- ☐ spend time talking and sharing
- ☐ have a family game night



15 Jim looked around the lake. No other fishermen or boats were anywhere around. He looked again at his father. No one had seen them. It was a shame to let go of the fish, but Jim understood what he had to do. He slowly removed the hook^① from the mouth of the huge fish and lowered it into the black water. The creature shook its powerful body and disappeared.

20 That was 34 years ago. Jim has never again caught such an amazing fish. But he does see that same fish every time he comes up against a question of ethics^②. For, as his father taught him, ethics are simple matters of right and wrong. It is only the practice of ethics that is difficult. Do we do right when no one is looking?

25 We would if we were taught to "put the fish back" when we were young. The decision to do right lives fresh in our memory. It is a story we will proudly tell our grandchildren. It is not about how we had a chance to cheat and took it, but about how we did the right thing and were forever strengthened.

① hook /hʊk/ n. 鱼钩 ② ethics /'eθɪks/ n. [pl.] 道德准则

Reading comprehension

1 Fill in the blanks with the information from the story on pages 36–37.

Catch of a lifetime	
Setting:	
Time:	The story took place ⁽¹⁾ _____ years ago when Jim was ⁽²⁾ _____ years old.
Place:	On a(n) ⁽³⁾ _____ in the middle of ⁽⁴⁾ _____
Characters:	⁽⁵⁾ _____
Problem:	Jim ⁽⁶⁾ _____ before the bass season opened. But his father wanted him to ⁽⁷⁾ _____.
Solution:	Jim understood ⁽⁸⁾ _____ and _____.

2 Read the story again and answer the questions below.

(1) What does “the bass season” mean?

(2) Why did Jim’s father ask him to put the fish back?

(3) How did Jim feel about putting the fish back at first? Why?

(4) What does the writer mean by “he does see that same fish every time he comes up against a question of ethics”?

(5) What important lesson did Jim’s father teach him that evening?



Your ideas

3 Discuss the questions below.

(1) What does the title “Catch of a lifetime” mean?

(2) What can we learn from the story?

Vocabulary practice

1 Find the words in the story on pages 36–37 and match them with their meanings.

- | | |
|------------------------|---|
| (1) indeed (line 6) | a to make something go down |
| (2) shame (line 16) | b the act of doing something to fit in with an idea |
| (3) remove (line 17) | c to take something away from somewhere |
| (4) lower (line 17) | d something that causes disappointment |
| (5) practice (line 22) | e really or very |

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



cheat indeed practice remove shame

Last summer, we went on a camping trip with my uncle's family. We slept in tents in the forest. One morning, we decided to have a fishing competition. There was a prize for the person who caught the most fish. That morning, my uncle gave me some tips. I was determined to put them into ⁽¹⁾ _____ and win the prize!

When everyone was ready, we all went to our favourite spots and started fishing. My cousin was the first to catch a fish. It was a very big fish ⁽²⁾ _____. Everybody except me went over to my cousin, and they all looked at the big fish. I carried on fishing—I didn't want to waste any time!

At the end of the day, there were six fish in my basket. Surely this was enough to win! But then I looked in my little brother's basket. He had seven fish! I thought it would be a real ⁽³⁾ _____ if he beat me, so I did something terrible: I ⁽⁴⁾ _____ two fish from his basket. "They're too small," I said, and threw them back into the river. My little brother immediately started crying. No one believed him when he tried to tell the others what happened, so they gave me the prize.

But at that moment, I felt really awful. I told everyone the truth and gave the prize to my little brother. We all laugh about it now, but that day, I learnt an important lesson. If you ⁽⁵⁾ _____, it'll make you feel bad in the end. It's just not worth it!

3 Write about an unforgettable moment you have shared with your parents. Use the expressions below.

every time ...

matters of right and wrong

It is not about ..., but about ...

fresh in one's memory

with admiration

 Listening
Think

What can you do for your family?

Caring and sharing

- 1 Have you ever done the following household chores? Tick (✓) the ones you have done. You can add more to the list.

wash the dishes ☐wash the clothes ☐sweep and mop^① the floor ☐throw away the rubbish ☐

other chores: _____

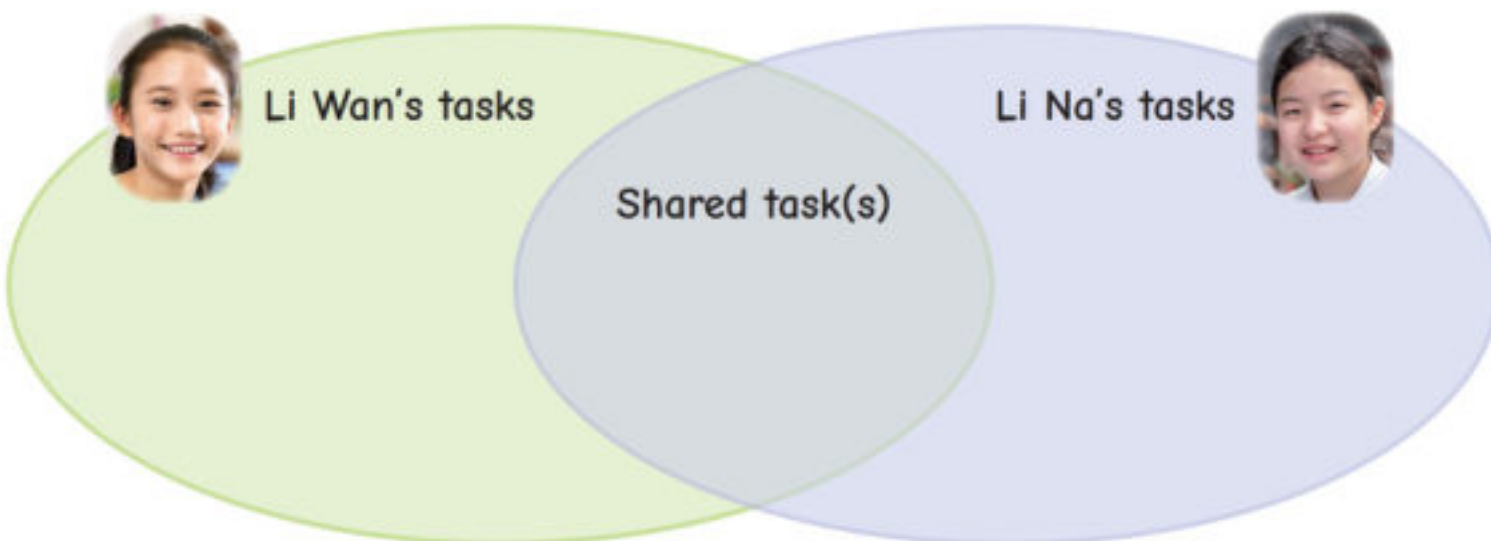
wipe^② the table ☐fold the clothes ☐feed the pets ☐change the bed sheets ☐

- 2 Listen to a conversation and answer the questions below. 

(1) What is the relationship between the two speakers?

(2) Why are they talking about tidying the house?

- 3 Listen again and complete the diagram below. 

**Your ideas**

- 4 Discuss the questions below.

(1) Does your family have any special Spring Festival traditions?

(2) Besides household chores, what other things can you do for your family?

① mop /mɒp/ v. 用拖把擦干净 ② wipe /waɪp/ v. 擦; 拭

Section 2 Exploring and applying rules



Grammar

Linking verbs

We use a linking verb to connect the subject of a sentence to its complement (such as an adjective or a noun) that provides information about the subject.

Su Mei is showing Xiao Wei some family photos. Read the dialogue and pay attention to the words in bold.

- Xiao Wei:** Wow, your father looks handsome.
- Su Mei:** Thanks! He is already in his forties. When he was young, he was a basketball player. Then he became a coach. I am also fond of sport, just like him. In fact, I play sport almost every day. Even though I am really tired afterwards, I feel very relaxed and happy.
- Xiao Wei:** No wonder you look so energetic.
- Su Mei:** This is my mother, holding a book. She is very good at writing and, in fact, she is a novelist. She feels excited every time one of her books is published.
- Xiao Wei:** A novelist! That sounds cool!
- Su Mei:** Oh, look at this one! This is the whole family in the park last autumn. Those yellow and orange leaves were so beautiful.



Let's sum up the rules!

- We use adjectives after the linking verb *be* (*am / is / are / was / were*) to say what somebody or something is like.
- We use adjectives after these linking verbs to describe somebody or something or talk about how things change:

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

- These linking verbs can be followed by a noun or noun phrase:

be	become	seem	remain
----	--------	------	--------

Unit 3 Family traditions

1 Complete the conversation with the correct form of the linking verbs and the adjectives below.

be remain look sound

bright cute great delighted positive

Su Mei: Hey, Li Jie! How's everything going with your family?

Li Jie: Everything is great, Su Mei! We recently adopted a puppy, and it's been a wonderful addition to our family.

Su Mei: That's amazing! What does the puppy look like?

Li Jie: Here's a photo of it!

Su Mei: Oh, it ⁽¹⁾ _____! Its eyes ⁽²⁾ _____ and full of energy.

Li Jie: Yes, it's adorable! Do you want to come and see it one afternoon?

Su Mei: That ⁽³⁾ _____! I would love that! How do the rest of your family feel about the puppy?

Li Jie: Everyone ⁽⁴⁾ _____! It has brought us closer. But it takes a lot of time and patience to take care of a puppy.

Su Mei: I can imagine that!

Li Jie: Luckily, we all ⁽⁵⁾ _____ because we love the new furry member of our family!

2 Use the correct form of the words in brackets to answer the questions. Then practise these conversations in pairs.

(1) S1: What did your elder brother do when he left school?

S2: (become / football player)

(2) S1: You've visited many countries. Which is the best?

S2: (China / remain / best place / world / for me)

(3) S1: Who is the busiest person in your family?

S2: (my mum / be / busiest person)

(4) S1: What do you like most about your father?

S2: (remain / calm / when / face / difficult / situation)

(5) S1: Did you meet Steven's parents? What are they like?

S2: (not talk to / them / but / look / friendly)



Grammar in use

3 Find a family photo and use linking verbs to describe the photo.

This is a photo of my family on the beach. Everyone appears relaxed and happy. The weather looks hot. My dad is playing football with my little brother. He was ... when he was young. They seem ...

Section 3 Expressing and communicating ideas



Speaking

Think

What family traditions do you have?

Talking about your family traditions

Interview one of your classmates about his / her family traditions. Use the questions below to help you. Read the dialogue and pay attention to the expression in blue.

Examples of family traditions

- Holiday celebrations: decorating the house and having a Spring Festival gathering
- Birthday traditions: eating noodles on birthdays
- Game nights: playing board games together

...

- What do you enjoy doing with your family?
- What memorable moments with your family can you think of?
- What makes your family special to you?
- What are some of the hobbies or interests that you share with your family members?

...

S1: What do you enjoy doing with your family?

S2: Well, we have a game night every Friday evening. I enjoy playing board games with my parents.

S1: What makes your family special to you?

S2: My family is special to me because we have our unique ways of showing love and support.

S1: What do you mean by "unique ways"?

S2: We have our own ways, like leaving sweet notes for each other. We also have our own special traditions that bring everyone together. For example, ...

Improving your communication

Asking for repetition

When you ask someone a question, you might find it difficult to follow their answer. You can use the expressions below to ask for repetition:

- Pardon? / I beg^① your pardon?
- Could you please repeat that?
- Sorry, I don't follow you. Could you say that again?
- Sorry, I didn't catch that. Did you say ...?
- What do you mean by ...?

① beg /beg/ v. 恳求

 Writing

Writing an article about a memorable family moment

← → C ☆

Teen Life Magazine

Can you think of a memorable moment you shared with your family? Write an article and tell us about it!

- 1 Think about a memorable moment you have shared with your family. Then think about what made it special.

Possible memorable moment

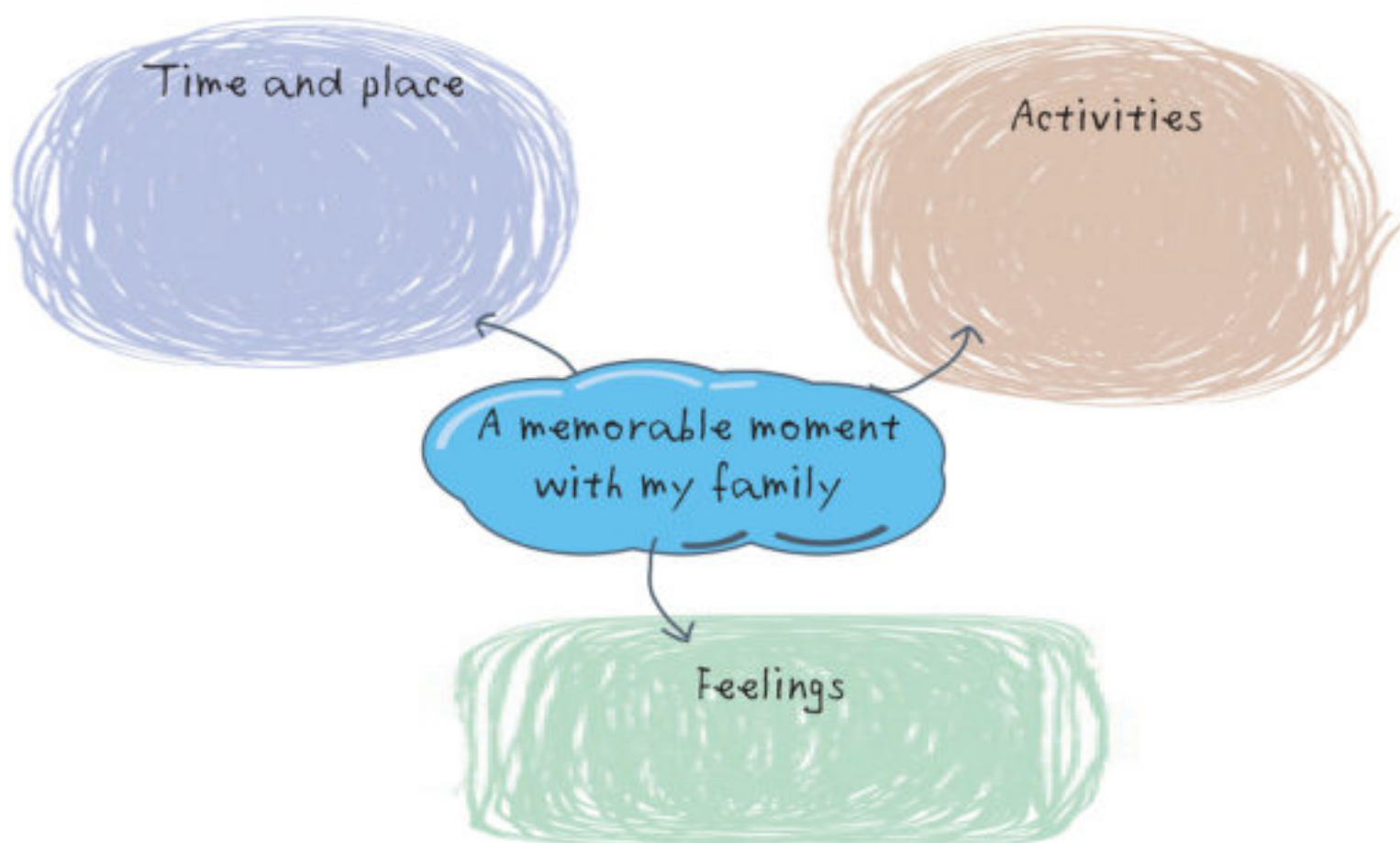
- a talk with your father / mother
- a fun outing / vacation
- a holiday / birthday celebration
- a special Sunday brunch

...



- 2 Now write an article about your memorable family moment.

Step 1 **Plan** Note down some key information in the mind map.



Step 2 Write Write about your memorable moment with your family. Use the mind map in step 1 to help you. Find a family photo taken at that time and add it to the article.

photo

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

- I included details about my memorable family moment. ☐
- I used linking verbs and adjectives / nouns to describe how I felt. ☐
- 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 do your parents show their love?

Parents show their love for their children in many different ways. Let's explore some of these ways.

1 Read the poem and find out how fathers show their love. 🎧

Father's love

(author unknown)

- Fathers seldom say "I love you"
Though the feeling is always there.
But somehow those three little words
Are the hardest ones to share.
- 5 And fathers say "I love you"
In ways that words can't match—
With tender^① bedtime stories
Or a friendly game of catch!
You can see the words "I love you"
- 10 In a father's boyish eyes
When he runs home, all excited,
With a poorly wrapped surprise.
A father says "I love you"
With his strong helping hands—
- 15 With a smile when you're in trouble
With the way he understands.
He says "I love you" haltingly^②,
With awkward tenderness—
(It's hard to help a four-year-old into a party dress!)
- 20 He speaks his love unselfishly^③
By giving all he can
To make some secret dream come true,
Or follow through a plan.
A father's seldom-spoken love
- 25 Sounds clearly through the years—
Sometimes in peals^④ of laughter,



① tender /'tendə(r)/ adj. 亲切的 ② haltingly /'hɔ:ltɪŋli/ adv. 断断续续地；结结巴巴地
③ unselfishly /ʌn'selfɪʃli/ adv. 无私地 ④ peal /pi:l/ n. 响亮的声音

Sometimes through happy tears.
Perhaps they have to speak their love
In a fashion all their own
30 Because the love that fathers feel
Is too big for words alone.

The International Day of Families is celebrated on 15 May to honour the importance of families. It was founded by the United Nations (UN) in 1993.

Notes

2 Answer the questions below about the poem on pages 46–47.

- (1) According to the poem, how do fathers say “I love you” to their children?
- (2) Why does the poet believe fathers tend to speak their love in their own way?

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

- | | |
|------------------------|--|
| (1) somehow (line 3) | a for a reason that you do not know or understand |
| (2) awkward (line 18) | b a drop of water that forms in the eye when you cry |
| (3) laughter (line 26) | c an action you do when something is very funny |
| (4) tear (line 27) | d making someone feel uncomfortable |



Your ideas

4 Discuss the questions below.

- (1) Do you agree that “fathers seldom say ‘I love you’”? Why or why not?
- (2) How can you show your parents you are grateful for their love?



Exploring more

Family traditions create a sense of belonging. To learn more about common family traditions, you can:

- search online to find out more about typical family traditions from different countries and cultures;
- find examples of different types of family traditions, such as weekly traditions (e.g. Sunday dinners, family game nights), monthly traditions (e.g. a monthly trip to visit Grandma) and yearly traditions (e.g. ways of celebrating birthdays, festivals and other special days).



Cross-curricular connection | Psychology*

Our parents play an important role in our lives, so we should learn to respect them and communicate with them. That way, we can have a harmonious and happy family life.

- 1 Read the article about communicating with parents. Then comment on Jacob's and Carol's behaviour and give them some suggestions. 🎧

How to communicate with your parents



Many young people have trouble communicating with their parents. Here are some useful tips for solving this problem.

First, make a list of the things you and your parents disagree about most. For each thing on the list, try to find an answer that is acceptable to you and your parents. It is not a good idea to expect everything to go your way. You need to be ready to change a little yourself if you want them to change.

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

Third, listen to what your parents have to say. How can you expect them to listen to you if you do not listen to them? Remember that your parents were young once like you, so they will understand your situation better than you think.

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

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

- (1) Jacob kept asking his mother whether he could buy a new pair of shoes when she was busy in the kitchen.
 - (2) Carol wanted to get a pet cat but her parents said no. She was so angry with her parents that she didn't talk to them for a week.
- 2 Do you have any problems when you communicate with your parents? How do you solve them? Discuss with your classmates.

Checking your progress

Project*

Making a survey about family traditions

Family traditions are special—they are a way to maintain strong bonds between grandparents, parents and children. In this project, you will make a survey about family traditions in groups.

Step 1 Design your survey questions. You may ask about specific traditions and how they help bring the family closer together.

- Do you have any special family traditions in your family (e.g. how you celebrate birthdays / festivals)?
- How did this tradition begin? Is there a story behind it?
- What is your favourite part of the tradition?
- How does this tradition make you feel?
- What are some memorable moments from this family tradition?
- ...

Step 2 Do the survey. Each group member picks one classmate and asks the survey questions. Remember to note down the answers.

Step 3 Write a report about your survey results. Your report may include:

- a brief introduction to the survey (e.g. the purpose of the survey, the questions you asked)
- your findings (e.g. family traditions and the stories behind them)
- conclusion

Tip

You can include visuals in your report, such as photos or drawings.

Step 4 Present your report to the class. Share what you learnt from the survey.



Wits corner

The bond that links your true family is not one of blood, but of respect and joy in each other's life.

— Richard Bach

Unit 4

A better me



Key question

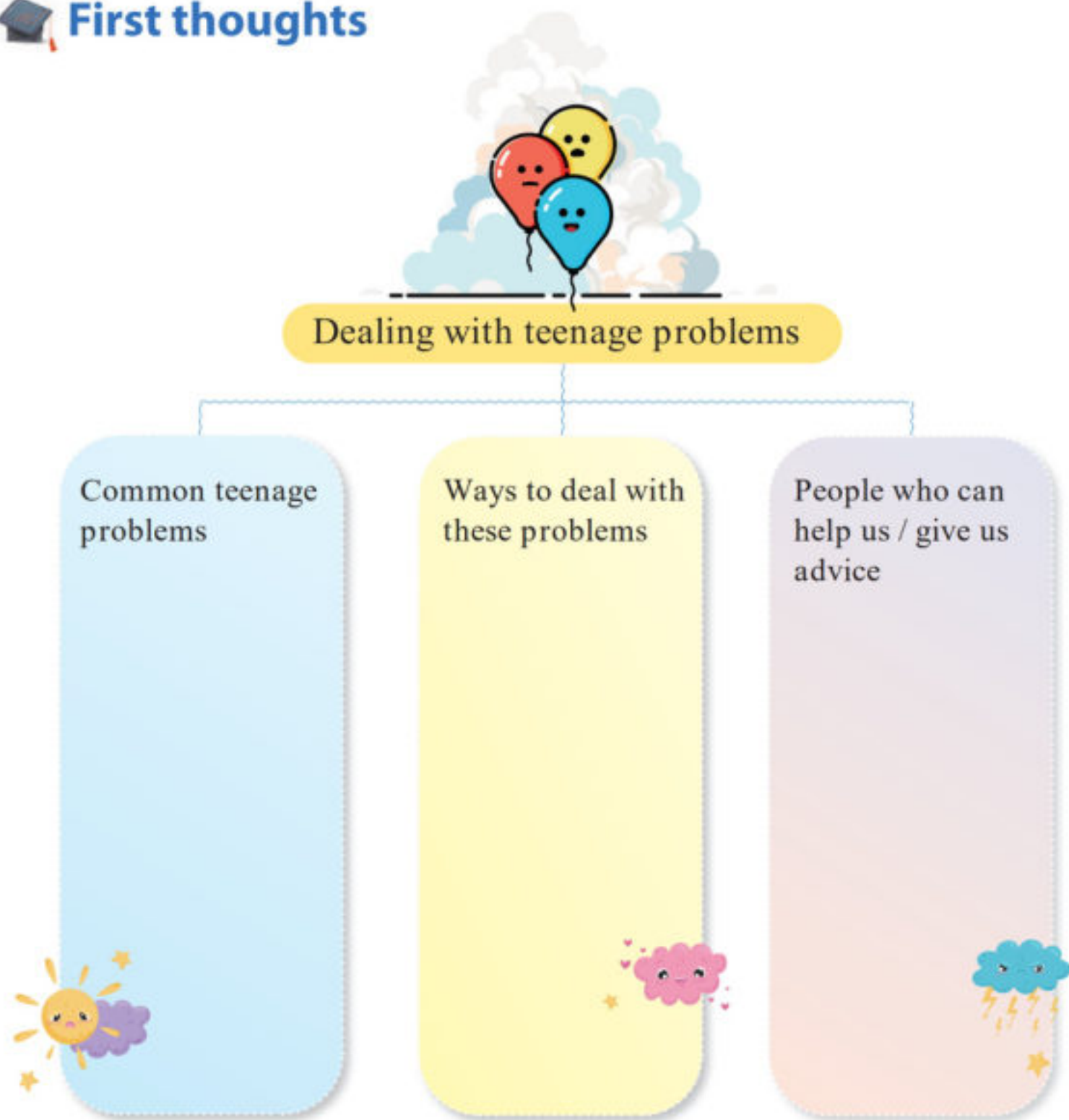
How do you deal with common teenage problems?



Unit objectives

I can:

- talk about common teenage problems.
- ask for help or advice from others to solve a problem.
- give advice on common teenage problems.
- understand why sudden mood changes are normal for teenagers.

 First thoughts

- What are some common teenage problems?
- What do you do when you have a problem?
- What advice can you give to help your friend?
- How do advice columns help people solve problems?

Section 1 Experiencing and understanding language

Reading

Think

What are some common teenage problems?

Before you read

- 1 Below is a list of the common problems that teenagers around the world face today. Read the list and check the ones you or your friends have faced.

Common problems that teenagers face

Many teenagers:

- worry about body image
- find it hard to make friends
- have difficulty managing time
- feel they have no one to turn to for help
- feel pressure to do well in school
- experience stress and do not get enough sleep
- get addicted to social media or computer games
- experience online or offline bullying






- 2 What do you do when you have a problem? Discuss in pairs.



What do you do when you have a problem?

I talk to my parents or friends. Sometimes I write emails to my teacher.



Some social media sites have advice columns. People can share their problems and ask for advice. The posts below were written by five different teenagers. 🎧

Teen to Teen advice

Miss Unhappy 2024/10/06 19:05

I'm in charge of collecting the homework in my class. Recently, one of my friends has started forgetting her homework. When I asked her about it, she begged me not to tell the teacher. I didn't know what to do at first, and I didn't want to get my friend into trouble. After giving it a lot of thought, I finally decided to tell the teacher. Now she doesn't talk to me any more, and I feel awful whenever I see her. Did I do the wrong thing? What should I do now?

Skateboard P 2024/10/08 20:10

I love cooking. Our school's Food Festival starts next week, and I wanted to make some nice snacks for my classmates, but Mum told me, "School is more important! You should focus on your homework." I also like to go skateboarding after school. However, Mum is angry with me because I don't come home immediately after school. I feel really sad about this. How can I prove to her that having hobbies won't affect my schoolwork?

Braces567 2024/10/11 21:10

I've just started wearing braces^①, but I hate them. I don't see why I have to wear them. I feel really embarrassed when I smile or open my mouth. The braces hurt my teeth, and it's difficult for me to eat. Why does my mother make me wear these ugly braces?

Troubled_55 2024/10/12 18:10

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

Dinosaur_boy 2024/10/13 17:48

My parents and I have moved to a new house. I've already visited the town, but I haven't started my new school yet. I've been so nervous about it because I'm quite shy. What if I don't get on with my new classmates? What if there is no one that I hit it off with? I need some advice.

① brace /breɪs/ n. (儿童) 牙箍

Reading comprehension

1 Write the name of the person that each sentence is about according to the posts on page 53.

- (1) She often plays the piano when her elder sister is studying. _____
- (2) She made Braces567 wear braces. _____
- (3) Her friend doesn't talk to her any more. _____
- (4) She doesn't allow him to spend time on his hobbies. _____
- (5) He is worried about going to a new school. _____

2 Read the posts again and complete the notes below.

Miss Unhappy made her friend angry because ⁽¹⁾ _____

_____.



Skateboard P is unable to ⁽²⁾ _____

He loves ⁽³⁾ _____

But his mum thinks ⁽⁴⁾ _____



Braces567 is embarrassed about ⁽⁵⁾ _____



Troubled_55 is angry with her sister because ⁽⁶⁾ _____

_____.



Dinosaur_boy is ⁽⁷⁾ _____

because ⁽⁸⁾ _____



Your ideas

3 Discuss the questions below.

Do you have any of the same problems as these teenagers? If so, what is it? What other problems do you have?

Vocabulary practice

1 The words in *italics* explain the meanings of some words and phrases on page 53. Find them and complete the sentences. Change the form if necessary.

- (1) My sister is _____ (*responsible for something*) (line 1) feeding the hamster, but sometimes she forgets and I have to do it.
- (2) Cindy said something _____ (*terrible*) (line 6) to her friend yesterday, but she apologized soon after.
- (3) My sister is always listening to loud music, and it's _____ me _____ (*to make someone angry*) (lines 18–19)!
- (4) Just before the family photo, I slipped and fell, and that _____ (*to make something dirty or untidy*) (line 21) up my hair!
- (5) When Cindy and I first met, we really _____ (*to get along well with somebody*) (line 26).

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



awful drive ... mad hate in charge mess

Joe: Paul, are you OK? You're looking really stressed out. What are you writing?

Paul: I have a bit of a family problem, so I'm writing to the "Teen to Teen" column to get some advice.

Joe: What's the matter? Maybe I can help you.

Paul: It's about my elder sister. She wants to lose weight. Now she's on a diet. She used to be full of energy, but now she's always tired. She leaves things everywhere, and she always ⁽¹⁾ _____ up the living room. The worst thing is that she's in a bad mood all the time, and even the smallest things ⁽²⁾ _____ her _____. When I ask her to help a little with the housework, she shouts at me and tells me that I'm not ⁽³⁾ _____. It makes me feel ⁽⁴⁾ _____! I really ⁽⁵⁾ _____ it when she does that. However, I'm also very worried about her.

Joe: This sounds serious. You really need to talk to your parents.

3 Write about common teenage problems. Use the expressions below.

be nervous about

drive ... mad

feel awful

feel embarrassed

prove to somebody that ...

It's difficult for somebody to ...

 Listening
 **Think**

What do you do when you have a problem?

Advice from Alice

1 *Imagine that you have experienced the situations below. What will you do about each one? Discuss with your classmates.*

- a You have fallen out with your best friend.
- b Your classmate has made jokes about your new shoes.
- c The boy sitting behind you pulled your hair in class.
- d Your parents have been busy with work and you feel ignored.

2 *Listen to Ben calling a radio programme. Then tick (✓) the correct statements.* 

- (1) It's a radio programme for American students.
- (2) Ben felt really afraid when he called.
- (3) The three older boy students were not friendly.
- (4) The young boy didn't ask Ben for help.

☐
☐
☐
☐

3 *Listen again and complete the notes below.* 

Alice's Answers**Caller:** Ben**From:** ⁽¹⁾ _____**Problem:**

Ben was on the ⁽²⁾ _____ yesterday afternoon. He saw a young boy travelling ⁽³⁾ _____. Three older boys began to ⁽⁴⁾ _____ him.

The boy moved to ⁽⁵⁾ _____, but the older boys just ⁽⁶⁾ _____.

At that moment, Ben ⁽⁷⁾ _____.

Ben felt ashamed of himself because ⁽⁸⁾ _____.

Alice's advice:

- Next time something like this happens, Ben should ⁽⁹⁾ _____.
- He needs to make sure he's ⁽¹⁰⁾ _____.
- If the situation gets bad, Ben should ⁽¹¹⁾ _____.

 Your ideas

4 *Discuss the questions below.*

If you were Ben, how would you feel? What would you do?

Section 2 Exploring and applying rules



Grammar

Basic sentence structures

There are some basic sentence structures in English. Recognizing these structures will be helpful for your English study.

Read the passage below and pay attention to the sentences **in bold**. Which structures are they?

Last night, I went out for a walk. It was cold. The wind was blowing. There were **not many people in the street. There was little traffic at that time. I saw an old man.** He was crossing the street. Suddenly, a motorbike came and hit the old man. I saw the old man fall on the ground. I ran over immediately. The old man gave me his daughter's phone number, and asked me to call his daughter ...

1 S+V

The S+V structure includes a subject (S) and a verb (V).

<u>The wind</u>	<u>was blowing.</u>
S	V

2 S+V+O

The S+V+O structure includes a subject (S), a verb (V) and an object (O).

<u>I</u>	<u>saw</u>	<u>an old man.</u>
S	V	O

3 S+V+O+O

The S+V+O+O structure includes a subject (S), a verb (V), a direct object (DO) and an indirect object (IO).

<u>The old man</u>	<u>gave</u>	<u>me</u>	<u>his daughter's phone number.</u>
S	V	IO	DO

Look!

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

The old man gave his daughter's phone number **to** me.

My mother bought a new coat **for** me.

Unit 4 A better me

4 S+V+O+C

The S+V+O+C structure includes a subject (S), a verb (V), an object (O) and a complement (C).

I	saw	the old man	fall on the ground.
S	V	O	C

5 S+V+C

The S+V+C structure includes a subject (S), a linking verb (V) and a complement (C).

It	was	cold.
S	V	C

6 *There be*

We use *there be* to talk about the existence or presence of someone or something. There is usually an adverbial (A) of time or place in *there be* sentences.

There were not	many people	<u>in the street.</u>
		A
There was	little traffic	<u>at that time.</u>
		A



Grammar in use

Look at the pictures and tell the story. Try to use each of the sentence structures above.



Liu Lei is a junior high school student. He visited his best friend Xiao Chen on Saturday. ...

Section 3 Expressing and communicating ideas



Speaking

Asking for and giving advice

Think

What advice can you give to help your friend?

Make conversations in pairs according to the situations below. You may use your own situations. Read the dialogue below and pay attention to the expressions in blue. 🎧

- Student A failed his / her maths test because of some careless mistakes. He / She is afraid to tell his / her parents.
- Student B is much taller than all his / her classmates. It makes him / her feel different from everyone else.

...

S1: You look unhappy. What's the matter?

S2: I failed my maths test ... *What should I do?*

S1: Cheer up. It's not the end of the world. / No one is perfect. / ... *I think you should ...*

S2: What if ...?

S1: *Why don't you ...? Maybe you could also ...*

S2: Sounds like a good idea! Thank you for your advice.



Improving your communication

Asking for and giving advice politely 🎧

When you ask for or give advice, you should be polite.

When asking for advice, you can say:

- What should I do?

- What do you suggest?

When giving advice, you can say:

- Why don't you ...?

- I suggest (that) ...

- You'd better ...

- What about ...?

- I think you should ...

- How about ...?

- Perhaps / Maybe you could ...

 Writing
Writing an email of advice

← → ↻ ☆ ≡

Writers needed for advice column!

The school magazine's advice column, Teen to Teen, needs more writers to respond to students' emails. Are you good at giving advice? If so, please consider joining the Teen to Teen team now!

- 1 The Teen to Teen writer has replied to Troubled_55. What did he / she include in the email? Read the email and label the different parts.

a Give your advice

c Show that you understand the problem

b Express sympathy

d Wish them good luck

To: Troubled_55
Subject: Advice from Teen to Teen

Dear Troubled_55,

I'm sorry to hear that your sister is driving you mad. (1) _____

It is not always easy to share a room with a younger brother or sister. When I was a teenager, I was in the same situation as you. I had to share a room with my younger brother, and he often made a lot of noise when I was studying. I always hated it when that happened. (2) _____

My advice is that you try to help your sister grow up. You need to teach her that rules are important. This takes time, so you have to be patient. Ask her to play the piano only when you're not studying. Let her borrow your things only if she asks you first. Perhaps she just wants more attention from you. Try spending some time with her every day and you'll both learn how to live happily with each other. (3) _____

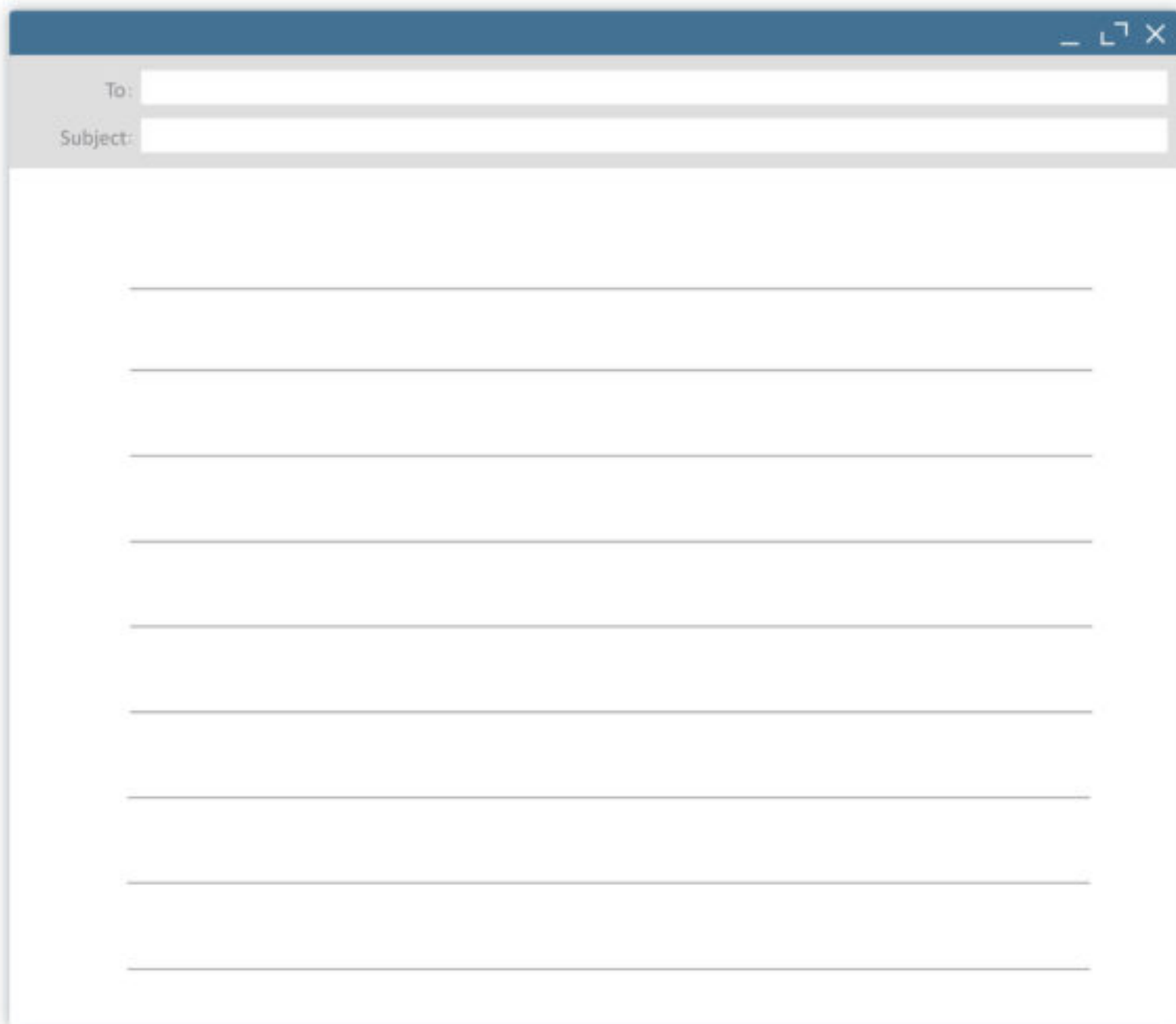
I hope these suggestions will be helpful. (4) _____

Best wishes,
Teen to Teen

2 Now give your advice.

Step 1 Plan Choose one teenager from page 53 to reply to. Think about your advice, and note down your ideas.

Step 2 Write Write an email to help the teenager with his or her problem.

An illustration of an email composition window. It has a blue title bar with standard window controls (minimize, maximize, close). Below the title bar, there are two input fields: 'To:' and 'Subject:'. The main body of the window is a large white area with ten horizontal lines for writing the email content.

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

- I expressed my sympathy, showed that I understood the problem and provided helpful advice.
- I followed the format of an email.
- 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

When teenagers and their parents have problems, they can seek help and advice from people they have never met. How is that possible? Let's find out more.

Think

How do advice columns help people solve problems?

- 1 Read a feature article to find out what agony aunts do. 🎧

What is an agony aunt?

Agony aunt

One very popular section in many newspapers and magazines is the “agony aunt” column. The reason for the strange name is simple: agony aunts answer difficult questions from readers. For example, the readers may ask, “I’m not getting on well with my classmates—what should I do?” or “My daughter isn’t doing well in school, and I’m worried about her future—how should I talk to her?”

The first agony aunt column appeared in 1691 in a magazine called the *Athenian Gazette*. The magazine quickly became very popular, especially among women. The editors received hundreds of letters with all kinds of questions. Other magazines and newspapers soon started their own advice columns too.

In China, there is a famous agony aunt column called Zhixin Jiejie (“Sister Understanding”). The column began in the 1960s in *Chinese Teenagers News* and has helped several generations of teenagers deal with problems. Every week, Zhixin Jiejie receives lots of letters from children, and the team behind do their best to provide helpful advice. Today, Zhixin Jiejie is more than just an advice column: it now operates a helpline for children, and the column has turned into a magazine. Nowadays, it can also be found on social media, and its online articles have hundreds of thousands of readers every week. Today, good advice is just a click away!

The column’s most famous “sister” is Lu Qin^①. She has been working in the Zhixin Jiejie team since the 1980s. She recognizes that children face new problems in today’s world, such as pressure from study and addiction to computer games, so she does her best to help them deal with these challenges. She thinks it is important for teenagers to learn how to communicate with others and solve problems. Through her advice column, she teaches young people about responsibility, kindness and love. She also answers questions from parents.

① Lu Qin 卢勤

Although the first people giving advice in advice columns were men, by the 1740s, the most well-known columnists were women. It became a tradition for women to take on this role. Today, we normally call a person giving advice in a newspaper or magazine an “agony aunt” or an “advice columnist”.

Notes

2 Answer the questions with the information from the feature article on page 62.

- (1) How can agony aunts help readers?
- (2) When and where did the first agony aunt column appear?
- (3) How has the column of Zhixin Jiejie developed over the years?
- (4) Who is Lu Qin? How does her work help young people in China?

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



advice column click helpline operate section

- (1) My uncle's company _____ in quite a few different countries.
- (2) Are you suffering from exam stress? Call our _____ to talk to our experts!
- (3) Every week, hundreds of teenagers write to the psychologist's _____ to ask for help.
- (4) These days, you can order online with just one _____.
- (5) There is a whole _____ in the library about teenage health.



Your ideas

4 Discuss the questions below.

Do you think an “agony aunt”, or “Zhixin Jiejie”, is helpful for teenagers and their parents? Why or why not?



Exploring more

What do teenagers do to deal with stress? Go online and find out about different ways to deal with stress.



Cross-curricular connection | Biological science*

Our teenage years are a time of strong feelings. Our mood can change very quickly, and it is often hard to know why.

1 Read the text and find out why teenagers' moods change rapidly. 🎧

Teen mood swings

Mood swings—rapid mood change—are common and normal for teenagers. Teenagers experience mood swings for a number of reasons. During teenage years, the parts of the brain mature^① at different rates. The part of the brain that is responsible for emotions and feelings develops early, while the part of the brain that regulates^② the control of emotions develops later. As a result, teenagers tend to experience extreme emotions and are generally less able to manage their emotions. This causes mood swings. In addition, teenagers face a lot of pressure. Study stress, peer^③ pressure, high expectations from teachers and parents, and worries about the future—all these things play a role in their changing moods.

Tips to cope with bad feelings:

- Take a deep breath and go out for a walk when you feel really bad.
- Regular exercise is a good way to deal with stress.
- Write about your feelings in a journal or talk to someone you trust.
- If bad feelings last for a long time, talk to your parents or your teacher. It's perfectly normal to seek help.



2 What causes mood swings in teenagers according to the text? Do you think there are more reasons? Discuss these questions with your classmates.

① mature /mə'tʃʊə(r)/ v. 成熟 ② regulate /'regjuleɪt/ v. 控制; 管理 ③ peer /piə(r)/ n. 同龄人

Checking your progress

Project*

Sharing your suggestions on teenage problems

We all have problems sometimes. Work in groups to provide suggestions on your classmates' problems. Then share them in class.

Step 1 Think about your problems or worries and write them down on a piece of paper. Don't write your name on the paper. Fold the paper and put it in a box.

My problem(s) / worries	Suggestion(s)

Step 2 Each student chooses a problem from the box and writes a suggestion for a solution.

Step 3 Share your problems and suggestions in groups. Do you think the suggestion is helpful? Can you think of any ways to improve it? If you can think of another suggestion, add it.

Step 4 Post the problems and suggestions on the class noticeboard.



Tip You may add new problems and suggestions on the class noticeboard regularly.



Wits corner

Accepting the truth of your feelings and thoughts doesn't make you a bad person. It makes you a whole person, and mature enough to know your own mind.

— Lindsay Gibson

Unit 5

My time, my joy



Key question

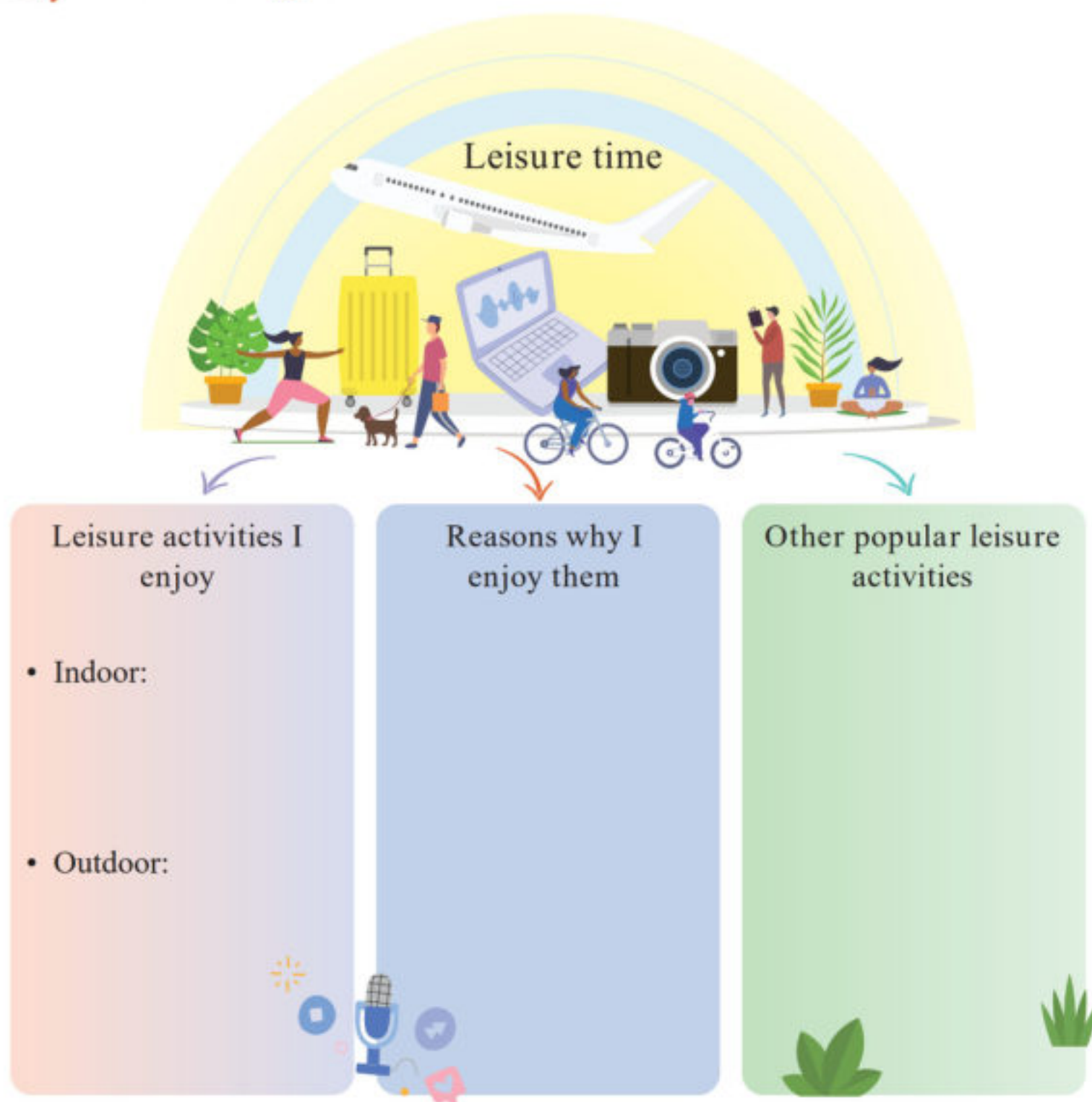
How can you make good use of your leisure time?

Unit objectives

I can:

- talk about different types of leisure activities.
- explain why people enjoy different films.
- describe the joy people get from different leisure activities.
- understand how interesting and exciting it is to make a video.

First thoughts



- What TV shows do you enjoy watching?
- Why do you love films?
- What kind of leisure activities do you like?
- What can you get out of different leisure activities?

Section 1 Experiencing and understanding language



Reading

Think

What TV shows do you enjoy watching?

Before you read

- 1 The picture below shows the filming of a TV show. Label the jobs of the people in the picture with the words and phrases below.



cameraman
director

lighting operator
make-up artist

sound operator



- 2 What TV shows do you think are popular at the moment? Why? Discuss with your classmates.

Types of TV shows

cartoon	sports show
documentary ^①	talent show
quiz show	talk show
reality show	travel show
sci-fi show	TV drama



① documentary /ˌdɒkjʊ'mentri/ n. 纪录影片; 纪实广播(或电视)节目

Many people like to watch quiz shows in their leisure time. Read the story below and find out what surprises took place in a quiz show studio. 🎧

★ Surprises in the studio

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

“I’m glad that I’m not one of the contestants!” Denise said. “I’m not that brave.”

“Oh, I’d love to be a contestant,” said Angela.

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

A cameraman helped the woman off the stage.

- 10 The director hurried down from the control room above. “We need another contestant,” he shouted. “Who among you wants to be on the show?”

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

“Ten seconds,” shouted the director.

- 15 “It’s time for *Around the World*, and here’s your host, Lester!” said a loud voice. Lester ran out onto the stage. The quiz show began.

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

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

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

- 25 “And finally, which country covers five time zones, but has only one official time?” asked Lester.

“China,” replied Angela.

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

Reading comprehension

1 Later that day, Angela was interviewed by a newspaper reporter. Complete Angela's answers with the information from the story on page 69.

Reporter: Where were you at first?

Angela: ⁽¹⁾ _____

Reporter: What happened before the programme started?

Angela: ⁽²⁾ _____

Reporter: Who took the woman's place?

Angela: ⁽³⁾ _____

Reporter: Who was the host?

Angela: ⁽⁴⁾ _____

Reporter: Did you do well in the quiz?

Angela: Yes. ⁽⁵⁾ _____



Reporter: What did you win?

Angela: ⁽⁶⁾ _____

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

(1) Denise probably would not like to be a contestant.

(2) The director was nervous after one of the contestants passed out.

(3) Denise and Angela are different in character.



Your ideas

3 Discuss the questions below.

(1) Do you watch quiz shows in your spare time?

(2) Which is your favourite quiz show? Why?

Vocabulary practice

1 The words in *italics* explain the meanings of some words and phrases from the story on page 69. Find them and complete the sentences. Change the form if necessary.

- (1) Last week, the host interviewed a famous technology expert in the _____ (*a place where a TV programme is recorded*) (title).
- (2) The _____ (*a person in charge of telling people what to do in a show*) (line 1) told everyone to take a short break before filming started again.
- (3) The street lights were _____ (*sending its light in a particular direction*) (line 6) the road as we walked home from the cinema.
- (4) It was very hot and crowded on the train and I nearly _____ (*to be in a sleep-like state*) (line 6).
- (5) Beijing and London are in different _____ (*division of the world according to geography and time*) (line 25).

2 One of the contestants wrote about the quiz show in her diary. Complete the diary entry with the words and phrases from Exercise 1. Change the form if necessary.

26 August

Today I took part in a quiz show. I arrived early at the ⁽¹⁾ _____. When I walked inside, I met the ⁽²⁾ _____. He told me to stay relaxed. It was really kind of him to do that. Ten minutes before the show, I went up onto the stage, together with the other two contestants. The hot lights ⁽³⁾ _____ us. One of the contestants felt unwell and ⁽⁴⁾ _____ before the show started, so the director chose a girl called Angela from the audience to take her place. Angela finally won when she correctly answered the last question about the ⁽⁵⁾ _____ in China. We were all happy for Angela.

3 Imagine that you are Angela. Write about the quiz show in your diary. Use the words and phrases below.

although
stay relaxed

beat
so excited that ...

pass out
win the prize



Word building

Compound nouns coming from phrasal verbs

Some compound nouns come from phrasal verbs. Usually the compound noun and the phrasal verb have similar meanings.

make up → *make-up* *break down* → *breakdown*

Can you give more examples?

Listening



Why do you love films?

Making a short film!

1 Look at the film genres^① below and match the pictures with the genres.

a animation b action c adventure d science fiction e musical



2 Some students are making a film for their film studies project. Listen to the first conversation and answer the questions. 🎧

(1) Who was the director? _____

(2) Where were they filming: indoors or outdoors? _____

(3) Why did Simon say “the sillier, the better”? _____

(4) What was wrong with the cake? _____

(5) How did Tasha feel about her performance, and did she enjoy it? _____

3 A few weeks later, the students received some good news. Listen to the second conversation and complete the sentences. 🎧

(1) Simon seemed pleased because _____.

(2) Simon won the prize for _____.

(3) Tasha won the prize for _____.



Your ideas

4 What kind of films do you enjoy watching? Why? Discuss with your classmates.

① genre /'ʒɒnrə/ n. (文学、艺术、电影或音乐的) 体裁

Section 2 Exploring and applying rules



Grammar

Adverbial clauses of concession

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

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

Although it was a bit cloudy and windy last Sunday, we still decided to go to the beach. We packed our things and set off at 7:00 a.m. There were many people on the beach when we arrived, though it was still early in the morning. We made a huge sandcastle and found some pretty shells. We also went for a run and played beach volleyball. Although the beach was crowded, we had a lovely day.



Let's sum up the rules!

- We use adverbial clauses of concession to express a contrasting or opposing idea to what is stated in the main clause.
- We can put the adverbial clause of concession either after or before the main clause.

Look!

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

(X) **Although / Though** it was a bit cloudy and windy last Sunday, **but** we still decided to go to the beach.

(✓) **Although / Though** it was a bit cloudy and windy last Sunday, we still decided to go to the beach.

(✓) It was a bit cloudy and windy last Sunday, **but** we still decided to go to the beach.

1 Match the sentence halves.

- (1) Although Simon is already the best tennis player in his school,
- (2) I really enjoyed watching this film,
- (3) Though I really wanted to stay home,
- (4) Although the rules of Go are very simple,

- a he still continues to train very hard.
- b I still joined my friends for a basketball game at the park.
- c it is a very difficult game to play.
- d although I don't usually watch sci-fi.

Unit 5 My time, my joy

2 Denise is talking about the quiz show *Around the World*. Join the two sentences with either **although** or **though**.

(1) It was a rainy day. Many people came to watch the filming of *Around the World*.

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

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

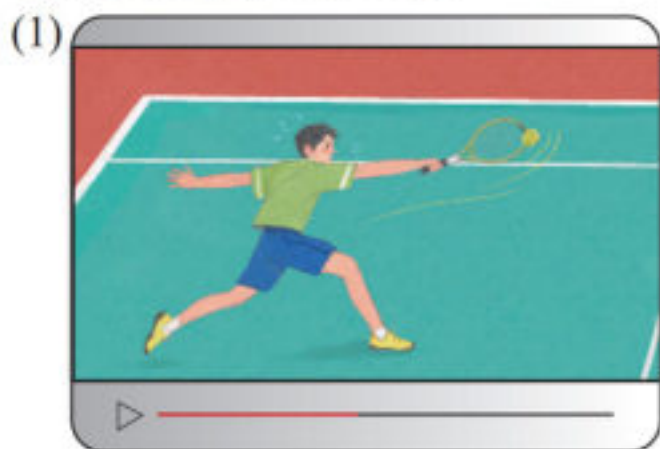
(4) The questions were difficult. Angela knew all the answers.

(5) *Around the World* only lasted 30 minutes. It seemed like hours to me.

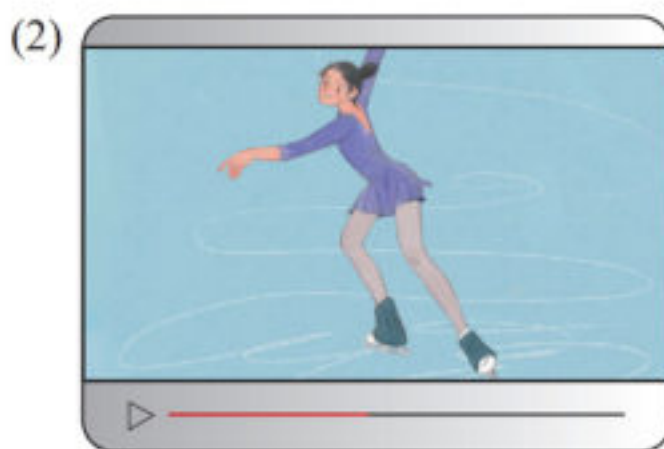


Grammar in use

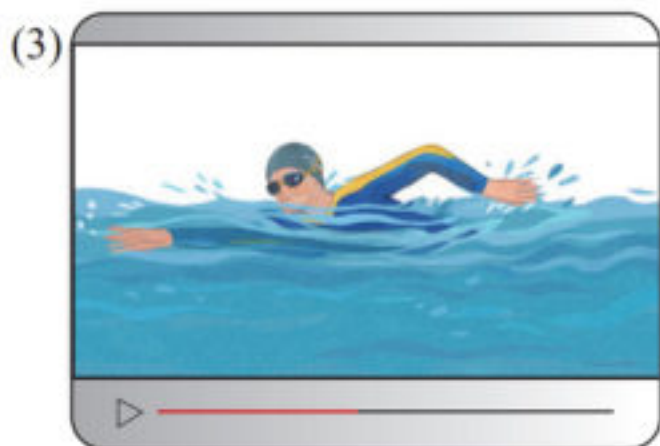
3 Below are four video clips recording some people's leisure activities. Describe each clip with **although** or **though**.



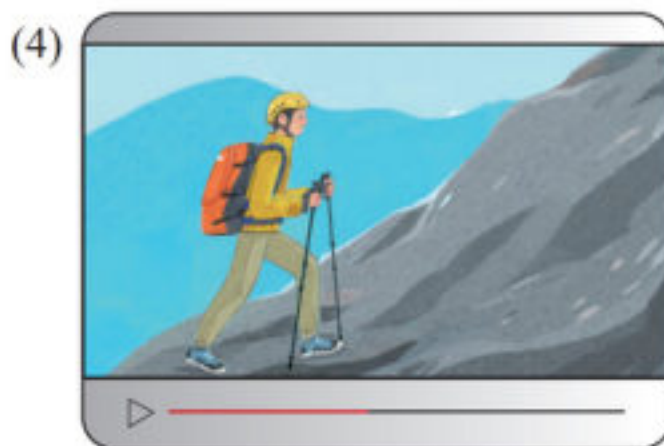
(very tired / win the game)



(difficult / enjoy skating)



(very old / go swimming every day)



(dangerous / love climbing mountains)

Section 3 Expressing and communicating ideas



Speaking

Think

What kind of leisure activities do you like?

Conducting a survey on leisure activities

- 1 Work in groups and use the questions to interview your classmates about their leisure activities. You may ask your own questions.

What leisure activities do you like?

- (1) What leisure activities do you do? (You may choose more than one answer.)

- ☐ going to concerts ☐ watching films ☐ cycling
☐ hanging out with friends ☐ reading ☐ other: _____

- (2) How many hours do you spend on the activity/activities every week?

- a more than 6 hours b about 6 hours c about 2 hours
 d other: _____

- (3) When do you usually do the activity/activities?

- a on weekdays b at the weekend c every day

- (4) Why do you like doing the activity/activities?

- (5) What do you gain from doing the activity/activities?

...

- 2 Discuss your survey results in groups and then report the results to the class. 🎧

We've interviewed ... students. We found that ... students enjoy ...

According to our survey, ... students spend ... on leisure activities every week; ...

We found that ... students usually enjoy leisure activities on weekdays; ...

Most / Many / Some students like ... because ...

As for the benefits of leisure activities, most / many / some students ... after doing ...

Improving your communication

Showing politeness 🎧

Showing politeness is important for conducting a successful interview.

- At the beginning of the interview, you can use: Excuse me. / May I ask you a few questions about ...? / Do you mind answering a few questions about ...?
- At the end of the interview, you can use: Thank you for your time.

 Writing
Writing a film review**Teen Voice**

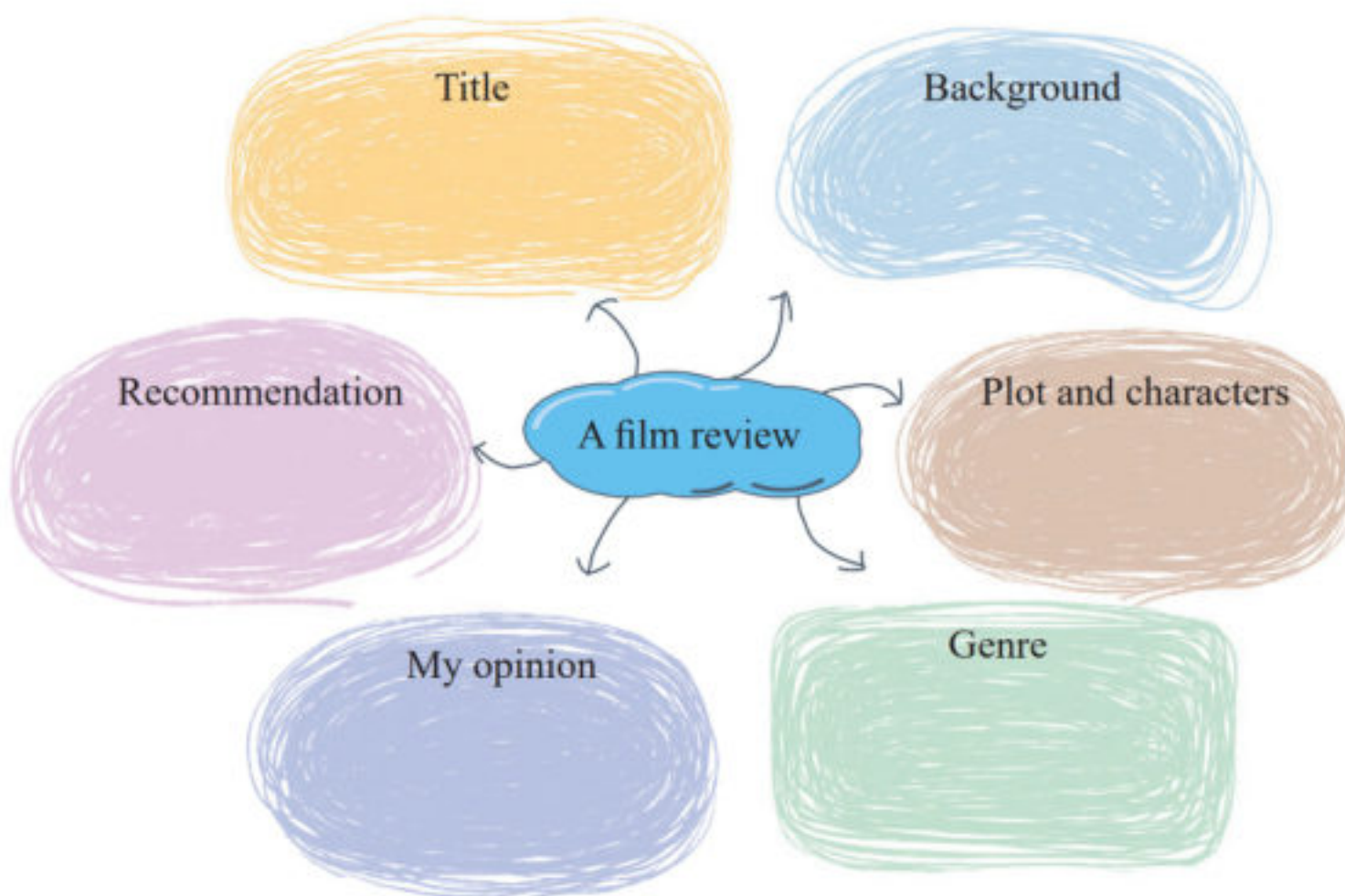
The school's Film Festival is around the corner, and we want to hear your film recommendations. Write a review of your favourite film and send it to us. The best reviews will be published on the school website.

1 Choose a film you like and talk about the film in pairs.

- Background (release date, director, etc.)
- Genre
- Plot and characters

2 Now write a review of your favourite film.

Step 1 **Plan** Note down key information in the mind map.



Step 2 Write Write a film review to recommend your favourite film. Use the mind map in step 1 to help you.



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

- I provided key information about the film, such as the title, genre and plot, and shared my opinion about it.
- I put all the information in a clear and logical order.
- 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

What leisure activities do teenagers around the world enjoy? Let's explore and find out what other teenagers do in their spare time.

Think

What can you get out of different leisure activities?

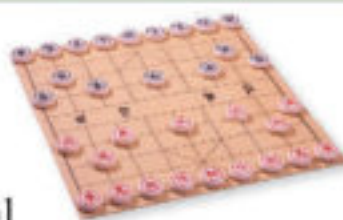
- 1 Read the magazine article about different teenage leisure activities around the world. 🎧

Teenage leisure activities

Teenagers across the world enjoy different leisure activities. Let's see what some students say about their favourite leisure activities.

Chinese chess (*Xiangqi*)

New games are invented all the time, but Liu Xiaowei, a Chinese junior high school student, is a big fan of *Xiangqi*—Chinese chess. She started playing this traditional Chinese board game when she was eight, and she has won many competitions. With the help of some classmates, Xiaowei started a Chinese chess club at school. They play Chinese chess after class every Tuesday and Thursday. Xiaowei thinks she will continue playing in the future: "Playing Chinese chess helps me calm down and think. It's a great hobby!"



Wakeboarding^①

Wakeboarding is an unusual water sport. It looks like snowboarding on water! Josh is from Southampton, and he has just tried wakeboarding for the first time. He thinks it is very exciting, but also very challenging. "I was afraid when I first stepped onto the board. But when the boat started moving, I forgot my fears. I really enjoyed the speed!"



Dodgeball^②

The aim of this sport is very simple: don't get hit by the ball! There are two teams in each game, and the players try to throw the ball on the members of the other team. Dodgeball is played by children around the world. There are various ways to play the game, and it is easy to learn the rules. Nina is a member of the Dodgeball Club in school, and she takes part in training every week. She said, "Dodgeball helps me keep fit and make friends, and it's such a fun game!"



① wakeboarding /'weɪkbɔːdɪŋ/ n. 尾流滑水（由快艇牵引，用尾波板滑水的运动）

② dodgeball /'dɒdʒbɔːl/ n. 躲避球

There is some evidence suggesting that dodgeball might have been played in Africa a long time ago. Back then, they didn't use balls like we do now. Instead, they played with rocks to help warriors develop their strength and skills.

Notes

2 Answer the questions below with the information from the article on page 78.

- (1) What does Xiaowei think of playing Chinese chess? Why?
- (2) Why does Josh enjoy wakeboarding?
- (3) How does Nina benefit from playing dodgeball?

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



aim board game calm challenging various

- (1) Kate has an active lifestyle. She does _____ outdoor activities.
- (2) Golf looks easy, but it is actually a very _____ sport.
- (3) Wu Di prefers to play a(n) _____ like chess rather than a video game.
- (4) If I need to _____ myself down, I try to breathe deeply.
- (5) Li Jie's _____ is to run 15 miles per week.



Your ideas

4 Discuss the questions below.

- (1) Have you ever done any of the three activities on page 78? Which one do you think is the most interesting?
- (2) What leisure activity would you like to do after school? How do you benefit from it?



Exploring more

What do you do to “switch off”? Go online and find out about different fun leisure activities.



Cross-curricular connection | Information technology*

As people's leisure activities continue to evolve, there is a growing interest in watching videos in our free time. Do you want to try and make your own video?

1 Read the infographic^① to learn about the key steps in creating a video. 🎧



2 Choose an idea you are interested in. Then work in groups and create a video. Share your video with your classmates.

① infographic /ˌɪnfəʊ'græfɪk/ *n.* 信息图; 资讯图表

Checking your progress

Project*

Creating a video of my weekend

Everyone has their unique way of spending leisure time. In this project, you are going to create a video showing your wonderful weekend experiences.

Step 1 Choose different weekend activities and film / take photos of them.

- going hiking with your family / friends
- visiting a museum / art gallery
- looking after your pets
- hanging out with friends

...



Step 2 Choose what order your video clips should be in, and then decide what you want to say about each activity. You may:

- briefly introduce the activity;
- explain why you enjoy it;
- share any interesting things you have learnt (e.g. new skills).

Step 3 Edit the video.

Tip You can add captions on the screen to describe each activity. You can also use voice-over^① narration.

Step 4 Share your video with your classmates.



Wits corner

What we do during our working hours determines what we have;
what we do in our leisure hours determines what we are.

— George Eastman

① voice-over /'vɔɪs əʊvə(r)/ n. 解说; 画外音

Unit 6

Food and health



Key question

What is the relationship between food and health?

Unit objectives

I can:

- identify the different parts of a balanced diet.
- understand the relationship between food and health.
- review the food and service of a restaurant.
- understand the hardships farmers face with food production.

First thoughts



Think

- What kinds of food make a balanced diet?
- What's a healthy drink?
- How can we eat healthy and nutritious meals?
- Where does our food come from?

Section 1 Experiencing and understanding language

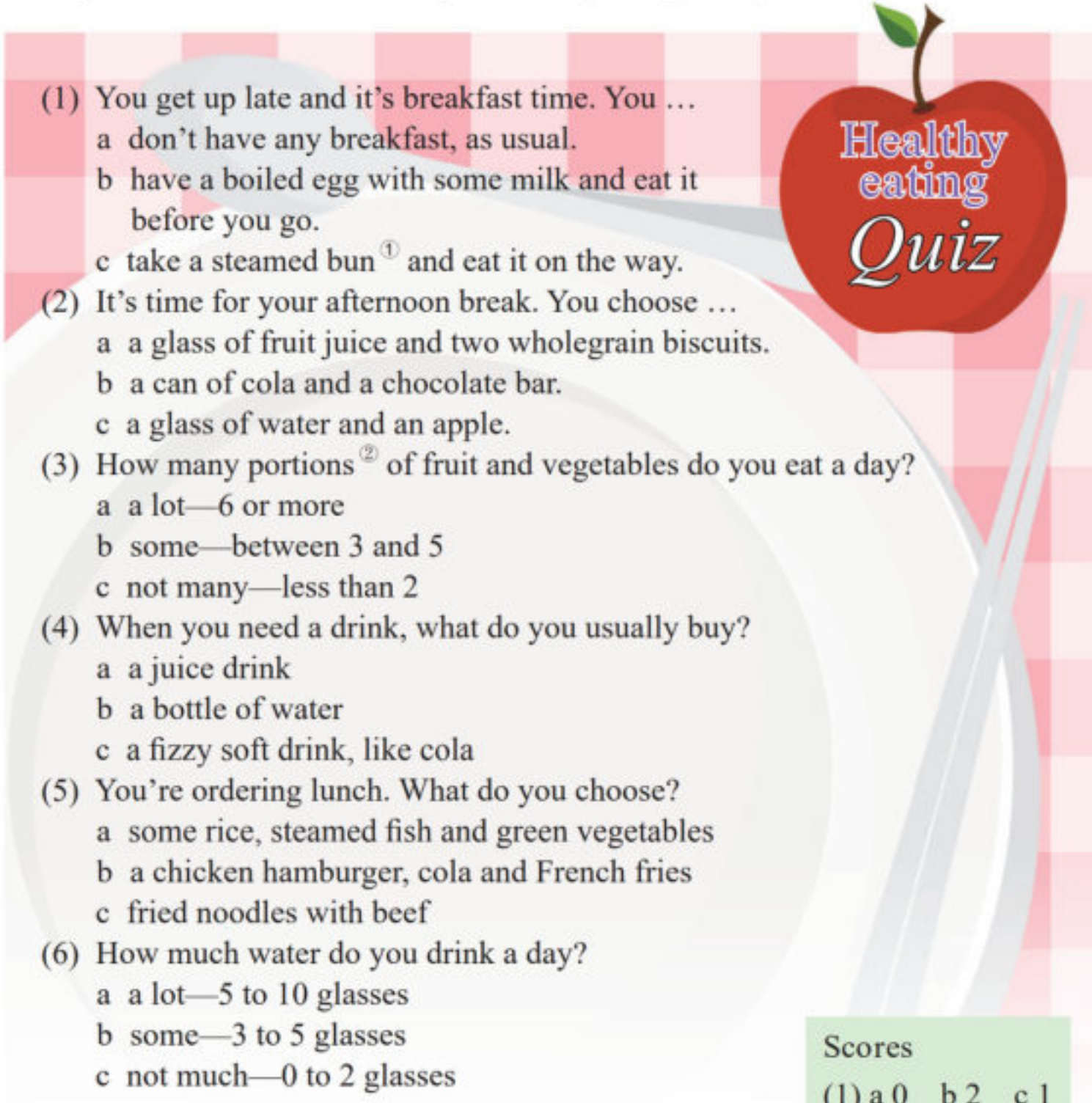
Reading

Think

What kinds of food make a balanced diet?

Before you read

1 Do you know how to eat healthily? Find out by doing this quiz.

- 
- (1) You get up late and it's breakfast time. You ...
 a don't have any breakfast, as usual.
 b have a boiled egg with some milk and eat it before you go.
 c take a steamed bun^① and eat it on the way.
- (2) It's time for your afternoon break. You choose ...
 a a glass of fruit juice and two wholegrain biscuits.
 b a can of cola and a chocolate bar.
 c a glass of water and an apple.
- (3) How many portions^② of fruit and vegetables do you eat a day?
 a a lot—6 or more
 b some—between 3 and 5
 c not many—less than 2
- (4) When you need a drink, what do you usually buy?
 a a juice drink
 b a bottle of water
 c a fizzy soft drink, like cola
- (5) You're ordering lunch. What do you choose?
 a some rice, steamed fish and green vegetables
 b a chicken hamburger, cola and French fries
 c fried noodles with beef
- (6) How much water do you drink a day?
 a a lot—5 to 10 glasses
 b some—3 to 5 glasses
 c not much—0 to 2 glasses

Scores

- | | | | | | |
|-------|---|---|---|---|---|
| (1) a | 0 | b | 2 | c | 1 |
| (2) a | 1 | b | 0 | c | 2 |
| (3) a | 2 | b | 1 | c | 0 |
| (4) a | 1 | b | 2 | c | 0 |
| (5) a | 2 | b | 0 | c | 1 |
| (6) a | 2 | b | 1 | c | 0 |

2 Compare your quiz score with your classmates'. Find out who are the healthiest eaters in the class.

- ☐ 0–5 You need to improve your diet!
- ☐ 6–9 Your diet is quite good.
- ☐ 10–12 Well done, you're a healthy eater!

① bun /bʌn/ n. 圆面包 ② portion /'pɔːʃn/ n. (食物的) 一份

Doris and Samuel are having dinner in a restaurant. Read the dialogue and find out if there are problems with Samuel's diet. If so, what are the possible solutions? 🎧

A healthy diet?

Samuel: I think I'll have a hamburger, some chocolate cake and a large cola. The cake here is delicious! Would you like to try the cake?

Doris: No, thank you! The cake may be too sweet for me. I'll have a chicken sandwich, a small tofu salad and a glass of green tea.
5 I've decided to stay away from fried food and soft drinks.

Samuel: Why? I remember you used to love that stuff.

Doris: I'm a bit overweight, so my mum took me to see a doctor. The doctor said that I needed to lose a bit of weight by avoiding foods high in fat, oil and sugar. He also stated that it's
10 necessary for me to have a more balanced diet to keep healthy.

Samuel: What's a balanced diet?

Doris: A balanced diet means having different kinds of healthy food every day. Research shows that each day you should have plenty of fruit, vegetables and grain products such as rice, noodles and
15 bread. And, in general, you should include a certain amount of meat and dairy products in your daily food.

Samuel: But I believe I have a balanced diet.

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

Samuel: Oh, the usual things. For breakfast, I had fried eggs and a large
20 cup of milk tea. This helps me start the day. Then I treated myself to some ice cream.

Doris: And for lunch?

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

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

Samuel: 25 Well, I have many different kinds of food every day. It gives me enough energy to get through the day.

Doris: But you've had too much fried food and too many sugary drinks. You haven't had any fresh fruit or vegetables. If you continue like this, you will have a lot of health problems
30 when you get older. Fortunately, many of those problems are avoidable. If you have a more balanced diet, you can stay healthy.

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

Reading comprehension

1 Complete the notes below with the information from the dialogue on page 85.

Doris

- Food ordered: ⁽¹⁾ _____

- Reason for her food choice:
⁽²⁾ _____

- Her idea of a balanced diet:
⁽³⁾ _____

Samuel

- Food ordered: ⁽⁴⁾ _____

- Reason for his food choice:
⁽⁵⁾ _____

- His idea of a balanced diet:
⁽⁶⁾ _____

2 Read the dialogue again and choose the correct answers.

- (1) In this dialogue, a “diet” is the food _____.
 a you usually eat
 b that is good for your health
 c you eat in order to lose weight
- (2) What is the most probable relationship between Samuel and Doris?
 a close friends
 b brother and sister
 c teacher and student
- (3) What can you infer from Samuel’s words “I’ll change my diet ... tomorrow”?
 a Samuel is happy to change his eating habits.
 b Samuel is a bit unwilling to change his eating habits.
 c Samuel has made his decision to change his eating habits.



Your ideas

3 Discuss the questions below.

- (1) What do you eat and drink every day?
 (2) Do you have a balanced diet? If not, how can you improve your diet?

Vocabulary practice

1 The words in *italics* explain the meanings of some words and phrases from the dialogue on page 85. Find them and complete the sentences. Change the form if necessary.

- (1) The school nurse told Joan not to eat so much unhealthy _____ (*things*) (line 6).
- (2) If you are _____ (*weighing too much*) (line 7), it's a good idea to avoid foods high in fat and sugar. You should also try to exercise every day.
- (3) Fruit and vegetables are an important part of _____ (*healthy eating habits*) (line 11).
- (4) _____ (*things made from milk*) (line 16) like cheese and yogurt are a good source of calcium^①, but these can also be high in fat.
- (5) We need to eat properly: active teenagers usually need plenty of energy to _____ (*to manage to complete something*) (line 26) the day.

2 Complete the passage with the words and phrases from Exercise 1. Change the form if necessary.

Last month, I went to see the doctor. The doctor said I am a little ⁽¹⁾ _____. He told me, "If you want to stay healthy, you need to exercise more and have ⁽²⁾ _____." Now I do a lot of different sports, and I usually plan my meals to make sure I get the right types of nutrition.

Breakfast is the most important meal of the day, so I usually start with a big, healthy breakfast to make sure I have enough energy to ⁽³⁾ _____ my daily exercise routine.

My stomach is sensitive to milk, so I usually don't eat a lot of ⁽⁴⁾ _____. Instead, I drink soya milk. I try to avoid ⁽⁵⁾ _____ like soft drinks and sugary snacks: these contain a lot of empty calories^② and make you feel tired afterwards. A handful of nuts is a much better choice for afternoon snacks!

3 Write about your suggestions on healthy eating habits. Use the words and phrases below.

avoid	necessary	treat
a balanced diet	in general	lose weight
plenty of	stay away from	treat oneself to something



Word building

Adjective suffix: -able / -ible

We add suffix *-able / -ible* at the end of some verbs to form adjectives. The adjectives describe someone or something that can have a particular thing done to them. For example, if something is *avoidable*, it can be avoided. Can you give more examples?

① calcium /'kælsiəm/ n. 钙 ② empty calorie /,empti 'kæləri/ 无营养卡路里

 Listening


What's a healthy drink?

Choosing a healthy drink

1 Look at the words and phrases below and try to find out the meanings of them with the help of a dictionary.

sports drinks

energy drinks

soda

calorie

fibre

2 Listen to an interview with a health expert and tick (✓) the drinks that are mentioned. 

☐ a coffee☐ d juice☐ g sports drinks☐ b cola☐ e milk☐ h tea☐ c diet drinks☐ f soda☐ i water

3 Listen again and complete the notes below. 

Dr Wang's advice on healthy drinks

- For most people, ⁽¹⁾ _____ is the best choice.
- ⁽²⁾ _____ are not good because they contain a lot of caffeine ^① and sugar. They can make it more difficult for us to ⁽³⁾ _____. They can also ⁽⁴⁾ _____.
- We should not drink ⁽⁵⁾ _____ with added sugar—it is ⁽⁶⁾ _____.
- We should drink ⁽⁷⁾ _____ with fibre. We need fibre to ⁽⁸⁾ _____.
- ⁽⁹⁾ _____ contains a lot of calories, so we should not ⁽¹⁰⁾ _____.

 Your ideas

4 Discuss the questions below.

(1) What do you usually drink when you are thirsty?

(2) What have you learnt from the interview?

① caffeine /'kæfi:n/ n. 咖啡因

Section 2 Exploring and applying rules



Grammar

Object clauses

To say what we know, think, believe, etc., we can use certain verbs with *that*-clauses or *wh*-clauses. These clauses act as the object of the verbs.

Su Mei and Su Wen are talking about what to order in a restaurant. Read the dialogue and pay attention to the words in bold.

- Su Mei: There's so much delicious food on the menu. I wonder what we should order today.
- Su Wen: I think (that) I'll have some grilled fish, roast lamb, fried rice and a large bottle of sports drink.
- Su Mei: Are you sure (that) you want to order that much? You promised (that) you would keep a balanced diet.
- Su Wen: Oh, that's right. I really don't know why I like meat so much.
- Su Mei: You need to be aware of your health. The doctor suggested that you should eat less meat. I'll show you how you can eat more healthily. For example, research shows (that) we should eat a lot of fruit and vegetables. And about sports drinks, they are usually full of sugar, so water is a much healthier option.
- Su Wen: Alright. I hope (that) you can order some healthy and delicious food.



Let's sum up the rules!

- We often leave out *that* in an object clause in speech.
- The word order in a *that*-clause should be the same as that in a statement.
- The subject comes before the verb in a *wh*-clause.

Look!

- We often use *that*-clauses after verbs like *think, believe, hope, agree, feel, hear, see, know, find, learn, promise*, and so on.
- We often use *wh*-clauses after verbs like *wonder, explain, discuss, remember, forget, understand, know, ask, show*, and so on.

Unit 6 Food and health

1 Complete the passage using *that*, *how*, *what* and *why*.



Many parents ask me ⁽¹⁾ _____ their children are picky eaters. In other words, they want to know ⁽²⁾ _____ they can get their children to eat all kinds of food.

It's normal for children to dislike certain dishes. Some children can be very difficult, though, and many parents wonder ⁽³⁾ _____

they can do about it. Research shows ⁽⁴⁾ _____ this kind of behaviour starts early.

I suggest ⁽⁵⁾ _____ you make sure your child gets to try many different kinds of food from an early age. It is better to introduce new food gradually. I don't think ⁽⁶⁾ _____ it's a good idea to force children to eat a lot of unfamiliar food.

However, there is one simple trick to make any kind of food taste better. Let me explain ⁽⁷⁾ _____ you can do it. Simply make sure that your child doesn't eat a lot of snacks during the day—food always tastes so much better when you're hungry. I hope ⁽⁸⁾ _____ my advice will be useful!

Grammar in use

2 Interview your classmates about their opinions on diet and then report to the class.

- (1) Which meal do you think is the most important? Why?
- (2) What is a balanced diet?
- (3) How do you keep a balanced diet?
- (4) How often do you eat snacks?
- (5) How can you eat healthy and nutritious meals?



Su Wen / ... thinks (that) ... is the most important meal.
 He believes (that) ...
 He thinks a balanced diet means (that) ...
 He explains how he keeps a balanced diet. First, ...
 As for snacks, he says (that) ...

Section 3 Expressing and communicating ideas



Speaking

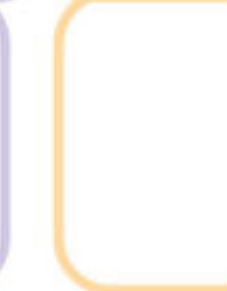
Think

How can we eat healthy and nutritious meals?

Planning a healthy lunch menu

You are going to plan a lunch menu for the students at your school. Discuss in groups what food to include on the menu. Read the dialogue and pay attention to the expressions in blue. 

Healthy lunch menu

Grains	Meat	Vegetables	Fruit	Dairy products	Drinks
					

What would you like to have on the menu?

I think we should include different types of grains, such as corn and rice.



I think we should include more vegetables and fruits. I'd prefer some cucumbers, carrots and cabbages. Apples and bananas are good choices too.

Let's have some dairy products, such as yogurt and milk. I'd rather have some fresh milk.

Improving your communication

Expressing preferences

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

- I'd rather have some beef noodles for dinner. It's a quick and healthy meal.
- I'd prefer a cup of milk to coffee. It's rather late.
- I like tea more than coffee.

 Writing
Writing a restaurant review**Teen Voice**

The Fine Foods column wants you to review the restaurants that you have eaten at. You need to write about your experience of eating at the restaurant as well as your comments.

- 1 Doris has written a restaurant review. How did she organize her ideas? Read her review and label the different parts.

- | | | |
|------------------|------------------------------------|-----------------------------|
| a Introduction | c Review of the service | e Review of the food |
| b Recommendation | d Basic facts about the restaurant | f Star ratings ^① |

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

(6) _____

Food: ★★★★★

Service: ★★★★★

Price: ★★★




Country House

21 August

Excellent English food at the Country House

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

The Country House serves traditional English food. We ordered several dishes from the menu and spent about 15–20 pounds per person.

The food was wonderful. The fish pie reminded me of my grandma. She used to cook it for me. We also tried some fish and chips, as well as some bangers and mash^②, and they were fantastic.

The waiters were polite, but a little slow. We were seated at 7:00 p.m., but we did not receive our food until 7:40 p.m.

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

① star rating /,stɑː 'reɪtɪŋ/ 星级 ② bangers and mash /,bæŋəz ən 'mæʃ/ 香肠和土豆泥

2 Now write a restaurant review.

Step 1 **Plan** Think about what you are going to write and note down key information.

Step 2 **Write** Write a restaurant review. Try to give it an eye-catching title.

Date:	Food: ☆☆☆☆☆
Name of restaurant:	Service: ☆☆☆☆☆
	Price: ☆☆☆☆☆

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

- I included basic information about the restaurant and what the food and service was like. ☐
- I explained why I recommend or don't recommend the restaurant. ☐
- 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

Where does our food come from?

We eat every day. Have you ever wondered where our food comes from? Let's explore more about how our food comes from farmers' hard work.

1 Read two poems about farming. 🎧

The peasants^① (II)

by Li Shen^② (772–846)

At noon they weed with hoes^③;
Their sweat drips on the soil.
Each bowl of rice, who knows?
Is the fruit of hard toil^④.
(Translated by Xu Yuanchong)



The rice farmer

(author unknown)

5 The sun is setting low, the red sky a welcoming sight;
The farmer stands silently in the fading^⑤ light.
The fields are watered and planted, the buffaloes^⑥ are fed;
The only thing he thinks of now is finding home and bed.
A gentle wind is whispering of hope and dreams of life;
10 Every grain of rice requires such effort and such strife^⑦.
Remember, when you sit and eat with family or friends,
All the many hours he works, as his fields he tends.



- ① peasant /'pezn̩t/ n. 农民 ② Li Shen 李绅 ③ hoe /həʊ/ n. 锄头
④ toil /tɔɪl/ n. (长时间) 辛勤劳作 ⑤ fade /feɪd/ v. (使) 变暗
⑥ buffalo /'bʌfələʊ/ n. 水牛 ⑦ strife /straɪf/ n. 困难

Around 12,000 years ago, people began to grow crops, and they also started raising farm animals. As a result, they were able to produce a lot more food than before. Thanks to farming, people could spend time on other things like inventions and leisure activities, and this made advances in civilization possible.

Notes

2 Find the rhyming words from the second poem on page 94.

sight rhymes with light
 _____ rhymes with _____
 _____ rhymes with _____
 _____ rhymes with _____

Tip Rhyme is the use of words that have the same sound. In songs and poems, we usually use rhymes at the end of lines.

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

- | | |
|------------------------|---|
| (1) sweat (line 2) | a drops of water coming from our skin when we are hot |
| (2) soil (line 2) | b to look after or care for something or someone |
| (3) welcoming (line 5) | c the soft part of the ground where plants grow |
| (4) tend (line 12) | d pleasant; nice to look at |



Your ideas

4 Discuss the questions below.

- (1) What do the two poems have in common? What are the differences between them?
- (2) What can you learn from the poems?



Exploring more

To learn more about the relationship between food and health, you can explore the following questions:

- What makes a healthy breakfast / lunch / dinner?
- Why is fast food not good for teenagers?
- How can you strike a balance between healthy eating and enjoying your favourite food?



Cross-curricular connection | Health*

Research shows different foods have different nutrients. What foods do we need to eat for a balanced and healthy diet?

1 Look at the different parts of a healthy diet. What can you learn from it? 🎧

What should I put on my plate?

Fruit and vegetables

Fruit and vegetables play a key role in a balanced diet. They are rich in vitamins and minerals and help us stay healthy. In fact, if we eat a lot of vegetables, we can reduce the risk of many illnesses. Fruit and vegetables also make us feel less hungry because they help keep our blood sugar levels more balanced.



Water

There are lots of different drinks available, but we need to be careful about what we drink:

- Soft drinks and sports drinks contain a lot of sugar and make it easier to gain weight.
- Drinking coffee can make it hard to fall asleep at night.

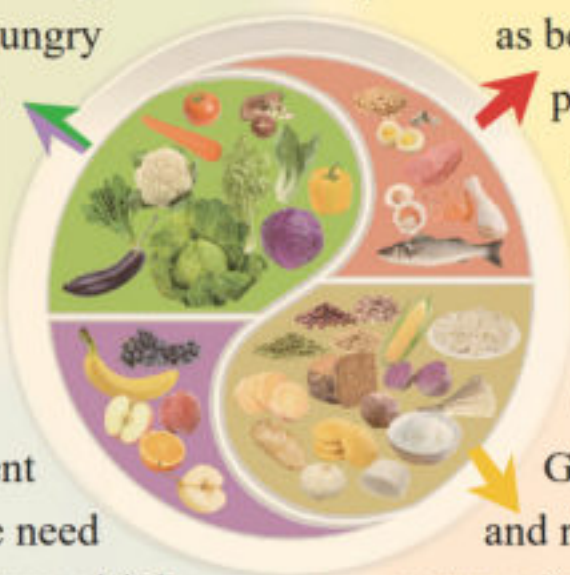
Overall then, water is the best option.

Protein

Our body needs protein to build tissue and repair itself. Chicken, duck and seafood are good sources of animal protein. Eggs, beans and nuts can also provide us with the protein we need. Red meat (such as beef and pork) is full of protein, but eating too much of it will have a negative effect on our health.

Grains and tubers^①

Grains (such as wheat and rice) and tubers (like potatoes) provide us with carbohydrates^②. In other words, they are the body's main source of energy. Whole grains, such as corn and brown rice, are best. They provide us with more fibre and nutrition than processed grains, such as white rice and flour.



2 Do you eat healthily? If not, how can you improve? Discuss these questions with your classmates.

① tuber /'tju:bə(r)/ n. (马铃薯等植物的) 块茎 ② carbohydrate /,kɑ:bəʊ'haidreit/ n. 碳水化合物; 糖类

Checking your progress

Project*

Making a healthy diet plan

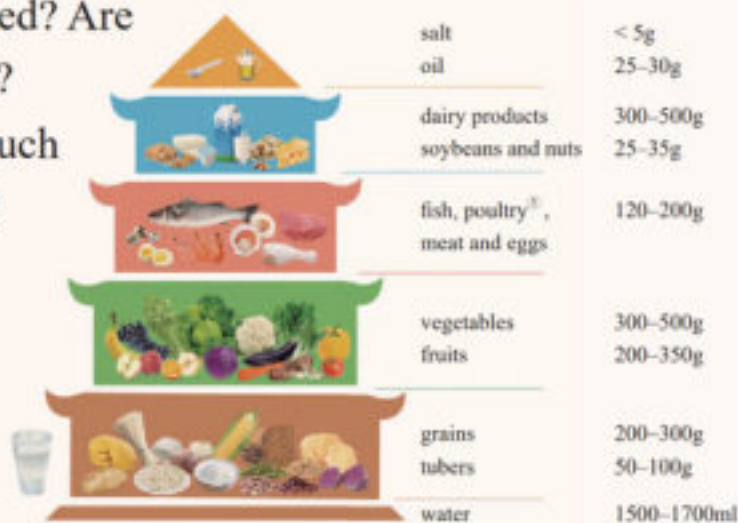
Have you ever thought about the foods you have every day? Are they balanced and healthy? In this project, you are going to make a healthy diet plan for your family.

Step 1 Keep a food diary for a week about what you eat.

	Mon.	Tue.	Wed.	Thur.	Fri.	Sat.	Sun.
Break-fast							
Lunch							
Dinner							

Step 2 In groups, exchange your food diary with your classmates. Evaluate your classmates' food diaries using the Chinese Food Guide Pagoda (2022).

- Types: Are the food types varied? Are different food groups included?
- Amount: Which food is too much and which food is not enough?
- Your suggestions: How can you improve your diet?



Step 3 Make a healthy diet plan for your family with your classmates' suggestions.

The Chinese Food Guide Pagoda (2022)

Step 4 Take your healthy diet plan home and follow the plan for a month. Does it make any difference? Report it to your classmates.



Wits corner

One cannot think well, love well, sleep well, if one has not dined well.

— Virginia Woolf

① poultry /'pəʊltri/ n. 禽肉

Unit 7

Reading Mark Twain



Key question

How can we appreciate Mark Twain's works?



Unit objectives

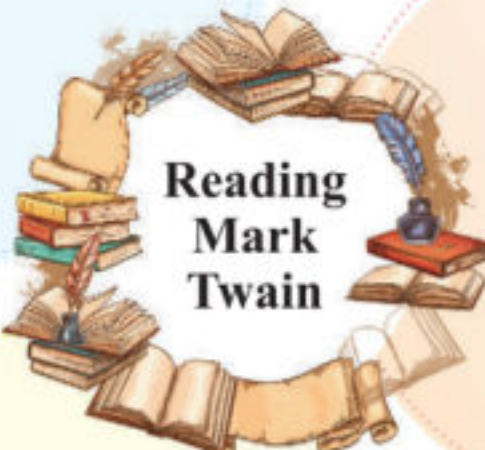
I can:

- describe some characters in Mark Twain's stories.
- understand how Mark Twain's life experiences influenced his works.
- appreciate Mark Twain's writing style.
- make comments on a story I read.

First thoughts

Mark Twain's
famous works

Interesting
characters from
Mark Twain's works



Reading
Mark
Twain

Mark Twain's life



- What do you know about Mark Twain's stories?
- What makes a story appealing to a reader?
- How do you describe a character in a story?
- How do a writer's life experiences influence his / her works?

Section 1 Experiencing and understanding language

Reading

Think

What do you know about Mark Twain's stories?

Before you read

1 Complete a mini-quiz about the famous writer Mark Twain.

What do you know about Mark Twain?

- (1) Where was Mark Twain from?
 - a Italy
 - b England
 - c America
- (2) What is Mark Twain's real name?
 - a Samuel Langhorne Clemens
 - b William Sydney Porter
 - c Charles Dickens
- (3) Which famous river is associated with many of Mark Twain's stories?
 - a the Mississippi River
 - b the Amazon River
 - c the Nile River
- (4) What are Mark Twain's novels famous for?
 - a first-person point of view
 - b surprise endings
 - c humour



2 The following scene is from Mark Twain's novel *The Adventures of Tom Sawyer*. Do you know who the boys are? What are they doing? Discuss with your classmates.



Read a story adapted from *The Adventures of Tom Sawyer* by Mark Twain. 

Tom Sawyer paints the fence

It was a bright and fresh Saturday morning. The sweet smell of summer flowers hung in the warm air. Such beauty was enough to fill any heart with joy. But Tom Sawyer felt as if the weight of the world was on his shoulders. He looked at the fence his aunt wanted him to paint and his heart sank further.

5 The fence was 30 yards long and 3 yards high.

Tom painted one board and surveyed his progress, and then he sat down to have a rest. He imagined his friends having fun and the thought of this burnt him like fire. But just then, Tom had an idea. "I know what I'll do!" he said aloud. He picked up his brush and went back to work.

10 Ben Rogers came along the road. He was singing happily and eating an apple. Tom paid him no attention and carried on with the task at hand. "Do you want to come swimming?" said Ben. "Oh, you have to work, don't you? What a pity!"

"Work?" said Tom, looking shocked. "This isn't work. Does a boy get a chance
15 to paint a fence like this every day?" He went on painting, fully absorbed^① in his work.

Ben became more interested. After a while, he said, "Tom, can I do some painting?"

Tom replied, "Sorry, Ben, Aunt Polly is very particular about her fence. I'm
20 the only person that can do it right."

"Please," said Ben, "I'll give you half my apple. Wait, have it all!"

"Fine," said Tom, shaking his hand like a gentleman. "But be careful."

Tom passed Ben the brush with a pretend look of concern on his face. He sat under a tree, enjoying the apple while his friend sweated in the sun.

25 All day, boys came to make fun of Tom, but they stayed to paint. When Ben got tired, Billy Fisher was waiting. He gave Tom a kite for a chance to paint. Then Johnny Miller offered him twelve marbles^②, and so on.

By the afternoon Tom had gained all sorts of toys, and the fence had gained three coats of paint. Tom set off with a spring in his step to report back to his
30 aunt about his excellent painting skills.

① absorbed /əb'sɔ:bd/ *adj.* 全神贯注 ② marble /'mɑ:bl/ *n.* (玻璃)弹子

Reading comprehension

1 Choose the correct answers with the information from the story on page 101.

- (1) We can tell from the second paragraph that Tom thought painting the fence was _____.
 a easy b boring c fun
- (2) Tom's idea was to _____.
 a work as quickly as possible c pay the other boys to do the work
 b trick the other boys into doing the work for him
- (3) Tom went on painting while Ben was with him, because he _____.
 a had to finish painting the fence by himself
 b needed to show Ben how to paint the fence carefully
 c wanted to make Ben interested in painting the fence
- (4) Tom passed Ben the brush with a pretend look of concern on his face because _____.
 a he was trying to fool Ben c he had little time to finish the work
 b he did not want Ben to paint badly
- (5) We can tell from the last paragraph that Tom _____.
 a told Aunt Polly that the other boys helped him
 b got a new coat from Aunt Polly
 c did not tell the truth

2 Read the story again and answer the questions below.

- (1) Why was Tom Sawyer unhappy on Saturday morning?

- (2) Was Tom really enjoying the work when he said "This isn't work. Does a boy get a chance to paint a fence like this every day"? Why or why not?

- (3) Why did Ben say "Wait, have it all"?

- (4) According to the story, what kind of person is Tom Sawyer?

- (5) What do you think was the funniest part of the story?



Your ideas

3 Discuss the questions below.

If you were Tom Sawyer, would you do a trick like this to your friends? Why or why not?

Vocabulary practice

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

- (1) He _____ (*to look carefully at something*) (line 6) the broken engine and tried to figure out how to fix it.
- (2) James needs to read _____ (*in a voice you can hear*) (line 9) to his grandmother because she can't hear very well.
- (3) Please can you _____ (*to get something and lift it up*) (line 9) your coat off the floor and hang it up?
- (4) When he saw the policeman, there was a look of _____ (*worry*) (line 23) on his face.
- (5) There are all _____ (*kinds*) (line 28) of things to do after school.

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



aloud gentleman go on sort yard

Su Wen: I can't believe we are reading the same book! Do you enjoy it?

Li Jie: Yes, I love it! I often read it ⁽¹⁾ _____ to my younger sister, but sometimes I miss things out because I don't want to scare her!

Su Wen: Yes, it is a great story! Tom and his friends go on all ⁽²⁾ _____ of adventures, so it's hard to put the book down. Sometimes I tell myself that I will only read one more page and then I ⁽³⁾ _____ reading for another hour or so! My favourite character is Becky. Her father is Judge Thatcher, and this middle-aged ⁽⁴⁾ _____ is an important person in the area.

Li Jie: Becky is one of my favourite characters too. Have you reached the part where Tom and Becky get to the cave?

Su Wen: Yes, it was so exciting! They only went a few ⁽⁵⁾ _____ into the cave and then there was that terrible sound!

Li Jie: I can't wait to see what happens next in the story!

3 Summarize the story on page 101 with the phrases below.

a bright and fresh Saturday morning	for a chance to paint
be absorbed in his work	pay ... no attention
become more interested	set off with a spring in his step
carry on with the task at hand	with a pretend look of concern

Listening

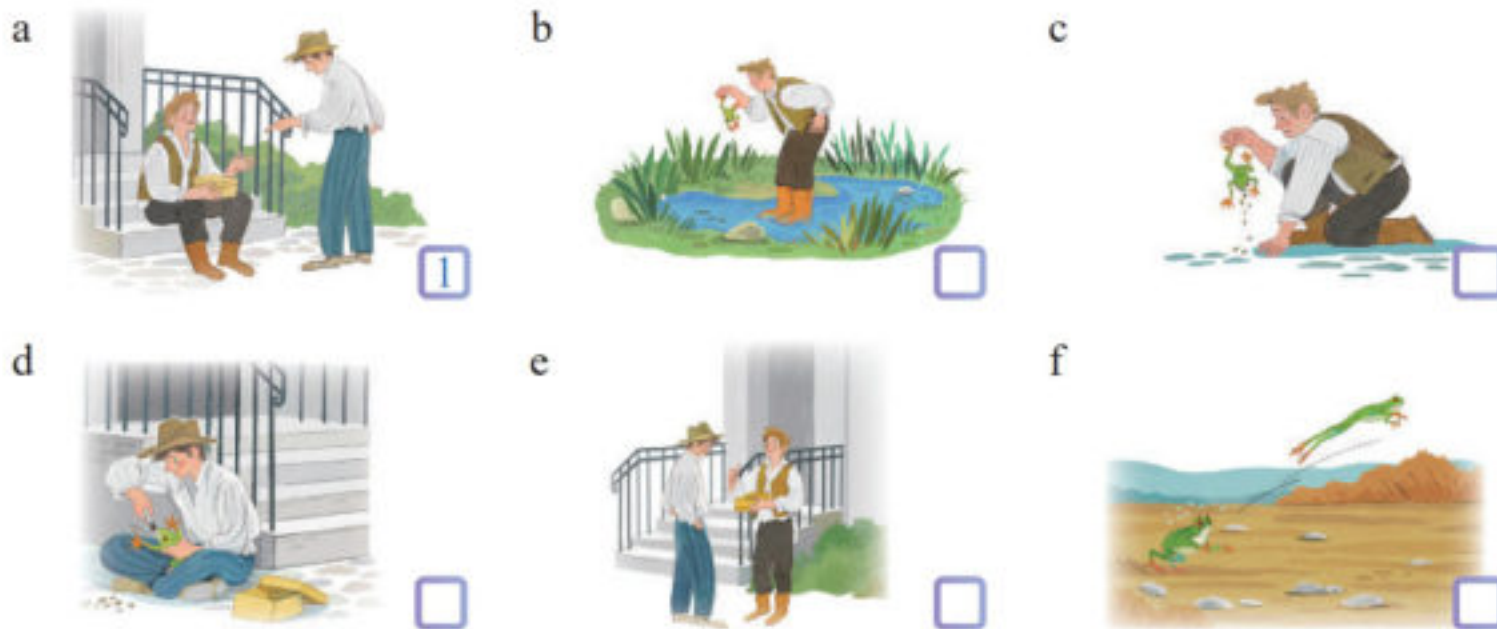
Think

What makes a story appealing to a reader?

A jumping frog

Mark Twain first became famous for a short story he wrote in 1865. The story is called “The Celebrated Jumping Frog of Calaveras County”.

1 Look at the pictures below and guess what the story is about. Discuss in pairs.



2 Listen to the story and put the pictures in Exercise 1 in the correct order (1–6). 🎧

3 Listen again and answer the questions below. 🎧

(1) What did Jim Smiley do for three months?

(2) Who was Daniel? _____

(3) Who won the bet? _____

(4) Why couldn't Daniel jump?

(5) What did Jim discover in the end? _____

Your ideas

4 Discuss the questions below.

(1) What do you think Jim Smiley would do if he caught the stranger?

(2) Do you think Jim Smiley would continue to make bets afterwards? Why or why not?

Section 2 Exploring and applying rules



Grammar

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

We use relative clauses to give information about people and things we are talking about.

Read the passage below. What do the words *in bold* refer to?

The Adventures of Tom Sawyer is a novel which was written by Mark Twain. This novel may be the one that impresses young readers the most. The main character of the novel is a boy called Tom Sawyer. Tom's parents died when he was little, and the person who looked after Tom was his aunt Polly. Tom thought his life was boring, and he dreamt of going out on an adventure. Robin Hood was the hero that Tom looked up to the most, and Tom wanted to be just like him.



Let's sum up the rules!

- Relative clauses about people start with *who* or *that*.
- Relative clauses about things start with *which* or *that*.

Look!

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

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

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

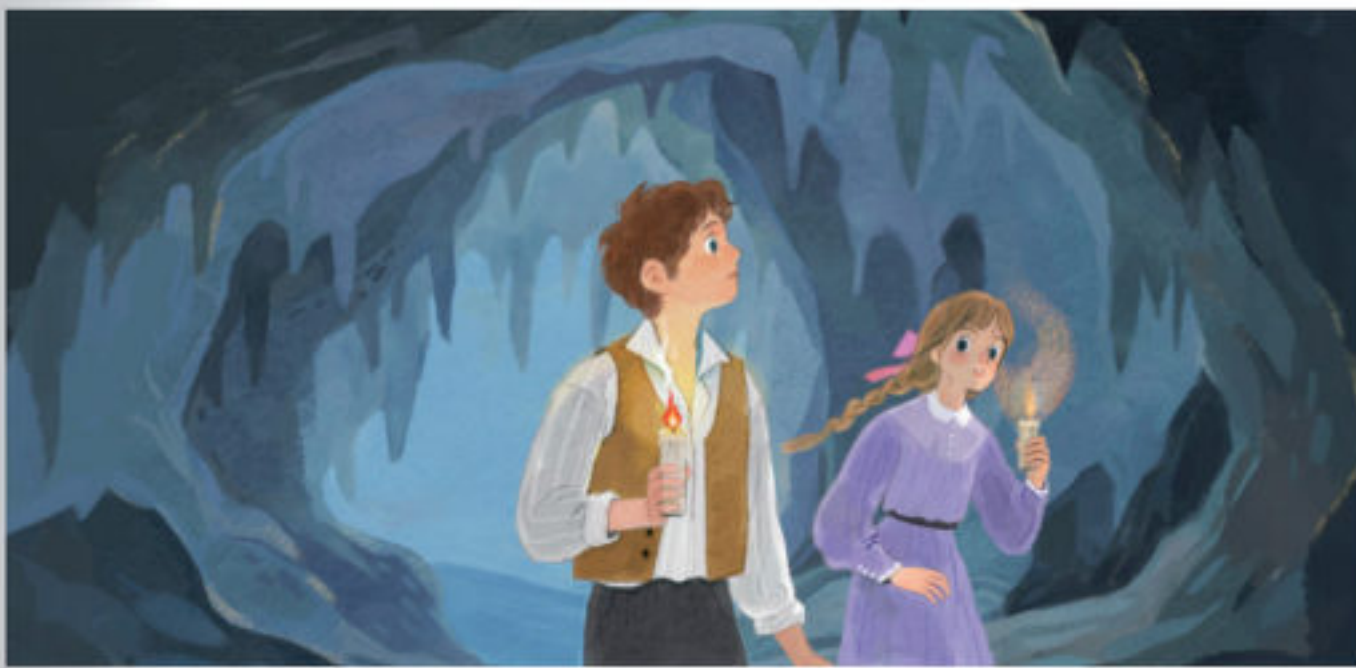
1 Underline the relative clause in each sentence. Then draw an arrow to show the person or thing that the relative clause describes.

- (1) The novel which the story came from was *The Adventures of Tom Sawyer*.
- (2) The person who wrote the novel was Mark Twain.
- (3) The stories that were written by Mark Twain are often funny.
- (4) *Adventures of Huckleberry Finn* is another famous novel which Mark Twain wrote.
- (5) The only friend that Jim had was Huckleberry Finn.

Unit 7 Reading Mark Twain

- 2 Here is another story from *The Adventures of Tom Sawyer*. Complete the story with *who, that, which* or */*.

Tom Sawyer was an adventurous young boy ⁽¹⁾ _____ always sought excitement. Becky Thatcher was an intelligent girl ⁽²⁾ _____ had a lively spirit and a quick wit. One day, Tom and Becky went to a cave together. They lit candles and walked inside. On the walls, there were names and dates ⁽³⁾ _____ people had written. Moving further, they discovered an empty section. They used candle smoke to write their names before continuing. They reached a stream and found a hidden opening. Inside, there was a cave wall ⁽⁴⁾ _____ looked like a frozen waterfall. They were very surprised. Excitedly, they explored deeper, marking their path with candle smoke. They entered a vast space ⁽⁵⁾ _____ was filled with bats. The bats were disturbed by their candle flames. Tom protected Becky, but one bat put out her candle with its wings. The bats pursued them, but Tom and Becky escaped by running into different passages.



Grammar in use

- 3 Play a guessing game in pairs. One thinks of a character from a famous literary ^① work. The other asks questions to identify the name of the character.

S1: Is this person someone who / that ...?

S2: No. / Yes.

① literary /'litərəri/ adj. 文学的

Section 3 Expressing and communicating ideas



Speaking

Think

How do you describe a character in a story?

Describing a character in a story

Discuss in pairs your favourite character from a novel or short story you have read. Read the dialogue and pay attention to the expression in blue. 

- Who is your favourite character?
- What is the character like?
- Why did the character impress you most?
- ...

Tip When describing a character, you should look at specific details, such as the character's thoughts, words or actions.

S1: I'm reading some of Mark Twain's books now.

S2: Who is your favourite character?

S1: Tom Sawyer. He is the main character from *The Adventures of Tom Sawyer*. Among all the characters, he impressed me the most.

S2: Why?

S1: I think he is clever but naughty^①. In the story, he makes the other boys help him with the task of painting the fence. He pretends that he enjoys the work.

...



Improving your communication

Showing approval

When we describe a character, we sometimes express our approval. You can use the expressions below to show your approval:

- He / She is really impressive.
- Among ..., he / she impressed me the most.
- He / She is the most ... character I have ever read about.
- I've never read about ... than him / her.

① naughty /'nɔ:ti/ adj. 顽皮的; 淘气的

 Writing
Writing a story review

Get ready for a fantastic Reading Week at your school! Write a story review and share it with your classmates.

1 Wang Yao wrote a review after she read the story about Tom Sawyer. Read her story review below and label the different parts.

- a A brief introduction to the story and its main characters
- b The plot of the story
- c Her comments on the story (e.g. her favourite character)

“Tom Sawyer paints the fence” by Mark Twain

- (1) — “Tom Sawyer paints the fence” is a short story from *The Adventures of Tom Sawyer* written by Mark Twain. The story has two main characters: Tom Sawyer and Ben Rogers. Aunt Polly and some boys from the town also play a small part in the story.
- (2) — Aunt Polly wants Tom to paint their fence. However, Tom would prefer to play games. He pretends that painting the fence is not hard work, but fun. He tricks Ben Rogers and the other boys in the town into painting the fence for him.
- (3) — I think Tom was quite clever. Although he tricked his friends, everyone was happy at the end of the story.

2 Now write your own story review.

Step 1 Plan Choose a story and note down some key information in the mind map.



Step 2 **Write** Write a story review. Use the mind map in step 1 to help you. Remember to include details about your favourite character in the story.

_____ by _____

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

- I included the summary of the story and my comment on it. ☐
- I provided a detailed description of the main character(s), including some details about their thoughts, words and actions. ☐
- I used the words and expressions I learnt in this unit. ☐
- I used the correct spelling, grammar and punctuation. ☐

Section 4 Extending and developing competencies

Focusing on culture

We have learnt about some of Mark Twain's stories. Let's find out about the life of the writer himself and try to discover how events in his life influenced his writing.

Think

How do a writer's life experiences influence his / her works?

1 Read the online article about Mark Twain's life. 🎧

Writer of the week

Mark Twain

Mark Twain (1835–1910) was a journalist and public speaker, but he is best known as a writer. His books about Tom Sawyer and Huckleberry Finn are considered among the greatest American novels of all time.

5 Mark Twain was the pen name of Samuel Langhorne Clemens. He was born in 1835 to a poor family in Missouri. When he was four, Twain's family moved to a small town on the Mississippi River. Many people, places and events from his childhood later ended up in his stories.

When Twain was just 12 years old, his father died. And then he took a job at a newspaper. At 17, Twain left his hometown to explore the country, and he worked at printing houses in big cities like New York and Philadelphia. Twain then wanted to travel to South America but he became a riverboat pilot on the Mississippi instead.

When the American Civil War (1861–1865) began, Twain travelled west to Nevada to search for gold. He dreamt of making a fortune, but he was not very successful. Luckily, he found a job as a journalist. A few years later, Twain moved to California. In 1865, he published "The Celebrated Jumping Frog of Calaveras County", and many other stories soon followed.

Twain's books became very popular and made him rich, but he made many bad business decisions and lost all his money. Even worse, he had borrowed a lot of money. To pay it back, he decided to tour the world and give lectures. Twain had a busy schedule. People enjoyed his unique humour on stage. Mark Twain was more than just a humorous writer. He wrote about what he saw around him, both the happy and sad things in life. He lost his father, a brother and a sister when he was a child, and he saw both great successes and terrible failures as an adult. He took his many unusual experiences and put them into his writing.

Twain died in 1910, but he is still regarded as one of the greatest American novelists.



The pen name Mark Twain came from a term used by boatmen. "Mark Twain" means the water depth is safe for steamboats to travel on the river.

Notes

2 Answer the questions below with the information from the online article on page 110.

- (1) What did Mark Twain write about?
- (2) How do Mark Twain's life experiences influence his works?

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



failure pay ... back pilot public speaker regard

- (1) The main character in the story borrowed a lot of money to start his own company, but he managed to _____ it all _____ in the end.
- (2) The riverboat _____ helped guide the ship down the Mississippi.
- (3) People thought the man was a(n) _____ but he proved them all wrong when he wrote a best-selling novel.
- (4) Charles Dickens is _____ as one of the greatest British novelists of all time.
- (5) A successful _____ always holds the attention of the audience.



Your ideas

4 Discuss the question below.

Why is Mark Twain still regarded as one of the greatest American novelists?



Exploring more

How did Mark Twain create the character of Huckleberry Finn? Go online or visit the library to find out more about Mark Twain and his books.



Cross-curricular connection | Literature*

In literature, there are different genres. What genres do you like?

- 1 Read the extracts (1–4) and match them to the correct books (a–d) and genres (A–D).

1 When they arrive at Baker Street on that dark November day, Holmes is alive. But Watson is afraid for his friend. The detective's face is yellow, and his eyes are red with fever. His hands move without stopping. When he speaks, his voice is weak. "Well, Watson, bad days are here, I think." He smiles weakly.

2 Soon, the queen had her baby, and the little girl had skin as white as snow, lips as red as roses, and hair as black as trees in winter. "Oh, dear little child," said the queen, "you are very beautiful!" But a very sad thing happened. The queen was very ill and she died.

3 The queen asked him if he had forgotten who it was he was speaking to. "Alas!" replied Hamlet, "I wish I could forget. You are the queen, your husband's brother's wife; and you are my mother: I wish you were not what you are."

4 It was Stone Monkey. "I will go," he cried, "I will go!" Look at him! He screws up his eyes^① and crouches^②; then at one bound he jumps straight through the waterfall. When he opened his eyes and looked around him, he found that where he had landed there was no water.

Literary genres

a *Snow White and the Seven Dwarfs*

A drama

b *Sherlock Holmes: The Dying Detective*

B fairy tale

c *Journey to the West*

C fantasy fiction

d *Hamlet*

D detective story

- 2 Which genre do you like most? Why? Discuss the questions in pairs.

① screw up one's eyes 眯起眼睛 ② crouch /kraʊtʃ/ v. 蹲; 蹲下

Checking your progress

Project*

Presenting a one-act play

The school is holding a one-act play competition. You are going to create a one-act play in groups and present it to the class. The best group will perform in the school competition.

Step 1 Discuss in groups and choose a story that you want to present. You may choose one below.

- Tom Sawyer paints the fence (p. 101)
- A jumping frog (p. 104)
- Tom and Becky in the cave (p. 106)
- Other: _____

Step 2 Write a play script together in groups. Try to add details to your script, and make it a 10-minute play.

Scene: Aunt Polly's yard
Characters: Tom Sawyer, Ben Rogers, ...
Plot:
 Tom: (Sitting on the ground and thinking)
 ...

Step 3 Reread and revise your play script.

Step 4 Assign roles for the director, characters, the narrator (if any) and the stage props^① maker. Each group member may take on more than one role.

Step 5 Practise the performance of your play after class, and then present it to the class. Choose the best group to perform in the school competition.



Wits corner

A novel is a mirror walking along a main road.

— Stendhal

① prop /prop/ n. 道具

Unit 8

The power of love



Key question

Why is love important?

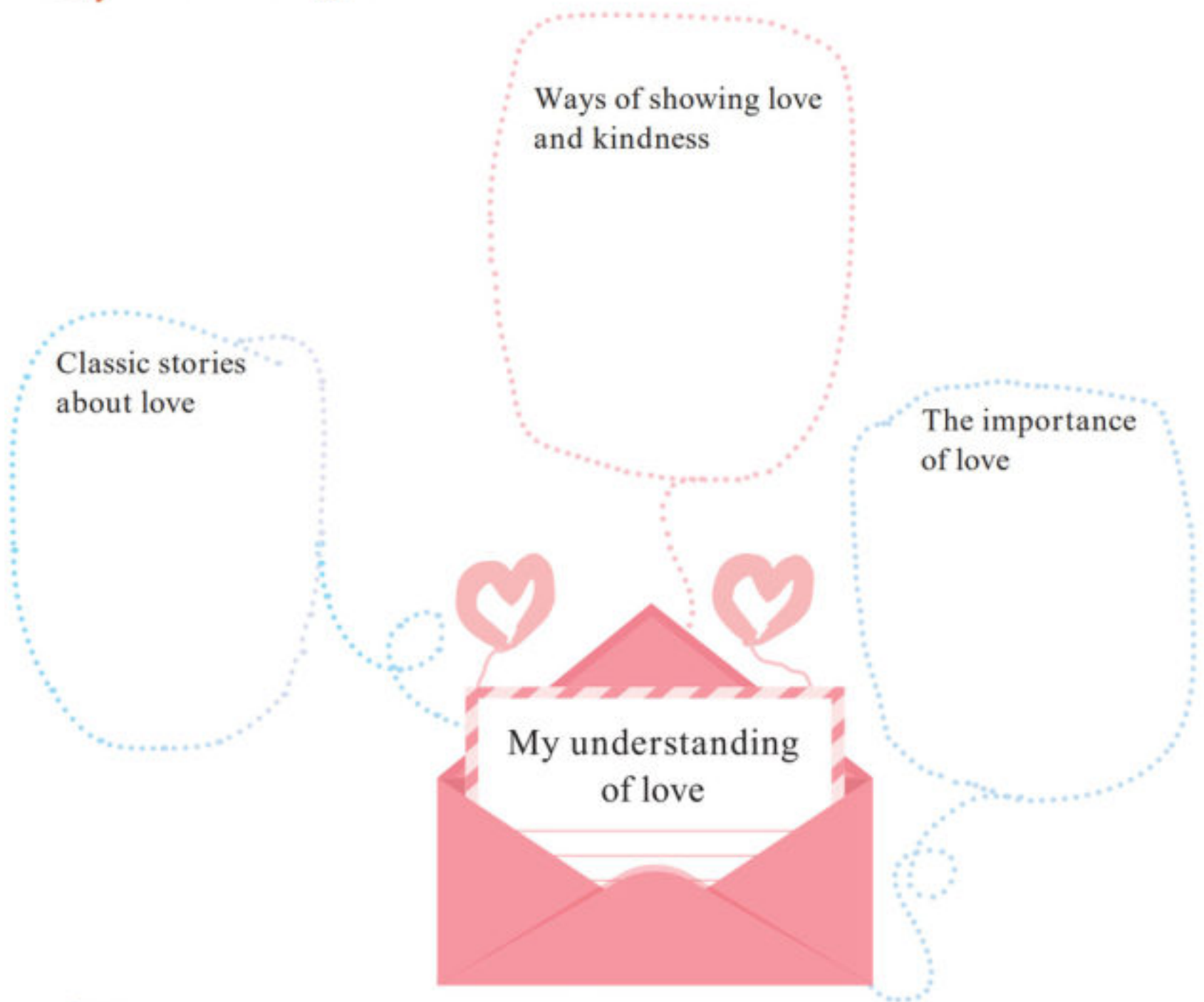


Unit objectives

I can:

- talk about how people express their love.
- explain what makes a gift special.
- understand the importance of love.
- understand why love is an important theme in literature.

First thoughts



Think

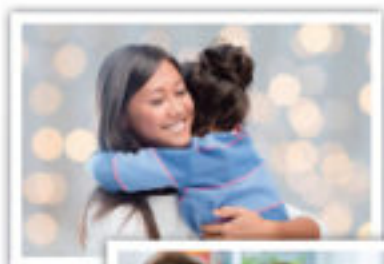
- How do you show your love for your family and friends?
- Why is love an important theme in literature?
- What makes a gift special?
- What does love involve?

Section 1 Experiencing and understanding language

Reading

Before you read

People express love in different ways. Can you add more to the list? Then discuss in pairs.



Ways of expressing love

- Words • Tell them that you care and love them.
- Time • Spend time together, such as playing a board game or having a picnic.

Read a short story by O. Henry and find out how the characters expressed their love for each other. 

The gifts^①

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

Jim and Della had two possessions which they were both proud of. One was
 5 Jim's gold watch that was passed down from his father and his grandfather. The other was Della's beautiful hair. It fell about her, and reached below her knees. Della put on her old brown jacket, her scarf and her hat. Then she went out of the door and down the stairs to the street.

10 She stopped at a store. The sign in front of the store read "Hair Goods". She had no choice—she needed the cash.

"Will you buy my hair?" asked Della.

"Twenty dollars," the woman said and reached for a pair of scissors.

Then Della searched through the stores looking for a present for Jim. Two hours later, Della at last found a beautiful watch chain on a display shelf in a jeweller's
 15 shop. The bill was twenty-one dollars.

① Adapted from "The Gift of the Magi" by O. Henry.



How do you show your love for your family?

I do a lot of household chores at home. I also make cards for my parents on special days, like Mother's Day or Father's Day.



- Acts • Do something kind or helpful, such as helping your parents do some housework.
- Gifts • Give some gifts, such as flowers, a card or a handmade bag.



At seven o'clock, the coffee was made and the mutton chops^① were ready to put in the oven.

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

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

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

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

25 Della opened it. There lay the set of combs^② that she had always wanted. Now they were hers, but her hair was gone.

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

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

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



① chop /tʃɒp/ n. 猪(或羊等)排 ② comb /kəʊm/ n. 梳子

Unit 8 The power of love

Reading comprehension

1 Answer the questions below with the information from the story on pages 116–117.

- (1) Why did Della count her money three times?
- (2) What were Jim's and Della's proud possessions?
- (3) How did they get the money to buy gifts for each other?
- (4) Why did Jim have a strange expression in his eyes when he saw Della?
- (5) What is the surprise ending in the story?

2 Read the story again and complete Jim's and Della's thought bubbles.

Tomorrow will be Christmas,
and I only have

(1) _____

I can't (2) _____.
What should I do?

I must buy a Christmas
present for my dear Della.

(5) _____ is
very valuable, but I have to sell it.
To me, Della is (6) _____
_____.

There's only one possession
that I'm proud of—

(3) _____

(4) _____ I can

_____.

This (7) _____!
Jim will be happy to use it with
his watch.

Della will surely (8) _____
_____ if I (9) _____
_____.



 Your ideas

3 Discuss the questions below.

- (1) Why do you think Jim smiled at the end of the story?
- (2) If you were Jim or Della, would you do the same thing? Why or why not?

Vocabulary practice

1 Find the words and phrases in the story on pages 116–117 and match them with their meanings.

- | | |
|---------------------------------|---|
| (1) pass down (line 5) | a physical money, notes or coins |
| (2) cash (line 10) | b to look at something or somebody for a long time |
| (3) bill (line 15) | c to be in a flat position on a surface |
| (4) fix one's eyes on (line 20) | d a written list showing how much money you need to pay |
| (5) lie (line 25) | e to give something to someone younger |

2 Complete the passage with the words and phrases from Exercise 1. Change the form if necessary.

The next day would be Christmas. Jim ⁽¹⁾ _____ a beautiful set of combs that ⁽²⁾ _____ there in a shop window. Della had wanted those combs for so long, but Jim only made twenty dollars a week, and that was barely enough to pay the rent and all the monthly ⁽³⁾ _____.

Although the chain was broken, Jim was very proud of his gold watch. It had been ⁽⁴⁾ _____ to him from his grandfather. However, he finally decided to sell his watch because he needed the ⁽⁵⁾ _____. It was the only way he could buy that Christmas present for Della.



3 Write about gifts you want to find for your family and friends. Use the phrases below.

be proud of

have always wanted ...

hunt all over ... to find ...

search through

want to see how it looks on ...

 Listening
 Think

Why is love an important theme in literature?

An analysis of the main themes in “The gifts”

1 Look at the definition of “theme” in literature and choose the best answer.

A theme in literature is the most important idea explored in a literary work. It's not the summary of the story, but something a little deeper. It is what readers take away after reading a story. Sometimes, a story has more than one theme.

Which is the most important theme of O. Henry's short story “The gifts”?

- a Jim's and Della's proudest possessions
- b Jim and Della's poor living conditions
- c the selfless love between Jim and Della

2 Listen to a lecture and check the answer to the question in Exercise 1. 

3 Listen again and complete the notes. 

- ☐ There are three themes in the story: poverty, sacrifice^① and selfless love.
- ☐ • The first theme appears in ⁽¹⁾ _____. We can see that Jim and Della's lives are very ⁽²⁾ _____. However, we will learn later in the story that ⁽³⁾ _____.
- ☐ • Both Della and Jim made sacrifices to get Christmas gifts for each other, which is the second theme.
- ☐ • The third theme is connected to the second theme. They made these sacrifices because ⁽⁴⁾ _____.
- ☐ _____.
- ☐ • In one way, it is a sad ending because ⁽⁵⁾ _____.
- ☐ It's also a happy ending, as they get the greatest gift of all: ⁽⁶⁾ _____.
- ☐ _____.

 Your ideas

4 Have you read any books with similar themes as those in “The gifts”? How are these themes presented? Share your ideas with your classmates.

① sacrifice /'sækrɪfaɪs/ n. 牺牲；舍弃

Section 2 Exploring and applying rules



Grammar

Using prepositions after adjectives, nouns and verbs

Prepositions can be used after adjectives, nouns and verbs.

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

“The gifts” is a story about the power of love. In the story, Della sold her beautiful long hair. She was **very proud of** her hair, but she really wanted to buy Jim a nice Christmas gift. She searched through the stores. She was looking for a present for him. Finally, she found a watch chain. Meanwhile, Jim was looking for a **present for** Della. He found an expensive set of combs, so he had to sell his gold **watch to** buy it. When they gave each other the gift, they looked at each other. For a moment, they did not know what to say. They were both very surprised by their Christmas presents.

Examples of adjectives with prepositions

bored with	certain about	happy with	interested in
ready for	strict with	tired of	worried about

Examples of nouns with prepositions

advice on	decision on / about	experience of	interest in	problem with
purpose of	reason for	respect for	success in	

Examples of verbs with prepositions

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

Look!

- Some adjectives can be followed by different prepositions.
He is **good at** Maths. She is **good with** children. Fruit is **good for** you.
- Verbs have different meanings with different prepositions.
The police are **looking for** the lost boy. **Look at** this flower. It's beautiful.
The company has set up a team to **look into** the problem.

Unit 8 The power of love

- 1 Here are some examples of words followed by prepositions. Put them into groups and give more examples.



advice on
agree with
interest in

prepare for
problem with
ready for

strict with
think of
worried about

Nouns with prepositions: _____

Verbs with prepositions: _____

Adjectives with prepositions: _____

- 2 Read the excerpt from another short story by O. Henry. Complete it with the correct prepositions.

A dead leaf fell at Soapy's feet. It was a clear sign that winter was coming. It was time ⁽¹⁾ _____ all who lived in Madison Square to prepare. Soapy realized that he had to do something. He had to find some way to look ⁽²⁾ _____ himself during the cold weather. And therefore he moved restlessly on his seat.

Soapy's hopes ⁽³⁾ _____ the winter were not very high. He was not thinking ⁽⁴⁾ _____ sailing away on a ship. He was not dreaming ⁽⁵⁾ _____ southern skies, or of the Bay of Naples. Three months in the prison on Blackwell's Island was what he wanted. Three months of food every day and a bed every night, three months safe ⁽⁶⁾ _____ the cold north wind. This seemed to Soapy the most desirable thing in the world.



Grammar in use

- 3 Look at the example of a word game and guess what the rules are. Then play the game in groups.

S1: Interested. I'm **interested in** reading novels with surprise endings.

S2: Different. O. Henry's writing style is **different from** that of other writers'.

S3: Think. I was **thinking about** writing a short horror story.

S4: Kind. It's very **kind of** you to give me such a nice gift.

Section 3 Expressing and communicating ideas



Speaking

Think

What makes a gift special?

Talking about a special gift

You may have received many gifts since childhood. Discuss in pairs the questions about gifts. Read the dialogue and pay attention to the expression in blue. 🎧

- What special gifts have you received?
- Why are these gifts special to you?
- What makes a gift special?



S1: What special gifts have you received?

S2: I once got a handmade teddy bear for my 10th birthday. It has lovely round eyes and a cute nose.

S1: Why is it special to you?

S2: My grandmother made it for me. You can't find a teddy bear like it anywhere else.

S1: In your opinion, what makes a gift special?

S2: Well, I think the most important thing is the effort behind it.

S1: *Perhaps you are right, but I think* the most important thing is who the gift is from. The most wonderful gifts are from the people we love.

S2: That's true. When I see the teddy bear, I think about my grandma and how much she loves me.

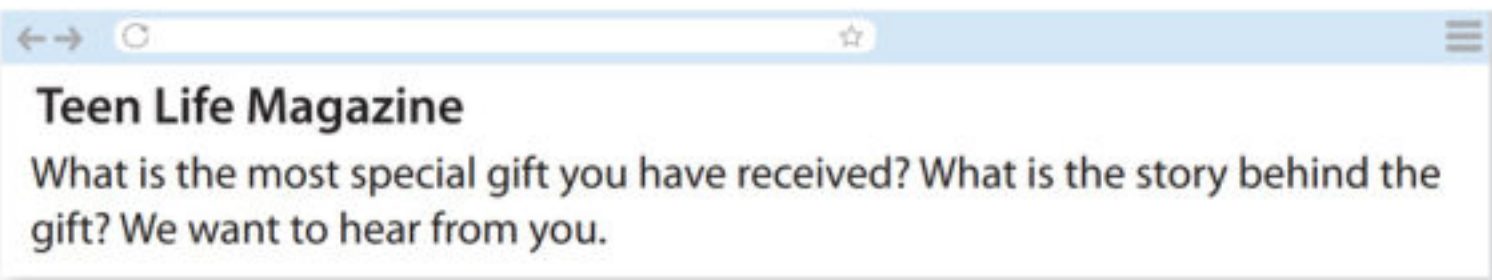


Improving your communication

Disagreeing in a polite way 🎧

Disagreeing with people in a polite way is a very important skill. In discussions, we need to be able to disagree and present our opinions in a friendly way. You may use the expressions below to show your disagreement in a polite way:

- I'm sorry, but I'm afraid ...
- Perhaps you are right, but I think ...
- I'm sorry, but I don't agree.
- I'm sorry you feel that way.

 Writing
Writing an article about your most special gift


Teen Life Magazine

What is the most special gift you have received? What is the story behind the gift? We want to hear from you.

1 Discuss in pairs what special gifts you have received.

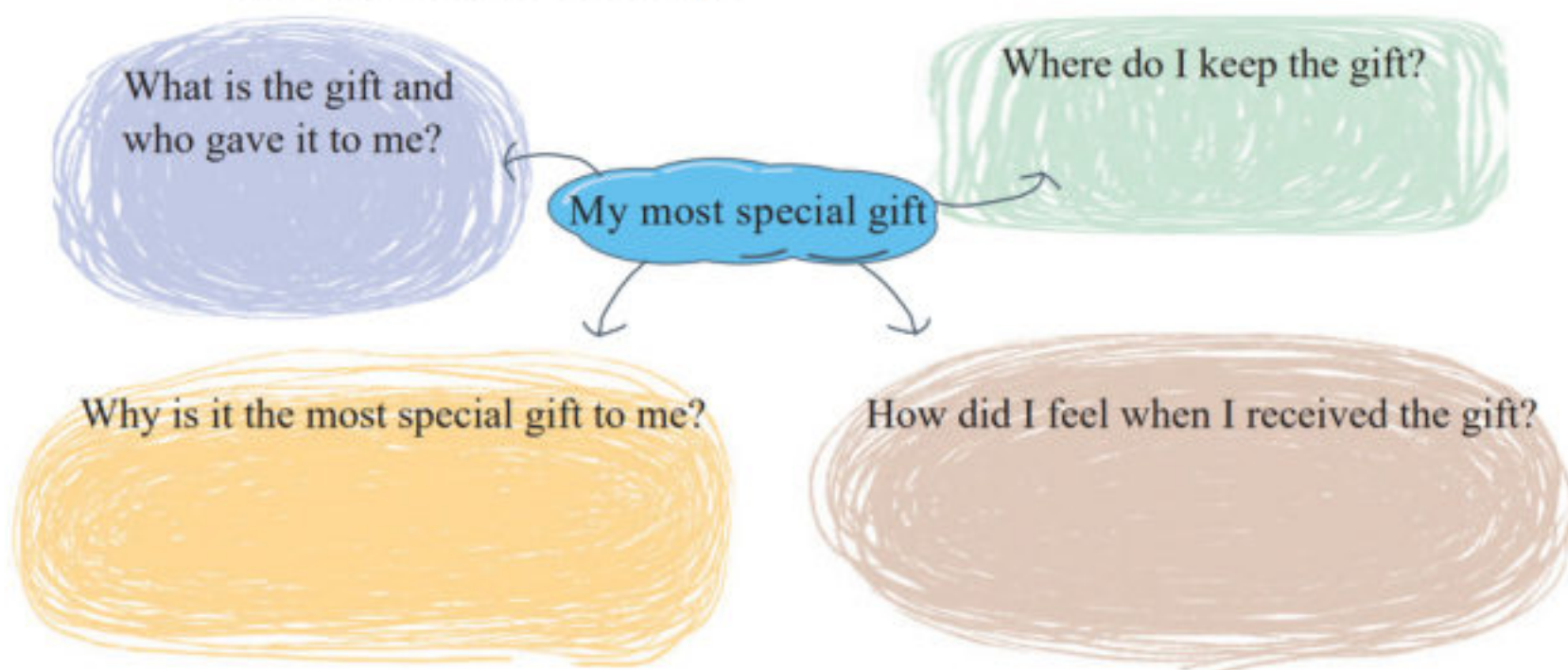
A special gift can be:

- a digital photo album filled with sweet memories
- a handwritten letter on your birthday
- a lovely pet

...

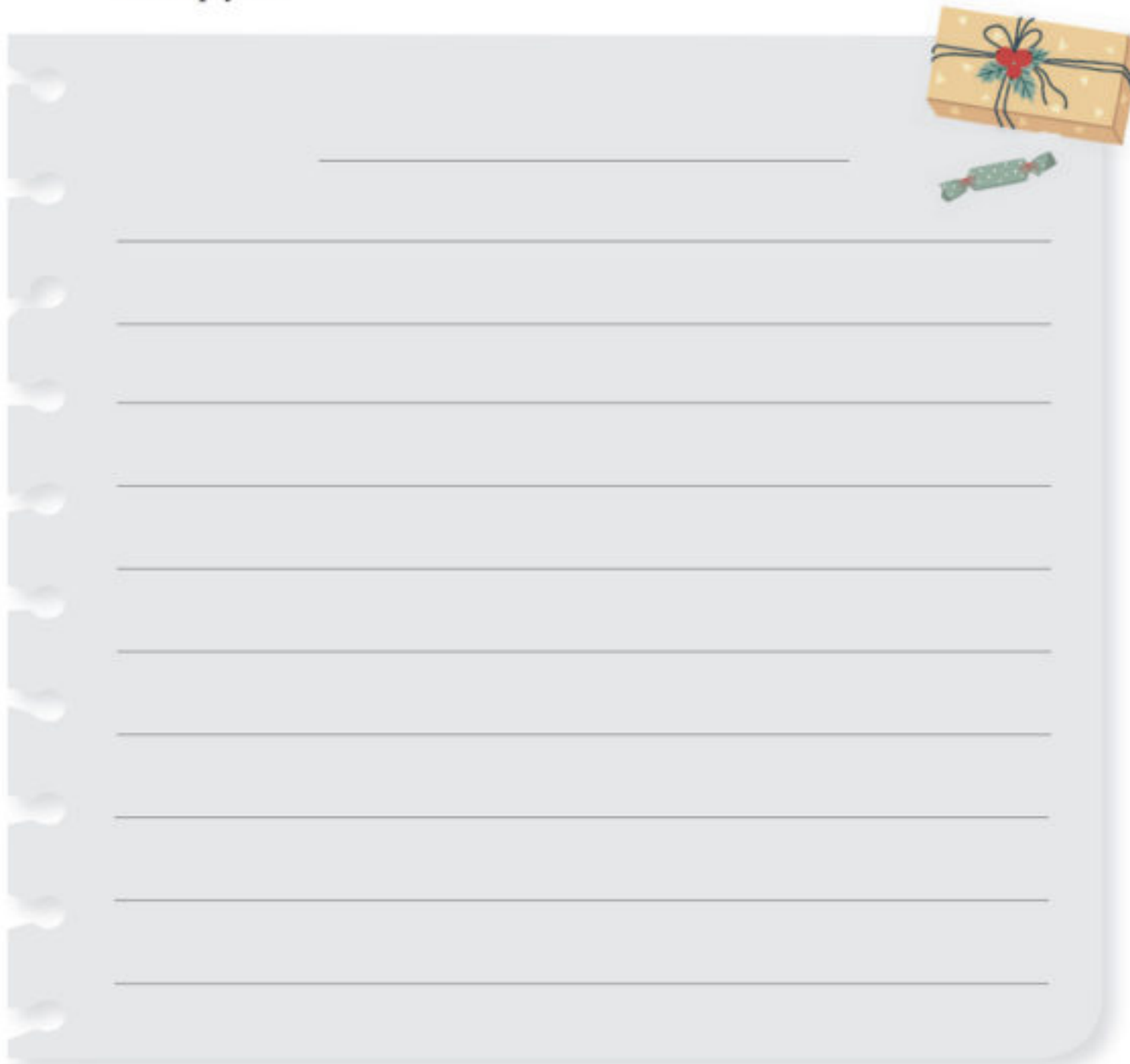
2 Write an article about your most special gift.

Step 1 Plan Choose your most special gift and note down some key information in the mind map.



Tip If you use sensory details (sight, sound, smell, touch, taste) to describe your experience of receiving the gift, the article will be more interesting to read.

Step 2 **Write** Write about your most special gift. Use the mind map in step 1 to help you.



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

- I included important details about the gift, such as _____, in the article. ☐
- I explained why the gift is so special to me. ☐
- 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 does love involve?

It is quite touching to learn about the sacrifices Della and Jim made for each other. Let's explore some similar themes in another short story.

- 1 Read the short story and find out how the old painter helped Johnsy. 🎧

The last leaf

At the top of a house, Sue and Johnsy had their studio. In November, Johnsy became very ill, with a 40-degree fever. At first, it looked like a flu, but it turned out to be pneumonia^①.

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

- 5 After the doctor had gone, Sue came into her room. Johnsy was very pale, and she was looking out of the window and counting.

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

"Five what, dear?"

- 10 "Leaves. On the ivy vine. I want to see the last one fall. Then I'll die. I've known that for three days. Didn't the doctor tell you?"

"Oh, I never heard of such a thing," said Sue. "It doesn't make any sense. Try to eat a little now. And then I'll go back to work."

"You don't have to do anything for me," said Johnsy, who was still looking out of the window.

- 15 "There goes another. No, I don't want anything to eat. I want to see the last one fall before it gets dark. Then I'll go too."

"Johnsy, dear," said Sue, "will you promise me to close your eyes and try to sleep? I must go and ask Behrman to be my model."

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

The next morning, there was just one ivy leaf left.

- 25 "It's the last one," said Johnsy. "It'll fall soon. I can hear the wind, and I'll die at the same time."

① pneumonia /nju:'məʊniə/ n. 肺炎

At night, it got very cold, and the rain froze as it hit the ground. The next morning, the leaf was still there.

“Something has made that last leaf stay there. It’s wrong to want to die,” said Johnsy to Sue. “Please bring me a little porridge now.”

30 A few days later, the doctor said to Sue, “She’s out of danger.”

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

“Mr Behrman died today,” she said. “He was wet and icy cold from being out all night. Didn’t you wonder why the leaf never moved? Behrman painted it on the wall the night when the last leaf fell.”

O. Henry (1862–1910) was born in North Carolina, USA, as William Sydney Porter. In the late 1890s, he began writing short stories under the name “O. Henry”. His stories often had surprise endings.

Notes

2 Answer the questions below with the information from the short story on pages 126–127.

- (1) Why did Johnsy think that she was going to die?
- (2) What made Johnsy decide to live?
- (3) What did Behrman do that cost him his life?

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



degree earn flu freeze pale

- (1) When Jane heard the bad news, her face went _____.
- (2) According to the weather forecast, it’ll be very hot today—over 40 _____.
- (3) The art student found a job in a café to _____ some extra money.
- (4) I think I’ve caught the _____: I’m coughing a lot, and I’ve got a fever.
- (5) Water _____ at 0°C.



Your ideas

4 Both “The gifts” and “The last leaf” are about love. Can you analyse the similarities and differences between the two stories?



Exploring more

To learn more about how love is presented in literature, you can:

- collect some famous quotes about love from literary works;
- read famous stories / poems about love;
- analyse what kinds of love are presented in literature.



Cross-curricular connection | Literature*

Surprise endings make O. Henry's stories exciting to read. Similarly, using rhetorical devices can give more power to words and make stories more vivid and touching.

- 1 Read the article to learn about some common rhetorical devices in English. 



Rhetorical devices

Simile

Similes show similarities between things. Of course, there may not be any clear similarity between the two things, but the writer uses similes to try and create an image in the reader's mind. Similes are formed by using "like" or comparative structures such as "as ... as". There are lots of well-known similes, such as "My love is like a red, red rose."

Metaphor

A metaphor is a way of describing something by saying that it is another thing. A metaphor forces the reader to try and see the similarities that the writer suggests exist between the two things. Many of the common expressions that we use every day are metaphors. For example, "Love is a journey with water and stars."

Hyperbole

Hyperbole describes the language a writer uses to make something or someone seem better, worse, or more or less important than they really are. Hyperbole is used to make a situation appear dramatic or funny, so the reader is not expected to take it seriously. We can often find hyperbole in funny stories, comedy films and advertising. For example, "You are brighter than the shiniest star."

- 2 Read the sentences and identify what rhetorical devices are used.

- (1) Some books are to be tasted, others swallowed, and some few to be chewed and digested. _____
- (2) When she heard the bad news, a river of tears poured out. _____
- (3) The room was as hot as an oven. _____
- (4) You are my sunshine. _____
- (5) Life is like a box of chocolates. _____

Checking your progress

Project*

Sharing stories about love and care

Love is an eternal theme in literature. In this project, you are going to share stories about love and care in your class.

Step 1 Choose a story to share with your classmates. You may use a personal experience, or a story you read in a book or a magazine. Keep these questions in mind when you prepare the story.

- What is the story about?
- What is the theme of the story?
- Why do you want to share this story?
- What do you want your classmates to take away from the story?

Step 2 Organize your ideas and write the story. Keep it within 300 words.

Tip

- Remember to include a beginning, middle and end in your story.
- Make sure you present the setting and the characters in an interesting way.
- You can use rhetorical devices to make your story more vivid and attractive.

Step 3 Share your story in groups or in class. Ask your teacher or a classmate to record your story when you share it.

Tip

- When you share your story:
- pay attention to your tone and your pace. Do not speak too fast.
 - maintain eye contact with the audience.

Step 4 The class will vote for the most touching story.



Wits corner

One word frees us of all the weight and pain of life: that word is love.

— Sophocles

Appendices

Study skills

1 Using a search engine

There is a lot of information on the internet. We can use a search engine to quickly find the information we need. We begin a search by typing search terms in the search bar. The search terms can be words, phrases or even short sentences.



- 1 If you want to know the difference between a hare and a rabbit, what should you use as a search term?
- a hare b rabbit c difference between hare and rabbit

Tip Use specific and relevant search terms for better results.

- 2 Try two searches. One search has the search term in quotation marks (e.g. "the difference between bear and panda") and the other does not (i.e. the difference between bear and panda). Compare the results. What can you find out?
- 3 Use two different search engines to search for the same thing. Are the results the same or different?

Your ideas

- 4 Choose a topic you want to know more about. Decide on four relevant search terms in your group. Use them in different search engines and compare the results.

Take notes here



② Evaluating a website

When we use a search engine to look for information online, we usually get a lot of results. Therefore, it is important to know how to evaluate information online.

1 Which of the following should you do while evaluating a website? Tick (✓) the correct options.

- (1) Read quickly to see if you can understand the text. If it's too difficult, keep reading it.
- (2) Read more closely to see if the information answers your question(s).
- (3) Check the website and the writer to see if they are reliable.
- (4) Check the date to see if the information is up-to-date.

☐
☐
☐
☐

2 Which of the following websites may be less reliable? Why?

- (1) social media websites
- (2) official websites of educational and governmental institutions
- (3) official websites of non-profit organizations
- (4) online magazine and news websites
- (5) business websites

Tip URL (i.e. the address of the web page) may provide important information. For example, "edu.cn" usually stands for university websites, and ".com" is for commercial sites.

3 It's important to be aware of the purpose of a website. Here are some kinds of websites. Complete the table with the types of websites below.

- | | |
|-------------------------|----------------------------------|
| a a news website | d a website about music and film |
| b a university website | e an online encyclopaedia |
| c an e-business website | |

Purpose of a website		
To inform or educate	To entertain	To sell something



Your ideas

4 Try a search and open a web page. Then answer the questions.

- What kind of website is it?
- Who wrote the text? Is he / she an expert on the topic?
- When was the text written? Is the information up-to-date?

3 Making a questionnaire

A questionnaire is a set of questions used to collect information from a group of people. We can use questionnaires to find out about people's habits, opinions, etc.

1 Below are three steps to make a questionnaire. Put them in the correct order.

- a Develop questions: What questions can you use to collect the information?
- b Decide the aim: Why do you want to make a questionnaire, and what information do you want to collect?
- c Define respondents: Which group of people are you going to gather information from?

Your answer: _____

Well-written questions help us gather accurate and useful information. Badly designed questions will lead to confusing and useless survey results.

2 Wang Yu wants to know about her classmates' leisure activities. Here are four questions from her questionnaire. Are they well-written? If not, explain why and improve them.

Question 1

How much time do you spend on leisure activities each week?

- a less than 2 hours
- b 1-4 hours
- c 4-6 hours
- d 6 or more hours

Question 2

Do you think leisure activities are important?

- a Yes.
- b No.
- c Not sure.

Question 3

What is your favourite leisure activity?

- a listening to music
- b reading for pleasure
- c going on a family outing
- d playing badminton with friends

Question 4

How much do you agree or disagree with the following statement?

I should spend more time on leisure activities and studies.

- a Strongly agree.
- b Agree.
- c Disagree.
- d Strongly disagree.

Tip

Here are some tips for designing survey questions.

- Keep your questions short and clear.
- Include all possible types of answers.
- Ask one question at a time.
- Avoid overlapping choices.



Your ideas

3 Work in groups and make a simple questionnaire for the survey on page 75. Write five questions. Compare your questions with each other and find out which questions are better.

4 Analysing and reporting questionnaire results

You made a questionnaire and used it to collect data for your research project. Now it's time for you to analyse and report the results.

- 1 Look at the reading habits survey and the survey results. Then decide whether the following statements are true (T) or false (F).

Reading habits survey

- (1) Do you enjoy reading outside of school?
a Yes. b No.
- (2) Which type of books do you prefer?
a paper books b e-books
- (3) How often do you read outside of school?
a almost every day
b once or twice a week
c once or twice a month
d seldom
e never

	Choice	Number of answers
Question (1)	a	16
	b	4
Question (2)	a	10
	b	10
Question (3)	a	3
	b	11
	c	3
	d	2
	e	1

- (1) Most students enjoy reading outside of school. T / F
- (2) Most students prefer paper books. T / F
- (3) More than half of the students read once or twice a week outside of school. T / F

- 2 Discuss the question below.

What do the results tell you about the students' reading habits?

- 3 Write a short report about the results from the reading habits survey.

Tip When presenting survey results, it is important to show the information in a clear way.

- Use questions as headings.
- Include graphs and charts.
- Make sure the language is easy to understand.



Your ideas

- 4 Work in groups. Analyse the survey results on page 75. Then write a survey report.

Grammar review

Unit 1 Adjectives + *that*-clauses

We use adjectives (e.g. *afraid, aware, certain, excited, happy, glad, sad, pleased, sure, sorry, surprised, worried*) before *that*-clauses to express opinions and feelings. We can sometimes leave out *that*.

I'm	afraid	(that)	great minds do not always think alike.
Are you	aware	(that)	something has gone wrong?

Note: We also use *wh*-clauses after adjectives with negative prefixes (e.g. *unsure, uncertain*) or after *not* + adjective.

He was	uncertain	what	would happen next.
They are	not certain	when	this painting was made.

Rewrite the underlined sentences with *that*-clauses or *wh*-clauses and the adjectives in brackets.

Wang Xianzhi^① was a great master of calligraphy, just like his father, Wang Xizhi. At the age of five, he was already able to recite a lot of poems fluently. Many people wondered, “⁽¹⁾What will this boy do when he grows up? We really don't know.” When he was about seven, Wang Xianzhi studied painting and handwriting under his father. One day, Wang Xizhi tried to take the brush out of his seven-year-old son's hand. Surprisingly, the son was holding the brush so tightly that the father was unable to take it away. “⁽²⁾You will certainly be a calligraphy master in the future!” the father said. ⁽³⁾He was really pleased because the boy was good at calligraphy.

Wang Xianzhi continued to study hard until he was finally as good as his father.

When Wang Xianzhi was older, a friend once asked him to write something on a fan. He accidentally dropped the brush on the fan and left an ink stain^② on it. “⁽⁴⁾I dropped the brush. I'm so sorry!” said Wang Xianzhi. “Let me see what else I can do about it.” He then turned the stain into a beautiful painting of a cow.

Surprised, his friend said, “It is so lifelike! ⁽⁵⁾You dropped the brush on my fan, but it made me really happy!”

- (1) _____ (sure)
 (2) _____ (certain)
 (3) _____ (pleased)
 (4) _____ (sorry)
 (5) _____ (happy)

① Wang Xianzhi 王献之 ② stain /steɪn/ *n.* 污点; 污渍

Unit 2 Sentence types

Type	Examples	Punctuation	Use
Statements	Great ideas help advance the world. Tired scientists can't produce great ideas.	A full stop (.)	Provide information about people, things, abstract ideas, etc.
Yes / No questions Wh-questions Alternative questions	Is it a great idea? How can I test these ideas? Whose idea do you prefer, Lily's or Mike's?	A question mark (?)	Ask for information
Imperatives	Please try the new idea out and see if it works. Don't stand there doing nothing!	A full stop (.) or an exclamation mark (!)	Give a command or make a request
Exclamations	What an excellent idea (it is)! How clever Archimedes was!	An exclamation mark (!)	Express strong feelings

Complete the passage with the sentences below and add closing punctuations.

- | | |
|--|---------------------------------------|
| a Take some time off, Alexander | d Was there anything strange going on |
| b What an amazing scientist he was | e Who discovered it |
| c The mould must have fallen into the dish before he went on holiday | |

A lot of scientific discoveries happen by accident. One of them is penicillin. It kills germs^① and helps save lives. ⁽¹⁾ _____ A doctor called Alexander Fleming did in 1928. He was trying to find a way to kill the staph^② germ. After years of hard work, one day he said to himself, "The work is hard. I really need some rest. ⁽²⁾ _____" When Fleming later returned to his lab after his holiday, he found some unexpected mould in a Petri dish^③ with staph germs. ⁽³⁾ _____ Yes, there was no growth of staph where the mould was. This is how penicillin was discovered. It seemed that Fleming accidentally discovered penicillin, but this is not the whole story. There are hundreds of thousands of kinds of mould, but only one kind can kill staph. ⁽⁴⁾ _____ The cover of the dish was probably removed for only a few seconds, but in those few seconds the right mould fell into the right dish. Another scientist would have thrown the dish away. But Fleming was different. He understood what the mould did. ⁽⁵⁾ _____

① germ /dʒɜ:m/ n. 病菌 ② staph /stæf/ n. 葡萄球菌 ③ Petri dish /'petri dɪʃ/ n. 皮氏培养皿 (作细菌等培养用的有盖玻璃碟)

Unit 3 Linking verbs

We use a linking verb to connect the subject of a sentence to its complement (such as an adjective or noun) that provides information about the subject.

Linking verbs	Use	Examples
<i>be, appear, feel, look, seem, smell, sound, taste</i>	Describe somebody or something	Father looked tired after work. The food smells great.
<i>become, get, go, grow, turn</i>	Talk about how things change	The dog got angrier and barked more. The weather turned cold.
<i>keep, remain, stay</i>	Show that something has not changed or will not change	I can't stay awake any longer. Keep quiet about Mum's birthday party—it's a surprise!

Linking verbs like *be*, *become*, *seem* and *remain* can also be followed by a noun or noun phrase.

My hometown **remains** the best place in the world for me.

Your family **is** the most important thing in your life.

Note: Some linking verbs can also serve as action verbs with objects after them.

Linking verb	Action verb
The soup tasted spicy.	Mum tasted the soup.
I didn't feel well.	My grandmother felt my forehead.
He is growing more and more patient.	My grandfather is growing vegetables in the garden.

Match the sentence halves to connect the linking verbs with the information about the subject.

- | | |
|-----------------------------|--|
| (1) Your sister looked | a mad with joy when they heard the good news. |
| (2) My face turned | b amazing, and the audience applauded for a very long time. |
| (3) The whole family went | c ill, so the teacher told her to go home and rest. |
| (4) The bread smells | d the general manager of the company until the end of this year. |
| (5) My brother's speech was | e red, and I felt really ashamed. |
| (6) My father will remain | f nice, and it looks great too! |

Unit 4 Basic sentence structures

	Subject (S)	Verb (V)	Complement (C)	Object (O)	Object Complement (C)
S+V	Her stress	decreased.			
S+V+O	Her family problems	have affected		her schoolwork.	
S+V+O+O	Her bad temper ^①	has brought		Indirect Object (IO)	Direct Object (DO)
				her	so much trouble.
S+V+O+C	My little sister	makes		me	happy.
S+V+C	She	feels	great.		

Note: In S+V+O+O, verbs such as *give*, *bring*, *buy* and *send* can have a direct object (DO) and an indirect object (IO). When the IO comes after the DO, *to* or *for* has to be used.

Her bad temper has brought her so much trouble.

Her bad temper has brought so much trouble **to** her.

We use *there be* to talk about the existence or presence of someone or something. When two nouns follow the structure, the verb usually agrees with the first noun.

There **is** a man at the door.

There **were** some misunderstandings between the family members.

There **is** a book and some pens on the table.

Label the sentence structures (SV, SVO, SVOO, SVOC, SVC) of the underlined sentences and fill in the blanks with *is*, *are*, *was* or *were*.

Dear Annie,	(1) _____
I read your column every week. There ⁽¹⁾ _____ so many useful tips in it!	(2) _____
⁽²⁾ <u>I have a problem with a classmate.</u> ⁽³⁾ <u>I feel confused</u> and I need your advice.	(3) _____
Last week, I saw my classmate in the street. ⁽⁴⁾ <u>He was shouting loudly</u> and he made his sister cry.	(4) _____
⁽⁵⁾ <u>It made me uncomfortable.</u> He's a polite student at school, but he wasn't polite to his sister at all! I told my parents about his behaviour and hoped	(5) _____
⁽⁶⁾ <u>they could give me some advice.</u> But they said that there ⁽⁷⁾ _____ nothing I could do about it because ⁽⁸⁾ <u>it was none of my business.</u>	(6) _____
I want my classmate to stop shouting at his sister. Should I talk to him about it? What do you suggest?	(7) _____
Thanks for reading my email. ⁽⁹⁾ <u>I hope to hear from you soon.</u>	(8) _____
Yours,	(9) _____
David	

① temper /'tempə(r)/ n. 脾气

Unit 5 Adverbial clauses of concession

We use adverbial clauses of concession to express a contrasting or opposing idea to what is stated in the main clause. We usually form adverbial clauses of concession with *although* or *though*. The adverbial clauses can be put before or after the main clause.

I respect our team captain, **although / though** sometimes we disagree.

Although / Though we sometimes disagree, I respect our team captain.

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

Although / Though I like playing football, I am not good at it. = I like playing football, **but** I am not good at it.

When we want to emphasize an unexpected result, we can use *even though*.

Even though Mark was very young, he was selected for the school football team.

The school football team fired the coach, **even though** he was talented.

Complete the sentences with suitable information.

- (1) Although _____, we enjoyed our weekend.
- (2) Though we planned everything very carefully, _____.
- (3) Even though we value our leisure time, _____.
- (4) David didn't pass the exam, even though _____.
- (5) _____, though we have known each other for a long time.
- (6) I still enjoyed the film, even though _____.
- (7) Though _____, I find the time to read books every day.
- (8) Hobbies are good for people, even though _____.



Unit 6 Object clauses

We use certain verbs like *think, believe, hope, agree, feel, hear, see, know, find, learn* and *promise* with *that*-clauses to express feelings, opinions, and so on. We often leave out *that* in speech. The word order of a *that*-clause is the same as in a statement.

S	V	O
We	hope	(that) we can improve teenagers' eating habits across the country.
The experts	agree	(that) a balanced diet is necessary to fulfil a person's nutritional needs.

After some verbs, such as *ask, explain, wonder* and *discuss*, we can also use clauses beginning with *what, which, who, whose, when, where, why* or *how* as the object. These are called *wh*-clauses.

S	V	O
The expert	explained	how we can improve our health.
They	asked	why Doris was on a diet.

Wh-clauses are different from *Wh*-questions. We do not use the auxiliary verb *do* in the *wh*-clause.

Do you wonder where he comes from?

In negative statements, we negate the verb before the object clause (e.g. *think, believe, suppose, imagine*). The verb in the object clause remains positive.

I **don't think** you are living a healthy life now.

Li Hua has several questions about how to live a healthy life. Doctor Su gives him some advice. Complete their conversation with object clauses using the words in brackets.

- Li Hua: I've gained a lot of weight recently, and I need some advice. Could you
(1) _____? (explain / lose weight)
- Dr Su: Well, the most important thing is to have a balanced diet. You should eat more vegetables and less sugar. There are many kinds of healthy food you can cook, but you need to
(2) _____.
(find out / types of healthy dishes / like best)
- Li Hua: Could you (3) _____? (tell me / healthy dishes / I / should try)
- Dr Su: If you like spicy food, you can try cooking *mapo doufu*. It contains a lot of protein, and it is a healthy dish if you don't use that much oil.
- Li Hua: Thank you so much for the advice!
- Dr Su: You're welcome! I (4) _____, (hope / these tips / useful)
- Li Hua: I (5) _____! (promise / do my best)

Unit 7 Relative clauses with *who*, *that* and *which*

We can use relative clauses to provide more information about the people or things we are talking about. Relative clauses are usually introduced by relative pronouns, such as *who*, *that* and *which*.

Relative pronoun	Use	Examples
who	Refer to people; serve as the subject or object in the clause	I have a close friend who / that always helps me when I am in trouble. I know the girl who / that Tom is talking to.
that	Refer to people or things; serve as the subject or object in the clause	Selma Lagerlöf was the first woman that won the Nobel Prize in Literature.
	When there's an ordinal number or a superlative adjective before the nouns of people or things	This is the most interesting book that I have ever read. I am willing to help you with anything that you need.
	Describe pronouns like <i>all</i> , <i>anything</i> , <i>everything</i> , <i>nothing</i>	
which	Refer to things; serve as the subject or object in the clause	I recently read a book which / that explores the theme of love. Friendship is the thing which / that I value most.

Note: *Who*, *which* and *that* can be omitted when they are the object of the verb in a relative clause.

Mark Twain wrote adventure stories (**that / which**) readers around the world enjoy reading.

The book tells the story of a boy (**who / that**) Mark Twain grew up with.

Join the sentences. Use relative clauses with *who*, *that* and *which*.

- (1) Mark Twain is famous for a number of adventure stories. These stories include *Life on the Mississippi*, *The Adventures of Tom Sawyer* and *Adventures of Huckleberry Finn*.

Mark Twain is famous for a number of adventure stories which include *Life on the Mississippi*, *The Adventures of Tom Sawyer* and *Adventures of Huckleberry Finn*.

- (2) I was just laughing at Jason's joke. Jason told the joke before class.

- (3) In *Modern Times*, Charlie Chaplin plays a factory worker. The worker tries hard to survive in the modern world.

- (4) Humour is a common literary device. Writers often use humour to make stories more enjoyable to read.

- (5) Mark Twain wrote *The Adventures of Tom Sawyer*. It was the first book about his two most famous characters.

Unit 8 Using prepositions after adjectives, nouns and verbs

adjectives + prepositions

Some adjectives can be followed by prepositions.

The children were **bored with** staying at home during the holiday, so they were really **happy with** the bikes their father bought them.

I am **afraid of** my neighbour's big dog, though my parents have told me not to be **worried about** it.

Della is **interested in** cooking, and she is getting **ready for** a cooking competition.

Miss Li is **strict with** her students, but she never gets **tired of** teaching.

Note: Some adjectives can be followed by different prepositions, often with differences in meanings.

I am **bad at** chemistry.

Eating too many sweets is **bad for** health.

I feel really **bad about** not being able to come to your birthday party.

nouns + prepositions

Some nouns can be followed by prepositions.

What's the **answer to** this question?

Congratulations on your winning the award!

We have achieved great **success in** our work.

Is there a **reason for** this?

I have the greatest **respect for** you.

Here is some **advice on** safe driving.

verbs + prepositions

Some verbs can be followed by prepositions.

Does this book **belong to** you?

She **apologized for** the mistake.

There's enough time to **get to** the hospital.

Can you **think of** another solution?

Stop **laughing at** the little boy.

We **passed by** a shop on our way home.

Note: Some verbs can be followed by different prepositions. The meaning often changes when we change prepositions.

Both have **agreed on** the date of the meeting.

She **spoke to** him.

I **agree with** every word he has just said.

He **spoke about** his mother.

Complete the passage with suitable prepositions.

The Secret Garden is a children's novel written by Frances Hodgson Burnett. The story is so popular ⁽¹⁾ _____ readers that it has been made into plays, television programmes and films. It tells the story of a young girl named Mary who was born into a rich family but is rude ⁽²⁾ _____ the servants who look ⁽³⁾ _____ her. When her parents pass away, she is sent to live ⁽⁴⁾ _____ her uncle. Mary realizes that her life is now going to be completely different ⁽⁵⁾ _____ what she is used to. She slowly learns to take care of herself. As she becomes more familiar with her new hometown, she makes friends ⁽⁶⁾ _____ some interesting and unusual people. Mary's curiosity ⁽⁷⁾ _____ the world and lack ⁽⁸⁾ _____ adult supervision ^① also lead her to a strange discovery: a secret garden which will completely change her into a kind and outgoing girl.

① supervision /,suːpə'vɪʒn/ n. 监督; 指导

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
freeze	froze	frozen
get	got	got / gotten
give	gave	given
go	went	gone
grow	grew	grown
hang (悬挂)	hung	hung
have	had	had
hear	heard	heard
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lead	led	led
learn	learnt / learned	learnt / learned

Base form	Simple past	Past participle	Base form	Simple past	Past participle
leave	left	left	sink	sank	sunk
let	let	let	sit	sat	sat
lie (位于; 躺)	lay	lain	sleep	slept	slept
light	lit / lighted	lit / lighted	smell	smelt / smelled	smelt / smelled
lose	lost	lost	speak	spoke	spoken
make	made	made	speed	sped / speeded	sped / speeded
may	might	—	spell	spelt / spelled	spelt / spelled
mean	meant	meant	spend	spent	spent
meet	met	met	spread	spread	spread
must	had to / must	—	stand	stood	stood
pay	paid	paid	stick	stuck	stuck
put	put	put	sweep	swept	swept
read /ri:d/	read /red/	read /red/	swim	swam	swum
ride	rode	ridden	take	took	taken
rise	rose	risen	teach	taught	taught
run	ran	run	tell	told	told
say	said	said	think	thought	thought
see	saw	seen	throw	threw	thrown
sell	sold	sold	understand	understood	understood
send	sent	sent	wake	woke	woken
set	set	set	wear	wore	worn
shake	shook	shaken	will	would	—
shall	should	—	win	won	won
shine	shone	shone	write	wrote	written
shoot	shot	shot			
show	showed	shown			
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

outstanding /aʊt'stændɪŋ/ <i>adj.</i> 优秀的; 杰出的	p. 4
old-fashioned /ˌəʊld 'fæʃnd/ <i>adj.</i> 陈旧的; 过时的	p. 4
classical /'klæsɪkl/ <i>adj.</i> 古典的; 经典的	p. 5
ordinary /'ɔ:dnri/ <i>adj.</i> 普通的; 平凡的	p. 5
lamp /læmp/ <i>n.</i> 灯	p. 5
poet /'pəʊɪt/ <i>n.</i> 诗人	p. 5
*convinced /kən'vɪnst/ <i>adj.</i> 坚信的; 确信的	p. 5
*philosopher /fə'ləsəfə(r)/ <i>n.</i> 哲学家	p. 8
dramatist /'dræmətɪst/ <i>n.</i> 剧作家	p. 8
judgement /'dʒʌdʒmənt/ <i>n.</i> 看法; 意见; 评价	p. 11
*evaluation /ɪ,vælju'eɪʃn/ <i>n.</i> 评价; 评估	p. 11
consider /kən'sɪdə(r)/ <i>v.</i> 认为; 觉得	p. 11
background /'bækgraʊnd/ <i>n.</i> 背景	p. 12
significant /sɪg'nɪfɪkənt/ <i>adj.</i> 有重大意义的; 显著的	p. 13
milestone /'maɪlstəʊn/ <i>n.</i> 重要事件; 里程碑	p. 13
manage /'mænɪdʒ/ <i>v.</i> 完成 (困难的事)	p. 13
impact /'ɪmpækt/ <i>n.</i> 巨大影响; 强大作用	p. 13
truth /tru:θ/ <i>n.</i> 真理	p. 14
concentrated /'kɒnsntreɪtɪd/ <i>adj.</i> 全神贯注的; 全力以赴的	p. 14
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with something in mind 考虑到……	p. 4
in addition to 除……之外	p. 5
be fond of 喜爱	p. 13
reach for 伸手去拿	p. 14
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Unit 2

*firm /fɜ:m/ <i>adj.</i> 牢固的; 坚硬的	p. 20
ignorance /'ɪgnərəns/ <i>n.</i> 无知	p. 20
application /,æplɪ'keɪʃn/ <i>n.</i> (尤指理论、发现等的) 应用	p. 20
fancy /'fænsi/ <i>adj.</i> 精致的; 绚丽的	p. 21
satisfied /'sætɪsfaid/ <i>adj.</i> 满意的; 满足的	p. 21
prince /prɪns/ <i>n.</i> 王子	p. 21
displace /dɪs'pleɪs/ <i>v.</i> 排出; 挤出; 取代; 替代	p. 21
fool /fu:l/ <i>v.</i> 欺骗; 愚弄	p. 21
*prison /'prɪzn/ <i>n.</i> 监狱; 牢狱	p. 21
*wire /'waɪə(r)/ <i>n.</i> 金属丝; 电线	p. 24
prove /pru:v/ <i>v.</i> 证明; 证实	p. 24
hardly /'hɑ:dli/ <i>adv.</i> 几乎不; 几乎没有	p. 27
balanced /'bælənst/ <i>adj.</i> 保持(或显示)平衡的	p. 30
*reject /rɪ'dʒekt/ <i>v.</i> 拒绝接受; 不予考虑	p. 30
thus /ðʌs/ <i>adv.</i> 因此; 如此	p. 30
be satisfied with 对……感到满足	p. 21
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run over 溢出	p. 21
go straight to 直奔	p. 21
lightning rod 避雷针	p. 24

as a whole 作为一个整体; 总体上 p. 30
get something across 把某事讲清楚 p. 30

Unit 3

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shame /ʃeɪm/ *n.* 令人惋惜的事; 让人遗憾的事 p. 37
remove /rɪ'mu:v/ *v.* 去掉 p. 37
lower /'ləʊə(r)/ *v.* 把……放低 p. 37
practice /'præktɪs/ *n.* 实践; 实际行动 p. 37
decision /dɪ'sɪʒn/ *n.* 决定 p. 37
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strengthen /'streŋθn/ *v.* 加强; 增强; 巩固 p. 37
*fold /fəʊld/ *v.* 折叠 p. 40
repetition /,repə'tɪʃn/ *n.* 重复 p. 43
pardon /'pɑ:dn/ *exclamation* (用于请求别人重复某事) 请再说一遍 p. 43
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laughter /'lɑ:ftə(r)/ *n.* 笑; 笑声 p. 46
tear /tɪə(r)/ *n.* 眼泪 p. 47

with admiration 钦佩地; 赞赏地 p. 36
right and wrong 是非 p. 37
fresh in one's memory 记忆犹新 p. 37
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Unit 4

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charge /tʃɑ:dʒ/ *n.* 职责; 责任 p. 53

awful /'ɔ:fl/ *adj.* 很坏的; 极讨厌的 p. 53
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mad /mæd/ *adj.* 很生气 p. 53
mess /mes/ *v.* 弄脏; 弄乱 p. 53
radio /'reɪdɪəʊ/ *n.* 广播 p. 56
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respond /rɪ'spɒnd/ *v.* (口头或书面) 回答 p. 60
*sympathy /'sɪmpəθi/ *n.* 同情 p. 60
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mess something up 弄脏; 弄乱 p. 53
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studio /'stju:diəʊ/ *n.* (广播、电视的) 演播室 p. 69

*contestant /kən'testənt/ <i>n.</i> 比赛者; 竞争者	p. 69
upon /ə'pɒn/ <i>prep.</i> (同 on) 在……上	p. 69
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lighting operator 灯光师	p. 68
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pass out 昏迷; 失去知觉	p. 69
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tend /tend/ <i>v.</i> 照料; 照管	p. 94

fizzy drink 起泡饮料	p. 84
fried food 油炸食品	p. 85
a balanced diet 均衡的饮食	p. 85
in general 通常; 大体上	p. 85
dairy product 乳制品	p. 85
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pilot /'paɪlət/ n. 领航员; 引水员	p. 110	conditions /kən'dɪʃnz/ n. [pl.] (居住、工作或做事的) 环境	p. 120
failure /'feɪljə(r)/ n. 失败	p. 110	selfless /'selfləs/ adj. 无私的	p. 120
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be particular about 讲究; 挑剔	p. 101	earn /ɜ:n/ v. 挣得; 赚得	p. 126
get tired 变得疲倦	p. 101	upstairs /,ʌp'steəz/ adv. 在 (或向) 楼上	p. 126
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scarf /skɑ:f/ n. 围巾	p. 116	turn out 结果是	p. 126
		ivy vine 常春藤	p. 126

Words and phrases in alphabetical order

A

a balanced diet	均衡的饮食	p. 85
a set of	一套; 一副; 一组	p. 117
addicted /ə'dɪktɪd/	adj. 上瘾的	p. 52
advice column	(报纸或杂志的) 答问专栏	p. 60
*affect /ə'fekt/	v. 影响	p. 53
afterwards /'ɑ:ftəwədz/	adv. 后来	p. 104
agony aunt	(报纸或杂志的) 答问专栏作者	p. 62
aim /eɪm/	n. 目的; 目标	p. 78
aloud /ə'laʊd/	adv. 大声地	p. 101
*analysis /ə'næləsɪs/	n. (对事物的) 分析	p. 120
application /,æplɪ'keɪʃn/	n. (尤指 理论、发现等的)应用	p. 20
as a whole	作为一个整体; 总体上	p. 30
*ashamed /ə'ʃeɪmd/	adj. 惭愧; 羞愧	p. 56
*associate /ə'səʊʃieɪt/	v. 联系	p. 100
awful /'ɔ:fl/	adj. 很坏的; 极讨厌的	p. 53
awkward /'ɔ:kwəd/	adj. 令人尴尬的	p. 46

B

background /'bækgraʊnd/	n. 背景	p. 12
balanced /'bælənst/	adj. 保持(或显 示)平衡的	p. 30
be fond of	喜爱	p. 13
be in charge of	负责	p. 53
be particular about	讲究; 挑剔	p. 101
be satisfied with	对……感到满足	p. 21
bed sheet	床单	p. 40
belief /br'i:lɪf/	n. 相信	p. 14
*bet /bet/	n. 打赌	p. 104
bill /bɪl/	n. 账单	p. 116
biscuit /'bɪskɪt/	n. 饼干	p. 84
board game	棋类游戏	p. 78
boil /bɔɪl/	v. 用沸水煮(或烫洗)	p. 84
brief /bri:f/	adj. 简洁的; 简单的	p. 108

bullying /'bʊlɪŋ/ n. 霸凌; 仗势作恶 p. 52

C

cabbage /'kæbɪdʒ/	n. 甘蓝; 卷心菜	p. 91
calm /kɑ:m/	v. 使平静	p. 78
carrot /'kærət/	n. 胡萝卜	p. 91
carry on with something	继续做某事; 坚持干某事	p. 101
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challenging /'tʃælɪndʒɪŋ/	adj. 挑战性的; 考验能力的	p. 78
charge /tʃɑ:dʒ/	n. 职责; 责任	p. 53
cheat /tʃi:t/	v. 欺骗; 蒙骗	p. 37
classical /'klæsɪkl/	adj. 古典的; 经典的	p. 5
click /klɪk/	n. (对鼠标的)点击	p. 62
concentrated /'kɒnsntreɪtɪd/	adj. 全神 贯注的; 全力以赴的	p. 14
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*convinced /kən'vɪnst/	adj. 坚信的; 确信的	p. 5
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D

dairy product	乳制品	p. 85
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director /də'rektə(r)/	n. (电影、戏剧 等的)导演	p. 68

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earn /ɜ:n/ v. 挣得; 赚得	p. 126	go straight to 直奔	p. 21
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focus /'fəʊkəs/ v. 集中(注意力)	p. 53	ivy vine 常春藤	p. 126
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Becky Thatcher /,beki 'θætʃə(r)/ 贝琪·撒切尔	p. 106	Johann Wolfgang von Goethe /jəʊhæn ,wʊlfɡæŋ vɒn 'ɡɜ:tə/ 约翰·沃尔夫冈·冯·歌德	p. 33
Ben /ben/ 本 (男名)	p. 56	Johnny Miller /,dʒɒni 'mɪlə(r)/ 约翰尼·米勒	p. 101
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后 记

本教材以教育部颁布的《义务教育英语课程标准(2022年版)》为依据修订编写。

本教材由舒白梅教授担任主编,程林编审担任副主编。参与本教材编写的有何琳、陈皓曦、秦文娟、向宗平、倪宏、李睿、叶方兴以及上海教育出版社英语教材编辑团队。在保留原教材优势和特色的基础上,本教材的修订编写优化了结构与内容,整合了英语的学科逻辑、教学逻辑与学习逻辑,明确了由体验到理解,由探索到运用,由表达到交流,再到发展核心素养的英语学习路径,以落实立德树人根本任务,促进学生核心素养的发展。

本次修订编写工作得到了国内英语教育、教学、测评等领域专家的鼎力支持和悉心指导。曲卫国教授、汤青老师、徐雯老师审读了本教材内容,提出了很多宝贵的指导性意见和建议;童欣老师参与编写了本教材的部分内容;陈琼老师编写了本教材附录中的语法回顾(Grammar review)部分;金敏老师针对本教材各单元项目(Project)提出了优化建议。在此,向各位专家和教师表示衷心的感谢!在教材编写完成后,深圳市、广州市、沈阳市、西安市、晋城市和长治市等地的部分学校参加了本教材的试教试用和一线教师审读工作,为教材质量的提升提出了有价值的意见和建议,在此一并表示诚挚的感谢!

欢迎广大师生来电来函指出教材的不足,提出宝贵意见和建议。电话:021-64319241。电子邮箱: jcyj@seph.com.cn。通讯地址:上海市闵行区号景路159弄C座上海教育出版社(201101)。

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