

义务教育教科书

ENGLISH

# 英语

八年级 下册

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# 前言

同学们：

翻开教材，你们会发现，这本教材的每个单元包含不同的学习板块。了解教材的内容和结构对充分利用教材展开学习有重要意义。下面我们就一起看看各个板块的主要内容和功能吧。

## Getting Ready



这是每个单元的起始。你们将在这个板块了解单元话题和单元学习目标，学习话题词汇，并使用这些词汇进行初步的讨论。

## Lessons

每单元有三个语言输入课。你们将在这些课中学习语言知识，提升语言技能。



## Communication Workshop

这一课是语言输出课。你们将在学习范文的基础上，逐步提高英语写作和口语表达的能力。



## Check Your Progress



学完了前面的内容，你们将在这里对所学内容进行自我检测，了解自己的学习效果。

## Across Cultures / Fun Zone

这两个板块呈现了中外文化知识和轻松、有趣的英语活动，是弹性学习内容。你们可以根据学习情况选择使用。



## Study Help

你们将在这个板块了解多种学习策略。试试看，你们会发现适合自己的学习方法。



## Unit Diary



这是每个单元的结尾。反思一下，自己在这个单元学到了什么，有哪些进步，哪里有待提高。

教材除了以上主要学习单元外，还设计了丰富的**自主学习资源**。如果有兴趣，请读一读**Literature Spot**中的经典文学作品，与其他同学合作完成**Project**，做一做**Workbook**中与学习单元配套的练习。如果学习中遇到了困难，试着到**Grammar Summary**、**Notes to the Texts**、**Tapescripts**以及**词表**中查找答案。衷心希望你们感受英语学习的快乐，不断进步！



# Scope and Sequence

Unit	Skills
<p style="text-align: center;"><b>1</b> <b>Technology and the Future</b>  5~16</p>	<p><b>Reading:</b> Schools of the Future; Tomorrow's Jobs  <b>Listening:</b> Online Life  <b>Speaking:</b> Talking about the future  <b>Writing:</b> What Will My Life Be like in 20 Years</p>
<p style="text-align: center;"><b>2</b> <b>Communication</b>  17~28</p>	<p><b>Reading:</b> Animal Talk; The Texting Generation  <b>Listening:</b> Meeting People  <b>Speaking:</b> Talking about different ways of communication  <b>Writing:</b> Communication Tools in My Family</p>
<p style="text-align: center;"><b>3</b> <b>Festivals and Holidays</b>  29~40</p>	<p><b>Reading:</b> Chinese New Year; Thanksgiving  <b>Listening:</b> A Picnic  <b>Speaking:</b> Talking about festivals and holiday activities  <b>Writing:</b> Mid-Autumn Festival</p>
<p style="text-align: center;"><b>4</b> <b>Dealing with Problems</b>  41~52</p>	<p><b>Reading:</b> Problem Page; Generation Gap  <b>Listening:</b> Online Time  <b>Speaking:</b> Talking about problems and solutions  <b>Writing:</b> A Letter to Johnny</p>
<p style="text-align: center;"><b>5</b> <b>Memories</b>  53~64</p>	<p><b>Reading:</b> A Daughter's Letter; Life in the 1950s  <b>Listening:</b> Grandpa's Memories  <b>Speaking:</b> Talking about past experiences  <b>Writing:</b> My Most Unforgettable Experience</p>
<p style="text-align: center;"><b>6</b> <b>Detectives</b>  65~76</p>	<p><b>Reading:</b> A Detective Story ( I ); The Mystery Writer  <b>Listening:</b> A Detective Story ( II )  <b>Speaking:</b> Talking about detective stories and writers  <b>Writing:</b> A Book Review on Detective Stories</p>
<p><b>Appendices</b> pp. 77~150</p>	

Strategy	Functions	Vocabulary	Grammar	Pronunciation
<b>Reading:</b> Understanding audience and purpose	<ul style="list-style-type: none"> <li>• Giving opinions</li> <li>• Agreeing and disagreeing</li> </ul>	<ul style="list-style-type: none"> <li>• Technology</li> <li>• Online activities</li> </ul>	<ul style="list-style-type: none"> <li>• 宾语从句</li> </ul>	<ul style="list-style-type: none"> <li>• Sentence stress</li> </ul>
<b>Reading:</b> Summarising	<ul style="list-style-type: none"> <li>• Asking for suggestions</li> <li>• Offering suggestions</li> </ul>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Ways of using mobile phones</li> </ul>	<ul style="list-style-type: none"> <li>• 现在完成时</li> <li>• 反身代词</li> </ul>	<ul style="list-style-type: none"> <li>• Strong and weak forms</li> </ul>
<b>Reading:</b> Working out the meaning of difficult words	<ul style="list-style-type: none"> <li>• Taking messages</li> </ul>	<ul style="list-style-type: none"> <li>• Festivals and holidays</li> <li>• Food and dishes</li> </ul>	<ul style="list-style-type: none"> <li>• 现在完成时</li> </ul>	<ul style="list-style-type: none"> <li>• Weak form for function words</li> </ul>
<b>Reading:</b> Predicting	<ul style="list-style-type: none"> <li>• Making suggestions</li> <li>• Responding to suggestions</li> </ul>	<ul style="list-style-type: none"> <li>• Problems</li> <li>• Feelings</li> </ul>	<ul style="list-style-type: none"> <li>• 条件状语从句</li> </ul>	<ul style="list-style-type: none"> <li>• Meaning and syllable stress</li> </ul>
	<ul style="list-style-type: none"> <li>• Expressing surprise, excitement, disappointment or sadness</li> </ul>	<ul style="list-style-type: none"> <li>• Memorable things</li> </ul>	<ul style="list-style-type: none"> <li>• 间接引语 (陈述句)</li> <li>• <i>Used to</i></li> </ul>	<ul style="list-style-type: none"> <li>• Tone of voice and meaning</li> </ul>
<b>Reading:</b> Identifying pronoun references	<ul style="list-style-type: none"> <li>• Asking permission</li> </ul>	<ul style="list-style-type: none"> <li>• Detective stories</li> </ul>	<ul style="list-style-type: none"> <li>• 间接引语 (疑问句)</li> </ul>	<ul style="list-style-type: none"> <li>• Rhythm</li> </ul>

## What kind of learner are you?

1 Read the questionnaire and circle your answers.

- 1 How do you like to learn in class?
  - a) Working by myself.
  - b) Working in pairs.
  - c) Working in groups.
- 2 What helps you remember words and phrases?
  - a) When I see them.
  - b) When I hear them.
  - c) When I see pictures of them.
- 3 I understand something better after I ...
  - a) try it out.
  - b) think about it.
  - c) write it down.
- 4 When I'm learning something new, I like to ...
  - a) talk about it.
  - b) think about it.
  - c) write it down.
- 5 In a group discussion, I like to ...
  - a) talk a lot.
  - b) sit back and listen.
  - c) do my own work.
- 6 Do you feel nervous when you speak English in class?
  - a) No, I'm always relaxed.
  - b) Sometimes, when I speak in front of the whole class.
  - c) Yes, I always feel nervous.

## Where are the pictures?

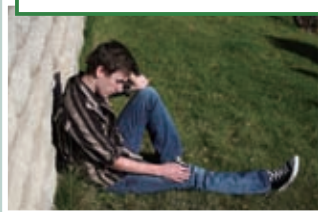
2 Work in pairs. Find which unit of the book the pictures come from. Write the unit number and title in the blanks.













- ▶ Talk about the future and technology.
- ▶ Read some predictions about schools of the future.
- ▶ Listen to students talking about online shopping.
- ▶ Write about life in twenty years.
- ▶ Learn about object clauses.



# Technology and the Future

## Getting Ready

- 1 Look at the Key Words. Which of these things do you use every day? Which do you seldom or never use?
- 2 Think about the things in the Key Words. Which of them are popular now? Which of them will be popular in the future?

### Key Words: Technology

computer, electronic / pocket dictionary, keyboard, mobile phone / smartphone, radio, robot, telephone, television, touch screen

### Example

*I use my mobile phone every day but I seldom use a radio.*

### Example

*Smartphones are popular now, but I think robots will be popular in the future. They can do more things for us.*

# 1

## Schools of the Future

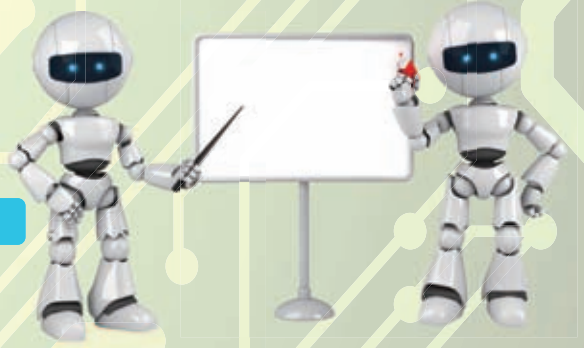
### Warm-up

1 Look at the photos. Which do you think will be useful at school? Why?

#### Example

*I think smart ID will be useful at school. Students can use them to borrow books and check their marks online.*

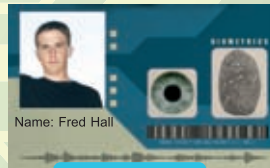
robot teachers



### Reading

2 Read the text. Match the headings with the correct paragraphs.

- a New Ideas for Classes      b Online Learning  
c E-books for School      d Robot Teachers



smart ID



online learning

## The School of Tomorrow

Schools keep changing. Every year, new inventions and products appear. Some of them are very helpful for students and teachers. Which of them will schools use? No one is sure, but here are some possible developments.

1

There will be robots in the schools of the future. Some people think that these robots will help students with their homework. The robots will have special software from the school. They will know what the students are studying and they will be able to help them solve problems easily.

2

Many teachers do not believe there will be traditional classes or classrooms. Each student in a class might study different materials at the same time. Classrooms might be in open areas and use large LCD screens.

3

Many people believe schools will use less paper and fewer books. In the future, students may only need to bring an e-book to school. In fact, some schools are already doing this. The e-book will store all their school materials and students can write notes and answers on the screen. They can also search for information on the Internet. Most people think students will be happy to have lighter schoolbags.

4

Teachers will give homework online in the future. This can help parents follow their child's progress closely. They can check their child's work and their marks through the Internet. The system will also allow students to see teaching videos and notes online. Some people wonder if students will even need to go to schools any more.

Do you believe they will come true?



## Technology and the Future

3 Which of these things does the writer mention? Read the text again and tick.

- 1 In the future, schools will use fewer books and less paper.
- 2 Teachers will have different classrooms.
- 3 Students will need to use smart ID cards to get into schools.
- 4 Parents can check their child's progress online.
- 5 Students will use smartphones in class to take notes.
- 6 Students will not need to go to schools any more.

4 **Your Opinion** Do you think these inventions and products will be helpful?

### Vocabulary

5 Complete the sentences with the correct words.

robots	e-books	online
traditional	software	progress

- 1 \_\_\_\_\_ classrooms do not have any computers or screens.
- 2 Nowadays more and more factories make use of \_\_\_\_\_.
- 3 My computer is broken so I cannot hand in my homework \_\_\_\_\_.
- 4 The robots will have special \_\_\_\_\_ from the school.
- 5 In future schools, students will use \_\_\_\_\_.
- 6 He made great \_\_\_\_\_ in chemistry this year.

### Grammar 宾语从句

6 Read the following sentences and complete the sentences from the text.

*Many teachers do not believe (that) there will be traditional classes or classrooms.*

*They will know what the students are studying.*

*Some people wonder if students will even need to go to schools any more.*

- 1 Some people **think** \_\_\_\_\_.
- 2 Many people **believe** \_\_\_\_\_.
- 3 Most people **think** \_\_\_\_\_.

⇒ **Grammar Summary 1, page 118.**

7 Match the sentence parts below.

- 1 The students agreed ...
- 2 No one knows ...
- 3 Tim thinks ...
- 4 Tina is sure ...
- a ... where the books are.
- b ... she'll do well in the next exam.
- c ... that their test was difficult.
- d ... his school will be different in the future.

### Speaking

8 **Pair Work** Discuss schools of the future with your partner.

#### Example

**A:** *Will future schools have classrooms?*

**B:** *I think they will because ...*

# 2 Online Life

## Warm-up

1 Look at the words and the websites. Which of these things do you or your parents do online?

### Key Words: Online activities

book air tickets, chat with friends, check the weather, do medical checks, do shopping, find a job, listen to music, look at maps, pay bills, read emails, read the news, watch films

### Example

*My parents often book air tickets online.*

2 Match the people with their possible opinions about online life.

### Dr Zheng

a computer science professor at university

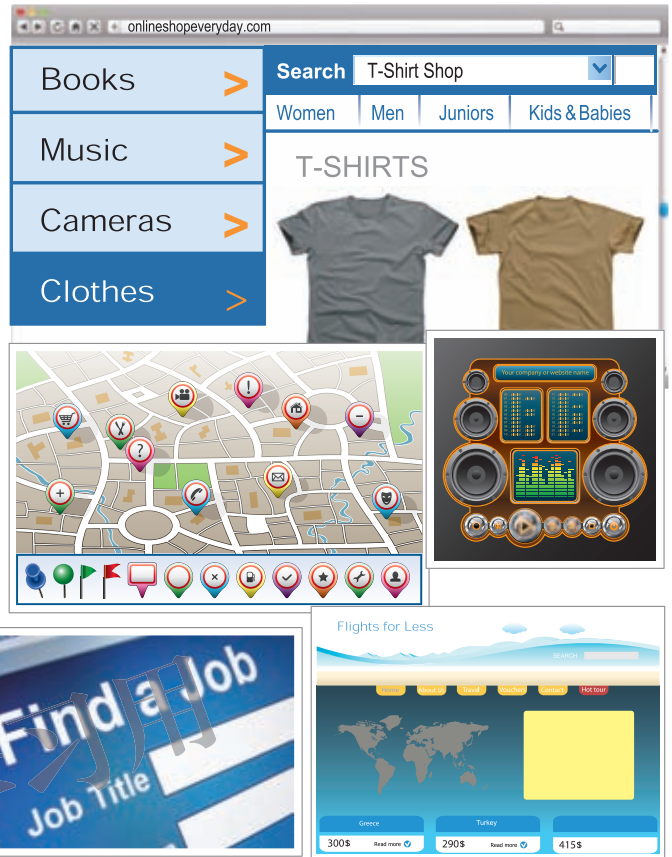
*He thinks:*

### Miss Newman

the president of a website

*She believes:*

- a People are much more comfortable online these days.
- b People will do even more things online in the future.
- c Not everybody will have a computer and not everyone can connect to the Internet.
- d People will all be online every day.
- e People will not do everything online.



## Listening

3 Listen to their talk. Check your predictions in Exercise 2 and complete the table below.

		Dr Zheng	Miss Newman
About now	Opinion		
	Examples		
About the future	Opinion		
	Examples		



## Technology and the Future

### Vocabulary

- 4 Complete the sentences with these words.

website Internet social media  
e-ticket shopping



- Not many elderly people do their \_\_\_\_\_ online.
- \_\_\_\_\_ has become so popular! We seldom talk to our friends face to face!
- You do not have to go to the station. You can buy an \_\_\_\_\_.
- I have finally bought a computer. Now I can connect to the \_\_\_\_\_.
- You can find a lot of useful information on this \_\_\_\_\_.

### Function 表达意见—同意和不同意

- 5 Read the Key Expressions.

#### Key Expressions: Giving opinions

I **think** / **don't think** people will do everything online.

I **believe** / **don't believe** people will still buy food at the market.

#### Key Expressions: Agreeing and disagreeing

You're **right**. I **agree** that people today aren't afraid to use the Internet.

I **don't agree** ... / I **don't think so**.

### Speaking

- 6 **Your Turn** Do you agree with Dr Zheng or Miss Newman? Tell your reasons.

#### Example

*I agree that everyone will be online in the future, but people will still do some things in person. For example, I think they will always buy vegetables at the market.*

- 7 **Group Work** Work in groups of four. Discuss your opinions about the Internet of the future.

#### Example

**A:** *I think people will do almost everything online in the future.*

**B:** *I agree. You can buy things, pay your bills and even take exams on the Internet.*

**C:** *I don't think so. You can't grow food on a computer.*

**D:** ...

### Pronunciation: Sentence stress

- 8 Listen and circle the stressed words.

**A:** Is there anything you would never buy online?

**B:** I would never buy eggs online. How would they send them to me? They would all break!

- 9 Which words would you stress in these sentences? Read them to the class.

My grandparents don't understand the Internet. I'd like to help them.

# 3 Tomorrow's Jobs



## Warm-up

1 Look at the following expressions. Which do you think people will do more in the future? Which will people do less?

- work for one company / work for many different companies
- work in an office / work from home
- work for money / work for fun

## Example

*I think in the future more people will work for fun and fewer people will work for money.*

## Reading

2 Read the Reading Help. Then read the text and choose the best answers.

### Reading Help: Understanding audience and purpose

- Look at the pictures and read the text quickly to get the main idea.
- Who is the text for? Who is the writer speaking to?
- Think about the purpose of the article. What information does it give? What point or points does it make?

- 1 Who is the writer talking to in the text?
  - a college teachers
  - b junior high school students
  - c company managers
- 2 What is the purpose of the text?
  - a to tell teachers what to teach in the future
  - b to compare jobs in the past, at present and in the future
  - c to help students get prepared for future jobs

## Jobs in the past

Some time ago, people did not have many choices about their jobs. They usually worked near their hometown and they often stayed in one job for their whole life. They worked with fixed hours in fixed places and did not have much need to develop new skills.

## Present jobs

Now people have much more choice. They can choose to work in other towns or cities and some may even work in other countries. Also, it is common for people to change jobs and by doing so, they can have different work experiences. On the other hand, with increasing competition in the job market, most people want to, and often need to, develop new job skills.

## Jobs in the future

In the future, more people will be able to sell their skills and services to many different companies instead of working for one company for many years. More people will work from home. They will also need to work with people they never meet in person. And there will be many other changes we cannot imagine now. All of these changes mean that there will be more competition from people all over the world for tomorrow's jobs. Are you ready for the future?

## Technology and the Future



### What skills will future jobs need?

What will the future job market require of students at school today? What skills will students need for success in the future?

Some skills will always be important. They include good communication skills, decision-making skills and problem-solving skills. You need to express your ideas clearly and at the same time be a good listener. You also need to plan well and make good decisions quickly. And, as there will always be problems to solve, the ability to deal with difficult situations is a key to your success.

Since the world changes so fast, it's important to keep learning about new ideas and technology. A lot of changes are coming our way. I hope they make you excited rather than scared.

### 3 Read the paragraphs on page 10 and complete the table about how jobs change.

Situations	Jobs in the past	Present jobs	Jobs in the future
Choice of jobs			
Change of jobs			
Change of working place			
Need for new skills			

### 4 Read the paragraphs on this page. What skills will be important for future jobs? Why? How should we face the changes?

### 5 Your Opinion Which future job skills are you good at and which do you need to work on?

#### Vocabulary

### 6 Find the expressions in the text and match the words.

communication	hours
job	situations
fixed	market
difficult	skills

### 7 Complete the following expressions with prepositions.

- a key \_\_\_ success
- stay \_\_\_ one job
- \_\_\_ the same time
- \_\_\_ the future

#### Speaking

### 8 Your Turn What kind of job would you like to do in the future? Why?

#### Example

*I'd like to be a tour guide in the future because I love travelling and meeting people.*

### 9 Pair Work Talk in pairs. Do you think the job you want to do will be the same or different in the future?

#### Example

*I'd like to be a teacher. I think it will be different in the future. I'll use more technology in my job.*

# Communication Workshop

## Reading

1 Read Jim's writing and put the correct themes in the table below.

family      conclusion      work      spare time      introduction

### What Will My Life Be like in 20 Years

In twenty years, I will be thirty-four years old. I think I will be a successful and happy person.

I will be a businessman then and will set up my own website. I will enjoy my job very much because I love surfing the net. I won't go to the office very often. Instead, I will work from home according to my own timetable. I won't need to wake up early and I can work until late at night.

I will leave home and live in my own flat. However, I will live near my parents and I will visit them often. Every year, we will have a family trip together.

In my spare time, I will read books and travel around. I like sports, so I will also play football with my friends and go swimming at the swimming pool near my home.

I will enjoy my life a lot because I will spend my time how I want to. Life will be so exciting and comfortable.



Paragraph	Theme	Questions
1		
2		
3		
4		
5		

## Technology and the Future

2 Put these questions in the correct place in the table on page 12.

- 1 What will you do in your spare time?
- 2 What will you do in your job?
- 3 How old will you be?
- 4 Will you enjoy your life? Why / Why not?
- 5 Where will you live?

### Writing

3 Think of your life in twenty years and fill in the table below. Remember to use the future tense.

#### Example

**Q:** Will you enjoy your family life? Why?

**A:** I will enjoy my family life because I love living with my parents.

Theme	Questions	Answers

4 Write about your future life using the answers in your table.

What Will My Life Be like  
in 20 Years

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### Speaking

5 Tell the class about your life twenty years from now.



## Check Your Progress

### A Complete Eric's email using the pictures.



### B Write the correct words in the blanks.

speak a foreign language   talk online  
 communicate in writing   check the weather

- 6 He will go to Europe this summer holiday. Can he \_\_\_\_\_?
- 7 A storm is coming. Please \_\_\_\_\_ before you go out.
- 8 My cousin lives in Australia but we can see each other when we \_\_\_\_\_.
- 9 Grandpa doesn't like technology. He wants us to \_\_\_\_\_.

### C Match the sentence parts.

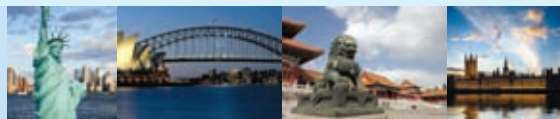
- 10 Many teachers hope \_\_\_\_\_.
- 11 Students all say \_\_\_\_\_.
- 12 My brother doesn't know \_\_\_\_\_.
- 13 Parents will be able to use the Internet to check \_\_\_\_\_.
- 14 I am not sure \_\_\_\_\_.

- a that lighter schoolbags would be a good thing
- b if he would like a robot teacher
- c they won't have to use traditional blackboards in the future
- d whether it is good to use smartphones in class
- e what their children are studying

### D Circle the correct words.

- 15 People will never buy fruit and vegetables online, so I **think** / **don't think** people will ever do all their shopping on the Internet.
- 16 I **believe** / **don't believe** there's anything you can buy in a real shop that you can't buy online now.
- 17 You're right. I **agree** / **don't agree** that all our work will be done by robots one day.
- 18 He said that we would have e-books instead of paper books soon, but I **don't think so** / **think so**.





## Messages about the Future

**1** Do you think we can predict the future? Why / Why not?

**2** Read the text and answer the questions.

- 1 What year did John Titor say that he came from?
- 2 Why did he say the government asked him to time-travel?
- 3 What was his prediction about the year 2004?
- 4 How did he say the earth would be damaged in 2015?

**3** Read the text again. Do you believe in John Titor? Why / Why not?

### A Time-traveller from the Future?

In 2000 and 2001, someone using the name John Titor posted some strange messages on the Internet. He said he came from the future and that he was an American soldier from the year 2036. He was on a government mission (任务) to go back to 1975 to find an old computer for fixing computer programmes in his time. Before returning to the future, he travelled to the year 2000 to visit his family.



Titor talked about some future events in his posts. He said there would be a civil war (内战) in the United States after the presidential election in 2004. The war would lead to many global conflicts (冲突). As a result, there would be no more Olympic Games in the future.

Titor also warned that there would be a nuclear attack in 2015. He claimed the attack would destroy the environment and most countries in the world would disappear.

As of today, none of the predictions has come true, but some people still believe that Titor is a real person and retell the story on different websites. There is even a book and a play about the incident.





### Using Online Resources

When you find that a website contains useful information on a topic:

- bookmark the website so that you can return to it and use the information later.
- copy useful parts of the website onto your computer or print them out. Then you can read them more slowly and take notes.
- always put a list of the websites you got the information from at the end of your work.



Not all the information on the Internet is true. Government, university and public organisation sites are more reliable.



Choose a topic from below. Use the above tips to get information about the topic on the Internet and prepare simple notes.

- the development of robots
- independent learning
- popular jobs in China
- online shopping in China

供学习用

### Unit Diary

How well can you do these?



Language and Skills	• I can understand the texts about schools and jobs of the future.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	• I can give opinions about the future.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	• I can understand the purpose of an article and its audience.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	• I can write about my life twenty years from now.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Culture	• I have my own opinions about predictions of the future.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Study Skills	• I know how to use online resources.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

# Unit 2

- ▶ Talk about different methods for communication.
- ▶ Listen to a dialogue about making small talk.
- ▶ Read about how animals communicate.
- ▶ Write about communication tools in your family.
- ▶ Learn about the present perfect and reflexive pronouns.

B

A

C

D

# Communication

## Getting Ready

1 Look at the Key Words and use them to describe the photos.



### Key Words: Communication

blog, body language, email, face-to-face conversation, letter, mobile phone, postcard, sign language, telephone, text message

2 Think about your methods for communication. Answer these questions.

- 1 How do you usually communicate with your friends?
- 2 When do you talk to your friends and when do you write to them?
- 3 What things do you still send by post?

### Example

*In Photo A, the two people are using a computer. Maybe they are writing a blog or sending an email.*

# 4 Animal Talk

## Warm-up

- 1 Think of animals you know. How do they communicate?

## Example

*I think ants communicate by smell.*

## Reading

- 2 Read the text. What are the three main methods of animal communication?
- 3 Read the text again. What methods do these animals use to communicate?
  - ants • elephants • dogs • frogs
  - cats • whales • mice • insects

**My dog is in the garden. He is wagging his tail, his mouth is open and he is looking at me. What is he trying to tell me? Jane Roberts reports.**

People have always been interested in animal communication and scientists have done a lot of research on this subject.

Most animals communicate by smell. Dogs are famous for this. When a dog walks outside, it learns about other dogs by smelling things. Dogs have helped the police for a long time, too. They can find missing people by using their fantastic sense of smell. Mice have an excellent sense of smell, too. Scientists have even trained them to find landmines. Scientists have discovered that even ants use smell. They use smell to tell other ants where the food is.

Everyone has heard birds singing. Research has shown that many other animals use sound to communicate. Frogs and insects communicate with sounds. Usually the “gentlemen” make sounds to invite the “ladies”.

Whales and elephants also use sound to communicate. These sounds can travel very far through water or the ground. However, it is not possible for humans to hear some of the sounds. They are either too low or too high for us.

Animals have always used body language to communicate as well. When a cat puts its ears back, it is a bit mad. When it sits with its tail around itself, it is happy. When a dog puts its tail under its body, it is scared. When it wags its tail and opens its mouth, it is happy. So I think my dog is happy right now.



## Communication

4 **Your Opinion** How is human communication different from animal communication?

▣ **Vocabulary**

5 Find these words in the text. Which meaning does it have in the text? Circle the correct definition.

Word	Meanings
mad	(adj.) 1. angry 2. crazy
sound	1. (n.) something that you can hear 2. (v.) to seem to you when you hear or read about sth
subject	(n.) 1. a thing that is discussed or studied 2. an area of knowledge that is learned in a school

▣ **Grammar** 现在完成时 1

6 Read the following sentences and find more similar ones from the text. Then find rules to complete the table.

1. Scientists **have discovered** that even ants use smell.
2. Everyone **has heard** birds singing.

现在完成时

主语 +	助动词 +	过去分词
I / You / We / They	_____	learned said seen been
He / She / It	_____	been

⇒ **Grammar Summary 2, page 118.**

**Watch out!**

**For** and **since** are usually used in present perfect sentences.

Jim has worked **for** ten years.

Tim and Tina have lived here **since** 2004.

7 Complete the text with the verbs in brackets in present simple or present perfect.

I 1 \_\_\_\_\_ (have) two dogs. Ginger 2 \_\_\_\_\_ (be) in our family for seven years and Choc 3 \_\_\_\_\_ (be) just two years old. They aren't really friends. Ginger 4 \_\_\_\_\_ (bite) Choc a few times and she often 5 \_\_\_\_\_ (bark) at her. At the moment, we're training them. I 6 \_\_\_\_\_ (find) a good dog trainer and I 7 \_\_\_\_\_ (take) the dogs to her three times a week. She's really great!

8 Use the words to make sentences in the present perfect.

- 1 love animals / always / she
- 2 never / he / have a pet
- 3 Molly / be / for 10 years / my pet
- 4 have a pet tortoise / I / since I was 10 years old

▣ **Speaking**

9 **Your Turn** Do you have any pets? Have you ever watched an animal? How do they communicate? Talk to your partner.

**Example**

**A:** I don't have any pets, but I've seen animals on TV. Some monkeys make loud noises to communicate with other monkeys.

**B:** How?

**A:** When they see a lion, they make loud noises. Then all the monkeys hide.



# 5 Meeting People

## Warm-up

1 A group of foreign students are going to visit your school. How will you welcome them?

### Example

- A:** *I think we can invite them to join our classes and activities.*
- B:** *I think we should learn about their culture first and introduce Chinese culture to them.*
- C:** *How about asking about their trip or the weather?*
- D:** *I think they will feel happy if we show them around our school.*

### Action Plan:

1. Clean our classrooms.
2. Decorate our school with flowers.
3. Show them around our school.

*The class is discussing what they should do for the visit of students from England tomorrow.*

## Listening

2 Listen to the class discussion. What ideas do the students have? Put ticks in the boxes.

- wait at the school gate for them
- shake hands
- smile and say hello
- say your name
- ask the teacher about his / her age
- ask about their trip
- talk about China
- talk about sports
- help them find their classroom

3 What suggestions does the teacher give the students? Circle the correct letters.

- a Don't speak too much.
- b Make sure you don't make any English mistakes.
- c You don't have to shake hands with the students.
- d Don't worry about making mistakes.
- e You shouldn't talk about the weather.
- f Don't laugh at their Chinese mistakes.
- g You shouldn't ask their teacher about his / her age.



## Communication

## Grammar 反身代词

## 4 Complete the table with the correct pronouns.

人称代词 (主格)	人称代词 (宾格)	反身代词
	me	myself
	us	ourselves
you (one)	you	
you (more than one)		yourselves
he		himself
she	her	
it	it	
they	them	

⇒ Grammar Summary 3, page 119.

## 5 Complete the sentences with the correct pronouns.

- Tom painted the room all by \_\_\_\_\_. (he)
- After dinner \_\_\_\_\_ went for a walk. (they)
- Sophie sometimes talks to \_\_\_\_\_. (she)
- The team has got \_\_\_\_\_ into difficulties. (it)

## Function 建议 1

## 6 Read the Key Expressions.

## Key Expressions: Asking for suggestions

What can / could / should we do?  
Do you have any more ideas?  
What else? Any other ideas?

## Key Expressions: Offering suggestions

We can / could / should ...  
I think we should ...  
How about ...?

## 7 Rearrange the words to make sentences.

1 website? / showing / them / school /  
How / our / about

2 have / you / Do / more / ideas? / any

3 think / I / should / we / party. / a / have

4 could / We / help / clean / them / up.

## Speaking

## 8 Group Work The foreign students are leaving your school. In groups, think of ideas and suggestions for their goodbye party.

## Example

A: What can we do for the goodbye party?

B: I think we should have some local snacks.

A: Good idea. What else?

## 9 Your Turn Make a plan for the party and share it with the class.

## Pronunciation: Strong and weak forms of words

## 10 Listen and circle the sentences that use the strong form of the underlined words.

1 a) Yes, we can have a party.

b) Yes, we can.

2 a) We saw some people.

b) Some of us want to go.

3 a) The answer is on the board.

b) Who's on the team?

## 11 Listen and repeat.

# 6 The Texting Generation

## Warm-up

### 1 What do people do with mobile phones?

- take photos
- check the time
- play games
- send text messages
- search the Internet
- store phone numbers

## Example

*People use mobile phones to send text messages.*

## Reading

### 2 Read the Reading Help. Then read the first paragraph and choose the best summary of it.

#### Reading Help: Summarising

When you summarise, choose the most important points in the text. You might need to use your own words. The topic sentence can always help you summarise.

#### Summary of paragraph 1:

- Texting is more popular than other communication tools.
- Girls send the most texts.
- Teenagers text more than adults and girls text more than boys.
- Texting is a popular activity among both adults and teenagers.

### 3 Summarise paragraphs 2, 3 and 4.

### 4 Read the text again and answer the following questions.

- 1 When did texting become common?
- 2 Why has texting become so popular?
- 3 What problems can texting cause?



These days, it seems everybody is texting although young people are texting the most. In 2010, American teenage girls sent and received about 80 text messages a day. Boys sent and received about 30. Adults sent five to fifteen messages a day.

Since the first text message in 1992, texting has become very popular. Texting did not become common until about 1998. Later, text messages increased rapidly. From 2006 to 2007 in the US, the number of monthly texts grew 335%. In early 2006, people sent about 65 messages per month. At the end of 2007, they sent about 218. Now, some people send more than 1500 text messages a month.

Why is texting so popular? The main reason is that it is not expensive. It has other values, too. Texting is quieter and more private than a phone call. It is also more convenient as people can reply when they have time. "Text language" such as "thx" for "thanks" and "cul8tr" for "see you later" makes texting even quicker and easier.





## Communication

However, texting has led to some problems. Some people text while they are driving or riding a bike. This is very dangerous. It is also against the law in many places. In one city in the US, you cannot text while walking. Police can make you pay \$85. People often text during conversations as well. It is not polite. Many people do not like this.

Love it or hate it, texting is certainly here to stay.

### 5 Your Opinion How has texting changed our life (language, communication, etc.)?

#### Vocabulary

### 6 Fill in the table with words and expressions from the text.

Meaning	Word(s)
to send a message on a mobile phone	
to grow very quickly	
not for public use	
not allowed by the set of rules of a country	

### 7 Look at the Sentence Builder. Then connect the sentences using the words in brackets.

#### Sentence Builder

**Since** the first text message in 1992, texting has become very popular.

Texting did **not** become common **until** about 1998.

**From** 2006 **to** 2007 in the US, the number of monthly texts grew 335%.

1 Mike played basketball. The game started at 3 pm and finished at 4:30 pm. (from, to)

---

2 It didn't rain on Monday and Tuesday. It rained on Wednesday. (not ... until)

---

3 They work on the project. They started on Monday. (since)

---

4 I didn't go home in the afternoon. I went home at 8 pm. (not ... until)

---

5 We live in Beijing. We moved here in 2008. (since)

---

#### Speaking

### 8 Your Turn Should students have mobile phones? Why?

#### Example

**A:** *I don't have a mobile phone and I don't think students should have mobile phones because we need to speak to our friends face to face more.*

**B:** *I don't agree. I think students should have mobile phones so we can call someone if we need help.*

# Communication Workshop

## Reading

1 Read Betty's writing and fill in the table below.

### Communication Tools in My Family

Forty years ago, my grandparents wrote letters to their friends and family. Grandpa worked in the city and Grandma lived in the country, so they wrote to each other. It took one week to deliver the letter. When Grandma asked a question in her letter, it took her two weeks to get the answer! If there was anything urgent, they needed to send telegrams.



The telephone became popular in the early 1990s. But my dad's family did not have a telephone until 1998. Although it was much faster than writing letters, it was still inconvenient. Once Dad arrived home late because he helped a granny on his way. My grandparents were so worried about him because he could not call them and tell them what happened. This never happened again after my dad bought his first mobile phone in 2002.



My favourite communication tool is the mobile phone. I have used it since my thirteenth birthday. My parents and friends can find me wherever I am. It is very convenient, but at the same time it is easy to be interrupted especially when I want to be alone. Sometimes I have headaches after talking on the mobile phone for a long time.

Who	When	How they communicate	Good / Bad things about it
My grandparents	_____	wrote _____	<ul style="list-style-type: none"> <li>• took one week to deliver a letter</li> </ul>
My dad	1998	used _____	<ul style="list-style-type: none"> <li>• _____ than writing letters</li> <li>• not _____</li> </ul>
Me	Since my _____	have used _____	<ul style="list-style-type: none"> <li>• _____: parents and friends can find me wherever I am</li> <li>• have _____ after talking for a long time</li> </ul>

## Communication

### Speaking

2 Role-play Betty and her friend. Choose some questions from below.

- What communication tool did your grandparents / parents use?
- What is your favourite communication tool?
- How long have you used it?
- What do / don't you like about it?



What other questions can you ask?

### Writing

3 Think about the communication tools in your family. Write notes for each paragraph in the table below.

Paragraph	Who	When (e.g., ... ago, since / until ..., from ... to ...)	How they communicate	Good / Bad things about it (e.g., fast / slow, convenient / inconvenient)
1				
2				
3				

4 Write about the communication tools in your family. Remember to use linking words to link your ideas.

### Example

#### Communication Tools in My Family

*In my family today, we use both the Internet and mobile phones to communicate.*

*But thirty years ago, ...*

---



---



---

## Check Your Progress

### A Write the correct words in the blanks.

known      shown      found  
been      heard

- I have always \_\_\_\_\_ interested in learning about animals.
- Everyone has \_\_\_\_\_ the sound of birds singing in the morning.
- Scientists have \_\_\_\_\_ about animal communication for a long time.
- Monkeys have \_\_\_\_\_ that they can use their faces to express their feelings.
- The baby elephant has \_\_\_\_\_ its mother. It followed her calls.

### B Complete the note according to the pictures.

Today our teacher tells us that some students from England are coming to visit! To welcome them, we should 6 \_\_\_\_\_ and 7 \_\_\_\_\_, but we don't need to 8 \_\_\_\_\_. If they try to speak Chinese, we shouldn't 9 \_\_\_\_\_ at their mistakes. Then we are going to help them find their 10 \_\_\_\_\_.



### C Match the words with the categories.

email letter blog text message  
body language mobile phone

Internet	Phone	Post	Face to face
computer	call	postcard	smile
11 _____	13 _____	15 _____	16 _____
12 _____	14 _____		

Vocabulary \_\_\_ / 16

### D Write the correct words in the blanks.

since from until ago

- The first text message was sent many years \_\_\_\_\_.
- My mother didn't have a mobile phone \_\_\_\_\_ last year.
- He's sent me five messages \_\_\_\_\_ we last met.
- \_\_\_\_\_ July 2010 to May 2011, this girl sent over 2000 texts a month.

### E Put the words in order to make sentences. Use the present perfect tense.

- write / letters to each other / They / for ten years.  
\_\_\_\_\_
- never / She / send / a text message / before.  
\_\_\_\_\_
- computers. / always / I / be interested in  
\_\_\_\_\_
- study / We / since 1987. / animal communication  
\_\_\_\_\_

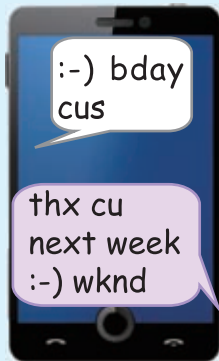
Grammar \_\_\_ / 8

# Fun Zone 1

# Let's Talk!

1 What do these text messages mean? Match them with their "translations".

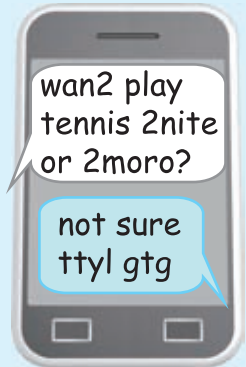
1



3



5



2



4



6



- a I am unhappy! My dad is angry.
- b Happy Birthday! See you soon.
- c Do you want to play tennis tonight or tomorrow?
- d Thanks. See you next week. Have a good weekend.
- e I'm not sure. Talk to you later. Got to go.
- f Are you okay? Text me back before tomorrow.

2 How do these animals communicate? Match them with the things they do.



- • Show they are angry by putting out their tongues.



- • Rub noses as a sign of love.



- • Press their necks together when they like each other.



- • Hit the ground with their back legs when there is danger.

3 Look at these lines from the song *You Said Something*. What do you think the song is about?

How did we get here?

On a rooftop in Brooklyn

When you said something  
That was really important

Describing the colours  
And the smells of our  
homelands

Riding in your car

4 Listen to the song and put the lines above in order.

### Communicating

Use gestures and facial expressions when you communicate.



Work in pairs. Take turns miming these words and guessing the words.

- knife      ● tired      ● asleep      ● bored
- camera    ● sad      ● violin     ● snake

Use expressions to give you time to think.

- Example**
- Well, ...
  - You know, ...
  - I'm not sure, but ...

Work in pairs. Take turns asking a question. Reply using a "hesitation" expression.

- Example**
- A:** *What's the capital of Gansu Province?*
- B:** *I'm not sure, but I think it's Lanzhou.*

### Unit Diary

How well can you do these?



Language and Skills	<ul style="list-style-type: none"> <li>• I can understand the texts about animal communication and texting.</li> <li>• I can ask for and give ideas and suggestions.</li> <li>• I can relate past events to the present.</li> <li>• I can summarise texts.</li> <li>• I can write about the communication tools in my family.</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Study Skills	<ul style="list-style-type: none"> <li>• I know how to use gestures, facial expressions and hesitation expressions in communication.</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>



# Unit 3

- ▶ Talk about festivals and holidays.
- ▶ Read about Chinese New Year and American Thanksgiving.
- ▶ Listen to people making a phone call and taking messages.
- ▶ Write about celebrating a festival.
- ▶ Learn more about the present perfect.



## Festivals and Holidays

### Getting Ready

1 Put the following festivals and holidays in order of time in a year.

### Key Words: Festivals and holidays

American Thanksgiving, Chong Yang Festival, Christmas, Dragon Boat Festival, May Day, Mid-Autumn Festival, New Year's Day, Qing Ming Festival, Spring Festival (Chinese New Year), Women's Day

2 Which festival or holiday do you like best? Tell the class.

### Example

- A:** I like the Dragon Boat Festival the best. The boat races are so exciting.
- B:** I like it, too, but the Spring Festival is the best because there are a lot of fireworks and I get to see all my cousins.



### Warm-up

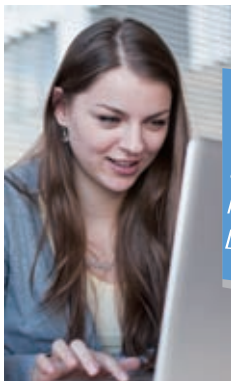
1 What do you and your family do on Chinese New Year's Eve?

#### Example

*We have a big family dinner on Chinese New Year's Eve.*

### Reading

2 Read the instant messages. Who is talking? What are they talking about?



*Grace is a student from England. She's spending the Chinese New Year holiday with her friend Li Lin's family in Beijing.*



1

Hi, Grace! You weren't online all day. Where have you been?

Hi, Dad. We've been busy. In the morning, we put up Chinese New Year decorations. Li Lin's grandpa wrote "福" (meaning "good luck") on red pieces of paper. I helped to put them on doors and windows.

Have you learned to write the character? Oh yes. It's interesting!

3

Have you tasted the *jiaozi* you made?

Oh yeah, they were not bad, although they didn't look as good as the others. In fact, we've just finished dinner. It lasted for three hours!

Three hours! What have you eaten?

Lots and lots! And it's not just about eating. The family wished each other, and me, good luck, and we watched TV. Everyone was so happy!

2

Then in the afternoon, I helped Li Lin's family prepare the Chinese New Year dinner. It's like our Christmas dinner.

What have you prepared?

We've prepared fish, tofu, fried meat balls, etc. Every dish has its meaning, like peace, good luck, good health ... And I've learned to make *jiaozi*!

4

The best thing about Chinese New Year is fireworks. Just before midnight, everyone went outside and millions of fireworks went off together. The sky suddenly became bright and everybody cheered. It was very exciting.

Have you taken any photos?

Oh, yes, I have. Lots of them ...

3 List what Grace did in time order.

In the morning \_\_\_\_\_

In the afternoon \_\_\_\_\_

In the evening \_\_\_\_\_

At night \_\_\_\_\_

## Festivals and Holidays

- 4 **Your Opinion** How did Grace feel about Chinese New Year's Eve? Find evidence from her instant messages.

**Grammar** 现在完成时 2

- 5 Read the following sentences and find other similar ones from the text. Then work out rules to complete the table with *has, have, hasn't or haven't*.

What **have** you **prepared**?

**Have** you **taken** any photos?

Oh, yes, I **have**.

疑问句			
_____	I / we / you / they he / she / it	written	Chinese?
Yes, I _____. / No, I _____.			
Yes, he _____. / No, he _____.			
Where	_____	I / we / you / they	been?
Who / What	_____	he / she / it	seen?

⇒ **Grammar Summary 2, page 118.**

**Watch out!**

They **have already finished** that project.  
Jim **has never been** to the Great Wall.  
**Have you ever seen** anything like it?

- 6 Complete the questions according to their answers.

- 1 – \_\_\_\_\_ you ever \_\_\_\_\_ Chinese? (write)  
–No, I haven't.
- 2 – \_\_\_\_\_ you \_\_\_\_\_ *jiaozi*? (like)  
–Yes, we do.
- 3 –What \_\_\_\_\_?  
–I've made *jiaozi*.
- 4 –Where \_\_\_\_\_?  
–I went to the market.

- 7 Complete the following sentences using the tense indicated.

- 1 I \_\_\_\_\_ (never / write) Chinese. (present perfect)
- 2 They \_\_\_\_\_ (not see) us at the market. (past simple)
- 3 We \_\_\_\_\_ (never / see) our friends here. (present simple)
- 4 What \_\_\_\_\_ you usually \_\_\_\_\_ (do) on New Year's Eve? (present simple)
- 5 Who \_\_\_\_\_ they \_\_\_\_\_ (talk) to on the beach? (past simple)
- 6 The boys are so dirty! Where \_\_\_\_\_ they \_\_\_\_\_ (be)? (present perfect)

**Speaking**

- 8 **Your Turn** Have you ever done the things below? Ask your partner.

- cook Chinese New Year dinner
- make *jiaozi*
- set off fireworks
- buy flowers at a market
- send text messages to friends

**Example**

**A:** Have you ever made *jiaozi*?

**B:** Yes, I have.

**A:** Have you ever set off fireworks?

**B:** No, I haven't.



# 8 A Picnic

## Warm-up

- 1 Here are some things you could bring to a picnic. Which are food and which are dishes? Write them in the table below.

### Key Words: Food and dishes

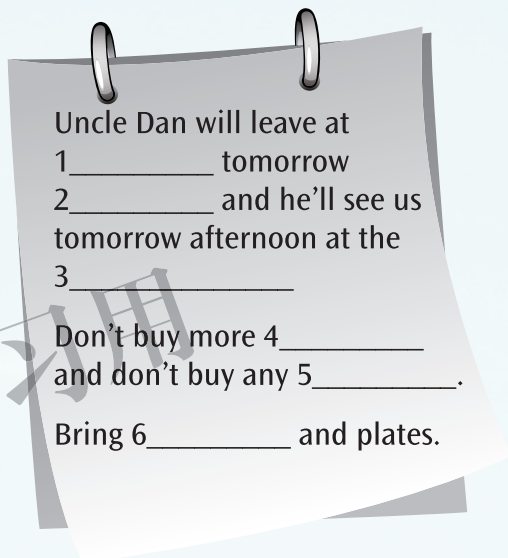
bean, biscuit, bowl, corn, cup, fork, hamburger, hot dog, knife, plate, sausage, spoon, strawberry, watermelon

food	bean
dishes	bowl

## Listening

- 2 Listen to the dialogue and complete Julie's message.

Julie is taking a message from her Uncle Dan about the family picnic.



- 3 Listen again. Which of the following does Uncle Dan NOT say? Circle them.

- a Can I speak to your mum or dad?
- b Dean's coming too, right?
- c Have your mum and dad bought any vegetables yet?
- d We've got a big watermelon.
- e Please tell them not to buy any sausages either.
- f We'll bring the knives and plates.



## Festivals and Holidays

### Vocabulary

- 4 Write the correct words in the table. Can you work out the spelling rules?

单 数	复 数
a fork	
a spoon	
a knife	
a strawberry	
a sausage	

### Function 电话留言

- 5 Read the Key Expressions.

#### Key Expressions: Taking messages

Can I speak to your mum or dad?  
 Sorry. They're not here. Can I take a message?  
 Can you remind them to / not to ...?

- 6 **Pair Work** Role-play talking to your friend's parents about the school picnic. Convey the following messages.

- Don't wear your school uniform.
- Bring plenty of water and snacks.
- Don't forget to bring sunglasses.
- Meet at the school gate at 9 am.

#### Example

**A:** Can you remind Sally not to wear her school uniform for the picnic tomorrow?

**B:** OK. I'll tell her.

### Speaking

- 7 **Pair Work** Choose one of the following situations and role-play with a partner.

- You called Linda. She was not at home. Her mother (Mrs Hill) took a message. Tomorrow is the deadline for the school painting competition. You want Linda to bring her work to school tomorrow.
- Yang Ning left his book at your home. You called him. He was not at home. Mr Yang took a message. You will bring the book to school tomorrow.

#### Example

**A:** Hello.

**B:** Hi, Mrs Hill. Can I speak to Linda please?

**A:** Sorry, she's not here. Can I take a message?

**B:** Sure.

### Pronunciation: Weak form for function words

- 8 Listen and write **S** for strong and **W** for weak.

- 1 a) for S                      b) for W  
 2 a) would \_\_\_\_                b) would \_\_\_\_  
 3 a) should \_\_\_\_                b) should \_\_\_\_  
 4 a) to \_\_\_\_                        b) to \_\_\_\_

- 9 Listen and circle the weak forms of the function words.

**A:** What are you looking for?

**B:** I'm looking for the theatre.

**A:** Walk to the end of the street. You'll see it.

# 9 Thanksgiving

## Warm-up

- 1 What do you know about Thanksgiving? Read the text below. Find out when and how people in the US celebrate the festival.

**Holiday:** Thanksgiving

**Time:** the fourth Thursday in November (US)

**Traditional food:** turkey, ham, pumpkin pie, potatoes

**Special activities:** a big family dinner, family reunion, giving thanks



It was the turkey that made it the worst Thanksgiving ever ... well, it nearly did. All the family—my grandparents, my parents, my aunt and uncle, my cousin, my sister and I—expected the turkey. However, turkey is not the easiest thing to cook. It takes a lot of time to prepare and a lot of work to cook ... and there are a lot of chances for things to go wrong.

My mum and dad bought a nice, big turkey a few days before Thanksgiving. My mum was proud of herself as she got it for a good price. The night before Thanksgiving, Mum got the turkey out of the fridge. Early the next morning, my sister and I helped her put some butter and salt on the turkey, and then Mum

## Reading

- 2 Read the text. What happened to the family and how did they solve the problem?
- 3 Read the text again. Complete the timeline of the whole story. What happened at different times?

A few days before Thanksgiving	
↓	
The night before Thanksgiving	
↓	
Early on Thanksgiving morning	
↓	
Then soon	
↓	
Finally	
↓	
That evening	

- 4 Read the Reading Help. Then read the text and figure out the meaning of the following words.

### Reading Help: Working out the meaning of difficult words and expressions

- Underline words or expressions you don't know.
- Read the sentences before and after and try to guess the meaning of the underlined words from the context.
- Check whether your guess is correct or not using a dictionary.

be proud of (para. 2)    heat up (para. 3)  
suggestion (para. 5)    awful (para. 5)



## Festivals and Holidays

put it in the oven. It looked like it would be delicious. My sister and I were excited.

But soon, we noticed something was wrong. The oven was not heating up. Dad checked it closely. Then he said in a low voice, "It's broken!"

Mum's heart nearly stopped. She didn't want her dinner to be a failure. We didn't know what to do. How were we going to feed everyone without the turkey? Mum looked worried.

Finally, Dad had an idea, and we all agreed with his suggestion to order pizza instead. After all, Thanksgiving is about giving thanks and spending time with your family. If we did not have turkey, it was different but there was nothing awful about it.

That evening, we shared a delicious pizza. We had a great time, talking, eating and playing games. Thanksgiving without turkey can still be fun!



- 5 **Your Opinion** What is the most important thing for Thanksgiving according to the writer?

### Vocabulary

- 6 Complete the sentences with the correct form of the expressions.

agree with, heat up, be proud of, get ... for a good price, put ... on ..., have a great time

- 1 They have done a great job. They should \_\_\_\_\_ themselves.
- 2 The oven takes a while to \_\_\_\_\_.
- 3 She was \_\_\_\_\_ some flowers \_\_\_\_\_ the table.
- 4 The man \_\_\_\_\_ a sports car \_\_\_\_\_.
- 5 I \_\_\_\_\_ her opinion about the travelling plan.
- 6 We really \_\_\_\_\_ at your party last night.

### Speaking

- 7 **Your Turn** Have you had any interesting / sad / exciting holiday experiences? Tell the class your story.


### Example

*Last Spring Festival was really exciting. My whole family went to Harbin and spent the whole Spring Festival there. It was extremely cold and there was snow and ice everywhere. It was great fun.*

# Communication Workshop

## Reading

1 Read the emails and circle the correct answers on page 37.



**From:** mandyt@tenmail.com    **Sent:** June 07 3:45  
**To:** jason313@tenmail.com  
**Subject:** your stay in China

Hi Jason,

Aunt Linda told me you were visiting China and were staying with a host family. How long have you been there? Have you had any interesting experiences?

Today is the Dragon Boat Festival. Have you done anything special for that? What did you eat? Look forward to your email.

Mandy

**From:** jason313@tenmail.com    **Sent:** June 08 8:12  
**To:** mandyt@tenmail.com  
**Subject:** RE: your stay in China

Hey Mandy,

Thanks for your email. I've been here for one week. I've enjoyed my stay very much. The host family is very nice to me. They have a son of my age. He took me to the night market. I tried many kinds of traditional Chinese food there. Some of them looked strange but tasted really good! I also tried to order food myself.

You're right. It was the Dragon Boat Festival yesterday. I tried some *zongzi* but I haven't made any myself. I've eaten both sweet *zongzi* and salty *zongzi*. I like the salty ones better. I also watched the dragon boat races. The drums were loud and the boats were very colourful. It was fun.

I've bought you some *zongzi*. You can have a taste when I come back next week. I hope you'll like them.

Jason

## Festivals and Holidays

- 1 Jason arrived in China on the **seventeenth** / **first** of June.
- 2 Jason thought some strange Chinese food tasted **bad** / **good**.
- 3 Jason **has** / **has never** spoken Chinese.
- 4 Jason **has** / **has never** made *zongzi*.
- 5 Jason prefers **sweet** / **salty** *zongzi*.
- 6 Jason has **heard** / **beaten** the drums on the dragon boats.
- 7 Jason thought the dragon boat races were **enjoyable** / **too loud**.
- 8 Jason has **bought** / **made** some *zongzi* for Mandy.



### Writing

- 2 Imagine you are an American student staying with a host family in China. It is the Mid-Autumn Festival. What have you done?

- buy lanterns
- solve riddles on lanterns
- look at lanterns in the park
- look at the moon
- eat mooncakes
- \_\_\_\_\_
- \_\_\_\_\_



- 3 Write sentences about your list. Remember to use linking words.

#### Example

- I've looked at lots of lanterns and solved the riddles on some of them.
- I've eaten mooncakes but I haven't eaten any starfruit.



- 4 Your friend has sent you an email like Mandy's email on page 36. Write an email reply to your friend. Talk about your stay and the Mid-Autumn Festival.

http://www.flymail.net

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### Speaking

- 5 Exchange emails from Exercise 4 with another student. Read the email. Then role-play and ask and answer questions.

#### Example

- A:** How long have you been in China?
- B:** I've been here for ...

## Check Your Progress

### A Match the words with the pictures.

- |           |     |              |     |
|-----------|-----|--------------|-----|
| 1 fork    | ___ | 2 biscuit    | ___ |
| 3 corn    | ___ | 4 plate      | ___ |
| 5 spoon   | ___ | 6 strawberry | ___ |
| 7 sausage | ___ | 8 knife      | ___ |

a



b



c



d



e



f



g



h



### B Write the correct words in the blanks according to the pictures.



9 \_\_\_\_\_



10 \_\_\_\_\_



11 \_\_\_\_\_



12 \_\_\_\_\_

Dragon Boat Festival      Thanksgiving  
Spring Festival      Mid-Autumn Festival

### C Put the sentences in order to make a conversation.

- Sorry. He's not in his room. Can I take a message?
- Good morning, Ritz Hotel. How can I help you?
- Can you ask him to call me back?
- Can I speak to Mr Jones in Room 8024, please?
- OK. What's your number?
- Wait a moment. I'll see if he's there.

13 \_\_\_ 14 \_\_\_ 15 \_\_\_ 16 \_\_\_ 17 \_\_\_  
18 \_\_\_

### D Circle the correct words.

- This is my first time in Beijing. I **didn't visit** / I've never visited Beijing before.
- Yesterday I **bought** / I have bought some flowers at a fair.
- I've **already been** / I already went to Fragrant Hills Park twice this year.
- Have you ever been** / Did you ever go to the Great Wall yet?

### E Put the words in order to make sentences.

- today? / have / Where / been / you  
\_\_\_\_\_
- has / He / made / never / before. / jiaozi  
\_\_\_\_\_
- fireworks? / they / Have / ever / set off  
\_\_\_\_\_
- written / hasn't / She / ever / Chinese.  
\_\_\_\_\_



## New Year Celebrations

- 1 How does your family celebrate the New Year?
- 2 Read the texts and find out the answers to the questions.
  - 1 Why do Spanish people eat twelve grapes at the midnight of New Year's Eve?
  - 2 Why do Japanese people laugh after the midnight's bell?
  - 3 What do people do during the countdown in Times Square?
  - 4 What New Year traditions are the same in these places?
- 3 Read the texts again. Which celebration do you think is the most exciting? Why?

**People all around the world celebrate the start of a new year. They do it in different ways and at different times because their calendars (历法) are not the same.**



New Year (on January 1st) in Spain is more commonly known as “Nochevieja”. Celebrations usually begin with a family dinner on New Year's Eve. It is a tradition to eat twelve grapes—one for each stroke (钟声) of the clock at midnight. It is thought that every grape brings good luck for every month of the coming year.

The Japanese New Year is on the first day of January. People buy decorations and put them on their doors and windows for good luck. Families make rice cakes and give money to children. At midnight, Buddhist monks (僧人) ring bells 108 times. Then people laugh — this brings them luck in the new year.

In America, there is often a “ball drop” celebration during the countdown (倒计时) to the New Year. The most famous one is at Times Square in New York. From 11:59 pm on December 31st, the huge crystal ball at the top of the tower moves down slowly. Everyone counts down the final ten seconds. When the ball reaches the bottom at midnight, there are beautiful fireworks in the city centre.





### Idiomatic Expressions

A good dictionary can help you work out the meaning of idiomatic expressions.

- First, identify the idiomatic expression, e.g.,  
*We will have a **white Christmas** this winter.*
- Then look up the key word in your dictionary, e.g., **white**.  
*a white Christmas: a Christmas when there is snow*
- Finally, look for an equivalent idiom or expression in your own language, e.g.,  
*a white Christmas: 白色圣诞节*



Match these idiomatic expressions with their meanings. Use a dictionary to help you.

Getting into that high school is a mixed blessing — it is a good school but there is a lot of homework.

Don't complain all the time! Please count your blessings.

Missing the bus this morning was a blessing in disguise. There was a serious car accident on the road.

● something that looks bad at first but turns out to be good

● a situation that has both good and bad sides

● remember how lucky we are

### Unit Diary

How well can you do these?



Language and Skills	● I can understand the texts about Chinese New Year and Thanksgiving.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	● I can relate past events to the present.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	● I can take and leave telephone messages.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	● I can work out the meaning of difficult words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	● I can write an email about celebrating the Mid-Autumn Festival in China.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Culture	● I know how people around the world celebrate the new year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Study Skills	● I can use a dictionary to work out the meaning of idiomatic expressions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- ▶ Talk about everyday problems.
- ▶ Read an advice column and write advice.
- ▶ Listen to dialogues about using the Internet.
- ▶ Learn about *if* and *unless* (conditionals).
- ▶ Learn how to make and reply to suggestions.
- ▶ Learn how to use *let* and *make*.



## Dealing with Problems

### Getting Ready

- 1 Look at the Key Words. What problems can you see in the photos?
- 2 Look at the Key Words. Ask and answer the questions.

#### Key Words: Problems

health problems, learning difficulties, poor grades, problems with classmates or friends, problems with parents and grandparents, worrying about exams

- 1 Which problems are most common for junior high students?
- 2 Have you ever advised your friends on any of these problems?

### Example

*The girl in Photo B seems unhappy. I guess she is having some problems with her friends.*

# 10 Problem Page

## Warm-up

- 1 Look at the Key Words. Write *P* (positive) or *N* (negative) beside the words. Use them to describe the people in the photos.



### Key Words: Feelings

angry ( ), bored ( ), excited ( ), glad ( ),  
lonely ( ), nervous ( ), relaxed ( ), sad ( ),  
satisfied ( ), scared ( ), upset ( ), worried ( )

### Example

The girl in Photo A looks lonely. I think she feels sad now.

## Reading

- 2 Read the problems (1-4) and match them with the replies (a-d).

## Problem Solvers

Got a problem? We offer help!

- 1 I find it hard to control my bad moods. I have them a lot. I try but I can't seem to cheer myself up. Do you have any advice?
- 2 I always get nervous before tests. I study hard, but when the test starts, I forget everything. I feel so stupid. What can I do?
- 3 How can I stop being so shy? I want to make friends, be popular and talk to people easily, but I'm not sure how.
- 4 I'm so upset! I have so much school work to do all the time, and I don't know how to manage it all. What should I do?

**a** Most people are shy from time to time, so you're not alone. If you meet new people, ask them about their interests and their everyday life. It's a great way to break the ice and turn strangers into friends. Start making friendly conversations today. You won't develop your social skills unless you try.

- b** Trust yourself. If you study hard every day, you'll achieve your goals. When you're taking your exam, pay attention to your answers and don't think about your grades. If you worry too much, it won't help you produce good results.
- c** It's common to be in low spirits sometimes, but it's unhealthy to often have bad moods. If you feel yourself getting angry, take ten deep breaths. It'll help you cool down. If you're feeling upset, try talking about your problems with somebody you trust.
- d** You won't improve your situation unless you relax. Speak to your parents and your teacher and explain the problem. Then make a plan. You'll succeed if you do one thing at a time and stick to your plan.



- 3 Summarise the problems and suggestions.

### Example

I find it hard to control bad moods—take ten deep breaths when you feel ...

## Dealing with Problems

4 **Your Opinion** Which suggestions do you find most useful?

▣ **Vocabulary**

5 Complete the sentences with the correct words from the box below.

control, manage, trust, succeed, achieve

- They tried very hard to \_\_\_\_\_ their goals, but they failed.
- Many people find it hard to \_\_\_\_\_ their bad moods.
- She \_\_\_\_\_ her work very well even though she is new to the job.
- You have to work hard if you want to \_\_\_\_\_ in the future.
- I \_\_\_\_\_ Ella because she is honest and she is my best friend.

▣ **Grammar** 条件状语从句

6 Complete the sentences from the text with the correct verb forms. Then complete the table with the name of the correct verb tense.

**Advice**

- If you \_\_\_\_\_ new people, ask them about their interests.
- If you \_\_\_\_\_ yourself getting angry, take ten deep breaths.

从句	主句
if + _____	祈使句

**Consequence**

- You won't develop your social skills **unless** you \_\_\_\_\_.
- You won't improve your situation **unless** you \_\_\_\_\_.

主句	从句
_____	unless + _____

⇒ **Grammar Summary 4, page 119.**

7 Complete the sentences with the correct form of the verbs in brackets.

- If you \_\_\_\_\_ (not understand), \_\_\_\_\_ (ask) your teacher.
- She \_\_\_\_\_ (not be) satisfied unless her son \_\_\_\_\_ (win) first place.
- If you \_\_\_\_\_ (see) a red light, \_\_\_\_\_ (not cross) the road.
- You \_\_\_\_\_ (not feel) relaxed unless you \_\_\_\_\_ (learn) to let go.

▣ **Speaking**

8 **Role-play** Role-play a conversation with your friend. Use the expressions below and ideas from the box or your own ideas.

I had a quarrel with my best friend and I'm feeling really down. What should I do?



learn to forgive and forget, talk to him / her, say you're sorry, tell him / her your feelings, write him / her a sorry note

- If you've said something impolite, ...
- Your friend won't understand unless ...
- If you want to make up with your friend, ...
- You won't feel better unless ...

**Example**

*If you've said something impolite, say sorry to your friend.*



# 11

## Online Time

### Warm-up

1 Do a small survey in your class and find out your classmates' online habits.

#### Example

A: I spend more than two hours a day online.

B: That's a long time! What do you usually do?

A: I usually ...



Student's Name: \_\_\_\_\_

1 How much time do you spend online? (Circle one.)

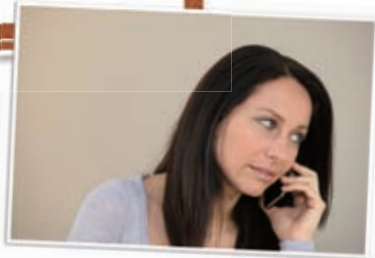
- a Less than one hour a day.
- b Between one and two hours a day.
- c More than two hours a day.

2 I should spend \_\_\_\_\_ time online. (Circle one.)

- a more
- b the same amount of
- c less

3 What do you usually do online? (Circle one or more.)

- a Search for information / read news articles.
- b Play online games.
- c Talk to friends on social media.
- d Send and receive emails.
- e Watch videos / listen to music.



### Listening

2 Mike's mother is talking to Professor Smith, an expert on Internet addiction. Listen to the dialogue and decide which are true for Mike.

- 1 I like football. I play on the school team.
- 2 I usually talk to my friends online.
- 3 My parents want me to play sports but they don't even play sports themselves!
- 4 I think the Internet is more useful than the library.

3 Listen again. What suggestions did Professor Smith give Mike's mum? Complete the sentences below.

- 1 Encourage him to \_\_\_\_\_  
\_\_\_\_\_.
- 2 Join a \_\_\_\_\_ so you  
can all \_\_\_\_\_.
- 3 You should \_\_\_\_\_.



## Dealing with Problems

### Vocabulary

#### 4 Complete the Word Builder to make expressions from the dialogue.

music, friends, sports, videos,  
a club, information, emails

#### Word Builder

verb	noun
join	
talk to	
send	
watch	
listen to	
play	
search for	

### Function 建议 2

#### 5 Read the Key Expressions.

##### Key Expressions: Making suggestions

Why don't you encourage him to develop some other hobbies?

How about joining a family sports club?

Maybe you should set a time limit.

##### Key Expressions: Responding to suggestions

We tried, but he's just not interested.

That's a good idea but I think he'll still spend a lot of time online.

You're right. I should try that.

#### 6 Your Turn Write some advice for the people below.

- Janet's cousin has moved far away. She misses her but phone calls are expensive.
- Li Jia has to do a history project but she cannot find the right information in the library.
- Mr Ball is 62. He just got a new computer for Christmas, but he is not sure how to use it.

### Speaking

#### 7 Pair Work Role-play the people from Exercise 6 and have a conversation.

#### Example

A: *I'm really busy now. I have too much homework.*

B: *Why don't you take a short break?*

A: *That's a good idea, but ...*

#### Pronunciation: Meaning and syllable stress

##### 8 Listen and underline the stressed syllables. What do you notice?

Noun	Verb	Noun	Verb
<u>object</u>	<u>object</u>	research	research
survey	survey	record	record
address	address	present	present

##### 9 Listen and practise saying the sentences. Are the underlined words nouns or verbs?

- 1 The magician made six objects disappear.
- 2 I object to that!
- 3 His student record is really good.
- 4 We'll record the school concert with our video camera.

### Warm-up

1 Do you argue with your parents about any of these things? If so, what do you argue about?

#### Key Words: Problems

calling / texting your friends, doing housework, getting home late, homework, inviting friends to your home, playing computer games, watching TV, your clothes, your hair

### Example

*I love my parents but sometimes I argue with them about playing computer games.*

### Reading

2 Read the Reading Help and predict the topic of the following passage.

#### Reading Help: Predicting

Look at the title, pictures and any other clues. Try to guess what might be in a passage before you read it.

## What do you argue about at home? We asked three students and their parents.

**Andy:** My mum and I argue about homework a lot. If I finish my school work early, she adds more exercises. And she won't let me use the computer on my own. She won't let me enter the password myself. I'm not a little boy anymore.

**Jessica:** I love my mum but we argue a lot. She says I'm always late and she says my phone bill is too high! I know she cares about me but I think she sometimes acts like she's my boss. This causes problems between us.

**Edward:** My dad's pretty cool. I can have friends come over to our house any time. We never argue except when he makes me clean my room. He often says my room is in a mess and things are dirty, but I don't think so. I like the way it is.

**Susan:** I'm proud of Andy. He's a sweet, smart child, and he often gets praise from his teachers. But he's a bit lazy so I have to be strict with him. I set a password on the computer so he can't use it freely or spend too much time on it.

**Karen:** Jessica makes friends easily. She's very popular among her classmates. But she has too many friends, and she spends hours on the phone! I'm not sure if these are the "right" friends for her. I let her go out on weekends but she often comes back late. She hasn't grown up yet.

**George:** I let Edward bring friends home whenever he wants. He can be messy sometimes. He never makes his bed and he hates tidying his room. He thinks he can find things more easily if they're lying around.

## Dealing with Problems

3 Read the passage again and find out what problems the students and their parents have.

4 Which person from the passage might say these things?

- Karen 1 If you don't get off the phone, you'll have to pay the bill yourself!
- \_\_\_\_\_ 2 It's not fair! I want to play my game!
- \_\_\_\_\_ 3 I know you're smart, but you still need to do more exercises.
- \_\_\_\_\_ 4 I make phone calls because I have lots of friends. I like to talk to them after school.
- \_\_\_\_\_ 5 I won't let you bring your friends home until you make your bed.
- \_\_\_\_\_ 6 What's the matter? I cleaned it last month.

5 **Your Opinion** What suggestions do you have for Andy, Jessica and Edward?

### Vocabulary

6 Circle the correct words.

- 1 I want to play loud music. My parents say "No."  
= My parents don't **let** / **make** me play loud music.
- 2 He doesn't want to do housework. His parents say he must do housework.  
= His parents **let** / **make** him do housework.

7 Complete the sentences with the correct form of *let* or *make*.

- 1 She won't \_\_\_\_\_ me use the computer on my own.
- 2 I \_\_\_\_\_ Edward bring friends home.
- 3 I \_\_\_\_\_ her go out on weekends but she often comes back late.
- 4 We never argue except when he \_\_\_\_\_ me clean my room.

### Speaking

8 **Role-play** With your partner, role-play one student and his / her parent from the text. They are trying to communicate with each other.

#### Example

**Jessica:** Mum, you always say that my phone bill is too high. That's because I have lots of friends and we like to talk on the phone.

**Karen:** Well, I'm really worried that you don't know how to choose friends.

9 **Your Turn** What do / don't your parents make you do? What do / don't they let you do? Write sentences. Then talk to your partner.

#### Example

*My mum lets me choose my own clothes. She doesn't let me come home late. How about you?*



# Communication Workshop

## Reading

1 Read the magazine page and tick the problem Linda has.



Dear Aunt Ada,

I'm a new student. Some girls in my class are not friendly to me although I tried to be nice to them. I want to be friends with them but I'm too shy to talk to them. They never talk to me. No one helps me because I have no friends in class. Can you help me?

Linda

- Dear Linda,
- I am sorry to hear about your problems and hope I can help.
- Maybe the girls don't understand you so they are not friendly to you. You don't need to feel bad about yourself. How about joining a club? Maybe you can meet friends this way.
- If you are too shy to talk to people, they can't get to know you. You can start by saying hi to some of your classmates and have some short conversations with them. It may be difficult at first but the more you try, the easier it will become.
- I hope my advice helps. Please write to me again if you need any more help.
- Aunt Ada

- She can't finish her homework on time.
- She doesn't get along well with her classmates.
- She argues with her parents about a lot of things.


## Text Builder

2 Read the magazine page again and label the parts of the letter from Aunt Ada.

- |                         |                    |                          |
|-------------------------|--------------------|--------------------------|
| A first piece of advice | B positive closing | C showing sympathy       |
| D greeting              | E signature        | F second piece of advice |

## Dealing with Problems

## Writing

Dear Aunt Ada,

I always argue with my parents. They make me study and study. They scold me when I talk on the phone or use the computer. They don't let me go out with my friends. What can I do?

Johnny



**3** Imagine you are Aunt Ada. Think of some advice for Johnny. You can use your own ideas or choose some of the ideas listed.

tell your parents how you feel

make a plan for your spare time and discuss it with your parents

invite your friends to come to your house

invite your parents to go out with you and your friends

**4** Write the advice in your list. Try to use different ways to make suggestions.

**5** Write a letter to Johnny. Use your sentences from Exercise 4 and the example on page 48 to help you.

## Example

- If they scold you, tell them how you feel.
- Why don't you invite your parents to go out with you and your friends?
- Do you talk on the phone a lot?  
Maybe you should spend less time on the phone.
- How about using the computer after you study?

## Speaking

**6** Role-play Johnny and Aunt Ada.

## Example

- A:** I always argue with my parents.  
**B:** Why don't you ...?



## Check Your Progress

**A Write the correct phrases in the blanks.**

poor grades	learning difficulties
generation gap	health problems

- Sometimes I really can't understand my grandfather — the \_\_\_\_\_ is too big.
- Peter got some very \_\_\_\_\_ in his last school report. He hasn't been studying hard.
- One of the students had \_\_\_\_\_, so he had to stay at home.
- Some students learn differently from others because of \_\_\_\_\_.

**B Write the correct words in the blanks.**

angry	nervous	excited
bored	relaxed	

Hi Eric,  
I flew to Beijing yesterday. It's the first time I've flown so I was **5** \_\_\_\_\_. My dad had flown before so he was very **6** \_\_\_\_\_.  
During the flight, we hit some bad weather. I felt very scared. It was so bad that my dad dropped his dinner on the floor. He was really **7** \_\_\_\_\_ because they wouldn't give him another one. Then the weather got better. I watched some movies, but then there was nothing to do, so I felt **8** \_\_\_\_\_. Finally we landed in Beijing. I'm very **9** \_\_\_\_\_ to be here. I'll write more later!  
Dan

**C Match the sentence parts.**

- You won't get good grades \_\_\_\_\_.
- I can't hear you \_\_\_\_\_.
- You can't bring your friends home \_\_\_\_\_.
- You can't use the computer \_\_\_\_\_.
- You won't be happy \_\_\_\_\_.

a	unless you're searching for information
b	if you play music so loudly
c	unless you clean your room
d	unless you talk about your problems
e	if you don't work harder

**D Put the words in order to make sentences.**

- join / you / a reading club? / why don't \_\_\_\_\_
- he / maybe / talk to / his parents. / should \_\_\_\_\_
- a time limit / for her? / how about / setting \_\_\_\_\_
- develop / should / maybe / some hobbies. / they \_\_\_\_\_

**E Circle the correct words.**

- Our teacher never **lets** / **makes** me do extra homework, so I have a lot of free time.
- My mum always **lets** / **makes** me do the housework on Saturday, so I'm not free.
- Please **let** / **make** us play computer games for a while. We're bored.
- Annie's dad **doesn't let** / **doesn't make** her come home late.

# Fun Zone 2

# Ups and Downs

1 Find these words. Look ↓→↑←.

angry    bored    upset    lonely  
nervous    sad    scared    worried

Q	Z	Y	R	G	N	A	G	E	T
G	P	O	L	O	N	E	L	Y	G
C	E	Y	G	S	E	K	Q	W	T
J	D	N	Y	C	R	J	U	O	S
V	E	C	K	A	V	L	P	R	X
H	R	L	X	R	O	S	S	R	A
E	O	X	I	E	U	A	E	I	V
A	B	G	G	D	S	D	T	E	A
S	U	K	D	A	O	F	B	D	D
R	F	C	O	O	L	K	H	V	S

Can you find more words?

**2 Are you shy or outgoing? Find out!**

Do these statements describe you?  
Circle your choice on the scale of 1–4.

1 = no, not at all      2 = sometimes  
3 = often              4 = yes, definitely

- 1 When I'm out with my friends, I talk less than the others.      1   2   3   4
- 2 I listen to other people before I give my opinions.      1   2   3   4
- 3 When I go to a party, I only talk to people I know.      1   2   3   4
- 4 I'm a thoughtful, careful and loyal person.      1   2   3   4
- 5 When I'm busy and the phone rings, I ignore it.      1   2   3   4

Find answers on page 128.

**3 Listen to the song *Just a Ride* and fill in the blanks.**

- 1 Life, it's ever so \_\_\_\_\_.
- 2 No need to run, no need to \_\_\_\_\_.
- 3 Sometimes you're up, sometimes you're \_\_\_\_\_.
- 4 Don't be scared, don't hide your \_\_\_\_\_.
- 5 Truth, we don't wanna \_\_\_\_\_.
- 6 So we make our \_\_\_\_\_ ten times a day.
- 7 'Cause this ride's never gonna \_\_\_\_\_.

**4 Listen to the song again. What do you think the song means? Which of these statements do you think describes the song best?**

- a You shouldn't take life too seriously.
- b It's natural for things to go wrong sometimes.
- c You should enjoy life and not make too many plans.

### Noticing the Stress

- Words with more than one syllable have a stressed syllable. For example:

house • work /'haʊswɜ:k/

In the dictionary, the stress is shown by “ ’ ”. You say the stressed syllable a bit louder than other syllable(s). We can also mark the main stress like this: housework.

- Find the stress in the following words. Underline the stressed syllables.

- pass • word
- lone • ly
- a • mong
- hob • by
- sup • pose
- stran • ger

- Stress can also be found in sentences. For example:

*What can I do for you?*

Usually, content words (or key words) in sentences are stressed. We do not usually put stress on articles, pronouns or auxiliary verbs.

- Underline the words that you think are stressed.

- I always get nervous before tests. (page 42)
- I should try that. (page 45)
- I love my mum but we argue a lot. (page 46)

### Unit Diary

How well can you do these?



Language  
and Skills

- I can understand the texts about dealing with problems.
- I can give advice using *if*.
- I can make and respond to suggestions.
- I know how to make predictions before reading a text.
- I can write a letter to give advice on dealing with problems.

Study Skills

- I know how to read words with stressed syllables and stressed words in sentences.

- ▶ Talk about memorable events.
- ▶ Read about life in the 1950s.
- ▶ Listen to a dialogue about a man's memories.
- ▶ Write about a happy memory.
- ▶ Learn about reported speech.



# Memories

## Getting Ready

- 1 Look at the Key Words. What can you see in the photos?

### Key Words: Memorable events

birthday party, happy / bad day at school, important news, magic moment, party at school, special present, Sports Day, vacation

## Example

*In Photo A, the children are having a birthday party. They look happy.*

- 2 Work in pairs. Talk about the events you remember most clearly from last year.



# 13 A Daughter's Letter



## Warm-up

- 1 Has anyone had a great influence on you? Who is it? What has he or she done?

### Example

*My dad has had a great influence on me. I was a shy girl. My dad encouraged me and helped me talk more and be more confident.*

## Reading

- 2 Read the letter. Why does Liu Fei write this letter?

*Liu Fei is writing a letter to her mother.*

- 3 Read the letter again. Answer the questions below.

- 1 What made Liu Fei think about her mother today?
- 2 Is Liu Fei living close to her mother now? How do you know?
- 3 What did Liu Fei's mother do with her and what did she say to her?

Dear Mum,

Today is my birthday and it is the first birthday I have spent far away from home. I miss you very much.

A few days ago, we learned a poem and discussed the famous line "You don't know what you've got until it's gone." Miss Li told us that her primary school teacher made a huge difference in her life. She told us how her teacher encouraged her. But she mentioned that she didn't have a chance to tell her. She was sad about this. This made me think a lot, especially when I'm thousands of kilometres away from home. I am writing you this letter because I want you to know how much I love you.

A friend once said that a person's happiness was mostly because of their childhood. I agree with her. I still remember the times when you held my hand and counted steps with me as we walked along. You told me stories about the brave elephant and encouraged me to be a confident girl. I also remember that in our small flat, you read books at your desk and I played with my toys on the bed nearby. In cool autumns, we took many walks along the street, chatting and laughing together. My childhood was filled with these warm memories. Now, I see what an influence you've had on my life.

Time flies and so much has happened. There have been good times and bad times, successes and failures, but you were always by my side. When I won the swimming prize, you smiled and said you were proud of me. When I failed my maths exam, you encouraged me and said that everything would be fine. Your words encouraged me to deal with all my difficulties. Now when I have problems, I always think of your words and they help me so much.

You have always said that we should judge people's success by how they live their lives every day. I think I'm living a successful life and it's all because of you. Thank you, Mum.

Love,  
Feifei

## Memories

## 4 Read these sentences. Who probably said them?

- 1 Everything will be fine. Don't worry about it.
- 2 As a teacher, she made a huge difference in my life.
- 3 Thank you. You have a great influence on me.

5 **Your Opinion** What influence did the mother have on her daughter? Do you agree with the underlined sentence? What is a successful life?

## Grammar 间接引语 (陈述句)

## 6 Complete the table with the correct sentences from the text.

直接引语	间接引语
"I don't have a chance to tell her."	Miss Li mentioned that _____.
"My primary school teacher makes a huge difference in my life."	Miss Li told us that _____.
"Everything will be fine."	You encouraged me and said that _____.

⇒ Grammar Summary 5, page 120.

## 7 Match the original words with the reported words.

- 1 "I walk to school."
  - 2 "I'll walk to school."
  - 3 "I'm walking to school."
- a) She mentioned that she would walk to school.
  - b) She said that she was walking to school.
  - c) She told me that she walked to school.

## 8 Change the following sentences into reported speech.

- 1 Bill said, "I can win this game!" (say)  
\_\_\_\_\_
- 2 Sara said, "I'm writing a poem." (tell me)  
\_\_\_\_\_
- 3 Li Mei said, "Swimming is harder than running." (tell me)  
\_\_\_\_\_
- 4 Zhang Ting said, "My grandmother is from Russia." (mention)  
\_\_\_\_\_
- 5 John said, "My friend is playing football." (say)  
\_\_\_\_\_

## Speaking

9 **Role-play** Work in pairs. Tell each other what you want to do tomorrow. Then tell the class what your partner plans to do.

## Example

Wang Fei told me she would play basketball tomorrow.

10 **Your Turn** How have your parents / grandparents influenced you? Have they said anything that you try to keep in mind?

## Example

My father told me to be an honest person. I always remember that.

# 14 Grandpa's Memories

## Warm-up

- 1 What memories do your grandparents / parents often talk about? Do you like to listen to their memories?

### Example

*My grandpa often talked about his childhood. He told me what games he played and how clever he was. He was proud of himself. I like to listen to his stories.*

- 2 Look at the picture and guess what Linda and her grandpa are talking about.



## Listening

- 3 Listen to the dialogue and check your guess.

- 4 Listen to the dialogue again. Write *T* for True or *F* for False.

- 1 Linda's grandpa is in the photo. The other person in the photo is her great-grandpa. \_\_\_\_\_
- 2 Her great-grandpa remembered the day the war started. \_\_\_\_\_
- 3 There were only a few street lights on at night during the war. \_\_\_\_\_
- 4 Her great-grandpa was hurt during the war. \_\_\_\_\_
- 5 Linda's grandpa moved from Britain to the US. \_\_\_\_\_
- 6 Her great-grandpa met his wife in Britain. \_\_\_\_\_

## Vocabulary

- 5 Complete the sentences with the correct form of the words.

bomb scary expect luckily move

- 1 I didn't \_\_\_\_\_ him to be a successful singer.
- 2 His dad was in the army, so Henry \_\_\_\_\_ a lot when he was a kid.
- 3 Many people died when the enemy \_\_\_\_\_ the city.
- 4 That film is really \_\_\_\_\_.
- 5 \_\_\_\_\_, we arrived home before it started to rain.

### Function 感叹与失望

#### 6 Read the Key Expressions.

##### Key Expressions: Expressing surprise or excitement

Wow, you look so young!  
Is it? / He did?  
That's good!  
That was lucky!

##### Key Expressions: Expressing disappointment or sadness

Oh no! That would be scary.  
That's so sad.

#### 7 Choose the best expression to complete the conversations.

- A: I won a prize at the school Sports Day, Mum!  
B: **Oh no! / That's great!**
- A: I lost my wallet but someone found it on the bus and brought it to the school.  
B: **That was lucky. / That's great.**
- A: We lost the football match 5-0.  
B: **Oh good! / That's too bad.**
- A: I came first in all my exams this year.  
B: **That was lucky. / Wow!**
- A: I fell over and broke my leg.  
B: **Oh no! / Oh good!**

### Speaking

#### 8 Pair Work Tell your partner about the following situations.

- You lost something and found it later.
- You won a prize or competition.
- You had an exciting trip or holiday.
- You were sad or unhappy.

#### Example

- A: *I lost my pet Stone a year ago. I was really sad.*  
B: *Oh, that's too bad.*  
A: *My neighbour found him and brought him back home a week later.*  
B: *That was lucky.*

#### Pronunciation: Tone of voice and meaning

##### 9 Listen and underline the correct meaning.

- "That's great!"**  
I (think / don't think) it's great.
- "That's great!"**  
I (think / don't think) it's great.
- "That's too bad."**  
I (think / don't think) that's bad.
- "That's too bad."**  
I (think / don't think) that's bad.

##### 10 Now listen and repeat.



# 15 Life in the 1950s

## Warm-up

- 1 Look at the Key Words. Which machines do you think were available in the UK and US in the 1950s?



### Key Words: Machines in the home

air conditioner, cooker, dishwasher, fridge, radio, record player, telephone, television, washing machine



## Example

*I guess in the 1950s, people in the US used radios, but they didn't have air conditioners.*

## Reading

- 2 Read the text and complete the table about how Sheila and Tom lived and spent their spare time.

# Life in the 50s

### In the UK

My name is Sheila Galloway. In the 50s, my dad worked in a factory but my mum stayed at home to look after me and my sister. We lived in a small house with a tiny garden. My sister and I shared a room. We didn't have central heating and our bedroom was very cold and wet in winter. We wore socks in bed to keep warm! We didn't have a fridge, a washing machine or a telephone in those days. I remember we used to listen to the radio in the evenings but then, in 1959, we got a TV! The programmes were in black and white and finished at eleven o'clock at night. My sister and I used to go to the cinema at weekends. The films and music in those days were mainly from the US. We had a record player and we played our favourite records on it.

### In the US

My name is Tom Harmer. In the 50s, we lived in a house with a big garden. On a dry summer day, my dad built a tree house and my friends came round to play in it. I remember that very well. I used to sit in the tree house with my friends. We drank cold lemon tea and ate Mom's cookies. When I was sixteen, I had driving lessons. My dad gave me a second-hand car to go to school on weekdays. On weekends, I used to drive around with my friends and we went to movie theaters or fast-food restaurants. I was a baseball fan. I used to watch baseball games at my friend's home. We didn't have a color TV until 1962.

	Sheila's family	Tom's family
<b>Houses</b>	a ___ house with _____, my sister and I ___ a room	a house with _____
<b>Things they had</b>	_____, _____, a record player	a tree house, _____
<b>Things they did not have</b>	_____, _____, a fridge, a telephone	_____
<b>Activities they used to do</b>	went to _____, listened to _____, _____, _____	_____, _____, went to _____, watched _____

### 3 Answer these questions about the text.

- Why did Sheila's mum stay at home?
- Why did Sheila's family wear socks in bed?
- Why did Tom's friends come to his house?
- What kind of lessons did Tom have when he was 16?

### 4 Your Opinion What are the differences between Sheila's life in the UK and Tom's life in the US in the 1950s?

#### Vocabulary

### 5 Complete the Word Builder with the American words in the text.

#### British English American English

- biscuit \_\_\_\_\_
- film \_\_\_\_\_
- mum \_\_\_\_\_
- colour \_\_\_\_\_

#### Grammar used to

### 6 Read the sentences. Then complete the table.

#### 肯定句

I **used to** drive around with my friends.

I **1** \_\_\_\_\_ (see) my cousin at weekends.

#### 否定句

It **didn't use to** rain a lot here.

He **2** \_\_\_\_\_ (watch) TV in the morning.

#### 疑问句

**Did you use to** get up at 5 o'clock?

Yes, I **did**. / No, I **didn't**.

Where **did you use to** wait for him?

➔ **Grammar Summary 6, page 121.**

#### Watch out!

**Used to** and **be / get used to** are two different phrases.

e.g., *I used to write letters in the 1990s.*

*I'm already used to the cold weather here.*

#### Speaking

### 7 Pair Work Work in pairs. Discuss these questions about your life five years ago.

- What did you use to do at weekends?
- What TV programmes did you like?
- What was your favourite sport?

#### Example

**A:** *I used to have piano lessons and play sports at weekends. How about you?*

**B:** *I ...*

# Communication Workshop

## Reading

1 Read Danny's writing and answer the questions.

### My Most Unforgettable Experience

I had the most unforgettable experience when I was twelve years old. One morning I was riding my bike to school when a car ran into me. My head bled a lot and my right leg was broken. I was frightened and in great pain. The driver called an ambulance and they took me to the hospital.

The ambulance driver called my mother, and she met me at the hospital. She held my hand and told me that she would always stay by my side so I didn't feel afraid any more. The doctor told me that I needed to stay in hospital for a month. My mother came to the hospital every day to take care of me. She brought me delicious food and my favourite books and toys. When I felt bored, she told me stories. When I felt upset, she chatted with me and cheered me up.



I learned how much my mother loves me and cares about me. She is the best mother in the world. I told her that I would try my best to be a good son and make her happy.



- 1 How old was Danny when he had the accident?
- 2 What was Danny doing when he had the accident?
- 3 How did Danny's mother take care of him?
- 4 What did Danny learn after the accident?

## Text Builder

2 Look at the questions in the mind map on page 61. Match the question number with the correct paragraph of Danny's writing.

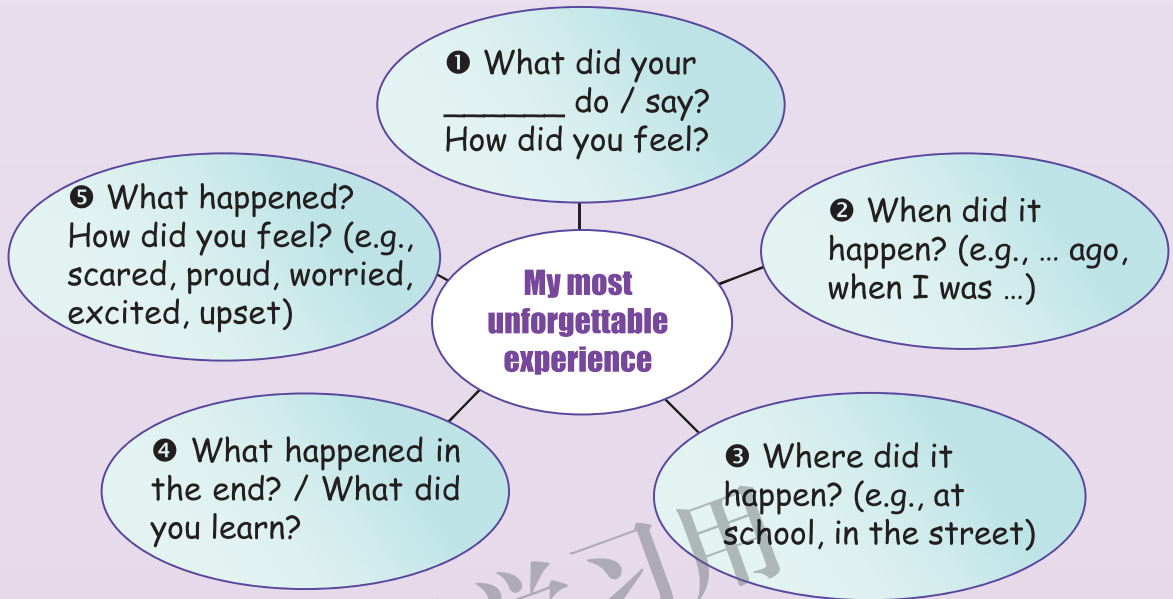
Paragraph 1: \_\_, \_\_, \_\_

Paragraph 2: ①

Paragraph 3: \_\_

### Writing

3 Think of your most unforgettable experience. Answer the questions in the mind map below.



4 Write about your most unforgettable experience. Use your notes from Exercise 3 and the example on page 60 to help you. Remember to use reported speech for what people said.

### Speaking

5 Tell the class about your most unforgettable experience.

#### Example

*My grandpa told me that he loved me and believed in me.*

My Most Unforgettable Experience

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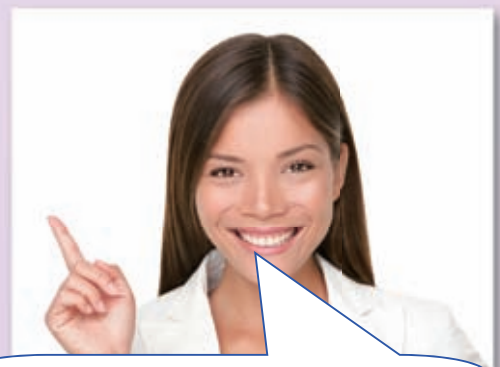
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The most unforgettable experience in my life happened when I was ...



## Check Your Progress

**A** Write the correct words in the blanks according to the pictures.

special presents      vacation  
birthday party      Sports Day



1 \_\_\_\_\_



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_

**B** Write the correct words in the blanks.

said      mentioned      told

- 5 She \_\_\_\_\_ at the interview that she would go to Shanghai.
- 6 They \_\_\_\_\_ him to practise more if he wanted to join the team.
- 7 He \_\_\_\_\_ that he was going to practise more.

**C** Match the words with the categories.

cooker      fridge      record player  
dishwasher      television      washing machine

cleaning	heating / cooling /cooking	entertainment
vacuum cleaner	air conditioner	radio
8 _____	10 _____	12 _____
9 _____	11 _____	13 _____

**D** Write *in*, *at* or *on* in the blanks.

- 14 \_\_\_\_\_ June      15 \_\_\_\_\_ four o'clock
- 16 \_\_\_\_\_ Monday      17 \_\_\_\_\_ 2012
- 18 \_\_\_\_\_ the morning      19 \_\_\_\_\_ autumn

**E** Put the sentences in order to make a conversation.

- a Yes, I was thin, but I was good at basketball. We won the national championship that year.
- b That's too bad.
- c Here's a photo of me with my school basketball team when I was 16.
- d Wow! You look so thin in that picture.
- e That's great! So did you play in the final?
- f No, I didn't. I fell over and broke my leg the day before the match.

- 20 \_\_\_\_\_ 21 \_\_\_\_\_ 22 \_\_\_\_\_ 23 \_\_\_\_\_
- 24 \_\_\_\_\_ 25 \_\_\_\_\_

**F** Change the following sentences into direct speech.

Lily said that she shared a room with her sister.

→ *Lily said, "I share a room with my sister."*

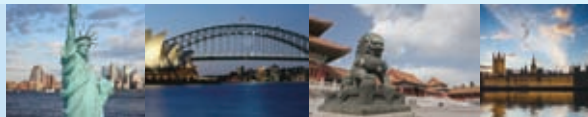
26 Ken and Ann told us that their house was cold.

27 \_\_\_\_\_ mentioned that she didn't like it.

28 Tom said that his dad had bought him a car.

29 Bill told me that he was playing in the tree house.

30 Jeff mentioned that he would go to the shops.



## Coming of Age

**1** When was your most memorable birthday? Why was it special?

**2** Read the texts and find out the answers to the questions.

1 What does “coming of age” mean to Li Chi?

2 On what dates are the citizenship ceremonies in Australia?

3 Which ceremony do students in Russia see as their “coming of age” ?

4 Read the texts again. Which celebration would you like to go to? Why?

How will you celebrate becoming an adult? Many countries have events to celebrate this. Check out how these people celebrated these special days.



### Li Chi (Rich), 18, China

Last Saturday, my school had a big event to celebrate “Coming of Age” ceremony for all Senior Three students. All the boys were dressed in suits and ties, and the girls wore dresses. During the ceremony, we walked through an “Adult Gate” one by one. The headmaster welcomed us on the other side and shook hands with each of us. My parents were invited, too. Becoming adults means that now we have more responsibilities (责任).

### Gary, 18, Australia

It was 17th September, Citizenship Day, yesterday. I turned eighteen last month so I could join the citizenship ceremony. I was lucky because the other ceremony is on Australia Day — 26th January — and it will be burning hot then! I liked the traditional dances in the town hall.

Mum took the whole family and my friends to my favourite restaurant after the ceremony. She said that she would treat me like an adult now.



### Nina, 18, Russia

In Russia, our graduation day is like a “coming of age” ceremony. I will never forget that day. The girls were dressed in black skirts and white aprons (围裙). The boys all wore their smartest clothes. We received our diplomas from our headmaster and then we gave our teachers presents to say “thank you”.

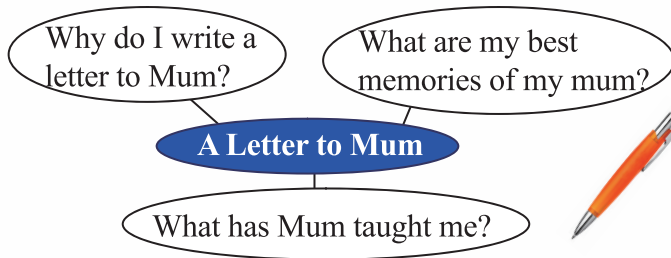
After the ceremony, we had a big party. We sang, danced and participated in a big performance to celebrate. The party lasted till early morning the next day, when all of us became “adults”. It was very exciting!



### Planning for Writing

Before writing, you can use different methods to plan what you are going to write.

- Use a mind map to note down and organise your ideas, e.g.,



- You can also discuss the ideas with your partner, e.g.,  
**A:** *I'm going to write a letter to my mum. I'm going to write about my best memories of her. What do you think?*  
**B:** *I think that's a good idea but maybe you can write about what your mum taught you as well.*
- Show your paragraph notes to your partner and ask for his / her ideas and suggestions.

### Unit Diary

How well can you do these?



Language and Skills	<ul style="list-style-type: none"> <li>• I can understand the letter from a daughter.</li> <li>• I can use reported speech and <i>used to</i>.</li> <li>• I know how to express surprise, excitement, disappointment and sadness.</li> <li>• I can write about my most unforgettable experience.</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Culture	<ul style="list-style-type: none"> <li>• I know how people in different countries celebrate the beginning of their adult life.</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Study Skills	<ul style="list-style-type: none"> <li>• I can use different ways to brainstorm ideas.</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

# Unit 6

- ▶ Talk about detectives and detective stories.
- ▶ Read and listen to a detective story.
- ▶ Read about a famous author.
- ▶ Write a book report about a detective story.
- ▶ Learn about reported questions.



A



B

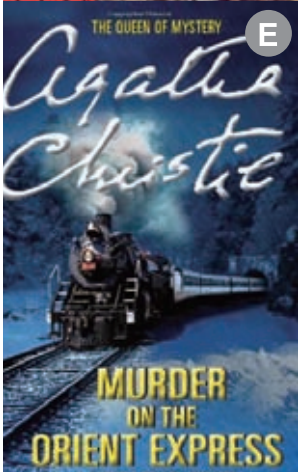


Rowan Atkinson



D

Agatha Christie



E



F



Basil Rathbone



H

Jackie Chan

# Detectives

## Getting Ready

- 1 Do you know any of the detective stories? Do you know any people in the photos?
  - 1 Miss Marple / Hercule Poirot
  - 2 Sherlock Holmes
  - 3 Johnny English
  - 4 Jackie Chan
- 2 Which of these qualities do you think a detective needs? What other jobs require these qualities?
  - good memory
  - ability to observe things carefully
  - ability to think clearly
  - good health
  - humorous nature
  - medical knowledge
  - university degree

### Example

*Rowan Atkinson is a famous British actor. His famous role is Mr Bean. He is also the actor who played Johnny English.*



# 16 A Detective Story (I)

## Warm-up

1 Which of the following elements are the most important for detective stories?

- |   |   |
|---|---|
| <input type="checkbox"/> a wise detective       | <input type="checkbox"/> a clear solution |
| <input type="checkbox"/> interesting events     | <input type="checkbox"/> unclear clues    |
| <input type="checkbox"/> an interesting mystery | <input type="checkbox"/> dark settings    |

## Reading

2 Skim the first part of the story. List all the characters.

3 Read the story carefully and complete the following table.

### A Mystery

Just after dark, the door opened. Detective Winters walked into the hall. Doctor Hawthorne welcomed him. In the living room were three cups of warm lemon tea and a guest.

"I came as soon as I could. What's going on?" asked Detective Winters as he quickly took off his scarf, hat and coat.

"First, we must keep everything we know very secret. The police have asked us to help them find the truth."

"I'm sure we can do that," said Winters. Then they heard a noise from the parlour. "Is someone in the parlour?"

"Lord Lister's son Daniel is here. Or at least ..."

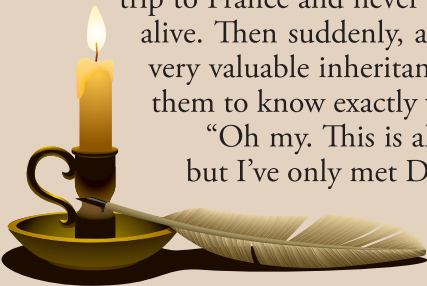
"Lord Lister?! I haven't seen him in 20 years. Let me speak to his son. Then we can get to work."

"Actually sir, Lord Lister is dead. He passed away recently and his son ... well his son is the work," said Dr. Hawthorne.

"Can you explain this to me, Dr. Hawthorne?"

"You see, there are doubts. Daniel Lister disappeared thirteen years ago. He went on a trip to France and never returned. Nobody knew where he was or whether he was alive. Then suddenly, a week after his father's death, he reappeared to claim his very valuable inheritance. The police have tried their best but it's impossible for them to know exactly what's going on. They thought you could help."

"Oh my. This is all very sad. I knew Lord Lister well when we were young, but I've only met Daniel once. Let's see what we can find out," said Winters.



<b>Main characters</b>		
<b>Setting</b>	Time:	Place:
<b>Clues</b>	<ul style="list-style-type: none"> <li>• Lord Lister _____.</li> <li>• Daniel Lister disappeared _____ years ago.</li> <li>• Daniel _____ to France and never returned.</li> <li>• After his father's death, Daniel _____.</li> <li>• Detective Winters knew _____ well, but he only _____ Daniel once.</li> </ul>	

## Detectives

4 **Your Opinion** What's the mystery of the story?

## Grammar 间接引语 (疑问句)

## 5 Read the questions and the report. Then complete the table.

What's going on?

Detective Winters asked what was going on.

Is someone in the parlour?

He asked if someone was in the parlour.

Can you explain this to me, Dr Hawthorne?

He asked if Doctor Hawthorne could explain the situation to him.

问句	间接引语
Will you come tomorrow?	He asked me ____.
What do you do after school?	Simon asked me ____.

⇒ **Grammar Summary 5, page 120.**

## 6 Match the direct questions (1-4) with the reported questions (a-d).

- 1 "What do you do?"
- 2 "Are you doing your homework?"
- 3 "What will you do?"
- 4 "Can you do that?"

- a) She asked what I would do.
- b) She asked what I did.
- c) She asked if I could do that.
- d) She asked if I was doing my homework.

## 7 Read the questions and complete the sentences.

- 1 Are you studying at York College?  
They wanted to know \_\_\_\_\_.
- 2 Why do you like this project?  
She asked me \_\_\_\_\_.
- 3 What is he doing?  
She asked me \_\_\_\_\_.
- 4 Where is the library?  
They wanted to know \_\_\_\_\_.
- 5 When can you finish your project?  
They asked me \_\_\_\_\_.

## Speaking

8 **Your Turn** Think about some questions your family or friends asked you yesterday and tell the class about them.

## Example

*My dad asked me if I was tired.*

## 9 Retell the first part of the story, using your own words and reported speech.

### Warm-up

- 1 Discuss with your partner. What clues do you remember from the last lesson?
- 2 What questions do you think Detective Winters will ask Daniel Lister?

### Example

*Detective Winters will ask where Daniel Lister has been for the last 13 years.*

### Listening

- 3 Listen to the second part of the story and list the questions Detective Winters asks.

What \_\_\_\_\_?

Can you tell me \_\_\_\_\_?

Do you remember \_\_\_\_\_?

\_\_\_\_\_ at the Rosewood Hotel?

- 4 Listen to the second part of the story again and answer the questions.

- 1 What are Daniel Lister's answers to the questions Detective Winters asked?
- 2 What other evidence can you find from Daniel Lister's answers?

- 5 Listen to the third part of the story and answer the questions.

- 1 What's Detective Winters' conclusion?
- 2 What is his evidence?



- 6 Look at the Sentence Builder. Then change the following direct questions to indirect questions using the phrases in brackets.

Sentence Builder	
Direct questions	Indirect questions
1 Can I ask you a few questions?	Do you mind if I ask you a few questions?
2 Why did you come back?	Can you tell me why you came back?
3 Can I visit you again tomorrow?	Is it OK if I visit you again tomorrow?

- Which room is open? (Do you know ...?)
- Have they finished? (Could you ask them ...?)
- Who'll bring a basket? (Do you know ...?)
- Has Jenny got the Music Club notes? (Could you ask Jenny ...?)

### Function 请求

- 7 Look at the Key Expressions.

#### Key Expressions: Asking permission

Do you mind if I ask you a few questions?

No. Please go ahead.

Can you tell me why you came back now?

Sure.

Is it OK if I visit you again tomorrow?

OK, that's fine.

### Speaking

- 8 **Role-play** Role-play with your partner. Take turns being a student and a teacher. Ask for permission to do these things.

- work in groups
- go to the library
- do research online
- close the window

#### Example

**A:** *Is it OK to work in groups?*

**B:** *Sorry. Not for this exercise. Please find your partner.*

- 9 **Pair Work** Work with your partner. Take turns asking each other to do these things.

- explain today's maths homework
- lend you his / her dictionary
- show you where the bus stop is
- tell you the time

#### Example

**A:** *Could you explain today's maths homework to me please?*

**B:** *Sure. / No problem.*

### Pronunciation: Rhythm

- 10 Listen to the sentences. Circle the name of the speaker who sounds more natural.

- 1 Could we talk to you please?

Linda                  Rose

- 2 Do you mind if I open the window?

Sara                    Emma

- 3 Do you think we could meet at 8:30?

Kate                    Tina

- 11 Listen and underline the stressed words in each sentence. Then listen and repeat.



# 18 The Mystery Writer

## Warm-up

- 1 Do you remember this writer from page 65? Which famous detective characters did she create?

## Reading

- 2 Read the Reading Help. Then read the text and get the main idea of each paragraph.

### Reading Help: Identifying pronoun references

- Read the article to get the main idea of each paragraph.
- Next, read the article and circle the pronouns.
- Check the sentences before and after the pronouns. Find out what each one refers to.



She has sold more than two billion books and her books have been translated into 103 languages. Her play, *The Mousetrap*, has run longer than any other play. It started in the West End of London in 1952. After more than 24,000 shows, actors and actresses still perform it there today. She is most famous for her very popular detective stories which made her wealthy. Her name is Agatha Christie.

Although she was never a pupil in a classroom, by age five, she learned to read by herself. She played the piano and loved music. Her father taught her maths with story problems. With this kind of education, it is no wonder she became such a fantastic mystery writer. Readers must pay close attention while reading her stories and she very cleverly made each one difficult to solve. Her most famous characters are Hercule Poirot and Miss Marple.

Hercule Poirot is a foreign detective

who lives and works in Britain. He is the main character in 33 of her books and 51 of her short stories. He usually uses his thinking skills to find the truth. He believes that guilty people always show themselves. Sometimes they do this by telling the truth. Sometimes they do this by lying.

Miss Marple appears in twelve books and twenty short stories. She seems to be a sweet, shy, old lady, but she actually has no fear. She uses her intelligence, her knowledge of human nature and memories of local history to discover the truth. She often beats the police by solving crimes before they do.

Agatha Christie had a long and very active career before she died in 1976. Her first book came out in 1920. She wrote her last one in 1973, at the age of 82. She produced more than 75 detective books, 22 books of stories, and 22 plays. Even now, her books are still printed, her sales are strong and people still know her name.

### 3 Who / What do the underlined pronouns refer to?

- She has sold more than two billion books and her books have been translated into 103 languages.  
\_\_\_\_\_
- It started in the West End of London in 1952. \_\_\_\_\_
- Readers must pay close attention while reading her stories and she very cleverly made each one difficult to solve. \_\_\_\_\_
- He is the main character in 33 of her books and 51 of her short stories.  
\_\_\_\_\_
- Sometimes they do this by telling the truth. \_\_\_\_\_

### 4 Read the text again and write T (True) or F (False) for the sentences. Then correct the false ones.

- ( ) 1. The play *The Mousetrap* has a history of over 60 years.
- ( ) 2. Agatha Christie learned reading, writing and maths by herself.
- ( ) 3. Hercule Poirot and Miss Marple are the two main characters in Agatha's stories.
- ( ) 4. Hercule Poirot usually uses his memory of local history to find the truth.
- ( ) 5. Agatha Christie wrote her last book when she was 79 years old.

### 5 Your Opinion Compare Hercule Poirot and Miss Marple. How are they similar? How are they different?

### Vocabulary

#### 6 Complete these sentences with the proper pronouns.

- I don't know where the books are. \_\_\_\_\_ aren't in the classroom.
- The play was very long. \_\_\_\_\_ didn't end until 10:40 pm.
- Mr Wang and his daughter go to school together every morning. \_\_\_\_\_ is a teacher and \_\_\_\_\_ is a student there.
- James left his wallet in the gym. Now he can't find \_\_\_\_\_.
- I really like the detective characters in this book. \_\_\_\_\_ are so clever.
- Get that cat! \_\_\_\_\_ is going to hurt the baby!

### Speaking

#### 7 Pair Work What kind of stories or books do you read? Who's your favourite author? Talk to your partner.

#### Example

- A:** *I like reading science fiction.*
- B:** *Why do you like reading these kinds of books?*
- A:** *Because I enjoy stories about people in imaginary worlds of the future.*
- B:** *Who's your favourite science fiction writer?*
- A:** *Isaac Asimov. I can lend you one of his books.*
- B:** *Great, thanks!*

# Communication Workshop

## Reading

1 Read Mark's writing and complete the chart below.

### Tape-Measure Murder

*Tape-Measure Murder* is a short story by Agatha Christie. In the story, Miss Politt, the dressmaker, finds that Mrs Spenlow is dead in her house in a small village called St Mary Mead. Everybody, including the police, thinks that Mr Spenlow is the murderer because he is so calm and quiet after discovering his wife's death. But after the police talk to Miss Marple, she finds out who the real murderer is.

The best part of the story is when Miss Marple explains how she solves the mystery by noticing a tiny pin on a policeman's uniform. Her explanation is very clear and clever. Miss Marple is my favourite character in the story. I think she is very special because she is just an old lady but she is even smarter than the policemen. I never thought that an old lady could be the heroine of a detective story!

Can you guess who the murderer is? Read the book to find out! You will enjoy the story very much because the ending is so surprising. You won't put it down until you come to the end!



Title: \_\_\_\_\_

Setting: In \_\_\_\_\_

Main characters: \_\_\_\_\_

Problem: \_\_\_\_\_ is murdered

Most important events:

- everybody thinks that \_\_\_\_\_ murdered his wife
- the police talk to \_\_\_\_\_

Solution: \_\_\_\_\_ solves the case

## Text Builder

2 Read the story report again. What is each paragraph about? Put the questions in the correct place in the table.

- a What questions can you ask your friends to make them interested in the book?
- b What is the book's title?
- c What is your favourite part? Why?
- d Who is the writer?
- e Why do you think your friends will enjoy the book?
- f Who are the main characters?
- g What is the book about?
- h Who is your favourite character? Why?

Paragraph 1 – Beginning	
Paragraph 2 – Middle	
Paragraph 3 – Ending	

## Writing

3 Read a detective story. Make notes and then write about it.

Beginning	
Middle	
Ending	

## Speaking

4 Tell the class about the detective story you read.



## Check Your Progress

**A Complete the text with the words in the box.**

a good memory	courage
fit and strong	sense of humour
ability to think clearly under pressure	

Dear Sir / Madam,

I am writing to apply for a job at Star Detective Agency. I think I have all the qualities a good detective needs. I was a soldier for ten years, which shows that I have **1** \_\_\_\_\_. I go to the gym three times a week, so I am **2** \_\_\_\_\_. I was also a police officer for 15 years, and I never forget criminals' faces or names, even after many years. I have **3** \_\_\_\_\_. During my time in the army and the police, I have been in many difficult situations, but I never get confused. I always have the **4** \_\_\_\_\_. Finally, my friends say that I always make them laugh so my **5** \_\_\_\_\_ is good. I think that is important when doing such a difficult job.

I look forward to receiving your reply.

Yours Sincerely,  
Phillip Ho

Vocabulary \_\_\_ / 5

**B Put the sentences in order to make a conversation.**

- a OK. Can we meet downstairs?
- b Do you mind if we make it in the afternoon? I have a meeting on Tuesday morning.
- c Could we meet on Tuesday morning?
- d No, I don't mind. Is 2:30 OK?
- e Yes, we can do that. Do you think you could bring your computer?
- f Yes, I can bring it if you want.

6 \_\_\_ 7 \_\_\_ 8 \_\_\_ 9 \_\_\_ 10 \_\_\_  
11 \_\_\_

**C Who / What do the underlined pronouns refer to? Write the answers in the blanks.**

The dog stole the sausages, then it ran away.

*it = the dog*

- 12 That morning, the students remembered they had to hand in their homework.  
they = \_\_\_\_\_
- 13 Mike's shoes smelt so bad that his mum put them outside the house.  
them = \_\_\_\_\_
- 14 June's glass fell off the table onto the floor. It didn't break, though.  
it = \_\_\_\_\_
- 15 Dave wants a new phone, but he can't afford one this month.  
one = \_\_\_\_\_
- 16 The dog was really sick. We had to carry it to the car and take it to the vet's.  
it = \_\_\_\_\_
- 17 She wanted to earn more money, so Kate asked Mike for a part-time job at his shop.  
she = \_\_\_\_\_

**D Complete the reported questions.**

Where have you been?

→ He asked me *where I had been*.

- 18 Can you help me with my homework?  
She wondered \_\_\_\_\_.
- 19 Where are you from?  
They asked me \_\_\_\_\_.
- 20 Will you go to Andy's party?  
He wanted to know \_\_\_\_\_.
- 21 Have you ever been to Australia?  
He wondered \_\_\_\_\_.

Grammar \_\_\_ / 16

# Fun Zone 3

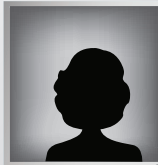
# Puzzles

- 1 Read the news story and the people's answers. Who was the killer? How do you know?



**Steve (61):** "I stayed the night in the campsite in the village. This morning I went up the mountain. I didn't see the man there because it was very foggy."

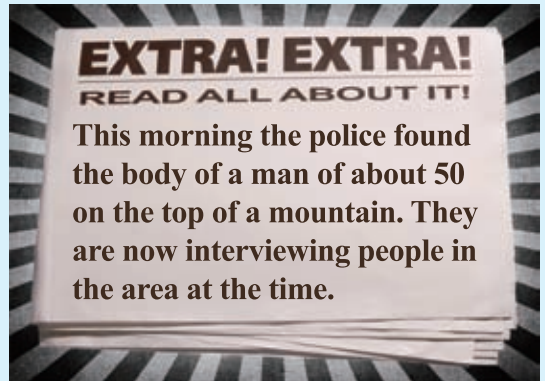
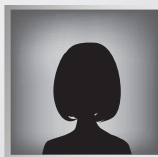
**Rose (43):** "I'm from the village. This morning it was sunny and I went out with my dog. I saw two men in the distance. They walked up the mountain."



**Ben (16):** "It was foggy yesterday and I got lost. I stayed the night on the mountain in my tent. I was cold and scared. This morning I woke up because it was hot in my tent. I heard two men. They had a fight."



**Kelly (19):** "I love taking photos and today it was a lovely day. I went up the mountain this morning. I saw a woman with her dog and a boy in his tent. Then a man walked past me. He looked very nervous. He was about sixty."



- 2 What does this secret note say? Look at the example and break the code!

**IF**      **YOU**      **CAN**  
↓ ↓      ↓ ↓ ↓      ↓ ↓ ↓  
9-6    25-15-21    3-1-14

2-18-5-1-11    20-8-9-19

3-15-4-5    25-15-21

8-1-22-5    20-8-5

17-21-1-12-9-20-9-5-19

1    4-5-20-5-3-20-9-22-5

14-5-5-4-19



### Noticing Language

After reading a text and answering questions about it, go through the text again and look for examples of useful language.

- Find examples of the structures you have learnt (e.g., *Nobody knew where he was or whether he was alive.*)
- Find words that go together:
  - phrasal verbs (e.g., *find out*)
  - verb and noun (e.g., *heard a noise*)
  - adjective and noun (e.g., *valuable inheritance*)
- In dialogues, find words and phrases for:
  - gaining time (e.g., *You see ...*)
  - expressing how you feel (e.g., *Oh my ...*)
- In dialogues and reading texts, find more useful expressions (e.g., *What's going on?*)



Look at the reading text in Lesson 18. Look for structures you have learnt, words that go together and useful expressions.



供学习用

### Unit Diary

How well can you do these?



Language and Skills	• I can understand a detective story and a text about Agatha Christie.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• I can write reported questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• I can make requests using indirect questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• I can identify pronoun references in texts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• I can write a book report about a detective story.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Study Skills	• I can find useful language in new texts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## Appendices

<b>Literature Spot: Escape from Quark</b>	78~79
<b>Project 1: A Festival Poster</b>	80
<b>Project 2: A Magazine: Life in the 1980s</b>	81
<b>Workbook</b>	82~117
<b>Grammar Summary</b>	118~121
<b>Notes to the Texts</b>	122~128
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<b>Vocabulary in Each Unit</b>	133~140
<b>Word List</b>	141~147
<b>Irregular Verbs</b>	148~149
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- 1** ▶ Look at the picture on the right and read the story. Find **five** mistakes in the story.

It was 7:45 in the morning. Commander Church was in bed, Engineer Datum was in the kitchen and Lieutenant Riker and Dr Novak were at the controls.

There was a big explosion in the spaceship's computer! There was a fire and the astronauts were scared. But the planet Quark was near. The planet was strange but it was okay because there was oxygen. The plants were strange – there were big blue cactuses with red flowers. There were some big black snakes on the plants. The sky was yellow and there were black clouds. It was very cold on the planet. Then there was a signal on Dr Novak's radio. There was life on Quark!

- 2** ▶ Read the story. Draw the astronauts' route on the map.

The astronauts wanted to find life on the planet. They started their journey, went west and crossed a desert with giant cactuses. They saw some red and yellow zebras. The zebras were friendly and the

astronauts decided to stay the night there.

The next morning, they saw an oasis with fruit trees. Then they arrived at a big river. Dr Novak saw two boats and the astronauts sailed south. They saw some dolphins but they were not friendly. Three killer dolphins attacked the boat

but Lieutenant Riker killed them. The weather was very bad and there was a big tornado but the astronauts were okay. Then they arrived at a beautiful bridge. They travelled for two days. They were very tired and scared. But then they saw a spectacular, modern palace. It was the palace of the Grand Emperor of Quark. This emperor was famous – he was a space pirate and he wasn't very friendly to visitors!



# from Quark



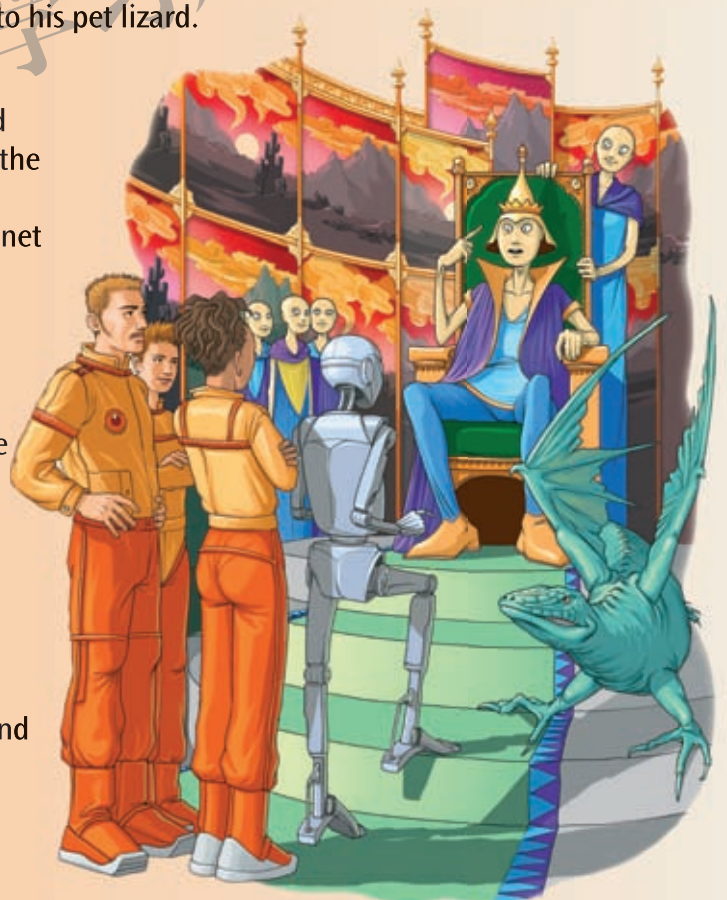
3

▶ Read the rest of the story.  
Order the parts of the story (a-f).

Example: 1e

- a “You ask ME for help?!” the emperor said. “Take them to the killer lizards! They are very hungry.”  
“Emperor, please help us,” said Dr Novak.  
“Okay. You’ve got one chance. Answer three questions about Quark. One wrong answer and you are lunch for the lizards! Question one. What is this?” He pointed to his helmet.
- b “Correct. Final question. What are those?” The emperor pointed at the walls.  
“They are TV screens,” said Datum. “The emperor can watch his planet on them.”  
“Okay,” said the emperor. “That is right. You are lucky! Help these strange astronauts. Goodbye.”
- c The astronauts did not know the answer. Then Engineer Datum spoke. “It is the famous gold helmet of Quark. It was the first emperor’s when he discovered Quark.”  
“Correct. Second question. What is this? ”  
The emperor pointed to his pet lizard.

- d That afternoon, the aliens helped them repair the spaceship. Then the astronauts left the planet Quark. “How do you know about the planet Quark?” Dr Novak asked Datum. “I did a project about Quark at my robot school!” said Datum.
- e Ten aliens arrived and took the astronauts to the great hall of the palace. The emperor was there. “Why are you here?” he asked. “There was an explosion on our spaceship,” said Commander Church. “Can you help us?”
- f “That is a young Quark lizard,” replied Datum. “They eat meat and can fly at 97 kilometres per hour. They are very dangerous.”



# Project 1 A Festival Poster

You will make a poster about interesting festivals in a country.

**Step 1** Work in groups. Choose a country from below.



## Example

*A: Shall we talk about festivals celebrated in Thailand? I think they have some interesting festivals.*



**Step 2** Collect pictures and information about festivals celebrated in the country. You can go to the library or use the Internet to search for information. Then make notes.

## Example

### *Songkran in Thailand*

- New Year, also called “Water Festival”
- 13th to 15th April (public holidays → no work or school!)
- throw water on other people — wash away bad things, have a clean start

**Step 3** Work with your group. Make a poster about two or three important festivals celebrated in the country.

## Example

### Songkran



Songkran is the New Year in Thailand. It is celebrated on 13th to 15th April every year. At Songkran, people throw water on each other. They believe this will wash away bad things and they will have a clean start in the new year.

**Step 4** Put up your poster. Present your poster to the class.

The writing can include:

- When is the festival?
- What special food do people eat?
- What do people do to celebrate?

### Self-assessment

- 1 Did you speak to your group members politely?  
 Yes  No Why? \_\_\_\_\_
- 2 Was it easy to work together with your group members?  
 Yes  No Why? \_\_\_\_\_
- 3 Are you happy with your poster?  
 Yes  No Why? \_\_\_\_\_
- 4 What did you learn from doing this project?  
\_\_\_\_\_



You will make a magazine about life in the 1980s.

**Step 1** Work in groups. Agree on a topic to write about.

### Life in the 1980s

- spare time activities
- transportation
- communication
- jobs
- sport
- school
- food
- films
- clothes



**Step 2** Collect information about your topic.

### Example

#### Spare time activities

electronic games — not common → play chess or other games

TVs at home — some families → read newspapers

computers — very rare → couldn't surf the Internet

You can also ask your parents or grandparents to tell you about their lives in the 1980s.

**Step 3** Work with your group. Write about the topic.

### Example

In the 1980s, electronic games were not common. Children often played chess or other outdoor games with their friends.

The writing can include:

- What was special about life in the 1980s?
- What did the people in the 1980s like to do?
- Who was the event about?
- How was life different from now?

**Remember to use the past tense!**

**Step 4** Collect photos for your writing. In groups, design a magazine page to present your writing.

**Step 5** Gather all groups' pages to make a magazine about life in the 1980s. Put a contents page at the front.

### Self-assessment

- 1 Did your group members cooperate well?  
 Yes    No   Why? \_\_\_\_\_
- 2 Where did you get the information and photos?  
 \_\_\_\_\_
- 3 How would you rate your group's magazine?  
 excellent    good    so-so
- 4 What did you learn from other groups' magazines?  
 \_\_\_\_\_



## Unit 1 Technology and the Future Lesson 1

### D Reading / Writing

A Look at the pictures. Write the correct words.



1 r \_\_\_\_\_



2 c \_\_\_\_\_



3 c \_\_\_\_\_



4 t \_\_\_\_\_ s \_\_\_\_\_



5 k \_\_\_\_\_



6 s \_\_\_\_\_

B Choose the correct words.

- The students know **what** / **if** they will need to study for the test.
- My teacher believes **what** / **that** the school will get more computers next year.
- Parents wonder **if** / **that** they'll be able to contact teachers online.
- The computer teacher knows **that** / **what** we'll do with the new software programme.
- Some people think **that** / **what** robots will be used more in the future.
- I don't know **if** / **what** I would like to do all my schoolwork on a computer at home.

C Complete the article in *TV Times* with the words in the box.

inventions	Traditional	need
online	television	able
future	progress	allow
electronic		

### TONIGHT'S TV

Watch *Meet Mr Robot* on your 1 \_\_\_\_\_ tonight. This show introduces some new technology that could change our schools in the 2 \_\_\_\_\_.

3 \_\_\_\_\_ classrooms don't have any computers or screens. On *Meet Mr Robot*, we'll look at some amazing 4 \_\_\_\_\_ that we'll see soon.

As well as carrying lots of books in their schoolbags, we know that many of today's students carry small 5 \_\_\_\_\_ dictionaries. Many schools also have computers that allow students to go 6 \_\_\_\_\_ if they need to find information on the Internet.

One of the scientists on the show believes that students will arrive at school with a new type of e-book in the future. That will be all they 7 \_\_\_\_\_ to read texts, take notes, write reports and do tests.






And how about Mr Robot? The show will also 8 \_\_\_\_\_ us to see what robots will be 9 \_\_\_\_\_ to do and how they will help students 10 \_\_\_\_\_ in their studies.

*Meet Mr Robot* will make you wonder what our schools will look like in the future!

# Lesson 1 Unit 1 Technology and the Future

## Listening

**A** What are the children describing? Listen and number (1-5). Then write the name of the items.

<p><b>a</b></p>  <p><input type="checkbox"/> _____</p>	<p><b>b</b></p>  <p><input type="checkbox"/> _____</p>
<p><b>c</b></p>  <p><input type="checkbox"/> _____</p>	<p><b>d</b></p>  <p><input type="checkbox"/> _____</p>
<p><b>e</b></p>  <p><input type="checkbox"/> _____ _____</p>	<p><input type="checkbox"/> _____ _____</p>

**B** Listen and circle the correct answer.

- The boy \_\_\_\_\_ a robot will be able to clean his room in the future.  
a knows that      b wonders if
- Jessie \_\_\_\_\_ her grandpa will be able to use the software.  
a doesn't think      b thinks
- Dad \_\_\_\_\_ he'll be able to use the phone.  
a believes      b doesn't believe
- Jane \_\_\_\_\_ her parents will get her an MP3 player.  
a doesn't believe      b knows
- The teacher \_\_\_\_\_ books the students will need to buy.  
a knows what      b wonders what

**C** Dan is talking to his mum about the summer camp. Listen and read the statements. Write *T* (True) or *F* (False).

- Mum believes that Dan is playing computer games.  
\_\_\_\_\_
- Dan doesn't know what they'll teach at the science camp.  
\_\_\_\_\_
- Mum wonders if the robot will move.  
\_\_\_\_\_
- Dan knows that he'll study science at that university in the future.  
\_\_\_\_\_
- Dan thinks that lots of people will apply for the camp.  
\_\_\_\_\_
- Mum wonders if Dan will be able to go to the football camp, too.  
\_\_\_\_\_

## Translation

Translate the sentences into English.

- 有些学校已经在使用这些新产品。
- 老师们认为将来我们会减少用纸。
- 没有人知道未来可能出现的变化。
- 我不相信教室会设在露天场地。
- 有的科学家认为,将来机器人可以帮学生解决问题。

# Unit 1 Technology and the Future Lesson 2

## Reading / Writing

**A** Choose the words to complete the sentences.

comfortable connect emails  
elderly Internet shopping  
Social media website

- \_\_\_\_\_ has become so popular! We don't talk to our friends face to face any more!
- You can find a lot of useful information on this \_\_\_\_\_.
- Oh! I forgot to check my \_\_\_\_\_.
- Not many \_\_\_\_\_ people do their \_\_\_\_\_ online.
- My parents are \_\_\_\_\_ online. They do many things on the Internet.
- I finally bought a new computer. Now I can \_\_\_\_\_ to the \_\_\_\_\_.

**B** Choose the correct words.

- A:** I think most people will shop for clothes online.  
**B:** I agree / don't agree. I want to touch the clothes before I buy them.
- A:** It's great to read the news on the computer.  
**B:** I agree / don't agree. It's much better than picking up a newspaper every day.
- A:** I think / don't think most people want to watch films on the computer.  
**B:** I don't agree. A lot of people love to watch films at the cinema.
- A:** I believe most people send emails.  
**B:** I think so, too. / I don't think so. Even my grandparents have email accounts.

**C** A reporter from *School News* talked to Jan and Bob about the use of the Internet. Complete the interview.

online agree but  
example emails Internet  
think job disagree  
social media

SN = *School News*

**SN:** Some people **1** \_\_\_\_\_ that people use the Internet too much. What do you think, Jan?

**Jan:** I **2** \_\_\_\_\_! Some teenagers are always playing games online. They need to turn off their computers!

**SN:** Bob, do you agree with Jan?

**Bob:** No, I **3** \_\_\_\_\_. I believe that most people use the Internet in good ways. For **4** \_\_\_\_\_, I use it to help me research projects for class.

**Jan:** Well, I know that it's easy to share photos and stories on **5** \_\_\_\_\_ for hours every day. I don't think that's good.

**Bob:** That's true. However, I like to write **6** \_\_\_\_\_ to my grandpa. He lives in another city. And there are many other things we can do **7** \_\_\_\_\_. My brother went on the Internet and found a **8** \_\_\_\_\_! Now he's working!



**SN:** So, Jan, should we stop people from using the **9** \_\_\_\_\_?



**Jan:** No, I don't think so. There are good reasons to use the Internet, **10** \_\_\_\_\_ I just wish that some people wouldn't use it all the time!



# Lesson 2 Unit 1 Technology and the Future

## Listening

A What are the people doing online? Listen and number (1–6).

a   b 

c   d 

e   f 

B Listen and complete the responses. Choose the correct answers.

- I agree. I **enjoy** / **don't enjoy** sharing stories with my friends online.
- I don't think so. I **like** / **don't like** to buy them at a shop.
- I think so, too. It's **easy** / **difficult** to look for jobs online.
- I disagree. I **always** / **never** watch films on my computer.
- That's right. Most people think it's **easier** / **more difficult** to look on a computer screen.

C Kate is doing a project on the use of the Internet. She interviews her grandma. Listen and tick (✓).

THE USE OF THE INTERNET		
Name:	Agree	Disagree
1 It's easy to find things on the Internet.		
2 I like to ... online. <ul style="list-style-type: none"> <li>• shop</li> <li>• read the news</li> <li>• write emails</li> <li>• watch films</li> <li>• buy air tickets</li> </ul>		
3 In the future, everyone will be online.		
4 I will do more things online in the future.		

## Translation

Translate the sentences into English.

- 我相信很多人在网上购物。
- 我不认为每个人都想使用互联网。
- 她在大学教计算机科学。
- 大多数人生病时会去看医生。
- 我同意网上购物越来越受欢迎。
- 他是这家公司的总裁。



# Unit 1 Technology and the Future Lesson 3

## Reading / Writing

**A** Look at the pictures and write the words.



1 talk f \_\_\_\_\_ to  
f \_\_\_\_\_



2 talk on the  
p \_\_\_\_\_



3 speak a f \_\_\_\_\_  
language



4 speak a l \_\_\_\_\_  
l \_\_\_\_\_



5 talk o \_\_\_\_\_



6 c \_\_\_\_\_  
in writing

**B** Choose the correct preposition to complete the sentences.

about, from, in, on, to, with

- Do you like to talk \_\_\_\_\_ the phone?
- You'll need to learn \_\_\_\_\_ the newest technology.
- Many people can work \_\_\_\_\_ home.
- You'll probably find that you have problems \_\_\_\_\_ solve at your job.
- More people are now living \_\_\_\_\_ cities.
- Do you like to work by yourself or \_\_\_\_\_ other people?

**C** Complete the texts with the correct form of the verbs.

A long time ago, most people

1 \_\_\_\_\_ (work) at the same job all their lives. They often

2 \_\_\_\_\_ (live) in small towns or on farms.

Today, people often 3 \_\_\_\_\_ (change) their jobs many times. They

always 4 \_\_\_\_\_ (need) to learn new things. Now, many people

5 \_\_\_\_\_ (live) in big cities.

In the future, it is possible that more people 6 \_\_\_\_\_ (stay) at

home and 7 \_\_\_\_\_ (work) with computers. But we really do not know!

When you were younger, what job 8 \_\_\_\_\_ (do) you want to

have? What job 9 \_\_\_\_\_ (seem) the most interesting to you now?

If people could find the right job, some 10 \_\_\_\_\_ (like) to

live in different places. Where do you

11 \_\_\_\_\_ (think) you would like to live when you are

older?

Make a plan today: "I 12 \_\_\_\_\_

(go) to study hard at school so I can get ready for the future job market."

## Lesson 3 Unit 1 Technology and the Future

### Listening

**A** What do these people do for their jobs? Listen and number (1–5).



**B** Listen to the questions about May's father. Number the responses (1–6).

\_\_\_ He likes to learn new skills.

\_\_\_ He studied hard and helped his parents.

\_\_\_ He'll learn a foreign language.

\_\_\_ He lived on a farm.

\_\_\_ He would like to get more international experience.

\_\_\_ He works from home.

**C** Listen to the interview with the manager of a toy company. Circle the correct answer.

- Miss Wu \_\_\_\_\_.
  - likes to work by herself
  - gets along well with people
  - isn't good at making decisions
- The job is hard work because she \_\_\_\_\_.
  - never has fun
  - always needs to learn about new technology
  - invents toys
- At university, Miss Wu \_\_\_\_\_.
  - studied many different subjects
  - always knew what she wanted
  - had many problems
- Miss Wu thinks people always need to \_\_\_\_\_.
  - talk to lots of teachers
  - change their work
  - learn new things
- Miss Wu would like to \_\_\_\_\_.
  - have more free time
  - learn more about drawing
  - stop working

### Translation

Translate the sentences into English.

- 很多人想发展新的工作技能。
- 过去，人们对自己的工作没有太多的选择。
- 这项工作要求良好的沟通能力和处理困难情况的能力。
- 另一方面，随着市场竞争的加剧，我们需要迅速做出决定。

## Reading / Writing

**A Match the words with the meanings. Write the correct letters.**

A train    B show    C invite

- (v.) 1. to ask sb to come to a place or do sth    2. to make sth likely to happen
- 1. (n.) a kind of transport that runs on a railway    2. (v.) to teach
- 1. (n.) a performance or a programme    2. (v.) to provide information to make it clear that something is true

**B Complete the sentences with the words in the box.**

blog	postcards
body language	sign language
emails	mobile phones
letters	text messages
face-to-face	

- 1 He's looking away from us. You can see by his \_\_\_\_\_ that he's bored.
- 2 It's great to have a \_\_\_\_\_ conversation with somebody. You can see how a person is feeling when you talk.
- 3 She can't speak so she uses \_\_\_\_\_ to communicate with others.
- 4 On holidays, it's fun to send \_\_\_\_\_ so people can see where you are.
- 5 My brother has a \_\_\_\_\_ so he can write about his favourite sports team.
- 6 Long ago, people used to write long \_\_\_\_\_. Now, they send \_\_\_\_\_ from their computers.
- 7 A lot of teenagers communicate with friends by sending \_\_\_\_\_ on their \_\_\_\_\_.

**C Complete the story about Ella. Use the present simple tense or present perfect tense.**

be (×2), communicate, hear, learn, lift, see, think, understand, visit, work

### Meet Ella the Elephant



Ella 1 has been at City Zoo for 32 years. She's 40 years old now. As Ella's trainer, Jake Smith 2 \_\_\_\_\_ with Ella for the past ten years. Jake says that he 3 \_\_\_\_\_ Ella very well.

Ella 4 \_\_\_\_\_ usually a happy elephant. Jake watches Ella's body language to see how she's feeling. It doesn't happen often, but Jake 5 \_\_\_\_\_ Ella get angry. She holds her head up high and spreads out her ears. He has seen her get excited, too. When this happens, Ella 6 \_\_\_\_\_ up her ears and flaps them around.

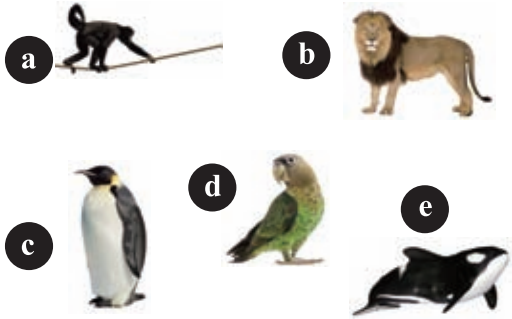
Ella 7 \_\_\_\_\_ by making different sounds. Sometimes, Ella and the three other elephants at the zoo make sounds that are so quiet that Jake can't hear them. But when they're excited, Jake 8 \_\_\_\_\_ them make very loud sounds.

Many people 9 \_\_\_\_\_ Ella at the zoo and she has made a lot of friends. Jake 10 \_\_\_\_\_ that he's lucky to be her trainer and friend for all these years! He 11 \_\_\_\_\_ a lot from her.



### Listening

**A** What have scientists discovered about how animals communicate? Listen and match. Write *a-e*.



- \_\_\_ show their teeth when they're angry.
- \_\_\_ shake their heads from side to side when they're excited.
- \_\_\_ rub their heads and necks together when they meet.
- \_\_\_ use songs to send messages to others.
- \_\_\_ make different calls so they can find each other.

**B** Listen and circle proper responses.

- 1 a Yes, I've found one.  
b No, I didn't find it.
- 2 a No, I didn't.  
b Yes, I have.
- 3 a She has had her dog for six years.  
b Her dog is eight years old.
- 4 a They use body language.  
b They've used sounds.
- 5 a Yes, they discovered that.  
b They've discovered that insects communicate with sound.

**C** Listen and circle the correct answer.

- 1 Linda has had Frisco for \_\_\_ years.  
a eight      b ten      c eighteen
- 2 Linda has tried to \_\_\_ with Frisco at weekends.  
a walk near home  
b relax at home  
c take a walk on the beach
- 3 Frisco \_\_\_\_.  
a doesn't understand body language  
b can understand Linda  
c is always quiet
- 4 Linda has learned that \_\_\_\_.  
a it's easy to train a dog  
b it's important to take lessons  
c you can learn everything from a book
- 5 Frisco loves to play with \_\_\_ dogs.  
a small      b noisy      c big

### Translation

Translate the sentences into English.

- 1 蚂蚁用气味告诉同伴食物的位置。
- 2 每个人都曾听过狗叫声。
- 3 科学家们已经发现，有些昆虫利用声音来交流。
- 4 当我的猫用尾巴绕着自己坐时，它很开心。
- 5 有些狗能用它们出色的嗅觉寻找失踪的人。

## Reading / Writing

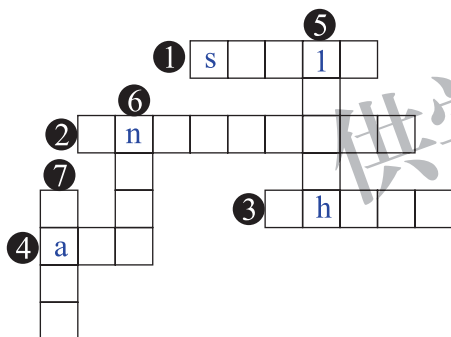
### A Do the puzzle.

#### Across ➔

- 1 She has a friendly \_\_\_\_.
- 2 He's going to \_\_\_\_ himself to his new teacher.
- 3 I don't \_\_\_\_ hands with my friends.
- 4 I asked the boy his \_\_\_\_\_. He's 13 years old.

#### Down ⬇

- 5 We always \_\_\_\_ at his funny stories.
- 6 Hi! My \_\_\_\_ is Luke.
- 7 I like to \_\_\_\_ to my friends about sports.



### B Complete the table with the correct words.

Subject pronoun	Object pronoun	Reflexive pronoun
he	him	himself
she	her	
it	it	
they	them	
	us	ourselves
	me	myself
you (one)		
you (more than one)		yourselves

### C Complete the dialogue with the words in the box.

them, name, talk, should, idea, don't, age, myself, they, else, perhaps

**Dad:** It's your first day at the summer camp, Mark. What **1** \_\_\_\_\_ you do when you meet your camp leader?

**Mark:** I don't know, Dad. Well, **2** \_\_\_\_\_ I'll introduce **3** \_\_\_\_\_.

**Dad:** Yes! He'll want to know your **4** \_\_\_\_\_. What **5** \_\_\_\_\_ could you do?

**Mark:** I could shake hands with him.

**Dad:** Sure. That's a good **6** \_\_\_\_\_, Mark. It's important to be polite.

**Mark:** I **7** \_\_\_\_\_ have to shake hands with the other kids, do I?

**Dad:** No. Just smile at **8** \_\_\_\_\_ and say hello. They're all the same **9** \_\_\_\_\_ as you but **10** \_\_\_\_\_ come from different schools. You'll have lots to **11** \_\_\_\_\_ about. Hey, who's smiling at you, Mark?

**Mark:** That's Sandra. She's from my school.

**Dad:** That's great! You already know somebody at camp.





 Listening

**A Listen and circle the correct word(s) to complete the responses.**

- 1 myself / herself / himself
- 2 she / her / him
- 3 them / we / us
- 4 you / me / yourself
- 5 myself / itself / themselves
- 6 they are / themselves / we are

**B Listen and circle the correct responses.**



- 1 a That's a good idea.  
b They could say hello.  
c No, they shouldn't.
- 2 a We could tell stories.  
b That's great!  
c I don't know that song.
- 3 a You can shake hands with them.  
b Sure. That's a good idea.  
c I could ask about their trip.
- 4 a Yes, we can.  
b We don't have to do that.  
c No, I don't.
- 5 a OK. I can do that.  
b I think we should introduce ourselves.  
c Make sure that you don't.

**C A teacher is talking to her students. Listen and read the statements. Write T (True) or F (False).**



- 1 The students should call the scientist Jim.  
\_\_\_\_\_
- 2 The students should introduce themselves before asking a question.  
\_\_\_\_\_
- 3 The students could ask the scientist about his work.  
\_\_\_\_\_
- 4 The students could ask the scientist about his age.  
\_\_\_\_\_
- 5 The students can show the scientist their science projects.  
\_\_\_\_\_
- 6 It's a good idea to take a picture for the school newspaper.  
\_\_\_\_\_

 Translation

**Translate the sentences into English.**

- 1 或许这有些过于正式了。
- 2 黑板上的答案是正确的。
- 3 他们应该做自我介绍。
- 4 你有其他想法吗?
- 5 有没有人参加了昨晚的聚会?
- 6 我认为我们应该问一下成年人。

# Unit 2 Communication

# Lesson 6

## Reading / Writing

**A** Fill in the table with the correct words.

law    main    rapidly    text

Meaning	Words
to send a message on a mobile phone	
very quickly	
most important	
the set of rules that people must follow	

**B** Choose the correct words to complete the sentences.

ago    during    from    later  
now    since    to    until

- She always reads a book \_\_\_\_\_ lunch. She doesn't talk to anyone when she's eating.
- We visited my cousins three years \_\_\_\_\_.
- I've been working on this project \_\_\_\_\_ Tuesday. I'm almost finished!
- He took swimming lessons \_\_\_\_\_ 2008 \_\_\_\_\_ 2011. He learned a lot.
- I watched TV \_\_\_\_\_ my mother came home. Then we had dinner together.
- They need to do their homework \_\_\_\_\_ so they can play a game \_\_\_\_\_.

**C** Complete the advice column with the words in the box.

to    until    conversation  
since    polite    problem  
from    during    such as  
reply    texting    popular

Dear Dr Help,

I got my teenage daughter a mobile phone so we could call each other. However, **1** \_\_\_\_\_ she got that phone, she's always **2** \_\_\_\_\_. She even texts her friends **3** \_\_\_\_\_ dinner. I don't like that! I'm sure she also texts **4** \_\_\_\_\_ late at night when she should be sleeping.

What can I do?  
Tired Mother

Dear Tired Mother,

A lot of parents share your **5** \_\_\_\_\_. Texting is really **6** \_\_\_\_\_ among teenagers **7** \_\_\_\_\_ your daughter. It's so convenient.

Let your daughter know that she shouldn't use her phone when she's eating meals or having a **8** \_\_\_\_\_ with others. It's not **9** \_\_\_\_\_! She can **10** \_\_\_\_\_ to her friends' messages later.

She also shouldn't be texting late at night. You might have to take away her phone **11** \_\_\_\_\_ 10 pm **12** \_\_\_\_\_ 7 am each day. She needs her sleep!

Good luck!  
Dr Help

**Listening**

**A Listen and write the correct numbers.**

1    2    12    25    42    100

- 1  year that Joe has had this phone
- 2  years since Joe sent his first text message
- 3  text messages Joe sends and receives each day
- 4  calls Joe makes to his mum and dad each month
- 5  phone numbers stored on Joe's phone
- 6  hours Joe turns off his mobile phone every night

**B Listen to the dialogues and read the statements. Write T (True) or F (False).**

- 1 The girl is going to wait until later to call her dad.  
\_\_\_\_\_
- 2 The boy started to study French six years ago.  
\_\_\_\_\_
- 3 The boy thinks calling friends is more convenient than texting them.  
\_\_\_\_\_
- 4 The most important reason the lady shouldn't text and drive is that it's dangerous.  
\_\_\_\_\_
- 5 Not many old people are using mobile phones now.  
\_\_\_\_\_

**C Listen and complete the form.**

Mobile Phone Survey	
Name	Sara _____
Age	_____ years old
Has own mobile phone	<input type="checkbox"/> Yes <input type="checkbox"/> No
Got first mobile phone	_____ years old
Use of mobile phone	<input type="checkbox"/> to call <input type="checkbox"/> to text <input type="checkbox"/> both
Number of calls per day	send and receive _____ calls
Number of texts per day	send and receive _____ texts
Main reason for calls	talk to _____
Main reason for texts	talk to _____
Time using mobile phones	from _____ am to _____ pm
Other uses	<input type="checkbox"/> to play games <input type="checkbox"/> to search on the Internet <input type="checkbox"/> to take photos

**Translation**

**Translate the sentences into English.**

- 1 发短信比打电话更便宜。
- 2 在许多国家，一边开车一边发短信是违法的。
- 3 我从2010年开始用这部手机。
- 4 我的手机可以拍照。
- 5 发短信时不出声音，所以它比打电话更私密。
- 6 越来越多的人用“短信语言”。

# Unit 3 Festivals and Holidays

# Lesson 7

## Reading / Writing

**A Complete the sentences using the words from this lesson.**

- I like to eat d<sub>1</sub> u<sub>1</sub> m<sub>1</sub> p<sub>1</sub> l<sub>1</sub> i<sub>1</sub> n<sub>1</sub> g<sub>1</sub> s<sub>1</sub>.
- Let's stop fighting and have p<sub>14</sub> ---<sub>14</sub> ---<sub>3</sub> in the world.
- She doesn't understand the m<sub>---<sub>5</sub> ---<sub>5</sub> of the word.</sub>
- The sun is b<sub>4</sub> ---<sub>4</sub> ---<sub>6</sub> in the s<sub>9</sub> ---<sub>9</sub>.
- Get ready! We need to p<sub>13</sub> ---<sub>2</sub> ---<sub>15</sub> for the party.
- For the new year, I w<sub>7</sub> ---<sub>7</sub> ---<sub>7</sub> for better health.
- You'll need a lot of l<sub>10</sub> ---<sub>10</sub> ---<sub>11</sub> to win.

**Match the numbers. Write the letters from above to form a sentence.**

The d<sub>1</sub> ---<sub>2</sub> ---<sub>3</sub> o<sub>4</sub> ---<sub>5</sub> ---<sub>6</sub> ---<sub>7</sub> o<sub>8</sub> ---<sub>9</sub>  
---<sub>10</sub> o<sub>11</sub> ---<sub>12</sub> ---<sub>13</sub> ---<sub>14</sub> ---<sub>15</sub> t.

**B Complete the dialogues using the present perfect tense.**

- A:** --- you --- (take) photos of the decorations?  
**B:** No, I --- (do) that.
- A:** --- she ever --- (see) the fireworks at midnight?  
**B:** No, she --- ever --- (see) them.
- A:** Where --- they --- (be)?  
**B:** They --- (be) at their grandparents' house.
- A:** What --- you --- (eat)?  
**B:** We --- (eat) a lot of fish.

**C Complete Jessie's email with the words in the box.**

never	meaning	ever	sky
been	bright	excited	
luck	go off	Christmas	
wished	<i>jiaozi</i>	prepared	

**From:** jchang@write.com  
**To:** changes@write.com  
**Date:** 24th December 2014

Hi everybody,

**1** --- will be here tomorrow and I'm very **2** ---. I'm staying with my friend Judy's family for the holidays and we've **3** --- busy!

We've **4** --- a lot of food for dinner tomorrow. Judy's mum asked me to make **5** --- so I did that today! I've **6** --- made them by myself before. I hope they're good!

This evening, we looked at the Christmas lights in the neighbourhood. The lights were really **7** ---! Judy told me that many of the decorations have special **8** --- to people. It was fun to meet Judy's neighbours. Everybody **9** --- us happy holidays.

After Christmas, we'll get ready for 31st December. Have you **10** --- seen the New Year's Eve celebrations from New York on TV? We'll be there! We'll look up at the **11** --- and watch hundreds of fireworks **12** ---.

I'll write again tomorrow after dinner. I hope everyone likes *jiaozi*. Wish me **13** ---!

Love,  
 Jessie

**Listening**

**A** What festivals are they talking about? Listen and number the festivals (1–6).

- a \_\_\_\_ Christmas
- b \_\_\_\_ Dragon Boat Festival
- c \_\_\_\_ Mid-Autumn Festival
- d \_\_\_\_ Spring Festival
- e \_\_\_\_ American Thanksgiving
- f \_\_\_\_ Women's Day

**B** Listen and circle the best response.

- 1 a No, I haven't.  
b Yes, I am.  
c Yes, I do.
- 2 a Yes, he can.  
b No, he hasn't.  
c No, he's buying vegetables.
- 3 a Yes, they're going to make it.  
b No, they've never made it.  
c No, they aren't.
- 4 a We went to the beach.  
b I've gone to the beach.  
c No, I didn't. I stayed at home.
- 5 a Yes, they have.  
b The girls have seen it.  
c No, thanks.

**C** Mum and Tom are preparing for Chinese New Year. Listen and read the statements. Write *T* (True) or *F* (False).

- 1 Grandma has gone shopping for flowers.  
\_\_\_\_\_
- 2 Dad has gone to meet Grandma at the market.  
\_\_\_\_\_
- 3 Mum has prepared all the food for tomorrow's dinner.  
\_\_\_\_\_
- 4 Tom should help Mum clean the living room now.  
\_\_\_\_\_
- 5 Tom hasn't bought all his new clothes for tomorrow.  
\_\_\_\_\_
- 6 Mum is going to call Uncle Bob about tomorrow's fireworks.  
\_\_\_\_\_

**Translation**

Translate the sentences into English.

- 1 他从来没吃过饺子。
- 2 这个房间非常明亮。
- 3 每道菜都有含义。
- 4 我从来没有拍过烟花的照片。
- 5 我祝她好运。



## Reading / Writing

**A** Complete the table with the correct words.

Singular noun	Plural noun
1 a fork	
2 a spoon	
3 a knife	
4 a strawberry	
5 a sausage	
6 a plate	
7 a biscuit	

**B** Choose the correct words.

**A:** Hello. This is Tom. Can I **1 tell / speak** to Mark, please?

**B:** Sorry, he **2 was / is** not here now.

**A:** Oh. What **3 does / is** he doing?

**B:** He **4 is hiking / hiked** in the park. Can I **5 take / taking** a message?

**A:** Sure. Please **6 reminded / remind** him to meet me at the cinema. The film **7 started / will start** at seven o'clock tonight.

**B:** OK. I **8 telling / will tell** him.

**A:** Can you also **9 remind / reminded** him to call me when he **10 gets / got** home tonight?

**B:** OK. I **11 will write / writing** everything down. I **12 remembered / will remember** to give him your message.

**C** Look at the pictures and complete the dialogue. Write *a-e* in the boxes and fill in the blanks with the names of food.

**Grandma has ...**



**Mum has ...**



- a** I'll give her the message.
- b** OK. I'll remind her.
- c** Anything else?
- d** Can I speak to your mum?
- e** Can I take a message?

**Grandma:** Hi Jane!

**Jim:** Sorry, Grandma! She's not here.

**Grandma:** Yes, it's about the picnic. Can you tell her that I'll bring a tin of \_\_\_\_? Your grandpa loves meat.

**Jim:** OK. How about some fruit? Dad bought a lot of \_\_\_\_ at the market.

**Grandma:** Great! I have a big \_\_\_\_\_. I'll bring that, too. And we need some vegetables. Could you remind your mum to bring some \_\_\_\_\_?

**Jim:**

**Grandma:** Oh, and I'll bring some \_\_\_\_\_ and \_\_\_\_\_ for us to use. Ask your mum to bring five \_\_\_\_\_ for us.

**Jim:** OK.

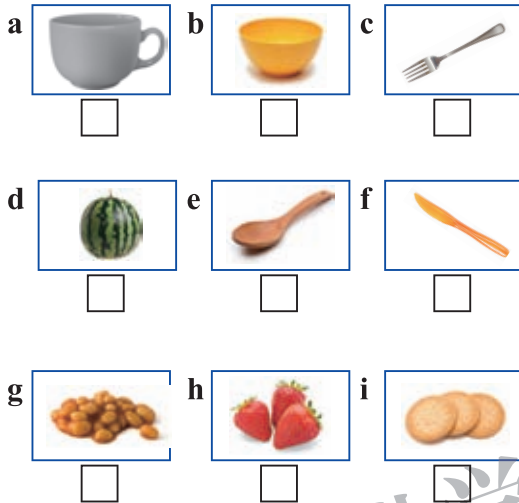
**Grandma:** Yes. There's more. Can your mum call me later? I'll be back this evening.

**Jim:** Sure.  Bye, Grandma.

**Grandma:** Bye!

 Listening

**A** Which food items or objects do the people mention? Listen and number the photos (1–9).



**B** Listen and circle the best response.

- a Sure. Please tell her to call me.  
b Yes, she can.
- a Yes. They'll be there.  
b OK. I've written that down.
- a Sorry. He's not here.  
b Nice to meet you.
- a Sure.  
b Nice to meet you.
- a Thank you.  
b No problem.

**C** Listen to the telephone conversations and take notes.

Note 1

Message to: \_\_\_\_\_

From: \_\_\_\_\_

About: \_\_\_\_\_

Don't forget to bring: \_\_\_\_\_

Where: \_\_\_\_\_

When: \_\_\_\_\_

Note 2

Message to: \_\_\_\_\_

From: \_\_\_\_\_

About: \_\_\_\_\_

Don't forget to bring: \_\_\_\_\_

Where: \_\_\_\_\_

When: \_\_\_\_\_

 Translation

Translate the sentences into English.

- 你可以告诉他给我打电话吗?
- 对不起, 她不在。
- 他到家后, 我会告诉他。
- 你在做记录吗?
- 我们会带一些水。

## Reading / Writing

**A Write the correct words. Complete the sentences.**

- 1 People usually eat t\_\_\_\_\_ at Thanksgiving dinner.
- 2 Mum is h\_\_\_\_\_ up some spaghetti for dinner.
- 3 Tina's h\_\_\_\_\_ jumps when she sees her favourite singer on TV.
- 4 I'm angry because I can do n\_\_\_\_\_ about the rubbish near my home.
- 5 Hurray! Uncle Sam a\_\_\_\_\_ to go on a picnic with us.
- 6 Peter, please look in the f\_\_\_\_\_ and see whether there is any cheese.

**B Choose proper prepositions to complete the sentences.**

at for of on to with

It seems that many people do not have a lot **1** \_\_\_\_\_ time to visit their family during the year, so it is important **2** \_\_\_\_\_ meet for special holidays. It is sometimes difficult to travel **3** \_\_\_\_\_ these times. People have to expect big crowds **4** \_\_\_\_\_ the buses and trains.

People eat delicious food **5** \_\_\_\_\_ these holiday meals! The cooks in the family are proud **6** \_\_\_\_\_ the food they prepare. After the meal, there is usually a chance **7** \_\_\_\_\_ everybody **8** \_\_\_\_\_ play games and have fun **9** \_\_\_\_\_ each other.

**C Complete the descriptions with the words in the box.**

suggestion	chance	proud
turkey	agreed	nearly
fireworks	expect	fridge

### Dragon Boat Festival

I always **1** \_\_\_\_\_ to have a good time at these races. This year, my dad made a **2** \_\_\_\_\_: I should try to join a team!



I **3** \_\_\_\_\_ to do this! I can't wait for the races next year!

*By Ray, Shanghai*

### Thanksgiving

I like going to my grandparents' house. My grandma is always **4** \_\_\_\_\_ of herself on this day because she cooks **5** \_\_\_\_\_ better than anyone. Also, there is always a lot of delicious food in her **6** \_\_\_\_\_.

*By Harry, Boston*



### Spring Festival

I love to get together with my family to see the **7** \_\_\_\_\_. I love the colour and noise! Then at home, I play games with my grandpa. He wins **8** \_\_\_\_\_ all the time, but there's always a **9** \_\_\_\_\_ that I will win a game!



*By Amy, Beijing*



## Listening

A What have these families done for the holidays? Listen and number the photos (1–6).

a




b




c




d




e




f




B Listen and tick (✓) or cross (✗).

- 1 Everyone expects Mum to make *jiaozi*.
- 2 We agreed with my cousin's suggestion.
- 3 He is speaking in a low voice.
- 4 The oven is heating up.
- 5 Your team nearly won the race.
- 6 The fireworks show was awful.

C Emma and her cousin Bill are talking about Thanksgiving. Listen and circle the correct answer.

- 1 Bill is excited about \_\_\_\_.
- a seeing Emma  
b cooking turkey by himself  
c eating the food
- 2 Bill expects they will arrive in the \_\_\_\_.
- a morning  
b afternoon  
c evening
- 3 Last year, Bill was \_\_\_\_ to see Emma's new dog.
- a happy  
b angry  
c shocked
- 4 Emma likes the suggestion of \_\_\_\_ after dinner.
- a playing games  
b watching a film  
c washing the dishes
- 5 Bill \_\_\_\_ that Grandpa will play the violin for them.
- a expects  
b worries  
c is excited

## Translation

Translate the sentences into English.

- 1 这份意大利面很难吃。
- 2 我为我的表姐感到骄傲。
- 3 春节时，人们希望吃到饺子。
- 4 事实证明，她的建议是有用的。
- 5 爸爸有一个好提议。

# Unit 4 Dealing with Problems

# Lesson 10

## Reading / Writing

**A Complete the sentences with the correct words.**

bored	excited	glad
lonely	nervous	worried

- Look! Tom is shaking. He's always \_\_\_\_\_ before performing on stage.
- I've finished reading my new book and there's nothing interesting on TV. I'm \_\_\_\_\_!
- I'm so \_\_\_\_\_ you can come to my party.
- They're \_\_\_\_\_ because they can't find their dog.
- Everybody was very \_\_\_\_\_ when the Chinese team won the volleyball match!
- Nobody talks to me at the new school. I feel so \_\_\_\_\_.

**B Complete the sentences with the correct form of the verbs in brackets.**

- If you \_\_\_\_\_ (feel) bored, \_\_\_\_\_ (not watch) TV. Read a book!
- You \_\_\_\_\_ (not succeed) unless you \_\_\_\_\_ (work) with others.
- If strangers \_\_\_\_\_ (talk) to you, \_\_\_\_\_ (go) away immediately.
- You \_\_\_\_\_ (not have) any friends unless you \_\_\_\_\_ (control) your bad moods.
- If you \_\_\_\_\_ (not be) happy with your grades, \_\_\_\_\_ (make) a study plan.
- They \_\_\_\_\_ (not improve) their English unless they \_\_\_\_\_ (speak) more.
- If you \_\_\_\_\_ (not know) the way, \_\_\_\_\_ (ask) a policeman.

**C Some students wrote to Dr Lee. Complete the letters.**

lonely	achieve	everyday
unhealthy	nervous	succeed
myself	trust	somebody
manage	bored	unless

Dear Dr Lee,  
I'm worried about my grades. I won't sleep at night **1** \_\_\_\_\_. I feel prepared for all my classes the next day. I'm always tired.

*Tired Student*

Dear Tired Student,  
It's good to study hard but it's **2** \_\_\_\_\_ to get so little sleep. Make a study plan so you can **3** \_\_\_\_\_ your time and **4** \_\_\_\_\_ your goals, too. If you have any problems, talk to your parents or somebody you **5** \_\_\_\_\_. They can give you advice and help you **6** \_\_\_\_\_!

*Dr Lee*

Dear Dr Lee,  
I've come to a new school and I feel **7** \_\_\_\_\_ because I don't have friends. I often sit by **8** \_\_\_\_\_. I'm **9** \_\_\_\_\_ because I have nothing to do but study! If I try to talk to a new person, I feel **10** \_\_\_\_\_.

*Lonely Girl*

Dear Lonely Girl,  
It's difficult to be a new student but don't feel shy. If you're sitting next to **11** \_\_\_\_\_ in class, talk about your homework and **12** \_\_\_\_\_ things, like sports or movies. You might make a new friend. You won't know unless you start talking.

*Dr Lee*



 **Listening**
**A Listen and number the problems (1 – 5).**

This student has problems ...

- a \_\_\_ looking after his health.
- b \_\_\_ talking with parents.
- c \_\_\_ getting good grades.
- d \_\_\_ making friends with classmates.
- e \_\_\_ writing exams.

**B Listen and complete the sentences. Write a–e.**

- a try to feel relaxed
- b get some suggestions from your teacher
- c answer his questions about it
- d manage your time better
- e tell him you are sorry

- 1 If you forgot to meet your friend, \_\_\_.
- 2 If you're worried about your class, \_\_\_.
- 3 You won't get everything done unless you \_\_\_.
- 4 It's difficult to write a test unless you \_\_\_.
- 5 Your dad might like the show if you \_\_\_.

**C Lucy is talking to Uncle Dan about her new school. Listen and circle the correct answer.**

- 1 Lucy is worried about \_\_\_\_\_.
  - a her new school
  - b her music class
  - c her grade in maths
- 2 Uncle Dan tells Lucy to \_\_\_\_\_.
  - a get help from her friend
  - b ask her teacher for help
  - c come to her house
- 3 If Lucy wants to make new friends, she needs to \_\_\_\_\_.
  - a talk to her favourite singer
  - b talk to her classmates
  - c go to music class
- 4 If Lucy gets upset with her sister, she should \_\_\_\_\_.
  - a turn off the computer
  - b study
  - c take a deep breath
- 5 Uncle Dan advises Lucy to \_\_\_\_\_.
  - a stay home for the holidays
  - b relax on her holidays
  - c stay busy during the holidays

 **Translation**

Translate the sentences into English.

- 1 除非你努力, 否则不会成功。
- 2 如果有任何困难, 跟你的父母谈谈。
- 3 除非你放松下来, 否则情况不会好转。
- 4 大家都信任我爸爸。
- 5 考试前, 深呼吸并放松。
- 6 请尝试控制自己的情绪。

## Reading / Writing

**A** Fill in the table with the correct form of the words.

spend	search	notice
encourage	suppose	

- The first thing I \_\_\_\_\_ about the room was the painting on the wall.
- My parents always \_\_\_\_\_ me in my studies.
- They \_\_\_\_\_ the last weekend in Shanghai.
- I \_\_\_\_\_ I will have a very busy summer holiday.
- Firefighters \_\_\_\_\_ the buildings for people.

**B** Complete the questions and suggestions. Write *a-f*.

- a** should play baseball on Sunday
- b** go hiking with your friend
- c** has a good suggestion
- d** spend online
- e** joining the English Club
- f** like to do after school

- Why don't you \_\_\_?
- How about \_\_\_?
- Maybe you \_\_\_.
- What do you \_\_\_?
- How much time do you \_\_\_?
- Who \_\_\_?

**C** Aunt is talking with Mum about Eva. Complete the dialogue with the correct words.

articles	interested	idea
search	hobbies	suppose
decide	encourage	spare
join	somewhere	line

**Aunt:** Eva spends a lot of time online. What's she doing on her computer?

**Mum:** Well, sometimes she has to **1** \_\_\_\_\_ for information for school projects.

**Aunt:** I **2** \_\_\_\_\_ that's important.

**Mum:** Yes, it is. But she also talks to her friends online and reads a lot of **3** \_\_\_\_\_ about her favourite movies.

**Aunt:** I think you need to draw a **4** \_\_\_\_\_ somewhere. You can't let her use the computer as long as she likes.

**Mum:** Yes, I need to think about that.

**Aunt:** Why don't you **5** \_\_\_\_\_ her to get away from that computer? Eva needs some other **6** \_\_\_\_\_. Maybe she should **7** \_\_\_\_\_ a club at school.

**Mum:** We tried to get her to play basketball but she's not **8** \_\_\_\_\_.

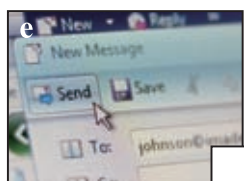
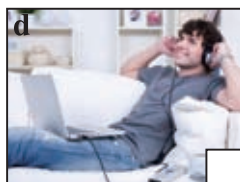
**Aunt:** Well, how about swimming? I think there's a good pool **9** \_\_\_\_\_ near your house.

**Mum:** Yes. Swimming is a good **10** \_\_\_\_\_. Eva needs more exercise and I do, too! Let's talk about it at dinner.

**Aunt:** Sure! Maybe we can **11** \_\_\_\_\_ on an activity that we can enjoy together in our **12** \_\_\_\_\_ time.

 Listening

**A** Listen and number the activities (1 – 6).



**B** Listen and circle the best response.

- a** Sure. That's a good idea.  
**b** Yes. You're right.
- a** I like to play football.  
**b** OK. I'll try that.
- a** I don't think she's interested.  
**b** I'm excited because I'm having a party.
- a** It takes a long time.  
**b** Yes. We'll do that.
- a** How about watching a movie?  
**b** Do you think so?

**C** Dora is visiting her cousin Peter. Listen to their conversation. Write *T* (True) or *F* (False).

- Peter spends a lot of time studying music in class.  
\_\_\_\_\_
- Dora's parents limit the time she can spend online.  
\_\_\_\_\_
- Peter is often busy writing emails.  
\_\_\_\_\_
- Dora encourages Peter to develop some other hobbies.  
\_\_\_\_\_
- Peter is more interested in ice cream than badminton.  
\_\_\_\_\_
- Peter decides he doesn't want to go with Dora.  
\_\_\_\_\_

 Translation

Translate the sentences into English.

- 为什么不上网查找那资料?
- 或许我们应该发封电子邮件给爸爸。
- 为什么不设一个时限?
- 他花太多时间发短信。
- 你应该将他的注意力吸引到运动上来。
- 遇到困难的时候，爸爸经常鼓励我。

## Reading / Writing

**A Complete the sentences using words from this lesson.**

- 1 Wash the  $\frac{d}{8}$  \_\_\_\_\_  $\frac{9}{9}$  clothes please.
- 2 We feel good  $\frac{w}{12}$  \_\_\_\_\_  $\frac{10}{10}$  we help others.  $\frac{3}{3}$  \_\_\_\_\_  $\frac{12}{12}$  \_\_\_\_\_  $\frac{10}{10}$
- 3  $\frac{E}{5}$  \_\_\_\_\_  $\frac{7}{7}$  the password for your computer.
- 4 Don't  $\frac{a}{4}$  \_\_\_\_\_ too much salt in your food.
- 5 She acts like my  $\frac{b}{11}$  \_\_\_\_\_  $\frac{2}{2}$  and always orders me to do things.
- 6 I study every day  $\frac{e}{6}$  \_\_\_\_\_ Sunday. On Sundays I relax.  $\frac{6}{6}$

**Match the numbers. Write the letters from above to form a sentence.**

Y  $\frac{1}{1}$  u  $\frac{2}{2}$   $\frac{3}{3}$  oul  $\frac{4}{4}$  b  $\frac{5}{5}$  \_\_\_\_\_  $\frac{6}{6}$   $\frac{7}{7}$  ou  $\frac{8}{8}$   
of  $\frac{9}{9}$  ou  $\frac{10}{10}$   $\frac{11}{11}$   $\frac{12}{12}$  lf.

**B Read the parents' statements. Circle the correct words in teens' responses.**

- 1 "Invite Ted to the party if you want."  
I can **let / make** Ted come to the party.
- 2 "You can go out with your friends but don't come home late."  
My dad **makes / lets** me come home early.
- 3 "You must take the bus with your cousin. Don't travel by yourself."  
My mum **won't let / won't make** me come home alone.
- 4 "You don't have to take art lessons if you don't enjoy them."  
My mum **won't let / won't make** me take art lessons.

**C Complete the dialogue with the words in the box.**

messy	argue	problems
angry	praises	spends
causes	lazy	whenever
mess	lets	make

### TEEN TALK

Teens and their parents talk about their **1** \_\_\_\_\_ in "Teen Talk". Today we hear from Anna and her parents.



"**2** \_\_\_\_\_ I do my homework, I like to play songs. This **3** \_\_\_\_\_ problems between me and my dad. He gets **4** \_\_\_\_\_ when he hears the music. He thinks I don't study hard enough. But I'm not **5** \_\_\_\_\_. I love music and it helps me feel relaxed. My mum **6** \_\_\_\_\_ me listen to music but sometimes she's not happy because my room is **7** \_\_\_\_\_."



"I think Anna should listen to music after she studies. Besides she plays her music too loudly. I **8** \_\_\_\_\_ her turn off the music when I want to watch my favourite shows on TV. We sometimes **9** \_\_\_\_\_ about this."



"Anna is really good at singing. She gets a lot of **10** \_\_\_\_\_ from her music teacher. However, I'm worried that she **11** \_\_\_\_\_ too much time thinking about music. Her room is a **12** \_\_\_\_\_ but she never tidies it."

Write to "Teen Talk" with your suggestions. What should this family do?

 Listening

**A** Listen and match the adjectives with the people.

friendly, lazy, messy, smart, strict, sweet



1 Carol is \_\_\_\_\_. 2 Tim is \_\_\_\_\_.



3 Dave is \_\_\_\_\_. 4 Nancy is \_\_\_\_\_.



5 May's dad is \_\_\_\_\_. 6 Ken's mum is \_\_\_\_\_.

**B** Listen and read the statements. Write *T* (True) or *F* (False).

1 Bob's mum makes him go to bed at ten.  
\_\_\_\_\_

2 Jane's parents don't make her study every night.  
\_\_\_\_\_

3 Paul's dad lets him use his computer for online games.  
\_\_\_\_\_

4 Sharon's mum won't let her see her friends at the weekend.  
\_\_\_\_\_

5 Ben's mum makes him clean his room once a week.  
\_\_\_\_\_

**C** Jim and his mum are on holidays in London. Listen and circle the correct answer.

1 Mum thinks Jim is a little \_\_\_\_.

- a messy
- b bored
- c lazy

2 Mum is going to let Jim \_\_\_\_.

- a go out by himself
- b take them to the museum
- c stay at the hotel

3 Mum won't let Jim \_\_\_\_ again.

- a go to a concert
- b take out his phone at a concert
- c text his friend

4 Mum wants Jim to \_\_\_\_.

- a find a restaurant for them
- b play computer games
- c read online information about London

5 Mum thinks Dad might feel \_\_\_\_ unless she calls.

- a relaxed
- b angry
- c worried

 Translation

Translate the sentences into English.

- 1 我有时会跟朋友们争论。
- 2 他爸爸对他很严厉。
- 3 我爷爷很关心我。
- 4 我爸爸不准我深夜独自外出。
- 5 她在同学中很受欢迎。
- 6 妈妈总认为我还没长大。



## Reading / Writing

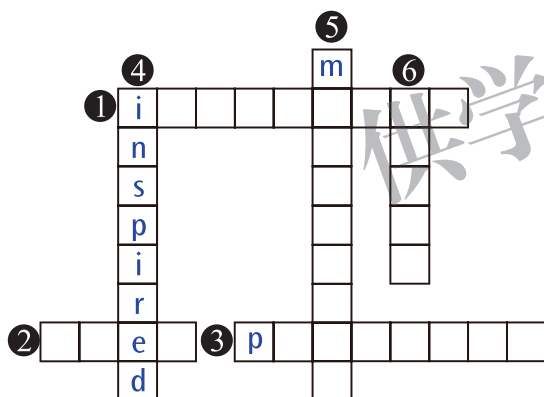
### A Do the puzzle.

#### Across ➡

- 1 My aunt has a big \_\_\_\_ on me.
- 2 This \_\_\_\_ is about love and it has eight lines.
- 3 It's a \_\_\_\_ to learn English, not a pain.

#### Down ⬇

- 4 My teacher \_\_\_\_ me to write this song.
- 5 He never \_\_\_\_ that he was married, so I didn't know.
- 6 We \_\_\_\_ Alan to be our group leader yesterday.



### B Rewrite the sentences in reported speech.

- 1 Jim: "I talk to my cousin every day."  
Jim said \_\_\_\_\_.
- 2 Jane told me, "I'm going to my friend's house in my vacation."  
Jane told \_\_\_\_\_.
- 3 "I'll ask my aunt about her cat," said Judy.  
Judy \_\_\_\_\_.
- 4 Alan said, "Lucy is my cousin's first pet."  
Alan \_\_\_\_\_.

### C Complete the interview with the words in the box.

pleasure	difference	told
influence	successful	difficult
courage	chose	presents

#### SN = School News

**SN:** Who inspired you to play this sport?

**Jim:** My dad did. He always **1** \_\_\_\_ me that it was important to study hard but also have fun. I **2** \_\_\_\_ baseball because it is great fun.

**SN:** Can you have fun when your team is having a **3** \_\_\_\_ game?

**Jim:** Sure! I think I'm **4** \_\_\_\_ at baseball because I enjoy the game in good and bad times. It's always a **5** \_\_\_\_ to play baseball.

**SN:** Last year, you couldn't play for a month because you hurt your arm.

**Jim:** Yes. It was a pity that I couldn't play. My friends visited me and brought me **6** \_\_\_\_ to cheer me up.

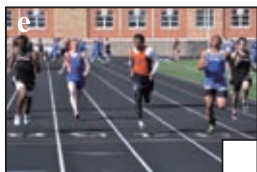
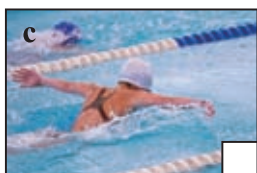
**SN:** You returned to play the last game of the year, right?

**Jim:** Yes. At first I didn't have the **7** \_\_\_\_ to play. I was so scared. But my dad told me that I should try my best. His words made a **8** \_\_\_\_ to me. They helped me relax.

**SN:** It sounds like your dad has had a big **9** \_\_\_\_ on your life.

 Listening

A Listen and number the photos (1 – 6).



B What did they say? Listen and choose the correct words.

- 1 My mum told me that I **forgot / would remember** the words.
- 2 Bobby told me that he **would eat / was eating** his dinner.
- 3 Miss Lin mentioned that she **gave / would give** everybody a grade on their projects.
- 4 Karen said that she **would go / went to** the lake on Friday.
- 5 Dad told me that he **was walking / walked** to the shop.

C Sally is talking to her neighbour. Listen to their conversation and circle the correct answer.

- 1 Sally told Mr Wu that she \_\_\_\_.  
a was hungry  
b liked to cook  
c was in the kitchen
- 2 Who influenced Sally to cook?  
a Her neighbour.  
b Her mother.  
c Her uncle.
- 3 Mr Wu thinks it is a pity that \_\_\_\_.  
a Sally works in the restaurant  
b the restaurant is so far away  
c he can't go to the city
- 4 Sally said that it was \_\_\_\_ to have a successful restaurant.  
a difficult  
b easy  
c fun
- 5 For New Year, Sally mentioned that she would \_\_\_\_.  
a eat at the restaurant  
b cook with her uncle  
c buy some *jiaozi*

 Translation

Translate the sentences into English.

- 1 我的姑姑对我影响很大。
- 2 他说你今晚会上复习功课。
- 3 阅读对我来说是一种乐趣。
- 4 他告诉我一切都会好起来的。
- 5 谁曾鼓励你当教师?
- 6 遇到困难的时候, 妈妈总是陪在我身边。

## Reading / Writing

**A Complete the sentences using the words from this lesson.**

- 1 She bought some s\_\_\_\_\_ in the supermarket.
- 2 I was l\_\_\_\_\_ that I wasn't hurt in the accident.
- 3 My friends had a v\_\_\_\_\_ near the beach.
- 4 Can you r\_\_\_\_\_ your first day at school?
- 5 We have good m\_\_\_\_\_ of our school camp.

**B Read and match the statements with the correct responses. Write a-e.**

- a That was lucky!
- b Is it?
- c That's so sad.
- d That's great!
- e What a shame.

- 1 **A:** My dog ran away. I can't find him.  
**B:** \_\_\_\_\_
- 2 **A:** I did really well on the exam!  
**B:** \_\_\_\_\_
- 3 **A:** I fell off my bike and hurt my arm. Now I can't play basketball.  
**B:** \_\_\_\_\_
- 4 **A:** I went fishing for the first time. I caught a big fish!  
**B:** \_\_\_\_\_
- 5 **A:** It's my birthday today!  
**B:** \_\_\_\_\_

**C Sam is talking with his mum. Complete the dialogue with the words and expressions in the box.**

shame	memories	lucky
look	Why	That's too bad
Oh no	Wow	Is it see

**Mum:** Look at this photo, Sam. This is Dad and this is you!

**Sam:** **1** \_\_\_\_\_? I look so small.

**Mum:** You were four years old. We were taking you to the zoo. I have wonderful **2** \_\_\_\_\_ of that special day. You were so excited.

**Sam:** **3** \_\_\_\_\_?

**Mum:** You wanted to see an elephant. Dad's friend worked at the zoo. He told us that we could meet one.

**Sam:** His friend worked there? That was **4** \_\_\_\_\_!

**Mum:** Yes. Look! Here's a picture of Dad and you by the elephant.

**Sam:** What a **5** \_\_\_\_\_! I'm sleeping.

**Mum:** You were tired. You fell asleep before you saw the elephant.

**Sam:** **6** \_\_\_\_\_.


**Mum:** We still had fun. After the zoo, we had ice cream. Look!

**Sam:** **7** \_\_\_\_\_! I have ice cream all over my face.

**Mum:** But you **8** \_\_\_\_\_ so happy! After that, Dad bought you a toy elephant in a store.

**Sam:** **9** \_\_\_\_\_! That's the elephant I have in my room now.

**Mum:** Yes. You didn't **10** \_\_\_\_\_ the elephant at the zoo but you had your own elephant at home.

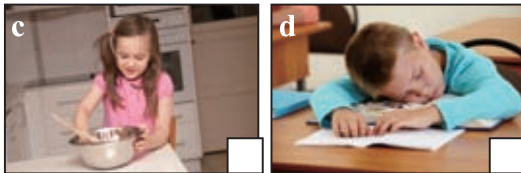
 Listening

**A** Listen and number the photos (1 – 6). Was it a good or bad memory? Circle ☺ or ☹.



☺ / ☹

☺ / ☹



☺ / ☹

☺ / ☹



☺ / ☹

☺ / ☹

**B** Listen and circle the best response.

- a That was lucky.  
b Oh no!
- a That's great.  
b That was lucky.
- a That's too bad.  
b Is it?
- a Wow!  
b That was lucky!
- a Is it?  
b Oh no!

**C** Grandpa is talking to Sherry about some old photos. Listen and read the statements. Write *T* (True) or *F* (False).

- Grandpa is in the picture with his brother and mother.  
\_\_\_\_\_
- Sherry has a lot of memories of her great-grandfather.  
\_\_\_\_\_
- Grandpa was always with his brother.  
\_\_\_\_\_
- The dog was sad because he missed Grandpa's brother.  
\_\_\_\_\_
- Life on the farm was difficult.  
\_\_\_\_\_
- Grandpa's mum liked life on the farm.  
\_\_\_\_\_
- It was a shame that Grandpa never returned to the farm.  
\_\_\_\_\_

 Translation

Translate the sentences into English.

- 爷爷记得战争时的艰难时期。
- 奶奶告诉过我她在英国的生活。
- 哇!你会有一个月的假期!
- 很幸运,我找回了手机。
- 那对我来说是个好消息。

## Reading / Writing

**A Complete the sentences using the words from this lesson.**

- This room isn't big. It's t  $\frac{\quad}{10}$   $\frac{\quad}{7}$      .
- Would you like to come r  $\frac{\quad}{14}$   $\frac{\quad}{6}$       my house for dinner?
- She bought bright yellow l  $\frac{\quad}{2}$        $\frac{\quad}{9}$       at the fruit market.
- The m  $\frac{\quad}{4}$   $\frac{\quad}{3}$   $\frac{\quad}{15}$       is broken. We need to fix it.
- We went to movie t  $\frac{\quad}{8}$   $\frac{\quad}{11}$        $\frac{\quad}{12}$       to watch movies.
- I go swimming when it is hot and d  $\frac{\quad}{5}$        $\frac{\quad}{13}$      .
- It's raining so it's w  $\frac{\quad}{1}$            outside.

**Match the numbers. Write the letters from above to form a sentence.**

$\frac{\quad}{1}$   $\frac{\quad}{2}$   $\frac{\quad}{3}$   $\frac{\quad}{4}$   $\frac{\quad}{5}$   $\frac{\quad}{6}$   $\frac{\quad}{7}$  wh  $\frac{\quad}{8}$   $\frac{\quad}{9}$   
 $\frac{\quad}{10}$  w  $\frac{\quad}{11}$   $\frac{\quad}{12}$   $\frac{\quad}{13}$   $\frac{\quad}{14}$  u  $\frac{\quad}{15}$  g.

**B Complete the sentences with *in*, *at*, *on* or *with*.**

- They have a house      a small garden.
- He worked      a factory.
- She has to stay      home and do her homework.
- He went to the beach      a sunny day.
- My parents let me watch TV      weekends.
- Life was difficult      the 1950s.

**C Complete the article using the words in the table.**

had ✓	didn't have ✗
television	dishwasher
radio	air conditioner
fridge	mobile phone
record player	computer
central heating	MP3 player

### MIDDLE SCHOOL NEWS Growing up in the 1970s

*By Mr Harris, English Teacher*

Today we have a lot of machines in our homes. Life was different when I was growing up in the United States.

When I was a teenager, I loved music. I didn't have a little **1**      like many teens today. My family and I used to listen to music on a **2**     . I listened to music and the news on a tiny **3**      in my bedroom.

My family watched our **4**      for one or two hours in the evening. My friends sometimes came round to watch a movie. My mum let us make snacks but then we had to clean up! We didn't have a **5**      so it took a long time.

It was hot in the summer. We didn't have an **6**      so we used to get a lot of cold drinks from the **7**     . Our house was fine in winter because we had **8**     .

I didn't have a **9**      to call my friends or a **10**      to send emails but I used to visit my friends a lot. We talked to each other and played sports.

I have great memories of those days.



 Listening

A Listen and number the photos (1 – 6).



B Listen and complete the sentences with the correct words.

has, doesn't have, had, didn't have, used to, didn't use to

- Mum \_\_\_\_\_ central heating in her home when she was growing up.
- When he was a boy, Dad \_\_\_\_\_ go to bed at eight o'clock.
- Dad \_\_\_\_\_ his mobile phone with him now.
- Uncle Ted \_\_\_\_\_ a radio when he was young.
- Grandma \_\_\_\_\_ a big colour TV. It's new.
- Eric \_\_\_\_\_ play computer games all the time.

C Listen and choose the correct words.



- Ella didn't enjoy **the dinner / cleaning up**.
- Aunt Tina used to **wash / dry** the dishes when she was a girl.
- They needed to turn on the **dishwasher / fan**.
- They don't call Mum because she **doesn't have / shouldn't use** her phone now.
- Aunt Tina has a **tiny / huge** garden.
- Ella often does homework on **Tuesday / Saturday** evenings.
- Aunt Tina didn't have a **television / games** when she was young.

 Translation

Translate the sentences into English.

- 我以前经常听收音机。
- 他们在六十年代买了一台彩色电视机。
- 我爸爸小的时候，家里没有电话。
- 他们住在一座很小的房子里。
- 这台机器很有用。

## Reading / Writing

### A Write the correct words and complete the sentences.

- 1 It's winter. Put a h\_\_\_\_\_ on your head and a s\_\_\_\_\_ around your neck!
- 2 He fell when he was climbing the mountain. He's lucky to be a\_\_\_\_\_.
- 3 My dad says it's going to be sunny today but I have my d\_\_\_\_\_. Look at the clouds!
- 4 That painting is expensive. It's really v\_\_\_\_\_.
- 5 His grandmother p\_\_\_\_\_ a\_\_\_\_\_. He's very sad.

### B Rearrange the words into reported questions.

- 1 was / My / homework / I / my / teacher / if / asked / doing / me  
My \_\_\_\_\_.
- 2 was / know / the / wanted / scared / if / She / to / boy  
She \_\_\_\_\_.
- 3 would / asked / what / do / My / me / friend / I  
My \_\_\_\_\_.
- 4 if / to / store / Her / went / asked / the / dad / she / her  
Her \_\_\_\_\_.
- 5 I / cousin / his / when / visit / house / asked / My / would / me  
My \_\_\_\_\_.

### C Read Jake's story about his visit to Marty's house. Complete the sentences with the words in the box.

hall	angry	recently
nobody	what	would
asked	told	if
whether		

#### My Visit with Marty by Jake

My friend Marty asked me to visit him at his house **1** \_\_\_\_\_. His parents weren't there but he told me that his grandmother was sleeping in her room.

Marty **2** \_\_\_\_\_ me if I was hungry. I told him that I was, so Marty went to the kitchen to make us a snack.

I was waiting for Marty in the living room when I heard a woman's loud voice from a room down the **3** \_\_\_\_\_. She asked me what my name was. I told her my name and then she asked me **4** \_\_\_\_\_ I was doing. I told her that I was visiting Marty.

I didn't know **5** \_\_\_\_\_ I should visit her in her room or not. But then she asked me for a biscuit. She asked a few times. She sounded a bit **6** \_\_\_\_\_.

I went to find Marty in the kitchen. I told him that his grandma was asking for biscuits. Marty asked me **7** \_\_\_\_\_ I saw his grandma. When I **8** \_\_\_\_\_ him that I just heard her voice, Marty started to laugh.

Marty asked me to follow him to that room. He opened the door but **9** \_\_\_\_\_ was there. Then I saw a big bird. The bird looked at me and said, "I want a biscuit."

Marty smiled and asked me if I **10** \_\_\_\_\_ like to meet Becky, his talking bird.

 Listening

A Which words describe each person? Listen and number (1–6).

- a  has good health.  
 b  has humorous nature.  
 c  has medical knowledge.  
 d  is able to observe things carefully.  
 e  has a good memory.  
 f  has a university degree.

B Listen to the original question. Then tick the reported question.

- 1  a He asked what she did.  
 b He asked what she was doing.
- 2  a He asked where they would go.  
 b He asked what they would do.
- 3  a He asked if he could shop with his dad.  
 b He asked if he was shopping with his dad.
- 4  a He asked if they could help her clean up.  
 b He asked if they were helping her clean up.
- 5  a He asked when I was going to the park.  
 b He asked when I went to the park.

C Dan is talking to Pam about his missing cat. Listen and choose the correct words.



- 1 Dan told Pam that he had a **good / bad** time on his holiday.  
 2 Princess ran away **two weeks / three days** ago.  
 3 Dan is worried that **his cat died / Ted took his cat**.  
 4 Pam's dog died **a long time ago / recently**.  
 5 Princess is **black and white / black**.  
 6 Dan is excited because Princess **likes to climb trees / is alive**.  
 7 Pam asked Dan **how / when** he would get Princess to climb down.

 Translation

Translate the sentences into English.

- 1 他问我是否还有疑问。  
 2 没有人知道他去了哪里。  
 3 我们想知道他们是否累了。  
 4 他死后，没人认领他的巨额遗产。  
 5 我们会尽快查出真相。  
 6 她去年去云南旅行了。

## Reading / Writing

**A** Complete the sentences using the words from this lesson.

1 He is w \_\_\_\_\_. He can't pick it up.  
7 9

2 The d \_\_\_\_\_ is  
5 13 1 14  
trying to find the answers.

3 Do you mind if I ask you some  
q \_\_\_\_\_?  
3 19 16 2 15

4 She has a beautiful s \_\_\_\_\_ dress.  
17 10 4

5 Water, please. I'm t \_\_\_\_\_  
18 6 12 8  
\_\_\_\_\_.

Match the numbers. Write the letters from above to form a question.

1	2	3	4	5	6	7	8	9	10
ou	a				f				d?
11	12	13	14	15	16	17	18	19	

**B** Complete the dialogues with the correct words.

ahead	can	mind	okay
problem	sorry	sure	think

1 **A:** Do you \_\_\_\_\_ if I speak?

**B:** No. Go \_\_\_\_\_.

2 **A:** Do you \_\_\_\_\_ you could clean your room?

**B:** \_\_\_\_\_. I can do that.

3 **A:** Is it \_\_\_\_\_ to look in our books?

**B:** \_\_\_\_\_. Not for this exam.

4 **A:** \_\_\_\_\_ you talk to my teacher?

**B:** Sure. No \_\_\_\_\_.

**C** Jim is having a picnic in the park with Don and Tina. Complete the dialogue with the words in the box.

problem	know	wonder
okay	tell	sorry
mind	thirsty	ahead
fine	could	great

**Don:** Jim, is it **1** \_\_\_\_\_ if I have another sandwich?

**Jim:** Sure. Oh ... Do you **2** \_\_\_\_\_ if I ask you a question, Don?

**Don:** No. Go **3** \_\_\_\_\_.

**Jim:** How many sandwiches have you eaten?

**Don:** Just one. Why?

**Jim:** I made two sandwiches for each of us, but there aren't any left! I ate two and you ate one. Hmm ... Where's Tina? I **4** \_\_\_\_\_ how many she ate.

**Don:** She's over there. I'll call her. Tina, **5** \_\_\_\_\_ you come over here?

**Tina:** Sure! No **6** \_\_\_\_\_!

**Jim:** Tina, can you tell me how many sandwiches you've eaten?

**Tina:** Two sandwiches. Is that OK?

**Jim:** Yes. That's **7** \_\_\_\_\_. But it's strange. I made six sandwiches.

**Tina:** Oh. Could I **8** \_\_\_\_\_ you something?

**Jim:** Yes, of course!

**Tina:** Well, when I went over there, I met a friendly dog. It was hungry, so I gave it a sandwich. I didn't **9** \_\_\_\_\_ it was Don's sandwich. I'm **10** \_\_\_\_\_! Don, is it okay if I buy you a hamburger? That man is selling them.

**Don:** That would be **11** \_\_\_\_\_! Can you get me some juice, too? I'm **12** \_\_\_\_\_!

 Listening

A Listen and number the responses (1–5).



- a  Sure. Here it is.
- b  No. Go ahead.
- c  Sorry. I'm busy tomorrow.
- d  Yes. I'm Nancy.
- e  Yes. That's fine.

B Listen to the indirect question. Then circle the direct question.

- 1 a Can I have some more juice?  
b Do you like juice?
- 2 a Is she calling her dad?  
b Can she call her dad?
- 3 a Can you read that book?  
b Why are you reading that book?
- 4 a Can we go to the basketball game?  
b Do you like to play basketball?
- 5 a Where will they go?  
b Where did they go?
- 6 a Are you coming to the party?  
b Who will come to the party?

C Chris is talking to his cousin Ella. Listen and circle the correct answer.



- 1 Chris feels nervous because he \_\_\_\_.
- a is talking to Ella  
b has a test next week  
c isn't feeling well
- 2 Chris tells Ella that he \_\_\_\_.
- a thinks maths is boring  
b is doing OK in maths  
c finds maths difficult this year
- 3 Chris asks Ella if they can meet \_\_\_\_.
- a on Sunday  
b at one o'clock  
c at three o'clock
- 4 Chris agrees to help Ella \_\_\_\_.
- a write English stories  
b with her science project  
c speak Chinese
- 5 Chris would like Ella to \_\_\_\_.
- a bring a DVD  
b go to the cinema with his parents  
c cook dinner

 Translation

Translate the sentences into English.

- 1 我在报纸上读到了这则消息。
- 2 你可以告诉我要去哪儿吗?
- 3 你是否介意我去看望你呢?
- 4 我记得你以前很瘦。
- 5 希望你在这里过得愉快。



# Unit 6 Detectives

# Lesson 18

## Reading / Writing

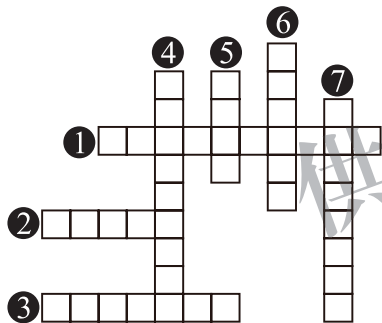
### A Do the puzzle.

#### Across ➡

- There were many interesting c\_\_\_\_\_ in the story.
- She was a good p\_\_\_\_\_ in his class.
- The police solved the m\_\_\_\_\_.

#### Down ⬇

- She'll t\_\_\_\_\_ the play from English into Chinese.
- We b\_\_\_\_\_ the other team in the game.
- The w\_\_\_\_\_ wrote a book about England.
- The company p\_\_\_\_\_ many films.



### B Complete the sentences with the best pronouns.

he it she they we you

- Mary is a pupil in Mr Wu's class. \_\_\_\_\_ is also on the girl's volleyball team.
- The students are performing in the school play. A lot of people have bought tickets for \_\_\_\_\_.
- My friends and I had a party last night. \_\_\_\_\_ had a good time.
- I can't decide which of the plays to see. \_\_\_\_\_ all look really good.
- Shh! \_\_\_\_\_ can't talk during the show.
- My dad is friendly to everyone. \_\_\_\_\_ always says hello.

### C Show Time magazine talks to Leo James about his newest play. Complete the interview.

wealthy	fear	truth
actress	beats	writer
sales	translated	produce
crime	holiday	characters

#### ST = Show Time

**ST:** Hello, Leo. We're excited to talk to you about your new play.

**Leo:** Yes! It opens at the theatre next week.

**ST:** How are **1** \_\_\_\_\_ for the show?

**Leo:** Great! A lot of people are buying tickets for it. This should be one of the best plays we **2** \_\_\_\_\_ this year. A great **3** \_\_\_\_\_ is performing in it. She's wonderful.

**ST:** Can you tell us about the story?

**Leo:** Sure! The main character is a **4** \_\_\_\_\_ American woman named Marsha. When the play begins, she's on a **5** \_\_\_\_\_ in England. She's staying in a beautiful old hotel when strange things start to happen. She finds herself trying to solve the **6** \_\_\_\_\_. She's smart and shows no **7** \_\_\_\_\_.

**ST:** How about the other **8** \_\_\_\_\_?

**Leo:** We learn about them by listening to Marsha. She asks a lot of questions and discovers the **9** \_\_\_\_\_.

**ST:** It sounds interesting.

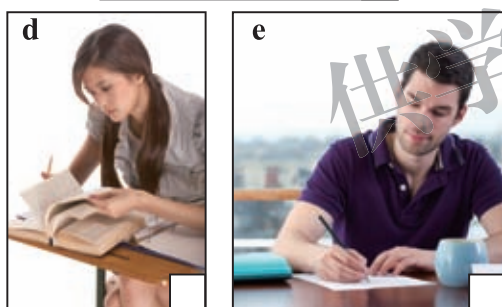
**Leo:** Yes. A great mystery **10** \_\_\_\_\_ from France wrote this play. It was **11** \_\_\_\_\_ from French into English.

**ST:** Well, I'd like to see this play!

**Leo:** Yes. I always say that seeing a play in a theatre **12** \_\_\_\_\_ watching a film at home. I would encourage everybody to buy their tickets today!

 Listening

A Listen and number the pictures (1-5).



B Listen and complete the descriptions. Choose the correct words.

- 1 She / He is a happy person.
- 2 Give it / them to me, please.
- 3 She is / They are fun to watch.
- 4 They / You need to sit down.
- 5 She / He is wealthy.
- 6 We / They are really huge.

C Ben is talking to Sarah about her favourite writer, Sir Arthur Conan Doyle. Listen and choose the correct answers.

- 1 Ben was **doing his homework / playing basketball** when he saw Sarah.
- 2 Sarah is reading the writer's **poems, plays and novels / detective stories**.
- 3 The writer wrote about **20 / 60** stories with the detective Sherlock Holmes as the main character.
- 4 Conan Doyle was a writer and also a **doctor / police officer**.
- 5 The stories about Sherlock Holmes are printed **in English only / in many languages**.
- 6 Ben told Sarah that he could **watch a film / read a book** about Sherlock Holmes.

 Translation

Translate the sentences into English.

- 1 她将故事译成英文了。
- 2 那个女孩告诉我们，她正在写一部剧。
- 3 他经常在警察破案之前就把案子破了。
- 4 他因诗歌而闻名。
- 5 他于1998年去世，享年94岁。
- 6 他这么成功，并不奇怪。

# Grammar Summary

## 1 Object Clauses 宾语从句

宾语从句是在句子中起宾语作用的从句。宾语从句需要由连接词引出。常用的连接词有：*that*, *whether*, *if*, *what*, *which*, *who*, *where*, *when*, *how*, *why* 等。宾语从句用陈述语序。例如：

She said (**that**) she didn't want to know.

He has got **what** he wanted.

I wonder **whether / if** it is large enough.

### 1 由 *that* 引导的宾语从句

在宾语从句中，*that* 只起引导作用，没有具体的意义，且常可省略。例如：

They believe (**that**) many people will come to the party.

I don't think (**that**) he is honest.

### 2 由 *if*, *whether* 引导的宾语从句

*if*, *whether* 引导宾语从句时，意为“是否”。例如：

I don't know **whether / if** she will come.

I wonder **whether / if** the postman has any letters for me.

### 3 由连接代词、连接副词引导的宾语从句

*what*, *which*, *who*, *whose*, *where*, *when*, *how*, *why* 等疑问词都可以引导宾语从句。例如：

We don't know **when** she will come.

Can you tell me **why** this is impossible?

I can't remember **what** his name is.

He asked me **where** I was going.

## 2 The Present Perfect 现在完成时

### Uses 用法

现在完成时表示：

1 发生在过去但对现在有影响的动作。例如：

Her last book **has been** a great success.

(结果：她现在是一个知名人物。)

I **have lost** my keys. (结果：我现在开不了门。)

2 发生在过去，持续到现在的动作。常和 *since*, *for*, *all my life* 等时间状语连用。例如：

She **has been** an English teacher **for five years**.

### Form 形式

现在完成时的构成形式是 *have / has + 过去分词*。

• 肯定句：

I / We / You / They **have (= 've) gone out**.

He / She / It **has (= 's) gone out**.

• 否定句：

I / We / You / They **have not (= haven't) gone out**.

He / She / It **has not (hasn't) gone out**.

• 一般疑问句：

**Have** you / they **gone out**?

Yes, I / we / they **have**.

No, I / we / they **haven't**.

**Has** he / she / it **gone out**?

Yes, he / she / it **has**.

No, he / she / it **hasn't**.

• 特殊疑问句：

When **have** you / they **gone out**?

When **has** he / she / it **gone out**?

### 现在完成时及其常用副词和时间状语

• 现在完成时常与 *already*, *just*, *ever*, *never*, *yet* 等副词连用，副词置于 *have / has* 之后，或置于句尾。例如：

I have **never** been to Peter's house.

He has **just** bought a new car.

• *already* 常用于肯定句，*yet* 常用于疑问句和否定句，*ever* 常用于疑问句。例如：

I have **already** finished my homework.  
 Have you repaired your bike **yet**?  
 Have you **ever** thought about  
 becoming an astronaut?

• 现在完成时还可以与 *for*+一段时间或 *since*+某时间点连用。例如:

I have studied here **for** three years.  
 I have studied here **since** 2010.

### 3 Reflexive Pronouns 反身代词

#### Uses 用法

• 反身代词作宾语。例如:

We got out of the river and dried  
**ourselves**.

I didn't enjoy **myself** at all that day.  
 She was talking to **herself**.

• 反身代词作表语。例如:

He can't be well; he doesn't feel  
**himself** today.

The poor boy was **myself**.

• 反身代词作同位语。例如:

He **himself** is a doctor.

The house **itself** is beautiful, but the  
 decorations are rather old.

#### Form 形式

人称代词 (主格)	形容词性 物主代词	反身代词
I	my	myself
we	our	ourselves
you (单数)	your	yourself
you (复数)	your	yourselves
he	his	himself
she	her	herself
it	its	itself
they	their	themselves

### 4 Adverbial Clauses of Condition 条件状语从句

条件状语从句表示说话人对事情的实现提出的前提或条件。引导条件状语从句的连词有 *if*, *unless* 等。例如:

You will succeed **if** you do one thing  
 at a time and stick to your plan.

Come tomorrow **if** you have time.

**If** the salary isn't too low, he will  
 accept the job.

1 如果从句用 *if* 条件句, 主句用祈使句, 则表示说话人在向某人提出建议、命令或请求。该句型是:

从句	主句
<b>If + Present Simple</b>	祈使句

例如:

**If** it rains today, **stay** at home.

**If** you want to lose weight, **eat** less  
 bread.

2 如果从句用 *unless* 条件句或者否定的 *if* 条件句, 主句用陈述句, 表示说话人要告知某人在一定条件下会产生结果。该句型是:

主句	从句
陈述句	<b>unless+ 动词肯定式</b> <b>或if ... don't / doesn't</b> ...

例如:

You will be late **unless** you start at  
 once / **if** you **don't** start at once.

You can't drive a car **unless** you pass  
 the driving test / **if** you **don't** pass the  
 driving test.

We'll be locked out **unless** we come  
 back by midnight / **if** we **don't** come  
 back by midnight.

## 5 Reported Speech 间接引语

在引用别人的原话时，被引用的句子称为直接引语（Direct Speech）。例如：

“Pass me the dictionary, Mike,” she said.

He suggested, “Let’s take a taxi back home.”

当用自己的话转述别人的话时，被转述的部分称为间接引语(Reported Speech)。例如：

She told me **that she was getting married next week.**

He said **that he would stay in London for a week.**

### 1 Reported Statements 间接陈述句

如果转述的是陈述句，需要：

- 用连词 *that* 引导，*that* 可以省略。例如：  
He said, “I have lost my umbrella.”  
He said **(that) he had lost his umbrella.**
- 改变引语谓语动词的时态，使其与主句谓语动词时态保持一致。动词变化如下：

直接引语	间接引语
一般现在时	一般过去时
现在进行时	过去进行时
现在完成时	过去完成时
一般过去时	过去完成时
一般将来时	过去将来时
情态动词	情态动词过去时

例如：

He said, “The road is still blocked.”

He said **(that) the road was still blocked.**

Paul said, “I’m trying to get a taxi.”

Paul said **(that) he was trying to get a taxi.**

They said, “We will be late for the plane if we don’t start at once.”

They said **that they would be late for the plane if they didn’t start at once.**

The policeman said, “You can prevent the accident.”

The policeman said **that I could prevent the accident.**

- 改变间接陈述句中的时间和地点。变化如下：

直接引语	间接引语
now	then
today	that day
at the moment	at that moment
yesterday	the day before
last week / month / year	the week / month / year before
tomorrow	the next day / the following day
the day after tomorrow	in two days’ time
next week / year etc.	the following week / year etc.
here	there
this	that

- 根据句意，改变人称。例如：

He said, “I like **my** new house.”

He said that **he** liked **his** new house.

He said, “**We**’ll discuss this tomorrow.”

He said **they** would discuss that the next day.

### 2 Reported Questions 间接疑问句

间接疑问句是由一般疑问句或特殊疑问句转换而来的间接引语。

- 特殊疑问句转换为间接引语，要用 *ask*, *wonder*, *want to know* + 特殊疑问词作



为引导词，即 *when / where / who / what / how / why* 等，语序不变，即从句用陈述语序。例如：

He said, “Where does she live?”

He asked **where she lived**.

The nurse asked, “How do you feel?”

The nurse asked **how I felt**.

“Why is my mother driving so fast?” I wondered.

I wondered **why my mother was driving so fast**.

- 一般疑问句、选择疑问句等转换为间接引语，要用连接词 *if* 或 *whether* 作为引导词，从句用陈述语序。例如：

She said, “Do you want me to help you?”

She asked **if / whether I wanted her to help me**.

“Are you waiting for the bus?” he asked.

He asked **if / whether I was waiting for the bus**.

## 6 Used to

### Uses 用法

*used to do sth* 用来表示过去的习惯和状态，指某人过去习惯于做某事，现在已经不做了。例如：

He **used to** play table tennis, but now he's getting interested in tennis.

My father **used to** smoke a lot.

### Form 形式

肯定句：*used to* 用于所有人称。

否定句：*didn't use to do sth / used not to do sth* 例如：

He **didn't use to** play computer games.

Buses **used not to** stop here.

疑问句：*Did sb use to do...?* 例如：

Did you **use to** swim a lot?

Did this building **use to** be a hotel?

Where did you **use to** live before you came here?

# Notes to the Texts

## Unit 1 Technology and the Future

### Lesson 1

- 1. Classrooms might be in open areas and use large LCD screens.** 教室可能在露天并使用大幅的液晶显示屏。  
in open areas 在开阔的地方，在开放的地区。此处，open 用作形容词。
- 2. The system will also allow students to see teaching videos and notes online.** 系统还允许学生在线观看教学录像和笔记。  
allow sb to do sth 允许某人做某事。如：  
My parents won't allow me to go out alone at night. 我父母不允许我晚上独自外出。

### Lesson 2

- 1. Not everyone can connect to the Internet.** 不是所有人都能联网。  
connect to 与……连接。此处 to 用作介词，后面接名词。如：  
If you have a laptop, just connect to the hotel Internet service. 如果你有笔记本电脑的话，连接宾馆的互联网服务就可以了。
- 2. I agree that people today aren't afraid to use the Internet.** 我同意现在的人们不怕使用网络。  
be afraid to do 害怕做……。如：  
Don't be afraid to tell your friend the truth. 不要害怕告诉你的朋友真相。

### Lesson 3

- 1. You also need to plan well and make good decisions quickly.** 你还需要做好计划，并快速做出好的决定。  
make a decision 做决定。如：  
I'm afraid you made a wrong decision. 恐怕你做出了错误的决定。

- 2. The ability to deal with difficult situations is a key to your success.** 应对困境的能力是成功的关键。

(1) deal with 对待(人、事物); 处理。如:

Miss Lin knows how to deal with students. 林老师知道如何与学生相处。

He won't be able to deal with the situation. 他没有能力应付局面。

(2) 本句中，key 意为“(解决问题的)关键，要诀”。如:

the key to the problem 解决问题的关键  
key 还可以表示“(习题等的)答案; 钥匙”。如:

the key to the exercise 习题的答案  
the car keys 汽车钥匙

## Unit 2 Communication

### Lesson 4

- 1. People have always been interested in animal communication and scientists have done a lot of research on this subject.** 人们一直对动物如何交流感兴趣，科学家们已就这一课题做了许多研究。  
be interested in 对……感兴趣。如：  
She is interested in collecting stamps. 她对集邮感兴趣。
- 2. Everyone has heard birds singing.** 大家都听过鸟儿唱歌。  
hear, see, watch, listen to 都可以接人称代词宾格 + 动词ing 的结构。如：  
I saw her working in the garden. 我看见她在花园里干活。  
He watched them eating. 他看着他们吃饭。  
We listened to the band playing in the

park. 我们曾在公园听乐队演奏。

**3. They are either too low or too high for us.** (这些声音)对我们来说不是太高就是太低。

either ... or ... 或是……或是……, 不是……就是……。如:

I don't speak either French or German. 我既不会说法语也不会说德语。

### Lesson 6

**Texting did not become common until about 1998.** 直到大约1998年, 发短信才变得普遍起来。

not ... until ... 直到……才……。如:

He didn't return home until he finished the work. 他直到工作完成才回家。

## Unit 3 Festivals and Holidays

### Getting Ready

**American Thanksgiving** 美国感恩节在美国, 每年11月的第四个星期四是感恩节。美国人在这个节日通常会和家人团聚、聚餐。感恩节的大餐通常有火鸡、火腿、南瓜派、苹果派和其他蔬菜。

### Lesson 7

**1. It lasted for three hours!** 它(这顿饭)持续了三个小时!

此处, last 用作动词, 意为“持续”。如:

The rainy season lasted until August. 雨季一直持续到8月。

**2. Lots and lots!** 太多太多了!

lots and lots 许许多多。如:

There are lots and lots of people in the

park on Sundays. 星期天, 公园里的人很多。

**3. The family wished each other, and me, good luck.** 他们一家人互相祝福, 也祝福我好运气。

wish sb +名词, 表示“愿(某人幸运等), 祝……”。如:

I wish you a happy birthday. 我祝你生日快乐。

**4. Just before midnight, everyone went outside and millions of fireworks went off together.** 午夜前, 人们走到户外, 无数的烟花同时爆响。

(1) millions of 数百万的……, 大量……。如:

There were millions of people in the square. 广场上有好多好多人。

类似的用法还有:

hundreds of 数以百计的, 成百上千的  
thousands of 成千上万的

(2) 此处, go off 意为“爆发, 产生很大的声音”。如:

He didn't wake up though the alarm clock went off. 尽管闹钟响了, 他还是没醒来。

### Lesson 8

**1. And can you remind them to bring the spoons and plates?** 还有, 你能提醒他们带勺和盘子吗?

remind sb to do sth 提醒某人做某事。否定形式为 remind sb not to do sth。如:

I reminded him to buy a birthday gift for his mum. 我提醒他给他妈妈买生日礼物。

Remind me to post this letter. 提醒我寄这封信。

**2. - OK. Thanks a lot.** 好的。非常感谢。

- **No problem.** 不用谢。

此处, No problem. 意为“不用谢, 不客气”。用来回应别人致谢。

No problem. 还可以用来回应道歉。意为“没关系”。如:

- I'm sorry to keep you waiting for a long time. 很抱歉让你等了这么长时间。

- No problem. 没关系。

No problem. 还可以表示同意, 意为“没问题”。如:

- Could you post the letter for me? 你能帮我寄信吗?

- No problem. 没问题。

## Lesson 9

**1. It was the turkey that made it the worst Thanksgiving ever.** 就是那只火鸡使那次感恩节成为至今最糟糕的一次。  
ever与最高级、比较级连用, 意为“至今”。如:

That is the best book that he has ever written. 那是迄今为止他写过的最好的小说。

I think she is the best sportswoman ever. 我认为她是迄今为止最棒的女运动员。

**2. ...and there are a lot of chances for things to go wrong.** ……有很多时候事情会出差错。

go wrong 失败, 弄不好, 不顺利。如:  
Everything went wrong in those days. 当时, 事事不顺。

**3. My mum was proud of herself as she got it for a good price.** 妈妈很得意, 因为她以便宜的价格买了(火鸡)。

(1) be proud of 因……而骄傲。如:

Mr Smith is proud of his daughter. 史密斯先生为他的女儿感到自豪。

(2) for a good price 以很好的价钱。如:

He sold the house for a good price. 他的房子卖了个好价钱。

## Communication Workshop

**1. Aunt Linda told me you were visiting China and were staying with a host family.** 琳达阿姨告诉我你正在中国参观游览, 住在寄宿家庭里。

(1) stay with 逗留(客居)在……的家。如:

I will stay with my aunt. 我将住在姑姑家。

(2) host family 寄宿家庭

**2. Look forward to your email.** 期待收到你的邮件。

look forward to 期待……, 盼望……。如:

I am looking forward to the summer vacation. 我盼着暑假的到来。

I'm looking forward to seeing you soon. 我盼望早日与你见面。

**3. I've enjoyed my stay very much.** 我在这儿玩得非常开心。

此处, stay 用作名词, 意为“停留, 逗留期间”。如:

How was your stay in New York? 你在纽约期间过得怎样?

## Unit 4 Dealing with Problems

### Lesson 10

**1. I find it hard to control my bad moods.** 我感觉很难控制自己的坏情绪。

find it + 形容词 + to do 发觉做……是……。如:

I find it difficult to get along with him. 我感觉和他相处挺难的。

**2. I try but I can't seem to cheer myself up.** 我努力了，但是似乎无法让自己提起精神。

cheer up 恢复活力，使提起精神。如：  
Cheer up! 打起精神!

**3. Most people are shy from time to time, so you're not alone.** 大多数人偶尔也会害羞，所以你不是一个特例。  
from time to time 不时，偶尔。意思同 sometimes。如：

Steve writes to me from time to time. 史蒂夫偶尔会写信给我。

**4. It's a great way to break the ice and turn strangers into friends.** 这是消除紧张气氛，使陌生人成为朋友很好的方式。

(1) a way to do sth 做……的方式。如：  
There are a lot of ways to make friends. 有很多交朋友的方法。

(2) break the ice 打破僵局，消除紧张的气氛。如：

The host told a joke to his guest to break the ice. 为了打破僵局，主人给客人讲了个笑话。

(3) turn ... into ... 使……变成……，使……成为……。如：

I'm thinking of turning the flower garden into a vegetable field. 我正在考虑把花园改成菜地。

**5. It'll help you cool down.** 它(深呼吸十次)能帮你冷静下来。

cool down 冷静下来。

**6. You'll succeed if you do one thing at a time and stick to your plan.** 如果你一次只做一件事并且坚持你的计划，你就能取得成功。

at a time 一次；同时。如：

I can't do two things at a time. 我不能一次做两件事。

## Lesson 11

**1. He spends all his spare time sitting in front of the computer.** 所有的业余时间里，他都坐在电脑前面。

spend +时间+(in) doing 花时间做……，度过。这个结构中的in可以省略。如：

He spent half an hour (in) washing dishes. 他用了半个小时刷盘子。

**2. You should attract his attention to some other interests.** 你应该把他的注意力吸引到其他兴趣爱好上。

attract one's attention 吸引某人的注意力。如：

Action films can attract children's attention. 动作片对小孩子很有吸引力。

**3. We have to draw a line somewhere.** 我们得加以限制。

draw a line 意为“加以限制，划一界限”。

## Lesson 12

**But he's a bit lazy so I have to be strict with him.** 但是他有些懒，所以我不得不对他严格要求。

be strict with sb 对某人要求严格。如：

First of all, you should be strict with yourself. 首先，你应该严格要求自己。

## Unit 5 Memories

### Lesson 13

**1. Today is my birthday and it is the first birthday I have spent far away from home.** 今天是我的生日。这是我



第一次在离家很远的地方过生日。

**I still remember the times when you held my hand and counted steps with me.** 我还记得，那时候你拉着我的手和我一起玩数步数的游戏。

这两句都是定语从句，只要求理解，不要求掌握。九年级会正式学习定语从句。

**2. You don't know what you've got until it's gone.** 失去了才知道珍惜。

此处，gone 用作形容词，意为“过去的；遗失了的”。如：

Summer is gone. 夏天过去了。

**3. Her primary school teacher made a huge difference in her life.** 她的小学老师在她生活中起了重要的作用。

make a difference 有影响，起重要作用。如：  
When you learn a foreign language, having a good teacher makes a big difference. 学外语的时候，有个好老师会有很大的影响。

**4. My childhood was filled with these warm memories.** 我的儿童时代充满了温暖的回忆。

be filled with 充满……，装满……。如：  
The shelf was filled with books. 架子上塞满了书。

The bathtub was filled with water. 浴缸里装满了水。

**5. But you were always by my side.** 但是您总是在我身边。

by one's side 在某人的身边，在某人的旁边。如：

His daughter walked by his side. 他女儿走在他的身边。

Please sit by my side. 请坐在我的旁边。

**6. When I have problems, I always think**

**of your words and they help me so**

**much.** 每当我遇到困难，我就会想起您的话，它们对我很有帮助。

此处，think of 意为“想起……”。如：

I can't think of his address. 我想不起他的地址。

think of 还有“考虑……，认为……”的意思。如：

What do you think of the film? 你觉得那部电影怎么样？

**7. You have always said that we should judge people's success by how they live their lives every day.** 您常说我们应该通过人们怎样过每一天来判断他们是否成功。

(1) judge + 名词 + by, 意为“根据……下判断”。如：

We shouldn't judge a person by his appearance. 我们不该以貌取人。

(2) live one's life 生活。如：

He lives his life in the country. 他在乡下生活。

此外，live a + 形容词 + life, 意为“过……生活”。如：

I live a busy life. 我过着忙碌的生活。

## Lesson 15

**1. Life in the 1950s** 20世纪50年代的生活  
**in the 50s** 在50年代

表示“……十”的数词的复数形式可用来表示人的岁数或年代。如：

He is in his thirties. 他有三十多岁。

This took place in the 1930s. 这事发生在20世纪30年代。

**2. In the 50s, my dad worked in a factory but my mum stayed at home to look after me and my sister.** 五十

年代，我爸爸在工厂工作，我妈妈则在家照看我和妹妹。

look after 照顾，照看。相当于take care of。如：

Who will look after your sister? 谁来照看你妹妹？

## Unit 6 Detectives

### Getting Ready

- 1. Rowan Atkinson** 罗温·艾金森 (1955—)，英国著名喜剧演员，代表作品有系列喜剧《憨豆先生》和电影《憨豆特工》。
- 2. Agatha Christie** 阿加莎·克里斯蒂 (1890—1976)，英国著名女侦探小说家。
- 3. Basil Rathbone** 巴兹尔·拉思伯恩 (1892—1967)，英国电影演员，著名福尔摩斯饰演者。
- 4. Jackie Chan** 成龙 (1954—)，中国著名功夫影星，曾扮演多个警察角色。
- 5. Miss Marple** 马尔普小姐，阿加莎·克里斯蒂笔下两大侦探之一。
- 6. Hercule Poirot** 赫尔克里·波洛，阿加莎·克里斯蒂笔下两大侦探之一。
- 7. Sherlock Holmes** 夏洛克·福尔摩斯，英国侦探小说家柯南·道尔塑造的才华横溢的大侦探。
- 8. Johnny English** 强尼·英格力，电影《憨豆特工》中Rowan Atkinson扮演的搞笑侦探。

### Lesson 16

- 1. “I came as soon as I could. What’s going on?” asked Detective Winters as**

**he quickly took off his scarf, hat and coat.** “我尽快赶来了，发生了什么事？”温斯特侦探一边问一边迅速地摘掉围巾、帽子，脱去外套。

(1) as soon as one can = as soon as possible 尽快，尽早。如：

Finish your homework as soon as you can. 尽快完成你的作业。

此外，as soon as用作连词，意为“一……就……”。如：

I’ll return the book to you as soon as I finish reading it. 我一看完就把书还给你。

(2) 此处，go on 意为“发生，进行”。如：

There’s a party going on next door. 隔壁正在开派对。

(3) take off 脱掉，脱去。如：

Don’t take off your raincoat. You’ll get wet. 别把雨衣脱了，你会被淋湿的。

- 2. He went on a trip to France and never returned.** 他去法国旅行，再也没有回来过。

go on a trip 去旅行。类似的用法还有：

go on a picnic 去野餐

go on an expedition 去探险

- 3. Oh my. This is all very sad.** 哎呀，这太让人难过了。

此处，my 用作感叹词，用来表示惊讶。意为“哎呀！哇！”。

### Lesson 17

**Do you mind if I ask you a few questions?** 你介意我问你几个问题吗？

**No. Please go ahead.** 不。请问吧。

(1) Do you mind if ...? 你介意……吗？这是表示请求允许的用法。如：

Do you mind if I turn down the television?

你介意我把电视声音调小点儿吗？

(2) 此处，go ahead 意为“请，开始”。是对对方请求的应答。又如：

—Do you mind if I make a phone call? 你介意我打个电话吗？

—Go ahead. 请吧。

## Lesson 18

**1. She has sold more than two billion books and her books have been translated into 103 languages.** 她的书销量超过20亿册，并被译成103种语言。

此处，be translated into 意为“被译成”。

如：

The novel was translated from English into Chinese. 那本小说由英文翻译成了中文。

**2. Her play, *The Mousetrap*, has run longer than any other play.** 她的戏剧《捕鼠器》比其他任何的舞台剧的上演时间都长。

此处，run意为“上演”。

**3. With this kind of education, it is no wonder she became such a fantastic mystery writer.** 受到这样的教育，难怪她能成为如此了不起的推理小说作家。

no wonder 难怪，怪不得。如：

No wonder you can't find anybody here.

They're all away at a meeting. 难怪找不到人，都开会去了。

### Keys to Exercise 2 on page 51:

#### Most answers are 1:

You are a very open and outgoing person! You love being with people and meeting new people. Sometimes you “speak before you think”!

#### Most answers are 2:

You are a very sociable and friendly person. You enjoy the company of friends.

#### Most answers are 3:

You are a quiet person and possibly a bit shy. You enjoy being with your friends but don't consider yourself a “leader”.

#### Most answers are 4:

You are a very quiet and thoughtful person and possibly shy but you are not afraid to say what you think!

# Tapescripts

## Unit 1

### Lesson 2 Exercise 3

**Host:** Hello and Welcome to Talking Points. Today's subject is online life. We have two guests today. Dr Kong Zheng teaches computer science at university and studies Internet habits. Miss Julie Newman is the president of a website. Dr Zheng, let's start with you. What are the changes in online life in the last five years? What things do you notice?

**Dr Zheng:** I think people are much more comfortable online these days. People already shop online for lots of things like books, e-tickets and even clothes. Playing games on the Internet is also common, not just for young people, but even for the elderly too. And social media is also getting popular. In the future, we'll all be online every day and will do even more things online. For example, people will use the Internet more for work, school, taking exams, buying food, doing medical checks and all kinds of other things.

**Host:** Miss Newman, what do you think?

**Miss Newman:** I agree that people today aren't afraid to use the Internet to do things like shopping and paying their bills. They also love sharing photos and other interesting things with their friends. However, I don't agree with some

other things. I don't think people will do everything online. I believe most people will still buy food at the market so they can touch it and smell it. And people would want to go to the doctors when they're ill. You can't do an X-ray online. I also don't think everybody will have a computer or can connect to the Internet. So for these people, they will still have to do things in person.

**Host:** Mmm, that's interesting. Now what do you ...

## Unit 2

### Lesson 5 Exercise 2

**Teacher:** OK class. The students from England are coming tomorrow. So what can we do to welcome them? Hands up! Li Hong?

**Boy:** We should smile and say hello.

**Teacher:** Yes, be friendly. Good. Wang Wei?

**Girl:** I think we should shake hands with them.

**Teacher:** Well, young people from England don't usually shake hands when they introduce themselves. It's a bit too formal. Perhaps they'll shake hands with me. Do you have any more ideas? Anybody?

**Boy:** Just say, "Hi," or "Hello. Nice to meet you," and tell them your name.

**Teacher:** Yes.

**Girl:** I feel shy to speak English to a student from England!

**Teacher:** Relax and don't worry about making mistakes. And they can only

say a few things in Chinese so don't laugh at their mistakes either. What else?

**Girl:** We could talk about food or find out what kind of music they like.

**Teacher:** That's correct.

**Boy:** How about asking about their trip or sports or the weather?

**Teacher:** Those are good ideas.

**Boy:** Can we ask how old they are?

**Teacher:** Well, most of them are about your age and yes, you can. But don't ask their teacher or any adults though. It's not very polite. OK, any other ideas?

**Girl:** We can help them find their classroom and show them the library.

**Boy:** We could play basketball with them too.

**Teacher:** Yes. So I hope you remember these things and treat our guests well.

### Unit 3

#### Lesson 8 Exercise 2

**Julie:** Hello?

**Uncle Dan:** Hello Julie?

**Julie:** Oh hi, Uncle Dan.

**Uncle Dan:** Can I speak to your mum or dad?

**Julie:** I'm sorry. They're not here. Can I take a message?

**Uncle Dan:** Sure. We're going out now but please tell them we're going to leave at 10:30 tomorrow morning and we'll see you and your mum and dad tomorrow afternoon for our

picnic at the lake.

**Julie:** OK, I'll tell them. It's going to be fun. Dean's coming too, right?

**Uncle Dan:** Yes, your cousin Dean will be there.

**Julie:** Good. OK bye!

**Uncle Dan:** Now, just wait. There's more. Have your mum and dad bought any fruit for the picnic?

**Julie:** Yes, I think they've already bought some strawberries and vegetables.

**Uncle Dan:** OK. Can you tell them not to buy more fruit? We've got a couple of big watermelons.

**Julie:** All right. Anything else?

**Uncle Dan:** Yes. Please tell them not to buy any sausages either. We'll do that when we get there. Are you writing this down?

**Julie:** Yes.

**Uncle Dan:** And can you remind them to bring the spoons and plates? We'll bring the knives and forks.

**Julie:** Yes, I can do that.

**Uncle Dan:** OK. Thanks a lot.

**Julie:** No problem. I've written it down and I'll tell them this when they come home.

**Uncle Dan:** Great. Bye now.

**Julie:** Bye.

### Unit 4

#### Lesson 11 Exercise 2

**Mum:** Hello, Professor. My son Mike is a teenage boy. I'm worried about him. He's really spending too much time on his computer.



## Lesson 14 Exercise 3

**Prof. Smith:** How much time does he spend on his computer a day?

**Mum:** He spends all his spare time sitting in front of the computer.

**Prof. Smith:** That's really a problem. What does he use it for?

**Mum:** Everything! If he has homework, he says he has to search for information online. And I've noticed that he never calls his friends. He just "talks" to them online or sends emails. We don't even watch TV together any more. He just watches videos or listens to music on the Internet!

**Prof. Smith:** You should attract his attention to some other interests. Why don't you encourage him to develop some other hobbies?

**Mum:** Well, we tried to encourage him to play football or basketball, but he's just not interested.

**Prof. Smith:** Do you or your husband play sports?

**Mum:** Not really. I suppose that's why Mike doesn't listen to us.

**Prof. Smith:** How about joining a family sports club? You'll all get some exercise.

**Mum:** That's a good idea but I think he'll still spend a lot of time online.

**Prof. Smith:** Maybe you should set a time limit. For example, you can let him go online for a few hours a week. Let him decide when he wants to use the time.

**Mum:** You're right. I should try that. We have to draw a line somewhere.

**Linda:** Grandpa, is this you?

**Grandpa:** No, Linda. That's me.

**Linda:** Wow, you look so young!

**Grandpa:** You didn't know your old grandpa was so good-looking?

**Linda:** Grandpa! Who's the other man in the photo?

**Grandpa:** That's your great-grandpa.

**Linda:** Is it?

**Grandpa:** He grew up in Britain during the war.

**Linda:** He did?

**Grandpa:** Yes. Life was hard then. He didn't talk about it much. He remembered hearing the prime minister on the radio saying that they were at war with Germany.

**Linda:** Oh no! That would be scary.

**Grandpa:** Probably, but he said they were expecting it. He said they had to keep dark curtains on all the windows and there were no street lights or other lights at night.

**Linda:** Why?

**Grandpa:** The German planes often bombed the cities at night. It's hard to see a city at night from a plane if there are no lights.

**Linda:** Oh, I see. He didn't get hurt, did he?

**Grandpa:** No.

**Linda:** That was lucky!

**Grandpa:** It was. A friend of his died one night though. His building was hit by a bomb.

**Linda:** That's so sad!

**Grandpa:** It was certainly a very difficult time but luckily no one in the family was hurt. Later, he moved to the United States and married your great-grandma.

**Linda:** That's good. Or else we wouldn't be here!

## Unit 6

### Lesson 17 Exercise 3, 4 & 5

**Detective:** Daniel, I'm your father's friend. I'm sorry to hear about your father. Do you mind if I ask you a few questions?

**Daniel:** No. Please go ahead.

**Detective:** I must say, you look very different. Doctor Hawthorne tells me that you were missing. What happened?

**Daniel:** I went to France 13 years ago. I had an accident and woke up in the hospital. I felt very weak and thirsty and I forgot my name. They looked after me and the kind nurses gave me a job there.

**Detective:** It took a long time for you to come back. Can you tell me why you came back now?

**Daniel:** Sure. About a year ago, I slowly began to remember things and discover my past. Sadly, it all happened too late. One of the nurses read about Lord Lister's death in the newspaper. She said he must be my father. Then I decided to come back.

**Detective:** Do you remember the day I met you many years ago?

**Daniel:** A little bit. I remember you had more hair then.

**Detective:** Haha! That's true. I was thinner as well. Are you staying at the Rosewood Hotel?

**Daniel:** Yes, actually I am.

**Detective:** Well, I hope you enjoy your stay. Now I need to speak to Doctor Hawthorne. Is it OK if I visit you again tomorrow?

**Daniel:** OK, that's fine.

**Hawthorne:** Well...?

**Detective:** I believe him.

**Hawthorne:** Why? What did he say?

**Detective:** It's nothing he said.

**Hawthorne:** Then how do you know?

**Detective:** There's a mark on his arm. There are no photographs of it. Lister told me that Daniel always wore long sleeves because he hated it. I saw it when I shook his hand.

**Hawthorne:** Is that it?

**Detective:** Did you see his silk shirt?

It's a very special kind of silk.

Lord Lister's factory produced 10 of those shirts for members of his family. Then never again.

**Hawthorne:** Fascinating. And how do you know all this?

**Detective:** That's my secret, Hawthorne.

## Vocabulary in Each Unit

### Unit 1

#### Getting Ready

technology /tek'nɒlədʒi/ <i>n.</i> 科技	5
future /'fju:tʃə/ <i>n.</i> 未来, 将来	5
electronic /ɪ,lek'trɒnɪk/ <i>adj.</i> 电子的	5
pocket /'pɒkɪt/ <i>n.</i> 口袋, 衣袋	5
keyboard /'ki:bɔ:d/ <i>n.</i> 键盘	5
smartphone 智能手机	5
robot /'rəʊbɒt/ <i>n.</i> 机器人	5
telephone /'telɪfəʊn/ <i>n.</i> 电话, 电话机	5
screen /skri:n/ <i>n.</i> 屏幕; 银幕	5
touch screen 触摸屏	5

#### Lesson 1

smart /smɑ:t/ <i>adj.</i> 智能的; 聪明的	6
ID (= identification) 身份证明	6
mark /mɑ:k/ <i>n.</i> 成绩; 记号	6
e-book 电子书	6
invention /ɪn'venʃn/ <i>n.</i> 发明, 创意	6
product /'prɒdʌkt/ <i>n.</i> 产品; 产物	6
development /dɪ'veləpmənt/ <i>n.</i> 发展	6
*software /'sɒftweə/ <i>n.</i> 软件	6
traditional /trə'dɪʃənəl/ <i>adj.</i> 传统的, 习俗的	6
LCD (=liquid crystal display) 液晶显示器	6
already /ɔ:'redi/ <i>adv.</i> 已经, 早已	6
store /stɔ:/ <i>v.</i> 存储; 保存 <i>n.</i> 百货商店	6
progress /'prɒɡres/ <i>n.</i> 进步, 进展	6
closely /'kləʊsli/ <i>adv.</i> 密切地; 接近地	6
*system /'sɪstəm/ <i>n.</i> 系统; 体系	6
allow /ə'laʊ/ <i>v.</i> 允许	6
teach /ti:tʃ/ <i>v.</i> 教	6

come true 实现; 成为现实	6
card /kɑ:d/ <i>n.</i> 卡片	7
make use of 使用; 利用	7

#### Lesson 2

book /bʊk/ <i>v.</i> 预订 <i>n.</i> 书	8
ticket /'tɪkɪt/ <i>n.</i> 票, 券	8
*chat /tʃæt/ <i>v.</i> 聊天, 交谈	8
medical /'medɪkl/ <i>adj.</i> 医疗的	8
*professor /prə'fesə/ <i>n.</i> 教授	8
president /'prezɪdənt/ <i>n.</i> 总经理, 总裁; 总统, 国家主席	8
connect /kə'nekt/ <i>v.</i> 连接	8
e-ticket 电子票	8
elderly /'eldəli/ <i>adj.</i> 年纪较大的, 上了年纪的	8
social /'səʊʃl/ <i>adj.</i> 社交的; 社会的	8
*media /'mi:diə/ <i>n.</i> 传媒	8
social media 社群媒体	8
ill /ɪl/ <i>adj.</i> 有病, 不舒服	8
X-ray /'eks reɪ/ <i>n.</i> X射线检查; X光	8
in person 亲自; 亲身	8
*opinion /ə'pɪnjən/ <i>n.</i> 意见, 想法	8
almost /'ɔ:lməʊst/ <i>adv.</i> 几乎; 差不多	9

#### Lesson 3

*company /'kʌmpəni/ <i>n.</i> 公司	10
choice /tʃɔɪs/ <i>n.</i> 选择	10
whole /həʊl/ <i>adj.</i> 全部的, 所有的; 整体的 <i>n.</i> 整体	10
fixed /fɪkst/ <i>adj.</i> 固定的, 不变的	10
develop /dɪ'veləp/ <i>v.</i> 发展; 加强	10
present /'prezənt/ <i>adj.</i> 现在的, 当前的; 出席的	10

说明: 未做标记的词汇为课标词汇、根据构词法可以推导的词汇和短语。加\*的词汇为扩展词汇, 只要求认读。



as well 也	18	一代人	
mad /mæd/ <i>adj.</i> 很生气的; 疯的	18	*teenager /'ti:neɪdʒə/ <i>n.</i> (13至19岁之	22
area /'eəriə/ <i>n.</i> 地区; 领域	19	间的)青少年	
knowledge /'nɒlɪdʒ/ <i>n.</i> 知识, 学问	19	American /ə'merɪkən/ <i>adj.</i> 美国的	22
since /sɪns/ <i>prep.</i> 自……以来	19	*teenage /'ti:neɪdʒ/ <i>adj.</i> (指13至19岁)	22
<i>conj.</i> 自……以来; 因为, 由于		十几岁的, 青少年的	
*bark /bɑ:k/ <i>v.</i> 狗吠 <i>n.</i> (狗等的) 吠声	19	increase /ɪn'kri:s/ <i>v.</i> 增长, 增多	22
trainer /'treɪnə/ <i>n.</i> 驯兽师, 教练员;	19	rapidly /'ræpɪdli/ <i>adv.</i> 迅速地, 快速地	22
运动鞋		monthly /'mʌnθli/ <i>adj.</i> 每月的	22
hide /haɪd/ <i>v.</i> 躲藏; 隐藏	19	*per /pə/ <i>prep.</i> 每	22
		end /end/ <i>n.</i> 结尾; 终结; 末尾	22
		<i>v.</i> 终止; 结束	

## Lesson 5

culture /'kʌltʃə/ <i>n.</i> 文化	20	at the end of 在……结尾; 在……末端	22
*decorate /'dekəreɪt/ <i>v.</i> 装饰	20	value /'vælju:/ <i>n.</i> 用途; 价值	22
themselves /ðəm'selvz/ <i>pron.</i>	20	private /'praɪvət/ <i>adj.</i> 私人的; 秘密的	22
他(她、它)们自己		*convenient /kən'vi:nɪənt/ <i>adj.</i> 便利的,	22
*formal /'fɔ:məl/ <i>adj.</i> 正式的	20	方便的	
perhaps /pə'hæps/ <i>adv.</i> 可能, 大概	20	such /sʌtʃ/ <i>det., pron.</i> 这样的,	22
anybody /'enɪbɒdi/ <i>pron.</i> 任何人	20	那样的, 类似的	
shy /ʃaɪ/ <i>adj.</i> 羞怯的, 腼腆的	20	such as 例如	22
correct /kə'rekt/ <i>adj.</i> 正确的; 恰当的	20	lead to 导致	23
*adult /'ædʌlt/ <i>n.</i> 成年人	20	against /ə'genst/ <i>prep.</i> 违反, 反对	23
though /ðəʊ/ <i>adv.</i> 可是, 然而	20	law /lɔ:/ <i>n.</i> 法律	23
<i>conj.</i> 尽管; 即使			
treat /tri:t/ <i>v.</i> 对待; 处理	20		
myself /maɪ'self/ <i>pron.</i> 我自己	21	<b>Communication Workshop</b>	
ourselves /aʊə'selvz/ <i>pron.</i> 我们自己	21	*deliver /dɪ'lɪvə/ <i>v.</i> 递送, 传送	24
yourself /jɔ:'self/ <i>pron.</i> 你自己	21	*urgent /'ɜ:dʒənt/ <i>adj.</i> 紧急的	24
yourselves /jɔ:'selvz/ <i>pron.</i> 你们自己	21	*telegram /'telɪgræm/ <i>n.</i> 电报	24
himself /hɪm'self/ <i>pron.</i> 他自己	21	*inconvenient /,ɪnkən'vi:nɪənt/ <i>adj.</i>	24
herself /hɜ:'self/ <i>pron.</i> 她自己	21	不方便的; 引起麻烦的	
itself /ɪt'self/ <i>pron.</i> 它自己	21	*granny /'græni/ <i>n.</i> 奶奶	24
local /'ləʊkl/ <i>adj.</i> 本地的; 当地的;	21	wherever /weə'revə/ <i>conj.</i> 在任何地方	24
地方的		<i>adv.</i> 究竟在哪里	
		*interrupt /,ɪntə'rʌpt/ <i>v.</i> 打扰	24
		especially /ɪ'speʃəli/ <i>adv.</i> 尤其, 特别	24

## Lesson 6

*generation /,dʒenə'reɪʃn/ <i>n.</i> 一代;	22
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## Unit 3

### Getting Ready

- \*Thanksgiving /ˌθæŋks'ɡɪvɪŋ/ *n.* 感恩节 29
- \*dragon /'dræɡən/ *n.* 龙 29
- Dragon Boat Festival 端午节 29
- Mid-Autumn Festival 中秋节 29
- \*firework /'faɪəwɜ:k/ *n.* 烟花, 烟火 29

### Lesson 7

- \*eve /i:v/ *n.* 前夜 30
- \*decoration /ˌdekə'reɪʃn/ *n.* 装饰品 30
- luck /lʌk/ *n.* 运气 30
- \*tofu /'təʊfu:/ *n.* 豆腐 30
- \*fry /fraɪ/ *v.* 油炸 30
- peace /pi:s/ *n.* 和平 30
- fact /fækt/ *n.* 事实; 现实 30
- wish /wɪʃ/ *v.* 祝愿; 希望 *n.* 愿望 30
- \*midnight /'mɪdnɑ:t/ *n.* 午夜, 子夜 30
- \*million /'mɪljən/ *num.* 一百万 30
- millions of 大量 30
- bright /braɪt/ *adj.* 明亮的; 聪明的 30
- cheer /tʃɪə/ *v.* 欢呼, 喝彩 30

### Lesson 8

- picnic /'pɪknɪk/ *n.* 野餐 32
- bean /bi:n/ *n.* 豆 32
- biscuit /'bɪskɪt/ *n.* 饼干 32
- corn /kɔ:n/ *n.* 玉米; 谷物 32
- fork /fɔ:k/ *n.* 餐叉 32
- knife /naɪf/ *n.* 刀 32
- \*plate /pleɪt/ *n.* 盘子, 碟子 32
- \*sausage /'sɔ:sɪdʒ/ *n.* 香肠, 腊肠 32
- spoon /spu:n/ *n.* 勺, 匙 32
- strawberry /'strɔ:bəri/ *n.* 草莓 32
- a couple of 几个 32

- \*remind /rɪ'maɪnd/ *v.* 提醒, 使想起 32
- \*uniform /'ju:nɪfɔ:m/ *n.* 制服, 校服 33
- gate /geɪt/ *n.* 大门 33
- \*deadline /'dedlaɪn/ *n.* 最后期限, 截止日期 33

### Lesson 9

- \*turkey /'tɜ:ki/ *n.* 火鸡; 火鸡肉 34
- \*pumpkin /'pʌmpkɪn/ *n.* 南瓜 34
- pie /paɪ/ *n.* 馅饼; 派 34
- nearly /'niəli/ *adv.* 几乎, 差不多 34
- expect /ɪk'spekt/ *v.* 期待; 预料 34
- \*oven /'ʌvn/ *n.* 烤箱, 烤炉 35
- heat /hi:t/ *v.* 加热, 变热 *n.* 热 35
- voice /vɔɪs/ *n.* 说话声, 嗓音 35
- failure /'feɪljə/ *n.* 失败 35
- worried /'wʌrɪd/ *adj.* 担忧的 35
- \*pizza /'pi:tʃə/ *n.* 比萨饼 35
- nothing /'nʌθɪŋ/ *pron.* 没有什么, 没有一件东西 35
- awful /'ɔ:fl/ *adj.* 很坏的, 极讨厌的 35

### Communication Workshop

- \*forward /'fɔ:wəd/ *adv.* 向前 36
- look forward to 期望, 盼望 36
- sweet /swi:t/ *adj.* 甜的, 含糖的; 惹人喜爱的, 可爱的 *n.* 糖果 36
- salty /'sɔ:lti/ *adj.* 咸的, 含盐的 36
- \*prefer /prɪ'fɜ:z/ *v.* 更喜欢 37
- beat /bi:t/ *v.* 敲打, 击打; 击败; 心脏跳动 *n.* (心脏的) 跳动; 击鼓声 37
- enjoyable /ɪn'dʒɔɪəbl/ *adj.* 令人愉快的 37
- lantern /'læntən/ *n.* 灯笼 37
- \*riddle /'rɪdl/ *n.* 谜, 谜语 37
- mooncake *n.* 月饼 37
- \*starfruit /'stɑ:fru:t/ *n.* 杨桃 37

## Unit 4

### Getting Ready

difficulty /'dɪfɪkəlti/ <i>n.</i> 困难, 难题	41
unhappy /ʌn'hæpi/ <i>adj.</i> 不快乐的	41
advise /əd'vaɪz/ <i>v.</i> 建议, 劝告	41

### Lesson 10

lonely /'ləʊnli/ <i>adj.</i> 孤单的, 寂寞的	42
relaxed /rɪ'læksɪd/ <i>adj.</i> 放松的	42
satisfied /'sætɪsfɑɪd/ <i>adj.</i> 满意的, 满足的	42
*upset /ʌp'set/ <i>adj.</i> 难过的, 沮丧的	42
offer /'ɒfə/ <i>v.</i> 提供; 提出	42
control /kən'trəʊl/ <i>v.</i> 克制; 控制	42
*mood /mu:d/ <i>n.</i> 情绪, 心情	42
stupid /'stju:pɪd/ <i>adj.</i> 愚蠢的, 笨的	42
manage /'mænɪdʒ/ <i>v.</i> 完成(困难的事); 应付(困难局面等)	42
from time to time 不时; 偶尔	42
everyday /'evrɪdeɪ/ <i>adj.</i> 每天的, 日常的	42
break the ice 打破僵局	42
stranger /'streɪndʒə/ <i>n.</i> 陌生人	42
unless /ən'les/ <i>conj.</i> 除非	42
trust /trʌst/ <i>v.</i> 相信	42
achieve /ə'tʃi:v/ <i>v.</i> 达到, 完成	42
produce /prə'dju:s/ <i>v.</i> 使产生; 生产	42
spirit /'spɪrɪt/ <i>n.</i> 情绪; 精神	42
unhealthy /ʌn'helθi/ <i>adj.</i> 不健康的	42
succeed /sək'si:d/ <i>v.</i> 成功, 达到目标	42
stick to 坚持, 维持	42
fail /feɪl/ <i>v.</i> 失败; 考试不及格	43
even though 即使; 纵然; 虽然	43
honest /'ɒnɪst/ <i>adj.</i> 诚实的	43
*quarrel /'kwɒrəl/ <i>n.</i> 争吵, 口角	43
*forgive /fə'gɪv/ <i>v.</i> 原谅; 宽恕	43
impolite /ɪmpə'laɪt/ <i>adj.</i> 不礼貌的	43

### Lesson 11

circle /'sɜ:kəl/ <i>v.</i> 圈出; 画圈 <i>n.</i> 圆圈	44
*amount /ə'maʊnt/ <i>n.</i> 数量	44
article /'ɑ:tɪkl/ <i>n.</i> (报纸上的)文章, 报道	44
*attract /ə'trækt/ <i>v.</i> 吸引	44
suppose /sə'pəʊz/ <i>v.</i> (根据所知)认为, 推断; 设想	44
*limit /'lɪmɪt/ <i>n.</i> 限量; 限制 <i>v.</i> 限制	44
somewhere /'sʌmweə/ <i>adv.</i> 在某处	44

### Lesson 12

*gap /gæp/ <i>n.</i> 间隔; 裂口	46
generation gap 代沟	46
housework /'haʊswɜ:k/ <i>n.</i> 家务劳动	46
add /æd/ <i>v.</i> 增加	46
on one's own 独自, 单独	46
enter /'entə/ <i>v.</i> 输入; 进入	46
*password /'pɑ:swɜ:d/ <i>n.</i> 密码, 口令	46
praise /preɪz/ <i>n.</i> 赞扬, 称赞	46
lazy /'leɪzi/ <i>adj.</i> 懒惰的	46
strict /strɪkt/ <i>adj.</i> 严格的, 严厉的	46
care /keə/ <i>v.</i> 关心; 在意 <i>n.</i> 照料, 照顾	46
care about 关心	46
boss /bɒs/ <i>n.</i> 老板; 领导	46
grow up 长大	46
pretty /'prɪti/ <i>adv.</i> 相当, 十分 <i>adj.</i> 漂亮的	46
except /ɪk'sept/ <i>prep.</i> 除……之外	46
mess /mes/ <i>n.</i> 杂乱, 不整洁	46
whenever /wen'evə/ <i>conj.</i> 无论何时	46
fair /feə/ <i>adj.</i> 公平的	47

### Communication Workshop

get along with ... 和……相处	48
*positive /'pɒzətɪv/ <i>adj.</i> 积极乐观的	48

*sympathy /'sɪmpəθi/ <i>n.</i> 同情	48
*greeting /'gri:tɪŋ/ <i>n.</i> 问候; 打招呼	48
*signature /'sɪɡnətʃə/ <i>n.</i> 签名, 签字	48
*scold /skəʊld/ <i>v.</i> 批评, 训斥	49

## Unit 5

### Getting Ready

*memorable /'memərəbl/ <i>adj.</i> 难忘的	53
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### Lesson 13

influence /'ɪnfluəns/ <i>n.</i> 影响, 作用	54
*confident /'kɒnfɪdənt/ <i>adj.</i> 自信的	54
poem /'pəʊɪm/ <i>n.</i> 诗	54
mention /'menʃn/ <i>v.</i> 提到, 说到	54
pity /'pɪti/ <i>n.</i> 遗憾; 同情, 怜悯	54
thousands of 成千上万的	54
happiness /'hæpɪnɪs/ <i>n.</i> 幸福	54
mostly /'məʊstli/ <i>adv.</i> 主要地; 一般地	54
*childhood /'tʃaɪldhʊd/ <i>n.</i> 童年, 幼年	54
count /kaʊnt/ <i>v.</i> 计数; 数数	54
fill /fɪl/ <i>v.</i> (使)充满, 填满	54
*judge /dʒʌdʒ/ <i>v.</i> 评价, 判断	54

### Lesson 14

good-looking <i>adj.</i> 漂亮的, 好看的	56
great-grandpa <i>n.</i> 曾祖父, 外曾祖父	56
prime minister 首相; 总理	56
war /wɔ:/ <i>n.</i> 战争	56
*curtain /'kɜ:tɪn/ <i>n.</i> 窗帘	56
German /'dʒɜ:mən/ <i>adj.</i> 德国的	56
*bomb /bɒm/ <i>v.</i> 轰炸 <i>n.</i> 炸弹	56
luckily /'lʌkɪli/ <i>adv.</i> 幸运地	56
marry /'mæri/ <i>v.</i> (和某人) 结婚	56
great-grandma <i>n.</i> 曾祖母, 外曾祖母	56

army /'ɑ:mi/ <i>n.</i> 军队	56
enemy /'enəmi/ <i>n.</i> 敌人	56

### Lesson 15

*available /ə'veɪləbl/ <i>adj.</i> 可获得的	58
machine /mə'ʃi:n/ <i>n.</i> 机器	58
air conditioner 空调	58
cooker /'kʊkə/ <i>n.</i> 炊具, 厨灶	58
dishwasher /'dɪʃwɒʃə/ <i>n.</i> 洗碗机	58
record player 唱机	58
tiny /'taɪni/ <i>adj.</i> 极小的, 微小的	58
central /'sentrəl/ <i>adj.</i> 中央的; 主要的	58
central heating 中央供暖	58
wet /wet/ <i>adj.</i> 潮的, 湿的	58
used to 过去常常	58
mainly /'meɪnli/ <i>adv.</i> 大部分; 主要地	58
round /raʊnd/ <i>adv.</i> 周围 <i>adj.</i> 圆形的	58
come round 短暂拜访	58
lemon /'lemən/ <i>n.</i> 柠檬	58
second-hand <i>adj.</i> 二手的, 旧的	58
weekday /'wi:kdeɪ/ <i>n.</i> 工作日	58
theatre /'θɪətə/ <i>n.</i> 剧院; 电影院; 戏剧	58

### Communication Workshop

unforgettable /ˌʌnfə'getəbl/ <i>adj.</i> 难以 忘怀的	60
run into 撞上; 偶然遇见	60
*bleed /bli:d/ <i>v.</i> 流血	60
*frightened /'fraɪtnd/ <i>adj.</i> 受惊的; 害怕的	60
pain /peɪn/ <i>n.</i> 疼痛	60
*ambulance /'æmbjʊləns/ <i>n.</i> 救护车	60
take care of 照顾	60

## Unit 6

### Getting Ready

*detective /dɪ'tektɪv/ <i>n.</i> 侦探, 警探	65
British /'brɪtɪʃ/ <i>adj.</i> 英国的; 英国人的	65
*observe /əb'zɜ:v/ <i>v.</i> 观察	65
humorous /'hju:mərəs/ <i>adj.</i> 滑稽有趣的, 有幽默感的	65
degree /dɪ'ɡri:/ <i>n.</i> (大学)学位; 度数; 程度	65

### Lesson 16

detective story 侦探小说	66
wise /waɪz/ <i>adj.</i> 充满智慧的	66
*solution /sə'lu:ʃn/ <i>n.</i> 解决方法	66
unclear /,ʌn'klɪə/ <i>adj.</i> 不清楚的	66
*clue /klu:/ <i>n.</i> 线索	66
*mystery /'mɪstri/ <i>n.</i> 神秘的事物, 谜	66
*setting /'setɪŋ/ <i>n.</i> (戏剧、小说等的) 情节背景; 环境	66
hall /hɔ:l/ <i>n.</i> 门厅, 走廊	66
truth /tru:θ/ <i>n.</i> 真相	66
*parlour /'pɑ:lə/ <i>n.</i> 客厅	66
*lord /lɔ:d/ <i>n.</i> 大人; 阁下; 领主	66
least /li:st/ <i>adv.</i> 最少 <i>adj.</i> 最小的; 最少的	66
at least 至少	66
dead /ded/ <i>adj.</i> 死的	66
pass away 过世; 逝世	66
recently /'ri:sntli/ <i>adv.</i> 最近	66
doubt /daʊt/ <i>n.</i> 疑惑, 疑问 <i>v.</i> 怀疑	66
nobody /'nəʊbədɪ/ <i>pron.</i> 没人	66
whether /'weðə/ <i>conj.</i> 是否	66
alive /ə'laɪv/ <i>adj.</i> 活着的, 在世的	66
*death /deθ/ <i>n.</i> 死, 死亡	66
reappear /,ri:'ə'piə/ <i>v.</i> 再次出现	66
*claim /kleɪm/ <i>v.</i> 索取, 认领; 宣称	66

valuable /'væljuəbl/ <i>adj.</i> 贵重的; 宝贵的	66
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*inheritance /ɪn'herɪtəns/ <i>n.</i> 遗产	66
impossible /ɪm'pɒsəbl/ <i>adj.</i> 不可能的	66
exactly /ɪg'zæktli/ <i>adv.</i> 确切地; 准确地	66

### Lesson 17

*ahead /ə'hed/ <i>adv.</i> 向前面; 提早	68
thirsty /'θɜ:sti/ <i>adj.</i> 渴的	68
sadly /'sædli/ <i>adv.</i> 不幸地	68
a little 少量, 一些	68
*sleeve /sli:v/ <i>n.</i> 袖子	68
silk /sɪlk/ <i>n.</i> 丝绸; 蚕丝	68
*evidence /'eɪvɪdəns/ <i>n.</i> 证据, 证明	68

### Lesson 18

create /kri'eɪt/ <i>v.</i> 创作; 创造	70
*billion /'bɪljən/ <i>num.</i> 十亿	70
translate /træns'leɪt/ <i>v.</i> 翻译	70
the West End of London 伦敦西区	70
actress /'æktres/ <i>n.</i> 女演员	70
*perform /pə'fɔ:m/ <i>v.</i> 表演	70
wealthy /'welθi/ <i>adj.</i> 富有的, 富裕的	70
pupil /'pju:pl/ <i>n.</i> 学生, (尤指)小学生	70
education /,edʒu:'keɪʃn/ <i>n.</i> 教育	70
cleverly /'klevəli/ <i>adv.</i> 聪明地	70
*guilty /'ɡɪlti/ <i>adj.</i> 犯罪的; 感到内疚的	70
fear /fɪə/ <i>n., v.</i> 惧怕	70
*intelligence /ɪn'telɪdʒəns/ <i>n.</i> 智力, 才智	70
*crime /kraɪm/ <i>n.</i> 犯罪活动; 罪行	70
*career /kə'riə/ <i>n.</i> 生涯, 职业	70
print /prɪnt/ <i>v.</i> 印刷; 打印	70
sales /seɪlz/ <i>n.</i> 销售量	70
*fiction /'fɪkʃn/ <i>n.</i> 小说; 虚构的事	71

## Communication Workshop

*murder /'mɜːdə/ <i>n., v.</i> 谋杀	72	policeman /pə'liːsmən/ <i>n.</i> (男) 警察	72
dressmaker /'dresmeɪkə/ <i>n.</i> (女装)裁缝	72	*heroine /'herəʊɪn/ <i>n.</i> 女主人公; 女英雄	72
*murderer /'mɜːdərə/ <i>n.</i> 杀人凶手	72	ending /'endɪŋ/ <i>n.</i> 结尾; 结局	72
*calm /kɑːm/ <i>adj.</i> 镇静的; 沉着的	72	surprising /sə'praɪzɪŋ/ <i>adj.</i> 令人吃惊的	72
*pin /pɪn/ <i>n.</i> 胸针	72	*case /keɪs/ <i>n.</i> 案件	72

供学习用



## Word List

### A

a couple of 几个	32
a little 少量, 一些	68
according to 根据, 依据	12
achieve /ə'tʃi:v/ v. 达到, 完成	42
actress /'æktres/ n. 女演员	70
add /æd/ v. 增加	46
*adult /'ædʌlt/ n. 成年人	20
advise /əd'vaɪz/ v. 建议, 劝告	41
against /ə'genst/ prep. 违反, 反对	23
*ahead /ə'hed/ adv. 向前面; 提早	68
air conditioner 空调	58
alive /ə'laɪv/ adj. 活着的, 在世的	66
allow /ə'laʊ/ v. 允许	6
almost /'ɔ:lmeʊst/ adv. 几乎; 差不多	9
already /ɔ:'redi/ adv. 已经, 早已	6
*ambulance /'æmbjələns/ n. 救护车	60
American /ə'merɪkən/ adj. 美国的	22
*amount /ə'maʊnt/ n. 数量	44
ant /ænt/ n. 蚂蚁	18
anybody /'enɪbɒdi/ pron. 任何人	20
area /'eəriə/ n. 地区; 领域	19
army /'ɑ:mi/ n. 军队	56
article /'ɑ:tkl/ n. (报纸上的)文章, 报道	44
as well 也	18
at least 至少	66
at the end of 在……结尾; 在……末端	22
at the same time 同时; 然而	11
*attract /ə'trækt/ v. 吸引	44
*available /ə'veɪləbl/ adj. 可获得的	58
awful /'ɔ:fl/ adj. 很坏的, 极讨厌的	35

### B

*bark /bɑ:k/ v. 狗吠 n. (狗等的)吠声	19
bean /bi:n/ n. 豆	32
beat /bi:t/ v. 敲打, 击打; 击败;	37
心脏跳动 n. (心脏的)跳动; 击鼓声	
*billion /'bɪljən/ num. 十亿	70
biscuit /'bɪskɪt/ n. 饼干	32
*bleed /bli:d/ v. 流血	60
*blog /blog/ n. 博客, 网络日志	17
*bomb /bɒm/ v. 轰炸 n. 炸弹	56
book /bʊk/ v. 预订 n. 书	8
boss /bɒs/ n. 老板; 领导	46
break the ice 打破僵局	42
bright /braɪt/ adj. 明亮的; 聪明的	30
British /'brɪtɪʃ/ adj. 英国的; 英国人的	65
businessman /'bɪznəsmeɪn/ n. 商界人	12
士; 企业家	

### C

*calm /kɑ:m/ adj. 镇静的; 沉着的	72
card /kɑ:d/ n. 卡片	7
care /keə/ v. 关心; 在意 n. 照料, 照顾	46
care about 关心	46
*career /kə'riə/ n. 生涯, 职业	70
*case /keɪs/ n. 案件	72
central /'sentrəl/ adj. 中央的; 主要的	58
central heating 中央供暖	58
*chat /tʃæt/ v. 聊天, 交谈	8
cheer /tʃiə/ v. 欢呼, 喝彩	30
*childhood /'tʃaɪldhʊd/ n. 童年, 幼年	54
choice /tʃɔɪs/ n. 选择	10
circle /'sɜ:kl/ v. 圈出; 画圈 n. 圆圈	44
*claim /kleɪm/ v. 索取, 认领; 宣称	66
cleverly /'klevəli/ adv. 聪明地	70

说明: 未做标记的词汇为课标词汇、根据构词法可以推导的词汇和短语。加\*的词汇为扩展词汇, 只要求认读。

closely /'kləʊsli/ <i>adv.</i> 密切地; 接近地	6	*detective /dr'tektɪv/ <i>n.</i> 侦探, 警探	65
*clue /klu:/ <i>n.</i> 线索	66	detective story 侦探小说	66
college /'kɒlɪdʒ/ <i>n.</i> 学院; 大学	10	develop /dr'veləp/ <i>v.</i> 发展; 加强	10
come round 短暂拜访	58	development /dr'veləpmənt/ <i>n.</i> 发展	6
come true 实现; 成为现实	6	difficulty /'dɪfɪkəlti/ <i>n.</i> 困难, 难题	41
*company /'kʌmpəni/ <i>n.</i> 公司	10	discover /dr'skʌvə/ <i>v.</i> 发现	18
compare /kəm'peə/ <i>v.</i> 比较; 对比	10	dishwasher /'dɪʃwɒʃə/ <i>n.</i> 洗碗机	58
*conclusion /kən'klu:ʒn/ <i>n.</i> 结尾; 结论	12	doubt /daʊt/ <i>n.</i> 疑惑, 疑问; <i>v.</i> 怀疑	66
*confident /'kɒnfɪdənt/ <i>adj.</i> 自信的	54	*dragon /'dræɡən/ <i>n.</i> 龙	29
connect /kə'nekt/ <i>v.</i> 连接	8	Dragon Boat Festival 端午节	29
control /kən'trəʊl/ <i>v.</i> 克制; 控制	42	dressmaker /'dresmeɪkə/ <i>n.</i> (女装)裁缝	72
*convenient /kən'vi:nɪənt/ <i>adj.</i>	22		
便利的, 方便的			
cooker /'kʊkə/ <i>n.</i> 炊具, 厨灶	58		
corn /kɔ:n/ <i>n.</i> 玉米; 谷物	32	<b>E</b>	
correct /kə'rekt/ <i>adj.</i> 正确的; 恰当的	20	e-book 电子书	6
count /kaʊnt/ 计数; 数数	54	education /,edʒu:'keɪʃn/ <i>n.</i> 教育	70
create /kri'eɪt/ <i>v.</i> 创作; 创造	70	elderly /'eldəli/ <i>adj.</i> 年纪较大的,	8
*crime /kraɪm/ <i>n.</i> 犯罪活动; 罪行	70	上了年纪的	
culture /'kʌltʃə/ <i>n.</i> 文化	20	electronic /ɪ'lek'trɒnɪk/ <i>adj.</i> 电子的	5
*curtain /'kɜ:tɪn/ <i>n.</i> 窗帘	56	end /end/ <i>n.</i> 结尾; 终结; 末尾	22
		<i>v.</i> 终止; 结束	
		ending /'endɪŋ/ <i>n.</i> 结尾; 结局	72
		enemy /'enəmi/ <i>n.</i> 敌人	56
<b>D</b>		enjoyable /ɪn'dʒɔɪəbl/ <i>adj.</i> 令人愉快的	37
dead /ded/ <i>adj.</i> 死的	66	enter /'entə/ <i>v.</i> 输入; 进入	46
*deadline /'dedlaɪn/ <i>n.</i> 最后期限,	33	especially /ɪ'speʃəli/ <i>adv.</i> 尤其, 特别	24
截止日期		e-ticket 电子票	8
deal /di:l/ <i>v.</i> 经营 <i>n.</i> 协议	11	*eve /i:v/ <i>n.</i> (尤指宗教节假日的)前夜	30
deal with 处理; 解决	11	even though 即使; 纵然; 虽然	43
*death /deθ/ <i>n.</i> 死, 死亡	66	everyday /'evrɪdeɪ/ <i>adj.</i> 每天的, 日常的	42
decision /dr'sɪʒn/ <i>n.</i> 决定	11	*evidence /'evɪdəns/ <i>n.</i> 证据, 证明	68
decision-making <i>adj.</i> 做决策的	11	exactly /ɪɡ'zæktli/ <i>adv.</i> 确切地; 准确地	66
<i>n.</i> 做决策		except /ɪk'sept/ <i>prep.</i> 除……之外	46
*decorate /'dekəreɪt/ <i>v.</i> 装饰	20	expect /ɪk'spekt/ <i>v.</i> 期待; 预料	34
*decoration /,dekə'reɪʃn/ <i>n.</i> 装饰品	30	express /ɪk'spres/ <i>v.</i> 表达	11
degree /dr'ɡri:/ <i>n.</i> (大学)学位; 度数;	65		
程度			
*deliver /dr'lɪvə/ <i>v.</i> 递送, 传送	24		

## F

face-to-face 面对面的	17
fact /fækt/ <i>n.</i> 事实; 现实	30
fail /feɪl/ <i>v.</i> 失败; 考试不及格	43
failure /'feɪljə/ <i>n.</i> 失败	35
fair /feə/ <i>adj.</i> 公平的	47
fear /fiə/ <i>n., v.</i> 惧怕	70
*fiction /'fɪkʃn/ <i>n.</i> 小说; 虚构的事	71
fill /fɪl/ <i>v.</i> (使)充满, 填满	54
*firework /'faɪəwɜ:k/ <i>n.</i> 烟花, 烟火	29
fixed /fɪkst/ <i>adj.</i> 固定的, 不变的	10
*forgive /fə'gɪv/ <i>v.</i> 原谅; 宽恕	43
fork /fɔ:k/ <i>n.</i> 餐叉	32
*formal /'fɔ:məl/ <i>adj.</i> 正式的	20
*forward /'fɔ:wəd/ <i>adv.</i> 向前	36
*frightened /'fraɪtnd/ <i>adj.</i> 受惊的; 害怕的	60
*frog /frɒg/ <i>n.</i> 蛙, 青蛙	18
from time to time 不时; 偶尔	42
*fry /fraɪ/ <i>v.</i> 油炸	30
future /'fju:tʃə/ <i>n.</i> 未来, 将来	5

## G

*gap /gæp/ <i>n.</i> 间隔; 裂口	46
gate /geɪt/ <i>n.</i> 大门	33
*generation /,dʒenə'reɪʃn/ <i>n.</i> 一代; 一代人	22
generation gap 代沟	46
gentleman /'dʒentlmən/ <i>n.</i> 先生; 绅士	18
German /'dʒɜ:mən/ <i>adj.</i> 德国的	56
get along with ... 和……相处	48
good-looking <i>adj.</i> 漂亮的, 好看的	56
*granny /'græni/ <i>n.</i> 奶奶	24
great-grandma <i>n.</i> 曾祖母, 外曾祖母	56
great-grandpa <i>n.</i> 曾祖父, 外曾祖父	56
*greeting /'gri:trɪŋ/ <i>n.</i> 问候; 打招呼	48

grow up 长大	46
*guilty /'gɪlti/ <i>adj.</i> 犯罪的; 感到内疚的	70

## H

hall /hɔ:l/ <i>n.</i> 门厅, 走廊	66
happiness /'hæpɪnɪs/ <i>n.</i> 幸福	54
heat /hi:t/ <i>v.</i> 加热, 变热 <i>n.</i> 热	35
*heroine /'herəʊɪn/ <i>n.</i> 女主人公; 女英雄	72
herself /hɜ:'self/ <i>pron.</i> 她自己	21
hide /haɪd/ <i>v.</i> 躲藏; 隐藏	19
himself /hɪm'self/ <i>pron.</i> 他自己	21
honest /'ɒnɪst/ <i>adj.</i> 诚实的	43
housework /'haʊswɜ:k/ <i>n.</i> 家务劳动	46
humorous /'hju:mərəs/ <i>adj.</i> 滑稽有趣 的, 有幽默感的	65

## I

ID (= identification) 身份证明	6
ill /ɪl/ <i>adj.</i> 有病, 不舒服	8
imagine /ɪ'mædʒɪn/ <i>v.</i> 想象, 设想	10
impolite /,ɪmpə'laɪt/ <i>adj.</i> 不礼貌的	43
impossible /ɪm'pɒsəbl/ <i>adj.</i> 不可能的	66
in person 亲自; 亲身	8
include /ɪn'klu:d/ <i>v.</i> 包括	11
*inconvenient /,ɪnkən'vi:niənt/ <i>adj.</i> 不方便的, 引起麻烦的	24
increase /ɪn'kri:s/ <i>v.</i> 增长, 增多	22
increasing /ɪn'kri:stɪŋ/ <i>adj.</i> 渐增的, 越来越多的	10
influence /'ɪnfluəns/ <i>n.</i> 影响, 作用	54
*inheritance /ɪn'herɪtəns/ <i>n.</i> 遗产	66
*insect /'ɪnsekt/ <i>n.</i> 昆虫	18
instead /ɪn'sted/ <i>adv.</i> 反而; 代替	10
instead of 代替, 作为……的替换	10
*intelligence /ɪn'telɪdʒəns/ <i>n.</i> 智力, 才智	70

interested /'ɪntrəstɪd/ <i>adj.</i> 感兴趣的	18
*interrupt /,ɪntə'rʌpt/ <i>v.</i> 打扰	24
introduction /,ɪntrə'dʌkʃn/ <i>n.</i> 引言; 介绍	12
invention /ɪn'venʃn/ <i>n.</i> 发明, 创意	6
invite /ɪn'veɪt/ <i>v.</i> 邀请	18
itself /ɪt'self/ <i>pron.</i> 它自己	21

## J

*judge /dʒʌdʒ/ <i>v.</i> 评价, 判断	54
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## K

keyboard /'ki:bɔ:d/ <i>n.</i> 键盘	5
knife /naɪf/ <i>n.</i> 刀	32
knowledge /'nɒlɪdʒ/ <i>n.</i> 知识, 学问	19

## L

lady /'leɪdi/ <i>n.</i> 女士	18
*landmine /'lændmaɪn/ <i>n.</i> 地雷	18
lantern /'læntən/ <i>n.</i> 灯笼	37
law /lɔ:/ <i>n.</i> 法律	23
lazy /'leɪzi/ <i>adj.</i> 懒惰的	46
LCD (=liquid crystal display) 液晶显示器	6
lead to 导致	23
least /li:st/ <i>adv.</i> 最少 <i>adj.</i> 最小的; 最少的	66
lemon /'lemən/ <i>n.</i> 柠檬	58
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the West End of London	伦敦西区	70		
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treat /tri:t/	<i>v.</i> 对待; 处理	20	whole /həʊl/	<i>adj.</i> 全部的, 所有的; 10 <i>n.</i> 整体
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truth /tru:θ/	<i>n.</i> 真相	66	wish /wɪʃ/	<i>v.</i> 祝愿 30
*turkey /'tɜ:kɪ/	<i>n.</i> 火鸡; 火鸡肉	34	work from home	在家工作 10
			worried /'wɒrɪd/	<i>adj.</i> 担忧的 35
<b>U</b>				
unclear /ˌʌn'kleə/	<i>adj.</i> 不清楚的	66	<b>X</b>	
unforgettable /ˌʌnfə'getəbl/	<i>adj.</i> 难以 60 忘怀的		X-ray /'eks reɪ/	<i>n.</i> X射线检查; X光 8
unhappy /ʌn'hæpi/	<i>adj.</i> 不快乐的	41	<b>Y</b>	
unhealthy /ʌn'helθi/	<i>adj.</i> 不健康的	42	yourself /jɔ:'self/	<i>pron.</i> 你自己 21
*uniform /'ju:nɪfɔ:m/	<i>n.</i> 制服, 校服	33	yourselves /jɔ:'selvz/	<i>pron.</i> 你们自己 21
unless /ən'les/	<i>conj.</i> 除非	42		
*upset /ˌʌp'set/	<i>adj.</i> 难过的, 沮丧的	42		
*urgent /'ɜ:dʒənt/	<i>adj.</i> 紧急的	24		

# Irregular Verbs

Base form	Simple past	Past participle	Base form	Simple past	Past participle
<b>be</b>	was, were	been	<b>go</b>	went	gone
<b>bear</b>	bore	born	<b>grow</b>	grew	grown
<b>become</b>	became	become	<b>hang (悬挂)</b>	hung	hung
<b>begin</b>	began	begun	<b>have (has)</b>	had	had
<b>blow</b>	blew	blown	<b>hear</b>	heard	heard
<b>break</b>	broke	broken	<b>hide</b>	hid	hidden
<b>bring</b>	brought	brought	<b>hit</b>	hit	hit
<b>build</b>	built	built	<b>hold</b>	held	held
<b>burn</b>	burnt / burned	burnt / burned	<b>hurt</b>	hurt	hurt
<b>buy</b>	bought	bought	<b>keep</b>	kept	kept
<b>can</b>	could	—	<b>know</b>	knew	known
<b>catch</b>	caught	caught	<b>lay</b>	laid	laid
<b>choose</b>	chose	chosen	<b>lead</b>	led	led
<b>come</b>	came	come	<b>learn</b>	learnt / learned	learnt / learned
<b>cost</b>	cost	cost	<b>leave</b>	left	left
<b>cut</b>	cut	cut	<b>lend</b>	lent	lent
<b>deal</b>	dealt	dealt	<b>let</b>	let	let
<b>do</b>	did	done	<b>lie (躺)</b>	lay	lain
<b>draw</b>	drew	drawn	<b>light</b>	lit / lighted	lit / lighted
<b>dream</b>	dreamt / dreamed	dreamt / dreamed	<b>lose</b>	lost	lost
<b>drink</b>	drank	drunk	<b>make</b>	made	made
<b>drive</b>	drove	driven	<b>may</b>	might	—
<b>eat</b>	ate	eaten	<b>mean</b>	meant	meant
<b>fall</b>	fell	fallen	<b>meet</b>	met	met
<b>feed</b>	fed	fed	<b>mistake</b>	mistook	mistaken
<b>feel</b>	felt	felt	<b>must</b>	must	—
<b>fight</b>	fought	fought	<b>pay</b>	paid	paid
<b>find</b>	found	found	<b>put</b>	put	put
<b>fly</b>	flew	flown	<b>read /ri:d/</b>	read /red/	read /red/
<b>forget</b>	forgot	forgotten	<b>ride</b>	rode	ridden
<b>get</b>	got	got	<b>ring</b>	rang	rung
<b>give</b>	gave	given	<b>run</b>	ran	run

Base form	Simple past	Past participle	Base form	Simple past	Past participle
<b>say</b>	said	said	<b>spend</b>	spent	spent
<b>see</b>	saw	seen	<b>spread</b>	spread	spread
<b>sell</b>	sold	sold	<b>stand</b>	stood	stood
<b>send</b>	sent	sent	<b>steal</b>	stole	stolen
<b>set</b>	set	set	<b>stick</b>	stuck	stuck
<b>shake</b>	shook	shaken	<b>swim</b>	swam	swum
<b>shall</b>	should	—	<b>take</b>	took	taken
<b>shine</b>	shone	shone	<b>teach</b>	taught	taught
<b>show</b>	showed	shown / showed	<b>tell</b>	told	told
<b>sing</b>	sang	sung	<b>think</b>	thought	thought
<b>sit</b>	sat	sat	<b>throw</b>	threw	thrown
<b>sleep</b>	slept	slept	<b>understand</b>	understood	understood
<b>smell</b>	smelt / smelled	smelt / smelled	<b>wake</b>	woke	woken
<b>speak</b>	spoke	spoken	<b>wear</b>	wore	worn
<b>spell</b>	spelt / spelled	spelt / spelled	<b>will</b>	would	—
			<b>win</b>	won	won
			<b>write</b>	wrote	written

## 后 记

《北师大版义务教育教科书》由众多国家基础教育课程标准研制组负责人和核心成员、学科专家、教育专家、心理学专家和特级教师参加编写，研究基础深厚、教育理念先进、编写质量上乘、服务水平专业。教材力求反映国家基础教育课程标准精神，重视多种信息资源手段的利用，体现最新的学科进展，强调知识、技能在实际生活中的应用，贴近学生生活，关注学生的学习过程，促进每一个学生的全面发展，满足学生多样化的学习需求。

《北师大版义务教育教科书·英语》（7~9年级）结合初中学生学习英语的特点，以培养学生的综合语言运用能力为目标，以教会学生“用英语做事情”为基本思路，以话题、结构、功能和学会学习为编排主线，科学合理地安排教材容量和难度，精心编选有利于促进学生语言、思维、情感、策略和文化意识整体发展的语言素材，循序渐进地引导学生发展语言能力、思维能力和自主学习能力，帮助学生形成积极向上的情感态度价值观和初步的跨文化交流的意识。

本教材的教学活动设计力求从学生生活经验、学习兴趣和认知特点出发，倡导在语境中理解和体验语言的意义，通过参与、体验、探究、实践等多种活动形式，帮助学生巩固和内化语言，逐步形成语言学习的自信心和运用所学语言交流信息与经历、表达观点和情感的能力。

为了确保本教材与小学和高中英语课程的有效衔接，教材遵循语言学习的规律，精选学习内容，力求从知识体系、能力发展、情感态度、文化意识和学习策略等各方面起到承接小学、开启高中的作用，保证英语学习的整体性、渐进性和持续性。

本套教材主编王蔷，副主编曹瑞珍、陈则航；编写组成员有马欣、王琦、蒋京丽、刘雯、王源等。还有很多实验区教研员和一线教师为教材的编写和修改提供了宝贵的意见，在此一并表示衷心的感谢！

由于时间仓促，教材中的错误在所难免，恳请使用者批评指正。欢迎来电来函与我们联系：北京师范大学出版社基础教育分社（100875），（010）58806740，czyy@bnupg.com。

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