

义务教育教科书（五·四学制）

英语

八年级下册



# 致同学

亲爱的同学：

欢迎与我们一起继续初中阶段的英语学习！

接下来，你将继续和教材中的小伙伴们一起，探索新世界，思考大问题 (Big Question)，在真实情境中“讲(文化)小故事，悟(人生)大道理，学百科新知识，用英语做事情”。

这套教材依据《义务教育英语课程标准(2022年版)》编写，以主题为引领，每个单元从大问题入手，设有五个小话题，分别对应视听、口语、阅读、写作和项目探究五大板块，话题和学习任务层层推进，帮助你在完成单元学习后，最终形成对单元大问题更加全面、深入的认识和理解。

围绕不同的主题，教材呈现了丰富的语篇类型，通过鲜活真实的语言素材，为你提供地道的语言示范。本册教材中，视听、口语板块的多模态文本图文结合，均以日常生活中常见的真实情境为范本设计(如网页、有声书、海报、触摸屏、展板等)；视听板块配有对话、讲座、广播、访谈等各类视频或音频素材；在阅读板块，你可以接触到故事、轶事、信息类文章、说理文、新闻报道、文学经典节选等丰富的语篇类型；教材中小伙伴们的日常会话和他们的习作，也会为你提供口语和写作表达的范例。

在你学习晋级的过程中，智能机器人“胡博士”(Dr Hu)将会继续陪伴你左右，协助你掌握必备知识、关键技能和学习策略。每单元最后的“项目探究”(Project)，为你准备了更多的挑战任务。你和你的同伴们准备好迎接挑战了吗？

本册教材除了六个常规主题单元之外，还设有两个文化角单元(Culture corner)和一个文学角单元(Literature corner)。文化角不仅带你学会用英语讲中国故事，还会带你领略世界文化的魅力，并了解世界文化的交融与互动；文学角精选广受青少年喜爱的优秀文学作品片段，供学有余力的同学品味、赏析，并由此开展课外拓展。

希望这套教材让你更加喜欢英语，学会更好地安排自己的学习，为你插上一双助力你逐梦的翅膀。让我们继续学习之旅吧！

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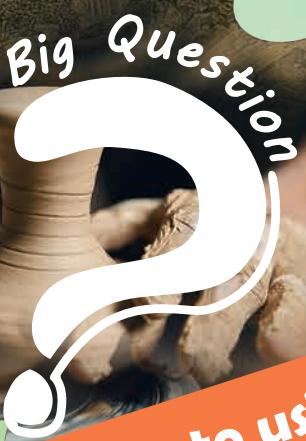
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Unit  
**1**

# Art and artists



Big Question  
What does art mean to us?





## To-do list

- 1 Watch vox pops about what art is.
- 2 Talk about choices for an art class.
- 3 Read a story about an artist.
- 4 Write a description of my favourite work of art.
- 5 Present the best work of art around us.



## Getting started

Read the quotes and discuss what they mean.

Great art picks up where nature ends.

—Marc Chagall

Every child is an artist. The problem is how to remain an artist once he grows up.

—Pablo Picasso

Lu Yao is browsing through a vox pop<sup>①</sup> website.

### VOX POP

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#### VOX POP

This week's voice of the people

Zhao Xi (China)



Art can be painting, theatre, music, folk art and more.

Carlos (Brazil)



Art is a form of self-expression and creativity.

Emma (France)



I often visit art museums at weekends.

Tracy (South Africa)



Making dolls is part of my family tradition.

**A1 Look and say** What topic are these people probably talking about?

**A2 Read and think** Read these sentences and decide whether each of the statements is a fact (F) or an opinion (O).

 Identifying opinions

- 1 In my opinion, art means everything.
- 2 Art can be painting, theatre, music, folk art and more.
- 3 The art I enjoy most in art class is paper cutting.
- 4 I create art with scissors.
- 5 To me, almost anything is possible with paper cutting.

<sup>①</sup> vox pop 公众之声

 **A3 Watch and take notes** Watch three interviews and write down the opinions of the speakers.

1



**Carlos:** Art is a form of self-expression and creativity. It allows me to communicate ideas and feelings in a personal way. ... It is a <sup>1</sup> \_\_\_\_\_ and <sup>2</sup> \_\_\_\_\_ activity. It also helps to develop environmental awareness and encourages others to <sup>3</sup> \_\_\_\_\_ in their own lives.

2



**Emma:** Art <sup>4</sup> \_\_\_\_\_ in our lives. It <sup>5</sup> \_\_\_\_\_ in many different forms. Artists use their <sup>6</sup> \_\_\_\_\_ to bring beauty into the world through their work.

3

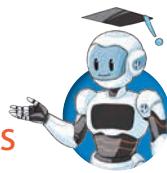


**Tracy:** Art is an important part of <sup>7</sup> \_\_\_\_\_. It is <sup>8</sup> \_\_\_\_\_.



## Pronunciation

### Intonation of questions: Yes/No, Wh-, Alternative questions



Listen and imitate the intonation of different questions.

Who are your favourite artists? ↗

What makes their art stand out? ↗

How do their works make you feel? ↗

What is their art all about? ↗

Do you see yourself as a painter? ↗

Can you act, ↗ dance, ↗ or sing? ↗

Are you a great entertainer, ↗

Or is your talent in paper cutting? ↗



### Update my to-do list



Watch the interviews in **A3** again. Which opinion(s) do you agree with? Share your ideas of art.

Lu Yao and her classmates are choosing which art class to attend.



### B1 Listen, read and think Listen to the conversation and say which art class Lu Yao, Wang Yiming and Li Bailing would like to choose.

Yiming: Lu Yao, which art class are you going to choose?

Lu Yao: I'm thinking of taking the drama class. I have never done any acting before, but it seems really interesting. I want to try something outside my normal interests.

Yiming: Oh, drama isn't really my thing. I prefer photography to drama. I want to learn how to take good pictures.

Lu Yao: It's a pity that we won't be in the same class. What about you, Bailing?

Bailing: I like pottery a lot. I'd like to develop a new hobby and I want to learn to make cups and bowls for myself.

Lu Yao: Oh, no! Are you leaving me too?

Bailing: Sorry! I hope you have fun in the drama class though!

Lu Yao: I was just kidding. I hope you both learn a lot!

Yiming: And I'm sure you'll make lots of new friends in the drama class!



#### *My learning notes*

##### Showing preference:

- I prefer ... to ...
- I'd prefer ... rather than ...
- \_\_\_\_\_

**B2 Pair and share** Work in pairs. Look at the choice of art classes and talk about your preference. Share your choice and the reasons with your partner.

Home > Guidance > The arts

**The arts** Language Maths Science Sports ICT

**Pottery**  
NS

Learn to make your own pots and dishes.

**Drama**  
NS

Learn to explore the world through performance and acting skills.

**Painting**  
NS

Explore and experience different painting skills.

**Dance**  
NS

Develop knowledge, understanding and skills about dance.

**Photography**  
NS

Learn to take great photos through skills like finding the best shooting positions.

**Music**  
NS

Learn the basic skills of singing, creating music and playing simple instruments.

## Word study Word group

Please match different types of art with artists.

1 sculpture	• painter
2 photography	• musician
3 painting	• sculptor
4 music	• photographer



Update my to-do list



In pairs, talk about other art classes you would like to choose and the reasons for your choice.

Lu Yao is reading a story about a famous landscape painter.

**C1 Background knowledge** Do you know about any famous painters? What are they famous for?

**C2** Read the story.

## A MASTER OF ART

Fan Kuan was one of the greatest landscape painters of the Song dynasty. Fan was so good at painting that young artists always asked him to teach them to paint.

“You must study with a greater master than me,” Fan replied.

5 “Who is he? Where can we find him?” they asked curiously.

Fan replied with a smile, “He is called Nature. He lives all around you.”

Fan painted with the idea of being in harmony with nature. He believed that if you wanted to understand nature, you had to

10 touch it, smell it and listen to it. That was what he always did. He lived in mountains and forests, and watched the seasons change. However, many people thought he was strange.

One morning, after sleeping under a rock, Fan

15 walked down a foggy mountain path. He saw an old farmer a few steps ahead in the fog.

“Stop right there, whoever you are!” the farmer warned suddenly. He never expected to come across a stranger here.

20 Fan stayed calm and said, “Don’t be scared,

my friend! I'm just trying to find my way to the town."

"What are you doing here in the mountains?" the farmer asked.

"Looking. Thinking," answered Fan.

The farmer relaxed when he was certain this strange man was not  
25 a danger. He invited Fan to his home and gave him something  
to eat. Fan, in return, painted a  
picture for the farmer. Everything  
in the picture, the farmer, the trees  
and the mountains, was so vivid  
30 that the farmer was shocked. He  
wondered how Fan had done it.  
Fan told him that it was a gift from  
the mountains.

As Fan was leaving, the farmer  
35 asked where he lived. Fan answered  
that mountains or forests, east or  
west, all could be his home.

### Personal touch

Do you think Fan Kuan was a  
strange man? Why or why not?



*Travellers among Mountains and Streams*, Fan Kuan

**C3 General understanding** What made Fan Kuan an excellent landscape painter?

**C4 Detailed reading** Fill in the profile of Fan Kuan.



Name: \_\_\_\_\_ Dynasty: \_\_\_\_\_

Fame: \_\_\_\_\_

Home: \_\_\_\_\_

Idea(s) of painting: \_\_\_\_\_

\_\_\_\_\_

**C5 Further thinking** What can you infer about Fan Kuan from these sentences?



He believed that if you wanted to understand nature, you had to touch it, smell it and listen to it. That was what he always did. He lived in mountains and forests, and watched the seasons change. (Lines 8–12)

He believed that ...

He lived ... and watched ...

That was what he always did.

We can infer that ...

- A) Fan Kuan always walked the walk.
- B) Fan Kuan always talked about his belief in public.

1 “You must study with a greater master than me,” Fan replied. (Line 4)

- A) Fan Kuan didn’t want to teach young artists.
- B) Fan Kuan was modest and he greatly respected and admired nature.

2 Fan, in return, painted a picture for the farmer. (Lines 26–27)

Fan Kuan \_\_\_\_\_  
\_\_\_\_\_.

3 Fan told him that it was a gift from the mountains. (Lines 32–33)

Fan Kuan \_\_\_\_\_  
\_\_\_\_\_.

4 Fan answered that mountains or forests, east or west, all could be his home. (Lines 35–37)

\_\_\_\_\_  
\_\_\_\_\_.

5 \_\_\_\_\_  
\_\_\_\_\_.

\_\_\_\_\_  
\_\_\_\_\_.

**Vocabulary focus** The farmer told his neighbour what had happened. Complete his story with the proper forms of the words and phrase in the box.

certain shock paint danger in return

This morning, when I was walking down a mountain path, I met a stranger and I thought he was a <sup>1</sup> \_\_\_\_\_. But later I was <sup>2</sup> \_\_\_\_\_ that he was a <sup>3</sup> \_\_\_\_\_ who loved looking and thinking in the mountains.

Then I invited him to my home for a drink. He painted a picture for me <sup>4</sup> \_\_\_\_\_. He told me that the secret to painting was to be in harmony with nature. What <sup>5</sup> \_\_\_\_\_ me most was that he told me mountains or forests, east or west, all could be his home.



Update my to-do list



What have you learned about art from the story of Fan Kuan?

## ►► Grammar in use Adverbial clauses of result

### 1 Read and think What's the cause and what's the result in each sentence?

- (1) Fan was **so** good at painting **that** young artists always asked him to teach them to paint.
- (2) Everything in the picture, the farmer, the trees and the mountains, was **so** vivid **that** the farmer was shocked.
- (3) It was **such** a brilliant song **that** I bought the soundtrack.
- (4) He made sculptures **so** well **that** other artists wanted to learn his skill.

### 2 Work out the rules Read the above sentences again and circle the correct answer.

We use **so ... that** and **such ... that** to introduce a clause of result.

- The clause after **that** is the **cause / result** of the event.
- We use **so / such** before (an adjective +) a noun.
- We use **so / such** before an adjective (without a noun) or an adverb.

Grammar file → p. 122

### 3 Practise Look at the pictures and make sentences by using **so ... that ...** or **such ... that ...**

(1)



(The film is exciting. Li Yi wants to see it again.)

The film is so exciting that Li Yi wants to see it again./It is such an exciting film that Li Yi wants to see it again.

(2)



(The girl worked hard. She created an excellent painting.)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(3)



(Lu Lan is good at dancing. She won first prize in the dancing competition.)

(4)



(Peter is a music lover. He plays the violin even when he travels.)

#### 4 Make up a story

(1) In pairs, follow the flow chart on the left to make a story. The beginning of the story is given.



Last night, I went to bed **so** late **that** I didn't hear the alarm in the morning. I didn't hear the alarm so I missed the appointment<sup>①</sup> with my friend.

I didn't hear the alarm in the morning.

I missed the appointment with my friend.

I got bored.

I went to the art museum.

The famous artworks were great.

They impressed<sup>②</sup> me a lot.

Then I saw some sculptures.

They were very real.

I was shocked and went home.

I had a dream that night.

The artworks came alive in my dream.

I didn't hear the alarm in the morning.

(2) Fill in the flow chart on the right and make your own story.

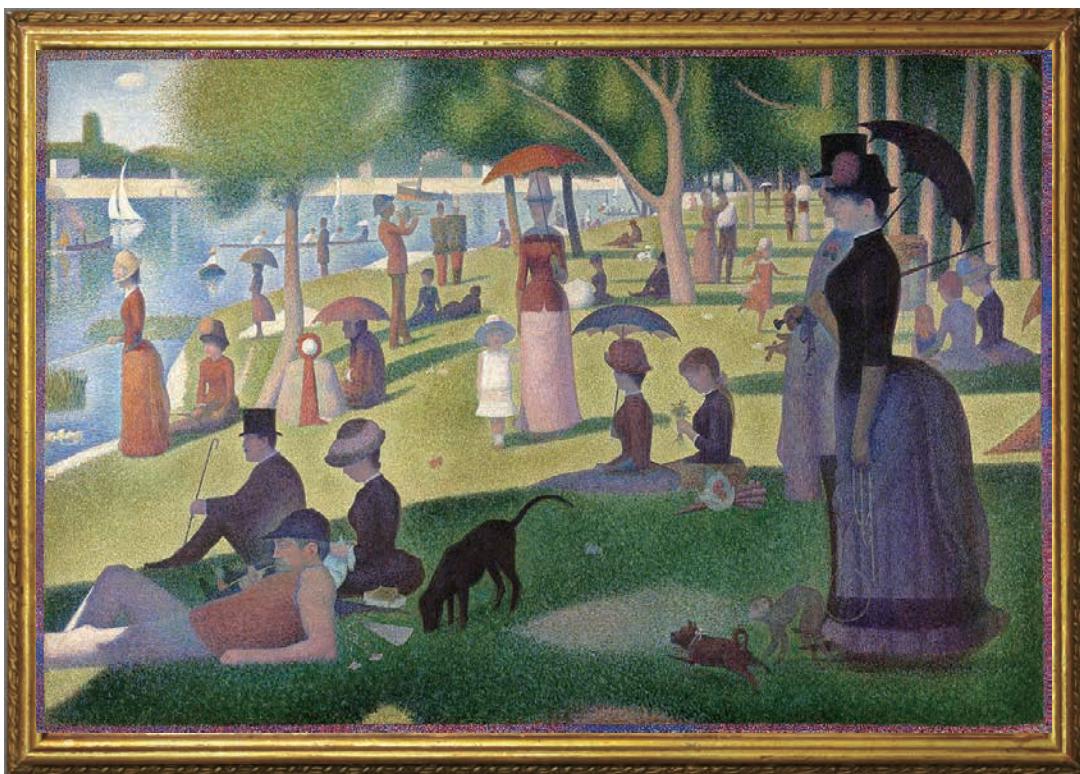
① appointment 约定 ② impress 给……留下印象

# D My favourite work of art

## >> Writing

You are going to introduce your favourite work of art at your art class.

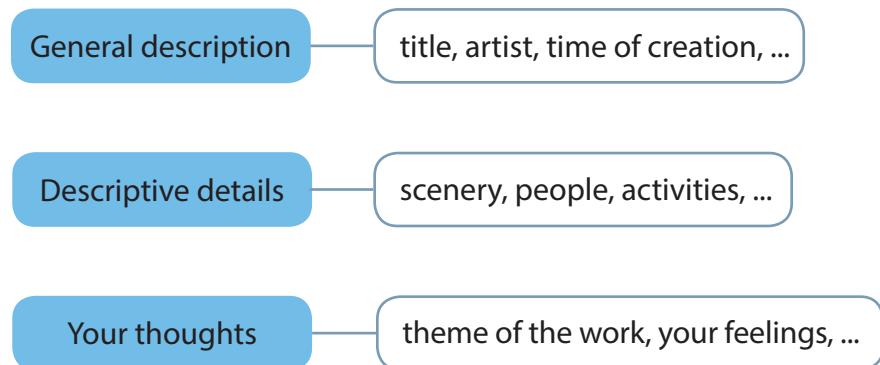
**D1 Think** Read Lisa's introduction below. What makes this work of art special?



My favourite work of art is *A Sunday Afternoon on the Island of La Grande Jatte*, created by the French artist Seurat. It was painted from 1884 to 1886. The painting presents a scene of weekend life. Some people are sitting and chatting on the cool, green grass. Others are enjoying the summer view of the River Seine with small white boats on it. Dogs are running and children are playing. It's such a peaceful scene that I want to step into the painting and spend a day there. I love the relaxed life in it. Do you like it too?

**D2 Prepare** What words or phrases does Lisa use to describe the details of her favourite work of art? Circle them in the introduction.

### D3 Plan Choose your favourite work of art and note down the key information of it.



#### D4 Write Write an introductory paragraph about your favourite work of art.

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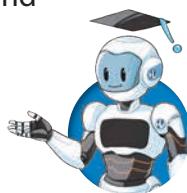
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**D5 Check** Check your description. Pay attention to the descriptive details.

## TEEN skill Adding descriptive details

A description is a “picture” in words. Effective descriptive writing should have:

- vivid details. Specific details paint a “picture” in the reader’s mind and readers can enter the writer’s experience through all five senses.
- precise language. Specific adjectives and nouns and strong action verbs give life to the “picture” being painted in the reader’s mind. 



## Update my to-do list

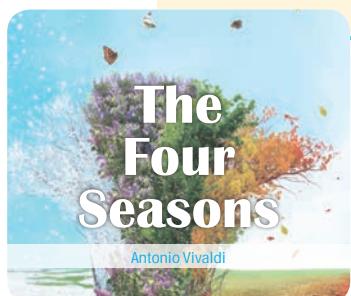


Work in groups. Share your work with other group members. Choose the best description.

## » Discovery

### Art in different forms

Shadow plays are an old traditional folk art of China. They're like a very old form of cinema. The puppets<sup>①</sup> appear as shadows on the screen thanks to a light. People move the puppets and tell stories. Chinese people have enjoyed this early form of entertainment for more than a thousand years.



One of the most famous pieces of classical music is called "The Four Seasons" by the Italian composer Antonio Vivaldi. Each part tries to sound like a season. Spring sounds like birds. Summer sounds like thunder. Autumn sounds like the hunters' horns. Winter sounds like the chattering<sup>②</sup> of teeth.

Argentina's "Cave of the Hands" is a rock art site with countless painted hands on the walls. There are not only handprints but also pictures showing animals, people and different shapes. The artwork tells us about the lives of people who lived thousands of years ago.



**Read and think** Which art form do you find the most interesting? Explain why.

① puppet 木偶 ② chatter 打颤

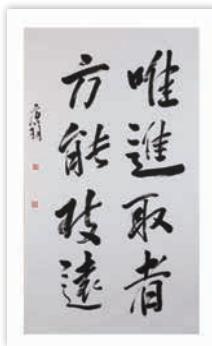
### Presenting the best work of art around us

**Today is the School Photo Day. Work in groups, find the best work of art in your school and do a presentation about your choice.**

**Step 1** **Search** Take a walk around your school and agree on the best work of art around you. Take a picture of it. It can be anything, a painting, a sculpture, a piece of calligraphy, a dance performance or a piece of work by a student on the display board.



a painting drawn by a student  
(photo taken by Adam, 10 March)



a piece of calligraphy written by a student  
(photo taken by Mary, 10 March)

**Step 2** **Describe** Describe the work of art you have found. You can refer to the following questions for help.

- What is it? Who created it? When was it made? What type of art is it?
- Where did you find it? In your opinion, what is the purpose of making such an artwork?
- Why have you chosen it?
- ...

**Step 3** **Present** In class, do a presentation to introduce the work of art your group has found. Include a picture and a short introduction.



**Update my to-do list**



Listen to the presentations. Then vote to decide the best work of art in your school.

## Unit **2**

# Great inventions and discoveries



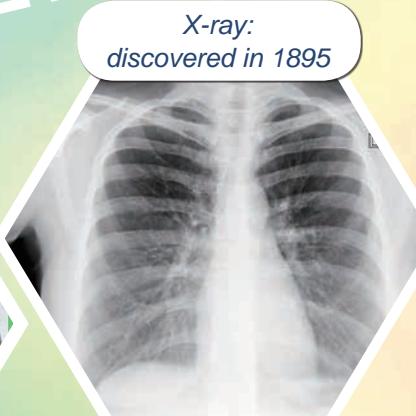
Wheel: invented around  
3500 BCE



Paper-making:  
invented around 105



Telephone:  
invented in 1876



X-ray:  
discovered in 1895



Steam engine:  
invented in 1698



Compass: invented  
between 475 BCE  
and 221 BCE

How do great inventions and  
discoveries change our lives?



## To-do list

- 1 Listen to descriptions about great ancient inventions in history.
- 2 Talk about great inventions in the modern world.
- 3 Read stories behind great discoveries.
- 4 Write an opinion article about the most useful invention in my view.
- 5 Make a display board showing the development and influences of a great invention.



Penicillin:  
discovered in 1928



Internet:  
invented in 1969



Computer:  
invented in 1946



Qinghaosu:  
discovered in 1971



## Getting started

Look at the pictures and answer the question.

What do you know about these inventions and discoveries?

# A Great ancient inventions

## >> Viewing and listening

Wang Yiming is reading an audiobook about inventions in the library and finds out many things in daily life were actually invented in ancient times.

22 23

**A1 Look and say** Read the pages of the book and answer the questions: Which invention(s) have you learned about? Which is new to you?

**A2 Listen and tick** Listen to a description of an invention and tick (✓) the key information that is mentioned.

**Identifying the key information**

material(s)

use(s)

influence(s)

**A3 Listen and take notes** Listen to three descriptions of inventions and complete the table on the next page. Write "M" for material(s), "U" for use(s) and "I" for influence(s).

Inventions	Notes	Aspects
Paper-making	• <sup>1</sup> _____ and fishnets	<u>M</u>
	• Easier for people to <sup>2</sup> _____ and <sup>3</sup> _____ information	<u>U</u>
	• Helps to <sup>4</sup> _____ knowledge	<u>I</u>
The ship	• <sup>5</sup> _____ and reeds <sup>①</sup>	<sup>12</sup> _____
	• <sup>6</sup> _____ on the Nile	<sup>13</sup> _____
	• In wars and <sup>7</sup> _____	<u>U</u>
The Arabic number system	• Easier for people to write <sup>8</sup> _____ numbers	<u>U</u>
	• Helps to <sup>9</sup> _____ together more easily	<sup>14</sup> _____
	• Develops <sup>10</sup> _____ and the <sup>11</sup> _____	<u>I</u>

## Word study Word building Noun suffixes *-ment*, *-th*, *-ness* and *-ism*

Change the words into their noun forms by adding suffixes. Put them into different groups. Remember other changes may be necessary.

develop long real excite ill sad agree grow social happy tour wide

### Nouns ending with *-ment*

- development
- \_\_\_\_\_
- \_\_\_\_\_

### Nouns ending with *-th*

- growth
- \_\_\_\_\_
- \_\_\_\_\_

### Nouns ending with *-ness*

- illness
- \_\_\_\_\_
- \_\_\_\_\_

### Nouns ending with *-ism*

- socialism
- \_\_\_\_\_
- \_\_\_\_\_



 **Update my to-do list** 

Listen to a description of an invention and note down its key information.

① reed 芦苇

Wang Yiming and his classmates are reading a web page and discussing modern inventions.

 **B1 Listen, read and think** Listen to their conversation. What do they think are the greatest modern inventions?

Yiming: Lu Yao, this website says the light bulb is the greatest modern invention. Do you agree?

Lu Yao: I'd say yes. It has changed our daily habits. Just imagine your life without it. You could hardly do anything well after dark.

Yiming: I totally agree. It would be hard to do homework with candles! While Edison was inventing a safe and inexpensive light bulb, he failed thousands of times.

Lu Yao: How encouraging!

Harry: Edison was great, but I don't think the light bulb is the greatest modern invention.

Lu Yao: What do you think is the greatest modern invention then?

Harry: The car. It's really fast and convenient. It can take people to hospital quickly in an emergency.

Lu Yao: I see your point! Imagine going to hospital on a horse!

### My learning notes

#### Expressing opinions:

- In my opinion/view, ...
- \_\_\_\_\_
- I (don't) believe ...
- \_\_\_\_\_

**B2 Discuss** In groups, talk about the other great modern inventions on the website on the next page. Support your ideas with details. Use the conversation in B1 for help.

Home > Technology & Inventions > Important modern inventions that have changed our lives

## Important modern inventions that have changed our lives

Our lives would not be the same without these inventions!



**The light bulb**  
changes people's daily habits; is safer than candles; ...



**The computer**  
allows people to work faster; stores more information; ...



**The car**  
makes travel easier and faster; helps to connect people in the countryside; ...



**The telephone**  
makes communication easier; changes the way people work; ...

Click the pictures to learn more.

### TEEN skill Supporting ideas with details

When you express an opinion, try to support your ideas with details. Details can be facts, examples, figures<sup>①</sup>, quotations<sup>②</sup>, etc.

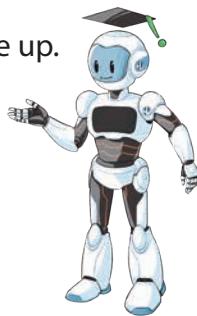


### Pronunciation Intonation: exclamations

We use falling tones in exclamations.

Listen to the conversations and pay attention to the intonation.

- A: Edison's words encourage me to keep going when I want to give up.  
B: What inspiring words they are! ↘
- A: We can pay the bill on the phone.  
B: How convenient it is! ↘
- A: Wow! ↘ B: What a smart robot it is! ↘  
B: Yes. It's the latest model.



**Update my to-do list**



Work in pairs. Think of other great inventions and talk about their influences on our lives.

① figure 数字 ② quotation 引语

Wang Yiming and Harry are reading pages of a book about stories behind great discoveries for their science project.

**C1 Background knowledge** What do you know about X-rays, penicillin and *qinghaosu*?

**C2** Read the article.

The German scientist Wilhelm Conrad Röentgen wanted to use tubes to do experiments on electricity. The tubes were 5 covered in heavy black paper. He was surprised to see a green light coming from the tubes. And he was even more surprised when the light appeared on a 10 screen beside him. How strange!

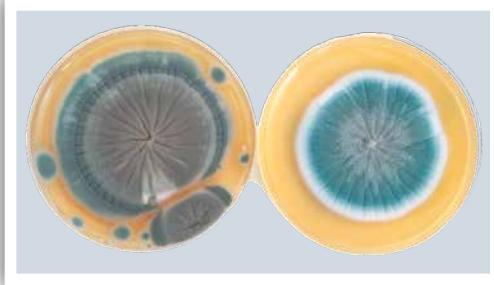
He learned that the light can pass through objects. Röentgen knew he discovered something important. When he passed the light through his wife's hand, something exciting happened. He could see the bones inside 15 her hand! This was how Röentgen discovered X-rays in 1895. After many tests on humans, they were soon widely used in hospitals and Röentgen was awarded the Nobel Prize.

The British scientist, Sir Alexander Fleming, discovered penicillin by accident. In 1928, he went on a holiday but forgot 20 to clean up his lab before he left. When he got back, he found some strange mould growing on some of his Petri dishes. To his surprise, the mould seemed to stop the bacteria around it from growing. With more research, he discovered penicillin.



X-ray of Röentgen's wife's hand

Later, other scientists turned  
25 penicillin into life-saving  
medicine. The discovery of  
penicillin changed the course  
of medicine and has made it  
possible for doctors to treat  
30 serious illnesses. What an  
amazing discovery!



Mould growing on Petri dishes



*Qinghao* plant

Around 1970, when a lot of people  
were getting sick with malaria,  
Tu Youyou was chosen to find a  
35 medicine. She read a large number  
of ancient Chinese medical books  
and discovered a treatment using  
a plant called *qinghao*. However,  
no matter how hard they tried, Tu and her team failed to get  
40 the active part from the plant. Tu took another closer look at the  
medical classics. Finally, one line lit up an idea for her — a low-  
heat method! With this method, she and her team successfully  
got the active part and named it *qinghaosu*. Tu volunteered to  
test the medicine on herself before giving it to others. Later,  
45 *qinghaosu* became an important treatment for malaria and has  
saved millions of lives. Tu called the discovery “a gift from  
Traditional Chinese Medicine to the world”.

### Personal touch

Which discovery impressed you most? Why?

**C3 General understanding** How have the discoveries in the article changed the world?

**C4 Detailed reading** What was the turning point of the scientists' discoveries?

 Following signal words



Wilhelm Conrad Röntgen

He was **surprised** to see a green light coming from the tubes. And he was even **more surprised** when the light appeared on a screen beside him. **How strange!** He learned that the light can pass through objects.

**The turning point:** He saw a green light from the tubes passing through objects and appearing on a screen.

**The turning point:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Sir Alexander Fleming



Tu Youyou

**The turning point:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## C5 Further thinking Answer the questions.

- 1 The discovery of X-rays and penicillin both resulted from unexpected findings. How does chance play a role in scientific discoveries?
- 2 What important qualities in Tu Youyou helped her make the discovery of *qinghaosu*?

## Vocabulary focus Harry is writing a diary. Complete his diary with the proper forms of the words and phrases in the box. One is extra.

by accident      discover      turn ... into  
treat              invent      stop ... from



Sunny

I read the stories about X-rays, penicillin and *qinghaosu* today for the science project. I was most amazed at the <sup>1</sup> \_\_\_\_\_ of penicillin. It is a kind of medicine to <sup>2</sup> \_\_\_\_\_ serious illnesses. One day, Sir Alexander Fleming left his lab without cleaning it up. When he got back from holiday, he found something <sup>3</sup> \_\_\_\_\_ the bacteria \_\_\_\_\_ growing. It was penicillin! It was discovered <sup>4</sup> \_\_\_\_\_. Then some scientists <sup>5</sup> \_\_\_\_\_ it \_\_\_\_\_ medicine and it is widely used in hospitals and has saved the lives of countless people.



## Update my to-do list



What led to the success of the discoveries in the article?

## ►► Grammar in use Exclamations

1 **Read and think** Read two groups of sentences. Which group shows stronger feelings?

### Group A

- Penicillin is an amazing discovery.
- Edison's story was very encouraging.
- She did the experiment carefully.

### Group B

- What an amazing discovery penicillin is!
- How encouraging Edison's story was!
- How carefully she did the experiment!

2 **Work out the rules** Read aloud the sentences that show stronger feelings again and complete the rules.

When we express strong feelings such as surprise and excitement, we use an exclamatory word, phrase or sentence. An exclamatory sentence usually begins with *What* or *How*:

- \_\_\_\_\_ + adjective/adverb (+ subject + verb)!
- \_\_\_\_\_ + (a/an) + adjective + noun (+ subject + verb)!
- An exclamation mark "!" is used at the end of the sentence.

Grammar file → p. 123

3 **Practise** In pairs, complete the conversations with words and phrases in the box, using *What ...!* or *How ...!*

lucky a good idea exciting news smart an amazing invention

- (1) A: The ten-year-old boy has invented five toys.  
B: \_\_\_\_\_
- (2) A: The fridge can keep food fresh for a longer time.  
B: \_\_\_\_\_
- (3) A: Scientists have found a way to stop the disease from spreading.  
B: \_\_\_\_\_
- (4) A: Thanks to so many wonderful inventions, we can live a comfortable life.  
B: \_\_\_\_\_
- (5) A: Why not go to the Technology Fair this weekend?  
B: \_\_\_\_\_

**4 Pair and share** Work in pairs. Look at the product files of two inventions and talk about them.

Drone H70

**Price**

¥59,800

**Size**

750 × 750 × 450 mm

**Weight**

3.2 kg

**Specialty**

have a battery life of 40 minutes and can deliver goods up to 5 kg in weight; fly as high as 500 m and cover a distance of 10 km



Robot 87

**Price**

¥19,500

**Size**

410 × 410 × 1,000 mm

**Weight**

21 kg

**Specialty**

greet hotel guests; answer their questions; sing and dance



(1) Use proper words to describe the features of the drone and the robot.

The drone	expensive, powerful, _____
The robot	a smart machine, _____

(2) Talk about the inventions with your partner(s).

Look at this drone. It costs 59,800 yuan. How expensive it is!



How heavy is it?

It weighs 3.2 kg, but it can carry goods as heavy as 5 kg and fly for 40 minutes.



...

# D The most useful invention in my view

## Writing

The school newspaper is collecting opinion articles on “The most useful invention in my view” for its feature section.

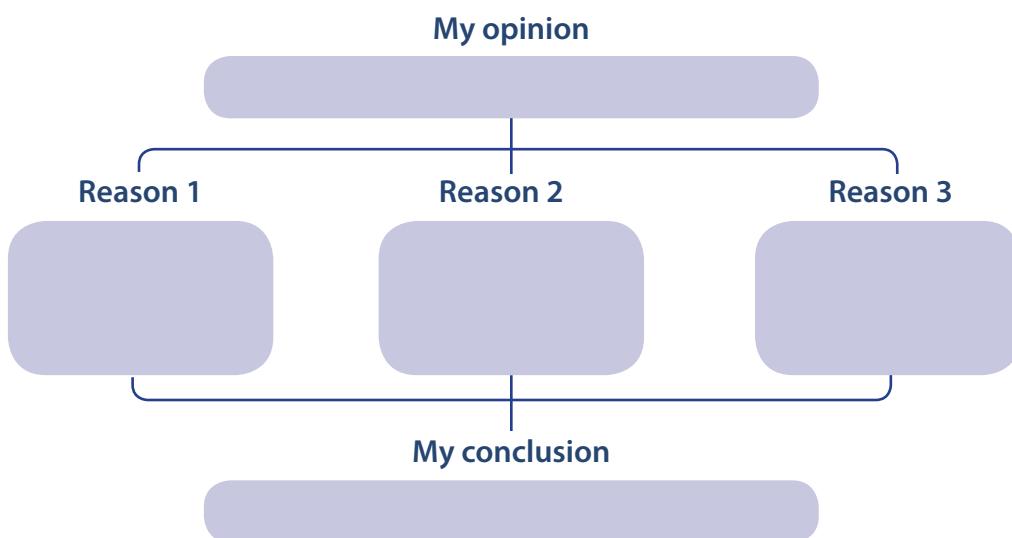
**D1 Think** Read Lin Dong’s article. Why does he think the internet is the most useful invention?

For me, the most useful invention is the internet. It is useful for many reasons. First, it makes communication easier. I can keep in touch with my friends and family through email or social media. Besides, it helps a lot with my studies. It allows me to find information for my projects and have online lessons. What’s more, it brings more fun into my life. I can relax in my spare time by listening to music or watching films online. How great it is! In short, I believe the internet is of great help.



**D2 Prepare** Underline the linking words in Lin Dong’s article and think about their functions.

**D3 Plan** What is the most useful invention in your view? Plan your writing by completing the mind map below.

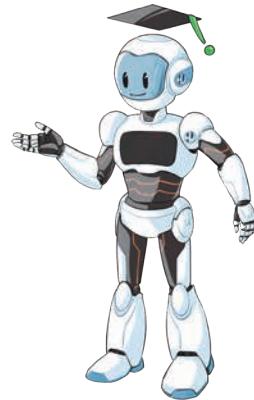


## D4 Write Write your opinion article.

## D5 Check Check your opinion article. Pay attention to the use of linking words.

## TEEN skill Using linking words

- Linking words can join ideas and sentences together.
- When the linking word is at the beginning of the sentence, it should be followed by a comma <sup>①</sup>.
- Linking words can show different relationships between sentences.
  - ▶ **For introduction:** *to begin with, to start with, first, ...*
  - ▶ **For addition:** *what's more, in addition, besides, as well, more importantly, ...*
  - ▶ **For result:** *therefore, as a result, for these reasons, ...*
  - ▶ **For contrast** <sup>②</sup>: *however, instead, on the other hand* <sup>③</sup>, ...
  - ▶ **For summary** <sup>④</sup>: *in short, in a word, ...*
  - ▶ ...



## Update my to-do list



Share your article in groups. Choose the one you like best and explain why.

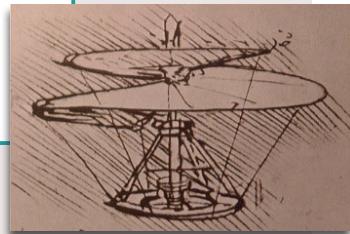
① comma 逗号 ② contrast 对比 ③ on the other hand 在另一方面 ④ summary 概要

## » Discovery

# A world of aircraft<sup>①</sup>

### The first idea for a helicopter<sup>②</sup>

The first idea for a helicopter was drawn by Leonardo da Vinci about 500 years ago. However, the first helicopter was not built until around 1940.



### The first human flight

As children, Wilbur and Orville Wright grew up curious about flight. They tried to fly many times before they succeeded. In fact, Orville didn't even sit up during the first flight. Instead, he lay flat on the lower wing.



### The fastest passenger plane

In the 1970s, the Concorde became the world's fastest passenger plane. It could fly from New York to London in less than three hours. However, it stopped flying in 2003 because of technical<sup>③</sup> and financial<sup>④</sup> problems. Many people think the plane is a wonder in flight history.



**Read and think** Which aircraft do you think had the greatest influence in the history of flight? Why?

<sup>①</sup> aircraft 飞机；航空器   <sup>②</sup> helicopter 直升机   <sup>③</sup> technical 技术的   <sup>④</sup> financial 财政的；金融的

# E The development and influences of a great invention

## Project

Unit 2

### Making a display board of a great invention

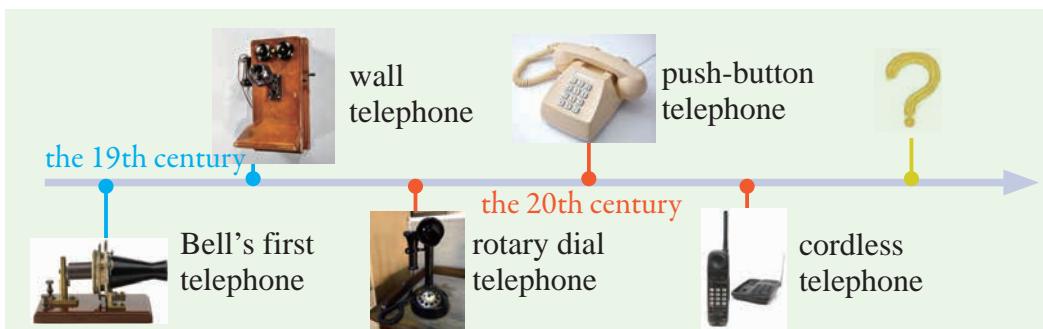
**Work in groups. Make a display board to show the development (past, present and future) and any influences of a great invention.**

**Step 1** Choose Discuss and choose an invention.

**Step 2** Collect Collect information to answer the following questions. The first two questions are a must. Choose or think of at least one more question.

- How has it changed people's lives?
- How has it changed during its development? (appearance/functions ...)
- How is the invention likely to develop in the future? How might the invention change our lives?
- Are there any interesting stories or facts about the invention and inventors?
- ...

**Step 3** Display Put the information together and design a display board. Cover at least three aspects of the information in Step 2. Use pictures to add interest. The following is part of a display board.



#### Fun story: Bell and the telephone

On 10 March, 1876, Alexander Bell said to his assistant Thomas Watson, "Mr Watson—come here—I want to see you." They were the first words spoken over a telephone. Watson heard him in another room. His voice came through over the wires. How excited they were!

**Step 4** Share Introduce your display board to other groups.



Update my to-do list



Take turns to present and introduce the display boards. Vote for the best one.

Unit  
**3**

# Money

**What can we do with money?**

*Big Question*



## To-do list

- 1 Listen to conversations in a mall.
- 2 Give a talk on managing pocket money.
- 3 Read an article about money in the economy.
- 4 Write a survey report on saving habits.
- 5 Make a plan for a charity sale.



## Getting started

Read the following sentences and guess the meanings of the underlined parts.

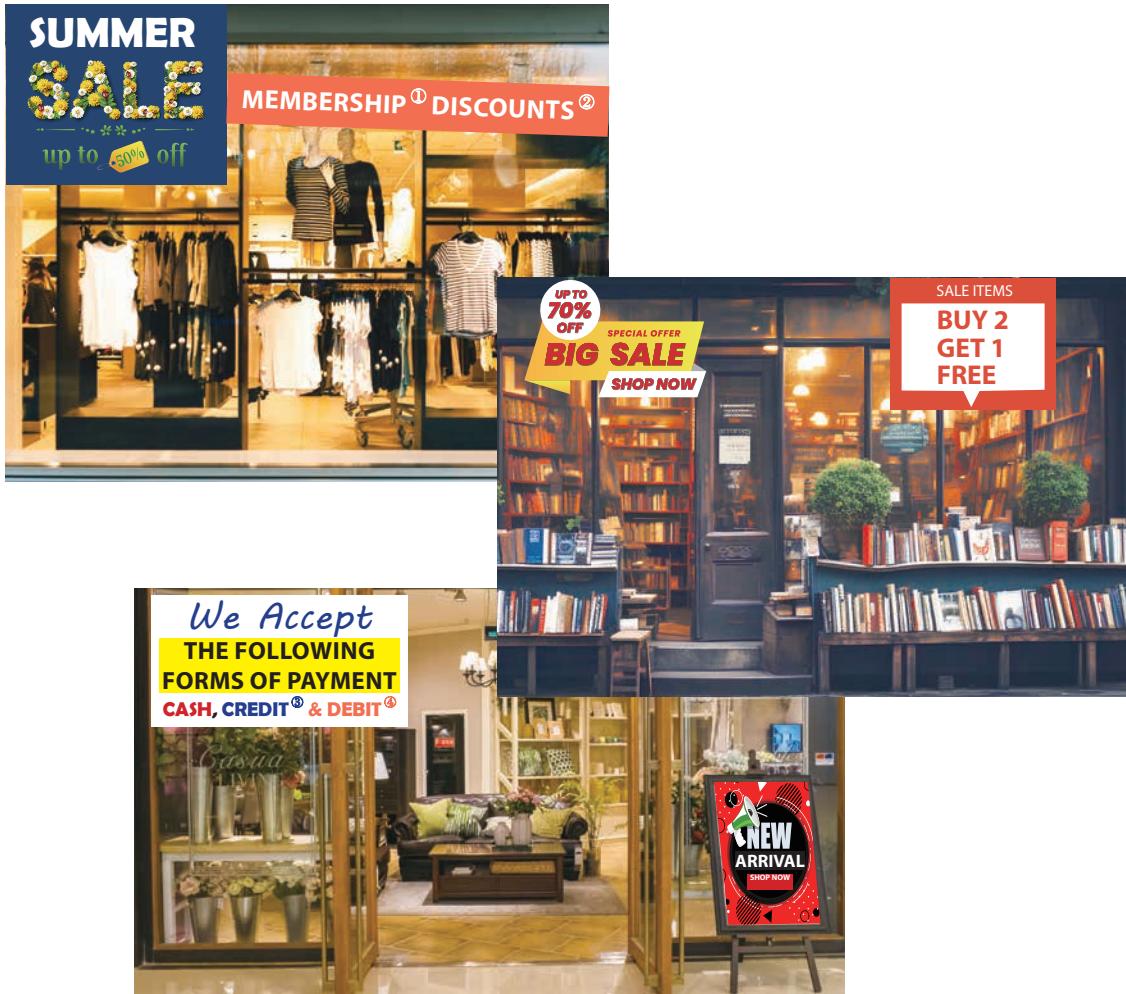
- 1 Hey, in for a penny, in for a pound. Let's carry on.
- 2 Don't spend too much money. Remember to save money for a rainy day.
- 3 As soon as she gets paid, she goes shopping. Money burns a hole in her pocket.



# A Daily use of money

## >> Viewing and listening

It's Saturday afternoon. Lisa is shopping with her mum in a mall.



**A1 Look and say** Read the posters and talk about them with your partner.



Look, Mum! What does the poster "SUMMER SALE" mean here?

Then I can get a T-shirt at a lower price!



Honey, it means this store is offering discounts on its products during the summer season.

Yes. We can even get a special discount with our membership card.

① membership 会员资格 ② discount 折扣 ③ credit 信用 (卡) ④ debit 借记 (卡)

 **A2 Listen and think** Listen and say who is talking to Lisa. Give reasons for your answer.



**Inferring the relationship between speakers**



**A her mother**



**B her friend**



**C her teacher**



**D a shop assistant**

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

 **A3 Listen and take notes** Listen to two conversations and answer the questions.

### Conversation 1

1 Where was Lisa?

\_\_\_\_\_.

2 Who was talking to her?

\_\_\_\_\_.

3 What did she want to buy?

\_\_\_\_\_.

4 Did she get a good deal?

\_\_\_\_\_.

5 How did she pay?

\_\_\_\_\_.

### Conversation 2

1 Where was Lisa?

\_\_\_\_\_.

2 Who was talking to her?

\_\_\_\_\_.

3 What discount did she get?

\_\_\_\_\_.

4 How did she pay her bill?

\_\_\_\_\_.

5 Did she offer a tip?

\_\_\_\_\_.

### Word study Word partner

Look at the verbs that commonly go with "money". Complete the sentences with the proper forms of the verbs in the box.

raise earn donate waste save

1 How much money do shop assistants usually \_\_\_\_\_?

2 He kindly \_\_\_\_\_ 3,000 pounds to the community centre's programs for children every year.

3 The school organised a book sale to \_\_\_\_\_ money for improving the library.

4 Shopping at a discount store is a great way to buy cheap things and \_\_\_\_\_ money.

5 You \_\_\_\_\_ your money when you bought so much chocolate. You never eat it!



 **Update my to-do list** 

Listen to a conversation and work out the relationship between the speakers.

Lisa and her classmates are presenting their ideas on pocket money in the class.



### B1 Listen, read and think Listen to what Lisa and her classmate Julie say.

Which of the following questions do they respond to? How are their views different?

- A Should children be given pocket money for doing chores?
- B Should parents tell us how to spend our pocket money?
- C Should parents give their children pocket money regularly<sup>①</sup>?

#### YES

I think parents should tell us how to spend our pocket money. Our parents have more experience in using money. By setting some rules and expectations, they can help us learn how to budget, save and make good choices. With their help and suggestions, we may save some pocket money or only spend it on things we really need. This can help us develop important financial skills. In short, I hope my parents can help me to spend my pocket money wisely.



#### NO

I don't think parents should tell us how to spend our pocket money. We need to learn how to make decisions and manage our own pocket money. This can help us become more independent and responsible. If we mess up, we'll learn from it and get better at managing money in the future. In a word, parents can give advice when needed, but it's up to us to decide how to spend our pocket money.



<sup>①</sup> regularly 有规律地; 定期地

## My learning notes

## Concluding views:

- In summary, ...
- \_\_\_\_\_
- In a word, ...
- \_\_\_\_\_

**B2 Present** Present your ideas on one of the questions in B1 using the cue cards<sup>①</sup> for help.

## Cue card 1



- Family responsibility
- Life skills development
- Value of hard work
- ...

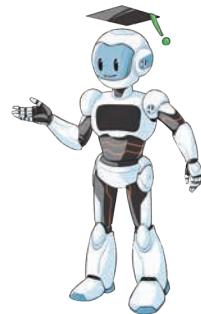
## Cue card 2



- Spending wisely
- Opening a savings account at a bank
- Developing saving habits
- ...

## TEEN skill Using a cue card to present ideas

- Write key words on your cue card.
- Hold the cue card in one hand.
- Do not read directly from the cue card. Look at it quickly only when necessary.



## Pronunciation Pauses and chunks/sense groups in a sentence

Listen and repeat Lin Dong's presentation. Pay attention to each pause he makes.

I love getting pocket money. It's like a mini salary, // but sometimes // I spend it all in one go. And then // I feel like a zero. My parents say // I need to learn to save // so that I can buy bigger things in the future. But it's hard // when there's so much I want to have. Maybe // I should start a piggy bank // and put my money in there, safe and sound.



## Update my to-do list



Give a short presentation about your own views on pocket money.

① cue card 提词卡

Lisa is reading an article about money in the economy.

**C1 Predicting** Read the title of the article. What do you think the article will explain?

**C2** Read the article.



Home > Economics for Teens > Is there such a thing as a free lunch?

## Is there such a thing as a free lunch?

Have you ever wished  
everything to be free?

Imagine being able to walk  
into your favourite shop

5 and take whatever you  
want without having to pay  
for it. It sounds amazing,  
doesn't it? But have you  
ever stopped to think about why everything isn't free?



10 According to economists, our society depends on trading goods  
and services for money. People use their time and talents to  
produce goods and services for the exchange of money so that  
our society can keep running smoothly. If everything is free,  
people won't get paid for their work. Think about it: farmers  
15 grow the food. When you buy it, they get paid for their hard



work. If the food is free, farmers won't have the money to keep growing crops and then you won't have the chance to see and value their hard work.

Although most things aren't free, you may still come across free things from time to time. For example, many shops offer free samples of food and other products. You can also find free events and activities in shopping centres, such as concerts, festivals and films. But are these things really free? Economists will say no! In fact, they will probably reply with a well-known saying: "There's no such thing as a free lunch." According to them, when something is offered for free, there is still a hidden cost even if it's not in the form of money.

It might be exciting to imagine a world where everything is free. However, economists will tell you it is impossible to have a completely "free lunch". Instead of trying to get everything for free, you might find it more valuable to appreciate the hard work of others and make better choices in your life.

### Personal touch

Do you believe there's such a thing as a free lunch, or has your thought changed? Explain what you think now.

### C3 General understanding

What is the writer's answer to the question "Is there such a thing as a free lunch?"



Skimming for main idea

YES

People can get things without having to pay. Not everything has a hidden cost, and it's possible to enjoy free things without worrying about money or other costs.

NO

There is no completely free lunch. The smooth running of our society depends on the exchange of goods and services for money. Also, "free" things cost us something even if it's not in the form of money.

### C4 Detailed reading

1 Read and tick the examples the article uses.

A Farmers won't grow crops if the food is free.

B People can enjoy free Wi-Fi in many coffee shops and restaurants.

C Many shops offer free samples of food and other products.

D People can find free events and activities in shopping centres, such as concerts, festivals and films.

E If waiters in restaurants don't get paid, they won't offer services.

2 Complete the economic truths and put the examples into the following boxes to match the truths.

Our society depends on trading goods and services for money.

Examples:

Economic truths

When something is offered for free, \_\_\_\_\_.

Examples:

### C5 Further thinking Answer the questions.

- 1 Please give more examples to match the economic truths talked about in the article.
- 2 Is there any work you would be happy to do without payment? Please explain the reason with examples.

### Vocabulary focus Complete Lisa's review of this article with the proper forms of the words and phrases in the box.



produce cost free trade come across

I've learnt a lot from the article. I know the society depends on <sup>1</sup> \_\_\_\_\_ goods and services for money. The saying "There's no such thing as a free lunch" reminds me that even if I may <sup>2</sup> \_\_\_\_\_ something free, there's still a hidden <sup>3</sup> \_\_\_\_\_. The article suggests it's impossible to have everything for <sup>4</sup> \_\_\_\_\_. Instead, it's better to appreciate the efforts people make to <sup>5</sup> \_\_\_\_\_ goods and services. I understand the importance of respecting their work.



Update my to-do list



Read again and think: If everything is free, what may happen to our society and the economy?

## ►► Grammar in use Adverbial clauses of purpose

1 **Read and match** Match the sentences in Column A to those in Column B.

A	B
Sam saved his money <input type="radio"/>	<input type="radio"/> our society can keep running smoothly.
Parents should give their children pocket money regularly <input type="radio"/>	<input type="radio"/> they may attract more customers.
People use their time and talents to produce goods and services for the exchange of money <input type="radio"/>	<input type="radio"/> they can learn to manage pocket money themselves.
Stores use colourful posters <input type="radio"/>	<input type="radio"/> he would buy a new bike.

so that/in order that

2 **Work out the rules** Read the above sentences again and circle the correct answer.

We usually use **so ... that** clauses to talk about results.

We usually use **so that** or **in order that** clauses to talk about **reasons / purposes**.

Grammar file → p. 124

3 **Practise** Lu Yao and her mother are discussing their shopping plan on Sunday. Complete the conversation on the next page using the clauses in the box.

- A so that I may buy the gift at a lower price
- B so that I can buy a nice gift for Grandma
- C that I can't afford what I want
- D in order that we will have more time in the shopping centre

Lu Yao: Mum, Grandma's birthday is coming!

Mum: I know. Let's go to the Sunshine Shopping Centre this Sunday.

Lu Yao: What time do you think we should go?

Mum: I think we should set out early <sup>(1)</sup> \_\_\_\_\_.

Lu Yao: Great! I have saved this month's pocket money <sup>(2)</sup> \_\_\_\_\_.

Mum: Good girl! Will you buy anything for yourself?

Lu Yao: Maybe not. I think Grandma's gift will cost so much <sup>(3)</sup> \_\_\_\_\_.  
Mum, remember to take your membership card <sup>(4)</sup> \_\_\_\_\_.

#### 4 Discuss Lu Yao and her classmates made a to-do list for the School Charity Sale.

(1) Work on your own. Read the to-do list and write sentences explaining why they should be done.

##### To-do list for the School Charity Sale

- 1) Think about time and location.
- 2) Collect items for sale and set the price for each item.
- 3) Design some posters for the charity sale.

##### Why?

1) They think about time and location so that/in order that students can have more time to attend the event and more items can be put in the place for sale.

(2) Work in groups. Discuss what else they should do and why.

##### To-do list for the School Charity Sale

- 4) ...
- 5) ...
- 6) ...
- ...

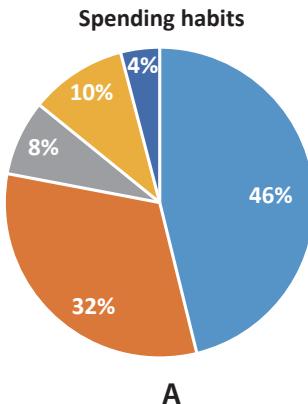
##### Why?

# D Spending and saving habits

## >> Writing

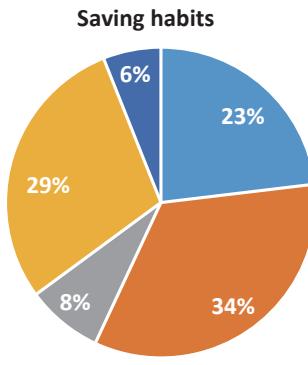
You and Lu Yao are going to write reports about students' spending and saving habits.

**D1 Think** Read Lu Yao's report. Which pie chart is she describing?



- books, pens and paper
- entertainment
- public transport
- food
- others

A



- in the bank
- in a piggy bank<sup>①</sup>
- no savings
- with parents
- others

B

Our school has interviewed 100 students about their spending habits. They spend a higher percentage of their money on books, pens and paper than anything else—46%. Entertainment comes a close second at 32%. Everything else has much less. Food accounts for only 10%, public transport 8% and other spending makes up just 4%. It seems that having fun is very important to students. Students don't spend much on food because they eat mainly at home or at school. Public transport is an important way for them to get around. They should try to spend less on entertainment so that they can save money.

**D2 Prepare** Read the survey report again, and mark "the introduction of the survey" with "\_\_\_\_", "results" with "\_\_\_\_\_"; "findings" with "( )" and "suggestions" with "[ ]".

<sup>①</sup> piggy bank 猪形储蓄罐

### D3 Plan Read pie chart B and answer the questions.

- 1 What is the title of the pie chart?
- 2 How do students keep the money they save?
- 3 How many students chose “no savings”? What do you think of this percentage?

#### D4 Write Write a survey report on pie chart B.

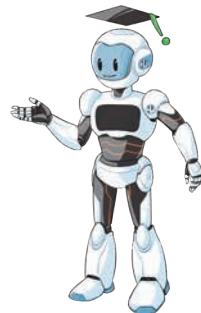
## D5 Check

Check your survey report. Pay attention to key elements in a survey report.

## TEEN skill Writing a survey report

### A survey report usually includes:

- a brief introduction of the survey;
- some descriptions of key facts including survey statistics <sup>①</sup> and simple analysis such as *23 per cent of ...; Most of the ... at 49%; A higher percentage of ...;*
- general findings of the survey;
- some suggestions based on the findings.



## Update my to-do list



Work in pairs. Share your survey report and help revise each other's writing.

## ① statistics [pl.] 数据

## » Discovery

### *The history of money*



Between 11,000 and 6,000 years ago, people started exchanging things like cows, sheep, camels and crops to get what they needed.

More than 3,000 years ago, people thought shells were a good form of money because they were beautiful and hard to find. Others did the same thing with feathers. The first coin was made in Lydia. Soon, other countries had their own coins. Later, people used gold and silver to make coins.



Over 1,000 years ago, the Chinese started printing paper money. The Song dynasty issued <sup>①</sup> the world's first paper money, known as "Jiaozi". Paper money is light and easy to carry, but it is also easy to copy.

About 50 years ago, people started to develop new models of payment. Now, people often pay for things electronically <sup>②</sup>. We use plastic cards, including credit cards and debit cards. More recently, people have started to pay by QR codes and mobile phones.



**Read and think** Should electronic payment replace paper money? Discuss the pros and cons of each method.

① issue 发行 ② electronically 用电子的方法

# E A charity sale plan ➡ Project

Unit  
3

## Making a plan for a charity sale

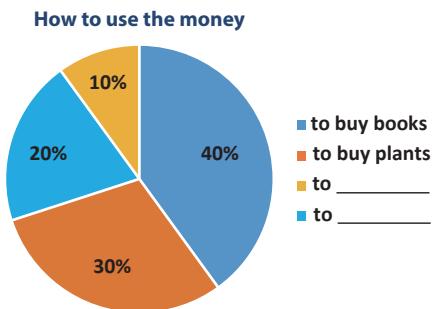
The annual charity sale will be held for the students of the partner school. Work in groups, make a plan and present it to your classmates.

**Step 1** List List the items for sale.

**Step 2** Discuss Brainstorm and talk about what you are going to do before, during and after the sale.

UP TO 2 WEEKS BEFORE	ON THE DAY	AFTER THE EVENT
1 Decide on the place. 2 _____ 3 _____ 4 _____	1 Decorate the sale corner. 2 _____ 3 _____ 4 _____	1 _____ 2 _____ 3 _____ 4 _____

**Step 3** Make a budget Discuss and draw a pie chart to show suggestions on how to use the money raised from the charity sale.  
e.g.



**Step 4** Plan Put Step 1, Step 2 and Step 3 together and make a plan.

### Charity sale plan

*(This may include: items to sell, your tasks, suggestions on how to use the money, ...)*

**Step 5** Present Polish your plan and present it to your classmates.



Update my to-do list



Comment on the other groups' plans. Polish your own plan based on the feedback.

Unit  
**4**

# Fashion





## How should we view fashion?



## Getting started

Talk with your partner and answer the following questions.

- 1 What does fashion mean to you?
- 2 Who decides what is fashionable?

### To-do list

- 1 Listen to an introduction to the history of shoe fashion.
- 2 Talk about personal clothing style.
- 3 Read an article about the truth behind fashion changes.
- 4 Write an online forum reply to someone's worries about fashion.
- 5 Make a draft design of a class T-shirt.

# A Fashion in the past

## >> Viewing and listening

Li Bailing is looking for ideas for a project about fashion in a fashion museum. She is looking at the touch screen in the museum.

### Fashion

#### Step 1: Choose the **type** of your shoes.

#### Type



sandals <sup>①</sup>



chopines <sup>②</sup>



trainers



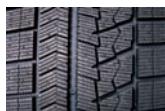
boots <sup>③</sup>

#### Step 2: Choose the **material** for your shoes.

#### Material



leather <sup>④</sup>



rubber <sup>⑤</sup>



cloth



plant

#### Step 3: Choose the **decoration** for your shoes.

#### Decoration



paint



metal



plastic

**A1 Look and say** Look at the touch screen. Choose and design your own shoes. Then describe them to your classmates.



The type of the shoes is ...  
They are made of ...  
They are decorated with ...

**A2 Listen and take notes** Listen to an introduction to the history of shoe fashion. Complete the first two rows of the table in A3.



Listening for specific information: time period

① sandal 凉鞋 ② chopine 软木高底鞋 ③ boot 靴子 ④ leather 皮革 ⑤ rubber 橡胶



### A3 Listen and take further notes Listen again and complete the last three rows of the table.

Timeline of the history of shoe fashion	about _____ years ago	after _____ century	the 19th century
Types of shoes		chopines	
Places where the shoes became popular			England
People who liked those shoes	children and adults		
Materials of the shoes			



### Pronunciation Sentence rhythm

Read the following jingle, and pay attention to the rhythmic patterns in each line.

'Just 'now, 'shop a'round.

'Look in'side, 'shape and 'size.

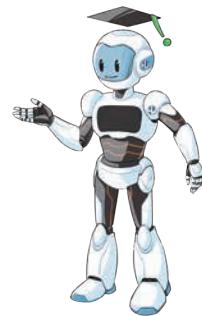
'Nice 'dress, 'well 'done.

'It's on 'sale; 'try it 'out.

'That's 'true, 'pretty 'good.

'Let me 'see; 'what a 'crowd!

'Take a 'look; 'buy it 'now.



### Word study Word building Adjective suffix *-able*

Form new words by adding the suffix *-able* and make sentences.

Base words	New words	Sentences
change	changeable	The weather is very <i>changeable</i> at the moment. We don't know what to expect.
enjoy		
afford		
value		



Update my to-do list



Listen again. Find out the reasons for the popularity of the shoes, take notes and add a row to the table in A3.

**Li Bailing is choosing clothes for her singing performance at the Arts Festival from the pictures Ms Chen gave her. Lu Yao is helping her.**



### B1 Listen, read and think Listen to their conversation. What is Bailing's clothing style?

Bailing: Wow, there are so many pictures. Where should I start?

Lu Yao: What do you like? Do you have anything particular<sup>①</sup> in mind?

Bailing: Well, you know me. I prefer comfortable clothes like sportswear and T-shirts, but those won't work for my performance. I guess I need something fashionable for the show.

Lu Yao: How about a polka dot<sup>②</sup> dress? I think Ms Chen sent you a picture of a black one with white dots. Oh, here!

Bailing: I don't know. I love the pattern, but isn't it too ... um, formal?

Lu Yao: No. I'm sure you'll look great in it! It can bring out the best of you.

Bailing: Are you sure?

Lu Yao: Yes! You'll be as beautiful as the song you'll be singing tomorrow!

Bailing: You're so nice to me. Thank you!

Lu Yao: I'm only telling the truth.

### My learning notes

#### Asking for confirmation:

- Is that correct?
- Do you really think so?
- \_\_\_\_\_
- \_\_\_\_\_

### B2 Role-play Talk with your partner about your choice of the clothes for your performance at the Arts Festival. Use the conversation in B1 and the pictures on the next page to help you.

① particular 特别的 ② polka dot 波卡圆点



Join us!

singing, folk dance,  
street dance,  
drama, violin-playing,  
drumming, film  
dubbing<sup>①</sup>, ...

1 June – 6 June



blue and pink *hanfu*



dark suit jacket  
with a bow tie<sup>②</sup>



black dress with  
white polka dots



flowery shirt



folk dance dress



street dance outfit



Update my to-do list



Do B2 again with a different partner. You may use different pictures.

① dub 配音 ② bow tie 领结

Li Bailing shares an article about the truth behind fashion changes with her classmates.

**C1 Predicting** Read the title of the article. What do you think the article will explain about fashion changes?

**C2** Read the article.

# THE TRUTH BEHIND FASHION CHANGES

One year skirts are long, and the next they're short.

Jeans are narrow one year, and baggy the next. The only certain thing about fashion is that it is always changing! It's hard to keep up if you always want to wear the latest fashions. Who decides what is fashionable?

One big influence on fashion is advertising. The fashion industry spends a great deal of money advertising their products: online, in magazines, on screens and in outdoor advertisements. We often see images of "beautiful people" living exciting lives, dressed in expensive clothes. They are all around us, so they influence our thoughts about how we look. However, if you see the truth behind advertising, you will be careful when you spend money on fashion.





<sup>15</sup> Popular culture also influences fashion. Famous people are often fashion pioneers. Film stars, sports stars, or even social media “influencers” are paid to wear fashionable clothes and jewellery, so they are always looking for new ways to attract attention. As a result, their fans follow their style.

<sup>20</sup> These fans are so blind that they don’t realise how much this behaviour costs them in time and money.

If we want to look good, do we really need to copy a beautiful model in a magazine or a social media influencer? Don’t forget that <sup>25</sup> there’s a better way to think about how you dress. Having your own style can mean wearing clothes that are older, but wearing them with confidence. As long as you feel comfortable and <sup>30</sup> relaxed in them, you are creating your own personal style.



### Personal touch

Are these influencing factors out of your expectation? Explain why.

### C3 General understanding

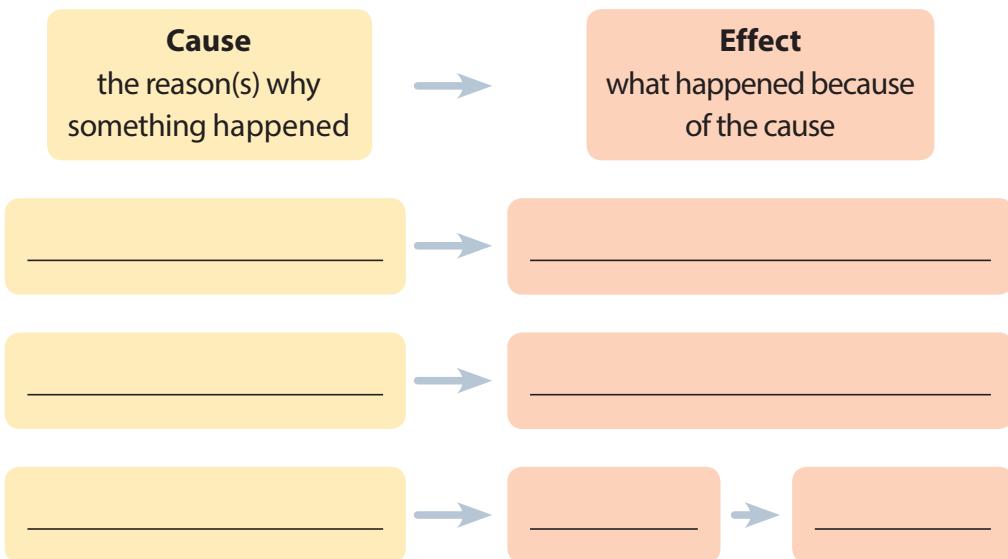
Read the article again and match each paragraph with its main idea.

Paragraph 1	A the effect of popular culture on fashion
Paragraph 2	B the importance of personal style
Paragraph 3	C an introduction to fashion
Paragraph 4	D the effect of advertising on fashion

### C4 Detailed reading

Read each sentence below. Decide which sentences go together as a cause-effect relationship.

#### Understanding cause and effect



1 The only certain thing about fashion is that it is always changing!

2 Advertisements influence our thoughts about how we look.

3 Famous people are always looking for new ways to attract attention.

4 Advertisements are all around us.

5 It's hard to keep up if you always want to wear the latest fashions.

6 Famous people are paid to wear fashionable clothes and jewellery.

7 Their fans follow their style.

**C5 Further thinking** Answer the questions.

- 1 Can you think of an example from your own life where you were influenced by advertising or popular culture when it came to fashion choices? What happened as a result?
- 2 How important is it to develop your own style? Explain why.

**Vocabulary focus** Complete the passage with the proper forms of the words and phrase in the box. One is extra.

avoid popular comfortable keep up influence

Fashion is always changing, and many things <sup>1</sup> \_\_\_\_\_ fashion. One big influence is advertising. The fashion industry spends a lot of money showing us images of beautiful people wearing expensive clothes. They want us to think we need to follow the trends. Another influence is <sup>2</sup> \_\_\_\_\_ culture. Famous people like film stars and sports stars often lead fashion trends. But we don't have to copy others to look good. We can have our own style by wearing older clothes that we feel <sup>3</sup> \_\_\_\_\_ and confident in. It's important to think for ourselves and not always try to <sup>4</sup> \_\_\_\_\_ with every new fashion.



Update my to-do list



To what extent has reading the article changed your attitude to fashion?

## ►► Grammar in use Object clauses (I)

### 1 Read and think How are the underlined parts formed?



You should not forget this.

You should not forget that  
there is a better way to think  
about how you dress.

Sorry, what shouldn't I forget?

Who decided what?

Who decided it, Mum?

Who decided that blue jeans  
and T-shirts are "cool" for kids  
to wear today?

### 2 Work out the rules Read the above conversations again and complete the rules.

- An object clause acts as the \_\_\_\_\_ of a sentence.
- We use \_\_\_\_\_ to introduce an object clause that is a statement.

Grammar file → p. 124

### 3 Practise What do you think? Please write answers to the following questions in complete sentences.

(1) Is fashion a way to express creativity or a way to follow trends?

I think (that) fashion is a way to express creativity.

(2) Is fashion a way to stand out from the crowd or a way to fit in with a certain group?

(3) Is fashion a way to experiment with different styles or a way to stick to a safe look?

(4) Is fashion a way to challenge traditions or a way to support traditions?

#### 4 Do a survey: Show your fashion attitude

Work in groups and do a survey about your classmates' attitudes towards fashion.

(1) Read the statements. Are there any other statements you want to add? Discuss and add more statements to the list if you can.

- Fashion is **more/less** important than comfort.
- Fashion **will/will not** change much in the next ten years.
- Our clothes **can/cannot** show our taste.
- We **can/cannot** judge people by their clothes.
- The rise of fast fashion **is/isn't** harmful to the environment.

...

(2) Each of you chooses one or two statements. First give your opinions and then ask for your group members' opinions. Remember to note down the answers.

I think (that) fashion is less important than comfort. What do you think?



I agree (that) fashion is less important than comfort. I only buy comfortable clothes.

I don't agree. I believe (that) fashion is more important than comfort. Looking fashionable makes me feel happy.



...

(3) Report your findings to the class.

e. g. **Two of us believe (that) fashion is less important than comfort ...**

# D My fashion attitude

## >> Writing

On an “Online anonymous<sup>①</sup> wall”, you read some posts about fashion problems. You want to write a reply to offer your suggestions.

**D1 Think** Read one of the online replies. What problem is the student answering?

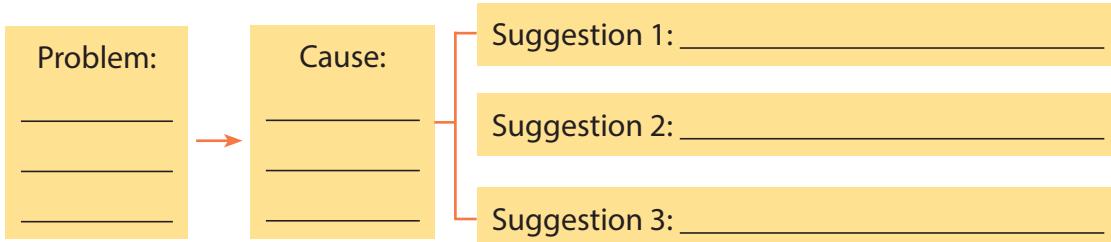
The image shows a mobile phone screen with a light gray background. At the top, there is a navigation bar with icons for back, forward, and refresh, followed by the text "Online anonymous wall" and some other small icons. The main content area is a white box containing several posts from users:

- Post 1: "Hi there, My close friend spends a lot of money chasing<sup>②</sup> fashion, and she is not getting good marks for quite a few subjects. What should I do?"
- Post 2: "Many of my friends like to copy social media influencers! Should I follow the trend<sup>③</sup>?"
- Post 3: "Hi, Help! My parents asked me to cut my hair short, but I don't like short hair at all!"
- Post 4: "Hello, I don't like the new T-shirt my best friend sent to me! What should I do?"

To the right of these posts, a reply is shown in a yellow box:

Hi,  
You mentioned your friend is chasing fashion. I think the most likely reason for this is that she wants to be different and get noticed. You know, at some schools, everyone wears the same thing.  
I think you should try to ask her why she's chasing fashion, and remind her that her grades are going down. Perhaps you can find some common interests between the two of you so that she has other things to think about.  
I really hope these suggestions will help.

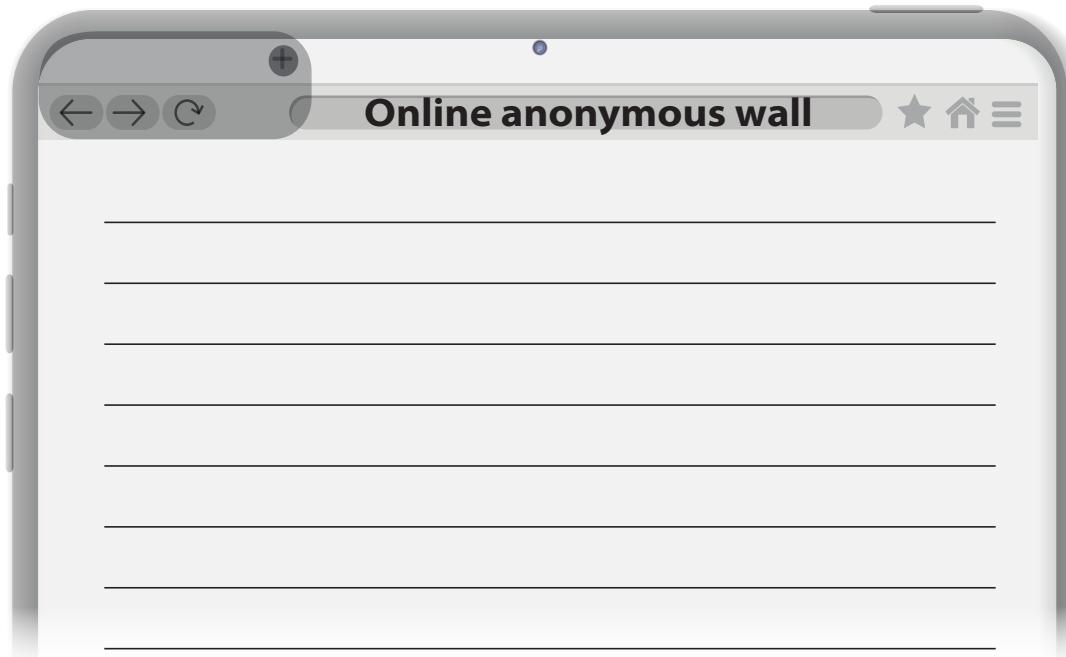
**D2 Prepare** Complete the diagram based on the reply.



① anonymous 匿名的 ② chase 追逐 ③ trend 趋势

**D3 Plan** Plan your writing by making notes about the following questions.

- 1 What problem in D1 do you want to give suggestions about?
- 2 What is the cause of the problem?
- 3 What are your suggestions?

**D4 Write** Write your reply.**D5 Check** Check your reply. Pay attention to the proper way of offering suggestions.**TEEN skill** Offering suggestions in response to a post

You may:

- describe the problem;
- explain the cause(s) of the problem;
- offer several suggestions.



**Update my to-do list**



Work in groups. Share your replies and decide whose suggestions are most likely to be accepted.

## » Discovery

### *Fashion in ancient times*

#### Ancient China

Wearing silk became popular among the nobility<sup>①</sup> in ancient China. The gown<sup>②</sup> in this picture was discovered in Han Tomb No.1 at Mawangdui, Changsha City, Hunan Province, China. It weighs only 49 grams<sup>③</sup> and is the lightest piece of silk clothing in history.



#### Ancient Egypt



In ancient Egypt, men usually wore a skirt that was tied at the waist with a belt. Women liked to wear a dress created from a single piece of cloth. It was wrapped around a woman's body in different ways.

#### Ancient India

In ancient India, men usually put robes<sup>④</sup> over their shoulders and women liked to wear knee-length skirts. Both men and women enjoyed jewellery made of pearl<sup>⑤</sup>, bronze<sup>⑥</sup>, silver or gold.



**Read and think** Which of the clothes would you most/least like to wear? Explain why.

① nobility 贵族 ② gown 女裙；女长服 ③ gram 克 ④ robe 袍服 ⑤ pearl 珍珠 ⑥ bronze 青铜

# E Fashion design ➤ Project

## Making a draft design for a class T-shirt

Your class is going to take part in some school events next month. Work in groups and design a T-shirt for your class.

**Step 1** **Plan** Think of the school events that you usually take part in. In your group, choose one event when you would wear this T-shirt.



**Step 2** **Design** Design your group's ideal class T-shirt. Make sure it is both stylish and suitable for the event. The following cues may help.

- **Colour:**  green  red  dark brown  light blue  \_\_\_\_\_
- **Pattern:**  striped<sup>①</sup>  spotted  checked<sup>②</sup>  \_\_\_\_\_
- **Logo:** \_\_\_\_\_
- ...

**Step 3** **Describe** Make a draft design for the T-shirt. Describe it and explain why you have come up with this design.

### A draft design for our class T-shirt

The T-shirt is for \_\_\_\_\_ (school event).

Description of our design:

---



---



---

Reasons for our design:

---



**Update my to-do list**



Present your design to the class. Vote for the design you like most.

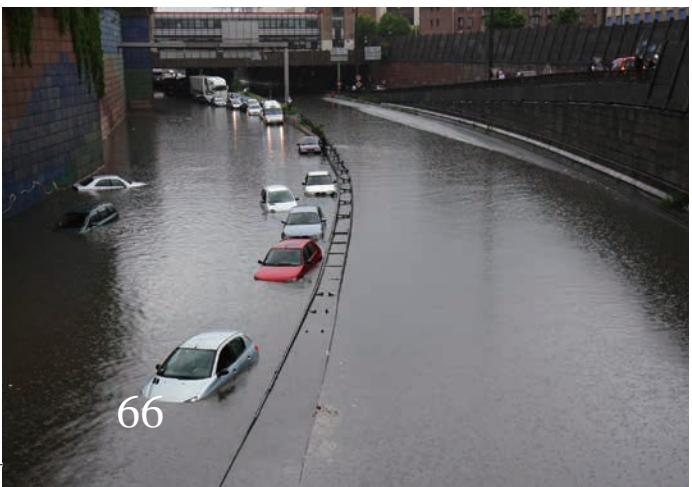
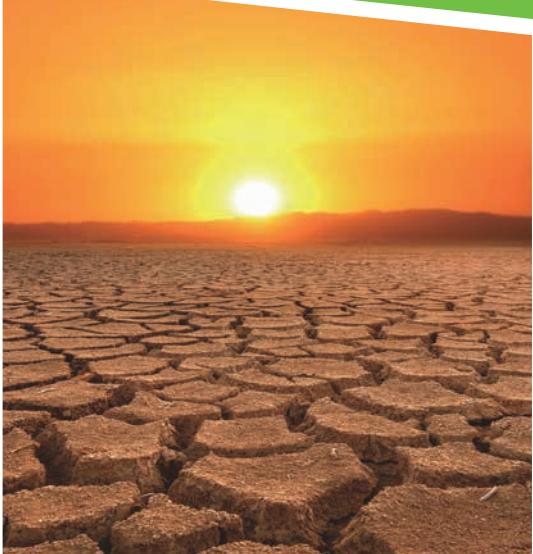
<sup>①</sup> striped 有条纹的 <sup>②</sup> checked 有方格图案的

Unit  
**5**

# Natural disasters



**What can we learn from the power of nature?**





## To-do list

- 1 Listen to news reports about natural disasters.
- 2 Talk about ways to stay safe when there is a typhoon.
- 3 Read a news story about a tsunami survivor.
- 4 Write a news report about a natural disaster.
- 5 Make a leaflet about a natural disaster.



### Getting started

Read the statements about natural disasters and tick (✓) “Agree” or “Disagree”. Discuss your answers in pairs.

Statements	Agree	Disagree
1 When an earthquake is happening, running out of a building is really dangerous.		
2 You should hide under tall trees during a thunderstorm.		
3 Volcanic eruptions <sup>①</sup> may result in an earthquake or a tsunami <sup>②</sup> .		
4 Frequent rainstorms can cause floods and landslides <sup>③</sup> .		

① volcanic eruption 火山爆发 ② tsunami 海啸 ③ landslide (山坡或悬崖的)崩塌

Wang Yiming and his classmates are visiting the Natural History Museum. They are reading some information on an exhibition<sup>①</sup> board in the Natural Disaster Exhibition Hall.

### The worst natural disasters of the 21st century



Mozambique Flood  
February–March 2000



Indian Ocean Tsunami  
26 December 2004



Haiti Earthquake  
12 January 2010



European Heatwave  
Summer 2003



Hurricane Katrina<sup>②</sup>  
August 2005



Myanmar Cyclone Nargis<sup>③</sup>  
2 May 2008



East Africa Drought<sup>④</sup>  
2010–2012

Natural disasters are terrible events in nature. They are caused by the force of nature and usually result in serious injuries and many deaths.

**A1 Look and say** Look at the exhibition board and answer the questions: Can you think of any other natural disasters that have taken place since 2012? When and where did they happen?

① exhibition 展览 ② Hurricane Katrina 卡特里娜飓风 ③ Cyclone Nargis 纳尔吉斯旋风 ④ drought 旱灾

**A2 Read and say** Read this news report about one of the natural disasters on the exhibition board. For each statement, write either "C" for a cause or "E" for an effect.

 Identifying cause and effect

On 12 January 2010, a powerful earthquake hit Haiti.

1 \_\_\_\_\_

It destroyed more than 300,000 homes.

2 \_\_\_\_\_

About 200,000 people were killed and around 300,000 people were injured.

3 \_\_\_\_\_

About 1.5 million people were left homeless because of this disaster.

4 \_\_\_\_\_



**A3 Listen and take notes** Listen to two news reports about the natural disasters on the exhibition board and fill in the cause-and-effect chain below.

**News 1**

**Cause:**

1 \_\_\_\_\_  
\_\_\_\_\_

**Effect 1:** It caused <sup>2</sup> \_\_\_\_\_ and destroyed <sup>3</sup> \_\_\_\_\_ from central Florida to Texas.

**Effect 2:** Nearly 1,500 people <sup>4</sup> \_\_\_\_\_ and many people <sup>5</sup> \_\_\_\_\_.

**Effect 3:** It cost <sup>6</sup> \_\_\_\_\_ billion dollars in damage in the US.

**News 2**

**Cause:**

7 \_\_\_\_\_  
\_\_\_\_\_

**Effect 1:**

8 \_\_\_\_\_  
\_\_\_\_\_

**Effect 2:** <sup>9</sup> \_\_\_\_\_

**Effect 3:** <sup>10</sup> \_\_\_\_\_

**Word study** **Word building** **Abbreviation (II)**

Think and write: What do these abbreviations stand for?

Jan. January

Mon. \_\_\_\_\_

Rd. \_\_\_\_\_

exam \_\_\_\_\_

Feb. \_\_\_\_\_

Wed. \_\_\_\_\_

Dr. \_\_\_\_\_

photo \_\_\_\_\_



 **Update my to-do list**



Listen to a news report about a natural disaster and draw a cause-and-effect chain to describe it.

A typhoon is coming. Wang Yiming and his mother are talking about typhoon safety.



**B1 Listen, read and think** Listen to their conversation and say whether they are well prepared for a typhoon. Give reasons for your answer.



Mum: Well, the weather report says there is going to be a typhoon tomorrow. It says it's going to be the worst one this year.

Yiming: Oh no! That's terrible! What are we going to do?

Mum: Your dad has already made sure we have enough food, fresh water and batteries in case the power goes off.

Yiming: I will make sure we haven't left anything outside.

Mum: Don't open the door. The wind is picking up now. We'll lock all the doors and windows.

Yiming: Oh, OK! Anyway, do you think I can go and check if Harry is OK?

Mum: You'd better not. Hm, I'm sure his family is preparing for the typhoon too. I don't think anybody should go out tonight.

Yiming: Can I call him instead?

Mum: Yes, of course!

### My learning notes

#### Giving warnings:

- You'd better not ...
- Be careful!

**B2 Role-play** Yiming and Lu Yao are discussing what people should and shouldn't do during a typhoon and the day after a typhoon.



What should we do during a typhoon?



During a typhoon, ...

### During a typhoon

- Stay away from low-lying areas and go to higher ground.
- Stay inside a safe and strong house.
- Cancel all travel and outdoor activities.
- Go to a shelter if necessary.
- ...

### The day after a typhoon

- Don't drink tap water until it is safe to do so.
- Keep all power and electronic devices off until it is safe.
- Watch out for flooding, which can happen after a typhoon.
- Be careful of any dangerous animals, such as snakes.
- ...

### TEEN skill Fillers<sup>①</sup>

Fillers allow speakers time to pause and consider what to say next.

Common fillers are: "well", "er(m)", "hm", "so", "right", "anyway", "you know", "I mean".



### Pronunciation Intonation: using a rising tone to give examples

Listen and imitate the rising tone.

Make sure you have enough food, fresh water and batteries in case the power goes off. Also, get the first-aid kit ready. It should include a torch, a radio, some bandages, some face masks and some medicine. Remember, in the coming typhoon season, we should stay calm, stay ready and stay safe.



Update my to-do list



Choose a natural disaster from the exhibition board in A1. Talk with a partner: What should we do to stay safe before, during and after a disaster like this?

<sup>①</sup> filler 填充词

Wang Yiming has read some stories about survivors of natural disasters. Here is one of them.

**C1 Background knowledge** Do you know the natural warning signs of a tsunami?

**C2** Read the news story.

## LOCAL NEWS TODAY



10-year-old girl  
saved people  
from tsunami

A 10-year-old girl, Tilly Smith, saved more than 100 tourists from the tsunami on Mai Khao Beach in Phuket, Thailand on 26 December 2004.

Tilly was walking along the beach with her family when she noticed something strange about the waves. She realised there was going to be a tsunami because she had seen similar waves in a tsunami video in her geography class two weeks earlier. Her teacher had taught them about the early signs and causes of tsunamis.

<sup>10</sup> “There was white foam on the surface of the sea,” Tilly remembered. “The water was coming in rapidly, but it

wasn't going out again. It was coming in, and then in, and then in, towards the hotel. The beach was becoming smaller and smaller."

<sup>15</sup> She told her parents that a tsunami was coming. Her parents knew nothing about tsunamis so they could not tell whether she was right. They wondered if it was just bad weather. But she was certain and started shouting, "Tsunami, there's going to be a tsunami. We have to get <sup>20</sup> away; we have to run!"

Seeing his daughter so scared, Tilly's father, Colin Smith, decided to return to their hotel. They rushed up the beach and warned people of the coming tsunami. Mr Smith also told the hotel guard about the tsunami. The guard urged <sup>25</sup> everyone on the beach to run towards the hotel.

The Smiths had just made it onto the second floor of their hotel when a wall of water rushed onto the beach and hit the building.

The tsunami killed more than 200,000 people in different <sup>30</sup> parts of Asia, but no one was killed on Mai Khao Beach.



### Personal touch

What impressed you most about the news story?

### C3 General understanding How did Tilly save people from the tsunami?

### C4 Detailed reading In what order did the following events happen? Match them with the time order phrases.



At first, ...



Shortly after, ...



Immediately following that, ...



Soon after, ...



Moments later, ...



At last, ...

Tilly noticed the waves were strange.

Tilly told her parents that a tsunami was coming.

Tilly was walking along the beach with her family.

Tilly's father ran to tell the hotel guard about the tsunami.

Tilly thought of the signs of a tsunami from a video.

everyone left the beach.

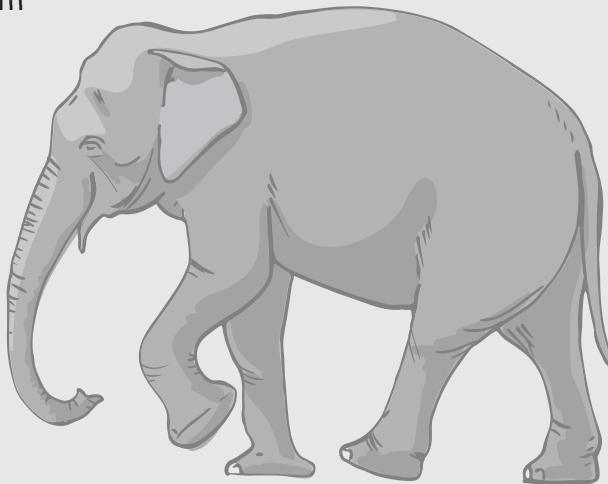
### C5 Further thinking Answer the questions.

- 1 What do you think of Tilly?
- 2 If you were a tourist on the beach, would you listen to a 10-year-old girl's warning? Why or why not?

**Vocabulary focus** Complete the passage with the proper forms of the words and phrase in the box. One is extra.

guard sign scare rush get away

Amber Mason, an eight-year-old girl, was riding an elephant, Ningnong, when a tsunami hit the beach. With water up to his shoulders, Ningnong <sup>1</sup> \_\_\_\_\_ out of the waves to the top of the beach, carrying Amber to safety. Back home, Amber said she felt very lucky that Ningnong had helped her to survive the disaster. She said, "I think Ningnong knew the <sup>2</sup> \_\_\_\_\_ from that something bad was going to happen and was trying to <sup>3</sup> \_\_\_\_\_ from the beach. Everyone was <sup>4</sup> \_\_\_\_\_ and my mum began to cry because she thought she'd lost me. I will always be grateful. It taught me at a very young age that terrible things can happen in a second and change your life forever."



Update my to-do list



Work with your partner and retell the story from Tilly's point of view or her parent's point of view.

## ►► Grammar in use Object clauses (II)

### 1 Read and think How are the underlined parts formed?



Is Tilly right?

Is it just bad weather?

I don't know.



Perhaps, but I'd like  
to know for sure.

(1) Tilly's parents knew nothing about tsunamis so they could not tell whether Tilly was right.

(2) Tilly's parents wondered if it was just bad weather.

### 2 Work out the rules Read the above sentences again and complete the rules.

When we report Yes/No questions, we use \_\_\_\_\_ or \_\_\_\_\_ to introduce them, and they follow statement word order (subject + verb).

Grammar file → p. 126

### 3 Practise Wang Yiming and his classmates listened to a talk about natural disasters. After the talk, they asked the speaker several questions. Complete the conversation with their questions.



Are we having more natural disasters than before?

Should we get out of bed when an earthquake happens?

Can we predict an earthquake?



Host: Thank you, Mr An, for giving us such a great talk. Now it's time for the question and answer session.

Yiming: Mr An, I really wonder \_\_\_\_\_.

Mr An: Yeah, that's true. The number of disasters has increased over the last 50 years because of climate change and more extreme weather.

Lu Yao: I'd like to know \_\_\_\_\_.

Mr An: Up to now, we cannot predict exactly when and where an earthquake will happen.

Yiming: Would you please tell us \_\_\_\_\_?

Mr An: That's a good question. If you are in bed, hold on and stay there, and protect your head with a pillow.

**4 Do a survey** Work in groups of four and do a survey about your classmates' disaster awareness.

- (1) Read the questions. What else do you want to know? Discuss and add more questions to the list if you can.
- (2) Each of you asks your group members 2–3 questions and notes down their answers.
- (3) Report your findings to the class.

- Is disaster education important?
- Does your school give you enough disaster education?
- Is it necessary to set a meeting place for your family before disasters?
- Should we plan and prepare for disasters with family members?
- Do you know about the possible natural disasters in your city?
- ...

e. g. I asked three students whether disaster education was important. One student said it was important. ...

# D Reporting natural disasters

## >> Writing

You are taking part in a training programme by the school newspaper to learn how to write news reports. You will write a news report about a natural disaster.

**D1 Think** Match the labels with the parts of the news report.

### Typhoon hit Moon Bay on 14 August



A super typhoon hit the seaside town of Moon Bay last night. The typhoon began at around 9 p.m. and lasted all through the night.

The super typhoon, with its

heavy rain, terrible thunder and strong winds, seemed to destroy almost everything. It blew down hundreds of trees and damaged some buildings along the coast. The water level rose quickly, leaving half of Moon Bay under water. Hundreds of people were either seriously injured or left homeless.

Rescue work has started. Food, water, medicine and tents have been provided by the government. Local people have begun picking up the pieces of their lives.

Situation of the event

Measures taken to help

Cause and effect

**D2 Prepare** Number these questions (A–F) in the correct order to show the structure of the news report in D1.

- 1
- 2
- 3
- 4
- 5
- 6

- \_\_\_\_\_ A Where did the disaster happen?
- \_\_\_\_\_ B What was the cause of the disaster?
- \_\_\_\_\_ C What has been done to help the local people?
- \_\_\_\_\_ D What was the effect of the disaster?
- \_\_\_\_\_ E When did the disaster happen?
- \_\_\_\_\_ F What was the natural disaster?

**D3 Plan** Choose a natural disaster you know about, search for information about this disaster online, and answer the questions in D2.

**D4 Write** Write a news report based on your answers in D3. You can surf the internet to get a photo.

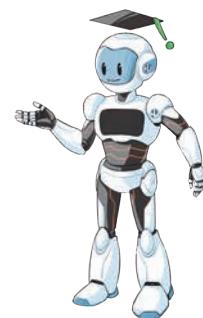


**D5 Check** Check your news report. Pay attention to key elements of a news report.

### TEEN skill Writing a news report

A news report:

- presents the facts;
- has a headline, a picture, a lead paragraph, body paragraph(s) and a final paragraph;
- usually has information about the nature of the event, the time and place, the cause and effect and the measures taken;
- is often written in the third person;
- usually uses the past tense and the present perfect tense.



Update my to-do list



Work in groups. Compare your news reports about the natural disasters. Choose the one you like best and explain why.

## » Discovery

# The fate of cities in natural disasters

## City of Pompeii

A city destroyed and protected



In the year 79 CE, lava <sup>①</sup> from the eruption of Mount Vesuvius <sup>②</sup> buried the ancient Roman city of Pompeii and killed about two thousand people.

The ruins <sup>③</sup> at Pompeii were first discovered in the late 16th century and excavation <sup>④</sup> work, however, didn't begin until 1748. Explorers were surprised to find that Pompeii was almost exactly the same as it had been. Its buildings had not been destroyed. Later, people even found dried fruit and bread!

## San Francisco

A city destroyed and rebuilt



On 18 April 1906, an earthquake shook San Francisco out of sleep. Then, fires broke out and burned the city in the next four days. Over 3,000 people died, and more than 200,000 people lost their homes. However, the city was rebuilt very quickly. The earthquake was important in scientific terms because for the very first time scientists started to record information about earthquakes.

**Read and think** Which of the two cities would you like to visit? Why?

① lava 岩浆 ② Mount Vesuvius 维苏威火山 ③ ruin 废墟 ④ excavation (对古物的)发掘, 挖掘

## Making a leaflet about a natural disaster

**Work in groups. Make a leaflet about a natural disaster for your community.**

**Step 1 Choose** Discuss and decide on one type of natural disaster for your leaflet.

- earthquakes
- floods
- typhoons
- ...
- wildfires
- tsunamis
- heatwaves

**Step 2 Research** Answer the questions and find the news report(s).

- What causes this (type of) natural disaster?
- What are the effects?
- What should people do before, during and after the disaster?
- Find one or more news reports about this (type of) disaster and make notes on what happened.

**Step 3 Design** Design your leaflet by following the requirements below.

- Include a picture and the name of the natural disaster.
- Introduce the disaster, its cause and effect.
- Say what we should do before, during and after the disaster.
- Report a piece of news about this (type of) disaster.



**Update my to-do list**



Show your leaflet in class to introduce the natural disaster. Put leaflets of all groups together to make a collection.

Unit

6

# Friendship



What makes true friendship?



## To-do list

- 1 Watch a film clip about how the friendship of two teenagers started.
- 2 Talk about problems with friends.
- 3 Read an excerpt from the novel *The Secret Garden*.
- 4 Write a story about true friendship.
- 5 Conduct an interview to come up with a “recipe” for friendship.

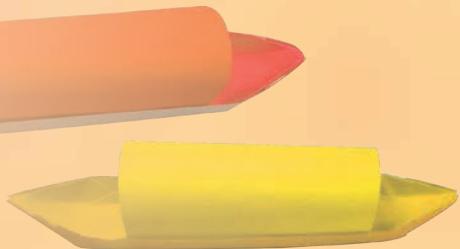


## Getting started

Read the following quotations and discuss: Do you agree with them?

**What do friends mean to you?**

- 1 A real friend is one who walks in when the rest of the world walks out.
- 2 Good friends are like a four-leaf clover—hard to find and lucky to have.



# A Beginning of friendship

## >> Viewing and listening

New Star Middle School students are watching the film *The Secret Garden*.

A special place where magic, hope, love and friendship grow.

# The Secret Garden

Based on the classic children's novel by Frances Hodgson Burnett.  
Set in England, 1947. A girl discovered a magical garden ...

**Dickon**  
12, is always kind, clever and creative; can talk to animals

**Colin**  
10, used to be sad and sick; turns into a happy, cheerful boy

**Mary**  
10, changes from rude and bad-tempered to caring and helpful

**A1 Look and say** Look at the poster for *The Secret Garden* and think: Where are the children and how do they feel?

**A2 Listen and think** Listen to what they say. Mark the word stress and tones, and choose the words from the box to match their feelings.

Identifying speakers' feelings

A surprised B sad C proud D doubtful E firm F curious G confused

Dickon (sounded \_\_\_\_\_): I can understand rabbits and birds!

Mary (sounded \_\_\_\_\_): Really? How can you talk to them?

Colin (sounded \_\_\_\_\_): Do they understand what you are saying?

 **A3 Watch and take notes** Watch the film clip and write down the sentences that show their feelings. What feelings are expressed?

I'm Dickon. And you must be Miss Mary. I have got your garden tools and your seeds.

(friendly)

\_\_\_\_\_

\_\_\_\_\_

( )

Let me show you the tools—a shovel<sup>①</sup>, a knife, a fork and two packets of seeds.

( )



If I couldn't keep secrets about fox cubs<sup>②</sup> and bird nests from the other boys, then nothing would be safe on the moor<sup>③</sup>. Yes, I can keep secrets.

( )



Maybe everything is dead in it already.

( )

\_\_\_\_\_

\_\_\_\_\_

( )

\_\_\_\_\_

\_\_\_\_\_

( )

## Pronunciation Homophones: same sound, different spellings and meanings

Read the following jokes. Pay attention to the underlined words and find their homophones on this page.

1 What do you call a deer without eyes?

No idea.



2 Why was the pepper sad?

Because it was chili.

3 Why did the bicycle fall over?

Because it was two-tired!

chilly too tired no-eye deer



**Update my to-do list**



Watch the film clip in silent mode, and dub in English what the characters are saying.

① shovel 铲；铁铲 ② cub 幼兽；崽 ③ moor 旷野；荒野

## B Ups and downs in friendship

## » Speaking

Li Bailing is calling Ms Wang, the school counsellor, to talk about her problem with her friend.



### B1 Listen, read and think Listen to their conversation. What is Bailing's problem? How does Ms Wang comfort her?

Ms Wang: Hello, this is Ms Wang from Teen Hotline. How can I help you?

Bailing: Hello, this is Bailing. I'm having a problem with my friend.

Ms Wang: I'm sorry to hear that. Can you tell me more about what's going on?

Bailing: My best friend and I are both cheerleaders, but we're on different teams.

Ms Wang: You should be proud of yourselves!

Bailing: The problem is that our teams always play against each other. I'm afraid that if my team wins and hers loses, she won't like me anymore.

Ms Wang: I understand how you feel. You like your friend not because she's a cheerleader, but because of who she is, right?

Bailing: Yes.

Ms Wang: Your friend probably feels the same way.

Bailing: You mean we won't stop being friends just because we are on different teams?

Ms Wang: Exactly! Just remember games should be fun, and you will still be friends after they are done!



### My learning notes

#### Offering comfort:

- It's okay to feel worried.
- \_\_\_\_\_
- I understand how you feel ...
- \_\_\_\_\_

**B2 Role-play** Work in pairs. Look at the pictures of the students below and their problems. Choose one of the problems and make a phone call to Ms Wang.

Whenever I get better grades than my friend, she is mean to me.



My friend is unkind to me when I do something wrong.



My friend spends too much time playing e-games and doesn't care about his study.

My friend has a new friend and hardly notices me.



Update my to-do list



Talk with your partner about your own problems with friends and offer each other comfort.

Ms Chen has introduced the novel *The Secret Garden* to the students. Here's an excerpt from the novel.

**C1 Predicting** Look at the title and the pictures. Where are the children and what are they doing there?

**C2** Read the novel excerpt.

## COLIN STOOD UP

Mary had never seen such a beautiful afternoon. Even Dickon, who lived every day outside, shook his head and said, "Well, I've seen a lot of pretty days, but never one as nice as this."

They pushed Colin's chair under a tree. Colin could not stop staring at everything. He asked Mary what the trees with white and pink flowers were. He wondered why bees flew everywhere, drinking from the flowers. It was like being in a magical world. Dickon pushed the chair slowly around the garden so Colin could see everything.

"I don't want this afternoon to end. I'll come back tomorrow, and every day after that. I've seen the spring now, and I'll see the summer. I'll watch everything grow here and I'll grow here too!"

"Certainly, you will!" said Dickon. "We'll have you walking, hanging out and digging with us, before long."



15 Colin's face turned red.

"Walk?" he said. "Dig? Will I?"

Dickon looked at him carefully. So did Mary. Neither of them knew if anything was really 20 wrong with Colin's legs. Could he walk if he wanted to?

"Of course, you'll walk. You— You've got legs, the same as other people!"

25 Mary felt worried until Colin answered.

"Nothing's really wrong with my legs," he said. "They're very thin and weak, however. I always thought I shouldn't walk, and all the doctors and nurses did too. I haven't tried for a long time. They shake so much that I'm afraid to try to stand up."

30 Dickon and Mary both felt better. "When you stop being afraid, you'll stand on them," Dickon cheered him up. "And you'll stop being afraid pretty soon!"

"I will!" said Colin, as if it surprised him.

They lay still for a while, enjoying the day.

35 Then Colin said to Dickon, "Dickon, I am going to walk over to that cherry tree. I want to be standing there. Put a rug under the tree. When I want to sit down, I will."

Dickon held Colin's arm, but Colin was strong on his feet. He slowly walked over to the tree.



### Personal touch

How did you feel when Colin stood up and walked by himself?

**C3 General understanding** What helped Colin to stand up?

**C4 Detailed reading** Find the words and actions of the three characters, and say what kind of people they are.



#### Identifying story elements—characters



**Words:** When you stop being afraid, you'll stand on them. And you'll stop being afraid pretty soon!

**Actions:** Dickon pushed Colin's chair slowly, looked at Colin carefully and said to Colin cheerfully.

Dickon was helpful, caring and good at encouraging others.



**Words:**

**Actions:**

**Words:**



**Actions:**

**C5 Further thinking** Answer the questions.

- 1 What do you think Colin has learned from Dickon and Mary?
- 2 Which of the three characters do you like most? Explain why.

## Vocabulary focus

Use the words and phrases from the story to replace those in bold in the following conversation in their proper forms.

Martha: Mary, I looked for you everywhere. Where did you spend the whole afternoon?

Mary: Dickon and I took Colin to a secret garden. Colin thought it was a(n) **amazing place**/\_\_\_\_\_.

Martha: What did you do there?

Mary: At first Colin **looked at** everything around him **for a long time**/\_\_\_\_\_. Then we wanted him to walk, hang out and dig with us.

Martha: Walk? Hang out? Dig? That's impossible! His legs are so thin and weak that they **move from side to side**/\_\_\_\_\_.

Mary: Nothing is impossible! Dickon encouraged him to stop being afraid. He **made** Colin **more cheerful**/\_\_\_\_\_.

Martha: I always thought he shouldn't walk. He spends almost every minute lying **quiet**/\_\_\_\_\_ in his bed.

Mary: Believe it or not, when the Sun went down, Colin was standing on his feet and he didn't look tired at all!

## Word study Word building Verb → Noun

Complete the following sentences with the proper forms of the words in the box.

stare shake ache cheer wonder

- When Colin managed to walk over to that cherry tree by himself, Dickon and Mary gave him a great \_\_\_\_\_.
- Dickon gave Mary a \_\_\_\_\_ to wake her up when she was lying comfortably under the tree.
- It's a \_\_\_\_\_ that many kinds of plants and animals lived in the secret garden.
- Dickon and Mary pushed Colin's chair around the garden and Colin gave the beautiful roses a long \_\_\_\_\_.
- Colin's legs ached from time to time. We can also say Colin felt \_\_\_\_\_ in his legs from time to time.



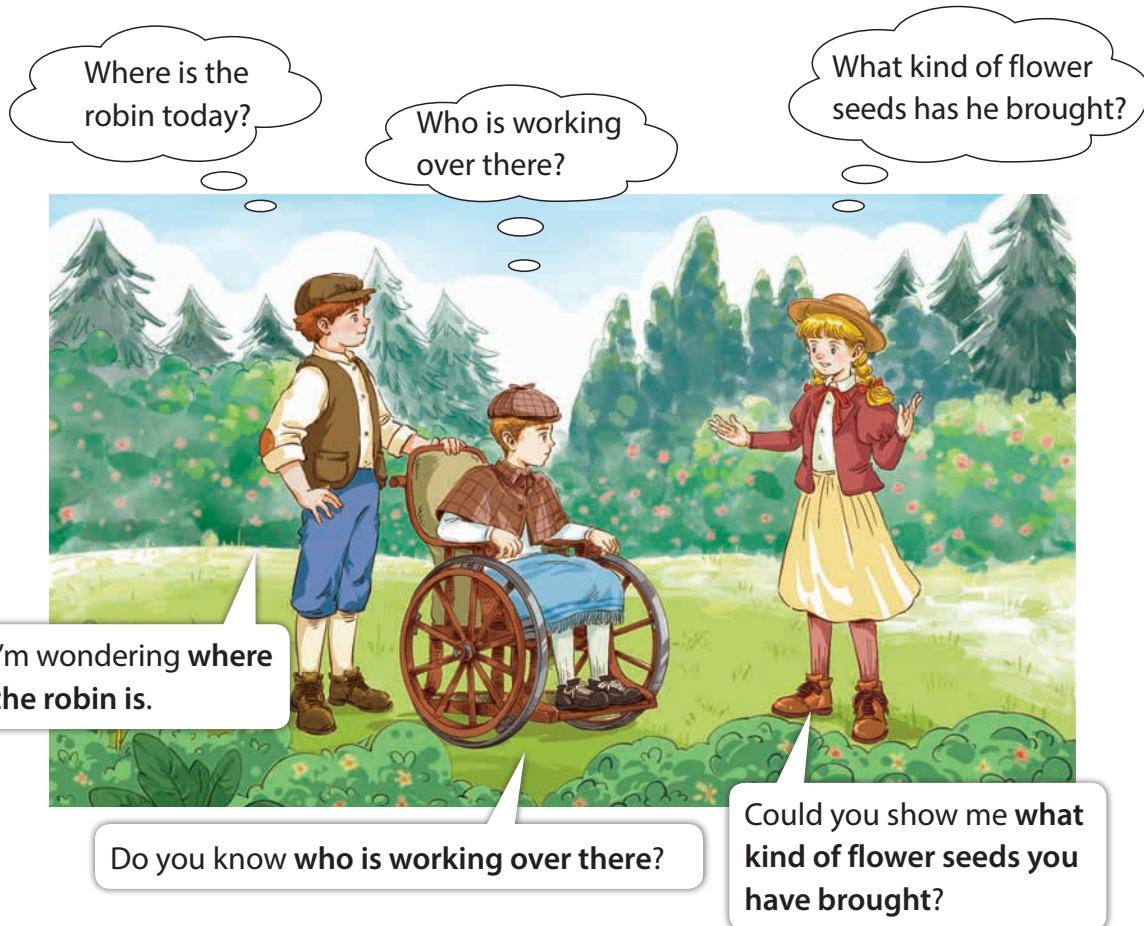
Update my to-do list



Discuss in groups: Which part of the story shows the power of friendship?

## » Grammar in use Object clauses (III)

1 **Read and think** Compare what Dickon, Mary and Colin are thinking with what they are saying. How are the sentence patterns different?



2 **Work out the rules** Read the above sentences again and complete the rules.

- When we report a *Wh*- question, we usually \_\_\_\_\_ (change/don't change) the question into a statement.
- However, if the question word is the subject of the object clause, we \_\_\_\_\_ (change/don't change) the *Wh*- question into a statement.

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**3 Practise** Work in pairs. Lisa is doing a project on friendship. She asks Bailing to collect some ideas about friendship.



Friendship in \_\_\_\_\_ view(s)

- (1) Who is your best friend?
- (2) Why do you regard him/her as your best friend?
- (3) What do you often do together?
- (4) How do you deal with arguments?

Yiming, Lisa is doing a project on friendship. Would you mind answering some of her questions?



Of course not. What does she want to know?



She asks \_\_\_\_\_  
 She also asks \_\_\_\_\_  
 She wonders \_\_\_\_\_  
 She wants to know \_\_\_\_\_

**4 Role-play** Work in pairs. Suppose you are the assistant of the school counsellor. Some students come to share their problems with friends.

- (1) Ask them about their problems, offer your suggestions and keep a file.

Could you please tell me ...?  
 I want to know ...  
 I am wondering ...  
 ...

● Date: \_\_\_\_\_  
 Name: \_\_\_\_\_  
 Problem(s): \_\_\_\_\_  
 Suggestion(s): \_\_\_\_\_

- (2) Report your conversation to the school counsellor.

I talked to Tina this afternoon. She has been sad for several days. I asked her ... She told me ... I suggested ...

## D Memories with friends

## >> Writing

Your school's English Club is holding a writing competition. The task is to describe a moment when you or your friend proved to be a true friend.

**D1 Think** Read the story. Why was Lily the writer's true friend?

Lily and I are best friends, but a joke almost drove us apart. She said she was just trying to be funny, but I thought it was rude. We stopped talking to each other. Then one day everything changed. I was sharing an English poem in class, and it went terribly wrong. I forgot the words. My legs were shaking, and my mouth felt dry. Ms Li gave me an encouraging smile, but my mind just went blank<sup>①</sup>. Then I heard a whisper<sup>②</sup>. It was Lily. She was prompting<sup>③</sup> me. We had once read the poem together, and she remembered it! I finished the poem in the end, and everyone clapped. I was over the moon especially because I had my best friend at my side again.

**D2 Prepare** Compare the sentences in the draft with the revised version. Why did the writer make these revisions?

Draft

Lily and I are best friends, but a joke almost drove us apart. She said she was just trying to be funny, but I thought it was rude. We stopped talking to each other. Then one day everything changed. I was sharing an English poem in class, and it went terribly wrong. I forgot the words. ~~I was very nervous~~. Ms Li gave me an encouraging smile, but ~~I couldn't remember anything~~. Then I heard a voice. It was Lily. She was prompting me. We had once read the poem together, and she remembered it! I finished the poem in the end, and everyone was pleased. I was ~~happy~~ especially because I had my best friend at my side again.

*My legs were shaking, and my mouth felt dry.*

*whisper*

*clapped*

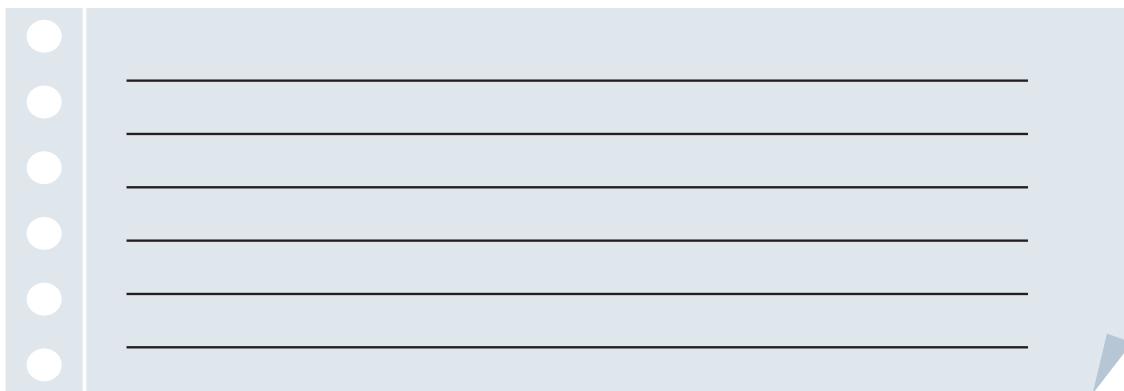
*over the moon*

*my mind just went blank*

① blank 不理解的 ② whisper 耳语（声）；私语（声） ③ prompt 鼓励，提醒（某人说话）

**D3 Plan** Follow the steps to plan your own story.

- 1 Think about a moment when something special happened to you and your friend.
- 2 Think of details to prove your friend is a true friend.
- 3 Choose specific words and expressions to show the readers exactly what is happening (or has happened).

**D4 Write** Write your story.  
A large grey rectangular writing box with a vertical decorative border on the left side. The border features five white circles of increasing size from top to bottom, creating a stylized 'pencil' effect.**D5 Check** Check your story. Pay attention to the use of specific words and expressions.**TEEN skill** Using specific words and expressions

Words and expressions can be general or specific. Specific words and expressions help to create a clear picture by presenting details.

teacher	instructor/coach/professor/...
say	argue/explain/suggest/...
beautiful	lovely/handsome/pretty/...
He was nervous.	His legs were shaking./...

**Update my to-do list**

In groups, share your story and say whose story touches you most.

## » Discovery

# Two poems on friendship

### Farewell to Vice-prefect Du setting out for his official post in Shu

by Wang Bo, translated by Witter Bynner

By this wall that surrounds the three Qin districts,  
Through a mist that makes five rivers one.  
We bid each other a sad farewell,  
We two officials going opposite ways.  
And yet, while China holds our friendship,  
And heaven remains our neighbourhood.  
Why should you linger at the fork of the road,  
Wiping your eyes like a heart-broken child?



### Friendship is like the breeze

by Terri Fanning

Friendship is like the breeze,  
You can't hold it,  
Smell it,  
Taste it,  
Or know when it's coming,  
But you can always know it's there,  
It may come and then go,  
But you can know it'll always be back.



**Read and think** Do you think these two poems express similar or different views on friendship?

# E “Recipes” for friendship

## » Project

### Making a “recipe” for friendship

The World Friendship Day is coming up. Your school is encouraging you to interview grown-ups to gather some ingredients to make a “recipe” for friendship.

**Step 1** **Plan** Think about who to interview and the questions you will ask.



I'd like to ask my mother how she dealt with arguments with her friends.



I'd like to interview my uncle what he always shares with his friends.

**Step 2** **Interview** Ask the grown-up the questions and take notes or record the entire interview.

**Step 3** **Collect** Work in groups of four or five and gather the information.

- Put all your information together and select the most important tips.
- Work out your group's “recipe” for friendship with the selected tips.

**Step 4** **Present** Take turns to present your “recipe”.



I interviewed ... I asked him/her ...  
He/She told me ... I've got  
one important ingredient for  
friendship. That is “...” ...



**Update my to-do list**



Discuss with your group members and select the “recipe” that you like most.

## Exploring China: Great works of art

The most meaningful part of a work of art is the personality behind techniques.

— Lin Yutang

### First impressions

Peter, a French artist, has lived in China for more than 10 years and is interested in Chinese art. He is talking about what he knows about Chinese works of art.



Works of art,  
such as Chinese  
silk, lanterns,  
fans, wood

carvings and paper cuttings, are treasures of  
Chinese culture and wisdom<sup>①</sup>.



Chinese artists usually  
painted on scrolls. They  
painted landscapes,  
animals, beauties<sup>②</sup>,  
etc. in great detail<sup>③</sup>.



China was once known  
as the "Silk Country" and  
tourists still like to buy  
silk products as gifts for  
their friends. Suzhou and  
Hangzhou are famous for  
silk production.

① wisdom 智慧 ② beauty 美人 ③ detail 细节

## Highlights

*Read and say which handicraft you like most.*

China was first known to the world for its **porcelain**. In English, porcelain is also called **china**, the same spelling as “China” (as a country). China introduced its porcelain to Europe through the Silk Road as “the white gold”, for its price was even higher than that of gold. China is the only country that produced porcelain before the mid-17th century.



Like a beautiful painting flying in the sky, the **kite** has been part of Chinese culture for over 2,000 years. It is made of paper or silk, and bamboo. The most famous kites in China are the dragon-head centipede kite from Weifang, the swallow kite from Beijing, the soft-wing kite from Tianjin, and the whistling kite from Nantong.



Chinese **embroidery** is a symbol of China and a popular choice for Chinese souvenirs. Embroider themes usually include mountains, waters, flowers, animals and people. The four most famous types of embroidery in China are *Su Xiu*, *Xiang Xiu*, *Yue Xiu* and *Shu Xiu*.



Explore

***Find out more about Chinese handicrafts. Choose one and introduce it to your classmates.***

## Bridging cultures

*It is the school's International Culture Festival. Wang Yiming and Lin Dong are now at the "Pair and Show" interactive zone. Some famous handicrafts from other countries are on display. Help them to think of some similar Chinese works of art for each of the exhibits below.*



Russian nesting dolls  
**Russia**



Scottish kilt  
**the UK**



Kutani-yaki  
**Japan**



Mexican mask  
**Mexico**

Explore

*Find out more information about similar handicrafts in China and abroad. Make a brochure to introduce them to your classmates.*

### Word bank

wood carving 木雕

scroll 卷轴

porcelain 瓷器

dragon-head centipede kite 龙头蜈蚣  
风筝

swallow kite 沙燕风筝

soft-wing kite 软翅风筝

whistling kite 哨口风筝

embroidery 刺绣

souvenir 纪念品

Russian nesting dolls 俄罗斯套娃

Scottish kilt 苏格兰裙

Kutani-yaki 谷烧

Mexican mask 墨西哥面具

# Exploring the world: Africa

## First impressions

### Africa in Chinese students' eyes

Africa is the second largest continent with about one-fifth of the world's land area. It is surrounded by oceans and seas.



Farming is very important in many African countries. However, industry also plays a part in the economy. Diamond<sup>①</sup> and gold mining<sup>②</sup> are important in the south. Oil and natural gas are produced mainly in the west.

Africa is said to be the birthplace of human beings and many human-like fossils<sup>③</sup> have been found there. People there speak many different languages.



## Highlights

***Read and answer. Which of the following places would you like to visit and why?***

The Great Sphinx is a huge stone lion with a human head on the western bank of the Nile, facing directly east. The Great Sphinx is widely believed to have been built by Pharaoh Khafre, the ruler of the Old Kingdom. Khafre's father, Khufu, built the Great Pyramid, about 400 metres from the Sphinx.



① diamond 钻石 ② mining 采矿 ③ fossil 化石

The Kruger National Park, in the northeast<sup>①</sup> of South Africa, is one of the largest wildlife parks in Africa. It covers an area of 19,485 square kilometres and is a UNESCO World Heritage Site. It is home to elephants, lions, leopards, wild dogs and giraffes.



Explore

***What other must-visit places in Africa have you heard of? Find out more about these places and share them with your classmates.***

## Bridging cultures

***Wang Yiming's father is planning a business trip to Mali. Yiming is helping his father to collect some information about the country. Can you find some differences between Mali and China?***

### History

Located in West Africa, the Mali Empire reached its height in the 13th century. Mansa Musa ruled the Mali Empire from 1312 to 1337 CE and controlled the trans-Saharan trade routes that transported<sup>②</sup> salt and gold.



### Climate

There are two seasons in Mali, dry season and rainy season. The dry season lasts from November to June with high temperatures. When a dry, hot wind blows from the east out of the Sahara, daytime temperatures rise to 40 to 45 °C. The rainy season lasts from June to October and temperatures are low.



<sup>①</sup> northeast 东北部 <sup>②</sup> transport 运输

**Food**

Local dishes are prepared using grains<sup>①</sup> and all kinds of sauces made from tomatoes, sweet potatoes and a type of local tree known as the baobab.

**Dancing culture**

Dancing plays an important role in the culture of Mali. Locals often take part in dance parties and traditional mask dances during special events.



Explore

**Search for more differences between Mali and China and add them to Yiming's notes.**

**Word bank**

the Great Sphinx 大狮身人面像

the Nile 尼罗河

Pharaoh 法老

the Old Kingdom 古王国时期

the Great Pyramid 大金字塔

the Kruger National Park 克鲁格国家公园

UNESCO 联合国教科文组织

World Heritage Site 世界遗产地

leopard 豹

the Mali Empire 马里帝国

trans-Saharan trade routes 跨撒哈拉

贸易路线

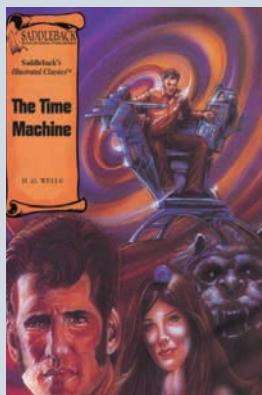
the Sahara 撒哈拉沙漠

sauce 酱汁

baobab 猴面包树

① grain 谷物

## A chapter to start with



**The Time Machine** is a book by the British writer H. G. Wells, published in 1895. The story was the first to use the idea of time travel by using a machine to travel backwards and forwards through time. The Time Traveller travels in his time machine to 802701 CE, where he meets the Eloi, a society of small, childlike adults. Returning to the place where he arrived, the Time Traveller is shocked to find his time machine missing.

As the Sun began to disappear, the cold of night started to fall upon the Earth. Walking back toward the village, I noticed how quiet and lonely the land had suddenly become. Not a single person could be seen anywhere. Looking for the main hall, I caught sight of <sup>①</sup> the large bird-man statue <sup>②</sup>. Following its eyes, I noticed the little garden area that I had found myself in when I first arrived in my time machine. But then, I thought to myself that I had made a mistake, for I could not see my machine anywhere.

A terrible fear took hold of me.

What if I could never return to my own time?

What if I had to stay here for the rest of my life?

Suddenly, I felt the need to run, and I started off, running harder than I had ever run before. Not knowing where else to go, I headed toward the statue. The idea that the people of the village had just moved my machine to a safer place kept running through my mind. But I knew they were not smart enough to act so thoughtfully.

I felt slightly better knowing that the machine was still in the present time with me because I had taken out the two levers <sup>③</sup> that would start the machine running again. I also knew that it could not be too far away, for these people had no tools to move it.

Looking back on that moment, I think I must have gone crazy for a short time. I remember running around the statue and looking under the bushes <sup>④</sup> and trees nearby. Having failed to find the machine, I started beating the trees with my fists <sup>⑤</sup> until my hands were covered in blood.

① catch sight of 看见 ② statue 雕像 ③ lever 操控杆 ④ bush 灌木丛 ⑤ fist 拳头

## Monitor my reading

**As you read, you can monitor your understanding of the story. If you lose the meaning or have a problem, you can try different ways of finding the meaning again or solving the problem. Some repair strategies are listed in the table below.**

Problem	What I can do
Not knowing a word	<ul style="list-style-type: none"> <li>• Sound it out</li> <li>• Use contextual clues</li> <li>• Look for structural clues</li> <li>• Use a dictionary</li> <li>• Ask for help</li> </ul>
Not understanding what I'm trying to read	<ul style="list-style-type: none"> <li>• Reread</li> <li>• Check the title, pictures, headings &amp; graphics</li> <li>• Visualise</li> <li>• Break it into small parts</li> <li>• Ask for help</li> </ul>

**Use the given strategies or your own ways to solve problems in your reading.**

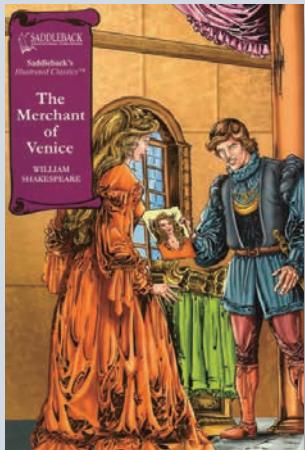
Book title: <i>The Time Machine</i>			
Page/Paragraph	Problem I had	What I did	How it worked

### Post-reading activities

#### Read the whole story. Answer the questions.

- 1 If the Time Traveller could not find the time machine, what might happen to him?
- 2 If you had a time machine, would you go back in time or forward in time? Explain why.

## A scene to act out



**The Merchant<sup>①</sup> of Venice<sup>②</sup>** is a 16th-century play written by William Shakespeare in which a merchant in Venice named Antonio cannot pay back a large loan provided by a Jewish<sup>③</sup> moneylender, Shylock. It is believed to have been written between 1596 and 1599.

Although it is thought to be a comedy<sup>④</sup> as it shares certain similarities with Shakespeare's other comedies, the play is most remembered for its serious parts, and it is best known for Shylock and his famous deal for a "pound<sup>⑤</sup> of flesh<sup>⑥</sup>" in return.

Antonio: Shylock, are you listening to me?

Shylock: I was just thinking about how much money I could lend you.

Antonio: Shylock, you know I don't believe in charging<sup>⑦</sup> interest<sup>⑧</sup> for lending money. But for my friend, I will break my rule. Has he told you what he wants?

Shylock: Yes, three thousand Ducats<sup>⑨</sup> for three months. Senior Antonio, many times you have called me names in public for the money I lend and the interest I charge. You've done this just because I choose to use my money this way. Now you need my help. You ask me for money. What should I say?

Antonio: I'm not asking as a friend. This is business. And I will pay you for its use!

Shylock: Don't be angry! I will lend you the money without interest!

Bassanio: That is kind!

① merchant 商人 ② Venice 威尼斯（意大利港市） ③ Jewish 犹太人的 ④ comedy 喜剧  
⑤ pound 磅（重量单位） ⑥ flesh (人或动物的)肉 ⑦ charge 收（费） ⑧ interest 利息  
⑨ Ducat 达克特（旧时在多个欧洲国家通用的金币）

Shylock: Of course it is. Come with me to a bank and we'll make it legal<sup>①</sup>. And as a joke, if you don't repay<sup>②</sup> me on the agreed day, you'll give me a pound of your flesh to be cut from whatever part of your body I wish.

Antonio: I'll agree to that. My ships will come home a month before you want your money back!

Bassanio: No, no! I won't hear of it.

*Soon, in a courtroom<sup>③</sup> in Venice, the trial<sup>④</sup> to decide what would happen to Antonio began.*

Judge: Shylock, you have agreed to take the pound of this man's flesh to which the law allows you to do. I think, in this last hour, you will show mercy<sup>⑤</sup>.

Shylock: No. I have decided to have a pound of his flesh—and I will have it.

Bassanio: But here are six thousand Ducats for your three thousand!

Shylock: If you offered me thirty-six thousand, I would not take it!

Antonio: It's no use. Let him have his way.

Shylock: If I told you to let your slaves<sup>⑥</sup> go free, you wouldn't do it! I bought this pound of flesh, and I won't let it go free!

---

① legal 合法的 ② repay 偿还 ③ courtroom 法庭 ④ trial 审判 ⑤ mercy 仁慈；宽恕  
⑥ slave 奴隶

## A poem to savour

**The Arrow<sup>①</sup> and the Song** is a poem by Henry Wadsworth Longfellow. He was an American poet and educator, and the most popular American poet of his time. The poem is short and simple. It explores the idea of how our actions and words can have an impact on others, even if we do not notice it immediately. The arrow represents an act of hatred, while the song represents words or feelings of love and kindness.

I shot an arrow into the air  
It fell to earth, I knew not where  
For, so swiftly<sup>②</sup> it flew, the sight<sup>③</sup>  
Could not follow it in its flight<sup>④</sup>  
I breathed a song into the air  
It fell to earth, I knew not where  
For who has sight so keen<sup>⑤</sup> and strong  
That it can follow the flight of a song  
Long, long afterward, in an oak  
I found the arrow, still unbroke<sup>⑥</sup>  
And the song, from beginning to end  
I found again in the heart of a friend



① arrow 箭 ② swiftly 很快地 ③ sight 视力范围 ④ flight 飞行 ⑤ keen 灵敏的  
⑥ unbroke 未折断的

## Unit 1

1. (Page 6) Oh, drama isn't really my thing.

**译文:** 哟，我真的不喜欢戏剧。

**注释:** *thing* 作名词，解释为“物件；物品；事物”。在非正式表达中，*one's thing* 解释为“爱好；关切的事”，此句中的 *my thing* 意为“我的爱好”。

2. (Page 9) He wondered how Fan had done it.

**译文:** 他想知道范宽是如何做到的。

**注释:** 此句中的 *wonder* 作动词，解释为“想知道；想弄明白”，后面跟的是 *how* 引导的宾语从句。*wonder* 还可以作不可数名词，表示“惊讶；惊奇”，或作可数名词，表示“奇迹；奇观”。

3. (Page 9) As Fan was leaving, the farmer asked where he lived.

**译文:** 当范宽要离开的时候，农夫问他住在哪里。

**注释:** *as* 作连词，引导时间状语从句，表示“当……的时候”。*be doing* 可以表示“马上要做或马上发生的事”，此句中的 *was leaving* 解释为“马上要离开”。

## Unit 2

1. (Page 22) I see your point! Imagine going to hospital on a horse!

**译文:** 我懂你的意思了！想象一下骑着马去医院（看病）的情景！

**注释:** “*I see your point!*” 意为“我明白了；我懂你的意思了”。这里的 *point* 表示“观点；想法”。“*Imagine going to hospital on a horse!*” 是一种幽默的表达。上一句哈利说：“*The car. It's really fast and convenient. It can take people to hospital quickly in an emergency.* 汽车很方便快捷，在紧急情况下，可以把人们快速送到医院。” 此处陆遥的回复表示她同意哈利的观点。

2. (Page 24) When he got back, he found some strange mould growing on some of his Petri dishes. To his surprise, the mould seemed to stop the bacteria around it from growing.

**译文:** 回来后，他发现一些培养皿上长出了一些奇怪的霉菌。令他惊讶的是，

这些霉菌似乎能阻止周围的细菌生长。

**注释:** Petri dish 意为“培养皿(用于培养细菌等的有盖玻璃碟)”。to one's surprise 表示“令某人惊讶的是”。stop somebody/something from doing something 也可以用 stop somebody/something doing something 替换, 表示“阻止某人 / 某物做某事”。

3. (Page 25) The discovery of penicillin changed the course of medicine and has made it possible for doctors to treat serious illnesses.

**译文:** 青霉素的发现改变了医学的进程, 使得医生能够治疗严重的疾病。

**注释:** course 在句中表示“进程”, 它还有“课程; 一道菜”等意思。这句中的 it 是形式宾语, 真正的宾语为 to treat serious illnesses。当句子中宾语比较长时, 可以用 it 作为形式宾语, 把真正的宾语置后。

## Unit 3

1. (Page 38) ..., but it's up to us to decide how to spend our pocket money.

**译文:**……但是如何花零花钱取决于我们自己。

**注释:** up to somebody 意为“取决于某人”。how to spend our pocket money 作 decide 的宾语。由疑问词加带 to 不定式构成的结构具备名词的功能, 在句子中可以作主语或宾语。

2. (Page 40) People use their time and talents to produce goods and services for the exchange of money so that our society can keep running smoothly.

**译文:** 人们利用他们的时间和才能生产商品、提供服务来换取金钱, 从而使我们的社会能够保持平稳运行。

**注释:** exchange 这里作名词, 表示“交换”。so that 在句中引导目的状语从句, 从句部分常使用情态动词 can/could, will/would。此处指社会持续平稳运行是人们进行商品、服务和货币交换的目的。

3. (Page 41) There's no such thing as a free lunch.

**译文:** 天下没有免费的午餐。

**注释:** “... no such thing as ...” 表示“不存在……; 没有……”。这句谚语强调

任何看似免费的东西都有一定的代价或后果，它经常被用来提醒人们在做决策时要考虑隐藏的成本或后果。

## Unit 4

1. (Page 54) Well, you know me.

**译文：**嗯，你是知道我的。

**注释：**you know me 常常作为固定搭配出现在日常交谈中。当你认为对方很了解或熟悉你的性格、喜好时，通常会使用这个短语。与它相近的表达还有“You know who I am.”。

2. (Page 56) Who decides what is fashionable?

**译文：**时尚由谁来决定？

**注释：**这句是由 who 引导的特殊疑问句。what is fashionable 是宾语从句，充当谓语动词 decides 的宾语。

3. (Page 57) These fans are so blind that they don't realise how much this behaviour costs them in time and money.

**译文：**这些仰慕者太盲目了，以至于没有意识到这种行为给他们带来了多大的时间浪费和金钱损失。

**注释：**blind 解释为“盲目的”。so ... that ... 意为“太……以至于……”，用于引导结果状语从句。

## Unit 5

1. (Page 68) They are caused by the force of nature and usually result in serious injuries and many deaths.

**译文：**它们(这些自然灾害)是由大自然的力量引起的，通常会导致严重伤亡。

**注释：**cause 既可以作名词，通常指“导致某个结果或事件的原因”，也可以作动词，解释为“导致”或“引起”。在本句中 cause 作动词，be caused by 强调了结果 (They, 即 the natural disasters) 是由某个因素 (the force of nature) 引发的。无论是作为动词还是名词，cause 都涉及原因和结果之间的关系，表示一种因果关联。

2. (Page 73) Her parents knew nothing about tsunamis so they could not tell whether she was right.

**译文:**她的父母对海啸一无所知,所以他们无法判断她是否正确。

**注释:**这句话包含两个否定形式:knew nothing about tsunamis(对海啸一无所知)和could not tell whether she was right(无法判断她是否正确),它们各自属于句子的不同部分。knew nothing about tsunamis中的nothing是一个否定表达,表示“对海啸一无所知”。could not tell是对能力的否定,意为“无法判断”。

3. (Page 73) Seeing his daughter so scared, Tilly's father, Colin Smith, decided to return to their hotel.

**译文:**看到女儿如此害怕,蒂莉的父亲科林·史密斯决定返回他们的酒店。

**注释:**Seeing his daughter so scared是一个现在分词短语,用作状语,用来描述主语动作产生的原因。Colin Smith是主语Tilly's father的同位语,对主语进行补充说明。这种结构在英语中很常见。

## Unit 6

1. (Page 83) A real friend is one who walks in when the rest of the world walks out.

**译文:**真正的朋友是在整个世界都离开你时走近你的人。

**注释:**这句话表明:真正的朋友就是在困难时期,即使其他所有人都抛弃你,也会陪伴在你身边提供支持和陪伴的人。它强调了在逆境中忠诚、信任和坚定不移的友谊的价值。

2. (Page 83) Good friends are like a four-leaf clover—hard to find and lucky to have.

**译文:**好朋友就像四叶草一样,难得一遇,能拥有就是幸运。

**注释:**这句话表明:真诚可靠的朋友是难能可贵的。拥有好朋友就像找到四叶草一样,被视为一种幸运。它强调了真正的友谊的价值,暗示着它应该被珍惜和欣赏。

3. (Page 85) If I couldn't keep secrets about fox cubs and bird nests from the other boys, then nothing would be safe on the moor. Yes, I can keep secrets.

**译文:**如果我不能对其他男孩保守关于狐狸幼崽和鸟巢的秘密,那么旷野上

就没有什么安全的了。是的，我可以保守秘密。

**注释：**“If I couldn't keep secrets ..., then nothing would be safe on the moor.” 是虚拟语气，表达一种假设或不真实的情况。句子中的“不能保守秘密”呈现了一个与事实相反的情况，实际表明了迪肯对自己能够保守秘密充满信心。

## Pronunciation file

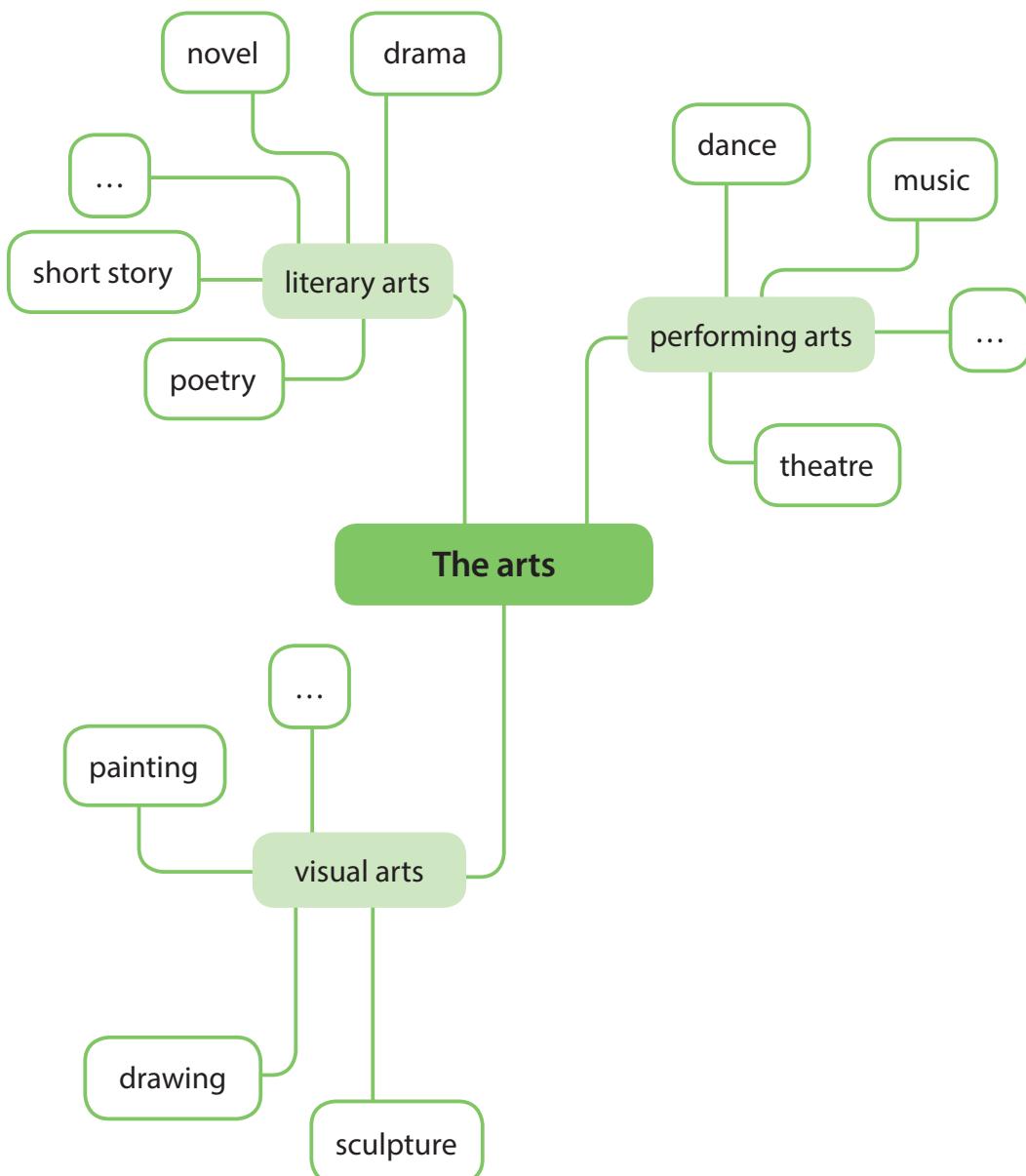
规则	说明	示例
<b>Intonation 语调</b> 语调通常用于表达句子的情感和语气。基本语调分为升调和降调，符号分别为↑和↓。	陈述句用降调	I'm a student. ↓
	一般疑问句用升调	Are you a student? ↑
	特殊疑问句用降调	What do you like to do after school? ↓
	句中出现并列结构，如举例时，前面每个项目用升调，直到最后一个用降调	I like to play football, ↑ basketball ↑ and tennis. ↓
	感叹句表达强烈情感，用高声降调	What a wonderful day! ↓
	祈使句与感叹句相同，用高声降调	Don't do it. ↓
<b>Pauses and chunks/ sense groups in a sentence 句子中的停顿和意群</b> 停顿是根据语意、语速的需要而产生的一种临时停顿现象。意群是一个稍长的句子分成具有一定意义的若干个部分，可以是一个单词、词组，也可以是一个意义相对完整的分句，意群之间可以用符号//标出分隔	一般情况下，英语中根据完整意义的需要，或者发音换气进行停顿。如果语速快，通常意群停顿可减少，或者根据意义需要重点突出；如果语速放慢，通常意群停顿增加	Well, // do you like it? Do you mean // this one or // that one? Hello! // How are you? You can never wake up a person // who pretends to be asleep.

(续表)

规则	说明	示例
<b>Rhythm 节奏</b> 句子中音节的强弱交替会形成节奏	英语中重读的音节和词与不重读的音节和词形成一强一弱, 一重一轻的变化, 让说话听起来抑扬顿挫	She 'sells 'seashells at the 'seashore. I'll be 'back at the 'school on 'Tuesday 'night. Could you 'meet me at the 'station?
<b>Homophones 同音异形异义词</b> 指读音相同但是拼写和意思不同的词	/	My <u>son</u> is walking in the <u>sun</u> and he wants to go to <u>see</u> the <u>sea</u> . We <u>ate</u> <u>eight</u> eggs for breakfast.

### Unit 1

#### Word group 词汇语义网



## Unit 2

### Word building: Noun suffixes (*-ment, -th, -ness, -ism*)

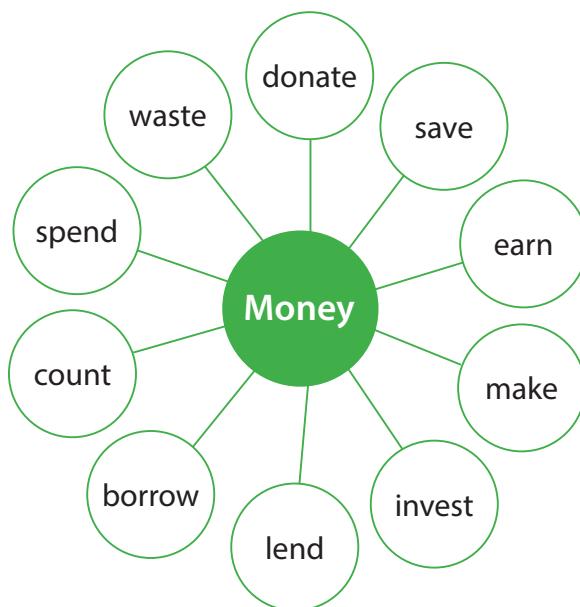
#### 构词法：名词后缀 **-ment, -th, -ness, -ism**

名词后缀 **-ment** 加在动词后, **-th** 加在形容词或动词后, **-ness** 加在形容词后, **-ism** 加在形容词或名词后构成名词。

	Verb	Noun
-ment	enjoy pay improve	enjoyment payment improvement
	Adjective/Verb	Noun
-th	strong warm grow	strength warmth growth
	Adjective	Noun
-ness	kind dark mad	kindness darkness madness
	Adjective/Noun	Noun
-ism	social journal tour	socialism journalism tourism

## Unit 3

### Word partner 常见搭配



## Unit 4

### Word building: Adjective suffix: **-able** 构词法：形容词后缀 **-able**

形容词后缀 **-able** 加在动词后构成形容词，表达“能够；适合；倾向于”的意思。

	Verb	Adjective
<b>-able</b>	believe	believable
	understand	understandable
	read	readable
	accept	acceptable
	use	usable
	teach	teachable

## Unit 5

### Abbreviation (II) 缩略词 (II)

类型	形式	示例
缩写词 (clipped words)	通过删除单词的一部分而 缩短单词的形式	info (information) lab (laboratory) ad (advertisement) app (application)

## Unit 6

### Conversion: Verb → Noun 转化法：动词变名词

Verb	Noun
I like to <b>run</b> in the morning.	I had a good <b>run</b> today.
We <b>danced</b> all night at the party.	Ballet is a form of <b>dance</b> .
They <b>play</b> football every weekend.	The children had a fun <b>play</b> .
I <b>slept</b> well last night.	I had a good <b>sleep</b> last night.
She is good at <b>cooking</b> .	She is a great <b>cook</b> .
The little girl <b>dressed</b> herself in the morning.	Her mum bought a beautiful <b>dress</b> for her.

# My learning notes

## support

### Unit 1 Showing preference

- I'd rather ... than ...
- I like ... better than ...
- I have a preference for ...
- I would like to do ... rather than ...

### Unit 2 Expressing opinions

- I (don't) believe ...
- I think/guess/suppose/...
- I'd say yes./I can't agree more!/I totally agree!
- What you've said is quite right, but ...
- I'm not sure about that.

### Unit 3 Concluding views

- To sum up, ...
- To conclude, ...
- All in all, ...
- To bring it all together, ...

### Unit 4 Asking for confirmation

- Are you sure about that?
- Do you agree with me?
- Did I understand you correctly?
- Would you mind double-checking that?
- Did I get that right?

### Unit 5 Giving warnings

- Look out!
- Watch out for the traffic!
- Don't touch that!
- Mind the step!
- I don't think you should do that.

(to be continued)

(continued)

### **Unit 6 Offering comfort**

- Let's find a way to make things better together.
- I'm here for you, no matter what.
- Remember that it's okay to feel sad or upset.
- You are not alone; I am always by your side.
- Can I give you a hug?
- I understand how difficult this must be for you.

# Unit 1

## Adverbial clauses of result 结果状语从句

We use **so ... that** or **such ... that** to talk about the result of an action or situation. The clauses are called "adverbial clauses of result".

我们用 **so ... that** 或 **such ... that** 来谈论某种行为或情况的结果。**so ... that** 或 **such ... that** 引导的从句称为“结果状语从句”。

so ... that/such ... that	
Pattern 句式	Example 示例
such a + <i>adj.</i> + <i>n.</i> + that such + <i>adj.</i> + <i>n. (pl.)</i> + that	<i>Van Gogh is such a great painter that his many works are shown in the museum.</i> <i>Tom has such wonderful painting skills that we all love his works.</i>
so + <i>adj./adv.</i> + that	<i>Beijing Opera is so special that many foreigners want to learn it.</i> <i>Qi Baishi painted so well that people called him a real artist.</i>
so many/few + <i>n. (pl.)</i> + that	<i>Wang Xizhi practised calligraphy for so many years that he became very famous.</i> <i>There are so few people interested in paper-cutting that it may disappear in the future.</i>
so much/little + <i>n.</i> + that	<i>There was so much dust on the painting frame that we couldn't see the picture clearly.</i> <i>She had so little art education that she wasn't suitable to be an art teacher.</i>

### Notes:

We can leave out the word **that** in informal speech.

口语中我们可以省略 **that**。

# Unit 2

## Exclamations 感叹句

We usually use an exclamatory sentence with **What** or **How** to express a surprise or shock or a strong emotion about something. It usually ends with an exclamation mark.  
我们通常用 What 或 How 引导的感叹句来表达对某事的惊讶、震惊或强烈的情感。句尾通常用感叹号。

Exclamations with <b>What</b> <b>What</b> 引导的感叹句	
Pattern 句式	Example 示例
<i>What + a/an (+ adj.) + singular countable noun (+ subject + v.)!</i>	<b>What a surprise (it is)!</b> <b>What a clever idea (the girl thought of)!</b> <b>What an important invention (the wheel is)!</b>
<i>What + adj. + uncountable/plural countable noun (+ subject + v.)!</i>	<b>What nice music (it is)!</b> <b>What inspiring words (he said)!</b>

Exclamations with <b>How</b> <b>How</b> 引导的感叹句	
Pattern 句式	Example 示例
<i>How + adj./adv. (+ subject + v.)!</i>	<b>How lucky!</b> <b>How brilliant the invention is!</b> <b>How carefully he designed the machine!</b>

### Notes:

- 1 We can use an interjection in front of an exclamatory sentence to reinforce the effect.  
我们可以在感叹句前使用感叹词来增强效果。  
e. g. **Hooray!** **What exciting news!**  
**Wow!** **How amazing!**
- 2 Don't overuse exclamations. We use exclamations more in speaking than in writing.  
不要过度使用感叹句。感叹句多用于口语。
- 3 Don't use more than one exclamation mark.  
感叹号使用一次即可。

# Unit 3

## Adverbial clauses of purpose 目的状语从句

We use adverbial clauses of purpose with **so that** or **in order that** to talk about the purpose of an action.

我们使用 so that 或 in order that 引导的目的状语从句来描述一个动作的目的。

so that/in order that	
Pattern 句式	Example 示例
so that/in order that + can/could	<i>I'm saving my pocket money so that I can go on a fun trip with my friends during the summer holiday.</i> <i>Nancy cut her spending in order that she could save up for her children's college education.</i>
so that/in order that + will/would	<i>Parents should give their children pocket money regularly in order that they will learn to manage pocket money.</i> <i>I woke up early every day so that I would have time to exercise before work.</i>

### Notes:

1 **In order that** is rather formal. In an informal style, **so that** is more common than **in order that**.

in order that 非常正式, so that 更多用于非正式文体。

2 The word **that** in **so that** can be omitted, especially in speaking.  
so that 中的 that 可省略, 尤其在口语中。

# Unit 4

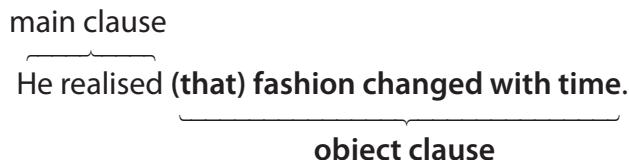
## Object clauses (I) 宾语从句 (I)

### Object clauses with **that** that 引导的宾语从句

An object clause is a noun clause. It functions like a noun as the object of a sentence.

We use **that** to introduce an object clause when it is a statement. We can leave out the word **that** with no change in meaning.

宾语从句是名词性从句。它与名词一样, 在句子中作宾语。当宾语从句是一个陈述句时, 用 that 来引导。that 可以省略, 句子意思不变。



Explanation 说明	Example 示例
<p>We use object clauses after verbs, such as <i>know, think, hope, believe, decide, realise, feel, say, notice</i>.  在某些动词后可以使用宾语从句，如 <i>know, think, hope, believe, decide, realise, feel, say, notice</i>。</p>	<p><i>Some people think (that) clothes can show our taste.</i>  <i>She hopes (that) hard work can bring her success.</i></p>
<p>We also use object clauses after adjectives that express certainty or emotion, such as <i>certain, sure and glad</i>.  在表示确定性或情感的形容词后也可以使用宾语从句，如 <i>certain, sure, glad</i>。</p>	<p><i>I am sure/certain (that) she doesn't like this dress.</i>  <i>I'm glad (that) you can shop with me.</i></p>

Tense agreement between object clauses and main clauses:

宾语从句与主句的时态一致问题：

When the main clause is in the present tense 主句为现在时	
Explanation 说明	Example 示例
<p>We use a present form in the object clause to express a fact or general truth.  宾语从句中使用现在时表达事实或普遍真理。</p>	<p><i>Many students believe (that) nothing is impossible.</i>  <i>I know (that) my mother is making a new dress for me.</i></p>
<p>We use a past form in the object clause to describe a past event.  宾语从句中使用过去时描述过去的事件。</p>	<p><i>They don't know (that) people in ancient Egypt had a good taste for fashion.</i>  <i>I know (that) she was researching all day yesterday.</i></p>
<p>We use a future form in the object clause to describe a future event.  宾语从句中使用一般将来时描述将来的事件。</p>	<p><i>I am sure (that) you are going to get up late tomorrow morning.</i></p>

## When the main clause is in the past tense 主句为过去时

Explanation 说明	Example 示例
We use a past form in the object clause to describe an event that happened at the same time as the event in the main clause. 宾语从句中使用过去时描述与主句中的事件同时发生的事件。	<i>The teacher noticed (that) many students were listening to the same song.</i>
We use a present form in the object clause to express a universal truth. 宾语从句中使用现在时表达普遍真理。	<i>Who discovered (that) the Earth is round?</i>

# Unit 5

## Object clauses (II) 宾语从句 (II)

### Object clauses with **whether** or **if** whether 或 if 引导的宾语从句

When we report a Yes/No question, we use **whether** or **if** to introduce it.

如果宾语从句转述的是一般疑问句，我们用 whether 或 if 引导。

Yes/No question 一般疑问句	Object clause 宾语从句	Explanation 说明
Will she go to the beach? Do her parents know about tsunamis?	<i>I don't know whether/if she will go to the beach.</i> <i>She wondered whether/if her parents knew about tsunamis.</i>	Object clauses with <b>whether</b> or <b>if</b> use statement word order (subject + v.). whether 或 if 引导的宾语从句使用陈述句语序 (主语 + 动词)。
Does he need help?	<i>I wonder whether/if he needs help or not.</i> <i>I wonder whether or not he needs help.</i>	We can use <b>or not</b> at the end of both <b>whether</b> and <b>if</b> clauses, but <b>or not</b> can only follow <b>whether</b> immediately. whether 或 if 引导的宾语从句结尾都可以跟 or not，但是 or not 只能紧跟在 whether 后面。

Yes/No question 一般疑问句	Object clause 宾语从句	Explanation 说明
Do you know the differences between a typhoon and a hurricane?	<p><i>I asked him/her/them whether/if he/she/they knew the differences between a typhoon and a hurricane.</i></p> <p><i>She asked me whether/if I knew the differences between a typhoon and a hurricane.</i></p>	<p>The personal pronoun in the Yes/No question may need to change in the object clause. The pronoun in the object clause depends on who is asked. The tense of the object clause should agree with that of the main clause.</p> <p>转述一般疑问句时，宾语从句中的人称代词要根据具体情况发生改变。宾语从句的时态应该跟主句的时态保持一致。</p>

### Notes:

- 1 **Whether** is more formal and common in writing while **if** is more common in speaking.  
在书面语中，whether 更正式、常见，if 在口语中更常见。
- 2 We often use object clauses with **whether/if** after the following verbs: *decide, wonder, find out, doubt, ask*, etc.  
我们常在 decide、wonder、find out、doubt、ask 等动词后使用 whether 或 if 引导的宾语从句。

## Unit 6

### Object clauses (III) 宾语从句 (III)

#### Object clauses with **Wh- words** 特殊疑问词引导的宾语从句

When we report **Wh-** questions, we use object clauses beginning with **Wh- words**: *when, how, which, where, who/whom, whose, why, what*.

如果宾语从句转述的是特殊疑问句，引导词用特殊疑问词。

Wh- question 特殊疑问句	Object clause 宾语从句	Explanation 说明
Where did they go?	<i>I don't know where they went.</i> <i>Do you know where they went?</i>	Object clauses with <b>Wh- words</b> use statement word order (subject + v.). 特殊疑问词引导的宾语从句使用陈述句语序(主语 + 动词)。
Who wrote the novel?	<i>I wonder who wrote the novel.</i>	The word order is the same in both the question and the object clause because <b>who</b> is the subject in both. 该宾语从句的语序与特殊疑问句的语序一样,因为两个句子的主语都是 <b>who</b> 。
Who are those men?	<i>He asked who those men were.</i>	<i>Those men</i> is the subject of the question, so the word order is changed in the object clause. 特殊疑问句的主语是 <b>those men</b> , 所以宾语从句中的语序发生了变化。
What qualities do you look for in a friend? Why do you make friends with Tilly?	<i>I asked him/her/them what qualities he/she/they looked for in a friend.</i> <i>He asked me why I made friends with Tilly.</i>	The personal pronoun in the <b>Wh-question</b> may need to change in the object clause. The pronoun in the object clause depends on who is asked. The tense of the object clause should agree with that of the main clause. 转述特殊疑问句时,宾语从句中的人称代词要根据具体情况发生改变。宾语从句的时态应该跟主句的时态保持一致。

### Notes:

In object clauses with **Wh- words**, do not use the auxiliary verb **do**, **does** or **did**.  
特殊疑问词引导的宾语从句中不使用助动词 **do**、**does** 或 **did**。

## Words and expressions in each unit

注：本词表中粗体词为课标三级词汇表中收录的初中阶段基本词汇。

### Unit 1

**self-expression** /'self ɪk'spreʃn/ *n.* 自我表达  
**creativity** /'kri:etɪ'trɪvəti/ *n.* 创造力  
**scissors** /'sɪzəz/ *n.* (pl.) 剪刀  
**drama** /'dra:mə/ *n.* 戏剧  
**acting** /'æktnɪŋ/ *n.* 表演  
**normal** /'nɔ:ml/ *adj.* 典型的；正常的  
**prefer ... to** 更喜欢……  
**pottery** /'pɒtəri/ *n.* 陶器；制陶技艺  
**rather than** 而不是  
**position** /pə'zɪʃn/ *n.* 位置；地方  
**instrument** /'ɪnstrəmənt/ *n.* 器具；仪器  
**sculpture** /'skʌlpʃə(r)/ *n.* 雕塑；  
    雕塑作品  
**sculptor** /'skʌlpٹə(r)/ *n.* 雕塑家；  
    雕刻家  
**landscape** /'lændskeɪp/ *n.* 风景；景色  
**master** /'ma:stə(r)/ *n.* 能手；大师；  
    擅长……的人  
**dynasty** /'dɪnəsti/ *n.* 王朝；朝代  
**paint** /peɪnt/ *v.* 绘画  
**harmony** /'ha:məni/ *n.* 融洽；和谐  
**path** /pa:θ/ *n.* 小道；小径  
**ahead** /ə'hed/ *adv.* 在前方  
**whoever** /hu:'evə(r)/ *pron.* 无论谁；  
    不管什么人  
**come across** (偶然)遇见，碰见，发现  
**scare** /skeə(r)/ *v.* 惊吓；使害怕；  
    使恐惧  
**scared** /skeəd/ *adj.* 害怕的；恐惧的；  
    担心的  
**vivid** /'vɪvɪd/ *adj.* 生动的；逼真的  
**east** /i:st/ *n.* 东；东方；东部  
**west** /west/ *n.* 西；西方；西部  
**peaceful** /'pi:sfl/ *adj.* 安静的；宁静的

### Unit 2

**discovery** /dɪ'skʌvəri/ *n.* 发现；发觉  
**ancient** /'eɪnʃənt/ *adj.* 古代的；古老的  
**BCE** *abbr.* (= before the Common Era)  
    公元前  
**CE** *abbr.* (= Common Era) 公元  
**exploration** /'eksplə'reɪʃn/ *n.* 探索；  
    勘查  
**wheel** /wi:l/ *n.* 轮子；车轮  
**economy** /'ekənəmi/ *n.* 经济  
**material** /mə'tɪəriəl/ *n.* 材料；原料  
**fishnet** /'fɪʃnet/ *n.* 渔网  
**war** /wɔ:(r)/ *n.* 战争  
**excite** /ɪk'saɪt/ *v.* 使激动；使兴奋  
**illness** /'ɪlnəs/ *n.* (身体或精神上的)  
    疾病，病  
**socialism** /'səʊʃəlɪzəm/ *n.* 社会主义  
**habit** /'hæbit/ *n.* 习惯  
**hardly** /'ha:dli/ *adv.* 几乎不；几乎没有  
**totally** /'təʊtəli/ *adv.* 全部地；整个地  
**telephone** /'telɪfəʊn/ *n.* 电话  
**tube** /tju:b/ *n.* (金属、塑料、橡皮制  
    成的)管，管子  
**bone** /bəʊn/ *n.* 骨头  
**X-ray** /'eks reɪ/ *n.* X射线；X光  
**award** /ə'wɔ:d/ *v.* 颁奖  
    *n.* 奖；奖品  
**sir** /sɜ:(r)/ *n.* (贵族头衔，用于爵士或  
    准男爵的名字或姓名前面)爵士；  
    (对不认识男性的尊称)先生  
**by accident** 偶然；意外地  
**mould** /məuld/ *n.* 霉；霉菌  
**to one's surprise** 令某人惊讶的是  
**bacteria** /bæk'tɪəriə/ *n.* (pl.) 细菌  
**turn ... into** 使……变成  
**life-saving** /'laɪf seɪvɪŋ/ *adj.* 救命的；  
    救生的

**course** /kɔ:s/ *n.* 进程；课程  
**treat** /tri:t/ *v.* 医治；治疗  
**serious** /'seriəs/ *adj.* 严重的；严肃的  
**malaria** /mə'lærɪə/ *n.* 疟疾  
**medical** /'medɪkl/ *adj.* 医学的；  
    医疗的  
**light up** 使……变亮  
**volunteer** /'vɒlən'tɪə(r)/ *v.* 自愿做；  
    义务做；无偿做  
    *n.* 志愿者  
**herself** /hɜ:zelf/ *pron.* (用作女性的  
    反身代词)她自己，自己  
**keep in touch** 保持联系  
**spare** /speə(r)/ *adj.* 空闲的

## Unit 3

**mall** /mɔ:l/ *n.* 购物商场；购物广场  
**sale** /seil/ *n.* 出售；销售  
**payment** /'peɪmənt/ *n.* 支付；付款；  
    收款  
**cash** /kæʃ/ *n.* 现金  
**honey** /'hʌni/ *n.* (爱称)亲爱的；宝贝  
**assistant** /ə'sɪstənt/ *n.* 店员；助手  
**deal** /di:l/ *n.* 交易；协议  
**bill** /bil/ *n.* (餐馆的)账单  
**donate** /dəʊ'næt/ *v.* (尤指向慈善机  
    构)捐赠，赠送  
**pound** /paʊnd/ *n.* 英镑(英国货币单  
    位)；磅(重量单位)  
**cheap** /tʃi:p/ *adj.* 便宜的；廉价的  
**chocolate** /'tʃɒkət/ *n.* 巧克力；朱古力  
**pocket** /'pɒkɪt/ *n.* 衣袋；口袋  
**pocket money** (父母给孩子的)零花钱  
**expectation** /'ekspɛk'teɪʃn/ *n.* 期望；  
    预期  
**budget** /'bʌdʒɪt/ *v.* 制定预算  
    *n.* 预算  
**financial** /fai'nænʃl/ *adj.* 财务的；  
    财政的；金融的  
**in short** 总之；简言之

**independent** /,ɪndɪ'pendənt/ *adj.*  
    独立的；自主的  
**responsible** /rɪ'spɒnsəbl/ *adj.* 负责的；  
    负责任的；可信任的  
**mess** /mes/ *v.* 使不整洁；弄脏；弄乱  
**mess up** 出错；搞砸；(在某事上)处理  
    不当  
**responsibility** /rɪ'spɒnsə'bɪləti/ *n.*  
    责任；负责  
**value** /'vælju:/ *n.* 用途；积极作用；  
    价值  
**account** /ə'kaʊnt/ *n.* 账户  
**bank** /bæŋk/ *n.* 银行  
**economics** /i:kə'nɒmɪks/ *n.* 经济学  
**whatever** /'wɒt'evə(r)/ *pron.* 任何事物；  
    什么都可以  
**economist** /'ɪkənəmɪst/ *n.* 经济学家；  
    经济专家  
**society** /sə'saɪəti/ *n.* 社会  
**trade** /treɪd/ *v.* 互相交换  
    *n.* 贸易；交易  
**exchange** /ɪks'tʃeɪndʒ/ *n.* 交换；  
    互换  
**goods** /gʊdz/ *n.* (pl.) 商品；货品  
**sample** /'sæ:mpl/ *n.* 样品；试用产品  
**saying** /'seɪŋ/ *n.* 谚语；格言；警句  
**cost** /kɒst/ *n.* 成本  
    *v.* 花费；价钱为  
**even if** 即使；纵然；虽然  
**might** /maɪt/ *modal v.* 可能；可以  
**complete** /kəm'pli:t/ *adj.* (用以强调)  
    完全的，彻底的  
    *v.* 完成；使完整  
**completely** /kəm'pli:tli/ *adv.* (用以强  
    调)完全地，彻底地  
**valuable** /'væljuəbl/ *adj.* 很有用的；  
    很重要的；宝贵的  
**pie** /paɪ/ *n.* 果馅饼；果馅派  
**pie chart** 饼形图；饼分图  
**percentage** /pə'sentɪdʒ/ *n.* 百分率；  
    百分比

account for (数量上、比例上) 占

## Unit 4

**fashion** /'fæʃn/ *n.* 时尚

**trainers** /'treɪnəz/ *n.* (pl.) 运动鞋; 便鞋

**decoration** /dɪkə'reiʃn/ *n.* 装饰品;  
装饰

**afford** /ə'fɔ:d/ *v.* 买得起; (有时间) 做  
某事; 承担得起

**changeable** /'tʃeɪndʒəbl/ *adj.* 易变的;  
常变的

**fashionable** /'fæʃnəbl/ *adj.* 流行的;  
时髦的

**flowery** /'flaʊəri/ *adj.* 用花装饰的

**outfit** /'aʊtfɪt/ *n.* 全套服装; 装束

**narrow** /'nærəʊ/ *adj.* 狹窄的; 窄小的

**baggy** /'bægi/ *adj.* 宽松的

**advertising** /'ædvətaɪzɪŋ/ *n.* 广告活动;  
广告业; 广告

**a great deal of** 很多; 大量

**advertisement** /əd'veɪtɪsmənt/ *n.* (= ad)  
广告; 启事

**image** /'ɪmɪdʒ/ *n.* 形象; 印象; 图像

**influencer** /'ɪnfluənsə(r)/ *n.* 有影响力  
的人

**pioneer** /'paɪə'nɪə(r)/ *n.* 先锋; 先驱;  
带头人

**jewellery (AmE jewelry)** /'dʒu:əlri/  
*n.* 珠宝; 首饰

**attract** /ə'trækt/ *v.* 吸引; 引起……的  
好感

**relaxed** /rɪ'lækst/ *adj.* 放松的; 自在的

**mention** /'menʃn/ *v.* 提到; 写到; 说到

**grade** /'greɪd/ *n.* 分数

**interest** /'ɪntrəst/ *n.* 兴趣; 爱好

## Unit 5

**disaster** /'dɪ'sa:stə(r)/ *n.* 灾难; 灾害

**flood** /flʌd/ *n.* 洪水; 水灾

**earthquake** /'ɜ:θkweɪk/ *n.* 地震

**terrible** /'terəbl/ *adj.* 非常讨厌的;  
可怕的

**force** /fɔ:s/ *n.* 力; 力量

*v.* 强迫, 迫使(某人做某事)

**injury** /'ɪndʒəri/ *n.* 伤害; 损伤

**death** /deθ/ *n.* 死; 死亡

**destroy** /dɪ'strɔɪ/ *v.* 摧毁; 破坏

**injure** /'ɪndʒə(r)/ *v.* 伤害; 使受伤

**effect** /'efekt/ *n.* 影响; 作用

**dollar** /'dɒlə(r)/ *n.* 元(美国、加拿大、  
澳大利亚等国的货币单位)

**Rd.** /rəʊd/ *n.* (= road) 路; 道路

**Dr.** /drɒktə(r)/ *n.* (= doctor) 博士

**exam** /'ɪg'zæm/ *n.* (= examination)

(笔头、口头或操作) 考试

**typhoon** /taɪ'fu:n/ *n.* 台风

**battery** /'bætri/ *n.* 电池

**case** /keɪs/ *n.* 具体情况; 事例; 实例

**in case** 以防; 以防万一

**go off** 断电

**pick up** 增强; 改善; 收拾

**lock** /lɒk/ *v.* 锁住; 把……锁起来

**anyway** /'eniwei/ *adv.* 不过; 总之;  
而且; 加之

**anybody** /'enibɒdi/ *pron.* (= anyone)

任何人; 随便哪一个人

**low-lying** /ləʊ'lɪŋ/ *adj.* 低洼的

**cancel** /'kænsl/ *v.* 取消; 终止

**necessary** /'nesəsəri/ *adj.* 必要的;  
必需的

**electronic** /ɪ'lektrɒnɪk/ *adj.* 电子的

**be careful of** 小心; 当心

**survive** /sə'veɪv/ *v.* 幸存

**similar** /'sɪmələ(r)/ *adj.* 相像的;  
相仿的; 类似的

**foam** /fəʊm/ *n.* 泡沫

**rapid** /'ræpɪd/ *adj.* 迅速的; 快速的;  
快捷的

**rapidly** /'ræpɪdli/ *adv.* 迅速地;  
快速地; 快捷地

**towards** (AmE *toward*) /tə'wɔ:dz/

prep. 向；朝着；接近

**nothing** /'nʌθɪŋ/ pron. 没有什么；无关紧要的事

**whether** /'weðə(r)/ conj. 是否（表示选择或可能性）

**get away** 离开；逃离

**hotel** /həʊtel/ n. 旅馆；旅社

**guard** /ga:d/ n. 警卫；看守

**urge** /ɜ:dʒ/ v. 敦促；力劝

**super** /'su:pə(r)/ adj. 超级的

**seaside** /'si:saɪd/ n. 海边；海滨

**last** /la:st/ v. 持续

adj. 最近的；最后的

**thunder** /'θʌndə(r)/ n. 雷；雷声

**coast** /kəʊst/ n. 海岸；海滨

**rise** /raɪz/ v. 上涨；升高

**injured** /'ɪndʒəd/ adj. 受伤的

**rescue** /'reskju:/ n. & v. 营救；援救

**tent** /tent/ n. 帐篷

**confused** /kən'fju:zd/ adj. 困惑的

**tool** /tu:l/ n. 工具

**knife** /naɪf/ n. (pl. knives) 刀

**fork** /fɔ:k/ n. 叉；餐叉

**packet** /'pækɪt/ n. 密封小袋

**seed** /si:d/ n. 种子；籽

**dead** /ded/ adj. 死的；枯萎的

**cheerleader** /'tʃɪəli:də(r)/ n. 拉拉队

队员；支持者

**yourself** /jɔ:':self/ pron. (pl. yourselves)

你自己

**hers** /hɜ:z/ pron. 她的；属于她的

**whenever** /wen'evə(r)/ conj. 无论何时；每当

**be mean to sb** 对某人刻薄

**stare** /steə(r)/ at 盯着看

**hang** /hæŋ/ v. 悬挂；吊

**hang out** 常去某处

**dig** /dɪg/ v. 挖(土)；掘(地)

**neither** /'naɪðə(r)/ pron. & det.

两者都不

**as if** 好像；仿佛

**lie** /laɪ/ v. 躺；平躺

**rug** /rʌg/ n. 垫子；小地毯

**ache** /eɪk/ v. 疼痛

n. (身体某部位的)疼痛

**joke** /dʒəʊk/ n. 玩笑；笑话

**terribly** /'terəbli/ adv. 非常糟地；严重地

**finish** /'fɪnɪʃ/ v. 完成；做好；(使)结束

**over the moon** 欣喜若狂

**especially** /'espeʃəli/ adv. 尤其；特别；非常

## Unit 6

**novel** /'nɒvl/ n. 小说

**magical** /'mædʒɪkl/ adj. 魔法的；神奇的

**cheerful** /'tʃɪəfl/ adj. 开朗的；乐观的

**bad-tempered** /bæd 'tempəd/ adj. 易怒的；爱发脾气的

**caring** /'keərɪŋ/ adj. 关心他人的；体贴的

**doubtful** /'daʊtfl/ adj. 怀疑的；不确定的

**firm** /fɔ:m/ adj. 坚定的；坚决的

## Words and expressions in alphabetical order

### A

a great deal of	很多; 大量	U4
<b>account</b> /ə'kaʊnt/	<i>n.</i> 账户	U3
account for	(数量上、比例上)占	U3
<b>ache</b> /eɪk/	<i>v.</i> 疼痛	
	(身体某部位的)疼痛	U6
<b>acting</b> /'æktɪŋ/	<i>n.</i> 表演	U1
<b>advertisement</b> /əd'veɪtɪsmənt/	<i>n.</i>	
	(= ad) 广告; 启事	U4
advertising	/'ædvetɪzɪŋ/ <i>n.</i> 广告活动; 广告业; 广告	U4
<b>afford</b> /ə'fɔ:d/	<i>v.</i> 买得起; (有时间)做某事; 承担得起	U4
<b>ahead</b> /ə'hed/	<i>adv.</i> 在前方	U1
<b>ancient</b> /'eɪnʃənt/	<i>adj.</i> 古代的; 古老的	U2
<b>anybody</b> /'enibɒdi/	<i>pron.</i> (= anyone)任何人; 随便哪一个人	U5
<b>anyway</b> /'eniweɪ/	<i>adv.</i> 不过; 总之; 而且; 加之	U5
as if	好像; 仿佛	U6
<b>assistant</b> /ə'sɪstənt/	<i>n.</i> 店员; 助手	U3
<b>attract</b> /ə'trækt/	<i>v.</i> 吸引; 引起……的好感	U4
<b>award</b> /ə'wɔ:d/	<i>v.</i> 颁奖	
	<i>n.</i> 奖; 奖品	U2

### B

<b>bacteria</b> /bæk'tɪəriə/	<i>n. (pl.)</i> 细菌	U2
<b>bad-tempered</b> /'bæd 'tempəd/	<i>adj.</i> 易怒的; 爱发脾气的	U6
<b>baggy</b> /'bægi/	<i>adj.</i> 宽松的	U4
<b>bank</b> /bæŋk/	<i>n.</i> 银行	U3
<b>battery</b> /'bætri/	<i>n.</i> 电池	U5
<b>BCE abbr.</b> (= before the Common Era)		
公元前		U2

<b>be careful of</b>	小心; 当心	U5
<b>be mean to sb</b>	对某人刻薄	U6
<b>bill</b> /bɪl/	<i>n.</i> (餐馆的)账单	U3
<b>bone</b> /bəʊn/	<i>n.</i> 骨头	U2
<b>budget</b> /'bʌdʒɪt/	<i>v.</i> 制定预算	
	<i>n.</i> 预算	U3
<b>by accident</b>	偶然; 意外地	U2

### C

<b>cancel</b> /'kænsl/	<i>v.</i> 取消; 终止	U5
<b>caring</b> /'keərɪŋ/	<i>adj.</i> 关心他人的; 体贴的	U6
<b>case</b> /keɪs/	<i>n.</i> 具体情况; 事例; 实例	U5
<b>cash</b> /kæʃ/	<i>n.</i> 现金	U3
<b>CE abbr.</b> (= Common Era)	公元	U2
<b>changeable</b> /'tʃeɪndʒəbl/	<i>adj.</i> 易变的; 常变的	U4
<b>cheap</b> /tʃi:p/	<i>adj.</i> 便宜的; 廉价的	U3
<b>cheerful</b> /'tʃɪəfl/	<i>adj.</i> 开朗的; 乐观的	U6
<b>cheerleader</b> /'tʃɪəli:də(r)/	<i>n.</i> 拉拉队队员; 支持者	U6
<b>chocolate</b> /tʃɒkələt/	<i>n.</i> 巧克力; 朱古力	U3
<b>coast</b> /kəʊst/	<i>n.</i> 海岸; 海滨	U5
<b>come across</b>	(偶然)遇见, 碰见, 发现	
		U1
<b>complete</b> /kəm'pli:t/	<i>adj.</i> (用以强调) 完全的, 彻底的	
	<i>v.</i> 完成; 使完整	U3
<b>completely</b> /kəm'pli:tli/	<i>adv.</i> (用以强调) 完全地, 彻底地	U3
<b>confused</b> /kən'fju:zd/	<i>adj.</i> 困惑的	U6
<b>cost</b> /kɒst/	<i>n.</i> 成本	
	<i>v.</i> 花费; 价钱为	U3
<b>course</b> /kɔ:s/	<i>n.</i> 进程; 课程	U2
<b>creativity</b> /kri:i'etɪvəti/	<i>n.</i> 创造力	U1

## D

<b>dead</b> /ded/ <i>adj.</i> 死的; 枯萎的	U6
<b>deal</b> /di:l/ <i>n.</i> 交易; 协议	U3
<b>death</b> /deθ/ <i>n.</i> 死; 死亡	U5
<b>decoration</b> /,dekə'reiʃn/ <i>n.</i> 装饰品; 装饰	U4
<b>destroy</b> /dɪ'strɔɪ/ <i>v.</i> 摧毁; 破坏	U5
<b>dig</b> /dɪg/ <i>v.</i> 挖(土); 掘(地)	U6
<b>disaster</b> /dɪ'zɑ:stə(r)/ <i>n.</i> 灾难; 灾害	U5
<b>discovery</b> /dɪ'skʌvəri/ <i>n.</i> 发现; 发觉	U2
<b>dollar</b> /'dɒlə(r)/ <i>n.</i> 元(美国、加拿大、澳大利亚等国的货币单位)	U5
<b>donate</b> /dəʊ'næt/ <i>v.</i> (尤指向慈善机构)捐赠, 赠送	U3
<b>doubtful</b> /'daʊtfl/ <i>adj.</i> 怀疑的; 不确定的	U6
<b>Dr.</b> /'drɒktə(r)/ <i>n.</i> (= doctor) 博士	U5
<b>drama</b> /'dra:mə/ <i>n.</i> 戏剧	U1
<b>dynasty</b> /'dɪnəsti/ <i>n.</i> 王朝; 朝代	U1

## E

<b>earthquake</b> /'ɜ:θkweɪk/ <i>n.</i> 地震	U5
<b>east</b> /i:st/ <i>n.</i> 东; 东方; 东部	U1
<b>economics</b> /,i:kə'nɒmɪks/ <i>n.</i> 经济学	U3
<b>economist</b> /'kɒnəmɪst/ <i>n.</i> 经济学家; 经济专家	U3
<b>economy</b> /'kɒnəmi/ <i>n.</i> 经济	U2
<b>effect</b> /'efekt/ <i>n.</i> 影响; 作用	U5
<b>electronic</b> /ɪ'lektrɒnɪk/ <i>adj.</i> 电子的	U5
<b>especially</b> /'speʃəli/ <i>adv.</i> 尤其; 特别; 非常	U6
<b>even if</b> 即使; 纵然; 虽然	U3
<b>exam</b> /ɪg'zæm/ <i>n.</i> (= examination) (笔头、口头或操作)考试	U5
<b>exchange</b> /ɪks'tʃeɪndʒ/ <i>n.</i> 交换; 互换	U3
<b>excite</b> /ɪk'saɪt/ <i>v.</i> 使激动; 使兴奋	U2
<b>expectation</b> /,ekspek'teɪʃn/ <i>n.</i> 期望; 预期	U3

**exploration** /,eksplə'reiʃn/ *n.* 探索;

勘查

U2

## F

<b>fashion</b> /'fæʃn/ <i>n.</i> 时尚	U4
<b>fashionable</b> /'fæʃnəbl/ <i>adj.</i> 流行的; 时髦的	U4
<b>financial</b> /fə'nænsɪl/ <i>adj.</i> 财务的; 财政的; 金融的	U3
<b>finish</b> /'fɪniʃ/ <i>v.</i> 完成; 做好; (使)结束	U6
<b>firm</b> /fɜ:m/ <i>adj.</i> 坚定的; 坚决的	U6
<b>fishnet</b> /'fɪʃnet/ <i>n.</i> 渔网	U2
<b>flood</b> /flʌd/ <i>n.</i> 洪水; 水灾	U5
<b>flowery</b> /'flaʊəri/ <i>adj.</i> 用花装饰的	U4
<b>foam</b> /fəʊm/ <i>n.</i> 泡沫	U5
<b>force</b> /fɔ:s/ <i>n.</i> 力; 力量 <i>v.</i> 强迫, 迫使(某人做某事)	U5
<b>fork</b> /fɔ:k/ <i>n.</i> 叉; 餐叉	U6

## G

<b>get away</b> 离开; 逃离	U5
<b>go off</b> 断电	U5
<b>goods</b> /gʊdz/ <i>n.</i> (pl.) 商品; 货品	U3
<b>grade</b> /greɪd/ <i>n.</i> 分数	U4
<b>guard</b> /ga:d/ <i>n.</i> 警卫; 看守	U5

## H

<b>habit</b> /'hæbit/ <i>n.</i> 习惯	U2
<b>hang</b> /hæŋ/ <i>v.</i> 悬挂; 吊	U6
<b>hang out</b> 常去某处	U6
<b>hardly</b> /'ha:dli/ <i>adv.</i> 几乎不; 几乎没有	U2
<b>harmony</b> /'ha:məni/ <i>n.</i> 融洽; 和谐	U1
<b>hers</b> /hɜ:z/ <i>pron.</i> 她的; 属于她的	U6
<b>herself</b> /hɜ:'self/ <i>pron.</i> (用作女性的反身代词)她自己, 自己	U2

<b>honey</b> /'hʌni/ <i>n.</i> (爱称) 亲爱的； 宝贝	U3
<b>hotel</b> /həʊ'tel/ <i>n.</i> 旅馆；旅社	U5

## I

<b>illness</b> /'ɪlnəs/ <i>n.</i> (身体或精神上的) 疾病, 病	U2
<b>image</b> /'ɪmɪdʒ/ <i>n.</i> 形象；印象；图像	U4
<b>in case</b> 以防；以防万一	U5
<b>in short</b> 总之；简言之	U3
<b>independent</b> /ɪndɪ'pendənt/ <i>adj.</i> 独立的；自主的	U3
<b>influencer</b> /'ɪnfluənsə(r)/ <i>n.</i> 有影响力的人	U4
<b>injure</b> /'ɪndʒə(r)/ <i>v.</i> 伤害；使受伤	U5
<b>injured</b> /'ɪndʒəd/ <i>adj.</i> 受伤的	U5
<b>injury</b> /'ɪndʒəri/ <i>n.</i> 伤害；损伤	U5
<b>instrument</b> /'ɪnstrəmənt/ <i>n.</i> 器具；仪器	U1
<b>interest</b> /'ɪntrəst/ <i>n.</i> 兴趣；爱好	U4

## J

<b>jewellery (AmE jewelry)</b> /'dʒu:əlri/ <i>n.</i> 珠宝；首饰	U4
<b>joke</b> /dʒəʊk/ <i>n.</i> 玩笑；笑话	U6

## K

<b>keep in touch</b> 保持联系	U2
<b>knife</b> /naɪf/ <i>n.</i> (pl. knives) 刀	U6

## L

<b>landscape</b> /'lændskeɪp/ <i>n.</i> 风景；景色	U1
<b>last</b> /la:st/ <i>v.</i> 持续 <i>adj.</i> 最近的；最后的	U5
<b>lie</b> /laɪ/ <i>v.</i> 躺；平躺	U6
<b>life-saving</b> /laɪf seɪvɪŋ/ <i>adj.</i> 救命的；救生的	U2
<b>light up</b> 使……变亮	U2
<b>lock</b> /lɒk/ <i>v.</i> 锁住；把……锁起来	U5

<b>low-lying</b> /'ləʊ'laɪŋ/ <i>adj.</i> 低洼的	U5
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## M

<b>magical</b> /'mædʒɪkl/ <i>adj.</i> 魔法的；神奇的	U6
<b>malaria</b> /mə'lærɪə/ <i>n.</i> 疟疾	U2
<b>mall</b> /mɔ:l/ <i>n.</i> 购物商场；购物广场	U3
<b>master</b> /'mɑ:stə(r)/ <i>n.</i> 能手；大师；擅长……的人	U1
<b>material</b> /mə'trɪəriəl/ <i>n.</i> 材料；原料	U2
<b>medical</b> /'medɪkl/ <i>adj.</i> 医学的；医疗的	U2
<b>mention</b> /'menʃn/ <i>v.</i> 提到；写到；说到	U4
<b>mess</b> /mes/ <i>v.</i> 使不整洁；弄脏；弄乱	U3
<b>mess up</b> 出错；搞砸；(在某事上)处理不当	U3
<b>might</b> /maɪt/ <i>modal v.</i> 可能；可以	U3
<b>mould</b> /məʊld/ <i>n.</i> 霉；霉菌	U2

## N

<b>narrow</b> /'nærəʊ/ <i>adj.</i> 狹窄的；窄小的	U4
<b>necessary</b> /'nesəsəri/ <i>adj.</i> 必要的；必需的	U5
<b>neither</b> /'naɪðə(r)/ <i>pron. &amp; det.</i> 两者都不	U6
<b>normal</b> /'nɔ:ml/ <i>adj.</i> 典型的；正常的	U1
<b>nothing</b> /'nʌθɪŋ/ <i>pron.</i> 没有什么；无关紧要的事	U5
<b>novel</b> /'nɒvl/ <i>n.</i> 小说	U6

## O

<b>outfit</b> /'aʊtfɪt/ <i>n.</i> 全套服装；装束	U4
<b>over the moon</b> 欣喜若狂	U6

## P

<b>packet</b> /'pækɪt/ <i>n.</i> 密封小袋	U6
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<b>paint</b> /peɪnt/ <i>v.</i> 绘画	U1
<b>path</b> /pɑ:θ/ <i>n.</i> 小道; 小径	U1
<b>payment</b> /'peɪmənt/ <i>n.</i> 支付; 付款; 收款	U3
<b>peaceful</b> /'pi:sfl/ <i>adj.</i> 安静的; 宁静的	U1
<b>percentage</b> /pə'sentɪdʒ/ <i>n.</i> 百分率; 百分比	U3
<b>pick up</b> 增强; 改善; 收拾	U5
<b>pie</b> /paɪ/ <i>n.</i> 果馅饼; 果馅派	U3
<b>pie chart</b> 饼形图; 饼分图	U3
<b>pioneer</b> /,paɪ'nɪə(r)/ <i>n.</i> 先锋; 先驱; 带头人	U4
<b>pocket</b> /'pɒkt/ <i>n.</i> 衣袋; 口袋	U3
<b>pocket money</b> (父母给孩子的) 零花钱	U3
<b>position</b> /pə'zɪʃn/ <i>n.</i> 位置; 地方	U1
<b>pottery</b> /'pɒtəri/ <i>n.</i> 陶器; 制陶技艺	U1
<b>pound</b> /paʊnd/ <i>n.</i> 英镑(英国货币单位); 磅(重量单位)	U3
<b>prefer ... to</b> 更喜欢.....	U1

## R

<b>rapid</b> /'ræpɪd/ <i>adj.</i> 迅速的; 快速的; 快捷的	U5
<b>rapidly</b> /'ræpɪdli/ <i>adv.</i> 迅速地; 快速地; 快捷地	U5
<b>rather than</b> 而不是	U1
<b>Rd.</b> /rəʊd/ <i>n.</i> (= road) 路; 道路	U5
<b>relaxed</b> /rɪ'lækst/ <i>adj.</i> 放松的; 自在的	U4
<b>rescue</b> /'reskju:/ <i>n. &amp; v.</i> 营救; 援救	U5
<b>responsibility</b> /rɪ'spɒnsə'bɪləti/ <i>n.</i> 责任; 负责	U3
<b>responsible</b> /rɪ'spɒnsəbl/ <i>adj.</i> 负责的; 负责任的; 可信任的	U3
<b>rise</b> /raɪz/ <i>v.</i> 上涨; 升高	U5
<b>rug</b> /rʌg/ <i>n.</i> 垫子; 小地毯	U6

## S

<b>sale</b> /seɪl/ <i>n.</i> 出售; 销售	U3
<b>sample</b> /'sæmpl/ <i>n.</i> 样品; 试用产品	U3
<b>saying</b> /'seɪɪŋ/ <i>n.</i> 谚语; 格言; 警句	U3
<b>scare</b> /skəə(r)/ <i>v.</i> 惊吓; 使害怕; 使恐惧	U1
<b>scared</b> /skəəd/ <i>adj.</i> 害怕的; 恐惧的; 担心的	U1
<b>scissors</b> /'sɪzəz/ <i>n. (pl.)</i> 剪刀	U1
<b>sculptor</b> /'skʌlptə(r)/ <i>n.</i> 雕塑家; 雕刻家	U1
<b>sculpture</b> /'skʌlptʃə(r)/ <i>n.</i> 雕塑; 雕塑作品	U1
<b>seaside</b> /'si:saɪd/ <i>n.</i> 海边; 海滨	U5
<b>seed</b> /si:d/ <i>n.</i> 种子; 肢	U6
<b>self-expression</b> /,self ɪk'spreʃn/ <i>n.</i> 自我表达	U1
<b>serious</b> /'sɪəriəs/ <i>adj.</i> 严重的; 严肃的	U2
<b>similar</b> /'sɪmələ(r)/ <i>adj.</i> 相像的; 相仿的; 类似的	U5
<b>sir</b> /sɜ:(r)/ <i>n.</i> (贵族头衔, 用于爵士或准男爵的名字或姓名前面) 爵士; (对不认识男性的尊称) 先生	U2
<b>socialism</b> /'səʊʃəlɪzəm/ <i>n.</i> 社会主义	U2
<b>society</b> /sə'saɪəti/ <i>n.</i> 社会	U3
<b>spare</b> /speə(r)/ <i>adj.</i> 空闲的	U2
<b>stare</b> /steə(r)/ <i>at</i> 盯着看	U6
<b>super</b> /'su:pə(r)/ <i>adj.</i> 超级的	U5
<b>survive</b> /sə'veɪv/ <i>v.</i> 幸存	U5

## T

<b>telephone</b> /'telɪfəʊn/ <i>n.</i> 电话	U2
<b>tent</b> /tent/ <i>n.</i> 帐篷	U5
<b>terrible</b> /'terəbl/ <i>adj.</i> 非常讨厌的; 可怕的	U5
<b>terribly</b> /'terəbli/ <i>adv.</i> 非常糟地; 严重地	U5
<b>thunder</b> /'θʌndə(r)/ <i>n.</i> 雷; 雷声	U5
<b>to one's surprise</b> 令某人惊讶的是	U2
<b>tool</b> /tu:l/ <i>n.</i> 工具	U6

<b>totally</b> /'təʊtəli/ <i>adv.</i> 全部地；整个地	U2
<b>towards (AmE toward)</b> /tə'wɔ:dz/ <i>prep.</i> 向；朝着；接近	U5
<b>trade</b> /treɪd/ <i>v.</i> 互相交换 <i>n.</i> 贸易；交易	U3
<b>trainers</b> /'treɪnəz/ <i>n. (pl.)</i> 运动鞋；便鞋	U4
<b>treat</b> /tri:t/ <i>v.</i> 医治；治疗	U2
<b>tube</b> /tju:b/ <i>n.</i> (金属、塑料、橡皮制成的)管，管子	U2
<b>turn ... into</b> 使……变成	U2
<b>typhoon</b> /taɪ'fu:n/ <i>n.</i> 台风	U5

## U

**urge** /ɜ:dʒ/ *v.* 敦促；力劝

U5

## V

<b>valuable</b> /'væljuəbl/ <i>adj.</i> 很有用的；很重要的；宝贵的	U3
<b>value</b> /'vælju:/ <i>n.</i> 用途；积极作用；价值	U3
<b>vivid</b> /'vɪvɪd/ <i>adj.</i> 生动的；逼真的	U1

<b>volunteer</b> /,vɒlən'tə(r)/ <i>v.</i> 自愿做；义务做；无偿做	U2
<i>n.</i> 志愿者	U2

## W

<b>war</b> /wɔ:(r)/ <i>n.</i> 战争	U2
<b>west</b> /west/ <i>n.</i> 西；西方；西部	U1
<b>whatever</b> /'wɔ:t'evə(r)/ <i>pron.</i> 任何事物；什么都可以	U3
<b>wheel</b> /wi:l/ <i>n.</i> 轮子；车轮	U2
<b>whenever</b> /'wen'evə(r)/ <i>conj.</i> 无论何时；每当	U6
<b>whether</b> /'weðə(r)/ <i>conj.</i> 是否 (表示选择或可能性)	U5
<b>whoever</b> /hu:'evə(r)/ <i>pron.</i> 无论谁；不管什么人	U1

## X

**X-ray** /'eks reɪ/ *n.* X射线；X光

U2

## Y

**yourself** /jɔ:'self/ *pron. (pl. yourselves)* 你自己

U6

## Proper nouns

*A Sunday Afternoon on the Island of La Grande Jatte* /ə 'sʌndər ,a:ftə'nju:n ɒn ði 'arlənd əv lə 'grænd 'ʒæt/ 《大碗岛的星期日下午》

East Africa /,i:st 'æfrɪkə/ 东非

Florida /'flɔ:rɪdə/ 佛罗里达州(美国州名)

Frances Hodgson Burnett /,fræ:nsɪs ,hɒdʒsn bə'net/ 弗朗西丝·霍奇森·伯内特

Haiti /'hæti/ 海地

Indian Ocean /,indɪən 'əʊʃn/ 印度洋

Mai Khao Beach /mai kaʊ bi:tʃ/ 迈考海滩

Mesopotamia /,mesəʊpə'teɪmɪə/ 美索不达米亚

Mozambique /,məʊzəm'bɪ:k/ 莫桑比克

Myanmar /'mjænma:(r)/ 缅甸

North America /,nɔ:θ ə'merɪkə/ 北美洲

Phuket /pu:kət/ 普吉岛

Seine /seɪn/ 塞纳河

Sir Alexander Fleming /sɜ:(r) ,ælɪgзə:ndə 'flemɪŋ/ 亚历山大·弗莱明爵士

Teen Hotline /ti:n 'hɒtlɪn/ 青少年热线

Texas /'teksəs/ 德克萨斯州(美国州名)

Thailand /'taɪlænd/ 泰国

*The Secret Garden* /ðə 'sɪ:krət 'ga:dən/ 《秘密花园》

Wilhelm Conrad Röntgen /'wilhelm ,kɔ:nræd 'rɒntgən/ 威廉·康拉德·伦琴

## Cardinal numbers 基数词

0	zero	40	forty
1	one	50	fifty
2	two	60	sixty
3	three	70	seventy
4	four	80	eighty
5	five	90	ninety
6	six	100	one hundred
7	seven	102	one hundred and two
8	eight	110	one hundred and ten
9	nine	113	one hundred and thirteen
10	ten	120	one hundred and twenty
11	eleven	136	one hundred and thirty-six
12	twelve	200	two hundred
13	thirteen	1000	one thousand
14	fourteen	1001	one thousand and one
15	fifteen	1012	one thousand and twelve
16	sixteen	1103	one thousand one hundred and three
17	seventeen	1230	one thousand two hundred and thirty
18	eighteen	1357	one thousand three hundred and fifty-seven
19	nineteen	1500	one thousand five hundred
20	twenty		
21	twenty-one		
30	thirty		
33	thirty-three		

## Decimal numbers 小数

## For temperatures 温度

0.8°C = zero point eight degrees Celsius

5.4°C = five point four degrees Celsius

40.3°C = forty point three degrees Celsius

89.2°C = eighty-nine point two degrees Celsius

-12.2°C = twelve point two degrees Celsius below zero/minus twelve point two degrees Celsius

For length 长度

8848.86m eight thousand eight hundred and forty-eight point eight six metres

## Percentage 百分比

1%	one per cent
10%	ten per cent
17%	seventeen per cent
31%	thirty-one per cent
60%	sixty per cent
89%	eighty-nine per cent
100%	one hundred per cent

## Fractions 分数

$\frac{1}{2}$	a half/one half/one-half
$\frac{1}{3}$	a third/one third/one-third
$\frac{1}{4}$	a fourth/one fourth/a quarter/one quarter/one-fourth
$\frac{1}{10}$	a tenth/one tenth/one-tenth
$\frac{2}{3}$	two thirds/two-thirds/two over three
$1\frac{1}{2}$	one and a half/one and one half/one and one-half
$2\frac{3}{5}$	two and three fifths/two and three-fifths/two and three over five

## Ordinal numbers 序数词

1st	first	11th	eleventh
2nd	second	12th	twelfth
3rd	third	20th	twentieth
4th	fourth	21st	twenty-first
5th	fifth	22nd	twenty-second
6th	sixth	23rd	twenty-third
7th	seventh	40th	fortieth
8th	eighth	100th	hundredth
9th	ninth		
10th	tenth		

## Years and dates 年份和日期

- 25 January 1600: the twenty-fifth of January/January the twenty-fifth, sixteen hundred
- 3 February 1735: the third of February/February the third, seventeen thirty-five
- 18 March 1830: the eighteenth of March/March the eighteenth, eighteen thirty
- 5 April 1905: the fifth of April/April the fifth, nineteen o five
- 22 May 1910: the twenty-second of May/May the twenty-second, nineteen ten
- 2 June 2000: the second of June/June the second, two thousand
- 14 July 2006: the fourteenth of July/July the fourteenth, two thousand and six/twenty o six
- 12 August 2010: the twelfth of August/August the twelfth, two thousand and ten/twenty ten
- 5 September 2016: the fifth of September/September the fifth, two thousand and sixteen/twenty sixteen
- 10 October 2020: the tenth of October/October the tenth, two thousand and twenty/twenty twenty
- 30 November 2021: the thirtieth of November/November the thirtieth, two thousand and twenty-one/twenty twenty-one
- 31 December 2050: the thirty-first of December/December the thirty-first, two thousand and fifty/twenty fifty

### Notes:

The last two letters of the number word are sometimes added in the dates in written language (e.g. 1st, 2nd, 3rd, 4th).

## Time 一天中时间的表达法

9:30 a.m.	half past nine/nine thirty a.m.
12:00 p.m.	noon/twelve p.m.
12:30 p.m.	half past twelve/twelve thirty p.m.
4:30 p.m.	half past four/four thirty p.m.
7:00 p.m.	seven p.m.

## Irregular verbs

动词	过去式	过去分词
awake	awoke	awoken
be (am, is, are)	was, were	been
bear	bore	born/ borne
beat	beat	beaten
become	became	become
begin	began	begun
bleed	bled	bled
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burnt/ burned	burnt/ burned
buy	bought	bought
can	could	/
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
deal	dealt	dealt

动词	过去式	过去分词
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamt/ dreamed	dreamt/ dreamed
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
freeze	froze	frozen
get	got	got/gotten
give	gave	given
go	went	gone
grow	grew	grown
hang (悬挂)	hung	hung
have	had	had
hear	heard	heard

(续表)

动词	过去式	过去分词
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lay	laid	laid
lead	led	led
learn	learnt/ learned	learnt/ learned
leave	left	left
lend	lent	lent
let	let	let
lie (躺)	lay	lain
light	lit/lighted	lit/lighted
lose	lost	lost
make	made	made
may	might	/
mean	meant	meant
meet	met	met
mistake	mistook	mistaken
must	must	/
pay	paid	paid
put	put	put
read /ri:d/	read /red/	read /red/
ride	rode	ridden

动词	过去式	过去分词
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shall	should	/
shine	shone	shone
shoot	shot	shot
show	showed	shown
shut	shut	shut
sing	sang	sung
sit	sat	sat
sleep	slept	slept
smell	smelt/ smelled	smelt/ smelled
speak	spoke	spoken
speed	sped/ speeded	sped/ speeded
spell	spelt/ spelled	spelt/ spelled
spend	spent	spent
spread	spread	spread

(续表)

动词	过去式	过去分词	动词	过去式	过去分词
stand	stood	stood	think	thought	thought
steal	stole	stolen	throw	threw	thrown
stick	stuck	stuck	understand	understood	understood
sweep	swept	swept	wake	woke	woken
swim	swam	swum	wear	wore	worn
take	took	taken	will	would	/
teach	taught	taught	win	won	won
tell	told	told	write	wrote	written

## Glossary

adjective 形容词	p. 12	jingle 短歌	p. 53
adverb 副词	p. 12	main clause 主句	p. 124
adverbial clause of purpose 目的状语从句	p. 44	noun 名词	p. 12
adverbial clause of result 结果状语从句	p. 12	object clause 宾语从句	p. 60
alternative question 选择疑问句	p. 5	past tense 过去时态	p. 79
chunk 语块	p. 39	pause 停顿	p. 39
descriptive 描述性的	p. 15	present perfect tense 现在完成时	p. 79
exclamation 感叹句	p. 23	present tense 现在时态	p. 125
exclamatory sentence 感叹句	p. 28	rhythm 节奏	p. 53
falling tone 降调	p. 23	sense group 意群	p. 39
homophone 同音异形异义词	p. 85	statement 陈述句	p. 60
interjection 感叹词	p. 123	suffix 后缀	p. 21
		Wh-question 特殊疑问句	p. 5

义务教育教科书（五·四学制）

英语

八年级下册

音视频文字和答案



# Scripts

## Unit 1

### A3 & Update my to-do list

Hi! I'm Carlos, from Brazil. For me, art is a form of self-expression and creativity. It allows me to communicate ideas and feelings in a personal way. I always make art from recycled materials. It is a fun and creative activity. It also helps to develop environmental awareness and encourage others to reduce waste in their own lives.

Hello, I'm Emma, and I come from France. I think art plays an important role in our lives. It creates beauty in many different forms. Artists use their creativity and imagination to bring beauty into the world through their work. I often visit art museums at weekends to explore different forms of art.

Hi! I'm Tracy from South Africa. Art is an important part of our culture and tradition. It is a creative way of connecting with others. I make dolls that look like the people in my community. I learned to make dolls from my grandma. Making dolls is part of my family tradition. It requires creativity and imagination. For me, it is art.

## Unit 2

### A2 & A3

#### Paper-making

Before paper-making was invented, people wrote on stones, animal bones or bamboo. Around 105 CE, a Chinese official, Cai Lun, made paper with materials such as plants and fishnets. This made it easier for people to keep information and send it to places far away. Paper-making helps to pass on knowledge.

#### A3

#### The ship

It's said people in Egypt built the first ship with such materials as wood and reeds around 4000 BCE. It was used for transport on the Nile. Later, people used ships in wars and world exploration.

### **The Arabic number system**

The Arabic number system was invented in India around the sixth to seventh century. Before that, ancient people found it hard to write large numbers. With this system, people can add numbers together easily. It develops science and the economy.

### **Update my to-do list**

#### **The wheel**

The wheel appeared around 3500 BCE. People first used it to make things like cups and bowls. Later, it made other great inventions possible, such as cars, trains, planes and machines. The wheel helps people work, travel and live more easily.

## **Unit 3**

### **A2**

- 1 Do you have the membership card of our store?
- 2 Hey, Lisa! Look at the dress! It must suit you well. You should try it on.
- 3 Honey, here is your pocket money. Remember to use it wisely.
- 4 Today, we're going to learn different kinds of payment.

### **A3**

#### **Conversation 1**

**(In a clothes store)**

**A:** Do you have this sweater in a different colour? Maybe green?

**B:** Yes. Do you like this one?

**A:** It looks great. Can I try it on?

**B:** Sure. The fitting rooms are over there.

(pause)

**A:** I'll take it. How much is it?

**B:** It's on sale now. If you buy it, you can get another one for free.

**A:** Great! Then I'll take a look at other sweaters. By the way, how can I pay?

**B:** You can pay with your phone.

#### **Conversation 2**

**(In a restaurant)**

**A:** Should I clear the plates?

**B:** Yes, please.

**A:** Was everything fine with your meal?

**B:** Yes. It was very nice. Thanks. We'd like the bill, please. We have the membership card.

**A:** OK, I'll just get it for you.

(pause)

**A:** Here you are. The bill has a 10% discount as you are members. Would you like to pay in cash or by card?

**B:** By card, please. Here's the tip for you.

**A:** Thank you! We look forward to seeing you again soon. Goodbye.

**B:** Goodbye.

### **Update my to-do list**

**A:** Good morning. What can I do for you?

**B:** I would like to open a bank account for my son.

**A:** What type of account would you like to open for him?

**B:** A savings account.

**A:** I need both of your IDs, please.

**B:** Sure. Here you are.

(pause)

**A:** OK. All done. You can use your account now.

**B:** Thanks a lot.

**A:** You're welcome.

## **Unit 4**

### **A2, A3 & Update my to-do list**

People have been wearing shoes for thousands of years. But have you ever wondered what kind of shoes they wore?

About nine thousand years ago, children and adults in North America wore sandals. They liked to wear them because the materials of the sandals, such as plants, could protect their feet from the cold.

After the sixteenth century, in Europe, chopines became fashionable. They were made of wood and often covered in leather. They became popular among women because they made women look taller.

In the nineteenth century, English fashion made boots stylish. They were made of leather or rubber. Both women and men liked them, because they were more affordable, and had different shapes and designs.

## **Unit 5**

### **A3**

#### **News 1**

Hurricane Katrina, one of the most powerful hurricanes in the last hundred years, hit the US Gulf Coast in August 2005. The hurricane caused floods and destroyed cities from central Florida to Texas. Nearly 1,500 people lost their lives. Many people became homeless. Hurricane Katrina was so powerful that it cost about 125 billion dollars in damage in the US.

#### **News 2**

Breaking news. An earthquake under the sea has sent huge waves rolling across the Indian Ocean. The earthquake happened in the early hours of 26 December 2004, and it quickly led to a tsunami. The tsunami waves swept away the beaches around the Indian Ocean. It caused a huge number of deaths and injuries, and destroyed towns and villages.

### **Update my to-do list**

#### **News 3**

The 2000 Mozambique flood was a natural disaster that happened in February and March 2000. It was caused by five weeks of heavy rain. Hundreds of people lost their lives and many became homeless. It was the country's worst flood in 50 years.

## **Unit 6**

### **A2**

**Dickon:** I can understand rabbits and birds!

**Mary:** Really? How can you talk to them?

**Colin:** Do they understand what you are saying?

### A3 & Update my to-do list

[A red-haired boy sat under a tree, playing a wooden pipe. But he wasn't the only one there. A brown squirrel was clinging to the trunk of the tree and watching him. A pheasant was peeping out from behind a bush. Two brown rabbits were inching closer to the boy. All the animals seemed to be listening intently to the music.]<sup>1</sup>

**Dickon:** Shh. Stay quiet, or you'll scare them away.

[The boy said to Mary.]

[He finished playing and stood up slowly. The bird and the animals wandered away, but they didn't seem afraid.]

**Dickon:** I'm Dickon. And you must be Miss Mary. I have got your garden tools and your seeds.

[He pointed to a brown package on the ground.]

**Mary:** Let's sit down and look at them.

[Dickon unwrapped the package. He showed her a shovel, a knife, a fork and two packets of seeds for blue and white flowers.]

**Dickon:** All right. Let me show you the tools—a shovel, a knife, a fork and two packets of seeds for blue and white flowers. I'll plant these for you myself. Where's your garden?

[Mary didn't know what to say. Could she trust this strange boy?]

**Mary:** If I tell you a very big secret, will you promise not to tell anyone else? If anyone else found out ... I think I would die! [She blurted out at last.]

[Dickon looked puzzled.]

**Dickon:** I keep secrets all the time. If I couldn't keep secrets about fox cubs and bird nests from the other boys, then nothing would be safe on the moor. Yes, I can keep secrets.

[Mary grabbed his sleeve and said quickly.]

**Mary:** I've found a garden. It isn't mine. It isn't anybody's. Nobody wants it. Nobody cares for it. Nobody ever goes into it. Maybe everything is dead in it already. I don't know. But they can't take it away from me when I care about it and nobody else does.

[And then she burst into tears.]

[Dickon's eyes grew wide and said softly.]

**Dickon:** Where is this garden?

[Mary got up from the log.]

**Mary:** Come with me, and I'll show you.

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<sup>1</sup> 此录音文本中加方括号的文字系为后期视频制作而提供，不属于录音文本，此次为方便专家审读，故附上。

# Answer key

## Unit 1

### Getting started (Answers may vary.)

Art has its roots in the beauty of the Earth. Nature plays an important role in the creation of art. It provides a lot of new ideas for artists.

All children are artists. Even their simplest piece can tell you the story of their thoughts and feelings. It is important to find ways to keep this creativity and imagination as one grows up.

### A Art in my view

#### A1 (Answers may vary.)

They are probably talking about art.

#### A2

1 O    2 O    3 F    4 F    5 O

#### A3

1 fun    2 creative    3 reduce waste    4 plays an important role    5 creates beauty    6 creativity and imagination    7 our culture and tradition    8 a creative way of connecting with others

### Update my to-do list (Answers may vary.)

I agree with Carlos. In my opinion, art is an expression of our own thoughts and feelings. I like doing paper cutting. I think this is my way to express myself.

### B My choice of an art class

#### B1

Yiming: the photography class

Lu Yao: the drama class

Li Bailing: the pottery class

### Word study

2 photographer    3 painter    4 musician

## **C A famous artist**

### **C1** (Answers may vary.)

I know Xu Beihong. He was famous for painting horses.

### **C3** (Answers may vary.)

He learned from nature. And he was in harmony with nature.

### **C4**

Name: Fan Kuan

Dynasty: the Song dynasty

Fame: one of the greatest landscape painters of the Song dynasty

Home: mountains or forests, east or west

Idea(s) of painting: If you want to understand nature, you must touch it, smell it and hear it. Keep harmony with nature.

### **C5**

#### 1 B

(Fan Kuan didn't think he was able to teach though he was a master. He thought of Nature as a better teacher than him.)

2 Fan Kuan was a kind person.

(He liked to do nice things for others when they helped him. It means he had a sense of giving back and showing appreciation for people who were good to him).

3 Fan Kuan was humble.

(He was not too proud of his artistic skills. He believed the mountains gave him the ideas and inspiration to create the picture.)

4 Fan Kuan was a nature-loving and humble person.

(He had a strong sense of belonging to nature and felt inspired by it wherever he was.)

5 (Answers may vary.)

## **Vocabulary focus**

1 danger    2 certain    3 painter    4 in return    5 shocked

## Update my to-do list (Answers may vary.)

If you want to learn landscape painting, you must observe nature carefully.

## Grammar in use

### 1

(1) Cause: Fan was good at painting.

Result: Young artists always asked him to teach them to paint.

(2) Cause: Everything in the picture, the farmer, the trees and the mountains, was vivid.

Result: The farmer was shocked.

(3) Cause: It was a brilliant song.

Result: I bought the soundtrack.

(4) Cause: He made sculptures well.

Result: Other artists wanted to learn his skill.

### 2

The clause after *that* is the *cause / result* of the event.

We use *so / such* before (an adjective +) a noun.

We use *so / such* before an adjective (without a noun) or an adverb.

### 3

(2) The girl worked so hard that she created an excellent painting.

(3) Lu Lan is so good at dancing that she won first prize in the dancing competition.

(4) Peter is such a music lover that he plays the violin even when he travels.

## D My favourite work of art

### D1 (Answers may vary.)

It presents a scene of weekend life and shows a relaxed life in it.

### D2

weekend life, chatting, cool, green, summer view, small white boats, running, playing, peaceful, step into

## Unit 2

### Getting started (Answers may vary.)

The wheel is a great invention. It was invented around 3500 BCE. We can find wheels in many machines and vehicles like planes, bikes and cars. The steam engine was invented in 1698. It led to the Industrial Revolution. Penicillin was discovered by Alexander Fleming in 1928. It is now widely used by doctors to treat infections.

### A Great ancient inventions

#### A1 (Answers may vary.)

I have learned about the paper-making and the ship. I didn't know that the ship was invented after shoes. The fact that the Arabic number system was invented in India is also new to me.

#### A2

material(s)     use(s)     influence(s)

#### A3

1 Plants    2 keep    3 send    4 pass on    5 Wood    6 Transport    7 world  
exploration    8 large    9 add numbers    10 science    11 economy    12 M  
13 U    14 U

### Word study

#### Nouns ending with **-ment**:

excitement, agreement

#### Nouns ending with **-th**:

length, width

#### Nouns ending with **-ness**:

sadness, happiness

#### Nouns ending with **-sim**:

realism, tourism

### Update my to-do list

The wheel

use(s): made things like cups and bowls; made other great inventions possible

influence(s): helps people work, travel and live more easily

## **B Great modern inventions**

### **B1**

Lu Yao and Yiming think the light bulb is the greatest modern invention while Harry thinks the car is the greatest one.

## **C Stories behind great discoveries**

### **C1** (Answers may vary.)

X-rays can show people's bones and help doctors treat illnesses. Penicillin is a kind of medicine. *Qinghaosu* is also a medicine discovered by a Chinese scientist Tu Youyou.

### **C3**

X-rays have been widely used in hospitals.

The discovery of penicillin changed the course of medicine and has made it possible for doctors to treat serious illnesses.

The discovery of *qinghaosu* has had a great effect on global health, especially in regions heavily affected by malaria. It became an effective treatment for the disease and has saved millions of lives.

### **C4**

Sir Alexander Fleming: He found some strange mould on his Petri dishes, and this mould seemed to stop nearby bacteria from growing.

Tu Youyou: Finally, one line lit up an idea for her—a low-heat method! With this method, she and her team successfully got the active part and named it *qinghaosu*.

### **C5** (Answers may vary.)

1 In both cases, the scientists didn't actively make these discoveries. Instead, they succeeded by chance. This shows the importance of keeping an open mind and making use of unexpected findings in scientific research. Fortunate events by chance can lead to new discoveries that may not have been possible through traditional research methods.

2 Tu Youyou's discovery of *qinghaosu* was the result of her persistence, creativity and deep knowledge of Traditional Chinese Medicine.

## **Vocabulary focus**

1 discovery    2 treat    3 stopped ... from    4 by accident    5 turned ... into

### **Update my to-do list** (Answers may vary.)

The scientists worked hard and kept trying. They had a lot of knowledge and did many experiments. Besides, they were open-minded and always eager to discover new things with a sharp eye for details.

## **Grammar in use**

### **1**

Group B

### **2**

How, What

### **3**

- (1) How smart the boy is!/What a smart boy!
- (2) What an amazing invention!
- (3) What exciting news!
- (4) How lucky we are!
- (5) What a good idea!

### **4** (Answers may vary.)

- (1) The drone: light, fast

The robot: expensive, powerful, lovely, efficient

## **D The most useful invention in my view**

### **D1**

Because it helps people with communication, study and entertainment.

### **D2**

First, Besides, What's more: They make the article organised.

In short: It shows the conclusion.

## Unit 3

### Getting started (Answers may vary.)

- 1 Keep doing something.
- 2 Save money for a time when you will really need it.
- 3 Want to spend money as soon as you have it.

### A Daily use of money

#### A1 (Answers may vary.)

1 **Lisa:** Look, Mum! What does the poster “NEW ARRIVAL” mean here?

**Mum:** Honey, it means this store has just got new items for us shoppers.

**Lisa:** Then let’s get in and see if they will suit us fine! But how can we pay here?

**Mum:** It says here we can pay in cash or by credit card and debit card.

2 **Lisa:** Look, Mum! What does the poster “SALE ITEMS: BUY 2 GET 1 FREE” mean here?

**Mum:** Honey, it means for the sale items, if you buy two, you can get one for free in this store.

**Lisa:** Then let’s get in and take a close look.

**Mum:** Okay. And for the special items, we can even get a discount of up to 70% off.

#### A2

1 D    2 B    3 A    4 C

#### A3

##### Conversation 1

- 1 She was in a clothes store.
- 2 A shop assistant.
- 3 Some sweaters.
- 4 Yes, she did.
- 5 By phone.

##### Conversation 2

- 1 She was in a restaurant.
- 2 A waiter.
- 3 A 10% discount.
- 4 By card.

5 Yes, she did.

### **Word study**

1 earn    2 donates    3 raise    4 save    5 wasted

### **Update my to-do list**

The conversation is between a bank clerk and a customer.

## **B Managing pocket money**

### **B1**

They respond to Question B. Julie thinks parents should tell them how to spend their pocket money while Lisa doesn't think so.

### **Update my to-do list** (Answers may vary.)

I think pocket money is important to us teenagers. It's not just about getting some extra money. It actually helps us learn the value of money and become more responsible with money. Pocket money is more than just money in our pockets. It helps us become independent and get ready for the future.

## **C Money in the economy**

### **C1**

It will explain whether we can get something really free.

### **C3**

No.

### **C4**

1 A, C, D

2

Our society depends on trading goods and services for money.



When something is offered for free, there is still a hidden cost even if it's not in the form of money.

Examples:

A, E

Examples:

B, C, D

### C5 (Answers may vary.)

- 1 If transportation is free, businesses may have no money to repair and make transportation vehicles. People usually use free apps and maybe their personal data are often collected by these apps.
- 2 Yes. For example, I want to be a volunteer and do some work like helping animals or protecting the environment. It's all about making a difference to the world around me.

### Vocabulary focus

1 trading    2 come across    3 cost    4 free    5 produce

### Update my to-do list (Answers may vary.)

If everything is free, people may stop working since there's no pay, and companies will shut down without making money. We may also see shortages of goods because everyone will take more than they need. If people don't need money, they may not try to do anything new or better. We cannot have new technological developments any longer.

## Grammar in use

### 1

Sam saved his money so that/in order that he would buy a new bicycle.

Parents should give their children pocket money regularly so that they can learn to manage pocket money themselves.

People use their time and talents to produce goods and services for the exchange of money so that our society can keep running smoothly.

Stores use colourful posters so that/in order that they may attract more customers.

### 2

... We usually use **so that** or **in order that** clauses to talk about **reasons / purposes**.

**3**

(1) D (2) B (3) C (4) A

**4** (Answers may vary.)

(1)

2) They collect items for sale and set the price for each item so that/in order that the sale can go smoothly.

3) They design some posters for the charity sale so that/in order that they can attract more students to come.

(2)

**To-do list for the School Charity Sale**

4) Invite their parents and teachers.

5) Prepare free gifts.

6) Collect as many popular items as possible.

**Why?**

4) They invite their parents and teachers so that/in order that they can sell more items.

5) They prepare free gifts so that/in order that they can attract more students.

6) They collect as many popular items as possible so that/in order that they can sell more.

**D Spending and saving habits**

**D1**

A

**D2**

With “\_\_\_\_\_”:

I interviewed 100 students in our school about their spending habits.

With “~~~”:

They spend a higher percentage of their money on books, pens and paper than anything else—46%. Entertainment comes a close second at 32%. Everything else has much less. Food accounts for only 10%, public transport 8% and other spending makes up just 4%.

With “( )”:

It seems that having fun is very important to students. Students don’t spend much

on food because they eat mainly at home or at school. Public transport is an important way for them to get around.

With “[     ]”:

They should try to spend less on entertainment so that they can save money.

**D3** (Answers may vary.)

1 Saving habits.

2 They keep the money in the bank, in the piggy bank or give the money to their parents. Some students have other ways to keep the money. Others don't have savings.

3 Eight per cent of the students chose “no savings”. I think most of the students have the habit of saving money.

## Unit 4

**Getting started** (Answers may vary.)

**1** Fashion means making yourself comfortable./Fashion means having your personal style.

**2** Fashion is influenced by culture, history, media, fashion industry, etc. However, it is consumers who decide what is fashionable. They choose to wear certain styles and influence others to do the same.

### A Fashion in the past

#### A2 & A3

<b>Timeline of the history of shoe fashion</b>	about <u>9,000</u> years ago	after <u>the 16th</u> century	the 19th century
<b>Types of shoes</b>	<i>sandals</i>	<i>chopines</i>	<i>boots</i>
<b>Places where the shoes became popular</b>	<i>North America</i>	<i>Europe</i>	England

<b>People who liked those shoes</b>	children and adults	<i>women</i>	<i>both women and men</i>
<b>Materials of the shoes</b>	<i>plants</i>	<i>wood, often leather</i>	<i>leather or rubber</i>

### Word study (Answers may vary.)

Base words	New words	Sentences
change	<i>changeable</i>	The weather is very <i>changeable</i> at the moment. We don't know what to expect.
enjoy	<i>enjoyable</i>	<i>We did a lot of fun things. It was a very enjoyable day.</i>
afford	<i>affordable</i>	<i>Nowadays that fashion has become affordable.</i>
value	<i>valuable</i>	<i>My mother has some jewellery that her mother gave her. It's now quite valuable.</i>

### Update my to-do list

<b>Reasons for the popularity</b>	The materials of the sandals could protect their feet from the cold.	The shoes made women look taller.	They were more affordable, and had different shapes and designs.
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## B Personal style

### B1

A casual style.

## C Changing fashion

### **C1** (Answers may vary.)

I think the article will explain the main reasons why fashion styles change.

### **C3**

Paragraph 1: C    Paragraph 2: D    Paragraph 3: A    Paragraph 4: B

### **C4**

#### **Cause   Effect**

1 → 5

4 → 2

6 → 3 → 7

### **C5** (Answers may vary.)

1 Yes, I once saw an actor wearing a cool jacket in a film, and I really liked it. So, I bought a similar jacket. But it didn't suit me, so I never wore it and felt like I wasted my money./Yes, I once bought a hat I saw in an advertisement because it looked cool. I felt it was fashionable and received compliments from my friends. I was happy.

2 It is very important because everyone is unique and the latest fashion may not suit everyone.

### **Vocabulary focus**

1 influence    2 popular    3 comfortable    4 keep up

### **Update my to-do list** (Answers may vary.)

I have learned from the article that advertising and popular culture can influence fashion trend. Fashion changes forever. It can be very expensive to follow fashion. My fashion should be decided by myself but not anybody else.

### **Grammar in use**

#### **2**

object, that

### **3** (Answers may vary.)

(2) I think (that) fashion is a way to fit in with a certain group.

(3) I think (that) fashion is a way to experiment with different styles.

(4) I think (that) fashion is a way to support traditions.

## **D My fashion attitude**

### **D1**

Someone's close friend spends a lot of money chasing fashion, and she is not getting good marks for quite a few subjects.

### **D2**

Problem: Your friend is chasing fashion.

Cause: She wants to be different and get noticed.

Suggestion 1: Ask why she is chasing fashion.

Suggestion 2: Remind her that her grades are going down.

Suggestion 3: Find some common interests.

## **Unit 5**

### **Getting started**

1 Agree    2 Disagree    3 Agree    4 Agree

## **A Learning about natural disasters**

### **A2**

1 C    2 E    3 E    4 E

### **A3**

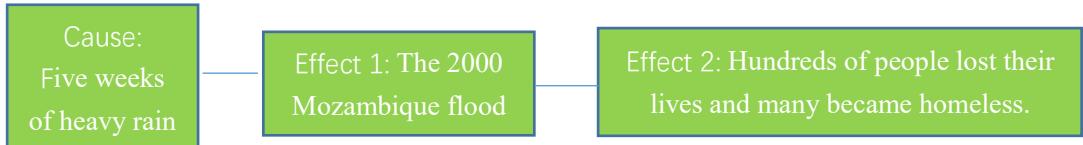
1 Hurricane Katrina    2 floods    3 cities    4 lost their lives    5 became homeless    6 about 125    7 An earth quake under the sea    8 It quickly led to a tsunami.    9 It caused a huge number of deaths and injuries.    10 It destroyed towns and villages.

### **Word study**

Feb. February    Mon. Monday    Wed. Wednesday    Rd. Road    Dr. Doctor  
exam examination    photo photograph

## Update my to-do list

### News 3



## B Staying safe from natural disasters

### B1

They are well prepared for a typhoon. Yiming's father has already made sure they have enough food, fresh water and batteries, and they will lock all the doors and windows.

## C Surviving natural disasters

### C1 (Answers may vary.)

There is foam on the surface of the water. The waves may go back.

### C3

She noticed the strange waves in the sea and remembered what she had learned about tsunami in her geography class. She told her parents and asked them to get away from the beach. Her father told the hotel guard and the guard warned people on the beach against the coming tsunami.

### C4

At first, Tilly was walking along the beach with her family.

Shortly after, Tilly noticed the waves were strange.

Immediately following that, Tilly thought of the signs of a tsunami from a video.

Soon after, Tilly told her parents that a tsunami was coming.

Moments later, Tilly's father ran to tell the hotel guard about the tsunami.

At last, everyone left the beach.

### C5 (Answers may vary.)

1 She is smart and calm. She used her knowledge to make a correct decision./She is brave and confident. She believed in herself and took the right actions.

2 Yes, I would. Because the girl was full of confidence and put her knowledge into action.

### **Vocabulary focus**

1 rushed    2 signs    3 get away    4 scared

### **Update my to-do list** (Answers may vary.)

#### **Tilly's point of view:**

When I was walking along the beach with my family, I saw the waves were strange. There was a lot of foam on the surface of the sea. I suddenly remembered I had seen similar waves in a video in my geography class. It was a tsunami. I immediately told my parents to run away from the beach. At first, they didn't believe me. But I was certain and started shouting. My father took me to the hotel and told the hotel guard about the coming tsunami. The guard warned people on the beach against the danger and asked them to get away. We just made it to the second floor of the hotel when the tsunami hit the building.

#### **Her mum's point of view:**

We were walking along the beach. Suddenly my daughter Tilly told us that a tsunami was coming. She said she had learned the signs of a tsunami at school. Her father and I were not sure whether she was right and we didn't move. But she was certain and began shouting, so her father took her away from the beach. They ran toward the hotel and told the hotel guard about the tsunami. The guard asked all the people on the beach to run away. We just made it to the second floor when the tsunami hit the building.

## **Grammar in use**

### **1**

They are statements with *whether* or *if*.

### **2**

*whether, if*

### **3**

*whether/if we are having more natural disasters than before;*  
*whether/if we can predict an earthquake;*  
*whether/if we should get out of bed when an earthquake happens*

## D Reporting natural disasters

### D1

Paragraph 1: Situation of the event

Paragraph 2: Cause and effect

Paragraph 3: Measures taken to help

### D2

2-A    4-B    6-C    5-D    3-E    1-F

## Unit 6

### Getting started (Answers may vary.)

Yes, I do. Friends will share with me the happiness and sorrows in life. We may not see each other very often, but I know he/she is just there for me.

## A Beginning of friendship

### A1 (Answers may vary.)

They are in a magical garden. Mary and Dickon feel happy. Colin feels a bit surprised.

### A2

Dickon (sounded C): I can 'understand 'rabbits and 'birds! ↘

Mary (sounded D): 'Really? ↑ 'How can you 'talk to 'them? ↘

Colin (sounded G): Do 'they 'understand 'what 'you are 'saying? ↑

### A3 (Answers may vary.)

#### Dickon:

“I’m Dickon. And you must be Miss Mary. I have got your garden tools and your seeds.” (friendly)

“Let me show you the tools, a shovel, a knife, a fork and two packets of seeds.” (patient/excited)

“If I couldn’t keep secrets about fox cubs and bird nests from the other boys, then nothing would be safe on the moor. Yes, I can keep secrets.” (proud & confident)

“Where is this garden?” (curious)

**Mary:**

“Let’s sit down and look at them.” (excited)

“Will you promise not to tell anyone else?” (doubtful)

“Maybe everything is dead in it already.” (sad)

“Come with me, and I’ll show you.” (glad)

## **B Ups and downs in friendship**

### **B1**

Bailing’s problem: Both she and her best friend are cheerleaders, but they are on different teams. She is afraid that if her team wins and her best friend’s loses, she won’t like her anymore.

Ms Wang says to Bailing, “First, you should be proud of yourselves that both of you are cheerleaders. Also, you should remember that games should be fun, and you will still be friends after they are done!”

## **C Power of friendship**

**C1** (Answers may vary.)

They are in the secret garden. Dickon and Mary are showing Colin around the secret garden.

**C3** (Answers may vary.)

His friends’ help and encouragement, his self-confidence and also the power of nature.

**C4** (Answers may vary.)

**Mary:**

Words: She said, “Of course, you’ll walk. You—You’ve got legs, the same as other people!”

Actions: She comforted Colin.

Mary was caring and encouraging.

**Colin:**

Words: He said, “I don’t want this afternoon to end. I’ll come back tomorrow, and every day after that. I’ve seen the spring now, and I’ll see the summer. I’ll watch everything grow here and I’ll grow here too!”

**Actions:** He managed to stand up on his feet and slowly walked over to the tree. Colin was excited and full of confidence.

**C5** (Answers may vary.)

- 1 Colin has learned that a positive attitude can change a bad situation./If you overcome your fear, you can overcome any difficulty.
- 2 I like Dickon best because he not only cares for others but also loves nature.

**Vocabulary focus**

Words and phrases in the conversation	Words and phrases from the story
amazing place	magical world
looked at ... for a long time	stared at
move from side to side	shake
made ... more cheerful	cheered ... up
quiet	still

**Word study**

1 cheer    2 shake    3 wonder    4 stare    5 aches

**Update my to-do list** (Answers may vary.)

From Line 13 to the end. Both Dickon and Mary encouraged Colin to stand up. They made him believe he could do everything he wanted as long as he stopped being afraid. With the encouragement and help of the two friends, Colin's fear finally disappeared and he walked on his own. This is the power of friendship.

**Grammar in use**

**2**

change, don't change

**3**

She asks who your best friend is.

She also asks why you regard him/her as your best friend.

She wonders what you often do together.

She wants to know how you deal with arguments.

## **D   Memories with friends**

### **D1** (Answers may vary.)

She and Lily stopped talking to each other because of misunderstanding. When she forgot the words while sharing an English poem in class, Lily helped her out by prompting her.

### **D2**

The revised version uses specific words and expressions. This helps to make the language vivid. It can create mental images in the reader's mind, making the writing more interesting and memorable.