



义务教育教科书

英语

English

九年级上册

 译林出版社

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英语(九年级上册)

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致同学

欢迎来到我们的英语学习乐园。这里有新鲜、丰富的话题，纯正、规范的语言，有趣、多样的练习。这是教材，但又不仅仅是教材。

在这里，我们将通过参与、探究和合作等实践方式，学会如何用英语与他人交流，表达自己的思想。在这里，我们将领略别样文化，体验异域风情，探寻更广阔的学习天地。

这是埃迪 (Eddie) ，这是霍波 (Hobo) ，他俩将伴随我们一起走过三年的学习时光。本学期我们共学习八个单元。每单元开篇的卡通画 (Comic strip) 以风趣的漫画、简洁的对白带我们开始新单元的学习。接下来的导入 (Welcome to the unit)，一组图片、一段对话，会激活我们关于单元话题已有的知识和经验。阅读 (Reading) 是我们的重点学习板块。在本学期的学习中，我们大家一起来谈谈性格，并描述一下适合自己性格的职业；生活在五彩斑斓的世界里，各种色彩会对情绪造成不同的影响，我们可以利用其积极的一面；成长的过程有烦恼也有收获，我们始终相信，坚持是通向成功唯一的路。我们还会了解音乐、绘画等多种艺术表现形式；丰富多样的电影、电视节目，悬念重重的侦探故事，让我们感受其艺术魅力的同时，也丰富我们的课余生活。语法板块 (Grammar) 主要梳理本单元出现的重点语言现象，帮助我们更好地掌握语法规则。综合技能 (Integrated skills) 中的听、说、读、写训练，着重培养我们的语言综合运用能力。本册学习技能 (Study skills) 介绍多种阅读方法：略读有助于快速概括文章大意，扫读有助于查找细节信息，通过预测能提前把握文章内容，通过单词构成和上下文猜测词义则可以扫除生词障碍；针对报纸、剧本和小说的不同体裁和结构，我们要学会采用不同的阅读方法，熟练掌握技巧，从而达到事半功倍的效果。学完一个单元，大家一定跃跃欲试，想动手写一写吧！任务板块 (Task) 引导我们整理思路、组织语言，再落笔成文。最后，通过自我评价 (Self-assessment)，我们将体验收获的快乐。如果还想接受更高的挑战，每个模块（四个单元）之后的课题 (Project) 是我们大显身手的好地方！

现在，让我们放松心情，一起走进这个乐园吧。祝大家学习愉快！

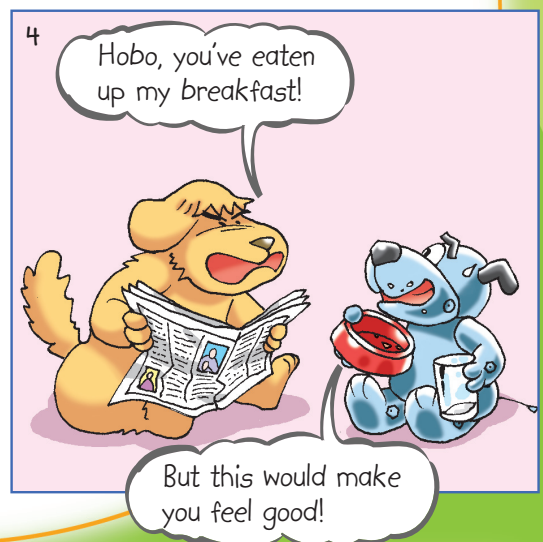
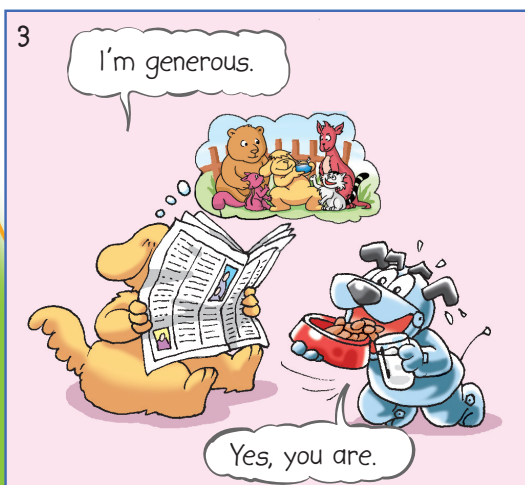
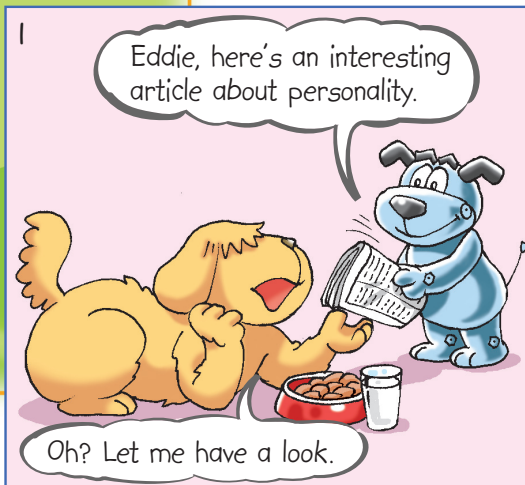
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Unit 1

Know yourself



Who are you?

People with different personalities behave in different ways. Millie wants to find out more about this.

Task

Write a letter to recommend a classmate for a position in your class.



Welcome to the unit

Personalities

A Some words are often used to describe people's personalities. Help Millie complete the following sentences with the words in the box.

creative curious energetic modest organized patient



Suzy is well _____.
She keeps all her things
in good order.



Daniel is very clever,
but he is _____ and
never shows off.



Mr Wu is _____
enough to repeat
grammar rules for us.



Samuel is _____.
He often comes up with
new ideas.



Billy is _____ about
everything. He likes
asking questions.



Simon is very _____.
He always plays football
for hours.



B Millie and her classmates are talking about their own personalities and the kind of job they like or dislike. Work in groups and talk about yourselves. Use the conversation below as a model.

Millie: I'm patient and I don't get angry easily. I think I can be a good teacher or a good doctor. What about you, Paul?

Paul: I'm careless sometimes. Neither my parents nor I think I can make a good accountant. What job do you like, Sandy?

Sandy: My art teacher says I often have exciting ideas. I like creative jobs. How about you, David?

David: I'm active and I love talking with people. It's terrible for me to work without speaking all day long.



A People who are happy with their jobs



▶ Millie has read an article on Sunshine Daily. It introduces four people who are outstanding in their fields in Sunshine Town. Here is the article.



Wu Wei, artist

“Wu Wei is a born artist,” said his best friend.
“He is quiet and doesn’t like to talk much, but his work shouts!” Wu Wei, the young artist, has impressed the whole country with his
5 creative work. His sculptures for Sunshine Town Square have won high praise from the art community. “I want to share the best art with people, so I’m always searching for something better or different. This in itself is
10 great fun,” he said.

Su Ning gave up her job as an accountant five years ago and started to work for the sales department in a big company. “I’m active and energetic, and I love working with
15 people. However, in my last job, I could only work with numbers day after day. That made me unhappy.” Su Ning is now the general manager of the company. “Life is like a race. You either take the lead or fall behind. I’m
20 ready to take on new challenges any time,” she said.



Su Ning, manager



Liu Hao, engineer

Liu Hao is the chief engineer of the high-speed railway connecting Sunshine Town to Tianjin. "To us, a miss is as good as a mile. We can't afford to make any mistakes," said Mr Liu. "All of us know that it's necessary to pay attention to every detail." "He's serious and well organized," one of his team members said. "He always works to high standards, but he's modest and easy to work with."

Fang Yuan, head of Sunshine Hospital and a pioneer heart surgeon, is kind and patient. "As a doctor, you can't be too careful," she said. "Carelessness will be a disaster not only to ourselves but also to patients." "She's always willing to work extra hours," said another doctor. In fact, Doctor Fang often does operations for about ten hours a day. She has devoted most of her time to her work. All the people in the town respect her.



Fang Yuan, doctor

B Jobs and personalities

B1 ▶ Millie wants to make sure that she knows the meanings of some words in the newspaper article. Help her match the first parts on the left with the second parts on the right to make complete explanations. Write the correct letters in the blanks.





- | | | | | |
|---|----------------------------|-------|---|---|
| 1 | A <i>creative</i> person | _____ | a | has lots of energy. |
| 2 | An <i>active</i> person | _____ | b | does not talk much about his/her abilities. |
| 3 | An <i>energetic</i> person | _____ | c | can produce something new or a work of art. |
| 4 | A <i>modest</i> person | _____ | d | can plan his/her work well. |
| 5 | An <i>organized</i> person | _____ | e | enjoys taking part in different activities. |
| 6 | A <i>patient</i> person | _____ | f | can wait without getting angry. |

B2 ▶ Millie wants to tell her classmates about the four people. Help her check the sentences below. Write a **T** if a sentence is true or an **F** if it is false.

- | | | |
|---|--|-------|
| 1 | Wu Wei's friend does not think that his work is very good. | _____ |
| 2 | Wu Wei's sculptures are famous all over the country. | _____ |
| 3 | Su Ning was once happy with her job as an accountant. | _____ |
| 4 | Su Ning changed her job five years ago. | _____ |
| 5 | Liu Hao is the chief engineer of the new bridge. | _____ |
| 6 | Liu Hao's team members find it difficult to work with him. | _____ |
| 7 | Fang Yuan thinks doctors should be very careful. | _____ |
| 8 | Fang Yuan spends most of her time on her work. | _____ |



B3 Millie is summarizing the newspaper article. Help her find the words on pages 8 and 9 to complete her notes below.

	Job	Personality
 Wu Wei	(1) _____ _____	Quiet, does not like to (2) _____ Creative—his work shouts Enjoys searching for something better or (3) _____
 Su Ning	(4) _____ _____	Active and (5) _____ Loves working with (6) _____ Ready to take on (7) _____
 Liu Hao	(8) _____ _____	Pays attention to every (9) _____ Serious and well (10) _____ Always works to high (11) _____
 Fang Yuan	(12) _____ _____	Kind and (13) _____ Very (14) _____ at work Willing to work (15) _____

C Your personalities

C1 Write a short description of your personality. Then think about what job you want to do in the future and see if your personality matches the job requirements.

Your personality:

What job do you want to do?

Do you think your personality is suitable for the job?

C2 Work in pairs. Write a short description of your partner's personality. Then discuss with your partner whether or not you agree with each other.

Your partner's personality:



Grammar

A Using **and**, **but**, **or** and **so**

We use conjunctions like **and**, **but**, **or** and **so** to join ideas together.

We use **and** to join ideas that are similar.

I am active and energetic. I love working with people.

→ I am active and energetic, **and** I love working with people.

We use **but** to join ideas that are different.

He does not like to talk much. His work shouts!

→ He does not like to talk much, **but** his work shouts!

We use **or** to introduce another possibility.

I can be a good teacher. I can be a good doctor.

→ I can be a good teacher **or** a good doctor.

In negative sentences, we use **or** to join two or more ideas.

He does not like singing. He does not like dancing.

→ He does not like singing **or** dancing.


We use **so** to express the result of something.

I want to share the best art with people.

I am always searching for something better or different.

→ I want to share the best art with people, **so** I am always searching for something better or different.

Millie's classmates

 Millie wants to write about her classmates. Help her join her ideas with **and**, **but**, **or** or **so**.

1 Kitty is kind. Sometimes she is impatient.

2 Billy would not accept others' advice. Billy would not think twice.

3 Judy is gentle. Judy never gets angry with others.

4 Suzy worries too much. She cannot sleep well sometimes.

B Using *both ... and ...*, *not only ... but (also) ...*, *either ... or ...* and *neither ... nor ...*

We use conjunctions like **both ... and ...**, **not only ... but (also) ...**, **either ... or ...**, and **neither ... nor ...** to connect the same part of two sentences to avoid repetition.

both ... and ...

We use **both ... and ...** to emphasize that something is true not just of one person, thing or situation, but of another too.

Kitty has known something about the four people. I have known something about the four people.

→ **Both** Kitty **and** I have known something about the four people.

not only ... but (also) ...

We use **not only ... but (also) ...** to add another fact to something you have mentioned.

Carelessness will be a disaster to ourselves. Carelessness will be a disaster to patients.

→ Carelessness will be a disaster **not only** to ourselves **but (also)** to patients.

either ... or ...

We use **either ... or ...** to mean one or the other, this or that, he or she, etc. You take the lead. You fall behind.

→ You **either** take the lead **or** fall behind.

neither ... nor ...

We use **neither ... nor ...** to mean not this one and not the other, not this and not that, not he and not she, etc.

My parents do not think I can make a good accountant.

I do not think I can make a good accountant.

→ **Neither** my parents **nor** I think I can make a good accountant.

When we use the conjunctions to connect two subjects, the verb form after **both ... and ...** is always plural, but the verb form after **not only ... but (also) ...**, **either ... or ...** and **neither ... nor ...** can be plural or singular, depending on the subject closer to the verb.

Both Kitty **and** Simon **are** energetic.

Not only the students **but (also)** their teacher **knows** about the four people.

Either Simon **or** David **is** ready to take on new challenges.

Neither Millie **nor** her friends **know** about types of personality.

Amy's family and classmates

B1 Amy is writing about what her family does at the weekend. Help her complete the sentences with the correct conjunctions.

- 1 _____ my dad _____ my mum goes to work at the weekend. We visit my grandparents on Saturdays.
- 2 _____ my mum _____ my grandma are good at cooking. They cook lunch for us.
- 3 _____ my mum _____ my dad does the dishes after lunch. I also help with it.
- 4 In the afternoon, my grandpa and my dad _____ play chess _____ chat with each other.
- 5 My mum _____ helps clean the rooms for my grandparents _____ does some shopping for them.

B2 Amy and Suzy are talking about what jobs their classmates can do in the future. Complete their conversation with the correct conjunctions and the correct forms of the verbs in brackets.

Amy: I've learnt about jobs and personalities recently.

Suzy: Really? What jobs do you think our classmates can do in the future?

Amy: I think Millie would make an excellent teacher. She's

(1) _____ willing to work with children _____ patient with them.

Suzy: What about Simon?

Amy: He's active and good at playing football. I think he can be

(2) _____ a PE teacher _____ a football player.

Suzy: Do you think David and Lisa can be artists?

Amy: They're very organized, but artists should be creative.

(3) _____ David's _____ Lisa's personality

(4) _____ (be) suitable for being an artist, I'm afraid.

Suzy: Who can be a manager?

Amy: (5) _____ Billy _____ Paul (6) _____ (be) very confident and energetic. I think they can be managers.

Suzy: How can I learn about jobs and personalities?

Amy: You can read about them (7) _____ from some books _____ on the Internet.



Integrated skills

A What decides your personality?

A1 Millie has found an article about the Chinese animal signs and personalities. Look at the words and the pictures below and help Millie complete part of her notes in Part A2.

In the Chinese lunar calendar, there are 12 animal signs. Each of them represents a lunar year. They appear in a fixed order and the cycle repeats every 12 years.

Rat:	smart	Horse:	lively
Ox:	hard-working	Sheep:	gentle
Tiger:	brave	Monkey:	clever
Rabbit:	careful	Rooster:	practical
Dragon:	powerful	Dog:	loyal
Snake:	wise	Pig:	honest



A2 Millie is listening to a radio programme about animal signs, star signs and personalities. She is making some notes. Listen to the programme and help her complete her notes.

CHINESE ANIMAL SIGNS

Animal signs: 12 in all, each representing a ⁽¹⁾ _____

They are: Rat, Ox, Tiger, ⁽²⁾ _____, Dragon,
⁽³⁾ _____, Horse, Sheep, ⁽⁴⁾ _____,
 Rooster, ⁽⁵⁾ _____ and Pig

Some people believe that people born under the same
⁽⁶⁾ _____ may have similar personalities.

WESTERN STAR SIGNS

Star signs: a cycle of ⁽⁷⁾ _____ star signs

Your star sign: depends on your ⁽⁸⁾ _____

Some people believe that your star sign may decide your personality.



A3 Millie is writing about what she has learnt from the radio. Listen to the programme again and help Millie complete the article.

Do you know what decides your personality?

In the Chinese lunar calendar, there are 12 animal signs. Some people believe that people born under the same ⁽¹⁾ _____ may have similar personalities. For example, they think that people born in the Year of the Rabbit are ⁽²⁾ _____, while people born in the Year of the Dragon are very ⁽³⁾ _____.

In Western countries, a year is divided into a cycle of ⁽⁴⁾ _____ star signs. Your star sign depends on your ⁽⁵⁾ _____. Some people believe that your ⁽⁶⁾ _____ may decide your personality.

Do animal signs or star signs really tell anything about your personality? No, not really. If you are interested in either animal signs or star signs, read about them just for ⁽⁷⁾ _____. It is you who shape your life and your future.

B Speak up: We can read about them just for fun.



Millie and her neighbour Joe are talking about animal signs and personalities. Work in pairs and give your own opinions. Use the conversation below as a model. You may use the information in Part A1 to help you.

Millie: What's your animal sign, Joe?

Joe: My animal sign is the Tiger. It is said that people born in the Year of the Tiger are brave.

Millie: Mm, you're brave in some ways.

Joe: Yes. What it says about me may be true, but for my cousin Julie, that's not the case. Her animal sign is the Sheep. It says that she's gentle, but in fact, she gets angry easily.

Millie: Yes, many people believe similar things. I think we can read about these for fun, but we shouldn't believe in them.



Skimming

Skimming means reading the text quickly to get the main idea.

Skimming is often used when we read:

- newspapers (to quickly get the general news of the day).
- magazines (to find interesting articles we would like to read in more detail).
- business and travel guides (to quickly get information).

When skimming, read the title, the main headings, the first and last paragraphs, and the first sentence of each paragraph. This will give you a good idea of what the text is about.



Millie has found this article in a magazine. Skim the article below to find the main idea. Use the following questions to help you.

- 1 What is the article about?
- 2 Is it true that some aspects of your personality are formed by nature?
- 3 What can change your personality?

How is your personality formed?

Personality includes your thoughts, feelings and behaviours which make you different from other people. How is your personality formed? Most people believe that it is formed by both nature and the environment.

By nature

Some aspects of your personality are passed onto you by your parents, for example, liveliness and impatience. That is why people say "like father, like son". Sometimes, these personalities do not change and remain the same throughout your life.

By the environment

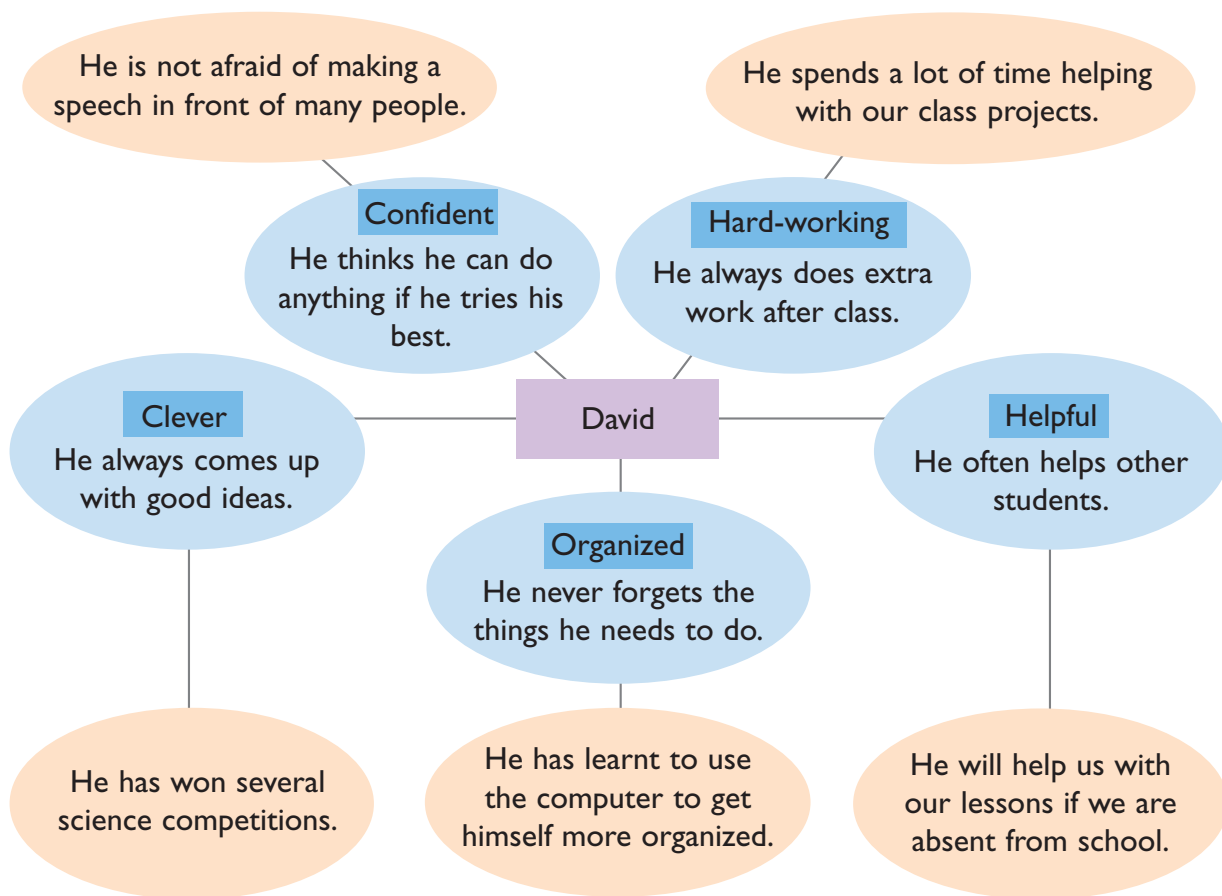
The environment, including your education, your experiences and the people around you, can change your personality. For example, you may become confident if you successfully complete a difficult task through hard work. That is how your experience influences your personality.



Task

A formal recommendation

A Class 1, Grade 9 needs a new monitor. Millie and Simon want to recommend David. They are making a spidergram to organize their ideas about him. Here is the spidergram.



Useful expressions

We are writing to recommend ... as our new monitor/....
 He/She has many strong qualities for this position.
 He/She always/often/never
 ... is very confident/clever/helpful/hard-working.
 We think ... is the most suitable/right person to be
 We hope that you agree with us.

B Help Millie and Simon complete their letter to Mr Wu. Use the information from the spidergram on page 18.

Dear Mr Wu,

We are writing to recommend David as our new monitor. We think he has many strong qualities for this position.

David is very confident. He thinks he ⁽¹⁾ _____.
He is not afraid of ⁽²⁾ _____.

We also think he is ⁽³⁾ _____. He always does extra work after class. He spends ⁽⁴⁾ _____.

David is clever. He ⁽⁵⁾ _____,
and he has won ⁽⁶⁾ _____.

David is ⁽⁷⁾ _____ and never ⁽⁸⁾ _____.
He has learnt to ⁽⁹⁾ _____.

He is also very ⁽¹⁰⁾ _____. He often ⁽¹¹⁾ _____.
For example, he will ⁽¹²⁾ _____.

We think David is the most suitable person to be our monitor. We hope that you agree with us.

Yours sincerely,

Millie Simon



C Write a letter to your teacher to recommend a classmate for a position in your class. Use Millie and Simon's spidergram and their letter as a model.



Self-assessment

I have learnt	Details	Result
1 about jobs and personalities.		
2 to use the new words to describe people.		
3 to use conjunctions to join ideas together.		
4 when and how to skim in reading.		

Result: 😊 Perfect!

😊 Good!

😓 Not bad!

I need to spend more time on _____.

Unit 2

Colours



How do colours influence us?



The world would be a dull place without colours. The Class 1, Grade 9 students are doing a project on colours—what they represent and how they influence people.

Task

Describe the relationship between people's moods and the colours they choose to wear.



Welcome to the unit

Colours of the rainbow

A ▶ One day, Millie looked out of her window after a rain shower and saw a rainbow. Write the names of the colours in the blanks.

	blue	green	indigo	orange	red	violet	yellow
--	------	-------	--------	--------	-----	--------	--------

1	_____		4	_____
2	_____		5	_____
3	_____		6	_____
			7	_____



B ▶ Amy's cousin Shirley is talking with Amy about the rainbow. Work in pairs and talk with your partner about colours. Use the conversation below as a model.

Shirley: Did you see a rainbow in the sky just now, Amy?

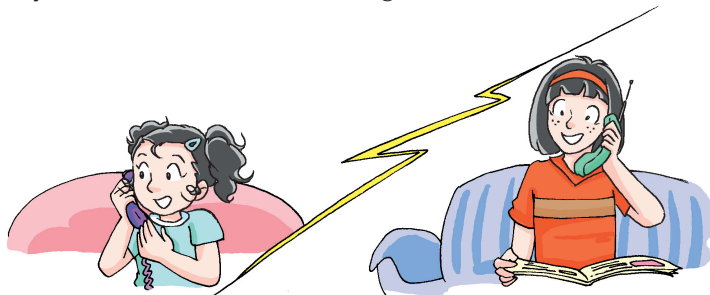
Amy: Yes, I did. Do you know how many colours there are in a rainbow?

Shirley: Sure. There are seven colours. They're red, orange, yellow, green, blue, indigo and violet.

Amy: Yes, that's right. Which is your favourite colour?

Shirley: I like green best. What about you?

Amy: My favourite colour is orange.





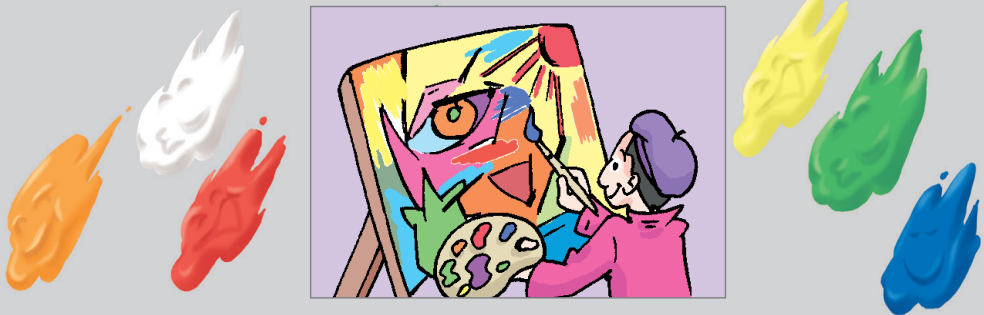
A The power of colours



Millie has found an article about the relationship between colours and moods in a magazine. Here is the article. Find out what the different colours represent and how they influence us.

Colours and moods

Some people believe that colours can influence our moods. You may wonder whether it is true. In fact, colours can change our moods and make us feel happy or sad, energetic or sleepy. This article explains what colours can do and what characteristics
5 they represent.



Calm colours

Have you ever walked into a room and felt relaxed? It could be because the walls were painted blue. Blue is a calm colour. It brings peace to our mind and body. Blue can also represent sadness, so you may say "I'm feeling blue" when you are
10 feeling sad. White is another calm colour. It is also the colour of purity. Many women like to wear white on their wedding day.



Warm colours

Some colours, such as orange and yellow, can make you feel warm. People in cold areas prefer warm colours in their homes to create a warm and comfortable feeling.

- 15 Orange represents joy. It can cheer you up when you are feeling sad. Yellow is the colour of the sun, so it can remind you of a warm sunny day. Yellow is also the colour of wisdom. Some people prefer this colour when they hope for success.

Energetic colours

- 20 When you feel tired or weak, you should wear energetic colours like green. Green can give you energy, as it is the colour of nature and represents new life. However, it is also the colour of envy, so we may say someone is "green with envy".

Strong colours






- 25 If you require strength in either body or mind, red may be of some help to you. Red is the colour of heat. It represents power and strong feelings. Wearing red can also make it easier to take action. This may help when you are having difficulty making a decision.

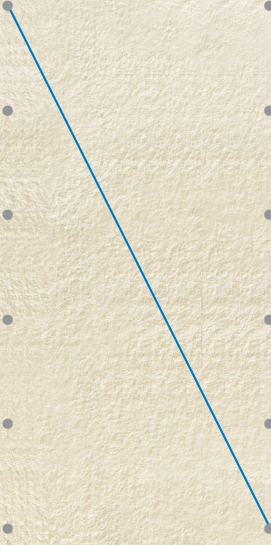
B What do the different colours represent?

B1 ▶ Millie is not sure about the meanings of some words in the article. Help her work out what the words mean. Circle the correct letters.

- | | |
|---|---|
| <p>1 To <i>influence</i> someone means _____.
 a to give someone a present
 b to make someone change
 c to ask someone for help</p> <p>2 When you feel <i>relaxed</i>, you are _____.
 a calm and not nervous
 b too tired to move
 c happy and cheerful</p> <p>3 To <i>prefer</i> means _____.
 a to hate something
 b to talk about something often
 c to like one thing more than another</p> <p>4 To <i>create</i> means _____.
 a to grow
 b to produce
 c to find</p> | <p>5 At a <i>wedding</i>, a man and a woman _____.
 a get into trouble
 b get married
 c fight with each other</p> <p>6 To <i>cheer</i> someone <i>up</i> means _____.
 a to make someone calmer
 b to make someone sadder
 c to make someone happier</p> <p>7 To <i>remind</i> someone of something means to help someone _____.
 a remember or think about something
 b forget something
 c feel sure about something</p> <p>8 To <i>require</i> means _____.
 a to repair
 b to think
 c to need</p> |
|---|---|

B2 ▶ Millie wants to remember what the different colours represent. Help her match the colours on the left with what they represent on the right.

○	1 blue		•		•	a wisdom
○	2 white		•		•	b new life
○	3 orange		•		•	c power
○	4 yellow		•		•	d purity
○	5 green		•		•	e joy
○	6 red		•		•	f peace



B3 Millie is thinking about her friends. Help her decide which colour is suitable for each of them. Use the information on pages 22 and 23 to help you.

1



The best colour for Lisa is _____. It is the colour of _____ and it represents power.

2



Daniel likes the colour _____ because it can help him _____ down when he is angry.

3



Sandy should use the colour _____ more. It can _____ her up when she feels sad.

4



Paul's colour should be _____. He works hard and hopes for _____.

5



Kitty likes spring. Her favourite colour is _____ because it is the colour of _____.



B4 There is also a short questionnaire in the magazine. Fill in the questionnaire with your own information to see if your favourite colour matches your characteristics.

My favourite colour is _____.	
It represents _____.	
I like it because _____.	
I am _____.	
Does your favourite colour match your characteristics?	Yes <input type="checkbox"/> No <input type="checkbox"/>



Grammar

A Object clauses introduced by **that**

An object clause functions as the object of a sentence. We use **that** to introduce an object clause that is a statement.

An object clause can be put after verbs such as **know, think, believe, hope** and **mean**.

Some people believe **that** colours can influence our moods.

She hopes **that** yellow can bring her success.

An object clause can also follow adjectives such as **certain, sure** and **glad**.

He is glad **that** the walls in his room are blue.

She is sure **that** yellow can bring her good luck.

In informal English we often drop **that**.


I think (**that**) blue is better than pink.

"I'm feeling blue" means (**that**) "I'm feeling sad".

Do you think (**that**) your favourite colour matches your characteristics?

Talking about room colours

 Sandy is chatting online with Millie about room colours. Try to add **that** to each object clause.

 Millie, Sandy

Millie: Did you know there is a relationship between colours and moods?

Sandy: Certainly. I think colours influence our everyday lives in many ways.

Millie: How should we choose the colours for the rooms of a house?

Sandy: Most people think light colours are better than dark ones.

Millie: Yes. I notice light colours make rooms seem larger.

Sandy: Sure. I also know blue can make us feel relaxed.

Millie: Yes. My mum says blue is suitable for bedrooms. I also find some people prefer orange for their dining rooms.

Sandy: True, but it depends on personal taste. Anyway, we should choose the colour which makes us feel comfortable.

B Object clauses introduced by *if* or *whether*

We use **if** or **whether** to introduce an object clause that expresses a **yes/no** question. Such an object clause often follows verbs such as **ask**, **see**, **wonder** and **find out**. The word order in the clause should be the same as that in a statement.

You may wonder **if/whether** colours influence our moods.
Sandy asks **if/whether** orange can cheer her up.

Problems about shopping

B1 The Class 1, Grade 9 students are shopping. Complete the sentences by using **if** or **whether** to make object clauses.

1



Should I choose the red dress?

Kitty cannot decide _____
_____.

2



Do white clothes suit me?

Sandy does not know _____
_____.

3



Is the sports bag made of cotton?

Amy is asking _____
_____.

4



Does the green T-shirt match my trousers?

Simon is not sure _____
_____.

5



Should I stay at home instead of going shopping with my classmates?

Daniel often wonders _____
_____.

How much do you know about colours?

B2 Daniel wants to tell his online friend Tommy about colours. Help him complete his email using *that*, *if* or *whether*.

Dear Tommy,

Have you ever noticed the colours around you? Colours are really interesting. A report says ⁽¹⁾ _____ blue can help us feel relaxed because it represents peace. You may wonder ⁽²⁾ _____ it represents anything else. Yes. Blue also means sadness. I do not know ⁽³⁾ _____ you like green. Some people think ⁽⁴⁾ _____ green can give us energy, but it also represents envy. Did you know ⁽⁵⁾ _____ red represents good luck in China? It is often used for celebrations!

Please tell me your favourite colour and ⁽⁶⁾ _____ you know anything else about colours. Write back soon.

Best wishes,

Daniel

B3 Daniel has some questions about colours to ask his dad, but his dad has not come home yet. Help him write a note for his dad.

- 1 Dad knows a lot about colours.
 - 2 Is red just the colour of heat and power?
 - 3 Was yellow once the colour of the rulers in ancient China?
 - 4 Did the rulers in ancient Europe like to wear purple?
 - 5 Do all the doctors in the world wear white uniforms?

I believe ⁽¹⁾ _____.

I wonder ⁽²⁾ _____.

I want to know ⁽³⁾ _____.

I do not know ⁽⁴⁾ _____.

I am not certain ⁽⁵⁾ _____.





Integrated skills

A Colour therapy

A1 Millie has found an advertisement for colour therapy by Mrs Rainbow. Read the advertisement and help Millie complete part of her notes.

Mrs Rainbow's Colour Therapy

Discover how the power of colours can change your moods and improve your life! Watch *The Teens Show* on STTV at 6 p.m., 30 September to learn more!

Therapy centre: 21/F, 810 South-east Road
Telephone number: 5557 8187
Price: ¥100 for half an hour



We promise that this therapy can help you change your moods, or you will get your money back!

Mrs Rainbow's Colour Therapy

Her therapy centre is on ⁽¹⁾ _____.

It costs ⁽²⁾ _____ for 30 minutes.

If it does not work, you can ⁽³⁾ _____.

She has practised colour therapy since she left ⁽⁴⁾ _____.

Colour therapy comes from ancient India.

If you do not feel confident enough, use the colour ⁽⁵⁾ _____ more.

If you cannot sleep well, paint your bedroom ⁽⁶⁾ _____.

If you feel stressed, eat more ⁽⁷⁾ _____ vegetables.

If you feel tired, ⁽⁸⁾ _____ food can help cheer you up. But do not eat too much of it, or you may get ⁽⁹⁾ _____ easily.



A2 Millie is watching *The Teens Show*. Listen to the interview with Mrs Rainbow carefully and help Millie complete her notes in Part A1.



A3 Suzy wants to learn something about Mrs Rainbow. Listen to Suzy's questions and help Millie answer them. Circle the correct letters.

- | | |
|---|---|
| <p>1 a She works at a museum.
b She uses colours to change people's moods.
c She works for a fashion magazine.</p> | <p>4 a He should wear green.
b He should use the colour yellow more.
c He should think of a warm sunny place.</p> |
| <p>2 a She colours their clothes.
b She suggests different clothes to different people.
c She suggests different colours to different people.</p> | <p>5 a She tells people what colours of food to eat.
b She makes your clothes change colour.
c She makes food for people.</p> |
| <p>3 a You will sleep better if you paint your bedroom blue.
b You should think of the sun.
c You should wear orange.</p> | <p>6 a She will give you free clothes.
b You will get your money back.
c She will give you free books.</p> |

B Speak up: I'd rather wear orange.



A4 Andy is talking with Millie about what to wear for a party. Work in pairs and talk about your preferences. Use the conversation below as a model.

Andy: I'm going to a friend's birthday party, Millie. Come and see if these clothes look good on me.

Millie: Which shirt do you prefer, the red one or the orange one?

Andy: I don't like red. I'd rather wear orange.

Millie: You look smart in orange. Which trousers do you like?

Andy: I prefer jeans.

Millie: Good. Jeans are comfortable and they'll match your shirt.

Andy: OK. Thanks, Millie.





Scanning

Scanning means moving our eyes quickly over the text to look for specific information such as names or numbers. We do not need to read every word. Instead, we look for the key information that will answer our questions.

Scanning is often used when we read:

- some parts like “What’s on TV” in the newspaper.
- a bus/train timetable.
- a guidebook.

 *Millie is reading an English magazine article to find out why many boys and girls dress in different colours. Scan the article to help Millie find the answers.*

- 1 What did it mean if the sky was blue?
- 2 Why did women in the past like pink and red?
- 3 What power was blue once believed to have?
- 4 Where did girls come from according to a European story?

Blue for boys and pink for girls

In many places, baby boys are dressed in blue and baby girls in pink. Why the difference?

Scientists now think this started many years ago. When most men worked in the fields, the weather was very important to them. If the sky was blue, it meant good weather. So when the men thought of blue, they were very happy. In the past, women’s main job was to look for food for their family. They liked pink and red because these were the colours of healthy food, such as strawberries and apples.

People were also influenced by old stories. The colour blue was once believed to have the power to drive evil spirits away, so people dressed baby boys in blue in the hope that boys would be protected. Baby girls were dressed in pink because, according to a European story, girls were born inside pink roses.



Task

Colours and moods

A Millie is doing her project on the relationship between people’s moods and the colours they choose to wear. Help her complete part of her report using the table she has prepared.

black	power and trust
blue	calm and sadness
green	energy and nature
orange	joy and warmth
red	power and strength
white	calm and peace
yellow	wisdom and success



Colours and what they represent

Millie

The woman in this picture is wearing a ⁽¹⁾ _____ dress and a pair of ⁽²⁾ _____ shoes. She is carrying a white handbag too. This is interesting because red and white are very different colours.

Red represents ⁽³⁾ _____ and ⁽⁴⁾ _____. Maybe she feels weak, and that is why she is wearing red—she just wants to make herself look more powerful.

White represents ⁽⁵⁾ _____ and ⁽⁶⁾ _____. She may hope that the colour white could help her calm down.

I think the woman must feel a little bit stressed, and she hopes these colours will change that. Red and white are a good match, as the powerful ⁽⁷⁾ _____ balances the calm ⁽⁸⁾ _____.

B Your art teacher gave you two advertisements. She asked what you think about them. You want to make some notes first.



Colour of T-shirt/skirt/hat/shoes:

Represents: _____

Moods: _____

Reasons: _____

Is it a good fruit juice advertisement?

Why or why not? _____

Colour of T-shirt/trousers/glasses/shoes:

Represents: _____

Moods: _____

Reasons: _____

Is it a good mobile phone advertisement?

Why or why not? _____

C Now use your notes to write a report on the relationship between the colours and the model's moods in one of the advertisements. Use Millie's table and report on page 32 to help you.



Self-assessment

I have learnt	Details	Result
1 about the power of colours.		
2 to use the new words to talk about colours and moods.		
3 to use object clauses introduced by that , if and whether .		
4 when and how to scan in reading.		

Result: 😊 Perfect!

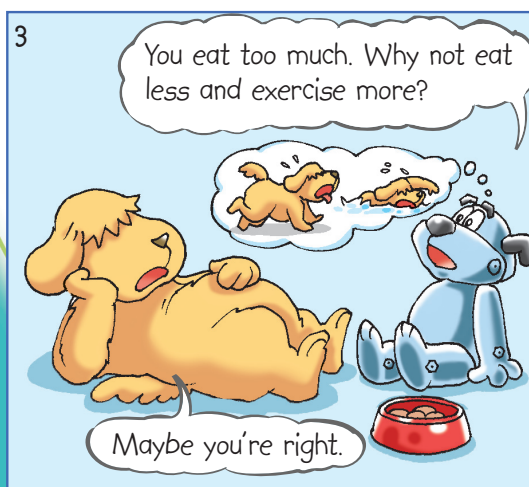
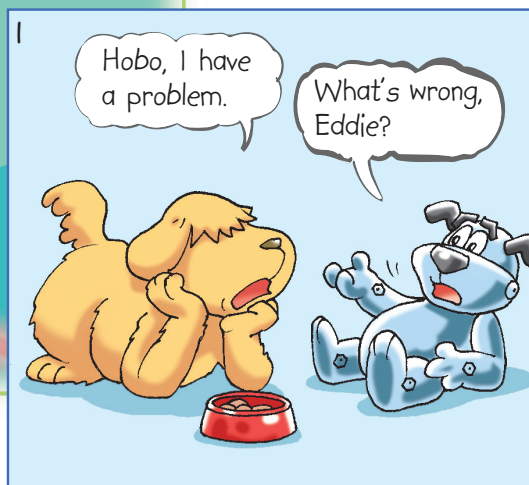
😊 Good!

😊 Not bad!

I need to spend more time on _____.

Unit 3

Teenage problems



What problems do you have?

Everybody has problems. Some students are asking for advice on how to solve their problems.

Task

Write an email to your friend about how to deal with his or her problems.





Welcome to the unit

Different problems

A Some students in Class 1, Grade 9 have problems. Look at the pictures. What problems do they have? Complete the sentences with the words in the box.

friends

homework

marks

noise

parents

sleep

1



I don't get enough _____. I feel tired in class.

2



I don't have enough time to do my _____.

3



The TV is always on at my home. The _____ almost drives me mad.

4



I don't have any close _____. Sometimes I feel lonely.

5



Sometimes I get low _____ in exams. I feel sad.

6



My _____ work all day. They don't have time for me.



B Millie is talking with her mum about teenage problems. Work in pairs and talk about your problems. Use the conversation below as a model.

Millie: Mum, many of my classmates have problems.

Mum: Really? How about you? Do you have any problems?

Millie: Yes, I do. Sometimes I feel sleepy in class.

Mum: Oh dear. You don't get enough sleep.

Millie: What should I do then?

Mum: Perhaps you should manage your time better and go to bed earlier.

Millie: OK. I'll try.



A What should I do?



Millie and Simon have some problems. They wrote to Mr Sigmund Friend, a famous youth worker, and asked for some advice. Here are their letters.

Dear Mr Friend,

I am Millie, and I am a Grade 9 student. I have a problem, and I do not know how I should deal with it.

I have a lot of homework every day, and I have no choice but to do it. I often have to stay up late. Then I sometimes find it hard to stay awake the next day.

I know it is important to finish all my homework on time. However, I hardly have any spare time for my hobbies like volleyball and music. I cannot imagine my life without hobbies. I often doubt whether it is worth spending so much time on homework.

I dream of a long holiday so that I could have more time for my hobbies. What should I do? Can you offer me some suggestions? I hope to hear from you soon.

Best wishes,

15 Millie Wang





Dear Mr Friend,

My name is Simon, and I am in Grade 9. I am crazy about football. I love watching football, reading about football, and, of course, playing football. However, my love of football has become the cause
20 of my problem.

I always play football with my friends after school. We often play for hours and never worry about the time. Sometimes we forget when we should stop. Then I get into trouble because my parents do not allow me to play outside after 6 p.m. I do not understand
25 why they are so strict with me. I feel angry sometimes. I believe it is important to develop our hobbies. They help us relax and make our lives more interesting.

Is it bad to stay out late to play football? Should I spend less time on it? I wonder how I can achieve a balance between my
30 schoolwork and my hobbies. I look forward to your valuable advice.

Best wishes,

Simon Luo




B Helping the students out

B1 Mr Friend wants to help Millie and Simon. He has made a list of keywords in their letters. Match the words on the left with the meanings on the right. Write the correct letters in the blanks.

- | | | | | |
|---|--------------------|-------|---|---|
| 1 | choice (line 4) | _____ | a | reason |
| 2 | stay up (line 5) | _____ | b | be not sure if something is true |
| 3 | imagine (line 9) | _____ | c | making sure that rules are obeyed |
| 4 | doubt (line 9) | _____ | d | very useful or important |
| 5 | cause (line 19) | _____ | e | the right to decide which thing you want |
| 6 | strict (line 25) | _____ | f | start to have a skill, ability, etc. |
| 7 | develop (line 26) | _____ | g | go to bed later than usual |
| 8 | valuable (line 30) | _____ | h | form a picture in your mind of someone or something |

B2 Mr Friend wants to keep a record of each student. Look at the cards and help him complete them. Put a tick (✓) if Millie or Simon has that problem and a cross (✗) if he or she does not have that problem.


Millie



Problems

Friendship	_____ ✗
Lots of homework	_____ ✓
Low marks	_____
Not enough time for hobbies	_____
Staying up late	_____
Strict parents	_____
Weight	_____

Simon



Problems

Friendship	_____
Lots of homework	_____
Low marks	_____
Not enough time for hobbies	_____
Staying up late	_____
Strict parents	_____
Weight	_____

B3 Mr Friend is replying to Millie's and Simon's letters. Help him complete the sentences with the words in the box.

advice hobbies homework important playing spare
stay out stay up strict valuable volleyball worth

Dear Millie,

Thank you very much for your letter. I hope I can help you.

You said you often ⁽¹⁾ _____ late to finish all your homework. Plan your day carefully. Make a list of all the ⁽²⁾ _____ you have. Then work out how much time you need to finish it all. This will give you an idea of how much ⁽³⁾ _____ time you have.

You also said that you do not have enough time for your ⁽⁴⁾ _____. What about choosing your hobby according to the time you have? For example, play ⁽⁵⁾ _____ if you have a lot of time, and listen to music if you only have a short time.

I hope you think my advice is ⁽⁶⁾ _____ taking.

Best wishes,

Sigmund Friend



Dear Simon,

Thank you for your letter. I hope I can offer you some useful ⁽⁷⁾ _____.

It seems that you spend a lot of time ⁽⁸⁾ _____ football. Of course, it is very ⁽⁹⁾ _____ to develop hobbies. However, it is not wise to spend hours playing football after school.

I agree with your parents that it is better for you to go home earlier. Enjoy your hobby, but do not forget about your schoolwork. Why not just play football for an hour or two, and then go home? Your parents are not ⁽¹⁰⁾ _____ with you; they just do not want you to ⁽¹¹⁾ _____ so late.

I hope you think my answer is ⁽¹²⁾ _____ to you.

Best wishes,

Sigmund Friend



Grammar

A Object clauses introduced by question words

We use a question word to introduce an object clause that expresses a **wh-** question. The word order in the clause should be the same as that in a statement.

I wonder **what** I should do.

Daniel does not know **whom** he should talk to.

Sometimes we forget **when** we should stop.


I do not understand **why** they are so strict with me.


I do not know **how** I should deal with the problem.


TIP Whom is an object pronoun. We can use **who** instead of **whom**.


More problems and questions


A1 ▶ The Class 1, Grade 9 students are talking about their problems. Help them complete each object clause below with a correct question word.


1  Kitty
I need silence when I'm studying. I don't know _____ I can find a quiet place.

2  Peter
I need someone to share my worries with. I wonder _____ I should go to for help.

3  Amy
I have tried my best, but I don't understand _____ I still get low marks.

4  Sandy
My parents often come home very late. Sometimes I don't know _____ I will see them.

5  Paul
Sometimes I'm careless. I wonder _____ I can be more careful.

6  Suzy
I often have difficulty expressing myself. Who can tell me _____ I should do?

Work out the rule!

The word order in an object clause introduced by a question word should be _____ (different from, the same as) that in a **wh-** question.

A2 Daniel has some questions. Rewrite his questions by using object clauses introduced by question words.

- 1 Why do I always feel tired in class?
- 2 How much sleep do we need every day?
- 3 Which method should I use to solve the problem?
- 4 Where can we buy a good dictionary?
- 5 How can I improve my English quickly?
- 6 Whom should we ask for help?
- 7 What would life be like without hobbies?



- 1 Can you explain why I always feel tired in class _____?
- 2 I wonder _____.
- 3 I am not sure _____.
- 4 Can you tell me _____?
- 5 I want to know _____.
- 6 I do not know _____.
- 7 I cannot imagine _____.

A3 Millie wants to introduce Mr Friend to her classmates. Help Millie complete her email with the correct question words.

Dear classmates,

Have you ever had any problems? Are you wondering ⁽¹⁾ _____ you can ask for advice? If so, you can write to Mr Sigmund Friend.

You may wonder ⁽²⁾ _____ he is. He is a youth worker. Do you know ⁽³⁾ _____ a youth worker does? Mr Friend says that youth workers help young people solve their problems. They are doing a great job. Some of my friends wrote to Mr Friend and asked ⁽⁴⁾ _____ they could deal with their problems. Soon they got his replies. Now they know ⁽⁵⁾ _____ they should do.

Best wishes,

Millie

B Giving suggestions

TIP We also use **perhaps** to give suggestions.
Perhaps you should manage your time better.

We give suggestions politely using structures such as **Why not ...**, **Why don't you ...**, **What/How about ...**, **Let's ...** and **Shall we ...**

Why not eat less and exercise more?


Why don't you let your parents know you need them?

What/How about choosing your hobby according to the time you have?

Let's write a letter to Mr Sigmund Friend.

Shall we have a meeting about this?

A plan to relax

 *Millie feels tired these days. Amy and Sandy are trying to help her. Use the correct structures to help the girls give suggestions.*

Millie: I'm always feeling tired these days. There's so much homework and I've spent all my time on it.

Sandy: ⁽¹⁾ _____ do something fun?

Amy: I agree. ⁽²⁾ _____ go to the cinema?

Sandy: Good idea. But I don't know what films are on now.

Millie: I don't want to see any films.

Amy: ⁽³⁾ _____ going to the new museum? My dad told me that it's big and modern. I know where it is, but I'm not sure when it closes.

Sandy: ⁽⁴⁾ _____ go and see? It's still early.

Millie: OK. But we may get home late. ⁽⁵⁾ _____ tell our parents first.



Work out the rule!

A suggestion using _____, _____, _____ or _____ ends with a question mark. A suggestion using _____ ends with a full stop.



Integrated skills

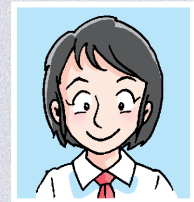
A Dealing with problems



A1 ▶ Millie's classmate Nora also has problems. She went to ask Mr Friend for help. Listen to Nora's information and put a tick (✓) in the correct boxes below.

Nora

- a Grade 9 student
- one of the top students
- loves English, Maths and Chemistry
- always gets high marks in exams
- not very good at sports
- has many friends

☐
☐
☐
☐
☐
☐


A2 ▶ Mr Friend is talking to Nora about her problems. Listen to their conversation and help Mr Friend complete his notes.

Name: Nora

First problem: not good at ⁽¹⁾ _____, cannot ⁽²⁾ _____ and hates swimming

Advice: just try your best in ⁽³⁾ _____ and enjoy the exercise

Second problem: only a few ⁽⁴⁾ _____, classmates laugh at her and call her a bookworm

Advice: talk to your ⁽⁵⁾ _____ when feeling sad and share your problems with her

pay ⁽⁶⁾ _____ attention to those classmates who laugh at you

be ⁽⁷⁾ _____ of your schoolwork

A3 Mr Friend is writing a report on Nora's visit. Help him complete the report. Use the information on page 43 to help you.

Nora

Nora is one of the ⁽¹⁾ _____ in her class at Sunshine Middle School. Her favourite subjects are ⁽²⁾ _____, ⁽³⁾ _____ and ⁽⁴⁾ _____.

Nora does well in exams, but she still has some problems. She is not very good at sports. She cannot ⁽⁵⁾ _____ and hates ⁽⁶⁾ _____. Also, sometimes her classmates ⁽⁷⁾ _____ her and call her a bookworm. This makes her feel bad.

I told her what to do in PE class. She should just ⁽⁸⁾ _____ and ⁽⁹⁾ _____. I also told her to ⁽¹⁰⁾ _____ the classmates who laugh at her.

Now Nora seems much happier than before. She still finds sport difficult, but she can talk to her best friend Betty when she feels sad and ⁽¹¹⁾ _____ with her. She should be ⁽¹²⁾ _____ her schoolwork.

B Speak up: Do you have any suggestions?



Everybody has problems that worry them. Work in pairs. Take turns to share your problems and give suggestions. Use the conversation below as a model.

Daniel: I've made little progress in my English, Millie. I'm very worried.

Millie: Don't worry, Daniel. It takes time.

Daniel: I see. Do you have any suggestions?

Millie: Perhaps you should go over what you've learnt as often as possible.

Daniel: That's a good idea. What else?

Millie: How about reading English aloud every morning? Try to pronounce all the words correctly. Learning their correct pronunciation will help you remember them.

Daniel: Thank you, Millie.

Millie: Don't mention it.



Predicting

To predict is to guess what comes next. It helps us understand what kinds of books or articles we are reading, and where we might find information.

When we read an article, we can often predict the content from the title. We can also use the headings in an article to predict the main idea of each part. Headings are the titles of the different parts. Often, they are in bold.

A There is an article called "The trouble with teenagers". Predict the points that will be talked about in the article and tick (✓) the correct boxes.

- | | |
|---|---|
| <input type="checkbox"/> 1 making friends | <input type="checkbox"/> 5 how our body changes |
| <input type="checkbox"/> 2 life in Australia | <input type="checkbox"/> 6 worrying about tests |
| <input type="checkbox"/> 3 feeling lonely | <input type="checkbox"/> 7 study, study, study |
| <input type="checkbox"/> 4 schoolwork and hobbies | <input type="checkbox"/> 8 love or friendship |

TIP If a question begins with **when**, then the answer will be a time or date. If a question begins with **why**, then the answer will give a reason, often beginning with **because**.

To get a general idea of a book or an article, we should ask some basic questions. If we predict the answers that the questions might have, it will help us find the answers more quickly and easily when we read in detail.

B Millie is reading an article in Teenagers magazine. Match her questions with your predicted answers. Write the correct letter in each blank.

- | | |
|------------------------------|---|
| 1 What is it about? _____ | a In a new school. |
| 2 When did it happen? _____ | b Because she moved to another city. |
| 3 Who is it about? _____ | c She is shy and quiet, and she has no new friends at school. |
| 4 Where did it happen? _____ | d Problems with the new school. |
| 5 Why did it happen? _____ | e A few weeks after the new term. |
| 6 How did it happen? _____ | f A girl called Zoe. |



Task

Stress among teenagers

A The Class 1, Grade 9 students are doing a quiz in Teenagers magazine. They want to find out whether they know how to deal with problems. Go through the quiz and circle the best answers.

- | | |
|---|--|
| <p>1 If someone laughs at you, you should _____.
 a shout at him/her
 b hit him/her
 c pay no attention to him/her</p> <p>2 If you do not have enough time to do your homework, you should _____.
 a choose to do only part of it
 b forget about your homework
 c plan your time more carefully</p> <p>3 When it is too noisy at home and you cannot do your work, you should _____.
 a tell your family
 b get angry
 c leave the house</p> | <p>4 If you worry about exams, you should _____.
 a give up
 b watch TV to relax
 c talk to your teacher(s)</p> <p>5 If you are feeling stressed, you should _____.
 a shout at people
 b keep quiet
 c share your problem with somebody</p> <p>6 The problem of stress gets worse when you _____.
 a keep it to yourself
 b relax and take a holiday
 c ask for friends' help</p> |
|---|--|

Useful expressions

Thank you for telling me about your problems.

You are unhappy with

Many students of our age have this problem.

What/How about ...?

You also worry about

You always feel sad/angry/stressed about

Why don't you/not ...?

I hope you think my advice/suggestions is/are worth taking.

B Millie's friend Raymond wrote to her about his problems. Millie is writing a reply telling him how to deal with them. Help Millie complete her email.

Introduction	Dear Raymond, Thank you very much for telling me about your problems.
Main body	You are unhappy with your weight, but you do not know how to change it. Many students of our age have this problem. ⁽¹⁾ _____ _____. You also worry about exams. Your parents care too much about your marks after each exam, so you always feel stressed. ⁽²⁾ _____?
Conclusion	I hope you think my advice is worth taking. Best wishes, Millie

C Suppose one of your friends wrote to you about his or her problems. Write a reply telling him or her how to deal with the problems. Use Millie's email as a model.



Self-assessment

I have learnt	Details	Result
1 about Millie's and Simon's problems.		
2 to use the new words to talk about teenage problems.		
3 to use object clauses introduced by question words. how to give suggestions.		
4 how to predict while reading.		

Result: 😊 Perfect!

😊 Good!

😊 Not bad!

I need to spend more time on _____.

Unit 4

Growing up



The world around you

Life is a journey. There are moments that help you learn and grow. The Class 1, Grade 9 students are sharing what they have learnt.

Task

Write an article about the person who has influenced you most.



Welcome to the unit

How do you learn about the world?

A Mr Wu is asking the Class 1, Grade 9 students to do a survey on how they learn about the world. Tick (✓) three boxes that you think are the most important ways you learn about the world.

<input type="checkbox"/>	a	Parents and relatives
<input type="checkbox"/>	b	Teachers
<input type="checkbox"/>	c	Friends
<input type="checkbox"/>	d	Travelling
<input type="checkbox"/>	e	Books
<input type="checkbox"/>	f	TV and films
<input type="checkbox"/>	g	The Internet



B Simon and Millie are talking about how they like to learn about the world. Work in pairs and talk about your ideas. Use the conversation below as a model.

Simon: How do you learn about the world, Millie?

Millie: I like to learn about the world from books.

Simon: Why do you like to learn that way?

Millie: Books allow me to learn about people in different times and places, and I can read them whenever I want to. What about you?

Simon: I like to learn about the world through the Internet.

Millie: Is that so?

Simon: Yes. It's quick. As soon as you click the mouse, there's a great deal of information.

Millie: That's true.



A Never give up



David likes basketball. He is reading an article about Spud Webb, a retired American NBA player. Here is the article.

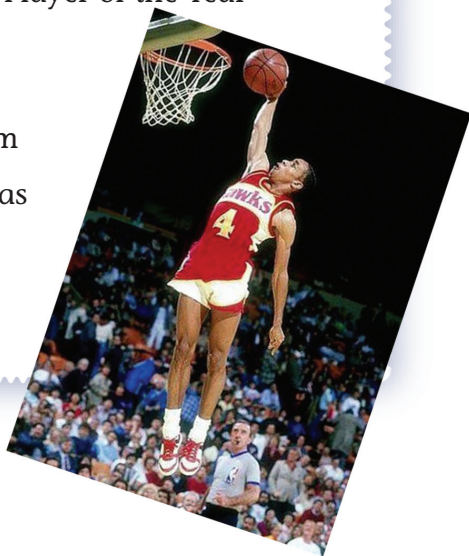
The shortest player in the NBA

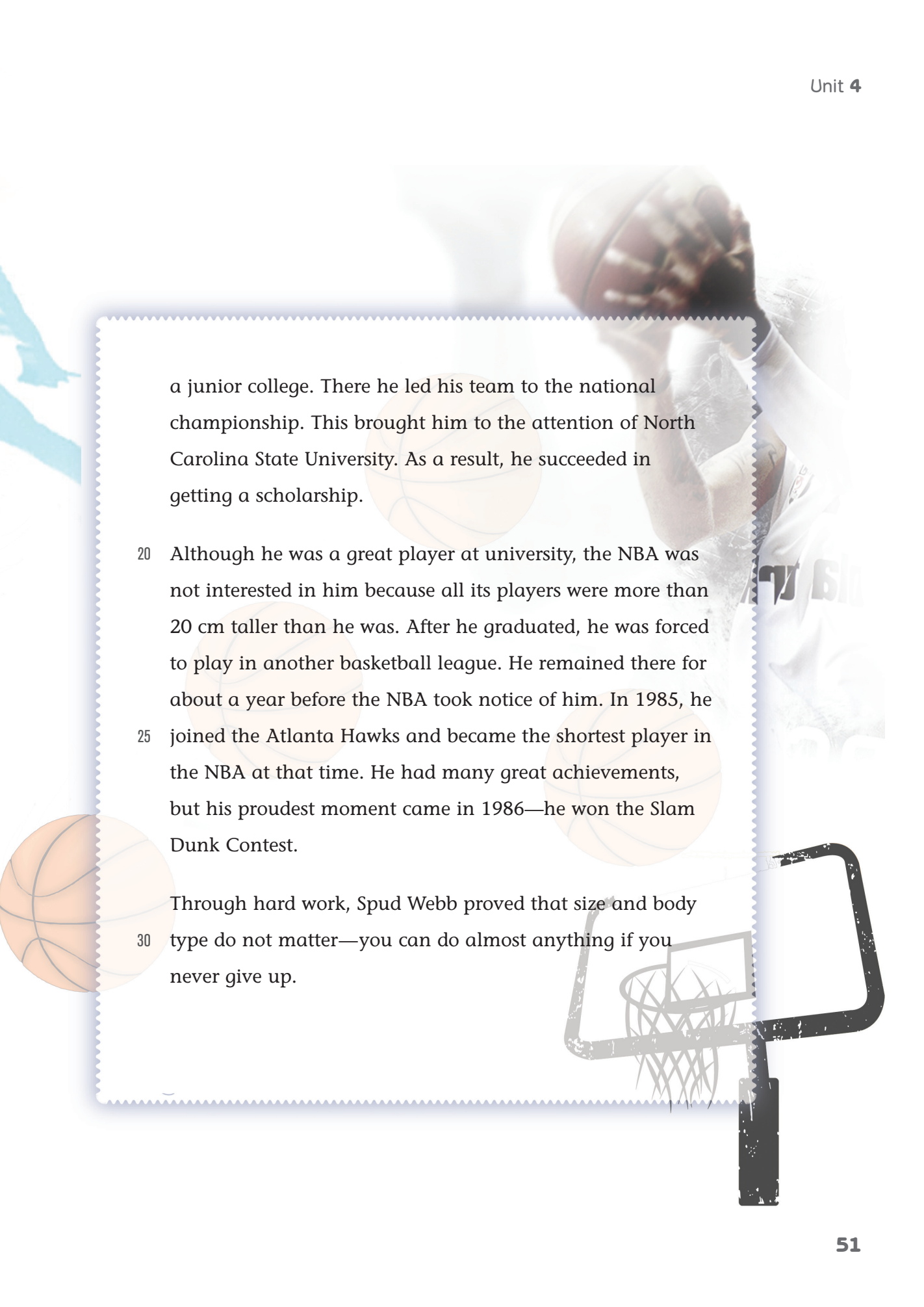
Spud Webb was born in Texas, the USA, in 1963. He was very small—much smaller than the other kids at school. However, he had a big dream—he wanted to play in the NBA.

While attending junior high, Spud tried out for the school team,
5 but he was refused at first because he was too small. He did not lose heart. When he finally got the chance, he scored 20 points in his first game. From then on, he was the star of the team.

In senior high, Spud often had to sit in the stands because of his height. He practised even harder and got the coach to change
10 his mind. Spud went on to become leader of the team. In his last year of senior high, he was named Player of the Year in Texas.

However, no university would invite him to play basketball simply because he was
15 only 170 cm tall. He decided to play at





a junior college. There he led his team to the national championship. This brought him to the attention of North Carolina State University. As a result, he succeeded in getting a scholarship.

- 20 Although he was a great player at university, the NBA was not interested in him because all its players were more than 20 cm taller than he was. After he graduated, he was forced to play in another basketball league. He remained there for about a year before the NBA took notice of him. In 1985, he
- 25 joined the Atlanta Hawks and became the shortest player in the NBA at that time. He had many great achievements, but his proudest moment came in 1986—he won the Slam Dunk Contest.

- Through hard work, Spud Webb proved that size and body
- 30 type do not matter—you can do almost anything if you never give up.

B Spud Webb, the shortest NBA player

B1 David has found some new words in the article. Help him match the words on the left with the meanings on the right. Write the correct letters in the blanks.

- | | | |
|-------------------------|-------|---|
| 1 stand (line 8) | _____ | a achieve something that you have been trying to do |
| 2 national (line 16) | _____ | b use facts to show that something is true |
| 3 succeed (line 18) | _____ | c a place where people stand or sit to watch sports |
| 4 scholarship (line 19) | _____ | d be important |
| 5 prove (line 29) | _____ | e of a whole country |
| 6 matter (line 30) | _____ | f money given to somebody so that he or she can continue to study |

B2 David wrote down some important information on Spud Webb's basketball career. Can you find it in the article on pages 50 and 51? Write the correct letters in the blanks.

- a Spud was named Player of the Year
- b Spud got a scholarship from a university
- c Spud scored 20 points in his first game
- d Spud became an NBA player in 1985
- e small Spud had a big dream

- Paragraph 1 _____
- Paragraph 2 _____
- Paragraph 3 _____
- Paragraph 4 _____
- Paragraph 5 _____



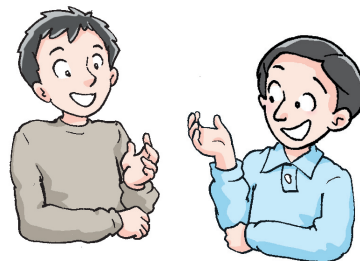
B3 Simon wants to know more about Spud Webb. He is asking David some questions. Complete their conversation with the information in the article.

Simon: When was Spud Webb born?

David: He was born in ⁽¹⁾ _____.

Simon: Was he very tall?

David: No. He was ⁽²⁾ _____ than the other kids at school.



Simon: When did he become an NBA player?

David: He ⁽³⁾ _____ the Atlanta Hawks in 1985 and became the ⁽⁴⁾ _____ player in the NBA at that time.

Simon: What was his proudest moment?

David: He ⁽⁵⁾ _____ the Slam Dunk Contest in 1986.

Simon: Great! Spud proved that size and body type really don't ⁽⁶⁾ _____. We can do almost anything if we never ⁽⁷⁾ _____.

B4 Simon is writing about Spud Webb. Help him find out how Spud did not give up at different stages of his life.

- 1 In junior high, the coach refused to let him play at first because he was too small, but he _____.
- 2 In senior high, he often had to sit in the stands because of his height, but he _____.
- 3 After he graduated from high school, no university would invite him to play basketball because he was only 170 cm tall. He decided _____.
- 4 After he graduated from university, the NBA was not interested in him because all its players were more than 20 cm taller than he was. He remained _____.



Grammar

A Using *before*, *after*, *when* and *while*

We use the conjunctions **before**, **after**, **when** and **while** to introduce time clauses. They can be placed at the beginning or in the middle of sentences.

TIP **Before** and **after** can also be used as prepositions of time.
before 9 a.m.
after lunch

Before means earlier than a certain time.

He remained there for about a year **before** the NBA took notice of him.

After means later than a certain time.

After he graduated, he was forced to play in another basketball league.


When means at or during a certain time.

When he finally got the chance, he scored 20 points in his first game.

While means during a certain time.

While (he was) attending junior high, Spud tried out for the school team.

One of David's days

 David is writing in his diary about one of his days. Help him combine his sentences using **before**, **after**, **when** or **while**.

1 I go jogging every morning. Then I have breakfast.

2 I practised playing basketball for hours. I felt tired out.

3 I met Peter. I was waiting at the bus stop.

4 I was watching TV. I received a call from my uncle.

5 I was ready to go to bed. My father came back from work.

B Using *since*, *till* and *until*

Tip *Since*, *till* and *until* can also be used as prepositions of time.
since 2006
till/until today

We also use the conjunctions **since**, **till** and **until** to introduce time clauses.

Since means from a certain time. The verb in the main clause is often used in the present perfect tense.

You've been happy **since** I first met you.

Till and **until** both mean up to a certain time, but **till** is more informal than **until**.

Spud remained in another basketball league for about a year **till/until** the NBA took notice of him.

When we use verbs like **go**, **leave**, **arrive**, etc. in the main clauses, we should use the structure **not ... till/until**.

Do **not** wake me up **until** you finish your work.

David loves basketball

 Here are more sentences from David's diary entry. Complete his sentences with *since*, *till* or *until*.

- 1 I have been crazy about playing basketball _____. I was a little boy.
- 2 The weather has been awful this week. The rain did not stop _____ yesterday evening, so we could not practise basketball for several days.
- 3 We played basketball in the playground this afternoon _____ it was getting dark.
- 4 It is the first time we have played basketball _____ Monday. We enjoyed ourselves very much.
- 5 I waited for 20 minutes at the bus stop _____ the bus arrived.
- 6 It is Friday evening. I will not go to bed _____ I finish watching my favourite TV programme.

C Using *as soon as* and *whenever*

The conjunctions **as soon as** and **whenever** can also introduce time clauses.

As soon as means when something happens, or a short time after something has happened.

It began to rain **as soon as** I left the house.

Whenever means at any time.

I can read books **whenever** I want to.

TIP We can use **every time** to replace **whenever**.

More about basketball

C1 Simon is writing about David's love for basketball. Help Simon complete his sentences with **as soon as** or **whenever**.

- 1 David often goes to play basketball _____ school is over.
- 2 He watches the NBA _____ there is a game on TV.
- 3 _____ he talks about basketball, he gets excited.
- 4 _____ he learnt that the NBA players would come to China, he tried his best to get a ticket.

C2 David is writing about Yao Ming, his favourite basketball star. Help him complete his article with the correct conjunctions you have learnt in this unit.

Yao Ming was born in Shanghai in 1980. He got his first basketball
(1) _____ he was only four years old, but he did not become
serious about basketball (2) _____ he was 12. Yao joined the
Houston Rockets in 2002 and became the best Chinese player to
ever play in the NBA. (3) _____ he went to the USA, he knew
little English, but he quickly learnt the language. The best moment
in his career was in 2004—he scored 41 points in a game against
the Atlanta Hawks.

When Yao Ming was living in the USA, he returned to China
(4) _____ he was needed. He took part in the Olympics in
2004 and in 2008 as one of the Chinese athletes. (5) _____
he ended his basketball career, Yao has done more charity work,
especially for poor Chinese teenagers.



Integrated skills

A Anne Frank and World War II



A1 ▶ Millie is listening to a radio programme about a book and World War II. Listen to the first part of the programme and help Millie fill in the missing words.

World War II broke out in Europe in 1939 and ended in 1945. Life changed for everybody, including women and ⁽¹⁾ _____ because of the war. About ⁽²⁾ _____ people lost their lives during the war.

The Diary of a Young Girl was written by a girl named Anne Frank. It was first published in ⁽³⁾ _____ and has been translated into ⁽⁴⁾ _____ languages since then. The diary has been read by people all over the world. It was a record of that time, and it has also become a symbol of the victory of the human spirit.



A2 ▶ Listen to the second part of the programme and help Millie complete the timeline about Anne Frank.

Anne Frank

Jun. 1929: born in ⁽¹⁾ _____, a Jew

Jul. 1942: they went into hiding in her father's ⁽²⁾ _____

Aug. 1944: they were caught and sent to a Nazi camp

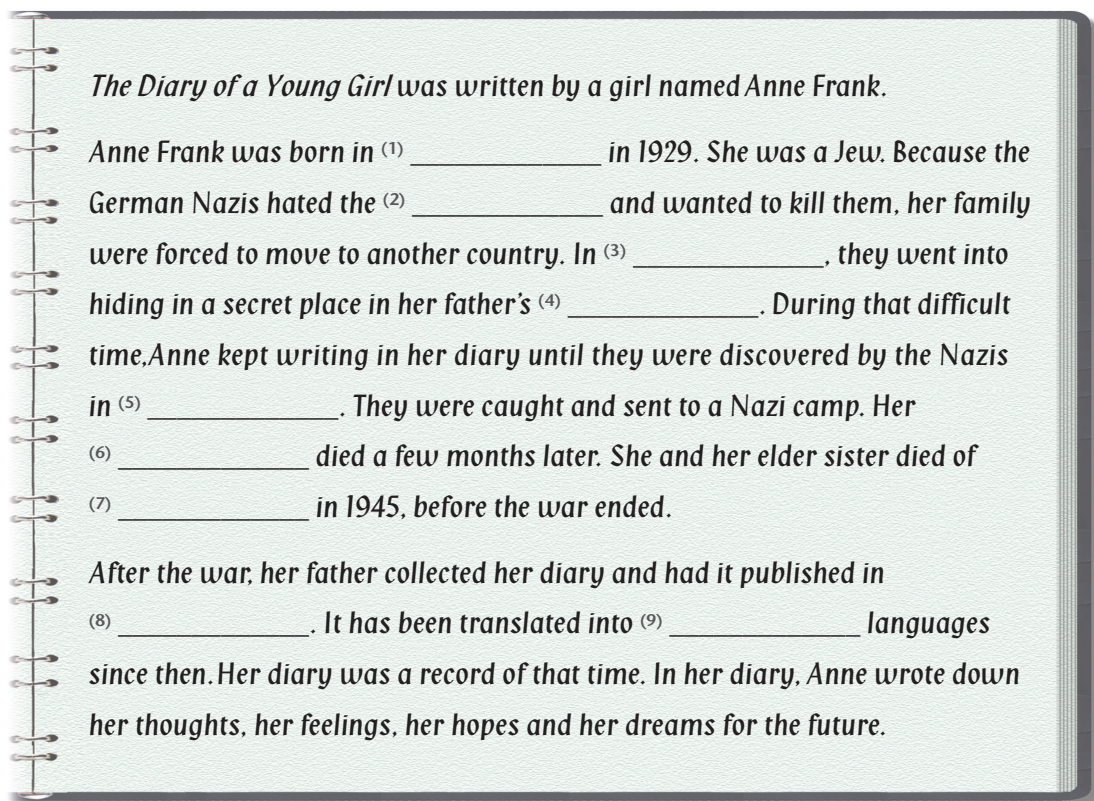
Jan. 1945: her ⁽³⁾ _____ died

Mar. 1945: Anne and her elder ⁽⁴⁾ _____ died of illness

1947: her ⁽⁵⁾ _____ had her diary published



A3 Millie wants to tell her classmates about the programme. Help her complete the article with the information on page 57.



B Speak up: I hope war never happens again.



A Millie and Simon are talking about World War II. Work in groups and discuss what you know about it. Use the conversation below as a model.

Millie: Have you read any other stories about children in the war?

Simon: Yes. I've just finished the book *I Am David*, a story about a 12-year-old boy and his journey to Copenhagen after he got away from a Nazi camp.

Millie: The book *A Small Free Kiss in the Dark* is also about a young homeless boy and how he survived the war with his friends.

Simon: I admire these children for their courage. However, it's a pity that they couldn't enjoy a happy life just as we do.

Millie: Yes. Although we live in peace, some children in other parts of the world still live in fear of their lives. I hope war never happens again.




Guessing the meaning of a word by its formation

When we read and come across new words, we can sometimes guess their meanings by the way they are formed.

Sometimes a suffix changes a word's part of speech, but the meaning remains almost the same. Thus, if you know the meaning of the root word, you can guess the meaning of the word, e.g. **illness**, **achievement**, **energetic**, **dangerous**.

Sometimes a prefix or a suffix changes the meaning of a word, e.g. **incorrect**, **dislike**, **unlucky**, **homeless**.

Sometimes two words come together to form a compound word, such as **blackboard**. Some compounds have a hyphen (-), such as **hard-working**.

 *Millie has found out more about Anne Frank and her book. She underlined some new words in a paragraph. Help her guess their meanings. Match the words on the left with the meanings on the right. Write the correct letters in the blanks.*

The Diary of a Young Girl became a best-seller as soon as it was published. Soon it was read by people worldwide. It is not an imaginary story but a true experience of a teenager in wartime. In this book, Anne, a Jewish girl, describes her boredom with being away from the outside world, her unhappiness with living in a small place all year, and her fear of discovery and death.

- | | | |
|---------------|-------|--|
| 1 best-seller | _____ | a related to the Jews |
| 2 worldwide | _____ | b the feeling of not being happy |
| 3 imaginary | _____ | c a period when there is a war |
| 4 wartime | _____ | d from all parts of the world |
| 5 Jewish | _____ | e the state of feeling bored |
| 6 boredom | _____ | f which is imagined and not true |
| 7 unhappiness | _____ | g a book which sells well |
| 8 discovery | _____ | h the act of discovering somebody or something |



Task

The person who has influenced me most



Mr Wu is asking each of the Class 1, Grade 9 students to write about the person who has influenced him or her most. He shows an article to them as a model. Read the article with them.

My father is in his fifties. He has worked in a local factory for years. You will not find anything unusual about him until you learn more.

My father has always been kind and helpful. He is ready to help anyone. He gave our TV to a family who could not afford one; he cares for the children who have lost their parents; whenever he has some money left, he gives it to someone in need.

My father has donated blood many times since 1990. The blood he has donated is enough to save over 70 lives. He has also donated blood cells to people with blood cancer. To my surprise, he has decided to donate his body for medical research after his death.

When I was a little girl, I could not understand why my father always seemed to be kinder to others than to his own family. Now I realize that he has a heart full of love.

Useful expressions

... is the person who has influenced me most.

... is in his/her twenties/thirties/forties/....

You will not find anything unusual about him/her until

... has always been kind/helpful/....

To my surprise,

When I was a little girl/boy, I could not understand

Now I realize that

B You want to write about a person who has influenced you most. Prepare some notes first. The questions below may help you.

- 1 Who has influenced you most in your life?

- 2 What does he/she look like?

- 3 What is special about him/her?

- 4 What has he/she done? Give one or two examples.

- 5 What do you think of him/her?

C Write about the person who has influenced you most. Use the article on page 60 as a model.



Self-assessment

I have learnt	Details	Result
1 about a retired NBA player.		
2 to use the new words to tell a story about growing up.		
3 to use the conjunctions to introduce time clauses.		
4 to guess the meaning of a word by its formation.		

Result: 😊 Perfect! 😊 Good! 😊 Not bad!
I need to spend more time on _____.

Project 1

A poster about yourself

Each student in Class 1, Grade 9 has made a poster about himself or herself. They are using the posters to play the game “Who am I?” After the game, they are going to put all the posters on the wall as a class display. Your class wants to do the same thing.

A Planning and preparing

- 1 Work in pairs. Think about and discuss the things you can include in your poster.
- 2 Work alone. Prepare a list of things that you are going to include in your poster. If you need help, you can use the list below.
- 3 Make some notes next to each topic.

Things to be included

- my age
- the strong and weak points of my personality
- the job I want to do in the future
- my favourite colour and what it represents
- my favourite subjects
- my hobbies
- examples of my success
- my problems
- how I deal with my problems
- the person who has influenced me most



B Making your poster

Drafting and checking

- Read through your notes carefully.
- Write your first draft.
- Read through your draft and check for mistakes.

Using pictures and photos

- Draw some pictures of your hobbies, favourite colour, etc. on the poster.
- You may also stick a few photos of yourself that show you have grown up.

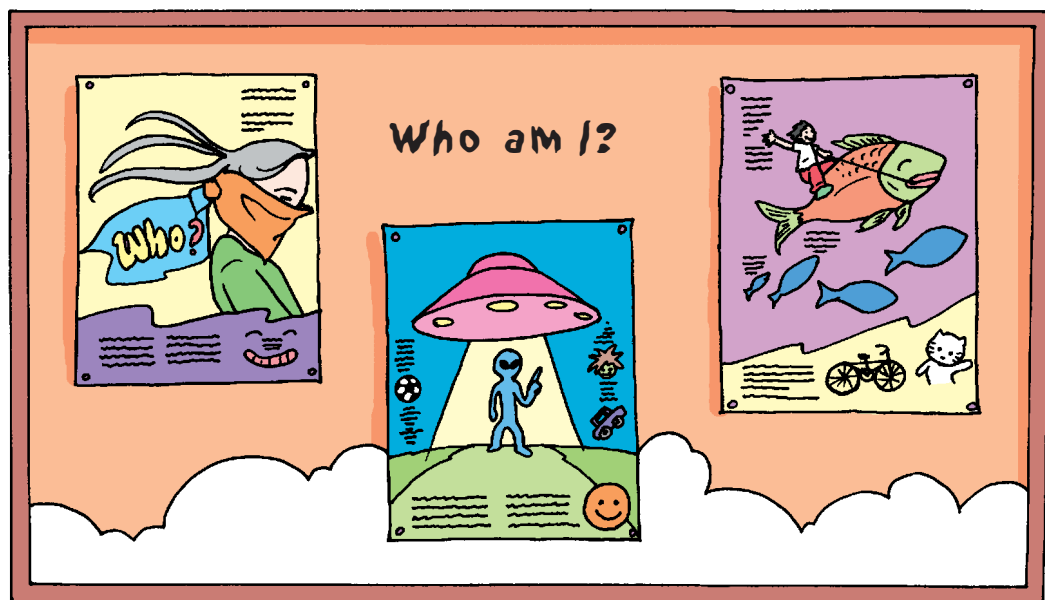
Presenting

- Try to make your poster look interesting. Think about what colours to use and the positions of the text and pictures/photos.
- Remember to make the text big enough so that others can read it easily.

C How well do you know each other?

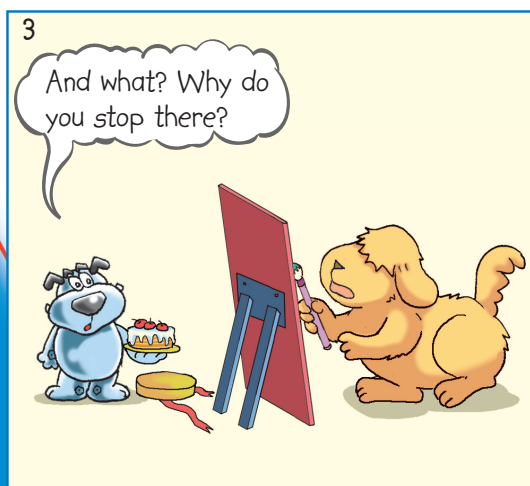
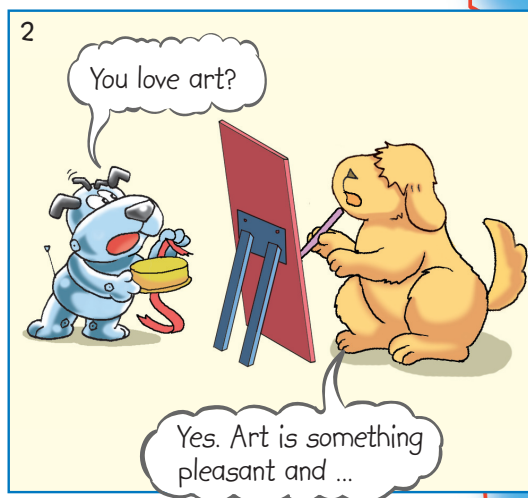
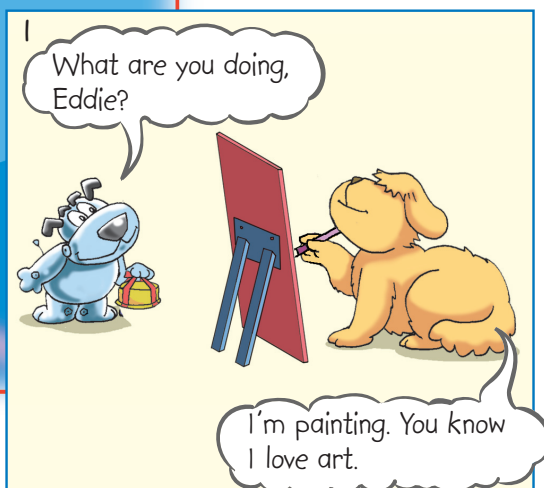
When you have finished, hand in your poster to your teacher. Your teacher will give each of you a poster to read aloud to the whole class in turn.

You will guess who made each poster. The first student to guess correctly gets a point. The student who gets the highest score at the end of the game is the winner.



Unit 5

Art world



Learning about art

Sunshine Middle School is having an art festival. Students at the school will learn a lot about art.

Task

Write your story about the art form you like best.



Welcome to the unit

Art forms

A The Class 1, Grade 9 students want to know more about art. Help them write the correct names of the different art forms in the blanks.

dance

drama

film

music

painting

photography

1



2



3



4



5



6



B Millie and Daniel are talking about their favourite art forms. Work in pairs. Try to find out what art form your partner likes. Use the conversation below as a model.

Millie: What art form do you like?

Daniel: I like music.

Millie: Really? What kind of music do you like best?

Daniel: I prefer pop music.

Millie: Who's your favourite singer?

Daniel: I just love Michael Jackson!

Millie: Why do you love him?


Daniel: Because he was the King of Pop. His musical talent was amazing.





A Tan Dun's music



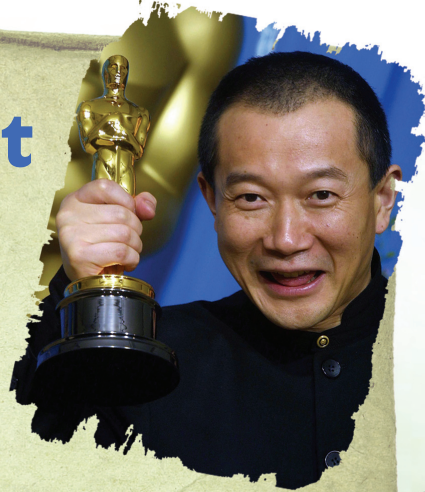
 Sandy likes reading music magazines. She is reading an article about the famous composer Tan Dun. Here is the article.


Music without boundaries

Each time a medal was presented to a winner at the Beijing 2008 Olympic Games, the award music was played. The music was written
5 by Tan Dun, a world-famous composer.

Born in 1958 in central Hunan, China, Tan Dun grew up near the Liuyang River. When he was very young, Tan showed an interest in music. He loves the sounds of the rushing water and the blowing wind because, to him, the best music comes
10 from nature. Since he had no musical instruments then, he made music with common objects like stones and paper.

In 1978, Tan entered the Central Conservatory of Music in Beijing. Eight years later, he went on to study in the USA. There he got to know great musicians from around the world.
15 As a composer, perhaps he is best known for winning an



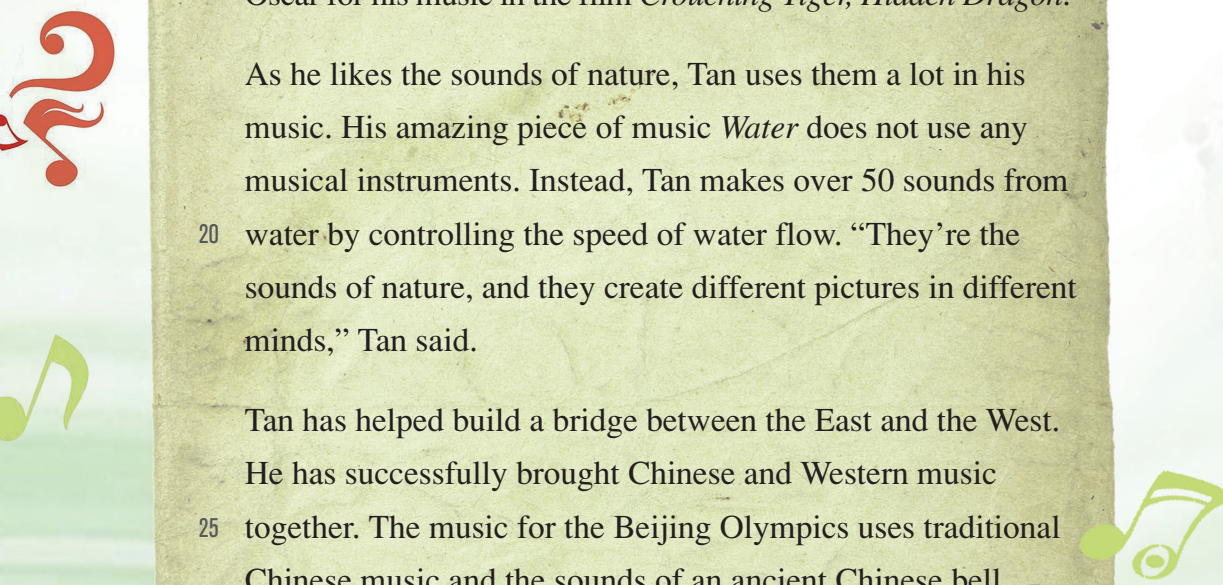


Oscar for his music in the film *Crouching Tiger, Hidden Dragon*.

As he likes the sounds of nature, Tan uses them a lot in his music. His amazing piece of music *Water* does not use any musical instruments. Instead, Tan makes over 50 sounds from
20 water by controlling the speed of water flow. “They’re the sounds of nature, and they create different pictures in different minds,” Tan said.

Tan has helped build a bridge between the East and the West. He has successfully brought Chinese and Western music
25 together. The music for the Beijing Olympics uses traditional Chinese music and the sounds of an ancient Chinese bell, though it is in a Western style.

“My music is to dream without boundaries,” Tan once said. In his works, the past and the present, common objects and
30 musical instruments, traditional Chinese music and modern Western music all mix together to make a new type—music without boundaries.



B Tan Dun, the famous composer

B1 Sandy wants to know the meanings of some new words in the article. Help her match the words on the left with the meanings on the right. Write the correct letters in the blanks.

- | | | |
|----------------------|-------|---|
| 1 present (line 1) | _____ | a a dividing line |
| 2 composer (line 5) | _____ | b not special |
| 3 central (line 6) | _____ | c make something work in the way you want |
| 4 common (line 11) | _____ | d a person who writes music |
| 5 control (line 20) | _____ | e in the centre of an area |
| 6 boundary (line 28) | _____ | f give something to someone, especially at an important event |

B2 Sandy is making a profile card about Tan Dun. Help her fill in the card with the information on pages 66 and 67.

Tan Dun

Year of birth: ⁽¹⁾ _____

Place of birth: ⁽²⁾ _____

Interest(s): ⁽³⁾ _____

Job: ⁽⁴⁾ _____

Education: studied music at a university in ⁽⁵⁾ _____
went on to study in ⁽⁶⁾ _____

Best known for: winning an ⁽⁷⁾ _____ for the music in a film

His music: uses ⁽⁸⁾ _____ a lot
builds a bridge ⁽⁹⁾ _____

B3 Sandy is talking with Daniel about Tan Dun. Complete their conversation with the information on pages 66 and 67.

Daniel: Tan Dun is one of the greatest ⁽¹⁾ _____ in the world.
Could you tell me more about him?

Sandy: Sure. He wrote the ⁽²⁾ _____ music for the Beijing 2008 Olympic Games.

Daniel: I know he loves the sounds of ⁽³⁾ _____. Have they influenced his works?

Sandy: Yes. He uses them a lot in his music, and in one of his works, *Water*, he doesn't use any musical ⁽⁴⁾ _____.

Daniel: Really? How does he make music, then?

Sandy: He makes over 50 sounds from water by ⁽⁵⁾ _____ the speed of water ⁽⁶⁾ _____.

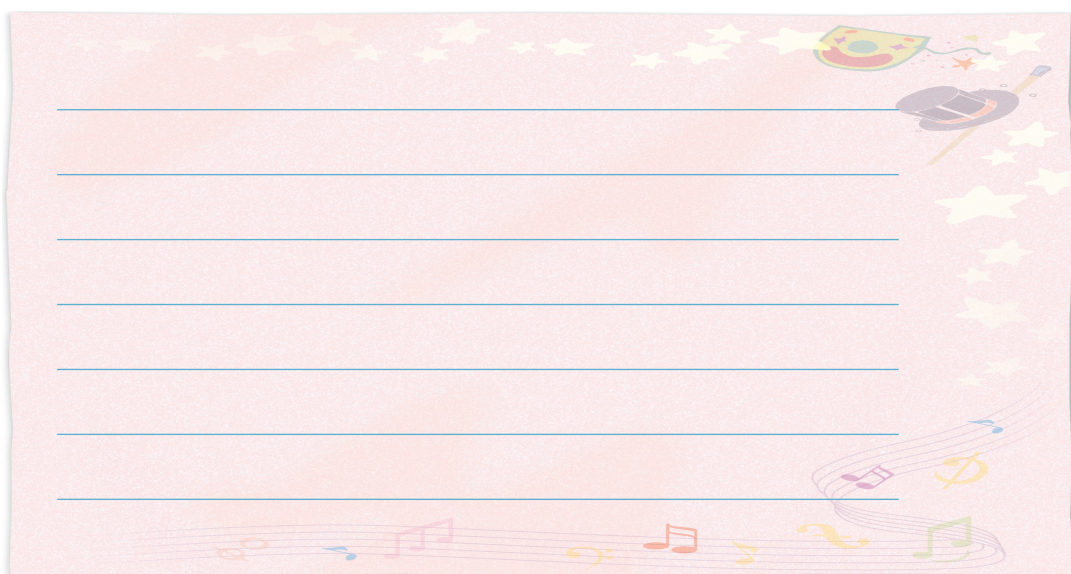
Daniel: That's really amazing!

Sandy: Yes. When he was young, he used to make music with ⁽⁷⁾ _____ objects like stones and paper.

Daniel: Wow! His music for the Beijing Olympics must be very special!

Sandy: Yes. It uses ⁽⁸⁾ _____ Chinese music and an ⁽⁹⁾ _____ Chinese bell, but it's in a ⁽¹⁰⁾ _____ style.

B4 What does Tan Dun mean by saying that "My music is to dream without boundaries"? Give examples if necessary.





Grammar

A Giving reasons with **because**

TIP

We never use the conjunction **so** in sentences with **because**.

We use **because** to introduce clauses of reason. Its tone is strong.

I like listening to music **because** it makes me feel relaxed.

I like painting **because** I like all the different colours.


He loves the sounds of the rushing water and the blowing wind **because**, to him, the best music comes from nature.

We often use **because** to answer **why** questions.

Millie: Why do you love Michael Jackson?

Daniel: **Because** he was the King of Pop.

Questions about Tan Dun

 *Daniel has more questions about Tan Dun. He searched the Internet and made some notes. Look at his notes and answer his questions. Use **because** to introduce the reasons.*

He has successfully brought Chinese and Western music together.

He is a world-famous composer.

He has created a new type of music—music without boundaries.

He thinks the best music comes from nature.

1 Why was Tan Dun chosen to write music for the Beijing Olympics?

2 Why does Tan like the sounds of nature?

3 Why is Tan able to build a bridge between the East and the West?

4 Why do people think highly of Tan's music?

B Giving reasons with *since* and *as*

Since and **as** are also used to give reasons for something. Usually the reasons are already known. Their tone is weaker than **because**.

Since he had no musical instruments then, he made music with common objects like stones and paper.

As he likes the sounds of nature, Tan uses them a lot in his music.

TIP **Since** and **as** are used in the same way and have no difference in meaning.

An art festival

B1 There is going to be an art festival at Sunshine Middle School. Help Amy make sentences with **since** or **as**.

- 1 Daniel decided to play the violin at the art festival.
He is good at it.

Daniel decided to play the violin at the art festival
since/as he is good at it.

- 2 Kitty will dance at the song and dance show.
She has to practise hard these days.

- 3 Sandy will design the posters for the art festival.
She can draw very well.

- 4 Some students love painting and taking photos.
There will be a students' art show.

- 5 The art festival is open to all students and parents.
Everybody is welcome.



B2 ▶ Sunshine Middle School gave all the students free tickets to an opera during the art festival. Sandy is writing about it in her diary. Help her complete her diary entry with **because** or **since/as**.

Our school gave us free tickets to an opera ⁽¹⁾ _____ it can help us learn more about different art forms.

⁽²⁾ _____ Millie also planned to take the underground, we went to the theatre together. When we arrived, Kitty had already been there. Soon Simon and Daniel came.

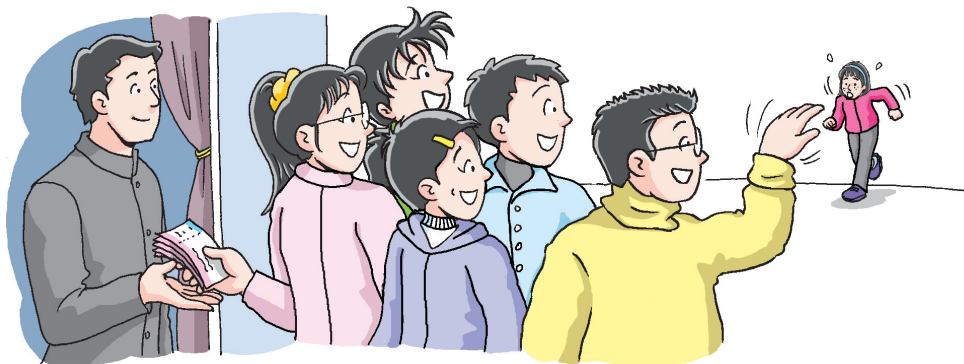
⁽³⁾ _____ it was still early, we went to buy some drinks. "We'd better be quick ⁽⁴⁾ _____ the opera will begin in 20 minutes," Kitty suggested. We came back quickly. Then we waited for Amy outside the theatre.

"The opera is going to start in a minute. Please come inside," the man at the door said, but Amy did not appear. After a while, we saw Amy running towards us. "I'm late ⁽⁵⁾ _____ there was too much traffic," she said, out of breath. Then we hurried into the theatre.

⁽⁶⁾ _____ the opera had just started, we did not miss much.

The opera lasted for one and a half hours. We did not get bored at all

⁽⁷⁾ _____ it was really wonderful.





Integrated skills

A Different kinds of music



A1 There will be a music show during the art festival. Listen to Mr Wu talking about the concerts for the show. Complete the poster with the correct date and times.

Concerts at the art festival

We have all kinds of music this Saturday, ⁽¹⁾ _____ November.

Folk At the school hall	9 a.m.– ⁽²⁾ _____
Country music In the playground	10:30 a.m.–noon
Jazz At the school hall	⁽³⁾ _____–3 p.m.
Rock In the playground	3:30 p.m.– ⁽⁴⁾ _____
Classical music At Sunshine Theatre	7 p.m.– ⁽⁵⁾ _____

Come and enjoy a day of music!



A2 Sandy and Daniel are talking about the music show. Listen to their conversation and help Daniel match the music with its characteristics.

- | | |
|-------------------|---|
| 1 Folk | a <ul style="list-style-type: none"> • about country life and cowboys • uses guitars |
| 2 Country music | b <ul style="list-style-type: none"> • serious • has a lasting value |
| 3 Jazz | c <ul style="list-style-type: none"> • uses drums a lot • exciting |
| 4 Rock | d <ul style="list-style-type: none"> • first created by African Americans • musicians make up the music while playing |
| 5 Classical music | e <ul style="list-style-type: none"> • in the traditional style • has strong local colour |

A3 Daniel is writing about the music show in his diary. Help him complete his diary entry with the information on page 73.

Today we had a music show. My parents and I attended all the concerts.

We went to the folk concert at the ⁽¹⁾ _____ first. It began at ⁽²⁾ _____. Folk music has strong ⁽³⁾ _____ colour. After that, we went to the ⁽⁴⁾ _____ concert in the playground. This kind of music is about country life and cowboys. The sounds of ⁽⁵⁾ _____ are pleasant.

Since the jazz concert began at ⁽⁶⁾ _____ at the school hall, we had lunch near our school. Jazz musicians are great because they make up the music while ⁽⁷⁾ _____. The rock concert began at 3:30 p.m. in the ⁽⁸⁾ _____. It was exciting, but my parents thought it was too noisy because of the ⁽⁹⁾ _____.

The classical music concert started at 7 p.m. at ⁽¹⁰⁾ _____. Classical pieces, such as "Swan Lake", are ⁽¹¹⁾ _____ and have a lasting ⁽¹²⁾ _____.

It is a great day because I have learnt about different kinds of music.

B Speak up: Would you like to go to a concert tonight?



Sandy is inviting her friend Janice to a concert. Work in pairs. Take turns to invite your partner to a concert. Use the conversation below as a model.

Sandy: Would you like to go to a concert tonight, Janice?

Janice: Of course. What kind of concert is it?

Sandy: It's a classical music concert.

Janice: Great! I love classical music. When does it start?

Sandy: At 7 p.m.

Janice: And where is it held?

Sandy: At Sunshine Theatre.

Janice: OK. Shall we meet at the gate of the theatre?

Sandy: All right. I'll see you there at 6:50. Bye.



Guessing the meaning of a word from the context

When we read, sometimes we can guess the meaning of a new word from the context.

If a new word appears in a sentence, the sentence itself might give the meaning of the word. When we look at the words before and after the new word, it is possible to find its meaning.

The teacher's question was a real **riddle**, a very difficult question to understand.

In the sentence above, "a very difficult question to understand" explains the meaning of the word **riddle**.

A Underline the meaning of the word in bold in each sentence.

- 1 The **conductor**, the person who sold and checked tickets on the bus, got very angry and told him to get off.
- 2 She decided to study **agriculture**, the science of farming, at university.
- 3 When we talk about the **curriculum**, we refer to the students' course of study at school.

If the sentence does not define the word, first, try to determine the word's part of speech. Then look at the way other words are used in the sentence, as this might give a clue to the meaning of the new word.

I sat on the green grass watching the white clouds sailing across the **azure** sky.

In the sentence above, **azure** is the colour of the sky—blue.


B Read the sentences below. Guess the meaning of the words in bold.

- 1 I do not like pop music. I prefer **blues** instead. a kind of music
- 2 **Vehicles** such as cars and buses are not allowed on this road. _____
- 3 I have few close friends, but many **acquaintances** at school that I like to talk to. _____
- 4 It was Sunday, so there were many **pedestrians** walking along Orange Street. _____
- 5 The fruit was no longer fresh. It was starting to go **rotten**, and the whole house smelt bad. _____



Task

The art form I like best

 There is a questionnaire on the school's website. Complete the questionnaire and discuss the art form you like best with your classmates.

I Like Art questionnaire

1 What art form do you like best? Put a tick (✓) in the box.

☐

dance

☐

literature

☐

drama

☐

music

☐

film

☐

painting

☐

photography

others: _____

2 Are you good at this art form?

3 What do you think of this art form?

4 When did you become interested in this art form?

5 Do you have any stories about this art form?

6 How important is this art form to you?

Useful expressions

I have a real gift for

I became interested in ... when I was

I once did not like ... because

I forgot ... until

Since then, I have been crazy about

I enjoy myself ... every time



B Read Sandy's story about how she became interested in painting.

All my teachers and classmates praised my designs for the art festival. They think I have a real gift for painting. However, I once did not like art lessons because I could not draw very well.

One day, I was playing with some paint as usual in Ms Luo's art lesson. I mixed the paint with water. As I took the brush away, I dropped some paint onto the paper. Looking at the mark, I decided to blow it. The paint began to run, so I blew harder. The paint ran in all directions and made a very interesting picture! I forgot that I was in class until Ms Luo came by my desk. "That's a very good picture, Sandy," said Ms Luo. She encouraged me to keep trying and make more wonderful pictures.

I did make some wonderful pictures later. Since then, I have been crazy about crayons and paints. I enjoy myself in the world of colours every time I paint.

C Write your story about the art form you like best. Use Sandy's article as a model. The questionnaire on page 76 may help you.



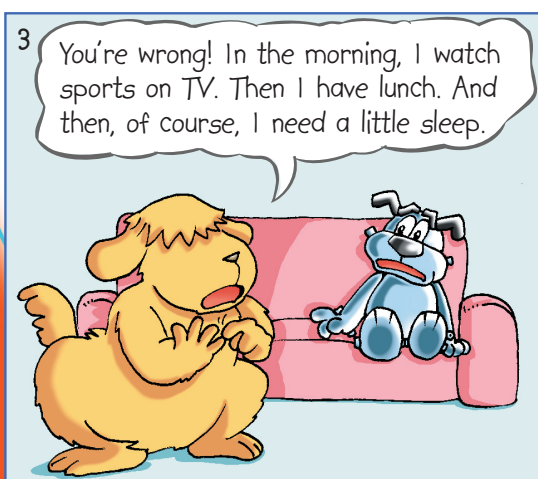
Self-assessment

I have learnt	Details	Result
1 about Tan Dun and his music.		
2 to use the new words to talk about an art form.		
3 to give reasons with because , since and as .		
4 to guess the meaning of a word from the context.		

Result: 😊 Perfect! 😊 Good! 😊 Not bad!
I need to spend more time on _____.

Unit 6

TV programmes



Your own TV programme

The Class 1, Grade 9 students enjoy watching TV. They are creating their own TV drama scripts for a competition.

Task

Create your own TV drama script with an interesting story.



Welcome to the unit

Types of TV programmes

A Sandy is doing a quiz. Help her match the scenes below with the types of TV programmes. Write the correct name under each picture.

cartoon
documentary

chat show
drama series

comedy
game show

1



2



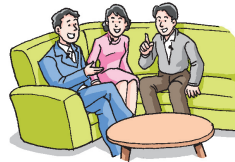
3



4



5



6



B Sandy and her friends are talking about their favourite TV programmes. Work in groups. Talk about the types of TV programmes you like. Use the conversation below as a model.

Sandy: What type of TV programmes do you like?

Millie: I like watching documentaries because I can learn a lot about nature, history and real-life events from them.

Daniel: I prefer game shows. I hope one day I can take part in one of them, answer all the questions and win a big prize!

Amy: I think chat shows are as wonderful as game shows. There are always famous people on these shows talking about their lives.

Simon: I love cartoons so much. *Tom and Jerry* is my favourite, though there's not much dialogue in it.



A Saturday's TV programmes



Millie is reading a TV guide online. Here are the two web pages she is reading.


Sports World
Sunshine TV

A weekly round-up of what is happening in sport, with up-to-date information. The programme

5 covers different sports, such as swimming, basketball and football. If you are a football fan, you will not want to miss this week's programme. It is all about football. There are a number of interviews with famous players. A report on the

10 coming World Cup will also be included.

10 a.m.–11:30 a.m.




Beijing Music Awards
Sunshine TV

This year's Beijing Music Awards will be covered live this Saturday. Many Asian pop stars will

15 attend. About 300,000 fans have voted online for their favourite songs, singers and music videos, and the results will be announced during the show. Then some questions will follow. Write down your answers and send text messages to

20 1396 while watching the show. You could win two free concert tickets.

8 p.m.–10 p.m.



Back Forward Stop Refresh Home Favourites History Search AutoFill Larger Smaller Print Mail Preferences

Murder in a Country House **Golden TV**

7 p.m.–9:30 p.m.

- Murder in a Country House* is a horror film
25 directed by Cindy Clark, a new director. In the
film, a wealthy doctor is found dead in his
house. Who is the murderer? You will not find
out the answer until the very end. This
excellent film is full of horror and mysteries.
30 If you enjoy solving mysteries, you might
like this film. However, if you get scared easily,
do not watch it!



Tiger Watch **Golden TV**

10:30 p.m.–11:30 p.m.

- 35 This one-hour documentary takes a close look
at the life of tigers in India. After you watch this
programme, you will realize how much danger
these tigers face. The situation will continue
unless humans stop hunting them for their fur
40 and bones. If you are an animal-lover, you may feel sad about it.
In the documentary, you can see scenes from India, one of the
few places where tigers still live in the wild. *Tiger Watch* won an
award for its amazing photography.



B About the TV guide

B1 Millie does not understand some of the words on the web pages. Help her work out their meanings. Circle the correct letters.

- | | |
|--|--|
| <p>1 A <i>round-up</i> is _____.
 a a short report on the most important information
 b the act of bringing people together
 c a TV guide</p> <p>2 An <i>up-to-date</i> report _____.
 a is made today
 b talks about future success
 c includes the latest information</p> <p>3 If you are a <i>fan</i> of a singer, you _____.
 a dislike him or her
 b enjoy listening to his or her songs very much
 c work for him or her</p> <p>4 An event will be <i>covered</i> means it will be _____.
 a held soon
 b shown on TV, in newspapers, etc.
 c hidden</p> | <p>5 If a TV programme is covered <i>live</i>, it is _____.
 a sent out while the event is happening
 b recorded first and sent out later
 c about life</p> <p>6 <i>Announce</i> means _____.
 a to tell the public about decisions, plans, etc.
 b to appear on TV
 c to say something in a low voice</p> <p>7 <i>Wealthy</i> means _____.
 a poor
 b having a lot of money
 c healthy</p> <p>8 If you get <i>scared</i>, you _____.
 a cry for help
 b feel happy and interested
 c feel afraid or nervous</p> |
|--|--|

B2 Millie made some notes of Saturday's TV programmes. Help her check them. Write a **T** if a sentence is true or an **F** if it is false.

<p>1 There is a report on the coming Olympics in <i>Sports World</i>. _____</p> <p>2 About 30,000 fans have voted for the Beijing Music Awards. _____</p> <p>3 People can send text messages to 1396 to win a prize while watching the awards show. _____</p> <p>4 <i>Murder in a Country House</i> was directed by a new director. _____</p> <p>5 <i>Tiger Watch</i> lasts for two hours. _____</p> <p>6 <i>Tiger Watch</i> reminds people how much danger tigers face. _____</p>
--

B3 ▶ Millie is thinking about the information in the TV guide. Help her find the words on pages 80 and 81.

Sports World has a ⁽¹⁾ _____ round-up of what is happening in sport. There are also a number of ⁽²⁾ _____ with famous football players. This year's Beijing Music Awards will be covered ⁽³⁾ _____ on Saturday. Many ⁽⁴⁾ _____ pop stars will attend. People could win free ⁽⁵⁾ _____ tickets if they send a text message to the show. *Murder in a Country House* is a ⁽⁶⁾ _____ film about a ⁽⁷⁾ _____ doctor. I want to watch it because I love solving ⁽⁸⁾ _____. *Tiger Watch* is about the life of tigers in ⁽⁹⁾ _____. In the programme, I can see ⁽¹⁰⁾ _____ from the country as well.



B4 ▶ Recommend the most suitable Saturday's TV programmes to Millie and her friends. Choose from the four programmes listed on pages 80 and 81 and write the names in the blanks.

1

I love programmes about animals. I also like films with good stories. I don't mind feeling scared, but I have to go to bed at 10:30 p.m.



The best TV programme for Millie is _____.

2

I love watching music videos. I also like sports, especially football. I'll be at home all morning. I have to play football tonight. I'll be home after 10 p.m.



The best TV programme for Simon is _____.

3

I love sports. I enjoy playing tennis and swimming. I also love music. I'll go swimming in the morning, but I'll be home after 2 p.m.



The best TV programme for Amy is _____.

4

I like good films, especially horror films! I also like programmes about animals. I'm going to watch a basketball game in the evening, and I'll be home at 10 p.m.



The best TV programme for Andy is _____.



Grammar

A Using if

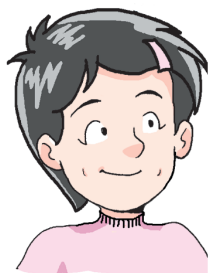
We use **if** to talk about the result of a possible action. We make sentences with **if** like this:

TIP We put a comma after the **if**-clause when it is the first part of a sentence.

If-clause (simple present tense)	Main clause (will/may/might/... + infinitive)
If you are a football fan,	you will not want to miss this week's programme.
If you are an animal-lover,	you may feel sad about it.
If you enjoy solving mysteries,	you might like this film.

What will happen if ...?

A1 Millie is thinking about herself, her friends and TV programmes. Help her choose the correct forms of the verbs in brackets to complete the sentences.



- If I (go, will go) to the Reading Club this afternoon, I (do not have, may not have) any time to watch TV.
- If Simon (gets, will get) home too late, he (misses, will miss) his favourite cartoon.
- If Amy (completes, will complete) all her homework quickly, she (watches, will watch) the chat show.
- If Daniel (takes, will take) part in the game show, he (wins, might win) a prize.
- If Sandy (finds, will find) a programme interesting, she (introduces, will introduce) it to us.

Work out the rule!

We often use the simple _____ (future, present) tense in the **if**-clause. We need a _____ (comma, full stop) after the **if**-clause when it is the first part of a sentence.

Asking about animals



Millie watched a documentary about animals. Help Millie answer her father's questions with the help of the words in the box.

attack

catch

hunt

live

protect

walk

Dad: What will a bear do if it's in danger?

Millie: If a bear ⁽¹⁾ _____, it ⁽²⁾ _____ people.

Dad: What will a polar bear do if it's hungry?

Millie: If a polar bear ⁽³⁾ _____, it ⁽⁴⁾ _____ fish from the water.

Dad: What will elephants do if they're thirsty?

Millie: If elephants ⁽⁵⁾ _____, they ⁽⁶⁾ _____ until they find a river.

Dad: What will tigers do if they live in the wild?

Millie: Tigers ⁽⁷⁾ _____ for their own food if they ⁽⁸⁾ _____.

Dad: What will tigers do if they have babies?

Millie: Tigers ⁽⁹⁾ _____ as a family if they ⁽¹⁰⁾ _____.

Dad: What will male wolves do if there's danger?

Millie: Male wolves ⁽¹¹⁾ _____ their families if there ⁽¹²⁾ _____.

TIP

We do not use a comma if the main clause comes first.

B Using *unless*

We can use **unless** to say that something can only happen or be true in a particular situation.

The situation will continue **unless** humans stop hunting them for their fur and bones.

Sometimes we can use **if ... not** to replace **unless**.

The situation will continue **unless** humans stop hunting them for their fur and bones.

→ The situation will continue **if** humans do **not** stop hunting them for their fur and bones.

Unless it rains tomorrow, we are going to play football in the park.


→ **If** it does **not** rain tomorrow, we are going to play football in the park.

The **unless**-clause can come first or after the main clause.

Unless you try your best, you will not realize your dream.

You will be late **unless** you leave right now.

A trip to a film and TV studio

 Sandy has prepared some tips for a school trip to a film and TV studio. However, she tore the tips by accident. Help her put the tips back together. Match the two parts of the sentences and write the correct letters in the blanks.

- | | | |
|---|--|-------|
| 1 | Unless the weather report says it is going to rain, | _____ |
| 2 | We will arrive at the studio around 9:30 a.m. | _____ |
| 3 | Unless you already know the studio very well, | _____ |
| 4 | You will buy your lunch at the restaurants in the studio | _____ |
| 5 | Unless you are tired, | _____ |
| 6 | You will have a chance to see how a TV programme is recorded | _____ |
| a | unless you take your own food with you. | |
| b | you will not need to take the minibus in the studio. | |
| c | you will not have to take an umbrella with you. | |
| d | unless the traffic is very heavy. | |
| e | unless you have little interest in it. | |
| f | you will travel around it with a tour guide. | |

**Work out
the rule!**

We use the simple _____ (future, present) tense in the **unless**-clause.



Integrated skills

A TV viewing habits

A1 Millie wants to interview three students about their TV viewing habits. She has written down what she knew about the students before the interviews. Read the information below.

Name	Grade	What I know about him/her
Anita	7	<ul style="list-style-type: none"> • Art Club • loves playing with her cat at home
Philip	8	<ul style="list-style-type: none"> • Football Team • a very good football player
Sam	9	<ul style="list-style-type: none"> • Drama Club • likes acting



A2 Millie is interviewing the students. Listen carefully and help her complete the notes below.

Anita

Likes programmes about: (1) _____ Reason: (2) _____

Dislikes programmes about: (3) _____ Reason: (4) _____

Favourite programme: (5) _____

Time spent watching TV every week: (6) _____

Philip

Likes programmes about: (7) _____ Reason: (8) _____

Dislikes programmes about: (9) _____ Reason: (10) _____

Favourite programme: (11) _____

Time spent watching TV every week: (12) _____

Sam

Likes programmes about: (13) _____ Reason: (14) _____

Dislikes programmes about: (15) _____ Reason: (16) _____

Favourite programme: (17) _____

Time spent watching TV every week: (18) _____

A3 Millie is writing a draft report on the interviews. Help her complete it with the information on page 87.

TV viewing habits

I have interviewed three students at my school about their TV viewing habits. I found that they are different from each other.

Anita is a Grade ⁽¹⁾ _____ student. She is a member of the ⁽²⁾ _____. She is interested in programmes about ⁽³⁾ _____. Usually she spends about ⁽⁴⁾ _____ every week watching TV. Her favourite programme is ⁽⁵⁾ _____. She does not like programmes about ⁽⁶⁾ _____. She thinks they are ⁽⁷⁾ _____.

Philip is a Grade ⁽⁸⁾ _____ student. He is a very good ⁽⁹⁾ _____, so he likes programmes about ⁽¹⁰⁾ _____. He thinks they are very ⁽¹¹⁾ _____. His favourite TV programme is ⁽¹²⁾ _____. He spends about ⁽¹³⁾ _____ every week watching TV. He does not like programmes about ⁽¹⁴⁾ _____—he does not find them ⁽¹⁵⁾ _____.

Sam is a Grade ⁽¹⁶⁾ _____ student. He is a member of the ⁽¹⁷⁾ _____. He likes ⁽¹⁸⁾ _____ programmes because he thinks they are really ⁽¹⁹⁾ _____. His favourite programme is ⁽²⁰⁾ _____. He watches TV for about ⁽²¹⁾ _____ every week. He finds programmes about ⁽²²⁾ _____ boring.

B Speak up: Do you like TV ads?



Millie and Simon are giving their views on TV advertisements. Work in pairs and tell your partner your point of view. Use the conversation below as a model.

Simon: Do you like TV ads, Millie?

Millie: Yes. They're interesting.

Simon: Why do you think so?

Millie: I think some of them are really creative. How about you?

Simon: I hate them.

Millie: Why?

Simon: I think most of them are silly. Watching TV ads is just a waste of time.



How to read a newspaper

When you read a newspaper, you should skim the headlines first. They will tell you the topic of each article.

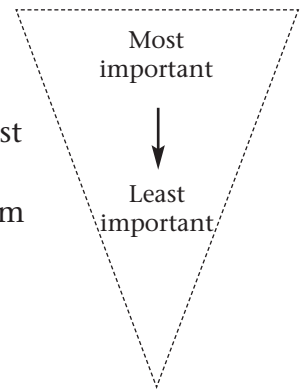
Newspaper headlines use the present tense. Some words are left out to save space, including *a/an/the*, *do/does/did*, the verb *be* and *and/but/or*.

A Read the newspaper headlines below. Pay attention to the tense and the words left out.

- 1 The Driver *was* killed, and eight *were* hurt in a bus crash
- 2 Heavy fog delays flights in Xinjiang
- 3 A Cat show *was* held in Shanghai
- 4 New artist sweeps American Music Awards
- 5 Here *are some* Xi'an travel tips

Newspapers use a special style of writing. Usually the most important information—the *who*, *what*, *where*, *when* and *how*—comes first in an article. The details come next, from the most important details to the least important ones.

Newspaper articles



B Read the article below. Then answer the questions.

TIP

In newspaper headlines, the present tense is used for immediate past information to draw the readers in.

Thames Post

Popular poet passes away

Susan Hunter, a poet whose poems were loved by millions, died of cancer on Tuesday in London. She was 73.

Ms Hunter wrote hundreds of poems. They were mostly about home, family and life in the countryside. People around the country grew up listening to her poems on the radio, and her books have always been popular. She was also famous for helping other young poets get their start, and she taught writing at universities.

1 Who was Susan Hunter?

2 What happened to her?

3 Where did she die?

4 When did she die?

5 How did she die?



Task

Creating a TV drama script

A Millie is writing a TV drama script for a competition. Read through the first half of her outline.

Background

- The twins, Justin and Luke, were at home.
- Their friend Sarah lived in Hill Building.
- The twins received a message from Sarah, who was asking for help.
- There were some burglars in Hill Building.

Story

- Justin and Luke called the police at once. Then they ran there quickly.
- The twins saw three men in police uniforms coming out of the building with guns in their hands.
- The twins were pushed into a minibus.
- They tried to use a knife to open the back door of the minibus.




B Millie is writing the first half of the story. Help her complete it.

One day, the twins, Justin and Luke, were ⁽¹⁾ _____. They received a message. It was from their friend Sarah. She was asking for ⁽²⁾ _____. There were some ⁽³⁾ _____ in Hill Building!

Justin and Luke called the ⁽⁴⁾ _____ at once. Then they ⁽⁵⁾ _____ to Hill Building quickly. When they arrived there, they saw three men in ⁽⁶⁾ _____ coming out of the building with ⁽⁷⁾ _____ in their hands. "They aren't policemen. They're the burglars," the twins thought. They ran towards the three men and tried to stop them from leaving, but they were pushed into a ⁽⁸⁾ _____.

Justin and Luke tried to open the back door of the minibus with a ⁽⁹⁾ _____.

 You are also interested in creating your own TV drama script. Write an outline of your story first. Use the outline in Part A as a model. You may also continue Millie's story in Part B.

Tips for creating an interesting story

- Catch your readers' attention in the first paragraph.
- Make your readers see what your characters are like by their appearance, actions, speeches and thoughts.
- Write meaningful dialogues.
- Choose two or more scenes for your story.
- Describe what happens, what the characters do and where the turning points are.
- Create a conflict to make your story interesting.



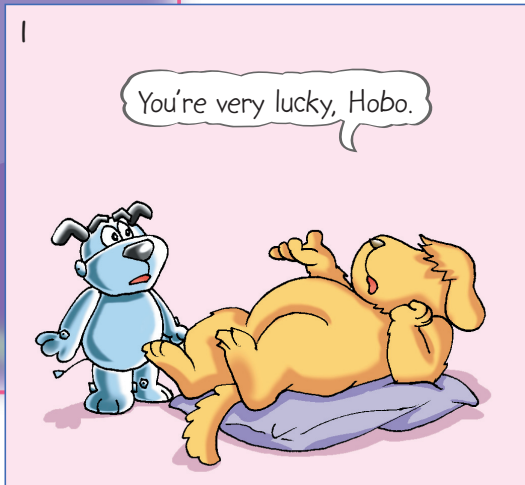
Self-assessment

I have learnt	Details	Result
1 about a TV guide.		
2 to use the new words to talk about TV programmes.		
3 to use if and unless to talk about the result of a possible action.		
4 how to read a newspaper.		

Result:  Perfect!  Good!  Not bad!
I need to spend more time on _____.

Unit 7

Films



Your favourite film star

The Class 1, Grade 9 students love watching films. Each of them is writing an article about their favourite film star.

Task

Write an article about your favourite film star.



Welcome to the unit

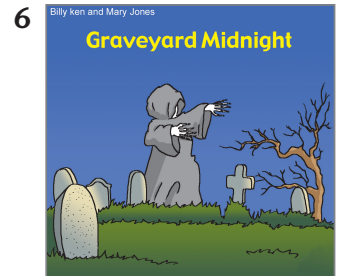
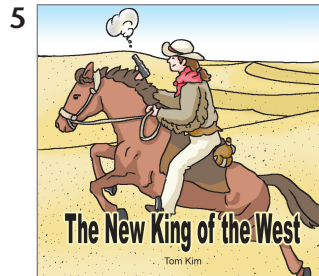
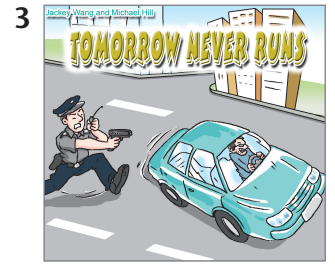
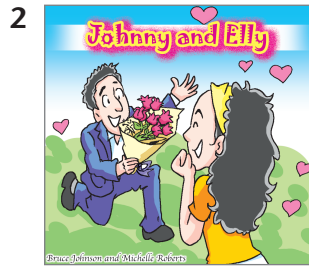
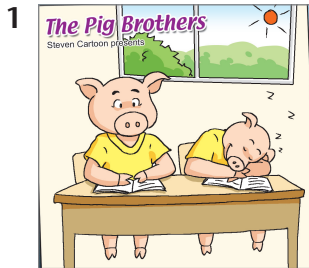
About films

A Sandy has found some pictures of different types of films. Do you know what types of films they are? Help her write the correct name under each picture.

action film
romantic film

cartoon
science fiction film

horror film
western



B Sandy and Kitty are members of the school drama club. They are talking about entering the film industry. Work in pairs and exchange your ideas. Use the conversation below as a model.

Kitty: Who do you think would be suitable for entering the film industry?

Sandy: I think Millie would be suitable.

Kitty: Why do you think so?

Sandy: Millie is such a good storyteller that she can write exciting scripts.

Kitty: Yes, I think so too. What would you like to do in the film industry, Sandy?

Sandy: Though I like acting, I'd rather be a director.





A Kitty's favourite film star



Kitty's favourite film star is Audrey Hepburn. She has found an article about this international superstar in a magazine. Here is the article.

Hollywood's all-time best —Audrey Hepburn

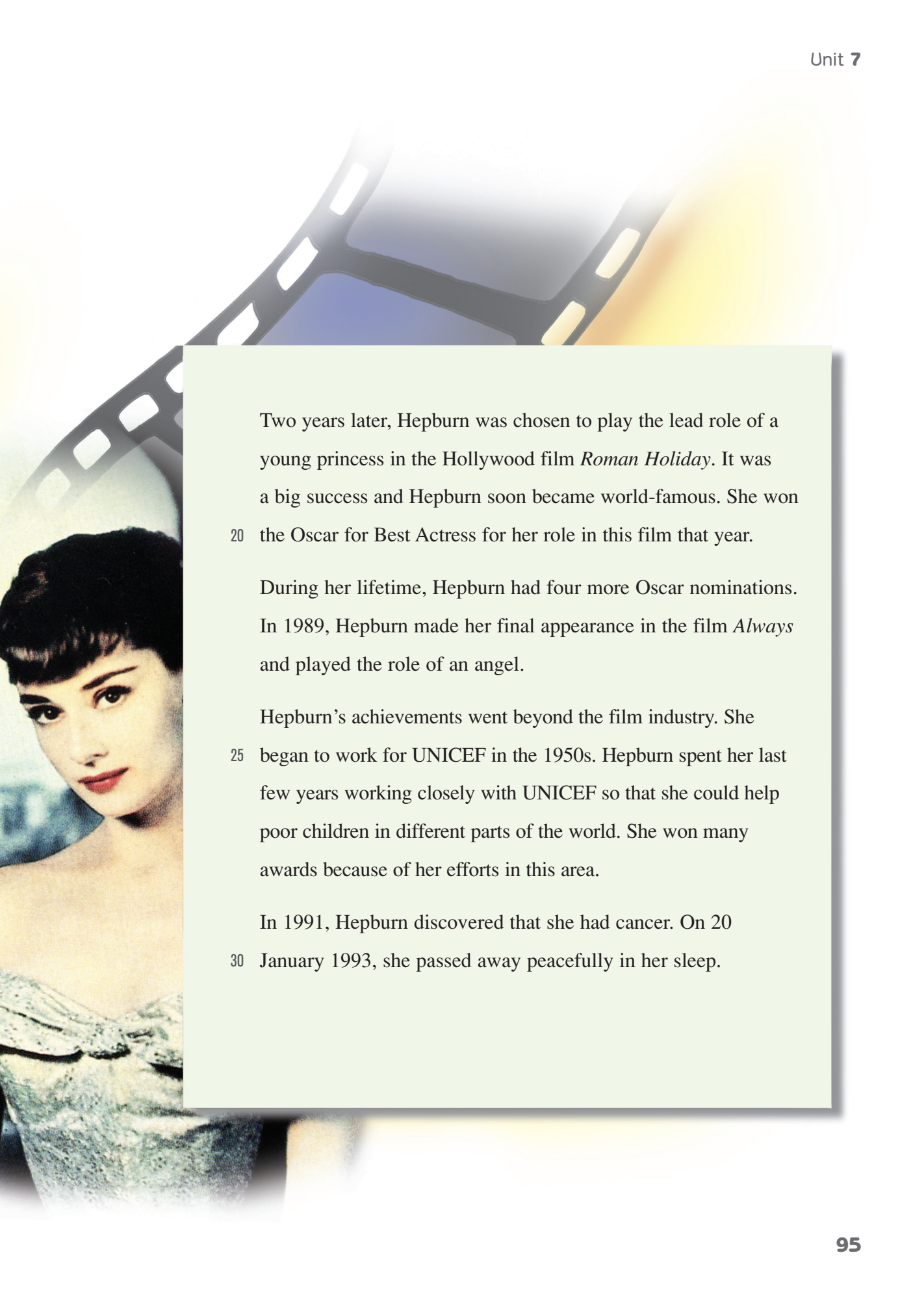


Audrey Hepburn is one of Hollywood's all-time greatest actresses. When she died in 1993, the world felt very sad

5 about the loss of a great beauty, a great actress and a great humanitarian.

Hepburn was born in Belgium on 4 May 1929. As a child, she loved dancing and dreamt of becoming a successful ballet dancer. After World War II, she moved to London with her
10 mother. She worked as a model before becoming an actress.

In 1951, while acting in France, Hepburn met the French writer Colette. Hepburn's beauty and charm caught the writer's attention. Colette insisted that Hepburn was the perfect girl for the lead role in *Gigi*, a play based upon her novel, although
15 Hepburn had never played any major roles before. That event marked the beginning of her successful career.



Two years later, Hepburn was chosen to play the lead role of a young princess in the Hollywood film *Roman Holiday*. It was a big success and Hepburn soon became world-famous. She won
20 the Oscar for Best Actress for her role in this film that year.

During her lifetime, Hepburn had four more Oscar nominations. In 1989, Hepburn made her final appearance in the film *Always* and played the role of an angel.

Hepburn's achievements went beyond the film industry. She
25 began to work for UNICEF in the 1950s. Hepburn spent her last few years working closely with UNICEF so that she could help poor children in different parts of the world. She won many awards because of her efforts in this area.

In 1991, Hepburn discovered that she had cancer. On 20
30 January 1993, she passed away peacefully in her sleep.

B About Audrey Hepburn

B1 Kitty does not know the meanings of some words in the article. Help her work out their meanings. Circle the correct letters.

- | | |
|--|---|
| <p>1 If someone is a <i>humanitarian</i>, he or she _____.
 a loves animals
 b protects the environment
 c cares a lot about people</p> <p>2 Someone of great <i>charm</i> _____.
 a has lots of money
 b has an attractive quality
 c wears beautiful clothes</p> <p>3 If someone <i>insists</i> on something, he or she _____.
 a speaks loudly
 b cannot make a decision
 c is sure to say that something is true</p> | <p>4 If someone plays the <i>lead role</i> in a film or a play, he or she is _____.
 a the director
 b the main character
 c the leader of a group</p> <p>5 If someone gets an <i>Oscar nomination</i>, he or she _____.
 a will have the chance to win an Oscar
 b will travel around the world
 c should be a singer</p> <p>6 If someone <i>passed away</i>, he or she _____.
 a went away
 b died
 c went past</p> |
|--|---|

B2 Kitty wants to make sure that she knows about Audrey Hepburn. Look at the magazine headlines. Help Kitty put them in the correct order. Write the numbers 1–6 in the boxes.

- | | | |
|--------------------------|---|--|
| <input type="checkbox"/> | a | Hepburn met Colette in France |
| <input type="checkbox"/> | b | Hepburn had four more Oscar nominations |
| <input type="checkbox"/> | c | Roman Holiday was a big success |
| <input type="checkbox"/> | d | Hepburn won the Oscar for Best Actress |
| <input type="checkbox"/> | e | Always—Audrey Hepburn's last appearance in a film |
| <input type="checkbox"/> | f | Hepburn played the lead role in the play <i>Gigi</i> |



B3 Kitty is reading an article about Audrey Hepburn's career. She carelessly dropped some ink onto the paper. Help her fill in the missing words.

actress

angel

attention

career

insisted

lifetime

Oscar

role

Audrey Hepburn was one of Hollywood's greatest actresses. She worked as a model before she became an ⁽¹⁾ . Her successful ⁽²⁾ lasted for about 40 years. In 1951, while acting in France, she met Colette, a famous French writer. Hepburn's beauty and charm caught the writer's ⁽³⁾ . She ⁽⁴⁾ that Hepburn was the right person for the lead ⁽⁵⁾ in the play *Gigi*. Two years later, Hepburn was chosen to play the lead role in *Roman Holiday*, and won the ⁽⁶⁾ for Best Actress that year. During her ⁽⁷⁾ , Hepburn had four more Oscar nominations. She made her final appearance in the film *Always* in 1989 and played the role of an ⁽⁸⁾ .

B4 Sandy wants to know something about Audrey Hepburn. She is asking Kitty some questions. Help Kitty answer Sandy's questions.

1 **Sandy:** Why is Audrey Hepburn one of Hollywood's all-time best?

Kitty: _____

2 **Sandy:** What was Hepburn's dream when she was a child?

Kitty: _____

3 **Sandy:** How did Hepburn become world-famous?

Kitty: _____

4 **Sandy:** What did Hepburn do beyond the film industry?

Kitty: _____



Grammar

A Using *although/though*

TIP

We should never use the conjunction **but** in sentences with **although/though**.

We use **although/though** to contrast two clauses. **Although** is more formal than **though**.

Colette insisted that Hepburn was the perfect girl for the lead role in the play, **although** Hepburn had never played any major roles before.

Although he was a great player at university, the NBA was not interested in him.

Though I like acting, I'd rather be a director.

The music for the Beijing Olympics uses traditional Chinese music and the sounds of an ancient Chinese bell, **though** it is in a Western style.

Going to the cinema



*Mr Wu went to see My Fair Lady last Friday. However, he did not enjoy himself. Read the sentences below and find out why. Join the two parts of each sentence with **although/though**.*

- 1 I left early to avoid the rush hour/there was a lot of traffic in the streets

- 2 I could not find a space to park my car/the cinema had a big car park

- 3 I finally got a ticket/my seat was in the last row in the corner

- 4 people kept coming in/the film had already been on for 15 minutes

- 5 I felt very hot/I only had a T-shirt on

- 6 some people were talking loudly/they were told to keep quiet

Work out the rule!

We can use **although/though** at the _____ (beginning, end) or in the _____ (middle, end) of a sentence to introduce a clause.

B Using **so ... that** and **such ... that**

We use **so ... that** or **such ... that** to emphasize the qualities or characteristics of somebody or something and show the result of it.

We use an adjective or an adverb between **so** and **that**.

I am **so** good **that** I should be in Hollywood instead.


The actress worked **so** hard **that** she did not have a day off last year.

We use a noun phrase between **such** and **that**.

Millie is **such** a good storyteller **that** she could write exciting scripts.

It was **such** an exciting script **that** she read it through without stopping.

Talking about Audrey Hepburn

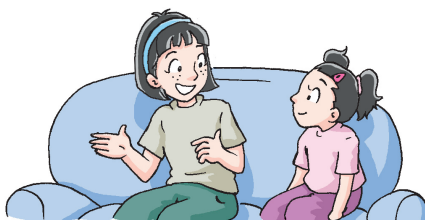
 Shirley does not know who Audrey Hepburn was. Amy is telling her something about Hepburn. Help Amy join her sentences with **so ... that** and **such ... that**.

1 Hepburn was very beautiful. Many people were amazed by her beauty.

2 Hepburn was a kind lady. She spent her last few years working with UNICEF to help poor children all over the world.

3 Hepburn acted very well. Some people mistook her for a real princess.

4 Hepburn was a great actress. She'll always be remembered.



1 _____

2 _____

3 _____

4 _____

**Work out
the rule!**

We use an _____ or an _____ between **so** and **that**.

We use a _____ between **such** and **that**.

C Using *so that*


TIP

We can also use **in order that** instead of **so that** to talk about the purpose of doing something.

We use **so that** to talk about the purpose of doing something. We usually use **can**, **will**, **could** or **may** after **so that**.

Hepburn spent her last few years working closely with UNICEF **so that** she could help poor children in different parts of the world.

Talking about Chinese action films

 *Simon is talking with Neil, his friend in the UK, about Chinese action films on the phone. Help Neil answer Simon's questions. Put the words in brackets in the correct order and join the two parts of each sentence with **so that**.*

1 **Simon:** Are you interested in Chinese action films?

Neil: Of course. _____

(I have bought/more about Chinese kung fu/a lot of DVDs/
I can learn)

2 **Simon:** Are you going to introduce Chinese kung fu to your friends in the UK?

Neil: Sure! _____

(what Chinese kung fu is all about/I will lend them my DVDs/
they will learn)

3 **Simon:** Has anybody taught you Chinese kung fu?

Neil: Yes. _____

(I could improve/my skills/I attended/a course on Chinese
kung fu)

4 **Simon:** Who's your favourite actor in Chinese action films?

Neil: Jackie Chan! _____

(I can see him/in my room/whenever I want/I have many
pictures of him)

*Work out
the rule!*

We use _____ (so ... that, so that) to talk about the purpose of doing something. We use _____ (so ... that, so that) to talk about the result of something.



Integrated skills

A Film festival

A1 There is a film festival in Sunshine Town. Sandy wants to write about some of the films. Help her complete part of her notes according to the guide below.

Film Festival Cinema Guide		
Olympic Cinema Olympic Road	Sunshine Cinema Sunshine Road	ABC Cinema Forest Road
Now showing <i>Tales of Old Beijing</i> Suitable for all ages Ticket price: ¥40	Now showing <i>The World of Dinosaurs</i> Suitable for all ages Ticket price: ¥40	Now showing <i>Love Ship</i> Not suitable for children Ticket price: ¥60 (¥30 on Tuesdays and before 6 p.m. on Fridays)

Tales of Old Beijing

Type of film: a ⁽¹⁾ _____ documentary that shows you what Beijing was like ⁽²⁾ _____ ago

Cinema: ⁽³⁾ _____ on ⁽⁴⁾ _____

Story: a family that ⁽⁵⁾ _____

The World of Dinosaurs

Type of film: a ⁽⁶⁾ _____ film about ⁽⁷⁾ _____

Cinema: ⁽⁸⁾ _____ on ⁽⁹⁾ _____

Story: ⁽¹⁰⁾ _____ is chosen to be the ⁽¹¹⁾ _____ of the dinosaur family

Love Ship

Type of film: a ⁽¹²⁾ _____ film

Cinema: ⁽¹³⁾ _____ on ⁽¹⁴⁾ _____

Story: a woman falls in love with a man when she travels ⁽¹⁵⁾ _____, but when they start to ⁽¹⁶⁾ _____ together, something terrible happens



A2 Sandy is calling the festival hotline to find out more about the films. Listen to the information carefully and help Sandy complete the rest of her notes in Part A1.

A3 Sandy is writing the report now. Help her complete it. Use the information in Part A1 on page 101 to help you.

What is on at the local cinemas?

Here is some information about the films showing at the local cinemas.

Tales of Old Beijing is now showing at ⁽¹⁾ _____ Cinema on ⁽²⁾ _____. It is a ⁽³⁾ _____ which is suitable for ⁽⁴⁾ _____. It tells the story of a family that ⁽⁵⁾ _____.

Sunshine Cinema on ⁽⁶⁾ _____ is now showing a film called *The World of Dinosaurs*. It is a ⁽⁷⁾ _____ film, which brings ⁽⁸⁾ _____ alive on screen. A ⁽⁹⁾ _____ is chosen to be the ⁽¹⁰⁾ _____ of the dinosaur family. This film is suitable for ⁽¹¹⁾ _____.

Love Ship is showing at ⁽¹²⁾ _____ on ⁽¹³⁾ _____. It is a ⁽¹⁴⁾ _____ film that is not suitable for ⁽¹⁵⁾ _____. It is about a woman who falls in love with a man when she travels ⁽¹⁶⁾ _____, but something terrible happens when they start to ⁽¹⁷⁾ _____ together. The ticket price is ⁽¹⁸⁾ _____, but there is a special offer on ⁽¹⁹⁾ _____ and before ⁽²⁰⁾ _____ on Fridays.

B Speak up: I don't like horror films.



Sandy and Daniel are talking about different kinds of films. Work in pairs. Talk about films with your partner. Use the conversation below as a model.

Sandy: Daniel, this Saturday's talk on films has been cancelled. Shall we go to the cinema instead?

Daniel: Good idea. What's your favourite kind of film, Sandy?

Sandy: I like romantic films. They usually have beautiful stories. What about you?

Daniel: I like action films. They're really exciting. What do you think about horror films?

Sandy: I don't like horror films. They're terrible.

Daniel: Neither do I. They seem to be full of mysteries, but in fact, they're quite stupid.



How to read a play

A play has several parts not found in other kinds of literature. This is how an excerpt of a play looks:

Most plays have three to five acts.

Each act is divided into "scenes".

The setting shows when and where each scene happens.

The characters in a scene will be introduced first.

Words in brackets tell what the characters are doing, and how the characters are acting or speaking.

This is what the characters are saying to each other.

Act 1

Scene 1

{ Living room in Algernon's flat. The sound of a piano is heard in the next room.

{ *[Lane is arranging afternoon tea on the table, and after the music has stopped, Algernon enters.]*

Algernon: Did you hear what I was playing, Lane?

Lane: I didn't think it polite to listen, sir.

Algernon: I'm sorry for that. I don't play well—anyone can play well—but I play with wonderful feelings.

Read this excerpt of a play. Then answer the questions on the right.

Act 2

Scene 1

Garden behind a house. Grey stone steps go up to the house. The garden, full of roses. Time of year, July. Chairs, and a table covered with books, are set under a large tree.

[Miss Prism is seated at the table. Cecily is at the back watering flowers.]

Miss Prism: *[Calling.]* Cecily, Cecily! Your studies wait for you. Your German grammar book is on the table. Please open it at page 15. We will repeat yesterday's lesson.

Cecily: *[Coming over very slowly.]* But I don't like German. It isn't at all an enjoyable language. I know perfectly well that I look quite plain after my German lesson.

1 Where does this scene take place?

2 Which month is it?

3 What is Miss Prism sitting under?

4 What is Cecily doing?

5 Why does Miss Prism call Cecily?



Task

My favourite film star

 A website about films is inviting people to write about their favourite film stars. Daniel wants to write about Jackie Chan. Read the fact file about him.

TIP You can find information about your favourite film star in newspapers or on the Internet.

Jackie Chan

Personal details

Date of birth: 7 April 1954

Place of birth: Hong Kong

Talents: actor, Chinese kung fu superstar



Acting career


- spent ten years at the China Drama Academy
- worked as a stuntman after he graduated
- *Drunken Master* (1978): a big success in Asia
- *Rumble in the Bronx* (1995): a great success in Hollywood
- other famous films: the *Police Story* series (1985, 1988, 1992 and 1996)
the *Rush Hour* series (1998, 2001 and 2007)
the *Shanghai Noon* series (2000, 2003)
the *New Police Story* series (2004, 2013)
- has acted in nearly 100 films and has won many awards

What is special about his films

They join humour and exciting action together.

Charity work

He set up the Jackie Chan Charitable Foundation in 1988. He has spent many years doing charity work. He has helped people not only in China, but in over 30 countries all over the world, including the USA, Australia, Japan, Russia and South Africa.

 Daniel is writing an article about Jackie Chan. Help him complete it. Use the information in Part A to help you.

Document

My favourite film star is ⁽¹⁾ _____. He is famous all over the world.


Jackie Chan was born on ⁽²⁾ _____ in ⁽³⁾ _____. He spent ten years at the ⁽⁴⁾ _____. After he graduated, he worked as ⁽⁵⁾ _____. Later he became an actor.

In 1978 the film *Drunken Master* soon made Jackie Chan famous in

(6) _____. His other successful films include the
 (7) _____ series in the 1980s and 1990s. Later he went to
 Hollywood. In 1995 his film *Rumble in the Bronx* was a great success
 in (8) _____. Then the (9) _____ series and the
Shanghai Noon series made him even more popular. So far he has acted
 in nearly (10) _____ and has won many awards. His films are
 special because they successfully join (11) _____ and exciting
 action together.

Jackie Chan is a Chinese kung fu superstar, but his achievements are
 far more than that. He set up the (12) _____
 in 1988. He has spent many years doing (13) _____. He has
 helped people not only in China, but in over (14) _____ all over
 the world, including the USA, Australia, Japan, Russia and South Africa.

Jackie Chan is considered by many people as a superstar, not only for
 his success in action films but also for his efforts in charity work.

 You also want to write an article about your favourite film star. Use Daniel's
 fact file and his article as a model.



Self-assessment

I have learnt	Details	Result
1 about Audrey Hepburn, a film star.		
2 to use the new words to talk about a film star.		
3 to use although/though, so/such ... that and so that to introduce a clause.		
4 how to read a play.		

Result: 😊 Perfect!

😊 Good!

😊 Not bad!

I need to spend more time on _____.

Unit 8

Detective stories



A detective story

Detective stories are very exciting. Sunshine Middle School is holding a writing competition. Millie wants to write a detective story for it.



Task

Write a detective story for a writing competition in your school.



Welcome to the unit

Who is the murderer?

A The Class 1, Grade 9 students are playing a game. They have to find out who the murderer is. Read the police's report and the notes on the suspects.

Police's report

Last Saturday night at 8 p.m., a young man was murdered.

The murder happened in Sun Town.

We have four suspects. We have made notes on all of them.

Suspect 1: James Brown
Job: doctor
Lives in: Moon Town
Last Saturday: working in a hospital in Sun Town
Appearance: tall and slim
Personality: serious

Suspect 2: Jimmy White
Job: shopkeeper
Lives in: Sun Town
Last Saturday: in New City
Appearance: tall and strong
Personality: helpful

Suspect 3: Emily Smith
Job: cook
Lives in: Star Town
Last Saturday: working at a restaurant in Sun Town
Appearance: small and fat
Personality: quiet

Suspect 4: Frank Johnson
Job: office worker
Lives in: Sky Town
Last Saturday: at home alone
Appearance: of medium height and untidy
Personality: nervous



B Daniel and Sandy are talking about the murder in Sun Town. Work in pairs and discuss who you think is most likely to be the murderer. Use the conversation below as a model.

Daniel: They all say that they're not guilty. Who do you think is not telling the truth?

Sandy: I guess Jimmy White is lying. He might be the murderer because he lives in Sun Town.

Daniel: I don't think so. Jimmy is helpful, and he was in another place when the murder happened. Perhaps Frank Johnson killed the young man.

Sandy: Who's Frank Johnson?

Daniel: He's an office worker of medium height. He looks untidy and nervous.



A Murder in West Town



Last night, there was a murder in West Town. The Class 1, Grade 9 students are reading about it in the newspaper. Here is the article.

25-year-old Computer Engineer Murdered

Early today, the body of a 25-year-old man was found in West Town. The police have confirmed that the victim was a computer engineer. He was last seen leaving his office in East Town at about 7 p.m. yesterday. He said he was going to visit his parents.

- 5 The police believe that the murder took place between 9 p.m. last night and 1 a.m. this morning. They are still working at the scene of the crime to find out whether the victim was killed somewhere else and then brought to West Town, or killed at the place where he was found.
- 10 "We're asking anyone who saw anything unusual near Corn Street last night to contact us," said Detective Lu, West Town's chief detective. "The victim was wounded with a knife and bled to death as a result. We're now checking the scene for more clues which will help solve the case."



15 The police are also wondering if the victim had any enemies. He was single. He had many friends and a well-paid job. However, according to the record, he was guilty of computer crimes in the past.

“He was charged with breaking into several computer systems
20 over the last year,” said Detective Lu. “We’re not sure whether this made him any enemies. We suppose that the victim knew his murderer.”

So far, the only suspect is a short thin man who was seen running down Corn Street at 10 p.m. last night. A witness
25 reported that he was breathing heavily and had blood on his shirt. However, the suspect could prove that he was somewhere else at the time of the crime and insisted that he was not guilty.

The victim’s parents have offered a reward of ¥50,000 for any information that leads to the arrest of the murderer. Anyone who
30 can provide useful information should contact the police.



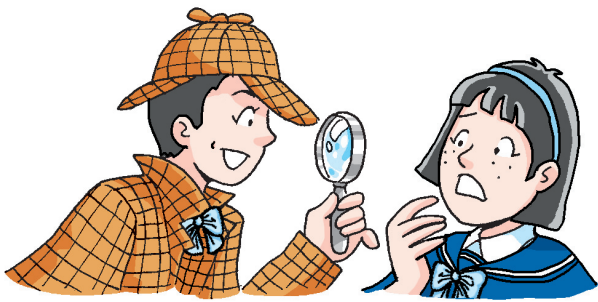
B About the murder

B1 ▶ There are some words in the article that most of the Class 1, Grade 9 students do not know. Help them complete the sentences below. Circle the correct letters.

- | | |
|---|---|
| <p>1 If you are <i>wounded</i>, you might _____.
a have been hurt by a knife or a gun
b have done something wrong
c have seen a crime</p> <p>2 If you have an <i>enemy</i>, he or she might _____.
a care about you
b fight for you
c hate you or speak and act against you</p> | <p>3 Someone who is <i>guilty</i> _____.
a is a witness
b has done something against the law
c has been hurt or killed</p> <p>4 When people <i>suppose</i>, they _____.
a help or encourage somebody
b are sure of something
c think or believe something is possible</p> |
|---|---|

B2 ▶ Millie wants to know how well Amy knows the case. Here are Amy's answers to Millie's questions. Write a **T** if a sentence is true or an **F** if it is false.

- | | |
|--|-------|
| 1 The victim's body was found in West Town. | _____ |
| 2 The victim sold computers. | _____ |
| 3 The victim worked in East Town. | _____ |
| 4 It is possible that the victim was killed somewhere else. | _____ |
| 5 The police know that the victim had some enemies. | _____ |
| 6 The police have one suspect so far. | _____ |
| 7 The suspect is a short fat man. | _____ |
| 8 The police have arrested the murderer. | _____ |
| 9 The victim's parents are offering a reward for useful information. | _____ |



B3 Millie is talking with her classmates about the murder. Complete their conversation with the words in the box.

according to
suppose

bled
suspect

crimes
unusual

guilty
witnesses

prove
wounded

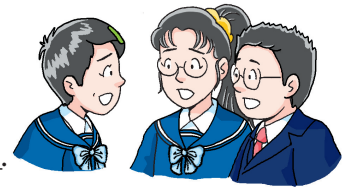
Millie: What do you think about the murder case? The victim was
(1) _____ with a knife and, as a result, (2) _____ to
death.

Sandy: It's very sad because he was so young.

Daniel: Yes, I agree. However, (3) _____ the record, the victim was
once charged with computer (4) _____.

Millie: Yes. The police (5) _____ that might have something to do
with the murder. They're asking the (6) _____ or anyone
who saw anything (7) _____ to contact them.

Sandy: They have a (8) _____, but the man
can (9) _____ that he was
somewhere else at the time of the crime.
He insisted that he wasn't (10) _____.



B4 Millie wrote about the case in her diary, but she made 11 mistakes because she was sleepy. Help her underline the mistakes and write the correct words above them.

29 December

Early this morning, a young man's body was found in East Town. He was murdered. The victim was a policeman who worked in West Town. He was last seen leaving his home at about 7 p.m. last night. He said he was going to visit his friend.

The murder took place between 7 p.m. and 1 a.m. The victim was killed with a gun. The police are looking for scenes that will help them find the murderer.

A suspect saw a man walking down Corn Street with blood on his trousers. However, the man said that he could prove he was somewhere else at the time of the crime.



Grammar

A Defining relative clauses

We use adjectives to describe someone or something.

a **short thin** man

useful information

TIP

If we take the defining relative clause out of a sentence, the sentence will not make much sense.

A detective is someone. (X)

But when we need a sentence to describe someone or something, we use a relative clause.

A detective is someone **who looks for clues to something important**.


A defining relative clause describes the noun before it. We cannot take it out of a sentence because it contains important information. We can use **who**, **which** or **that** in defining relative clauses.

We are asking anyone **who saw anything unusual near Corn Street last night** to contact us.

We are now checking the scene for more clues **which will help solve the case**.

The victim's parents have offered a reward of ¥50,000 for any information **that leads to the arrest of the murderer**.

More about the murder

 Millie is writing down some sentences about the murder case. Help her decide whether they contain defining relative clauses. Underline the defining relative clauses.



- 1 The young man mentioned that he was going to visit his parents after work.
- 2 The elderly couple were very sad to hear that their only son was murdered.
- 3 The police are now checking the scene for fingerprints and other clues that may help solve the case.
- 4 There was probably more than one person who had something to do with the murder.
- 5 A man who had blood on his shirt was seen running down Corn Street.
- 6 People hope that the police will catch the murderer soon.

B Relative pronouns

Who, which and **that** can be used as relative pronouns. We use them to refer to people and/or things.

Relative pronoun	People	Things
who	✓	
which		✓
that	✓	✓

TIP **That** and **which** refer to things. **That** is more usual than **which**.

We use relative pronouns to introduce relative clauses. The relative clause comes after the noun it refers to.

So far, the only suspect is a short thin man **who** was seen running down Corn Street at 10 p.m. last night.

Anyone **who** can provide useful information should contact the police.

We are now checking the scene for more clues **which** will help solve the case.

About detective stories

B1 Simon and his friends are playing a game. Each person has to say something about detective stories. Use **who**, **which** or **that** to help them complete their sentences.

Simon: Edgar Allan Poe was the man ⁽¹⁾ _____ first wrote detective stories in English.

Millie: Japanese writers have written some great stories ⁽²⁾ _____ require readers to check every tiny detail for possible clues to the criminal cases.

Daniel: Sherlock Holmes is a character ⁽³⁾ _____ was created by Arthur Conan Doyle as a master at solving crimes.

Suzy: Conan is a detective ⁽⁴⁾ _____ appears in a cartoon series popular among teenagers all over the world.

Kitty: Agatha Christie was a female writer ⁽⁵⁾ _____ is considered the queen of crime novels.

Solving the crimes

B2 ▶ A reporter is interviewing a police officer on TV about the murder in West Town. Millie is taking notes. Help her complete the sentences using relative clauses.

- 1 A young man was murdered yesterday. He was single.
- 2 A knife was found in a rubbish bin near Corn Street. It was covered in blood.
- 3 We need information. It'll help solve the case.
- 4 Here's the drawing of the person. He might be the murderer of the young man.



- 1 A young man _____ was murdered yesterday.
- 2 A knife _____ was found in a rubbish bin near Corn Street.
- 3 We need information _____.
- 4 Here is the drawing of the person _____.

B3 ▶ A few days later, Millie is telling her dad about the murder. Complete their conversation with **who**, **which** or **that** and the expressions in the box.

is not allowed by the law
killed the young man

his boss had committed
was seen running down the street

Dad: Has there been any progress in the West Town murder case, Millie?

Millie: Yes. The person ⁽¹⁾ _____ was his boss!

Dad: Really? Why did he do it?

Millie: The boss did something ⁽²⁾ _____. The victim wanted to report the crime ⁽³⁾ _____ to the police.

Dad: How terrible! What about the man ⁽⁴⁾ _____?

Millie: Well, it turned out that he had nothing to do with this case. He works in a meat market and the blood on his shirt was from killing hens and ducks. He was in a hurry to catch a bus!



Integrated skills

A The kidnapping

A1 A child has been kidnapped. A police officer has made some notes. Read his notes and help his assistant complete part of the suspects' profiles.

Crime: kidnapping
Victim: Guan Fei—son of Guan Dawei, a man of great wealth
Details: four-year-old boy, about 1.1 metres tall, with short black hair, wearing a red T-shirt, a brown jacket and blue trousers
Last seen: at 7 p.m. at his home
Crime happened: between 7 p.m. and 8 p.m. on 28 December
Suspects:

- Wang Gang—six months in prison
- Fan Yiming—no criminal record

Suspect 1

Name: Wang Gang

Job: (1) _____

Known Guan Dawei for
(2) _____

Does he know Guan Fei?
(3) _____

Criminal record? (4) _____

Did he go to Mr Guan's house
on 28 December?

(5) _____
Between 7 p.m. and 8 p.m. on 28
December, he (6) _____

Suspect 2

Name: Fan Yiming

Job: (7) _____

Known Guan Dawei for
(8) _____

Does she know Guan Fei?
(9) _____

Criminal record? (10) _____

Did she go to Mr Guan's house
on 28 December?

(11) _____
Between 7 p.m. and 8 p.m. on 28
December, she (12) _____



A2 Listen to the police officer's interviews with the two suspects. Then help his assistant complete their profiles in Part A1.



A3 The police officer's assistant is writing a report on the kidnapping case. Help him complete it. Use the information in Part A1 on page 115 to help you.

REPORT ON THE KIDNAPPING CASE

Sometime between ⁽¹⁾ _____ and ⁽²⁾ _____ on 28 December, Guan Dawei's ⁽³⁾ _____, Guan Fei, was kidnapped. The victim is ⁽⁴⁾ _____ old and about ⁽⁵⁾ _____ tall. He was wearing a ⁽⁶⁾ _____ T-shirt, a brown ⁽⁷⁾ _____ and blue ⁽⁸⁾ _____.

One suspect is ⁽⁹⁾ _____. He was once ⁽¹⁰⁾ _____ for six months. He is a ⁽¹¹⁾ _____ and has known Guan Dawei for ⁽¹²⁾ _____. However, he ⁽¹³⁾ _____ know the boy who was kidnapped. He went to Mr Guan's house on the morning of 28 December, but in the evening he was at ⁽¹⁴⁾ _____.

The other suspect is ⁽¹⁵⁾ _____. She has no ⁽¹⁶⁾ _____. She is a ⁽¹⁷⁾ _____ and has known Guan Dawei for almost ⁽¹⁸⁾ _____. She ⁽¹⁹⁾ _____ the boy who was kidnapped. She went to Mr Guan's house on 28 December and left the house at about ⁽²⁰⁾ _____.

B Speak up: We should remember to lock the door.



Mr Wu is asking the Class 1, Grade 9 students to think of some safety tips against crime. Work in groups. Use the conversation below as a model.

Mr Wu: Can you think of any safety tips to protect yourselves against crime?

Daniel: Yes. We should remember to lock the door when we leave home.

Millie: And we'd better shut all the windows too.

Simon: We shouldn't carry a lot of money with us.

Sandy: We'd better not go out alone at night either. It can be dangerous.

Peter: I agree. I think we need to guard against any possible danger around us.



How to read a novel

When you read a novel, you often read quickly to get the general idea. You do not need to understand each word.

A Read the following excerpt from *A Study in Scarlet* by Arthur Conan Doyle. Then answer the questions below.

"Come along, Doctor," he (Holmes) said, "we shall go and look him up. I'll tell you one thing which may help you in the case," he continued, turning to the two detectives. "There has been murder done, and the murderer was a man. He was more than six feet tall, was in the prime of life, had small feet for his height"

Lestrade and Gregson glanced at each other with an incredulous smile.

"If this man was murdered, how was it done?" asked the former.

"Poison," said Sherlock Holmes curtly, and strode off. "One other thing, Lestrade," he added, turning round at the door, "'Rache', is the German for 'revenge'; so don't lose your time looking for Miss Rachel."

Questions:

- 1 Who was the murderer, a man or a woman?
- 2 What was the murderer like?
- 3 How was the murder done?
- 4 What is the meaning of "Rache" in German?

There are some new words in the excerpt above, and some sentences with more difficult words are left out. However, you can still answer the four questions that help you get the general idea of the story.

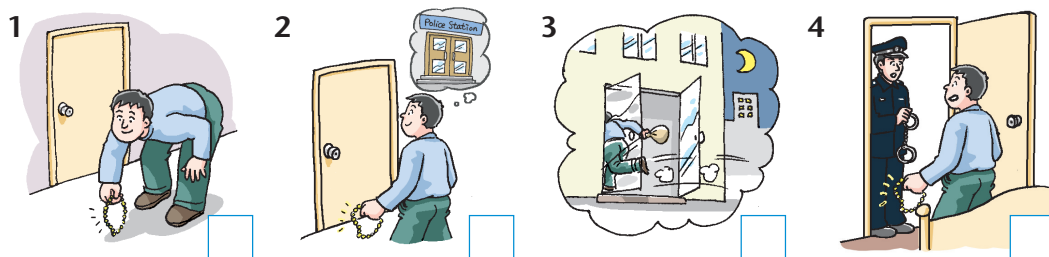
B Do you want to know what happened in the story? If you have time, find the novel and read it quickly. Then tell your classmates about it.



Task

A detective story

A Millie has entered the school writing competition. She has drawn some pictures to help her plan her story. Help her label the pictures. Write the correct letters in the boxes.



- a A witness saw someone running into Bruce's building.
- b Bruce planned to take the necklace to the police station the next day.
- c One day, Bruce found a gold necklace outside his door.
- d Bruce was charged with theft.

B Millie has written the first part of the story, but she missed out a few words. Help her complete the sentences.


Bruce and the theft

Bruce gets along with all of his neighbours except the man who lives next door. The man never speaks to anyone, and no one knows what he does for a living.

One day, when Bruce came home from work, he found a ⁽¹⁾ _____ outside his ⁽²⁾ _____. Bruce wondered where it came from.

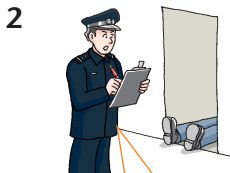
Bruce thought that perhaps someone had dropped the necklace. He planned to take it to the ⁽³⁾ _____ the next day. Just then, a ⁽⁴⁾ _____ came to Bruce's home and saw the necklace in his hand. Bruce was very surprised when he was charged with ⁽⁵⁾ _____. The policeman told him that some valuable jewellery had been stolen. A ⁽⁶⁾ _____ said that she had seen someone run from the jewellery shop into ⁽⁷⁾ _____ right after the theft.

Bruce was not guilty, but how could he prove it?

 You also want to enter a writing competition at school. You have drawn some pictures. Now write your own detective story using the pictures below, or write an ending to Millie's story in Part B on page 118.



We'd better call the police.



He was murdered. Start looking for clues.



I don't know. I've never seen him before.



We didn't see or hear anything. We were having a party.



I'll have to check these for fingerprints.



You're under arrest for murder.

Remember to include these points in your story.

- A description of the crime
- Any objects or clues found at the scene of the crime
- A description of the suspect
- How the detective finds the criminal



Self-assessment

I have learnt	Details	Result
1 a story about a murder.		
2 to use the new words to talk about a detective story.		
3 to use defining relative clauses.		
4 how to read a novel.		

Result: 😊 Perfect!

😊 Good!

😊 Not bad!

I need to spend more time on _____.

Project 2

A booklet about entertainment

Sometimes you need to take a break from schoolwork. What are the most popular types of entertainment in your city? Make a booklet about the different types of music, books, films and TV programmes that people enjoy.

A Planning and preparing

- 1 Work in groups of four. Talk about your favourite music, books, films and TV programmes. Write down their titles.
- 2 Think about the different types of music, books, films and TV programmes. Draw tables with headings like these:

Music	Books	Films	TV programmes
<ul style="list-style-type: none">• Pop• Jazz• Rock• Folk	<ul style="list-style-type: none">• Drama• Mystery• Romance• Science fiction	<ul style="list-style-type: none">• Action• Comedy• Horror• Romance	<ul style="list-style-type: none">• Game show• Chat show• Cartoon• Documentary

- 3 Do a survey to find out what types of entertainment are the most popular in your city. Interview your family and friends. Each member of the group should interview at least four people. Use the questions below or think of some questions of your own.

Music	Do you often buy CDs or download music? How often do you go to concerts? What types of music do you like best? Who is your favourite composer/singer?
Books	How often do you buy books? Do you like reading e-books? What types of books do you like to read? Who is your favourite writer?
Films	How often do you go to the cinema? Do you watch films on the Internet? What types of films do you enjoy most? Who is your favourite film actor/actress?
TV	How many hours of TV do you watch every week? When do you usually watch TV? What types of TV programmes do you usually watch? What is your favourite TV channel?

B Putting the information together

Drafting and checking

- Plan how you are going to present the information.
 - On the first page of your booklet, write “Types of entertainment” as the title. Then list “Music”, “Books”, “Films” and “TV” below.
 - On the second page of your booklet, write the heading “Music”. The third page is “Books”. The fourth page is “Films”, and the fifth page is “TV”. On each page, add the related table and survey questions from Part A and list some of the answers to your questions in the survey.
 - Think about why some things are popular and some are not. Write down some reasons for people’s likes and dislikes. Do people of different ages like to listen to/read/watch different things? Why?
 - You can include more than one page for one type of entertainment. Rearrange the pages if necessary.
- Write your first draft.
- Check for spelling and other mistakes.

Presenting

- Design the cover of your booklet. Write “Entertainment in ...” on it.
- Put an attractive picture on the cover of your booklet.
- Find some pictures to decorate the inside of your booklet. You can use old photos or pictures from magazines. You can also get some pictures from the Internet or draw your own pictures.
- Use bright colours for your booklet.



Irregular verbs

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

Base form	Simple past	Past participle
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
mistake	mistook	mistaken
pay	paid	paid
put	put	put
read /ri:d/	read /red/	read /red/
ride	rode	ridden
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
shine	shone	shone
show	showed	shown
	showed	showed
shut	shut	shut
sing	sang	sung
sit	sat	sat

Base form	Simple past	Past participle
sleep	slept	slept
smell	smelt	smelt
	smelled	smelled
speak	spoke	spoken
speed	speeded	speeded
	sped	sped
spell	spelt	spelt
	spelled	spelled
spend	spent	spent
spread	spread	spread
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

Unit 1

- 1 He's quiet and doesn't like to talk much, but his work shouts! (page 8, lines 2-3)
他很安静，话不多，但是他的作品却极具说服力。
句中的 **his work shouts** 运用拟人这一修辞手法，传神地表达出很多艺术家的一种特性——用作品说话。
- 2 Life is like a race. You either take the lead or fall behind. (page 8, lines 18-19)
人生就像一场赛跑，你要么领先，要么落后。
句中的 **take the lead** 和 **fall behind** 是一组反义词，用在此处正好形成对比。
- 3 To us, a miss is as good as a mile. We can't afford to make any mistakes. (page 9, lines 24-25)
对我们来说，失之毫厘，谬以千里。我们承担不起任何错误（所造成的后果）。
句中的 **a miss is as good as a mile** 是英语谚语。
- 4 As a doctor, you can't be too careful. (page 9, lines 33-34)
作为一个医生，再怎么仔细也不为过。
句中的 **cannot ... too ...** 是常用表达，意思是“无论怎样……也不过分，越……越好”。如：
You cannot praise the film too much. 这部电影值得大加称赞。
类似的表达还有很多。如：
A kid can never have too many toys. 孩子永远不会嫌玩具多。
I can't agree more. 我非常赞同。
- 5 In the Chinese lunar calendar, there are 12 animal signs. (page 15, Part A1)
中国农历有十二生肖。
生肖也称属相，起源于古人的动物崇拜，代表十二地支，用来记年和时辰，是中国民俗文化的一个重要部分。本单元的这一部分内容让大家了解在中国文化中生肖与性格可能的联系，并与后面所介绍的星座知识相结合，感受中外文化异同。
- 6 Each of them represents a lunar year. They appear in a fixed order and the cycle repeats every 12 years. (page 15, Part A1)
其中的每一种动物代表一农历年份，它们顺序固定，而且这一循环每12年往复一次。
句中的 **every** 意思是“每，每隔”，表示事物发生的频率。如：
The buses go every 20 minutes. 公交车每隔20分钟发一班车。
- 7 It is you who shape your life and your future. (page 16, Part A3)
你的生活和你的未来都掌握在你的手中。
句中“**It is + 被强调的部分 + who/that + 原句其他部分**”是一种强调句型，用于加强语气。
- 8 It is said that people born in the Year of the Tiger are brave. (page 16, Part B)
据说虎年出生的人很勇敢。
It is said that ... 是一种固定句式，意思是“据说……”。从句中的 **born in the Year of the Tiger** 是过去分词短语作定语，修饰前面的名词 **people**。

9 He never forgets the things he needs to do. (page 18, Part A)

他永远不会忘记自己该做的事情。

句中的 **he needs to do** 是定语从句，修饰前面的 **the things**，意思是“他该做的事情”。有关定语从句的内容我们将在本册第八单元更深入地学习。

10 We think he has many strong qualities for this position. (page 19, Part B)

我们认为他有很多突出的品质适合这个职位。

句中的 **strong** 意思是“擅长的，突出的”。如：

High jump was never my strong point. 跳高以前从来不是我的强项。

Unit 2

1 But there's nothing wrong with pink, you know. (page 20, Picture 3)

但是你知道粉色没什么不好。

句型 **there is something/nothing wrong with something** 意思是“某物有/没有问题”。如：

There is something wrong with my new bike. 我的新自行车出了点问题。

2 And I'm not sure if blue looks good on you. (page 20, Picture 4)

而且我不确定你穿蓝色是否好看。

句型 **something looks good on somebody** 意思是“某物穿在某人身上好看”；

句型 **somebody looks good in something** 意思是“某人穿某物好看”。如：

Red looks good on Kitty. 红色穿在基蒂身上好看。

Kitty looks good in red. 基蒂穿红色好看。

3 In fact, colours can change our moods and make us feel happy or sad, energetic or sleepy. (page 22, lines 2-3)

实际上，颜色能够改变我们的心情，使我们觉得快乐或悲伤、精力充沛或昏昏欲睡。

4 This article explains what colours can do and what characteristics they represent. (page 22, lines 3-5)

本文阐明了颜色能起什么作用以及它们代表什么样的性格特征。

句中 **what colours can do** 和 **what characteristics they represent** 并列作 **explains** 的宾语。

5 Yellow is the colour of the sun, so it can remind you of a warm sunny day. (page 23, lines 16-17)

黄色是太阳的颜色，因此它能使你想起温暖、阳光明媚的一天。

6 Wearing red can also make it easier to take action. (page 23, lines 26-27)

穿红色也更容易采取行动。

句中的 **wearing red** 是动词-ing 形式，用作主语。**it** 为形式宾语，指代真正的宾语 **to take action**，**easier** 是宾语补足语。

7 This may help when you are having difficulty making a decision. (page 23, lines 27-28)

当你犹豫不决的时候，红色可以有助于你做决定。

短语 **have difficulty (in) doing something** 意思是“做某事有困难”。如：

I have great difficulty (in) learning dancing. 我学跳舞挺费劲。

- 8 We promise that this therapy can help you change your moods, or you will get your money back! (page 29, Part A1)

我们保证这种疗法可以帮助你改变情绪，否则全额退款。

句中的 *or* 是转折连词，意思是“否则”。如：

Work hard, or you will fail the exam. 努力学习，否则这次考试你通不过的。

- 9 Red and white are a good match, as ... (page 32, Part A)

红与白搭配相宜，因为……

句中的 *match* 用作名词，意思是“搭配”；*match* 也可用作动词，意思是“与……相配，相一致”。如：

Your red tie matches your white shirt well. 你的红领带与你的白衬衫很相配。

用 *and* 连接的两个单词或短语作主语时，一般谓语用复数，但是如果用 *and* 连接的主语表示一个概念，谓语常用单数。如：

Bread and butter is my favourite breakfast. 黄油面包是我最喜欢的早餐。

Unit 3

- 1 The TV is always on at my home. (page 35, Part A)

我家电视总是开着。

句中的 *on* 是副词，意思是“处于工作状态中；在进行着”。如：

Hurry up. The film has been on for ten minutes. 快点儿，电影已开演十分钟了。

- 2 I have a lot of homework every day, and I have no choice but to do it. (page 36, line 4)

每天我都有很多作业，我别无选择，只能去做。

句中的 *choice* 表示“选择权，选择的可能性”，*have no choice but to ...* 意思是“别无选择，只能……”。如：

The little girl had no choice but to ask for her mother's help.

这个小女孩没有其他办法，只好去找妈妈帮忙。

- 3 I often doubt whether it is worth spending so much time on homework. (page 36, lines 9–10)

我常常怀疑花这么多时间做家庭作业是否值得。

句中的 *doubt* 表示“怀疑”，在肯定句中一般接 *if/whether* 引导的从句；在否定句中接 *that* 引导的从句。如：

We doubt if/whether David told us the truth. 我们怀疑戴维是否告诉了我们事情的真相。

We never doubt that David is honest. 我们从不怀疑戴维的诚实。

短语 *be worth (doing) something* 意思是“值得……”，后面接动词-ing 形式或名词。如：

The Summer Palace is worth a visit. 颐和园值得一游。

- 4 I dream of a long holiday so that I could have more time for my hobbies. (page 36, line 11)

我梦想有个长假好让我有更多时间从事我的爱好。

短语 *dream of/about (doing) something* 意思是“梦想；想象”。如：

She dreamt of entering one of the top universities in the world. 她梦想进入一所世界一流大学。

- 5 What about choosing your hobby according to the time you have? (page 39, Part B3)

根据你拥有的时间来选择你的爱好怎么样？

句中的 *you have* 是定语从句，修饰其前的先行词 *time*。

6 I need someone to share my worries with. (page 40, Part A1)

我需要有人来分担我的烦恼。

注意这里动词不定式短语 *to share my worries with* 是后置定语，与前面的 *someone* 形成动宾关系，因此其后的 *with* 不可省略。

如果不定式限定的名词是 *time*、*place*、*way* 等，不定式后面的介词习惯上可以省略。如：

The mall is a good place to meet friends and have fun.

这个大型购物中心是与朋友相聚和娱乐的好地方。

7 Many students of our age have this problem. (page 47, Part B)

很多和我们同龄的学生有这样的问題。

介词短语 *of ... age* 是后置定语，意思是“和……同龄的”。如：

She needs more friends of her own age. 她需要更多和她同龄的朋友。

Unit 4

1 Hobo: What's on your mind, Eddie?

Eddie: I'm worried. Growing up is hard! (page 48, Picture 1)

霍波：在想啥呢，埃迪？

埃迪：我很忧虑。长大真艰难啊！

短语 *on one's mind* 意思是“（有事）挂在心上；烦恼”。如：

Don't bother him. He's got a lot on his mind. 别打扰他了。他烦心事够多了。

动名词短语 *growing up* 在句中作主语。

2 Spud Webb was born in Texas, the USA, in 1963. (page 50, line 1)

斯巴德·韦伯1963年出生于美国得克萨斯州。

Spud Webb 原名为 Anthony Jerome Webb，是美国 NBA 退役的职业篮球运动员，个子矮小但弹跳力很强。他因个子矮小而被人昵称为 Spud，意即“土豆”。

3 He was very small—much smaller than the other kids at school. (page 50, lines 1–2)

他很矮——比学校里的其他孩子要矮不少。

比较级前可以加 *much*、*far*、*a lot*、*a little*、*still*、*even* 等副词表示程度或加强比较。如：

Shanghai is much bigger than my hometown. 上海比我的家乡大多了。

He practised even harder and got the coach to change his mind.

他训练更加刻苦，终于使教练改变了看法。

4 As a result, he succeeded in getting a scholarship. (page 51, lines 18–19)

因此他成功获得奖学金。

句中的 *succeed* 是不及物动词，短语 *succeed in doing something* 意思是“在……达到目的，实现目标”。

5 In 1985, he joined the Atlanta Hawks and became the shortest player in the NBA at that time. (page 51, lines 24–26)

1985年，他加入亚特兰大鹰队，成为当时在 NBA 的最矮球员。

在1985年韦伯被亚特兰大鹰队选中之前，NBA 还没有如此矮的球员。到目前为止，NBA 史上最矮球员是1.60米的伯格（Bogues）。

- 6 Through hard work, Spud Webb proved that size and body type do not matter—you can do almost anything if you never give up. (page 51, lines 29–31)
 通过努力，斯巴德·韦伯证明高矮胖瘦不重要——只要永不放弃，几乎没有什么你做不到的。
 句中的 **matter** 用作动词，意思是“要紧，有重大影响”。如：
The job matters more to him than anything else. 对他来说，这份工作比其他什么都重要。
- 7 It was a record of that time, and it has also become a symbol of the victory of the human spirit. (page 57, Part A1)
 它（这本书）记录了那个时代，也成为人类精神胜利的一个象征。
- 8 had her diary published (page 57, Part A2)
 使她的日记出版
 这里 **have something done** 的意思是“使/让某事被完成”。如：
I had my hair cut last Saturday. 我上周六理了发。
- 9 My father is in his fifties. (page 60, Part A)
 我爸爸五十多岁。
 表示整十的数词后加 *s* 变成复数，用在“**in one's + 数词复数**”短语中，表示“某人年龄处于某段时间”。如：
in one's twenties/thirties/forties 在某人二十/三十/四十多岁时
 表示整十的数词后加 *s* 变成复数，也可以用在“**in the + 数词复数**”短语中，表示“在某个年代”。如：
in the seventies/eighties/nineties 在七十/八十/九十年代
- 10 To my surprise, he has decided to donate his body for medical research after his death. (page 60, Part A)
 让我惊讶的是，他已决定死后捐献遗体供医学研究。

Unit 5

- 1 Each time a medal was presented to a winner at the Beijing 2008 Olympic Games, the award music was played. (page 66, lines 1–4)
 在2008年北京奥运会上，每当给获胜者颁发奖牌时，颁奖音乐就会响起。
- 2 Born in 1958 in central Hunan, China, Tan Dun grew up near the Liuyang River. (page 66, lines 6–7)
 谭盾1958年出生于中国湖南省的中部地区，他是在浏阳河边长大的。
 句中的 **born in 1958 in central Hunan, China** 是过去分词短语作状语，表示状态。
 谭盾，作曲家，1958年生于湖南，1986年毕业于中央音乐学院研究生院，同年赴美国哥伦比亚大学攻读博士。1988年在美国举办了个人音乐会。1997年为香港回归纪念活动所作的《天、地、人》震动了中国乐坛，之后凭《卧虎藏龙》获第73届奥斯卡最佳原创音乐奖，并获第44届格莱美音乐奖四项提名。2008年谭盾应邀担任北京奥运会音乐策划。
- 3 He loves the sounds of the rushing water and the blowing wind because, to him, the best music comes from nature. (page 66, lines 8–10)
 他喜欢淙淙的水声和飒飒的风声，因为对他来说，最美妙的音乐来自于大自然。

- 4 Since he had no musical instruments then, he made music with common objects like stones and paper. (page 66, lines 10–11)
因为当时没有任何乐器，他就用一些普通的东西，比如石头、纸什么的，来创作音乐。
- 5 As a composer, perhaps he is best known for winning an Oscar for his music in the film *Crouching Tiger, Hidden Dragon*. (pages 66–67, lines 15–16)
作为一位作曲家，也许他最为人知的是为电影《卧虎藏龙》作曲而赢得奥斯卡大奖。
这里 as 用作介词，意思是“作为”。如：
She used to work as a teacher. 她过去曾是位老师。
- 6 As he likes the sounds of nature, Tan uses them a lot in his music. (page 67, lines 17–18)
因为喜欢天籁之音，谭盾多次将其运用于他的音乐中。
这里 as 是连词，意思是“因为，由于”，as 和 since 可以引导原因状语从句，但语气要比 because 弱一些。
- 7 My music is to dream without boundaries. (page 67, line 28)
我的音乐就是梦想无边。
句中的 to dream without boundaries 是动词不定式作表语。
- 8 The opera lasted for one and a half hours. (page 72, Part B2)
这场歌剧演了一个半小时。
句中的 last 是动词，意思是“持续，延续”。表示动作、状态持续的动词，后可加表示一段时间或距离的名词短语，其前的 for 也可省略。
- 9 Looking at the mark, I decided to blow it. (page 77, Part B)
看着这块水彩印，我决定吹一吹。
句中的 looking at the mark 是现在分词短语作时间状语。
- 10 I did make some wonderful pictures later. (page 77, Part B)
后来我确实创作出一些精彩的画。
句中的 did 表示强调。助动词 do 可用于肯定句的动词前以加强语气，其后动词用原形。如：
She does speak English very well. 她英语确实说得非常好。

Unit 6

- 1 A weekly round-up of what is happening in sport, with up-to-date information. (page 80, lines 3–4)
一周体育新闻摘要及最新消息。
这是一个省略句，相当于 (Here is) a weekly round-up of ...。
直接将句子的中心词放在开头，而省去一些不重要的词，是新闻报道或节目导读的语言风格，目的是为了引起读者注意和兴趣。
- 2 The programme covers different sports, such as swimming, basketball and football. (page 80, lines 4–6)
本节目报道各种体育运动消息，如游泳、篮球和足球。
在英式英语中，sport 用作不可数名词时，表示“体育运动”，用作可数名词时，表示“某项体育运动”。

- 3 There are a number of interviews with famous players. A report on the coming World Cup will also be included. (page 80, lines 8–10)

(本节目中)有一些对著名运动员的访谈内容,还有一则关于即将到来的世界杯的报道。短语 a number of 相当于 some, 后面跟可数名词的复数形式。注意它与另外一个词组 the number of 的区别,后者意思是“……的数目”,其后动词应为单数形式。如:

A number of young people are very interested in fashion. 一些年轻人对时尚很感兴趣。

The number of the Asian tiger is getting smaller and smaller. 亚洲虎的数量越来越少了。

- 4 This year's Beijing Music Awards will be covered live this Saturday. (page 80, lines 13–14)

本年度北京音乐奖颁奖大会本周六将现场直播。

句中的 live 是副词,读作 /laɪv/,意思是“在现场直播”。如:

The basketball game is broadcast live. 这场篮球比赛现场直播。

- 5 *Murder in a Country House* is a horror film directed by Cindy Clark, a new director. (page 81, lines 24–25)

《乡宅凶杀案》是一部由新晋导演辛迪·克拉克执导的恐怖片。

句中的 directed by ...是过去分词短语作定语,修饰 film。过去分词作定语含有被动意思。如:

Please take good care of the books borrowed from the library. 请妥善保管从图书馆借的书。

- 6 This one-hour documentary takes a close look at the life of tigers in India. (page 81, lines 35–36)

这部长达一小时的纪录片近距离观察了印度虎的生活。

- 7 In the documentary, you can see scenes from India, one of the few places where tigers still live in the wild. (page 81, lines 41–42)

在这部纪录片中你能看到来自印度的景象,那里是仅存的几处还有野生虎生存的地方之一。

句中的 where tigers still live in the wild 是定语从句,修饰前面的 places。

- 8 The twins saw three men in police uniforms coming out of the building with guns in their hands. (page 90, Part A)

这对孪生兄弟看见三个身着警服的男人手中持枪,正从大楼里出来。

这里 with guns in their hands 是“with + 宾语 + 宾语补足语”的复合结构,表示一种伴随状况。

Unit 7

- 1 Well, I'm so good that I should be in Hollywood instead. (page 92, Picture 4)

嗯,我这么优秀,倒是应该在好莱坞发展。

好莱坞(Hollywood)位于美国加利福尼亚州洛杉矶市的西北部,是美国早期电影的发源地,现已成为美国电影业的代名词。好莱坞云集世界顶级的明星、导演和制片人。一年一度的奥斯卡颁奖典礼在好莱坞举行。

- 2 Hepburn's beauty and charm caught the writer's attention. (page 94, lines 12–13)

赫本的美貌和魅力吸引了这位作家的注意。

短语 catch one's attention 意思是“引起某人的注意”。

- 3 Colette insisted that Hepburn was the perfect girl for the lead role in *Gigi*, a play based upon her novel, although Hepburn had never played any major roles before. (page 94, lines 13–15)

《琪琪》这部戏是根据科莱特的小说改编的，科莱特坚持赫本是该戏主角的完美人选，尽管赫本之前从未出演过任何主要角色。

- 4 Hepburn's achievements went beyond the film industry. (page 95, line 24)

赫本的成就不仅限于电影业。

句中的go beyond意思是“超出，除……之外”。如：

As a nurse, her work goes beyond taking care of the patients.

作为护士，她的工作不仅仅是照顾病患。

- 5 On 20 January 1993, she passed away peacefully in her sleep. (page 95, lines 29–30)

1993年1月20日她（赫本）在睡梦中安然辞世。

短语pass away是委婉语，意思是“去世”。如：

Her grandpa passed away at the age of 80. 她的爷爷八十岁时去世了。

- 6 Here is some information about the films showing at the local cinemas.

(page 102, Part A3)

这里是影院正在上映的影片信息。

句中的showing at the local cinemas是现在分词短语作定语，修饰前面的films。show的意思是“上映，演出，展览”，可以用作及物动词或不及物动词。如：

Tales of Old Beijing is now showing at Olympic Cinema.

《老北京的故事》正在奥林匹克影院上映。

Sunshine Cinema is now showing a film called *The World of Dinosaurs*.

阳光影院正在放映一部名为《恐龙世界》的影片。

- 7 Daniel, this Saturday's talk on films has been cancelled. (page 102, Part B)

丹尼尔，本周六关于电影的讲座取消了。

句中的has been cancelled是现在完成时的被动语态。

- 8 Sandy: I don't like horror films. They're terrible.

Daniel: Neither do I. (page 102, Part B)

桑迪：我不喜欢恐怖片。（它们）太可怕了。

丹尼尔：我也不喜欢。

句中的neither用作副词，放在句首，表示前面否定的内容也适用于另一人或物，后面部分倒装，即主谓颠倒。此时neither可用nor替换。

- 9 Lane is arranging afternoon tea on the table, and after the music has stopped, Algernon enters. (page 103, Study skills)

莱恩（管家）正在准备桌上的下午茶。音乐声停止后，阿尔杰农走进来。

本选段取自英国剧作家奥斯卡·王尔德(Oscar Wilde, 1854–1900)的剧作《认真的重要性》(*The Importance of Being Earnest*)，又译为《不可儿戏》。王尔德是英国唯美主义作家，提出“为艺术而艺术”的主张，著有童话《快乐王子集》、喜剧《温德米尔夫人的扇子》、小说《道林·格雷的画像》等。

Unit 8

- 1 He's an office worker of medium height. (page 107, Part B)
他是个中等身高的办公室职员。
短语 of medium height 是后置定语，意思是“中等身高”。类似的短语还有 of medium build/size (中等身材/大小)。
- 2 He was last seen leaving his office in East Town at about 7 p.m. yesterday. (page 108, lines 3-4)
昨晚大约七点在东城有人最后一次看见他离开办公室。
句中的 see somebody doing 是“看见某人正在干(某事)”，这里的 see 是被动结构。
- 3 The police believe that the murder took place between 9 p.m. last night and 1 a.m. this morning. (page 108, lines 5-6)
警方认为该谋杀案发生在昨晚九点至今日凌晨一点之间。
像 police、people 等集体名词，通常被视作复数，其后的动词用复数形式。
- 4 We're now checking the scene for more clues which will help solve the case. (page 108, lines 13-14)
我们正在检查现场，查找更多有助于侦破此案的线索。
- 5 "He was charged with breaking into several computer systems over the last year," said Detective Lu. (page 109, lines 19-20)
“他被指控在去年一年中闯入数个电脑系统。”陆警探说。
短语 charge somebody with ... 意思是“控告某人犯有(某种罪行)”。如：
The police charged him with theft. 警方指控他犯盗窃罪。
- 6 We're not sure whether this made him any enemies. We suppose that the victim knew his murderer. (page 109, lines 20-22)
我们不确定他是否因此树敌。我们推断受害人认识凶手。
- 7 The victim's parents have offered a reward of ¥50,000 for any information that leads to the arrest of the murderer. (page 109, lines 28-29)
受害人的父母愿意出五万元人民币对提供线索抓获凶手的人给予奖励。
- 8 Sherlock Holmes is a character ... was created by Arthur Conan Doyle as a master at solving crimes. (page 113, Part B1)
夏洛克·福尔摩斯是亚瑟·柯南·道尔塑造的一个人物，是一个探案高手。
亚瑟·柯南·道尔 (Arthur Conan Doyle, 1859-1930)，英国杰出的侦探小说家，因成功塑造侦探人物夏洛克·福尔摩斯而被誉为“英国侦探小说之父”。道尔9岁便能作诗，23岁开始挂牌行医，29岁时完成第一部侦探小说《血字的研究》(本单元 Study skills 部分有节选)，首度将福尔摩斯介绍给读者。
- 9 Bruce gets along with all of his neighbours except the man who lives next door. (page 118, Part B)
除了住在隔壁的那个男人之外，布鲁斯和所有邻居都相处和睦。
句中的 get along/on (with somebody) 意思是“(与某人)和睦相处，关系良好”。如：
He has never really got on with his flatmates. 他和室友们一直合不来。

Unit 1

并列连词 **and**、**but**、**or** 和 **so**

我们可以用并列连词 **and**、**but**、**or** 和 **so** 来连接单词、短语或者句子。如：

Our English teacher is kind **and** helpful. 我们的英语老师既和蔼又乐于助人。

The boy is not very tall **but** he runs very fast. 这个男孩虽然个子不高，但跑得很快。

Do you often go home on foot **or** by bicycle? 你经常步行回家还是骑自行车回家？

She was ill, **so** she did not go to school. 她生病了，所以没去上学。

注意：并列连词可以用来表示并列关系、转折关系、选择关系或因果关系等。

- 并列连词 **and** 意思是“和，又”，表达并列关系。如：
Mike likes playing football **and** singing songs. 迈克喜欢踢足球和唱歌。
- 并列连词 **but** 意思是“但是”，表达转折关系，所连接的成分意思往往相反或相对。如：
My uncle bought me a watch, **but** I did not like it. 叔叔给我买了一块手表，可是我不喜欢。
- 并列连词 **or** 意思是“或者”，表达选择关系。如：
Which do you like better, juice **or** coffee? 果汁和咖啡，你更喜欢哪一个？
注意：在否定句中并列成分通常用 **or** 连接，而不用 **and**。如：
I cannot speak Japanese **or** French. 我不会说日语和法语。
- 并列连词 **so** 意思是“因此，所以”，表达因果关系，常用来连接两个简单句。如：
It began to rain, **so** we went home. 开始下雨了，所以我们就回家了。
注意：并列连词 **so** 和从属连词 **because**（因为）不能一起使用。如：
The dog was hungry, **so** we gave it something to eat. (✓)
Because the dog was hungry, **so** we gave it something to eat. (X)

并列连词 **both ... and ...**、**not only ... but (also) ...**、
either ... or ... 和 **neither ... nor ...**

both ... and ...、**not only ... but (also) ...**、**either ... or ...** 和 **neither ... nor ...** 都是常见的并列连词，它们可以连接两个并列的主语、谓语、宾语、表语、状语等。

- **both ... and ...** 意思是“……和……两者都；既……又……”。如：
Both New York **and** London have traffic problems. 纽约和伦敦都存在交通问题。
He can **both** swim **and** skate. 他既会游泳又会滑冰。
注意：当 **both ... and ...** 连接的两个成分在句中作主语时，谓语动词总是用复数形式。如：
Both she and I **are** good at English. 她和我都擅长英语。
- **not only ... but (also) ...** 意思是“不但……而且……；不仅……还有……”，其中 **also** 可以省略。如：
Not only Mr Lin **but (also)** his son joined the charity walk.
不但林先生而且他的儿子也参加了慈善行走活动。
They speak English **not only** in class **but (also)** at home.
他们不仅在课堂上说英语，在家里也说。
注意：当 **not only ... but (also) ...** 连接两个名词作主语时，其谓语动词应与最近的一个主

语在人称和数上保持一致，这就是我们通常说的“就近原则”。如：

Not only the students but (also) Mr Li **has** lunch at school.

不仅学生们，还有李老师都在学校吃午饭。

- **either ... or ...**意思是“要么……要么……；或者……或者……；不是……就是……”，用于连接两个表示选择关系的词。如：

When the girl is happy, she **either** sings **or** dances. 那个女孩高兴时，不是唱就是跳。

注意：当**either ... or ...**连接两个主语时，应遵循“就近原则”。如：

Either you or I **am** going there tomorrow. 明天要么你去那里，要么我去那里。

- **neither ... nor ...**意思是“既不……也不……”，具有否定含义。如：

It is **neither** too cold **nor** too dry in winter here. 这里冬天既不太冷也不太干。

注意：当**neither ... nor ...**连接两个主语时，也应遵循“就近原则”。如：

Neither Dad nor Mum **is** at home today. 今天父母都不在家。

Unit 2

that 引导的宾语从句

宾语从句是指在复合句中充当宾语的句子。如：

He thinks **that he can go swimming tomorrow**. 他认为他明天能去游泳。

I am glad **that you can come for dinner**. 我很高兴你能来吃晚餐。

注意：宾语从句可用于主句动词之后，如：know、think、believe、hope、mean；也可用于主句形容词之后，如：certain、sure、glad。

- 我们可用**that**引导宾语从句，此时从句部分相当于一个陈述句。如：
I hear **that** you have passed the exam. 我听说你通过考试了。
- 引导宾语从句的**that**没有词义，不充当句子成分，在口语或非正式文体中常常被省略。如：
I do not believe (**that**) he has never been to the USA. 我不相信他从没去过美国。

if 或 whether 引导的宾语从句

我们可用**if**或**whether**引导宾语从句，此时从句部分的语义相当于一个一般疑问句。如：

I want to know **if/whether** he is our new teacher. 我想知道他是不是我们的新老师。

- 连词**if**和**whether**意思是“是否”，在从句中不充当句子成分，在口语中多用**if**。如：
Tom wonders **if/whether** his grandpa will come next week. 汤姆想知道他的爷爷是否下周过来。
- 宾语从句的语序必须是陈述语序，即“连接词+主语+谓语+其他成分”。如：
“Did Mary clean the classroom yesterday?” Mr Hu is asking.
→ Mr Hu is asking **if/whether** Mary cleaned the classroom yesterday.
胡老师问昨天玛丽是否打扫教室了。
- 宾语从句中的人称代词要符合逻辑，有时需进行合理变化。如：
She wonders, “Can I keep that book for one more week?”
→ She wonders **if/whether she** can keep that book for one more week.
她想知道那本书她能不能再借一个星期。
“Can **you** help **me**?” she asks.
→ She asks **if/whether I** can help **her**. 她问我能不能帮助她。

Unit 3

连接代词和连接副词引导的宾语从句

我们可用连接代词或连接副词引导宾语从句，此时从句部分的语义相当于一个特殊疑问句。如：
We do not know **whose** pencil this is. 我们不知道这支铅笔是谁的。

Nobody knows **when** the train will arrive. 没人知道火车什么时候会到。

注意：常见的连接代词有：**what**、**who**、**whom**、**whose**、**which**；连接副词有：**when**、**where**、**how**、**why** 等。

- 连接代词和连接副词有词义，并且在从句中充当句子成分。如：
Can you tell us **what** they are doing? 你能告诉我们他们在做什么吗？
(**what** 在从句中作宾语，意思是“什么”)
- 宾语从句的语序必须是陈述语序。如：
She wants to know why that little boy is crying. 她想知道那个小男孩为什么哭。
- 宾语从句中的连接代词 **who** 与 **whom** 都指人，意思是“谁”。其中 **who** 为主格，在从句中作主语；**whom** 为宾格，在从句中作宾语。如：
I do not know **who** is playing the piano next door. 我不知道谁在隔壁弹钢琴。
Can you guess **whom/who** my father is talking with? 你能猜一猜我爸爸正在和谁谈话吗？
注意：**whom** 在口语中很少使用。大多数情况下，我们可以用 **who** 代替 **whom**。
- 含有宾语从句的复合句的标点由主句决定。如：
I am not sure if/whether the bag is big enough. 我不确定这个包是否够大。
Can you tell me which bus I should take? 你能告诉我该乘哪路公共汽车吗？

提建议的句型

我们可以用 **Why not ...**，**Why don't you ...**，**What/How about ...**，**Let's ...** 和 **Shall we ...** 等提建议。如：

Why not ask your teacher for help? 为什么不寻求老师的帮助？

Why don't you listen to music to relax yourself? 你为什么不去听听音乐放松一下呢？

What/How about watching a film this weekend? 这个周末看场电影怎么样？

Let's go to a restaurant for a change. 让我们换换口味去饭馆吃饭吧！

Shall we meet at the school gate? 我们在校门口碰头好吗？

注意：**perhaps** 也可用于提建议。如：

Perhaps you can park over there. 你或许可以将车停在那里。

- 句型 **Why not ...?** 是 **Why don't you ...?** 的省略形式，意思是“为什么不……？”或“你为什么不……？”，后面跟动词原形。如：
Why not donate your pocket money to charity? 你为什么不去将零用钱捐给慈善组织？
= **Why don't you** donate your pocket money to charity?
- 句型 **What/How about ...?** 意思是“……怎么样？”或“……如何？”，后面跟名词、代词或动名词。如：
What/How about having a cup of coffee? 喝杯咖啡怎么样？
- 句型 **Let's ...** 意思是“让我们……吧！”，后面跟动词原形。如：
Let's listen to the teacher. 让我们听老师讲吧！

- 句型 **Shall we ...?** 意思是“我们……好吗？”，后面跟动词原形。如：
Shall we go swimming tomorrow? 我们明天去游泳好吗？

Unit 4

before、after、when 和 while 引导的时间状语从句

时间状语从句是指在复合句中充当时间状语的句子。如：

When the weather is good, my grandpa likes going fishing. 当天气好的时候，我爷爷喜欢去钓鱼。

The sun came out **after** the storm stopped. 暴风雨停止后，太阳出来了。

注意：我们可以用 **before**、**after**、**when** 和 **while** 引导时间状语从句，这些词既可放在句首，也可放在句中。

- before** 意思是“在……之前”，表示主句动作发生在从句动作之前。如：
Close the windows **before** you leave the room, please. 在你离开房间前，请关上窗。
- after** 意思是“在……之后”，表示主句的动作发生在从句的动作之后。如：
I went to school **after** I finished my breakfast. 我吃完早饭后去上学。
- when** 意思是“当……时”，表示主句动作发生的特定时间。如：
The days get longer **when** spring comes. 春天到来时，白天变长了。
注意：**when** 引导的从句的谓语动词可以是延续性的，也可以是瞬时性的。
- while** 意思是“当……时”，强调主句动作和从句动作是同时发生的。如：
While my sister was sweeping the floor, I was washing the dishes. 我姐姐扫地时，我在洗碗。
注意：**while** 引导的从句的谓语动词必须是延续性的。
while 还可以表示“在……期间”，表示主句动作发生在从句动作进行的过程中。如：
While the boys were playing football, it rained. 当男孩子们踢足球时，下雨了。

注意：在 **when** 和 **while** 引导的从句中，当主句和从句的主语一致，并且从句中有 **be** 动词时，可以省略主语和 **be** 动词，构成 **when/while + -ing** 结构。如：

When (she is) in trouble, she always asks for my help. 她遇到困难时总是向我求助。

While (I am) travelling, I like to buy some souvenirs. 旅游时我喜欢买纪念品。

since、till 和 until 引导的时间状语从句

since、**till** 和 **until** 常用来引导时间状语从句。如：

Mr Brown has been in Beijing **since** you left. 自从你离开，布朗先生就一直待在北京。

I worked **till/until** he came back. 我一直工作到他回来为止。

- since** 意思是“自从……以来”。一般情况下，从句谓语动词用一般过去时，而主句的谓语动词用现在完成时。如：
They have been friends **since** they were at primary school. 他们从小学起就一直是好朋友。
注意：**since** 引导的从句的谓语动词可以是延续性动词，也可以是瞬时动词。
- till** 和 **until** 意思是“到……为止”，一般情况下两者可以互换，但 **till** 不如 **until** 正式。如：
Walk **till/until** you see a white house. 一直走到你看到一座白房子为止。

注意：如果主句中的谓语动词是瞬时动词，该动词用否定形式，形成“**not ... till/until**”结构，意思是“直到……才（开始）”。如：

I did **not** go to bed **till/until** I finished my homework. 直到做完作业我才上床睡觉。

as soon as 和 whenever 引导的时间状语从句

我们常用 **as soon as** 和 **whenever** 引导时间状语从句。如：

As soon as I arrive in Canada, I will call you. 我一到加拿大，就给你打电话。

Whenever he met us, he smiled at us. 他每次遇见我们，都向我们微笑。

- **as soon as** 意思是“一……就”。如：

We began to work **as soon as** we got there. 我们一到那里就开始工作。

He will visit you **as soon as** he gets there. 他一到那里就会去拜访你。

- **whenever** 意思是“每当；任何时候”。如：

He likes listening to music **whenever** he has time. 每当他有时间的时候，他喜欢听音乐。

注意：**whenever** 可以用 **every time** 替换。

Unit 5

because 引导的原因状语从句

原因状语从句是指在复合句中表示主句动作发生原因的句子。如：

I did not go to school yesterday **because** I was ill. 我昨天没去上学，因为我生病了。

Because it was raining, we had to stay at home. 因为下雨，我们只好待在家里。

- **because** 意思是“因为”，表示动作发生的直接原因，语气很强，常用来回答 **why** 引导的疑问句。如：

—Why didn't he go with us today? 他为什么今天没跟我们一起？

—**Because** he was too tired. 因为他太累了。

- 汉语里我们习惯说“因为……所以……”，但使用英语时不能将 **because** 与 **so** 连用。如：

Because my bike was broken, I went to school by bus yesterday. (✓)

Because my bike was broken, **so** I went to school by bus yesterday. (✗)

since 和 as 引导的原因状语从句

我们也可以用 **since** 和 **as** 引导原因状语从句。如：

Since you are free, you'd better tidy your bedroom. 既然你有空，你最好把卧室整理一下。

As you were not there, I left a message. 因为你不在那里，所以我留了个信儿。

注意：和 **because** 相比，**since** 和 **as** 的语气稍弱。

- **since** 意思是“既然；由于；因为”，表示已知的、显然的理由，较正式，多位于句首。如：

Since it is late, I shall go home right now. (由于) 时间不早了，我得马上回家。

- **as** 和 **since** 的用法大体相同，表示附带说明的“双方已知的原因”。如：

As it is raining, you'd better take a taxi. 既然在下雨，你最好乘出租车。

Unit 6

if 引导的条件状语从句

- 条件状语从句在复合句中表示主句动作发生的条件。**if** 意思是“如果；假如”，表示在某种条件下某事很可能发生。如：

If it does not rain tomorrow, we will go hiking. 如果明天不下雨，我们就去远足。

You will get good grades if you study hard. 如果你努力学习，就会取得好成绩。

注意：if 引导的条件状语从句可以位于主句之前，也可位于主句之后。如果从句在前，从句与主句之间要用逗号隔开。

- 在 if 引导的条件状语从句中，主句中的动词常用一般将来时，从句中的动词用一般现在时。如：

If you ask him, he will help you. 如果你请他（帮忙），他会帮你的。

They are going to have a picnic if they are free next Saturday. 如果下周六有空，他们就去野餐。

- 在 if 引导的条件状语从句中，主句也可含有情态动词或是祈使句。如：

If it is fine tomorrow, we can go and fly the kite. 如果明天天气好，我们可以去放风筝。

Don't miss the programme if you like music. 如果你喜欢音乐，不要错过这个节目。

注意：在 if 引导的条件状语从句中，无论主句用一般将来时、情态动词还是祈使句，从句均用一般现在时。

unless 引导的条件状语从句

我们还可以用 unless 来引导条件状语从句。如：

Unless he studies hard, he will never pass the exam. 除非他刻苦学习，否则考试永远不能及格。

We will not get there on time unless we leave earlier. 如果我们不早点离开，就不能准时到那里。

- unless 意思是“除非，如果不”，相当于 if ... not。如：

You will be late unless you leave at once. 如果你不马上走，你将会迟到。

= If you do not leave at once, you will be late.

注意：当某种条件所引起的结果是一种情绪或想法时，不能使用 unless，只能用 if ... not。如：

I will be angry if I am not invited to the party. (✓)

I will be angry unless I am invited to the party. (X)

- 在 unless 引导的条件状语从句中，主句中的动词常用一般将来时，从句中的动词用一般现在时。如：

Unless it rains, the game will be played. 除非下雨，否则比赛将照常进行。

- 同 if 引导的条件状语从句一样，在 unless 引导的条件状语从句中，主句也可以含有情态动词或是祈使句。如：

He cannot see clearly unless he wears glasses. 他不戴眼镜就看不清楚。

Don't touch the machine unless the teacher allows you to. 没有老师的允许，不要乱动机器。

Unit 7

although 和 though 引导的让步状语从句

让步状语从句表示即便出现从句中的情况，主句动作仍然会发生，有“退一步说……”的意思。如：

I will try it, although I may fail. 即使我可能失败，我也要试一下。

Though he did not have much money, he was still happy. 虽然他不富有，但他很快乐。

注意：although 和 though 常用来引导让步状语从句，这两个连词意思大致相同，在一般情况下可以互换使用。在口语中，though 较常使用，although 比 though 更正式一些。

- **although** 和 **though** 意思是“尽管”、“虽然”、“即使”。如：
Although/Though it was only eight o'clock, there were few people in the streets.
虽然才八点钟，街上就没什么人了。
- **although** 和 **though** 引导的让步状语从句不能和 **but** 连用，但可以同 **yet** 连用。如：
Although/Though you are a little younger than me, **yet** you are much taller. (✓)
Although/Though you are a little younger than me, **but** you are much taller. (✗)

so ... that 和 such ... that 引导的结果状语从句

结果状语从句用来补充说明主句动作发生所带来的结果。如：

The boy is **so** young **that** he cannot go to school. 那个男孩年纪太小，不能上学。

It is **such** nice weather **that** I would like to go to the beach. 天气这么好，我想去海滩。

- “so ... that”意思是“如此……以至于”。其中 **so** 是副词，用来修饰形容词或副词。如：
He studied **so** hard **that** he made great progress. 他如此用功，取得了很大的进步。
- “such ... that”的意思与“so ... that”相同。但由于 **such** 是限定词，所以只能修饰名词或名词词组。如：
Mike is **such** an honest man **that** we all believe him. 迈克是个很诚实的人，大家都相信他。

so that 引导的目的状语从句

目的状语从句用以说明主句动作发生的目的。如：

Say it louder **so that** everyone can hear you. 大声说，让大家都能听到你。

I am going to take an early bus **so that** I will get there in time.

我打算乘早班公共汽车，以便及时赶到那里。

- 我们常用 **so that** 引导目的状语从句，其中 **so that** 意思是“以便”，可以与 **in order that** 相替换。如：
We will come at eight **so that** the meeting can begin early. 我们八点来，以便会议能早点开始。
= We will come at eight **in order that** the meeting can begin early.
- 在目的状语从句中，多使用情态动词 **can**、**may**、**will**、**could**、**might**、**would** 或 **should** 等。如：
I got up early **so that** I could catch the first bus. 我起得很早，目的是为了赶上首班公共汽车。

Unit 8

限制性定语从句和关系代词

在复合句中，定语从句用来修饰一个名词或代词。其中被修饰的名词或代词称为先行词。定语从句通常出现在先行词之后，由关系词引出。如：

He is the man **who** I saw yesterday. 他就是我昨天见的那个人。

Football is a game **which** is liked by most boys. 足球是一种深受大多数男孩喜欢的运动。

Give me the book **that** you read just now. 把你刚才读的书给我。

注意：常见的关系代词有 **who**、**which** 和 **that**。他们所代替的先行词是表示人或物的名词或代词，并在从句中充当主语、宾语、定语等成分。

- 关系代词 **who** 指人，在定语从句中作主语或宾语。如：
Yesterday I helped an old man **who** lost his way. 今天我帮助了一位迷路的老人。
Mr Lin is just the man **who** I want to interview. 林先生就是我想采访的人。
- 关系代词 **which** 指物，在定语从句中作主语或宾语。如：
This is the fridge **which** he bought yesterday. 这就是他昨天买的电冰箱。
The building **which** stands near my school is a supermarket.
位于我的学校旁边的那幢大楼是一家超市。
- 关系代词 **that** 指人时，相当于 **who**；指物时，相当于 **which**。当其在定语从句中作宾语时可省略。如：
Mary likes music **that** is quiet and gentle. 玛丽喜欢轻柔的音乐。
The coat (**that**) I tried on this morning is quite nice. 我今早试穿的那件外套真漂亮。
注意：在含有定语从句的复合句中，如果关系代词作从句的主语，则从句中谓语动词的人称和数与先行词保持一致。如：
Now we have ten classes which **learn** French. 现在我们有十个学法语的班。
The man who **lives** next door to us is very strange. 住在我们隔壁的那个男人很奇怪。



Wordlist (by unit)

注：本表不收录有关指示语、语法讲解、学习技巧和课题(Project)中的生词。括号中所标数字为该词条在本教科书中首次出现时的页码。带*号的单词只要求会读、听得懂，不要求拼写。单词音标以Oxford Advanced Learner's Dictionary (7th Edition)为依据，其中元音有短元音/ɪ/、/ʊ/、/e/、/ʌ/和弱元音/i/、/u/、/iə/、/ʊə/之分。

Unit 1

eat up 吃光，吃完 (6)	attention /ə'tenʃn/ <i>n.</i> 注意，专心 (9)
* creative /kri'eɪtɪv/ <i>adj.</i> 有创造力的；创造性的 (7)	pay attention to 注意 (9)
* curious /'kjʊəriəs/ <i>adj.</i> 好奇的 (7)	standard /'stændəd/ <i>n.</i> 标准 (9)
* energetic /,enə'dʒetɪk/ <i>adj.</i> 精力充沛的 (7)	pioneer /,paɪə'nɪə(r)/ <i>n.</i> 先锋，开拓者 (9)
* modest /'mɒdɪst/ <i>adj.</i> 谦虚的 (7)	* surgeon /'sɜːdʒən/ <i>n.</i> 外科大夫 (9)
* organized /'ɔːgənaɪzd/ <i>adj.</i> (also organised) (7)	carelessness /'keələsnəs/ <i>n.</i> 粗心 (9)
有条理的；有效率的 (7)	* extra /'ekstrə/ <i>adj.</i> 额外的；附加的 (9)
order /'ɔːdə(r)/ <i>n.</i> 顺序 (7)	* devote /drɪ'vəʊt/ <i>vt.</i> 把…贡献，把…专用于 (9)
keep ... in order 使…保持井然有序 (7)	* respect /rɪ'spekt/ <i>vt.</i> 尊敬，尊重 (9)
show off 炫耀 (7)	* suitable /'suɪtəbl̩; 'sjuːtəbl̩/ <i>adj.</i> 合适的；适宜的 (11)
grammar /'græmə(r)/ <i>n.</i> 语法 (7)	* partner /'pɑːtnə(r)/ <i>n.</i> 搭档，合作伙伴 (11)
come up with 想出（主意） (7)	impatient /ɪm'peɪʃnt/ <i>adj.</i> 不耐烦的，急躁的 (12)
neither /'naɪðə(r); 'niːðə(r)/ <i>conj.</i> (否定句中) 两者之一不 (7)	think twice (about sth) 三思而行 (12)
nor /nɔː(r)/ <i>conj.</i> 也不 (7)	do the dishes 洗碗 (14)
neither ... nor ... 既不…也不… (7)	* lunar /'luːnə(r)/ <i>adj.</i> 月球的 (15)
* accountant /ə'kaʊntənt/ <i>n.</i> 会计 (7)	calendar /'kælɪndə(r)/ <i>n.</i> 日历；挂历 (15)
born /bɔːn/ <i>adj.</i> 天生的 (8)	animal sign <i>n.</i> 生肖 (15)
* impress /ɪm'pres/ <i>vt.</i> 给…留下印象 (8)	* represent /,reprɪ'zent/ <i>vt.</i> 代表；象征 (15)
* sculpture /'skʌlptʃə(r)/ <i>n.</i> 雕塑，雕像 (8)	appear /ə'pɪə(r)/ <i>vi.</i> 出现 (15)
praise /preɪz/ <i>n.</i> 赞扬，表扬 (8)	fixed /fɪkst/ <i>adj.</i> 固定的 (15)
* sales department /dɪ'pɑːtmənt/ <i>n.</i> 销售部 (8)	* cycle /'saɪkl/ <i>n.</i> 循环 (15)
general /'dʒenrəl/ <i>adj.</i> 总的；普遍的；首席的 (8)	* powerful /'paʊəfl/ <i>adj.</i> 有力的；强大的 (15)
race /reɪs/ <i>n.</i> 竞赛；赛跑 (8)	lively /'lɑːvli/ <i>adj.</i> 活泼的；生气勃勃的 (15)
either ... or ... 不是…就是…，或者…或者… (8)	* practical /'præktɪkl/ <i>adj.</i> 实际的 (15)
lead /liːd/ <i>n.</i> 领先地位；榜样 (8)	* loyal /'lɔɪəl/ <i>adj.</i> 忠诚的 (15)
take the lead 处于领先地位 (8)	in all 总共，总计 (15)
fall behind 落后 (8)	star sign <i>n.</i> 星座 (15)
* challenge /'tʃælɪndʒ/ <i>n.</i> 挑战 (8)	divide /drɪ'vaɪd/ <i>vt. & vi.</i> 分开，分 (16)
* chief /tʃiːf/ <i>adj.</i> 主要的，首要的 (9)	divide ... into ... 把…分成… (16)
high-speed <i>adj.</i> 高速的 (9)	shape /ʃeɪp/ <i>vt.</i> 使成形，塑造 (16)
connect /kə'nekt/ <i>vt.</i> 连接 (9)	speech /spiːtʃ/ <i>n.</i> 演说，讲话，发言；台词 (18)
connect to/with 与…相连，连接 (9)	absent /'æbsənt/ <i>adj.</i> 缺席的 (18)
miss /mɪs/ <i>n.</i> 错误，过失 (9)	* monitor /'mɒnɪtə(r)/ <i>n.</i> 班长 (19)
as good as 和…几乎一样，简直是 (9)	* position /pə'zɪʃn/ <i>n.</i> 职位；位置；名次 (19)
	agree with sb 同意某人（的看法） (19)

Unit 2

- * **indigo** /'ɪndɪɡəʊ/ *n.* 靛蓝, 靛青 (21)
- * **violet** /'vaɪələt/ *n.* 紫罗兰色 (21)
- * **rainbow** /'reɪnbəʊ/ *n.* 彩虹 (21)
- * **mood** /muːd/ *n.* 心情, 情绪 (22)
- influence** /'ɪnfluəns/ *vt.* 影响 (22)
- whether** /'weðə(r)/ *conj.* 是否 (22)
- * **characteristic** /ˌkærəktə'rɪstɪk/ *n.* 特征; 品质 (22)
- * **calm** /kɑ:m/ *adj.* 平静的, 沉着的 (22)
- * **relaxed** /rɪ'læksd/ *adj.* 放松的; 自在的 (22)
- peace** /pi:s/ *n.* 安宁; 和平; 和睦 (22)
- sadness** /'sædnəs/ *n.* 悲哀, 忧伤 (22)
- * **purity** /'pjʊərəti/ *n.* 纯洁 (22)
- * **wedding** /'wedɪŋ/ *n.* 婚礼, 结婚庆典 (22)
- * **prefer** /prɪ'fɜ:(r)/ *vt.* 宁愿选择, 更喜欢 (23)
- create** /kri'eɪt/ *vt.* 造成, 引起; 创造, 创建 (23)
- feeling** /'fi:liŋ/ *n.* 感觉, 感受 (23)
- cheer up** 使振作起来 (23)
- * **remind** /rɪ'maɪnd/ *vt.* 提醒; 使想起 (23)
- * **wisdom** /'wɪzdəm/ *n.* 智慧 (23)
- as** /æz; əz/ *conj.* 因为 (23)
- * **envy** /'envi/ *n.* 妒忌; 羡慕 (23)
- * **green with envy** 妒忌的, 眼红的 (23)
- require** /rɪ'kwaɪə(r)/ *vt.* 需要, 要求 (23)
- * **strength** /streŋθ/ *n.* 力量 (23)
- heat** /hi:t/ *n.* 热 (23)
- difficulty** /'dɪfɪkəlti/ *n.* 困难; 费力 (23)
- have difficulty (in) doing sth** 做某事费劲 (23)
- decision** /dɪ'sɪʒn/ *n.* 决定 (23)
- relationship** /rɪ'leɪʃnʃɪp/ *n.* 关系 (26)
- certainly** /'sɜ:tnli/ *adv.* 当然; 必定地, 无疑地 (26)
- everyday** /'evrɪdeɪ/ *adj.* 每天的; 日常的 (26)
- personal** /'pɜ:sənəl/ *adj.* 个人的; 私人的 (26)
- * **suit** /su:t; sju:t/ *vt.* 适合 (27)
- * **celebration** /ˌselɪ'breɪʃn/ *n.* 庆祝; 庆祝活动 (28)
- ancient** /'emfənt/ *adj.* 古代的, 古老的 (28)
- * **therapy** /'θerəpi/ *n.* 疗法; 治疗 (29)
- discover** /dɪ'skʌvə(r)/ *vt.* 发现, 发觉 (29)
- * **teens** /ti:nz/ *n.* [复] 十几岁 (13至19岁之间) (29)
- promise** /'prɒmɪs/ *vt. & vi.* 承诺, 允诺 (29)
- or** /ɔ:(r)/ *conj.* 否则 (29)
- work** /wɜ:k/ *vi.* 奏效, 产生预期的效果 (29)

- practise** /'præktɪs/ *vt.* 从事, 执业 (29)
- * **stressed** /strest/ *adj.* 紧张的, 有压力的 (29)
- suggest** /sə'dʒest/ *vt.* 建议 (30)
- would rather (= 'd rather)** 宁愿, 更喜欢 (30)
- trust** /trʌst/ *n.* 信任 (32)
- * **calm** /kɑ:m/ *n.* 平静, 镇静 (32)
- * **warmth** /wɜ:mθ/ *n.* 温暖, 暖和; 热情 (32)
- handbag** /'hændbæg/ *n.* 女用皮包, 手提包 (32)
- match** /mætʃ/ *n.* 相配; 般配 (32)
- * **balance** /'bæləns/ *vt.* 使...平衡 (32)

Unit 3

- * **teenage** /'ti:neɪdʒ/ *adj.* 青少年的 (34)
- mark** /mɑ:k/ *n.* 分数 (35)
- mad** /mæd/ *adj.* 发疯的; 生气的 (35)
- drive sb mad** 使人受不了 (35)
- exam** /ɪg'zæm/ *n.* (= **examination**) 考试, 测试 (35)
- perhaps** /pə'hæps/ *adv.* 或许, 可能 (35)
- deal** /di:l/ *vi.* 处理 (36)
- deal with** 处理, 对付 (36)
- choice** /tʃɔɪs/ *n.* 选择 (36)
- but** /bʌt/ *conj. & prep.* 除...外; 只有 (36)
- stay up** 熬夜 (36)
- awake** /ə'weɪk/ *adj.* 醒着的 (36)
- hardly** /'hɑ:dli/ *adv.* 几乎不 (36)
- imagine** /ɪ'mædʒɪn/ *vt. & vi.* 想象, 设想 (36)
- doubt** /daʊt/ *vt.* 怀疑 (36)
- worth** /wɜ:θ/ *adj.* 值得; 值...钱 (36)
- be worth doing sth** 值得做某事 (36)
- suggestion** /sə'dʒestʃən/ *n.* 建议 (36)
- cause** /kɔ:z/ *n.* 原因 (37)
- strict** /strikt/ *adj.* 严格的, 严厉的 (37)
- be strict with sb** 对某人要求严格 (37)
- stay out** 待在户外; (晚上) 不回家 (37)
- schoolwork** /'sku:lwɜ:k/ *n.* 课业 (37)
- valuable** /'væljuəbl/ *adj.* 宝贵的; 贵重的 (37)
- friendship** /'frendʃɪp/ *n.* 友谊 (38)
- list** /lɪst/ *n.* 清单 (39)
- work out** 算出; 解决 (39)
- according to** /ə'kɔ:dnɪŋ tə/ *prep.* 根据 (39)
- whom** /hu:m/ *pron.* 谁 (宾格) (40)
- silence** /'saɪləns/ *n.* 安静, 寂静; 沉默 (40)

worry /'wʌri/ <i>n.</i> 担心; 令人担忧的事	(40)	* championship /'tʃæmpjənʃɪp/ <i>n.</i> 锦标赛, 大赛	(51)
method /'meθəd/ <i>n.</i> 方法	(41)	succeed /sək'si:d/ <i>vi.</i> 成功	(51)
solve /sɒlv/ <i>vt.</i> 解决; 解答	(41)	succeed in doing sth 成功地做某事	(51)
dictionary /'dɪkʃənri/ <i>n.</i> 字典	(41)	* scholarship /'skɒləʃɪp/ <i>n.</i> 奖学金	(51)
* youth /ju:θ/ worker <i>n.</i> 青少年辅导员	(41)	although /ɔ:l'ðəʊ/ <i>conj.</i> 尽管, 虽然	(51)
reply /rɪ'plai/ <i>n.</i> 答复, 回答	(41)	* graduate /'grædʒueɪt/ <i>vi.</i> 毕业	(51)
chemistry /'kemɪstri/ <i>n.</i> 化学	(43)	force /fɔ:s/ <i>vt.</i> 强迫, 迫使	(51)
laugh at 嘲笑	(43)	* league /li:g/ <i>n.</i> 联盟, 社团	(51)
* bookworm /'bʊkwɜ:m/ <i>n.</i> 书虫, 书呆子	(43)	remain /rɪ'meɪn/ <i>vi.</i> 逗留; 保持不变	(51)
progress /'prɒɡres/ <i>n.</i> 进展, 进步	(44)	take notice of 注意, 察觉	(51)
worried /'wʌrɪd/ <i>adj.</i> 担心的, 烦恼的	(44)	achievement /ə'tʃi:vmənt/ <i>n.</i> 成就, 成绩	(51)
go over 复习; 回顾	(44)	* prove /pru:v/ <i>vt.</i> 证明	(51)
aloud /ə'laʊd/ <i>adv.</i> 大声地; 出声地	(44)	matter /'mætə(r)/ <i>vi.</i> 要紧, 有重大影响	(51)
pronounce /prə'naʊns/ <i>vt.</i> 发音	(44)	* career /kə'riə(r)/ <i>n.</i> 生涯, 职业	(56)
correctly /kə'rektli/ <i>adv.</i> 正确地	(44)	against /ə'ɡenst; ə'ɡeɪnst/ <i>prep.</i> 对抗;	
pronunciation /prəˌnʌnsi'eɪʃn/ <i>n.</i> 发音	(44)	与...相反; 违反	(56)
mention /'menʃn/ <i>vt.</i> 提及; 说起	(44)	break out 爆发	(57)
don't mention it 不客气	(44)	record /'rekɔ:d/ <i>n.</i> 记录	(57)
* stress /stres/ <i>n.</i> 精神压力, 紧张	(46)	* symbol /'sɪmbəl/ <i>n.</i> 象征	(57)
be of sb's age 与...同龄的	(47)	victory /'vɪktəri/ <i>n.</i> 胜利	(57)

Unit 4

on one's mind 挂在心上; 惦念	(48)	go into hiding /'haɪdɪŋ/ 躲藏起来	(57)
time /taɪm/ <i>n.</i> 时期, 时代	(49)	* Nazi /'nɑ:tsi/ <i>adj.</i> 纳粹的	(57)
whenever /wen'evə(r)/ <i>conj.</i> 无论何时	(49)	die of/from 死于	(57)
through /θru:z/ <i>prep.</i> 以, 凭借	(49)	German /'dʒɜ:mən/ <i>adj.</i> 德国 (人) 的	(58)
as soon as 一...就	(49)	* Nazi /'nɑ:tsi/ <i>n.</i> 纳粹分子	(58)
deal /di:l/ <i>n.</i> 很多	(49)	thought /θɔ:t/ <i>n.</i> 想法, 看法, 主意	(58)
a great deal (of) 大量, 许多	(49)	* survive /sə'vaɪv/ <i>vt. & vi.</i> 幸存, 生存	(58)
* junior high /,dʒu:nɪə(r) 'haɪ/ <i>n.</i> <美> 初级中学	(50)	* admire /əd'maɪə(r)/ <i>vt.</i> 钦佩, 羡慕	(58)
try out for sth 参加...选拔 (或试演)	(50)	courage /'kʌrɪdʒ/ <i>n.</i> 勇气	(58)
lose heart 泄气, 灰心	(50)	in fear of one's life 为生命安全担忧	(58)
score /skɔ:(r)/ <i>vt. & vi.</i> 得分	(50)	unusual /ʌn'ju:ʒuəl; ʌn'ju:ʒəl/ <i>adj.</i> 不寻常的	(60)
* senior /'sɪniə(r)/ high <i>n.</i> <美> 高级中学	(50)	* cell /sel/ <i>n.</i> 细胞	(60)
* stand /stænd/ <i>n.</i> 看台	(50)	* cancer /'kænsə(r)/ <i>n.</i> 癌症	(60)
change one's mind 改变主意	(50)	surprise /sə'praɪz/ <i>n.</i> 惊奇, 诧异	(60)
leader /'li:də(r)/ <i>n.</i> 领导者	(50)	to one's surprise 令某人惊奇的是	(60)
name /neɪm/ <i>vt.</i> 命名	(50)	research /rɪ'sɜ:ʃ/ <i>n.</i> 研究; 调查	(60)
university /ju:nɪ'vɜ:səti/ <i>n.</i> 大学	(50)	* death /deθ/ <i>n.</i> 死, 死亡	(60)
simply /'sɪmpli/ <i>adv.</i> 仅仅; 简直	(50)		
* junior college <i>n.</i> <美> 两年制专科学校	(51)		
national /'næʃnəl/ <i>adj.</i> 国家的	(51)		

Unit 5

* pleasant /'pleznt/ <i>adj.</i> 令人愉快的	(64)
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- * **drama** /'dra:mə/ *n.* 戏剧；戏剧性事件 (65)
- * **photography** /fə'tɒgrəfi/ *n.* 照相术，摄影 (65)
- art form** /fɜ:m/ *n.* 艺术形式 (65)
- pop** /pɒp/ *n.* (= **pop music**) 流行音乐 (65)
- * **musical** /'mju:zɪkl/ *adj.* 音乐的 (65)
- * **talent** /'tælənt/ *n.* 天赋，才能 (65)
- * **boundary** /'baʊndri/ *n.* 边界，疆界，界限 (66)
- * **medal** /'medl/ *n.* 奖牌，奖章 (66)
- present** /prɪ'zent/ *vt.* 颁发；提交 (66)
- winner** /'wɪnə(r)/ *n.* 获胜者 (66)
- * **composer** /kəm'pəʊzə(r)/ *n.* 作曲家 (66)
- central** /'sentrəl/ *adj.* 中心的，中央的 (66)
- instrument** /'ɪnstrəmənt/ *n.* 乐器；工具；器械 (66)
- common** /'kɒmən/ *adj.* 普通的，一般的，常见的 (66)
- object** /'ɒbdʒɪkt/ *n.* 物品，东西 (66)
- stone** /stəʊn/ *n.* 石头 (66)
- musician** /mju'zɪʃn/ *n.* 音乐家 (66)
- be known/famous for** 因…而著名 (66)
- control** /kən'trəʊl/ *vt.* 控制，支配 (67)
- * **flow** /fləʊ/ *n.* 流动 (67)
- successfully** /sək'sesfəli/ *adv.* 成功地 (67)
- traditional** /trə'dɪʃənəl/ *adj.* 传统的 (67)
- bell** /bel/ *n.* 钟，铃 (67)
- though** /ðəʊ/ *conj.* 虽然，尽管 (67)
- dividing line** /lɑm/ *n.* 分界线；界限 (68)
- highly** /'haɪli/ *adv.* 高度地；高地 (70)
- * **breath** /breθ/ *n.* 呼吸 (72)
- * **out of breath** 上气不接下气 (72)
- last** /lɑ:st/ *vi.* 持续 (72)
- concert** /'kɒnsət/ *n.* 音乐会 (73)
- * **folk** /fəʊk/ *n.* (= **folk music**) 民间音乐 (73)
- country music** *n.* 乡村音乐 (73)
- * **jazz** /dʒæz/ *n.* 爵士乐 (73)
- * **rock** /rɒk/ *n.* (= **rock music**) 摇滚乐 (73)
- country** /'kʌntri/ *n.* 乡下，乡村 (73)
- cowboy** /'kaʊbɔɪ/ *n.* 牛仔 (73)
- guitar** /grɪ'taɪ(r)/ *n.* 吉他 (73)
- lasting** /'lɑ:stɪŋ/ *adj.* 持久的 (73)
- value** /'vælju:/ *n.* 价值 (73)
- * **drum** /drʌm/ *n.* 鼓 (73)
- African** /'æfrɪkən/ *adj.* 非洲 (人) 的 (73)
- American** /ə'merɪkən/ *n.* 美国人 (73)
- African American** *n.* (非洲裔) 美国黑人 (73)
- make up** 编；编造 (73)
- local colour** *n.* 地方特色 (73)
- tonight** /tə'naɪt/ *adv.* 今晚 (74)
- * **literature** /'lɪtrətʃə(r)/ *n.* 文学 (76)
- praise** /preɪz/ *vt.* 赞扬，表扬 (77)
- gift** /ɡɪft/ *n.* 天赋，才能 (77)
- have a gift for** 对…有天赋 (77)
- mark** /mɑ:k/ *n.* 污点，斑点 (77)
- encourage** /ɪn'kʌrɪdʒ/ *vt.* 鼓励；劝告 (77)

Unit 6

- done** /dʌn/ *adj.* 完毕，结束 (78)
- chat show** *n.* 访谈节目 (79)
- * **comedy** /'kɒmədi/ *n.* 喜剧 (79)
- * **documentary** /ˌdɒkjʊ'mentri/ *n.* 纪录片 (79)
- * **drama series** *n.* 系列剧 (79)
- game show** *n.* 游戏表演，竞赛节目 (79)
- real-life** *adj.* 真实生活的 (79)
- dialogue** /'daɪəlɒg/ *n.* 对话 (79)
- * **round-up** /'raʊnd ʌp/ *n.* (尤指新闻) 概要，摘要 (80)
- up-to-date** *adj.* 最新的；现代的 (80)
- fan** /fæn/ *n.* 迷，狂热爱好者 (80)
- a number of** 一些 (80)
- coming** /'kʌmɪŋ/ *adj.* 即将来临的 (80)
- cover** /'kʌvə(r)/ *vt.* 报道，电视报道 (80)
- live** /laɪv/ *adv.* 在现场直播，在实况直播 (80)
- Asian** /'eɪʃn; 'eɪʒn/ *adj.* 亚洲 (人) 的 (80)
- * **vote** /vəʊt/ *vi.* 投票，选举 (80)
- music video** *n.* (= **MV**) 音乐视频 (80)
- * **announce** /ə'naʊns/ *vt.* 宣布，宣告 (80)
- text** /tekst/ **message** *n.* 短信，短消息 (80)
- * **murder** /'mɜ:də(r)/ *n.* 谋杀 (81)
- * **murderer** /'mɜ:dərə(r)/ *n.* 杀人犯，凶手 (81)
- * **horror** /'hɒrə(r)/ *n.* 恐怖 (81)
- direct** /də'rekt; dɪ'rekt; daɪ'rekt/ *vt.* 导演；指导 (81)
- director** /də'rektə(r); dɪ'rektə(r); daɪ'rektə(r)/ *n.* 导演 (81)
- wealthy** /'welθi/ *adj.* 富有的 (81)
- * **mystery** /'mɪstri/ *n.* 神秘；疑案故事 (81)

might /maɪt/ <i>modal v.</i> 或许, 可能	(81)	lead /li:d/ <i>n.</i> 主角, 扮演主角的演员	(94)
* scared /skeəd/ <i>adj.</i> 害怕, 恐惧	(81)	role /rəʊl/ <i>n.</i> 角色	(94)
unless /ən'les/ <i>conj.</i> 除非	(81)	* base /beɪs/ <i>vt.</i> 以...为基础	(94)
animal-lover <i>n.</i> 喜欢动物的人	(81)	* major /'meɪdʒə(r)/ <i>adj.</i> 主要的; 较大的	(94)
* scene /si:n/ <i>n.</i> 景象, 风光; 现场	(81)	mark /mɑ:k/ <i>vt.</i> 表明; 标志	(94)
latest /'leɪtɪst/ <i>adj.</i> 最新的, 最近的	(82)	play the role of 扮演...的角色	(95)
record /rɪ'kɔ:d/ <i>vt.</i> 录制, 录(像), 录(音)	(82)	* princess /,prɪn'ses; 'prɪnses/ <i>n.</i> 公主	(95)
* attack /ə'tæk/ <i>vt. & vi.</i> 攻击, 进攻	(85)	lifetime /'laɪftaɪm/ <i>n.</i> 终身, 一生	(95)
* polar /'pəʊlə/ bear <i>n.</i> 北极熊	(85)	* nomination /,nɒmɪ'neɪʃn/ <i>n.</i> 提名	(95)
* male /meɪl/ <i>adj.</i> 雄性的; 男(性)的	(85)	final /'faɪnl/ <i>adj.</i> 最终的, 最后的	(95)
* studio /'stju:diəʊ/ <i>n.</i> 摄影棚; 录音室	(86)	* appearance /ə'piərəns/ <i>n.</i> 出现, 露面; 外貌	(95)
* minibus /'mɪnɪbʌs/ <i>n.</i> 小型公共汽车, 中巴	(86)	* angel /'eɪndʒl/ <i>n.</i> 天使	(95)
* view /vju:/ <i>vt.</i> 观看	(88)	* beyond /brɪ'jɒnd/ <i>prep.</i> 超出, 除...之外	(95)
silly /'sɪli/ <i>adj.</i> 傻的; 愚蠢的	(88)	* effort /'efət/ <i>n.</i> 努力; 艰难的尝试	(95)
waste /weɪst/ <i>n.</i> 浪费	(88)	pass away (委婉语) 去世	(95)
* twin /twɪn/ <i>n.</i> 双胞胎之一	(90)	peacefully /'pi:sfəli/ <i>adv.</i> 宁静地; 和平地	(95)
* burglar /'bɜ:glə(r)/ <i>n.</i> 入室窃贼	(90)	* attractive /ə'træktɪv/ <i>adj.</i> 漂亮的, 有吸引力的	(96)
gun /gʌn/ <i>n.</i> 枪	(90)	rush hour <i>n.</i> 交通高峰期	(98)

Unit 7

* superstar /'su:pəstɑ:(r); 'sju:pəstɑ:(r)/ <i>n.</i> 超级明星	(92)	* amazed /ə'meɪzd/ <i>adj.</i> 大为惊奇	(99)
in your dreams 你做梦, 你妄想	(92)	mistake /mɪ'steɪk/ <i>vt.</i> 误以为	(99)
so ... that 如此...以至于	(92)	mistake ... for ... 把...误认为...	(99)
action film <i>n.</i> 动作片	(93)	kung fu /,kʌŋ 'fu:/ <i>n.</i> 功夫	(100)
* romantic /rəʊ'mæntɪk/ <i>adj.</i> 浪漫的	(93)	DVD /,di: vi: 'di:/ <i>abbr.</i> (= digital videodisc) 数码影碟	(100)
* science fiction /'fɪkʃn/ <i>n.</i> 科幻电影; 科幻小说	(93)	actor /'æktə(r)/ <i>n.</i> 演员	(100)
western /'westən/ <i>n.</i> 西部电影; 西部小说	(93)	* tale /teɪl/ <i>n.</i> 故事; 讲述, 叙述	(101)
industry /'ɪndəstri/ <i>n.</i> 工业; 产业	(93)	* dinosaur /'daɪnəsɔ:(r)/ <i>n.</i> 恐龙	(101)
such ... that 如此...以至于	(93)	fall in love with sb 爱上某人	(101)
storyteller /'stɔ:ritelə(r)/ <i>n.</i> 讲故事的人	(93)	special offer <i>n.</i> 特价优惠	(102)
* script /skɪpt/ <i>n.</i> 剧本	(93)	cancel /'kænsəl/ <i>vt.</i> 取消; 终止	(102)
all-time <i>adj.</i> 一向的; 空前的	(94)	neither /'naɪðə(r); 'ni:ðə(r)/ <i>adv.</i> 也不	(102)
actress /'æktɪs/ <i>n.</i> 女演员	(94)	stupid /'stju:pɪd/ <i>adj.</i> 愚蠢的	(102)
* loss /lɒs/ <i>n.</i> 丧失, 损失; 失败	(94)	* stuntman /'stʌntmæn/ <i>n.</i> 特技替身演员	(104)
* humanitarian /hju:,mæni'teəriən/ <i>n.</i> 人道主义者	(94)	consider /kən'sɪdə(r)/ <i>vt.</i> 认为; 考虑	(105)
* ballet /'bæleɪ/ <i>n.</i> 芭蕾舞; 芭蕾舞剧	(94)		
dancer /'dɑ:nsə(r)/ <i>n.</i> 舞蹈者	(94)		
* charm /tʃɑ:m/ <i>n.</i> 魅力	(94)		
catch one's attention 吸引某人的注意	(94)		
* insist /ɪn'sɪst/ <i>vt. & vi.</i> 坚持认为; 坚持	(94)		

Unit 8

* detective /drɪ'tektɪv/ <i>n.</i> 侦探, 警探	(106)
* clue /klu:/ <i>n.</i> 线索	(106)
missing /'mɪsɪŋ/ <i>adj.</i> 缺少的; 丢失的	(106)

* murder /'mɜːdə(r)/ <i>vt.</i> 谋杀, 杀害	(107)	couple /'kʌpl/ <i>n.</i> 夫妇, 一对	(112)
* suspect /'sʌspekt/ <i>n.</i> 犯罪嫌疑人	(107)	* fingerprint /'fɪŋɡəprɪnt/ <i>n.</i> 指纹, 手印	(112)
* medium /'miːdiəm/ <i>adj.</i> 中等的	(107)	probably /'prɒbəbli/ <i>adv.</i> 大概, 或许	(112)
untidy /ʌn'taɪdi/ <i>adj.</i> 不整洁的	(107)	* criminal /'krɪmɪnl/ <i>adj.</i> 犯罪的, 犯法的	(113)
* guilty /'ɡɪlti/ <i>adj.</i> 有罪的	(107)	* female /'fiːmeɪl/ <i>adj.</i> 女(性)的; 雌性的	(113)
truth /truːθ/ <i>n.</i> 事实, 真相	(107)	boss /bɒs/ <i>n.</i> 老板, 上司	(114)
guess /ges/ <i>vt.</i> 猜, 猜测	(107)	* commit /kə'mɪt/ <i>vt.</i> 犯(罪)	(114)
lie /laɪ/ <i>vi.</i> 说谎	(107)	turn out 原来是, 结果是	(114)
* confirm /kən'fɜːm/ <i>vt.</i> 证实, 确认	(108)	have nothing to do with 与…无关	(114)
* victim /'vɪktɪm/ <i>n.</i> 受害者, 罹难者	(108)	hurry /'hʌri/ <i>n.</i> 急忙, 匆忙	(114)
* crime /kraɪm/ <i>n.</i> 犯罪活动; 罪行	(108)	in a hurry 急忙, 赶快	(114)
somewhere /'sʌmweə(r)/ <i>adv.</i> 在某处	(108)	* kidnapping /'kɪdnæpɪŋ/ <i>n.</i> 绑架, 劫持	(115)
* contact /'kɒntækt/ <i>vt.</i> 联系	(108)	wealth /welθ/ <i>n.</i> 财富	(115)
wound /wuːnd/ <i>vt.</i> 使…受伤	(108)	* prison /'prɪzn/ <i>n.</i> 监狱	(115)
* bleed /bliːd/ <i>vi.</i> 流血, 出血	(108)	* in prison 坐牢	(115)
enemy /'enəmi/ <i>n.</i> 仇人, 敌人, 反对者	(109)	* kidnap /'kɪdnæp/ <i>vt.</i> 绑架, 劫持	(116)
single /'sɪŋɡl/ <i>adj.</i> 单身的; 单个的	(109)	safety /'seɪfti/ <i>n.</i> 安全, 保险	(116)
* well-paid <i>adj.</i> 收入高的	(109)	lock /lɒk/ <i>vt.</i> 锁	(116)
* charge /tʃɑːdʒ/ <i>vt.</i> 指控, 控告	(109)	shut /ʃʌt/ <i>vt.</i> 关上, 封闭; 合拢	(116)
break into 强行闯入	(109)	guard /ɡɑːd/ <i>vt.</i> 守卫, 保卫	(116)
* system /'sɪstəm/ <i>n.</i> 系统	(109)	guard against sth 防范, 提防(某事)	(116)
suppose /sə'pəʊz/ <i>vt.</i> 猜想, 假定, 料想	(109)	* necklace /'neɪkləs/ <i>n.</i> 项链	(118)
only /'ɒnli/ <i>adj.</i> 仅有的, 唯一的	(109)	* theft /θeft/ <i>n.</i> 偷窃	(118)
* witness /'wɪtnəs/ <i>n.</i> 目击者; 证人	(109)	get along/on with 与…和睦相处	(118)
report /rɪ'pɔːt/ <i>vt.</i> 举报, 报告	(109)	* jewellery /'dʒuːəlri/ <i>n.</i> <英>[总称]珠宝	(118)
* breathe /briːð/ <i>vi.</i> & <i>vt.</i> 呼吸	(109)	= <美> jewelry	
heavily /'hevɪli/ <i>adv.</i> 沉重地; 猛烈地	(109)	steal /stiːl/ <i>vt.</i> 偷, 窃取	(118)
* reward /rɪ'wɔːd/ <i>n.</i> 报酬, 奖金	(109)		
* arrest /ə'rest/ <i>n.</i> 逮捕	(109)		
<i>vt.</i> & <i>vi.</i> 逮捕	(110)		

Wordlist (in alphabetical order)

注：本表不收录有关指示语、语法讲解、学习技巧和课题(Project)中的生词。括号中所标数字为该词条在本教科书中首次出现时的页码。带*号的单词只要求会读、听得懂，不要求拼写。单词音标以Oxford Advanced Learner's Dictionary (7th Edition)为依据，其中元音有短元音/ɪ/、/ʊ/、/ɪə/、/ʊə/和弱元音/i/、/u/、/iə/、/uə/之分。

A

a number of 一些	(80)
absent /'æbsənt/ <i>adj.</i> 缺席的	(18)
according to /ə'kɔ:dn̩ tə/ <i>prep.</i> 根据	(39)
* accountant /ə'kaʊntənt/ <i>n.</i> 会计	(7)
achievement /ə'tʃi:vmənt/ <i>n.</i> 成就，成绩	(51)
action film <i>n.</i> 动作片	(93)
actor /'æktə(r)/ <i>n.</i> 演员	(100)
actress /'æktres/ <i>n.</i> 女演员	(94)
* admire /əd'maɪə(r)/ <i>vt.</i> 钦佩，羡慕	(58)
African /'æfrɪkən/ <i>adj.</i> 非洲（人）的	(73)
African American <i>n.</i> （非洲裔）美国黑人(73)	
against /ə'genst; ə'geɪnst/ <i>prep.</i> 对抗； 与…相反；违反	(56)
agree with sb 同意某人（的看法）	(19)
all-time <i>adj.</i> 一向的；空前的	(94)
aloud /ə'laʊd/ <i>adv.</i> 大声地；出声地	(44)
although /ɔ:l'ðəʊ/ <i>conj.</i> 尽管，虽然	(51)
* amazed /ə'meɪzd/ <i>adj.</i> 大为惊奇	(99)
American /ə'merɪkən/ <i>n.</i> 美国人	(73)
ancient /'emfənt/ <i>adj.</i> 古代的，古老的	(28)
* angel /'emʤl/ <i>n.</i> 天使	(95)
animal-lover <i>n.</i> 喜欢动物的人	(81)
animal sign <i>n.</i> 生肖	(15)
* announce /ə'naʊns/ <i>vt.</i> 宣布，宣告	(80)
appear /ə'pɪə(r)/ <i>vi.</i> 出现	(15)
* appearance /ə'pɪərəns/ <i>n.</i> 出现，露面；外貌	(95)
* arrest /ə'rest/ <i>n.</i> 逮捕	(109)
<i>vt. & vi.</i> 逮捕	(110)
art form /fɔ:m/ <i>n.</i> 艺术形式	(65)
as /æz; əz/ <i>conj.</i> 因为	(23)
as good as 和…几乎一样，简直是	(9)
as soon as 一…就	(49)
Asian /'eɪʃn; 'eɪzn/ <i>adj.</i> 亚洲（人）的	(80)
* attack /ə'tæk/ <i>vt. & vi.</i> 攻击，进攻	(85)
attention /ə'tenʃn/ <i>n.</i> 注意，专心	(9)
pay attention to 注意	(9)

* attractive /ə'træktɪv/ <i>adj.</i> 漂亮的，有吸引力的	(96)
awake /ə'weɪk/ <i>adj.</i> 醒着的	(36)

B

* balance /'bæləns/ <i>vt.</i> 使…平衡	(32)
* ballet /'bæleɪ/ <i>n.</i> 芭蕾舞；芭蕾舞剧	(94)
* base /beɪs/ <i>vt.</i> 以…为基础	(94)
be known/famous for 因…而著名	(66)
be of sb's age 与…同龄的	(47)
bell /bel/ <i>n.</i> 钟，铃	(67)
* beyond /bɪ'jɒnd/ <i>prep.</i> 超出，除…之外	(95)
* bleed /bli:d/ <i>vi.</i> 流血，出血	(108)
* bookworm /'bʊkwɜ:m/ <i>n.</i> 书虫，书呆子	(43)
born /bɔ:n/ <i>adj.</i> 天生的	(8)
boss /bɒs/ <i>n.</i> 老板，上司	(114)
* boundary /'baʊndrɪ/ <i>n.</i> 边界，疆界，界限	(66)
break into 强行闯入	(109)
break out 爆发	(57)
* breath /breθ/ <i>n.</i> 呼吸	(72)
* out of breath 上气不接下气	(72)
* breathe /bri:ð/ <i>vi. & vt.</i> 呼吸	(109)
* burglar /'bɜ:glə(r)/ <i>n.</i> 入室窃贼	(90)
but /bʌt/ <i>conj. & prep.</i> 除…外；只有	(36)

C

calendar /'kælɪndə(r)/ <i>n.</i> 日历；挂历	(15)
* calm /kɑ:m/ <i>adj.</i> 平静的，沉着的	(22)
<i>n.</i> 平静，镇静	(32)
cancel /'kænsəl/ <i>vt.</i> 取消；终止	(102)
* cancer /'kænsə(r)/ <i>n.</i> 癌症	(60)
car park <i>n.</i> 停车场	(98)
* career /kə'ɪrɪə(r)/ <i>n.</i> 生涯，职业	(56)
carelessness /'keələsnəs/ <i>n.</i> 粗心	(9)
catch one's attention 吸引某人的注意	(94)
cause /kɔ:z/ <i>n.</i> 原因	(37)
* celebration /,selɪ'breɪʃn/ <i>n.</i> 庆祝；庆祝活动	(28)

* cell /sel/ <i>n.</i> 细胞	(60)
central /'sentrəl/ <i>adj.</i> 中心的, 中央的	(66)
certainly /'sɜ:tnli/ <i>adv.</i> 当然; 必定地, 无疑地	(26)
* challenge /'tʃælɪndʒ/ <i>n.</i> 挑战	(8)
* championship /'tʃæmpiənʃɪp/ <i>n.</i> 锦标赛, 大赛	(51)
change one's mind 改变主意	(50)
* characteristic /,kærəktə'rɪstɪk/ <i>n.</i> 特征; 品质	(22)
* charge /tʃɑ:ʒ/ <i>vt.</i> 指控, 控告	(109)
* charm /tʃɑ:m/ <i>n.</i> 魅力	(94)
chat show <i>n.</i> 访谈节目	(79)
cheer up 使振作起来	(23)
chemistry /'kemɪstri/ <i>n.</i> 化学	(43)
* chief /tʃi:f/ <i>adj.</i> 主要的, 首要的	(9)
choice /tʃɔɪs/ <i>n.</i> 选择	(36)
* clue /klu:/ <i>n.</i> 线索	(106)
come up with 想出 (主意)	(7)
* comedy /'kɒmədi/ <i>n.</i> 喜剧	(79)
coming /'kʌmɪŋ/ <i>adj.</i> 即将来临的	(80)
* commit /kə'mɪt/ <i>vt.</i> 犯 (罪)	(114)
common /'kɒmən/ <i>adj.</i> 普通的, 一般的, 常见的	(66)
* composer /kəm'pəʊzə(r)/ <i>n.</i> 作曲家	(66)
concert /'kɒnsət/ <i>n.</i> 音乐会	(73)
* confirm /kən'fɜ:m/ <i>vt.</i> 证实, 确认	(108)
connect /kə'nekt/ <i>vt.</i> 连接	(9)
connect to/with 与…相连, 连接	(9)
consider /kən'sɪdə(r)/ <i>vt.</i> 认为; 考虑	(105)
* contact /'kɒntækt/ <i>vt.</i> 联系	(108)
control /kən'trəʊl/ <i>vt.</i> 控制, 支配	(67)
correctly /kə'rektli/ <i>adv.</i> 正确地	(44)
country /'kʌntri/ <i>n.</i> 乡下, 乡村	(73)
country music <i>n.</i> 乡村音乐	(73)
couple /'kʌpl/ <i>n.</i> 夫妇, 一对	(112)
courage /'kʌrɪdʒ/ <i>n.</i> 勇气	(58)
cover /'kʌvə(r)/ <i>vt.</i> 报道, 电视报道	(80)
cowboy /'kaʊbɔɪ/ <i>n.</i> 牛仔	(73)
create /kri'eɪt/ <i>vt.</i> 造成, 引起; 创造, 创建	(23)
* creative /kri'eɪtɪv/ <i>adj.</i> 有创造力的; 创造性的	(7)
* crime /kraɪm/ <i>n.</i> 犯罪活动; 罪行	(108)
* criminal /'krɪmɪnəl/ <i>adj.</i> 犯罪的, 犯法的	(113)
* curious /'kjʊəriəs/ <i>adj.</i> 好奇的	(7)
* cycle /'saɪkl/ <i>n.</i> 循环	(15)

D

dancer /'dɑ:nsə(r)/ <i>n.</i> 舞蹈者	(94)
deal /di:l/ <i>n.</i> 很多	(49)
a great deal (of) 大量, 许多	(49)
deal /di:l/ <i>vi.</i> 处理	(36)
deal with 处理, 对付	(36)
* death /deθ/ <i>n.</i> 死, 死亡	(60)
decision /dɪ'sɪʒn/ <i>n.</i> 决定	(23)
* detective /dɪ'tektɪv/ <i>n.</i> 侦探, 警探	(106)
* devote /dɪ'vəʊt/ <i>vt.</i> 把…贡献, 把…专用于	(9)
dialogue /'daɪəlɒg/ <i>n.</i> 对话	(79)
dictionary /'dɪkʃənri/ <i>n.</i> 字典	(41)
die of/from 死于	(57)
difficulty /'dɪfɪkəlti/ <i>n.</i> 困难; 费力	(23)
have difficulty (in) doing sth 做某事费劲	(23)
* dinosaur /'daɪnəsɔ:(r)/ <i>n.</i> 恐龙	(101)
direct /də'rekt; dɪ'rekt; daɪ'rekt/	
<i>vt.</i> 导演; 指导	(81)
director /də'rektə(r); dɪ'rektə(r); daɪ'rektə(r)/	
<i>n.</i> 导演	(81)
discover /dɪ'skʌvə(r)/ <i>vt.</i> 发现, 发觉	(29)
divide /dɪ'vaɪd/ <i>vt. & vi.</i> 分开, 分	(16)
divide ... into ... 把…分成…	(16)
dividing line /laɪn/ <i>n.</i> 分界线; 界限	(68)
do the dishes 洗碗	(14)
* documentary /,dɒkjʊ'mentri/ <i>n.</i> 纪录片	(79)
done /dʌn/ <i>adj.</i> 完毕, 结束	(78)
doubt /daʊt/ <i>vt.</i> 怀疑	(36)
* drama /'drɑ:mə/ <i>n.</i> 戏剧; 戏剧性事件	(65)
* drama series <i>n.</i> 系列剧	(79)
* drum /drʌm/ <i>n.</i> 鼓	(73)
DVD /,di:vi:'di:z/ <i>abbr. (= digital videodisc)</i>	
数码影碟	(100)

E

eat up 吃光, 吃完	(6)
* effort /'efət/ <i>n.</i> 努力; 艰难的尝试	(95)
either ... or ... 不是…就是…, 或者…或者…	(8)
encourage /m'kʌrɪdʒ/ <i>vt.</i> 鼓励; 劝告	(77)
enemy /'enəmi/ <i>n.</i> 仇人, 敌人, 反对者	(109)
* energetic /,enə'dʒetɪk/ <i>adj.</i> 精力充沛的	(7)

- * **envy** /'envi/ *n.* 妒忌；羡慕 (23)
 * **green with envy** 妒忌的，眼红的 (23)
everyday /'evrɪdeɪ/ *adj.* 每天的；日常的 (26)
exam /ɪg'zæm/ *n.* (= **examination**) 考试，测试 (35)
 * **extra** /'ekstrə/ *adj.* 额外的；附加的 (9)

F

- fall behind** 落后 (8)
fall in love with sb 爱上某人 (101)
fan /fæn/ *n.* 迷，狂热爱好者 (80)
feeling /'fi:liŋ/ *n.* 感觉，感受 (23)
 * **female** /'fi:meɪl/ *adj.* 女(性)的；雌性的 (113)
final /'faɪnəl/ *adj.* 最终的，最后的 (95)
 * **fingerprint** /'fɪŋɡəprɪnt/ *n.* 指纹，手印 (112)
fixed /fɪkst/ *adj.* 固定的 (15)
 * **flow** /fləʊ/ *n.* 流动 (67)
 * **folk** /fəʊk/ *n.* (= **folk music**) 民间音乐 (73)
force /fɔ:s/ *vt.* 强迫，迫使 (51)
friendship /'frendʃɪp/ *n.* 友谊 (38)

G

- game show** *n.* 游戏表演，竞赛节目 (79)
general /'dʒenrəl/ *adj.* 总的；普遍的；首席的 (8)
German /'dʒɜ:mən/ *adj.* 德国(人)的 (58)
get along/on with 与…和睦相处 (118)
gift /ɡɪft/ *n.* 天赋，才能 (77)
have a gift for 对…有天赋 (77)
go into hiding /'haɪdɪŋ/ 躲藏起来 (57)
go over 复习；回顾 (44)
 * **graduate** /'ɡrædʒueɪt/ *vi.* 毕业 (51)
grammar /'ɡræmə(r)/ *n.* 语法 (7)
guard /ɡɑ:d/ *vt.* 守卫，保卫 (116)
guard against sth 防范，提防(某事) (116)
guess /ges/ *vt.* 猜，猜测 (107)
 * **guilty** /'ɡɪlti/ *adj.* 有罪的 (107)
guitar /ɡɪ'tɑ:(r)/ *n.* 吉他 (73)
gun /ɡʌn/ *n.* 枪 (90)

H

- handbag** /'hændbæg/ *n.* 女用皮包，手提包 (32)
hardly /'hɑ:dli/ *adv.* 几乎不 (36)
have nothing to do with 与…无关 (114)

- heat** /hi:t/ *n.* 热 (23)
heavily /'hevɪli/ *adv.* 沉重地；猛烈地 (109)
highly /'haɪli/ *adv.* 高度地；高地 (70)
high-speed *adj.* 高速的 (9)
 * **horror** /'hɒrə(r)/ *n.* 恐怖 (81)
 * **humanitarian** /'hju:mənɪ'teəriən/ *n.*

- 人道主义者 (94)
hurry /'hʌri/ *n.* 急忙，匆忙 (114)
in a hurry 急忙，赶快 (114)

I

- imagine** /ɪ'mædʒɪn/ *vt. & vi.* 想象，设想 (36)
impatient /ɪm'peɪʃnt/ *adj.* 不耐烦的，急躁的 (12)
 * **impress** /ɪm'pres/ *vt.* 给…留下印象 (8)
in all 总共，总计 (15)
in fear of one's life 为生命安全担忧 (58)
in your dreams 你做梦，你妄想 (92)
 * **indigo** /'ɪndɪɡəʊ/ *n.* 靛蓝，靛青 (21)
industry /'ɪndəstri/ *n.* 工业；产业 (93)
influence /'ɪnfluəns/ *vt.* 影响 (22)
 * **insist** /ɪn'sɪst/ *vt. & vi.* 坚持认为；坚持 (94)
instrument /'ɪnstrəmənt/ *n.* 乐器；工具；器械 (66)

J

- * **jazz** /dʒæz/ *n.* 爵士乐 (73)
 * **Jew** /dʒu:/ *n.* 犹太人 (57)
 * **jewellery** /'dʒu:əlri/ *n.* <英>[总称]珠宝 (118)
 = <美> **jewelry**
 * **junior high** /'dʒu:nɪə(r) 'haɪ/ *n.* <美>初级中学 (50)
 * **junior college** *n.* <美>两年制专科学校 (51)

K

- * **kidnap** /'kɪdnæp/ *vt.* 绑架，劫持 (116)
 * **kidnapping** /'kɪdnæpɪŋ/ *n.* 绑架，劫持 (115)
kung fu /'kʌŋ 'fu:/ *n.* 功夫 (100)

L

- last** /la:st/ *vi.* 持续 (72)
lasting /'la:stɪŋ/ *adj.* 持久的 (73)
latest /'leɪtɪst/ *adj.* 最新的，最近的 (82)
laugh at 嘲笑 (43)

- lead** /li:d/ *n.* 领先地位；榜样 (8)
take the lead 处于领先地位 (8)
n. 主角，扮演主角的演员 (94)
leader /'li:də(r)/ *n.* 领导者 (50)
***league** /li:g/ *n.* 联盟，社团 (51)
lie /laɪ/ *vi.* 说谎 (107)
lifetime /'laɪftaɪm/ *n.* 终身，一生 (95)
list /lɪst/ *n.* 清单 (39)
***literature** /'lɪtrətʃə(r)/ *n.* 文学 (76)
live /laɪv/ *adv.* 在现场直播，在实况直播 (80)
lively /'laɪvli/ *adj.* 活泼的；生气勃勃的 (15)
local colour *n.* 地方特色 (73)
lock /lɒk/ *vt.* 锁 (116)
lose heart 泄气，灰心 (50)
***loss** /lɒs/ *n.* 丧失，损失；失败 (94)
***loyal** /'lɔɪəl/ *adj.* 忠诚的 (15)
***lunar** /'lu:nə(r)/ *adj.* 月球的 (15)
- M**
- mad** /mæd/ *adj.* 发疯的；生气的 (35)
drive sb mad 使人受不了 (35)
***major** /'meɪdʒə(r)/ *adj.* 主要的；较大的 (94)
make up 编；编造 (73)
***male** /meɪl/ *adj.* 雄性的；男（性）的 (85)
mark /mɑ:k/ *n.* 分数 (35)
n. 污点，斑点 (77)
vt. 表明；标志 (94)
match /mætʃ/ *n.* 相配；般配 (32)
matter /'mætə(r)/ *vi.* 要紧，有重大影响 (51)
***medal** /'medl/ *n.* 奖牌，奖章 (66)
***medium** /'mi:diəm/ *adj.* 中等的 (107)
mention /'menʃn/ *vt.* 提及；说起 (44)
don't mention it 不客气 (44)
method /'meθəd/ *n.* 方法 (41)
might /maɪt/ *modal v.* 或许，可能 (81)
***minibus** /'mɪnɪbʌs/ *n.* 小型公共汽车，中巴 (86)
miss /mɪs/ *n.* 错误，过失 (9)
missing /'mɪsɪŋ/ *adj.* 缺少的；丢失的 (106)
mistake /mɪ'steɪk/ *vt.* 误以为 (99)
mistake ... for ... 把…误认为… (99)
***modest** /'mɒdɪst/ *adj.* 谦虚的 (7)
***monitor** /'mɒnɪtə(r)/ *n.* 班长 (19)
- (8)**
- *mood** /mu:d/ *n.* 心情，情绪 (22)
***murder** /'mɜ:də(r)/ *n.* 谋杀 (81)
vt. 谋杀，杀害 (107)
***murderer** /'mɜ:dərə(r)/ *n.* 杀人犯，凶手 (81)
music video *n.* (= **MV**) 音乐视频 (80)
***musical** /'mju:zɪkl/ *adj.* 音乐的 (65)
musician /'mju:'zɪʃn/ *n.* 音乐家 (66)
***mystery** /'mɪstri/ *n.* 神秘；疑案故事 (81)
- N**
- name** /neɪm/ *vt.* 命名 (50)
national /'næʃnəl/ *adj.* 国家的 (51)
***Nazi** /'nɑ:tsi/ *adj.* 纳粹的 (57)
n. 纳粹分子 (58)
***necklace** /'nekləs/ *n.* 项链 (118)
neither /'naɪðə(r); 'ni:ðə(r)/
conj. (否定句中) 两者之一不 (7)
adv. 也不 (102)
neither ... nor ... 既不…也不… (7)
***nomination** /,nɒmɪ'neɪʃn/ *n.* 提名 (95)
nor /nɔ:(r)/ *conj.* 也不 (7)
- O**
- object** /'ɒbdʒɪkt/ *n.* 物品，东西 (66)
on one's mind 挂在心上；惦念 (48)
only /'əʊnli/ *adj.* 仅有的，唯一的 (109)
order /'ɔ:də(r)/ *n.* 顺序 (7)
keep ... in order 使…保持井然有序 (7)
or /ɔ:(r)/ *conj.* 否则 (29)
***organized** /'ɔ:gənaɪzd/ *adj.* (also **organised**)
有条理的；有效率的 (7)
- P**
- park** /pɑ:k/ *vt. & vi.* 停车 (98)
***partner** /'pɑ:tnə(r)/ *n.* 搭档，合作伙伴 (11)
pass away (委婉语) 去世 (95)
peace /pi:s/ *n.* 安宁；和平；和睦 (22)
peacefully /'pi:sfəli/ *adv.* 宁静地；和平地 (95)
perhaps /pə'hæps/ *adv.* 或许，可能 (35)
personal /'pɜ:sənəl/ *adj.* 个人的；私人的 (26)
***photography** /fə'tɒgrəfi/ *n.* 照相术，摄影 (65)

pioneer /ˌpaɪəˈniə(r)/ <i>n.</i> 先锋, 开拓者	(9)
play the role of 扮演…的角色	(95)
* pleasant /ˈpleznt/ <i>adj.</i> 令人愉快的	(64)
* polar /ˈpəʊlə/ bear <i>n.</i> 北极熊	(85)
pop /pɒp/ <i>n.</i> (= pop music) 流行音乐	(65)
* position /pəˈzɪʃn/ <i>n.</i> 职位; 位置; 名次	(19)
* powerful /ˈpaʊəfl/ <i>adj.</i> 有力的; 强大的	(15)
* practical /ˈpræktɪkl/ <i>adj.</i> 实际的	(15)
practise /ˈpræktɪs/ <i>vt.</i> 从事, 执业	(29)
praise /preɪz/ <i>n.</i> 赞扬, 表扬	(8)
<i>vt.</i> 赞扬, 表扬	(77)
* prefer /prɪˈfɜ:(r)/ <i>vt.</i> 宁愿选择, 更喜欢	(23)
present /prɪˈzent/ <i>vt.</i> 颁发; 提交	(66)
* princess /ˌprɪnˈses; ˈprɪnses/ <i>n.</i> 公主	(95)
* prison /ˈprɪzn/ <i>n.</i> 监狱	(115)
* in prison 坐牢	(115)
probably /ˈprɒbəbli/ <i>adv.</i> 大概, 或许	(112)
progress /ˈprəʊɡres/ <i>n.</i> 进展, 进步	(44)
promise /ˈprɒmɪs/ <i>vt. & vi.</i> 承诺, 允诺	(29)
pronounce /prəˈnaʊns/ <i>vt.</i> 发音	(44)
pronunciation /prəˌnʌnsiˈeɪʃn/ <i>n.</i> 发音	(44)
* prove /pru:v/ <i>vt.</i> 证明	(51)
* purity /ˈpjʊərəti/ <i>n.</i> 纯洁	(22)

R

race /reɪs/ <i>n.</i> 竞赛; 赛跑	(8)
* rainbow /ˈreɪnbəʊ/ <i>n.</i> 彩虹	(21)
real-life <i>adj.</i> 真实生活的	(79)
record /ˈrekɔ:d/ <i>n.</i> 记录	(57)
<i>/rɪˈkɔ:d/ vt.</i> 录制, 录(像), 录(音)	(82)
* relaxed /rɪˈlæks/ <i>adj.</i> 放松的; 自在的	(22)
relationship /rɪˈleɪʃnʃɪp/ <i>n.</i> 关系	(26)
remain /rɪˈmem/ <i>vi.</i> 逗留; 保持不变	(51)
* remind /rɪˈmaɪnd/ <i>vt.</i> 提醒; 使想起	(23)
reply /rɪˈplaɪ/ <i>n.</i> 答复, 回答	(41)
report /rɪˈpɔ:t/ <i>vt.</i> 举报, 报告	(109)
* represent /ˌreprɪˈzent/ <i>vt.</i> 代表; 象征	(15)
require /rɪˈkwaɪə(r)/ <i>vt.</i> 需要, 要求	(23)
research /rɪˈsɜ:tʃ/ <i>n.</i> 研究; 调查	(60)
* respect /rɪˈspekt/ <i>vt.</i> 尊敬, 尊重	(9)
* reward /rɪˈwɔ:d/ <i>n.</i> 报酬, 奖金	(109)
* rock /rɒk/ <i>n.</i> (= rock music) 摇滚乐	(73)

role /rəʊl/ <i>n.</i> 角色	(94)
* romantic /rəʊˈmæntɪk/ <i>adj.</i> 浪漫的	(93)
* round-up /ˈraʊnd ʌp/ <i>n.</i> (尤指新闻) 概要, 摘要	(80)
row /rəʊ/ <i>n.</i> (一) 排, (一) 行	(98)
rush hour <i>n.</i> 交通高峰期	(98)

S

sadness /ˈsædnəs/ <i>n.</i> 悲哀, 忧伤	(22)
safety /ˈseɪfti/ <i>n.</i> 安全, 保险	(116)
* sales department /dɪˈpa:tmənt/ <i>n.</i> 销售部	(8)
* scared /skeəd/ <i>adj.</i> 害怕, 恐惧	(81)
* scene /si:n/ <i>n.</i> 景象, 风光; 现场	(81)
* scholarship /ˈskɒləʃɪp/ <i>n.</i> 奖学金	(51)
schoolwork /ˈsku:lwɜ:k/ <i>n.</i> 课业	(37)
* science fiction /ˈfɪkʃn/ <i>n.</i> 科幻电影; 科幻小说	(93)
score /skɔ:(r)/ <i>vt. & vi.</i> 得分	(50)
* script /skript/ <i>n.</i> 剧本	(93)
* sculpture /ˈskʌlptʃə(r)/ <i>n.</i> 雕塑, 雕像	(8)
* senior /ˈsi:nɪə(r)/ high <i>n.</i> <美> 高级中学	(50)
shape /ʃeɪp/ <i>vt.</i> 使成形, 塑造	(16)
show off 炫耀	(7)
shut /ʃʌt/ <i>vt.</i> 关上, 封闭; 合拢	(116)
silence /ˈsaɪləns/ <i>n.</i> 安静, 寂静; 沉默	(40)
silly /ˈsɪli/ <i>adj.</i> 傻的; 愚蠢的	(88)
simply /ˈsɪmpli/ <i>adv.</i> 仅仅; 简直	(50)
single /ˈsɪŋgl/ <i>adj.</i> 单身的; 单个的	(109)
so ... that 如此…以至于	(92)
solve /sɒlv/ <i>vt.</i> 解决; 解答	(41)
somewhere /ˈsʌmweə(r)/ <i>adv.</i> 在某处	(108)
special offer <i>n.</i> 特价优惠	(102)
speech /spi:tʃ/ <i>n.</i> 演说, 讲话, 发言; 台词	(18)
spirit /ˈspɪrɪt/ <i>n.</i> 精神; 幽灵; 灵魂	(57)
* stand /stænd/ <i>n.</i> 看台	(50)
standard /ˈstændəd/ <i>n.</i> 标准	(9)
star sign <i>n.</i> 星座	(15)
stay out 待在户外; (晚上) 不回家	(37)
stay up 熬夜	(36)
steal /sti:l/ <i>vt.</i> 偷, 窃取	(118)
* storyteller /ˈstɔ:ritələ(r)/ <i>n.</i> 讲故事的人	(93)
stone /stəʊn/ <i>n.</i> 石头	(66)

- ***strength** /streŋθ/ *n.* 力量 (23)
- ***stress** /stres/ *n.* 精神压力, 紧张 (46)
- ***stressed** /strest/ *adj.* 紧张的, 有压力的 (29)
- strict** /strikt/ *adj.* 严格的, 严厉的 (37)
- be strict with sb** 对某人要求严格 (37)
- ***studio** /'stju:diəʊ/ *n.* 摄影棚; 录音室 (86)
- ***stuntman** /'stʌntmæn/ *n.* 特技替身演员 (104)
- stupid** /'stju:pid/ *adj.* 愚蠢的 (102)
- succeed** /sək'si:d/ *vi.* 成功 (51)
- succeed in doing sth** 成功地做某事 (51)
- successfully** /sək'sesfəli/ *adv.* 成功地 (67)
- such ... that** 如此...以至于 (93)
- suggest** /sə'dʒest/ *vt.* 建议 (30)
- suggestion** /sə'dʒestʃən/ *n.* 建议 (36)
- ***suit** /su:t; sju:t/ *vt.* 适合 (27)
- ***suitable** /'su:təbl; 'sju:təbl/ *adj.* 合适的; 适宜的 (11)
- superstar** /'su:pəstɑ:(r); 'sju:pəstɑ:(r)/ *n.* 超级明星 (92)
- suppose** /sə'pəʊz/ *vt.* 猜想, 假定, 料想 (109)
- ***surgeon** /'sɜ:ʒən/ *n.* 外科大夫 (9)
- surprise** /sə'praiz/ *n.* 惊奇, 诧异 (60)
- to one's surprise** 令某人惊奇的是 (60)
- ***survive** /sə'vaɪv/ *vt. & vi.* 幸存, 生存 (58)
- ***suspect** /'sʌspekt/ *n.* 犯罪嫌疑人 (107)
- ***symbol** /'sɪmbəl/ *n.* 象征 (57)
- ***system** /'sɪstəm/ *n.* 系统 (109)
- take notice of** 注意, 察觉 (51)
- ***tale** /teɪl/ *n.* 故事; 讲述, 叙述 (101)
- ***talent** /'tælənt/ *n.* 天赋, 才能 (65)
- ***teenage** /'ti:neɪdʒ/ *adj.* 青少年的 (34)
- ***teens** /ti:nz/ *n.* [复]十几岁 (13至19岁之间) (29)
- text** /tekst/ **message** *n.* 短信, 短消息 (80)
- ***theft** /θeft/ *n.* 偷窃 (118)
- ***therapy** /'θerəpi/ *n.* 疗法; 治疗 (29)
- think twice (about sth)** 三思而行 (12)
- though** /ðəʊ/ *conj.* 虽然, 尽管 (67)
- thought** /θɔ:t/ *n.* 想法, 看法, 主意 (58)
- through** /θru:/ *prep.* 以, 凭借 (49)
- time** /taɪm/ *n.* 时期, 时代 (49)
- tonight** /tə'naɪt/ *adv.* 今晚 (74)
- traditional** /trə'dɪʃənəl/ *adj.* 传统的 (67)
- trust** /trʌst/ *n.* 信任 (32)
- truth** /tru:θ/ *n.* 事实, 真相 (107)
- try out for sth** 参加...选拔 (或试演) (50)
- turn out** 原来是, 结果是 (114)
- ***twin** /twɪn/ *n.* 双胞胎之一 (90)
- ## U
- university** /ju:nɪ'vɜ:səti/ *n.* 大学 (50)
- unless** /ən'les/ *conj.* 除非 (81)
- untidy** /ʌn'taɪdi/ *adj.* 不整洁的 (107)
- unusual** /ʌn'ju:ʒuəl; ʌn'ju:zəl/ *adj.* 不寻常的 (60)
- up-to-date** *adj.* 最新的; 现代的 (80)
- ## V
- valuable** /'væljuəbl/ *adj.* 宝贵的; 贵重的 (37)
- value** /'vælju:/ *n.* 价值 (73)
- ***victim** /'vɪktɪm/ *n.* 受害者, 罹难者 (108)
- victory** /'vɪktəri/ *n.* 胜利 (57)
- ***view** /vju:/ *vt.* 观看 (88)
- ***violet** /'vaɪələt/ *n.* 紫罗兰色 (21)
- ***vote** /vəʊt/ *vi.* 投票, 选举 (80)
- ## W
- ***warmth** /wɔ:mθ/ *n.* 温暖, 暖和; 热情 (32)
- waste** /weɪst/ *n.* 浪费 (88)
- wealth** /welθ/ *n.* 财富 (115)
- wealthy** /'welθi/ *adj.* 富有的 (81)
- ***wedding** /'wedɪŋ/ *n.* 婚礼, 结婚庆典 (22)
- ***well-paid** *adj.* 收入高的 (109)
- western** /'westən/ *n.* 西部电影; 西部小说 (93)
- whenever** /wen'evə(r)/ *conj.* 无论何时 (49)
- whether** /'weðə(r)/ *conj.* 是否 (22)
- whom** /hu:m/ *pron.* 谁 (宾格) (40)
- winner** /'wɪnə(r)/ *n.* 获胜者 (66)
- ***wisdom** /'wɪzdəm/ *n.* 智慧 (23)
- ***witness** /'wɪtnəs/ *n.* 目击者; 证人 (109)
- work** /wɜ:k/ *vi.* 奏效, 产生预期的效果 (29)
- work out** 算出; 解决 (39)
- worried** /'wʌrɪd/ *adj.* 担心的, 烦恼的 (44)
- worry** /'wʌri/ *n.* 担心; 令人担忧的事 (40)

worth /wɜːθ/ <i>adj.</i> 值得；值…钱	(36)
be worth doing sth 值得做某事	(36)
would rather (= 'd rather) 宁愿，更喜欢	(30)
wound /wuːnd/ <i>vt.</i> 使…受伤	(108)

Y

* youth /juːθ/ worker <i>n.</i> 青少年辅导员	(41)
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Proper nouns

注：括号中所标数字为该词条在本教科书中首次出现时的页码。

Samuel /'sæmjʊəl/	塞缪尔（男子名）	(7)
Billy /'bɪli/	比利（男子名）	(7)
Paul /pɔ:l/	保罗（男子名）	(7)
Joe /dʒəʊ/	乔（男子名）	(16)
Julie /'dʒu:li/	朱莉（女子名）	(16)
Sigmund Friend /'sɪgmənd frend/	西格蒙德·弗兰德（男子姓名）	(36)
Zoe /'zəʊi/	佐伊（女子名）	(45)
Raymond /'reɪmənd/	雷蒙德（男子名）	(47)
Spud Webb /'spʌd web/	（美国）斯巴德·韦伯	(50)
Anne Frank /'æn fræŋk/	（德国）安妮·弗兰克	(57)
Michael Jackson /'markəl 'dʒæksn/	（美国）迈克尔·杰克逊	(65)
Janice /'dʒænis/	贾尼丝（女子名）	(74)
Cindy Clark /'sɪndi klɑ:k/	辛迪·克拉克（女子姓名）	(81)
Anita /ə'ni:tə/	安妮塔（女子名）	(87)
Philip /'fɪlɪp/	菲利普（男子名）	(87)
Sam /sæm/	萨姆（男子名）	(87)
Susan Hunter /'su:zən 'hʌntə(r)/	苏珊·亨特（女子姓名）	(89)
Justin /'dʒʌstɪn/	贾斯廷（男子名）	(90)
Luke /lu:k/	卢克（男子名）	(90)
Sarah /'seərə/	萨拉（女子名）	(90)
Audrey Hepburn /'ɔ:drɪ 'hepbɜ:n/	（英国）奥黛丽·赫本	(94)
Colette /kəʊ'let/	（法国）科莱特	(94)
Jackie Chan /'dʒæki tʃæn/	（中国）成龙	(100)
Algernon /'ældʒənən/	阿尔杰农（男子名）	(103)
Lane /lem/	莱恩（男子名）	(103)
Prism /'prɪzəm/	普丽兹姆（姓）	(103)
Cecily /'sesɪli/	塞西莉（女子名）	(103)
James Brown /dʒeɪmz braʊn/	詹姆斯·布朗（男子姓名）	(107)
Jimmy White /'dʒɪmi waɪt/	吉米·怀特（男子姓名）	(107)
Emily Smith /'emɪli smɪθ/	艾米丽·史密斯（女子姓名）	(107)
Frank Johnson /fræŋk 'dʒɒnsn/	弗兰克·约翰逊（男子姓名）	(107)
Edgar Allan Poe /'edgə 'ælən pəʊ/	（美国）埃德加·爱伦·坡	(113)
Sherlock Holmes /'ʃɜ:lɒk həʊmz/	夏洛克·福尔摩斯（警探，小说人物）	(113)
Arthur Conan Doyle /'ɑ:θə(r) 'kəʊnən dɔɪl/	（英国）亚瑟·柯南·道尔	(113)
Conan /'kəʊnən/	柯南（警探，漫画人物）	(113)
Agatha Christie /'ægəθə 'krɪsti/	（英国）阿加莎·克里斯蒂	(113)
Lestrade /'lestreɪd/	雷斯垂德（警探，小说人物）	(117)

Gregson /'ɡregsn/	葛莱森 (警探, 小说人物)	(117)
Bruce /bru:z/	布鲁斯 (男子名)	(118)
Rat /ræt/	鼠	(15)
Ox /ɒks/	牛	(15)
Dragon /'drægən/	龙	(15)
Rooster /'ru:stə(r)/	鸡	(15)
NBA	(美国) 全国篮球协会	(50)
	(= National Basketball Association)	
Texas /'teksəs/	(美国) 得克萨斯 (州)	(50)
North Carolina /kærə'lainə/ State University	(美国) 北卡罗来纳州立大学	(51)
Atlanta /ət'læntə/ Hawks /hɔ:ks/	(美国) 亚特兰大鹰队	(51)
Slam Dunk /'slæm dʌŋk/ Contest /'kɒntest/	(NBA) 灌篮大赛	(51)
Houston /'hju:stən/ Rockets /'rɒkɪts/	(美国) 休斯敦火箭队	(56)
<i>The Diary of a Young Girl</i>	《安妮日记》(德国 安妮·弗兰克 著)	(57)
<i>I Am David</i>	《我是大卫》(丹麦 安娜·洪 著)	(58)
<i>A Small Free Kiss in the Dark</i>	《黑暗中的轻轻一吻》	
	(澳大利亚 葛兰达·密拉德 著)	(58)
Central Conservatory /kən'sɜ:vətɪ/ of Music	(中国) 中央音乐学院	(66)
Oscar /'ɒskə(r)/	奥斯卡金像奖	(67)
Crouching /'kraʊtʃɪŋ/ Tiger, Hidden /'hɪdn/ Dragon	《卧虎藏龙》(影片名)	(67)
Tom and Jerry	《猫和老鼠》(卡通片名)	(79)
Hollywood /'hɒliwʊd/	(美国) 好莱坞	(92)
Belgium /'beldʒəm/	比利时	(94)
Gigi /'dʒɪdʒi/	《琪琪》(舞台剧名)	(94)
Roman Holiday	《罗马假日》(影片名)	(95)
Always	《永远》(影片名)	(95)
China Drama Academy /ə'kædəmi/	中国戏剧学校	(104)
Drunken /'drʌŋkən/ Master	《醉拳》(影片名)	(104)
Rumble /'rʌmbl/ in the Bronx /brɒŋks/	《红番区》(影片名)	(104)
Police Story	《警察故事》(系列片名)	(104)
Rush Hour	《尖峰时刻》(系列片名)	(104)
Shanghai Noon	《西域威龙》(系列片名)	(104)
New Police Story	《新警察故事》(系列片名)	(104)
Jackie Chan Charitable Foundation	成龙慈善基金会	(104)
	/'tʃærətəbl faʊn'deɪʃn/	
South Africa	南非	(104)



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