



九年义务教育课本

# English 英语

牛津上海版 OXFORD Shanghai Edition



九年级

第一学期

(试用本)

上海教育出版社





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# Reading

## A What do you know about ...?

Here are pictures of three famous historical places. Match them with the countries.

- a Greece      b Egypt      c The UK



1

Pyramids



2

Stonehenge



3

Parthenon Temple

## B Before you read

These pictures show some of the events in the story on the next page. Use your imagination to arrange them in the correct order. You can look at the title and the picture on page 3.

a



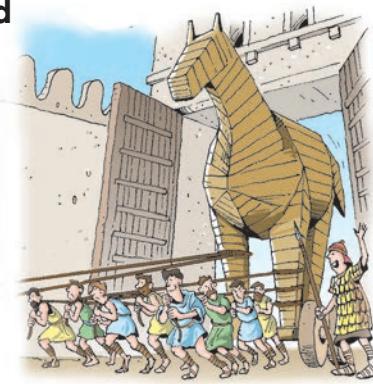
b



c



d



e



f



# The night of the horse

The soldier came down the stairs—two at a time. ‘Captain, they’ve gone,’ he cried. ‘They’ve disappeared—all of them. The plain is ...’ But the captain was no longer listening. He was going up the stairs—three at a time.

Seconds later, the captain stood on the high wall of the city of Troy. He looked down at the empty plain and, beyond it, at the empty sea. ‘They’ve gone and we’ve won,’ he said. ‘The Greeks have tried for ten years to capture our city. Now they’ve sailed away. And they’ve taken everything with them.’

‘Not everything, sir,’ the soldier said. ‘They’ve left their horse.’ Outside the main gates of the city stood a huge wooden horse.

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

‘But why is it on wheels?’ the soldier asked. ‘I think that maybe the Greeks want us to ...’

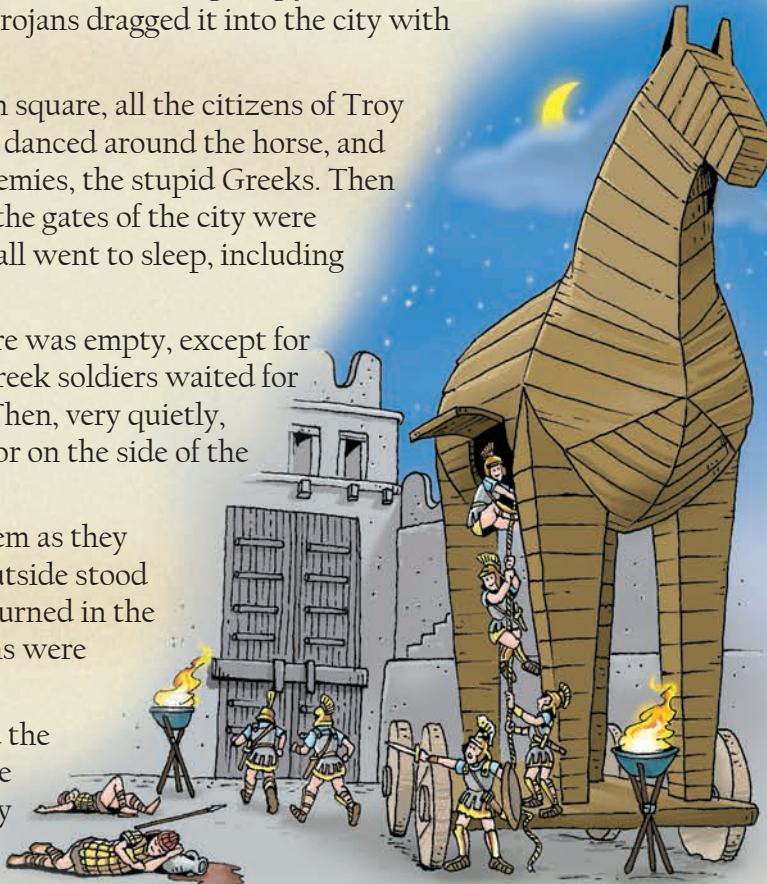
‘Move that horse.’ So the Trojans dragged it into the city with ropes.

That night, in the main square, all the citizens of Troy celebrated. They sang and danced around the horse, and made jokes about their enemies, the stupid Greeks. Then the Trojans made sure all the gates of the city were securely locked, and they all went to sleep, including the gate guards.

By midnight, the square was empty, except for the giant horse. The six Greek soldiers waited for another hour, to be sure. Then, very quietly, they opened the secret door on the side of the horse and climbed out.

No guards stopped them as they opened the main gates. Outside stood the Greek army. It had returned in the darkness when the citizens were celebrating inside.

Now the army entered the city. The Greeks seized the captain. For ten years, they could not capture the city by fighting, but in one night, they succeeded in capturing it through a trick.



## C Vocabulary

**C1** Find these words and phrases in the story. Then read the words around them and choose the best meanings.

1 at a time

- a each time
- b at once
- c sometimes

2 disappeared

- a become impossible to smell
- b become impossible to see
- c become impossible to hear

3 main

- a open
- b most important
- c strongest

4 enemies

- a people you like
- b people you hate
- c people you are afraid of

5 securely

- a quickly
- b quietly
- c safely

6 army

- a a strange group of soldiers
- b a large group of soldiers
- c a small group of soldiers

7 entered

- a went into
- b went out of
- c returned to

8 succeeded in

- a was unable to
- b tried to
- c was successful in

**C2** Find the words in Column A in the story and match them with the meanings in Column B.

### A

1 beyond

2 gates

3 wooden

4 dragged

5 square

6 citizens

7 celebrated

### B

a on the far side of

b open area in a city

c big doors

d people who live in a city, town, etc.

e pulled with difficulty

f made of wood

g enjoyed oneself by singing, dancing, eating, etc.



## D Comprehension

**D1** Choose the best answers to complete these sentences.

- 1 The soldier was probably feeling \_\_\_\_\_ when he came down the stairs.  
a frightened      b excited      c angry
- 2 The Greek army disappeared because they were \_\_\_\_\_ the Trojans.  
a beaten by  
b playing a trick on  
c frightened by
- 3 According to the captain, the Greeks left the horse behind because \_\_\_\_\_.  
a it was too big to fit in the Greek ships  
b they did not want it any more  
c it contained some Greek soldiers
- 4 What do you think the soldier was going to say when the captain interrupted him? He was probably going to say 'I think that maybe the Greeks want us to \_\_\_\_\_.'  
a return the horse to them  
b take the horse into the city  
c push the horse into the sea
- 5 The six Greek soldiers waited for another hour because they wanted to be sure that \_\_\_\_\_.  
a the Greek army had opened the gates  
b all of the Trojans were asleep  
c the Greek army had entered the city
- 6 The Greeks had not been able to defeat the Trojans for ten years because \_\_\_\_\_.  
a the Greeks could not get inside the gates of Troy  
b the Trojans had a wooden horse  
c the Trojans had lots more soldiers

**D2** What do the words in *italics* refer to in the story? Write short answers. The first one has been done for you.

- 1 They've left their horse. *The Greeks*
- 2 ... pull it into the city.
- 3 ... they all went to sleep ...
- 4 No guards stopped *them* ...
- 5 ... they succeeded in capturing *it* ...



## Grammar

### The present perfect tense

#### A has/have done something

We can use the present perfect tense to talk about things that happened in the past, but are connected with the present. It is formed with **has/have** + the past participle form of the verb.

They've gone and we've won.



They've left their horse.

I have finished.

She has not gone.

Have they won?

Yes, he has.

No, we have not.

**A1** This is a soldier's room. It is in a mess. The captain is giving him some orders to clean it.

Sweep the floor. Make the bed.  
Wash the dishes. Hang up the clothes.  
Fix the chair. Empty the rubbish bin.  
Paint the wall. Mend the hole in the carpet. And get rid of those rats!



At once, sir!

Now look at the picture in **A2** and say whether the following statements are **T** (True) or **F** (False).

1 The soldier has swept the floor.

3 He has washed the dishes.

2 He has not made the bed.

4 He has not painted the wall.

**A2** Later the soldier reports to the captain. This is part of what he says. Look at the picture below and complete the sentences with **have** or **have not**, and suitable verbs.



- I <sup>(1)</sup> \_\_\_\_\_ the chair.
- I <sup>(2)</sup> \_\_\_\_\_ the rubbish bin.
- I <sup>(3)</sup> \_\_\_\_\_ the clothes.
- I <sup>(4)</sup> \_\_\_\_\_ the carpet.

**A3** The captain also asks the soldier some questions. Complete the questions and answers with **Yes** or **No**, **have** or **haven't** and suitable verbs. The first one has been done for you.

1 Have you swept the floor?

Yes, I have.

2            you            the wall?

          , I           .

3            you            the dishes?

          , I           .

4            you            the bed?

          , I           .

### B *just, already and yet*

We can use **just** (to mean a very short time before), and **already** (to mean before now) with the present perfect tense in positive sentences. We can use **yet** (to mean up to now) in negative sentences and questions.

The captain is not hungry. He has **just/already** eaten.

The soldier is hungry. He has not eaten **yet**.

Have you eaten **yet**?

**Hans and his sister Anna are German. They plan to visit their friend Eric and his sister Doris in China. Hans phones Eric about the trip. Read their conversation, put the verbs in the right tense, and add **just**, **already** or **yet**.**

...

Hans Eric, we will definitely come to see you next month.

Eric I am glad to hear it. <sup>(1)</sup>            you            (get) your plane tickets <sup>(2)</sup>            (already/yet)?

Hans I <sup>(3)</sup>                                  (get, just/yet) mine, but Anna <sup>(4)</sup>                                  (not get) hers <sup>(5)</sup>            (already/yet).

Eric Why is that?

Hans She <sup>(6)</sup>                                  (not save) enough money <sup>(7)</sup>            (already/yet). She will buy it next week. She is very excited about the trip. She <sup>(8)</sup>                                  (pack, already/yet) her suitcase. I <sup>(9)</sup>                                  (not pack) mine <sup>(10)</sup>            (already/yet).

...



### C *ever and never*

We often use **ever** (to mean at any time) and **never** (to mean not at any time) with the present perfect tense. In questions, we usually use **ever**.

Have you **ever** visited China?

Yes, I have./No, I've **never** visited it.

**C1** Work in pairs. Hans is now in Shanghai for the first time. Eric wants to find out what to show him. Eric asks questions about the pictures below:

Have you ever been in a

(1) cable car?



(2) maglev train?



(3) temple?



Have you ever had a

(4) Chinese meal?



(5) moon cake?



(6) ride on a metro train?



Have you ever seen a

(7) dragon dance?



(8) fireworks display?



(9) dragon boat race?



Hans answers questions (2), (6) and (8) like this:

Yes, I have.

He answers all the other questions like this:

No, I've never been in a \_\_\_\_\_.

OR No, I've never had a \_\_\_\_\_.

OR No, I've never seen a \_\_\_\_\_.

**C2** Eric takes Hans out for a walk. He leaves a note about the above conversation for his sister Doris. Complete the note below with information in C1.

Dear Doris

I have just spoken to Hans. He <sup>(1)</sup> \_\_\_\_\_ cable car or a temple. He <sup>(2)</sup> \_\_\_\_\_ Chinese meal or a moon cake. He <sup>(3)</sup> \_\_\_\_\_ dragon dance or a dragon boat race. However, he <sup>(4)</sup> \_\_\_\_\_ maglev train, he <sup>(5)</sup> \_\_\_\_\_ ride on a metro train, and he <sup>(6)</sup> \_\_\_\_\_ fireworks display. We have gone to a temple. We'll be back soon.

Eric

## D since and for

We often use **since** and **for** with the present perfect tense. **Since** is used with a point in time. **For** is used with a period of time.

I've been here **since** 2007/June/last week/  
Tuesday/eight o'clock.  
She's been there **for** an hour/two days/six  
months/ten years/a long time.

### Tips

We often use **how long** to ask questions about duration in the present perfect tense.

**D1** Hans is from Hamburg in Germany. He is talking to Doris. Read their conversation and answer the questions.

Doris So you live in Hamburg, Hans?

Hans Yes, I'm a Hamburger. Have you ever met a Hamburger?

Doris Yes, I met one yesterday at the fast food shop, and I ate it.

Hans Ah, yes, a joke. I've heard it before, Doris.

Doris Sorry, Hans. Tell me, how long have you lived in Hamburg?

Hans Since 2002. And how long have you lived in Shanghai?

Doris For fifteen years. I was born here.

1 Where does Hans live?

He \_\_\_\_\_ in \_\_\_\_\_.

2 How long has Hans lived in Hamburg?

He \_\_\_\_\_ there \_\_\_\_\_.

3 How long has Doris lived in Shanghai?

She \_\_\_\_\_ here \_\_\_\_\_.

4 Where was Doris born?

She \_\_\_\_\_.

**D2** Doris is talking about herself. Read what she says, and say whether the following statements are **T** (True) or **F** (False). Correct any false statements.

1 Doris has lived in Pudong for seven years.

2 She has been at her school since 2015.

3 She has been in the Science Club since December 2017.

4 She has been in the Dance Club for about ten months.

5 She has been in the Volleyball Club since July 2019.



Hello. I'm Doris. It's now September 2019. I've lived in Pudong since 2012. I've been at this school for almost three years. I like extra-curricular activities. I've been in the Science Club for exactly two years and in the Dance Club since last November. I joined the Volleyball Club two months ago.

**D3** Write three similar sentences about yourself. Use Doris' speech in **D2** to help you.

I \_\_\_\_\_ since \_\_\_\_\_.  
I \_\_\_\_\_ for \_\_\_\_\_.  
I \_\_\_\_\_ since \_\_\_\_\_ and in \_\_\_\_\_ for \_\_\_\_\_.

### Tips

There is an important difference in meaning between **have been to** and **have gone to**. Compare these two sentences about Mr Hu and Mr Luo who work in the same office.

Mr Hu **has been to** lunch.

Mr Luo **has gone to** lunch.

The first sentence means that Mr Hu has finished lunch and has returned to his office. The second sentence means that Mr Luo is having lunch and is not in his office.

## Listening

### The start of the Trojan War

How did the Trojan War start? Listen to the story on the recording, and put the pictures in the correct order. Write the numbers **1–6** in the boxes.



Paris



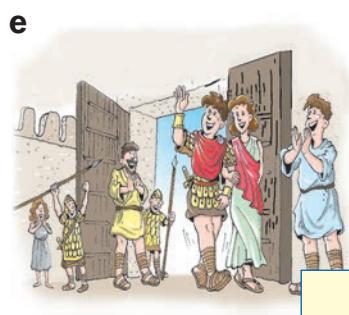
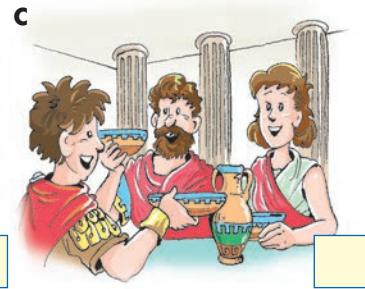
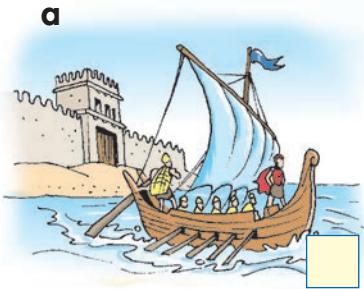
Aphrodite



King Menelaus



Queen Helen



# Speaking

## A Talk time

### Offering, accepting and refusing help

**A1** Jenny is very busy working on the school newspaper. Tony offers to help. Read their conversation and answer the questions. Then work in pairs to practise the conversation.

Tony Hello, Jenny, you look busy. Anything I can do to help?

Jenny Thanks very much, but I can manage.

Tony Come on, let me give you a hand. Don't be so independent all the time!

Jenny No, thanks. I'm OK.

Tony If you want, I could do some typing.

Jenny Typing? Oh, that would be good. I didn't know you could type. Thanks a lot.

### Questions

- 1 Tony offers to help Jenny three times. What are the words he uses to offer help?
- 2 Jenny rejects Tony's offers twice. What are the words she uses to reject his offers?
- 3 Jenny accepts Tony's third offer. What are the words she uses to accept his offer?

**A2** Jenny is doing some housework at home. Tony is visiting her and offers to help. Work in pairs to complete their conversation.

Hello, Jenny, you look <sup>(1)</sup> \_\_\_\_\_.  
Anything <sup>(2)</sup> \_\_\_\_\_ help?

(Offer help again.)  
<sup>(4)</sup> \_\_\_\_\_

If <sup>(6)</sup> \_\_\_\_\_ wash the dishes.

(Refuse Tony's offer.)  
<sup>(3)</sup> \_\_\_\_\_

(Refuse the offer again.)  
<sup>(5)</sup> \_\_\_\_\_

Wash the dishes? Oh, that  
<sup>(7)</sup> \_\_\_\_\_.  
Thanks a lot.

## B Speak up

### Who am I?

Play the game 'Who am I?' in groups.

One student must pretend to be a famous person or character. You can choose someone who is dead or alive. You can also choose fictional characters from stories or legends, or even famous cartoon characters.

The other students must take turns asking you 'Yes/No' questions. You can only answer **Yes**, **No** or **Perhaps**. (But if they need help, you can give them one or two clues.)

The other students can ask 20 questions. If they cannot guess who you are, then you are the winner.

**B1** First, read the example dialogues in groups of five.

**1** S1 Right, who am I?  
S2 Are you alive now?

S1 No!

S3 Were you a real person?

S1 No.

S4 Were you in films?

S1 Yes.

S5 Are you a cartoon character?

S1 Yes!

S2 Are you a Walt Disney character?

S1 Yes.

S3 Are you Mickey Mouse?

S1 Yes.

**2** S1 Who am I?

S2 Are you a real person?

S1 Yes.

S3 Are you alive now?

S1 No.

S4 Were you in books?

S1 Er, I'm not sure. Perhaps!

S5 Did you live in America?

S1 No.

S2 I don't know.

S1 Do you want a clue?

S2 Yes, please.

S1 I used to live in China, over half a century ago.

S2 Oh. Were you an artist?

S1 Yes.

S3 Did you paint pictures?

S1 Er, yes.

S4 Did you like drawing horses?

S1 Yes.

S5 Are you Xu Beihong?

S1 Yes!

\* **B2** Now play the game in groups. These sample questions will help you, but you may ask other questions too.

Are you alive/dead/real/fictional?

Were you in books/songs/films/poems?

Do/Did you live in China/Europe/America?

Did you live in the 18th century/thousands of years ago?

Did you write books/paint pictures/fight battles?

Are you a film star/singer/politician/sportsman/sportswoman?

Are you a cartoon character/character in a legend?

## A soldier's story

**A** Imagine you were one of the six soldiers inside the wooden horse. After the war, you tell your story to your family. Part of the story is given below. Fill in the blanks with the words in brackets.



We tried to capture Troy for ten years, but failed. And then we thought of a trick. We built a huge wooden horse and <sup>(1)</sup> \_\_\_\_\_ (leave/outside/main gates). Our army disappeared, but they <sup>(2)</sup> \_\_\_\_\_ (not go/far away). Then a soldier of Troy <sup>(3)</sup> \_\_\_\_\_ (see/horse). He told the captain. They did not know that I <sup>(4)</sup> \_\_\_\_\_ (be inside/five other soldiers).

The soldiers opened their gates and <sup>(5)</sup> \_\_\_\_\_ (pull/horse/main square/city). That night, they <sup>(6)</sup> \_\_\_\_\_ (celebrate) and <sup>(7)</sup> \_\_\_\_\_ (make jokes/us). Then they <sup>(8)</sup> \_\_\_\_\_ (make sure/gates/lock) and <sup>(9)</sup> \_\_\_\_\_ (go to sleep).

After they were asleep, we <sup>(10)</sup> \_\_\_\_\_ (climb/horse). We <sup>(11)</sup> \_\_\_\_\_ (open/gates) and our army <sup>(12)</sup> \_\_\_\_\_ (enter/city).

We then went to the room of the captain. We <sup>(13)</sup> \_\_\_\_\_ (seize/him) ...

**B** Work in pairs. Write a few more sentences to complete the story above.

We took the captain away and put him in prison. \_\_\_\_\_

---



---



---



## More practice

### Archimedes and the crown<sup>①</sup>

King Hiero asked the crown-maker to make him a gold crown, but when the king got the crown, he suspected<sup>②</sup> that the crown was not entirely made of gold. Then the king sent the crown to Archimedes, the best scientist in the kingdom.

- 5 Archimedes thought about the problem while a servant poured some water into a bath for him. Archimedes got in the bath and some water came out of it, onto the floor. Archimedes was very excited. ‘That’s it!’ shouted  
10 Archimedes to the servant. ‘If we put an object in a pot full of water, some of the water will come out. The object displaces the water. A big object will displace a lot of water. A small object will displace only a little water.’

- 15 Archimedes went to the palace to weigh the crown. It weighed one kilogram. He put the crown in a pot of water. Five centimetres of water came out. He then put one kilogram



20 of gold in another pot of water. Three centimetres of water came out of this pot. Archimedes said to King Hiero, ‘Silver<sup>③</sup> made the  
25 crown bigger. That is why the crown displaced more water. So, the crown is not

made entirely of gold; it is made of both gold and silver.’

King Hiero was very angry when he heard this, and he  
30 sent the crown-maker to prison.



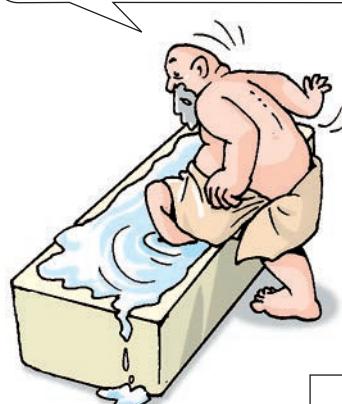
① crown n. 皇冠 ② suspect v. 怀疑 ③ silver n. 银

These pictures show the events of the story about Archimedes. Arrange them in order, 1–9, as they happened in the story.

a The crown is made of gold and silver!



b When I get in the bath, water comes out! That's it!



c I need to weigh the crown.



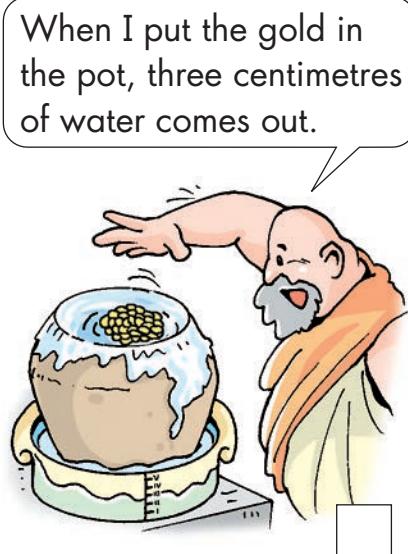
d



e



f



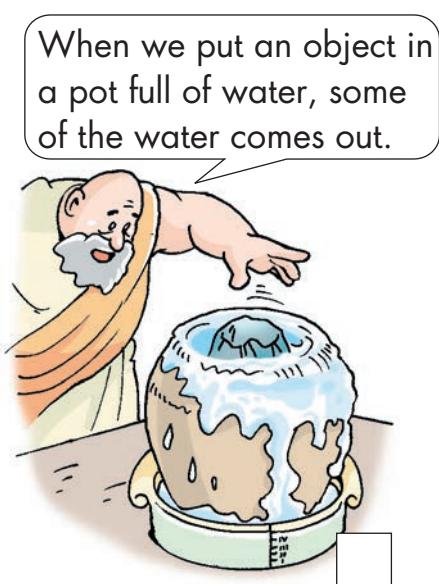
g



h



i



# Progress file 1

## Vocabulary

Write one of the verbs in the box to complete each sentence.

- 1 After they passed their exams, they \_\_\_\_\_ by having a party.
- 2 The policemen \_\_\_\_\_ the thief as soon as he got off the ferry.
- 3 In our swimming competition, I \_\_\_\_\_ in winning two races.
- 4 The suitcase was too heavy for me to carry, so I \_\_\_\_\_ it up the stairs and into my flat.

celebrated  
succeeded  
dragged  
seized

Write one of the words in the box next to each clue.

- 5 a large group of soldiers \_\_\_\_\_
- 6 a very big, wide, flat piece of ground \_\_\_\_\_
- 7 made from the material of trees \_\_\_\_\_
- 8 big, strong doors \_\_\_\_\_

wooden  
gates  
army  
plain

## Grammar

Complete the sentences with the correct form of the present perfect tense.

- 9 \_\_\_\_\_ Dad \_\_\_\_\_ to the office? (go)
- 10 I \_\_\_\_\_ never \_\_\_\_\_ such a beautiful city before. (visit)

Circle the correct words to complete the sentences.

- 11 I'm not hungry because I have **already/ever** had lunch.
- 12 Have you replied to that letter from Mary **just/yet**?
- 13 Have you **ever/never** seen one of Shakespeare's plays?
- 14 I have lived in this flat **since/for** April 1995.
- 15 That TV set hasn't worked properly **since/for** two months.

## My progress:



Comments:



0–6 Try harder.



7–12 Can do better.



13–15 Good work.

## Word box



* <b>stair</b> /steə(r)/	n.	楼梯
<b>at a time</b>		每次
* <b>plain</b> /pleɪn/	n.	平原
<b>no longer</b>		不再
* <b>Troy</b> /trɔɪ/	n.	特洛伊
<b>beyond</b> /bɪ'jɒnd/	prep.	在 (或向) ……较远的一边
* <b>Greek</b> /gri:k/	n.	希腊人
* <b>capture</b> /'kæptʃə(r)/	v.	攻占；夺取
<b>wheel</b> /wi:l/	n.	轮子
* <b>Trojan</b> /'trəʊdʒən/	n.	特洛伊人
<b>drag</b> /dræg/	v.	(使劲而吃力地) 拖，拉
<b>citizen</b> /'sɪtɪzn/	n.	居民；市民；公民
<b>joke</b> /dʒo:k/	n.	笑话；玩笑
<b>enemy</b> /'enəmɪ/	n.	敌人
<b>securely</b> /sɪ'kjʊəlɪ/	adv.	牢牢地
<b>go to sleep</b>		入睡；睡着
* <b>including</b> /ɪn'klu:dɪŋ/	prep.	包括……在内
<b>midnight</b> /'mɪdnhaɪt/	n.	午夜；子夜
<b>except for</b>		除……之外
<b>army</b> /'ɑ:mɪ/	n.	军队；部队
<b>darkness</b> /'dɑ:knəs/	n.	黑暗；漆黑
* <b>seize</b> /sɪ:z/	v.	捉拿；俘获
<b>succeed</b> /sək'si:d/	v.	实现目标；成功
<b>fit</b> /fɪt/	v.	适合
<b>refuse</b> /rɪ'fju:z/	v.	谢绝；拒绝
<b>manage</b> /'mænɪdʒ/	v.	完成 (困难的事)
<b>come on</b>		得了吧
<b>independent</b> /,ɪndɪ'pendənt/	adj.	独立的



## Notes



### Page 3

#### 1 The night of the horse 木马之夜

这是一则著名的古希腊历史神话故事，曾被拍成一部史诗电影《特洛伊》，讲述了古希腊人利用木马巧计在一夜之间攻占特洛伊城的故事。

#### 2 'Captain, they've gone,' he cried. “长官，他们撤了。”他大声报告。

句中的 captain 意为“长官”；在 8A Unit 6 中曾学过 captain 意为“船长；机长。”

#### 3 Outside the main gates of the city stood a huge wooden horse. 特洛伊城的大门外站立着一匹硕大无比的木马。

#### 4 You have to obey orders, ... 你必须服从命令，……

句中的 order 作名词，意为“命令”；在 7B Unit 9 中曾出现 Put them in the correct order.，其中的 order 意为“顺序”。

#### 5 Then the Trojans made sure all the gates of the city were securely locked, and they all went to sleep, including the gate guards. 特洛伊人在确信所有城门都已紧锁之后，就全都入睡了，包括城门的守卫。

句中的 guard 作名词，意为“守卫（人员）”；在 7A Unit 2 中曾出现 Dogs guarded the caves and kept people from danger.，其中的 guard 作动词，意为“守卫；保卫”。

#### 6 By midnight, the square was empty, except for the giant horse. 到了半夜，广场上空无一人，只剩下那匹巨大的木马。

句中的 by 意为“不迟于；在……之前”。

#### 7 ... but in one night, they succeeded in capturing it through a trick. ……，但是一夜之间，他们巧用木马之计，成功地夺取了特洛伊城。

句中的 through 作介词，意为“凭借；以……”；在 8A Unit 3 曾学过 through 作介词，意为“从……一端至另一端；穿过；贯穿”。

## Unit 2 Traditional skills

### Reading

p. 20

### Grammar

p. 24

### Listening

p. 27

### Speaking

p. 27

### Writing

p. 29

### \* More practice

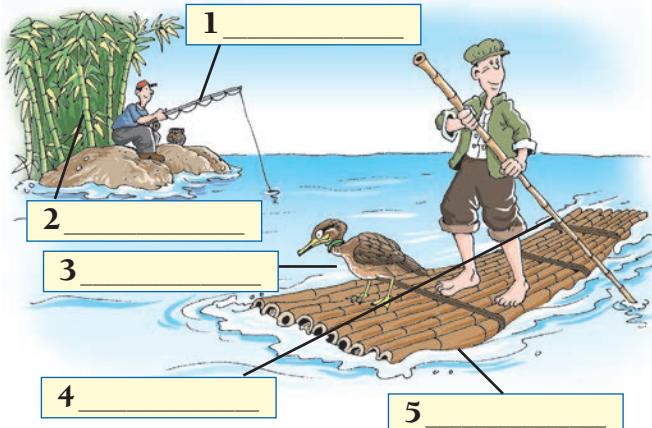
p. 30



## A What do you know about ...?

Match the words in the box with the things in the picture. Try to guess the meanings of the words if necessary.

- |               |        |
|---------------|--------|
| a fishing rod | a pole |
| a cormorant   | a raft |
| bamboo        |        |



## B Before you read

Read the four sentences below. Then look quickly at the article on the right and on the next page, and write the numbers 1–4 in the blanks.

- a Paragraph \_\_\_\_ describes a kind of bird.
- b Paragraph \_\_\_\_ is about the future of this type of work.
- c Paragraph \_\_\_\_ describes an old man.
- d Paragraph \_\_\_\_ describes how the man works.

# FISHING WITH BIRDS

Damin sits on the side of the river cooking a meal, with a large bird on his head. The bird is a cormorant, and Damin is a fisherman. He is over 5 now but still works every day. He is thin, and of average height, but he is very fit. Although he is an elderly man, he is strong enough to control his raft in the river where he lives 10 and works with his cormorants.

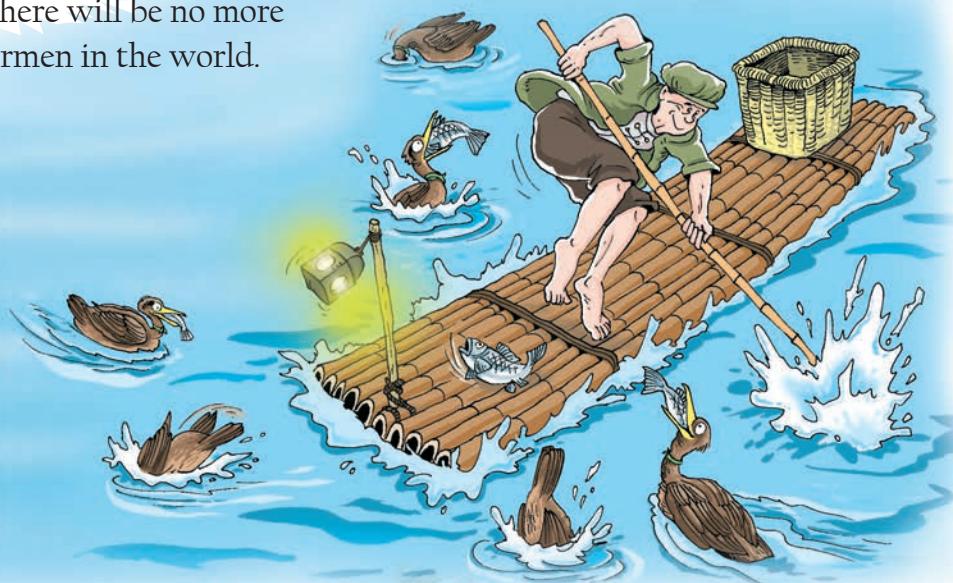
Cormorants are large black birds. They are good at catching fish because they can swim well underwater. Their large feet are used 15 to push them quickly through the water. They can dive down 25 metres, and stay underwater for up to two minutes.

Damin does not require nets or a 20 fishing rod to catch fish. It is done for him by his 12 cormorants. Damin's fishing trips often begin in the late afternoon. He sets off on his



bamboo raft with his birds. When he reaches the right place, he stops. He ties a piece  
25 of grass around the neck of each bird, so that it cannot swallow the fish. Then he pushes the birds into the water, and jumps up and down and bangs the water with his pole. The fish are frightened by this. At night a light is hung from the front of the raft. This enables Damin to see better, and also attracts the fish. The cormorants swim down and catch the fish, and bring them back to the raft. The fish are then removed  
30 from the birds' mouths by Damin and thrown into a big basket. Later some of the fish are sold, and the rest are divided between Damin's family and the cormorants.

Cormorant fishing is a traditional Chinese skill, probably more than a thousand years old. Damin enjoys his work, and he is teaching his grandson everything he knows. However, few young people are interested in doing  
35 this type of work in the modern world. In 50 years, perhaps there will be no more cormorant fishermen in the world.



## C Vocabulary

**C1** Find these words and phrases in the article. Then read the words around them and choose the best meanings.

1 fit

- a healthy, able to work hard
- b fat from eating too much
- c brown skin from too much sun

2 control (his raft)

- a carry it on his back
- b make it go where he wants
- c build it from pieces of wood

3 require

- a make
- b sell
- c need

4 is hung

- a is fixed
- b is thrown
- c is switched

5 enables

- a makes ... impossible
- b makes ... able
- c makes ... easy

6 removed from

- a put into
- b dropped from
- c taken away from

**C2** Find the words and phrases in Column A in the article and match them with the meanings in Column B.

A

- 1 of average height
- 2 elderly
- 3 sets off
- 4 reaches
- 5 traditional
- 6 modern

B

- a new, recent
- b done for many years in the same way
- c arrives in/at
- d not tall and not short
- e starts (to go somewhere)
- f old



## D Comprehension

**D1** Each of the sentences below and on the next page has one incorrect word or number. Underline the mistake and correct it. The first one has been done for you.

1 Damin is above average height.

of

2 Cormorants are large white birds.

3 Cormorants use their wings to push themselves through the water.

4 Cormorants can dive down 30 metres.

5 Cormorants can stay underwater for up to five minutes.

- 6 Damin often goes fishing in the early afternoon.
- 7 At night he has a fire on his raft so that he can see better.
- 8 Cormorant fishing is probably more than a hundred years old.

**D2** Read the article and find words or numbers to complete Millie's e-mail to Jenny.

From:

To:

Dear Jenny

I think it would be a good idea to have some articles in our newspaper about traditional Chinese skills. For example, I saw a television programme about an <sup>(1)</sup> \_\_\_\_\_ man who fishes with birds called <sup>(2)</sup> \_\_\_\_\_. He is over <sup>(3)</sup> \_\_\_\_\_, but he fishes every day with his <sup>(4)</sup> \_\_\_\_\_ birds. He lives with them all the time. Sometimes the birds even sit on his <sup>(5)</sup> \_\_\_\_\_. The birds dive into the water and catch <sup>(6)</sup> \_\_\_\_\_, but they cannot eat them because the man ties a piece of <sup>(7)</sup> \_\_\_\_\_ around the neck of each bird. So they take the fish back to him, and he removes the fish from the birds' <sup>(8)</sup> \_\_\_\_\_. After the programme, I wrote this article for our newspaper. I hope you like it.

Millie

**D3** What do the words in italics refer to in the article? Choose the right answers.

- 1 *It* is done for him by his 12 cormorants.
  - a Catching fish
  - b Using nets or a fishing rod
- 2 The fish are frightened by *this*.
  - a the jumping and banging
  - b a large cormorant
- 3 *This* enables Damin to see better, and also attracts the fish.
  - a The raft
  - b The light



## Grammar

### Passive voice (I)

#### A Active and passive sentences

Active sentences tell us who or what does something.

Damin **pushes** the birds into the water with his pole.



Passive sentences often do not tell us who or what does something.

Some of the fish **are sold**.



**A1** Answer these questions, saying what or who does each thing.

- 1 Who tied a piece of grass around the neck of each bird?
- 2 What catches fish for Damin?
- 3 What frightens the fish?
- 4 Who removes the fish from the cormorants' mouths?
- 5 Who is teaching his grandson everything he knows?

**A2** Read these sentences and mark them **A** for active or **P** for passive.

- 1 Sometimes a cormorant sits on Damin's head.
- 2 The cormorants' large feet are used to push them quickly through the water.
- 3 Damin sets off on his bamboo raft with his birds.
- 4 Damin bangs the water with his pole.
- 5 At night a light is hung from the front of the raft.

**A3** Complete each blank in this passage with **is** or **are** and one of the verbs from the box. The first one has been done for you.

Once a year, a new cormorant <sup>(1)</sup> is raised by Damin. A female cormorant produces several eggs. The eggs <sup>(2)</sup> \_\_\_\_\_ by Damin, and the best one <sup>(3)</sup> \_\_\_\_\_ from the nest. After 25 days, it <sup>(4)</sup> \_\_\_\_\_ by a chicken on Damin's houseboat where he lives with his family. At this time it <sup>(5)</sup> \_\_\_\_\_ very carefully by the fisherman. As soon as he sees the cormorant breaking the egg, he takes it away from the chicken. Then the baby cormorant <sup>(6)</sup> \_\_\_\_\_ by Damin himself. For 10 days it <sup>(7)</sup> \_\_\_\_\_ every hour. The temperature <sup>(8)</sup> \_\_\_\_\_ to keep the baby warm. The other family members <sup>(9)</sup> \_\_\_\_\_ to go near the baby. The baby bird grows stronger day by day. After two months it <sup>(10)</sup> \_\_\_\_\_ to join the other birds on the raft, although it will not learn to catch fish for another year or more.

looked after
not allowed
examined
controlled
removed
watched
hatched
raised
taken
fed

## B Passive sentences with **by**

We can make passive sentences that tell us who or what does something by adding phrases with **by**.

The fish are removed from the birds' mouths **by the fisherman**.  
Some of the fish are sold **by Damin's wife**.



Complete this passage using phrases with **by** and the words in the box.

The Chinese have always been famous for their arts such as painting. These days, works of art are produced <sup>(1)</sup> \_\_\_\_\_ who work for big businesses in China. These businesses are usually owned <sup>(2)</sup> \_\_\_\_\_.

The artists paint beautiful pictures. The pictures are then displayed on the walls of the shops <sup>(3)</sup> \_\_\_\_\_. Many are bought <sup>(4)</sup> \_\_\_\_\_ and then they are taken back to the tourists' home countries. The new owners put the paintings on the walls of their homes, and are proud of them. A lot of enjoyment is given to many people <sup>(5)</sup> \_\_\_\_\_.

these paintings  
shop assistants  
businessmen  
tourists  
artists

## C Passive verb forms

We make passive verb forms from **to be** and the past participles of verbs.

The picture      is      painted      in China.

**was**  
**sold**

in China.

The pictures      are      painted      in China.

**were**  
**sold**

in China.

**C1** A film crew from France decided to make a programme about Damin. Complete the passage using the words and pictures below to help you. Put the verbs in the past passive form and use phrases with **by** to show who (what) performed each action. The first one has been done for you.

transport      interview      employ      choose      film      use

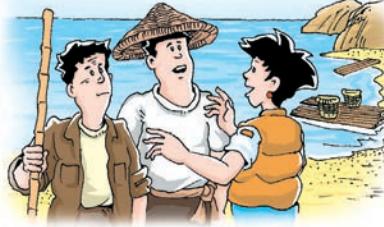
The film crew came from France to China. An interpreter

(1) was employed by the French producer because he did not speak Chinese. Several different cormorant fishermen (2) \_\_\_\_\_ . In the end, Damin (3) \_\_\_\_\_ because he has a friendly face. Then the cameras and lights (4) \_\_\_\_\_ to where Damin lives. A boat (5) \_\_\_\_\_ for some of the scenes on the river. Damin (6) \_\_\_\_\_ for many hours.

1 the French producer



2 the interpreter



3 the producer



4 lorry



5 the cameraman



6 the crew



**C2** Below is what the French producer said to Damin after the filming. (The interpreter then translated it into Chinese, of course.) Complete his words by using these verbs in the future passive form.

make      see      translate      take      show      add

Thank you for helping us, Damin. We are very grateful. Soon this film (1) \_\_\_\_\_ back to France. We will do some more work on it. For example, some music (2) \_\_\_\_\_ to it. It (3) \_\_\_\_\_ into a programme for television. Also, it (4) \_\_\_\_\_ into English. Then our programme (5) \_\_\_\_\_ on television stations in many countries around the world. You and your cormorants (6) \_\_\_\_\_ by millions of people!

## Listening

### What's wrong in the picture?

One day, Millie's father saw a man cutting out pictures of people.

**A** Listen to Millie's father describe the scene, and look at the picture below. There are eight mistakes in it. Draw a circle around each mistake. One has been done for you.



## Speaking

### A Talk time

#### Asking questions in an interview

**A1** Imagine that you are interviewing Damin. Complete the following conversation using suitable question words.

You Excuse me, Damin. Could you answer a few questions, please?  
Damin Yes, certainly.

You <sup>(1)</sup> \_\_\_\_\_ cormorants have you got at the moment?  
Damin Twelve.

You <sup>(2)</sup> \_\_\_\_\_ do you usually start fishing every day?  
Damin In the late afternoon.

You <sup>(3)</sup> \_\_\_\_\_ do you do to make sure that the cormorants don't swallow the fish?  
Damin I tie a piece of grass around the neck of each bird.

You <sup>(4)</sup> \_\_\_\_\_ can you work in the darkness?  
Damin I hang a light at the front of my raft.

You Thank you very much for your help.  
Damin You're welcome.

**A2** You want to find out more about Damin. Think of more questions that you can ask Damin and make a list. Then role-play the interview with a partner.

## B Speak up

### Describing people

When we describe people, we mention their age-group, their build (the shape of their body), their height, and any special things about their hair and face. Here are some of the words we can use.

#### age-group

young      middle-aged      elderly      old

#### build

fat/plump      well-built      slim/thin      thinly-built

#### height

- tall
- above/of/below average height
- short

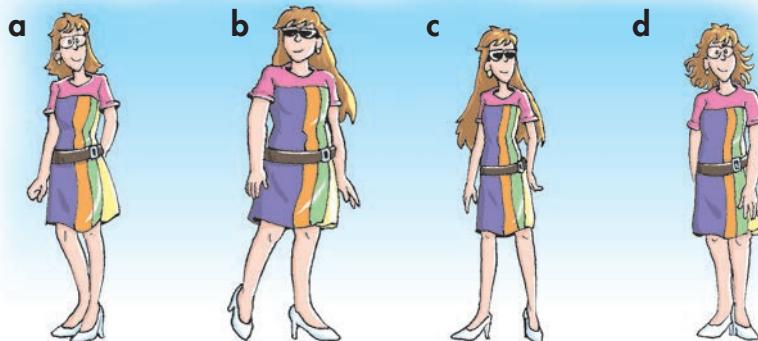
#### hair/face

- black/blond(e)/red/curly/straight/long/short hair
- bald
- wears glasses
- has a beard/moustache

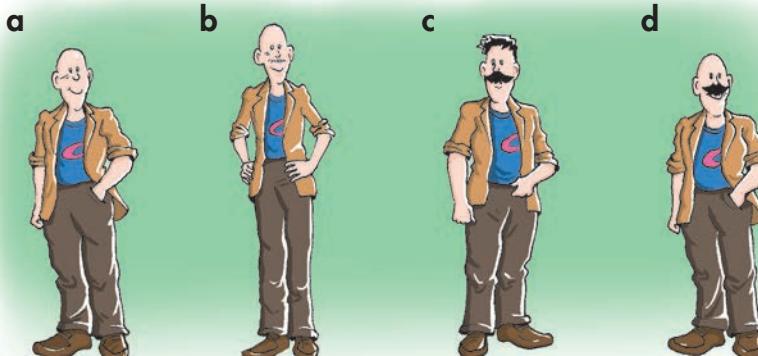


**B1** Work in pairs. S1 reads the descriptions below. S2 looks at the pictures and says who S1 is talking about.

- 1 She's plump, above average height, has long blonde hair, and wears sunglasses.



- 2 He's well-built, short and bald, and has a thick black moustache.



**B2** Work in pairs.

**Situation:** S1 is a police officer. S2 saw someone drop a ¥100 note in the street. That person then got into a taxi and was gone. S2 took the money to the police station. S1 is asking S2 to describe the person who dropped the note. S1 must ask questions and complete this table. S2 may imagine a person in your class and describe him/her to S1.

Age	
Build	
Height	
Hair	
Face	

**B3** S1 and S2 act out the scene in class. The class must guess who dropped the ¥100 note.

\*



## A traditional skill/job

Jenny liked Millie's article about Damin, and decided to have more articles about traditional skills and jobs in the newspaper.

**Write a short article describing a person who has a traditional skill or job, e.g., a paper cutter. Make up a name for your character. Write four paragraphs with the following details:**



- Paragraph 1      Describe the person.  
—What does he or she look like? Use the **Speaking** section to help you.
- Paragraph 2      Describe the things this person uses.  
—What does this person use for his or her work?
- Paragraph 3      Describe the skill or job of this person.  
—Where and how does he or she do it?
- Paragraph 4      Look at the past, and then look at the future.  
—How long is the history of this skill or job?  
What will happen to it in the future?

## Some facts about tea

Tea is the most popular drink in the world besides water. There are thousands of different types of tea. All tea comes from the tea plant. The leaves and buds of this plant are picked several times a year, usually by hand. After it has been picked, the tea is processed into

**5** black tea, oolong tea, green tea or white tea.



Black tea was invented in China during the Ming Dynasty as a way to keep tea fresh when it was transported long distances. As tea has to travel a long

**10** distance to reach places such as the UK, Canada and Australia, it is not surprising that westerners drink mostly black tea.

However, the majority of the world drinks green tea.

Herbal tea<sup>①</sup> is prepared in the same way as regular tea but is not real

**15** tea. This is because it contains herbs, fruits, spices<sup>②</sup>, etc., instead of leaves from the tea plant. To truly be tea, the leaves must come from this plant.

All tea naturally contains caffeine<sup>③</sup>, which comes from the tea leaves. Decaffeinated tea<sup>④</sup> is regular tea (usually green or black) that has been

**20** processed to remove the caffeine. In recent years, organic tea<sup>⑤</sup> has become popular too. This is tea that comes from plants that have been grown without the use of any chemicals. People believe that it tastes better and is healthier but sometimes it costs more than

**25** non-organic tea. This is because the size of the crops is often smaller.



<sup>①</sup> herbal tea 药草茶   <sup>②</sup> spice *n.* 香料   <sup>③</sup> caffeine *n.* 咖啡因   <sup>④</sup> decaffeinated tea 脱咖啡因的茶  
<sup>⑤</sup> organic tea 有机茶

**A** Find the words in Column A in the passage and match them with the meanings in Column B.

**A**

- 1 popular
- 2 processed
- 3 transported
- 4 majority
- 5 contain
- 6 regular
- 7 remove

**B**

- a take away
- b usual; normal
- c liked by a large number of people
- d keep or have inside
- e carried from one place to another
- f the greater number
- g changed or preserved by farmers or food companies



**B** Read the passage again. Then answer the following questions.

1 Why was black tea invented?

---

2 What does herbal tea contain? Does it contain caffeine?

---

3 Why does decaffeinated tea have this name?

---

4 Where does organic tea come from? Why does it cost more?

---

**C** Do you know how many types of tea there are in China? Look at the types of tea listed below, and find out where they come from. Write the name of the province next to each tea. Then work with a partner to find two more types of tea and where they come from.

a Oolong tea \_\_\_\_\_

f Yunwu tea \_\_\_\_\_

b Pu'er tea \_\_\_\_\_

g Tuo tea \_\_\_\_\_

c Tieguanyin tea \_\_\_\_\_

h Longjing tea \_\_\_\_\_

d Biluochun tea \_\_\_\_\_

i \_\_\_\_\_

e Maofeng tea \_\_\_\_\_

j \_\_\_\_\_

# Progress file 2

## Vocabulary

Write one of these verbs in each sentence.

hung      control      remove      requires

- 1 The driver could not \_\_\_\_\_ his lorry and crashed into a tree.
- 2 This torch is not working. It \_\_\_\_\_ new batteries.
- 3 I plan to \_\_\_\_\_ the cupboard from my bedroom as it is not useful.
- 4 At Christmas, many coloured lights are \_\_\_\_\_ from the buildings.

Write one of these words next to each clue.

underwater      raft      elderly      bamboo

- 5 a simple boat, made from long pieces of wood \_\_\_\_\_
- 6 a plant which is loved by pandas \_\_\_\_\_
- 7 an adjective used for describing old people in a polite way \_\_\_\_\_
- 8 below the surface of water \_\_\_\_\_

## Grammar

Put the verbs into suitable passive forms (present, past or future).

- 9 Mr Li's car \_\_\_\_\_ (buy) two years ago.
- 10 Every year, millions of plastic bags \_\_\_\_\_ (throw) away in Garden City.
- 11 Tomorrow there is a programme about our school on television. Our school \_\_\_\_\_ (see) by millions of people!
- 12 Thousands of electronic products \_\_\_\_\_ (make) here every day.
- 13 This photograph \_\_\_\_\_ (take) on my birthday.
- 14 This car park \_\_\_\_\_ (visit) by a police officer every 10 minutes.
- 15 Our school sports meeting \_\_\_\_\_ (hold) next month.

## My progress:

Comments:

15



0–6 Try harder.

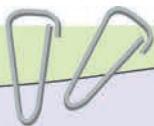


7–12 Can do better.



13–15 Good work.

## Word box



<b>pole</b> /pəʊl/	n.	杆子
<b>*cormorant</b> /'kɔ:mərənt/	n.	鸬鹚
<b>elderly</b> /'eldəlɪ/	adj.	上了年纪的
<b>control</b> /kən'trəʊl/	v.	控制
<b>*raft</b> /ra:fɪt/	n.	木排；筏
<b>underwater</b> /ʌndə'wɔ:tə(r)/	adv.	在水下
<b>up to</b>		到达(某数量、程度等); 至多有
<b>require</b> /rɪ'kwaɪə(r)/	v.	需要; 依靠
<b>*rod</b> /rɒd/	n.	杆; 竿
<b>set off</b>		出发; 动身
<b>*bamboo</b> /,bæm'bu:/	n.	竹子
<b>reach</b> /ri:tʃ/	v.	到达; 抵达
<b>so that</b>		(表示目的)为了, 以便
<b>*swallow</b> /'swɒləʊ/	v.	吞下; 咽下
<b>up and down</b>		起伏; 上下波动
<b>*bang</b> /bæŋ/	v.	猛敲; 碰
<b>at night</b>		在夜晚
<b>hang</b> /hæŋ/	v.	悬挂
<b>remove</b> /rɪ'mu:v/	v.	移走; 拿开
<b>rest</b> /rest/	n.	剩余部分; 其余
<b>traditional</b> /trə'dɪfənl/	adj.	传统的
<b>skill</b> /skɪl/	n.	技能
<b>skin</b> /skɪn/	n.	皮肤
<b>mention</b> /'menʃn/	v.	提到
<b>straight</b> /streɪt/	adj.	直的
<b>situation</b> /'sɪtʃu'eɪʃn/	n.	场景
<b>imagine</b> /ɪ'mædʒɪn/	v.	想像; 设想



## Notes



### Pages 20–21

- 1 Damin sits on the side of the river cooking a meal, with a large bird on his head. 大民坐在河边煮饭，头上立着一只大鸟。
- 2 He is thin, and of average height, but he is very fit. 他身材瘦削、个头中等，但很健康。  
(be) of average height 意为“身高中等”。又如：(be) of average weight 意为“体重中等”。
- 3 Although he is an elderly man, he is strong enough to control his raft in the river where he lives and works with his cormorants. 尽管他上了年纪，但身手依然矫健，能够在与鸬鹚一同生活与劳作的河面上自如地操控竹筏。
- 4 They can dive down 25 metres, and stay underwater for up to two minutes. 它们可以潜入水下25米深处，最长可以待上两分钟。  
句中的 dive 作动词，意为“下潜”；在 7B 曾学过 dive 的另外两种意思，分别是“俯冲”和“跳水”。
- 5 Damin's fishing trips often begin in the late afternoon. 大民通常在傍晚时分出去捕鱼。  
句中的 late 作形容词，意为“接近末期的”；late 还可意为“迟到；晚点”。
- 6 He sets off on his bamboo raft with his birds. 他带上鸬鹚，划着竹筏出发了。  
句中的 set 作动词，set off 意为“出发；动身”；在 7A Unit 5 曾学过 TV set，其中的 set 作名词。
- 7 He ties a piece of grass around the neck of each bird, so that it cannot swallow the fish. 为了不让鸬鹚把鱼吞下，他用草绳拴住每只鸬鹚的脖子。  
句中的 neck 意为“脖子”；在 7B Unit 4 中曾出现 a sweater with the V-neck，其中的 neck 意为“衣领”。
- 8 Later some of the fish are sold, and the rest are divided between Damin's family and the cormorants. 随后，一些鱼被卖掉了，剩下的则由大民全家和鸬鹚分了。  
句中的 divide 作动词，意为“分享；分配”；在 8A Unit 4 中曾学过 divide 作动词，表示数学运算符号“÷”。
- 9 In 50 years, perhaps there will be no more cormorant fishermen in the world. 50年后，或许世界上就不再有用鸬鹚捕鱼的渔民了。



## Unit 3 Pets



### Reading

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### Grammar

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### Listening

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### Speaking

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### Writing

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\*



### More practice

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## Reading

### A What do you know about ...?

What do you know about animals and pets? Are these statements **T** (True) or **F** (False)?

- |   |     |
|---|-----|
| 1 Most dogs can only live for about three years.            | T/F |
| 2 You must not give pet fish lots of food.                  | T/F |
| 3 All lizards are poisonous and can kill you.               | T/F |
| 4 In nature, birds only sing when they are happy.           | T/F |
| 5 When a dog moves its tail from side to side, it is happy. | T/F |
| 6 Big dogs are more dangerous than little ones.             | T/F |



### B Before you read

Look at the title, the headings and the pictures on the next page and then answer these questions.

- 1 Where can you see articles like this one?
- 2 What do you think the article is about?
- 3 Who likes keeping a pet dog?



# HEAD TO HEAD

*Emma and Matt give their opinions about pet dogs. Is it a good idea to keep pet dogs?*

## Keeping pet dogs is a good idea, says Emma

I think that having a pet dog can change a person's life. Therefore, people should be

5 allowed to have pet dogs. There are lots of reasons for this.

First, dogs are really cute. It's nice to pick them up and hold them in our arms, and it's wonderful to see them growing up quickly.

10 Second, we can learn about responsibility from keeping pet dogs. We have to feed them, train them and play with them. We even have to take care of them at night.

According to my mum, this helps us

15 become more responsible people.

We can also learn about life and death from dogs. Young people can learn how to care for others and how to respect all living things by keeping a pet dog.

20 A dog will love you faithfully for many years. Keeping pet dogs is something everyone can enjoy.



## Keeping pet dogs is not a good idea, says Matt

25 In my opinion, it is never a good idea to keep a pet dog.

Pet dogs create a lot of mess. They leave fur and hair on the floor, on beds and on sofas, and they need to be washed regularly. Some people are

30 not very good at cleaning up after their dogs when they take them for a walk. As a result, these dogs create a lot of mess on the streets and in parks.

We should remember that not all dogs are friendly. Some dogs bark at people they do not

35 know. This can frighten young children. A few dogs bark all night. This stops their neighbours from getting any sleep. A small number of pet dogs even bite people.

What's more, most people in modern cities live

40 in flats. They have no choice but to keep their dogs in small spaces. This may make the dogs feel extremely unhappy. They always need fresh air and large open spaces where they can run free.

45 Finally, paying for dog food and visiting the vet can be expensive.

I believe that people should not keep pet dogs.

## C Vocabulary

**C1** Find the words and phrases in Column A in the article and match them with the meanings in Column B.

A	B
1 opinions	a as said by someone
2 train	b teach
3 according to	c one's feelings or thoughts about something
4 care for	d in a way that you can trust
5 faithfully	e love or like someone or something very much



**C2** Use the words and phrases in the box to replace the words in *italics* in the dialogues below. Look back at the article if necessary.

have no choice  
in my opinion  
responsibility  
extremely  
regularly

- 1 Tony Mum, will you clean out my fish bowl for me?  
Mum No, I won't. It's your *job to do that*.
- 2 Frank I don't really want to go to work today.  
Betty Well, you *are not allowed to decide whether to go or not*. You have got to go, so get out of bed right now!
- 3 Bill How did you feel when your friend jumped out and scared you?  
Ben I *felt really very surprised and shocked*!
- 4 Tony A boy at school said that all students should be paid a salary.  
Mum Well, *I think* that is a very foolish idea.
- 5 Frank How can I improve my English, Betty?  
Betty Well, Frank, you should read English books *for a certain time every day*.

## D Comprehension

**D1** Emma and Matt both give us many reasons to support their opinions. Read the article again and complete the following notes.

Emma's opinion: keeping pet dogs is a good idea

- Emma's reasons:
- dogs are <sup>(1)</sup> \_\_\_\_\_;
  - people can learn about <sup>(2)</sup> \_\_\_\_\_;
  - people can also learn about <sup>(3)</sup> \_\_\_\_\_;
  - dogs will love people <sup>(4)</sup> \_\_\_\_\_ for a long time.

Matt's opinion: keeping pet dogs is not a good idea

- Matt's reasons:
- pet dogs create <sup>(5)</sup> \_\_\_\_\_ at home, on the streets and in parks;
  - some dogs are not <sup>(6)</sup> \_\_\_\_\_;
  - dogs may feel <sup>(7)</sup> \_\_\_\_\_ if they are kept in small spaces;
  - keeping pet dogs can be <sup>(8)</sup> \_\_\_\_\_.

**D2** What does the word 'this' refer to in the article? Choose from the answers in the box. You may look back at the article to check your answers.

- a The fact that dogs are kept in small spaces.
- b The idea that it is good to keep dogs.
- c The fact that we have to feed, train and play with pet dogs, and even take care of them at night.

1 There are lots of reasons for **this**.

2 According to my mum, **this** helps us become more responsible people.

3 **This** may make the dogs feel extremely unhappy.

## Grammar

### A Passive voice (II)

Passive forms with modal verbs are made from a modal verb + **be** + the past participle form of the main verb.

The work **can be finished** in a week.  
The work **cannot be finished** in a week.  
**Can** the work **be finished** in a week?



People **should be allowed** to have pet dogs.

Complete the sentences with suitable passive forms. Use the words in brackets to help you.

- 1 The floor \_\_\_\_\_ by the students every day. (should/sweep)
- 2 Many fish \_\_\_\_\_ back to the village by one fishing boat. (can/bring)
- 3 A pet dog \_\_\_\_\_ to a child. (may/give)
- 4 The paintings \_\_\_\_\_ on the wall so that all the visitors can see them clearly. (must/hang)
- 5 S1 What \_\_\_\_\_ a cat \_\_\_\_\_? Is chocolate OK?  
(should/feed)  
S2 It \_\_\_\_\_ chocolate. Give it cat food. (can/not feed)

### B Using adverbs

Some adverbs tell us how people do things.

We usually make these adverbs by adding **-ly** to adjectives.

How did he drive?

He drove

**badly.**  
**carefully.**  
**fast.**  
**well.**

A dog will love you **faithfully** for many years.



#### Tips

- Some words can be used as both adjectives and adverbs, e.g., **hard, fast, early, late**.
- **Good** is an adjective; its adverbial form is **well**.

**B1** A man called Happy keeps a pet shop. But today Happy is not happy! He is thinking ...



This is what Happy says to his staff. Complete it with the adverbial form of the adjectives in the box. Use each word once only.

accurate	cheerful	careful
happy	patient	polite
bad	good	fast



I want you all to listen to me <sup>(1)</sup> \_\_\_\_\_. We are losing all our customers because you behave <sup>(2)</sup> \_\_\_\_\_.

In the future, I want you all to smile <sup>(3)</sup> \_\_\_\_\_ at our customers. I want you to listen to them <sup>(4)</sup> \_\_\_\_\_ and speak to them <sup>(5)</sup> \_\_\_\_\_. I want you to work <sup>(6)</sup> \_\_\_\_\_ and add up all bills <sup>(7)</sup> \_\_\_\_\_. Customers don't like mistakes. Finally, I want you all to dress <sup>(8)</sup> \_\_\_\_\_.

Do all these things, and I'm sure we'll work <sup>(9)</sup> \_\_\_\_\_ together.

We can use some adverbs before adjectives.

The dog became **extremely** unhappy.

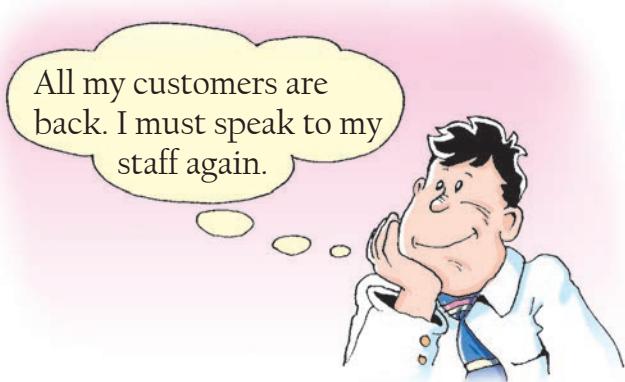
We can also use some adverbs before other adverbs.

My dog loves me **very** faithfully.

Sometimes we use adverbs to modify the whole sentence.

**Luckily**, the animal shelter saved the poor dog in time.

**B2** It is a month later at Happy's pet shop. He is thinking again ...



This is what Happy says to his staff. Make sentences from the notes below. The first one has been done for you.

1 You/be/all/behave/quite/well

You are all behaving quite well.

2 Everyone/be/dressed/very/neatly

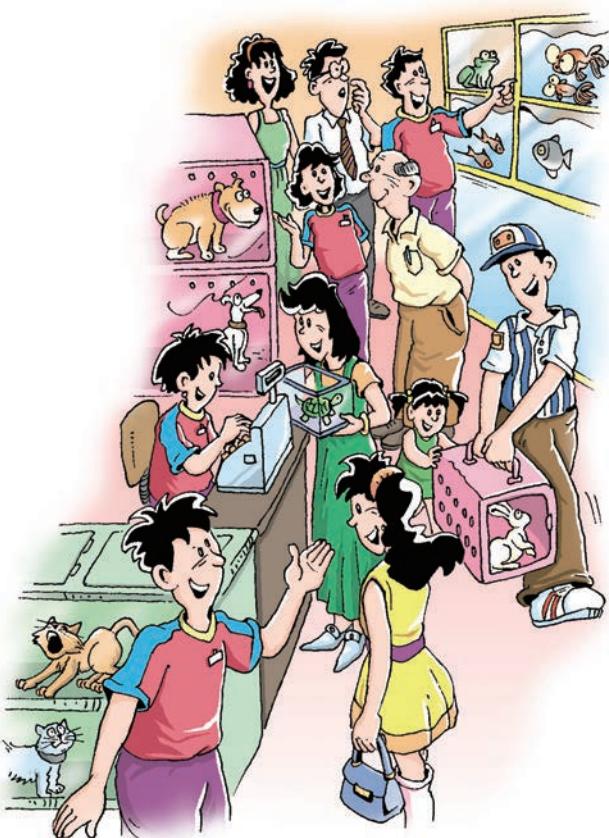
3 You/be/all/serve/the customers/quite/quickly

4 You/be/very/patient/with/the customers

5 You/be/add up/the bills/very/accurately

6 The customers/feel/very/happy

7 Luckily/the business/be/grow/quite/fast



# Listening

## Different kinds of goldfish

Emma wants to write an article about some old stamps which have photographs of goldfish on them.

**A** Listen to Emma talking to her grandad about three stamps, and complete her notes below. Write one word in each blank.

### First goldfish

Colour: <sup>(1)</sup> \_\_\_\_\_ all over body, except for a <sup>(2)</sup> \_\_\_\_\_ cap on its <sup>(3)</sup> \_\_\_\_\_.

This type is over <sup>(4)</sup> \_\_\_\_\_ hundred years old.

This goldfish is shown on the ¥ <sup>(5)</sup> \_\_\_\_\_ stamp.

### Second goldfish

Unusual feature: very big <sup>(6)</sup> \_\_\_\_\_, like a <sup>(7)</sup> \_\_\_\_\_.

Colour: <sup>(8)</sup> \_\_\_\_\_ and gold.

You can see this type in old Chinese <sup>(9)</sup> \_\_\_\_\_.

This goldfish is shown on the ¥ <sup>(10)</sup> \_\_\_\_\_ stamp.

### Third goldfish

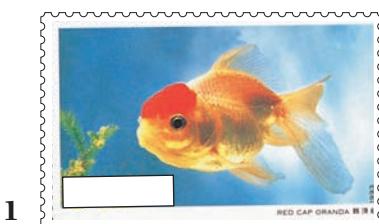
Unusual feature: Long fins and a beautiful, long <sup>(11)</sup> \_\_\_\_\_.

Shape: sharp, pointed <sup>(12)</sup> \_\_\_\_\_.

This goldfish is shown on the ¥ <sup>(13)</sup> \_\_\_\_\_ stamp.



**B** Match the notes in A with the stamps below by writing the value of the stamp in each box.



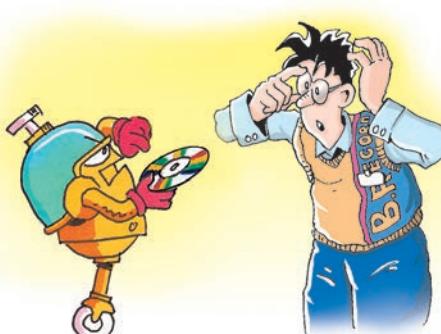
# Speaking

## A Talk time

### Complaining and responding to complaints

I want to complain about this CD.

There's a hole in the middle.



What's the problem?

**A1** Ellen goes to the supermarket to complain to David, the manager. Practise the conversation below in pairs and answer the questions.

Ellen Excuse me. I want to complain about these peppers.

David What's the problem?

Ellen When I took off the plastic, I found that two of them were rotten. Look!

David Oh, I'm very sorry about that. I'll take care of it right away. Can you show me your receipt?

Ellen Yes, here it is.

David Thanks. Now if you can wait, I'll be back in a moment.



## Questions

- 1 What did Ellen say to complain?
- 2 What did David say to apologize?
- 3 What do you think David will do?

**A2** Make two similar conversations between Ellen and David. Use the words below to replace the words in *italics* in the conversation above.

Ellen	David
<ul style="list-style-type: none"><li>• have a complaint about this rice</li><li>• opened the bag/there were bugs in it</li><li>• here you are</li> <li>• want to make a complaint about this soya milk</li><li>• opened the carton/it was a funny colour</li><li>• here it is</li></ul>	<ul style="list-style-type: none"><li>• the trouble</li><li>• terribly/you give me</li><li>• minute</li> <li>• wrong with it</li><li>• awfully/I have</li><li>• second</li></ul>

## \* **B Speak up**

### Choosing interesting topics

**Work in groups.** You are all committee members of your school's English-language newspaper. Look at the table on the next page. Your group must decide which five topics are the most interesting. You can follow the steps listed below.

- 1 Discuss the topics one by one, and tick the table. The group must all agree about each topic. (If necessary, you can vote.)
- 2 Choose the five most interesting topics for the newspaper as a group.
- 3 Suggest other interesting topics for the newspaper.
- 4 Report your decisions to the class.

	Very interesting	interesting	boring	Very boring
English grammar exercises				
Articles about school sports				
Word games and crossword puzzles				
Articles about our local area				
Reports from school clubs				
Film reviews				
Poems by students				
Stories about students' pets				

Other suggestions:

---

Use the expressions below to help you.

#### Discussing the topics

Now, let's talk about ... What do you think, ...?

I think ..., so this is a good idea.

I don't agree because ...

Where shall we put the tick?

Do you all agree?

#### Choosing the five topics

Which are the five most interesting topics?

I think ... is not very interesting. Let's cross out that one.

Let's choose ... I think most people like this topic.

#### Suggesting another topic

We need to think of another topic. Does anyone have any ideas?

I suggest articles about ...

Many students are interested in ...

Why don't we have some ...?

Yes, that's a good idea./No, I don't think that is very interesting.

#### Reporting ideas to the class

We have discussed these topics and have decided that the five most interesting topics are these. First, ... Second, ... Third, ... Fourth, ... Finally, ... We also have another suggestion. We could have articles about ...

## My favourite shop

Jenny and her friends decided to have an article called 'My favourite shop' in their newspaper.

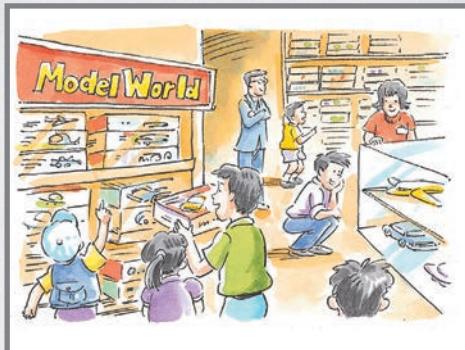
**A** One student, Martin, wrote the article below. Read Martin's article in pairs. Then discuss which shops you like to visit. Tell your partner where the shop is, what it sells, why you like it, and what you have bought there.

## My favourite shop

My favourite shop is called 'Model World'. It is located on the second floor of Happy Plaza, near Pizza Club. It is open from 10 a.m. to 9 p.m. every day.

All kinds of models are sold in the shop, such as model soldiers, cars, boats, planes, rockets and even dinosaurs. The models there are not only for young children but also for adults. Some models have only twenty pieces; others have over 2,000 pieces. Paints and glue and other things can also be bought there.

The staff at 'Model World' are very nice. They are very interested in making models. They will give you advice, and answer all your questions. The models are not cheap but they are not too expensive either. My best buy was a model of a helicopter. It cost 240 yuan but it had over 400 pieces. It was really fun to make. If you are interested in models, you should visit this shop.



**B** On your own, write a short article about your favourite shop in Shanghai. Write three paragraphs, using the plan below. (You can invent some of the information if necessary.)

### Paragraph 1

Name of the shop  
Location  
Opening hours

### Paragraph 2

Items on sale

### Paragraph 3

Staff  
Prices  
My best buy



## More practice

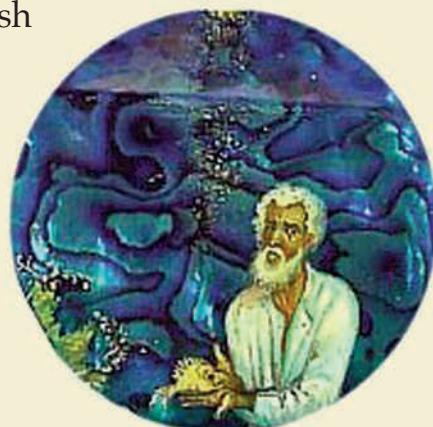
### The fisherman and the fish

Once upon a time in Russia, there lived an old fisherman and his wife. They were poor and lived in an old, mud hut near the sea. One morning, something unusual happened while the fisherman was at work. He caught a small, golden fish in his net. The fish begged the fisherman to let him go and 5 offered to grant<sup>①</sup> the fisherman any wish in return. However, the man was kind and asked for nothing before returning the fish to the sea.

The man went home and told his wife about the fish. She shouted at him angrily and called him a fool for not making a wish. She sent him back to the sea to catch the fish and ask for a new bucket because their bucket was 10 broken. The Sun was shining as the man met the fish again and when he returned, he saw a new bucket. But the fisherman's wife was still not happy and wanted a new house. The weather was getting bad as the man explained to the fish about his rude wife. The fish comforted him and promised to grant the second wish. When he returned, he saw a nice, new cottage<sup>②</sup>.

15 The next day, his wife said that she wanted to be mayor<sup>③</sup> of the city. The waves were getting big and the sky was becoming dark as the man apologized to the golden fish. Again, like the wishes before, this wish was granted. When he returned, he found his wife dressed in expensive clothes and giving orders to servants. She told her husband that he still had to sleep 20 in the hut even though she now had a bigger house. She was a very greedy woman and the following week she demanded<sup>④</sup> to be queen of all the land.

Again the fisherman went down to the shore. By now there was a terrible storm. There was thunder and lightning, and giant waves in the sea. The man shouted as loudly as he could so that the fish 25 could hear him. This time the fish did not reply and turned around to swim out to sea. The fisherman waited but the golden fish never came back. When the man returned home, he found his wife in the old, mud hut holding 30 their broken bucket.



① grant v. 实现 ② cottage n. (乡村)小屋 ③ mayor n. 市长 ④ demand v. 强烈要求

**A** Read the story again. What were the fisherman's wife's four wishes? Fill in the speech bubbles below.

1

\_\_\_\_\_

\_\_\_\_\_

2

\_\_\_\_\_

\_\_\_\_\_

3

\_\_\_\_\_

\_\_\_\_\_

4

\_\_\_\_\_

\_\_\_\_\_



**B** In small groups, discuss the questions below.

- 1 How many different types of weather are mentioned in the story? What are they?
- 2 What did the changes in the weather in the story symbolize?
- 3 What can we learn from the story?
- 4 What would you wish for if you found the golden fish?

**C** In groups of four, make up a play about 'The fisherman and the fish'. There should be three characters and one narrator. Act your play in front of the class. You may begin like this:

Narrator Once upon a time in Russia, there lived an old fisherman and his wife. They were poor and lived in an old, mud hut near the sea. One morning, something unusual happened while the fisherman was at work.

Fisherman Oh, look! I've caught a small, golden fish in my net.

Fish Please let me go, kind fisherman. I will grant you any wish in return.

Fisherman ...

# Progress file 3

## Vocabulary

Complete the sentences with the words and phrases in the box.

reviews    certain    not only ... but also    shocked    made a complaint

- 1 The waitress was very rude to us, so we \_\_\_\_\_ to the manager.
- 2 Wu Wenqin reads a lot and she is good at writing book \_\_\_\_\_.
- 3 We were \_\_\_\_\_ that he had lost all his money in a day.
- 4 The fisherman's wife was \_\_\_\_\_ rude \_\_\_\_\_ greedy.
- 5 If you save \_\_\_\_\_ pocket money every month, you will be able to buy your favourite model car.

## Grammar

Put the words in brackets into suitable passive forms.

- 6 The letter \_\_\_\_\_ (should/send) to the manager right away.
- 7 Used batteries \_\_\_\_\_ (must/put) into these green bins.
- 8 His writing \_\_\_\_\_ (cannot/read) clearly.

Put the words in brackets into the correct form.

- 9 I think that Dai Siqi sings very \_\_\_\_\_ (good).
- 10 Please smile \_\_\_\_\_ (happy) when I take the photo for you.
- 11 You have not added up these figures \_\_\_\_\_ (correct).
- 12 He drove so \_\_\_\_\_ (fast) that the police stopped him.

Write complete sentences by putting the words in the correct order.

- 13 shining/The Sun/brightly/was/quite/.
- 14 were/very/themselves/all the people/At the beach/much/enjoying/.
- 15 were/The children/noisily/playing/rather/.

## My progress:



Comments:



0–6 Try harder.



7–12 Can do better.



13–15 Good work.

## Word box



**from side to side**

**opinion** /ə'pɪnjən/

\***cute** /kju:t/

**grow up**

**responsibility** /rɪ'spɒnsə'bɪlətɪ/

**according to** /ə'kɔ:dɪŋ tə/

**death** /deθ/

**care for**

**respect** /rɪ'spekt/

**faithfully** /'feɪθfəli/

**in one's opinion**

**create** /krɪ'eɪt/

**mess** /mes/

\***fur** /fɜ:(r)/

**result** /rɪ'zʌlt/

**as a result**

**bite** /baɪt/

**what's more**

**extremely** /ɪk'stri:mli/

**unhappy** /ʌn'hæpɪ/

**clean out**

**right now**

**surprised** /sə'praɪzd/

**shocked** /ʃɒkt/

**salary** /'sæləri/

**certain** /'sɜ:tn/

**goldfish** /'gəʊldfiʃ/

**right away**

**apologize** /ə'pɒlədʒaɪz/

**make a complaint** /meɪk ə kəm'pləmt/

**(be) wrong with**

**review** /rɪ'veju:/

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

从左到右

**n.** 想法；看法；意见

**adj.** 可爱的；漂亮迷人的

成长；长大

**n.** 责任

**prep.** 据（……所说）

**n.** 死；死亡

关爱

**v.** 慎重对待；尊重

**adv.** 忠实地；忠诚地

依某人的看法

**v.** 造成；引起；产生

**n.** 杂乱；粪便

**n.** (动物的)毛皮

**n.** 后果；结果

因此；结果

**v.** 咬

而且

**adv.** 极其；非常

**adj.** 不快乐的；不幸福的；悲伤的

把(某物)内部彻底打扫干净

立即；马上

**adj.** 惊讶的

**adj.** 震惊的

**n.** 薪金；薪水

**adj.** 一定(量)的

**n.** 金鱼

立即；马上

道歉

投诉

有问题；有毛病

**n.** (书刊、戏剧、电影等的)评论

不但……而且……



## Notes



### Page 37

- 1 标题 “Head to head” 意为 “针锋相对”。
- 2 It's nice to pick them up and hold them in our arms, ... 抱起宠物狗，搂在怀里，这感觉多美好呀……  
句中的 it 是形式主语，后接的两个动词不定式 to pick up, (to) hold 是句子逻辑上真正的主语。
- 3 Young people can learn how to care for others ... 年轻人可以学习如何关爱他人……  
句中的 care 作动词，care for 意为 “关爱”，在 7A Unit 2 曾学过 take care of, care 作名词。
- 4 Pet dogs create a lot of mess. 宠物狗会让环境变得脏乱。  
句中的 mess 意为 “杂乱；不整洁”。
- 5 As a result, these dogs create a lot of mess on the streets and in parks. 结果，宠物狗在马路上和公园里留下了许多粪便。  
句中的 mess 意为 “(猫、狗等的) 粪便”。
- 6 They always need fresh air and large open spaces where they can run free. 它们 (宠物狗) 离不开新鲜的空气，以及可以奔跑撒欢的大片空地。  
句中的 free 作副词，意为 “不受束缚”。

## Using English

### Understanding descriptions of products in leaflets

A lot of shops produce leaflets to tell people about their products. This part helps you understand how products are described in leaflets.

**A** Imagine you want to do some shopping and you see these new products in a department store's leaflet. What questions will you ask yourself before you decide what to buy? Match the questions with the suitable products. Write the numbers in the circles.

# New Products

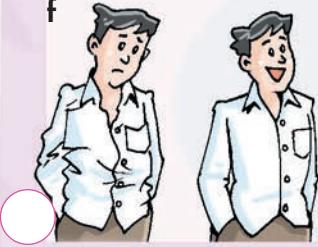
**a**  Strap this electronic gadget on your wrist to protect you from horrible mosquitoes.

**b** After shave by Kevin Cane 

**c**  Gold bracelet

**d**  Skin Repair helps your skin after you have been in the sun too long!

**e**  This little Keyfloat means you won't lose anything you drop in the water. It floats!

**f**  Your body does the ironing for you. The hotter and stickier the climate, the better!

- 1 Do I always lose my keys?
- 2 Do I need to shave?
- 3 Do I wear jewellery?
- 4 Do I hate ironing clothes?
- 5 Do I spend a lot of time on the beach during the day?
- 6 Am I going to a place where there are a lot of insects?

**B** Now, work with a partner to check your answers in A. Look at the caption and question for each product. Then underline the words that give you hints for the answers.

## Unit 4 Computers



### Reading

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### Grammar

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### Listening

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### Speaking

p. 62



### Writing

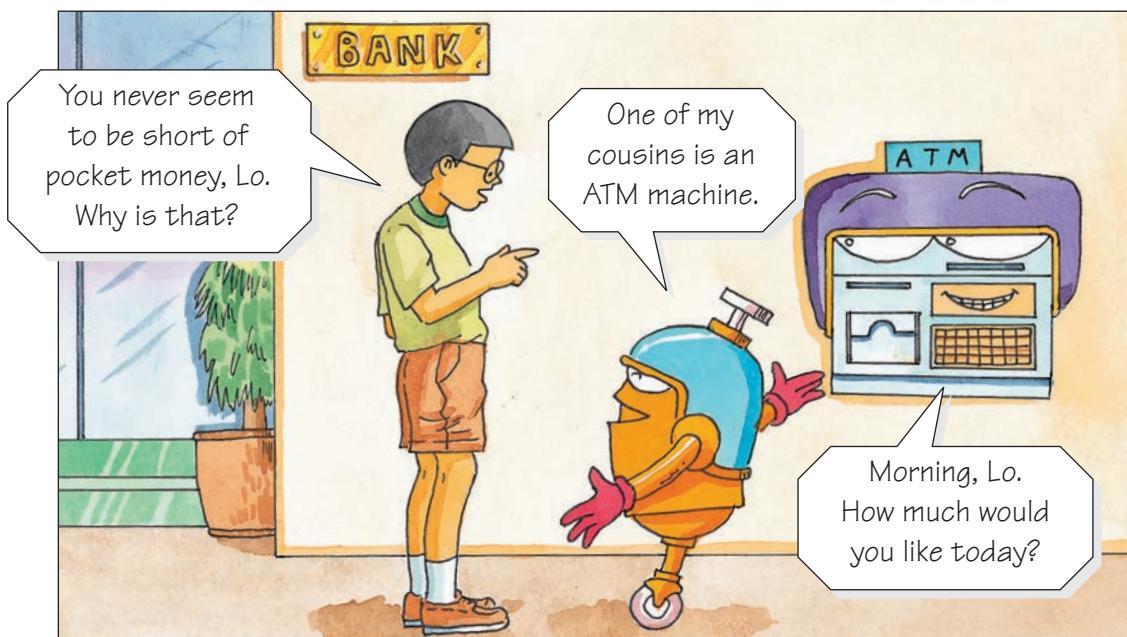
p. 64

\*



### More practice

p. 66





## Reading

### A What do you know about ...?

Before you read about computers, look at the pictures below and write the correct names in the blanks.



- 1 The \_\_\_\_\_ shows words and pictures.
- 2 You use the \_\_\_\_\_ for typing in information.
- 3 The \_\_\_\_\_, the \_\_\_\_\_ and the \_\_\_\_\_ store information.
- 4 The \_\_\_\_\_ helps you control the computer.
- 5 The \_\_\_\_\_ contains all the computer's electronics.
- 6 We can hear sound from the \_\_\_\_\_.
- 7 We put the \_\_\_\_\_ or \_\_\_\_\_ into the \_\_\_\_\_ in the main unit.

### B Before you read

Look at the headings and the pictures on the next page and tell whether the statements below are **T** (True) or **F** (False). Correct the false statements.

Computers ...

- |   |     |
|---|-----|
| 1 are getting smaller.                          | T/F |
| 2 can do important jobs like flying aeroplanes. | T/F |
| 3 may work as doctors.                          | T/F |
| 4 can't recognize your voice.                   | T/F |

# Computer facts

## Smaller and smaller

The first computers were built in the 1940s. They were bigger than cars! Since then computers have become smaller and smaller. Desktop computers are the size of televisions.



- 5 Laptops are the size of big books. Now we have palmtop computers. They are small enough to put in your pocket like a bar of chocolate. Other kinds of computers are so tiny that you may be unaware of them. There is probably one inside your TV, telephone, or washing machine. So you probably depend on computers more than you realize.

## 10 What kind of jobs can a computer do?

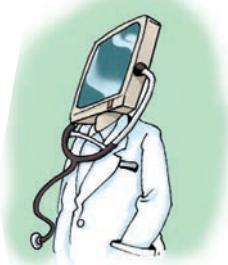
It is common knowledge that computers are super calculators. They can calculate very fast and rarely give wrong answers. They can also type, print and draw things. They can teach you and play games with you. More importantly, they can 15 operate railways and fly aeroplanes and spaceships. For these reasons, we often call them electronic brains.



## Is a computer cleverer than I am?

The answer to this question is, for the time being, 'No'. Your brain can understand the meaning of things better and create new ideas.

- 20 However, one day computers may be able to do most things that a human brain can do and even do them better. For example, they may be better than doctors at doing their job.



If this is true, it raises some interesting questions. What will happen to us if computers can do our jobs? How will we spend our lives?

- 25 Will we have nothing to do? Computers may change our lives, but will they make them better?

## Talk to your computer

Now you do not even need to know how to type. You can use a program which helps the computer

- 30 recognize your voice. You can talk to the computer and it will obey your commands, and write your letters!



## CD-ROMs/DVD-ROMs

Some computers have CD-ROM or DVD-ROM drives. A DVD-ROM can hold millions

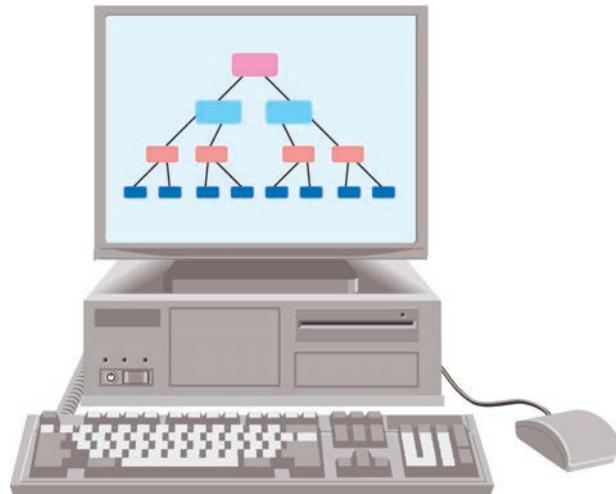
- 35 of pages of writing, and can also contain pictures, videos and sounds. For example, you can use your computer to read about a famous person from history and you can see a photograph or video of him or her, and even listen to them speaking.

## C Vocabulary

**C1** Find these words and phrases in the passage. Then read the words around them and choose the best meanings.

- 1 depend on
  - a need
  - b trust
  - c play with
- 2 realize
  - a allow
  - b become aware
  - c decide
- 3 common knowledge
  - a something known by everyone
  - b something not known by many people
  - c something known for a long time
- 4 rarely
  - a often
  - b sometimes
  - c seldom
- 5 program
  - a a film, play, etc. that you watch on TV
  - b a set of instructions which can make a computer work
  - c a person who writes instructions for computers

- 6 recognize
  - a look at
  - b know what something is
  - c hear
- 7 obey your commands
  - a do what you say
  - b ask you questions
  - c print your name



**C2** Find the words and phrases in Column A in the passage and match them with the meanings in Column B.

- | A                    | B                        |
|----------------------|--------------------------|
| 1 tiny               | a make (it) work         |
| 2 be unaware of      | b better than all others |
| 3 super              | c at present             |
| 4 operate            | d puts forward           |
| 5 for the time being | e do not know about      |
| 6 raises             | f very small             |



## D Comprehension

**D1** When you say things, people often expect you to give examples of what you mean. Read these statements and give examples. The first one has been done for you.

1 S1 There may be tiny computers in your home.

S2 Where, for example?

S1 Inside your TV.

2 S1 Computers can do some important jobs.

S2 For example?

S1 \_\_\_\_\_.

3 S1 A human brain can do some things better than a computer.

S2 For example?

S1 \_\_\_\_\_.

4 S1 In the future, computers may change our lives a lot.

S2 For example?

S1 We may have \_\_\_\_\_.

5 S1 You can tell a computer to do things, and it will do them.

S2 For example?

S1 It will \_\_\_\_\_.

**D2** Daisy is asking Benny some questions about computers. Help Benny answer her questions by completing the sentences below. The first one has been done for you.

1 Daisy What were the first computers like?

Benny They were bigger than cars.

2 Daisy How big is a palmtop computer?

Benny It is the size of \_\_\_\_\_.

3 Daisy Besides calculating, what else can computers do?

Benny They can also \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_ things.

4 Daisy How can you make the computer recognize your voice?

Benny I can use \_\_\_\_\_ to help the computer recognize my voice.

5 Daisy How many pages of writing can a DVD-ROM hold?

Benny It can hold \_\_\_\_\_ pages of writing.

## A Comparison of adjectives

When we compare two things or two groups of things, we use the **comparative** form of adjectives + **than**. We usually add **-er** to short adjectives and we use **more** with long adjectives.

In the 1940s, the first computers were **bigger than** cars.

These new chairs are **more comfortable than** the old ones.

When we compare more than two things or two groups of things, we use **the + the superlative** form of adjectives. We usually add **-est** to short adjectives and we use **most** with long adjectives.

Simon is **the tallest** boy in our class.

This is **the most intelligent** robot I have ever seen.

**A1** David needs to buy a suitcase. He is talking to a salesman in a shop. Complete the conversation with the comparative form of the adjectives in the box.

heavy light cheap expensive big small

Salesman Can I help you, sir?

David Yes, I need a suitcase. I have some questions about these two. The red one costs ¥2,500. Why is it <sup>(1)</sup> \_\_\_\_\_ than the black one?

Salesman Because it's made of leather, sir. The black one is made of plastic. That's why the black one is <sup>(2)</sup> \_\_\_\_\_ than the red one.

David I see.

Salesman But if you are going on an aeroplane, you must think about the weight. The red suitcase is <sup>(3)</sup> \_\_\_\_\_ than the black one. Try them, sir.

David Oh, you're right. The black one is much <sup>(4)</sup> \_\_\_\_\_ than the red one.

Salesman And look at the size too, sir. The black one is <sup>(5)</sup> \_\_\_\_\_ than the red one.

David Yes, that's true. The red one is <sup>(6)</sup> \_\_\_\_\_ than the black one. Right, I'll have the black one then.

Salesman Thank you very much, sir.



**A2** Mary is shopping for earphones. Write the letters of the earphones that the salesman is talking about. The first one has been done for you.

a



¥180

made in May 2017  
200 g  
over 2,780 sold

b



¥750

made in October 2018  
215 g  
over 2,800 sold

c



¥1,200

made in January 2018  
239 g  
over 2,650 sold

Mary I'd like to see some of your earphones.

Salesman Certainly. (1) This is the cheapest model.

a

(2) This is the oldest model.

(3) This is the lightest model.

(4) And this is the most popular model.

**A3** Later Mary told Tony about her shopping trip. Complete Mary's sentences using the superlative form of the adjectives in the box. The first one has been done for you.

Tony Did they show you any interesting earphones?

Mary Yes. (1) The dearest model costs ¥1,200.

popular

(2) The \_\_\_\_\_ weighs \_\_\_\_\_.

dear

(3) The \_\_\_\_\_ has sold over \_\_\_\_\_.

light

## B Comparison of adverbs

We can compare many adverbs by using **more** or **most**. However, we compare a few adverbs by adding **-er** and **-est**.

Philip sings **more beautifully** than you (do).

Eric completed the science test (the) **most quickly** in our class.

Tom can jump **higher than** David.

Plants live **the longest** of all things on the Earth.

### Tips

The comparatives and superlatives of some adjectives and adverbs are irregular,

e.g., Base form

Comparative

Superlative

**good/well**

**better**

**best**

**bad/badly**

**worse**

**worst**

**far**

**farther/further**

**farthest/furthest**

**B1** Denise has been unwell. Now she is feeling better. Simon is asking her how she is. Work in pairs to make dialogues. Follow the example.

Example: Simon Can you study better now?  
Denise Yes, I can study better than before.

- 1 think/quickly?                    3 remember things/easily?  
2 study/long?                    4 finish your work/early?

**B2** Denise entered a speech competition with two other students, Mary and Ann. Work in pairs. S1 asks S2 for information. S2 uses the score sheet and the words below to answer S1. The first one has been done for you.

Score Sheet (1 = Fair      2 = Good      3 = Very good )	Denise	Mary	Ann
Accuracy of speech	2	1	3
Clearness of speech	3	1	2
Sensible arrangement of ideas	3	2	1
Confidence of the speaker	1	2	3
Ability to answer questions	3	1	2
Cleverness of arguments	2	3	1
Total	14	10	12

- 1 S1 Let me fill out the score sheet. What about accuracy of speech?  
S2 Denise spoke more accurately than Mary, but Ann spoke (the) most accurately. (accurately)
- 2 S1 What about clearness of speech?  
S2 Ann spoke \_\_\_\_\_ Mary, but Denise \_\_\_\_\_. (clearly)
- 3 S1 What about sensible arrangement of ideas?  
S2 Mary arranged her ideas \_\_\_\_\_ Ann, but Denise \_\_\_\_\_. (sensibly)
- 4 S1 What about confidence of the speaker?  
S2 Mary spoke \_\_\_\_\_ Denise, but Ann \_\_\_\_\_. (confidently)
- 5 S1 What about ability to answer questions?  
S2 Ann answered questions \_\_\_\_\_ Mary, but Denise \_\_\_\_\_. (well)
- 6 S1 What about cleverness of arguments?  
S2 Denise argued \_\_\_\_\_ Ann, but Mary \_\_\_\_\_. (wisely)

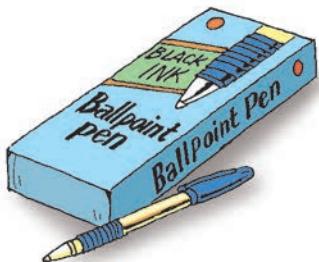


# Listening

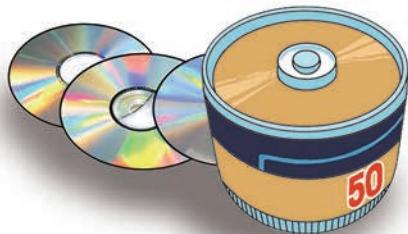
## An order form

Mabel Wang needs some office products for her company. She is making a phone call to order the things.

 Listen to the recording, and complete the details of Mabel's order on the form below. Use the words and pictures to help you.



ballpoint pens



blank DVDs



high-back chair



A4 paper

TOP OFFICE SUPPLIES CO., LTD.

Company name: Hi-Lo Company

Contact (customer name): Mabel Wang

Customer account No.: KY-73620

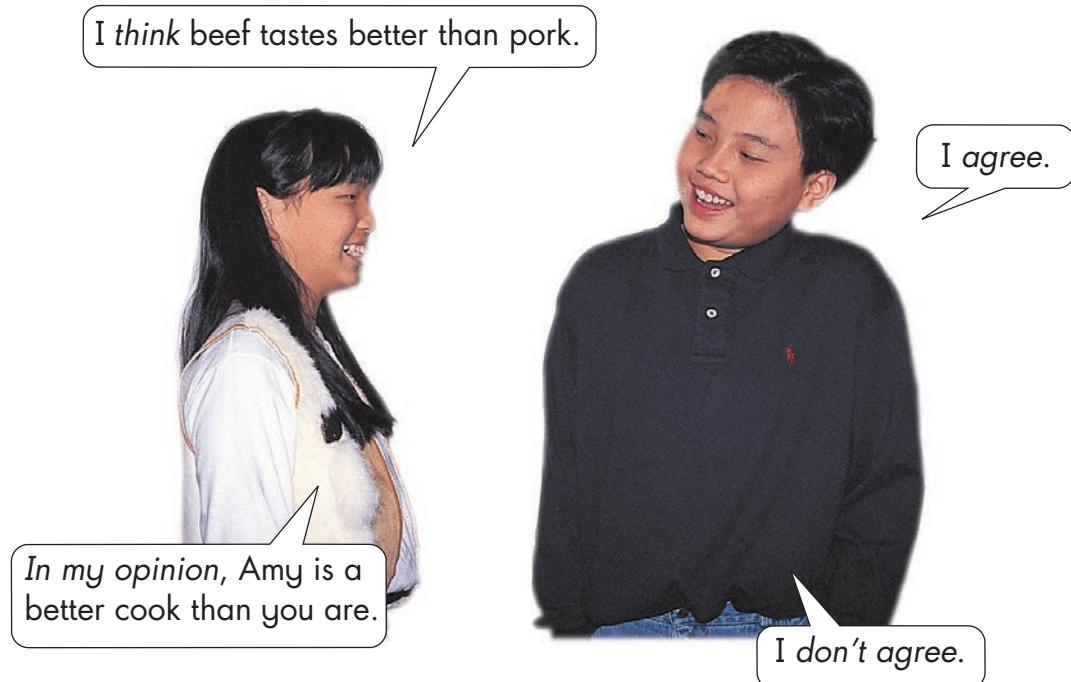


Reference No.	Product	Colour/Size	Quantity	Price each	Total
J-1505	ballpoint pens	black	3 boxes	¥38	¥114
(1) _____	A4 paper	(2) _____	(3) _____	¥30	(4) _____
(5) _____	(6) _____		5 boxes	(7) _____	(8) _____
C-4083	(9) _____	black	(10) _____	(11) _____	(12) _____
				Grand total:	¥2,314

# Speaking

## A Talk time

### Giving opinions, agreeing and disagreeing



**A1** Tony and Jenny are talking about food. Read the conversation. Then practise it with a partner.

- Tony I think Shanghainese food is better than Sichuan food.  
Jenny I don't agree. In my opinion, Sichuan food is better.  
Tony But Sichuan food is hotter.  
Jenny I agree. That's why I like it.

**A2** Answer these questions about the conversation in **A1** in complete sentences.

- 1 What is Tony's opinion about Shanghainese food?
- 2 What does Jenny think of Sichuan food?
- 3 Does Jenny agree that Shanghainese food tastes better than Sichuan food?
- 4 Does Jenny agree that Sichuan food is hotter than Shanghainese food?

**A3** Work in pairs to make similar conversations about the following items. Use the words in brackets to help you.

- 1 Desktop computers vs Laptops (work well/small and light)
- 2 Travelling by train vs Travelling by plane (comfortable/fast)

## B Speak up

### A computer survey

Carry out a survey about the use of computers at home. You want to find out whether your classmates use computers at home and what they use them for.

**B1** Work in pairs or threes, and write eight survey questions. Use the notes and question patterns below to help you. For number 8, make up your own question. Each person in the group must have a copy of the questions.

#### Notes

- 1 computer in your home?
- 2 owner?
- 3 you use it?
- 4 you enjoy?
- 5 three favourite games?
- 6 homework on computer?
- 7 write e-mails?
- 8 (?)

#### Useful question patterns

Is there ...?	What are ...?
Whose ...?	Do you ever ...?
Do you know how ...?	Do you use ... to ...?
Do you enjoy ...?	Would you like ...?

**B2** Now work on your own. Go around the class and interview six other students. Make notes of their answers. Then report your findings to the class, using the pattern below to help you.

My classmate \_\_\_\_\_ (name) has a computer at home.  
It is his/her father's/mother's computer. He/She knows how to use it. ....

My classmate \_\_\_\_\_ (name) does not have a computer at home. ....





# Writing

## Letters

**A** Robin and Nigel are twins. Yesterday was their birthday. Their parents gave them two radio-controlled cars. Look at the table and the words in the box, and complete Robin's letter to his grandmother.



**Lightning**



**Hi-Climb**

	<b>Lightning</b>	<b>Hi-Climb</b>
<b>length</b>	28 cm	22 cm
<b>height</b>	9 cm	15 cm
<b>weight</b>	150 g	210 g
<b>seats</b>	2	4
<b>top speed</b>	15 km/h	8 km/h
<b>hill-climbing</b>	poor	very good
<b>battery use</b>	average	heavy

farther	heavier
better	longer
lower	lighter
faster	worse
more	than

Dear Gran

Yesterday Mum and Dad gave us two radio-controlled cars for our birthday. They are great!

Nigel's car is a 'Lightning'. It is <sup>(1)</sup> than mine, which is rather slow. My car is a 'Hi-Climb', and it is <sup>(2)</sup> at climbing over things than the 'Lightning'. The 'Lightning' is <sup>(3)</sup> and <sup>(4)</sup> than the 'Hi-Climb'. The 'Hi-Climb' weighs 210 grams and so it is <sup>(5)</sup> than the 'Lightning' and this means that the battery use is heavier <sup>(6)</sup> the 'Lightning' too. The 'Lightning' is <sup>(7)</sup>, with a weight of just 150 grams. This means that it can go <sup>(8)</sup> on one set of batteries. Sometimes we put toy people in the cars. The 'Hi-Climb' can hold <sup>(9)</sup> passengers, as it has 4 seats. The 'Lightning' is good on a flat surface, but it is <sup>(10)</sup> than the 'Hi-Climb' on rough ground, because it cannot climb over things.

Love

Robin

**B** Peter is going to retire next month. He wants to live near the sea with his wife Mary for the rest of their lives. So they have just bought a new flat on the west coast of Australia. Peter is now writing a letter to his sister Jane about it. Use the information in the table and the adjectives in the box to finish his letter.



	Peak Garden	Seaside Court
area	200 sq m	180 sq m
rooms	4	5
year built	2018	2013
price	\$230,000	\$200,000
distance from park	2.5 km	4 km
distance from market	1 km	0.5 km
floor	8/10	5/10

small	high	near	modern	good
big	low	far	old	few

Dear Jane

Thanks for your letter. Mary and I have just bought a new flat near the sea! We looked at one in Peak Garden and one in Seaside Court. In the end, we chose Peak Garden.

The flat in Peak Garden is \_\_\_\_\_, but it has \_\_\_\_\_.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I will send you some photos of our new flat in my next letter.

Best wishes

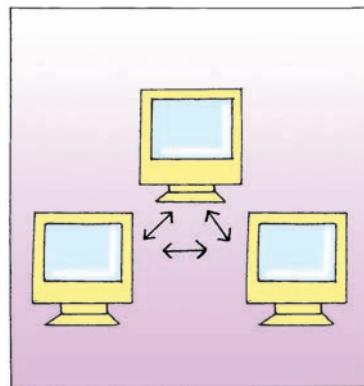
Peter



## More practice

### The history of the Internet

A research team in the United States first developed the concept of linking computers together in the 1960s. They wanted to have a system that would enable universities, research departments and the army to share resources<sup>①</sup> with each other. Computers at this time were as large as refrigerators and could not be transported easily. Another problem was that they were often complicated and not compatible<sup>②</sup> with each other. The research team had to overcome these difficulties to create a network that could share computing power.



Gradually, more and more scholars<sup>③</sup> came online. Years later, businessmen began using the Internet too. The number of users is increasing all the time and it is becoming more widely available across the world. In fact, it is possible to use the Internet somewhere in every continent in the world. At the same time, the computers are becoming smaller and smaller, and more convenient to carry around.

There is a wide range of services available on the Internet. This means that there are many different ways to communicate. One of the most popular ways is electronic mail—more commonly called ‘e-mail’. Another popular way is browsing<sup>④</sup> on the World Wide Web (WWW). The WWW is a very big series of connected pages containing various forms of multimedia. It is quite popular to use online messenger services to send instant messages to people all over the world.

**A** Find the words in Column A in the passage and match them with the meanings in Column B.

**A**

- 1 research
- 2 concept
- 3 linking
- 4 complicated
- 5 overcome
- 6 network
- 7 gradually
- 8 scholars
- 9 available
- 10 multimedia

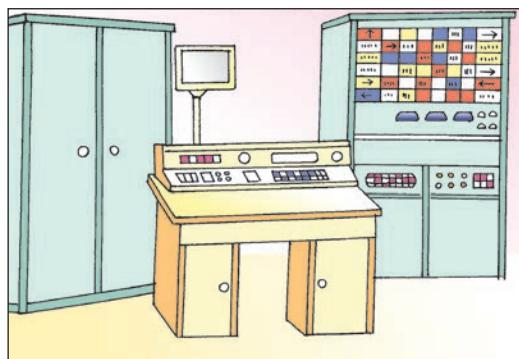
**B**

- a succeed in dealing with a problem
- b made of many different parts; difficult to understand
- c an idea
- d able or ready to be used
- e a close or careful study to find facts or information
- f connecting two or more things
- g using sounds and pictures in addition to text on a screen
- h system of things connected to each other
- i people who have studied something in detail
- j happening slowly

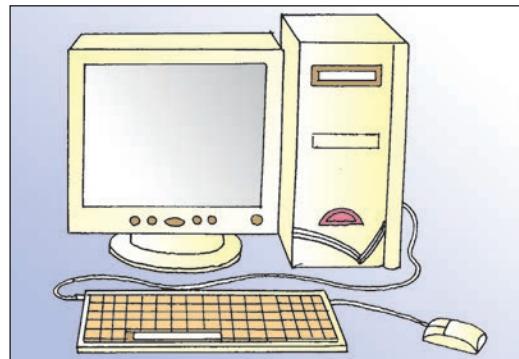
① resource *n.* 资源 ② compatible *adj.* 兼容的 ③ scholar *n.* 学者 ④ browse *v.* 浏览

**B** These pictures show the development of computers. Look for information about the development of computers. Then discuss your findings with a partner.

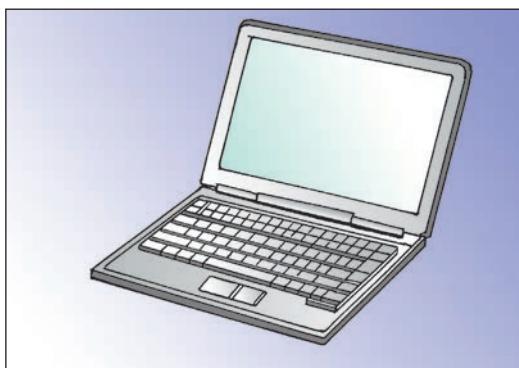
1



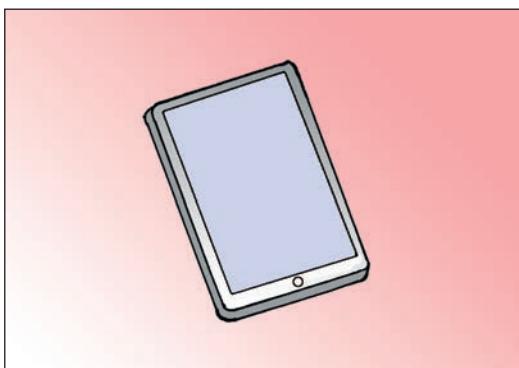
2



3



4



**C** In groups, discuss how often you use the Internet and what your favourite websites are. Do you have an e-mail address? Tell the other group members what it is. Fill in your information below.

How often you use the Internet: \_\_\_\_\_

Favourite websites: \_\_\_\_\_  
\_\_\_\_\_

E-mail address: \_\_\_\_\_

**D** How do you get online using a computer? Look at the steps and put them in the correct order.

- a Click on the browser icon.
- b Press 'enter' and wait for your website to appear.
- c Type in the address of the website that you would like to visit.
- d Turn on the computer.

**E** Discuss in groups the advantages and disadvantages of the Internet.

# Progress file 4

## Vocabulary

Use the words and phrases in the box to complete the sentences. Change their forms if necessary.

- 1 We chatted so happily that we did not \_\_\_\_\_ it was nearly midnight.
- 2 All the creatures on the Earth \_\_\_\_\_ the Sun.
- 3 In the future most machines will be \_\_\_\_\_ by computers.
- 4 I prefer to take a window \_\_\_\_\_ on the plane.
- 5 The man walked towards the cave and \_\_\_\_\_ the hidden danger.

be unaware of  
depend on  
operate  
realize  
seat

## Grammar

Choose words from the box to complete the sentences.

longer      hardest      more expensive      most hard-working      than  
higher      best      more quickly      earlier      the

- 6 Many things seem to get \_\_\_\_\_ every year.
- 7 Computers can work \_\_\_\_\_ than they did five years ago.
- 8 This ruler is too short. Do you have a \_\_\_\_\_ one?
- 9 I think that the \_\_\_\_\_ time to visit Shanghai is in October, because the weather is excellent then.
- 10 Who is the \_\_\_\_\_ student in our class?
- 11 Peter has \_\_\_\_\_ best mark in Science.
- 12 Leather is a stronger material \_\_\_\_\_ plastic.
- 13 Though Simon is only six years old, he can jump \_\_\_\_\_ than his elder brother.
- 14 Every day, Mum gets up much \_\_\_\_\_ than Dad and me. She prepares breakfast for us.
- 15 Among the three boys John works the \_\_\_\_\_.

## My progress:

Comments:

15



0–6 Try harder.



7–12 Can do better.



13–15 Good work.

## Word box



<b>screen</b> /skri:n/	n.	屏幕
<b>recognize</b> /'rekəgnائز/	v.	辨认出；认识
<b>desktop</b> /'deskтоп/	n.	台式电脑
<b>*laptop</b> /'læptɒp/	n.	便携式电脑
<b>*palmtop</b> /'pɑ:mtp/	n.	掌上电脑
<b>tiny</b> /'taɪni/	adj.	极小的；微小的
<b>unaware</b> /ʌnə'weə(r)/	adj.	没意识到；未察觉
<b>(be) unaware of</b>		没意识到；未察觉
<b>depend</b> /dɪ'pend/	v.	依靠；依赖
<b>depend on</b>		依靠；依赖
<b>common</b> /'kɒmən/	adj.	常见的；普遍的
<b>knowledge</b> /'nɒlɪdʒ/	n.	知识；学问
<b>common knowledge</b>		常识
<b>rarely</b> /'reəli/	adv.	罕有；很少；不常
<b>print</b> /prɪnt/	v.	打印；印刷
<b>importantly</b> /ɪm'pɔ:tntli/	adv.	重要地
<b>operate</b> /'ɒpəreɪt/	v.	操作；控制；使运行
<b>*aeroplane</b> /'eərəpleɪn/	n.	飞机
<b>spaceship</b> /'speɪsʃɪp/	n.	宇宙飞船；航天器
<b>for the time being</b>		暂时；眼下
<b>meaning</b> /'mi:nɪŋ/	n.	意义；意思
<b>command</b> /kə'ma:nd/	n.	命令；指令
<b>CD-ROM</b> /'si:di: 'rɒm/	n.	只读光盘
<b>DVD-ROM</b> /'di:vi:di: 'rɒm/	n.	数字只读光盘
<b>writing</b> /'raɪtɪŋ/	n.	文章；著作
<b>aware</b> /ə'weə(r)/	adj.	意识到
<b>order</b> /'ɔ:də(r)/	n. & v.	订购
<b>blank</b> /blæŋk/	adj.	空白的
<b>supply</b> /sə'plai/	n.	贮备；供应量
<b>contact</b> /'kɒntækt/	n.	联系（人）
<b>reference</b> /'refrəns/	n.	编号；参考
<b>quantity</b> /'kwɒntəti/	n.	数量
<b>length</b> /leŋθ/	n.	长度
<b>seat</b> /si:t/	n.	座位
<b>peak</b> /pi:k/	n.	山顶；山峰
<b>court</b> /kɔ:t/	n.	公寓大楼
<b>distance</b> /'dɪstəns/	n.	距离；间距



## Notes



### Page 55

1 Other kinds of computers are so tiny that you may be unaware of them. 其他类型的电脑太小了，因此你可能没有意识到它们的存在。

注意：英语中有些形容词加上前缀 un-可以构成反义词，如此句中的 **unaware**。又如：  
**unhappy**（不高兴的），**unlucky**（不幸的），**unfair**（不公平的）等。

2 It is common knowledge that computers are super calculators. 众所周知，电脑是超级计算器。  
It is common knowledge that ... 也可以用 **As we all know, ...** 来表示。

3 However, one day computers may be able to do most things that a human brain can do and even do them better. 然而，将来某一天，电脑也许可以做人脑所能做的大部分事情，甚至做得更好。

句中的 **that a human brain can do** 是一个定语从句，用来修饰 **things**。

4 You can use a program which helps the computer recognize your voice. 你可以使用一套程序，用以帮助电脑识别你的声音。

句中的 **program** 是名词，意为“程序；编码；指令”。8A Unit 4 曾学过 **Someone had to first program the computer with instructions**；其中的 **program** 作动词，意为“编程”。

句中的 **which helps the computer recognize your voice** 是一个定语从句，用来修饰 **a program**。

5 Some computers have CD-ROM or DVD-ROM drives. 有些电脑有光驱。

句中的 **drive** 是名词，意为“驱动器”。另外 **drive** 也可作动词，意为“驾驶”，如：**He drives a taxi.** 他开出租车。

6 For example, you can use your computer to read about a famous person from history and you can see a photograph or video of him or her, and even listen to them speaking. 譬如，你可以用电脑来查阅某个历史名人的相关资料，你还可以看他（她）的照片或录像，甚至聆听他（她）的演讲。

句中的 **read about** 意为“读到；查阅到”，如：**Our English teacher likes reading about American history.** 我们的英语老师喜欢阅读美国历史方面的东西。

## Unit 5 The human brain

 **Reading**

p. 72

 **Grammar**

p. 76

 **Listening**

p. 80

 **Speaking**

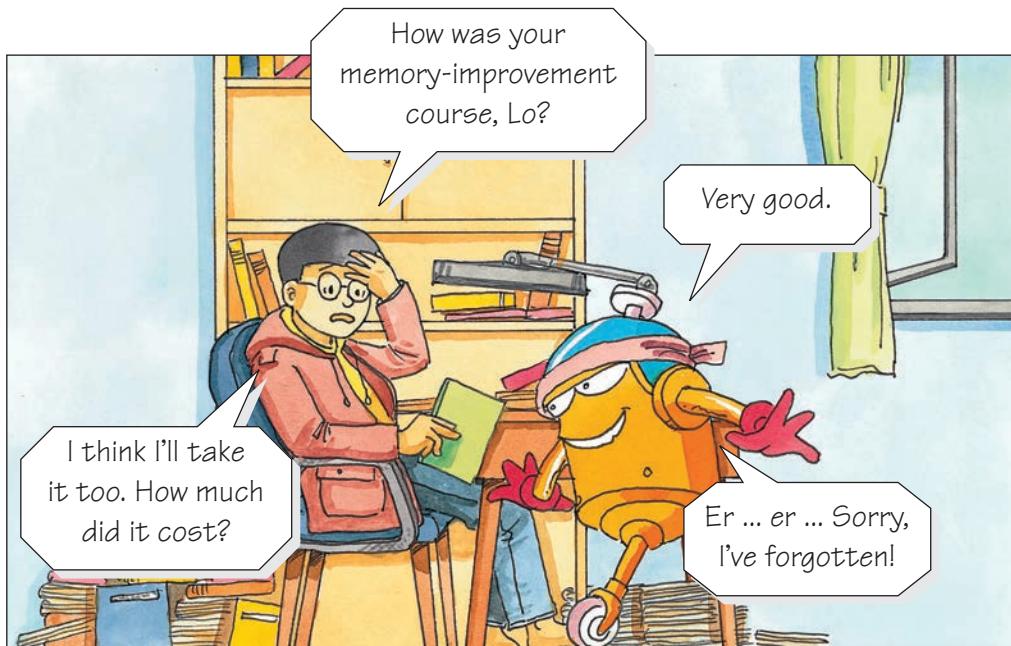
p. 80

 **Writing**

p. 82

\*  **More practice**

p. 83



## A What do you know about ...?

 Read the words in the list below at normal speed. Then close your books and write down, in order, as many words as you can remember. Record your score.

star	chance
uncle	leader
damage	queen
knowledge	captain
shelter	metre

## B Before you read

 Look at the title, the introduction, the pictures and the first sentence of each article and decide whether the following statements are **T** (True) or **F** (False). Circle **T** or **F**.

- |   |     |
|---|-----|
| 1 The five articles about memory were all written by Joyce. | T/F |
| 2 People have two kinds of memory.                          | T/F |
| 3 Memory plays an important part in our lives.              | T/F |
| 4 Making pictures in your mind helps you remember things.   | T/F |
| 5 The <i>Guinness Book of Records</i> is about memory.      | T/F |
| 6 Memory and feelings are connected with each other.        | T/F |

# MEMORY

Joyce wanted to have a feature about memory in the school newspaper. She and her editors all agreed to write short articles **5** on this topic.

### ARTHUR

I read in a book that we have a short-term memory and a long-term memory. When people get **10** old, their short-term memory becomes weaker, but they can still remember things that happened a long time ago.

My grandad told me a joke about **15** memory. He said, 'When you get old, three things start to go wrong. First, you start to lose your memory. And I can't remember what the other two things are!'

### JOYCE

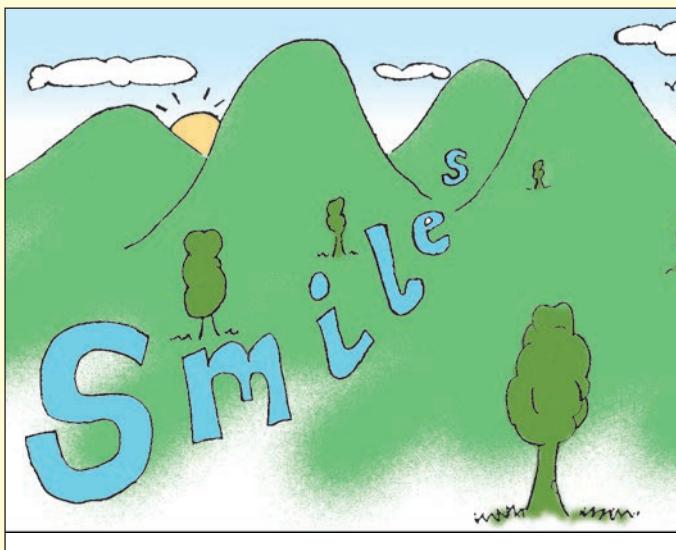
Memory is essential for life. I saw a programme on television about a man who had had an accident and injured his brain. Afterwards, he **25** could not remember anything for longer than a few minutes.

His wife visited him in hospital every day, but he forgot her visits a few minutes after she left. He was **30** often angry with her because he thought that she never visited him. It was very sad.



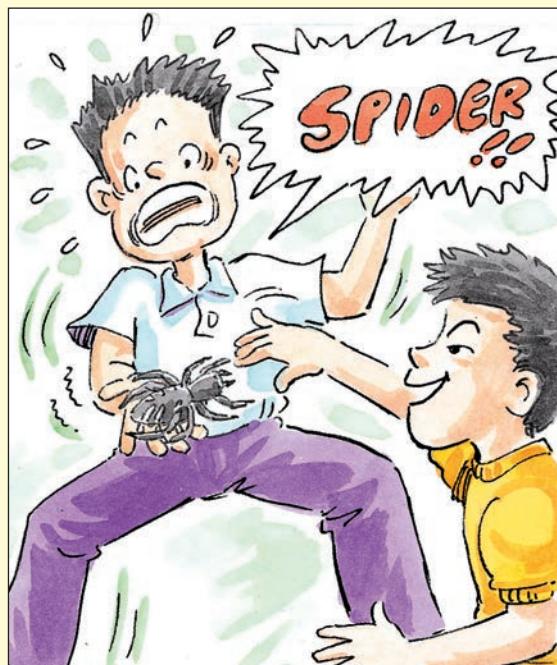
## PANSY

One basic way of improving your memory is to  
35 use the link method. If you want to memorize something, you should make a picture in your mind. If the picture is silly, strange and colourful, you will remember it better. For example, I am trying to remember the word  
40 'smiles'. An easy way to do this is to imagine there is a 'mile' between the first letter and the last letter. This makes it the longest word in the world!



## MILLIE

Memory is connected with our feelings. For example, if someone  
55 says 'This is a spider', and then puts a large spider on your hand, you will probably remember the word 'spider'! When something dramatic happens, we usually  
60 remember it well, and we also remember where we were and what we were doing. For example, most people in China can remember where they were when  
65 the opening ceremony of the 29th Olympic Games was held in Beijing in 2008.



## TONY

45 In the *Guinness Book of Records*, we can find some amazing stories about memory. For example, Gou Yanling from Harbin in China has memorized more than 15,000 telephone numbers. And Dave Farrow from America  
50 remembered the correct order of 2,704 playing cards, after seeing them just once.

## C Vocabulary

**C1** Find the words and phrases in the box in the five articles, work out their meanings and use them to complete the sentences and dialogues below.

lose your memory      essential      imagine  
go wrong                  link              method

- 1 Food, water and sunlight are \_\_\_\_\_ for all green plants.
- 2 The machine was working well at the beginning, but it started to \_\_\_\_\_ half an hour later.
- 3 Ann I wonder what it's like to be an astronaut.  
Don I don't know, but I \_\_\_\_\_ it's exciting.
- 4 Pierre The Channel Tunnel is the \_\_\_\_\_ between France and Britain.  
Pansy Yes. And we've built several tunnels to connect Puxi and Pudong in Shanghai too.
- 5 Ron I had an accident this morning. I fell down some stairs and landed on my head.  
Joe Oh, I hope you don't \_\_\_\_\_! How did the accident happen?  
Ron What accident?
- 6 Cindy My brother is trying to lose some weight. He's using the 'see-food' \_\_\_\_\_, but it doesn't work very well.  
Bessy You mean, seafood, like fish and crabs?  
Cindy No, see-food. If he sees food, he eats it!

**C2** Complete the sentences with the words in the box. They must mean the same as the words in brackets.

injured      improve      dramatic      memory

- 1 Shakuntala is a lady with an amazing brain. She has a good \_\_\_\_\_ for numbers. (ability to remember things)
- 2 Last night's game between England and France had a \_\_\_\_\_ ending. France scored a goal in the last minute of the game to win the match. (very exciting)
- 3 The teacher said to him, 'Your marks are not good. If you want to \_\_\_\_\_ your grades, you must work much harder!' (make something better)
- 4 One person was killed and two others were \_\_\_\_\_ in a car accident near East Road yesterday. (hurt)

## D Comprehension

**D1** Two students, Keith and Penny, are talking about the feature about memory. Complete their dialogue by putting one word in each blank.

Keith Why couldn't Arthur's grandad remember the other two things?

Penny Oh, that was just part of his <sup>(1)</sup> \_\_\_\_\_. It shows that people forget things as they get <sup>(2)</sup> \_\_\_\_\_. But he was just joking.

Keith In Joyce's article, why was that man angry with his wife?

Penny Well, he thought she <sup>(3)</sup> \_\_\_\_\_ visited him in hospital. She did visit him every day, but he <sup>(4)</sup> \_\_\_\_\_ about it after a few minutes.

Keith Can you explain what Pansy says? What does she mean by the '<sup>(5)</sup> \_\_\_\_\_ method'?

Penny She means that you must make a <sup>(6)</sup> \_\_\_\_\_ in your <sup>(7)</sup> \_\_\_\_\_. It must link two things together in an unusual way. So if you are learning a new English word, you could try to think of a funny picture to help you remember that word.

Keith What kind of picture is best?

Penny It's best if the picture is <sup>(8)</sup> \_\_\_\_\_, <sup>(9)</sup> \_\_\_\_\_ and <sup>(10)</sup> \_\_\_\_\_.

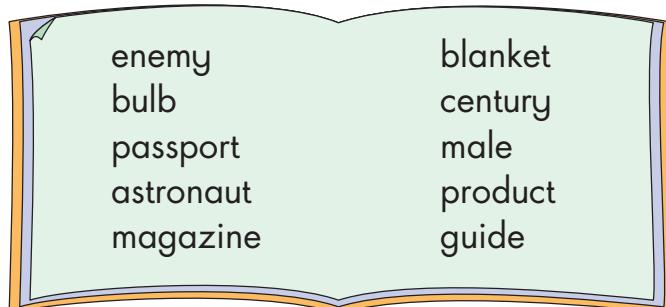
Keith Whose article contains some stories about people who have memorized thousands of things?

Penny Oh, that's in the article by <sup>(11)</sup> \_\_\_\_\_.

Keith What does the example about the opening ceremony of the Beijing 2008 Olympic Games show us?

Penny It shows that when a <sup>(12)</sup> \_\_\_\_\_ thing happens, people remember it well, and they also remember <sup>(13)</sup> \_\_\_\_\_ they were and <sup>(14)</sup> \_\_\_\_\_ they were doing at that time.

**D2** Use the link method to make pictures in your mind connecting the words below. Then close your books and write down, in order, as many words as you can remember. Compare your score with the one in A on page 72. Have you improved your memory?



## Adverbial clauses (II)

We use **if** sentences to talk about possible actions and the results of those actions.

An **if** sentence has two parts called clauses. Each clause contains a verb.

### A **if** sentences: actions with definite results

In these **if** sentences, both verbs are in the same simple present tense.

If you **cool** water, it **turns** into ice.



#### Tips

In **if** sentences, the **if** clause can come first or second. When the **if** clause comes first, there is always a comma after it,

e.g., If you cool water, it turns into ice.  
Water turns into ice if you cool it.

#### A1 Read these **if** sentences and match the possible actions with the results.

##### possible actions

- 1 If you take a fish out of water,
- 2 If you boil water,
- 3 If you heat metal,
- 4 If you put wood into water,
- 5 If you plant seeds in soil,
- 6 If you drop a glass,
- 7 If you do not give plants water,

##### results

- a it melts.
- b it dies.
- c they grow.
- d they die.
- e it breaks.
- f it becomes steam.
- g it floats.

#### A2 Work in pairs. Read the dialogue below and make similar dialogues about the other sentences in A1.

S1 What happens if you take a fish out of water?

S2 It dies.

S1 Are you sure?

S2 Of course I'm sure. If you take a fish out of water, it dies.

**A3** Complete these sentences with the words in brackets.

- 1 A balloon \_\_\_\_\_ it. (a pin/if/stick/you/bursts/into)
- 2 Metal \_\_\_\_\_ it. (you/heat/melts/if)
- 3 Wood \_\_\_\_\_ water. (you/into/put/if/floats/it)
- 4 A glass \_\_\_\_\_ it. (drop/you/breaks/if)

**B if sentences: actions with possible results**

In these **if** sentences, the verb tenses are different. The verb in the **if** clause is in the simple present tense while the verb in the other clause is in the simple future tense.

What **will** you **do** **if** you **fail** the driving test?

If you **pass** the driving test, what **will** you **do**?

If I **fail** the test, I'll **take** it again soon.

I **won't buy** a car **if** I **fail** the test.

*If you use the link method, you will improve your memory.*



*You will remember things better if the pictures in your mind are silly, strange and colourful.*

**B1** William's mum is giving him advice about his problems. Choose the correct half-sentences from the boxes to complete her advice for him.

**William's problems:**

- 1 I sometimes take the wrong books to school.
- 2 I was away from school today. I don't know what to do for homework.
- 3 I hate getting up! I always feel tired in the mornings.
- 4 I don't know what this word means.
- 5 The link method doesn't help me much. I forget the pictures in my mind.

**Mum's advice:**

If you go to bed earlier,

If you telephone your friends,

If you check your timetable every night,

If you look it up in the dictionary,

If you think about each picture for 10 to 20 seconds,

you won't feel tired in the mornings.

it will stay in your mind better.

they will tell you what homework to do.

you'll find out its meaning.

you will know which books to take.

**B2** Carol is giving advice to Henry. What is she saying? Use the pictures and the words in brackets to help you.

- 1 If you make the wheel round, it will turn more easily. (make/turn)
- 2 The seeds will grow if you plant them in the soil. (grow/plant)
- 3 \_\_\_\_\_ another wing, it \_\_\_\_\_. (put on/fly)
- 4 \_\_\_\_\_ your jumper, you \_\_\_\_\_ so cold. (put on/not feel)
- 5 The meat \_\_\_\_\_ in the fridge. (not go bad/put)
- 6 You \_\_\_\_\_ your glasses. (see better/wear)

1



2



3



4



5



6



### C Using ***if ... not*** and ***unless***

The word **unless** means ***if ... not***. For example, these sentences have the same meaning:

**Unless** you keep ice cream in a freezer, it melts.

*If you do not keep ice cream in a freezer, it melts.*



We can put clauses with **unless** or ***if ... not*** first or second.

You will be late for school  
**unless** you leave now.  
**if you don't** leave now.

**Unless** you leave now,  
you will be late for school.  
**If you don't** leave now,

#### C1 Join the following sentences with ***if ... not***.

- 1 you improve your handwriting / you will lose marks in the exam  
*If you do not improve your handwriting, you will lose marks in the exam.*
- 2 you will get toothache / you clean your teeth regularly
- 3 this room will get very hot / you put the air conditioning on soon
- 4 you understand this exercise / please put up your hand
- 5 you close that window / lots of mosquitoes will get in
- 6 the waiter comes soon / I shall leave this restaurant

#### C2 Match the beginnings of the sentences in Column A with the endings in Column B.

##### A

- 1 We'll have a barbecue
- 2 I'll park the car at Pacific Palace
- 3 Unless you want to watch something,
- 4 I'm going to buy a blouse for my mum
- 5 Unless that noise stops soon,
- 6 Unless you practise playing the piano regularly,

##### B

- a you will not improve your ability.
- b I shall telephone the police.
- c unless the car park there is full.
- d if the weather is fine tomorrow.
- e I would like to switch the TV off now.
- f unless I can think of a better idea for a present.

## Listening

### Testing your memory

This exercise will test your memory. Listen, but do not take notes. Write short answers to the questions. The first one has been done for you.

- 1 three
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_
- 9 \_\_\_\_\_
- 10 \_\_\_\_\_

## Speaking

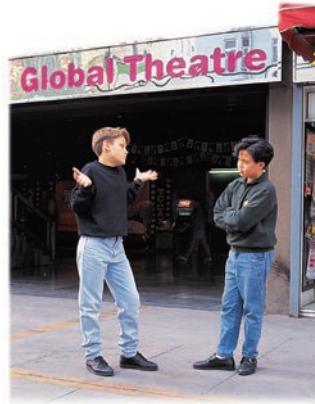
### A Talk time

#### Making apologies and excuses

People usually make an apology for doing something wrong or causing a problem. An excuse is a reason people sometimes give for doing something bad.

**A1** Arthur meets Tony outside a theatre. Arthur is late. Read their conversation and answer the questions. Then work in pairs to practise the conversation.

- Arthur Sorry I'm late, Tony, but the bus broke down, and there were no taxis.
- Tony That's all right, Arthur. I've just got here myself, so I wasn't waiting for long.
- Arthur And, Tony, I'm terribly sorry, but I've forgotten to bring the tickets with me.
- Tony How could you do that?
- Arthur It's my memory. It's so bad these days. I keep forgetting things.
- Tony Then you'd better do something about it, hadn't you?



- 1 How many times does Arthur apologize to Tony?
- 2 Which apology is stronger?
- 3 How many excuses does Arthur give?
- 4 Which excuses does Tony accept? Which excuse does Tony reject?
- 5 What suggestion does Tony make to Arthur?

**A2** Millie meets Arthur. Work in pairs to complete their conversation with the words in the box. Then practise the conversation.

I'm terribly sorry  
How could you  
That's all right  
I don't know  
you'd better  
I'm late

Sorry <sup>(1)</sup> \_\_\_\_\_, Arthur,  
but I couldn't find your pen.

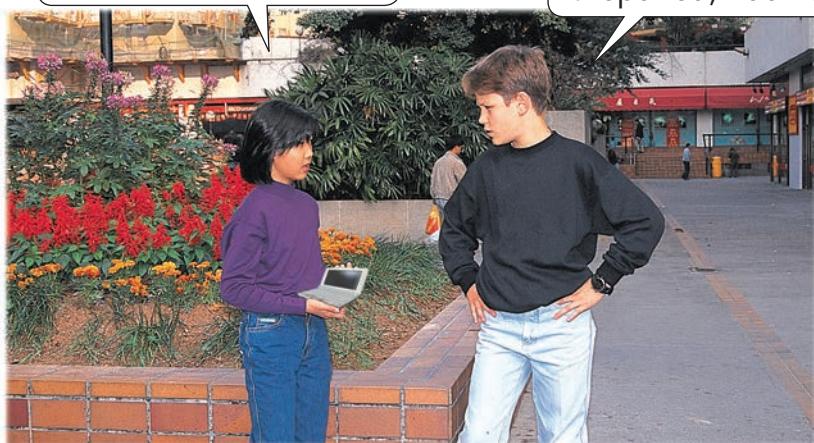
<sup>(2)</sup> \_\_\_\_\_, Millie.  
I've got another one.

And, Arthur, <sup>(3)</sup> \_\_\_\_\_,  
but I've broken your e-dictionary.

<sup>(4)</sup> \_\_\_\_\_ do that?

<sup>(5)</sup> \_\_\_\_\_. It just  
doesn't work now.

Well, <sup>(6)</sup> \_\_\_\_\_ get  
it repaired, hadn't you?



## B Speak up

### Talking about daydreams

**Work in groups.** Discuss the **if** sentences in the thought bubble and then complete all of the eight sentences. Remember that each sentence must be connected with the one before it. Write the sentences down and read them to the class.



- 1 If I pass my exams, I'll leave school.
- 2 If I leave school, I'll get a job.
- 3 If I get a job, I'll work as a \_\_\_\_\_.
- 4 If I work as a \_\_\_\_\_, \_\_\_\_\_.
- 5 If I \_\_\_\_\_, \_\_\_\_\_.
- 6 If I \_\_\_\_\_, \_\_\_\_\_.
- 7 If \_\_\_\_\_, \_\_\_\_\_.
- 8 If \_\_\_\_\_, \_\_\_\_\_!



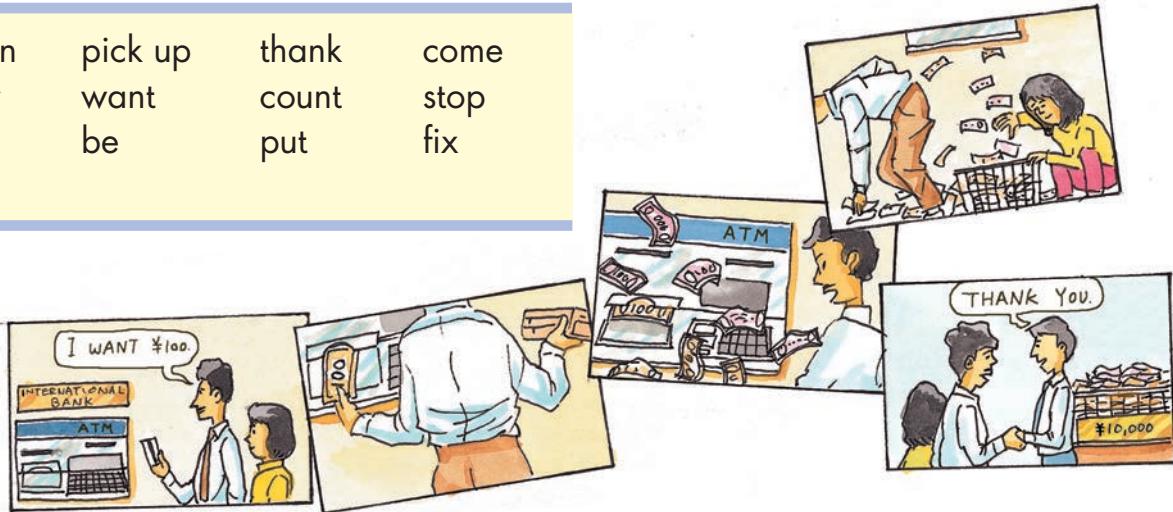
# Writing

## Memory Corner

The school newspaper wants articles for its section called **Memory Corner**. Jane wrote an article for the paper.

**A** Work in pairs. Look at the pictures and complete Jane's article with the correct forms of the verbs in the box. You can use some of the verbs more than once.

begin	pick up	thank	come
pour	want	count	stop
tell	be	put	fix
go			



This is a special memory for me.

Early one morning, I went to the International Bank with my father. He <sup>(1)</sup> \_\_\_\_\_ to take out one hundred yuan. He <sup>(2)</sup> \_\_\_\_\_ his card into the ATM machine. A 100-yuan note <sup>(3)</sup> \_\_\_\_\_ out. He <sup>(4)</sup> \_\_\_\_\_ it into his wallet.

Then the machine <sup>(5)</sup> \_\_\_\_\_ to make a funny noise. More notes <sup>(6)</sup> \_\_\_\_\_ out. This <sup>(7)</sup> \_\_\_\_\_ on for about ten minutes. Then it <sup>(8)</sup> \_\_\_\_\_.

We <sup>(9)</sup> \_\_\_\_\_ the notes and <sup>(10)</sup> \_\_\_\_\_ them into a big basket. We wanted to call the bank service, but at that moment, the manager <sup>(11)</sup> \_\_\_\_\_. We <sup>(12)</sup> \_\_\_\_\_ him everything immediately. He <sup>(13)</sup> \_\_\_\_\_ amazed!

The manager <sup>(14)</sup> \_\_\_\_\_ the notes. There <sup>(15)</sup> \_\_\_\_\_ exactly ten thousand yuan. He <sup>(16)</sup> \_\_\_\_\_ us and <sup>(17)</sup> \_\_\_\_\_ the machine. Then he <sup>(18)</sup> \_\_\_\_\_ the money back into the machine.

That is my special memory.

**B** Now, work alone. Write your own article for **Memory Corner**. It can be about a real memory you have, or you can imagine one.



## More practice

# How to improve your memory

There are many things you can do to improve your memory, such as using various memorizing methods as well as taking special care of your health.

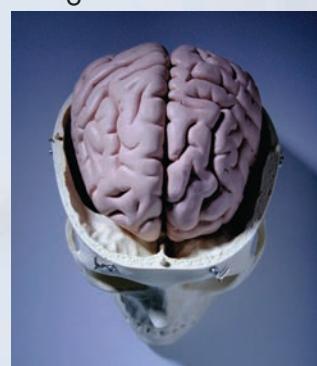
It is important that you regularly stimulate<sup>①</sup> your brain to make your memory more efficient. For example, you can do activities that you do not usually do and change your daily habits.

5 Learning a new skill helps your brain develop. When trying to memorize something, you should focus your attention and concentrate<sup>②</sup> on the most important things about it. Do not allow other thoughts to enter your mind because this will lower your chances of remembering things accurately.

An excellent way to help memory is to link information with 10 pictures. Try to see the images<sup>③</sup> in your mind. Taking notes, being organized and keeping a diary will also be useful tools.

Healthy food and plenty of vitamins are essential for your memory to work properly. Drinking a lot of water also helps maintain your memory. You must allow your brain to have enough sleep and rest 15 too. When you are asleep, your brain stores memory. Not enough sleep can, therefore, cause problems with storing information. In addition, being tired will stop you from being able to concentrate well. Caffeine in tea and coffee is very good at preventing sleepiness and helping concentration, but some people believe they may cause problems with memory.

In order to concentrate well, you must be relaxed. Generally keeping fit and having regular 20 health checks are both important as well, and not just for improving your memory.



**A** Answer the following questions based on information in the passage.

1 How can you make your memory more efficient?

---

2 Why should you not allow other thoughts to enter your mind when you are trying to memorize something?

---

3 What does your brain do while you are asleep?

---

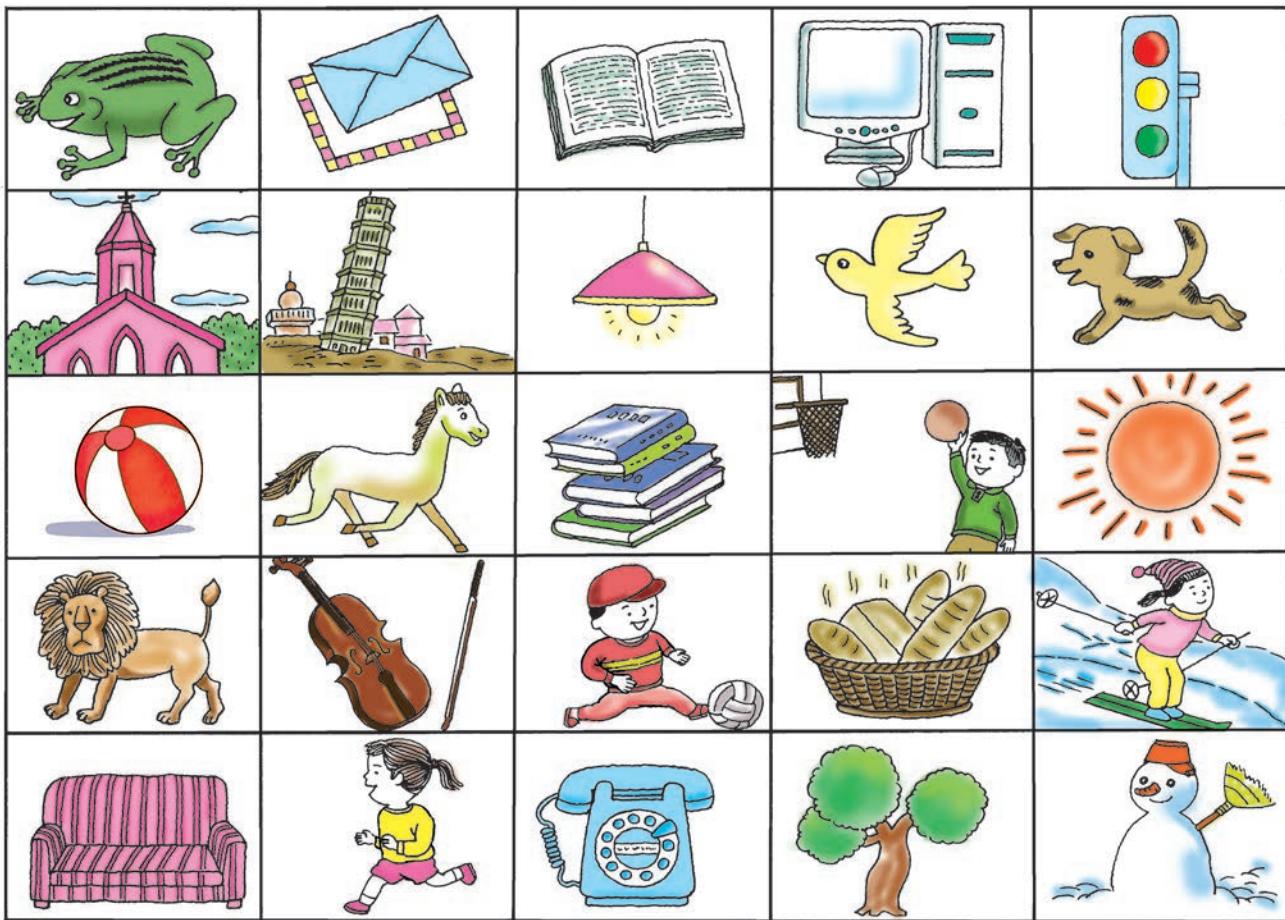
4 What are the good things about caffeine in tea and coffee? What may be the bad thing about it?

---

---

① stimulate v. 刺激 ② concentrate v. 集中（注意力） ③ image n. 形象

**B** Look at the following pictures for one minute. Then close your book. How many can you remember? In groups, discuss your methods for memorizing things.



**C** The passage on page 83 suggests that linking information with pictures is an excellent way to help memory. Do you have any other good methods or techniques? Tell the class what they are and give some examples to illustrate them.

**D** Look at the habits below and tick the ones that you have. Ask yourself whether they are good or bad for your memory. Then work in groups to discuss each of the habits.

- Every day, I drink one carton of milk and eat a lot of vegetables.
- I do not like drinking water. I prefer soft drinks.
- I like reading and writing until late at night. The quiet helps me concentrate.
- I like fruit and eat a lot of it every day.
- I usually have bread with milk for breakfast.
- When I get tired, I usually have a rest and then do some exercise to help me relax.
- I used to drink tea, but now I drink coffee instead.

# Progress file 5

## Vocabulary

Match the words and phrases with their meanings.

- |              |  |
|--------------|--|
| 1 essential  | a should                                   |
| 2 imagine    | b make a picture of something in your mind |
| 3 wonder     | c stop working                             |
| 4 break down | d very important                           |
| 5 had better | e want to know                             |

## Grammar

Match the two halves of these sentences.

- |                                  |   |
|----------------------------------|---|
| 6 If ice gets hot,               | a you will understand the words better. |
| 7 You will get very fit          | b unless she takes her medicine.        |
| 8 She will not get well          | c if we don't hurry up.                 |
| 9 If you often use a dictionary, | d if you exercise every day.            |
| 10 We will be late               | e it melts.                             |

Write complete sentences by putting the following words in the right order.

- 11 it/paper/If/a fire/burns/put/you/into//.
- 12 I/will/see/scream/If/a mouse/I/,/!
- 13 go out/tomorrow/I/rains/will/if/it/not/.
- 14 not/You/enter/have/a ticket/are/to/allowed/unless/you/.
- 15 sit/the class/near/well/cannot/If/you/hear/please/the front of//.

## My progress:

Comments:



0–6 Try harder.



7–12 Can do better.



13–15 Good work.

## Word box

<b>memory</b> /'meməri/	<i>n.</i>	记忆力；记性
<b>mind</b> /maɪnd/	<i>n.</i>	头脑；大脑
<b>short-term</b> /ʃɔ:t 'tɜ:m/	<i>adj.</i>	短期的；近期的
<b>long-term</b> /lɒŋ 'tɜ:m/	<i>adj.</i>	长期的；长远的
<b>go wrong</b>		发生故障；出毛病
<b>essential</b> /ɪ'senʃl/	<i>adj.</i>	必不可少的；极其重要的
<b>injure</b> /'ɪndʒə(r)/	<i>v.</i>	伤害；使受伤
<b>afterwards</b> /'a:ftəwədz/	<i>adv.</i>	以后；后来
<b>(be) angry with</b>		对……发怒；对……生气
<b>*basic</b> /'beɪsɪk/	<i>adj.</i>	最简单的；基础的
<b>link</b> /lɪŋk/	<i>n. &amp; v.</i>	联系；连接
<b>method</b> /'meθəd/	<i>n.</i>	方法；措施
<b>link method</b>		联想法
<b>*memorize</b> /'meməraɪz/	<i>v.</i>	记忆；记住
<b>colourful</b> /'kʌləfl/	<i>adj.</i>	有趣的；丰富多彩的
<b>mile</b> /maɪl/	<i>n.</i>	英里
<b>playing card</b>		纸牌
<b>*spider</b> /'spaɪdə(r)/	<i>n.</i>	蜘蛛
<b>dramatic</b> /drə'mætɪk/	<i>adj.</i>	激动人心的；给人印象深刻的
<b>opening</b> /'əʊpnɪŋ/	<i>n.</i>	开幕式
<b>ceremony</b> /'serəmənɪ/	<i>n.</i>	典礼；仪式
<b>*Olympic</b> /ə'lɪmpɪk/	<i>adj.</i>	奥林匹克运动会的
<b>*the Olympic Games</b>		奥运会
<b>wonder</b> /'wʌndə(r)/	<i>v.</i>	想知道；想弄明白
<b>goal</b> /gəʊl/	<i>n.</i>	进球得分
<b>mark</b> /ma:k/	<i>n.</i>	分数
<b>excuse</b> /ɪk'skju:s/	<i>n.</i>	理由；借口
<b>break down</b>		出故障；抛锚
<b>had better</b>		应该；最好



## Notes



### Pages 72–73

- 1 When people get old, their short-term memory becomes weaker, but they can still remember things that happened a long time ago. 当人们年事渐高时，短时记忆力会变差，但他们依然能记得很久以前发生的事。  
句中的 **get** 和 **become** 均为连系动词，后可接形容词。
- 2 I saw a programme on television about a man who had had an accident and injured his brain. 我看了一个电视节目，一名男子在一次意外事故中脑部受伤。  
句中的 **programme** 意为“电视节目”；在 6A Unit 5 曾学过 **Open Day programme**，其中的 **programme** 则意为“活动安排”。
- 3 An easy way to do this is to imagine there is a 'mile' between the first letter and the last letter. 一个简单的办法是想像第一个字母和最后一个字母之间有一“英里”的距离。  
句中的 **there is a 'mile' between the first letter and the last letter** 是一个宾语从句，与 **imagine** 之间省略了连接词 **that**。
- 4 And Dave Farrow from America remembered the correct order of 2,704 playing cards, after seeing them just once. 美国的戴夫·法罗只看了一遍，就记住了 2,704 张纸牌的正确顺序。  
句中的 **after** 是介词，后接动词的 **ing** 形式。另外 **after** 也可作连词，引导时间状语从句，如：  
**Alice practises playing the piano after she finishes her homework every day.** 艾丽斯每天做完作业后练习弹钢琴。
- 5 For example, most people in China can remember where they were when the opening ceremony of the 29th Olympic Games was held in Beijing in 2008. 例如，大多数中国人都能记得 2008 年第 29 届奥运会开幕式在北京举行时，他们身在何处。  
句中的 **where** 引导的宾语从句中还含有一个由 **when** 引导的时间状语从句。



# Using English

## Training your memory

**A** Here is a list of new words. Look up their meanings.

forgetfulness  
amnesia

identify  
female

helicopter  
shadow

**B** Imagine you want to be able to remember the words in A. In pairs, try the methods below to see which is the best for you.

### 1 Keep saying the word

Repeat the word aloud to your partner. Say the first word, then the first + the second word, then the first + the second + the third word, and so on.

### 2 Use the 'picture' method

Imagine a picture for each word. Learn the words with your 'pictures', and then close the book and repeat the words to your partner.

### 3 Put the words in groups

Put the words into different groups, that is, nouns, verbs, adjectives, etc., in your vocabulary notebook. Learn the words that way, and then say them to your partner with your book closed.

### 4 Write sentences

Write the meanings of the words in simple English in your vocabulary notebook. Then write a sentence to show how each word is used. Learn the words that way, and then say them to your partner with your book closed.

**C** With your partner, discuss which method is the best and why. Then decide which method you will use in the future to help improve your memory.

**Unit 6 Detectives** **Reading**

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 **Grammar**

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 **Listening**

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 **Speaking**

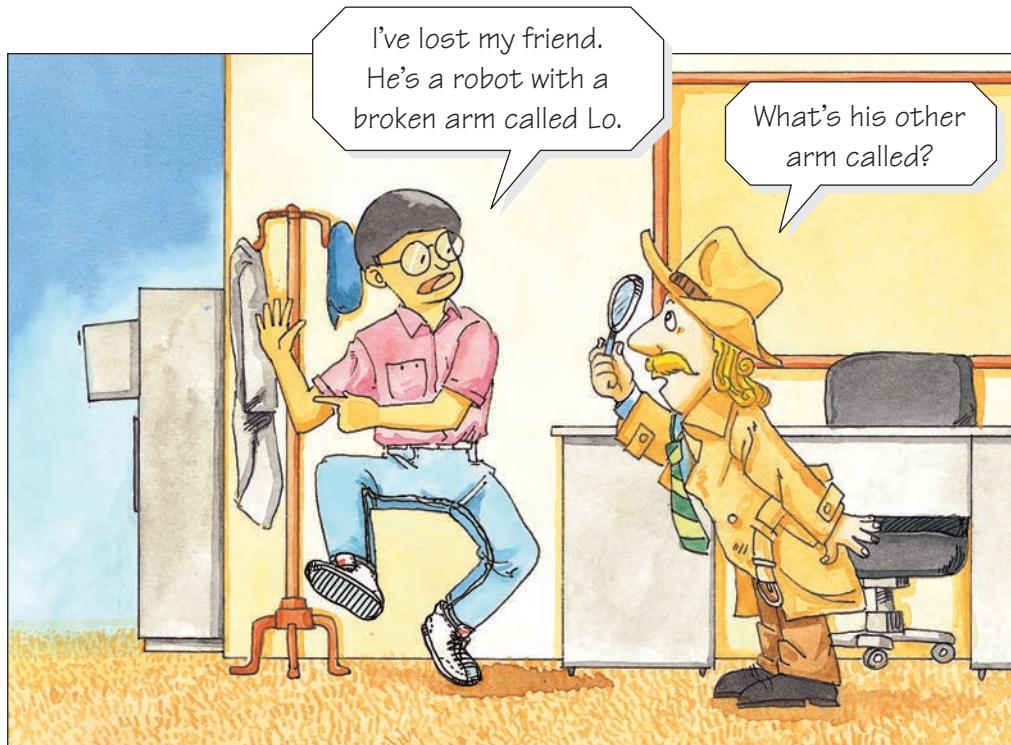
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 **Writing**

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 \* **More practice**

p. 102





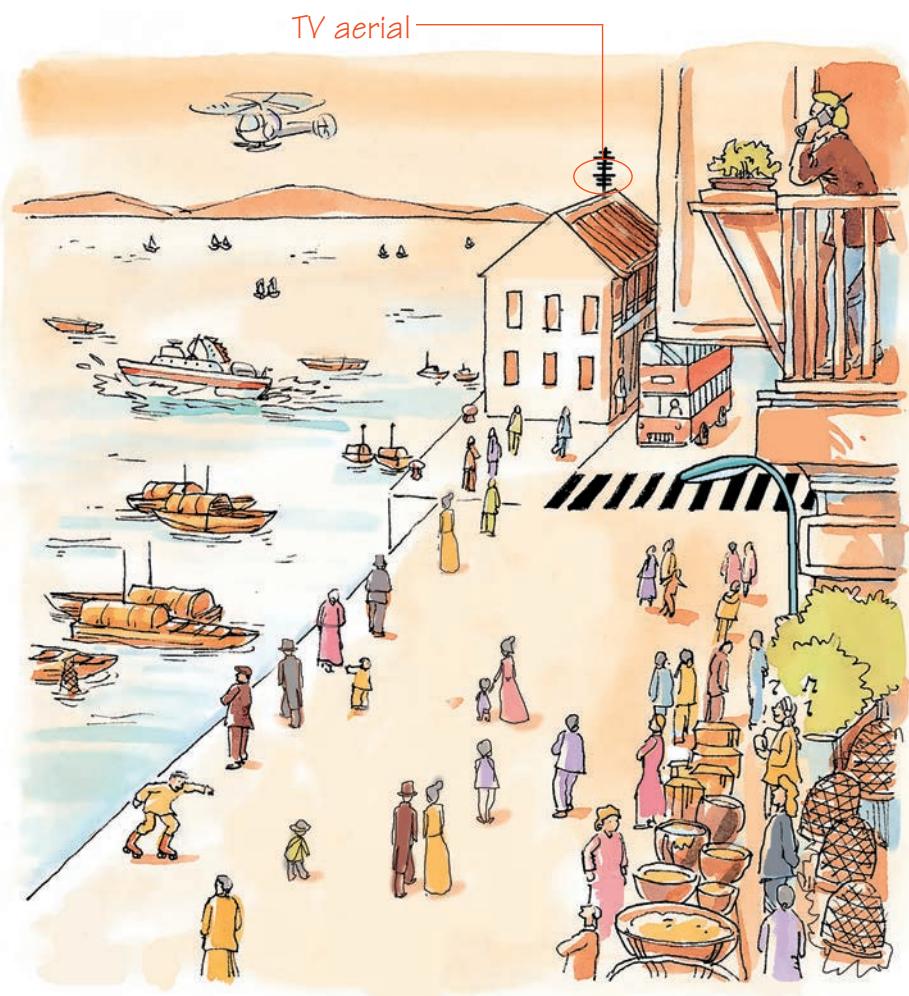
## Reading

### A What do you know about ...?

Could you be a detective? Read the dialogue below and find the things for Michael in the picture. You will find nine things that tell you it was painted recently, and not in 1850. One has been done for you.

Michael I bought this painting yesterday. It was painted in 1850.

Mei Ling I'm afraid someone has cheated you. Look at the picture carefully.



### B Before you read

Before you read the dialogue on the next page, look at the title, the introduction and the picture, and then try to guess the answers to the questions below.

- 1 What was the crime?
- 2 Did the detective solve it?
- 3 What happened to the criminal?

# Protecting the innocent

Pansy wanted to write an article on detectives for the school newspaper. To get information, she interviewed Detective Ken. This is part of the interview.



- 1 PANSY You say that you like being a detective. Why?  
2 KEN Let me tell you about a recent case that I dealt  
3 with, Pansy. Mr Jones is a very rich man who lives  
4 alone and enjoys collecting things. He purchased a  
5 vase for 300,000 dollars. He showed it to only two  
6 people—his friends Jill and Jenny. Then he  
7 locked it in the safe at his house. That night,  
8 someone stole it. Mr Jones reported the theft, and I  
9 went to his house to look for clues.  
10 PANSY Did you find any?  
11 KEN Yes, I found a black pearl earring near the open  
12 safe and, outside the open window of the room, I  
13 saw a lot of mud on the wet ground. Inside the  
14 room, the carpet was spotlessly clean.  
15 PANSY So what did you do next?  
16 KEN I interviewed Jill and Jenny. They both denied  
17 stealing the vase. But I noticed that Jill was  
18 wearing a black pearl necklace—but no earrings.  
19 PANSY So Jill was the thief?  
20 KEN I didn't know. I needed proof. A good detective  
21 never jumps to conclusions. I decided what to do  
22 next. I showed Jill the earring, and she admitted it  
23 was hers. She said someone had stolen it from her  
24 house a month before. I checked her story. It was  
25 true.  
26 PANSY So Jill was no longer a suspect. But what about  
27 your other clue—the mud outside and the spotless  
28 carpet inside?  
29 KEN That told me that probably no thief broke into Mr  
30 Jones's house. So I questioned Mr Jones and, in  
31 the end, he admitted stealing his own vase. He had  
32 bought insurance for it. The insurance company  
33 would pay him 300,000 dollars if the vase was  
34 stolen.  
35 PANSY And who stole Jill's earring?  
36 KEN Mr Jones did that as well. He tried to make sure  
37 that Jill would go to jail instead of him.  
38 PANSY So now Mr Jones is behind bars.  
39 KEN Yes, and Jill is free. My job is to protect the  
40 innocent as well as find the guilty. That's why I  
like being a detective.

## C Vocabulary

**C1** Find the words in the box in the interview and try to work out their meanings by reading the words around them. Then use the words to complete Ken's diary. You will need to use one of the words twice.

admitted      denied      purchased      case      proof      safe

12 September

Yesterday I dealt with two cases. In the first case, the suspect, Ricky, at first <sup>(1)</sup> \_\_\_\_\_ being a bank robber. I showed him a photograph of himself in the bank at the time of the robbery, carrying a gun. This was all the <sup>(2)</sup> \_\_\_\_\_ I needed and he <sup>(3)</sup> \_\_\_\_\_ that he was guilty.

In the second <sup>(4)</sup> \_\_\_\_\_, the suspect, Flora, <sup>(5)</sup> \_\_\_\_\_ a diamond for fifty thousand dollars. She paid for it with fake banknotes. Later, she <sup>(6)</sup> \_\_\_\_\_ she had printed the notes herself. When I searched her flat, I found half a million dollars in fake notes. She kept them in a <sup>(7)</sup> \_\_\_\_\_ in the wall.

**C2** Use the words and phrases from the interview in the box to complete the sentences below. The words and phrases should have the same meaning as those in brackets.

behind bars      jumps to conclusions  
the guilty      spotlessly clean  
insurance      the innocent

- 1 Mr Jones was put \_\_\_\_\_ (into jail).
- 2 Ken is a good detective. He never \_\_\_\_\_ (makes up his mind too quickly).
- 3 In the case of the missing vase, Ken succeeded in finding \_\_\_\_\_ (person who has done something wrong) and protecting \_\_\_\_\_ (person who has not done anything wrong).
- 4 The carpet in the room was \_\_\_\_\_ (completely clean).
- 5 Mr Jones bought \_\_\_\_\_ (a promise from a company to pay him money if someone stole his vase) for his vase.

## D Comprehension

### Reaching conclusions

We often reach a conclusion from a fact. Read the examples below.

#### Facts

Your phone is ringing.

#### Possible conclusions

→ Someone wants to speak to you.

David's face has become very dark.

→ He has been sunbathing.

Alan is standing outside a cinema.

→ He is waiting for someone.

Sometimes our conclusions are right, and sometimes they might be wrong.

**D1** Here are some of the facts that Detective Ken discovered and some of the conclusions one might reach. Match the facts with the possible conclusions.

#### Facts

- 1 Mr Jones showed his vase to only two of his friends.
- 2 The ground outside was muddy, but the carpet was clean.
- 3 The earring near the safe belonged to Jill.
- 4 Mr Jones bought insurance for the vase.
- 5 Mr Jones put Jill's earring near the safe.

#### Possible conclusions

- a The thief came from inside Mr Jones's house.
- b He wanted the police to believe that Jill had stolen the vase.
- c One of them stole it.
- d Jill stole the vase.
- e Mr Jones stole the vase.

**D2** Some of the conclusions in D1 were right and some were wrong. Read the interview again. Write down the letters of the right conclusions and the letters of the wrong ones.

Right conclusions: \_\_\_\_\_ Wrong conclusions: \_\_\_\_\_

**D3** These are the steps Ken used in finding out the truth. Put them in the correct order. The first one has been done for you.

- I checked Jill's story about someone stealing her earring.
- I interviewed Mr Jones's friends Jill and Jenny.
- I discovered that Mr Jones was guilty, and he was put into jail.
- I looked for clues and found an earring.
- I checked and found that Mr Jones had bought insurance for the vase.

## Using infinitives

### A Infinitives after verbs or verbs + objects

We can use verbs + infinitives or verbs + objects + infinitives in sentences.

Pansy wanted to write  
an article on detectives.



Pansy **wanted to get** information for her article.

Mr Jones **expected** the insurance company **to pay** him 300,000 dollars for the vase.

#### Tips

- The full infinitive consists of two words, **to** + verb. But after certain verbs we can use the form without **to**,  
e.g., The teacher **let** me **go** home early.  
The doctor **made** me **roll** up my sleeve.

**A1** Answer these questions. Look back at the interview if necessary.

1 Who did Ken decide to question?

He \_\_\_\_\_ Mr Jones's two \_\_\_\_\_.

2 Who did Ken hope to find?

He \_\_\_\_\_ the \_\_\_\_\_.

3 What did Mr Jones want to get?

He \_\_\_\_\_ money from the \_\_\_\_\_ company.

4 What did Mr Jones try to make sure of?

He \_\_\_\_\_ that \_\_\_\_\_ would go to \_\_\_\_\_.

**A2** Complete the sentences with infinitives. The first one has been done for you.

1 Mr Tang said to us, 'I'm surprised that you took a taxi.'

Mr Tang didn't expect us to take a taxi.

2 My mum said to me, 'Remember not to be late for dinner.'

My mum reminded me \_\_\_\_\_.

3 Caroline said to them, 'I think you should rent another DVD.'

Caroline advised them \_\_\_\_\_.

4 We said to her, 'Can you join us for lunch, Miss Gao?'

We invited Miss Gao \_\_\_\_\_.

5 Jacky said to me, 'Pass me the salt, please.'

Jacky told me \_\_\_\_\_.

## B Infinitives after wh- words

We can use some verbs with **wh- words** (what, when, where, which, who, how) followed by infinitives to give information about actions.

I decided *what to do* next.



These are some verbs we can use in this way.

explain	remember
discuss	wonder
forget	teach
learn	show
ask	tell

Dad drove Tom to a speech contest. Tom worried a lot on the way. Dad tried to calm him down. Complete their conversation with the words and sentences below.

where    when    what    how

- a It'll tell you \_\_\_\_ to begin.
- b I'm sure you'll remember \_\_\_\_ to say.
- c I know \_\_\_\_ to get there.
- d I'm sure someone will show us \_\_\_\_ to go.

Tom I don't know where the university is, Dad.

Dad Relax, Tom. <sup>(1)</sup> \_\_\_\_\_

Tom And I've forgotten which room the contest is in.

Dad No problem. <sup>(2)</sup> \_\_\_\_\_

Tom I can't remember what time I've got to start my speech.

Dad Don't worry. Look at your programme. <sup>(3)</sup> \_\_\_\_\_

Tom I'm so nervous. I'm afraid I might forget my speech!

Dad Keep calm, Tom. <sup>(4)</sup> \_\_\_\_\_



## C Infinitives after certain nouns

To give more information about nouns, we can use infinitives after certain **nouns**.

Ken has got the **ability to be** a great detective.  
Pansy made a **promise to write** an article on detectives.

 Tony is telling Jenny about his ambition. Use the clues below to finish their conversation. The first one has been done for you.

- Tony I've made a decision.
- Jenny <sup>(1)</sup> A decision to do what?
- Tony <sup>(2)</sup> \_\_\_\_\_ become a professor.
- Jenny You can't be serious.
- Tony I've decided to find a way.
- Jenny <sup>(3)</sup> \_\_\_\_\_ what?
- Tony <sup>(4)</sup> \_\_\_\_\_ make people live forever.
- Jenny You must be joking!
- Tony So now is the time. <sup>(5)</sup> \_\_\_\_\_ start work. You're not giving me any encouragement, are you?
- Jenny No, but I'll give you some advice.
- Tony <sup>(6)</sup> \_\_\_\_\_ what?
- Jenny To stop daydreaming!



### Tips

Other uses of infinitives

- Infinitives may be used after **be**,  
e.g., My job is **to protect** the innocent as well as find the guilty.
- Infinitives can express purpose,  
e.g., Ken used clues **to help** him find the thief.

# Listening

## Mrs White's lost jewellery

Last week, a burglar stole four pieces of jewellery from Mrs Karen White's flat. Now the police have arrested a man and discovered all the jewellery in the picture below.

Listen to the conversation between Mrs White and a policeman. Which are her four pieces of jewellery? Write the letters next to the numbers.



Piece 1: \_\_\_\_\_

Piece 3: \_\_\_\_\_

Piece 2: \_\_\_\_\_

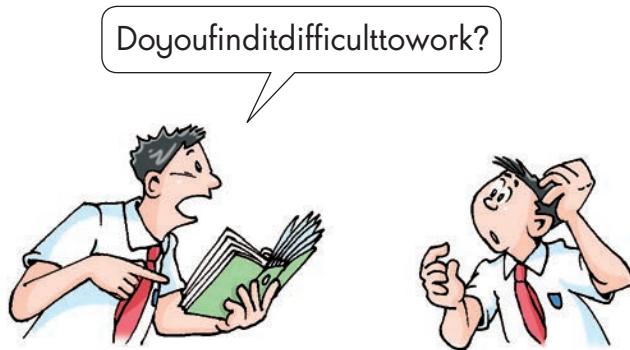
Piece 4: \_\_\_\_\_

# Speaking

## A Talk time

### Asking questions in a questionnaire

When we ask questions, especially in a questionnaire, we need to add pauses in each question to give the listener time to understand the question.



**A1** Work in pairs. Ask your partner this question without pausing. Do not let your partner see the question.

Do you find it difficult to learn new skills like how to use a new computer?

**Often Sometimes Never**

**A2** Did your partner understand the question? Now, read the question again, this time adding these pauses.

Do you find it difficult to learn new skills (pause) like how to use a new computer? (pause)

**Often** (pause) **Sometimes** (pause) **Never**

## \* B Speak up

### Interviewing suspects

Last night, there was a burglary between 6 and 11 p.m. Detective Ken thinks that Michael and Andrew may be the burglars. He interviews each of them separately.

**Work in pairs. Read the interviews aloud. Then find some differences between Michael's story and Andrew's story.**

Ken Where were you between 6 and 11 p.m. last night?

Michael I went to the cinema with my friend Andrew.

Ken Where did you meet him?

Michael Er, he came to my flat.

Ken When?

Michael At about 5.30 p.m.

Ken Which cinema did you go to?

Michael We went to the Ocean Cinema in Parkhill.

Ken How did you get there?

Michael We went by underground, and then walked.

Ken Was the cinema full or empty?

Michael It was quite full.

Ken What film did you see?

Michael We saw a film called 'The Mystery of the Murder'.

Ken Where did you sit?

Michael We sat at the back of the cinema.

Ken Where were you between 6 and 11 p.m. last night?

Andrew I went to see a film with Michael.

Ken Where did you meet him?

Andrew We met at the underground station.

Ken Michael said you met at 4.30 p.m. Is that right?

Andrew Yes, that's right.

Ken Which cinema did you go to?

Andrew The Ocean Cinema. It's in Parkhill.

Ken How did you get there?

Andrew We went by bus to the ferry pier, and then walked.

Ken Was the cinema full or empty?

Andrew Er, it was rather empty that night.

Ken What was the name of the film?

Andrew It was 'The Mystery of the Murder'.

Ken Where did you sit?

Andrew We sat at the front.



**Example:** Michael said that they met at his flat, but Andrew said that they met at the underground station.



# Writing

## A crime report

Last week, Detective Ken saw a crime. The pictures below show what happened.

1



Man — standing in a doorway, holding a broken pair of sunglasses

— tall, about 25, brown hair

— red T-shirt, blue jeans, black belt, dirty trainers

2



bumped into, dropped sunglasses  
put his foot on them

3

These sunglasses cost me 100 dollars! You must pay for a new pair.



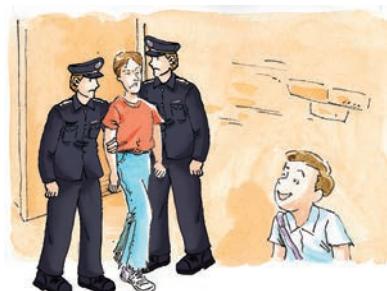
man very angry, told schoolboy '...'  
boy frightened

4



boy said, '...'  
man took money quickly

5



police arrived  
man was caught

 Later, Detective Ken decided to write a report of the crime. Use the words and phrases below the pictures to help him complete the report.

<input type="radio"/>	
<input type="radio"/>	On Friday, 12th October at about 4 p.m., I was walking along Riverside Road. On the other side of the road, I saw ...
<input type="radio"/>	...
<input type="radio"/>	I called the police right away. Soon, the police arrived and the man was caught.



## More practice

### An extract<sup>①</sup> from *The Further Adventures of Sherlock Holmes*

The death of Ronald Adair in the spring of 1894 is one of the most interesting cases I have ever worked on. I have thought about it quite a lot, but can find no possible explanation.

Adair was the son of a famous general<sup>②</sup> who was abroad at the time. The  
5 young man's friends were from good families, and he seemed to have no  
enemies. On the day of his death he had played a game of cards at the  
Bagatelle Club in London with some friends.

On the evening of 30 March, Adair returned from the Bagatelle at exactly  
ten o'clock. His mother was out, visiting relatives. The servant said Adair  
10 went upstairs to his room, where she had lit a fire. She had opened the  
window because of the smoke from the fire.

Just before midnight, Adair's mother returned and went to say goodnight to  
her son. The door was locked and there was no  
answer, so it was forced open. Adair was found  
15 lying near the table. A bullet<sup>③</sup> from a small gun  
had entered his head, but the police could find no  
weapon. Some coins were on the table, and a note  
with names of his friends at the Bagatelle. This  
appeared to be a list of all the money he had lost  
20 and won playing cards.

There were no marks on the outside wall. Since it  
was impossible to aim a small gun from a distance,  
the murderer was probably in the room. Nobody  
had heard any noise. In addition to all this, nothing  
25 had been stolen from the room.



**A** Read the extract. In pairs, discuss the statements below. Say whether you think they are true or false. Circle **T** or **F**.

- |  |     |
|--|-----|
| 1 The person who wrote about the case has succeeded in solving it. | T/F |
| 2 Adair's father was in London at the time of his death.           | T/F |
| 3 Adair and his friends were all quite wealthy.                    | T/F |
| 4 On the evening of 30 March, Adair had been visiting relatives.   | T/F |
| 5 The window was already open when Adair went into his bedroom.    | T/F |
| 6 The weapon was found lying near the table.                       | T/F |
| 7 The murderer fired the gun from outside the window.              | T/F |
| 8 There were no obvious reasons for someone to kill Adair.         | T/F |

① extract *n.* 摘录 ② general *n.* 将军 ③ bullet *n.* 子弹

**B** Find the facts in the extract about the case of Adair's death. Then fill in the table below with the things that definitely happened on 30 March 1894.

Time	Facts
Day	
Evening	
Midnight	

**C** Imagine that you are a detective. In groups, discuss what other information you need to help you solve the case. Who would you interview? What would you examine? Write down any other questions you may have about the case.

1 People I would interview:

---

---

2 Things I would examine:

---

---

3 Other questions I have:

---

---

**D** In pairs, make up a possible conclusion to the case.

Was it a murder or did Adair kill himself? Report your ideas to the class.



**E** Do you know who Sherlock Holmes is? What do you know about him? Tell the class what you know about this famous detective.

# Progress file 6

## Vocabulary

In each set, match the words with their meanings.

- |                |   |
|----------------|---|
| 1 a case       | a an action which is against the law                          |
| 2 a safe       | b a problem which a detective must solve                      |
| 3 a clue       | c a strong box which holds valuable things                    |
| 4 a crime      | d something which helps you find out something                |
| 5 to admit     | e to hold someone and put them in prison                      |
| 6 to deny      | f to ask somebody questions about their lives, opinions, etc. |
| 7 to interview | g to say that you did not do something                        |
| 8 to arrest    | h to say that you did something                               |

## Grammar

Put the verbs in brackets into infinitive form.

- 9 I want \_\_\_\_\_ (be) a detective when I grow up.
- 10 You should not make the boy \_\_\_\_\_ (study) all the time.
- 11 He promised \_\_\_\_\_ (go) slowly, but soon he drove very fast.
- 12 Let Jane \_\_\_\_\_ (try) again. I am sure she can do it.

Write sentences with the given words.

- 13 the way/They/have not found/the problem/to solve/.
- 14 in the hospital/Her job/the sick people/is/to take care of/.
- 15 We/when/Martin's new house/have not decided/to visit/.

## My progress:



Comments:



0–6 Try harder.



7–12 Can do better.



13–15 Good work.

## Word box



<b>crime</b> /kraɪm/	n.	罪行
<b>detective</b> /dɪ'tektɪv/	n.	侦探；警探
<b>innocent</b> /'ɪnəsnt/	adj.	无辜的；无罪的
<b>recent</b> /'ri:snt/	adj.	近来的；新近的
<b>case</b> /keɪs/	n.	案件
<b>purchase</b> /'pɜ:tʃəs/	v.	购买；采购
<b>safe</b> /seɪf/	n.	保险箱；保险柜
* <b>clue</b> /klu:/	n.	线索；迹象
<b>earring</b> /'ɪərɪŋ/	n.	耳环
* <b>mud</b> /mʌd/	n.	泥；泥浆
<b>spotlessly</b> /'spɒtləslɪ/	adv.	一尘不染地
<b>deny</b> /dɪ'nai/	v.	否认；否定
* <b>necklace</b> /'nekləs/	n.	项链
<b>proof</b> /pru:f/	n.	证据；证明
<b>conclusion</b> /kən'klu:ʒn/	n.	结论；推论
<b>jump to conclusions</b>		匆忙下结论；贸然断定
<b>admit</b> /əd'mɪt/	v.	承认；招供
<b>suspect</b> /'sʌspekt/	n.	嫌疑犯；可疑对象
<b>spotless</b> /'spɒtləs/	adj.	非常洁净的
<b>break into</b>		强行闯入
<b>insurance</b> /ɪn'ʃʊərəns/	n.	保险
<b>as well</b>		也；还
* <b>jail</b> /dʒeɪl/	n.	监狱
<b>behind bars</b>		被监禁；坐牢
<b>guilty</b> /'gɪlti/	adj.	犯了罪的；有过失的
<b>discover</b> /dɪ'skʌvə(r)/	v.	发现
<b>arrest</b> /ə'rest/	v.	逮捕；拘留
<b>pause</b> /po:z/	n.	停顿；停顿的时间
<b>mystery</b> /'mɪstri/	n.	神秘的事物
<b>murder</b> /'mɜ:də(r)/	n.	谋杀；凶杀



## Notes

### Page 91

#### 1 Protecting the innocent 保护无辜者

标题中的 **innocent** 是形容词，前面加定冠词 **the** 可用来表示一类人，意为“无辜者”。文中还出现类似的用法，如：**the guilty**，意为“罪犯”。

#### 2 To get information, she interviewed Detective Ken. This is part of the interview. 为了收集信息，她（潘希）采访了肯侦探。这是采访的部分内容。

第一个句子中的 **interview** 作动词，第二个句子中的 **interview** 则作名词。

#### 3 Let me tell you about a recent case that I dealt with, Pansy. 潘希，告诉你我最近处理的一个案件。

句中的 **case** 作名词，意为“案件”；在 8A Unit 7 曾学过 **a plastic case**，**case** 意为“盒；套”。

#### 4 He purchased a vase for 300,000 dollars. 他花 30 万美元买了一个花瓶。

相当于：He paid 300,000 dollars for a vase.。

#### 5 Then he locked it in the safe at his house. 然后，他把花瓶锁进了家里的保险柜。

句中的 **safe** 作名词，意为“保险箱；保险柜”。另外 **safe** 也可作形容词，意为“安全的”。

#### 6 I checked her story. 我核实了她的话。

句中的 **story** 意为“叙述；描绘”。另外 **story** 也可意为“故事”。

#### 7 Yes, and Jill is free. 是的，吉尔自由了。

句中的 **free** 是形容词，意为“自由的”。在 8B Unit 4 中曾学过 **Should it be free to readers, or should they pay for it?**，其中的 **free** 则意为“免费的”。

#### 8 My job is to protect the innocent as well as find the guilty. 我的工作不仅是要查出罪犯，而且要保护无辜者。

句中的两个动词不定式 **to protect** 和 **(to) find** 都作系动词 **is** 的表语。

## Unit 7 Escaping from kidnappers

### Reading

p. 108

### Grammar

p. 112

### Listening

p. 116

### Speaking

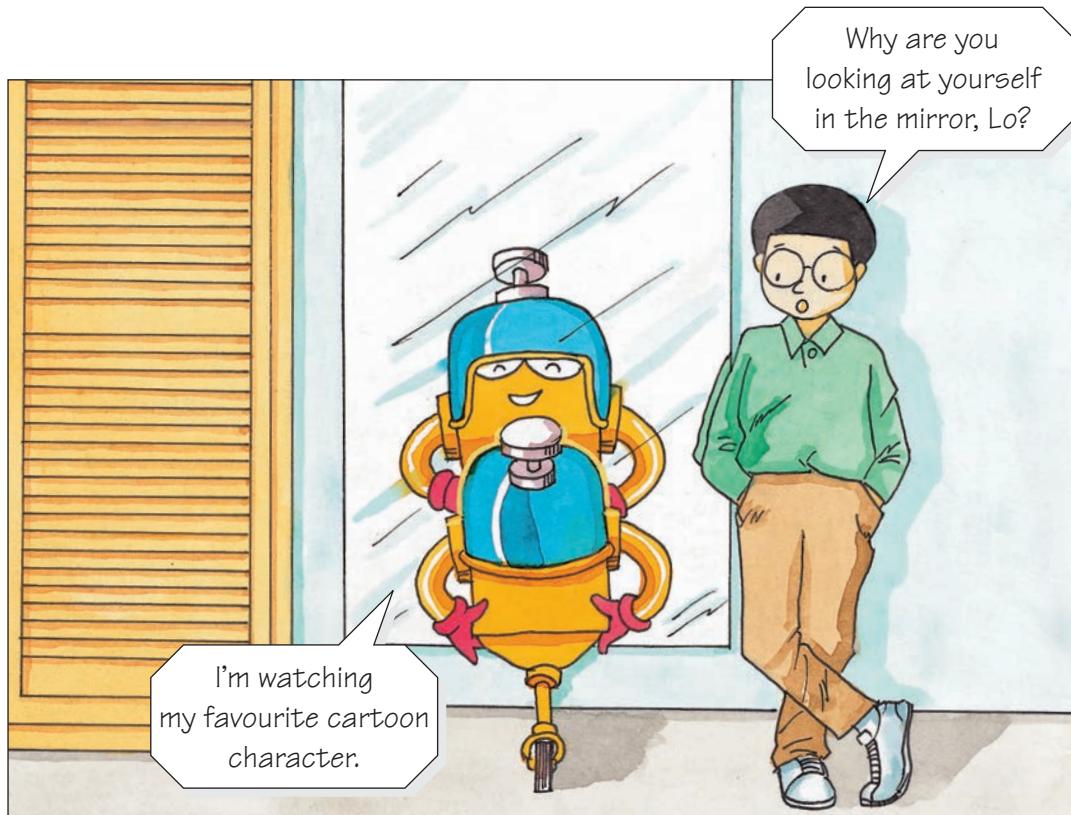
p. 117

### Writing

p. 119

### \* More practice

p. 120





# Reading

## A What do you know about ...?

 Look at the pictures below and match them with the correct words.

storybook    newspaper    comic strip

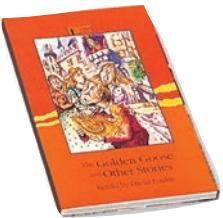
1



2



3



## B Before you read

 Look at the title, the headings and the pictures. Then try to answer these questions.

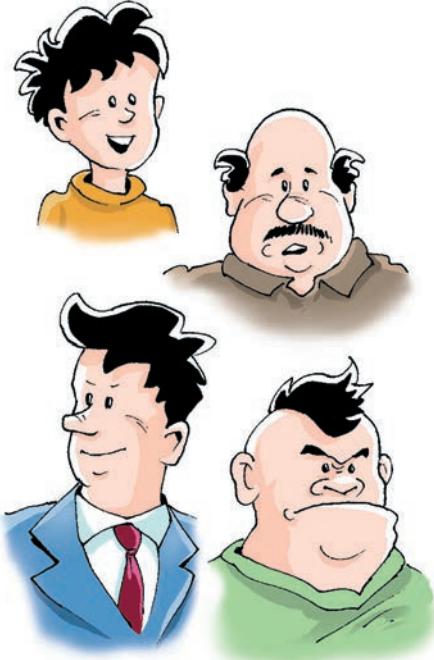
- 1 The article will probably be about how comic strips \_\_\_\_\_.  
 a affect people who read them  
 b are produced  
 c have become popular
- 2 The story in the strip on page 109 is probably about \_\_\_\_\_.  
 a space travel                      b a crime  
 c a detective
- 3 How many comic strips do you read in a month?
- 4 Do you like comic strips? Why or why not?
- 5 Who are your favourite characters in comic strips?



### Creating a comic strip

A robbery ... an escape from the zoo ... an exciting and dangerous journey ... a kidnap!

The first thing to do when creating a comic strip is to think of a plot. It needs to be funny or dramatic with an exciting finish. It should be full of action to keep the reader interested. The story needs to move fast, and something new must happen in each picture.

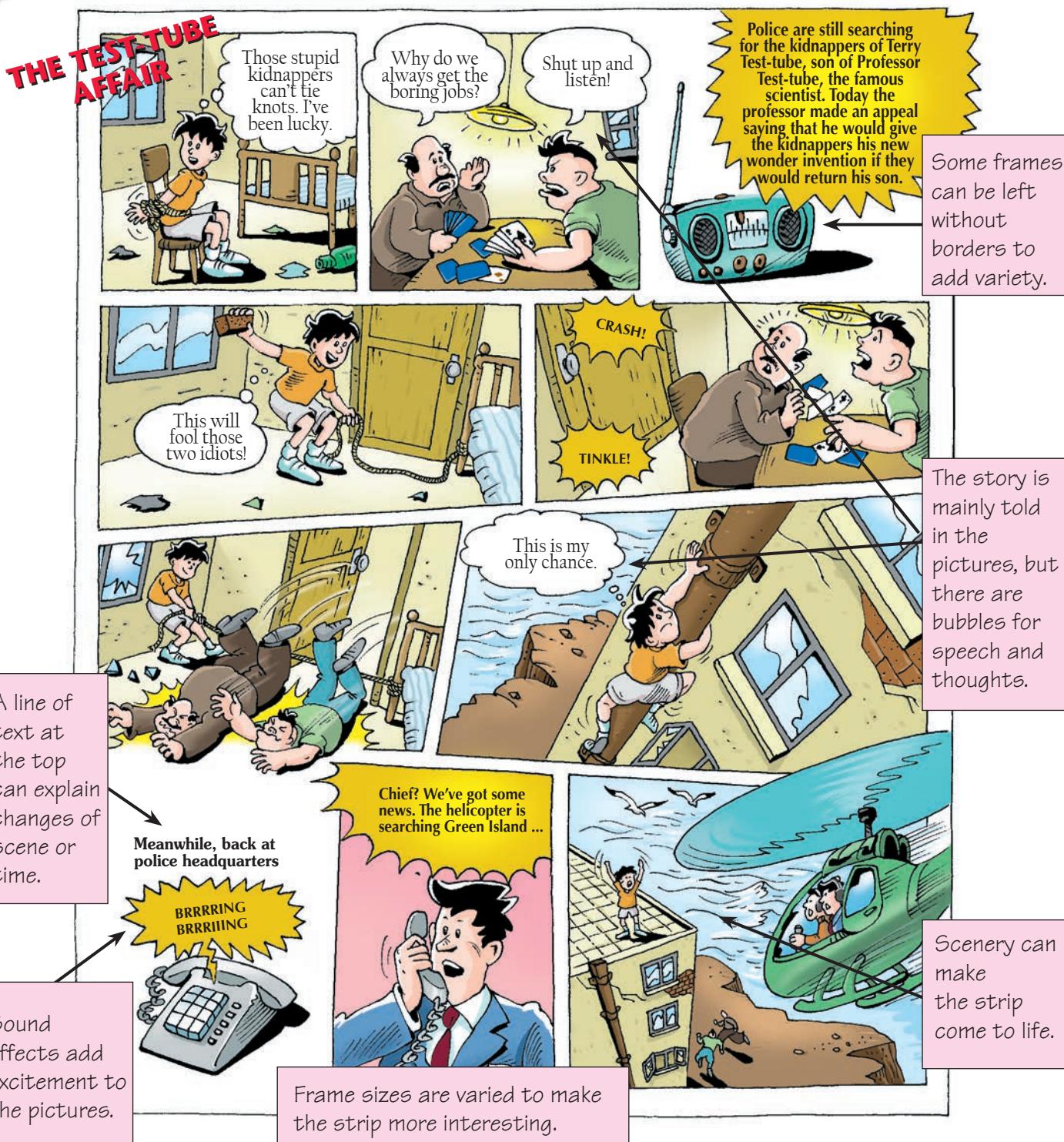


The characters need strong personalities which will be understood in the pictures. You can tell what the characters above are like just from looking at them.

# Comic strips

## Drawing the strip

Here you can see how the script was made into a finished comic strip (you can only see the first part).



## C Vocabulary

**C1** Find these words in the comic strip, try to work out their meanings and then use them to complete the sentences and dialogues below.

effect variety action dramatic  
plot mainly scene speech

- 1 There is a saying that ' \_\_\_\_\_ is the spice of life'. This means that it is good to do many different things instead of doing the same thing all the time.
- 2 The headmaster made a wonderful \_\_\_\_\_ to all the parents and students on the Open Day.
- 3 This article \_\_\_\_\_ talks about how to protect the environment.
- 4 The new medicine has a good \_\_\_\_\_ on my illness.
- 5 S1 Did you enjoy the film?  
S2 No. The \_\_\_\_\_ was very difficult to understand. Also, there was too much talking and not enough \_\_\_\_\_, except in the \_\_\_\_\_ at the end when the island sank into the sea. That was very \_\_\_\_\_.

**C2** Find these words in the comic strip. Use them to replace the words in *italics* in the sentences below.

strip vary personalities scenery text

- 1 These prices *differ* a lot. Some of the things are cheap, and some are very expensive.
- 2 Jenny is very serious, but Jerry is always joking. They have completely different *characters*.
- 3 Books for young children usually have lots of pictures and some *printed words*.
- 4 A group of students are busy designing the *natural views and buildings* for the school play.
- 5 Before you draw a comic *row of pictures*, you must think of a plot.

## D Comprehension

**D1** Read through the article again and complete these rules about creating comic strips. Put one word from the article in each blank.

### Creating a comic strip

Rule 1: Think of a <sup>(1)</sup> \_\_\_\_\_ that is <sup>(2)</sup> \_\_\_\_\_ or <sup>(3)</sup> \_\_\_\_\_. Make the story move <sup>(4)</sup> \_\_\_\_\_. Something <sup>(5)</sup> \_\_\_\_\_ must happen in each picture.

Rule 2: Give the characters strong <sup>(6)</sup> \_\_\_\_\_ which will be easy to understand just by looking at the <sup>(7)</sup> \_\_\_\_\_.

### Drawing the strip

Rule 1: For variety, leave some frames without <sup>(8)</sup> \_\_\_\_\_.

Rule 2: Explain changes of scene or time by using a line of <sup>(9)</sup> \_\_\_\_\_.

Rule 3: Use sound <sup>(10)</sup> \_\_\_\_\_ to add excitement.

Rule 4: For interest, vary the <sup>(11)</sup> \_\_\_\_\_ of some frames.

\* **D2** Answer these questions about the comic strip.

1 Look at the pictures of the four characters on page 108. Match the descriptions of the personalities with the faces.

- a lively (full of energy) and clever
- b smart and successful
- c not very smart
- d bad-tempered

2 Look at the strip. How can you tell a thought bubble from a speech bubble?

3 There are two kinds of speech bubbles. What is each kind used for?

4 What sound-effect words are used in the strip?

5 In frame 5, what did the men hear?

6 In frame 6, what did Terry do to make the men fall?

7 In frame 7, is Terry climbing up or down the pipe?

8 Who is the man in frame 9? Is he speaking or listening?

9 In the last frame, how is Terry attracting the attention of the men in the helicopter?

## Using adjectives

### A Adjectives before nouns

We often put adjectives before the nouns they describe.

He was a *plump, middle-aged* man.  
He had *thinning, black* hair, and a  
*little* moustache. Yes, that's him.

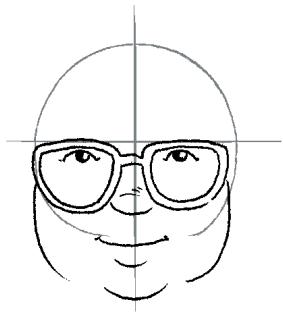
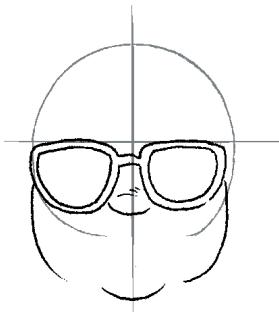
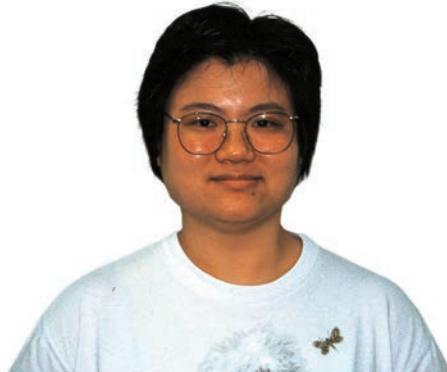


Complete the following instructions with these adjectives. You will need to use some of the words more than once.

straight	round	small	smiling	brown
rough	bright	thick	thin	

### Drawing cartoon faces

We can make people's faces look funny by exaggerating (making greater) some of their features. For example, this girl has <sup>(1)</sup> \_\_\_\_\_ cheeks, <sup>(2)</sup> \_\_\_\_\_ eyes, a <sup>(3)</sup> \_\_\_\_\_ mouth and <sup>(4)</sup> \_\_\_\_\_ hair. She also wears glasses with <sup>(5)</sup> \_\_\_\_\_, <sup>(6)</sup> \_\_\_\_\_ frames.



Draw a <sup>(7)</sup> \_\_\_\_\_ outline of the shape of her face, with guidelines in pencil. Add a nose and exaggerated glasses, with <sup>(8)</sup> \_\_\_\_\_ frames.

Draw very <sup>(9)</sup> \_\_\_\_\_ eyes and a <sup>(10)</sup> \_\_\_\_\_ mouth.

Add eyebrows and very <sup>(11)</sup> \_\_\_\_\_ hair. Colour the face with <sup>(12)</sup> \_\_\_\_\_ colours.

## B Adjectives after verbs

We can also put adjectives after certain verbs.  
Some verbs that we can use in this way are:

sound	seem	grow	taste
smell	feel	get	turn

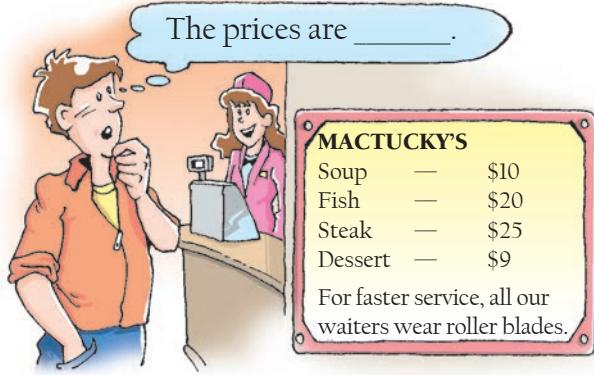
*He is angry.* *She looks happy.*



Use the adjectives in the box to complete the thought and speech bubbles in the pictures below and on page 114. Use each adjective only once.

awful	dangerous	tiny	rude	polite
huge	delicious	hot	fast	high

1

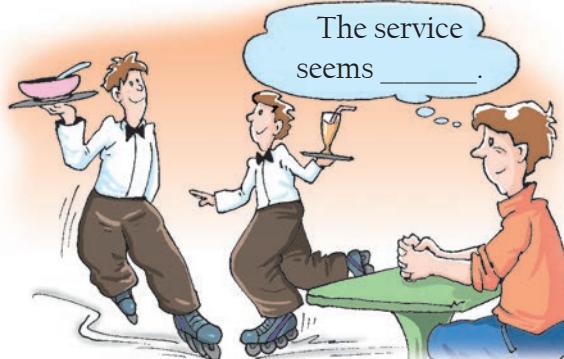


2

Welcome, sir.  
Please come in.



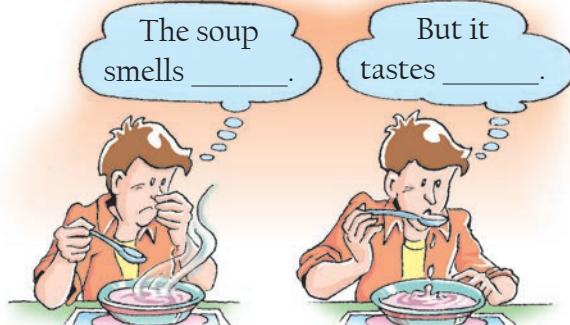
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4

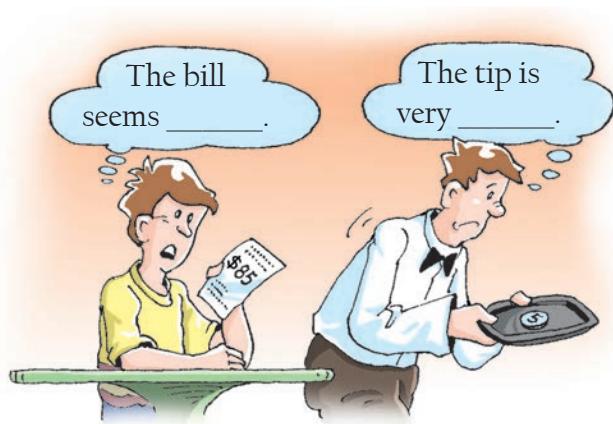


5



6





### C Adjectives with ***It is*** and ***to + verb***

The adjectives below can be used with ***It is*** and ***to*** followed by a verb.

funny	possible	dangerous
lucky	strange	interesting
good	difficult	wonderful
safe	boring	important



John and Jane are talking about Jane's new flat. Work in pairs. Complete their conversation using ***It's*** and the phrases from the box. The first one has been done for you.

difficult to sleep	easy to get there	impossible to find
nice to live	safe to live there	

John Do you like your new flat?

Jane Oh, yes. <sup>(1)</sup> It's nice to live in a new flat.

John No complaints about it?

Jane Well, sometimes it's noisy at night, so <sup>(2)</sup> \_\_\_\_\_.

John It's in Puxi, isn't it?

Jane That's right, and <sup>(3)</sup> \_\_\_\_\_ because it's near an underground station.

John Do you have good security?

Jane 24 hours a day, so <sup>(4)</sup> \_\_\_\_\_.

John Is the building full?

Jane Yes. <sup>(5)</sup> \_\_\_\_\_ a flat now.

## D Adjectives ending in -ing and -ed

Some pairs of adjectives can end in **-ing** and **-ed**. Adjectives that end in **-ing** describe how someone or something affects us; adjectives that end in **-ed** describe how we feel about something.

Frame sizes are varied to make the strip more **interesting**.  
It should be full of action to keep the reader **interested**.



If something is **interesting**, it makes you feel **interested**. Here are some adjectives that we can use in this way:

disappointing	exciting	surprising
disappointed	excited	surprised
interesting	relaxing	boring
interested	relaxed	bored

Simon is talking to his mum. Complete their conversation with the adjectives in the box above.

Mum How were things at work today, Simon?

Simon Very <sup>(1)</sup>b\_\_\_\_\_ . I had nothing to do all day. No customers. I felt really  
<sup>(2)</sup>b\_\_\_\_\_ .

Mum No customers? That's <sup>(3)</sup>s\_\_\_\_\_ . You usually have lots on Saturdays.

Simon I know. Mr Jones was very <sup>(4)</sup>d\_\_\_\_\_ . He looked most unhappy all day.

Mum What do you plan to do tonight? Go out, I suppose?

Simon No. I think I'll just have a <sup>(5)</sup>r\_\_\_\_\_ evening at home.

Mum There's an <sup>(6)</sup>e\_\_\_\_\_ film on at Studio Nine.

Simon No, thanks. I'm not <sup>(7)</sup>i\_\_\_\_\_ .



# Listening

## 'Help me!'

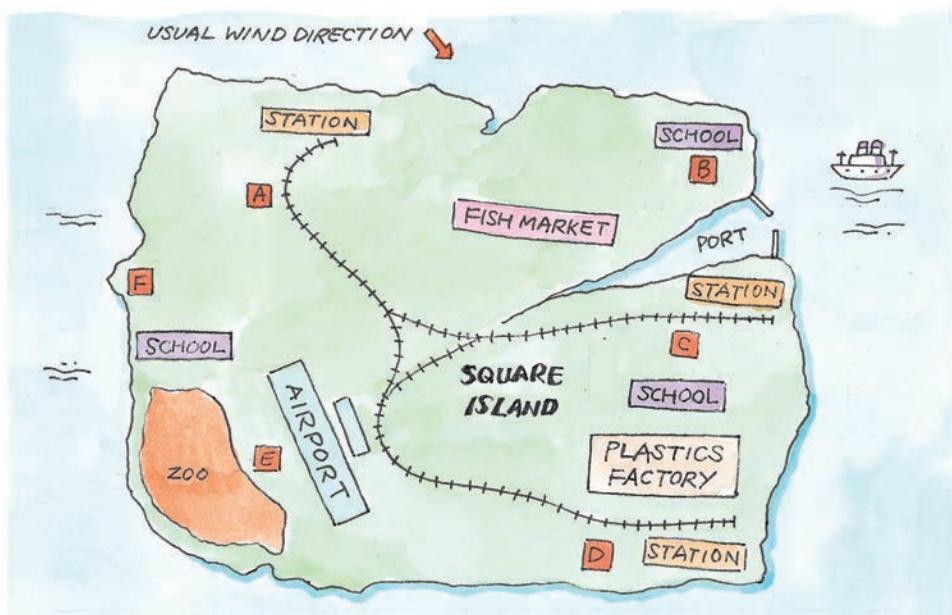
Rita Rich has been kidnapped. The kidnappers have left the room. They do not know that Rita has her own mobile phone. Now she is telephoning the police.

**A** Suppose you are a police officer. Complete the notes below.

- 1 Rita Rich
- 2 On Square Island, in locked room. Two kidnappers.
- 3 Windows painted <sup>(1)</sup> \_\_\_\_\_.
- 4 She can hear <sup>(2)</sup> \_\_\_\_\_ — thinks she is near a <sup>(3)</sup> \_\_\_\_\_  
\_\_\_\_\_.
- 5 Can also hear the noise from a <sup>(4)</sup> \_\_\_\_\_ but <sup>(5)</sup> \_\_\_\_\_  
very near.
- 6 Can't hear noises from <sup>(6)</sup> \_\_\_\_\_.
- 7 Can hear <sup>(7)</sup> \_\_\_\_\_ but not very <sup>(8)</sup> \_\_\_\_\_.
- 8 Can smell <sup>(9)</sup> \_\_\_\_\_ — strong smell.
- 9 Can also smell <sup>(10)</sup> \_\_\_\_\_ — thinks she is quite  
<sup>(11)</sup> \_\_\_\_\_ it.
- 10 Plastics factory: can smell it just a <sup>(12)</sup> \_\_\_\_\_.
- 11 (Kidnappers returned at this point.)



\* **B** The police know that Rita is on Square Island. They think she is in one of the buildings marked **A** to **F**. Use your notes above, and study the map below carefully. Can you find out which building Rita is in?



# Speaking

## A Talk time

### Showing emotions in dialogues

You can use word stress, and rising and falling intonation to show different emotions.

**A1** With a partner, practise using these emotions to say the sentences in the box. You must decide which of these emotions goes with each of the sentences.

Oh no! I'm afraid of spiders!

I'm well prepared. I can win the match!

Jim has been very ill recently. I hope he will feel better soon.



1 You sound afraid.



2 You sound worried.



3 You sound confident.

**A2** Work in groups of four. Each of you writes three sentences that show your emotions. Then say your sentences to the group. Finally, discuss if you showed your emotions correctly. Read these examples:

(surprised) Have I really won the competition?

(brave) Don't be afraid. I won't let these dogs bite you.

(bored) I've studied for ten hours already. I wish I could watch some TV.



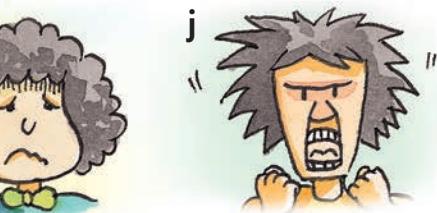
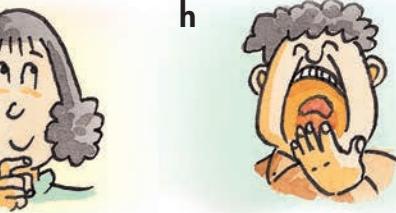
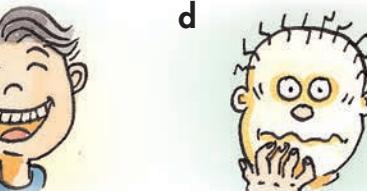
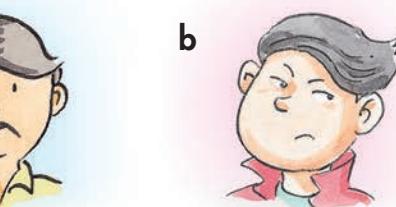
## B Speak up

### Cartoon faces

You can make cartoon faces come to life by giving them different expressions, e.g., happiness, anger.

**Work in pairs or small groups. Look at the descriptions on the left and the cartoon faces on the right. Then discuss which description goes with which face.**

- 1 Very happy. You can make the person burst out laughing by opening the mouth and showing the teeth.
- 2 Frightened. Face is pale. Hair stands on end. Eyes are wide open.
- 3 Naughty. Mouth goes up on side where eye is closed.
- 4 Tricky. Eyes look to the side and mouth is small.
- 5 Very angry. Mouth is wide open in a loud shout.
- 6 Thoughtful. Eyes look up and to the side.
- 7 Sad. Mouth and eyebrows droop.
- 8 Angry. Use straight lines for the mouth and eyebrows.
- 9 Sleepy. Nose is pushed up to eyes, which are closed. Mouth is wide open showing teeth.
- 10 Bored. A wavy line for the mouth and droopy eyes give a bored look.



## On Mystery Island

**A** In small groups, look at the comic strip below. It is the beginning of a story called **On Mystery Island**. Discuss what is happening in each picture.



**B** On your own, write the words for the strip in your exercise books. Write the text, speech bubbles, thought bubbles and sound effects. Invent your own ending. You may wish to use some of the words and phrases below. It is not necessary to use all of these.

### Useful words and phrases

a small boat	life jacket	I wonder if ...
a round-the-world trip	a huge wave	A few days later ...
a long journey	CRASH!	Look! There's a/an ...
... were celebrating	in trouble	ROAR!
the weather forecast	Let's ...	a dinosaur/a monster
a storm/typhoon is coming	thank goodness	Quick! Run!



## More practice

Wonderworld Children's Encyclopaedia

### How an animated cartoon is made

#### 1 The idea

To begin with, some basic ideas for a story are necessary. For example, a plot needs to be thought of. That is, the sequence<sup>①</sup> of events in a story. The characters and settings are important too.

5

10 This story is about a robot, Han. He works at a hotel in the city centre, but he has a problem. He always forgets things. One day, Han meets his friends, Fanny and Tim, at the pier. They are waiting for the ferry going to Lucky Island. Han says, 'I'm happy. I bought a Palm Pilot. It's useful to have. You won't forget things.' Fanny says, 'Yes, Palm Pilots are useful. Here's mine.' Tim says, 'Where's yours?' Han says, 'Oh no! I forgot to bring it!'



15

#### 20 2 The characters

In the second stage, the type of characters and their sounds are decided.

Han is a very tall and large robot. He sounds funny because his voice comes from a computer. He has square eyes, not round ones, because they are actually video cameras.

25

Tim is a thin, happy boy. He wears glasses, so he looks clever. It's important to make him look funny but nice.

Fanny is a tall, pleasant girl, with a cheerful face. She has long, straight, black hair. She thinks that robots are fun to talk to, so she smiles a lot when she talks to Han.



#### 30 3 The storyboard<sup>②</sup>

Now, a rough sketch of the story is made in black and white. At this stage, the animated cartoon is like a comic strip. Words are added to thought or speech bubbles and captions are inserted<sup>③</sup>.



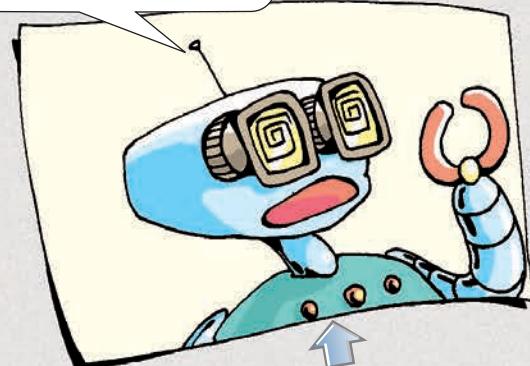
Oh no! I forgot it!

#### 35 4 Sound recording

Next, the voices and sounds in your animated cartoon are recorded. For example, Han, Fanny and Tim talking, and the noise of the ferry.

#### 40 5 Making detailed drawings

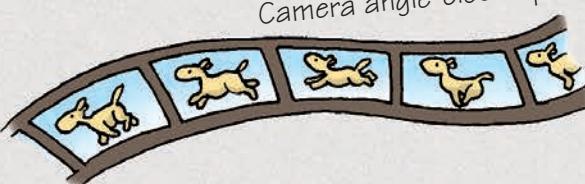
Now, detailed drawings are made and colour is added. Then different camera angles are set for each drawing.



Camera angle-close up

#### 45 6 Computerized camera photographs

Finally, each frame (drawing) is photographed separately. For this, a computerized camera is used. An animated cartoon is made when the photographed frames are put together and played very fast.



50

<sup>①</sup> sequence n. 顺序 <sup>②</sup> storyboard n. 剧情梗概系列图片 <sup>③</sup> insert v. 插入；嵌入

**A** Find the words in Column A in the article and match them with the meanings in Column B.

- | <b>A</b>        | <b>B</b>                                       |
|-----------------|--|
| 1 necessary     | a able to learn and understand quickly         |
| 2 clever        | b one at a time                                |
| 3 inserted      | c a scene viewed from different positions      |
| 4 camera angles | d controlled by a computer                     |
| 5 computerized  | e essential                                    |
| 6 separately    | f put into another thing or between two things |



**B** Complete these sentences by matching the two halves. The first one has been done for you.

- \_\_\_\_\_ **b** 1 To begin with, ...  
\_\_\_\_\_ 2 In the second stage, ...  
\_\_\_\_\_ 3 At this stage, the animated cartoon is ...  
\_\_\_\_\_ 4 Words are added to thought or ...  
\_\_\_\_\_ 5 Next, the voices and sounds in ...  
\_\_\_\_\_ 6 Detailed drawings are made and colour is added. Then, ...  
\_\_\_\_\_ 7 Finally, each frame is ...  
\_\_\_\_\_ 8 An animated cartoon is made ...

- a** your animated cartoon are recorded.  
**b** some basic ideas for a story are necessary.  
**c** photographed separately.  
**d** when the photographed frames are put together and played very fast.  
**e** the type of characters and their sounds are decided.  
**f** different camera angles are set for each drawing.  
**g** speech bubbles and captions are inserted.  
**h** like a comic strip.

# Progress file 7

## Vocabulary

Match these words with their meanings.

- |            |                                    |
|------------|------------------------------------|
| 1 the plot | a part of a story set in one place |
| 2 action   | the main events in a story         |
| 3 a scene  | the printed words                  |
| 4 the text | a row of cartoon pictures          |
| 5 a strip  | activity; things happening         |

## Grammar

Complete the sentences with the phrases in the box.

difficult to find	sound beautiful	turned pale	safe to touch
easy to find	possible to see	looks awful	

- 6 Tom is two metres tall. It's very \_\_\_\_\_ clothes big enough for him.
- 7 Although Joe does not \_\_\_\_\_, he enjoys singing very much.
- 8 My dog is very friendly. It is \_\_\_\_\_ him if you want to.
- 9 It is \_\_\_\_\_ a good hotel in Shanghai, because we have many of them here.
- 10 Dolphins are rare, but sometimes it is \_\_\_\_\_ them near here.
- 11 The food in that restaurant \_\_\_\_\_ but it tastes delicious.
- 12 His face \_\_\_\_\_ when he heard the bad news.

Choose the correct words to complete the sentences.

- 13 We watched an \_\_\_\_\_ (excited/exciting) football match on TV.
- 14 I was \_\_\_\_\_ (shocked/shocking) to learn that this stamp cost 400 yuan.
- 15 Susan felt \_\_\_\_\_ (disappointed/disappointing) because she failed in the exam.

## My progress:



Comments:



0–6 Try harder.



7–12 Can do better.



13–15 Good work.

## Word box

<b>affect</b> /ə'fekt/	v.	影响
<b>*comic strip</b> /'kɒmɪk strɪp/	n.	连环漫画
<b>robbery</b> /'rɒbəri/	n.	盗窃；抢劫；掠夺
<b>*kidnap</b> /'kɪdnæp/	n.	劫持；绑架
<b>plot</b> /plɒt/	n.	故事情节；布局
<b>personality</b> /,pɜ:sə'næləti/	n.	性格；个性
<b>*script</b> /skript/	n.	剧本
<b>border</b> /'bɔ:də(r)/	n.	镶边；边界
<b>variety</b> /və'rائیٹی/	n.	变化；多样化
<b>mainly</b> /'meɪnlɪ/	adv.	主要地；总体上；大致
<b>*bubble</b> /'bʌbl/	n.	泡；气泡
<b>speech</b> /spi:tʃ/	n.	讲话；演说；发言
<b>thought</b> /θɔ:t/	n.	思想；想法
<b>text</b> /tekst/	n.	正文；文本
<b>effect</b> /ɪ'fekt/	n.	效果
<b>excitement</b> /ɪk'saɪtmənt/	n.	激动；兴奋；刺激
<b>*vary</b> /'veərɪ/	v.	改变
<b>*scenery</b> /'si:nərɪ/	n.	布景
<b>come to life</b>		变得更生动
<b>serious</b> /'sɪəriəs/	adj.	严肃的；稳重的
<b>row</b> /rəʊ/	n.	一排；一列；一行
<b>point</b> /pɔɪnt/	n.	时刻；关头
<b>emotion</b> /ɪ'meʊʃn/	n.	情感；情绪
<b>stress</b> /stres/	n.	重音；重读
<b>recently</b> /'ri:sntli/	adv.	不久前；最近
<b>confident</b> /'kɒnfɪdənt/	adj.	自信的
<b>burst</b> /bɜ:st/	v.	突然出现
<b>burst out (doing)</b>		突然开始（做某事）
<b>pale</b> /peil/	adj.	苍白的
<b>forecast</b> /'fɔ:ka:st/	n.	预报；预测



## Notes



### Pages 108–109

#### 1 an escape from the zoo 逃离动物园

句中的 **escape** 作名词，意为“逃跑”；在 8A Unit 7 曾学过 **escape from the cage**，其中的 **escape** 作动词。

#### 2 The first thing to do when creating a comic strip is to think of a plot. 创作连环画，首先要构思故事情节。句中的 **create** 意为“创作；创造”；在 9A Unit 1 曾学过 **create** 意为“造成；引起；产生”。

#### 3 It needs to be funny or dramatic with an exciting finish. 情节要有趣或吸引人，结尾要刺激。句中的 **finish** 作名词，意为“结尾；结局”。另外，**finish** 也可作动词，意为“完成”。

#### 4 It should be full of action to keep the reader interested. 有丰富的情节，才能吸引读者。句中的 **action** 意为“情节”。

#### 5 a finished comic strip 一组完成的连环画

**finished** 意为“完成了的”；在 8A Unit 7 曾学过 **You're finished.**，其中的 **finished** 意为“完蛋了”。

#### 6 affair /ə'feə(r)/

n. 事件

**kidnapper** /'kɪdnæpə(r)/

n. 劫持者；绑架犯

**knot** /nɒt/

n. (用绳索等打的) 结

**shut up**

v. 住口；闭嘴

**search for**

v. 搜查；查找

**professor** /prə'fesə(r)/

n. 教授

**appeal** /ə'pi:l/

n. 呼吁；恳求

**wonder** /'wʌndə(r)/

n. 有特效的东西

**fool** /fu:l/

v. 欺骗；愚弄

**idiot** /'ɪdɪət/

n. 蠢人；笨蛋

**crash** /kræʃ/

n. 哗啦声；撞击声

**tinkle** /'tɪŋkl/

n. 丁当声

**chance** /tʃɑ:n斯/

n. 机会

**meanwhile** /'mi:nwail/

adv. 同时；与此同时

**headquarters** /'hed'kwɔ:təz/

n. 总部；总公司

**chief** /tʃi:f/

n. 长官；首领

**helicopter** /'helikɔptə(r)/

n. 直升机

#### 7 Some frames can be left without borders to add variety. 部分图画没有边框，以增加多样性。

句中的 **frame** 作名词，意为“(连环漫画中的)一幅画”；在 7B Unit 9 曾学过 **First, use some thin sticks to make a frame.**，**frame** 意为“框架”。

## Making notes (III)

Sometimes you can read something and show its meaning by drawing a diagram.

Read the following passage and then complete the diagram below it with information from the passage. Put one word in each blank. (Words with hyphens count as one word.)

Here are two of the words you will have to use.

held    rejected

### Three types of memory

Some scientists believe that there are three kinds of memory—immediate, short-term and long-term.

Immediate memory holds items of information coming into it from the five senses for less than a second. Then it either rejects (i.e. forgets) them or passes them into short-term memory.

Short-term memory can hold about seven items of information at one time (e.g., telephone numbers). It holds them for about thirty seconds. Then they are rejected or passed into long-term memory.

Long-term memory can hold information for the whole of our lives. Some scientists believe that long-term memory can be divided into two types. One type remembers events, that is things that happen to us. The other remembers knowledge (e.g., the names of countries or the meanings of words).

(1) \_\_\_\_\_ memory

information held for  
less than a second,  
then (2) \_\_\_\_\_ or  
passed on

(3) \_\_\_\_\_ memory

information held for  
about thirty seconds,  
then (4) \_\_\_\_\_ or  
passed on

(5) \_\_\_\_\_ memory

information (6) \_\_\_\_\_

# \*Project

## Making a class book *Our Cartoon Friends*

In this project, we will make a class book called *Our Cartoon Friends*.



You can write about a cartoon character in this project, or you can make up your own one. For example, I've just made up Miss Poodle.

- A** You need to decide which cartoon you like the most and want to write about. You can make up a new character for this project.

Do you watch cartoons on TV? Are they interesting to write about?



Do you collect cartoon books and toys?



- B** Then in groups, discuss who you want to write about. Ask each other for ideas.

Example:

- S1 I want to write about Miss Kitty.  
S2 I want to make up my own character. He's an octopus! Who are you going to write about, Sam?  
S3 I don't know.  
S4 You like art. You could write about Ma Liang!  
S3 Yes, that's a good idea. What about you, Helen?  
S4 I'd like to write about the Monkey King. He's my favourite cartoon character.  
S2 That sounds great.  
...

**C** Work in pairs. Design a page for your cartoon character. First, write a short description like the one below.

### A description of your cartoon friend, e.g.,

My cartoon friend is called Miss Poodle. She is not a famous character. I made her up myself. Miss Poodle is a girl dog. She is very cute. She has golden, curly hair. She wears a red ribbon in her hair. Miss Poodle is very friendly ...

**D** Write a short story about your cartoon character with your partner. You can use the following introduction for reference.

### A story about your cartoon friend, e.g.,



One day, Miss Poodle was sitting in a café in Paris. She was drinking some coffee and reading a newspaper. Then her friend, Tony Tiger, arrived. He said ...

**E** Now plan your page with your partner. Please use your imagination to make your page as beautiful as possible. You should draw two pictures. One should be your cartoon character. The other should show the setting of the story. The following is a sample plan.

#### My cartoon friend—Miss Poodle

My cartoon friend is called Miss Poodle. She is not a famous character. I made her up myself. Miss Poodle is a girl dog. She is very cute. She has golden, curly hair. She wears a red ribbon in her hair. Miss Poodle is very friendly ...



#### A story about Miss Poodle

One day, Miss Poodle was sitting in a café in Paris. She was drinking some coffee and reading a newspaper. Then her friend, Tony Tiger, arrived. He said ...



**F** For the story, you can also draw more pictures and put in bubbles for speech and thoughts to make a comic strip.

**G** Finally, all students put their pages together to make a class book called Our Cartoon Friends.

## Word bank

### Word list

#### A a

according to	<i>prep.</i>	据 (……所说)	U3
action	<i>n.</i>	情节	U7N
admit	<i>v.</i>	承认; 招供	U6
*aeroplane	<i>n.</i>	飞机	U4
affect	<i>v.</i>	影响	U7
afterwards	<i>adv.</i>	以后; 后来	U5
apologize	<i>v.</i>	道歉	U3
army	<i>n.</i>	军队; 部队	U1
arrest	<i>v.</i>	逮捕; 拘留	U6
aware	<i>adj.</i>	意识到	U4

#### B b

*bamboo	<i>n.</i>	竹子	U2
*bang	<i>v.</i>	猛敲; 碰	U2
*basic	<i>adj.</i>	最简单的; 基础的	U5
beyond	<i>prep.</i>	在 (或向) ……较远的一边	U1
bite	<i>v.</i>	咬	U3
blank	<i>adj.</i>	空白的	U4
border	<i>n.</i>	镶边; 边界	U7
*bubble	<i>n.</i>	泡; 气泡	U7
burst	<i>v.</i>	突然出现	U7
by	<i>prep.</i>	不迟于; 在……之前	U1N

#### C c

captain	<i>n.</i>	长官	U1N
*capture	<i>v.</i>	攻占; 夺取	U1
case	<i>n.</i>	案件	U6
CD-ROM	<i>n.</i>	只读光盘	U4

注：出处带“N”的单词出现于相应单元的 Notes 页上。

ceremony	<i>n.</i>	典礼；仪式	U5
certain	<i>adj.</i>	一定（量）的	U3
citizen	<i>n.</i>	居民；市民；公民	U1
*clue	<i>n.</i>	线索；迹象	U6
colourful	<i>adj.</i>	有趣的；丰富多彩的	U5
*comic strip	<i>n.</i>	连环漫画	U7
command	<i>n.</i>	命令；指令	U4
common	<i>adj.</i>	常见的；普遍的	U4
common knowledge		常识	U4
conclusion	<i>n.</i>	结论；推论	U6
confident	<i>adj.</i>	自信的	U7
contact	<i>n.</i>	联系（人）	U4
control	<i>v.</i>	控制	U2
*cormorant	<i>n.</i>	鸬鹚	U2
court	<i>n.</i>	公寓大楼	U4
create	<i>v.</i>	造成；引起；产生	U3
	<i>v.</i>	创作；创造	U7N
crime	<i>n.</i>	罪行	U6
*cute	<i>adj.</i>	可爱的；漂亮迷人的	U3

## D d

darkness	<i>n.</i>	黑暗；漆黑	U1
death	<i>n.</i>	死；死亡	U3
deny	<i>v.</i>	否认；否定	U6
depend	<i>v.</i>	依靠；依赖	U4
desktop	<i>n.</i>	台式电脑	U4
detective	<i>n.</i>	侦探；警探	U6
discover	<i>v.</i>	发现	U6
distance	<i>n.</i>	距离；间距	U4
dive	<i>v.</i>	下潜	U2N
divide	<i>v.</i>	分享；分配	U2N
drag	<i>v.</i>	(使劲而吃力地) 拖，拉	U1
dramatic	<i>adj.</i>	激动人心的；给人印象深刻的	U5

drive	<i>n.</i>	驱动器	U4N
DVD-ROM	<i>n.</i>	数字只读光盘	U4

### E e

earring	<i>n.</i>	耳环	U6
effect	<i>n.</i>	效果	U7
elderly	<i>adj.</i>	上了年纪的	U2
emotion	<i>n.</i>	情感；情绪	U7
enemy	<i>n.</i>	敌人	U1
escape	<i>n.</i>	逃跑	U7N
essential	<i>adj.</i>	必不可少的；极其重要的	U5
excitement	<i>n.</i>	激动；兴奋；刺激	U7
excuse	<i>n.</i>	理由；借口	U5
extremely	<i>adv.</i>	极其；非常	U3

### F f

faithfully	<i>adv.</i>	忠实地；忠诚地	U3
finish	<i>n.</i>	结尾；结局	U7N
finished	<i>adj.</i>	完成了的	U7N
fit	<i>v.</i>	适合	U1
forecast	<i>n.</i>	预报；预测	U7
frame	<i>n.</i>	(连环漫画中的)一幅画	U7N
free	<i>adv.</i>	不受束缚	U3N
	<i>adj.</i>	自由的	U6N
*fur	<i>n.</i>	(动物的)毛皮	U3

### G g

goal	<i>n.</i>	进球得分	U5
goldfish	<i>n.</i>	金鱼	U3
*Greek	<i>n.</i>	希腊人	U1
guard	<i>n.</i>	守卫(人员)	U1N
guilty	<i>adj.</i>	犯了罪的；有过失的	U6

## H h

hang	v.	悬挂	U2
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## I i

imagine	v.	想像；设想	U2
importantly	adv.	重要地	U4
*including	prep.	包括……在内	U1
independent	adj.	独立的	U1
injure	v.	伤害；使受伤	U5
innocent	adj.	无辜的；无罪的	U6
insurance	n.	保险	U6
interview	n.	采访	U6N

## J j

*jail	n.	监狱	U6
joke	n.	笑话；玩笑	U1

## K k

*kidnap	n.	劫持；绑架	U7
knowledge	n.	知识；学问	U4

## L l

*laptop	n.	便携式电脑	U4
late	adj.	接近末期的	U2N
length	n.	长度	U4
link	n. & v.	联系；连接	U5
link method		联想法	U5
long-term	adj.	长期的；长远的	U5

## M m

mainly	adv.	主要地；总体上；大致	U7
manage	v.	完成（困难的事）	U1
mark	n.	分数	U5
meaning	n.	意义；意思	U4

*memorize	<i>v.</i>	记忆；记住	U5
memory	<i>n.</i>	记忆力；记性	U5
mention	<i>v.</i>	提到	U2
mess	<i>n.</i>	杂乱；粪便	U3
method	<i>n.</i>	方法；措施	U5
midnight	<i>n.</i>	午夜；子夜	U1
mile	<i>n.</i>	英里	U5
mind	<i>n.</i>	头脑；大脑	U5
*mud	<i>n.</i>	泥；泥浆	U6
murder	<i>n.</i>	谋杀；凶杀	U6
mystery	<i>n.</i>	神秘的事物	U6

### N n

neck	<i>n.</i>	脖子	U2N
*necklace	<i>n.</i>	项链	U6

### O o

*Olympic	<i>adj.</i>	奥林匹克运动会的	U5
opening	<i>n.</i>	开幕式	U5
operate	<i>v.</i>	操作；控制；使运行	U4
opinion	<i>n.</i>	想法；看法；意见	U3
order	<i>n.</i>	命令	U1N
	<i>n. &amp; v.</i>	订购	U4

### P p

pale	<i>adj.</i>	苍白的	U7
*palmtop	<i>n.</i>	掌上电脑	U4
pause	<i>n.</i>	停顿；停顿的时间	U6
peak	<i>n.</i>	山顶；山峰	U4
personality	<i>n.</i>	性格；个性	U7
*plain	<i>n.</i>	平原	U1
playing card		纸牌	U5
plot	<i>n.</i>	故事情节；布局	U7

point	<i>n.</i>	时刻；关头	U7
pole	<i>n.</i>	杆子	U2
print	<i>v.</i>	打印；印刷	U4
program	<i>n.</i>	程序；编码；指令	U4N
programme	<i>n.</i>	电视节目	U5N
proof	<i>n.</i>	证据；证明	U6
purchase	<i>v.</i>	购买；采购	U6

### Q q

quantity	<i>n.</i>	数量	U4
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### R r

*raft	<i>n.</i>	木排；筏	U2
rarely	<i>adv.</i>	罕有；很少；不常	U4
reach	<i>v.</i>	到达；抵达	U2
recent	<i>adj.</i>	近来的；新近的	U6
recently	<i>adv.</i>	不久前；最近	U7
recognize	<i>v.</i>	辨认出；认识	U4
reference	<i>n.</i>	编号；参考	U4
refuse	<i>v.</i>	谢绝；拒绝	U1
remove	<i>v.</i>	移走；拿开	U2
require	<i>v.</i>	需要；依靠	U2
respect	<i>v.</i>	慎重对待；尊重	U3
responsibility	<i>n.</i>	责任	U3
rest	<i>n.</i>	剩余部分；其余	U2
result	<i>n.</i>	后果；结果	U3
review	<i>n.</i>	(书刊、戏剧、电影等的)评论	U3
robbery	<i>n.</i>	盗窃；抢劫；掠夺	U7
*rod	<i>n.</i>	杆；竿	U2
row	<i>n.</i>	一排；一列；一行	U7

### S s

safe	<i>n.</i>	保险箱；保险柜	U6
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salary	<i>n.</i>	薪水；薪水	U3
*scenery	<i>n.</i>	布景	U7
screen	<i>n.</i>	屏幕	U4
*script	<i>n.</i>	剧本	U7
seat	<i>n.</i>	座位	U4
securely	<i>adv.</i>	牢牢地	U1
*seize	<i>v.</i>	捉拿；俘获	U1
serious	<i>adj.</i>	严肃的；稳重的	U7
shocked	<i>adj.</i>	震惊的	U3
short-term	<i>adj.</i>	短期的；近期的	U5
situation	<i>n.</i>	场景	U2
skill	<i>n.</i>	技能	U2
skin	<i>n.</i>	皮肤	U2
spaceship	<i>n.</i>	宇宙飞船；航天器	U4
speech	<i>n.</i>	讲话；演说；发言	U7
*spider	<i>n.</i>	蜘蛛	U5
spotless	<i>adj.</i>	非常洁净的	U6
spotlessly	<i>adv.</i>	一尘不染地	U6
*stair	<i>n.</i>	楼梯	U1
story	<i>n.</i>	叙述；描绘	U6N
straight	<i>adj.</i>	直的	U2
stress	<i>n.</i>	重音；重读	U7
succeed	<i>v.</i>	实现目标；成功	U1
supply	<i>n.</i>	贮备；供应量	U4
surprised	<i>adj.</i>	惊讶的	U3
suspect	<i>n.</i>	嫌疑犯；可疑对象	U6
*swallow	<i>v.</i>	吞下；咽下	U2

### T t

text	<i>n.</i>	正文；文本	U7
*the Olympic Games		奥运会	U5
thought	<i>n.</i>	思想；想法	U7
through	<i>prep.</i>	凭借；以……	U1N

tiny	<i>adj.</i>	极小的；微小的	U4
tough	<i>adj.</i>	坚强的；坚韧不拔的	U7
traditional	<i>adj.</i>	传统的	U2
*Trojan	<i>n.</i>	特洛伊人	U1
*Troy	<i>n.</i>	特洛伊	U1

### U u

unaware	<i>adj.</i>	没意识到；未察觉	U4
underwater	<i>adv.</i>	在水下	U2
unhappy	<i>adj.</i>	不快乐的；不幸福的；悲伤的	U3

### V v

variety	<i>n.</i>	变化；多样化	U7
*vary	<i>v.</i>	改变	U7

### W w

wheel	<i>n.</i>	轮子	U1
wonder	<i>v.</i>	想知道；想弄明白	U5
writing	<i>n.</i>	文章；著作	U4

## Phrase list

as a result	因此；结果	U3
as well	也；还	U6
at a time	每次	U1
at night	在夜晚	U2
(be) angry with	对……发怒；对……生气	U5
behind bars	被监禁；坐牢	U6
(be) unaware of	没意识到；未察觉	U4
(be) wrong with	有问题；有毛病	U3
break down	出故障；抛锚	U5
break into	强行闯入	U6
burst out (doing)	突然开始（做某事）	U7
care for	关爱	U3
clean out	把（某物）内部彻底打扫干净	U3
come on	得了吧	U1
come to life	变得更生动	U7
depend on	依靠；依赖	U4
except for	除……之外	U1
for the time being	暂时；眼下	U4
from side to side	从左到右	U3
go to sleep	入睡；睡着	U1
go wrong	发生故障；出毛病	U5
grow up	成长；长大	U3
had better	应该；最好	U5
in one's opinion	依某人的看法	U3
jump to conclusions	匆忙下结论；贸然断定	U6
make a complaint	投诉	U3
no longer	不再	U1
not only ... but (also) ...	不但……而且……	U3
right away	立即；马上	U3
right now	立即；马上	U3
set off	出发；动身	U2
so that	（表示目的）为了，以便	U2
up and down	起伏；上下波动	U2
up to	到达（某数量、程度等）；至多有	U2
what's more	而且	U3

## Irregular verbs

Base form	Past form	Past participle
am, is	was	been
are	were	been
bear	bore	born
beat	beat	beaten
become	became	become
begin	began	begun
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burnt/burned	burnt/burned
burst	burst	burst
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard

Base form	Past form	Past participle
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lead	led	led
lean	leaned/leant	leaned/leant
learn	learned/learnt	learned/learnt
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
light	lit/lighted	lit/lighted
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
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/shined	shone/shined
show	Showed	shown/showed
shut	shut	shut
sing	sang	sung
sink	sank/sunk	sunk
sit	sat	sat
sleep	slept	slept
smell	smelt/smelled	smelt/smelled
speak	spoke	spoken
speed	sped/speeded	sped/speeded
spell	spelt/spelled	spelt/spelled
spend	spent	spent

Base form	Past form	Past participle
spread	spread	spread
spring	sprang/sprung	sprung
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sweep	swept	swept
swim	swam	swum
swing	swung	swung
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

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