



义务教育教科书

(五·四学制)

ENGLISH

英语



i

八年级
上册



上海教育出版社

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致同学

亲爱的同学：

欢迎与我们一起继续初中阶段的英语学习！

本学期，你将继续和教材中的小伙伴们一起，在学习英语的同时，探索新世界、思考大问题（Big Question），在真实情境中“讲（文化）小故事，悟（人生）大道理，学百科新知识，用英语做事情”。我们将通过教材，帮助你运用科学有效的方法学习英语，发展英语语言能力，培育文化意识，提升思维品质，提高学习能力。

本套教材的每个单元以主题为引领，从大问题入手，设有五个小话题，分别对应听力、口语、阅读、写作和项目探究五大板块。每个话题下包含符合初中生学习、生活和成长特点的类型丰富的语篇，设计层层推进的学习活动，帮助你获得丰富的学习体验，并在学习过程中了解自己的学习成效，最终对单元大问题有更加全面、深入的认识和理解。

围绕不同的主题，教材通过鲜活真实的语言素材，为你提供地道的语言示范。本册教材中，听力、口语板块的多模态文本图文结合，均以日常生活中常见的真实情境为范本设计（如海报、资讯图表、节目预告、网页等）；听力板块配有讲座、纪录片、访谈等各类音频素材；在阅读板块，你可以接触到文学作品节选、新媒体文章、报刊文章、科幻小说等丰富的语篇类型；教材中小伙伴们的日常会话和他们的习作，也会为你提供口语和写作表达的范例。

在你学习教材的过程中，智能机器人“胡博士”（Dr Hu）将会继续陪伴你左右，帮助你掌握语言知识、技能和学习策略。每单元最后的“项目探究”（Project）为你准备了更多的挑战任务。你准备好迎接挑战了吗？

本册教材除了常规单元以外，还设有两个文化角（Culture corner）和一个文学角（Literature corner）。文化角不仅带你更深入地了解中国文化，学会用英语讲中国故事，还带你领略多样的世界文化。文学角中，我们精选了广受青少年喜爱的优秀文学作品片段，供你赏析。

希望这套教材给你带来学习英语的新体验、新收获，为你插上一双逐梦的翅膀，飞向世界，飞向未来！

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Unit	Viewing and listening	Speaking
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Unit
1

Water

Why is water so important to us?

Big Question



To-do list

- 1 Listen and learn about water facts.
- 2 Talk about water in our daily life.
- 3 Read a story about a land of little water.
- 4 Write a proposal about protecting water.
- 5 Give a group presentation about our water use in a day.



Getting started

Answer the questions.

- 1 How many days can we live without fresh water?
- 2 What percentage of an adult's body is water?
- 3 How long does it take groundwater to move a kilometre?

A Facts about water

>> Viewing and listening

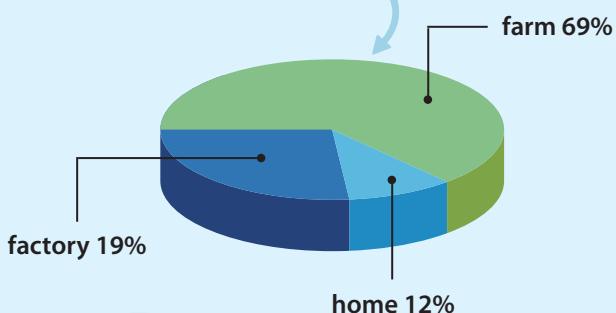
Lu Yao and her classmates are visiting the Water Science Museum today.

Water on Earth

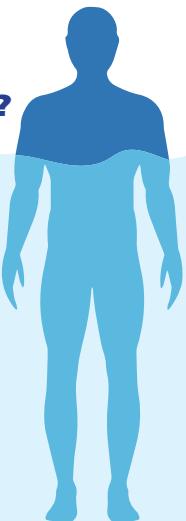
- sea water
- fresh water locked up in ice or deep underground
- fresh water for human use



not enough safe drinking water



How much water do we need to take in every day?



2.7 – 3.7 litres



A1 Look and say What does the infographic^② above say about water?

e.g. About 97% of the Earth's water is sea water.

① drip 水滴 ② infographic 资讯图表

 **A2 Listen and circle** Listen to some facts about water and circle the numbers you hear.

97%	3%	17%	70%	2 billion
10.3	0.3%	$\frac{1}{3}$	$\frac{2}{3}$	2 million

 **A3 Listen and take notes** Listen again and complete the sentences with the numbers in A2.

 **Listening for numbers**

- 1 More than _____ of the Earth's surface is covered with water.
- 2 About _____ of the water on Earth is salty. The rest is fresh water.
- 3 We can reach only _____ of the world's fresh water and the other _____ is locked up in ice or deep underground.
- 4 Most of the fresh water we can reach is polluted, leaving only about _____ for people to drink.
- 5 About _____ people in the world cannot get safely managed drinking water.

 **Pronunciation Word stress**

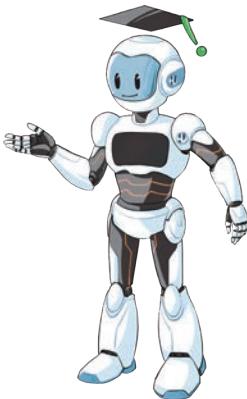
Read aloud. Pay attention to the stress of the underlined words.

Water, water, where do you flow?

Through soil, oceans, and skies, I go.

Where does your journey end?

Never! It's the water cycle, my friend!



I enjoy the exciting and satisfying ride.

In supporting life, I take great pride.

I'll continue to supply^①,

If you keep me clean, not running dry!



Update my to-do list



Listen again and answer the question. What numbers does the speaker use to support the following ideas?

- *Water is everywhere.*
- *Clean fresh water is rare.*

① supply 供给

Lu Yao and Wang Yiming are going to give a group presentation about water.

 **B1 Listen, read and think** What are they going to say about water in their presentation?



Lu Yao: Shall we talk about how useful water is?

Yiming: I'm afraid that's a little boring. Let's share something new, not things people already know.

Lu Yao: You're right. What if we talk about the bad things that happen when we waste water?

Yiming: Good idea! With water everywhere, many people don't see the need to save it.

Lu Yao: Exactly! The problem is, the more water we use, the more energy and chemicals are needed for wastewater treatment. This not only wastes energy but also makes water less safe for drinking.



Yiming: Oh! That's really bad! We can include more facts like this in our presentation to encourage everyone to save water when they can.

Lu Yao: That's really clever! I'll start researching right away!

Grammar file → p. 127

My learning notes

Showing agreement:

- Sounds great!/I couldn't agree more.

- _____

Showing disagreement:

- I'm afraid I don't agree./I don't think that's a good idea.

- _____

B2 Discuss If you are going to give a group presentation about water, what will you say about it? Discuss with a partner. Use the information below to help you.

Water tips

Everybody talks about saving water, but many may think it's just a matter of turning off the tap. Actually, there are countless methods beyond this.



Take shorter showers.



Water plants with grey water.



Use energy-saving washing machines.



Run the dishwasher only when it is full.



Indirect water footprint

It takes water to make these things, even though we don't see water in them. Wasting these things also means wasting water.



1 kilo of sugar



a hamburger



a cotton shirt



a pair of shoes

TEEN skill Narrowing down the topic for a presentation

- As a group, discuss possible topics that interest everyone.
- Narrow your focus to a specific aspect of the topic: for example, "Water in industry" or "Water culture" rather than "Water".
- Ask questions, such as "How useful is water for industry?" or "Are factories treating wastewater properly?"
- Make sure you can provide new information to your audience while answering the questions.



Update my to-do list



Work in pairs. Discuss what else you can say about water in a presentation. You may follow the example in B1.

Lu Yao is reading a novel. She finds a chapter about a girl's morning in the desert very touching.

C1 Predicting Look at the picture and guess: What is the girl going to do?

🎧 C2 Read the story.

Morning in the desert

The sky is grey when I wake up. Rubbing^① my eyes, I get up and tie a piece of soap into the corner of my clothes. I pick up two water pots, putting one on my head and the other under my arm. Then I set off for the *toba*, the water hole.

5 At the *toba* I look out over our water. We will have about a month before it dries up, but the rainy season will not begin for another two months. As I step into the water, the mud covers my feet. I push the scum^② on the water



① rub 擦；搓 ② scum 浮沫；浮渣

to the side. To keep the mud out, I place a piece of cloth over the mouth of the water pot. When the pot is full, I take it to the ¹⁰ nearby bathing rock.

The sun shines brightly. I throw my hair forward and pour water over it. I can feel the heat as the water wets my head and my neck. Keeping my eyes shut, I carefully rub the soap into my hair and skin until every drop of water is fully used. Water ¹⁵ is precious, so I can't waste any. Mum used to bathe my sister and me with just one cup of water when we were small.

Over the next week we watch our pool get smaller. As the water quietly disappears with the hot desert wind, we also prepare to leave the *toba* and move on.

(Adapted from *Shabanu: Daughter of the Wind* by Suzanne Fisher Staples)

Personal touch

Do you use water in the same way as Shabanu, the girl in the story?



C3 General understanding How does Shabanu feel this morning?

Tick (✓) the correct answer.

- She is tired of collecting water from the water hole.
- She worries about their water.
- She misses the time when Mum bathed her and her sister.

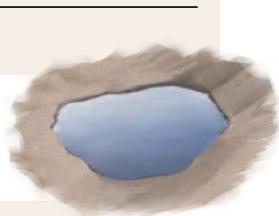
C4 Detailed reading Fill in the blanks according to the story.



Understanding sequence

The sky is grey.

I wake up and ¹ _____ for the *toba*.



At the ² _____

I fill the pot with water.

The sun ³ _____.

I wash my hair.



Over the next week

Our pool gets ⁴ _____ and we ⁵ _____ to move on.

C5 Further thinking Answer the questions.

- 1 Where do you think Shabanu's family will go?
- 2 What can be done to help those living in very dry parts of the world?

Vocabulary focus

Fill in the blanks with the proper forms of the given words in the box.

hole pot forward bathe set pour

Sarah lives in Gulu, Uganda. Every morning, she ¹ _____ off on a long walk to collect water for her family. When she finds a muddy water ² _____, she carefully fills her ³ _____ with water. Back home, Sarah ⁴ _____ the water into a container and heats it over fire to make it safe for drinking. Without enough water to ⁵ _____ herself, she has to make do with very little. Though life is hard, Sarah steps ⁶ _____ with hope, dreaming of a future with plenty of clean water.



Word study Word building Conversion (I)

Fill in the blanks with the proper forms of the given words in the box.

shoulder snake picture dry vacation

- 1 The river almost dried up, so the thirsty animals left to look for new water.
- 2 They are now vacationing at the beach.
- 3 I've never been to the desert, nor can I imagine the life there.
- 4 The river flows through the village.
- 5 He offered to carry the water pot as they walked to the river.



Update my to-do list



Discuss with a partner: What is the author's purpose of writing Shabanu's story?

►► Grammar in use Adverbial clauses of time (I)

1 Read and think How are the underlined clauses formed?

- (1) We will have about a month before it dries up.
- (2) When the pot is full, I take it to the nearby bathing rock.
- (3) I can feel the heat as the water wets my head and my neck.
- (4) I carefully rub the soap into my hair and skin until every drop of water is fully used.

2 Work out the rules Tick (✓) the answer(s) you agree with.

- (1) In each sentence above, the underlined clause starts with a linking word (e.g. *before*, *when*, *as*, *until*) and says **when** **how** **why** an action happens. We therefore call this an "adverbial clause of time".

- (2) An adverbial clause of time comes **before** **after** **either before or after** the main clause.

Grammar file → p. 125

3 Practise Help Lu Yao improve her notes from a science lesson. Rewrite each note into one sentence, adding **as**, **when**, **before**, or **until**.

- (1) people drive cars and build factories / they produce greenhouse gases
-

- (2) more and more greenhouse gases trap extra heat / our planet continues to warm
-

- (3) the Earth warms / glaciers begin to melt
-

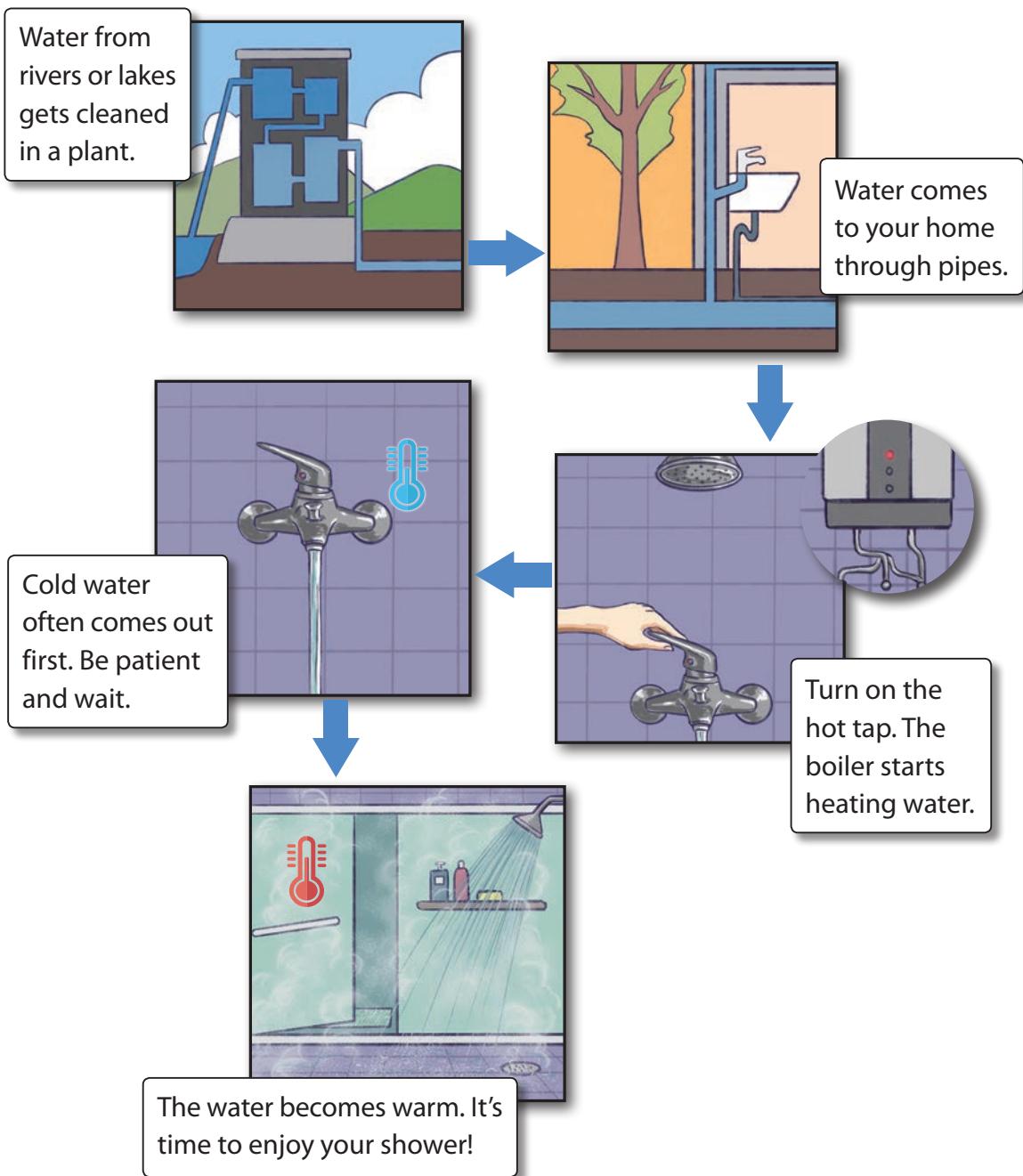
- (4) glaciers melt / sea levels rise, endangering low-lying places
-

- (5) If the problem continues / all the glaciers melt / sea levels could rise by about 70 metres
-

(6) we must take action / it becomes too late

4 Explain You are reading a picture book to your four-year-old cousin. Explain to him/her where the hot shower water comes from, using *when*, *before*, *after* or *until*.

After water from rivers or lakes gets cleaned in a plant, it ...



Your school is having a Water Week event. Write a proposal to encourage people to protect water.

D1 Think Read Lu Yao's proposal. How many water tips can you find in it?

Dear friends,

Clean water is limited and will become less as we continue to use and pollute it. I suggest we act now to protect water at school.

It's easy to start small — turn off the tap while soaping our hands, use rainwater for plants, and tell the teacher when we find something wrong with a tap.

We should also spread the ideas to everyone. We can put up signs, start river clean-up groups, or show videos to raise awareness of water protection.

Water is nature's gift. Together, we can save it for now and the future. Be a water hero!

Lu Yao

D2 Prepare Read Dr Hu's tip and find examples of parallel structure from the text in D1.

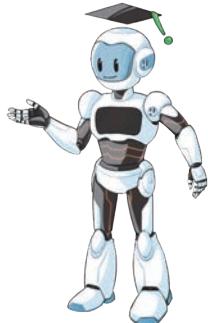
TEEN skill Writing parallel structures (II)

Using the same grammatical form for two or more expressions in a sentence makes a parallel structure. The structure is used to list information or ideas of equal importance.

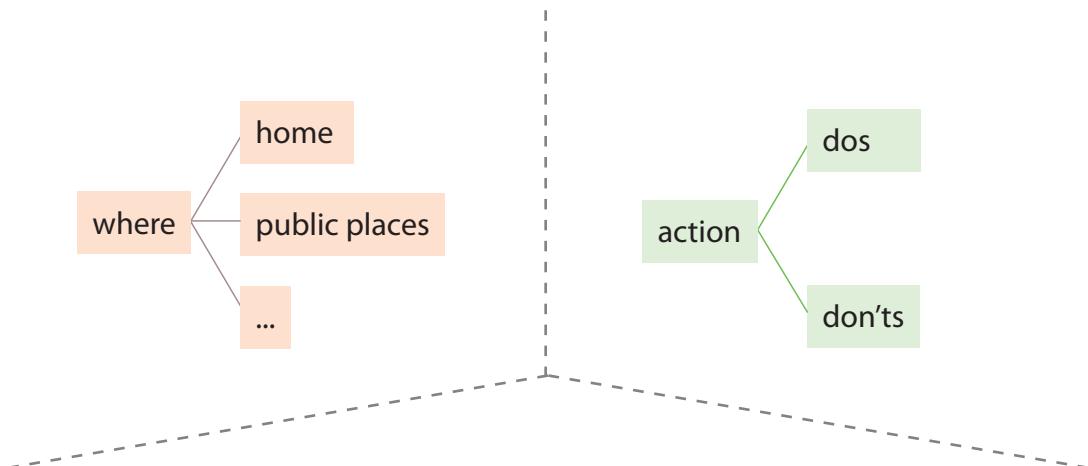
e.g. I like swimming and diving; my father likes fishing and boating.

We use water everywhere — at home, on the farm and in factories.

Floods are dangerous. They may take lives, sweep things away and destroy buildings.



D3 Plan What can be done to protect water? Choose one mind map below to organise your body paragraphs, or use your own ideas if you like.



D4 Write Write your proposal.

D5 Check Check your writing. Pay attention to the use of parallel structures.



Update my to-do list



Share your article with a classmate and help revise each other's writing. Did you both use parallel structures correctly?

New ways to supply water

Cloud seeding^①

Cloud seeding is a method of using special chemicals to make clouds rain. At present, over 50 countries in the world, including China, Australia, India and South Africa, use cloud seeding to increase rainfall in their dry regions.



The South-North Water Transfer^② Project

The project started in 2002, and transports water over 1,000 km from the Yangtze River basin^③ to the Yellow River basin. It has helped to improve the water supply in northern China for homes, farming and industry.

The Iceberg^④ Project

In 2017, an Emirati^⑤ company announced plans to bring icebergs from Antarctica to the UAE to provide a new source of fresh water for the country. The company is still working on ways to reduce the cost and keep the ice frozen. If successful, the project will provide millions of people with safe drinking water.



Read and think Which method do you like best? Why?

① cloud seeding 人工降雨 ② transfer 搬迁；转移 ③ basin 流域 ④ iceberg 冰山

⑤ Emirati 阿联酋的

E Our water use in a day ➤ Project

Giving a group presentation about our water use in a day

Find out how much water you use in a day and give a group presentation about your findings.

Step 1 **Prepare** Prepare some bottles of water. Make sure you know the amount in each bottle (e.g. 5L, 550ml).

Step 2 **Record** Use water only from your bottles if possible. Take notes when you use water not from your bottles.



- 6:40 flush the toilet
- 12:00 refill the 5L bottle
- 20:45 take a shower

Step 3 **Add up** Add up all the water you used in a day. **DON'T FORGET** the water not from your bottles.

Step 4 **Discuss** Discuss what information to include in your group presentation.
e.g. *How much water does everyone in your group use on average?*

Would you use water differently if you had to walk for hours to fetch water every day?

...

You can search the internet for the information you need. For example, "How much water does a shower take?"

Step 5 **Present** Give a group presentation to share your findings and ideas.



Update my to-do list



Listen to other groups' presentations. Which do you like best? What have you learned?

Unit

2

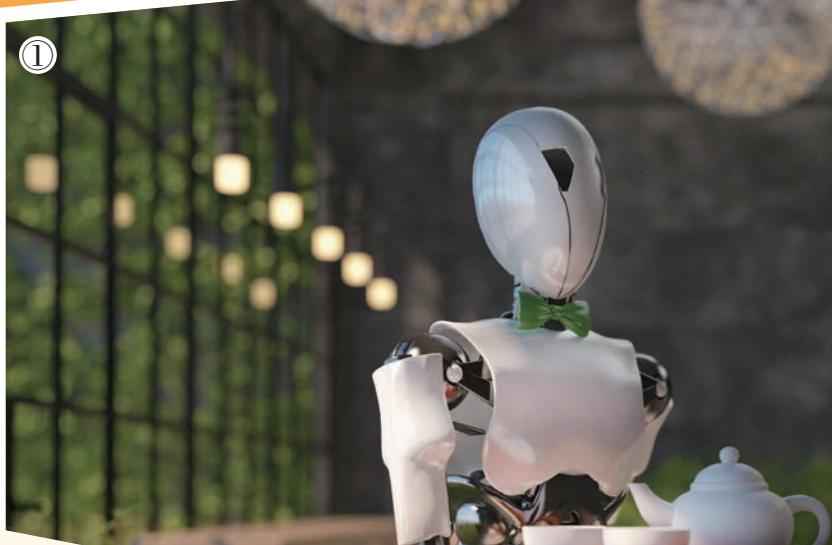
Digital life

How does digital technology influence our life?

Big Question



①



To-do list

- 1 Listen and learn about some digital products.
- 2 Make a complaint about a digital product.
- 3 Read an online article about three digital technologies.
- 4 Write an opinion article on digital life.
- 5 Conduct a mini-survey on digital life.



Getting started

Match the digital technologies or products with the pictures ① – ⑥ . Then answer the questions.

Which of them have you seen or used before? How do you like them?

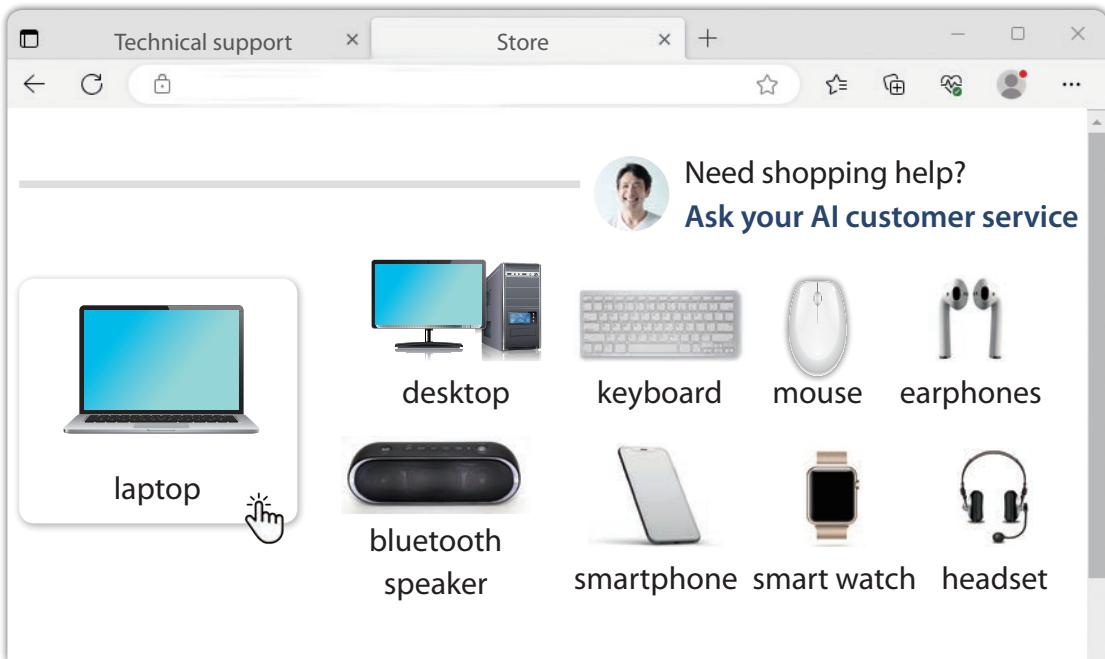
- A self-driving car _____ B speech recognition _____ C robot waiter _____
D face recognition _____ E 3D printer _____ F wearable device _____



A Digital products

>> Viewing and listening

Wang Yiming and his mother are visiting a website to choose some New Year presents for the family.



A1 Look and say Which of these products might be a good choice?

A2 Look and describe Describe one or two products in A1. The following words and expressions are for your reference.

- fast/powerful/convenient/user-friendly ...
- easy to carry around/easy to type on/comfortable to wear ...
- large screen/nice design/clear sound ...
- video chat/listen to music/be easily paired with other devices/enjoy some private time ...

Word study Word building Compounding (III)

Can you find the compounds on the web page? How are they formed?

1 Noun + Noun e.g. laptop

2 _____ + _____ e.g. _____

 **Pronunciation** Word stress in compound nouns

Sing the rap and pay attention to the stressed syllable in each compound noun.

I pick up my 'smartphone' next to my 'laptop',

Then call my friend Mike, the King of Pop.

I put on my 'earphones', look at the screen,

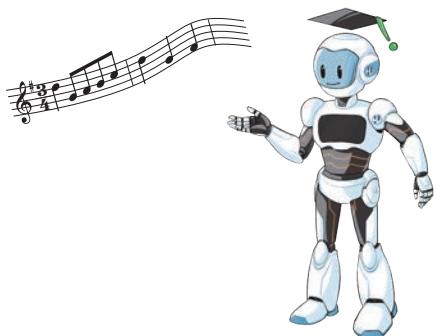
And suddenly digital Mike can be seen.

We reach for our 'headsets', open an app,

Tap on the 'keyboard', then start to rap.

Recording is easy; don't be surprised,

The sounds and the beats are digitalised!



A3 Listen and take notes Listen to three digital product introductions and complete the notes below.



Listening for descriptive information

Touch screen
laptop

Advantages:

- having a ¹ _____ chip
- ² _____ and lightning fast
- easy to separate the keyboard and screen

Colours:

- classic black and popular ice ³ _____

New Hu Phone

Advantages:

- keeping your information ⁴ _____ on the phone
- having ⁵ _____ cameras on the back

Colours:

- ⁶ _____, brown, purple and red

New Smart Watch T

Advantages:

- using the latest AI (artificial intelligence) technology
- understanding what you say ⁷ _____ and following your orders
- keeping an eye on your health and calling the emergency services
⁸ _____

Colours:

- red, ⁹ _____ and brown



Update my to-do list



Listen to another introduction and note down the product's advantages.

B Complaints about digital products

➤ Speaking

Wang Yiming is now calling CS (customer service) to make a complaint.



B1 Listen, read and think Listen to the conversation. What is Yiming complaining about?

CS: Welcome to Science Power Customer Service. For product information, press "1". For stores, press "2". For complaints, press "3" ...

Yiming: (pressing 3) Hello, this is Wang. I'd like to make a complaint about the laptop I bought last week. It keeps shutting down on its own.

CS: Sorry for the inconvenience. Can I have your order number, please?

Yiming: It's 68399.

CS: Thank you. Have you tried turning it off and on again?

Yiming: Yes. I've repeated that a couple of times, but it didn't help! What else can I do?

CS: I'm afraid I cannot answer this question.

Yiming: Wait ... Are you a robot?

CS: Yes, I am. I'll ask our technical support team to call you back right away. Would that be okay?

Yiming: Sure, thanks.

CS: You're welcome. Have a nice day!



My learning notes

Making complaints:

- I have a problem with ...
- _____
- _____

B2 Role-play Work in pairs, pick a role and start a conversation. Use the information below to help you.

A

You are the customer. You have one of the problems shown in the pictures below and want to make a complaint to customer service.

B

You are the AI customer service. Offer advice to your customer about the problem he/she has.

The screenshot shows a web browser window with the title bar 'Technical support'. Below the title bar are standard browser controls: back, forward, refresh, and search. To the right of the title bar are several icons: a star, a gear, a file, a person, and a more options menu. The main content area is titled 'Technical support' and features three small images side-by-side. The first image shows a close-up of a person's wrist wearing a smartwatch. The second image shows a smartphone connected to a power adapter and a charging cable. The third image shows a tablet held up in front of a bookshelf; the screen displays a red 'X' over a Wi-Fi signal icon, indicating a connection issue.

Problem:	Advice:	Problem:	Advice:	Problem:	Advice:
keeping freezing	updating the software on the watch	keeping running out of space	clearing out apps that you don't need	failing to connect to the internet	checking your Wi-Fi and making sure it's connected to the right network

TEEN skill Making an effective complaint

- Be clear and specific about the problem.
- Be honest about what you have experienced.
- Stay calm and polite.



Update my to-do list



Do the task in **B2** again. Switch roles and pick another problem.

Wang Yiming is reading an online article on *Tech Teen*.

C1 Predicting Look at the three pictures and discuss: What digital products might the article be about?

🎧 **C2** Read the article.

TECH TEEN Live Now

Amazing digital technologies

Digital technology makes life a lot easier for the disabled. For example, a new type of smart walking stick for the blind can detect any object as soon as the person

5 gets close, and then warn the person of the danger. It can also give directions and inform its owner of the bus and train timetables. It is believed that this type of technology will make the lives

10 of blind people safer and easier.

Digital technology makes it easier to share knowledge. It gives students the same chance to learn, no matter where they live. According to a 2022 report, over 22% of the Indian population couldn't read or write. To 15 change this situation, Indian schools in rural areas were provided with a powerful internet connection. Many of the students there didn't have a chance to learn until 20 the project started. They can now enjoy wonderful online lessons taught at a top school in New Delhi.



Firefighting robots are saving lives. They can walk, 25 run, climb and communicate with people caught in a fire. While the robots move around, they send video information to the control unit. In this way, firefighters can see the fire environment 30 clearly and then make a safe plan. Robots can really be a great help in dangerous situations.



More

Personal touch

Which digital technology impressed you most? Why?

C3 General understanding Think of a heading for each paragraph.

Paragraph 1

Paragraph 2

Paragraph 3

C4 Detailed reading Complete the following table with the sentences from the text.



Identifying facts and opinions

Facts	Opinions
<ul style="list-style-type: none">To change this situation, Indian schools in rural areas were provided with a powerful internet connection.	<ul style="list-style-type: none">Digital technology makes life a lot easier for the disabled.

C5 Further thinking Answer the questions.

- 1 What's the author's attitude towards life in the digital age?
- 2 What other amazing digital technologies can you tell?

Vocabulary focus

Complete the summary map with words from the text.

Digital technology makes the lives of the disabled much easier. For example, a new type of smart walking stick can warn the blind of the danger that is close by and ¹p_____ them with useful information.

An internet project in India enables top schools in cities to ²s_____ knowledge with schools in rural areas, giving students there the same ³c_____ to learn.

for the disabled

for the students in rural areas

for people working under difficult conditions

Robots can be quite helpful in ⁴f_____ and they do part of the dangerous work of firefighters. Firefighters can make a ⁵s_____ plan with the help of the video information the robots ⁶s_____ to the control unit.



Update my to-do list



Has the article changed your view on digital life? Why or why not?

>> Grammar in use Adverbial clauses of time (II)

1 Read and think Underline the adverbial clauses of time and circle the linking words.

- (1) A new type of smart walking stick for the blind can detect any object as soon as the person gets close.
- (2) While the robots move around, they send video information to the control unit.

2 Work out the rules Match the words with the time relationships.

while

as soon as

(1) _____: One thing happens immediately after another is complete.

(2) _____: Two actions happen at the same time.

Grammar file → p. 125

3 Practise Make as many sentences as you can with the words and expressions in the word cloud. Each sentence must contain a time expression.

As soon as John got his new 3D printer, he connected it to his laptop and started to print a model of the Palace Museum.

3D printer smartphone
laptop self-driving car
robot waiter
while as soon as keyboard



4 Tell a story

(1) Look at the following pictures and discuss with a partner.

- What was the dog doing while Jimmy was flying a kite?
- What was Jimmy doing while the dog was watching him, lonely and bored?
- What did the dog do as soon as it saw Jimmy's broken tablet?
- How did the dog feel as soon as Jimmy gave it a big hug?



Jimmy was flying a kite. I was running after him happily.



He got a tablet, and everything changed. I was lonely and bored.



His tablet was broken.
I ran to comfort him.



He gave me a big hug.
I became happy.

(2) Tell the story in the third person, instead of the dog's first-person point of view.

Use *while* and *as soon as* in your story. You may start with: *A little dog used to have lots of fun with his little master Jimmy ...*



You want to write about your views on digital life for your school newspaper.

D1 Think Read the opinion article below. Is the writer's attitude towards digital life positive or negative? Explain how you know.

Many people enjoy digital life. It's convenient and fun. However, in my opinion, we should be aware of its disadvantages.

First of all, it leads to too much screen time. Some people spend too much time playing computer games, watching videos or chatting online, so they have less time for healthy outdoor activities.

What's more, digital life is not always safe. For example, when we visit some websites, hidden software or viruses on them may collect our personal information.

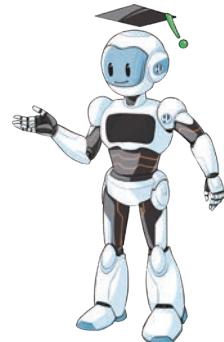


In conclusion, though digital technology brings many benefits to our lives, it also causes problems, so we must learn to use it wisely.

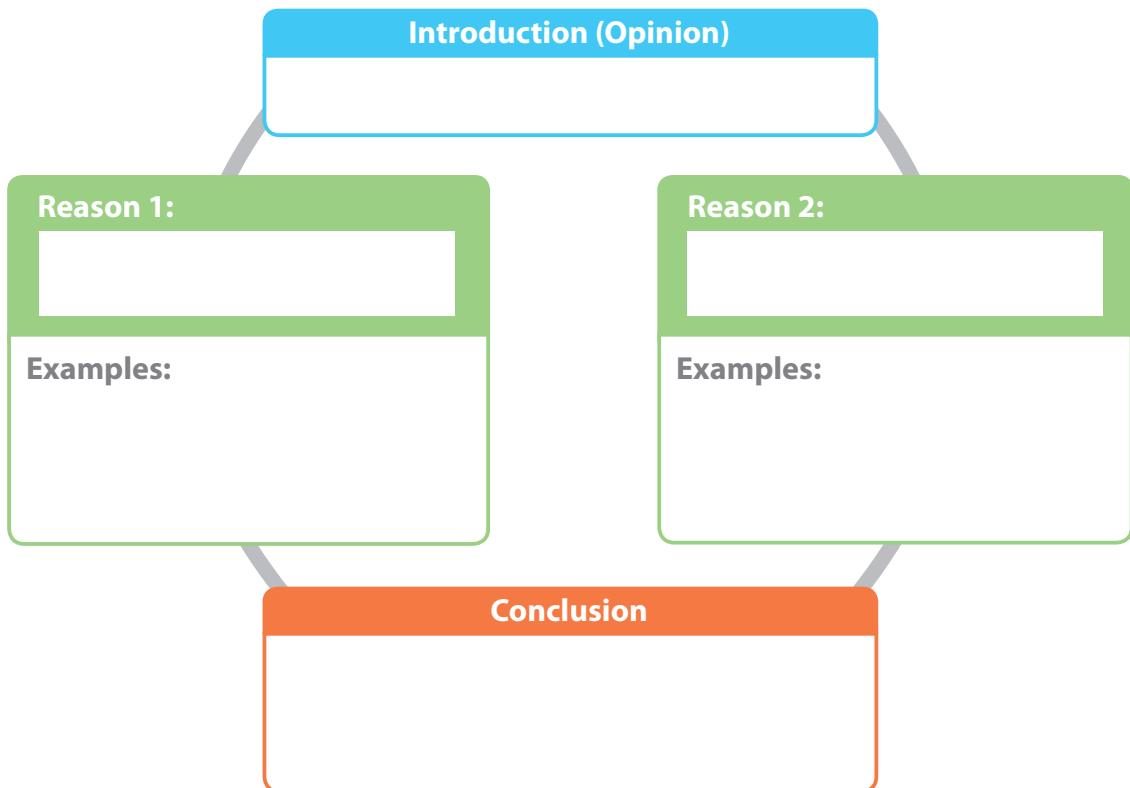
D2 Prepare Underline the opinion, circle the reasons and bracket the examples in the article.

TEEN skill Writing an opinion article

- An opinion article expresses the writer's point of view or attitude towards something.
- An opinion article usually has three main parts: **introduction** (stating the opinion), **body** (supporting the opinion), and **conclusion** (restating the opinion).
- In the body part, you can first give reasons and then use examples as supporting details.



D3 Plan What are your views on digital life? Plan your writing by completing the following diagram.



D4 Write Write your opinion article.

D5 Check Check your opinion article. Pay attention to the three main parts.

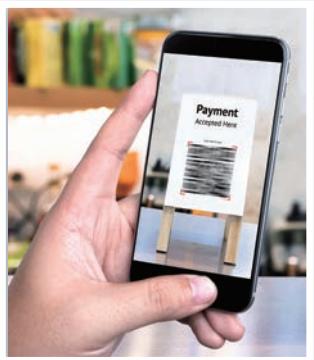


Work in groups. Help each other revise the articles.

Different digital payment methods

Digital wallets

A digital wallet allows you to use your mobile phone or smart watch to pay in shops. Simple and safe with a password for protection, it can store all your electronic cards. Digital wallets were first used in Sweden in 1997, but they are now most widely used in China.



Quick response code payment

A quick response (QR) code is a barcode^① your phone can read. Developed in Japan in 1994, QR codes can be used in many ways, such as marketing and information sharing. In China, they are widely used for mobile payments.

Digital money

Digital money uses software codes to work as money over a computer network. It also uses offline technology when there is no network. The People's Bank of China began working on the e-CNY^② in 2014, making China a leader in central bank digital money.



Read and think Which payment method do you use most often?

① barcode 条码 ② e-CNY 数字人民币

E A mini-survey on digital life

Project

Conducting a mini-survey on digital life

Work in groups to conduct a mini-survey about the digital life of the people around you.

Step 1 **Prepare** Design your survey. Use the sample below to help you. Add more questions if necessary.

A survey of digital life

1 Your personal information:

- Age group: 13–19 20–40 41–65 over 65
- Gender: Male Female
- Occupation: _____

2 Which three digital products do you use most often?

No. 1 _____ No. 2 _____ No. 3 _____

3 What do you mostly use your digital products for?

- A Shopping. B Entertainment. C Education. D Work.
E Interpersonal communication. F Other (Please specify: _____).

4 _____

5 _____

Step 2 **Conduct the survey** Each member in the group invites at least two adults to take part in the survey.

Step 3 **Discuss** Study the group data. Make charts and graphs to show it. Discuss the results. Draw the conclusions.

Step 4 **Present** Give a group presentation to share your group findings.



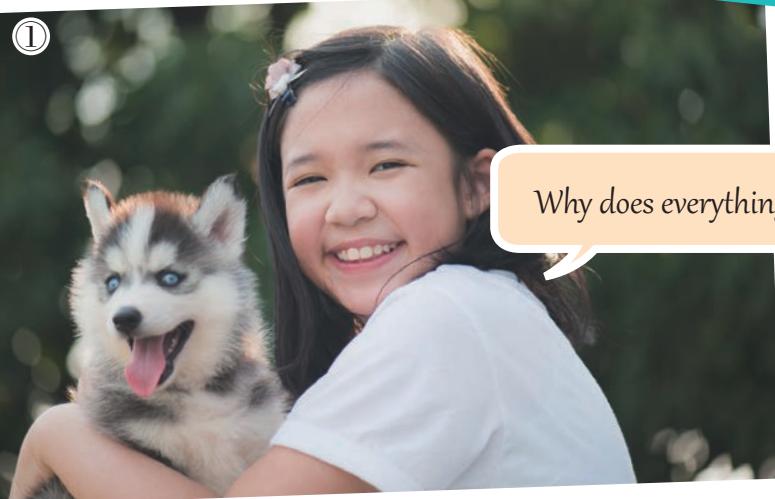
Listen to the other groups' presentations. Do they have similar or different findings?

Unit

3 Curious minds

What do curious minds bring us?

①



Why does everything have a name?

②



Why do we have two eyes, but we can see even with just one?

Why does water make things wet?

To-do list

- 1 Listen to a speech about curiosity.
- 2 Talk about how to keep curious.
- 3 Read an article about the benefits of curiosity.
- 4 Write about an experience of being curious.
- 5 Make a leaflet of stories about curious minds.

③



④



Why do stars twinkle?



Getting started

Look, read and discuss.

Have you ever asked similar questions?



Dr Gu, a psychology professor, is giving a speech to students at New Star Middle School.

Curiosity: An inborn ability

Babies:
looking at new or unfamiliar things

Preschoolers:
playing longer to learn how toys work

School children:
asking countless questions

Grown-ups:
learning by continuous reading & exploring

A1 Look and think Read a slide of Dr Gu's speech and tick (✓) the main point he makes.

- Everyone is curious by nature.
- Children are curious in different ways.
- After growing up, people are no longer curious.

A2 Look and say What details does Dr Gu use to support his point of view?

 **A3 Listen and take notes** Listen to part of Dr Gu's speech and complete the supporting details.

 **Listening for supporting details**



Babies are interested in new ¹ _____ and often reach for ² _____ that they haven't seen before.



School children ask countless questions to ⁶ _____ ⁷ _____ the world.

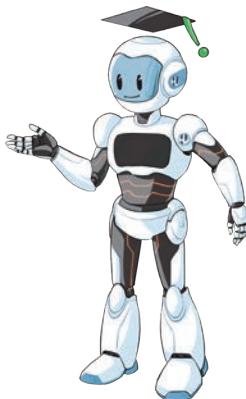
Preschoolers ³ _____ ⁴ _____ ⁵ _____ a toy when it's harder to know how it works.



 **Pronunciation Abbreviation**

Sing the rap.

A curious mind takes no rest;
With curiosity, let's aim to be the best.
On the internet and in books,
On radio, TV, and learning apps,
We explore new things every day,
In a fun, playful and enjoyable way.
With STEM, we'll create amazing things,
And our dreams will take wings.



Update my to-do list



Listen to Dr Gu's speech again and write down one more supporting detail.

At the end of his speech, Dr Gu asks students to list some special things they did during the National Day holiday and talk about them.

B1 Listen, read and think What was special about Li Bailing's National Day holiday?

Yiming: Hey, Bailing! How was your holiday?

Bailing: Pretty good! I read seven books.

Yiming: Wow, that's a lot!

Bailing: My brother kept asking me strange questions, so I had to look for answers in books.

Yiming: Really? So, what did he ask?

Bailing: Well, why do we have two eyes when we can see even with just one? Do you know?

Yiming: No, I don't!

Bailing: I didn't, either. Luckily, books seem to have the answer to everything! And the more I read, the more I wanted to find out.

Yiming: Good for you! Any good books to recommend?

Bailing: Tons! But don't read them all at once, or you'll ruin your eyesight!

Yiming: Maybe that's why we have two eyes instead of one! So we can read more!



My learning notes

Giving compliments:

- Well done!
- That's great! Fantastic!
- I'm proud of you.
- _____

B2 Role-play Work in pairs. Pick a role and act out the conversation.**Student A**

You want to know about the special things your classmate did during his/her National Day holiday.

Student B

You are one of the following students. Your classmate is asking you about the special things you did during your National Day holiday.

Name: Han Gang

Age: 13



Special things:

- take all the metro lines around the city
- watch some videos about metro systems around the world
- ...

Name: Liu Chao

Age: 13



Special things:

- visit my grandparents on the farm
- watch ants and train dogs
- ...

Name: Li Mei

Age: 14



Special things:

- learn how TVs and washing machines work
- join a young engineer camp
- ...

Word study Word building Suffixes *-ed* and *-ing*

Fill in the blanks with the proper forms of the given words.

Yiming felt ¹ surprised (surprise) when he learned that Bailing had read seven books during the holiday. However, it wasn't ² _____ (surprise) at all—she always reads a lot. When Bailing asked Yiming about his holiday, Yiming talked about his ³ _____ (excite) trip to Mount Tai. He was so ⁴ _____ (excite) to watch the sunrise that he stayed awake all night. He'd always remember that moment: as the sun rose, an eagle flew high in the sky. Finally, they talked about a ⁵ _____ (touch) cartoon movie they had both watched. They had a great chat!



Update my to-do list



Work in pairs. Share some of your special experiences with your classmates.

Lu Yao is reading an article written by Dr Gu in her school newspaper.

C1 Background knowledge Have you ever been curious about something and explored it?



C2 Read the article.



The power of curiosity

“Why?” the little girl asks her father. He gives an answer, and she asks again, “Why?” To the parent, these questions may seem never-ending, even a little annoying. But a child’s curiosity is very important for the growing mind.

5 Curiosity helps the brain to better take in new information. In a 2014 study, the researcher invited some people to rate their curiosity about some questions before telling them the answers. One hour later, the researcher tested how well they remembered the answers. Results showed that when people 10 were very curious about the fact, they were 30% more likely to remember it.

Curiosity also leads to more exciting ideas. In 1918, magician Harry made a big elephant disappear on the stage. In a recent experiment, people were asked how curious they were about 15 Harry’s trick and then given a few minutes to design their own



magic tricks. It turned out the more curious group came up with more wonderful ideas.

Curiosity encourages voluntary learning and helps discover career interests. Jeff Armstrong, a successful engineer, designs cars. "As 20 a kid, I was crazy about cars," says Jeff. "I learned to do simple repairs to the family car. This led me to study engineering." Dr Fiona Grey, a leading heart doctor, says, "As a girl, I was very curious about how the human body worked, so I studied medicine."

25 As Richard Feynman said, "Nearly everything is really interesting if you go into it deeply enough." Therefore, keep a curious mind — keep asking why. You never know 30 where it may lead you!



Personal touch

Which benefit of curiosity impressed you most?

C3 General understanding In what ways is curiosity important for the growing mind? Underline Dr Gu's opinions in the text.



C4 Detailed reading List the facts that support the opinions in C3.

Fact(s) for Opinion 1:

Fact(s) for Opinion 2:

Fact(s) for Opinion 3:



C5 Further thinking Answer the questions.

- 1 What types of evidence does Dr Gu use to support his opinions?
- 2 What other evidence can you find to support Dr Gu's opinions?

Vocabulary focus

Complete the conversation with the proper forms of the words and phrase in the box.

annoy come up with disappear magician recent remember research

Lu Yao: Hello, Dr Gu! Thank you for agreeing to this interview. We all enjoyed your article about curiosity. Were you curious when you were young?

Dr Gu: Well, I asked countless questions every day. I think my parents sometimes got ¹ _____ with me.

Lu Yao: What kind of questions?

Dr Gu: When I watched a magic show, I kept asking how the ² _____ did it. I learned the tricks and practised them. I even ³ _____ some new tricks.

Lu Yao: Amazing. I suppose children are always curious. But in a ⁴ _____ online article that I read, the author says curiosity ⁵ _____ as people grow up. Do you agree?

Dr Gu: I don't think so. We never lose curiosity. You see, whenever we have something we don't understand, we read, ask, or do ⁶ _____ to find out the answers. That's actually curiosity.

Lu Yao: Yes, I guess it is. Thank you very much, Dr Gu. We will ⁷ _____ your words and stay curious.

Dr Gu: Good for you!



Update my to-do list



Why do you think Dr Gu wrote about the benefits of curiosity?

>> Grammar in use Infinitives

1 Read and think What do the underlined parts have in common?

- (1) Dr Gu gave a speech to encourage everyone to keep a curious mind.
- (2) Curiosity helps the brain (to) better take in new information.
- (3) In 1918, magician Harry made a big elephant disappear on the stage.
- (4) I learned to do simple repairs to the family car.

2 Work out the rules Tick (✓) the answer(s) you agree with.

- (1) An infinitive is the basic form of a verb, including ...

do to do doing does

- (2) Infinitives of different forms are used with different verbs or verb-object (VO) structures.

Use	do	to do
1) With verbs like <i>learn, want, decide</i>		
2) With VO structures like <i>encourage sb/sth, allow sb/sth</i>		
3) With VO structures like <i>make sb/sth, let sb/sth</i>		

Notes: The verb _____ and the VO structure _____ sb/sth can be followed by either the infinitive with *to* or the infinitive without *to*.

- (3) An infinitive can be used ...

to express a purpose
 as the object of a sentence
 to describe the state of a sentence's object

Grammar file → p. 129

3 Practise Your school newspaper plans to have a section about curiosity. Complete the notice with the proper forms of the given verbs.

Notice

Dear students,

We have decided ⁽¹⁾ _____ (have) a section about curiosity
⁽²⁾ _____ (encourage) curious minds. We hope ⁽³⁾ _____ (receive)

some suggestions from all of you. You can call or email us ⁽⁴⁾ _____ (share) your ideas. Please let us ⁽⁵⁾ _____ (know) if you have any questions at any time.

The editors, School Newspaper

4 Discuss

- (1) Discuss your suggestions on the **Curiosity** section in the school newspaper with your group members. The words in the box may help you.

decide help plan hope
ask make invite ...

I want to collect students' experiences about curiosity.



Sure. We can also invite some model students to give us speeches.



Let's ...



I prefer ...



- (2) Report your suggestions to the class.



After the discussion, we ...

The school newspaper is collecting students' stories about their experiences of being curious. You want to have a try.

D1 Think Read Wang Yiming's story. What happened as a result of his curiosity?



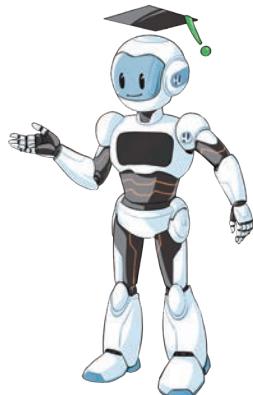
The night before my seventh birthday, I couldn't sleep. Every now and then I heard a little yap^②. "What can that be?" I wondered. Driven by curiosity, I decided to have a look. Following the sound, I came to the kitchen. I saw a box

shaking on a shelf. I reached up for it with the help of a chair. As I was climbing down, the box suddenly fell out of my hands. A puppy jumped out and started barking loudly — in the middle of the night! This is how my curiosity ruined a birthday surprise!

D2 Prepare Read Dr Hu's tips. How does Yiming make his story vivid?

TEEN skill Making your writing vivid

- Describe your thoughts and feelings.
- Add some sensory details.
- Make your readers wonder what's going to happen next.



^① dose (药的)一剂, 一服 ^② yap 咬叫

D3 Plan Plan your story by making notes about the following questions.

- What were you curious about?

- What did you do or what happened?

- How did you feel?

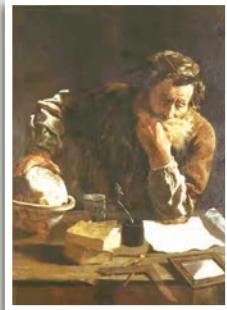
**D4 Write** Write your story.

D5 Check Check your story. Make it more vivid, if you can.**Update my to-do list**

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

Curious minds in history

It is said that one day, Isaac Newton was sitting under a tree. An apple fell and hit the ground beside him. (Some people say the apple fell on his head, but who knows?) He then wondered why things fall down, not up or sideways. That's how he came up with the idea of gravity.



Legend has it that Archimedes noticed that when he got out of his bath, the water in it went down. He then found that the level of the water in the bath was related^① to how much of his body was in the water! This was a very important discovery in physics.

When young, Qian Xuesen was curious about why paper planes could fly and how to make them go faster. Driven by this curiosity, he worked hard and became a pioneer in aerospace^②. His research laid the groundwork^③ for the technology used in Shenzhou spacecraft.



Read and think What can you learn from these curious minds?

① related 相关的；有联系的 ② aerospace 航空航天（工业） ③ groundwork 基础工作

E Stories of curious minds ➤ Project

Making a leaflet of stories about curious minds

Work in groups to collect stories of curious minds and make a leaflet.

Step 1 **Prepare** Work in a group and choose the field you want to explore, e.g. sports, art, farming, business, science, etc.

Step 2 **Gather information** Search for information about curious minds in the field you have chosen.

Step 3 **Discuss** Share your findings in the group. Discuss and decide which curious mind(s) to include in your group's leaflet.

Step 4 **Create** Organise the information you have collected and make your leaflet. Add pictures to make it look better.

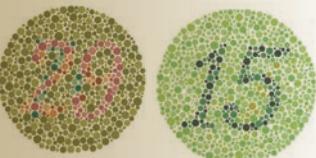
Step 5 **Present** Present your leaflet in class.



John Dalton

The first person to discover colour blindness

What he was curious about:
why a stocking looked red to some people but through his eyes looked grey



What he did:

- asked people around him to tell him what colours things were
- had a medical examination
- did experiments



Update my to-do list



Which leaflets/stories impressed you most? What have you learned from them?

Unit
4

Then and now

How has life changed
over time?



②



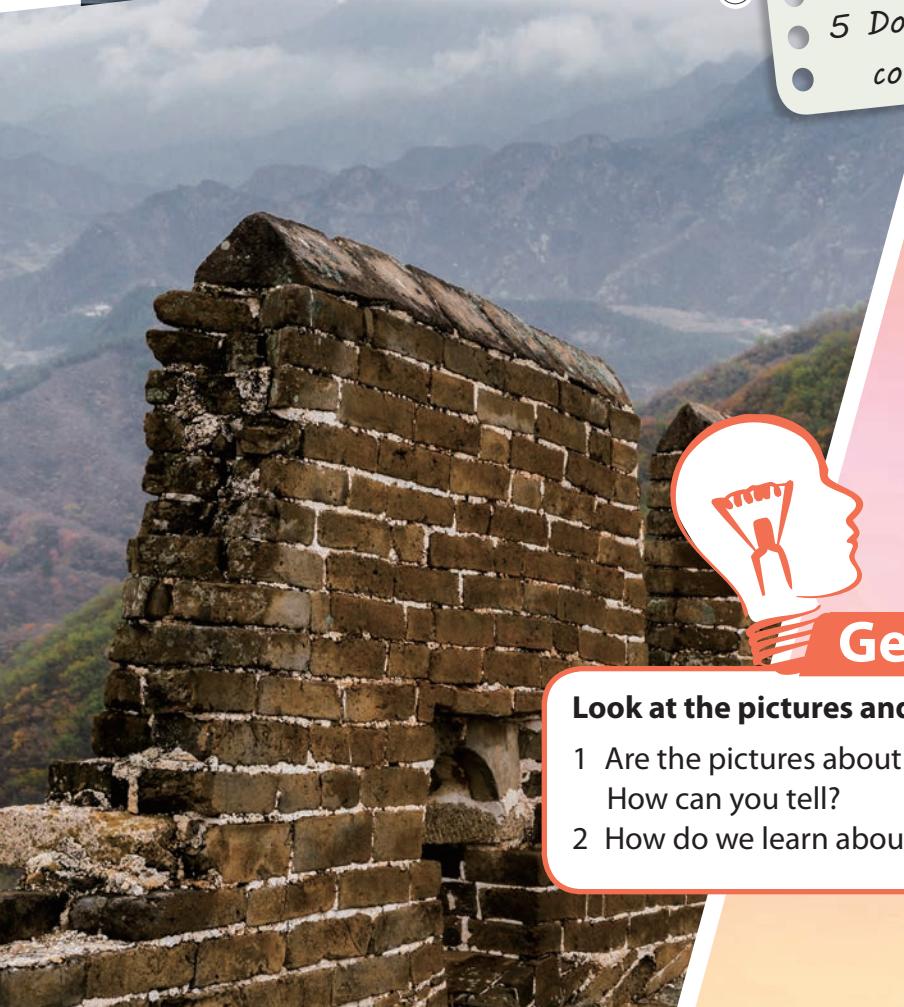
(3)



To-do list

- 1 Listen to a documentary and learn about the changes in a city.
- 2 Talk about old things at home.
- 3 Read a magazine article about life in Britain long ago.
- 4 Write a comparison article on how our lives have changed.
- 5 Do a study of a changing community.

(4)



Getting started

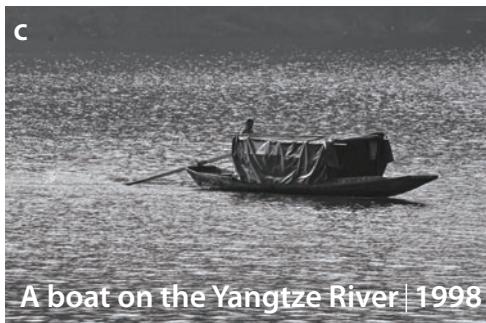
Look at the pictures and discuss the questions.

- 1 Are the pictures about life today or long ago?
How can you tell?
- 2 How do we learn about the past?

A Cities then and now

>> Viewing and listening

Here is a photo exhibition on the city of Chongqing, past and present.



A1 Look and say Compare the photos on the left with those on the right. What changes can you see from these photos?

A2 Read and think Does each sentence talk about life in the past or the present? Underline the time expressions.

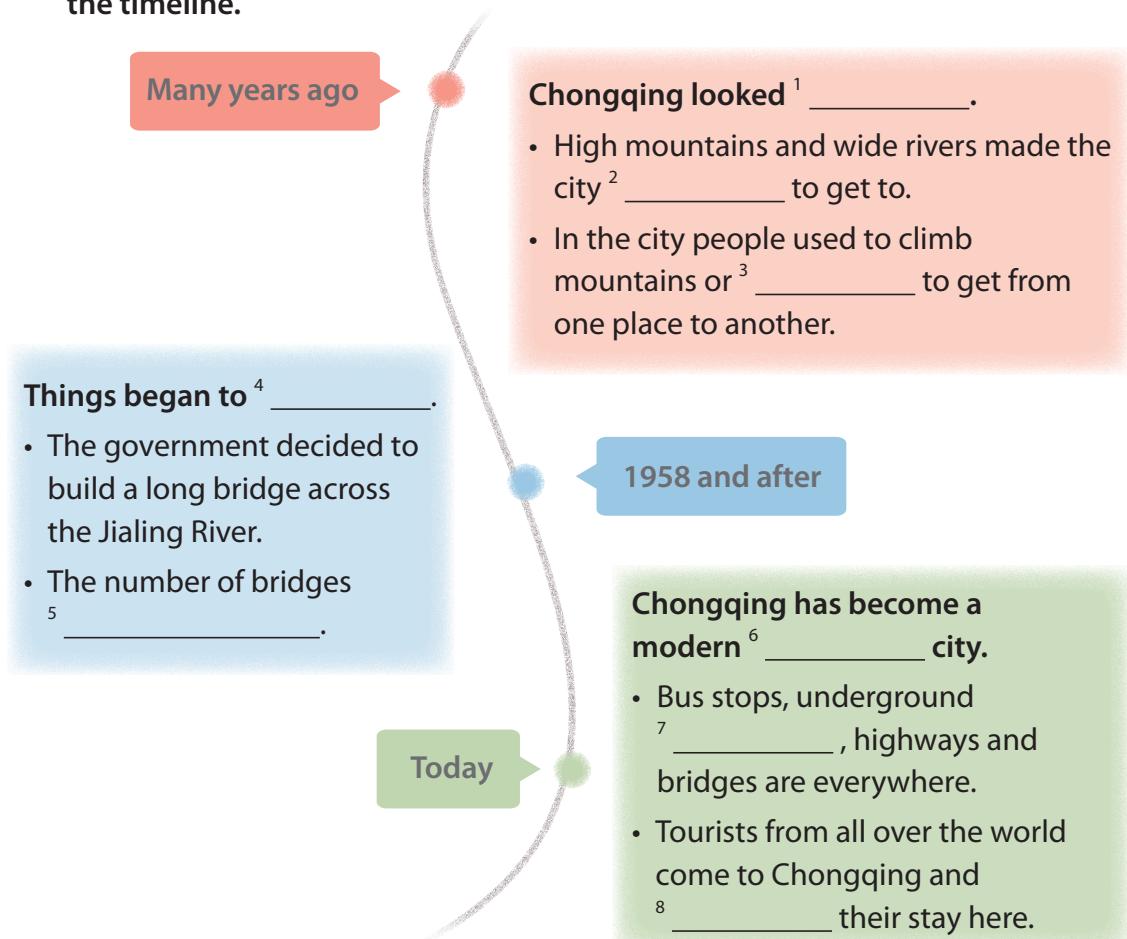


Identifying time expressions

- 1 Transport used to be very slow and difficult in the past.
- 2 Today, Chongqing is an international city.
- 3 Many years ago, people seldom travelled by air but made long journeys by land or sea.
- 4 Nowadays, ships and planes transport goods from faraway places, and trucks take them to stores and homes.

① porter 搬运工 ② tunnel 隧道

A3 Listen and take notes Listen to a documentary and complete the timeline.



Pronunciation Linking of sounds

Read the conversation between Harry and his great-grandma.

Pay attention to the linking sounds.



Harry: Great-grandma, what was it like when you were a child? Did you travel in a plane?

Great-grandma: No, dear Harry. I used to ride a train.

Harry: Did you use a computer?

Great-grandma: No, dear Harry. We didn't have computers back in those days.

Harry: How did you send emails then?

Great-grandma: We didn't. We used to write letters by hand.



Update my to-do list



Listen again and discuss: How has Chongqing changed over time?

Harry is in the attic^① with his great-grandma. They are choosing items to sell at the car boot sale^②.

 **B1 Listen, read and think** Listen to Harry's conversation with his great-grandma. What do they find in the attic? What did people use these things for?

Harry: What's in this box? What are all these little squares?

Great-grandma: Oh! They're my cassette tapes^③!

Harry: What's a cassette tape? I've never seen one before.

Great-grandma: That can't be true! It seems
like only yesterday that I
bought my first cassette!



Harry: What does it do?

Great-grandma: It plays music. Everyone used to have a cassette player. You put the cassette inside the machine and music plays.

Harry: Wow! Can we play a cassette right now?

Great-grandma: My cassette player doesn't work any more. You can ask your dad to borrow his.

Harry: Dad has one too!?

Great-grandma: Yes! I bought him one when he was a little boy. He just loved it.

Harry: I like listening to music too. I have tons of songs on my smartphone.

Great-grandma: SMART? Phones can think now? Technology has gone so far since I was young!

My learning notes

Expressing surprise:

- Really?
- That's hard to imagine.
- I can't believe it!
- _____

① attic 阁楼 ② car boot sale 汽车尾箱集市 ③ cassette tape 盒式磁带

B2 Look and say Harry and his great-grandma find more old items in the attic. With a partner, choose one of the pictures from below and act out a conversation.



A roll of film

- It is used to take photos.
- We put it into a camera and take photos.

Today smartphones



A record

- It is used to play music.
- We put it on a record player and music plays.

Today smartphones



A phone book

- It has names, addresses and phone numbers of people and businesses.
- We use it when we make phone calls.

Today smartphones

Word study Word meaning Chameleon words (I)



Read the sentences. Match each underlined word with its meaning.

- | | |
|---|--|
| 1 They found a roll of <u>film</u> in the attic. | A to keep information by writing it down or storing it on a computer |
| 2 Everyone in the family watched the <u>film</u> except Harry. | B a flat round piece of plastic on which music is stored |
| 3 This old <u>record</u> player belongs to my great-grandma. | C thin dark plastic used for taking photos |
| 4 She <u>records</u> everything that happens to her in her diary. | D a movie |



Update my to-do list



Do B2 again with the same partner, but switch roles and use a different picture.

Harry is reading a magazine article about life in 19th-century Britain.

C1 Text type Think and discuss: What are the features of a magazine article?

 C2 Read the article.

Life in 19th-century Britain

It was the best of times; it was the worst of times.

— Charles Dickens

The 19th century saw great changes in Britain. Industry grew fast and more jobs were created. Progress in technology made travel and communication much easier. The lives of ordinary people also changed dramatically, both for the better and for the worse.

5 Transport

At the beginning of the 19th century, there were no buses or railways in London. Ordinary people walked to work and rarely travelled far from home. Over the next few decades, horse buses and railway trains became popular. The development of public transport brought new chances for travelling, carrying goods and developing businesses.

Living conditions

Another major change was the growth of cities. Many people moved from the countryside into fast-growing cities. Although there were more new chances in the city, living conditions there were unpleasant for most people. Large families with five or six children lived in one or two rooms. Few homes had a bathroom with a toilet, bath, or even running water. The conditions outside

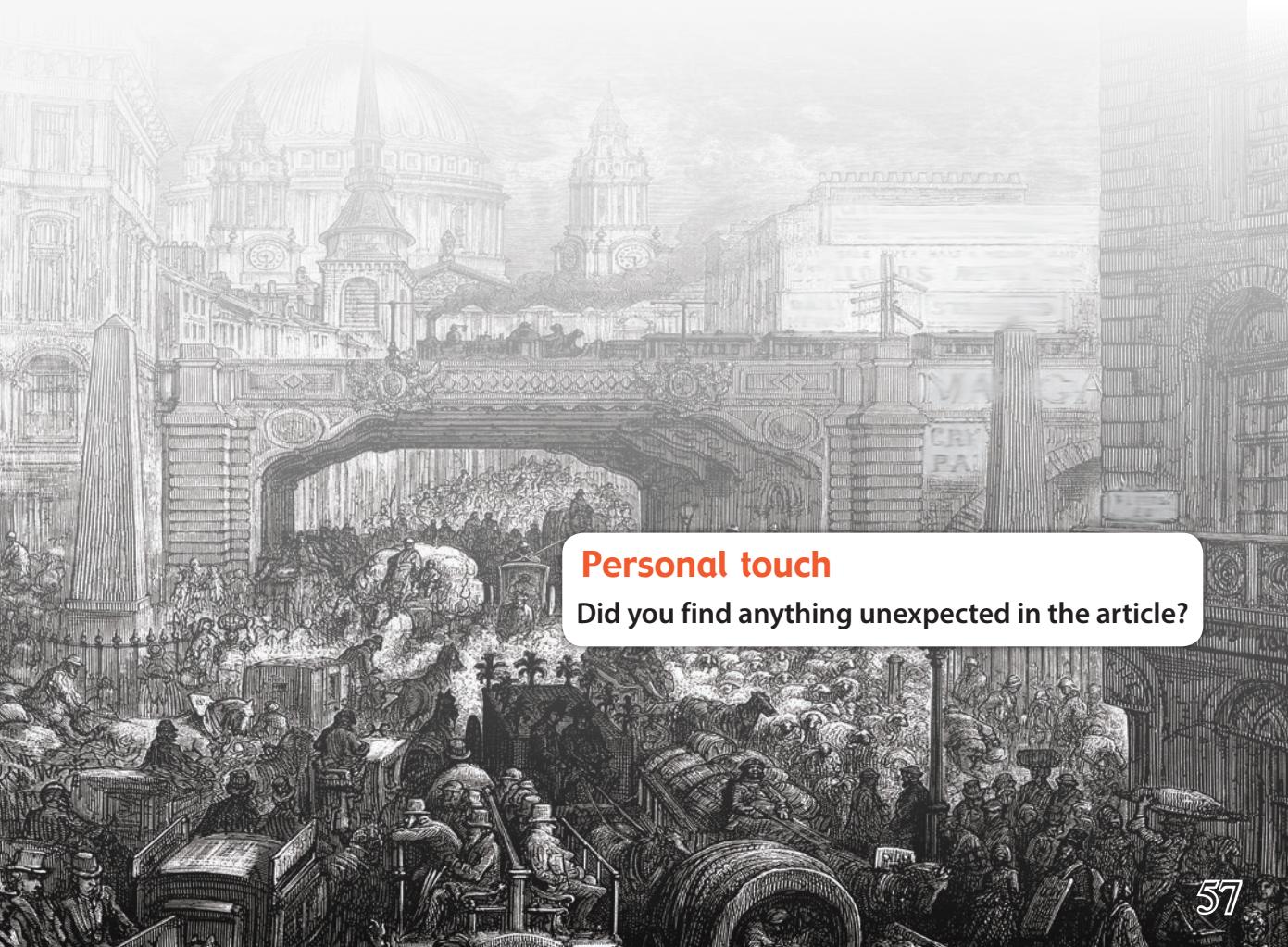
the homes were also extremely bad. The air was foggy. The streets were dirty and smelly. The rivers were heavily polluted.

Life of children

- 20 Not all children went to school. Children from wealthy families received education and were encouraged to learn music and foreign languages. Children from poor families, however, were not so lucky. Many became child workers. They worked long hours in places like factories and mines, and even the smallest mistake could result in severe punishments.
- 25 Life moves fast. Today's world is a lot different from the past. But still, it is important to learn about the past if a better future is to be created.

Personal touch

Did you find anything unexpected in the article?



C3 General understanding What aspects of life in 19th-century Britain does the author talk about in this article?

C4 Detailed reading Read each item below. Does it tell us about the good or the bad about life in 19th-century Britain? Write the number of each item in the right place.

- 1 easier travel and communication
- 2 new chances for travelling, carrying goods and developing businesses
- 3 unpleasant living conditions
- 4 foggy air
- 5 dirty and smelly streets
- 6 polluted rivers
- 7 child workers

The good	The bad

C5 Further thinking Answer the questions.**Comparing and contrasting**

- 1 What do you think of the words of Charles Dickens on the life of 19th-century Britain?
- 2 What do you know about life in Britain today? Compare it with life in 19th-century Britain.

Vocabulary focus Answer the questions with the underlined words.

Share your answers with a partner.

- 1 What great changes has the 21st century seen in China?

- 2 How has modern technology changed education?

- 3 Do we enjoy better living conditions than people in the past?

- 4 Why is it important to learn a foreign language?

**Update my to-do list**

Imagine living in 19th-century Britain. Which aspect(s) of life would you find most difficult?

>> Grammar in use Adverbial clauses of concession

1 **Read and think** Read the sentences. What is the relationship between the two parts of each sentence? How are they connected?

- | | |
|--|---|
| (1) People in Chongqing were open to new things | although high mountains and wide rivers made travel difficult. |
| (2) Though it's a very old radio, | it still works well. |
| (3) Many children had to go to work | although they were very young. |
| (4) Although there were more new chances in the city, | living conditions there were unpleasant for most people. |

2 **Work out the rules** Tick (✓) the one(s) you agree with.

We use *although* and *though* to ...

- express a contrast between ideas
- show something unexpected
- give a reason

Grammar file → p. 130

3 **Practise: Make suggestions** Harry and his great-grandma can't decide whether to sell or keep some old items. Help them make decisions.

(1)



This pocket watch is very old.



It works well.



My suggestion:

They should keep it. Although/Though the pocket watch is very old, it works well.

Or: They should sell it. The pocket watch is very old although/though it works well.

(2)



This dictionary is easy to read.



It's too heavy to carry around.



My suggestion:

(3)



This desk lamp isn't very bright.



It has a very special and beautiful design.



My suggestion:

4 Pair and share Do children today have more fun? Discuss with a partner.

Opinions	Reasons
Children today have more fun.	
Children today do not have more fun.	



My mum always says children today have more fun. Do you think so?

Although we can go to amusement parks and watch films and TV shows, we don't spend as much time with friends in person as children did in the past.

Yes, I think so. You see, there are so many amusement parks^①, films and TV shows for us to enjoy.



...

① amusement park 游乐场

In your social studies class, the teacher asks you to write an article about how people's lives have changed.

D1 Think Read Harry's article. What changes does he write about? Tick (✓) the answer(s).

My great-grandma often tells me about life in the past. You can't imagine how different it was.

When she was a child, people lived in houses without electricity. They burned wood to keep warm and had no machines to help with cooking or cleaning. Life today is much easier. We use electric heaters to warm the house and have machines do the housework.

In the old days, many schools had only one room, where children of different ages learned together. Today, schools are much larger. There are classrooms, libraries and even labs.

It's amazing how much life has changed!

living conditions

schools

sports

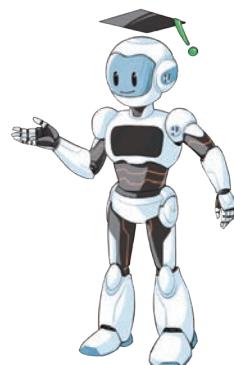
communication

D2 Prepare What words and expressions does Harry use to show contrast? Circle them in the article.

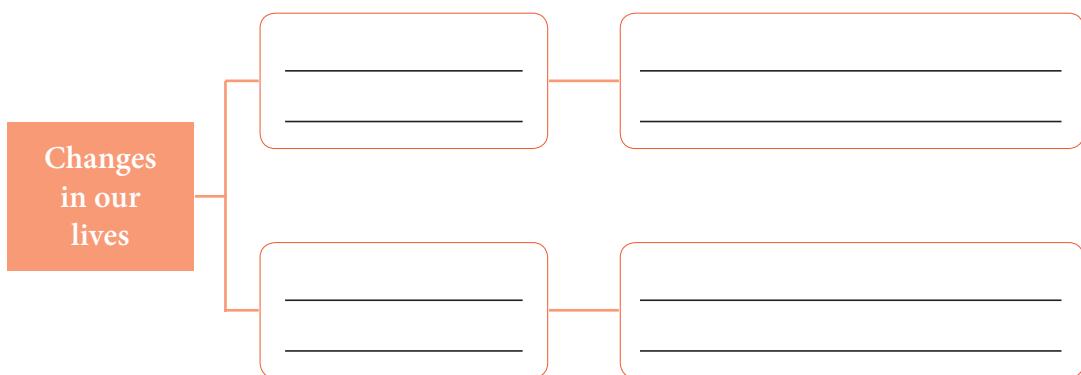
TEEN skill Showing contrast

When writing about differences, you may use:

- words or phrases of contrast: *unlike, be different from;*
- words or expressions with opposite meanings: *when she was a child ... vs. life today ..., in the old days vs. nowadays;*
- comparative adjectives or adverbs: *easier, larger.*



D3 Plan Plan your writing by making notes in the following chart.



D4 Write Write your article.

Seven horizontal lines for writing, each preceded by a small grey circle icon.

D5 Check Check your writing. Pay attention to the ways of showing contrast.



Work in pairs. Read each other's articles and comment on how your partner shows contrast.

>> Discovery

New for old

Modern technology has brought ancient books back for new readers. A team from a university in Tianjin has used scanners to make digital copies of more than 20,000 ancient books. The most recent book is over 70 years old and the oldest more than 300 years old.



Laser^① technology is used to create 3D digital models for important old buildings. One success story has been the Kasubi Tombs^② in Uganda. A digital copy of the tombs was made before a fire destroyed them. This helps rebuild the tombs.

Museums around the world are using AR (augmented reality) to bring ancient objects to life. A museum in Paris held a special AR exhibition in 2021. Visitors could come face-to-face with digital animals that no longer exist in the real world.



Read and think Explain the meaning of the title, giving examples from the text.

① laser 激光 ② Kasubi Tombs 卡苏比王陵

Doing a study of a changing community

You are going to carry out a study of a changing community. Work in groups and follow the steps below.

Step 1 Choose Discuss and choose a community that you know well or are interested in.

Step 2 Search

1 Interview people who have lived there for many years. Here are some sample questions.

- How long have you lived in this area?
- What changes have you noticed or experienced?
- How do you feel about these changes? Why?
- ...

2 Search for information about the community using different resources (e.g. websites, museums, books, newspapers).

Step 3 Analyse Analyse the information you have gathered. Have a discussion and write down the biggest changes.

	<hr/> <hr/> <hr/> <hr/>
--	-------------------------

Step 4 Share Give a group presentation in class to share your findings.



Discuss in your group: Which group's presentation impressed you most? Why?

Unit

5

Teamwork



What makes a team?



To-do list

- 1 Listen to an interview about the secrets of a great team.
- 2 Talk about challenges in teamwork.
- 3 Read a story about team spirit.
- 4 Write a story about my teamwork experience.
- 5 Design a team-building activity.



Getting started

Match the teams with the pictures ① – ④ . Then answer the question.

A medical team ____

C volunteer group ____

B school choir ____

D basketball team ____

Have you ever been part of a team?



Li Bailing wants to start a school band, so she does some research online to learn from other bands' experiences.



Lucky Island
never lets you down!

In this interview, DJ Luna talks to Jack, the lead singer of Lucky Island. The conversation shares the secrets of a great team: shared passion, a good leader, support, and much more. [Click](#) to learn more if you are interested.

00:00:00/00:01:20 x 1.0

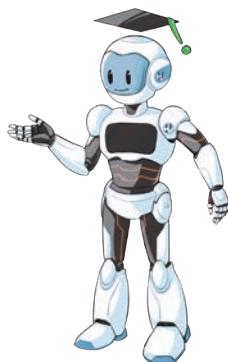
A1 Look and say What does the picture tell us about the band?



Pronunciation Loss of plosion

Read the poem aloud.

The flo(ck) does better than a single bird;
The single bird is not as good as herd;
Some stay behin(d) to help, in case it needs;
Good friends are blessing indeed for goo(d) deeds!



Life's problems can be tackle(d) together;
 Flo(ck) together, birds of the same feather.
 We gain right attitude from all around;
 We keep the direction, whither we're bound!

— by Dr John Celes



A2 Listen and take notes

Listen to an interview and complete the questions you hear.

- 1 How did you _____?
- 2 What has helped you _____ for so long?
- 3 As the lead singer, are you _____ all the members _____?
- 4 Do you also _____ off-stage?



A3 Listen and arrange

Listen again. Put the following steps in the correct order.



Understanding the logical order of a conversation

- 1 Introducing and greeting Jack, the guest
- Talking about Jack's role in the band
- Talking about their off-stage lives
- Talking about what holds the band together
- Talking about their recent performance

Word study Word building Abbreviation (I)

What do the following abbreviations mean?

e.g. “UN” means “United Nations”.

IT	DIY	VIP	ASAP
PRC	CPC	WTO	WHO



Update my to-do list



Listen again. Take notes about the secrets of the band's success.

After the Science Contest, Wang Yiming and his friends are having a meeting.

B1 Listen, read and think What teamwork challenges have they met?

Lu Yao: I can't believe we lost.

Yiming: That's so sad. But what did we do wrong?

Lin Dong: I think the biggest problem was that we didn't share the work well.

Lu Yao: I agree. I hate to complain, but sometimes I felt like I was doing all the work.

Yiming: And I did too little.

Lin Dong: Next time, let's make sure all the members know their tasks.

Lu Yao: Yes, that's very important.

Yiming: I also think we spent too much time discussing ideas.

Lin Dong: You're right. Next time we really have to manage our time better.

Lu Yao: Mmm! If we make these changes, I'm sure we'll win next year!



My learning notes

Expressing disappointment:

- That's too bad.
- _____
- What a pity/shame!
- _____

B2 Discuss Your team comes across some problems. Pick two from the following and discuss how you can do better next time. You may provide your own solutions if you like.



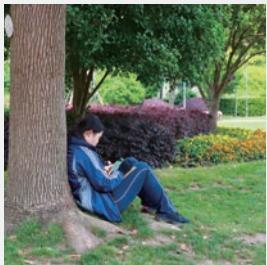
Problem: Some members complain a lot.

Solution: They can talk to the team leader about their problems and feelings.



Problem: Some members do not listen to others.

Solution: They need a discussion leader to keep order in meetings.



Problem: Some members work on their own and don't cooperate with others.

Solution: You can remind them that helping other members grow is just as important as getting their own work done.



Update my to-do list



Work in pairs. Pick a role and start a conversation.

A

You are having some problems with your team. Ask your classmate (B) for advice.



B

Give your classmate (A) some suggestions on how to deal with his/her problems.

Lin Dong reads a story about teamwork in the school newspaper.

C1 Background knowledge What kinds of behind-the-scenes work does a school play often involve?

 **C2** Read the article.

◆ *Shining together: A team success*

Ms Jones's class was going to put on a play, *Alice in Wonderland*. The students took turns reading lines to the teacher, hoping to get their favourite parts.

The next day, they eagerly checked the noticeboard to see which parts
5 they got. Shirley was disappointed that her dream role, Alice, had gone to Ella. Three boys were also unhappy because they got no parts to play but the job of helping out backstage with Shirley.

"Why do we have to do all the hard work while they get all the attention?" complained Jerry. Sam pulled a long face as he felt the same
10 way.

"Come on," said Andy. "Our work is important too, and it can be fun!" He was right. For the next two weeks, they built the sets together and found the work very enjoyable and satisfying.

Finally, the big day arrived. Jerry and Shirley helped with costumes.
15 Andy controlled the lights and sound, and Sam managed the stage curtain. When Ella came on stage, Shirley was not very pleased. Since

Ella always seemed self-important, Shirley had never liked her. But seeing her act with natural confidence, Shirley thought, "Ms Jones was right. Ella is perfect for the role."

- 20 The play went really well. As everyone clapped and cheered, Ms Jones invited the backstage helpers onto the stage. Shirley smiled at Ella, "Nice acting!" Ella smiled back and replied, "Thank you for the beautiful sets. They truly made the play very special."

"Our talented actors and hard-working backstage team have shown 25 us the true power of team spirit," Ms Jones said proudly. "Now let's celebrate the success of our play together!"



Personal touch

Do you think helping out backstage can be as satisfying as acting on the stage?

C3 General understanding

Tick (✓) the main idea of the story.

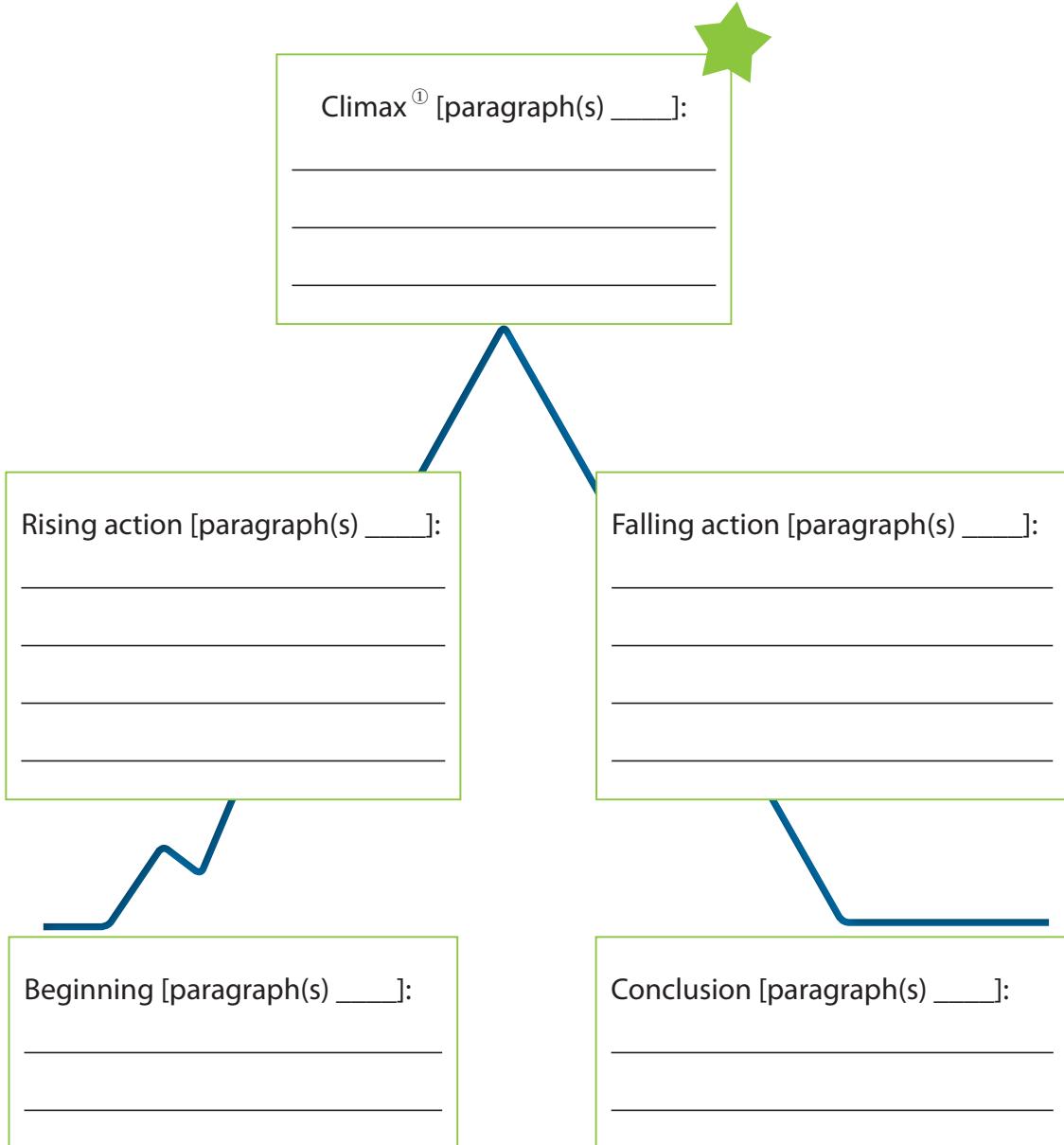
- The kids faced some challenges when preparing for a school play.
- With team spirit, the kids worked together to put on a great play.
- In a class play, the kids learned to recognise each other's strengths.

C4 Details

Complete the “story mountain” by filling paragraph number(s) in each box. Find details from the story about each step.



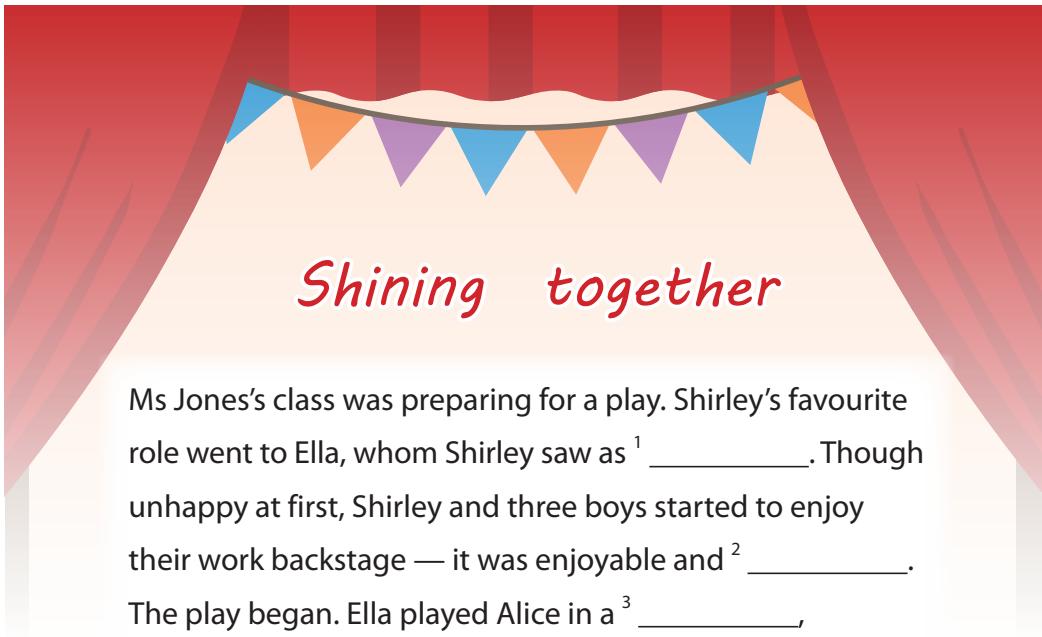
Identifying story elements: plot



① climax (重要事情或时刻的) 高潮

C5 Further thinking Answer the questions.

- 1 Why did Ms Jones invite the backstage team onto the stage?
- 2 How do you understand the title "Shining together: A team success"?

Vocabulary focus Fill in the blanks with proper words from the text.

Ms Jones's class was preparing for a play. Shirley's favourite role went to Ella, whom Shirley saw as¹ _____. Though unhappy at first, Shirley and three boys started to enjoy their work backstage — it was enjoyable and² _____.

The play began. Ella played Alice in a³ _____, confident manner. She was⁴ _____ for the part. When the play ended, the backstage team was invited onto the stage. Ms Jones thanked everybody for being great team players. The⁵ _____ of the play depended on their teamwork.

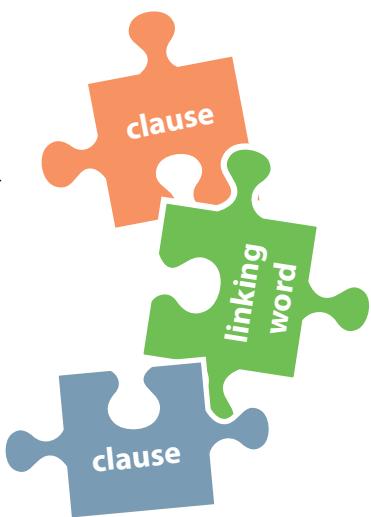


What have you learned about team spirit from this story?

>> Grammar in use Adverbial clauses of reason

1 Read and think How are the underlined parts formed?

- (1) Three boys were also unhappy because they got no parts to play but the job of helping out backstage with Shirley.
- (2) Sam pulled a long face as he felt the same way.
- (3) Since Ella always seemed self-important, Shirley had never liked her.



2 Work out the rules Tick (✓) the one(s) you agree with.

- In each sentence above, the underlined part starts with a linking word (e.g. *because*, *as*, *since*) and introduces the **reason for** **result of** something. It answers the “why” “how” question. We therefore call this an “adverbial clause of reason”.
- An adverbial clause of reason comes **before** **after** **either before or after** the main clause.

Grammar file → p. 131

3 Practise: Let's guess! Wang Yiming's team won first prize in the Creativity Competition. What do you think were the possible reasons?

- They supported each other.
- They had a shared interest in the activity.
- They made a good plan before starting to work on the project.
- All the team members knew their responsibilities.
- ...



I think they won **because** they supported each other.

- Yiming was a responsible team leader. It was natural for him to lead the team to success.
- Yiming and his members got along well with each other. They probably worked well together.
- The competition was held at their school. They were not nervous at all.
- ...

Since Yiming was a responsible team leader, it was natural for him to lead the team to success.



4 Discuss Some school clubs are looking for new members. Talk to a partner about which club you would like to join and why.

School clubs



Grades: 6–9
Time: Every Monday 3:40–4:30 p.m.
Join us if you love basketball!

DEBATING CLUB



Do you want to speak up?

- ✓ Ideas will be heard!
- ✓ Opinions will be valued!

JOIN US FOR FRIDAY DEBATE!

We want you!
Robot Club



ANYONE who is passionate about robots and has creative ideas!
Every Friday 3:30–5:00 p.m.
We are waiting for you!

Hi, Yiming! Would you like to join any of these clubs?



Hi, Bailing. I'm thinking about the robot club because I'm crazy about robots.

Oh! You're perfect for them since you always have so many creative ideas. They're sure to want you on their team. Good luck!



Thanks. It's so nice of you to say so.

You want to share your teamwork experience on TEEN-Land Forum.

D1 Think Read Wang Yiming's story. What helped his team to win?

Group: 8th-graders

TEEN-Land



The basketball match began — the Yellows against us, the Reds. They took an early lead. As they scored more points, we started to feel down.

Our fans waved the red flags to cheer us on. Our captain encouraged us to keep working together as a team. When someone missed a shot^①, another player would quickly save the ball and score. This gave us hope and we played harder. Everyone followed the coach's game plan, passing to each other and looking for the right moment to shoot. We won nine points in a row. The Yellows became worried, and some started playing on their own.

In the end, we won a narrow victory because we trusted each other and worked together as one.



D2 Prepare Read Dr Hu's tips. How does Yiming end his story?

TEEN skill Writing a good ending to your story

**A good ending may touch your readers, surprise them, or make them think.
You can end your story by:**

- describing how you feel;
- explaining what you have learned from the experience;
- showing the importance of your story to the readers;
- asking a question for the readers to think about;
- inviting the readers to take action or make a change.

^① shot 投籃



D3 Plan Plan your story by making notes about the following questions.

- What kind of team did you work in?

www.nature.com/scientificreports/

- How did your team work together towards your team goal?

What have you learned from the experience?



D4 Write Write your story.

Group: 8th-graders

TEEN-Land

...

D5 Check Check your writing. Pay attention to the ending.



Update my to-do list



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

Teamwork in nature

Some wild geese fly in a V shape when flying long distances. This helps them save energy and fly more easily. When the lead wild goose gets tired, another bird will take its place. Sharing the leadership^① and watching out for each other make the team work well together.



Ants live in groups called colonies^②. Each ant has its own role in the colony. As well as being able to lift things much heavier than themselves, ants also work together to carry larger pieces of food. They can also work as a team to solve problems.

Wolves live in packs^③ where each member has a clear position under the leader. A wolf's howl^④ can be heard from far away. This serves many purposes and can also help build stronger connections within the pack.



Read and think What have you learned about teamwork from these animals?

① leadership 领导地位 ② colony (蚁)群 ③ pack 一群(动物) ④ howl (狗、狼等的) 哼叫

E Team-building activity

>> Project

Designing a team-building activity

To bring everyone in the class closer together, your teacher invites you to work in groups to design a team-building activity for the class.

Step 1 **Brainstorm** Discuss in a group of 4–6. Pool your ideas of good team-building activities for students.

Step 2 **Design** Choose the best idea and work out the details, including rules, materials, etc.

Step 3 **Try** Try out the activity to see if there is a problem. Revise it until it works.

Step 4 **Present** Make a video or poster to introduce your activity.

Ping-pong ball tower challenge

In fifteen minutes, four team members must build the tallest free-standing structure out of the following materials.

- one metre of tape
- one ping-pong ball
- one metre of string
- twenty straws



Update my to-do list



Read or listen to each group's introductions to their activities and vote for your favourite. Carry out the most popular one in class.

Unit

6

Life in the future

Big Question

What will life
be like in 50 years?

To-do list

- 1 Listen to an interview about future entertainment.
- 2 Talk about future travel.
- 3 Read a story about future living.
- 4 Write an opinion article about the future.
- 5 Give a group presentation about creating a better future.



Getting started

Look at the pictures and discuss:

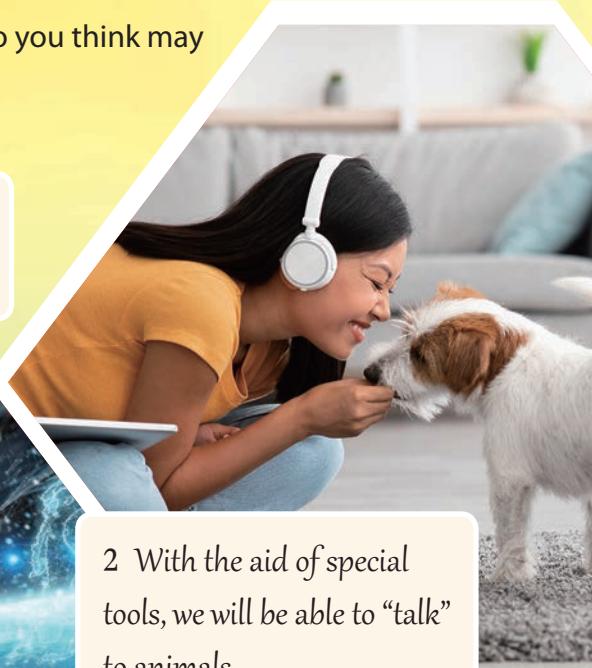
Which predictions do you think may come true?



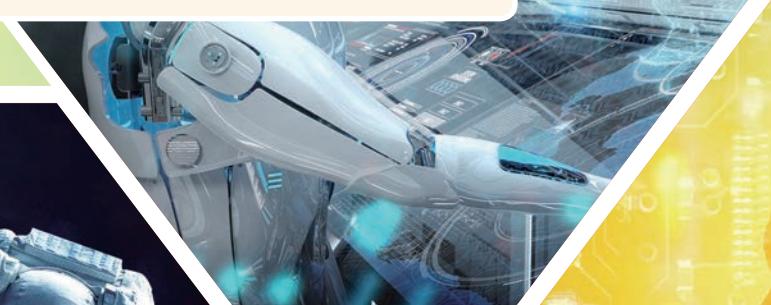
- 1 People will live to an average age of 120.



- 2 With the aid of special tools, we will be able to "talk" to animals.

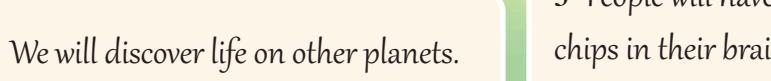


- 3 Robots will replace humans to fly aeroplanes.



- 4 We will discover life on other planets.

- 5 People will have computer chips in their brains.



In a science programme, Jerry Todd, a technology futurist^①, talks about future entertainment.

Interview with Jerry Todd Topic: Future entertainment

What changes will you see in future entertainment?

Will people wear VR contact lenses^② instead of VR glasses?

Will hats double as music players?

Will you be able to play sports with a friend's digital twin?

Will films star^③ digital humans instead of real actors? ...



Join us

On Wednesday, 16 December 19:00

Radio interview

A1 Look and say Look at the pictures and discuss: Which do you most want to come true? Explain why.

① futurist 未来学家 ② contact lenses 隐形眼镜 ③ star 由……担任主演

A2 Listen and tick

Listen to an interview. Which possibilities are mentioned in the programme? Tick (✓) the right answers.

- Computer technology in the future will be more powerful than ever.
- VR technology will allow you to attend live concerts anywhere you want.
- With VR contact lenses, you will be able to play ping-pong with a friend who is physically absent.
- You can make a film about people who lived in the past coming back to life.

A3 Listen and complete the table

Listen again. Fill in the blanks and tick (✓) the interviewer's attitude towards each possibility in future entertainment.

Understanding a speaker's attitude

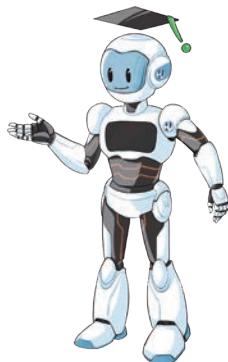
What she said	Attitude
That's ¹ <u>amazing</u> . I can attend any live event anywhere I want.	<input type="checkbox"/> 😊 <input type="checkbox"/> 😕 <input type="checkbox"/> 😞
Wow, that's ² _____! It's like ³ _____ people ⁴ _____ in a whole new way.	<input type="checkbox"/> 😊 <input type="checkbox"/> 😕 <input type="checkbox"/> 😞
Well, it sounds both ⁵ _____ and a little disturbing. We won't be able to ⁶ _____ and what isn't.	<input type="checkbox"/> 😊 <input type="checkbox"/> 😕 <input type="checkbox"/> 😞

Pronunciation Sentence stress

Read aloud.

When 'scientists 'state that something is 'possible,
They are 'almost 'certainly 'right.
When they 'state that something is 'impossible,
They are 'very 'probably 'wrong.

— by Arthur C. Clarke



Update my to-do list



Listen to an audio clip. What new sport does the man mention? What does the woman think of it?

Lin Dong is talking to Lu Yao after a history class on Egypt.

B1 Listen, read and think What ways of travel does Lin Dong mention?

Lin Dong: Can you imagine visiting the Great Pyramids of Egypt on a school day in the future?

Lu Yao : It won't be possible unless I cut school and fly to Egypt.

Lin Dong: No, you don't need to. Just put on your VR headset and you are ready to go. With a VR headset, it feels like you're really there!

Lu Yao: Then I can visit Egypt any time I want.

Lin Dong: Absolutely! And I think the way people travel will change a lot in the future.

Lu Yao: I agree. We'll probably travel much faster and with more fun.

Lin Dong: If I visit Egypt in the future, I'll circle around the pyramids in a jetpack^① like a "rocket man"!

Lu Yao: I hope you don't have a fear of heights!



My learning notes

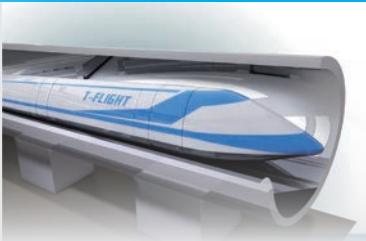
Talking about possibilities and impossibilities:

- I can't imagine ...
- Perhaps people will ...
- It's likely/unlikely that ...
- _____

B2 Look and say Talk about means of transport in the future with a partner. Use the poster to help you.

① jetpack 飞行背包；单人飞行器

Super-speed train (T-flight)



- travel around China in one day in a tube^①
- travel up to 4,000 km/h

Space elevator



- enjoy holidays on other planets
- meet aliens

Future transport

Underwater ship



- travel to the deepest oceans
- enjoy the beauty of the underwater world

Super-speed plane



- fly at an amazing speed
- reach any part of the world within one hour

Word study Word partner Phrasal verbs

Fill in the blanks with the proper forms of the following phrasal verbs.

put off put out put on put up

- 1 Before he left for work on that cold morning, he kissed the children goodbye and _____ his smart scarf.
- 2 In the future, smart robots can help _____ fires, so firefighters won't need to risk their lives.
- 3 They decided to _____ the painting of future cities in the centre of the town hall.
- 4 The primary reason for _____ the AI project is that they don't have enough money.



Update my to-do list



Talk about more possible changes in future travel.

① tube 管道

Lin Dong is reading an excerpt^① from a science fiction novel.

C1 Predicting Look at the title and the picture below, and discuss: How will life in 2095 be different?



C2 Read the excerpt.

While visiting the Museum of Natural History, Eric (the narrator) accidentally sends himself and his friend Sam from the year 1995 into 2095 with a time-travel guide from his uncle. As this excerpt begins, they are running away from a security robot, and Uncle Joe time-travels to the future to help them.



A journey to 2095

The museum doors opened, and we rushed out. The street was full of people floating about one foot above the ground. Buildings towered into the clouds. Countless cars and lines of people snaked around high above us.

“Look! Everyone has a small disk on them,” said Sam. “It must be the 5 antigravity disk^②. People have figured out how to fly!”

“Stop talking! Run!” I shouted, seeing the robot coming our way. Just then, Uncle Joe appeared, along with two girls looking strangely familiar.

“Come with us,” said one girl. She put flying disks on us, and we followed her to a building unbelievably tall. The door opened at her voice. She put 10 her hand over a shining handprint on the wall, and in five seconds we were brought to her home about five miles above the city.

① excerpt 摘录；节选 ② antigravity disk 反重力圆盘

"You must be hungry. Try some Vitagorp and Unicola," she said, offering us something like dried dog food and some pill-like plastic balls.

"Who are you?" I asked.

15 "I'm Erica. This is Sammy. We were named after our great-grandfathers — Eric and Sam."

"You are our great-grandchildren! Unbelievable!" I said.

"We must bring the flying disk technology back to 1995. Then we'd become great inventors!" Sam cut in.

20 "The antigravity power comes from BHT^①, a chemical discovered in a breakfast accident," said Sammy.

"What accident?" asked Sam. "And who found out BHT could make things fly?"

25 "You did," said Sammy. "We can't tell you more. The time-travel guide says anyone travelling through time with too much information from another time blows up."

"I knew! Don't tell me another word," shouted Sam. "But how can we go back? Could you help, Uncle Joe?"

30 "Sure. That's why I'm here," Uncle Joe smiled, holding up his time-travel watch.

"We're saved!" shouted Sam.

(Adapted from *The Time Warp Trio 2095* by Jon Scieszka)

Personal touch

What amazed you most about life in 2095?

① BHT 二丁基羟基甲苯（抗氧化剂）

Text type Science fiction

Science fiction is a type of storytelling that explores ideas about the future. It often includes scientific ideas, such as exciting journeys through time or space and new inventions, to show how real or imagined science influences people and society.

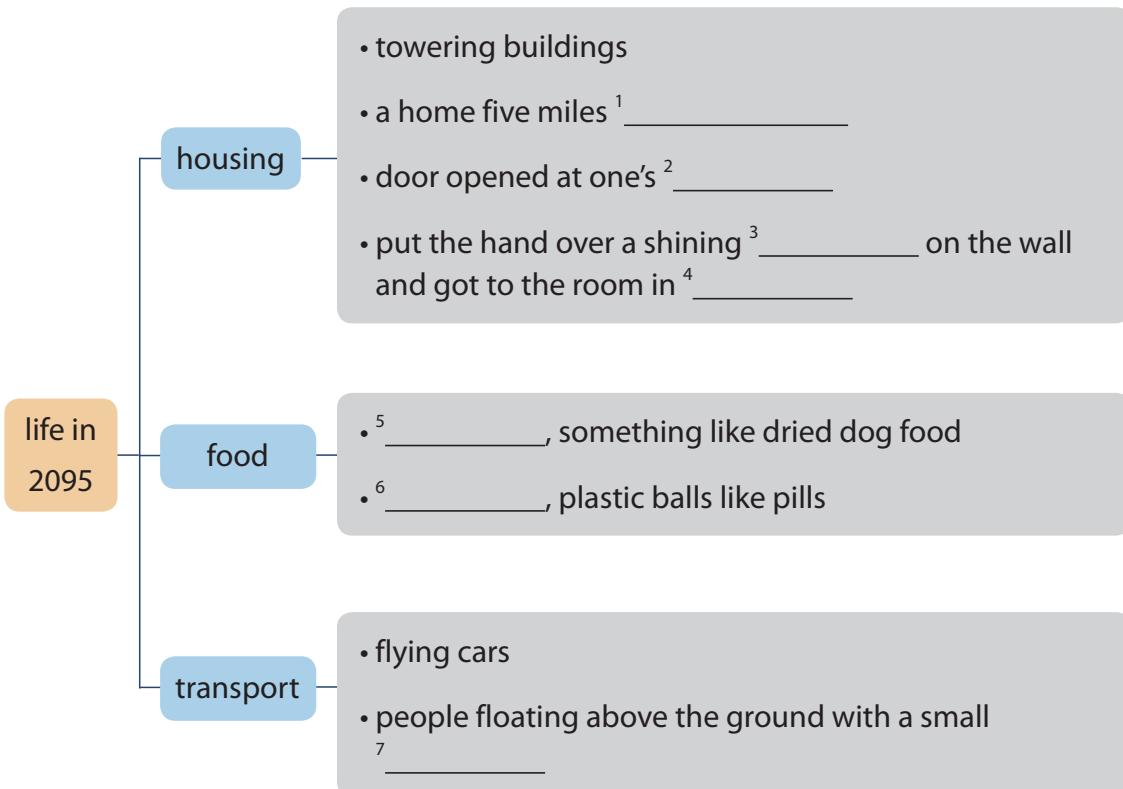


C3 General understanding Complete the table about the story.

 Scanning for specific information

Who?	Uncle Joe, ¹ _____	What?	travel to the future
When?	in the year ² _____		
Where?	in the street and Erica's ³ _____	How?	use the time-travel guide and a time-travel ⁴ _____

C4 Detailed reading Complete the diagram about life in 2095.



C5 Further thinking Answer the questions.

- 1 Why didn't Sam know that he himself discovered the antigravity power?
- 2 What do you think will happen next in the story?

Vocabulary focus Complete the introduction to the novel with the words in the box.

disk discover great-grandchildren unbelievable appear

The Time Warp Trio 2095

In the novel, Eric and Sam time-travel to the year 2095 and ¹ _____ in the museum. When they get out of the museum, they meet their ² _____ and Uncle Joe. They are amazed that people fly with the antigravity ³ _____. And Sam finds it ⁴ _____ that he will ⁵ _____ BHT, a chemical for the antigravity power. After lots of laughs, magic and adventures, they return home safely.



Update my to-do list



Which details in the story tell us this is science fiction?

>> Grammar in use Adverbial clauses of condition

1 Read and think What do the underlined parts express?

- (1) If I visit Egypt in the future, I'll circle around the pyramids in a jetpack.
- (2) Robots will become friends with us if we use them wisely.
- (3) It won't be possible unless I cut school and fly to Egypt.

2 Work out the rules Tick (✓) the one(s) you agree with.

(1) We use **conditional clauses** (See the underlined parts above.)

- to describe a possible **situation** **action** **result** that allows the possible result in the main clause to happen.
 - with the **present simple** **future**.
- (2) The conditional clause comes **before** **after** **either before or after** the main clause.
- (3) We can use *unless* to replace **if** **if... not**.

Grammar file → p. 132

3 Practise: What will happen if/unless ...? Professor Huang is asking questions about life in the future.

(1) Match the pictures with the possible results A–C.



improve health care ()



use solar and wind energy more ()



(don't) stop cutting down trees ()

A Global warming will begin to slow down.

B People will live to an average age of 120.

C The forest will disappear.

(2) Use *if* or *unless* to complete the questions and answers with the information above.

1) Prof Huang: What will happen if we improve health care?

Student: If we improve health care,

2) Prof Huang: _____

Student: _____

3) Prof Huang: _____

Student: _____

4 Play a game Use *if* to talk about the future. Read the following example. Take turns to make a chain of sentences.



If I become an astronaut,
I will fly to Mars.

If I plant a tree on Mars, ...



If I fly to Mars, I will
plant a tree there.

Your chain

Student A:

Student B:

Student C:

...

D My view of the future

>> Writing

You want to share how you see life in the future on TEEN-Land Forum.

D1 Think Read Lin Dong's post. What is his opinion about life in the future? Why?

Group: 8th-graders

TEEN-Land



It's fun to imagine what the future might look like. Will it be better, worse or just different? What is your opinion?

In my opinion, life will be better in the future.

I feel positive about life in the future for three main reasons. First, robots will help us in many ways. We won't need to clean the house or cook meals because robots will do all the housework. What's more, scientists will find amazing ways to keep us healthy. They will find cures for diseases such as cancer. The most exciting part is future travel. It is likely that everyone will be able to explore the deepest oceans or go into space.

In short, I think we will have a more convenient, healthier and more colourful life in the future.



Lin Dong 8 Nov.

D2 Prepare Circle the pronouns used in the post. Do they agree in person?

TEEN skill Avoiding shifts between different persons

In writing, make sure the pronouns agree in person. Don't mix them.

In the example on page 95, since we use first person to refer to people in general (*our life* instead of *people's life*), we must continue to use first person (*us* and *we*) in the following part, not second person (*you*) or third person (*people* and *they*).



e.g. *Robots will make our life more convenient. They will help us in many ways. We won't have to do housework like cleaning or cooking.*

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

- 1 Will technology make our life easier/more difficult?
- 2 Will robots be helpful/harmful to our life?
- 3 Will we live in a better/worse environment?

	Reason	Example
Life in the future will be _____.		

D4 Write Write your opinion article.

...

Group: 8th-graders

TEEN-Land

D5 Check Check your article. Pay attention to agreement in person.

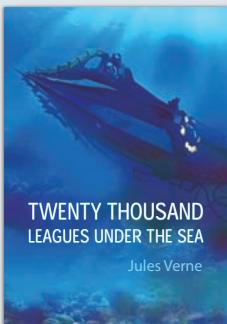


Update my to-do list



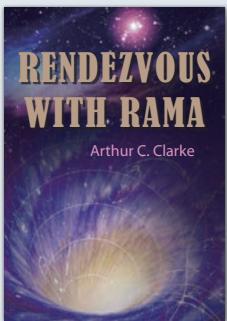
Read your partner's post. What is his/her opinion about life in the future and why?

The future as told in books



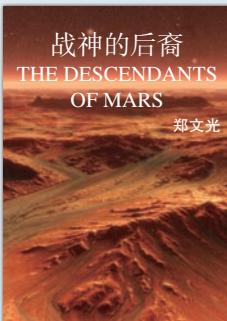
Twenty Thousand Leagues Under the Sea by Jules Verne (1869)

The great submarine^① is 70 metres long, able to sink any ship, and comes with a huge library and an art collection with works by great artists. Powered by electricity, the submarine is silent and fast.



Rendezvous with Rama by Arthur C. Clarke (1973)

A huge, strange craft, called Rama, appears in space. Humans visit and find secrets from another world. But who built Rama and where are they? And why is Rama so close to the Earth? These are questions that readers must answer themselves.



The Descendants of Mars by Zheng Wenguang (1984)

A group of pioneers land on Mars with the hope and strong will of turning it into a home for mankind. The living conditions are tough, with sandstorms, cosmic radiation^②, black holes, lab explosions, and more. In the face of these challenges, will they ever make it?

Read and think Which book would you like to read? Why?

① submarine 潜水艇 ② cosmic radiation 宇宙辐射

E Creating a better future

Project

Giving a group presentation about creating a better future

Work in groups to give a presentation about how to create a better future.

Step 1 Brainstorm Choose a topic about the future you want to work on.



Step 2 Discuss Talk about the topic with your group members and make notes.

- What does your dream future look like?
- What problems might we have?
- What can we do to solve the problem(s) and create a better future?
- ...

Step 3 Design Design PPT slides.

- Add some pictures to show your dream future. You can find photos from films, magazines, the internet, or draw your own pictures.
- Use the notes in Step 2 and the pictures to make your PPT slides.



Step 4 Present Give a group presentation about your findings to the class.



Update my to-do list



Share your comment on the ideas of each group.



Exploring China: Customs and traditions

Customs and traditions vary from place to place.

—*The Spring and Autumn Annals of Master Yan*^①

First impressions

Daniel has received an invitation to the “Experiencing China” event for international students. He is very interested in the activities and decides to go.

Experiencing China Chinese folk customs

9 a.m.—4 p.m., 24–31 December
Central Square



Experiencing Chinese festival customs by writing the Spring Festival couplets, guessing lantern riddles, and making red envelopes.



Experiencing Chinese food customs by tasting traditional dishes and listening to the stories behind their names.



Experiencing Chinese folk art by watching paper-cut artworks, dragon and lion dances, and shadow plays.

^① *The Spring and Autumn Annals of Master Yan* 《晏子春秋》

Highlights

Read and think: Why do people follow these traditional customs?

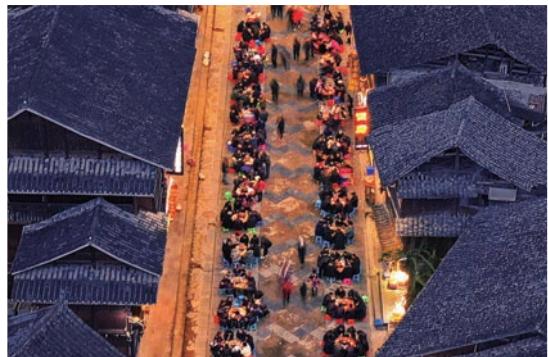
Farmers' dance of China's Korean ethnic group

The dance of the Korean ethnic group in China comes from a tradition where people gather to celebrate events in fields and villages. Musicians play the drums, gongs and *suona*, and dancers move together with them. The dance is based on the movements of farming and has spread to other contexts^①.



The Long Street Feast of the Hani people

Traditionally, the Hani people of Yunnan province gather on the longest road in their village for New Year's Day feasts. Different families bring delicious dishes for the feast. On the morning of the feast, musicians and dancers perform in the street. You can also see the different styles of costumes and dances of the Hani and other ethnic groups.



Explore

Find out more about the traditional customs of some other ethnic groups and share them with your classmates.

① context 背景；环境

Bridging cultures

At a summer school for international students in the UK, Wang Yiming asked his classmates from different countries about the Chinese New Year celebrations in their countries. Compare those celebrations with ours in China.

The Chinese New Year traditions around the world



Sara from
Singapore

We have a two-day holiday for the Chinese New Year. During the holiday, we visit friends with two oranges in a paper bag as a gift expressing the wish that good things always come in pairs.



Tom from
the UK



Amy from
Canada

London has a big celebration every year with Chinese costume shows, dragon and lion dances, along with all kinds of Chinese food and other cultural activities.

The Chinese New Year is a public celebration. Local government officials also join in the festivities. Once I received red envelopes from them. And of course, the red envelopes contain candy, not money.



Jack from
Australia

Word bank

the Spring Festival couplet 春联
lantern riddle 灯谜
red envelope 红包
paper-cut artwork 剪纸作品
dragon and lion dance 舞龙舞狮
shadow play 皮影戏

Korean ethnic group 朝鲜族
gong 锣
Long Street Feast 长街宴
the Hani people 哈尼族
ethnic group 少数民族
firework(s) display 烟花表演



Exploring the world: Europe

First impressions

Europe is the second smallest continent in size but the third largest in population. There are very few deserts in Europe. Europe is home to more than 40 countries, such as the United Kingdom (UK), France, Germany and the Netherlands. The European Union (EU) is an important organization with most European countries as members.



The Alps are the largest mountain range and a beautiful sight in Europe.

There are many beautiful bridges in Berlin. It has even more bridges than the water city Venice in Italy.

Highlights

Read and think: What is each of the following museums famous for?

A trip to European museums

There are many good museums in Europe. There is lots to see and learn.

The Louvre Museum in Paris used to be a palace. Its main entrance is a glass pyramid. It is also a symbol of Paris. There are about 35,000 works of art on display^①. Among them is the painting *Mona Lisa* by Leonardo da Vinci.



The British Museum in London is a museum of human history, art and culture. It was the world's first national public museum. Today there are over 8,000,000 collections^② in the museum. Only 1% or 80,000 of them are on display at any given time.



The Rijksmuseum in Amsterdam is one of the world's most famous museums. There are around one million objects in its collection. Only about 8,000 of them are on display. The star of the collection is *The Night Watch* painted by Rembrandt.



Explore

Search for more information on the collections in the museums.

① on display 展览 ② collection 收藏品

Bridging cultures

Wang Yiming read an advertisement for a 7-day trip to four European cities. What are the differences between these cities and where you live?

A 7-day trip across Europe

Introduction

This trip sends you to four of the most romantic cities in Europe.

Places you will see



London



Paris



Interlaken



Rome

Trip schedule

Day 1 Arrive in London and spend the day visiting a few of the city's most unforgettable tourist attractions before taking the train to Paris after dinner.

Day 2 Spend a full day in Paris, the City of Lights. Enjoy lunch in the shadow of the Eiffel Tower and an afternoon cruise on the river Seine.

Day 3 Board your train to Interlaken. Enjoy great views of France, the sight of the Alps and wild flowers during your seven-hour journey.

Day 4 Explore the town of Interlaken. Consider white water rafting and a visit to the glaciers.

Day 5 It's time to enjoy this lakeside village. Pack a picnic lunch and go for a hike, and end with a fine meal at one of Interlaken's local restaurants.

Day 6 Get up early and board a train to Rome. When you arrive, visit the Colosseum on your first day there.

Day 7 Spend the day as you wish, exploring Rome and leaving this wonderful city.

Explore

**Search for more information on other European cities you wish to visit.
Compare them with your hometown.**

Word bank

European Union (EU) 欧盟

the Alps 阿尔卑斯山脉

Berlin 柏林（德国地名）

Venice 威尼斯（意大利地名）

Italy 意大利

the Louvre Museum 卢浮宫

Mona Lisa 《蒙娜丽莎》

Leonardo da Vinci 列奥纳多·达·芬奇

the British Museum 大英博物馆

the Netherlands 荷兰

the Rijksmuseum 荷兰国立博物馆

Amsterdam 阿姆斯特丹（荷兰地名）

Rembrandt 伦勃朗

Interlaken 因特拉肯（瑞士地名）

tourist attraction 旅游胜地

the Eiffel Tower 埃菲尔铁塔

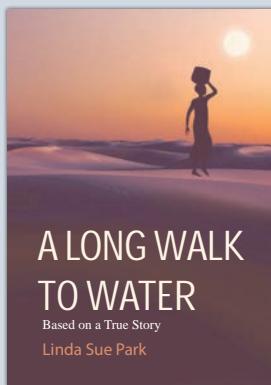
the river Seine 塞纳河

white water rafting 白浪漂流

the Colosseum 古罗马斗兽场



A chapter to start with



A Long Walk to Water is a short novel written by Linda Sue Park and published in 2010. Park used this book to support a non-profit organization^①, Water for South Sudan.

The story is about two main characters: Salva and Nya. In 1985, Salva gets separated from his family during a war. He walks for weeks to find safety in Ethiopia^②. After living there for six years, he goes on a tough journey to Kenya^③ with other lost boys. Nya's story takes place in 2008. She spends her days fetching water for her family. In the end, they meet during a well-digging project.

He ran until he could not run anymore. Then he walked. For hours, until the sun was nearly gone from the sky.

Other people were walking, too. There were so many of them that they couldn't all be from the school village; they must have come from the whole area.

As Salva walked, the same thoughts kept going through his head in time with his steps. Where are we going? Where is my family? When will I see them again?

(Jumping ahead in the story)

Sure enough, there were now three women giving water to the men on the ground. As if by magic, the water made them feel alive again. They were able to get up onto their feet and join the group as the walking continued.

1 How heartbreaking!

But their five dead friends were left behind. There were no tools with which to dig, and besides, burying^④ the dead men would have taken too much time. Salva tried not to look as he walked past the bodies, but his eyes were drawn towards them. He knew what would happen. Before long, these bodies will be reduced to nothing more than bones^⑤. He felt sick at the thought of those men — first dying in such a terrible way, and then having even their dead bodies eaten by animals.

2 be reduced to sth

If he were older and stronger, would he have given water to those men? Or would he, like most of the group, have kept his water for himself?

3 What would I do in a similar situation?

① non-profit organization 非营利机构 ② Ethiopia 埃塞俄比亚 ③ Kenya 肯尼亚 ④ bury 埋葬；安葬

⑤ bone 骨头

It was the group's third day in the desert. By sunset^①, they would be out of the desert, and after that, it would not be far to the Itang^② refugee^③ camp in Ethiopia.
(Jumping ahead in the story) 4 about 300 km from South Sudan

Uncle's words came back to him: "The village was attacked ... burned. Few people survived ..." He suddenly realised what Uncle had meant — something he had known in his heart for a long time: His family was gone.

He was on his own now. He felt as though he were standing by a giant^④ hole — a hole filled with the black despair^⑤ of nothingness.

5 Salva crossing the desert to a refugee camp in Ethiopia

Make notes while reading

When reading a book, you can highlight anything you consider important and make notes in the empty space. Making notes while reading will help you to concentrate, understand and use what you are reading.

Match the following note-making strategies with the notes to the text. Learn to use them as you read other chapters of the book.

- () Adding background knowledge
- () Highlighting language use that you consider important
- () Writing down your feelings
- () Summarising a page or chapter that you have read
- () Making connections to your own life or previous reading

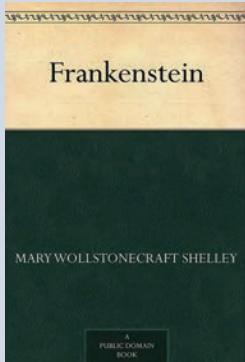
Post-reading activities

Read the book *A Long Walk to Water*. Answer the questions.

- 1 Salva, along with many other people, walked several days in the desert. What had put them in such a situation?
- 2 What challenges did Salva face during his journey?
- 3 How did Salva's thoughts described in the book show his growth over the years?

① sunset 日落 ② Itang 伊坦（埃塞俄比亚西部小镇） ③ refugee 难民；避难者

④ giant 巨大的 ⑤ despair 绝望

 A scene to act out


Frankenstein is an 1818 novel written by English writer Mary Shelley. It tells the story of Victor Frankenstein^①, a young scientist who is crazy about life science. He creates a human-like creature, but then leaves him alone because of his frightening^② appearance. The creature learns to speak and understand human feelings. He is very lonely because people call him a monster^③ and nobody wants to be friends with him. One day, he finds Frankenstein again.

Upon hearing about his little brother's death, Frankenstein is very sad and goes home right away. One day, he and the monster meet at the top of a mountain.

Frankenstein: You monster! How dare you show up after what you've done?

Monster: Calm down, my creator. Listen to my story before you judge me. You don't know what I have gone through.

The monster talks about his experiences all these years. Wherever he went, people misunderstood, feared and attacked him. He hated people and did terrible things to hurt them.

Frankenstein: What do you want from me now?

Monster: I want you to create a wife for me. One who won't be afraid of my ugly face but will understand me, and like me, so that I won't be lonely anymore.

Frankenstein: Never! I will not create another thing like you, and then watch it do the same terrible things you have done! Kill me if you want, but I will not do this!

Monster: But you owe^④ it to me! You gave me life, but then left me all alone in this world to suffer.

Frankenstein: I created you in my scientific exploration, and it was a mistake ...

① Frankenstein 弗兰肯斯坦（玛丽·雪莱小说《科学怪人》的主人公） ② frightening 使惊恐的；骇人的 ③ monster （传说中的）怪兽，怪物 ④ owe 欠（债）；欠（人情）

Monster: This is all because of you! If you don't do what I ask, I will follow you for the rest of your life and ruin everything you hold dear^①. You will never get a moment's peace!

Frankenstein is very afraid because he knows that the monster means it.

Frankenstein: I need some time to think.

Monster: Listen to me, Frankenstein. If you make me a wife, no one will see either of us again. We will go far away from here, and leave you alone. And we'll never hurt anyone again.

Frankenstein: If I do what you want, you'd better do what you promise, or I'll kill you.

Monster: How would you kill me? I'm much stronger than you ... Now, begin your work. When you're done, I'll come back to meet my wife.

With that, the monster disappears. Frankenstein starts crying helplessly. How he regrets having created this creature!

① hold (somebody/something) dear 十分看重；极为珍视



A poem to savour

The poem **A Paper Moon** is collected in American poet Annette Wynne's book of poems for children, published in 1919.

In this poem, a child wants to use his/her imagination to create a magical world where he/she can be happy and free. He/She wants to make a paper moon and imagine sleeping on the grass like a gypsy^① child. The poem celebrates imagination and creativity.

A Paper Moon

A paper moon, I'll hang it high
Up in a dark blue paper sky;
Some pretty silvery stars I'll make —
All for the little lone moon's sake;
My bed shall be the evening grass,
Where only fairy people pass;
Where no one sees,
But the breeze
That hurries lightly through the trees;
The sky I'll hang above my head,
When I'm undressed to go to bed;
And so, a gypsy child I'll play
That has no real home to stay.



① gypsy 吉卜赛人

Unit 1

1. (Page 4) infographic

译文：资讯图表

注释：资讯图表是一种呈现和传达信息的视觉手段，它通过图文结合的方式呈现关于某一主题的多方面信息，相比纯文字信息更直观易懂，使人们不需阅读大段文字即可快速获取关于某一主题的信息。

2. (Page 8) The sky is grey when I wake up.

译文：当我醒来时，天空还灰蒙蒙的。

注释：这是全文的开头，说的是主人公醒来时天才蒙蒙亮。需要注意的是：尽管天亮、起床及后文所述的一系列事件都已经发生了，但作者并未使用过去时来叙述（如：**The sky was grey when I woke up.**）。用现在时态讲述过去事件的表达方式，是小说文体中常见的文学技巧。这一写作手法将读者带入过去的时空，使其仿佛可以目睹每一个事件的发生，从而使故事叙述具有即时感，也更真实生动、引人入胜。

3. (Page 8) Rubbing my eyes, I get up and tie a piece of soap into the corner of my clothes.

译文：我揉着眼睛起了床，然后把一块肥皂系在我的衣角。

注释：**rubbing my eyes** 是一个现在分词结构，在句中作伴随状语，表示“揉眼睛”这一“小”动作伴随着“起床”这一主要动作发生。句子的叙述重心不是揉眼睛，而是起床以及之后的活动。分词结构作为独立于句子主体结构之外的附加成分，既可放在句子开头，也可放在句子结尾。课文中还有两个例子：

(1) **I pick up two water pots, putting one on my head and the other under my arm.** 我拿起两个水罐，一个顶在头上，一个用胳膊抱着。

(2) **Keeping my eyes shut, I carefully rub the soap into my hair and skin until every drop of water is fully used.** 我闭着眼睛，仔细地将肥皂揉入头发和皮肤，直到每滴水都被充分利用。

4. (Page 8) Then I set off for the *toba*, the water hole.

译文: 然后我就动身前往 *toba*, 也就是水池。

注释: 作者预测到读者可能不熟悉 *toba* 一词, 因此该词后面紧跟了对它的解释: *the water hole* 构成 *toba* 的同位语, 二者指称相同。这种表达在英文中很常见, 如: Mrs Brown, our science teacher, took us to the Water Science Museum last week. 布朗太太, 也就是我们的科学老师, 上周带我们去水科学博物馆了。这句话中, *our science teacher* 构成 *Mrs Brown* 的同位语, 向读者解释说明布朗太太是谁(和说话人的关系是什么)。

此外, *toba* 这里用了斜体, 表明它不是一个英文单词, 而是一个外来词汇。本文的主人公女孩生活在巴基斯坦(Pakistan)的焦利斯坦沙漠(the Cholistan Desert)地区。在当地的语言中, *toba* 表示含水的坑洞或凹陷水池。在小说原著的术语汇编中, 该词被解释为 a freshwater pond that serves as a water supply for desert nomads (作为沙漠流浪牧民水源的淡水小池塘)。

Unit 2

1. (Page 22) Have you tried turning it off and on again?

译文: 你是否试过关机重启?

注释: 这里的 turn it off and on again 是省略的说法, 相当于 turn it off and then turn it on again, 即先关机, 然后再开机。

2. (Page 25) While the robots move around, they send video information to the control unit.

译文: 当消防机器人四处移动时, 它们同时会将拍摄到的现场视频信息传递到消防控制室。

注释: control unit 意为“消防控制室”, 是火灾救援的应急指挥中心, 用于接收、显示、处理火灾报警信号, 控制相关消防设施等。

3. (Page 33) Make charts and graphs to show it.

译文: 用图表来呈现它(调查数据)。

注释: chart 和 graph 都是指图表, 通常 chart 可以泛指一切图表, graph 主要指折线图。常见的图表包括: bar chart (条形图), flow chart (流程图), pie chart (饼图) 和 line graph (折线图)。

Unit 3

1. (Page 36) Preschoolers: playing longer to learn how toys work

译文: 幼儿园孩子: 为了弄清楚玩具的工作原理而玩更久

注释: preschooler 是美式英语中的表达, 意为“幼儿园孩子”。preschool 作形容词, 意为“未满学龄的; 学前的”, 作名词, 意为“幼儿园”(相当于英式英语中的 kindergarten)。在英文中, 有一些名词后面可以加 er 词缀构成新的名词, 例如 football (足球)—footballer (足球运动员), garden (花园)—gardener (园丁), farm (农场)—farmer (农场主), photograph (照片)—photographer (摄影师)等。

2. (Page 38) The more I read, the more I wanted to find out.

译文: 我阅读得越多, 就越想找出答案。

注释: “the+比较级, the+比较级”是英语中一种特殊的比较结构, 用于表示两种事物或状态之间同向变化的情况, 通常翻译为“越……, 就越……”。例如: The harder you work, the greater progress you will make. 你越努力, 取得的进步就会越大。

Unit 4

1. (Page 54) They are choosing items to sell at the car boot sale.

译文: 他们在找一些可以到汽车尾箱集市上卖的东西。

注释: car boot sale (汽车尾箱 / 后备箱集市) 是一个典型的英式英语表达。汽车的后备箱, 英式英语里用 boot, 而美式英语中用 trunk。car boot sale 是在英国较为流行的二手商品买卖形式: 在假日里, 大家把家里的闲置物品放到后备箱

中，然后开车聚集到一起，把后备箱打开售卖物品。而美国较为流行的跳蚤市场是 yard sale 和 garage sale，即在自家院子里或车库里摆摊卖旧货。

2. (Page 57) They worked long hours in places like factories and mines, ...

译文：他们在工厂和矿井之类的地方工作，且工作时间非常长，……

注释：此处 long hours 的用法是典型的名词短语作状语。名词短语作状语时，一般置于句末，有些已经演化成了固定表达。例如：

Wait a minute. 请稍等。

See you next Saturday. 下周六见。

I hope to visit London one day. 我希望有一天能游览伦敦。

Unit 5

1. (Page 69) Flock together, birds of the same feather.

译文：同样羽毛的鸟聚集在一起。/物以类聚，人以群分。

注释：这句话改编自英文谚语“Birds of the same feather flock together.”。诗歌的一个基本特征是末尾押韵 (end rhyme)，即前后句结尾词押韵，如诗中前四句的 bird 与 herd, needs 与 deeds。但要避免前后两句用同样的单词结尾，如诗中第五句结尾为 together，为避免第六句仍以 together 结尾，便将 flock together 这一谓语结构移到主语之前。注意：这种语序的灵活变化仅限于诗歌这样的特殊文体中，不可随意使用。

2. (Page 78) Everyone followed the coach's game plan, passing to each other and looking for the right moment to shoot.

译文：每个人都遵循教练的比赛方案，互相传球，寻找合适的时机投篮。

注释：这里的 passing to each other 和 looking for the right moment to shoot 是两个现在分词结构构成的平行结构（参见 Unit 1 写作 TEEN skill）。同时，它们作为独立于句子主干之外的伴随状语（参见附录 Notes Unit 1 第 3 条），其内容是对如何 follow the coach's game plan 提供细节。再如：Factories have long used robot technology, taking advantage of robots' ability to carry out tasks too boring or

dangerous for humans to do. 工厂使用机器人技术由来已久，利用机器人的优势完成对人类来说太枯燥或危险的工作。

Unit 6

1. (Page 88) Uncle Joe time-travels to the future to help them.

译文：乔叔叔穿越时空到了未来去帮助他们。

注释：time-travel 是复合词，由 time 和 travel 两个词组合而成。在这句话中 time-travel 作动词，意为“穿越时空”。time-travel 也可以作名词，如 time-travel guide 意为“时空穿越之书”。由各种词性的词两两组合可以构成不同类型的复合词（参见附录 Word study support Unit 2）。本单元课文中的 great-grandfather, great-grandchildren, pill-like 也是复合词。

2. (Page 88) The street was full of people floating about one foot above the ground.

译文：街上到处都是人，他们都漂浮在离地大约一英尺高的空中。

注释：floating about one foot above the ground 是现在分词结构，修饰前面的名词 people，表示他们的动作或状态。在英语中，现在分词单独作定语时，通常放在其所修饰词的前面，如：walking stick（拐杖）、running water（自来水）、growing pains（成长的烦恼）等。现在分词和其他成分（如名词、介词、副词等）组合在一起作定语时，通常放在其所修饰词的后面，如：two girls looking strangely familiar（两个看起来异常面熟的女孩），anyone travelling through time with too much information（任何一个带着太多信息穿越时空的人）。

3. (Page 88) “Stop talking! Run!” I shouted, seeing the robot coming our way.

译文：当我看到机器人朝我们这个方向追来时，就大声喊道：“别说了！快跑！”

注释：seeing the robot coming our way 是现在分词表示时间，其作用相当于时间状语从句 when I saw the robot coming our way。

4. (Page 89) “Sure. That's why I'm here,” Uncle Joe smiled, holding up his time-travel watch.

译文：“当然可以。这就是我为什么来这里的原因。”乔叔叔一边笑着一边举起了他的时空穿梭手表。

注释：现在分词结构 holding up his time-travel watch 表示伴随状态，与用 and 连接两个并列动作略有不同。“Uncle Joe smiled and held up his time-travel watch.” 的意思是两个动作先后发生，乔叔叔先笑了，后举起手表；而用伴随状语 holding up his time-travel watch 则表示乔叔叔边笑边举起手表。



国际音标

元音	/i:/	/ɜ:/	/ɔ:/	/u:/	/a:/				
	/ɪ/	/ə/	/ɒ/	/ʊ/	/æ/	/e/	/ʌ/		
	/aɪ/	/eɪ/	/ɔɪ/	/ɪə/	/eə/	/əʊ/	/ʊə/	/aʊ/	
辅音	/p/	/t/	/k/	/f/	/s/	/θ/	/ʃ/	/tʃ/	/h/
	/b/	/d/	/g/	/v/	/z/	/ð/	/ʒ/	/dʒ/	/r/
	/m/	/n/	/ŋ/	/l/	/w/	/j/			

朗读基本知识

规则	说明	示例
Word stress 单词重音	单音节单词需重读元音	she /ʃi:/ car /kɑ:(r)/
	双音节单词重音位置比较灵活，有的在第一个音节，也有的在第二个音节。其中，名词多重读第一个音节，动词多重读第二个音节，但都常有例外	pencil /'pensl/ hotel /həʊ'tel/ supply /sə'plai/ open /'əʊpən/
	三音节单词通常重读第一个或第二个音节	satisfy /'sætɪsfai/ vegetable /'vedʒtəbl/ continue /kən'tinju:/
	• 以 -teen 结尾的数词，重读最后一个音节 • 以 -ty 结尾的数词，重读第一个音节	thirteen /'θɜ:n/ thirty /'θɜ:ti/

规则	说明	示例
Sentence stress 句子重读 在一个句子中，不是所有的词都发出同等音量和音长，而是有的词重读，有的词弱读	以 -ese 结尾的词，该音节需重读	Chinese /tʃaɪ'ni:z/ Japanese /dʒæpə'ni:z/
	以 -tion, -(s)sion 等 /ʃn/ 音结尾的词，需重读之前的一个音节	attention /ə'tenʃn/ discussion /dɪ'skʌʃn/
	在复合名词中，重音通常在第一个单词上	blackboard /'blækbo:d/ classroom /'klɑ:sru:m/
	一般情况下： <ul style="list-style-type: none">重读句子中的实词，如名词、动词、形容词、副词弱读句子中的虚词，如连词、冠词、介词、助动词、情态动词等根据句意，想要强调的信息重读	'Children 'like to 'play in the 'playground. The 'playground is 'large and 'clean.
Loss of plosion 失爆 爆破音共有三组 (/p/ 和 /b/、/t/ 和 /d/、/k/ 和 /g/)，当两个爆破音相邻时，其中一个会失去爆破，简称“失爆”	发生在单词内部： 前一个音节以爆破音结尾，后一个音节以爆破音开始	bla(ck)board foo(t)ball ke(p)t pi(c)ture
	发生在相邻的单词之间： 前一个单词末尾的音节以爆破音结尾，后一个单词起始音节以爆破音开始	bac(k) garden Wha(t) do you want? Please ta(ke) care. We'(d) better kee(p) going. It's no bi(g) deal.

(续表)

规则	说明	示例
Linking of sounds 连读 在同一个意群中，两个相邻的词之间，前一个词的末尾辅音与后一个词的开头元音连成一个音节读，这种现象叫连读	辅音 + 元音	Stand up. Look at it.
	-r/-re+ 元音	Ask the teacher for it. There is a new school nearby.
Abbreviation 缩略词 英文缩略词，是用一个单词或词组的简写形式来代表一个完整的形式	缩略词的读音分为两种情况： 一是按照字母发音读出； 二是按照单词读音规则进行拼读	USA /ju: es 'ei/ we'll /wi:l/ STEM /stem/

Word study support

Unit 1

Word building: Conversion (I) 构词法：转化法 (I)

转化法 (Conversion) 是英语构词法的一种，是指某个词性的单词用作另一种词性而产生新的意义，例如名词 water (水) 可用作动词，表示“浇水”；形容词 wet (湿的) 可用作动词，表示“弄湿；使变得湿”。

- They will **ship** the package out tomorrow.
 - He always **plates** the dishes beautifully before serving.
- 名词用作动词 形容词用作名词
V. adj.
形容词用作动词
- The sun **cast** a warm **gold** on the ocean.
 - The river **narrows** as it runs across the valley.
 - Trees **yellow** in autumn.

Unit 2

Word building: Compounding (III) 构词法：合成法 (III)

合成法 (Compounding) 是构词法的一种，将两个或多个单词组合成具有特定含义的新词。通过合成法产生的词通常称为“复合词”。复合词可由不同词性的词构成，其意义通常与其组成成分密切相关。

noun noun		adjective noun	adjective/adverb adjective/adverb	preposition noun adjective/adverb	noun adjective
earphone	bluetooth	dark-blue	online	user-friendly	
timetable	smartphone	super-fast	offline	ice-cold	
website	software	faraway	outdoor	paper-thin	
notebook	e-mail				
headache	e-CNY				
touch screen					

Unit 3

Word building: Suffixes **-ed** and **-ing** 构词法：后缀 (-ed 和 -ing)

英语中有一些动词，词尾加上 ed 后缀构成形容词（若动词以 e 结尾，则直接加 d），用来表达人或其他生命体的心情或感觉。这些动词词尾加上 ing 后缀也构成形容词（若动词以 e 结尾，则去掉 e 加 ing），用来表达人或物的特征、特点。

如：They've got exciting news. 他们得到了令人激动的消息。

They are so excited. 他们很激动。



	Use 用途	Example 示例
Adjectives ending in -ed	describe a feeling (描述心情 / 感觉)	tired 疲劳的
		amazed 大为惊奇的
		shocked 感到震惊的
		confused 糊涂的；迷惑的
		frightened 受惊的；害怕的

	Use 用途	Example 示例
Adjectives ending in <i>-ing</i>	describe a characteristic (描述特点)	tiring 累人的；使人疲劳的
		amazing 令人大为惊奇的
		shocking 令人震惊的
		confusing 难以理解的；不清楚的
		frightening 使惊恐的

Unit 4

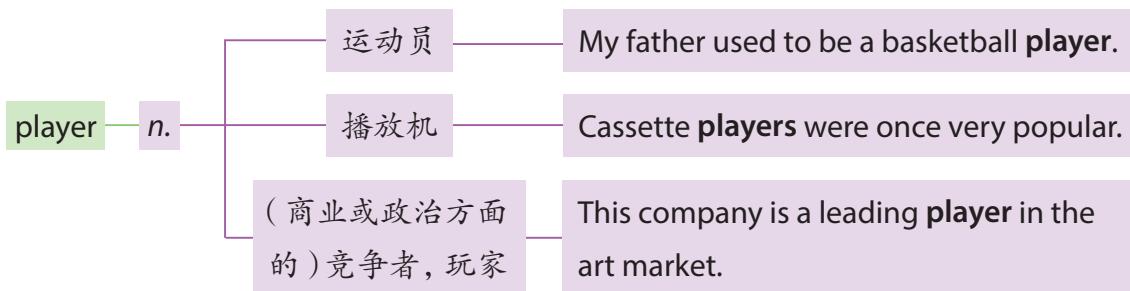
Word meaning: Chameleon words (I) 词汇意义：变色龙词 (I)

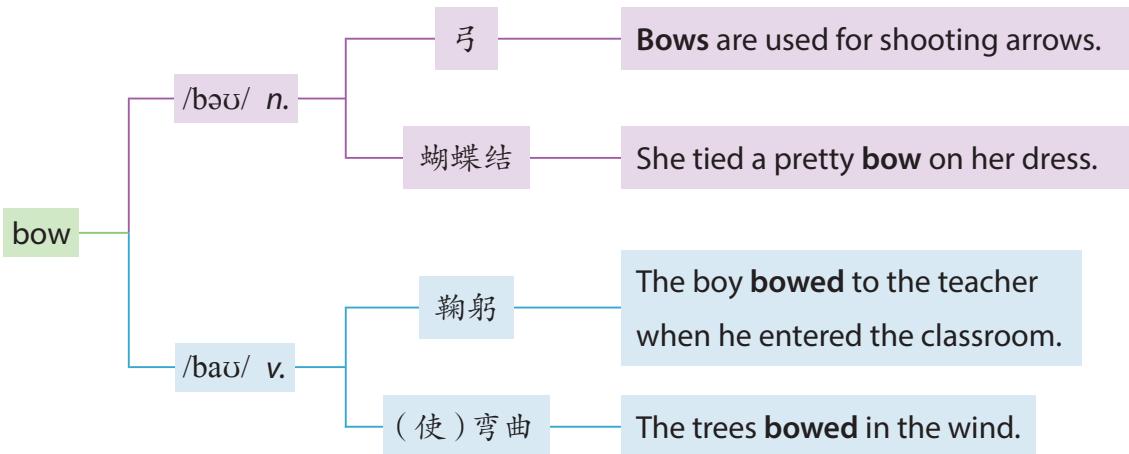
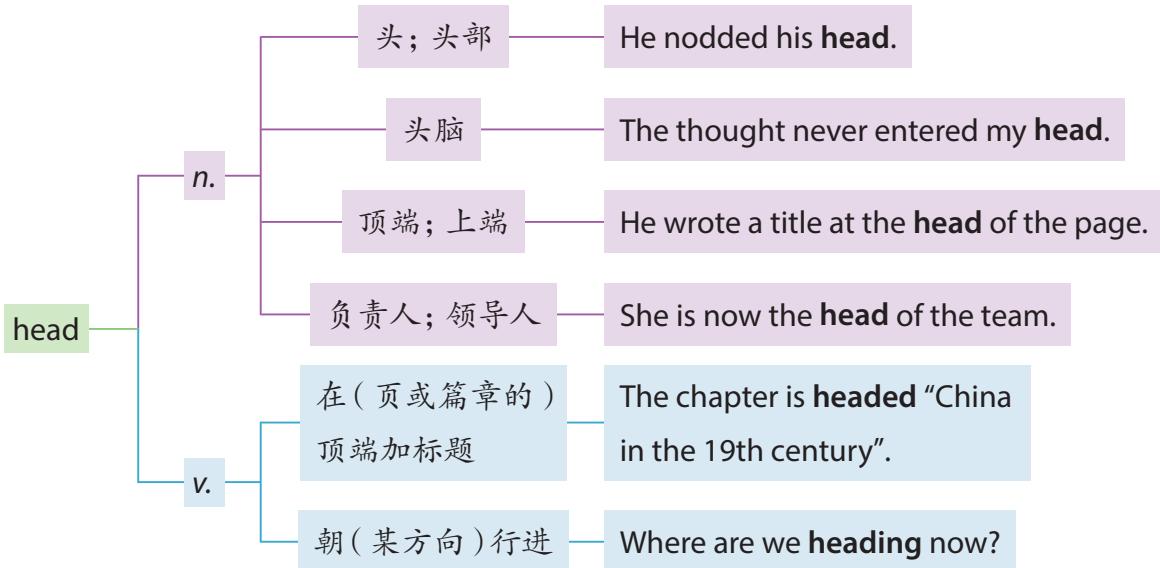
变色龙词 (Chameleon words) 是指在不同上下文中具有不同发音、词性或词义的单词。根据其变化的特点，主要分为以下几类：

- 拼写、发音和词性相同，词义不同。例如，table 作名词时既可以指“桌子”，也可以指“表格”。
- 拼写和发音相同，词性和词义不同。例如，fair 作名词时有“露天游乐场；集市”的含义，作形容词时则可意为“合理的；白皙的；晴朗的”。
- 拼写相同，发音、词性和词义不同。例如，record 作名词时发音为 /'rekɔ:d/，意为“记录；唱片；纪录”；作动词时发音为 /rɪ'kɔ:d/，意为“记录；录制；显示”。又如，live 作动词时发音为 /lɪv/，意为“居住；生存”；作形容词时发音为 /laɪv/，意为“活的；现场直播的”。

这些词在英语中非常常见，就像变色龙能够根据环境变换肤色一样，其发音、词性或词义需要根据上下文来判断，充分体现了词语的多义性和语言的灵活性。

更多示例如下：

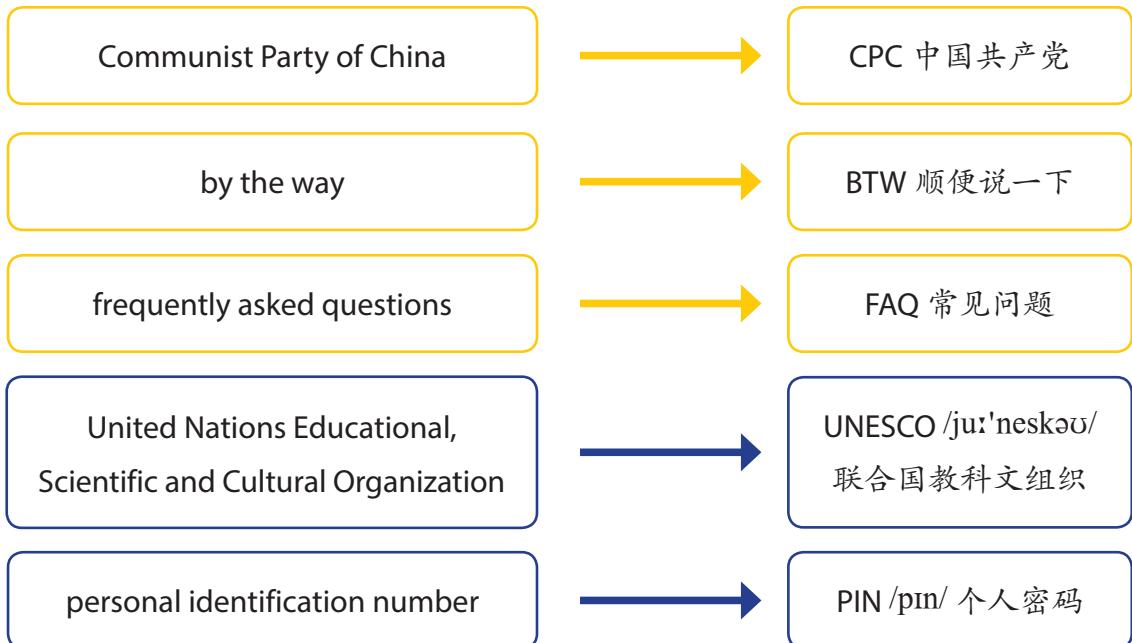




Unit 5

Word building: Abbreviation (I) 构词法：简写和缩写 (I)

简写和缩写 (Abbreviation) 是指将一个单词或短语用简化或缩短的形式来创造新的词形的构词方式。常见的简写和缩写的方式有：读字母式首字母缩略词 (如 TV)、首字母缩略词 (如 STEM)、缩写形式 (如 we'll)、截短词 (如 app)、简写式 (如 Dr 代表 doctor) 等。本单元重点学习前两种形式，示例如下：



Unit 6

Word partner: Phrasal verbs 常见搭配：短语动词

短语动词 (Phrasal verbs) 是由动词加上一个或两个小品词 (Particle) 构成的语义单位。小品词可以是介词或副词，如 along, away, back, by, down, forward, in, off, on, out, over, round, under, up 等。同一个动词与不同的小品词组合后，可形成不同意思的短语动词，如：look forward to (盼望)、look after (照看)；take off (起飞；脱下)、take away (消除)；get along with (与……和睦相处)、get up (起床)。

短语动词的意义常常难以根据其组成成分被猜测出来，因此，短语动词是英语学习的难点之一，需要结合语境学习和理解它们。



Unit 1 Showing agreement and disagreement

Showing agreement:

- I (totally) agree./Couldn't agree more.
- Sure!/Absolutely.
- That's true./Right./Absolutely right.
- That makes sense.
- I'm with you on that./I second that.
- You can say that again.

Showing disagreement:

- I disagree./I can't agree with that./I'm afraid I have to disagree with you.
- I don't think so.
- Oh, no! That's silly.
- That's not quite right.
- I'm afraid that's not true.
- I'm not so sure about that.
- Correct, but .../Not bad, but .../I see your point, but ...

Unit 2 Making complaints

- I'd like to complain about ...
- I'm calling about a problem I've run into.
- Could I speak to the manager? I'd like to make a complaint.
- Excuse me, but I'm not happy with ...
- I'm experiencing difficulties with the ... I bought. Can you ...?
- I'm sorry to have to say this, but I have a problem with ...

Unit 3 Giving compliments

- Good job!
- You are so talented!/You have a talent for this./You're really good at this.
- You have the best ideas.
- You always give your best effort.
- You are making a difference.
- You're a great example to others.
- I can always count on you.

Unit 4 Expressing surprise

- Are you sure about that?
- Unbelievable!
- I can't believe my ears. We won the game!
- Wait, is this new beautiful dress for me? Oh my gosh, I can't believe my eyes!
- Are you serious? You want to sell the old pocket watch?

Unit 5 Expressing disappointment

- How disappointing!/That's so disappointing!/It's a little bit disappointing, isn't it?
- It's a great shame.
- I thought you could do better.
- It wasn't as good as I thought it would be./This falls short of my expectations.
- I've never been so disappointed in my life.

Unit 6 Talking about possibilities and impossibilities

Talking about possibilities:

- Possibly/Probably, we will have flying cars in the future.
- People may be able to live on other planets one day.
- It's likely/possible that schools will have VR lessons.
- It might be possible that/There's a good chance that we will have talking pets someday.
- It can/may/could happen that we will wear clothes that change colour with a touch.

Talking about impossibilities:

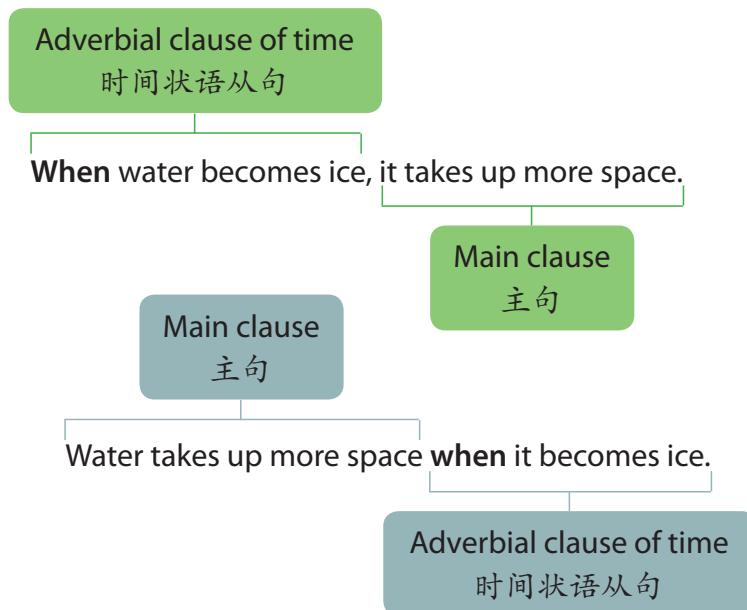
- It's unlikely that people will travel through time with our existing knowledge of physics.
- There's no chance of people living on clouds; it's just not possible.
- It cannot happen that our toys will come to life.
- There's no way that we will live forever.

Unit 1 & Unit 2

Adverbial clauses of time 时间状语从句

An adverbial clause of time starts with a linking word/phrase like **when, as, before, until, as soon as**, and so on. It cannot stand alone but always comes along with a main clause.

时间状语从句通常由连接词 / 短语引导，如 when, as, before, until, as soon as 等。
时间状语从句不能独立存在，必须和主句一起构成复合句。



We use sentences with an adverbial clause of time to say ...

时间状语从句通常用于表示……

Use 用途	Example 示例
<p>Something happens or a state of being exists at/before/after a certain point in time. 在某个时间点 / 之前 / 之后发生的动作或状态。</p>	<p><i>The sky was grey when I woke up.</i> <i>We must take action to protect water before it's too late.</i> <i>After I cleared out some apps, my phone started working better.</i></p>

Use 用途	Example 示例
A situation/An action continues for some time or along with something else. 某种情形 / 动作持续一段时间，或伴随其他情形 / 动作一起发生。	<p><i>Mum used to bathe my sister and me with only one cup of water when we were small.</i></p> <p><i>As the water quietly disappeared with the hot desert wind, we also prepared to leave the toba and move on.</i></p> <p><i>I will use this computer until it becomes too old. Then I'll buy a new one.</i></p> <p><i>Since social media was introduced, people have been sharing their lives online like never before.</i></p>
One thing happens during the process of another or a time period. 某件事发生于另一件事的进程中或某时间段中。	<p><i>I broke a cup when I washed/was washing the dishes.</i></p> <p><i>I ran into my science teacher when/while/as I was visiting the Water Science Museum.</i></p> <p><i>I found an interesting article about AI technology while I was browsing the internet.</i></p>
Two things happen together or at the same time. 两件事一起或同时发生。	<p><i>As I stepped into the water, the mud covered my feet.</i></p> <p><i>My mother got breakfast ready while the robot cleaner cleaned the floor.</i></p> <p><i>While the robot cleaner is cleaning the floor, my mother is preparing the breakfast.</i></p>
One thing happens immediately after another is complete. 一件事紧接着另一件事发生。	<p><i>I'll call you as soon as I arrive.</i></p> <p><i>As soon as he receives a new message, he will reach for his phone to check it.</i></p>

Notes:

When talking about an event or action in the future, we use **the present simple** rather than the future in the adverbial clause of time.
当我们谈论未来即将发生的事件或动作时，时间状语从句用一般现在时，而非将来时。

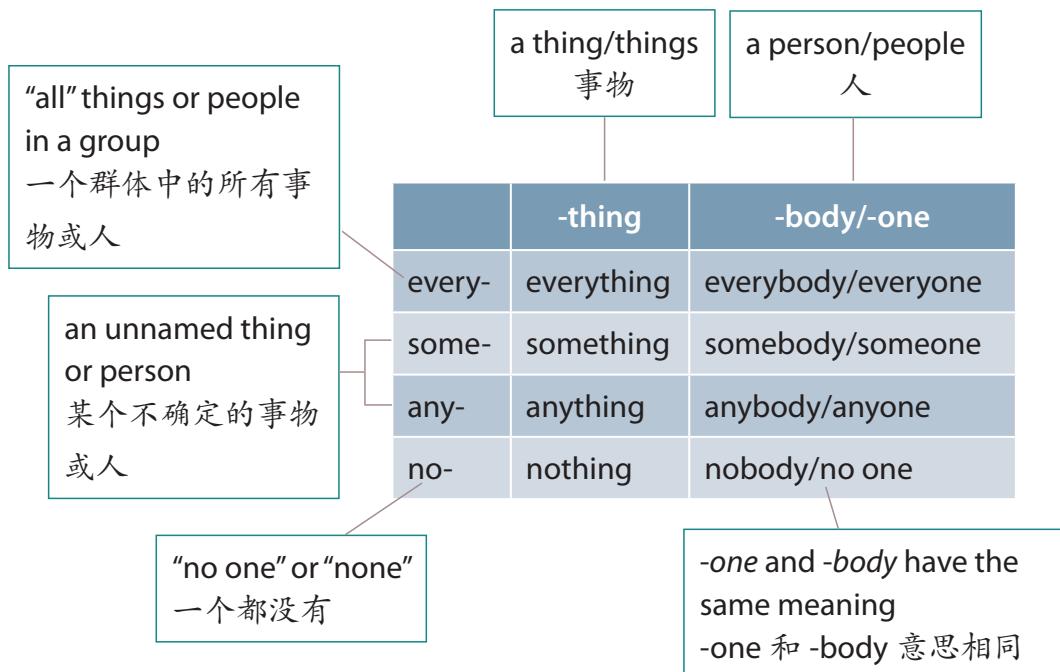
Indefinite pronouns 不定代词

An indefinite pronoun is formed by joining **every-**, **some-**, **any-** or **no-** with **-thing**, **-body** or **-one**.

不定代词由 every-, some-, any- 或 no-, 与 -thing, -body 或 -one 组合而成。

We use indefinite pronouns when we talk about things or people without using their names, because the names are unknown or unimportant.

不定代词用来指代事物或人，但不提及具体名称或名字，因为这些信息未知或不重要。



Use 用途		Example 示例
<i>some-/no-</i>	in affirmative sentences 用于肯定句	<i>We should do something to raise people's awareness of water protection.</i> <i>In the digital world, nobody can escape the influence of technology.</i>
<i>any-</i>	in negative sentences 用于否定句	<i>Her mother told her not to trust anyone she met online.</i>
	in questions 用于疑问句	<i>Is there anything we can do to reduce water pollution?</i>

(续表)

	Use 用途	Example 示例
<i>every-</i>	in affirmative sentences 用于肯定句	Everyone must learn to save water.
	in questions 用于疑问句	Has everyone in the class attended the online lecture?

	Use 用途	Example 示例
<i>-one/-body</i>	refer to a person/people 用来指代人	<i>Someone</i> didn't turn off the tap completely, and water kept dripping for hours. Nobody can live without water.
<i>-thing</i>	refer to a thing/things 用来指代事物	<i>When he has something</i> important to do, he often turns off his mobile phone. <i>You can buy everything</i> you need online.
<i>some-</i>	offer or ask for things 用于主动给或请求要某物	<i>Would you like something</i> to drink?

Notes:

- 1 When the subject is an indefinite pronoun, we use a third-person singular verb.
主语是不定代词时，谓语动词要用第三人称单数。
- 2 We often use adjectives, infinitives, and other modifiers **after** (rather than before) indefinite pronouns.
用来修饰不定代词的形容词、不定式和其他修饰语，放在不定代词之后（而非之前）。

Unit 3

Infinitives 动词不定式

Infinitives take two forms: the full infinitive (*to* + the base form of a verb), and the bare infinitive (the infinitive without *to*).

动词不定式包括两类：带 *to* 的动词不定式和不带 *to* 的动词不定式。

Type 类别	Use 用途	Example 示例
the full infinitive 带 <i>to</i> 的动词不定式	with verbs like <i>agree, want, hope, promise</i> 和 agree, want, hope, promise 等动词连用	<i>Julie wants to learn more about different cultures.</i>
	with VO structures like <i>ask/advise/invite/require sb/sth</i> 和 ask/advise/invite/require sb/sth 等动宾结构连用	<i>The school newspaper is inviting students to share their opinions on how to keep a curious mind.</i>
the bare infinitive 不带 <i>to</i> 的动词不定式	with VO structures like <i>make/let/have/see/hear sb/sth</i> 和 make/let/have/see/hear sb/sth 等动宾结构连用	<i>Every time he hears someone mention a new book, he will get one and read it right away.</i>

Notes:

The verb *help* and the VO structure *help sb/sth* can be followed by either the full infinitive or the bare infinitive.

动词 *help* 及其动宾结构 *help sb/sth* 后接带 *to* 或不带 *to* 的不定式均可。

e.g. *Exploring nature helps children to learn about the world around them.*

Travelling helps satisfy people's curiosity about different cultures.

Sentence constituent 句子成分	Example 示例
object 宾语	<i>Dr Gu wants to give students a speech about curiosity.</i>
object complement 宾语补足语	<i>Our teacher asked us to share our opinions about curiosity in class.</i>
adverbials of purpose 目的状语	<i>Tom enjoyed exploring nature to see different kinds of plants.</i>

Unit 4

Adverbial clauses of concession 让步状语从句

Adverbial clause 状语从句	Main clause 主句
Although/Though this pocket watch looks old,	it works well.

Main clause 主句	Adverbial clause 状语从句
This pocket watch works well	although/though it looks old.

An adverbial clause of concession comes either before or after the main clause.

In general, use a comma (,) when an adverbial clause begins the sentence.

让步状语从句出现在主句前或主句后。让步状语从句出现在句首时，通常用逗号(,)将其与主句隔开。

1 We use **although** and **though** to connect sentences together.

although 和 though 可用于将两个句子合并成一句。

e.g. *She spends a lot on stamps. She does not have much money.*

→ *She spends a lot on stamps although/though she does not have much money.*

→ *Although/Though she does not have much money, she spends a lot on stamps.*

2 We use **although** and **though** to show contrasting ideas.

although 和 though 可用于表达对立的意思。

e.g. *Though the robot cleaner is quite useful, it makes a lot of noise.*

The dictionary is heavy to carry around although it is easy to read.

3 We use **although** and **though** to show something unexpected.

although 和 though 可用于表达出乎意料的情况。

e.g. *This pocket watch still works well though it looks very old.*

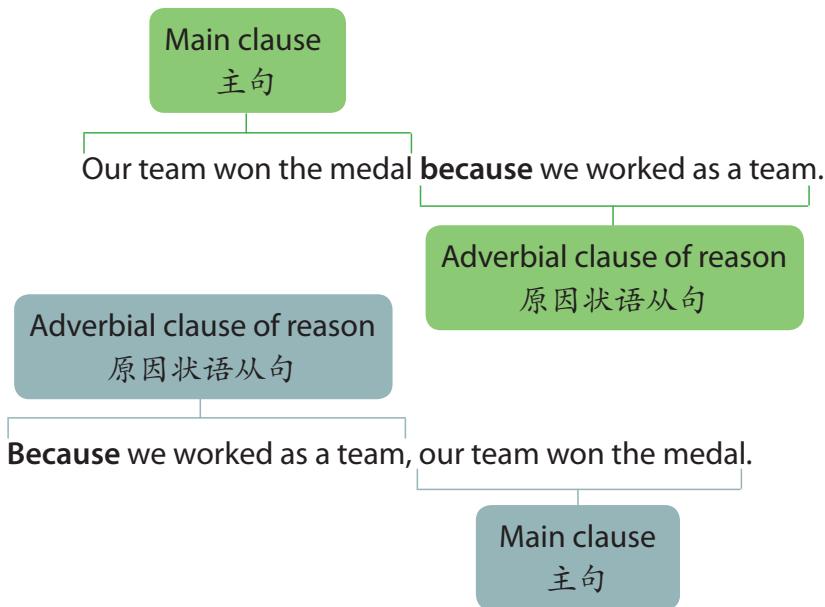
Although he said he no longer needed the old watch, he took it with him everywhere.

Unit 5

Adverbial clauses of reason 原因状语从句

An adverbial clause of reason starts with a linking word/phrase (e.g. *subordinating conjunction*) like **because**, **since**, **as** and **now that**, and comes before or after the main clause.

原因状语从句通常由 because, since, as, now that 等连接词 / 短语 (如从属连词) 引导。原因状语从句可放在主句前，也可放在主句后。



Use 用途	Example 示例
explain why something happens 解释事情发生的原因	<i>They were able to complete the group project on time because they managed their time well.</i> <i>Because some members refused to take others' advice, the team failed to work together.</i>
introduce a fact as a weak reason for something 介绍某事的事实性缘由 (因果关系较弱)	<i>Since/As Yiming was a good listener, his team members were encouraged to share their ideas.</i> <i>All the members know what they should do since/as they have a clear plan.</i>
give an explanation of a new situation 解释新情况	<i>Now that everyone is ready, why don't we start at once?</i> <i>Now that the match has been put off, we now have more time to practise.</i>

Notes:

- 1 Don't forget to use a comma (,) when the adverbial clause comes before the main clause.

当状语从句出现在主句之前时，不要忘记加逗号(,)。

- 2 **Because** is used when the information focus of a speaker/writer is on the **reason**; **since, as** and **now that** are used when the focus is on the **result**.

说话者/作者强调原因时用 because，强调结果时用 since, as 和 now that。

Unit 6

Adverbial clauses of condition 条件状语从句

An adverbial clause of condition (also called "conditional clause") is introduced by **if/unless**, followed by **the present simple**. We use adverbial clauses of condition to talk about the general truth, or the possible result of a possible situation or action.

条件状语从句（又称“条件分句”）由 if 或 unless 引导，用一般现在时表示将来。

条件状语从句常用来表示一般事实或某些情形或行动可能产生的结果。

In the main clause (the result clause), we use **the present simple** to express **the general truth**, and use the future with **will** to express **the possible result in the future**.

主句（即结果分句）中，用一般现在时表示一般事实，用将来形式 will 表示将来可能发生的结果。

General truth (present simple) 一般事实（一般现在时）	Action (present simple) 动作（一般现在时）
Ice melts	if you put salt on it.
Possible result (the future with will) 可能的结果（will 表示一般将来时）	Situation (present simple) 情形（一般现在时）
The Earth will be too crowded	if the population grows too fast.

The conditional clause comes before or after the result clause. Use a comma (,) after the conditional clause when it comes before the result clause.

条件分句可出现在结果分句之前或之后。当条件分句出现在结果分句之前时，需要在其后加逗号(,)。

Condition 条件	Result 结果
If I have a robot friend,	I'll play games with it.
If any part of one's body isn't healthy,	doctors will print a "new" one with 3D printers.
Result 结果	Condition 条件
Will you play games with a robot friend	if you have one?
Doctors will print a "new" one with 3D printers	if any part of one's body isn't healthy.

We use **unless** to mean *if... not* in negative adverbial clause of condition.

用 unless 引导的肯定条件分句和 if 引导的否定条件分句意思相同。

e.g. **Unless** we take immediate action, global warming will get more serious.

= **If** we don't take immediate action, global warming will get more serious.



Words and expressions in each unit

注：本词表中粗体词为课标三级词汇表中收录的初中阶段基本词汇。

Unit 1

litre (<i>AmE liter</i>) /'lɪ:tə(r)/ <i>n.</i> 升	p. 4
factory /'fæktri/ <i>n.</i> 工厂	p. 4
billion /'biljən/ <i>n.</i> 十亿	p. 5
salty /'sɔ:lti/ <i>adj.</i> 含盐的；咸的	p. 5
rest /rest/ <i>n.</i> 剩余部分；休息时间	p. 5
rare /reə(r)/ <i>adj.</i> 稀少的；珍贵的	p. 5
presentation /,prez'n'teɪʃn/ <i>n.</i> 展示会；介绍会	p. 6
boring /'bɔ:rɪŋ/ <i>adj.</i> 没趣的	p. 6
chemical /'kemɪkl/ <i>n.</i> 化学品	p. 6
wastewater /'weɪstwɔ:tə(r)/ <i>n.</i> 废水	p. 6
treatment /'tri:tment/ <i>n.</i> (净化或防治)处理；加工	p. 6
include /ɪn'klu:d/ <i>v.</i> 把……列为……的一部分；包括	p. 6
research /rɪ'sɜ:tʃ/ <i>v.</i> 研究；探讨；调查 <i>n.</i> 研究；调查；探索	p. 6
agree /ə'gri:/ <i>v.</i> 同意；赞成	p. 6
beyond /bɪ'jɒnd/ <i>prep.</i> 除……之外	p. 7
energy-saving /'enədʒi ,seɪvɪŋ/ <i>adj.</i> 节能的	p. 7
dishwasher /'dɪʃwɒʃə(r)/ <i>n.</i> 洗碗碟机	p. 7
indirect /,ɪndə'rekt; ,ɪndai'rekt/ <i>adj.</i> 间接的	p. 7
kilo /'ki:ləʊ/ <i>n.</i> (= kilogram) 千克；公斤	p. 7
hamburger /'hæmbɜ:gə(r)/ <i>n.</i> 汉堡包	p. 7
cotton /'kɒtn/ <i>n.</i> 棉织物；棉布	p. 7
touching /'tʌtʃɪŋ/ <i>adj.</i> 令人同情的；感人的	p. 8
desert /'dezət/ <i>n.</i> 沙漠	p. 8

soap /səʊp/ <i>n.</i> 肥皂	
v. 抹肥皂；用肥皂擦洗	p. 8
corner /'kɔ:nə(r)/ <i>n.</i> 角	p. 8
pot /pɒt/ <i>n.</i> 罐；瓶；壶；锅	p. 8
set off 出发；动身；启程	p. 8
hole /həʊl/ <i>n.</i> 洞；坑	p. 8
step /ste:p/ <i>v.</i> 迈步；踩	p. 8
mud /mʌd/ <i>n.</i> 泥；淤泥	p. 8
bathe /beɪð/ <i>v.</i> 用水清洗(尤指身体部位)	p. 9
shine /ʃaɪn/ <i>v.</i> 照耀	p. 9
forward /'fɔ:wəd/ <i>adv.</i> 向前	p. 9
pour /pɔ:(r)/ <i>v.</i> 使(液体)连续流出；倒出	p. 9
shut /ʃʌt/ <i>adj. & v.</i> 关闭；合上	p. 9
drop /drɒp/ <i>n.</i> 滴；水珠	p. 9
fully /'fʊli/ <i>adv.</i> 完全地；充分地	p. 9
precious /'preʃəs/ <i>adj.</i> 宝贵的；珍贵的	p. 9
shoulder /'ʃəuldə(r)/ <i>n.</i> 肩膀	
v. 背；扛；挑	p. 11
snake /sneɪk/ <i>n.</i> 蛇	
v. 曲折前行；蛇行；蜿蜒伸展	p. 11
thirsty /'θɜ:sti/ <i>adj.</i> 口渴的	p. 11
nor /nɔ:(r)/ <i>conj.</i> 也不	p. 11
limited /'lɪmitɪd/ <i>adj.</i> 有限的	p. 14
spread /spred/ <i>v.</i> 传播	p. 14
awareness /ə'weənəs/ <i>n.</i> 意识	p. 14

Unit 2

digital /'dɪdʒɪtl/ <i>adj.</i> 数码的；数字式的	p. 18
support /sə'pɔ:t/ <i>n.</i> 技术支持；支持；帮助	p. 20
laptop /'læptɒp/ <i>n.</i> 便携式电脑；笔记本电脑	p. 20

keyboard /'ki:bɔ:d/ <i>n.</i> (计算机或打字机的)键盘	p. 20	freeze /fri:z/ <i>v.</i> (屏幕)冻结	p. 23
bluetooth /'blu:tut:θ/ <i>n.</i> 蓝牙(用于手机、计算机等电子设备的短距离无线连接技术)	p. 20	software /'softweə(r)/ <i>n.</i> 软件	p. 23
smartphone /'smɑ:tfeʊn/ <i>n.</i> 智能手机	p. 20	app /æp/ <i>n.</i> (=application) 应用程序; 应用软件	p. 23
headset /'hedset/ <i>n.</i> (尤指带麦克风的)头戴式受话器, 耳机	p. 20	network /'netwɜ:k/ <i>n.</i> (互联) 网络	p. 23
large /la:dʒ/ <i>adj.</i> 大的; 大规模的; 大量的	p. 20	disabled /dɪs'eibləd/ <i>adj.</i> 有残疾的	p. 24
clear /klɪə(r)/ <i>adj.</i> 听得清的; 清楚的; 明白的	p. 20	type /taip/ <i>n.</i> 类型; 种类	p. 24
v. 移走, 清除(不需要的东西)	p. 20	blind /blaɪnd/ <i>adj.</i> 瞎的; 失明的	p. 24
private /'praɪvət/ <i>adj.</i> 私人的; 个人的	p. 20	detect /dɪ'tekt/ <i>v.</i> 发现; 查明; 偷察出	p. 24
touch /tʌtʃ/ <i>n.</i> 触摸; 触觉		object /'ɒbjekɪkt/ <i>n.</i> 物体; 东西	p. 24
v. 触摸; 碰	p. 21	as soon as 一……就……	p. 24
touch screen /'tʌtʃ skri:n/ <i>n.</i> (计算机)触摸屏	p. 21	warn /wɔ:n/ <i>v.</i> 提醒注意(可能发生的事); 使警惕	p. 24
advantage /əd've:n्तɪdʒ/ <i>n.</i> 优点; 优势	p. 21	direction /də'rekʃn; də'rækʃn/ <i>n.</i> 方向; 用法说明(常为复数)	p. 24
chip /tʃɪp/ <i>n.</i> 芯片	p. 21	inform /ɪn'fɔ:m/ <i>v.</i> 知会; 通知	p. 24
lightning /'laɪtnɪŋ/ <i>adj.</i> 闪电般的; 飞快的		report /rɪ'pɔ:t/ <i>n.</i> 调查报告; 报告	p. 25
<i>n.</i> 闪电	p. 21	population /pɒpjju'leɪʃn/ <i>n.</i> (地区、国家等的)人口, 人口数量	p. 25
purple /'pɜ:ppl/ <i>adj.</i> 紫色的	p. 21	rural /'ruərəl/ <i>adj.</i> 乡村的; 农村的	p. 25
AI abbr. (=artificial intelligence)		connection /kə'nekʃn/ <i>n.</i> 连接	p. 25
人工智能	p. 21	firefighting /'faɪəfɔ:tɪŋ/ <i>n.</i> 灭火; 消防	p. 25
keep an eye on 照看; 留神; 留意	p. 21	send /send/ <i>v.</i> 发送	p. 25
health /helθ/ <i>n.</i> 人的身体(或精神)		unit /'ju:nɪt/ <i>n.</i> 装置; 机件	p. 25
状况; 健康	p. 21	opinion /ə'pɪnjən/ <i>n.</i> 意见; 看法	p. 30
complaint /kəm'pleɪnt/ <i>n.</i> 投诉; 抱怨	p. 22	in my opinion 依我看	p. 30
press /pres/ <i>v.</i> 按, 压(使启动)	p. 22	aware /ə'weə(r)/ <i>adj.</i> 意识到; 明白	p. 30
inconvenience /,ɪnkeən'veniəns/ <i>n.</i> 不便; 麻烦; 困难	p. 22	be aware of 知道; 意识到; 明白	p. 30
repeat /ri'pi:t/ <i>v.</i> 重复; 重做; 重说	p. 22	disadvantage /,dɪsəd've:n्तɪdʒ/ <i>n.</i> 不利因素	p. 30
couple /'kʌpl/ <i>n.</i> 几个人; 几件事物	p. 22	hide /haɪd/ <i>v.</i> 藏; 隐蔽	p. 30

benefit /'benɪfɪt/ <i>n.</i> 优势；益处；成效	p. 30
Unit 3	
inborn /'ɪn'bɔ:n/ <i>adj.</i> 天生的	p. 36
unfamiliar /,ʌnfə'miliə(r)/ <i>adj.</i> 陌生的；不熟悉的	p. 36
grown-up /,grəʊn 'ʌp/ <i>n.</i> (尤指用于对儿童说话时)大人	p. 36
continuous /kən'tɪnjuəs/ <i>adj.</i> 不断的；持续的；连续的	p. 36
either /'aɪðə(r)/ <i>adv.</i> (用于否定词组后)也	p. 38
ruin /'ru:ɪn/ <i>v.</i> 毁坏；破坏	p. 38
eyesight /'aɪsaɪt/ <i>n.</i> 视力	p. 38
fantastic /fæn'tæstɪk/ <i>adj.</i> 极好的；了不起的	p. 38
ant /ænt/ <i>n.</i> 蚂蚁	p. 39
surprising /sə'praɪzɪŋ/ <i>adj.</i> 令人吃惊的	p. 39
awake /ə'weɪk/ <i>adj.</i> 醒着(尤指入睡前或刚醒时)	p. 39
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Unit 5

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IT <i>n.</i> (= information technology) 信息技术	p. 69
VIP <i>n.</i> (= Very Important Person) 要人; 贵宾	p. 69
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miss /mɪs/ <i>v.</i> 未击中；未得到； 错过	p. 78
row /rəʊ/ <i>n.</i> 一排；一列；一行 <i>in a row</i> 连续几次地	p. 78

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able /'eɪbl/ <i>adj.</i> 能；能够	p. 84
be able to 能；能够	
attend /ə'tend/ <i>v.</i> 出席；参加	p. 85
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attitude /'ætɪtju:d/ <i>n.</i> 态度；看法	p. 85
disturbing /dɪ'stɜ:bɪŋ/ <i>adj.</i> 令人 不安的	p. 85
possible /'pɒsəbl/ <i>adj.</i> 可能	p. 86
unless /ən'les/ <i>conj.</i> 除非； 如果不	p. 86
any time /'eni taɪm/ <i>adv.</i> (= anytime)	
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alien /'eɪliən/ <i>n.</i> 外星人； 外星生物	p. 87
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town /taʊn/ <i>n.</i> 镇；市镇	p. 87

primary /'praɪməri/ <i>adj.</i> 主要的； 最重要的；基本的	p. 87
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mile /maɪl/ <i>n.</i> 英里(=1609米或 1760码)	p. 88
unbelievable /ʌn'bɪ'lɪ:vəbl/ <i>adj.</i> 难以置信的；惊人的	p. 89
cut in 插嘴	p. 89
blow /bləʊ/ <i>v.</i> 炸开；吹	p. 89
blow up 爆炸	p. 89
positive /'pozətɪv/ <i>adj.</i> 积极乐观的	p. 94
cure /kjuə(r)/ <i>n.</i> 药物；疗法	p. 94
cancer /'kænsə(r)/ <i>n.</i> 癌；癌症	p. 94

Words and expressions in alphabetical order

A

able /'eɪbl/ <i>adj.</i> 能; 能够	U6
absent /'æbsənt/ <i>adj.</i> 缺席; 不在	U6
advantage /əd'ventɪdʒ/ <i>n.</i> 优点; 优势	U2
agree /ə'gri:/ <i>v.</i> 同意; 赞成	U1
AI <i>abbr.</i> (= artificial intelligence) 人工智能	U2
alien /'eɪliən/ <i>n.</i> 外星人; 外星生物	U6
although /ɔ:l'ðəʊ/ <i>conj.</i> 虽然; 尽管	U4
annoying /ə'nɔɪŋ/ <i>adj.</i> 恼人的; 讨厌的	U3
ant /ænt/ <i>n.</i> 蚂蚁	U3
any more <i>adv.</i> (常用于否定句和疑问句句末)再也(不),(不)再	U4
any time /'enɪ taɪm/ <i>adv.</i> (= anytime) 在任何时候	U6
app /æp/ <i>n.</i> (= application) 应用程序; 应用软件	U2
as soon as —……就……	U2
ASAP <i>abbr.</i> (= as soon as possible) 尽快	U5
attend /ə'tend/ <i>v.</i> 出席; 参加	U6
attitude /'ætɪtju:d/ <i>n.</i> 态度; 看法	U6
awake /ə'weɪk/ <i>adj.</i> 醒着(尤指入睡前或刚醒时)	U3
aware /ə'weə(r)/ <i>adj.</i> 意识到; 明白	U2
awareness /ə'weənəs/ <i>n.</i> 意识	U1

B

backstage /'bæk'steɪdʒ/ <i>adv.</i> 在后台 <i>adj.</i> 后台的	U5
band /bænd/ <i>n.</i> 流行音乐乐队	U5
bark /ba:k/ <i>v.</i> (狗)吠叫	U3
bath /ba:θ/ <i>n.</i> 浴缸; 洗澡	U4

bathe /beɪð/ *v.* 用水清洗(尤指身体部位)

U1

be able to 能; 能够

U6

be aware of 知道; 意识到; 明白

U2

belong /bɪ'lɒŋ/ *v.* 应在(某处)

U4

belong to sb 属于某人; 归某人所有

U4

benefit /'benɪfɪt/ *n.* 优势; 益处; 成效

U2

beyond /bɪ'jɒnd/ *prep.* 除……之外

U1

billion /'bɪljən/ *n.* 十亿

U1

blind /blaimd/ *adj.* 瞎的; 失明的

U2

blow /bləʊ/ *v.* 炸开; 吹

U6

blow up 爆炸

U6

bluetooth /'blu:tʊ:θ/ *n.* 蓝牙(用于手机、计算机等电子设备的短距离无线连接技术)

U2

boring /'bɔ:rɪŋ/ *adj.* 没趣的

U1

borrow /'bɒrəʊ/ *v.* 借; 借用

U4

brain /breɪn/ *n.* 脑; 脑力

U3

burn /bɜ:n/ *v.* 燃烧; 烧

U4

business /'bɪznəs/ *n.* 公司; 商业

U4

C

cancer /'kænsə(r)/ <i>n.</i> 癌; 癌症	U6
captain /'kæptɪn/ <i>n.</i> (尤指运动队的)队长	U5
cartoon /ka:'tu:n/ <i>n.</i> 动画片; 卡通片	U3
century /'sentʃəri/ <i>n.</i> 世纪; 百年	U4
chemical /'kemɪkl/ <i>n.</i> 化学品	U1
chip /tʃɪp/ <i>n.</i> 芯片	U2
circle /'sɜ:kl/ <i>v.</i> (尤指在空中)盘旋, 环行 <i>n.</i> 圆形	U6

clap /klæp/ *v.* 鼓掌, 拍手(表示赞许或欣赏)

U5

clear /klɪə(r)/ <i>adj.</i> 听得清的; 清楚的; 明白的		
v. 移走, 清除(不需要的东西)	U2	
complain /kəm'pleɪn/ <i>v.</i> 抱怨; 投诉	U5	
complaint /kəm'pleɪnt/ <i>n.</i> 投诉; 抱怨	U2	
conclusion /kən'klu:ʒn/ <i>n.</i> 结束; 结尾; 结论	U2	
condition /kən'dɪʃn/ <i>n.</i> 状况; 状态	U4	
connection /kə'nekʃn/ <i>n.</i> 连接	U2	
continuous /kən'tinjuəs/ <i>adj.</i> 不断的; 持续的; 连续的	U3	
conversation /kɔnvə'seɪʃn/ <i>n.</i> (非正式)交谈, 谈话	U5	
cooperate /kəʊ'ɒpəreɪt/ <i>v.</i> 合作; 协作	U5	
corner /'kɔ:nə(r)/ <i>n.</i> 角	U1	
cotton /'kɒtn/ <i>n.</i> 棉织物; 棉布	U1	
countryside /'kʌntrɪsaɪd/ <i>n.</i> 乡村; 农村	U4	
couple /'kʌpl/ <i>n.</i> 几个人; 几件事物	U2	
crazy /'kreɪzi/ <i>adj.</i> 热衷的; 狂热的	U3	
cure /kjʊə(r)/ <i>n.</i> 药物; 疗法	U6	
curtain /'kɜ:tən/ <i>n.</i> (舞台上的)幕, 幕布	U5	
cut in 插嘴	U6	

D

decade /'dekeɪd/ <i>n.</i> 十年	U4
desert /'dezət/ <i>n.</i> 沙漠	U1
detect /dɪ'tekt/ <i>v.</i> 发现; 查明; 偷察出	U2
develop /dɪ'veeləp/ <i>v.</i> (使)成长, 发展, 壮大	U4
development /dɪ'veləpmənt/ <i>n.</i> 发展; 成长; 壮大	U4
digital /'dɪdʒɪtl/ <i>adj.</i> 数码的; 数字式的	U2
direction /də'rekʃn; daɪ'rekʃn/ <i>n.</i> 方向; 用法说明(常为复数)	U2

disabled /dɪs'eɪbləd/ <i>adj.</i> 有残疾的	U2
disadvantage /,dɪsəd'veɪntɪdʒ/ <i>n.</i> 不利因素	U2
disappoint /,dɪsə'pɔɪnt/ <i>v.</i> 使失望	U5
disappointed /,dɪsə'pɔɪntɪd/ <i>adj.</i> 失望的; 沮丧的	U5
discussion /dɪ'skʌʃn/ <i>n.</i> 讨论; 商讨	U5
dishwasher /'dɪʃwɔʃə(r)/ <i>n.</i> 洗碗碟机	U1
disturbing /dɪ'stɜ:bɪŋ/ <i>adj.</i> 令人不安的	U6
DJ <i>n.</i> (= disc jockey) (电台、电视台、俱乐部)唱片节目主持人	U5
dramatically /dræ'mætɪklɪ/ <i>adv.</i> 突然地; 巨大地; 令人吃惊地	U4
drop /drɒp/ <i>n.</i> 滴; 水珠	U1

E

eagerly /'i:gəli/ <i>adv.</i> 渴望地; 热切地	U5
eagle /'i:gl/ <i>n.</i> 雕	U3
education /'edʒu'keʃn/ <i>n.</i> 教育	U4
either /'aɪðə(r)/ <i>adv.</i> (用于否定词组后)也	U3
elevator /'elɪvərɪə(r)/ <i>n.</i> 电梯; 升降机	U6
energy-saving /'enədʒi,sərvɪŋ/ <i>adj.</i> 节能的	U1
enjoyable /ɪn'dʒɔɪəbl/ <i>adj.</i> 有乐趣的; 令人愉快的	U5
except /ɪk'sept/ <i>prep.</i> 除……之外	U4
extremely /ɪk'stri:mli/ <i>adv.</i> 极其; 非常	U4
eyesight /'aɪsait/ <i>n.</i> 视力	U3

F

factory /'fæktri/ <i>n.</i> 工厂	U1
familiar /fə'miliə(r)/ <i>adj.</i> 熟悉的	U6
fantastic /faen'tæstɪk/ <i>adj.</i> 极好的; 了不起的	U3

figure /'figə(r)/ <i>v.</i> 计算	U6	in a row 连续几次地	U5
figure out 弄懂; 弄明白	U6	in conclusion 最后	U2
firefighting /'faɪəfɔɪtɪŋ/ <i>n.</i> 灭火; 消防	U2	in my opinion 依我看	U2
flag /flæg/ <i>n.</i> (体育运动的)信号旗; 标志旗	U5	inborn /,ɪn'bɔ:n/ <i>adj.</i> 天生的	U3
flight /flaɪt/ <i>n.</i> 航班飞机; 飞行	U6	include /ɪn'klu:d/ <i>v.</i> 把……列为…… 的一部分; 包括	U1
float /fləʊt/ <i>v.</i> 飘动; 漂移	U6	inconvenience /,ɪnkon'veniəns/ <i>n.</i> 不便; 麻烦; 困难	U2
foreign /'fɔ:rən/ <i>adj.</i> 外国的	U4	indirect /,ɪndɪ'rekt; ,ɪndə'rekt/ <i>adj.</i> 间接的	U1
forward /'fɔ:wəd/ <i>adv.</i> 向前	U1	industry /'ɪndəstri/ <i>n.</i> 工业	U4
freeze /fri:z/ <i>v.</i> (屏幕)冻结	U2	inform /ɪn'fɔ:m/ <i>v.</i> 知会; 通知	U2
fully /'fʊli/ <i>adv.</i> 完全地; 充分地	U1	inside /,ɪn'saɪd/ <i>prep.</i> 在(或向)…… 内; 在(或向)……里	U4

G

grown-up /,grəʊn 'ʌp/ <i>n.</i> (尤指用于 对儿童说话时)大人	U3	IT <i>n.</i> (= information technology) 信息技术	U5
growth /grəʊθ/ <i>n.</i> 增长	U4		
guest /gest/ <i>n.</i> 客人; 宾客	U5		

H

hamburger /'hæmbɜ:gə(r)/ <i>n.</i> 汉堡包	U1
handprint /'hændprɪnt/ <i>n.</i> 手印	U6
hat /hæt/ <i>n.</i> (常指带檐的)帽子	U6
headset /'hedset/ <i>n.</i> (尤指带麦克风 的)头戴式受话器, 耳机	U2
health /helθ/ <i>n.</i> 人的身体(或精神) 状况; 健康	U2
heater /'hi:tə(r)/ <i>n.</i> 加热器; 炉子; 热水器	U4
hidden /'hɪdn/ <i>adj.</i> 隐藏的	U2
hide /haɪd/ <i>v.</i> 藏; 隐蔽	U2
hold /həʊld/ <i>v.</i> 使保持(在某位置)	U5
hole /həʊl/ <i>n.</i> 洞; 坑	U1
housework /'haʊswɜ:k/ <i>n.</i> 家务 劳动; 家务事	U4

I

imagine /ɪ'mædʒɪn/ <i>v.</i> 想象; 设想	U4
--	----

in a row 连续几次地	U5
in conclusion 最后	U2
in my opinion 依我看	U2
inborn /,ɪn'bɔ:n/ <i>adj.</i> 天生的	U3
include /ɪn'klu:d/ <i>v.</i> 把……列为…… 的一部分; 包括	U1
inconvenience /,ɪnkon'veniəns/ <i>n.</i> 不便; 麻烦; 困难	U2
indirect /,ɪndɪ'rekt; ,ɪndə'rekt/ <i>adj.</i> 间接的	U1
industry /'ɪndəstri/ <i>n.</i> 工业	U4
inform /ɪn'fɔ:m/ <i>v.</i> 知会; 通知	U2
inside /,ɪn'saɪd/ <i>prep.</i> 在(或向)…… 内; 在(或向)……里	U4
IT <i>n.</i> (= information technology) 信息技术	U5

J

journey /'dʒɜ:ni/ <i>n.</i> 旅行	U4
---------------------------------------	----

K

keep an eye on 照看; 留神; 留意	U2
keyboard /'ki:bɔ:d/ <i>n.</i> (计算机或打 字机的)键盘	U2
kilo /'ki:ləʊ/ <i>n.</i> (= kilogram) 千克; 公斤	U1
kiss /kɪs/ <i>v.</i> 亲吻	U6

L

laptop /'læptɒp/ <i>n.</i> 便携式电脑; 笔记本电脑	U2
large /la:dʒ/ <i>adj.</i> 大的; 大规模的; 大量的	U2
lead /li:d/ <i>n.</i> (戏剧、电影等中的) 主角;(竞赛中的)领先地位	U5
lightning /'laɪtnɪŋ/ <i>adj.</i> 闪电般的; 飞快的	
<i>n.</i> 闪电	U2
limited /'lɪmɪtɪd/ <i>adj.</i> 有限的	U1

litre (AmE liter) /'lɪ:tə(r)/	<i>n.</i>	升	U1
living conditions		生活条件	U4

M

magician /mə'dʒɪʃn/	<i>n.</i>	魔术师；变戏法的人	U3
major /'meɪdʒə(r)/	<i>adj.</i>	主要的；重要的	U4
meeting /'mi:tɪŋ/	<i>n.</i>	会议	U5
memory /'meməri/	<i>n.</i>	记忆	U4
mile /maɪl/	<i>n.</i>	英里 (= 1 609 米或 1 760 码)	U6
mine /maɪn/	<i>n.</i>	矿井；矿	U4
miss /mɪs/	<i>v.</i>	未击中；未得到；错过	U5
modern /'mɒdn/	<i>adj.</i>	现代的；近代的	U4
movie /'mu:vɪ/	<i>n.</i>	(美)电影	U3
mud /mʌd/	<i>n.</i>	泥；淤泥	U1

N

nation /'neɪʃn/	<i>n.</i>	国家；民族	U5
natural /'nætʃrəl/	<i>adj.</i>	自然的	U5
network /'netwɜ:k/	<i>n.</i>	(互联)网络	U2
never-ending /'nevər 'endɪŋ/	<i>adj.</i>	永无止境的；没完没了的	U3
nor /nɔ:(r)/	<i>conj.</i>	也不	U1
nowadays /'naʊədeɪz/	<i>adv.</i>	现今；现在；目前	U4

O

object /'ɒbdʒɪkt/	<i>n.</i>	物体；东西	U2
off-stage /'ɒf 'steɪdʒ/	<i>adj.</i>	舞台外的；幕后的	U5
adv.		在舞台外；在幕后	
opinion /ə'pɪnjən/	<i>n.</i>	意见；看法	U2
ordinary /'ɔ:dneri/	<i>adj.</i>	普通的；平凡的	U4

P

passion /'pæʃn/	<i>n.</i>	酷爱；热衷的爱好 (或活动等)	U5
perfect /'pɜ:fɪkt/	<i>adj.</i>	完美的	U5
pity /'pɪti/	<i>n.</i>	(用于表示失望) 遗憾，可惜	U5
pleased /pli:zd/	<i>adj.</i>	高兴；满意；愉快	U5
population /,pɒpjʊ'lエʃn/	<i>n.</i>	(地区、国家等的)人口，人口数量	U2
positive /'pɒzɪtɪv/	<i>adj.</i>	积极乐观的	U6
possible /'pɒsəbl/	<i>adj.</i>	可能	U6
pot /pɒt/	<i>n.</i>	罐；瓶；壶；锅	U1
pour /pɔ:(r)/	<i>v.</i>	使(液体)连续流出；倒出	U1
precious /'preʃəs/	<i>adj.</i>	宝贵的；珍贵的	U1
presentation /,prez'n'teɪʃn/		展示会；介绍会	U1
press /pres/	<i>v.</i>	按，压(使启动)	U2
primary /'praɪməri/	<i>adj.</i>	主要的；最重要的；基本的	U6
private /'praɪvエt/	<i>adj.</i>	私人的；个人的	U2
probably /'prɒbəbli/	<i>adv.</i>	很可能；大概	U6
progress /'prəʊgres/	<i>n.</i>	进步；进展	U4
punish /'pʌniʃ/	<i>v.</i>	处罚；惩罚	U4
punishment /'pʌniʃmənt/	<i>n.</i>	惩罚；处罚	U4
purple /'pɜ:ppl/	<i>adj.</i>	紫色的	U2

R

rare /reə(r)/	<i>adj.</i>	稀少的；珍贵的	U1
rarely /'reəli/	<i>adv.</i>	罕有；很少；不常	U4
rate /reɪt/	<i>v.</i>	划分等级；评估	U3
recent /'ri:snt/	<i>adj.</i>	近来的；新近的	U3
record /'rekɔ:d/	<i>n.</i>	唱片	U4
repeat /rɪ'pi:t/	<i>v.</i>	重复；重做；重说	U2

report /rɪ'pɔ:t/ <i>n.</i>	调查报告；报告	U2
research /rɪ'sɜ:tʃ/ <i>v.</i>	研究；探讨；调查	
<i>n.</i> 研究；调查；探索		U1
researcher /rɪ'sɜ:tʃə(r)/ <i>n.</i>	研究者	U3
rest /rest/ <i>n.</i>	剩余部分；休息时间	U1
result /rɪ'zʌlt/ <i>n.</i>	结果	U3
result in 造成；导致		U4
risk /rɪsk/ <i>v.</i>	冒……的风险 (或危险)	U6
rocket /'rɒkɪt/ <i>n.</i>	火箭	U6
roll /rəʊl/ <i>n.</i>	卷；卷轴	U4
row /rəʊ/ <i>n.</i>	一排；一列；一行	U5
ruin /'ru:ɪn/ <i>v.</i>	毁坏；破坏	U3
rural /'ru:ərəl/ <i>adj.</i>	乡村的；农村的	U2

S

salty /'sɔ:lti/ <i>adj.</i>	含盐的；咸的	U1
satisfying /'sætɪsfایɪŋ/ <i>adj.</i>	令人满意的 (或满足)的	U5
scarf /skɑ:f/ <i>n.</i>	围巾；头巾	U6
secret /'si:kret/ <i>n.</i>	秘密；机密	U5
security /sɪ'kjʊərəti/ <i>n.</i>	安全工作； 保安部门	U6
seldom /'seldəm/ <i>adv.</i>	不常；很少； 难得	U4
self-important /'self ɪm'pɔ:tnt/ <i>adj.</i>	自大的；自负的	U5
send /send/ <i>v.</i>	发送	U2
set off 出发；动身；启程		U1
severe /sɪ'veɪə(r)/ <i>adj.</i>	极为恶劣的； 十分严重的	U4
shake /ʃeɪk/ <i>v.</i>	摇动；抖动	U3
shame /ʃeɪm/ <i>n.</i>	令人惋惜的事； 让人遗憾的事	U5
shine /ʃaɪn/ <i>v.</i>	照耀	U1
shoulder /'ʃəʊldə(r)/ <i>n.</i>	肩膀	
<i>v.</i> 背；扛；挑		U1
shut /ʃʌt/ <i>adj. & v.</i>	关闭；合上	U1
smartphone /'smɑ:tfon/ <i>n.</i>	智能 手机	U2

smelly /'smeli/ <i>adj.</i>	有难闻气味的； 有臭味的	U4
snake /sneɪk/ <i>n.</i>	蛇	
<i>v.</i> 曲折前行；蛇行；蜿蜒伸展		U1
soap /səʊp/ <i>n.</i>	肥皂	
<i>v.</i> 抹肥皂；用肥皂擦洗		U1
software /'softweə(r)/ <i>n.</i>	软件	U2
spread /spred/ <i>v.</i>	传播	U1
stay /steɪ/ <i>n.</i>	停留；逗留(时间)	U4
step /stɛp/ <i>v.</i>	迈步；踩	U1
success /sək'ses/ <i>n.</i>	成功；胜利	U5
super-speed /'sju:pə spi:d/ <i>adj.</i>	超高速的	U6
support /sə'pɔ:t/ <i>n.</i>	技术支持； 支持；帮助	U2
surprising /sə'praɪzɪŋ/ <i>adj.</i>	令人吃惊的	U3

T

talented /'tæləntɪd/ <i>adj.</i>	有才能的； 天才的；有才干的	U5
tape /teɪp/ <i>n.</i>	磁带；录像带	U4
task /ta:sk/ <i>n.</i>	任务；工作	U5
teamwork /'ti:mwɜ:k/ <i>n.</i>	协同工作； 配合	U5
therefore /'ðeəfɔ:(r)/ <i>adv.</i>	因此	U3
thirsty /'θɜ:sti/ <i>adj.</i>	口渴的	U1
touch /tʌtʃ/ <i>n.</i>	触摸；触觉	
<i>v.</i> 触摸；碰		U2
touch screen /'tʌtʃ skrɪ:n/ <i>n.</i>	(计算机)触摸屏	U2
touching /'tʌtʃɪŋ/ <i>adj.</i>	令人同情的； 感人的	U1
tower /'taʊə(r)/ <i>v.</i>	高于，超过 (附近的人或物)	U6
town /taʊn/ <i>n.</i>	镇；市镇	U6
treatment /'tri:tment/ <i>n.</i>	(净化或防治) 处理；加工	
trick /trɪk/ <i>n.</i>	戏法；把戏	U3
truck /trʌk/ <i>n.</i>	卡车；货运汽车	U4

type /taɪp/ <i>n.</i> 类型; 种类	U2	VR <i>abbr.</i> (= virtual reality) 虚拟现实	U6
U			
unbelievable /ʌnbɪ'lɪkvəbl/ <i>adj.</i> 难以置信的; 惊人的	U6		
unfamiliar /ʌnfə'miliə(r)/ <i>adj.</i> 陌生的; 不熟悉的	U3		
unit /'ju:nɪt/ <i>n.</i> 装置; 机件	U2		
unless /ən'les/ <i>conj.</i> 除非; 如果不	U6		
unlikely /ʌn'lɑ:kli/ <i>adj.</i> 不大可能发生的	U6		
unpleasant /ʌn'pleznt/ <i>adj.</i> 令人不快的; 不舒服的	U4		
V			
victory /'vɪktəri/ <i>n.</i> 胜利; 成功	U5		
VIP <i>n.</i> (= Very Important Person) 要人; 贵宾	U5		
virus /'vaɪrəs/ <i>n.</i> 病毒	U2		
voluntary /'vɒləntri/ <i>adj.</i> 自愿的; 主动的; 志愿的	U3		
W			
warn /wɔ:n/ <i>v.</i> 提醒注意(可能发生的事); 使警惕	U2		
wastewater /'weɪstwɔ:tə(r)/ <i>n.</i> 废水	U1		
wealthy /'welθi/ <i>adj.</i> 富有的; 富裕的	U4		
wide /waɪd/ <i>adj.</i> 宽的; 宽阔的	U4		
within /'wɪ'ðɪn/ <i>prep.</i> 在(某段时间)之内	U6		
wonder /'wʌndə(r)/ <i>v.</i> 想知道; 想弄明白; 琢磨	U3		
wonderland /'wʌndəlænd/ <i>n.</i> (童话中的)仙境, 奇境	U5		
worst /wɜ:st/ <i>adj.</i> 最差的; 最坏的; 最糟的	U4		



Proper nouns and glossary

Proper nouns

Charles Dickens 查尔斯·狄更斯	p. 56	UAE (United Arab Emirates) 阿拉伯联合酋长国	p. 16
CPC (Communist Party of China) 中国共产党	p. 69	Uganda 乌干达	p. 64
Fiona Grey 菲奥娜·格雷	p. 41	UN (United Nations) 联合国	p. 69
Jeff Armstrong 杰夫·阿姆斯特朗	p. 41	WHO (World Health Organization) 世界卫生组织	p. 69
New Delhi 新德里	p. 25	WTO (World Trade Organization) 世界贸易组织	p. 69
PRC (People's Republic of China) 中华人民共和国	p. 69		
Sweden 瑞典	p. 32		
the Great Pyramids of Egypt 埃及 大金字塔	p. 86		

Glossary

abbreviation 简写; 缩写; 缩略词	p. 37	chameleon word 一词多义	p. 55
adverbial clause 状语从句	p. 12	conversion 转化法	p. 11
adverbial clause of concession 让步状语从句	p. 60	infinitive (动词的)不定式	p. 44
adverbial clause of condition 条件状语从句	p. 92	linking of sounds 连读	p. 53
adverbial clause of reason 原因状语从句	p. 76	loss of plosion 失爆	p. 68
adverbial clause of time 时间状语从句	p. 12	sentence stress 句子重读	p. 85
		word stress 单词重音	p. 5



Cardinal numbers 基数词

0	zero	40	forty
1	one	50	fifty
2	two	60	sixty
3	three	70	seventy
4	four	80	eighty
5	five	90	ninety
6	six	100	one hundred
7	seven	102	one hundred and two
8	eight	110	one hundred and ten
9	nine	113	one hundred and thirteen
10	ten	120	one hundred and twenty
11	eleven	136	one hundred and thirty-six
12	twelve	200	two hundred
13	thirteen	1,000	one thousand
14	fourteen	1,001	one thousand and one
15	fifteen	1,012	one thousand and twelve
16	sixteen	1,103	one thousand one hundred and three
17	seventeen	1,230	one thousand two hundred and thirty
18	eighteen	1,357	one thousand three hundred and fifty-seven
19	nineteen	1,500	one thousand five hundred
20	twenty		
21	twenty-one		
30	thirty		
33	thirty-three		

Decimal numbers 小数

For temperatures 温度

0.8°C = zero point eight degrees Celsius

5.4°C = five point four degrees Celsius

40.3°C = forty point three degrees Celsius

89.2°C = eighty-nine point two degrees Celsius

-12.2°C = twelve point two degrees Celsius below zero/minus twelve point two degrees Celsius

For length 长度

8,848.86 m eight thousand eight hundred and forty-eight point eight six metres

Percentage 百分比

1%	one per cent
10%	ten per cent
17%	seventeen per cent
31%	thirty-one per cent
60%	sixty per cent
89%	eighty-nine per cent
100%	one hundred per cent

Fractions 分数

$\frac{1}{2}$	a half/one half/one-half
$\frac{1}{3}$	a third/one third/one-third
$\frac{1}{4}$	a fourth/one fourth/a quarter/one quarter/ one-fourth
$\frac{1}{10}$	a tenth/one tenth/one-tenth
$\frac{2}{3}$	two thirds/two-thirds/two over three
$1\frac{1}{2}$	one and a half/one and one half/one and one-half
$2\frac{3}{5}$	two and three fifths/two and three-fifths/two and three over five

Ordinal numbers 序数词

1st	first	11th	eleventh
2nd	second	12th	twelfth
3rd	third	20th	twentieth
4th	fourth	21st	twenty-first
5th	fifth	22nd	twenty-second
6th	sixth	23rd	twenty-third
7th	seventh	40th	fortieth
8th	eighth	100th	hundredth
9th	ninth		
10th	tenth		

Years and dates 年份和日期

- 25 January 1600: the twenty-fifth of January/January the twenty-fifth, sixteen hundred
- 3 February 1735: the third of February/February the third, seventeen thirty-five
- 18 March 1830: the eighteenth of March/March the eighteenth, eighteen thirty
- 5 April 1905: the fifth of April/April the fifth, nineteen o five
- 22 May 1910: the twenty-second of May/May the twenty-second, nineteen ten
- 2 June 2000: the second of June/June the second, two thousand
- 14 July 2006: the fourteenth of July/July the fourteenth, two thousand and six/twenty o six
- 12 August 2010: the twelfth of August/August the twelfth, two thousand and ten/twenty ten
- 5 September 2016: the fifth of September/September the fifth, two thousand and sixteen/twenty sixteen
- 10 October 2020: the tenth of October/October the tenth, two thousand and twenty/twenty twenty
- 30 November 2021: the thirtieth of November/November the thirtieth, two thousand and twenty-one/twenty twenty-one
- 31 December 2050: the thirty-first of December/December the thirty-first, two thousand and fifty/twenty fifty

Notes:

The last two letters of the number word are sometimes added in the dates in written language (e.g. 1st, 2nd, 3rd, 4th).

Time 一天中时间的表达法

- | | |
|------------|-------------------------------------|
| 9:30 a.m. | half past nine/nine thirty a.m. |
| 12:00 p.m. | noon/twelve p.m. |
| 12:30 p.m. | half past twelve/twelve thirty p.m. |
| 4:30 p.m. | half past four/four thirty p.m. |
| 7:00 p.m. | seven p.m. |



Irregular verbs

动词	过去式	过去分词
awake	awoke	awoken
be (am, is, are)	was, were	been
bear	bore	born/borne
beat	beat	beaten
become	became	become
begin	began	begun
bleed	bled	bled
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burnt/ burned	burnt/ burned
buy	bought	bought
can	could	/
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done
draw	drew	drawn

动词	过去式	过去分词
dream	dreamt/ dreamed	dreamt/ dreamed
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
freeze	froze	frozen
get	got	got/gotten
give	gave	given
go	went	gone
grow	grew	grown
hang (悬挂)	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt

动词	过去式	过去分词
keep	kept	kept
know	knew	known
lay	laid	laid
lead	led	led
learn	learnt/ learned	learnt/ learned
leave	left	left
lend	lent	lent
let	let	let
lie (躺)	lay	lain
light	lit/lighted	lit/lighted
lose	lost	lost
make	made	made
may	might	/
mean	meant	meant
meet	met	met
mistake	mistook	mistaken
must	had to/must	/
pay	paid	paid
put	put	put
read /ri:d/	read /red/	read /red/
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said

动词	过去式	过去分词
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shall	should	/
shine	shone	shone
shoot	shot	shot
show	Showed	shown
shut	shut	shut
sing	sang	sung
sit	sat	sat
sleep	slept	slept
smell	smelt/ smelled	smelt/ smelled
speak	spoke	spoken
speed	sped/ speeded	sped/ speeded
spell	spelt/ spelled	spelt/ spelled
spend	spent	spent
spread	spread	spread
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sweep	swept	swept

(续表)

动词	过去式	过去分词
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown

动词	过去式	过去分词
understand	understood	understood
wake	woke	woken
wear	wore	worn
will	would	/
win	won	won
write	wrote	written

后记

本套教材根据教育部颁布的《义务教育英语课程标准(2022年版)》编写。

本套教材是多方智慧和心血的结晶。编写团队汇集了我国英语教育教学领域知名专家、高校学者、资深教研员、一线骨干教师。束定芳担任教材主编，安琳、施志红负责统筹全套教材的编写工作。除了核心编者以外，倪良涛、柒静、唐树华、吕晶晶、倪静等老师也参与了本册部分单元的编写。Emily Yinchang Shi(加拿大)、Gillian Flaherty(澳大利亚)、James Bean(澳大利亚)、Mark Edward Alexander(英国)、Nathaniel Thomas Murray(美国)等参与了教材部分文本创作和语言润色。编写过程中，程晓堂教授、Stephanie Ashford(英国)、Ian McGrath(英国)、Renata Geld(克罗地亚)、Marc Young(加拿大)等为提升教材质量提出了宝贵意见。

本套教材编写吸取了上海市“二期课改”的经验和成果。编写过程中，上海市课程教育研究基地(中小学课程方案基地)、上海市心理教育教学研究基地、上海基础教育教材建设重点研究基地、上海市英语教育教学研究基地等上海高校“立德树人”人文社会科学重点研究基地给予了大力支持。

在此，我们对参与和支持本套教材编写的各方表示衷心的感谢！

欢迎广大师生来电来函指出教材中的不足，提出宝贵意见。

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