



九年义务教育课本

# English 英语

牛津上海版 OXFORD Shanghai Edition



九年级

第二学期

(试用本)



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上海教育出版社

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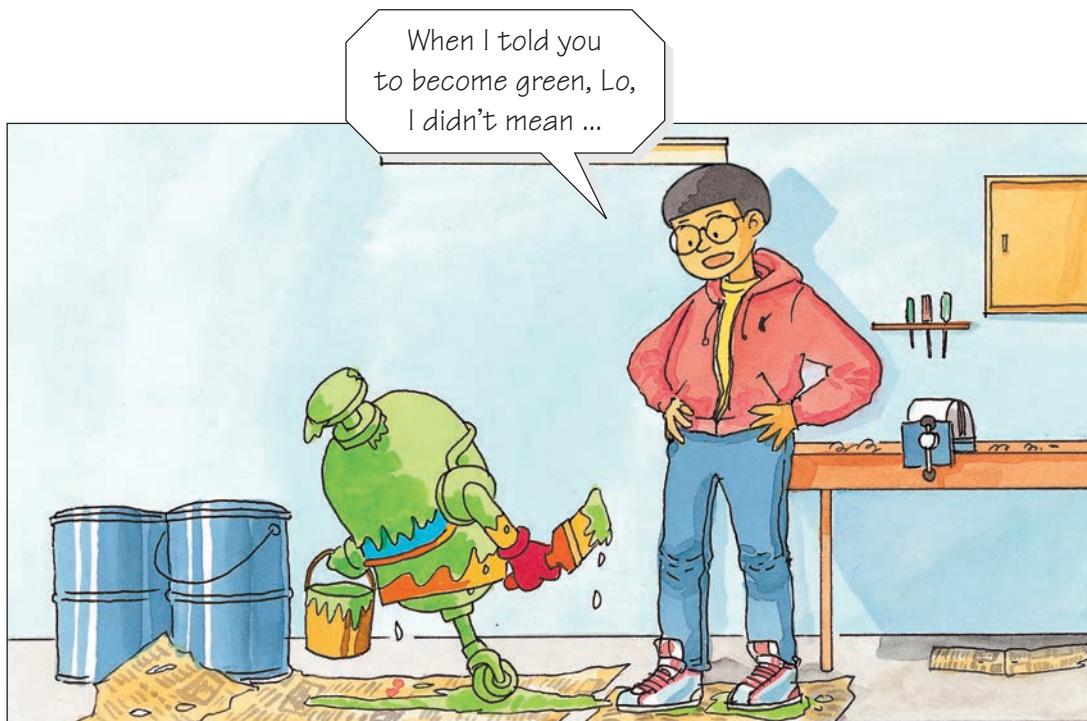
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\*

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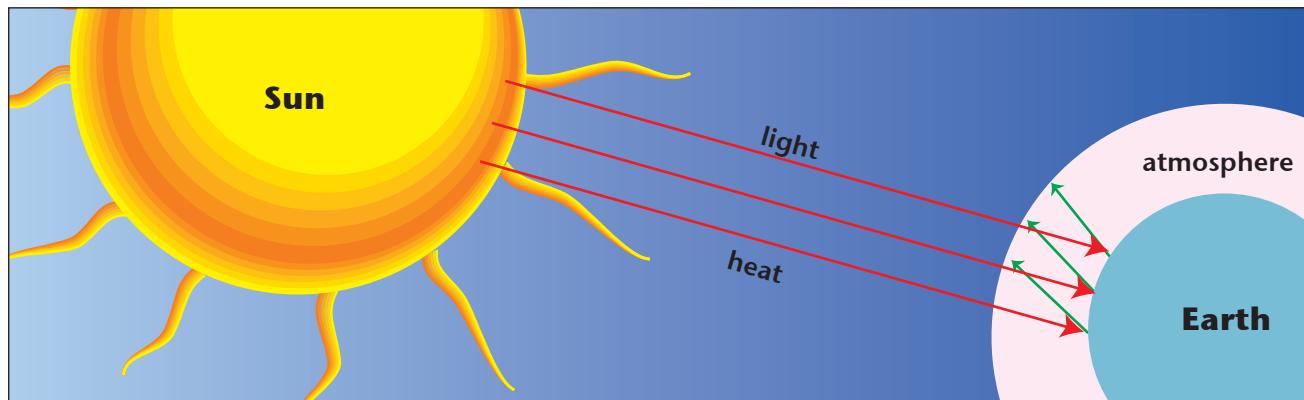


## Reading

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

What do you know about 'global warming'? Match the two halves of these sentences. The first one has been done for you.

- |  |       |   |
|--|-------|---|
| 1 There is an atmosphere               | _____ | <b>f</b> a will melt.                               |
| 2 This atmosphere controls             | _____ | <b>b</b> 'global warming'.                          |
| 3 However, we are polluting            | _____ | <b>c</b> our atmosphere with harmful gases.         |
| 4 The atmosphere is changing           | _____ | <b>d</b> cause floods.                              |
| 5 This heat will cause                 | _____ | <b>e</b> and keeping in too much heat from the Sun. |
| 6 The ice at the North and South Poles | _____ | <b>f</b> around the Earth.                          |
| 7 Then the sea will rise and           | _____ | <b>g</b> the heat on the Earth.                     |

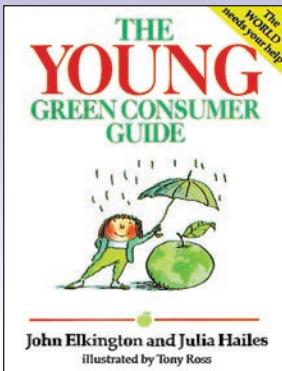


### B Before you read

The first paragraph of a piece of writing often tells you a lot about the content. Look at the title, the first paragraph, the headings and the pictures in Tony's review on the next page. Then try to answer these questions.

- 1 What is the name of the book that is reviewed? Who are the authors?
- 2 The book is called a *guide*. What does this name suggest the book will do?
- 3 A consumer is anyone who buys and uses things. What do you think a *green consumer* is?
- 4 What do you think the main topic of the book is?





Review by Tony Ma

# The green consumer

This book says our world is in danger. It describes the various threats to the environment. The situation is so serious that we must do something to save the Earth.

## The greenhouse effect

The writers ask us to ‘imagine that the Earth is inside a kind of greenhouse with the atmosphere around it. The atmosphere acts like the glass: it lets sunlight in and keeps warmth from getting out. The atmosphere is essential for all living things. Without it, the Earth would be as cold and lifeless as the surface of the moon’.

‘The trouble is that our atmosphere is changing because we are polluting it with chemicals—in the form of gases—and it is keeping in too much heat!'

These gases, mainly carbon dioxide ( $\text{CO}_2$ ), are produced by burning fuels such as petrol. The greenhouse effect may cause the level of the sea to rise and flood cities and even whole countries.

## Damage to the ozone layer

The writers tell us that ‘ozone is a gas which occurs 20 to 50 km above the ground. It forms an essential protective layer around the Earth. Without it, the Sun would burn us up’.

We are making holes in the ozone layer, mainly by using chemicals called CFCs.

We use these in fridges and spray cans, and to make plastic items such as fast food boxes.

## 35 Destruction of the forests

The burning and cutting down of the forests is making the greenhouse effect worse because trees take in  $\text{CO}_2$ . It also causes soil erosion and flooding, as well as 40 destroying the homes of people and animals that live in the forests.

## Bad habits

Many of our habits cause pollution, especially our habit of using things once 45 and then throwing them away. This creates massive mountains of rubbish. We do not know what to do with the rubbish and it pollutes our land and sea. For example, people throw away as many as seven 50 billion drink cans in Britain each year. That is enough to reach from the Earth to the moon.

## How can we save the Earth?

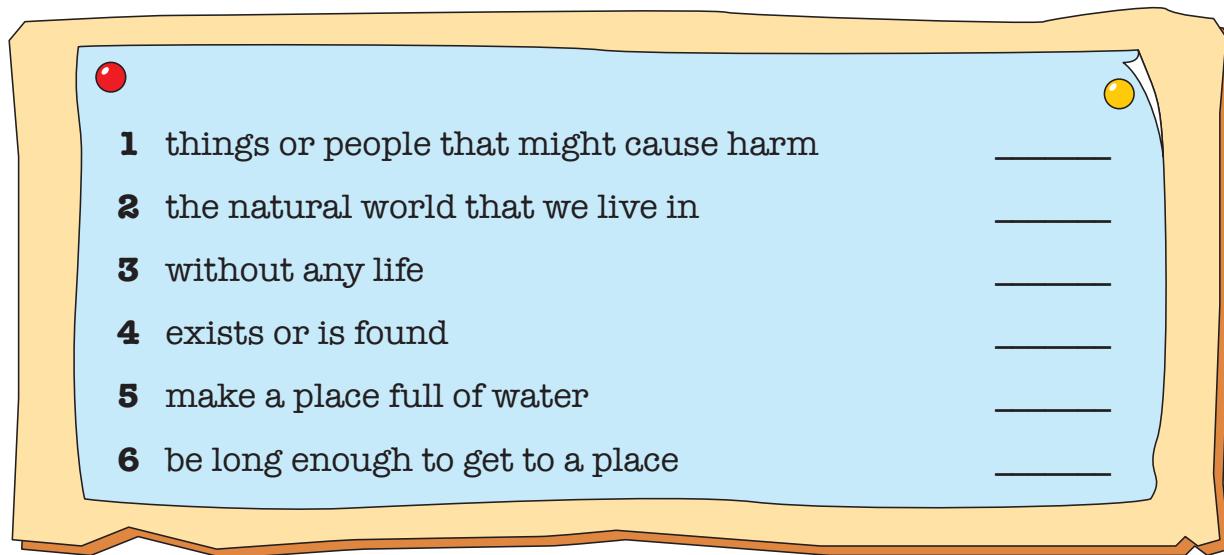
The book is asking us to become ‘green consumers’. That means we should only buy and use environmentally friendly goods so that we can save the Earth. These goods will not damage the environment.

Let’s be green consumers and enjoy living 60 a better life on the Earth!

# HELP!

## C Vocabulary

**C1** Find words in the review that have these meanings.



**C2** Use the words from **C1** to complete these sentences. Change the forms if necessary.

- 1 That planet is probably \_\_\_\_\_.
- 2 Her dress is long enough to \_\_\_\_\_ the floor.
- 3 Careless drivers are a \_\_\_\_\_ to the lives of others.
- 4 The government plans to spend a large amount of money protecting our city's \_\_\_\_\_ from pollution.
- 5 Rainfall most often \_\_\_\_\_ in the south of China.
- 6 Water from the storm \_\_\_\_\_ the village yesterday.

**C3** Find these words in the review, work out their meanings, and use them to replace the italicized words in these sentences.

atmosphere      fuels      layer      damage      pollution

- 1 The *covering* of ozone around the Earth protects us from the Sun.
- 2 In some cities, many people wear masks over their noses and mouths to protect themselves from the *dangerous and dirty things* in the air.
- 3 The *mixture of gases* around our planet is essential for all living things.
- 4 We use *things like gas, oil, petrol and coal* to provide us with heat and power.
- 5 Floods cause *harm* to the small village every year.

## D Comprehension

**D1** Replace the italicized words with information from the review. The first one has been done for you.

- 1 The writers compare the atmosphere to *it*.      *it = the glass*
- 2 They say we are polluting *it* with gases.
- 3 The gases come from burning *them*.
- 4 *It* protects us from the Sun.
- 5 The damage to the ozone layer is caused by *them*.
- 6 The burning of the forests makes *it* worse.
- 7 *This habit* creates a huge amount of rubbish.

**D2** Based on your reading of the review, choose the correct answer to complete each statement below.

- 1 Because of pollution, \_\_\_\_\_.
  - a not enough sunlight is reaching the Earth
  - b not enough heat is leaving the Earth
- 2 More CO<sub>2</sub> in the atmosphere will cause the sea level to \_\_\_\_\_.
  - a rise
  - b fall
- 3 If we use fewer CFCs, the ozone layer will be \_\_\_\_\_.
  - a protected
  - b damaged
- 4 If there are more trees, the amount of CO<sub>2</sub> in the atmosphere will be \_\_\_\_\_.
  - a greater
  - b smaller
- 5 Rubbish is a serious problem, but we have \_\_\_\_\_.
  - a solved it
  - b not solved it
- 6 The book is asking \_\_\_\_\_.
  - a young people to do something to help protect the environment
  - b more young people to become consumers



## Grammar

## A Using (not) as ... as to compare things

We use **(not) as ... as** with **adjectives** to talk about how things are similar or different.

Without it, the Earth would be **as cold and lifeless as** the surface of the moon.

Football is **not as popular as** basketball in the USA.

We use **(not) as ... as** with **adverbs** to talk about how things are done similarly or differently.

My mother cooks **as well as** yours.

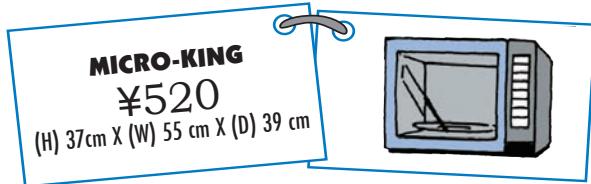
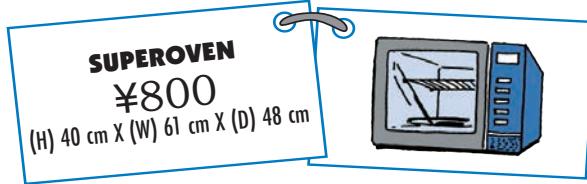
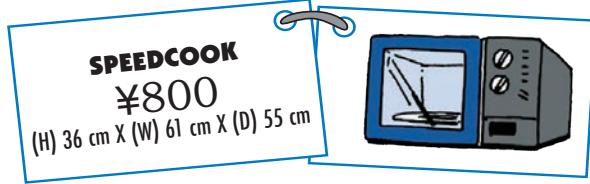
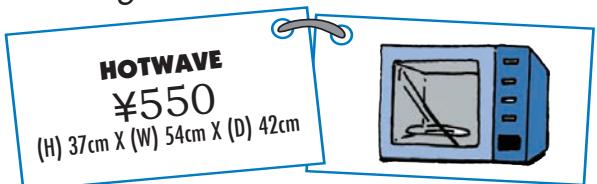
I don't sing **as beautifully as** you.

We can also use **(not) as ... as** with **many/much + noun** to compare amounts of things.

Ricky has **as many computer games as** Ann.

Alex doesn't earn **as much money as** Shirley.

**A1** Gao Ming and his father are comparing different models of microwave ovens. Write sentences to compare the price and size of the ovens using the correct form of the verb **be**, **(not) as ... as** and the adjectives in brackets. The first two have been done for you.



- 1 The Hotwave and the Micro-King are not as expensive as (expensive) the Speedcook and the Superoven.
  - 2 The Speedcook is as wide as (wide) the Superoven.
  - 3 The Hotwave \_\_\_\_\_ (high) the Micro-King.
  - 4 The Micro-King \_\_\_\_\_ (deep) the Speedcook.
  - 5 The Hotwave and the Micro-King \_\_\_\_\_ (wide) the Speedcook and the Superoven.
  - 6 The Speedcook \_\_\_\_\_ (expensive) the Superoven.
  - 7 The Superoven and the Speedcook \_\_\_\_\_ (cheap) the Micro-King.

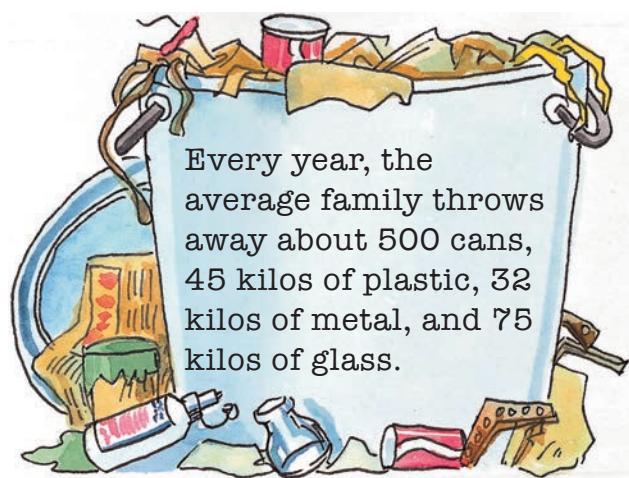
**A2** Look at the table and the sentences below. Use an adverb from the box and **(not) as ... as** to complete each blank. The first one has been done for you.

early  
often  
high  
fast

Activity table			
Activity	Denise	Simon	Mark
<b>Getting to school</b>	7.30 a.m.	7.30 a.m.	7.00 a.m.
<b>Going to the library</b> (times per week)	2	3	2
<b>Jumping</b>	1.75 m	1.75 m	1.80 m
<b>Running 100 m</b>	12.2 sec.	11.8 sec.	12.2 sec.

- 1 Denise gets to school as early as Simon, but not as early as Mark.
- 2 Mark goes to the library                  Denise, but                  Simon.
- 3 Simon can jump                  Denise, but                  Mark.
- 4 Mark can run                  Denise, but                  Simon.

**A3** Read the following note. Then look at the table on the right and complete these sentences using **(not) as many/much as**.



Rubbish thrown away by Tony's neighbours in a year

Family	Cans	Plastic	Metal	Glass
Brown	500	47 kg	32 kg	74 kg
White	525	47 kg	30 kg	78 kg
Black	500	42 kg	32 kg	74 kg
Green	200	21 kg	19 kg	23 kg

- 1 The Blacks                  cans                  the Whites.
- 2 The Whites                  plastic                  the Browns.
- 3 The Browns                  metal                  the Blacks.
- 4 The Greens                  glass                  the Whites.

## B Adverbial clauses (III)



The situation is **so** serious that we must do something to save the Earth.

We should only buy and use environmentally friendly goods **so that** we can save the Earth.

We use ...

**so ... that**

**so that**

for adverbial clauses

**about ...**

result

purpose

Examples

The road was **so** narrow **that** the bus could not pass.

You should take a shower instead of a bath **so that** you can save water.

**B1** Look at the pictures below. Join each pair of sentences using **so** + adjective/adverb + **that**.

1



These people are careless.  
They may cause a fire.

2



The big stone is rolling fast.  
The man may be injured.

3



The wind is blowing hard.  
The girl may fall into the sea.

4



The river is very dirty.  
All the fish in it are dead.

**B2** Match the half sentences in column A with those in column B to make sentences with **so that**.

A		B
1 Factories should not throw rubbish into rivers		a there will be less rubbish.
2 We should walk or ride bicycles more often	so that	b we can save electricity.
3 We should take our own shopping bags when going shopping		c the air will be cleaner.
4 We should turn off the lights when we leave a room		d there will be less water pollution.

### C Verbs with -ing

In some sentences with two verbs, the second verb can be in the **-ing** form.



I enjoy reading books about the Earth.

These are some words that can be followed by an **-ing** verb.

admit    deny    enjoy    practise    consider  
finish    like    hate    prefer    suggest

**Jill** wants to be a friend of the Earth. Complete the sentences about Jill, using the verbs in the box in the **-ing** form.

walk    use    write    organize    do    breathe    waste

- 1 She enjoys \_\_\_\_\_ fresh air in the countryside.
- 2 She likes \_\_\_\_\_ to school and never gets a lift from her father.
- 3 She hates \_\_\_\_\_ food in restaurants.
- 4 She prefers \_\_\_\_\_ handkerchiefs instead of tissues.
- 5 She always turns off the lights when she finishes \_\_\_\_\_ her homework.
- 6 She often suggests \_\_\_\_\_ on both sides of the paper.
- 7 She is considering \_\_\_\_\_ an Environment Day in the class.



# Listening

## Pollution around us

Listen to the four short stories on the recording. Look at the three pictures for each story. Number them in the order that the events happened.

1



a



b



c

2



a



b



c

3



a



b



c

4



a



b



c

## Speaking

### A Talk time

#### Expressing preferences and reasons

When we express a preference for something, we say we like it better than something else. Sometimes we give a reason why we prefer it.

**A1** Arthur is in a restaurant with Pansy. He is ordering some drinks. Read their conversation and answer the questions. Then work in pairs to practise the conversation.

Let's have a drink, Pansy. They've got cola, milk, tea and coffee. Which would you prefer?



I'd prefer a cola. What about you?

I'm going to have a hot coffee. I need something to warm me up. Waiter! One cola and one coffee, please.

#### Tips

I'd prefer = I would prefer

- 1 In which sentence does Arthur ask for Pansy's preference?
- 2 In which sentence does Pansy respond?
- 3 In which sentence does Arthur give a reason for his choice?

**A2** Work in pairs to make two conversations similar to the one in **A1**. The following words may help you.

- 1 food: rice, noodles, sandwiches, pizzas, hamburgers
- 2 soup: seafood, potato, tomato, cabbage

### B Speak up

#### A survey on preferences

**B1** Work in groups. In each group, one student (S1) is doing a survey to find out what things young people like and dislike.

S1 must ask the group for their preferences about the following:

- 1 the things they read (storybooks, comics, newspapers, magazines, etc.)
- 2 the music they listen to (pop, classical, rock, etc.)
- 3 the TV programmes they watch (cartoons, dramas, news, etc.)
- 4 the films they watch (war, action, etc.)

Which do you prefer reading, storybooks, comics, newspapers or magazines?



- \* **B2** After the survey, S1 must tell the class the results. You can use the sentence patterns in the boxes and the example to help you.

I talked to ... young people.

I asked them about ...

All of them

Most of them

Some of them

One/Two of them

prefer(s) ...

Example:

I talked to six young people. First, I asked them about reading. Four of them prefer reading storybooks. However, one of them prefers reading magazines and one of them prefers reading comics.

Second, I asked them about music. ...

Third, ...

Finally, ...

## Writing

### Protecting our environment

If you know of any environmental problem, you can write about it to the Environmental Protection Bureau. You can ask them for help in solving the problem.

**A1** Work in groups. Think of some environmental problems that exist near your school, your home or at other public places. The problems may be connected with rubbish or noise, water or air pollution.

### Useful questions

#### Rubbish

Is there a lot of litter anywhere?

Where is it? (ground, roads, etc.)

Does it cause any problems? (unpleasant smells, insects, rats, etc.)

Is there any waste from a building site?

### Noise pollution

Is it noisy in your area?

Can the noise be controlled?

Is a building company working during the night?

What problems does the noise cause you? (headaches, can't study, etc.)

### Water pollution

Is there any open water (ponds/rivers/lakes) nearby?

How is the water? (clean/polluted)

What cause(s) the pollution? (litter, chemicals from factories, etc.)

What are the effects of the pollution? (dead fish, can't swim, etc.)

### Air pollution

Is the air clean or dirty where you live?

Can you smell nasty gases from cars?

Is there a building site, factory or power station nearby?

What problems does air pollution cause? (unpleasant smells, kill trees, etc.)

**A2** Choose three of these problems. Plan a letter to the Bureau describing them and asking for their help in solving them. You can use the notes below to help you.

(P = paragraph)

P1 Tell them what the letter is about.

I am writing to you to talk about some environmental problems in my area.

P2 Describe the first problem.

The first problem is \_\_\_\_\_. It occurs in/at/near \_\_\_\_\_. It is caused by \_\_\_\_\_.

...

P3 Describe the second problem.

P4 Describe the third problem.

P5 Ask about the action they will take and ask them to do it quickly.

I would be grateful if you would let me know what you can do about these problems. I hope that you will take action quickly before the environment is too badly damaged. Thank you.

**B** Work alone. Write the letter putting in the address and date, starting with **Dear Sir/Madam** and ending with **Yours faithfully** and your signature.



## More practice

### MILLIONS OF TREES ON FIRE

Tim: In South-east Asia, thousands of hectares of forests are still on fire. The smog<sup>①</sup> from the fire has already caused hundreds of deaths and illnesses. Our reporter, Penny Wang, is there and has this report.

5 Penny: It's now just three in the afternoon, but it seems like night-time. A thick smog is covering most of the countries in South-east Asia. Many people are wearing masks to cover their mouths and noses. Thousands are suffering from eye or breathing problems. One doctor told me that living in this smog is like smoking 600 cigarettes a day.

10 The fires are still burning. There are 8,500 firefighters trying to put out the fires, and another 2,000 are coming from around the world to help them. But the fires are too big to put out. The only thing that can extinguish them now is lots of rain—and rain is not expected 15 for several weeks.

Tim: Penny, can you remind us how these terrible fires started?

20 Penny: Well, most of the fires were started by farmers. They wanted to clear the land before they planted new fields. But this year things are much worse than usual. Some big companies bought large areas of land. They are using fires to clear them quickly so that they can plant rice, palm oil trees or rubber trees. Second, a drought started many months ago so the land is very dry.

Tim: Penny, you've told us about some of the effects of the fire on people. What other problems are the fires causing?

25 Penny: Well, there are almost no tourists here at the moment. Also, the smog has caused some bad accidents. But the most serious problem is that the fire is destroying the forests. As you know, trees take harmful gases from the air, and release oxygen. They are very important to the world, and 30 now millions of them are burning.

Tim: I hope the fire will be put out soon.

① smog n. 烟雾

**A** Find the words and phrase in Column A in the passage on page 14 and match them with the meanings in Column B.

**A**

- 1 remind
- 2 mask
- 3 suffer from
- 4 extinguish
- 5 drought

**B**

- a a time when there is no rain for a long time
- b make a fire stop burning
- c a thing you wear over your face for protection
- d be badly affected by
- e help somebody remember something important



**B** What does the word 'them' refer to in each of these sentences? Look back at the passage to find out.

- 1 ... are coming from around the world to help *them*.
- 2 The only thing that can extinguish *them* now is lots of rain ...
- 3 ... are using fires to clear *them* quickly ...
- 4 ... and now millions of *them* are burning.

**C** Read the passage again. Decide whether the following statements are **T** (true) or **F** (false).

- 1 The forest fires in South-east Asia do not affect people much. **T/F**
- 2 Many people wear masks to protect themselves from the smog. **T/F**
- 3 According to the passage, people in South-east Asia smoke a lot of cigarettes. **T/F**
- 4 More firefighters are needed to put out the fires. **T/F**
- 5 The fires will continue before a lot of rain falls. **T/F**
- 6 The fires were caused by the weather. **T/F**
- 7 There were no tourists coming to South-east Asia before the fires happened. **T/F**
- 8 The most serious damage caused by the fires is to the trees. **T/F**

# Progress file 1

## Vocabulary

Choose a word or phrase from the box to complete each sentence.

anywhere threat compares consumers do with grateful destruction

- 1 What shall we \_\_\_\_\_ all this food we didn't eat?
- 2 My mother often \_\_\_\_\_ prices when she goes shopping.
- 3 I am \_\_\_\_\_ for your help.
- 4 The old man is very weak. Even a cold can be a \_\_\_\_\_ to his life.
- 5 The forest fire brought \_\_\_\_\_ to the whole village.
- 6 \_\_\_\_\_ should buy environmentally friendly things to help protect the environment.
- 7 People should not throw rubbish \_\_\_\_\_ they feel like.

## Grammar

Rewrite the sentences using the phrases in brackets.

- 8 Australia has fewer people than China does. (not as ... as)
- 9 Tom sings beautifully. Sam sings beautifully too. (as ... as)
- 10 It was hot. My ice cream melted quickly. (so ... that)
- 11 Please speak louder. Everyone in the classroom can hear you. (so that)

Put the verbs in brackets into correct forms to complete the sentences.

- 12 I want \_\_\_\_\_ (be) a detective when I grow up.
- 13 Nana practises \_\_\_\_\_ (play) the violin every day.
- 14 The children have invited Mr Green \_\_\_\_\_ (watch) their performance.
- 15 When the policeman stopped him, the driver admitted \_\_\_\_\_ (speed).

## My progress:

Comments:

15



0–6 Try harder.



7–12 Can do better.



13–15 Good work.

## Word box



<b>atmosphere</b> /'ætməsfɪə(r)/	n.	(围绕地球的) 大气, 大气层
<b>global</b> /'gləʊbl/	adj.	全球的; 全世界的
<b>global warming</b>		全球变暖
<b>flood</b> /flʌd/		洪水
<b>consumer</b> /kən'sju:mə(r)/	v.	(使) 灌满水; 淹没
<b>various</b> /'vɛəriəs/	n.	消费者
<b>threat</b> /θret/	adj.	各种各样的
<b>greenhouse</b> /'grɪ:nhaʊs/	n.	威胁
<b>the greenhouse effect</b>		温室; 暖房
<b>writer</b> /'raɪtə(r)/	n.	温室效应
<b>sunlight</b> /'sʌnlait/	n.	作者
<b>warmth</b> /wɔ:mθ/	n.	阳光; 日光
<b>lifeless</b> /'laɪfləs/	adj.	温暖; 暖和
<b>*carbon dioxide</b> /,ka:bən daɪ'ɒksaɪd/		无生命的; 无生物生长的
<b>fuel</b> /'fju:əl/	n.	二氧化碳
<b>*ozone</b> /'əʊzəʊn/	n.	燃料
<b>layer</b> /'leɪə(r)/	n.	臭氧
<b>*ozone layer</b>		层; 表层
<b>occur</b> /ə'kɜ:(r)/	v.	臭氧层
<b>protective</b> /prə'tektɪv/	adj.	存在于; 出现在
<b>burn ... up</b>		保护的; 防护的
<b>*CFC</b> /si: ef 'si:/	n.	焚毁; 烧掉
<b>*spray can</b> /'spreɪ kæn/		氟氯代烃; 含氯氟烃
<b>destruction</b> /dɪ'strʌkʃn/	n.	喷雾罐; 喷漆罐
<b>soil</b> /sɔ:l/	n.	摧毁; 毁灭; 破坏
<b>*erosion</b> /ɪ'rəʊʒn/	n.	土壤
<b>flooding</b> /'flʌdɪŋ/	n.	侵蚀; 腐蚀
<b>*massive</b> /'mæsɪv/	adj.	洪水泛滥
<b>do with</b>		巨大的
<b>*billion</b> /'bɪljən/	n.	处理
<b>environmentally friendly</b> /ɪn'veɪrən'mentəlɪ 'frendlɪ/		十亿
<b>coal</b> /kəʊl/	n.	环保的; 不损害环境的
<b>compare</b> /kəm'peə(r)/	v.	煤
<b>compare ... to ...</b>		比较
<b>classical</b> /'klæsɪkl/	adj.	将……比做
<b>anywhere</b> /'enɪweə(r)/	adv.	古典的
<b>grateful</b> /'greɪtf'l/	adj.	在任何地方
		感激的; 表示感谢的



## Notes



### Page 3

1 The situation is so serious that we must do something to save the Earth. 形势非常严峻，因此我们必须行动起来，拯救地球。

句中的 **serious** 作形容词，意为“严重的”；在 9A Unit 7 曾学过 **Jenny is serious.**，其中的 **serious** 用来形容人的性格，意为“严肃的；稳重的”。

2 The atmosphere acts like the glass: it lets sunlight in and keeps warmth from getting out. 大气层的作用就像（温室）玻璃一样，能让阳光射进来且不会让热量散发出去。

句中的 **like** 是介词，**act like** 意为“充当……；起……作用”；**keep ... from doing something** 意为“阻止……干某事”。

3 The trouble is that our atmosphere is changing because we are polluting it with chemicals—in the form of gases—and it is keeping in too much heat! 问题是大气层在不断变化，以气体形式排放的化学物质污染着大气层，它因此存储了太多的热量！

4 The greenhouse effect may cause the level of the sea to rise and flood cities and even whole countries. 温室效应可引起海平面升高，从而淹没城市甚至整个国家。

句中的 **level** 作名词，意为“高度”；在 8B Unit 6 曾学过 **the first level**，其中的 **level** 意为“楼层；层面”。

5 Damage to the ozone layer 对臭氧层的破坏

标题中的 **damage** 作名词，意为“毁坏；破坏”；在 8A Unit 7 曾学过 **Nobody damaged my eye.**，其中的 **damage** 作动词，意为“毁坏；破坏”。

6 It forms an essential protective layer around the Earth. 它（臭氧）在地球周围形成一个重要的保护层。

句中的 **form** 作动词，意为“（使）出现，产生”；在 7B Unit 10 曾学过 **the three forms of water**，其中的 **form** 作名词，意为“形态”。

7 It also causes soil erosion and flooding, as well as destroying the homes of people and animals that live in the forests. 它（焚烧和砍伐森林）不仅摧毁了生活在森林里的人类和动物的家园，还会造成水土流失和水灾。

8 That is enough to reach from the Earth to the moon. 那（70亿个饮料罐）足以从地球一直排列到月球。

句中的 **reach** 作动词，意为“（大或长等）足够达到”；9A Unit 2 曾学过 **when he reaches the right place**，其中的 **reach** 作动词，意为“到达；抵达”。

## Unit 2 Life in the future



### Reading

p. 20



### Grammar

p. 24



### Listening

p. 27



### Speaking

p. 28



### Writing

p. 30

\*



### More practice

p. 31





## Reading

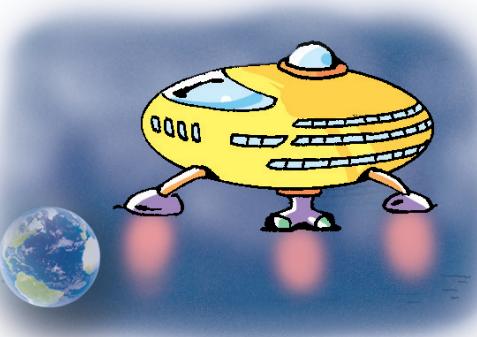
### A What do you know about ...?

These pictures show some things from the future. Read the descriptions below and choose one sentence to match each picture.

1



2



3



- a The room has a robot that can cook and clean.
- b The Floating Space Hotel has a fantastic view of the Earth.
- c The car, High Flyer V3, has fold-up wings for easy parking.
- d The room has a big, flat TV, linked to the market's computer.
- e The Floating Space Hotel is underwater.
- f The space car does not have any wheels.

### B Before you read

Before you read the website on the next page, look at the introduction, the headings and the pictures. Then decide whether the following statements are **T** (True) or **F** (False).

- |  |     |
|--|-----|
| 1 The website is from the year 2040.                           | T/F |
| 2 People are buying everything from that website.              | T/F |
| 3 Children can learn about aliens at the Floating Space Hotel. | T/F |
| 4 The website recommends the house at 62 Kennedy Road.         | T/F |
| 5 The High Flyer V3 looks the same as the cars nowadays.       | T/F |

*It is August 2040. People in Garden City are buying their holidays, homes and cars on the Internet. Here is the website.*



Go

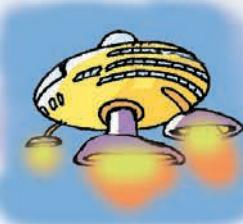
## Hot Tips for August 2040

### Holidays: The Floating Space Hotel

What is better than an underwater hotel? A hotel in space, of course!

The Floating Space Hotel has thirty attractive rooms. There is a fantastic view of the Earth, the moon and the stars outside your room

5 window. The hotel has a VR computer games hall and a shopping centre with designer clothes made by an AI robot. There is also an alien centre. Children can learn about different alien worlds there.



#### Satisfied customer:

**Mrs April Pang:** 'When we stayed in the Floating Space Hotel, my children 10 watched the beautiful blue Earth below us happily. I felt good that the Earth is greener too. When I was a child, there were not as many trees as today. We're protecting trees now.'

### Houses: 26 Kennedy Road

This house is 'green'. It has a layer of glass around it. The house

15 saves heat because it stays under the glass. The heat is then used as energy to run machines in the house. All the walls are made of glass and you can move them, so you can have rooms any size you want.



It is also smart. The medicine cabinet has a computer in it, linked to your doctor's computer. The fridge in the kitchen also has a computer, linked to the 20 supermarket's computer. It tells the supermarket's computer when you need more food. It only orders the food that you like.

#### Satisfied customer:

**Mr David Yu:** 'When we were living in our old house, life was much more difficult, and we 25 were spending more money. We now live comfortably in a house like the one on Kennedy Road, and I would recommend it to anyone.'

### Cars: The High Flyer V3

The High Flyer V3 is a flying car that uses solar or wind power.

The Sun or wind energy makes electricity. The electricity drives the engine. This car is environmentally friendly, because it causes

30 very little pollution.



The High Flyer V3 drives itself, so you can relax and enjoy the ride.

You operate the car with your voice and tell it where to go. You can watch your favourite films, because the windscreens have an electronic screen. When you park the car, its fold-up wings save space.

#### 35 Satisfied customer:

**Mr Jacky Hu:** 'I like this car, because I avoid traffic jams on the road. My travel time is also shorter and I can find a parking space easily.'

## C Vocabulary

**C1** Find the italicized words below on page 21. Work out their meanings and complete the following sentences.



**C2** Mandy and Nelson are giving their opinions about the things from the future. Choose the correct words from the box to complete the conversation.

space      electronic      engine      smart      linked      windscreen

- Mandy Have you ever thought of staying in a <sup>(1)</sup> \_\_\_\_\_ hotel?

Nelson No. Floating in space would be boring. There's nothing to see.

Mandy But you could get a fantastic view of the Earth, the moon and the stars! That would be exciting. I know you like computers too, so you're sure to be interested in the house that is controlled by computers.

Nelson That's a strange idea! I want to be the one controlling my house!

Mandy Oh, I think it's a great idea! You don't have to worry about things like 'What shall I have for lunch?' A <sup>(2)</sup> \_\_\_\_\_ kitchen will know what to make for you.

Nelson That means I'll need to have a computer in my kitchen. And that will be <sup>(3)</sup> \_\_\_\_\_ to another computer in the supermarket. And the two computers will decide what I have for lunch. Horrible!

Mandy What about the cars of the future? You can fly around the city watching your favourite films on an <sup>(4)</sup> \_\_\_\_\_ screen.

Nelson I think that's dangerous. This film will be on the <sup>(5)</sup> \_\_\_\_\_ of the car. You won't be able to see the road.

Mandy Ah! But the car of the future will drive itself. And it'll be environmentally friendly. The <sup>(6)</sup> \_\_\_\_\_ will be driven by solar or wind power.

Nelson Yes. OK. I like that.

## D Comprehension

**D1** Work with a partner. Here are some questions from customers who are interested in the hotels, houses and cars online. Find the answers on the website on page 21. Write **Y** (yes) or **N** (no).

The image shows a computer screen with a grey header bar containing icons for back, forward, search, and home, along with a 'Go' button. Below the header is a white area containing six numbered questions. Each question has a blank line to its right for writing an answer.

1	Can you see the blue Earth from the Floating Space Hotel?	_____
2	Can you go shopping at the Floating Space Hotel?	_____
3	When you take food from the fridge at 26 Kennedy Road, does the computer know about it?	_____
4	Will you spend more money if you live in the house at 26 Kennedy Road?	_____
5	Do you need petrol to run the High Flyer V3?	_____
6	Do you travel fast and easily in the High Flyer V3?	_____

**D2** Work in pairs. Scan the website again, and then ask and answer these questions with your partner.

- 1 What is special about the Floating Space Hotel?
- 2 What are the four things about the Floating Space Hotel that are interesting to tourists?
- 3 Why did Mrs Pang feel good when she saw the Earth?
- 4 What is the address of the house that is for sale?
- 5 How is the heat used in the house?
- 6 Which computer is linked to the doctor's computer?
- 7 Which computer is linked to the supermarket's computer? How does it work?
- 8 What does the High Flyer V3 use to make electricity?
- 9 How do you operate the High Flyer V3?
- 10 The passenger of the High Flyer V3 can do many things. Can you give some examples?



## Grammar

### The past continuous tense

#### A Actions happening in the past at a particular time

We can use the past continuous tense to talk about actions that were happening at a particular time in the past.



My children were watching the beautiful blue Earth outside their room window from six to seven o'clock yesterday evening.

Linda was helping at a charity event last Saturday. Use the information below to complete the sentences with the past continuous tense. The first one has been done for you.

<input type="checkbox"/>	Time	Activity
<input type="checkbox"/>	7.00–8.00	get ready to go out
<input type="checkbox"/>	8.00–9.00	travel on the underground
<input type="checkbox"/>	9.00–11.00	buy food in the market with some friends
<input type="checkbox"/>	11.00–13.00	prepare lunch for thirty people
<input type="checkbox"/>	13.00–14.00	have lunch
<input type="checkbox"/>	14.00–16.00	tidy up and wash the dishes
<input type="checkbox"/>	16.00–17.00	relax in a tea shop with a friend
<input type="checkbox"/>	17.00–18.00	go home on the underground

- 1 Linda was getting ready to go out at 7.30.
- 2 She   at 8.30.
- 3 She and some friends   at 10.00.
- 4 They   at noon.
- 5 They   at 13.30.
- 6 They   in the afternoon.
- 7 She and a friend   at 16.30.
- 8 She   at 17.30.

## B Two continuing actions in the past

We can also use the past continuous tense to talk about two actions happening at the same time in the past.

As/While you **were reading** the magazine, I **was watching** TV.

### Tips

Usually we use **as** or **while** if we talk about two continuing actions in the past.

**B1** Super-smart is a smart computer and Ultra-smart is a very smart robot. Look at their diaries for Friday, 10 August 2040, and complete the paragraph below.

	Super-smart	Ultra-smart
10.00–11.00	Order food from the supermarket.	Make a new flying car for Jacky.
11.00–12.00	Play chess with David.	Repair the TV.
12.00–13.00	Teach David Japanese.	Make lunch.
13.00–14.00	Check the temperature in the indoor garden.	Play football with Jacky.

As Super-smart <sup>(1)</sup> \_\_\_\_\_ from the supermarket, Ultra-smart <sup>(2)</sup> \_\_\_\_\_ for Jacky. As Super-smart <sup>(3)</sup> \_\_\_\_\_, Ultra-smart <sup>(4)</sup> \_\_\_\_\_. While Super-smart <sup>(5)</sup> \_\_\_\_\_ Japanese, Ultra-smart <sup>(6)</sup> \_\_\_\_\_. While Super-smart <sup>(7)</sup> \_\_\_\_\_ in the indoor garden, Ultra-smart <sup>(8)</sup> \_\_\_\_\_ with Jacky.

- \* **B2** Write a timetable for your activities last weekend using the example below. Then, in pairs, make sentences with **as** or **while** + **past continuous tense** to talk about what you were doing last weekend.

Example: As/While I was studying English on Saturday morning, you were reading in the library.

_____ (Your name)			
	Morning	Afternoon	Evening
Saturday	Study English.	Shop with my friends.	Watch TV.

_____ (Your partner's name)			
	Morning	Afternoon	Evening
Saturday	Read in the library.	Play tennis.	Do homework.

## C Contrasting continuous and shorter actions in the past

We use the past continuous tense and the simple past tense together when we want to contrast continuous longer actions with shorter ones.

The electricity **went off** when/while I **was using** the computer.

I **heard** the weather report on the radio **when/while I was driving** to work.

**When/While** we **were walking** in the park, we **saw** beautiful birds in the trees.

**C1** Work in pairs. There was a fire at David Yu's house last night. Suppose you are a reporter and you want to find out what everyone was doing when the fire alarm went off. Your partner uses the information and the picture below to give answers.

David's son: listen to music

Example:

David's daughter: do her homework on the computer

S1 What was David's son doing when the alarm went off?

David's parents: watch TV

S2 He was listening to music.

David's dog: eat its dinner

David: read the newspaper

David's wife: order the robot to cook



**C2** Work in pairs. S1 starts three sentences with **while + the past continuous tense**. S2 writes the second half of three sentences using the simple past tense. Then work together and make as many meaningful sentences as possible.

Example:

S1 While I was walking to school, ...

S2 ... I saw an accident.

S1 & S2 While I was walking to school, I saw an accident.



## Listening

### The Floating Space Hotel

It is 2040. You and your family have arrived at the Floating Space Hotel! There is a robot in your room telling you about the things you can do at the Floating Space Hotel.

Listen to the robot carefully and complete the notes below.

## The Floating Space Hotel

### 1 The Cinema

Tomorrow: an exciting film about the wonders of space.

Times: 3 p.m. and 8 p.m.

### 2 The Engine Room

Come and meet our \_\_\_\_\_.

Times: \_\_\_\_\_ to \_\_\_\_\_  
and \_\_\_\_\_ to 8 p.m.

### 3 The Garden

In the \_\_\_\_\_ of the hotel.

Beautiful.

Visit between \_\_\_\_\_ and  
\_\_\_\_\_.

### 4 The Shops

Wonderful space shops.

Open at: \_\_\_\_\_.

Close at: \_\_\_\_\_.

### 5 The Sports Room

Come and get some \_\_\_\_\_.

Unusual \_\_\_\_\_.

Fun \_\_\_\_\_ for \_\_\_\_\_.

Open at: \_\_\_\_\_.

Close at: \_\_\_\_\_.

### 6 The Chinese Restaurant

Excellent \_\_\_\_\_.

Can have \_\_\_\_\_ or  
\_\_\_\_\_ here.

Times: \_\_\_\_\_ to \_\_\_\_\_  
and 12 noon to \_\_\_\_\_.

### 7 The Spaceburger Restaurant

This serves \_\_\_\_\_.

Get the best \_\_\_\_\_ here!

Open: \_\_\_\_\_ to \_\_\_\_\_.

### 8 The Best View Restaurant

The \_\_\_\_\_ restaurant in  
space.

Come for an out-of-this-world  
\_\_\_\_\_ and watch the  
\_\_\_\_\_.

Times: \_\_\_\_\_ to \_\_\_\_\_  
and \_\_\_\_\_ to \_\_\_\_\_.



## Speaking

### A Talk time

#### Disagreeing politely

Disagreeing with people in a polite way is a very important speaking skill. In discussions, we need to be able to disagree and present our own opinions in a reasonable manner.

In discussions, we can use these sentences to disagree with someone in a polite way.

I'm sorry, but I don't really agree. I think ...

I'm sorry, but I don't think so. I think ...

We can also accept a person's idea, and then give a different idea.

You may be right, but I think ...

Perhaps you're right, but I think ...

That's an interesting idea, but I think ...

 Work in pairs to practise disagreeing politely. S1 starts with sentence **a**. S2 uses the expressions above and sentence **b** to respond. The first one has been done for you.

- 1 **a** Pollution in 2040 will probably be worse than today.  
**b** Pollution won't be a problem in 2040.

Example:

S1 Pollution in 2040 will probably be worse than today.

S2 I'm sorry, but I don't really agree. I think pollution won't be a problem in 2040.

- 2 **a** A good way to learn a language is to read a textbook.  
**b** A better way is to practise with a native speaker.
- 3 **a** Cats make good pets.  
**b** Dogs make better pets.
- 4 **a** English is the most difficult subject.  
**b** Maths is more difficult than English.
- 5 **a** Fast food is not bad for us.  
**b** Fast food is the worst thing for us.

## B Speak up

### Asking questions and describing things with pictures

We can get more information about something by asking questions.

Work in pairs. Below are four things you can buy in 2040. S1 is a customer. He/She asks questions from the box about the four things. S2 is a salesman and answers S1's questions with the help of the guide words. The first one has been done for you.

1



Example:

Customer What's the jacket made of?  
Salesman It's made of plastic.  
Customer Does it have any special function?  
Salesman Yes. It can check your blood pressure. It's also linked to your doctor's computer.

#### Tips

**Customer:** Ask as many questions as you can to find out about the things.

**Salesman:** Think of all the good points of the things that you are selling.

2



(read your thoughts,  
use brain power)

Is the computer easy to communicate with?  
What's special about this house?  
How is the High Flyer V3 operated?  
What's the jacket made of?  
Does it need a lot of power?  
Is the High Flyer V3 environmentally friendly?  
Does it have any special function?  
Can I have a garden in the house?

3



(environmentally friendly,  
operate with your voice)

4



(computer-controlled, change the size  
of the rooms, an indoor garden)

# Writing

## Time boxes

Your class would like to make time boxes for people in 2040. You start collecting things today and put them in the boxes. The people in 2040 will be able to compare their life with life now.

**A** Work in pairs. Each of you must think of three things that are important to you now, e.g., laptops, mobile phones, musical instruments. Draw or find a picture of the things. Then write the name under each picture. Here are some examples.



a laptop



a mobile phone



a wooden guitar

**B** Now, work with the same partner. Show each other your pictures and write some sentences describing each thing. Read the example below:

Example:

Laptop: People can use it to surf the Internet, watch films and listen to music. People can carry it anywhere they want.

**C** You also need to write a letter to the people in 2040 introducing the things in the box. In pairs, use the information in **B** to complete the letter.

To the people of 2040

In the box you can find three things: \_\_\_\_\_.

They all come from 20\_\_\_\_\_.  
First, \_\_\_\_\_. \_\_\_\_\_

Second, \_\_\_\_\_. \_\_\_\_\_

Finally, \_\_\_\_\_. \_\_\_\_\_

We hope this will give you some information about life in 20\_\_\_\_\_.  
Yours faithfully

\_\_\_\_\_ and \_\_\_\_\_



## More practice

Calvin, a student at Success College, wrote a story set in 2040.



### The Great Wave of 2040

I have always been frightened of water. Last week in Geography, we learnt that if all the ice in Antarctica<sup>①</sup> melted, a great wave, thirty metres high, would hit our city.

- 5 I started to worry. What would happen then? People would run to high ground ... Perhaps my family and I would be lucky because we live in a high flat.

Last night, I had a dream about the Great Wave ...

- 10 In my dream, water was pouring everywhere. It was pouring into Luck Valley. I could see it from my window as it crossed the railway and covered the sports field at the nearby university. At the end of the valley, the water went up the hills, and some of it even went into the tunnel.

But I couldn't just stand here! I must do something! Yes, of course! I used my 15 mobile phone to e-mail my dad at work. He worked at an import-export business<sup>②</sup>. I wrote, 'Dad, there's a flood. What can we do?' I got an e-mail back from Dad. It said, 'I'm very busy now. I have just exported a lot of fish to the USA and made a big profit<sup>③</sup> ...'

I tried our school website. 'What are you doing about the flood?' I asked. The 20 reply came. 'Our school has more students than ever. Last year, ...' I stopped reading. I shouted, 'The WATER! Look at the WATER!'

But nobody looked. Everywhere, people just sat at their computers. They sat at their computers in offices, in shops and in homes. They did not want to leave them. Computers were more important than the flood.

25 Very soon, the water came into people's rooms. It poured onto their desks. All the hi-tech machines<sup>④</sup> got wet. Finally, it covered the computers. Only then did people notice the flood. But it was too late. Even with all the computers in our city, the flood couldn't be stopped.

And then I opened my eyes. There was no water. The year was not 2040. It 30 was 2019. I remembered that our city was protected by some sea walls 50 metres high and felt safe.

But would a flood really happen like this one day? And would we be so busy with our computers that we would do nothing to save ourselves?



① Antarctica n. 南极洲 ② import-export business 进出口公司 ③ profit n. 利润 ④ hi-tech machine 高科技机器

**A** Find the words and phrase in Column A in the story on page 31 and match them with the meanings in Column B.

**A**

- 1 frightened
- 2 melt
- 3 hit
- 4 valley
- 5 railway
- 6 export
- 7 make a big profit
- 8 reply

**B**

- a the low ground between two mountains
- b become liquid as a result of heating
- c sell and send goods to another country
- d earn a lot of money by selling something
- e afraid; scared
- f attack something or somebody
- g an answer to somebody
- h the lines that trains run on, from one place to another



**B** All these statements are wrong. Correct them using the information from the story.

- 1 Calvin likes water.
- 2 Last week in Geography, Calvin learnt what happened when the ice in Antarctica melted.
- 3 Calvin lives by the sea.
- 4 Calvin was in the street when he saw the water cross the railway and cover the sports field at the nearby university.
- 5 Calvin first e-mailed his school website about the flood.
- 6 Calvin's dad was very interested in the flood.
- 7 Everywhere in the city, people were afraid of the flood.
- 8 In 2040, Calvin dreamt about the Great Wave.

**C** Read these sentences and tick one sentence to describe the moral of Calvin's story.

- 1  If a flood came, there would be nothing you could do.
- 2  Don't be frightened of water.
- 3  Computers and other hi-tech machines don't have the answers to all our problems.
- 4  We must think about natural disasters all the time.
- 5  Computers can stop the Great Wave.

**Tips**

The **moral** of a story is what you can learn from it, and what the writer of the story wants to teach you.

# Progress file 2

## Vocabulary

Choose a word or phrase from the box to complete each sentence.

attractive	for sale	recommend	windscreen
satisfied	linked	parking space	horrible

- 1 It's 2040, and all TVs in homes are \_\_\_\_\_ to the Internet.
- 2 The \_\_\_\_\_ is made of glass, and is in the front and back of the car.
- 3 I'm sorry, but these paintings on display are not \_\_\_\_\_.
- 4 Walk along this street and turn right at the first crossing. You will see the \_\_\_\_\_ new exhibition centre right away.
- 5 You may make a complaint if you are not \_\_\_\_\_ with the service here.
- 6 Every family in our flat building has their own \_\_\_\_\_ for their car.
- 7 This film is exciting. I would \_\_\_\_\_ it to you.
- 8 Unfortunately, the weather was \_\_\_\_\_ when we were at the beach.

## Grammar

Write the verbs in brackets in the past continuous or simple past tense.

- 9 When I \_\_\_\_\_ (stand) by the river, I \_\_\_\_\_ (see) a lot of fish in it.
- 10 While the computer in the medicine cabinet \_\_\_\_\_ (get) medicine from the doctor, the computer in the kitchen \_\_\_\_\_ (order) food from the supermarket.
- 11 Water \_\_\_\_\_ (pour) in, so I \_\_\_\_\_ (call) my dad at his office.
- 12 When we \_\_\_\_\_ (study) at school, we \_\_\_\_\_ (not have) good computers.
- 13 We felt guilty about the old car because while we \_\_\_\_\_ (drive), we \_\_\_\_\_ (pollute) our city.
- 14 While we \_\_\_\_\_ (stay) at the Floating Space Hotel, we \_\_\_\_\_ (see) the Earth below us for the first time.
- 15 We \_\_\_\_\_ (not have) air conditioners in our old house, because we \_\_\_\_\_ (save) energy.

## My progress:

Comments:

15



0–6 Try harder.



7–12 Can do better.



13–15 Good work.

## Word box



\***fold-up** /'fəuld ʌp/  
**underwater** /ʌndə'wɔ:tə(r)/  
**\*website** /'websaɪt/  
**recommend** /rekə'mend/  
**tip** /tɪp/  
**hot tip**  
**attractive** /ə'træktrɪv/  
**\*VR**

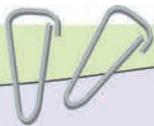
**designer** /dɪ'zainə(r)/  
**\*AI**  
**satisfied** /'sætɪsfɪd/  
**feel good**  
**\*cabinet** /'kæbɪnət/  
**anyone** /'eniwʌn/  
**\*solar** /'səʊlə(r)/  
**windscreen** /'wɪndskri:n/  
**parking space**  
**get a view of**  
**horrible** /'hɔ:rəbl/

**for sale**  
**serve** /sɜ:v/  
**disagree with**  
**manner** /'mænə(r)/  
**native** /'neɪtrɪv/  
**native speaker**  
**function** /'fʌŋkʃn/  
**melt** /melt/

*adj.* 可收拢的；可折叠的  
*adj.* 水下的  
*n.* 网站  
*v.* 推荐；介绍  
*n.* 建议  
 好建议  
*adj.* 吸引人的；令人愉快的；诱人的  
*n.* (计算机创造的)虚拟现实，虚拟时空  
*adj.* 由著名设计师设计的；名牌的人工智能；人工智慧  
*n.* 满意的  
*adj.* 感到愉快(或有信心等)  
*n.* 贮藏柜  
*pron.* 任何人  
*adj.* 太阳能的；太阳的  
*n.* 挡风玻璃  
 停车位  
 看到……的景色  
*adj.* 使人极不愉快的；十分讨厌的；糟透的  
 待售；供出售  
*v.* (给……)提供  
 不同意；有分歧  
*n.* 方法；方式  
*adj.* 本地的；当地的  
 说本族语的人  
*n.* 作用；功能  
*v.* 融化



## Notes



### Page 21

- 1 There is a fantastic view of the Earth, the moon and the stars outside your room window. 从你的房间窗户可以看到地球、月球和星星等迷人景色。
- 2 Children can learn about different alien worlds there. 在那里，孩子们可以了解到不同的外星人世界。
- 3 I felt good that the Earth is greener too. 地球变得更绿了，我也很高兴。
- 4 All the walls are made of glass and you can move them, so you can have rooms any size you want. 所有的墙都是玻璃（做）的，而且可以移动，所以你可以随心所欲地调整房间的大小。
- 5 It is also smart. 这也是一个智能的房子。  
句中的 **smart** 一词意为“由电脑控制的；智能的”。
- 6 It only orders the food that you like. 它（电脑）只订购你喜欢吃的食物。  
句中的 **order** 作动词，意为“订购；订货”。
- 7 The High Flyer V3 is a flying car that uses solar or wind power. High Flyer V3是一种由太阳能或风力提供动力的飞行汽车。
- 8 You can watch your favourite films, because the windscreen has an electronic screen. 你可以观看喜爱的电影，因为挡风玻璃上有个电子屏幕。
- 9 When you park the car, its fold-up wings save space. 当你停车的时候，折叠的车翼可以节约空间。
- 10 My travel time is also shorter and I can find a parking space easily. 我的行程用时少了，而且还能很容易地找到停车位。



## Answering a questionnaire

Today, more and more people, young and old, are turning green. This means they are trying to protect the environment.

**A** How green are you? Work alone to answer the questionnaire below. Circle your answers, add up your score and then check the total with the analysis below.

### HOW GREEN ARE YOU?

- |                                 |   |                                      |   |
|---------------------------------|---|--------------------------------------|---|
| 1 Do you recycle                |   | 5 Do you make sure that lights       |   |
| a newspapers?                   | 1 | and other electrical equipment       |   |
| b tins?                         | 1 | are switched off when not            |   |
| c plastic bags?                 | 2 | needed?                              |   |
| 2 When you make a short         |   | a nearly always                      | 2 |
| journey, do you                 |   | b seldom                             | 1 |
| a walk or cycle?                | 3 | c never                              | 0 |
| b go by car?                    | 0 |                                      |   |
| c go by public transport?       | 2 | 6 Do you use disposable <sup>①</sup> |   |
| 3 What type of bags do          |   | chopsticks?                          |   |
| you use for shopping?           |   | a often                              | 0 |
| a reusable (e.g., basket)       | 3 | b seldom                             | 1 |
| b reused plastic                | 1 | c never                              | 2 |
| c new plastic                   | 0 |                                      |   |
| 4 How many pieces of electrical |   | 7 Do you use paper tissues?          |   |
| equipment are used in your      |   | a often                              | 0 |
| kitchen?                        |   | b seldom                             | 1 |
| a 10 or more                    | 0 | c never                              | 2 |
| b 5 to 9                        | 1 |                                      |   |
| c below 5                       | 2 | 8 Do you usually take                |   |
|                                 |   | a a bath?                            | 0 |
|                                 |   | b a shower?                          | 1 |



### How green are you?

#### Analysis

- Score 1–4 You have not started turning green yet!  
 5–9 You are pale green. Try harder.  
 10–14 You are half green. Good effort.  
 15–19 You are bright green. Well done!

**B** Work in groups to compare your scores and produce a short report for your group. Use the outline below to help you. Then read the report to the class.

This is our report on the \_\_\_\_\_ questionnaire. The average score for our group was \_\_\_\_\_. This means that we \_\_\_\_\_. We scored the most points for questions \_\_\_\_\_. We scored the fewest points for questions \_\_\_\_\_.

<sup>①</sup> disposable adj. 一次性的

## Unit 3 Going places



### Reading

p. 38



### Grammar

p. 42



### Listening

p. 45



### Speaking

p. 45



### Writing

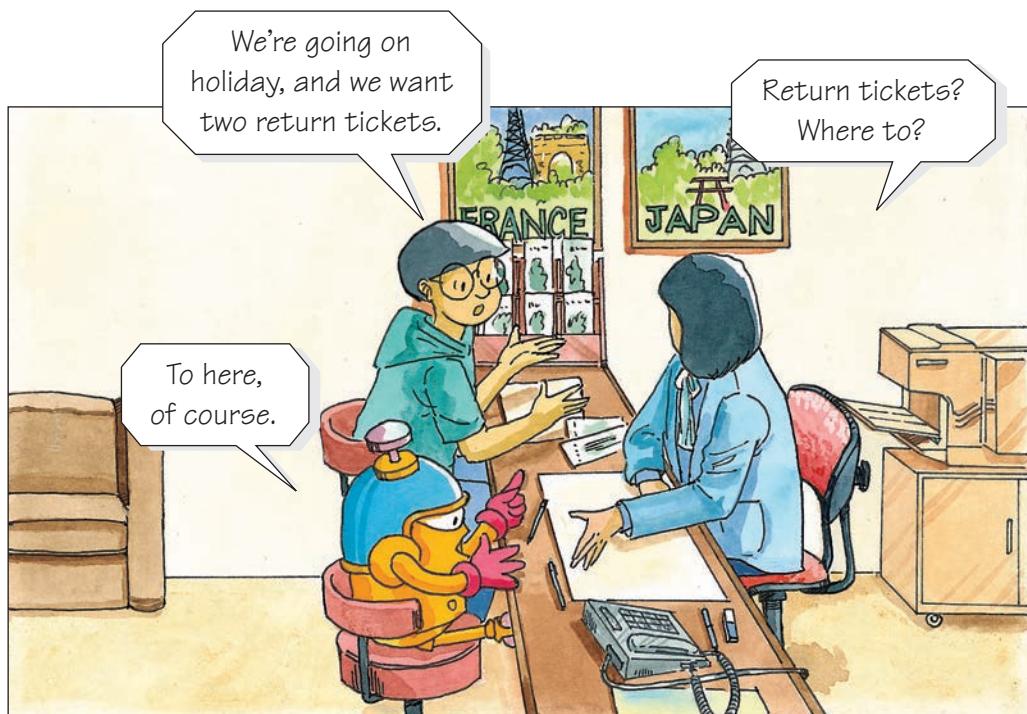
p. 47

\*



### More practice

p. 48





## Reading

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

How well do you know Shanghai? Try this quiz.

- 1 The population of the city of Shanghai is about \_\_\_\_\_.  
a 14 million  
b 24 million  
c 40 million
- 2 The most famous road in Shanghai is \_\_\_\_\_.  
a Nanjing Road  
b Chengdu Road  
c Beijing Road
- 3 The river which goes through Shanghai is called \_\_\_\_\_.  
a the Pearl River  
b the Yellow River  
c the Huangpu River
- 4 The largest island in Shanghai is \_\_\_\_\_.  
a Chongming Island  
b Changxing Island  
c Hengsha Island

### B Before you read

Wendy describes some of the places she has visited in Shanghai in her letter on the next page. Before you read the letter, try to match the places with the possible descriptions.

Place	Description
1 People's Square	a the main road in Shanghai
2 Shanghai Museum	b a marvellous recreation area
3 the Oriental Pearl TV Tower	c a place for displays
4 Nanjing Road	d known as 'the exhibition of world architecture'
5 the Chenghuang Miao area	e designed after an old Chinese poem
6 the Bund	f an area full of craft shops

# On holiday

18 February

Dear Connie

I'm in Shanghai at last. My parents and I flew here last night from Beijing.

We've had such an exhausting day! After we had eaten a huge breakfast at the hotel,

- 5 we set out on foot down Nanjing Road, the main road in Shanghai. The weather was warmer than in Beijing. It was sunny and the sky was clear and blue.

We soon came to People's Square, a marvellous recreation area. We walked around the beautiful fountain. There was a nice atmosphere. Some elderly people were doing ballroom dancing, and children were flying kites. Teenagers were roller skating, and some

- 10 men were practising sword fighting. After we had watched for a while, we went into Shanghai Museum. We spent a couple of hours there, looking at the displays.

Next we walked on down to the Bund, the old part of the city with lots of European style buildings. A

- 15 Chinese nickname for the Bund is 'the exhibition of world architecture'. It is a big commercial centre with lots of banks and businesses.



- We walked along the waterfront and looked up at the Oriental Pearl TV Tower across the Huangpu River. I read that the designer's idea came from a line in an old Chinese poem, 'It was like large and small pearls dropping on a plate of jade.' The big financial and trade area of Pudong is behind the tower. Dad visited that area fifteen years ago. He 25 was amazed at how much it had changed.



- Then we turned away from the river, walked down some narrow streets, and reached the Chenghuang Miao area. There are lots of craft shops, with artists 30 doing things like paper cutting. There is also a lake with a pavilion in the middle. We can go over a zigzag bridge to get to the pavilion and enjoy the nice view around. After that, we ate a tasty meal in an old restaurant nearby. Finally, we walked into Yu Garden. It was so beautiful! I loved the long dragons all along the tops of the walls.

- By this time we were so tired that we took a taxi back to our hotel to rest our feet! I've drawn you a map so you can see where we went today, and I will enclose a few photos. 35 Shanghai is great! I wish we could stay longer.

Lots of love to everyone

Wendy

## C Vocabulary

**C1** Find the italicized words and phrase below in Wendy's letter on page 39. Work out their meanings and complete the following sentences.



**C2** Now complete this advertisement with three of the italicized words from C1.

**Are you looking  
for a flat in  
Shanghai?**

If so, come and visit our exhibition in Jinmao Tower, from 7 to 9 March.

We have flats to let in the neighbourhood. They have big rooms, with all the furniture you need.

You will be <sup>(1)</sup> \_\_\_\_\_ by these fantastic modern flats!

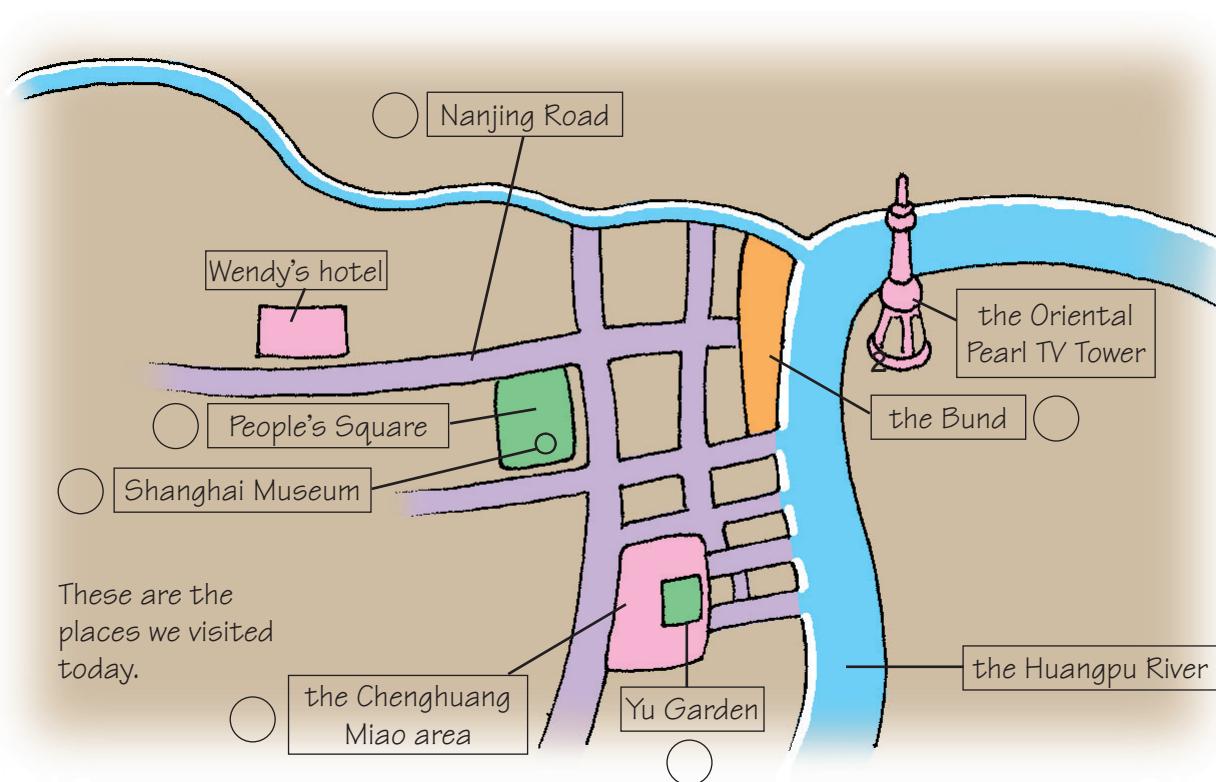
You can also pay a visit to Jinmao Tower, one of the world's finest examples of modern <sup>(2)</sup> \_\_\_\_\_. It stands in Lujiazui, and is very easy to reach.

There are restaurants on the top floor serving <sup>(3)</sup> \_\_\_\_\_ meals.

Enjoy a great day out and find your dream home.

## D Comprehension

**D1** This is the map which Wendy drew. However, she forgot to write the order in which she visited the places. Read her letter on page 39 again, and write the numbers **1–6** in the circle.



**D2** Answer these questions in complete sentences.

- 1 How did Wendy and her parents travel to Shanghai?
- 2 What were some teenagers doing in People's Square?
- 3 What is the nickname of the Bund?
- 4 Which building is said to look like a kind of valuable jewel?
- 5 Why didn't Wendy and her parents walk back to their hotel?
- 6 Why were Wendy and her parents so tired?

**D3** What do the words in italics refer to in Wendy's letter?

- 1 *It* is a big commercial centre ...
- 2 He was amazed at how much *it* had changed.
- 3 I've drawn you a map ...



## Grammar

### The past perfect tense

#### A Actions before a time in the past

We use the past perfect tense to talk about things that happened before a certain time in the past. We form the past perfect tense with **had** + the past participle of the verb.



*By eleven o'clock this morning, we had visited Shanghai Museum.*

**By**

noon yesterday,  
ten o'clock this morning,

they  
she  
I  
we

**had**

**completed** the job.  
**done** the work.  
**had** breakfast.  
**been** for a swim.

**A1** The table on the right shows what some of the tourists did yesterday afternoon after they arrived at their hotel. Use information from the table to complete the conversation. The first one has been done for you.

Simon I suppose all the tourists rested when they got to their hotel.

Denise Not at all. They were very busy. By three o'clock, Elsa

(1) had washed her hair and Victor (2) \_\_\_\_\_.

(3) \_\_\_\_\_, and Nina (4) \_\_\_\_\_.

Simon What about Boris, Jan and Henry?

Denise By four o'clock, Boris (5) \_\_\_\_\_, Jan (6) \_\_\_\_\_, and Henry (7) \_\_\_\_\_.

Simon What about Maria and Dean? Had they done anything?

Denise Yes, they had been busy as well. Maria (8) \_\_\_\_\_, and Dean (9) \_\_\_\_\_ by four thirty.

Time	Name	Action
by		
3.00	Elsa	wash her hair
3.00	Victor	phone home
3.00	Mat & Chris	go for a swim
3.00	Nina	have some tea
4.00	Boris	get some postcards
4.00	Jan	go for a walk
4.00	Henry	change some money
4.30	Maria	have a shower
4.30	Dean	buy some snacks

**A2** Complete this sentence by writing about four things you had done before you went to bed last night.

By nine o'clock last night, I \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

## B Earlier and later actions in the past

When we talk about two actions in the past, we use the past perfect tense for the earlier action, and the simple past tense for the later action.

### **just** and **already**

We often use **just** and **already** with the past perfect tense for the earlier action in the past.

Victor **put down** the telephone. He **had just phoned** home.  
Elsa **dried** her hair. She **had already washed** it.

**B1** The sentences below are about later actions. Use information from the table in **A1** to add sentences about earlier actions. Use **just** or **already**. The first one has been done for you.

- 1 Nina did not feel thirsty. (just) **She had just had some tea.**
- 2 Henry came out of the bank. (just)
- 3 Dean bought some drinks. (already)
- 4 Maria felt relaxed. (just)
- 5 Boris went to get some stamps. (already)

### **before** and **after**



There is no difference in meaning between the two sentences above. However, the woman wants to emphasize that she ate breakfast first, so she used the past perfect tense **had eaten**.



The man wants to emphasize that he had a walk first, so he used the past perfect tense **had had**.

**B2** Read the conversation between two tourists and underline the verbs for earlier actions in the responses. Then emphasize what happened first by using the verbs in the past perfect tense. The first one has been done for you.

- 1 T1 Did you go shopping before dinner?  
T2 No. We went shopping after we finished dinner.  
*No. We went shopping after we had finished dinner.*
- 2 T1 Did you go back to the hotel later?  
T2 Yes, but before we went back, we did all our shopping.
- 3 T1 Did you see the Sun rise from East Peak?  
T2 No. Unfortunately, it rose before we reached the top.
- 4 T1 What was the sunset like at Blue Bay?  
T2 Great! It set a few minutes after we arrived there.
- 5 T1 Did you walk around the Peak?  
T2 Yes, and after we walked around it, we took lots of photos.
- 6 T1 But I thought your camera was broken?  
T2 It was, but before we reached Blue Bay, we got it repaired.

### Tips

By the time and before have a similar meaning in sentences with two clauses, e.g., We had arrived **by the time/before** it started raining.



# Listening

## Interviews about Shanghai

The Shanghai Tourist Agency often interviews tourists coming to Shanghai to find out what they like and dislike about staying here.

 Listen to these answers from four tourists, and complete the notes below. The first section has been done for you.

	Likes	Dislikes
Man 1	Food: excellent food in hotel, good variety of food from many countries	Prices: things are <sup>(1)</sup> _____
Woman 1	Shopping: for <sup>(2)</sup> _____, for <sup>(3)</sup> _____	Heat: <sup>(4)</sup> _____ for her to go out <sup>(5)</sup> _____
Man 2	Views: <sup>(6)</sup> _____ at night, Shanghai <sup>(7)</sup> _____	<sup>(8)</sup> _____: not used to being among <sup>(9)</sup> _____
Woman 2	<sup>(10)</sup> _____: good place to take her children to	Noise: <sup>(11)</sup> _____, air conditioners, building sites



# Speaking

## A Talk time

### Making a phone call for information

**A1** Ken is in a British city and needs some information about it for his project. He is making a phone call to the information centre in his hotel. Read the conversation and practise it in pairs.

Woman Hello. May I help you?

Ken Hello. My name's Ken. I'm doing a project on your city.

Woman I see.

Ken I wonder if you could give me some information to help me with my project.

Woman Yes, certainly. You can get a brochure about the city from here.

Ken Oh, thanks very much. Do you have any books about the city?

Woman Well, we don't have any here, but there's a library in the city centre. It's open from nine to five, Monday to Saturday.

Ken Oh. Could I use the library?

- Woman Yes, of course. It's open to the public.
- Ken That's wonderful. Oh, one more thing. Could you give me a map of the city?
- Woman I'm very sorry, we don't have any free maps left today, but you can find them in the library.
- Ken Right. Thanks very much for your help. It's very kind of you.
- Woman You're welcome. Goodbye.
- Ken Goodbye.

**A2** Now, answer these questions about the conversation.

- 1 How does Ken ask for help at the beginning?
- 2 How does Ken thank the woman?
- 3 How does Ken ask about books?
- 4 How does Ken ask for a map?
- 5 How does the woman say she is sorry?

**A3** Work in pairs to make two telephone conversations similar to the one in A1.

- 1 You are phoning Heathrow Airport to ask for information about flights to Newcastle.
- 2 You are phoning the British Tourist Office to ask for some useful websites for information about tourist attractions in the UK.

## B Speak up

### Describing a place

Work in pairs to talk about an interesting place in Shanghai or any city you have been to. Use the outline and sentence patterns below to help you.

- 1 Introduce the place.
- 2 Describe the place: What can you see or do there?
- 3 Talk about the cost: How much is it to get in?
- 4 Talk about the transportation: How can people get there?
- 5 Conclude briefly.

I would like to tell you about a place called ...

... is a marvellous place.

It is not expensive to get there/get in.

Take the underground to ..., and then ...

I'm sure you would enjoy a trip to ...



# Writing

## A request for help

**A** Read the letter carefully and then say what each of the five paragraphs in the letter does by completing the statements below. The first one has been done for you.

Class 3 Grade 9  
Valley View School  
18 Rose Street  
Garden City  
14 April

The Manager  
Yang's Travel Company  
Room 1406  
196 Ocean Drive  
Garden City

Dear Sir/Madam

I am writing to ask for your help with my class project. (paragraph 1)

I am a Grade 9 student, and I am working on a project on 'Careers in Tourism'. My aim is to find out about jobs in the tourist industry that are available to young people. (paragraph 2)

I would be grateful for any information you can give me on this topic. I am especially interested in the types of jobs available and the skills needed to get a job. (paragraph 3)

Would it be possible for me to visit your company to collect the information? I am available any day between four and six o'clock, or any time on Saturday. (paragraph 4)

I know that you are a very busy company, but I would greatly appreciate your help. (paragraph 5)

Yours faithfully

Wang Zhihong



- 1 Paragraph 3 gives details of the request.
- 2 \_\_\_\_\_ expresses the writer's thanks.
- 3 \_\_\_\_\_ says what the topic of the letter is.
- 4 \_\_\_\_\_ suggests when the information can be collected.
- 5 \_\_\_\_\_ gives details of the topic.

**B** Work alone. Write a letter asking for help.

- 1 Decide on the topic of a possible class project (e.g., Making Garden City Cleaner).
- 2 Write a letter to a government department (addressed to the Director) asking for help.
- 3 Give your letter five paragraphs like those in Wang Zhihong's letter.

## Educational visits

*Joyce wanted to include some articles about educational visits to other countries in the school newspaper. She asked some older students to write these articles.*

### A wonderful year in New Zealand

*Tammy Luo*

If I went to New Zealand, would I be able to understand the local people? This was the question which first worried me when the American 5 Field Service accepted me as part of their educational exchange programme.

I stayed with a New Zealand family in Auckland for one year. At 10 first, I found that communicating was quite difficult. But my hosts were very patient, and they helped

me learn fast.

As exchange students, we were 15 required to tell people about our own culture. I took many photos and postcards from China with me, as well as some simple Chinese books. I gave a talk about China to my 20 classmates, and I even did some simple Chinese cooking.

It was a wonderful year. I learnt about a new culture, and I became more confident.

### Scholarship<sup>①</sup> to Japan

*Sylvia Wang*



I visited Japan for six weeks after I won a Japan Airlines scholarship. For five weeks, I lived with other foreign students in a hotel and attended Japanese language classes. We also had classes on 5 Japanese culture and customs. We learnt how to arrange flowers and make tea. We went on sightseeing tours and visited a television station. For the last week, I stayed with a friendly family in Kyoto.

10 I made friends with students from the USA, New Zealand and Australia, as well as many from Japan. I returned to China three months ago and since then I have kept in touch with my new friends by writing e-mails and chatting on my computer at home.

① scholarship *n.* 奖学金

**A** Find these words in the articles, and then use them to complete the sentences below.

scholarship	foreign	culture	educational
custom	patient	host	confident

- 1 Martha used to be a very shy girl. She did not like talking to strangers or standing up in class. But her new teacher has made her feel much more \_\_\_\_\_.
- 2 When a traffic jam happens, most drivers are \_\_\_\_\_ and just sit and wait quietly.
- 3 An \_\_\_\_\_ programme on television tries to teach you about something.
- 4 If you are interested in French \_\_\_\_\_, you can start by studying the language.
- 5 It is a \_\_\_\_\_ in Western countries for people to exchange presents at Christmas.
- 6 The Site of the First National Congress of the CPC attracts many local and \_\_\_\_\_ visitors.
- 7 You will know the local culture better if you stay with a \_\_\_\_\_ family.
- 8 Daniel worked so hard that he won a \_\_\_\_\_ to study at a university in the USA.

**B** Read the articles again. Decide whether the following statements are **T** (true) or **F** (false).

- |   |     |
|---|-----|
| 1 Both of the two students thought that their visits were useful in some way. | T/F |
| 2 Tammy Luo was a very confident person before she went to New Zealand.       | T/F |
| 3 The American Field Service only arranges trips to America.                  | T/F |
| 4 Sylvia flew to Japan on a JAL plane.  | T/F |
| 5 The foreign students stayed in the hotel for six weeks in Japan.            | T/F |

**C** Give short answers to these questions.

- 1 Why did Tammy take photos and postcards from China with her?
- 2 Why did Tammy learn English fast in Auckland?
- 3 How does Sylvia keep in touch with her new friends?
- 4 Who does the word 'we' refer to in Sylvia's article?

# Progress file 3

## Vocabulary

Match the two halves of these sentences.

- |  |                                      |
|--|--------------------------------------|
| 1 The tour guide introduced                          | a you need to study architecture.    |
| 2 I would appreciate it                              | b is more tasty than Western food.   |
| 3 If you want to be an architect,                    | c for the pop concert.               |
| 4 I think Sichuan food                               | d the places of interest to us.      |
| 5 There were no tickets available                    | e if you go to the Bund.             |
| 6 You can see different styles of buildings          | f if you helped me prepare the meal. |
| 7 My father spent a couple of hours<br>in the museum | g enjoying the displays.             |

## Grammar

Complete the following sentences using the past perfect tense of the verbs in the box.

- 8 Lin Jie could not get into his office because he \_\_\_\_\_ his keys at home.  
9 Before I went to Beijing, I \_\_\_\_\_ a lot of tourist information.  
10 By the end of last year, I \_\_\_\_\_ Lisa for over 20 years.  
11 Sam played the violin after he \_\_\_\_\_ his homework.

not see  
leave  
finish  
find

Use the words in brackets to complete the sentences. Remember to put the verbs in the past perfect tense.

- 12 Susan walked out of the bathroom. She \_\_\_\_\_ (just/have) a shower.  
13 By 10 o'clock last night, Lucy \_\_\_\_\_ (already/go) to bed.  
14 Liu Hao did not want any food because he \_\_\_\_\_ (just/eat) dinner.  
15 Before I asked to see the manager, I \_\_\_\_\_ (already/complain) to the waiter several times about the terrible food.

## My progress:

Comments:



0–6 Try harder.



7–12 Can do better.



13–15 Good work.

## Word box



<b>population</b> /'pɔpjju'lɛʃn/	n.	(地区、国家等的)人口, 人口数量
<b>architecture</b> /'ɑ:kɪktɛktʃə(r)/	n.	建筑风格
<b>such</b> /sʌtʃ/	pron.	这样的; 那样的
<b>*exhausting</b> /ɪg'zɔ:stɪŋ/	adj.	令人筋疲力尽的
<b>set out</b>		出发; 启程
<b>*marvellous</b> /'mɑ:vələs/	adj.	极好的; 非凡的
<b>*recreation</b> /,rekri'eɪʃn/	n.	娱乐
<b>ballroom dancing</b> /,bɔ:lru:m 'da:nseɪŋ/		交际舞; 交谊舞
<b>*teenager</b> /'ti:nɪdʒə(r)/	n.	(13至19岁之间的)青少年, 青少年男女
<b>*roller skate</b> /'rəʊlə sket/		滑旱冰; 溜旱冰
<b>*sword</b> /sɔ:d/	n.	剑; 刀
<b>while</b> /wail/	n.	一段时间; 一会儿
<b>for a while</b>		一会儿
<b>couple</b> /'kʌpl/	n.	几个(人或事物)
<b>a couple of</b>		几个; 一些
<b>European</b> /jʊərə'pi:ən/	adj.	欧洲的
<b>style</b> /staɪl/	n.	风格
<b>*nickname</b> /'nɪkneɪm/	n.	外号
<b>commercial</b> /kə'mɜ:ʃl/	adj.	贸易的; 商业的
<b>waterfront</b> /'wɔ:təfrənt/	n.	滨水路; 滨水区
<b>*jade</b> /dʒeɪd/	n.	玉
<b>trade</b> /treɪd/	n.	贸易
<b>amazed</b> /ə'merzd/	adj.	大为惊奇
<b>(be) amazed at</b>		对……感到惊奇
<b>artist</b> /'ɑ:tɪst/	n.	艺术家; (尤指)画家
<b>*pavilion</b> /pə'veliən/	n.	(公园中的)亭, 阁
<b>*zigzag</b> /'zɪgzæg/	adj.	之字形的; 弯弯曲曲的
<b>pay a visit</b>		参观
<b>introduce</b> /,intrə'dju:s/	v.	介绍
<b>request</b> /rɪ'kwest/	n.	(正式或礼貌的)要求, 请求
<b>career</b> /kə'reɪə(r)/	n.	生涯; 职业
<b>aim</b> /eɪm/	n.	目的; 目标
<b>industry</b> /'ɪndəstri/	n.	行业
<b>available</b> /ə'veiləbl/	adj.	可获得的
<b>appreciate</b> /ə'pri:fjeɪt/	v.	感激; 感谢



## Notes



### Page 39

1 We've had such an exhausting day! 这一天真把我们累得够呛!

such 和 so 都可意为“如此”，但用法不同。such 是形容词，用于修饰名词，so 是副词，用于修饰形容词或副词，如：Many foreign friends never expected Shanghai to be such a modern city. 很多外国朋友从没想到上海是如此现代化的城市。Shanghai is developing so quickly! 上海正在飞速发展。

2 ... , we set out on foot down Nanjing Road, ... 我们出发了，沿着南京路走……

句中的 down 作介词，意为“沿着；顺着；朝着”。

3 ... the sky was clear and blue. 蔚蓝的天空万里无云。

句中的 clear 作形容词，意为“无云（或雾）的；晴朗的”；在 8B Unit 3 曾学过 clear 意为“明白清楚的”。

4 There was a nice atmosphere. 氛围很好。

句中的 atmosphere 意为“气氛；氛围”；在 9B Unit 1 曾学过 There is an atmosphere around the Earth., 其中的 atmosphere 意为“大气层”。

5 We spent a couple of hours there, looking at the displays. 我们在那里花了几个小时参观展品。

句中的 a couple of 相当于 some 或 several，意为“几个；一些”，后接可数名词复数形式。

6 Next we walked on down to the Bund, the old part of the city with lots of European style buildings. 接下来我们一直走到了外滩，这一带历史悠久，有众多欧式风格的老建筑。

7 A Chinese nickname for the Bund is 'the exhibition of world architecture'. 外滩素有“万国建筑博览”之誉。

8 I read that the designer's idea came from a line in an old Chinese poem, 'It was like large and small pearls dropping on a plate of jade.' 我看到过这样一种说法：设计者的灵感来自于中国的一句古诗“大珠小珠落玉盘”。

句中的 line 作名词，意为“诗行”；在 8B Unit 5 曾学过 line 作名词，意为“线条”。

9 By this time we were so tired that we took a taxi back to our hotel to rest our feet! 这时我们实在太累了，所以坐出租车回宾馆歇歇脚！

句中的 rest 是动词，rest one's feet 意为“歇歇脚；休息一会”。

10 I've drawn you a map so you can see where we went today, and I will enclose a few photos. 我给你画了一幅地图，你就知道我们今天去过哪儿了，我还会附上几张照片。

## Unit 4 All about films and TV

### Reading

p. 54

### Grammar

p. 58

### Listening

p. 62

### Speaking

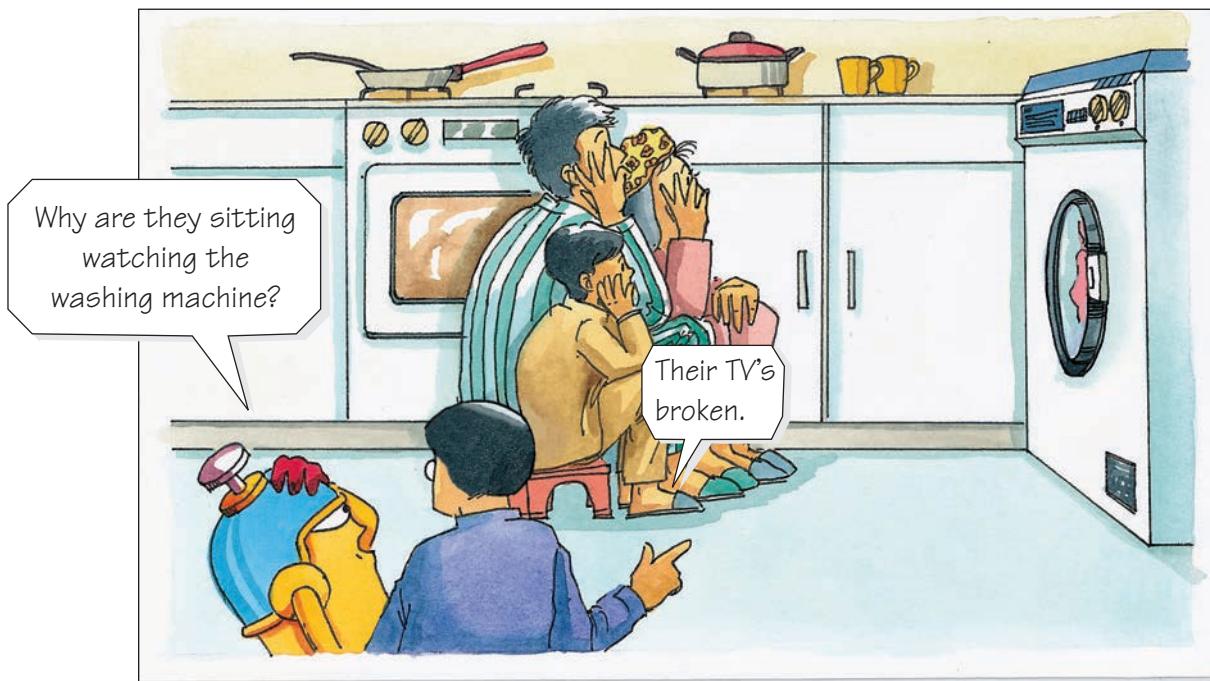
p. 63

### Writing

p. 65

### \* More practice

p. 67





## Reading

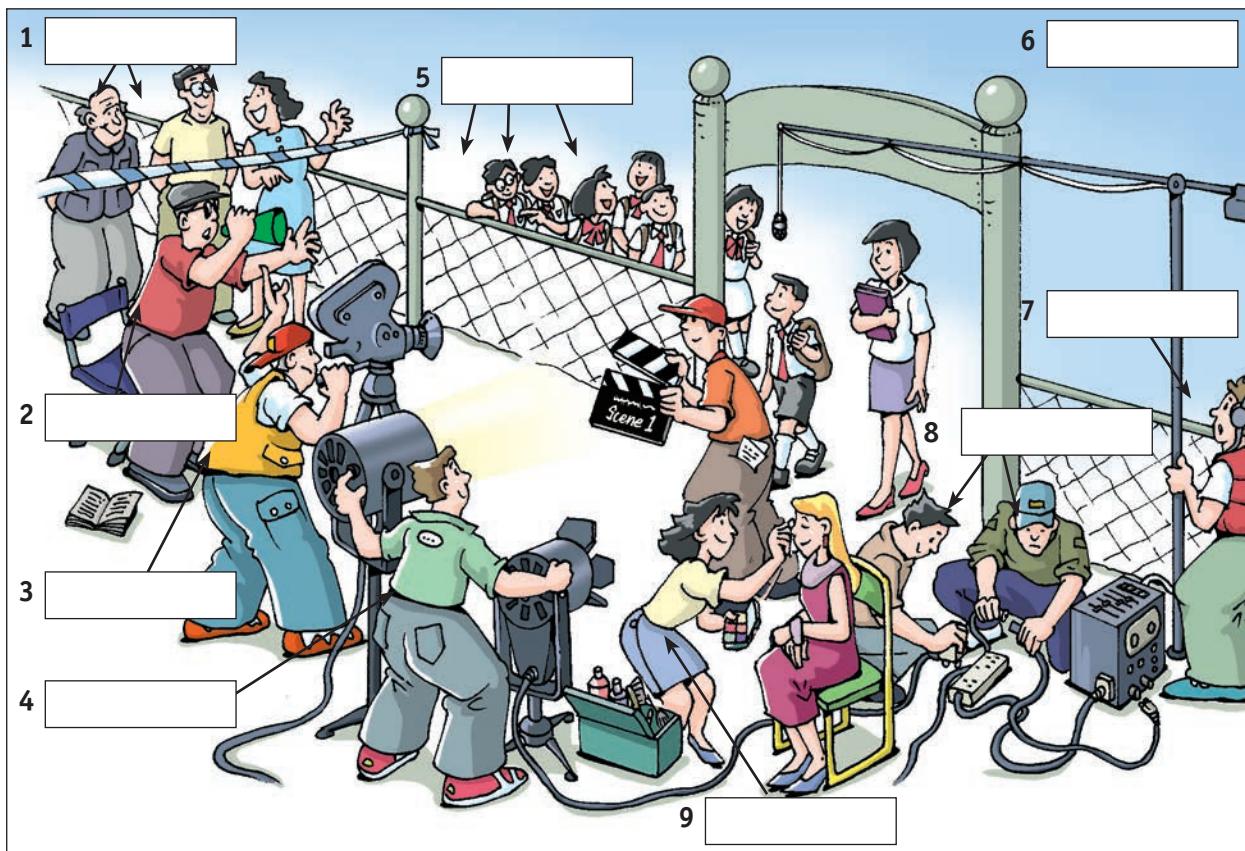
### A What do you know about ...?

The picture below shows a film-making scene. Write the words and phrases in the correct boxes.

camera operator  
film set  
extras

lighting operator  
film director  
crew

sound operator  
make-up artist  
spectators

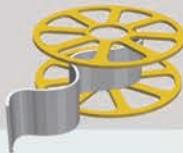


### B Before you read

Look at the title, the introduction, the pictures, the first and the last paragraphs in the newspaper article on the next page. Then try to answer these questions.

- 1 Where is this article from?
- 2 Who are Julia Carter and Roddy Wang?
- 3 What scenes can people probably see in the Movie Park?
- 4 What is Roddy's ambition?

## Students see stars in the Movie Park!



*Julia Carter and Roddy Wang, students from Sunshine International School, had the time of their lives during their recent visit to the Movie Park. Philip interviewed them and wrote an article about the visit for Youth Post.*

'The Movie Park is both an amusement park and a film studio,' said Julia.

'Tourists go there for pleasure, and film crews go there to shoot films,' Roddy explained.



I asked them which attractions they liked  
5 best. Julia said that the Dinosaur Jungle  
was her favourite. 'We took a car into the  
place,' said Julia. 'It was hot and humid,  
and really smelt like a jungle. We saw some  
cute little baby dinosaurs and then a big  
10 one came and chased us. I knew it was only  
a model, but it looked very real! I almost  
jumped out of my skin when the dinosaur  
roared at us!'

Roddy was impressed by the Great Wave attraction.

15 'It was really awesome,' said Roddy, 'Everything was  
peaceful. Then suddenly we saw a huge wave  
coming towards us. There was a terrific noise and  
the wave seemed to crash over the top of our car.  
The car shook violently but we didn't get wet at all!  
20 The special effects were so great. I don't know how  
they did it.'



I asked them whether they saw any famous stars. 'Yes, we did, but we had some more exciting experiences than that. We visited a film set. We saw a crew filming a scene,' Roddy said. 'They were shooting a scene showing some students in a  
25 school. They needed some extras for the scene. The director asked us whether we wanted to be in the film. To cut a long story short, the director selected me.' Julia, whose ambition is to be an actress, admitted that she was green with envy!

At the end of the interview, I asked Roddy if he enjoyed working as an extra. He  
30 told me that it was a piece of cake for him and he really wanted to be a director.

## C Vocabulary

**C1** Find the words in Column A in the article on page 55 and match them with the meanings in Column B.

A	B
1 movie	a person in charge of a film
2 studio	make someone think that something is very good
3 impress	a place where films are made
4 director	a film
5 crew	a part of a film in which the action happens in one place
6 scene	choose somebody or something carefully from a group of people or things
7 select	a group of people working at a film studio



## Idioms

An idiom is a group of words. The meaning of the idiom is often different from the meanings of the words that make up the idiom.

Look at this sentence from the article.

It was a piece of cake!



Here, Roddy is not talking about a piece of cake. Instead, he is saying that acting in the film was very easy. The phrase **a piece of cake** is an idiom meaning **very easy**. For example:

S1 Was that exam hard?

S2 No. It was **a piece of cake**.

If we want to look up an idiom in a dictionary, we look up the main word in the idiom. For example, in the idiom **a piece of cake**, we look up the word **cake**.

**C2** Use the phrases in the box to replace the italicized idioms in the sentences.

had a wonderful time  
very jealous<sup>①</sup>

say something briefly  
felt very shocked

- 1 ... had the *time of their lives* during their recent visit to the Movie Park.
- 2 I almost *jumped out of my skin* when the dinosaur roared at us!
- 3 To *cut a long story short*, the director selected me.
- 4 ... admitted that she was *green with envy*!

<sup>①</sup> jealous adj. 嫉忌的

## D Comprehension

**D1** Look at the title of the article on page 55. It contains two meanings. Explain them. Look it up in the dictionary if necessary.

### Students see stars in the Movie Park!

#### Tips

Meaning 1: \_\_\_\_\_

The title contains an idiom. One of the meanings comes from this idiom.

Meaning 2: \_\_\_\_\_

**D2** Roddy is writing to his penfriend, Max. Help Roddy complete his letter, using information in the article on page 55.

Dear Max

I'm writing to you from the Movie Park! I'm here with Julia Carter,

(1) \_\_\_\_\_ . We're having

(2) \_\_\_\_\_ here. It's the best holiday we've ever had!

Yesterday, we went to (3) \_\_\_\_\_. We visited

(4) \_\_\_\_\_ and saw a film crew shooting a scene

there. I found it very interesting. I have decided that I want to

(5) \_\_\_\_\_ when I leave school. While we were

watching the crew at work, (6) \_\_\_\_\_ said that he  
needed extras in the scene. Finally he chose me! I felt sorry for Julia because her  
ambition is (7) \_\_\_\_\_ . I think she was

(8) \_\_\_\_\_ !

The (9) \_\_\_\_\_ was amazing. When the wave

(10) \_\_\_\_\_ , I thought that we would drown! But it

was just great (11) \_\_\_\_\_ . Julia liked

(12) \_\_\_\_\_ best. It was frightening when a giant  
dinosaur (13) \_\_\_\_\_ !

The Movie Park was so (14) \_\_\_\_\_ that we were  
certainly 'seeing stars' by the end of the day!

Best wishes from your 'movie-star' penfriend

Roddy



## Grammar

### Reported speech

#### A Reporting statements

We can report what someone has said by using a reporting verb in the past tense. We usually put the other verbs in the statements in the past tense too.



I like the Dinosaur Jungle most and I will go there again.

This is a reporting verb.



Julia said that she liked the Dinosaur Jungle most and she would go there again.

We can use many verbs for reporting things. Here are some common reporting verbs.

complain  
admit

explain  
report

mention  
whisper

reply  
shout

add  
say

#### Tips

- We often leave out **that** after the reporting verb **said**, especially when we are talking, e.g., Roddy **said** (that) he enjoyed the Great Wave attraction very much.
- We often need to change **my**, **your**, **our**, etc., e.g., They **said**, 'It's **our** favourite lesson.' → They **said** it was **their** favourite lesson.
- We do not change the tense if a statement is always true, e.g., He **explained**, 'Shanghai **is** hot in summer.' → He **explained** that Shanghai **is** hot in summer.

**A1** Roddy met Lily Wu, an actress in the Movie Park. Roddy later reported to Julia what Lily **said**. Underline all the verbs and the pronouns in the reported speech. The first one has been done for you.

#### Direct speech



- 1 My name is Lily Wu.
- 2 I have been in the Movie Park for a year.
- 3 I come from New York.
- 4 I'm going to star in a new movie.
- 5 You should be an actor. You are very good-looking!

#### Reported speech

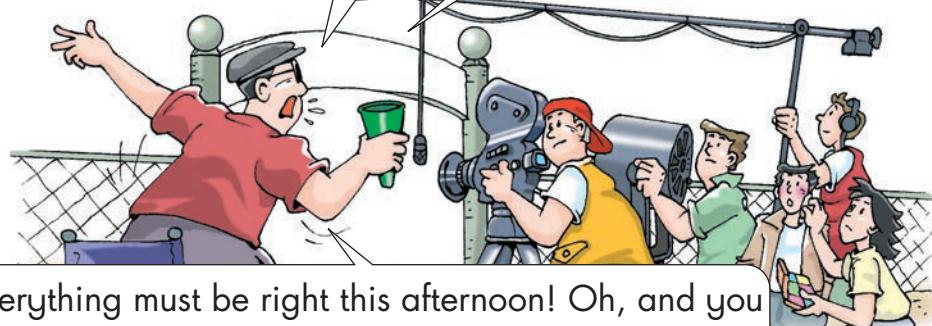


- Lily said her name was Lily Wu.  
 Lily told me that she had been in the Movie Park for a year.  
 Lily explained that she came from New York.  
 Lily mentioned that she was going to star in a new movie.  
 Lily said I should be an actor. She added that I was very good-looking!

**A2** Roddy is on the film set, listening to the director. Read what the director says. Then complete Roddy's report to Julia.

I want my film to be perfect! John, your lights should be pointing towards the school. Sandra, you've used too much make-up on Roddy!

I need more children in the playground because it looks too empty. Mike, your microphone is in my picture!

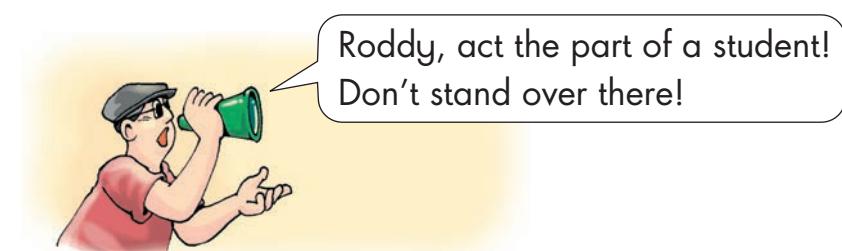


Everything must be right this afternoon! Oh, and you only have thirty minutes for lunch. We are going to finish shooting before 4 p.m. today.

The director said <sup>(1)</sup> \_\_\_\_\_ perfect. He explained to John <sup>(2)</sup> \_\_\_\_\_ towards the school. He complained to Sandra <sup>(3)</sup> \_\_\_\_\_ on me. Then he said <sup>(4)</sup> \_\_\_\_\_ because it looked too empty. Later, he shouted to Mike <sup>(5)</sup> \_\_\_\_\_ his picture. After that, he said <sup>(6)</sup> \_\_\_\_\_ that afternoon. Then he added <sup>(7)</sup> \_\_\_\_\_ thirty minutes for lunch. Finally, he told us <sup>(8)</sup> \_\_\_\_\_ before 4 p.m. that day.

### B Reporting instructions, requests and promises

We report instructions, requests and promises in a different way. We use reporting verbs and other verbs in the **to** form. We use **not to** for negative statements.



We use **tell**, **order** and **instruct** to report instructions. We use **ask** to report requests. We use **promise** to report promises.

The director **instructed** Roddy **to act** the part of a student.

He **told** Roddy **not to stand** over there.

**B1** Roddy is telling Julia some other things the director said. Complete Roddy's sentences. The first one has been done for you.

Don't be nervous, son. I'll pay you for your work. Hairdresser, cut his hair a little shorter. Sandra, dress him in some suitable clothes.

Roddy, stand in the playground near the seats. Look very shocked and frightened when the two cars crash. Don't look at the camera.



The director told me <sup>(1)</sup> not to be nervous. He promised <sup>(2)</sup> \_\_\_\_\_. Then he ordered the hairdresser <sup>(3)</sup> \_\_\_\_\_. He told Sandra <sup>(4)</sup> \_\_\_\_\_. When I was ready, he instructed me <sup>(5)</sup> \_\_\_\_\_. He asked me <sup>(6)</sup> \_\_\_\_\_ when the two cars crashed. He told me <sup>(7)</sup> \_\_\_\_\_.

**B2** Julia is phoning her parents. She is telling them about Roddy. Complete her words, using suitable reporting verbs and pronouns.

Give me a drink ... Buy me a hamburger ...  
I'm quite good-looking ... I'll teach you all about acting ... I promise to give you my photo later!

Roddy is very silly! He thinks he's a film star now!



He <sup>(1)</sup> \_\_\_\_\_. He then <sup>(2)</sup> \_\_\_\_\_. He <sup>(3)</sup> \_\_\_\_\_.  
He <sup>(4)</sup> \_\_\_\_\_, and he <sup>(5)</sup> \_\_\_\_\_ later. I told him to stop daydreaming!

## C Reporting questions

We report **yes/no questions** by using **asked** followed by **if** or **whether**. We report **wh-** questions by using **asked** followed by a question word.

When we report questions, we change the questions into statements. The order of the words changes and there is no question mark at the end.

He asked us, '**Do** you want to be in the film?'

He **asked** us **if/whether** we wanted to be in the film.

I asked them, '**Which** attraction did you like most?'

I **asked** them **which** attraction they liked most.

### Tips

- We often change the tense of the verb after **asked**.
- We often change the pronouns.

 The director is asking Roddy some questions. Change his sentences into reported speech, using **asked** and **if/whether**, or a **wh-** word. The first one has been done for you.

1 What is your Chinese name?

He **asked** me what my Chinese name was.

2 Where are you from?

3 Can you understand me?

4 Are you ready, Roddy?

5 Do you know what to do?

6 When are you going back home?

# Listening

## Different types of television programmes

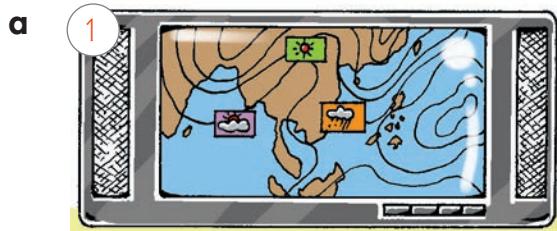
**A** Look at the six types of television programmes in the box. Check the words you do not know. Then write the type under the picture of each programme in **B**. The first one has been done for you.

Nature Documentary  
Business News

Cookery Programme  
Weather Forecast

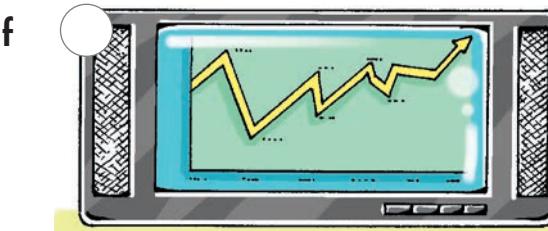
Police Report  
Sports

**B** Now, listen to the recording and write the numbers 1–6 in the correct circles. After that, listen to the recording again and write down at least two key words or phrases for each programme. The first one has been done for you.



Weather Forecast

temperature, humid





## Speaking

### A Talk time

#### Group discussion problems

Here are some common problems in group discussions, and some suggestions for solving them.

Problem	Suggestion	Examples
Someone is talking too quietly.	Ask them to speak louder.	<ul style="list-style-type: none"><li>• Could you speak up, please?</li><li>• I'm sorry. I didn't hear you.</li></ul>
Someone is too nervous to speak.	Ask them a simple question to help them.	<ul style="list-style-type: none"><li>• Janet, what is your favourite programme?</li></ul>
Someone is talking too much.	Stop them politely and let others talk.	<ul style="list-style-type: none"><li>• Thanks, Mark. Now, what do other people think?</li></ul>
Someone says something that you do not understand.	Ask them to explain.	<ul style="list-style-type: none"><li>• I'm sorry. I don't really understand.</li><li>• Can you explain what you mean?</li></ul>

**A1** Work in groups of four. Role-play the discussion below about a television programme. Pay attention to the sentences used in solving the problems in discussion mentioned above.

Jo Janet, what is your favourite television programme?

Janet It's *Best Friends*.

Jo I'm sorry. I didn't hear you.

Janet It's *Best Friends*.

Mark Wow! I love that programme too. My favourite character is Jeff. I think he's so cool. Did you see the scene where he bought the fridge and couldn't carry it up to his apartment? It was so funny!

Jo Thanks, Mark. Now, what do other people think?

Pauline I think *Best Friends* is not so good for us.

Jo I'm sorry. I don't really understand.

Pauline I mean, I don't think we should be influenced by American culture too much.

\* **A2** In your group, choose a television programme that you want to talk about and conduct a discussion as in A1.

## B Speak up

### A questionnaire on TV-viewing

Here is a questionnaire on teenagers' TV-viewing.

**B1** Work in groups of four. Choose a group leader. Read the questions below and discuss the answers.



### Questionnaire on TV-viewing

#### Tips

Make sure that everybody takes part in the discussion. Use the suggestions on page 63.

- 1 How many hours of television do you watch each day?  
**a** 0–1 hour.      **b** 1–2 hours.      **c** 2–4 hours.
- 2 Do your parents decide what kinds of television programmes you watch?  
**a** Yes, all the time.      **b** Yes, but not often.      **c** No, never.
- 3 Do you think watching English programmes is a good way to learn English?  
**a** Yes.      **b** No.      **c** Not sure.
- 4 How often do you watch English programmes?  
**a** Sometimes.      **b** Often.      **c** Never.
- 5 What programme can you recommend to your class? \_\_\_\_\_
- 6 Which channel is it on? \_\_\_\_\_
- 7 When is it on? \_\_\_\_\_
- 8 What kind of programme is it? \_\_\_\_\_
- 9 Why do you like it? \_\_\_\_\_
- 10 Why do you think it is a good programme? \_\_\_\_\_

\* **B2** Choose a secretary and ask him/her to report your group's results to the class.

## A film review

Writing a film review is like writing a book review. We describe parts of the story and then we give our opinions.

**A** Below is a plan for writing a film review. Read it and underline the important parts to help you remember.

### Paragraph

#### 1 Introduction

What kind of film is it?

What is the main idea of the story?

### Examples

This film is a comedy/an action film ...

The film is about a group of students ...

They ...

#### 2 The setting

Where does the story happen?

When does it happen?

The film is set in a town in California.

It is set in the year 2050.

#### 3 The characters and actors

Who are the characters/actors?

The main character is a man called Harry, played by ... The main actress is ... and she plays the character of ...

#### 4 The plot

What is the story about?

It is a story about Harry. He discovered ...  
(Do not tell your readers the ending to the story!)

#### 5 Your opinions

What do you think of the film?

What do you like or dislike about the film? (the plot, the acting, the special effects, etc.)

This is a great film.

The music in this film is brilliant.

You will be amazed at the special effects.

The actors are ...

#### 6 Your conclusion

Did you enjoy the film?

Would you recommend it?

Who would like this film?

Give it a score out of ten.

I really enjoyed ...

I would (not) recommend this film.

This film is great for children, but ...

I would give it seven out of ten.



**B** This is a review of the film, *Shanghai Noon*. The paragraphs are in the wrong order. Put them in the correct order by writing 1–6 in the boxes.

## Shanghai Noon



- a I like all the funny fighting and the jokes in this film. There are a lot of amazing scenes too. I think all the stars act very well.
- b The main characters are Wang Chong, Princess Pei Pei, and a robber.
- c Go and see *Shanghai Noon* if you like funny action films. It's an enjoyable film. I would give it eight out of ten.
- d The story is about Wang Chong trying to rescue Princess Pei Pei from some bad guys. While he is looking for Princess Pei Pei, Wang Chong and the train robber share many funny adventures.
- e The film is set in 1881. It begins in China, but most of the film is set in the USA.
- f This film is an action film as well as a western. It is also a comedy.

**C** Think of a film that you have seen recently. Then write notes about the film. Use the plan on page 65 to help you.

**D** Next, use your notes to write a draft. Write about 100 words. Then read your draft. Check it for spelling or grammar mistakes. Make corrections, if necessary.

## WALL-E

This brilliant cartoon is set far in the future. It is about a robot called WALL-E. Humans build him to help them collect rubbish. One day, humans leave the Earth because it is very polluted and there is too much rubbish to clean up. They fly away in a giant spaceship controlled by a super smart computer. When they leave,

- 5 nobody turns off WALL-E. He keeps working every day and watches old TV shows at night. His only friend is a small bug which seems to be the only living thing left on the Earth.

Years later a robot called EVE arrives. Humans send her to see if it is possible to return to the Earth. EVE is fast and smart. WALL-E tries to make friends with her, 10 but she is too busy to talk to him. When EVE finds a small plant, she has to leave. WALL-E is lonely and does not want his new friend to go. As her spaceship takes off, he jumps on and begins a romantic adventure through space!

Three things make WALL-E such an enjoyable and moving film. First, its robot star is extremely funny. He is always rushing around and bumping into everything.

15 Second, his friendship with EVE is interesting, because they do not speak the same language and must find a way to communicate. WALL-E also shows how brave he is by protecting EVE from many dangers. Third, the film is colourful and looks totally amazing. Both the robots and the empty Earth seem very real.

The film also makes you think. It has a powerful message about the environment. It 20 was the hit<sup>①</sup> family film of the year.

 Answer the following questions.

- 1 What kind of film is WALL-E?
- 2 When is the film set?
- 3 Why do humans build WALL-E?
- 4 Why does WALL-E have to work every day even after all humans leave the Earth?
- 5 Why does WALL-E follow EVE onto the spaceship?
- 6 What makes the film enjoyable and moving?
- 7 What else makes WALL-E the hit family film of the year?

① hit *n.* 热门的事物（如音乐、电影、戏剧等）

# Progress file 4

## Vocabulary

Complete the film review below using the words in the box.

impressed	movie	had the time of my life
make sure	scene	special effects

The first hour of this <sup>(1)</sup> \_\_\_\_\_ is quite boring. However, it becomes more exciting when two cars crash into each other outside a school. The sound effect was so loud that it shook the cinema! The best part of the whole movie was when the new actor, Nick Yu, acted in a <sup>(2)</sup> \_\_\_\_\_. ‘Nick Yu is the best thing in it,’ said one fan. ‘His acting was marvellous! I really <sup>(3)</sup> \_\_\_\_\_ watching him.’ So <sup>(4)</sup> \_\_\_\_\_ you don’t miss this fantastic movie. You will be really <sup>(5)</sup> \_\_\_\_\_ by Nick Yu’s acting. The <sup>(6)</sup> \_\_\_\_\_ are quite good too. It’s one of this year’s hit movies.

## Grammar

Correct the mistake in each sentence.

- 7 The director complained that Mary forgets her words.
- 8 He asked me where was John living.
- 9 Roddy ordered me give him a drink.
- 10 I said to the director I was leaving for London.
- 11 I asked Julia if she is going to visit the Movie Park again.

Complete the sentences with reported speech.

- 12 I said, ‘Don’t be a silly boy, Tommy.’  
I told Tommy \_\_\_\_\_.
- 13 The little girl said to the policeman, ‘I can’t find my way home.’  
The little girl told the policeman \_\_\_\_\_.
- 14 The teacher asked the students, ‘Have you been to the Movie Park?’  
The teacher asked the students \_\_\_\_\_.
- 15 Father said to me, ‘I will take you to the Movie Park during the holiday.’  
Father \_\_\_\_\_ during the holiday.

## My progress:

Comments:

15



0–6 Try harder.



7–12 Can do better.



13–15 Good work.

## Word box



**set** /set/

<b>n.</b>	摄影场；布景
<b>v.</b>	为……设置背景
<b>n.</b>	(多用于美语)电影
	两眼直冒金星
	过得很快乐；玩得愉快
<b>n.</b>	片场；录像室；演播室；制作室
<b>v.</b>	拍摄
<b>n.</b>	(热带)丛林，密林
<b>adj.</b>	温暖潮湿的
	大吃一惊；吓一大跳
<b>v.</b>	给……留下深刻印象
<b>adj.</b>	极好的
<b>adj.</b>	很大的；巨大的
<b>adv.</b>	猛烈地；厉害地
	一点(也不)；完全(不)
	特技效果
<b>n.</b>	(电影里的)临时演员，群众演员
<b>n.</b>	(电影、戏剧等的)导演
	长话短说
<b>v.</b>	选择；挑选
<b>n.</b>	女演员
<b>n.</b>	羡慕；妒忌
	(十分)妒忌的，眼红的
	从事……工作
	轻松(或容易)的事情
	组成；构成
<b>n.</b>	词典；字典
	大声点说
<b>adj.</b>	易紧张焦虑的；胆怯的
<b>n.</b>	公寓套房
<b>v.</b>	影响；对……起作用
<b>adj.</b>	很好的；杰出的

**movie** /'mu:vɪ/

**see stars**

**have the time of one's life**

**studio** /'stju:dɪəʊ/

**shoot** /ʃu:t/

\***jungle** /'dʒʌŋgl/

\***humid** /'hju:mɪd/

**jump out of one's skin**

**impress** /ɪm'pres/

\***awesome** /'ɔ:səm/

\***terrific** /tə'rɪfɪk/

\***violently** /'vərələnlɪ/

(not) at all

**special effects**

\***extra** /'ekstrə/

**director** /dɪ'rektə(r)/

**cut a long story short**

**select** /sə'lekt/

\***actress** /'æktrəs/

\***envy** /'envɪ/

\***green with envy**

**work as**

**a piece of cake**

**make up**

**dictionary** /'dɪkʃənri/

**speak up**

**nervous** /'nɜ:vəs/

**apartment** /ə'pa:tment/

**influence** /'ɪnfluəns/

**brilliant** /'brɪlhənt/



## Notes



### Page 55

- 1 ..., and film crews go there to shoot films ... .....电影摄制组去那里拍电影.....

句中的 **crew** 作名词，意为“（有专门技术的）一组工作人员”，句中即指 **a film crew**（电影摄制组）。在 8A Unit 6 曾学过 **the captain and his crew**，其中的 **crew** 作名词，意为“（轮船、飞机等上的）全体工作人员”。

- 2 ..., but we had some more exciting experiences than that. .....但我们有更激动人心的经历。

句中的 **experience** 作可数名词，意为“（一次）经历，体验”；在 8B Unit 4 曾学过 **She has experience**，其中的 **experience** 作不可数名词，意为“经验；实践”。

- 3 We saw a crew filming a scene. 我们看到一个摄制组正在拍摄一场戏。

句中的 **film** 作动词，意为“拍摄电影”。

句中的 **scene** 作名词，意为“场面；片段；镜头”；在 7A Unit 4 曾学过 **the scene of the accident**，其中的 **scene** 意为“地点；现场”。

- 4 Julia, whose ambition is to be an actress, admitted that she was green with envy! 梦想当演员的朱莉娅承认她嫉妒死（罗迪）了！

## Unit 5 A story by Mark Twain



### Reading

p. 72



### Grammar

p. 76



### Listening

p. 79



### Speaking

p. 80



### Writing

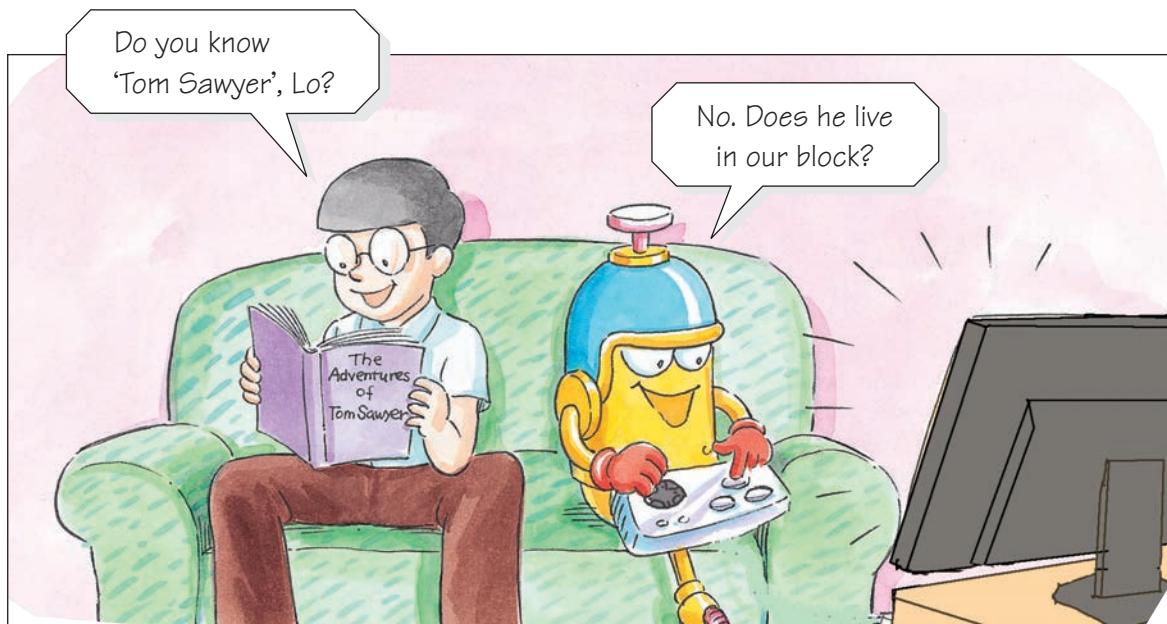
p. 82

\*



### More practice

p. 83





## Reading

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

The story on the next page is from a book about boys in a small town in the middle of America in about 1830. Look at these pictures. Which of these things did people in America have at that time?

a



a car

b



a rifle

c



a telephone

d



an aeroplane

e



a steamboat

f



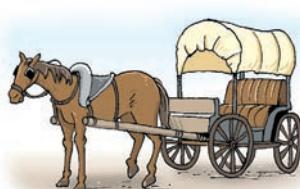
a radio

g



a bicycle

h



a horse and cart

### B Before you read

Look at the introduction, the title and the picture in the story on the next page. Then try to answer these questions.

- 1 This story comes from a book. What is the name of the book?
- 2 What is the name of the author?
- 3 Who do you think Tom Sawyer is in the picture?
- 4 What are the other boys doing in the picture?

Jenny wanted to encourage students to read more famous books, and so she decided to include in the school newspaper this funny story from a book called The Adventures of Tom Sawyer, by Mark Twain.

## Tom Sawyer paints the fence

Saturday morning came, and everything was bright and fresh. Every boy in town was happy, except Tom Sawyer.

Tom stood on the sidewalk with a bucket of white paint and a brush with a long handle. He looked at the fence that his aunt had told him to paint, and felt very depressed. It was thirty yards long, and three yards high! He dipped his brush in the paint and painted a corner of the fence. Then he stood back and looked at it. The section he had painted was so small, and the unpainted section was so huge! He sat down under a tree to have a rest.

He began to think of the games which he had planned for this day. Soon the boys who were free would come along and make fun of him. But just then, he had a wonderful idea. He picked up his brush and went back to work.

Ben Rogers came along the road, singing happily and carrying an apple. He stopped and looked at Tom. Tom went on painting and ignored Ben.

'I'm going swimming,' said Ben. 'Do you want to go swimming, Tom? But I guess you can't. You have to stay and work, don't you?'

Tom went on painting. 'Work?' he said. 'This isn't work. I'm enjoying myself. Does a boy get a chance to paint a fence like this every day?'

Ben thought about this. Tom went on

painting, carefully. Sometimes he stopped and stood back to look at the fence, and then added a bit more paint in just the right place. Ben was watching every move. He was getting more and

more interested.

After a while, he said, 'Tom, will you let me do some painting?'

Tom thought about it, but said, 'No, Ben, I can't. You see, Aunt Polly wants it to be done properly. I'm the only one who can do it right.'

'Oh, please, Tom,' begged Ben. 'I can do it. I'll be really careful. Just let me try. I'll give you half of my apple. I'll give you all of it!'

'Well, all right, Ben,' said Tom. 'But you must be careful.'

He gave Ben his brush with worry on his face but joy in his heart. He sat down again under the tree, and started to eat the apple that Ben had given him.

All day, boys came to make fun, but they stayed to paint. When Ben got tired, Billy Fisher was waiting. He gave Tom a kite for a chance to paint. Then Johnny Miller offered him twelve marbles, and so on.

By the afternoon Tom had gained all sorts of toys, and the fence had gained three coats of paint. Later Aunt Polly came to look at Tom's work. She was so pleased when she saw the painted fence that she gave Tom a large cake!



## C Vocabulary

**C1** Find these words and phrases in the story on page 73 and choose the best meanings for them.

- |                                      |  |
|--------------------------------------|--|
| 1 handle                             | 5 go on                                |
| a the top part of something          | a continue                             |
| b the part of an object you can hold | b stop                                 |
| c the bottom part of something       | c come back                            |
| 2 come along                         | 6 properly                             |
| a arrive                             | a in a correct way                     |
| b hurry                              | b as quickly as possible               |
| c happen                             | c by Tom and not by other people       |
| 3 make fun of him                    | 7 and so on                            |
| a tell him some good jokes           | a and things continued in the same way |
| b sing songs with him                | b and that was the end of it           |
| c laugh at him in an unkind way      | c and so he painted the fence          |
| 4 just then                          | 8 coat                                 |
| a a long time ago                    | a a jacket                             |
| b after that                         | b the hair or wool of an animal        |
| c at that moment                     | c a covering of paint                  |

**C2** Complete the conversations with the words or phrases from the box.

chance      enjoyed ourselves      except      got tired      joy      sort

- 1 A What \_\_\_\_\_ of books do you want?  
B I'd like to read some short stories.
- 2 A Ben won a prize in the writing competition.  
B Oh, that's why he is so pleased these days. I can see the \_\_\_\_\_ in his eyes.
- 3 A What did you do in the shopping mall yesterday?  
B Nothing special. We just \_\_\_\_\_ window shopping until we \_\_\_\_\_.
- 4 A All the boys are playing marbles \_\_\_\_\_ you. Why?  
B I just want to give the others a \_\_\_\_\_.

# D Comprehension

**D1** Choose the best answer to each of these sentences.



**D2** What do the words in *italics* refer to in the story?

- |   |   |   |                                       |
|---|---|---|---------------------------------------|
| 1 | ... he stood back and looked at <i>it</i> . | 3 | Tom thought about <i>it</i> , but ... |
| 2 | <i>This isn't work.</i>                     | 4 | I'll give you all of <i>it</i> .      |





## Grammar

### Relative clauses with **who**, **that** or **which**

We use relative clauses to give information about people or things. Relative clauses about people start with **who** or **that**. Those about things start with **which** or **that**. Relative clauses should come immediately after the people or things that they describe.

Soon the boys **who were free** would come along.

Ben Rogers was the first boy **that came along the road**.

Tom thought of the games **which he had planned for this day**.

He started to eat the apple **that Ben had given him**.

**A** Write down the words that each relative clause above describes. The first one has been done for you.

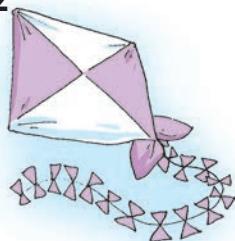
1 the boys      2 \_\_\_\_\_      3 \_\_\_\_\_      4 \_\_\_\_\_

**B** Here are some more pictures from the story. Explain what the pictures show us by adding **who**, **that** or **which**.

1



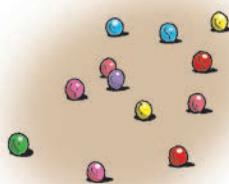
2



3



4



5



6



1 This is the boy \_\_\_\_\_ gave Tom a kite.

2 This is the kite \_\_\_\_\_ Billy Fisher gave to Tom.

3 This is the boy \_\_\_\_\_ offered Tom some marbles.

4 These are the marbles \_\_\_\_\_ Johnny Miller gave to Tom.

5 This is the aunt \_\_\_\_\_ looks after Tom.

6 This is the fence \_\_\_\_\_ Tom and his friends painted.

**C** If Tom Sawyer came to life now, he would not understand many of the things we have in today's world. Work in pairs. S1 is Tom Sawyer. S2 explains to Tom what the following things are, using the example and the guide words below.

Example:

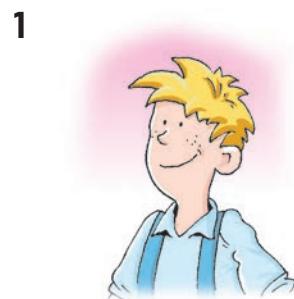
- S1 What's this thing? S2 It's a machine/thing which/that \_\_\_\_\_.  
S2 It's called a/an \_\_\_\_\_. S1 Wow!/That's amazing!/I don't believe you!  
S1 What does it do?

- 1 electric light/gives you light at any time
- 2 car/can carry you almost anywhere
- 3 telephone/lets you talk to people far away
- 4 lift/carries you up or down in a building
- 5 helicopter/flies in the air
- 6 washing machine/can help you wash clothes

**D** Here is another story from The Adventures of Tom Sawyer. Read it carefully.

One night, Tom Sawyer was out at midnight with Huck Finn, his best friend. They were in a graveyard<sup>①</sup>. Suddenly, they saw three men. They were young Dr Robinson, Muff Potter and Injun Joe. Dr Robinson wanted the other two men to dig up the body of a man called Horse Williams. Horse had died a few days before.

The two boys hid and watched. Dr Robinson and the other two men had an argument. Dr Robinson hit Muff Potter and knocked him out. Then Injun Joe stabbed<sup>②</sup> the young doctor with Muff Potter's knife, and killed him. Injun Joe then put the knife in Muff's hand. When Muff woke up, Injun Joe told Muff that he (Muff) had killed the doctor. Muff believed him. The boys saw it all. They knew the truth, but they were very scared.



Tom Sawyer



Huck Finn



Horse Williams



Dr Robinson



Muff Potter



Injun Joe

① graveyard n. 墓地 ② stab v. 刺；戳；捅

Now work in pairs and talk about the story and the people in the pictures on page 77, using the example and the guide words below.

Example:

S1 Who's this?

S2 This is \_\_\_\_\_. He's the boy/man who \_\_\_\_\_.

was knocked out by the doctor  
killed the doctor  
was killed

was in the graveyard with Huck Finn  
died a few days ago  
is Tom's best friend

**E** Now read the end of this story. Work in pairs to complete it with relative clauses, using the words below and **who**, **that** or **which**.

had really stabbed      was helping  
belonged to                had saved  
had killed                was used  
was near                  had seen

The next day, people discovered the body of Dr Robinson. They found the knife <sup>(1)</sup> \_\_\_\_\_ Muff Potter. Soon, Muff himself was caught.

Injun Joe told everyone that Muff was the man <sup>(2)</sup> \_\_\_\_\_ the doctor.  
Muff was taken to a house <sup>(3)</sup> \_\_\_\_\_ as a prison.

Weeks later, Muff's trial started. Everyone thought Muff would be hanged. No one knew that there were two boys <sup>(4)</sup> \_\_\_\_\_ the killing. Then, at the last moment, the lawyer <sup>(5)</sup> \_\_\_\_\_ Muff called out Tom's name. Tom told the judge that he had seen everything on that terrible night. He said that Injun Joe was the man <sup>(6)</sup> \_\_\_\_\_ the doctor. At this moment, Injun Joe jumped through a window <sup>(7)</sup> \_\_\_\_\_ him and escaped. Muff was set free. He was very grateful to the boy <sup>(8)</sup> \_\_\_\_\_ his life.

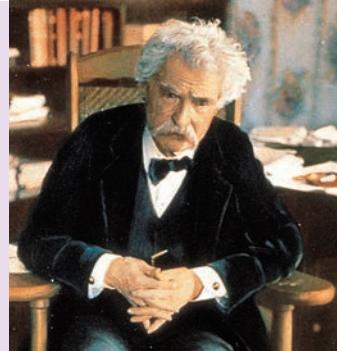
# Listening

## A lecture about Mark Twain

You are now going to hear a lecture about the writer Mark Twain. His real name was Samuel Clemens.

Listen to the lecture and complete the notes below.

### Samuel Clemens



Years	Events
(1) _____	Born in Missouri
(2) _____	Moved to Hannibal—a port on the Mississippi River
1847	<ul style="list-style-type: none"><li>• Father died</li><li>• Worked for a (3) _____</li><li>• Travelled around and worked in many different (4) _____</li></ul>
1857–1865	<ul style="list-style-type: none"><li>• Worked on a steamboat until the American Civil War began</li><li>• Tried several jobs: (5) _____, silver miner, writer on a newspaper</li><li>• Decided to use the pen-name—Mark Twain</li></ul>
(6) _____	Wrote a story about a jumping frog
1867	Toured (7) _____
1876	Wrote the famous book— <i>The Adventures of Tom Sawyer</i>
(8) _____	Died

## Speaking

### A Talk time

#### Giving yourself time to think

Sometimes you need time to think before you answer questions.

**A1** Read the phone conversation between Tony and Doris and answer the questions.

Tony Hello, Doris. Let's go to the cinema this afternoon.

Doris Sorry, I've got to do the washing. But what about coming to help me? Then we can finish early and go.

Tony Well, er, that might be difficult.

Doris Why?

Tony Um, ah, I don't know how to use a washing machine.

Doris No problem. Our washing machine is broken. We'll use our hands.

Tony Yes, but you see, er, I'm a boy. Boys don't wash clothes.

Doris What rubbish! If you don't help me, I'll never go to the cinema with you again.

Tony OK. I'll be right over.

1 What suggestion does Tony make?

2 What are the three expressions that Tony uses to give himself time to think?

3 Doris strongly disagrees with one of Tony's ideas. What two words does she say?

4 Why does Tony not want to help Doris?

**A2** Tony has a job to do. Doris phones him with a suggestion. Work in pairs to complete their conversation using the expressions similar to those in A1.

Doris Hello, Tony. \_\_\_\_\_ tomorrow.

Tony Sorry, but I've got to wash my father's car. What about \_\_\_\_\_? Then \_\_\_\_\_.

Doris \_\_\_\_\_

Tony Why?

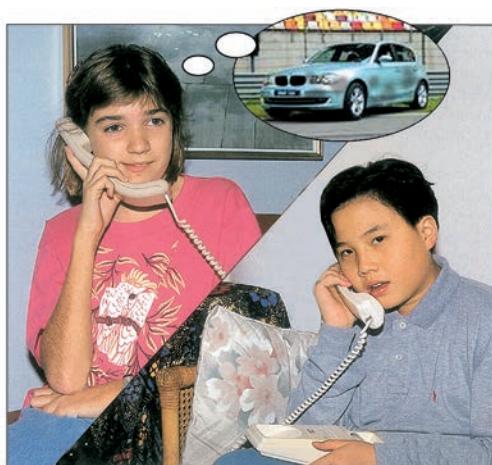
Doris \_\_\_\_\_, I've never washed a car before.

Tony No problem. It's \_\_\_\_\_. You just \_\_\_\_\_. I'll show you how.

Doris \_\_\_\_\_, I'm a girl. Girls don't \_\_\_\_\_.

Tony \_\_\_\_\_

Doris OK. I'll be right over.



## B Speak up

### Reading English storybooks

One good way to improve your English is to read storybooks. You should make sure that the books are interesting and the language is not too difficult for you.

**B1** Work in groups of five. S1 is the group leader. S2 is the group secretary. S1 must ask everyone these questions. S2 must make a note of the answers.

- 1 How many English storybooks have you read?
- 2 Can you tell me the names of the books and who wrote them?
- 3 Where can we borrow English storybooks?
- 4 Where can we buy English storybooks?
- 5 Do you have any English storybooks at home? How many?

**B2** Now S2 must report the results to the whole class with the outline below.

In our group, most people have read about \_\_\_\_\_ English storybook(s).

These are some of the books which we have read: \_\_\_\_\_.

These are some of the writers: \_\_\_\_\_.

We can borrow English storybooks from \_\_\_\_\_.

We can buy English storybooks from \_\_\_\_\_.

Most people have about \_\_\_\_\_ English storybooks at home.

\* **B3** Now, discuss the problems you may have when you read English storybooks, and the ways of solving these problems. You can discuss the ideas below or add your own ideas.

#### Problems

- where to get storybooks
- difficult language
- not enough time
- where to read

#### How to solve these problems

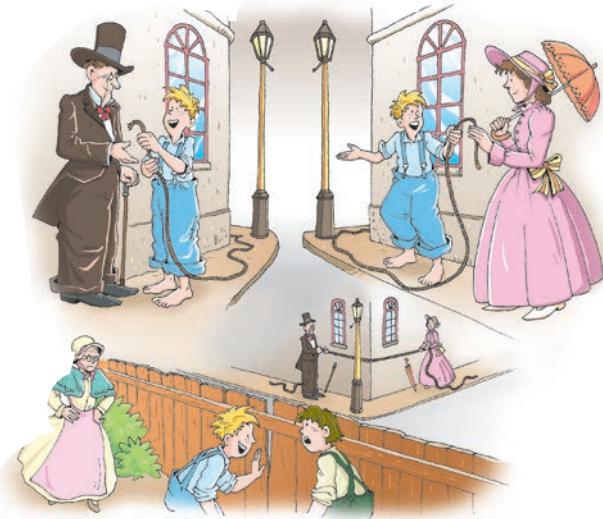
- buy at bookshops/borrow from the school library/teachers
- read a simple version
- leave half an hour for reading before sleep
- go to the library

# Writing

## Tom's trick

One day Tom played a trick on some people in his town.

**A** In pairs, look at the pictures on the right and talk about the story. What do you think Tom said to the people?



**B** On your own, write the story. Use the questions and the useful phrases below to help you.

### Questions

What was Tom carrying?  
What did he say to the man?  
What did the man do?  
Where did Tom go?  
What did he say to the woman?

Where did Tom go then?  
What did Tom say to his friend Ben?  
Who saw Tom's Aunt Polly coming?  
What do you think Aunt Polly said and did to Tom?

### Useful phrases

decided to play a trick  
a long rope  
stopped a man/lady on the pavement  
asked him/her to help  
explained that he was doing a school project  
trying to measure the building  
asked him/her to hold one end of the rope

just for a few minutes  
glad to help the young boy  
went around the corner  
could not see each other  
hid behind a fence and watched  
told his friend Ben  
laughed at  
came up behind them  
very angry with

### An extract from *The Adventures of Tom Sawyer*

Tom and Becky walked down a winding passage<sup>①</sup> inside a cave, holding their candles high. They saw names and dates written on the wall with candle smoke by other visitors to the cave. Becky and Tom read some of them as they walked along. They were talking so much that it was a little while before

5 they noticed they were now in a part of the cave that had no writing on the wall. They used candle smoke to write their own names on the rock and walked on.

Soon they came to a place where a little  
10 stream of water was running. Over the years the cave wall had been shaped by the running stream, and it looked like a frozen waterfall. Tom went behind it and lit it up with his candle so that Becky  
15 could see it better. Behind the stone waterfall he found an opening in the rock, leading downwards. At once he wanted to explore it. Becky agreed and together they started to walk down into the earth. They wound this way and that, far into the cave, making smoke marks here and there to show the way  
20 back. This was exciting. They would have a lot to tell their friends above when they returned.



In one place, they found a huge, open space full of shining stalactites<sup>②</sup>, as long and thick as a man's leg. They walked around it and left by one of the many passages that opened into it. The next place they found was full of  
25 bats. There were thousands of them. The candlelight woke them up, and they flew at the candle flames at once. Tom knew this was dangerous and took Becky's hand to hurry her away. He pulled her into the first opening he found. And none too soon, one of the bats put out Becky's candle with its wings as she ran away. The bats chased them quite a long way, but Tom and Becky  
30 ran into every new passage that they came to, and at last they got away.

<sup>①</sup> winding passage 曲折的通道 <sup>②</sup> stalactite n. 钟乳石

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

1 How did visitors to the cave write their names on the walls?

---

2 Why did Tom and Becky not notice they were going to a part of the cave with no writing on the wall?

---

3 Why did the wall look like a frozen waterfall?

---

4 Where did Tom find an opening in the rock?

---

5 What did they do to show the way back along the passage?

---

6 What did one of the bats do to Becky's candle?

---

**B** Do you like Tom Sawyer? Why or why not?

---

---

---

**C** Have you read any other works written by Mark Twain? Write down four of his works in the blanks below.

 1 The Adventures of Tom Sawyer

---

 2 The Adventures of Huckleberry Finn

---

 3 \_\_\_\_\_

---

 4 \_\_\_\_\_

---

 5 \_\_\_\_\_

---

 6 \_\_\_\_\_

---

# Progress file 5

## Vocabulary

Choose a word or phrase from the box to complete each sentence.

- 1 Sally said when the chance \_\_\_\_\_, she would take it.
- 2 A sign said 'No Photos', but the woman \_\_\_\_\_ it and took some pictures.
- 3 Although she was tired, she \_\_\_\_\_ working all evening.
- 4 John has \_\_\_\_\_ some weight because he likes eating fast food.

came along  
went on  
ignored  
gained

Write one of these words or phrases next to each clue.

sort      yard      and so on      after a while

- 5 a unit for measuring
- 6 a short time later
- 7 etc.; and more similar things or actions
- 8 a group of people or things that are similar in some way

---

---

---

---

## Grammar

Join these pairs of sentences to form relative clauses, using **who**, **that** or **which**.

- 9 These are the shoes. I wore them in my childhood.
- 10 Miss Xie is the teacher. She teaches us music.
- 11 This is the man. I saw him outside the bank just before the robbery.
- 12 June is the girl. She was born on the same day as I was.
- 13 Try one of those cakes. They have white icing on top.
- 14 I've found the problem. It was affecting your television picture.
- 15 I have replied to my cousin. He wrote me a letter.

## My progress:



Comments:



0–6 Try harder.



7–12 Can do better.



13–15 Good work.

## Word box



<b>fence</b> /fens/	n.	栅栏；篱笆
<b>sidewalk</b> /'saɪdwa:k/	n.	(马路边的)人行道
* <b>bucket</b> /'bʌkɪt/	n.	(有提梁的)桶
<b>handle</b> /'hændl/	n.	柄；把手
* <b>depressed</b> /dr'prest/	adj.	忧愁的；沮丧的
<b>yard</b> /ja:d/	n.	码(长度单位，等于3英尺或0.9144米)
* <b>dip</b> /dip/	v.	蘸；浸
<b>stand back</b>		往后站；退后
<b>unpainted</b> /ʌn'peɪntɪd/	adj.	未涂油漆的
<b>come along</b>		到达；出现
<b>make fun of</b>		嘲弄；拿……开玩笑
<b>just then</b>		那时；就在那时
<b>go on doing something</b>		继续做某事
<b>ignore</b> /ɪg'nɔ:(r)/	v.	佯装未见；不予理睬
<b>chance</b> /tʃa:ns/	n.	机会；机遇
<b>properly</b> /'prɒpəlɪ/	adv.	正确地；适当地
<b>only</b> /'əʊnlɪ/	adj.	唯一的；仅有的
* <b>beg</b> /beg/	v.	恳求；哀求
<b>joy</b> /dʒɔɪ/	n.	高兴；喜悦
* <b>marble</b> /'ma:bl/	n.	(玻璃)弹子
<b>and so on</b>		……等等
<b>gain</b> /geɪn/	v.	取得；赢得
<b>sort</b> /sɔ:t/	n.	种类；类别；品种
<b>trick ... into doing something</b>		诱使……做某事
<b>fool</b> /fu:l/	v.	欺骗；愚弄
<b>tell the truth</b>		讲实话
<b>lecture</b> /'lektʃə(r)/	n.	讲座；演讲
<b>port</b> /pɔ:t/	n.	港口城市；口岸
<b>silver</b> /'sɪlvə(r)/	n.	银
<b>no problem</b>		没问题(表示乐于相助或事情容易做)
<b>come up</b>		走到跟前；走近



## Notes



### Page 73

- 1 Every boy in town was happy, except Tom Sawyer. 除了汤姆·索亚，镇上的每个男孩都很高兴。

句中的 **except** 作介词，意为“除……之外”；在 8A Unit 6 曾学过 **It looked almost human except that it had a single, huge, red eye.**，其中的 **except** 作连词。

- 2 He sat down under a tree to have a rest. 他坐到树下去休息。

句中的 **rest** 作名词，意为“休息时间”；在 8B Unit 2 曾学过 **rest** 作动词，意为“休息”；在 9A Unit 2 曾学过 **The rest are divided between Damin's family and the cormorants.**，其中的 **rest** 作名词，意为“剩余部分；其余”。

- 3 Ben Rogers came along the road, singing happily and carrying an apple. 本·罗杰斯手里拿着一个苹果，高兴地哼着歌一路走来。

- 4 Ben was watching every move. 本在注视着他的一举一动。

句中的 **move** 作名词，意为“动作；活动”；在 6B Unit 8 曾学过 **The clouds moved quickly.**，其中的 **move** 作动词，意为“移动”；在 7A Unit 5 曾学过 **The Lis have moved to their new flat in Water Bay.**，其中的 **move** 作动词，意为“搬（家）”。

- 5 You see, Aunt Polly wants it to be done properly. 难道你不明白吗，波利姨妈想让这事办好。

- 6 He gave Ben his brush with worry on his face but joy in his heart. 他把刷子给了本，脸上故作忧愁状，心里却乐开了花。

句中的 **worry** 作名词，意为“担心；担忧”；在 6B Unit 2 曾学过 **Don't worry.**，其中的 **worry** 作动词，意为“担心”。

- 7 ..., and the fence had gained three coats of paint. ……，篱笆已经刷了三层漆。

句中的 **coat** 作名词，意为“涂料层；覆盖层”；**coat** 也可作名词，意为“外套；大衣”，如：**a winter coat**（一件冬天穿的大衣）。

- 8 She was so pleased when she saw the painted fence that she gave Tom a large cake! 当她（波利姨妈）看到油漆一新的篱笆时，高兴极了，给了汤姆一个大蛋糕！

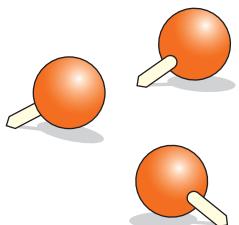
# Using English

## Filling in a form

A form is a printed piece of paper with space on it for writing information and it often contains printed questions.

**A1** On the next page is a form. Read it carefully and then answer the questions below.

- 1 Where can the family card be used?
- 2 Must everyone fill in a form like this one?
- 3 Can all parents fill in this form?
- 4 Why do some parents want to fill in this form?
- 5 If you are 17, can your mother fill in this form?
- 6 Why must you write in block letters on this form?



**A2** Find the words in Column A in the form on page 89 and match them with their meanings in Column B.

A	B
1 application	a male or female
2 benefit	b a good thing
3 discount	c the money you must pay
4 fee	d a lower price
5 data	e facts
6 sex	f a formal request for something

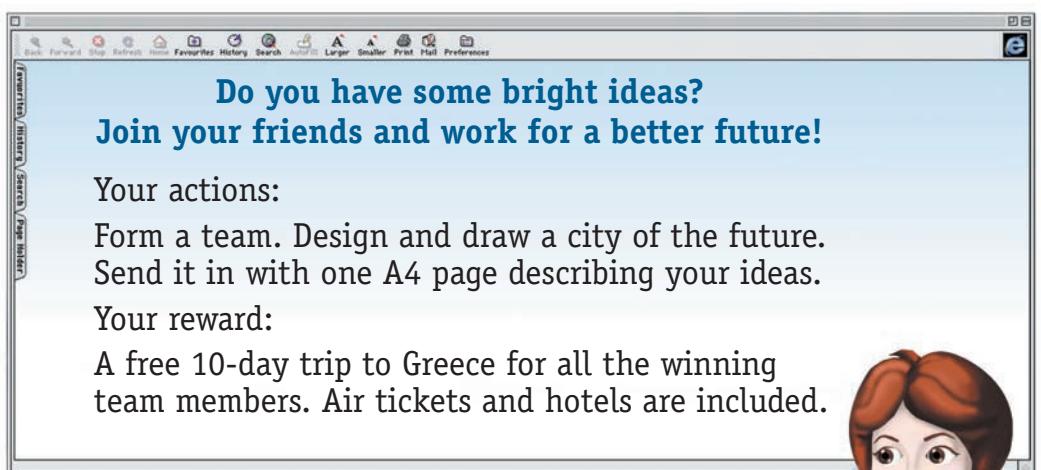




## City of the future

'Everybody wants to live in a better environment, so we need some plans to improve our world.'

Here is a notice from a website. It encourages young people to help plan our future city. Read it carefully.



You can do these things  
for this project ...

### Compare the present and the future.

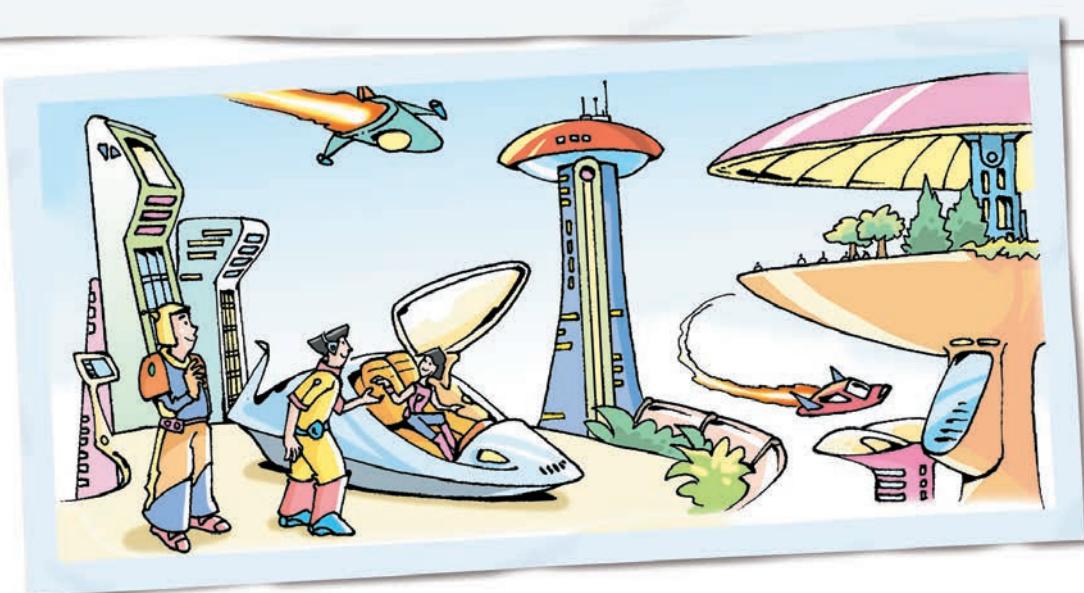
- 1 Think of eight categories (You can have eight groups in your class.), e.g.,  
Hotels, Housing, Clothes, Leisure and Free Time, High Technology Machines,  
Transport, Environment, Work and Study.
- 2 Make a point-to-point comparison, e.g.,  
(present) Most people have to travel to work using crowded transport.  
(future) The offices of the future will have few people in them. Most people will  
work at home with their computers linked to their offices.  
(present) All the roads are always crowded with buses, cars, motorcycles, etc.  
(future) Many vehicles will fly in the air. There will not be any traffic jams on  
the roads.

**Give every member in the group a task.**

- 1 Each of you in the group decides what you plan to do to get as much information as possible about the same category, e.g., Hotels.
- 2 Each group makes a table like the one below to show the different tasks of the group members.

### How will we share our work?

Student's name	What will he/she do?
1 Peter	<i>Search the Internet for designs showing how hotels will look in the future.</i>
2	
3	
4	
5	
6	
7	
8	



- 3 When each person has completed his/her own task, arrange a group meeting. Use the information each of you has collected to brainstorm how you think things will change in the future. Use your imagination! Make notes and sketch some pictures.
- 4 As a group, write up all your ideas and draw pictures. Then work with the other groups. Discuss and compare all your ideas. Finally, work out the whole picture with all eight categories. Then write a complete description of the 'City of the future' you have designed.

Transport

Now cars are ...

But in the future, ...

Work and Study

Presently, schools are ...

## Word bank

### Word list

#### A a

*actress	n.	女演员	U4
*AI	n.	人工智能；人工智慧	U2
aim	n.	目的；目标	U3
amazed	adj.	大为惊奇	U3
anyone	pron.	任何人	U2
anywhere	adv.	在任何地方	U1
apartment	n.	公寓套房	U4
appreciate	v.	感激；感谢	U3
architecture	n.	建筑风格	U3
artist	n.	艺术家；(尤指)画家	U3
atmosphere	n.	(围绕地球的)大气，大气层	U1
	n.	气氛；氛围	U3N
attractive	adj.	吸引人的；令人愉快的；诱人的	U2
available	adj.	可获得的	U3
*awesome	adj.	极好的	U4

#### B b

ballroom dancing		交际舞；交谊舞	U3
*beg	v.	恳求；哀求	U5
*billion	n.	十亿	U1
brilliant	adj.	很好的；杰出的	U4
*bucket	n.	(有提梁的)桶	U5

#### C c

*cabinet	n.	贮藏柜	U2
*carbon dioxide		二氧化碳	U1
career	n.	生涯；职业	U3
*CFC	n.	氟氯代烃；含氯氟烃	U1
chance	n.	机会；机遇	U5
classical	adj.	古典的	U1

注：出处带“N”的单词出现于相应单元的 Notes 页上。

clear	<i>adj.</i>	无云 (或雾) 的; 晴朗的	U3N
coal	<i>n.</i>	煤	U1
coat	<i>n.</i>	涂料层; 覆盖层	U5N
commercial	<i>adj.</i>	贸易的; 商业的	U3
compare	<i>v.</i>	比较	U1
consumer	<i>n.</i>	消费者	U1
couple	<i>n.</i>	几个 (人或事物)	U3
crew	<i>n.</i>	(有专门技术的) 一组工作人员	U4N

## D d

damage	<i>n.</i>	毁坏; 破坏	U1N
*depressed	<i>adj.</i>	忧愁的; 沮丧的	U5
designer	<i>adj.</i>	由著名设计师设计的; 名牌的	U2
destruction	<i>n.</i>	摧毁; 毁灭; 破坏	U1
dictionary	<i>n.</i>	词典; 字典	U4
*dip	<i>v.</i>	蘸; 浸	U5
director	<i>n.</i>	(电影、戏剧等的) 导演	U4
down	<i>prep.</i>	沿着; 顺着; 朝着	U3N

## E e

environmentally friendly		环保的; 不损害环境的	U1
*envy	<i>n.</i>	羡慕; 妒忌	U4
*erosion	<i>n.</i>	侵蚀; 腐蚀	U1
European	<i>adj.</i>	欧洲的	U3
except	<i>prep.</i>	除……之外	U5N
*exhausting	<i>adj.</i>	令人筋疲力尽的	U3
experience	<i>n.</i>	(一次) 经历, 体验	U4N
*extra	<i>n.</i>	(电影里的) 临时演员, 群众演员	U4

## F f

fence	<i>n.</i>	栅栏; 篱笆	U5
film	<i>v.</i>	拍摄电影	U4N
flood	<i>n.</i>	洪水	U1
	<i>v.</i>	(使) 灌满水; 淹没	U1

flooding	<i>n.</i>	洪水泛滥	U1
*fold-up	<i>adj.</i>	可收拢的；可折叠的	U2
fool	<i>v.</i>	欺骗；愚弄	U5
form	<i>v.</i>	(使)出现，产生	U1N
fuel	<i>n.</i>	燃料	U1
function	<i>n.</i>	作用；功能	U2

### G g

gain	<i>v.</i>	取得；赢得	U5
global	<i>adj.</i>	全球的；全世界的	U1
global warming		全球变暖	U1
grateful	<i>adj.</i>	感激的；表示感谢的	U1
greenhouse	<i>n.</i>	温室；暖房	U1

### H h

handle	<i>n.</i>	柄；把手	U5
horrible	<i>adj.</i>	使人极不愉快的；十分讨厌的；糟透的	U2
hot tip		好建议	U2
*humid	<i>adj.</i>	温暖潮湿的	U4

### I i

ignore	<i>v.</i>	佯装未见；不予理睬	U5
impress	<i>v.</i>	给……留下深刻印象	U4
industry	<i>n.</i>	行业	U3
influence	<i>v.</i>	影响；对……起作用	U4
introduce	<i>v.</i>	介绍	U3

### J j

*jade	<i>n.</i>	玉	U3
joy	<i>n.</i>	高兴；喜悦	U5
*jungle	<i>n.</i>	(热带)丛林，密林	U4

## L l

layer	<i>n.</i>	层；表层	U1
lecture	<i>n.</i>	讲座；演讲	U5
level	<i>n.</i>	高度	U1N
lifeless	<i>adj.</i>	无生命的；无生物生长的	U1
line	<i>n.</i>	诗行	U3N

## M m

manner	<i>n.</i>	方法；方式	U2
* marble	<i>n.</i>	(玻璃)弹子	U5
* marvellous	<i>adj.</i>	极好的；非凡的	U3
* massive	<i>adj.</i>	巨大的	U1
melt	<i>v.</i>	融化	U2
move	<i>n.</i>	动作；活动	U5N
movie	<i>n.</i>	(多用于美语)电影	U4

## N n

native	<i>adj.</i>	本地的；当地的	U2
native speaker		说本族语的人	U2
nervous	<i>adj.</i>	易紧张焦虑的；胆怯的	U4
* nickname	<i>n.</i>	外号	U3

## O o

occur	<i>v.</i>	存在于；出现在	U1
only	<i>adj.</i>	唯一的；仅有的	U5
order	<i>v.</i>	订购；订货	U2N
* ozone	<i>n.</i>	臭氧	U1
* ozone layer		臭氧层	U1

## P p

parking space		停车位	U2
* pavilion	<i>n.</i>	(公园中的)亭，阁	U3
population	<i>n.</i>	(地区、国家等的)人口，人口数量	U3
port	<i>n.</i>	港口城市；口岸	U5

<b>properly</b>	<i>adv.</i>	正确地；适当地	U5
<b>protective</b>	<i>adj.</i>	保护的；防护的	U1

## R r

<b>reach</b>	<i>v.</i>	(大或长等) 足够达到	U1N
<b>recommend</b>	<i>v.</i>	推荐；介绍	U2
<b>*recreation</b>	<i>n.</i>	娱乐	U3
<b>request</b>	<i>n.</i>	(正式或礼貌的) 要求，请求	U3
<b>rest</b>	<i>n.</i>	休息时间	U5N
<b>*roller skate</b>		滑旱冰；溜旱冰	U3

## S s

<b>satisfied</b>	<i>adj.</i>	满意的	U2
<b>scene</b>	<i>n.</i>	场面；片段；镜头	U4N
<b>select</b>	<i>v.</i>	选择；挑选	U4
<b>serious</b>	<i>adj.</i>	严重的	U1N
<b>serve</b>	<i>v.</i>	(给……) 提供	U2
<b>set</b>	<i>n.</i>	摄影场；布景	U4
	<i>v.</i>	为……设置背景	U4
<b>shoot</b>	<i>v.</i>	拍摄	U4
<b>sidewalk</b>	<i>n.</i>	(马路边的) 人行道	U5
<b>silver</b>	<i>n.</i>	银	U5
<b>smart</b>	<i>adj.</i>	由电脑控制的；智能的	U2N
<b>soil</b>	<i>n.</i>	土壤	U1
<b>*solar</b>	<i>adj.</i>	太阳能的；太阳的	U2
<b>sort</b>	<i>n.</i>	种类；类别；品种	U5
<b>special effects</b>		特技效果	U4
<b>*spray can</b>		喷雾罐；喷漆罐	U1
<b>studio</b>	<i>n.</i>	片场；录像室；演播室；制作室	U4
<b>style</b>	<i>n.</i>	风格	U3
<b>such</b>	<i>pron.</i>	这样的；那样的	U3
<b>sunlight</b>	<i>n.</i>	阳光；日光	U1
<b>*sword</b>	<i>n.</i>	剑；刀	U3

## T t

*teenager	n.	(13至19岁之间的)青少年,青少年男女	U3
*terrific	adj.	很大的;巨大的	U4
the greenhouse effect		温室效应	U1
threat	n.	威胁	U1
tip	n.	建议	U2
trade	n.	贸易	U3

## U u

underwater	adj.	水下的	U2
unpainted	adj.	未涂油漆的	U5

## V v

various	adj.	各种各样的	U1
*violently	adv.	猛烈地;厉害地	U4
*VR	n.	(计算机创造的)虚拟现实,虚拟时空	U2

## W w

warmth	n.	温暖;暖和	U1
waterfront	n.	滨水路;滨水区	U3
*website	n.	网站	U2
while	n.	一段时间;一会儿	U3
windscreen	n.	挡风玻璃	U2
worry	n.	担心;担忧	U5N
writer	n.	作者	U1

## Y y

yard	n.	码(长度单位,等于3英尺或0.9144米)	U5
------	----	-----------------------	----

## Z z

*zigzag	adj.	之字形的;弯弯曲曲的	U3
---------	------	------------	----

## Phrase list

a couple of	几个；一些	U3
a piece of cake	轻松（或容易）的事情	U4
and so on	……等等	U5
(be) amazed at	对……感到惊奇	U3
burn ... up	焚毁；烧掉	U1
come along	到达；出现	U5
come up	走到跟前；走近	U5
compare ... to ...	将……比做	U1
cut a long story short	长话短说	U4
disagree with	不同意；有分歧	U2
do with	处理	U1
feel good	感到愉快（或有信心等）	U2
for a while	一会儿	U3
for sale	待售；供出售	U2
get a view of	看到……的景色	U2
go on doing something	继续做某事	U5
*green with envy	（十分）妒忌的，眼红的	U4
have the time of one's life	过得很快乐；玩得愉快	U4
jump out of one's skin	大吃一惊；吓一大跳	U4
just then	那时；就在那时	U5
make fun of	嘲弄；拿……开玩笑	U5
make up	组成；构成	U4
no problem	没问题（表示乐于相助或事情容易做）	U5
(not) at all	一点（也不）；完全（不）	U4
pay a visit	参观	U3
see stars	两眼直冒金星	U4
set out	出发；启程	U3
speak up	大声点说	U4
stand back	往后站；退后	U5
tell the truth	讲实话	U5
trick ... into doing something	诱使……做某事	U5
work as	从事……工作	U4

## Irregular verbs

Base form	Past form	Past participle
am, is	was	been
are	were	been
bear	bore	born
beat	beat	beaten
become	became	become
begin	began	begun
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burnt/burned	burnt/burned
burst	burst	burst
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit

Base form	Past form	Past participle
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lead	led	led
lean	leaned/leant	leaned/leant
learn	learned/learnt	learned/learnt
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
light	lit/lighted	lit/lighted
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shine	shone/shined	shone/shined
show	showed	shown/showed
shut	shut	shut
sing	sang	sung
sink	sank/sunk	sunk
sit	sat	sat
sleep	slept	slept
smell	smelt/smelled	smelt/smelled
speak	spoke	spoken
speed	sped/spedded	sped/spedded
spell	spelt/spelled	spelt/spelled
spend	spent	spent
spread	spread	spread
spring	sprang/sprung	sprung
stand	stood	stood

Base form	Past form	Past participle
steal	stole	stolen
stick	stuck	stuck
sweep	swept	swept
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

## 说 明

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