前言

同学们：

欢迎使用《牛津高中英语》，它将伴你走过高中阶段的学习历程，实现你的英语学习目标。根据国家普通高中《英语课程标准》(实验) 的要求，你在高中阶段将完成五个必修模块的英语学习，在此基础上，还有六个模块的顺序选修教材供你学习。必修部分有五个模块，共五本书，每个模块安排三个单元。现在，让我们一起走进教材，了解本套教材为我们展示的新天地。

进入新的单元，首页上的图画和问题会激活你已有的和单元话题相关的知识，让你轻松自然地进入本单元的学习，这就是单元的第一个板：Welcome to the unit。顺着前面所引出的话题，你将来到 Reading 板块。该板块是你接受英语语言信息的重要环节，在这里，你将有机会感受真实、地道、优美的英语。你也或将通过阅读了解现实生活和社会发展的方方面面。课文后面的 Reading strategy 和阅读练习将帮助你掌握英语阅读策略，提高英语阅读能力。在英语学习中，你所面临的挑战之一是扩大词汇量，接下来的板 Word power 能为你迎接这一挑战提供有效的帮助。在该板块中，你将学到各种词汇学习技巧。语法学习，贵在运用，在 Grammar and usage 板块中，你既可得到系统的语法辅导，又能在该板块精心设计的语境中学会灵活运用语法知识。Task 板块要求你能综合运用所学习的语言知识和语言技能。你将在教材为你设计的语言情境中，通过听、说、读、写等一系列活动，获取信息，处理信息，完成特定的任务，在使用过程中学习英语。Project 是课堂教学的延伸和拓展，属于探究式学习，要求你走出课堂，与同学分工合作。你将首先认真阅读所提供的阅读材料，从中得到启发，然后通过讨论、调查、访谈、文献检索等活动，完成一个特定课题。单元的最后一个板块是 Self-assessment，这里你将对照单元各个学习项目按五个等级进行自我评价，并算出百分比。通过自我评价，你可以对单元的学习进行自我反思，为下一步的学习制定行动计划。

游历了单元的各个板块以后，你一定会发现，这套由中外专家根据普通高中《英语课程标准》联合编写的《牛津高中英语》是从学习者的角度设计的。相信你在使用这套教材的过程中，通过自己的努力和老师的帮助，一定能够顺利完成高中阶段的学习任务。

祝你学习进步，天天向上！

《牛津高中英语》编写组
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</tbody>
</table>
Welcome to the unit

High school is a time of discovery, learning and hard work! Look at the pictures below. They show some parts of high school life in the UK. Discuss the following questions with a partner.

1. What are some differences between the lives of Chinese and British high school students?
2. What kind of school activities do you enjoy?
3. What is your dream school life like?
Reading

A Read the text quickly and answer these questions.
1 What did Wei Hua think of her life in the UK?
2 What subjects did Wei Hua study in the past year?
3 What does Wei Hua look forward to?

B Read this article from a school magazine, written by Wei Hua, who studied in the UK for one year.

# School life in the UK

Going to a British high school for one year was a very enjoyable and exciting experience for me. I was very happy with the school hours in Britain because school starts around 9 a.m. and ends about 3.30 p.m. This means I could get up an hour later than usual, as schools in China begin before 8 a.m.

On the first day, all of the new students attended an assembly in the school hall. I sat next to a girl whose name was Diana. We soon became best friends. During the assembly, the headmaster told us about the rules of the school. He also told us that the best way to earn respect was to devote ourselves to study and achieve high grades. This sounded like my school in China.

I had many teachers in the past year. Mr Heywood, my class teacher, was very helpful. My favourite teacher was Miss Burke—I loved the lessons that she gave in English Literature. In our class there were 28 students. This is about the average size for British schools. We had to move to different classrooms for different classes. We also had different students in some classes, so it was a struggle for me to remember all the faces and names.

I found that the homework was not as heavy as what I used to get in my old school. However, it was a bit challenging for me at first, because all the homework was in English. I felt lucky, as all my teachers gave me much encouragement and I enjoyed all my subjects: English, History, English Literature, Computer Science, Maths, Science, PE, Art, Cooking and French.
My English improved a lot, as I used English every day and spent an hour each day reading English books in the library. I usually went to the Computer Club during the lunch break, so I could send e-mails to my family and friends back home for free. I also had an extra French class on Tuesday evenings. Cooking was really fun as I learnt how to buy, prepare and cook food. At the end of term we held a class party and we all had to cook something. I was glad that all my classmates were fond of the cake that I made.

Students at that school have to study Maths, English and Science, but can stop studying some subjects if they do not like them, for example, History and French. They can choose other subjects like Art and Computer Science, or languages such as Spanish and German. In the Art class that I took, I made a small sculpture. Though it did not look very beautiful when it was finished, I still liked it very much.

I missed Chinese food a lot at lunch. British food is very different. British people like eating dessert at the end of their main meal. After lunch, we usually played on the school field. Sometimes I played football with the boys. Sometimes I just relaxed under a tree or sat on the grass.

It was interesting to experience this different way of life. I look back on my time in the UK with satisfaction, and I really look forward to my British friends’ visit to China.

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**Reading strategy: skimming and scanning**

We skim a text when we want to get a general idea of what it is about. We look at the titles, the first and last sentences of paragraphs, and the first and last paragraphs, as well as pictures and charts, to guess what the text is about.

When we want to find certain information in a text quickly, we scan the text for key words and phrases, dates, numbers and so on. We do not need to read the whole text word by word.
C1. Read the sentences below and decide which ones are true (T) and which ones are false (F) according to the article. Circle your answers.

1. Wei Hua's favourite teacher was Mr Heywood. T / F
2. Most British classes have fewer than thirty students. T / F
3. Wei Hua had more homework in her school in China. T / F
4. It was very expensive for Wei Hua to communicate with her parents. T / F
5. In the UK, students can choose to stop studying any subject. T / F
6. The cake made by Wei Hua did not taste good. T / F

C2. Read the article again carefully and answer the following questions.

1. According to the headmaster, what should the students spend much time on?

2. Why was it a struggle for Wei Hua to remember the names of her classmates?

3. Why did Wei Hua find her homework difficult at first?

4. Who gave Wei Hua a lot of support in her studies?

5. How did Wei Hua manage to improve her English?

6. What do the British like eating at the end of dinner?

D. Match these new words from the article with their meanings. Write the correct letters in the blanks.

1. enjoyable (Line 1) _____ a. give most of your time and energy to something
2. earn (Line 10) _____ b. difficult in an interesting way that tests your ability
3. devote (Line 10) _____ c. more than usual
4. average (Line 15) _____ d. giving pleasure
5. challenging (Line 21) _____ e. usual or common
6. extra (Line 30) _____ f. the good feeling you have when you get what you want
7. satisfaction (Line 48) _____ g. get something because you have done something good
A British student has read Wei Hua’s article and wants to make friends with her. Complete his letter to Wei Hua using the words below.

<table>
<thead>
<tr>
<th>Literature</th>
<th>encouragement</th>
<th>experienced</th>
<th>fond</th>
</tr>
</thead>
<tbody>
<tr>
<td>dessert</td>
<td>respect</td>
<td>struggle</td>
<td></td>
</tr>
</tbody>
</table>

Dear Wei Hua

I am a high school student in the UK. I have just read your article about what you (1) ____________ in the UK. I would very much like to be friends with you. First of all, let me introduce myself. My name is Daniel Adams. I am studying at Southampton High. I am really (2) ____________ of reading books, and that is why my favourite subject is (3) ____________. At the weekend, I like playing football and surfing the Internet. I also enjoy eating sweets, so I never miss (4) ____________ at dinner.

I did not realize schools in the UK are so different from schools in China until I read your article. It must have been quite a (5) ____________ for you to become used to academic life in a British school. I really have (6) ____________ for everything you have achieved. Next year, I plan on attending a high school in China on a student exchange programme, and I found your article a great (7) ____________ to me. I would love to meet you when I go to China.

Please write soon!

Best wishes

Daniel Adams

Discuss your school life with a partner. Use the conversation below as an example.

What subjects do you like best?

I like English and Chinese best. Do you think we should study more foreign languages?

I really enjoy Cooking and Art classes, because I like making things, but I’m not interested in History.

Perhaps we should study …

1  Should students study more languages? Why or why not?
2  What subjects would you like to take if you could choose? Why?
Word power

School facilities

A Wei Hua is thinking of how to get to the canteen by looking at the map of the school. Read her thoughts below.

Here I am at the school gate. What is the quickest way to get to the canteen? If I walk towards the car park and go between the car park and the art room, I can then turn left, walk past the science laboratory and go straight on .... But, I need to see the headmaster in the office building. OK, I’ll go past the school hall and turn left. After I leave the office building, I can walk between the gym and the garden. Then I should see the canteen next to the swimming pool. Oh! I must go to see the headmaster now. I don’t want to be late, so I'd better hurry.

B After lunch, Wei Hua needs to go back to the dormitories to get a book before afternoon classes start. Look at the school map with Wei Hua. Find out the quickest way to get from the dormitories to Classroom 4 and describe it to your partner.
Wei Hua has a notice from the Students’ Office, but some of the names of the buildings are missing. Fill in the blanks so she can find her way around the school.

**Welcome to Central Manchester High School (CMHS)**

CMHS has much more than you expect. We have a (1) ___________ for both our visitors and our students who drive. We have over 50 (2) ___________ for different lessons and a (3) ___________ with over 48,000 books. Twelve science (4) ___________ are available for different experiments. Whether students want to exercise or just want some fun, they can use our (5) ___________. The indoor (6) ___________ is open all year round for students who like swimming.

Students who live far away from home will be happy with our (7) ___________. Each room comes with its own bathroom. We have a modern (8) ___________ and experienced nurses. We make sure that we take good care of every student.

School meals are delicious. Each day our (9) ___________ serves three meals, and hamburgers and soft drinks are also available during break time.

We hope you will enjoy your life at CMHS. If you have any questions or need any help, you can call the Students’ Office any time during weekdays and on Saturday mornings.

The Students’ Office

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Most students are interested in going to the gym at CMHS. There are a lot of pieces of equipment in the gym. Below are eight of them. Write the number of each piece in the correct box.

- **4 beam**
- **5 barbell**
- **6 climbing bars**
- **7 basketball court**
- **8 rings**
- **9 mat**
- **10 dumb-bell**
- **11 skipping rope**
Grammar and usage

Introduction to attributive clauses

1. An attributive clause modifies a noun in the same way that an adjective or prepositional phrase does.

   - **Adjective:** the green team
   - **Prepositional phrase:** the team in green
   - **Attributive clause:** the team who are wearing green

2. Attributive clauses are usually introduced by relative pronouns like *which, that, who, whom* and *whose*, or relative adverbs like *where, why* and *when*. In the clause, these relative words usually function as the:

   - **subject**
     - The trees are behind the office building. They have lost their leaves. → The trees which are behind the office building have lost their leaves.
   - **object**
     - We saw the student just now. He is the best runner in our school. → The student whom we saw just now is the best runner in our school.
   - **predicative**
     - It used to be a small town. It is no longer a small town. → It is no longer the small town that it used to be.
   - **attribute**
     - She has a brother. I can’t remember his name. → She has a brother whose name I can’t remember.
   - **adverbial**
     - The school is in Shenzhen. He studied in the school. → The school where he studied is in Shenzhen.
David Holmes studied at our school from 2001 to 2004. He has recently returned from his studies in China. David was one of the most helpful students that we ever had. In 2004, he went to a university in London where he became interested in Chinese culture.

After graduating from university, he went to China to study Chinese at Beijing Language and Culture University. Two years later, he was able to speak fluent Chinese. Upon finishing his studies, he started travelling in China. Some of the cities in China which he likes most are Beijing, Shanghai, Harbin and Nanjing. In China he developed an interest in teaching English to Chinese students. Most of the students whom he taught have become his friends.

When he returned to Britain two months ago, he brought back from China many interesting books, dictionaries, paintings and photos. He donated most of them to our school library. Some of the books were gifts that he got from his Chinese friends and students. The paintings that David donated to the school are being shown in the exhibition room. Teachers and students at our school wish to thank David for his kindness.

Next month we will have our school open day. We have invited David to be one of our guest speakers. He will make a speech about his splendid experiences in China. The speech is going to be at 3 p.m. on 9 October. At the end of his speech, there will be 30 minutes for questions and answers. So, if you are interested in knowing more about China, you mustn’t miss the chance to meet David at the open day.

(Rachel Grey reports)
Relative pronouns: *that, which, who, whom and whose*

1 In attributive clauses, *that* and *which* are used to refer to things.
   - This is the story *that/which* we wrote for our storytelling competition.
   - All my classmates enjoyed the cake *that/which* I made.
   - The book *that/which* I borrowed from the library is very interesting.

TIP *That* is more usual and less formal than *which.*

2 In attributive clauses, we use *who* to refer to people.
   - I am going to see a friend *who* has just come back from the UK.
   - The girl *who* is the tallest in our class lives next door to me.
   - She was the teacher *who* taught us English Literature.

TIP We can also use *that* to refer to people, but it is less usual, e.g.,
   - *Do you know the man that is talking to Mike over there?*

3 When *who* is the object, it can be replaced by *whom.*
   - In this case, *whom* is more formal than *who.*
   - I don’t know the name of the teacher *who/whom* I saw in the computer room the other day.
   - The student *who/whom* we met at the school gate is from America.

4 We can leave out *who, whom, which* and *that* when they are the objects.
   - He likes the birthday presents (*that/which*) his friends gave him.
   - I’ll tell you something (*that*) I have heard.
   - The girl (*who/whom/that*) you have just seen is very good at English.

5 We use *whose* to mean possession. It usually relates to a person, but it can also relate to things.
   - I sat next to a girl *whose* name was Diana.
   - The club *whose* members are music fans meet in the school garden every Saturday afternoon.
Complete the following article about high schools in the USA using who, whom, which or whose.

There are several differences between high schools in the USA and high schools in China. For one thing, students (1) ________ study in the USA are in class only about twenty hours per week. The rest of the time (2) ________ they spend at school is used for independent study. With so much free time, students (3) ________ do not make good use of their time may not pass their exams. Students (4) ________ the teachers fail may have to take the classes again. For another thing, many courses are classes (5) ________ the students can study just for fun, but (6) ________ they do not have to take. Finally, students can often choose their classes and class times. Some courses are required, but the students can still decide the teacher (7) ________ class they wish to take. They can choose to take the class of a teacher (8) ________ they like or respect.

Read the following paragraph, and then complete the sentences below using attributive clauses. The first sentence is done for you as an example.

I am attending a new school. It is very large. It has many students. They are from different countries. We study Maths, English, Physics and many other subjects. I like English best. An American lady teaches us English, and I admire her most. I also like our History teacher very much. He is good at telling stories. They are very interesting. I have a good friend. Her name is Sally. We often go to the library together. It is a quiet and comfortable place.

1. The new school ________ I am attending ________ is very large.
2. It has many students ________________________.
3. English is the subject ________________________.
4. I admire most an American lady ________________________.
5. Our History teacher tells us stories ________________________.
6. I have a good friend ________________________.
7. The library is a place ________________________.
Task  Reporting school activities

Skills building 1: understanding a programme

A programme is a plan of activities to be done or things to be achieved. A programme usually includes:

- **Date**
  Dates in a programme are usually presented in short form to save space.
  For example:
  1st January → 1st Jan/1 Jan 3rd September → 3rd Sept/3 Sept

- **Day**
  Days refer to days in a week. They can also be presented in short form:
  Sunday → Sun  Thursday → Thur

- **Time**
  Time can be presented in several ways:
  9 a.m./09.00  4 p.m./16.00
  8.50 a.m./08.50  6.45 p.m./18.45

- **Place**
  There are many places for events or activities. For example:
  school hall  meeting room  7th Floor, Park Hotel

- **Event/activity**
  Events or activities are the most important part of a programme. For example:
  speech on Chinese history  art festival  sports meeting

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A famous scientist will visit several high schools. As a news reporter, you are asking him about his programme for next week. Listen to the scientist and circle the correct answer to each question.

1. When will the scientist go to Datong High School?

2. On what day will he go to Guanghua High School?
   A  Mon.  B  Tue.  C  Wed.

3. At what time will he go to Datong High School?
   A  9.30 a.m.  B  12.45 p.m.  C  6.00 p.m.

4. Which school will he go to on the evening of 23 Oct?

5. What will he do at Xiangming High School?
   A  Give a talk to the students.  B  Attend an important school meeting.  C  Go to a school concert.
Step 1: completing a timetable for a school programme

The headmaster is having a meeting with monitors of all classes. He is telling everyone about a programme of talks for next month. Listen and circle the correct words to complete the timetable below.

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Time</th>
<th>Place</th>
<th>Subject</th>
<th>Speaker</th>
</tr>
</thead>
<tbody>
<tr>
<td>13 Oct</td>
<td>Wed</td>
<td>(1) 3 p.m. / 4 p.m.</td>
<td>Room 404, Building 1</td>
<td>School life in the USA</td>
<td>Student from the USA</td>
</tr>
<tr>
<td>19 Oct</td>
<td>Tue</td>
<td>9 a.m.</td>
<td>Room 105, Building 2</td>
<td>Fighting pollution</td>
<td>(2) Science teacher / Scientist</td>
</tr>
<tr>
<td>21 Oct</td>
<td>Thur</td>
<td>2.30 p.m.</td>
<td>(3) Room 306, Building 4 / Room 396, Building 14</td>
<td>Staying in good health</td>
<td>Doctor</td>
</tr>
<tr>
<td>22 Oct</td>
<td>Fri</td>
<td>1.20 p.m.</td>
<td>Room 204, Building 3</td>
<td>(4) Famous football players / Famous football matches</td>
<td>Sports writer</td>
</tr>
<tr>
<td>(5) 25 Oct / 26 Oct</td>
<td>Mon</td>
<td>10.10 a.m.</td>
<td>Room 401, Building 2</td>
<td>Traffic safety</td>
<td>Policeman</td>
</tr>
<tr>
<td>29 Oct</td>
<td>(6) Wed / Fri</td>
<td>10 a.m.</td>
<td>Room 303, Building 4</td>
<td>Australian pop songs</td>
<td>Australian singer</td>
</tr>
</tbody>
</table>
Skills building 2: comparing information

We often make decisions by comparing information. Here are two suggestions:

1. Read all the information carefully before you make any decisions.
2. Make as many comparisons as you can. The more choices you have, the better your decisions will be.

Your teacher has received an e-mail from a friend asking her about a history book from your school library. She has found some information and asked you to compare it with the details in her friend’s e-mail. Read all the information and find the right book for her.

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Year</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dynasties of China</td>
<td>Prof Gu Yahui</td>
<td>2003</td>
<td>¥18.99</td>
</tr>
<tr>
<td>Chinese Dynasties</td>
<td>Dr Hu Lin</td>
<td>1999</td>
<td>¥18.95</td>
</tr>
<tr>
<td>Dynasties through the Ages</td>
<td>Prof Li Jun</td>
<td>2008</td>
<td>¥29.49</td>
</tr>
<tr>
<td>Chinese History</td>
<td>Prof Xi Wen</td>
<td>2008</td>
<td>¥18.25</td>
</tr>
<tr>
<td>The Rise of the Dynasties</td>
<td>Prof Gu Yahui</td>
<td>2009</td>
<td>¥18.34</td>
</tr>
<tr>
<td>History of China</td>
<td>Prof Brian Smith</td>
<td>1996</td>
<td>¥19.60</td>
</tr>
<tr>
<td>A Chinese Dynasty</td>
<td>Simon Barclay</td>
<td>2002</td>
<td>¥28.00</td>
</tr>
</tbody>
</table>

Dear Yang Yan

How are you? When I visited you last time, I read part of a splendid history book in your school library. Now I want to order a copy so I can finish reading it.

However, somehow I can’t remember the title. I only remember that it had the word ‘Dynasties’ in it. I forgot the price, but I remember it was below 20. I think it was a very recent book—written after 2007. It was written by a famous professor, but I have forgotten the name.

Could you please find the book for me?

Best wishes

David Brown
Step 2: reporting to your class teacher

A. Compare your class timetable with the programme on Page 13. To go to the talks, you can choose not to have Art, Class Meeting, PE or Self-study. Write down the subjects of the talks you can attend.

<table>
<thead>
<tr>
<th>Time</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thur</th>
<th>Fri</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.00—8.45</td>
<td>Chinese</td>
<td>Physics</td>
<td>English</td>
<td>Maths</td>
<td>Chemistry</td>
</tr>
<tr>
<td>8.55—9.40</td>
<td>Maths</td>
<td>Art</td>
<td>Chemistry</td>
<td>Physics</td>
<td>Chinese</td>
</tr>
<tr>
<td>9.40—10.00</td>
<td>Break</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.00—10.45</td>
<td>English</td>
<td>PE</td>
<td>Maths</td>
<td>English</td>
<td>Class Meeting</td>
</tr>
<tr>
<td>10.55—11.40</td>
<td>Geography</td>
<td>Biology</td>
<td>Politics</td>
<td>Chinese</td>
<td></td>
</tr>
<tr>
<td>11.40—1.20</td>
<td>Lunch</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.20—2.05</td>
<td>Physics</td>
<td>Maths</td>
<td>Chinese</td>
<td>History</td>
<td>English</td>
</tr>
<tr>
<td>2.15—3.00</td>
<td>Self-study</td>
<td>History</td>
<td>Computer Science</td>
<td>Self-study</td>
<td>Art</td>
</tr>
<tr>
<td>3.10—3.55</td>
<td></td>
<td>PE</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Talks that we can attend:

1. 

2. 

3. Staying in good health

4. 

B. Your class teacher is asking you about the talks that you have chosen for your class. Find a partner to be your class teacher and answer his/her questions. Take turns.

Class teacher: Ask your monitor the following questions:

1. When is the first/second/third/fourth talk for our class?
2. What is the subject?
3. Who is the speaker?
4. Where is the talk to be held?

Monitor: Answer your class teacher’s questions according to the timetable on Page 13 and the notes in Part A.
Skills building 3: writing a notice

A notice is a piece of paper which gives information before something is going to happen. It is usually put in a public place. When you are writing a notice, you should:

1. include the most important information, for example: **time**, **dates**, **events** and **person who is giving the notice**
2. only include the necessary information
3. make your notice clear and attractive

Below is a notice from the school library. Read it carefully and underline all the important information.

---

**Reader Notice**

Library closed: 15 to 17 September

We regret to inform you that our library will be closed next Wednesday, Thursday and Friday for the sports meeting. It will open again on Saturday (18 September) with new opening hours:

- Monday—Friday: 8 a.m.—6 p.m.
- Saturday & Sunday: 10 a.m.—5 p.m.
- Public holidays: closed

Thank you for your kind attention.

*Library*
Step 3: informing your classmates

Your class teacher has asked you to write a notice about the talks that your class will attend. Make sure that you include all the important information in Steps 1 and 2. Look at the notice on Page 16 to help you.

Notice

Talks in October

We are happy to inform you that

__________________________

__________________________

__________________________

__________________________

__________________________

__________________________

__________________________

__________________________

__________________________

__________________________
Project  Starting a new school club

If you could start a school club with your schoolmates, what club would you have?

Read the following articles written by two students before you read the outline on Page 19. They will give you some idea of what school clubs are like.

We have a radio club in our school. It is great because it is run by the students for the school. I am lucky as I am one of the hosts.

It was started two years ago. One day, I just began thinking about music for everyone, so I asked the headmaster if music could be played during break times. He approved the idea, and two years later I am in charge of the radio club as the oldest student member. Our club is much more than just music. Every morning we tell our schoolmates about the weather, recent news, and some special messages that the teachers want us to broadcast.

During exam time we have a special programme that tells students the things they should do for preparation. At the end of the school year, many students who are graduating use our club to give messages to their close friends and teachers.

When parents come to visit the school and talk to the teachers, we often play songs sung by students, and we also give messages to inform the parents of events such as outings and school plays.

I shall miss the radio club after graduation, but I know that it will continue without me. (Kate Jones)

Our school club ‘Poets of the Next Generation’ is a literary club that was started by our English teacher Mr Owen. We meet on the last Friday of every month to talk about poems and poets that we like. In the club meetings, we first select poems that we love, and then read them aloud. We also discuss poems in our meetings.

When I attended the first meeting, I was required to write a poem and I had to read it to the club. I was a little nervous at first, but everyone was so nice and friendly that I soon stopped worrying. I once read a poem about nature in the school courtyard. I chose an old tree and gathered everyone under it before I read. The club members said it was one of the best compositions they had heard. (Bob Shaw)
B Work in groups and follow the outline below to make a poster advertising a new school club.

Planning
• In your group, discuss what club you would like to start in your school. Every group member should suggest one, and then vote to decide which to choose. Have it approved by your teacher. Write the name of your club below.
  We would like to start ____________________________.
• Discuss the tasks listed below and decide who will do them. Write the names of your group members beside the tasks. (Remember, two or three people can work on the same task.)
  Research information: ____________________________
  Make the poster: ____________________________
  Present the poster: ____________________________

Preparing
• Members doing research need to find information about school clubs and posters.
  ■ Each member should answer the following questions:
    What does the club do?
    How does it attract new members?
    How does it help members achieve their goals?
  ■ Each member should pick one poster and answer these questions:
    What information does the poster provide?
    How does it attract people?
• You should meet to discuss the information found, and decide what you can learn from it. You should also come up with your own ideas.

Producing
• Group members who are making the poster will have to make use of the ideas from your research and discussion. Try to make the poster as attractive as possible.
• When the poster is done, each member should look it over carefully and give suggestions on its wording and design.
• The poster makers should improve the poster according to the suggestions of the other group members.
• Finally, the whole group should approve the poster.

Presenting
• Now it is time to present your poster to the class. Tell the class what is special about your club.
• Put your poster on the wall of your classroom. Have as many students sign up as possible. The group which gets the most new members wins the competition.
Self-assessment

A. Rank your confidence level with the following skills. Write 1 to 5 in each box. Then work out your percentage.

How confident are you of:
- skimming and scanning?
- reading a text for specific information?
- using the new vocabulary in the magazine article?
- discussing your daily school life?
- understanding vocabulary about school facilities?
- recognizing attributive clauses?
- using relative pronouns like:
  - that?
  - which?
  - who?
  - whom?
  - whose?
- understanding a programme?
- comparing information?
- writing a notice?
- making a poster for a new school club?
- playing different roles in group work?
- discussing your ideas in a group?
- selecting information to present your ideas?

B. If you are not confident about some of the items above, make an action plan so you can improve on them.
Welcome to the unit

Growing up can be difficult. Sometimes you may feel that the adults around you do not understand many of the problems you have. Look at the following pictures and answer the questions below.

1. Do your parents try to force you to do things you don’t like?
2. When you have a problem and want to talk to someone, who do you choose to talk to?
3. Can you describe an experience with your parents that was not pleasant?
Reading

A Read the following play quickly and answer these questions.

1 Who are the main characters in the play? ____________________________
2 Why do the parents get angry? ____________________________
3 What really happened to their dog, Spot? ____________________________

B Problems can happen when families do not discuss how they really feel. Read this play about a big fight in an American family.

Home alone

Act One
Mom and Dad arrive back from vacation a day earlier than expected. The curtains are closed and the living room is dark when Mom and Dad enter.

Dad: It's so nice to be home!

Mom: Yes, I can't wait to surprise the boys!

Suddenly the door opens and a soccer ball flies through the room. Eric runs in after it, followed by a big dog, walking very slowly.

Eric: Mom! Dad! You're back early! (looking around room, sounding frightened) But, but ... you weren't supposed to come home until tomorrow!

The dog slowly walks to Mom and Dad.

Mom: (bending to touch dog) Eric, he's so tired and hungry! (looking at table) The money for dog food is gone, but Spot looks like he is starving! What did you do with the cash we left?

Dad: And look at this room—garbage all over the place! Where is your brother? (shouting angrily) Daniel!

Daniel: (running into room) Mom, Dad, I can explain ...

Dad opens the curtains and light comes into the room. The room is in a mess, with pizza boxes on the floor and dirty dishes in the sink. In the corner, there is a garbage can around which are pieces of garbage and waste paper.

Mom and Dad both turn towards Daniel.

Dad: (sounding very angry) Listen to me, young man—we left you in charge! We thought you could act like an adult, but look at the mess! I don't know why the house is so dirty ...

Mom: Daniel, we thought you were an adult, a person who would make good decisions ...

Dad: How can we trust you any more? We won't tolerate such behavior in our house!
Daniel: (shouting) Stop shouting at me. I’m still a teenager! Why is everything always my fault?

Daniel runs into his bedroom and shuts the door angrily. Mom and Dad look at each other as lights go out.

End of Act One

Act Two, Scene One

Daniel and Eric’s bedroom. Eric sits on his bed. Daniel has his arms crossed and looks upset.

Daniel: They never even gave me a chance to defend myself. I hate them!

Eric: You don’t hate them. I can tell them we had an emergency. Then they won’t be mad any more.

Daniel: No, don’t tell them anything. Anyhow, they didn’t trust me. They don’t deserve an explanation. Let them think what they want.

Eric: But Daniel, if they knew that Spot was sick and that we used the money to take him to the clinic ...

Daniel: And that we spent all of yesterday waiting there for him, and that is why we had no time to clean the house ... but no, Eric, why didn’t they ask me what happened instead of shouting at me?

Act Two, Scene Two

Mom: Do you think we were too hard on Daniel? Perhaps there is a reason why the house is a mess ...

Dad: Maybe, but now that he has been so rude to us, I feel like we have to punish him or he won’t respect us.

Mom: Oh, why does this have to be so difficult?

Mom sighs.

End of Act Two

**Reading strategy: reading a play**

Reading a play can be very different from reading a normal text. Most of a play is in the form of a dialogue—this is because plays are written to be spoken aloud. Writers also use different styles of speech. For example, in Line 15, Dad says, ‘Garbage all over the place!’ instead of the more correct, ‘There is a lot of garbage lying around the room!’

To really understand a play, you should read the dialogue aloud. Remember to pay attention to the instructions such as ‘shouting angrily’ and ‘sounding very angry’.
C1. Read the sentences below and decide which ones are true (T) and which ones are false (F) according to the play. Circle your answers.

1. The boys do not expect their parents to come back so early. T / F
2. Spot, the dog, looks full of life. T / F
3. Daniel's parents still think of him as an adult. T / F
4. Eric does not want to explain to their parents. T / F
5. The boys did not clean the house because they went to the clinic. T / F
6. The mother thinks the father should be stricter with Daniel. T / F

C2. Read the play again carefully and answer the following questions.

1. What are the boys doing when their parents come home?
2. How does the room look when the parents arrive home?
3. Why are the parents angrier with Daniel than with Eric?
4. What is the emergency that Eric wants to tell his parents about?
5. What does the father want to do with Daniel?

D1. Match these new words and phrase from the play with their meanings. Write the correct letters in the blanks.

1. frightened (Line 9) _______ a. mistake
2. starve (Line 14) _______ b. take in and then let out a long, deep breath when you are tired or sad
3. fault (Line 30) _______ c. be strict with
4. deserve (Line 42) _______ d. afraid
5. be hard on (Line 51) _______ e. be very hungry
6. sigh (Line 56) _______ f. earn something because of how you acted

D2. Daniel's dad came to talk with him. Replace each underlined word or phrase with a word which has a similar meaning from the play. Write your answers in the blanks.

We didn't think that you would let the house get so dirty. There was (1) rubbish everywhere. It is really bad, worse than ever before. Your (2) actions this morning made me think of you as a child, and not a real adult. Mom and I were very angry because the house was in a mess, and you were (3) not polite when you ran to your room and shut the door. Being a (4) young person is no excuse for you to act so badly. I am afraid that we cannot (5) allow this. You must stay home every night for a week, and there will be no TV or using the computer either.

(1) _______ (2) _______ (3) _______ (4) _______ (5) _______
Read Daniel’s conversation with his mother, and write the correct words in the blanks.

anyhow
emergency

explanation
defend

supposed
cash

clinic

Mom: Daniel, I need to talk to you. Dad and I realize there is probably a good (1) ____________ for everything, but you are not (2) ____________ to act that way.

Daniel: Mom, I’m sorry, but I was so angry! Why didn’t you just ask what happened?

Mom: Well, we were angry too. Remember, you were in charge, but the house was in a mess and it looked like you spent all of the (3) ____________ on pizza instead of dog food. Do you have anything to say to (4) ____________ yourself?

Daniel: Spot was sick, Mom. We had to use the money to take him to the (5) ____________, We stayed there and waited all day. That’s why we didn’t have time to clean the house.

Mom: (6) ____________, next time we are on vacation, if you have an (7) ____________ like this you should call us.

Discuss these questions with a partner. Use the following conversation as an example.

What do you usually argue about with your parents?

My poor marks. They want me to study harder at school.

We argue about how much time I spend playing computer games. What about you?

My parents and I argue about that too.

1 Have your parents ever asked you to make important decisions?

2 What do you think is the biggest cause of problems between parents and teenagers?

3 What do you usually do when you have a problem with your parents?
**Word power**

**American English vs British English**

American English and British English differ in many small ways. All English speakers understand each other, but it is helpful to know about some of the differences.

| Grammar |
|--------------|-----------------|
| **American** | **British**     |
| Sam just went home. | Sam's just gone home. |
| That skirt fit badly. | That skirt fitted badly. |
| Hello, is this Wang Li? (on the phone) | Hello, is that Wang Li? (on the phone) |
| I live on Zhenning Road. | I live in Zhenning Road. |
| Call me at 5555 5678. | Call me on 5555 5678. |

| Vocabulary |
|-----------------|-----------------|
| **American** | **British** |
| pants | trousers |
| candy | sweets |
| garbage | rubbish |
| soccer | football |
| vacation | holiday |
| restroom/bathroom | toilet/WC |

| Spelling |
|-----------------|-----------------|
| **American** | **British** |
| center | centre |
| color | colour |
| traveler | traveller |
| behavior | behaviour |
| organize | organise/organize |
| program | programme |

Use the information from above to change the underlined words and phrases from American English to British English. Then, practise the new dialogue with a partner.

**Li Hua:** Hello, (1) is this ___________ Dai Jun?

**Dai Jun:** Yes. Hi, Li Hua, how are you?

**Li Hua:** I'm OK now, but I just had the worst morning ever!

**Dai Jun:** What happened?

**Li Hua:** I went to the shopping (2) center ___________ near Huaihai Road, to change the new shoes I bought, the ones that (3) fit ___________ badly, for bigger ones. One saleswoman was in the (4) bathroom ___________ and the other was watching a TV (5) program ___________. Neither of them would help me! Finally, I got help, but they only had the shoes in a (6) color ___________ I didn’t like. When I asked to see the manager, they told me, ‘Oh, sorry, (7) she just went home ___________.'

**Dai Jun:** What a terrible shop! What did you do?

**Li Hua:** They gave me a number to phone the manager (8) at ___________, so I called when I got home. Now I feel a bit better, but I still don’t have new shoes!
Colloquialisms

A colloquialism is an informal expression used in spoken English. Colloquialisms are often used in conversations.

A Read these colloquialisms and look at the matching pictures. Choose the correct meaning for each one from the box below.

| 1 | joke with someone | 2 | something easy to do |
|   | boring/afraid to have fun |   | listening carefully |

1. Don’t worry. It’s a piece of cake!
2. Don’t be a wet blanket. Have some fun!

3. Go on, tell me. I’m all ears.

B Guess what the following italicized expressions mean and then look them up in a dictionary.

1. Mrs Black’s garden is the best in our town. She really has green fingers.
2. He makes every decision in our company. He is the top dog.
3. Why did you give her the cold shoulder? You are good friends, aren’t you?
4. I wish I had brought my umbrella. It’s raining cats and dogs.
5. Football is just not my cup of tea—I like playing volleyball.
Grammar and usage

Preposition + which and preposition + whom

1 We use a preposition to begin an attributive clause when the relative pronoun (which or whom) is the object of the preposition.

We could expect good decisions from you. We thought you were such a person. →
We thought you were a person from whom we could expect good decisions.

You were to buy dog food with the money. The money is gone. →
The money with which you were to buy dog food is gone.

2 In informal English, the preposition is usually at the end of the attributive clause.

The Maths teacher is the person whom I got an ‘A’ from.
Literature is a subject which I know little about.

3 If the preposition is at the end of the attributive clause, whom and which can be replaced by that, and whom can also be replaced by who.

Dad is a person whom/that/who I can easily talk to.
Is this the play which/that you were talking about just now?

4 We often leave out which or whom in an attributive clause when the relative pronoun is the object of the preposition and when the preposition is at the end of the attributive clause.

The subject which Eric is interested in is Physics.
Daniel is the person whom I want to make friends with.

5 We use that or in which to begin an attributive clause after way. In this case, that or in which can also be left out.

We had a good laugh over the strange way (that/in which) Matt solved the problem.
I didn’t like the way (that/in which) she talked to me.
The way (that/in which) he teaches English is interesting.
A  Match each sentence with an ending. Write the correct letters in the blanks.

1. The park is a place _______ a. with whom I can discuss my homework.
2. My mother is the person _______ b. with which I wanted to buy a new T-shirt is gone!
3. The money _______ c. to which I often go.
4. My cousin is a person _______ d. from whom I got money to buy my new shoes.
5. Football is the sport _______ e. from which I get a lot of fun.
6. Family fights are the things _______ f. with whom I stayed when I was young.
7. My grandparents are the people _______ g. in which the main character is a musician.
8. This is the book _______ h. about which I feel upset.

B  Look at the following pictures. Complete each sentence using an attributive clause.

1. I know very little about art. Art is something _________________.
2. I bought my favourite dress in this shop. This is the shop _________________.
3. I told you about this photo last week. This is the photo _________________.
4. I got the cup from the headmaster. The headmaster is the person _________________.
5. We learnt how to write with brushes from Mr Ma. Mr Ma is the person _________________.

29
Relative adverbs: when, where and why

1 We often use the relative adverb when to begin attributive clauses after nouns like time, moment, day, season and year.

   Do you remember the day when we left you in charge?
   I often think of the moment when I first saw her.
   I remember the time when Eric won that speech competition.

2 We often use the relative adverb where to begin attributive clauses after nouns like place, house, city, country and world.

   The police searched the house where the terrible accident happened.
   Mike wants to work in a country where there are a lot of forests.
   Is Shanghai the city where he was born?
   This is not a family where bad behaviour can be tolerated.

3 We use the relative adverb why to begin attributive clauses after reason.

   I don’t know the reason why the house is so dirty.
   I won’t listen to the reason why you didn’t do your homework.

4 In more formal English, where, when and why can sometimes be replaced by a preposition + which.

   The study is the place where/in which I often have talks with my father.
   This is the reason why/for which my parents got home earlier.
   It rained the whole day when/on which he travelled with his family.
Read the following conversation between two friends outside the library. Fill in the blanks using the words and phrases from the box below. More than one answer is possible for each blank.

when  why  where
for which  on which  in which

Rose: Sorry, I can’t go to the cinema with you after school tomorrow.

Steve: That’s too bad!

Rose: I asked my mum. I don’t know the reason (1) ____________ she said I can’t go.

Steve: That’s OK. My mum also said no. She told me that school hours are the time (2) ____________ I can see my friends. After school, it is important to spend time with the family.

Rose: My mum often says things like that too. She always wants me to stay home with her and my dad, or to go to visit my grandparents with her. But the village (3) ____________ they live is very boring! When we visit them, there is nothing for me to do.

Steve: I used to think that my grandparents were very boring too, but I don’t now. In the past, I just watched TV the days (4) ____________ I visited them. Then I learnt that my grandpa was a good artist when he was young. These days my grandpa often gives me painting lessons. That is the reason (5) ____________ I like to visit them now.

Rose: Wow, that’s really interesting!

Steve: Yes. They say that home is the place (6) ____________ our hearts should be, and I guess that’s true ... I still wish we could go to the cinema tomorrow though!

Rose: Me too. Oh, it’s dinner time. I have to go.

Steve: Bye! See you at school tomorrow.

Rose: Bye!
Task  Writing a letter of advice

Skills building 1: asking for and giving advice

1 When asking for advice, you should keep these points in mind:
   - State the problem clearly and give only the necessary information.
   - You should ask clearly for help. This is often done using modal verbs, such as can or should:
     - What can/should I do?
     - How can/should I ...?
     - Should I ...?

2 When giving advice, you should keep these points in mind:
   - You can ask questions to make sure you fully understand the problem.
   - Before you give advice, it is often good to show sympathy to the person you are talking with:
     - I'm sorry to hear that.
     - I hate it when that happens!
     - I know just what you mean!
   - Advice often uses modal verbs such as should or must, phrases such as make sure, or imperatives:
     - You should/must talk to your mother about this.
     - You must make sure to study hard for the exam.
     - Eat plenty of vegetables!

Listen to five people asking for advice. What problems are they asking advice for? Complete the sentences below with words from the recording.

Notes

1 His best friend has just started playing on the school ___________ team and seldom has time to see him. He feels quite ___________.

2 Her father wants her to study maths and ___________ and work in a big company when she grows up. But she wants to be an ___________.

3 His daughter just ___________ to do anything he tells her any more.

4 His father never ___________ to anything he says. Then his father ___________ at him when he doesn’t listen to him.

5 She has an ___________ tomorrow. She's feeling ___________ and can’t go to sleep. It makes her very upset.
Step 1: listening to a radio programme

Listen to a radio talk show and write the names of the callers in the blanks below.

Christina
Adam

Shirley
Richard

William
Jane

NOTES

1. Invite your mum to ____________ you doing the things you like.
2. Be ____________. However, let her know you are glad that she ____________ of you.
3. Tell your grandma how you ____________.
4. Join a ____________ team. You’ll feel better and your father will stop ____________ you.
Skills building 2: reading for the main point

The most important part of reading is to be able to understand the main point. Often only a few words are used to make the main point, and the rest of the writing is supporting information. Good readers learn to quickly get the main point of what they read.

Read the diary entries below. Underline the main point of each entry.

16 October
Today has been a great day! I’m so excited! Mum and Dad bought me a bicycle. It is splendid! Now I can ride my bicycle to school instead of waiting so long for the bus. I know it was a little bit expensive, but they said that is OK because they are proud of me for being so hardworking and getting good marks at school.

20 October
I’m very tired today. We had a Maths test at school. It was very challenging. I studied a lot yesterday and stayed up very late. I didn’t feel very well this morning. But I still think I did a good job in the test. I hope so! I’m afraid if I did badly. Mum and Dad may regret that they bought me such an expensive bicycle. My friends say that I should not worry, but, anyhow, I’m still nervous about my results.

22 October
I failed the Maths test! I’m so upset. I don’t know how to tell Mum and Dad. I don’t understand—I studied so hard! How can this happen? I don’t know how to handle this ...

23 October
All that worry was for nothing. I’m very happy today! I didn’t fail my Maths test after all. Miss Xu made an error and mixed up my results with someone else’s! In fact, I got one of the top scores in the class. I’m glad to know that Mum and Dad can still be proud of me.
Step 2: reading a letter asking for advice

An advice column in a magazine received the following letter from Liu Zhen. Read the letter, and then answer the questions below.

Dear Dr Fang

I am writing to ask for some guidance about my 15-year-old son. At the moment, he refuses to do almost anything his mother and I ask him to do. He is our only child and we treat him very well. His grandparents buy him many things, and yet he is still rude to them. He refuses to spend time with us or do as we tell him. Sometimes he acts as if he doesn’t love us at all.

Recently, he has been refusing to do his homework, and instead insists on wasting his time watching DVDs and listening to foreign music. I cannot understand that music, and I don’t like it. He also spends too much time in Internet cafes, where he either plays games or chats on the Internet. He is wasting valuable time during this important period in his life!

What am I to do? At present, to prevent upsetting his mother with an argument, I am allowing him his freedom. However, I am worried that if I keep allowing him to do what he wants, he may fail at school, or worse.

How can I help my son without harming our relationship?

Best regards

Liu Zhen

1. What is Liu Zhen’s main point in Paragraph 1?
2. How do the boy’s parents and grandparents treat him?
3. What is Liu Zhen’s main point in Paragraph 2?
4. Why does Liu Zhen tolerate his son so far?
5. What is Liu Zhen afraid that his son will do?
6. What is the main piece of advice that Liu Zhen is looking for?
Skills building 3: planning a letter of reply

Whenever you receive a letter asking for advice, it is important to plan what you are going to write. This will help you understand what to write and how to write it. With planning, your letter will be much easier to write, and more useful. Here are some suggestions to help you in your planning.

- Find the main points of the letter asking for advice.
- Answer each of these points directly.
- Do not give advice for points not discussed in the letter.
- Offer comfort and support. Do not find fault with the person you are writing to.
- Use modal verbs such as should or must, phrases such as make sure, or imperatives to give your advice.

The following letters of advice were written in reply to Liu Zhen’s letter in Step 2. Compare the two letters with the suggestions above, and then discuss with your classmates which letter is better and why.

Dear Liu Zhen

What kind of parent are you to allow your son to be rude to his grandparents? You must be a terrible father! Shame on you!

As for the foreign music, I guess it depends upon what kind of foreign music he is listening to. Some kinds of foreign music, such as rock, are really terrible. However, if he is listening to pop music, maybe it would not be so bad.

It is also foolish of him to eat so many sweets. It seems that every teenager these days is eating too much dessert and drinking too much soft drink. You can allow him to eat normal food, like an adult.

Best regards

Dr Fang

Dear Liu Zhen

Many parents find that their children do not listen to them. This is a common problem that is a result of growing pains. Be patient. Most children soon grow out of this time.

I agree that your son needs to keep up with his studies, because this will influence the rest of his life. You should insist that he do his homework.

Take your son to a restaurant he enjoys, and have a quiet talk with him. Try to find out why he is acting this way. You should be prepared to listen to him and hear his side of the story.

Both being a teenager and being a parent can be very difficult. However, don’t give up. With a little bit of patience and communication, many of these problems can be solved.

Best regards

Dr Fang
Step 3: writing a letter of advice

A  Read the following letter from Liu Zhen’s son, who is asking for advice about his father.

Dear Dr Fang

I read your magazine every month. I myself am a teenager, almost 16, and have some problems at home that I hope you can help me with. The main problem is that I can’t get along with my father. Whenever I want to do something or suggest an idea, such as a restaurant we can go to for dinner, he doesn’t listen to me. Then, when I refuse to listen to him, he shouts at me angrily.

He and my mother always make me do things I don’t like, such as playing the piano and doing housework. Then, whenever I have some spare time and want to be alone, they call me selfish and distant!

My father gets annoyed if I play foreign music. Also, every time I watch a DVD he sends me to bed or tells me to spend more time studying. He even forbids me from chatting with my friends in the Internet cafe!

I love him a lot, but I don’t understand why he is so hard on me and will not respect the things I want to do. He was once a teenager—he should understand me better than he does.

Best wishes
Liu Xiaowei

B  Write a letter of advice to Liu Xiaowei. Use the skills you have learnt in Steps 1 and 2, and the second example from Skills building 3 to help you.

Dear Xiaowei

Many teenagers have difficulty getting along with their parents. 

Both being a teenager and being a parent can be very difficult. However, don’t give up. With a little bit of patience and communication, many of these problems can be solved.

Best wishes
Dr Fang
A great thinker once said, ‘Know yourself.’ How much do you know about the time period you are going through? You may be surprised by what you know, and by what you don’t know.

Before you write your report on growing pains, read the following article. It will help you understand what growing pains are all about.

Growing pains

Many teenagers feel lonely, as if no one understands them and the changes they are going through. Day by day, everything seems different, yet the same. Life never seems to be going fast enough; yet, in other ways, like a race car, life seems to be rushing too fast and even going out of control. Has anyone else ever felt this way?

These feelings are a common part of adolescence—the time of life between child and adult. And, though it may sometimes be difficult to believe, you are not alone—every adult has gone through adolescence, and your friends are going through it right now along with you. It is common for teenagers to feel lonely and misunderstood. These feelings can be thought of as growing pains—the difficulties that teenagers face as they grow to adults.

As teenagers grow, it is normal for them to become confused with the changing world both inside and outside of them. During adolescence, teenagers go through great physical changes. They grow taller and their voices get deeper, among many other developments.

Along with these physical changes, there come many psychological changes. Boys and girls tend to be different in this regard. Many boys become risk-takers—they want to find their own limits and the limits of the world around them, but may not have the wisdom to make good choices in their behaviour. At the same time, girls often want someone—anyone—to talk to, as they try to deal with their strong feelings.

In the social world, as teenagers get older, they struggle to depend on themselves. They may badly want and need their parents’ love, yet feel distant; they may want to be part of the group, yet desire independence. Since teenagers have difficulty balancing these needs, they often question who they are and how they fit in society.

The good news is that these kinds of growing pains do not last. In the end everything turns out OK—the teenager becomes a healthy adult, and this period of change and challenge is traded for the changes and challenges of grown-up life.
Work in your group to write a report on growing pains. Below are some steps for you to follow.

**Planning**
- The article lists three different kinds of growing pains: physical, psychological and social. In your group, discuss the following questions.
  - Which kind of growing pain causes teenagers the most anxiety? Why?
  - Which kind of growing pain is the least understood by teenagers?
  - Which kind of growing pain most interests your group?
- Are there any other things that can be called growing pains? For example, pressure related to study or worry about money.
- Decide which kind of growing pain your group wishes to do a report on.
- Give roles to each group member and write their names beside the tasks below. (Remember, two or three people can work on the same task.)
  - Research __________________________
  - Write an outline of the report __________________________
  - Write the report __________________________
  - Provide art work for the report __________________________

**Preparing**
- Members doing research need to look to these resources for information:
  - books in the library
  - magazines
  - the Internet
  - experts (health teachers, doctors, etc.)
- Those writing the outline need to make a draft and have it approved by the other group members.
- Those providing art work need to decide what kind of art work (photos, pictures, graphs, etc.) would help explain the information in the report.

**Producing**
- Group members who are writing the report need to follow the outline.
- Those providing the art work need to either find art work that can be used or produce it themselves.
- All members need to check the draft before the writers can make a final version. The final version has to be approved by the whole group.

**Presenting**
- Choose one member to read the report in front of the class.
- Answer any questions your classmates may have about your report.
- Put your report on the wall of the classroom for your classmates to read.
Self-assessment

A Rank your confidence level with the following skills. Write 1 to 5 in each box. Then work out your percentage.

How confident are you of:

- reading a play?
- correctly following instructions in a script?
- using the vocabulary you learnt in the play?
- discussing your ideas about teenage problems?
- choosing between American English and British English?
- understanding colloquial language?
- beginning an attributive clause with:
  - preposition + which?
  - preposition + whom?
- using relative adverbs like:
  - when?
  - where?
  - why?
- asking for and giving advice?
- listening to a conversation in English?
- reading for the main point?
- reading a letter?
- planning a letter of reply?
- writing a letter of advice?
- giving a report to your classmates?

B If you are not confident about some of the items above, make an action plan so you can improve on them.
Looking good, feeling good

In this unit, you will
◆ read three e-mails about health and beauty and a magazine article about healthy eating and exercise
◆ listen to a radio advertisement
◆ discuss methods of staying healthy, and interview classmates about exercise
◆ write an e-mail encouraging a friend
◆ make a booklet on keeping fit

Welcome to the unit

Everyone wants to be healthy and attractive. Everyone wants to feel good and look good. Look at the pictures and discuss the questions below with your partner.

1. Can we change our looks by wearing different clothes? Why?
2. Which do you think is more important, eating well or doing exercise?
3. What do you do to keep yourself looking good and feeling good?
**Reading**

A. *Read the three e-mails below quickly and answer these questions.*

1. Where does Amy come from?
2. What kind of pills did Amy take?
3. Can you guess the two possible meanings of the title?

B. *People sometimes worry about how they look. Read the three e-mails between Zhou Ling and her friend Amy.*

---

1. **Hi Zhou Ling**
   
   How are you? I haven’t heard from you for weeks. Is everything OK with you?
   
   Do you still go to the gym every day? I used to go to the gym three times a week, but I don’t work out any more. I know another way to stay slim. Looking good is important to women, isn’t it? Most young women want a slim figure these days, especially here in Canada. I’m trying to lose weight because I’m so ashamed of my body. Since I’m preparing to act in a new TV show, I’m taking weight-loss pills called Fat-Less, which are quite popular among young women here. I hope to lose at least 10 kilograms. I take two pills a day and don’t need to exercise.
   
   The pills really work! I’m becoming slimmer and slimmer. I’ve lost 7 kilograms in the last two months. However, sometimes I don’t feel so energetic. My mother, who you met last year, keeps telling me not to take them because they are dangerous. She says health is the most important thing, and I agree, but then I look so slim at the moment.
   
   Write soon!

   Love

   Amy

---

2. **Dear Zhou Ling**
   
   Things change so quickly! I’m now in hospital recovering from liver failure. I regret taking those weight-loss pills. They contain a harmful chemical that caused my liver to fail. The pills were going to completely destroy my liver if I continued taking them. My mother insisted on sending me to the hospital, where I received good medical treatment.
   
   It was a really painful experience, but I’m feeling better now. I follow my doctor’s advice and exercise for at least half an hour every day (but I seldom go to the gym!),
and eat lots of fruit and vegetables. People should look after their bodies. My mother is right: don’t damage your health for a slim and attractive figure. It isn’t worth it. We shouldn’t be ashamed of the way we look, should we?

I hope to hear from you soon.

Love

Amy

Dear Amy

My computer was broken so I couldn’t read your two e-mails until today. I’m so sorry to hear about your problem, but I’m glad you’re feeling better and are recovering.

You’re right. We shouldn’t be embarrassed about our weight. I think you look great as you are, and you’re a wonderful person. I know that the pressure to stay slim is a problem, especially for an actress. However, your mother knows best: nothing is more important than health.

It’s the same in China—many people, some of whom are not overweight at all, are always going on a diet or taking weight-loss pills, which are often dangerous. I hope they can learn from your story.

Love

Zhou Ling

Reading strategy: understanding sentences with ‘however’ or ‘but’

You may come across ‘however’ or ‘but’ between two sentences while you are reading. When you see these two words, you can guess that the following sentence will say something different to what has just been expressed.

An example of ‘however’ is ‘I’ve lost 7 kilograms in the last two months. However, sometimes I don’t feel so energetic.’ (Lines 10–11)

An example of ‘but’ is ‘I’m so sorry to hear about your problem, but I’m glad you’re feeling better and are recovering.’ (Lines 32–33)

A good rule to help you understand better is: the feeling expressed before ‘however’ or ‘but’ and the feeling after them are usually opposite.
C1  Read the three e-mails again carefully and then choose the best answers. Mark your answers by circling the letters.

1  According to Paragraph 2 in the first e-mail, Amy is an actress, _______.
   A  who often exercises
   B  who wanted to lose weight
   C  who became ill
   D  who ate little

2  Why did Amy decide to take weight-loss pills?
   A  She was overweight.
   B  She was having health problems.
   C  Her clothes did not fit.
   D  She wanted to become slimmer.

3  The pills did great harm to Amy's _______.
   A  heart
   B  lungs
   C  liver
   D  eyes

4  What does Amy do now in order to recover?
   A  She goes to the gym every day.
   B  She does exercise and eats healthy food.
   C  She stays in bed all day.
   D  She takes a lot of medicine.

5  Zhou Ling, Amy's friend, _______.
   A  did not want to read Amy's e-mails
   B  was sorry to hear about Amy's problem
   C  thinks Amy should lose weight
   D  thinks diets and weight-loss pills are necessary

6  Amy's experience is _______.
   A  an interesting one
   B  caused by her family
   C  like that of some people in China
   D  a problem only for actresses

C2  When you write an article, a letter or an e-mail, there is usually at least one main point that you want to talk about. Can you find the main point of each of the three e-mails? Write one or two sentences in each box to describe the main point of each e-mail.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Main point</th>
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<tbody>
<tr>
<td>1  Dying to be thin</td>
<td>In order to lose weight, Amy takes weight-loss pills and becomes slimmer and slimmer.</td>
</tr>
<tr>
<td>2  Recovering</td>
<td></td>
</tr>
<tr>
<td>3  Re: Recovering</td>
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</tbody>
</table>

D1  Find the following words in the three e-mails and decide what they refer to.

1  them (Line 12) ________  3  problem (Line 33) ________
2  that (Line 19) ________  4  they (Line 40) ________
Match these new words from the e-mails with their meanings. Write the correct letters in the blanks.

1. slim (Line 5) _______  a. feeling bad about oneself
2. ashamed (Line 6) _______ b. become well again
3. energetic (Line 11) _______ c. thin and attractive
4. recover (Line 18) _______ d. active and full of life
5. treatment (Line 22) _______ e. something that is done to make a patient feel better

A reader wrote a letter to a magazine about health. Choose the correct words and phrases from the box to complete the letter.

go on a diet  embarrassed  overweight  attractive
work out  damage  failure  figure

Dear Dr Health

I am very (1) _______. Since people often laugh at me behind my back when I ride the Underground or go for a walk, I am (2) _______ and do not like going out any more. Certainly, I do not feel comfortable going to the gym to (3) _______. Instead, I prefer to exercise at home, and it seems that I am always (4) _______. However, no matter what I do, my efforts to lose weight always end in (5) _______.

In truth, my friends say that I am an (6) _______ girl just the way I am, and that I should not worry at all about my waist or my (7) _______. However, I do worry that my weight might (8) _______ my health. I’m not sure whether I should take weight-loss pills. There is news about a Canadian actress who suffered liver failure because of taking those pills.

What do you think I should do?

Best wishes

Guo Xilin

Discuss these questions with a partner. Use the following conversation as an example.

1. Do you think pictures of film stars and models cause young people to worry about their looks? Why or why not?
2. What do you think is the best way to keep healthy? Why?
Word Power

Types of sports

A  Zhou Ling is writing in her diary. She is thinking of school clubs she could join.

Tomorrow is the open day for the sports clubs at school. There are many new clubs. Now that I am in senior high, I could join clubs like the shooting club or the gymnastics club. I was never very good at these two sports. So maybe I will choose the kung fu club. Hmm, maybe I don’t want to get hurt. I think I would like to join the dancing club as I quite like dancing. There is also the ping pong club. What about baseball or golf? Some people are playing these new sports now in China. It may be fun. Oh! I really don’t know which sport to choose. I will decide tomorrow.

B  Zhou Ling has a book about different sports to keep fit and have fun. Look at the page below. Which sports would you like to play?
Hi George

I’m very happy to hear that you have a long holiday coming up. You must be very excited. Since you asked, here are some sports you can do to keep busy and stay in shape.

If you want to have some fun with your friends, you could try (1) ________, volleyball, (2) ________, or (3) ________. The last one is not popular in China, but I know lots of Canadians and Americans like it. It sounds fun. These are all good team sports that will help you meet lots of people.

If you like sports that you can do on your own, then try dancing, (4) ________ or (5) ________. Some of these are very tiring, though.

Of course, maybe you just want to have some fun and exercise with only one of your friends. How about trying (6) ________, (7) ________, (8) ________, or fencing? There are so many sports you can do. I’m sure you can’t try them all even with a long holiday.

Your friend
Zhou Ling

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Some sports are usually done indoors, while others are done outdoors. Put the names of these sports into the correct column, and think of three more for each category.

<table>
<thead>
<tr>
<th>boxing</th>
<th>beach volleyball</th>
<th>fencing</th>
<th>gymnastics</th>
<th>skating</th>
<th>baseball</th>
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47
Grammar and usage

Non-restrictive attributive clauses

1 A non-restrictive attributive clause adds extra information to the main clause of a sentence. There is usually a comma before it.

Amy, who took weight-loss pills, now realizes that health is important.
My cousin, whose body is slim, still wants to lose some weight.
I’m taking some weight-loss pills, which are quite popular here.
My pills are in the bedroom, where I always keep them.
We’ll put off the outing until next month, when Amy feels better.

2 We can use which to refer to the main clause as a whole.

He missed the show, which was a great pity.

3 We can use all/some of + whom/which to talk about part or all of something.

I am doing different types of exercises, all of which are quite helpful to my health.

Many people, some of whom are not overweight, are going on a diet.

Join each pair of sentences to form one sentence, using one of them as a non-restrictive attributive clause with who, whom, whose, which, where or when.

1 Amy is an actress. She is Zhou Ling’s friend.

2 The doctors at the hospital tried their best to save Amy. Amy spent about two months in that hospital.

3 Amy eats lots of fruit and vegetables. All of them are good for her health.

4 Amy sometimes goes for a walk in the afternoon. It is fine and warm in the afternoon.

5 My uncle is an engineer and is working in Beijing. I told you about him yesterday.

6 Mike has decided to visit the Great Wall next month. His hobby is travelling.
Below is a message and some replies that were posted on a health website. Complete them with who, whose, which, where or when.

Hi there
I have a good friend, (1) ____ is really thin. Yet he wants to become a great athlete. Every week he goes to the gym, (2) ____ he exercises and lifts weights. But the fact is that it does not work, (3) ____ makes him unhappy.

Now he is considering taking some pills, (4) ____ he thinks will help him become stronger. Does anyone know if it's safe to take these pills?

Chris

Hi Chris
I think going to a gym is a good way to keep healthy and strong. If your friend wants to be stronger, he should try to go there more often.

Yes, there are some pills to make you look strong. However, they have side effects, (5) ____ will damage your health. After your friend taking this kind of pill for some time, his hair might fall out or he might have health problems, some of (6) ____ may even affect his liver or heart. Some athletes, (7) ____ achievements were great, died very young because they took this kind of pill. I don't think your friend should take the risk.

Tell your friend not to take the pills because he may have health problems in the future, (8) ____ it is too late.

Jeff

Hello Chris
I just read your post and would like to tell you about my brother, (9) ____ had the same problem as your friend. You didn't mention how old your friend is, but when my brother was about eighteen years old, he was quite thin.

At that time, there were some new pills in the shops, so he tried them. However, they didn't make my brother's hair fall out. By the way, do you know which pills your friend is thinking of taking? Whose idea was it to take them? Be careful where you get them from, because the pills that my brother took made his hair turn grey.

My brother, (10) ____ is now twenty-four, is still thin, but at least he's healthy.

Jonathan
Question tags

Question tags are short questions that come at the end of statements. They are often used in spoken English to start a conversation, to ask for information in a polite way, or to ask someone politely to do something. We use them to ask for agreement or confirmation.

Asking for agreement

When we use a question tag to ask for agreement, we expect the other person to agree with us. Used for this purpose, the question tag has a falling intonation.

You still go to the gym every day, don’t you?

Asking for confirmation

When we use a question tag to ask for confirmation, we are asking about something we are not sure about. Used for this purpose, the question tag has a rising intonation.

You still go to the gym every day, don’t you?

There are different ways to form question tags.

1. At the end of a positive statement, we use a negative question tag. At the end of a negative statement, we use a positive question tag.

   We can still be friends, can’t we?
   He doesn’t like ice cream, does he?

2. When the main clause uses words like neither, none, nobody, nothing, few, little, never, hardly or seldom, it is usually considered negative. It is, therefore, followed by a positive question tag.

   Neither of you will have coffee, will you?
   No one has found my CD, have they?
   Nobody understood his speech, did they?
   His sister seldom argues with people, does she?

3. We use a personal pronoun like I, we, you, he, she, it or they in a question tag.

   I was pretty silly, wasn’t I?
   His father can’t name the plant, can he?
   You wouldn’t like to take these pills, would you?
   Everyone has advised you not to go on a diet, haven’t they?

4. We use an auxiliary verb, modal verb or be in a question tag.

   You like travelling, don’t you?
   There is something wrong, isn’t there?
   You can’t speak Italian, can you?

5. After an imperative clause, we often use will you. However, after Let’s, we use shall we.

   Post a letter for me, will you?
   Let’s have a break, shall we?
A  Read the following dialogue and complete it with the correct question tags.

Eric:  Carol, come and look at this old photo. Look, this is Mum and this is Dad. But I don’t know anyone else in the photo. You know who they are, (1) ____________?

Carol:  Let me have a look. Wow! That’s Uncle Sam. He looks really young in this photo. Now he’s in Paris, (2) ____________?

Eric:  Yeah. He went there last month. Oh, I know who the boy is.

Carol:  Which boy? The taller one?

Eric:  No. The one who is standing with Mum and Dad. He’s our cousin Bob.

Carol:  Oh, yes. He doesn’t like talking so much, (3) ____________?

Eric:  No, he is very quiet. Who is the slim young lady? She looks pretty, (4) ____________?

Carol:  You mean the one sitting in the chair? I think she’s Ellen, Mum’s best friend. The man beside her is Dave. They’re married now, (5) ____________?

Eric:  Yes. Are they coming to spend their summer holiday here as usual?

Carol:  Yes, but they didn’t come last summer. Dave has really changed a lot. He’s put on a lot of weight. You can hardly recognize him in the photo, (6) ____________?

Eric:  Everyone in the picture has put on some weight, (7) ____________?

Carol:  That’s the interesting thing about old photos—you can always see how much time has passed since they were taken, (8) ____________?

Eric:  Exactly!

B  You are a reporter for a magazine. You are preparing to interview Amy, an actress who has just recovered from a serious illness. Use the notes below to form questions with question tags. The first sentence is done for you as an example.

Interview questions
1  be better now?
   You are better now, aren’t you?

2  have completely recovered?

3  thought you were going to die?

4  better ways to lose weight?

5  dangerous to take weight-loss pills?

6  nothing more important than good health?
Task  Writing an e-mail of encouragement

Skills building 1: finding information

Sometimes you need to find information quickly in a long passage. Here are some tips to help you:

1. Read the questions carefully before you begin. This will give you a good idea of what information you are looking for.

2. Skim the passage, looking for main points and key words. Main points are the general ideas of the passage. You should underline the main points. Key words contain important or useful information such as names, numbers and dates. You should circle key words as you read so that you can find them later.

Read the letter on Page 45 again. Underline the main points and circle the key words.

Step 1: recommending a gym to a friend

A. One of your friends is thinking of joining a gym. He is trying to find a gym membership he can afford. You have found an advertisement and a web page about a gym. Underline the main points and circle the key words for him.

**Better BODY GYM**

Special offer! 1 month free membership!

Join us today and receive:
- a free T-shirt
- 2 free personal training hours
- 1 month free membership

Build the body you've always wanted!
Get fit! Get healthy!
35 classes every week, including tennis and swimming.

Two branches in the city—one downtown and one by the freeway!
Open from 10 a.m. to midnight, 365 days a year.

Call 5555 4567 for more information.
We're here to help you!

Build the body you've always wanted!
Get fit! Get healthy!

Start fighting the fat—join Better Body Gym. We have some of the best equipment of any gym in the world, and 35 classes every week, including tennis and swimming.

Wonderful advice about getting into shape.

What's more, for the next two weeks we are offering 1 month free membership.

Quick! Join us now and make the most of this special offer!
Call 5555 4567 for more information.
B. Now use what you have found in Part A to fill in as much information as possible in the notes below.

Better Body Gym:

1. Membership cost: ¥600 per year for students (first month free)
   1 [ ] 2 [ ] 3 [ ]

2. Number of branches in the city: [ ]

3. In which roads are the branches? [ ]

4. What do you get for free if you join now? [ ]

5. How big is each branch? [ ]

6. Is there a health cafe at the gym? Yes [ ] No [ ]

7. Can you get any advice about exercise? Yes [ ] No [ ]

8. Do you need to be 18 to join? Yes [ ] No [ ]

9. How can you find out more? [ ]

C. Listen to the radio advertisement for Better Body Gym. Complete the rest of the notes above.

D. You think your friend Wu Tong should join Better Body Gym. Look at the information below, and explain why he should join the gym. Use the words in the box to help you.

<table>
<thead>
<tr>
<th>Wu Tong</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age: 15</td>
</tr>
<tr>
<td>Money in bank: ¥3,000</td>
</tr>
<tr>
<td>Home: Hubei Road</td>
</tr>
<tr>
<td>Hobbies: Exercise and watching football</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>expensive</th>
<th>far away</th>
<th>close by</th>
</tr>
</thead>
<tbody>
<tr>
<td>healthy</td>
<td>relax</td>
<td>strong</td>
</tr>
<tr>
<td>cheap</td>
<td>body</td>
<td>weak</td>
</tr>
<tr>
<td>advice</td>
<td>tired</td>
<td>fit</td>
</tr>
</tbody>
</table>

I think Wu Tong should join the gym because:

1. [ ]
2. [ ]
3. [ ]
4. [ ]
Skills building 2: note taking

If you need to write down information quickly, it is important that you make your notes as brief as possible. You can:

1. use **abbreviations** and **contractions**
   - m = metres
   - km = kilometres
   - min. = minutes
   - hrs. = hours
   - wk. = week
   - I’d = I would/I had
   - she’s = she is/she has
   - isn’t = is not
   - No. = number
   - pop. = population

2. write down only the **key words**
   - It is more important to have enough energy to finish the race, rather than to run very fast.

   More important to have energy to finish race than run fast

3. use **symbols**
   - The usual training is swimming, bike riding and running, four times a week.

   usual training = (swimming + bike riding + running) × 4 / wk.

Listen to the recording and write down the information you hear, using the skills you have just learnt.

1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________
5. ____________________________

Step 2: interviewing a person about exercise and training

A reporter is interviewing Lucy about her training programme for taking part in a marathon. Listen to the interview, and complete the notes below.

Note: A marathon is a running race of 26.22 miles, or 42.195 kilometres.

- Each marathon = (1) ________ (time needed)
- Tue = 800 m × 8 (fast)
- 10 miles × 3 days / wk. (slow)
- (2) ________________ (marathon speed)
- Sun = 18 miles
- (3) ________ = rest
- Runs (4) ________ miles / wk.
Ask your partner questions about how he/she keeps fit. Look at the box below for ideas. You can also use other words you have learnt. Take notes about your partner’s answers. You may use the note-taking skills you have learnt on Page 54 to help you.

1 basketball / dancing / football / running / swimming
2 fit / fun / healthy / strong
3 often / sometimes / seldom / never
4 classmates / family / friends

How my partner keeps fit:
1
2
3
4

Now tell your class what exercise your partner does. What is the most popular exercise in your class?
Skills building 3: using punctuation

It is important to use correct punctuation to make your writing clear and easy to read. Here is a list of how to use the most common punctuation marks.

- We use **commas** (,) to separate phrases or clauses.
  
  If you lose weight too quickly, you will probably become fat again soon.
  
  We also use **commas** to separate items in a list.
  
  I had fish, vegetables, chicken and rice for dinner.

- A **full stop** (.) ends a statement.
  
  Heart operations can be dangerous.

- A **question mark** (?) ends a question.
  
  Are heart operations dangerous?

- An **exclamation mark** (!) ends a sentence expressing surprise, joy, anger, fear or other strong emotions.
  
  It’s so dangerous!

- In formal writing, we use a **colon** (:) before a clause that gives more information about the main clause.
  
  I have put on weight; my clothes do not fit.

  We can also use a **colon** to introduce a list of items.

  I do three kinds of sports: basketball, swimming and football.

- We use a **semi-colon** (;) in formal writing to separate two main clauses that are grammatically independent, but have closely related meanings.
  
  Some people lose weight by taking pills; they do not care about their health.

- We use **quotation marks** (‘ ’) to show what somebody said.
  
  ‘I’m taking weight-loss pills called Fat-Less,’ she said.

- We use **apostrophes** (‘) to show that letters or figures have been omitted.

  I don’t enjoy exercise. In the 1960s, people lived simple lives.

  We also use **apostrophes** with the letter -s to show possession.

  That is Jane’s bag. The boys’ football broke the window.

- We use a **hyphen** (-) to form a compound word.

  She is a brown-haired girl, who looks very attractive.

- We use **dashes** (—) to show that what follows is a summary or a conclusion.

  The weight-loss pills did not work—I will never buy them again.

---

TIP: If a name ends in -s, you can put the apostrophe after the final -s, e.g., Charles’ pen or Charles’s pen.

---

**Here is a letter from Hu Bo asking for advice, but some of the punctuation is wrong. Help him correct the wrong punctuation marks. There is one mistake in each line.**

Dear Health Expert:

Please help me! I am a fat teenager. My classmates laugh at me a lot, I don’t do sport, and my favourite meal is a hamburger; chips and soft drinks. Is this really such a problem? I don’t enjoy exercise; it makes me tired. Also, I’m hungry all the time and love to eat fast food. What should I do? Do you think I should take some weight—loss pills? What about exercise and food? Please don’t tell me to stop eating:

Best wishes.

Hu Bo!
Step 3: writing an e-mail encouraging a friend

A. Read the e-mail below to see how to encourage a friend who has a problem.

Dear Hu Bo

I felt great sadness when I heard that people laughed at you for being overweight. Please know that I am a true friend, and that I don't laugh at you or have bad feelings towards you. I think you look good, but you'll become healthier and feel better about yourself if you lose a little weight. If it is any comfort to you, I have also put on some weight recently, and so perhaps I can go on a diet along with you. Here's a great idea—why don't you play basketball with me next Saturday? It would help you get some exercise, and it would also be great fun! We can do this together.

Please write back and tell me what you think about my plan.

Best wishes

Li Fan

B. Write an e-mail encouraging your friend who has weight problems. Use the information in Steps 1 and 2 and the sample e-mail above to help you.

You may want to mention:
weight-loss pills  going on a diet  healthy eating
looking good  feeling good  fast food
equipment  sports  gyms

Dear _____________

I was so sad ________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

__________________________________________________________________________________________
We can do this together.
Please write back and tell me what you think about my plan.
Best wishes

______________
Project  Making a booklet on keeping fit

Teenagers live very busy lives and often forget to think about their diet and exercise. How much do you know about keeping healthy and fit? Are you and your schoolmates living healthy lives?

Read the following article from a magazine for teenagers. The advice given about health will help you with your project.

The truth is, diet and way of life are often a problem for teenagers. However, the good news is that you can feel better, look better and have more energy if you eat the right food and exercise regularly.

Healthy eating along with regular exercise is probably the only way to become fit. Diets are useless in the long term, yet approximately 20% of teenagers say they have tried going on a diet and skipping meals to control their weight. If you eat properly and exercise regularly, you will lose weight, keep fit and feel great.

As a teenager, it is important to give your body the energy it needs. If you skip meals, you don’t get enough energy, and then you feel tired. For a healthy diet, you should eat mostly rice, bread, vegetables and fruit. You also need to drink a lot of water—six to eight glasses a day. Water helps keep your system clean. Drinking enough water will improve your skin and give you healthy hair.

Exercise is something that can help to make you look good, feel good and be healthy. Experts suggest that teenagers spend at least 30 minutes exercising, five times a week. That is easy to do! Walking and riding your bike count, and so do school sports. Often, teenagers give up sport, saying they have no time left after their studies. Many teenagers are surprised to learn that when you exercise, your body produces some chemicals that make you feel peaceful and relaxed and increase your ability to concentrate when you study. These chemicals can even help you sleep better at night.

A good amount of sleep every night is also important for your health. When you sleep, your body prepares you for the day to come. Teenagers need eight to ten hours of sleep each night. As a matter of fact, loss of sleep can make you look tired, and even cause you to gain weight.

If you follow the suggestions above, you will look and feel much better in no time at all!
Now you are going to make a booklet about how healthy the students in your school are. You need to write some questions about health for students to answer, and compare the results with the suggestions included in the article on Page 58. Below are some steps for you to follow.

**Planning**
- Get into 3 groups. Each group will do a survey of one of the grades in your school.
- Decide (and get your teacher’s approval) which grade your group will survey. Be sure that each group picks a different grade. Write your choice below.
  Our group is going to do our survey among the students of:
  Class _____, Senior High 1 / 2 / 3.

**Preparing**
- Discuss the tasks listed below and decide which group members will do each task.
  Write the questions ____________________________________________
  Give out and collect the questionnaires __________________________
  Record and analyse the statistics _________________________________
  Write the report ______________________________________________
- Talk with the teacher of the class you are going to survey. Be sure to get his or her approval to give out your group’s questionnaires to the class.

**Producing**
- Members who are to write the questions should create a questionnaire using the information in the article on Page 58. Use the words in the box below to form your questions.

<table>
<thead>
<tr>
<th>How many</th>
<th>How often</th>
<th>Have you</th>
<th>Do you</th>
<th>How much</th>
</tr>
</thead>
</table>

- Members who give out and collect the questionnaires should remember to allow enough time for students to answer the questions.
- When recording and analysing statistics, be sure to check your figures and compare them with the numbers and percentages given in the magazine article.
- Writers must be sure to include the class and grade you surveyed, the number of students who answered the questionnaire and the results. Don’t forget to compare students’ answers with the information on Page 58.

**Presenting**
- Now it is time to tell the class what you have found. Each group member should report on part of the results.
- Put your results together with the other groups’ to form a booklet for everyone to read.
A  Rank your confidence level with the following skills. Write 1 to 5 in each box. Then work out your percentage.

How confident are you of:

- understanding sentences with however or but?
- using the new vocabulary in the e-mails?
- discussing your ideas about exercise and healthy eating?
- identifying various types of sports?
- using non-restrictive attributive clauses with:
  - who?
  - whose?
  - which?
  - where?
  - when?
- using question tags?
- reading for key words?
- taking notes on what you have heard?
- using punctuation?
- writing an e-mail of encouragement?
- interviewing your classmates?
- playing different roles in group work?
- discussing your ideas in a group?

B  If you are not confident about some of the items above, make an action plan so you can improve on them.
Unit 1

1 Going to a British high school for one year was a very enjoyable and exciting experience for me. (Page 2, Lines 1–2)

在英国上了一年的中学对我来说是一段非常令人愉快和兴奋的经历。

(1) 句中的going to a British high school为动名词，作主语。如：

Walking after a meal is a very good habit. 饭后散步是很好的习惯。

(2) 这里experience意思是“经历”，可数名词，但表示“经验”时为不可数名词。试比较：

Please tell us about your experiences in the UK. 请给我们讲讲你在英国的经历。

He has much experience in teaching children in kindergarten. 他有丰富的幼儿教学经验。

2 On the first day, all of the new students attended an assembly in the school hall. (Page 2, Lines 6–7)

开学第一天，所有的新生都去学校礼堂参加晨会。

这里assembly指学校全体师生参加的会议，类似我们的集体晨会，其形式多样，大多每周举行一次，

内容有学生才艺展示、主题演讲、校长训示等。

3 This sounded like my school in China. (Page 2, Line 11)

听起来像是我在国内就读的学校。

短语sound like意思是“听起来像”，后接名词，也可接从句。如：

I heard what sounded like fireworks. 我听到了好像是焰火的声音。

It sounds like there is something wrong with the fax machine. 它好像一直出了问题。

传真机听起来好像有点问题，它不停地嘟嘟响。

4 We had to move to different classrooms for different classes. (Page 2, Lines 16–17)

我们上不同的课就得去不同的教室。

在很多西方国家的中学里，学生并不总是固定在同一个教室上课。不同的课程在不同的教室进行，

学生必须去不同的教室上不同的课。

5 We also had different students in some classes, so it was a struggle for me to remember all the faces and names. (Page 2, Lines 17–19)

有些课的时候，班上的同学也不一样，所以对我来说记住所有人的面孔和名字是一件难事。

句中struggle是名词，意思是“难事”。如：

It was a real struggle for Jack to get ready in such a short time.

杰克要在这么短的时间内作好准备真是不容易。

6 I found that the homework was not as heavy as what I used to get in my old school. (Page 2, Lines 20–21)

我发现这里布置的家庭作业不像我以前在原来学校时那么繁重。

(1) 短语used to的意思是“过去常常，曾经”。如：

What a beautiful town it used to be! Now there are so many factories and so much pollution.

这座小镇早先是多么美丽！现在工厂很多，污染很严重。
7 I usually went to the Computer Club during the lunch break, so I could send e-mails to my family and friends back home for free. (Page 3, Lines 28–30)

8 Cooking was really fun as I learnt how to buy, prepare and cook food. (Page 3, Lines 31–32)

9 beam 等 (Page 7)
beam /bi:m/ 平衡木  barbell /ˈbaː.bəl/ 棍铃  basketball court /ˈkɔːt/ 篮球场
mat /mæt/ 垫子  dumb-bell /ˈdʌm.bɛl/ 哑铃  skipping /ˈskiːpɪŋ/ rope 跳绳

10 Upon finishing his studies, he started travelling in China. (Page 9)

11 When he returned to Britain two months ago, he brought back from China many interesting books, dictionaries, paintings and photos. (Page 9)

12 Our club is much more than just music. (Page 18, Line 9)

13 When parents come to visit the school and talk to the teachers, we often play songs sung by students, and we also give messages to inform the parents of events such as outings and school plays. (Page 18, Lines 15–17)

14 I chose an old tree and gathered everyone under it before I read. (Page 18, Lines 29–30)

---

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---

I enjoyed the show very much—it was really fun. 我很喜欢这场演出，非常有趣。

Upon entering the room, she sat down and began to read. 她一进房间便坐下来看书。

Our club is much more than just music. 我们的俱乐部不只是播放音乐。

When parents come to visit the school and talk to the teachers, we often play songs sung by students, and we also give messages to inform the parents of events such as outings and school plays. 每逢家长来访，与老师交谈的时候，我们常常播放一些由学生们自己演唱的歌曲。我们还会广播一些通知，告诉家长们有关通知远足、校内戏剧表演之类的活动讯息。

I chose an old tree and gathered everyone under it before I read. 晚上，我们聚在壁炉旁，谈论白天所发生的事情。
Unit 2

1 Yes, I can’t wait to surprise the boys! (Page 22, Line 5)
   是呀，我迫不及待地要给儿子们一个惊喜呢！
   词组 can’t wait to do something 表示“迫不及待地要做某事”。如：
   
   Dad says he’s bought me a new bike. I can’t wait to go home and see it.
   爸爸说他给我买了一辆新自行车。我迫不及待地要回家看看。

2 Suddenly the door opens and a soccer ball flies through the room. (Page 22, Line 6)
   突然，门开了，一只足球飞了进来。
   英语中，剧本说明通常用一般现在时。

3 But, but... you weren’t supposed to come home until tomorrow! (Page 22, Lines 9–10)
   可是，可是……你们应该明天才到家的呀！
   句中 be supposed to 的意思是“（按照规定、习惯、安排等）应该”。如：
   
   You are supposed to hand in your homework next Tuesday morning.
   你应该下周一早上交作业。

4 The money for dog food is gone, but Spot looks like he is starving! (Page 22, Lines 13–14)
   用来买狗食的钱不见了，可是小斑点看上去都饿坏了！
   (1) 句中 be gone 表示“用完了，不在了”。如：
       I need to buy something to drink. All my water is gone. 我得买点东西喝。我的水都喝光了。
   (2) 短语 look like 表示“似乎，好像”，后常接名词，有时也接从句，常见于口语。如：
       It looks like a tiger. 它看上去像一只老虎。
       They don’t look like they’re trying their best. 他们看上去好像并未全力以赴。

5 Daniel has his arms crossed and looks upset. (Page 23, Lines 35–36)
   丹尼尔双臂抱在胸前，看起来很不高兴。
   句中 have one’s arms crossed 意为“双臂交叉（抱在胸前）”，have something done表示“让……处于某种状态”。如：
   
   Greg has his eyes shut and is sleeping. 格莱格闭着眼睛，正在睡觉。

6 Then they won’t be mad any more. (Page 23, Lines 39–40)
   （解释）之后他们就不会再生气了。
   句中 mad 意为“生气，大发雷霆”。如：
   
   Kelly got really mad with Richard for not doing the washing up.
   理查德没洗碗，凯莉因此很生气。

7 Maybe, but now that he has been so rude to us, I feel like we have to punish him or he won’t respect us.
   (Page 23, Lines 53–54)
   也许吧，可是既然他对我们的行为如此粗鲁无礼，那我觉得我们有必要教训教训他，要不然他不会尊重我们。
Many teenagers feel lonely, as if no one understands them and the changes they are going through. (Page 38, Lines 1–2)

Many teenagers feel lonely, as if no one understands them and the changes they are going through.

(1) 句中 as if 引导一个状语从句，意思是“好像”，相当于 as though，如：

I felt as if though my heart would burst with joy.

我觉得自己高兴得心花怒放。

(2) 词组 go through 的意思是“经历”。如：

He was going through a difficult time then. 当时他正经历一个困难时期。

Along with these physical changes, there come many psychological changes. (Page 38, Line 16)

与这些生理变化同时而来的，还有很多心理上的变化。

句中 along with 表示“与……一起，除了……以外（还）”。如：

Several years ago, she came to this city along with her elder sister.

几年前，她和她的姐姐一起来到这座城市。

Boys and girls tend to be different in this regard. (Page 38, Lines 16–17)

男孩和女孩在这方面往往有所不同。

短语 in this regard 的意思是“在这方面”，其中 regard 是名词。如：

I have nothing further to say in this regard. 在这方面我没有其他要说的了。

They may badly want and need their parents’ love, yet feel distant; they may want to be part of the group, yet desire independence. (Page 38, Lines 23–24)

他们或许迫切需要父母的关爱，却又感觉疏远；他们或许想要成为团体的一员，却又渴望独立。

本句是并列复合句，由分号连接。两个并列分句中分别由 yet 连接两个互相矛盾的意思，充分体现了青少年特殊的矛盾情感。句中 badly 的意思是“非常”。如：

Planes landed at the airport, carrying badly needed food and medicine.

才有急需食物和药品的飞机在机场着陆了。

The good news is that these kinds of growing pains do not last. (Page 38, Line 27)

好消息是这些成长的烦恼并不会持久。

句中 last 作不及物动词使用，意思是“持久”。其实 last 还可用作及物动词，其基本意义是“持续、维持、够用……（时间）”。如：

He’s making a big effort now, and I hope it lasts. 他正在努力，希望他能持之以恒。

We’ve got enough food to last us (for) five days. 我们有足够的食物，能吃五天。
14 In the end everything turns out OK—the teenager becomes a healthy adult, and this period of change and challenge is traded for the changes and challenges of grown-up life. (Page 38, Lines 27–29)

最终一切都会好起来，青少年成长为健康的成年人，而青少年期的变化和挑战则转变为成人生活中的种种变化和挑战。

句中的trade表示“交换”。如：

Can I trade my chocolate for your ice cream?
我可以用巧克力换你的冰激凌吗？

Unit 3

1 I used to go to the gym three times a week, but I don’t work out any more. (Page 42, Lines 3–4)

我以前常去健身房，一周三次，可我现在不再锻炼了。

短语work out意思是“锻炼”。如：

She works out regularly to keep fit. 为了健身，她经常进行锻炼。

另外，work out还有“解决（问题），计算出（总值）”等意思。例如：

It is too hard for a junior high student to work out such a difficult maths problem.
对于一个初中生来说，解这么复杂的一道数学题是非常困难的。

2 I’m now in hospital recovering from liver failure. (Page 42, Line 18)

我现在住院了，患的是肝衰竭，正在恢复中。

名词failure的本意是“失败”，在这里表示“（器官）衰竭”。如：

Heart failure is a serious medical condition.
心脏衰竭是一种严重的生理状况。

3 We shouldn’t be ashamed of the way we look, should we? (Page 43, Line 27)

我们不应该为自己的外表感到羞愧，不是吗？

这是一个反意疑问句。短语be ashamed of意为“感到难为情，感到羞愧”。如：

Being unable to answer that question is nothing to be ashamed of.
回答不了那个问题没有什么可难为情的。

4 I think you look great as you are, and you’re a wonderful person. (Page 43, Lines 34–35)

我觉得你目前这个样子看上去就很棒，而且你是一个非常优秀的人。

句中as you are的意思是“像你现在的样子”。如：

I am short and thin but I run fast. I hope they will accept me as I am.
我又矮又瘦，但是我跑得很快。我希望他们能够接受现在的我。

我又矮又瘦，但是我跑得很快。我希望他们能够接受现在的我。

5 weightlifting 等 (Page 46)

weightlifting /'weitliftɪŋ/ 举重  aerobics /ˈeərəbɪks/ 有氧运动
fencing /fenʃiŋ/ 击剑  triathlon /trə'æθlən/ 铁人三项

6 Healthy eating along with regular exercise is probably the only way to become fit. (Page 58, Lines 4–5)

健康的饮食加上经常锻炼也许是变得健康唯一途径。

句中to become fit作定语，修饰the only way。如：

Healthy eating along with regular exercise is the only way to become fit.
This is the safest way to deal with the problem. 这是解决问题最稳妥的方案。

另外，还可以说 a way of doing something。如：

Healthy eating along with regular exercise is the only way of becoming fit.

7 Diets are useless in the long term, yet approximately 20% of teenagers say they have tried going on a diet and skipping meals to control their weight. (Page 58, Lines 5–7)

从长远角度来看，节食并不奏效，然而有大约20%的青少年声称，他们曾尝试过节食或者有时不吃饭，以控制自己的体重。

本句是一个并列复合句。连词yet后面是表转折意思的分句。分句中say后面是一个省略了that的宾语从句，skipping meals与going on a diet并列，作tired的宾语；to control their weight是目的状语。

短语in the long term的意思是“从长远角度看”。如：

The agreement may cause many arguments in the long term.

长远来看，该协议可能会引起很多争议。

8 Water helps keep your system clean. (Page 58, Lines 12–13)

水有助于保持人体内部系统清洁。

(1) 单词help后的不定式中to可以保留，也可以省略。如：

I helped him (to) look for his key. 我帮他找钥匙。

(2) 单词keep后可接“宾语＋宾语补足语”的结构，宾语补足语常为形容词、名词、介词短语等。如：

I'm crossing my arms like this because it keeps me warm.

我这样抱双臂是因为这样能够保暖。

We need to keep the matter a secret. 此事我们要保密。

They kept her in hospital for a more detailed examination.

他们把她留在医院，以进行更详尽的检查。

9 Walking and riding your bike count, and so do school sports. (Page 58, Lines 17–18)

步行和骑自行车也算，校内体育活动也算。

(1) 这里count是不及物动词，意思是“计算在内、合作作（运动）“。另外，count作不及物动词还有“重要、有价值”的意思。如：

Every point in the game counts. 比赛中的每一分都很重要。

(2) 句中的so do...是一个倒装结构，意为“……也一样”，主要用于说明前面所说的情况同样适用于后面的人或物。助动词do也可换成does/did/is/am/are/was/were/can/could等。如：

John is very energetic, and so is his elder brother William.

约翰精力非常充沛，他的哥哥威廉也是如此。

10 When you sleep, your body prepares you for the day to come. (Page 58, Line 25)

睡觉的时候，你的身体帮你为下一天作好准备。

(1) 词组prepare somebody for something 的意思是“使某人为……作好准备”。如：

This course aims to prepare students for their studies abroad.

本课程旨在帮助学生去国外学习而作准备。
(2) 句中to come作定语，修饰the day, 意为“接下来的， 未来的”。如：
   Nobody knows exactly what will happen in the years to come.
   没有人准确地知道未来的岁月里会发生什么事。

11  If you follow the suggestions above, you will look and feel much better in no time at all! (Page 58, Lines 28–29)
   如果你能遵循以上建议，用不了多久你就会气色好得多，感觉棒得多！
(1) 句中above作后置定语，该词也可作前置定语。上句可以改写成：If you follow the above suggestions, you will look and feel much better in no time at all!
(2) 短语in no time的意思是“立刻，马上”。如：
   In no time at all, the whole sky was lit up. 整个天空顿时就被照亮了。
Wordlist 1 (by unit)

Unit 1

enjoyable /ɪnˈdʒɔɪəbl/ adj. 令人愉快的（2）
experience /ɪkˈспьərɪəns/ n. 经历，体验（2）
assembly /əˈsembli/ n. 集会，会议（2）
headmaster /ˌhedμəˈstre(r)/ n. 校长（2）
earn /ørn/ vt. 赚取，挣得（2）
respect /rɪˈspekt/ n. & vt. 尊敬，敬重（2）
devote /dɪˈvɔːt/ vt. 致力于，献身（2）
literature /ˈlɪtərərɪ/ n. 文学（2）
average /ˈævərɪdʒ/ adj. 一般的，普通的；平均的（2）
struggle /ˈstrʌɡl/ n. 难事；斗争；努力（2）
vi. 奋斗，努力；挣扎（2）
challenging /ˈtʃælɪndʒɪŋ/ adj. 具有挑战性的（2）
encouragement /ɪnˈkɔːrɪdʒmənt/ n. 鼓励（2）
cooking /ˈkʊkɪŋ/ n. 做饭；烹饪；烹调（2）
for free 免费（3）
extra /ˈekstrə/ adj. 额外的，外加的（3）
fond /fɒnd/ adj. 喜爱的，喜欢的（3）
be fond of 喜爱（3）
Spanish /ˈspænɪʃ/ n. & adj. 西班牙语（的）；西班牙人（的）（3）
sculpture /ˈskʌltʃə(r)/ n. 雕像，雕塑（3）
dessert /ˈdɛsɜrt/ n. 甜点（3）
look back (on) 回忆，回顾（3）
satisfaction /ˌsætɪˈfækʃn/ n. 满意（3）

*surf /sɜːf/ vt. & vi. 冲浪（5）
academic /əˈkrɪdʒɪkəl/ adj. 学业的，学术的（5）
exchange /ˈɛkˈʃeŋ/ n. & vt. 交换；交流（5）
former /fɔːmə(r)/ adj. 以前的（9）
grade /ɡreɪd/ n. 等级；等级（9）
graduate /ɡriːdʒuət/ vi. 毕业（9）

fluent /ˈfluːənt/ adj. 流利的（9）
painting /ˈpeɪntɪŋ/ n. 绘画；绘画作品（9）
donate /dəʊˈneɪt/ vt. 捐赠（9）
kindness /ˈkəndnəs/ n. 善意（9）
splendid /ˈsplendid/ adj. 极佳的，非常好的（9）
independent /ɪnˈdɛpəndənt/ adj. 独立的（11）
make use of 利用（11）
title /ˈtaɪtəl/ n. （书的）名称；（文章的）题记，篇名（14）
dynasty /ˈdɪnəstɪ/ n. 朝代；王朝（14）
somehow /ˈsʌmhoʊ/ adv. 不知为什么，不知怎么地（14）
recent /ˈriːsnt/ adj. 新近的；最近的（14）
professor /prəˈfesə(r)/ n. 教授（14）
inform /ɪnˈfɔːm/ vt. 通知，告知（16）
opening hours 开放时间（16）
run /rʌn/ vt. 管理；操作（18）
host /hɔst/ n. 主持人；主人；东道主（18）
approve /əˈpruːv/ vt. & vi. 批准；通过；赞成，同意（18）
charge /tʃɑːdʒ/ n. 负责；掌管（18）
vi. 使承担责任；收费（18）
in charge of 负责；掌管（18）
schoolmate /ˈskuːlmæt/ n. 同学，校友（18）
broadcast /ˈbrɔːrdʌst/ vt. & n. 广播；播放（18）
preparation /ˌprɛriˈpeɪʃn/ n. 准备，筹备（18）
event /ˈɛvənt/ n. （重要）事件；社交活动；比赛项目（18）
outing /ˈautɪŋ/ n. 短途旅行；远足（18）
graduation /ˈɡrædʒʊəʃn/ n. 毕业（18）
poet /ˈpoʊət/ n. 诗人（18）
generation /ˌdʒɛnəˈreɪʃn/ n. 一代；一代人（18）
literary /ˈlɪtərəri/ adj. 文学的（18）
Unit 2

act /ækt/ n. (戏剧的）一幕 (22)
curtain /'kɜːtn/ n. 窗帘; （舞台上的）幕布 (22)
can't wait to do something 迫不及待地做某事 (22)
soccer /'sɒkə(r)/ n. <英>英式足球，足球 (22)
frightened /'fraitnd/ adj. 受惊的; 害怕的 (22)
be supposed to 应当……，应当…… (22)
bend /bend/ vi. 弯腰，屈身 vt. (使)弯曲 (22)
starve /ˈstɑːv/ vi. 饿死 vt. 使挨饿 (22)
cash /kæʃ/ n. 现金 (22)
garbage /'gɑːbɪdʒ/ n. <美> (生活)垃圾 (22)
pizza /'piːtsə/ n. 比萨饼，意大利饼 (22)
sink /sɪŋk/ n. 水池，水槽，洗脸池
vi. (sank, sunk) 下沉，沉浸 (22)
garbage can <美>垃圾桶 (22)
adult /'ædʌlt/ n. 成年人 (22)
tolerate /ˈtɔləreɪt/ vt. 容忍; 允许 (22)
behavior /ˈbɪhəvja(r)/ (BrE behaviour) n. 行为，举止 (22)
teenager /ˈtiːnɪdʒə(r)/ n. (13-19岁的) 青少年 (23)
fault /fɔːlt/ n. 过错，错误 (23)
scene /siːn/ n. （戏剧的）一场; 场面; 景色 (23)
upset /'ʌpset/ adj. 不高兴的，失望的
vt. 使不高兴，使失望 (23)
defend /defend/ vt. 辩解，辩护; 防御，保护 (23)
emergency /ɪˈmɜːdʒənsi/ n. 突发事件; 紧急情况 (23)
anyhow /'enəhau/ adv. 反正，尽管如此 (23)
deserve /dɪ'zɜːv/ vt. 值得; 应得; 应受 (23)
explanation /ɛksplaɪneɪʃn/ n. 解释，说明 (23)
clinic /'klɪnik/ n. 诊所 (23)
hard /hɑːd/ adj. 严厉的，苛刻的，严厉的 (23)
be hard on 对……苛刻，对……严厉 (23)
now that 既然; 由于 (23)
rude /ruːd/ adj. 粗鲁的，无礼的 (23)
sigh /sɪɡ/ vi. 叹气 (23)
bicycle /'baɪsɪkl/ n. 自行车 (34)
hardworking /'hɑːd'wɜːkɪŋ/ adj. 工作努力的; 辛勤的 (34)
stay up 不睡觉，熬夜 (34)
handle /ˈhændl/ vt. 处理; 应付 (34)
error /'erə(r)/ n. 错误 (34)
mix up 混淆，弄乱; 搅匀，拌和 (34)
guidance /'ɡaʊdnəs/ n. 指导，引导 (35)
as if 好像，似乎 (35)
insist /ɪn'sist/ vi. 坚持，坚持认为
insist on 坚持，坚持认为 (35)
DVD /diːːviːd:viː/ 'diːv/ abbr. 数字多功能光碟 (digital versatile disc的缩写) (35)
cafe /'keɪf/ n. 咖啡馆，小餐馆 (35)
Internet cafe n. 网吧 (35)
chat /tʃeɪt/ vi. & n. 聊天，闲聊 (35)
at present 现在 (35)
argument /ə'gɜːmənt/ n. 争吵，辩论
论点，论据 (35)
freedom /'frɪdəm/ n. 自由 (35)
worried /'wʌrd/ adj. 担心的，担忧的 (35)
harm /hɑːm/ vt. & n. 伤害 (35)
foolish /ˈfuːlɪʃ/ adj. 愚蠢的 (36)
patience /ˈpeɪʃənς/ n. 耐心 (36)
selfish /ˈselfɪʃ/ adj. 自私的 (37)
distant /ˈdɪstənt/ adj. 不友好的，冷淡的，疏远的; 遥远的 (37)
annoyed /'nɔːd/ adj. 恼怒的，生气的 (37)
forbid /fɔːbɪd/ vt. (forbade, forbidden) 禁止 (37)
adolescence /'ædələsns/ n. 青春期 (38)
along with 与……一起 (38)
misunderstand /ˌmɪsənˈstænd/ vt.
(misunderstood, misunderstood) 误解 (38)
normal /ˈnɔːməl/ n. & adj. 正常（的），
一般（的） (38)

confused /kɒnˈfjuːzd/ adj. 困惑的，不解的 (38)

physical /ˈfɪzɪkl/ adj. 身体的；物质的 (38)

psychological /ˌsaɪkəˈlɒdʒɪkl/ adj. 心理的 (38)

tend /tend/ vi. 往往；趋向 vt. 照看 (38)

limit /ˈlɪmɪt/ n. 限制；极限；界限
vt. 限制 (38)

wisdom /ˈwɪzdəm/ n. 智慧 (38)

independence /ˌɪndɪˈpendəns/ n. 独立 (38)

balance /ˈbæləns/ vt. & vi. & n. 平衡；抵消 (38)

last /laːst/ vi. 持久
vt. 持续，维持（一段时间） (38)

challenge /ˈtʃælɪndʒ/ n. & vt. 挑战 (38)

attractive /əˈtræktɪv/ adj. 有吸引力的，
有魅力的 (43)

embarrassed /ɪmˈbærəst/ adj. 尴尬的，
不好意思的，难为情的 (43)

pressure /ˈpreʃə(r)/ n. 压力

overweight /ˌəʊvəˈwɛt/ adj. 肥胖的，
体重超标的 (43)

diet /ˈdaɪət/ n. 节食；日常饮食
vi. 节食，控制饮食 (43)

go on a diet 节食 (43)

prefer /prɪˈfɜː(r)/ vt. 更喜欢 (45)

waist /ˈweɪst/ n. 腰，腰部；腰围 (45)

suffer /ˈsʌfr/ vt. & vi. 受苦；遭受（磨难） (45)

athlete /ˈæθlɪt/ n. 运动员 (49)

effect /ɪˈfekt/ n. 效果，作用；影响 (49)

the side effect n. 副作用 (49)

fall out（头发等）脱落 (49)

affect /əˈfekt/ vt. 影响；（病毒）感染 (49)

achievement /əˈtʃiːvmənt/ n. 成就 (49)

post /pəʊst/ n. （在网上发布的）帖子 (49)

*membership /membəʃɪp/ n. 会员资格，
成员资格 (52)

including /ɪnˈkluːdɪŋ/ prep. 包括 (52)

branch /ˈbrɑːntʃ/ n. 分支；分支；树枝 (52)

downtown /ˈdaʊntaʊn/ adv. 在市中心，
在市中心（尤指商业中心区） (52)

freeway /ˈfriːweɪ/ n. <美>高速公路 (52)

midnight /ˈmɪdnait/ n. 午夜 (52)

equipment /ɪˈkwɪpmənt/ n. 器材；设备 (52)

get into shape 强身健体 (52)

make the most of 充分利用 (52)

marathon /ˈmærəθɔn/ n. 马拉松赛跑 (54)

expert /ˈekspɜːt/ n. 专家 (56)

*chip /tʃɪp/ n. （通常用复数chips）薯条 (56)

sadness /ˈsædəs/ n. 悲伤 (57)

comfort /ˈkʌmfort/ n. 安慰；舒适 (57)

useless /juːˈlɛs/ adj. 无用的，无效的 (58)
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<tr>
<th>English Word</th>
<th>Chinese Translation</th>
<th>Pinyin</th>
<th>Chinese Meaning</th>
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<td>in the long term</td>
<td>从长远角度</td>
<td></td>
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<tr>
<td>approximately</td>
<td>大约</td>
<td>/ə'prɒksɪmətli/</td>
<td></td>
<td>58</td>
</tr>
<tr>
<td>skip</td>
<td>跳过，略过</td>
<td>/skip/ vt. &amp; vi.</td>
<td></td>
<td>58</td>
</tr>
<tr>
<td>properly</td>
<td>适当地</td>
<td>/prəpərli/ adv.</td>
<td></td>
<td>58</td>
</tr>
<tr>
<td>mostly</td>
<td>主要地，通常</td>
<td>/məʊstli/ adv.</td>
<td></td>
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<tr>
<td>system</td>
<td>体系，制度</td>
<td>/sɪstəm/ n.</td>
<td></td>
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<tr>
<td>skin</td>
<td>皮肤</td>
<td>/skɪn/ n.</td>
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<tr>
<td>count</td>
<td>认为，算作，重要</td>
<td>/kaʊnt/ vi.</td>
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<td></td>
<td>数数</td>
<td></td>
<td></td>
<td>58</td>
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<tr>
<td>peaceful</td>
<td>平静的，和平的</td>
<td>/ˈpiːʃfl/ adj.</td>
<td></td>
<td>58</td>
</tr>
<tr>
<td>concentrate</td>
<td>集中（注意力，思想等）</td>
<td>/ˈkɒnsentreɪt/ vt. &amp; vi.</td>
<td>通常专注于</td>
<td>58</td>
</tr>
<tr>
<td>amount</td>
<td>数量</td>
<td>/əˈmaʊnt/ n.</td>
<td></td>
<td>58</td>
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<tr>
<td>as a matter of fact</td>
<td>事实上，其实</td>
<td></td>
<td></td>
<td>58</td>
</tr>
<tr>
<td>loss</td>
<td>丧失，丢失，损失</td>
<td>/lɒs/ n.</td>
<td></td>
<td>58</td>
</tr>
<tr>
<td>gain</td>
<td>增加，获得，赢得</td>
<td>/ɡɛn/ vt.</td>
<td></td>
<td>58</td>
</tr>
</tbody>
</table>
Wordlist 2 (in alphabetical order)

academic /ə'kædəmɪk/ adj. 学术的，学术的 (5)
achievement /ə'tʃi:vmen(t)/ n. 成就 (49)
act /ækt/ n. 动作，一幕 (22)
adulthood /ˈædʌlθʊd/ n. 成年人 (22)
adolescence /ˌædəˈlesns/ n. 青春期 (38)
affect /əˈfɛkt/ vt. 影响，感染 (49)
along with 与……一起 (38)
amount /əˈmaʊnt/ n. 数量 (58)
annoyed /əˈnoʊd/ adj. 愤怒的，生气的 (37)
anyhow /ˈɛnəʊhəʊ/ adv. 反正，尽管如此 (23)
approve /əˈpru:v/ vt. 批准，同意 (18)
approximately /əˈprɒksmətli/ adv. 大约 (58)
argument /əˈgərment/ n. 争吵，辩论；论点，论据 (35)
as a matter of fact 事实上，其实 (58)
as if 好像，似乎 (35)
ashamed /ˈæʃəmd/ adj. 惭愧的，羞愧的 (42)
assembly /əˈsembli/ n. 集会，会议 (2)
at present 现在 (35)
athelete /æθli:t/ n. 运动员 (49)
attractive /əˈtræktɪv/ adj. 有吸引力的，有魅力的 (43)
average /ˈævərɪdʒ/ adj. 一般的，普通的；平均的 (2)
behavior /ˈbɪhəvər/ (BrE behaviour) n. 行为，举止 (22)
bend /bend/ vi. 弯腰，屈身 vt. 使弯曲 (22)
bicycle /ˈbaɪsɪkl/ n. 自行车 (34)
branch /braɪtʃ/ n. 分支，分部，树枝 (52)
broadcast /ˈbrɔːrkast/ vt. & vi. 播播，播放 (18)

C

cafe /kæf/ n. 咖啡馆，小餐馆 (35)

Internet cafe n. 网吧 (35)
can’t wait to do something 迫不及待地做某事 (22)
cash /keɪʃ/ n. 现金 (22)
challenge /ˈtʃæləndʒ/ n. & vi. 挑战 (38)
challenging /ˈtʃæləndʒɪŋ/ adj. 具有挑战性的 (2)
charge /tʃɑːdʒ/ n. 负责，掌管 vt. 使承担责任；收费 (18)
in charge of 负责，掌管 (18)
chat /tʃæt/ vi. & n. 聊天，闲谈 (35)
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chip /tʃɪp/ n. （通常用复数chips）薯条 (56)
clinic /ˈklaɪnɪk/ n. 诊所 (23)
comfort /ˈkəmfət/ n. 安慰，舒适 (57)
composition /ˌkɒmpəˈzɪʃn/ n. 作品，成分 (18)
concentrate /kənˈsɛntreɪt/ vt. & vi. 集中（注意力，思想等）；全神贯注 (58)
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courtyard /ˈkɔːrtʃɔːd/ n. 庭院，院子 (18)
curtain /ˈkɑːtn/ n. 窗帘；（舞台上的）幕布

D

damage /ˈdeɪmɪdʒ/ vt. & n. 损害，伤害

defend /dɪˈfend/ vt. 辩解，辩护；防御，保护

deserve /dɜːzv/ vt. 值得；应得；应受

dessert /dɪˈzɜrt/ n. 甜点

devote /dɪˈvəʊt/ vt. 致力于；献身

diet /ˈdaɪət/ n. 节食；日常饮食

gon on a diet 节食

distant /ˈdɪstənt/ adj. 不友好的，冷淡的，疏远的，遥远的

donate /dəʊˈneɪt/ vt. 捐赠

downtown /ˈdaʊntaʊn/ adv. 在市中心，往市中心（尤指商业中心区）

DVD /dɪˈvɪd/ abbr. 数字多功能光碟（digital versatile disc的缩写）

dynasty /dɪˈnæstɪ/ n. 朝代，王朝

E

earn /ɔːn/ vt. 赚取，挣得

effect /ɪˈfekt/ n. 效果，作用；影响

side effect n. 副作用

embarrassed /ɪmˈbærəst/ adj. 尴尬的，不好意思的，难为情的

emergency /ɪmˈʒərənsi/ n. 突发事件；紧急情况

encouragement /ɪnˈkʌrədmənt/ n. 鼓励

energetic /əˈnɛrədʒɪk/ adj. 精力充沛的，充满活力的

enjoyable /ɪnˈdʒɔɪəbl/ adj. 有趣的；令人愉快的

equipment /ɪkˈwɪpment/ n. 器材；设备

error /ˈerər/ n. 错误

event /ɪˈvent/ n. （重要）事件；社交活动；比赛项目

F

failure /ˈfeɪlər/ n. 衰退，衰竭；失败；故障，失灵

fall out（头发等）脱落

fault /fɔːlt/ n. 过错，错误

figure /ˈfɪɡər/ n. 体形；数字；人物

fluent /ˈfljuːənt/ adj. 流利的

fond /fɒnd/ adj. 喜爱的，喜欢的

be fond of 喜爱，喜欢

foolish /ˈfʊlɪʃ/ adj. 愚蠢的

for free 免费

forbid /fəˈbɪd/ vt. （forbade, forbidden）禁止

former /ˈfɔːmər/ adj. 以前的

freedom /ˈfrɪdəm/ n. 自由

freeway /ˈfrɪweɪ/ n. <美> 高速公路

frightened /ˈfraɪntɪd/ adj. 受惊的；害怕的

G

gain /ɡeɪn/ vt. 增加；获得，赢得

garbage /ˈɡɑːbɪdʒ/ n. <美>（生活）垃圾

garbage can <美> 垃圾桶

generation /ɡərəˈneɪʃən/ n. 一代，一代人

get into shape 强身健体

graduate /ˈɡreɪdʒuət/ vt. 毕业

graduate /ˈɡreɪdʒuət/ n. 毕业生

graduation /ˈɡreɪdʒuəʃən/ n. 毕业

guidance /ˈɡaɪdnəs/ n. 指导，引导

H

handle /ˈhændl/ vt. 处理；应付

hard /ˈhɑːd/ adj. 坚韧的，严厉的
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*“* indicates an excerpt from a dictionary entry.
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recent /ˈriːsnt/ adj. 新近的，最近的  (14)
recover /rɪˈkʌvə(r)/ vi. 复原，恢复健康 vt. 重新获得，恢复  (42)
respect /rɪˈspekt/ n. & vi. 尊敬，敬重  (2)
rude /rjuːd/ adj. 粗鲁的，无礼的  (23)
run /rʌn/ vt. 管理，操作  (18)

S

sadness /ˈsædnəs/ n. 悲伤  (57)
satisfaction /ˌsætɪˈfækʃn/ n. 满意  (3)
scene /sɪn/ n. （戏剧的）一场；场面；景色  (23)
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sink /sɪŋk/ n. 水池，水槽，洗碗池 vi. (sank, sunk) 下沉，沉没  (22)
skin /skɪn/ n. 皮肤  (58)
skip /skɪp/ vt. & vi. 跳过，跳过；蹦蹦跳跳走  (58)
slim /slɪm/ adj. 苗条的，纤细的  (42)
soccer /ˈsɒkə(r)/ n. <美>英式足球，足球  (22)
somehow /ˈsʌmhaʊ/ adv. 不知为什么；不知怎么地  (14)
Spanish /ˈspænɪʃ/ n. & adj. 西班牙语（的）；西班牙人（的）  (3)
splendid /ˈsplɛndɪd/ adj. 极佳的，非常好的  (9)
starve /stɑːv/ vi. 挨饿；饿死 vt. 使挨饿  (22)

T

stay up 不睡觉，熬夜  (34)
struggle /ˈstrʌɡl/ n. 难事，斗争，努力 vi. 奋斗，努力；挣扎  (2)
suffer /ˈsʌfə(r)/ vt. & vi. 受苦；忍受；遭受（磨难） (45)
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U

upset /ˈʌpset/ adj. 不高兴的，失望的 vt. 使不高兴，使失望  (23)
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wisdom /ˈwɪzdʌm/ n. 智慧  (38)
work /wɜːk/ vi. 起作用，有效果；奏效  (42)
work out 锻炼  (42)
worried /ˈwʌrid/ adj. 担心的，担忧的  (35)
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前言

同学们：

本《练习册》旨在帮助你在学习教材内容的基础上，进一步巩固知识、培养能力。

《练习册》中的单元和教材同步对应，由四个板块构成：语言知识训练（Language practice）、阅读（Reading）、听力（Listening）和写作（Writing）。语言知识训练设置了A、B、C、D四大项练习。A项练习对应教材中的阅读（Reading）板块，B项练习对应课题（Project）板块中的阅读材料，C项练习对应语法（Grammar and usage）板块，D项练习就整个单元中的语言知识进行综合训练。阅读、听力、写作板块和教材中各个单元的话题及任务相关联，能有效地激发你的学习兴趣，有利于培养你综合运用英语的能力。

《牛津高中英语》编写组
牛津大学出版社（中国）有限公司
2010年7月
A1  Find a word from the first sentence and use its other form or part of speech to fill in the blank in the second sentence.

1  I enjoy listening to music while doing my homework.
   The Harry Potter films are such ____________ films that children all over the world love them.

2  Marco Polo had many interesting experiences while travelling in China.
   When travelling from Beijing to Shanghai, you can get a close look at China. Just imagine all the different things you can ____________ on a ten-day tour.

3  I’d like to do something that will really challenge me.
   The exam proved to be quite ____________ for all the students.

4  I will be able to e-mail you the photos this afternoon.
   Don’t forget to check your ____________ as soon as you turn on your computer.

5  We had a lot of fun at our party.
   The boy’s aunt played a ____________ game with him and made him laugh.

6  Miss Li nodded her head while I was answering her question. Everyone could see she was satisfied with my answer.
   The girls gave a wonderful concert. Their parents watched with great ____________.

7  Lily was excited about having the chance to visit Australia in September.
   Her days in Australia were filled with ____________ experiences.

8  My father encourages me to follow my dreams.
   Teachers often give lots of ____________ to students so they will work harder.

A2  Fill in the blanks with proper prepositions.

1  I am happy ___________ my new dress, because it looks good on me.

2  I will move ___________ the countryside ___________ the end of this month in order to live a quiet life.

3  Jane: Do you know what kind of person your neighbour is?
   Susan: From what my mum has told me, he sounds ___________ a nice person.

4  Mother Teresa devoted all her life ___________ helping the poor.

5  ___________ my first day at school, I was a little nervous.

6  Grandpa: When I was young, we could see outdoor films ___________ free.
   Grandson: Can you tell me more ___________ it? It really sounds interesting.

7  It is easy to learn Japanese ___________ first, but it becomes more and more difficult later on.

8  ___________ Monday mornings we gather together ___________ the school field.
B1 Fill in the blanks with proper forms of the phrases below.

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1. Jack has no time to watch TV now. He is ___________ tomorrow's exam.
2. Nobody knows when the project will be completed. Someone has to ___________ the boss ___________ the progress of the work.
3. Children in England like having a dessert after dinner ___________ cake or ice cream.
4. All students ___________ attend school assembly on Monday mornings.
5. Who will be ___________ this project when Tony leaves?
6. Students should ___________ the chance to travel and see new things during their holidays.
7. Karen felt sad when she ___________ her time at school, as she missed so many of her friends and classmates.
8. Planet Hollywood is ___________ a restaurant; it gives fans a chance to get closer to the stars.

B2 Translate the following sentences into Chinese. Pay attention to the italicized words.

1. host
   a. He is considered one of the best television *hosts* in the USA.
   b. We're glad to hear that he has been invited to *host* a party in our city next month.

2. approve
   a. We had to wait days for the school to *approve* our plan to plant more trees around our school this spring.
   b. Mrs. Brown doesn't *approve* of smoking in public.

3. run
   a. I can't understand the instructions. Can you show me how to *run* this machine?
   b. Buses *run* three times a day into town, so you may take a bus there.
   c. The children were *running* and playing in the snow.

4. charge
   a. He *charged* me one hundred yuan to repair my computer.
   b. You can ask her for more details, because she is the person who is in *charge* of the project.
Read the following sentences. Tick the ones with attributive clauses.

1. I’m sure that the exchange students will enjoy their stay in China. [ ]
2. The first book that I’d like to read during the holidays is *Travel in China*. [ ]
3. Michael Jordan is such a great player that millions of people love him. [ ]
4. I know a shop which sells really good cookies. [ ]
5. All my classmates enjoyed the cake I made. [ ]
6. He is not the man that he once was. [ ]
7. The man who is shaking hands with my father is a policeman. [ ]
8. I was just wondering whose CD player it is. [ ]
9. We are going to look after the little girl whose mother is very ill in hospital. [ ]
10. Do you know who the teacher is talking to? [ ]

Rewrite each pair of sentences, using an attributive clause.

1. This is the school. I studied in this school five years ago.

2. In this school there are about 30 foreign students. The foreign students have come to study Chinese.

3. These students like the school very much. Their parents have come to China for business.

4. The teaching building looks nice. The building was put up last year.

5. The man is the headmaster. The man is standing in front of the school library.

6. Next to him stands a girl. The girl’s name is Tina.

7. Tina is a student. She won a prize in the writing competition.

8. Tina likes reading novels. The novels were written by Charles Dickens.

9. Tina is the host of the school’s radio club. The club was started two years ago.

10. Students like the school news. The radio club broadcasts school news.
Dear Amy

It is very (1) _______ that you are coming to our school so soon. Before you arrive, let me introduce you to what our school is like.

Our school is quite famous for its long history. It was begun in the early 1920s. It is a good place for us to (2) _______ ourselves for the future. We have many wonderful teachers who are always ready to offer help. Though we pay a lot of attention to how well we do in lessons, (3) _______ high scores is not the only reason to study. The teachers encourage us to try out new ideas and ask questions. With their help we have developed all kinds of interests in both arts and science. Students can choose to join any school (4) _______ they are interested in. We can also choose the subjects that we want to study. Last term I (5) _______ American (6) _______, because I wanted to learn about famous American writers. This term I chose to (7) _______ music classes because my father bought me a piano as a birthday present.

I love my school and hope that you will have a pleasant (8) _______ here too. I am looking forward to meeting you soon!

Yours,

Lily

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Translate the following sentences into English. Use the words in brackets.

1. 我认为保护环境的最佳方法是多种树。(the best way to do)
2. 周末去公园野餐听起来是个不错的主意。(sound like)
3. 当我回顾童年的时候，我仍然以为那是我一生中最快乐的时光。(look back on)
4. 这个曾做过模特的女孩现在是著名演员。(used to be)
5. 和她多谈几次你就会发现她不像你原来认为的那么坏。(not as ... as)
6. 天越来越黑了，我决定找个地方住下来。(as)
7. 善于利用时间的学生通常会取得好成绩。(make use of)
8. 尽管你的烹饪技术在如此短的时间内很难提高，你还是应该坚持练习。(though)
At Josh’s school students do not wear school uniforms, but he thinks they should. He has written a speech for a students’ meeting.

Should students wear school uniforms or not?

People might think that I am behind the time, but I believe wearing uniforms at school is a good idea. A school uniform helps us feel like part of a group. For example, when our school football team plays with another school team, the players will feel encouraged to see all their school friends wearing the school colours.

These days, when a school does not have its own uniform, many students wear very fashionable clothes to school. Some are even trying to show others that they have the coolest clothes. I think this is wrong. How we look is not as important as what we learn at school. Why would we need to wear these kinds of clothes to school when the purpose of going to school is learning? If we want to look smart all the time, we will have to wear different clothes every day. We come to school five days a week. This means we have to buy new clothes all the time. Won’t it become too expensive to look smart?

As students, we exercise and do sport all the time. We need clothes that are comfortable and do not need special care, but fashionable clothes are usually difficult to take care of. I always play football with my friends after school. I like to wear a cotton shirt and cotton shorts instead of fashionable clothes. I guess my mother wouldn’t be happy if I played football in an expensive shirt.

It is true that some school uniforms look very boring. Many of them are made up of a shirt and trousers for boys, and a blouse and a skirt or a dress for girls. They are usually in boring colours as well, like grey, black, white and brown. Like you, I am also a young person who likes bright colours and fashionable clothes. However, we should pay attention to our studies during this important time in our lives.

My father never wears a suit at home or at the weekend, but he wears one at the office every weekday. I know we want to feel happy at school and it is nice to be different. However, like my father, perhaps we should wear our favourite clothes only at home or at the weekend.

Answer the following questions about Josh’s opinions on school uniforms.

1. Why does Josh feel that it will be good for students to wear school uniforms?
2. What does Josh think is more important for students to do at school?
3. Why does Josh like to wear a cotton shirt and cotton shorts when doing sport?
4. What does Josh think of some school uniforms?
5. Does Josh think students should always wear school uniforms?
Sandra is in her last year of high school in the United States. She has written a short article about life at school.

My last year

The biggest worry for all of us in our last year is how to get into a good college. We have to make sure we have good grades in our tests and school work. We also have to take special examinations so that we can go to college. These examinations are supposed to help the colleges choose the best students. They have math questions and problem-solving questions. We also have to fill out a lot of forms and write letters to the colleges we might want to go to.

A teacher at school, Mrs Walker, is helping us fill out the forms to enter college. She is a very kind person who knows a lot about the colleges in our country. She tells us which is the best college to go to for each subject. For example, she tells you which college you should choose if you want to study history. Sometimes, she even helps us write our letters to colleges. Mrs Walker is also very good at helping nervous students relax.

I got my driver’s license a few months ago. Now I drive to school because my mother lets me borrow her car. School starts at eight thirty in the morning, but we can go to school earlier if we need to use the school’s Internet service.

I have lessons in many different classrooms all over the school. There are about thirty students in each class, but I don’t stay with the same students all day. For example, my best friend in history class is called Jane, but she isn’t in my physics class because she decided not to study it—she chose to study Spanish instead.

School finishes at three thirty in the afternoon, but we still have homework to do. Today, I need to finish my science project, which is about how colors influence people’s feelings.

After school, I usually go to the basketball club. On Wednesdays, I go to music practice. Activities are great fun. Of course, I also like doing them because they might help me get into a good college!

Answer the following questions about Sandra’s school life.

1. Do students need to take tests to get into college in the United States?
2. Why does Sandra think Mrs Walker is so helpful?
3. Why does Sandra have different classmates for different lessons?
4. Why might students go to school early and leave school late?
5. Does Sandra like doing after-school activities? Why?
**Listening**

**A**

Keling’s dad works in Australia. Keling wants to go to school in Australia next year. Her mum is telling her about an e-mail from her dad. Help Keling complete as much of the notes as possible.

**I …**

1. have to be **fifteen / fourteen** years old to go to high school in Australia.
2. have to study hard in **Chinese / English / Computer / History / Maths** if I am going to pass the Australian tests.
3. am good at **football / volleyball / basketball / tennis** so it will be easy for me to make new friends in Australia.

**Dad …**

1. will write a lot of **letters / e-mails** to the Australian high schools.
2. will send me a **magazine / practice book / newspaper**.
3. will buy me a new **watch / basketball / computer**.

**Australian students …**

1. use computers for **English / Maths / Science / History**.
2. are very **thin / happy / friendly / tall**.

**B**

Keling is talking to her dad on the phone. He is telling her about high schools and students in Australia. Listen to their conversation and complete the notes above.

**C**

Help Keling complete this story for the school newspaper. The answers can be found in the notes above.

**I am going to Australia!**

Gao Keling

My life is very wonderful right now. I am preparing for studying in Australia next year. I am really excited about this.

There are many things to do before I go. I am already thinking about the (1) ___________ and (2) ___________ tests I must take. My father is sending me a (3) ___________ to help me practise taking tests, and I plan to do one test every evening. I like playing (4) ___________, but I worry that I will not be able to get the ball because Australian teenagers are very (5) ___________.

My father is writing a lot of (6) ___________ to different schools and I am waiting for my passport to arrive. I am looking forward to going to Australia and meeting the (7) ___________ students there. My father has also promised to buy me a new (8) ___________ if I pass all the tests. I am really lucky!
Writing

A  When we give someone directions, it is important that we tell him/her which road to take, where to turn, whether to turn left or right, and whether to take a bus or walk. Read the following note and see how Beibei tells Tim to find the picnic.

Dear Tim,

We’re going to have a picnic at the park next Sunday and we would like you to come along. Here’s how to get there.

Take Bus No. 5 until you reach People’s Park. When you get off the bus, walk straight ahead for about 100 metres and you’ll see the gate of the park. Walk through the gate and take the path on the left. Go along the path until you reach a bridge. Cross the bridge and turn right. Walk for about 5 minutes and you’ll see a pond. That’s it.

Beibei

B  You go to visit your friend Mickey but he happens to be out. You want to invite him to visit you at school, so you leave him a note with a school map, telling him how to get to your dormitory, Dorm 1. Write a note according to the school map below.
**A1** *Fill in the blanks with the appropriate form, tense or part of speech of the words in brackets.*

1 Dad: You ______ the baby when you make that noise. Don’t do that!
   Eric: She’s not ______. She knows I’m playing with her. (frighten)

2 Don’t ______ your food. It is not good to have so much ______ when there are so many hungry people in the world. (waste)

3 Amy: It’s hard to make a ______. Can you tell me what to do?
   Mum: No. You have to ______ for yourself. (decision)

4 Mary always ______ well when visitors come. That’s why everyone loves her and says she has good ______. (behaviour)

5 Put a ______ above each mistake in your article, and then you will know where your mistakes are when you check it later. Billy, did you hear me? Don’t sit with your arms ______. (cross)

6 This room is in such a ______! Why do you have to be so ______? (mess)

7 I like the ______ of the rushing river. It ______ like music. (sound)

8 Even though the teacher ______ the rules to the children again and again, it seemed that her ______ didn’t work. (explain)

**A2** *Fill in the blanks with proper prepositions.*

1 You are 20 years old. Stop acting ______ a kid.

2 Mr Dean is hard ______ the workers, but they all respect him very much.

3 Peter: What can we do ______ the waste bottles?
   David: We can sell them instead ______ throwing them away. We can use the money to help poor children.

4 Please stop shouting ______ me! I am an adult now. Let’s talk.

5 The teacher came into the classroom, followed ______ a group of excited students.

6 Little Tom is rude ______ everyone. He should learn how to treat people better.

7 When the teacher began to speak, all of the students turned their eyes ______ her and stopped talking.
B1 Fill in the blanks with proper forms of the words in brackets.

1. Something went wrong with Mike’s computer, which prevented him from _________ (surf) the Internet.

2. Many parents make their children _________ (practise) playing the piano at an early age.

3. He’s crazy. He wastes so much of his valuable time _________ (chat) on the Internet.

4. High school students are forbidden from _________ (smoke) and _________ (drink).

5. Joe never thinks he is wrong. He always refuses _________ (respect) other people’s ideas.

6. If children are not allowed _________ (do) what they want to do, they think they don’t have enough freedom.

7. Tim tried _________ (talk) with his parents, but they would not listen to him.

8. We shouldn’t spend too much time _________ (play) computer games.

9. If you have any difficulty _________ (learn) how to skate, you can ask for advice from Jacky.

B2 Fill in the blanks with words or phrases in the box below. Change the form where necessary.

at the same time make a choice out of control go through along with depend on confused balance tend to normal

1. She _________ much pain after she had her leg operation.

2. All animals _________ the sun, air and water in order to live.

3. Everything will be back to _________ once we return home from our holiday.

4. Many teenagers are fond of doing homework and listening to music _________.

5. In this part of the country, there _________ be warm winters and cool summers.

6. Michael is _________ when his parents are out. He throws food everywhere and breaks his toys.

7. We can’t buy all these books: we have to _________.

8. Regular exercise _________ healthy eating may keep you fit.

9. As a student, you have to _________ work and play, or you might fail your exams.

10. I’m quite _________ . I really can’t decide which answer is correct.
1. Who is the boy with _______ you were talking a moment ago?
2. He is my favourite student, Leo. I can’t understand the reason _______ you don’t like him.
3. Give me a reason _______ is different from the one you gave me last time.
4. The boy likes writing letters. The man to _______ he often writes works for a teenage magazine.
5. This is the magazine _______ I talked about last time.
6. The writer of the article, Phillip Green, is a writer for _______ a lot of teenagers have the greatest respect.
7. Leo and Phillip met in a restaurant the other day. The restaurant _______ they met is called Sweet Home.
8. It was raining on the day _______ they met.
9. Phillip gave Leo a lot of valuable advice on how to improve his writing. It is a moment _______ Leo will never forget.
10. Leo liked the restaurant _______ he spent the whole afternoon talking with Phillip.

There is one mistake in each sentence below. Circle it and write the correct word above it. Cross out the extra word with ‘X’ or add the missing word using ‘A’.

1. The way in which he learns English is interesting.
2. The Oxford Advanced Learner’s Dictionary is a dictionary which he often uses it.
3. It is a useful dictionary. This is the reason which his parents gave him the money to buy it.
4. The shop that he bought the dictionary is not far away from his school.
5. He always spends the whole day in the shop that he reads English novels.
6. Miss Jones, his English teacher, is the person helps him a lot.
7. I like the way which he speaks English.
8. Do you remember the day while you first met at the school English corner?
9. Yes. I will never forget the moment which I heard him speaking English. He was very fluent.
10. He also told me the reason which some of us find it difficult to remember English words. That’s because we don’t often use them.
My name is Sam Adamson. I have an interesting job. I don’t (1) __________ sick people. I look after animals, such as cats, dogs and even pigs. I work in an animal (2) ____________.

Most of the time, I am quite busy. I don’t have time to go on (3) ____________, but recently I had a (4) ____________ to stay in Paris for a week. I was excited, but everything became a (5) ____________ when I first got there.

On my first day there, I decided to take a walk around the city. Half an hour later, I couldn’t find the way back. I was lost! Since I couldn’t speak French, I had to use English. I stopped a (6) ____________ and asked him the way in English. To my (7) ____________, he shook his head and walked away. Then a young lady did the same thing. It seemed that everyone (8) ____________ to help me. At last, an old man told me the way and explained the reason (9) ____________ I couldn’t get help. He said that most French people don’t like answering tourists’ questions in English. However, I still think that the people I stopped were very (10) ____________. Maybe I should begin to learn French.

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D2 Translate the following sentences into English. Use the words in brackets.

1. 这汤闻上去真香！我都等不及要尝尝了。（can’t wait to do）
2. 我们不会讲意大利语，那我们到了意大利该说什么语言呢？（be supposed to）
3. 天看上去好像要下雨了，别忘了带伞。（as if）
4. 尽管她家人让她不要这样做，但她坚持要去非洲研究野生动物。（insist on）
5. 他们的球队是这个国家最棒的，当然应该打赢这场比赛。（deserve to）
6. 她很累，想要好好睡一觉。（feel like）
7. 这就是你的过错。没必要再为你自己辨解了。（fault, defend oneself）
8. 既然约翰已经到了，我们就立刻开始工作吧！（now that）
Growing Pains—An American TV Show

Growing Pains was on television from 1985 to 1992. This was a total of seven years, and it told over one hundred and sixty different stories. During its history, the show had over forty writers.

The programme was about a family of six who lived on Long Island, near New York City. The parents were a working couple. The father was a doctor and the mother was a writer at a newspaper. They had four children. The oldest child was Mike. He was the major reason for the programme's huge success.

From the start of Growing Pains, Mike was always getting into trouble. He was caught by the police for driving a car too fast. He promised his parents that he would never ride a motorcycle, but then he hurt himself riding one. However, in the last year of the programme, he helped a young boy who had no home, and asked his family to help him care for and support the boy. Though his parents were upset because he often broke his promises, the way he cared for this boy made them proud to have him as their son. These stories are good examples of the two sides of Mike's nature. He sometimes did wrong things, but also cared for others and was a warm person. Mike became very popular. His face was in every magazine for teenagers, and young girls bought photos of him to hang on their bedroom walls.

Perhaps another reason why the programme was popular in America is that most of its stories were about normal family problems. Many of the people watching the programme had the same problems. Like Mike's parents, many parents who work often worry about their children and have difficult decisions to make about them. Even now the show still appears on American TV. Since it was also shown in other countries, people all over the world have come to enjoy this great show.

Answer the following questions about Growing Pains.

1. In what way were the lives of the parents in Growing Pains similar to the lives of many people who watched the programme?

2. What examples does the article give of the two sides of Mike's nature?

3. What examples does the article give to show how popular Mike was?

4. How did Mike's parents feel about him?

5. What are the possible reasons for the success of Growing Pains?
David is telling his friend Thomas about the day when he realized how much his father loved him.

David: My father is in the army, so he wasn't at home much when I was young. I saw him very little.

Thomas: Did you miss him?

David: I don't think I did. When he was at home, he always made me do things like cleaning my shoes or making my own breakfast. My mother usually did all of that when he wasn't home.

Thomas: Did he tell you any stories?

David: That was another problem. He almost never spoke to me, and, when he did, it was always about how I should learn to look after myself. Every day he would say the same things over and over: 'Stand on your own two feet' and 'Always think of others'. He spoke to me like he was a stranger, not my father.

Thomas: Perhaps that's part of being an army man.

David: Yes, but back then I didn't realize that my dad's job is so dangerous and that every day he has to think about other people's lives.

Thomas: Now you seem so close.

David: Well, one thing showed me how much he loves me and helped me understand him better.

Thomas: What happened?

David: One day in December, I was looking for my Christmas presents. I wanted to see them before Christmas Day. I went into my parents' bedroom when no one was watching, and I looked under their bed. I didn't find any presents, but instead found an album.

Thomas: So?

David: The photos inside were all of me, from when I was a baby until middle school. At first, I thought they were my mother's photos, but when I looked at the writing by each photo, I realized they were my father's. By one photo, my father had written, 'David looks like me. He is growing up to be such a good person, and I am so proud of him!'

Thomas: So, what did you learn about your father?

David: That his love for me is deep and strong, but it's hard for him to talk to me about it.

Answer the following questions about David and his father.

1. David's father finds it hard to talk about his love for his son. How did he show this love?
2. How did David feel about his father before he found the album?
3. What does David say about his father's job?
4. What was David doing when he found the album?
5. How does David feel about his father now?
A  Leo’s teacher wants each student to write a letter to his or her parents for a class project. Below is a list of the points that Leo wants to make about his mum. Listen to him talking to his friend and complete as much of the notes as possible.

Mum ...
1 only wants me to study for exams / do housework / attend a famous university / find a good job.
2 never thinks about _______ things like watching TV / going shopping / sport.
3 stopped me from watching baseball / basketball / volleyball / football games.
4 just wanted me to ________.
5 later found me reading my sports magazines and said I had to ________ because I had to ________ for school the next day.
6 didn’t let me buy any ________.
7 ordered me to do my homework / have dinner first when I said I wanted to do my homework / have dinner first.
8 found computer games in my ________ and told me that Dad would talk to me later.

B  Leo remembers a conversation between him and his mum when making the list. Listen to their conversation and complete the notes above.

C  Leo is writing the letter to his mum. Help him finish it. The information can be found in the notes above.

Dear Mum

I don’t think you understand my life. You think I should be studying all the time. I know you want me to find a (1) ________ in the future, but I want to have a good time as well. You never think about (2) ________ things like (3) ________.

Two days ago, I was watching (4) ________ on TV and you told me to stop and do my (5) _________. Then, you told me to stop reading my sports magazines. You said I had to go to bed. That was bad enough, but yesterday was the worst day. I bought some computer (6) _________. I put them in my (7) ________ so that you wouldn’t see them. I told you I had to (8) ________ first. I know it was wrong to lie to you, but I didn’t like the way you told me that (9) ________ would talk to me later. I really love you, Mum, but I wish you could try not to be so hard on me.

Love
Leo
When we express opinions, it is important that we back them up with clear arguments. Read the following article and see how the writer presents his arguments against smoking.

Many people who smoke say that it helps them to think better. However, I am afraid I cannot agree with them. I am strongly against smoking.

First, smoking is bad for one’s health. People who smoke often develop and even die from different illnesses and diseases.

Second, smoking pollutes the air. People cannot work or study well in a room full of smoke.

Third, smoking wastes money. Every year, millions of dollars are spent treating diseases caused by smoking.

As we can see, smoking does more harm than good, and students should not pick up the habit.

Your class had a discussion today about mums who work outside the home. Some students agree with the idea, but others want their mums to stay at home. Write a report for your school newspaper entitled, ‘Do you agree with mums working outside the home?’ Use the table below for information, and add your opinions at the end.

<table>
<thead>
<tr>
<th>65% For</th>
<th>35% Against</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mums have the right to work.</td>
<td>Mums don’t have to work.</td>
</tr>
<tr>
<td>Working mums bring in more money.</td>
<td>No one cooks the meals at home.</td>
</tr>
<tr>
<td>Mums can be proud of their success in work.</td>
<td>No one cleans the house.</td>
</tr>
<tr>
<td>Working mums are good for society.</td>
<td>Giving people money to do the housework is expensive.</td>
</tr>
</tbody>
</table>
Looking good, feeling good

Language practice

A1  Fill in the blanks with the correct words. Change the form where necessary.

1  follow/accept
   a  When school finished, it was raining hard, so he ___________ my offer of a lift.
   b  I think you should ___________ your brother’s example and study harder.

2  cause/make
   a  The boy refuses to listen to his parents and has ___________ them a lot of trouble.
   b  You’ve put off your travel plans until next month. What ___________ you change your mind?

3  damage/hurt
   a  The old farmer was very sad because the strong winds did a lot of ___________ to his wheat.
   b  Her feelings were ___________ because she was not invited to the party.

4  diet/eat
   a  The girl has bad teeth because she ___________ too many sweets.
   b  Mrs Green is always ___________, but she never seems to lose any weight.

A2  Replace the underlined words in each sentence with a phrase in the box. Change the form where necessary.

<table>
<thead>
<tr>
<th>recover from</th>
<th>go on a diet</th>
<th>follow one’s advice</th>
<th>be popular among</th>
</tr>
</thead>
<tbody>
<tr>
<td>be dying to</td>
<td>work out</td>
<td>be ashamed of</td>
<td></td>
</tr>
</tbody>
</table>

1  Today Internet games are enjoyed by many teenagers.  

2  If you want to keep fit, you should train your body with physical exercise in a gym regularly.  

3  You should feel embarrassed about yourself for telling such a lie to your parents.  

4  Jenny has heard many good things about the new film, and wants to watch it very much.  

5  It didn’t take a long time for him to become well again after the illness.  

6  Mary is trying to lose weight by having less food, hoping that she can become thinner by Christmas.  

7  You made a mistake again. Why didn’t you do what I told you to do?
B1  Fill in the blanks with proper prepositions.

1 Read some English every day, and your English will improve __________ the long term.

2 After a long journey, the children were very hungry. The food on the table was eaten up __________ no time.

3 It is important to make the most __________ your chances in life by working hard and doing a good job.

4 After the long holiday with no exercise, it took Steve a month to get back __________ shape.

5 I think a flat in the centre of the city will cost __________ least 700,000 yuan.

6 He has spent a fair amount __________ time doing research on how to teach deaf children.

7 Tom: Have you finished your article yet?
   John: Certainly. I finished it last week, __________ a matter of fact.

8 Eat plenty of vegetables and fruit. A good diet is important __________ your health.

9 He lost his job, along __________ hundreds of others, when the company closed.

10 Only 30% __________ parents say that they know what their children like to do after school.

B2  Translate the following sentences into Chinese. Pay attention to the italicized words.

1 term
   a Some European universities have three terms each year.
   b This plan seems fine in the short term. However, it may increase our costs in the long term.

2 work
   a After graduation, she went to work in a bank.
   b Do you know how to work the coffee machine?
   c The pills the doctor gave me aren’t working.

3 count
   a The teacher counted the students to make sure that no one was absent.
   b I count Mary as one of my best friends.
   c I believe that satisfaction counts more than making money.

4 suggest
   a They were wondering where to have dinner, and I suggested the Italian restaurant next door to my office.
   b The way he looked at me suggested that he did not believe what I said.
Unit 3

C1. **Rewrite each pair of sentences, using a restrictive or non-restrictive attributive clause.**

1. If you take a walk around the city, you will find some teenagers. The teenagers are overweight.

2. You might often see overweight boys and girls. This means that weight gain among young people has become a big problem.

3. Why are so many boys and girls overweight? I think there are two main reasons.

4. Some teenagers don’t do enough exercise. They like to play computer games or watch TV in their free time.

5. Some other teenagers like eating in fast food restaurants. You can see these restaurants everywhere in our city.

6. There is a Keep Fit Summer Camp in our city. In the camp, overweight teenagers can take exercise and learn to have a healthy diet.

C2. **Complete the following sentences with the correct question tags.**

1. Your grandma has never been to Beijing, ___________?

2. Yesterday, they went to the theatre to watch an English play, ___________?

3. Eating green vegetables won’t make you fat, ___________?

4. Mr Carter has changed too much, ___________?

5. Jenny seldom goes home late, ___________?

6. They will visit the Opera House next week, ___________?

7. No one showed any interest in this new film, ___________?

8. A year ago he could hardly read or write English, ___________?

9. Let’s go to the gym after class, ___________?

10. You won’t surf the Internet before you finish your homework, ___________?
Fill in the blanks with the correct forms of the words below.

<table>
<thead>
<tr>
<th>exercise</th>
<th>overweight</th>
<th>especially</th>
<th>popular</th>
<th>regularly</th>
<th>control</th>
</tr>
</thead>
<tbody>
<tr>
<td>cost</td>
<td>advice</td>
<td>cause</td>
<td>who</td>
<td>skip</td>
<td></td>
</tr>
</tbody>
</table>

Every day, in all kinds of weather, a lot of men and women go jogging (running slowly). Why has jogging become so (1) _________? Most people start jogging because they hear it is a very good form of (2) _________. Jogging makes the heart strong and helps people (3) ________ their weight or stay slim. If you keep jogging (4) ________, you needn’t take pills or (5) ________ meals to lose weight. Jogging can also make you feel better about yourself.

Donald Robbins, (6) ________ is 42 years old and works in an office, began jogging a few years ago because he felt he was (7) _________. At first he could only run about 300 metres, but two years later, he ran a marathon—over 42 kilometres.

Do you jog? If you do, be sure to ask your doctor for (8) _________. Does jogging (9) _________ much? Almost nothing. But it is very important to have a good pair of shoes that are made (10) ________ for jogging. If not, when you run on hard ground for a long time it may (11) ________ your feet to hurt.

Translate the following sentences into English. Use the words in brackets.

1. 美国的孩子在达到16岁时就可以准备参加驾驶考试了，是吗？ (prepare to do)
2. 用过这药的人最清楚它的副作用是什么。 (know best, side effect)
3. 战争引起了全世界的油价上涨，不是吗？ (cause ... to do)
4. 当她躺在医院里的时候，她后悔没有听从母亲的劝告。 (regret doing)
5. 当你踏入社会的时候，知道如何和人相处是重要的。 (it is important to do)
6. 经常锻炼帮助那位影星强身健体，并保持苗条的身材。 (get into shape, figure)
7. 他们都认为这是我第一次来到这个城市。实际上，我曾在这里生活过两年。 (as a matter of fact)
8. 孩子们喜欢读《哈里·波特》，许多成年人也是如此。 (so)
Why do the Japanese live so long?

According to world health reports, the Japanese have lived longer than any other people in recent years. Right now there are 36,276 Japanese people over the age of 100. This figure has increased every year for the last forty years, and is expected to reach nearly 1,000,000 in 2050. On average, Japanese women can expect to live to the age of 86 and Japanese men can expect to live to the age of 79.

Many people have asked what the secret of their long life is. Some scientists think that the Japanese receive the ability to live longer from their parents. However, research shows that this is not really true. Until recently, the Japanese were never known as a people who had enjoyed a long life. In fact, at the end of World War II, the average Japanese person only lived fifty years.

Some people say the Japanese live longer because they have a better diet than others. This may be true. For example, the Japanese eat 33% less than the Americans, and their diet has very little fat. They also eat a lot of fish and other foods that are good for the heart, and, of course, they drink a lot of green tea.

There are many other things that may help them live longer. For one thing, the Japanese take more exercise than people from many other countries. Japan is a very safe place to live, and families and communities are often quite close, which gives each Japanese person a lot of comfort and support. Finally, the Japanese have a good health care system, and they often go to the doctor for small problems that people in many other countries might not worry about.

What can we learn from the Japanese to help us live longer? While it would be difficult for us to change our lives in every way, we should all try a healthy diet and make sure that we get enough exercise.

Answer the following questions about the newspaper article.

1. How do we know that the Japanese have lived longer than any other people in recent years?
2. What shows that the Japanese do not receive the ability to live longer from their parents?
3. How is the Japanese diet different than those in many other countries?
4. How do the Japanese use their health care system in a way that is different than people in many other countries?
5. What can we learn from the Japanese way of life?
Is being fat a problem passed from parents to children?

Some people can eat what they want and keep in shape, but other people try hard to be careful about what they eat and yet still put on weight. Scientists are beginning to believe that some people receive the ability to stay thin from their parents.

Scientists say that when some people eat, their bodies store the energy from food as fat. These people gain weight if they eat more than they need to each day. However, some other people may eat more than they need to, but their body is able to ‘burn off’ the extra food without making fat, so they never have weight problems.

To show that this is true, scientists have experimented on laboratory mice. They gave the mice a special diet with a lot of fat, and the mice with the ability to store much fat gained weight while the other mice stayed thin, even though both groups of mice ate the same amount of food and got the same amount of exercise. Scientists believe that people’s bodies act in the same way, and that it may be possible to produce medicines that can stop people from gaining weight because they store too much fat.

The study of weight gain is important and needs to be continued, as more and more people have weight problems. In the United States over fifty per cent of the population is now overweight. This can cause serious illnesses such as heart disease.

Medicines for weight control do not work very well because many of them have side effects. Some cause heart problems and others cause liver problems. It is important to do research on new medicines. However, it takes a long time to develop them. Before new medicines for weight control are available, we have to exercise and eat a good diet. We must pay attention to our own weight control.

Answer the following questions about the web page.

1. What might be the reason some people stay thin?
2. Why do some people gain weight?
3. Why is the study of weight gain important?
4. What do the scientists hope to do for humans using their results from the study on mice?
5. What should people do now to control their weight?
### A.

Jiahua’s dad thinks Jiahua is overweight. He is talking to Jiahua about an article he read. Listen to Jiahua’s dad and help Jiahua fill in as much information as possible in the form below.

<table>
<thead>
<tr>
<th>Weight problems</th>
<th>Causes</th>
<th>Effects</th>
<th>Advice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dad</strong></td>
<td>My mum is a good (1) _______________ and I like eating very much.</td>
<td>Being too fat is (2) _______________ to health. People who are overweight tend to be (3) _______________. They cannot (4) _______________ well because of their weight. Too much body fat can cause a lot of (5) _______________.</td>
<td>Don’t (6) _______________, and talk to a doctor.</td>
</tr>
<tr>
<td><strong>Doctor</strong></td>
<td>I eat too much (7) _______________ and (8) _______________.</td>
<td></td>
<td>Change my (9) _______________. Have more (10) _______________ and less (11) _______________. Do more (12) _______________.</td>
</tr>
</tbody>
</table>

### B.

Jiahua and his dad are now talking to a doctor. The doctor is telling Jiahua what he can do to lose weight. Listen to their conversation and complete the form above.

### C.

Jiahua’s friend Michael is also overweight. Jiahua is replying to Michael’s e-mail because he wants to help Michael lose weight. Use the information in the form above.

Dear Michael,

Thanks for your e-mail. So, your dad is worried about your weight problem. My dad is worried about me too.

The other day, my dad read me an article from a magazine. It says that being overweight is (1) _______________ to your health. People tend to be less (2) _______________. The worst thing is that too much fat can cause a lot of (3) _______________. My dad took me to a doctor. The doctor advised me to change my (4) _______________. I think you should do the same. Eat more (5) _______________ and less (6) _______________. You should also do more (7) _______________.

Good luck!

Jiahua
A When we write about the changes in a person or a place, it is important that we write about the difference between the past and the present. We should use the past tense to describe the past and the present tense to describe the present. Read the story below and see how the writer compares past and present.

You won’t believe your eyes when you see Tommie! He has changed a lot. The last time I saw him was only two years ago when he was in Grade 8. He was a head shorter than me at the time, and he still had a child’s voice. He was so shy when he saw me. He did not talk much but he smiled a great deal.

Now Tommie is taller than me at 170 cm. He is in senior high. He is not shy any more. He told me a lot of interesting things about his class when we met. He is very popular with his classmates and the teachers like him too. He is working very hard at his lessons now, because he wants to go to Peking University.

B You want to write an article for your school newspaper about your friend Liangliang. He used to be overweight and not very active. After exercising and going on a diet, he now looks like a different boy. Write your article according to the following pictures.
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