

经全国中小学教材审定委员会2004年初审通过
普通高中课程标准实验教科书（必修）

Advance with English

牛津高中英语

（模块五·高二上学期）

凤凰出版传媒集团
译林出版社
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Student's Book

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- 作 者 Joanne Claire Kent (英) Deborah Aldred (英)
英方主编 牛津大学出版社(中国)有限公司英语教学编写委员会
中方主编 王守仁 何 锋
副 主 编 张海燕 顾爱彬 周桂良
编 写 范红升 王振华 陆 明 张 淳 叶宁庆
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- 电 话 025-83242700 (总机)
传 真 025-83242328
教材热线 025-83304650
电子信箱 jiaocai@yilin.com
网 址 <http://www.yilin.com>
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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**第一个版块：Welcome to the unit**。顺着前面所引出的话题，你将来到**Reading**版块。该版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。你也将通过阅读了解现实生活和社会发展的方方面面。通过学习课文后面的**Reading strategy**和完成阅读练习，你还能掌握英语阅读策略，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，接下来的版块**Word power**能为你迎接这一挑战提供有效的帮助。在该版块中，你将学会根据话题扩充词汇以及其他多种词汇学习技巧。语法学习，贵在运用，在**Grammar and usage**版块中，你既可得到系统的语法辅导，又能在该版块精心设计的语境中学会灵活运用语法知识。**Task**版块要

求你能综合运用所学习的语言知识和语言技能，完成特定的任务。你将在教材为你设计的语言情境中，通过获取语言信息、两人对话或小组讨论和口、笔头表达等一系列的课堂学习活动，学会熟练、自如地运用英语。

Project是课堂教学的延伸和拓展，属于探究式学习。该部分由阅读材料和完成课题的四个步骤组成，要求你走出课堂，与同学分工合作，通过讨论、调查、专访、文件检索等活动，完成一个特定课题。你将首先认真阅读所提供的阅读材料，从中得到启发，然后完成课题。单元的最后一个是**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。





游历了单元的各个版块以后，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！

江苏省中小学教学研究室
牛津大学出版社(中国)有限公司

2005年8月

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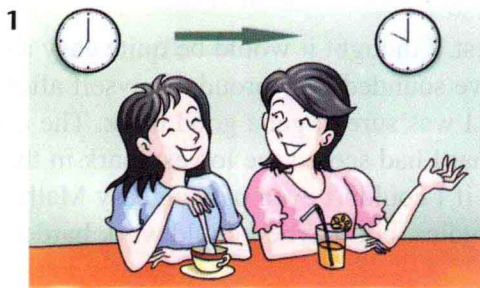
Getting along with others

In this unit, you will

- ◆ read two letters to a magazine agony aunt about friendship and an article from a school magazine
- ◆ listen to a conversation on a radio talk show
- ◆ discuss friendship and practise agreeing and disagreeing
- ◆ write a letter to a friend
- ◆ present an oral report on the results of a survey

Welcome to the unit

Almost everyone wants to make friends and develop friendships with others. Look at the following illustrations and read the proverb under each one. What do you think the proverbs tell us about friendship and getting along with others?



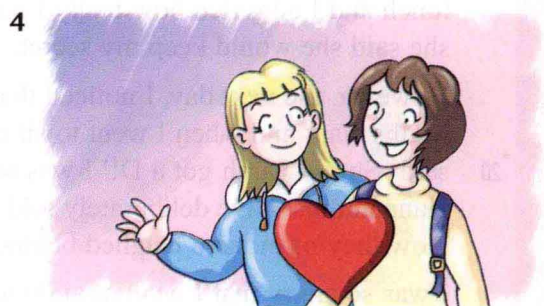
Friends are thieves of time.



The best mirror is an old friend.



If you can buy a person's friendship, it's not worth having.



True friends have hearts that beat as one.

- 1 Do you have a best friend? Why do you think that he or she is your best friend?
- 2 How do you get on with your friend(s)? How do you help each other when you have problems?
- 3 What do you think are the most important characteristics in a friend?

Reading



Read the following two letters quickly and answer these questions.

- 1 Are the writers of the two letters feeling happy or sad? _____
- 2 What did Sarah get for the surprise Maths test? _____
- 3 Is Matthew usually a quiet boy? _____



Sometimes we need help getting along with others. Read the two letters below written to a magazine agony aunt.

Secrets and lies

Dear Annie,

I feel betrayed by my friend, Hannah. We have been best friends since primary school and spend almost every day with each other. Sometimes, other children say we are no
5 fun because we are both very academic and like to study, but we like it that way. We are both very hard-working and we both get good marks at school.

On Monday, we had a surprise Maths test. I thought it would be quite easy and was not worried about the results. I must have sounded very proud of myself after the test, saying loudly how easy it was and how I was sure to get a good mark. The next day
10 after class, my Maths teacher told me that I had scored the lowest mark in the class! I felt so ashamed; I must be really stupid if I couldn't even pass an easy Maths test! I didn't feel like I was overlooking my studies, but maybe I could work harder in Maths.

Afterwards, I went out to the playground. I was determined to be cheerful, but Hannah
15 sensed something was wrong. We went to wash our hands in the girls' toilets before lunch and I admitted how badly I had done. I made her promise not to tell anyone, and she said she would keep my secret.

However, the next day, I noticed that my classmates were staring at me as I came into Maths class and when I went to sit down, I found a piece of paper on my desk that
20 said 'Stupid Sarah got a D!' I was so upset that I felt like crying. I thought that Hannah must have deliberately told everyone about my mark after promising not to. How they must have laughed behind my back!

I was so angry that I went straight to Hannah and told her we weren't going to be friends any more because she couldn't keep her word. She was really upset and swore
25 that she hadn't told anyone, but I know that the only people who see marks are the teacher and the student. She said that someone must have heard us in the toilets, but I don't believe her. I don't think I can ever forgive her. Now I've lost my best friend and everyone teases me. What shall I do?

From

Sarah

A friendship in trouble

Dear Annie,

My name is Andrew. I am 17 years old and I have a dilemma. My best friend Matthew has stopped talking to me. We have been best friends since
 35 childhood and play together in the school football team. Last week, we had an important match against another school. The other team was brilliant and we really had to focus. I was determined to win, but Matthew was playing really badly. He seemed absent-minded and as a result of his careless playing, we lost the game.

40 Afterwards, I told him I thought he was not trying hard enough and he got really angry with me. He said it wasn't his fault if he couldn't play as well as me and that I shouldn't yell at him. He also said that even Beckham couldn't always give a great performance. Then we both started shouting at each other and it turned into a horrible argument. He kept on saying really
 45 mean things to hurt me. I feel really guilty because I said some really cruel things too, but I can't stand seeing our team lose. Football is very important to me, but so is our friendship.

Since the match, he hasn't spoken to me even though we sit next to each other in class. It's really awkward. He is usually cheerful and outgoing, but
 50 he has been really quiet and looks sad. The things he said hurt me too, but he has not apologized to me.

Yesterday, I saw him talking to another boy, Peter, and I cannot help wondering if he wants Peter to be his best friend instead of me. I told my brother about the fight, but he said Matthew is just angry and perhaps a
 55 little bitter because I am really athletic and good at football and that I had better find another friend. What should I do?

Yours sincerely,
 Andrew

Reading strategy: reading to understand emotion

The texts above are letters to an agony aunt. These letters often describe a problem the writer has strong feelings about like an important event or an unforgettable experience. Usually the writer writes what he/she honestly thinks and feels. For example, in the first paragraph of the first letter, the writer writes about her feelings, e.g., 'I feel betrayed by my best friend, Hannah.' She goes on to talk about the problem and how it affected her, e.g., 'I felt so ashamed' and 'I was so upset that I felt like crying'. By reading the letters carefully, it is possible to find out just how the writer feels about the problem and even think about what advice to give them.

C1 How well did you understand the details in the two letters? Answer the questions below. Read the letters again if you are not sure about the answer.

- 1

What did Sarah think about the surprise Maths test?
- 2

What did Sarah tell Hannah in the girls' toilets?
- 3

Why did Sarah tell Hannah that they weren't going to be friends any more?
- 4

Why did Andrew shout at Matthew after the match?
- 5

What did Matthew think about losing the match?
- 6

What kind of boy is Matthew?

C2 When you write a letter to an agony aunt, you may tell him or her what you think and how you feel. Read the two letters again and fill in the table below. The first one has been done for you.

Letters	How Sarah/Andrew felt	Why she/he felt so
Sarah's letter	1 She felt betrayed.	1 She thought her best friend Hannah didn't keep her secret.
	2	2 She scored the lowest mark in her class.
	3	3 She found a piece of paper on her desk that said 'Stupid Sarah got a D!'
Andrew's letter	4	4 His best friend Matthew has stopped talking to him.
	5	5 He said some really cruel things to Matthew.
	6	6 They lost the game because of Matthew's carelessness.

D Look at these new words from the two letters and match them with their definitions.

- 1

academic (line 5)

- 2

overlooking (line 12)

- 3

deliberately (line 21)

- 4

teases (line 28)

- 5

yell (line 42)

- 6

mean (line 45)

- 7

awkward (line 49)

- 8

apologized (line 51)

- a

on purpose
- b

makes fun of, laughs at
- c

giving little attention to
- d

uncomfortable
- e

good at subjects which involve reading and studying
- f

said sorry
- g

shout loudly
- h

unkind

E Agony Aunt Annie wrote back to the two students. Complete her responses with the words listed below.

determined
friendship

apologize
secrets

proud
guilty

mean
mark

betrayed
match

Dear Sarah,

You have every right to feel ⁽¹⁾ _____ by your friend if she did tell your secret to others, but it seems unlikely that she did. You say that you are best friends; well, best friends talk about their problems and try to solve them. If she is a good friend, you should ⁽²⁾ _____ for blaming her.

If you still have doubts, you should think about why you don't believe her. Was it because you were ashamed of your ⁽³⁾ _____ or your behaviour? Did you feel jealous of your friend's mark? If so, the problem lies with you, not her. Try not to sound too ⁽⁴⁾ _____ of yourself when discussing your marks in front of others.

However, if you feel that she is very bad at keeping ⁽⁵⁾ _____ and likes to embarrass you in public, you had better find a new friend.

Dear Andrew,

It seems you need to apologize quickly to avoid losing a good friend! Don't forget that some things are important to people, even when they don't shout about them. The ⁽⁶⁾ _____ was probably very important to Matthew and he felt ⁽⁷⁾ _____ about losing, and bad about not being as gifted at football as you are.

A football team needs all the players to work together and help each other. Each player should play to their strengths. Shouting at your teammate was unfair and just made him feel worse. Although you both said ⁽⁸⁾ _____ things to each other, one of you has to be first to say sorry. Don't be stubborn!

You say that your ⁽⁹⁾ _____ is as important as football. Well, then you should be ⁽¹⁰⁾ _____ to get your friendship back. Don't let a small disagreement ruin your friendship. Do not delay. Talk to your friend and I'm sure that before long, you'll be back playing football together.

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

Do you think Sarah and Hannah should try to be friends again or go their separate ways?

Well, I think they should try to make new friends. They don't trust each other any more.

I think they should try to be friends again. They have many happy memories together.

...

1 If you found out that your best friend had made friends with another person, what would you think about this and what would you do?

2 Do you think good friends should have the same interests? Why or why not?

Word power

Adjectives to describe personality

Adjectives are used to describe people or things. The dialogue below shows some examples of how adjectives are used to describe people's personalities.

- A: At first, when I saw my best friend start to spend time with new friends, I was **jealous**. But now I am more **open-minded** because I have new friends to spend time with too.
- B: Yes, I noticed that sometimes you were **moody** at the beginning of last term. However, I'm pleased to see that you are much more **cheerful** these days.



Some adjectives that describe personality are positive, while others are negative. Below are some examples.

Positive		Negative	
generous	warm-hearted	dishonest	narrow-minded
reliable	open-minded	stubborn	bad-tempered
honest	helpful	moody	impolite
polite	friendly	unkind	boring

There are many adjectives to describe personality that have the same or similar meanings. Words that have the same or similar meanings are called **synonyms**. When we want to express the opposite meaning of a word, we use an **antonym**. Here are some examples of adjectives that describe personality, and their synonyms or antonyms.

Synonyms		Antonyms	
strong-minded	determined	hard-working	lazy
shy	timid	generous	selfish
friendly	kind	talkative	quiet
happy	cheerful	polite	rude



A Han Fang's cousin, Ding Wei, just started university. He is writing a letter to Han Fang to tell her all about the new friends he has made. Help him choose the proper adjectives to describe their personalities.

25 September

Dear Han Fang,

How are you? I am doing fine here at university and I have made several good friends as well. I want to tell you about them.

First of all, I must tell you about my roommate, Wu Kang. He is from Dalian. We get along very well because he is so (1) _____ (difficult/easy-going). We stay up at night and talk about many things. We have interesting conversations. Neither of us is (2) _____ (quiet/talkative), that's for sure!

Next is my classmate, Li Xiang. His family is from Nanjing, just like ours. When we first met, I thought Li Xiang was quite (3) _____ (shy/outgoing) because he didn't say much. But now I know that he is a very (4) _____ (friendly/unfriendly) and (5) _____ (dishonest/honest) person. We often study together and he usually helps me with Maths and I help him with English. I am happy to have such a (6) _____ (lazy/hard-working) classmate.

Finally, I want to tell you about Zhao Jie. He always tells jokes. He is very humorous even though he has a (7) _____ (serious/carefree) personality. He is training to be a national athlete. Can you believe that? I have no doubt he will succeed. Maybe one day he will make it to the Olympics!

I hope that when you come for visitor's weekend, you will get to meet some of my friends. Please don't worry about me. I am making friends and studying hard. The professors are (8) _____ (easy/strict) but they are kind. I like university very much.

Write back soon!

Ding Wei

B See how many positive and negative adjectives that describe personality you can come up with. Write your words in the ovals below.

Positive

Negative

Grammar and usage

To-infinitive

The *to*-infinitive is *to* + the base form of a verb, e.g., *to do* and *to work*. It can be used alone or as part of an infinitive phrase.

I was determined **to be** cheerful.

- 1 The *to*-infinitive can be the:

- **subject** of a sentence

To find a best friend is difficult. = It is difficult **to find** a best friend.

- **object**

I need **to sleep** for eight hours every night.

- **object complement**

I asked him **to come** over.

- **attribute**

I have a very important meeting **to attend**.

- **predicative**

His intention was **to cheer** me up.

- **adverbial**

My dad arranged some swimming lessons **to surprise** me.

- 2 The *to*-infinitive can also have a **continuous** or **perfect form**.

Things seem **to be getting** better.

John pretended not **to have seen** me.

Bare infinitive

Another kind of infinitive is the bare infinitive. It is the infinitive without *to*.

- 1 We use the bare infinitive after:

- *let* and *make* and sometimes *have*

I **let** her **borrow** my book.

She **made** me **promise** to write every day.

The teacher often **has** his students **read** aloud in class.

- verbs of perception: *feel*, *hear*, *see* and *watch*

I **saw** her **talk** to her new friends.

- *would rather*, *had better* and *why not*

I **would rather go** swimming.

You **had better tidy** your bedroom.

Why not visit your cousin in Japan?

- 2 When two infinitives are joined by *and*, *or*, *except*, *but*, *than*, *rather than*, we normally use the bare infinitive for the second infinitive.

She told me **to be** cheerful **and look** on the bright side.

Do you want **to go** shopping **or watch** a film?

We had nothing **to do but watch** TV.

I decided **to write rather than phone**.

TIP Verbs of perception can also be used with verb-*ing* but with different meanings.

I saw her talk to her new friends.
(I witnessed the whole conversation.)

I saw her talking to her new friends.
(When I saw her, she was talking to her new friends. I might or might not have witnessed the whole conversation.)

Sally moved from New York to London. She has made some new friends there. She is writing to Laura, her friend in New York, to tell her about them. Help her complete her letter using the words in brackets. Change the form where necessary.

17 January

Dear Laura,

I want ⁽¹⁾ _____ (thank) you for your last letter. I was very happy when I saw it in my mailbox. I'm so glad I persuaded you ⁽²⁾ _____ (talk) to Rachel. Isn't it wonderful ⁽³⁾ _____ (have) good friends? Speaking of friends, I've met some nice people here in London and I think we might become close friends. I decided to write rather than ⁽⁴⁾ _____ (e-mail) you about my new friends because it's always nice ⁽⁵⁾ _____ (receive) a letter from someone special.

I met Monica when I joined the school badminton team. We got on really well and soon a great friendship developed. She invited me ⁽⁶⁾ _____ (go) to her house and ⁽⁷⁾ _____ (watch) DVDs. We have been friends ever since.

My other friend is Jane. She always lets me ⁽⁸⁾ _____ (borrow) her Maths notes. You know I would rather ⁽⁹⁾ _____ (visit) the dentist than study algebra and arithmetic! Jane told me I had better ⁽¹⁰⁾ _____ (spend) more time studying, and I have been trying my best.

How are you doing at school? I hope your results are still good. Why not ⁽¹¹⁾ _____ (write) to me and ⁽¹²⁾ _____ (tell) me all about it?

I can't wait ⁽¹³⁾ _____ (see) you again. When are you coming to visit me? You had better ⁽¹⁴⁾ _____ (make) it soon! Why not ⁽¹⁵⁾ _____ (come) to London this Easter? We could go to the amusement park or even to the circus!

Take care,

Sally



Verb-ing form as a noun

1 Verb-ing forms can be used like nouns. They can be used:

- as the **subject** of a sentence when we talk about an action in a general way
Swimming is good for your health.
- as the **object** of a sentence when we talk about an action in a general way
I love **swimming** in the sea during the summer.
- after **prepositions**
I keep fit **by swimming** every day.
- after **possessive pronouns**
Her swimming has improved since she started training every day.
- in **compound nouns**
There is a shoe in the **swimming pool**.

TIP If it is already clear who is being talked about, we do not add a possessive pronoun in front of the verb-ing form, e.g., *Thank you for coming.*

2 We use a verb-ing form, not an infinitive, after these verbs:

admit	dislike	imagine	delay	consider	mind	understand
avoid	enjoy	practise	miss	finish	keep	suggest

3 Some common phrases are used with verb-ing forms.

Would you mind ...	Would you mind helping me with my homework?
... cannot help ...	I cannot help wondering why she does not like me.
... look forward to ...	I look forward to seeing you at the party.
... feel like ...	I don't feel like doing anything now.
... cannot stand ...	She cannot stand seeing that boy.
... it is no use/good ...	I think it is no use crying about your exam results now.
... put off ...	I had to put off shopping for a while.
... keep on ...	He kept on asking me for my phone number.

4 We can use a verb-ing form or an infinitive after the following verbs, with little difference in meaning.

continue	prefer	begin	hate	like	start	love
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5 Some verbs can be followed by a verb-ing form or a to-infinitive, but with some difference in meaning or usage. We need to make sure we use the correct form.

forget	regret	remember	mean	try	go on
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- **forget + to-infinitive** (The to-infinitive here refers to an activity that has not been done.)
He **forgot to close** the door when he left.
- **forget + verb-ing form** (The verb-ing form here refers to an action that has been done.)
I'll never **forget winning** my first gold medal.

Ma Yan is writing a short e-mail to her friend, Xu Dong, about her views on chat rooms. Read her notes and help her complete the e-mail.

Notes

- first visit: a year ago
- regular chats: 2 months later
- chat every day
- pretend I'm someone else
- don't talk to real friends as much
- sometimes chat all evening
- mum—stop me at about 10 p.m.
- forgot—didn't do homework
- must pass exams, mum says, or sell computer
- real friends more important

Date: 10 March From: Ma Yan To: Xu Dong Subject: Chat rooms

I first began ⁽¹⁾ _____ Internet chat rooms about a year ago. I started ⁽²⁾ _____ regularly about two months later, and now I chat on the Internet daily.

I love ⁽³⁾ _____ chat rooms because sometimes I feel like ⁽⁴⁾ _____ to be someone else online. I love to create a new identity for myself. Soon after visiting the chat rooms, I began to talk less to my real friends. I thought they were less exciting than my online friends.

I usually enter the chat room at about 8 p.m. and continue ⁽⁵⁾ _____ all evening, sometimes until midnight. But usually my mum makes me ⁽⁶⁾ _____ at about 10 p.m.

Mum discourages me from ⁽⁷⁾ _____ online. She says I spend an absurd amount of time online. My friends say so too. Maybe they're right. Last week, I even forgot ⁽⁸⁾ _____ my English essay. Mum says I had better ⁽⁹⁾ _____ my exams, or she will sell the computer as punishment. Although I have fun with my online friends, I know that my real friends are more important than my online friends.