

北师大版九年级全一册英语电子课本（2013 年最新版）

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	课本内容
1	北师大版七年级英语上册电子课本（2013 年最新版）
2	北师大版七年级英语下册电子课本（2013 年最新版）
3	北师大版八年级上册英语电子课本（2013 年最新版）
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义务教育教科书

英语

ENGLISH

九年级(全一册)



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BEIJING NORMAL UNIVERSITY PRESS

义务教育教科书

ENGLISH

英语

九年级 全一册

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前言

同学们:

翻开教材,你们会发现,这本教材的每个单元包含不同的学习板块。了解教材的内容和结构对充分利用教材展开学习有重要意义。下面我们就一起看看各个板块的主要内容和功能吧。

Getting Ready



这是每个单元的起始。你们将在这个板块了解单元话题和单元学习目标,学习话题词汇,并使用这些词汇进行初步的讨论。

Lessons

每单元有三个语言输入课。你们将在这些课中学习语言知识,提升语言技能。



Communication Workshop

这一课是语言输出课。你们将在学习范文的基础上,逐步提高英语写作和口语表达的能力。



Check Your Progress



学完了前面的内容,你们将在这里对所学内容进行自我检测,了解自己的学习效果。

Across Cultures / Fun Zone

这两个板块呈现了中外文化知识和轻松、有趣的英语活动,是弹性学习内容。你们可以根据学习情况选择使用。



Study Help

你们将在这个板块了解多种学习策略。试试看,你们会发现适合自己的学习方法。



Unit Diary



这是每个单元的结尾。反思一下,自己在这个单元学到了什么,有哪些进步,哪里有待提高。

教材除了以上主要学习单元外,还设计了丰富的**自主学习资源**。如果有兴趣,请读一读**Literature Spot**中的经典文学作品,与其他同学合作完成**Project**,做一做**Workbook**中与学习单元配套的练习。如果学习中遇到了困难,试着到**Grammar Summary**、**Notes to the Texts**、**Tapescripts**以及**词表**中查找答案。衷心希望你们感受英语学习的快乐,不断进步!

Scope and Sequence

Unit / Pages	Skills
1 Language 5~16	Reading: Body Language; Language Learning Tips Listening: Different Kinds of English Speaking: Talking about English learning tips Writing: Tips for English Learning
2 Books 17~28	Reading: Classics; Tom Sawyer Listening: The Book Club Speaking: Introducing books Writing: Which Is Better—Paper Textbooks or E-textbooks?
3 Creativity 29~40	Reading: A Famous Inventor; Creative Minds Listening: Good or Bad? Speaking: Introducing scientists and inventors Writing: My Favourite Scientist / Inventor
4 Space 41~52	Reading: Life in Space; The Spaceship Listening: The Amazing Shenzhou Speaking: Talking about life in space Writing: A Letter to an Astronaut
5 Literature 53~64	Reading: Meeting Anne; A Famous Writer Listening: The Dark Room Speaking: Acting out a play Writing: A Story
6 Role Models 65~76	Reading: Basketball Star—Yao Ming; Steve Jobs Listening: People in Our Lives Speaking: Introducing a person Writing: My Role Model
7 Journeys 77~88	Reading: The Silk Road; Life Is a Journey; To the South Pole Speaking: Talking about journeys Writing: My Journey
8 Discoveries 89~100	Reading: Famous Discoveries; An Experiment Report Listening: Discovery of the Year Speaking: Giving a formal speech Writing: My Discovery / Experience
9 Save the Planet 101~112	Reading: Going Green; Tree Heroes Listening: Our River Speaking: Talking about ways to protect the environment Writing: Save the Planet
Appendices pp. 113~210	

Strategies	Functions	Vocabulary	Grammar
• Reading: Dealing with difficult words	• Checking for clarification	• Nationalities / languages	• 被动语态
• Reading: Understanding true meaning	• Judgement and evaluation	• Reading material	• 被动语态
• Reading: Understanding cause and effect relationship	• Stating opinions	• Creativity	• 连词
• Listening: Listening for numbers • Reading: Making inferences	• Logical relations	• Space • Space programme	• <i>So that / so... that</i>
• Reading: Putting events in time order	• Judgement and evaluation	• Types of literature • Describing objects • Animals	• 定语从句
• Reading: Identifying the main idea • Listening: Identifying the speaker's views	• Introducing a person • Stating reasons	• Role models	• 不定式
• Reading: Poem appreciation • Reading: Identifying topic sentences	• Describing a journey	• Places • Life	• 冠词
• Reading: Taking notes	• Making a formal speech	• Discoveries	• 条件状语从句
• Reading: Problems and solutions • Reading: Facts and opinions	• Interview	• Pollution	

语法分布表

语法项目		分 布
名词		七上: Get Ready D 七下: Unit 3 八下: Unit 3
代词		七上: Get Ready B, Get Ready E, Unit 1, Unit 3, Unit 4 八下: Unit 2, Unit 6
数词		七上: Get Ready B, Get Ready C 七下: Unit 5
介词和介词短语		七上: Get Ready D, Unit 2, Unit 3 八上: Unit 5, Unit 6
连词		七下: Unit 6 八上: Unit 6 八下: Unit 2, Unit 4 九年级: Unit 3, Unit 4
形容词		八上: Unit 3
副词		七上: Unit 4 七下: Unit 1, Unit 6 八上: Unit 3
冠词		七上: Unit 1 九年级: Unit 7
动词	情态动词	七上: Unit 4 八上: Unit 2
	现在进行时	七下: Unit 2
	一般现在时	七上: Get Ready A, Unit 2 七下: Unit 1
	一般过去时	七下: Unit 5 八上: Unit 1
	一般将来时	七下: Unit 4
	过去进行时	八上: Unit 5 八上: Unit 6
	现在完成时	八下: Unit 2, Unit 3
	被动语态	九年级: Unit 1, Unit 2
	非谓语动词	九年级: Unit 6
构词法		七下: Unit 2, Unit 6 八上: Unit 1, Unit 3, Unit 4
句子种类		七上: Get Ready A, Get Ready D, Unit 4 八上: Unit 1 八下: Unit 5, Unit 6 九年级: Unit 1
简单句		七上: Unit 3 七下: Unit 2, Unit 6
并列复合句		七下: Unit 6
主从复合句	宾语从句	八下: Unit 1, Unit 5, Unit 6
	状语从句	八上: Unit 4 八下: Unit 4 九年级: Unit 4, Unit 8
	定语从句	九年级: Unit 5

Unit 1

- Talk about body language and customs.
- Read about language learning tips.
- Listen to a discussion about different kinds of English.
- Write language learning tips.
- Learn about passive voice and tag questions.



Language

Getting Ready

- 1 Look at the Key Words. Which are nationalities? Which are languages? Which are both?

Key Words: Nationalities / Languages

American, Australian, British, Canadian, Chinese, English, French, German, Indian, Japanese, Russian

Example

French is a nationality and also a language.

- 2 Look at the photos and discuss the questions below.

- 1 How can we pass on information?
- 2 How many languages can you speak? What are they?
- 3 Do you know any sign language? What gestures do you use to communicate? (e.g. thumbs up, waving your hand...)

1 Body Language

Warm-up

1 Match the body language with their meanings.



thumbs up high five OK sign V sign

- a It is OK. b I win!
c Yeah! d Well done!

Reading

2 Skim the text. What is the writer's opinion on the importance of body language?

3 Read the text and answer the following questions.

- 1 How can body language help us communicate?
- 2 What difficulties may we have when using body language in other cultures?



Body language is an important form of communication that is used everywhere, although we don't often think about it. Some messages are understood by people around the world simply because they are not communicated by words. For example, in many countries, people nod their heads to show agreement and they put their fingers up to their mouths to ask for silence.



However, body language is used differently in different cultures. For example, in some western cultures, people shrug their shoulders to show they don't understand or they don't care about something. This isn't common in other places. In Asian countries, such as Japan, people bow to show respect when they greet each other or say goodbye. This isn't done in the West.

Sometimes, people think they know about the body language customs of certain cultures, but in fact, they don't know enough. Take bowing as an example. Many travellers aren't sure how to bow or when to bow while in Japan. Kissing is another example that we need to learn about. In many European cultures, women and children are kissed on each cheek by family members or friends when they meet in the street. New friends are often greeted with a kiss on the cheek by Europeans at parties. Two men usually shake hands and put their free hand on each other's shoulders. In the Middle East, you must be careful about your feet. It is very rude to show the bottom of your shoe when you rest one leg on top of the other. It is also not polite to touch people with your shoes.

So, as we can see, body language is just as important as the spoken language when we communicate with people from other cultures.

4 Complete the table according to the text.

Body language	Purpose	Place
nod	to show _____	around the world
_____	to ask for silence	around the world
shrug shoulders	to show they don't _____ or _____	in some _____
bow	to show _____	in _____, especially in _____
_____	greeting (for women & children)	in Europe
_____	men greeting each other	in Europe

Grammar 被动语态 (一般现在时)

5 Read the following sentences and find similar ones from the text. Then find rules to complete the table.

They are understood by people around the world.

It isn't done in the West.

被动语态		
主语+	助动词 +	过去分词
He / She / It	_____	kissed ... given ...
You / We / They	_____	seen ... shown ...
I	_____	used ...

⇨ *Grammar Summary 1, page 172.*

6 Circle the doer in the following sentences.

- This meal is cooked by my grandpa.
- English is spoken by many people around the world.
- The glass is broken by Tim.

7 Complete the following sentences with the passive voice.

- The cakes _____ (make) by Mum.
- The letter _____ (write) in Chinese.
- We _____ (invite) to the party.
- Mary _____ (give) lots of gifts.

8 Change the following sentences into the passive voice.

- Tourists buy a lot of postcards here.
- Students take tests every Friday.
- Sarah walks the dog every day.
- Dad does all the housework.

Speaking

9 Who usually does the following housework in your family?

Use the passive voice to make sentences.

- make breakfast
- sweep the floor
- wash the dishes
- cook dinner

10 **Pair Work** What body language do you / your friends / your parents often use? Share with your partner.

Example

A: *What body language do your parents often use?*

B: *My mum often hugs me. Hugging is used to show love.*

- holding hands (love)
- patting shoulders (support)
- crossing arms (anger)
- putting thumbs up (praise)
- clapping hands (encourage)

2

Different Kinds of English



Xiaoxia is studying in the United States this summer. She is talking with her teacher about the differences between British English and American English.

Warm-up

1 Read the words below. Match the words with the same meaning.

mate	petrol
cookie	trainers
gas	friend
sneakers	biscuit

2 Do you know any other differences between British English and American English?

Listening

3 Listen to the dialogue and tick the differences mentioned.

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> spelling | <input type="checkbox"/> use of words |
| <input type="checkbox"/> word order | <input type="checkbox"/> pronunciation |

4 Listen and circle the examples mentioned in the dialogue.

notes / bills

colour / color

check / bill

gray / grey

sweater / jumper

flat / apartment

programme / program

first floor / ground floor

5 Listen again and write the examples in the correct box below.



Function 确认信息

6 Read the Key Expressions.



Key Expressions: Checking for clarification

It's hard, isn't it?

But you pay with "bills", don't you?

You didn't realise there were so many differences, did you?

But you understand each other, don't you?

7 What do the responses mean? Circle *a* or *b*.

1 A: But you pay with bills, don't you?

B: Yes, I do.

a "I pay with bills."

b "I don't pay with bills."

2 A: You didn't realise there were so many differences, did you?

B: No, I didn't.

a "I realised there were so many differences."

b "I didn't realise there were so many differences."

8 Choose the correct question tag.

1 Your friend is here, **is he / isn't he?**

2 You speak English, **aren't you / don't you?**

3 You haven't seen her, **have you / has she?**

4 You didn't go out last night, **do you / did you?**

5 Ben doesn't have a sister, **has he / does he?**

9 Fill in the blanks with the correct question tags.

1 Rachel hasn't finished her homework, _____?

2 They will come over for dinner, _____?

3 Judy won the competition, _____?

4 You drink coffee, _____?

5 They weren't at home, _____?

Speaking

10 Pair Work Guess the answers to the following questions and ask your partner for clarification.

- How old is your partner?
- How does your partner come to school?
- What sport can your partner do?
- What is your partner's mother's job?
- Did your partner watch TV yesterday?

Example

A: *You are seventeen years old, aren't you?*

B: *Yes, I am. / No, I'm ... years old.*

11 Your Turn Work in groups. Give a presentation on the differences between British English and American English.

Example

There are some differences between British English and American English. You can see these differences in ...

3

Language Learning Tips



Warm-up

- 1 What do you think is difficult about learning English? What do you do to improve your English?

Example

Remembering English words is difficult for me. I always have a small notebook with me, and I write down new words. It helps.

Reading

- 2 Read the discussion and answer the questions.
 - a What problems does David have in English learning?
 - b What suggestions do the three students give him?
 - c What suggestions does Mrs Smith give him?

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David
Well, I don't know how you all feel, but I find English really difficult. There are just so many words to remember, and the language structures are so difficult to understand. My problem is that I can't remember all the new words and I find long passages difficult to understand. I'm so worried. How can I improve my English?

Tina
Don't worry, David. I often use chants, songs and pictures to help me remember new words, and they're quite useful. I also check the number of words I can remember each day. Then I'll test myself again after one or two days. For very difficult words, I'll review them again one or two weeks later. The important thing is to review the new words often.

Brian
For long passages, you should try to understand the general meaning and key points first. And for language structures, the best way to remember them is to use them. Try to do more reading, listening, speaking and writing in English. The more you use them, the easier learning English will be.

Anne
As for me, I like to check my learning progress once a week. I usually make a list of things I do well and those I don't. Then I'll set my goals and work out a learning plan to achieve them. I find it very useful, and my English has improved a lot. By the way, I always reward myself when I achieve my goals.

Mrs Smith
Never give up, David. Learning English is hard, but your English is already very good. I'm sure you'll find a learning method that suits you. Remember, we're all good at different things and we can all make a difference!

3 Read the text again and fill in the table.

Name	Suggestions
Tina	<ul style="list-style-type: none"> remember new words using _____ _____ the new words
Brian	<ul style="list-style-type: none"> for long passages, try to understand _____ _____ language structures in order to remember them
Anne	<ul style="list-style-type: none"> _____ once a week use a _____ to achieve goals, _____ yourself once they are achieved

4 Read the Reading Help. Then choose the correct meaning of the words from the text.

Reading Help: Dealing with difficult words

- Read the sentence with the difficult word. Is the word a noun, an adjective, a verb or an adverb?
- Read the sentences before and after and try to guess the meaning from the context.

1 review (para. 2)

- a learn b look again
c change

2 reward (para. 4)

- a happy b a prize
c give something to someone because of good work, behaviour, etc.

3 suit (para. 5)

- a correct b be right for c a way

5 **Your Opinion** Which suggestion do you think is helpful for you? What suggestion would you give to David?

6 Look at the underlined words in the text. Choose the correct meaning.

An interesting way to learn English is by watching films. Choose a (1) familiar film – one that you've watched more than once. Don't read the (2) subtitles on the screen while you watch it. Listen carefully and (3) jot down useful words or phrases in a notebook. It is difficult to listen to English (4) continuously for a long time, so at first you may just watch 10 - 15 minutes a day.

- 1 a like b knowing sth very well
2 a words shown at the bottom of a film b images in a film
3 a write down quickly b remember
4 a slowly b without stopping

Speaking

7 **Group Work** Get into groups of four. Discuss your English learning problems and give each other suggestions.

Example

- A: *I can't remember new words. What can I do?*
B: *I think it's a good idea to use chants and songs to remember new words. It is fun and easy!*



Communication Workshop

Reading

- 1 Read Minghua's online discussion with Steve. What learning tips does Steve offer? Write *V* for vocabulary, *G* for grammar and *S* for speaking in the circles.



Hi. I'm Minghua from China. I'm learning English and I feel so frustrated. There are just so many new words to remember and English grammar rules are really confusing. I become very nervous when I speak English, too. What should I do?

Hi Minghua,

Don't be frustrated. Learning a new language is not easy. I can share some of my learning tips with you.

- For vocabulary, I think it's useful to make word lists for different topics. For example, you can make lists for fruit, vegetables and animals. Then you can review them whenever you have time. The more you review, the more easily you'll remember! And when you want to speak or write on a certain topic, you can refer to those lists.
- As for grammar rules, I've used pictures and tables to help me, for example with verb tenses. I've also tried to put difficult structures into songs, but I think the best way to remember grammar rules is to use them. These methods work well for me. You can have a try.
- In the past, I was also very nervous when I spoke English in class because I was afraid of making mistakes. Then, I tried to talk to myself. Whenever I was alone, I just talked to myself in English. It worked. Now I no longer feel nervous when I speak English in class!

I hope these tips are helpful for you. I am sure you will feel less frustrated soon.

Good luck!

Steve

Text Builder

- 2 Look at the learning problems in the table and find the solutions in the online discussion and complete the table.

English-learning Problems	Solutions
① Trouble with remembering new words	→
② Frustration with grammar rules	→
③ Nervous when speaking	→

Writing

3 Write one or two of your English learning problems.

4 Exchange your English learning problems with your partner. Write down solutions to your partner's problems.

My partner John has difficulty in ... I think he should ...

Speaking

5 Tell the class about your partner's English learning problems and your solutions.



Check Your Progress

A Complete the passage. Use the correct form of the words on the right.

The difference between 1 _____ and 2 _____ spelling makes me feel 3 _____. However, it's important to pay 4 _____ to this when writing. 5 _____ letters in 6 _____ words make spelling more 7 _____. But the more you use them, the 8 _____ you will feel.

Britain
America
frustration
attend
silence
England
difficulty
ease

B Write the correct words in the blanks.

cross nod hug kiss shrug shake

You can ...

- 9 _____ your mother to show you love her.
10 _____ your shoulders if you don't understand.
11 _____ your family or friends on the cheek when you meet in Europe.
12 _____ someone's hand to say hello.
13 _____ your head to agree.
14 _____ your arms to show you are angry.

C Change the following sentences from active voice to passive voice.

People in Australia speak English.

→ *English is spoken by people in Australia.*

- 15 She sells cakes in the market.

16 Dad washes the dishes every evening.

17 We use pictures to remember new words.

D Use the words to make sentences in the passive voice.

Dinner / every day. / Ada / cooks

→ *Dinner is cooked by Ada every day.*

- 18 them / Computer games / on Saturdays. / play

19 writes / him / Beautiful songs.

- 20 The floor / me / sweep / in the morning.

E Circle the correct question tags.

- 21 You've been there, **aren't you** / **haven't you**?
22 She speaks American English, **doesn't she** / **does she**?
23 The dog didn't eat the ball, **did it** / **does it**?
24 Your mother is not a doctor, **isn't she** / **is she**?
25 We're number one, **aren't we** / **are we**?
26 You'll do your homework, **won't you** / **do you**?

Vocabulary ___ / 14

Grammar ___ / 12



Chinese and English

- 1 Do you think English is a difficult language? Why / Why not?
- 2 Read the text and answer the questions.
 - 1 Which two languages are spoken by more people in the world than any other language?
 - 2 Why is Chinese difficult to learn?
 - 3 How are English letters and pronunciation related?
 - 4 How are tones used in Chinese?
- 3 Read the text again. Which language do you think is more difficult, English or Chinese? Why?

Chinese and English are very different languages. Each language developed along a different path and has a very different system of writing and pronunciation. However, despite their huge differences, both languages are spoken by more people in the world than any other language.



Chinese began to develop around 1000 BC. It has gone through many forms and has many different dialects (方言). Mandarin (普通话) is now the most widely used form of Chinese. English began to develop in Britain around the year 100 AD. Local languages, old German, Latin and other European languages mixed and became a new language. This is why, even today, many words in English sound familiar to people who speak other European languages.

Chinese writing uses a system of strokes (笔画) to make characters, which represent a sound, a word or an idea. Learning to read Chinese takes great memorization skills and learning to write it takes many hours of repeated practice. Words must be learnt together with their symbol, meaning and pronunciation.



Aa Bb Cc
Ee Ff Gg

English, on the other hand, uses an alphabet (字母). Each letter and some letter combinations (组合) have a different sound. Letters are put together to make a word with a particular pronunciation. Once you learn the basic patterns, you can say most new words you see.

Tone (语调) is used very differently in Chinese and English. Chinese has four tones, which usually convey (表达) the actual meaning of a word. In English, tone of voice creates emphasis (强调), follows a pattern or conveys the emotions (情感) or attitude (态度) of the speaker.

Communication Problems

- To check if someone understands you, you can say: "Do you understand me?" You can also use these expressions:
 - Do you know what I mean?
 - I think ..., don't you?



- If someone doesn't understand what you say, try saying it in a different way. For example:

A: In many countries, you can ask for silence by putting your finger up to your mouth.

B: Sorry?

A: I mean, you can ask others to keep quiet by putting your finger up to your mouth.

B: I see.



Work in pairs. Say these sentences in a different way.

- English structures are very complex.
- I can't do revision continuously for hours.
- My English test result is very unsatisfactory. I feel so frustrated.

Unit Diary

How well can you do these?



Language and Skills	• I can understand the texts about body language and language learning tips.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• I can make sentences in the passive voice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• I can use tag questions to check for clarification and agreement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• I know how to deal with difficult words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• I can write about my English learning problems and the ways to solve them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Culture	• I know some differences between English and Chinese.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Study Skills	• I know how to solve communication problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Unit 2

- Talk about different kinds of books.
- Read an introduction about some books.
- Listen to students talking about books.
- Write about books and e-books.
- Learn more about passive voice.




A B
C D



Books

Getting Ready

1 Look at the Key Words. What do you like to read?

 **Key Words: Reading material**
comic book, classic, dictionary,
e-book, history book,
how-to book, play, poem,
science fiction book, short story

2 Look at the pictures B, C and D. Where are the books? Match the letters with the locations.

- in a bookshop
- on the Internet
- in a library

4 Classics

Warm-up

- 1 Match the writers (1-4) with the book titles (a-d). Which books have you read? Do you like them? Why or why not?

1 J.K. Rowling	a Lord of the Flies
2 Mark Twain	b The Adventures of Tom Sawyer
3 Lewis Carroll	c Harry Potter and the Goblet of Fire
4 William Golding	d Alice's Adventures in Wonderland

Reading

- 2 Work in groups of three. Each read a passage. Then ask and answer the questions.

- 1 What is the title of the book?
- 2 Who is the writer?
- 3 Who are the main characters?
- 4 When was it published?



1 Tom Sawyer first appeared in Mark Twain's book *The Adventures of Tom Sawyer*. He also appears in three other books by Twain. Tom is an orphan. His curiosity and friendship with a boy named Huckleberry Finn often get him into trouble with his serious Aunt Polly.

The book includes dialogues that show how language was spoken at the time. At the time it was published, people weren't used to this and it upset some people. However, it has remained a popular and important book since it was first published in 1876.



2 The silly creatures in *Alice's Adventures in Wonderland* were created by Lewis Carroll. In the 1865 book, a young girl named Alice falls down a rabbit hole and drops into a strange land. As she travels through the land, she meets many characters, solves puzzles and tries to avoid the awful Queen of Hearts.

Carroll was very bright and he had a degree in maths from Oxford. When he wrote the book, he also added maths puzzles to the story. As they were so well hidden, many readers today still enjoy trying to find and solve these puzzles.



3 *Lord of the Flies* was written by William Golding. The book is about a group of young boys. They are forced to stay on an island together after their plane has an accident. As they wait for help, they try to live off the land and build a small society. However, the boys don't get along, and have trouble keeping the peace.

The book was published in 1954. Although it was not a great success at first, it became popular later. By the early 1960s, it was taught in many schools in Britain. Two films have also been made of the story.

3 Read the three texts. Which book is each sentence about?

- 1 The main character has a good friend.
- 2 The characters have a fight.
- 3 One of the characters is a serious woman.
- 4 It was not popular when it was published.
- 5 The writer wrote about the main character in four of his books.

4 **Your Opinion** What do the three books from page 18 have in common? How are they different?

Grammar 被动语态 (其他时态)

5 Read the sentences and find similar ones from the text. Then complete the table below.

Lord of the Flies was written by William Golding.

By the early 1960s, it was taught in many schools in Britain.

主动语态	被动语态
John Clear made these records.	These records _____ by John Clear.
He will finish the work on time.	The work _____ on time (by him).
The old man has planted 1,000 trees this year.	1,000 trees _____ by the old man this year.

⇒ **Grammar Summary 1, page 172.**

Watch out!

In passive sentences, we often leave out the doer of the action (*by X*) because the doer may be unknown, unimportant or obvious.

6 Change these sentences into passive voice.

- 1 Two thieves stole the painting last night.
- 2 My parents have bought a new TV.
- 3 Dad has taken some nice photos.
- 4 The baby broke the glasses this morning.
- 5 Judy will finish the work at 7 pm.
- 6 Ben built this toy house last week.

Speaking

7 **Group Work** Imagine you are going to have a birthday party. What preparations have been done? Look at the picture and make sentences.

- hang up the decorations ✓
- make the cake ✓
- buy food ✓
- take out the plates ×
- put flowers on the table ×
- put candles on the cake ×



Example

The decorations have been hung up.

8 **Your Turn** Talk to your partner about your favourite book. Use the questions to help you.

- What's the title of the book?
- Who was it written by?
- When was it written?
- Where does the story take place?
- Who are the main characters?
- What is the story about?
- Do you like it? Why or why not?

5 The Book Club



Warm-up

- 1 Do you like reading? What kind of books do you like to read? How often do you read?

Example

I like reading. Short stories are my favourite. I read at least three times a week. I usually read in the evening after doing my homework.

- 2 Match the quotations with the meanings below.

Meaning	Quotation
a) I'm happy that the books I wrote are inspiring.	
b) People who read a lot today will succeed in the future.	
c) You need to choose good books to read.	
d) Books that encourage a love of reading are good.	

Listening

- 3 Listen to the interview. Tick the quotations that are mentioned.

- 4 Listen to the interview again and answer the questions.

- 1 What's the programme's name?
- 2 What do the guests do for a living?
- 3 What are the topics discussed in the interview?
- 4 What's Peter's opinion? What's Sandra's opinion?



1 "I'm rather proud of the fact that I know several astronauts who became astronauts through reading my books."

2 "Any book that helps a child to form a habit of reading, to make reading one of his deep and continuing needs, is good for him."

3 "Today a reader, tomorrow a leader."

4 "The man who doesn't read good books has no advantage over the man who can't read them."



- 5 Listen again and choose the best answer.
- Sandra White is _____.
 - famous
 - the host of the show
 - a teacher
 - What does Peter think about Mark Twain?
 - He likes reading all kinds of books.
 - He can't read or write.
 - He is clever.
 - Sandra thinks _____.
 - all books are wonderful
 - famous people only read good books
 - some books help people learn
 - According to Sandra, a good book is _____.
 - easy
 - inspiring
 - interesting



Function 判断与评价1

6 Read the Key Expressions.

Key Expressions: Judgement and evaluation

That's true.
 Well, not all books help people learn.
 ... but one thing is clear: good books are inspiring.
 Right.
 That's very interesting!

Speaking

- 7 **Your Turn** What do you think of the quotations on page 20? Discuss with your partner.

Example

A: *What do you think of "Today a reader, tomorrow a leader."?*

B: *That's not always true. Reading can help, but you won't become a leader just by reading a lot of books.*

- 8 **Pair Work** What kinds of books are good books? Talk with your partner. Give examples if possible.

Example

A: *I think good books can teach us a lot of things about human nature.*

B: *Right. And they should be interesting so people want to read them.*

- 9 Share your ideas in Exercise 8 with the class.

Example

I like reading. I think reading is a good habit because it helps us learn about different things. For example ...



6 Tom Sawyer

Warm-up

- 1 Do you remember *The Adventures of Tom Sawyer* from page 18? Who wrote it? Who are the main characters?
- 2 Look at the picture. Which boy do you think Tom Sawyer is? What is he doing? Who is the other boy?

Reading

- 3 Read the text. Was your prediction about Exercise 2 correct?
- 4 Read the text again and answer the questions.
 - 1 When and where did the story happen?
 - 2 What was Tom doing? Did he like it?
 - 3 Who did the work in the end? How did he feel about the work?

It was a beautiful Saturday morning, a perfect morning for playing or swimming. However, Tom had to finish the work Aunt Polly gave him. As Tom started to paint Aunt Polly's very long fence, along came Ben Rogers with a juicy apple in his hand.

Tom was silent. He focused on his painting like an artist.

"Looks like a lot of work, Tom."

Tom turned suddenly. "Oh, it's you, Ben! I didn't notice."

"I'm going swimming. Don't you wish you could come instead of doing work?"

"What do you call work?" asked Tom.

"Isn't that work?"

Tom kept painting and answered carelessly, "Well, maybe it is, and maybe it isn't. All I know is it isn't work for me."

"Oh come on. You can't mean you like it?"

Tom continued painting. "Like it? Well, I don't see why not. Does a boy get a chance to paint a fence every day?"

That put the thing in a new light. Ben stopped eating his apple. Tom swept his brush carefully back and forth, added a touch of paint here and there, and stopped to take a look at it all. Ben watched every move and became more and more interested until he finally said, "Tom, why don't you let me paint a little?"

Tom considered Ben's offer. "Well, no, I can't let you, Ben. You see, Aunt Polly's very proud of this fence. I think there isn't one boy in a thousand, maybe two thousand, that can do it the way it's got to be done."

"Oh come on. Let me try. I'd let you, if I were painting, Tom."

"Ben, I'd like to, honestly, but Aunt Polly, well ..."

"I'll be careful. Just let me try. I'll give you some of my apple."

"Well, no, Ben. I'm afraid ..."

"I'll give you all of it!"

Tom slowly gave Ben the paintbrush. Ben took the brush eagerly and started to paint. On Tom's face was a look of regret but in his heart, he was satisfied.





- 5 Read the Reading Help. Then choose what the characters think when they speak. Use the context to help you.

Reading Help: Understanding true meaning

- Characters, just like real people, may not always say what they mean and how they feel directly.
- The clues in the text, logic, personal experience and your knowledge of human behaviour can help you find out whether the characters mean what they say.

- 1 Tom turned suddenly. "Oh, it's you, Ben! I didn't notice."
- Tom was happy to see Ben.
 - Tom was surprised to see Ben.
 - Tom wanted Ben to think he was surprised to see him.
- 2 "What do you call work?" asked Tom.
- Tom enjoyed doing the work.
 - Tom didn't like the work at all.
 - Tom wanted to make Ben believe painting the fence was enjoyable.
- 3 "Well, no, I can't let you, Ben. You see, Aunt Polly's very proud of this fence. I think there isn't one boy in a thousand, maybe two thousand, that can do it the way it's got to be done."
- Tom didn't want Ben to do the work.
 - Tom tried to make Ben believe painting the fence was an honour.
 - Ben couldn't do the work as well as Tom.

- 6 **Your Opinion** What kind of boy is Tom? How did he make Ben do the work for him?

Vocabulary

- 7 Complete the sentences with words from the box in their proper forms.

come on put...in a new light
take a look at you can't mean

- _____ that panda. It's so cute.
- _____. Let me have one more candy.
- _____ you forgot to take your English test?
- When we _____ a matter _____, we can see a different side of it.

Speaking

- 8 **Role-play** Role-play the story on page 22 with your partner.
- 9 **Your Turn** Think of an interesting story you have read and tell the class about it.

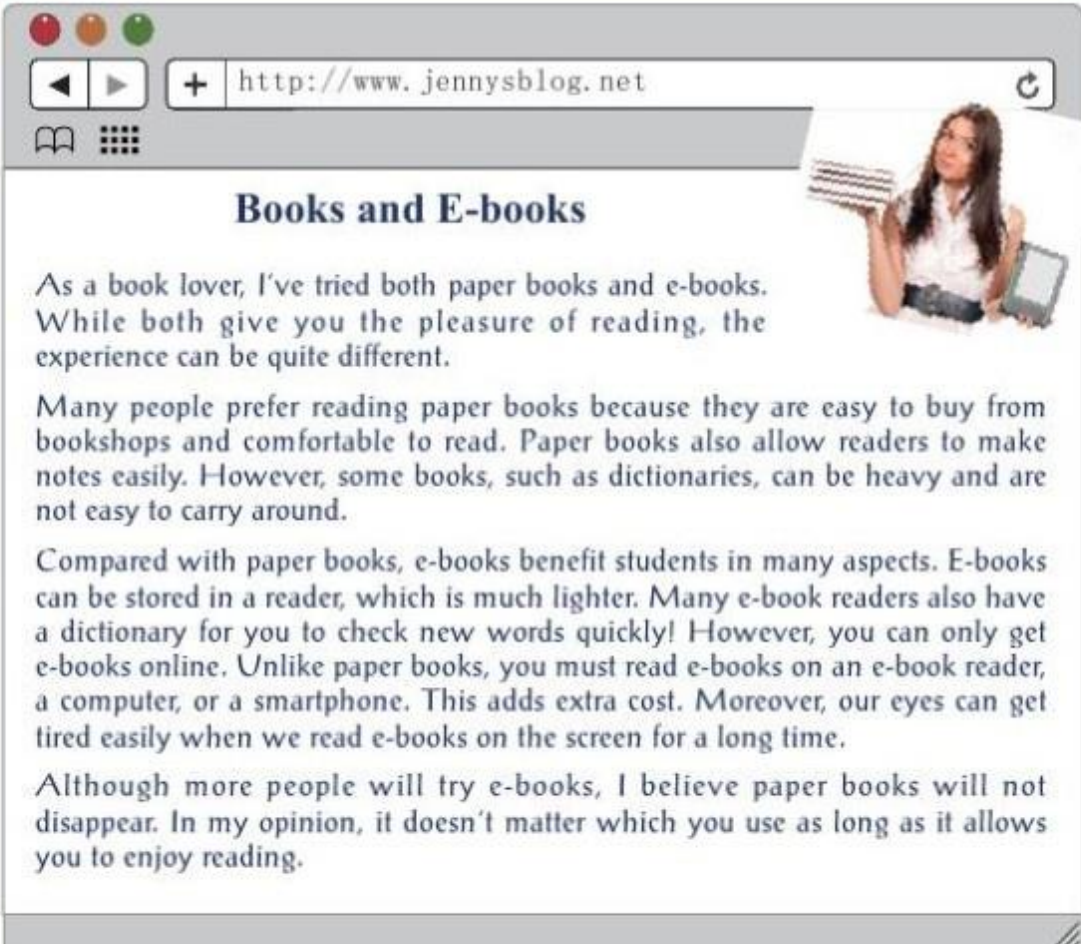
Example

I once read a book called "Charlotte's Web". The book has an interesting storyline. Once...

Communication Workshop

Reading

- 1 Read Jenny's blog and complete the sentences below with e-books or paper books.




The screenshot shows a web browser window with the address bar containing 'http://www.jennysblog.net'. The page title is 'Books and E-books'. The text of the blog post is as follows:

As a book lover, I've tried both paper books and e-books. While both give you the pleasure of reading, the experience can be quite different.

Many people prefer reading paper books because they are easy to buy from bookshops and comfortable to read. Paper books also allow readers to make notes easily. However, some books, such as dictionaries, can be heavy and are not easy to carry around.

Compared with paper books, e-books benefit students in many aspects. E-books can be stored in a reader, which is much lighter. Many e-book readers also have a dictionary for you to check new words quickly! However, you can only get e-books online. Unlike paper books, you must read e-books on an e-book reader, a computer, or a smartphone. This adds extra cost. Moreover, our eyes can get tired easily when we read e-books on the screen for a long time.

Although more people will try e-books, I believe paper books will not disappear. In my opinion, it doesn't matter which you use as long as it allows you to enjoy reading.



- 1 _____ are easier to get because you can buy them from bookshops.
- 2 _____ are convenient for making notes.
- 3 _____ are easier to read. Your eyes won't get tired easily.
- 4 _____ are easier to carry since you can store many of them in one device.

Text Builder

- 2 What's the function of each paragraph in Jenny's blog? (*Introduction, Conclusion, Advantages of paper books, Advantages of e-books*)

Para. 1: _____

Para. 2: _____

Para. 3: _____

Para. 4: _____

Books

- 3 Look at the lists and complete the advantages and disadvantages of paper textbooks and e-textbooks.

① Introduction
Topic

② Paper textbooks
Advantages: _____

Disadvantages: _____

③ E-textbooks
Advantages: _____
Disadvantages: _____

④ Conclusion
Personal opinions/
Summary



Writing

- 4 Write about your opinion on e-textbooks and paper textbooks. Use your notes from Exercise 3 and the example on page 24 to help you.

Example

Compared to e-textbooks, paper textbooks are ...

Speaking

- 5 Tell the class about your opinion on e-textbooks and paper textbooks.

I prefer ... to ... for several reasons. First of all, ...

Which Is Better — Paper Textbooks or E-textbooks?



Check Your Progress

A Match the needs with the types of books.

I am / need to ...	Types of books
1 going to Europe	cookbook
2 know what a word means	travel book
3 have a laugh	comic book
4 build a doghouse	how-to book
5 making dinner	history book
6 do research on Qing Dynasty	dictionary
7 read a good story	joke book

B Complete the sentences. Use the words in the box.

remain force create
depend on prefer

- 8 Shakespeare _____ many interesting characters in his works.
- 9 --- Coffee or tea?
--- I would _____ tea, thanks.
- 10 Robert _____ close to his Chinese students after he went back to America.
- 11 It's very hard to _____ a kid to eat something he doesn't want to.
- 12 Whether we need more food _____ how many people come.

C Write sentences in the blanks based on the example given.

Present

The book is read by many people. _____

13 Past

14 Future

15 Present continuous

16 Present perfect

D What English sayings are these? Change the following sentences from passive voice to active voice and find them.

The work is made light by many hands.
→ *Many hands make light work.*

17 The cat is killed by curiosity.

18 The dust was bitten by the man.

19 The sheep can be separated from the goats by Douglas.

20 All his eggs were put in one basket by Gavin.

Fun Zone 1

BOOKS!

- 1 Which characters are these sentences about? Write the correct names in the blanks.

Harry Alice Tom

- 1 _____ meets a terrible queen in a strange place.



- 2 _____ lives with his aunt who is serious.

- 3 _____ and his friends can do magic.



- 2 Read and answer these questions about books.

1 Who has a best friend called Huckleberry Finn?

- 2 Who is the author of "The Lord of the Rings"?

3 Which book is about some boys who live on an island?

- 4 Who is the main character of J.K. Rowling's world-famous book series?

5 What is the name of the special land in "The Lion, the Witch and the Wardrobe"?

- 3 Put these notes in the correct order to find out what happens in the story "A Christmas Carol" by Charles Dickens.

- a Scrooge wakes up. He is grateful that he has been returned to Christmas Day. He rushes out onto the street to share his newly found Christmas spirit of kindness and generosity (慷慨).
- b Finally the *Spirit of Christmas Yet to Come* leads Scrooge through scenes related to a man's recent death. Scrooge looks at the headstone (墓碑) and is shocked to read his own name.
- c Later that night, the *Spirit of Christmas Past* takes Scrooge on a journey into the past to previous Christmas from his early years.
- d After that, the *Spirit of Christmas Present* takes Scrooge through London to unveil Christmas as it will happen that year.
- e Scrooge, a mean old man, sits in his store on a cold Christmas Eve. His nephew, Fred, pays him a visit and invites him to his Christmas party. Scrooge responds coldly.



Revision for Exams

Read these tips:

- Be clear about the things that are going to be tested, e.g. grammar.
- Read the texts in the textbook again. Look through the "Key Words", "Key Expressions" and "Grammar" and check the things you are not sure of.
- Read through the "Reading help" and "Listening help" boxes. Make sure you understand the tips.
- Look through your written work this year. List your most common mistakes.



Make a revision timetable:

- Plan what you need to revise every day in a timetable and set achievable goals.
- Set some time for breaks in your timetable.
- At the end of each day, review your own progress.



Make your own revision timetable.

Unit Diary

How well can you do these?



Language and Skills

- I can understand some book reviews and the extract from *The Adventures of Tom Sawyer*.
- I can make sentences in the passive voice in different tenses.
- I can understand the true meaning behind what a person says.
- I can understand other's opinions.
- I can write about my opinions about paper textbooks and e-textbooks.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Study Skills

- I know how to make a revision timetable.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------

Unit 3

- Talk about inventors and inventions.
- Read about introductions of an inventor and inventions.
- Listen to a debate about inventions.
- Write about your favourite scientist or inventor.
- Learn about conjunctions.



Creativity

Getting Ready

- 1 Look at the Key Words and the photos. Which jobs do you think are the most creative? Why?

Key Words: Creativity

artist, inventor, musician, photographer, writer
build, create, design, discover, draw, paint, produce, think, work in a team, write

Example

I think an artist's work is very creative. They draw and design things that we see every day.

- 2 Think about your week. What creative things did you do?

- write draw paint
 take photos build things
 other _____

7

A Famous Inventor



Warm-up

- 1 Look at the painting on the right. Do you know the name of it? Who painted it?

Reading

- 2 Read the text and complete the sentence.

Leonardo da Vinci was _____.

- a) a painter b) an inventor c) both



Leonardo da Vinci was born on April 15th, 1452 in a northern Italian town. He is considered one of the greatest painters of all time. He is still famous today because of the Mona Lisa and other well-known paintings. However, not many people know he was also an engineer and an inventor.

Da Vinci was interested in science and art, and he was a pioneer in many areas. He drew plans and pictures and wrote about his many ideas in his diaries. Since he died on May 2nd, 1519, people have been learning from them. They included plans for an adding machine, bridges

as well as drawings of musical instruments, flying machines and machines for war, such as guns.

Since many of da Vinci's inventions were far ahead of their time, they were only tested hundreds of years later. Because he couldn't test them, not all of da Vinci's plans worked out as well as he wished. However, some of his ideas worked well. For example, one of his bridges was finally built 500 years after it was drawn and flying machines, such as helicopters, are very common now.

Some think da Vinci wanted to keep his ideas secret as he wrote his diary in code. Others think it was just easier for him to write this way because he was left-handed. Either way, da Vinci's diaries can only be read with a mirror because everything is written backwards. As it took some time to translate the diaries, they were published more than 150 years after his death.



Da Vinci's drawing of an early helicopter. You can see his special Italian writing below the drawing.

- 3 Skim the text and circle the things that da Vinci planned or invented.

guns bridges war machines computers an adding machine
diaries helicopters musical instruments doctor's instruments

- 4 Read the text again and answer the questions.
- 1 What does "pioneer" (para. 2) mean?
 - 2 Why weren't da Vinci's inventions tested when he was alive?
 - 3 Which of da Vinci's ideas worked well?
 - 4 What was special about da Vinci's diaries?

Grammar 连词

- 5 Complete the sentences according to the text.

because, since, as (reason)

Others think it was just easier for him to write this way _____ he was left-handed.

_____ it took some time to translate the diaries, they were published more than 150 years after his death.

_____ many of da Vinci's inventions were far ahead of their time, they were only tested hundreds of years later.

as well as (addition)

They included plans for an adding machine, bridges _____ drawings of musical instruments.

⇒ Grammar Summary 2, page 172.

Watch out!

Since he died on May 2nd, 1519, people have been learning from them.

(Here, *since* ≠ *because*, *since* = from a particular time in the past until the present)

Not all of da Vinci's plans worked out *as well as* he wished.

(Here, *as well as* ≠ *and*, *as well as* = *nicely in the same way as*)

- 6 What do the underlined words mean in the following sentences? Write *and*, *because*, *from the time or nicely in the same way as*.

- 1 I haven't seen her since I left university. _____
- 2 Since she is very busy, we seldom meet each other. _____
- 3 Judy does not dance as well as her sister does. _____
- 4 Judy likes dancing, singing as well as drawing. _____

- 7 Fill in the blanks with *since*, *as*, *because* or *because of*. There may be more than one correct answer for the blanks.

- 1 _____ it is raining, we have to stay at home.
- 2 I was absent _____ I caught a cold.
- 3 _____ we were late, we could not get a seat.
- 4 The picnic is cancelled _____ the bad weather.

Speaking

- 8 **Pair Work** Do you think Leonardo da Vinci was a great inventor? Who do you think was the greatest inventor? Why?

Example

I think Leonardo da Vinci was a great inventor because he was a pioneer in many areas. He ...

8 Good or Bad?

Warm-up

- 1 What do you think of the inventions in the past ten years? Are they good or bad? Discuss with your partner.

Example

- A: *I think some new inventions can improve our lives.*
B: *I disagree. Not all inventions help us. Think of weapons.*



Andrew and Jenny are having a debate in English class.

Listening

- 2 Listen to the debate. What is Andrew's opinion? What is Jenny's opinion?

Andrew's opinion:

Jenny's opinion:

- 3 Listen again and write A for Andrew or J for Jenny in the boxes.

- | | |
|--|--|
| 1 I think we should cut down on the number of new inventions. <input type="checkbox"/> | 4 Cars make our life easier, don't you agree? <input type="checkbox"/> |
| 2 Scientists need to quickly increase the number of new inventions. <input type="checkbox"/> | 5 I don't think so. There are so many traffic jams. <input type="checkbox"/> |
| 3 Some inventions bring serious problems, for example, nuclear power. <input type="checkbox"/> | 6 This is why we need more new inventions to deal with problems like pollution. <input type="checkbox"/> |

Creativity

- 4 Listen again. Are these sentences true or false?
- 1 Andrew thinks technology is useful in hospitals. _____
 - 2 Jenny doesn't like technology at all. _____
 - 3 Andrew is the last person to speak in the debate. _____
 - 4 Jenny thinks that cars cause more than one problem. _____
 - 5 Andrew thinks nuclear energy is good because it doesn't cost a lot to produce. _____

Function 陈述观点

5 Read the Key Expressions.

Key Expressions: Stating opinions

I support the position that scientists need to quickly increase the number of new inventions.

In my opinion, scientists should cut down on the number of new inventions. We do need new inventions, but having more inventions may not be a good thing.

I disagree. / I don't think so.

- 6 **Your Turn** Do you think dogs are people's best friends? Write down your ideas and discuss with a partner.

Example

I think dogs are our best friends. They can look after our homes.

- 7 Complete the conversation. Write the correct letter in each blank.

- a** but **b** In my opinion
c I disagree / I don't think so
d I support the position that

- A:** Bella, why don't you start?
B: OK. _____ dogs are people's best friends. Some people think that dogs are just pets, _____ I think they're much more than that.
C: _____. Some dogs are dangerous and they even bite their owners. _____, we should be careful when we keep dogs as pets.
B: _____. There must be a reason why a dog bites. As dog owners, they should find out the problem instead of blaming the dogs.

Speaking

- 8 **Group Work** Choose a topic and debate with another group.
- Mobile phones have more advantages than disadvantages.
 - Playing computer games has more advantages than disadvantages.

Example

- A:** *I support the position that mobile phones have more advantages than disadvantages ...*
B: *I disagree ...*



9 Creative Minds

Warm-up

- 1 Have you or your friends invented anything? If so, what was it?
- 2 Match the pictures with the names.
 - a earmuffs
 - b crayon holders
 - c Wristies
 - d popsicles



Reading

- 3 Read the Reading Help. Then read the text and complete the table on the right.

Reading Help: Understanding cause and effect relationship

- Cause and effect shows you how something happens. The cause is the reason, and the effect is the thing that happens as a result.
- Words like *because*, *so*, *as* and *since* link cause and effect. These words are clues to identify cause and effect relationships.



Cause		Effect
1 Frank left his juice outside and it became _____.	→	He _____ it and found that it was _____. He invented popsicles.
2 Chester's _____ were very _____ when he was ice-skating.	→	He tried to make earmuffs.
3 Cassidy's crayons were _____ and _____.	→	It was difficult to use them. She invented crayon holders.
4 Kathryn wanted to _____.	→	She invented Wristies.

How did they think of that?

Kids are natural inventors. They often create amazing things from simple ideas. Here are a few examples that might make you wonder, "Why didn't I think of that?"

Popsicles

Popsicles were invented by 11-year-old Frank Epperson in 1905. He forgot a drink of juice and left it with a stir stick in it outside on a cold night. The next day it was ice. Because of this he couldn't drink it any more, but he could eat it. It tasted good! These ice sticks became popular among kids at school in summer because they were delicious and helped them stay cool. More than a hundred years later, popsicles are still one of the best summer treats!

Earmuffs

When 15-year-old Chester Greenwood was ice-skating in Farmington, Maine, in 1873, his ears were so cold that he couldn't bear it. Although he tried covering his head in a scarf, it was not comfortable. After some thinking, Greenwood made wire into two circles and asked his grandmother to sew fur on them. He then connected them with a steel headband and the first earmuffs were invented!



4 Which inventions are these sentences about? There is more than one answer for some sentences.

- 1 The inventor got the idea by accident.
- 2 It was invented by a girl.
- 3 The inventor made it with an adult's help.
- 4 The inventor started a company.
- 5 It was invented more than 140 years ago.
- 6 It is used in cold weather.

Crayon holders

When 11-year-old Cassidy Goldstein needed crayons for a school project, she had a hard time because there were so many small or broken ones. She found some small clear plastic tubes at home. Although the tiny tubes were usually filled with water to keep flowers fresh, she found that they fit tightly around the crayons. She was now able to hold them easily. This is how she invented Crayon Holders.

Wristies

While some kids just complain when snow gets in their mittens and their hands get wet, 10-year-old Kathryn Gregory decided to do something about it. She created the first pair of Wristies as she wanted to keep her wrists warm and dry. Wristies are long gloves with no fingers and they are worn under your mittens and coat. They can also be worn by themselves. They help you when you work in the cold because your hands stay warm while you use your fingers. She also started a business, with her parents' help, which she still runs today.

All these inventions have one thing in common — the kids were trying to solve problems in their lives. If they can do it, you can do it, too!

5 **Your Opinion** Which invention do you like best? Why do you think these kids can make these inventions?

Speaking

6 **Pair Work** Think about the inventors from the passage. What are some examples of their creativity? Discuss with your partner.

Example

A: Well, Frank thought of a new way to use something he found by accident.

B: I agree. Even though it was cold, he thought people would like it in summer.

A: Good idea. I think we can also read books about them so that we can learn from them.

7 **Pair Work** What do you want to invent? Why? Discuss with your partner.

Example

A: I want to invent a pen that can write fast when I dictate. That will help me a lot in exams.

B: Good idea. I...

Communication Workshop

Reading

- 1 Read a student's writing about a famous Chinese computer scientist. Then read the sentences below and write *T* for true and *F* for false.



My favourite inventor is Wang Xuan. As we all know, Wang Xuan was one of the most famous computer scientists and inventors. He invented the technology for printing Chinese characters. As a result, he is known as "The Father of the Chinese Language Laser Typesetting".

Since there is a big difference between Chinese and English writing systems, laser typesetting for the Chinese language was a serious problem for scientists all over the world. For this reason, Wang Xuan decided to try to come up with a solution. In 1975, he began researching laser typesetting and electronic publishing systems for Chinese. He was not afraid to try new technology, and although he didn't have success all the time, he never gave up. He is believed to be the second most important developer in printing Chinese after Bi Sheng. Now, Wang Xuan's amazing invention is used all over the world, and it has been extremely helpful to the Chinese newspaper publishing industry.

Wang Xuan was not only a great modern scientist but also a great role model for many young people. His life story teaches us that a person should follow his own dream and try his best to make it come true.



- 1 ___ Wang Xuan started his research of laser typesetting in 1975.
- 2 ___ Wang Xuan invented lots of computer programmes for teaching Chinese.
- 3 ___ Wang Xuan found it easy to invent laser typesetting for the Chinese language.
- 4 ___ Wang Xuan was a great role model for many young people.

Text Builder

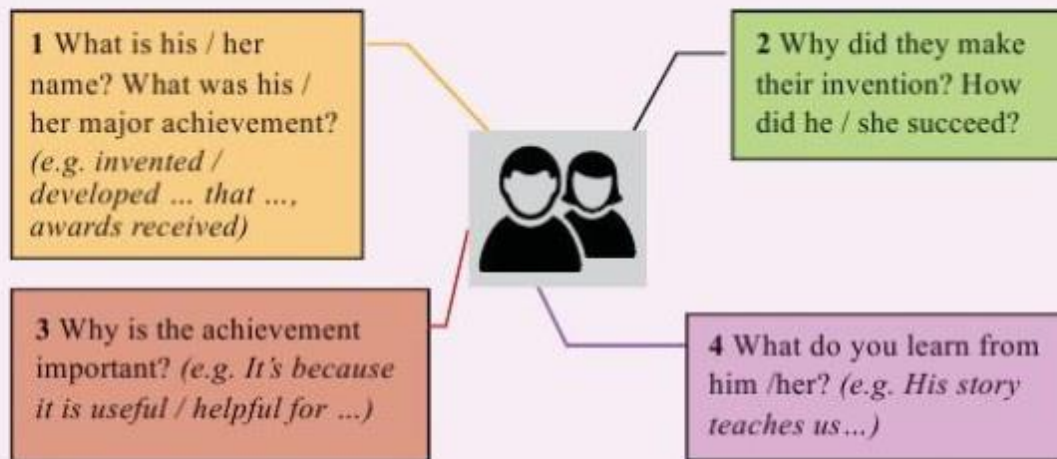
2 Read the text again. What is each paragraph about?

Paragraph 1: _____

Paragraph 2: _____

Paragraph 3: _____

3 Think of a scientist or an inventor that you admire. Answer the questions in the diagram below.



Writing

4 Write about the scientist or inventor that you admire. Use your notes from Exercise 3 and the example on page 36 to help you.

My Favourite Scientist / Inventor

Speaking

5 Tell the class about the scientist or inventor you admire.



Check Your Progress

- A** Write the correct words in the blanks. **C** Write the correct words or phrase in the blanks. You can use some of them more than once.

invention work technology
study trouble balloon

Great Chinese inventor, Zhuge Liang had a very poor childhood and he had to **1** _____ on his uncle's farm during the day and **2** _____ at night. Some think the steamed bun was his most important **3** _____, but he is more often remembered for military **4** _____ like the repeating crossbow (弩). Perhaps his most beautiful invention was a kind of hot-air **5** _____ called a Kongming lantern. He used it to signal to his army when he was in **6** _____ and needed help.

Vocabulary ___ / 6

- B** Read the sentences and circle the correct words.

- 7 He loves the beach because (**swim** / **swimming**) is fun.
8 Since (**study** / **studying**) is hard work, you need to take breaks.
9 She laughed because of (**the joke** / **to joke**).
10 As (**his cooking** / **he cooks**) is quite delicious, she has agreed to marry him.
11 She awoke because of (**her dream** / **she dreamed**).

since so
because because of

- 12 He became famous _____ his inventions.
13 The dog was punished _____ it made the room dirty.
14 _____ everyone was sick, the class was cancelled.
15 _____ they want to practise English, they should speak with foreign tourists.
16 Life is short and the world is wide, _____ the sooner you start learning, the better.

- D** Match the words with the opinions.

a I don't think so b In my opinion
c so d I support the position that

- 17 _____, technology is wonderful as it makes our life better.
18 _____ technology improves our life. For example, it is fast and easy to get information on the Internet.
19 _____. Sometimes online information is unreliable and it can cause confusion.
20 Rumours might be spread on the Internet, _____ don't believe everything you read.

Grammar ___ / 14



Printing

- 1 How do people learn about new ideas and get knowledge today besides reading books?
- 2 Read the text and answer the questions.
 - 1 When and where did modern printing begin?
 - 2 Why wasn't printing done on cloth after the Han Dynasty?
 - 3 How did "movable type" work?
 - 4 Why is the spread of ideas and knowledge so fast nowadays?
- 3 Read the text again. Which do you prefer, reading the page or the screen? Why?

If you are reading this now, it is because these words are printed on this page. Could this happen 2,000 years ago? Well, you could have read some words, but the words wouldn't be printed by a machine on paper.



Modern printing began in China somewhere between 200 BC and 200 AD. A block of wood was carved (刻) so that the words or pictures stood out. Ink (墨) was put on the wood and then cloth was put on top of the wood. Later, during the Han Dynasty in 105 AD, papermaking was invented in China and printing was done mostly on paper after that.

Much later, a new method called "movable type" was invented. It used small blocks made of metal with characters or letters. The blocks could be moved around easily to make a whole page of printed text and it was much faster than carving a block of wood. Methods to do this were invented in China in 1040.



Later this method started to be used in Europe around 1439. Printing became much easier and faster and printing presses became popular everywhere.

Now, we send emails, texts and photos to each other. We can download books and click on links (链接) and read on our phones, tablets (书写板) and laptops (笔记本电脑). Ideas and knowledge are spreading faster than at any other time in history and the screen is replacing the page for many people.

Learning through Practice

1 Look at the Key Words box on the Get Ready page. Underline the words you cannot remember and check the meaning. For example:

Key Words: Creativity

artist, inventor, musician,
 photographer, writer
 build, create, design, discover, draw,
 paint, produce, think, work in a team,
 write

2 Write your own example sentences for these words. They can help you remember the words better. For example:

- inventor — Thomas Edison was a great inventor.
- create — J.K. Rowling created the character Harry Potter.
- discovery — Isaac Newton made a lot of important scientific discoveries.



Choose five Key Words from Unit 1 to Unit 3. Write your own example sentences for these words.

Unit Diary

How well can you do these?



Language and Skills	• I can understand the texts about Leonardo da Vinci and children's inventions.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	• I can use conjunctions to show reasons and addition.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	• I know how to state my opinion and debate ideas.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	• I can understand cause and effect relationships in texts.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	• I can write about a scientist or an inventor that I admire.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Culture	• I know the technological development of printing.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Study Skills	• I can write example sentences for new words.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Unit 4

- ◉ Talk about an astronaut's day.
- ◉ Read about life in space and a science fiction story.
- ◉ Listen to people talking about China's space programme.
- ◉ Write a letter to an astronaut.
- ◉ Learn about adverbial clauses.



Space

Getting Ready

- 1 How much do you know about space flight?



Key Words: Space

astronaut, circle, international space station, land, lift off, manned, spacecraft, space flight, spaceship, unmanned

Example

Not many countries can send manned spacecraft into space.

- 2 Answer these questions.

- 1 Why do people like to learn about stars and the planets?
- 2 Would you like to be an astronaut? Why or why not?

10 Life in Space



Warm-up

- 1 What do you know about an astronaut's day? Share with your class.

Example

- A: *I think astronauts probably eat special food in space.*
- B: *Since there's no gravity in space, astronauts float.*

- 2 List questions you have about an astronaut's day.

Reading

- 3 Skim the text and tick the areas mentioned.

- eating and drinking in space
- exercising in space
- relaxing in space
- how to do science experiments in space

Space Talk: An Astronaut's Day

Every morning you get up, wash your face, brush your teeth, eat breakfast and get ready for your day. These daily actions are so common that you don't think about them much. But what if you were in space? There is no gravity there, so weights are not as heavy as they are on Earth. When you drop something, it doesn't fall to the floor. It floats slowly away in the air. This means that astronauts can't just put down a tool. They need to tie it down. And how do astronauts drink? In space, water just breaks into small drops and hangs in the air.

Well, astronauts eat and drink differently in space. They have special plates so that their food doesn't float away. They use special bags for drinks so that the drink stays inside.

Sleep is also different in space. Astronauts tie themselves to the wall so that they don't float around when they are sleeping. Since they have to work hard, they need to get plenty of rest. The sun rises and sets so often that it can be confusing. The astronauts have alarms and sometimes music to wake them up.

Exercise is important for astronauts as well. Since there is no gravity and astronauts float instead of walking or running, their muscles become weak very quickly. They have to exercise on special machines every day so that this doesn't happen. No one wants to become ill in space and exercise helps them stay healthy.

However, it is not all hard work in space. When they are not doing science experiments, writing reports or exercising, there is a little time for fun. They watch movies, read the news and call family members and friends. The astronauts on the International Space Station can even connect to the Internet.



Dr Maria Sherman talked to students about an astronaut's life in space at the Space Museum on Wednesday.



4 Complete the table with the information from the text.

	Life in space	Reason
When they drop something	It _____.	There is _____ in space.
When they drink	They use _____.	This keeps the drink _____.
When they sleep	They _____.	They don't want to _____.

5 Read again and answer the questions.

- 1 Why do astronauts use alarms and music to wake them up?
- 2 How do astronauts exercise in space?
- 3 What work do astronauts do in space?
- 4 How do astronauts relax in space?

6 Your Opinion Do you think it is difficult to be an astronaut? Why?

Grammar so that / so ... that

7 Complete the table with purpose or result.

so that is used to show _____
1 They have special plates <i>so that</i> their food doesn't float away.
2 They use special bags for drinks <i>so that</i> the drink stays inside.
so ... that is used to show _____
3 These daily actions are <i>so familiar that</i> you don't think about them much.
4 The sun rises and sets <i>so often that</i> it can be confusing.

⇒ Grammar Summary 3, page 173.

8 Choose the correct meaning of the sentences.

- 1 We woke up early so that we could catch the first train.
- 2 We woke up so early that we caught the first train.
 - a We caught the first train because we woke up early.
 - b We woke up early because we wanted to catch the first train.
- 3 He read many books so that he could write well.
- 4 He read so many books that he wrote well.
 - a He read many books so he wrote well.
 - b He wanted to write well, so he read many books.

9 Rewrite these sentences using so ... that or so that.

- 1 We cannot see clearly because it is so dark.
- 2 Peter ate many cakes, so he felt sick.
- 3 Joe studies hard because he wants to pass the test.
- 4 I cannot eat anymore because I am full.
- 5 They wanted to take photos so they brought their camera.

Speaking

10 Role-play Work in pairs. Imagine you are interviewing Dr Maria Sherman about life in space.

Example

- A: Dr Sherman, do astronauts eat different food in space?
 B: Yes, they have special food...

11

The Amazing Shenzhou



Warm-up

- 1 What do you know about the development of China's space programme?



Key Words: Space programme

astronaut, go into, launch, manned, satellite, send into, spacecraft, space station, unmanned

Example

A: I know that the first Chinese astronaut was Yang Liwei but I'm not sure when he went into space. Do you have any idea?

B: I think he went into space in 2003.



- 3 Read the Listening Help. Then listen and fill in the timeline.

Listening

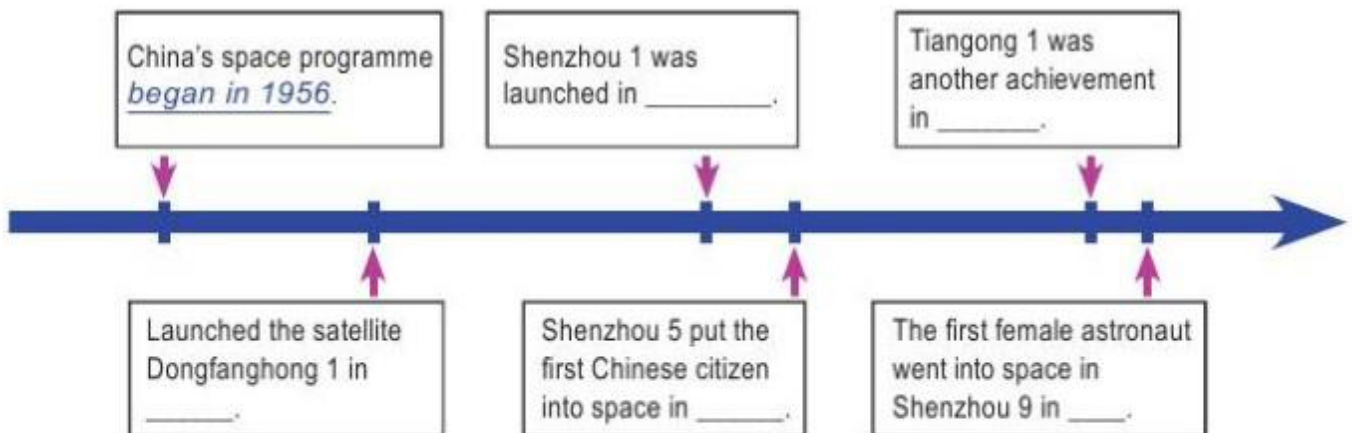


- 2 Listen to the radio programme. Tick the things mentioned.

- international development of the space programme
- the achievements of China's space programme
- the work of Chinese scientists in the space programme
- advice for future space scientists

Listening Help: Listening for numbers

- Listen and get the main idea of the conversation. Background information about the topic can help you make reasonable judgements.
- Listen carefully for years and dates.



4 Listen again and circle the correct answers.

- Which of the following is true about Dongfanghong 1?
 - It is a space station.
 - It carried astronauts into space.
 - It is a satellite.
- America started their space programme _____ years earlier than China.
 - 50
 - 16
 - 60
- When was Shenzhou 7 launched?
 - In 2005.
 - In 2006.
 - In 2008.

Vocabulary

5 Complete the sentences with the correct form of the verb phrases.

make great achievements, send into,
go into, start with, give up,
put a lot of effort into

- She _____ the programme last year and it was a great success.
- The film did not start when we _____ the cinema.
- The city _____ in protecting the environment through their hard work.
- China's first astronaut _____ space in 2003.
- He doesn't _____ easily.
- You'd better _____ the beginner level course.

Speaking

6 **Role-play** Imagine you are a Chinese scientist giving a speech to teenagers in America. Tell them about China's space programme.

Example

Hello, everyone. My name is Wang Yi. It's very nice to be here. Today I want to share with you something about China's space programme.

7 **Pair Work** What does it take to become an astronaut? Discuss with your partner.

Example

A: Astronauts do experiments when they're in space so they need to be good at science. What do you think?

B: I agree. And they need to be strong and healthy so they don't get sick easily in space.

8 **Pair Work** Do you think you can become an astronaut? Discuss with your partner.

Example

A: I think I can become an astronaut because I'm good at science and I'm fit. Do you think you can become an astronaut, Paul?

B: I'm good at science too but I'm not very fit. I may get sick easily in space, so I don't think I can become an astronaut.

12 The Spaceship

Warm-up

- 1 Read the questions and think about your answers. Then have a class vote.

Do you think:

- we will go to another planet?
- we will ever meet alien life?
- you will go into space?

Reading

- 2 Look at the pictures. Then read the text and put the pictures in the correct order.

A boy and a dog were in a field. It was getting dark.

A spaceship was trying to land on an unknown planet.

The boy's name was Billy and his dog was called Oscar.

In the spaceship, the captain was unhappy. Something was wrong. He sent a message to his own planet and got ready to land.

"Come on!" called the boy. The dog was happy. He was wagging his tail. Billy gave the dog a biscuit. Suddenly, Billy and Oscar heard an unusual noise. Then they saw a light near some trees.

Only the captain was alive in the spaceship. "I am alone, but I will find the strongest creature and control it. Then I will control the planet."



- 3 Read the Reading Help. Then answer the questions on the right. Underline the clues in the text.

Reading Help: Making inferences

- Sometimes you have to make inferences and guess about what's happening in a story.
- First skim the passage.
- Then read carefully and find clues. Your logic and general knowledge will help you make good inferences.

Billy called Oscar again but he didn't come. Oscar ran to the trees.

The captain got out of his spaceship. His spacesuit was uncomfortable. The air was fresh on this planet but he didn't take off his spacesuit. He saw huge green leaves everywhere. He climbed to the top of one of them and looked at the sky. It was dark blue.

Oscar smelled something. Maybe it was good to eat. He picked up a metal object with his teeth.

The captain saw a huge monster. He jumped onto its leg. He climbed up and went into the monster's head. "Now I can control you," he said.

- 1 What time of day did the story happen?
- 2 What object did Oscar pick up?
- 3 What kind of person was the captain?
- 4 Where did the captain go after looking at the sky?
- 5 Why did Oscar stop attacking Billy?



Billy found Oscar. He was moving his head strangely. Billy shouted "Come here!" But Oscar didn't move. He just looked at Billy.

The captain was looking at the boy, too. "Kill that creature," he said.

Oscar jumped at Billy and knocked him to the ground. "Oscar!" cried Billy. He was scared and hit Oscar on his head. Then something small fell out of Oscar's ear and Oscar wagged his tail again.

The small "thing" was on the ground. The unlucky captain was dead.

The boy and the dog ran across the field and went home.



- 4 **Your Opinion** Do you think people on Earth will be controlled by creatures from other planets one day? Why?

Speaking

- 5 **Your Turn** Imagine you see some aliens in a spaceship. You want to talk to them. What are you going to talk about? Here are some ideas. Add your own. Then discuss in small groups.

- ask them how they came to Earth
- ask them about life on their planet
- tell them about Earth and what life is like here

Example

- A:** *I think I'll ask them how they came to Earth.*
- B:** *That's a good idea. / I don't think it's a good idea. I think it's better to tell them where we are from.*

- 6 **Role-play** Role-play aliens and people on Earth with another group.

Example

- People:** *Hello! Can you speak English?*
- Aliens:** *Yes, we can. Where are we?*
- People:** *You're on Earth. How did you get here?*

Communication Workshop

Reading

1 Read Angela's letter and then answer the following questions.

Dear Liu Yang,

I'm Angela Liu, a middle school student in Beijing. My classmates and I were really excited to learn that you were not only the first Chinese woman in space but also the youngest astronaut from China. That makes me admire you very much.

Life at school is busy, but once I get home, I like reading books, especially books about physics and chemistry. However, my favourite books are about space. When I read them, I imagine that I'm an astronaut and I'm on a space mission. I want to be an astronaut in the future, too.

It must be very exciting to live in space. I wonder what your life was like there. What did it feel like to be in space? What did you see? What did you eat? How did you sleep? What did the stars look like from space?

My classmates and I admire you very much—you're such a good role model. All of my classmates have decided to work harder and do our best to realise our dreams, just like you.

I'm looking forward to your reply.

Yours faithfully,

Angela Liu



- 1 Why did Angela write a letter to Liu Yang?
- 2 Is Angela interested in space? How do you know?
- 3 What questions did Angela ask Liu Yang?
- 4 What would Angela like to be in the future?

Text Builder

2 Match the parts of a letter and the examples.

- | | |
|-------------|-----------------------|
| 1 Signature | a. Yours faithfully, |
| 2 Greeting | b. I'm Angela Liu ... |
| 3 Date | c. Angela Liu |
| 4 Closing | d. June 18, 2012 |
| 5 Body | e. Dear Liu Yang, |

Writing

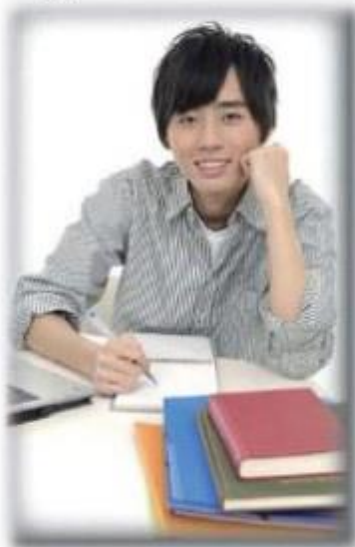
3 The body of a letter usually includes a brief introduction (introducing yourself and your reason for writing the letter), and a mixture of information and questions. Imagine you are going to write a letter to your favourite astronaut. Write some notes in the boxes.

Introduction
Who are you? Why are you writing the letter?

Information
What do you already know about the astronaut? What are your ideas about space? Which sciences do you enjoy?

Questions
What questions do you want to ask the astronaut?

4 Write a letter to your favourite astronaut. Don't forget to add a date and signature. Use your notes from Exercise 3 and the example in Exercise 1 to help you.



Dear ...,

Yours faithfully,

Check Your Progress

A Match the words with the pictures.

1 planet



2 satellite



3 astronaut



4 spacecraft



5 science experiment



6 space station



Vocabulary ___ / 6

B Complete the sentences using *so that*.

7 She is going to sleep early ...

8 I am studying ...

9 We are learning English ...

10 He is buying food ...

C Make sentences using *so ... that* and the words below.

astronauts / tired / fell asleep / bus

→ *The astronauts were so tired that they fell asleep on the bus.*

11 smartphones / useful / everybody wants one

12 it / hot / all the students went swimming

13 homework / difficult / nobody could do it

14 English / useful / everybody wants to learn it

15 Putonghua / becoming / important / many Americans want to learn it

D Make sentences using *so that* or *so ... that* and the words below.

he / practise the violin / every day / can win / the competition.

→ *He practises the violin every day so that he can win the competition.*

16 doctor / tell me to / eat less meat / can get fit

17 apples / tasty / the children ate them all

18 she / put / her favourite song / in the MP3 player / listen to it / every day

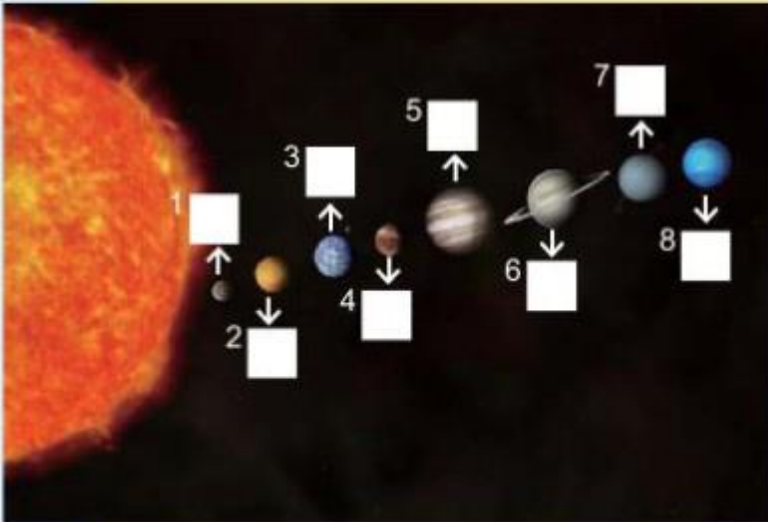
19 China's space technology / has advanced / quickly / the rest of the world is amazed

Grammar ___ / 13

Fun Zone 2

Space Travel!

- 1 Do you know the planets of the solar system? Match the names with the planets.



- a Neptune
- b Mars
- c Earth
- d Saturn
- e Jupiter
- f Uranus
- g Venus
- h Mercury

- 2 Read and answer these questions about space.

- 1 What is the name of the force holding us to Earth?
- 2 Which galaxy is Earth located in?
- 3 Is the sun a star or a planet?
- 4 Does the sun orbit Earth?
- 5 Have human beings ever set foot on Mars?
- 6 What do you call the place in space where everything is sucked in and cannot get out?

- 3 Read the information. One statement is false – which one?

- 1 Yang Liwei was the first Chinese citizen sent into space.
- 2 Liu Yang was China's first female astronaut to fly into space.
- 3 Neil Armstrong was the first American astronaut sent into space.
- 4 Sally Ride was the first American woman to fly into space.



Study Groups

A study group can be useful when you are trying to learn new words and grammar, or to revise for a test because ...

- you can compare your class notes with other group members.
- you can ask the group members questions you didn't ask in class.
- working with other people can help you remember things better.
- studying in groups is more interesting.



How to study in groups:

- 1 Choose your group members and a group leader: _____
- 2 Decide when and how long your group will study: _____
- 3 Decide what you are going to study together: _____
- 4 Stay focused on the topic.
- 5 Listen to what others say.
- 6 Don't just sit and chat! You can do that another time.



Form a study group and revise the language items from this unit together. Follow the suggestions and complete the blanks above.

Unit Diary

How well can you do these?



Language and Skills	• I can understand the text about an astronaut's day and the story.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• I can use <i>so that</i> and <i>so ... that</i> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• I can listen for numbers with similar sounds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• I can make inferences in reading.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• I can write a letter to my favourite astronaut.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Study Skills	• I can form a study group and do revision with them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Unit 5

- Talk about different kinds of books.
- Read a book extract and an article.
- Listen to a play.
- Write a story.
- Learn about relative clauses.



Literature

Getting Ready

1 Look at the Key Words. What kind of literature do you like?

Key Words: Types of literature
fairytale, novel, play, poem,
science fiction, short story, story

Example

Science fiction is my favourite.

2 Talk with your partner about the following questions.

- 1 What kind of stories do you like best?
- 2 Do you like plays? Have you ever been in a play?
- 3 Who is your favourite writer? Why?

13

Anne of Green Gables



Warm-up

1 What do you know about *Anne of Green Gables*?

Reading

2 Skim the text. What is the story about?

Meeting Anne

Matthew Cuthbert was on his way to Bright River on his horse and carriage. He was a quiet man who didn't speak much, especially to strangers. So he enjoyed the journey and the smell of the apple trees in silence. He reached Bright River but there was no sign of the 5:30 train which he'd come for. Matthew asked the station manager if it would come soon.

"It came half an hour ago," answered the manager. "There was one passenger. She's sitting over there."

"I don't understand. I'm not expecting a girl," said Matthew. "It's a boy that I've come for."

"Guess there's some mistake," he said. "Talk to the girl. She's very good at talking. That's for sure."

Matthew looked at her. She wore an old brown hat which covered two braids of very long, thick, red hair. Her face was small and thin with lots of freckles. Her big green eyes looked back at him.

Matthew began walking over but as soon as she saw him walking her way, she started the conversation.

"I suppose you're Mr Matthew Cuthbert of Green Gables?" she said in a clear, sweet voice. "I'm Anne. I'm so glad to see you. I was afraid you weren't coming and I was imagining all the things that might have happened to you. If you didn't come for me tonight, I made up my mind to go down the road to that cherry tree at the corner, climb up it and stay all night. I wouldn't be afraid and it would be lovely to sleep in a wild cherry tree all white at night, don't you think?"

This girl was different.

"I'm sorry I'm late," he said shyly. "Come on. Give me your bag."

As they rode home, Anne talked on and on. Normally, too much talking would make Matthew angry, but from Anne, he didn't mind. She apologised but Matthew didn't want her to stop.

"Oh, you can talk as much as you like. I don't mind," said Matthew.

"Oh, I'm so glad. I know you and I are going to get along fine."



3 Read the text and complete the table.

Time: _____	Characters: _____,
Place: _____	_____
Plot:	
- Matthew felt _____ to see Anne because he was waiting for a _____.	
- _____ started a conversation.	
- Matthew _____ with Anne.	

4 **Your Opinion** What kind of person is Anne? Find evidence from the text.

Grammar 定语从句

5 Read the sentences below. Underline similar sentences in the text. Then complete the table.

He was a quiet man who didn't speak much.
She wore an old brown hat which covered two braids of very long, thick, red hair.

who / that refers to people

I have a sister ____ / ____ is one year old.

The boy ____ / ____ helped the old granny on the road is my brother.

which / that refers to things / animals

I live in a flat ____ / ____ has two floors.

The meeting ____ / ____ you missed yesterday was very important.

⇒ **Grammar Summary 4, page 173.**

6 Read the sentences you underlined in the text. What do *who*, *that* and *which* refer to?

Example

He was a quiet man who didn't speak much.

7 Fill in the blanks with the correct relative pronoun.

- 1 This is the gift ____ I bought for mum.
- 2 We took the train ____ arrived at 10.
- 3 This is the boy ____ won the race.
- 4 She married a young man ____ is a teacher.
- 5 These are the children ____ Miss Brown teaches.

8 Join the sentences using a suitable relative pronoun.

- 1 This is the hotel. We stayed in it during our holiday.
- 2 I have a new friend. My mum likes her very much.
- 3 I saw a girl. She had lovely blue eyes.
- 4 My friend lives in a house. It is far away from town.
- 5 Those are the men. I met them in the market.

Speaking

9 **Role-play** Role-play the story in Exercise 2 in groups.

Example

Narrator: *Matthew went to Bright River in his carriage. ...*

Matthew: *Will the train come soon?*

Manager: ...

Anne: ...

14 The Dark Room

Warm-up

1 Have you read the story *The Blind Men and the Elephant*? Can you answer these questions?

- What was special about the men?
- Which part of the elephant did they touch?
- What did they think the elephant was like?



Key Words: Animals

ear, leg, tail, trunk, tusk

Key Words: Describing objects

flat, heavy, hose, iron, long, mat, rope, round, solid, thick, thin, tree

Example

The men in the story were blind. One of them touched the trunk of the elephant. It was long and had holes at the end. He thought the elephant was like a hose.

Listening

2 Read the beginning of the play. Why did the king ask the officers to come to the palace? What did he do?

Once upon a time there was a king. The king's officers argued about many things, even about small things. So one day, the king asked his officers to come to the palace. He covered the officers' eyes with cloth and led them into a dark room. The king's guards put each officer in a different spot. Then the king spoke.

3 Listen to the rest of the play. Order the pictures according to the officers' answers.

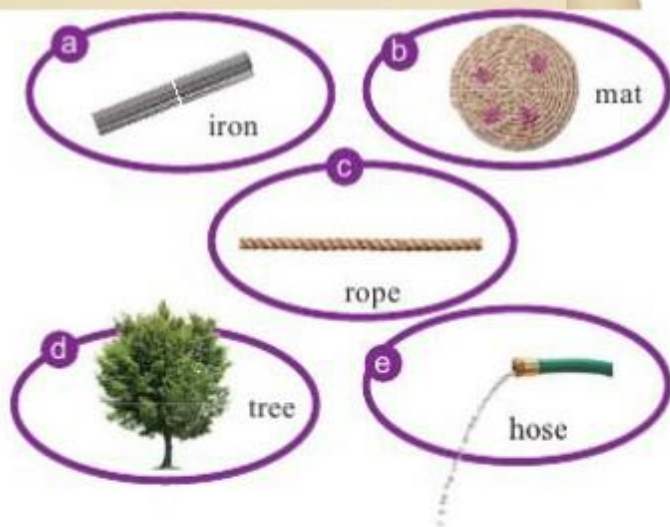
Officer 1 _____

Officer 2 _____

Officer 3 _____

Officer 4 _____

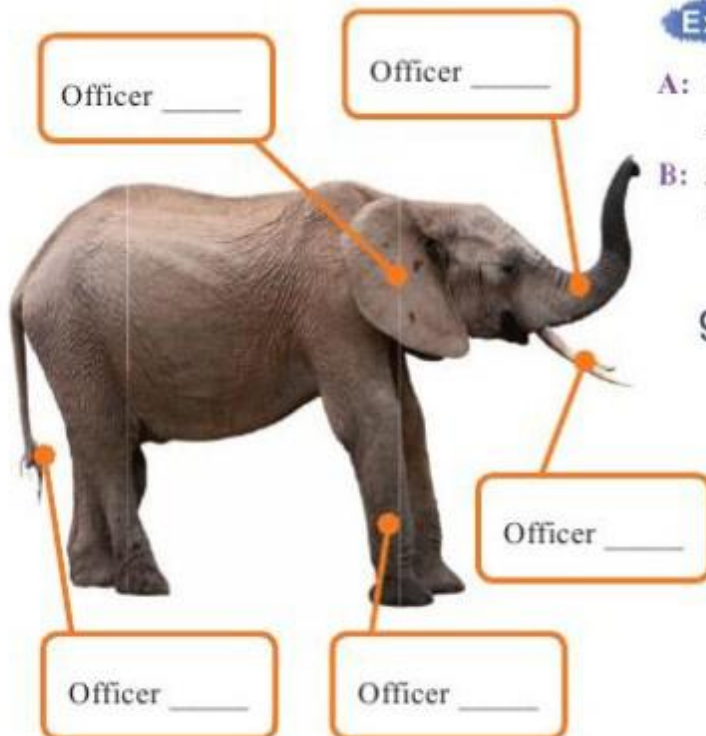
Officer 5 _____



- 4 Listen to the play again and complete the table with how the officers described the thing they touched.

Officer	Details
1	It's obviously a _____.
2	It's long but it's _____ and _____ with holes in the end. It's a _____.
3	It's _____ and heavy. It's quite clearly a _____.
4	It's _____ and _____. It's a floor mat.
5	It's a _____ of iron. It's _____, _____ and solid.

- 5 Look at the details in Exercise 4. Which part of the elephant did each officer touch? Write numbers.



- 6 **Your Opinion** What lesson did the king want the officers to learn?

Function 判断与评价 2

- 7 Read the Key Expressions.

Key Expressions: Judgement and evaluation

It's obviously a rope.
 It's quite clearly a tree.
 Interesting!
 They're both wrong, sir.
 It's not the way they say at all.

Speaking

- 8 **Group Work** Take turns closing your eyes and guessing objects by touch alone.

Example

A: *It's soft and it's made of cloth. It's clearly your jacket.*
 B: *No. You're wrong. It's long and soft. It's quite clearly a rope.*

- 9 Act out the play in class.

Example

Narrator: *Once upon a time, there was a king.*
 ...
The king: *Now cover your eyes and the guards will lead you into a dark room.*
Officer: *It's... It's clearly a ...*

15 A Famous Writer

Warm-up

- 1 Have you read the *Harry Potter* books or watched the films? Do you like them? Do you know anything about the writer?

Example

I've watched all Harry Potter films. I like them very much. I know the writer is J.K. Rowling. She's from ...

Reading

- 2 Skim the text and choose the best title.
 - a A Speech by J.K. Rowling
 - b J.K. Rowling and the *Harry Potter* Series
 - c The Road to Success



J.K. Rowling

In her speech to Harvard students in 2008, J.K. Rowling said, "... seven years after my graduation day, I had failed on an epic scale." She went on to say that "by every usual standard, I was the biggest failure I knew."

It might surprise some readers to know which period of her life J.K. Rowling was talking about here. She is talking about her life when she was writing the first novel of the *Harry Potter* books. The idea came to her during a train ride in 1990. In December that year, her mother died. The next few years were difficult for her. In 1993, her first but short marriage ended. She had no job and had to raise her daughter alone. She didn't have much money and life was not easy. As she said in that same speech, "That period of my life was a dark one and I had no idea that there was going to be ... a kind of fairytale resolution."

As we all know now, the *Harry Potter* books went on to become extremely successful and also made J.K. Rowling very rich. So where does she think this success came from? She thinks it is a direct result of her early failures. As she went on to say, "Failure meant I stopped pretending to myself that I was anything other than what I was and began to direct all my energy into finishing the only work that really mattered to me ... I was set free."

Her *Harry Potter* series was completed with its final book in 2007. The books have become a very successful film series and three years after the final book was published, a *Harry Potter* theme park opened in the United States. She has written other books related to the *Harry Potter* series and her first book for adults was published in 2012. She has also remarried and now has three children.

- 3 Read the Reading Help. Then read the text again. Put the events in the correct order. Then find out the year.

Reading Help: Putting events in time order

- Read the passage and note which events are mentioned.
 - Pay attention to time indicators such as dates, years and words and phrases such as “then”, “before”, “later”.
- The *Harry Potter* theme park opened.
 - J.K. Rowling’s mother died.
 - J.K. Rowling separated from her husband.
 - J.K. Rowling finished her last *Harry Potter* book.
 - J.K. Rowling published her first book for adults.
 - J.K. Rowling got the idea for *Harry Potter* books.

Order	Event	Year
1		
2		
3		
4		
5		
6		

- 4 **Your Opinion** How easy or difficult do you think it is to deal with failure the way J.K. Rowling did?

Vocabulary

- 5 Complete the sentences with the correct form of the following phrases.

go on have no idea
other than related to

- I _____ what is going on here.
- I don't know any American people _____ you.
- Most of your mistakes are _____ your carelessness.
- After her early job as a singer, she _____ to become a song writer.

Speaking

- 6 **Role-play** Use the notes below to role-play an interview with J.K. Rowling. Add your own questions.

- reason for success
- idea for the *Harry Potter* books
- darkest period of her life
- works after the *Harry Potter* books
- family life now

Example

A: *Welcome, J.K. Rowling. Can I ask you a few questions?*

B: *Sure. Please go ahead.*

A: *Why do you think Harry Potter is such a successful series?*



Communication Workshop

Reading

- 1 Read Nancy's story and answer the questions below.

A Story

Last Thursday was Daisy's birthday. I went to her home in the evening to celebrate. It was a fun night. Lots of her friends came and we had a great dinner together. We all enjoyed ourselves a lot and stayed until very late. When I got back home, it was already 11 pm. I was so tired that I fell asleep immediately and forgot to set the alarm for the next morning.

I had a really good sleep, but when I woke up the next day, it was already 10 am! I didn't know what to do, because I knew that I was very late for school. Then I quickly put on my uniform and rushed to school.

To my surprise, the school was closed and there were no students or teachers around. I was so confused. While I was trying to find out what happened, the school's guard came over to tell me that day was a school holiday! What a funny mistake!

- 1 What kind of story is it? Is it funny or serious?
- 2 When did this story happen?
- 3 Where was Nancy last Thursday night?
- 4 How did Nancy feel when she got up the next morning?
- 5 What was Nancy's mistake?

- 2 Read the story again and underline the following adjectives. What do these adjectives mean? Why do we need so many adjectives in a passage?

fun great tired good late closed confused funny

Text Builder

3 Read the text again and match the events with the three parts.

The Beginning

The Climax

The Ending

- A The guard told Nancy that it was a school holiday.
- B Nancy went to Daisy's home for her birthday party last Thursday and stayed till 11 pm.
- C Nancy realised that she was late for school when she got up. She rushed to school, but found that the school was closed.
- D Nancy was tired after the party and forgot to set her alarm clock when she got home.

Writing

4 What kind of story are you going to write? Answer the following questions and make some notes.

- 1 What kind of story is it? (e.g. serious, sad, funny)
- 2 When did it happen? (Time)
- 3 Where did it happen? (Place)
- 4 Who was involved? (Characters)
- 5 What was the climax?
- 6 What was the ending?
- 7 How did you feel? (e.g. happy, worried, excited)

5 Write your story. Use your notes from Exercise 4 and the example in Exercise 1 to help you.



Check Your Progress

A Complete the sentences with the correct form of the words in the box.

separate rush celebrate
apologise raise

- How do people _____ New Year in your country?
- Jennifer was born in China, but she _____ in Australia.
- We've got plenty of time, so there's no need to _____.
- He _____ from his wife after 20 years of marriage.
- I think he needs to _____ for not showing up on time.

Vocabulary ___ / 5

B Complete the sentences using *who* or *that* and the words below.

He is looking for a horse.
It still wants to run a thousand miles.
It lives in the well.
He does magic.

- There is the frog _____
- There is the old horse _____
- He is the man riding a mule _____
- That is the monkey _____
_____ His name is Monkey King.

C Write *who* or *that* in the blanks. Then put the sentences in order to make a story.

- | | |
|--|--|
| <p>a "No, we'd better not," Alan replied. "Without struggling to be born on its own, its wings will never be strong enough to fly. We have to let it follow nature's way."</p> <p>b One day, Tim found something 10 _____ he thought was interesting.</p> <p>c Alan explained, "It's a butterfly being born."</p> <p>d Alan ran over and saw that the insect 11 _____ Tim had found was the chrysalis (蝶蛹) of a caterpillar.</p> | <p>e Tim said, "Let's help it come out faster."</p> <p>f Tim called to his brother, "Hey Alan! Come over here. I found an insect 12 _____ seems to be hatching out of an egg!"</p> <p>g Once upon a time there were two boys — Tim and his big brother, Alan, 13 _____ lived on an island.</p> |
|--|--|

14 _____ 15 _____ 16 _____ 17 _____ 18 _____ 19 _____ 20 _____

Grammar ___ / 15



Chinese and Greek Mythology

1 What Chinese myths have you heard of? What are they about?

2 Read the texts and answer the questions.

1 What did the sun birds do every morning?

2 Why was Dijun angry with Houyi?

3 How did Helios try to protect Phaeton?

4 How did Zeus stop the disaster?

3 Read the texts again. Which myth do you think is more interesting? Why?

A Chinese Myth (神话):

Houyi and the Suns



Long, long ago, there were ten sun birds. Every morning, one of them would rise from a resting spot near the eastern sea and fly across the sky.

But one day they decided to fly at the same time. It was a disaster (灾难). Lakes and rivers dried up, and fires started. People and animals collapsed from the heat. The emperor (皇帝) pleaded to Dijun, God of the Eastern Heaven and father of the sun birds, for help.

Dijun asked Houyi, the God of Archery, to frighten his sons.

Houyi tried to frighten the sun birds but they just laughed at him. So he shot and killed nine of the birds. The emperor ran to Houyi and stopped him, reminding him that if he shot the last bird, the world would be dark forever.

Houyi became a hero, but he could not get back into heaven because of Dijun's anger at him.



A Greek Myth:

Phaeton and the Chariot (战车) of the Sun

One day, long ago, Phaeton, the son of a princess, was told that his father was Helios, the sun god. He went to see Helios. Helios said he would grant (应允) Phaeton a wish.



Phaeton asked to drive Helios's sun chariot for one day. The chariot was extremely hot; the horses were difficult to control and they breathed out hot flames (火焰). Helios tried but he could not convince Phaeton to change his mind about his wish.

The next day, Helios covered Phaeton in magic oil to protect him from the heat of the chariot and gave him advice. Phaeton drove the chariot. First the chariot went too high, turning the world cold. Then it went too low, creating deserts and destroying human lives. Finally Zeus, king of the gods, struck down Phaeton with a lightning bolt (霹雳). Helios, in his sadness, left the world dark for days, before riding his chariot across the sky again.



Spelling Long Words

Follow these steps:

1. Copy the word into your notebook.
2. Make sure you have spelled the word correctly.
3. Find the word in your dictionary, and check how many syllables it has. If you aren't sure, ask your teacher.
4. Write the word out with a space between each syllable. For example: com·mu·ni·ty.
5. Cover the word and write the syllables one by one.
6. Read the syllables aloud as you write them.



Find some words with three or more syllables from this unit. Use the above tips to help you remember the spellings. Then ask your partner to test you.



Unit Diary

How well can you do these?



Language and Skills	• I can understand the extract from <i>Anne of Green Gables</i> and the text about J.K. Rowling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• I can write sentences with relative pronouns.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• I can listen for specific details.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• I can put events in a text in the correct order.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• I can write a story.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Culture	• I know the similarities and differences between a Chinese myth and a Greek myth about the sun.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Study Skills	• I know how to spell long words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Unit 6

- ☐ Talk about the qualities of a good role model.
- ☐ Read about Yao Ming and Steve Jobs.
- ☐ Listen to students talking about respected people.
- ☐ Write about a role model.
- ☐ Learn about infinitives.



Role Models

☐ Getting Ready

- 1 Look at the Key Words. What do you think a role model should be like?



Key Words: Role models

calm, clever, fair, helpful, kind, serious, smart, strong, successful, wise

Example

I think a role model should be helpful and kind.

- 2 Think about your role models. Answer these questions.

- 1 What qualities do you think are most important for a role model?
- 2 Are you a role model to anyone? If so, does this change how you behave and how you see yourself?

16 Yao Ming

Warm-up

1 What do you know about Yao Ming?

Reading

2 Read the text. Circle the adjectives that can describe Yao Ming.

kind modest clever
popular hard-working

3 Answer the questions according to the passage.

1 What difficulties did Yao Ming face when he first played in the US?

2 How did Yao Ming win his teammates' respect?

3 What are the achievements of Yao Ming?

SPORTS

Basketball Star — Yao Ming

In 2002, Yao Ming decided to enter the NBA draft and was drafted to the Houston Rockets in June. He was the first international player without US college experience to be the Number 1 choice in the NBA draft. He soon grew to be a great player. In December of the same year, he was named Rookie of the Month. In 2004, Yao scored a career high of forty-one points in one game. In 2005, Yao Ming got the most votes in the NBA All-Star voting, which broke the record held by Michael Jordan.



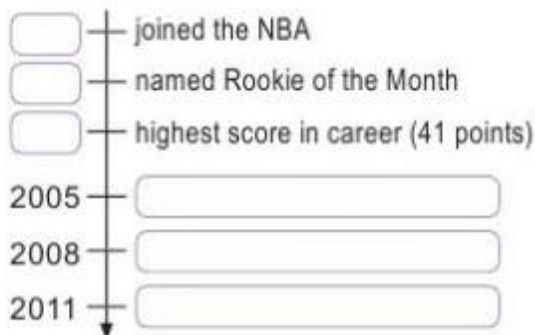
Despite all Yao Ming's achievements, he had a challenging start. He had to deal with cultural differences and language difficulties to communicate with his teammates. But his personality and hard work helped him to win his teammates' and his fans' respect. He worked hard and was always trying to improve. The training paid off for him, and for his fans.

Although Yao Ming has achieved a lot, he has remained modest and has always valued his team members. After winning games, he always told the media that his teammates were great and he was proud to be one of the team.

Yao Ming is also known for his charity work. He founded The Yao Ming Foundation in 2008, and he has built five schools in Sichuan and other areas.

Yao Ming has won the hearts of people all around the world. Although he decided to retire in 2011, Yao Ming will always be thought of as one of the world's best sports stars, not only for his basketball skills but also for his spirit.

4 Read the text again and complete the timeline.



5 **Your Opinion** What do you think Yao Ming's greatest achievement is?

Grammar 不定式

6 Read the sentences and find out more similar sentences in the text. Then work out rules to complete the table.

*In 2002, Yao Ming decided **to enter** the NBA draft.*

*He had to deal with cultural differences and language difficulties **to communicate** with his teammates.*

不定式作宾语和宾语补足语

He tried _____ the work in five minutes. (finish)

Daniel hoped _____ a job soon. (find)

I told you not _____ David. (wake up)

不定式作目的状语

They stopped _____ a rest. (have)

I came _____ you. (help)

⇒ Grammar Summary 5, page 173.

7 Fill in the blanks using the two verbs in brackets.

1 May has _____ to Shanghai in July. (decide / go)

2 John _____ to my home yesterday. (agree / come)

3 Jane _____ a nurse when she grows up. (want / be)

4 Ken is _____ French. (learn / speak)

5 Did your parents _____ to the picnic? (promise / come)

Speaking

8 **Pair Work** What do you do to achieve the following goals?

- improve your English
- prepare for tests / exams
- stay healthy and fit
- ...

Example

A: *What do you do to improve your English?*

B: *I read English newspapers every day to improve my English.*

9 **Group Work** Imagine that you want to be a role model. What do you need to do?

Example

A: *I need to work hard and practise ping-pong every day.*

B: *I need to study foreign languages. I want to speak six languages at least.*

C: ...

17

People in Our Lives

Warm-up

1 What do you know about these people? Do you think they are good role models?

- Lei Feng
- Qian Xuesen
- Guo Mingyi
- Ren Changxia



Example

Ren Changxia was a policewoman. She worked hard to help a lot of people. I think she's a good role model.

Listening

2 Three students are talking about their role models. Listen to their presentations. Who talked about these things?

B = Bella A = Adam L = Lily

- 1 Although she doesn't work anymore, she is busy every day.
- 2 He always tells the truth.
- 3 He helps me when I'm feeling sad.
- 4 I think he's special, not strange.
- 5 She often rides her bike and goes hiking.
- 6 He is like a friend to me.



Role Models

- 3 Read the Listening Help. Listen to the presentations. Write some key words or phrases about each person. Then circle the best answer.

Listening Help: Identifying the speaker's views

- Listen to how the speaker talks about the person's actions.
- Listen for key words or key phrases.
e.g. *always smiles / doesn't get upset easily / a happy person*

1

→ Bella's Dad is **active** / **organised** / **caring**.

2

→ Ms Li is **active** / **organised** / **caring**.

3

→ Jack is **active** / **organised** / **caring**.

- 4 Listen again and answer the questions.

- 1 How did Bella's father help her with her worries?
- 2 Does Ms Li like children? How do you know?
- 3 How is Jack different from other teenagers?

Speaking

- 5 **Role-play** In groups, role-play interviews with Bella, Adam and Lily. The following questions may help you.

- Who is your role model?
- Why is this person your role model?
- What qualities does he / she have?
- What is he / she like?
- Would you please give some examples?

- 6 **Your Turn** Who is your role model? Why? What has he / she done?

Example

My grandpa is my role model. Although he is in his seventies, he is willing to learn new things. Sometimes I have to ask for his help with my computer.

- 7 **Group Work** Work in groups. Discuss what good role models should be like.

Example

I think good role models should be hard-working. They should not give up easily.



18 Steve Jobs

Warm-up

- 1 Do you know anything about Steve Jobs? Who is he? What is his company's name?

Example

Steve Jobs invented many digital products. His company's name is Apple. He died in 2011.

Steve Jobs (24 Feb. 1955 - 5 Oct. 2011) was a co-founder of Apple Inc., one of the most valuable companies in the world, and he invented many of the digital products that are part of everyday life for so many people today.

Steve Jobs's life was not without difficulties, however. He was given up soon after his birth and only met his birth mother and sister when he grew up. As a child, Steve was very smart but formal schooling didn't suit him. He went to college for a short time, but stopped his studies soon after because it was hard for his parents to afford it. He found a way to continue his education for another 18 months, although he never got a degree.

In 1976, Steve founded Apple Computer Inc. with two friends. The company became famous in a few years, but the sales of its first important product were not good. In 1985, Steve was fired from Apple. However, he didn't give up. Instead, he went on to set up another computer company and then a film company. The film company has won many Oscars and produced a number of successful films such as *Toy Story*, *WALL-E* and *Up*. After Steve returned to Apple in 1996, he changed many things in the company, which became an international success story.

Steve Jobs was a leader who knew how to make teams achieve great results but he also had another side. He became angry easily and was often impatient. He usually stated his opinions bluntly and would not put up with anything that he didn't think was perfect.

Although Steve wasn't a perfect man, he is recognised by many as the father of the digital revolution. His inventions and creativity have changed our way of life.

Reading

- 2 Skim the text. Match the headings with the correct paragraphs.

- a his early life and education
- b his influence
- c his early work life
- d his character
- e who Steve Jobs was



Role Models

- 3 Read the Reading Help. Then read the text and complete the table about the writer's views on Steve Jobs.

Reading Help: Identifying the main idea

- The first sentence of an article and in each paragraph can help you identify the main ideas.
- We can also look at the examples and reasons the writer uses to support his / her points.

Main ideas	Examples
Steve Jobs never gave up.	<ul style="list-style-type: none"> • tried to _____ even after his parents could not afford it • set up a _____ and _____ after being fired from Apple
He was creative.	<ul style="list-style-type: none"> • _____ many digital products • _____ many things after his return to Apple
He was successful.	<ul style="list-style-type: none"> • the film company won _____ • Apple changed into _____ after his return

Negative views	Examples / Reasons
Steve Jobs also had another side.	got angry easily, impatient

	would not _____

- 4 **Your Opinion** Would you like to run a large company like Apple? Why or why not?

Vocabulary

- 5 Match the phrasal verbs below.

give up	a new business
grow up	with their mistake
set up	one's job
put up	in a village

Speaking

- 6 **Group Work** Work in groups. Discuss whether Steve Jobs is a good role model for young people. Then have a debate with other groups.

Example

A: *We support the position that Steve Jobs is a good role model for young people because he was a strong leader. He knew how to make teams achieve great results.*

B: *We disagree. We don't think Steve Jobs is a good role model for young people because ...*

Communication Workshop

Reading

1 Read Kylie's story and tick the answers to the question below.

A Good Role Model

I'm the eldest child in my family, so I need to set a good example for my two little cousins. I learnt from my mother. She is my role model. Mum was also the eldest child in her family. She has two younger brothers. Mum was always calm, fair, and wise beyond her years. Even when Mum was only six years old, she used to share with her brothers. If there was one piece of cake, Mum would cut it into three pieces and let her brothers choose their pieces first. I do the same with my cousins.



Mum says that if I do the right things, my cousins will do the right things, too. I work hard at school, and I try to be helpful and kind all the time. As soon as I finish my homework, I always ask Grandma if I can help her with anything. Sometimes she wants me to help with the housework, but usually she just asks me to help my cousins with their homework.

Sometimes, there's a lot of pressure to be a good role model, but it makes me stronger. I guess I'm lucky to have Mum as an example. I hope that I can do as well as Mum, and that when my cousins grow up, they respect me as much as Mum's brothers respect her.

What does Kylie think a good role model should be?

calm helpful kind strong lucky fair

Text Builder

2 Finish the table using information from Kylie's story.

Trait	hard-working	helpful	_____
Example	_____	_____	Cutting a cake into three pieces and letting the younger children choose first.
	_____	_____	
	_____	_____	

Check Your Progress

A Read the passage below and answer the questions that follow.

My heroes are people who have struggled with terrible problems and tried their best to overcome them. One such man is Bill Smith. Bill had great difficulty in reading. It was so bad that he had a lot of problems in life and wasn't able to graduate from school. But he tried and finally found ways to overcome his problem. He started an organisation and shared his methods with other people who also suffered from this problem. The organisation has helped thousands of people all over the world. *Reading Magazine* named him among the Top 100 Teachers of the 20th century.

- 1 Are the writer's heroes perfect?

- 2 What problem did Bill Smith have?

- 3 How did Bill help other people?

- 4 What kind of people does the writer choose as heroes?

Reading ___ / 4

B Write sentences beginning with *I went to* using words from the boxes.

school
the library
Hong Kong
the beach

to borrow some books
~~to study English~~
to play in the sand
to go shopping

I went to school to study English.

- 5 _____.
- 6 _____.
- 7 _____.

C Complete the following sentences with infinitives.

- 8 She went to the store _____.
- 9 They went to the mountains _____.
- 10 I went to the bank _____.
- 11 I went to the bookshop _____.

D Complete the sentences using the correct form of the verbs.

- 12 They decided _____ lunch together. (have)
- 13 I promise _____ the work this week. (finish)
- 14 The class planned _____ a party for their teacher. (hold)
- 15 I want _____ there early. (be)
- 16 Tom wrote an email _____ his friend the truth. (tell)

Grammar ___ / 12

Fun Zone 3

Famous People

1 Who said or wrote these things? Read the quotes and match them with the correct people.

- 1 "It's not just what it looks like and feels like. Design is how it works."
- 2 "It matters not what someone is born, but what they grow to be."
- 3 "Talent wins games, but teamwork and intelligence wins championships."
- 4 "In spite of everything, I still believe that people are really good at heart."

- a J.K. Rowling b Anne Frank
c Michael Jordan d Steve Jobs

2 What kind of famous person can you be? Do this questionnaire to find out!

Which of these sentences are true about you?

- 1 I like talking in class discussions.
- 2 I can read maps well and I have a good sense of direction.
- 3 I can remember songs very well.
- 4 I am good at sports.
- 5 I like maths and science.
- 6 I like making things with my hands.
- 7 I like reading and playing word games.
- 8 I am good at doing logic puzzles.
- 9 I am good at matching colours.
- 10 I am a good singer.

3 Do you know these famous people? Read and complete their profiles.

Roger Federer	Indian
Bill Gates	South African
Mother Teresa	Swiss
Nelson Mandela	American

1



Name: _____

Nationality: _____

Notable deeds:

He became his country's president and inspired peace and unity among his people.

2



Name: _____

Nationality: _____

Notable deeds:

She spent her life caring for the poor, the sick and the orphaned in India and many other countries.

3



Name: _____

Nationality: _____

Notable deeds:

He has won many tennis championships and is involved in charities in Africa.

4



Name: _____

Nationality: _____

Notable deeds:

He and his wife created the world's largest charitable foundation in 2000.

Good Study Habits

Here are some tips for keeping good study habits. They can help you study more effectively.

Dos

- Plan your study time and stick to your timetable.
- Set goals for your study, e.g. memorise eight new words every day.
- Ask for help. Have a good dictionary and a good grammar book on your desk. Consult them when you have problems. You can also ask your friends for help when you get stuck.
- Work on the most difficult things first. They will use the most energy.

Don'ts

- Don't study too much at one time. Take a short break when you feel tired.
- Don't get distracted. Switch off the TV, the radio and anything that might distract your attention. Keep your study area tidy.



Review the study habits listed above. Which of these study habits do you have? Write ✓ or ✗ next to each.

Unit Diary

How well can you do these?

Language and Skills	<ul style="list-style-type: none"> • I can understand the texts about Yao Ming and Steve Jobs. • I can use infinitives to show purpose. • I can understand speakers' views. • I can identify writers' main ideas. • I can write about my role model and what I've learned from him/her. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Study Skills	<ul style="list-style-type: none"> • I know how to keep good study habits. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Unit 7

- Talk about different kinds of journeys.
- Read about travel experiences.
- Listen to and appreciate a poem.
- Write about one of your journeys.
- Learn about articles.



Journeys

Getting Ready

- 1 Look at the Key Words. The people in the photos are on journeys. Where do you think they are?

Key Words: Places

Africa, Antarctica, Asia, Atlantic Ocean, Australia, Europe, forest, Indian Ocean, mountain, Pacific Ocean, sea

Example

I think the people in Photo D are on a journey in Antarctica.

- 2 Have you ever been on a long journey? Where did you go? How was it?

19 The Silk Road



Warm-up

1 Do you know anything about the Silk Road? In groups, discuss the following questions:

- How long was the Silk Road?
- Which places did it go through?
- What was it used for?

3 Draw the following table in your notebook and complete it according to the text.

Place	In history	Present
Wuwei	<ul style="list-style-type: none"> • an important city on the Silk Road • ... 	<ul style="list-style-type: none"> • a modern city • ...

Reading

2 Skim the text and find the answers to the questions in Exercise 1.

My dad is very interested in history and the Silk Road has always fascinated him. He has told me many things about it. Although it's called the Silk Road, people traded much more than silk. The Silk Road went through Asia, the Middle East, North Africa and Europe. It was 6,500 km from Xi'an to Rome and it played an important role in the development of the world. My family got away for a holiday last summer and went to some famous places along the original road.

We started at Lanzhou and went on to Wuwei. Wuwei was a very important city on the Silk Road. It connected three main cities in the area. In ancient times, it was also a capital. Although it's now a modern city, you can get a sense of history when you visit it. We saw lots of very old stone monuments and people there were very proud of their city's long history.

The next stop was Jiayuguan. It's on the edge of the desert, and was an important place on the Silk Road. It was a busy city with a lot of people coming and going. Even today, it's a city that many business people travel through. An important part of the Great Wall was also built here.

After that, we went on to Yumenguan. I first found out about Yumenguan in the famous poem written by Wang Zhihuan. It was in the Gobi Desert and was the only connection between Central Asia and China. I wonder how people ever made it through the hot desert so long ago.

Finally, we arrived in Dunhuang, a city with long history and great artwork. It was influenced by many different cultures over time. Now, it's a major place of interest in north-west China.

This trip wasn't just a scenic journey. It helped me understand the history of the area and see how people from different places influenced each other in many ways.

4 Read the text and complete the sentences using the names of places.

- 1 You can find the Great Wall in ____.
- 2 ____ used to be a capital city.
- 3 You can see the influence of different cultures in ____.
- 4 ____ appeared in Wang Zhihuan's poem.

5 **Your Opinion** Do you enjoy history? Do you like to take a trip like this?

Vocabulary

6 Complete the following sentences with the phrasal verbs.

play an important role, go through, get away, find out

- 1 His personality _____ in his business success.
- 2 Can you _____ what time the meeting starts?
- 3 The car broke when it _____ the forest.
- 4 We're hoping to _____ for a few days.

Grammar 冠词

7 Complete the following sentences with *a, an, the* or *X*.

a, an, the, X

It was ____ important city on ____ Silk Road.

____ important part of ____ Great Wall was also built here.

My dad is very interested in ____ history.

It was ____ only connection between ____ Central Asia and ____ China.

⇒ Grammar Summary 6, page 174.

8 Complete the text with the correct articles. If no articles are needed, put an X.

My family is going to 1 ____ Macau for a holiday next week. We will stay at 2 ____ new hotel called 3 ____ Grand Lisboa Hotel. On 4 ____ first day we will go to 5 ____ famous museum called 6 ____ Grand Prix Museum. I look forward to visiting 7 ____ museum because I love racing cars. My sister Mary doesn't like racing cars. She wants to visit 8 ____ Macau Science Centre so we will go there on 9 ____ second day. I think it will be 10 ____ interesting place to visit.

Speaking

9 **Your Turn** Think about a memorable trip that you went on. Write a few sentences about:

- Where did you go?
- Did you visit any special places?
- Did you meet anyone special?
- Did you taste any special dishes?

Example

I went to Xi'an last year. I visited lots of historical buildings during the trip. I also tried some very tasty noodles.



20 Life Is a Journey

Warm-up

- 1 Life is often compared to a journey. In which ways is life like a journey? Discuss with your partner. Use the Key Words to help you.

Key Words: Life

choice, despair, difficulties, enjoy, failure, future, happiness, hope, success, ups and downs, work hard

Example

I've never thought about it. But I think life is a journey. There are a lot of ups and downs in both.



Life Is a Journey

Anonymous

Life is a journey.

The path goes left and right.

There is hope and happiness,

Despair and difficulties.

There are so many choices along the way.

Which one is the best for me?

Each creates a different future.

If I compare myself to others,

It really doesn't help.

Their life isn't mine.

And I have to make up my own mind.

Success or failure may come.

But worrying isn't the answer.

I just need to enjoy the journey,

And never give up.

Reading

- 2 Read the poem. What could another title for the poem be?
 - a Enjoying the Journey of Life
 - b Going on a Trip
 - c The Past and the Future
 - d My Choices
- 3 Read the Reading Help. Then complete the table about the poem on page 81.

Reading Help: Poem appreciation

- The poet's name can be written at the top or bottom. If the poet's name is unknown, we write "Anonymous".
- Poems are sometimes divided up into verses / stanzas, which are a group of lines.
- Poets sometimes use metaphors (comparing two things without using *like* and *as*) to describe things.

Title	
Writer	
Number of verses	
Number of lines in each verse	
Metaphor	

4 Choose the summary for each verse. Write 1–4.

- I need to make my own decisions.

- Our choices lead to different futures.
- It's best not to worry and keep working hard. _____
- Life can be compared to a journey.

5 Answer the questions about the poem.

- Read Verse 1. What examples does the writer give to compare life to a journey?
- Read Verse 2. Which of the following describes how the writer feels?
 - happy, excited
 - confused, unsure
 - sad, hopeless
- Read Verse 3. What does the writer talk about?
 - relationships with others
 - relationship with oneself
 - both
- Read Verse 4. What decision does the writer make?

6 Read the poem aloud after listening to the recording.

7 **Your Opinion** Do you agree with the writer? Why or why not?

Speaking

8 **Pair Work** Use some metaphors to describe life. Why do you think life is like ...? You can use the following ideas or think of your own ideas.

- riding a bicycle
- a game
- a movie
- climbing a mountain
- a race
- a book
- a box of chocolates
- a painting

Example

A: *I think life is like riding a bicycle because it's hard to learn but once you learn, you never forget. Then you can go anywhere.*

B: *I think life is a race. We have to keep running until we get to the finishing line.*

9 **Your Turn** Work in groups or in pairs. Use your ideas in Exercise 8 to write a short poem about life.

21

To the South Pole



Warm-up

1 Are these words related to the North Pole or South Pole? Write *NP* or *SP*.

Antarctica _____ Arctic _____ polar bears _____ penguins _____

2 What do you know about the South Pole? What is the weather like? Why are the journeys to the South Pole difficult? What supplies are needed for a journey like this?

Reading

3 Scan the text. Where is the writer? How many days has he spent there? Who is with him?

"It's Day 45 of our expedition to the South Pole. This must be one of the most difficult days I've ever had," I thought with a heavy breath as I walked against the wind and snow in sub-zero temperatures. We're finally just a few miles away from our destination.

This whole trip has been very difficult. We've been walking around 12 hours a day and I'm very tired. However, I can't complain because it's nothing compared to the journey of Roald Amundsen. Whenever I almost gave up, I tried to think of how he overcame his difficulties more than 100 years ago.

This journey has been special even though at times it felt like it was never going to end. First, it's not easy to move over the white snow and ice that feels like an ocean. Sometimes it's white everywhere and it's hard to see more than a few metres ahead because of storms. Luckily, we have planned the route well.

Another challenge of the journey is preparing food. For example, we have to eat any hot food fast as it gets cold quickly. Sometimes, we just have some nuts and sweets since there's no time to stop for a proper meal. Even so, we've always made sure that we eat the right food so that we can continue our journey with enough energy.

I think the hardest part is to protect our feet. It would be awful if we couldn't get to the pole because of injuries. Our team doctor has always treated our injuries well and has kept us in good shape.

It will feel wonderful to be finally standing at the South Pole. This expedition has taught me that we need to overcome all kinds of difficulties before we can succeed and that we should never give up.





- 4 Read the Reading Help. Write the topic sentences of paragraphs 2 – 5. Then decide which sentence supports the topic sentence.

Reading Help: Identifying the topic sentences

- The topic sentence is usually, but not always, found at the beginning of a paragraph.
- The topic sentence is usually supported with specific information and examples.

2: _____

- a This trip is a wonderful experience for me.
- b Sometimes I can't get enough sleep.
- c Roald Amundsen was a great explorer.

3: _____

- a It is easy to get lost.
- b The ice looks so nice under the sun.
- c I planned this trip for three years.

4: _____

- a We stopped at different places during the expedition.
- b We brought a lot of warm clothes.
- c Usually we cook simple hot meals.

5: _____

- a The sharp ice can hurt our feet easily.
- b We wear hats to protect our heads.
- c It is our doctor's first trip with us.

- 5 Read the text again and complete the report.

Destination: _____

Difficulties:

- felt _____ because they walked 12 hours a day in _____ temperatures
- hard to _____ snow and hard to _____ because of storms
- food got _____ because it was so cold, sometimes there was not enough _____ to eat properly
- need to protect your _____

What I've learned:
have to _____ all kinds of difficulties to succeed, never _____

- 6 **Your Opinion** Would you like to take a journey like this one day? Why or why not?

Speaking

- 7 **Group Work** Give a presentation about the journey to your class.

Example

A: Expedition to the South Pole is difficult. You have to walk for 12 hours a day ...

B: It's very cold and there is snow everywhere ...

C: To finish, we have learned that ...

Communication Workshop

Reading

- 1 Read about Jenny's journey. Then match the correct paragraphs and the pictures below.

My Shanghai Journey

- (1) Last summer, I went to Shanghai with my parents. It was our first time. Shanghai is a large and modern city but it also has lots of historical places. I was really excited to have the chance to see them.
- (2) We stayed there for two days. On the first day, we went to Nanjing Road where there were lots of busy shopping malls. We also visited some places in the city centre. In the evening, we went to the Bund – a well-known waterfront area on the Huangpu River. We also went to the Oriental Pearl Tower, which is a landmark in Pudong and one of the world's tallest TV towers.
- (3) On the second day, we visited Xintiandi, where we saw lots of modern shops and restaurants in traditional shikumen-style houses. The old buildings there look very interesting. The scenery was really amazing!
- (4) Our stay in Shanghai was an unforgettable experience. I liked both the new and the old Shanghai. Two days was a bit short. I hope I can go to Shanghai again some time in the future.

a)



b)



- 2 Look for the adjectives in Jenny's writing that have the following meanings.

- connected with the past (para. 1) _____
- famous, known about by a lot of people (para. 2) _____
- following ideas and methods that have existed for a long time (para. 3) _____
- surprisingly good, great (para. 3) _____

Text Builder

3 Read Jenny's writing again. What places and things does she talk about and how does she describe them? Complete the table below.

Places	Description
Nanjing Road	lots of _____ shopping malls
the Bund	a _____ waterfront area
Oriental Pearl Tower	a landmark, one of the world's _____ towers
Xintiandi	lots of _____ shops and restaurants in _____ shikumen-style houses, _____ scenery

Writing

4 Think about a journey you have been on and write a list of adjectives to describe what you saw during your journey. Make some notes about your journey using the following table.

Example

historical, new, modern, old, famous, special, amazing, ancient, traditional, unforgettable, well-known

Places	
Scenery	
Buildings	
People	
Food	

5 Write about your journey using your notes.



My Journey

Check Your Progress

A Draw lines to match the words on the left with the appropriate words on the right.

- | | |
|------------------------|-----------------|
| 1 the capital city | ice cream |
| 2 a province | the Great Wall |
| 3 a desert | the Gobi Desert |
| 4 a dessert | Beijing |
| 5 a tourist attraction | Gansu |

Vocabulary ___ / 5

B Read the following passage and write *a*, *an* or *the* in the blanks. Then answer the following questions.

Inner Journey

A wise man told me the most important journey I would ever make in life was **6** ___ journey into myself. More important than where I would go was what I would learn about my true self. The best question, he told me, to ask myself throughout my life was "Who am I?" As I journeyed through life, **7** ___ answer has changed. I was, at first, **8** ___ child, **9** ___ son, then **10** ___ student, **11** ___ class president, **12** ___ employee and now, **13** ___ boss! Finally, I am discovering that these are all just "on the surface", and who I really am is much deeper and more meaningful!

14 What question did the wise man say was the best?

15 What is your answer to this question for yourself?

C Complete the following sentences using *a*, *an* or *the*.

- 16** I just booked ___ flight. ___ plane leaves tomorrow night.
- 17** Where is _____ Gobi Desert?
- 18** ___ new teacher will join our school.
- 19** ___ elephant is running in the street!
- 20** What's _____ biggest country in the world?
- 21** I baked _____ cake for your birthday. _____ cake looks good!
- 22** I read _____ interesting story last night.

D Underline and correct the errors in the following sentences. Then write the correct sentences.

Dalian is the beautiful city.

Dalian is a beautiful city.

23 I'd like to buy a biggest one.

24 He goes there every day after the lunch.

25 She will study at a University of Hong Kong.

26 He dropped a egg.

27 What is a meaning of life?

28 This is an end of the unit.

Grammar ___ / 23



Journey to the West

1 What do you know about the story "Journey to the West"?

2 Read the text and answer the questions.

- 1 What did Monkey King do in heaven?
- 2 What did Monkey King do for Xuanzang?
- 3 What are some similarities between Monkey King and Pigsy?
- 4 Why did Xuanzang go with the demons?

3 Read the text again. Is the journey easy or difficult? Why?

Sun Wukong, or Monkey King, was a monkey who learned to be very good at magic and fighting. He was given a job in heaven guarding a peach garden, but he was very naughty, so Buddha imprisoned (关押) him under a mountain.

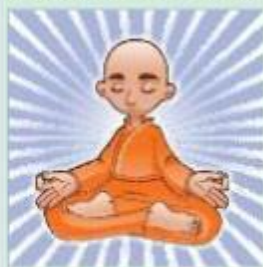


Buddha sent a monk, Xuanzang, to India to get some books to teach people how to live better lives. Guanyin found Monkey and freed him so that he could go along on the journey to India and protect Xuanzang. Monkey King tried to be good, but broke his promise.

Then, Xuanzang and Monkey King met Zhu Bajie, or Pigsy, who also used to have a good job in heaven, but behaved badly and was changed into a pig-man. Pigsy agreed to come along with them. Pigsy was very greedy (贪吃的) and lazy.

Next, they met a water monster called Sha Wujing, or Sandy. Monkey King and Pigsy fought Sandy. After a long fight they discovered Sandy was from heaven, too. Sandy joined them. Unlike Monkey King and Pigsy, Sandy was quiet and reliable.

Along the way, the travellers met powerful and dangerous demons (妖怪), who wanted to eat Xuanzang because they thought it would make them live forever. Many of the demons could change themselves to look nice and friendly, so they often tricked Xuanzang into going with them. However, Monkey, Sandy and Pigsy always rescued Xuanzang.



Many years later, the four reached India and got the special books, which they took back to China.

Brainstorming and Editing

Brainstorming ideas

You can use 5W1H questions to brainstorm ideas for writing. For example:

Topic: My journey to London	
5W1H	Examples
When	<u>When</u> did I go to London?
Who	<u>Who</u> went with me?
Where	<u>Where</u> did I go?
What	<u>What</u> were the special things I saw during my journey?
How	<u>How</u> did I feel during the journey?
Why	<u>Why</u> did I feel this way?



Tell your partner what other ways of brainstorming ideas you have tried before.

Editing

You can use this checklist to check your writing.

Checklist

- ✓ Are my ideas / paragraphs well connected?
- ✓ Is there one main idea in each paragraph?
- ✓ Did I spell the words correctly?
- ✓ Did I use the correct tenses?
- ✓ Did I use the appropriate verbs / adjectives / adverbs?
- ✓ Did I use the correct punctuation?

Unit Diary

How well can you do these?



Language and Skills	• I can understand the texts about the Silk Road and an expedition to the South Pole.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• I know how to use the articles <i>a</i> , <i>an</i> and <i>the</i> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• I know the special features of poems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• I can identify the topic sentences of a text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• I can write about a journey I have been on.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Culture	• I can understand the text about "Journey to the West".	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Study Skills	• I know how to brainstorm ideas for writing and use a checklist to check my writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Unit 8

- ▣ Talk about scientific discoveries.
- ▣ Read about important discoveries and read an experiment report.
- ▣ Listen to a speech.
- ▣ Write about discovery or experience.
- ▣ Learn about conditionals.

B

A

C

D

Discoveries

Getting Ready

- 1 Look at the photos. What are the people doing? What do you think they are trying to discover?



Key Words: Discoveries

chemistry, do experiments, electricity, health, lab, machine, observe, physics, research, space, technology

Example

I think the person in Photo A is observing the stars. Maybe he is trying to discover a new star.

- 2 Think about discoveries you know.
 - 1 Can you name some famous discoveries?
 - 2 Among these discoveries, which do you think are the most important ones?

22

Famous Discoveries

Warm-up

- 1 What discovery do you think is the most interesting one?

Example

I think X-rays are the most interesting discovery.

Reading

- 2 Skim the text. Which discoveries does it discuss?

What discoveries have influenced our lives most? Here's a list. Do you have any to add?

Antibiotics

Three centuries ago, many children died very young because of different diseases. Now with antibiotics, a lot of these diseases can be cured easily. However, we need to be careful about how we use antibiotics because if we do not use them correctly, they can cause serious health problems.

DNA

DNA is the building block of life and was discovered in 1869. Over many years, scientists have slowly learned more and more about DNA. In 1928, scientists discovered that DNA passed on certain characteristics from parents to children. In 1953, the famous structure of DNA was discovered. Now, scientists have a map of our DNA that tells them a great deal about what we get from our parents. If we learn more about DNA, we will be able to treat more diseases.

X-rays

Wilhelm Roentgen, a German scientist, was the first to study and name X-rays in 1895 and in 1901, he was awarded the first-ever Nobel Prize in Physics for this discovery. X-rays go right through some things, like skin and wood, but are stopped by others, such as bones or metal. This means that they can be used to see broken bones in people or things inside suitcases. With X-ray machines doctors can treat broken bones much more easily.

If we discover more about the human body, we can help people live longer and better lives.

- 3 When did these things happen? Write the correct years.

Event	Year
The structure of DNA was discovered.	
Wilhelm Roentgen received the Nobel Prize.	
Scientists discovered DNA.	



- 4 Read the text again. Answer the questions below.
- 1 What effect do antibiotics have on how long people live?
 - 2 Scientists discovered DNA in 1869. How many years later did they discover its structure?
 - 3 What can scientists know from the map of our DNA?
 - 4 Who are X-rays useful for? How do you know?

Grammar 条件状语从句

- 5 Read the sentences from the text. Then try to find out the rules and complete the table.

*if we **do not use** them correctly, they **can cause** serious health problems.*

*if we **learn** more about DNA, we **will be** able to treat more diseases.*

*if we **discover** more about the human body, we **can help** people live longer and better lives.*

从句	主句
If I _____ (have) time,	I _____ (visit) my grandparents.
If you _____ (have) any questions,	you _____ (ask) Kim for help.

⇒ *Grammar Summary 7, page 175.*

- 6 Complete the sentences with the correct form of the verbs in brackets.
- 1 If you _____ (go) to bed late, you _____ (feel) tired the next day.
 - 2 You _____ (join) the Chess Club if you _____ (be) interested in it.
 - 3 We _____ (stay) at home if it _____ (rain) tomorrow.
 - 4 If I _____ (finish) the work early, I _____ (play) basketball with you.

- 7 Complete the sentences with your own ideas.

If I go to London, _____.

If I have a ten-day holiday, _____.

If you don't work hard in school, _____.

If you lend me your football, _____.

If you call me, _____.

Speaking

- 8 **Pair Work** Ask and answer these questions with your partner.

- What can/will you do if ...
- there is a fire?
 - there is an earthquake?
 - your bike is broken on your way to school?
 - you get lost?

Example

A: *Baining, what will you do if there is a fire?*

B: *I will stay calm and call 119.*

- 9 **Group Work** Talk about the discoveries in Exercise 2. Which do you think is the most important?

Example

A: *I think X-rays are the most important discovery.*

B: *Why?*

A: *Because with X-rays, doctors can help fix broken bones more easily.*

C: ...



23

Discovery of the Year



Warm-up

1 Match the inventions with the inventors.

- | | |
|------------------|---------------------|
| a the light bulb | Cai Lun |
| b the telephone | Thomas Edison |
| c the plane | The Wright brothers |
| d the paper | Alexander Bell |

2 The following are statements from a speech. What might be the correct order? Guess.

Dr Millar says ...	Order
And above all, they never gave up.	
This discovery wasn't made easily.	
So, in closing, I wish you a wonderful evening as we celebrate these great achievements.	
Just like Charles Kettering, who said, "Believe and act as if it were impossible to fail."	
Welcome to the Roseland Centre.	
It's an honour to be here tonight as we present the award for Discovery of the Year.	



Dr Harold Millar is giving a speech at a meeting of the Academy of Sciences.

Listening

- 3 Listen to the speech. Check the order of the statements.
- 4 Listen to what Dr Millar says. What is he trying to do in his speech?
- to introduce Roseland Centre
 - to tell the listeners about the hard work of the award winners
 - to tell the listeners the difficulties that he has had
 - to praise Chairman Wilson's achievements



5 Listen again. Are these sentences true or false? How do you know?

- 1 The winners of the award have made some discoveries in medicine.
- 2 It was not very difficult to decide who would get the award.
- 3 All of the researchers worked hard.
- 4 Chairman Wilson will present the award.

Function 演讲

6 Read the Key Expressions.

Key Expressions: Making a formal speech

Opening

Chairman Wilson, ladies and gentlemen,
Welcome to the ...
It's an honour to be here tonight as we ...

Main body

I want to take this time to share ...
I have great respect for ...
And above all, ...
Just like... who said, ...
While we honour you this evening, we mustn't forget ...

Closing

So, in closing, I wish you a wonderful evening as we ...
Now, let's give a warm round of applause to ...

Speaking

7 **Pair Work** Imagine you are the principal of Jolly High School. Choose one of the situations below. Discuss with your partner what you can say in the speech.

You want to give a speech ...

- on the first day of school
- at a parents' meeting
- at a school concert

Example

A: *We can begin the speech by saying "Dear parents, teachers and students".*

B: *Then we can say "Welcome to Jolly High School".*

8 **Your Turn** Write a short speech. Then give your speech to the class.

Example

*Dear parents, teachers and students,
Welcome to Jolly High School, and welcome to our school concert. It's an honour to have the famous songwriter Li Mengtao here. ...*

24

An Experiment Report

Warm-up

- 1 Have you done any experiments before? What were they? Did you write an experiment report?

Reading

- 2 Read the Reading Help. Read the experiment report and take notes on page 95.

Reading Help: Taking notes

- Skim the report quickly to understand the purpose of the experiment.
- Look at the tables and pictures to get key information.
- Write down key words like numbers, dates and actions.
- Use short forms or symbols, e.g. $>$ = bigger, \times = not, $=$ = because.

An Experiment Report on Growing Potato Plants

Things prepared:

- a potato that has sprouts
- a flower pot with soil
- a camera to record progress



Observation:

Day One

The colour of the soil looks darker because I have just watered it. In the centre of the pot, I can see a tiny sprout that has grown from the potato under the soil. I'll call it Buddy. Buddy is green and yellow. I wonder how fast it will grow.



Day Six

Without much change in the past six days, I finally see some new progress on Buddy as it has grown taller. It's exciting to see new life like this. I hope Buddy can grow faster.



Day Eleven

Buddy is getting larger! Three more new sprouts have grown around Buddy! Green leaves have grown on the new sprouts, but they have not fully grown yet. I guess I need to be a bit more patient.



Discoveries

Day	Progress
1	A tiny _____ called Buddy has grown.
6	Buddy is _____ than before.
11	Buddy _____ . _____ have grown around Buddy!
13	Buddy continues _____ . More _____ have grown.
15	The leaves on the other sprouts are _____ tall.

Day Thirteen

Buddy continues to grow taller. The leaves on the new sprouts have grown a bit. I'm also excited to see more new sprouts that have grown from under the soil.



Day Fifteen

Finally, the leaves on the other sprouts are 3 cm tall. They're so green. I hope they will soon grow into new potatoes.



What I have learned

It's really interesting to grow potatoes. During these fifteen days, I have learned that growing potato plants needs plenty of water. If the soil is dry, the potato will fail to grow. I have also learned that the temperature needs to be right. If it is too cold, it won't grow.

I feel that growing plants is just like trying to succeed with anything in life – it takes not only time, but also lots of effort and patience.

- 3 Read the text again and answer the questions.
- 1 How does the writer feel when she sees the progress of the plant?
 - 2 What do you need to do to grow potato plants successfully?
 - 3 How is growing plants similar to trying to succeed in life?
- 4 **Your Opinion** Do you think this is a good experiment for six-year-old kids? Why or why not?

Speaking

- 5 **Pair Work** Choose a day from the experiment in the text. Describe it for your partner to guess which day it is. Then change roles.

Example

A: *A tiny sprout has grown from the potato under the soil.*

B: *It's Day One.*



Communication Workshop

Reading

1 Read Rich's story and fill in the table below.

Learning from Discoveries

When I was in junior high school, I was not good at sports because I was overweight. I was often laughed at by other students in my PE class. Gradually, I came to believe that I did not have the talent for sports.



One day, I was playing table tennis with a classmate in my PE class. My teacher said I was playing well and asked me to show the



other students how to play. I was very happy because it was the first time I had ever been praised by my PE teacher. From then on, I made up my mind to practise table tennis every day. After a lot of practice, I became the best table tennis player in my class. I started to love sports and joined others in doing all kinds of sports: running, swimming, football, basketball, etc. One year later, I not only did well in my PE class but also lost 10 kg and became the star of my class at the school sports games.

The experience of going from failure to success has taught me that everyone can be successful if they work hard.

Before	Personal experience	After
What was he like?	What happened?	What did he learn?

2 In pairs, ask and answer questions about Rich's experience.

Example


- A: *What did Rich think about himself when he was in junior high school?*
 B: *He thought he could not do sports.*
 A: *What happened one day during PE class?*
 B: *His teacher...
 He learned...*

Writing

3 Think of a personal discovery or experience which has changed your life or from which you have learned something. Then answer the questions below.

Before	Personal discovery/ experience	After
What were you like? _____	What happened? _____	What was the result? _____
How did you behave? _____	When did it happen? _____	Did it change your behaviour or beliefs? _____
What did you believe? _____		What did you learn from it? _____

4 Write about your discovery or experience. Use your answers in Exercise 3 and the example in Exercise 1 to help you.



My Discovery / Experience

Check Your Progress

A A *discovery* is something that exists already and we learn about. An *invention* is a tool that is created by someone. Put the items in the box below into the correct list.

paper electricity light bulb
X-rays DNA airplane

Invention	Discovery
1 _____	4 _____
2 _____	5 _____
3 _____	6 _____

Vocabulary ___ / 6

B Use words from the box below to complete the passage.

treated antibiotics diseases
DNA go through parents

During the last hundred years, many new discoveries have changed our lives. Among them, antibiotics, DNA, and X-rays are three examples. With the discovery of 7 _____, a lot of 8 _____ can be cured more easily. Similarly, with the discovery of 9 _____ the building block of life _____ scientists can tell a lot more about what we get from our 10 _____ so that many diseases can be explained, 11 _____ or even prevented. X-rays are another example. As it can 12 _____ things like skin and wood but not things like bones or metal, doctors can use them to treat broken bones far more easily.

C Choose the best words to complete the sentences.

- 13 If she _____ hard, she _____ into college.
a will work / gets
b works / will get
- 14 The dog _____ inside if it _____ trained.
a will live / be
b will live / is
- 15 The land _____ healthy if we _____ the soil.
a will be / take care of
b is / will take care of
- 16 Some snakes _____ you if you _____ bitten by them.
a will kill / are
b kill / will be
- 17 If lightning _____ a tree, it _____.
a will strike / burns
b strikes / will burn
- 18 You _____ for the weekend if you _____.
a can stay / like
b stay / like
- 19 If you _____ him, _____ him this note.
a see / to give
b see / give
- 20 If the weather _____ fine, we _____ go swimming tomorrow.
a is / will
b will be / will

Grammar ___ / 14

Fun Zone 4

Show Time!

- 1 Match the people with the descriptions.



a Thomas Edison



b Leonardo da Vinci



c The Wright Brothers



d Isaac Newton

- Artist, scientist and engineer**
His most famous painting is the *Mona Lisa*. He made notes and drawings for a tank, a helicopter and a submarine.
- Inventors and pilots**
They began by building and flying "gliders", light planes without engines (发动机). After many tests through the years, finally, on December 17, 1903 they successfully flew the first airplane.
- Mathematician and scientist**
He made great progress in advanced mathematics and showed that light is made up of different colours. He also defined laws of gravity and motion (物体的运动), which later became the basis of modern physics.
- Inventor and businessman**
Many people think he invented the first light bulb, but he actually created many things that people could use in their homes. He invented the first record player. He also started one of the first electric companies in 1880.

- 2 Which invention is scientifically impossible? Which ones are real products?

1 *Clocky*



To stop the noise, you've got to find him!

With "Clocky", getting up in the morning is fun! When you press the "off" button, Clocky moves off your bedside table onto the floor and hides somewhere in your bedroom.

2 Fireplace with Waterfall

This fantastic new fireplace doesn't only keep you warm. You can look at a beautiful waterfall in your living room and listen to the relaxing sound of water.



3 Teleport



Do you hate the journey to school every morning? With "Teleport" you can be there in a few seconds! Maximum range at the moment is 5 km.

4 Canine Diving Suit



Dogs love swimming but never get the chance to explore underwater. The next time you go underwater, take your dog with you in this fantastic new diving suit!

Formal and Informal Language

- When you look up words in good dictionaries, you can see if they are formal or informal.

Example

kid /kɪd/ n. [C] (informal) a child

- When you write down new words and expressions, note if they are formal or informal.

Example

Hi, Chris. How's it going? → informal

Good morning. How are you, Mr Tallen? → formal



Make a list of informal words and expressions that you know. Then write down their equivalents in formal language.

Informal words and expressions	Their equivalents in formal language

Unit Diary

How well can you do these?



Language and Skills	• I can understand the text about important discoveries.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• I can write conditional clauses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• I know how to make a formal speech.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• I know how to take notes while reading.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• I can write about a personal discovery or experience which has changed my life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Study Skills	• I can tell the difference between formal and informal words or expressions with the help of a dictionary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Unit 9

- Talk about recycling and saving energy.
- Read about tree planting in China.
- Listen to a dialogue about river pollution.
- Write about helping save the planet.
- Learn how to interview someone.



Save the Planet

Getting Ready

- 1 Look at the Key Words. What do you know about pollution?
- 2 Look at the photos and answer these questions.

Key Words: Pollution

air, energy, factory, nature, plant trees, pollute, recycle, reuse, rubbish, soil, take action, water

Example

The air, water and land are polluted. We must take action to protect the planet.

- 1 What can you see in Photos A and B? What problems do these things cause?
- 2 What are the men doing in Photo C?
- 3 What is happening in Photo D?