

## ► Reading, Thinking and Analysing

### My Special Jeans

We shared the best of **times** together—my old jeans and I. I remember the day I got them. It was sometime in the April of 2007. My mum took me shopping for jeans, and I picked out five or six pairs to try on. I tried on a couple of pairs that fitted okay, but they were nothing special. Then I tried on a pair of blue jeans which were slightly faded. I, however, fell in love with them the moment I put them on. I didn't even bother to try on the other three pairs I had picked out. I just got that pair. They were a bit more expensive than the other jeans, but I assured my mum that I would get her money's worth. And that was no lie!

If there was one thing in my **wardrobe** that I “**over-wore**”, it would have to be those jeans. Each time I took them out of the washer, I noticed that they looked more and more faded and had worn thin, especially in the left knee and on the back pockets. However, that didn't matter to me and I still wore them. Sun or rain, wind or snow—it didn't matter—they were still my favourite!

By that time the next year they were wearing through right under the right back pocket, so I had mum repair them, because I couldn't wear them like that. Mum did a really good job on the patch, and I wore them for another six months or so. One day, I decided to invite a few friends to my garden for a **bonfire** until midnight. There was an old shed out there and it was easy to climb up onto it, but it was a bit harder to get down. You had to jump. I was the only girl who dared to jump—I felt confident because I had done it before when I was younger. I sat right on the edge and then I jumped. But a **nail** which I hadn't seen caught the patch under the right back pocket of my jeans. So when I jumped all I heard was a sharp **r-i-p**. Then I felt a bit of air



as I hit the ground despite the fact that I didn't feel an ache. Not only did the accident leave me feeling awkward in front of my merry friends, but it also killed my favourite jeans.

When I told my mum what had happened, she said they were beyond repair. I was sad because they had been my special jeans. But at least I could tell my mum that I had got her money's worth!

Guess the meaning of **times**. Why is it in plural form?



*wardrobe*

['wɔːdrəʊb] (n.)

It means \_\_\_\_\_ in Chinese.

How do you understand **over-wore**? Why is it in quotation marks?



*bonfire* ['bɒnfaiə] n.



*nail* [neɪl] n.

Guess the meaning of the word **r-i-p** from the context. Why is it spelled in this way?

## ► Comprehending, Integrating and Creating

**1** Match each paragraph of the text with its main idea.

Paragraph 1

Paragraph 2

Paragraph 3

Paragraph 4

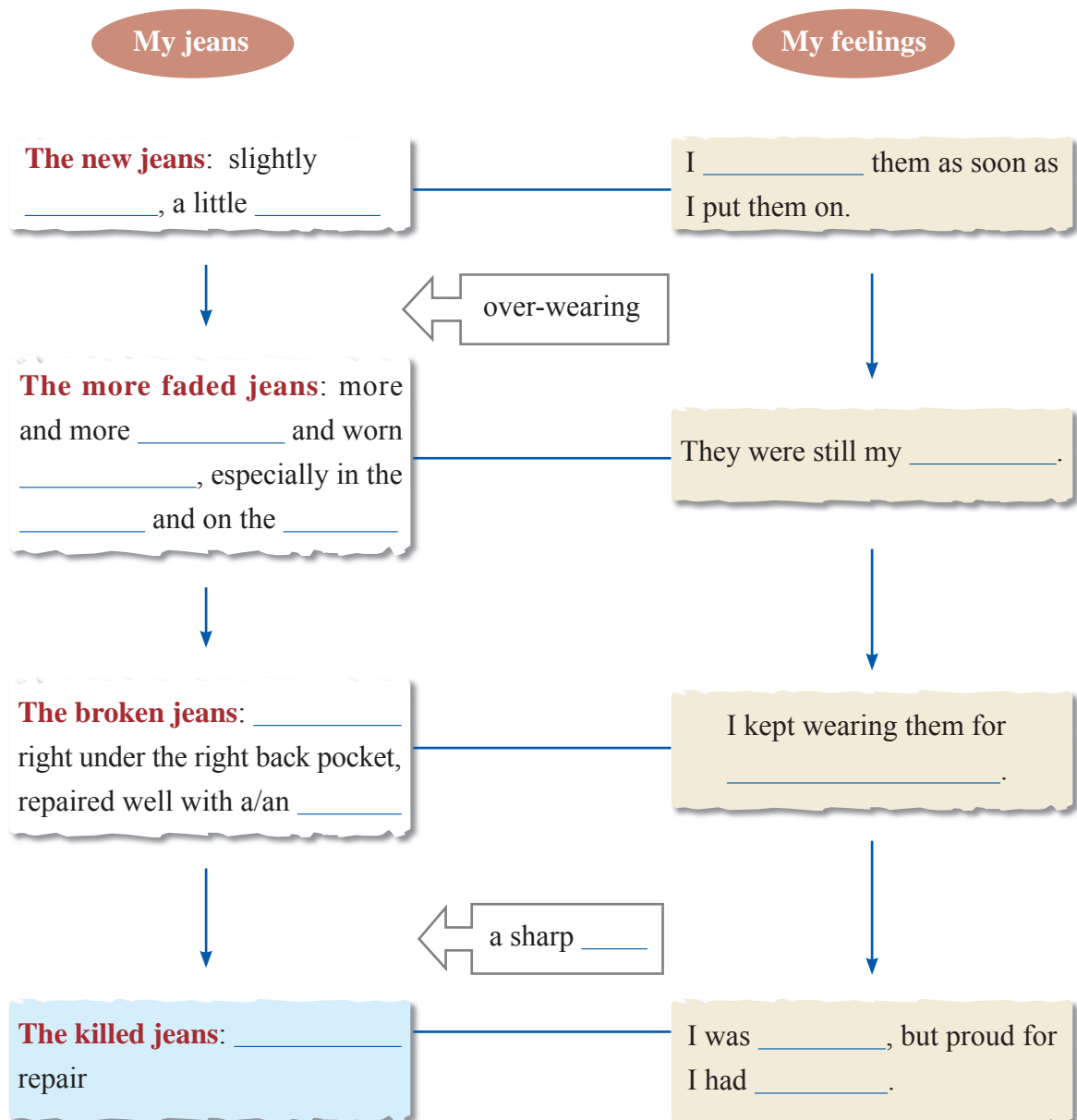
A. How I killed my favourite jeans.

B. They are still my favourite jeans, although old and faded.

C. I kept my promise to get my mum's money's worth.

D. How I bought my favourite jeans.

**2** Read the text again and complete the following diagram. Then retell the story with a partner.



- 3** Work in groups to analyse the personality of the narrator “I” in the story based on the facts from the text. Then state whether you like her or not and give your reasons.

Personality	Your opinion
independent, _____	Like or dislike?
↓	↓
Facts _____ _____	Reasons _____ _____

- 4** Everyone has something precious in his/her process of growing up. Note down the key words about your most precious thing and then tell your partner about it.

What it is: \_\_\_\_\_

Why it is precious to you: \_\_\_\_\_

What happened between you and it: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

How it influences you: \_\_\_\_\_

\_\_\_\_\_

- 5** Hold a class debate on “Should we buy famous-brand clothes?” based on the given information.

Some students think that they should buy clothes of famous brands, even though they are expensive. Others think they should buy inexpensive but comfortable clothes that are not of famous brands. Which opinion do you agree with?

Now work in groups to design a questionnaire about the attitudes of middle school students towards buying clothing. Do a survey in your school, write a survey report and report to the class.

TIP

While writing a survey report, you should include the purpose, the subjects, the questions, the results and the implications of the survey. You can also draw some charts and tables to help illustrate your findings.

Exploring and Using

Word Power

1 Read the explanations and find out the corresponding words in the text. Then write the words down on the lines.

- A. at a time that you do not know exactly (Para. 1)
- B. not ordinary or usual (Para. 1)
- C. to lose or cause something to lose colour or brightness (Para. 1)
- D. to take the trouble to do something (Para. 1)
- E. feeling sure about one's own ability to do things (Para. 3)
- F. exactly; directly (Para. 3)
- G. the outside limit of an object, area or surface (Para. 3)
- H. passing a certain point or degree (Para. 4)

Now use the proper forms of the words you have written down to replace the underlined parts in the sentences below.

- 1) Jimmy has become a particularly valued friend of mine since that accident.
- 2) Your white short-sleeved blouse is just under the yellow sweater.
- 3) I am not doubtful about the result that I can win in the final match.
- 4) The china vase is too badly damaged to repair.
- 5) I told mum that she needn't trouble herself by coming upstairs to wake me up tomorrow morning since I had set my alarm clock.
- 6) He attended his former English teacher's wedding ceremony on a certain day last month.
- 7) Don't put the glass so near to the outside limit of the table.
- 8) The sunlight has made the colour of the curtains lighter and lighter.

2 Study the examples from the text to understand the meanings of the word "time" and then complete the table by referring to your dictionary. Then add more.

Example

- 1) We shared the best of times together—my old jeans and I. (days)
- 2) By that time the next year they were wearing through right under the right back

pocket, so I had mum repair them. (a certain time)

Singular form		Plural form	
Word	Meaning	Word	Meaning
sand	a substance	sands	a <b>broad</b> area along a shore
iron			
good			
air			
force			
arm			
cloth			
...			

Now make sentences with some of the words and let your partner decide whether you have used them correctly.

- 3** Study the example and read the tip about “hyphen”. Then use the words in the two boxes to form compound words with hyphens.

• Example •

hyphen  
↑  
over + wear → over-wear ( a compound word)

**TIP**

A hyphen is the punctuation sign used to join words together to make a compound which has a combined meaning.

peace  
hand  
dark  
old  
hard  
snow  
highly  
funny  
clear

style  
looking  
developed  
working  
loving  
cut  
made  
white  
green

1) adj. + n.: \_\_\_\_\_

3) n. + adj.: \_\_\_\_\_

5) adj. + adj.: \_\_\_\_\_

2) n. + -ing/-ed: \_\_\_\_\_

4) adv. + -ing/-ed: \_\_\_\_\_

6) adj. + -ing/-ed: \_\_\_\_\_

Now write down more words formed by using hyphens and work together with a partner to use them to make sentences.

## ► Grammar Link

### The -ing Form as the Adverbial

#### Understanding the meaning

Read the following passage about the birth of jeans, paying special attention to the coloured parts.

#### How Were Jeans Born?

Jeans are a type of **pants**. They are often called “blue jeans”, made from a kind of blue hard-wearing cloth.

Jeans were invented by Jacob Davis and Levi Strauss in 1873. Levi Strauss came from Germany to New York in 1851, **wanting to join his elder brother who had a dry goods store**. In 1853, **when he heard about the Gold Rush in the West**, he decided to move to San Francisco. After arriving there, he established the western **branch** of the family dry goods business. **Because he sold, among other things, cotton cloth**, Jacob W. Davis, a **tailor**, became his regular customer. **Having ordered a pair of pants that could withstand hard work**, Davis made them from denim that he bought from Levi Strauss & Co. **When he later wanted to obtain the government authority giving a right to them**, he wrote to Levi Strauss, and they became **partners**. They opened a bigger factory, and that is how jeans were born.

#### Discovering the rule

**1** Study the following example and then fill in the blanks below.

• Example •

because he wanted to join his elder brother who had a dry goods store

Levi Strauss came from Germany to New York in 1851, **wanting to join his elder brother who had a dry goods store**.

- The red part functions as \_\_\_\_\_.
- The basic form is \_\_\_\_\_.

**2** Study more examples and find out the meanings of the -ing form as adverbial. Put the corresponding letters in brackets.

- |                 |               |              |         |
|-----------------|---------------|--------------|---------|
| A. accompanying | B. cause      | C. result    | D. time |
| E. manner       | F. concession | G. condition |         |

- ( ) 1) **Hearing the news**, Jimmy jumped with joy.
- ( ) 2) **Being ill**, Jimmy didn't go to school.
- ( ) 3) **Working hard**, Jimmy will become more successful.
- ( ) 4) **Having tried his best**, Jimmy couldn't work out the math problem.
- ( ) 5) Jimmy sat in the classroom, **(as though) waiting for someone**.
- ( ) 6) Jimmy fell, **striking his head against the door**.
- ( ) 7) Jimmy walked into the classroom, **waving his hands to his classmates**.

Now share your ideas in groups and find out when the *-ing* form comes before or after the clauses.

### Applying the rule

- 1** Rewrite the sentences with blue parts in *Understanding the meaning* by using the *-ing* form, and the sentences with red parts by using adverbial clauses.

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- 2** Complete the following paragraph about the author's special jeans by using the proper forms of the given words.

In 2007, \_\_\_\_\_ (take) by my mum to go shopping, I decided to buy a pair of jeans. \_\_\_\_\_ (try) a couple of pairs, I still found they were nothing special. However, \_\_\_\_\_ (try) on a pair of blue jeans, I fell in love with them immediately. \_\_\_\_\_ (be) more expensive than the other jeans, I assured my mum I would get her money's worth. \_\_\_\_\_ (buy) them, I "over-wore" them. One day, I invited a few friends to my garden for a bonfire. There was an old shed out there and it was easy to climb up onto it, but it was a bit harder to get down. \_\_\_\_\_ (be) the only girl who dared to jump, I felt pretty confident. I jumped, \_\_\_\_\_ (hear) a big r-i-p under the right back pocket. Thus, I killed my special jeans. However, \_\_\_\_\_ (spend) the best time together with them, I will never forget them.

- 3** Read the following short story and then write as many sentences as possible by using the *-ing* or *-ed* form as adverbial.

### Second-hand Clothes

One day, Tom went shopping. When he saw a sign which said "Second-hand clothes bought and sold", he walked into the shop. He was carrying an old pair of trousers and asked the **owner** of the shop, "How much will you give me for these?" After the man looked at them carefully, he said, "Two dollars."

"What?" Tom said, "I had guessed they cost at least five."

"No," said the man, "Although they don't look so old and worn, they aren't worth a cent more than two dollars."

“Well,” said Tom, and took two dollars out of his pocket, “here’s your money. These trousers were hanging outside your shop and the price was six dollars. Because I thought that was too much money, I wanted to find out how much they are really worth.”

Then Tom took the pair of trousers, walked out of the shop and disappeared. The shop owner stood there and could think of nothing to say.

## Listening, Understanding and Communicating

### Asking for and Expressing Opinions

**1** Read the following statements about fashion and decide which you agree (A) or disagree with (D). Then share your ideas with a partner.

- ( ) Fashion is a means of self-expression that allows people to try many roles in life.
- ( ) Fashion is your own style that no one else has.
- ( ) Fashion is a language that tells a story about the person who wears it.
- ( ) Fashion is a style in clothes, make-up and behaviour.
- ( ) Fashion is something that reflects the way we are and the times in which we live.
- ( ) Fashion is an endless popularity contest.
- ( ) Fashion can mean the latest or most admirable style.
- ( ) Fashion is something in fashion today that may be out of fashion tomorrow.

**2** Listen to an interview about fashion and complete its summary.

You are listening to a programme called “School Talk”. The topic of this week is \_\_\_\_\_. The host is \_\_\_\_\_ and three guests have been invited. They are Cathy from Class \_\_\_\_\_, Grade \_\_\_\_\_, Della from Class \_\_\_\_\_, Grade \_\_\_\_\_ and Eric from Class \_\_\_\_\_, Grade \_\_\_\_\_. They are talking about their \_\_\_\_\_ on fashion. \_\_\_\_\_ thinks fashion is one’s own style and is also \_\_\_\_\_. Della thinks \_\_\_\_\_ always reveal what groups people are in. \_\_\_\_\_ thinks **fashion** is a language that tells a story about the person who wears it.

**3** Listen again and fill in the blanks with the specific information.

Name	Like/Dislike	Reason
<b>Cathy</b>	Cathy _____ wearing the school uniform.	The school uniform is not _____ at all. There’s no _____ in it.
<b>Della</b>	Della _____ wearing the school uniform.	The school uniform is _____ than those fashionable clothes, and _____.



Name	Like/Dislike	Reason
<b>Eric</b>	Eric _____ fashionable clothes.	Wearing _____ and _____ is not appropriate for a high school student.

**4** Listen for a third time and complete the following sentences.

**Asking for opinions:**

- 1) \_\_\_\_\_ your opinion about it, Cathy?
- 2) So, \_\_\_\_\_ think of fashion, Eric?

**Expressing opinions:**

- 1) \_\_\_\_\_, I think fashion is your own style that no one else has.
- 2) \_\_\_\_\_ a high school student, \_\_\_\_\_ we should keep to the school uniform.
- 3) \_\_\_\_\_, I don't like fashionable clothes.
- 4) \_\_\_\_\_, fashion is also big business.

**5** Look at the following items of clothing and talk in pairs about whether they are fashionable or not in your opinion. You may also talk about your own clothes.



a pair of golden high heels



a pair of dark purple trousers



an orange down coat



a blue T-shirt



a white silk dress



a flowered scarf



a grey sweater

Asking for opinions	Expressing opinions
<ol style="list-style-type: none"> <li>1) What do you think of...</li> <li>2) How do you like...</li> <li>3) What's your view on...</li> <li>4) What about...</li> </ol>	<ol style="list-style-type: none"> <li>1) If you ask me, I think...</li> <li>2) As far as I am concerned, ...</li> <li>3) From my point of view, ...</li> <li>4) I'd just like to say...</li> </ol>

Viewing, Speaking and Writing

Writing about a Favourite Piece of Clothing

1 Choose your favourite item of clothing and stick its picture or draw it here.



2 Work in pairs to talk about your favourite clothing based on the picture or the drawing.

You may begin like this:

A: Look at this scarf. It is my favourite. What do you think of it?

B: It's beautiful. ...

3 Complete the following table with the information about your favourite clothing. Then share yours with a partner.

Language used		
Content covered	Word and expression	Sentence structure
What it looks like	fashionable, comfortable...	It looks..., but...
How you got it	...	It was a gift from...
When you wear it	...	I usually wear it when...
Why you like it best	...	Each time I wear it, I feel...
What special stories about it	...	...

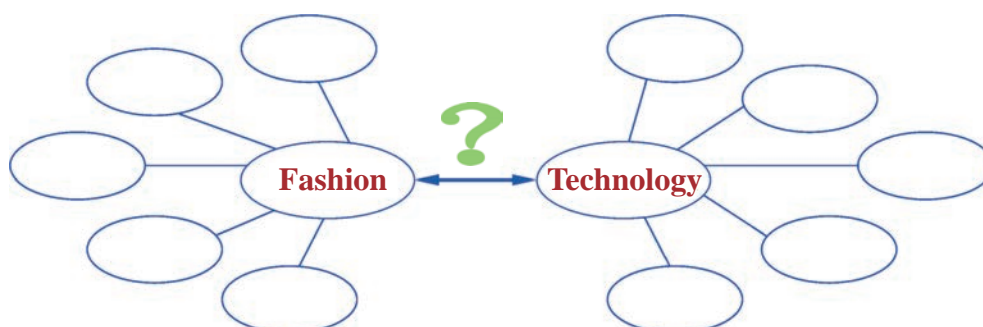
4 Write a story about your favourite item of clothing. Then share your story with your group members and let them draw a picture of it.

## Reading Further



### ► Getting Ready

Write down the words related to “fashion” and “technology”. Find the connection between them and then read the passage to check.



The connection between “fashion” and “technology” is \_\_\_\_\_.

**TIP**

- 1) Brainstorming is helpful for you to collect information about a particular subject.
- 2) A network makes vocabulary learning more effective.

### ► Reading

#### Fashion and Technology Come Together



Fashion is moving into the twenty-first century. A coat can change its colour with the weather; the stripes on a shirt can disappear while you are wearing it; a blouse can be worn for days and days without a bad smell... These are not dreams of scientists, but the most recent developments in the fashion world, made possible by advances in fibre technology.

A jacket by Stone Island changes its colour in warm weather and costs between \$40 and \$5,000. Peter White, a customer, says, “There’s not much more that designers can do with the old cloth. They need to make new cloth to keep fashion interesting.”

Massimo Osti is the man who has brought this unusual cloth to the shops. Another of Osti’s inventions is a sweatshirt with the company’s trademark on the chest, which disappears when you breathe on it. Now there is a special kind of leisure wear for golfers who like to practise in all weathers. As golfers leave the warm club house, their sweaters will change from

white to a rainbow of colours.

Unika, a Japanese firm, has developed a man-made fibre which changes sunlight into thermal energy and keeps the wearer up to 10°C warmer than ordinary fibres. A kind of new cloth for ski-wear can turn black to absorb sunlight when the temperature drops below zero, and change to white at above 5°C to reflect the sun.

Producers of tights in the Far East and Europe have sold many tights which have a pleasing smell. A department store in Britain reports good sales for this kind of tights. The sweet smell lasts up to three hand-washes.

► Comprehending

**1** Read the passage and fill in the table with the missing information.

Items	Features
A jacket by Stone Island	
A sweatshirt by Osti	
Leisure wear for golfers	
Ski-wear	
Tights	



These features suggest that \_\_\_\_\_.

**2** Work in groups to look for information about Qipao on the Internet and report your findings to the class.

**TIP**

You may describe it, and report on its development, its culture, its influence, etc.



- 3** Work in groups to design a new kind of Qipao with high-tech features and select a reporter to introduce your design to the class. Or you can select any type of clothing with traditional Chinese features and improve it with technology.

Before designing, think about the following aspects:

- 1) its appearance;
- 2) its unique features;
- 3) what has been improved;
- 4) what needs to be improved;
- 5) its potential influence;
- ...

## Self-assessing

Reflect on your learning process in this unit. Tick (✓) the following statements to assess your own progress and decide what you still need to work on.

You are able to:	Agree	Somewhat agree	Need more work
◇ make an analysis of the narrator's personality and feelings for her jeans;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
◇ recognise different meanings of some nouns in their singular and plural forms;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
◇ use the <i>-ing</i> form as the adverbial properly;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
◇ ask for and express opinions on fashion;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
◇ write a short passage about your favourite clothing;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
◇ explain some applications of technology in fashion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Unit 4 Healthy Diet

*Tell me what you eat, and I'll tell you who you are.*

—Jean Anthelme Brillat-Savarin

### Looking Ahead

By the end of this unit, you will be able to:

- find out your Nutrition IQ and judge whether you have a healthy diet or not;
- identify and understand some common initialisms;
- distinguish the differences between the *-ing* form and the infinitive, and use them correctly;
- persuade people to give up the wrong ideas or take up the right ones in discussion;
- write a persuasive speech;
- talk about daily eating habits in some countries.

### Reading Actively



#### ▶ Activating and Predicting

**1** Tick (✓) the ones you like and cross (×) the ones you dislike among the following foods. You may add more.

- |                  |                    |                   |
|------------------|--------------------|-------------------|
| _____ A. lemon   | _____ B. potato    | _____ C. beer     |
| _____ D. yoghurt | _____ E. wine      | _____ F. cabbage  |
| _____ G. sugar   | _____ H. mushroom  | _____ I. corn     |
| _____ J. pancake | _____ K. chicken   | _____ L. butter   |
| _____ M. grape   | _____ N. milk      | _____ O. carrot   |
| _____ P. snack   | _____ Q. bean curd | _____ R. honey    |
| _____ S. bread   | _____ T. pudding   | _____ U. hotdog   |
| _____ V. beef    | _____ W. ice cream | _____ X. sandwich |
| _____ Y. noodle  | _____ Z. salad     |                   |

Others: cookie, nut, onion, toast...

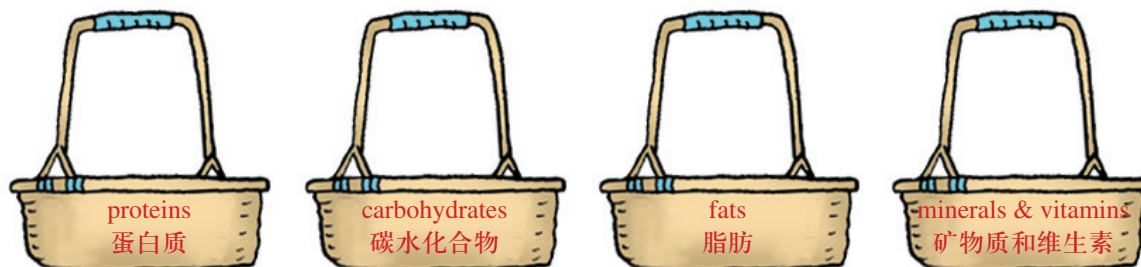
More foods I like: \_\_\_\_\_

Reasons: \_\_\_\_\_

More foods I dislike: \_\_\_\_\_

Reasons: \_\_\_\_\_

- 2** Work in groups to put the letters standing for the foods listed in Activity 1 into the proper baskets.



- 3** How much do you know about nutrition? Are the following statements true (T) or false (F)? Share your ideas with your partner.

- (     ) 1) You'll get proper nutrition if you eat a variety of foods.
- (     ) 2) Food eaten between meals can be just as good for health as food eaten at regular meals.
- (     ) 3) If you weigh what you should, you're getting proper nutrition.
- (     ) 4) When dieting, avoid starchy foods such as bread or potatoes.
- (     ) 5) Taking extra vitamins won't give you more energy.
- (     ) 6) People who don't eat meat or fish can't get proteins or keep healthy.

## ► Reading, Thinking and Analysing

### Test Your Nutrition IQ

1. \_\_\_\_\_

Variety is not a guarantee of good nutrition, but in order to keep healthy, adults can get a balanced diet by including several meals daily from the following main groups: proteins, carbohydrates, **fats**, **minerals** and **vitamins**. Proteins are very important for building our bodies; they help us to build new cells as old ones die. Meat, fish, nuts and cheese are the main sources of protein, but not the only ones—we can also get protein from eggs and beans. Carbohydrates are important to **enable** us to store energy—they provide fuel for the body. Carbohydrates are found in sugar, rice, corn and wheat. Fats give us energy, too. Some foods high in fat are ice cream, sausage, butter and potato chips. We also need minerals and vitamins to help our body work properly. Fish,

*IQ* = intelligence quotient

It means \_\_\_\_\_ in Chinese.

Why are these words in plural forms?

*en- + able* → *enable* (vt.)

It means \_\_\_\_\_ in English.



vegetables and milk contain most of the minerals we need. Vitamins are found in fresh vegetables and fruits.

2. \_\_\_\_\_

As long as people eat enough dairy foods, eggs and meat, they can get basic proteins.

3. \_\_\_\_\_

**Nutritional** value depends on what types of food you eat, not when you eat them. Eating a hard-boiled egg or an orange as a snack can contribute to a well-balanced diet.

4. \_\_\_\_\_

It is widely believed that extra vitamins provide more energy. But taking more than what the body needs does not make it function better, just as overfilling your gas tank will not make your car run better.



5. \_\_\_\_\_

An appropriate weight alone does not show whether a diet is lacking in vitamins and minerals. The **scales** make no difference between the similar numbers of **calories** provided by **a can of soda** and two eggs.

*nutritional (adj.) = nutrition (n.) + -al*  
It means \_\_\_\_\_ in Chinese.



scale

*calorie ['kæləri] n.*  
Pronounce the word and guess its meaning according to its sound.



a can of soda

Guess the meaning of *starchy* according to the examples followed.

6. \_\_\_\_\_

If you cut out **starchy** foods, such as peas, potatoes, bread and rice, you cut out very good sources of several vitamins, such as Vitamin B and Vitamin C, as well as other nutritional benefits. Furthermore, there is nothing magical about protein. The simple truth is that you have to either eat fewer calories or use up more in order to lose weight.

Now you can say you know something about food and nutrition by today's standards. But remember that nutrition is a complex and growing science and that today's beliefs may be changed as new information becomes available.

► Comprehending, Integrating and Creating

**1** Read the text as quickly as you can and decide which paragraph gives the information about each statement in Activity 3 of *Activating and Predicting*. Correct the false one(s) first and then write the proper statement on the line before each paragraph.

**2** Read Paragraph 1 again and complete the following table.







Nutrient group	Function	Source food
Proteins		
Carbohydrates		sugar, rice, corn, wheat
Fats		
Minerals	helping our body work properly	
Vitamins		

**3** Read to understand the following sentences from the text. Rewrite them in your own words and then check them with a partner.

- 1) Variety is not a guarantee of good nutrition.  
\_\_\_\_\_
- 2) Meat, fish, nuts and cheese are main sources of protein, but not the only ones—we can also get protein from eggs and beans.  
\_\_\_\_\_
- 3) Some foods high in fat are ice cream, sausage, butter and potato chips.  
\_\_\_\_\_
- 4) Eating a hard-boiled egg or an orange as a snack can contribute to a well-balanced diet.  
\_\_\_\_\_
- 5) It is widely believed that extra vitamins provide more energy.  
\_\_\_\_\_
- 6) But remember that nutrition is a complex and growing science and that today's beliefs may be changed as new information becomes available.  
\_\_\_\_\_

**4** List what you ate yesterday, and then work together with a partner to decide whether your diet is healthy or not and why you think so. Give each other suggestions if necessary.

1) My diet yesterday

	Breakfast:
	Lunch:
	Supper:
	Snacks:

2) My diet is \_\_\_\_\_.

A. a healthy one

B. an unhealthy one

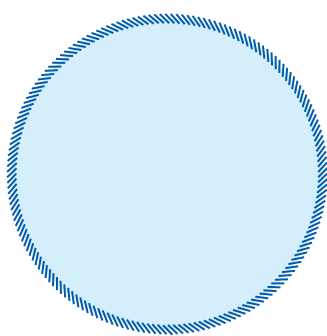
3) Reasons: \_\_\_\_\_

\_\_\_\_\_

4) My partner's suggestions: \_\_\_\_\_

\_\_\_\_\_

**5** Do a survey in your class about the nutrition IQ of your classmates. Then draw a pie chart and report your findings in groups.



Draw your pie chart  
here.

Your report should include:

- 1) what the purpose of your survey is;
- 2) how many classmates you have interviewed;
- 3) what questions you have asked;
- 4) how you have collected the data;
- 5) which tool you have used to analyse the data;
- 6) illustration of your findings and analysis of the possible reasons;
- 7) what implications your findings have.

## Exploring and Using



### ► Word Power

**1** Read the explanations and find out the corresponding words in the text. Then write them down on the lines.

- \_\_\_\_\_ A. the process of obtaining the food necessary for health and growth (Para. 1)
- \_\_\_\_\_ B. to keep somebody or something in a steady position without falling (Para. 1)
- \_\_\_\_\_ C. to hold or have something within itself (Para. 1)
- \_\_\_\_\_ D. to cook food in boiling water (Para. 3)
- \_\_\_\_\_ E. a small amount of food eaten between meals (Para. 3)
- \_\_\_\_\_ F. to work or operate in a proper or particular way (Para. 4)
- \_\_\_\_\_ G. additional; beyond what is expected (Para. 4)
- \_\_\_\_\_ H. to have none or not enough of something (Para. 5)

Now complete the following sentences according to the given Chinese meanings, using the proper forms of the above words.

- 1) I \_\_\_\_\_ (无法用言语) to express my thanks.
- 2) Secondly, \_\_\_\_\_ (把土豆放在水中煮) until well done.
- 3) The machine will not \_\_\_\_\_ (顺利地运转) if it is not kept well-oiled.
- 4) When you learn to ride a bicycle, it is very important for you to \_\_\_\_\_ (学会保持平衡).
- 5) Could you please lend me the newly-**published** edition of the book because it \_\_\_\_\_ (里面有我需要的资料).
- 6) It's healthier to have fruit rather than chocolate \_\_\_\_\_ (当零食).
- 7) Many children at the remote village schools were found to be suffering from \_\_\_\_\_ (营养不良).
- 8) The boss promised his employees that they will \_\_\_\_\_ (加班有加班费).

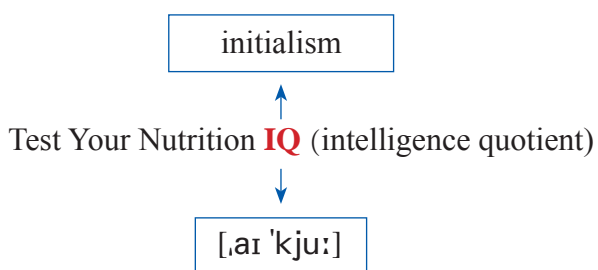
**2** Complete each of the following sentences by using the proper forms of the given expressions.

cut out	such as	have to	either... or...
lose weight	help sb. to do sth.	in order to	enable sb. to do sth.

People once had some incorrect ideas about food. They thought that food \_\_\_\_\_ ginger roots, eggs, tomatoes and fish had magical powers. They thought that they \_\_\_\_\_ have much ginger roots \_\_\_\_\_ improve their memory. Eggs were thought to \_\_\_\_\_ people \_\_\_\_\_ have a pretty voice. Tomatoes were believed to \_\_\_\_\_ the person who had the tomatoes \_\_\_\_\_ fall in love. And if someone wanted to \_\_\_\_\_, he should \_\_\_\_\_ have more fish \_\_\_\_\_ starchy food like potatoes and bread.

**3** Study the following example to understand what an initialism is and how it is formed. Then guess the meanings of the following initialisms and write down their full forms.

• Example •



**TIP**

An initialism is formed from the initial letters of several words. It is pronounced letter by letter.

VIP: _____	BBC: _____	EQ: _____
NBA: _____	WTO: _____	UN: _____
UFO: _____	IOC: _____	IT: _____

Now add more initialisms by searching different resources.

More initialisms: \_\_\_\_\_

► **Grammar Link**

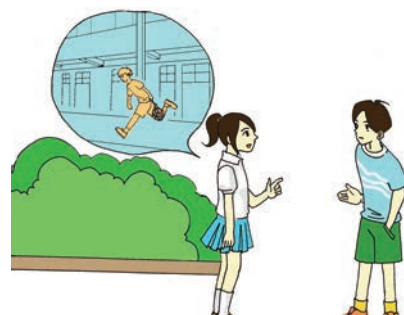
## Review of the Infinitive and the *-ing* Form

## Understanding the meaning

*Read the following dialogue, paying attention to the use of the infinitive and the -ing form.*

A: What's up, Brian? Just now I saw Dick running out of the classroom in a hurry.

B: Oh! He must be hurrying to the playground. Having finished his **assignment**, Dick usually plays **soccer** together with his friends. In the past two months, I have seen him play soccer in the playground almost every Saturday afternoon.



A: Yes. Dick is so crazy about it. It seems that the most interesting thing in the world is playing soccer.

B: Yes. Last Saturday, Dick got me to join them. I learned a lot of soccer techniques from him. It made me feel so **awesome**.

A: Really?

B: Sure. It also got me thinking a lot about myself and I have decided to play soccer every day so as to make myself healthier and more energetic.

A: That's a good idea. But for me, I prefer to have a balanced diet in order to keep healthy.  
That's a better way for me.

## Discovering the rule

**1** Underline the infinitive and the -ing form used in the above dialogue. Then decide which sentence elements they are by labelling them with the corresponding letters.

### A. object

### B. object complement

### C. adverbial

#### D. attribute

**2** Study the following examples and then fill in the blanks to complete the similarities and differences.

- **Example** •

sense verb

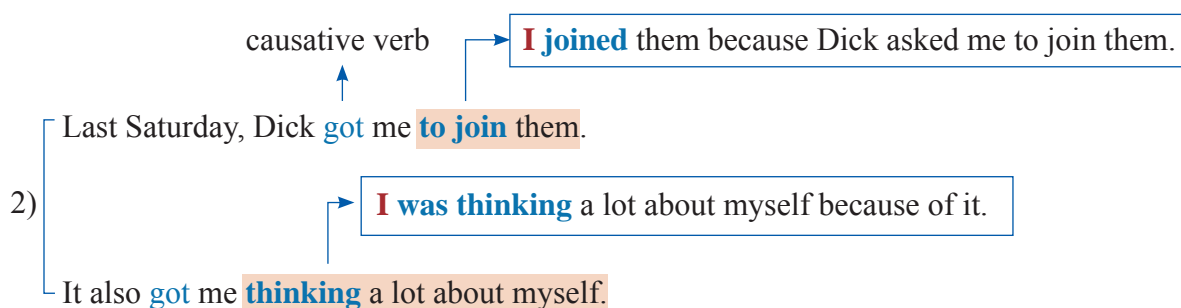
**Dick** **was running** out of the classroom when I saw him.

1)

Just now I saw Dick **running** out of the classroom in a hurry.

**Dick** played soccer almost every Saturday afternoon in the past two months. I saw it.

In the past two months, I have **seen** him **play** soccer in the playground almost every Saturday afternoon.

**Similarities:**

- ◆ The verbs are usually sense verbs such as “see”, \_\_\_\_\_ and causative verbs such as “get”, \_\_\_\_\_.
- ◆ The infinitives and *-ing* forms both function as \_\_\_\_\_ in the sentences.

**Differences:**

- ◆ When functioning as object complements after sense verbs, the *-ing* forms usually suggest that the action \_\_\_\_\_, but the infinitives usually suggest that the action \_\_\_\_\_.
- ◆ When functioning as object complements after causative verbs, the *-ing* forms usually suggest that the action \_\_\_\_\_, but the infinitives usually suggest that the action \_\_\_\_\_.

**Applying the rule**

**1** Complete the following passage by using the infinitive and the *-ing* form based on the text.

As we know, a balanced diet may make us \_\_\_\_\_. For example, proteins make our bodies \_\_\_\_\_ as old ones die. Carbohydrates get our bodies \_\_\_\_\_. Fats may make us be \_\_\_\_\_. However, don't forget minerals and vitamins. They help our bodies \_\_\_\_\_. Sometimes, you may hear someone \_\_\_\_\_ that extra vitamins provide more energy. Don't believe it. Extra vitamins will not make our bodies \_\_\_\_\_.

**2** Complete the following sentences by using the proper forms of the given words.

- 1) When I caught the **café** owner \_\_\_\_\_ (cheat), I decided to stop going there.
- 2) At last, they found the lost child \_\_\_\_\_ (play) by the river.
- 3) I'll try my best to get Daisy \_\_\_\_\_ (see) a doctor. She must have caught the flu.
- 4) I seldom hear Jean \_\_\_\_\_ (sing), but I heard her \_\_\_\_\_ (sing) an English song yesterday when I walked into the classroom.
- 5) At that moment, I felt the little girl \_\_\_\_\_ (touch) my hand.
- 6) Yesterday, Paul's father made him \_\_\_\_\_ (paint) the house.

**3** Look at the given picture and make up a story. You should use the infinitive and the *-ing* form as the object complement of a causative verb or a sense verb.



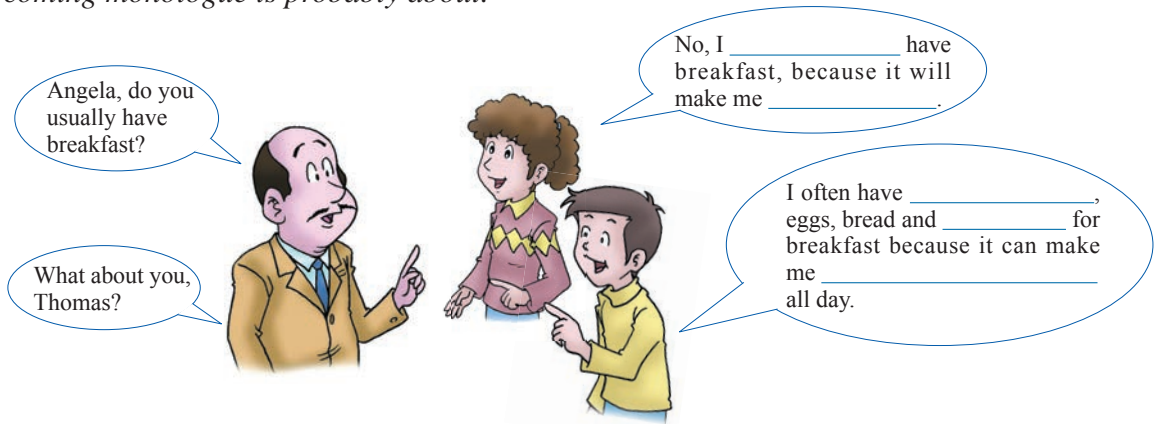
////

Listening, Understanding and Communicating

////

Persuading Others

- 1 Listen to a mini-dialogue and complete the sentences in the speech bubbles. Discuss whether the girl or the boy has a good eating habit for breakfast. Then predict what the coming monologue is probably about.



- 2 Listen to the monologue to check your prediction and then tick its main idea.

- A. It is important to have different kinds of food for breakfast.
- B. It is necessary to have a good breakfast.
- C. It is helpful for those who want to lose weight to have no breakfast.
- D. It is good to have more than one breakfast each day.

- 3 Listen to the monologue again and complete the table with the missing information.

A Test on the Necessity of Having Breakfast

Time	
Place	
Subjects	people of different ages, from _____ to _____
Purpose	How well people's bodies worked when they had eaten _____ for breakfast.

## Results

If a person has a good breakfast, he will \_\_\_\_\_.

If a student has a good breakfast, he will \_\_\_\_\_ and \_\_\_\_\_ in class.

If a person has no breakfast, it will not help him \_\_\_\_\_.  
Instead, he will \_\_\_\_\_.

- 4** Write out your own conclusion according to the results of the test, and then share your ideas with a partner.

My conclusion: \_\_\_\_\_

- 5** Read to understand the following sentence structures in blue. Suppose Angela in Activity 1 is one of your classmates. Try to persuade her to give up her wrong ideas about having breakfast.

- 1) *Are you really sure* that having no breakfast will help you to lose weight?
- 2) *Please let me tell you the reasons.*
- 3) *To be honest, you will* gain weight if you don't have breakfast.
- 4) *But everybody knows that* it's harmful not to have breakfast.
- 5) *I really don't think so, because* you will have more at lunch if you don't have breakfast.

You may begin your dialogue like this:

A: Angela, I've heard that you seldom have breakfast, right?

B: No. Because it may make me gain weight.

A: Are you really sure about that?

...

## Reading, Speaking and Writing



### Writing a Persuasive Speech

- 1** Skim the following speech and answer the questions below it.

Good evening, everyone. \_\_\_\_\_

My name's Jimmy Tang from Class 4, Grade 1. I feel very **honoured** to have this chance to speak to you. Recently, we have done a survey in our school. Of the 200 students surveyed, 45 % don't care much about whether they have breakfast and what they have for it. And as many as 17% of them seldom have breakfast. The **percentages** show that students don't consider having

Greeting

Opening

breakfast important and necessary. Breakfast does matter a lot to **secondary** school students, however.

First, scientists have found that our bodies work differently, depending upon whether we have breakfast or not. The body of a person who eats a good breakfast works better than one who has no breakfast. If a student eats such food as eggs, milk, bread and fruit for breakfast before going to school, he or she will learn more quickly and listen more carefully in class.

Next, a large number of studies show that a good meal in the morning can help your body prepare for the day to come and lower your risk of getting such **diseases** like heart disease and obesity.

Finally, contrary to what you have expected, having no breakfast won't help you lose weight. This is because you may become so hungry at noon that you eat too much for lunch.

To sum up, having breakfast is very important and necessary for us middle school students. Let's not **skip** any breakfast from now on.

Thank you for listening.

Body

Conclusion

Closing

- 1) Who is the speaker?
- 2) Who are the audience?
- 3) What's the purpose of the speaker?
- 4) How many key points are covered in the speech?

**2** Read the speech again and match the following explanations with its different parts to know the format of a persuasive speech.

- A. Introducing the speaker and the topic of the speech
- B. Thanking the audience for listening
- C. Persuading by giving reasons
- D. Addressing and welcoming the audience
- E. Summarising the topic and often calling for action

**3** Match the examples from the sample speech with the language features of a persuasive speech. Then work in pairs to find more examples in the speech.

- ( ) 1) **My name's** Jimmy Tang from Class 4, Grade 1.
- ( ) 2) **I feel very honoured to** have this chance to speak to you.
- ( ) 3) And **as many as 17% of them** seldom have breakfast.
- ( ) 4) Next, **a large number of studies show that** a good meal in the morning can help your body prepare for the day to come...



- ( ) 5) **First**, scientists have found that our bodies work differently, depending upon whether we have breakfast or not.

- A. Using a style that is more formal than ordinary conversation
- B. Using contractions which are common in spoken language
- C. Using connectives of sequence to list the main reasons
- D. Using figures to be more precise
- E. Using data, quotations and the results from other studies to support the speaker's opinions

**4** Now suppose you are holding a class meeting to talk about the importance of “having a balanced diet”. Write a speech first, improve it after rehearsal and give the speech in class.

## Reading Further



### ► Getting Ready

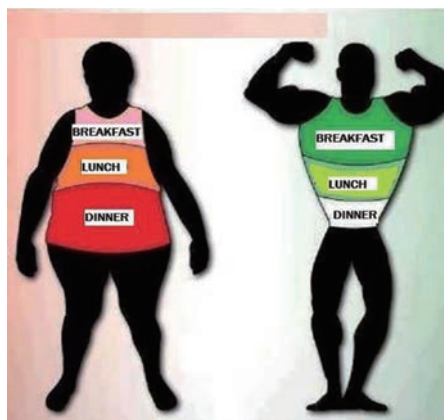
Discuss with a partner what the word “breakfast” means to you and how we should have our breakfast. Then read the first two paragraphs of the following passage to check your ideas.

breakfast = break + fast

In my opinion, it means \_\_\_\_\_.

We should have our breakfast like/as if \_\_\_\_\_.

### ► Reading



There is a saying: Breakfast like a king, lunch like a prince, and dinner like a pauper—a very poor person. This means that breakfast should be the largest meal of your day. In many countries, the biggest meal of the day is dinner. So why does this saying advise us to eat a large breakfast instead?

The answer is in the word “breakfast” itself, which means the “breaking” of a “fast”, or a long period without eating. The gap between dinner and breakfast can be up to twelve hours, so the meal that breaks your fast should be healthy and wholesome. Also, unlike your evening meal, the food you consume for breakfast will give you energy to use while

you are active during the day. There is evidence that eating a big breakfast, particularly one containing whole grains and fruit, can improve your concentration and mood.

Although health experts stress the importance of eating a good breakfast and having one's main meal earlier in the day, not many people are changing their daily eating habits. In the U.S., for example, about two-thirds of the population still has its main meal in the evening. Many of the most popular types of American food, such as steak and potatoes, are full of fat and carbohydrates, which make them slow to digest.

In Mexico, the most important meal for many families is usually eaten at 2:00 p.m. The meal normally includes an appetiser, soup, pasta, fish, meat with a salad, dessert, and finally tea or coffee. In Switzerland, the main meal is also eaten in the middle of the day, and usually contains a lot of fresh vegetables and fruits.

Many nutritionists suggest that people eat small, low-fat meals five or six times a day. Most agree, however, that good nutrition and what you eat are more important than when you eat it. Keeping to a balanced diet of nutritious, low-calorie foods like vegetables, whole grains, fish and fresh fruits is the best way to enjoy a healthy life.

### ► Comprehending

**1** Write a proper title for the passage. Then share it in groups, explaining your reasons.

**2** Read the passage again and decide whether each of the following statements is true (T) or false (F). Correct the false one(s).

- \_\_\_\_\_ 1) According to the author, the biggest meal of the day should be breakfast.
- \_\_\_\_\_ 2) The word “breakfast” means a long period without eating.
- \_\_\_\_\_ 3) According to the passage, both breakfast and supper will give you energy to use during the day.
- \_\_\_\_\_ 4) A small number of people are following the experts' advice and changing their eating habits.
- \_\_\_\_\_ 5) The most popular types of American food are full of fat and carbohydrates.
- \_\_\_\_\_ 6) In Mexico, the most important meal normally includes seven parts.
- \_\_\_\_\_ 7) According to the passage, the best way to enjoy a healthy life is to have meals five or six times a day.

**3** Guess the meanings of the coloured words in the following sentences and then decide which guessing methods you have used by putting the corresponding letters in brackets.

- ( ) 1) There is a saying: Breakfast like a king, lunch like a prince, and dinner like a **pauper**—a very poor person.
- ( ) 2) The answer is in the word “breakfast” itself, which means the “breaking” of a “**fast**”, or a long period without eating.
- ( ) 3) The **gap** between dinner and breakfast can be up to twelve hours, so the meal that breaks your fast should be healthy and **wholesome**.

- ( ) 4) There is evidence that eating **a big breakfast**, particularly one containing whole grains and fruit, can improve your concentration and mood.
- ( ) 5) Many **nutritionists** suggest that people eat small, **low-fat** meals five or six times a day.

- A. Analysing the formation of a word  
 B. Using a word with a similar meaning shown by such words as “and” and “or”  
 C. Using punctuation like a dash to give information  
 D. Giving example(s)  
 E. Using another way to explain  
 F. Using the context

**4** Tick the statements that are opinions stated in the passage, and then discuss in groups whether you agree with them or not.

- 1) Breakfast like a king, lunch like a prince, and dinner like a pauper.
- 2) Breakfast should be the largest meal of your day.
- 3) Eating a big breakfast can improve your concentration and mood.
- 4) One should have one's main meal earlier in the day.
- 5) Many of the most popular types of American food are full of fats and carbohydrates.
- 6) People should eat small and low-fat meals five or six times a day.
- 7) What you eat is more important than when you eat it.

## Self-assessing

Reflect on your learning process in this unit. Tick (✓) the following statements to assess your own progress and decide what you still need to work on.

You are able to:	Agree	Somewhat agree	Need more work
◇ identify your Nutrition IQ and judge whether you have a healthy diet;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
◇ identify and understand some common initialisms;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
◇ use the <i>-ing</i> form and the infinitive to express oneself correctly;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
◇ persuade people to give up the wrong ideas or take up the right ones in discussion;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
◇ find out the format and language features of a persuasive speech;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
◇ introduce daily eating habits in your own and other countries.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Challenging Yourself B

## Daily Life

*Through the Internet, people are discovering and inventing new ways to share things.*

—Anonymous

### Looking Ahead

After you have learned some strategies in the previous two units, it is time to challenge yourself. With the help of these strategies, you can learn by yourself more effectively. In this self-directed learning project, you should be able to:

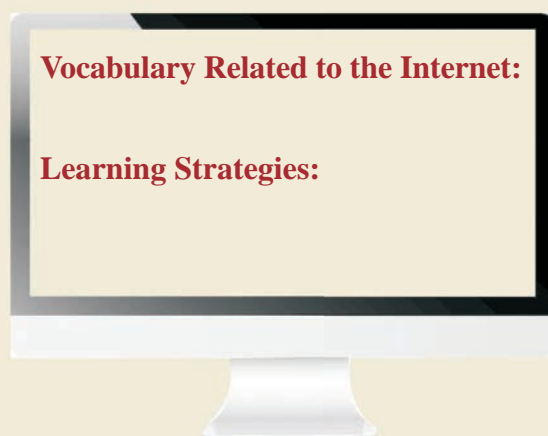
- sum up the strategies learned in Unit 3 and Unit 4;
- guess the meaning of compound words with the knowledge of their separate parts;
- be aware of your digital footprint and know how to protect your privacy online;
- identify the headings of paragraphs by summarising;
- hold a talk show about web safety;
- share your understanding of digital safety with personal experience.

### Learning Individually



#### ► Recycling Time

*List the words and expressions related to the Internet and the learning strategies that you have learned in the previous two units.*

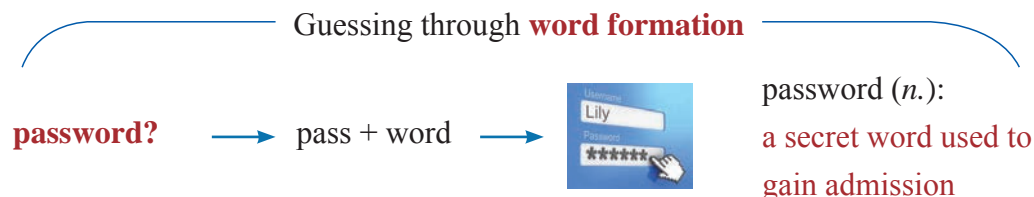


## ► Word Builder

Learn to guess the meaning of a compound word based on its formation.

### • Example •

Don't tell anyone your passwords and don't write them down in an obvious place.



**TIP**

If a new word is formed on the basis of other words which you are familiar with, you can guess its meaning by combining the meanings of those words.

## ► Reading Land

**1** Tick (✓) the things you have ever done online. Then you may add more.

- |                                            |                                             |                                                       |                                          |
|--------------------------------------------|---------------------------------------------|-------------------------------------------------------|------------------------------------------|
| <input type="checkbox"/> surf websites     | <input type="checkbox"/> download music     | <input type="checkbox"/> watch movies                 | <input type="checkbox"/> send emails     |
| <input type="checkbox"/> read novels       | <input type="checkbox"/> do online shopping | <input type="checkbox"/> chat on QQ                   | <input type="checkbox"/> keep a web blog |
| <input type="checkbox"/> play online games | <input type="checkbox"/> upload photos      | <input type="checkbox"/> share with friends on Wechat |                                          |

More: \_\_\_\_\_

**2** List what you should do to avoid danger while you are doing the above things online. Then read the article to check your ideas.

## Your Digital Footprint



Every time you go online you leave a **digital** footprint. It reveals where you've been, how long you stayed and what you've been doing there. Every time you surf the Internet, send an email, play games, download a video or upload a photo, the information can be accessed. This shouldn't necessarily be worrying, but it is **advisable** to be aware of your digital footprint and to be careful to avoid danger when you are online.

**Here are some top tips for taking care of your digital footprint.**



\_\_\_\_\_ Remember to log off when you leave a website, especially if you are using a shared computer. If you don't, someone else can easily pretend to be you! When using Wi-Fi hotspots in coffee shops, libraries and other public places, avoid logging in apps

*digital (adj.) = digit (n.) + -al*

*Digit (n.) refers to any of the numerals from 0 to 9.*

*Guess the meaning of digital.*

*advisable (adj.) = \_\_\_\_\_ (v.) + -able*

that require personal or financial information.



\_\_\_\_\_ Don't tell anyone your passwords and don't write them down in an obvious place. Make them more complex by using a **combination** of letters, numbers and punctuation marks.



\_\_\_\_\_ Make sure that your blogs or **posts** are seen only within your circle of friends. Just a click on your apps and software can make your files private and safe. Remember to do this, especially after updating them.



\_\_\_\_\_ Think twice before sharing details like your email, home address, WeChat ID, school or phone number with someone. If you want to post comments online, don't use your real name. Instead, you can invent a nickname. You can also use a picture instead of a real photo.



\_\_\_\_\_ As teenagers, if you come across anything online that makes you upset, anxious or concerned, don't keep it to yourself. Tell an adult you trust. There are also ways to report inappropriate or **abusive** content online.

### Think about the future.



\_\_\_\_\_ Remember your favourite websites by using the history button and the bookmark function on your computer or mobile devices. This is a way that your digital footprint can work in your favour, but remember to clear your **browser** history regularly.



\_\_\_\_\_ All kinds of people are interested in your digital footprint. It's now quite common for colleges, universities and employers to check out the online profiles of possible candidates. There are cases of people having missed out on jobs and places in college because their digital footprint didn't impress people.

So, remember: take good care of your digital footprint with the future in your mind!

*combination (n.) =*

\_\_\_\_\_ (v.) + \_\_\_\_\_

It means \_\_\_\_\_ here.

Guess the meaning of *post* from the sentence structure.

*Abusive* here means

\_\_\_\_\_.

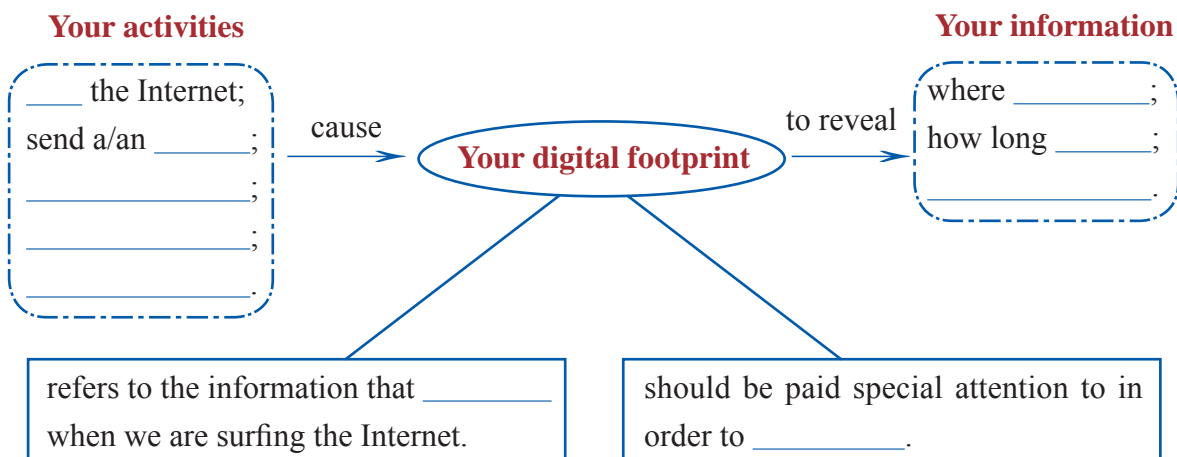
A. *extremely offensive*

B. *involving injustice*

*Browse* means *read or survey data or files via a network.*

Guess the meaning of *browser*.

**1** Scan the first paragraph and complete the following diagram.



- 2** Read the rest of the article and match the following headings to each point. Then think about it and add more points.

**TIP**

You can find the corresponding paragraphs by underlining the topic sentence and key words of each paragraph.

- |                                                                |                                          |
|----------------------------------------------------------------|------------------------------------------|
| A. Protect your identity online                                | B. Find help                             |
| C. Remember to log off                                         | D. Make use of your footprint            |
| E. Keep your passwords safe                                    | F. Get opportunities from what you share |
| G. Check your privacy settings on your mobile phone and laptop |                                          |

Tips for taking care of your digital footprint	Thinking about the future
	
	
	
	
	
Others:	Others:

- 3** Read the whole article again and answer the following questions.

- 1) Think about how your digital footprint matters. Give an example of your own experience to support your view.
- 2) Do you think the given tips in the article are really useful? Why or why not?
- 3) According to the article, how can your digital footprint influence your future?
- 4) Do you think network security issues are very serious nowadays? Why or why not?
- 5) Should everybody in our society do his/her **duty** to help to create a secure network environment? How?

- 4** Check your behaviour while surfing online with the given tips in the article and then fill in the boxes and the blanks.

- 1) My behaviour online:

Password	
Identity	
Privacy	

- 2) My web life is \_\_\_\_\_.

A. a safe one

B. an unsafe one

- 3) Reasons: \_\_\_\_\_

### ► Question Corner

Write down any questions you have in learning the article. They may be about the theme, the structure, the language, etc.





Learning Cooperatively

- 1
- Discuss in groups to solve the problems in Question Corner. Ask your teacher for help if necessary.
- 2
- Hold a talk show in class by following the steps below.
- Step 1
- Assign the roles of a host/hostess, net-users and experts among group members.
- Step 2
- Search more information about digital footprints on the Internet and prepare for the talk show.
- Step 3
- Work in groups to practise the talk show, focusing on how to become aware of your digital footprints and avoid danger online.
- Step 4
- Present your talk show in class.



Learning Creatively

Think what a menu may include, and then read the following menu to check your ideas.

### At a British Pub

Li Hua, a Chinese student, and his parents are travelling in Britain. They walk into a traditional English pub. A waitress comes up to them and offers service.

Waitress: Good evening. Welcome to our pub.

Li Hua: Do you have a table free?

Waitress: Yes. Follow me, please.

Li Hua: Can I have the menu?

Waitress: Here it is.

Li Hua: Would you please recommend the most typical food here?

Waitress: Sure. You may try Fish and Chips.

They are fish fillets coated with batter and deep-fried, eaten with French fries. The dish is one of our national dishes.

Li Hua: Hmm... It sounds like a good idea. Three portions, please.

**British**

**Chips**  
 Freshly cooked chipped potatoes  
**£ 1.5**

**Fish & Chips**  
 A large freshly battered fish served with chips and home-made mushy peas  
**£ 4.5 ( 1/2 size £ 2.5 )**

**English Pie & Mash**  
 Hand-made British-style pie with flaky pastry, served with mash potato and rich onion gravy  
 Choose from Beef, Lamb or see our Menu board for "Specials"!  
**£ 4.5**

**Bangers & Mash**  
 Two hand-made British sausages sitting on top of creamy mashed potato and smothered in rich onion gravy  
**£ 5**

**All-day Breakfast**  
 British-style bacon, English sausage, fried egg, baked beans, fried mushrooms, tomato and toast (can swap toast for chips)  
**£ 6.5**

**Sausage Roll**  
 Home-made sausage-meat wrapped in flaky pastry  
 Nice snack food!  
**£ 3**

**Scotch Egg**  
 Hard-boiled egg wrapped in home-made sausage-meat, bread-crumbed and deep fried  
 A classic British beer snack  
**£ 6**



*Do the following activities.*

- 1) Study the above menu and discuss in groups how the dishes reflect the English culture. Give examples to illustrate your opinion.
- 2) Suppose you are opening a Chinese restaurant in Britain. Work in groups to create your own menu and then share it in class.

## ////// *Learning Reflectively* //////////////////////////////////



### ► **Self-reflecting**

*Refer back to Guiding Page and Looking Ahead in this theme to reflect on your learning.*

I am confident in... because I can...

I need more time and practice to improve... so that I can...

My learning targets are... because they could enable myself to...

My further efforts are to... so that I am able to...

### ► **Peer-sharing**

*Work with a partner and finish the peer assessment. Then listen to and learn from each other.*

I would like to give you a thumbs-up in...

If I were you, I would...

The next steps you could work on are...

### ► **Teacher-responding**

*Now listen to your teacher for his/her comments and suggestions.*

## ////// *Utilising Resources* //////////////////////////////////



*Read more about how to be safe online. You can refer to the article “How to Be Safe on the Internet” in Reading Box.*

# Theme C

## Learning to Appreciate

Have you ever been touched, inspired or awakened by a piece of art or literature? The key to understanding paintings, poems and stories, as well as other works of art and literature is to appreciate their significance, because they never just reflect the appearance of things.



***In this theme, you will:***

- ◇ read about the story of two painters;
- ◇ know more about Chinese fancy knots and other cultural symbols;
- ◇ talk about how to appreciate different styles of art.

### Unit 5

- ◇ know more about poem types;
- ◇ read the Greek myth of Demeter and Persephone;
- ◇ explain the reasons why you like a certain type of literature.

### Unit 6

- ◇ enjoy and get inspired by the short story: *The Last Leaf*.

### Challenging Yourself C

Why is it important for us to appreciate works of art and literature in our life?



# Unit 5

## Art and Culture

*Painting is silent poetry, and poetry is painting that speaks.*

—Plutarch

### Looking Ahead

By the end of this unit, you will be able to:

- share your understanding of what art is;
- change nouns into adjectives by adding suffixes;
- analyse and use different types of complex sentences;
- make a judgement on works of art;
- write a note of invitation;
- introduce Chinese folk art like Chinese fancy knots.

### Reading Actively



#### ▶ Activating and Predicting

**1** Read the following statements and tick (✓) the ones that you agree with. Then share your ideas with a partner and note down his/her opinion.

	You	Your partner
A. The colours used in a painting should make each other stronger.		
B. The object(s) in a painting should be the focus of our attention.		
C. A painting should only represent the object itself. Any deep meaning should not be included.		
D. A painter can make a good painting by copying the works of others.		
E. The objects or figures in a painting should look like the real ones in our life.		

**2** Read the text quickly and tick (✓) the statements in Activity 1 which the author agrees with.

## ► Reading, Thinking and Analysing

### Two Painters

The people of **Greece** loved beauty in all its forms and tried to find the best in all things. They held the Olympic Games to find out who was the best in every sport, and they held competitions in poetry, music, painting and sculpture. Many years ago in Greece, they held a competition to find out the best painter. This is a story about that competition.

Nobody could **decide** which of the two top painters was the better artist. Some people preferred one artist; some preferred the other. So they **decided** to ask an old man who had once been the best painter of his day to judge between them. The old man **set the painters a task**—each was to paint a picture that was to be as true to life as they could make it. In three months they were to return, and show their paintings. The old man would then judge which was the better.

The two artists went away, and after three months passed they returned, each bringing with him a finished picture. The crowd gathered in the market place, eager to see which painter would be the winner. The old man who was to judge stood there in front of the two paintings. Each painting was covered with a curtain. When a signal was given, the first painter came forward and pulled down the curtain which covered his picture. The crowd **cheered** since the painting was beautiful and very lifelike. It showed a bowl of grapes which looked so ripe and juicy that people could hardly believe that they were not real. Suddenly some birds that had been flying nearby **swooped** down and began **pecking** at the picture. They were trying to eat the grapes! The crowd clapped and cheered. If the painting was good enough to



fool the birds, it must surely be the winner.

Now it was the turn of the other painter. The old man gave the signal for the curtain to be pulled down so that all might see for themselves what picture the

*Greece (n.): a country in southeast Europe. Its capital is Athens.*

Does the first *decide* have the same meaning as the second one?

*Set the painters a task means \_\_\_\_\_.*

A. *give somebody a job to do*

B. *succeed in doing something*

*Cheer here means \_\_\_\_.*

A. *shout for joy or in praise*

B. *make sb. become happy*

Imagine and guess the meanings of *swoop* and *peck* from the context.

artist had painted. The young painter smiled but did not move.

“It’s your turn,” said the judge. “Let us see your painting so that we can judge which is better.” But still the painter did not move. What was the meaning of this? The old man was getting impatient. He stepped forward to pull the curtain down for himself. His hand went to the curtain, but he did not seem able to get a grip on it.

“There is no curtain here,” he said to the crowd. “The curtain is the painting. It is a painting of a curtain. It looks just like a real one!”

The crowd **gasp**ed with surprise.

Act out *gasp* with *surprise*.

When he recovered, the old man knew he must choose a winner. Who would he choose? He turned to the first painter and said, “Your painting was good enough to **deceive** the birds.” Then to the second he said, “But your picture is better, for it deceived the eyes of humans! You are therefore the winner.” The crowd cheered and the second painter went forward to collect his prize as winner of the competition.

*Deceive* here means

\_\_\_\_\_.

A. *fool and cheat*

B. *attract*

They had found out who the best painter was. Or had they?

## ► Comprehending, Integrating and Creating

**1** Read the text and put the following statements in the correct order.

- 1) An old artist was asked to choose the best painter in the world.
- 2) People held a competition to find out the best painter.
- 3) The two painters returned with their finished works.
- 4) The old artist asked the two painters to make a picture as true to life as possible.
- 5) The old artist judged who was the better painter.
- 6) The painter who won the competition went to collect his prize.
- 7) The old artist tried to pull the curtain down and then found out the truth.
- 8) Some birds began pecking at the picture.

The correct order is: \_\_\_\_\_.

**2** Read the following statements and decide whether each of them is true (T) or false (F). Correct the false one(s).

- \_\_\_\_\_ 1) The people of Greece held various competitions because they wanted to find the most beautiful things.
- \_\_\_\_\_ 2) The old man was selected as the judge because he was once the best painter.
- \_\_\_\_\_ 3) The crowd gathered in the market place because they were eager to see the finished pictures.



- \_\_\_\_\_ 4) When the curtain covering the first picture was pulled down, the crowd cheered since the painting was so lifelike.
- \_\_\_\_\_ 5) Some birds came to eat the grapes in the bowl because they mistook them for the real ones.
- \_\_\_\_\_ 6) The old man stepped forward to pull down the curtain of the second picture because the painter himself refused to do it.
- \_\_\_\_\_ 7) The old man chose the second painter as the winner of the competition because he himself was deceived.

**3** Find out four sentences from the text which illustrate the following phenomena. Then work in groups to check your answers.

Common phenomenon	Example from the text
1) We always tend to pick out the best one or the one at the top.	
2) Human beings are always cleverer than animals.	
3) It's easy for us to jump to conclusions.	
4) We like to blindly worship someone who is considered an expert.	

Now work in groups to select one phenomenon that you are most interested in. Illustrate it and give your comments.

The phenomenon: \_\_\_\_\_.

Comments: \_\_\_\_\_.

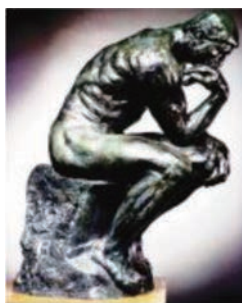
**4** Read to understand the following quotations and define "art". Then share your ideas in groups.

- ◆ All art is but imitation of nature.
- ◆ Art is long and time is fleeting.
- ◆ Art is the daughter of freedom.
- ◆ Art is the lie that enables us to realise the truth.
- ◆ Art is not a handicraft; it is the transmission of feelings the artist has experienced.

In my opinion: \_\_\_\_\_

In our opinion: \_\_\_\_\_

**5** Match the types of art to the corresponding pictures. Select one type you like best and find out more information about it. Then illustrate how to appreciate it to the class.



- A. papercutting
- B. calligraphy
- C. photography
- D. sculpture
- E. oil painting
- F. Chinese ink painting



The type I choose: \_\_\_\_\_

Why I am interested in it: \_\_\_\_\_

The features of this type: \_\_\_\_\_

How to appreciate it: \_\_\_\_\_

## Exploring and Using



### ► Word Power

- 1** Find the following words in the text and work out their meanings. Then use their proper forms to complete the sentences below.

decide      clap      judge      signal      recover      curtain      cheer

- 1) The teacher \_\_\_\_\_ to attract the children's attention.
- 2) The BBC has decided to bring the \_\_\_\_\_ down on this old television programme.
- 3) It is well-known that a red light is usually a/an \_\_\_\_\_ of danger.
- 4) Brian hasn't \_\_\_\_\_ whether to **postpone** the appointment with Susan or not.
- 5) To some **extent**, we can \_\_\_\_\_ people according to their taste in clothes.
- 6) Every passenger was \_\_\_\_\_ by the news that the delayed **flight** would take off soon.
- 7) You won't feel the **tension** in your shoulders soon and will be fully \_\_\_\_\_ before you know it.

- 2** Match the descriptions in the box with the sentences taken from the text, paying special attention to the coloured parts. Then write your own sentences by using the blue parts.

\_\_\_\_\_ 1) **Some** people preferred **one** artist; **some** preferred **the other**.

- \_\_\_\_\_ 2) The crowd gathered in the market place, **eager to** see which painter would be the winner.
- \_\_\_\_\_ 3) The crowd cheered **since** the painting was beautiful and very lifelike.
- \_\_\_\_\_ 4) It showed a bowl of grapes which looked so ripe and juicy that people **could hardly believe that they were not** real.
- \_\_\_\_\_ 5) **If** the painting was good enough to fool the birds, it **must surely be** the winner.

- A. Using an adjective phrase at the end of a sentence to reveal more information about the subject

B. Comparing people’s attitude towards two things or persons

C. Expressing an opinion about something that is very likely

D. Expressing affirmative meaning by using the double negative structure

E. Expressing causes in a complex sentence

**3** Write down the adjective forms of the following nouns by adding suffixes. Then use their proper forms to complete the paragraph below.

juice _____	beauty _____	poetry _____	competition _____
artist _____	crowd _____	cheer _____	impatience _____

For me, the \_\_\_\_\_ of a painting does not have anything to do with looking “\_\_\_\_\_”. The \_\_\_\_\_ value of a good painting is not about beauty in the normal sense of the word. For example, a/an \_\_\_\_\_ apple doesn’t look like an apple any more. Look at this picture by Picasso. Some people think it’s **disturbing** while some people like its \_\_\_\_\_ colour. I think it’s a great example of a great \_\_\_\_\_. It is meant to make the \_\_\_\_\_ of viewers in front of the painting think. Good art is about the message, or what the artist is trying to communicate or to convey.



## ► Grammar Link

### Review of Complex Sentences

#### Understanding the meaning

Read an excerpt from the text and underline each of the subordinate clauses, and then decide which kind of subordinate clause it is.

- |                  |                       |                     |
|------------------|-----------------------|---------------------|
| A. Object clause | B. Attributive clause | C. Adverbial clause |
|------------------|-----------------------|---------------------|



Nobody could decide which of the two top painters was the better artist. Some people preferred one artist; some preferred the other. So they decided to ask an old man who had once been the best painter of his day to judge between them. The old man set the painters a task—each was to paint a picture that was to be as true to life as they could make it. Three months later, they were to return, and show their paintings. The old man would then judge which was the better.

The two artists went away, and after three months passed they returned, each bringing with him a finished picture. The crowds gathered in the market place, eager to see which painter would be the winner. The old man who was to judge stood there in front of the two paintings. Each painting was covered with a curtain.

### Discovering the rule

**1** Study the above excerpt and tick (✓) the correct choices to complete the following statements.

- 1) There are (two/three) kinds of subordinate clauses in it.
- 2) You can find (object/attributive/adverbial) clauses.
- 3) The word order in these clauses is like the order of a (statement/question).

**2** Work in pairs to answer the following questions.

- 1) What words are usually used to introduce object clauses? Which of them can be omitted and when? List them here.

- 2) How many kinds of attributive clauses are there according to the different relative words? What are they respectively? Does a relative word function as an element of the clause?

- 3) How many kinds of adverbial clauses have you learned? What are they? List them here.

### Applying the rule

**1** Underline the mistake in each sentence and then correct it.

- ( ) 1) The foolish man sold the painting which value is one million **plus** for only one hundred dollars.
- ( ) 2) The only word which had been deleted from your composition was “my”.
- ( ) 3) I’ll never forget the hours when we spent together.
- ( ) 4) No sooner I had entered my room than the telephone rang.
- ( ) 5) Do you know the way how he peacefully **settled** the conflict?
- ( ) 6) They began to talk about the people and the village which they remembered.

- (    ) 7) Try although he might, he is likely to fail a second time.
- (    ) 8) He is the only student who has been praised by the headmaster.
- (    ) 9) This is the school in that I studied for three years.
- (    ) 10) He said he was very angry with the decision and he would make a **protest** against it.

**2** *Combine each pair of simple sentences together by using object, attributive or adverbial clauses.*

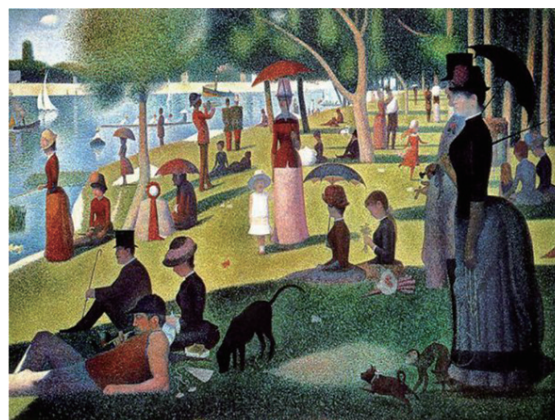
- 1) I don't know. These cars are made for **export**.
- 2) I had finished my work. The electricity was cut off.
- 3) There are a few books in this book store. You can read them.
- 4) The Great Wall is the first place. I visited it in Beijing.
- 5) We can learn English well. We are certain about it.
- 6) Jane understood me. Only she understood me.
- 7) She asked about the schools and teachers. She once visited them.

**3** *Look at the following paintings and describe or introduce them by using some complex sentences with object, attributive and adverbial clauses.*



**Starry Night**

by Vincent van Gogh, a Dutch Post-Impressionist painter, one of the most famous pieces of art in the world, painted in 1889 from the painter's memory



**A Sunday Afternoon on the Island of La Grande Jatte**

by French painter Georges Seurat, noted for inventing a unique technique creating a complete image by using tiny dots of **various** pure colours

## //////// **Listening, Understanding and Communicating** //////////

### **Making a Judgement**

**1** *Match the following expressions to the pictures on Page 80 and talk about the pictures in pairs. Then predict what the dialogue you will listen to is mainly about.*

A. a portrait

B. a still life

C. an abstract painting

D. a landscape



**2** Listen to the dialogue to check your prediction and then choose the best answers.

- 1) What is the most probable relationship between the two speakers?
  - A. Teacher and student.
  - B. Two friends.
  - C. Two painters.
- 2) Where are they now?
  - A. At the **entrance** of an exhibition hall.
  - B. At the **exit** of an exhibition hall.
  - C. In an exhibition hall.
- 3) What are they mainly talking about?
  - A. Which painting is the best one.
  - B. How to appreciate a painting.
  - C. Judging the paintings on exhibition.

**3** Listen again and judge whether each of the following statements is true (T) or false (F). Correct the false one(s).

- ( ) 1) Shirley likes traditional paintings better than modern ones.
- ( ) 2) The second painting they are talking about was painted by Picasso.
- ( ) 3) In Shirley's opinion, Picasso's painting is too abstract to understand.
- ( ) 4) Shirley thinks a still life painting is so boring because there is only a bowl of fruit or an individual apple on a table in it.
- ( ) 5) Both Shirley and Bob **assume** it would be more interesting to watch the process of painting.
- ( ) 6) There is another art exhibition on the next floor.

**4** Listen for a third time and complete the following sentences about making a judgement.

- 1) \_\_\_\_\_ belong to modern art.

- 2) To be frank, \_\_\_\_\_ judge it.
- 3) I \_\_\_\_\_ you're right.
- 4) To judge \_\_\_\_\_, this painting \_\_\_\_\_  
be a typical example of a traditional painting.
- 5) I \_\_\_\_\_ I can appreciate art like this.
- 6) You \_\_\_\_\_ find it more interesting \_\_\_\_\_  
you can watch how the painting has been applied in careful and regular strokes.
- 7) \_\_\_\_\_  
interesting.
- 8) \_\_\_\_\_  
something more striking.

**5** Work in pairs to practise making a judgement on the following two pictures, using some of the above sentence structures.



Reading, Speaking and Writing

Writing a Note of Invitation

**1** Read the note of invitation on the left, paying special attention to the underlined parts. Then complete the **format** on the right.

Oct. 15th

Dear Helen,

I am so glad to tell you that there will be a 1) party at 2) my home at 3) seven o'clock this Saturday evening. My cousin 4) Jane just came back from the United States and we decided to have a party so as to let her share with us what she had experienced. We would appreciate it if you could come and join us.

5) Looking forward to seeing you.

Yours,  
Richard

(The \_\_\_\_\_ of writing)

(Salutation),

1) The **chief** reason for invitation

2) The \_\_\_\_\_

3) The \_\_\_\_\_

4) People who are to be present (if necessary)

5) (The wish to meet the receiver)

(Complimentary closing)  
(The \_\_\_\_\_)



2 Look at the picture and talk about it with a partner.

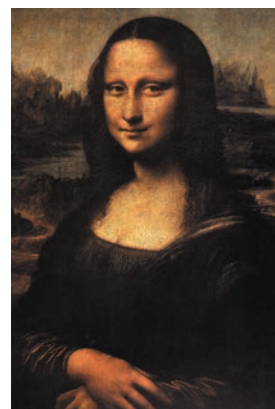
A: Look at the painting. Do you know it?

B: Sure. It's *The Mona Lisa* by da Vinci.

A: But I don't know why this painting is so famous. Do you think the woman in the painting is really that beautiful?

B: ...

3 Suppose you are going to invite your friends to appreciate the painting. How will you introduce it? Fill in the blanks with the information you have got by noting down some key words.



The painter's achievements: \_\_\_\_\_

The painting's popularity: \_\_\_\_\_

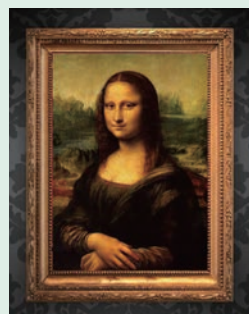
Anything special about the painting: \_\_\_\_\_

The secrets behind the painting: \_\_\_\_\_

4 Write a note of invitation based on the following poster, stating why you'd like to invite him/her.

### Leonardo da Vinci Exhibition

Highlight: The Mona Lisa  
 Place: National Art Gallery  
 Time: Oct. 20th—30th  
 Fee: \$15 per person  
 Tickets available at the Box Office



**TIP**

You may improve your writing by

- 1) checking whether the format is correct;
- 2) **confirming** that the basic elements of an invitation have been included;
- 3) avoiding any mistake in spelling, punctuation, vocabulary and grammar.

## Reading Further



### ► Getting Ready

Look at the picture and decide whether each of the following statements about the knots is true (T) or false (F), guessing the meanings of the coloured words. Then read the passage quickly to check your ideas.

- \_\_\_\_\_ 1) They are a very popular form of **folk** art in China.
- \_\_\_\_\_ 2) Each knot is made up of a single piece of **string** by hand.
- \_\_\_\_\_ 3) They are mainly used to **decorate** our clothes, homes and so on.
- \_\_\_\_\_ 4) They are **associated** with a wide range of cultural concepts.
- \_\_\_\_\_ 5) They come in **varied** sizes, **patterns** and colours.
- \_\_\_\_\_ 6) They symbolise that life on earth will continue and **multiply** forever.



## ► Reading

### Chinese Fancy Knots



Chinese fancy knots, also called Chinese knots, refer to the traditional decorative knots in Chinese culture. They began as a form of folk art in the Tang and Song Dynasties in China, and became popular in the Ming Dynasty. Long ago, they found their way to Japan and other Southeast Asian countries, and were well received there. Now they are taken as one of the most representative symbols of Chinese culture.

As for the name itself, it is definitely meaningful. The Chinese character for “knot”, *jie*, means “connection” or “combination”. It is associated with a wide range of cultural concepts—marriage, brotherhood, friendship, unity, reunion, etc. Meanwhile, the pronunciation of the Chinese character *jie* is very close to that of *ji*, “good luck”. As a result, Chinese knots perfectly serve as a way to express people’s strong wishes for good things like joy, love and good luck.

Besides, the knots, widely existing in the everyday life of the Chinese, come in various sizes. Small ones are attached to jewellery, clothes, gift-wrapping and furniture in order to attract people’s attention, while large ones are applied like fine paintings or photographs to decorate a living room or study. Whether large or small, there are over a dozen basic knot patterns, named according to their typical shapes, usages or origins. For example, Double Coin Knots are called *Shuangqian Jie* because they are in the shape of two ancient Chinese coins, meaning “good things coming in pairs”. However, almost all the main styles of Chinese fancy knots are made up of two exactly similar parts, and the patterns on the front and the back sides are also similar in every detail.

