

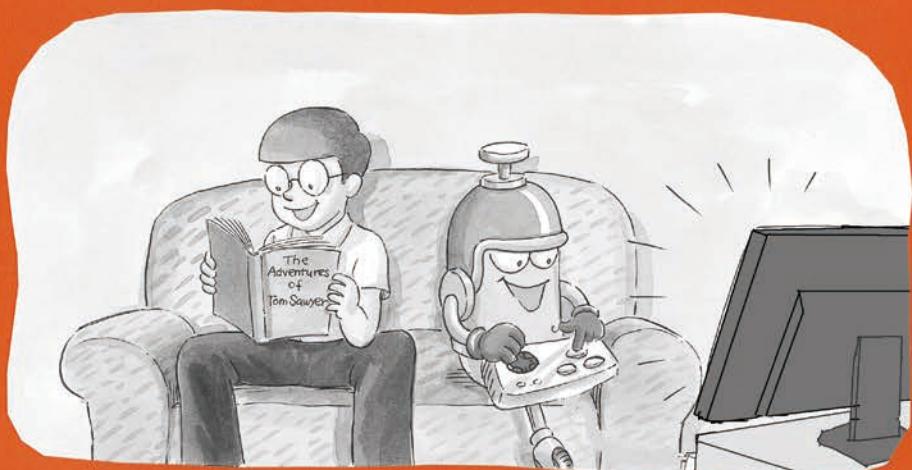


九年义务教育

# English 英语

教学参考资料

牛津上海版 OXFORD Shanghai Edition



九年级  
第二学期  
(试用本)

# Introduction

## Aims of the course

The course is fully task-based, learner-centred and easy to use. It is designed to meet the changing needs of today's students and to help them acquire a functional competence in English, an international language.

We have put particular stress on developing generic skills involving communication, working with others, being creative, thinking critically, using information technology, problem-solving and self-management skills so that students will become self-confident, independent learners of English.

At the same time we have carefully structured the grammatical core and vocabulary content of the course so that the tasks will challenge students while remaining within their range of ability.

## Organization of *Student's Book*

The *Student's Book* is divided into two modules. Each module has two or three units. Each unit is divided into five main sections: **Reading, Grammar, Listening, Speaking and Writing**. In each unit, there is a **More practice** section designed to provide students with additional materials and a **Progress file** designed to help students review some key items from the unit. At the end of each module, there is a **Using English**. At the end of the book, there is a **Project**.

Keep in mind that not all of the materials in the *Student's Book* have to be done in class. Some materials marked with an asterisk (\*) in the *Student's Book* are optional. Teachers may decide whether or not to use them according to their students' abilities.

## Unit topics

Each unit has a topic which is related to the theme of the module. The topic provides a context for the language being taught. In the *Teacher's Book*, each unit begins with a brief overview which shows how the different sections of a unit are linked together thematically.

## Cartoons

On the opening page of each unit, you will find a simple cartoon involving two characters, a boy and a robot. The cartoon usually introduces the topic of the unit in some way. The humour in many of the cartoons involves a pun—a joke with a word which has two meanings. In the *Teacher's Book*, there is a short section explaining the joke in each cartoon clearly.

## Reading

The reading passages include a wide variety of text types, as recommended by the *Curricula Criteria of the English Subject for the Schools in Shanghai*. For example, there are passages in the form of stories, newspaper and magazine articles, news reports, letters, poems, diaries, science fiction, encyclopaedia entries, interviews and many others. They

provide students with examples of the kind of English they will use or see at school, in the community or in the media.

There are three main types of reading exercise—pre-reading, while-reading and post-reading.

### 1 Pre-reading

Students must be prepared before they read, so each unit of the *Teacher's Book* contains suggestions on how the **Reading** section may be initially presented to students before they move on to the pre-reading exercises in the *Student's Book*.

The aim of the exercise 'What do you know about ...?' is to discover and activate any background knowledge of the topic that students may already have. The *Teacher's Book* provides information to help fill in any gaps in students' knowledge. It is important, however, that students first be given the chance to show what they know. These pre-reading exercises should not be regarded as 'tests'. Their aim is to increase knowledge and develop skills.

The second pre-reading exercise is called 'Before you read'. In this exercise students are asked to look quickly at certain features of the passage (e.g., title, heading format, pictures) to help them make guesses about the topic of the passage and the things they think will be in it. They can confirm their guesses after they read the whole passage. The aim of this exercise is to encourage intelligent guessing, so there should be no penalty for guessing wrongly.

### 2 While-reading

These exercises provide students with vocabulary work and simple comprehension tasks on the passage.

In the vocabulary exercises, students must locate words in the text, study their contexts and make intelligent guesses at their meanings. If guessing fails they may use their dictionaries, or the teacher may tell them.

In some of the exercises in the comprehension part, students are given tasks in which they must find items of information in the passage, and use them to complete a set of notes, a table, a dialogue, etc. Other exercises feature true/false sentences and open questions.

### 3 Post-reading

The exercises in the comprehension part cover reading skills such as extracting and organizing information, understanding different feelings and attitudes, reference skills, and making inferences. They develop students' ability to do things like identifying a writer's argument(s) and opinions from the text and their reasons for them.

## Grammar

This section contains a systematic, graded presentation of language items which are appropriate for the *Curricula Criteria (Shanghai)*. The language items are appropriate to the topic and text types of the unit and are practised in contextualized exercises.

The *Teacher's Book* contains detailed suggestions on how to present each language item, and provides brief, simple explanations to guide both students and teachers.

## Listening

The **Listening** section contains a wide variety of exercise types and is designed to prepare students for different types of listening work.

The content is related to the general topic of the unit. The listening activities practise useful study skills such as taking guided notes, labelling diagrams or maps, sequencing the events in a story or procedure, and correcting errors.

## Speaking

The **Speaking** section presents important communication skills such as agreeing and disagreeing, working together in group discussions and making a phone call for information.

## Writing

This section aims to develop students' ability to write in a number of different formats, as described in the *Curricula Criteria (Shanghai)*. The section gives practice in writing letters, articles, stories, reviews, etc.

Suggestions are given in the *Teacher's Book* on how to conduct the writing lessons and examples of completed tasks are provided.

## More practice

For students of English learning the language in a non-English environment, where natural exposure to the language is extremely limited, the amount of English language input and improvement of students' study skills are vitally important.

The purpose of the **More practice** section in each unit, therefore, is to present students with a series of additional materials related to the unit topic.

As the title of this section suggests, not all students are required to complete every exercise. It is completely up to the teacher to decide which to do and which not, which to do as class work and which to do for homework, or even to skip a whole section entirely, if appropriate.

## Using English

This section, which appears at the end of each module, stresses the importance of English as a tool for study and the importance of developing in students the ability of self-study as part of their own education.

The aim of this section is to present students with a series of tasks and problems in which they can develop their study skills.

## Progress file

Near the end of each unit there is a **Progress file**, which contains 15 short items relating to Vocabulary and Grammar. This helps students recall and revise some of the main vocabulary and grammar points of the unit. This section should be used as a teaching tool to motivate students in a positive way and not as a test.

## Project

At the end of the book, there is a **Project**. This pulls together many of the skills and language items from the modules, and gives students an opportunity to explore the topics in greater detail.

# 前 言

## 《英语（牛津上海版）九年级第二学期》（学生用书）

### 一、框架结构

见目录 (Contents)。

### 二、栏目的简要介绍

项目	内容和特色
Reading	提供和输入新的语言信息，包括保护环境、畅想未来、介绍上海、游览影城和欣赏名著等内容，以帮助学生积累单词、词组和句型等新的语言材料和提高学生阅读能力为主要目标。
Grammar	八、九年级教材按《上海市中小学英语课程标准》中初中英语的教学目标和要求，在六、七年级语言积累的基础上对语言规则进行梳理和总结，并配以适量的练习。(本册具体项目详见课本目录)
Listening	提供与单元主题贴近的听力材料，让学生通过图片排序和信息填空等练习，训练和培养学生了解内容大意、捕捉关键信息和解决实际问题等方面的能力。
Speaking	<b>Talk time:</b> 通过对话和小组讨论等训练，帮助学生进一步熟练运用语言功能； <b>Speak up:</b> 提供与课文主题相关的情景，通过问答、讨论、陈述、描述、调查、角色表演等训练活动，提高学生口头表达能力。
Writing	提供各种相关材料（如短文、段落要点提示、关键词语、问题和图片等），通过写信（如向环保局反映问题、向未来人类描述“时光宝盒”和求助）、写影评、看图写故事等训练形式，进一步培养和提高学生的写作能力。
*More practice	设立于每个单元之后，以提供与单元主题相关的补充阅读材料为主，对主题作进一步的延伸，从而拓展学生视野，提高其阅读能力。对一些较难理解的生词以脚注形式加注，帮助学生理解文章内容，暂不要求学生掌握。
Progress file	帮助学生对本单元所学的主要词汇和语法进行自我检测，以调整学习策略，增强学习信心。
Word box	涵盖本单元主阅读文章中出现的核心词汇和拓展词汇（标有 * 号的词为拓展词汇，只要求学生理解），以及 Reading 的练习部分、Listening、Speaking 和 Writing 正文部分出现的核心词汇，按其出现的先后顺序排列，便于学生查询和学习。
Notes	1 对本单元主阅读文章中出现的个别难句给出中文注释或说明； 2 对较重要的词汇、句型、语言功能或语法现象进行说明或给出用法提示； 3 对《上海市中小学英语课程标准》所列词汇（含初中和小学）的一词多义及兼类词给出说明； 4 对一些暂时只要求了解的词汇作注释。
Using English	设立于每个 Module 之后，全册共 2 个，内容包括：环保问卷调查和填写申请表，培养学生使用英语解决生活中的实际问题的能力。
*Project	结合 Unit 2 的内容，本册 Project 主题定为“未来的城市”，旨在鼓励学生大胆畅想未来的城市生活，进一步激发学生运用英语的积极性。
Word bank	1 单词表（含核心词汇、拓展词汇和上述 Notes 第 3 点提及的词汇，按首字母顺序排列）； 2 词组表（按首字母顺序排列）； 3 不规则动词表（按首字母顺序排列）。 注：核心词汇指的是《上海市中小学英语课程标准》所规定的初中词汇及其在教材中出现的变化形式。

### 三、关于音频

本书配有音频，包括Reading, Listening, Speaking, More practice, Word box以及Irregular verbs的内容。

## 《练习部分（九年级第二学期）》

《练习部分（九年级第二学期）》系与《英语（牛津上海版）九年级第二学期》相配套，兼顾基础知识和基本技能的训练，形式多样，图文并茂，并具有可选择性，凡标有星号 (\*) 的内容供选用。

本书配有音频，包括各单元Listening和Reading的内容。

## 《教学参考资料（九年级第二学期）》

### 一、框架结构

项 目	内容和特色
前言	分中、英文两部分，从不同角度介绍本课程目标、本册教材框架结构和各栏目特征等。中文前言里根据《上海市中小学英语课程标准》要求，同时，为保证初中毕业班总复习教学安排的实际需要，提出本学期前 11 周，每周 4 课时共 43 节课的课时安排。
教学建议	包含学生用书内容，有对教学过程或方法的建议和学生用书的练习答案供教师参考，并附有学生用书各单元听力部分的录音文字稿。
补充教学建议	对一部分教材内容的教学地位和重点难点进行分析，提出轻重缓急处理的指导性意见，以避免随意拓宽和加深教学内容和要求而导致加重学生的负担。
总词汇表	同学生用书中的总词汇表。
《练习部分》录音文字稿	提供《练习部分》中听力练习的录音文字稿。
《练习部分》参考答案	提供《练习部分》的参考答案。

### 二、课时安排建议

Module	Unit	Suggested time (period)
1 Environment and life	1 Saving the Earth	8
	2 Life in the future	8
	Using English	1
2 Recreation and entertainment	3 Going places	8
	4 All about films and TV	8
	5 A story by Mark Twain	8
	Using English	1
*Project	City of the future	1
<b>Total</b>		<b>43</b>

注： 1 凡标有星号 (\*) 的内容（除拓展词汇外）均为选学要求，教师可根据实际情况决定是否选用。

2 在选学课文中出现的属于初中核心或拓展类的生词，在以后的非选学课文出现时，将列入词汇表。

# Contents

Module	Unit	Reading	Grammar
1 Environment and life	1 Saving the Earth (p. 1)	The green consumer (p. 3)	<ul style="list-style-type: none"> <li>Using (<i>not</i>) as ... as to compare things (p. 6)</li> <li>Adverbial clauses (III) (p. 8)</li> <li>Verbs with -ing (p. 9)</li> </ul>
	2 Life in the future (p. 19)	Hot tips for August 2040 (p. 21)	<ul style="list-style-type: none"> <li>The past continuous tense (p. 24)</li> </ul>
2 Recreation and entertainment	3 Going places (p. 37)	On holiday (p. 39)	<ul style="list-style-type: none"> <li>The past perfect tense (p. 42)</li> </ul>
	4 All about films and TV (p. 53)	Students see stars in the Movie Park! (p. 55)	<ul style="list-style-type: none"> <li>Reported speech (p. 58)</li> </ul>
	5 A story by Mark Twain (p. 71)	Tom Sawyer paints the fence (p. 73)	<ul style="list-style-type: none"> <li>Relative clauses with <i>who</i>, <i>that</i> or <i>which</i> (p. 76)</li> </ul>
<p>*Project: City of the future (p. 90)</p> <p>Word bank (p. 93)</p> <p>Workbook tapescripts (p. 103)</p> <p>Workbook answer key (p. 105)</p>			

注：打\*部分为拓展性学习内容，供学有余力的学生选学。

Listening	Speaking		Writing	*More practice	Using English
	Talk time	Speak up			
Pollution around us (p. 10)	Expressing preferences and reasons (p. 11)	A survey on preferences (p. 11)	Protecting our environment (p. 12)	Millions of trees on fire (p. 14)	Answering a questionnaire (p. 36)
The Floating Space Hotel (p. 27)	Disagreeing politely (p. 28)	Asking questions and describing things with pictures (p. 29)	Time boxes (p. 30)	The great wave of 2040 (p. 31)	
Interviews about Shanghai (p. 45)	Making a phone call for information (p. 45)	Describing a place (p. 46)	A request for help (p. 47)	Educational visits (p. 48)	Filling in a form (p. 88)
Different types of television programmes (p. 62)	Group discussion problems (p. 63)	A questionnaire on TV-viewing (p. 64)	A film review (p. 65)	WALL-E (p. 67)	
A lecture about Mark Twain (p. 79)	Giving yourself time to think (p. 80)	Reading English storybooks (p. 81)	Tom's trick (p. 82)	An extract from <i>The Adventures of Tom Sawyer</i> (p. 83)	

# Module 1 Environment and life

## Unit 1 Saving the Earth

### Unit topic: overview

The topic for this unit is the environment: threats to the environment from pollution and how we can protect the environment. The **Reading** passage is a book review of a guidebook for young people who are interested in becoming 'green', i.e., caring more for the environment.

The **Grammar** section features the structure (*not*) *as ... as*, adverbial clauses with *so ... that* and *so that*, and verbs with *-ing*.

The **Listening** section focuses on the sequence of events, and follows the environmental theme.

In the **Speaking** section, the students first practise expressing preferences and providing reasons for them. Then they do a survey on preferences.

In the **Writing** section, the students are required to write a letter of request about some environmental problems affecting their own lives.

### The cartoon

The joke is a pun on the two meanings of the word *green*. *Hi* has told *Lo* to become green, meaning that he should care more for the environment. But *Lo* has misunderstood the advice from his friend, and has painted himself the colour green.

The word *green* has, in recent years, become more and more associated with things which are friendly to the environment. It is now usually used about products, action groups and policies.

### Pre-unit activities

Ask the students the following questions and invite discussion on any of the topics raised. The answers are provided in brackets.

- 1 What is happening to the ozone layer? (Huge holes have appeared over the North and South Poles.)
- 2 Why? (CFCs—i.e., chlorofluorocarbons—gases dissolve ozone.)
- 3 What will the result be? (Dangerous ultraviolet radiation from the Sun will reach us, causing cancer and blindness, and destroying the food chain in the oceans.)
- 4 What are we cutting down to damage the environment? (Forests.)
- 5 What will the effects of cutting down trees be? (There will be more carbon dioxide in the atmosphere, as the forests will not be there to absorb it. Many species of plants and animals will become extinct. There will be soil erosion and many areas will become like deserts. Weather patterns will change and the Earth will become warmer, melting the polar ice caps, raising sea levels and flooding coastal cities.)
- 6 What causes global warming? (Pollution from burning carbon-based fuels like petrol, oil, coal and wood.)
- 7 What should we do with our rubbish? (Sort it out and recycle glass, plastic, paper and metal.)
- 8 What can ordinary people do to protect the environment? (Buy and use environmentally friendly goods and be less wasteful with paper and plastic.)

## Unit 1 Saving the Earth



### Reading

p. 2



### Grammar

p. 6



### Listening

p. 10



### Speaking

p. 11



### Writing

p. 12

\*



### More practice

p. 14



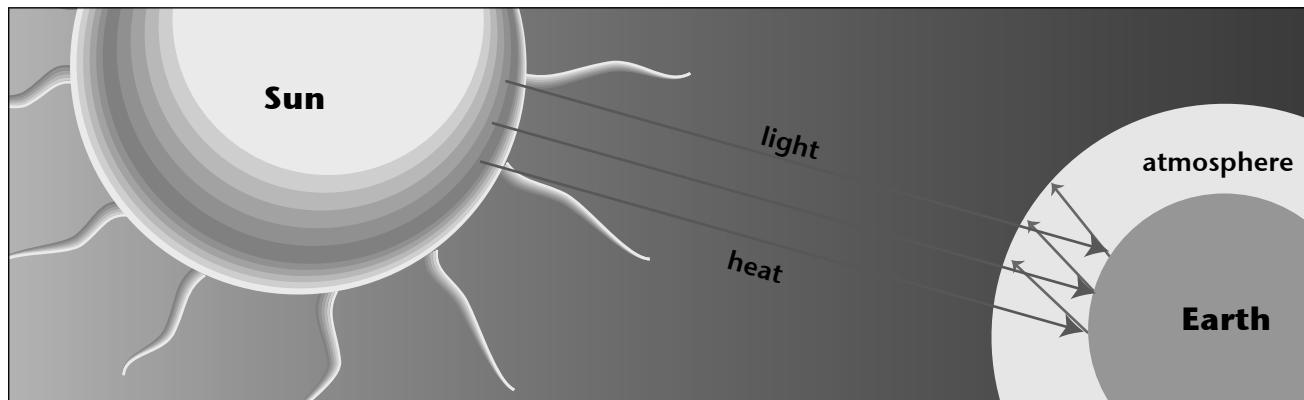


# Reading

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

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

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



## B Before you read

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

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



## Reading

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

This exercise draws the students' attention to the topic through the straightforward matching of two halves of sentences about 'global warming'. This also revises or introduces vocabulary and concepts associated with the topic. If the students do not know how to match the information correctly, have them work out the answers in pairs.

#### Answers:

- A 2 g
- 3 c
- 4 e
- 5 b
- 6 a
- 7 d

### B Before you read

This exercise gives the students practice in using strategies for approaching a new text. Before reading through the passage they are guided in getting an overview of the topic through skimming and scanning for key information.

#### Answers:

- B 1** The name of the book is *The Young Green Consumer Guide*, and the authors are John Elkington and Julia Hailes.
- 2** A guide gives us information, help or instructions about something. This book will tell us how to be green consumers.
- 3** He/She is someone who only buys goods that will not harm the environment.
- 4** The main topic of the book is about goods that are harmful to the environment and goods that are safe for the environment.

## Reading passage

### The green consumer

This is a review of a book for young people about the environment and how to be a green consumer.

#### Synopsis by paragraph [P = Paragraph]:

- P1: The book says the world is in danger.
- P2: The atmosphere around the Earth is essential for all living things.
- P3: Pollution is changing the atmosphere.
- P4: The pollution from burning fuels may cause the greenhouse effect.
- P5: Ozone is a gas which protects us from the Sun.
- P6: CFCs destroy ozone and are making holes in the ozone layer.
- P7: Burning and cutting down forests makes the greenhouse effect worse and causes soil erosion and flooding.
- P8: We create too much rubbish.
- P9: The book suggests we should only buy and use green goods.
- P10: We should be green consumers.

#### Vocabulary:

**atmosphere** (n.) the mixture of gases which are around the Earth

The rocket went up through the atmosphere and into space.

**consumer** (n.) a person who buys goods or uses services

More and more consumers come to this shop because of its good service.

**environment** (n.) the natural world that we live in

If we destroy the environment, we will destroy ourselves.

**global** (adj.) covering or affecting the whole world  
Pollution is a global problem.

**layer** (n.) covering  
When it is cold, you need an extra layer of clothes.

**lifeless** (adj.) without any form of life  
We think that Mars is a lifeless planet.

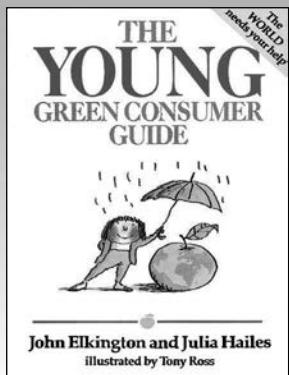
**\*massive** (adj.) huge; very big  
I've got a massive amount of work to do.

**occur** (v.) exist; be found somewhere  
Sugar occurs naturally in fruit.

**pollute** (v.) make something dirty, unpleasant or dangerous  
Your smoking is polluting the air in this room.

**pollution** (n.) substances which have made something else (such as the air, water or land) dirty, unpleasant or dangerous  
You can see the pollution on this beach.

**threat** (n.) danger  
Crime is a serious threat to any society.



# The green consumer

Review by Tony Ma

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

## The greenhouse effect

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

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

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

## Damage to the ozone layer

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

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

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

## 35 Destruction of the forests

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

## Bad habits

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

## How can we save the Earth?

The book is asking us to become ‘green consumers’. That means we should only 55 buy and use environmentally friendly goods so that we can save the Earth. These goods will not damage the environment.

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

HELP!

## C Vocabulary

C1 Find words in the review that have these meanings.

- 
- 1 things or people that might cause harm \_\_\_\_\_  
2 the natural world that we live in \_\_\_\_\_  
3 without any life \_\_\_\_\_  
4 exists or is found \_\_\_\_\_  
5 make a place full of water \_\_\_\_\_  
6 be long enough to get to a place \_\_\_\_\_

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

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

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

atmosphere      fuels      layer      damage      pollution

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

## C Vocabulary

- 1 Ask the students to use all the clues they can find in the review to help them complete these exercises. They should not be allowed to use their dictionaries.
- 2 To complete Exercise C1, tell the students to decide which part of speech they are looking for before searching for the right answer.

### Answers:

- C1 1 threats  
2 environment  
3 lifeless  
4 occurs  
5 flood  
6 reach

- 4 Exercise C3 combines the skills practised in Exercises C1 and C2. Tell the students to follow the same procedure and to complete the exercise.

### Answers:

- C3 1 layer  
2 pollution  
3 atmosphere  
4 fuels  
5 damage

- 3 Tell the students to use the words they have found in Exercise C1 to complete the sentences in Exercise C2 meaningfully. Remind them to change the forms if necessary.

### Answers:

- C2 1 lifeless  
2 reach  
3 threat  
4 environment  
5 occurs  
6 flooded

## D Comprehension

- 1 For Exercise D1, ask the students to search the review for the information to which the italicized words refer.

### Answers:

- D1 2 the atmosphere  
3 fuels (such as petrol)  
4 The ozone layer  
5 CFCs  
6 the greenhouse effect  
7 Our habit of using things once and then throwing them away

- 2 Exercise D2 tests comprehension by seeing if the students can recognize the information from the review when it is slightly reworded. As the choice of answers is *either/or*, ask the students to justify their answers by referring to the review.

### Answers:

- D2 1 b  
2 a  
3 a  
4 b  
5 b  
6 a

## For further reading practice

Workbook 9B pages 9 and 10

### Exercises A and B

- a Give the students time to read through the passage.
- b Ask the students to finish Exercise A and then check the answers with them.
- c Let the students have a discussion in pairs and fill in the table in Exercise B.
- d Ask the students to discuss the following questions in groups:
  - What types of pollution are there in the area around your school?
  - What are your suggestions for solving these problems?

## D Comprehension

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

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

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

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



## Grammar

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

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

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

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

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

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

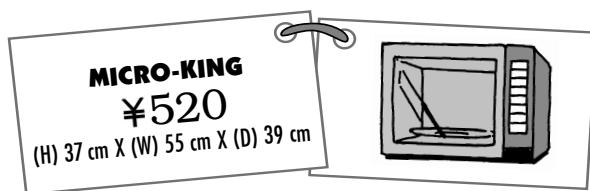
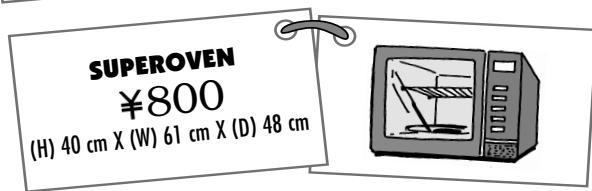
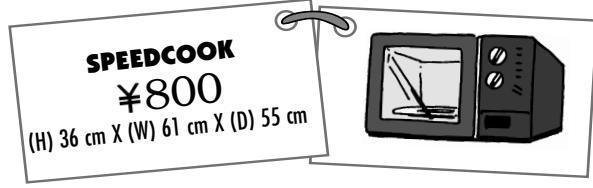
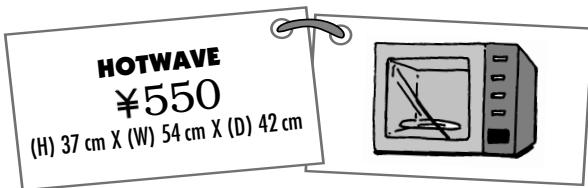
I don't sing **as beautifully as** you.

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

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

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

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



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

## Grammar

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

- 1 Read through the text and examples with the class.
- 2 Ask the students to look at the pictures in Exercise A1 and talk about the price and size of the microwave ovens.
- 3 Give the students time to do Exercise A1, and then check the answers with them.

#### Answers:

- A1 3 is as high as  
4 is not as deep as  
5 are not as wide as  
6 is as expensive as  
7 are not as cheap as

- 4 Give the students time to look at the table and the sentences in Exercise A2. Tell the students that *sec.* in the table is the abbreviation of *second*.
- 5 Ask the students to complete the sentences and then invite individual students to read the sentences.

**Answers:**

- A2 2 as often as ... not as often as  
3 as high as ... not as high as  
4 as fast as ... not as fast as

- 6 Let the students read the note and look at the table in Exercise A3.
- 7 Ask the students to complete the sentences and then check the answers with the class. Explain to the students that *the Blacks* means *the Black family*.

**Answers:**

- A3 1 do not throw away as many ... as  
2 throw away as much ... as  
3 throw away as much ... as  
4 do not throw away as much ... as

**Additional activity:**

Some English idioms are made up of *as ... as* with adjectives. Write the following idioms without the adjectives on the blackboard. Let the students work out the adjectives in pairs. The answers are provided in brackets.

- 1 as (busy) as a bee
- 2 as (white) as snow
- 3 as (blind) as a bat
- 4 as (brave) as a lion
- 5 as (black) as coal
- 6 as (quick) as lightning
- 7 as (innocent) as a lamb
- 8 as (hungry) as a wolf
- 9 as (proud) as a peacock
- 10 as (quiet) as a mouse

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

early  
often  
high  
fast

### Activity table

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

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

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



Rubbish thrown away by Tony's neighbours in a year

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

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

## B Adverbial clauses (III)



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

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

We use ...

**so ... that**

**so that**

for adverbial clauses

**about ...**

result

purpose

Examples

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

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

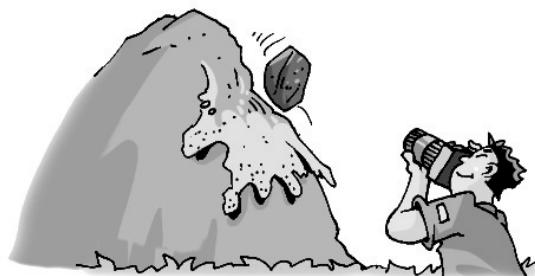
**B1** Look at the pictures below. Join each pair of sentences using **so** + adjective/adverb + **that**.

1



These people are careless.  
They may cause a fire.

2



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

3



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

4



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

## B Adverbial clauses (III)

- 1 Ask the students to read the two sentences with *so ... that* and *so that* in the speech bubbles on page 8 of the *Student's Book*.
- 2 Tell the students the differences in function and structure between the adverbial clauses of result and the adverbial clauses of purpose.
- 3 Ask the students to do Exercise B1.

### Answers:

- B1**
- 1 These people are so careless that they may cause a fire.
  - 2 The big stone is rolling so fast that the man may be injured.
  - 3 The wind is blowing so hard that the girl may fall into the sea.
  - 4 The river is so dirty that all the fish in it are dead.

- 4 Proceed to Exercise B2. Ask the students to finish the exercise alone.

**Answers:**

- B2 1 d  
2 c  
3 a  
4 b

**C Verbs with -ing**

- 1 Write the sentence in the speech bubble on the blackboard. Draw the students' attention to the *-ing* form of the second verb *read* after the first verb *enjoy*.
- 2 Let the students read the words that can be followed by an *-ing* verb on page 9 of the *Student's Book*. Ask them whether they can think of any other verb that can be used in the same way, e.g., *love, keep*.
- 3 Give the students time to finish Exercise C.

**Answers:**

- C 1 breathing  
2 walking  
3 wasting  
4 using  
5 doing  
6 writing  
7 organizing

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

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

### C Verbs with **-ing**

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



I enjoy reading books about the Earth.

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

admit    deny    enjoy    practise    consider  
finish    like    hate    prefer    suggest

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

walk    use    write    organize    do    breathe    waste

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

# Listening

## Pollution around us

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

1



2



3



4



## Listening

### Pollution around us

- 1 This exercise gives the students practice in matching the information they hear with a set of pictures. In each set, they must put the three pictures in the order in which the events happened, i.e., in chronological order.
- 2 Remind the students to listen in particular for time expressions, which will help them complete the task efficiently.

### Tapescript:

#### Number 1

Girl: I live near an underground station. Yesterday morning, the road outside the station was nice and clean. But in the afternoon, some people started giving out leaflets near the station to the passengers. Many of the passengers did not want the leaflets, so they threw them on the ground. As a result, the road was very messy, with lots of litter.

#### Number 2

Boy: At my school we have a Green Club. We take part in different activities every month. Last month, we produced a poster asking everyone to take a bag with them when they go shopping. Yesterday we had a visit to the countryside. We went on a nature walk and learnt about different kinds of trees. Next month, we are going to visit a forest park and see many different types of birds.

#### Number 3

Girl: We have had a lot of problems with noise pollution recently. Our upstairs neighbour decided to learn to play the drums. He kept us awake every night with his terrible 'music'! We were glad when he moved to another city. Another problem with noise is from a building site. That goes on from early morning to late at night. And next year, there is going to be a big, new road near our block. The noise from that will be awful.

#### Number 4

Boy: This term, some of the students at my school are taking part in a project about water pollution. They visited a beach near our school one month ago to do a survey. They asked many of the people on the beach what they thought about pollution. Last week, they went to the beach again and helped pick up litter there. Next term, the students are going to hold an open day at school and show photographs and the results of their project.

### Answers:

- |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| 1 | a | 2 | b | 3 | c | 1 |
| 2 | a | 3 | b | 1 | c | 2 |
| 3 | a | 3 | b | 2 | c | 1 |
| 4 | a | 2 | b | 3 | c | 1 |

### For further listening practice

*Workbook 9B* pages 7 and 8

- a Ask the students to read through the conversation on page 8 first.
- b Play the recording and let the students fill in the blanks to complete the conversation.
- c Check the answers with the students.

## Speaking

### A Talk time

#### Expressing preferences and reasons

- 1 Usually, we express statements of general preferences with *I prefer*. Note, however, that this may be considered slightly rude as it is very direct.
- 2 The use of the modal verb *would* (usually contracted) makes the statement more hesitant and therefore more polite.  
— Shall we have chicken?  
— Well, I'd prefer duck.
- 3 *Rather* can also be used to express preferences, although it never occurs without *would* or, in rare cases, *should*. Point out that *rather* must be followed by another verb.  
— Shall we have chicken?  
— Well, I'd rather have duck.
- 4 Read the text and the conversation in Exercise A1 with the class. Then ask the students the questions in Exercise A1.

#### Answers:

- A1 1 Which would you prefer?  
2 I'd prefer a cola.  
3 I need something to warm me up.

- 5 Ask the students to complete Exercise A2 in pairs, following the pattern given in Exercise A1 and start with *Let's have some food.*, or *Let's have some soup*. The students may give many different reasons for their preferences,

e.g., *I'm very hungry.*

*I had pizza for lunch.*

*I love seafood.*

#### Possible answers:

- A2 1 S1 Let's have some food. They've got rice, noodles, sandwiches, pizzas and hamburgers. Which would you prefer?  
S2 I'd prefer noodles. What about you?  
S1 I'm going to have a hamburger. I had noodles for lunch. Waiter! One bowl of noodles and one hamburger, please.
- 2 S1 Let's have some soup. They've got seafood, potato, tomato and cabbage. Which would you prefer?  
S2 I'd prefer seafood soup. What about you?  
S1 I'd prefer to have some cabbage soup. I just want something light. Waiter! One seafood soup and one cabbage soup, please.

### B Speak up

#### A survey on preferences

- 1 For Exercise B1, divide the class into groups of 5 or 6 students, and let one student conduct the whole survey.

# Speaking

## A Talk time

### Expressing preferences and reasons

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

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

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



I'd prefer a cola.  
What about you?

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

#### Tips

I'd prefer = I would prefer

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

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

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

## B Speak up

### A survey on preferences

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

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

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

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



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

I talked to ... young people.

I asked them about ...

All of them

Most of them

Some of them

One/Two of them

prefer(s) ...

Example:

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

Second, I asked them about music. ...

Third, ...

Finally, ...

## Writing

### Protecting our environment

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

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

### Useful questions

#### Rubbish

Is there a lot of litter anywhere?

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

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

Is there any waste from a building site?

- 2 Alternatively, have different students ask about each item, i.e., S1 asks the group about what they prefer reading, S2 asks about music, and so on.
- 3 If time permits, encourage the students to conduct the survey between groups, so that they can ask more students and get more responses. This can give more interesting results.
- 4 For Exercise B2, ask some students to report their results to the class. The example given in the *Student's Book* will help less able students to complete this task.
- 5 If you wish, you (or an appointed student) can write the results on the blackboard, so that you aggregate the information from all of the groups.

## Writing

### Protecting our environment

- 1 This exercise helps the students practise the important skill of writing letters of request.
- 2 Divide the class into groups. You may wish to arrange the groups according to where the students live, so that they can discuss things which they all know about.
- 3 To do Exercise A1, the groups will have to think carefully about one particular area. The questions on the four types of pollution may help the students.
- 4 Remind the students to think of specific examples of pollution which could realistically be dealt with. There is not much point in complaining about very general problems which affect all of the city.

- 5 When each group has chosen three problems, as stated in Exercise A2, have them make brief notes about the problems. Then ask the students to read through Exercise A2 and plan their letters. They can discuss this in their groups.
- 6 Finally, ask the students to work alone to write their letters, following the plan given in Exercise A2.

**Possible answer:**

B

24 April

The Environmental Protection Bureau

Dear Sir/Madam

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

The first problem is air pollution. It occurs near my school on Bird Street. It is caused by a factory. A lot of unpleasant smoke comes out of its chimney. It pollutes the area and makes everything smell unpleasant.

The second problem is noise pollution. It occurs all around my school. There are too many cars and lorries rushing by. When there is a traffic jam, everyone sounds their horns. It makes it difficult for us to study.

The third problem is rubbish. It occurs near my home on Sandfield Road. It is caused by people who give out leaflets. Most of the leaflets are thrown on the road. They make the area untidy.

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

Yours faithfully

Chen Jun

**For further writing practice**

*Workbook 9B* page 11

- a Ask the students to read the second letter in the vocabulary exercise on page 1 again.
- b Divide the students into groups and ask them to discuss the outline given on page 11.
- c Let the students give more suggestions if they can.
- d Give the students time to finish the reply.
- e Ask individual students to read out their replies.

**Additional activities:**

- 1 You may wish to decorate the classroom with pictures, questionnaire results, letters and other work on the subject of environmental protection.
- 2 Ask the students to discuss or research the following topics. Give the short definitions below and invite the students to contribute any information they may know.
  - *Acid rain* is rain containing chemicals such as sulphur dioxide and nitrogen oxide. It has destroyed many forests and lakes in Europe and Canada.
  - *Biodegradable* means that something can be broken down naturally and re-absorbed into the ecosystem.
  - *Renewable energy* is power from sources which will not run out (unlike fossil fuels) such as from the Sun, wind, rivers, waves or underground heat.
  - *Toxic waste* refers to poisonous chemical or nuclear rubbish that is dangerous to life.

## Noise pollution

Is it noisy in your area?

Can the noise be controlled?

Is a building company working during the night?

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

## Water pollution

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

How is the water? (clean/polluted)

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

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

## Air pollution

Is the air clean or dirty where you live?

Can you smell nasty gases from cars?

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

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

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

(P = paragraph)

P1 Tell them what the letter is about.

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

P2 Describe the first problem.

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

...

P3 Describe the second problem.

P4 Describe the third problem.

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

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

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



## More practice

# MILLIONS OF TREES ON FIRE

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

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

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

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

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

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

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

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

① smog *n.* 烟雾

## \*More practice

### Millions of trees on fire

This is an excerpt from a television news programme. The newsreader, Tim, introduces the item and then talks to a reporter, Penny Wang, who is speaking to him from South-east Asia. She is reporting on the forest fires there.

#### Vocabulary:

**at the moment** now

I'm reading a storybook at the moment.

**clear** (v.) remove everything; take everything away

After the accident, the police helped clear the broken cars from the road.

**drought** (n.) a time when there is no rain for a long time

Africa is affected by droughts every year.

**extinguish** (v.) put out (a fire); stop something from burning

Finally, the fire was extinguished.

**serious** (adj.) causing a big problem

Over 100 firefighters are trying to control the serious fire in the factory.

**smog** (n.) a thick cloud of small water drops and smoke

You cannot see the Sun today because of the terrible smog.

**Answers:**

A 1 e  
2 c  
3 d  
4 b  
5 a

B 1 the 8,500 firefighters  
2 fires  
3 large areas of land  
4 trees

C 1 F  
2 T  
3 F  
4 T  
5 T  
6 F  
7 F  
8 T

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

**A**

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

**B**

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



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

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

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

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

# Progress file 1

## Vocabulary

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

anywhere threat compares consumers do with grateful destruction

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

## Grammar

Rewrite the sentences using the phrases in brackets.

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

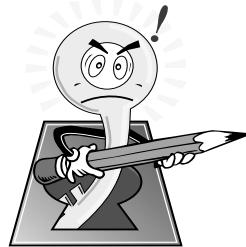
Put the verbs in brackets into correct forms to complete the sentences.

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

## My progress:

Comments:

15



0–6 Try harder.



7–12 Can do better.



13–15 Good work.

## Progress file 1

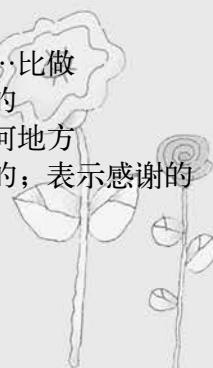
Ask the students to complete these exercises, which briefly revise some key items from the unit.

### Answers:

- 1 do with
- 2 compares
- 3 grateful
- 4 threat
- 5 destruction
- 6 Consumers
- 7 anywhere
- 8 Australia does not have as many people as China (does).
- 9 Tom sings as beautifully as Sam (does).
- 10 It was so hot that my ice cream melted quickly.
- 11 Please speak louder so that everyone in the classroom can hear you.
- 12 to be
- 13 playing
- 14 to watch
- 15 speeding

## Word box

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



## Notes

### Page 3

- 1 The situation is so serious that we must do something to save the Earth. 形势非常严峻，因此我们必须行动起来，拯救地球。  
句中的 **serious** 作形容词，意为“严重的”；在 9A Unit 7 曾学过 **Jenny is serious.**，其中的 **serious** 用来形容人的性格，意为“严肃的；稳重的”。
- 2 The atmosphere acts like the glass: it lets sunlight in and keeps warmth from getting out. 大气层的作用就像（温室）玻璃一样，能让阳光射进来且不会让热量散发出去。  
句中的 **like** 是介词，**act like** 意为“充当……；起……作用”；**keep ... from doing something** 意为“阻止……干某事”。
- 3 The trouble is that our atmosphere is changing because we are polluting it with chemicals—in the form of gases—and it is keeping in too much heat! 问题是大气层在不断变化，以气体形式排放的化学物质污染着大气层，它因此存储了太多的热量！
- 4 The greenhouse effect may cause the level of the sea to rise and flood cities and even whole countries. 温室效应可引起海平面升高，从而淹没城市甚至整个国家。  
句中的 **level** 作名词，意为“高度”；在 8B Unit 6 曾学过 **the first level**，其中的 **level** 意为“楼层；层面”。
- 5 Damage to the ozone layer 对臭氧层的破坏  
标题中的 **damage** 作名词，意为“毁坏；破坏”；在 8A Unit 7 曾学过 **Nobody damaged my eye.**，其中的 **damage** 作动词，意为“毁坏；破坏”。
- 6 It forms an essential protective layer around the Earth. 它（臭氧）在地球周围形成一个重要的保护层。  
句中的 **form** 作动词，意为“（使）出现，产生”；在 7B Unit 10 曾学过 **the three forms of water**，其中的 **form** 作名词，意为“形态”。
- 7 It also causes soil erosion and flooding, as well as destroying the homes of people and animals that live in the forests. 它（焚烧和砍伐森林）不仅摧毁了生活在森林里的人类和动物的家园，还会造成水土流失和水灾。
- 8 That is enough to reach from the Earth to the moon. 那（70 亿个饮料罐）足以从地球一直排列到月球。  
句中的 **reach** 作动词，意为“（大或长等）足够达到”；9A Unit 2 曾学过 **when he reaches the right place**，其中的 **reach** 作动词，意为“到达；抵达”。

## Additional teaching suggestions

- 1 本单元 Reading 部分是一篇以“书评”形式出现的科普文章。对初中学生而言，科普类文章较叙事类、故事类文章有更大的难度。本文由五个相对独立的段落加上开头和结尾组成，教师在教学中可酌情分段处理，以降低学生学习的难度。
- 2 本单元 Grammar 部分出现了目的状语从句和结果状语从句。至此，《上海市中小学英语课程标准》所规定的初中阶段应掌握的七种状语从句已全部出现，教师可以结合学生实际，适时进行归纳总结。
- 3 本单元的主题为“Saving the Earth”，教师在教学中应注意增强学生的环保意识。除了完成《学生用书》和《练习部分》上的相关练习之外，教师还可以根据实际情况，鼓励或组织学生开展关于环保的英语课外活动，比如搜集资料编写英语小报、举行英语演讲比赛等。

## Unit 2 Life in the future

### Unit topic: overview

This unit is about everyday life in the year 2040. The **Reading** passage is in the form of a website from 2040 with some hot tips for holidays, houses and cars. For each tip, there is also a testimonial from a satisfied customer.

The **Grammar** section features the past continuous tense with exercises which practise using the tense in different situations.

In the **Listening** section, the students listen to a description of the Floating Space Hotel and take notes.

In the **Speaking** section, the students learn how to disagree and present their own opinions in a reasonable manner. They also learn to ask questions and describe things with pictures.

In the **Writing** section, the students practise describing things.

### The cartoon

The cartoon raises the topic of life in the future. *Hi* asks *Lo* to imagine the future life of human beings living in a space hotel. *Lo* thinks that he will probably meet aliens and make friends with them. It is suggested that you also ask the students themselves to briefly imagine what life will be like in the future.

### Pre-unit activities

- 1 Explain to the students that their role in this unit is to think about the future and compare life in the present to life in the future.
- 2 Write these incomplete sentences on the board. Ask the students to work in pairs or groups to complete the sentences. If you wish, you could make it into a competition and offer some prizes, e.g., bookmarks, for the winners.
  - In 2040, hotels in our city will ...
  - The computers of the future will ...
  - All kitchens in the future will ...
  - In 2040, people will go on holiday ...
  - The car of the future will ...
  - In 2040, buildings will ...

### Possible answers:

- 1 In 2040, hotels in our city will be in space/be cheaper than now.
- 2 The computers of the future will be smaller than they are now/be able to think for themselves.
- 3 All kitchens in the future will be computer-controlled/be linked to supermarkets.
- 4 In 2040, people will go on holiday by helicopter/to the moon.
- 5 The car of the future will drive itself/not pollute the air.
- 6 In 2040, buildings will be taller/be made of glass.

- 3 Ask the students to work in pairs or groups and compare their answers. Each pair/group can then report back to the class.

## Unit 2 Life in the future



### Reading

p. 20



### Grammar

p. 24



### Listening

p. 27



### Speaking

p. 28



### Writing

p. 30

\*



### More practice

p. 31





## Reading

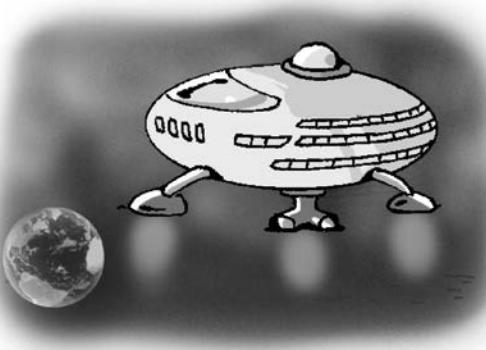
### A What do you know about ...?

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

1



2



3



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

### B Before you read

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

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

## Reading

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

This exercise asks the students to match some sentences with the three pictures. It is a good warm-up exercise for the students to become familiar with the items to be introduced in the reading passage.

Ask the students to read the sentences carefully. Tell them that they should choose one sentence to match each picture.

#### Answers:

- A 1 c  
2 b  
3 d

### B Before you read

Ask the students to look at the introduction, the headings and the pictures to decide whether the five statements are true or false.

#### Answers:

- B 1 T  
2 F  
3 T  
4 F  
5 F

## Reading passage

### Hot tips for August 2040

This passage is in the form of a website where people can buy holidays, houses and cars. Each section features a satisfied customer talking about his/her experience.

#### Synopsis by paragraph [P = paragraph]:

- P1: It describes a holiday of the future—at the Floating Space Hotel.
- P2: The satisfied customer, April Pang, tells us that there are more trees in 2040 than before.
- P3–4: It introduces a house of the future. It is green (environmentally friendly) and smart (computer-controlled).
- P5: The satisfied customer, David Yu, says his life is easier and cheaper than before.
- P6–7: It presents a car from the year 2040. It has a solar or wind powered engine, uses voice control and has fold-up wings to save space.
- P8: The satisfied customer, Jacky Hu, is happy that he can avoid traffic jams and find a parking space easily in the city when he uses his new car.

#### Vocabulary:

\***VR (Virtual Reality)** (n.) images and sounds created by a computer that seem almost real to the user

I used VR to learn about the dinosaurs and I could see and hear the dinosaurs walking all around me.

\***AI (Artificial Intelligence)** (n.) computers that are built to copy intelligent human behaviour like speaking and thinking

My mobile phone map uses AI to tell me the best way I should go to get somewhere.

(be) **linked to** be joined to; be connected to  
My computer is linked to the Internet.

**engine** (n.) a machine that drives a car, an aeroplane, etc.

Cars in the future will have clean engines that will not pollute the air.

**recommend** (v.) tell other people that something is good or that someone is particularly good, suitable, etc.

Can you recommend a good restaurant for Sichuan food?

\***solar** (adj.) connected with the Sun

This house is solar powered because it uses the light and heat from the Sun to make electricity.

\***fold-up** (adj.) (of an object) that can be made smaller by closing or folding so that it takes up less space  
My uncle bought a very cool fold-up bicycle.

**parking space** an empty space to leave a car when it is not being used

Do you think there are enough parking spaces in your city?

**attractive** (adj.) (something or someone) that is interesting and looks nice

Shanghai is an attractive city with many interesting places to visit and unusual activities to do.

**view** (n.) what you can see from a particular place or position, especially something beautiful

The view of the mountains from the airplane was amazing.

**designer** (adj.) made by a famous designer; expensive and fashionable

Famous people usually like to wear designer clothes.

**satisfied** (adj.) pleased because something that you wanted to happen has happened

I was satisfied with my grades because I achieved the scores I wanted.

**windscreen** (n.) the glass at the front of a car that the driver looks through

It is important that you keep the windscreen of your car clean so that you can see the traffic clearly.

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

Go

## Hot Tips for August 2040

**Holidays: The Floating Space Hotel**

What is better than an underwater hotel? A hotel in space, of course! The Floating Space Hotel has thirty attractive rooms. There is a fantastic view of the Earth, the moon and the stars outside your room window. The hotel has a VR computer games hall and a shopping centre with designer clothes made by an AI robot. There is also an alien centre. Children can learn about different alien worlds there.

**Satisfied customer:**

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



**Houses: 26 Kennedy Road**

This house is 'green'. It has a layer of glass around it. The house saves heat because it stays under the glass. The heat is then used as energy to run machines in the house. All the walls are made of glass and you can move them, so you can have rooms any size you want. It is also smart. The medicine cabinet has a computer in it, linked to your doctor's computer. The fridge in the kitchen also has a computer, linked to the supermarket's computer. It tells the supermarket's computer when you need more food. It only orders the food that you like.

**Satisfied customer:**

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



**Cars: The High Flyer V3**

The High Flyer V3 is a flying car that uses solar or wind power. The Sun or wind energy makes electricity. The electricity drives the engine. This car is environmentally friendly, because it causes very little pollution.

The High Flyer V3 drives itself, so you can relax and enjoy the ride. You operate the car with your voice and tell it where to go. You can watch your favourite films, because the windscreen has an electronic screen. When you park the car, its fold-up wings save space.

**Satisfied customer:**

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



## C Vocabulary

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

- 1 The Floating Space Hotel has *attractive* rooms, so ...  
**a** the rooms are boring                                   **b** the rooms are interesting
- 2 The house on Kennedy Road is *smart*, because it is ...  
**a** fashionable   **b** controlled by computers
- 3 Mr Yu *recommends* houses like the one on Kennedy Road, so he will ...  
**a** tell other people that the house is good  
**b** not suggest buying the house
- 4 Mr Hu is a *satisfied* customer of the High Flyer V3. When he drives the car, he feels ...  
**a** pleased   **b** surprised

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

space      electronic      engine      smart      linked      windscreen

- Mandy Have you ever thought of staying in a <sup>(1)</sup> \_\_\_\_\_ hotel?
- Nelson No. Floating in space would be boring. There's nothing to see.
- Mandy But you could get a fantastic view of the Earth, the moon and the stars! That would be exciting. I know you like computers too, so you're sure to be interested in the house that is controlled by computers.
- Nelson That's a strange idea! I want to be the one controlling my house!
- Mandy Oh, I think it's a great idea! You don't have to worry about things like 'What shall I have for lunch?' A <sup>(2)</sup> \_\_\_\_\_ kitchen will know what to make for you.
- Nelson That means I'll need to have a computer in my kitchen. And that will be <sup>(3)</sup> \_\_\_\_\_ to another computer in the supermarket. And the two computers will decide what I have for lunch. Horrible!
- Mandy What about the cars of the future? You can fly around the city watching your favourite films on an <sup>(4)</sup> \_\_\_\_\_ screen.
- Nelson I think that's dangerous. This film will be on the <sup>(5)</sup> \_\_\_\_\_ of the car. You won't be able to see the road.
- Mandy Ah! But the car of the future will drive itself. And it'll be environmentally friendly. The <sup>(6)</sup> \_\_\_\_\_ will be driven by solar or wind power.
- Nelson Yes. OK. I like that.

## C Vocabulary

- 1 Ask the students to do Exercise C1. Remind them to look back at the context of the words and phrase in the reading passage and guess the meanings instead of looking them up in a dictionary immediately.

### Answers:

- C1 1 b  
2 b  
3 a  
4 a

- 2 Exercise C2 gives the students further practice in using the target vocabulary items. Ask the students to fill in the blanks on their own first. Then check their answers and ask them to work in pairs to role-play the conversation.

### Answers:

- C2 1 space  
2 smart  
3 linked  
4 electronic  
5 windscreens  
6 engine

## D Comprehension

Ask the students to look back at the reading passage and do Exercises D1 and D2.

### Answers:

- D1 1 Y  
2 Y  
3 Y  
4 N  
5 N  
6 Y

- D2 1 The Floating Space Hotel floats in space above the Earth.  
2 A fantastic view of the Earth, the moon and the stars outside the room window, a VR computer games hall, a shopping centre with designer clothes made by an AI robot and an alien centre.  
3 She felt good because the Earth looked greener.  
4 26 Kennedy Road.  
5 The heat is used as energy to run machines in the house.  
6 The one in the medicine cabinet.  
7 The one in the fridge. It tells the supermarket's computer when you need more food.  
8 It uses solar or wind power.  
9 I use my voice to tell it where to go.  
10 I can watch my favourite films on the electronic windscreen; I can fold up the wings to save space and find parking spaces easily; I can use my voice to operate the car and tell it where to go; I can relax and enjoy the ride because the car drives itself; I can avoid traffic jams and travel time is shorter.

### Additional exercise:

Write the sentences below on the blackboard. Tell the students to read and decide whether the information is **correct**, **incorrect** or **don't know** based on the reading passage on page 21. The answers are in brackets.

- 1 At the Floating Space Hotel, the gym is next to the computer games hall. (**Don't know.** We don't know where it is.)
- 2 Children can stay at the Floating Space Hotel. (**Correct.** Mrs Pang's children stayed there.)
- 3 The Floating Space Hotel was built in the late 2040s. (**Incorrect.** It is there in 2040.)
- 4 At 26 Kennedy Road, the bedrooms are bigger than the living room. (**Don't know.** You can have rooms any size you want.)
- 5 David Yu lives on Kennedy Road. (**Incorrect.** He lives in a house like the one on Kennedy Road but we don't know where he lives.)
- 6 Some High Flyer V3 cars have fold-up wings. (**Incorrect.** All of them have.)
- 7 The engine is at the back in the High Flyer V3. (**Don't know.** We don't know where the engine is.)

### For further reading practice

Workbook 9B page 18

- a Give the students time to read through the passage and guess the missing information.
- b Let the students circle the best answer for each blank.
- c Check the answers with the students.
- d Ask the students to read the passage again and summarize the general idea.

**Note:** Do not play the recording until the students finish doing the exercises.

## D Comprehension

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

1 Can you see the blue Earth from the Floating Space Hotel? \_\_\_\_\_

2 Can you go shopping at the Floating Space Hotel? \_\_\_\_\_

3 When you take food from the fridge at 26 Kennedy Road, does the computer know about it? \_\_\_\_\_

4 Will you spend more money if you live in the house at 26 Kennedy Road? \_\_\_\_\_

5 Do you need petrol to run the High Flyer V3? \_\_\_\_\_

6 Do you travel fast and easily in the High Flyer V3? \_\_\_\_\_

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

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



# Grammar

## The past continuous tense

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

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



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

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

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

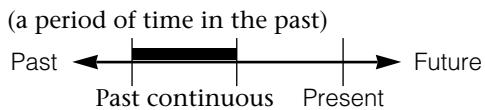
- 1 Linda was getting ready to go out at 7.30.
- 2 She   at 8.30.
- 3 She and some friends   at 10.00.
- 4 They   at noon.
- 5 They   at 13.30.
- 6 They   in the afternoon.
- 7 She and a friend   at 16.30.
- 8 She   at 17.30.

## Grammar

### The past continuous tense

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

- 1 The past continuous tense is used to express an action or situation in the past that had continued for a period of time but not yet finished, before the time referred to.
- 2 Many students find time lines helpful when trying to conceptualize the English tense system. You could draw this time line diagram on the board.



- 3 Ask the students to do the exercise on their own.

#### Answers:

- A 2 was travelling on the underground  
 3 were buying food in the market  
 4 were preparing lunch for thirty people  
 5 were having lunch  
 6 were tidying up and washing the dishes  
 7 were relaxing in a tea shop  
 8 was going home on the underground

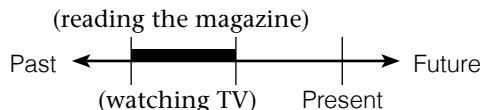
#### Additional activities:

- 1 You could ask the students to answer these questions:
  - What were you doing this time last Sunday?
  - What were you doing at midnight yesterday?
  - What were you doing at 7.30 this morning?
  - What were you doing on the morning of 1st January?
- 2 Ask the students to work in pairs and write four past continuous questions about you. With less able students, you could let them write questions similar to those you just asked them. For more able students, they should be required to come up with their own questions. For example:
  - Where were you teaching before you came here?
  - What were you doing this time last year?
  - Where were you living when you were our age?
  - What were you doing before you came into the classroom for our lesson?

**B Two continuing actions in the past**

- 1 Read through the introduction and give tips to the students.
- 2 Explain that when two separate things were happening at the same time in the past, two past continuous tenses are used. Remind the class that both of these events must have occurred over a period of time, and not a point in time. You could draw this time line on the board to illustrate this point.

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



- 3 Ask the students to complete the paragraph in Exercise B1.

**Answers:**

- B1**
- 1 was ordering food
  - 2 was making a new flying car
  - 3 was playing chess with David
  - 4 was repairing the TV
  - 5 was teaching David
  - 6 was making lunch
  - 7 was checking the temperature
  - 8 was playing football

- 4 For Exercise B2, make it clear to the students that the timetable required is for a two-day weekend. They should then work in pairs to compare their timetables and make at least six sentences of their own.

**Possible answers:**

B2

Carol (Your name)			
	Morning	Afternoon	Evening
Saturday	Study English.	Shop with my friends.	Watch TV.
Sunday	Visit grandparents.	Do homework.	See a film at the cinema.

**Peter (Your partner's name)**

	Morning	Afternoon	Evening
Saturday	Read in the library.	Play tennis.	Do homework.
Sunday	Practise drawing.	Wash clothes.	Watch TV.

- 1 As/While I was studying English on Saturday morning, you were reading in the library.
- 2 As/While I was shopping with my friends on Saturday afternoon, you were playing tennis.
- 3 As/While I was watching TV on Saturday evening, you were doing homework.
- 4 As/While I was visiting my grandparents on Sunday morning, you were practising drawing.
- 5 As/While I was doing homework on Sunday afternoon, you were washing clothes.
- 6 As/While I was seeing a film at the cinema on Sunday evening, you were watching TV.

## B Two continuing actions in the past

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

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

### Tips

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

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

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

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

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

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

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

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

## C Contrasting continuous and shorter actions in the past

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

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

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

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

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

David's son: listen to music

Example:

David's daughter: do her homework on the computer

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

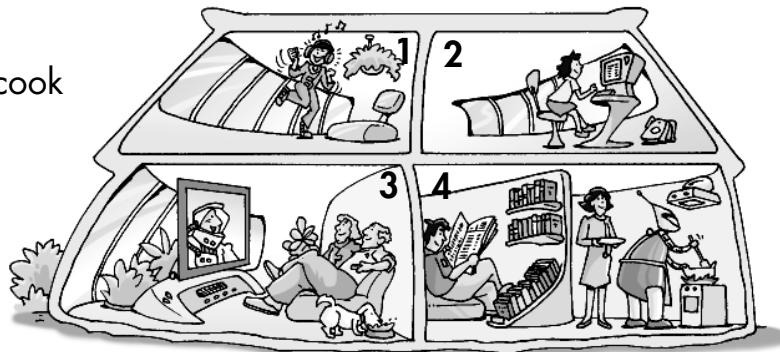
David's parents: watch TV

S2 He was listening to music.

David's dog: eat its dinner

David: read the newspaper

David's wife: order the robot to cook



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

Example:

S1 While I was walking to school, ...

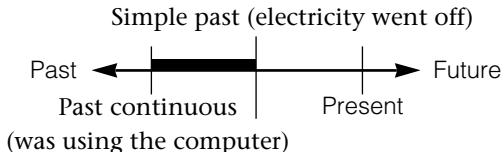
S2 ... I saw an accident.

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

## C Contrasting continuous and shorter actions in the past

- 1 Read through the introduction and examples with the students.
- 2 Point out to the students that the past continuous tense is often used to create a longer time frame in the past. Any shorter event or action that happened within this longer time frame is put in the simple past tense. You could draw this time line on the board to illustrate this point.

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



- 3 You could ask the students to tell you which action is longer in each example sentence. (The answers are the ones with the past continuous verbs.)
- 4 For Exercise C1, ask the students to work in pairs and take turns to ask and answer questions.

### Answers:

- C1 S1 What was David's daughter doing when the alarm went off?  
 S2 She was doing her homework on the computer.  
 S1 What were David's parents doing when the alarm went off?  
 S2 They were watching TV.  
 S1 What was David's dog doing when the alarm went off?  
 S2 It was eating its dinner.  
 S1 What was David doing when the alarm went off?  
 S2 He was reading the newspaper.  
 S1 What was David's wife doing when the alarm went off?  
 S2 She was ordering the robot to cook.

- 5 For Exercise C2, if the students cannot think of sentences, ask them to look back at the *Student's Book* to get ideas. The more of a mismatch between the first and second half of the sentence, the more entertaining this exercise will be!

### Possible answers:

- C2 S1 While I was doing my homework, ...  
 S2 ... my father came home from work.  
 S1 & S2 While I was doing my homework, my father came home from work.  
 S1 While I was looking for my sister, ...  
 S2 ... I saw a boy crying in the street.  
 S1 & S2 While I was looking for my sister, I saw a boy crying in the street.

### Additional exercise:

Tell the students that the past continuous tense is often used to start a story with the next verb in the simple past tense. You can write about the weather or what a character was doing at the start of the story. Write this on the blackboard:

PAST CONTINUOUS WHEN NAME SIMPLE PAST

It was raining/snowing when David witnessed the accident.

Ask the students to write a sentence that starts a story. The sentence should have a past continuous verb followed by a simple past verb. Have the students read their sentences to the class and vote for the best opening. You could ask the students to come up with a second sentence to follow the opening they have chosen as the best.

## Listening

### The Floating Space Hotel

In this exercise, the students will listen to some information about the facilities at a hotel in space.

- 1 Tell the students to close their books and imagine a hotel in space. Ask them to work for five minutes in groups and write down some things they could find in such a place. What kinds of things would people need in order to eat, drink, have fun, etc.? Ask each group to briefly report their ideas to the class.
- 2 Then turn to page 27. Have the students compare their ideas with the rooms described. Let the students preview the notes. Explain any words they do not know.
- 3 Play the recording once or twice while the students listen and jot down notes. They only need to write the important information. Times should be written using *a.m.* and *p.m.* Check that the students have the correct answers.

#### Tapescript:

Welcome to the Floating Space Hotel. I am your room robot. Now I am going to tell you about our hotel.

The Cinema. Tomorrow, the cinema is going to show an exciting film about the wonders of space. You can see the film at three o'clock in the afternoon or at eight o'clock in the evening.

The Engine Room. You can meet our engineers here. They'll tell you how we built the Floating Space Hotel. You can visit the engine room from 10 to 11 a.m., or you can go in the evenings. It's open from 7 to 8 p.m.

The Garden. The garden is in the middle of the hotel. It's very beautiful. We grow food for our restaurants here too. You can visit the garden between two and five o'clock in the afternoon.

The Shops. We have some wonderful space shops. There are great tourist things to buy for the whole family. Our shops open at eleven in the morning and close at 6 p.m.

The Sports Room. Visit our sports room if you want to get some exercise. We have lots of unusual activities. You can float in the zero gravity swimming pools. There are fun games for children here too. They can race against aliens and see who is the fastest. This room is open to hotel guests from ten o'clock in the morning to six o'clock in the afternoon.

The Chinese Restaurant. You can have some excellent Chinese food in this restaurant. You can have breakfast or lunch here. It's open from 7 to 10 a.m. for breakfast and from 12 noon to 2 p.m. for lunch.

The Spaceburger Restaurant. The Spaceburger Restaurant serves fast food, such as Mars burgers and Moon Fries. You can get the best snacks here! It's open all day from 6 a.m. to midnight.

The Best View Restaurant. This is the best restaurant in space! Come here for an out-of-this-world meal. Sit by the big windows and watch the stars. The restaurant opens in the morning at half past eleven and closes at half past two in the afternoon. In the evening, it's open from seven to eleven.

#### Answers:

- 2 engineers, 10 a.m. ... 11 a.m. ... 7 p.m.
- 3 middle, 2 p.m. ... 5 p.m.
- 4 11 a.m., 6 p.m.
- 5 exercise, activities, games ... children, 10 a.m., 6 p.m.
- 6 Chinese food, breakfast ... lunch, 7 a.m. ... 10 a.m. ... 2 p.m.
- 7 fast food, snacks, 6 a.m. ... midnight
- 8 best, meal ... stars, 11.30 a.m. ... 2.30 p.m. ... 7 p.m. ... 11 p.m.

#### For further listening practice

Workbook 9B page 17

##### Exercise A

- a Ask the students to imagine they are the captain of a spaceship and to prepare themselves to receive instructions from the control centre.
- b Play the recording and let the students add the words in the box to the map.
- c Check the answers with the students.

##### Exercise B

- a Ask the students to read through the instructions.
- b Play the recording again and let them complete the instructions.
- c Check the answers with the students.



# Listening

## The Floating Space Hotel

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

Listen to the robot carefully and complete the notes below.

## The Floating Space Hotel

### 1 The Cinema

Tomorrow: an exciting film about the wonders of space.

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

### 2 The Engine Room

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

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

### 3 The Garden

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

Beautiful.

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

### 4 The Shops

Wonderful space shops.

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

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

### 5 The Sports Room

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

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

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

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

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

### 6 The Chinese Restaurant

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

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

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

### 7 The Spaceburger Restaurant

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

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

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

### 8 The Best View Restaurant

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

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

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



# Speaking

## A Talk time

### Disagreeing politely

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

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

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

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

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

You may be right, but I think ...

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

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

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

- 1 **a** Pollution in 2040 will probably be worse than today.

- b** Pollution won't be a problem in 2040.

Example:

S1 Pollution in 2040 will probably be worse than today.

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

- 2 **a** A good way to learn a language is to read a textbook.

- b** A better way is to practise with a native speaker.

- 3 **a** Cats make good pets.

- b** Dogs make better pets.

- 4 **a** English is the most difficult subject.

- b** Maths is more difficult than English.

- 5 **a** Fast food is not bad for us.

- b** Fast food is the worst thing for us.

## Speaking

### A Talk time

#### Disagreeing politely

Many students have difficulty in joining in discussions because they do not know how to introduce their ideas. The language presented in this section can help them do this.

- 1 Read the examples. Point out the use of 'soft language', i.e., words like *really*, *may* and *perhaps*. These help make our disagreement sound more polite. You may also like to introduce the phrase *in my opinion*.
- 2 Ask the students to do the exercise in pairs. In this type of exercise, they are practising a communication skill rather than giving their genuine views. This is also true of the Additional activity on the right, which can be good fun in class.

#### Possible answers:

- A 2 S1 A good way to learn a foreign language is to read a textbook.  
 S2 Perhaps you're right, but I think a better way is to practise with a native speaker.
- 3 S1 Cats make good pets.  
 S2 You may be right, but I think dogs make better pets.
- 4 S1 English is the most difficult subject.  
 S2 I'm sorry, but I don't really agree. I think maths is more difficult than English.
- 5 S1 Fast food is not bad for us.  
 S2 I'm sorry, but I don't think so. I think fast food is the worst thing for us.

#### Additional activity:

Write these topics on the blackboard. (Add more topics if you wish.) Tell the students that they must work in pairs. S1 must give an opinion about the topic, and S2 must disagree politely with whatever S1 has said.

- 1 a television programme
- 2 today's weather
- 3 exams
- 4 football
- 5 listening to pop music
- 6 Internet chat rooms
- 7 planting trees
- 8 Games Centres

#### Sample answer:

- 1 S1 Did you see the talk show on television last night? I think it was very boring.  
 S2 I'm sorry, but I don't think so. I think it was interesting!

## B Speak up

### Asking questions and describing things with pictures

In this section, the students will practise asking and answering questions about some objects on sale in 2040.

- 1 Ask the students to work in pairs. S1 is the customer and should write two questions about each object in the pictures. S2 is the salesman and should write two pieces of information about each object in the pictures.
- 2 Then have the pairs role-play their questions and answers. If you wish, you could ask them to switch roles after having done the first two pictures. You could also ask some more confident students to role-play their conversations in front of the class.

### Possible answers:

- |            |               |   |
|------------|---------------|---|
| <b>B 2</b> | S1 (Customer) | Is the computer easy to communicate with?   |
|            | S2 (Salesman) | Yes. It connects to your brain and reads your thoughts to communicate with you.   |
|            | S1 (Customer) | Does it need a lot of power?  |
|            | S2 (Salesman) | No. It uses your brain power.   |
| <b>3</b>   | S1 (Customer) | Is the High Flyer V3 environmentally friendly?  |
|            | S2 (Salesman) | Yes. It uses solar or wind power so it creates very little pollution.   |
|            | S1 (Customer) | How is the High Flyer V3 operated?  |
|            | S2 (Salesman) | You operate the car with your voice.  |
| <b>4</b>   | S1 (Customer) | What's special about this house?  |
|            | S2 (Salesman) | This house is computer-controlled. The fridge is linked to the supermarket's computer. It tells the supermarket's computer when you need more food. |
|            | S1 (Customer) | Can I have a garden in the house?   |
|            | S2 (Salesman) | Yes. You can change the size of the rooms and make an indoor garden.  |

### Additional activity:

Ask the students to work in pairs. S1 thinks of some items to sell to S2 and tells S2 what they are. S2 then writes three questions for each item S1 is selling. For example, if S1 is selling a watch to S2, S2 might ask 'Does it keep good time?', 'Is it linked to a computer?' and 'How much does it cost?'. If S1 is selling a pair of shoes to S2, S2 might ask 'What are they made of?', 'Are they designer shoes?' and 'What is so special about the shoes?'. The students then take it in turns to 'sell' the items to their partner and answer the questions their partner asks.

## B Speak up

### Asking questions and describing things with pictures

We can get more information about something by asking questions.

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

#### Tips

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

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

1



Example:

Customer What's the jacket made of?

Salesman It's made of plastic.

Customer Does it have any special function?

Salesman Yes. It can check your blood pressure. It's also linked to your doctor's computer.

2



(read your thoughts,  
use brain power)

Is the computer easy to communicate with?

What's special about this house?

How is the High Flyer V3 operated?

What's the jacket made of?

Does it need a lot of power?

Is the High Flyer V3 environmentally friendly?

Does it have any special function?

Can I have a garden in the house?

3



(environmentally friendly,  
operate with your voice)

4



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

# Writing

## Time boxes

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

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



a laptop



a mobile phone



a wooden guitar

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

Example:

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

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

To the people of 2040

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

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

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

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

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

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

## Writing

### Time boxes

- 1 For Exercise A, ask the students to work in pairs and think of three objects that are important to people's lives today and which they want to tell the people in 2040 about. Then ask the students to draw each object on a piece of paper. Tell them to label each object. Point out that a perfect drawing is not required. If they wish, and they are able to find some real photographs, you can let them use photographs instead.
- 2 For Exercise B, ask the students to work with the same partner and show each other their labelled pictures. They should work together and use small pieces of paper to write descriptions for the three pictures. Tell the students that they must not name the object when they write the descriptions. Draw the students' attention to the sentence patterns in the example.
- 3 Have a whole class activity. Alternatively, you could ask pairs of students to form groups of four. They should mix up the labelled pictures and all the pieces of paper with descriptions on them. The students should then take turns picking up a description and reading it to the other members of the group. The first student who finds the picture that matches the description is the winner.
- 4 Ask the students to work with the same partner and do Exercise C. First, ask them to read the given words in the letter. Then tell them to discuss the things they want to tell the people in 2040 in the letter. They should use the information they thought of in Exercise B to complete the letter.
- 5 Ask the students to read their letters to the whole class and then ask their classmates questions, such as *What can the people of 2040 find in our box?, What can they use ... for?*

#### Possible answers:

C To the people of 2040

In the box you can find three things: a laptop, a mobile phone and a wooden guitar. They all come from 2020.

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

Second, the mobile phone. It is made of plastic and metal. People can use it to make calls. It works as well as an ordinary telephone. People can take it anywhere they go.

Finally, the guitar. It is made of wood. A lot of people enjoy playing the guitar in their free time. Pop stars usually use them in their performances. Young people are also fond of playing the guitar.

We hope this will give you some information about life in 2020.

Yours faithfully

Lily and Wilson

### For further writing practice

*Workbook 9B page 19*

- a Let the students look at the picture and try to find out the features of the magic house.
- b Ask the students to discuss the given features of the magic house in 2040 and imagine more features for the magic house in Exercise A.
- c Ask the students to compare the houses now with the magic house in 2040.
- d Give the students time to write an introduction about the magic house according to the features they listed in Exercise A.
- e Ask individual students to read out their introduction.
- f Let the students vote for the best introduction in class.

## \*More practice

### The great wave of 2040

This is a student's story about an imaginary flood in 2040.

#### Vocabulary:

**export** (v.) sell goods to another country

Some fish from our city are exported to other countries.

**frightened** (adj.) very afraid of something

Don't bring your dog with you because my mum is frightened of dogs.

**high ground** a place which is high up

If there is a flood, try to get to high ground.

**make a big profit** earn a lot of money

The company will make a big profit from the new products.

**sea wall** a wall built to stop water from the sea coming into land areas

The sea walls stop floods in Hong Kong.



## More practice

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



### The Great Wave of 2040

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

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



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

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

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

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

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

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

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

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

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

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

<b>A</b>	<b>B</b>
1 frightened	a the low ground between two mountains
2 melt	b become liquid as a result of heating
3 hit	c sell and send goods to another country
4 valley	d earn a lot of money by selling something
5 railway	e afraid; scared
6 export	f attack something or somebody
7 make a big profit	g an answer to somebody
8 reply	h the lines that trains run on, from one place to another



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

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

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

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

**Tips**

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

**Answers:**

- A 1 e  
2 b  
3 f  
4 a  
5 h  
6 c  
7 d  
8 g
- B 1 Calvin is frightened of water.  
2 Last week in Geography, Calvin learnt that if all the ice in Antarctica melted, a great wave, thirty metres high, would hit his city.  
3 Calvin lives in a high flat.  
4 Calvin was at his window when he saw the water cross the railway and cover the sports field at the nearby university.  
5 Calvin first e-mailed his dad about the flood.  
6 Calvin's dad was not interested in the flood.  
7 Nobody cared about the flood until it covered their computers.  
8 In 2019, Calvin dreamt about the Great Wave.
- C 3

## Progress file 2

Ask the students to complete these exercises, which briefly revise some key items from the unit.

### Answers:

- 1 linked
- 2 windscreen
- 3 for sale
- 4 attractive
- 5 satisfied
- 6 parking space
- 7 recommend
- 8 horrible
- 9 was standing ... saw
- 10 was getting ... was ordering
- 11 was pouring ... called
- 12 were studying ... did not have
- 13 were driving ... were polluting
- 14 were staying ... saw
- 15 did not have ... were saving

# Progress file 2

## Vocabulary

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

attractive	for sale	recommend	windscreen
satisfied	linked	parking space	horrible

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

## Grammar

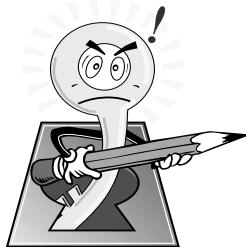
Write the verbs in brackets in the past continuous or simple past tense.

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

## My progress:

Comments:

15



0–6 Try harder.



7–12 Can do better.

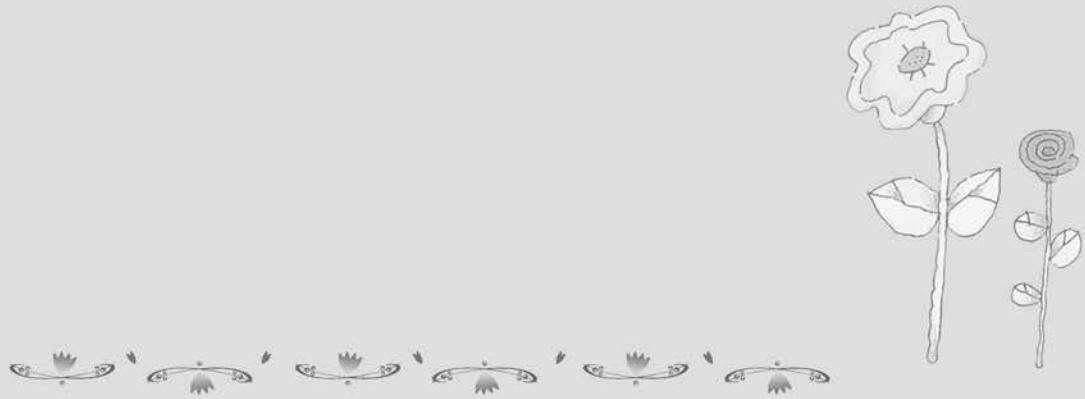


13–15 Good work.

## Word box



<b>*fold-up</b> /'fɔːld ʌp/	<i>adj.</i>	可收拢的；可折叠的
<b>underwater</b> /ʌndə'wɔːtə(r)/	<i>adj.</i>	水下的
<b>*website</b> /'websaɪt/	<i>n.</i>	网站
<b>recommend</b> /rekə'mend/	<i>v.</i>	推荐；介绍
<b>tip</b> /tɪp/	<i>n.</i>	建议
<b>hot tip</b>		好建议
<b>attractive</b> /ə'træktrɪv/	<i>adj.</i>	吸引人的；令人愉快的；诱人的
<b>*VR</b>	<i>n.</i>	(计算机创造的)虚拟现实， 虚拟时空
<b>designer</b> /dɪ'zainə(r)/	<i>adj.</i>	由著名设计师设计的；名牌的
<b>*AI</b>	<i>n.</i>	人工智能；人工智慧
<b>satisfied</b> /'sætɪsfɪəd/	<i>adj.</i>	满意的
<b>feel good</b>		感到愉快（或有信心等）
<b>*cabinet</b> /'kæbɪnət/	<i>n.</i>	贮藏柜
<b>anyone</b> /'eniwʌn/	<i>pron.</i>	任何人
<b>*solar</b> /'səʊlə(r)/	<i>adj.</i>	太阳能的；太阳的
<b>windscreen</b> /'wɪndskri:n/	<i>n.</i>	挡风玻璃
<b>parking space</b>		停车位
<b>get a view of</b>		看到……的景色
<b>horrible</b> /'hɔːrəbl/	<i>adj.</i>	使人极不愉快的；十分讨厌的； 糟透的
<b>for sale</b>		待售；供出售
<b>serve</b> /sɜːv/	<i>v.</i>	(给……)提供
<b>disagree with</b>		不同意；有分歧
<b>manner</b> /'mænə(r)/	<i>n.</i>	方法；方式
<b>native</b> /'neɪtrɪv/	<i>adj.</i>	本地的；当地的
<b>native speaker</b>		说本族语的人
<b>function</b> /'fʌŋkjʃn/	<i>n.</i>	作用；功能
<b>melt</b> /melt/	<i>v.</i>	融化



## Notes

### Page 21

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

## Additional teaching suggestions

- 1 本单元 Reading 部分出现了过去分词作后置定语：The hotel has a VR computer games hall and a shopping centre with designer clothes made by an AI robot., 其中 *made by an AI robot* 是作 *designer clothes* 的后置定语，相当于一个限制性定语从句。这属于高中教学内容，教师应将重点放在帮助学生理解句意上，不必作具体的语法讲解。
- 2 本单元 Reading 部分是对未来生活的畅想，教师可引导学生就课文话题 *holidays*, *homes* 和 *cars* 作深入讨论，提出新的设想，模仿课文形式编写网页，并给出点评。在此基础上，教师还可以引导学生就其他新的话题展开讨论，如 *clothing*, *food*, *travelling*。

# Using English

## Answering a questionnaire

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

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

### HOW GREEN ARE YOU?

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



### How green are you?

#### Analysis

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

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

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

<sup>①</sup> disposable adj. 一次性的

# Using English

## Answering a questionnaire

- 1 The sort of questionnaire found in Exercise A is frequently used in sociological or psychological research.
- 2 Read the instructions and let the students complete the questionnaire. Then gather the results on the board and ask the groups to prepare bar charts or pie charts based on the results. Suitably enlarged and coloured, these could be displayed on a noticeboard.

### Notes:

- 1 Collecting items for recycling includes carefully separating these types of rubbish so that they can be recycled easily.
- 2 If you wish to expand the *How green are you?* questionnaire, you can ask the students to think of additional questions or ask your own questions. Remember to proportionally increase the score numbers in the *Analysis* if you add questions.

- 3 For Exercise B, ask the students to form groups and compare the results they attained in the questionnaire. The leader of the group should complete the report.

### Possible answers:

B This is our report on the How green are you? questionnaire. The average score for our group was 8. This means that we are only pale green.

We scored the most points for questions No. 2 and No. 3.

We scored the fewest points for questions No. 6 and No. 7.

- 4 Ask the students to present the reports the groups have prepared. Call upon individuals to read out their reports, reminding the students to speak loudly and clearly.

# Module 2 Recreation and entertainment

## Unit 3 Going places

### Unit topic: overview

The main topic for this unit is tourism. The **Reading** passage is in the form of a letter from a girl who is on holiday in Shanghai.

The **Grammar** features the past perfect tense, with several exercises based on tourists visiting Shanghai.

The **Listening** section asks the students to take notes from interviews with tourists about what they like and dislike in Shanghai.

The **Speaking** section requires the students to make a phone call for information and to give a short, guided talk about an interesting place for tourists to visit.

The **Writing** section gives practice in writing a letter requesting information to a company or government department.

### The cartoon

The cartoon is set in a travel agency and introduces the topic of the unit. The joke lies in the girl's question: she wants to know the holiday destination, but *Lo* assumes that she wants to know the destination of the return flight.

### Pre-unit activities

- 1 Ask the students why they think tourists come to Shanghai. Elicit answers such as *shopping, eating and sightseeing*.
- 2 Ask the students to make a list of places tourists might visit. Answers may include:
  - Nanjing Road
  - People's Square
  - Shanghai Museum
  - the Bund
  - the Oriental Pearl TV Tower
  - the Chenghuang Miao area
  - Yu Garden
  - the Expo Site
- 3 Ask them what attractions these places have for tourists and invite them to discuss their opinions.
- 4 You may wish to obtain some of the publicity material which Shanghai Municipal Tourism Administration produces. You could display this material in your classroom while you are teaching this unit.

## Unit 3 Going places



p. 38



p. 42



p. 45



p. 45



p. 47



p. 48





## Reading

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

How well do you know Shanghai? Try this quiz.

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

### B Before you read

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

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

## Reading

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

The quiz helps give the students general background information about Shanghai. Ask them to suggest other things that tourists might like to do or see in Shanghai.

#### Answers:

- A 1 b
- 2 a
- 3 c
- 4 a

### B Before you read

Ask the students to match the places with the descriptions.

#### Answers:

- B 1 b
- 2 c
- 3 e
- 4 a
- 5 f
- 6 d

#### Notes:

1–2 In the centre of People's Square, the round-shaped Shanghai Museum stands on a raised square foundation. This design symbolizes the traditional saying that Heaven is round and the Earth is square. The beautiful architecture of Shanghai Museum in the delightful setting of People's Square combines ancient tradition with modernity.

- 3 This tower is 468 metres high. It is an important landmark in Shanghai. It is located in the Lujiazui financial area in Pudong. The design of the tower was inspired by a line from a poem by Bai Juyi, a famous Tang dynasty poet:

'It was like large and small pearls dropping on a plate of jade.'

- 4 Nanjing Road is also known as 'the Number 1 Commercial Street in China'. It is a busy commercial centre and heaven for shoppers.
- 5 This area gives tourists an idea of old Shanghai; the buildings are fascinating for their traditional design. It is a sharp contrast to the modern developments elsewhere, especially in Pudong. There are hundreds of tiny craft shops, and outlets where traditional skills can be seen. The busy streets are exciting too, with shows and performances. Tourists can wander straight to the famous 'Zigzag Bridge' and then into the peaceful Yu Garden with its attractive buildings and interesting walks. The walls around the garden have amazing dragon designs all along the top.

- 6 The word *bund* originally means an *embankment*. By the 1920s, the Bund had become the financial, political and cultural centre of Shanghai with many foreign banks, businesses and offices settling there. Buildings of different architectural styles created 'the exhibition of world architecture'. Today, the Bund is not only a historic symbol of Shanghai but also a fine place for recreation. The Bund was reopened to the public on Sunday, 28 March 2010 after restoration.

## Reading passage

### On holiday

This is a letter from a girl, Wendy, who is on holiday in Shanghai. She is writing to her cousin Connie about her holiday in Shanghai.

#### Synopsis by paragraph [P=Paragraph]:

P1: Wendy writes that she is in Shanghai.

P2: Wendy and her parents took a walk along Nanjing Road.

P3: They went on to People's Square and Shanghai Museum.

P4: They went to the Bund.

P5: They walked along the waterfront and looked across at Pudong.

P6: They visited the Chenghuang Miao area and Yu Garden.

P7: They took a taxi back to the hotel.

#### Vocabulary:

**architecture** (n.) the style of buildings

The architecture in Shanghai is amazing.

**commercial** (adj.) connected with finance and business

Nanjing Road is the most famous commercial street in Shanghai.

**display** (n.) something shown for people to see

The children made a display of their work for their parents to see.

**\*exhausting** (adj.) very tiring

Steve and Mary have just had an exhausting game of tennis.

**exhibition** (n.) a big display; examples of many things for people to see

There is an exhibition of Chinese paintings at the cultural centre this week.

**\*marvellous** (adj.) extremely good; wonderful

Ted and Laura had a marvellous holiday in Australia.

**\*pavilion** (n.) a beautiful building in a park used as a shelter

It is very peaceful sitting in the pavilion and looking across the lake.

**tasty** (adj.) delicious; good to eat

Shanghai provides tourists with a lot of tasty local snacks.

**\*teenager** (n.) a person aged from 13 to 19

When I was a teenager, I used to read a lot of storybooks.

**trade** (n.) the activity of buying and selling things

Lujiazui is an important financial and trade area in Shanghai.

**while** (n.) a period of time, especially a short one

Please take a seat. The doctor will see you in a little while.

# On holiday

18 February

Dear Connie

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

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

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

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

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

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

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



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



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

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

Lots of love to everyone

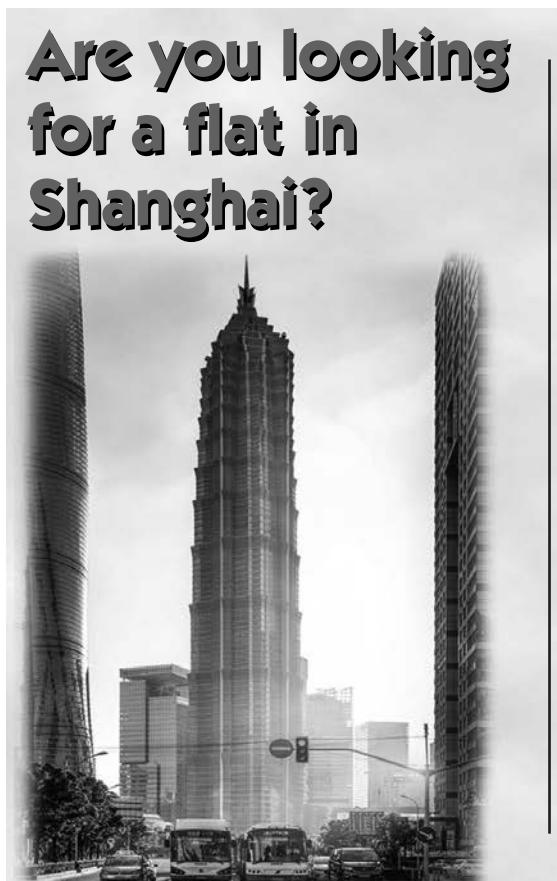
Wendy

## C Vocabulary

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

- 1 If they plan to *set out* at 9 tomorrow morning, that means they will \_\_\_\_ at 9.  
**a** get up                                   **b** have a meeting  
**c** do sports                                  **d** leave
- 2 The word *architecture* means \_\_\_\_.  
**a** a designer's job                       **b** things made in Europe  
**c** the style of buildings                  **d** a kind of bridge
- 3 A *commercial centre* contains lots of \_\_\_\_.  
**a** banks and businesses               **b** sights for tourists to visit  
**c** blocks where people live           **d** rivers and lakes
- 4 If you are *amazed* at something, you feel \_\_\_\_.  
**a** frightened                               **b** surprised  
**c** happy                                     **d** sad
- 5 We use the word *tasty* to describe things which are \_\_\_\_.  
**a** good to eat                              **b** nice to listen to  
**c** beautiful to see                       **d** expensive to buy

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



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

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

We have flats to let in the neighbourhood.

They have big rooms, with all the furniture you need.

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

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

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

Enjoy a great day out and find your dream home.

## C Vocabulary

- 1 After reading Wendy's letter, tell the students to find the italicized words and phrase in Exercise C1 and, without using dictionaries, work out their meanings.

**Answers:**

C1 1 d  
2 c  
3 a  
4 b  
5 a

- 2 Tell the students to use three of the italicized words from Exercise C1 to complete the advertisement in Exercise C2. Ask individuals to read out the completed advertisement.

**Answers:**

C2 1 amazed  
2 architecture  
3 tasty

## D Comprehension

- 1 Exercise D1 tests the students' understanding of Wendy's letter in a creative way, asking them to use the given information intelligently.

### Answers:

- D1 1 Nanjing Road  
2 People's Square  
3 Shanghai Museum  
4 the Bund  
5 the Chenghuang Miao area  
6 Yu Garden

- 2 Ask the students to read Wendy's letter again, and then write their answers to Exercise D2 in complete sentences.

### Answers:

- D2 1 They travelled to Shanghai by plane.  
2 They were roller skating.  
3 It is 'the exhibition of world architecture'.  
4 The Oriental Pearl TV Tower is said to look like a kind of valuable jewel.  
5 They did not walk back to their hotel because they were very tired.  
6 They walked around all day.

- 3 Ask the students to find the words in italics in Wendy's letter and write what they refer to.

### Answers:

- D3 1 The Bund  
2 the big financial and trade area of Pudong  
3 Connie

## For further reading practice

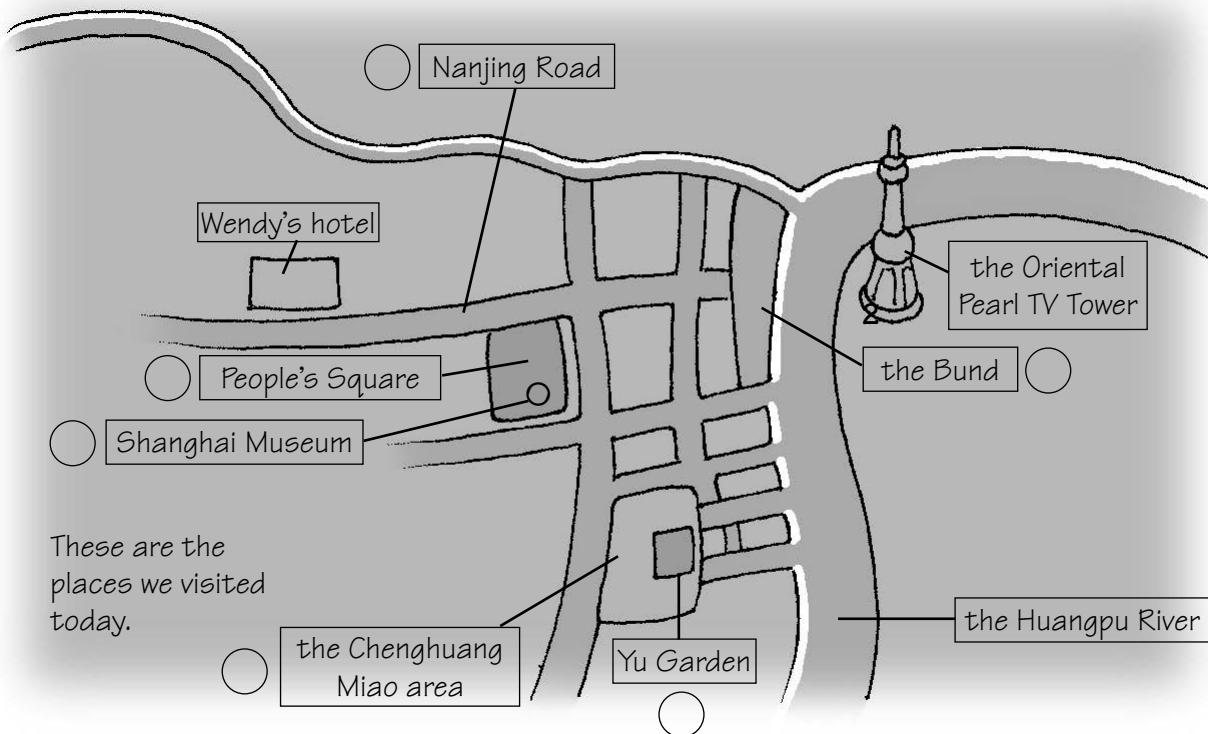
*Workbook 9B* page 27

- a Give the students time to read each paragraph.
- b Let the students put the paragraphs in the right order.
- c Check the answers with the students.

**Note:** Do not play the recording until the students finish doing the exercises.

## D Comprehension

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



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

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

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

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



# Grammar

## The past perfect tense

### A Actions before a time in the past

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



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

**By**

noon yesterday,  
ten o'clock this morning,

they  
she  
I  
we

**had**

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

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

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

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

<sup>(1)</sup> had washed her hair and Victor <sup>(2)</sup> \_\_\_\_\_.

<sup>(3)</sup> \_\_\_\_\_, and Nina <sup>(4)</sup> \_\_\_\_\_.

Simon What about Boris, Jan and Henry?

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

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

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

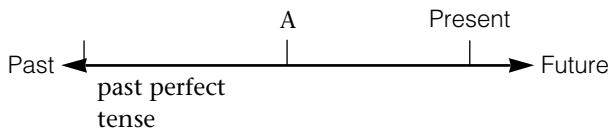
Time	Name	Action
by		
3.00	Elsa	wash her hair
3.00	Victor	phone home
3.00	Mat & Chris	go for a swim
3.00	Nina	have some tea
4.00	Boris	get some postcards
4.00	Jan	go for a walk
4.00	Henry	change some money
4.30	Maria	have a shower
4.30	Dean	buy some snacks

## Grammar

### The past perfect tense

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

- 1 The past perfect tense is used to express an action that occurred before a point of reference in the past.
- 2 When we use the past perfect tense, we are imagining ourselves as situated at point A, telling what happened before that point. It may help the students if you draw a time line on the blackboard.



My sister had already eaten her dinner by six o'clock last night.

- 3 The past point of reference is usually marked by a time adverbial.

When I arrived, my sister had already left.

Until I told them, nobody had heard of the film.

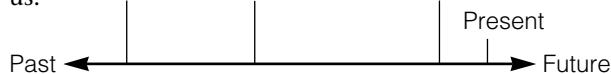
I came at six o'clock, but Simon had already left.

- 4 Usually, a verb in the past perfect tense is further back in time than a verb in the past tense, but this is not its real meaning. Consider the following sentence.

Sally visited us last week, but she had already left before Simon arrived.

The time sequence is:

past tense	past perfect tense	past tense
Sally visited	She had left.	Simon arrived.
us.		



The important point is that the point of reference in this sentence is Simon's arrival, and the past perfect tense is used to show that Sally's departure happened before it.

- 5 Read the introduction and examples to the students. Do Exercise A1 with the class to make sure they understand.

#### Answers:

- A1 2 had phoned home  
 3 had gone for a swim  
 4 had had some tea  
 5 had got some postcards  
 6 had gone for a walk  
 7 had changed some money  
 8 had had a shower  
 9 had bought some snacks

- 6 Remind the students to use the past perfect tense to complete Exercise A2.

**Possible answers:**

- A2 By nine o'clock last night, I had eaten dinner, done my homework, taken a shower and cleaned my teeth.

**Additional activity:**

Give the students another point of reference (e.g., *By the age of thirteen*). Ask the students to complete sentences similar to that in Exercise A2 with four things which they had done before the given points of reference.

**Possible answer:**

By the age of thirteen, I had learnt to swim, finished primary school, moved house twice and been to Hong Kong.

**B Earlier and later actions in the past**

**Just and already**

- 1 Read the introduction and examples with the students. Explain that *just* and *already* tell us that an action has been completed. By using *just*, we say that one action was completed very soon before another action.

I had just eaten breakfast when the phone rang.

The action was so recent that it is expressed by a perfect tense which links it closely to the point of reference.

- 2 In the case of *already*, we are saying that because the action is finished, there is no need to repeat it. It is often used when refusing to do something. The completion of the action affects what we are willing to do.

—Why didn't you go and see that film?

—I had already seen it.

- 3 Tell the students to refer back to the table in Exercise A1 on page 42, and then to write sentences in the past perfect tense using *just* and *already* in Exercise B1.

**Answers:**

- B1 2 He had just changed some money.  
3 He had already bought some snacks.  
4 She had just had a shower.  
5 He had already got some postcards.

**before and after**

- 4 Read the two pairs of example sentences on pages 43 and 44 with the students, and then ask them what the difference between the two sentences in each pair is.

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

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

## B Earlier and later actions in the past

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

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

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

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

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

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

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



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



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

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

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

#### Tips

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

5 Ask the students to do Exercise B2 in pairs.

**Answers:**

B2 2 did

Yes, but before we went back, we had done all our shopping.

3 rose

No. Unfortunately, it had risen before we reached the top.

4 arrived

Great! It set a few minutes after we had arrived there.

5 walked

Yes, and after we had walked around it, we took lots of photos.

6 got

It was, but before we reached Blue Bay, we had got it repaired.

## Listening

### Interviews about Shanghai

- 1 In this section, the students must listen and take brief notes only. They should just aim to get down the main points of what each person is saying. They should not worry if they do not understand every single word.
- 2 The language used in the interviews is somewhat colloquial and typical of spoken rather than written English.

#### Tapescript:

Man 1: Well, I guess the thing I'm enjoying most is the food. The food in the hotel is just excellent. I like the variety of food you can get here: we've had Chinese food, French, Indian, Japanese, and so on. We're just having a great time.

What do I dislike about Shanghai? Well, I've been here quite a few times. This time I noticed that things are getting a lot more expensive. A few years ago, things were pretty cheap. Now the prices have gone up a lot.

Woman 1: What do I like most? Oh, shopping! There are so many shops here. It's wonderful. There are two things I really like. I like shopping for clothes and I also like shopping for old things. I often take a taxi up to Dongtai Road and check out the shops there.

Hmm. There is one thing I don't like—the heat. It's just too hot for me to go out during the day, so I only go out in the evening.

Man 2: Well, I like the views best of all. Shanghai just looks so amazing. I like the view of the Bund at night. I also like the view of Shanghai from the Puxi side. You have some of the most interesting buildings in China here.

What do I dislike? Oh, the crowds, I think. I come from a small town myself, and I'm not used to being in the middle of so many people all the time.

Woman 2: Well, I have my two young children with me. I took them out to Shanghai Wild Animal Park. We all had a really good time there.

I don't like all the noise here though. Our hotel room is quite near the street, and we have traffic noise all day long. I'm not used to the noise of the air conditioners and building sites. But we've still enjoyed our stay here very much.

#### Answers:

- 1 getting more expensive
- 2 clothes
- 3 old things
- 4 too hot
- 5 during the day
- 6 the Bund
- 7 from the Puxi side
- 8 Crowds
- 9 so many people
- 10 Shanghai Wild Animal Park
- 11 traffic

### For further listening practice

*Workbook 9B page 26*

#### Exercise A

- a Ask the students to read the statements.
- b Play the recording and let the students circle T or F according to Uncle Ted's letter.
- c Check the answers with the students.

#### Exercise B

- a Give the students time to read the three paragraphs and guess the missing information.
- b Play the recording and let the students fill in the missing words.
- c Check the answers with the students.

## Speaking

### A Talk time

#### Making a phone call for information

- 1 Explain the context. Ken is in a British city and looking for the information about it. He is phoning the information centre in his hotel.
- 2 Play the recording and ask the students to practise reading the conversation aloud in pairs.



## Listening

### Interviews about Shanghai

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

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

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



## Speaking

### A Talk time

#### Making a phone call for information

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

Woman Hello. May I help you?

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

Woman I see.

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

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

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

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

Ken Oh. Could I use the library?

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

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

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

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

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

## B Speak up

### Describing a place

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

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

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

... is a marvellous place.

It is not expensive to get there/get in.

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

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

**3 Ask the students to do Exercise A2.**

**Answers:**

- A2 1 I wonder if you could give me some information to help me with my project.  
 2 Oh, thanks very much./Thanks very much for your help. It's very kind of you.  
 3 Do you have any books about the city?  
 4 Could you give me a map of the city?  
 5 I'm very sorry ...

- 4 Read the situations in Exercise A3 with the students. Then let the students work in pairs to make two telephone conversations according to the situations. Remind them to look back at the conversation in Exercise A1 if necessary.
- 5 Review the following with the students:
- We start the phone call for information with a short description of what is being done, and then make a general request for help.
  - We often use *could* in polite requests.
  - We give negative answers in a polite way by saying *I'm sorry ...*
  - We give positive answers by saying *Yes, certainly./Yes, of course.*
  - We show our politeness by using phrases such as *Oh, thanks very much. That's wonderful./Thanks very much for your help. It's very kind of you.*
  - We start and conclude with the formulaic expressions *May I help you?* and *You're welcome.*

**B Speak up**

**Describing a place**

- 1 In this section, the students describe an interesting place they have been to.
- 2 Read through the text with the class, explaining the outline.
- 3 Ask the students to work in pairs and talk about an interesting place they have been to, using the outline and sentence patterns provided.

**Possible answer:**

B Hello, everyone. I would like to talk about a famous attraction in Shanghai. It is called the Chenghuang Miao area.

There is a small lake inside with a zigzag bridge over it. The bridge has nine turns! Around the lake are tea houses, pavilions, rockeries and hills. You can have snacks and drinks in the tea houses. They are just so delicious! During festivals, the trees and pavilions are decorated with red lanterns and the garden is crowded with a sea of people. You must remember to take your camera when you go to the Chenghuang Miao area.

In the Chenghuang Miao area, you can visit Yu Garden. Yu Garden is a marvellous garden. It was built in 1577 by an official for his father. The high walls of the garden are decorated with huge stone dragons. It is not very expensive to get in. For adults, the entrance fee is 40 yuan. But if you have a student card, you only need to pay 10 yuan.

It is very easy to reach the Chenghuang Miao area. You can take Underground Line 10 and get off at Yu Garden Station.

I think that all visitors to Shanghai should visit the Chenghuang Miao area. It is very interesting and I hope you enjoy it.

## Writing

### A request for help

- 1 In this exercise, the students learn another useful letter form. Do Exercise A with the class to introduce the characteristics of this form of letter to the students.

#### Answers:

- A 2 Paragraph 5  
3 Paragraph 1  
4 Paragraph 4  
5 Paragraph 2

- 2 Ask the students to do Exercise B. If necessary, tell them to decide on the topic of a possible letter to the Director of Department of the Environment. Let the students write five paragraphs in their letter like those in Wang Zhihong's letter.
- 3 Ask the students to give an outline for each paragraph of their letter.
- 4 Let the students finish their letters alone and read them out to the class.

#### Possible answer:

B Class 3 Grade 9  
Valley View School  
18 Rose Street  
Garden City  
16 October

The Director  
Department of the Environment  
28th Floor  
Southern Centre  
130 Rainbow Road  
Sunny Bay

Dear Sir/Madam

I am writing to ask for your help with a class project.

I am a Grade 9 student, and I am working on a project called 'Making Garden City Cleaner'. My aim is to find out how people can help protect the environment.

I would be grateful for any information you can give me on this topic. I am especially interested in any environmental plans that involve the general public.

Would it be possible for me to visit your office to collect the information? I am available any day between four and six o'clock, or before three o'clock on Saturdays.

I know that you are a very busy department, but I would greatly appreciate your help.

Yours faithfully

Lin Tai

### For further writing practice

#### Workbook 9B page 28

- a Ask the students to work in pairs and discuss their dream holiday, with the four questions given.
- b Let the students find out information about their holiday through different information sources.
- c Give the students time to write their 'dream holiday'.
- d Ask individual students to read out their holiday plans to the class.



# Writing

## A request for help

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

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

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

Dear Sir/Madam

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

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

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

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

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

Yours faithfully

Wang Zhihong



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

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

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

## Educational visits

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

### A wonderful year in New Zealand

*Tammy Luo*

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

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

me learn fast.

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

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

### Scholarship<sup>①</sup> to Japan

*Sylvia Wang*



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

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

① scholarship *n.* 奖学金

## \*More practice

### Educational visits

This passage is about educational visits to other countries. It consists of two short newspaper articles written by students who have taken part in such visits.

#### Vocabulary:

**educational** (adj.) connected with teaching, training and learning, especially in schools or colleges

He went on an educational tour of London last year.

**foreign** (adj.) from a different country

How many foreign languages can you speak?

**host** (n.) people who receive you and look after you when you are visiting somewhere

There were eight people at the dinner last night, including our hosts, Ian and Pam.

**keep in touch** stay in contact (by talking, phoning or writing)

I have kept in touch with a few of my friends from primary school, even though we now go to different secondary schools.

**sightseeing tour** a visit to a series of places to look at famous buildings or views, etc.

In Shanghai you often see tourists in coaches going on sightseeing tours of the city.

**Answers:**

- A 1 confident  
2 patient  
3 educational  
4 culture  
5 custom  
6 foreign  
7 host  
8 scholarship
- B 1 T  
2 F  
3 F  
4 T  
5 F
- C 1 To tell people about the culture of China.  
2 Because her hosts were very patient and they helped her learn fast.  
3 She keeps in touch with them by writing e-mails and chatting on her computer at home.  
4 The foreign students in Japan.

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

scholarship	foreign	culture	educational
custom	patient	host	confident

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

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

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

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

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

# Progress file 3

## Vocabulary

Match the two halves of these sentences.

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

## Grammar

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

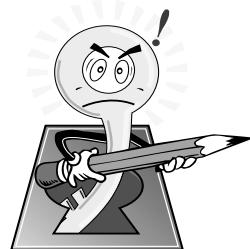
- |  |                                    |
|--|------------------------------------|
| 8 Lin Jie could not get into his office because he _____ his keys at home. | not see<br>leave<br>finish<br>find |
| 9 Before I went to Beijing, I _____ a lot of tourist information.          |                    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

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

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

## My progress:

Comments:



0–6 Try harder.



7–12 Can do better.



13–15 Good work.

## Progress file 3

Ask the students to complete these exercises, which briefly revise some key items from the unit.

### Answers:

- 1 d
- 2 f
- 3 a
- 4 b
- 5 c
- 6 e
- 7 g
- 8 had left
- 9 had found
- 10 had not seen
- 11 had finished
- 12 had just had
- 13 had already gone
- 14 had just eaten
- 15 had already complained

## Word box



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



## Notes

### Page 39

- 1 We've had such an exhausting day! 这一天真把我们累得够呛!  
such 和 so 都可意为“如此”，但用法不同。such 是形容词，用于修饰名词，so 是副词，用于修饰形容词或副词，如：Many foreign friends never expected Shanghai to be such a modern city. 很多外国朋友从没想到上海是如此现代化的城市。Shanghai is developing so quickly! 上海正在飞速发展。
- 2 ... we set out on foot down Nanjing Road, ... 我们出发了，沿着南京路走……  
句中的 down 作介词，意为“沿着；顺着；朝着”。
- 3 ... the sky was clear and blue. 蔚蓝的天空万里无云。  
句中的 clear 作形容词，意为“无云（或雾）的；晴朗的”；在 8B Unit 3 曾学过 clear 意为“明白清楚的”。
- 4 There was a nice atmosphere. 氛围很好。  
句中的 atmosphere 意为“气氛；氛围”；在 9B Unit 1 曾学过 There is an atmosphere around the Earth., 其中的 atmosphere 意为“大气层”。
- 5 We spent a couple of hours there, looking at the displays. 我们在那里花了几个小时参观展品。  
句中的 a couple of 相当于 some 或 several，意为“几个；一些”，后接可数名词复数形式。
- 6 Next we walked on down to the Bund, the old part of the city with lots of European style buildings. 接下来我们一直走到了外滩，这一带历史悠久，有众多欧式风格的老建筑。
- 7 A Chinese nickname for the Bund is 'the exhibition of world architecture'. 外滩素有“万国建筑博览”之誉。
- 8 I read that the designer's idea came from a line in an old Chinese poem, 'It was like large and small pearls dropping on a plate of jade.' 我看到过这样一种说法：设计者的灵感来自于中国的一句古诗“大珠小珠落玉盘”。  
句中的 line 作名词，意为“诗行”；在 8B Unit 5 曾学过 line 作名词，意为“线条”。
- 9 By this time we were so tired that we took a taxi back to our hotel to rest our feet! 这时我们实在太累了，所以坐出租车回宾馆歇歇脚！  
句中的 rest 是动词，rest one's feet 意为“歇歇脚；休息一会”。
- 10 I've drawn you a map so you can see where we went today, and I will enclose a few photos. 我给你画了一幅地图，你就知道我们今天去过哪儿了，我还会附上几张照片。

## Additional teaching suggestions

- 1 本单元 Reading 部分出现了现在分词短语作状语表示伴随状况：We spent a couple of hours there, looking at the displays., 教师不必对此作语法讲解，只要帮助学生理解句意即可。
- 2 本单元 Reading 部分出现了同位语现象：Next we walked on down to the Bund, the old part of the city with lots of European style buildings., 教师不必对此作语法讲解，只要帮助学生理解句意即可。
- 3 本单元 Reading 部分是一封关于上海城市风貌的信件，教师在教学中可充分利用文本内容，激发学生爱上海、爱家乡的情感态度。教师也可根据实际，鼓励学生开展有关上海变化的调查、演讲或英语小报编写等活动。

## Unit 4 All about films and TV

### Unit topic: overview

The topic for this unit is films and television. The **Reading** passage is in the form of a newspaper article about two students visiting the Movie Park.

In the **Grammar** section, the students practise using reported speech to report statements, instructions, requests, promises and questions.

In the **Listening** section, the students listen to and identify excerpts from six types of television programmes.

The **Speaking** section presents some common problems in group discussions. The students also talk about their favourite TV programme and complete a questionnaire on TV-viewing.

The **Writing** section discusses film reviews, and asks the students to write one of their own.

### The cartoon

The cartoon introduces the unit topic by showing a family who are obviously keen television viewers. Since their television is broken, they watch their washing machine going round and round instead. Some people joke that this is more interesting than watching some of the boring programmes on television!

### Pre-unit activities

- 1 Ask the students to make a list of different types of films and write them down on the blackboard. Their answers may include:

- Action
- Adventure
- Comedy
- Classics
- Crime
- Documentary
- Drama
- Family
- Fantasy
- Horror
- Musical
- Mystery
- Romance
- Science fiction
- Sport
- Suspense
- Thriller
- War
- Western

- 2 Ask the students to list what is needed to make a film. Answers may include:

- actors
- cameramen
- director
- producer
- production assistant
- studio
- scenery
- set
- script
- cameras
- recording equipment
- costumes
- lighting
- sound effects
- special effects
- subtitles
- music
- extras (minor actors)
- stunt men
- props
- microphones
- make-up artists

## Unit 4 All about films and TV



### Reading

p. 54



### Grammar

p. 58



### Listening

p. 62



### Speaking

p. 63



### Writing

p. 65

\*



### More practice

p. 67





## Reading

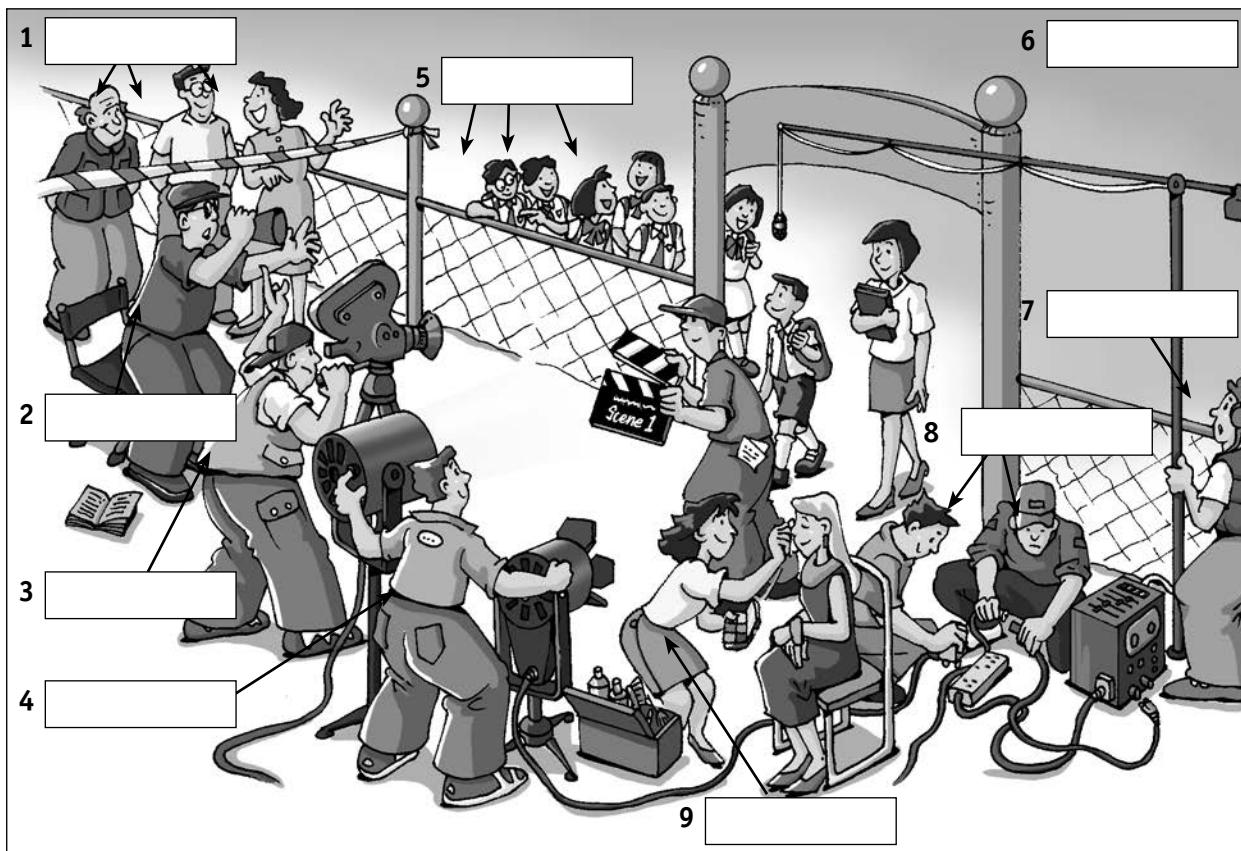
### A What do you know about ...?

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

camera operator  
film set  
extras

lighting operator  
film director  
crew

sound operator  
make-up artist  
spectators



### B Before you read

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

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

## Reading

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

- 1 Ask the students to close their books and work in pairs for a few minutes, to write down the words for the jobs done by people involved in making films. Collect these on the blackboard, and then tell the students to open their books and do Exercise A.
- 2 Discuss the answers and explain any words which are new.
- 3 Ask the students (especially more able ones) if they know or can find out the names of some of the other things which we can see in the picture. For example, there is a big *camera* and two *spotlights*. The man in front of the camera is holding a black and white *clapperboard*. The director is holding a *megaphone* and beside him is a *book* or *script*. The crew members are connecting *wires* together, and the sound operator is wearing *headphones* and holding a *boom microphone*.
- 4 If the students are interested in the names of these jobs, ask them to find the closing titles of an English-language film, and then to look carefully at some of the jobs listed. They may need to check these in a dictionary to find out what they mean.

#### Notes:

**camera operator**—the person who controls the camera when making a film

**crew**—people working on a film set (This is a collective noun for a set of people working together.)

**film director**—the person who controls the making of a film

**film set**—the place where filming happens, like a stage for a play

**lighting operator**—the person who is responsible for arranging the lights used during the making of a film

**make-up artist**—the person who puts make-up (such as powder and lipstick) on actors before they go in front of the camera

**sound operator**—the person who is responsible for recording the sound for the film

**spectators**—people who are watching an event

### B Before you read

Let the students read the title, the introduction, the first and the last paragraphs, and look at the pictures on page 55. Then ask them the questions in the exercise to check their answers.

#### Answers:

- B**
- 1 This article is from *Youth Post*.
  - 2 They are students from Sunshine International School.
  - 3 They can see dinosaurs and huge waves.
  - 4 To be a director.

#### Answers:

- A**
- 1 spectators
  - 2 film director
  - 3 camera operator
  - 4 lighting operator
  - 5 extras
  - 6 film set
  - 7 sound operator
  - 8 crew
  - 9 make-up artist

## Reading passage

### Students see stars in the Movie Park!

This passage is in the form of a newspaper article in a newspaper supplement for young people. It describes how two students have visited the Movie Park.

Note that the 'Movie Park' described in the article is not a real place, but the ideas are based on various real theme parks.

#### Synopsis by paragraph [P = paragraph]:

**Introduction:** Julia and Roddy visited the Movie Park and Philip wrote an article about their visit.

- P1: Julia and Roddy explained what the Movie Park was.
- P2: Julia described the Dinosaur Jungle attraction, her favourite part of their tour of the Movie Park.
- P3: Roddy described the Great Wave attraction.
- P4: They watched a film being made, and the director asked Roddy to take part in one scene as an extra.
- P5: Roddy wanted to be a director.

#### Vocabulary:

\***awesome** (adj.) very good, enjoyable, etc.

They are the best band I've seen in concert. Their music is awesome.

**cut a long story short** (idiom) be brief

To cut a long story short, he didn't agree to give us these books.

**director** (n.) a person in charge of a film or play who tells the actors and staff what to do

Do you know the director of the film *Red Cliff*?

\***envy** (n.) a feeling that you want something that another person has got

John looked at his brother's new bicycle with envy.

\***extra** (n.) a person who is employed to play a very small part in a film, usually as a member of a crowd

We need plenty of extras in this film.

\***green with envy** (idiom) very jealous

When Julia saw my new dress, she was green with envy.

**have the time of one's life** (idiom) enjoy oneself very much

Did you have the time of your life when you were in the USA?

\***humid** (adj.) warm and wet

It is hot and humid in Shanghai in the summer.

**impress** (v.) make someone think that something is very good

Everyone was impressed by Julia Roberts' acting in that film.

**jump out of one's skin** (idiom) move suddenly because of an unexpected shock

Mary heard a scary voice and nearly jumped out of her skin.

**see stars** (idiom) see flashes of light in front of your eyes, usually because you have been hit on the head

I hit myself in the head and saw stars.

**select** (v.) choose somebody/something, usually carefully, from a group of people or things

He hasn't been selected for the school basketball team.

**shoot** (v.) make a film or take a photograph of something

Cameras ready? OK! Shoot!

**special effects** (a technical term for) something in a film which makes a dangerous or unreal thing seem to be real

Superman does not really fly through the air. It is just special effects.

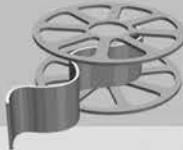
\***terrific** (adj.) very large; very great

There was a terrific noise when the wind pulled the roof off in the typhoon.

\***violently** (adv.) with great energy or strong movement

During the earthquake, the building moved about violently and then crashed to the ground.

## Students see stars in the Movie Park!



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

'The Movie Park is both an amusement park and a film studio,' said Julia. 'Tourists go there for pleasure, and film crews go there to shoot films,' Roddy explained.



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

Roddy was impressed by the Great Wave attraction.

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



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

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

## C Vocabulary

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

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



## Idioms

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

Look at this sentence from the article.

It was a piece of cake!



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

S1 Was that exam hard?

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

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

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

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

say something briefly  
felt very shocked

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

<sup>①</sup> jealous adj. 嫉忌的

## C Vocabulary

- 1 Ask the students to complete Exercise C1. Then check their answers and explain any misunderstandings.

### Answers:

- C1 1 d  
2 c  
3 b  
4 a  
5 g  
6 e  
7 f

- 2 Explain the concept of idioms. Tell the students that idioms are groups of words with special meanings. It is often true that a learner may know the meanings of all of the words individually, but still cannot guess the meaning of the whole expression. Explain the example *a piece of cake*.  
 3 Ask the students to work on the answers to Exercise C2 using the context to help them.

### Answers:

- C2 1 had a wonderful time  
2 felt very shocked  
3 say something briefly  
4 very jealous

### Notes:

- 1 An idiom is different from a proverb. A proverb is usually a short statement which we can understand, and which contains a wise idea. For example:

There's no smoke without fire. (If unpleasant things are said about someone or something, there is probably a good reason for it./If small problems are discovered, there are larger ones coming.)

You can't burn the candle at both ends. (You can't work too hard without getting rest.)

Too many cooks spoil the broth (= soup). (Too many people working on the same job may make things worse.)

- 2 Many idioms in English come from sports. Here are some examples:

Idiom	Sport	Meaning
It put him <u>on the back foot</u> .	cricket	It made him behave in a defensive way.
When do we <u>kick off</u> ?	soccer	When do we start?
It came <u>out of left field</u> .	baseball	It came from an unexpected direction.

- 3 Some idioms refer back to social situations which are very old and almost forgotten. For example, the idiom *to catch someone red-handed* (which means *to catch someone while they are committing a crime*) refers to the days in Britain when poor people were not allowed to catch rabbits, birds or deer, because they belonged to the wealthy landowners. Sometimes the poor people were very hungry, and killed an animal to eat. Then they got blood on their hands. If they were caught at that moment, they were, literally, red-handed.

### Additional activity:

Write these sentences with idioms underlined and the meanings (in brackets) on the blackboard. Write the meanings separately, in a scrambled order. Then ask the students to match the sentences and the meanings.

- 1 You can kill two birds with one stone. (You can do two things at one time.)
- 2 It happens once in a blue moon. (It happens very rarely indeed.)
- 3 Don't rock the boat. (Don't cause trouble.)
- 4 There's light at the end of the tunnel. (There's hope after a long, difficult time.)
- 5 It went in one ear and out the other. (Someone did not listen to the information.)
- 6 It's all Greek to me. (I don't understand.)

## D Comprehension

Ask the students to attempt Exercise D, which raises some comprehension topics for discussion.

- 1 Discuss the topic of **headlines** with your class. Headlines have certain unusual language features. They are often written in the simple present tense (even when we are talking about past events to attract the attention of readers by making things seem dramatic and recent). Headlines also tend not to have definite or indefinite articles, and other function words such as prepositions, auxiliary verbs, forms of the verb *to be*, etc., are often cut out, so that headlines appear to be like notes. Finally, headline writers love to include double meanings, so often use idioms and puns to make their words seem more interesting.
- 2 Ask the students to do Exercise D1. Remind them that the title contains an idiom and one of the meanings comes from this idiom.

### Answers:

**D1 Meaning 1:** Students see movie stars (= famous actors) in the Movie Park.

**Meaning 2:** Students are so excited that they are seeing lights in their head, as when people feel dizzy or faint.

- 3 Tell the students to do Exercise D2. Point out to them that they will need to use words from the reading passage with some changes. They need to put things in a different order and sometimes change the tenses, etc., to make sure that their answers fit the grammar of the new sentences in the letter. For a few of the blanks, they may need to make up the answers themselves, and alternative answers are acceptable in several sentences.

- 4 Allow the students to work in pairs and to compare their answers, checking that their answers fit the sense and grammatical structure of the letter. If they have different answers, they need to check to see whether one of them is wrong or not.

### Answers:

- D2**
- |    |  |
|----|--|
| 1  | my friend/my schoolmate/another student from my school |
| 2  | the time of our lives                                  |
| 3  | the Movie Park   |
| 4  | a film set   |
| 5  | be/become a film director                              |
| 6  | the film director                                      |
| 7  | to be/become an actress                                |
| 8  | green with envy  |
| 9  | Great Wave attraction                                  |
| 10 | came towards us/crashed over our car                   |
| 11 | special effects  |
| 12 | the Dinosaur Jungle                                    |
| 13 | chased us/roared at us                                 |
| 14 | awesome/exciting/fantastic                             |

### For further reading practice

Workbook 9B pages 36 and 37

- a Ask the students what views they have about the role of films in teenagers' lives.
- b Ask the students to read the passage and find out if they have similar opinions to the views mentioned in it.
- c Give the students time to complete the two lists.
- d Check the answers with them.

## D Comprehension

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

### Students see stars in the Movie Park!

#### Tips

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

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

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

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

Dear Max

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Best wishes from your 'movie-star' penfriend

Roddy



# Grammar

## Reported speech

### A Reporting statements

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



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

This is a reporting verb.



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

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

complain  
admit

explain  
report

mention  
whisper

reply  
shout

add  
say

### Tips

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

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

### Direct speech



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

### Reported speech



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

## Grammar

### Reported speech

#### A Reporting statements

- 1 When we speak, a lot of our meaning is derived from context. Words like *I, you, he, here, there, now, yesterday, today, tomorrow, this, that, next*, etc., have no determinate meaning. They are *deictics*, words that point to something the speaker and listener can see. For example, the meaning of *I'll eat this now* depends on the listener knowing who the speaker is, what *this* is and when *now* is.
- 2 When we report speech, all such deictics need to be changed if the things they point to are no longer present. If, a few minutes after saying *I'll eat this now*, in the same place, with the same people present, the speaker still has not done what he said he would, we would quite correctly say *You said you'd eat this now*. However, if we were reporting the incident much later in another place to another person, we would say *He said (that) he'd eat it then*. Similarly, if we are asked to take a telephone message, we might say only five minutes later *Sally said she'll come in a few minutes*, as her arrival is still in the future. However, if we reported the message much later, we would say *Sally said she would come in a few minutes*. The changing of tenses and deictics is not automatic, but depends on the circumstances.
- 3 The traditional rule for reported speech is that we put the verbs one stage further backwards in their time reference. Here is a checklist of some of the things which we often have to change when we are using reported speech:

- 4 Explain the main points about reported statements to the students, and explain the meanings of the reporting verbs in the box. Read the *Tips* with the class, and then ask the students to do Exercise A1.

#### Answers:

- A1 2 Lily told me that she had been in the Movie Park for a year.  
 3 Lily explained that she came from New York.  
 4 Lily mentioned that she was going to star in a new movie.  
 5 Lily said I should be an actor. She added that I was very good-looking!

	Direct speech	Reported speech
<b>Tense changes</b>	Simple Present ... <i>the bus comes at ten</i>	Simple Past ... <i>the bus came at ten</i>
	Present Continuous ... <i>is eating an apple</i>	Past Continuous ... <i>was eating an apple</i>
	Simple Past or Present Perfect ... <i>visited Beijing</i> ... <i>has visited Beijing</i>	Past Perfect ... <i>had visited Beijing</i>
	Simple Future ... <i>will stay</i> ... <i>are going to stay</i>	Past Future ... <i>would stay</i> ... <i>were going to stay</i>
<b>Pronouns</b>	<i>Jane said, 'I can help you.'</i>	<i>Jane said that she could help me/him.</i>
<b>Time references</b>	<i>now, this morning</i>	<i>then, that morning</i>
<b>Place references</b>	<i>here, at this place</i>	<i>there, at that place</i>

- 5 Exercise A2 continues the story with Roddy in the Movie Park. Make sure that the students understand that Roddy himself is saying the words. Ask the students to complete the exercise.

**Answers:**

- A2 1 (that) he wanted his film to be  
2 that his lights should be pointing  
3 that she had used too much make-up  
4 (that) he needed more children in the playground  
5 that his microphone was in  
6 (that) everything had to be right  
7 that we only had  
8 that we were going to finish shooting

**Additional activity:**

Go around the classroom, asking the first student to make a statement and the second student to report it. Tell the class to vary the reporting verbs. For example:

- S1 I like hamburgers.  
S2 He said that he liked hamburgers.  
  
S3 I'll work harder.  
S4 She promised that she'd work harder.  
  
S5 I'm going to Japan for a holiday.  
S6 He mentioned that he was going to Japan for a holiday.

**B Reporting instructions, requests and promises**

- 1 Ask the students the difference between ordering someone to do something and asking them to do it. Then ask the class to give you some examples of each.
- Ordering: Open your books.  
Stand up!
- Asking: Open your books, please.  
Will you stand up, please?
- 2 Requesting something is more polite than ordering. Tell the students that when we report instructions, we use verbs such as *tell*, *order* and *instruct*; when we report requests, we use *ask*; when we report promises, we use *promise*. All these verbs are followed by *to-infinitives*.
- 3 Read the introductory text and examples with your class.

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

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

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

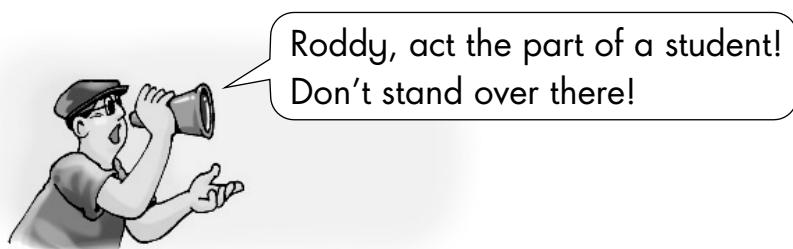


Everything must be right this afternoon! Oh, and you only have thirty minutes for lunch. We are going to finish shooting before 4 p.m. today.

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

## B Reporting instructions, requests and promises

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



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

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

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

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

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

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

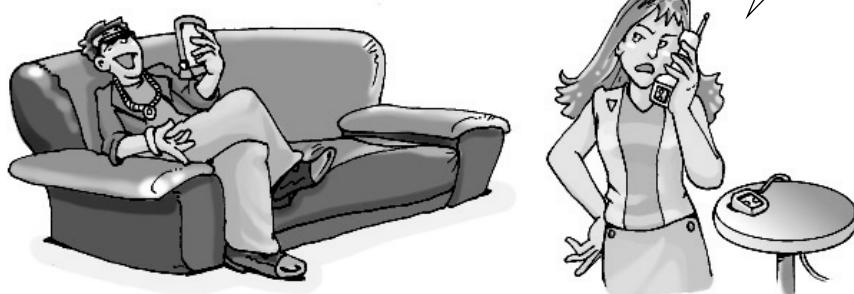


The director told me <sup>(1)</sup> not to be nervous. He promised <sup>(2)</sup>                           . Then he ordered the hairdresser <sup>(3)</sup>                           . He told Sandra <sup>(4)</sup>                           . When I was ready, he instructed me <sup>(5)</sup>        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

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

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

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



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

- 4 Exercise B1 practises reported instructions, requests and promises. Exercise B2 also includes reported statements, and so the students must work out which patterns are more suitable for each sentence.

**Answers:**

- B1**
- 2 to pay me for my work
  - 3 to cut my hair a little shorter
  - 4 to dress me in some suitable clothes
  - 5 to stand in the playground near the seats
  - 6 to look very shocked and frightened
  - 7 not to look at the camera
- B2**
- 1 told/ordered me to give him a drink
  - 2 told/ordered me to buy him a hamburger
  - 3 said (that) he was quite good-looking
  - 4 said (that) he would teach me all about acting
  - 5 promised to give me his photo

**Additional activity:**

As before, go around the class quickly. Ask S1 to give an order or make a request, and then tell S2 to report it. For example:

- S1 Please, be quiet.
- S2 She asked me to be quiet.
- S3 Look at the blackboard.
- S4 He told me to look at the blackboard.
- S5 March forward!
- S6 He ordered us to march forward.
- S7 Please, go shopping with me.
- S8 She begged me to go shopping with her.

### C Reporting questions

- 1 Reported questions usually create more problems for learners than the other reported forms. The most common error is to miss out the *if* or *whether* from the sentence. Stress to the students that there must always be a word to indicate that it is a question, either a *wh*-question word (which includes *how*), *if* or *whether*. Auxiliary forms such as *do* are removed in a reported form.
- 2 Check that the students understand clearly what *yes/no* questions and *wh*-questions are by asking them to give you some examples.
- 3 Remind the class that in a reported question, as with all reported speech, the tenses and pronouns need to be changed. Also, point out the subject-predicate order of the clause after *if/whether*. Question marks are not used with reported questions. Use the questions made by the students to demonstrate how to turn them into statements.
- 4 Ask the students to read Exercise C carefully and to complete Roddy's words, which report what the director was saying to him.

#### Answers:

- C 2 He asked me where I was from.  
 3 He asked me if/whether I could understand him.  
 4 He asked me if/whether I was ready.  
 5 He asked me if/whether I knew what to do.  
 6 He asked me when I was going back home.

#### Additional activity:

This provides further practice with *yes/no* questions and *wh*-questions. Write these on the blackboard and ask the students to say or write the reported forms. The answers are in brackets.

- 1 Do you often watch English films? (He asked me if/whether I often watched English films.)
- 2 Have you seen *Kung Fu Panda*? (He asked me if/whether I had seen *Kung Fu Panda*.)
- 3 Did you enjoy it or not? (He asked me if/whether I enjoyed it or not.)
- 4 Will you see Rita tomorrow? (He asked me if/whether I would see Rita tomorrow/on the following day.)
- 5 Are you fond of cats? (He asked me if/whether I was fond of cats.)
- 6 Which cinema do you usually go to? (He asked me which cinema I usually went to.)
- 7 Who is your favourite actor? (He asked me who my favourite actor was.)
- 8 When is the new sci-fi film coming to Shanghai? (He asked me when the new sci-fi film was coming to Shanghai.)
- 9 What did you think of that film? (He asked me what I thought of that film.)
- 10 Why has Jack bought a new smart phone? (He asked me why Jack had bought a new smart phone.)

## C Reporting questions

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

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

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

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

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

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

### Tips

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

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

**1** What is your Chinese name?

He asked me what my Chinese name was.

**2** Where are you from?

\_\_\_\_\_  
**3** Can you understand me?

\_\_\_\_\_  
**4** Are you ready, Roddy?

\_\_\_\_\_  
**5** Do you know what to do?

\_\_\_\_\_  
**6** When are you going back home?

# Listening

## Different types of television programmes

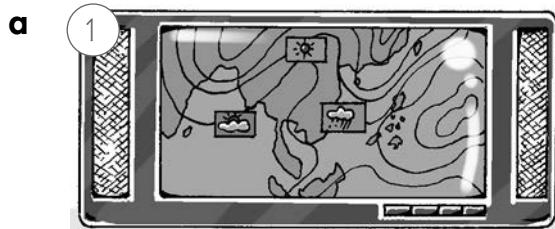
**A** Look at the six types of television programmes in the box. Check the words you do not know. Then write the type under the picture of each programme in **B**. The first one has been done for you.

Nature Documentary  
Business News

Cookery Programme  
Weather Forecast

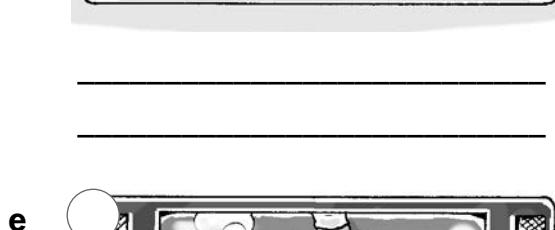
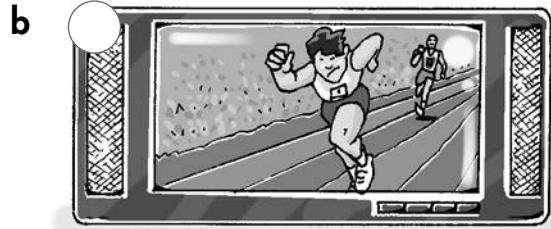
Police Report  
Sports

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



Weather Forecast

temperature, humid



## Listening

### Different types of television programmes

It is difficult for the students to listen to authentic English-language programmes because of the speed of the language. As a result, many students simply 'switch off' mentally and make no effort to understand. In this exercise, we are trying to show the students that, even if they do not understand every single word, they can still get a general idea of the situation and content by listening for some key words. In this way, they can gradually work on their listening skills, and if they practise listening regularly, they will improve.

- 1 Look through the list of types of television programmes in Exercise A, and explain any new vocabulary items. Then ask the students to match the six pictures with the six types of programmes.
- 2 Play the recording for Exercise B once. While the students listen, they put the pictures in the correct order.

#### Notes:

**nature documentary**—a factual television programme about animals or plants, etc.

**weather forecast**—a short programme which tells you what the weather will be like for the next few days

- 3 Play the recording again. While the students listen, have them note down two key words. Stress to them that it is not necessary to understand every word, or the whole of the recording.

#### Tapescript:

##### Number 1

Woman: ... and the temperature tomorrow will be 26 degrees Celsius. It will be very humid, and cloudy. Now let's look at the weather for other cities around the world ...

##### Number 2

Woman: A burglary happened in Old Town last night. Two men broke into a shop through a window, and stole over 50,000 dollars in cash. Here's Police Chief Ross to tell us more about what happened.

##### Number 3

Man: Turning to basketball, Travis Best scored twelve points as the Indiana Pacers defeated the Los Angeles Lakers 111 to 102. Meanwhile, in running, Tim Mason broke the 100 metres world record at the Olympics.

##### Number 4

Woman: ... the price of land in Garden City fell last month. And now to money news. The American dollar was very strong yesterday, but the British pound got weaker.

##### Number 5

Man: ... then you need to cut a red onion into very thin slices and mix them with the cabbage. Next, put the chicken into a pan with a little oil, and cook it quickly for a few minutes. Then add the pepper ...

##### Number 6

Man: Lions hunt wild animals weaker than themselves, such as deer. They usually kill one every two or three days, but sometimes they have to wait much longer. They often work together to find and kill their food.

#### Answers:

- A    a Weather Forecast  
      b Sports  
      c Nature Documentary  
      d Police Report  
      e Cookery Programme  
      f Business News

#### Possible answers:

- B    (The students are required to write down at least two key words or phrases given below.)  
      a 1 temperature, humid, cloudy  
      b 3 basketball, scored, defeated, running, Olympics  
      c 6 lion, hunt, animals, kill  
      d 2 broke into, stole, Police Chief  
      e 5 onion, cut, mix, cabbage, chicken, pan, oil, cook  
      f 4 price of land, money, American dollar, British pound

#### For further listening practice

Workbook 9B pages 35 and 36

- a Ask the students to read Exercise A first. Then ask them to work in pairs to discuss and guess the missing information.
- b Play the recording for Exercise A and ask the students to fill in the blanks.
- c Before playing the recording for Exercise B, give the students 30 seconds to look at the three pictures. For more able students, you could ask some of them to describe the pictures to the class.
- d Play the recording for Exercise B and ask the students to tick the correct picture.

## Speaking

### A Talk time

#### Group discussion problems

This section describes some common problems that we can see in many group discussions, and suggests ways of avoiding them.

- 1 It is not helpful to criticize the students who are afraid of speaking English in these situations. Research and personal experience tell us that they are suffering from considerable anxiety. Criticism will make them even more worried and less able to contribute. Gentle encouragement and patience are more likely to achieve results. Try to build a class atmosphere in which they know they will not be ridiculed or put in embarrassing situations, and they will slowly develop the confidence to speak in English more often.
- 2 Encourage the students to help each other. The more able students can help by directing simple questions to the less able students. They can also help by modelling answers, i.e., saying an answer or part of an answer which the other student can then repeat and complete.
- 3 Read through the table with your class, and then ask them to practise reading the discussion in Exercise A1 aloud in groups. Note that this discussion contains examples of the four situations described in the table. You may ask the students to find these and explain them. For example, Mark makes a long contribution, and so Jo then redirects the conversation to give another student the chance to speak.
- 4 For Exercise A2, allow the students to have a group discussion about their favourite television programmes. This is a 'non-threatening' topic: there are no right or wrong answers, and no problems to solve. Therefore, the students can simply concentrate on making a brief contribution to the discussion, without any other concerns. Try to use this type of approach to draw out the quieter and more anxious students.



# Speaking

## A Talk time

### Group discussion problems

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

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

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

- Jo Janet, what is your favourite television programme?  
Janet It's *Best Friends*.  
Jo I'm sorry. I didn't hear you.  
Janet It's *Best Friends*.  
Mark Wow! I love that programme too. My favourite character is Jeff. I think he's so cool. Did you see the scene where he bought the fridge and couldn't carry it up to his apartment? It was so funny!  
Jo Thanks, Mark. Now, what do other people think?  
Pauline I think *Best Friends* is not so good for us.  
Jo I'm sorry. I don't really understand.  
Pauline I mean, I don't think we should be influenced by American culture too much.

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

## B Speak up

### A questionnaire on TV-viewing

Here is a questionnaire on teenagers' TV-viewing.

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



### Questionnaire on TV-viewing

#### Tips

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

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

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

## B Speak up

### A questionnaire on TV-viewing

In this section, we want the students to consider their own TV-viewing, and to make sensible judgements about how much television they should watch, etc. We also want them to recommend some suitable programmes to the class.

- 1 You may wish to start by asking the class how much television they watch every day. Ask them to tell you honestly. They can work in groups. Ask each group to find out the group's average for each day by adding their results and dividing it by the number of group members. Collect these figures on the blackboard.
- 2 The students can then use this background information during their discussion. Ask them to do Exercise B1 and discuss the questionnaire. Each group should have a leader (to use some of the techniques described in the previous section about group's discussion problems) and a secretary, who will collect the group's final answers and report them to the class.
- 3 Stress the importance of Question Five. Ask each group member to tell the group about one regular programme that he/she has seen or thinks is good. The group should then choose a programme which is interesting and/or useful, and recommend that one to the class.
- 4 In Exercise B2, the group secretaries report the results to the rest of the class.
- 5 The results can be used as the basis for an optional writing task, if you wish. Ask each group member to write a summary of the results. The more able students may also be asked to explain the reasons behind some of the results.

#### Possible answer:

- B2 In our group, we all watch TV for around an hour each day. Three of us can watch any programme we like, but another one has to ask her parents if she wants to watch something on TV. We all think that watching English programmes is a good way to learn English. We often watch English programmes on International Channel Shanghai (ICS) and CCTV News. We think *Screen Talk* on ICS is a very interesting programme. It's a talk show about films. We can learn a lot of English as well as many things about western films. It is on every Sunday at 6 p.m.

#### Additional activities:

If you wish, you can also ask the students to expand their questionnaire by asking further questions such as these:

- 1 When you are watching TV with your family, who decides which channel you watch?
  - a My dad.
  - b My mother.
  - c Me.
  - d Another family member.
- 2 Which TV channels do you watch most often? [Each group member should choose three. Work out the most popular three channels for your group.]
  - a \_\_\_\_\_
  - b \_\_\_\_\_
  - c \_\_\_\_\_
- 3 How many TV sets does your family have at home?
  - a One.
  - b Two.
  - c Three or more.
- 4 What are your favourite types of programmes? [Each group member should choose three. Work out the most popular three types of programmes for your group.]
  - a \_\_\_\_\_
  - b \_\_\_\_\_
  - c \_\_\_\_\_

## Writing

### A film review

In this section, the students learn the main features which appear in many film reviews. They are put into a logical order so that the students can understand and follow them easily.

- 1 Explain to the students that there is no exact format for a film review. In real newspapers and magazines, film reviews vary in length. Some have to be very short indeed—just 20 or 30 words—whereas others can run to half a page or more.
- 2 Read and discuss the six-paragraph plan in Exercise A with the students.

## A film review

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

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

### Paragraph

### Examples

#### 1 Introduction

What kind of film is it?

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

What is the main idea of the story?

The film is about a group of students ...

They ...

#### 2 The setting

Where does the story happen?

The film is set in a town in California.

When does it happen?

It is set in the year 2050.

#### 3 The characters and actors

Who are the characters/actors?

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

#### 4 The plot

What is the story about?

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

#### 5 Your opinions

What do you think of the film?

This is a great film.

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

The music in this film is brilliant.

You will be amazed at the special effects.

The actors are ...

#### 6 Your conclusion

Did you enjoy the film?

I really enjoyed ...

Would you recommend it?

I would (not) recommend this film.

Who would like this film?

This film is great for children, but ...

Give it a score out of ten.

I would give it seven out of ten.



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

## Shanghai Noon



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

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

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

- 3 In Exercise B, there is a short film review of a real film. Ask the students to read it through and look for key words and phrases such as *characters*, *is set in*, which will help them work out the paragraph order. They should look back to the previous section for help.

**Answers:**

- B a 5  
b 3  
c 6  
d 4  
e 2  
f 1

- 4 For Exercise C, ask the students which films they are going to review, and ask them warm-up questions such as these:

- What kind of film is it?
- Where is it set?
- When is it set? (In what time period?)
- Who are the main characters? What are they like?
- What aspects of the film did you really like or dislike?
- Did you enjoy it?
- Would you recommend it?

- 5 Ask the students to write some notes to help them. They should use the six-paragraph plan on page 65 as a basis, and write their notes under the six headings.

- 6 For Exercise D, ask the students to write a rough draft first. This should also follow the six-paragraph plan.

- 7 Ask the students to prepare a neat final copy. Encourage them to add some visual designs, or to paste pictures from the film (from magazines or advertisements) onto their reviews.

**For further writing practice**

*Workbook 9B* page 38

- a Ask the students to read the letter from Julia to Gloria briefly and think about what information is missing in the letter.
- b Ask them to work alone to complete the letter. Remind them to use their imagination while they write.
- c Ask individual students to read their letters to the whole class.

## \* More practice

### WALL-E

This is a film review about the film *WALL-E*.

#### Vocabulary:

**brilliant** (adj.) extremely clever or impressive  
This is really a brilliant idea.

**hit** (n.) a thing that is very popular  
The new TV show is really a hit.

**romantic** (adj.) beautiful in a way that makes you think of love or feel strong emotions

Mary enjoyed the romantic mountain scenery the most on her last trip abroad.

#### Answers:

- 1 It is a cartoon.
- 2 It is set far in the future.
- 3 Humans build him to help them collect rubbish.
- 4 Because when humans leave the Earth, nobody turns off WALL-E.
- 5 Because WALL-E is lonely and does not want his new friend to go.
- 6 First, its robot star is extremely funny. Second, his friendship with EVE is interesting. Third, the film is colourful and looks amazing.
- 7 It also makes you think. It has a powerful message about the environment.



## More practice

### WALL-E

This brilliant cartoon is set far in the future. It is about a robot called WALL-E.

Humans build him to help them collect rubbish. One day, humans leave the Earth because it is very polluted and there is too much rubbish to clean up. They fly away in a giant spaceship controlled by a super smart computer. When they leave,

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

Years later a robot called EVE arrives. Humans send her to see if it is possible to return to the Earth. EVE is fast and smart. WALL-E tries to make friends with her,

- 10 but she is too busy to talk to him. When EVE finds a small plant, she has to leave. WALL-E is lonely and does not want his new friend to go. As her spaceship takes off, he jumps on and begins a romantic adventure through space!

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

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

The film also makes you think. It has a powerful message about the environment. It

- 20 was the hit<sup>①</sup> family film of the year.

 Answer the following questions.

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

① hit *n.* 热门的事物（如音乐、电影、戏剧等）

# Progress file 4

## Vocabulary

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

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

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

## Grammar

Correct the mistake in each sentence.

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

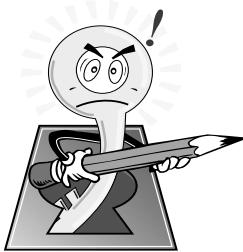
Complete the sentences with reported speech.

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

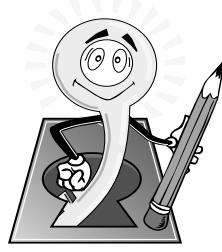
## My progress:

Comments:

15



0–6 Try harder.



7–12 Can do better.



13–15 Good work.

## Progress file 4

Ask the students to complete these exercises, which briefly revise some key items from the unit.

### Answers:

- 1 movie
- 2 scene
- 3 had the time of my life
- 4 make sure
- 5 impressed
- 6 special effects
- 7 forgets→forgot
- 8 was John→John was
- 9 give→to give
- 10 said to→told
- 11 is→was
- 12 not to be a silly boy
- 13 that she couldn't find her way home
- 14 if/whether they had been to the Movie Park
- 15 promised to take me to the Movie Park

## Word box

<b>set</b> /set/	n.	摄影场；布景
<b>movie</b> /'mu:vi/	v.	为……设置背景
<b>see stars</b>	n.	(多用于美语) 电影
<b>have the time of one's life</b>		两眼直冒金星
<b>studio</b> /'stju:dɪəʊ/	n.	过得很快乐；玩得愉快
<b>shoot</b> /ʃu:t/	v.	片场；录像室；演播室；制作室
<b>*jungle</b> /'dʒʌŋgl/	n.	拍摄
<b>*humid</b> /'hju:mɪd/	adj.	(热带) 丛林，密林
<b>jump out of one's skin</b>		温暖潮湿的
<b>impress</b> /ɪm'pres/	v.	大吃一惊；吓一大跳
<b>*awesome</b> /'ɔ:səm/	adj.	给……留下深刻印象
<b>*terrific</b> /tə'rɪfɪk/	adj.	极好的
<b>*violently</b> /'vaɪələntli/	adv.	很大的；巨大的
<b>(not) at all</b>		猛烈地；厉害地
<b>special effects</b>		一点(也不)；完全(不)
<b>*extra</b> /'ekstrə/	n.	特技效果
<b>director</b> /dr'rektə(r)/	n.	(电影里的)临时演员，群众演员
<b>cut a long story short</b>		(电影、戏剧等的) 导演
<b>select</b> /sɪ'lekt/	v.	长话短说
<b>*actress</b> /'æktrəs/	n.	选择；挑选
<b>*envy</b> /'envi/	n.	女演员
<b>*green with envy</b>		羡慕；妒忌
<b>work as</b>		(十分) 妒忌的，眼红的
<b>a piece of cake</b>		从事……工作
<b>make up</b>		轻松(或容易)的事情
<b>dictionary</b> /'dɪkʃənri/	n.	组成；构成
<b>speak up</b>		词典；字典
<b>nervous</b> /'nɜ:vəs/	adj.	大声点说
<b>apartment</b> /ə'pa:tment/	n.	易紧张焦虑的；胆怯的
<b>influence</b> /'ɪnfluəns/	v.	公寓套房
<b>brilliant</b> /'brɪliənt/	adj.	影响；对……起作用
		很好的；杰出的



## Notes

### Page 55

- 1 ..., and film crews go there to shoot films ... .....电影摄制组去那里拍电影.....  
句中的 crew 作名词，意为“（有专门技术的）一组工作人员”，句中即指 a film crew（电影摄制组）。在 8A Unit 6 曾学过 the captain and his crew，其中的 crew 作名词，意为“（轮船、飞机等上的）全体工作人员”。
- 2 ..., but we had some more exciting experiences than that. .....但我们有更激动人心的经历。  
句中的 experience 作可数名词，意为“（一次）经历，体验”；在 8B Unit 4 曾学过 She has experience，其中的 experience 作不可数名词，意为“经验；实践”。
- 3 We saw a crew filming a scene. 我们看到一个摄制组正在拍摄一场戏。  
句中的 film 作动词，意为“拍摄电影”。  
句中的 scene 作名词，意为“场面；片段；镜头”；在 7A Unit 4 曾学过 the scene of the accident，其中的 scene 意为“地点；现场”。
- 4 Julia, whose ambition is to be an actress, admitted that she was green with envy! 梦想当演员的朱莉娅承认她嫉妒死（罗迪）了！

## Additional teaching suggestions

- 1 本单元 Reading 部分出现了一些英语成语 (idiom)，学习和使用英语成语可以丰富学生的词汇，提高他们的语言表达能力，教师在教学中应注意及时讲解并归纳，以激发学生学习英语成语的兴趣。
- 2 本单元 Grammar 部分着重讲解“间接引语”的知识点，教师在教学中应提醒学生注意直接引语和间接引语在人称以及时态上的不同，并注意过去将来时的归纳和操练。

## Unit 5 A story by Mark Twain

### Unit topic: overview

This unit is about the famous book called *The Adventures of Tom Sawyer*. The **Reading** passage is a simplified version of one funny incident in the book, when Tom tricked other boys into painting a fence for him.

The **Grammar** section features relative clauses with *who*, *that* or *which*.

The **Listening** section is a note-taking task. The students hear a lecture about the book's author, Mark Twain, and complete a set of notes.

The **Speaking** section practises the expressions used in a conversation to give the speaker some time to think. This section also includes a discussion about reading English storybooks, and the problems which some students have, and how these problems can be solved.

The **Writing** section describes another trick Tom Sawyer played on some people.

### The cartoon

In the cartoon, *Hi* is asking *Lo* whether he knows the character Tom Sawyer, but *Lo* misunderstands, and thinks that he is talking about a real person.

### Pre-unit activities

- 1 Tell the students that they are going to read a funny story about a boy in America in 1830. Ask the students to work in pairs and write down ten things (i.e., tools, means of communication, types of food, clothes, etc.) which people did not have in America in 1830, and another list containing ten things which they did have then.
- 2 Discuss these lists with your class, and get the students to tell you their ideas about life in those times.
- 3 Ask the students if they have ever tried to avoid doing housework by tricking someone into doing it for them.
- 4 Ask the students how many storybooks they have read in English. If you have a school or class library of simplified readers, encourage the students to use it and to develop the habit of reading regularly for self-improvement and pleasure.

## Unit 5 A story by Mark Twain

 **Reading**

p. 72

 **Grammar**

p. 76

 **Listening**

p. 79

 **Speaking**

p. 80

 **Writing**

p. 82

\*  **More practice**

p. 83





## Reading

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

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

a



a car

b



a rifle

c



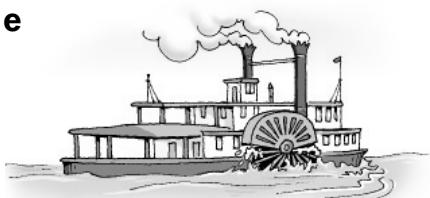
a telephone

d



an aeroplane

e



a steamboat

f



a radio

g



a bicycle

h



a horse and cart

### B Before you read

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

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

## Reading

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

- 1 This exercise returns to one of the suggestions in the pre-unit activities on the previous page, and encourages the students to think about life in the middle of America in about 1830.
- 2 Ask the students to write down the names of those items which would have been available at that time. Make sure they understand the words, especially the 'steamboat', as this occurs later in the **Listening** section.

**Answers:**

A b e h

### B Before you read

Ask the students to look at the picture and read the introduction and title to find the answers to the questions.

**Answers:**

- B 1 *The Adventures of Tom Sawyer.*  
 2 Mark Twain.  
 3 The boy on the left./The boy who is sitting on the ground./The boy who is eating an apple.  
(Note: If the students cannot guess which boy is Tom Sawyer, leave this question until after they finish reading the story.)  
 4 One boy is painting the fence. The others are waiting to paint it.

## Reading passage

### Tom Sawyer paints the fence

This is a simplified version of an incident described in Mark Twain's book *The Adventures of Tom Sawyer*.

#### Synopsis by paragraph [P=paragraph]:

- P1–3: Tom was not happy because his aunt had told him to paint a long fence. He wanted to play games. He feared other boys would make fun of him.
- P4–7: Ben Rogers thought Tom had to work and laughed at him. But Tom told him he was really enjoying painting the fence.
- P8–12: Ben begged Tom to let him do some painting. He even gave Tom an apple.
- P13–14: Tom tricked more boys into painting the fence. He received lots of toys, and the fence was well painted.

#### Vocabulary:

**and so on** and things continue in the same way; etc.

First, Grade 7 walks out of the school hall, and then Grade 8, and then Grade 9, and so on.

\***beg** (v.) ask in an anxious way

My little brother begged to go fishing with me.

\***depressed** (adj.) very sad and without hope

I like to talk to my best friend when I feel depressed.

\***dip** (v.) put something quickly into a liquid and take it out again

I dipped my toe into the water to see how hot the water is.

**encourage** (v.) lead someone to do something in a friendly way

My friend has a good voice, so I will encourage her to take up singing.

**gain** (v.) get; have

She gained confidence in playing the piano by practising regularly.

**go on doing something** continue; keep doing something

He said nothing and just went on working.

**ignore** (v.) pay no attention to somebody or something

His requests were ignored because they were unreasonable.

**joy** (n.) happiness

A newborn baby brings joy to all the family.

**make fun of** laugh at someone or something in a nasty way

He thought his friends would make fun of his new hairstyle.

**properly** (adv.) in the right way; well

Don't make a mess. Wash those dishes properly, and make sure that they are completely clean.

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

## Tom Sawyer paints the fence

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

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

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

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

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

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

Ben thought about this. Tom went on

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

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

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

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

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

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

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

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



## C Vocabulary

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

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

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

chance      enjoyed ourselves      except      got tired      joy      sort

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

## C Vocabulary

- 1 Ask the students to complete Exercise C1 without using their dictionaries. They must locate the words or phrases in their contexts in the story, and then select the best answer for that particular context.

### Answers:

C1 1 b  
2 a  
3 c  
4 c  
5 a  
6 a  
7 a  
8 c

- 2 Exercise C2 uses words and phrases from the story but puts them into a new context. Ask the students to complete the conversations on their own.

### Answers:

C2 1 sort  
2 joy  
3 enjoyed ourselves ... got tired  
4 except, chance

## D Comprehension

- 1 The sentences in Exercise D1 make the students think a bit more deeply about some aspects of the story. The students can work on their own to select the right answers.

### Answers:

- D1 1 a  
2 b  
3 b  
4 a  
5 b

## For further reading practice

Workbook 9B pages 44, 45 and 46

- a Give the students time to read through the story.
- b Give them time to complete Exercise A.
- c Ask the students to read the story again and complete Exercise B.
- d Check the answers with the students.

- 2 Exercise D2 focuses on reference items. The students should often be asked to say what words like *it*, *this* and *he* refer to, to make sure that they fully understand the story. Sometimes they refer simply to a person or item, but at other times they refer to a situation or condition or possibility.

### Answers:

- D2 1 the corner of the fence (which he had painted)  
2 Painting (the fence)  
3 Ben's request to paint the fence/Ben's question  
4 Ben's apple

## D Comprehension

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



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

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





## Grammar

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

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

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

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

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

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

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

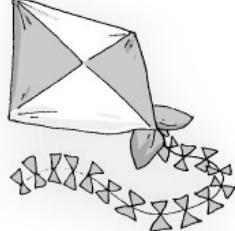
1 the boys      2 \_\_\_\_\_      3 \_\_\_\_\_      4 \_\_\_\_\_

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

1



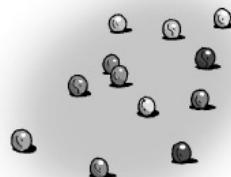
2



3



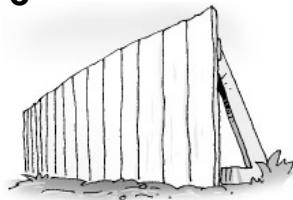
4



5



6



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

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

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

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

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

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

## Grammar

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

1 Read the introduction and examples in the *Student's Book* with the class.

2 Write these sentences on the blackboard.

Edmund is the singer. He sings pop songs.

Susan is the teacher. She is liked by all her students.

Mr Tan is the cook. He has a dog.

The Lucky Sailor is a ship. It takes you across the harbour.

Mrs Wu is the headmistress. She has a lot of experience.

3 Show the class how the two sentences can be joined, using *who* or *that* for people and *which* or *that* for things.

Edmund is the singer who/that sings pop songs.

Susan is the teacher who/that is liked by all her students.

Mr Tan is the cook who/that has a dog.

The Lucky Sailor is a ship which/that takes you across the harbour.

Mrs Wu is the headmistress who/that has a lot of experience.

#### Note:

When referring to animals, it is best to use *which* or *that*, although you may occasionally see the use of *who* if the animal has been personified.

- 4 Exercise A checks that the students understand that *who*, *that* and *which* refer to the noun that appears immediately before them. Tell the students to complete Exercise A on their own.

#### Answers:

- A 2 the first boy  
3 the games  
4 the apple

#### Notes:

- Here the students are introduced to simple *identifying relative clauses*.
- The use of *who* and *which* is older than the use of *that*, which has been steadily gaining ground over the last few hundred years. *That* is primarily used in spoken English, and the less formal the context, the more likely one is to find *that* being used.
- Ask the students to do Exercise B. Remind them that *who* is used for people, *which* is used for things, and *that* is used for either.

#### Answers:

- B 1 who/that  
2 which/that  
3 who/that  
4 which/that  
5 who/that  
6 which/that

6 Exercise C gives the students further practice with this pattern in the context of a short conversation. Note that we often use identifying relative clauses in this way, to define and explain what something is and what it does.

**Answers:**

- C 1 S1 What's this thing?  
S2 It's called an electric light.  
S1 What does it do?  
S2 It's a thing which/that gives you light at any time.  
S1 That's amazing!
- 2 S1 What's this thing?  
S2 It's called a car.  
S1 What does it do?  
S2 It's a machine which/that can carry you almost anywhere.  
S1 Wow!
- 3 S1 What's this thing?  
S2 It's called a telephone.  
S1 What does it do?  
S2 It's a thing which/that lets you talk to people far away.  
S1 I don't believe you!
- 4 S1 What's this thing?  
S2 It's called a lift.  
S1 What does it do?  
S2 It's a thing which/that carries you up or down in a building.  
S1 That's amazing!
- 5 S1 What's this thing?  
S2 It's called a helicopter.  
S1 What does it do?  
S2 It's a machine which/that flies in the air.  
S1 Wow!
- 6 S1 What's this thing?  
S2 It's called a washing machine.  
S1 What does it do?  
S2 It's a machine which/that can help you wash clothes.  
S1 That's amazing!

7 Exercises D and E present more of the narrative from the book. This provides additional reading practice, and a good context for further practice with this pattern. Have the students read the two paragraphs in Exercise D carefully. Explain any new words.

**Note:**

In the book, Dr Robinson is paying the other two men to dig up a body from the graveyard, presumably so that he can cut it up and study it. The men have an argument about money. Dr Robinson knocks out Muff Potter. Injun Joe ('Injun' is a slang form of 'Indian') kills Dr Robinson, but then tells Muff Potter that he (Muff) did it. The boys are the only witnesses to the fact that Injun Joe is the real murderer.

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

## Example:

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

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

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

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

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

1



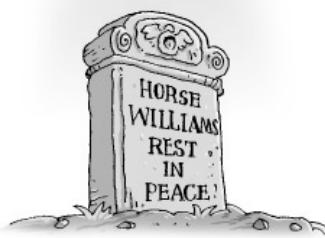
# Tom Sawyer

2



Huck Finn

3



Horse Williams

4



Dr Robinson

5



Muff Potter

6



## Injun Joe

<sup>①</sup> graveyard *n.* 墓地   <sup>②</sup> stab *v.* 刺；戳；捅

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

Example:

S1 Who's this?

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

was knocked out by the doctor  
killed the doctor  
was killed

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

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

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

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

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

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

- 8** For Exercise D, the students should make sentences using the example and guide words given. The information in the story should help them too. This exercise can be done orally first, and then in writing.

**Answers:**

- D 1 S1 Who's this?  
 S2 This is Tom Sawyer. He's the boy who was in the graveyard with Huck Finn.
- 2 S1 Who's this?  
 S2 This is Huck Finn. He's the boy who is Tom's best friend.
- 3 S1 Who's this?  
 S2 This is Horse Williams. He's the man who died a few days ago.
- 4 S1 Who's this?  
 S2 This is Dr Robinson. He's the man who was killed.
- 5 S1 Who's this?  
 S2 This is Muff Potter. He's the man who was knocked out by the doctor.
- 6 S1 Who's this?  
 S2 This is Injun Joe. He's the man who killed the doctor.

- 9** Exercise E provides the end of this story. The students can work in pairs to find the right answers. They need to add a relative pronoun and one of the words from the box. Explain any words which may cause problems.

**Answers:**

- E 1 which/that belonged to  
 2 who/that had killed  
 3 which/that was used  
 4 who/that had seen  
 5 who/that was helping  
 6 who/that had really stabbed  
 7 which/that was near  
 8 who/that had saved

## Listening

### A lecture about Mark Twain

- 1 This section gives the students a brief biography of the famous American writer, Mark Twain. They must listen to the lecture and complete the notes.
- 2 The students must learn that it is not essential to understand every single word. Some students 'switch off' if they hear one or two unfamiliar words, and give up trying to comprehend. One of the purposes of exercises such as this one is to show them that they can still comprehend the main points of a talk, even if they miss a few words here and there. But they must keep concentrating throughout.
- 3 Play the recording once while the students listen and follow the notes, but write nothing. Then replay the recording until most students have completed the answers.

#### Tapescript:

Samuel Clemens was born in 1835, in Missouri, the USA. In 1839, when he was only four, his family moved to the town of Hannibal, Missouri. Hannibal was a port on the Mississippi River, and Clemens loved to watch the big steamboats going along the river.

His father died in 1847 when he was just 12, and Clemens then went to work for a printer to help support his family. He travelled around, and worked in many different cities. When he was 22, he got a job working on a steamboat. He sailed up and down the wide Mississippi River until the American Civil War began.

Clemens then moved around the USA, and tried several jobs. He was a soldier, and a silver miner. Later he started working as a writer on a newspaper. It was at this time that he decided to use the pen-name 'Mark Twain' for his stories.

In 1865, Clemens wrote a story about a jumping frog. The story and the writer became famous. In 1867, he toured Europe. He married when he returned, and lived for most of the rest of his life in Hartford, Connecticut. He wrote many books, including *The Adventures of Tom Sawyer*, which he wrote in 1876. He also gave many lectures, and became a very famous and popular man.

Samuel Clemens died in 1910. He is considered to be one of the greatest writers in American history.

#### Answers:

- |   |         |
|---|---------|
| 1 | 1835    |
| 2 | 1839    |
| 3 | printer |
| 4 | cities  |
| 5 | soldier |
| 6 | 1865    |
| 7 | Europe  |
| 8 | 1910    |

### For further listening practice

Workbook 9B page 43

- a Give the students time to look at the table.
- b Play the recording. The students listen and tick the correct boxes.
- c Play the recording again if necessary.
- d Check the answers with the students and ask individual students to retell what the people in the recording have said.

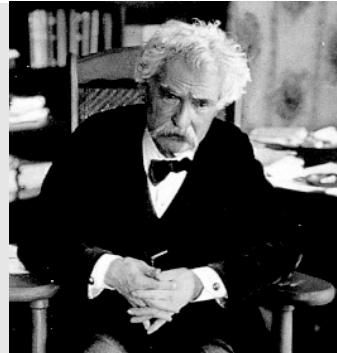
# Listening

## A lecture about Mark Twain

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

*Listen to the lecture and complete the notes below.*

### Samuel Clemens



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

# Speaking

## A Talk time

### Giving yourself time to think

Sometimes you need time to think before you answer questions.

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

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

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

Tony Well, er, that might be difficult.

Doris Why?

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

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

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

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

Tony OK. I'll be right over.

1 What suggestion does Tony make?

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

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

4 Why does Tony not want to help Doris?

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

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

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

Doris \_\_\_\_\_

Tony Why?

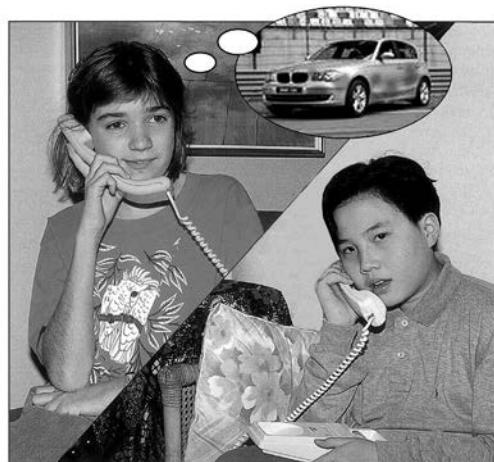
Doris \_\_\_\_\_, I've never washed a car before.

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

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

Tony \_\_\_\_\_

Doris OK. I'll be right over.



## Speaking

### A Talk time

#### Giving yourself time to think

- 1 In this section, the students are taught to use some of the sub-lexical sounds and noises common in English.
- 2 Select two students to read the conversation in Exercise A1, and then do the exercise below it with the class.

#### Answers:

- A1**
- 1 Let's go to the cinema this afternoon.
  - 2 Well, er ...  
Um, ah ...  
Yes, but you see, er ...
  - 3 What rubbish!
  - 4 He thinks boys don't wash clothes.

#### Notes:

- 1 The interjection *well* is used in a number of different ways:
  - to express doubt and hesitation,  
e.g., *Well*, I'm not so sure about that.
  - to continue a story,  
e.g., *Well*, the next day he bought a new car.
  - to express surprise,  
e.g., *Well*, that is good news!
- 2 *Oh well* is used to express acceptance of something rather unwelcome.  
*Oh well*, if I must leave, I will.
- 3 *Oh* expresses slight surprise.  
*Oh*, I didn't realize that.
- 4 *Er* simply expresses hesitation.  
*Er*, I don't really know.
- 5 *Um* means that the speaker is thinking.  
*Um*, I don't know what to say.
- 6 *Ah* expresses surprise, sudden understanding or introduces a difficulty.  
*Ah*, I have to tell you that I've lost the report.

- 3 Tell the class that silence can be interpreted as being very unfriendly, therefore these noises, although they add nothing to the meaning, help to keep a conversation flowing smoothly.
- 4 Another technique to suggest to the class to avoid silence, but to allow time for thought, is to thoughtfully repeat the last words of the speaker before you.
- 5 Remind the students not to overuse these sub-lexical sounds. They should only be used to give oneself time to think but should not become habitually used in normal speech.
- 6 Exercise A2 allows the students to practise using these sounds more freely. Tell the students to work in pairs and to take turns completing the telephone conversation, practising first one role and then the other.

#### Possible answers:

- A2**
- |       |   |
|-------|---|
| Doris | Hello, Tony. <u>Let's go to the flower show tomorrow.</u>   |
| Tony  | Sorry, but I've got to wash my father's car. <u>What about coming to help me? Then we can finish quickly and go to the flower show.</u> |
| Doris | <u>Well, er, that might be difficult.</u>   |
| Tony  | Why?  |
| Doris | <u>Um, ah</u> , I've never washed a car before.   |
| Tony  | No problem. It's <u>very easy</u> . You just <u>pour water over it and clean it with a cloth</u> . I'll show you how.                   |
| Doris | <u>Yes, but you see, er</u> , I'm a girl. Girls don't <u>like washing cars</u> .  |
| Tony  | <u>What rubbish! No one likes washing cars. But if you don't help me, I'll never speak to you again.</u>                                |
| Doris | OK. I'll be right over.   |

## B Speak up

### Reading English storybooks

- 1 In this section the students must first conduct a short survey, then report the results, and finally discuss their own problems with reading English storybooks.
- 2 One aim of this section is to support teachers who are trying to encourage their students to read more books. Those students who read regularly will definitely improve their English.
- 3 The term *storybook* is somewhat informal and easier for the students to use than long terms such as *simplified reader*.
- 4 Exercise B1 is designed to find out whether students read storybooks in English. The students should not spend long on this exercise.
- 5 For Exercise B2, group secretaries should report back to the whole class. It is not necessary to make each single group report back, especially if the results are all very similar.
- 6 Exercise B3 will be difficult for most students. They should not worry about producing grammatically correct sentences. They should work cooperatively and help each other. The main aim, apart from practising speaking English, is to try to address some of the problems which the students have in reading, and to suggest possible solutions.

### Possible group discussion (extract):

- B3 S1 I don't read storybooks because I find them too difficult.
- S2 Me too. I borrow books from the library. But if a book is too difficult, I take it back.
- S3 So you should find a book that is at your level. Not too difficult and not too easy.
- S1 How can I find one?
- S3 Read a few pages. If you know most of the words, it's OK. If you don't understand many, it's too difficult.
- S1 But I find some storybooks are quite boring.
- S4 How many have you read?
- S1 Two or three.
- S4 There are hundreds of stories! Thousands! I'm sure some are interesting for you!
- S1 OK, I'll try again.
- S3 My problem is I can't find enough time to read storybooks.
- S2 I like to read in bed. I always read for half an hour before I go to sleep.
- S3 I don't think it's a good idea to read at home. It's too noisy sometimes.
- S4 Well, you could go to the library.
- S3 Yes. That's a good idea.

## B Speak up

### Reading English storybooks

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

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

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

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

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

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

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

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

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

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

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

#### Problems

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

#### How to solve these problems

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

## Tom's trick

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

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



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

### Questions

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

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

### Useful phrases

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

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

## Writing

### Tom's trick

- 1 In this exercise the students use the guiding questions, the given phrases, and the pictures to help them.
- 2 The students should remember to break up their work into several paragraphs. Remind them to use several examples of direct speech in their stories.
- 3 For Exercise A, the students should work in pairs to talk about the story and study the questions and phrases.
- 4 For Exercise B, they should write the story on their own. The students' answers may vary from the possible answer below.

#### Possible answer:

- B One day, Tom decided to play a trick on some people in his town. He was carrying a long rope. He stopped a man on the pavement.

Tom said, 'Could you help me, please?' He explained that he was doing a project for school. He said that he was trying to measure the building, and he needed some help. Tom asked him to hold one end of the rope. 'It's just for a few minutes,' he said. The man was glad to help the young boy. He held the rope in his hand. Then Tom went around the corner.

Tom then stopped a lady on the pavement. He told her the same story and asked her to hold the rope too. 'Yes, certainly,' said the lady. She held the rope in her hand. Then Tom went away and left the two people.

The man and the woman could not see each other. They held the rope and waited for Tom. But Tom hid behind a fence and watched. He told his friend Ben. They both laughed at the two people. 'They're very silly!' said Tom.

Then Tom's Aunt Polly came up behind them. The boys did not see her coming. She was very angry with them. 'You naughty boys!' she said and sent Tom home.

### For further writing practice

*Workbook 9B* pages 47 and 48

#### Exercise A

- a Ask the students to look at the pictures and ask them to say one to two sentences about each picture.
- b Let the students work alone and write about each picture.
- c Invite individual students to say what they have written.

#### Exercise B

- a Ask the students to look at the outline of a book report and ask them what they can write in each section in a book report.
- b Use the story in the Reading section on page 44 as an example and tell the students how to write a book report of it.
- c Give them time to write a book report alone. Then ask individual students to read out their reports to the class.

## \*More practice

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

This is another simplified version of a story from the famous book *The Adventures of Tom Sawyer*. It is about Tom and Becky's adventure in a cave.

#### Vocabulary:

winding (adj.) having a turning shape

There is a winding path down to the beach.

here and there everywhere

We can see beautiful flowers here and there in the town.



## More practice

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

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

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

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



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

① winding passage 曲折的通道 ② stalactite n. 钟乳石

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

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

---

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

---

3 Why did the wall look like a frozen waterfall?

---

4 Where did Tom find an opening in the rock?

---

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

---

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

---

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

---

---

---

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

 1 The Adventures of Tom Sawyer

---

 2 The Adventures of Huckleberry Finn

---

 3 \_\_\_\_\_

---

 4 \_\_\_\_\_

---

 5 \_\_\_\_\_

---

 6 \_\_\_\_\_

---

**Answers:**

- A** **1** Visitors to the cave used candle smoke to write their names on the walls.  
**2** Because they were talking.  
**3** Over the years the cave wall had been shaped by the running stream.  
**4** Tom found an opening in the rock behind the stone waterfall.  
**5** They made smoke marks along the way.  
**6** One of the bats put out Becky's candle with its wings.

**Possible answers:**

- B** I like Tom Sawyer because he was clever. He left smoke marks along the passage to show the way back.
- C** **3** *The Prince and the Pauper*  
**4** *Life on the Mississippi*  
**5** *Roughing It*  
**6** *A Connecticut Yankee in King Arthur's Court*

## Progress file 5

Ask the students to complete these exercises, which briefly revise some key items from the unit.

### Answers:

- 1 came along
- 2 ignored
- 3 went on
- 4 gained
- 5 yard
- 6 after a while
- 7 and so on
- 8 sort
- 9 These are the shoes which/that I wore in my childhood.
- 10 Miss Xie is the teacher who/that teaches us music.
- 11 This is the man who/that I saw outside the bank just before the robbery.
- 12 June is the girl who/that was born on the same day as I was.
- 13 Try one of those cakes which/that have white icing on top.
- 14 I've found the problem which/that was affecting your television picture.
- 15 I have replied to my cousin who/that wrote me a letter.

# Progress file 5

## Vocabulary

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

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

came along  
went on  
ignored  
gained

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

sort      yard      and so on      after a while

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

---

---

---

---

## Grammar

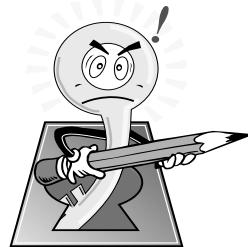
Join these pairs of sentences to form relative clauses, using **who**, **that** or **which**.

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

## My progress:



Comments:



0–6 Try harder.



7–12 Can do better.



13–15 Good work.

## Word box



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



## Notes

### Page 73

- 1 Every boy in town was happy, except Tom Sawyer. 除了汤姆·索亚，镇上的每个男孩都很高兴。  
句中的 **except** 作介词，意为“除……之外”；在8A Unit 6曾学过 **It looked almost human except that it had a single, huge, red eye.**，其中的 **except** 作连词。
- 2 He sat down under a tree to have a rest. 他坐到树下去休息。  
句中的 **rest** 作名词，意为“休息时间”；在8B Unit 2曾学过 **rest** 作动词，意为“休息”；在9A Unit 2曾学过 **The rest are divided between Damin's family and the cormorants.**，其中的 **rest** 作名词，意为“剩余部分；其余”。
- 3 Ben Rogers came along the road, singing happily and carrying an apple. 本·罗杰斯手里拿着一个苹果，高兴地哼着歌一路走来。
- 4 Ben was watching every move. 本在注视着他的一举一动。  
句中的 **move** 作名词，意为“动作；活动”；在6B Unit 8 曾学过 **The clouds moved quickly.**，其中的 **move** 作动词，意为“移动”；在7A Unit 5 曾学过 **The Lis have moved to their new flat in Water Bay.**，其中的 **move** 作动词，意为“搬（家）”。
- 5 You see, Aunt Polly wants it to be done properly. 难道你不明白吗，波利姨妈想让这事办好。
- 6 He gave Ben his brush with worry on his face but joy in his heart. 他把刷子给了本，脸上故作忧愁状，心里却乐开了花。  
句中的 **worry** 作名词，意为“担心；担忧”；在6B Unit 2 曾学过 **Don't worry.**，其中的 **worry** 作动词，意为“担心”。
- 7 ... , and the fence had gained three coats of paint. ……，篱笆已经刷了三层漆。  
句中的 **coat** 作名词，意为“涂料层；覆盖层”； **coat** 也可作名词，意为“外套；大衣”，如：**a winter coat**（一件冬天穿的大衣）。
- 8 She was so pleased when she saw the painted fence that she gave Tom a large cake! 当她（波利姨妈）看到油漆一新的篱笆时，高兴极了，给了汤姆一个大蛋糕！

## Additional teaching suggestions

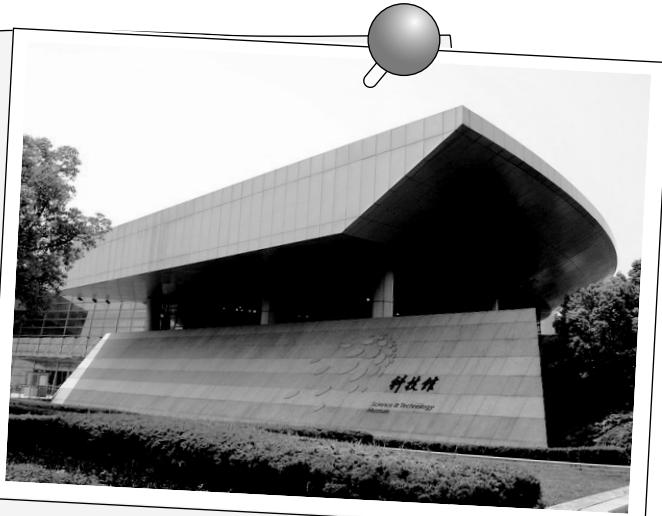
- 1 本单元 Grammar 部分为定语从句。根据《上海市中小学英语课程标准（征求意见稿）》规定，初中阶段只要求学生能理解由 **who**, **which** 和 **that** 引导的定语从句的含义即可。《学生用书》和《练习部分》中的有关练习目的是为帮助学生加深理解。
- 2 本单元 Reading 和 More practice 部分节选自大文豪马克·吐温撰写的世界名著《汤姆·索亚历险记》，文笔幽默诙谐，充满童趣。教师可对作者及其主要作品作适当介绍，以激发学生阅读世界名著的兴趣。

## Filling in a form

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

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

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



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

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



## Using English

### Filling in a form

- 1 This section helps the students develop the necessary skill of reading and filling in forms.
- 2 This particular form is intended for parents, to enable them to get a discount when their family visit the Garden City Technology Museum.
- 3 Read the form carefully and explain the vocabulary items which arise. Then ask the students to do Exercises A1 and A2. They can answer Exercise A1 in note form.

#### Answers:

- A1 1 In Garden City Technology Museum.  
2 No, it is voluntary.  
3 No. It is open to 'all parents with children under 16'.  
4 They can save money. (Free admission for children and half price for parents. 20% discount on film tickets.)  
5 No. (See 3 above.)  
6 Because it will avoid mailing errors.
- A2 1 f  
2 b  
3 d  
4 c  
5 e  
6 a

- 4 Read the instructions for Exercise B to the class and explain the task to them. The students can invent information about a fictitious family. Tell the students that they should write the names in pinyin and leave a space between the family name(s) and the given name(s). The date of birth should be shown in the order day, month, year, such as *10 November 2005* or *10/11/2005*. Remind the students to use block letters throughout and to put only one letter or number in each space.

# GARDEN CITY TECHNOLOGY MUSEUM

## FAMILY CARD APPLICATION FORM

All parents with children under 16 may apply for a Family Card.

**Benefit:** Free admission for children and half price for parents.  
20% discount on film tickets for both children and parents.

**How to apply:** Please fill in the form and return it to our Service Centre or send it to the Service Centre, Garden City Technology Museum, 738 King's Road.

**Fee:** Free of charge.

In order to avoid mailing errors, please fill in the form in BLOCK LETTERS. Otherwise we regret that we cannot accept your application.

Date 10 MAY

### A FATHER'S DATA

W A N G   L I                          | | | | | | | | | | | | | | | | | | | |

Name

3 1 0 1 0 8 1 9 7 7 1 0 0 1 X X X X

4 3

I.D. Card Number

Age

3 4 2 6 0 0 0 0

1 8 9 1 0 0 0 0 1 1 1

Telephone Number (Office)

Telephone Number (Mobile)

### B MOTHER'S DATA

C H E N   J I N G                          | | | | | | | | | | | | | | | | | | | |

Name

3 1 0 1 0 5 1 9 7 9 0 8 0 2 X X X X

4 1

I.D. Card Number

Age

2 5 2 1 0 0 0 0

1 3 9 3 4 2 0 0 0 0 0

Telephone Number (Office)

Telephone Number (Mobile)

### C CHILDREN'S DATA

Name of Child	Sex	Date of Birth
WANG MING	FEMALE	10/11/2005

### D FAMILY ADDRESS

974 WOOD ROAD, WEST BAY, GARDEN CITY

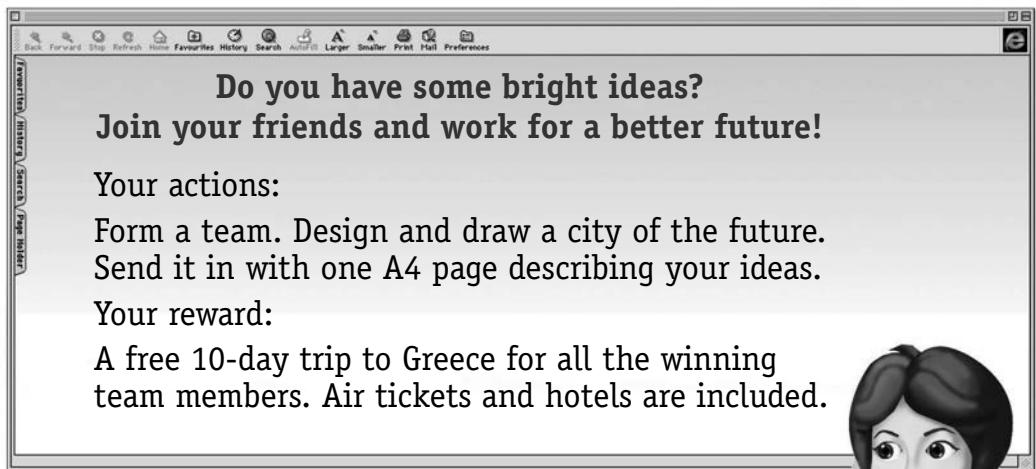
Note: Children must be under 16 years of age. Garden City Technology Museum reserves the final right to approve all applications.



## City of the future

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

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



You can do these things  
for this project ...



### Compare the present and the future.

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

# \*Project

## City of the future

In this project the students are required to work in groups to imagine, research and design a 'City of the future'.

- 1 This project is an optional activity and depends on whether teachers have sufficient time and facilities. It encourages the students to extend the work they have done from the previous five units.
- 2 A simple suggested schedule for the Project is given below, and the notes that follow are based on the schedule. You will need to adjust the schedule to suit your classroom situation and your school's facilities. It is a good idea to make a schedule for the students and give it to them at the beginning of the project so that they are aware of the deadlines.

Suggested schedule:

Class/Home	Activity	Time
1 Class	Introduce the Project and help the students brainstorm categories that they would like to work on.	1 lesson
2 Class	Help the students compare the present and the future and make an action plan.	1 lesson
3 Home	The students do some research on their chosen category.	2–3 days
4 Class	Hold group discussions to review, research and decide what to use, and make notes and sketches.	1 lesson
5 Home	Group members draft their pieces of writing, and prepare final materials for presentation.	2 days
6 Class	Have the eight groups present their plans, ideas and pictures about their 'City of the future'.	1 lesson

## Notes:

### Pre-task

Begin the project by explaining the introduction and notice on page 90. Tell the students that they are going to design a city of the future together. They will need to do research on different areas and produce drawings with descriptions at the end.

### While-task

- 1 Ask the students to form eight groups. Ideally each group should have four or five students. Give a time limit for each group to discuss and choose a category from the list on page 90. Make sure that every group works on a different category.
- 2 Then ask the groups to start a brainstorming session and make a point-by-point comparison between the present and the future development of their chosen category. Each group should be able to come up with at least ten points to compare.

- 3 The students should decide a role for every group member. It is a good idea to have a leader and a secretary for each group. If you wish, you can designate these roles to avoid more able students always being the leaders or the secretaries of the groups.
- 4 It is also very important that group members know clearly what they must do and when they must complete their work. Ask each group to make a table similar to the one on page 91 and write clearly which group member is responsible for what job. In a group of five, for example, two members can do research on the Internet, two in the library and one can draw pictures or organize information found.

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

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

**How will we share our work?**

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



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

Transport

Now cars are ...

But in the future, ...

Work and Study

Presently, schools are ...

- 5 After group members have collected all the related information, they should meet again to brainstorm how things will change in the future. They should write notes, sketch some pictures and produce a final draft. You could set this as homework.
- 6 The groups then present their final drafts in class. You could also help the students assemble and revise their work.

### **Post-task**

Display the students' finished projects in the classroom and ask the students to vote for the most interesting 'City of the future'. Remember to praise the efforts of all groups.



# Word bank

## Word list

### A a

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

### B b

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

### C c

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

注：出处带“N”的单词出现于相应单元的 Notes 页上。

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

## D d

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

## E e

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

## F f

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

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

### G g

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

### H h

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

### I i

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

### J j

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

## L l

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

## M m

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

## N n

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

## O o

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

## P p

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

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

## R r

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

## S s

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

## T t

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

## U u

underwater	<i>adj.</i>	水下的	U2
unpainted	<i>adj.</i>	未涂油漆的	U5

## V v

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

## W w

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

## Y y

yard	<i>n.</i>	码(长度单位,等于3英尺或0.9144米)	U5
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## Z z

*zigzag	<i>adj.</i>	之字形的;弯弯曲曲的	U3
---------	-------------	------------	----

## Phrase list

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

## Irregular verbs

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

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

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

# Workbook tapescripts

## Unit 1

### Listening

Radio announcer: This is a government announcement. An asteroid may hit our city later today. I say again, it is possible that an asteroid will hit our city. Please do not go outside.

Joseph: What are we going to do?

Hannah: Oh no! I'm only sixteen. My life hasn't started yet.

Arthur: Hannah, the radio said, 'It is possible that an asteroid will hit our city.' It may not. I'm sure that everything will be OK.

Joseph: Arthur, I want to go home.

Arthur: No, Joseph. The radio told us not to go outside.

Hannah: I wish my parents were here. They are both at work now. I miss them so much.

Joseph: Me too! And I want to say 'Thank you' to my mum and dad.

Arthur: Calm down! Let me see. I am going to put some things in a case. We need tinned food, medicine and a first-aid box. I will make a list of everything I want to do with my life if the asteroid doesn't hit our city.

Joseph: OK. I have phoned my mum and dad and they are both OK. They want us to take care of ourselves and listen to the radio to get the latest news.

...

Radio announcer: This is a government announcement. The asteroid is moving away from our city. It will not hit our city, repeat, it will not hit our city.

Arthur, Joseph and Hannah: Hurray!

## Unit 2

### Listening A

Control centre:

Hello, Captain. Now listen carefully. This is very important. You cannot land the spaceship in the forest. You should land it in a different place. Now look at your map. I will give you some more information about the map.

Can you see square B4 on your map? Square B4. Your spaceship is in square B4. It is in the middle of the forest. There is a river near you. You can get to the river in square C4. But there is a problem. Look at square D3. There is a

big waterfall in D3. A waterfall. This goes into a lake. The lake is in B2, C2 and D2. I repeat, there is a big lake in B2, C2 and D2. There are some mountains next to the lake. The mountains are in squares E1, E2, E3. That is E1, E2, E3: mountains. You are going to land the spaceship in square D1. That's very important. Square D1 is your landing site. You can't land in square A1, B1 or C1 because that is a desert. If you go to square A2, you must be very careful, because there are some dangerous animals in that place.

### Listening B

Control centre:

Captain! Listen carefully! I will repeat some instructions for you.

You cannot land the spaceship in the forest because it is too big. You are going to land in a different place between the desert and the mountains. You must go to the landing site. You are going to land tomorrow. You only have two days. You must leave most things in your spaceship. You can only carry your clothes and eight more things. Only eight things. I hope you can make it! Good luck, Captain! Oh, one more thing. Remember that you must not hurt or kill anything on this world. Goodbye!

## Unit 3

### Listening A

Sunday 3rd June

Dear Julia

My business trip to Europe is a very exhausting one! By yesterday, I had already visited Spain, Italy and France, and now I am in London. My hotel here is very comfortable and the staff are very friendly. Before I ate dinner this evening, I went for a walk around the city. The architecture is marvellous and there is a really exciting atmosphere!

I will be at the Trade Exhibition all day tomorrow with some clients. It is an important commercial event with hundreds of products on display.

Good luck in your exams. See you soon.

Lots of love

Uncle Ted

### Listening B

Welcome to the Beijing Information Service.

You have selected Badaling Wildlife World. It has one of the largest zoos in China. It takes about 40 minutes to get there from Beijing. The zoo is near the Great Wall at Badaling. The zoo has a lake and 20 animal areas. There is also a performance centre and a holiday resort. This is a great place for animal lovers. There are more than 2,000 different types of wildlife here. Some of these animals are very unusual, like the rare white tigers.

You have selected the Great Wall. The Great Wall is one of the most famous tourist attractions in the world. It was

built 2,000 years ago. Today, thousands of tourists visit this great site to admire its beauty. The easiest form of transport is to take a bus from Beijing.

You have selected Xiangshan Park. There are about 74,000 trees in Xiangshan park. The best time to visit this place is in the summer. The flowers are at their most beautiful then. Another good time to visit is in the autumn. During this season, the trees turn a beautiful colour, and the mountain in the park looks like a cloud of fire, going up to the sky.

## Unit 4

### Listening A

Announcer:

Hi there, everyone! Tonight we have a special guest, the Chinese pop star Michael Liu!

Michael was born in Beijing and he is very popular with the Chinese community here in San Francisco. In fact, many members of tonight's audience are his biggest fans.

We all know that Michael is a fantastic singer, but did you know that he also does a lot of community service? Yes, that's right. Michael is a volunteer with the Columbia Park Club. This is a club which helps teenagers from poor families. Michael has raised a lot of money for the club. And now, here to talk about the Columbia Park Club is the man himself, Michael Liu!

### Listening B

Michael Liu:

Hello San Francisco! My name is Michael Liu, and I'm a singer.

I think San Francisco is one of the most beautiful cities in the world. But, I also think that there are a lot of poor people in this city who need our help. I'm raising money for the Columbia Park Club. For just five dollars a year, any boy or girl can join the club.

Let me tell you about the Columbia Park Club. It is in the central district of San Francisco. It has three floors. There is a large gym and some game rooms for table tennis and video games. There's also a computer lab. The Columbia Park Club is a fun place, but it's something more than that. I'll tell you more about the club after the break. Stay tuned!

## Unit 5

### Listening

Librarian: Hello, Bob. Can I help you?

Bob: Yes. I'm looking for a book to read.

Librarian: We have a good book of love stories. What about that?

Bob: Love stories? Oh, no! No, thanks.

Librarian: Well, how about science fiction?

Bob: Mmm. Yes, this one looks great. I'm looking forward to reading this in bed tonight!

Librarian: Hi, Jane. What kind of book are you looking for?

Jane: I don't know. Have you got anything new?

Librarian: Well, we've got a book about animals.

Jane: Hmm. I'm not sure. I'm a bit tired of animal stories. What else have you got?

Librarian: Well, we've got a book of horror stories.

Jane: Really? I love horror stories.

Librarian: Hello, Keith. We got some new books here.

Keith: Have you got any about sports?

Librarian: Yes, I think this one is about basketball.

Keith: Oh, great. I love reading about basketball. That's excellent.

Librarian: And we've got a good adventure story here too.

Keith: Well ... let me see ... I'm not sure.

Librarian: You're not so keen on adventure stories?

Keith: No. I think I'd like to borrow the basketball one, please.

Librarian: Hi, Mary. What are you looking for?

Mary: I don't know. What do you suggest?

Librarian: Do you like reading history? We've got a very good book here.

Mary: Oh, yes! I love it.

Librarian: Have a look!

Mary: Mmm, it's great!

Librarian: Another new book we've got here is a crime story. It's about a murder. A detective has to catch a dangerous criminal.

Mary: No. Reading crime stories is really boring. I'm not into crime stories at all! I'll borrow the history book, please.

# Workbook answer key

## Unit 1

### Vocabulary

- 1 threat 2 layer 3 pollution 4 occurs  
 5 environment 6 lifeless 7 fuel 8 polluting  
 9 essential 10 protect 11 contain 12 damage

### Grammar

A

#### Common errors

- 1 Our flat doesn't have as much space as yours.  
 2 I play basketball as well as you.

A1

- 2 as dramatic as 3 not as busy as 4 as easy as  
 5 not as polite as 6 as popular as

A2

- 2 isn't as easy as 3 doesn't work as accurately as  
 4 aren't as beautiful as 5 aren't as noisy as  
 6 doesn't take as much time as

B

#### Common error

Ken behaved so badly that the head teacher had a talk with his parents.

B1

- 1 b The manager is so careless that he left the key to his office at home again.  
 2 f We drove so far from home that we lost our way.  
 3 d Cindy ate so quickly that she got a stomach ache.  
 4 e The children were so excited that they ran around the room laughing and shouting.  
 5 c I ran so fast today that I had to drink a lot of water afterwards.

6 a The alarm clock rang so loudly that we all heard it.

B2

- 2 Behave properly in the forest so that you won't destroy the plants or frighten the animals.  
 3 Put out your fire before sleeping so that you can avoid a forest fire.  
 4 Take your rubbish away when leaving so that you can keep the forest clean.

C

#### Common error

We suggest finding more ways to fight pollution.

#### Exercise

- 2 going 3 lying/staying 4 staying/lying 5 writing  
 6 swimming 7 fishing 8 playing 9 being  
 10 becoming

#### D Review exercises

D1

- 2 so strong that it can hurt many people  
 3 so slowly that he couldn't reach the place on time  
 4 so well that I didn't hear the thunderstorm during the night  
 5 so late that Jim didn't watch it
- D2**
- 1 to keep 2 fishing 3 to answer 4 going 5 to have  
 6 doing
- D3**
- 2 is not as good as  
 3 so much time that the car may break down  
 4 so slowly that you can't see well  
 5 don't you sell it as soon as possible

### Listening

- 1 hasn't even started 2 will be OK 3 go outside  
 4 at work 5 in a case 6 make a list 7 have phoned  
 8 take care of 9 the latest news 10 moving away

### Reading

A

- 1 c 2 a 3 f 4 b 5 e 6 g 7 d

B

Types of pollution	Sources	Influences
Air pollution	1 Sandstorms in desert 2 Smoke from forest fires 3 Fumes from cars 4 Waste from factories	1 Sore eyes 2 Breathing problems, especially in children and the elderly 3 Acid rain
Land pollution	Solid wastes like cans, bottles, plastics, etc.	1 Affects animals and plants 2 Makes the environment look very bad
Water pollution	1 Acid rain 2 Soil erosion 3 Chemicals, factory waste, human sewage	Flooding

### Writing

#### Possible answer

Dear Mr Wilson

Thank you for your letter about green products. Many people read the same newspaper article as you did. They are all asking the same question as you are: Which

### products should we avoid using?

Some products are more harmful than others. We should avoid using things like hairspray cans. We should also avoid using plastic products, for example, fast food boxes. They contain CFCs. These are chemicals that make holes in the ozone layer.

Secondly, we should stop using things once and then throwing them away, for example, wooden chopsticks. Millions of trees are cut down in the rainforests to make throw-away chopsticks.

Finally, we can use electricity instead of gas to heat water. Electricity is cleaner and does less harm to the environment.

Let's work together to make our city better.

Yours sincerely

(Student's name)

## Unit 2

### Vocabulary

#### A

2 d 3 e 4 a 5 h 6 b 7 c 8 g

#### B

1 recommend 2 tips 3 felt good 4 horrible  
5 designer 6 satisfied

### Grammar

#### A

##### Common error

They were watching television at 9.30 last night.

##### Exercise

- 1 was playing 2 Were ... having 3 was making  
4 was examining 5 were playing 6 were doing  
7 was not sleeping 8 were listening 9 was travelling  
10 was working

#### B

##### Common error

While I was working hard, you were relaxing.

##### Exercise

- 2 John was filling the car with petrol, Liz was pumping up the tyres  
3 Cindy was washing the outside of the car ... Wendy was cleaning the inside of the car  
4 they were singing a song, Mary was dancing  
5 The men were digging holes ... the women were planting trees  
6 Susie and Roy were fishing, I was diving with Karl  
7 My mother was looking for meat in the supermarket ... I was getting a bag of rice  
8 She was paying the cashier ... I was putting the food in the bags

#### C

##### Common error

While I was looking out of the window, I saw a strange car.

### Exercise

- 2 The fax arrived as/when/while she was talking on the phone./When the fax arrived, she was talking on the phone.  
3 As/When/While he was printing out a letter, the printer broke down.  
4 The rain started as/when/while we were playing tennis.  
5 My brother interrupted me as/when/while I was talking.  
6 The electricity went off as/when/while I was reading a book.  
7 As/When/While they were driving to Sunny Bay, they ran out of petrol.  
8 As/When/While he was walking along the road, he tripped and fell.

### D Review exercises

#### D1

- 1 was waiting ... saw 2 was painting ... was listening  
3 saw ... was doing 4 was reading ... rang  
5 were living ... got 6 was walking ... fell  
7 was travelling ... crashed 8 was having ... was working

#### D2

- 1 was walking 2 were acting 3 were watching  
4 were fighting 5 arrived 6 was watching  
7 were making 8 were standing 9 were working  
10 left 11 were watching

### Listening

#### A

- 2 waterfall 3 lake 4 mountains 5 landing site  
6 desert 7 dangerous animals

#### B

- 2 too big 3 desert 4 mountains 5 landing site  
6 two days 7 your spaceship 8 eight more things  
9 must not 10 anything

### Reading

1 a 2 c 3 d 4 d 5 a 6 c 7 a 8 d 9 a 10 b

### Writing

#### Possible answer

Houses in 2040 will be quite different from the houses of today. The shapes and sizes of the rooms can be changed. Using voice control, the walls will move to create more or less space and extra floors can be added. To make things more exciting, you will be able to move houses from place to place on wheels. That means you can travel around in your house. Besides, robots will be used to help with all the housework. The houses will monitor your health too using smart intelligence. They will scan your body to check how healthy you are, what you should eat and if you need to exercise. The magic houses of 2040 will make our life easier and more comfortable.

## Unit 3

### Vocabulary

A

1 e 2 d 3 c 4 a 5 f 6 b

B

1 marvellous 2 commercial 3 population 4 amazed  
5 trade

### Grammar

A

#### Common error

By six o'clock in the afternoon, the manager had finished all his work.

A1

- 3 had bought the new smart phone
- 4 hadn't gone to the Science Museum
- 5 had phoned Wilson about seeing the new film
- 6 had collected ¥500 for charity

A2

- 1 By ... I had talked with Wendy about the picnic on Sunday
- 2 By ... I had had dinner with Wilson
- 3 By ... I had seen the film with Wilson
- 4 By ... I had read the book about Chinese history
- 5 I hadn't played the piano
- 6 I hadn't done my homework

#### B Common error

He had folded the letter before he put it in the envelope.

B1

- 1 She had already done her science homework.
- 2 He had just taken a maths exam.
- 3 The film had already started.
- 4 It had just closed.
- 5 She had just spoken to her grandmother.
- 6 They had already had dinner.
- 7 He had just parked next to my motorcycle.

B2

- 2 I had swum, I played tennis
- 3 The air conditioner had broken down ... the weather became very hot
- 4 Nancy offered us fresh orange juice ... she had squeezed the oranges
- 5 We had gone to the mountains ... we stayed in the city for three days
- 6 The thief had hidden in the mountain village ... the police arrested him
- 7 The baby stopped crying ... I had picked it up
- 8 she had locked the drawer, she threw the key away

### C Review exercises

C1

1 rang 2 had woken up 3 got 4 ate 5 had left

6 started 7 splashed 8 reached 9 had gone

10 arrived 11 had dried 12 had

C2

- 1 arrived 2 after I (had) walked
- 3 did you do after you (had) arrived
- 4 had just finished 5 had already met 6 didn't say
- 7 After I (had) left 8 asked 9 said
- 10 (had) introduced

### Listening

A

1 F 2 T 3 F 4 T 5 F 6 F

B

- 1 zoos 2 40 3 Great Wall 4 areas 5 place
- 6 unusual 7 tigers 8 tourist 9 2,000 10 site
- 11 easiest 12 74,000 13 summer 14 autumn
- 15 fire

### Reading

1 c 2 e 3 a 4 b 5 d

### Writing

(Students' own answers)

## Unit 4

### Vocabulary

A

- 1 entrance 2 studio 3 Jungle 4 impressed
- 5 selected 6 director 7 envy 8 terrific 9 awesome

B

- 1 the time of my life 2 cut a long story short
- 3 a piece of cake 4 jumped out of my skin

### Grammar

A

#### Common error

Eve said she would report the club meeting to their class teacher.

#### Exercise

- 2 promised (that) she would help
- 3 complained (that) money wasn't
- 4 added (that) the club had to
- 5 thought (that) more students would help
- 6 reported (that) he had asked
- 7 had agreed
- 8 admitted (that) it was
- 9 denied (that) there was
- 10 said (that) two more people were
- 11 mentioned (that) you could help
- 12 said (that) he didn't think there was

- 13 explained (that) he had also asked  
14 said (that) five people had agreed

B

#### Common errors

- 1 Dora asked me to come earlier if possible.  
2 Norman ordered us not to be late.

#### Exercise

- 2 Mr Ken instructed us to finish our reports the next day.  
3 George asked John not to smoke.  
4 Rebecca promised Miss Wang that she would work harder.  
5 Miss Li ordered us to stop shouting immediately.  
6 Miranda told Kate not to talk in the library.  
7 Mr Sanders advised us to watch English language programmes on TV.  
8 Mrs Wang instructed us to do Exercise C for homework.

C

#### Common errors

- 1 Cathy asked Sandy if she was going to visit Hong Kong.  
2 Natalie asked them what time she should arrive.

#### Exercise

- 2 He asked me how long I had had my parrot.  
3 He asked me how often I let it out of its cage.  
4 He asked me if/whether I had ever owned a cat.  
5 He asked me when I had visited the zoo.  
6 He asked me if/whether I was interested in large pets such as monkeys.  
7 He asked me if/whether I was afraid of snakes.  
8 He asked me if/whether I had worked in a pet shop before.  
9 He asked me if/whether I would be able to work on Sundays.  
10 He asked me if/whether I could start work on Saturday.

#### D Review exercise

- 2 if/whether she and her family were going on holiday soon; (that) they couldn't afford it  
3 if/whether she had seen the newspaper; (that) it hadn't been delivered yet  
4 why he had taken her pen without asking her; (that) he had taken it  
5 if/whether Mary would be able to join them for the party; (that) she wouldn't; (that) she was going to a concert  
6 what he thought of her English; (that) it had got much better recently  
7 if/whether he should buy the watch; (that) he shouldn't; (that) he should save his money  
8 what was wrong with the lift in their building; (that) it had broken down two weeks before; (that) it was very dangerous  
9 how often she went to the dentist; (that) she usually saw the dentist once a year

#### Listening

A

- 1 pop star 2 born 3 Chinese 4 fans  
5 fantastic 6 service 7 poor families 8 has raised

B

B

#### Reading

Good points:

- 1 Films often tell an exciting or fantastic story and they can give people a lot of pleasure.  
2 They can tell a complete story in just a couple of hours.  
3 They can help young people learn new information.  
4 They can help us understand the culture of our society or of another country.

Reasons:

- 1 Films sometimes show blood or fighting.  
2 The characters in them use bad words.

#### Writing

#### Possible answers

- 1 (to bring my friends) to see it with him  
2 they were his fans  
3 asked them if they wanted his autograph  
4 asked them how many times they would like to see the film  
5 asked me if I was sure he was in the film  
6 that I was not sure  
7 ordered us to be patient  
8 had not seen Roddy at all  
9 what a fool he had been

## Unit 5

#### Vocabulary

A

- 1 g 2 d 3 e 4 b 5 j 6 i 7 a 8 f 9 c 10 h  
B

- 2 came up 3 gained 4 joy 5 fooling 6 lecture

#### Grammar

#### Common errors

- 1 These are the people who/that wanted to meet you.  
2 This snake has a poison which/that can kill you.

A

- 2 which/that 3 who/that 4 which/that  
5 which/that 6 who/that 7 which/that  
8 who/that 9 who/that 10 which/that

B

- 2 I know the girls who play badminton every Saturday and Sunday.  
3 They are old people who need some help with shopping.  
4 The cat which slept in our garden yesterday afternoon belongs to my new neighbour.

- 5 The woman who has long straight hair is our English teacher.  
 6 Simon is looking for a shop which sells second-hand computers.  
 7 TVC is the television channel which shows the news every hour.  
 8 The Golden Dragon is a Chinese restaurant which stays open all day and night.  
 9 I have a penfriend who likes sports.  
 10 Football is a game which is popular all around the world.

**C**

- 2 who/that has white hair  
 3 which/that looks so dirty  
 4 which/that goes to the stadium  
 5 who/that gave a concert last night  
 6 which/that stands on top of the building  
 7 who/that caught the dangerous thief  
 8 which/that broke down yesterday  
 9 who/that had long hair last week

**D Review exercise**

- 2 Postmen are people who/that deliver mail.  
 3 Vegetables and fruit are foods that/which keep us healthy.  
 4 Calculators are machines that/which are very useful.  
 5 Doctors are people who/that often have to work long hours.  
 6 Computers are machines that/which can save us a lot of time.  
 7 Teachers are people who/that help students learn things.  
 8 Oxygen is a gas that/which is essential for life.

**Listening**

		Like	Not sure	Dislike
Bob	Love stories			✓
	Science fiction	✓		
Jane	Animal stories		✓	
	Horror stories	✓		
Keith	Sports	✓		
	Adventure stories		✓	
Mary	History	✓		
	Crime stories			✓

**Reading****A**

1 f 2 d 3 h 4 j 5 g 6 i 7 a 8 c 9 e 10 b

**B**

1 c 2 c 3 b 4 c 5 b

**Writing****Possible answers****A**

- 2 ... a huge wave flooded the boat  
 3 The men tried to start the engine.  
 4 The marine police arrived to help the men.  
 5 Then the engine suddenly started again.  
 6 The boat moved/travelled very fast.  
 7 ... at the harbour

**B****Book Report**

**Title:** The Client

**Author:** John Grisham

**Book report by:** Larry Luo

**Book summary:** This book is a long story. It is a crime story. The story is set in America in the present time.

**Characters:**

One of the main characters is a young boy. He is frightened, but he has to be very brave. The other main character is a lawyer. She is very brave too. She helps the boy.

**Story:**

The young boy sees a bad man kill himself. The man tells him some secrets before he dies. Soon, some other criminals find out about the boy. They plan to kill him. The boy goes to the lawyer for help. The boy becomes her client (that is the name of this book). There are many exciting moments in this story!

**Language level:**

The language is not difficult. It is just right for Grade 9 students.

**My opinion:**

This was a great book. It was very exciting. Now, I want to read some more books by John Grisham.

**My score out of ten:**

9/10

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