



九年义务教育

# English

英  
语

教学参考资料

牛津上海版 OXFORD Shanghai Edition



中  
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九年级

第一学期  
(试用本)

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# 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 three 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 using the telephone in addition to specific pronunciation exercises.

## 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, reports, articles, diary entries, stories, poems, 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）九年级第一学期》（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，包括古希腊传说故事、中国传统文化、有关宠物的辩论、现代电脑科技、人脑记忆功能、侦探专访和如何绘制连环画等内容，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（征求意见稿）》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、图片改错、信息填空、订货单填空、记忆能力测试填空、图片选择和电话要点填空等练习，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> 通过模仿和朗读等训练，帮助学生进一步熟悉、巩固语音规则，提高朗读技巧和朗读能力，围绕某个语言功能，让学生在对话语境中识别、练习该语言功能； <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、调查或角色表演等训练活动，提高口头表达能力。
Writing	提供各种相关材料（如关键词句、短文、问题、图片、图表等），通过完成故事、写短文介绍中国传统文化、写文章介绍自己最喜欢的商店、完成信件、叙述记忆深刻的事、写目击报告和为连环画填配文字等训练形式，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，对主题进行进一步的延伸，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，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 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、语言功能或其他语法现象进行说明或给出用法提示； 3 对一词多义及兼类词现象作出说明； 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，内容包括：通过宣传资料了解商品、学习记忆技巧以提高记忆能力、掌握用图表形式记笔记，以使学生逐步掌握一些实用的英语技能，提高自学能力，为终身学习打下良好的基础。
*Project	结合本册 Unit 7 的主题内容，Project 主题定为“Make a class book Our Cartoon Friends”，旨在鼓励学生尝试用图文描绘自己喜欢的卡通形象或自己创作的卡通形象，汇编成册，从而进一步激发学生的学习兴趣和运用英语的积极性，培养创新能力。
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（征求意见稿）》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（九年级第一学期）》

《练习部分 九年级第一学期》系与《英语（牛津上海版）九年级第一学期》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(九年级第一学期)》

### 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(征求意见稿)》要求,提出每学期17周,每周4课时共68节课的课时安排。
教学建议	包含学生用书内容,有较详细的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 Legends, traditions and opinions	1 Ancient Greece	9
	2 Traditional skills	9
	3 Pets	9
	Using English	1
2 Computers vs humans	4 Computers	9
	5 The human brain	9
	Using English	1
3 Fighting crime	6 Detectives	10
	7 Escaping from kidnappers	9
	Using English	1
*Project	Making a class book <i>Our Cartoon Friends</i>	1
<b>Total</b>		<b>68</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 Legends, traditions and opinions	1 Ancient Greece (p. I)	The night of the horse (p. 3)	• The present perfect tense (p. 6)
	2 Traditional skills (p. I9)	Fishing with birds (p. 20)	• Passive voice (I) (p. 24)
	3 Pets (p. 35)	Head to head (p. 37)	• Passive voice (II) (p. 40) • Using adverbs (p. 40)
2 Computers vs humans	4 Computers (p. 53)	Computer facts (p. 55)	• Comparison of adjectives (p. 58) • Comparison of adverbs (p. 59)
	5 The human brain (p. 7I)	Memory (p. 72)	• Adverbial clauses (II) (p. 76)
3 Fighting crime	6 Detectives (p. 89)	Protecting the innocent (p. 9I)	• Using infinitives (p. 94)
	7 Escaping from kidnappers (p. I07)	Comic strips (p. I08)	• Using adjectives (p. II2)
*Project: Making a class book <i>Our Cartoon Friends</i> (p. I26)			
Word bank (p. I28)			
Workbook tapescripts (p. I40)			
Workbook answer key (p. I43)			

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			
The start of the Trojan War (p. 10)	Offering, accepting and refusing help (p. 11)	Who am I? (p. 12)	A soldier's story (p. 13)	Archimedes and the crown (p. 14)	Understanding descriptions of products in leaflets (p. 52)
What's wrong in the picture? (p. 27)	Asking questions in an interview (p. 27)	Describing people (p. 28)	A traditional skill/job (p. 29)	Some facts about tea (p. 30)	
Different kinds of goldfish (p. 43)	Complaining and responding to complaints (p. 43)	Choosing interesting topics (p. 44)	My favourite shop (p. 46)	The fisherman and the fish (p. 47)	
An order form (p. 61)	Giving opinions, agreeing and disagreeing (p. 62)	A computer survey (p. 63)	Letters (p. 64)	The history of the Internet (p. 66)	Training your memory (p. 88)
Testing your memory (p. 80)	Making apologies and excuses (p. 80)	Talking about daydreams (p. 81)	Memory Corner (p. 82)	How to improve your memory (p. 83)	
Mrs White's lost jewellery (p. 98)	Asking questions in a questionnaire (p. 99)	Interviewing suspects (p. 99)	A crime report (p. 101)	An extract from <i>The Further Adventures of Sherlock Holmes</i> (p. 102)	Making notes (III) (p. 125)
'Help me!' (p. 116)	Showing emotions in dialogues (p. 117)	Cartoon faces (p. 118)	On Mystery Island (p. 119)	How an animated cartoon is made (p. 120)	

# Module 1 Legends, traditions and opinions

## Unit 1 Ancient Greece

### Unit topic: overview

The main topic for this unit is the famous story of the wooden horse of Troy, which is retold in the **Reading** passage.

The **Grammar** section introduces the present perfect tense.

The **Listening** section focuses on the events which caused the war between the Greeks and the Trojans.

The **Speaking** section practises the ways of offering, accepting and refusing help. It also includes a game in which the students pretend to be a famous person (alive or dead) or character.

The **Writing** section revises the story from the **Reading** passage.

### The cartoon

The cartoon shows the boy *Hi* doing some history homework, and expressing the amusing idea that children who lived long ago did not have to learn so much history. There is no verbal joke here—this is just a statement of fact. The joke introduces the topic of history.

### Pre-unit activities

- 1 Ask the students what they have learnt in their history class. Then ask them to tell you one or two stories from history.
- 2 Ask the class to imagine how they would get into a city that had very strong walls, was well defended and had plenty of food and water. Of course, they cannot use modern weapons!
- 3 Find out how much the class knows about ancient Greece. They may know Athens was the birthplace of democracy, or have heard of the sun god *Apollo* or the great leader *Alexander the Great*. They may recognize some of the letters of the Greek alphabet, such as *alpha, beta, gamma, delta*. They may also know some Greek words used as roots or prefixes in English, e.g., *mono* = one, *poly* = many, *hydro* = water, *bio* = life, *geo* = earth, *hex* = six.

**Unit 1 Ancient Greece****Reading**

p. 2

**Grammar**

p. 6

**Listening**

p. 10

**Speaking**

p. 11

**Writing**

p. 13

\*

**More practice**

p. 14



# Reading

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

Here are pictures of three famous historical places. Match them with the countries.

- a Greece      b Egypt      c The UK



Pyramids



Stonehenge



Parthenon Temple

## B Before you read

These pictures show some of the events in the story on the next page. Use your imagination to arrange them in the correct order. You can look at the title and the picture on page 3.

a



b



c



d



e



f



## Reading

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

This exercise helps get the students thinking about historical events. Do the exercise with the class and invite them to discuss the pictures.

#### Answers:

- A 1 b  
2 c  
3 a

#### Notes:

- 1 The pyramids were built as tombs for the ancient pharaohs (pronounced /'fərəʊz/) of Egypt. The mummified bodies of the dead pharaohs, surrounded by goods and treasures, were hidden somewhere in the centre of the pyramids. The most famous is the Great Pyramid of Giza (pronounced /'gi:zə/), just outside Cairo. It dates from about 2,600 BC and is made from 2,300,000 massive, but exactly cut, blocks of stone. It is considered one of the New Seven Wonders of the World.
- 2 Stonehenge (pronounced /,stəʊn'hendʒ/) is a strange circle of giant stones in the south of England. Built around 1,800–1,400 BC, it seems to have had religious significance, and some experts believe that it was used for funeral ceremonies. However, no one knows for certain. The stones are arranged so that the Sun and the moon rise over certain stones on particular days of the year, such as the summer solstice. By observing the Sun, the moon and the stars as they passed over the stones, the ancient people were able to keep a calendar for their religious ceremonies.
- 3 The Parthenon (pronounced /'pə:θɪnən/) Temple was built in the fifth century BC in Athens, Greece. It was built in honour of the goddess *Athena* (pronounced /ə'θi:nə/). The city's name also comes from the goddess' name. The Parthenon is one of the oldest and finest examples of the ancient Greeks' great building skills. Even though it has been badly damaged and many things have been stolen from it, the Parthenon is still spectacular. It can be seen from most parts of Athens.

### B Before you read

Let the students try to imagine the historical events in the pictures and put them in the correct order.

#### Answers:

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

#### Notes:

- 1 The passage is based on the famous story of the Trojan War told in Homer's *the Iliad* and *the Odyssey*, the two greatest epic poems from ancient Greece.
- 2 It is unclear how many of the events are historically true. However, archaeologists have discovered the site of the city of Troy, and have found jewellery and weapons there. The basic events are as follows:  
  
Paris, the prince of Troy (a city in what is now Turkey), falls in love with Helen, the beautiful queen of Sparta (pronounced /'spa:tə/) (a city in ancient Greece). He takes her to Troy. The king of Sparta sends an army to Troy to bring her back. The war lasts for ten years and there are many famous heroes. Neither side can overcome the other. Then one of the Spartan leaders, Odysseus (pronounced /əʊ'dɪsəs/), thinks of a trick. He builds a great wooden horse and hides soldiers inside its hollow belly. The Spartans then sail away. The Trojans are delighted and bring the horse into the city as an offering to the goddess *Athena*. That night, the Spartans secretly sail back. The soldiers creep out of the horse and let the Spartan army into the city. The Spartans capture and destroy Troy, and Helen returns to Sparta.
- 3 Note that the story of the origins of the war is told in more detail in the **Listening** section.

## Reading passage

### The night of the horse

This is a short story based on a famous historical tale.

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

- P1: A Trojan soldier announces that the Greek army has left.
- P2: The captain goes to the top of the city wall to look and sees that the Greeks have sailed away.
- P3: The soldier points out a huge wooden horse that has been left behind.
- P4: The captain orders it to be moved into the city.
- P5: The soldier wonders why the horse is on wheels.
- P6: The captain angrily repeats his order.
- P7: The Trojans celebrate, and then go to sleep.
- P8: By midnight, the Greek soldiers inside the horse open a secret door and climb out.
- P9: They open the city gates and let in the Greek army.
- P10: The Greek army captures Troy.

#### Vocabulary:

**army** (n.) a large group of soldiers

The country has millions of soldiers in its army.

**beyond** (prep.) past; on the far side of

It is not allowed to go beyond that line before the game starts.

**celebrate** (v.) show that a day or an event is important by doing something special on it

I celebrated my birthday with a big party.

**citizen** (n.) a person who lives in a certain place

It is the duty of every citizen to keep the environment clean.

**disappear** (v.) vanish

She was still waving as the train disappeared from view.

**drag** (v.) pull something along with difficulty

The young girl dragged the heavy bag into the classroom.

**except for** not including

The dinner was perfect except for the service of the restaurant.

**gate** (n.) entrance in a wall or fence

Can you open the gates so I can bring the car in?

**\*including** (prep.) counting as one of a group

There were twelve people at the party, including myself.

**main** (adj.) most important

My main problem is not having enough time!

**securely** (adv.) safely

Make sure your room is securely locked.

**\*seize** (v.) arrest or capture someone

The police seized the thief at last.

**succeed in** achieve

People have succeeded in putting astronauts on the moon.

**wooden** (adj.) made of wood

The wooden house burnt quickly.

# The night of the horse

The soldier came down the stairs—two at a time. ‘Captain, they’ve gone,’ he cried. ‘They’ve disappeared—all of them. The plain is ...’ But the captain was no longer listening. He was going up the stairs—three at a time.

Seconds later, the captain stood on the high wall of the city of Troy. He looked down at the empty plain and, beyond it, at the empty sea. ‘They’ve gone and we’ve won,’ he said. ‘The Greeks have tried for ten years to capture our city. Now they’ve sailed away. And they’ve taken everything with them.’

‘Not everything, sir,’ the soldier said. ‘They’ve left their horse.’ Outside the main gates of the city stood a huge wooden horse.

10 ‘Ah, yes,’ the captain said, ‘that wooden horse. It’s so big that they couldn’t take it with them. Well, it’s ours now. Get some help and pull it into the city. That won’t be difficult. It’s on wheels.’

‘But why is it on wheels?’ the soldier asked. ‘I think that maybe the Greeks want us to ...’

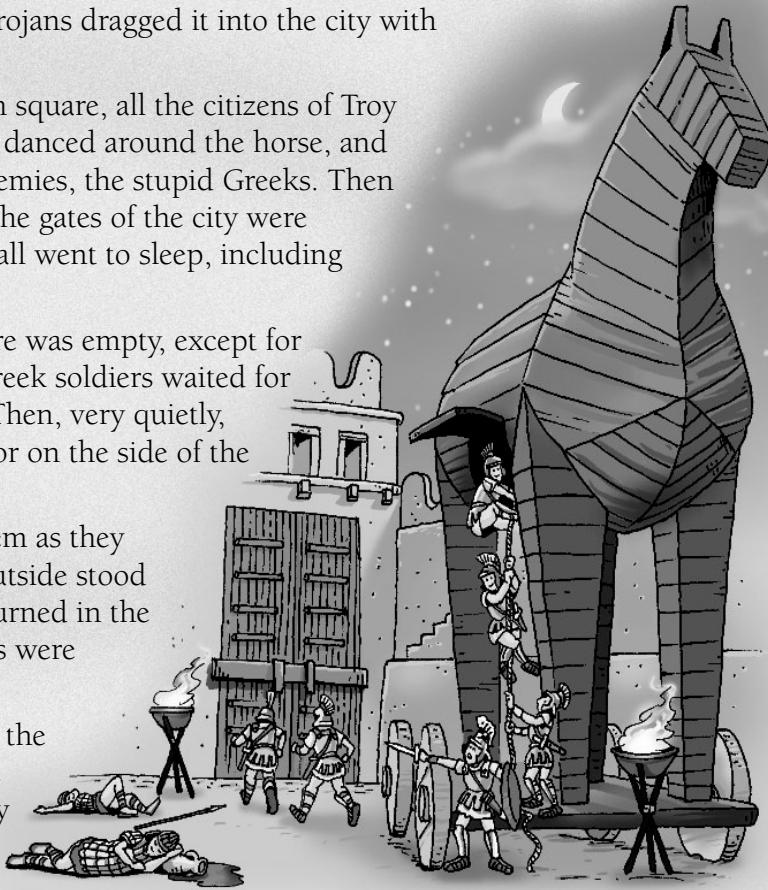
15 The captain interrupted him. ‘You’re a soldier,’ he said. ‘You don’t have to think. You have to obey orders, and I’m giving you one now. Move that horse.’ So the Trojans dragged it into the city with ropes.

That night, in the main square, all the citizens of Troy  
20 celebrated. They sang and danced around the horse, and made jokes about their enemies, the stupid Greeks. Then the Trojans made sure all the gates of the city were securely locked, and they all went to sleep, including the gate guards.

25 By midnight, the square was empty, except for the giant horse. The six Greek soldiers waited for another hour, to be sure. Then, very quietly, they opened the secret door on the side of the horse and climbed out.

30 No guards stopped them as they opened the main gates. Outside stood the Greek army. It had returned in the darkness when the citizens were celebrating inside.

35 Now the army entered the city. The Greeks seized the captain. For ten years, they could not capture the city by fighting, but in one  
40 night, they succeeded in capturing it through a trick.



## C Vocabulary

**C1** Find these words and phrases in the story. Then read the words around them and choose the best meanings.

1 at a time

- a each time
- b at once
- c sometimes

2 disappeared

- a become impossible to smell
- b become impossible to see
- c become impossible to hear

3 main

- a open
- b most important
- c strongest

4 enemies

- a people you like
- b people you hate
- c people you are afraid of

5 securely

- a quickly
- b quietly
- c safely

6 army

- a a strange group of soldiers
- b a large group of soldiers
- c a small group of soldiers

7 entered

- a went into
- b went out of
- c returned to

8 succeeded in

- a was unable to
- b tried to
- c was successful in

**C2** Find the words in Column A in the story and match them with the meanings in Column B.

A

1 beyond

2 gates

3 wooden

4 dragged

5 square

6 citizens

7 celebrated

B

a on the far side of

b open area in a city

c big doors

d people who live in a city, town, etc.

e pulled with difficulty

f made of wood

g enjoyed oneself by singing, dancing, eating, etc.



## C Vocabulary

Tell the students to do Exercises C1 and C2 on their own, using the context of the story to help decide the right meanings.

### Answers:

C1 1 a  
2 b  
3 b  
4 b  
5 c  
6 b  
7 a  
8 c

C2 1 a  
2 c  
3 f  
4 e  
5 b  
6 d  
7 g

## D Comprehension

Ask the students to work on their own to complete these two exercises. Exercise D2 provides practice in understanding reference markers such as pronouns.

### Answers:

- D1 1 b  
2 b  
3 a  
4 b  
5 b  
6 a

- D2 2 the wooden horse  
3 the Trojans  
4 the six Greek soldiers  
5 the city of Troy

### Additional activity:

Write these sentences and blanks on the board. Tell the students to select a word from the target vocabulary to fill each blank. They must use the correct grammatical form of the word. The answers are given in brackets.

- 1 How is your family going to (celebrate) Christmas?
- 2 I remember the (main) points of the story, but I have forgotten the details.
- 3 We stood and watched until they (disappeared) into the night.
- 4 The removal men (dragged) the boxes away.
- 5 Did you tie the parcel up (securely)?
- 6 The army (captured) more than 50 enemy soldiers in the battle.
- 7 My aunt lives in a small village (beyond) this mountain.
- 8 He joined the (army) at the age of 18.
- 9 To (succeed in) the contest is not very easy.
- 10 The man (seized) the thief and took him to the police station.

### For further reading practice

Workbook 9A page 9

- a Give the students time to read the postcards silently.
- b Ask the students to do the exercise.
- c Check the answers with the students and ask them to correct the false statements.

## D Comprehension

**D1** Choose the best answers to complete these sentences.

- 1 The soldier was probably feeling \_\_\_\_\_ when he came down the stairs.  
a frightened      b excited      c angry
- 2 The Greek army disappeared because they were \_\_\_\_\_ the Trojans.  
a beaten by  
b playing a trick on  
c frightened by
- 3 According to the captain, the Greeks left the horse behind because \_\_\_\_\_.  
a it was too big to fit in the Greek ships  
b they did not want it any more  
c it contained some Greek soldiers
- 4 What do you think the soldier was going to say when the captain interrupted him? He was probably going to say 'I think that maybe the Greeks want us to \_\_\_\_\_.'  
a return the horse to them  
b take the horse into the city  
c push the horse into the sea
- 5 The six Greek soldiers waited for another hour because they wanted to be sure that \_\_\_\_\_.  
a the Greek army had opened the gates  
b all of the Trojans were asleep  
c the Greek army had entered the city
- 6 The Greeks had not been able to defeat the Trojans for ten years because \_\_\_\_\_.  
a the Greeks could not get inside the gates of Troy  
b the Trojans had a wooden horse  
c the Trojans had lots more soldiers

**D2** What do the words in *italics* refer to in the story? Write short answers. The first one has been done for you.

- 1 *They've left their horse.* The Greeks
- 2 ... pull it into the city.
- 3 ... they all went to sleep ...
- 4 No guards stopped *them* ...
- 5 ... they succeeded in capturing it ...



## Grammar

### The present perfect tense

#### A has/have done something

We can use the present perfect tense to talk about things that happened in the past, but are connected with the present. It is formed with **has/have** + the past participle form of the verb.

They've gone and we've won.



They've left their horse.

I **have finished**.

She **has not gone**.

Have they **won**?

Yes, he **has**.

No, we **have not**.

**A1** This is a soldier's room. It is in a mess. The captain is giving him some orders to clean it.

Sweep the floor. Make the bed.  
Wash the dishes. Hang up the clothes.  
Fix the chair. Empty the rubbish bin.  
Paint the wall. Mend the hole in the carpet. And get rid of those rats!



At once, sir!

Now look at the picture in **A2** and say whether the following statements are **T** (True) or **F** (False).

1 The soldier has swept the floor.

3 He has washed the dishes.

2 He has not made the bed.

4 He has not painted the wall.

**A2** Later the soldier reports to the captain. This is part of what he says. Look at the picture below and complete the sentences with **have** or **have not**, and suitable verbs.



I <sup>(1)</sup> \_\_\_\_\_ the chair.  
I <sup>(2)</sup> \_\_\_\_\_ the rubbish bin.  
I <sup>(3)</sup> \_\_\_\_\_ the clothes.  
I <sup>(4)</sup> \_\_\_\_\_ the carpet.

## Grammar

### The present perfect tense

#### A **has/have done something**

- 1 The present perfect tense causes learners great difficulties, and it is not usually mastered for regular, productive use until quite late in the acquisition process.
  - 2 The present perfect tense is used to describe something that has happened in the past but that is still of current relevance. It is, in a way, a bridge between the simple past and the simple present tenses. The tense does not actually tell us when the past action took place, but it is, because of the need for current relevance, frequently a very recent event.
  - 3 Because of the need for present relevance, the present perfect tense cannot be used with time adverbials, unless they situate the action in the very recent past, which can, in some ways, still be regarded as the present.
- I have seen him yesterday* is incorrect.
- I have seen him this morning* is correct during the morning and perhaps into the early afternoon.
- 4 By choosing the present perfect tense, the speaker is telling you that the information is important at the moment of speaking. It is helpful to think of this tense as an 'announcing' tense. It is often used to announce news on the radio or television (or in daily conversations), but then we normally continue in the simple past tense when we are giving further details of the news.
  - 5 Read the introduction to the class. Make sure that they understand how to form the present perfect tense correctly using *has/have* and the past participle.
  - 6 Write this list on the board, and then ask the students to write down the present perfect tense for each conjugation.

you allow (you have allowed)

he goes (he has gone)

we are (we have been)

you sing (you have sung)

they teach (they have taught)

I bring (I have brought)

she sits (she has sat)

we live (we have lived)

he opens (he has opened)

- 7 As the present perfect tense is rather difficult, it is advisable to go through Exercises A1 and A2 carefully with the class.

#### Answers:

A1 1 T  
2 F  
3 T  
4 T

A2 1 have fixed  
2 have emptied  
3 have hung up  
4 have not mended (the hole in)

#### Additional activities:

- 1 Draw a very simple picture of a stickman on the board. Ask the class *What have I done?* to elicit the answer *You have drawn a man.*  
Add things to the drawing, stopping after each change and asking either *What have I done?* or *What has happened?* Your aim is to elicit responses such as:  
  
You have given him a hat.  
You have made him taller.  
You have made him fatter.  
The Sun has come out.  
He has met a lady.  
He has given her some flowers.
- 2 Go around the room and ask the students the following questions. Each answer must be different from the others and must use the present perfect tense. Possible answers have been provided in brackets.
  - 1 Why do you look so sad? (My cat has died./ My cousin has broken my favourite cup.)
  - 2 Why do you look so happy? (I have won the singing contest./I have passed my exams.)
  - 3 Where's Mrs Song? (She has left for lunch./ She has gone shopping.)
  - 4 What's the matter with your hand? (I've hurt/burnt/broken it.)
  - 5 Why do you look so pale? (I've been ill.)

8 Do Exercise A3 with the class.

**Answers:**

- A3 2 Have ... painted  
No ... haven't  
3 Have ... washed  
Yes ... have  
4 Have ... made  
Yes ... have

**B just, already and yet**

- 1 The adverbs *just*, *already* and *yet* are used to mean, respectively, *a very short time before*, *before now* and *up to now*. They are often used in sentences which contain the present perfect tense.
- 2 Read the introduction and the examples given in the *Student's Book* to the class. Explain that *just* and *already* are used in positive sentences, and *yet* is used in negative sentences and questions.
- 3 Write the following questions on the board.
  - Would you like to have lunch with me?
  - Would you like to go to the cinema with me?
  - Would you like to read this book?
  - Would you like to have a drink?
  - Would you like to wash your hands?
- 4 Tell the students to choose a partner and to ask and answer these questions. They must reply positively the first time around, and negatively the second time, following the model given below.

Yes, I would. I haven't had lunch yet.

No, I'm sorry, I wouldn't. I've just/already had lunch.

5 Ask the students to do the exercise in the book.

**Answers:**

- B 1 Have ... got  
2 yet  
3 have just got  
4 has not got  
5 yet  
6 has not saved  
7 yet  
8 has already packed  
9 have not packed  
10 yet

**C ever and never**

- 1 Explain to the class that we use *ever* to mean *at any time* and *never* to mean *not at any time*.
- 2 Read the examples in the *Student's Book* to the class.

**A3** The captain also asks the soldier some questions. Complete the questions and answers with **Yes** or **No**, **have** or **haven't** and suitable verbs. The first one has been done for you.

1 Have you swept the floor?

Yes, I have.

2            you            the wall?

          , I           .

3            you            the dishes?

          , I           .

4            you            the bed?

          , I           .

## B *just, already and yet*

We can use **just** (to mean a very short time before), and **already** (to mean before now) with the present perfect tense in positive sentences. We can use **yet** (to mean up to now) in negative sentences and questions.

The captain is not hungry. He has **just/already** eaten.

The soldier is hungry. He has not eaten **yet**.

Have you eaten **yet**?

Hans and his sister Anna are German. They plan to visit their friend Eric and his sister Doris in China. Hans phones Eric about the trip. Read their conversation, put the verbs in the right tense, and add **just, already** or **yet**.

...

Hans Eric, we will definitely come to see you next month.

Eric I am glad to hear it. <sup>(1)</sup>            you            (get) your plane tickets <sup>(2)</sup>            (already/yet)?

Hans I <sup>(3)</sup>                                  (get, just/yet) mine, but Anna <sup>(4)</sup>                                  (not get) hers <sup>(5)</sup>            (already/yet).

Eric Why is that?

Hans She <sup>(6)</sup>                                  (not save) enough money <sup>(7)</sup>            (already/yet). She will buy it next week. She is very excited about the trip. She <sup>(8)</sup>                                  (pack, already/yet) her suitcase. I <sup>(9)</sup>                                  (not pack) mine <sup>(10)</sup>            (already/yet).

...



## C *ever and never*

We often use **ever** (to mean at any time) and **never** (to mean not at any time) with the present perfect tense. In questions, we usually use **ever**.

Have you **ever** visited China?

Yes, I have./No, I've **never** visited it.

**C1** Work in pairs. Hans is now in Shanghai for the first time. Eric wants to find out what to show him. Eric asks questions about the pictures below:

Have you ever been in a

(1) cable car?



(2) maglev train?



(3) temple?



Have you ever had a

(4) Chinese meal?



(5) moon cake?



(6) ride on a metro train?



Have you ever seen a

(7) dragon dance?



(8) fireworks display?



(9) dragon boat race?



Hans answers questions (2), (6) and (8) like this:

Yes, I have.

He answers all the other questions like this:

No, I've never been in a \_\_\_\_\_.

OR No, I've never had a \_\_\_\_\_.

OR No, I've never seen a \_\_\_\_\_.

**C2** Eric takes Hans out for a walk. He leaves a note about the above conversation for his sister Doris. Complete the note below with information in C1.

Dear Doris

I have just spoken to Hans. He <sup>(1)</sup> \_\_\_\_\_ cable car or a temple. He <sup>(2)</sup> \_\_\_\_\_ Chinese meal or a moon cake. He <sup>(3)</sup> \_\_\_\_\_ dragon dance or a dragon boat race. However, he <sup>(4)</sup> \_\_\_\_\_ maglev train, he <sup>(5)</sup> \_\_\_\_\_ ride on a metro train, and he <sup>(6)</sup> \_\_\_\_\_ fireworks display. We have gone to a temple. We'll be back soon.

Eric

- 3 Tell the students to work in pairs, following the instructions to do Exercise C1.

**Answers:**

- C1 1 No, I've never been in a cable car.  
 3 No, I've never been in a temple.  
 4 No, I've never had a Chinese meal.  
 5 No, I've never had a moon cake.  
 7 No, I've never seen a dragon dance.  
 9 No, I've never seen a dragon boat race.

- 4 Ask the students to complete Exercise C2 on their own.

**Answers:**

- C2 1 has never been in a  
 2 has never had a  
 3 has never seen a  
 4 has been in a  
 5 has had a  
 6 has seen a

**Additional activity:**

Conduct a class survey. Select eight students and tell each of them to ask his/her classmates one question using the present perfect tense. Ask all the students to collect the results and to write a short paragraph about their class. Sample questions and paragraph are given below.

Have you ever been to Hong Kong?

Have you ever been to Beijing?

Have you ever been to People's Square?

Have you ever travelled by plane?

Have you ever seen a whale?

Have you ever eaten durian?

Have you ever won a competition?

Have you ever broken any glasses?

In our class, six people have been to Hong Kong, and thirty-four people have been to Beijing. Everyone has been to People's Square. Half of the class has travelled by plane, but no one has ever seen a whale. Most people have eaten durian, and two people have won a competition. Ten people have broken glasses.

#### D **since and for**

- 1 Read the introduction and the examples in the *Student's Book* to the class.
- 2 The present perfect tense avoids past time adverbials that tie it to a point in the past, but can be used with *since* and *for*, as they cover periods of time.
- 3 *In 2015* means *that whatever happened, happened only in 2015*. *Since 2015* means *from 2015 until now*. This creates present relevance.
- 4 The conversation in Exercise D1 shows the uses of the present perfect, simple present and simple past tenses. Select two students to read the conversation aloud to the class.
- 5 Ask the students to complete Exercises D1 and D2.

#### Answers:

- D1**
- 1 lives ... Hamburg
  - 2 has lived ... since 2002
  - 3 has lived ... for fifteen years
  - 4 was born in Shanghai
- D2**
- 1 T
  - 2 F, 2015 → 2016
  - 3 F, December → September
  - 4 T
  - 5 T

## D **since** and **for**

We often use **since** and **for** with the present perfect tense. **Since** is used with a point in time. **For** is used with a period of time.

I've been here **since** 2007/June/last week/  
Tuesday/eight o'clock.  
She's been there **for** an hour/two days/six  
months/ten years/a long time.

### Tips

We often use **how long** to ask questions about duration in the present perfect tense.

**D1** Hans is from Hamburg in Germany. He is talking to Doris. Read their conversation and answer the questions.

Doris So you live in Hamburg, Hans?

Hans Yes, I'm a Hamburger. Have you ever met a Hamburger?

Doris Yes, I met one yesterday at the fast food shop, and I ate it.

Hans Ah, yes, a joke. I've heard it before, Doris.

Doris Sorry, Hans. Tell me, how long have you lived in Hamburg?

Hans Since 2002. And how long have you lived in Shanghai?

Doris For fifteen years. I was born here.

1 Where does Hans live?

He \_\_\_\_\_ in \_\_\_\_\_.

2 How long has Hans lived in Hamburg?

He \_\_\_\_\_ there \_\_\_\_\_.

3 How long has Doris lived in Shanghai?

She \_\_\_\_\_ here \_\_\_\_\_.

4 Where was Doris born?

She \_\_\_\_\_.

**D2** Doris is talking about herself. Read what she says, and say whether the following statements are **T** (True) or **F** (False). Correct any false statements.

- 1 Doris has lived in Pudong for seven years.
- 2 She has been at her school since 2015.
- 3 She has been in the Science Club since December 2017.
- 4 She has been in the Dance Club for about ten months.
- 5 She has been in the Volleyball Club since July 2019.



Hello. I'm Doris. It's now September 2019. I've lived in Pudong since 2012. I've been at this school for almost three years. I like extra-curricular activities. I've been in the Science Club for exactly two years and in the Dance Club since last November. I joined the Volleyball Club two months ago.

D3 Write three similar sentences about yourself. Use Doris' speech in D2 to help you.

I \_\_\_\_\_ since \_\_\_\_\_.  
I \_\_\_\_\_ for \_\_\_\_\_.  
I \_\_\_\_\_ since \_\_\_\_\_ and in \_\_\_\_\_ for \_\_\_\_\_.

### Tips

There is an important difference in meaning between **have been to** and **have gone to**. Compare these two sentences about Mr Hu and Mr Luo who work in the same office.

Mr Hu **has been to** lunch.

Mr Luo **has gone to** lunch.

The first sentence means that Mr Hu has finished lunch and has returned to his office. The second sentence means that Mr Luo is having lunch and is not in his office.

## Listening

### The start of the Trojan War

How did the Trojan War start? Listen to the story on the recording, and put the pictures in the correct order. Write the numbers 1–6 in the boxes.



Paris



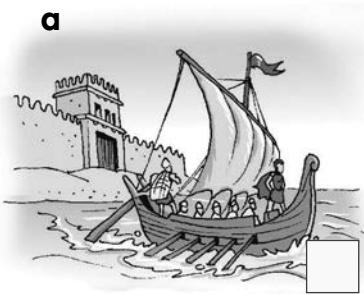
Aphrodite



King Menelaus



Queen Helen



a



b



c



d



e



f

**6** Exercise D3 is suitable for individual completion.

**Possible answer:**

D3 I have lived in Puxi since 2000. I have been at this school for three years. I have been in the Music Club since 2007 and in the Football Club for three months.

## Listening

### The start of the Trojan War

- 1 Tell the students that they are going to hear the story of how the Trojan War started. First, give the following information on the board to help the students understand the story:

Troy	Sparta	God and Goddess
King of Troy	King Menelaus (/,meni'leɪəs/)	Zeus (/zju:s/), King of the Gods
Paris (son)	Queen Helen	Aphrodite (/,æfrəʊ'daɪtɪ/) (Goddess of Love)

- 2 Play the recording of the story two or more times, while the students label the pictures to show the right order. The script not only tells the story, but also describes some of the pictures, thus giving the students help with the task.

**Tapescript:**

Picture One.

The King of Troy had a son called Paris. One day Zeus, the King of the Gods, told Paris to decide which goddess was the most beautiful.

Picture Two.

Aphrodite, one of the goddesses, told Paris to choose her. 'If you choose me,' she said, 'I will make the most beautiful woman in the world fall in love with you.' So, Paris gave Aphrodite a golden apple, and said she was the most beautiful goddess.

Picture Three.

Aphrodite told Paris that the most beautiful woman in the world was Queen Helen of Sparta. Helen was married to King Menelaus. Soon Paris sailed from Troy to Sparta.

Picture Four.

Queen Helen and King Menelaus welcomed Paris to Sparta. Helen, Menelaus and Paris had dinner together. Helen and Paris soon fell in love.

Picture Five.

King Menelaus had to leave Sparta for a few days. As soon as he went, Paris took Helen to Troy. Everyone in Troy loved Helen because she was so beautiful.

Picture Six.

King Menelaus was angry. He called many other Greek kings to help him attack Troy. There were many battles in front of the walls of Troy. The Greeks and Trojans fought for ten years. But the Greeks could not get inside the walls until they tricked the Trojans with a wooden horse.

**Answers:**

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

### For further listening practice

Workbook 9A page 8

**Exercise A**

- a Give the students time to read the statements.
- b Play the recording once. The students listen.
- c Play the recording again. The students do the exercise.
- d Check the answers with the students and ask them to correct the false statements.

**Exercise B**

- a Tell the students that they are going to listen to a talk about the ancient Olympic Games from the TV programme 'History Time'.
- b Play the recording. The students listen and circle the correct answers.
- c Check the answers with the students.

## Speaking

### A Talk time

#### Offering, accepting and refusing help

- 1 This section shows the students how to perform the functions of offering, accepting and refusing help politely.
- 2 Read the conversation in Exercise A1 with the class, discuss the questions with them, and then ask them to practise the conversation in pairs.

#### Answers:

- A1 1 Anything I can do to help?  
Come on, let me give you a hand.  
If you want, I could do some typing.
- 2 Thanks very much, but I can manage.  
No, thanks. I'm OK.
- 3 Oh, that would be good.  
Thanks a lot.

- 3 Tell the students to work in pairs to complete the guided conversation in Exercise A2.

#### Possible answers:

- A2 1 busy  
2 I can do to  
3 Thanks very much, but I can manage.  
4 Come on, let me give you a hand.  
5 No, thanks. I'm OK.  
6 you want, I could  
7 would be good

#### Note:

Here are some useful patterns for the following functions.

- offering help:  
Can I give you a hand?  
Do you need any help?  
Is there anything I can do?  
Is there anything you want/need to do?  
Shall I help you?  
Anything I can do?  
Need a hand?  
May I assist you?
- accepting help:  
Yes, please. Could you ...?  
Oh yes, that would be nice/lovely/helpful.  
Indeed you could, thank you.  
Well, if you wouldn't mind ...  
Well, now that you ask, you could ...
- refusing help:  
No, there's no need.  
Thanks, but I'm all right.  
No. Everything's OK.  
Thanks, but I can manage.  
Thanks for asking, but everything's under control.  
No, don't worry.

# Speaking

## A Talk time

### Offering, accepting and refusing help

**A1** Jenny is very busy working on the school newspaper. Tony offers to help. Read their conversation and answer the questions. Then work in pairs to practise the conversation.

Tony Hello, Jenny, you look busy. Anything I can do to help?  
Jenny Thanks very much, but I can manage.  
Tony Come on, let me give you a hand. Don't be so independent all the time!  
Jenny No, thanks. I'm OK.  
Tony If you want, I could do some typing.  
Jenny Typing? Oh, that would be good. I didn't know you could type. Thanks a lot.

### Questions

- 1 Tony offers to help Jenny three times. What are the words he uses to offer help?
- 2 Jenny rejects Tony's offers twice. What are the words she uses to reject his offers?
- 3 Jenny accepts Tony's third offer. What are the words she uses to accept his offer?

**A2** Jenny is doing some housework at home. Tony is visiting her and offers to help. Work in pairs to complete their conversation.

Hello, Jenny, you look <sup>(1)</sup> \_\_\_\_\_.  
Anything <sup>(2)</sup> \_\_\_\_\_ help?

(Offer help again.)  
<sup>(4)</sup> \_\_\_\_\_

If <sup>(6)</sup> \_\_\_\_\_ wash the dishes.

(Refuse Tony's offer.)  
<sup>(3)</sup> \_\_\_\_\_

(Refuse the offer again.)  
<sup>(5)</sup> \_\_\_\_\_

Wash the dishes? Oh, that  
<sup>(7)</sup> \_\_\_\_\_.  
Thanks a lot.

## B Speak up

### Who am I?

Play the game 'Who am I?' in groups.

One student must pretend to be a famous person or character. You can choose someone who is dead or alive. You can also choose fictional characters from stories or legends, or even famous cartoon characters.

The other students must take turns asking you 'Yes/No' questions. You can only answer **Yes**, **No** or **Perhaps**. (But if they need help, you can give them one or two clues.)

The other students can ask 20 questions. If they cannot guess who you are, then you are the winner.

**B1** First, read the example dialogues in groups of five.

- |          |                               |  |
|----------|-------------------------------|--|
| <b>1</b> | S1 Right, who am I?           | S5 Are you a cartoon character?                      |
|          | S2 Are you alive now?         | S1 Yes!  |
|          | S1 No!                        | S2 Are you a Walt Disney character?                  |
|          | S3 Were you a real person?    | S1 Yes.  |
|          | S1 No.                        | S3 Are you Mickey Mouse?                             |
|          | S4 Were you in films?         | S1 Yes.  |
|          | S1 Yes.                       |  |
| <b>2</b> | S1 Who am I?                  | S2 Yes, please.                                      |
|          | S2 Are you a real person?     | S1 I used to live in China, over half a century ago. |
|          | S1 Yes.                       | S2 Oh. Were you an artist?                           |
|          | S3 Are you alive now?         | S1 Yes.  |
|          | S1 No.                        | S3 Did you paint pictures?                           |
|          | S4 Were you in books?         | S1 Er, yes.  |
|          | S1 Er, I'm not sure. Perhaps! | S4 Did you like drawing horses?                      |
|          | S5 Did you live in America?   | S1 Yes.  |
|          | S1 No.                        | S5 Are you Xu Beihong?                               |
|          | S2 I don't know.              | S1 Yes!  |
|          | S1 Do you want a clue?        |  |

\* **B2** Now play the game in groups. These sample questions will help you, but you may ask other questions too.

Are you alive/dead/real/fictional?  
Were you in books/songs/films/poems?  
Do/Did you live in China/Europe/America?  
Did you live in the 18th century/thousands of years ago?  
Did you write books/paint pictures/fight battles?  
Are you a film star/singer/politician/sportsman/sportswoman?  
Are you a cartoon character/character in a legend?

## B Speak up

### Who am I?

- 1 This is a familiar game which is sometimes called 'Twenty Questions'. In this variation, the students must imagine that they are a famous person or character.
- 2 The game practises the skill of forming questions in English, which most students find difficult. However, this is an important skill in both life and exams. This game also develops logical thinking.
- 3 Note that the person who is being questioned is allowed to give one or two clues, if the group has no idea at all. The main problem with this game in some classes is that the students do not listen to the questions which other students have just asked. Stress that they must listen carefully, and not just think about their own question.

- 4 Do Exercise B1. The students can work in groups of five to practise the game. They are practising the question forms (and intonation) and also getting to understand how the game works.
- 5 Now move to Exercise B2. Ask the students to play the game themselves. One student should write on a piece of paper the name of the famous person or character. The group should then ask questions in turn, working quickly. The main student should keep a tally of the number of questions that the others have asked. If they ask 20 questions without guessing the person or character, the group has lost.

## Writing

### A soldier's story

- 1 Ask the students to complete Exercise A. The aim of this exercise is to practise retelling the story from a different point of view. Remind them that the story is a past tense narrative, not a present perfect exercise.

#### Possible answers:

- A 1 left it outside the main gates  
2 did not go far away  
3 saw the horse  
4 was inside with five other soldiers  
5 pulled the horse into the main square of the city  
6 celebrated  
7 made jokes about us  
8 made sure that the gates were locked  
9 went to sleep  
10 climbed out of the horse  
11 opened the gates  
12 entered the city  
13 seized him

- 2 Ask the students to complete Exercise B on their own using their imagination.

#### Possible answer:

- B We took the captain away and put him in prison. For days, we went into all the houses and temples and took away everything that we could carry, but we didn't kill the citizens of Troy. We found a lot of gold and jewels in the palace. When we had taken what we wanted, we returned home in our ships.

### Additional activities:

- 1 The present perfect tense is used frequently in letters that give recent news and in news bulletins that stress the present relevance of their stories. Ask the students to write a short letter or postcard telling a friend about their holiday in a resort.

#### Possible answer:

Dear Chen Ping

We have been here for four days now. I have seen some temples and have been on a boat. On Tuesday, I swam all day. We have had some lovely seafood. We will return to Shanghai on Saturday.

Guo Sheng

- 2 Ask the students to write three headlines for an evening TV news bulletin using the present perfect tense.

#### Possible answers:

- 1 There has been an earthquake in the Philippines. Fifty people have been killed.
- 2 There has been an accident near Nanjing Road. One man has been injured.
- 3 In the USA, the President has said that he will visit Beijing next month.

### For further writing practice

Workbook 9A page 10

#### Exercises A and B

- Give the students time to read Kevin's letter in Exercise A.
- Ask one student to read the notes in Exercise B to the class.
- Let the students complete the letter to Kevin on their own.
- Invite individual students to read their letters to the class.
- Give comments to their letters.

## A soldier's story

**A** Imagine you were one of the six soldiers inside the wooden horse. After the war, you tell your story to your family. Part of the story is given below. Fill in the blanks with the words in brackets.



We tried to capture Troy for ten years, but failed. And then we thought of a trick. We built a huge wooden horse and <sup>(1)</sup> \_\_\_\_\_ (leave/outside/main gates). Our army disappeared, but they <sup>(2)</sup> \_\_\_\_\_ (not go/far away). Then a soldier of Troy <sup>(3)</sup> \_\_\_\_\_ (see/horse). He told the captain. They did not know that I <sup>(4)</sup> \_\_\_\_\_ (be inside/five other soldiers).

The soldiers opened their gates and <sup>(5)</sup> \_\_\_\_\_ (pull/horse/main square/city). That night, they <sup>(6)</sup> \_\_\_\_\_ (celebrate) and <sup>(7)</sup> \_\_\_\_\_ (make jokes/us). Then they <sup>(8)</sup> \_\_\_\_\_ (make sure/gates/lock) and <sup>(9)</sup> \_\_\_\_\_ (go to sleep).

After they were asleep, we <sup>(10)</sup> \_\_\_\_\_ (climb/horse). We <sup>(11)</sup> \_\_\_\_\_ (open/gates) and our army <sup>(12)</sup> \_\_\_\_\_ (enter/city).

We then went to the room of the captain. We <sup>(13)</sup> \_\_\_\_\_ (seize/him) ...

**B** Work in pairs. Write a few more sentences to complete the story above.

We took the captain away and put him in prison. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## More practice

### Archimedes and the crown<sup>①</sup>

King Hiero asked the crown-maker to make him a gold crown, but when the king got the crown, he suspected<sup>②</sup> that the crown was not entirely made of gold. Then the king sent the crown to Archimedes, the best scientist in the kingdom.

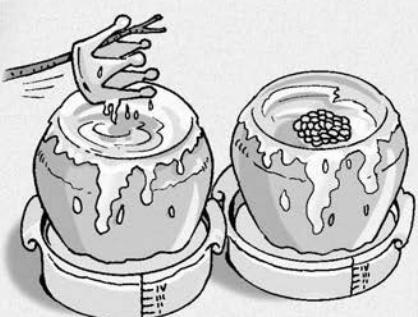
Archimedes thought about the problem while a servant poured some water into a bath for him. Archimedes got in the bath and some water came out of it, onto the floor. Archimedes was very excited. ‘That’s it!’ shouted  
10 Archimedes to the servant. ‘If we put an object in a pot full of water, some of the water will come out. The object displaces the water. A big object will displace a lot of water. A small object will displace only a little water.’

15 Archimedes went to the palace to weigh the crown. It weighed one kilogram. He put the crown in a pot of water. Five centimetres of water came out. He then put one kilogram

20 of gold in another pot of water. Three centimetres of water came out of this pot. Archimedes said to King Hiero, ‘Silver<sup>③</sup> made the  
25 crown bigger. That is why the crown displaced more water. So, the crown is not

made entirely of gold; it is made of both gold and silver.’

King Hiero was very angry when he heard this, and he  
30 sent the crown-maker to prison.



① crown n. 皇冠 ② suspect v. 怀疑 ③ silver n. 银

## \*More practice

### Archimedes and the crown

This passage is in the form of a page from a Greek or Roman newspaper from thousands of years ago.

#### Vocabulary:

**Archimedes** (proper n.) a Greek mathematician and an inventor

pronunciation: /,ɑ:kri'mi:di:z/

**displace** (v.) take the place of something or someone

The machines have displaced some factory workers.

**entirely** (adv.) completely; all of something

The two brothers have entirely different characters.

**King Hiero** (proper n.) King of Syracuse in around 270 BC

pronunciation: /kɪŋ 'haɪərəʊ/

**suspect** (v.) believe that something is wrong or not true but not having any proof

The police suspected that Tom was telling lies.

**Answers:**

- a 8
- b 3
- c 5
- d 6
- e 1
- f 7
- g 9
- h 2
- i 4

**Note:**

Some of the pictures are not directly referred to in the story so the students will have to use other clues from the pictures and the story.

These pictures show the events of the story about Archimedes. Arrange them in order, 1–9, as they happened in the story.

a The crown is made of gold and silver!



b When I get in the bath, water comes out! That's it!



c I need to weigh the crown.



d



e

Send this crown to the scientist, Archimedes.



f

When I put the gold in the pot, three centimetres of water comes out.



g

Send him to prison!



h



i

When we put an object in a pot full of water, some of the water comes out.



# Progress file 1

## Vocabulary

Write one of the verbs in the box to complete each sentence.

- 1 After they passed their exams, they \_\_\_\_\_ by having a party.
- 2 The policemen \_\_\_\_\_ the thief as soon as he got off the ferry.
- 3 In our swimming competition, I \_\_\_\_\_ in winning two races.
- 4 The suitcase was too heavy for me to carry, so I \_\_\_\_\_ it up the stairs and into my flat.

celebrated  
succeeded  
dragged  
seized

Write one of the words in the box next to each clue.

- 5 a large group of soldiers \_\_\_\_\_
- 6 a very big, wide, flat piece of ground \_\_\_\_\_
- 7 made from the material of trees \_\_\_\_\_
- 8 big, strong doors \_\_\_\_\_

wooden  
gates  
army  
plain

## Grammar

Complete the sentences with the correct form of the present perfect tense.

- 9 \_\_\_\_\_ Dad \_\_\_\_\_ to the office? (go)
- 10 I \_\_\_\_\_ never \_\_\_\_\_ such a beautiful city before. (visit)

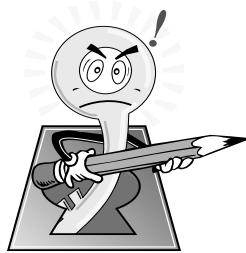
Circle the correct words to complete the sentences.

- 11 I'm not hungry because I have **already/ever** had lunch.
- 12 Have you replied to that letter from Mary **just/yet**?
- 13 Have you **ever/never** seen one of Shakespeare's plays?
- 14 I have lived in this flat **since/for** April 1995.
- 15 That TV set hasn't worked properly **since/for** two months.

## My progress:



Comments:



0–6 Try harder.



7–12 Can do better.



13–15 Good work.

**Progress file I**

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

**Answers:**

- 1 celebrated
- 2 seized
- 3 succeeded
- 4 dragged
- 5 army
- 6 plain
- 7 wooden
- 8 gates
- 9 Has ... gone
- 10 have ... visited
- 11 already
- 12 yet
- 13 ever
- 14 since
- 15 for

## Word box

* <b>stair</b> /steə(r)/	<i>n.</i>	楼梯
<b>at a time</b>		每次
* <b>plain</b> /pleɪn/	<i>n.</i>	平原
<b>no longer</b>		不再
* <b>Troy</b> /trɔɪ/	<i>n.</i>	特洛伊
<b>beyond</b> /bɪ'jɒnd/	<i>prep.</i>	在(或向)……较远的一边
* <b>Greek</b> /gri:k/	<i>n.</i>	希腊人
* <b>capture</b> /'kæptʃə(r)/	<i>v.</i>	攻占；夺取
<b>wheel</b> /wi:l/	<i>n.</i>	轮子
* <b>Trojan</b> /'trəʊdʒən/	<i>n.</i>	特洛伊人
<b>drag</b> /dræg/	<i>v.</i>	(使劲而吃力地) 拖，拉
<b>citizen</b> /'sɪtɪzn/	<i>n.</i>	居民；市民；公民
<b>joke</b> /dʒo:k/	<i>n.</i>	笑话；玩笑
<b>enemy</b> /'enəmi/	<i>n.</i>	敌人
<b>securely</b> /sɪ'kjʊəli/	<i>adv.</i>	牢牢地
<b>go to sleep</b>		入睡；睡着
* <b>including</b> /ɪn'klu:dɪŋ/	<i>prep.</i>	包括……在内
<b>midnight</b> /'mɪdnait/	<i>n.</i>	午夜；子夜
<b>except for</b>		除……之外
<b>army</b> /'a:mɪ/	<i>n.</i>	军队；部队
<b>darkness</b> /'da:knes/	<i>n.</i>	黑暗；漆黑
* <b>seize</b> /sɪ:z/	<i>v.</i>	捉拿；俘获
<b>succeed</b> /sək'si:d/	<i>v.</i>	实现目标；成功
<b>fit</b> /fɪt/	<i>v.</i>	适合
<b>refuse</b> /rɪ'fju:z/	<i>v.</i>	谢绝；拒绝
<b>manage</b> /'mænidʒ/	<i>v.</i>	完成(困难的事)
<b>come on</b>		得了吧
<b>independent</b> /'ɪndɪ'pendənt/	<i>adj.</i>	独立的



## Notes

### Page 3

**1 The night of the horse 木马之夜**

这是一则著名的古希腊历史神话故事，曾被拍成一部史诗电影《特洛伊》，讲述了古希腊人利用木马巧计在一夜之间攻占特洛伊城的故事。

**2 'Captain, they've gone,' he cried. “长官，他们撤了。”他大声报告。**

句中的 captain 意为“长官”；在 8A Unit 6 中曾学过 captain 意为“船长；机长。”

**3 Outside the main gates of the city stood a huge wooden horse. 特洛伊城的大门外站立着一匹硕大无比的木马。**

**4 You have to obey orders, ... 你必须服从命令，……**

句中的 order 作名词，意为“命令”；在 7B Unit 9 中曾出现 Put them in the correct order.，其中的 order 意为“顺序”。

**5 Then the Trojans made sure all the gates of the city were securely locked, and they all went to sleep, including the gate guards. 特洛伊人在确信所有城门都已紧锁之后，就全都酣然入睡，包括城门的守卫。**

句中的 guard 作名词，意为“守卫（人员）”；在 7A Unit 2 中曾出现 Dogs guarded the caves and kept people from danger.，其中的 guard 作动词，意为“守卫；保卫”。

**6 By midnight, the square was empty, except for the giant horse. 到了半夜，广场上空无一人，只剩下那匹巨大的木马。**

句中的 by 意为“不迟于；在……之前”。

**7 ... but in one night, they succeeded in capturing it through a trick. ……，但是一夜之间，他们巧用木马之计，成功地夺取了特洛伊城。**

句中的 through 作介词，意为“凭借；以……”；在 8A Unit 3 曾学过 through 作介词，意为“从……一端至另一端；穿过；贯穿”。

## Additional teaching suggestions

**1 本单元 Reading 部分有两处出现了倒装句：Outside the main gates of the city stood a huge wooden horse./ Outside stood the Greek army. 因倒装句是高中阶段的教学内容，教师在教学中不必作语法讲解，只要求学生理解句意即可。**

**2 本单元 More practice 部分选用了另一则古希腊故事，讲述了“阿基米德定律”的由来，教师在教学中应利用此机会鼓励学生广泛阅读，了解世界文明古国的历史和成就。**

## Unit 2 Traditional skills

### Unit topic: overview

The topic for this unit is describing traditional skills. The **Reading** passage is a factual description of an old cormorant fisherman, who uses the big birds to catch fish for him and his family.

The fisherman's story also forms the basis for several of the exercises in the **Grammar** section, which introduces the passive voice.

The **Listening** section describes another traditional skill: cutting pictures from paper using scissors.

The **Speaking** section practises ways of asking questions in an interview. It also focuses on describing people.

The **Writing** section requires the students to describe another traditional skill or job.

### The cartoon

The cartoon shows our two characters enjoying some successful fishing in the harbour. *Lo* decides to put a cross on the boat to mark the spot. Since the boat will move away from that place, his idea will obviously not work! The cartoon introduces the topic of fishing.

### Pre-unit activity

Ask the students if they know of any traditional Chinese skills or jobs which are disappearing as China develops and becomes more modern.

### Notes:

- 1 There are many examples. Some skills are very old, such as spinning and weaving by hand, and they have been replaced by modern factories. In Europe over a hundred years ago, there were many trades connected with the horse, which provided the main form of transport. Now they have declined. Other skills decline because they become unfashionable (few people these days wear handmade cloth shoes, for example, and so there are few those shoe-makers).
- 2 Ironically, tourism sometimes revives some traditional skills and crafts, and places such as tourist resorts employ people to sit and perform ancient crafts to entertain tourists.
- 3 In general, it is rather sad that some of these old jobs are disappearing, but it is difficult to stop progress. Discuss some of these issues with the students, and then move on to the article.

## Unit 2 Traditional skills



### Reading

p. 20



### Grammar

p. 24



### Listening

p. 27



### Speaking

p. 27



### Writing

p. 29

\*



### More practice

p. 30



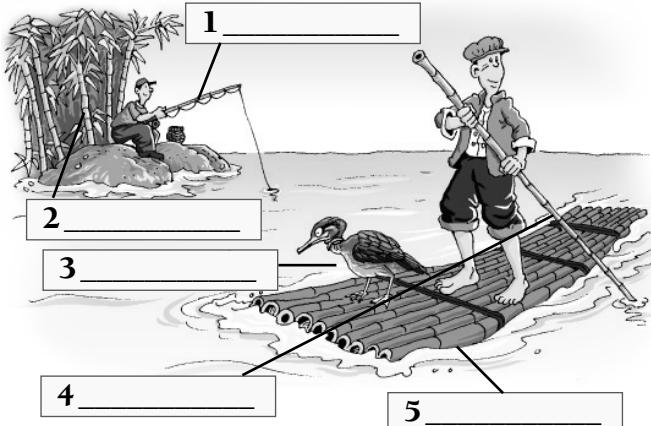


## Reading

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

Match the words in the box with the things in the picture. Try to guess the meanings of the words if necessary.

- |               |        |
|---------------|--------|
| a fishing rod | a pole |
| a cormorant   | a raft |
| bamboo        |        |



### B Before you read

Read the four sentences below. Then look quickly at the article on the right and on the next page, and write the numbers 1–4 in the blanks.

- a Paragraph \_\_\_\_ describes a kind of bird.
- b Paragraph \_\_\_\_ is about the future of this type of work.
- c Paragraph \_\_\_\_ describes an old man.
- d Paragraph \_\_\_\_ describes how the man works.

# FISHING WITH BIRDS

Damin sits on the side of the river cooking a meal, with a large bird on his head. The bird is a cormorant, and Damin is a fisherman. He is over

5 65 now but still works every day. He is thin, and of average height, but he is very fit. Although he is an elderly man, he is strong enough to control his raft in the river where he lives  
10 and works with his cormorants.

Cormorants are large black birds. They are good at catching fish because they can swim well underwater. Their large feet are used  
15 to push them quickly through the water. They can dive down 25 metres, and stay underwater for up to two minutes.

Damin does not require nets or a  
20 fishing rod to catch fish. It is done for him by his 12 cormorants. Damin's fishing trips often begin in the late afternoon. He sets off on his

## Reading

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

- 1 Ask the students to look at the picture and imagine the situation of fishing.
- 2 Let the students guess the meanings of the words in the box and then fill in the blanks with the words based on their general knowledge about fishing.

#### Answers:

- A 1 a fishing rod  
 2 bamboo  
 3 a cormorant  
 4 a pole  
 5 a raft

### Reading passage

#### Fishing with birds

This is an article describing the traditional Chinese skill of fishing using cormorants.

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

- P1: Damin is a cormorant fisherman. Although over 65, he is fit and still working well.
- P2: Cormorants are large birds which can swim well underwater and catch fish.
- P3: A fishing trip is described. Damin and his birds set off on his raft. He ties grass around the birds' necks. The birds swim down and catch fish. He removes the fish from the birds' mouths.
- P4: Cormorant fishing is a traditional skill, but it is now disappearing in the modern world.

### B Before you read

- 1 This is a kind of skimming exercise. The students should read the four sentences carefully, and then skim the article until they have a rough idea of the main topic of each paragraph. They should work quickly, and not read in detail.
- 2 Note that this exercise also reveals the structure or plan behind the article, and that basically the same plan is used in the **Writing** section of this unit.

#### Answers:

- B a 2  
 b 4  
 c 1  
 d 3

**Vocabulary:**

\***bang** (v.) make a loud noise; hit

The drummer banged his drum and then the whole band started to play.

**control** (v.) have power over something; make it work

The pilot controls the aeroplane well.

\***cormorant** (n.) a large black bird which can swim underwater

Cormorants are good at catching fish.

**elderly** (adj.) old (person)

Although he's now an elderly man, he's still very active.

**fit** (adj.) healthy and active

I do exercise regularly, so I am very fit.

**modern** (adj.) of the present (and future), not the past; recent; not old-fashioned

Modern telephones do not need wires, unlike those in the past.

**of average height** not tall or short

The students in Class 1B are of average height.

**pole** (n.) a long, strong stick

The boys pushed the boat along by using a pole.

**reach** (v.) arrive in/at

We reached the island yesterday.

**remove** (v.) take away; take out

Please remove the books from the table so that we can have lunch there.

**require** (v.) need; have to use

This job requires a lot of travelling.

**rest** (n.) the remaining part of something

The first two exercises are easy, but the rest are rather difficult.

**set off** start (a journey)

I set off from home every morning at 7.30.

**so that** for the purpose of something

Jim got up early this morning so that he could catch the early train to work.

**traditional** (adj.) a very old, familiar way of doing something that is part of people's life or culture

It is traditional to eat zongzi at the Dragon Boat Festival.



bamboo raft with his birds. When he reaches the right place, he stops. He ties a piece  
25 of grass around the neck of each bird, so that it cannot swallow the fish. Then he pushes the birds into the water, and jumps up and down and bangs the water with his pole. The fish are frightened by this. At night a light is hung from the front of the raft. This enables Damin to see better, and also attracts the fish. The cormorants swim down and catch the fish, and bring them back to the raft. The fish are then removed  
30 from the birds' mouths by Damin and thrown into a big basket. Later some of the fish are sold, and the rest are divided between Damin's family and the cormorants.

Cormorant fishing is a traditional Chinese skill, probably more than a thousand years old. Damin enjoys his work, and he is teaching his grandson everything he knows. However, few young people are interested in doing  
35 this type of work in the modern world. In 50 years, perhaps there will be no more cormorant fishermen in the world.



## C Vocabulary

**C1** Find these words and phrases in the article. Then read the words around them and choose the best meanings.

1 fit

- a healthy, able to work hard
- b fat from eating too much
- c brown skin from too much sun

2 control (his raft)

- a carry it on his back
- b make it go where he wants
- c build it from pieces of wood

3 require

- a make
- b sell
- c need

4 is hung

- a is fixed
- b is thrown
- c is switched

5 enables

- a makes ... impossible
- b makes ... able
- c makes ... easy

6 removed from

- a put into
- b dropped from
- c taken away from

**C2** Find the words and phrases in Column A in the article and match them with the meanings in Column B.

A

- 1 of average height
- 2 elderly
- 3 sets off
- 4 reaches
- 5 traditional
- 6 modern

B

- a new, recent
- b done for many years in the same way
- c arrives in/at
- d not tall and not short
- e starts (to go somewhere)
- f old



## D Comprehension

**D1** Each of the sentences below and on the next page has one incorrect word or number. Underline the mistake and correct it. The first one has been done for you.

1 Damin is above average height.

of

2 Cormorants are large white birds.

3 Cormorants use their wings to push themselves through the water.

4 Cormorants can dive down 30 metres.

5 Cormorants can stay underwater for up to five minutes.

## C Vocabulary

Ask the students to do these two exercises on their own. Tell them to use the context in the article to help them work out the meanings of the words and phrases.

### Answers:

**C1** 1 a  
2 b  
3 c  
4 a  
5 b  
6 c

**C2** 1 d  
2 f  
3 e  
4 c  
5 b  
6 a

## D Comprehension

- 1 Exercise D1 gives the students practice in careful reading and proofreading.

### Answers:

**D1** 2 white → black  
3 wings → feet  
4 30 → 25  
5 five → two  
6 early → late  
7 fire → light  
8 hundred → thousand

- 2 Let the students read the article again and do Exercise D2.

**Answers:**

- D2 1 elderly  
2 cormorants  
3 65  
4 12/twelve  
5 head  
6 fish  
7 grass  
8 mouths

- 3 Exercise D3 contains some work on the use of *it* and *this* to refer back to an earlier thing or situation.

**Answers:**

- D3 1 a  
2 a  
3 b

**For further reading practice**

*Workbook 9A* page 18

**Exercise A**

- a Tell the students that they are going to read a letter that a man called Dick Zhang wrote to a newspaper section called the Problem Page.
- b Give the students time to read Dick's letter silently and then ask them what problems Dick has got.
- c Ask the students to answer the three questions. Remind them to use short answers.
- d Invite the students to report their answers.

**Excrcise B**

- a Let the students read the letter in Exercise A again.
- b Tell the students to read the notes that the editor has taken down. Ask them to pay attention to the missing information.
- c Ask the students to complete the notes on their own. Remind them to use the future passive form of the verbs in the box.
- d Check the answers with the students.

- 6 Damin often goes fishing in the early afternoon.
- 7 At night he has a fire on his raft so that he can see better.
- 8 Cormorant fishing is probably more than a hundred years old.

D2 Read the article and find words or numbers to complete Millie's e-mail to Jenny.

From: Millie

To: Jenny

Dear Jenny

I think it would be a good idea to have some articles in our newspaper about traditional Chinese skills. For example, I saw a television programme about an <sup>(1)</sup> man who fishes with birds called <sup>(2)</sup>. He is over <sup>(3)</sup>, but he fishes every day with his <sup>(4)</sup> birds. He lives with them all the time. Sometimes the birds even sit on his <sup>(5)</sup>! The birds dive into the water and catch <sup>(6)</sup>, but they cannot eat them because the man ties a piece of <sup>(7)</sup> around the neck of each bird. So they take the fish back to him, and he removes the fish from the birds' <sup>(8)</sup>. After the programme, I wrote this article for our newspaper. I hope you like it.

Millie

D3 What do the words in italics refer to in the article? Choose the right answers.

- 1 *It* is done for him by his 12 cormorants.
  - a Catching fish
  - b Using nets or a fishing rod
- 2 The fish are frightened by *this*.
  - a the jumping and banging
  - b a large cormorant
- 3 *This* enables Damin to see better, and also attracts the fish.
  - a The raft
  - b The light



## Grammar

### Passive voice (I)

#### A Active and passive sentences

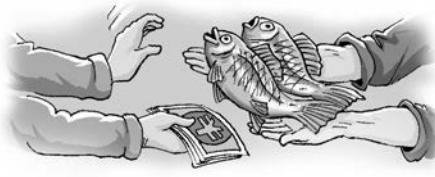
Active sentences tell us who or what does something.

Damin **pushes** the birds into the water with his pole.



Passive sentences often do not tell us who or what does something.

Some of the fish **are sold**.



**A1** Answer these questions, saying what or who does each thing.

- 1 Who tied a piece of grass around the neck of each bird?
- 2 What catches fish for Damin?
- 3 What frightens the fish?
- 4 Who removes the fish from the cormorants' mouths?
- 5 Who is teaching his grandson everything he knows?

**A2** Read these sentences and mark them **A** for active or **P** for passive.

- 1 Sometimes a cormorant sits on Damin's head.
- 2 The cormorants' large feet are used to push them quickly through the water.
- 3 Damin sets off on his bamboo raft with his birds.
- 4 Damin bangs the water with his pole.
- 5 At night a light is hung from the front of the raft.

**A3** Complete each blank in this passage with **is** or **are** and one of the verbs from the box. The first one has been done for you.

Once a year, a new cormorant <sup>(1)</sup> is raised by Damin. A female cormorant produces several eggs. The eggs <sup>(2)</sup> \_\_\_\_\_ by Damin, and the best one <sup>(3)</sup> \_\_\_\_\_ from the nest. After 25 days, it <sup>(4)</sup> \_\_\_\_\_ by a chicken on Damin's houseboat where he lives with his family. At this time it <sup>(5)</sup> \_\_\_\_\_ very carefully by the fisherman. As soon as he sees the cormorant breaking the egg, he takes it away from the chicken. Then the baby cormorant <sup>(6)</sup> \_\_\_\_\_ by Damin himself. For 10 days it <sup>(7)</sup> \_\_\_\_\_ every hour. The temperature <sup>(8)</sup> \_\_\_\_\_ to keep the baby warm. The other family members <sup>(9)</sup> \_\_\_\_\_ to go near the baby. The baby bird grows stronger day by day. After two months it <sup>(10)</sup> \_\_\_\_\_ to join the other birds on the raft, although it will not learn to catch fish for another year or more.

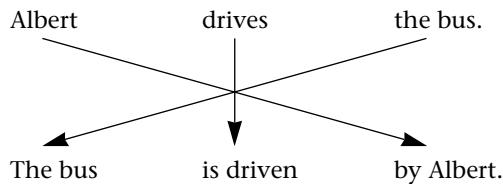
looked after  
not allowed  
examined  
controlled  
removed  
watched  
hatched  
raised  
taken  
fed

## Grammar

### Passive voice (I)

#### A Active and passive sentences

- 1 The passive sentence is formed by changing the status of the grammatical subject.



- 2 The normal order of an English sentence is to put the thing that we are talking about first, and then to give information about it. In most cases we are interested in the doers (i.e., the *agents*) of sentences, so *The cat catches a mouse* is a basic English sentence. However, sometimes we are more interested in the *thing which is acted upon* (i.e., the *patient*). In this case we use the passive construction *A mouse was caught by the cat*. We can even remove *by the cat* completely if we are only interested in *a mouse*.
- 3 The subject about which we are talking (often referred to as the *focus*) can be maintained at the centre of attention by using the passive voice. This is, indeed, the principal use of the passive voice. Write this short paragraph on the board.

Basketball is a popular sport. It is played by thousands of people. The game does not need large fields. It can be played on a small area.

Explain that the topic of the paragraph is basketball, and it is kept in focus (i.e., as the subject of each sentence) by means of the passive voice.

- 4 These initial exercises aim to show the students the effect of the passive voice on the subject, without using technical terminology. Read the introduction and the examples with the class and do Exercises A1 and A2.

#### Answers:

- A1 1 Damin.  
2 Cormorants.  
3 The noise (of Damin jumping and banging the water).  
4 Damin.  
5 Damin.

- A2 1 A  
2 P  
3 A  
4 A  
5 P

- 5 Exercise A3 aims to familiarize the students with the form of the passive voice before explicitly teaching it. The students can complete this exercise in pairs.

#### Answers:

- A3 2 are examined  
3 is removed  
4 is hatched  
5 is watched  
6 is looked after  
7 is fed  
8 is controlled  
9 are not allowed  
10 is taken

#### Note:

This is a fairly difficult exercise and the students may need some help in understanding that Damin removes the best egg from the cormorants and gives it to a tame chicken to sit on for 25 days, and then takes it and looks after it himself. (Thus the baby bird thinks that Damin is its parent.)

## B Passive sentences with *by*

In this section, the students are shown how the subject, if it is retained, is placed at the end of the phrase and preceded by the preposition *by*. Ask the students to complete the exercise.

### Answers:

- B 1 by artists
- 2 by businessmen
- 3 by shop assistants
- 4 by tourists
- 5 by these paintings

## C Passive verb forms

- 1 In this section, the students are formally taught how to form the passive voice.
- 2 You may wish to write some sentences on the board for the students to change from the active voice into the passive voice. This will help revise irregular forms. Too much drilling of this nature, however, risks distracting attention from the use of the passive voice.

John broke the window.

Sally threw the stone.

Simon stole the eggs.

Mrs Li taught us History last year.

Alice sang a song.

The window was broken by John.

The stone was thrown by Sally.

The eggs were stolen by Simon.

We were taught History by Mrs Li last year./History was taught (to us) by Mrs Li last year.

A song was sung by Alice.

## B Passive sentences with **by**

We can make passive sentences that tell us who or what does something by adding phrases with **by**.

The fish are removed from the birds' mouths **by the fisherman**.  
Some of the fish are sold **by Damin's wife**.



Complete this passage using phrases with **by** and the words in the box.

The Chinese have always been famous for their arts such as painting. These days, works of art are produced <sup>(1)</sup> \_\_\_\_\_ who work for big businesses in China. These businesses are usually owned <sup>(2)</sup> \_\_\_\_\_.

The artists paint beautiful pictures. The pictures are then displayed on the walls of the shops <sup>(3)</sup> \_\_\_\_\_. Many are bought <sup>(4)</sup> \_\_\_\_\_ and then they are taken back to the tourists' home countries. The new owners put the paintings on the walls of their homes, and are proud of them. A lot of enjoyment is given to many people <sup>(5)</sup> \_\_\_\_\_.

these paintings  
shop assistants  
businessmen  
tourists  
artists

## C Passive verb forms

We make passive verb forms from **to be** and the past participles of verbs.

The picture	is was will be	painted sold	in China.
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The pictures	are were will be	painted sold	in China.
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**C1** A film crew from France decided to make a programme about Damin. Complete the passage using the words and pictures below to help you. Put the verbs in the past passive form and use phrases with **by** to show who (what) performed each action. The first one has been done for you.

transport      interview      employ      choose      film      use

The film crew came from France to China. An interpreter  
<sup>(1)</sup> was employed by the French producer because he did not speak Chinese. Several different cormorant fishermen <sup>(2)</sup> . In the end, Damin <sup>(3)</sup> because he has a friendly face. Then the cameras and lights <sup>(4)</sup> to where Damin lives. A boat <sup>(5)</sup> for some of the scenes on the river. Damin <sup>(6)</sup> for many hours.

1 the French producer



2 the interpreter



3 the producer



4 lorry



5 the cameraman



6 the crew



**C2** Below is what the French producer said to Damin after the filming. (The interpreter then translated it into Chinese, of course.) Complete his words by using these verbs in the future passive form.

make      see      translate      take      show      add

Thank you for helping us, Damin. We are very grateful. Soon this film <sup>(1)</sup> back to France. We will do some more work on it. For example, some music <sup>(2)</sup> to it. It <sup>(3)</sup> into a programme for television. Also, it <sup>(4)</sup> into English. Then our programme <sup>(5)</sup> on television stations in many countries around the world. You and your cormorants <sup>(6)</sup> by millions of people!

- 3 Exercise C1 offers further and more challenging practice with the past passive voice.

**Answers:**

- C1 2 were interviewed by the interpreter  
 3 was chosen by the producer  
 4 were transported by lorry  
 5 was used by the cameraman  
 6 was filmed by the crew

**Note:**

The passive voice is also used in the following situations:

- If we do not know who was responsible for an action.  
 A bank in the city centre *was robbed* this morning. The sum of \$2,000,000 *was taken*.
- When we wish to avoid blaming ourselves or someone in particular. For example, if a child breaks a window, he will probably say:

The window *was broken*.

- When we cannot (for legal reasons) say who was responsible for something. This is common in newspaper stories.

A pedestrian *was killed* in a car accident this morning.

- When it is completely unimportant who did the action.

The street *is cleaned* every early morning.

- When using scientific English where the focus is on the experiment itself, not those who perform it.

A test tube *was put* in the freezer.

- 4 Exercise C2 practises the future passive form.

**Answers:**

- C2 1 will be taken  
 2 will be added  
 3 will be made  
 4 will be translated  
 5 will be shown  
 6 will be seen

**Additional activity:**

Mime or perform some simple actions for the students and ask them to write a description of your actions, using the passive voice. You may want to follow this model:

- Take a piece of paper.
- Cut the paper in half.
- Fold one piece.
- Place it in a drawer.
- Colour the second piece red.
- Throw it in the paper recycling bin.

**Answer:**

A piece of paper *was taken*. The paper *was cut* in half. One piece *was folded*. It *was then placed* in a drawer. The second piece *was coloured* red. Then it *was thrown* in the paper recycling bin.

## Listening

### What's wrong in the picture?

In this task the speaker describes a scene, but the picture has eight incorrect details. The students must listen and circle the errors in pencil. They can later be asked to explain the errors. The answers below are given in words as a model of what the students could be asked to do. (The key points are also underlined in the tapescript.)

#### Tapescript:

One day I was walking near the Bund when I saw a small crowd of people. I walked over and saw that they were looking at a short old man. The man was wearing a red hat. He was dressed in a dark shirt and trousers, and black shoes. He was holding a pair of scissors and cutting something carefully out of a piece of black paper.

A young girl was sitting on a bench in front of him. She was looking up at her mother, who was standing nearby. The girl had lovely, long hair. Then I realized that the old man was cutting a picture of her. A sign next to the man said 'Paper Pictures, ¥50'. One man in the crowd was holding a black paper picture. He was showing it to a woman. She was laughing at the picture.

I watched the old man carefully. He was very skilful. I thought about having my picture done, but then I looked at my watch. It was 6 p.m. Time for dinner. I left the small crowd, and went towards the bus stop.

#### Answers:

- 2 The man is tall, not short.
- 3 The hat is brown, not red.
- 4 His shoes are white, not black.
- 5 She is looking at her father, not her mother.
- 6 She has short hair, not long hair.
- 7 The sign says '¥500', not '¥50'.
- 8 The woman (on the left) is looking angry, not laughing.

### For further listening practice

Workbook 9A page 17

- a Give the students time to read the interview.
- b Play the recording once. The students listen.
- c Play the recording again. The students do the exercise.
- d Check the answers with the students.
- e Invite pairs to act out the interview.

## Speaking

### A Talk time

#### Asking questions in an interview

- 1 Ask the students to list as many question words as possible and write them on the board.
- 2 Let the students complete the conversation in Exercise A1. Check the answers with them.

#### Answers:

- A1 1 How many  
2 When  
3 What  
4 How

- 3 Move on to Exercise A2. Invite pairs of students to act out the conversation.

#### Possible answers:

- |    |       |  |
|----|-------|--|
| A2 | You   | Excuse me, Damin. May I ask you a few questions?   |
|    | Damin | Yes, of course.  |
|    | You   | I know that you use cormorants to help you catch fish. Why do you use them?                                    |
|    | Damin | Because they are good at catching fish. They can swim quickly underwater.                                      |
|    | You   | How do they swim quickly?  |
|    | Damin | Their large feet are used to push them quickly through the water.  |
|    | You   | How deep can they dive and how long can they stay underwater?  |
|    | Damin | They can dive down 25 metres, and stay underwater for up to two minutes.                                       |
|    | You   | How do you deal with the fish you get?   |
|    | Damin | Some are sold and the rest are divided between my family and the birds.  |
|    | You   | What do you think of the future of cormorant fishing?  |
|    | Damin | It's hard to say. Few people are interested in it. Maybe there won't be any cormorant fishermen in the future. |
|    | You   | What a pity! Thank you very much for your help.  |
|    | Damin | You're welcome.  |

## Listening

### What's wrong in the picture?

One day, Millie's father saw a man cutting out pictures of people.

 Listen to Millie's father describe the scene, and look at the picture below. There are eight mistakes in it. Draw a circle around each mistake. One has been done for you.



## Speaking

### A Talk time

#### Asking questions in an interview

**A1** Imagine that you are interviewing Damin. Complete the following conversation using suitable question words.

You Excuse me, Damin. Could you answer a few questions, please?  
Damin Yes, certainly.

You <sup>(1)</sup> \_\_\_\_\_ cormorants have you got at the moment?  
Damin Twelve.

You <sup>(2)</sup> \_\_\_\_\_ do you usually start fishing every day?  
Damin In the late afternoon.

You <sup>(3)</sup> \_\_\_\_\_ do you do to make sure that the cormorants don't swallow the fish?  
Damin I tie a piece of grass around the neck of each bird.

You <sup>(4)</sup> \_\_\_\_\_ can you work in the darkness?  
Damin I hang a light at the front of my raft.

You Thank you very much for your help.  
Damin You're welcome.

**A2** You want to find out more about Damin. Think of more questions that you can ask Damin and make a list. Then role-play the interview with a partner.

## B Speak up

### Describing people

When we describe people, we mention their age-group, their build (the shape of their body), their height, and any special things about their hair and face. Here are some of the words we can use.

#### age-group

young      middle-aged      elderly      old

#### build

fat/plump      well-built      slim/thin      thinly-built

#### height

- tall
- above/of/below average height
- short

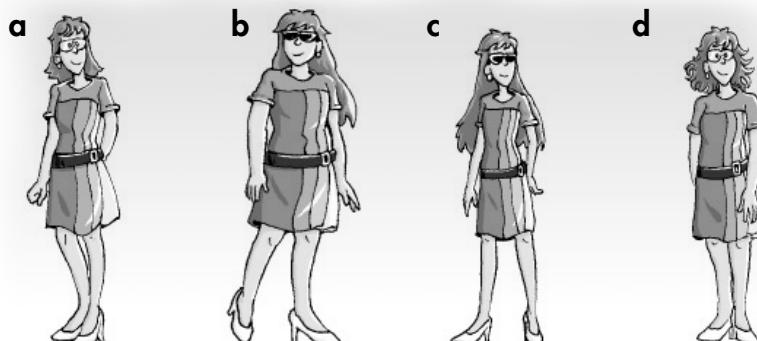
#### hair/face

- black/blond(e)/red/curly/straight/long/short hair
- bald
- wears glasses
- has a beard/moustache

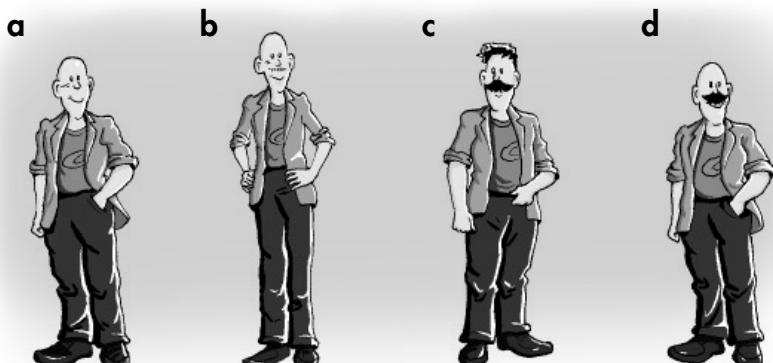


**B1** Work in pairs. S1 reads the descriptions below. S2 looks at the pictures and says who S1 is talking about.

- 1 She's plump, above average height, has long blonde hair, and wears sunglasses.



- 2 He's well-built, short and bald, and has a thick black moustache.



## B Speak up

### Describing people

- 1 Read through and explain the terms listed in the *Student's Book* with the class.

#### Notes:

- 1 *Build* means *body size and shape*. *Plump* is a kinder word than *fat*. *Well-built* means *muscular*. *Slim* is a more flattering word than *thin*. *Thinly-built* means *slightly-built*.
- 2 When you are describing the height of someone who has not finished growing, it is normal to add *for his/her age*.
- 3 You may find that the following words are required for a complete description:
  - wavy hair (less tight than curly)
  - full/thin lips
  - mole (dark spot on skin)
  - flat/pointy/sharp nose
  - double/single eyelids
  - high cheek bones
  - round/sharp/double chin

- 2 Ask the students to follow the instructions in Exercise B1 to match the description with the picture. In addition, the students can give oral descriptions of the pictures to say how they are different.

#### Answers:

- B1 1 b  
2 d

3 Exercises B2 and B3 are designed to be amusing and allow more practice for the students in describing specific people that they know. The students may work in pairs to produce a description of someone in the class. A sample dialogue is given below, but in fact S1 may also be able to help S2 with the description. For Exercise B3, ask some students to read out their descriptions to the whole class, who must then guess the identity of the person being described.

**Possible answer:**

- B2 S1 How old is this person?  
S2 She is young, about 16.  
S1 Can you describe her build?  
S2 Yes. She is slim.  
S1 How tall is she?  
S2 She is above average height.  
S1 Can you describe her hair?  
S2 Yes. She has long, straight hair.  
S1 Good. And can you describe her face?  
S2 She has a small nose and big eyes.

**Possible answer:**

Sun Yilin, a 62-year-old man, is a paper cutter. He is of average height, a little thin, with a small moustache.

Sun's father started teaching him paper cutting when he was only three. All he needs when he works are a pair of scissors and a lot of colourful paper.

Sun works either at home or at his stall. He usually takes out a square piece of colourful paper. After thinking for several minutes, he starts his work. It needs a lot of patience. When he finishes a piece of work, he displays it in his stall.

Paper cutting is more than two thousand years old. Sadly, this wonderful art is quickly disappearing. In a few years, it could disappear completely.

**For further writing practice**

*Workbook 9A page 19*

**Exercise A**

- a Ask the students to work in groups of three and talk about their future job plans. They can use the information listed for help.
- b Remind them to elect a group leader and take down some notes.
- c Invite individual students to report and exchange the information.

**Excercise B**

- a Ask the students to read the four questions and write down some notes for each question.
- b Invite a student to tell what he/she will probably write about his/her future job plan and correct the mistakes he/she has. This can be an example for the class.
- c Ask the students to write their plans and then invite individual students to read aloud to the whole class.

**Additional activity:**

Tell the students to find a picture of someone from a magazine, stick it in their book and write a description of the person.

**\*Writing**

**A traditional skill/job**

- 1 Note that the suggested plan is the same as the plan for the main reading passage about Damin and his cormorants.
- 2 Allow the students some time to discuss the task in pairs if necessary. Tell them to work through the suggested paragraphs and check that they understand them. Tell them also to try to come up with some original ideas of their own.
- 3 Ask the students to write their articles on their own.

**B2** Work in pairs.

**Situation:** S1 is a police officer. S2 saw someone drop a ¥100 note in the street. That person then got into a taxi and was gone. S2 took the money to the police station. S1 is asking S2 to describe the person who dropped the note. S1 must ask questions and complete this table. S2 may imagine a person in your class and describe him/her to S1.

Age	
Build	
Height	
Hair	
Face	

**B3** S1 and S2 act out the scene in class. The class must guess who dropped the ¥100 note.

\*



## A traditional skill/job

Jenny liked Millie's article about Damin, and decided to have more articles about traditional skills and jobs in the newspaper.

**Write a short article describing a person who has a traditional skill or job, e.g., a paper cutter. Make up a name for your character. Write four paragraphs with the following details:**



- Paragraph 1      Describe the person.  
—What does he or she look like? Use the **Speaking** section to help you.
- Paragraph 2      Describe the things this person uses.  
—What does this person use for his or her work?
- Paragraph 3      Describe the skill or job of this person.  
—Where and how does he or she do it?
- Paragraph 4      Look at the past, and then look at the future.  
—How long is the history of this skill or job?  
What will happen to it in the future?



## More practice

### Some facts about tea

Tea is the most popular drink in the world besides water. There are thousands of different types of tea. All tea comes from the tea plant. The leaves and buds of this plant are picked several times a year, usually by hand. After it has been picked, the tea is processed into 5 black tea, oolong tea, green tea or white tea.



Black tea was invented in China during the Ming Dynasty as a way to keep tea fresh when it was transported long distances. As tea has to travel a long 10 distance to reach places such as the UK, Canada and Australia, it is not surprising that westerners drink mostly black tea.

However, the majority of the world drinks green tea.

Herbal tea<sup>①</sup> is prepared in the same way as regular tea but is not real 15 tea. This is because it contains herbs, fruits, spices<sup>②</sup>, etc., instead of leaves from the tea plant. To truly be tea, the leaves must come from this plant.

All tea naturally contains caffeine<sup>③</sup>, which comes from the tea leaves. Decaffeinated tea<sup>④</sup> is regular tea (usually green or black) that has been 20 processed to remove the caffeine. In recent years, organic tea<sup>⑤</sup> has become popular too. This is tea that comes from plants that have been grown without the use of any chemicals. People believe that it tastes better and is healthier but sometimes it costs more than 25 non-organic tea. This is because the size of the crops is often smaller.



① herbal tea 药草茶 ② spice n. 香料 ③ caffeine n. 咖啡因 ④ decaffeinated tea 脱咖啡因的茶

⑤ organic tea 有机茶

## \*More practice

### Some facts about tea

This passage includes information about tea, the most popular drink in the world besides water.

#### Vocabulary:

**majority** (n.) the largest part of a group of people or things

The majority of the students in our class prefer TV to radio.

**process** (v.) treat raw material, food, etc. in order to change it, preserve it, etc.

I watched a TV programme about how cheese is processed.

**transport** (v.) take somebody or something from one place to another in a vehicle

The goods will be transported to the USA by sea.

**Answers:**

- A 1 c  
2 g  
3 e  
4 f  
5 d  
6 b  
7 a
- B 1 It was a way to keep tea fresh when it was transported long distances.  
2 Herbal tea contains herbs, fruits, spices, etc. It does not contain any caffeine.  
3 Decaffeinated tea has this name because it has been processed to remove the caffeine.  
4 Organic tea comes from plants that have been grown without the use of chemicals. It costs more because the size of the crops is often smaller.
- C a Fujian, Taiwan and Guangdong Provinces  
b Yunnan Province  
c Fujian Province  
d Jiangsu Province  
e Anhui Province  
f Jiangxi and Sichuan Provinces  
g Yunnan Province  
h Zhejiang Province

**A** Find the words in Column A in the passage and match them with the meanings in Column B.

<b>A</b>	<b>B</b>
<b>1</b> popular	<b>a</b> take away
<b>2</b> processed	<b>b</b> usual; normal
<b>3</b> transported	<b>c</b> liked by a large number of people
<b>4</b> majority	<b>d</b> keep or have inside
<b>5</b> contain	<b>e</b> carried from one place to another
<b>6</b> regular	<b>f</b> the greater number
<b>7</b> remove	<b>g</b> changed or preserved by farmers or food companies



**B** Read the passage again. Then answer the following questions.

**1** Why was black tea invented?

---

**2** What does herbal tea contain? Does it contain caffeine?

---

**3** Why does decaffeinated tea have this name?

---

**4** Where does organic tea come from? Why does it cost more?

---

**C** Do you know how many types of tea there are in China? Look at the types of tea listed below, and find out where they come from. Write the name of the province next to each tea. Then work with a partner to find two more types of tea and where they come from.

- a** Oolong tea \_\_\_\_\_  
**b** Pu'er tea \_\_\_\_\_  
**c** Tieguanyin tea \_\_\_\_\_  
**d** Biluochun tea \_\_\_\_\_  
**e** Maofeng tea \_\_\_\_\_

- f** Yunwu tea \_\_\_\_\_  
**g** Tuo tea \_\_\_\_\_  
**h** Longjing tea \_\_\_\_\_  
**i** \_\_\_\_\_  
**j** \_\_\_\_\_

# Progress file 2

## Vocabulary

Write one of these verbs in each sentence.

hung      control      remove      requires

- 1 The driver could not \_\_\_\_\_ his lorry and crashed into a tree.
- 2 This torch is not working. It \_\_\_\_\_ new batteries.
- 3 I plan to \_\_\_\_\_ the cupboard from my bedroom as it is not useful.
- 4 At Christmas, many coloured lights are \_\_\_\_\_ from the buildings.

Write one of these words next to each clue.

underwater      raft      elderly      bamboo

- 5 a simple boat, made from long pieces of wood \_\_\_\_\_
- 6 a plant which is loved by pandas \_\_\_\_\_
- 7 an adjective used for describing old people in a polite way \_\_\_\_\_
- 8 below the surface of water \_\_\_\_\_

## Grammar

Put the verbs into suitable passive forms (present, past or future).

- 9 Mr Li's car \_\_\_\_\_ (buy) two years ago.
- 10 Every year, millions of plastic bags \_\_\_\_\_ (throw) away in Garden City.
- 11 Tomorrow there is a programme about our school on television. Our school \_\_\_\_\_ (see) by millions of people!
- 12 Thousands of electronic products \_\_\_\_\_ (make) here every day.
- 13 This photograph \_\_\_\_\_ (take) on my birthday.
- 14 This car park \_\_\_\_\_ (visit) by a police officer every 10 minutes.
- 15 Our school sports meeting \_\_\_\_\_ (hold) next month.

## My progress:

Comments:

15



0–6 Try harder.



7–12 Can do better.



13–15 Good work.

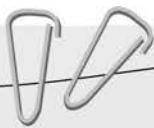
## Progress file 2

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

### Answers:

- 1 control
- 2 requires
- 3 remove
- 4 hung
- 5 raft
- 6 bamboo
- 7 elderly
- 8 underwater
- 9 was bought
- 10 are thrown
- 11 will be seen
- 12 are made
- 13 was taken
- 14 is visited
- 15 will be held

## Word box



<b>pole</b> /pəʊl/	n.	杆子
* <b>cormorant</b> /'kɔ:mərənt/	n.	鸬鹚
<b>elderly</b> /'eldəli/	adj.	上了年纪的
<b>control</b> /kən'trəʊl/	v.	控制
* <b>raft</b> /ra:fɪt/	n.	木排；筏
<b>underwater</b> /,ʌndə'wɔ:tə(r)/	adv.	在水下
<b>up to</b>		到达(某数量、程度等)；至多有
<b>require</b> /rɪ'kwaɪə(r)/	v.	需要；依靠
* <b>rod</b> /rɒd/	n.	杆；竿
<b>set off</b>		出发；动身
* <b>bamboo</b> /,bæm'bʊ:/	n.	竹子
<b>reach</b> /ri:tʃ/	v.	到达；抵达
<b>so that</b>		(表示目的)为了，以便
* <b>swallow</b> /'swɒləʊ/	v.	吞下；咽下
<b>up and down</b>		起伏；上下波动
* <b>bang</b> /bæŋ/	v.	猛敲；砸
<b>at night</b>		在夜晚
<b>hang</b> /hæŋ/	v.	悬挂
<b>remove</b> /rɪ'mu:v/	v.	移走；拿开
<b>rest</b> /rest/	n.	剩余部分；其余
<b>traditional</b> /trə'dɪʃənl/	adj.	传统的
<b>skill</b> /skɪl/	n.	技能
<b>skin</b> /skɪn/	n.	皮肤
<b>mention</b> /'menʃn/	v.	提到
<b>straight</b> /streɪt/	adj.	直的
<b>situation</b> /,sɪtʃu'eɪʃn/	n.	场景
<b>imagine</b> /ɪ'mædʒɪn/	v.	想像；设想



## Notes

### Pages 20–21

- 1 Damin sits on the side of the river cooking a meal, with a large bird on his head. 大民坐在河边煮饭，头上立着一只大鸟。
- 2 He is thin, and of average height, but he is very fit. 他身材瘦削、个头中等，但很健康。  
(be) of average height 意为“身高中等”。又如：(be) of average weight 意为“体重中等”。
- 3 Although he is an elderly man, he is strong enough to control his raft in the river where he lives and works with his cormorants. 尽管他上了年纪，但身手依然矫健，能够在与鸬鹚一同生活与劳作的河面上自如地操控竹筏。
- 4 They can dive down 25 metres, and stay underwater for up to two minutes. 它们可以潜入水下 25 米深处，最长可以待上两分钟。  
句中的 dive 作动词，意为“下潜”；在 7B 曾学过 dive 的另外两种意思，分别是“俯冲”和“跳水”。
- 5 Damin's fishing trips often begin in the late afternoon. 大民通常在傍晚时分出去捕鱼。  
句中的 late 作形容词，意为“接近末期的”；late 还可意为“迟到；晚点”。
- 6 He sets off on his bamboo raft with his birds. 他带上鸬鹚，划着竹筏出发了。  
句中的 set 作动词，set off 意为“出发；动身”；在 7A Unit 5 曾学过 TV set，其中的 set 作名词。
- 7 He ties a piece of grass around the neck of each bird, so that it cannot swallow the fish. 为了不让鸬鹚把鱼吞下，他用草绳拴住每只鸬鹚的脖子。  
句中的 neck 意为“脖子”；在 7B Unit 4 中曾出现 a sweater with the V-neck，其中的 neck 意为“衣领”。
- 8 Later some of the fish are sold, and the rest are divided between Damin's family and the cormorants. 随后，一些鱼被卖掉了，剩下的则由大民全家和鸬鹚分了。  
句中的 divide 作动词，意为“分享；分配”；在 8A Unit 4 中曾学过 divide 作动词，表示数学运算符号“÷”。
- 9 In 50 years, perhaps there will be no more cormorant fishermen in the world. 50 年后，或许世界上就不再有用鸬鹚捕鱼的渔民了。

## Additional teaching suggestions

- 1 本单元的主题围绕中国传统文化展开。其中，Reading 部分介绍了中国的一种传统捕鱼技艺，More practice 部分介绍了不同种类的茶，教师可利用这些材料对学生进行热爱祖国文化的爱国主义教育。
- 2 Although he is an elderly man, he is strong enough to control his raft in the river where he lives and works with his cormorants. 本句中的 where 引导一个定语从句。因定语从句是高中阶段的教学内容，教师在教学中不必作语法讲解，只要求学生理解句意即可。
- 3 He ties a piece of grass around the neck of each bird, so that it cannot swallow the fish. 本句中的 so that 引导一个目的状语从句，教师在教授本课时可对 8B 教材中归纳总结的时间、原因和让步状语从句进行适当的复习，以帮助学生巩固状语从句的用法。
- 4 本单元 Grammar 部分的重点是被动语态，教师在教学中应主要讲解被动语态的结构，以及含有一般现在时、一般过去时和一般将来时的被动语态。含有情态动词的被动语态的教学将在本册 Unit 3 中进行。

## Unit 3 Pets

### Unit topic: overview

The main topic for this unit is about pets. The pre-reading exercises encourage the students to think about different kinds of pets, and also their attitudes and knowledge of this subject. The **Reading** passage presents two different opinions about whether it is a good idea to keep pet dogs.

The **Grammar** section introduces the passive voice with modal verbs. It also introduces adverbs.

The **Listening** section features stamps with pictures of goldfish.

The **Speaking** section teaches the students how to make and respond to complaints. Then they will discuss how to choose interesting topics.

The **Writing** section asks the students to write about their favourite shop.

### The cartoon

The cartoon shows that *Hi* thinks keeping a pet dog is a big responsibility. However, *Lo* thinks that it is also a big responsibility for him to be with *Hi*. The cartoon introduces the unit topic of pets.

### Pre-unit activities

- 1 Have the students start thinking about the unit topic by writing these headings on the board.
  - Names of animals
  - Types of pets
  - Related words
- 2 Ask the students to come up to the board one by one and add a word under one of the headings. The students might write some of these words.
  - Names of animals—monkeys, snakes, tigers, rats, lions, elephants
  - Types of pets—cats, dogs, rabbits, fish, birds, turtles
  - Related words—fur, walk, run, hop, fly, swim, climb, bark, sing, roar, play, brush
- 3 Pin up some pictures of animals and ask the students to identify them. It is a good idea to have a box of pictures clipped from magazines available. Alternatively, bring a picture reference book to the lesson to show the class photographs and see which creatures they can name.
- 4 Ask the students to tell you if they like pets. Then ask them to name their favourites. Encourage them to give reasons why they like particular pets and perhaps dislike others. Ask them if they think some pets are dangerous (some people are afraid of dogs, especially larger ones, and think they are dangerous). If the students are scared of large dogs, tell them that most dogs are not dangerous if they are properly looked after and trained.
- 5 Ask if any students have pets at home. If they do, what sort of pets do they have? Ask them how long they have had the pets, and how they look after them. For those students who do not have pets at home, ask them why they do not keep pets and whether they plan to keep pets in the future.

## Unit 3 Pets



### Reading

p. 36



### Grammar

p. 40



### Listening

p. 43



### Speaking

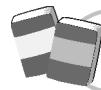
p. 43



### Writing

p. 46

\*



### More practice

p. 47





## Reading

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

What do you know about animals and pets? Are these statements **T** (True) or **F** (False)?

- |   |     |
|---|-----|
| 1 Most dogs can only live for about three years.            | T/F |
| 2 You must not give pet fish lots of food.                  | T/F |
| 3 All lizards are poisonous and can kill you.               | T/F |
| 4 In nature, birds only sing when they are happy.           | T/F |
| 5 When a dog moves its tail from side to side, it is happy. | T/F |
| 6 Big dogs are more dangerous than little ones.             | T/F |



### B Before you read

Look at the title, the headings and the pictures on the next page and then answer these questions.

- 1 Where can you see articles like this one?
- 2 What do you think the article is about?
- 3 Who likes keeping a pet dog?

## Reading

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

Use this exercise to explain some facts about common animals.

#### Answers:

- A 1 F  
2 T  
3 F  
4 F  
5 T  
6 F

#### Notes:

- 1 Most dogs live between 8 and 14 years, depending on the breed, their health and treatment by owners.
- 2 It is easy to overfeed fish, and this may kill them.
- 3 Lizards are mostly harmless. They should not be confused with snakes. Lizards have legs; snakes do not.
- 4 Birds sing for various reasons, as far as we know. Some bird-songs are for mating, for warning, for marking territory and so on. We should be aware that we may be attaching human emotions and reasons to animals and birds incorrectly. We do often sing when we are happy, but that does not necessarily mean that birds are happy when they sing.
- 5 It is widely believed that dogs wag their tails from side to side when they are friendly or pleased with something. Cats, on the other hand, do seem to wag their tails when they are angry or upset.
- 6 The size of a dog does not mean that it is more or less friendly. However, many people are more afraid of larger animals. Some very small dogs can be aggressive; some large dogs are very gentle. The breed of the dog and the kind of treatment it has had in its life is more important than its actual size.

### B Before you read

Ask the students to look at the title, the headings and the pictures, but not the main text and try to answer the questions. This will link the article to school newspapers and will start the students thinking about the topic.

#### Possible answers:

- B 1 In school newspapers.  
2 The article is about the question of whether keeping pet dogs is a good idea.  
3 Emma does.

## Reading passage

### Head to head

This is a student newspaper article giving the opinions of two students, Emma and Matt, about whether keeping pet dogs is a good idea.

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

- P1: Emma thinks keeping pet dogs is a good idea.
- P2: Pet dogs are cute.
- P3: Keeping pet dogs teaches children about responsibility.
- P4: Keeping pet dogs teaches children about life and death.
- P5: Pet dogs will love you faithfully for years.
- P6: Matt thinks keeping pet dogs is not a good idea.
- P7: Pet dogs create mess both inside and outside.
- P8: Some of the dogs are unfriendly. They also cause noise problems.
- P9: The small spaces make dogs unhappy.
- P10: Pet dogs are expensive to keep.
- P11: People should not keep pet dogs.

### Vocabulary:

**according to** (prep.) as said by someone or something  
According to my teacher, the exam will be easy.

**care for** love or like someone or something very much  
We should care for small creatures.

\***cute** (adj.) interesting and attractive  
Mrs Brown's baby is very cute.

**extremely** (adv.) very  
China is an extremely large country.

**faithfully** (adv.) in a way that you can trust  
He promised us faithfully that he could help.

**grow up** develop  
The plants grow up quickly under the care of my grandpa.

**have no choice** not in a position to decide  
We have no choice but to wait for the result.

**opinion** (n.) feelings or thoughts about somebody or something  
People have different opinions on this topic.

**regularly** (adv.) often  
I regularly go swimming.

**responsibility** (n.) a duty to be in charge of something  
Parents have a responsibility to care for their children.

**train** (v.) teach  
We had to train our dog to behave.

# HEAD TO HEAD

*Emma and Matt give their opinions about pet dogs. Is it a good idea to keep pet dogs?*

## Keeping pet dogs is a good idea, says Emma

I think that having a pet dog can change a person's life. Therefore, people should be allowed to have pet dogs. There are lots of reasons for this.

First, dogs are really cute. It's nice to pick them up and hold them in our arms, and it's wonderful to see them growing up quickly.  
Second, we can learn about responsibility from keeping pet dogs. We have to feed them, train them and play with them. We even have to take care of them at night. According to my mum, this helps us become more responsible people.

We can also learn about life and death from dogs. Young people can learn how to care for others and how to respect all living things by keeping a pet dog.

A dog will love you faithfully for many years. Keeping pet dogs is something everyone can enjoy.



## Keeping pet dogs is not a good idea, says Matt

In my opinion, it is never a good idea to keep a pet dog.

Pet dogs create a lot of mess. They leave fur and hair on the floor, on beds and on sofas, and they need to be washed regularly. Some people are not very good at cleaning up after their dogs when they take them for a walk. As a result, these dogs create a lot of mess on the streets and in parks.

We should remember that not all dogs are friendly. Some dogs bark at people they do not know. This can frighten young children. A few dogs bark all night. This stops their neighbours from getting any sleep. A small number of pet dogs even bite people.

What's more, most people in modern cities live in flats. They have no choice but to keep their dogs in small spaces. This may make the dogs feel extremely unhappy. They always need fresh air and large open spaces where they can run free.

Finally, paying for dog food and visiting the vet can be expensive.

I believe that people should not keep pet dogs.

## C Vocabulary

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

A	B
1 opinions	a as said by someone
2 train	b teach
3 according to	c one's feelings or thoughts about something
4 care for	d in a way that you can trust
5 faithfully	e love or like someone or something very much



**C2** Use the words and phrases in the box to replace the words in *italics* in the dialogues below. Look back at the article if necessary.

have no choice  
in my opinion  
responsibility  
extremely  
regularly

- 1 Tony Mum, will you *clean out* my fish bowl for me?  
Mum No, I won't. It's *your job to do that*.
- 2 Frank I don't really want to go to work today.  
Betty Well, you *are not allowed* to decide whether to go or not. You have got to go, so get out of bed right now!
- 3 Bill How did you feel when your friend jumped out and scared you?  
Ben I *felt really* very surprised and shocked!
- 4 Tony A boy at school said that all students should be *paid* a salary.  
Mum Well, *I think* that is a very foolish idea.
- 5 Frank How can I improve my English, Betty?  
Betty Well, Frank, you should read English books *for a certain time every day*.

## C Vocabulary

- 1 Let the students work individually to find the correct meaning for each word on the left in Exercise C1. When the answers are being discussed as a class, ask the students to explain the meanings using other words and complete sentences.

### Answers:

- C1 1 c  
2 b  
3 a  
4 e  
5 d

- 2 Exercise C2 will let the students use some of the new words and phrases from the article in different sentences. Again, the students can work individually to find their answers. Reviewing the article in this way will increase the students' comprehension of the main passage.

### Answers:

- C2 1 responsibility  
2 have no choice  
3 extremely  
4 in my opinion  
5 regularly

## D Comprehension

- 1 Exercise D1 will further assist the students in their comprehension of the article.

### Answers:

- D1 1 really cute  
2 responsibility  
3 life and death  
4 faithfully  
5 a lot of mess  
6 friendly  
7 extremely unhappy  
8 expensive

### For further reading practice

Workbook 9A page 26

- a Give the students time to read the passage paragraph by paragraph. Ask them to give a synopsis of each paragraph.
- b Let the students complete the exercise.
- c Check the answers with them.

- 2 The students must pick different subjects for the word *this* from the article for Exercise D2. They should understand that it is important to look at the wider context of the pronoun reference, and not just the words immediately before or after it. This kind of exercise helps the students appreciate the way in which sentences may be connected in each paragraph.

### Answers:

- D2 1 b  
2 c  
3 a

## D Comprehension

**D1** Emma and Matt both give us many reasons to support their opinions. Read the article again and complete the following notes.

Emma's opinion: keeping pet dogs is a good idea

- Emma's reasons:
- dogs are <sup>(1)</sup> \_\_\_\_\_;
  - people can learn about <sup>(2)</sup> \_\_\_\_\_;
  - people can also learn about <sup>(3)</sup> \_\_\_\_\_;
  - dogs will love people <sup>(4)</sup> \_\_\_\_\_ for a long time.

Matt's opinion: keeping pet dogs is not a good idea

- Matt's reasons:
- pet dogs create <sup>(5)</sup> \_\_\_\_\_ at home, on the streets and in parks;
  - some dogs are not <sup>(6)</sup> \_\_\_\_\_;
  - dogs may feel <sup>(7)</sup> \_\_\_\_\_ if they are kept in small spaces;
  - keeping pet dogs can be <sup>(8)</sup> \_\_\_\_\_.

**D2** What does the word 'this' refer to in the article? Choose from the answers in the box. You may look back at the article to check your answers.

- a The fact that dogs are kept in small spaces.
- b The idea that it is good to keep dogs.
- c The fact that we have to feed, train and play with pet dogs, and even take care of them at night.

1 There are lots of reasons for **this**.

2 According to my mum, **this** helps us become more responsible people.

3 **This** may make the dogs feel extremely unhappy.

# Grammar

## A Passive voice (II)

Passive forms with modal verbs are made from a modal verb + **be** + the past participle form of the main verb.

The work **can be finished** in a week.  
The work **cannot be finished** in a week.  
**Can** the work **be finished** in a week?



People **should be allowed** to have pet dogs.

Complete the sentences with suitable passive forms. Use the words in brackets to help you.

- 1 The floor \_\_\_\_\_ by the students every day. (should/sweep)
- 2 Many fish \_\_\_\_\_ back to the village by one fishing boat. (can/bring)
- 3 A pet dog \_\_\_\_\_ to a child. (may/give)
- 4 The paintings \_\_\_\_\_ on the wall so that all the visitors can see them clearly. (must/hang)
- 5 S1 What \_\_\_\_\_ a cat \_\_\_\_\_? Is chocolate OK?  
(should/feed)  
S2 It \_\_\_\_\_ chocolate. Give it cat food. (can/not feed)

## B Using adverbs

Some adverbs tell us how people do things.

We usually make these adverbs by adding **-ly** to adjectives.

How did he drive?

He drove

**badly.**  
**carefully.**  
**fast.**  
**well.**

A dog will love you **faithfully** for many years.



### Tips

- Some words can be used as both adjectives and adverbs, e.g., **hard, fast, early, late**.
- **Good** is an adjective; its adverbial form is **well**.

## Grammar

### A Passive voice (II)

- 1 In this section, the students are formally taught how to form the passive voice with a modal verb.
- 2 You may wish to write some sentences on the board for the students to change from the active voice into the passive voice.

Alice must complete the task today.

We should send the invitation to Mr Li.

They cannot solve the problem.

Jack may write articles about pets.

The task must be completed by Alice today.

The invitation should be sent to Mr Li by us.

The problem cannot be solved by them.

Articles about pets may be written by Jack.

### Answers:

- A 1 should be swept  
 2 can be brought  
 3 may be given  
 4 must be hung  
 5 should ... be fed, cannot be fed

### B Using adverbs

- 1 Introduce the use of adverbs with verbs by performing some actions for the class. This will help demonstrate the way in which a verb is performed vividly.
- 2 Walk very slowly across the room, and then ask the students how you have walked. Write *slowly* on the board, underlining *-ly* to make the adverbial form clear.
- 3 Then do another action (e.g., waving, writing) *quickly* and write the adverb on the board. Continue in this way with four or five actions (e.g., slam a book *loudly*, yawn *sleepily*, turn around *suddenly*, bang the table *noisily*). Each time, write the adverb on the board and underline the *-ly* ending.
- 4 Proceed to the text and read the introduction with the students.
- 5 Read *Tips* with the class. Exceptions are always a problem for language learners. Remind the students of the words that can be used as both adjectives and adverbs and that *well* is the adverbial form of *good*.

- 6 Read the short passage in Exercise B1 to the students and ask them to work in pairs to think of examples (i.e., speech or actions) of shop assistants behaving badly. A few of the students' ideas can be performed, but the activity should be short so as to maintain the focus on adverbs of manner.
- 7 Let the students work in pairs to complete the exercise. They should first fill in those blanks for which they are sure of the answers, and then discuss those they are unsure about.

**Answers:**

- B1 1 carefully  
2 badly  
3 cheerfully  
4 patiently  
5 politely  
6 fast  
7 accurately  
8 well  
9 happily

**Additional activity:**

Copy the following paragraph onto the board, without the words in brackets, and then ask the students to make it more interesting by adding adverbs wherever possible. The adverbs in brackets offer possible answers and are for reference only.

Last week I went (excitedly) to a concert. The fans all screamed (noisily). The singer sang many songs (wonderfully). She danced (gracefully) throughout the performance. The audience clapped (wildly) after the show ended. In their excitement, some people lost their wallets and purses (carelessly). Perhaps some thieves had (quietly) taken them. Although the Sun had shone (brightly) all day long, when I left it was raining (heavily), so I ran home (quickly).

- 8 To complete this exercise, call on a few students to demonstrate, orally and visually, polite and attentive service or to give a description of proper and improper dress.

**B1** A man called Happy keeps a pet shop. But today Happy is not happy! He is thinking ...



This is what Happy says to his staff. Complete it with the adverbial form of the adjectives in the box. Use each word once only.

accurate	cheerful	careful
happy	patient	polite
bad	good	fast



I want you all to listen to me <sup>(1)</sup> \_\_\_\_\_. We are losing all our customers because you behave <sup>(2)</sup> \_\_\_\_\_.

In the future, I want you all to smile <sup>(3)</sup> \_\_\_\_\_ at our customers. I want you to listen to them <sup>(4)</sup> \_\_\_\_\_ and speak to them <sup>(5)</sup> \_\_\_\_\_. I want you to work <sup>(6)</sup> \_\_\_\_\_ and add up all bills <sup>(7)</sup> \_\_\_\_\_. Customers don't like mistakes. Finally, I want you all to dress <sup>(8)</sup> \_\_\_\_\_.

Do all these things, and I'm sure we'll work <sup>(9)</sup> \_\_\_\_\_ together.

We can use some adverbs before adjectives.

The dog became **extremely** unhappy.

We can also use some adverbs before other adverbs.

My dog loves me **very** faithfully.

Sometimes we use adverbs to modify the whole sentence.

**Luckily**, the animal shelter saved the poor dog in time.

**B2** It is a month later at Happy's pet shop. He is thinking again ...



This is what Happy says to his staff. Make sentences from the notes below. The first one has been done for you.

1 You/be/all/behave/quite/well

You are all behaving quite well.

2 Everyone/be/dressed/very/neatly

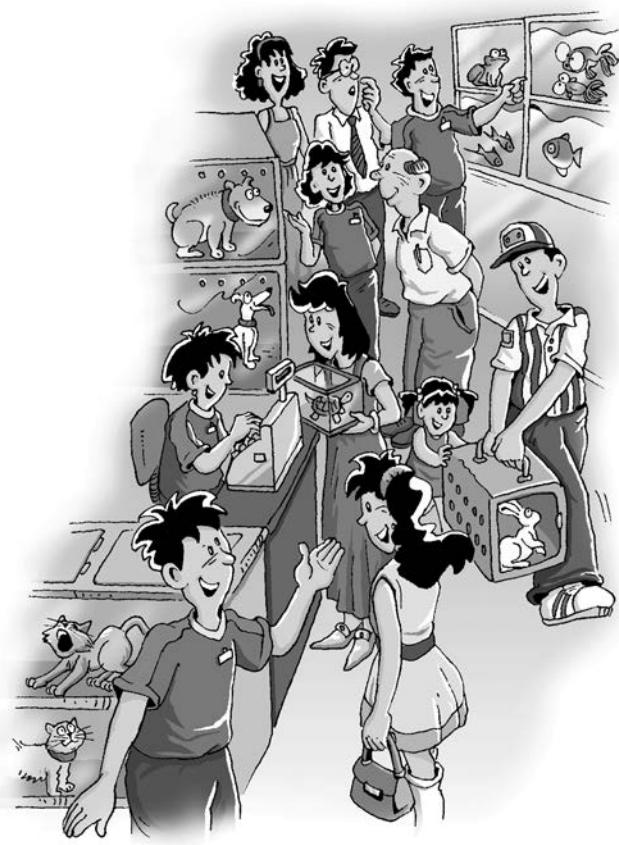
3 You/be/all/serve/the customers/quite/quickly

4 You/be/very/patient/with/the customers

5 You/be/add up/the bills/very/accurately

6 The customers/feel/very/happy

7 Luckily/the business/be/grow/quite/fast



9 Write the sentences at the top of page 42 on the board and tell the students some other uses of adverbs:

- before adjectives
- before other adverbs
- before a sentence

10 Now ask the students to work in pairs and do Exercise B2 orally first, and then to work on their own and write out the sentences. Note that several of the answers can either be in the simple present tense or the present continuous tense.

**Answers:**

- B2 2 Everyone is dressed very neatly.  
3 You are all serving the customers quite quickly.  
4 You are very patient with the customers.  
5 You are adding up the bills very accurately.  
6 The customers feel very happy.  
7 Luckily, the business is growing quite fast.

## Listening

### Different kinds of goldfish

- 1 This is a two-stage exercise. Let the students read the outline notes in Exercise A, and explain any difficult words. Then play the recording once or twice. The students must listen carefully and select the relevant words to complete the notes.
- 2 After that, the students must use their notes to solve the puzzle in Exercise B, and work out which notes refer to which stamps, and then to write in the appropriate values of the stamps.

### Tapescript:

Emma Grandad, can you tell me something about the goldfish on these stamps? I want to write an article about them for my school magazine.  
 Grandad Yes, I'll see what I can remember. Let's look at the first one. Well, this is a funny one. It's gold all over its body ...  
 Emma Except for that red piece.  
 Grandad Yes. That's called a red cap. It has a red cap on top of its head.  
 Emma Is this a new type of goldfish?  
 Grandad Oh, no. Goldfish like this, with a red cap, have been in China for over four hundred years.  
 Emma Wow! What's the value of this stamp?  
 Grandad It's 1.90 yuan. Now, let's look at the second one. This one is different, Emma. What's unusual about it?  
 Emma Oh, its eyes!  
 Grandad Yes, it has very big eyes, like a dragon's eyes. And the colour is different, of course. It's black and gold.  
 Emma Is this type of goldfish old too?  
 Grandad Yes, very old. You can see this same fish in Chinese pictures which were painted four hundred years ago. Would you like to keep this stamp? Its value is 5 yuan.  
 Emma Sure, Grandad. The third one is the prettiest, I think. This one has lots of fins!  
 Grandad Yes, it has long fins and a beautiful, long tail.  
 Emma It's lovely.  
 Grandad And look at the shape, Emma. See how flat it is above the head. It has a sharp, pointed head. This stamp has a value of 2.40 yuan.  
 Emma Yes, I see. Thank you for telling me about the goldfish, Grandad.  
 Grandad You're welcome, Emma. Would you like to keep all these stamps?  
 Emma Yes, please! Thanks a lot, Grandad.

### Answers:

A	1	gold	8	black
	2	red	9	pictures
	3	head	10	5
	4	four	11	tail
	5	1.90	12	head
	6	eyes	13	2.40
	7	dragon's		
B	1	¥1.90		
	2	¥2.40		
	3	¥5		

### For further listening practice

Workbook 9A page 25

#### Exercise A

- a Give the students time to read the statements.
- b Play the recording and let the students do the exercise.
- c Check the answers with the students.

#### Exercise B

- a Play the recording again. The students listen and answer the questions.
- b Check the answers with the students.

## Speaking

### A Talk time

#### Complaining and responding to complaints

- 1 After looking at the examples in the cartoon, ask the students to name some things we complain about frequently.
  - Services—e.g., late buses, rude shop assistants, overcharging.
  - Goods—e.g., bad food, defective electrical appliances, clothes that fall apart easily, scratched furniture.
- 2 Stress that we should always begin by complaining politely. It is not helpful to become rude. One way to soften a complaint is to begin with *I'm sorry, but ...* Another way is to minimize the degree of displeasure you express (e.g., *I'm not very happy about ...*). The tone of voice should always be kept gentle at first.

# Listening

## Different kinds of goldfish

Emma wants to write an article about some old stamps which have photographs of goldfish on them.

**A** Listen to Emma talking to her grandad about three stamps, and complete her notes below. Write one word in each blank.

### First goldfish

Colour: <sup>(1)</sup> \_\_\_\_\_ all over body, except for a <sup>(2)</sup> \_\_\_\_\_ cap on its <sup>(3)</sup> \_\_\_\_\_.

This type is over <sup>(4)</sup> \_\_\_\_\_ hundred years old.

This goldfish is shown on the ¥ <sup>(5)</sup> \_\_\_\_\_ stamp.

### Second goldfish

Unusual feature: very big <sup>(6)</sup> \_\_\_\_\_, like a <sup>(7)</sup> \_\_\_\_\_.

Colour: <sup>(8)</sup> \_\_\_\_\_ and gold.

You can see this type in old Chinese <sup>(9)</sup> \_\_\_\_\_.

This goldfish is shown on the ¥ <sup>(10)</sup> \_\_\_\_\_ stamp.

### Third goldfish

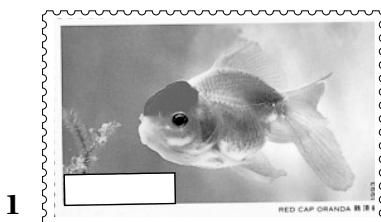
Unusual feature: Long fins and a beautiful, long <sup>(11)</sup> \_\_\_\_\_.

Shape: sharp, pointed <sup>(12)</sup> \_\_\_\_\_.

This goldfish is shown on the ¥ <sup>(13)</sup> \_\_\_\_\_ stamp.



**B** Match the notes in A with the stamps below by writing the value of the stamp in each box.



# Speaking

## A Talk time

### Complaining and responding to complaints

I want to complain about this CD.

There's a hole in the middle.



What's the problem?

**A1** Ellen goes to the supermarket to complain to David, the manager. Practise the conversation below in pairs and answer the questions.

Ellen Excuse me. I want to complain about these peppers.

David What's the problem?

Ellen When I took off the plastic, I found that two of them were rotten. Look!

David Oh, I'm very sorry about that. I'll take care of it right away. Can you show me your receipt?

Ellen Yes, here it is.

David Thanks. Now if you can wait, I'll be back in a moment.



## Questions

- 1 What did Ellen say to complain?
- 2 What did David say to apologize?
- 3 What do you think David will do?

**A2** Make two similar conversations between Ellen and David. Use the words below to replace the words in *italics* in the conversation above.

Ellen	David
<ul style="list-style-type: none"><li>• have a complaint about this rice</li><li>• opened the bag/there were bugs in it</li><li>• here you are</li></ul> <ul style="list-style-type: none"><li>• want to make a complaint about this soya milk</li><li>• opened the carton/it was a funny colour</li><li>• here it is</li></ul>	<ul style="list-style-type: none"><li>• the trouble</li><li>• terribly/you give me</li><li>• minute</li></ul> <ul style="list-style-type: none"><li>• wrong with it</li><li>• awfully/I have</li><li>• second</li></ul>

## \* B Speak up

### Choosing interesting topics

**Work in groups.** You are all committee members of your school's English-language newspaper. Look at the table on the next page. Your group must decide which five topics are the most interesting. You can follow the steps listed below.

- 1 Discuss the topics one by one, and tick the table. The group must all agree about each topic. (If necessary, you can vote.)
- 2 Choose the five most interesting topics for the newspaper as a group.
- 3 Suggest other interesting topics for the newspaper.
- 4 Report your decisions to the class.

- 3 Read the conversation in Exercise A1 and ask the students to follow the instructions practising it in pairs.
- 4 Tell the students to answer the questions individually.

**Answers:**

- A1 1 I want to complain about these peppers.  
 2 Oh, I'm very sorry about that.  
 3 He will bring her some fresh peppers.

**Note:**

When we take goods back to a shop, we either want them to be replaced or we want our money back (a refund).

- 5 Tell the students to continue to work in pairs and do the role-play in Exercise A2.

**Answers:**

- A2 Ellen Excuse me. I have a complaint about this rice.  
 David What's the trouble?  
 Ellen When I opened the bag, I found that there were bugs in it. Look!  
 David Oh, I'm terribly sorry about that. I'll take care of it right away. Can you give me your receipt?  
 Ellen Yes, here you are.  
 David Thanks. Now if you can wait, I'll be back in a minute.
- Ellen Excuse me. I want to make a complaint about this soya milk.  
 David What's wrong with it?  
 Ellen When I opened the carton, I found that it was a funny colour.  
 David Oh, I'm awfully sorry about that. I'll take care of it right away. Can I have your receipt?  
 Ellen Yes, here it is.  
 David Thanks. Now if you can wait, I'll be back in a second.

**Additional activity:**

Ask the students to cut out a picture from an advertisement of an item they would like to own. Tell them to imagine that something has gone wrong with it and to complain to their partner, who plays the person who sold it to them. They must negotiate a settlement. The salesperson should be less cooperative than David and need persuading before he/she does anything to help.

**\*B Speak up****Choosing interesting topics**

- 1 This exercise returns to the newspaper theme that runs throughout the *Student's Book* and gives practice in expressing opinions and making choices.
- 2 Make sure that the students understand the situation. Some students have difficulty in playing a role, and yet they must become used to this type of task because it is used for teaching spoken English and also in public examinations. In this task, the students are acting as committee members of the school's English-language newspaper.
- 3 If your school produces or has produced any such newspapers, you could bring copies to class as examples.

- 4 Note that the students have to do several things in this task. First, they must review the list of possible topics and evaluate each one by putting a tick in one of the boxes. Next, they must reduce the topics to the best five. Third, they must then add another suggested topic of their own. Fourth, one person from some of the groups (depending on how much time is available) must summarize the group's decisions.
- 5 Appoint a group leader and a secretary for each group. The group leader's main jobs are to get everyone to contribute, to keep the group working through their tasks fairly quickly, and to make sure that people speak English and not Chinese. The secretary's jobs are to note down the decisions of the group, and to give the final report at the end of the meeting.
- 6 Page 45 contains some suggested language which the students may find helpful in the discussion, but they should not feel that they must attempt to use or be restricted to this language. What we are always trying to do in 'Speak up' tasks is to help the students to become independent and to use their own linguistic resources, even if they make mistakes.
- 7 If your class or school does produce an English-language newspaper, it may be useful to pass on to them the results of this exercise, as feedback about what the students want to read in such a newspaper.
- 8 A sample report is given here, but there is no 'correct' answer and both the discussion and the report can contain many possible variations.

**Sample report:**

- B We discussed these topics. We decided that the five most interesting topics are these. First, we like articles about school sports. Second, word games and crossword puzzles. Third, articles about our local area. Fourth, film reviews, because everyone likes to go to the cinema. Finally, poems by students. We also have another suggestion. We could have articles about computers. That's all. Thank you.

	Very interesting	interesting	boring	Very boring
<b>English grammar exercises</b>				
<b>Articles about school sports</b>				
<b>Word games and crossword puzzles</b>				
<b>Articles about our local area</b>				
<b>Reports from school clubs</b>				
<b>Film reviews</b>				
<b>Poems by students</b>				
<b>Stories about students' pets</b>				

**Other suggestions:**

---



*Use the expressions below to help you.*

#### Discussing the topics

Now, let's talk about ... What do you think, ...?

I think ..., so this is a good idea.

I don't agree because ...

Where shall we put the tick?

Do you all agree?

#### Choosing the five topics

Which are the five most interesting topics?

I think ... is not very interesting. Let's cross out that one.

Let's choose ... I think most people like this topic.

#### Suggesting another topic

We need to think of another topic. Does anyone have any ideas?

I suggest articles about ...

Many students are interested in ...

Why don't we have some ...?

Yes, that's a good idea./No, I don't think that is very interesting.

#### Reporting ideas to the class

We have discussed these topics and have decided that the five most interesting topics are these. First, ... Second, ... Third, ... Fourth, ... Finally, ... We also have another suggestion. We could have articles about ...

## My favourite shop

Jenny and her friends decided to have an article called 'My favourite shop' in their newspaper.

**A** One student, Martin, wrote the article below. Read Martin's article in pairs. Then discuss which shops you like to visit. Tell your partner where the shop is, what it sells, why you like it, and what you have bought there.

### My favourite shop

My favourite shop is called 'Model World'. It is located on the second floor of Happy Plaza, near Pizza Club. It is open from 10 a.m. to 9 p.m. every day.

All kinds of models are sold in the shop, such as model soldiers, cars, boats, planes, rockets and even dinosaurs. The models there are not only for young children but also for adults. Some models have only twenty pieces; others have over 2,000 pieces. Paints and glue and other things can also be bought there.

The staff at 'Model World' are very nice. They are very interested in making models. They will give you advice, and answer all your questions. The models are not cheap but they are not too expensive either. My best buy was a model of a helicopter. It cost 240 yuan but it had over 400 pieces. It was really fun to make. If you are interested in models, you should visit this shop.



**B** On your own, write a short article about your favourite shop in Shanghai. Write three paragraphs, using the plan below. (You can invent some of the information if necessary.)

#### Paragraph 1

Name of the shop  
Location  
Opening hours

#### Paragraph 2

Items on sale

#### Paragraph 3

Staff  
Prices  
My best buy

## Writing

### My favourite shop

- 1 In some of the writing tasks, we have withdrawn some of the guiding structures and are encouraging the students to use their own language. This task is one such example. More able students can write freely about their own ideas, using any suitable language.
- 2 However, for less able students there is still plenty of guidance in the model article. Notice in particular these words and patterns:

**P1:** My favourite shop is called '...'.

It is located on/in/near ...

It is open from ... to ...

**P2:** ... is/are sold in ...

... can (also) be bought here.

**P3:** The staff at '...' are ...

My best buy was ...

If you are interested in ..., you should visit this shop.

- 3 Before starting on the writing, discuss the concept of favourite shops with the class. Talk about your own favourite shop, or one you remember from your youth. Ask the students about their favourites, which may be toy shops, computer shops, clothes shops, or department stores.
- 4 Then give the students some time to discuss the task in pairs, before asking them to work on their own to produce a short piece of writing.

#### Note:

The article 'My favourite shop' in the *Student's Book* acts as a model for what we want the students to produce.

### For further writing practice

*Workbook 9A* page 27

- a Give the students time to read the letter.
- b Let the students work in pairs and talk about how they plan to reply to the letter. Remind them to use the notes for help.
- c The students complete the reply by using the information in the given letter and the notes. Ask the students to add an address and date, and sign their names.
- d Invite individual students to read out their replies.

## \*More practice

### The fisherman and the fish

This is a story about a fisherman and a golden fish.

#### Vocabulary:

**comfort** (v.) say kind words to a person who is in pain or is sad

I bent down to comfort the little girl after she dropped her ice cream on the ground.

**demand** (v.) ask for something very firmly

The group failed to carry out the task in time, so the boss demanded an immediate explanation for it.

**grant** (v.) give somebody what is asked for

His parents refused to grant his request to buy him the toy car because it is too expensive.



## More practice

### The fisherman and the fish

Once upon a time in Russia, there lived an old fisherman and his wife. They were poor and lived in an old, mud hut near the sea. One morning, something unusual happened while the fisherman was at work. He caught a small, golden fish in his net. The fish begged the fisherman to let him go and 5 offered to grant<sup>①</sup> the fisherman any wish in return. However, the man was kind and asked for nothing before returning the fish to the sea.

The man went home and told his wife about the fish. She shouted at him angrily and called him a fool for not making a wish. She sent him back to the sea to catch the fish and ask for a new bucket because their bucket was 10 broken. The Sun was shining as the man met the fish again and when he returned, he saw a new bucket. But the fisherman's wife was still not happy and wanted a new house. The weather was getting bad as the man explained to the fish about his rude wife. The fish comforted him and promised to grant the second wish. When he returned, he saw a nice, new cottage<sup>②</sup>.

15 The next day, his wife said that she wanted to be mayor<sup>③</sup> of the city. The waves were getting big and the sky was becoming dark as the man apologized to the golden fish. Again, like the wishes before, this wish was granted. When he returned, he found his wife dressed in expensive clothes and giving orders to servants. She told her husband that he still had to sleep 20 in the hut even though she now had a bigger house. She was a very greedy woman and the following week she demanded<sup>④</sup> to be queen of all the land.

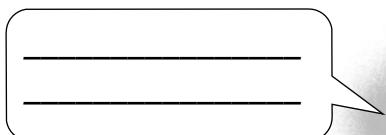
Again the fisherman went down to the shore. By now there was a terrible storm. There was thunder and lightning, and giant waves in the sea. The man shouted as loudly as he could so that the fish 25 could hear him. This time the fish did not reply and turned around to swim out to sea. The fisherman waited but the golden fish never came back. When the man returned home, he found his wife in the old, mud hut holding 30 their broken bucket.



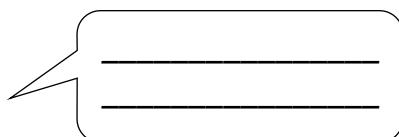
① grant v. 实现 ② cottage n. (乡村) 小屋 ③ mayor n. 市长 ④ demand v. 强烈要求

**A** Read the story again. What were the fisherman's wife's four wishes? Fill in the speech bubbles below.

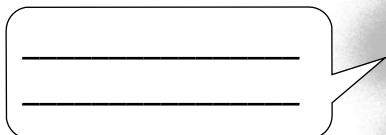
1



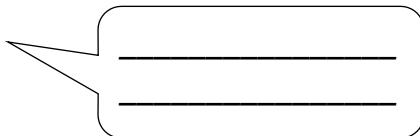
2



3



4



**B** In small groups, discuss the questions below.

- 1 How many different types of weather are mentioned in the story? What are they?
- 2 What did the changes in the weather in the story symbolize?
- 3 What can we learn from the story?
- 4 What would you wish for if you found the golden fish?

**C** In groups of four, make up a play about 'The fisherman and the fish'. There should be three characters and one narrator. Act your play in front of the class. You may begin like this:

Narrator Once upon a time in Russia, there lived an old fisherman and his wife. They were poor and lived in an old, mud hut near the sea. One morning, something unusual happened while the fisherman was at work.

Fisherman Oh, look! I've caught a small, golden fish in my net.

Fish Please let me go, kind fisherman. I will grant you any wish in return.

Fisherman ...

**Possible answers:**

- A** 1 I want a new bucket.  
 2 I want a new house.  
 3 I want to be mayor of the city.  
 4 I want to be queen of all the land.
- B** 1 Four. They are: nice weather with the Sun shining; the weather starting to get bad; the waves in the sea getting big and the sky becoming dark; a terrible storm with thunder and lightning, and giant waves in the sea.  
 2 The changes in the weather symbolized the golden fish getting angry because the wife wanted so many things.  
 3 The story tells us not to be greedy.  
 4 (Students' own answers.)

**C Sample script:**

- Narrator Once upon a time in Russia, there lived an old fisherman and his wife. They were poor and lived in an old, mud hut near the sea. One morning, something unusual happened while the fisherman was at work.
- Fisherman Oh, look! I've caught a small, golden fish in my net.
- Fish Please let me go, kind fisherman. I will grant you any wish in return.
- Fisherman Thank you, but I need nothing.
- Narrator So, the fisherman returned the golden fish to the sea and went home. When he told his wife what had happened, she was angry.
- Wife You fool! Go back to the sea and ask the fish for a new bucket. Our bucket is broken.
- Narrator The Sun was shining as he did this. When he returned, he saw his wife with a new bucket. However, she was still not happy.
- Wife Go back again and ask the fish for a new house.
- Narrator The weather was getting bad as the man explained his wife's wish to the fish.
- Fish Don't worry. I will grant you this wish.
- Narrator When the fisherman returned, he saw a nice, new cottage. The next day ...
- Wife I want to be mayor of the city.
- Narrator The waves were getting big and the sky was becoming dark.
- Fisherman I'm very sorry about my wife.
- Fish I will grant you yet another wish.
- Narrator When he returned, he found his wife dressed in expensive clothes and giving orders to servants. She was very greedy, and the next week she wanted even more.
- Wife I want to be queen of all the land.
- Narrator By now there was a terrible storm. There was thunder and lightning, and giant waves in the sea.
- Fisherman Golden fish, where are you?
- Narrator The fish did not reply and swam out to sea. When the fisherman returned home, he found his wife in the old, mud hut holding their broken bucket.

### Progress file 3

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

#### Answers:

- 1 made a complaint
- 2 reviews
- 3 shocked
- 4 not only ... but also
- 5 certain
- 6 should be sent
- 7 must be put
- 8 cannot be read
- 9 well
- 10 happily
- 11 correctly
- 12 fast
- 13 The Sun was shining quite brightly.
- 14 At the beach all the people were enjoying themselves very much.
- 15 The children were playing rather noisily.

# Progress file 3

## Vocabulary

Complete the sentences with the words and phrases in the box.

reviews    certain    not only ... but also    shocked    made a complaint

- 1 The waitress was very rude to us, so we \_\_\_\_\_ to the manager.
- 2 Wu Wenqin reads a lot and she is good at writing book \_\_\_\_\_.
- 3 We were \_\_\_\_\_ that he had lost all his money in a day.
- 4 The fisherman's wife was \_\_\_\_\_ rude \_\_\_\_\_ greedy.
- 5 If you save \_\_\_\_\_ pocket money every month, you will be able to buy your favourite model car.

## Grammar

Put the words in brackets into suitable passive forms.

- 6 The letter \_\_\_\_\_ (should/send) to the manager right away.
- 7 Used batteries \_\_\_\_\_ (must/put) into these green bins.
- 8 His writing \_\_\_\_\_ (cannot/read) clearly.

Put the words in brackets into the correct form.

- 9 I think that Dai Siqi sings very \_\_\_\_\_ (good).
- 10 Please smile \_\_\_\_\_ (happy) when I take the photo for you.
- 11 You have not added up these figures \_\_\_\_\_ (correct).
- 12 He drove so \_\_\_\_\_ (fast) that the police stopped him.

Write complete sentences by putting the words in the correct order.

- 13 shining/The Sun/brightly/was/quite/.
- 14 were/very/themselves/all the people/At the beach/much/enjoying/.
- 15 were/The children/noisily/playing/rather/.

## My progress:



Comments:



0–6 Try harder.



7–12 Can do better.



13–15 Good work.

## Word box



**from side to side**

**opinion** /'ə'pnɪʃn/

\***cute** /kju:t/

**grow up**

**responsibility** /rɪ'spɒnsə'bɪləti/

**according to** /ə'kɔ:dɪŋ tə/

**death** /deθ/

**care for**

**respect** /rɪ'spekt/

**faithfully** /'feɪθfəlɪ/

**in one's opinion**

**create** /kri'eɪt/

**mess** /mes/

\***fur** /fɜ:(r)/

**result** /rɪ'zʌlt/

**as a result**

**bite** /baɪt/

**what's more**

**extremely** /ɪk'stri:mli/

**unhappy** /ʌn'hæpi/

**clean out**

**right now**

**surprised** /sə'praɪzd/

**shocked** /ʃɒkt/

**salary** /'sælərɪ/

**certain** /'sɜ:tn/

**goldfish** /'gəʊldfiʃ/

**right away**

**apologize** /ə'pɒlədʒaɪz/

**make a complaint** /meɪk ə kəm'pléɪnt/

**(be) wrong with**

**review** /rɪ'veju:/

**not only ... but (also) ...**

**从左到右**

**n.** 想法；看法；意见

**adj.** 可爱的；漂亮迷人的

**成长；长大**

**n.** 责任

**prep.** 据（……所说）

**n.** 死；死亡

**关爱**

**v.** 慎重对待；尊重

**adv.** 忠实地；忠诚地

**依某人的看法**

**v.** 造成；引起；产生

**n.** 杂乱；粪便

**n.** (动物的)毛皮

**n.** 后果；结果

**因此；结果**

**v.** 咬

**而且**

**adv.** 极其；非常

**adj.** 不快乐的；不幸福的；悲伤的

**把(某物)内部彻底打扫干净**

**立即；马上**

**adj.** 惊讶的

**adj.** 震惊的

**n.** 薪金；薪水

**adj.** 一定(量)的

**n.** 金鱼

**立即；马上**

**v.** 道歉

**投诉**

**有问题；有毛病**

**n.** (书刊、戏剧、电影等的)评论

**不但……而且……**



## Notes

### Page 37

- 1 标题 “Head to head” 意为 “针锋相对”。
- 2 It's nice to pick them up and hold them in our arms, ... 抱起宠物狗，搂在怀里，这感觉多美好呀……  
句中的 it 是形式主语，后接的两个动词不定式 to pick up, (to) hold 是句子逻辑上真正的主语。
- 3 Young people can learn how to care for others ... 年轻人可以学习如何关爱他人……  
句中的 care 作动词，care for 意为 “关爱”，在 7A Unit 2 曾学过 take care of, care 作名词。
- 4 Pet dogs create a lot of mess. 宠物狗会让环境变得脏乱。  
句中的 mess 意为 “杂乱；不整洁”。
- 5 As a result, these dogs create a lot of mess on the streets and in parks. 结果，宠物狗在马路上和公园里留下了许多粪便。  
句中的 mess 意为 “(猫、狗等的) 粪便”。
- 6 They always need fresh air and large open spaces where they can run free. 它们（宠物狗）离不开新鲜的空气，以及可以奔跑撒欢的大片空地。  
句中的 free 作副词，意为 “不受束缚”。

## Additional teaching suggestions

- 1 本单元 Grammar 部分有关含有情态动词的被动语态的教学是上一单元语法内容的延续，这一教学内容在初中阶段只要求学生理解，不必作过高的学习要求。
- 2 在教授本单元 Grammar 部分副词的用法时，教师要注意引导学生正确区分形容词和副词，并掌握副词的正确用法。

# Using English

## Understanding descriptions of products in leaflets

A lot of shops produce leaflets to tell people about their products. This part helps you understand how products are described in leaflets.

**A** Imagine you want to do some shopping and you see these new products in a department store's leaflet. What questions will you ask yourself before you decide what to buy? Match the questions with the suitable products. Write the numbers in the circles.

### New Products

The leaflet contains six product descriptions:

- a** A hand wearing a grey electronic wristband. Description: Strap this electronic gadget on your wrist to protect you from horrible mosquitoes.
- b** A bottle of after shave with a cap. Description: After shave by Kevin Cane.
- c** A hand wearing a gold bracelet. Description: Gold bracelet.
- d** A jar of cream. Description: Skin Repair helps your skin after you have been in the sun too long!
- e** A keychain with a small float attached to it. Description: This little Keyfloat means you won't lose anything you drop in the water. It floats!
- f** Two cartoon characters standing side-by-side. Description: Your body does the ironing for you. The hotter and stickier the climate, the better!

- 1 Do I always lose my keys?
- 2 Do I need to shave?
- 3 Do I wear jewellery?
- 4 Do I hate ironing clothes?
- 5 Do I spend a lot of time on the beach during the day?
- 6 Am I going to a place where there are a lot of insects?

**B** Now, work with a partner to check your answers in A. Look at the caption and question for each product. Then underline the words that give you hints for the answers.

# Using English

## Understanding descriptions of products in leaflets

The purpose of this section is to help the students understand and appreciate descriptive text in leaflets. It is quite common to receive leaflets as a method of advertising. Leaflets generally use short, entertaining sentences to catch the reader's attention.

- 1 Explain the context to the students. Discuss the importance of researching the details of a product before buying it. Ask the students to imagine that they want to buy some products they have seen in a leaflet. They should think about the questions they would ask themselves before deciding to buy the product. The students complete Exercise A by writing the appropriate number in the circles.
- 2 Next, ask the students to do Exercise B. They should work with a partner and cross-reference the captioned pictures with the questions in the box. Tell them to look for common key words that will link the captions to the questions.

### Vocabulary:

**leaflet** (n.) a free, printed piece of paper that gives information or advertises a product

Let's look at the leaflet before shopping.

**bracelet** (n.) a piece of jewellery that is worn on a person's wrist

Joyce wears a beautiful bracelet every day.

**gadget** (n.) a small thing or machine that has a specific use  
My mother has a gadget to help her clean the windows.

**ironing** (n.) the action of removing creases from clothes  
Mrs Smith does the ironing every Saturday.

**shave** (v.) cut hair from your skin with a sharp blade  
My father must shave his face each day or he will look untidy.

**sticky** (adj.) feeling hot and uncomfortable or very sweaty  
It is sticky in Hong Kong in summer than in autumn.

**strap** (v.) fasten in place, usually with a piece of leather  
I strapped my sports watch to my arm and went running.

### Answers:

- |   |   |   |
|---|---|---|
| A | a | 6 |
|   | b | 2 |
|   | c | 3 |
|   | d | 5 |
|   | e | 1 |
|   | f | 4 |
- B    a Strap this electronic gadget on your wrist to protect you from horrible mosquitoes.  
 6 Am I going to a place where there are a lot of insects?  
 b After shave by Kevin Cane  
 2 Do I need to shave?  
 c Gold bracelet  
 3 Do I wear jewellery?  
 d Skin Repair helps your skin after you have been in the sun too long!  
 5 Do I spend a lot of time on the beach during the day?  
 e This little Keyfloat means you won't lose anything you drop in the water. It floats!  
 1 Do I always lose my keys?  
 f Your body does the ironing for you. The hotter and stickier the climate, the better!  
 4 Do I hate ironing cloths?

### Additional activity:

Bring a collection of pictures of gadgets and household goods to class. Ask the students to choose one product and write a short description of it, in the style of a leaflet. The students should not mention the name of the product. Collect the written product descriptions from the students and post them on the board. Then post the pictures on the board and ask for volunteers to match the descriptions with the pictures.

# Module 2 Computers vs humans

## Unit 4 Computers

### Unit topic: overview

This unit is about computers and other machines. The **Reading** passage is a set of short texts about different aspects of computers and their effects on our lives.

The **Grammar** section teaches comparison of adjectives and adverbs.

The **Listening** section requires the students to listen to a telephone conversation and complete an order form for some office products.

The **Speaking** section practises ways of giving opinions, agreeing and disagreeing. The students also conduct a survey about the use of computers at home.

The **Writing** section includes a task in which the students have to compare two radio-controlled cars, and then two flats.

### The cartoon

This cartoon, unlike most of the others, does not depend on a pun or verbal joke. The humour comes from the idea that an ATM machine could be alive, and could be a relation of the little robot. (In fact, we often talk to machines as if they were alive—particularly when we are angry with them because they will not work.) The cartoon also introduces the topic of computers and machines.

### Pre-unit activities

1 Briefly discuss whether your students have computers at home, and what they do with them. (But note that this topic is also the subject of the **Speak up** task.)

2 Ask them to tell you any technical words associated with computers that they know and list them on the board. Write these words on the board, along with their meanings.

PC (a small personal computer)

virus (something that gets into a program and harms it)

data (information)

file (a collection of data stored together)

software (programs)

hardware (the monitor, keyboard, drives, etc.)

laptop (a small, portable personal computer)

command (an order to the computer)

e-mail (electronic mail)

modem (a device which links a computer to the telephone system)

multimedia (a combination of sound, moving pictures and text)

network (two or more computers linked together)

## Unit 4 Computers



### Reading

p. 54



### Grammar

p. 58



### Listening

p. 61



### Speaking

p. 62



### Writing

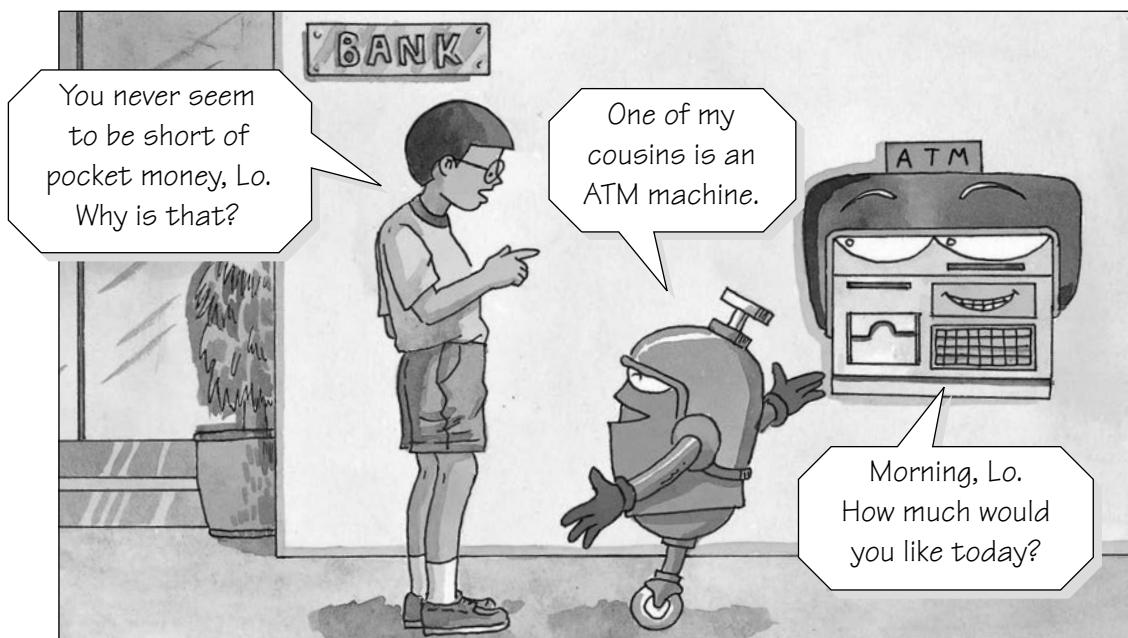
p. 64

\*



### More practice

p. 66



# Reading

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

Before you read about computers, look at the pictures below and write the correct names in the blanks.



- 1 The \_\_\_\_\_ shows words and pictures.
- 2 You use the \_\_\_\_\_ for typing in information.
- 3 The \_\_\_\_\_, the \_\_\_\_\_ and the \_\_\_\_\_ store information.
- 4 The \_\_\_\_\_ helps you control the computer.
- 5 The \_\_\_\_\_ contains all the computer's electronics.
- 6 We can hear sound from the \_\_\_\_\_.
- 7 We put the \_\_\_\_\_ or \_\_\_\_\_ into the \_\_\_\_\_ in the main unit.

## B Before you read

Look at the headings and the pictures on the next page and tell whether the statements below are **T** (True) or **F** (False). Correct the false statements.

Computers ...

- |   |     |
|---|-----|
| 1 are getting smaller.                          | T/F |
| 2 can do important jobs like flying aeroplanes. | T/F |
| 3 may work as doctors.                          | T/F |
| 4 can't recognize your voice.                   | T/F |

## Reading

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

This exercise introduces the subject of computers further, and teaches some useful basic vocabulary items. Ask the students to complete the exercise. Those students who are very familiar with computers can help those who are not.

#### Answers:

- A 1 monitor/screen  
2 keyboard  
3 main unit ... flash disc ... mobile hard disc  
4 mouse  
5 main unit  
6 speakers  
7 CD-ROM ... DVD-ROM ... CD-ROM/DVD-ROM drive

### B Before you read

As before, use this exercise to develop scanning skills.

#### Answers:

- B 1 T  
2 T  
3 T  
4 F (Computers can recognize your voice.)

## Reading passage

### Computer facts

These are five short texts typical of information leaflets or newspaper/magazine articles, discussing different aspects of computers in the modern world.

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

- P1: Smaller and smaller—Computers have become much smaller. There are small computers inside everyday appliances in the home.
- P2: What kind of jobs can a computer do? — Computers can perform many functions.
- P3–4: Is a computer cleverer than I am?—At present, the human brain is superior to the computer, but this may change. If computers can do some of our jobs better than we can, how will our lives change?
- P5: Talk to your computer—Now you can use a program which will recognize your voice and write for you.
- P6: CD-ROMs/DVD-ROMs—Some computers use CD-ROMs or DVD-ROMs, which can hold huge amounts of information, including writing, pictures, videos and sound.

#### Vocabulary:

**command** (n.) order or instruction

'Sit down' and 'Stand up' are simple commands.

**common knowledge** something that is known by most people

It is common knowledge that the Japanese eat sushi.

**desktop** (n.) a full-sized computer with a separate monitor and keyboard

I prefer to use the desktop computer.

**for the time being** for now and some time into the future  
She is staying with her grandparents for the time being.

**\*laptop** (n.) a small computer that you can carry around easily

Mrs Cai uses a desktop computer in her office, but she takes her laptop when she is on business trips.

**obey** (v.) follow a command or order

It is important for a soldier to obey orders.

**operate** (v.) use or control a machine

How do you operate this machine?

**rarely** (adv.) not often; seldom

People rarely eat snakes in England.

**recognize** (v.) know and identify

I can hardly recognize you with your new haircut!

**super** (adj.) excellent

My mother is a super cook.

**tiny** (adj.) very small

Many household appliances have tiny computers in them now.

**type** (v.) write using a keyboard or typewriter

Susan, here are some handwritten notes. Will you please type them up?

**unaware of** not knowing about

Max was unaware of his mistake.

# Computer facts

## Smaller and smaller

The first computers were built in the 1940s. They were bigger than cars! Since then computers have become smaller and smaller. Desktop computers are the size of televisions.



5 Laptops are the size of big books. Now we have palmtop computers. They are small enough to put in your pocket like a bar of chocolate. Other kinds of computers are so tiny that you may be unaware of them. There is probably one inside your TV, telephone, or washing machine. So you probably depend on computers more than you realize.

## 10 What kind of jobs can a computer do?

It is common knowledge that computers are super calculators. They can calculate very fast and rarely give wrong answers. They can also type, print and draw things. They can teach you and play games with you. More importantly, they can 15 operate railways and fly aeroplanes and spaceships. For these reasons, we often call them electronic brains.



## Is a computer cleverer than I am?

The answer to this question is, for the time being, 'No'. Your brain can understand the meaning of things better and create new ideas.

20 However, one day computers may be able to do most things that a human brain can do and even do them better. For example, they may be better than doctors at doing their job.



If this is true, it raises some interesting questions. What will happen to us if computers can do our jobs? How will we spend our lives?

25 Will we have nothing to do? Computers may change our lives, but will they make them better?

## Talk to your computer

Now you do not even need to know how to type. You can use a program which helps the computer

30 recognize your voice. You can talk to the computer and it will obey your commands, and write your letters!



## CD-ROMs/DVD-ROMs

Some computers have CD-ROM or DVD-ROM drives. A DVD-ROM can hold millions

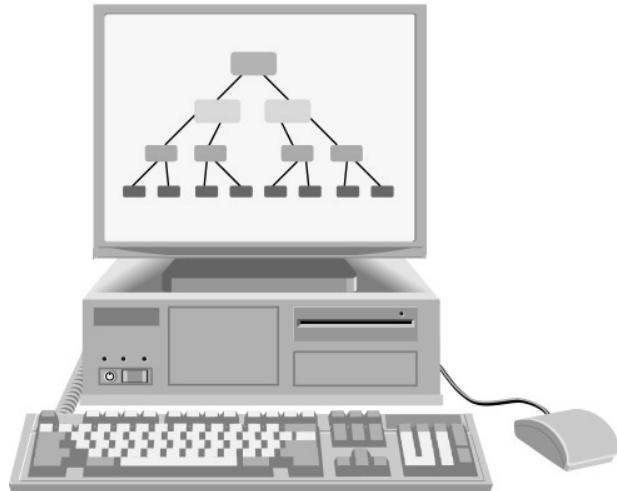
35 of pages of writing, and can also contain pictures, videos and sounds. For example, you can use your computer to read about a famous person from history and you can see a photograph or video of him or her, and even listen to them speaking.

## C Vocabulary

**C1** Find these words and phrases in the passage. Then read the words around them and choose the best meanings.

- 1 depend on
  - a need
  - b trust
  - c play with
- 2 realize
  - a allow
  - b become aware
  - c decide
- 3 common knowledge
  - a something known by everyone
  - b something not known by many people
  - c something known for a long time
- 4 rarely
  - a often
  - b sometimes
  - c seldom
- 5 program
  - a a film, play, etc. that you watch on TV
  - b a set of instructions which can make a computer work
  - c a person who writes instructions for computers

- 6 recognize
  - a look at
  - b know what something is
  - c hear
- 7 obey your commands
  - a do what you say
  - b ask you questions
  - c print your name



**C2** Find the words and phrases in Column A in the passage and match them with the meanings in Column B.

- | A                    | B                        |
|----------------------|--------------------------|
| 1 tiny               | a make (it) work         |
| 2 be unaware of      | b better than all others |
| 3 super              | c at present             |
| 4 operate            | d puts forward           |
| 5 for the time being | e do not know about      |
| 6 raises             | f very small             |



## C Vocabulary

- 1 Tell the students to do Exercises C1 and C2. They must look carefully at the words and phrases in context and see which option has the correct meaning. Do not allow the students to use their dictionaries.
- 2 Tell the students to compare their answers with their partner's, and then to discuss any differences.

### Answers:

**C1** 1 a

2 b

3 a

4 c

5 b

6 b

7 a

**C2** 1 f

2 e

3 b

4 a

5 c

6 d

### Additional activity:

Each of the sentences below is a clue to one of the target vocabulary items. Read the sentences to the students and tell them to decide which of the vocabulary words is suggested. The answers are given in brackets.

- 1 Now I understand! (realize)
- 2 He just stood in the road. He didn't see the car coming. (unaware of)
- 3 There will be no homework for a few weeks. (for the time being)
- 4 Plants cannot live without the Sun. (depend on)
- 5 It is well known that Chinese students are hard-working. (common knowledge)
- 6 You turn on the engine and move the lever to the left. (operate)
- 7 I don't really like the cinema. I go once every year or so. (rarely)
- 8 It's the biggest and the best! (super)

## D Comprehension

- 1 Exercise D1 draws attention to one of the principal methods of sentence building, i.e., giving examples or elaboration.

### Answers:

- D1 2 Operating railways/Flying aeroplanes/spaceships  
3 Creating new ideas  
4 nothing to do  
5 write your letters

- 2 Tell the students to do Exercise D2.

### Answers:

- D2 2 a bar of chocolate  
3 type, print, draw  
4 a program  
5 millions of

## For further reading practice

Workbook 9A pages 33 and 34

### Exercise A

- a Give the students time to read the computer news silently.
- b Encourage the students to guess the meaning of the new words if there are any.
- c Ask the students to do the exercise on their own.
- d Check the answers with the students.

### Exercise B

- a Let the students read the information in the exercise.
- b Ask the students to do the exercise. They may discuss it with their partners.
- c Check the answers with the students.

## D Comprehension

**D1** When you say things, people often expect you to give examples of what you mean. Read these statements and give examples. The first one has been done for you.

1 S1 There may be tiny computers in your home.

S2 Where, for example?

S1 Inside your TV.

2 S1 Computers can do some important jobs.

S2 For example?

S1 \_\_\_\_\_.

3 S1 A human brain can do some things better than a computer.

S2 For example?

S1 \_\_\_\_\_.

4 S1 In the future, computers may change our lives a lot.

S2 For example?

S1 We may have \_\_\_\_\_.

5 S1 You can tell a computer to do things, and it will do them.

S2 For example?

S1 It will \_\_\_\_\_.

**D2** Daisy is asking Benny some questions about computers. Help Benny answer her questions by completing the sentences below. The first one has been done for you.

1 Daisy What were the first computers like?

Benny They were bigger than cars.

2 Daisy How big is a palmtop computer?

Benny It is the size of \_\_\_\_\_.

3 Daisy Besides calculating, what else can computers do?

Benny They can also \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_ things.

4 Daisy How can you make the computer recognize your voice?

Benny I can use \_\_\_\_\_ to help the computer recognize my voice.

5 Daisy How many pages of writing can a DVD-ROM hold?

Benny It can hold \_\_\_\_\_ pages of writing.

## A Comparison of adjectives

When we compare two things or two groups of things, we use the **comparative** form of adjectives + **than**. We usually add **-er** to short adjectives and we use **more** with long adjectives.

In the 1940s, the first computers were **bigger than** cars.

These new chairs are **more comfortable than** the old ones.

When we compare more than two things or two groups of things, we use **the + the superlative** form of adjectives. We usually add **-est** to short adjectives and we use **most** with long adjectives.

Simon is **the tallest** boy in our class.

This is **the most intelligent** robot I have ever seen.

**A1** David needs to buy a suitcase. He is talking to a salesman in a shop. Complete the conversation with the comparative form of the adjectives in the box.

heavy light cheap expensive big small

Salesman Can I help you, sir?

David Yes, I need a suitcase. I have some questions about these two. The red one costs ¥2,500. Why is it <sup>(1)</sup> \_\_\_\_\_ than the black one?

Salesman Because it's made of leather, sir. The black one is made of plastic. That's why the black one is <sup>(2)</sup> \_\_\_\_\_ than the red one.

David I see.

Salesman But if you are going on an aeroplane, you must think about the weight. The red suitcase is <sup>(3)</sup> \_\_\_\_\_ than the black one. Try them, sir.

David Oh, you're right. The black one is much <sup>(4)</sup> \_\_\_\_\_ than the red one.

Salesman And look at the size too, sir. The black one is <sup>(5)</sup> \_\_\_\_\_ than the red one.

David Yes, that's true. The red one is <sup>(6)</sup> \_\_\_\_\_ than the black one. Right, I'll have the black one then.

Salesman Thank you very much, sir.



## Grammar

### A Comparison of adjectives

- 1 Draw some dissimilar pairs of lines, shapes or simple objects on the board and ask the class to tell you the differences. They should be able to make short sentences comparing the things you have drawn, e.g., *Line A is longer than Line B. Line C is the longest of the three.*
- 2 Read the introduction to the class. Ask the students to give you examples of things which are cheaper, higher, more useful or more expensive. Then ask the students which things are the cheapest, highest, most useful and most expensive.
- 3 Point out that, usually, one-syllable adjectives take the *-er, -est* ending. Two-syllable ones can use either the *-er, -est* ending or the *more, most* construction, but longer adjectives always use *more* or *most*. Many two-syllable adjectives usually take the *-er, -est* form, particularly those that end in *-y*.

lucky	funny	easy	pretty
luckier	funnier	easier	prettier
luckiest	funniest	easiest	prettiest
quiet	clever	narrow	simple
quieter	cleverer	narrower	simpler
quietest	cleverest	narrowest	simplest

**Note:**

These same adjectives will often take the *more* construction when preceded by *far* (e.g., *far more simple, far more pretty*).

- 4 Ask the students to do Exercise A1 on their own.

**Answers:**

- A1 1 more expensive  
2 cheaper  
3 heavier  
4 lighter  
5 bigger  
6 smaller

- 5 Tell the students to do Exercises A2 and A3.

**Answers:**

- A2 2 a  
3 a  
4 b  
A3 2 lightest model ... 200 g  
3 most popular model ... 2,800

**Additional activity:**

- 1 Tell the students to work in pairs and discuss and compare each other.
- 2 They must then give a short oral report to the rest of the class. Their partner's report must state the same information, but using different adjectives.

**Possible answer:**

Wei Ming is taller than I am.  
He is younger than I am.  
His skin is darker than mine.  
His school bag is newer than mine.

**B Comparison of adverbs**

- 1 Most adverbs form comparatives and superlatives by the addition of *(the) more* or *most*.
- 2 Before *more* you can add the modifiers *a bit*, *a little*, *much*, *a lot*, *far* or *rather*.
- 3 A few adverbs, usually those of only one syllable, have comparative and superlative forms which use *-er* and *-est*:

early (earlier, earliest)  
fast (faster, fastest)  
hard (harder, hardest)  
late (later, latest)  
long (longer, longest)  
near (nearer, nearest)  
quick (quicker, quickest)  
soon (sooner, soonest)

- 4 These are some of the most common irregular forms:

much	more	most
little	less	least
well	better	best
badly	worse	worst
far	farther/further	farthest/furthest

- 5 Remind the students that *slow*, *quick* and *loud* (which take *-er* and *-est* endings) are often used as adverbs in informal English.

- 6 Ask the class the following questions.

Who can swim the fastest in this class?

Who can shout the loudest?

Who can sing the most sweetly?

Who can draw the most beautifully?

Who behaves the most politely?

Ask the students to answer you using the same structure as the example offered below. Then write their answers on the board.

John can swim the fastest.

- 7 Go on to ask a question such as *Can anyone in Grade 9 swim faster than John?* for each of the five superlative statements you have collected. Ask the students to give you answers using the same structure (e.g., Yes, Peter in Class 3 can swim faster.).

- 8 Point out to the students that we can use adverbs with *more* and *most*, and that there are some irregular forms to be learnt. Read through the introduction and examples on page 59 with the class.

**A2** Mary is shopping for earphones. Write the letters of the earphones that the salesman is talking about. The first one has been done for you.

a



¥180

made in May 2017  
200 g  
over 2,780 sold

b



¥750

made in October 2018  
215 g  
over 2,800 sold

c



¥1,200

made in January 2018  
239 g  
over 2,650 sold

Mary I'd like to see some of your earphones.

Salesman Certainly. (1) This is the cheapest model.

a

(2) This is the oldest model.

\_\_\_\_\_

(3) This is the lightest model.

\_\_\_\_\_

(4) And this is the most popular model.

\_\_\_\_\_

**A3** Later Mary told Tony about her shopping trip. Complete Mary's sentences using the superlative form of the adjectives in the box. The first one has been done for you.

Tony Did they show you any interesting earphones?

Mary Yes. (1) The dearest model costs ¥1,200.

\_\_\_\_\_

(2) The \_\_\_\_\_ weighs \_\_\_\_\_.

\_\_\_\_\_

(3) The \_\_\_\_\_ has sold over \_\_\_\_\_.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

popular  
dear  
light

## B Comparison of adverbs

We can compare many adverbs by using **more** or **most**. However, we compare a few adverbs by adding **-er** and **-est**.

Philip sings **more beautifully** than you (do).

Eric completed the science test (the) **most quickly** in our class.

Tom can jump **higher than** David.

Plants live **the longest** of all things on the Earth.

### Tips

The comparatives and superlatives of some adjectives and adverbs are irregular,  
e.g., Base form      Comparative      Superlative

**good/well**      **better**      **best**

**bad/badly**      **worse**      **worst**

**far**      **farther/further**      **farthest/furthest**

**B1** Denise has been unwell. Now she is feeling better. Simon is asking her how she is. Work in pairs to make dialogues. Follow the example.

Example: Simon Can you study better now?  
Denise Yes, I can study better than before.

- 1 think/quickly?                    3 remember things/easily?  
2 study/long?                    4 finish your work/early?

**B2** Denise entered a speech competition with two other students, Mary and Ann. Work in pairs. S1 asks S2 for information. S2 uses the score sheet and the words below to answer S1. The first one has been done for you.

Score Sheet ( 1 = Fair      2 = Good      3 = Very good )	Denise	Mary	Ann
Accuracy of speech	2	1	3
Clearness of speech	3	1	2
Sensible arrangement of ideas	3	2	1
Confidence of the speaker	1	2	3
Ability to answer questions	3	1	2
Cleverness of arguments	2	3	1
Total	14	10	12

- 1 S1 Let me fill out the score sheet. What about accuracy of speech?  
S2 Denise spoke more accurately than Mary, but Ann spoke (the) most accurately. (accurately)
- 2 S1 What about clearness of speech?  
S2 Ann spoke \_\_\_\_\_ Mary, but Denise \_\_\_\_\_. (clearly)
- 3 S1 What about sensible arrangement of ideas?  
S2 Mary arranged her ideas \_\_\_\_\_ Ann, but Denise \_\_\_\_\_. (sensibly)
- 4 S1 What about confidence of the speaker?  
S2 Mary spoke \_\_\_\_\_ Denise, but Ann \_\_\_\_\_. (confidently)
- 5 S1 What about ability to answer questions?  
S2 Ann answered questions \_\_\_\_\_ Mary, but Denise \_\_\_\_\_. (well)
- 6 S1 What about cleverness of arguments?  
S2 Denise argued \_\_\_\_\_ Ann, but Mary \_\_\_\_\_. (wisely)

- 9 Read the example in Exercise B1 to the students, and then tell them to complete the exercise in pairs. Call on various pairs to give their answers.

**Answers:**

- B1 1 Simon: Can you think more quickly now?  
 Denise: Yes, I can think more quickly than before.
- 2 Simon: Can you study longer now?  
 Denise: Yes, I can study longer than before.
- 3 Simon: Can you remember things more easily now?  
 Denise: Yes, I can remember things more easily than before.
- 4 Simon: Can you finish your work earlier now?  
 Denise: Yes, I can finish my work earlier than before.

- 10 Read the first dialogue in Exercise B2 to the class and tell them to model their answers on it closely.

**Answers:**

- B2 2 S1 What about clearness of speech?  
 S2 Ann spoke more clearly than Mary, but Denise spoke (the) most clearly.
- 3 S1 What about sensible arrangement of ideas?  
 S2 Mary arranged her ideas more sensibly than Ann, but Denise arranged her ideas (the) most sensibly.
- 4 S1 What about confidence of the speaker?  
 S2 Mary spoke more confidently than Denise, but Ann spoke (the) most confidently.
- 5 S1 What about ability to answer questions?  
 S2 Ann answered questions better than Mary, but Denise answered questions (the) best.
- 6 S1 What about cleverness of arguments?  
 S2 Denise argued more wisely than Ann, but Mary argued (the) most wisely.

**Notes:**

- 1 When we compare things, we can use *that* and *those* when we do not want to repeat the same noun,  
 e.g., The weather in Shanghai is cooler than *that* in Guangzhou.  
 The vegetables in the market are fresher than *those* in the supermarket.
- 2 We can use *and* to join two comparatives when we talk about continuous changes over a period of time,  
 e.g., Since then, computers have become smaller *and* smaller.

## Listening

### An order form

- 1 This exercise gives the students practice in two skills: selecting the relevant information from a dialogue, and filling in a form correctly.
- 2 As usual, explain the situation clearly. The students must act the role of the man, and write down the information. Explain any difficult word. Play the recording once or twice. Watch the students as they work, and see which items cause them difficulty. Explain these points in more detail later.

### Tapescript:

Man: Top Office Supplies. Can I help you?  
 Mabel: I'd like to place an order, please.  
 Man: Right. May I have your company's name, please?  
 Mabel: Yes, it's the Hi-Lo Company.  
 Man: And may I have your name?  
 Mabel: Yes, I'm Mabel Wang.  
 Man: Mabel Wang. And, do you have your customer number?  
 Mabel: Yes. KY-73620.  
 Man: KY-73620. Thank you. Now, what would you like to order?  
 Mabel: I'll give you the order reference numbers, shall I? First, it's J-1505. That's a box of ballpoint pens.  
 Man: What colour?  
 Mabel: Black. We would like three boxes, please.  
 Man: Three boxes. They're 38 yuan per box, so that's a total of 114 yuan.  
 Mabel: Right. Next, some paper. The reference number is P-1961.  
 Man: P-1961. That's A4 paper. What colour? White?  
 Mabel: Yes, white. We'd like ten boxes, please.  
 Man: Ten boxes, at 30 yuan each, that's 300 yuan. Right. Anything else?  
 Mabel: Yes, some blank DVDs. Reference number D-2791.  
 Man: D-2791. Blank DVDs. That's a box of ten.  
 Mabel: Yes, we'd like five boxes, please. That's 20 yuan each, I think.  
 Man: Yes, 20 yuan for each box, five boxes, so the total is 100 yuan.  
 Mabel: Right. And just one more thing, I want a good office chair. The number's C-4083. That's a high-back chair.  
 Man: A high-back chair. One. Do you want black or white?  
 Mabel: Black, please.  
 Man: Black. Right. And the price for that is 1,800 yuan.  
 Mabel: Yes. That's all.  
 Man: OK. That's 2,314 yuan in all. Thank you very much. We'll deliver those tomorrow morning.  
 Mabel: Thank you. Goodbye.  
 Man: Goodbye.

### Answers:

1	P-1961	5	D-2791	9	high-back chair
2	white	6	blank DVDs	10	1
3	10 boxes	7	¥20	11	¥1,800
4	¥300	8	¥100	12	¥1,800

### For further listening practice

Workbook 9A page 32

- a Give the students time to look at the pictures and read the notes.
- b Play the recording. The students listen and complete the notes.
- c Check the answers with the students.



# Listening

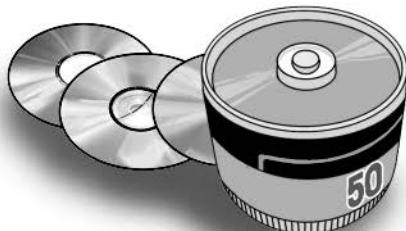
## An order form

Mabel Wang needs some office products for her company. She is making a phone call to order the things.

 Listen to the recording, and complete the details of Mabel's order on the form below. Use the words and pictures to help you.



ballpoint pens



blank DVDs



high-back chair



A4 paper

TOP OFFICE SUPPLIES CO., LTD.

Company name: Hi-Lo Company

Contact (customer name): Mabel Wang

Customer account No.: KY-73620

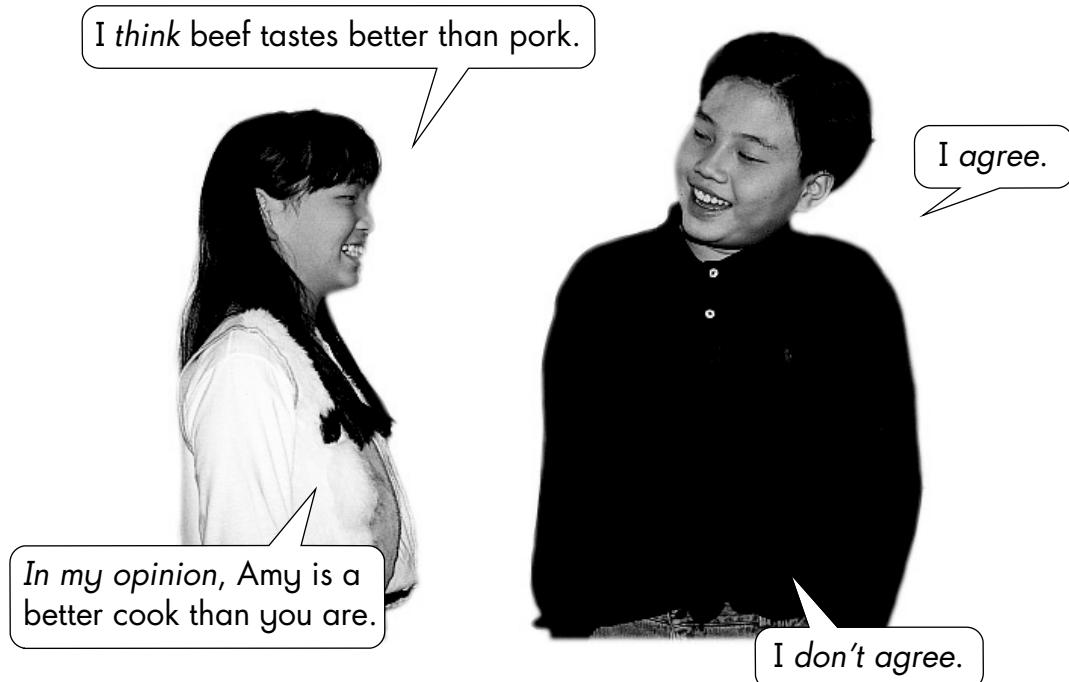


Reference No.	Product	Colour/Size	Quantity	Price each	Total
J-1505	ballpoint pens	black	3 boxes	¥38	¥114
(1) _____	A4 paper	(2) _____	(3) _____	¥30	(4) _____
(5) _____	(6) _____		5 boxes	(7) _____	(8) _____
C-4083	(9) _____	black	(10) _____	(11) _____	(12) _____
				Grand total:	¥2,314

# Speaking

## A Talk time

### Giving opinions, agreeing and disagreeing



**A1** Tony and Jenny are talking about food. Read the conversation. Then practise it with a partner.

- Tony I think Shanghainese food is better than Sichuan food.  
Jenny I don't agree. In my opinion, Sichuan food is better.  
Tony But Sichuan food is hotter.  
Jenny I agree. That's why I like it.

**A2** Answer these questions about the conversation in **A1** in complete sentences.

- 1 What is Tony's opinion about Shanghainese food?
- 2 What does Jenny think of Sichuan food?
- 3 Does Jenny agree that Shanghainese food tastes better than Sichuan food?
- 4 Does Jenny agree that Sichuan food is hotter than Shanghainese food?

**A3** Work in pairs to make similar conversations about the following items. Use the words in brackets to help you.

- 1 Desktop computers vs Laptops (work well/small and light)
- 2 Travelling by train vs Travelling by plane (comfortable/fast)

# Speaking

## A Talk time

### Giving opinions, agreeing and disagreeing

- 1 This section continues to practise the comparative and superlative forms and helps the students take part in conversations expressing opinions.
- 2 Linguists often use the concept of maintaining *face* to explain many language structures. If someone disagrees with you but does not wish to offend you, they must use softer language forms. When we say something that pleases someone, such as agreeing with them, we can be much more straightforward.
- 3 Read the examples in the *Student's Book*, and then point out the following additional expressions of agreement.

Yes, indeed.

Yes, (that's) exactly what I think.

I agree totally/100%/completely.

That's just what I was going to say.

I think so too.

Yes, that's right.

How true!

- 4 Expressing disagreement is sometimes more of a problem. Here the students are taught a very bare form, suitable to their level. Certainly, a direct form such as *I don't agree* should be spoken with some hesitation in the voice.
- 5 Adverbs are often used to weaken the force of the disagreement (e.g., I don't *really* agree; I don't *altogether* agree.). Point out these other forms of disagreement.

I'm not so sure about that.

Do you really think so?

I'm a bit surprised you say that.

Well, that's a matter of opinion.

I wouldn't say that.

- 6 Do Exercise A1. Read the conversation to the class and tell them to practise it. Then ask one or two pairs of students to perform it for the class.

- 7 Do Exercises A2 and A3.

### Answers:

- A2 1 Tony thinks (that) Shanghainese food is better than Sichuan food.
- 2 Jenny thinks (that) Sichuan food is better (than Shanghainese food).
- 3 No. She thinks Sichuan food tastes better (than Shanghainese food).
- 4 Yes, she does.

### Possible answers:

- A3 1 S1 I think desktop computers work better than laptops.  
S2 I don't agree. In my opinion, laptops work better.  
S1 But laptops are smaller and lighter.  
S2 I agree. That's why I like them.
- 2 S1 I think travelling by train is more comfortable than travelling by plane.  
S2 I don't agree. In my opinion, travelling by plane is more comfortable.  
S1 But travelling by plane is faster.  
S2 I agree. That's why I like it.

## B Speak up

### A computer survey

- 1 This activity requires the students to prepare and carry out a simple survey in English. It also makes the task more interesting for the students. It is not essential for all of them to have the same survey questions.
- 2 Let the students work in pairs or in groups of three to produce eight questions on this topic. If possible, check their questions (mainly to make sure they make sense) before the next stage. Sample questions are given below but the students are free to produce any relevant questions.

#### Sample questions:

- B1 1 Is there a computer in your home?  
2 Whose is it?/Who is the owner?  
3 Do you know how to use it?  
4 Do you enjoy using a computer?  
5 What are your three favourite computer games?  
6 Do you ever do your homework on a computer?  
7 Do you use a computer to write e-mails?  
8 (Students' own answers, e.g., Would you like to have more computer programs in your computer? What would they be?)

- 4 Let the students report back to the class using the pattern in Exercise B2. They can also do this by simply reading out their questions and summarizing some of the results. For example:  
Question 6. Do you ever do your homework on a computer?  
Two people said 'Yes', and four people said 'No'.
- 5 If you wish, you could ask the students (for homework) to write out their questions, giving the answers in note form.
- 6 Another possibility for additional work would be to try to put all of the results together, and find out how many people in the whole class own a computer, etc.

- 3 When each student has produced a set of eight written questions, let the students move freely around the class interviewing six or more people. Tell them not to allow the other person to read the list of questions: the communication must be done orally. The students must also make notes of the answers.

## B Speak up

### A computer survey

Carry out a survey about the use of computers at home. You want to find out whether your classmates use computers at home and what they use them for.

**B1** Work in pairs or threes, and write eight survey questions. Use the notes and question patterns below to help you. For number 8, make up your own question. Each person in the group must have a copy of the questions.

#### Notes

- 1 computer in your home?
- 2 owner?
- 3 you use it?
- 4 you enjoy?
- 5 three favourite games?
- 6 homework on computer?
- 7 write e-mails?
- 8 (?)

#### Useful question patterns

Is there ...?	What are ...?
Whose ...?	Do you ever ...?
Do you know how ...?	Do you use ... to ...?
Do you enjoy ...?	Would you like ...?

**B2** Now work on your own. Go around the class and interview six other students. Make notes of their answers. Then report your findings to the class, using the pattern below to help you.

My classmate \_\_\_\_\_ (name) has a computer at home.  
It is his/her father's/mother's computer. He/She knows how to use it. ...

My classmate \_\_\_\_\_ (name) does not have a computer at home. ...



## Letters

**A** Robin and Nigel are twins. Yesterday was their birthday. Their parents gave them two radio-controlled cars. Look at the table and the words in the box, and complete Robin's letter to his grandmother.



**Lightning**



**Hi-Climb**

	<b>Lightning</b>	<b>Hi-Climb</b>		
<b>length</b>	28 cm	22 cm	farther	heavier
<b>height</b>	9 cm	15 cm	better	longer
<b>weight</b>	150 g	210 g	lower	lighter
<b>seats</b>	2	4	faster	worse
<b>top speed</b>	15 km/h	8 km/h	more	than
<b>hill-climbing</b>	poor	very good		
<b>battery use</b>	average	heavy		

Dear Gran

Yesterday Mum and Dad gave us two radio-controlled cars for our birthday. They are great!

Nigel's car is a 'Lightning'. It is <sup>(1)</sup> than mine, which is rather slow. My car is a 'Hi-Climb', and it is <sup>(2)</sup> at climbing over things than the 'Lightning'. The 'Lightning' is <sup>(3)</sup> and <sup>(4)</sup> than the 'Hi-Climb'. The 'Hi-Climb' weighs 210 grams and so it is <sup>(5)</sup> than the 'Lightning' and this means that the battery use is heavier <sup>(6)</sup> the 'Lightning' too. The 'Lightning' is <sup>(7)</sup>, with a weight of just 150 grams. This means that it can go <sup>(8)</sup> on one set of batteries. Sometimes we put toy people in the cars. The 'Hi-Climb' can hold <sup>(9)</sup> passengers, as it has 4 seats. The 'Lightning' is good on a flat surface, but it is <sup>(10)</sup> than the 'Hi-Climb' on rough ground, because it cannot climb over things.

Love

Robin

## Writing

### Letters

This exercise gives further practice in using the comparative form of adjectives in a contextualized task. It also practises information-transfer skills. Ask the students to work individually to complete the two exercises.

#### Answers:

- A 1 faster
- 2 better
- 3 longer
- 4 lower
- 5 heavier
- 6 than
- 7 lighter
- 8 farther
- 9 more
- 10 worse

**Possible answers:**

B Dear Jane

Thanks for your letter. Mary and I have just bought a new flat near the sea! We looked at one in Peak Garden and one in Seaside Court. In the end, we chose Peak Garden.

The flat in Peak Garden is bigger than the one in Seaside Court, but it has fewer rooms. It is also more modern, and its price is higher. It is nearer to the park, but it is farther away from the market. Finally, the view from Peak Garden is better than that from Seaside Court. I will send you some photos of our new flat in my next letter.

Best wishes

Peter

**For further writing practice**

*Workbook 9A* pages 35 and 36

**Exercise A**

- a Ask a pair of students to read the conversation to the class.
- b Give the students time to complete the e-mail.
- c Invite individual students to read their writing to the class.

**Exercise B**

- a Ask the students to read the notes and put them in the correct order.
- b Let the students work in pairs to talk about the robot Millie.
- c Give the students time to write a passage about Millie.

**Note:**

We use the comparative adjectives *higher* and *lower* when we are referring to price.

**Additional activity:**

Ask the students to write a few sentences comparing:

- their primary school and their secondary school;
- Shanghai and Hangzhou;
- the underground and buses.

**B** Peter is going to retire next month. He wants to live near the sea with his wife Mary for the rest of their lives. So they have just bought a new flat on the west coast of Australia. Peter is now writing a letter to his sister Jane about it. Use the information in the table and the adjectives in the box to finish his letter.



	Peak Garden	Seaside Court
area	200 sq m	180 sq m
rooms	4	5
year built	2018	2013
price	\$230,000	\$200,000
distance from park	2.5 km	4 km
distance from market	1 km	0.5 km
floor	8/10	5/10

small	high	near	modern	good
big	low	far	old	few

Dear Jane

Thanks for your letter. Mary and I have just bought a new flat near the sea! We looked at one in Peak Garden and one in Seaside Court. In the end, we chose Peak Garden.

The flat in Peak Garden is \_\_\_\_\_, but it has \_\_\_\_\_.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I will send you some photos of our new flat in my next letter.

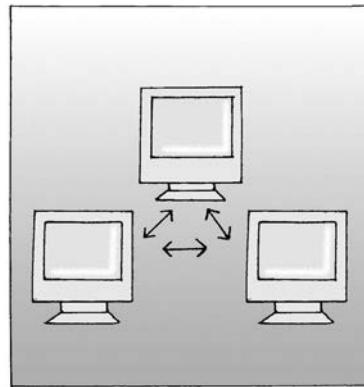
Best wishes

Peter

## \* More practice

### The history of the Internet

A research team in the United States first developed the concept of linking computers together in the 1960s. They wanted to have a system that would enable universities, research departments and the army to share resources<sup>①</sup> with each other. Computers at this time were as large as refrigerators and could not be transported easily. Another problem was that they were often complicated and not compatible<sup>②</sup> with each other. The research team had to overcome these difficulties to create a network that could share computing power.



Gradually, more and more scholars<sup>③</sup> came online. Years later, businessmen began using the Internet too. The number of users is increasing all the time and it is becoming more widely available across the world. In fact, it is possible to use the Internet somewhere in every continent in the world. At the same time, the computers are becoming smaller and smaller, and more convenient to carry around.

There is a wide range of services available on the Internet. This means that there are many different ways to communicate. One of the most popular ways is electronic mail—more commonly called ‘e-mail’. Another popular way is browsing<sup>④</sup> on the World Wide Web (WWW). The WWW is a very big series of connected pages containing various forms of multimedia. It is quite popular to use online messenger services to send instant messages to people all over the world.

**A** Find the words in Column A in the passage and match them with the meanings in Column B.

A	B
1 research	a succeed in dealing with a problem
2 concept	b made of many different parts; difficult to understand
3 linking	c an idea
4 complicated	d able or ready to be used
5 overcome	e a close or careful study to find facts or information
6 network	f connecting two or more things
7 gradually	g using sounds and pictures in addition to text on a screen
8 scholars	h system of things connected to each other
9 available	i people who have studied something in detail
10 multimedia	j happening slowly

① resource *n.* 资源 ② compatible *adj.* 兼容的 ③ scholar *n.* 学者 ④ browse *v.* 浏览

## \* More practice

### The history of the Internet

This passage describes the development of the Internet as well as computers.

#### Vocabulary:

**available** (adj.) able or ready to be used

The police said no information about the missing vase was available.

**gradually** (adv.) little by little; slowly

We stood on the top of the mountain, watching the Sun gradually rising from the sea level.

**overcome** (v.) succeed in dealing with

Our knowledge and skills enabled us to overcome the difficulties we had.

**research** (n.) a careful study of a subject

Research on UFOs is going on in many countries, but no conclusion has been reached yet.

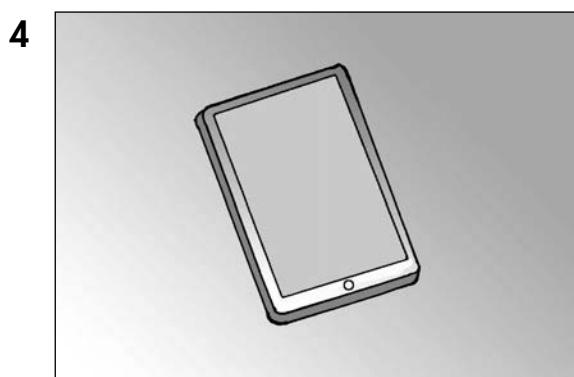
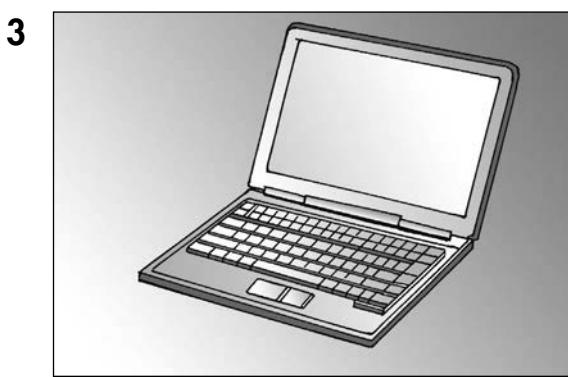
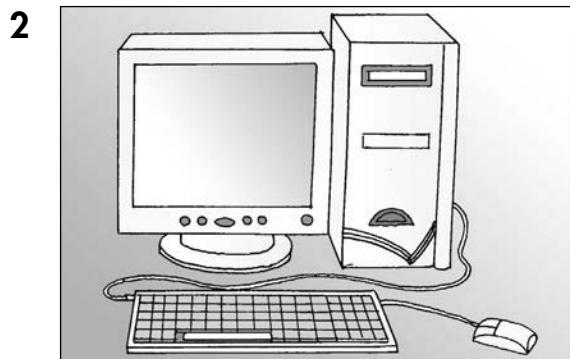
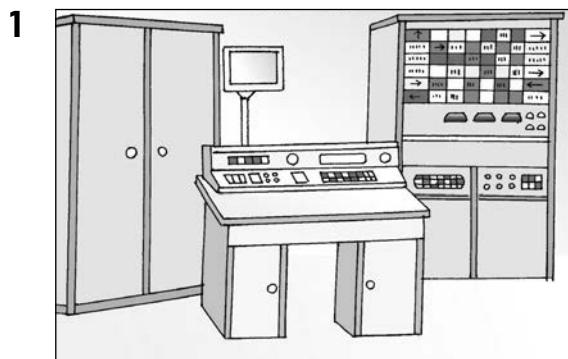
#### Answers:

- A 1 e  
2 c  
3 f  
4 b  
5 a  
6 h  
7 j  
8 i  
9 d  
10 g

**Answers:**

D a 2 b 4 c 3 d 1

**B** These pictures show the development of computers. Look for information about the development of computers. Then discuss your findings with a partner.



**C** In groups, discuss how often you use the Internet and what your favourite websites are. Do you have an e-mail address? Tell the other group members what it is. Fill in your information below.

How often you use the Internet: \_\_\_\_\_

Favourite websites: \_\_\_\_\_  
\_\_\_\_\_

E-mail address: \_\_\_\_\_

**D** How do you get online using a computer? Look at the steps and put them in the correct order.

- a Click on the browser icon.
- b Press 'enter' and wait for your website to appear.
- c Type in the address of the website that you would like to visit.
- d Turn on the computer.

**E** Discuss in groups the advantages and disadvantages of the Internet.

# Progress file 4

## Vocabulary

Use the words and phrases in the box to complete the sentences. Change their forms if necessary.

- 1 We chatted so happily that we did not \_\_\_\_\_ it was nearly midnight.
- 2 All the creatures on the Earth \_\_\_\_\_ the Sun.
- 3 In the future most machines will be \_\_\_\_\_ by computers.
- 4 I prefer to take a window \_\_\_\_\_ on the plane.
- 5 The man walked towards the cave and \_\_\_\_\_ the hidden danger.

be unaware of  
depend on  
operate  
realize  
seat

## Grammar

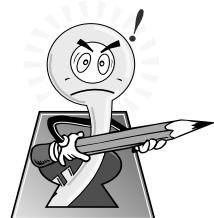
Choose words from the box to complete the sentences.

longer      hardest      more expensive      most hard-working      than  
higher      best      more quickly      earlier      the

- 6 Many things seem to get \_\_\_\_\_ every year.
- 7 Computers can work \_\_\_\_\_ than they did five years ago.
- 8 This ruler is too short. Do you have a \_\_\_\_\_ one?
- 9 I think that the \_\_\_\_\_ time to visit Shanghai is in October, because the weather is excellent then.
- 10 Who is the \_\_\_\_\_ student in our class?
- 11 Peter has \_\_\_\_\_ best mark in Science.
- 12 Leather is a stronger material \_\_\_\_\_ plastic.
- 13 Though Simon is only six years old, he can jump \_\_\_\_\_ than his elder brother.
- 14 Every day, Mum gets up much \_\_\_\_\_ than Dad and me. She prepares breakfast for us.
- 15 Among the three boys John works the \_\_\_\_\_.

## My progress:

Comments:



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 realize
- 2 depend on
- 3 operated
- 4 seat
- 5 was unaware of
- 6 more expensive
- 7 more quickly
- 8 longer
- 9 best
- 10 most hard-working
- 11 the
- 12 than
- 13 higher
- 14 earlier
- 15 hardest

## Word box



<b>screen</b> /skri:n/	<i>n.</i>	屏幕
<b>recognize</b> /'rekəgnائز/	<i>v.</i>	辨认出；认识
<b>desktop</b> /'deskətɒp/	<i>n.</i>	台式电脑
<b>*laptop</b> /'læptɒp/	<i>n.</i>	便携式电脑
<b>*palmtop</b> /'pa:mtp/	<i>n.</i>	掌上电脑
<b>tiny</b> /'taɪni/	<i>adj.</i>	极小的；微小的
<b>unaware</b> /,ʌnə'weə(r)/	<i>adj.</i>	没意识到；未察觉
<b>(be) unaware of</b>		没意识到；未察觉
<b>depend</b> /dɪ'pend/	<i>v.</i>	依靠；依赖
<b>depend on</b>		依靠；依赖
<b>common</b> /'kɒmən/	<i>adj.</i>	常见的；普遍的
<b>knowledge</b> /'nɒlɪdʒ/	<i>n.</i>	知识；学问
<b>common knowledge</b>		常识
<b>rarely</b> /'reəli/	<i>adv.</i>	罕有；很少；不常
<b>print</b> /prɪnt/	<i>v.</i>	打印；印刷
<b>importantly</b> /im'pɔ:tntli/	<i>adv.</i>	重要地
<b>operate</b> /'ɒpəreɪt/	<i>v.</i>	操作；控制；使运行
<b>*aeroplane</b> /'eərəpleɪn/	<i>n.</i>	飞机
<b>spaceship</b> /'speɪsʃɪp/	<i>n.</i>	宇宙飞船；航天器
<b>for the time being</b>		暂时；眼下
<b>meaning</b> /'mi:nɪŋ/	<i>n.</i>	意义；意思
<b>command</b> /kə'ma:nd/	<i>n.</i>	命令；指令
<b>CD-ROM</b> /,si:di: 'rɒm/	<i>n.</i>	只读光盘
<b>DVD-ROM</b> /,di:vi:di: 'rɒm/	<i>n.</i>	数字只读光盘
<b>writing</b> /'raɪtɪŋ/	<i>n.</i>	文章；著作
<b>aware</b> /ə'weə(r)/	<i>adj.</i>	意识到
<b>order</b> /'ɔ:də(r)/	<i>n. &amp; v.</i>	订购
<b>blank</b> /blæŋk/	<i>adj.</i>	空白的
<b>supply</b> /sə'plai/	<i>n.</i>	贮备；供应量
<b>contact</b> /'kɒntækt/	<i>n.</i>	联系（人）
<b>reference</b> /'refrəns/	<i>n.</i>	编号；参考
<b>quantity</b> /'kwɒntəti/	<i>n.</i>	数量
<b>length</b> /leŋθ/	<i>n.</i>	长度
<b>seat</b> /si:t/	<i>n.</i>	座位
<b>peak</b> /pi:k/	<i>n.</i>	山顶；山峰
<b>court</b> /kɔ:t/	<i>n.</i>	公寓大楼
<b>distance</b> /'dɪstəns/	<i>n.</i>	距离；间距



## Notes

### Page 55

- 1 Other kinds of computers are so tiny that you may be unaware of them. 其他类型的电脑太小了，因此你可能没有意识到它们的存在。  
注意：英语中有些形容词加上前缀 un- 可以构成反义词，如此句中的 unaware。又如：unhappy（不高兴的），unlucky（不幸的），unfair（不公平的）等。
- 2 It is common knowledge that computers are super calculators. 众所周知，电脑是超级计算器。  
It is common knowledge that ... 也可以用 As we all know, ... 来表示。
- 3 However, one day computers may be able to do most things that a human brain can do and even do them better. 然而，将来某一天，电脑也许可以做人脑所能做的大部分事情，甚至做得更好。  
句中的 that a human brain can do 是一个定语从句，用来修饰 things。
- 4 You can use a program which helps the computer recognize your voice. 你可以使用一套程序，用以帮助电脑识别你的声音。  
句中的 program 是名词，意为“程序；编码；指令”。8A Unit 4 曾学过 Someone had to first program the computer with instructions；其中的 program 作动词，意为“编程”。  
句中的 which helps the computer recognize your voice 是一个定语从句，用来修饰 a program。
- 5 Some computers have CD-ROM or DVD-ROM drives. 有些电脑有光驱。  
句中的 drive 是名词，意为“驱动器”。另外 drive 也可作动词，意为“驾驶”，如：He drives a taxi. 他开出租车。
- 6 For example, you can use your computer to read about a famous person from history and you can see a photograph or video of him or her, and even listen to them speaking. 譬如，你可以用电脑来查阅某个历史名人的相关资料，你还可以看他（她）的照片或录像，甚至聆听他（她）的演讲。  
句中的 read about 意为“读到；查阅到”，如：Our English teacher likes reading about American history. 我们的英语老师喜欢阅读美国历史方面的东西。

## Additional teaching suggestions

- 1 Other kinds of computers are so tiny that you may be unaware of them. 句中的 so ... that 引导结果状语从句，教师在教学中可作适当讲解。
- 2 It is common knowledge that computers are super calculators. 本句中含有一个由 that 引导的主语从句，教师在教学中不必作语法讲解，只要求学生理解句意即可。
- 3 They are small enough to put in your pocket like a bar of chocolate. 句中的 enough 作副词，此外 enough 也可作形容词，这是学生学习中的一个难点，教师在教学中可采取举例或比较等方法进行说明，如：用 enough food/time/books, good/well/bright enough 等来帮助学生区分其词性及用法。

## Unit 5 The human brain

### Unit topic: overview

This unit is about memory. The **Reading** passage is a feature from a school newspaper containing five short articles about different aspects of memory.

The **Grammar** section introduces adverbial clauses using *if* and *unless*.

The **Listening** section contains some exercises which are designed to test the students' memory power.

The **Speaking** section includes a conversation in which one person has to apologize to another person for forgetting something. It also has an exercise about *if* sentences.

The **Writing** section requires the students to write an article about a special memory, i.e., an interesting incident in their past.

### The cartoon

The joke consists of the fact that *Lo* has been on a memory-improvement course, but he has forgotten how much the course cost. Thus, the course could not have been very effective.

### Pre-unit activities

- 1 Take a large number of items, at least ten, into the classroom in a box, and then lay them out clearly in a row on your desk. Any assortment of small objects from the staff room will be suitable.
- 2 Ask the students to try to memorize (in order) what is on the table, and then after about three minutes, return all the items to the box. Ask the students to write out a list of as many of the items as they can remember. After you have checked their lists against the actual contents of the box, you can tell the class that this unit will help them make their memories even better.
- 3 Tell the class that research into human memory has come up with all sorts of fascinating findings. For instance, recall is much better if it takes place in the same place and under the same conditions as the learning first took place in. In one experiment, divers were given some information while they were underwater. Their memory for the information was much better when it was tested again later underwater than it was on land. This is one reason why the police re-stage crimes to try to trigger people's memories. Another finding is that things we learn in the afternoon are normally better remembered than those we learn at other times of day.

# Unit 5 The human brain

 **Reading**

p. 72

 **Grammar**

p. 76

 **Listening**

p. 80

 **Speaking**

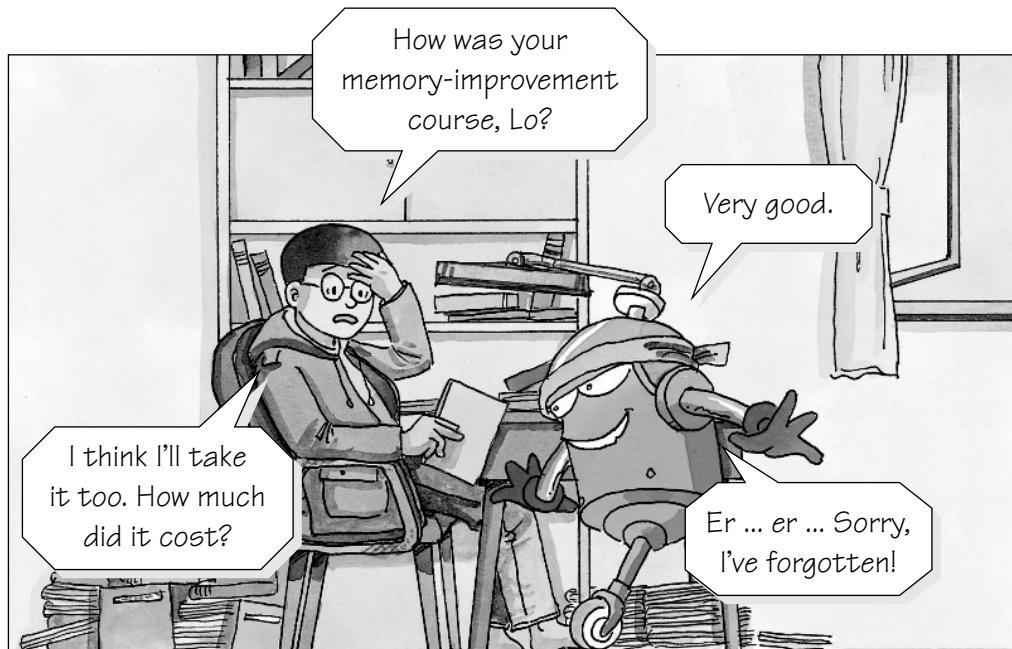
p. 80

 **Writing**

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\*  **More practice**

p. 83





## Reading

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

Read the words in the list below at normal speed. Then close your books and write down, in order, as many words as you can remember. Record your score.

star	chance
uncle	leader
damage	queen
knowledge	captain
shelter	metre

### B Before you read

Look at the title, the introduction, the pictures and the first sentence of each article and decide whether the following statements are **T** (True) or **F** (False). Circle **T** or **F**.

- |   |     |
|---|-----|
| 1 The five articles about memory were all written by Joyce. | T/F |
| 2 People have two kinds of memory.                          | T/F |
| 3 Memory plays an important part in our lives.              | T/F |
| 4 Making pictures in your mind helps you remember things.   | T/F |
| 5 The <i>Guinness Book of Records</i> is about memory.      | T/F |
| 6 Memory and feelings are connected with each other.        | T/F |

## MEMORY

Joyce wanted to have a feature about memory in the school newspaper. She and her editors all agreed to write short articles on this topic.

### ARTHUR

I read in a book that we have a short-term memory and a long-term memory. When people get old, their short-term memory becomes weaker, but they can still remember things that happened a long time ago.

My grandad told me a joke about memory. He said, 'When you get old, three things start to go wrong. First, you start to lose your memory. And I can't remember what the other two things are!'

### JOYCE

Memory is essential for life. I saw a programme on television about a man who had had an accident and injured his brain. Afterwards, he could not remember anything for longer than a few minutes.

His wife visited him in hospital every day, but he forgot her visits a few minutes after she left. He was often angry with her because he thought that she never visited him. It was very sad.

## Reading

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

This is another way of attracting the students' attention to the topic of this unit. You may use other sets of words if you wish.

### B Before you read

Ask the students to complete this exercise as they read through the articles.

#### Answers:

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

## Reading passage

### Memory

These are five short articles about memory from a school newspaper.

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

- P1–2: As people grow old, some of them start to lose their memory.
- P3–4: A man lost his memory after an accident.
- P5: The link method—making funny pictures in your mind—can help you remember things.
- P6: Some people have amazing memories.
- P7: We often remember things when something dramatic happens.

### Vocabulary:

\***basic** (adj.) most simple; main

The basic reason for his unhappiness is that he always feels lonely.

**connect** (v.) join; link

Pudong is connected to Puxi by many bridges and tunnels.

**dramatic** (adj.) exciting; unusual

There was a dramatic moment in our class today when a large bird flew into the room.

**essential** (adj.) necessary

Experience is essential for this kind of job.

**improve** (v.) make something get better

Tom is improving his health by eating more fruit and vegetables.

**injure** (v.) hurt; damage

Five people were injured in a traffic accident near Sunhill.

**link** (n.) connection between two or more people or things

There is a saying, 'A chain is as strong as its weakest link'.

**lose one's memory** be unable to remember things

The old man lost his memory at the age of 75.

\***memorize** (v.) put into your memory

You'd better memorize these formulas before the exam.

**method** (n.) way of doing something

The best method of keeping slim is to exercise regularly.

### Additional activity:

If you wish, you can also mention these two methods of improving your memory.

#### 1 The peg method

In this method you connect the numbers from one to ten with similar sounding words (rhymes), such as these:

one	Sun, bun, gun
two	shoe, glue, barbecue, queue
three	tree, bee, see, ski, tea
four	door, store, war, shore
five	dive, drive
six	sticks, chicks, bricks, ticks
seven	heaven
eight	gate, plate, weight, skate
nine	wine, line, sign
ten	hen, pen, men

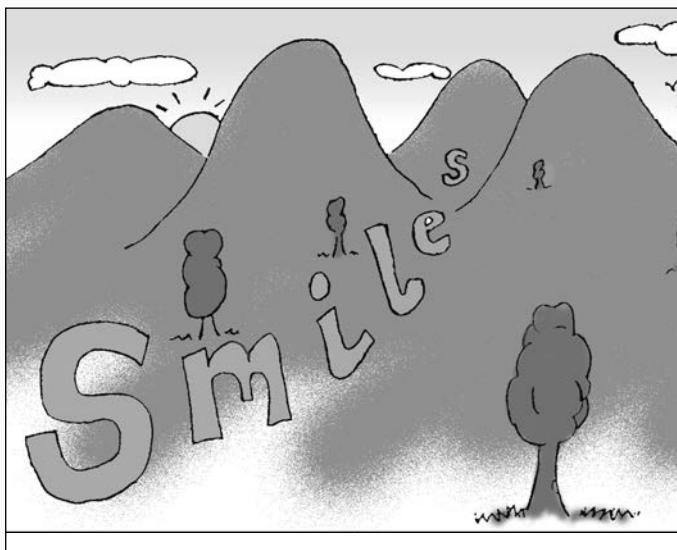
Then you connect the numbers and rhymes with mind-pictures of things which you want to remember. For example, if you want to remember ten items in order, you can use the rhyming words to help you. Thus if number six on your list is 'aeroplanes', you can make a picture in your mind (or draw it on paper) of little yellow chicks in an aeroplane. This will help you remember that item six (=chicks) is 'aeroplanes'.

#### 2 The initial letter method

Another method of remembering things is to make up a sentence in which the initial letter of each word helps you remember a list. Most British children remember the order of the colours in a rainbow by remembering *Richard Of York Gave Battle In Vain* (referring to Richard III who died at the battle of Bosworth, 1485). The initial letters in this sentence help you remember the colours *red, orange, yellow, green, blue, indigo, violet*. The students can try this method themselves, if they need to learn facts in a certain order.

## PANSY

One basic way of improving your memory is to  
35 use the link method. If you want to memorize  
something, you should make a picture in your  
mind. If the picture is silly, strange and  
colourful, you will remember it better. For  
example, I am trying to remember the word  
40 'smiles'. An easy way to do this is to imagine  
there is a 'mile' between the first letter and the  
last letter. This makes it the longest word in the  
world!



## TONY

45 In the *Guinness Book of Records*, we can find  
some amazing stories about memory. For  
example, Gou Yanling from Harbin in China  
has memorized more than 15,000 telephone  
numbers. And Dave Farrow from America  
50 remembered the correct order of 2,704  
playing cards, after seeing them just once.

## MILLIE

Memory is connected with our  
feelings. For example, if someone  
55 says 'This is a spider', and then  
puts a large spider on your hand,  
you will probably remember the  
word 'spider'! When something  
dramatic happens, we usually  
60 remember it well, and we also  
remember where we were and  
what we were doing. For example,  
most people in China can  
remember where they were when  
65 the opening ceremony of the 29th  
Olympic Games was held in  
Beijing in 2008.



## C Vocabulary

**C1** Find the words and phrases in the box in the five articles, work out their meanings and use them to complete the sentences and dialogues below.

lose your memory      essential      imagine  
go wrong                  link              method

- 1 Food, water and sunlight are \_\_\_\_\_ for all green plants.
- 2 The machine was working well at the beginning, but it started to \_\_\_\_\_ half an hour later.
- 3 Ann I wonder what it's like to be an astronaut.  
Don I don't know, but I \_\_\_\_\_ it's exciting.
- 4 Pierre The Channel Tunnel is the \_\_\_\_\_ between France and Britain.  
Pansy Yes. And we've built several tunnels to connect Puxi and Pudong in Shanghai too.
- 5 Ron I had an accident this morning. I fell down some stairs and landed on my head.  
Joe Oh, I hope you don't \_\_\_\_\_! How did the accident happen?  
Ron What accident?
- 6 Cindy My brother is trying to lose some weight. He's using the 'see-food' \_\_\_\_\_, but it doesn't work very well.  
Bessy You mean, seafood, like fish and crabs?  
Cindy No, see-food. If he sees food, he eats it!

**C2** Complete the sentences with the words in the box. They must mean the same as the words in brackets.

injured      improve      dramatic      memory

- 1 Shakuntala is a lady with an amazing brain. She has a good \_\_\_\_\_ for numbers. (ability to remember things)
- 2 Last night's game between England and France had a \_\_\_\_\_ ending. France scored a goal in the last minute of the game to win the match. (very exciting)
- 3 The teacher said to him, 'Your marks are not good. If you want to \_\_\_\_\_ your grades, you must work much harder!' (make something better)
- 4 One person was killed and two others were \_\_\_\_\_ in a car accident near East Road yesterday. (hurt)

## C Vocabulary

Tell the students to look carefully at each word or phrase in Exercises C1 and C2. Then ask them to complete the sentences.

**Answers:**

- C1** 1 essential  
2 go wrong  
3 imagine  
4 link  
5 lose your memory  
6 method
- C2** 1 memory  
2 dramatic  
3 improve  
4 injured

## D Comprehension

- 1 Exercise D1 provides a review of some of the main points of the passage, to make sure the students have understood it. The exercise also practises scanning skills. The students can find all the answers they need in the text itself.

### Answers:

D1	1	joke	8	silly
	2	old	9	strange
	3	never	10	colourful
	4	forgot	11	Tony
	5	link	12	dramatic
	6	picture	13	where
	7	mind	14	what

## For further reading practice

*Workbook 9A page 43*

- a Give the students time to read the passage silently.
- b Ask the students to read the questions and find information in the passage to answer the questions.
- c Check the answers with the students.

- 2 Exercise D2 gives the students a chance to practise one of the memory techniques which are mentioned in the passage and in the teacher's notes. The students could use the link method here in two possible ways: they could make mental pictures linking the English word and the Chinese word or they could make up mental pictures linking the words in the list in pairs. For example, they could imagine an 'enemy bulb'—a light bulb with a frightening face and a gun; or they could link 'passport' and 'astronaut' by imagining an astronaut going through the passport control queue at the airport, showing his/her passport. Ask the students to try the exercise, and have them tell the class some of the techniques they used to try to remember the words in the list.

## D Comprehension

**D1** Two students, Keith and Penny, are talking about the feature about memory. Complete their dialogue by putting one word in each blank.

Keith Why couldn't Arthur's grandad remember the other two things?

Penny Oh, that was just part of his <sup>(1)</sup> \_\_\_\_\_. It shows that people forget things as they get <sup>(2)</sup> \_\_\_\_\_. But he was just joking.

Keith In Joyce's article, why was that man angry with his wife?

Penny Well, he thought she <sup>(3)</sup> \_\_\_\_\_ visited him in hospital. She did visit him every day, but he <sup>(4)</sup> \_\_\_\_\_ about it after a few minutes.

Keith Can you explain what Pansy says? What does she mean by the '<sup>(5)</sup> \_\_\_\_\_ method'?

Penny She means that you must make a <sup>(6)</sup> \_\_\_\_\_ in your <sup>(7)</sup> \_\_\_\_\_. It must link two things together in an unusual way. So if you are learning a new English word, you could try to think of a funny picture to help you remember that word.

Keith What kind of picture is best?

Penny It's best if the picture is <sup>(8)</sup> \_\_\_\_\_, <sup>(9)</sup> \_\_\_\_\_ and <sup>(10)</sup> \_\_\_\_\_.

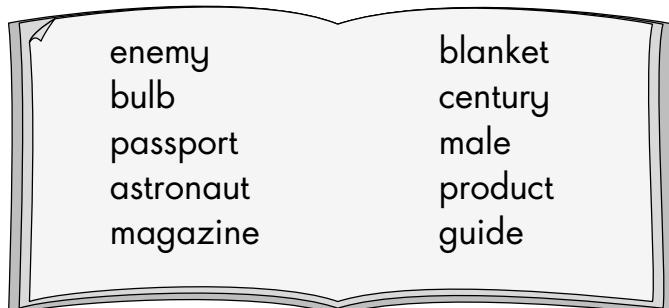
Keith Whose article contains some stories about people who have memorized thousands of things?

Penny Oh, that's in the article by <sup>(11)</sup> \_\_\_\_\_.

Keith What does the example about the opening ceremony of the Beijing 2008 Olympic Games show us?

Penny It shows that when a <sup>(12)</sup> \_\_\_\_\_ thing happens, people remember it well, and they also remember <sup>(13)</sup> \_\_\_\_\_ they were and <sup>(14)</sup> \_\_\_\_\_ they were doing at that time.

**D2** Use the link method to make pictures in your mind connecting the words below. Then close your books and write down, in order, as many words as you can remember. Compare your score with the one in A on page 72. Have you improved your memory?



## Adverbial clauses (II)

We use **if** sentences to talk about possible actions and the results of those actions.

An **if** sentence has two parts called clauses. Each clause contains a verb.

*If you stick a pin into a balloon, it bursts.*



### A if sentences: actions with definite results

In these **if** sentences, both verbs are in the same simple present tense.

**If you cool water, it turns into ice.**

#### Tips

In **if** sentences, the **if** clause can come first or second. When the **if** clause comes first, there is always a comma after it,

e.g., If you cool water, it turns into ice.  
Water turns into ice if you cool it.

#### A1 Read these **if** sentences and match the possible actions with the results.

- | possible actions                   | results             |
|------------------------------------|---------------------|
| 1 If you take a fish out of water, | a it melts.         |
| 2 If you boil water,               | b it dies.          |
| 3 If you heat metal,               | c they grow.        |
| 4 If you put wood into water,      | d they die.         |
| 5 If you plant seeds in soil,      | e it breaks.        |
| 6 If you drop a glass,             | f it becomes steam. |
| 7 If you do not give plants water, | g it floats.        |

#### A2 Work in pairs. Read the dialogue below and make similar dialogues about the other sentences in A1.

- S1 What happens if you take a fish out of water?  
 S2 It dies.  
 S1 Are you sure?  
 S2 Of course I'm sure. If you take a fish out of water, it dies.

## Grammar

### Adverbial clauses (II)

This section introduces the students to one of the adverbial clauses—conditional clauses. The simple conditional clauses covered should cause little difficulty to the learners, and you should be able to proceed through this section fairly quickly.

#### A ***If* sentences: actions with definite results**

- 1 Ask the students to do Exercise A1.

#### Answers:

A1	1	b	3	a	5	c	7	d
	2	f	4	g	6	e		

- 2 Ask the students to do Exercise A2 in pairs.

#### Answers:

- A2 2 S1 What happens if you boil water?  
S2 It becomes steam.  
S1 Are you sure?  
S2 Of course I'm sure. If you boil water, it becomes steam.
- 3 S1 What happens if you heat metal?  
S2 It melts.  
S1 Are you sure?  
S2 Of course I'm sure. If you heat metal, it melts.
- 4 S1 What happens if you put wood into water?  
S2 It floats.  
S1 Are you sure?  
S2 Of course I'm sure. If you put wood into water, it floats.
- 5 S1 What happens if you plant seeds in soil?  
S2 They grow.  
S1 Are you sure?  
S2 Of course I'm sure. If you plant seeds in soil, they grow.
- 6 S1 What happens if you drop a glass?  
S2 It breaks.  
S1 Are you sure?  
S2 Of course I'm sure. If you drop a glass, it breaks.
- 7 S1 What happens if you do not give plants water?  
S2 They die.  
S1 Are you sure?  
S2 Of course I'm sure. If you do not give plants water, they die.

- 3 A pair of conditional clauses are spoken with a rising and falling intonation pattern, rising to a peak on the last word of the *if* clause.

If you take a fish out of water, it dies.

- 4 Read the instructions to Exercise A3 aloud to the class, and then ask the students to write their answers on their own.

**Answers:**

- A3 1 A balloon bursts if you stick a pin into it.  
2 Metal melts if you heat it.  
3 Wood floats if you put it into water.  
4 A glass breaks if you drop it.

**B *if* sentences: actions with possible results**

- 1 All of the *if* sentences in Section A concern things that follow the laws of nature. The *if* sentences in Section B offer suggestions that are usually reliable, but contain some element of uncertainty.
- 2 Read the text with the students, and then proceed to Exercise B1. Explain to them that items 1–5 contain statements by William. The students must find a sentence in the two boxes which will give William some relevant advice. (The advice is being given by William's mother.)

**Answers:**

- B1 1 If you check your timetable every night, you will know which books to take.  
2 If you telephone your friends, they will tell you what homework to do.  
3 If you go to bed earlier, you won't feel tired in the mornings.  
4 If you look it up in the dictionary, you'll find out its meaning.  
5 If you think about each picture for 10 to 20 seconds, it will stay in your mind better.

**Additional activity:**

We often use the probable conditional when we are stating plans. Ask the students to imagine they are planning an outing, and then to complete these *if* clauses in different ways. Possible answers are given in brackets.

- 1 If we go to the beach, ... (we'll need to take sun cream/we'll be able to go swimming).
- 2 If we go to Chongming Island, ... (we'll take the ferry or the bus).
- 3 If we have a barbecue, ... (we'll need fuel).
- 4 If it rains, ... (we won't go/we'll take umbrellas).
- 5 If it's cool, ... (we'll take coats/we'll play volleyball).
- 6 If it's hot, ... (we'll sunbathe/we'll go for a swim/we'll buy ice cream).

**A3** Complete these sentences with the words in brackets.

- 1 A balloon \_\_\_\_\_ it. (a pin/if/stick/you/bursts/into)
- 2 Metal \_\_\_\_\_ it. (you/heat/melts/if)
- 3 Wood \_\_\_\_\_ water. (you/into/put/if/floats/it)
- 4 A glass \_\_\_\_\_ it. (drop/you/breaks/if)

**B if sentences: actions with possible results**

In these **if** sentences, the verb tenses are different. The verb in the **if** clause is in the simple present tense while the verb in the other clause is in the simple future tense.

What **will** you **do** **if** you **fail** the driving test?

If you **pass** the driving test, what **will** you **do**?

If I **fail** the test, I'll **take** it again soon.

I **won't buy** a car **if** I **fail** the test.

*If you use the link method, you will improve your memory.*



*You will remember things better if the pictures in your mind are silly, strange and colourful.*

**B1** William's mum is giving him advice about his problems. Choose the correct half-sentences from the boxes to complete her advice for him.

**William's problems:**

- 1 I sometimes take the wrong books to school.
- 2 I was away from school today. I don't know what to do for homework.
- 3 I hate getting up! I always feel tired in the mornings.
- 4 I don't know what this word means.
- 5 The link method doesn't help me much. I forget the pictures in my mind.

**Mum's advice:**

If you go to bed earlier,

If you telephone your friends,

If you check your timetable every night,

If you look it up in the dictionary,

If you think about each picture for 10 to 20 seconds,

you won't feel tired in the mornings.

it will stay in your mind better.

they will tell you what homework to do.

you'll find out its meaning.

you will know which books to take.

**B2** Carol is giving advice to Henry. What is she saying? Use the pictures and the words in brackets to help you.

- 1 If you make the wheel round, it will turn more easily. (make/turn)
- 2 The seeds will grow if you plant them in the soil. (grow/plant)
- 3 \_\_\_\_\_ another wing, it \_\_\_\_\_. (put on/fly)
- 4 \_\_\_\_\_ your jumper, you \_\_\_\_\_ so cold. (put on/not feel)
- 5 The meat \_\_\_\_\_ in the fridge. (not go bad/put)
- 6 You \_\_\_\_\_ your glasses. (see better/wear)

1



2



3



4



5



6



- 3 Read the instructions to Exercise B2 and look at the examples with the class. Then ask the students to complete the exercise. Give them a few minutes and then orally check their answers by randomly selecting students from the class.

**Answers:**

- B2 3 If the plane is put on another wing, it will fly.  
 4 If you put on your jumper, you will not feel so cold.  
 5 The meat will not go bad if you put it in the fridge.  
 6 You will see better if you wear your glasses.

**Notes:**

- 1 It may seem to the students that, in many of these sentences, the results are absolutely certain, and that, according to the rule, two present tenses should be used. Part of the uncertainty lies in the *if* clause itself.

In type A conditionals, actions having results that will certainly happen, the *you* in the *if* clause refers to *anyone* (e.g., If you (anyone) heat water, the water boils.).

In type B conditionals, actions having results that will probably happen, the *you* refers to an individual, who may or may not follow the advice.

- 2 The students must also consider the question of politeness. One of the main ways in which politeness is achieved is by using markers of hesitation and uncertainty. *I wonder if you could possibly help me?* is much more polite than *Can you help me?* You can say *If you make the wheel round, it turns more easily*, but it may sound slightly rude, offensive or sarcastic.

## C Using *if ... not* and *unless*

- 1 Read the text with the class and explain the meaning of *if ... not* and *unless*.
- 2 In Exercise C1, the students must insert *if ... not*. They must read the sentences carefully, and think about where to insert *if ... not*. Remind the students that they need to add an auxiliary verb to each sentence and that *not* is usually inserted after the auxiliary verb.

### Answers:

- C1 2 You will get toothache if you do not clean your teeth regularly.  
3 This room will get very hot if you do not put the air conditioning on soon.  
4 If you do not understand this exercise, please put up your hand.  
5 If you do not close that window, lots of mosquitoes will get in.  
6 If the waiter does not come soon, I shall leave this restaurant.

- 3 Exercise C2 involves using both expressions. The students can use both the grammar and the meaning of the words to help them link the halves of the sentences.

### Answers:

- C2 1 d  
2 c  
3 e  
4 f  
5 b  
6 a

## C Using *if ... not* and *unless*

The word **unless** means **if ... not**. For example, these sentences have the same meaning:

**Unless** you keep ice cream in a freezer, it melts.

*If you do not keep ice cream in a freezer, it melts.*



We can put clauses with **unless** or **if ... not** first or second.

You will be late for school

**unless** you leave now.

**if** you **don't** leave now.

**Unless** you leave now,

you will be late for school.

**If** you **don't** leave now,

### C1 Join the following sentences with *if ... not*.

- 1 you improve your handwriting / you will lose marks in the exam  
If you do not improve your handwriting, you will lose marks in the exam.
- 2 you will get toothache / you clean your teeth regularly
- 3 this room will get very hot / you put the air conditioning on soon
- 4 you understand this exercise / please put up your hand
- 5 you close that window / lots of mosquitoes will get in
- 6 the waiter comes soon / I shall leave this restaurant

### C2 Match the beginnings of the sentences in Column A with the endings in Column B.

A

- 1 We'll have a barbecue
- 2 I'll park the car at Pacific Palace
- 3 Unless you want to watch something,
- 4 I'm going to buy a blouse for my mum
- 5 Unless that noise stops soon,
- 6 Unless you practise playing the piano regularly,

B

- a you will not improve your ability.
- b I shall telephone the police.
- c unless the car park there is full.
- d if the weather is fine tomorrow.
- e I would like to switch the TV off now.
- f unless I can think of a better idea for a present.

# Listening

## Testing your memory

This exercise will test your memory. Listen, but do not take notes. Write short answers to the questions. The first one has been done for you.

- 1 three  
2 \_\_\_\_\_  
3 \_\_\_\_\_  
4 \_\_\_\_\_  
5 \_\_\_\_\_

- 6 \_\_\_\_\_  
7 \_\_\_\_\_  
8 \_\_\_\_\_  
9 \_\_\_\_\_  
10 \_\_\_\_\_

# Speaking

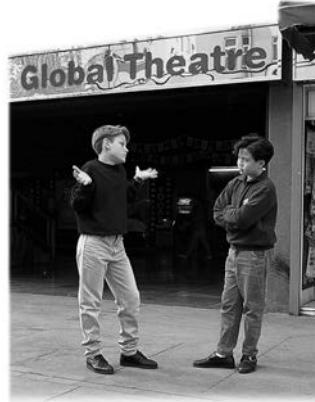
## A Talk time

### Making apologies and excuses

People usually make an apology for doing something wrong or causing a problem. An excuse is a reason people sometimes give for doing something bad.

**A1** Arthur meets Tony outside a theatre. Arthur is late. Read their conversation and answer the questions. Then work in pairs to practise the conversation.

- Arthur Sorry I'm late, Tony, but the bus broke down,  
and there were no taxis.  
Tony That's all right, Arthur. I've just got here myself,  
so I wasn't waiting for long.  
Arthur And, Tony, I'm terribly sorry, but I've forgotten to  
bring the tickets with me.  
Tony How could you do that?  
Arthur It's my memory. It's so bad these days. I keep  
forgetting things.  
Tony Then you'd better do something about it, hadn't you?



- 1 How many times does Arthur apologize to Tony?
- 2 Which apology is stronger?
- 3 How many excuses does Arthur give?
- 4 Which excuses does Tony accept? Which excuse does Tony reject?
- 5 What suggestion does Tony make to Arthur?

## Listening

### Testing your memory

- 1 This section is partly for fun, to give the students a memory test. But it is also true that memory plays a part in listening comprehension, and it is useful to train the students in listening and remembering.
- 2 Explain to the students what they must do and then play the recording. You may need to stop after the first item to check that the students understand. They can write short answers for both parts.
- 3 You can devise more work yourself in the same way, or get the students to make up test items for each other.

#### Tapescript:

- Woman: One. A dog, a cake, a lion, a book, a cat.  
 Man: Question one. How many animals were in that list?  
 Woman: Two. A telephone, a fax machine, a boat, a policeman, a TV set.  
 Man: Question two. What was the first item in that list?  
 Woman: Three. A banana, a hamburger, an apple, a coconut, a pizza.  
 Man: Question three. How many fruits were in that list?  
 Woman: Four. A policeman, a postman, a teacher, a headmaster, a waitress.  
 Man: Question four. How many of those words ended in 'man'?  
 Woman: Five. Carbon, water, oxygen, nitrogen, pollution.  
 Man: Question five. In that list, what was the word after 'water'?  
 Woman: Six. A car, a ferry, a bicycle, a ship, an aeroplane.  
 Man: Question six. How many of these vehicles have wheels?  
 Woman: Seven. Blue, sky, bird, rainbow, building.  
 Man: Question seven. How many of the words in that list began with the letter 'B'?  
 Woman: Eight. Bread, rice, trousers, green, elephant, glue.  
 Man: Question eight. What was the fourth word in that list?  
 Woman: Nine. A bridge, a tunnel, a mountain, a river, a highway.  
 Man: Question nine. How many of the things in that list are NOT made by people?  
 Woman: Ten. Peter, Alice, Steven, Katie, Alan.  
 Man: Question ten. What was the second name in that list?

#### Answers:

- |   |             |    |       |
|---|-------------|----|-------|
| 2 | a telephone | 7  | three |
| 3 | three       | 8  | green |
| 4 | two         | 9  | two   |
| 5 | oxygen      | 10 | Alice |
| 6 | three       |    |       |

### For further listening practice

*Workbook 9A page 42*

#### Exercise A

- a Give the students time to read the statements.
- b Play the recording once. The students listen.
- c Play the recording again. The students decide whether the statements are true or false.
- d Check the answers with the students.

#### Exercise B

- a Give the students time to read the questions.
- b Play the recording again. The students complete the answers.
- c Check the answers with the students.

## Speaking

### A Talk time

#### Making apologies and excuses

- 1 Read the instructions with the class. Then select two students to read the conversation in Exercise A1 aloud. Let the students work out the answers, and then go over the answers with them.

#### Answers:

- A1 1 Twice.  
 2 The second one (I'm terribly sorry).  
 3 Three (i.e., the bus broke down, no taxis, his bad memory).  
 4 Tony accepts the excuses that the bus broke down and there were no taxis. He rejects the excuse that Arthur's memory was poor.  
 5 He suggests Arthur do something to improve his memory.

- 2 To complete Exercise A2, ask the students to insert the words from the box. Note that this conversation follows the same general pattern as the one in Exercise A1.

**Answers:**

- A2 1 I'm late  
2 That's all right  
3 I'm terribly sorry  
4 How could you  
5 I don't know  
6 you'd better

**Notes:**

- 1 *Sorry* and other forms of apology are often preceded by *Oh*.
- 2 *Sorry*, on its own, is quite casual. You might use it when gently bumping into a friend.
- 3 *Very*, *terribly* and *awfully* are commonly used to increase the degree of apology.
- 4 There are numerous ways of trying to soften someone's anger when you have done something wrong.
  - blame yourself:  
I was so stupid.  
I've been a fool.
  - attract pity:  
I've had a terrible day.
  - blame someone else:  
That stupid bus driver said ...
  - admit you deserve punishment:  
Don't hate me.  
Hit me. I deserve it.
- 5 Normally, we accept apologies. Here are some phrases we use:

That's all right.  
It doesn't matter.  
No problem.  
Never mind.  
Forget it.  
Don't worry about it.  
It's nothing.  
Things/Accidents happen.

**B Speak up**

**Talking about daydreams**

- 1 This exercise offers further work on conditionals and creates an opportunity for interesting oral practice.
- 2 Follow the instructions in the *Student's Book* to complete the exercise.

**Possible answers:**

- B 3 teacher  
4 teacher, I will go to poor areas  
5 go to poor areas, I can help children there  
6 help children there, they will have opportunities for better education  
7 they have opportunities for better education, their lives will be better  
8 their lives are better, I will be very happy

**A2** Millie meets Arthur. Work in pairs to complete their conversation with the words in the box. Then practise the conversation.

I'm terribly sorry

How could you

That's all right

I don't know  
you'd better

I'm late

Sorry <sup>(1)</sup> \_\_\_\_\_, Arthur,  
but I couldn't find your pen.

<sup>(2)</sup> \_\_\_\_\_, Millie.  
I've got another one.

And, Arthur, <sup>(3)</sup> \_\_\_\_\_,  
but I've broken your e-dictionary.

<sup>(4)</sup> \_\_\_\_\_ do that?

<sup>(5)</sup> \_\_\_\_\_. It just  
doesn't work now.

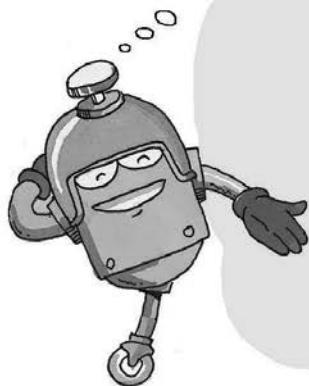
Well, <sup>(6)</sup> \_\_\_\_\_ get  
it repaired, hadn't you?



## B Speak up

### Talking about daydreams

Work in groups. Discuss the **if** sentences in the thought bubble and then complete all of the eight sentences. Remember that each sentence must be connected with the one before it. Write the sentences down and read them to the class.



- 1 If I pass my exams, I'll leave school.
- 2 If I leave school, I'll get a job.
- 3 If I get a job, I'll work as a \_\_\_\_\_.
- 4 If I work as a \_\_\_\_\_, \_\_\_\_\_.
- 5 If I \_\_\_\_\_, \_\_\_\_\_.
- 6 If I \_\_\_\_\_, \_\_\_\_\_.
- 7 If \_\_\_\_\_, \_\_\_\_\_.
- 8 If \_\_\_\_\_, \_\_\_\_\_!



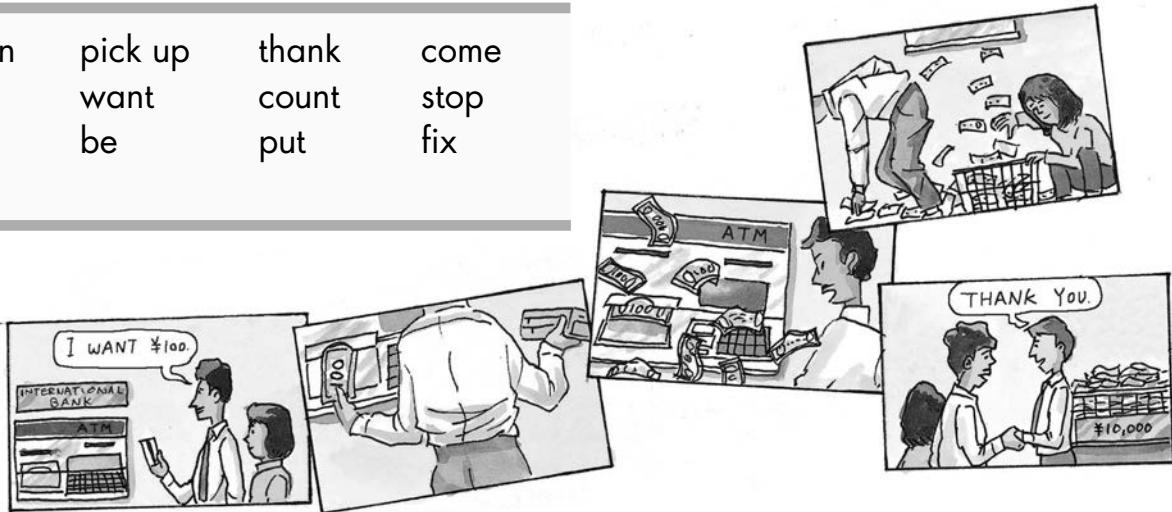
# Writing

## Memory Corner

The school newspaper wants articles for its section called **Memory Corner**. Jane wrote an article for the paper.

**A** Work in pairs. Look at the pictures and complete Jane's article with the correct forms of the verbs in the box. You can use some of the verbs more than once.

begin	pick up	thank	come
pour	want	count	stop
tell	be	put	fix
go			



This is a special memory for me.

Early one morning, I went to the International Bank with my father. He (1) \_\_\_\_\_ to take out one hundred yuan. He (2) \_\_\_\_\_ his card into the ATM machine. A 100-yuan note (3) \_\_\_\_\_ out. He (4) \_\_\_\_\_ it into his wallet.

Then the machine (5) \_\_\_\_\_ to make a funny noise. More notes (6) \_\_\_\_\_ out. This (7) \_\_\_\_\_ on for about ten minutes. Then it (8) \_\_\_\_\_.

We (9) \_\_\_\_\_ the notes and (10) \_\_\_\_\_ them into a big basket. We wanted to call the bank service, but at that moment, the manager (11) \_\_\_\_\_. We (12) \_\_\_\_\_ him everything immediately. He (13) \_\_\_\_\_ amazed!

The manager (14) \_\_\_\_\_ the notes. There (15) \_\_\_\_\_ exactly ten thousand yuan. He (16) \_\_\_\_\_ us and (17) \_\_\_\_\_ the machine. Then he (18) \_\_\_\_\_ the money back into the machine.

That is my special memory.

**B** Now, work alone. Write your own article for **Memory Corner**. It can be about a real memory you have, or you can imagine one.

## Writing

### Memory Corner

- 1 Read the instructions to Exercise A to the class. Tell them to complete the exercise, reminding them to use the past tense.

#### Answers:

- A 1 wanted  
 2 put  
 3 came  
 4 put  
 5 began  
 6 came/poured  
 7 went  
 8 stopped  
 9 picked up  
 10 put  
 11 came  
 12 told  
 13 was  
 14 counted  
 15 was  
 16 thanked  
 17 fixed  
 18 put

- 2 For Exercise B, it is impossible to predict what the students might wish to write about. They could remember a family event, such as a birth, a wedding or moving house. Their first day at secondary school could be a good choice. Some students may have been on a special holiday which they wish to write about. Sports players may have a memory of winning a big match. Pop music fans may have once spoken to their favourite singer or been to an exciting concert. If the students prefer not to write about their personal experiences, allow them to write about an imaginary memory using one of the topics covered in this unit.

### For further writing practice

*Workbook 9A* page 44

- a In groups of four, students read the questions and share each other's experiences.
- b Ask the students to write a story about their own experience.
- c Invite individual students to read out their stories to the class.

## \* More practice

### How to improve your memory

This passage is about how to improve memory. The students can learn some ways to improve their memories.

#### Vocabulary:

**focus** (v.) give attention to one point

This passage focuses on how to improve your memory.

**Maintain** (v.) continue; keep up

Eating vegetables and fruit can help us Maintain our health.

**prevent** (v.) stop something from happening

Something must be done to prevent pollution from damaging the environment.

#### Answers:

- A 1 I can do activities that I do not usually do and change my daily habits.  
2 Because this will lower my chances of making accurate memories.  
3 My brain stores memory while I am asleep.  
4 The good things about caffeine in tea and coffee are that it is very good at preventing sleepiness and helping concentration. The bad thing is that it may cause problems with memory.



## More practice

# How to improve your memory

There are many things you can do to improve your memory, such as using various memorizing methods as well as taking special care of your health.

It is important that you regularly stimulate<sup>①</sup> your brain to make your memory more efficient. For example, you can do activities that you do not usually do and change your daily habits.

- 5 Learning a new skill helps your brain develop. When trying to memorize something, you should focus your attention and concentrate<sup>②</sup> on the most important things about it. Do not allow other thoughts to enter your mind because this will lower your chances of remembering things accurately.

- An excellent way to help memory is to link information with  
10 pictures. Try to see the images<sup>③</sup> in your mind. Taking notes, being organized and keeping a diary will also be useful tools.

- Healthy food and plenty of vitamins are essential for your memory to work properly. Drinking a lot of water also helps maintain your memory. You must allow your brain to have enough sleep and rest  
15 too. When you are asleep, your brain stores memory. Not enough sleep can, therefore, cause problems with storing information. In addition, being tired will stop you from being able to concentrate well. Caffeine in tea and coffee is very good at preventing sleepiness and helping concentration, but some people believe they may cause problems with memory.

- In order to concentrate well, you must be relaxed. Generally keeping fit and having regular  
20 health checks are both important as well, and not just for improving your memory.



**A** Answer the following questions based on information in the passage.

1 How can you make your memory more efficient?

---

2 Why should you not allow other thoughts to enter your mind when you are trying to memorize something?

---

3 What does your brain do while you are asleep?

---

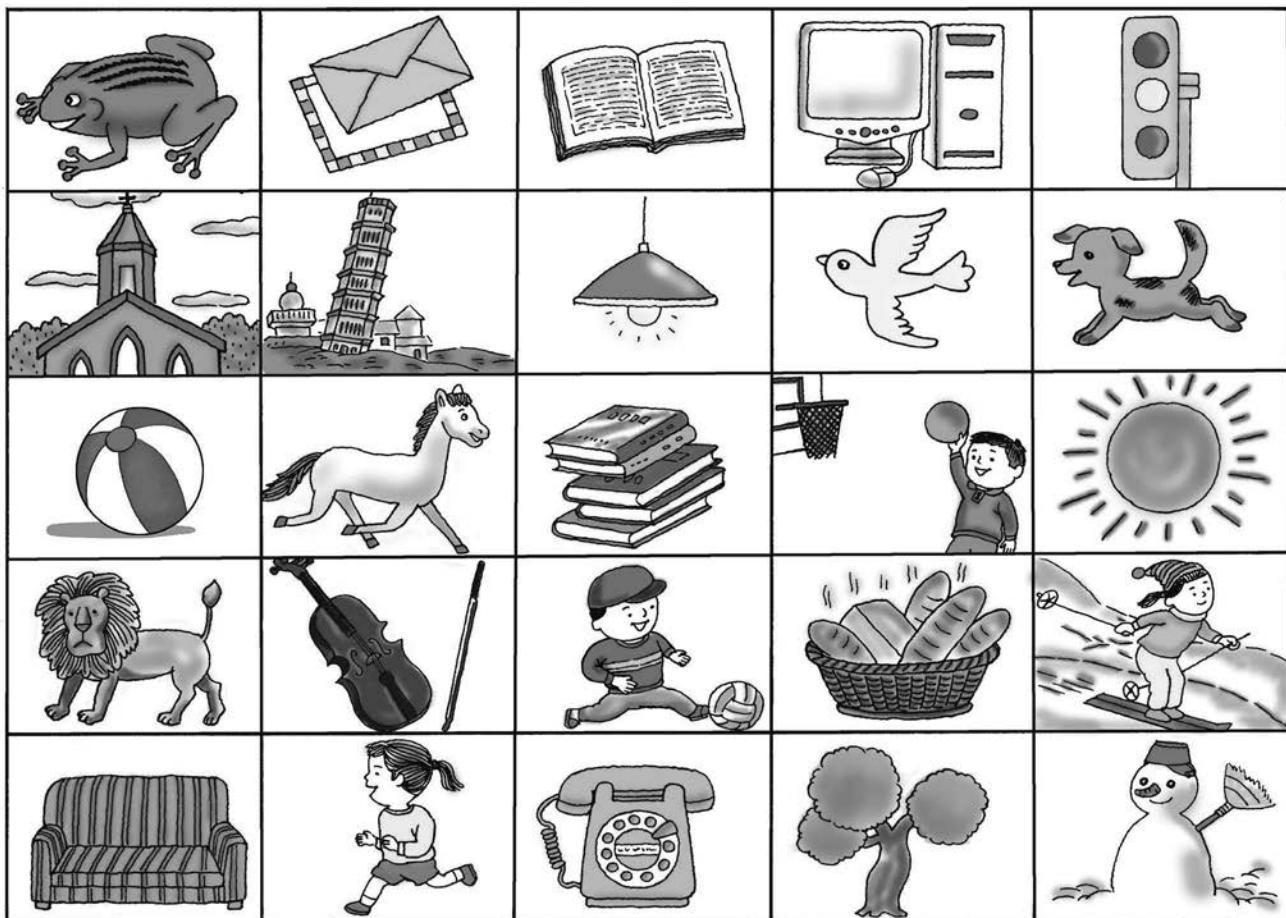
4 What are the good things about caffeine in tea and coffee? What may be the bad thing about it?

---

---

① stimulate v. 刺激 ② concentrate v. 集中 (注意力) ③ image n. 形象

**B** Look at the following pictures for one minute. Then close your book. How many can you remember? In groups, discuss your methods for memorizing things.



**C** The passage on page 83 suggests that linking information with pictures is an excellent way to help memory. Do you have any other good methods or techniques? Tell the class what they are and give some examples to illustrate them.

**D** Look at the habits below and tick the ones that you have. Ask yourself whether they are good or bad for your memory. Then work in groups to discuss each of the habits.

- Every day, I drink one carton of milk and eat a lot of vegetables.
- I do not like drinking water. I prefer soft drinks.
- I like reading and writing until late at night. The quiet helps me concentrate.
- I like fruit and eat a lot of it every day.
- I usually have bread with milk for breakfast.
- When I get tired, I usually have a rest and then do some exercise to help me relax.
- I used to drink tea, but now I drink coffee instead.

**Answers:**

B–D (Students' own answers.)

### Progress file 5

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

#### Answers:

- 1 d
- 2 b
- 3 e
- 4 c
- 5 a
- 6 e
- 7 d
- 8 b
- 9 a
- 10 c
- 11 If you put paper into a fire, it burns.
- 12 If I see a mouse, I will scream!
- 13 I will not go out if it rains tomorrow.
- 14 You are not allowed to enter unless you have a ticket.
- 15 If you cannot hear well, please sit near the front of the class.

# Progress file 5

## Vocabulary

Match the words and phrases with their meanings.

- |              |  |
|--------------|--|
| 1 essential  | a should                                   |
| 2 imagine    | b make a picture of something in your mind |
| 3 wonder     | c stop working                             |
| 4 break down | d very important                           |
| 5 had better | e want to know                             |

## Grammar

Match the two halves of these sentences.

- |                                  |   |
|----------------------------------|---|
| 6 If ice gets hot,               | a you will understand the words better. |
| 7 You will get very fit          | b unless she takes her medicine.        |
| 8 She will not get well          | c if we don't hurry up.                 |
| 9 If you often use a dictionary, | d if you exercise every day.            |
| 10 We will be late               | e it melts.                             |

Write complete sentences by putting the following words in the right order.

- 11 it/paper/If/a fire/burns/put/you/into/,/.
- 12 I/will/see/scream/If/a mouse/I/,/!
- 13 go out/tomorrow/I/rains/will/if/it/not/.
- 14 not/You/enter/have/a ticket/are/to/allowed/unless/you/.
- 15 sit/the class/near/well/cannot/If/you/hear/please/the front of/,/.

## My progress:

Comments:



15



0–6 Try harder.



7–12 Can do better.



13–15 Good work.

## Word box

<b>memory</b> /'meməri/	<i>n.</i>	记忆力；记性
<b>mind</b> /maɪnd/	<i>n.</i>	头脑；大脑
<b>short-term</b> /ʃɔ:t 'tɜ:m/	<i>adj.</i>	短期的；近期的
<b>long-term</b> /lɔ:n 'tɜ:m/	<i>adj.</i>	长期的；长远的
<b>go wrong</b>		发生故障；出毛病
<b>essential</b> /ɪ'senʃl/	<i>adj.</i>	必不可少的；极其重要的
<b>injure</b> /'ɪndʒə(r)/	<i>v.</i>	伤害；使受伤
<b>afterwards</b> /'a:ftəwədz/	<i>adv.</i>	以后；后来
<b>(be) angry with</b>		对……发怒；对……生气
<b>*basic</b> /'beɪsɪk/	<i>adj.</i>	最简单的；基础的
<b>link</b> /lɪŋk/	<i>n. &amp; v.</i>	联系；连接
<b>method</b> /'meθəd/	<i>n.</i>	方法；措施
<b>link method</b>		联想法
<b>*memorize</b> /'meməraɪz/	<i>v.</i>	记忆；记住
<b>colourful</b> /'kʌləfl/	<i>adj.</i>	有趣的；丰富多彩的
<b>mile</b> /maɪl/	<i>n.</i>	英里
<b>playing card</b>		纸牌
<b>*spider</b> /'spaɪdə(r)/	<i>n.</i>	蜘蛛
<b>dramatic</b> /drə'mætɪk/	<i>adj.</i>	激动人心的；给人印象深刻的
<b>opening</b> /'əʊpnɪŋ/	<i>n.</i>	开幕式
<b>ceremony</b> /'serəmənɪ/	<i>n.</i>	典礼；仪式
<b>*Olympic</b> /'ɒlɪmpɪk/	<i>adj.</i>	奥林匹克运动会的
<b>*the Olympic Games</b>		奥运会
<b>wonder</b> /'wʌndə(r)/	<i>v.</i>	想知道；想弄明白
<b>goal</b> /gəʊl/	<i>n.</i>	进球得分
<b>mark</b> /ma:k/	<i>n.</i>	分数
<b>excuse</b> /ɪk'skju:s/	<i>n.</i>	理由；借口
<b>break down</b>		出故障；抛锚
<b>had better</b>		应该；最好



## Notes

### Pages 72–73

- 1 When people get old, their short-term memory becomes weaker, but they can still remember things that happened a long time ago. 当人们年事渐高时，短时记忆力会变差，但他们依然能记得很久以前发生的事。句中的 get 和 become 均为连系动词，后可接形容词。
- 2 I saw a programme on television about a man who had had an accident and injured his brain. 我看了一个电视节目，一名男子在一次意外事故中脑部受伤。  
句中的 programme 意为“电视节目”；在 6A Unit 5 曾学过 Open Day programme，其中的 programme 则意为“活动安排”。
- 3 An easy way to do this is to imagine there is a ‘mile’ between the first letter and the last letter. 一个简单的办法是想像第一个字母和最后一个字母之间有一“英里”的距离。  
句中的 there is a ‘mile’ between the first letter and the last letter 是一个宾语从句，与 imagine 之间省略了连接词 that。
- 4 And Dave Farrow from America remembered the correct order of 2,704 playing cards, after seeing them just once. 美国的戴夫·法罗只看了一遍，就记住了 2,704 张纸牌的正确顺序。  
句中的 after 是介词，后接动词的 ing 形式。另外 after 也可作连词，引导时间状语从句，如：Alice practises playing the piano after she finishes her homework every day. 艾丽斯每天做完作业后练习弹钢琴。
- 5 For example, most people in China can remember where they were when the opening ceremony of the 29th Olympic Games was held in Beijing in 2008. 例如，大多数中国人都能记得 2008 年第 29 届奥运会开幕式在北京举行时，他们身在何处。  
句中的 where 引导的宾语从句中还含有一个由 when 引导的时间状语从句。

## Additional teaching suggestions

- 1 本单元 Grammar 部分状语从句的教学是 8B Unit 5 语法内容的延续，教学时可适当回顾、复习前面的内容，以帮助学生全面掌握状语从句的用法。
- 2 通过教授本单元课文，帮助学生了解人类记忆能力的特点，改进记忆方法、提高学习效率。

## Training your memory

**A** Here is a list of new words. Look up their meanings.

forgetfulness  
amnesia

identify  
female

helicopter  
shadow

**B** Imagine you want to be able to remember the words in A. In pairs, try the methods below to see which is the best for you.

### 1 Keep saying the word

Repeat the word aloud to your partner. Say the first word, then the first + the second word, then the first + the second + the third word, and so on.

### 2 Use the 'picture' method

Imagine a picture for each word. Learn the words with your 'pictures', and then close the book and repeat the words to your partner.

### 3 Put the words in groups

Put the words into different groups, that is, nouns, verbs, adjectives, etc., in your vocabulary notebook. Learn the words that way, and then say them to your partner with your book closed.

### 4 Write sentences

Write the meanings of the words in simple English in your vocabulary notebook. Then write a sentence to show how each word is used. Learn the words that way, and then say them to your partner with your book closed.

**C** With your partner, discuss which method is the best and why. Then decide which method you will use in the future to help improve your memory.

## Using English

### Training your memory

Memory skills are like other skills and there are many ways that we can improve our memory if we practise. This task gives some practical memory techniques that the students can use.

- 1 Do Exercise A. The students should look up the words on the list on their own. They should write the word and its meaning in their vocabulary notebooks.
- 2 Make sure the students know how to pronounce the words correctly. It may be a good idea to read the words aloud for the class.
- 3 Do Exercise B. Ask them to read the instructions for each item and do it. For number 1, after the students have repeated all the words in the list, they should close their books and repeat them again. For number 3, remind the students that the words can be in other kinds of groups such as long words and short words, etc.
- 4 Do Exercise C when most students have completed Exercise B. Ask them which techniques they thought were best for remembering:
  - 1 meaning
  - 2 spelling
  - 3 pronunciation
  - 4 part of speech
- 5 Now ask them what their reasons are. Ask the students to remember these ideas when they are studying new vocabulary and encourage them to write down their favourite method in their vocabulary notebooks.

#### Possible answers:

C Numbers 2 and 4 are the best ways to remember meanings. The pictures are easy to remember and stop me from using Chinese words. Writing sentences makes me use the word so it helps me know the meaning.

Numbers 1 and 4 are the best ways to help remember a word's spelling. Saying the word makes me practise the sound of the word and sometimes this helps me remember the letters better. Writing the word in the sentence gives me practice writing the word and I can see it on the paper.

Numbers 1 and 2 are best for pronunciation. The picture can remind me of the sound of the word. Saying the word again and again helps me remember how it sounds.

Numbers 3 and 4 are best for remembering the part of speech. If I put the words in a group with other nouns or verbs, I can remember what part of speech they are more easily. Writing sentences makes me use the word as a noun, verb, etc., so I practise using it as a certain part of speech.

# Module 3 Fighting crime

## Unit 6 Detectives

### Unit topic: overview

This unit is about detectives and crimes. The **Reading** passage is an interview between Pansy and Detective Ken, who tells her about one of his cases.

The **Grammar** section introduces infinitives.

The **Listening** section contains a task about identifying stolen jewellery, in which the students have to listen to a spoken description and identify the correct pictures.

The **Speaking** section includes practice on asking questions in a questionnaire and two separate interviews in which two robbery suspects must try to give the same story.

In the **Writing** section, the students must use pictures and notes to write a report of a crime.

### The cartoon

The joke in the cartoon depends on the fact that the detective character assumes that the broken arm is called *Lo*, and not that the robot is called *Lo*. (Although *Hi*'s sentence is grammatically correct, it does not make the meaning clear. It would be better to say 'He's a robot called *Lo*. He has a broken arm.' But, of course, we need this ambiguous sentence to make the joke possible.)

The cartoon introduces a funny detective character, and suggests what the topic of the unit will be.

### Pre-unit activities

- 1 Ask the students what crimes have been reported in the news recently. Tell them to read or watch the news and to make a list of the crimes mentioned.
- 2 To activate and enlarge vocabulary associated with crime and detection, ask the students to do the following matching exercise. The answers are provided in brackets.

1 robbery (d)	a something put on criminals
2 murder (j)	b something that helps you find the answer
3 stealing (f)	c having committed a crime
4 clue (b)	d the crime of taking what is not yours from someone/somewhere, especially using violence
5 detective (i)	e the person who makes the decisions in court
6 suspect (l)	f taking something that is not yours
7 innocent (h)	g what someone tells the police
8 guilty (c)	h having done nothing wrong
9 witness (k)	i a kind of policeman
10 statement (g)	j the crime of killing someone
11 judge (e)	k someone who saw what happened
12 handcuffs (a)	l someone the police think committed a crime

### Note:

Explain that we use a person or place as the object after *rob* and a thing as the object after *steal* (e.g., He *robbed* me/the bank. He *stole* the money.).

## Unit 6 Detectives

 **Reading**

p. 90

 **Grammar**

p. 94

 **Listening**

p. 98

 **Speaking**

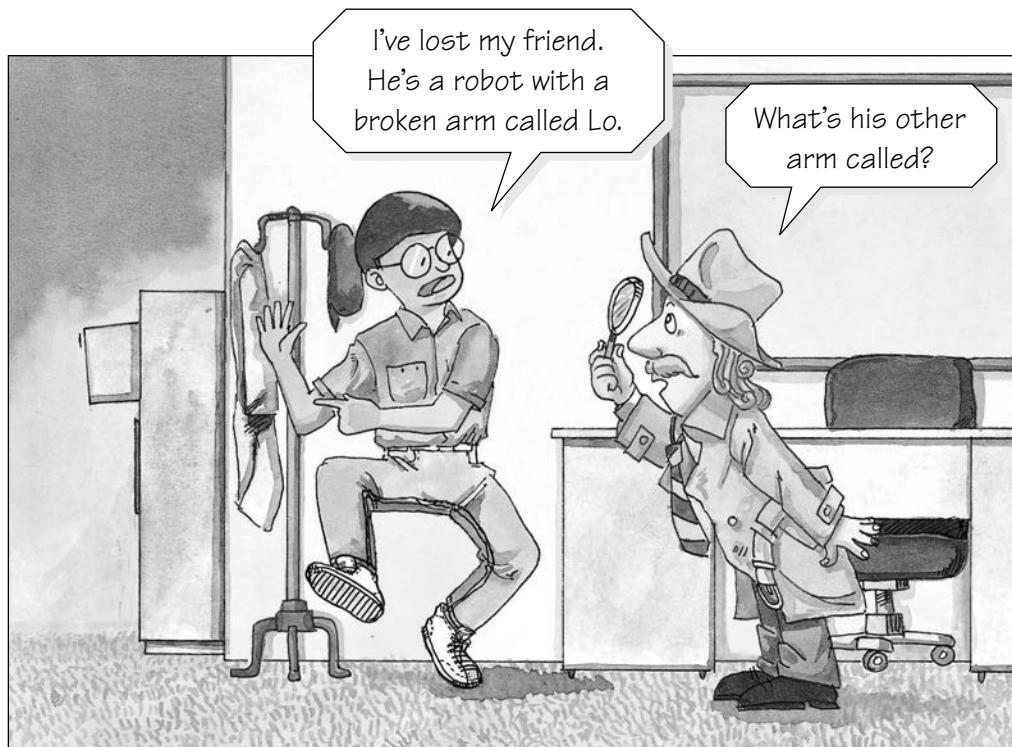
p. 99

 **Writing**

p. 101

\*  **More practice**

p. 102





## Reading

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

Could you be a detective? Read the dialogue below and find the things for Michael in the picture. You will find nine things that tell you it was painted recently, and not in 1850. One has been done for you.

Michael I bought this painting yesterday. It was painted in 1850.

Mei Ling I'm afraid someone has cheated you. Look at the picture carefully.



### B Before you read

Before you read the dialogue on the next page, look at the title, the introduction and the picture, and then try to guess the answers to the questions below.

- 1 What was the crime?
- 2 Did the detective solve it?
- 3 What happened to the criminal?

## Reading

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

Read the short dialogue with the class and ask them to find the clues in the picture that tell them it must have been painted recently. All of the answers are anachronisms, things that do not belong in a particular historical period. The nine items did not exist in 1850, as they are all modern inventions.

#### Answers:

- A** (TV aerial)  
mobile phone  
helicopter  
speedboat  
electric street light/lamp  
zebra crossing  
Walkman  
double-decker bus  
roller skates

#### Note:

The picture shows the *waterfront*. A number of words are used for this, including *bund* (used in Shanghai). *Waterfront* seems the simplest term for the students to use.

### B Before you read

- 1** Ask the students to examine the title, the introduction and the picture in order to make them think about what they are going to read.
- 2** Encourage them to tell you as much as they can. For instance, from the title we can guess that an innocent person is in some sort of danger. The man in the picture is probably rich, as he is wearing a bow tie and putting an expensive-looking vase into a safe. The vase might be the object stolen. The two women could be suspects. The students can guess that finally the guilty person is caught.

#### Answers:

- B** **1** A vase was stolen.  
**2** Yes, he did.  
**3** The criminal was caught.

## Reading passage

### Protecting the innocent

This is an interview between Pansy and Detective Ken.

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

- P1: Pansy asks why Ken enjoys being a detective.
- P2: Ken replies with a case involving Mr Jones, a rich antique collector, whose vase was stolen.
- P3–4: During the investigation, Ken looked for clues and observed that the carpet was clean, although it was muddy outside the open window. He also found an earring.
- P5–6: He interviewed Jill, a friend of Mr Jones's, who had a necklace matching the earring.
- P7–8: She claims that she had lost the earring a month before. Ken checked her story.
- P9: Pansy asks how he solved the case.
- P10: Ken tells Pansy that he accused Mr Jones of stealing his own vase for the insurance money and that Mr Jones confessed.
- P11–12: The earring was put there by Mr Jones to make his friend the suspect.
- P13: Mr Jones was put in prison.
- P14: Ken answers Pansy's original question. He likes protecting the innocent and finding the guilty.

### Vocabulary:

**admit** (v.) tell others that you have done something bad  
John admitted cheating in the exam.

**behind bars** in prison  
The thief was put behind bars for ten years.

**break into** enter a building by force  
A robber broke into the bank last night.

**case** (n.) a matter being dealt with by the police  
The police solved the case of the stolen car.

**\*clue** (n.) something that helps us find the truth  
The detective was clever at spotting clues.

**deal with** handle; see to  
The doctor dealt with many patients every day.

**deny** (v.) say you have not done something  
The man denied that he had broken into the house.

**insurance** (n.) contract agreeing to make regular payments to guarantee that if an item is damaged or stolen, its value will be repaid to its owner

Car insurance is expensive in our city.

**jump to conclusions** decide/think something too quickly  
When a person jumps to conclusions, he/she often makes a big mistake.

**\*necklace** (n.) jewellery worn around the neck  
The Queen wore a diamond necklace.

**proof** (n.) evidence that something is true  
Fingerprints are a good form of proof.

**purchase** (v.) buy

He purchased a new carpet for 800 yuan.  
☞ Purchase can also be used as a noun and means *something that you have bought*.

**recent** (adj.) happening not long ago  
There have been great changes here in recent years.

**safe** (n.) a strong, metal box which locks to hold valuable items

I know the number to open the safe.

**spotlessly** (adv.) without any dirt  
An operating theatre should be spotlessly clean.

**suspect** (n.) someone the police believe has committed a crime

The police are holding a suspect for questioning.  
☞ Note that this word has the main stress on the first syllable when it is a noun, but that the verb has the main stress on the second syllable.

**the guilty** those people who have done something wrong  
He promised to find the guilty and bring them to justice.

**the innocent** those people who have done nothing wrong  
Many of the innocent died during the war.

# Protecting the innocent

Pansy wanted to write an article on detectives for the school newspaper. To get information, she interviewed Detective Ken. This is part of the interview.



- 1 PANSY You say that you like being a detective. Why?  
2 KEN Let me tell you about a recent case that I dealt  
3 with. Pansy. Mr Jones is a very rich man who lives  
4 alone and enjoys collecting things. He purchased a  
5 vase for 300,000 dollars. He showed it to only two  
6 people—his friends Jill and Jenny. Then he  
7 locked it in the safe at his house. That night,  
8 someone stole it. Mr Jones reported the theft, and I  
9 went to his house to look for clues.  
10 PANSY Did you find any?  
11 KEN Yes, I found a black pearl earring near the open  
12 safe and, outside the open window of the room, I  
13 saw a lot of mud on the wet ground. Inside the  
14 room, the carpet was spotlessly clean.  
15 PANSY So what did you do next?  
16 KEN I interviewed Jill and Jenny. They both denied  
17 stealing the vase. But I noticed that Jill was  
18 wearing a black pearl necklace—but no earrings.  
19 PANSY So Jill was the thief?  
20 KEN I didn't know. I needed proof. A good detective  
21 never jumps to conclusions. I decided what to do  
22 next. I showed Jill the earring, and she admitted it  
23 was hers. She said someone had stolen it from her  
24 house a month before. I checked her story. It was  
25 PANSY true.  
26 KEN So Jill was no longer a suspect. But what about  
27 your other clue—the mud outside and the spotless  
28 carpet inside?  
29 KEN That told me that probably no thief broke into Mr  
30 Jones's house. So I questioned Mr Jones and, in  
31 the end, he admitted stealing his own vase. He had  
32 bought insurance for it. The insurance company  
33 would pay him 300,000 dollars if the vase was  
34 stolen.  
35 PANSY And who stole Jill's earring?  
36 KEN Mr Jones did that as well. He tried to make sure  
37 that Jill would go to jail instead of him.  
38 PANSY So now Mr Jones is behind bars.  
39 KEN Yes, and Jill is free. My job is to protect the  
40 innocent as well as find the guilty. That's why I  
like being a detective.

## C Vocabulary

**C1** Find the words in the box in the interview and try to work out their meanings by reading the words around them. Then use the words to complete Ken's diary. You will need to use one of the words twice.

admitted      denied      purchased      case      proof      safe

12 September

Yesterday I dealt with two cases. In the first case, the suspect, Ricky, at first <sup>(1)</sup> being a bank robber. I showed him a photograph of himself in the bank at the time of the robbery, carrying a gun. This was all the <sup>(2)</sup> I needed and he <sup>(3)</sup> that he was guilty.

In the second <sup>(4)</sup>, the suspect, Flora, <sup>(5)</sup> a diamond for fifty thousand dollars. She paid for it with fake banknotes. Later, she <sup>(6)</sup> she had printed the notes herself. When I searched her flat, I found half a million dollars in fake notes. She kept them in a <sup>(7)</sup> in the wall.

**C2** Use the words and phrases from the interview in the box to complete the sentences below. The words and phrases should have the same meaning as those in brackets.

behind bars      jumps to conclusions  
the guilty      spotlessly clean  
insurance      the innocent

- 1 Mr Jones was put \_\_\_\_\_ (into jail).
- 2 Ken is a good detective. He never \_\_\_\_\_ (makes up his mind too quickly).
- 3 In the case of the missing vase, Ken succeeded in finding \_\_\_\_\_ (person who has done something wrong) and protecting \_\_\_\_\_ (person who has not done anything wrong).
- 4 The carpet in the room was \_\_\_\_\_ (completely clean).
- 5 Mr Jones bought \_\_\_\_\_ (a promise from a company to pay him money if someone stole his vase) for his vase.

## C Vocabulary

- 1 Ask the students to find the words in Exercise C1 in the interview, and then to think about what they might mean. The students should work alone to complete the exercise.

### Answers:

- C1 1 denied  
2 proof  
3 admitted  
4 case  
5 purchased  
6 admitted  
7 safe

- 2 Tell the students to do Exercise C2. Let them follow the same process as with Exercise C1 to select the correct words and phrases to fill in the blanks.

### Answers:

- C2 1 behind bars  
2 jumps to conclusions  
3 the guilty ... the innocent  
4 spotlessly clean  
5 insurance

### Additional activity:

This activity is intended to reinforce the target vocabulary. Each sentence is a clue to one of the target vocabulary items. Not all items are included. The answers are given in brackets.

- 1 If the dress isn't too expensive, I'll buy it. (purchase)
- 2 Your shirt's wet. It must be raining! (jump to conclusions)
- 3 Mrs Song was a lawyer. One day she was found murdered. (case)
- 4 The judge said the man could not be innocent, and the jury agreed that he had committed the crime. (the guilty)
- 5 I think I've found something! (clue)
- 6 His fingerprint on the gun showed he was definitely the murderer. (proof)
- 7 This is Prisoner No. 720321. He is in jail for selling drugs. (behind bars)
- 8 There was never any litter and the street was very clean. (spotlessly)
- 9 I'm not sure, but I believe Raymond is the one who did it. (suspect)

## D Comprehension

- 1 The exercises in this section help develop logical thinking. Before doing the exercises, use the following material to prepare the students.
- 2 Remind the students that by jumping to a conclusion they might form a very wrong idea about something. Ask them to think of a few different possible reasons to explain the statements below in order to demonstrate how easily one can make the wrong judgement. Possible answers are given in brackets.
  - 1 There are a lot of policemen coming out of a building. (A crime has been committed in the building./There has been a police officers' meeting inside the building.)
  - 2 There's a broken window and a boy running nearby. (The boy has kicked a ball through the window./The boy is jogging near the building.)
  - 3 There's a very, very long queue at the bus stop. (The bus has broken down./The bus is going to the waterfront during the Dragon Boat Festival.)
  - 4 Peter is absent from school. (Peter is ill./Peter is on holiday.)
  - 5 It's winter, but you see a woman looking very brown. (She has been away on holiday./She has put some special cream on her skin.)
  - 6 Your neighbour suddenly starts buying a lot of expensive things. (He/She has won the lottery.; He/She has a new, well-paid job.)
  - 7 The underground station in People's Square is very, very crowded. (Today is a public holiday./It's rush hour.)
- 3 Ask the students to think of similar sentences and to see what possible different conclusions their classmates can make.

- 4 Tell the students to do Exercises D1 and D2 on their own.

### Answers:

- D1 1 c  
2 a  
3 d  
4 e  
5 b

D2 Right conclusions: a, b, e  
Wrong conclusions: c, d

- 5 Ask the students to complete Exercise D3. It practises ordering a sequence logically.

### Answers:

- D3 3, 2, 5, 1, 4

## For further reading practice

Workbook 9A page 52

- a Give the students time to read the questions first.
- b Let the students read the diary and find the answers to the questions.
- c Check the answers with the students.
- d Ask the students to write down the troubles Peter had on his birthday.

## D Comprehension

### Reaching conclusions

We often reach a conclusion from a fact. Read the examples below.

#### Facts

Your phone is ringing.

David's face has become very dark.

Alan is standing outside a cinema.

#### Possible conclusions

→ Someone wants to speak to you.

→ He has been sunbathing.

→ He is waiting for someone.

Sometimes our conclusions are right, and sometimes they might be wrong.

**D1** Here are some of the facts that Detective Ken discovered and some of the conclusions one might reach. Match the facts with the possible conclusions.

#### Facts

- 1 Mr Jones showed his vase to only two of his friends.
- 2 The ground outside was muddy, but the carpet was clean.
- 3 The earring near the safe belonged to Jill.
- 4 Mr Jones bought insurance for the vase.
- 5 Mr Jones put Jill's earring near the safe.

#### Possible conclusions

- a The thief came from inside Mr Jones's house.
- b He wanted the police to believe that Jill had stolen the vase.
- c One of them stole it.
- d Jill stole the vase.
- e Mr Jones stole the vase.

**D2** Some of the conclusions in **D1** were right and some were wrong. Read the interview again. Write down the letters of the right conclusions and the letters of the wrong ones.

Right conclusions: \_\_\_\_\_ Wrong conclusions: \_\_\_\_\_

**D3** These are the steps Ken used in finding out the truth. Put them in the correct order. The first one has been done for you.

- I checked Jill's story about someone stealing her earring.
- I interviewed Mr Jones's friends Jill and Jenny.
- I discovered that Mr Jones was guilty, and he was put into jail.
- I looked for clues and found an earring.
- I checked and found that Mr Jones had bought insurance for the vase.

## Using infinitives

### A Infinitives after verbs or verbs + objects

We can use verbs + infinitives or verbs + objects + infinitives in sentences.

Pansy wanted to write  
an article on detectives.



Pansy **wanted to get** information for her article.

Mr Jones **expected** the insurance company **to pay**  
him 300,000 dollars for the vase.

#### Tips

The full infinitive consists of two words, **to** + verb. But after certain verbs we can use the form without **to**,

e.g., The teacher **let** me **go** home early.

The doctor **made** me **roll** up my sleeve.

#### A1 Answer these questions. Look back at the interview if necessary.

1 Who did Ken decide to question?

He \_\_\_\_\_ Mr Jones's two \_\_\_\_\_.

2 Who did Ken hope to find?

He \_\_\_\_\_ the \_\_\_\_\_.

3 What did Mr Jones want to get?

He \_\_\_\_\_ money from the \_\_\_\_\_ company.

4 What did Mr Jones try to make sure of?

He \_\_\_\_\_ that \_\_\_\_\_ would go to \_\_\_\_\_.

## Grammar

### Using infinitives

#### A Infinitives after verbs or verbs + objects

- 1 Tell the students that there are various ways of joining together two verbs in English. The correct way depends on what the previous verb is.
- 2 First, show the students some verbs which are followed by the (infinitive) *to* form. Write the following list on the board.

agree	promise
decide	refuse
fail	seem
hope	start
manage	want
offer	wish
plan	

- 3 Give the students oral examples of sentences using two verbs together.

I agreed to go with them.  
 We decided to have lunch.  
 They failed to pass the test.  
 I hope to study in Beijing University.  
 He managed to find his pen.  
 They offered to help us.  
 We plan to visit her tomorrow.  
 I promise to be good.  
 She refused to pay.  
 She seemed to be unhappy.  
 They started to leave the room.  
 She wanted to buy it.  
 I wish to see you soon.

- 4 Ask the students to prepare some sentences in pairs and to read them aloud to the class.

- 5 Tell the students to do Exercise A1.

#### Answers:

- |    |   |   |
|----|---|---|
| A1 | 1 | decided to question ... friends                     |
|    | 2 | hoped to find ... thief                             |
|    | 3 | wanted to get ... insurance                         |
|    | 4 | tried to make sure ... Jill ... jail instead of him |

- 6 Show the students some verbs which are followed by a noun or a pronoun and the (infinitive) *to* form. Write the following list on the board and give the students some examples.

ask            expect  
tell            invite  
order

Mum often asks me to help with the housework.  
The sign tells us to turn left.  
The captain ordered the soldiers to pull the wooden horse into the city.  
He expected us to go there on time.  
Ben invited all his friends to attend his birthday party.

- 7 Tell the students to do Exercise A2.

**Answers:**

- A2 2 not to be late for dinner  
3 to rent another DVD  
4 to join us for lunch  
5 to pass him the salt

**B Infinitives after *wh*- words**

- 1 Remind the students that we can use verbs of thinking and mental processes with *wh*- words and a *to* infinitive.

She asked me what to buy.

- 2 Tell the students to read the introduction and the example on page 95. Call upon some students to give you sentences following the pattern of the example and using the verbs in the box.

He explained what to feed the dog.  
We discussed when to have the picnic.  
She forgot where to go.  
They learnt how to cook.  
I asked her how to do the exercise.  
I couldn't remember what to say.  
I wonder which to buy.  
Teach us how to do it.  
Show me who to speak to.  
She told me where to find the shop.

**A2** Complete the sentences with infinitives. The first one has been done for you.

- 1 Mr Tang said to us, 'I'm surprised that you took a taxi.'

Mr Tang didn't expect us to take a taxi.

- 2 My mum said to me, 'Remember not to be late for dinner.'

My mum reminded me not to be late.

- 3 Caroline said to them, 'I think you should rent another DVD.'

Caroline advised them to rent another DVD.

- 4 We said to her, 'Can you join us for lunch, Miss Gao?'

We invited Miss Gao to join us for lunch.

- 5 Jacky said to me, 'Pass me the salt, please.'

Jacky told me to pass him the salt.

## B Infinitives after wh- words

We can use some verbs with **wh- words** (what, when, where, which, who, how) followed by infinitives to give information about actions.

I decided **what to do** next.



These are some verbs we can use in this way.

explain	remember
discuss	wonder
forget	teach
learn	show
ask	tell

Dad drove Tom to a speech contest. Tom worried a lot on the way. Dad tried to calm him down. Complete their conversation with the words and sentences below.

where    when    what    how

- a It'll tell you \_\_\_\_ to begin.
- b I'm sure you'll remember \_\_\_\_ to say.
- c I know \_\_\_\_ to get there.
- d I'm sure someone will show us \_\_\_\_ to go.

Tom I don't know where the university is, Dad.

Dad Relax, Tom. <sup>(1)</sup> \_\_\_\_\_

Tom And I've forgotten which room the contest is in.

Dad No problem. <sup>(2)</sup> \_\_\_\_\_

Tom I can't remember what time I've got to start my speech.

Dad Don't worry. Look at your programme. <sup>(3)</sup> \_\_\_\_\_

Tom I'm so nervous. I'm afraid I might forget my speech!

Dad Keep calm, Tom. <sup>(4)</sup> \_\_\_\_\_



- 3 Tell the students to read the instructions and look at the sentences in the box. Ask them to fill in the blanks with a *wh-* word. Then read the conversation to the class and ask the students to suggest the best place to use each phrase.

**Answers:**

- B 1 c how  
2 d where  
3 a when  
4 b what

**Additional activity:**

Ask the students to complete these sentences in the best way possible with the *wh-* words and verbs from the box on page 95. Possible answers are given in brackets.

- 1 I can't (remember where) to park the car.
- 2 I'll (show) you (how) to do it.
- 3 Can you (tell) me (how) to recognize him?
- 4 Can you (explain) to me (how) to work this machine?
- 5 Mr Li can (teach) you (what) to do to complete the experiment.
- 6 I'll (ask) her (what) to say in my speech.
- 7 I'm afraid I might (forget where) to go if I do not write down the address.
- 8 The committee will (discuss where) to go for our school picnic.
- 9 I want to (learn how) to type.

### C Infinitives after certain nouns

- 1 Tell the students to look at the introduction and the examples on page 97. Point out that the structure demonstrated is formed with a noun followed by a *to* infinitive.
- 2 Write *Ken has got the ability*. Ask a student to follow the first example in the *Student's Book* and ask you the question *The ability to do what?* Reply with *The ability to be a great detective*. Call upon more students to repeat the process using the word *promise* and following the second example.
- 3 Write *plan, ability, way, method* and *decision* on the board. Repeat this drill with the class substituting, in turn, each of these nouns and appropriate verbs and objects.

S1 I've got a plan.

S2 A plan to do what?

S1 A plan to learn dancing.

- 4 Now ask the students to complete the exercise in pairs.

#### Answers:

- |   |   |               |
|---|---|---------------|
| C | 2 | A decision to |
|   | 3 | A way to do   |
|   | 4 | A way to      |
|   | 5 | The time to   |
|   | 6 | Advice to do  |

## C Infinitives after certain nouns

To give more information about nouns, we can use infinitives after certain **nouns**.

Ken has got the **ability to be** a great detective.  
Pansy made a **promise to write** an article on detectives.

**Tony is telling Jenny about his ambition. Use the clues below to finish their conversation. The first one has been done for you.**

- Tony I've made a decision.
- Jenny <sup>(1)</sup> A decision to do what?
- Tony <sup>(2)</sup> \_\_\_\_\_ become a professor.
- Jenny You can't be serious.
- Tony I've decided to find a way.
- Jenny <sup>(3)</sup> \_\_\_\_\_ what?
- Tony <sup>(4)</sup> \_\_\_\_\_ make people live forever.
- Jenny You must be joking!
- Tony So now is the time. <sup>(5)</sup> \_\_\_\_\_ start work. You're not giving me any encouragement, are you?
- Jenny No, but I'll give you some advice.
- Tony <sup>(6)</sup> \_\_\_\_\_ what?
- Jenny To stop daydreaming!



### Tips

#### Other uses of infinitives

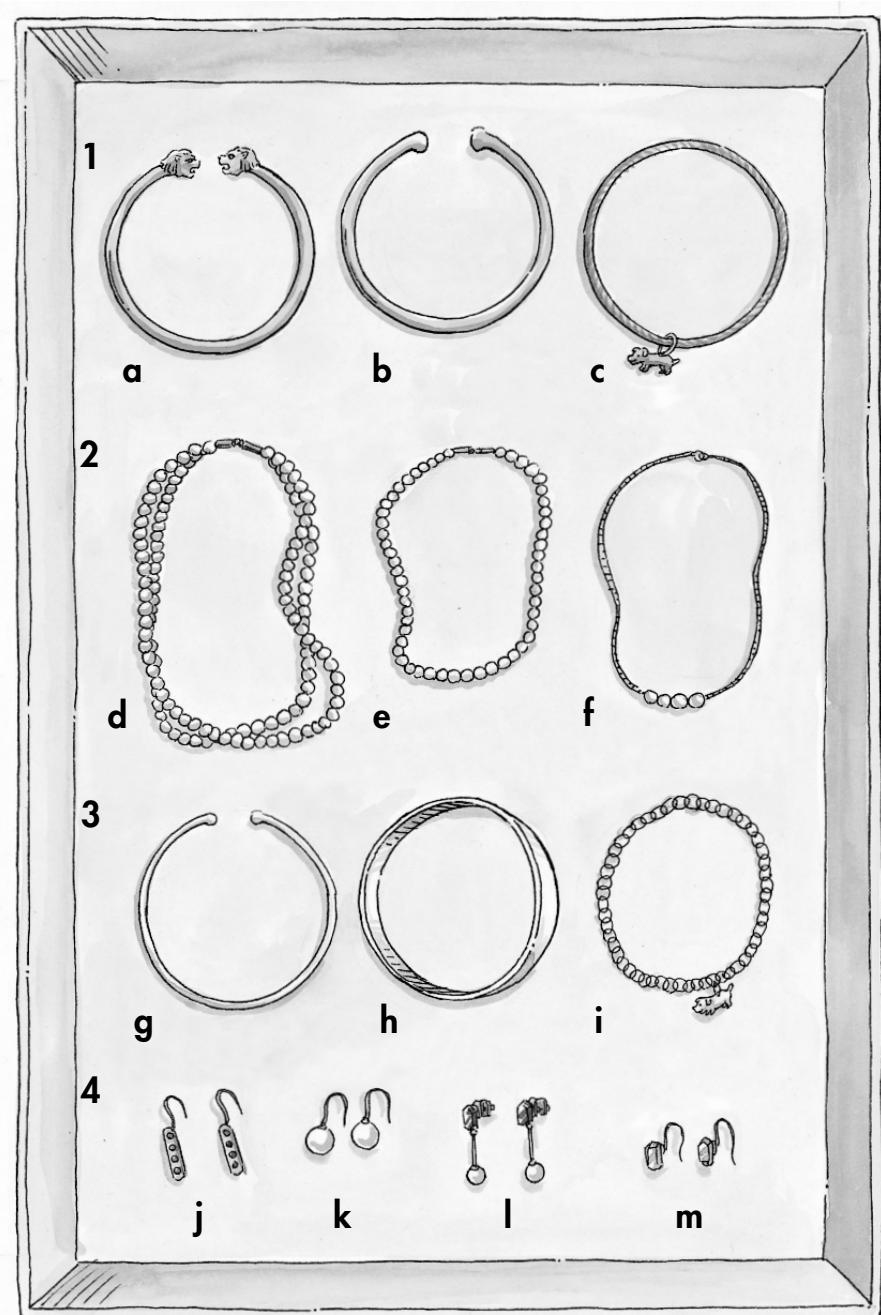
- Infinitives may be used after **be**,  
e.g., My job is **to protect** the innocent as well as find the guilty.
- Infinitives can express purpose,  
e.g., Ken used clues **to help** him find the thief.

# Listening

## Mrs White's lost jewellery

Last week, a burglar stole four pieces of jewellery from Mrs Karen White's flat. Now the police have arrested a man and discovered all the jewellery in the picture below.

Listen to the conversation between Mrs White and a policeman. Which are her four pieces of jewellery? Write the letters next to the numbers.



Piece 1: \_\_\_\_\_

Piece 3: \_\_\_\_\_

Piece 2: \_\_\_\_\_

Piece 4: \_\_\_\_\_

## Listening

### Mrs White's lost jewellery

- 1 Explain that the police have found the jewellery in the picture. Make sure the students know the words *bracelet*, and also the words *gold* and *silver* and the precious stone *ruby*. They should also know the useful phrase *in the shape of*.
- 2 Play the recording once or twice (if necessary), while the students identify the four pieces of jewellery.
- 3 After the Listening task, you can use this picture for an oral exercise. One student must describe one piece from the picture, and others must identify the right one.

### Vocabulary:

**bracelet** (n.) a piece of jewellery worn around the wrist or arm

**ruby** (n.) a valuable stone, red in colour

### Tapescript:

- POLICEMAN Hello, is that Mrs Karen White?
- WOMAN Yes.
- POLICEMAN I'm Detective Brown. I visited you after your burglary last week.
- WOMAN Oh, yes, I remember.
- POLICEMAN Well, we've arrested a man and discovered a lot of stolen jewellery, and I think your four pieces may be here. Could you describe them again for me?
- WOMAN Yes, well, the first piece is a bracelet. It's made of gold. It's not a complete circle. The two ends of the bracelet are in the shape of balls. The second piece is my pearl necklace. It's very simple—just one string of pearls. The pearls are all about the same size. It's quite a short necklace. Next, there is a silver bracelet. This is not so expensive, but it's quite pretty. It's made of lots of little rings, all joined together. It has a silver figure on it, in the shape of a little dog. The last piece is a pair of earrings. They are made of gold. Each earring is in two parts. There is a red ruby on top, and hanging under the ruby there is a large, white pearl.
- POLICEMAN Yes, you're very lucky. I think we have all of those pieces here at the police station. Could you come down to have a look at them?
- WOMAN Yes, of course. I'll be there soon. Thank you so much! Goodbye.
- POLICEMAN Goodbye.

### Answers:

- 1 b
- 2 e
- 3 i
- 4 l

### For further listening practice

Workbook 9A page 51

#### Exercise A

- a Give the students time to read the questions.
- b Play the recording once. The students listen and choose the correct answers.
- c Play the recording again and check the answers with the students.

#### Exercise B

- a Give the students time to read the story.
- b Play the recording once. The students listen and fill in the blanks.
- c Play the recording again and check the answers with the students.

## Speaking

### A Talk time

#### Asking questions in a questionnaire

The main aim of this exercise is to give the students practice pausing when they ask another person a question. Sometimes, when people are nervous, they talk too quickly and run all their words together. This can make it very difficult to understand their question. It is also good to pause after asking a question to give the person time to think of an answer. If your students often read too quickly, this will be a good exercise for them.

- 1 Read the introduction. It would be best if you read the example in the speech bubble very quickly, linking every word to show the students what it would sound like.
- 2 Do Exercise A1. Put the students in pairs. Ask them to designate themselves as Student 1 and Student 2. Student 2 should close his/her book and listen to Student 1. Student 1 should read the question in Exercise A1 as quickly as he/she can.
- 3 Ask Student 1 to read and do Exercise A2, pausing wherever a pause is indicated.
- 4 Do the exercise again, having Student 1 and 2 switch roles.

### \*B Speak up

#### Interviewing suspects

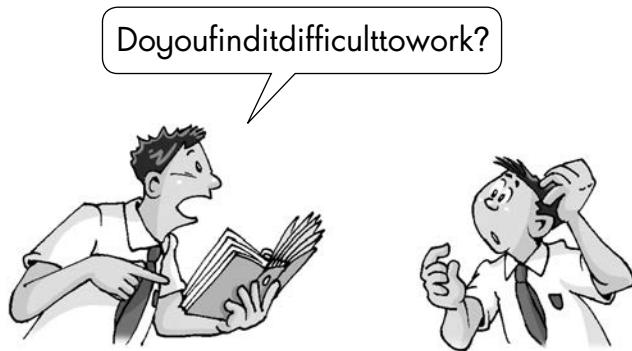
- 1 This is a popular language-teaching game which is sometimes called 'Alibis'. Once the students understand how to play it, it can be used on any future occasion when you have some free class time.

# Speaking

## A Talk time

### Asking questions in a questionnaire

When we ask questions, especially in a questionnaire, we need to add pauses in each question to give the listener time to understand the question.



**A1** Work in pairs. Ask your partner this question without pausing. Do not let your partner see the question.

Do you find it difficult to learn new skills like how to use a new computer?

**Often Sometimes Never**

**A2** Did your partner understand the question? Now, read the question again, this time adding these pauses.

Do you find it difficult to learn new skills (pause) like how to use a new computer? (pause)

**Often** (pause) **Sometimes** (pause) **Never**

## \* B Speak up

### Interviewing suspects

Last night, there was a burglary between 6 and 11 p.m. Detective Ken thinks that Michael and Andrew may be the burglars. He interviews each of them separately.

**Work in pairs. Read the interviews aloud. Then find some differences between Michael's story and Andrew's story.**

Ken Where were you between 6 and 11 p.m. last night?

Michael I went to the cinema with my friend Andrew.

Ken Where did you meet him?

Michael Er, he came to my flat.

Ken When?

Michael At about 5.30 p.m.

Ken Which cinema did you go to?

Michael We went to the Ocean Cinema in Parkhill.

Ken How did you get there?

Michael We went by underground, and then walked.

Ken Was the cinema full or empty?

Michael It was quite full.

Ken What film did you see?

Michael We saw a film called 'The Mystery of the Murder'.

Ken Where did you sit?

Michael We sat at the back of the cinema.

Ken Where were you between 6 and 11 p.m. last night?

Andrew I went to see a film with Michael.

Ken Where did you meet him?

Andrew We met at the underground station.

Ken Michael said you met at 4.30 p.m. Is that right?

Andrew Yes, that's right.

Ken Which cinema did you go to?

Andrew The Ocean Cinema. It's in Parkhill.

Ken How did you get there?

Andrew We went by bus to the ferry pier, and then walked.

Ken Was the cinema full or empty?

Andrew Er, it was rather empty that night.

Ken What was the name of the film?

Andrew It was 'The Mystery of the Murder'.

Ken Where did you sit?

Andrew We sat at the front.



**Example:** Michael said that they met at his flat, but Andrew said that they met at the underground station.

- 2 Get the students to read the interviews in pairs. Deal with any problems the students might have. Then write this pattern on the board:

Michael said that ..., but Andrew said that ...

Ask the students (working in pairs or as a class) to use this pattern to explain any other differences between the stories of the two suspects.

- 3 You can also ask the students to explain the points where the two stories were the same, using this pattern:

They both said that ...

For example, they both said that they went to the cinema together, that they went to the Ocean Cinema, and that they saw a film called 'The Mystery of the Murder'.

- 4 Point out the way that Detective Ken tricks Andrew by (falsely) saying that Michael said that they met at 4.30 p.m.

#### Answers:

- B 1 Michael said that they met at about 5.30 p.m., but Andrew said that they met at 4.30 p.m.  
2 Michael said that they went by underground, but Andrew said that they went by bus.  
3 Michael said that the cinema was quite full, but Andrew said that it was rather empty.  
4 Michael said that they sat at the back of the cinema, but Andrew said that they sat at the front.

## Writing

### A crime report

- 1 In this exercise, the students will practise writing a guided report of a crime from Detective Ken's perspective. The story is based on police reports of a real crime in which a criminal tricked people into thinking that they had broken his sunglasses and then forced them to pay him money.
- 2 Let the students prepare by working in pairs and telling the story to each other in English. Explain any words they do not know.
- 3 Remind the students that the words beside/under the pictures are in note form. They will need to add other words such as verbs, articles and prepositions. They must break the notes up into grammatical sentences.
- 4 Remind the students to write in short paragraphs. They can start a new paragraph for each picture. They must start a new paragraph whenever a different person speaks. (See the possible answer below.)
- 5 Make sure that the students understand the story, and then ask them to write it out in complete sentences, working on their own. The possible answer follows the notes closely, but the students should also feel free to change words or add other details or comments if they wish.

#### Possible answer:

... a man standing in a doorway. He was holding a broken pair of sunglasses. He was tall, aged about 25, and he had brown hair. He was wearing a red T-shirt, blue jeans, a black belt and dirty trainers.

Then I saw a young schoolboy walking along the road. He was wearing a white shirt and blue shorts. He was reading a book.

The man quickly went out in front of the boy. The boy bumped into him. The man dropped the sunglasses, and put his foot on them.

The man looked very angry. He told the schoolboy, 'These sunglasses cost me 100 dollars! You must pay for a new pair.' The boy was very frightened.

The boy said, 'But I only have 20 dollars.'

The man said, 'All right, give it to me.' He took the money quickly.

...

### For further writing practice

Workbook 9A pages 53 and 54

#### Exercises A and B

- a Give the students time to read the newspaper article silently and look at Ted's notes.
- b Ask the students to complete Exercise A. Check the answers with them.
- c Let the students complete Ted's report in Exercise B with the help of the information in Exercise A.
- d Invite individual students to read their report to the class.



# Writing

## A crime report

Last week, Detective Ken saw a crime. The pictures below show what happened.

1



Man — standing in a doorway, holding a broken pair of sunglasses

— tall, about 25, brown hair

— red T-shirt, blue jeans, black belt, dirty trainers

2



bumped into, dropped sunglasses  
put his foot on them

3

These sunglasses cost me 100 dollars! You must pay for a new pair.



man very angry, told schoolboy '...'  
boy frightened

4



boy said, '...'  
man took money quickly

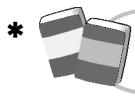
5



police arrived  
man was caught

 Later, Detective Ken decided to write a report of the crime. Use the words and phrases below the pictures to help him complete the report.

<input type="radio"/>	
<input type="radio"/>	On Friday, 12th October at about 4 p.m., I was walking along Riverside Road. On the other side of the road, I saw ...
<input type="radio"/>	...
<input type="radio"/>	I called the police right away. Soon, the police arrived and the man was caught.



## More practice

### An extract<sup>①</sup> from *The Further Adventures of Sherlock Holmes*

The death of Ronald Adair in the spring of 1894 is one of the most interesting cases I have ever worked on. I have thought about it quite a lot, but can find no possible explanation.

Adair was the son of a famous general<sup>②</sup> who was abroad at the time. The  
5 young man's friends were from good families, and he seemed to have no  
enemies. On the day of his death he had played a game of cards at the  
Bagatelle Club in London with some friends.

On the evening of 30 March, Adair returned from the Bagatelle at exactly  
ten o'clock. His mother was out, visiting relatives. The servant said Adair  
10 went upstairs to his room, where she had lit a fire. She had opened the  
window because of the smoke from the fire.

Just before midnight, Adair's mother returned and went to say goodnight to  
her son. The door was locked and there was no  
answer, so it was forced open. Adair was found  
15 lying near the table. A bullet<sup>③</sup> from a small gun  
had entered his head, but the police could find no  
weapon. Some coins were on the table, and a note  
with names of his friends at the Bagatelle. This  
appeared to be a list of all the money he had lost  
20 and won playing cards.

There were no marks on the outside wall. Since it  
was impossible to aim a small gun from a distance,  
the murderer was probably in the room. Nobody  
had heard any noise. In addition to all this, nothing  
25 had been stolen from the room.



**A** Read the extract. In pairs, discuss the statements below. Say whether you think they are true or false. Circle **T** or **F**.

- |  |     |
|--|-----|
| 1 The person who wrote about the case has succeeded in solving it. | T/F |
| 2 Adair's father was in London at the time of his death.           | T/F |
| 3 Adair and his friends were all quite wealthy.                    | T/F |
| 4 On the evening of 30 March, Adair had been visiting relatives.   | T/F |
| 5 The window was already open when Adair went into his bedroom.    | T/F |
| 6 The weapon was found lying near the table.                       | T/F |
| 7 The murderer fired the gun from outside the window.              | T/F |
| 8 There were no obvious reasons for someone to kill Adair.         | T/F |

<sup>①</sup> extract *n.* 摘录 <sup>②</sup> general *n.* 将军 <sup>③</sup> bullet *n.* 子弹

## \*More practice

### An extract from *The Further Adventures of Sherlock Holmes*

The article is about a case that Sherlock Holmes dealt with.

#### Vocabulary:

**distance** (n.) the amount of space between two places or things

It is quite a long distance from the city centre to the sea.

**light** (v.) make something start to burn

We lit the candles and said 'Happy Birthday' to Alice.

**weapon** (n.) something used for fighting

The soldiers took up their weapons to defend their country.

#### Answers:

- |   |   |   |
|---|---|---|
| A | 1 | F |
|   | 2 | F |
|   | 3 | T |
|   | 4 | F |
|   | 5 | T |
|   | 6 | F |
|   | 7 | F |
|   | 8 | T |

**Possible answers:**

- B** Day:  
Adair had played a game of cards at the Bagatelle Club with some friends.
- Evening:  
Adair returned from the Bagatelle at exactly ten o'clock. His mother was out, visiting relatives.  
Adair went upstairs to his room. A servant had lit a fire in his room and opened the window.
- Midnight:  
Adair's mother returned home. His door was locked and there was no answer so it was forced open. He was found lying near the table. A bullet from a small gun had entered his head. The police could find no weapon. Some coins and a note with names of friends at the Bagatelle were on the table. There were no marks on the outside wall. Nobody had heard any noise. Nothing had been stolen from the room.
- E** Sherlock Holmes is a character that was created by the British author Sir Arthur Conan Doyle. Holmes is very well known for being a famous detective that solved crimes with his partner Doctor Watson. He is also famous for playing a violin and smoking a pipe in his spare time. These two characters appear in a total of four novels and 56 short stories, all published between 1887 and 1927. Some of them have been made into films, television series, and even cartoons. Holmes and Watson lived together at 221B Baker Street in London and there is now a Sherlock Holmes Museum at this address.

**B** Find the facts in the extract about the case of Adair's death. Then fill in the table below with the things that definitely happened on 30 March 1894.

Time	Facts
<b>Day</b>	
<b>Evening</b>	
<b>Midnight</b>	

**C** Imagine that you are a detective. In groups, discuss what other information you need to help you solve the case. Who would you interview? What would you examine? Write down any other questions you may have about the case.

1 People I would interview:

---

---

2 Things I would examine:

---

---

3 Other questions I have:

---

---

**D** In pairs, make up a possible conclusion to the case.

Was it a murder or did Adair kill himself? Report your ideas to the class.



**E** Do you know who Sherlock Holmes is? What do you know about him? Tell the class what you know about this famous detective.

# Progress file 6

## Vocabulary

In each set, match the words with their meanings.

- |                |   |
|----------------|---|
| 1 a case       | a an action which is against the law                          |
| 2 a safe       | b a problem which a detective must solve                      |
| 3 a clue       | c a strong box which holds valuable things                    |
| 4 a crime      | d something which helps you find out something                |
| 5 to admit     | e to hold someone and put them in prison                      |
| 6 to deny      | f to ask somebody questions about their lives, opinions, etc. |
| 7 to interview | g to say that you did not do something                        |
| 8 to arrest    | h to say that you did something                               |

## Grammar

Put the verbs in brackets into infinitive form.

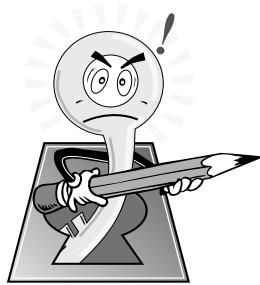
- 9 I want \_\_\_\_\_ (be) a detective when I grow up.
- 10 You should not make the boy \_\_\_\_\_ (study) all the time.
- 11 He promised \_\_\_\_\_ (go) slowly, but soon he drove very fast.
- 12 Let Jane \_\_\_\_\_ (try) again. I am sure she can do it.

Write sentences with the given words.

- 13 the way/They/have not found/the problem/to solve/.
- 14 in the hospital/Her job/the sick people/is/to take care of/.
- 15 We/when/Martin's new house/have not decided/to visit/.

## My progress:

Comments:



0–6 Try harder.



7–12 Can do better.



13–15 Good work.

## Progress file 6

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

### Answers:

- 1 b
- 2 c
- 3 d
- 4 a
- 5 h
- 6 g
- 7 f
- 8 e
- 9 to be
- 10 study
- 11 to go
- 12 try
- 13 They have not found the way to solve the problem.
- 14 Her job is to take care of the sick people in the hospital.
- 15 We have not decided when to visit Martin's new house.

## Word box



<b>crime</b> /kraɪm/	<i>n.</i>	罪行
<b>detective</b> /dɪ'tektrɪv/	<i>n.</i>	侦探；警探
<b>innocent</b> /'ɪnəsnt/	<i>adj.</i>	无辜的；无罪的
<b>recent</b> /'ri:snt/	<i>adj.</i>	近来的；新近的
<b>case</b> /keɪs/	<i>n.</i>	案件
<b>purchase</b> /'pɜ:tʃəs/	<i>v.</i>	购买；采购
<b>safe</b> /seɪf/	<i>n.</i>	保险箱；保险柜
* <b>clue</b> /klu:/	<i>n.</i>	线索；迹象
<b>earring</b> /'ɪərɪŋ/	<i>n.</i>	耳环
* <b>mud</b> /mʌd/	<i>n.</i>	泥；泥浆
<b>spotlessly</b> /'spɒtləslɪ/	<i>adv.</i>	一尘不染地
<b>deny</b> /dɪ'nai/	<i>v.</i>	否认；否定
* <b>necklace</b> /'nekləs/	<i>n.</i>	项链
<b>proof</b> /pru:f/	<i>n.</i>	证据；证明
<b>conclusion</b> /kən'klu:ʒn/	<i>n.</i>	结论；推论
<b>jump to conclusions</b>		匆忙下结论；贸然断定
<b>admit</b> /əd'mɪt/	<i>v.</i>	承认；招供
<b>suspect</b> /'sʌspekt/	<i>n.</i>	嫌疑犯；可疑对象
<b>spotless</b> /'spɒtləs/	<i>adj.</i>	非常洁净的
<b>break into</b>		强行闯入
<b>insurance</b> /ɪn'ʃʊərəns/	<i>n.</i>	保险
<b>as well</b>		也；还
* <b>jail</b> /dʒeɪl/	<i>n.</i>	监狱
<b>behind bars</b>		被监禁；坐牢
<b>guilty</b> /'gɪltɪ/	<i>adj.</i>	犯了罪的；有过失的
<b>discover</b> /dɪ'skʌvə(r)/	<i>v.</i>	发现
<b>arrest</b> /ə'rest/	<i>v.</i>	逮捕；拘留
<b>pause</b> /pɔ:z/	<i>n.</i>	停顿；停顿的时间
<b>mystery</b> /'mɪstri/	<i>n.</i>	神秘的事物
<b>murder</b> /'mɜ:də(r)/	<i>n.</i>	谋杀；凶杀



## Notes

### Page 91

#### 1 Protecting the innocent 保护无辜者

标题中的 *innocent* 是形容词, 前面加定冠词 *the* 可用来表示一类人, 意为“无辜者”。文中还出现类似的用法, 如: *the guilty*, 意为“罪犯”。

#### 2 To get information, she interviewed Detective Ken. This is part of the interview. 为了收集信息, 她(潘希)采访了肯侦探。这是采访的部分内容。

第一个句子中的 *interview* 作动词, 第二个句子中的 *interview* 则作名词。

#### 3 Let me tell you about a recent case that I dealt with, Pansy. 潘希, 告诉你我最近处理的一个案件。句中的 *case* 作名词, 意为“案件”; 在 8A Unit 7 曾学过 *a plastic case*, *case* 意为“盒; 套”。

#### 4 He purchased a vase for 300,000 dollars. 他花 30万美元买了一个花瓶。 相当于: He paid 300,000 dollars for a vase.

#### 5 Then he locked it in the safe at his house. 然后, 他把花瓶锁进了家里的保险柜。 句中的 *safe* 作名词, 意为“保险箱; 保险柜”。另外 *safe* 也可作形容词, 意为“安全的”。

#### 6 I checked her story. 我核实了她的话。 句中的 *story* 意为“叙述; 描绘”。另外 *story* 也可意为“故事”。

#### 7 Yes, and Jill is free. 是的, 吉尔自由了。 句中的 *free* 是形容词, 意为“自由的”。在 8B Unit 4 中曾学过 *Should it be free to readers, or should they pay for it?*, 其中的 *free* 则意为“免费的”。

#### 8 My job is to protect the innocent as well as find the guilty. 我的工作不仅是要查出罪犯, 而且要保护无辜者。 句中的两个动词不定式 *to protect* 和 *(to) find* 都作系动词 *is* 的表语。

## Additional teaching suggestions

#### 1 He purchased a vase for 300,000 dollars. 教师应提醒学生注意动词 *purchase*、*cost* 和动词词组 *pay ... for*, *spend ... on* 等的用法区别, 并在教学中加以辨析和操练。

#### 2 通过教授侦探专访, 教育学生不要被某些表象所迷惑而轻率下结论, 要学会透过现象看本质, 培养科学的思维方式。

## Unit 7 Escaping from kidnappers

### Unit topic: overview

This unit is about comic strips. The **Reading** passage is an explanation of how comic strips are created, and contains a vivid example about a crime.

In the **Grammar** section, the students practise different patterns with adjectives.

The **Listening** task is to complete some notes and then use that information to solve a problem. The story for this exercise is similar to the story in the comic strip.

In the **Speaking** section the students learn how to show emotions in dialogues. It also includes an exercise in which the students must use given vocabulary to describe the expressions on some cartoon faces.

The **Writing** section presents a new comic strip and requires the students to write the words for the story.

### The cartoon

The cartoon draws our attention to the unit topic, comic strips and cartoon characters. The character *Lo* is vainly watching himself in a mirror.

### Pre-unit activities

- 1 If you are good at drawing, start off the unit by drawing caricatures of members of the class and seeing if the rest of the class can identify who you have drawn.
- 2 Ask the students to draw pictures of their favourite cartoon characters such as Snoopy or Garfield.
- 3 Show a short video of a famous cartoon figure.
- 4 Start a discussion on the students' favourite comics and comic strips.

# Unit 7 Escaping from kidnappers



## Reading

p. 108



## Grammar

p. 112



## Listening

p. 116



## Speaking

p. 117



## Writing

p. 119

\*



## More practice

p. 120





# Reading

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

 Look at the pictures below and match them with the correct words.

storybook    newspaper    comic strip

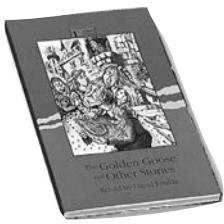
1



2



3



## B Before you read

 Look at the title, the headings and the pictures. Then try to answer these questions.

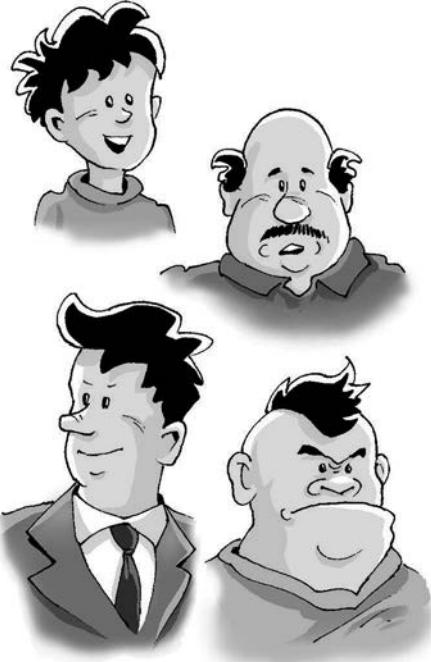
- 1 The article will probably be about how comic strips \_\_\_\_\_.  
 a affect people who read them  
 b are produced  
 c have become popular
- 2 The story in the strip on page 109 is probably about \_\_\_\_\_.  
 a space travel                      b a crime  
 c a detective
- 3 How many comic strips do you read in a month?
- 4 Do you like comic strips? Why or why not?
- 5 Who are your favourite characters in comic strips?



### Creating a comic strip

A robbery ... an escape from the zoo ... an exciting and dangerous journey ... a kidnap!

The first thing to do when creating a comic strip is to think of a plot. It needs to be funny or dramatic with an exciting finish. It should be full of action to keep the reader interested. The story needs to move fast, and something new must happen in each picture.



The characters need strong personalities which will be understood in the pictures. You can tell what the characters above are like just from looking at them.

## Reading

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

Do the exercise with the students to make sure they know how a comic strip looks.

#### Answers:

- A 1 newspaper
- 2 comic strip
- 3 storybook

### B Before you read

- 1 This exercise helps the students focus on the passage, find clues about the content of the passage and prepare to read it.
- 2 Do the exercise with the students, conducting a general survey and asking for opinions from the class for Questions 3–5. Write their answers on the board.

#### Answers:

- B 1 b
- 2 b
- 3–5 (Students' own answers.)

## Reading passage

### Creating a comic strip

This is an extract from a book showing how to create a comic strip.

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

- P1: To create a comic strip, start by thinking of a good, fast-moving story.
- P2: The characters should have strong, easily recognizable personalities.

The comic strip shows the beginning of a story about a boy, Terry, who has been kidnapped by two men. He escapes from them in the end.

The comic strip is divided into 10 pictures called 'frames'. Various comments around the edge point out some of the techniques used in comic strips.

**Vocabulary:**

**action** (n.) lively happening(s)

We had a very exciting holiday. Every day was full of action.

**\*comic strip** a set of small cartoon-style pictures

I'm busy drawing pictures and I will finish an interesting comic strip next week.

**personality** (n.) a person's character; individual nature

The twins don't get along because their personalities are so different.

**plot** (n.) the main events in a story

The music in the film was good, but the plot was silly.

**scenery** (n.) the painted background that is used to represent natural features or buildings on a theatre stage

The scenery in the strip is beautiful.

**text** (n.) written words

The advertisement consists of a picture of a car and some text describing its special features.

**variety** (n.) differences; change

There is a variety of dishes to choose from.

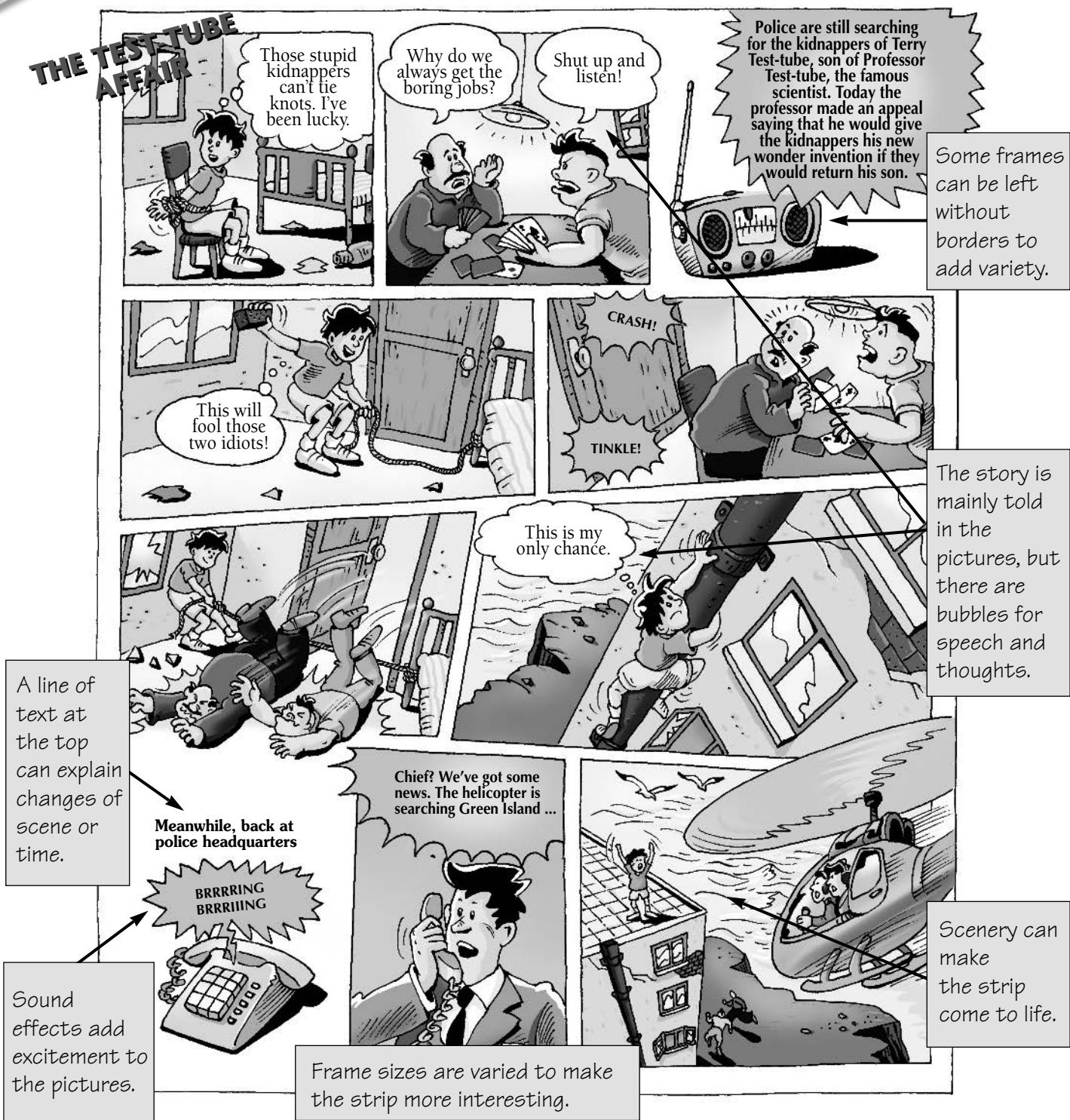
**\*vary** (v.) make different

Businesses vary their advertisements to attract our attention.

# comic strips

## Drawing the strip

Here you can see how the script was made into a finished comic strip (you can only see the first part).



## C Vocabulary

**C1** Find these words in the comic strip, try to work out their meanings and then use them to complete the sentences and dialogues below.

effect variety action dramatic  
plot mainly scene speech

- 1 There is a saying that ' \_\_\_\_\_ is the spice of life'. This means that it is good to do many different things instead of doing the same thing all the time.
- 2 The headmaster made a wonderful \_\_\_\_\_ to all the parents and students on the Open Day.
- 3 This article \_\_\_\_\_ talks about how to protect the environment.
- 4 The new medicine has a good \_\_\_\_\_ on my illness.
- 5 S1 Did you enjoy the film?  
S2 No. The \_\_\_\_\_ was very difficult to understand. Also, there was too much talking and not enough \_\_\_\_\_, except in the \_\_\_\_\_ at the end when the island sank into the sea. That was very \_\_\_\_\_.

**C2** Find these words in the comic strip. Use them to replace the words in *italics* in the sentences below.

strip vary personalities scenery text

- 1 These prices *differ* a lot. Some of the things are cheap, and some are very expensive.
- 2 Jenny is very serious, but Jerry is always joking. They have completely different *characters*.
- 3 Books for young children usually have lots of pictures and some *printed words*.
- 4 A group of students are busy designing the *natural views and buildings* for the school play.
- 5 Before you draw a comic *row of pictures*, you must think of a plot.

## C Vocabulary

Tell the students to use grammar, part of speech and context to find out what the words in Exercises C1 and C2 mean. Ask the class to complete the exercises on their own, and then check their answers.

### Answers:

- C1**
- 1 variety
  - 2 speech
  - 3 mainly
  - 4 effect
  - 5 plot, action, scene, dramatic
- C2**
- 1 vary
  - 2 personalities
  - 3 text
  - 4 scenery
  - 5 strip

## D Comprehension

- 1 Exercise D1 should be completed while or immediately after reading the passage.

### Answers:

- D1 1 plot  
2 funny  
3 dramatic  
4 fast  
5 new  
6 personalities  
7 pictures  
8 borders  
9 text  
10 effects  
11 sizes

- 2 Exercise D2 is a comprehension exercise based on the comic strip. Questions 1–4 are about how to create comic strips and Questions 5–9 are about the crime story. Allow the students to work with their partners to prepare their answers.

### Answers:

- D2 1 a top left  
b bottom left  
c top right  
d bottom right  
2 The edges of thought bubbles are not smooth. Thought bubbles are connected to characters by smaller bubbles, while speech bubbles have sharp points to connect them to the speakers.  
3 Ordinary oval speech bubbles are for the characters' words. Speech bubbles with jagged edges are for speech coming from outside the picture, e.g., from the radio, TV, telephone.  
[Note: The students are allowed to answer Questions 2–3 in Chinese.]  
4 Brrring, brrring.  
5 The sound of the window breaking (crash) and glass falling to the floor (inkle).  
6 He tripped them by suddenly pulling a rope tight under their feet.  
7 He must be climbing up the pipe because later we can see him on the roof.  
8 The man must be the Chief Inspector of the police in charge of the case. He is listening to someone on the telephone, not speaking to himself.  
9 He is waving his arms in the air.

### Additional activity:

Introduce the students to some more sound-effect words they will find in comic strips with this matching exercise. The answers are provided in brackets below.

- |                    |                        |
|--------------------|------------------------|
| 1 bang (c)         | a someone at the door  |
| 2 pop (d)          | b scissors             |
| 3 drip-drop (k)    | c gun firing           |
| 4 zzzzzz (h)       | d balloon bursting     |
| 5 sizzle (g)       | e angry dog            |
| 6 clang (n)        | f flying insects       |
| 7 hiss (j)         | g frying food          |
| 8 snip-snip (b)    | h snoring              |
| 9 ka-pow! (m)      | i explosion            |
| 10 grrrr (e)       | j water poured on fire |
| 11 buzzzz (f)      | k water leaking slowly |
| 12 boom (i)        | l clock                |
| 13 tick-tock (l)   | m punch                |
| 14 knock-knock (a) | n object hitting metal |

### For further reading practice

*Workbook 9A page 61*

#### Exercise A

- a Tell the students what an animated cartoon is. Then tell them that they are going to read about how to make an animated cartoon.
- b Give the students time to read through the leaflet.
- c Ask them to fill in the blanks with the words in the box on their own.
- d Invite individual students to read a paragraph each and check the answers orally.

#### Exercise B

- a Let the students read the leaflet in Exercise A again. Ask them to pay attention to what kind of information they can get from each paragraph.
- b Ask them to read the subtitles in Exercise B and match them with the correct paragraphs.
- c Check the answers orally.

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

## D Comprehension

**D1** Read through the article again and complete these rules about creating comic strips. Put one word from the article in each blank.

### Creating a comic strip

Rule 1: Think of a <sup>(1)</sup> \_\_\_\_\_ that is <sup>(2)</sup> \_\_\_\_\_ or <sup>(3)</sup> \_\_\_\_\_. Make the story move <sup>(4)</sup> \_\_\_\_\_. Something <sup>(5)</sup> \_\_\_\_\_ must happen in each picture.

Rule 2: Give the characters strong <sup>(6)</sup> \_\_\_\_\_ which will be easy to understand just by looking at the <sup>(7)</sup> \_\_\_\_\_.

### Drawing the strip

Rule 1: For variety, leave some frames without <sup>(8)</sup> \_\_\_\_\_.

Rule 2: Explain changes of scene or time by using a line of <sup>(9)</sup> \_\_\_\_\_.

Rule 3: Use sound <sup>(10)</sup> \_\_\_\_\_ to add excitement.

Rule 4: For interest, vary the <sup>(11)</sup> \_\_\_\_\_ of some frames.

\* **D2** Answer these questions about the comic strip.

1 Look at the pictures of the four characters on page 108. Match the descriptions of the personalities with the faces.

- a lively (full of energy) and clever
- b smart and successful
- c not very smart
- d bad-tempered

2 Look at the strip. How can you tell a thought bubble from a speech bubble?

3 There are two kinds of speech bubbles. What is each kind used for?

4 What sound-effect words are used in the strip?

5 In frame 5, what did the men hear?

6 In frame 6, what did Terry do to make the men fall?

7 In frame 7, is Terry climbing up or down the pipe?

8 Who is the man in frame 9? Is he speaking or listening?

9 In the last frame, how is Terry attracting the attention of the men in the helicopter?



## Grammar

### Using adjectives

#### A Adjectives before nouns

We often put adjectives before the nouns they describe.

He was a *plump, middle-aged* man.  
He had *thinning, black* hair, and a  
*little* moustache. Yes, that's him.

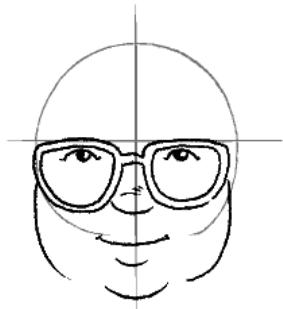
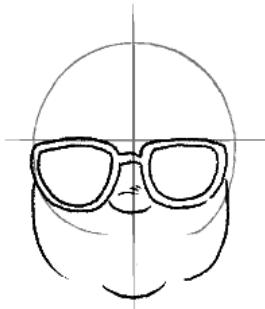


Complete the following instructions with these adjectives. You will need to use some of the words more than once.

straight    round    small    smiling    brown  
rough    bright    thick    thin

#### Drawing cartoon faces

We can make people's faces look funny by exaggerating (making greater) some of their features. For example, this girl has <sup>(1)</sup> \_\_\_\_\_ cheeks, <sup>(2)</sup> \_\_\_\_\_ eyes, a <sup>(3)</sup> \_\_\_\_\_ mouth and <sup>(4)</sup> \_\_\_\_\_ hair. She also wears glasses with <sup>(5)</sup> \_\_\_\_\_, <sup>(6)</sup> \_\_\_\_\_ frames.



Draw a <sup>(7)</sup> \_\_\_\_\_ outline of the shape of her face, with guidelines in pencil. Add a nose and exaggerated glasses, with <sup>(8)</sup> \_\_\_\_\_ frames.

Draw very <sup>(9)</sup> \_\_\_\_\_ eyes and a <sup>(10)</sup> \_\_\_\_\_ mouth.

Add eyebrows and very <sup>(11)</sup> \_\_\_\_\_ hair. Colour the face with <sup>(12)</sup> \_\_\_\_\_ colours.

## Grammar

### Using adjectives

#### A Adjectives before nouns

- 1 This section revises and consolidates the students' knowledge of adjectives. Section A covers attributive adjectives, those that are placed in front of nouns.
- 2 The ordinary use of adjectives before nouns should not cause any trouble to learners. Read the introduction to the class and proceed to the exercise.

#### Answers:

- A    1 round  
      2 small  
      3 smiling  
      4 straight  
      5 thin  
      6 brown  
      7 rough  
      8 thick  
      9 small  
 10 smiling  
 11 thick  
 12 bright

#### Additional activity:

- 1 You could ask the students to work in pairs and to draw a cartoon-style picture of their partner, and then to add a short written description underneath.
- 2 Alternately, the students could draw or copy a picture of a favourite cartoon character from a comic or newspaper, and then write a short description of the character.
- 3 The best pieces of work could be displayed on the wall of the classroom.

## B Adjectives after verbs

- 1 Section B covers predicative adjectives, those that follow a small family of verbs.
- 2 Read the introduction to the class and ensure the students understand the pattern.

### Notes:

- 1 Some adjectives are found mainly in the predicative position (e.g., *alive, awake, afraid, asleep, alone, ill* and *well*).
- 2 When *old* is used predicatively, it can only refer to age.  
*My old friend* means *my long time friend*.  
*My friend is old* means *my friend is elderly*.
- 3 When *poor* is used predicatively, it can only refer to a lack of money, not to pity.  
*I am poor* can only mean *I have no money*.

- 3 Go over the instructions with the class, and then proceed to the exercise.

### Answers:

- B 1 high  
2 polite  
3 fast  
4 dangerous  
5 awful, delicious  
6 hot

## B Adjectives after verbs

We can also put adjectives after certain verbs.  
Some verbs that we can use in this way are:

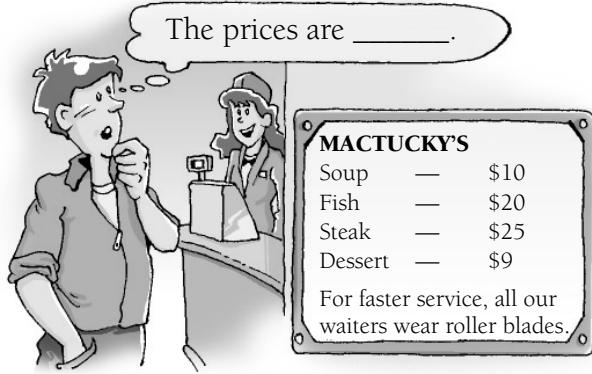
sound	seem	grow	taste
smell	feel	get	turn



Use the adjectives in the box to complete the thought and speech bubbles in the pictures below and on page 114. Use each adjective only once.

awful	dangerous	tiny	rude	polite
huge	delicious	hot	fast	high

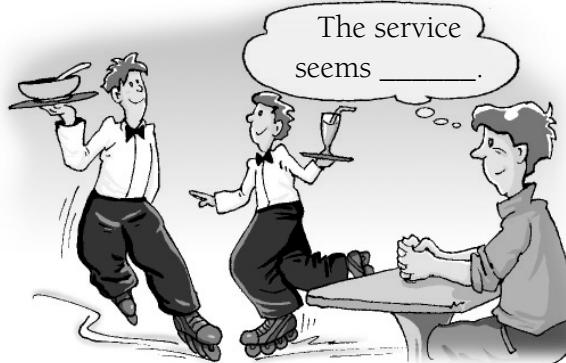
1



2



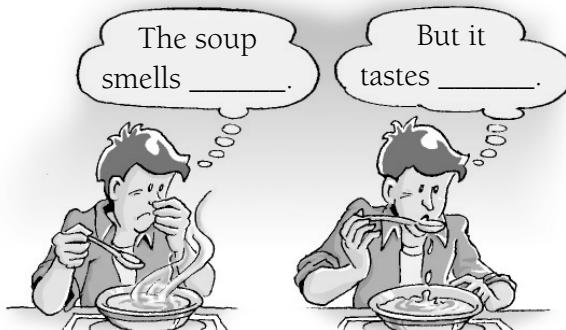
3



4

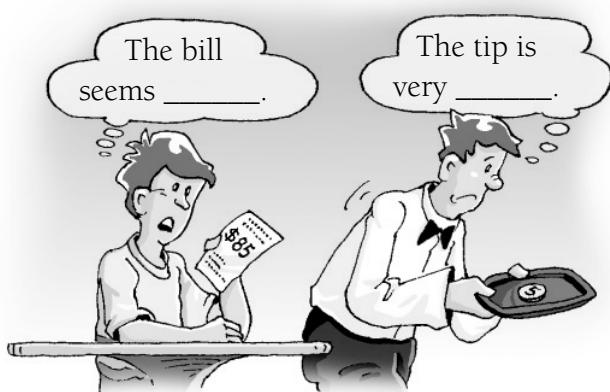


5



6





### C Adjectives with *It is* and *to + verb*

The adjectives below can be used with **It is** and **to** followed by a verb.

funny	possible	dangerous
lucky	strange	interesting
good	difficult	wonderful
safe	boring	important



**John and Jane are talking about Jane's new flat. Work in pairs. Complete their conversation using **It's** and the phrases from the box. The first one has been done for you.**

difficult to sleep	easy to get there	impossible to find
nice to live	safe to live there	

John Do you like your new flat?

Jane Oh, yes. <sup>(1)</sup> It's nice to live \_\_\_\_\_ in a new flat.

John No complaints about it?

Jane Well, sometimes it's noisy at night, so <sup>(2)</sup> \_\_\_\_\_.

John It's in Puxi, isn't it?

Jane That's right, and <sup>(3)</sup> \_\_\_\_\_ because it's near an underground station.

John Do you have good security?

Jane 24 hours a day, so <sup>(4)</sup> \_\_\_\_\_.

John Is the building full?

Jane Yes. <sup>(5)</sup> \_\_\_\_\_ a flat now.

**Answers:**

- B 7 huge, tiny  
8 rude

**Additional activities:**

For further practice with these verbs, there are a number of simple activities you can try.

- 1 *Feel* — Mime the way you are feeling, and then ask the class to guess the adjective you are showing (e.g., ill, happy, tired, full, angry).
- 2 *Get/grow* — Draw simple pictures on the board showing changes (e.g., The tree is growing taller. The man is getting older.).
- 3 *Seem* — Give the students these sentences to complete, to bring out the doubt associated with *seem*.  
  
She seems nice, but (she is often rude).  
  
It seems like a nice flat, but (the neighbours are very noisy).  
  
It seems a nice day, but (the forecast is for rain).
- 4 *Smell* — Ask the students to describe how a variety of things smell (e.g., the drains, coffee, roses, old socks, apples, lemons.) using adjectives they are familiar with (e.g., awful, terrible, delicious, sweet, sour).
- 5 *Sound* — Ask the students to describe how a variety of things sound (e.g., police sirens, songbirds, explosions, drums, flutes) using adjectives they know (e.g., loud, noisy, terrible, sweet, lovely, relaxing, frightening).
- 6 *Taste* — Ask the students to describe how a variety of things taste (e.g., strawberries, limes, sugar, coffee, chips, ice) using adjectives they know (e.g., juicy, sweet, sour, delicious, bitter).

**C Adjectives with *It is* and *to + verb***

- 1 Section C looks at a structure that can be used with adjectives to express opinions.
- 2 Read through the introduction with the class, and then proceed to the exercise.

**Answers:**

- C 2 it's difficult to sleep  
3 it's easy to get there  
4 it's safe to live there  
5 It's impossible to find

**Additional activity:**

Ask the students to complete these sentences with the words from the box on page 114. Possible answers are given in brackets.

- 1 It's (possible) to pass the exam if you work hard.
- 2 It's (good) to have a holiday sometimes.
- 3 It's (funny) to see you in those old clothes.
- 4 It's (safe) to put your money in the bank.
- 5 It's (interesting) to talk to an explorer.
- 6 It's (important) to do your homework.

## D Adjectives ending in *-ing* and *-ed*

- 1 Adjectives ending in *-ing* and *-ed* cause great confusion to the students. The use of the verb *feel* may help, as it is normally followed by the *-ed* form. If the student cannot decide between *I am excited* and *I am exciting*, he/she can think of the statement having the same meaning as *I feel excited*.
- 2 Another way is to think of the difference between active and passive voices. If the student hesitates over completing the sentence *The film was very excited/exciting*, he/she can ask if the film is excited by something or whether it excites someone. The passive voice construction uses the *-ed* form; the active voice construction uses the *-ing* form.
- 3 Spend some time explaining the differences between *-ing* and *-ed* adjectives. Study the examples with the students, and then tell them to complete the exercise.

### Answers:

- D 1 boring  
2 bored  
3 surprising  
4 disappointed  
5 relaxing  
6 exciting  
7 interested

### Additional activity:

Ask the students to write a short sentence for each adjective in the yellow box on page 115.

### Possible answers:

Your exam results are very disappointing.  
I was disappointed by his words.

I think History is a very interesting subject.  
I am very interested in playing chess.

Watching action films is exciting.  
The dog was excited by the smell of food.

We had a relaxing day at the beach.  
She felt relaxed after drinking a cup of tea.

The news about the football match was surprising.  
I was surprised by her new hairstyle.

The story is boring.  
It rained all day, and I was very bored.

## D Adjectives ending in *-ing* and *-ed*

Some pairs of adjectives can end in **-ing** and **-ed**. Adjectives that end in **-ing** describe how someone or something affects us; adjectives that end in **-ed** describe how we feel about something.

Frame sizes are varied to make the strip more **interesting**.  
It should be full of action to keep the reader **interested**.



If something is **interesting**, it makes you feel **interested**. Here are some adjectives that we can use in this way:

disappointing	exciting	surprising
disappointed	excited	surprised
interesting	relaxing	boring
interested	relaxed	bored

Simon is talking to his mum. Complete their conversation with the adjectives in the box above.

Mum How were things at work today, Simon?

Simon Very <sup>(1)</sup>b \_\_\_\_\_. I had nothing to do all day. No customers. I felt really  
<sup>(2)</sup>b \_\_\_\_\_.

Mum No customers? That's <sup>(3)</sup>s \_\_\_\_\_. You usually have lots on Saturdays.

Simon I know. Mr Jones was very <sup>(4)</sup>d \_\_\_\_\_. He looked most unhappy all day.

Mum What do you plan to do tonight? Go out, I suppose?

Simon No. I think I'll just have a <sup>(5)</sup>r \_\_\_\_\_ evening at home.

Mum There's an <sup>(6)</sup>e \_\_\_\_\_ film on at Studio Nine.

Simon No, thanks. I'm not <sup>(7)</sup>i \_\_\_\_\_.



# Listening

## 'Help me!'

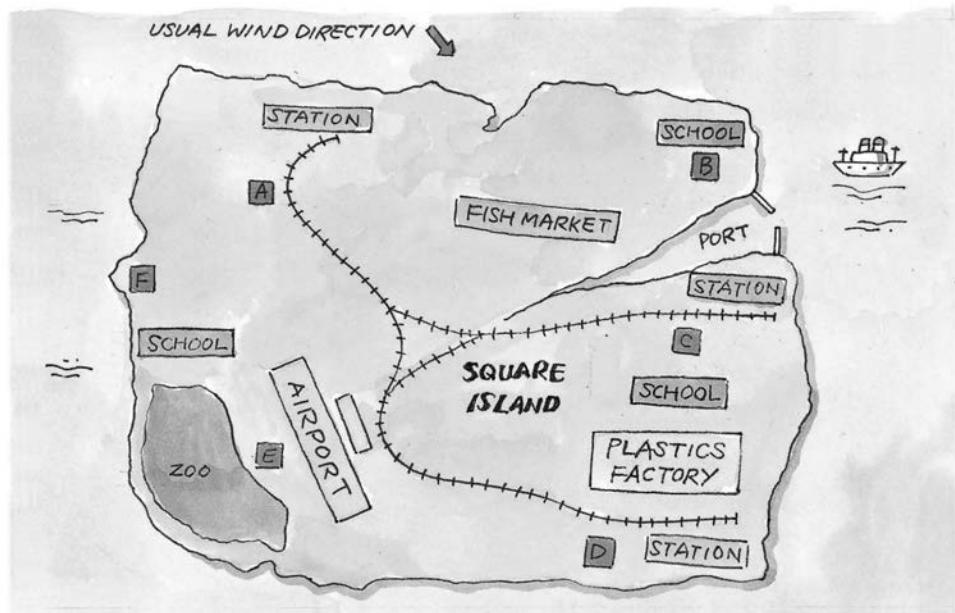
Rita Rich has been kidnapped. The kidnappers have left the room. They do not know that Rita has her own mobile phone. Now she is telephoning the police.

**A** Suppose you are a police officer. Complete the notes below.

- 1 Rita Rich
- 2 On Square Island, in locked room. Two kidnappers.
- 3 Windows painted <sup>(1)</sup> \_\_\_\_\_.
- 4 She can hear <sup>(2)</sup> \_\_\_\_\_ — thinks she is near a <sup>(3)</sup> \_\_\_\_\_.  
\_\_\_\_\_.
- 5 Can also hear the noise from a <sup>(4)</sup> \_\_\_\_\_ but <sup>(5)</sup> \_\_\_\_\_ very near.
- 6 Can't hear noises from <sup>(6)</sup> \_\_\_\_\_.
- 7 Can hear <sup>(7)</sup> \_\_\_\_\_ but not very <sup>(8)</sup> \_\_\_\_\_.
- 8 Can smell <sup>(9)</sup> \_\_\_\_\_ — strong smell.
- 9 Can also smell <sup>(10)</sup> \_\_\_\_\_ — thinks she is quite <sup>(11)</sup> \_\_\_\_\_ it.
- 10 Plastics factory: can smell it just a <sup>(12)</sup> \_\_\_\_\_.
- 11 (Kidnappers returned at this point.)



\* **B** The police know that Rita is on Square Island. They think she is in one of the buildings marked **A** to **F**. Use your notes above, and study the map below carefully. Can you find out which building Rita is in?



## Listening

### 'Help me!'

- 1** Explain the situation to the students. Rita has been kidnapped, but is now phoning the police. She cannot see where she is, but the police officer urges her to use her senses of hearing and smell to give some clues. The students must complete the notes by writing one word in each blank. Play the recording more than once if necessary.
- 2** After that, the students should be able to use the notes to work out which building Rita is probably in on the map. They should pay attention to the arrow on the map which shows the Usual Wind Direction'. The wind will take both the smells and the sounds in that direction. Let the students work in pairs or small groups for this exercise.
- 3** After the students have worked out the right answer, ask them to explain some of the reasons why the other buildings were wrong. (Some of these reasons are given.)

### Tapescript:

Police officer: Hello. Police Headquarters.  
 Rita: Hello. This is Rita Rich. I've been kidnapped!  
 Police officer: Oh, Rita. Where are you?  
 Rita: I'm on Square Island, somewhere. I don't know where. I'm locked in a room. Two men kidnapped me. They have gone away now. But the windows are all painted black. I can't see anything.  
 Police officer: All right, Rita, keep calm. So you can't see anything at all?  
 Rita: No, nothing.  
 Police officer: Right. Well, can you hear anything?  
 Rita: Yes, I can. I can hear the trains when they go by. I think I'm near a railway line.  
 Police officer: Good. Can you hear anything else?  
 Rita: Sometimes I can hear the noise from a school. But I'm not very near the school.  
 Police officer: That's good, Rita. Well done. Now, there's a big zoo on Square Island. Can you hear the noises of any strange animals?  
 Rita: No, I can't.  
 Police officer: What about the airport? Can you hear the planes?  
 Rita: Yes, a bit. But they're not very loud.  
 Police officer: That's very good, Rita. You're doing very well. Now, I want you to think about smells. Can you smell anything from the outside air?  
 Rita: Oh, yes. There's a strong smell of fish. I can smell fish most of the time. And I can smell the sea. I think I'm quite near the sea.

Police officer: Good. Now, there's a big plastics factory on the island. There's a lot of strong chemical smells from that factory. Have you smelt anything like that?

Rita: Yes, just a bit. Not often, though. Oh, I must stop now. The kidnappers are coming back.

Police officer: All right, Rita. Don't worry. I think I know where you are now. We'll come and rescue you soon!

### Answers:

<b>A</b>	<b>1</b>	black	<b>7</b>	planes
	<b>2</b>	trains	<b>8</b>	loud
	<b>3</b>	railway line	<b>9</b>	fish
	<b>4</b>	school	<b>10</b>	sea
	<b>5</b>	not	<b>11</b>	near
	<b>6</b>	animals	<b>12</b>	bit

**B** Rita is in building C. Here are some of the reasons why the other buildings are wrong:

- A: No school nearby; wrong side of fish market.
- B: Railway too far away; airport too far away.
- D: Too near plastics factory; not near fish market.
- E: Wrong side of fish market; too close to airport and zoo.
- F: Not near railway or fish market.

### For further listening practice

Workbook 9A page 60

- a** Give the students one minute to look at the pictures.
- b** Play the recording once and let the students write down the numbers.
- c** Play the recording again and pause for the students to complete the dialogue.
- d** Check the answers with the students.

## Speaking

### A Talk time

#### Showing emotions in dialogues

In this section the students practise showing different emotions in a dialogue.

- 1 Go through the instruction for Exercise A1 with the students. Make sure that they know what to do.
- 2 You could demonstrate the sentences to the students before they do the exercise in pairs. They can repeat chorally after you. If you can imitate accents (e.g., American or Australian), say the sentences in those accents to the class and let them imitate you chorally. This will give the students practice in sound imitation.
- 3 For Exercise A2, let the students practise the examples first. Then ask them to work in groups and give them a short time limit to write three sentences. After practising their sentences in groups, the students could say a sentence to the class, with the class trying to guess the emotion.

#### Answers:

- A1 (afraid) Oh no! I'm afraid of spiders!  
(worried) Jim has been very ill recently. I hope he will feel better soon.  
(confident) I'm well prepared. I can win the match!

# Speaking

## A Talk time

### Showing emotions in dialogues

You can use word stress, and rising and falling intonation to show different emotions.

**A1** With a partner, practise using these emotions to say the sentences in the box. You must decide which of these emotions goes with each of the sentences.

Oh no! I'm afraid of spiders!

I'm well prepared. I can win the match!

Jim has been very ill recently. I hope he will feel better soon.



1 You sound afraid.



2 You sound worried.



3 You sound confident.

**A2** Work in groups of four. Each of you writes three sentences that show your emotions. Then say your sentences to the group. Finally, discuss if you showed your emotions correctly. Read these examples:

(surprised) Have I **really** won the **competition**?

(brave) **Don't** be **afraid**. I **won't** let these dogs **bite** you.

(bored) I've studied for **ten** hours **already**. I **wish** I could **watch** some **TV**.



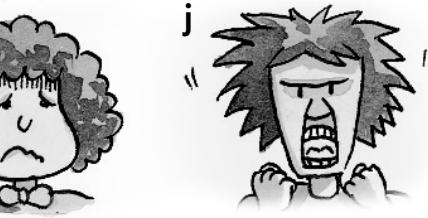
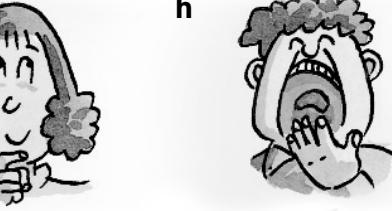
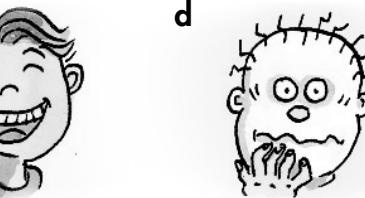
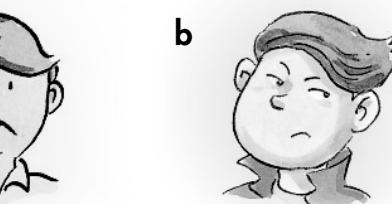
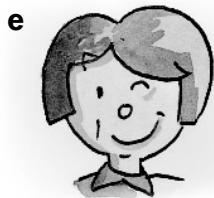
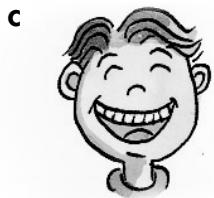
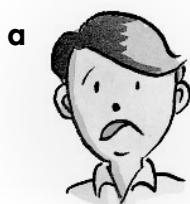
## B Speak up

### Cartoon faces

You can make cartoon faces come to life by giving them different expressions, e.g., happiness, anger.

Work in pairs or small groups. Look at the descriptions on the left and the cartoon faces on the right. Then discuss which description goes with which face.

- 1 Very happy. You can make the person burst out laughing by opening the mouth and showing the teeth.
- 2 Frightened. Face is pale. Hair stands on end. Eyes are wide open.
- 3 Naughty. Mouth goes up on side where eye is closed.
- 4 Tricky. Eyes look to the side and mouth is small.
- 5 Very angry. Mouth is wide open in a loud shout.
- 6 Thoughtful. Eyes look up and to the side.
- 7 Sad. Mouth and eyebrows droop.
- 8 Angry. Use straight lines for the mouth and eyebrows.
- 9 Sleepy. Nose is pushed up to eyes, which are closed. Mouth is wide open showing teeth.
- 10 Bored. A wavy line for the mouth and droopy eyes give a bored look.



**B Speak up****Cartoon faces**

This exercise requires you to ask the students to describe the pictures one by one, saying what emotions they think the faces are expressing. Ask the students to work in pairs to match the descriptions with the faces.

**Answers:**

- |   |    |   |
|---|----|---|
| B | 1  | c |
|   | 2  | d |
|   | 3  | e |
|   | 4  | b |
|   | 5  | j |
|   | 6  | g |
|   | 7  | a |
|   | 8  | f |
|   | 9  | h |
|   | 10 | i |

## Writing

### On Mystery Island

- 1 The students should work in pairs or small groups and look through the pictures. To help them understand the pictures, they should describe to each other what is happening in each one and also study the words and phrases at the bottom of the page.
- 2 Each student should then work on his or her own, and write the words for the comic strip. They should write these in their exercise books and not on the comic strip, as they need more space for some of the longer items.
- 3 The sample answers here are not the only correct possibilities. There are many other possible correct answers, and it is not essential for the students to use all of the given words and phrases. Note also that it is not always necessary to write in complete sentences in comic strips, especially when an action interrupts a speaker.

#### Possible answers:

- 1 Steve and Jody set out on a round-the-world trip in their small boat.
- 2 Good luck! Goodbye!
- 3 Thanks! Goodbye!
- 4 The trip went well. They were celebrating together.
- 5 We've been sailing for one month, Jody!
- 6 Listen! It's the weather forecast.
- 7 A typhoon is coming ...
- 8 The typhoon soon arrived.
- 9 The sea's getting rough.
- 10 We'd better put our life jackets on, Steve.
- 11 CRASH!
- 12 Now we're in trouble!
- 13 After the typhoon ...
- 14 That was terrible, Jody.
- 15 Yes, but thank goodness we're still alive.
- 16 A few days later ...
- 17 Look, Steve! There's an island.
- 18 I'll try to row towards it.
- 19 Back on land.
- 20 We made it! Now we're safe!
- 21 Suddenly, from behind the trees ...
- 22 ROAR!
- 23 Quick! Run! It's a dinosaur!

### For further writing practice

Workbook 9A pages 62 and 63

#### Exercises A , B and C

- a Let the students look at the pictures in the two comic strips and discuss in pairs what the characters may say or think.
- b Ask the students to read the sentences in Exercise A and discuss in pairs what actually happened in the comic strips. Then have them write the correct sentences in frames 1 and 2 of each comic strip.
- c Let the students compare their writing with another pair.
- d Give the students time to complete frames 3 and 4 of each comic strip and remind them to add some symbols and sound-effect words.
- e Invite a few pairs to read their comic strips to class.

## On Mystery Island

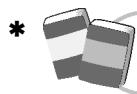
**A** In small groups, look at the comic strip below. It is the beginning of a story called **On Mystery Island**. Discuss what is happening in each picture.



**B** On your own, write the words for the strip in your exercise books. Write the text, speech bubbles, thought bubbles and sound effects. Invent your own ending. You may wish to use some of the words and phrases below. It is not necessary to use all of these.

### Useful words and phrases

a small boat	life jacket	I wonder if ...
a round-the-world trip	a huge wave	A few days later ...
a long journey	CRASH!	Look! There's a/an ...
... were celebrating	in trouble	ROAR!
the weather forecast	Let's ...	a dinosaur/a monster
a storm/typhoon is coming	thank goodness	Quick! Run!



## More practice

Wonderworld Children's Encyclopaedia

### How an animated cartoon is made

#### 1 The idea

To begin with, some basic ideas for a story are necessary. For example, a plot needs to be thought of. That is, the sequence<sup>①</sup> of events in a story. The characters and settings are important too.

10 This story is about a robot, Han. He works at a hotel in the city centre, but he has a problem. He always forgets things. One day, Han meets his friends, Fanny and Tim, at the pier. They are waiting for the ferry going to Lucky Island. Han says, 'I'm happy. I bought a Palm Pilot. It's useful to have. You won't forget things.' Fanny says, 'Yes, Palm Pilots are useful. Here's mine.' Tim says, 'Where's yours?' Han says, 'Oh no! I forgot to bring it!'

#### 20 2 The characters

In the second stage, the type of characters and their sounds are decided.

Han is a very tall and large robot. He sounds funny because his voice comes from a computer. He has square eyes, not round ones, because they are actually video cameras.

25 Tim is a thin, happy boy. He wears glasses, so he looks clever. It's important to make him look funny but nice.

Fanny is a tall, pleasant girl, with a cheerful face. She has long, straight, black hair. She thinks that robots are fun to talk to, so she smiles a lot when she talks to Han.

#### 30 3 The storyboard<sup>②</sup>

Now, a rough sketch of the story is made in black and white. At this stage, the animated cartoon is like a comic strip. Words are added to thought or speech bubbles and captions are inserted<sup>③</sup>.

#### 35 4 Sound recording

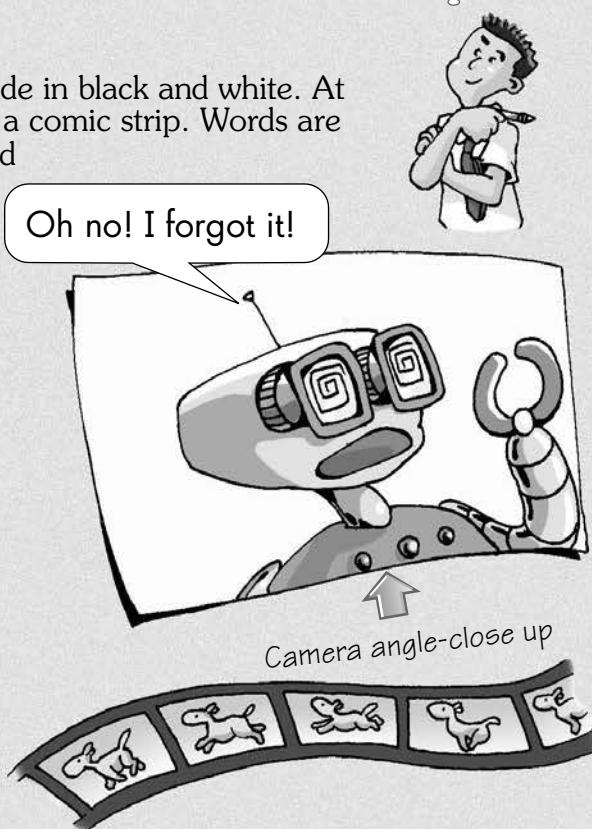
Next, the voices and sounds in your animated cartoon are recorded. For example, Han, Fanny and Tim talking, and the noise of the ferry.

#### 40 5 Making detailed drawings

Now, detailed drawings are made and colour is added. Then different camera angles are set for each drawing.

#### 45 6 Computerized camera photographs

Finally, each frame (drawing) is photographed separately. For this, a computerized camera is used. An animated cartoon is made when the photographed frames are put together and played very fast.



<sup>①</sup> sequence n. 顺序 <sup>②</sup> storyboard n. 剧情梗概系列图片 <sup>③</sup> insert v. 插入；嵌入

## \*More practice

### How an animated cartoon is made

The passage consists of six numbered paragraphs, setting out a step-by-step sequence of cartoon production.

#### Vocabulary:

**animated** (adj.) made to move or brought to life

An animated cartoon is one in which the characters move and appear to be alive.

**camera angle** the position of the camera relative to what is being filmed or photographed

Film directors usually use different camera angles to create different effects.

**caption** (n.) words describing the action of a cartoon, usually written under a cartoon or under frames in a comic strip

A lot of strips don't have captions; they only have speech bubbles.

**frame** (n.) one picture in a comic strip

We want you to draw a four-frame comic strip, so you must tell the story in four pictures.

**insert** (v.) put something into something else or between two things

Coins are inserted into the slot of a vending machine.

**Note:** *Insert* can also be used as a noun and it is pronounced as /'ins3:t/.

**separately** (adv.) one by one; not together

The teacher talked to Paul and April separately, first April and then Paul.

**sequence** (n.) the order in which things happen

You can draw the comic strip in sequence, 1,2,3,4.

**setting** (n.) places and times at which a story happens

The story was set in Shanghai and had two settings, Lujiazui and Zhongshan Park.

**stage** (n.) a step in a sequence

We have completed the first stage of the task.

**storyboard** (n.) a set of pictures which shows the outline of a story in sequence

The Storyboard is very important in cartoon production.

**Answers:**

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

B 2 e  
3 h  
4 g  
5 a  
6 f  
7 c  
8 d

**A** Find the words in Column A in the article and match them with the meanings in Column B.

- | <b>A</b>               | <b>B</b>  |
|------------------------|---|
| <b>1</b> necessary     | <b>a</b> able to learn and understand quickly         |
| <b>2</b> clever        | <b>b</b> one at a time                                |
| <b>3</b> inserted      | <b>c</b> a scene viewed from different positions      |
| <b>4</b> camera angles | <b>d</b> controlled by a computer                     |
| <b>5</b> computerized  | <b>e</b> essential                                    |
| <b>6</b> separately    | <b>f</b> put into another thing or between two things |



**B** Complete these sentences by matching the two halves. The first one has been done for you.

- \_\_\_\_\_ **1** To begin with, ...  
\_\_\_\_\_ **2** In the second stage, ...  
\_\_\_\_\_ **3** At this stage, the animated cartoon is ...  
\_\_\_\_\_ **4** Words are added to thought or ...  
\_\_\_\_\_ **5** Next, the voices and sounds in ...  
\_\_\_\_\_ **6** Detailed drawings are made and colour is added. Then, ...  
\_\_\_\_\_ **7** Finally, each frame is ...  
\_\_\_\_\_ **8** An animated cartoon is made ...

- a** your animated cartoon are recorded.  
**b** some basic ideas for a story are necessary.  
**c** photographed separately.  
**d** when the photographed frames are put together and played very fast.  
**e** the type of characters and their sounds are decided.  
**f** different camera angles are set for each drawing.  
**g** speech bubbles and captions are inserted.  
**h** like a comic strip.

# Progress file 7

## Vocabulary

Match these words with their meanings.

- |            |                                    |
|------------|------------------------------------|
| 1 the plot | a part of a story set in one place |
| 2 action   | the main events in a story         |
| 3 a scene  | the printed words                  |
| 4 the text | a row of cartoon pictures          |
| 5 a strip  | activity; things happening         |

## Grammar

Complete the sentences with the phrases in the box.

difficult to find	sound beautiful	turned pale	safe to touch
easy to find	possible to see	looks awful	

- 6 Tom is two metres tall. It's very \_\_\_\_\_ clothes big enough for him.
- 7 Although Joe does not \_\_\_\_\_, he enjoys singing very much.
- 8 My dog is very friendly. It is \_\_\_\_\_ him if you want to.
- 9 It is \_\_\_\_\_ a good hotel in Shanghai, because we have many of them here.
- 10 Dolphins are rare, but sometimes it is \_\_\_\_\_ them near here.
- 11 The food in that restaurant \_\_\_\_\_ but it tastes delicious.
- 12 His face \_\_\_\_\_ when he heard the bad news.

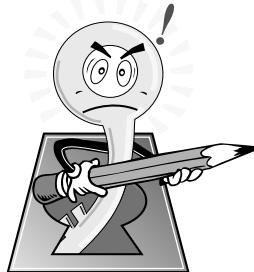
Choose the correct words to complete the sentences.

- 13 We watched an \_\_\_\_\_ (excited/exciting) football match on TV.
- 14 I was \_\_\_\_\_ (shocked/shocking) to learn that this stamp cost 400 yuan.
- 15 Susan felt \_\_\_\_\_ (disappointed/disappointing) because she failed in the exam.

## My progress:



Comments:



0–6 Try harder.



7–12 Can do better.



13–15 Good work.

## Progress file 7

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

### Answers:

- 1 b
- 2 e
- 3 a
- 4 c
- 5 d
- 6 difficult to find
- 7 sound beautiful
- 8 safe to touch
- 9 easy to find
- 10 possible to see
- 11 looks awful
- 12 turned pale
- 13 exciting
- 14 shocked
- 15 disappointed

## Word box



<b>affect</b> /ə'fekt/	v.	影响
* <b>comic strip</b> /'kɒmɪk strɪp/	n.	连环漫画
<b>robbery</b> /'rɒbəri/	n.	盗窃；抢劫；掠夺
* <b>kidnap</b> /'kɪdnæp/	n.	劫持；绑架
<b>plot</b> /plɔt/	n.	故事情节；布局
<b>personality</b> /,pɜ:sə'næləti/	n.	性格；个性
* <b>script</b> /skript/	n.	剧本
<b>border</b> /'bɔ:də(r)/	n.	镶边；边界
<b>variety</b> /və'rائٹری/	n.	变化；多样化
<b>mainly</b> /'meɪnlɪ/	adv.	主要地；总体上；大致
* <b>bubble</b> /'bʌbl/	n.	泡；气泡
<b>speech</b> /spi:tʃ/	n.	讲话；演说；发言
<b>thought</b> /θɔ:t/	n.	思想；想法
<b>text</b> /tekst/	n.	正文；文本
<b>effect</b> /ɪ'fekt/	n.	效果
<b>excitement</b> /ɪk'saitmənt/	n.	激动；兴奋；刺激
* <b>vary</b> /'veəri/	v.	改变
* <b>scenery</b> /'si:nəri/	n.	布景
<b>come to life</b>		变得更生动
<b>serious</b> /'sɪəriəs/	adj.	严肃的；稳重的
<b>row</b> /rəʊ/	n.	一排；一列；一行
<b>point</b> /pɔɪnt/	n.	时刻；关头
<b>emotion</b> /ɪ'meʊʃn/	n.	情感；情绪
<b>stress</b> /stres/	n.	重音；重读
<b>recently</b> /'ri:sntli/	adv.	不久前；最近
<b>confident</b> /'kɒnfɪdənt/	adj.	自信的
<b>burst</b> /bɜ:st/	v.	突然出现
<b>burst out (doing)</b>		突然开始（做某事）
<b>pale</b> /peɪl/	adj.	苍白的
<b>forecast</b> /'fɔ:ka:st/	n.	预报；预测



## Notes

### Pages 108–109

1 an escape from the zoo 逃离动物园

句中的 **escape** 作名词，意为“逃跑”；在 8A Unit 7 曾学过 **escape from the cage**，其中的 **escape** 作动词。

2 The first thing to do when creating a comic strip is to think of a plot. 创作连环画，首先要构思故事情节。句中的 **create** 意为“创作，创造”；在 9A Unit 1 曾学过 **create** 意为“造成；引起；产生”。

3 It needs to be funny or dramatic with an exciting finish. 情节要有趣或吸引人，结尾要刺激。

句中的 **finish** 作名词，意为“结尾；结局”。另外，**finish** 也可作动词，意为“完成”。

4 It should be full of action to keep the reader interested. 有丰富的情节，才能吸引读者。

句中的 **action** 意为“情节”。

5 a finished comic strip 一组完成的连环画

**finished** 意为“完成了的”；在 8A Unit 7 曾学过 **You're finished.**，其中的 **finished** 意为“完蛋了”。

6 **affair** /ə'feə(r)/

n. 事件

**kidnapper** /'kɪdnæpə(r)/

n. 劫持者；绑架犯

**knot** /nɒt/

n. (用绳索等打的) 结

**shut up**

住口；闭嘴

**search for**

搜查；查找

**professor** /prə'fesə(r)/

n. 教授

**appeal** /ə'pi:l/

n. 呼吁；恳求

**wonder** /'wʌndə(r)/

n. 有特效的东西

**fool** /fu:l/

v. 欺骗；愚弄

**idiot** /'ɪdɪət/

n. 蠢人；笨蛋

**crash** /kræʃ/

n. 哗啦声；撞击声

**tinkle** /'tɪŋkl/

n. 丁当声

**chance** /tʃa:nス/

n. 机会

**meanwhile** /'mi:nwail/

adv. 同时；与此同时

**headquarters** /'hed'kwo:təz/

n. 总部；总公司

**chief** /tʃi:f/

n. 长官；首领

**helicopter** /'helɪkɒptə(r)/

n. 直升机

7 Some frames can be left without borders to add variety. 部分图画没有边框，以增加多样性。

句中的 **frame** 作名词，意为“(连环漫画中的)一幅画”；在 7B Unit 9 曾学过 **First, use some thin sticks to make a frame.**，**frame** 意为“框架”。

## Additional teaching suggestions

- 本单元的教学重点是如何绘制连环画，关于绑架的故事只是一个载体，用以帮助学生了解连环画的制作过程和要点，因此故事中出现的生词进 Notes 以帮助学生理解故事内容，不要求学生掌握运用。
- 本单元 Grammar 部分总结了以 -ing 或 -ed 结尾的形容词，这是教学重点和难点，教师在教学中应作充分的讲解和操练。
- 通过教授有关被绑架少年如何与绑匪巧妙周旋最终得以安全逃生的故事，提醒并教育学生遇到突发事件时要保持镇定、认真思考，加强自我保护意识并采取恰当的应对措施。

# Using English

## Making notes (III)

- 1 Making notes and filling in flow charts, diagrams and pie charts with information from a passage is a useful test of comprehension. It can also help us make clear and easy-to-understand summaries.
- 2 This skill is quite a difficult one, and you will need to work through the exercise with your class. Read the passage with the students and explain any parts they do not understand.
- 3 Copy the flow chart onto the board and ask selected students to come up and fill in the blanks. Continue until you have all the correct answers.

### Answers:

- 1 immediate
- 2 rejected
- 3 short-term
- 4 rejected
- 5 long-term
- 6 held

## Making notes (III)

Sometimes you can read something and show its meaning by drawing a diagram.

Read the following passage and then complete the diagram below it with information from the passage. Put one word in each blank. (Words with hyphens count as one word.)

Here are two of the words you will have to use.

held    rejected

### Three types of memory

Some scientists believe that there are three kinds of memory—immediate, short-term and long-term.

Immediate memory holds items of information coming into it from the five senses for less than a second. Then it either rejects (i.e. forgets) them or passes them into short-term memory.

Short-term memory can hold about seven items of information at one time (e.g., telephone numbers). It holds them for about thirty seconds. Then they are rejected or passed into long-term memory.

Long-term memory can hold information for the whole of our lives. Some scientists believe that long-term memory can be divided into two types. One type remembers events, that is things that happen to us. The other remembers knowledge (e.g., the names of countries or the meanings of words).

(1) \_\_\_\_\_ memory

information held for  
less than a second,  
then (2) \_\_\_\_\_ or  
passed on

(3) \_\_\_\_\_ memory

information held for  
about thirty seconds,  
then (4) \_\_\_\_\_ or  
passed on

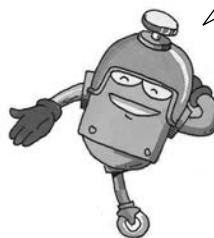
(5) \_\_\_\_\_ memory

information (6) \_\_\_\_\_

# \*Project

## Making a class book *Our Cartoon Friends*

In this project, we will make a class book called *Our Cartoon Friends*.



You can write about a cartoon character in this project, or you can make up your own one. For example, I've just made up Miss Poodle.

- A** You need to decide which cartoon you like the most and want to write about. You can make up a new character for this project.

Do you watch cartoons on TV? Are they interesting to write about?



Do you collect cartoon books and toys?



- B** Then in groups, discuss who you want to write about. Ask each other for ideas.

Example:

- S1 I want to write about Miss Kitty.  
S2 I want to make up my own character. He's an octopus! Who are you going to write about, Sam?  
S3 I don't know.  
S4 You like art. You could write about Ma Liang!  
S3 Yes, that's a good idea. What about you, Helen?  
S4 I'd like to write about the Monkey King. He's my favourite cartoon character.  
S2 That sounds great.  
...

# \*Project

## Making a class book *Our Cartoon Friends*

This project combines many of the skills that have been practised in the previous units. It also encourages the students to develop their creativity.

- 1 Introduce the task. Make sure that the students understand what they are going to do. The students must choose a familiar cartoon character or invent a new one. You may wish to brainstorm with the class and make a list of cartoon characters' names, or ideas for creating cartoon characters, on the board.
- 2 Let the students work in groups and discuss what they want to write about. You may use Exercise B as an example for discussion. After that, you could have the students fill out a sheet showing which characters they have chosen and make sure that the same character has not been chosen by too many students.

- 3 Ask the students to write a description and a story of their cartoon characters. Explain the two different text types to the students.
- 4 Ask the students to make a plan that shows what they will have on their page. Let the students work in groups and discuss their plans. They should help each other improve the plans in a positive and supportive way.
- 5 Remind the students that they can also collect some pictures of their familiar cartoon characters. If they are inventing their own character, they need to produce some simple drawings of the character.
- 6 Now the students should produce the final versions, which should be neat, colourful and attractive. If possible, encourage the students to draw more cartoon pictures to show the story, with speech and thought bubbles to make a comic strip.
- 7 Display the final copies of the task in class and then assemble them into a ring file to make a class book.

**C** Work in pairs. Design a page for your cartoon character. First, write a short description like the one below.

### A description of your cartoon friend, e.g.,

My cartoon friend is called Miss Poodle. She is not a famous character. I made her up myself. Miss Poodle is a girl dog. She is very cute. She has golden, curly hair. She wears a red ribbon in her hair. Miss Poodle is very friendly ...

**D** Write a short story about your cartoon character with your partner. You can use the following introduction for reference.

### A story about your cartoon friend, e.g.,



One day, Miss Poodle was sitting in a café in Paris. She was drinking some coffee and reading a newspaper. Then her friend, Tony Tiger, arrived. He said ...

**E** Now plan your page with your partner. Please use your imagination to make your page as beautiful as possible. You should draw two pictures. One should be your cartoon character. The other should show the setting of the story. The following is a sample plan.

#### My cartoon friend—Miss Poodle

My cartoon friend is called Miss Poodle. She is not a famous character. I made her up myself. Miss Poodle is a girl dog. She is very cute. She has golden, curly hair. She wears a red ribbon in her hair. Miss Poodle is very friendly ...



#### A story about Miss Poodle

One day, Miss Poodle was sitting in a café in Paris. She was drinking some coffee and reading a newspaper. Then her friend, Tony Tiger, arrived. He said ...



**F** For the story, you can also draw more pictures and put in bubbles for speech and thoughts to make a comic strip.

**G** Finally, all students put their pages together to make a class book called Our Cartoon Friends.

## Word bank

### Word list

#### A a

according to	<i>prep.</i>	据 (……所说)	U3
action	<i>n.</i>	情节	U7N
admit	<i>v.</i>	承认; 招供	U6
*aeroplane	<i>n.</i>	飞机	U4
affect	<i>v.</i>	影响	U7
afterwards	<i>adv.</i>	以后; 后来	U5
apologize	<i>v.</i>	道歉	U3
army	<i>n.</i>	军队; 部队	U1
arrest	<i>v.</i>	逮捕; 拘留	U6
aware	<i>adj.</i>	意识到	U4

#### B b

*bamboo	<i>n.</i>	竹子	U2
*bang	<i>v.</i>	猛敲; 碰	U2
*basic	<i>adj.</i>	最简单的; 基础的	U5
beyond	<i>prep.</i>	在 (或向) ……较远的一边	U1
bite	<i>v.</i>	咬	U3
blank	<i>adj.</i>	空白的	U4
border	<i>n.</i>	镶边; 边界	U7
*bubble	<i>n.</i>	泡; 气泡	U7
burst	<i>v.</i>	突然出现	U7
by	<i>prep.</i>	不迟于; 在……之前	U1N

#### C c

captain	<i>n.</i>	长官	U1N
*capture	<i>v.</i>	攻占; 夺取	U1
case	<i>n.</i>	案件	U6
CD-ROM	<i>n.</i>	只读光盘	U4

注：出处带“N”的单词出现于相应单元的 Notes 页上。

ceremony	<i>n.</i>	典礼；仪式	U5
certain	<i>adj.</i>	一定（量）的	U3
citizen	<i>n.</i>	居民；市民；公民	U1
*clue	<i>n.</i>	线索；迹象	U6
colourful	<i>adj.</i>	有趣的；丰富多彩的	U5
*comic strip	<i>n.</i>	连环漫画	U7
command	<i>n.</i>	命令；指令	U4
common	<i>adj.</i>	常见的；普遍的	U4
common knowledge		常识	U4
conclusion	<i>n.</i>	结论；推论	U6
confident	<i>adj.</i>	自信的	U7
contact	<i>n.</i>	联系（人）	U4
control	<i>v.</i>	控制	U2
*cormorant	<i>n.</i>	鸬鹚	U2
court	<i>n.</i>	公寓大楼	U4
create	<i>v.</i>	造成；引起；产生	U3
	<i>v.</i>	创作；创造	U7N
crime	<i>n.</i>	罪行	U6
*cute	<i>adj.</i>	可爱的；漂亮迷人的	U3

## D d

darkness	<i>n.</i>	黑暗；漆黑	U1
death	<i>n.</i>	死；死亡	U3
deny	<i>v.</i>	否认；否定	U6
depend	<i>v.</i>	依靠；依赖	U4
desktop	<i>n.</i>	台式电脑	U4
detective	<i>n.</i>	侦探；警探	U6
discover	<i>v.</i>	发现	U6
distance	<i>n.</i>	距离；间距	U4
dive	<i>v.</i>	下潜	U2N
divide	<i>v.</i>	分享；分配	U2N
drag	<i>v.</i>	(使劲而吃力地) 拖，拉	U1
dramatic	<i>adj.</i>	激动人心的；给人印象深刻的	U5

drive	<i>n.</i>	驱动器	U4N
DVD-ROM	<i>n.</i>	数字只读光盘	U4

### E e

earring	<i>n.</i>	耳环	U6
effect	<i>n.</i>	效果	U7
elderly	<i>adj.</i>	上了年纪的	U2
emotion	<i>n.</i>	情感；情绪	U7
enemy	<i>n.</i>	敌人	U1
escape	<i>n.</i>	逃跑	U7N
essential	<i>adj.</i>	必不可少的；极其重要的	U5
excitement	<i>n.</i>	激动；兴奋；刺激	U7
excuse	<i>n.</i>	理由；借口	U5
extremely	<i>adv.</i>	极其；非常	U3

### F f

faithfully	<i>adv.</i>	忠实地；忠诚地	U3
finish	<i>n.</i>	结尾；结局	U7N
finished	<i>adj.</i>	完成了的	U7N
fit	<i>v.</i>	适合	U1
forecast	<i>n.</i>	预报；预测	U7
frame	<i>n.</i>	(连环漫画中的)一幅画	U7N
free	<i>adv.</i>	不受束缚	U3N
	<i>adj.</i>	自由的	U6N
*fur	<i>n.</i>	(动物的)毛皮	U3

### G g

goal	<i>n.</i>	进球得分	U5
goldfish	<i>n.</i>	金鱼	U3
*Greek	<i>n.</i>	希腊人	U1
guard	<i>n.</i>	守卫(人员)	U1N
guilty	<i>adj.</i>	犯了罪的；有过失的	U6

## H h

hang	v.	悬挂	U2
------	----	----	----

## I i

imagine	v.	想像；设想	U2
importantly	adv.	重要地	U4
*including	prep.	包括……在内	U1
independent	adj.	独立的	U1
injure	v.	伤害；使受伤	U5
innocent	adj.	无辜的；无罪的	U6
insurance	n.	保险	U6
interview	n.	采访	U6N

## J j

*jail	n.	监狱	U6
joke	n.	笑话；玩笑	U1

## K k

*kidnap	n.	劫持；绑架	U7
knowledge	n.	知识；学问	U4

## L l

*laptop	n.	便携式电脑	U4
late	adj.	接近末期的	U2N
length	n.	长度	U4
link	n. & v.	联系；连接	U5
link method		联想法	U5
long-term	adj.	长期的；长远的	U5

## M m

mainly	adv.	主要地；总体上；大致	U7
manage	v.	完成（困难的事）	U1
mark	n.	分数	U5
meaning	n.	意义；意思	U4

*memorize	v.	记忆；记住	U5
memory	n.	记忆力；记性	U5
mention	v.	提到	U2
mess	n.	杂乱；粪便	U3
method	n.	方法；措施	U5
midnight	n.	午夜；子夜	U1
mile	n.	英里	U5
mind	n.	头脑；大脑	U5
*mud	n.	泥；泥浆	U6
murder	n.	谋杀；凶杀	U6
mystery	n.	神秘的事物	U6

### N n

neck	n.	脖子	U2N
*necklace	n.	项链	U6

### O o

*Olympic	adj.	奥林匹克运动会的	U5
opening	n.	开幕式	U5
operate	v.	操作；控制；使运行	U4
opinion	n.	想法；看法；意见	U3
order	n.	命令	U1N
	n. & v.	订购	U4

### P p

pale	adj.	苍白的	U7
*palmtop	n.	掌上电脑	U4
pause	n.	停顿；停顿的时间	U6
peak	n.	山顶；山峰	U4
personality	n.	性格；个性	U7
*plain	n.	平原	U1
playing card		纸牌	U5
plot	n.	故事情节；布局	U7

point	<i>n.</i>	时刻；关头	U7
pole	<i>n.</i>	杆子	U2
print	<i>v.</i>	打印；印刷	U4
program	<i>n.</i>	程序；编码；指令	U4N
programme	<i>n.</i>	电视节目	U5N
proof	<i>n.</i>	证据；证明	U6
purchase	<i>v.</i>	购买；采购	U6

### Q q

quantity	<i>n.</i>	数量	U4
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### R r

*raft	<i>n.</i>	木排；筏	U2
rarely	<i>adv.</i>	罕有；很少；不常	U4
reach	<i>v.</i>	到达；抵达	U2
recent	<i>adj.</i>	近来的；新近的	U6
recently	<i>adv.</i>	不久前；最近	U7
recognize	<i>v.</i>	辨认出；认识	U4
reference	<i>n.</i>	编号；参考	U4
refuse	<i>v.</i>	谢绝；拒绝	U1
remove	<i>v.</i>	移走；拿开	U2
require	<i>v.</i>	需要；依靠	U2
respect	<i>v.</i>	慎重对待；尊重	U3
responsibility	<i>n.</i>	责任	U3
rest	<i>n.</i>	剩余部分；其余	U2
result	<i>n.</i>	后果；结果	U3
review	<i>n.</i>	(书刊、戏剧、电影等的)评论	U3
robbery	<i>n.</i>	盗窃；抢劫；掠夺	U7
*rod	<i>n.</i>	杆；竿	U2
row	<i>n.</i>	一排；一列；一行	U7

### S s

safe	<i>n.</i>	保险箱；保险柜	U6
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salary	<i>n.</i>	薪金；薪水	U3
*scenery	<i>n.</i>	布景	U7
screen	<i>n.</i>	屏幕	U4
*script	<i>n.</i>	剧本	U7
seat	<i>n.</i>	座位	U4
securely	<i>adv.</i>	牢牢地	U1
*seize	<i>v.</i>	捉拿；俘获	U1
serious	<i>adj.</i>	严肃的；稳重的	U7
shocked	<i>adj.</i>	震惊的	U3
short-term	<i>adj.</i>	短期的；近期的	U5
situation	<i>n.</i>	场景	U2
skill	<i>n.</i>	技能	U2
skin	<i>n.</i>	皮肤	U2
spaceship	<i>n.</i>	宇宙飞船；航天器	U4
speech	<i>n.</i>	讲话；演说；发言	U7
*spider	<i>n.</i>	蜘蛛	U5
spotless	<i>adj.</i>	非常洁净的	U6
spotlessly	<i>adv.</i>	一尘不染地	U6
*stair	<i>n.</i>	楼梯	U1
story	<i>n.</i>	叙述；描绘	U6N
straight	<i>adj.</i>	直的	U2
stress	<i>n.</i>	重音；重读	U7
succeed	<i>v.</i>	实现目标；成功	U1
supply	<i>n.</i>	贮备；供应量	U4
surprised	<i>adj.</i>	惊讶的	U3
suspect	<i>n.</i>	嫌疑犯；可疑对象	U6
*swallow	<i>v.</i>	吞下；咽下	U2

## T t

text	<i>n.</i>	正文；文本	U7
*the Olympic Games		奥运会	U5
thought	<i>n.</i>	思想；想法	U7
through	<i>prep.</i>	凭借；以……	U1N

tiny	<i>adj.</i>	极小的；微小的	U4
tough	<i>adj.</i>	坚强的；坚韧不拔的	U7
traditional	<i>adj.</i>	传统的	U2
*Trojan	<i>n.</i>	特洛伊人	U1
*Troy	<i>n.</i>	特洛伊	U1

### U u

unaware	<i>adj.</i>	没意识到；未察觉	U4
underwater	<i>adv.</i>	在水下	U2
unhappy	<i>adj.</i>	不快乐的；不幸福的；悲伤的	U3

### V v

variety	<i>n.</i>	变化；多样化	U7
*vary	<i>v.</i>	改变	U7

### W w

wheel	<i>n.</i>	轮子	U1
wonder	<i>v.</i>	想知道；想弄明白	U5
writing	<i>n.</i>	文章；著作	U4

## Phrase list

as a result	因此；结果	U3
as well	也；还	U6
at a time	每次	U1
at night	在夜晚	U2
(be) angry with	对……发怒；对……生气	U5
behind bars	被监禁；坐牢	U6
(be) unaware of	没意识到；未察觉	U4
(be) wrong with	有问题；有毛病	U3
break down	出故障；抛锚	U5
break into	强行闯入	U6
burst out (doing)	突然开始（做某事）	U7
care for	关爱	U3
clean out	把（某物）内部彻底打扫干净	U3
come on	得了吧	U1
come to life	变得更生动	U7
depend on	依靠；依赖	U4
except for	除……之外	U1
for the time being	暂时；眼下	U4
from side to side	从左到右	U3
go to sleep	入睡；睡着	U1
go wrong	发生故障；出毛病	U5
grow up	成长；长大	U3
had better	应该；最好	U5
in one's opinion	依某人的看法	U3
jump to conclusions	匆忙下结论；贸然断定	U6
make a complaint	投诉	U3
no longer	不再	U1
not only ... but (also) ...	不但……而且……	U3
right away	立即；马上	U3
right now	立即；马上	U3
set off	出发；动身	U2
so that	（表示目的）为了，以便	U2
up and down	起伏；上下波动	U2
up to	到达（某数量、程度等）；至多有	U2
what's more	而且	U3

## 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

Base form	Past form	Past participle
hide	hid	hidden
hit	hit	hit
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

Base form	Past form	Past participle
spread	spread	spread
spring	sprang/sprung	sprung
stand	stood	stood
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 A

In 490 BC the Greek army was fighting the Persians. The war was on a plain near a place called Marathon. The Greek army had 10,000 soldiers, and the Persians had 50,000. However, the Greeks defeated the Persians. Their army captured many enemy soldiers. A Greek soldier ran across the plain from Marathon back to his home town to tell everyone the good news, and they all celebrated. This man became famous because he ran so far—the distance was 24 miles. We still celebrate this man's long run in the modern Olympic Games, but the distance of the marathon has changed to 26 miles.

### Listening B

Good evening, everyone. Welcome to 'History Time'. Tonight, we are going to tell you about the ancient Olympic Games.

The first Olympic Games were held thousands of years ago in Greece. The Olympic Games were started because the people of Greece wanted to show respect to the gods. The first Olympic Games only lasted for one day! In modern times, the Olympic Games last for two weeks. In the modern Olympics, there are many different types of sports, but in the ancient Olympic Games, there were only about ten types. And did you know that thousands of years ago, married women were not allowed to watch the games? If a married woman was found inside the stadium, she would be punished!

## Unit 2

### Listening

Reporter: It is known that in England farmers have traditionally used dogs to look after their sheep. In some parts of the country, farmers teach their dogs from a very young age to be responsible for keeping the sheep together. This requires a lot of training. Here we have Mr Smith, a farmer in England to talk to us about this topic.

Mr Smith, may I ask you a few questions, please?

Mr Smith: Certainly.

Reporter: What do you teach your dog to do?

Mr Smith: I teach him to keep sheep together and move them around.

Reporter: Does this require a lot of time?

Mr Smith: Yes. It takes a long time to remove the dog's desire to chase the sheep.

Reporter: After the dog is trained, what do you need to do then?

Mr Smith: All I have to do is stand with a pole in the corner of the field and call or whistle to the dog.

Reporter: Is there a more modern method that can be used to control the sheep?

Mr Smith: Yes. A special motorbike can be used.

Reporter: Have you ever tried that?

Mr Smith: No, I don't like that. I enjoy working with my dog.

Reporter: Thanks for your time, Mr Smith.

Mr Smith: You're welcome.

## Unit 3

### Listening

In Europe, North America and many other places around the world, people like to have pets. They think one of the best and easiest pets to take care of is a mouse. It is easier and cheaper than a dog, and it is a better friend than a cat. A mouse is interesting to watch. It loves being with people. And it does not bark or make noise like some pets.

A mouse's house is not as expensive as a dog's one. You can use a fish tank. It will be easy to clean.

A mouse needs a lot of exercise. It does not like having nothing to do. So give it something to climb on. Make two floors in its house. Then it can climb up and down.

A mouse can eat anything. It loves fruit. It does not eat as much as some pets, but it eats more often. Give it something to eat two or three times every day. Like all animals, a mouse needs good, clean water. Do not forget to wash its water bowl every day.

## Unit 4

### Listening

April: Did you know you can buy a cheap robot? It's called RoboPet. It only costs 3,900 yuan. It's the cheapest robot in Garden City.

Peter: What can it do?

April: When you touch it, it can smile.

Peter: Really? A robot that can smile?

April: Yes. And it can talk. It can say things like 'Good morning, sir'.

Peter: What else can it do?

April: It can tell you to do things. It can say 'April, it's Thursday. Do your maths homework.'

Peter: I don't need a robot to tell me to do my homework. My mother does that every day. Hey, do you know about P-Two? It's a really useful robot. It's three metres tall and weighs 207 kilos.

April: That's tall.  
Peter: Yes. It's the tallest robot in Garden City.  
April: What does it do?  
Peter: It can run and it can also climb stairs.  
April: That's not very useful. What else can it do?  
Peter: It can help make cars in factories.  
April: I want a robot that has feelings. I want a robot that can cry and laugh.  
Peter: It's difficult to make robots that can cry or laugh. But there is a robot that can feel angry.  
April: A robot that can feel angry? Wow? What's its name?  
Peter: It's called KY-30. It gets angry when you don't touch it or talk to it. The inventor of KY-30 is the famous Ken Tan. It's made in England.  
April: Sorry, who's Ken Tan?  
Peter: He's an inventor.  
April: Can KY-30 help me do things?  
Peter: Yes, it can cook meals for you.  
April: That's good. Anything else?  
Peter: It can smile and it can speak. Do you want one for your birthday?  
April: No, thanks! I don't need an angry robot.

## Unit 5

### Listening

#### IMPROVE YOUR MEMORY!

Do you ever forget things?  
Have you ever lost your memory?  
If you need to write lists for everything, try the Magic Memory Manager!  
Your problems can all be in the past.  
Send your name and address to our office now to receive more information about this amazing new way to memorize things.  
Hundreds of people have tried our special method and are amazed with the results.  
Learn how to link ideas, and to connect thoughts.  
You will never forget anything again!  
Imagine how much better your life will be.  
After just three weeks you will notice a huge and dramatic improvement.  
Don't delay!  
Write today!

## Unit 6

### Listening A

A man tried to run into a bank, but he became stuck in the doorway. Some bank clerks released him, and he left the

bank. Five minutes later, the man came back with a gun. He walked over to a clerk and asked for 500,000 dollars from the safe. The clerk thought it was a joke so he refused to give the money to the robber. He changed his request to 50,000 dollars, then 5,000 dollars. The police finally arrived when the unlucky robber was demanding 5 dollars. They did not want to jump to conclusions, so they interviewed the man. He denied the crime and said he was too stupid to rob a bank.

### Listening B

I'll tell you another funny story. This case happened in England a few years ago. A woman called Mrs Smith owned a white parrot. It was an unusual bird, and she purchased it for 10,000 pounds. The parrot was called Snowy. One night, someone stole Snowy from Mrs Smith's home.

Then, about three weeks later, the police found that a man called Bill had a new white parrot. They went to question Bill. He denied stealing the parrot. He said his sister gave it to him, and its name was Happy. Bill said he was an innocent man. But the police did not believe him.

They took Bill and the parrot to Mrs Smith's house. When the parrot saw Mrs Smith, it was very excited. It flew to her, landed on her shoulder, and shouted, 'Hello! Hello! I'm Snowy! I'm Snowy!'

After that, Bill admitted stealing the parrot from Mrs Smith's home. The police arrested the guilty man and took him away.

## Unit 7

### Listening

Narrator: In the first picture there is a baby dinosaur talking to its mummy. The baby dinosaur says ...

Baby dinosaur: Mummy, I want to play football.

Narrator: And the mummy dinosaur says ...

Mummy dinosaur: Don't be silly. Do your homework.

Narrator: In Picture Two, the baby dinosaur has finished his homework. He says ...

Baby dinosaur: Mummy, I've finished my homework. Can I play football now?

Narrator: And the mummy dinosaur says ...

Mummy dinosaur: Dinosaurs don't play football.

Narrator: In Picture Three, the baby dinosaur wants to play football for Team Dinosaur, so he goes to the sports centre, and he asks the captain of the team ...

Baby dinosaur: Can I play for Team Dinosaur?

Narrator: And the captain of the team says ...

Captain: Don't be silly. Dinosaurs don't play football.

Narrator: In Picture Four, the baby dinosaur begins to cry. And the captain of the team says ...

Captain: Oh, OK. You can play against Team Bull next week.

Narrator: In Picture Five, the baby dinosaur plays very well in the game against Team Bull. Team Dinosaur wins three nil. The baby dinosaur says ...

Baby dinosaur: I scored a goal!

Narrator: In Picture Six, everybody is happy with the baby dinosaur. Some of the team members carry baby dinosaur around the field. And the captain of the team says ...

Captain: Excellent! You did a great job!

# Workbook answer key

## Unit 1

### Vocabulary

- 1 wooden 2 midnight 3 army 4 dragged  
5 disappeared 6 won 7 succeeded 8 celebrate

### Grammar

#### A

##### Common errors

- 1 Has she spoken to Mrs Li?  
2 We have booked our tickets./We booked our tickets yesterday.  
  
A1  
2 captured 3 celebrated 4 dragged 5 seized  
6 become 7 done 8 driven 9 eaten 10 fallen  
11 flown 12 had 13 run 14 swum  
  
A2  
4 Have you asked 5 I haven't 6 she has promised  
7 I phoned 8 Has John agreed 9 he has 10 I saw  
11 have you forgotten 12 I haven't forgotten  
13 I have arranged 14 You haven't invited

#### B

##### Common errors

- 1 We haven't done our homework yet.  
2 They have already bought their new school books.  
  
B1  
2 A Has Iris seen the/her doctor yet?  
    B yet  
3 A Have Tina and Michael taken (their) eye tests yet?  
    B just, yet  
4 A Have your parents phoned you yet?  
    B just  
5 A Have your older brother and sister learnt/learned to drive yet?  
    B already, just  
6 A Has Jim sent you the/an e-mail yet?  
    B already  
  
B2

- 3 She has not tidied her room yet.  
4 She has already emptied the waste-paper basket.  
5 She has already watered the plants.  
6 She has not ironed her school uniform yet.  
9 They have already painted the walls.  
10 They have already swept the floor.  
11 They have not got rid of the rubbish yet.  
12 They have not put away the tins of paint yet.

#### C

##### Common errors

- 1 They have never learnt Korean.  
2 I have never eaten rabbit meat.  
  
C1  
2 A Has ... ever studied  
    B has, studied  
3 A Have ... ever travelled  
    B have never travelled ... have travelled, went

#### C2

- 1 learnt/learned 2 been 3 been 4 taken  
5 seen 6 travelled 7 rescued

#### C3

- 2 Sue has been hiking on Chongming Island.  
3 Sue has never taken a trip alone.  
4 Sue has never travelled to the Sahara Desert.

#### C4

(Students' own answers.)

#### D

##### Common errors

- 1 My older sister has studied Physics for eight months.  
2 I haven't felt very well since the day before yesterday.

##### Exercise

- 3 How long have you been in Los Angeles? 4 for  
5 for 6 since  
7 How long have you studied at St John's School?  
8 for 9 since

#### E

##### Common errors

- 1 Jim has gone to the shop. He will be back in ten minutes.  
2 I have been to Beijing twice.  
  
Exercise

- 1 have ... been, have been, Have ... been  
2 has gone, has ... been

#### F

##### Review exercise

- 2 have ever read 3 has not finished it yet  
4 Have you ever enjoyed 5 have/'ve never read  
6 have already started 7 have tried for  
8 since

### Listening

- A 1 F 2 F 3 T 4 T 5 T 6 F  
B 1 b 2 b 3 c 4 a 5 b 6 a

### Reading

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

### Writing

(Possible answer)

Dear Kevin

Thank you very much for your letter. I enjoyed reading it. I am glad you enjoy watching and playing tennis. Keep practising, and you will get better and better!

Now let me answer your questions. I have been to Shanghai and have already played tennis there several times. I like Shanghai, but I have not been there for several months. I have visited lots of countries, including Australia, the UK, Canada, France and Italy. I have played tennis since 2000. I have never won the US Open Championship. My favourite hobby is keeping beautiful fish. I have kept fish for many years.

Best wishes

Michael

## Unit 2

### Vocabulary

- 2 SET OFF 3 REACH 4 REMOVED 5 ELDERLY  
 6 ENABLES 7 POLE 8 FISHING ROD 9 HANG  
 10 MODERN 11 FRIGHTENED 12 TRADITIONAL

### Grammar

#### A

##### Common error

Thousands of books are printed in Garden City every year.

##### Exercise

- 1 c People grow tea in Hangzhou.  
 2 d Milk is produced by cows.  
 3 a Fast trains are built in France and Japan.  
 4 e English is spoken in many countries.  
 5 b The students go for a picnic every year.

#### B

##### Common error

These letters were delivered by him.

##### Exercise

- 1 Robert's grandma is usually visited by Robert twice a week.  
 2 The Sun is run around by the Earth.  
 3 The small village is hit by floods every spring.  
 4 The students of Class Three are taught by her this term.  
 5 Clothes for the famous film star are designed by Julia.

#### C

##### Common errors

- Q Will the cartoon be shown on TV at 8 o'clock tonight?  
 A No. It was shown at 8 yesterday evening, but it will be shown again at 8.30 tonight.

#### C1

- 2 are cut 3 are put 4 is called 5 is poured  
 6 are added 7 is turned 8 are mixed  
 9 is switched 10 is filled 11 is given

#### C2

- 1 g was broken  
 2 f were torn  
 3 c was blocked  
 4 h were blown  
 6 d were eaten  
 7 e was damaged ... was cut  
 8 b was stolen

#### C3

- 2 because too many books were put on it  
 3 because it was not/wasn't switched on  
 4 because they were not/weren't fed for a couple of days  
 5 because it was not/wasn't prepared properly  
 6 because they were not/weren't cleaned after the night market closed

- 7 because it was not/wasn't cut to his size  
 8 because they were torn in the washing machine

#### C4

- 2 A Will they be cleaned soon  
 B they will be cleaned  
 3 A Will it be emptied today  
 B it won't be emptied  
 4 A Will it be done this afternoon  
 B it will be done

#### D

##### Review exercise

- 1 will be completed 2 won't/will not be finished  
 3 was broken by 4 is flooded  
 5 will be used 6 are damaged by

### Listening

- 1 look after 2 responsible 3 requires  
 4 move 5 chase 6 pole 7 special 8 enjoy

### Reading

- A 1 Twenty-four hours a day, seven days a week.  
 2 Because people often leave the disco then.  
 3 He closes his bedroom window.  
 B 1 will be written 2 will be telephoned  
 3 will be asked 4 will be put up  
 5 will be told

### Writing

#### B

(Possible answer)

I'd like to work in a bank in the future. I am good at Maths and I think I can do the job well. If I work in the bank, I can help people take care of their money. Computer skills are important for the job. So I need to learn how to use computers in my spare time.

## Unit 3

### Vocabulary

A

- 2 in my opinion 3 unhappy 4 apologize  
5 extremely 6 regularly 7 review 8 responsibility  
9 clean up 10 train

B

- 1 regularly 2 in my opinion 3 extremely  
4 responsibility 5 apologize 6 unhappy 7 choice  
8 train 9 clean up 10 review

### Grammar

A

#### Common error

These invitations must be sent to the foreign guests.

#### Exercise

- 1 can be picked up 2 must be checked  
3 may be seen 4 should be organized

B

#### Common errors

1 He did the job well.

2 She runs fast.

B1

- 2 beautifully 3 brightly 4 freely 5 fast 6 hard  
7 greedily 8 clearly 9 patiently 10 easily  
11 successfully 12 mainly

B2

- 2 First, put the birds safely in another cage.  
3 Then close the door securely.  
4 Next, clean the empty cage extremely carefully.  
5 Finally, put the birds back in the clean cage.  
6 Make sure you close the door really tightly.  
7 Give the dogs some water early in the morning.  
8 Make sure their dishes are completely full.  
9 Feed them exactly at noon.  
10 Be careful with your hands because dogs can suddenly bite./Be careful with your hands because dogs can bite suddenly.

B3

- 1 happily 2 loudly 3 quickly 4 unsuccessfully  
5 impatiently 6 carefully 7 dangerously  
8 immediately 9 excitedly 10 well

B4

- 1 noisily 2 usually 3 closely 4 proudly

C

#### Review exercises

C1

- 1 Trees should be planted every year in order to make our city more beautiful.  
2 Dirty water mustn't be poured into rivers or lakes.  
3 Lisa did her homework carefully./Lisa carefully did her homework.

4 Mr Davies drives extremely quickly.

5 Although Tom's teacher teaches him writing personally, Tom still writes badly.

C2

- 2 a very good 3 a very good 4 well 5 badly  
6 a good

### Listening

A 1 F 2 F 3 T 4 F

B 1 It loves being with people.

2 A fish tank can be used as its house.

3 People can make two floors in its house so that it can climb up and down.

4 People need to feed it two or three times a day.

5 It needs good clean water.

### Reading

1 friendly ... beautiful ... with children

2 good watch-dogs ... bark

3 size ... small dog ... bigger one ... larger flat

4 rabies injections

5 meat ... rice ... dog food

6 once a day

7 leave water for ... gets thirsty ... summer

8 keep dog inside ... for a daily walk

9 need longer walks

### Writing

(Address, date and name will vary; text may vary slightly.)

Dear Martin

Thank you for telling me some of the problems at the zoo. Here are some of the things we have done to solve the problems.

We have moved the lion into a larger cage. It has more space, and now it can move easily. There is no problem with the tiger. Tigers always sleep in the afternoon, especially in summer. There is a big problem with the fish.  
We have put a big notice near the aquarium. It warns people strongly, 'Don't feed the fish! Fine:¥1,000.'

I have told the restaurant staff to speak politely to visitors. We have also put three new rubbish bins near the restaurant.

I hope this letter answers some of your complaints about the zoo. We are certainly not perfect, but we will try very hard to make it a nice place both for animals to live and for people to visit.

Yours

(Student's name)

## Unit 4

### Vocabulary

A Across: DESKTOP, PROGRAM, DRIVE, LAPTOP

Down: SCREEN, PALMTOP, MOUSE, KEYBOARD

**B** 1 realize 2 unaware 3 common 4 knowledge  
5 rarely

## Grammar

**A**

### Common errors

- 1 Your marks in the science test are higher than mine.  
2 Sue is the most careless student in our class.

**A1**

- 2 more expensive than 3 stronger than  
4 more important than 5 safer than  
6 wetter than 7 hotter than 8 better than  
9 more useful than 10 worse than

**A2**

- 2 the oldest 3 the cleverest 4 the best  
5 the worst 6 the most popular  
7 the kindest 8 the most wonderful

**B**

### Common errors

- 1 Peter works harder than you do.  
2 Natalie speaks English the most slowly of all my friends.

### Exercise

- 2 more carefully than Diana ... (the) most carefully  
3 better than Rupert ... (the) best  
4 faster than Miss Li ... (the) fastest  
5 worse than Jill ... (the) worst  
6 harder than Kate ... (the) hardest  
7 more beautifully than Helen ... (the) most beautifully

**C**

### Review exercise

- 1 more expensive 2 higher 3 more successfully  
4 the most unusual 5 more cheaply  
6 the most popular 7 the most interesting  
8 the cheapest 9 the best 10 the fairest

## Listening

- 1 a 3,900 b the cheapest c touch ... smile  
d talk, Good morning e to do  
2 a 3 b 207 c climb d cars  
3 a Inventor b England c meals (for you) d speak

## Reading

**A** 1 F 2 F 3 T 4 F 5 T

- B** 1 A big change in our life 2 The best search engine  
3 iYouthnet 4 Computers that you can wear

## Writing

**A**

(Possible answer)

Dear Sam

I've created a new game recently. The game is about the environment. It is called 'The Garden City Environment

Game'. There is a man in the game. He keeps throwing rubbish into the sea. Then he hides. You have to find him and give him messages about the environment. When you get 1,000 points, you win the game.

I hope you will like my game.

Best regards

Peter

**B**

b 4 c 2 d 3

(Possible answer)

Millie

Millie's eyes are like webcams. They can see rubbish. Her/The eyes send information to her/the head. Her/The head sends information to her/the hands. Each hand has five fingers. They can help pick up the rubbish from the floor.

## Unit 5

### Vocabulary

- A** 1 lost 2 afterwards 3 colourful 4 improve  
5 remember  
**B** 1 was angry with 2 imagine 3 memory 4 link  
5 methods 6 injured 7 dramatic 8 essential

## Grammar

**A**

### Common error

If it rains tomorrow, we won't have a picnic.

### Exercise

- 2 h Fruit costs less if you buy it in a market.  
3 b If there is a lot of traffic, the journey takes a long time.  
4 a Rice always tastes good if you cook it in a rice cooker.  
5 c People do not/don't go to work if a strong typhoon hits our city.  
6 g If you sleep badly, you usually feel tired the next day.  
7 f It is very dangerous if you drive too fast on wet or icy roads.  
8 d If the wind blows in winter, it usually feels cold.

**B**

### Common errors

- 1 If I swim every day this summer, I'll be very healthy.  
2 What will you do if you can take a holiday next week?

### Exercise

- 2 A If Ann doesn't get a summer job, what will she do?  
B She will help in her father's office ... she doesn't get a summer job  
3 A If James beats you at tennis today, what will you do?  
B ... he beats me at tennis today, I will play him again tomorrow  
4 A What will you say if Amy doesn't invite you to the party?  
B I/We won't say anything ... she doesn't invite me/us to the party

**C****Common error**

If you don't see a dentist, you will get a toothache./If you see a dentist, you will not get a toothache./Unless you see a doctor, you will get a toothache.

**C1**

- 2 e Unless you save your money carefully, you won't be able to buy earphones.
- 3 a I won't see the horse race very well unless I wear my new glasses.
- 4 g If we don't hurry, we won't see the beginning of the film.
- 5 d Unless you keep quiet, you'll have to leave the library.
- 6 f We'll get badly sunburnt if we don't stay under the umbrella.
- 7 h If it doesn't rain soon, the crops won't grow very well.
- 8 b They can't go out unless they finish their homework.

**C2**

- 2 ... you pay me back today, I'll never lend you money again
- 3 ... you put on your sunglasses, you'll hurt your eyes
- 4 You'll fail the exam ... you study hard
- 5 I'll/We'll call the police ... you stop your dog barking

**D****Review exercise**

- 1 If ... don't work ... will get
- 2 will fail ... if ... don't do
- 3 will fail ... unless ... study
- 4 If ... finish ... feel ... gets
- 5 Unless ... spend ... will do
- 6 will stop ... if ... don't pass

**Listening**

A 1 T 2 F 3 F 4 F 5 T 6 F

- B 1 write lists for everything  
 2 Hundreds of people  
 3 are/feel amazed (with the results)  
 4 link ideas ... connect thoughts  
 5 never forget anything again

**Reading**

- 1 A human brain weighs about 1.4 kg/kilograms.
- 2 A cell is more powerful.
- 3 The grey matter stores information and gives instructions to the rest of the body.
- 4 We can make some parts of our brains bigger if we use them a lot.
- 5 Because the part of our brains that remembers smells is close to the part that stores memories.

**Writing**

(Possible answer)

**A day to remember**

My twelfth birthday was a day to remember.

It was a cool autumn day. My parents prepared a surprise party for me. When I returned home from school and rang the doorbell, there was no answer. As soon as I opened the door with my key, my parents and relatives were all there shouting, 'Surprise!' I felt really surprised and thanked them all. My parents gave me a Harry Potter book for my birthday. It was exactly the present I wanted. My relatives took out a nice cake with twelve candles on it. It was delicious. All of us enjoyed the party.

I will always remember my twelfth birthday.

**Unit 6****Vocabulary**

											1 C
								2 P	E	A	R
								U			U
3 I		4 I	N	5 S	U	R	A	N	C	E	
N				P		C					
N		6 D		O		H		7 P		8 S	
O		E		T		A		R		U	
9 C	O	N	C	L	U	S	I	O	N	S	
E		Y		E		E		O		P	
N				S				F		E	
T				S		10 C				C	
				L		11 A	D	M	I	T	
12 G	U	I	L	T	Y		S				
							E				

**Grammar****A****Common errors**

- 1 We decided to go to Beijing this weekend.
- 2 They wanted us to come early.

**A1**

- 2 needed to go 3 agreed to walk 4 expect to hear
- 5 Did ... want to arrest 6 didn't remember to bring
- 7 need to have 8 forgot to put
- 9 helped carry/helped to carry 10 try to catch

**A2**

- 2 Monica leave school one hour early
- 3 Tim to buy a new pair of shoes
- 4 Mrs Hammond to join us for lunch

**A3**

- 2 b We use chopsticks to eat with.  
 3 d We use a dictionary to look up words.  
 4 c We use cotton to make clothes.  
 5 a We use a knife to cut things.

**A4**

- 2 failed to stop 3 promised to help  
 4 refused to serve 5 tried to solve  
 6 forgot to send 7 managed to see  
 8 wanted to take

**B****Common error**

Adam explained how to use the machine.

**Exercise**

- 2 Alex showed us how to find the way.  
 3 Carol explained to us how far to drive.  
 4 Gary forgot when to leave Beijing.  
 5 Jan told us whose speech to go to.  
 6 Kevin didn't/couldn't remember who to talk to.  
 7 Melvin told us what time to arrive.  
 8 Doctor Wang told me which medicine to take.  
 9 Cindy didn't tell us which train to catch.

**C****Common error**

Mr Wo made a decision to lose some weight.

**Exercise**

- 1 to do maths problems 2 to go to university  
 3 to try again 4 to be a scientist

**D****Review exercise**

- 1 to have 2 have 3 to order 4 feel 5 to do  
 6 to go 7 to have

**Listening**

- A 1 c 2 b 3 c 4 a 5 c  
 B 1 case 2 unusual 3 purchased 4 three/3  
 5 denied 6 sister 7 innocent 8 believe  
 9 excited 10 landed 11 admitted 12 guilty

**Reading**

- 1 Because he failed to hear his alarm clock.  
 2 He forgot to close the windows.  
 3 Ben promised to meet him at noon.  
 4 Because he didn't have any money with him.  
 5 He wanted to borrow money from his father.  
 6 He had to wash the dishes at the restaurant.  
 7 He finished his work at seven o'clock.

**Writing**

- A 2 denied stealing the jewellery  
 3 likes to wear/wearing large earrings  
 4 remembered seeing a strange-looking man in the lift

just before the robbery

- 5 refused to answer some of my questions  
 6 forgot to close some of their windows

**B**

(Possible answer)

There was a robbery on the eighth floor of a block of flats in West Town last night. Someone stole earrings and a necklace worth about \$10,000 from Mr and Mrs Jones's flat while they were out.

I decided to interview all the residents on the eighth floor. First, I interviewed Frank and he suggested talking to the watchman. Then Richard told me that he didn't steal the jewellery and he was innocent. After that I found that Ada loves to dress up and likes wearing large earrings. When I interviewed Louis and Bob, they said that they saw a strange-looking man in the lift just before the robbery. I didn't think Chris was helpful because he refused to answer some of my questions. Mr and Mrs Jones admitted that they were so careless they forgot to close some of their windows.

I didn't want to jump to conclusions. I thought that Richard might be the suspect because he knew that some jewellery was stolen from Mr and Mrs Jones before I told him.

**Unit 7****Vocabulary**

- 1 plot 2 invention 3 appeals 4 variety 5 action  
 6 personalities

**Grammar****A****Common error**

They have a big new flat.

**Exercise**

- 2 This is a useful tool.  
 3 They're long purple curtains.  
 4 These are new plastic torches.

**B****Common errors**

- 1 Mrs Davies cooks well.  
 2 He became happy after the exam.

**B1**

- 2 smell fresh 3 felt/was tired 4 is/feels happy  
 5 got dark 6 sounds loud

**B2**

- 1 excited 2 disappointed 3 slow 4 carefully  
 5 angry 6 hungry 7 delicious 8 good  
 9 suddenly 10 noisily 11 quickly 12 flat  
 13 beautiful 14 patiently

**C****Common error**

It's exciting to watch football matches.

**C1**

- 2 It's important to wash before you swim.
- 3 It's essential to lock your clothes in a locker.
- 4 It's necessary to bring your own comb.
- 5 It's healthy to swim often.

**C2**

- 2 It's impossible for her to reach the dentist at 3.10.
- 3 It's necessary for her to take medicine three times a day.
- 4 It's OK for them to stay at the beach for several hours.

**D**

**Common errors**

- 1 I'm disappointed because I got a C in the maths test.
- 2 It's relaxing to stay at home and read magazines.

**Exercise**

- 1 boring 2 bored 3 interesting 4 disappointed
- 5 exciting 6 amazing

**E**

**Review exercise**

- 1 It's difficult to find 2 nice 3 unusual
- 4 It's easy to get 5 it's not easy to buy 6 terrible
- 7 amazing 8 bright 9 well 10 dull 11 interested
- 12 good 13 It's foolish to pay

**Listening**

- 5, 3
- 2, (1)
- 6, 4
- 1 play for
- 2 silly
- 3 don't play football
- 4 my homework
- 5 play football
- 6 don't play football
- 10 Excellent! You did a great job!
- 11 can play against

**Reading**

- A 1 plot 2 characters 3 differently 4 speech  
5 enjoyable 6 frame
- B a 3 b 1 c 6 d 5 e 2 f 4

**Writing**

**A**

(Possible answer)

**The comic strip at the top**

- 1 Boy 1: That's a very big, ugly cat.  
Boy 2: It seems hungry.  
Cat: This is an interesting place. There should be something nice to eat.
- 2 Boy 1: What a stupid cat!

**The comic strip at the bottom**

- 1 Computer: You seem unhappy. What's wrong?  
Boy: My homework looks difficult.
- 2 Computer: It's fun to do Maths. Try this problem.  
C

(Possible answer)

**The comic strip at the top**

- 3 Boy 1: Look! He's caught a lot of fish!  
Cat: It's hard to be a cat.
- 4 Boy 1: He doesn't want the fish now!  
Cat: They taste horrible!

**The comic strip at the bottom**

- 3 Boy: I can solve these problems now. Thanks a lot!  
Computer: My pleasure.
- 4 Ring! Ring! Congratulations! You are our top maths student!

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