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义务教育教科书

# 英语



# English

九年级下册

努力学习 回报祖国  
江苏省免费教材

译林出版社

义务教育教科书



# 英语



# English

九年级下册

译林出版社

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# 致同学

欢迎来到我们的英语学习乐园。这里有新鲜、丰富的话题，纯正、规范的语言，有趣、多样的练习。这是教材，但又不仅仅是教材。

在这里，我们将通过参与、探究和合作等实践方式，学会如何用英语与他人交流，表达自己的思想。在这里，我们将领略别样文化，体验异域风情，探寻更广阔的学习天地。

这是埃迪 (Eddie) ，这是霍波 (Hobo) ，他俩将伴随我们一起走过三年的学习时光。本学期我们共学习四个单元。每单元开篇的卡通画 (Comic strip) 以风趣的漫画、简洁的对白带我们开始新单元的学习。接下来的导入 (Welcome to the unit)，一组图片、一段对话，会激活我们关于单元话题已有的知识储备。阅读 (Reading) 是我们的重点学习板块。在本学期的学习中，我们先了解首都北京的故宫、颐和园和雄伟壮观的万里长城，领略桂林山水的风光，再去游览日本、新加坡和印度等其他亚洲国家；我们还会了解曾经改变世界、影响人类进程的各国伟人；回顾历史，更要展望未来：大家可以尽情发挥自己的想象力，一起来讨论机器人、火星上的生活等话题。语法板块 (Grammar) 主要梳理本单元出现的重点语言现象，帮助我们更好地掌握语法规则。综合技能 (Integrated skills) 中的听、说、读、写训练，着重培养我们的语言综合运用能力。本册学习技能 (Study skills) 旨在提高我们的文化修养，介绍了交际中常用的体态语、正式和非正式用语的使用语境以及英式英语和美式英语的主要差异等，可以帮助我们深入了解各国文化，进而提高跨文化交际能力。学完一个单元，大家一定跃跃欲试，想动手写一写吧！任务板块 (Task) 引导我们整理思路、组织语言，再落笔成文。最后，通过自我评价 (Self-assessment)，我们将体验收获的快乐。如果还想接受更高的挑战，每个模块 (两个单元) 之后的课题 (Project) 是我们大显身手的好地方！

现在，让我们放松心情，一起走进这个乐园吧。祝大家学习愉快！

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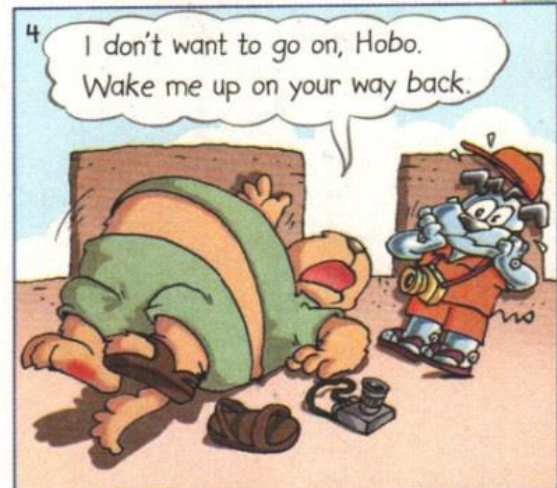
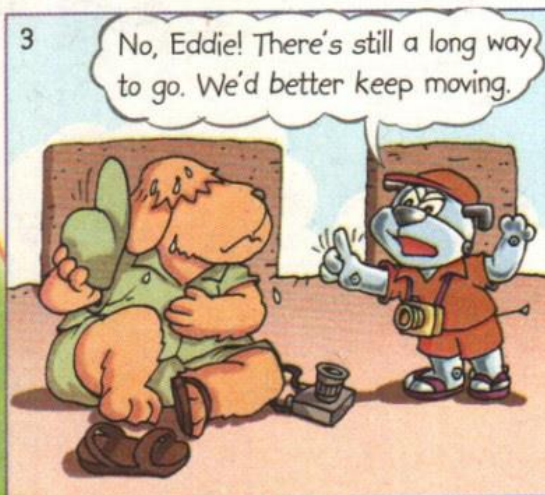
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# Unit 1

# Asia



## Countries in Asia

Some British exchange students are coming to visit Beijing and other places in Asia. The Class 1, Grade 9 students want to help them learn more about Asia.



### Task

Write an introduction to an Asian country for the exchange students.





## Welcome to the unit

### Chinese things and places

**A** ▶ The British exchange students have arrived in Beijing. Millie is showing them some pictures of Chinese things. Help her write the correct name under each picture.

Chinese knot  
chopsticks

Chinese opera  
dragon dance

Chinese paper-cutting  
kung fu

1



2



3



4



5



6



**B** ▶ Kevin, a British exchange student, is asking Millie for suggestions on his travel plan. Work in pairs and give your own ideas about it. Use the conversation below as a model.

**Kevin:** I'm planning to travel around China. Where shall I visit first, Millie?

**Millie:** Since you're in Beijing now, why don't you start from here?  
Tian'anmen Square, the Palace Museum and the Great Wall are wonderful places to go.

**Kevin:** Good idea. What special things can I see in Beijing?

**Millie:** Chinese opera is a kind of traditional Chinese art, and Beijing opera is one of the most popular. You can go and enjoy it.

**Kevin:** OK. Thank you for your suggestions.

**Millie:** You're welcome.



# Reading

## A Two cities in China



▶ Millie wants to help the exchange students learn more about different cities in China. She has found two articles written by two students. Here are the articles.

### Welcome to Beijing!



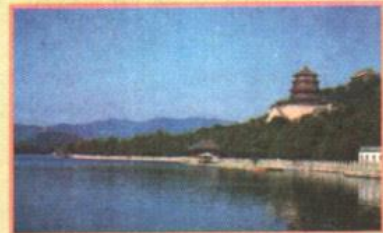
I am Wei Ke from Beijing, the capital of China.

In the middle of the ancient city of Beijing is the Palace Museum, also called the Forbidden City. The emperors of the Ming and Qing dynasties used to live there. It was

turned into a museum in 1925. With wonderful buildings and art treasures inside, it is well worth a visit.

10 Next to the Palace Museum is Tian'anmen Square, the biggest city square in the world. Many tourists like to gather there early in the morning to watch the raising of the national flag.

In the north-west of Beijing is the Summer Palace, a large Chinese garden set in a natural landscape. It was once a nice place for the emperors to spend the summer.



Another famous attraction is the Great Wall. It runs for over 6,000 kilometres across northern China, with watchtowers every few hundred metres. The wall was first built more than 2,000 years ago. It is one of the wonders of the world.

Come and visit my city!

## All about Guilin

Hello. My name is Mei Fang.  
My home is in Guilin.

25 "East or west, Guilin landscape is  
best." Guilin is really a beautiful city  
in southern China. It lies on the two  
sides of the Lijiang River. All around  
the city, mountains stand in different  
30 shapes. Many visitors come and  
visit Guilin because of its fantastic  
landscape.



In the north-west of the city is the Reed  
Flute Cave. In this underground cave, it is  
35 amazing that there are so many rocks in  
unusual shapes—some hang down, and  
others point upwards. The cave is praised  
as the "Art Palace of Nature".

Tourists like to take a boat trip along the Lijiang River. It is great  
40 fun. It is also popular to hire a bicycle and ride around the  
countryside.

I hope you can visit my city one day!

## B Learning more about China

**B1** ▶ Millie does not know some of the words in the articles. Help her match the words on the left with the meanings on the right. Write the correct letters in the blanks.

- |                        |       |  |
|------------------------|-------|--|
| 1 emperor (line 6)     | _____ | a pay some money to use something for a short time       |
| 2 attraction (line 18) | _____ | b the ruler of a country or several countries            |
| 3 wonder (line 21)     | _____ | c a large hole in the side of a hill or under the ground |
| 4 lie (line 27)        | _____ | d something that fills you with surprise                 |
| 5 cave (line 34)       | _____ | e an interesting place to go                             |
| 6 hire (line 40)       | _____ | f be in a place  |

**B2** ▶ Kevin is asking Daniel about Beijing. Complete their conversation with the words in the box.

dynasties gather museum palace raising summer wonders

**Kevin:** Have you ever visited the Palace Museum, Daniel?

**Daniel:** Yes, of course. It was a <sup>(1)</sup> \_\_\_\_\_ for two <sup>(2)</sup> \_\_\_\_\_. Twenty-four Chinese emperors once lived there.

**Kevin:** Can we go inside the Palace Museum?

**Daniel:** Certainly. It's now open to the public as a <sup>(3)</sup> \_\_\_\_\_.

**Kevin:** The Summer Palace was also a palace for the emperors in the past, wasn't it?

**Daniel:** Yes. It was a nice place for the emperors to spend the <sup>(4)</sup> \_\_\_\_\_.

**Kevin:** Have you ever seen the <sup>(5)</sup> \_\_\_\_\_ of the national flag, then?

**Daniel:** Yes, I have. A lot of tourists like to <sup>(6)</sup> \_\_\_\_\_ in Tian'anmen Square early in the morning to watch it.

**Kevin:** What about the Great Wall? Have you ever been there?

**Daniel:** Sure. As an old saying goes, "He who has never been to the Great Wall is not a true man." It's one of the <sup>(7)</sup> \_\_\_\_\_ of the world.



**B3** ▶ The next day, Kevin is telling his friend Chris about Guilin. However, some of the details are wrong. Write a **T** if a sentence is true or an **F** if it is false.

- 1 Guilin is in eastern China. \_\_\_\_\_
- 2 Guilin is famous for its beautiful landscape. \_\_\_\_\_
- 3 The Reed Flute Cave is in the south-east of Guilin. \_\_\_\_\_
- 4 You can find amazing rocks inside the Reed Flute Cave. \_\_\_\_\_
- 5 You can take a boat trip along the Lijiang River. \_\_\_\_\_
- 6 You need to buy a bicycle to ride around the countryside. \_\_\_\_\_

**B4** ▶ Kevin wants to make notes of the two cities. Help him complete his notes.

### Beijing

- The Palace Museum:** in the <sup>(1)</sup> \_\_\_\_\_ of the ancient city, wonderful buildings and <sup>(2)</sup> \_\_\_\_\_
- Tian'anmen Square:** the <sup>(3)</sup> \_\_\_\_\_ city square in the world, the raising of the <sup>(4)</sup> \_\_\_\_\_
- The Summer Palace:** in the <sup>(5)</sup> \_\_\_\_\_ of Beijing, a large Chinese <sup>(6)</sup> \_\_\_\_\_ set in a natural landscape
- The Great Wall:** over <sup>(7)</sup> \_\_\_\_\_ across northern China, was first built more than <sup>(8)</sup> \_\_\_\_\_ years ago

### Guilin

- Location:** on the two sides of the <sup>(9)</sup> \_\_\_\_\_
- What to see:** <sup>(10)</sup> \_\_\_\_\_ stand in different shapes; the Reed Flute Cave, an <sup>(11)</sup> \_\_\_\_\_ cave with <sup>(12)</sup> \_\_\_\_\_ in unusual shapes
- What to do:** take a <sup>(13)</sup> \_\_\_\_\_ along the Lijiang River; hire a bicycle and ride around the <sup>(14)</sup> \_\_\_\_\_



## Uses of *it*


### A Using *it* as a pronoun

**TIP** If an animal is a pet, we usually use **he** or **she** for it.

My cat is very friendly. **She** is a happy cat.

- We use **it** for animals and lifeless things.  
Look at the panda. **It** is so small.  
Another famous attraction is the Great Wall. **It** runs for over 6,000 kilometres across northern China.
- We use **it** for a young child when we do not know whether it is a girl or a boy.  
My aunt will have a baby soon. She hopes **it** will be a girl.  
Look at that cute baby over there! **It's** a boy, isn't **it**?
- We use **it** for an unknown person.  
—Who was calling you on the phone just now?  
—**It** was my cousin.
- We use **it** for an action, a situation or an idea mentioned in a previous statement.  
Riding around the countryside is popular in Guilin, isn't **it**?  
Tourists like to take a boat trip along the Lijiang River. **It** is great fun.

### A visit to the Summer Palace

 The exchange students visited the Summer Palace yesterday. Kevin is writing about it. Read the passage below and find out what each *it* refers to. Write your answers in the blanks.

Yesterday we visited the Summer Palace and spent about three hours in **it**. The palace is a Chinese garden and mainly includes a hill and a lake. The lake is very big—**it** takes up three quarters of the area. **It** was frozen, so we could not row a boat there. **It** was really a pity. Across the lake is a 17-hole bridge. There are many stone lions on either side of **it**. The lions are all different from each other. Isn't **it** amazing? While I was walking along the bridge, my mobile phone rang. **It** was my mum. I told her that the Summer Palace was well worth visiting.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_

## B Using *it* as an impersonal pronoun

We also use **it** for the time, the date, the weather, the distance, etc.


It is 6:30 p.m. **It** is raining heavily outside.

**It** is 1 January today. **It** is New Year's Day.

In Beijing, **it** is cold and windy in winter.

**It** is two kilometres from my school to my home.

### Leaving for Shanghai

 The exchange students left for Shanghai. Kevin has made some notes in his diary. Rewrite his sentences with **it**.

- 1 Today is 22 February. We left Beijing for Shanghai early in the morning.  
\_\_\_\_\_. We left Beijing for Shanghai early in the morning.
- 2 Shanghai is about 1,300 kilometres from Beijing.  
\_\_\_\_\_ from Beijing to Shanghai.
- 3 I woke up at 5 a.m. this morning.  
\_\_\_\_\_ when I woke up this morning.
- 4 I felt a little cold when we went out. The temperature was only 2°C.  
I felt a little cold when we went out. \_\_\_\_\_.
- 5 Winter is very cold and dry in Beijing.  
In winter, \_\_\_\_\_.
- 6 We arrived in Shanghai on a sunny day.  
\_\_\_\_\_ when we arrived in Shanghai.
- 7 We got to our hotel at noon.  
\_\_\_\_\_ when we got to our hotel.
- 8 Our hotel is not far from the Bund.  
\_\_\_\_\_ from the Bund to our hotel.

## C Using *it* to replace the real subject or object

Sometimes we use **it** to replace the real subject or object in a sentence. In this situation, we put the real subject or object later in the sentence in the form of a **to**-infinitive or a clause.

It is very tiring to climb the steps.

It is popular to hire a bicycle and ride around the countryside.

It is amazing that there are so many rocks in unusual shapes in the cave.

Many people find **it** pleasant to travel around.

### Useful structures with *it*


It is + adjective + (of/for ...) + to ....

It takes ... some time to ....

It is said/reported/... that ....

... think(s)/find(s) **it** easy/difficult/... to ....

## About Shanghai

 Miss Thompson, a British teacher travelling with the exchange students, is writing down what she thinks about Shanghai. Help her complete her notes with **it**.

- Traffic:** The traffic is often busy, but public transport here is quite good, so <sup>(1)</sup> \_\_\_\_\_ (easy) for people to get around.
- Weather:** <sup>(2)</sup> \_\_\_\_\_ (sunny) and warm. We like <sup>(3)</sup> \_\_\_\_\_ here.
- Environment:** <sup>(4)</sup> \_\_\_\_\_ (said) that the air is not clean here, but I do not think the pollution is as serious as I imagined.
- Sights:** Shanghai is beautiful. <sup>(5)</sup> \_\_\_\_\_ (fun) to ride around the city and visit the interesting places.
- Food:** Chinese food is delicious. I will ask my family to go to a Chinese restaurant and try <sup>(6)</sup> \_\_\_\_\_ when I get back.
- Hotel:** We all think <sup>(7)</sup> \_\_\_\_\_ (comfortable) to stay in this hotel. They provide a high level of service.
- People:** The local people are friendly. <sup>(8)</sup> \_\_\_\_\_ (kind) of them to answer all our questions.





## Integrated skills

### A A trip to Japan



**(A1)** The exchange students are going to Japan after visiting Shanghai. Listen to Millie introducing their itinerary. Match the days on the left with their activities on the right.



#### A tour of Japan

- |       |  |
|-------|--|
| Day 1 | leave Japan for another Asian country      |
| Day 2 | visit Kyoto, an ancient city of culture    |
| Day 3 | take a tour of Tokyo, the capital city     |
| Day 4 | visit Mount Fuji, Japan's highest mountain |



**(A2)** Miss Thompson is telling the exchange students about their trip to Japan. Kevin is making notes. Listen carefully and help Kevin complete his notes.

- leave Shanghai at <sup>(1)</sup> \_\_\_\_\_ on <sup>(2)</sup> \_\_\_\_\_
- arrive in <sup>(3)</sup> \_\_\_\_\_ around <sup>(4)</sup> \_\_\_\_\_
- see the main <sup>(5)</sup> \_\_\_\_\_ and go <sup>(6)</sup> \_\_\_\_\_;  
visit the Tokyo <sup>(7)</sup> \_\_\_\_\_ to see some  
Japanese <sup>(8)</sup> \_\_\_\_\_
- travel to <sup>(9)</sup> \_\_\_\_\_ by <sup>(10)</sup> \_\_\_\_\_ on the  
second day; can go <sup>(11)</sup> \_\_\_\_\_ there
- visit the ancient city Kyoto on the third day and learn  
about Japanese <sup>(12)</sup> \_\_\_\_\_
- try all kinds of Japanese <sup>(13)</sup> \_\_\_\_\_ during our  
stay in Japan

**A3** Kevin is writing about the exchange students' trip to Japan. Help him complete it. Use the information in Parts A1 and A2 to help you.

### The trip to Japan

We are leaving for Japan soon. Japan is the second country we are going to visit in Asia. Our flight will be <sup>(1)</sup> \_\_\_\_\_ on 25 February, and we plan to stay there for <sup>(2)</sup> \_\_\_\_\_.

First, we are going to visit <sup>(3)</sup> \_\_\_\_\_. It is Japan's capital city. We can see the main <sup>(4)</sup> \_\_\_\_\_ and go <sup>(5)</sup> \_\_\_\_\_ there. Our teacher, Miss Thompson, is also going to take us to the <sup>(6)</sup> \_\_\_\_\_ to see some Japanese <sup>(7)</sup> \_\_\_\_\_.

On the second day, we are going to take a <sup>(8)</sup> \_\_\_\_\_ to <sup>(9)</sup> \_\_\_\_\_. It is Japan's <sup>(10)</sup> \_\_\_\_\_ mountain. We can go <sup>(11)</sup> \_\_\_\_\_ there.

On the third day, we are going to visit an ancient city called <sup>(12)</sup> \_\_\_\_\_ and learn about Japanese <sup>(13)</sup> \_\_\_\_\_.

During our stay in Japan, we can also try all kinds of Japanese <sup>(14)</sup> \_\_\_\_\_.

I hope we will have a very nice trip.

### B Speak up: Where's Singapore?



The exchange students will also visit Singapore. Simon's cousin Annie is asking Simon about the country. Work in pairs and talk about an Asian country. Use the conversation below as a model.

**Annie:** Where's Singapore, Simon?

**Simon:** It's in South East Asia.

**Annie:** It's very small, isn't it?

**Simon:** Yes, it is. It's a city state.

**Annie:** How many people are there in Singapore?

**Simon:** There are about five million people there.

**Annie:** What languages do they speak?

**Simon:** Most people can speak both English and Chinese.



## Understanding body language

Body language, as a form of communication, is different from culture to culture. For example, nodding one's head means "agreement" and shaking one's head means "disagreement" in most countries, but in some countries of South Asia, it is just the opposite.

Look at the gesture below. What does it mean? In different places, it means different things.



In most cultures, it means "OK"; in Russia, Brazil and Turkey, it is an insult; in France and Belgium, it means "zero" or "worthless"; in Japan, it means "money".

Here are the meanings of some common kinds of body language in the West:

Body language	Possible meaning
head held down	shy, ashamed
head raised	confident
looking down	dishonest
looking away	bored, uninterested
looking in the eyes	friendly, interested, honest
crossed arms	not open, unfriendly, angry
open arms	open, friendly
hands on the sides	impatient, angry

Sometimes the words a person uses do not match his or her body language. When this happens, it is often more important to look at their body language.

 Match the pictures with the meanings. Write the correct letter in each box.

a Glad to see you.

b I can do it!

c I did something wrong.

1



2



3





## Task

### My favourite Asian country

**A** Miss Thompson asked the Class 1, Grade 9 students to suggest a country in Asia for them to visit. Millie would like to suggest India, and she has prepared some notes of it. Read her notes.

Country:	India
Location:	in South Asia, next to Pakistan, China and Nepal
Capital city:	New Delhi
Languages:	mainly Hindi, English as a second language
Population:	over one billion, the second largest population in the world
Crops:	rice and wheat
Main industries:	large iron and steel industry famous for IT (information technology) industry
Customs:	many festivals and fairs saris—traditional clothes for women
Attraction:	Taj Mahal



Taj Mahal


**B** Millie is writing an introduction to India. Help her complete her article with the information in Part A.

I think <sup>(1)</sup> \_\_\_\_\_ is a great country to visit. It lies in <sup>(2)</sup> \_\_\_\_\_, next to <sup>(3)</sup> \_\_\_\_\_, China and Nepal. Its capital city is <sup>(4)</sup> \_\_\_\_\_.

People in India mainly speak <sup>(5)</sup> \_\_\_\_\_, but their second language is <sup>(6)</sup> \_\_\_\_\_, so it is not too difficult to communicate with the local people. India has the <sup>(7)</sup> \_\_\_\_\_ largest population in the world. There are over <sup>(8)</sup> \_\_\_\_\_ people there. Rice and <sup>(9)</sup> \_\_\_\_\_ are their main crops. India has a large iron and <sup>(10)</sup> \_\_\_\_\_ industry. It is also famous for its IT industry.

India has many <sup>(11)</sup> \_\_\_\_\_ and fairs. A festival is celebrated in some part of the country every day of the year. Traditional clothes for Indian women are <sup>(12)</sup> \_\_\_\_\_. You may have seen them in Indian films.

There are some famous attractions in India. The <sup>(13)</sup> \_\_\_\_\_ is well worth a visit. It is one of the wonders of the world.

 You also want to write an introduction to an Asian country for the exchange students. Think of a country and make some notes of it. Then write the introduction. Use Millie's notes and article as a model.

### Useful expressions

... is a great country/wonderful place to visit.

It lies in ....

It is next to/near ....

Its capital city is ....

People in ... speak ....

There are over ... people there.

It is famous for ....

... is well worth a visit/worth visiting.


... is one of the wonders of the world.




### Self-assessment

I have learnt	Details	Result
1 about two cities in China.		
2 to use the new words to talk about different countries.		
3 to use <b>it</b> as a pronoun and an impersonal pronoun, to use <b>it</b> to replace the real subject or object.		
4 about body language.		

Result:  Perfect!

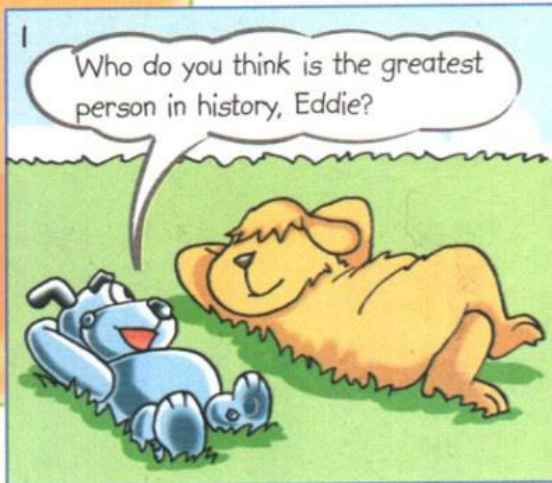
 Good!

 Not bad!

I need to spend more time on \_\_\_\_\_.

## Unit 2

# Great people



## Great people



Many people have changed the way we live. Mr Wu is asking his students to write about a famous person they admire.

### Task

Write an article about a famous person you admire. Describe how he or she has changed the world.



## Welcome to the unit

### Famous people

**A** Mr Wu is showing the Class 1, Grade 9 students the pictures of some famous people. Help the students write the correct word under each picture.

composer    explorer    inventor    president    scientist    writer



**B** Mr Wu is telling the students about the famous people in Part A. Help the students match the names on the left with the correct information on the right. Write the letters in the blanks.

- |   |                      |       |   |  |
|---|----------------------|-------|---|--|
| 1 | Christopher Columbus | _____ | a | Chinese, the pioneer of China's space technology programme             |
| 2 | William Shakespeare  | _____ | b | South African, a fighter for the rights of black Africans all his life |
| 3 | Qian Xuesen          | _____ | c | American, created over 1,000 inventions                                |
| 4 | Thomas Edison        | _____ | d | Italian, one of the first Europeans to discover America                |
| 5 | Nelson Mandela       | _____ | e | Russian, a composer of classical music                                 |
| 6 | Peter Tchaikovsky    | _____ | f | English, a great writer of English literature                          |



## A The first man to walk on the Moon



▶ Neil Armstrong (1930–2012) was the first man to walk on the Moon. Simon is now reading an article about the astronaut and his space travel. Here is the article.

### NEIL ARMSTRONG

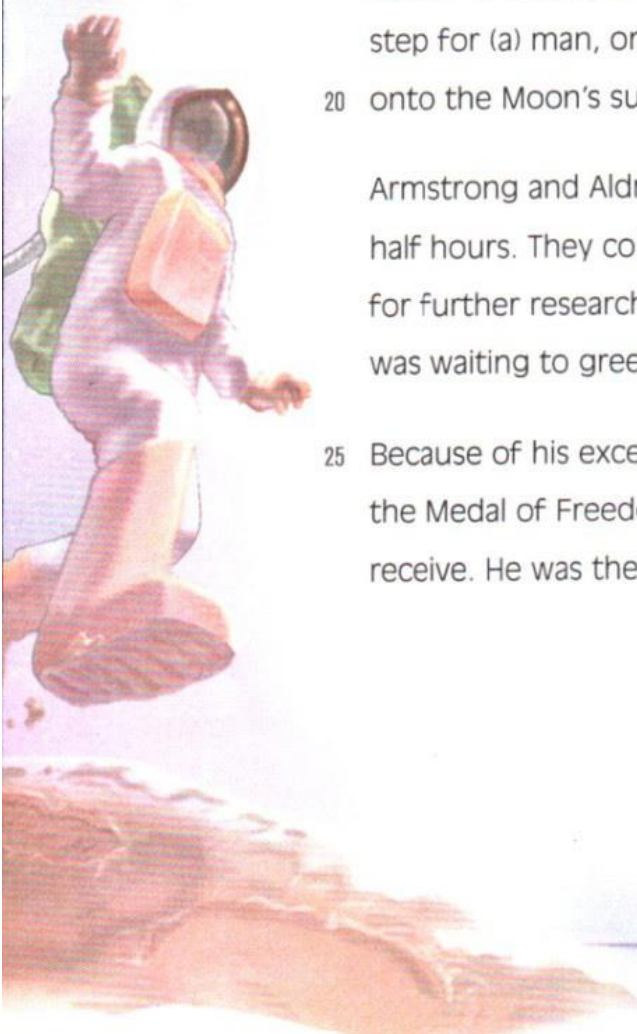
Neil Armstrong was born on 5 August 1930 in Ohio, the USA. He became interested in flying when he took his first flight at the age of six. He received his student pilot's licence  
5 when he was 16.



Armstrong joined the navy in 1949 and served as a pilot for three years. In 1955, he became a test pilot. He flew over 1,100 hours and tested all types of aircraft.

In 1962, he was chosen to become an astronaut. In 1966, he  
10 went into space as command pilot of *Gemini 8*. He and David Scott managed to join two spacecraft together for the first time in space. However, on their way back to the Earth, the spacecraft began spinning out of control. Armstrong received the order to cut the flight short. He successfully brought the spacecraft down  
15 into the western Pacific Ocean.





On 20 July 1969, Armstrong became the first man to walk on the Moon. Together with Buzz Aldrin, he landed the spacecraft *Apollo 11* on the Moon. He said the famous words "one small step for (a) man, one giant leap for mankind" as he stepped out

20 onto the Moon's surface.

Armstrong and Aldrin walked on the Moon for about two and a half hours. They collected Moon rocks to take back to the Earth for further research. When *Apollo 11* returned, the whole world was waiting to greet them. They were heroes.

25 Because of his excellent service, Neil Armstrong was presented the Medal of Freedom, the highest award that a US citizen can receive. He was the pride of the whole world.

## B The most famous astronaut

**B1** Simon has read the article about Neil Armstrong, but he does not know some of the words. Help him find out the meanings of the words. Circle the correct letters.

- 1 A *licence* is \_\_\_\_\_.
  - a some money
  - b a type of power
  - c a piece of paper that shows you are allowed to do something
- 2 An *astronaut* \_\_\_\_\_.
  - a draws maps
  - b travels to space
  - c travels to different countries
- 3 Something that is *spinning* is \_\_\_\_\_.
  - a turning round and round quickly
  - b going very slowly
  - c making a lot of noise
- 4 A *leap* is \_\_\_\_\_.
  - a a new place
  - b a long or high jump
  - c a walk
- 5 A *surface* is \_\_\_\_\_.
  - a the inside of something
  - b the bottom of something
  - c the outside or top part of something
- 6 A *citizen* is a person who \_\_\_\_\_.
  - a lives in a country and enjoys rights there
  - b is kind and helpful
  - c does something important

**B2** Simon is working out a timeline for Neil Armstrong. Help him complete it.



### Neil Armstrong

- 1930: born in <sup>(1)</sup> \_\_\_\_\_, the USA
- 1936: took his <sup>(2)</sup> \_\_\_\_\_
- 1946: received his student <sup>(3)</sup> \_\_\_\_\_
- 1949: joined <sup>(4)</sup> \_\_\_\_\_
- 1955: became <sup>(5)</sup> \_\_\_\_\_
- 1962: became <sup>(6)</sup> \_\_\_\_\_
- 1966: went into <sup>(7)</sup> \_\_\_\_\_ with David Scott
- 1969: became the first man to walk on <sup>(8)</sup> \_\_\_\_\_

**B3** Simon is telling Millie about Neil Armstrong. Check if Simon remembers everything correctly. Write a T if a sentence is true or an F if it is false.

- 1 The *Gemini 8* flight was a great success. \_\_\_\_\_
- 2 *Gemini 8* landed in the western Pacific Ocean. \_\_\_\_\_
- 3 Three men from *Apollo 11* walked on the Moon together. \_\_\_\_\_
- 4 The astronauts took some Moon plants back to the Earth. \_\_\_\_\_
- 5 Neil Armstrong received the Medal of Citizen. \_\_\_\_\_



**B4** Millie is asking Simon some questions about Neil Armstrong. Help Simon answer her questions. Use the information on pages 22 and 23 to help you.

- 1 When did Armstrong become interested in flying?  
\_\_\_\_\_
- 2 How old was Armstrong when he became an astronaut?  
\_\_\_\_\_
- 3 What did Armstrong do when the spacecraft was out of control during his first trip into space?  
\_\_\_\_\_
- 4 What was the first spacecraft to land on the Moon?  
\_\_\_\_\_
- 5 How long did Armstrong and Aldrin walk on the Moon?  
\_\_\_\_\_
- 6 What did Armstrong mean by his famous words "one small step for (a) man, one giant leap for mankind"?  
\_\_\_\_\_



## Grammar

## Tenses

## A Simple present and present continuous

Tense	Used for	Example
Simple present	a present state	John <b>lives</b> in New York.
	daily routine and habits	I always <b>go</b> to bed at 10 p.m.
	present actions that happen one after another	School <b>is</b> over and the students <b>go</b> home.
	actions set by a timetable or schedule	The talk show <b>starts</b> at 7 p.m.
Present continuous	actions that happen right now	Look! The reporter <b>is interviewing</b> the astronaut.
	actions that happen at the same time	Mum <b>is doing</b> the housework and Dad <b>is working</b> on the computer.
	actions in a limited period of time	I <b>am working</b> on a history project this week.
	arrangements for the near future	I <b>am leaving</b> for Shanghai tonight.

TIP

We often use these words with the simple present tense.


always  
often  
usually  
sometimes  
seldom  
never  
every ...

TIP

We often use these words with the present continuous tense.

at the moment  
today  
now  
right now  
Listen!  
Look!

## We enjoy the modern life!

 Millie is writing about what her family members are doing. Help her complete her article with the correct tenses of the verbs in brackets.

I <sup>(1)</sup> \_\_\_\_\_ (have) a day out with my classmates this Saturday, so I <sup>(2)</sup> \_\_\_\_\_ (need) a pair of trainers. Mum <sup>(3)</sup> \_\_\_\_\_ (shop) online for me now. She often <sup>(4)</sup> \_\_\_\_\_ (shop) online. Dad <sup>(5)</sup> \_\_\_\_\_ (search) for information on the Internet. He <sup>(6)</sup> \_\_\_\_\_ (visit) Japan next week. Grandpa <sup>(7)</sup> \_\_\_\_\_ (read) the newspaper and Grandma <sup>(8)</sup> \_\_\_\_\_ (watch) TV. I <sup>(9)</sup> \_\_\_\_\_ (want) to write an email to Wendy before I <sup>(10)</sup> \_\_\_\_\_ (go) to bed.


## B Simple past and past continuous

**TIP** We often use these words with the simple past tense.  
**yesterday**  
 ... ago  
 in 1999  
 the other day  
 last ...

**TIP** We often use these words with the past continuous tense.  
 at this time  
 yesterday  
 from ... to ...  
 last night

Tense	Used for	Example
Simple past	actions that happened in the past	Simon <b>played</b> football yesterday.
	actions that happened one after another in the past	Simon <b>came</b> home, <b>turned</b> on the computer and <b>checked</b> his email.
Past continuous	actions that were in progress at a certain time in the past	Yesterday at 4 p.m., Simon <b>was playing</b> football.
	actions that happened at the same time in the past	Simon <b>was playing</b> computer games while Millie <b>was watching</b> TV.
	actions that lasted for some time in the past	We <b>were having</b> a meeting from 9 a.m. to 11 a.m. yesterday.

### What did you do last night?

 Simon and his friends are talking about what they did after dinner last night. Complete their conversation with the correct tenses of the verbs in brackets.


- Simon:** I <sup>(1)</sup> \_\_\_\_\_ (watch) a wonderful football match from 7 p.m. to 8:30 p.m. yesterday. My favourite team <sup>(2)</sup> \_\_\_\_\_ (win) the match.
- Millie:** I <sup>(3)</sup> \_\_\_\_\_ (write) an email to Wendy at 7 p.m. yesterday. She <sup>(4)</sup> \_\_\_\_\_ (send) me an email last week.
- Sandy:** I <sup>(5)</sup> \_\_\_\_\_ (practise) playing the piano the whole night. I <sup>(6)</sup> \_\_\_\_\_ (take) part in a competition this morning.
- Peter:** Last night, I <sup>(7)</sup> \_\_\_\_\_ (find) a website about travelling in space. I <sup>(8)</sup> \_\_\_\_\_ (read) passages on the website while you <sup>(9)</sup> \_\_\_\_\_ (play) the piano, Sandy.
- Daniel:** I <sup>(10)</sup> \_\_\_\_\_ (talk) to Aunt Jane on the phone at 7:30 yesterday evening. She <sup>(11)</sup> \_\_\_\_\_ (call) me the day before yesterday, but I <sup>(12)</sup> \_\_\_\_\_ (be not) at home then.

### C Simple past and present perfect

Tense	Used for	Example
Simple past	actions that happened in the past	I <b>bought</b> a new bicycle yesterday.
	actions that happened at a certain time in the past	Kitty <b>wrote</b> an email to Linda an hour ago.
Present perfect	emphasizing the result of a past action	I <b>have bought</b> a new bicycle, so I can ride to school now.
	telling how many times an action has happened till now	She <b>has been</b> to the USA twice.

**TIP** We often use these words with the present perfect tense.  
**just**  
**already**  
**up to now**  
**until/till now**  
**ever**  
**(not) yet**  
**so far**  
**recently**

### Great inventions

 Millie is writing about some modern inventions that have changed the way we live. Help her choose the correct words in brackets to complete her article.

Many modern inventions <sup>(1)</sup> \_\_\_\_\_ (made/have made) a great difference in our life. They <sup>(2)</sup> \_\_\_\_\_ (changed/have changed) the way we live.

In ancient times, people <sup>(3)</sup> \_\_\_\_\_ (used/have used) salt to help them keep fish or meat for a longer time. Fresh food would go bad in summer in a few hours. The invention of the fridge <sup>(4)</sup> \_\_\_\_\_ (solved/has solved) this problem.

In the past, people <sup>(5)</sup> \_\_\_\_\_ (washed/have washed) their clothes by hand. It <sup>(6)</sup> \_\_\_\_\_ (was/has been) tiring, and it <sup>(7)</sup> \_\_\_\_\_ (took/has taken) a lot of time. With the invention of the washing machine, people <sup>(8)</sup> \_\_\_\_\_ (had/have had) more time to relax.

In the old days, people <sup>(9)</sup> \_\_\_\_\_ (travelled/have travelled) by ship. Now planes <sup>(10)</sup> \_\_\_\_\_ (made/have made) journeys more comfortable.



## Integrated skills

### A Marie Curie

(A1) Millie wants to give a presentation on Marie Curie. Look at the following information on this great scientist. Help Millie complete her notes with as much information as you can.

#### Marie Curie (1867–1934)

- born in the city of Warsaw, Poland
- moved to Paris, France when she was 24
- studied Mathematics and Physics at a university
- married a French scientist called Pierre Curie in 1895
- discovered radium in their laboratory in 1898
- won the Nobel Prize twice during her lifetime
- died at the age of 67



#### Marie Curie—a great scientist

Name: Marie Curie  
 Date of birth: 7 November <sup>(1)</sup> \_\_\_\_\_  
 Place of birth: <sup>(2)</sup> \_\_\_\_\_, Poland  
 Family: she was <sup>(3)</sup> \_\_\_\_\_ of five children  
 Parents: father was a <sup>(4)</sup> \_\_\_\_\_ professor;  
 mother was a <sup>(5)</sup> \_\_\_\_\_ teacher  
 High school: finished at the age of <sup>(6)</sup> \_\_\_\_\_  
 Work: worked as a <sup>(7)</sup> \_\_\_\_\_  
 Moved to: <sup>(8)</sup> \_\_\_\_\_, France in 1891  
 At university: studied <sup>(9)</sup> \_\_\_\_\_ and <sup>(10)</sup> \_\_\_\_\_  
 Married to: Pierre Curie, a <sup>(11)</sup> \_\_\_\_\_ scientist, in 1895  
 Famous for: the discovery of <sup>(12)</sup> \_\_\_\_\_  
 Won the Nobel Prize for: <sup>(13)</sup> \_\_\_\_\_ in 1903  
 Husband's death: Pierre Curie died in a <sup>(14)</sup> \_\_\_\_\_ in  
<sup>(15)</sup> \_\_\_\_\_  
 Won the Nobel Prize for: <sup>(16)</sup> \_\_\_\_\_ in 1911  
 Date of death: <sup>(17)</sup> \_\_\_\_\_ 1934, aged <sup>(18)</sup> \_\_\_\_\_



(A2) Millie has found a recording about Marie Curie. Listen to it carefully and help her complete the rest of her notes in Part A1.

**A3** Millie is practising her presentation. However, she has forgotten some of the information. Help Millie complete her sentences. Use the information in Part A1 to help you.

I think Marie Curie is one of the greatest scientists in history! She was from (1) \_\_\_\_\_. When she was 24, she went to (2) \_\_\_\_\_ to study (3) \_\_\_\_\_ and (4) \_\_\_\_\_ at a university. There she met Pierre Curie, a (5) \_\_\_\_\_ scientist. They got married in (6) \_\_\_\_\_. The couple won the (7) \_\_\_\_\_ in 1903 for the discovery of (8) \_\_\_\_\_. That was not the end of the story. In (9) \_\_\_\_\_, Marie Curie won her second Nobel Prize, but sadly, Pierre was not there to share the joy with her—he died in a traffic accident in (10) \_\_\_\_\_.



### B Speak up: Why do you admire her?



Millie and Simon are talking about some famous people. Work in pairs and talk about the famous people you admire. Use the conversation below as a model.

**Millie:** Who do you think is the greatest person in history?

**Simon:** Neil Armstrong! I admire him the most.

**Millie:** Oh, he was the first man to walk on the Moon.

**Simon:** Yes. It was brave of him to go to a place that was unknown to humans at that time. What about you? Do you admire anybody?

**Millie:** Yes. I admire Marie Curie.

**Simon:** Why do you admire her?

**Millie:** Because she won the Nobel Prize twice. She also pushed for the use of X-ray machines, which are now widely used in hospitals.

TIP

You may use the information about different famous people in this unit. You can also search for more information on the Internet or in the library.





## Formal and informal language

When we speak or write, we can use formal or informal language. We use formal language with our teachers or unfamiliar people. However, when we speak or write to our friends, we use informal language.


**Greetings** such as *Hi* and *Hello* are informal language. Other greetings like *Dear Mr/Mrs/Ms ...*, *Ladies and gentlemen* are formal language.

**Endings** such as *Lots of love* and *Yours* can be used only in informal letters or emails.

**Idioms** such as *have a big mouth* and *in the soup* are informal language.

**Abbreviations** such as *esp.* and *Dec.* are often used in informal writing.

**Contractions** such as *we'll*, *he'd* and *can't* are often used in informal writing or when we talk to our friends.

 *Kitty is writing to J. K. Rowling, the British writer, to tell her something about Harry Potter. Help Kitty check the language she is using and improve it if necessary.*

Hi!

I think you'll laugh when you read this letter. Believe it or not, there's a real Harry Potter in the world. It's said that it's a lot of trouble being Harry Potter, esp. when you're a 78-yr-old man and you happen to share the name of a world-famous boy with magic powers.

The real Harry Potter often gets phone calls from both children and TV stations. "The kids want to know if I'm Harry Potter," he says with a smile. "I tell them I've been Harry Potter for nearly 80 years!"

However, the real Harry Potter says the Harry Potter series isn't his cup of tea, and he doesn't care if he's famous or not.

Love,

Kitty



## Task

### A great person

**A** Amy wants to write about Yuan Longping, a rice scientist. Here is the information she has found.

#### *Yuan Longping—Father of Hybrid Rice*

**Name:** Yuan Longping

**Title:** a rice scientist, a member of the Academy of Engineering

**Date of birth:** 7 September 1930

**Major events:** 1953: worked as a teacher in an agriculture school after graduating from college

1960: saw people die of hunger, so began research into hybrid rice

1964: happened to find a natural hybrid rice plant that had many advantages over others

1975: developed a new type of hybrid rice plant, which produced 20% more rice per unit than other common kinds

1979: this new type of hybrid rice was introduced into the USA

**At present:** over 100 countries in Asia, Africa and America have grown hybrid rice

**Contribution:** his achievements have increased rice production by 20%–30%, and in some places even more

**Why I admire him:** has spent all his life on the research and development of better rice plants;  
has solved the problem of hunger for many people



**B** Amy is writing her article. Help her complete it. Use the information in Part A on page 32 to help you.

*I think Yuan Longping, a rice scientist and a member of the Chinese Academy of Engineering, is one of the greatest people that have ever lived.*

He was born on <sup>(1)</sup> \_\_\_\_\_. In 1953, he began working as a <sup>(2)</sup> \_\_\_\_\_ in an agriculture school after he graduated from college. In 1960, he saw people die of <sup>(3)</sup> \_\_\_\_\_, so he began research into hybrid rice. In 1964, he happened to find a natural hybrid rice plant that had many <sup>(4)</sup> \_\_\_\_\_ over others. After nearly ten years of hard work, he and his team finally developed a <sup>(5)</sup> \_\_\_\_\_ of hybrid rice plant, which produced <sup>(6)</sup> \_\_\_\_\_ per unit than other common kinds. In 1979, this new type of hybrid rice was introduced into <sup>(7)</sup> \_\_\_\_\_. At present, over 100 countries in Asia, Africa and America have grown hybrid rice. Because of his achievements, <sup>(8)</sup> \_\_\_\_\_ has been increased by 20%–30%, and in some places even more. He is considered the <sup>(9)</sup> “\_\_\_\_\_”.

Yuan Longping has spent all his life on the research and development of <sup>(10)</sup> \_\_\_\_\_. He has solved <sup>(11)</sup> \_\_\_\_\_ for many people. That is why I admire him so much.

**C** Now prepare your own article. Look for information using the Internet, books or magazines. Remember to make some notes before writing your article.



## Self-assessment

I have learnt	Details	Result
1 about a famous astronaut.		
2 to use the new words to talk about great people.		
3 to use the different tenses correctly.		
4 about formal and informal language.		

Result: 😊 Perfect!

😊 Good!

😊 Not bad!

I need to spend more time on \_\_\_\_\_.

# Project 1

## A display of cultures around the world

The Class 1, Grade 9 students have made a wall display to show different cultures around the world. They made information sheets about the culture of each country. Then they put the sheets around a world map on the wall and gave group presentations. Your class wants to do the same thing.

### A Planning and preparing

- 1 Put a world map on the display wall in the classroom. The whole class should work together to draw the map, or you can buy one.
- 2 Work in groups of four. Each group must make an information sheet about a different country.
- 3 Think about what you can include in the information sheet to show the culture of the country you have chosen. Exchange ideas with your group members and write them down on a piece of paper.
- 4 Find some information about the things your group would like to include in the information sheet. Look for information on the Internet or in the library.
- 5 If you need help, the following questions may give you some ideas.

- What is the capital city of the country?
- What does the country's national flag look like?
- What languages are spoken in the country?
- What is the country famous for?
- What kind of crops does the country grow?
- What are the customs and beliefs in the country?
- Are there any famous people in the history of the country?
- What are the people famous for? What have they achieved?



## B Tips for making your wall display

### How to make the map

- If you draw the map, just draw the outline of the continents and some major countries with a pencil first so that it is easy to make corrections later on. Do not draw anything too detailed.
- Stick or draw flags of the countries on the map.
- Draw a compass at the bottom of your map and label the directions.

### How to make the information sheet

- Read through your ideas and information carefully.
- Make a plan before you start writing—the information sheet must be large enough for the whole class to see during your presentation.
- After writing the draft, check for spelling mistakes, especially the names of the countries, places and famous people.
- Stick the pictures of the places and people you are going to talk about on your information sheet.
- Draw graphs and charts to show interesting facts and to make comparisons.

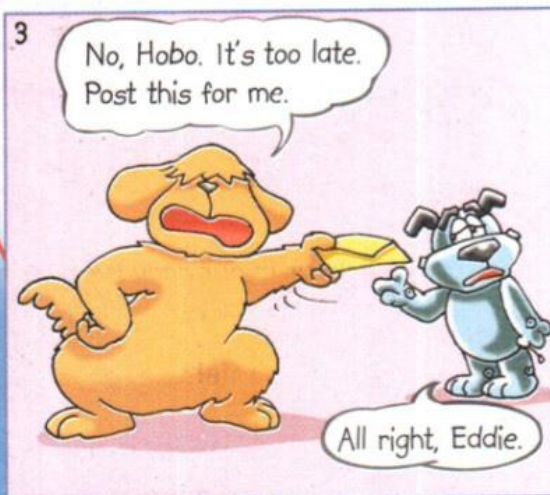
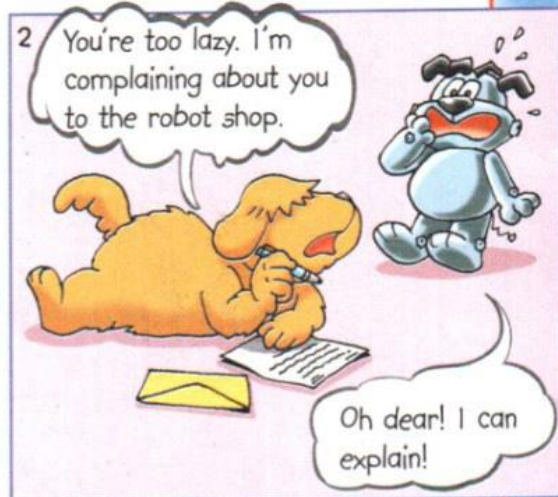
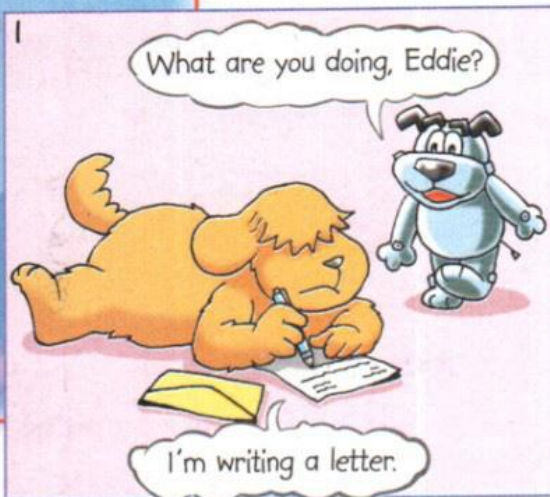
## C Tips for your presentation

- The groups take turns to present their work.
- Use the map to show where the countries are.
- After the presentation, display all the information sheets on the wall around the map. Draw lines to join the sheets with the countries on the map.



## Unit 3

# Robots



### Complaining about your robot

*In the future, people would have their own robots. However, robots might have problems. If your robot had problems, what would you do?*



#### Task

*Write a letter to complain about your robot or a reply to a complaint letter.*



## Welcome to the unit

### How could robots help us?

**A** Do you know how robots could help us? Match each phrase with the correct picture.

1




2




a help with homework

b explore outer space

c do dangerous jobs

d help with housework

3




4





**B** Amy is asking Daniel how robots could help us in our daily lives. Work in pairs and talk about your ideas. Use the conversation below as a model.

**Amy:** Would robots have brains in the future, Daniel?

**Daniel:** Yes, they would. So they could do whatever they're asked to.

**Amy:** That sounds useful. How could robots help us?

**Daniel:** They could do dangerous jobs like putting out fires or working on high buildings.

**Amy:** That's great! Could robots help you and me in any way?

**Daniel:** Of course. They could help us with our homework.

**Amy:** Wow! I'd like to have one!





### A Living with a robot



*Daniel is very interested in robots. He found an interesting story in this month's Robot magazine. Here is the story.*

## The home robot

Mr Jiang is a manager of a big company in Sunshine Town. He is always too busy to have any time to relax. "I have to buy a robot so that I can have more free time," Mr Jiang thought. So he ordered one from a robot shop.

5 The robot made Mr Jiang's life much easier. When he got up in the morning, breakfast was made, his business suit was smoothly ironed, and his lunch box was already prepared. That made him very happy.

While Mr Jiang was at work, the robot would do all the housework.

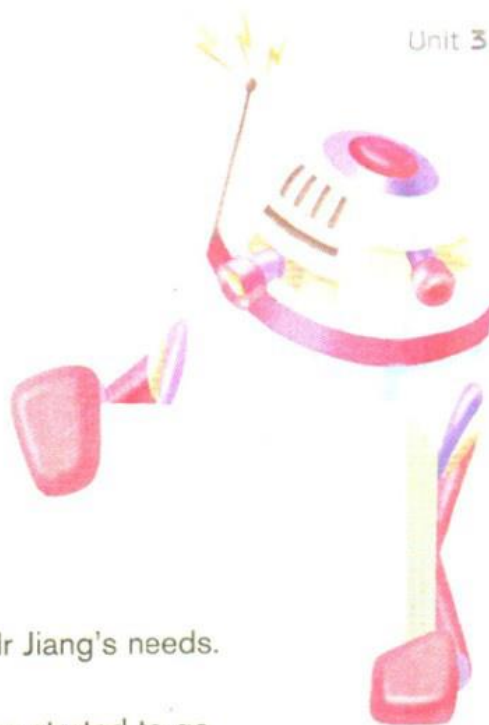
10 It would go shopping at the supermarket as well.

When Mr Jiang returned home from work, his flat would look as good as new, and a delicious dinner would be ready for him.

After dinner, the robot would tidy up. That  
15 allowed Mr Jiang to do whatever he liked.  
He would watch TV or do some reading.







It seemed that in general the robot satisfied Mr Jiang's needs.

After a few comfortable weeks, however, things started to go wrong. The robot caught a virus and no longer worked properly.

20 It began to make stupid mistakes. Sometimes it woke Mr Jiang up at four o'clock in the morning. When Mr Jiang got home, he would find his flat in a complete mess: food was laid on the bed; milk was stored in the rubbish bin; coins, bills and his private papers were spread all over the floor. Moreover, the robot moved  
25 too fast on its wheels and often knocked things over. Mr Jiang did not know what to do with it.

In the end, Mr Jiang decided to return the robot to the robot shop. Robots can help people a lot, but they can also be too much trouble!

## B Buying a robot

**B1** After reading the story, Daniel wrote down some words he does not know. Help him match the words on the left with the meanings on the right. Write the correct letters in the blanks.

- |                                |       |   |
|--------------------------------|-------|---|
| 1 as good as (line 12)         | _____ | a very untidy or dirty                                      |
| 2 satisfy (line 17)            | _____ | b in a correct way  |
| 3 virus (line 19)              | _____ | c keep something somewhere                                  |
| 4 properly (line 19)           | _____ | d very nearly   |
| 5 in a complete mess (line 22) | _____ | e instructions that are designed to cause computer problems |
| 6 store (line 23)              | _____ | f provide what is needed                                    |

**B2** Daniel is thinking of the good and bad points of having a robot. Help him complete the lists below using the information in the story on pages 38 and 39.

### Good points

- 1 With the robot's help, I will have a lot more time to \_\_\_\_\_.
- 2 It can make \_\_\_\_\_ for me in the morning.
- 3 It can \_\_\_\_\_ my clothes.
- 4 It can \_\_\_\_\_ at the supermarket if I am busy.
- 5 It can \_\_\_\_\_ after dinner.
- 6 My flat will look \_\_\_\_\_.

### Bad points

- 1 If the robot catches \_\_\_\_\_, it will cause a lot of problems.
- 2 It might \_\_\_\_\_ early in the morning.
- 3 It might lay my food on the \_\_\_\_\_.
- 4 It might store milk in the \_\_\_\_\_.
- 5 It might spread coins, bills and my \_\_\_\_\_ all over the floor.
- 6 It might move too fast and \_\_\_\_\_.

**B3** Daniel and Millie are talking on the phone. Daniel wants to buy a robot. Millie is asking him what it would be like to live with a robot. Write a T if Daniel's answer is true or an F if it is false.

- Millie:** Would a robot bring any changes to your life? \_\_\_\_\_
- Daniel:** <sup>(1)</sup> Yes. Some changes might be good, but some might not. \_\_\_\_\_
- Millie:** How could a robot help you in the morning? \_\_\_\_\_
- Daniel:** <sup>(2)</sup> It could eat breakfast for me. \_\_\_\_\_
- Millie:** Could it do some shopping for you? \_\_\_\_\_
- Daniel:** <sup>(3)</sup> Yes. It could do some shopping at the supermarket. \_\_\_\_\_
- Millie:** What would the robot do while you are at school? \_\_\_\_\_
- Daniel:** <sup>(4)</sup> It would do the housework. \_\_\_\_\_
- Millie:** Could the robot cook? \_\_\_\_\_
- Daniel:** <sup>(5)</sup> I'm afraid it couldn't. \_\_\_\_\_
- Millie:** Does a robot sometimes go wrong? \_\_\_\_\_
- Daniel:** <sup>(6)</sup> Yes, a robot sometimes goes wrong. \_\_\_\_\_
- Millie:** What might cause a robot not to work properly? \_\_\_\_\_
- Daniel:** <sup>(7)</sup> For example, it could catch a virus. \_\_\_\_\_
- Millie:** What would happen then? \_\_\_\_\_
- Daniel:** <sup>(8)</sup> It would make stupid mistakes. \_\_\_\_\_
- Millie:** Could you fix your robot by yourself? \_\_\_\_\_
- Daniel:** <sup>(9)</sup> No. I wouldn't know what to do with it. \_\_\_\_\_
- Millie:** So what could you do if you find the robot too much trouble? \_\_\_\_\_
- Daniel:** <sup>(10)</sup> I could return it to the factory. \_\_\_\_\_





## Grammar

### Sentences (I)

#### A Using object clauses or objects + object complements

Sometimes we use objects + object complements to replace object clauses.

He saw **that the robot was making breakfast**.

→ He saw **the robot making breakfast**.


He found **that his flat was in a complete mess**.

→ He found **his flat in a complete mess**.

He thinks **that it is too much trouble to own a robot**.

→ He thinks **it too much trouble to own a robot**.

### Talking about the robot

 Before the robot went wrong, Mr Jiang was talking on the phone with his mother about it. Use an object clause to rewrite each of his sentences.

1 Every day, I notice the robot busy with all kinds of housework.

---

2 When I get up, I find my breakfast ready.

---

3 When I come back from work, I find my flat as good as new.

---

4 I consider the robot a great help in my daily life.

---

5 I feel it comfortable to live with a robot.

---



## B Using object clauses or question words + to-infinitives

Sometimes we use question words + to-infinitives to replace object clauses.


The robot no longer knew **when it should cook breakfast**.

→ The robot no longer knew **when to cook breakfast**.

Mr Jiang did not know **what he should do with the robot**.

→ Mr Jiang did not know **what to do with the robot**.

### Helping Mr Jiang look after his mother

 Mr Jiang wrote a letter to his mother before going on a business trip. Use a question word + to-infinitive to replace each object clause. Write them above the clauses.

Dear Mum,

*I am going on a business trip to Shenzhen tomorrow. I have asked my robot to look after you while I am away.*

*You have a serious heart problem and have to take medicine every day. However, you have a poor memory and often forget when you should take your pills. My robot will remind you to take them at the right time. If you want to go out, my robot will help you find your coat—you are always unsure where you could find your clothes. My robot will go to the supermarket to buy some fruit and vegetables for you, as you often cannot decide which you should choose at the supermarket. You often feel lonely because you do not know who you can talk to, and my robot will try to do something to make you happy.*

*Take care and I will see you soon!*

*Yours,*

*Jiang Shan*

### C Using adverbial clauses or to-infinitives

We can also use **to-infinitives** to replace some adverbial clauses expressing results or purposes.

Mr Jiang is always **so busy that he does not have any time for hobbies**.

→ Mr Jiang is always **too busy to have any time for hobbies**.


The robot is **so smart that it can do a lot of things for Mr Jiang**.

→ The robot is **smart enough to do a lot of things for Mr Jiang**.

Mr Jiang plans to buy a robot **so that he can have more free time**.

→ Mr Jiang plans to buy a robot **in order to have more free time**.

### The robot was great!

 Mr Jiang's mother was very pleased with the robot. She is telling Mr Jiang on the phone about her life with the robot. Rewrite her sentences with **to-infinitives**.

1 I was so forgetful that I didn't lock the door last night.

I was too forgetful \_\_\_\_\_.

2 The robot was so careful that it reminded me of this.

The robot was careful enough \_\_\_\_\_.

3 I was so weak that I couldn't go up and down the stairs often.

I was too weak \_\_\_\_\_.

4 The robot was so kind that it bought me everything I needed.

The robot was kind enough \_\_\_\_\_.

5 Sometimes I took a walk with it so that I could have a better sleep.

Sometimes I took a walk with it in order \_\_\_\_\_.



## Integrated skills

### A The robot show

**A1** There is going to be a robot show in Sunshine Town. Daniel has found a poster about the event. Look at the poster. Help him complete his notes with as much information as you can.

#### International Robot Show

Place: the town hall  
 Dates: 14–22 March  
 Time: 9 a.m.–4:30 p.m.  
 Ticket: ¥20 (free for children under 12)



#### Special gift!

Come to the robot show on 14 March and receive a copy of Robot magazine for free!

- There is going to be a <sup>(1)</sup> robot show soon.
- Robots from China, <sup>(2)</sup> \_\_\_\_\_ and South Korea will be displayed.
- The show will be held at the <sup>(3)</sup> \_\_\_\_\_.
- It is from <sup>(4)</sup> \_\_\_\_\_ to <sup>(5)</sup> \_\_\_\_\_ March.
- It begins at <sup>(6)</sup> \_\_\_\_\_ and finishes at <sup>(7)</sup> \_\_\_\_\_.
- The price of a ticket is <sup>(8)</sup> \_\_\_\_\_ for people 12 years and above.
- One of the robots is designed to help students with their <sup>(9)</sup> \_\_\_\_\_. It can read a book in <sup>(10)</sup> \_\_\_\_\_ and tell you about it in <sup>(11)</sup> \_\_\_\_\_. It has a <sup>(12)</sup> \_\_\_\_\_ memory. It never gets anything <sup>(13)</sup> \_\_\_\_\_. It does not get <sup>(14)</sup> \_\_\_\_\_. You need to give it some oil <sup>(15)</sup> \_\_\_\_\_ and change the batteries every <sup>(16)</sup> \_\_\_\_\_.



**A2** There is a radio programme about the robot show. Listen to the programme carefully and help Daniel complete his notes in Part A1.

**A3** Daniel wants to invite Simon to go to the robot show. Help Daniel complete his email. Use the information in Part A1 to help you.

email

Hi Simon,

I know you are interested in robots. There is going to be a <sup>(1)</sup> \_\_\_\_\_ this week. The show is held at the <sup>(2)</sup> \_\_\_\_\_. We can see robots from <sup>(3)</sup> \_\_\_\_\_. I have just learnt that one of the robots is designed to <sup>(4)</sup> \_\_\_\_\_. It can read a book <sup>(5)</sup> \_\_\_\_\_. That is really exciting news! I think we should go and find out more.

The robot show starts from this Saturday, 14 March. We will receive a <sup>(6)</sup> \_\_\_\_\_ for free if we go there on the first day of the show. Since we are over <sup>(7)</sup> \_\_\_\_\_, we need to pay <sup>(8)</sup> \_\_\_\_\_ each for the tickets. The show begins at <sup>(9)</sup> \_\_\_\_\_. Maybe we need to leave home earlier in order to get there on time.

Would you like to go with me this Saturday morning? Please let me know.

Yours,  
Daniel

## B Speak up: My robot has caught a virus.



**Mr Jiang** is calling the robot shop. Work in groups of three and make a phone call talking about what kind of service you need. Use the conversation below as a model.

**Woman 1:** Hello! Can I help you?

**Mr Jiang:** Hello! I'd like to speak to the Customer Service Department.

**Woman 1:** Please hold and I'll put you through.

(5 seconds later)

**Woman 2:** Hello! This is the Customer Service Department. What can I do for you?

**Mr Jiang:** My robot has caught a virus and it has gone wrong.

**Woman 2:** I'm sorry to hear that. Would you like us to have it checked?

**Mr Jiang:** Yes, please. Thanks.

**Woman 2:** OK. Our robot engineer will contact you soon.





## British English and American English

There are some differences between British English and American English.

Spelling		
	British	American
-mme/-m	programme	program
-ll-/-l-	travelling	traveling
-gue/-g	dialogue	dialog
-our/-or	colour	color
-re/-er	theatre	theater


Vocabulary	
British	American
bookshop	bookstore
garden	yard
autumn	fall
film	movie
holiday	vacation

Grammar		
	British	American
have done/did	I have already given the present to her.	I already gave the present to her.
have got/have	Have you got a radio?	Do you have a radio?

TIP

You can consult a dictionary to find out more about the differences.

There are also some differences in pronunciation. One of the most obvious is that, in British English, the consonant /r/ is pronounced only before a vowel, e.g. **classroom**. In other cases, the /r/ is silent, e.g. **car**. In American English, the /r/ is always pronounced.

 Daniel is writing about Mr Jiang and his robot. Change his sentences into American English, using the information above to help you.

- He has already bought a robot.  
\_\_\_\_\_
- This new robot comes in his favourite colours—red, blue and white.  
\_\_\_\_\_
- The robot can help a lot in the garden.  
\_\_\_\_\_
- When he goes travelling, the robot can help look after his mother.  
\_\_\_\_\_
- It is a pity that the robot never goes to see a film with him.  
\_\_\_\_\_



## Task

### A complaint letter

(A) Daniel has filled in a questionnaire at a robot shop. Do you agree with his answers? Discuss with your partner.

### Questionnaire: Your ideal robot

What do you look for in a robot? Complete this questionnaire and return it to us. You will receive a special gift!

- How long do you expect your robot's batteries to last?
 

<input type="checkbox"/> 2 days	<input type="checkbox"/> 1 week	<input checked="" type="checkbox"/> 2 months
---------------------------------	---------------------------------	--
- How long do you think your robot should work?
 

<input type="checkbox"/> 8 hours a day	<input type="checkbox"/> 12 hours a day	<input checked="" type="checkbox"/> 24 hours a day
--	---	--
- What do you want your robot to help you with?
 

<input checked="" type="checkbox"/> homework	<input type="checkbox"/> cooking	<input type="checkbox"/> cleaning
--	----------------------------------	-----------------------------------
- How often do you think your robot should be checked?
 

<input type="checkbox"/> never	<input type="checkbox"/> every 3 months	<input checked="" type="checkbox"/> every 6 months
--------------------------------	---	--

(B) Daniel's robot has stopped working. He decided to write a complaint letter to the shop. Help Daniel complete his letter.

Dear Sir/Madam,

Robot model number HUGO123BB

Two weeks ago, I bought a robot from your shop. However, I am not satisfied with it at all.

First of all, I am unhappy with its batteries. They last for one week at most, so I have to change them often. I think they should last for at least <sup>(1)</sup> \_\_\_\_\_.

I think a robot should work <sup>(2)</sup> \_\_\_\_\_, and I want my robot <sup>(3)</sup> \_\_\_\_\_. However, this robot is very lazy. I need to give it instructions all the time. Otherwise, I need to do everything myself.

The quality of this robot is not up to standard either. A good robot should only need checking <sup>(4)</sup> \_\_\_\_\_. My robot has already stopped working completely. I do not know what is wrong with it.

I regret having bought a robot like this. I would like to get my money back.

Yours faithfully,

*Daniel Chen*

