

## 北师大版八年级下册英语电子课本（2013年最新版）

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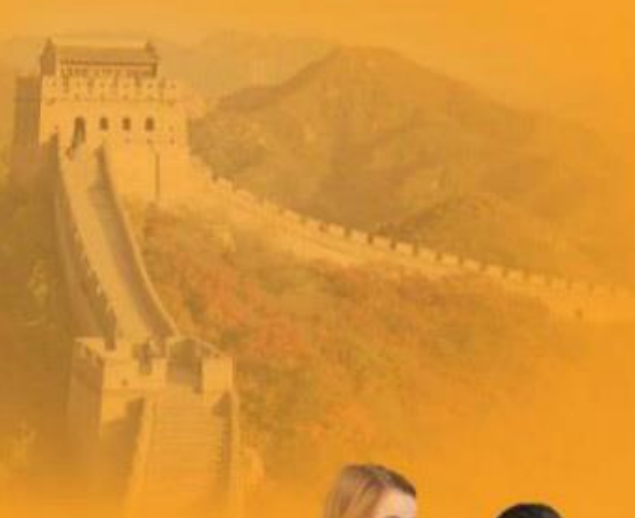


义务教育教科书

# 英语

## ENGLISH

### 八年级(下册)



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义务教育教科书

ENGLISH  
**英语**

八年级 下册

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# 前言

同学们:

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

 <b>Getting Ready</b>	这是每个单元的起始。你们将在这个板块了解单元话题和单元学习目标,学习话题词汇,并使用这些词汇进行初步的讨论。
<b>Lessons</b>	每单元有三个语言输入课。你们将在这些课中学习语言知识,提升语言技能。 
<b>Communication Workshop</b>	这一课是语言输出课。你们将在学习范文的基础上,逐步提高英语写作和口语表达的能力。 
 <b>Check Your Progress</b>	学完了前面的内容,你们将在这里对所学内容进行自我检测,了解自己的学习效果。
<b>Across Cultures / Fun Zone</b>	这两个板块呈现了中外文化知识和轻松、有趣的英语活动,是弹性学习内容。你们可以根据学习情况选择使用。 
<b>Study Help</b>	你们将在这个板块了解多种学习策略。试试看,你们会发现适合自己的学习方法。 
 <b>Unit Diary</b>	这是每个单元的结尾。反思一下,自己在这个单元学到了什么,有哪些进步,哪里有待提高。

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

# Scope and Sequence

Unit	Skills
<b>1</b> <b>Technology and the Future</b> 5~16	<b>Reading:</b> Schools of the Future; Tomorrow's Jobs <b>Listening:</b> Online Life <b>Speaking:</b> Talking about the future <b>Writing:</b> What Will My Life Be like in 20 Years
<b>2</b> <b>Communication</b> 17~28	<b>Reading:</b> Animal Talk; The Texting Generation <b>Listening:</b> Meeting People <b>Speaking:</b> Talking about different ways of communication <b>Writing:</b> Communication Tools in My Family
<b>3</b> <b>Festivals and Holidays</b> 29~40	<b>Reading:</b> Chinese New Year; Thanksgiving <b>Listening:</b> A Picnic <b>Speaking:</b> Talking about festivals and holiday activities <b>Writing:</b> Mid-Autumn Festival
<b>4</b> <b>Dealing with Problems</b> 41~52	<b>Reading:</b> Problem Page; Generation Gap <b>Listening:</b> Online Time <b>Speaking:</b> Talking about problems and solutions <b>Writing:</b> A Letter to Johnny
<b>5</b> <b>Memories</b> 53~64	<b>Reading:</b> A Daughter's Letter; Life in the 1950s <b>Listening:</b> Grandpa's Memories <b>Speaking:</b> Talking about past experiences <b>Writing:</b> My Most Unforgettable Experience
<b>6</b> <b>Detectives</b> 65~76	<b>Reading:</b> A Detective Story (I); The Mystery Writer <b>Listening:</b> A Detective Story (II) <b>Speaking:</b> Talking about detective stories and writers <b>Writing:</b> A Book Review on Detective Stories
<b>Appendices</b> pp. 77~150	

Strategy	Functions	Vocabulary	Grammar	Pronunciation
<b>Reading:</b> Understanding audience and purpose	<ul style="list-style-type: none"> <li>• Giving opinions</li> <li>• Agreeing and disagreeing</li> </ul>	<ul style="list-style-type: none"> <li>• Technology</li> <li>• Online activities</li> </ul>	<ul style="list-style-type: none"> <li>• 宾语从句</li> </ul>	<ul style="list-style-type: none"> <li>• Sentence stress</li> </ul>
<b>Reading:</b> Summarising	<ul style="list-style-type: none"> <li>• Asking for suggestions</li> <li>• Offering suggestions</li> </ul>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Ways of using mobile phones</li> </ul>	<ul style="list-style-type: none"> <li>• 现在完成时</li> <li>• 反身代词</li> </ul>	<ul style="list-style-type: none"> <li>• Strong and weak forms</li> </ul>
<b>Reading:</b> Working out the meaning of difficult words	<ul style="list-style-type: none"> <li>• Taking messages</li> </ul>	<ul style="list-style-type: none"> <li>• Festivals and holidays</li> <li>• Food and dishes</li> </ul>	<ul style="list-style-type: none"> <li>• 现在完成时</li> </ul>	<ul style="list-style-type: none"> <li>• Weak form for function words</li> </ul>
<b>Reading:</b> Predicting	<ul style="list-style-type: none"> <li>• Making suggestions</li> <li>• Responding to suggestions</li> </ul>	<ul style="list-style-type: none"> <li>• Problems</li> <li>• Feelings</li> </ul>	<ul style="list-style-type: none"> <li>• 条件状语从句</li> </ul>	<ul style="list-style-type: none"> <li>• Meaning and syllable stress</li> </ul>
	<ul style="list-style-type: none"> <li>• Expressing surprise, excitement, disappointment or sadness</li> </ul>	<ul style="list-style-type: none"> <li>• Memorable things</li> </ul>	<ul style="list-style-type: none"> <li>• 间接引语 (陈述句)</li> <li>• <i>Used to</i></li> </ul>	<ul style="list-style-type: none"> <li>• Tone of voice and meaning</li> </ul>
<b>Reading:</b> Identifying pronoun references	<ul style="list-style-type: none"> <li>• Asking permission</li> </ul>	<ul style="list-style-type: none"> <li>• Detective stories</li> </ul>	<ul style="list-style-type: none"> <li>• 间接引语 (疑问句)</li> </ul>	<ul style="list-style-type: none"> <li>• Rhythm</li> </ul>

## What kind of learner are you?

1 Read the questionnaire and circle your answers.

- How do you like to learn in class?  
a) Working by myself. b) Working in pairs. c) Working in groups.
- What helps you remember words and phrases?  
a) When I see them. b) When I hear them. c) When I see pictures of them.
- I understand something better after I ...  
a) try it out. b) think about it. c) write it down.
- When I'm learning something new, I like to ...  
a) talk about it. b) think about it. c) write it down.
- In a group discussion, I like to ...  
a) talk a lot. b) sit back and listen. c) do my own work.
- Do you feel nervous when you speak English in class?  
a) No, I'm always relaxed.  
b) Sometimes, when I speak in front of the whole class.  
c) Yes, I always feel nervous.

## Where are the pictures?

2 Work in pairs. Find which unit of the book the pictures come from. Write the unit number and title in the blanks.





# Unit 1

- ▶ Talk about the future and technology.
- ▶ Read some predictions about schools of the future.
- ▶ Listen to students talking about online shopping.
- ▶ Write about life in twenty years.
- ▶ Learn about object clauses.



## Technology and the Future

### ▶ Getting Ready

- 1 Look at the Key Words. Which of these things do you use every day? Which do you seldom or never use?
- 2 Think about the things in the Key Words. Which of them are popular now? Which of them will be popular in the future?



#### Key Words: Technology

computer, electronic / pocket dictionary, keyboard, mobile phone / smartphone, radio, robot, telephone, television, touch screen

#### Example

*I use my mobile phone every day but I seldom use a radio.*

#### Example

*Smartphones are popular now, but I think robots will be popular in the future. They can do more things for us.*

# 1

## Schools of the Future

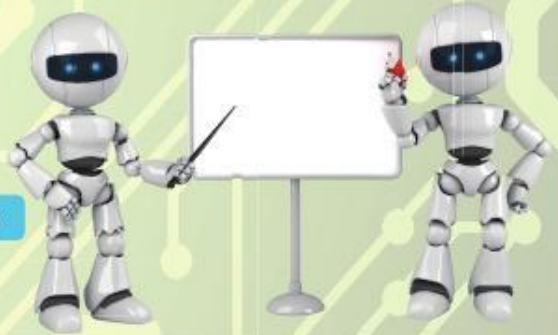
### Warm-up

- 1 Look at the photos. Which do you think will be useful at school? Why?

#### Example

*I think smart ID will be useful at school. Students can use them to borrow books and check their marks online.*

robot teachers



### Reading

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

- a New Ideas for Classes      b Online Learning  
c E-books for School      d Robot Teachers



smart ID



online learning

## The School of Tomorrow

Schools keep changing. Every year, new inventions and products appear. Some of them are very helpful for students and teachers. Which of them will schools use? No one is sure, but here are some possible developments.

1

There will be robots in the schools of the future. Some people think that these robots will help students with their homework. The robots will have special software from the school. They will know what the students are studying and they will be able to help them solve problems easily.

2

Many teachers do not believe there will be traditional classes or classrooms. Each student in a class might study different materials at the same time. Classrooms might be in open areas and use large LCD screens.

3

Many people believe schools will use less paper and fewer books. In the future, students may only need to bring an e-book to school. In fact, some schools are already doing this. The e-book will store all their school materials and students can write notes and answers on the screen. They can also search for information on the Internet. Most people think students will be happy to have lighter schoolbags.

4

Teachers will give homework online in the future. This can help parents follow their child's progress closely. They can check their child's work and their marks through the Internet. The system will also allow students to see teaching videos and notes online. Some people wonder if students will even need to go to schools any more.

Do you believe they will come true?

## Technology and the Future

3 Which of these things does the writer mention? Read the text again and tick.

- 1 In the future, schools will use fewer books and less paper.
- 2 Teachers will have different classrooms.
- 3 Students will need to use smart ID cards to get into schools.
- 4 Parents can check their child's progress online.
- 5 Students will use smartphones in class to take notes.
- 6 Students will not need to go to schools any more.

4 **Your Opinion** Do you think these inventions and products will be helpful?

### Vocabulary

5 Complete the sentences with the correct words.

robots	e-books	online
traditional	software	progress

- 1 \_\_\_\_\_ classrooms do not have any computers or screens.
- 2 Nowadays more and more factories make use of \_\_\_\_\_.
- 3 My computer is broken so I cannot hand in my homework \_\_\_\_\_.
- 4 The robots will have special \_\_\_\_\_ from the school.
- 5 In future schools, students will use \_\_\_\_\_.
- 6 He made great \_\_\_\_\_ in chemistry this year.

### Grammar 宾语从句

6 Read the following sentences and complete the sentences from the text.

*Many teachers do not believe (that) there will be traditional classes or classrooms.*

*They will know what the students are studying.*

*Some people wonder if students will even need to go to schools any more.*

- 1 Some people **think** \_\_\_\_\_.
- 2 Many people **believe** \_\_\_\_\_.
- 3 Most people **think** \_\_\_\_\_.

⇒ *Grammar Summary 1, page 118.*

7 Match the sentence parts below.

- 1 The students agreed ...
- 2 No one knows ...
- 3 Tim thinks ...
- 4 Tina is sure ...
- a ... where the books are.
- b ... she'll do well in the next exam.
- c ... that their test was difficult.
- d ... his school will be different in the future.

### Speaking

8 **Pair Work** Discuss schools of the future with your partner.

#### Example

**A:** *Will future schools have classrooms?*

**B:** *I think they will because ...*

# 2 Online Life

## Warm-up

- 1 Look at the words and the websites. Which of these things do you or your parents do online?

### Key Words: Online activities

book air tickets, chat with friends, check the weather, do medical checks, do shopping, find a job, listen to music, look at maps, pay bills, read emails, read the news, watch films

### Example

*My parents often book air tickets online.*

- 2 Match the people with their possible opinions about online life.

### Dr Zheng

a computer science professor at university

He thinks:

### Miss Newman

the president of a website

She believes:

- People are much more comfortable online these days.
- People will do even more things online in the future.
- Not everybody will have a computer and not everyone can connect to the Internet.
- People will all be online every day.
- People will not do everything online.



## Listening

- 3 Listen to their talk. Check your predictions in Exercise 2 and complete the table below.

		Dr Zheng	Miss Newman
About now	Opinion		
	Examples		
About the future	Opinion		
	Examples		

## Technology and the Future

## Vocabulary

- 4 Complete the sentences with these words.

website Internet social media  
e-ticket shopping



- Not many elderly people do their \_\_\_\_\_ online.
- \_\_\_\_\_ has become so popular! We seldom talk to our friends face to face!
- You do not have to go to the station. You can buy an \_\_\_\_\_.
- I have finally bought a computer. Now I can connect to the \_\_\_\_\_.
- You can find a lot of useful information on this \_\_\_\_\_.

## Function 表达意见—同意和不同意

- 5 Read the Key Expressions.

## Key Expressions: Giving opinions

I **think / don't think** people will do everything online.

I **believe / don't believe** people will still buy food at the market.

## Key Expressions: Agreeing and disagreeing

**You're right.** I agree that people today aren't afraid to use the Internet.

**I don't agree ... / I don't think so.**

## Speaking

- 6 **Your Turn** Do you agree with Dr Zheng or Miss Newman? Tell your reasons.

## Example

*I agree that everyone will be online in the future, but people will still do some things in person. For example, I think they will always buy vegetables at the market.*

- 7 **Group Work** Work in groups of four. Discuss your opinions about the Internet of the future.

## Example

**A:** *I think people will do almost everything online in the future.*

**B:** *I agree. You can buy things, pay your bills and even take exams on the Internet.*

**C:** *I don't think so. You can't grow food on a computer.*

**D:** ...

## Pronunciation: Sentence stress

- 8 Listen and circle the stressed words.

**A:** Is there anything you would never buy online?

**B:** I would never buy eggs online. How would they send them to me? They would all break!

- 9 Which words would you stress in these sentences? Read them to the class.

My grandparents don't understand the Internet. I'd like to help them.

# 3 Tomorrow's Jobs



## Warm-up

- 1 Look at the following expressions. Which do you think people will do more in the future? Which will people do less?
- work for one company / work for many different companies
  - work in an office / work from home
  - work for money / work for fun

### Example

*I think in the future more people will work for fun and fewer people will work for money.*

## Reading

- 2 Read the Reading Help. Then read the text and choose the best answers.

### Reading Help: Understanding audience and purpose

- Look at the pictures and read the text quickly to get the main idea.
- Who is the text for? Who is the writer speaking to?
- Think about the purpose of the article. What information does it give? What point or points does it make?

- 1 Who is the writer talking to in the text?
- a college teachers
  - b junior high school students
  - c company managers
- 2 What is the purpose of the text?
- a to tell teachers what to teach in the future
  - b to compare jobs in the past, at present and in the future
  - c to help students get prepared for future jobs

### Jobs in the past

Some time ago, people did not have many choices about their jobs. They usually worked near their hometown and they often stayed in one job for their whole life. They worked with fixed hours in fixed places and did not have much need to develop new skills.

### Present jobs

Now people have much more choice. They can choose to work in other towns or cities and some may even work in other countries. Also, it is common for people to change jobs and by doing so, they can have different work experiences. On the other hand, with increasing competition in the job market, most people want to, and often need to, develop new job skills.

### Jobs in the future

In the future, more people will be able to sell their skills and services to many different companies instead of working for one company for many years. More people will work from home. They will also need to work with people they never meet in person. And there will be many other changes we cannot imagine now. All of these changes mean that there will be more competition from people all over the world for tomorrow's jobs. Are you ready for the future?

## Technology and the Future



### What skills will future jobs need?

What will the future job market require of students at school today? What skills will students need for success in the future?

Some skills will always be important. They include good communication skills, decision-making skills and problem-solving skills. You need to express your ideas clearly and at the same time be a good listener. You also need to plan well and make good decisions quickly. And, as there will always be problems to solve, the ability to deal with difficult situations is a key to your success.

Since the world changes so fast, it's important to keep learning about new ideas and technology. A lot of changes are coming our way. I hope they make you excited rather than scared.

**3** Read the paragraphs on page 10 and complete the table about how jobs change.

Situations	Jobs in the past	Present jobs	Jobs in the future
Choice of jobs			
Change of jobs			
Change of working place			
Need for new skills			

**4** Read the paragraphs on this page. What skills will be important for future jobs? Why? How should we face the changes?

**5 Your Opinion** Which future job skills are you good at and which do you need to work on?

### Vocabulary

**6** Find the expressions in the text and match the words.

communication	hours
job	situations
fixed	market
difficult	skills

**7** Complete the following expressions with prepositions.

- a key \_\_\_ success
- stay \_\_\_ one job
- \_\_\_ the same time
- \_\_\_ the future

### Speaking

**8 Your Turn** What kind of job would you like to do in the future? Why?

#### Example

*I'd like to be a tour guide in the future because I love travelling and meeting people.*

**9 Pair Work** Talk in pairs. Do you think the job you want to do will be the same or different in the future?

#### Example

*I'd like to be a teacher. I think it will be different in the future. I'll use more technology in my job.*

# Communication Workshop

## Reading

1 Read Jim's writing and put the correct themes in the table below.

family      conclusion      work      spare time      introduction

### What Will My Life Be like in 20 Years

In twenty years, I will be thirty-four years old. I think I will be a successful and happy person.

I will be a businessman then and will set up my own website. I will enjoy my job very much because I love surfing the net. I won't go to the office very often. Instead, I will work from home according to my own timetable. I won't need to wake up early and I can work until late at night.

I will leave home and live in my own flat. However, I will live near my parents and I will visit them often. Every year, we will have a family trip together.

In my spare time, I will read books and travel around. I like sports, so I will also play football with my friends and go swimming at the swimming pool near my home.

I will enjoy my life a lot because I will spend my time how I want to. Life will be so exciting and comfortable.



Paragraph	Theme	Questions
1		
2		
3		
4		
5		



## Technology and the Future

2 Put these questions in the correct place in the table on page 12.

- 1 What will you do in your spare time?
- 2 What will you do in your job?
- 3 How old will you be?
- 4 Will you enjoy your life? Why / Why not?
- 5 Where will you live?

### Writing

3 Think of your life in twenty years and fill in the table below. Remember to use the future tense.

#### Example

**Q:** Will you enjoy your family life? Why?

**A:** I will enjoy my family life because I love living with my parents.

Theme	Questions	Answers

4 Write about your future life using the answers in your table.

What Will My Life Be like in 20 Years

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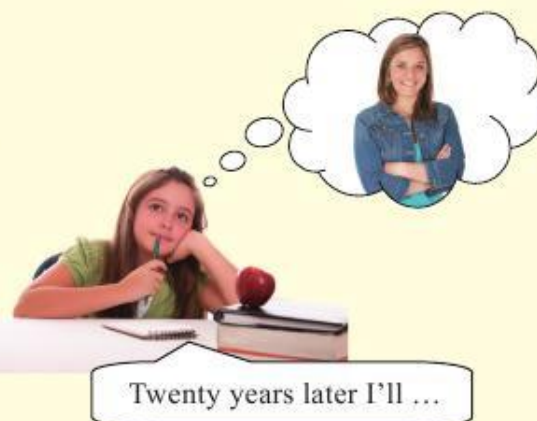
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### Speaking

5 Tell the class about your life twenty years from now.



## Check Your Progress

### A Complete Eric's email using the pictures.



### B Write the correct words in the blanks.

speak a foreign language    talk online  
 communicate in writing    check the weather

- 6 He will go to Europe this summer holiday. Can he \_\_\_\_\_?
- 7 A storm is coming. Please \_\_\_\_\_ before you go out.
- 8 My cousin lives in Australia but we can see each other when we \_\_\_\_\_.
- 9 Grandpa doesn't like technology. He wants us to \_\_\_\_\_.

### C Match the sentence parts.

- 10 Many teachers hope \_\_\_\_\_.
- 11 Students all say \_\_\_\_\_.
- 12 My brother doesn't know \_\_\_\_\_.
- 13 Parents will be able to use the Internet to check \_\_\_\_\_.
- 14 I am not sure \_\_\_\_\_.

- a that lighter schoolbags would be a good thing
- b if he would like a robot teacher
- c they won't have to use traditional blackboards in the future
- d whether it is good to use smartphones in class
- e what their children are studying

### D Circle the correct words.

- 15 People will never buy fruit and vegetables online, so I **think** / **don't think** people will ever do all their shopping on the Internet.
- 16 I **believe** / **don't believe** there's anything you can buy in a real shop that you can't buy online now.
- 17 You're right. I **agree** / **don't agree** that all our work will be done by robots one day.
- 18 He said that we would have e-books instead of paper books soon, but I **don't think so** / **think so**.



## Messages about the Future

**1** Do you think we can predict the future? Why / Why not?

**2** Read the text and answer the questions.

- 1 What year did John Titor say that he came from?
- 2 Why did he say the government asked him to time-travel?
- 3 What was his prediction about the year 2004?
- 4 How did he say the earth would be damaged in 2015?

**3** Read the text again. Do you believe in John Titor? Why / Why not?

### A Time-traveller from the Future?

In 2000 and 2001, someone using the name John Titor posted some strange messages on the Internet. He said he came from the future and that he was an American soldier from the year 2036. He was on a government mission (任务) to go back to 1975 to find an old computer for fixing computer programmes in his time. Before returning to the future, he travelled to the year 2000 to visit his family.



Titor talked about some future events in his posts. He said there would be a civil war (内战) in the United States after the presidential election in 2004. The war would lead to many global conflicts (冲突). As a result, there would be no more Olympic Games in the future.

Titor also warned that there would be a nuclear attack in 2015. He claimed the attack would destroy the environment and most countries in the world would disappear.

As of today, none of the predictions has come true, but some people still believe that Titor is a real person and retell the story on different websites. There is even a book and a play about the incident.



### Using Online Resources

When you find that a website contains useful information on a topic:

- bookmark the website so that you can return to it and use the information later.
- copy useful parts of the website onto your computer or print them out. Then you can read them more slowly and take notes.
- always put a list of the websites you got the information from at the end of your work.



Not all the information on the Internet is true. Government, university and public organisation sites are more reliable.



Choose a topic from below. Use the above tips to get information about the topic on the Internet and prepare simple notes.

- the development of robots
- independent learning
- popular jobs in China
- online shopping in China

### Unit Diary

How well can you do these?



Language and Skills	• I can understand the texts about schools and jobs of the future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• I can give opinions about the future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• I can understand the purpose of an article and its audience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• I can write about my life twenty years from now.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Culture	• I have my own opinions about predictions of the future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Study Skills	• I know how to use online resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Unit 2

- ▶ Talk about different methods for communication.
- ▶ Listen to a dialogue about making small talk.
- ▶ Read about how animals communicate.
- ▶ Write about communication tools in your family.
- ▶ Learn about the present perfect and reflexive pronouns.

B

A



## Communication

### ▶ Getting Ready

- 1 Look at the Key Words and use them to describe the photos.



#### Key Words: Communication

blog, body language, email, face-to-face conversation, letter, mobile phone, postcard, sign language, telephone, text message

#### Example

*In Photo A, the two people are using a computer. Maybe they are writing a blog or sending an email.*

- 2 Think about your methods for communication. Answer these questions.

- 1 How do you usually communicate with your friends?
- 2 When do you talk to your friends and when do you write to them?
- 3 What things do you still send by post?

## 4 Animal Talk

### Warm-up

- 1 Think of animals you know. How do they communicate?

### Example

*I think ants communicate by smell.*

### Reading

- 2 Read the text. What are the three main methods of animal communication?
- 3 Read the text again. What methods do these animals use to communicate?
  - ants • elephants • dogs • frogs
  - cats • whales • mice • insects

**My dog is in the garden. He is wagging his tail, his mouth is open and he is looking at me. What is he trying to tell me? Jane Roberts reports.**

People have always been interested in animal communication and scientists have done a lot of research on this subject.

Most animals communicate by smell. Dogs are famous for this. When a dog walks outside, it learns about other dogs by smelling things. Dogs have helped the police for a long time, too. They can find missing people by using their fantastic sense of smell. Mice have an excellent sense of smell, too. Scientists have even trained them to find landmines. Scientists have discovered that even ants use smell. They use smell to tell other ants where the food is.

Everyone has heard birds singing. Research has shown that many other animals use sound to communicate. Frogs and insects communicate with sounds. Usually the “gentlemen” make sounds to invite the “ladies”.

Whales and elephants also use sound to communicate. These sounds can travel very far through water or the ground. However, it is not possible for humans to hear some of the sounds. They are either too low or too high for us.

Animals have always used body language to communicate as well. When a cat puts its ears back, it is a bit mad. When it sits with its tail around itself, it is happy. When a dog puts its tail under its body, it is scared. When it wags its tail and opens its mouth, it is happy. So I think my dog is happy right now.



## Communication

4 **Your Opinion** How is human communication different from animal communication?

🔑 **Vocabulary**

5 Find these words in the text. Which meaning does it have in the text? Circle the correct definition.

Word	Meanings
mad	(adj.) 1. angry 2. crazy
sound	1. (n.) something that you can hear 2. (v.) to seem to you when you hear or read about sth
subject	(n.) 1. a thing that is discussed or studied 2. an area of knowledge that is learned in a school

🔑 **Grammar** 现在完成时 1

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

1. Scientists **have discovered** that even ants use smell.
2. Everyone **has heard** birds singing.

现在完成时

主语 +	助动词 +	过去分词
I / You / We / They	_____	learned said seen been
He / She / It	_____	been

⇒ **Grammar Summary 2, page 118.**

**Watch out!**

*For* and *since* are usually used in present perfect sentences.

Jim has worked **for** ten years.

Tim and Tina have lived here **since** 2004.

7 Complete the text with the verbs in brackets in present simple or present perfect.

I 1 \_\_\_\_\_ (have) two dogs. Ginger 2 \_\_\_\_\_ (be) in our family for seven years and Choc 3 \_\_\_\_\_ (be) just two years old. They aren't really friends. Ginger 4 \_\_\_\_\_ (bite) Choc a few times and she often 5 \_\_\_\_\_ (bark) at her. At the moment, we're training them. I 6 \_\_\_\_\_ (find) a good dog trainer and I 7 \_\_\_\_\_ (take) the dogs to her three times a week. She's really great!

8 Use the words to make sentences in the present perfect.

- 1 love animals / always / she
- 2 never / he / have a pet
- 3 Molly / be / for 10 years / my pet
- 4 have a pet tortoise / I / since I was 10 years old

🔑 **Speaking**

9 **Your Turn** Do you have any pets? Have you ever watched an animal? How do they communicate? Talk to your partner.

**Example**

**A:** *I don't have any pets, but I've seen animals on TV. Some monkeys make loud noises to communicate with other monkeys.*

**B:** *How?*

**A:** *When they see a lion, they make loud noises. Then all the monkeys hide.*

# 5 Meeting People

## Warm-up

- 1 A group of foreign students are going to visit your school. How will you welcome them?

### Example

- A: *I think we can invite them to join our classes and activities.*  
B: *I think we should learn about their culture first and introduce Chinese culture to them.*  
C: *How about asking about their trip or the weather?*  
D: *I think they will feel happy if we show them around our school.*

### Action Plan:

1. Clean our classrooms.
2. Decorate our school with flowers.
3. Show them around our school.

*The class is discussing what they should do for the visit of students from England tomorrow.*

## Listening

- 2 Listen to the class discussion. What ideas do the students have? Put ticks in the boxes.

- wait at the school gate for them
- shake hands
- smile and say hello
- say your name
- ask the teacher about his / her age
- ask about their trip
- talk about China
- talk about sports
- help them find their classroom

- 3 What suggestions does the teacher give the students? Circle the correct letters.

- a Don't speak too much.
- b Make sure you don't make any English mistakes.
- c You don't have to shake hands with the students.
- d Don't worry about making mistakes.
- e You shouldn't talk about the weather.
- f Don't laugh at their Chinese mistakes.
- g You shouldn't ask their teacher about his / her age.





## Communication

## Grammar 反身代词

4 Complete the table with the correct pronouns.

人称代词 (主格)	人称代词 (宾格)	反身代词
	me	myself
	us	ourselves
you (one)	you	
you (more than one)		yourselves
he		himself
she	her	
it	it	
they	them	

⇒ Grammar Summary 3, page 119.

5 Complete the sentences with the correct pronouns.

- Tom painted the room all by \_\_\_\_\_. (he)
- After dinner \_\_\_\_\_ went for a walk. (they)
- Sophie sometimes talks to \_\_\_\_\_. (she)
- The team has got \_\_\_\_\_ into difficulties. (it)

## Function 建议 1

6 Read the Key Expressions.

## Key Expressions: Asking for suggestions

What can / could / should we do?  
Do you have any more ideas?  
What else? Any other ideas?

## Key Expressions: Offering suggestions

We can / could / should ...  
I think we should ...  
How about ...?

7 Rearrange the words to make sentences.

1 website? / showing / them / school /  
How / our / about

2 have / you / Do / more / ideas? / any

3 think / I / should / we / party. / a / have

4 could / We / help / clean / them / up.

## Speaking

8 **Group Work** The foreign students are leaving your school. In groups, think of ideas and suggestions for their goodbye party.

## Example

A: What can we do for the goodbye party?

B: I think we should have some local snacks.

A: Good idea. What else?

9 **Your Turn** Make a plan for the party and share it with the class.

**Pronunciation:** Strong and weak forms of words

10 Listen and circle the sentences that use the strong form of the underlined words.

1 a) Yes, we can have a party.

b) Yes, we can.

2 a) We saw some people.

b) Some of us want to go.

3 a) The answer is on the board.

b) Who's on the team?

11 Listen and repeat.

# 6 The Texting Generation

## Warm-up

- 1 What do people do with mobile phones?
- take photos
  - check the time
  - play games
  - send text messages
  - search the Internet
  - store phone numbers

## Example

*People use mobile phones to send text messages.*

## Reading

- 2 Read the Reading Help. Then read the first paragraph and choose the best summary of it.

### Reading Help: Summarising

When you summarise, choose the most important points in the text. You might need to use your own words. The topic sentence can always help you summarise.

### Summary of paragraph 1:

- a Texting is more popular than other communication tools.
  - b Girls send the most texts.
  - c Teenagers text more than adults and girls text more than boys.
  - d Texting is a popular activity among both adults and teenagers.
- 3 Summarise paragraphs 2, 3 and 4.
- 4 Read the text again and answer the following questions.
- 1 When did texting become common?
  - 2 Why has texting become so popular?
  - 3 What problems can texting cause?



These days, it seems everybody is texting although young people are texting the most. In 2010, American teenage girls sent and received about 80 text messages a day. Boys sent and received about 30. Adults sent five to fifteen messages a day.

Since the first text message in 1992, texting has become very popular. Texting did not become common until about 1998. Later, text messages increased rapidly. From 2006 to 2007 in the US, the number of monthly texts grew 335%. In early 2006, people sent about 65 messages per month. At the end of 2007, they sent about 218. Now, some people send more than 1500 text messages a month.

Why is texting so popular? The main reason is that it is not expensive. It has other values, too. Texting is quieter and more private than a phone call. It is also more convenient as people can reply when they have time. "Text language" such as "thx" for "thanks" and "cul8tr" for "see you later" makes texting even quicker and easier.



## Communication

However, texting has led to some problems. Some people text while they are driving or riding a bike. This is very dangerous. It is also against the law in many places. In one city in the US, you cannot text while walking. Police can make you pay \$85. People often text during conversations as well. It is not polite. Many people do not like this.

Love it or hate it, texting is certainly here to stay.

### 5 Your Opinion How has texting changed our life (language, communication, etc.)?

#### Vocabulary

### 6 Fill in the table with words and expressions from the text.

Meaning	Word(s)
to send a message on a mobile phone	
to grow very quickly	
not for public use	
not allowed by the set of rules of a country	

### 7 Look at the Sentence Builder. Then connect the sentences using the words in brackets.

#### Sentence Builder

**Since** the first text message in 1992, texting has become very popular.

Texting did **not** become common **until** about 1998.

**From** 2006 **to** 2007 in the US, the number of monthly texts grew 335%.

1 Mike played basketball. The game started at 3 pm and finished at 4:30 pm. (from, to)

\_\_\_\_\_

2 It didn't rain on Monday and Tuesday. It rained on Wednesday. (not ... until)

\_\_\_\_\_

3 They work on the project. They started on Monday. (since)

\_\_\_\_\_

4 I didn't go home in the afternoon. I went home at 8 pm. (not ... until)

\_\_\_\_\_

5 We live in Beijing. We moved here in 2008. (since)

\_\_\_\_\_

#### Speaking

### 8 Your Turn Should students have mobile phones? Why?

#### Example

**A:** *I don't have a mobile phone and I don't think students should have mobile phones because we need to speak to our friends face to face more.*

**B:** *I don't agree. I think students should have mobile phones so we can call someone if we need help.*

# Communication Workshop

## Reading

1 Read Betty's writing and fill in the table below.

### Communication Tools in My Family

Forty years ago, my grandparents wrote letters to their friends and family. Grandpa worked in the city and Grandma lived in the country, so they wrote to each other. It took one week to deliver the letter. When Grandma asked a question in her letter, it took her two weeks to get the answer! If there was anything urgent, they needed to send telegrams.



The telephone became popular in the early 1990s. But my dad's family did not have a telephone until 1998. Although it was much faster than writing letters, it was still inconvenient. Once Dad arrived home late because he helped a granny on his way. My grandparents were so worried about him because he could not call them and tell them what happened. This never happened again after my dad bought his first mobile phone in 2002.



My favourite communication tool is the mobile phone. I have used it since my thirteenth birthday. My parents and friends can find me wherever I am. It is very convenient, but at the same time it is easy to be interrupted especially when I want to be alone. Sometimes I have headaches after talking on the mobile phone for a long time.

Who	When	How they communicate	Good / Bad things about it
My grandparents	_____	wrote _____	<ul style="list-style-type: none"> <li>• took one week to deliver a letter</li> </ul>
My dad	1998	used _____	<ul style="list-style-type: none"> <li>• _____ than writing letters</li> <li>• not _____</li> </ul>
Me	Since my _____	have used _____	<ul style="list-style-type: none"> <li>• _____: parents and friends can find me wherever I am</li> <li>• have _____ after talking for a long time</li> </ul>

## Communication

### Speaking

2 Role-play Betty and her friend. Choose some questions from below.

- What communication tool did your grandparents / parents use?
- What is your favourite communication tool?
- How long have you used it?
- What do / don't you like about it?



What other questions can you ask?

### Writing

3 Think about the communication tools in your family. Write notes for each paragraph in the table below.

Paragraph	Who	When (e.g., ... ago, since / until ..., from ... to ...)	How they communicate	Good / Bad things about it (e.g., fast / slow, convenient / inconvenient)
1				
2				
3				

4 Write about the communication tools in your family. Remember to use linking words to link your ideas.

#### Example

#### Communication Tools in My Family

*In my family today, we use both the Internet and mobile phones to communicate.*

*But thirty years ago, ...*

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# Unit 2

## Check Your Progress

### A Write the correct words in the blanks.

known          shown          found  
 been          heard

- I have always \_\_\_\_\_ interested in learning about animals.
- Everyone has \_\_\_\_\_ the sound of birds singing in the morning.
- Scientists have \_\_\_\_\_ about animal communication for a long time.
- Monkeys have \_\_\_\_\_ that they can use their faces to express their feelings.
- The baby elephant has \_\_\_\_\_ its mother. It followed her calls.

### B Complete the note according to the pictures.

Today our teacher told us that some students from England are coming to visit! To welcome them, we should 6 \_\_\_\_\_ and 7 \_\_\_\_\_, but we don't need to 8 \_\_\_\_\_. If they try to speak Chinese, we shouldn't 9 \_\_\_\_\_ at their mistakes. Then we are going to help them find their 10 \_\_\_\_\_.



### C Match the words with the categories.

email   letter   blog   text message  
 body language   mobile phone

Internet	Phone	Post	Face to face
computer	call	postcard	smile
11 _____	13 _____	15 _____	16 _____
12 _____	14 _____		

Vocabulary \_\_\_ / 16

### D Write the correct words in the blanks.

since   from   until   ago

- The first text message was sent many years \_\_\_\_\_.
- My mother didn't have a mobile phone \_\_\_\_\_ last year.
- He's sent me five messages \_\_\_\_\_ we last met.
- \_\_\_\_\_ July 2010 to May 2011, this girl sent over 2000 texts a month.

### E Put the words in order to make sentences. Use the present perfect tense.

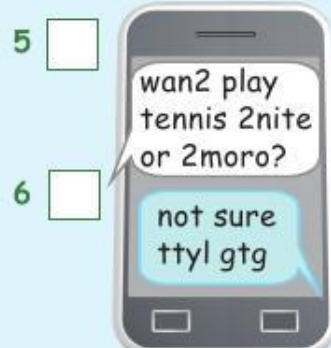
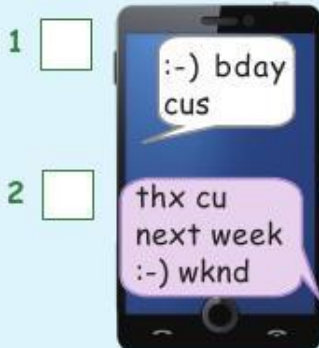
- write / letters to each other / They / for ten years.  
 \_\_\_\_\_
- never / She / send / a text message / before.  
 \_\_\_\_\_
- computers. / always / I / be interested in  
 \_\_\_\_\_
- study / We / since 1987. / animal communication  
 \_\_\_\_\_

Grammar \_\_\_ / 8

# Fun Zone 1

# Let's Talk!

1 What do these text messages mean? Match them with their "translations".



- a I am unhappy! My dad is angry.
- b Happy Birthday! See you soon.
- c Do you want to play tennis tonight or tomorrow?
- d Thanks. See you next week. Have a good weekend.
- e I'm not sure. Talk to you later. Got to go.
- f Are you okay? Text me back before tomorrow.

2 How do these animals communicate? Match them with the things they do.



- Show they are angry by putting out their tongues.



- Rub noses as a sign of love.



- Press their necks together when they like each other.



- Hit the ground with their back legs when there is danger.

3 Look at these lines from the song *You Said Something*. What do you think the song is about?

- How did we get here?
- On a rooftop in Brooklyn
- When you said something That was really important
- Describing the colours And the smells of our homelands
- Riding in your car

4 Listen to the song and put the lines above in order.

### Communicating

Use gestures and facial expressions when you communicate.



Work in pairs. Take turns miming these words and guessing the words.

- knife      ● tired      ● asleep      ● bored
- camera    ● sad        ● violin     ● snake

Use expressions to give you time to think.

- Example**
- Well, ...
  - You know, ...
  - I'm not sure, but ...

Work in pairs. Take turns asking a question. Reply using a "hesitation" expression.

- Example**
- A:** *What's the capital of Gansu Province?*  
**B:** *I'm not sure, but I think it's Lanzhou.*

### Unit Diary

How well can you do these?



Language and Skills

- I can understand the texts about animal communication and texting.
- I can ask for and give ideas and suggestions.
- I can relate past events to the present.
- I can summarise texts.
- I can write about the communication tools in my family.

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

Study Skills

- I know how to use gestures, facial expressions and hesitation expressions in communication.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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# Unit 3

- Talk about festivals and holidays.
- Read about Chinese New Year and American Thanksgiving.
- Listen to people making a phone call and taking messages.
- Write about celebrating a festival.
- Learn more about the present perfect.



## Festivals and Holidays

### Getting Ready

1 Put the following festivals and holidays in order of time in a year.

#### Key Words: Festivals and holidays

American Thanksgiving, Chong Yang Festival, Christmas, Dragon Boat Festival, May Day, Mid-Autumn Festival, New Year's Day, Qing Ming Festival, Spring Festival (Chinese New Year), Women's Day

2 Which festival or holiday do you like best? Tell the class.

#### Example

- A:** I like the Dragon Boat Festival the best. The boat races are so exciting.
- B:** I like it, too, but the Spring Festival is the best because there are a lot of fireworks and I get to see all my cousins.

# 7

## Chinese New Year

### Warm-up

- 1 What do you and your family do on Chinese New Year's Eve?

#### Example

*We have a big family dinner on Chinese New Year's Eve.*



### Reading

- 2 Read the instant messages. Who is talking? What are they talking about?



*Grace is a student from England. She's spending the Chinese New Year holiday with her friend Li Lin's family in Beijing.*

1

- Hi, Grace! You weren't online all day. Where have you been?  
 Hi, Dad. We've been busy. In the morning, we put up Chinese New Year decorations. Li Lin's grandpa wrote "福" (meaning "good luck") on red pieces of paper. I helped to put them on doors and windows.  
 Have you learned to write the character?  
 Oh yes. It's interesting!

3

- Have you tasted the *jiaozi* you made?  
 Oh yeah, they were not bad, although they didn't look as good as the others. In fact, we've just finished dinner. It lasted for three hours!  
 Three hours! What have you eaten?  
 Lots and lots! And it's not just about eating. The family wished each other, and me, good luck, and we watched TV. Everyone was so happy!

2

- Then in the afternoon, I helped Li Lin's family prepare the Chinese New Year dinner. It's like our Christmas dinner.  
 What have you prepared?  
 We've prepared fish, tofu, fried meat balls, etc. Every dish has its meaning, like peace, good luck, good health ... And I've learned to make *jiaozi*!

4

- The best thing about Chinese New Year is fireworks. Just before midnight, everyone went outside and millions of fireworks went off together. The sky suddenly became bright and everybody cheered. It was very exciting.  
 Have you taken any photos?  
 Oh, yes, I have. Lots of them ...

- 3 List what Grace did in time order.

- In the morning \_\_\_\_\_  
 \_\_\_\_\_  
 In the afternoon \_\_\_\_\_  
 In the evening \_\_\_\_\_  
 \_\_\_\_\_  
 At night \_\_\_\_\_  
 \_\_\_\_\_

## Festivals and Holidays

- 4 **Your Opinion** How did Grace feel about Chinese New Year's Eve? Find evidence from her instant messages.

**Grammar** 现在完成时 2

- 5 Read the following sentences and find other similar ones from the text. Then work out rules to complete the table with *has, have, hasn't* or *haven't*.

What **have** you **prepared**?

**Have** you **taken** any photos?

Oh, yes, I **have**.

疑问句			
_____	I / we / you / they he / she / it	written	Chinese?
Yes, I _____. / No, I _____.			
Yes, he _____. / No, he _____.			
Where	_____	I / we / you / they been?	
Who / What	_____	he / she / it seen?	

⇒ **Grammar Summary 2, page 118.**

**Watch out!**

They **have already finished** that project.  
Jim **has never been** to the Great Wall.  
**Have you ever seen** anything like it?

- 6 Complete the questions according to their answers.

- 1 – \_\_\_\_\_ you ever \_\_\_\_\_ Chinese? (write)  
–No, I haven't.
- 2 – \_\_\_\_\_ you \_\_\_\_\_ *jiaozi*? (like)  
–Yes, we do.
- 3 –What \_\_\_\_\_?  
–I've made *jiaozi*.
- 4 –Where \_\_\_\_\_?  
–I went to the market.

- 7 Complete the following sentences using the tense indicated.

- 1 I \_\_\_\_\_ (never / write) Chinese. (present perfect)
- 2 They \_\_\_\_\_ (not see) us at the market. (past simple)
- 3 We \_\_\_\_\_ (never / see) our friends here. (present simple)
- 4 What \_\_\_\_\_ you usually \_\_\_\_\_ (do) on New Year's Eve? (present simple)
- 5 Who \_\_\_\_\_ they \_\_\_\_\_ (talk) to on the beach? (past simple)
- 6 The boys are so dirty! Where \_\_\_\_\_ they \_\_\_\_\_ (be)? (present perfect)

**Speaking**

- 8 **Your Turn** Have you ever done the things below? Ask your partner.

- cook Chinese New Year dinner
- make *jiaozi*
- set off fireworks
- buy flowers at a market
- send text messages to friends

**Example**

**A:** *Have you ever made jiaozi?*

**B:** *Yes, I have.*

**A:** *Have you ever set off fireworks?*

**B:** *No, I haven't.*



# 8 A Picnic

## Warm-up

- 1 Here are some things you could bring to a picnic. Which are food and which are dishes? Write them in the table below.

### Key Words: Food and dishes

bean, biscuit, bowl, corn, cup, fork, hamburger, hot dog, knife, plate, sausage, spoon, strawberry, watermelon

food	bean
dishes	bowl

## Listening

- 2 Listen to the dialogue and complete Julie's message.

*Julie is taking a message from her Uncle Dan about the family picnic.*



Uncle Dan will leave at  
 1 \_\_\_\_\_ tomorrow  
 2 \_\_\_\_\_ and he'll see us  
 tomorrow afternoon at the  
 3 \_\_\_\_\_

Don't buy more 4 \_\_\_\_\_  
 and don't buy any 5 \_\_\_\_\_.

Bring 6 \_\_\_\_\_ and plates.



- 3 Listen again. Which of the following does Uncle Dan NOT say? Circle them.

- a Can I speak to your mum or dad?
- b Dean's coming too, right?
- c Have your mum and dad bought any vegetables yet?
- d We've got a big watermelon.
- e Please tell them not to buy any sausages either.
- f We'll bring the knives and plates.

## Festivals and Holidays

### Vocabulary

- 4 Write the correct words in the table. Can you work out the spelling rules?

单数	复数
a fork	
a spoon	
a knife	
a strawberry	
a sausage	

### Function 电话留言

- 5 Read the Key Expressions.

#### Key Expressions: Taking messages

Can I speak to your mum or dad?  
Sorry. They're not here. Can I take a message?  
Can you remind them to / not to ...?

- 6 **Pair Work** Role-play talking to your friend's parents about the school picnic. Convey the following messages.

- Don't wear your school uniform.
- Bring plenty of water and snacks.
- Don't forget to bring sunglasses.
- Meet at the school gate at 9 am.

#### Example

**A:** Can you remind Sally not to wear her school uniform for the picnic tomorrow?

**B:** OK. I'll tell her.

### Speaking

- 7 **Pair Work** Choose one of the following situations and role-play with a partner.

- You called Linda. She was not at home. Her mother (Mrs Hill) took a message. Tomorrow is the deadline for the school painting competition. You want Linda to bring her work to school tomorrow.
- Yang Ning left his book at your home. You called him. He was not at home. Mr Yang took a message. You will bring the book to school tomorrow.

#### Example

**A:** Hello.

**B:** Hi, Mrs Hill. Can I speak to Linda please?

**A:** Sorry, she's not here. Can I take a message?

**B:** Sure.

#### Pronunciation: Weak form for function words

- 8 Listen and write S for strong and W for weak.

- 1 a) for S                      b) for W  
2 a) would \_\_\_\_                b) would \_\_\_\_  
3 a) should \_\_\_\_                b) should \_\_\_\_  
4 a) to \_\_\_\_                        b) to \_\_\_\_

- 9 Listen and circle the weak forms of the function words.

**A:** What are you looking for?

**B:** I'm looking for the theatre.

**A:** Walk to the end of the street. You'll see it.

# 9 Thanksgiving

## Warm-up

- 1 What do you know about Thanksgiving? Read the text below. Find out when and how people in the US celebrate the festival.

**Holiday:** Thanksgiving  
**Time:** the fourth Thursday in November (US)  
**Traditional food:** turkey, ham, pumpkin pie, potatoes  
**Special activities:** a big family dinner, family reunion, giving thanks

## Reading

- 2 Read the text. What happened to the family and how did they solve the problem?
- 3 Read the text again. Complete the timeline of the whole story. What happened at different times?

A few days before Thanksgiving	
↓	
The night before Thanksgiving	
↓	
Early on Thanksgiving morning	
↓	
Then soon	
↓	
Finally	
↓	
That evening	



It was the turkey that made it the worst Thanksgiving ever ... well, it nearly did. All the family—my grandparents, my parents, my aunt and uncle, my cousin, my sister and I—expected the turkey. However, turkey is not the easiest thing to cook. It takes a lot of time to prepare and a lot of work to cook ... and there are a lot of chances for things to go wrong.

My mum and dad bought a nice, big turkey a few days before Thanksgiving. My mum was proud of herself as she got it for a good price. The night before Thanksgiving, Mum got the turkey out of the fridge. Early the next morning, my sister and I helped her put some butter and salt on the turkey, and then Mum

- 4 Read the Reading Help. Then read the text and figure out the meaning of the following words.

### Reading Help: Working out the meaning of difficult words and expressions

- Underline words or expressions you don't know.
- Read the sentences before and after and try to guess the meaning of the underlined words from the context.
- Check whether your guess is correct or not using a dictionary.

be proud of (para. 2)    heat up (para. 3)  
 suggestion (para. 5)    awful (para. 5)

## Festivals and Holidays

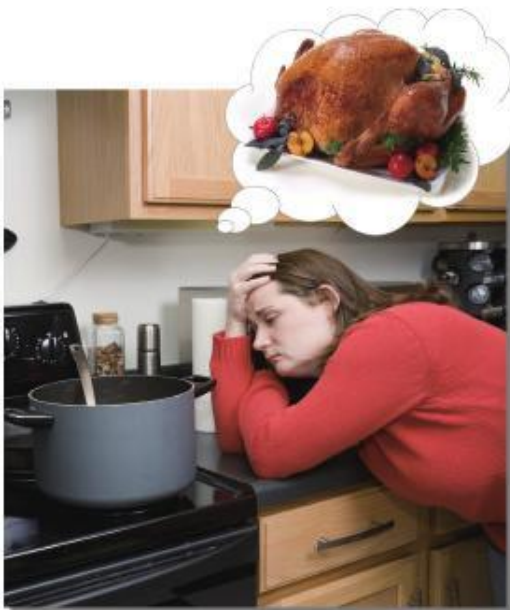
put it in the oven. It looked like it would be delicious. My sister and I were excited.

But soon, we noticed something was wrong. The oven was not heating up. Dad checked it closely. Then he said in a low voice, "It's broken!"

Mum's heart nearly stopped. She didn't want her dinner to be a failure. We didn't know what to do. How were we going to feed everyone without the turkey? Mum looked worried.

Finally, Dad had an idea, and we all agreed with his suggestion to order pizza instead. After all, Thanksgiving is about giving thanks and spending time with your family. If we did not have turkey, it was different but there was nothing awful about it.

That evening, we shared a delicious pizza. We had a great time, talking, eating and playing games. Thanksgiving without turkey can still be fun!



- 5 **Your Opinion** What is the most important thing for Thanksgiving according to the writer?

### Vocabulary

- 6 Complete the sentences with the correct form of the expressions.

agree with, heat up, be proud of, get ... for a good price, put ... on ..., have a great time

- 1 They have done a great job. They should \_\_\_\_\_ themselves.
- 2 The oven takes a while to \_\_\_\_\_.
- 3 She was \_\_\_\_\_ some flowers \_\_\_\_\_ the table.
- 4 The man \_\_\_\_\_ a sports car \_\_\_\_\_.
- 5 I \_\_\_\_\_ her opinion about the travelling plan.
- 6 We really \_\_\_\_\_ at your party last night.

### Speaking

- 7 **Your Turn** Have you had any interesting / sad / exciting holiday experiences? Tell the class your story.

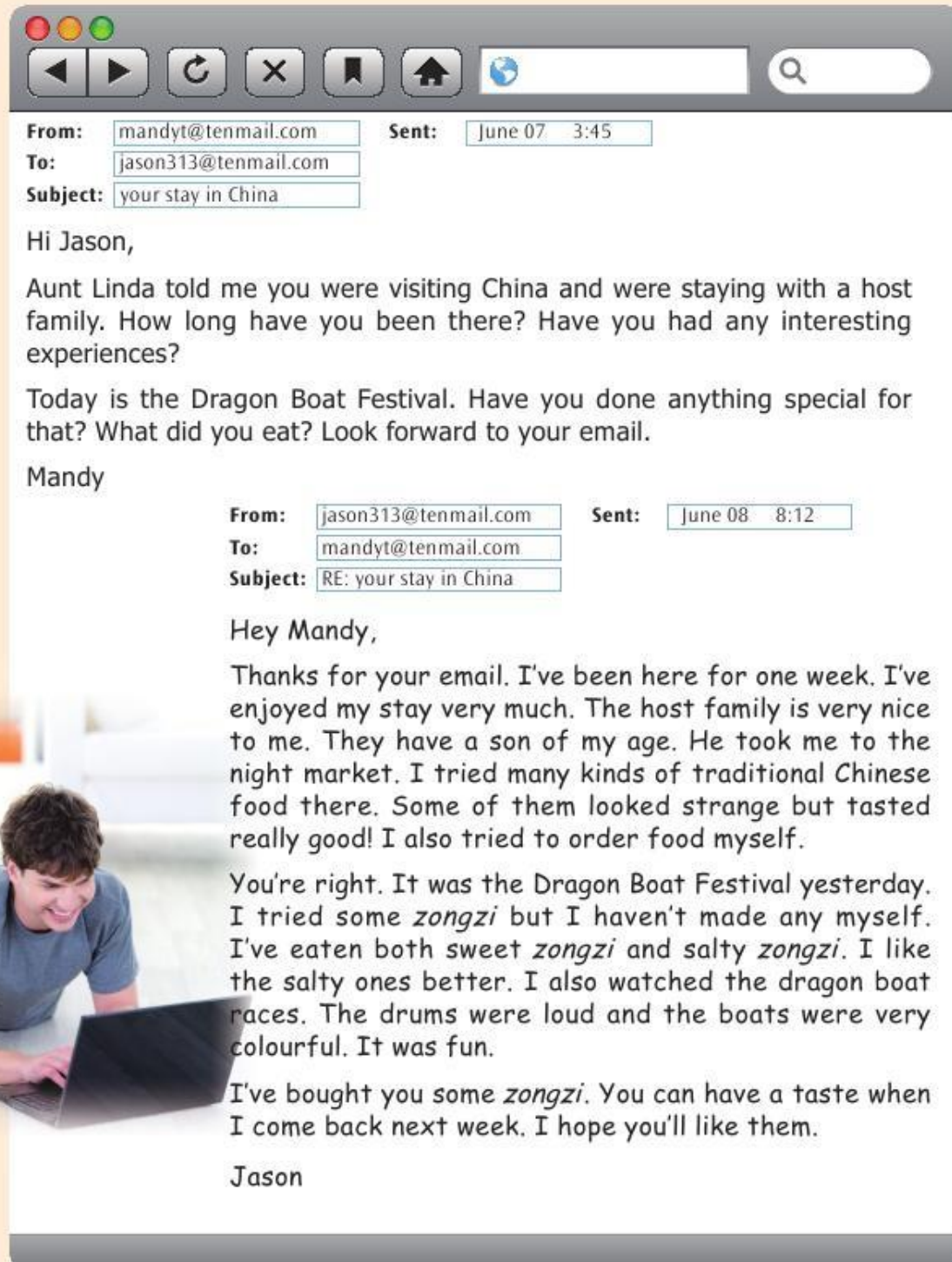

### Example

*Last Spring Festival was really exciting. My whole family went to Harbin and spent the whole Spring Festival there. It was extremely cold and there was snow and ice everywhere. It was great fun.*

# Communication Workshop

## Reading

1 Read the emails and circle the correct answers on page 37.



**From:** mandyt@tenmail.com **Sent:** June 07 3:45  
**To:** jason313@tenmail.com  
**Subject:** your stay in China

Hi Jason,

Aunt Linda told me you were visiting China and were staying with a host family. How long have you been there? Have you had any interesting experiences?

Today is the Dragon Boat Festival. Have you done anything special for that? What did you eat? Look forward to your email.

Mandy

**From:** jason313@tenmail.com **Sent:** June 08 8:12  
**To:** mandyt@tenmail.com  
**Subject:** RE: your stay in China

Hey Mandy,

Thanks for your email. I've been here for one week. I've enjoyed my stay very much. The host family is very nice to me. They have a son of my age. He took me to the night market. I tried many kinds of traditional Chinese food there. Some of them looked strange but tasted really good! I also tried to order food myself.

You're right. It was the Dragon Boat Festival yesterday. I tried some *zongzi* but I haven't made any myself. I've eaten both sweet *zongzi* and salty *zongzi*. I like the salty ones better. I also watched the dragon boat races. The drums were loud and the boats were very colourful. It was fun.

I've bought you some *zongzi*. You can have a taste when I come back next week. I hope you'll like them.

Jason



# Festivals and Holidays

- 1 Jason arrived in China on the **seventeenth** / **first** of June.
- 2 Jason thought some strange Chinese food tasted **bad** / **good**.
- 3 Jason **has** / **has never** spoken Chinese.
- 4 Jason **has** / **has never** made *zongzi*.
- 5 Jason prefers **sweet** / **salty** *zongzi*.
- 6 Jason has **heard** / **beaten** the drums on the dragon boats.
- 7 Jason thought the dragon boat races were **enjoyable** / **too loud**.
- 8 Jason has **bought** / **made** some *zongzi* for Mandy.



## Writing

- 2 Imagine you are an American student staying with a host family in China. It is the Mid-Autumn Festival. What have you done?

- buy lanterns
- solve riddles on lanterns
- look at lanterns in the park
- look at the moon
- eat mooncakes
- \_\_\_\_\_
- \_\_\_\_\_



- 3 Write sentences about your list. Remember to use linking words.

### Example

- I've looked at lots of lanterns and solved the riddles on some of them.
- I've eaten mooncakes but I haven't eaten any starfruit.



- 4 Your friend has sent you an email like Mandy's email on page 36. Write an email reply to your friend. Talk about your stay and the Mid-Autumn Festival.

http://www.flymail.net

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## Speaking

- 5 Exchange emails from Exercise 4 with another student. Read the email. Then role-play and ask and answer questions.

### Example

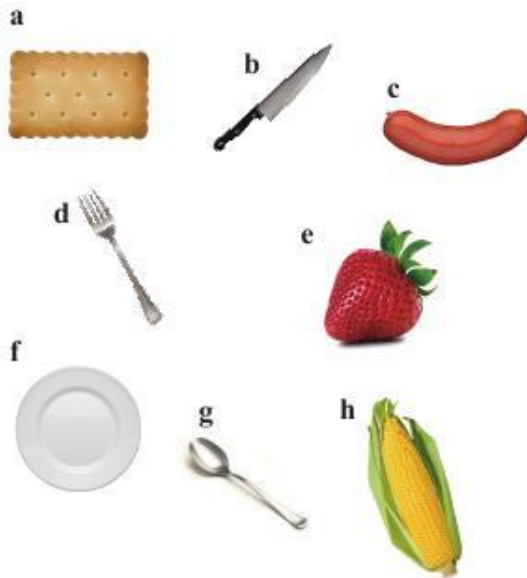
- A:** How long have you been in China?
- B:** I've been here for ...

# Unit 3

## Check Your Progress

### A Match the words with the pictures.

- |           |     |              |     |
|-----------|-----|--------------|-----|
| 1 fork    | ___ | 2 biscuit    | ___ |
| 3 corn    | ___ | 4 plate      | ___ |
| 5 spoon   | ___ | 6 strawberry | ___ |
| 7 sausage | ___ | 8 knife      | ___ |



### B Write the correct words in the blanks according to the pictures.



9 \_\_\_\_\_ 10 \_\_\_\_\_



11 \_\_\_\_\_ 12 \_\_\_\_\_

Dragon Boat Festival      Thanksgiving  
Spring Festival      Mid-Autumn Festival

### C Put the sentences in order to make a conversation.

- a Sorry. He's not in his room. Can I take a message?
- b Good morning, Ritz Hotel. How can I help you?
- c Can you ask him to call me back?
- d Can I speak to Mr Jones in Room 8024, please?
- e OK. What's your number?
- f Wait a moment. I'll see if he's there.

13 \_\_\_ 14 \_\_\_ 15 \_\_\_ 16 \_\_\_ 17 \_\_\_  
18 \_\_\_

### D Circle the correct words.

- 19 This is my first time in Beijing. I **didn't visit** / **I've never visited** Beijing before.
- 20 Yesterday I **bought** / **I have bought** some flowers at a fair.
- 21 **I've already been** / **I already went** to Fragrant Hills Park twice this year.
- 22 **Have you ever been** / **Did you ever go** to the Great Wall yet?

### E Put the words in order to make sentences.

- 23 today? / have / Where / been / you  
\_\_\_\_\_
- 24 has / He / made / never / before. / *jiaozi*  
\_\_\_\_\_
- 25 fireworks? / they / Have / ever / set off  
\_\_\_\_\_
- 26 written / hasn't / She / ever / Chinese.  
\_\_\_\_\_



## New Year Celebrations

- 1 How does your family celebrate the New Year?
- 2 Read the texts and find out the answers to the questions.
  - 1 Why do Spanish people eat twelve grapes at the midnight of New Year's Eve?
  - 2 Why do Japanese people laugh after the midnight's bell?
  - 3 What do people do during the countdown in Times Square?
  - 4 What New Year traditions are the same in these places?
- 3 Read the texts again. Which celebration do you think is the most exciting? Why?

**People all around the world celebrate the start of a new year. They do it in different ways and at different times because their calendars (历法) are not the same.**



New Year (on January 1st) in Spain is more commonly known as "Nochevieja". Celebrations usually begin with a family dinner on New Year's Eve. It is a tradition to eat twelve grapes—one for each stroke (钟声) of the clock at midnight. It is thought that every grape brings good luck for every month of the coming year.

The Japanese New Year is on the first day of January. People buy decorations and put them on their doors and windows for good luck. Families make rice cakes and give money to children. At midnight, Buddhist monks (僧人) ring bells 108 times. Then people laugh — this brings them luck in the new year.


In America, there is often a "ball drop" celebration during the countdown (倒计时) to the New Year. The most famous one is at Times Square in New York. From 11:59 pm on December 31st, the huge crystal ball at the top of the tower moves down slowly. Everyone counts down the final ten seconds. When the ball reaches the bottom at midnight, there are beautiful fireworks in the city centre.



### Idiomatic Expressions

A good dictionary can help you work out the meaning of idiomatic expressions.

- First, identify the idiomatic expression, e.g.,  
*We will have a **white Christmas** this winter.*
- Then look up the key word in your dictionary, e.g., **white**.  
a white Christmas: a Christmas when there is snow
- Finally, look for an equivalent idiom or expression in your own language, e.g.,  
a white Christmas: 白色圣诞节

 Match these idiomatic expressions with their meanings. Use a dictionary to help you.

Getting into that high school is a mixed blessing — it is a good school but there is a lot of homework.

Don't complain all the time! Please count your blessings.

Missing the bus this morning was a blessing in disguise. There was a serious car accident on the road.

● something that looks bad at first but turns out to be good

● a situation that has both good and bad sides

● remember how lucky we are

### Unit Diary

How well can you do these?



Language and Skills

- I can understand the texts about Chinese New Year and Thanksgiving.
- I can relate past events to the present.
- I can take and leave telephone messages.
- I can work out the meaning of difficult words.
- I can write an email about celebrating the Mid-Autumn Festival in China.

Culture

- I know how people around the world celebrate the new year.

Study Skills

- I can use a dictionary to work out the meaning of idiomatic expressions.

# Unit 4

- ▶ Talk about everyday problems.
- ▶ Read an advice column and write advice.
- ▶ Listen to dialogues about using the Internet.
- ▶ Learn about *if* and *unless* (conditionals).
- ▶ Learn how to make and reply to suggestions.
- ▶ Learn how to use *let* and *make*.



## Dealing with Problems

### ▶ Getting Ready

- 1 Look at the Key Words. What problems can you see in the photos?
- 2 Look at the Key Words. Ask and answer the questions.



#### Key Words: Problems

health problems, learning difficulties, poor grades, problems with classmates or friends, problems with parents and grandparents, worrying about exams

- 1 Which problems are most common for junior high students?
- 2 Have you ever advised your friends on any of these problems?

### Example

*The girl in Photo B seems unhappy. I guess she is having some problems with her friends.*

# 10 Problem Page

## Warm-up

- 1 Look at the Key Words. Write *P* (positive) or *N* (negative) beside the words. Use them to describe the people in the photos.

### Key Words: Feelings

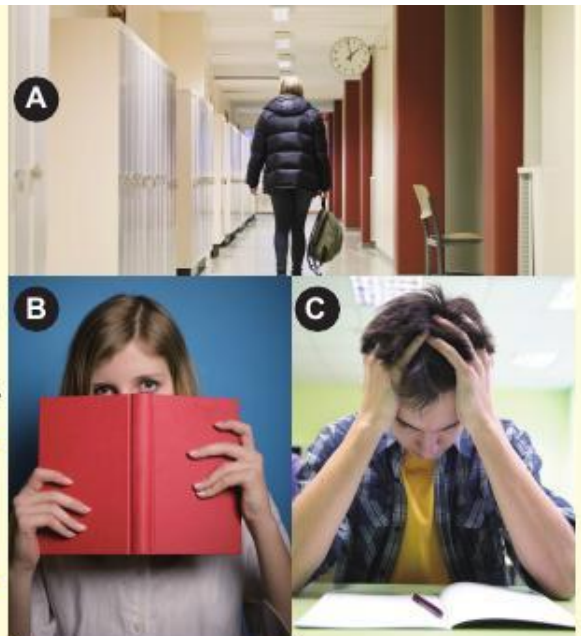
angry ( ), bored ( ), excited ( ), glad ( ), lonely ( ), nervous ( ), relaxed ( ), sad ( ), satisfied ( ), scared ( ), upset ( ), worried ( )

### Example

*The girl in Photo A looks lonely. I think she feels sad now.*

## Reading

- 2 Read the problems (1-4) and match them with the replies (a-d).



- 3 Summarise the problems and suggestions.

### Example

*I find it hard to control bad moods—take ten deep breaths when you feel ...*

## Problem Solvers

*Got a problem? We offer help!*

- a** Most people are shy from time to time, so you're not alone. If you meet new people, ask them about their interests and their everyday life. It's a great way to break the ice and turn strangers into friends. Start making friendly conversations today. You won't develop your social skills unless you try.
- b** Trust yourself. If you study hard every day, you'll achieve your goals. When you're taking your exam, pay attention to your answers and don't think about your grades. If you worry too much, it won't help you produce good results.
- c** It's common to be in low spirits sometimes, but it's unhealthy to often have bad moods. If you feel yourself getting angry, take ten deep breaths. It'll help you cool down. If you're feeling upset, try talking about your problems with somebody you trust.
- d** You won't improve your situation unless you relax. Speak to your parents and your teacher and explain the problem. Then make a plan. You'll succeed if you do one thing at a time and stick to your plan.
- 1** I find it hard to control my bad moods. I have them a lot. I try but I can't seem to cheer myself up. Do you have any advice?
- 2** I always get nervous before tests. I study hard, but when the test starts, I forget everything. I feel so stupid. What can I do?
- 3** How can I stop being so shy? I want to make friends, be popular and talk to people easily, but I'm not sure how.
- 4** I'm so upset! I have so much school work to do all the time, and I don't know how to manage it all. What should I do?

## Dealing with Problems

4 **Your Opinion** Which suggestions do you find most useful?

**Vocabulary**

5 Complete the sentences with the correct words from the box below.

control, manage, trust, succeed, achieve

- They tried very hard to \_\_\_\_\_ their goals, but they failed.
- Many people find it hard to \_\_\_\_\_ their bad moods.
- She \_\_\_\_\_ her work very well even though she is new to the job.
- You have to work hard if you want to \_\_\_\_\_ in the future.
- I \_\_\_\_\_ Ella because she is honest and she is my best friend.

**Grammar** 条件状语从句

6 Complete the sentences from the text with the correct verb forms. Then complete the table with the name of the correct verb tense.

**Advice**

- If you \_\_\_\_\_ new people, ask them about their interests.
- If you \_\_\_\_\_ yourself getting angry, take ten deep breaths.

从句	主句
if + _____	祈使句

**Consequence**

- You won't develop your social skills **unless** you \_\_\_\_\_.
- You won't improve your situation **unless** you \_\_\_\_\_.

主句	从句
_____	unless + _____

➔ **Grammar Summary 4, page 119.**

7 Complete the sentences with the correct form of the verbs in brackets.

- If you \_\_\_\_\_ (not understand), \_\_\_\_\_ (ask) your teacher.
- She \_\_\_\_\_ (not be) satisfied unless her son \_\_\_\_\_ (win) first place.
- If you \_\_\_\_\_ (see) a red light, \_\_\_\_\_ (not cross) the road.
- You \_\_\_\_\_ (not feel) relaxed unless you \_\_\_\_\_ (learn) to let go.

**Speaking**

8 **Role-play** Role-play a conversation with your friend. Use the expressions below and ideas from the box or your own ideas.

I had a quarrel with my best friend and I'm feeling really down. What should I do?



learn to forgive and forget, talk to him / her, say you're sorry, tell him / her your feelings, write him / her a sorry note

- If you've said something impolite, ...
- Your friend won't understand unless ...
- If you want to make up with your friend, ...
- You won't feel better unless ...

**Example**

If you've said something impolite, say sorry to your friend.

# 11

## Online Time

### Warm-up

- 1 Do a small survey in your class and find out your classmates' online habits.

#### Example

- A: *I spend more than two hours a day online.*  
 B: *That's a long time! What do you usually do?*  
 A: *I usually ...*



Student's Name: \_\_\_\_\_

- 1 How much time do you spend online? (Circle one.)
- a Less than one hour a day.
  - b Between one and two hours a day.
  - c More than two hours a day.
- 2 I should spend \_\_\_\_ time online. (Circle one.)
- a more
  - b the same amount of
  - c less
- 3 What do you usually do online? (Circle one or more.)
- a Search for information / read news articles.
  - b Play online games.
  - c Talk to friends on social media.
  - d Send and receive emails.
  - e Watch videos / listen to music.



### Listening

- 2 Mike's mother is talking to Professor Smith, an expert on Internet addiction. Listen to the dialogue and decide which are true for Mike.

- 1 I like football. I play on the school team.
- 2 I usually talk to my friends online.
- 3 My parents want me to play sports but they don't even play sports themselves!
- 4 I think the Internet is more useful than the library.

- 3 Listen again. What suggestions did Professor Smith give Mike's mum? Complete the sentences below.

- 1 Encourage him to \_\_\_\_\_
- 2 Join a \_\_\_\_\_ so you can all \_\_\_\_\_
- 3 You should \_\_\_\_\_



## Dealing with Problems

### Vocabulary

- 4 Complete the Word Builder to make expressions from the dialogue.

music, friends, sports, videos,  
a club, information, emails

Word Builder	
verb	noun
join	
talk to	
send	
watch	
listen to	
play	
search for	

### Function 建议 2

- 5 Read the Key Expressions.

#### Key Expressions: Making suggestions

Why don't you encourage him to develop some other hobbies?

How about joining a family sports club?

Maybe you should set a time limit.

#### Key Expressions: Responding to suggestions

We tried, but he's just not interested.

That's a good idea but I think he'll still spend a lot of time online.

You're right. I should try that.

- 6 **Your Turn** Write some advice for the people below.

- Janet's cousin has moved far away. She misses her but phone calls are expensive.
- Li Jia has to do a history project but she cannot find the right information in the library.
- Mr Ball is 62. He just got a new computer for Christmas, but he is not sure how to use it.

### Speaking

- 7 **Pair Work** Role-play the people from Exercise 6 and have a conversation.

#### Example

A: *I'm really busy now. I have too much homework.*

B: *Why don't you take a short break?*

A: *That's a good idea, but ...*

### Pronunciation: Meaning and syllable stress

- 8 Listen and underline the stressed syllables. What do you notice?

Noun	Verb	Noun	Verb
<u>object</u>	<u>object</u>	research	research
survey	survey	record	record
address	address	present	present

- 9 Listen and practise saying the sentences. Are the underlined words nouns or verbs?

- The magician made six objects disappear.
- I object to that!
- His student record is really good.
- We'll record the school concert with our video camera.

### Warm-up

- 1 Do you argue with your parents about any of these things? If so, what do you argue about?

#### Key Words: Problems

calling / texting your friends, doing housework, getting home late, homework, inviting friends to your home, playing computer games, watching TV, your clothes, your hair

### Example

*I love my parents but sometimes I argue with them about playing computer games.*

### Reading

- 2 Read the Reading Help and predict the topic of the following passage.

#### Reading Help: Predicting

Look at the title, pictures and any other clues. Try to guess what might be in a passage before you read it.

## What do you argue about at home? We asked three students and their parents.

**Andy:** My mum and I argue about homework a lot. If I finish my school work early, she adds more exercises. And she won't let me use the computer on my own. She won't let me enter the password myself. I'm not a little boy anymore.

**Jessica:** I love my mum but we argue a lot. She says I'm always late and she says my phone bill is too high! I know she cares about me but I think she sometimes acts like she's my boss. This causes problems between us.

**Edward:** My dad's pretty cool. I can have friends come over to our house any time. We never argue except when he makes me clean my room. He often says my room is in a mess and things are dirty, but I don't think so. I like the way it is.

**Susan:** I'm proud of Andy. He's a sweet, smart child, and he often gets praise from his teachers. But he's a bit lazy so I have to be strict with him. I set a password on the computer so he can't use it freely or spend too much time on it.

**Karen:** Jessica makes friends easily. She's very popular among her classmates. But she has too many friends, and she spends hours on the phone! I'm not sure if these are the "right" friends for her. I let her go out on weekends but she often comes back late. She hasn't grown up yet.

**George:** I let Edward bring friends home whenever he wants. He can be messy sometimes. He never makes his bed and he hates tidying his room. He thinks he can find things more easily if they're lying around.

## Dealing with Problems

- 3 Read the passage again and find out what problems the students and their parents have.
- 4 Which person from the passage might say these things?

- Karen* 1 If you don't get off the phone, you'll have to pay the bill yourself!
- \_\_\_\_\_ 2 It's not fair! I want to play my game!
- \_\_\_\_\_ 3 I know you're smart, but you still need to do more exercises.
- \_\_\_\_\_ 4 I make phone calls because I have lots of friends. I like to talk to them after school.
- \_\_\_\_\_ 5 I won't let you bring your friends home until you make your bed.
- \_\_\_\_\_ 6 What's the matter? I cleaned it last month.

- 5 **Your Opinion** What suggestions do you have for Andy, Jessica and Edward?

### Vocabulary

- 6 Circle the correct words.
- 1 I want to play loud music. My parents say "No."  
= My parents don't **let** / **make** me play loud music.
- 2 He doesn't want to do housework. His parents say he must do housework.  
= His parents **let** / **make** him do housework.

- 7 Complete the sentences with the correct form of *let* or *make*.

- 1 She won't \_\_\_\_\_ me use the computer on my own.
- 2 I \_\_\_\_\_ Edward bring friends home.
- 3 I \_\_\_\_\_ her go out on weekends but she often comes back late.
- 4 We never argue except when he \_\_\_\_\_ me clean my room.

### Speaking

- 8 **Role-play** With your partner, role-play one student and his / her parent from the text. They are trying to communicate with each other.

#### Example

*Jessica: Mum, you always say that my phone bill is too high. That's because I have lots of friends and we like to talk on the phone.*

*Karen: Well, I'm really worried that you don't know how to choose friends.*

- 9 **Your Turn** What do / don't your parents make you do? What do / don't they let you do? Write sentences. Then talk to your partner.

#### Example

*My mum lets me choose my own clothes. She doesn't let me come home late. How about you?*



# Communication Workshop

## Reading

1 Read the magazine page and tick the problem Linda has.



Dear Aunt Ada,

I'm a new student. Some girls in my class are not friendly to me although I tried to be nice to them. I want to be friends with them but I'm too shy to talk to them. They never talk to me. No one helps me because I have no friends in class. Can you help me?

Linda

- Dear Linda,
- I am sorry to hear about your problems and hope I can help.
- Maybe the girls don't understand you so they are not friendly to you. You don't need to feel bad about yourself. How about joining a club? Maybe you can meet friends this way.
- If you are too shy to talk to people, they can't get to know you. You can start by saying hi to some of your classmates and have some short conversations with them. It may be difficult at first but the more you try, the easier it will become.
- I hope my advice helps. Please write to me again if you need any more help.
- Aunt Ada

- She can't finish her homework on time.
- She doesn't get along well with her classmates.
- She argues with her parents about a lot of things.


## Text Builder

2 Read the magazine page again and label the parts of the letter from Aunt Ada.

- |                         |                    |                          |
|-------------------------|--------------------|--------------------------|
| A first piece of advice | B positive closing | C showing sympathy       |
| D greeting              | E signature        | F second piece of advice |

## Dealing with Problems

## Writing

Dear Aunt Ada,

I always argue with my parents. They make me study and study. They scold me when I talk on the phone or use the computer. They don't let me go out with my friends. What can I do?

Johnny



- 3 Imagine you are Aunt Ada. Think of some advice for Johnny. You can use your own ideas or choose some of the ideas listed.

tell your parents how you feel

make a plan for your spare time and discuss it with your parents

invite your friends to come to your house

invite your parents to go out with you and your friends

- 4 Write the advice in your list. Try to use different ways to make suggestions.

- 5 Write a letter to Johnny. Use your sentences from Exercise 4 and the example on page 48 to help you.

## Example

- If they scold you, tell them how you feel.
- Why don't you invite your parents to go out with you and your friends?
- Do you talk on the phone a lot?  
Maybe you should spend less time on the phone.
- How about using the computer after you study?

## Speaking

- 6 Role-play Johnny and Aunt Ada.

## Example

- A: I always argue with my parents.  
B: Why don't you ...?

## Check Your Progress

### A Write the correct phrases in the blanks.

poor grades	learning difficulties
generation gap	health problems

- Sometimes I really can't understand my grandfather — the \_\_\_\_\_ is too big.
- Peter got some very \_\_\_\_\_ in his last school report. He hasn't been studying hard.
- One of the students had \_\_\_\_\_, so he had to stay at home.
- Some students learn differently from others because of \_\_\_\_\_.

### B Write the correct words in the blanks.

angry	nervous	excited
bored	relaxed	

Hi Eric,  
 I flew to Beijing yesterday. It's the first time I've flown so I was 5 \_\_\_\_\_. My dad had flown before so he was very 6 \_\_\_\_\_.  
 During the flight, we hit some bad weather. I felt very scared. It was so bad that my dad dropped his dinner on the floor. He was really 7 \_\_\_\_\_ because they wouldn't give him another one. Then the weather got better. I watched some movies, but then there was nothing to do, so I felt 8 \_\_\_\_\_. Finally we landed in Beijing. I'm very 9 \_\_\_\_\_ to be here. I'll write more later!  
 Dan

### C Match the sentence parts.

- You won't get good grades \_\_\_\_\_.
- I can't hear you \_\_\_\_\_.
- You can't bring your friends home \_\_\_\_\_.
- You can't use the computer \_\_\_\_\_.
- You won't be happy \_\_\_\_\_.

- unless you're searching for information
- if you play music so loudly
- unless you clean your room
- unless you talk about your problems
- if you don't work harder

### D Put the words in order to make sentences.

- join / you / a reading club? / why don't  
\_\_\_\_\_
- he / maybe / talk to / his parents. / should  
\_\_\_\_\_
- a time limit / for her? / how about / setting  
\_\_\_\_\_
- develop / should / maybe / some hobbies. / they  
\_\_\_\_\_

### E Circle the correct words.

- Our teacher never **lets** / **makes** me do extra homework, so I have a lot of free time.
- My mum always **lets** / **makes** me do the housework on Saturday, so I'm not free.
- Please **let** / **make** us play computer games for a while. We're bored.
- Annie's dad **doesn't let** / **doesn't make** her come home late.

# Fun Zone 2

# Ups and Downs

1 Find these words. Look ↓→↑←.

angry    bored    upset    lonely  
nervous    sad    scared    worried

Q	Z	Y	R	G	N	A	G	E	T
G	P	O	L	O	N	E	L	Y	G
C	E	Y	G	S	E	K	Q	W	T
J	D	N	Y	C	R	J	U	O	S
V	E	C	K	A	V	L	P	R	X
H	R	L	X	R	O	S	S	R	A
E	O	X	I	E	U	A	E	I	V
A	B	G	G	D	S	D	T	E	A
S	U	K	D	A	O	F	B	D	D
R	F	C	O	O	L	K	H	V	S

Can you find more words?

## 2 Are you shy or outgoing? Find out!

Do these statements describe you?  
Circle your choice on the scale of 1–4.

1 = no, not at all      2 = sometimes  
3 = often              4 = yes, definitely

- When I'm out with my friends, I talk less than the others.      1 2 3 4
- I listen to other people before I give my opinions.      1 2 3 4
- When I go to a party, I only talk to people I know.      1 2 3 4
- I'm a thoughtful, careful and loyal person.      1 2 3 4
- When I'm busy and the phone rings, I ignore it.      1 2 3 4

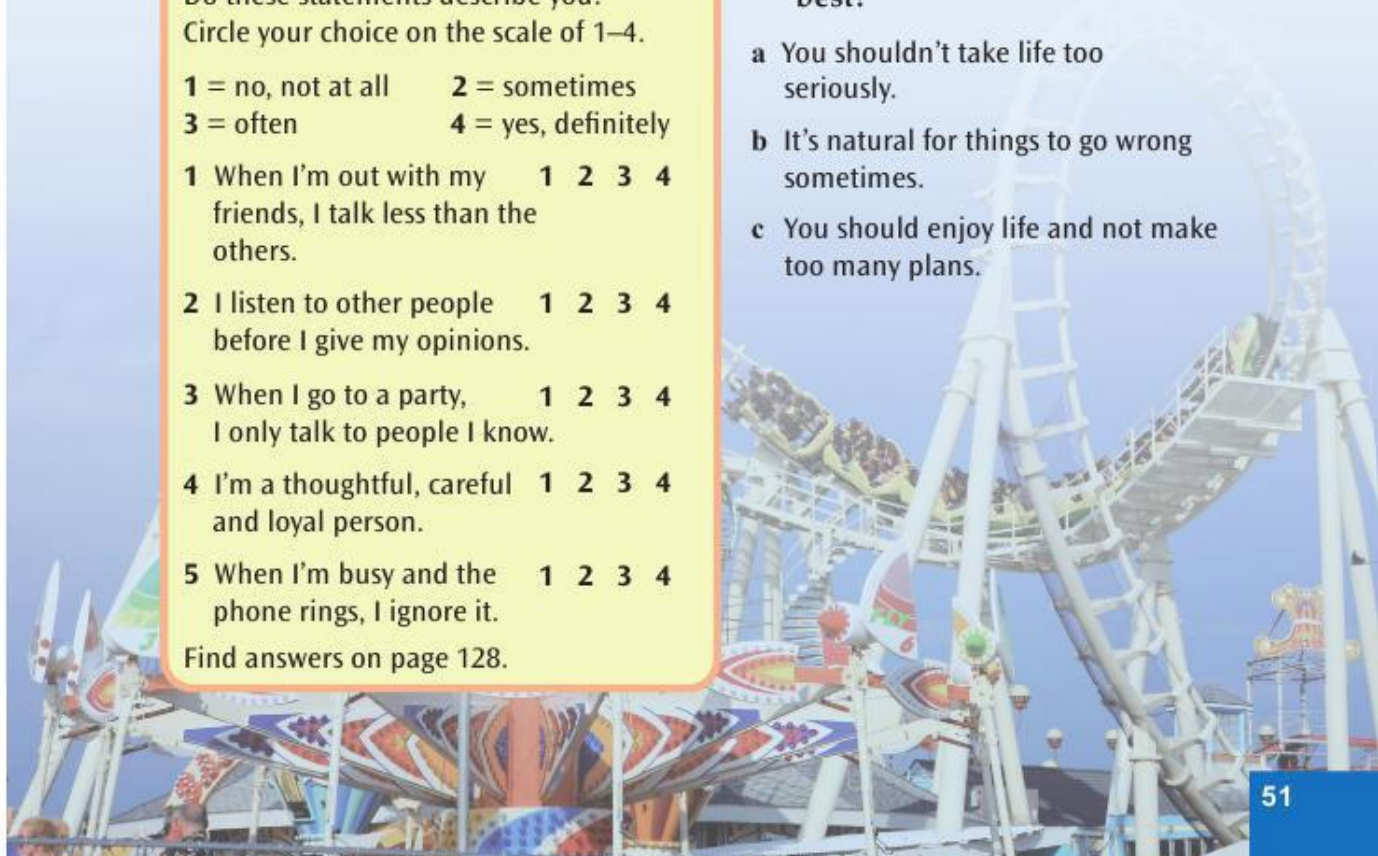
Find answers on page 128.

3 Listen to the song *Just a Ride* and fill in the blanks.

- Life, it's ever so \_\_\_\_\_.
- No need to run, no need to \_\_\_\_\_.
- Sometimes you're up, sometimes you're \_\_\_\_\_.
- Don't be scared, don't hide your \_\_\_\_\_.
- Truth, we don't wanna \_\_\_\_\_.
- So we make our \_\_\_\_\_ ten times a day.
- 'Cause this ride's never gonna \_\_\_\_\_.

4 Listen to the song again. What do you think the song means? Which of these statements do you think describes the song best?

- You shouldn't take life too seriously.
- It's natural for things to go wrong sometimes.
- You should enjoy life and not make too many plans.



### Noticing the Stress

- Words with more than one syllable have a stressed syllable. For example:

house • work /'haʊswɜ:k/

In the dictionary, the stress is shown by “ ’ ”. You say the stressed syllable a bit louder than other syllable(s). We can also mark the main stress like this: housework.

- ✎ Find the stress in the following words. Underline the stressed syllables.

- pass • word      • lone • ly      • a • mong
- hob • by      • sup • pose      • stran • ger

- Stress can also be found in sentences. For example:

*What can I do for you?*

Usually, content words (or key words) in sentences are stressed. We do not usually put stress on articles, pronouns or auxiliary verbs.

- ✎ Underline the words that you think are stressed.

- I always get nervous before tests. (page 42)
- I should try that. (page 45)
- I love my mum but we argue a lot. (page 46)

### Unit Diary

How well can you do these?



Language  
and Skills

- I can understand the texts about dealing with problems.
- I can give advice using *if*.
- I can make and respond to suggestions.
- I know how to make predictions before reading a text.
- I can write a letter to give advice on dealing with problems.

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

Study Skills

- I know how to read words with stressed syllables and stressed words in sentences.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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# Unit 5

- ▶ Talk about memorable events.
- ▶ Read about life in the 1950s.
- ▶ Listen to a dialogue about a man's memories.
- ▶ Write about a happy memory.
- ▶ Learn about reported speech.



## Memories

### Getting Ready

- 1 Look at the Key Words. What can you see in the photos?



#### Key Words: Memorable events

birthday party, happy / bad day at school, important news, magic moment, party at school, special present, Sports Day, vacation

### Example

*In Photo A, the children are having a birthday party. They look happy.*

- 2 Work in pairs. Talk about the events you remember most clearly from last year.

# 13 A Daughter's Letter



## Warm-up

- 1 Has anyone had a great influence on you? Who is it? What has he or she done?

## Example

*My dad has had a great influence on me. I was a shy girl. My dad encouraged me and helped me talk more and be more confident.*

## Reading

- 2 Read the letter. Why does Liu Fei write this letter?

*Liu Fei is writing a letter to her mother.*

- 3 Read the letter again. Answer the questions below.

- 1 What made Liu Fei think about her mother today?
- 2 Is Liu Fei living close to her mother now? How do you know?
- 3 What did Liu Fei's mother do with her and what did she say to her?

Dear Mum,

Today is my birthday and it is the first birthday I have spent far away from home. I miss you very much.

A few days ago, we learned a poem and discussed the famous line "You don't know what you've got until it's gone." Miss Li told us that her primary school teacher made a huge difference in her life. She told us how her teacher encouraged her. But she mentioned that she didn't have a chance to tell her. She was sad about this. This made me think a lot, especially when I'm thousands of kilometres away from home. I am writing you this letter because I want you to know how much I love you.

A friend once said that a person's happiness was mostly because of their childhood. I agree with her. I still remember the times when you held my hand and counted steps with me as we walked along. You told me stories about the brave elephant and encouraged me to be a confident girl. I also remember that in our small flat, you read books at your desk and I played with my toys on the bed nearby. In cool autumns, we took many walks along the street, chatting and laughing together. My childhood was filled with these warm memories. Now, I see what an influence you've had on my life.

Time flies and so much has happened. There have been good times and bad times, successes and failures, but you were always by my side. When I won the swimming prize, you smiled and said you were proud of me. When I failed my maths exam, you encouraged me and said that everything would be fine. Your words encouraged me to deal with all my difficulties. Now when I have problems, I always think of your words and they help me so much.

You have always said that we should judge people's success by how they live their lives every day. I think I'm living a successful life and it's all because of you. Thank you, Mum.

Love,  
Feifei

## Memories

## 4 Read these sentences. Who probably said them?

- 1 Everything will be fine. Don't worry about it.
- 2 As a teacher, she made a huge difference in my life.
- 3 Thank you. You have a great influence on me.

5 **Your Opinion** What influence did the mother have on her daughter? Do you agree with the underlined sentence? What is a successful life?

## Grammar 间接引语 (陈述句)

## 6 Complete the table with the correct sentences from the text.

直接引语	间接引语
"I don't have a chance to tell her."	Miss Li mentioned that _____.
"My primary school teacher makes a huge difference in my life."	Miss Li told us that _____.
"Everything will be fine."	You encouraged me and said that _____.

⇒ **Grammar Summary 5, page 120.**

## 7 Match the original words with the reported words.

- 1 "I walk to school."
  - 2 "I'll walk to school."
  - 3 "I'm walking to school."
- a) She mentioned that she would walk to school.
  - b) She said that she was walking to school.
  - c) She told me that she walked to school.

## 8 Change the following sentences into reported speech.

- 1 Bill said, "I can win this game!" (say)  
\_\_\_\_\_
- 2 Sara said, "I'm writing a poem." (tell me)  
\_\_\_\_\_
- 3 Li Mei said, "Swimming is harder than running." (tell me)  
\_\_\_\_\_
- 4 Zhang Ting said, "My grandmother is from Russia." (mention)  
\_\_\_\_\_
- 5 John said, "My friend is playing football." (say)  
\_\_\_\_\_

## Speaking

9 **Role-play** Work in pairs. Tell each other what you want to do tomorrow. Then tell the class what your partner plans to do.

## Example

*Wang Fei told me she would play basketball tomorrow.*

10 **Your Turn** How have your parents / grandparents influenced you? Have they said anything that you try to keep in mind?

## Example

*My father told me to be an honest person. I always remember that.*

# 14 Grandpa's Memories

## Warm-up

- 1 What memories do your grandparents / parents often talk about? Do you like to listen to their memories?

### Example

*My grandpa often talked about his childhood. He told me what games he played and how clever he was. He was proud of himself. I like to listen to his stories.*

- 2 Look at the picture and guess what Linda and her grandpa are talking about.



## Listening

- 3 Listen to the dialogue and check your guess.

- 4 Listen to the dialogue again. Write *T* for True or *F* for False.

- 1 Linda's grandpa is in the photo. The other person in the photo is her great-grandpa. \_\_\_\_
- 2 Her great-grandpa remembered the day the war started. \_\_\_\_
- 3 There were only a few street lights on at night during the war. \_\_\_\_
- 4 Her great-grandpa was hurt during the war. \_\_\_\_
- 5 Linda's grandpa moved from Britain to the US. \_\_\_\_
- 6 Her great-grandpa met his wife in Britain. \_\_\_\_

## Vocabulary

- 5 Complete the sentences with the correct form of the words.

bomb scary expect luckily move

- 1 I didn't \_\_\_\_\_ him to be a successful singer.
- 2 His dad was in the army, so Henry \_\_\_\_\_ a lot when he was a kid.
- 3 Many people died when the enemy \_\_\_\_\_ the city.
- 4 That film is really \_\_\_\_\_.
- 5 \_\_\_\_\_, we arrived home before it started to rain.



### Function 感叹与失望

#### 6 Read the Key Expressions.

##### Key Expressions: Expressing surprise or excitement

Wow, you look so young!  
Is it? / He did?  
That's good!  
That was lucky!

##### Key Expressions: Expressing disappointment or sadness

Oh no! That would be scary.  
That's so sad.

#### 7 Choose the best expression to complete the conversations.

- A: I won a prize at the school Sports Day, Mum!  
B: **Oh no!** / **That's great!**
- A: I lost my wallet but someone found it on the bus and brought it to the school.  
B: **That was lucky.** / **That's great.**
- A: We lost the football match 5-0.  
B: **Oh good!** / **That's too bad.**
- A: I came first in all my exams this year.  
B: **That was lucky.** / **Wow!**
- A: I fell over and broke my leg.  
B: **Oh no!** / **Oh good!**

### Speaking

#### 8 Pair Work Tell your partner about the following situations.

- You lost something and found it later.
- You won a prize or competition.
- You had an exciting trip or holiday.
- You were sad or unhappy.

#### Example

- A: *I lost my pet Stone a year ago. I was really sad.*  
B: *Oh, that's too bad.*  
A: *My neighbour found him and brought him back home a week later.*  
B: *That was lucky.*

#### Pronunciation: Tone of voice and meaning

##### 9 Listen and underline the correct meaning.

- "That's great!"**  
I (think / don't think) it's great.
- "That's great!"**  
I (think / don't think) it's great.
- "That's too bad."**  
I (think / don't think) that's bad.
- "That's too bad."**  
I (think / don't think) that's bad.

##### 10 Now listen and repeat.

# 15 Life in the 1950s

## Warm-up

- 1 Look at the Key Words. Which machines do you think were available in the UK and US in the 1950s?

### Key Words: Machines in the home

air conditioner, cooker, dishwasher, fridge, radio, record player, telephone, television, washing machine



## Example

*I guess in the 1950s, people in the US used radios, but they didn't have air conditioners.*

## Reading

- 2 Read the text and complete the table about how Sheila and Tom lived and spent their spare time.

# Life in the 50s

### In the UK

My name is Sheila Galloway. In the 50s, my dad worked in a factory but my mum stayed at home to look after me and my sister. We lived in a small house with a tiny garden. My sister and I shared a room. We didn't have central heating and our bedroom was very cold and wet in winter. We wore socks in bed to keep warm! We didn't have a fridge, a washing machine or a telephone in those days. I remember we used to listen to the radio in the evenings but then, in 1959, we got a TV! The programmes were in black and white and finished at eleven o'clock at night. My sister and I used to go to the cinema at weekends. The films and music in those days were mainly from the US. We had a record player and we played our favourite records on it.

### In the US

My name is Tom Harmer. In the 50s, we lived in a house with a big garden. On a dry summer day, my dad built a tree house and my friends came round to play in it. I remember that very well. I used to sit in the tree house with my friends. We drank cold lemon tea and ate Mom's cookies. When I was sixteen, I had driving lessons. My dad gave me a second-hand car to go to school on weekdays. On weekends, I used to drive around with my friends and we went to movie theaters or fast-food restaurants. I was a baseball fan. I used to watch baseball games at my friend's home. We didn't have a color TV until 1962.

## Memories

	Sheila's family	Tom's family
<b>Houses</b>	a _____ house with _____, my sister and I _____ a room	a house with _____
<b>Things they had</b>	_____, _____, a record player	a tree house, _____
<b>Things they did not have</b>	_____, _____, a fridge, a telephone	_____
<b>Activities they used to do</b>	went to _____, listened to _____, _____, _____	_____ went to _____, watched _____

### 3 Answer these questions about the text.

- Why did Sheila's mum stay at home?
- Why did Sheila's family wear socks in bed?
- Why did Tom's friends come to his house?
- What kind of lessons did Tom have when he was 16?

### 4 Your Opinion What are the differences between Sheila's life in the UK and Tom's life in the US in the 1950s?

#### Vocabulary

### 5 Complete the Word Builder with the American words in the text.

British English	American English
1 biscuit	_____
2 film	_____
3 mum	_____
4 colour	_____

#### Grammar used to

### 6 Read the sentences. Then complete the table.

#### 肯定句

I **used to** drive around with my friends.

I **1** \_\_\_\_\_ (see) my cousin at weekends.

#### 否定句

It **didn't use to** rain a lot here.

He **2** \_\_\_\_\_ (watch) TV in the morning.

#### 疑问句

**Did you use to** get up at 5 o'clock?

Yes, I **did**. / No, I **didn't**.

Where **did you use to** wait for him?

➔ *Grammar Summary 6, page 121.*

#### Watch out!

*Used to* and *be / get used to* are two different phrases.

e.g., *I used to write letters in the 1990s.*

*I'm already used to the cold weather here.*

#### Speaking

### 7 Pair Work Work in pairs. Discuss these questions about your life five years ago.

- What did you use to do at weekends?
- What TV programmes did you like?
- What was your favourite sport?

#### Example

**A:** *I used to have piano lessons and play sports at weekends. How about you?*

**B:** *I ...*

# Communication Workshop

## Reading

1 Read Danny's writing and answer the questions.

### My Most Unforgettable Experience

I had the most unforgettable experience when I was twelve years old. One morning I was riding my bike to school when a car ran into me. My head bled a lot and my right leg was broken. I was frightened and in great pain. The driver called an ambulance and they took me to the hospital.

The ambulance driver called my mother, and she met me at the hospital. She held my hand and told me that she would always stay by my side so I didn't feel afraid any more. The doctor told me that I needed to stay in hospital for a month. My mother came to the hospital every day to take care of me. She brought me delicious food and my favourite books and toys. When I felt bored, she told me stories. When I felt upset, she chatted with me and cheered me up.



I learned how much my mother loves me and cares about me. She is the best mother in the world. I told her that I would try my best to be a good son and make her happy.



- 1 How old was Danny when he had the accident?
- 2 What was Danny doing when he had the accident?
- 3 How did Danny's mother take care of him?
- 4 What did Danny learn after the accident?

## Text Builder

2 Look at the questions in the mind map on page 61. Match the question number with the correct paragraph of Danny's writing.

Paragraph 1: \_\_, \_\_, \_\_

Paragraph 2: ①

Paragraph 3: \_\_



## Memories

### Writing

- 3 Think of your most unforgettable experience. Answer the questions in the mind map below.



- 4 Write about your most unforgettable experience. Use your notes from Exercise 3 and the example on page 60 to help you. Remember to use reported speech for what people said.

### Speaking

- 5 Tell the class about your most unforgettable experience.

#### Example

*My grandpa told me that he loved me and believed in me.*

My Most Unforgettable Experience

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The most unforgettable experience in my life happened when I was ...

## Check Your Progress

**A** Write the correct words in the blanks according to the pictures.

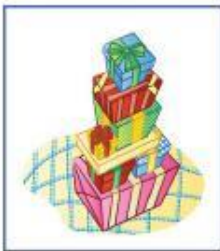
special presents	vacation
birthday party	Sports Day



1 \_\_\_\_\_



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_

**B** Write the correct words in the blanks.

said	mentioned	told
------	-----------	------

- She \_\_\_\_\_ at the interview that she would go to Shanghai.
- They \_\_\_\_\_ him to practise more if he wanted to join the team.
- He \_\_\_\_\_ that he was going to practise more.

**C** Match the words with the categories.

cooker	fridge	record player
dishwasher	television	washing machine

cleaning	heating / cooling / cooking	entertainment
vacuum cleaner	air conditioner	radio
8 _____	10 _____	12 _____
9 _____	11 _____	13 _____

**D** Write *in*, *at* or *on* in the blanks.

- 14 \_\_\_\_\_ June      15 \_\_\_\_\_ four o'clock  
 16 \_\_\_\_\_ Monday      17 \_\_\_\_\_ 2012  
 18 \_\_\_\_\_ the morning      19 \_\_\_\_\_ autumn

**E** Put the sentences in order to make a conversation.

- Yes, I was thin, but I was good at basketball. We won the national championship that year.
- That's too bad.
- Here's a photo of me with my school basketball team when I was 16.
- Wow! You look so thin in that picture.
- That's great! So did you play in the final?
- No, I didn't. I fell over and broke my leg the day before the match.

- 20 \_\_\_\_\_ 21 \_\_\_\_\_ 22 \_\_\_\_\_ 23 \_\_\_\_\_  
 24 \_\_\_\_\_ 25 \_\_\_\_\_

**F** Change the following sentences into direct speech.

Lily said that she shared a room with her sister.

→ Lily said, "I share a room with my sister."

- Ken and Ann told us that their house was cold.  
\_\_\_\_\_
- May mentioned that she didn't like it.  
\_\_\_\_\_
- Tom said that his dad had bought him a car.  
\_\_\_\_\_
- Bill told me that he was playing in the tree house.  
\_\_\_\_\_
- Jeff mentioned that he would go to the shops.  
\_\_\_\_\_



## Coming of Age

**1** When was your most memorable birthday? Why was it special?

**2** Read the texts and find out the answers to the questions.

1 What does “coming of age” mean to Li Chi?

2 On what dates are the citizenship ceremonies in Australia?

3 Which ceremony do students in Russia see as their “coming of age”?

4 Read the texts again. Which celebration would you like to go to? Why?

How will you celebrate becoming an adult? Many countries have events to celebrate this. Check out how these people celebrated these special days.



### Li Chi (Rich), 18, China

Last Saturday, my school had a big event to celebrate “Coming of Age” ceremony for all Senior three students. All the boys were dressed in suits and ties, and the girls wore dresses. During the ceremony, we walked through an “Adult Gate” one by one. The headmaster welcomed us on the other side and shook hands with each of us. My parents were invited, too. Becoming adults means that now we have more responsibilities (责任).

### Gary, 18, Australia

It was 17th September, Citizenship Day, yesterday. I turned eighteen last month so I could join the citizenship ceremony. I was lucky because the other ceremony is on Australia Day — 26th January — and it will be burning hot then! I liked the traditional dances in the town hall.

Mum took the whole family and my friends to my favourite restaurant after the ceremony. She said that she would treat me like an adult now.



### Nina, 18, Russia

In Russia, our graduation day is like a “coming of age” ceremony. I will never forget that day. The girls were dressed in black skirts and white aprons (围裙). The boys all wore their smartest clothes. We received our diplomas from our headmaster and then we gave our teachers presents to say “thank you”.

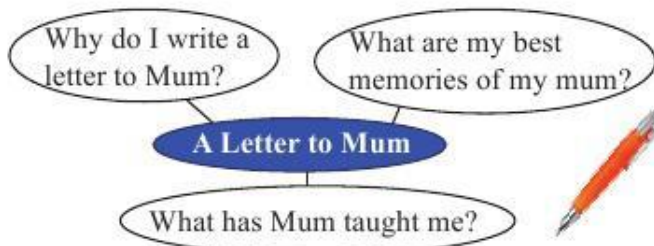
After the ceremony, we had a big party. We sang, danced and participated in a big performance to celebrate. The party lasted till early morning the next day, when all of us became “adults”. It was very exciting!



### Planning for Writing

Before writing, you can use different methods to plan what you are going to write.

- Use a mind map to note down and organise your ideas, e.g.,



- You can also discuss the ideas with your partner, e.g.,  
**A:** *I'm going to write a letter to my mum. I'm going to write about my best memories of her. What do you think?*  
**B:** *I think that's a good idea but maybe you can write about what your mum taught you as well.*
- Show your paragraph notes to your partner and ask for his / her ideas and suggestions.

### Unit Diary

How well can you do these?



Language and Skills

- I can understand the letter from a daughter.
- I can use reported speech and *used to*
- I know how to express surprise, excitement, disappointment and sadness.
- I can write about my most unforgettable experience.

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

Culture

- I know how people in different countries celebrate the beginning of their adult life.

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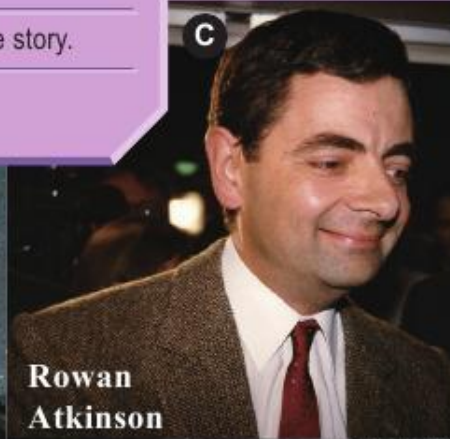
Study Skills

- I can use different ways to brainstorm ideas.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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# Unit 6

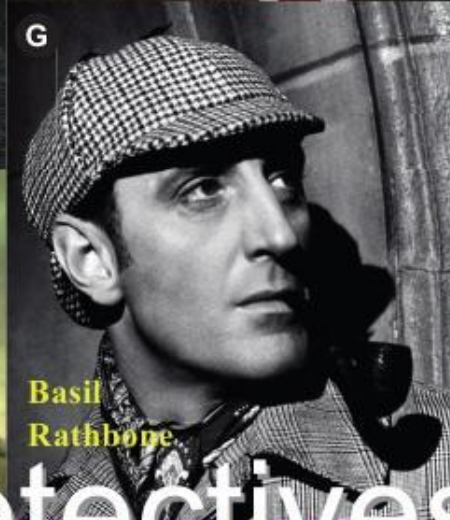
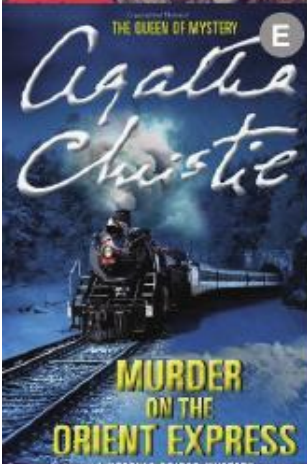
- Talk about detectives and detective stories.
- Read and listen to a detective story.
- Read about a famous author.
- Write a book report about a detective story.
- Learn about reported questions.



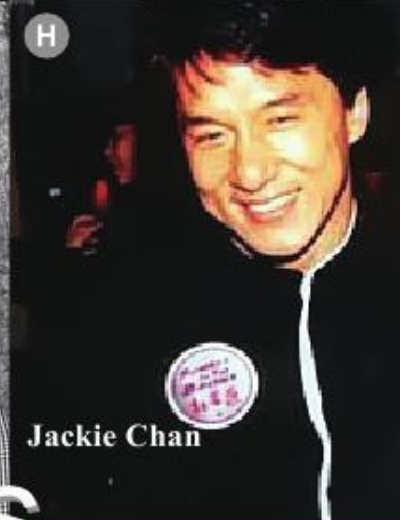
Rowan Atkinson



Agatha Christie



Basil Rathbone



Jackie Chan

## Detectives

### Getting Ready

- 1 Do you know any of the detective stories? Do you know any people in the photos?
  - 1 Miss Marple / Hercule Poirot
  - 2 Sherlock Holmes
  - 3 Johnny English
  - 4 Jackie Chan
- 2 Which of these qualities do you think a detective needs? What other jobs require these qualities?
  - good memory
  - ability to observe things carefully
  - ability to think clearly
  - good health
  - humorous nature
  - medical knowledge
  - university degree

### Example

Rowan Atkinson is a famous British actor. His famous role is Mr Bean. He is also the actor who played Johnny English.

# 16 A Detective Story (I)

## Warm-up

1 Which of the following elements are the most important for detective stories?

- |   |   |
|---|---|
| <input type="checkbox"/> a wise detective       | <input type="checkbox"/> a clear solution |
| <input type="checkbox"/> interesting events     | <input type="checkbox"/> unclear clues    |
| <input type="checkbox"/> an interesting mystery | <input type="checkbox"/> dark settings    |

## Reading

2 Skim the first part of the story. List all the characters.

3 Read the story carefully and complete the following table.

### A Mystery

Just after dark, the door opened. Detective Winters walked into the hall. Doctor Hawthorne welcomed him. In the living room were three cups of warm lemon tea and a guest.

"I came as soon as I could. What's going on?" asked Detective Winters as he quickly took off his scarf, hat and coat.

"First, we must keep everything we know very secret. The police have asked us to help them find the truth."

"I'm sure we can do that," said Winters. Then they heard a noise from the parlour. "Is someone in the parlour?"

"Lord Lister's son Daniel is here. Or at least ..."

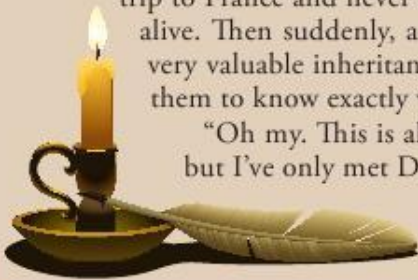
"Lord Lister?! I haven't seen him in 20 years. Let me speak to his son. Then we can get to work."

"Actually sir, Lord Lister is dead. He passed away recently and his son ... well his son is the work," said Dr. Hawthorne.

"Can you explain this to me, Dr. Hawthorne?"

"You see, there are doubts. Daniel Lister disappeared thirteen years ago. He went on a trip to France and never returned. Nobody knew where he was or whether he was alive. Then suddenly, a week after his father's death, he reappeared to claim his very valuable inheritance. The police have tried their best but it's impossible for them to know exactly what's going on. They thought you could help."

"Oh my. This is all very sad. I knew Lord Lister well when we were young, but I've only met Daniel once. Let's see what we can find out," said Winters.



<b>Main characters</b>		
<b>Setting</b>	Time:	Place:
<b>Clues</b>	<ul style="list-style-type: none"> <li>• Lord Lister _____.</li> <li>• Daniel Lister disappeared _____ years ago.</li> <li>• Daniel _____ to France and never returned.</li> <li>• After his father's death, Daniel _____.</li> <li>• Detective Winters knew _____ well, but he only _____ Daniel once.</li> </ul>	

## Detectives

4 **Your Opinion** What's the mystery of the story?

## Grammar 间接引语 (疑问句)

## 5 Read the questions and the report. Then complete the table.

What's going on?

Detective Winters asked what was going on.

Is someone in the parlour?

He asked if someone was in the parlour.

Can you explain this to me, Dr Hawthorne?

He asked if Doctor Hawthorne could explain the situation to him.

问句	间接引语
Will you come tomorrow?	He asked me _____.
What do you do after school?	Simon asked me _____.

⇒ Grammar Summary 5, page 120.

## 6 Match the direct questions (1-4) with the reported questions (a-d).

- 1 "What do you do?"
- 2 "Are you doing your homework?"
- 3 "What will you do?"
- 4 "Can you do that?"

- a) She asked what I would do.
- b) She asked what I did.
- c) She asked if I could do that.
- d) She asked if I was doing my homework.

## 7 Read the questions and complete the sentences.

- 1 Are you studying at York College?  
They wanted to know \_\_\_\_\_.
- 2 Why do you like this project?  
She asked me \_\_\_\_\_.
- 3 What is he doing?  
She asked me \_\_\_\_\_.
- 4 Where is the library?  
They wanted to know \_\_\_\_\_.
- 5 When can you finish your project?  
They asked me \_\_\_\_\_.

## Speaking

8 **Your Turn** Think about some questions your family or friends asked you yesterday and tell the class about them.

## Example

*My dad asked me if I was tired.*

## 9 Retell the first part of the story, using your own words and reported speech.

# 17

## A Detective Story (II)

### Warm-up

- 1 Discuss with your partner. What clues do you remember from the last lesson?
- 2 What questions do you think Detective Winters will ask Daniel Lister?

### Example

*Detective Winters will ask where Daniel Lister has been for the last 13 years.*

### Listening

- 3 Listen to the second part of the story and list the questions Detective Winters asks.

What \_\_\_\_\_?  
Can you tell me \_\_\_\_\_?  
Do you remember \_\_\_\_\_?  
\_\_\_\_\_ at the  
Rosewood Hotel?

- 4 Listen to the second part of the story again and answer the questions.

- 1 What are Daniel Lister's answers to the questions Detective Winters asked?
- 2 What other evidence can you find from Daniel Lister's answers?

- 5 Listen to the third part of the story and answer the questions.

- 1 What's Detective Winters' conclusion?
- 2 What is his evidence?





## Detectives

- 6 Look at the Sentence Builder. Then change the following direct questions to indirect questions using the phrases in brackets.

Sentence Builder	
Direct questions	Indirect questions
1 Can I ask you a few questions?	Do you mind if I ask you a few questions?
2 Why did you come back?	Can you tell me why you came back?
3 Can I visit you again tomorrow?	Is it OK if I visit you again tomorrow?

- Which room is open? (Do you know ...?)
- Have they finished? (Could you ask them ...?)
- Who'll bring a basket? (Do you know ...?)
- Has Jenny got the Music Club notes? (Could you ask Jenny ...?)

### Function 请求

- 7 Look at the Key Expressions.

#### Key Expressions: Asking permission

Do you mind if I ask you a few questions?

No. Please go ahead.

Can you tell me why you came back now?

Sure.

Is it OK if I visit you again tomorrow?

OK, that's fine.

### Speaking

- 8 **Role-play** Role-play with your partner. Take turns being a student and a teacher. Ask for permission to do these things.

- work in groups
- do research online
- go to the library
- close the window

#### Example

A: *Is it OK to work in groups?*

B: *Sorry. Not for this exercise. Please find your partner.*

- 9 **Pair Work** Work with your partner. Take turns asking each other to do these things.

- explain today's maths homework
- lend you his / her dictionary
- show you where the bus stop is
- tell you the time

#### Example

A: *Could you explain today's maths homework to me please?*

B: *Sure. / No problem.*

### Pronunciation: Rhythm

- 10 Listen to the sentences. Circle the name of the speaker who sounds more natural.

1 Could we talk to you please?

Linda      Rose

2 Do you mind if I open the window?

Sara      Emma

3 Do you think we could meet at 8:30?

Kate      Tina

- 11 Listen and underline the stressed words in each sentence. Then listen and repeat.

# 18 The Mystery Writer

## Warm-up

- 1 Do you remember this writer from page 65? Which famous detective characters did she create?

## Reading

- 2 Read the Reading Help. Then read the text and get the main idea of each paragraph.

### Reading Help: Identifying pronoun references

- Read the article to get the main idea of each paragraph.
- Next, read the article and circle the pronouns.
- Check the sentences before and after the pronouns. Find out what each one refers to.



She has sold more than two billion books and her books have been translated into 103 languages. Her play, *The Mousetrap*, has run longer than any other play. It started in the West End of London in 1952. After more than 24,000 shows, actors and actresses still perform it there today. She is most famous for her very popular detective stories which made her wealthy. Her name is Agatha Christie.

Although she was never a pupil in a classroom, by age five, she learned to read by herself. She played the piano and loved music. Her father taught her maths with story problems. With this kind of education, it is no wonder she became such a fantastic mystery writer. Readers must pay close attention while reading her stories and she very cleverly made each one difficult to solve. Her most famous characters are Hercule Poirot and Miss Marple.

Hercule Poirot is a foreign detective

who lives and works in Britain. He is the main character in 33 of her books and 51 of her short stories. He usually uses his thinking skills to find the truth. He believes that guilty people always show themselves. Sometimes they do this by telling the truth. Sometimes they do this by lying.

Miss Marple appears in twelve books and twenty short stories. She seems to be a sweet, shy, old lady, but she actually has no fear. She uses her intelligence, her knowledge of human nature and memories of local history to discover the truth. She often beats the police by solving crimes before they do.

Agatha Christie had a long and very active career before she died in 1976. Her first book came out in 1920. She wrote her last one in 1973, at the age of 82. She produced more than 75 detective books, 22 books of stories, and 22 plays. Even now, her books are still printed, her sales are strong and people still know her name.

## Detectives

## 3 Who / What do the underlined pronouns refer to?

- 1 She has sold more than two billion books and her books have been translated into 103 languages.  
\_\_\_\_\_
- 2 It started in the West End of London in 1952. \_\_\_\_\_
- 3 Readers must pay close attention while reading her stories and she very cleverly made each one difficult to solve. \_\_\_\_\_
- 4 He is the main character in 33 of her books and 51 of her short stories.  
\_\_\_\_\_
- 5 Sometimes they do this by telling the truth. \_\_\_\_\_

## 4 Read the text again and write T (True) or F (False) for the sentences. Then correct the false ones.

- ( ) 1. The play *The Mousetrap* has a history of over 60 years.
- ( ) 2. Agatha Christie learned reading, writing and maths by herself.
- ( ) 3. Hercule Poirot and Miss Marple are the two main characters in Agatha's stories.
- ( ) 4. Hercule Poirot usually uses his memory of local history to find the truth.
- ( ) 5. Agatha Christie wrote her last book when she was 79 years old.

## 5 Your Opinion Compare Hercule Poirot and Miss Marple. How are they similar? How are they different?

## 6 Vocabulary

## 6 Complete these sentences with the proper pronouns.

- 1 I don't know where the books are. \_\_\_\_\_ aren't in the classroom.
- 2 The play was very long. \_\_\_\_\_ didn't end until 10:40 pm.
- 3 Mr Wang and his daughter go to school together every morning. \_\_\_\_\_ is a teacher and \_\_\_\_\_ is a student there.
- 4 James left his wallet in the gym. Now he can't find \_\_\_\_\_.
- 5 I really like the detective characters in this book. \_\_\_\_\_ are so clever.
- 6 Get that cat! \_\_\_\_\_ is going to hurt the baby!

## 7 Speaking

## 7 Pair Work What kind of stories or books do you read? Who's your favourite author? Talk to your partner.

## Example

A: I like reading science fiction.

B: Why do you like reading these kinds of books?

A: Because I enjoy stories about people in imaginary worlds of the future.

B: Who's your favourite science fiction writer?

A: Isaac Asimov. I can lend you one of his books.

B: Great, thanks!

# Communication Workshop

## Reading

1 Read Mark's writing and complete the chart below.

### Tape-Measure Murder

*Tape-Measure Murder* is a short story by Agatha Christie. In the story, Miss Politt, the dressmaker, finds that Mrs Spenlow is dead in her house in a small village called St Mary Mead. Everybody, including the police, thinks that Mr Spenlow is the murderer because he is so calm and quiet after discovering his wife's death. But after the police talk to Miss Marple, she finds out who the real murderer is.

The best part of the story is when Miss Marple explains how she solves the mystery by noticing a tiny pin on a policeman's uniform. Her explanation is very clear and clever. Miss Marple is my favourite character in the story. I think she is very special because she is just an old lady but she is even smarter than the policemen. I never thought that an old lady could be the heroine of a detective story!

Can you guess who the murderer is? Read the book to find out! You will enjoy the story very much because the ending is so surprising. You won't put it down until you come to the end!



Title: _____	
Setting: In _____	Main characters: _____
Problem: _____ is murdered	
Most important events: - everybody thinks that _____ murdered his wife - the police talk to _____	
Solution: _____ solves the case	

## Text Builder

2 Read the story report again. What is each paragraph about? Put the questions in the correct place in the table.

- a What questions can you ask your friends to make them interested in the book?
- b What is the book's title?
- c What is your favourite part? Why?
- d Who is the writer?
- e Why do you think your friends will enjoy the book?
- f Who are the main characters?
- g What is the book about?
- h Who is your favourite character? Why?

Paragraph 1 – Beginning	
Paragraph 2 – Middle	
Paragraph 3 – Ending	

## Writing

3 Read a detective story. Make notes and then write about it.

Beginning	
Middle	
Ending	

## Speaking

4 Tell the class about the detective story you read.

# Unit 6

## Check Your Progress

### A Complete the text with the words in the box.

a good memory                      courage  
fit and strong                      sense of humour  
ability to think clearly under pressure

Dear Sir / Madam,

I am writing to apply for a job at Star Detective Agency. I think I have all the qualities a good detective needs. I was a soldier for ten years, which shows that I have **1** \_\_\_\_\_. I go to the gym three times a week, so I am **2** \_\_\_\_\_. I was also a police officer for 15 years, and I never forget criminals' faces or names, even after many years. I have **3** \_\_\_\_\_. During my time in the army and the police, I have been in many difficult situations, but I never get confused. I always have the **4** \_\_\_\_\_. Finally, my friends say that I always make them laugh so my **5** \_\_\_\_\_ is good. I think that is important when doing such a difficult job.

I look forward to receiving your reply.

Yours Sincerely,  
Phillip Ho

Vocabulary \_\_\_ / 5

### B Put the sentences in order to make a conversation.

- a OK. Can we meet downstairs?
- b Do you mind if we make it in the afternoon? I have a meeting on Tuesday morning.
- c Could we meet on Tuesday morning?
- d No, I don't mind. Is 2:30 OK?
- e Yes, we can do that. Do you think you could bring your computer?
- f Yes, I can bring it if you want.

6 \_\_\_ 7 \_\_\_ 8 \_\_\_ 9 \_\_\_ 10 \_\_\_  
11 \_\_\_

### C Who / What do the underlined pronouns refer to? Write the answers in the blanks.

The dog stole the sausages, then it ran away.

*it = the dog*

- 12 That morning, the students remembered they had to hand in their homework.  
*they = \_\_\_\_\_*
- 13 Mike's shoes smelt so bad that his mum put them outside the house.  
*them = \_\_\_\_\_*
- 14 June's glass fell off the table onto the floor. It didn't break, though.  
*it = \_\_\_\_\_*
- 15 Dave wants a new phone, but he can't afford one this month.  
*one = \_\_\_\_\_*
- 16 The dog was really sick. We had to carry it to the car and take it to the vet's.  
*it = \_\_\_\_\_*
- 17 She wanted to earn more money, so Kate asked Mike for a part-time job at his shop.  
*she = \_\_\_\_\_*

### D Complete the reported questions.

Where have you been?

→ He asked me *where I had been.*

- 18 Can you help me with my homework?  
She wondered \_\_\_\_\_.
- 19 Where are you from?  
They asked me \_\_\_\_\_.
- 20 Will you go to Andy's party?  
He wanted to know \_\_\_\_\_.
- 21 Have you ever been to Australia?  
He wondered \_\_\_\_\_.

Grammar \_\_\_ / 16

# Fun Zone 3

# Puzzles

1 Read the news story and the people's answers. Who was the killer? How do you know?



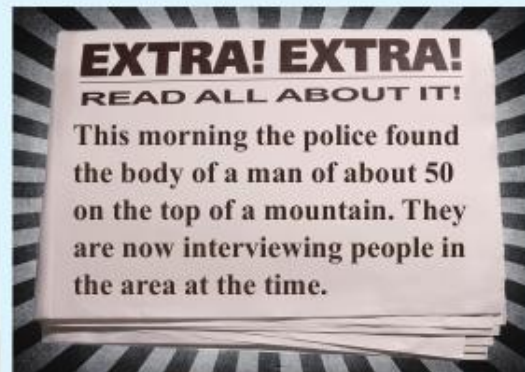
**Steve (61):** "I stayed the night in the campsite in the village. This morning I went up the mountain. I didn't see the man there because it was very foggy."

**Rose (43):** "I'm from the village. This morning it was sunny and I went out with my dog. I saw two men in the distance. They walked up the mountain."



**Ben (16):** "It was foggy yesterday and I got lost. I stayed the night on the mountain in my tent. I was cold and scared. This morning I woke up because it was hot in my tent. I heard two men. They had a fight."

**Kelly (19):** "I love taking photos and today it was a lovely day. I went up the mountain this morning. I saw a woman with her dog and a boy in his tent. Then a man walked past me. He looked very nervous. He was about sixty."



2 What does this secret note say? Look at the example and break the code!



**IF**      **YOU**      **CAN**  
↓ ↓      ↓ ↓ ↓      ↓ ↓ ↓  
9-6    25-15-21    3-1-14

2-18-5-1-11    20-8-9-19

3-15-4-5    25-15-21

8-1-22-5    20-8-5

17-21-1-12-9-20-9-5-19

1    4-5-20-5-3-20-9-22-5


14-5-5-4-19



### Noticing Language

After reading a text and answering questions about it, go through the text again and look for examples of useful language.

- Find examples of the structures you have learnt (e.g., *Nobody knew where he was or whether he was alive.*)
- Find words that go together:
  - phrasal verbs (e.g., *find out*)
  - verb and noun (e.g., *heard a noise*)
  - adjective and noun (e.g., *valuable inheritance*)
- In dialogues, find words and phrases for:
  - gaining time (e.g., *You see ...*)
  - expressing how you feel (e.g., *Oh my ...*)
- In dialogues and reading texts, find more useful expressions (e.g., *What's going on?*)

 Look at the reading text in Lesson 18. Look for structures you have learnt, words that go together and useful expressions.



### Unit Diary

How well can you do these?



Language and Skills

- I can understand a detective story and a text about Agatha Christie.
- I can write reported questions.
- I can make requests using indirect questions.
- I can identify pronoun references in texts.
- I can write a book report about a detective story.

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

Study Skills

- I can find useful language in new texts.

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