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义务教育教科书

八年级

下册

英语

Go  
for  
it!



人民教育出版社

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## 致同学

同学们，你们好！欢迎你们进入新学期的英语学习！

本套教材是根据你们的心理特点、认知水平和兴趣爱好来编写的。相信教材的以下特点会继续帮助你们学好英语：

1. 教材不仅要帮助你们学习英语语言知识，更重要的是要帮助你们发展语言运用能力，让你们学会用英语表达思想、与人交流。

2. 教材充分考虑了你们的生活实际和学习需求，教材的内容和活动都与你们的生活和兴趣紧密相连，目的是让你们在英语学习中不感到枯燥乏味，而是有话可说、有话想说、有话能说。

3. 教材在重视培养你们的语言运用能力的同时，更加重视培养你们的语言学习策略和技能。这些策略和技能是帮助你们进一步学好英语的基础。

4. 教材为你们设计了许多具有交际意义的任务或活动，目的是让你们在英语课堂上“活”起来、“动”起来。英语课堂教学需要你们的充分参与，英语学习需要你们与老师合作、与同学交流。通过参与和互动，你们的英语水平才会得到不断提高。

5. 教材进一步丰富了文化教学的内容，包括我们的民族文化、英语国家的文化和非英语国家的文化。通过文化内容的学习，你们的视野会更开阔，思想会更丰富，思维会更活跃，交流会更得体。

要想学好英语，光靠课本是不够的，你们还需要继续接触更多的英语学习资源。学习英语没有捷径，只有多听、多说、多读、多写、多记、多用才是最有效的办法。因此，你们要充分利用各种资源和机会来学习英语。

同学们，继续努力吧！祝你们英语学习取得更大进步！

编者

2013年5月





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Target Language	Vocabulary	Recycling
<p>What's the matter? I have a stomachache.</p> <p>What's the matter with Ben?</p> <p>He hurt himself.</p> <p>Does he have a toothache? Yes, he does.</p> <p>What should she do?</p> <p>She should take her temperature.</p>	<p>foot, knee, neck, stomach, throat, matter, cough, fever, headache, stomachache, toothache, nurse, blood, rest, X-ray, situation, spirit, trouble, death</p> <p>hit, hurt, lie, rest</p> <p>have a cold, take breaks, get off, right away, get into, cut off, give up</p>	<p>arm, back, ear, eye, hand, head, leg, mouth, nose, tooth</p> <p>temperature, dentist, medicine, doctor, hospital</p> <p>Modal verb <i>should</i></p> <p><i>If</i> clause</p>
<p>I'd like to help homeless people.</p> <p>You could ask hospitals to let you visit the kids and cheer them up.</p> <p>She volunteers there once a week to help kids learn to read.</p> <p>I'm making some signs to put up around the school.</p>	<p>feeling, interest, difficulty, kindness, satisfaction</p> <p>disabled, blind, deaf, lonely, strong, clever</p> <p>clean up, cheer up, give out, hand out, give away, care for, fix up, put off, come up with, call up, take after, try out, set up</p>	<p>job, time, money, city park, old people's home, animal hospital</p> <p>visit, teach, tell stories, spend, help, decide</p> <p>put up, help out, give up, run out</p> <p>Infinitives as objects</p>
<p>Could I go out for dinner with my friends? Sure, that should be OK.</p> <p>Could we get something to drink after the movie?</p> <p>No, you can't. You have a basketball game tomorrow.</p> <p>Could you please take the dog for a walk? OK, but I want to watch one show first.</p>	<p>floor, mess, neighbor, rubbish, shirt, waste, stress</p> <p>fold, sweep, throw, pass, borrow, lend, hate, depend, develop, provide, drop</p> <p>fair, unfair</p> <p>all the time, as soon as, in order to, depend on, take care of</p>	<p>dish, bed, clothes, room, home, work, job, homework, housework, parent, child, kid, teenager</p> <p>clean, tidy, comfortable</p> <p>take out, go out, stay out, help out, help with</p> <p>Model verbs <i>can</i> and <i>have to</i></p>
<p>What should I do?</p> <p>Why don't you forget about it? Although she's wrong, it's not a big deal.</p> <p>What should he do?</p> <p>He should talk to his friend so that he can say he's sorry.</p> <p>Maybe you could go to his house.</p> <p>I guess I could, but I don't want to surprise him.</p>	<p>communication, relation</p> <p>allow, argue, cause, communicate, compare, compete, continue, copy, explain, guess, offer, push, return</p> <p>wrong, quick, clear, crazy, nervous, proper, typical, usual</p> <p>instead, perhaps, secondly</p> <p>look through, work out, get on with, compare ... with, in one's opinion</p>	<p>parent, homework, advice, grade, test, fight</p> <p>study, write, call, talk, help, hang out, relax, agree, disagree</p> <p>enough, tired, sorry, angry, lonely</p> <p>What's the matter?</p> <p>Modal verbs <i>should</i> and <i>could</i></p>

Units	Topics	Functions	Structures
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<b>7</b> <b>What's the highest mountain in the world?</b> Page 49	Facts about the world	Talk about geography and nature	Large numbers Comparatives and superlatives with adjectives and adverbs

Target Language	Vocabulary	Recycling
<p>What were you doing at eight last night? I was taking a shower.</p> <p>What was he doing when the rainstorm came?</p> <p>He was reading in the library when the rainstorm came.</p> <p>What was Jenny doing while Linda was sleeping?</p> <p>While Linda was sleeping, Jenny was helping Mary with her homework.</p>	<p>date, area, storm, wind, light, match, silence</p> <p>beat, begin, realize, report, rise</p> <p>strange, asleep</p> <p>completely, suddenly, heavily, recently</p> <p>go off, pick up, fall asleep, die down, have a look, make one's way, take down, as first</p>	<p>weather, news, neighbor, TV, radio, history</p> <p>happen, remember, start, forget</p> <p>at nine o'clock, at 7:00 a.m., yesterday morning, last night, 10 minutes ago</p> <p>Days of the week, dates and times</p> <p>Simple past tense</p>
<p>How does the story begin?</p> <p>Once upon a time, there was a very old man ...</p> <p>What happened next?</p> <p>As soon as the man finished talking, Yu Gong said that his family could continue to move the mountains after he died.</p> <p>Why was Yu Gong trying to move the mountains?</p> <p>Because they were so big that it took a long time to walk to the other side.</p>	<p>god, couple, husband, wife, object, gold, silk, stick, stone, tail, voice, ground</p> <p>remind, fit, hide, lead, marry, shine, simile, cheat</p> <p>brave, stupid, silly, weak, Western, magic</p> <p>once upon a time, turn ... into, fall in love, get married, a little bit, instead of</p>	<p>story, mountain, fight, problem, opinion, side</p> <p>interesting, different, famous, favorite</p> <p>Simple present tense</p> <p>Simple past tense</p> <p>Past progressive tense</p>
<p>What's the highest mountain in the world? Qomolangma.</p> <p>How high is Qomolangma?</p> <p>It's 8,844.43 meters high. It's higher than any other mountain.</p> <p>Did you know that China is one of the oldest countries in the world?</p> <p>Yes, I did. It's much older than the US.</p>	<p>nature, desert, ocean, square, meter, bamboo, adult, illness, force, population, condition, government, research, protection, achievement, excitement</p> <p>achieve, include, protect, succeed, weigh</p> <p>deep, wide, wild, thick, huge, ancient, endangered</p> <p>feel free, take in, walk into, fall over, or so, as far as I know, in the face of, at birth, up to</p>	<p>mountain, kilometer, size, world, lake, river, sea, panda, elephant, country, scientist, fact</p> <p>high, long, big, famous, popular, strong</p> <p>Making comparisons</p>



Units	Topics	Functions	Structures
<b>8</b> Have you read <i>Treasure Island</i> yet? Page 57	Literature and music	Talk about recent events and experiences	Present perfect tense with <i>already</i> and <i>yet</i>
<b>9</b> Have you ever been to a museum? Page 65	Fun places	Talk about past experiences	Present perfect tense with <i>been</i> , <i>ever</i> and <i>never</i>
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Target Language	Vocabulary	Recycling
<p>Have you read <i>Little Women</i> yet? Yes, I have./No, I haven't.</p> <p>Has Tina read <i>Treasure Island</i> yet? Yes, she has. She thinks it's fantastic.</p> <p>Have you decided which book to write about yet? Yes, I have. I've already finished reading it. It was really good.</p>	<p>page, fiction, pop, fan, million, record, line, success, beauty, technology</p> <p>treasure, island, ship, sand, land, mark, gun, tool</p> <p>introduce, belong</p> <p>forever, abroad</p> <p>full of, hurry up, ever since, one another</p>	<p>book, writer, library, music, song, singer, musician, CD</p> <p>read, finish, listen, feel</p> <p>fantastic, interesting, boring, favorite, famous, popular, successful</p> <p>Simple present tense</p> <p>Simple past tense</p> <p>Simple future tense</p>
<p>Have you ever been to a science museum? No, I've never been to a science museum.</p> <p>Have you ever visited the space museum? Yes, I have. I went there last year.</p> <p>I've never been to a water park. Me neither.</p>	<p>camera, toilet, province, spring, fox</p> <p>collect, encourage, fear, progress</p> <p>rapid, peaceful, perfect, safe, unbelievable, unusual, social</p> <p>whenever, whether</p> <p>a couple of, thousands of, on the one hand ... on the other hand ..., all year round</p>	<p>art, space, history, science, nature, computer, tea, museum, park, zoo, holiday</p> <p>visit, try, camp</p> <p>recently, yesterday, last year, in April, next week, tomorrow</p> <p>Present perfect tense</p>
<p>How long have you had that bike over there? I've had it for three years.</p> <p>How long has his son owned the train and railway set? He's owned it since his fourth birthday.</p> <p>Have you ever played football? Yes, I did when I was little, but I haven't played for a while now.</p>	<p>yard sale, soft toy, bread maker, scarf, board game, hometown, memory, childhood</p> <p>own, search, hold, regard, consider</p> <p>certain, soft, sweet, truthful</p> <p>according to, to be honest, as for, check out, part with, no longer, close to</p>	<p>sale, bike, book, magazine, clothes, place, school, tree</p> <p>sell, give away, lose, need, keep, decide, raise, change, appear, build, become, feel</p> <p>old, favorite, useful, special, sad, understanding</p> <p>Present perfect tense</p>

# UNIT 1

## Section

## A

**Language Goals:**  
Talk about health  
problems and  
accidents;  
Give advice

## What's the matter?



**1a** Look at the picture. Write the correct letter [a–m] for each part of the body.

h arm	back	ear	eye	foot
hand	head	leg	mouth	
neck	nose	stomach	tooth	

**1b** Listen and look at the picture. Then number the names [1–5].

Nancy	____	Sarah	1	David	____
Ben	____	Judy	____		

**1c** Look at the picture.  
What are the students' problems? Make conversations.

A: What's the matter with Judy?  
B: She talked too much yesterday and didn't drink enough water. She has a very sore throat now.



2a

Listen and number the pictures [1-5] in the order you hear them.



2b

Listen again. Match the problems with the advice.

- |                          |                                   |
|--------------------------|-----------------------------------|
| 1. fever                 | a. lie down and rest              |
| 2. stomachache           | b. drink some hot tea with honey  |
| 3. cough and sore throat | c. see a dentist and get an X-ray |
| 4. toothache             | d. take your temperature          |
| 5. cut myself            | e. put some medicine on it        |

2c

Make conversations using the information in 2a and 2b.

A: What's the matter?  
B: My head feels very hot.  
A: Maybe you have a fever ...  
B: ...

2d

Role-play the conversation.

Mandy: Lisa, are you OK?  
Lisa: I have a headache and I can't move my neck. What should I do? Should I take my temperature?  
Mandy: No, it doesn't sound like you have a fever. What did you do on the weekend?  
Lisa: I played computer games all weekend.  
Mandy: That's probably why. You need to take breaks away from the computer.  
Lisa: Yeah, I think I sat in the same way for too long without moving.  
Mandy: I think you should lie down and rest. If your head and neck still hurt tomorrow, then go to a doctor.  
Lisa: OK. Thanks, Mandy.



- 3a** Read the passage. Do you think it comes from a newspaper or a book? How do you know?

### Bus Driver and Passengers Save an Old Man

At 9:00 a.m. yesterday, bus No. 26 was going along Zhonghua Road when the driver saw an old man lying on the side of the road. A woman next to him was shouting for help.

The bus driver, 24-year-old Wang Ping, stopped the bus without thinking twice. He got off and asked the woman what happened. She said that the man had a heart problem and should go to the hospital. Mr. Wang knew he had to act quickly. He told the passengers that he must take the man to the hospital. He expected most or all of the passengers to get off and wait for the next bus. But to his surprise, they all agreed to go with him. Some passengers helped Mr. Wang to move the man onto the bus.



Thanks to Mr. Wang and the passengers, the doctors saved the man in time. "It's sad that many people don't want to help others because they don't want any trouble," says one passenger. "But the driver didn't think about himself. He only thought about saving a life."

- 3b** Read the passage again and check (✓) the things that happened in the story.

1. \_\_\_\_\_ Wang Ping was the driver of bus No. 26 at 9:00 a.m. yesterday.
2. \_\_\_\_\_ Bus No. 26 hit an old man on Zhonghua Road.
3. \_\_\_\_\_ The old man had a heart problem and needed to go to the hospital right away.
4. \_\_\_\_\_ The passengers on the bus did not want to go to the hospital, so only Wang Ping went with the woman and old man.
5. \_\_\_\_\_ Some passengers helped to get the old man onto the bus.
6. \_\_\_\_\_ The old man got to the hospital in time.

- 3c** Discuss the questions with a partner.

1. Why was Wang Ping surprised that the passengers agreed to go to the hospital with him?
2. Did the passengers think Wang Ping did the right thing? How do you know?
3. Do you agree that people often do not help others because they do not want to get into trouble? Why or why not?

# Grammar Focus

What's the matter?	I have a stomachache.	You shouldn't eat so much next time.
What's the matter with Ben?	He hurt himself. He has a sore back.	He should lie down and rest.
Do you have a fever?	Yes, I do./No, I don't./I don't know.	
Does he have a toothache?	Yes, he does.	He should see a dentist and get an X-ray.
What should she do?	She should take her temperature.	
Should I put some medicine on it?	Yes, you should./No, you shouldn't.	

## 4a

Fill in the blanks and practice the conversations.

- A: I hurt \_\_\_\_\_ when I played basketball yesterday. What \_\_\_\_\_ I do?  
B: You \_\_\_\_\_ see a doctor and get an X-ray.
- A: \_\_\_\_\_ the matter?  
B: My sister and I \_\_\_\_\_ sore throats. \_\_\_\_\_ we go to school?  
A: No, you \_\_\_\_\_.
- A: \_\_\_\_\_ Mike \_\_\_\_\_ a fever?  
B: No, he \_\_\_\_\_. He \_\_\_\_\_ a stomachache.  
A: He \_\_\_\_\_ drink some hot tea.

## 4b

Circle the best advice for these health problems. Then add your own advice.

- Jenny cut herself. She should (get an X-ray / put some medicine on the cut).  
My advice: \_\_\_\_\_.
- Kate has a toothache. She should (see a dentist / get some sleep).  
My advice: \_\_\_\_\_.
- Mary and Sue have colds. They shouldn't (sleep / exercise).  
My advice: \_\_\_\_\_.
- Bob has a sore back. He should (lie down and rest / take his temperature).  
My advice: \_\_\_\_\_.

## 4c

One student mimes a problem. The other students in your group guess the problem and give advice.

Name	Problem	Advice
Liu Peng	fall down	go home and rest

- A: What's the matter? Did you hurt yourself playing soccer?  
B: No, I didn't.  
C: Did you fall down?  
B: Yes, I did.  
D: You should go home and get some rest.



Section  
**B**

1a

When these accidents happen, what should you do?  
Put the actions in order.



- \_\_\_ Go to the hospital.
- \_\_\_ Get an X-ray.
- \_\_\_ Rest for a few days.

- \_\_\_ Put a bandage on it.
- \_\_\_ Run it under water.
- \_\_\_ Put some medicine on it.



- \_\_\_ Clean your face.
- \_\_\_ Put your head back.
- \_\_\_ Put on a clean T-shirt.

1b

Listen to the school nurse. Check (✓) the problems you hear.

Problems		Treatments	Problems	Treatments
Someone felt sick.	✓	b, c	Someone had a nosebleed.	
Someone cut his knee.			Someone hurt his back.	
Someone had a fever.			Someone got hit on the head.	

1c

Listen again. Write the letter of each treatment next to the problems you checked in the chart above.

- a. put a bandage on it
- b. took his temperature
- c. told him to rest
- d. put some medicine on it
- e. took him to the hospital to get an X-ray
- f. told her to put her head back

1d

Role-play a conversation between the nurse and the teacher. Use the information in 1b and 1c.

- A: Who came to your office today?  
B: First, a boy came in. He hurt himself in P.E. class.  
A: What happened?  
B: ...

- 2a** Accidents or problems can sometimes happen when we do sports. Write the letter of each sport next to each accident or problem that can happen.

A = soccer    B = mountain climbing    C = swimming

\_\_\_\_\_ fall down    \_\_\_\_\_ have problems breathing    \_\_\_\_\_ get hit by a ball  
 \_\_\_\_\_ get sunburned    \_\_\_\_\_ cut ourselves    \_\_\_\_\_ hurt our back or arm

- 2b** Read the passage and underline the words you don't know. Then look up the words in a dictionary and write down their meanings.

### He Lost His Arm But Is Still Climbing

Aron Ralston is an American man who is interested in mountain climbing. As a mountain climber, Aron is used to taking risks. This is one of the exciting things about doing dangerous sports. There were many times when Aron almost lost his life because of accidents. On April 26, 2003, he found himself in a very dangerous situation when climbing in Utah.



On that day, Aron's arm was caught under a 360-kilo rock that fell on him when he was climbing by himself in the mountains. Because he could not free his arm, he stayed there for five days and hoped that someone would find him. But when his water ran out, he knew that he would have to do something to save his own life. He was not ready to die that day. So he used his knife to cut off half his right arm. Then, with his left arm, he bandaged himself so that he would not lose too much blood. After that, he climbed down the mountain to find help.

After losing his arm, he wrote a book called *Between a Rock and a Hard Place*. This means being in a difficult situation that you cannot seem to get out of. In this book, Aron tells of the importance of making good decisions, and of being in control of one's life. His love for mountain climbing is so great that he kept on climbing mountains even after this experience.

Do we have the same spirit as Aron? Let's think about it before we find ourselves "between a rock and a hard place", and before we have to make a decision that could mean life or death.

#### Finding the Order of Events

Writers describe events in a certain order. Finding the order of the events will help you understand what you are reading.

Words

Meanings



**2c** Read the statements and circle *True, False or Don't Know*.

1. Aron almost lost his life three times because of climbing accidents.	TRUE	FALSE	DON'T KNOW
2. Aron had a serious accident in April 2003.	TRUE	FALSE	DON'T KNOW
3. Aron ran out of water after three days.	TRUE	FALSE	DON'T KNOW
4. Aron wrote his book before his serious accident.	TRUE	FALSE	DON'T KNOW
5. Aron still goes mountain climbing.	TRUE	FALSE	DON'T KNOW

**2d** Read the passage again and answer the questions.

1. Where did the accident happen on April 26, 2003?
2. Why couldn't Aron move?
3. How did Aron free himself?
4. What did Aron do after the accident?
5. What does "between a rock and a hard place" mean?

**2e** Put the sentences in the correct order. Then use them to tell Aron's story to your partner. Try to add other details from the reading.

- \_\_\_\_\_ On April 26, 2003, he had a serious mountain climbing accident.
- \_\_\_\_\_ Aron loves mountain climbing and doesn't mind taking risks.
- \_\_\_\_\_ Aron did not give up after the accident and keeps on climbing mountains today.
- \_\_\_\_\_ He wrote a book about his experience.
- \_\_\_\_\_ Aron lost half his right arm from the 2003 accident.

**3a** Imagine you are the school nurse and a student just had an accident or a health problem. Make notes about what he/she should and shouldn't do.

Accident or health problem

He/She should

He/She shouldn't

3b

Write a conversation between the nurse and the student using the notes in 3a. Use the questions and phrases below to help you.

*What's the matter?/What happened?/Are you OK?  
No, I don't feel well./I feel ... /I have a ... /Should I ... ?  
You should ... /You shouldn't ...  
fell down/got hit by ... /cut myself/hurt my ...*

Nurse: \_\_\_\_\_

Student: \_\_\_\_\_

Nurse: \_\_\_\_\_

Student: \_\_\_\_\_



### Self Check

- 1** Write different health problems next to the body parts. Then write more health problems you know of.

Head: \_\_\_\_\_

Back: \_\_\_\_\_

Throat: \_\_\_\_\_

Tooth: \_\_\_\_\_

Stomach: \_\_\_\_\_

Other problems: \_\_\_\_\_

- 2** Put these questions and answers in order to make a conversation.

\_\_\_ I hurt myself playing soccer. I have a sore leg.

\_\_\_ What should I do?

\_\_\_ I think you should see a doctor and get an X-ray.

\_\_\_ OK, thanks. I'll do that now.

\_\_\_ What's the matter?

\_\_\_ Oh, that doesn't sound good.

- 3** Write advice for these people.

1. Problem: Alan cut himself.

Advice: \_\_\_\_\_

2. Problem: Cindy has a headache.

Advice: \_\_\_\_\_

3. Problem: My cousins have bad colds.

Advice: \_\_\_\_\_

4. Problem: Jack hurt his back playing volleyball.

Advice: \_\_\_\_\_

# UNIT 2

## Section

## A

Language Goal:  
Offer help

### I'll help to clean up the city parks.

1a

Look at the ways you could help people in the picture. Then list other ways.



Other ways you could help people

---

---

---

---

1b

Listen and number the ways the boy and girl could help others.

- \_\_\_ The girl could visit the sick kids in the hospital to cheer them up.
- \_\_\_ The boy could give out food at the food bank.
- \_\_\_ The girl could volunteer in an after-school study program to teach kids.
- \_\_\_ The boy could help to clean up the city parks.

1c

Practice the conversation in the picture above. Then make other conversations using the information in 1b.



2a

A group of students are planning a City Park Clean-Up Day. Listen and check (✓) the things they are going to do to tell people about it.

a



b



c



d



e



2b

Listen again. Fill in the blanks.

1. We need to \_\_\_\_\_ a plan to tell people about the city park clean-up.
2. Clean-Up Day is only two weeks from now. We can't \_\_\_\_\_ making a plan.
3. We could \_\_\_\_\_ signs.
4. Let's make some notices, too. Then I'll \_\_\_\_\_ them \_\_\_\_\_ after school.
5. We could each \_\_\_\_\_ 10 students and ask them to come.

2c

Make a conversation using the information in 2a and 2b.

- A: We need to come up with a plan for the City Park Clean-Up Day.  
 B: Let's have lunch first.  
 A: No, we need to start now. Clean-Up Day is only two weeks from now.

2d

Role-play the conversation.

- Helen: Hi, Tom. I'm making some plans to work in an old people's home this summer.  
 Tom: Really? I did that last summer!  
 Helen: Oh, what did they ask you to help out with?  
 Tom: Mm ... things like reading the newspaper to the old people, or just talking to them. They told me stories about the past and how things used to be.  
 Helen: That sounds interesting.  
 Tom: Yeah, a lot of old people are lonely. We should listen to them and care for them.  
 Helen: You're right. I mean, we're all going to be old one day, too.



**3a** Read the article. What do Mario and Mary volunteer to do?

### Students Who Volunteer

Mario Green and Mary Brown from Riverside High School give up several hours each week to help others.

Mario loves animals and wants to be an animal doctor. He volunteers at an animal hospital every Saturday morning. Mario believes it can help him to get his future dream job. "It's hard work," he says, "but I want to learn more about how to care for animals. I get such a strong feeling of satisfaction when I see the animals get better and the look of joy on their owners' faces."



Mary is a book lover. She could read by herself at the age of four. Last year, she decided to try out for a volunteer after-school reading program.



She still works there once a week to help kids learn to read. "The kids are sitting in the library, but you can see in their eyes that they're going on a different journey with each new book. Volunteering here is a dream come true for me. I can do what I love to do and help others at the same time."

**3b** Read the article again and answer the questions.

1. Why do Mario and Mary volunteer to help others?
2. What do they say about volunteering?

**3c** Use infinitives to complete the sentences below.

1. Mario would like \_\_\_\_\_ an animal doctor.
2. Mario works for an animal hospital because he wants \_\_\_\_\_ about how \_\_\_\_\_ for animals.
3. Mary decided \_\_\_\_\_ for a job at an after-school reading program last year. She still works there now \_\_\_\_\_ kids learn to read.
4. Mary has a dream job because she can do what she loves \_\_\_\_\_.

Grammar  
Focus

I'd like to help homeless people.	She decided to try out for a volunteer after-school reading program.
You could ask hospitals to let you visit the kids and cheer them up.	Mario believes it can help him to get his future dream job.
She volunteers there once a week to help kids learn to read.	I'm making some signs to put up around the school.

## 4a Fill in the blanks with the phrasal verbs in the box.

put up  
hand out  
call up  
cheer up  
come up with  
give out  
put off

- I want to \_\_\_\_\_ my plan to work in an animal hospital until next summer. I'm too busy with my studies this year.
- She hopes to \_\_\_\_\_ at least five primary schools to ask if they need volunteers for their after-school programs.
- Our class is trying to \_\_\_\_\_ some ideas to \_\_\_\_\_ sick children because they are often sad.
- We decided to \_\_\_\_\_ signs around the school and \_\_\_\_\_ notices to tell students about the book sale. We will \_\_\_\_\_ the money from the sale to homeless people.

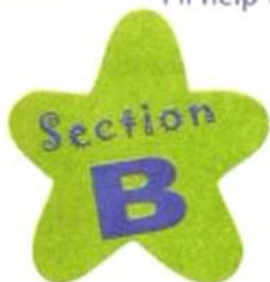
## 4b Fill in the blanks with the correct forms of the verbs in the box.

help move do make visit spend

Most people today are only worried about getting good jobs \_\_\_\_\_ lots of money. In their free time, they think about what \_\_\_\_\_ for fun. However, few people think about what they can do \_\_\_\_\_ others. There are many people who are less lucky than us. Volunteering our time to help these people is a good way \_\_\_\_\_ our free time. For example, we can make plans \_\_\_\_\_ sick children in the hospital or raise money for homeless people. Some people even stop doing their jobs for a few months to a year \_\_\_\_\_ to another place, like one of the countries in Africa, and help people there.

## 4c Complete the sentences with your own ideas. Use infinitives.

- I'd like to volunteer \_\_\_\_\_.
- At 12:00 a.m., I called my friend \_\_\_\_\_.
- I'm very busy but I could help \_\_\_\_\_.
- Summer vacation is coming, and I want \_\_\_\_\_.
- I want to travel alone. My parents told me (not) \_\_\_\_\_.



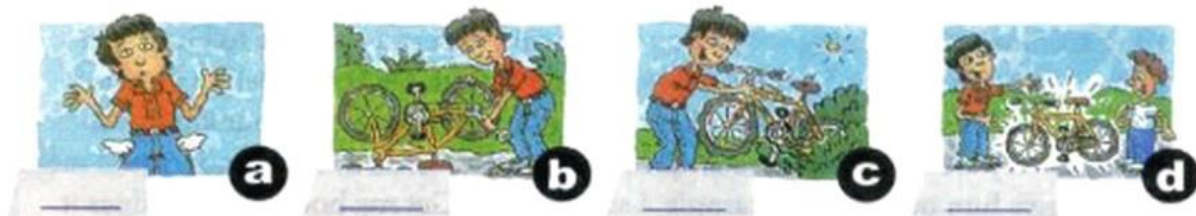
**1a Match the sentences with similar meanings.**

- |   |                                 |
|---|---------------------------------|
| <u>  b  </u> 1. I've run out of it.     | a. I repaired it.               |
| <u>     </u> 2. I take after my mother. | b. I don't have any more of it. |
| <u>     </u> 3. I fixed it up.          | c. I'm similar to her.          |
| <u>     </u> 4. I gave it away.         | d. I didn't keep it.            |

**1b Match the phrasal verbs with the nouns. Then make sentences with the phrases.**

run out of take after fix up give away	my bike money my father old clothes	<p><u>I gave away my bike to a children's home.</u></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
---	--	---

**1c Listen and number the pictures [1-4] in the correct order.**



**1d Listen again. Circle T for true or F for false.**

- |  |   |   |
|--|---|---|
| 1. Jimmy fixes up broken bicycle parts, like wheels. | T | F |
| 2. Jimmy sells bikes.                                | T | F |
| 3. Jimmy takes after his mother.                     | T | F |
| 4. Jimmy has run out of money.                       | T | F |

**1e Role-play a conversation between Jimmy and the reporter. Use the information in 1c and 1d.**

A: What do you do, Jimmy?  
B: I fix up ...



**2a** How do you usually thank someone who helps you? Discuss this with a partner.

**2b** Skim the letter and answer the questions.

1. Who wrote the letter to Miss Li? Why?
2. What did Miss Li do?

**Understanding Parts of Speech**

Knowing what part of speech a word is (noun, verb, preposition, etc.) can help you understand the word's meaning.

Dear Miss Li,

I'd like to thank you for giving money to Animal Helpers. I'm sure you know that this group was set up to help disabled people like me. You helped to make it possible for me to have Lucky. Lucky makes a big difference to my life. Let me tell you my story.

What would it be like to be blind or deaf? Or imagine you can't walk or use your hands easily. Most people would never think about this, but many people have these difficulties. I can't use my arms or legs well, so normal things like answering the telephone, opening and closing doors, or carrying things are difficult for me. Then one day last year, a friend of mine helped me out. She talked to Animal Helpers about getting me a special trained dog. She also thought a dog might cheer me up. I love animals and I was excited about the idea of having a dog.

After six months of training with a dog at Animal Helpers, I was able to bring him home. My dog's name is Lucky — a good name for him because I feel very lucky to have him. You see, I'm only able to have a "dog helper" because of your kindness! Lucky is very clever and understands many English words. He can understand me when I give him orders. For example, I say, "Lucky! Get my book," and he does it at once.

Lucky is a fantastic dog. I'll send you a photo of him if you like, and I could show you how he helps me. Thank you again for changing my life.

Best wishes,  
Ben Smith



**2c** Look at the list of words below. Circle the part of speech of each word and make your own sentences with these words.

1. group ( adj. / n. ) \_\_\_\_\_
2. disabled ( adj. / adv. ) \_\_\_\_\_
3. difference ( adv. / n. ) \_\_\_\_\_
4. imagine ( v. / n. ) \_\_\_\_\_
5. difficulties ( n. / adj. ) \_\_\_\_\_
6. normal ( adv. / adj. ) \_\_\_\_\_
7. training ( adv. / n. ) \_\_\_\_\_
8. kindness ( n. / v. ) \_\_\_\_\_

**2d** Use the information in the letter to make true sentences by matching the different parts.

SUBJECT	VERB	OBJECT
Miss Li	can get	unable to move well.
Ben Smith	trains	money to Animal Helpers.
Lucky	sent	animals like Lucky.
Animal Helpers	is	things for disabled people.

**2e** Discuss the questions with a partner.

1. In what other ways do you think dogs are able to help people?
2. What other animals can we train to help people?

**3a** Look at these kinds of volunteer work. Can you add more? What would you like to do? Discuss it with a partner.

- Working in an old people's home
- Helping kids in an after-school program
- Being a guide at a museum

## 3b

Write a letter or e-mail to the place you want to volunteer at.

Which volunteer job do you want to do?

What are your interests and hobbies?

How can these help you to do the job?

Why do you want to do the volunteer job?

When are you free to do the job?

*I'd like to / I'm interested in / I want to volunteer as ...**I'm good at / I'm strong in / In my free time, I like to ... so I think I'd be good at this job.**I want to help out as a volunteer in your old people's home / school / museum / group because ...**I'm free to help in / on ...*

Dear Sir or Madam,

Yours truly,

## Self Check

## 1 Fill in each blank with a possible verb to make a phrasal verb.

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

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

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

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

4. \_\_\_\_\_ out of

6. \_\_\_\_\_ up with

## 2 Fill in the blanks with the appropriate phrasal verbs or infinitives.

Last week, Jimmy, the Bike Boy \_\_\_\_\_ of money \_\_\_\_\_ old bikes.

He was unhappy, so everyone was trying \_\_\_\_\_ him up. He \_\_\_\_\_

some signs asking for old bikes and \_\_\_\_\_ all his friends on the phone

\_\_\_\_\_ them about the problem. He even \_\_\_\_\_ notices at the

supermarket. Then he told the teachers at school about his problem and

they \_\_\_\_\_ a call-in center for parents. The ideas that he \_\_\_\_\_ with

worked out fine. He now has 16 bikes \_\_\_\_\_ up and \_\_\_\_\_ to

children who don't have bikes.



# UNIT 3

## Section A

Language Goals:  
Make polite  
requests;  
Ask for  
permission

### Could you please clean your room?



**1a** Do you do these chores at home? Discuss them with your partner.

- |                    |                         |                          |
|--------------------|-------------------------|--------------------------|
| 1. do the dishes   | 2. take out the rubbish | 3. fold your clothes     |
| 4. sweep the floor | 5. make your bed        | 6. clean the living room |

**1b** Listen. Who will do these chores? Check (✓) *Peter's mother* or *Peter*.

Chores	Peter's mother	Peter
do the dishes		
sweep the floor		
take out the rubbish		
make the bed		
fold the clothes		
clean the living room		

**1c** Make conversations about the chores in 1a.

A: Could you please sweep the floor?

B: Yes, sure. Can you do the dishes?

A: Well, could you please do them?

I'm going to clean the living room.

B: No problem.

2a

Listen. Peter asks his father if he can do four things. What does his father say? Check (✓) yes or no.



Peter wants to ...	Peter's father says ...	His father's reasons
go out for dinner.	✓ yes    ___ no	I have to do some work.
go to the movies.	___ yes    ___ no	You have to clean your room.
stay out late.	___ yes    ___ no	I need to eat breakfast.
get a ride.	___ yes    ___ no	You have a basketball game.

2b

Listen again. Why does Peter's father say "no"? Draw lines to the reasons in the chart in 2a.

2c

Make conversations between Peter and his father.

A: Could I use your computer?  
 B: Sorry. I'm going to work on it now.  
 A: Well, could I watch TV?  
 B: Yes, you can, but first you have to clean your room.

2d

Role-play the conversation.

Sister: Tony, could you please help out with a few things?  
 Brother: Could I at least finish watching this show?  
 Sister: No. I think two hours of TV is enough for you!  
 Brother: Fine. What do you want me to do?  
 Sister: Could you take out the rubbish, fold the clothes and do the dishes?  
 Brother: So much?  
 Sister: Yes, because Mom will be back from shopping any minute now. And she won't be happy if she sees this mess.  
 Brother: But the house is already pretty clean and tidy!  
 Sister: Yes, well, it's clean, but it's not "mother clean"!





**3a** Read the story and answer the questions.

1. Why was Nancy's mom angry with her?
2. Did they solve the problem? How?

Last month, our dog welcomed me when I came home from school. He wanted a walk, but I was too tired. I threw down my bag and went to the living room. The minute I sat down in front of the TV, my mom came over. "Could you please take the dog for a walk?" she asked.

"Could I watch one show first?" I asked.

"No!" she replied angrily. "You watch TV all the time and never help out around the house! I can't work all day and do housework all evening."

"Well, I work all day at school, too! I'm just as tired as you are!" I shouted back.

My mom did not say anything and walked away. For one week, she did not do any housework and neither did I. Finally, I could not find a clean dish or a clean shirt.

The next day, my mom came home from work to find the house clean and tidy.

"What happened?" she asked in surprise.

"I'm so sorry, Mom. I finally understand that we need to share the housework to have a clean and comfortable home," I replied.



**3b** Read the sentences below. Underline the sentences from the reading that mean the same thing.

1. Neither of us did any housework for a week.
2. My mom came over as soon as I sat down in front of the TV.
3. You're tired, but I'm tired, too.

**3c** Decide whether the underlined words in the sentences are verbs or nouns. Then write another sentence using the underlined word in the other form.

1. Could you take the dog for a walk? (noun) → I walked home from school. (verb)
2. Could I watch one show first? \_\_\_\_\_
3. I can't work all day. \_\_\_\_\_
4. You watch TV all the time. \_\_\_\_\_
5. "What happened?" she asked in surprise. \_\_\_\_\_



Grammar  
Focus

Could I go out for dinner with my friends?	Sure, that should be OK.
Could we get something to drink after the movie?	No, you can't. You have a basketball game tomorrow.
Could you please take the dog for a walk?	OK, but I want to watch one show first.
Could you please take out the rubbish?	Yes, sure.

4a

Write **R** for requests and **P** for permissions. Then match each one with the correct response.

- |   |   |
|---|---|
| 1. ____ Could I hang out with my friends after the movie? | a. Yes, here you are.   |
| 2. ____ Could you please pass me the salt?                | b. Hmm. How much do you need?                                     |
| 3. ____ Could I borrow that book?                         | c. Yes, sure. No problem. I finished reading it last night.       |
| 4. ____ Could you help me do the dishes?                  | d. Yes, but don't come back too late.                             |
| 5. ____ Could you lend me some money?                     | e. No, I can't. I cut my finger and I'm trying not to get it wet. |

4b

Fill in the blanks in the conversation.

A: I hate to \_\_\_\_\_ chores.

B: Well, I hate some chores too, but I like other chores.

A: Really? Great! \_\_\_\_\_ I ask you to \_\_\_\_\_ me with some chores then?

B: What do you need help with?

A: \_\_\_\_\_ you please \_\_\_\_\_ my clothes for me?

B: I don't want to do that! It's boring!

A: OK. Then \_\_\_\_\_ you \_\_\_\_\_ do the dishes for me?

B: Sure, no problem. But \_\_\_\_\_ we go to the movies after that?

A: Sure. I'll finish my homework while you help me with the dishes. Then we can go to the movies.

4c

Make a list of things your group needs to do for a camping trip. Then discuss who will do them and complete the chart.

A: Could you please bring a tent, Liu Chang?

B: Sure. And could you please ...?

C: Sorry, I can't. I have to ...



To-do list	Name
bring a tent	Liu Chang



1a

What do teenagers ask their parents' permission for? What do parents ask their teenagers to do? Write *parents* or *teenagers* next to each phrase.



- |  |                               |
|--|-------------------------------|
| ✓ 1. buy some drinks and snacks <u>teenagers</u> | 5. go to the store _____      |
| 2. borrow some money _____                       | 6. use your CD player _____   |
| 3. clean your room _____                         | 7. take out the rubbish _____ |
| 4. invite my friends to a party _____            | 8. make your bed _____        |

1b

Use the phrases in 1a to make conversations.

Parent: Could you clean your room?

Child: Yes, I can.

Child: Could I invite my friends to a party?

Parent: No, you can't have a party. You have a test on Monday.

1c

Listen to a conversation between Sandy and her mom. Check (✓) the things in 1a that you hear.

1d

Listen again. Fill in the chart.

What are they going to do?

Sandy's mom

Sandy

invite her friends,

Sandy and Dave

1e

You are having a party. Ask your partner for help with these things:

go to the store

buy drinks and snacks

do the dishes

clean the living room

take out the rubbish

A: Could you please take out the rubbish?

B: Yes, sure.



**2a** Discuss the questions with your partner.

1. What do you often do to help your parents at home?
2. Do you think kids should help out with chores at home?

**2b** The *Sunday Mail* magazine invited parents to write about whether they think young people should do chores at home. Skim the following letters. Which one agrees and which one disagrees?

Dear Sir,

I do not understand why some parents make their kids help with housework and chores at home. Kids these days already have enough stress from school. They do not have time to study and do housework, too. Housework is a waste of their time. Could we just let them do their job as students? They should spend their time on schoolwork in order to get good grades and get into a good university. Also, when they get older, they will have to do housework so there is no need for them to do it now. It is the parents' job to provide a clean and comfortable environment at home for their children. And anyway, I think doing chores is not so difficult. I do not mind doing them.

Ms. Miller

**Skimming**

This means looking quickly through a piece of writing to find the main idea without reading every word. It is still a good idea to read the first sentence in each paragraph a little more carefully.



Dear Sir,

I think it is important for children to learn how to do chores and help their parents with housework. It is not enough to just get good grades at school. Children these days depend on their parents too much. They are always asking, "Could you get this for me?" or "Could you help me with that?" Doing chores helps to develop children's independence and teaches them how to look after themselves. It also helps them to understand the idea of fairness. Since they live in one house with their parents, they should know that everyone should do their part in keeping it clean and tidy. Our neighbors' son got into a good college but during his first year, he had no idea how to take care of himself. As a result, he often fell ill and his grades dropped. The earlier kids learn to be independent, the better it is for their future.

Mr. Smith



- 2c** According to Ms. Miller and Mr. Smith, what are the pros and cons about kids doing chores?

Pros	Cons
Doing chores helps to develop children's independence.	Housework is a waste of children's time.

- 2d** Write one sentence with each phrase from the letters.

1. a waste of time \_\_\_\_\_
2. there is no need for ... to \_\_\_\_\_
3. do not mind \_\_\_\_\_
4. spend time on \_\_\_\_\_
5. in order to \_\_\_\_\_
6. it is not enough to \_\_\_\_\_
7. the earlier ... the better \_\_\_\_\_

- 2e** Discuss the questions with a partner.

1. Which letter do you agree with? Why?
2. What would you say to the person who wrote the letter you don't agree with?

- 3a** Do you think children should do some chores at home? Why or why not? Discuss this with a partner and take notes.

Children should do chores  
because ...

Children should not do  
chores because ...

**3b** Write a letter to the *Sunday Mail* and express your opinion.

Dear Sir or Madam,

I think/believe that \_\_\_\_\_.

I agree/disagree that \_\_\_\_\_.

I think it is fair/unfair for children to \_\_\_\_\_.

I think children should/should not \_\_\_\_\_  
because \_\_\_\_\_.

For example, they should/should not \_\_\_\_\_  
because \_\_\_\_\_.

Yours truly,



**Self Check**

**1** Make a list of chores using these verbs.

1. do \_\_\_\_\_
2. clean \_\_\_\_\_
3. make \_\_\_\_\_
4. fold \_\_\_\_\_
5. sweep \_\_\_\_\_
6. take out \_\_\_\_\_

**2** Are these polite requests or permissions? Write the numbers in the correct places in the chart.

1. Could you please do your homework?
2. Could I watch TV?
3. Could you take out the rubbish first?
4. Could I use your computer?
5. Could I leave now?
6. Could you come back before nine?

Requests	Permissions

**3** Use the questions in activity 2 to write a conversation.

A: \_\_\_\_\_  
B: \_\_\_\_\_  
...

# UNIT 4

## Section

## A

Language Goals:  
Talk about  
problems;  
Give advice

## Why don't you talk to your parents?



**1a** Look at these problems. Do you think they are serious or not? Write them in the appropriate box.

1. I have to study too much so I don't get enough sleep.
2. I have too much homework so I don't have any free time to do things I like.
3. My parents don't allow me to hang out with my friends.
4. I have too many after-school classes.
5. I got into a fight with my best friend.

Serious

Not serious

**1b** Listen and circle the problems you hear in 1a.

**1c** Look at the problems in 1a and make conversations.

A: What's wrong?

B: I'm really tired because I studied until midnight last night.

A: Why don't you go to sleep earlier this evening?



2a

Listen. Peter's friend is giving him advice. Fill in the blanks with *could* or *should*.

## Advice

1. You \_\_\_\_\_ write him a letter. (       )
2. You \_\_\_\_\_ call him up. (       )
3. You \_\_\_\_\_ talk to him so that you can say you're sorry. (       )
4. You \_\_\_\_\_ go to his house. (       )
5. You \_\_\_\_\_ take him to the ball game. (       )

2b

Listen again. Why doesn't Peter like his friend's advice? Write the letters (a-e) next to the advice in 2a.

## Why Peter doesn't like the advice

- a. It's not easy.
- b. I don't want to wait that long.
- c. I don't want to surprise him.
- d. I'm not good at writing letters.
- e. I don't want to talk about it on the phone.

2c

Role-play a conversation between Peter and his friend.

- A: What's the matter, Peter?  
 B: I had a fight with my best friend. What should I do?  
 A: Well, you should call him so that you can say you're sorry.



2d

Role-play the conversation.

- Dave: You look sad, Kim. What's wrong?  
 Kim: Well, I found my sister looking through my things yesterday. She took some of my new magazines and CDs.  
 Dave: Hmm ... that's not very nice. Did she give them back to you?  
 Kim: Yes, but I'm still angry with her. What should I do?  
 Dave: Well, I guess you could tell her to say sorry. But why don't you forget about it so that you can be friends again? Although she's wrong, it's not a big deal.  
 Kim: You're right. Thanks for your advice.  
 Dave: No problem. Hope things work out.

- 3a** Look at this letter to a magazine and the reply from Robert Hunt, a school counselor. Complete the chart.

Dear Mr. Hunt,

My problem is that I can't get on with my family. Relations between my parents have become difficult. They fight a lot, and I really don't like it. It's the only communication they have. I don't know if I should say anything to them about this. When they argue, it's like a big, black cloud hanging over our home. Also, my elder brother is not very nice to me. He always refuses to let me watch my favorite TV show. Instead he watches whatever he wants until late at night. I don't think this is fair. At home I always feel lonely and nervous. Is that normal? What can I do?

Sad and Thirteen



Dear Sad and Thirteen,

It's not easy being your age, and it's normal to have these feelings. Why don't you talk about these feelings with your family? If your parents are having problems, you should offer to help. Maybe you could do more jobs around the house so that they have more time for proper communication. Secondly, why don't you sit down and communicate with your brother? You should explain that you don't mind him watching TV all the time. However, he should let you watch your favorite show. I hope things will be better for you soon.

Robert Hunt

Problems

Advice

- 3b** Do you agree or disagree with Mr. Hunt's advice? Why?

I agree/disagree with his advice because ...

- 3c** Which words or phrases in the letters have the same or similar meanings as the following? Write a sentence using each word or phrase.

make sth. clear —	explain	Can you explain to me how to do this math problem?
talk —		
not allow —		
worried —		
get along with —		



Grammar  
Focus

You look tired. What's the matter?	I studied until midnight last night so I didn't get enough sleep.
What should I do?	Why don't you forget about it? Although she's wrong, it's not a big deal.
What should he do?	He should talk to his friend so that he can say he's sorry.
Maybe you could go to his house.	I guess I could, but I don't want to surprise him.

4a Fill in the blanks with *although*, *so that* or *until*.

- A: What's wrong?  
 B: My sister borrows my clothes without asking. What should I do?  
 A: Well, you could tell her that this makes you angry \_\_\_\_\_ she'll ask you next time.
- A: I don't have any friends at my new school. What should I do?  
 B: \_\_\_\_\_ you don't have any now, you will soon make some.
- A: I'm worried about my school grades. What's your advice?  
 B: You shouldn't wait \_\_\_\_\_ the last minute to study for a test.
- A: Mike is my best friend, but he always copies my homework. What should I do?  
 B: \_\_\_\_\_ he's your best friend, you should still tell him that copying others' homework is wrong.

## 4b Write one piece of advice for each problem. Then compare your advice with your partner's and decide whether the advice is good or bad.

- I'm very shy. **Advice:** \_\_\_\_\_
- My sister and I fight all the time. **Advice:** \_\_\_\_\_
- My sister spends all evening on the phone. **Advice:** \_\_\_\_\_
- My cousin borrows my things without returning them. **Advice:** \_\_\_\_\_
- My parents won't let me have a pet. **Advice:** \_\_\_\_\_

## 4c Choose one of the problems and ask your classmates for advice. Decide which classmate has the best advice.

- A: My best friend is more popular than me.  
 I want to be like him. What should I do?  
 B: You could try to be friendlier.  
 C: You should just be yourself.

## Problems

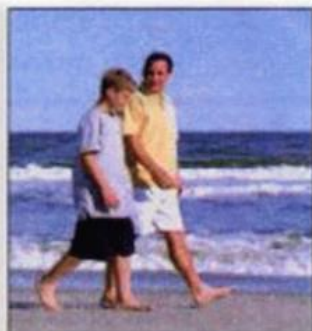
You left your homework at home.  
 Your best friend is more popular than you.  
 You are afraid of speaking in front of people.  
 Your best friend does not trust you anymore.  
 Your parents always argue.



Section  
B

- 1a** What activities do you like to do to help lower your stress? Order them [1-8] with 1 being the most favorite thing you do to lower stress.

\_\_\_\_\_ play sports  
 \_\_\_\_\_ hang out with friends  
 \_\_\_\_\_ talk to parents or other family members  
 \_\_\_\_\_ spend time alone  
 \_\_\_\_\_ play computer games  
 \_\_\_\_\_ read books  
 \_\_\_\_\_ watch movies  
 \_\_\_\_\_ other: \_\_\_\_\_



- 1b** Tell your partner about your answers in 1a.

- 1c** Listen and check (✓) the problems Wei Ming talks about.

\_\_\_\_\_ My parents give me a lot of pressure about school.  
 \_\_\_\_\_ I don't get enough sleep.  
 \_\_\_\_\_ I don't have enough free time.  
 \_\_\_\_\_ I had a fight with my parents.  
 \_\_\_\_\_ I have to compete with my classmates at school.

- 1d** Listen again. What advice does Alice give to Wei Ming? Fill in the blanks.

1. Although you may be \_\_\_\_\_ with your parents, you should talk to them. Ask them why they give you so much \_\_\_\_\_.
2. Life shouldn't just be about \_\_\_\_\_. Free time activities like \_\_\_\_\_ and hanging out with friends are important, too.
3. You shouldn't \_\_\_\_\_ with your classmates to get better grades. You should all be \_\_\_\_\_ each other to improve.

- 1e** What is your advice for Wei Ming? Tell your partner and say why.

A: I think Wei Ming should ...  
 B: Why?  
 A: Because ...

**2a** Check (✓) the after-school activities you and your classmates usually do.

- |                                 |                               |
|---------------------------------|-------------------------------|
| _____ do homework               | _____ use the Internet        |
| _____ have after-school lessons | _____ hang out with friends   |
| _____ watch movies              | _____ play sports or exercise |

**2b** Read the article and answer the questions.

1. What is the common problem for Chinese and American families?
2. Who gives their opinions about the problem?

### Maybe You Should Learn to Relax!

These days, Chinese children are sometimes busier on weekends than weekdays because they have to take so many after-school classes. Many of them are learning exam skills so that they can get into a good high school and later a good university. Others are practicing sports so that they can **compete** and win. However, this doesn't only happen in China.

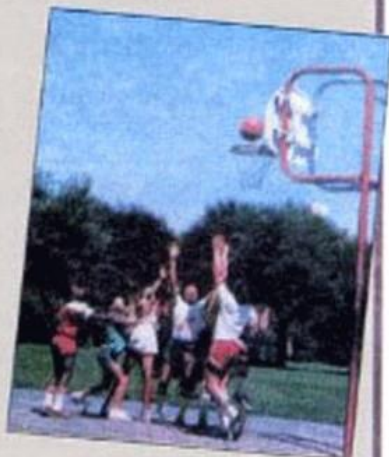
The Taylors are a **typical** American family. Life for Cathy Taylor's three children is very busy. "On most days after school," Cathy says, "I take one of my two boys to basketball practice and my daughter to football **training**. Then I have to take my other son to piano lessons. Maybe I could cut out a few of their activities, but I believe these activities are important for my children's future. I really want them to be successful." However, the tired children don't get home until after 7:00 p.m. They have a quick dinner, and then it's time for homework.

Linda Miller, a mother of three, knows all about such **stress**. "In some families, competition starts very young and **continues** until the kids get older," she says. "Mothers send their small kids to all kinds of classes. And they are always **comparing** them with other children. It's crazy. I don't think that's fair. Why don't they just let their kids be kids? People shouldn't push their kids so hard."

Doctors say too much pressure is not good for a child's **development**. Dr. Alice Green says all these activities can cause a lot of stress for children. "Kids should have time to relax and think for themselves, too. Although it's normal to want successful children, it's even more important to have happy children."

#### Guessing the Meaning

When reading something for the first time, do not worry about words you do not know. Use the context to help you guess the meaning.





- 2c** Look at the words in bold in the article. Can you guess their meanings? Try to match them with the meanings below.

1. Keeps on happening \_\_\_\_\_
2. Physical exercise and practice of skills \_\_\_\_\_
3. Worries about things at home, school or work \_\_\_\_\_
4. Usual or common \_\_\_\_\_
5. Try to be the best or the first to finish something \_\_\_\_\_
6. Getting better or bigger \_\_\_\_\_
7. Looking for differences and similarities between things \_\_\_\_\_

- 2d** Read the article again and answer the questions.

1. Does Cathy Taylor think it's important for kids to join after-school activities?
2. Does Linda Miller agree with Cathy? What's her opinion?
3. Does Dr. Green agree with Cathy or Linda? What does she say?

- 2e** Discuss the questions with your partner.

1. What do you think of after-school activities?
2. What should you do to relax?

- 3a** A magazine interviewed some parents about after-school classes for children. Read the opinions below and make notes on your own opinions.

Why should children take after-school classes?	Your opinions
1. "After-school classes can help kids get into a good university."	Agree:
2. "I want my child to be a successful person."	Disagree:
3. "It's good for children to start learning from a young age."	



3b

Write a letter to the magazine to express your opinions on after-school classes for children. Use the following expressions to help you.

**Try to write two paragraphs.**

First, say if you agree or disagree.

*Dear ...,*

*I don't really agree with ... because ...*

*Although some parents are right about ..., I think children should ...*

Then, explain why.

*In my opinion, it is important for children/parents to ...*

*I believe it is better if children/parents ... so that ...*

*Perhaps children/parents should/could ...*

*If children ..., they will ...*

**Self Check**

**1 Fill in the blanks using *until*, *so that* or *although*.**

- You should eat more now \_\_\_\_\_ you won't be hungry later.
- \_\_\_\_\_ you may not like to do chores, you should help your parents around the house.
- You could save more money \_\_\_\_\_ you can buy a gift for your friend's birthday.
- Kids shouldn't play computer games \_\_\_\_\_ late at night. They should rest early.
- \_\_\_\_\_ many people like to eat junk food, they should really eat more fruit and vegetables \_\_\_\_\_ they can be healthy.

**2 For each problem, choose the advice you agree with more. Then write your own advice.**

- My best friend and I had a fight, and now she won't speak to me.  
A. You should keep trying to talk to her until she talks to you.  
B. Why don't you wait a few more days before talking to her?  
My advice: \_\_\_\_\_
- My friend wants me to go to a party on the weekend, but I want to study for my exams next week.  
A. Why don't you just go to the party? It'll help you to relax.  
B. You should study for the exams because they're more important than a party.  
My advice: \_\_\_\_\_
- My brother watches television while I'm trying to study.  
A. Why don't you tell him to do something quiet when you're studying?  
B. You could tell him to turn down the TV.  
My advice: \_\_\_\_\_



# UNIT 5

## Section A

Language Goals:  
Talk about past events;  
Tell a story

## What were you doing when the rainstorm came?

What were people doing yesterday at the time of the rainstorm?



**1a** Where were the people at the time of the rainstorm? Match the statements with the people in the picture.

- |                              |                               |
|------------------------------|-------------------------------|
| 1. ___ I was in the library. | 3. ___ I was on the street.   |
| 2. ___ I was in my house.    | 4. ___ I was at the bus stop. |

**1b** Listen to the TV report and circle the correct responses.

- a. doing my homework / studying
- b. playing basketball / reading
- c. going to work / waiting for the bus
- d. walking home / shopping

**1c** Talk about what the people in 1a were doing at the time of the rainstorm.

A: What was the girl doing at the time of the rainstorm?  
B: She was ...



2a

Listen and number the pictures [1-5].



I \_\_\_\_\_ so busy \_\_\_\_\_ for the umbrella that I didn't see a car coming.

My alarm didn't go off so I \_\_\_\_\_ up late.

I took a hot shower and \_\_\_\_\_ some warm food.

I \_\_\_\_\_ for the bus when it began to rain heavily.



I \_\_\_\_\_ to the bus stop but I still missed the bus.

2b

Listen again. Fill in the blanks in the sentences in 2a.

2c

Use the information in 2a to retell the story in a conversation between the boy and a TV reporter.

TV reporter: Tell us what happened yesterday morning.

Boy: ...

TV reporter: So, when the rainstorm suddenly came, what were you doing?

Boy: ...

2d

Role-play the conversation.

Mary: What were you doing last night, Linda? I called at seven and you didn't pick up.

Linda: Oh, I was in the kitchen helping my mom.

Mary: I see. I called again at eight and you didn't answer then either.

Linda: What was I doing at eight? Oh, I know. When you called, I was taking a shower.

Mary: But then I called again at nine.

Linda: Oh, I was sleeping at that time.

Mary: So early? That's strange.

Linda: Yeah, I was tired. Why did you call so many times?

Mary: I needed help with my homework. So while you were sleeping, I called Jenny and she helped me.



- 3a** Read the passage and answer the questions.

1. What was the weather like before the heavy rain started?
2. What was the neighborhood like after the storm?

### The Storm Brought People Closer Together

Ben could hear strong winds outside his home in Alabama. Black clouds were making the sky very dark. With no light outside, it felt like midnight. The news on TV reported that a heavy rainstorm was in the area.

Everyone in the neighborhood was busy. Ben's dad was putting pieces of wood over the windows while his mom was making sure the flashlights and radio were working. She also put some candles and matches on the table.

Ben was helping his mom make dinner when the rain began to beat heavily against the windows. After dinner, they tried to play a card game, but it was hard to have fun with a serious storm happening outside.

Ben could not sleep at first. He finally fell asleep when the wind was dying down at around 3:00 a.m. When he woke up, the sun was rising. He went outside with his family and found the neighborhood in a mess. Fallen trees, broken windows and rubbish were everywhere. They joined the neighbors to help clean up the neighborhood together. Although the storm broke many things apart, it brought families and neighbors closer together.



- 3b** Complete the sentences using information from the passage.

1. When the news on TV was reported, strong winds \_\_\_\_\_ outside.
2. While Ben's mom was making sure the radio was working, his dad \_\_\_\_\_.
3. Ben \_\_\_\_\_ when the heavy rain finally started.
4. When Ben \_\_\_\_\_ at 3:00 a.m., the wind \_\_\_\_\_.

- 3c** Discuss the questions with a partner.

"Although the storm broke many things apart, it brought families and neighbors closer together." What other things can bring people closer together? How can we help each other in times of difficulty?

# Grammar Focus

What were you doing at eight last night?	I was taking a shower.
What was she doing at the time of the rainstorm?	She was doing her homework.
What was he doing when the rainstorm came?	He was reading in the library when the rainstorm came.
What was Ben doing when it began to rain heavily?	When it began to rain, Ben was helping his mom make dinner.
What was Jenny doing while Linda was sleeping?	While Linda was sleeping, Jenny was helping Mary with her homework.

**4a** Look at the table and write sentences with both *while* and *when*.

John	Mary
take photos	buy a drink
play the piano	leave the house
clean his room	turn on the radio
shop	take the car to the car wash

While John was taking photos, Mary bought a drink.

John was taking photos when Mary bought a drink.

**4b** Fill in the blanks with *was*, *were*, *when* or *while*.

At 7:00 a.m., I woke up. \_\_\_\_\_ I \_\_\_\_\_ making my breakfast, my brother \_\_\_\_\_ listening to the radio. \_\_\_\_\_ I was eating, the radio news talked about a car accident near our home. My brother and I went out right away to have a look. \_\_\_\_\_ we got to the place of the accident, the car \_\_\_\_\_ in bad shape from hitting a tree. But luckily, the driver \_\_\_\_\_ fine. The roads \_\_\_\_\_ icy because of the heavy snow from the night before.

**4c** What were you doing at these times last Sunday? Fill in the chart. Then ask your partner.

A: What were you doing at nine o'clock last Sunday morning?  
B: I was sleeping. How about you?  
A: I was doing my homework.  
B: You're kidding!

	You	Your partner
9:00 a.m.		
11:30 a.m.		
4:00 p.m.		
9:00 p.m.		



# Section B

**1a** Think of a time when you were late for or couldn't go to an event. What was the event? What was the reason why you were late or couldn't go? Tell your partner the story.

**1b** Listen and write short answers to the questions.

1. What event happened at the school yesterday?

\_\_\_\_\_

2. Who missed the event?

\_\_\_\_\_

3. Which team won at the event?

\_\_\_\_\_

**1c** Listen again. Number the events [1–6] in the order they happened.

\_\_\_\_\_ Kate saw a dog by the side of the road.

\_\_\_\_\_ Kate got to the bus stop.

\_\_\_\_\_ Kate called the Animal Helpline.

1 Kate left the house.

\_\_\_\_\_ Kate waited for someone to walk by.

\_\_\_\_\_ Kate realized her bag was still at home.



**1d** Talk about why Kate missed the school basketball competition. Student A begins a sentence with *while* or *when*. Student B completes the sentence.

A: When the school basketball competition started ...

B: When the school basketball competition started, Kate was still making her way to school.



2a

Look at the pictures and title in the passage. What do you think the passage is about?

2b

Read the passage and answer the questions.

1. What are the two events in the passage?
2. When did they happen?

#### Reading the Title and First Sentences

The title can be helpful for you to understand a text. It is also a good idea to read the first sentence of each paragraph before you read the whole text.

### Do You Remember What You Were Doing?

People often remember what they were doing when they heard the news of important events in history. In America, for example, many people remember what they were doing on April 4, 1968. This was an important event in American history. On this day, Dr. Martin Luther King was killed. Although some people may not remember who killed him, they remember what they were doing when they heard the news.



Robert Allen is now over 50, but he was a school pupil at that time. "I was at home with my parents," Robert remembers. "We were eating dinner in the kitchen when we heard the news on the radio. The news reporter said, 'Dr. King died just 10 minutes ago.' My parents were completely shocked! My parents did not talk after that, and we finished the rest of our dinner in silence."

More recently, most Americans remember what they were doing when the World Trade Center in New York was taken down by terrorists. Even the date — September 11, 2001 — has meaning to most Americans.

This was a day Kate Smith will never forget. She remembers working in her office near the two towers. "My friend shouted that a plane just hit the World Trade Center! I didn't believe him at first, but then I looked out the window and realized that it was true. I was so scared that I could hardly think clearly after that."



- 2c** Read the passage again. Are the following statements true (T) or false (F), or is the information not given (NG)?

- \_\_\_ 1. Everyone in America remembers who killed Dr. King.
- \_\_\_ 2. Robert Allen was eating lunch when Dr. King was killed.
- \_\_\_ 3. Robert's parents were shocked to hear the news.
- \_\_\_ 4. Kate Smith was watching a movie when a plane hit the World Trade Center.
- \_\_\_ 5. Kate didn't think her friend was telling the truth about the event.

- 2d** Underline sentences from the passage with similar meanings to the ones below.

1. Not everyone will remember who killed him, but they can remember what they were doing when they heard that he got killed.
2. No one said anything for the rest of dinner.
3. September 11, 2001— the date alone means something to most people in the US.
4. I had trouble thinking clearly after that because I was very afraid.

- 2e** How much do you remember about the events in the passage? Test your partner.

A: When did Dr. Martin Luther King die?  
B: He died on ...

- 3a** Make notes about an event you remember well.

What was the event?	
When did it happen?	
Where did it happen?	
What were you doing?	
What were your friends doing?	
Why was it important?	
Why do you remember this event?	



## 3b

Write a short article about the important event in 3a. Try to write three paragraphs.

First, write about the event (when and where it happened).

Next, write about what you and some of your friends were doing when this event happened.

Then, write about why this event was important.

An important event that I remember well was \_\_\_\_\_. It happened in/ on \_\_\_\_\_ at/in \_\_\_\_\_.

When I heard the news of this event/ When this event happened, I was \_\_\_\_\_. My friends were \_\_\_\_\_.

This event is very important to me because \_\_\_\_\_./I remember this event well because \_\_\_\_\_.

## Self Check

1 Fill in the blanks with *when* or *while*.

- \_\_\_\_\_ I was walking home from school, I saw a strange light in the sky. But \_\_\_\_\_ I pointed it out to my friend, it went away.
- \_\_\_\_\_ I told my older brother about the strange light in the sky, he just laughed and didn't believe me.
- \_\_\_\_\_ my brother was laughing, the television news reported that other people had seen the light as well.

## 2 Fill in the blanks with the correct forms of the words in brackets.

When I \_\_\_\_\_ (be) in the sixth grade, I \_\_\_\_\_ (join) a piano competition. I \_\_\_\_\_ (practice) for four hours every day and my piano teacher \_\_\_\_\_ (come) three times a week to \_\_\_\_\_ (help) me. Then the big day finally \_\_\_\_\_ (arrive). I \_\_\_\_\_ (be) so nervous when they \_\_\_\_\_ (call) my name. I \_\_\_\_\_ (go) up and \_\_\_\_\_ (start) to play. While I \_\_\_\_\_ (play), everyone \_\_\_\_\_ (sit) still and listened. I played the song without any mistakes. Then I \_\_\_\_\_ (wait) for them to call out the winner. When I \_\_\_\_\_ (hear) my name, my heart \_\_\_\_\_ (beat) so quickly I thought I would stop breathing. I couldn't believe it. I \_\_\_\_\_ (win)! It \_\_\_\_\_ (be) the happiest day of my life!



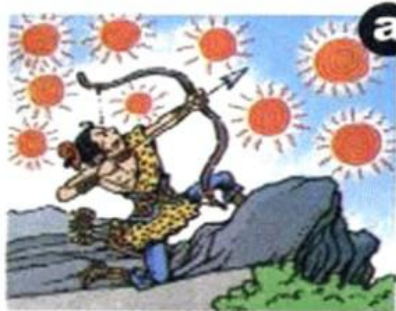
# UNIT 6

## Section

## A

Language Goal:  
Tell a story

### An old man tried to move the mountains.



**1a** Match the story titles with the pictures [a-d].

\_\_\_ *Journey to the West*

\_\_\_ *Yu Gong Moves a Mountain*

\_\_\_ *Hou Yi Shoots the Suns*

\_\_\_ *Nu Wa Repairs the Sky*

**1b** Listen and check (✓) the facts you hear. Which story are Anna and Wang Ming talking about?

\_\_\_ The two mountains were very high and big.

\_\_\_ A very old man tried to move the mountains.

\_\_\_ A man told Yu Gong that he could never do it.

**1c** Discuss the questions with your partner.

1. How does the story begin?
2. What happened next?
3. Where would they put all the earth and stone from the mountains?

2a

Listen and number the pictures [1-4] in order to tell the story.



2b

Listen again and circle the words you hear.

1. A man saw Yu Gong and his (children / family) when they were working on moving the mountains.
2. He told Yu Gong he could never do it because he was old and (poor / weak).
3. As soon as the man finished (talking / speaking), Yu Gong said that his family could continue to move the mountains after he died.
4. Finally, a god was so moved by Yu Gong that he sent (two / three) gods to take the mountains away.
5. This story reminds us that you can never (know / see) what's possible unless you try to make it happen.

2c

Look at the pictures in 2a and tell the story in your own words.

2d

Role-play the conversation.

Teacher: So what do you think about the story of Yu Gong?

Wang Ming: I think it's really interesting. Yu Gong found a good way to solve his problem.

Claudia: Really? I think it's a little bit silly. It doesn't seem very possible to move a mountain.

Wang Ming: But the story is trying to show us that anything is possible if you work hard! Yu Gong kept trying and didn't give up.

Claudia: Well, I still don't agree with you. I think we should try to find other ways to solve a problem.

Wang Ming: But what could Yu Gong do instead of moving the mountains?

Claudia: Well, there are many other ways. For example, he could build a road. That's better and faster than moving a mountain!

Teacher: You have different opinions about the story, and neither of you are wrong. There are many sides to a story and many ways to understand it.



**3a** Read the passage and answer the questions.

1. Which book is talked about?
2. Who is the main character?
3. What is he like?

In November 1979, pupils in England were able to watch a new TV program called *Monkey*. Most of them were hearing this story for the first time. However, this story is not new to Chinese children. The Monkey King or Sun Wukong is the main character in the traditional Chinese book *Journey to the West*.



The Monkey King is not just any normal monkey. In fact, he sometimes does not even look like a monkey! This is because he can make 72 changes to his shape and size, turning himself into different animals and objects. But unless he can hide his tail, he cannot turn himself into a person. To fight bad people, the Monkey King uses a magic stick. Sometimes he can make the stick so small that he can keep it in his ear. At other times, he is able to make it big and long.

The Monkey King has excited the children of China for many years. And as soon as the TV program came out more than 30 years ago, Western children became interested in reading this story because the clever Monkey King keeps fighting to help the weak and never gives up.

**3b** Read the passage again and complete the chart about the Monkey King.

What he can do	What he cannot do

**3c** Complete the sentences below with phrases from the passage.

1. *Journey to the West* is a \_\_\_\_\_ Chinese book. It tells one of the most popular stories in China.
2. When the English TV program *Monkey* \_\_\_\_\_ in 1979, Western children \_\_\_\_\_ this wonderful story.
3. The Monkey King can \_\_\_\_\_ to his body. He is able to \_\_\_\_\_ different animals and objects.
4. The Monkey King \_\_\_\_\_ make his magic stick small or large.



# Grammar Focus

How does the story begin?	Once upon a time, there was a very old man ...
What happened next?	As soon as the man finished talking, Yu Gong said that his family could continue to move the mountains after he died.
Why was Yu Gong trying to move the mountains?	Because they were so big that it took a long time to walk to the other side.
Who is the Monkey King?	He is the main character in <i>Journey to the West</i> .
What can't the Monkey King do?	He cannot turn himself into a person unless he can hide his tail.

4a

Fill in the blanks with **unless**, **as soon as** or **so ... that**.

- \_\_\_\_\_ her father died, the stepsisters made her do all the chores.
- She was \_\_\_\_\_ busy \_\_\_\_\_ she had no time to make a dress for the party.
- The mice knew that \_\_\_\_\_ they helped her make a dress, she would not be able to go to the party.
- \_\_\_\_\_ the prince saw her, he fell in love with her.
- The prince knew that \_\_\_\_\_ the girl's foot could fit the shoe, it was not the right girl.
- The new couple were \_\_\_\_\_ happy \_\_\_\_\_ they couldn't stop smiling when they got married.

4b

Fill in the blanks with the correct forms of the verbs in brackets.

The Monkey King is the main character from the famous Chinese story *Journey to the West*. He is wonderful because he \_\_\_\_\_ (help) weak people. The Monkey King \_\_\_\_\_ (have) a magic stick. He \_\_\_\_\_ (use) it to fight bad people. He can \_\_\_\_\_ (make) the stick big or small. He can sometimes make the stick so small that he can put it in his ear. As soon as he \_\_\_\_\_ (see) bad people, he thinks of ways to fight them. He can \_\_\_\_\_ (turn) himself into different animals and objects. But unless he can hide his tail, he cannot make himself a human. Children all over the world \_\_\_\_\_ (love) the Monkey King!

4c

Tell your partner about your favorite story.

My favorite story is ...

It is interesting because ...

**Section B**

**1a** Match the words with the letters in the pictures in 1c.

\_\_\_\_\_ gold      \_\_\_\_\_ emperor  
\_\_\_\_\_ silk      \_\_\_\_\_ underwear

**1b** Listen and number the pictures [1-5] in 1c.

**1c** Listen again and fill in the blanks.



When the emperor \_\_\_\_\_  
at himself, he only \_\_\_\_\_  
his underwear.

Nobody wanted to sound  
stupid. But suddenly, a  
young boy \_\_\_\_\_,  
"Look! The emperor isn't  
\_\_\_\_\_ any clothes!"



The emperor had to \_\_\_\_\_ them  
silk and gold, but they \_\_\_\_\_  
everything for themselves. They were  
trying to cheat the emperor.



This story is about an  
emperor who loved \_\_\_\_\_.



Two \_\_\_\_\_ came to the city to  
make special clothes for the emperor.

**1d** Use the pictures in 1c to tell the story.

Once upon a time, there  
was an emperor ...



**2a** A fairy tale is an old, traditional story. Do you know what these fairy tales are about?

*Sleeping Beauty*  
*Cinderella*  
*Little Red Riding Hood*

**2b** Read the first paragraph of *Hansel and Gretel*. Think about how the fairy tale will continue. Then read the rest of the story.

### ***Hansel and Gretel***

Hansel and Gretel lived near a forest with their father and stepmother. One year, the weather was so dry that no food would grow. The wife told her husband that unless he left the children to die in the forest, the whole family would die. Gretel heard this, and Hansel made a plan to save himself and his sister.

#### **Finding Out the Text Type**

Before you read, decide what kind of text it is. Is it a letter, a play, a short story or something else?

SCENE ONE: \_\_\_\_\_

Gretel: Did you hear our stepmother planning to kill us?

Hansel: Don't worry! I have a plan to save us.

Gretel: How can you save us?

Hansel: Be quiet! I'm going outside to get something in the moonlight.  
Now, go to sleep.

SCENE TWO: \_\_\_\_\_

Wife: Get up, lazy children!

Husband: Yes, dears. You must come with me to the forest to get wood.

Wife: Here's some bread. Don't eat it until you get to the forest.

SCENE THREE: \_\_\_\_\_

Gretel: Hansel, what are you doing?

Hansel: I'm dropping white stones along the way. Unless I do, we'll be lost.

Tonight, when the moon is shining bright, we'll be able to see the stones.

SCENE FOUR: \_\_\_\_\_

Wife: You bad children! What a long time you slept in the forest!

Husband: We thought you were never coming back.

Wife: Now, go to bed. As soon as you wake up, you must go to the forest with your father.

Hansel: What, again? I want to go out to look at the moon.

Wife: No. You can't go out now.



SCENE FIVE: \_\_\_\_\_

Gretel: What can we do? You have no more stones.

Hansel: I'll drop pieces of bread. As soon as the moon rises, we can follow them instead.

SCENE SIX: \_\_\_\_\_

Gretel: I can't see any bread on the ground. Maybe it was the birds.

Hansel: Never mind! Just keep walking. Unless we do, we won't find our way out.

SCENE SEVEN: \_\_\_\_\_

Gretel: Hansel, we're really lost!

Hansel: Listen! That bird's song is so beautiful that we should follow it.

Gretel: Look! It's leading us to that wonderful house made of bread, cake and candy.

Hansel: Let's eat part of the house!



*(Then they hear an old woman's voice from inside the house.)*

Voice: Who is that? Who is brave enough to eat my house?

**2c**

**Match each description below with the correct scene.**

- A. The children get lost.
- B. The children wake up.
- C. The children cannot find the pieces of bread.
- D. Gretel learns about Hansel's plan.
- E. The children surprise the parents.
- F. Hansel has to change his plan.
- G. The children learn that something bad is going to happen.

**2d**

**Read the play again and answer the questions.**

1. Why does the wife tell her husband to leave the children in the forest?
2. What does Hansel go out to get?
3. Why does he do this in the moonlight?
4. How do Hansel and Gretel find their way home?
5. Why do Hansel and Gretel get lost the second time?

**2e**

**Act out the play in groups of four.**

- 3a** Write some key words from each scene. Then discuss your answers with your partner.

Scene 1: plan, kill, save, ...      Scene 5: \_\_\_\_\_  
 Scene 2: \_\_\_\_\_      Scene 6: \_\_\_\_\_  
 Scene 3: \_\_\_\_\_      Scene 7: \_\_\_\_\_  
 Scene 4: \_\_\_\_\_

- 3b** Complete the summary of the play.

Gretel heard that their \_\_\_\_\_ planned to \_\_\_\_\_ her and her brother. But Hansel had a plan to \_\_\_\_\_ himself and his sister. He went to get some white \_\_\_\_\_ before he went to bed that night. The next day, the wife sent the children to the \_\_\_\_\_. Hansel \_\_\_\_\_ the stones as they walked. Later that night, they could see the stones because of the shining \_\_\_\_\_. The stones showed them the way home. Hansel wanted to get more stones, but his stepmother did not let him go out. The next morning, the wife sent the children to the forest again. Hansel had no stones, so he dropped \_\_\_\_\_ of \_\_\_\_\_. But the \_\_\_\_\_ ate them, so Hansel and Gretel were \_\_\_\_\_ in the forest. They walked until they saw a \_\_\_\_\_ made of food. Hansel wanted to \_\_\_\_\_ the house, but then they heard the voice of an old \_\_\_\_\_ coming from the house.

### Self Check

#### 1 Use your own ideas to complete the sentences.

- |   |  |
|---|--|
| 1. We will be late unless ...           | 4. Bill opened his book as soon as ... |
| 2. You won't be successful unless ...   | 5. The movie was so touching that ...  |
| 3. As soon as I got to the bus stop ... | 6. The boy was so excited that ...     |

#### 2 Fill in the blanks with the correct forms of the words in brackets.

Once upon a time, there \_\_\_\_\_ (be) an emperor. He \_\_\_\_\_ (love) buying and looking at clothes. One day, two brothers \_\_\_\_\_ (come) to the city. They \_\_\_\_\_ (tell) the emperor that they could make beautiful clothes for him, but he must \_\_\_\_\_ (give) them silk and gold. The brothers \_\_\_\_\_ (be) bad people. They \_\_\_\_\_ (keep) all the silk and gold for themselves. They told the emperor the clothes they made \_\_\_\_\_ (be) special because only clever people could \_\_\_\_\_ (see) them. When the emperor \_\_\_\_\_ (put) on the clothes, all he could see was his underwear. But he didn't want people to \_\_\_\_\_ (think) he was stupid, so he \_\_\_\_\_ (say) the clothes were beautiful. Then he \_\_\_\_\_ (walk) around the city in his new clothes until one boy \_\_\_\_\_ (shout), "The emperor isn't wearing any clothes!"

# UNIT 7

## Section

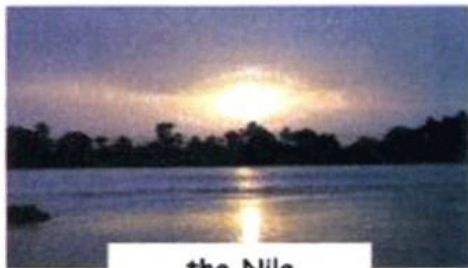
## A

Language Goal:  
Talk about  
geography  
and nature

## What's the highest mountain in the world?



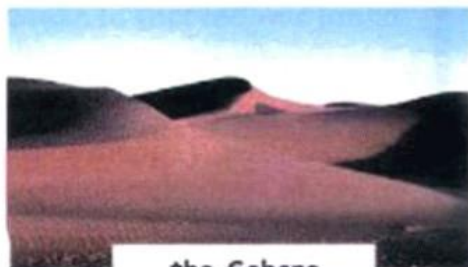
Qomolangma



the Nile



the Caspian Sea



the Sahara

1a

Match the facts you know.

Qomolangma	about 9,600,000 square kilometers in size
The Sahara	1,025 meters deep
The Caspian Sea	6,671 kilometers long
The Nile	8,844.43 meters high

1b

Listen and complete the sentences.

1. Qomolangma is \_\_\_\_\_ than any other mountain in the world.
2. The Sahara is \_\_\_\_\_ desert in the world.
3. The Caspian Sea is \_\_\_\_\_ of all the salt lakes.
4. The Nile is \_\_\_\_\_ river in the world.

1c

Use the information in 1b to make conversations.

A: What is the highest mountain in the world?  
B: Qomolangma.



2a

Listen and number the facts [1–4] in the order you hear them.

6,300

5,000

5,464

300

\_\_\_\_\_ The Yangtze River is about \_\_\_\_\_ kilometers long and the Yellow River is \_\_\_\_\_ kilometers long.

\_\_\_\_\_ China has the biggest population in the world. It's a lot bigger than the population of the US.

\_\_\_\_\_ China is over \_\_\_\_\_ years old. It has a much longer history than the US. The US is not even \_\_\_\_\_ years old.

\_\_\_\_\_ China is almost as big as the US, and it is the biggest country in Asia.

2b

Listen again and fill in the blanks in 2a with the numbers in the box.

2c

Make conversations using the information in 2a.

A: Did you know that China is one of the oldest countries in the world?

B: Yes, I did. It's much older than my country.

2d

Role-play the conversation.

Guide: Feel free to ask me anything on today's Great Wall tour.

Tourist 1: How long is the wall?

Guide: Ah, the most popular question! If we're only talking about the parts from the Ming Dynasty, it's about 8,850 kilometers long. This makes it the longest wall in the world.

Tourist 2: Wow, that's amazing! Why did the ancient emperors build the wall?

Guide: The main reason was to protect their part of the country. As you can see, it's quite tall and wide. As far as I know, there are no man-made objects as big as this.

Tourist 3: Is Badaling part of the Ming Great Wall?

Guide: Yes, it's the most famous part.

- 3a** Read the article and match each paragraph with the main ideas.

### Qomolangma — the Most Dangerous Mountain in the World?

Paragraph 1	Spirit of climbers
Paragraph 2	Achievements of climbers
Paragraph 3	Facts and dangers

One of the world's most dangerous sports is mountain climbing, and one of the most popular places for this is the Himalayas. The Himalayas run along the southwestern part of China. Of all the mountains, Qomolangma rises the highest and is the most famous. It is 8,844.43 meters high and so is very dangerous to climb. Thick clouds cover the top and snow can fall very hard. Even more serious difficulties include freezing weather conditions and heavy storms. It is also very hard to take in air as you get near the top.



The first people to reach the top were Tenzing Norgay and Edmund Hillary on May 29, 1953. The first Chinese team did so in 1960, while the first woman to succeed was Junko Tabei from Japan in 1975.

Why do so many climbers risk their lives? One of the main reasons is because people want to challenge themselves in the face of difficulties. The spirit of these climbers shows us that we should never give up trying to achieve our dreams. It also shows that humans can sometimes be stronger than the forces of nature.

- 3b** Read the article again and complete the chart.

Paragraph 1	Paragraph 2	Paragraphs 1 & 3
List four dangers for climbers	List three achievements	List four comparisons
thick clouds	1953 - Tenzing Norgay and Edmund Hillary were the first to reach the top	most dangerous sport

- 3c** Answer the questions using information from the article.

- Where are the Himalayas?
- How high is Qomolangma?
- Why do so many people try to climb this mountain even though it is dangerous?
- What does the spirit of the climbers tell us?

# Grammar Focus

What's the highest mountain in the world?	Qomolangma.
How high is Qomolangma?	It's 8,844.43 meters high. It's higher than any other mountain.
Which is the deepest salt lake in the world?	The Caspian Sea is the deepest of all the salt lakes.
Did you know that China is one of the oldest countries in the world?	Yes, I did. It's much older than the US.

4a

Fill in the blanks with the correct forms of the words in the box.

big  
much  
popular  
long  
old  
high

- The Amazon River is one of the \_\_\_\_\_ rivers in the world.  
It's a little \_\_\_\_\_ than the Yangtze River.
- Qomolangma is 8,844.43 meters \_\_\_\_\_. It's one of the most \_\_\_\_\_ places for serious mountain climbers.
- No ocean in the world is as \_\_\_\_\_ as the Pacific Ocean.
- Although Japan is \_\_\_\_\_ than Canada, it is \_\_\_\_\_ smaller.

4b

Write two comparisons about two topics. Write true facts.

e.g. Two rivers: the Yangtze River and the Amazon River  
The Yangtze River is almost as long as the Amazon River.  
The Amazon is longer than the Yangtze, but the Yangtze is the longest river in China.

Two cities: \_\_\_\_\_ and \_\_\_\_\_

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

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

Two animals: \_\_\_\_\_ and \_\_\_\_\_

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

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

4c

Write five questions using comparisons. Then ask your partner your questions.

- What is the highest building in our city?
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



Section  
B

- 1a** Compare facts about these two animals. Use the language in the box to help you make sentences.



**Elephant**

- is 350 cm tall
- weighs 5,000 kilos
- eats 150 kilos of food a day



**Panda**

- is 150 cm tall  
(standing on two legs)
- weighs 100 kilos
- eats 10 kilos of food a day

Example sentence:

This elephant weighs many times more than this panda.

(200 cm taller/shorter, weigh much more/less, eat much more/less, eat many times more)

- 1b** Listen and check (✓) the numbers you hear.

_____ 100	_____ 16	_____ 20	_____ 50
_____ 120	✓ _____ 0.1	_____ 0.2	_____ 150

- 1c** Listen again and complete the sentences.

- At birth, a baby panda is about \_\_\_\_\_ to \_\_\_\_\_ kilos.
- At birth, a baby panda is about \_\_\_\_\_ cm long.
- A baby panda is not black. It is \_\_\_\_\_ and it has no \_\_\_\_\_.
- A panda can live up to \_\_\_\_\_ to \_\_\_\_\_ years.

- 1d** Take turns telling your classmates about pandas.

A: A baby panda cannot see.

B: An adult panda weighs many times more than a baby panda.

2a

Talk about pandas in your class. Use these words to help you.

big	bamboo	zoo	popular	cute	black and white
Sichuan	famous	endangered	beautiful	forest	protect

2b

Scan the article to find out what these numbers mean:

10, 12, 200, 2,000.

**Scanning**

This means moving your eyes quickly down the page to find specific information.

It is 8:30 a.m. at the Chengdu Research Base. Lin Wei and the other panda keepers are preparing the milk for the baby pandas' breakfast. At 9:00 a.m., they find that most of the babies are already awake and hungry.

When the babies see the keepers, they run over with excitement and some of them even walk into their friends and fall over!

"They're so cute and lovely. I take care of them like they're my own babies. I wash, feed and play with them every day. They're very special to me."

Lin Wei loves her job, but it is a difficult one.

Pandas do not have many babies, maybe only one every two years. The babies often die from illnesses and do not live very long. Adult pandas spend more than 12 hours a day eating about 10 kilos of bamboo. Many years ago, there were a lot more bamboo forests and pandas in China, but then humans started to cut down the forests. Scientists say there are now fewer than 2,000 pandas living in the remaining forests. Another 200 or so live in zoos or research centers in China and other countries.



An education program in Chengdu teaches children in cities about pandas and other endangered animals. They send people to schools to tell children about the importance of saving these animals. The children sing songs or make artwork about pandas and other wild animals. Teaching children is one way to help save

pandas. The Chinese government is also planting more bamboo trees so there will be more forests for pandas to live in. We all hope that in the future there will be a lot more pandas than now.

2c

Scan the article again and write short answers to the questions.

1. What is Lin Wei's job? \_\_\_\_\_
2. What do the baby pandas eat for breakfast? \_\_\_\_\_
3. What do adult pandas eat? \_\_\_\_\_
4. Why are pandas endangered? \_\_\_\_\_
5. What is one way of saving pandas? \_\_\_\_\_



**2d** Complete the sentences using words and phrases from the passage.

1. The panda \_\_\_\_\_ at the Chengdu Research Base are awake very early in the morning to \_\_\_\_\_ breakfast for the baby pandas.
2. Adult pandas do not have babies very \_\_\_\_\_, and some of the babies only live for a short time because of \_\_\_\_\_.
3. Another reason for fewer and fewer pandas is because people are cutting down \_\_\_\_\_ so pandas have fewer places to live.
4. A special program in Chengdu teaches \_\_\_\_\_ about why pandas are \_\_\_\_\_ and how to save them.
5. The \_\_\_\_\_ is also helping to save the pandas. It is \_\_\_\_\_ more trees to make more homes for the pandas.

**2e** What other ways do you think children can help to save the pandas?

**3a** Read the following words and phrases about whales. Put them in the correct place in the chart.

- |   |   |
|---|---|
| ✿ Humans catch whales for meat, fat and oil | ✿ Live in the sea                                       |
| ✿ Eat small fish and other sea life         | ✿ Some kinds have teeth                                 |
| ✿ Jump high out of the water                | ✿ Learn more about whales                               |
| ✿ Rules on whale protection                 | ✿ Stop putting rubbish into the sea                     |
| ✿ Huge                                      | ✿ Sing songs  |
| ✿ Water pollution                           | ✿ Whale parts sold to make things like candles and soap |

What do they look like?	
Where do they live?	
What do they eat?	
What can they do?	
Why do some of them have to be protected?	
How can we protect them?	



3b

Write a paragraph about whales and why they need to be protected. Use the information in 3a. Then make a poster.

Whales are ... They live in ... They eat ... They can ...

One interesting fact is ... Another interesting fact is ...

Some kinds of whales are in danger because ...

We should protect whales from ...

I think people should/shouldn't ...



## Self Check

## 1 Complete the chart.

Adjectives	Comparatives	Superlatives
high		
dangerous		
long		
popular		

## 2 Match verbs and objects. Then add one more object to each list.

Verbs	Objects
1. reach	a. my life, my money, ...
2. achieve	b. the top of a mountain, the library, ...
3. risk	c. my dream, success, ...

## 3 Circle the correct word and/or fill in the blank with the correct form of the word in brackets for each sentence.

1. An elephant weighs ( few / many ) times more than a dog.
2. An adult panda can eat ( much / a little ) more than a cat.
3. Canada is a ( little / lot ) less \_\_\_\_\_ (crowded) than China.
4. A tiger is ( much / a little ) \_\_\_\_\_ (strong) than a man.



# UNIT 8

## Section

## A

**Language Goal:**  
Talk about  
recent events and  
experiences

## Have you read *Treasure Island* yet?



**1a** Have you heard of these books? Check (✓) the ones you know.

<input type="checkbox"/> <i>Alice in Wonderland</i>	<input type="checkbox"/> <i>Little Women</i>
<input type="checkbox"/> <i>Treasure Island</i>	<input type="checkbox"/> <i>Oliver Twist</i>
<input type="checkbox"/> <i>Robinson Crusoe</i>	<input type="checkbox"/> <i>Tom Sawyer</i>

**1b** Listen and complete the chart.

Book title	Name	Have they read it?	What do they think of it?
	Nick		
	Judy		
	Sandy		
	Alan		
	Kate		
	Harry		

**1c** Practice the conversation. Then talk about the other books in 1a.

A: Have you read *Little Women* yet?  
B: No, I haven't. Have you?  
A: Yes, I've already read it.  
B: What's it like?  
A: It's fantastic.



**Listen. Who has read these books? Circle the names.**

- |                           |             |
|---------------------------|-------------|
| 1. <i>Treasure Island</i> | Mark / Tina |
| 2. <i>Oliver Twist</i>    | Mark / Tina |
| 3. <i>Robinson Crusoe</i> | Mark / Tina |
| 4. <i>Tom Sawyer</i>      | Mark / Tina |



**Listen again and write T for true and F for false.**

- Oliver Twist* is about a boy who goes out to sea and finds an island full of treasures. ☐
- Robinson Crusoe* is a classic. ☐
- Tina thinks that *Treasure Island* is a fantastic book. ☐
- Tom Sawyer* is about a boy who lives in the United Kingdom. ☐



**Use the information in 2a and 2b to talk about the books.**

A: Has Tina read *Treasure Island*?  
 B: Yes, she has. She thinks it's fantastic.  
 A: What's it about?  
 B: It's about ...



**Role-play the conversation.**

- Amy: Steve, have you decided yet which book to write about for English class?
- Steve: Yes, *Little Women*. I've already finished reading it!
- Amy: Wow, you're fast! What's it about?
- Steve: It's about four sisters growing up. It was really good, so I couldn't put it down. Which book did you choose?
- Amy: I chose *Treasure Island*, but I haven't finished reading it yet. I'm only on page 25.
- Steve: Have you at least read the back of the book to see what it's about?
- Amy: Yes, I have. It looks interesting.
- Steve: You should hurry up. The book report is due in two weeks.
- Amy: Yes, I know. I'll read quickly.



3a

Read the passage based on *Robinson Crusoe*.  
Then answer the questions.

1. What does Robinson Crusoe wait for?
2. Why does Robinson Crusoe call the man Friday?

*When I first arrived on this island, I had nothing.*

*But I've found the ship and made a small boat. I've brought back many things I can use — food and drink, tools, knives and guns. Although I have lost everything, I have not lost my life. So I will not give up and I will wait for another ship. I have already cut down trees and built a house. I go out with my gun almost every day to kill animals and birds for food. I'm even learning to grow fruit and vegetables.*

*A few weeks ago, I found the marks of another man's feet on the sand. Who else is on my island? How long have they been here? Not long after that, I saw some cannibals trying to kill two men from a broken ship. One of them died but the other ran towards my house. I helped him kill the cannibals. This man now lives with me and helps me. I named him Friday because that was the day I met him. He is smart and I have already taught him some English.*



3b

Read the passage again. Find words that have these meanings.

1. You can use these to shoot things: \_\_\_\_\_
2. Something you use to travel in the sea: \_\_\_\_\_
3. A piece of land in the middle of the sea: \_\_\_\_\_
4. You can use these to cut things: \_\_\_\_\_
5. Signs left behind by someone or something: \_\_\_\_\_

3c

Correct the sentences.

1. Robinson Crusoe arrived on the island with enough food and drink.
2. Friday made a small boat.
3. Robinson had some food and tools when he first arrived on the island.
4. Robinson used the ship to build his house.
5. Friday saw some marks of another man's feet on the beach.
6. Robinson tried to kill the two men.



Grammar  
Focus

Have you read <i>Little Women</i> yet?	Yes, I have./No, I haven't.
Has Tina read <i>Treasure Island</i> yet?	Yes, she has. She thinks it's fantastic.
Have you decided which book to write about yet?	Yes, I have. I've already finished reading it. It was really good.

## 4a Use the words in brackets to complete the conversations.

- A: Would you like something to drink?  
B: No, thanks. I've just drunk some tea. (just/drink some tea)
- A: I heard you lost your key. \_\_\_\_\_? (find)  
B: No, not yet.
- A: Do you know when Tom is leaving?  
B: \_\_\_\_\_. (already/leave)  
A: When \_\_\_\_\_? (leave)  
B: This morning.
- A: Is your sister going to the movies with us tonight?  
B: No. \_\_\_\_\_. (already/see the film)
- A: What do your parents think about our plan?  
B: I \_\_\_\_\_. (not/tell them/yet)

## 4b Fill in the blanks with the correct forms of the words in brackets.

Sally \_\_\_\_\_ (love) reading. In the morning, she reads the newspaper and in the evening she reads books. She \_\_\_\_\_ already \_\_\_\_\_ (read) more than 100 different books! Her favorite kind of books is science fiction. She is interested in science and technology and loves to imagine what the world \_\_\_\_\_ (be) like in 50 years. She \_\_\_\_\_ (finish) reading a book about robots last week and \_\_\_\_\_ (write) a book report about it next week for her French class. Every time she is in the library, Sally looks at the many books she \_\_\_\_\_ (not read) yet and she can't wait to read them!

## 4c Complete the chart with information about you and a friend.

A: What books have you already read?  
B: I've already read *Tom Sawyer* and *Harry Potter*.  
A: What do you think of them?  
B: Well, I think *Harry Potter* was exciting, but *Tom Sawyer* was a bit boring.

	You	Your friend	Comments
Books I have already read			
Movies I have already seen			
Songs I have already heard			