

上海教育出版社



义务教育教科书

ENGLISH

英语



八年级
下册

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主编 舒白梅

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主 编：舒白梅

副 主 编：程 林

编写人员：（以姓氏笔画为序）

叶方兴 向宗平 李 睿 何 琳

陈皓曦 秦文娟 倪 宏

责任编辑：周长天 黄 艳

特约审读：张迎庆

美术编辑：朱博韡

封面设计：郑 艺 朱博韡

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致 同 学

亲爱的同学：

英语是当今世界广泛使用的语言，是各国之间交流的重要工具。学习英语能够让我们获得跨文化交流能力，为自己成长为具有家国情怀、国际视野和跨文化沟通与交流能力的高素质人才打下基础。

这套教材将陪伴大家度过初中阶段的英语学习。它是一套怎样的教材？

教材的每个单元都有一个主题，围绕主题呈现一个“关键问题”（Key question），以激发同学们对主题的学习兴趣和初步认识。随着单元学习的推进，我们将基于这个关键问题，一步步探究该单元的主题意义。在单元主题的统领下，单元内容分为四个以 E 开头的部分，它们之间是循序渐进的关系。

第一个 E 是 *Experiencing and understanding language*。这个部分将带领我们体验和理解英语语言，其中的阅读和听力板块选用了题材广泛、体裁丰富的语篇。同学们能在学习语言的同时体验生活，了解自我、自然和社会。

第二个 E 是 *Exploring and applying rules*。语言意义的理解需要借助一定的语言规则。同学们需要在不断习得和积累中归纳语言规则，并在语境中运用规则表达意义。

第三个 E 是 *Expressing and communicating ideas*。语言是思维的载体和表达思想的工具，这个部分说和写的活动为同学们提供了运用语言的机会。同学们可围绕单元主题，以口头或书面形式表达观点，交流思想。

第四个 E 是 *Extending and developing competencies*。这个部分提供了丰富的中外文化和跨学科内容，通过听、说、读、看、写等活动，帮助同学们拓展和扩宽英语学习的边界和视野，增加学习的深度和广度，进一步提升核心素养。

单元最后的项目（Project）是检测单元学习效果的综合实践活动。这些活动需要同学们充分运用知识和智慧，开展合作学习，发挥想象力和创造力，以项目成果的形式呈现学习结果。

此外，教材中还有各种小栏目等着同学们去探索。同学们能在“初步思考”栏目（First thoughts）中初步了解单元主题，在“阅读策略”栏目（Reading strategy）和“提示”栏目（Tip）中学习阅读、视听等基本方法策略，在“词汇建构”栏目（Word building）中掌握构词法和词汇的使用规律，在“归纳规则”栏目（Let's sum up the rules!）中总结英语语法规则，在“语法综合运用”栏目（Grammar in use）中灵活运用所学语法知识，在“迁移创新”栏目（Your ideas）中充分交流自己的思想，在文化“注释”栏目（Notes）中了解多元文化知识，在“自主探究”栏目（Exploring more）中开展自主探究学习，在“名言警句”栏目（Wits corner）中感悟人生哲理……

希望这套教材为同学们提供珍贵的英语学习体验。通过学习这套教材，同学们能够探索大千世界，品味不同文化的内涵，学有所思，学有所得，学有所成！

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加星号 (*) 板块为选学内容

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Unit 1

Helping those in need



Key question

Why is it important to help others?



Unit objectives

I can:

- name different kinds of voluntary work.
- talk about my plan for voluntary activities.
- explain how we can help ourselves by helping others.
- understand the importance of voluntary work to society.

 First thoughts **Think**

- How does voluntary work help others?
- What can you do to help others?
- What voluntary work do you plan to do?
- What do we need to help others?

Section 1 Experiencing and understanding language

Reading

Think

How does voluntary work help others?

Before you read

In pairs, talk about the different kinds of voluntary work. Why are they important?



helping sick people



helping disabled people



helping elderly people

Voluntary work



teaching children English



picking up litter



looking after homeless dogs or cats



How can we help elderly people?

We can go and visit them. That can make them feel happier and less lonely.



Three teenagers did some voluntary work during the school holidays. Read their online posts to find out who they helped and what they did. 🎧

← →

🔍

☆

☰

Voluntary work

Dong Lili

39 minutes ago

I saw a notice for voluntary work at the children's hospital, so my best friend and I offered to help. The children there all suffer from serious diseases like cancer. Some of them were very sad. We wanted to cheer them up with some fun activities. For example,

5 we organized a painting competition to raise their spirits.

I met a girl called Jin Ya. She wanted to paint a picture of the park near her home. However, she could not go there herself, so I went to the park and took some photos. Jin Ya used them for her painting.



👍

💬

➦

Wang Jie

yesterday

My mother and I met some children with no parents. The children were quiet

10 and unhappy. We encouraged them to tell stories from their own life. This helps them express their feelings. One child said, "My friends don't understand my pain. Sometimes I feel like I don't belong anywhere."

We spent time with a girl called Liu Yun. Her parents died in a car accident, so

15 she is very lonely. She is really unhappy and needs someone to talk to. My mother and I will continue to visit Liu Yun in our spare time.



👍

💬

➦

Ding Ling

3 days ago

I volunteered to help disabled children. Some of them have difficulty moving around and taking part

in social activities. I taught them to sing because music can bring them joy.

20 I met a boy called Su Le. He lost his leg in an accident two months ago. Football is his favourite sport, and he was in low spirits because he could not play it any more. We can help children like Su Le feel more positive after an accident. I will continue to do voluntary work in the future.



👍

💬

➦

Reading comprehension

1 Match the columns with the information from the posts on page 5.

Teenager	Who they helped	What the problem was
Dong Lili	Liu Yun	had difficulty moving around
Wang Jie	Su Le	suffered from a serious disease
Ding Ling	Jin Ya	felt very lonely because of her parents' death

2 Read the posts again and complete the notice below.

Notice

Volunteers needed

Can you help these children?

Jin Ya, aged 12

Jin Ya is in ⁽¹⁾ _____. She wants to ⁽²⁾ _____.

We need someone to ⁽³⁾ _____ for Jin Ya.

Liu Yun, aged 13

Liu Yun's parents died in ⁽⁴⁾ _____. She is lonely and unhappy.

We need someone to ⁽⁵⁾ _____ and keep her company.

Su Le, aged 14

Su Le loves sport. He used to play football until he ⁽⁶⁾ _____.

We need a volunteer to give him some singing lessons because music can ⁽⁷⁾ _____.



Your ideas

3 Discuss the questions below.

- (1) How would you help the children in Exercise 2?
- (2) Have you ever helped someone in a similar situation? How did you help him or her?
- (3) Can you think of other people who might need help? What can you do to help them?

Vocabulary practice

1 The words and phrases in italics are from the posts on page 5. Match the sentence halves.

- | | |
|--|---|
| (1) Kate <i>suffers from</i> a serious illness, | a after I kicked a stone by accident. |
| (2) This is not a very serious <i>disease</i> , | b but she is still very positive. |
| (3) I was in a lot of <i>pain</i> | c so most patients get better after a few days. |
| (4) In order to <i>raise</i> the team's <i>spirits</i> , | d so I suggested going for a walk in the park. |
| (5) Tim was <i>in low spirits</i> , | e the fans sang songs. |

2 Complete the passage with the words and phrases below. Change the form if necessary.



disease pain raise ... spirits suffer from voluntary work

Every Saturday afternoon, Li Dong does ⁽¹⁾ _____ at the children's hospital. He sings and plays the guitar for the children. This always ⁽²⁾ _____ the children's _____. One of the children, Lu Jia, has been in hospital for a long time. She ⁽³⁾ _____ a serious ⁽⁴⁾ _____. Last week, Lu Jia asked Li Dong to play her favourite song. At the end of the song, Lu Jia started to cry. Li Dong was worried. But Lu Jia said, "I am crying because I feel happy. You helped me forget my ⁽⁵⁾ _____ for a while." Li Dong is now organizing a music concert at the hospital. He wants more children to take part in the concert.

3 Write about voluntary activities you plan to take part in with the words and phrases below.

disabled lonely offer organize unhappy
encourage ... to ... express one's feelings have difficulty doing ...
in low spirits in need



Word building

Negative prefixes: un-, dis-

We add *un-* or *dis-* to the beginning of a word to make it negative.

happy → *unhappy* *appear* → *disappear*

Can you give more examples?

 Listening
Think

What can you do to help others?

Money-raising activities

- 1 You are going to listen to a podcast about how students in the UK can raise money. Match the verbs with the nouns and noun phrases.

A

(1) organize _____

(2) sell _____

B**a** a book fair**b** a dance competition**c** a money-raising activity**d** books**e** clothes**f** food**g** snacks

- 2 Listen to the podcast and answer the questions. 

(1) Who are Doris and David? What did their classes do?

(2) Why did *Teenagers' Voice* interview them?

- 3 Listen again and complete the notes below. 

	How did your class raise money?	How much money did you raise?	What will you use the money for?
Doris	- A ⁽¹⁾ _____ for students - Everyone paid money to take part.	More than ⁽²⁾ _____ pounds	To ⁽³⁾ _____ for the school library
David	- A ⁽⁴⁾ _____ in the school stadium - The students sold ⁽⁵⁾ _____.	⁽⁶⁾ _____ pounds	To ⁽⁷⁾ _____ for elderly people in the community

**Your ideas**

- 4 Which money-raising activity would you like to take part in? Why? Discuss in pairs.

Section 2

Exploring and applying rules



Grammar

Infinitives

The **infinitive** is the basic form of a verb. Some verbs can be followed by *to* + **infinitive** or object + (*to*) + **infinitive**.

Read the sentences below. Pay attention to the words *in bold*.

Jin Ya **wanted to paint** a picture of the park near her home.

We **encouraged** them **to tell** stories from their own life.

My mother and I will **continue to visit** Liu Yun in our spare time.



Let's sum up the rules!

- We often use *to* + **infinitive** after these verbs: *want, continue, offer, plan*, etc.
- We often use object + *to* + **infinitive** after these verbs: *encourage, tell, ask*, etc.

Look!

After certain verbs, such as *see, hear, help, make* and *let*, we usually use **infinitives** without *to*.

He **saw** a volunteer **help** an elderly lady.

She **heard** the singer **perform** for the children in the next room.

The students **helped** the woman **(to) find** her bag.

1 Dong Lili is visiting Jin Ya in the hospital. Complete their conversation with the correct form of the words in brackets.

Dong Lili: Morning, Jin Ya. We're organizing a painting competition, and we're ⁽¹⁾ _____ (invite, everyone, take part in) it. Would you like to take part?

Jin Ya: Yes, I'd love to! I ⁽²⁾ _____ (want, paint) a picture of the park near my home, but the doctor won't ⁽³⁾ _____ (let, I, go) out. He ⁽⁴⁾ _____ (tell, I, stay) in hospital.

Dong Lili: Do you ⁽⁵⁾ _____ (want, I, take) some photos for you?

Jin Ya: Yes, that would be very kind of you!

Dong Lili: I'll go there this weekend to take some photos. I'll show them to you next week and ⁽⁶⁾ _____ (teach, you, paint).

Jin Ya: Thanks for your help!



Unit 1 Helping those in need

Read the poster below. Pay attention to the words **in bold**.

Wash your hands

Wash your hands **to stay** clean.
 Wash your hands **to get rid of** viruses.
 Wash your hands **to prevent** the spread of diseases.
 Wash your hands **to keep** everyone healthy!



Let's sum up the rules!

We can use **infinitives** to express the purpose of an action.

2 Answer the questions below with infinitives. Use the information from the posts on page 5 to help you.

- (1) Why did the three teenagers offer to do some voluntary work during the school holidays?
- (2) Why did Dong Lili go to the children's hospital?
- (3) Why did Dong Lili go to the park near Jin Ya's home?
- (4) Why did Wang Jie and his mother encourage Liu Yun to share her stories?
- (5) Why did Ding Ling teach disabled children to sing?



Grammar in use

3 Talk in groups about doing voluntary work. Use the questions to help you.

What do you	want	to do	to help people in need?
	plan		
	hope		
	...		

S1: What do you plan to do to help people in need?

S2: I plan to raise money to buy books for children with no parents, and I hope to raise ¥300. What about you?

S3: I want to help elderly people do their housework.

...

Section 3 Expressing and communicating ideas



Speaking

Think

What voluntary work do you plan to do?

Talking about plans for voluntary work

1 Two students are talking about the voluntary work they plan to do. Read the dialogue and learn how to talk about plans. Pay attention to the expressions in blue. 

S1: What voluntary work are you going to do?

S2: I'm going to volunteer in a children's home.

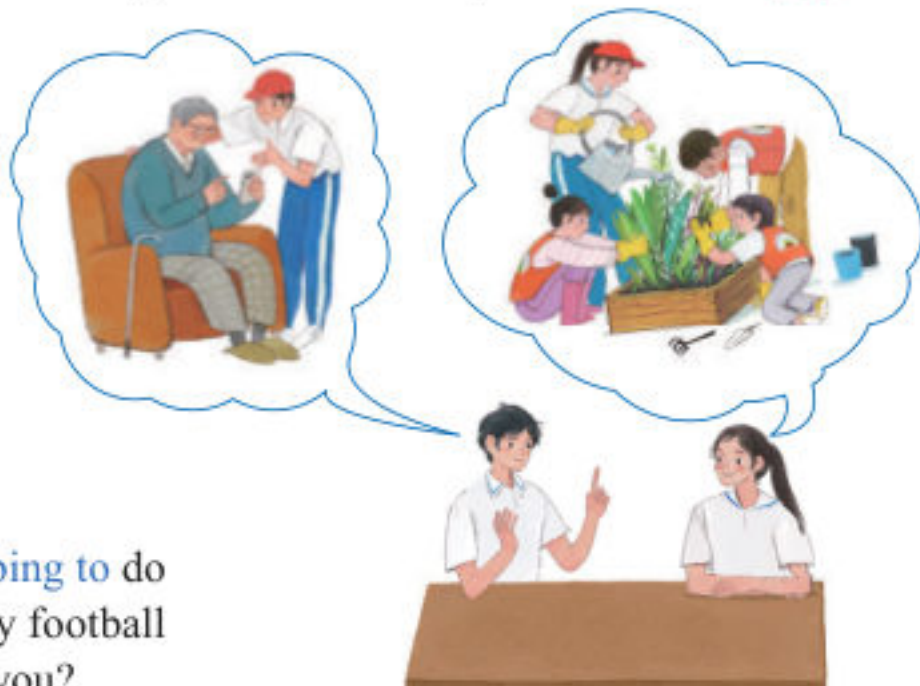
S1: What are you going to do there?

S2: I'm planning to help the children with their homework. I'm also hoping to do some gardening and play football with them. What about you?

S1: I'll help elderly people in an old people's home.

S2: Sounds great! How are you going to help them?

S1: I'm thinking about teaching them to use smartphones.



2 Imagine that you and your friend have decided to do voluntary work. In pairs, discuss what kinds of activities you plan to do.

look after homeless cats
read books for the blind

volunteer at a museum
...



Improving your communication

Talking about plans

Describing future plans is an important part of life. Here are some common structures:

- If we are certain about our plans, we use I'm going to ... or I'll ...
- If we are less / not certain, we use I want to ..., I'm planning to ..., I'm hoping to ... or I'm thinking about ...

 Writing

Writing an email to ask for permission for a voluntary activity



You and your classmates are planning a voluntary activity. You need to get permission from the head teacher.

- 1 Wang Yao has written an email to her head teacher to ask for permission for a voluntary activity. Read the email and tick (✓) the points that are included.

_ ⌵ ×

To: Ms Yan

Subject: Organize a voluntary activity

Dear Ms Yan,

I am writing to you about my group's plans to start a voluntary activity.

In order to help children in need, we plan to organize a visit to the children's home next week. Five students from our class have offered to help.

We plan to teach the children there to do fun activities like flower arranging and paper-cutting. Some local shops have donated craft materials for us to use. We are also thinking about helping the children tidy up their rooms.

We would like to visit the children's home on Saturday, 23 March. Could you please give us permission to organize the activity? Thank you for your support!

We look forward to your reply.

Yours sincerely,

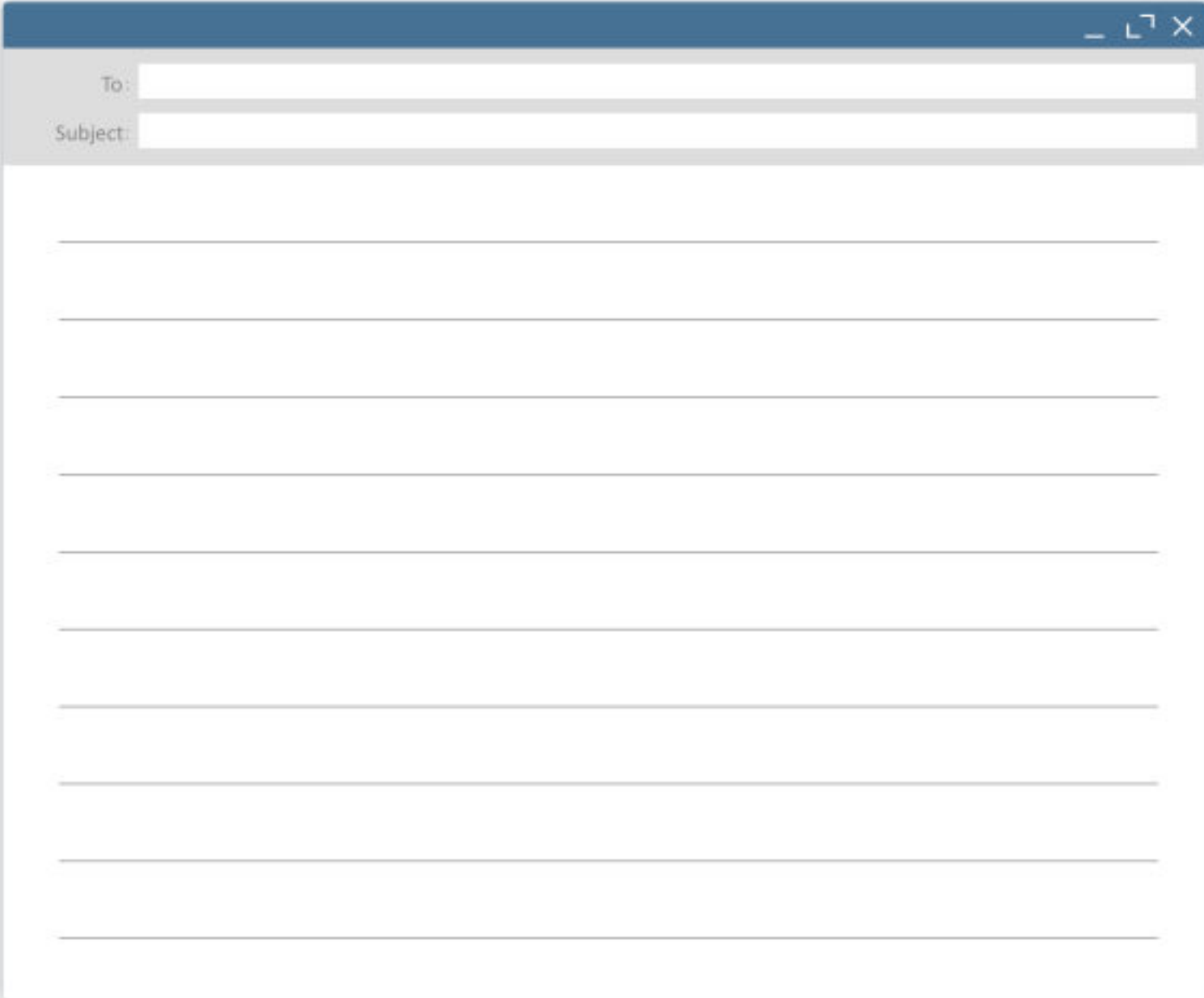
Wang Yao

- | | |
|---|--------------------------|
| (1) Why Wang Yao has written the email | ☐ |
| (2) What voluntary activity Wang Yao and her classmates are going to organize | ☐ |
| (3) Who they are going to help | ☐ |
| (4) How many students are going to take part in the activity | ☐ |
| (5) When and where they are going to have the activity | ☐ |
| (6) How much money they will need | ☐ |
| (7) What they are going to do there | ☐ |

2 Write your email to your head teacher to ask for permission.

Step 1 Plan Brainstorm what voluntary activity you plan to organize and take notes. Use the points in Exercise 1 to help you.

Step 2 Write Write an email to ask for permission.

An illustration of an email composition window. It has a blue header bar with window control icons (minimize, maximize, close) on the right. Below the header, there are two input fields: 'To:' and 'Subject:'. The main body of the window is filled with horizontal lines for writing the email content.

Step 3 Check and revise Tick (✓) the boxes to check your writing, and then revise it.

- I used polite language in my email. ☐
- I explained the purpose at the beginning of the email. ☐
- I used certain expressions, such as _____, to explain our plans clearly. ☐
- I used the words and expressions I learnt in this unit. ☐
- I used correct spelling, grammar and punctuation. ☐

Section 4 Extending and developing competencies

Focusing on culture

Think

What do we need to help others?

You may think you need special skills to help others, but all you really need is kindness. Let's find out how we can help others with kindness.

1 Read the four poems and think about why and how we could help people in need. 

Four poems about kindness

(1) Little things

by Julia Abigail Fletcher Carney

Little drops of water,
Little grains of sand,
Make the mighty ocean
And the pleasant land.

Little deeds^① of kindness,
Little words of love,
Help make earth happy
Like the heaven above.

(2) Kind hearts are the gardens

by Henry Wadsworth Longfellow

Kind hearts are the gardens,
Kind thoughts are the roots,
Kind words are the flowers,
Kind deeds are the fruits.

Take care of your garden,
And keep out the weeds^②,
Fill it with sunshine,
Kind words, and kind deeds.

(3) If I can stop one heart from breaking

by Emily Dickinson

If I can stop one heart from breaking,
I shall not live in vain;
If I can ease one life the aching,
Or cool one pain,
Or help one fainting^③ robin^④
Unto^⑤ his nest^⑥ again,
I shall not live in vain.

(4) I know you are feeling sad

(author unknown)

I know you are feeling sad,
Because things aren't going right.
Though I can't be with you there,
I want you to know how much I care.
So I wrote this little poem for you.
I hope it will help you to continue.

① deed /di:ɪd/ n. 行为; 行动 ② weed /wi:d/ n. 杂草 ③ faint /feɪnt/ v. 晕厥

④ robin /'rɒbm/ n. 知更鸟 ⑤ unto /'ʌntu/ prep. 朝; 向 ⑥ nest /nest/ n. 鸟巢

- Julia Abigail Fletcher Carney was an educator, poet, author and editor in the 19th century.
- Henry Wadsworth Longfellow was a poet and educator in the 19th century.
- Emily Dickinson was a poet in the 19th century. Her work has had a strong influence on modern poetry.

Notes

2 Read the poems again and fill in the blanks with the correct number.

- (1) Poem _____ shows that it is important to have kind thoughts.
- (2) Poem _____ shows that helping others makes life meaningful.
- (3) Poem _____ shows that we should support our friends when they are sad.
- (4) Poem _____ shows how even a small act of kindness can make a big difference.

3 Find the words and the phrase in the poems with these meanings.

- | | |
|----------------------------|----------------|
| (1) pleasing and beautiful | _____ (Poem 1) |
| (2) great, powerful | _____ (Poem 1) |
| (3) to make less serious | _____ (Poem 3) |
| (4) to feel pain | _____ (Poem 3) |
| (5) without success | _____ (Poem 3) |



Your ideas

4 Discuss the questions below.

- (1) What can we learn from helping others?
- (2) How can we help ourselves by helping others?



Exploring more

Helping others can make the world a better place. Go online and find out more about voluntary work and volunteering.



Cross-curricular connection | Health*

There are many different ways to help others. Donating blood is one of them.

1 Read the text about blood donation and answer the questions below. 

Blood donation

Why donate blood?

Donating blood saves lives. About one in seven people in hospital need blood in order to get better or even survive. Therefore, a blood donation can be a life-giving gift for someone.

Who can donate blood?

In many countries, a person needs to be healthy and older than 18 to donate blood. Blood donors should also weigh at least 50 kg.

What are the different blood types?

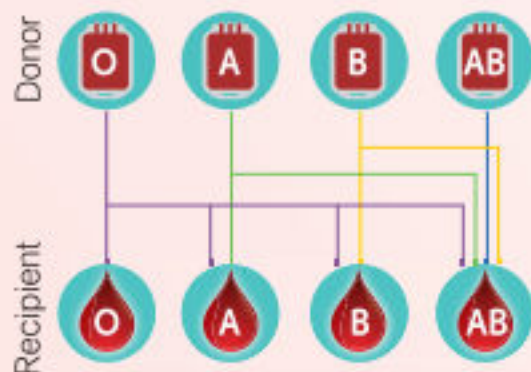
It is important to know a person's blood type before they donate or receive blood. Most countries use the ABO system to group blood types. There are four main blood groups in this system: A, B, O, and AB.

Type O is the "universal donor". This means that people of any ABO blood type can accept Type O red blood cells. (see purple lines)

Type AB is the "universal recipient". People with this type of blood can usually receive red blood cells from donors with any ABO blood type. (see bottom-right part of illustration)

What is World Blood Donor Day?

World Blood Donor Day (WBDD) is celebrated every year on 14 June. This date is the birthday of the Nobel Prize winner Karl Landsteiner. He discovered the ABO blood group system.



- (1) Who is qualified to donate blood?
- (2) A patient with blood type B needs to receive blood immediately. What type(s) of blood can the patient receive?
- (3) Who was Karl Landsteiner and what did he discover?

2 Will you consider donating blood when you become an adult? Discuss in groups.

Checking your progress

Project*

Setting up a voluntary group

What can you do to help others in your local area? In groups, discuss different ways of helping others. Then set up a voluntary group and create a poster to ask for more volunteers.

Step 1 Set a goal for your voluntary group. Think about the following questions.

- Who are you going to help?
- Why are you going to help them?

Step 2 Name your voluntary group and create a slogan and a logo.

Step 3 Think of suitable activities for your group.

- What can you do to help these people?

Step 4 Make a poster to introduce your voluntary group.



 **Super Teen Helpers**—We help elderly people

Alone or together, not lonely any more!

What do we do?

We visit elderly people every weekend and ...

- help clean their rooms
- go for walks with them
- chat with them
- teach them to use smartphones
- ...

Become a member of **Super Teen Helpers** today. You can apply by sending an email to Liuyan@...

Step 5 Show the poster and give a presentation to the class.



Wits corner

An act of kindness, no matter how small, is worth performing.

— Liu Bei^①

① Liu Bei 刘备

Unit 2 Body language



Key question

What does body language mean to us?

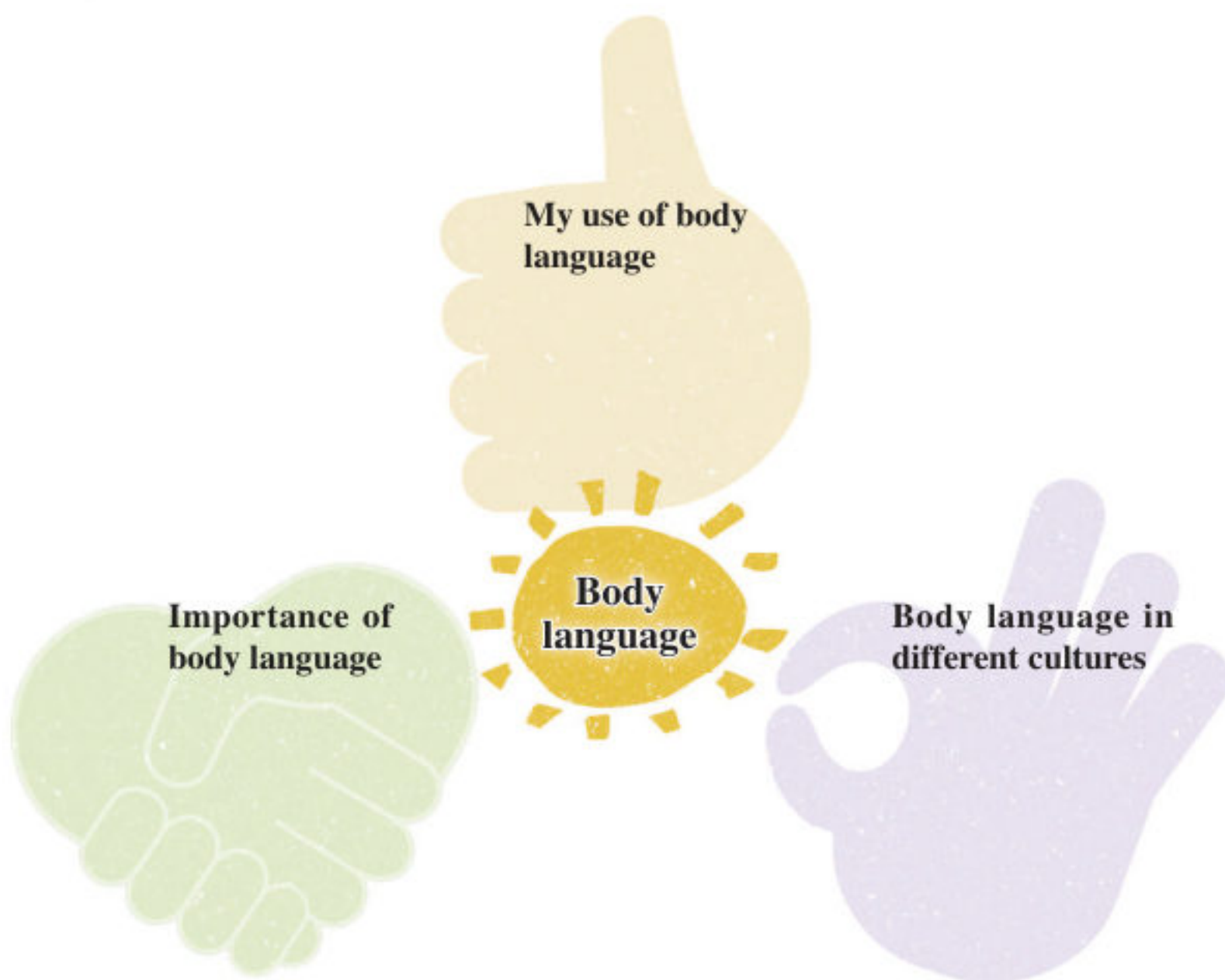


Unit objectives

I can:

- describe appropriate body language in different situations.
- give advice on using appropriate body language in communication.
- describe cultural differences in body language.
- understand the importance of body language.

First thoughts



Think

- How does body language help us communicate?
- How does body language help people express their thoughts and feelings?
- How can we use body language effectively?
- How does body language differ across cultures?

Section 1 Experiencing and understanding language

Reading

Think

How does body language help us communicate?

Before you read

Look at the pictures. Why do people use these kinds of body language? Discuss in pairs.

(1)



shaking his fists^①

(2)



crossing his arms

(3)



clapping

Read the story and think about the differences between Lele's and Haoran's body language. 



Body language matters!



Li Lele and Wang Haoran are university students. They both have part-time jobs at a travel company.

A well-dressed lady entered the office. She looked at Li Lele and Wang Haoran, and then
5 walked over to Lele. Lele looked excited. "Good morning, madam!" she said cheerfully.

Haoran sighed^② and walked away.

"What's the matter?" asked Mr Yang, the boss.

"People always choose Lele instead of me.

10 I don't understand."

"I do. It's the way you communicate."

"How can that be?" Haoran asked. "I don't get a chance to speak."

"Communicating means more than just speaking. Your body language is important too."

15 "Body language?"

"It's the way you stand and sit. It's your gestures^③ and the expressions



① fist /fɪst/ n. 拳头

② sigh /saɪ/ v. 叹气

③ gesture /'dʒestʃə(r)/ n. 手势; 姿势



covering his mouth
with his hands



cheering



resting her head
on her hand



Look at picture 3. The girl is clapping her hands.
Why do you think she is doing this?

I think she wants to show her appreciation. We always clap
our hands when we enjoy a play or show.



on your face. Your whole appearance communicates things. You don't give people a good impression, Haoran. You look down, you never smile, and you don't turn your head towards them.

- 20 "Look at Lele. She's holding her head up. She always smiles and looks friendly. Her body language is making people feel welcome, so they go to her for help."

Haoran observed Lele carefully for a while and then decided to improve his own body language. He sat up straight and tried smiling at people.

- 25 Minutes later, a beautiful girl entered. She walked over to Haoran. A few moments later, she left with a smile.

Mr Yang came over at once and said, "You made a good impression on her, Haoran."

- 30 "That was my sister," said Haoran. "She wanted to remind me that tomorrow is her birthday."



Reading strategy

Identifying the speaker

In a written conversation, a new paragraph starts and ends with quotation marks ("..."). If a paragraph does not end in a quotation mark, the same speaker continues speaking in the next paragraph. Mr Yang's line of dialogue starts on line 16. Where does it end?

Reading comprehension

- 1 Wang Haoran is talking to a friend on the phone. Complete the speech bubble with the information from the story on pages 20 and 21.



Our customers always ⁽¹⁾ _____.
 I didn't know why, but Mr Yang told me the reason.
 It was because of ⁽²⁾ _____. I wasn't
 giving customers ⁽³⁾ _____. My
⁽⁴⁾ _____ wasn't making them
⁽⁵⁾ _____. So I need to improve it.

- 2 Read the story again and answer the questions below.

(1) What is body language, according to Mr Yang?

(2) Why did Wang Haoran not give customers a good impression?

(3) Why did customers always choose to talk to Li Lele?

(4) What happened after Wang Haoran sat up straight and tried smiling at people?

(5) Why did the girl walk over to Wang Haoran?



Your ideas

- 3 Lele and Haoran gave people very different first impressions. Have you had any similar experiences? Share your stories in groups.

Vocabulary practice

1 Find the words and phrases in the story on pages 20 and 21 with these meanings.

- (1) someone who tells other people what to do at work _____ (line 8)
 (2) to keep something in the same position _____ (line 20)
 (3) to look at and learn from somebody or something _____ (line 23)
 (4) to move yourself into a sitting position _____ (line 24)
 (5) to cause people to have a good opinion of you _____ (line 27)

2 Complete the conversation with the words and phrases below. Change the form if necessary.



boss hold up make a good impression on remind sit up

Liu Dong: Hi Uncle Li, I've got an interview next week for a new job! I know that you are the ⁽¹⁾ _____ of a big company. Can you give me some tips, please?

Uncle Li: Well, you really need to think about your body language if you want to ⁽²⁾ _____ your interviewer.

Liu Dong: What do you mean?

Uncle Li: Well, think about how you hold your body during the interview.

Liu Dong: Do you mean that I should ⁽³⁾ _____ straight?

Uncle Li: Exactly. You should also ⁽⁴⁾ _____ your head and make eye contact with the interviewer. This will show them that you are interested.

Liu Dong: That's a good point. Thanks for ⁽⁵⁾ _____ me, Uncle Li!

Uncle Li: No problem! Good luck!

3 Summarize the story of Lele and Haoran with the words and phrases below.

observe	remind	sigh	gestures and expressions
give ... a good impression		look down	make ... feel welcome
smile at		sit up straight	walk away



Word building

Noun suffix: -ion

We can add -ion to the end of a verb to make a noun.

express → *expression* *impress* → *impression*

invent → *invention* *act* → *action*

Can you give more examples?

 Listening
Ballet—the language of dancers**Think**

How does body language help people express their thoughts and feelings?

1 You are going to listen to a lecture about ballet. Write down what you know about ballet and what you expect to hear in the lecture.

(1) What I know about ballet: _____

(2) What I expect to hear: _____

2 Now listen to the lecture and note down the main ideas. Did the speaker mention the things you expected? 

3 Listen again and complete the notes below. 



- The ballet dancers express themselves through ⁽¹⁾ _____. They also use other forms of body language, such as gestures and ⁽²⁾ _____, to tell stories.
- Ballet started in Western Europe in ⁽³⁾ _____. ⁽⁴⁾ _____ is one of the most famous ballets in the world. In the dance, the Swan Queen ⁽⁵⁾ _____ to mean love and ⁽⁶⁾ _____ to say forever.
- Ballet dancers start training at ⁽⁷⁾ _____. The dancers learn to use their bodies to ⁽⁸⁾ _____.

 Your ideas

4 Besides ballet, what other types of performing arts do you know? How do performers use their body language to tell stories and express their thoughts and feelings? Share your ideas with your classmates.

Section 2 Exploring and applying rules



Grammar

A Verb-ing as subject and object

We can use the **verb-ing** form as a noun. These nouns refer to actions and activities.



Communicating means more than just speaking.



Let's sum up the rules!

- We can use **verb-ing** as the subject or object of a sentence.
- When we use **verb-ing** as the subject, the main verb is in singular form.

Look!

- The **verb-ing** form is usually uncountable. We do not add *a* or *an* before it.
Cycling is his favourite hobby.
- **Verb-ing** can have its own object.
She loves playing chess.

1 Complete the passage with the correct form of the verbs in brackets.

My friend Lu Na and I were talking about people's hobbies the other day. Lu Na said her cousin Lu Yao has an interesting hobby: ⁽¹⁾ _____ (draw) portraits. ⁽²⁾ _____ (study) people's facial expressions is an important part of her hobby. She likes ⁽³⁾ _____ (observe) people's faces and ⁽⁴⁾ _____ (guess) what they are thinking or how they are feeling. She is not always right, but she is not afraid of ⁽⁵⁾ _____ (make) mistakes. When she makes a mistake, she simply smiles and says, "Oh well, I was wrong." She says that ⁽⁶⁾ _____ (smile) can make people around you feel good. I have not known anyone like Lu Yao, and I look forward to ⁽⁷⁾ _____ (meet) her in person.



B Verb-ing and verb-ed as adjectives



Wang Haoran was sitting at his desk. Nobody spoke to him. He was **bored** and he thought his job was **boring**.



Let's sum up the rules!

- Adjectives that end in **-ed** usually describe how people feel.
- Adjectives that end in **-ing** usually describe the thing or person that makes people feel a certain way.

2 Complete the sentences with the correct form of the words in brackets.

- (1) Haoran, it seems like you don't want to talk to the customers. It's not _____ (surprising / surprised) that they don't want to talk to you either.
- (2) Some people are not very patient, so they get _____ (boring / bored) easily.
- (3) His explanation was _____ (confusing / confused). Nobody understood it.
- (4) Lu Yao is very _____ (interesting / interested) in art and goes to art galleries every Saturday.
- (5) I'm starting a new part-time job next week. I'm very _____ (exciting / excited) about it.
- (6) Li Chen is a good storyteller. His stories are very _____ (amusing / amused).



Grammar in use

3 Read the poem. Pay attention to the underlined words. Then try writing your own poem using as many **verb-ed** and **verb-ing** forms as possible.

Don't worry!

I study very hard,
But English grammar makes me confused.
When I make silly mistakes,
My teacher is amused.
But I'm not worried; I just smile.
Grammar can be confusing.
I really don't mind,
If my mistakes are amusing.

Section 3 *Expressing and communicating ideas*



Speaking

Think

How can we use body language effectively?

Talking about improving body language in presentations

- 1 One student is practising his presentation in front of two classmates. Read the dialogue and learn how to make and accept suggestions. Pay attention to the expressions in blue.

S1: ... How can I improve my presentation?

S2: I liked it, but **maybe you should** think about your body language.

S1: OK, what do you think I should do?

S2: You look a bit nervous when you speak. **I think you should** try to breathe slowly and relax. Besides, you're always looking at your notes. If you want to connect with your audience, **you'd better** make more eye contact with them.

S1: Oh, **that's a good suggestion!**

S3: Also, **why don't you** try using gestures to emphasize your points?

S1: **That's a good idea!**

S3: You didn't keep your back straight during your presentation. **If I were you, I would** stand up straight.

S1: **I'll try that next time.** Thank you both!

- 2 Three students are giving presentations in class. How can they improve their body language? Choose one of the situations below and role-play making and accepting suggestions.

- Wu Di is looking at the whiteboard all the time. He is not looking at the audience.
- Han Li is looking down while she is talking. She is also playing with her hair as she speaks.
- Wang Jun is very nervous, and his hands are shaking during the presentation.

Improving your communication



Sometimes we need to suggest ideas or things to do. We also need to know how to accept suggestions. Here are some common expressions:

Making suggestions

- Maybe / I think you should ...
- Why don't you ...?
- You'd better ...
- If I were you, I would ...

Accepting suggestions

- That's a good suggestion!
- That's a good idea!
- I'll try that next time.

 Writing

Writing an article about one kind of body language



Understanding different kinds of body language can help us communicate more effectively. Write a short article to introduce one kind of body language.

- 1 Wang Yao wrote about nodding. Read her article and find out the meanings of nodding.

Nodding: a simple but useful gesture

When you nod, you move your head up and down. This gesture can have many different meanings.

To begin with, a nod often shows agreement. For example, when I asked my father if I could join a voluntary group, he just nodded, and I immediately understood what he meant. This meaning of nodding is very common. In fact, we use the phrase “give someone the nod” to show that someone said yes.

However, a nod does not always mean you agree. Nodding your head can simply mean that you are listening and paying attention. You can also nod your head to encourage someone to continue speaking.

Understanding the different meanings of a simple gesture like a nod can help us improve our communication.



- 2 Now write an article about one kind of body language.

Step 1 Plan Pick a kind of body language from the list below or choose another one. Then do some research and make notes.

crossing one's arms
crossing one's fingers

shaking one's head
shaking one's fists

Meanings of _____:

- (1) _____
(2) _____
(3) _____

Step 2 Write Write about this kind of body language. You may refer to Wang Yao's article and your notes. Try to give your article an eye-catching title.



Step 3 Check and revise Tick (✓) the boxes to check your writing, and then revise it.

- I followed a clear outline and organized the information in a logical way. ☐
- I introduced two or more meanings of this type of body language and provided examples. ☐
- I used the words and expressions I learnt in this unit. ☐
- I used correct spelling, grammar and punctuation. ☐

Section 4 Extending and developing competencies



Focusing on culture

Think

How does body language differ across cultures?

Understanding body language can help us communicate better. Let's explore how people around the world use eye contact.

- 1 Read the online article about eye contact and find out how it is viewed in different cultures. 🎧

How does eye contact work?

Eye contact means looking into another person's eyes. It is a very important part of body language. You may avoid looking someone in the eye when talking with them because you are shy. But in many cases, eye contact is the key to good communication. You can show friendliness, interest and understanding through eye contact.

Eye contact can mean different things in different places. For example, in northern Europe, direct eye contact is a sign that you are truly interested in what the other person is saying. If you look down and avoid eye contact, a northern European may think you are not listening to what they are saying.

- 10 However, in many Asian countries, looking down when talking with an older person, like a teacher or a parent, is polite.

These differences can cause problems. Suppose that an East Asian woman meets a person from northern Europe for the first time. If she avoids direct eye contact during the conversation, the northern European may think her behaviour is strange. He or she may even believe that the woman is lying, or that she is not confident. In fact, the East Asian woman is most likely showing respect and being polite.

Avoiding eye contact can cause problems, but too much eye contact is not polite either. In many countries, looking at other people for a long time is impolite. This may make them feel uncomfortable.



Eye contact plays an important role in communication. Maintaining eye contact makes it easier to build an emotional connection with the other person. Psychologists^① study eye contact to learn more about how the brain works, and doctors may nowadays look at eye contact to identify illnesses and other health problems.

Notes

2 Answer the questions below with the information from the article on page 30.

- (1) What does “eye contact” mean?
- (2) What kinds of things do people express through eye contact?
- (3) What may happen if an East Asian woman avoids direct eye contact when talking to a northern European?
- (4) What is an Asian woman most likely showing if she looks down and avoids eye contact during a conversation?
- (5) What kind of eye contact is impolite in many countries?

3 Find the words in the article and match them with their meanings.

- | | |
|-----------------------------|--|
| (1) case (line 3) | a a particular situation |
| (2) direct (line 7) | b feeling uneasy |
| (3) suppose (line 12) | c the way that you act, especially towards others |
| (4) behaviour (line 15) | d straight |
| (5) uncomfortable (line 22) | e to imagine that something is true |



Your ideas

4 Discuss the questions below.

- (1) Why does the article say “eye contact can be the key to communication”?
- (2) How do your friends and other people around you use eye contact when they are talking? Do some people use more / less eye contact than others?



Exploring more

To learn more about cultural differences in body language, you can search for articles online about signs and gestures that mean different things in different cultures (e.g. nods and headshakes).

① psychologist /saɪ'kɒlədʒɪst/ n. 心理学家



Cross-curricular connection | Languages*

Body language is an important part of communication. Do you know how deaf people communicate?

- 1 Read the text about Chinese Sign Language and write what the signs in the pictures mean. 

Chinese Sign Language

Sign language is a system of communication for deaf people. It uses a mix of hand signs, facial expressions and hand movements.

People from different parts of the world use different sign languages. Sign language is not simply a “silent version” of any spoken language. There is often a strong relationship between a country’s sign language and its culture. In China, the official sign language is Chinese Sign Language (CSL).

Here are some simplified examples of signs from CSL:

Yes Cross your index finger^① and middle finger of one hand, point the fingertips forwards and upwards, and press down.

Listen Raise your hand behind your ear, palm^② outwards, fingers slightly curved^③.

No Raise one hand upright with the palm outwards and swing it from side to side.

Thanks Make a thumbs-up^④ sign, and bend your thumb forward twice with a smile on your face.

Love Make a thumbs-up sign with your left hand, point it forwards and gently stroke the back of the thumb with the right hand.

Remember: these descriptions are simplified. If you want to learn CSL, you can take a course or watch official training videos. There are also handbooks and other reference materials available.



- 2 Do you know any other CSL signs? Share with your classmates.

① index finger /'ɪndeks fɪŋgə(r)/ n. 食指 ② palm /pɑ:m/ n. 手掌
③ curve /kɜ:v/ v. 弯曲 ④ thumbs-up /,θʌmz 'ʌp/ n. 竖起大拇指

Checking your progress

Project*

Making a presentation about traditional Chinese gestures

Chinese people use many traditional gestures to show respect, politeness, etc. In this project, you are going to work in groups and make a presentation to introduce a traditional Chinese gesture.

Step 1 In your group, pick one of the traditional Chinese gestures below for your presentation. You may also choose another gesture.



zuoyi



baoquan

Step 2 Find information about the gesture. Use the questions below to help you.

- How do we make the gesture, and what is it called?
- What does the gesture mean?
- When is it used?

Step 3 Make a presentation with the information you found in step 2. In your presentation, you may role-play a situation where you use the gesture.



I am going to introduce a Chinese traditional gesture called *zuoyi*. It is a polite way to show your appreciation, greet, apologize or ask for help. We make the gesture like this: place one hand over the other, and then bow slightly.

We can use this gesture in the following situations: ...



Wits corner

The body says what words cannot.

— Martha Graham

Unit 3

Comics and animation^①



Key question

What can comics and animation bring to our lives?



Unit objectives

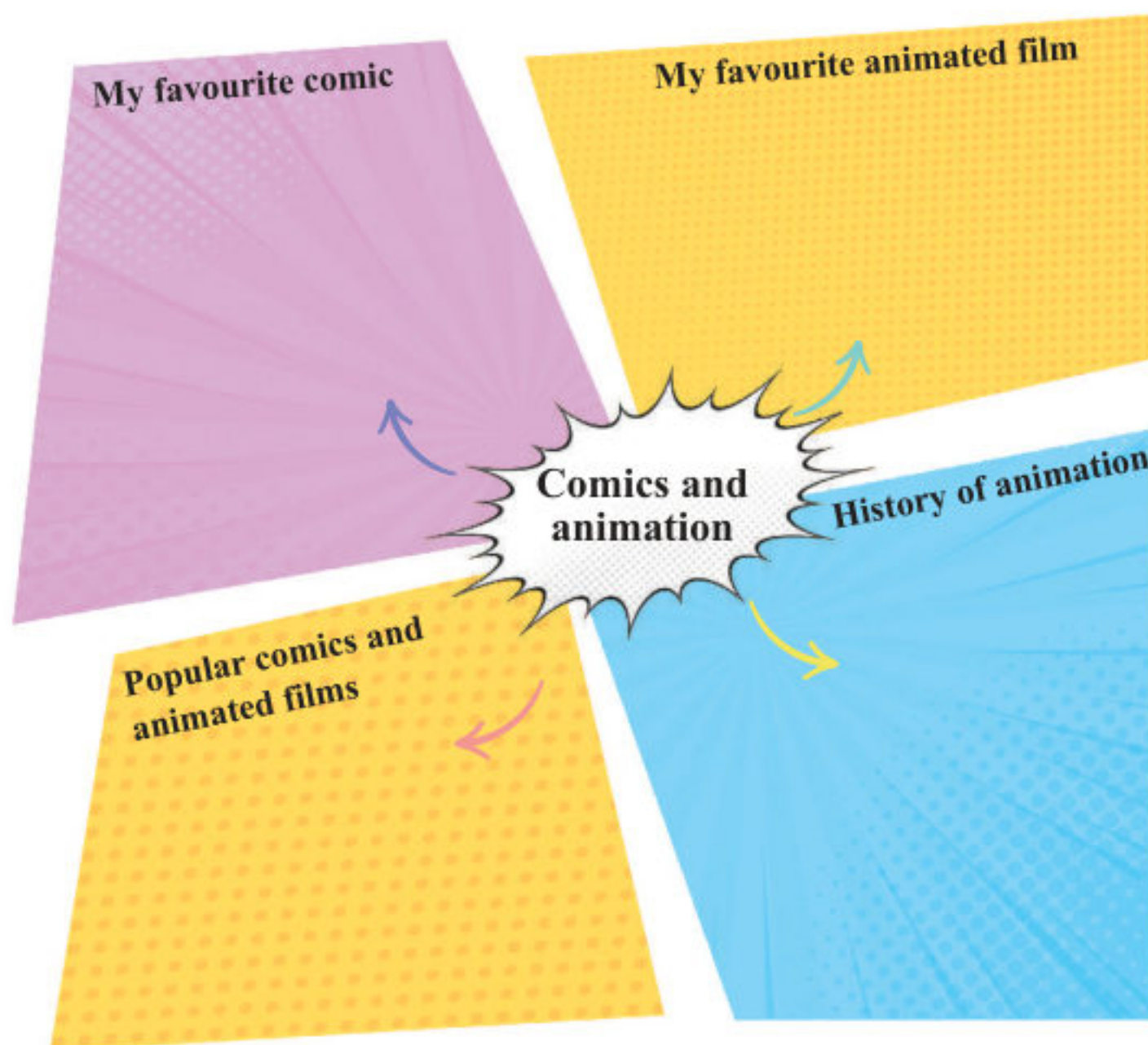
I can:

- describe the development of Chinese animation.
- explain how to make a comic strip.
- talk about different types of Chinese animation.
- understand the history of animation.

① animation /ˌæniˈmeɪʃn/ n. 动画片



First thoughts



Think

- What do you know about Chinese animation?
- How are comic strips made?
- How could you make your own comic strip?
- What do you know about the history of Chinese animation?

Section 1 Experiencing and understanding language

Reading

Think

What do you know about Chinese animation?

Before you read

- 1 Below are a few different ways of making animated films. Match the animated film-making techniques to the pictures.



a 3D-computer animation

c shadow puppet performances

b ink-wash painting

d watercolours

(1)



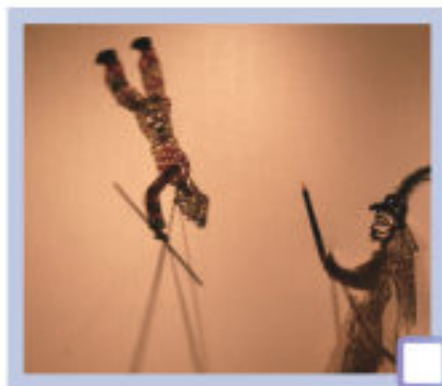
(3)



(2)



(4)



- 2 What kind of Chinese animation have you ever seen? What was it like, and what do you know about it? Fill in the **K** and **W** columns of the KWL chart. Then fill in the **L** column after you have read the article on page 37.

Chinese animation

K (What I know)

W (What I want to know)

L (What I learnt)

Read the article about Chinese animation and learn about its history. 🎧

Chinese animation: from shadow puppets to 3D films

Chinese animation has a history of more than 100 years. This art form combines modern technology with traditional art techniques, such as paper-cutting, shadow puppet performances and ink-wash painting. Films in this style often contain many themes from Chinese art, literature and culture.

- 5 *Pigsy Eats Watermelon* from 1958 was the first paper-cut animation. In this groundbreaking short film, Zhu Bajie and the other characters come to life on screen just like shadow puppets. The film amazed audiences across China with its bright colours and lively animation style.

- 10 Two years later, another important breakthrough came with the first ink-wash animated film, *Baby Tadpoles Look for Their Mother*. This short film was influenced by the famous artist Qi Baishi^①, and it looks exactly like a traditional ink painting. The film was very successful, and won several national and international awards.

- Besides traditional art techniques, Chinese animated films also reflect traditional Chinese culture. Ancient stories are a common theme, and it is no surprise that the much-loved characters from the adventure novel *Journey to the West* often appear in animation. *Havoc in Heaven* from 1961 tells the story of the Monkey King, and is perhaps the most famous Chinese animated film. It combines traditional Chinese painting techniques with the sound effects from Beijing opera.



- Today, Chinese animators continue to explore new methods of film-making. Films like *Monkey King: Hero is Back* were made with advanced 3D animation software. With the help of the latest computer technology, such as artificial intelligence (AI), film-makers are bringing the heroes from classic Chinese stories into the 21st century.



Reading strategy

Skimming

To understand the main ideas of a text, you do not have to read all the words carefully. Instead, you can read quickly to get the big picture. This is called "skimming". Now skim the article and find the main idea of each paragraph.

① Qi Baishi 齐白石

Reading comprehension

1 Skim the article on page 37 and match the main ideas with the paragraphs.

Paragraphs

- (1) Paragraph 1
- (2) Paragraph 2
- (3) Paragraph 3
- (4) Paragraph 4
- (5) Paragraph 5

Main ideas

- a** Chinese animation in the 21st century
- b** traditional culture in Chinese animation
- c** the success of ink-wash animation
- d** the first paper-cut animation
- e** introduction to Chinese animation

2 Read the article again and answer the questions below.

(1) What traditional art techniques are usually found in Chinese animation?

(2) What is special about ink-wash animation?

(3) What art techniques were used in *Havoc in Heaven*?

(4) What new technologies can animators use to adapt classic Chinese stories into films?



Your ideas

3 Discuss the questions below.

(1) What kind of animation do you like best? Why?

(2) What do you think the future of animation will look like?

Vocabulary practice

1 Find the words and phrases in the article on page 37 and match them with their meanings.

- | | |
|---------------------------------------|--|
| (1) come to life (line 6) | a the main character of a story |
| (2) advanced (line 24) | b thanks to |
| (3) with the help of (line 25) | c the ability of a machine / computer to think, learn and carry out tasks like a human |
| (4) artificial intelligence (line 25) | d to start moving / behaving like a living thing |
| (5) hero (line 26) | e modern, hi-tech |

2 Complete the passage with the words and phrases from Exercise 1. Change the form if necessary.

Animation has developed a lot over the years. In the past, all animated films were drawn by hand. To make a character ⁽¹⁾ _____, the animators had to draw each part of his or her movements. For example, if they wanted to show the ⁽²⁾ _____ jumping up and down, they had to do a different drawing for each part of the movement. Since there are many frames ^① in each second of film, it takes a long time to make a film with traditional animation techniques.

Since the 1990s, powerful computers and ⁽³⁾ _____ software have made it much easier and cheaper to make an animated film.

⁽⁴⁾ _____ computer technology, animators can work much more quickly. Today, animators can even use ⁽⁵⁾ _____ to make the characters more lifelike.

3 Write about the history of Chinese animation with the words and expressions below.

amaze	groundbreaking	successful	be influenced by	bright colours
combine ... with ...		come to life	important breakthrough	
lively animation style		with the help of	It is no surprise that ...	

① frame /freɪm/ *n.* 帧; 画格

Listening

Think

How are comic strips made?

How to make a comic strip

- 1 Before you listen to a talk about how to make a comic strip, match the words and phrases below with the parts of a comic strip.

caption frame speech bubble thought bubble

(1) _____

(2) _____

(3) _____

(4) _____

This will fool those two bad guys!

CRASH!
TINKLE!

This is my only chance.

Meanwhile ...

Chief? We've got some news ...

- 2 Listen to the first part of the talk and check your answers in Exercise 1. 🎧
- 3 Listen to the second part of the talk and complete the steps. 🎧
- Step 1: _____ Step 2: _____ Step 3: _____
- Step 4: _____ Step 5: _____ Step 6: Finish the work
- 4 Listen to the second part again and tick (✓) the things you should do when you make a comic strip. 🎧

- (1) Mark where the speech bubbles and thought bubbles will go.
- (2) Use basic shapes if you are not good at drawing.
- (3) Use a pen so that you can save time later.
- (4) Add text in the speech bubbles and thought bubbles.
- (5) Always add captions.

☐
☐
☐
☐
☐

Your ideas

- 5 Have you ever made your own comic strip? How did you make it? Share with your classmates.

Section 2 Exploring and applying rules



Grammar

The passive in the simple present

Active sentences tell us who or what does something.

The artist **erases**^① the mistakes. (*We know who erases.*)

Passive sentences often do not focus on who or what does something.

The mistakes **are erased**. (*We don't know or care who erases.*)

Read the sentences below. Pay attention to the words in **bold**.

In traditional animation, each character **is drawn** by hand.

The backgrounds **are often painted** with watercolours.

Nowadays, most animated films **are not drawn** by hand. Digital tools **are used** instead.

Is the story **created** first?



Let's sum up the rules!

We use *am, is or are* + **past participle** to form the **passive in the simple present**.

Look!

When we want to say who or what does something, we can add a phrase with *by* in the passive sentence.

The mistakes are erased **by** the artist.

- 1 Read the passage about *lianhuanhua*. Underline the examples of the passive in the simple present.

Lianhuanhua: the Chinese comic books

Lianhuanhua is a traditional Chinese art form that combines pictures and text to tell stories. It is similar to comic books and sprang up in the early 20th century as a popular art form for spreading Chinese culture.

In *lianhuanhua*, the story is often written before the artist starts to draw. The written story is usually told in the captions. However, some artists do not use captions, but rather show the characters' personalities, conversations or thoughts through the artwork.

One of the most famous *lianhuanhua* series is *Sanmao*. The artist Zhang Leping^② first created the character in 1935, and *Sanmao's* adventures are still enjoyed by people to this day.

① erase /ɪ'reɪz/ v. 擦掉; 抹掉 ② Zhang Leping 张乐平

Unit 3 Comics and animation

2 Complete the passage with the correct form of the verbs in brackets.

The drawings in comic books usually do not look very real. Instead, the characters
 (1) _____ (draw) in a funny or surprising way. Sometimes different parts of
 the face, such as the nose, eyes or mouth, (2) _____ (make) smaller or bigger.
 Basic shapes like circles and triangles (3) _____ (use) a lot in comics. This
 makes it easier to draw the characters quickly, and it also makes the characters look
 interesting.

There is usually a lot of drama in comic books, and the characters' feelings
 (4) _____ (show) in very eye-catching ways. Angry characters
 (5) _____ (give) sharp teeth and huge mouths. And if a character
 (6) _____ (draw) with black clouds and lightning around them, it shows
 that they are furious (2).



Grammar in use

3 Work in pairs and talk about how to make an animated film. Use passive sentences in the simple present.

Decide on basic
ideas for a story.

Design your
characters.

Draw a rough sketch^③
of the story.

Record voices and
sound effects.

Put the pictures
together as a film.

Draw detailed pictures
and add colours.

First, _____

In the second stage, _____

Then, _____

Next, _____

In the next stage, _____

Finally, _____

After everything has been checked, the film is finally ready!

① triangle /'traɪæŋgl/ *n.* 三角形 ② furious /'fjʊriəs/ *adj.* 狂怒的

③ rough sketch /,rʌf 'sketʃ/ 草图

Section 3 Expressing and communicating ideas



Speaking

Think

How could you make your own comic strip?

Role-playing a story about a day in the park

- 1 Look at the first two frames of the comic strip and learn about how to give warnings. Pay attention to the expressions in blue.

Watch out for the dog!

Look! How fast I am!

Wow, so many fish! Whoops!

Be careful!

(1)

(2)

(3)

(4)

- 2 Complete the speech bubbles, and then role-play the story in pairs.

Improving your communication

Giving warnings

When we see that something bad is about to happen to someone, we need to warn them. Warnings take the form of short imperatives.

- Mind your step. / Mind the gap.
- Look out! / Watch out! / Be careful!
- Don't swim here.
- Slow down.

 Writing
Making a comic strip called "Mystery Island"

This is the first part of a comic strip called "Mystery Island". You are going to write the captions and speech bubbles for the comic strip.

1 In groups, discuss what happens in each frame.



2 Now make your comic strip.

Step 1 Plan Think about the story you want to tell in your comic strip. Use the expressions below to help you.

a a small boat
a trip around the world

e Thank goodness

b ... were celebrating
the weather forecast
a storm is coming

f Look! There's a / an ...
Let's ...

c in trouble
life jacket

g We made it!

d a huge wave

h Quick! Run!
a dinosaur

Step 2 Write Write the captions and speech bubbles for the comic strip on page 44 in your notebook. Follow the example below.

(1) Jim and Betty got on a small boat and began their trip around the world.

Step 3 Check and revise Work in pairs. Read your classmate's captions and speech bubbles and tick (✓) the boxes. Then revise your own writing.

- The story is interesting and creative. ☐
- The captions are short and clear. ☐
- The speech bubbles make the story easy to understand. ☐
- Interesting words and expressions are used. ☐
- The spelling, grammar and punctuation are correct. ☐

Read and checked by _____ (sign your name here).

Section 4 Extending and developing competencies

Focusing on culture

Shadow puppet plays are a traditional form of storytelling in China. Many people think of these plays as a forerunner of animation. Let us find out how and why.

Think

What do you know about the history of Chinese animation?

1 Read the article from an online art magazine to learn about shadow puppet plays. 

The forerunner^① of animation

It is Saturday afternoon in a small town near Xi'an. Wang Weifang and his friends are putting on a play. The audience can hear them, but they cannot see them. This is because they are behind a screen—they are performing a shadow puppet play, an art form on UNESCO's Intangible Cultural Heritage list.

- 5 The oldest shadow puppet plays in China date back over 1,000 years. In shadow puppet plays, light and shadows are used to tell a story on a screen. This art form is probably one of the earliest forms of moving images. It has had a huge influence on modern film-making and animation. However, this ancient folk art is at risk of dying out, so local artists are trying to save it.
- 10 Shadow puppets were first made of paper. Later, people used leather to make them. That is why they are called *piying* (i.e. "leather shadows") in Chinese. One of the advantages of using leather is that the puppets last for a long time. The leather is cut in the shape of people, animals or objects. Each puppet is painted in different colours and put on a stick. Some puppets have movable parts like arms
- 15 and legs, or even fingers and eyes.

During the shadow puppet play, Wang and his friends stand behind a white screen. The audience sits in front of the screen. The screen is lit up, and the puppeteers hold the puppets close to it so the audience can see the puppets' shadows clearly. They then move the puppets around and do the voices of the different characters.

- 20 The puppet characters talk and move around the screen, just like in an animated film. The audience can't take their eyes off the puppets, and they hold their breath at exciting moments.

These days, people seldom attend shadow puppet plays.

- 25 However, neither Wang nor his friends are prepared to let this traditional folk art die out. When they perform ancient plays, they add in some new elements. To the joy of their audience, the puppets can even perform modern dance moves!



Today, puppeteers are exploring new ways of performing these traditional plays. Some puppeteers use digital images and new types of lighting to create special effects. Others are experimenting with unusual materials to make colourful shadow puppets.

Notes

2 Answer the questions below with the information from the article on page 46.

- (1) How are shadow puppets made?
- (2) How do the puppeteers perform shadow puppet plays?
- (3) Why is it called a “shadow puppet play”?
- (4) What do shadow puppet plays and modern animation have in common?

3 Complete the sentences with the words and phrases below. Change the form if necessary.



advantage
date back

element
hold one's breath

take one's eyes off

- (1) The earliest Chinese writing _____ to the Shang dynasty.
- (2) The audience _____ as the magician performed the difficult magic trick.
- (3) One _____ of animation is that the characters can do things that real actors cannot do.
- (4) There are a lot of traditional Chinese _____ in this film, and that makes it really interesting to watch.
- (5) There was an amazing dance performance on TV, and I couldn't _____ the screen.



Your ideas

4 Discuss the questions below.

- (1) How do you understand the title of the article?
- (2) Do you think shadow puppet plays are popular among young people? Why or why not?



Exploring more

How do Chinese animators use elements from traditional arts and culture? Do some research and share your findings with your classmates.



Cross-curricular connection | Arts*

The early 20th century marked the beginning of animation, and there have been many big milestones since then. Let's take a look at some important firsts in the history of animation.

- 1 Read the text about some firsts in animation history and fill in the blanks with the correct titles below. 

- a The first animated film with synchronized^① sound
- b The first Chinese animated film
- c The first fully animated film
- d The first entirely computer-animated feature-length^② film

Firsts in animation history

1908 ⁽¹⁾ _____ — *Fantasmagorie*

Produced in 1908 in France by Émile Cohl, *Fantasmagorie* is often described as the first fully animated film. It took Cohl four to five months to make this animation from 700 drawings.

1928 ⁽²⁾ _____ — *Steamboat Willie*

Released in 1928, *Steamboat Willie* was the first animated film with synchronized sound. It was about eight minutes long. For the first time in history, sound was not just added to animation but made to correspond to the images.

1941 ⁽³⁾ _____ — *Princess Iron Fan*

Created by the Wan brothers in Shanghai in 1941, *Princess Iron Fan* was the first feature-length animated film in China, as well as the first in Asia. It was based on a chapter from the book *Journey to the West*. The film was so successful that the Wan brothers went on to create their famous film *Havoc in Heaven*. Both films were strongly influenced by traditional Chinese folk art.

1995 ⁽⁴⁾ _____ — *Toy Story*

Released in 1995, *Toy Story* was the first entirely computer-animated feature-length film and received a Special Achievement Academy Award.

- 2 Share other facts you know about the history of animation with your classmates.

① synchronized /'sɪŋkrənaɪzd/ adj. 同步的

② feature-length /'fi:tʃə leŋθ/ adj. (影片) 达到正片应有长度的

Checking your progress

Project*

Making a collection of comic strips

In this project, you are going to make your own collection of comic strips. Follow the example below.

Step 1 Work in groups. Decide on an idea that would make a good story for your comic strip.

Little Dinosaur wants to play football, but everyone tells him that it's not a sport for dinosaurs. One day, he decides to talk to ...

Step 2 Plan your comic strip.

Story: *Little Dinosaur wants to play football.*

Characters: *Little Dinosaur, Little Dinosaur's mum, the football coach, football players*

Step 3 Draw your comic strip. Add speech bubbles, thought bubbles and captions.



Step 4 Collect the comic strips from all the groups and make a book. Remember to make a cover and a contents page.



Wits corner

I do everything I can to reduce the number of words on the page.

I use my brushstrokes to tell the readers what they need to know.

— Zhang Leping

Unit 4

Arts and heritage



Key question

What role do arts and crafts play in our lives?



Unit objectives

I can:

- talk about different forms of artworks and famous artists.
- express my opinion about how traditional arts help spread Chinese culture.
- describe famous artworks and traditional craftspeople.
- understand the importance of promoting traditional arts and protecting our cultural heritage.

 First thoughts

- How can we appreciate traditional arts?
- How do traditional Chinese arts help people learn more about Chinese culture?
- How can we promote traditional arts?
- What can we do to protect our cultural heritage?

Section 1 Experiencing and understanding language

Reading

Think

How can we appreciate traditional arts?

Before you read

The words and phrases below are about different traditional art forms. Match them with the pictures. Then talk in pairs about the art forms you like.



calligraphy dough figurines^① ink painting mural^② paper-cut



(1)



(2)



(3)

Read the article to learn about a famous Chinese painting.

A legendary Chinese painting

Have you heard about a world-famous landscape painting named *Dwelling in the Fuchun Mountains*? It was painted by Huang Gongwang^③, one of the Four Masters of the Yuan dynasty. Many experts think it is among the greatest masterpieces in Chinese art history. The story behind this painting is also very unusual.

Huang was almost eighty years old when he began working on *Dwelling in the Fuchun Mountains*. He first made a rough drawing of the whole painting in one sitting. Over the following years, he then added parts to it whenever he was in the mood. The final painting was almost seven metres long and it was given to a friend as a present.

Dwelling in the Fuchun Mountains shows the beauty of the countryside of Jiangnan. The painting takes us on a breathtaking journey in the



① dough figurine /ˌdəʊ fiɡəˈriːn/ 面人 ② mural /ˈmjʊərəl/ n. 壁画

③ Huang Gongwang 黄公望



What kind of traditional art forms do you like?

I like paper-cutting. I learnt how to make paper-cuts from my grandma. I can cut out beautiful shapes from a piece of paper. What about you?



(4)



(5)

mountains. Along the way, we follow narrow paths, cross wooden bridges and pass along a wide river. If we look carefully, we can see people far
15 away in the landscape. Some woodsmen are hidden among the trees. On the river, there is a man sitting alone on a boat. He is fishing. It looks like he is at one with nature, and we feel the same when we look at the painting.

Dwelling in the Fuchun Mountains was such an amazing painting that it
20 was copied by hundreds of artists. The original painting changed owners many times. One of the owners liked it so much that he even put it next to himself while sleeping and eating.

Sometime around 1650, something terrible happened: the famous painting was damaged by fire, and it was split^① into two pieces. The two
25 parts went their separate ways. In the following centuries, they each experienced many dramatic events. One of them even became part of the Qianlong Emperor's art collection!

In 2011, after more than 300 years of separation, the two parts of the legendary painting were at last shown together in one exhibition.

① split /splɪt/ v. 分开; 使分开

Reading comprehension

1 Put the events from the article on pages 52 and 53 in the correct order.

- a The painting *Dwelling in the Fuchun Mountains* was completed.
- b One piece of the painting became part of the Qianlong Emperor's art collection.
- c The painting was damaged and was split into two pieces.
- d Huang Gongwang gave the painting to a friend as a present.
- e The two pieces of the painting were shown together in an exhibition.

(1) _____ (2) _____ (3) _____ (4) _____ (5) _____

2 There is a mistake in each of the following statements. Read the article again. Then underline the mistakes and correct them.

(1) It was created by the Four Masters of the Yuan dynasty.

(2) The artist was very young when the painting was completed.

(3) The painting shows people travelling in the countryside of Jiangnan.

(4) Hundreds of artists became owners of the painting.

(5) The painting was damaged after it became part of the Qianlong Emperor's art collection.



Your ideas

3 Discuss the questions below.

- (1) How do you feel when you read the article about *Dwelling in the Fuchun Mountains*? What impressed you most about the painting?
- (2) What else do you know about the painting?

Vocabulary practice

- 1 Complete the sentences with the words and the phrase below. Change the form if necessary.



alone at last copy master separate

- (1) Wang Xizhi^① was one of the greatest _____ of calligraphy.
- (2) When I'm _____, I usually sit down with a good book to read.
- (3) When I first started painting, I practised _____ famous paintings.
- (4) Sun Hui had to go home and help her parents prepare dinner, so we went our _____ ways after our visit to the art museum.
- (5) Leonardo da Vinci worked on the painting, the *Mona Lisa*, for many years. In 1505, it was finished _____.

- 2 Complete the passage with the words and phrases below. Change the form if necessary.



alone copy in one sitting in the mood master

Last Saturday, Li Na wanted to see an art show, but it started raining heavily. Li Na was not ⁽¹⁾ _____ to go anywhere, so she stayed at home.

However, it was a bit boring to be ⁽²⁾ _____ in her apartment, so she picked an interesting book from her bookcase and began reading it. The book was about famous artworks by different Ming-dynasty ⁽³⁾ _____, and it was full of beautiful landscape paintings. It was not a very long book, so she finished it ⁽⁴⁾ _____. The paintings inspired Li Na to draw, so she spent the rest of the day ⁽⁵⁾ _____ one of them and put it up on her bedroom wall.

- 3 Describe the painting *Dwelling in the Fuchun Mountains* with the words and expressions below.

legendary masterpiece original unusual
If we look carefully, we can see ... The story behind it is ...



Word building

Compound adjectives and compound verbs

We can make compound adjectives or compound verbs by putting two words together. Some compound words are written with a hyphen, and some are written as one word.

world + famous = world-famous breath + taking = breathtaking

day + dream = daydream

Can you give more examples?

① Wang Xizhi 王羲之

 Listening
 Think

How do traditional Chinese arts help people learn more about Chinese culture?

A paper-cut artist and her story

1 You are going to listen to an interview with a Chinese paper-cut artist. What does she think of making paper-cuts? Tick (✓) the reason(s) that you think will be mentioned.

Li thinks that making paper-cuts is _____.

- ☐ great fun
- ☐ a form of storytelling
- ☐ a relaxing activity
- ☐ a good chance to make money
- ☐ a social activity that brings people together
- ☐ a great way to teach people about Chinese culture



2 Listen to the interview and check your answers in Exercise 1. 

3 Listen again and answer the questions. 

(1) Where did Li take her first paper-cutting class?

(2) Who can learn to make paper-cuts, according to Li?

(3) Who does Li teach to make paper-cuts in her community?

(4) How does Li feel about teaching paper-cutting?

 Your ideas

4 Why do you think more and more foreigners are interested in traditional Chinese arts, such as paper-cuts? Discuss with your classmates.

Section 2 Exploring and applying rules



Grammar

The passive in the simple past and the simple future

Read the sentences below. Pay attention to the words in bold.

The painting **was damaged** by fire, and it **was split** into two pieces.

The two parts of the painting **were shown** together at last in 2011.

The paintings **will be displayed** in the library.

The artist **will be invited** to give a talk.



Let's sum up the rules!

- We use *was* or *were* + **past participle** to form **the passive in the simple past**.
- We use *will be* + **past participle** to form **the passive in the simple future**.

1 Read the two passages and underline examples of the passive in the simple past and the simple future.

(1) In 1269, a boy named Lu Jian^① was born into a poor family. He lost his parents at a very young age, and he was later adopted by Huang Le^②. Following the custom of the day, his family name was changed from Lu to Huang. From then on, he was known as Huang Gongwang. He worked for the government and then became a painter. Most of his famous landscapes were painted after his 70th birthday. His last years were spent near the Fuchun River in Zhejiang. Huang loved the beautiful landscape in the area, and his best paintings were created there. He passed away at the age of 85.



(2) Four weeks ago, the local painting competition began. Some art teachers and local artists were invited to be the judges. The competition was a great success! The winners will be announced this afternoon. Awards for the top five paintings will be presented. This year, an artist under the age of 18 will be given a special prize. All the paintings will be put on display in the local library for two weeks. Come and have a look!

① Lu Jian 陆坚 ② Huang Le 黄乐

2 Complete the passage with the correct form of the verbs in brackets.

An 84-year-old grandmother's first art show

Granny Chen started painting when she was very young, but she never showed anyone her paintings. When she was 84 years old, her first art show ⁽¹⁾ _____ (hold) at the local library. Dozens of her paintings ⁽²⁾ _____ (put) on display. However, on the day of the opening, it started raining very heavily. Almost no one came to see her paintings, and Granny Chen was very unhappy about it.

The same day, her grandson posted a story about it online. To her surprise, the post ⁽³⁾ _____ (share) by thousands of people. Granny Chen's inbox ⁽⁴⁾ _____ (fill) with kind messages from across the country.

Now, Granny Chen will hold another art show at her grandson's school. The students' parents ⁽⁵⁾ _____ (invite) to the opening next month. Some of her paintings ⁽⁶⁾ _____ (sell) online and the money ⁽⁷⁾ _____ (donate) to an arts programme for children.



Grammar in use

3 Suppose you are going to hold an art exhibition at school. Discuss in groups how to plan the exhibition. Use the following questions to help you.

- (1) What will this year's exhibition be called?
- (2) When and where will it be held?
- (3) Where was the exhibition held last year?
- (4) What kind of artworks will be displayed this year?
- (5) Who will be invited to the opening?

S1: We're going to have the art exhibition again in summer.

S2: What will this year's exhibition be called?

S3: Let's call it "Bright Summer Colours"!

...

Section 3 Expressing and communicating ideas



Speaking

Think

How can we promote traditional arts?

Introducing some famous paintings

- 1 Read the description of *Along the River During the Qingming Festival* and tick (✓) what is mentioned in the text. Pay attention to the expressions in blue. 🎧



A detail from the painting: a city gate

The title of the painting is *Along the River During the Qingming Festival*. It was painted by Zhang Zeduan^①, a famous Northern Song dynasty artist. The painting is more than 5 metres long and about 25 centimetres tall. It is famous for showing the lifestyles of people from all walks of life. As one of the most well-known Chinese paintings, it has been copied by many artists. We can see it at the Palace Museum in Beijing.

- | | |
|--|--|
| ☐ the title of the painting | ☐ when it was painted |
| ☐ the name of the artist | ☐ where the painting is now |
| ☐ the price of the painting | ☐ what it is famous for |
| ☐ the size of the painting | ☐ what we can see in the painting |
| ☐ where it was painted | |

- 2 Work in pairs. Pick one of the paintings from the list below or choose another painting, and then take turns to introduce it.

- *One Hundred Horses* by Lang Shining^②
- *Five Oxen* by Han Huang^③
- *A Panorama of Rivers and Mountains* by Wang Ximeng^④

Improving your communication

Introducing an artwork 🎧

When we introduce an artwork, we usually include the following information:

- | | |
|--|---------------------------------|
| • The title of ... is ... | • It was painted / made by ... |
| • It is famous for ... | • It shows / presents ... |
| • It is ... wide / long / tall. | • We can see it in ... (museum) |
| • It was made in / during ... (time) at / in ... (place) | |

- ① Zhang Zeduan 张择端 ② Lang Shining 郎世宁 ③ Han Huang 韩滉
④ Wang Ximeng 王希孟

 Writing

Writing an article about a person devoted to traditional crafts

It is Traditional Arts Week. We are looking for articles about traditional crafts and the people doing them. The best articles will be posted on the school website.

- 1 *Wang Yao wrote an article about a person devoted to traditional crafts. Read her article and see how she described the process of making dough figurines in detail.*

Mr Chen's fantastic dough figurines

Mr Chen makes toys from dough. He is an inheritor^① of a cultural heritage skill: dough figurines. He is over 50 years old now. His hands are rough because he works with dough all the time.



Mr Chen makes dough toys of different sizes. Only a small piece of dough and some simple tools are required to make a dough toy. Mr Chen uses his hands to turn the dough into different characters, like the Monkey King. Dough of different colours is used to make the toys more interesting. Both children and adults love dough toys made by Mr Chen. He is happy and proud to keep this traditional art alive.

I like Mr Chen's toys because they are very lovely and lifelike. I hope that one day I can learn to make dough toys.

- 2 *Write an article about a craftsperson.*

Step 1 Plan Plan your writing using the outline below.

Paragraph 1: Describe the person

Name: _____

Age: _____

Traditional skill: _____

Paragraph 2: Describe the person's work

How does he / she do it? _____

① inheritor /ɪnˈherɪtə(r)/ n. 继承人

What tools are used? _____

Why does he / she do it? _____

Paragraph 3: Give your opinion

How do you feel about his / her work? _____

Step 2 **Write** Write about a person doing traditional crafts.



Step 3 **Check and revise** Tick (✓) the boxes to check your writing, and then revise it.

- I provided basic information about the person devoted to traditional crafts.
- I described what the craftsman does in detail.
- I wrote what I think of his / her skill.
- I used the words and expressions I learnt in this unit.
- I used correct spelling, grammar and punctuation.

☐
☐
☐
☐
☐

Section 4 Extending and developing competencies

Focusing on culture

Many people work hard to protect traditional artworks. Let's explore the work done by the caretakers of the Mogao Caves.

Think

What can we do to protect our cultural heritage?

- 1 Read the article about Fan Jinshi and find out how she helped save the Mogao Caves. 

Fan Jinshi: the daughter of Dunhuang



Dunhuang's Mogao Caves is one of China's first UNESCO World Heritage Sites. It has the world's largest collection of Buddhist art. The caves are full of priceless wall paintings and sculptures. Unfortunately, the site has been damaged by sand, weather and human activity. Thanks to the hard work of Fan Jinshi and her colleagues^①, we can still see these cultural treasures today.

Fan began working as an archaeologist in Dunhuang after she graduated from Peking University. Her job was to study and protect the Dunhuang artworks. One day when she was comparing old photos with new ones, she made a shocking discovery. Some caves were completely different, and some of the old artworks were gone. "Will this happen to all the paintings?" she wondered. Fan made up her mind: she had to save these cultural treasures.

Fan and her colleagues did everything they could: they limited the number of visitors, they put doors on the caves, and they did their best to control the temperature and humidity^② inside. However, Fan soon realized that the damage could only be slowed down—they could not stop it completely. In this harsh^③ natural environment, these caves simply wouldn't last forever.

It was heartbreaking to think about it, but Fan did not give up. She and her colleagues continued to search for ways of preserving the treasures. They finally decided to make digital copies of the paintings. This was the start of the Digital Dunhuang project. After many years of hard work, the first part of the collection came online in 2016. Now, people all over the world can explore the unique art of the Mogao Caves without leaving their homes.

Fan has dedicated^④ her life to researching and preserving this important part of China's cultural heritage. "The longer I've stayed here, the deeper my love has grown for Dunhuang," Fan said. That is why people call her "the daughter of Dunhuang".

① colleague /'kɒli:g/ n. 同事 ② humidity /hju:'mɪdəti/ n. (空气中的) 湿度

③ harsh /hɑ:f/ adj. 恶劣的 ④ dedicate /'dedɪkeɪt/ v. 把……奉献给

The Mogao Caves are one of the three most famous cave sites in China. They are located at the eastern foot of the Mingsha Hill. The first of these caves was dug in the 4th century CE. Famous for their beautiful wall paintings and statues of great artistic value, the caves were added to the UNESCO World Heritage List in 1987.

Notes

2 Answer the questions below with the information from the article on page 62.

- (1) Why are the Mogao Caves listed as a UNESCO World Heritage Site?
- (2) What did Fan Jinshi discover when she compared old photos of the caves with new ones? What happened to these caves?
- (3) How did Fan Jinshi and her colleagues try to save the cultural treasures?
- (4) Why was the Digital Dunhuang project started?
- (5) Why is Fan Jinshi called “the daughter of Dunhuang”?

3 Complete the sentences with the words and the phrase below. Change the form if necessary.



daughter graduate make up one's mind temperature unfortunately

- (1) The woman named her _____ Charlotte, Emily and Anne, after the three famous authors.
- (2) After she _____ from university, she started working at an art school.
- (3) Winters can be quite cold in Dunhuang. In January, the _____ often falls below -10°C .
- (4) He finally _____ to become an archaeologist.
- (5) _____, an earthquake damaged several World Heritage Sites in Nepal in 2015.



Your ideas

4 If you could interview Fan Jinshi, what questions would you ask her? Discuss in pairs.



Exploring more

Many other people have worked tirelessly to protect the art in the Mogao Caves. Go online to learn more about the caretakers of the Mogao Caves.



Cross-curricular connection | Arts*

We have learnt about some famous Chinese paintings. Besides those, there are also many beautiful paintings in the world's art history.

1 Read the introductions to three famous paintings and complete the sentences with the names of the paintings. 🎧

Famous paintings around the world



Mona Lisa
(between 1503
and 1505)

Leonardo da Vinci
(Italian)
(1452–1519)

Key facts

- The *Mona Lisa* is one of the most valuable pieces of art in the world.
- About ten million people go to see it every year at the Louvre.
- It is widely reproduced^① in pop art and culture.

Where to see it: the Louvre in Paris, France

Key facts

- *The Starry Night* uses striking colours and lively brushstrokes^②.
- It was based on Vincent van Gogh's observations, as well as his imagination, memories and emotions.
- It reflects Vincent van Gogh's creative use of thick brushstrokes.

Where to see it: the Museum of Modern Art in New York, the USA



The Starry Night
(1889)

Vincent van Gogh
(Dutch)
(1853–1890)



Guernica (1937)

Pablo Picasso
(Spanish)
(1881–1973)

Key facts

- *Guernica* is one of the most powerful anti-war paintings in history.
- It shows the terrible suffering of people and animals in war.
- It is recognized all over the world as an anti-war symbol.

Where to see it: Queen Sofia National Museum Art Centre in Madrid, Spain

- (1) _____ is recognized all over the world as an anti-war symbol.
 (2) _____ uses striking colours and lively brushstrokes.
 (3) _____ is seen by about ten million people every year at the Louvre.

2 Which of these three paintings do you like best? Why? Discuss in groups.

① reproduce /ˌriːprəˈdjuːs/ v. 再现 ② brushstroke /ˈbrʌʃstrəʊk/ n. (画笔的) 一笔

Checking your progress

Project*

Having an art appreciation session

We have seen many works of art in this unit. Which one impressed you most? In this project, you are going to share your favourite artwork with the class.

Step 1 When we try to appreciate an artwork, we can use four verbs to help us: look, feel, think and discover. Take the painting *Impression, Sunrise* as an example. Look at the painting and discuss the questions in groups. Use the example below to help you.



(1) **LOOK** What can you see?

(2) **FEEL** How does it make you feel?

(3) **THINK** What do you think?

(4) **DISCOVER** What do you know about the painting and the artist?

(1) **Look:** I can see a boat, sunlight, water and clouds.

(2) **Feel:** It makes me feel calm and peaceful.

(3) **Think:** This is an amazing painting. The scene is painted in many different shades of colour, and Monet's soft painting style makes the scene feel like a strange dream.

(4) **Discover:** This painting was painted by a French artist called Claude Monet in 1872. It was one of the first Impressionist paintings.

Step 2 Choose an artwork, either from this unit or from elsewhere, and write down your answers to the four questions. You may search the internet for more information.

Step 3 When you are ready, show a picture of the artwork to the class, explain its historical background and share your personal thoughts about it.

Step 4 When everyone has shared their artworks, put the pictures up on the wall to create an art exhibition in the classroom.



Wits corner

Art is not a handicraft; it is the transmission of feeling the artist has experienced.

— Leo Tolstoy

Unit 5

Saving animals in danger



Key question

What can we do to protect animals in danger?



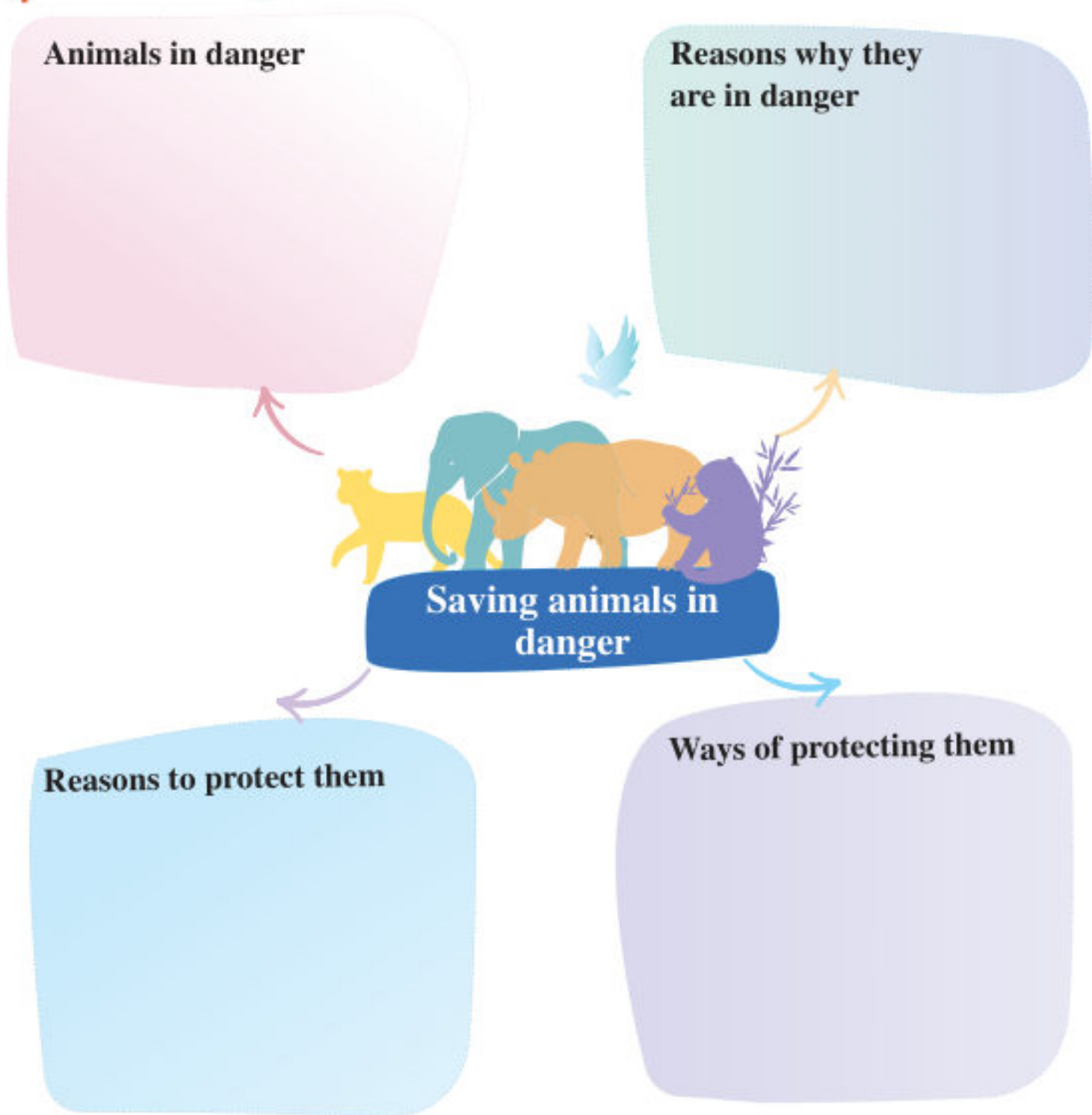
Unit objectives

I can:

- talk about how people protect animals in danger.
- describe some achievements in wildlife protection.
- explain why some animals are in danger.
- understand the relationship between humans and animals.



First thoughts



- What do you know about the living environments of animals?
- What efforts has China made to save the giant panda?
- What can you do to protect animals in danger?
- How do people protect animals in danger?

Section 1 Experiencing and understanding language

Reading

Before you read

Think

What do you know about the living environments of animals?

1 The animals below are all in danger. Match the names of the animals with the pictures.



a African lion

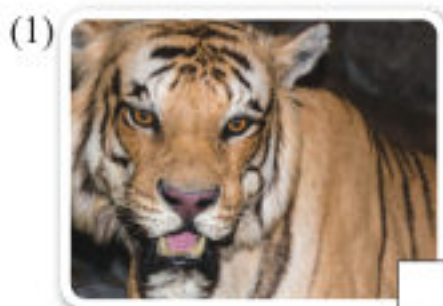
c giant panda

e red-crowned crane

b Asian elephant

d polar bear

f South China tiger



2 What do you know about elephants? Why do you think some people want to hurt elephants? Discuss in pairs.

What do you know about elephants?

Elephants are really smart. I heard that they can even recognize themselves in the mirror. And they greet and hug each other by wrapping their trunks together.



Cool! And I know that ...

Read the story about an elephant family and find out how we can improve the situation of animals in danger. 🎧

One family, two worlds: an elephant's story

I'm now very old and near the end of my life. But I can still remember many many years ago, I lived with my mother, aunts and cousins in a wild and beautiful land. We enjoyed our time under the deep blue sky. We had more than enough to eat. We never worried about anything until one day,
5 when I was about three.

On that day, a group of two-legged strangers appeared in front of us—I found out later that they were humans. Without warning they raised their guns and shot dead my mother and several of my relatives. As I was about to be shot, one of them said, “Keep that little one. He's handsome
10 and seems smart. We can make greater use of him.” I was then trained and forced to do all kinds of stupid tricks to make humans laugh.

Now, years and years later, things are changing for the better. Our population is starting to grow again. My great-great-grandsons and granddaughters are able to move freely across the land. They search for
15 food, water and places to rest. The little ones sometimes damage crops and people's homes. But they are not chased^① or harmed. There are no angry humans going after them. Instead, people leave them bags of corn and fruit on the roadside. The food leads them in the right direction back to their homeland. Drones^② follow their progress and volunteers protect them from
20 harm. The little ones do not have to worry about anything. They move around without a care in the world. They eat when they are hungry and sleep when tired. They swim in the river and play when they feel like it. No one forces them to move away from their land.

What a different world this is! This is a world of harmony^③ between man
25 and other animals. In the old world, we were killed for our tusks^④. In this new world, humans respect and value all animal species.

① chase /tʃeɪs/ v. 追捕 ② drone /drəʊn/ n. 无人驾驶飞机

③ harmony /'hɑ:məni/ n. 融洽; 和睦 ④ tusk /tʌsk/ n. 象牙

Reading comprehension

- 1 Complete the table about the old world and the new world in the elephant's eyes with the information from the story on page 69.

The old world

- There were fewer and fewer elephants.

The new world

- The elephant population is growing bigger.

- 2 Read the story again and answer the questions below.

(1) What was life like when the elephant was young?

(2) What happened to the elephant family when the little elephant was about three?

(3) Why didn't the group of humans shoot the elephant?

(4) How have humans' attitudes towards animals changed?

**Your ideas**

- 3 Imagine that you will interview the elephant who told the story on page 69. What question(s) would you like to ask? Discuss in pairs.

Vocabulary practice

1 Find the words and phrases in the story on page 69 and match them with their meanings.

- | | |
|-------------------------------|--|
| (1) more than enough (line 4) | a more than what is needed |
| (2) shoot dead (line 8) | b to kill someone with a gun |
| (3) handsome (line 9) | c movement forwards or towards a place |
| (4) force (line 11) | d (of man / boy) good-looking |
| (5) progress (line 19) | e to make someone do something that they do not want to do |

2 Complete the passage with the words and phrases below. Change the form if necessary.



force make use of progress shoot dead without a care in the world

The Asian elephant is one of the biggest land animals in the world. However, its population has sharply declined over recent years, mainly due to habitat loss and human activities. In the past, elephants could roam^① in the forests ⁽¹⁾ _____. But today, they face many threats. They are squeezed^② into limited spaces and are often ⁽²⁾ _____ to go on the move to search for food. Sadly, some humans still ⁽³⁾ _____ Asian elephants. They ⁽⁴⁾ _____ their tusks, meat, and skin for trade. Luckily, nowadays, efforts are being made to protect elephants. For example, people use drones to detect elephants' ⁽⁵⁾ _____ so that local residents can avoid human-elephant conflicts.



3 Summarize the story of the elephant family with the words and expressions below.

force	progress	in a wild and beautiful land	more than enough
move freely	protect ... from harm	search for	shoot dead
worry about	In the old world, ...	In this new world, ...	

① roam /rəʊm/ v. 漫步 ② squeeze /skwi:z/ v. 挤入; 塞入

 Listening
Think

What efforts has China made to save the giant panda?

Saving giant pandas

1 You are going to listen to a podcast about protecting the giant panda in China. Discuss the questions below.

(1) Do you know of any organization / event that has a panda in its logo^① or as a mascot^②?

(2) Do you know how the giant panda is protected in China today?

2 Listen to the podcast and complete the sentence. 

The podcast is about _____.

3 Listen again and fill in the blanks. 

- The giant panda is loved around the world. For example, the logo of the WWF and the official mascot of ⁽¹⁾ _____ are both giant pandas.
- The number of giant pandas in China was about ⁽²⁾ _____ in 1980. Now, there are about ⁽³⁾ _____ in the country.
- There are three main ways of saving the giant panda:
 - ⁽⁴⁾ _____ of the giant panda (The Giant Panda National Park was founded in the year ⁽⁵⁾ _____.)
 - bring pandas to breeding^③ centres to make sure that ⁽⁶⁾ _____, and then ⁽⁷⁾ _____.
 - ⁽⁸⁾ _____.


 Your ideas

4 Have you visited the giant panda reserve in Chengdu? If you have, what did you see and learn there? If you have not, what do you expect to see and learn there? Discuss in groups.

① logo /'ləʊgəʊ/ n. 徽标 ② mascot /'mæskət/ n. 吉祥物 ③ breed /bri:d/ v. 饲养

Section 2 Exploring and applying rules



Grammar

A Using *it* as an empty subject (1)

When the subject of a sentence is a long infinitive expression, we usually start the sentence with the empty subject *it* and put the infinitive expression at the end.

*Read the passage about protecting animals in danger. Pay attention to the sentences in bold. Explain what *it* refers to in each of the sentences in bold.*

There are more and more people on this planet, and this is harming the environment. **It is not easy for many animal species to survive.** I once watched a video about illegal hunting. In the video, some hunters killed a tiger. **It was very cruel of them to do so.** What is worse, those people also make a lot of money from this. I think **it is wrong of them to sell products made from animals in danger.** **It is important for us to protect nature.** My friend and I have joined a local environmental group. This weekend, we will collect money for a wildlife charity. My uncle has offered to drive us to the event. **It is very kind of him to help!**



Let's sum up the rules!

- We use *for* when the adjective mainly modifies the verb.
- We use *of* when the adjective mainly describes the person.

1 Read the notes below. Then write a short notice to remind your classmates about how to protect animals in danger.

Ways to protect animals in danger

- (1) learn about the animals in danger in the area—important
- (2) buy products made from animals in danger—wrong
- (3) report any hunting of animals in danger—helpful
- (4) protect the homes of animals in danger—right
- (5) take care of injured animals—necessary

Notice

Let's protect animals in danger!

- (1) It is important for people / us to _____.
- (2) _____
- (3) _____
- (4) _____
- (5) _____

B Using adjective + *enough* + *to* + verb



Look!

The elephant was not strong **enough to** walk. =
The elephant was **too** weak **to** walk.

The elephant is now strong
enough to walk.

2 Ma Kai is telling Du Yun about his trip to the zoo. Complete their conversation with the words in brackets.

Ma Kai: A boy was throwing rocks at a wild duck in the zoo, but I was
(1) _____ (not brave / tell) him to stop doing it. Then
a man and a woman walked past, so I told them what was going on.
They were (2) _____ (kind / help) me. The boy ran away
immediately!

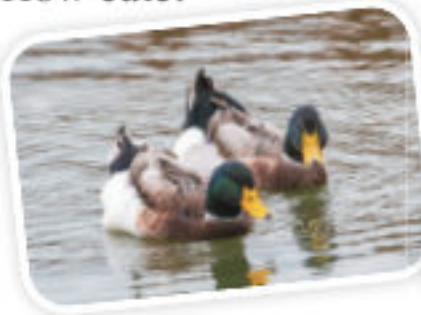
Du Yun: What happened to the duck then?

Ma Kai: It flew away from us. I think it came close because it was hungry.

Du Yun: Did you see any other animals during your trip?

Ma Kai: Yes, I saw some sheep in the feeding area. Baby sheep are
(3) _____ (big / feed) themselves. I took some photos.
Here! Take a look!

Du Yun: Wow! How cute!



Grammar in use

3 Talk in pairs about why we should help protect animals in danger. Use the expressions below to help you.

It is important for us to ...

It is cruel of humans to ...

We are old enough to ...

It is never too late to ...

Section 3 Expressing and communicating ideas



Speaking

Think

What can you do to protect animals in danger?

Talking about animal protection

1 Two students are talking about animal protection. Read the dialogue and learn how to talk about obligations^①. Pay attention to the expressions in blue. 🎧

S1: What should we do to protect some sea animals in danger?

S2: We must keep the oceans clean. For example, we mustn't throw rubbish into the sea when we are on the beach. Plastic rubbish can kill sea animals.

S1: What else should we do?

S2: We should write to factories and ask them to stop polluting the sea. And if they break the law, the government should punish them.

S1: Good idea!



Tip

- You must do something. → It is necessary / important for you to do something.
- You mustn't do something. → It is wrong of you to do something.
- You should do something. → It is right for you to do something.

2 Work in pairs. Choose one animal from Exercise 1 on page 68 and discuss what we can do to protect it. Use the questions below to help you.

- Which animal are you going to talk about?
- What dangers does it face?
- How should we protect it?

Improving your communication

Talking about obligations 🎧

An obligation is something we must do because we have promised to do it, or because it is the right thing to do. Here are some common ways of talking about obligations:

- | | |
|--|-----------------------------------|
| • What should / must we do to ...? | • We should / ought to / must ... |
| • We shouldn't / oughtn't to / mustn't ... | • We need to / have to ... |

① obligation /ˌɒblɪˈgeɪʃn/ n. 义务; 责任

 Writing
Writing a blog post about an animal in danger

← → ↻ ☆ ☰

Nature Club

It is Wildlife Protection Week. Our club is collecting blog posts about animals in danger. Send us your blog posts. We will publish the best ones on our blog.

1 Read the blog post about Asian elephants and choose the correct subheading for each part.

**a** Appearance**c** Food**e** Life**b** Behaviour**d** Home**f** Why in danger

☰ 🔍

Our huge friend—the Asian elephant

(1) _____
Asian elephants are huge and grey. They weigh up to 5,400 kilograms and can be up to 3.2 metres tall at the shoulder.

(2) _____
Asian elephants live in the grasslands and forests of South East Asia.

(3) _____
Asian elephants usually eat grass, leaves and fruit.

(4) _____
Asian elephants often move in large groups.

(5) _____
In the wild, Asian elephants may live for up to 60–70 years, but most do not live that long.

(6) _____
People are cutting down forests. They are also killing Asian elephants for their tusks. It is important for us to protect them.



2 Refer to the example above and write a blog post about an animal in danger.

Step 1 Plan Choose one animal from the list below, or choose your own animal. Do some research on it. Then make a mind map.

- giant panda • South China tiger • red-crowned crane • blue whale

Step 2 **Write** Use your mind map to help you write the blog post.

Tip Remember to:

- use subheadings to help readers quickly find what they are looking for;
- add a picture of the animal to attract readers' attention.

A template for a blog post. It features a browser window with a search bar and a hamburger menu icon. The main content area has several horizontal lines for text. On the right side, there is a placeholder box labeled 'picture'.

Step 3 **Check and revise** Tick(✓) the boxes to check your writing, and then revise it.

- I used subheadings to present the information. ☐
- I included interesting facts about the animal. ☐
- I added a picture of the animal to attract readers' attention. ☐
- I used the words and expressions I learnt in this unit. ☐
- I used correct spelling, grammar and punctuation. ☐

Section 4 Extending and developing competencies

Focusing on culture

People have done a lot to save animals in danger. Let's look at an example of such a person in China.

Think

How do people protect animals in danger?

1 Read the story of Xu Xiujuan^① and the red-crowned crane. 

The story of the red-crowned crane

Have you ever heard the song "The Story of the Red-Crowned Crane"? You may think it is about a rare bird. In fact, it is about a girl called Xu Xiujuan.

Xiujuan was born in Zhalong, Heilongjiang Province, in 1964. Her father looked after red-crowned cranes at the local nature reserve. These tall, slim-necked birds are a symbol of luck, long life and loyalty, but they are now among the rarest crane species in the world.

Xiujuan loved birds and started helping her father with his work at 17. At first, it was hard, but later she became very good at taking care of them. When she hatched^② her first cranes, she was only a teenager.

10 When she was 21, Xiujuan was offered a job at a nature reserve in Yancheng, Jiangsu Province. She carefully packed three red-crowned crane eggs and took them with her to Yancheng. The trip was long but Xiujuan made sure the eggs were warm and safe.

15 Xiujuan worked hard at the nature reserve. She not only cared for cranes, but also looked after swans and other bird species. Whenever a bird became sick, she would stay with it day and night until it was strong enough to fly again.

One day in 1987, two swans went missing. The workers in the nature reserve looked everywhere for them. Xiujuan was alarmed, and searched for them for two days and nights. Since it is typical of swans to feed in the wetlands, she decided to look for the birds there. She was hungry and thirsty, and her body was sore from swimming, but she continued searching in the water for many hours. Finally, she was too tired to return to the shore^③. Xiujuan lost her life. She was only 23.

25 Later, a song called "The Story of the Red-Crowned Crane" was written in memory of Xiujuan and her courage and dedication.



① Xu Xiujuan 徐秀娟 ② hatch /hætʃ/ v. 孵化 ③ shore /ʃɔ:(r)/ n. 岸

The red-crowned crane is one of the rarest crane species in the world. The species is under threat, and the biggest threat to the red-crowned crane is loss of habitat. China has set up nature reserves such as Yancheng Wetland Rare Birds National Nature Reserve and Zhalong National Nature Reserve to protect them.

Notes

2 Complete the table below with the information from the story on page 78.

Time	Event
1964	Xu Xiujuan was ⁽¹⁾ _____.
When she was 17	Xu helped her father ⁽²⁾ _____ at the local nature reserve. Xu hatched ⁽³⁾ _____.
When she was 21	Xu took ⁽⁴⁾ _____ from Zhalong to Yancheng.
One day in 1987	Xu died when she was ⁽⁵⁾ _____.
Later	A song was written ⁽⁶⁾ _____ her.

3 Find the words and phrases in the story and match them with their meanings.

- | | |
|-------------------------------|--|
| (1) slim (line 5) | a an area of protected land (for animals / plants) |
| (2) nature reserve (line 10) | b to die |
| (3) alarmed (line 18) | c anxious or afraid that something bad might happen |
| (4) typical (line 19) | d thin |
| (5) lose one's life (line 23) | e having the usual feature of a particular group or thing |



Your ideas

4 Discuss the questions below.

What did Xu Xiujuan do when the two swans went missing? Would you do the same if you were her? Why or why not?



Exploring more

Can you find some other stories of people saving animals in danger? Do some research online and share your findings with your classmates.



Cross-curricular connection | Environmental science*

Many animals are in danger today. You can find some specific information about them on the IUCN Red List.

1 Read the text about the IUCN Red List and answer the questions below. 

The IUCN Red List

The IUCN Red List was created in 1964. It contains information about the conservation status^① of different animal species. The list divides species into nine categories.

NOT EVALUATED	DATA DEFICIENT ^②	LEAST CONCERN	NEAR THREATENED	VULNERABLE	< ENDANGERED >	CRITICALLY ENDANGERED	EXTINCT IN THE WILD	EXTINCT
NE	DD	LC	NT	VU	EN	CR	EW	EX

Below are two of the conservation categories on the list:

Vulnerable (VU) The species risks dying out in the wild. For example:

- There are fewer than 1,000 individuals left, or
- the population has fallen by 30%–60% in the past 10 years / three generations.

Endangered (EN) The species faces a very high risk of dying out in the wild. For example:

- There are fewer than 250 individuals left, or
- the population has fallen by 50%–80% in the past 10 years / three generations.

Animal	IUCN Red List status	Current population trend
tiger	EN	decreasing
Asian elephant	EN	decreasing
giant panda	VU	increasing

(1) Which category of wildlife is the most at risk of dying out? Which category is the least at risk?

(2) Which of the three animals above is the least at risk? Why?

2 Find information about another animal on the IUCN Red List and tell your classmates about it.

① status /'stetəs/ n. 状况; 情形 ② deficient /dr'fiʃnt/ adj. 缺乏的; 缺少的

Checking your progress

Project*

Creating a quiz about an animal in danger

You have learnt a lot about animals in danger in this unit. In this project, you are going to work in groups and create a quiz of five to six multiple-choice questions about an animal in danger.

- Step 1** In your group, choose an animal in danger that you are interested in.
- Step 2** Research the animal you have chosen. You can find information on the internet or in the library. Make notes on the most important points.
- Step 3** Discuss what questions you want to ask the other classmates. Write the questions and answers. Make sure there is at least one correct answer for each question.

A red-crowned crane quiz (more than one answer may be correct)

- (1) In China, what are red-crowned cranes believed to bring?
 a changes b good luck c bad luck
- (2) On average, how long do red-crowned cranes live?
 a 15–20 years b 30–40 years c 50–60 years
- (3) What do red-crowned cranes eat?
 a fish b snails c corn
- (4) Where do red-crowned cranes live?
 a in wetlands b in forests c in deserts
- (5) Which of these is a threat to the survival of red-crowned cranes?
 a traditional farming b loss of their home c illegal hunting
- (6) What actions can be taken to protect red-crowned cranes?
 a building nature reserves
 b making wildlife protection laws
 c bringing back wetlands



- Step 4** When you have finished creating your quiz, use it to test your classmates.



Wits corner

Heaven, Earth, and I were produced together, and all things and I are one.

— Zhuangzi^①

① Zhuangzi 庄子

Unit 6

Learning by doing



Key question

How can we make English learning meaningful and fun?



Unit objectives

I can:

- introduce the school's English Week activities.
- talk about the benefits of learning English.
- try different ways to make English learning meaningful and fun.
- understand the importance of using English in real-life situations.

First thoughts



Think

- What makes a successful English Week?
- What stories about China can you tell in English?
- What ideas do you have for English Week?
- What can you learn from reading fairy tales?

Section 1

Experiencing and understanding language



Reading

Think

What makes a successful English Week?

Before you read

- 1 It is English Week at Yangguang Junior High School, and the students are taking part in some fun activities. Label the activities with the phrases below.



book fair

poster design competition

speaking competition

spelling bee

stage play

treasure hunt

(1)



(2)



(3)



(4)



(5)



(6)



- 2 Which activities would you like to take part in? Why? Discuss in pairs.



Which activity would you like to take part in?

I'd like to take part in the treasure hunt. In this activity, the students try to figure out clues in teams and find the treasure. The clues are in English, so it's quite a fun activity!



Read the online news report about the English Week at Yangguang Junior High School and see what students and teachers think about it. 🎧



English Week: A chance for students to shine

Last week, students at Yangguang Junior High School worked hard to make their English Week a big success. This year's theme was "promoting cultural exchange".

There were a number of events and activities during the week. There was an English book fair and a treasure hunt. Some students took part in a speaking competition. They spoke for two minutes on a topic of their choice, and there were wonderful speeches about recent technological developments in China and abroad. Other students put on an English play. They designed the costumes themselves and had great fun acting in the play.

One of the most popular activities was a poster design competition. We spoke to the winner, Zhang Xin. "I'm so happy I won," he said. "I made a poster about the Silk Road. It was great to learn about this important network of trade routes between China and Europe."

We spoke to several other students about English Week. One of them was Su Mei. "It gave me a chance to learn about other parts of the world, and it has really helped me improve my English speaking skills. I didn't know that learning could be this fun!"

The teachers were all very happy with the result. "English Week is a great opportunity for students: they get to take part in fun activities, practise using English and acquire valuable cultural knowledge at the same time," said a teacher. "No wonder everyone is looking forward to next year's event!"



Reading strategy

Key elements in news reports

When journalists write news reports, they have to answer these questions:

- | | |
|-------------------------------|---------------------------------|
| 1. Who (Who was involved?) | 4. Where (Where did it happen?) |
| 2. What (What happened?) | 5. Why (Why did it happen?) |
| 3. When (When did it happen?) | 6. How (How did it happen?) |

Reading comprehension

1 Complete the notes with the information from the news report on page 85.

Who	Students at Yangguang Junior High School Two students interviewed by the reporter: ⁽¹⁾ _____
Where	⁽²⁾ _____
What	⁽³⁾ _____
When	Last week
Why	An opportunity to practise ⁽⁴⁾ _____ and acquire ⁽⁵⁾ _____
How	A number of events and activities: • an English book fair • ⁽⁶⁾ _____ • ⁽⁷⁾ _____ • ⁽⁸⁾ _____ • ⁽⁹⁾ _____



2 What did the students and teachers think about English Week? Find quotes in the news report to support the opinion.

Opinion: It's fun!

Quotes:

Opinion: It's valuable!

Quotes:



Your ideas

3 Discuss the question below.

If your school asks you to provide suggestions on improving English Week, what would you suggest?

Vocabulary practice

1 Find the words and phrases in the news report on page 85 and match them with their meanings.

- | | |
|---------------------------|---|
| (1) abroad (line 8) | a a chance to do something |
| (2) trade route (line 14) | b it is not surprising |
| (3) opportunity (line 20) | c a particular way that goods travel |
| (4) acquire (line 21) | d in or to another country |
| (5) no wonder (line 22) | e to get something |

2 Two students are talking about their experiences during English Week. Complete the conversation with the words and phrases from Exercise 1. Change the form if necessary.

Xiao Min: Congratulations on winning the poster design competition! Your Silk Road poster was so cool — ⁽¹⁾ _____ everyone loved it! Why did you choose that topic?

Zhang Xin: Thank you. I chose it because there were many cultural exchanges between different groups of people along the Silk Road. It was very important in world history.

Xiao Min: I really liked your map of all the ⁽²⁾ _____. It was really beautiful and easy to understand.

Zhang Xin: Thanks! I put a lot of work into it. The drawing really took me a long time. But it was worth the effort. It was a great ⁽³⁾ _____ to learn about history. What about you? Did you take part in any fun activities?

Xiao Min: Yes. I was in the English play. I was very nervous before I went onstage. But the other actors helped me relax, and I felt so much better when I put on my costume.

Zhang Xin: English Week is great! It gives us a chance to ⁽⁴⁾ _____ new skills. I'll surely be more confident when I travel ⁽⁵⁾ _____ for a school exchange programme next summer.

3 Write about the English Week at your school with the words and expressions below.

competition	popular	valuable
a great opportunity for	make ... a big success	no wonder
It gives ... a chance to ...	It was great to learn about ...	

 Listening
Think

What stories about China can you tell in English?

Telling stories about China in English: China's high-speed trains

- 1 During English Week, students gave speeches about technological developments in China and abroad. What do you know about the topic?
- 2 Listen to Li Jie's speech and answer the questions. 
- (1) What is Li Jie's interest?
- (2) What does Li Jie want to do in the future?
- 3 Listen again and complete the fact sheet about the Fuxing high-speed train. 

Fact sheet about the Fuxing high-speed train

- Started running in ⁽¹⁾ _____
- Top speed: ⁽²⁾ _____ km / h
- Appearance: the train looks like a ⁽³⁾ _____
- Inside the train: the seats are ⁽⁴⁾ _____
- Among ⁽⁵⁾ _____ in the world



- 4 Li Jie's speech can be divided into three sections. Listen again and summarize the content of each section. 

Part 1: Introduction

- Introducing myself: ⁽¹⁾ _____
- Telling a story about a childhood hobby— ⁽²⁾ _____

Part 2: Body

- Describing the Fuxing train: ⁽³⁾ _____
- Explaining its special features and ⁽⁴⁾ _____

Part 3: Conclusion

- Hopes for the future: ⁽⁵⁾ _____
- Concluding the speech: ⁽⁶⁾ _____

 Your ideas

- 5 In the past ten years, there have been many great technological achievements in China. Which one do you want to give a speech about? Share your ideas in groups.

Section 2 Exploring and applying rules



Grammar

Modal verbs: *should* and *had better*

We can use *should* to say what is best or right to do. We can use *had better* to give strong advice in a particular situation.

Zhang Xin is calling his cousin Zhang Lei for advice on designing a poster. Read the dialogue and pay attention to the words **in bold**.

- Zhang Xin:** Lei, I'm going to take part in the poster design competition next week. My teacher said we **should** pick something related to Chinese culture.
- Zhang Lei:** Cool! There are so many topics to choose from. Remember, you **shouldn't** put too much information on your poster.
- Zhang Xin:** That's important to know! Can I make a poster about how people travelled in ancient China?
- Zhang Lei:** Hmm ... You'd **better not** pick such a broad topic. How about the Silk Road?
- Zhang Xin:** Sounds good! Thank you!
- Zhang Lei:** You'd **better** start early. It can take a long time to make a poster.



Let's sum up the rules!

- We use *should* and *had better* with the base form of a verb.
- The negative form of *had better* is *had better not*.

Look!

- should not = shouldn't
- *Ought to* is similar in meaning to *should*.
You **ought to** read more English books.
- had better = 'd better
had better not = 'd better not

Unit 6 Learning by doing

- 1 Ms Chen is writing comments about her students. Help her complete the comments with **should** or **should not** and the verbs below.



be do make pronounce read think try

- Li Jie should read more English books. He ⁽¹⁾ _____ magazines about pop stars all the time.
- Su Mei ⁽²⁾ _____ her words more clearly when she speaks in English. She ⁽³⁾ _____ the speaking competition again next year.
- Wang Yao ⁽⁴⁾ _____ more friends. She ⁽⁵⁾ _____ so shy.
- Xiao Chen ⁽⁶⁾ _____ his homework more carefully. He ⁽⁷⁾ _____ also _____ before he speaks!

- 2 Read about the situations first. Then complete the sentences with **had better** or **had better not**.

- (1) Today is Friday. Zhang Xin hasn't finished his poster yet. The deadline is next Monday.

Zhang Xin's cousin: You _____ this weekend.

- (2) Wang Yao has a high fever, and she looks very pale.

Wang Yao's mother: You _____ this morning.

- (3) Li Jie wants to have dinner at a restaurant this evening. The restaurant is always busy.

Li Jie's friend: You _____ before you go.

- (4) The sky is getting dark. There's going to be a thunderstorm. Su Mei wants to go out for a walk.

Su Mei's dad: You _____.

- (5) Mr Chen was late for work again because of the heavy traffic.

Mr Chen's boss: You _____.



Grammar in use

- 3 Su Mei is interested in taking part in the speech competition during English Week. Can you give her some suggestions? Try to use **should**, **should not**, **had better**, **had better not** in your suggestions.

You should start your speech with an interesting story.

Section 3 Expressing and communicating ideas



Speaking

Think

What ideas do you have for English Week?

Discussing activities for English Week

1 *Yangguang Junior High School has asked students to come up with some ideas for English Week. Read the dialogue and learn how to express opinions. Pay attention to the expressions in blue.* 

S1: We need to come up with activities for English Week. Do you have any ideas?

S2: How about a spelling bee?

S3: Good idea! **I believe** that would be a very popular event! And if we have exciting prizes for the winner, more students will sign up.

S1: I love taking part in competitions, and **I'm sure** other students will enjoy it too.

S2: **I think** we should also have some performances during English Week. How about a singing competition?

S4: Oh yes, everyone will love that! We could even have a drama competition. What do you think?

S1: **In my opinion**, drama is a fun way to learn English. Many students are really into acting, so **I believe** we'll see a lot of great performances—let's start planning the drama competition!



2 *In pairs, discuss what activities you would like to have during English Week.*

poetry corner

poster design competition

speaking competition

treasure hunt



Improving your communication

Expressing opinions

We can express opinions in many different ways in English:

- In my opinion / view, ...
- From my point of view, ...
- I'd like to point out that ...
- If you want my opinion / view, I think (that) ...
- As far as I'm concerned, ...
- I (don't) think / believe (that) ...
- I'm sure / certain (that) ...

 Writing
Writing a notice for English Week

The school's English Week is two weeks away. Help the school write a notice. Include your creative idea for the event and make it fun and interesting!

- 1 Discuss in pairs what you want to include in your notice. Use the spidergram below to help you.



- 2 Write a notice for your school's English week.

Step 1 **Plan** Complete the notes for your notice.

Heading	English Week at _____ School
Theme	_____
Place	_____
Time	_____
Activities	
• a book fair:	_____
• a play:	_____
• competitions:	_____
• games:	_____
• _____	(Your own ideas)

Step 2 **Write** Write your notice. Remember to use short and simple sentences. Use your notes in step 1 to help you.

English Week at _____ School

Theme: _____

Address: _____

Come to our English Week from _____ to _____.

Visit our book fair in the school library. You will _____

Come and take part in English Week! Have fun and enjoy English!

Step 3 **Check and revise** Tick (✓) the boxes to check your writing, and then revise it.

- I included all the key information about English Week, such as _____ ☐
- I used short and simple sentences to make the notice easy to read. ☐
- I used the words and expressions I learnt in this unit. ☐
- I used correct spelling, grammar and punctuation. ☐

Section 4 Extending and developing competencies



Focusing on culture

Think

What can you learn from reading fairy tales?

English Week has allowed us to experience many fun ways to use and learn English, including reading and turning a story into a play. Let's explore more possibilities for learning by doing.

- 1 Read a fairy tale by Hans Christian Andersen and find out what happened to the fir tree^① in the story. 

The fir tree

Deep in the forest grew a pretty little fir tree. The forest was a perfect home for many plants and animals, but the little fir tree was not happy. It wanted to be tall like the other trees.

The sun shone, and the tree's leaves fluttered^② in the soft air. Some children
5 played and laughed as they passed by. A child said, "What a pretty little tree!" But the fir tree remained unhappy.

The tree grew a little bit each year, but even this didn't make it happy. "Oh! Why can't I just be tall like all the other trees?" it cried. The tree was so unhappy—it took no pleasure in the warm sunshine, the birds, or the rosy clouds that floated
10 over it morning and evening.

Years passed, and finally the tree grew very tall. Still, it complained, "Oh, I must keep growing tall and old! Nothing else matters in the world!" The sunshine was tired of hearing the fir tree's cries. "Don't wish away your youth," it said. "Enjoy your bright life in the fresh air—it is worth more than you think!" But the fir tree
15 didn't listen.

One winter, a few days before Christmas, a woodcutter came and cut the unhappy fir tree down. Two men carried it into a beautiful room. On Christmas Eve, the people in the house decorated the fir tree with colourful paper, stars and candles. "How beautiful the tree is!" everyone cheered. The fir tree was happy
20 now. "What will happen next?" it thought.

The next morning, some people carried the fir tree out of the room and threw it into a dark corner of the attic^③. Many days and nights went by, but no one came. "Oh no," thought the tree, "this place is dark and lonely. I wish I were in the forest with the sunshine on my leaves and the birds singing around me. The
25 forest was the perfect home for me. I didn't realize how happy I was at the time!"

① fir tree /fɜː 'triː/ 冷杉 ② flutter /'flʌtə(r)/ v. (使)飘动 ③ attic /'ætk/ n. (紧靠屋顶的)阁楼

"The fir tree" is a timeless classic, and has been turned into films and plays. Today, the themes in the story continue to touch readers across the world.

Notes

2 Answer the questions below with the information from the fairy tale on page 94.

- (1) What is the main theme of this fairy tale?
- (2) What can you learn from it?

3 Find the words in the fairy tale and match them with their meanings.

- | | |
|-----------------------|---|
| (1) pleasure (line 9) | a the day or evening before an event, especially a festival or holiday |
| (2) rosy (line 9) | b a feeling of happiness |
| (3) youth (line 13) | c having a nice pink colour |
| (4) worth (line 14) | d having a certain value |
| (5) eve (line 18) | e the state of being young |



Your ideas

4 Turn the story into a play and perform it during your school's English Week.

Act one

Scene: in the forest

Characters: the fir tree, other tall trees, children, cloud, sunshine

...



Exploring more

What do you know about Hans Christian Andersen? Go online or visit the library to find more information about him and his works.



Cross-curricular connection | Languages*

Do you know how English evolved? Let's explore how it became the language we know today!

1 Read the timeline to learn about the history of English. 🎧

The history of English

■ Before English
 ■ Old English
 ■ Middle English
 ■ Modern English



2 Discuss the question below.

What historical events influenced the development of English?

Checking your progress

Project*

Preparing a speech for English Week

In this project, you will work in groups to prepare and give a two-minute speech for English Week.

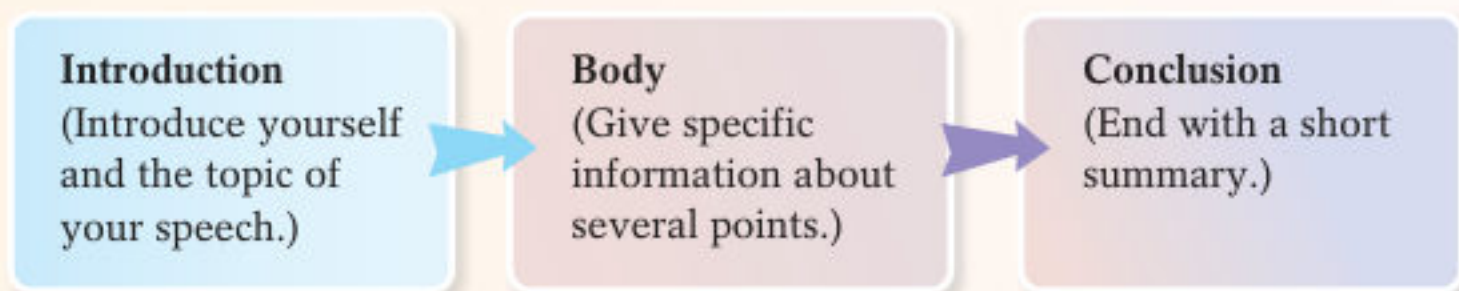
Step 1 In groups, decide what your speech will be about. Pick one of the topics below, or choose another topic you like.

helping those in need	arts and heritage
body language	saving animals in danger
comics and animation	learning by doing

Step 2 Each group brainstorms ideas for the topic. Use the questions to help you.

- What ideas do you want to present to your classmates?
- What examples or quotes will you use to support your ideas?
- What do you want your classmates to learn from your speech?

Step 3 Write your speech in groups. Use the outline below to help you.



Step 4 Choose a member of your group to deliver the speech to the class. Then, decide on the best speech as a class.



Wits corner

For the things we have to learn before we can do them, we learn by doing them.

— Aristotle

Unit 7

Space exploration



Key question

What has China done to explore space?



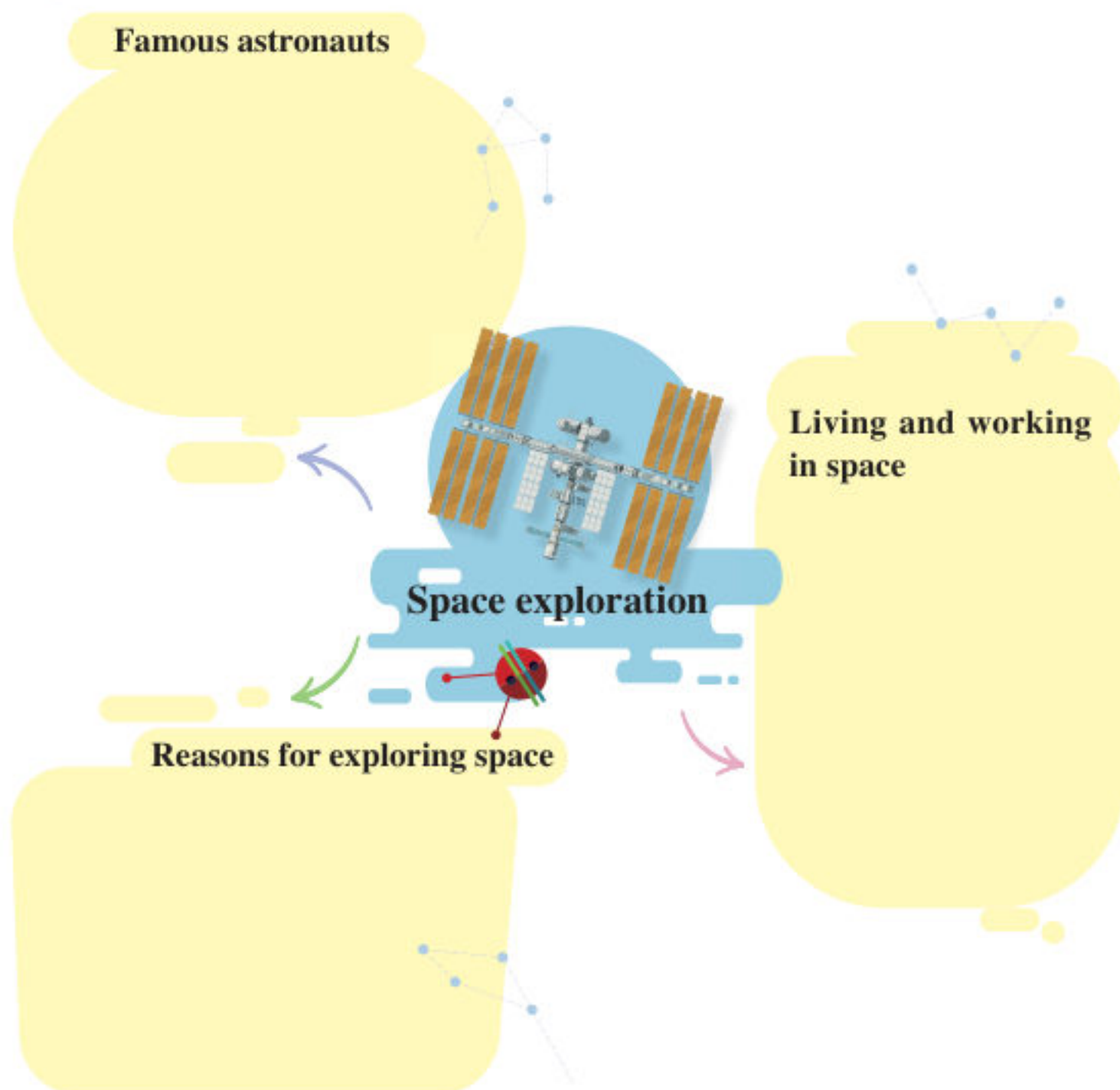
Unit objectives

I can:

- talk about astronauts' life and work in space.
- understand problems caused by space junk.
- explain China's efforts in space exploration.
- describe China's latest space missions.



First thoughts



- What is it like to live and work in space?
- Why is space junk a problem?
- How can we explore space?
- What do you know about the development of China's space station?

Section 1 Experiencing and understanding language

Reading

Think

What is it like to live and work in space?

Before you read

- 1 Look at the pictures from the Tiangong space station and describe astronauts' daily lives. Use the phrases below to help you.



do exercise

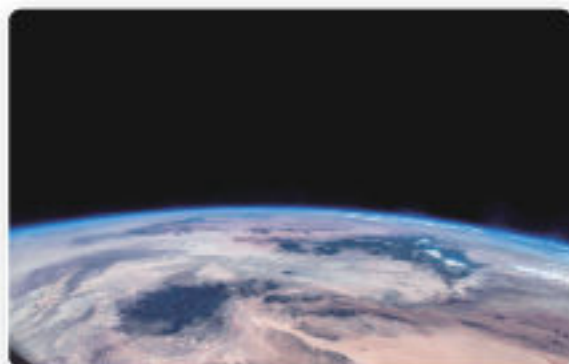
do experiments

float around

look at the Earth from space

move carefully

perform a spacewalk



The astronauts have a lot of work to do on the space station. For example, they need to do all kinds of experiments in space. Sometimes, they even go outside the space station and perform a spacewalk. ...



- 2 Below are some statements about living and working in space. Discuss in pairs and guess if they are true (T) or false (F). Then read the article on page 101 and check if you were right.

- | | |
|--|-------|
| (1) Astronauts do not have much choice of food in space. | T / F |
| (2) Astronauts sleep in the same way in space as they do on Earth. | T / F |
| (3) Astronauts are not very busy so they have a lot of time to exercise. | T / F |
| (4) Astronauts must wear a spacesuit when they are inside the space station. | T / F |

Read the article about an astronaut's life in space and learn about the differences between living in space and living on Earth. 🎧

Life in space

It was the proudest moment of my life. We were waiting for instructions from ground control. The minutes seemed like hours.

5 Finally, we took off. We were travelling so fast—it only took about 10 minutes to get into orbit. At first, it was a shock to my body. I wasn't feeling great.

10 However, I soon adjusted and felt better. At last, we reached the space station—my new home for a while! Let me tell you what life in space is like.

15 Eating in space

I used to worry about the food in space. But in fact we can choose from many types of food, such as fruit, nuts, chicken, beef and
20 seafood. We have different types of tea, juice and soup as well. It turns out that eating can be a pleasure in space too!

Working in space

25 We are very busy every day. Being an astronaut is hard because you do not experience gravity when you are in orbit. Everything floats, including you,
30 so simple tasks seem harder and take longer to do. When we

go outside, we have to move very carefully. We can't afford to make any mistakes, so it can be stressful sometimes. However, it is an amazing experience to go outside the space station in a spacesuit. The view of the Earth is great!

40 Sleeping in space

Just like on Earth, I go to bed at a certain time. However, I sleep in a sleeping bag in a small room, and I have to stick my sleeping
45 bag to the wall. This stops me from floating around the room and hitting something by mistake!

Exercising in space

50 Exercise is an important part of our daily routine in space. When we live in space, we start losing muscle. Exercise can slow down the muscle loss. If we do not exercise, we will be very weak when we return to the Earth. Luckily, we have a small gym on the space station to help us stay fit. However, the exercise
55 equipment is very different from what we use on Earth.



Reading comprehension

1 Scan the article on page 101 and choose the correct words to complete the sentences.

- (1) It takes the astronauts about _____ (10 / 20) minutes to get into orbit.
- (2) Astronauts have _____ (few / many) types of food to choose from on the space station.
- (3) Working in space is _____ (easier / harder) than working on Earth.
- (4) When astronauts go outside the space station, they have to move very _____ (quickly / carefully).
- (5) Astronauts have to stick their sleeping bags to the _____ (wall / bed) before they go to sleep.
- (6) The exercise equipment on the space station is _____ (the same as / different from) that used on Earth.

2 Read the article again and answer the questions below.

- (1) Why did the astronaut think that the minutes seemed like hours?

- (2) Does the astronaut seem to be satisfied with the food in space? How do you know?

- (3) Why do simple tasks seem harder and take longer to do in space?

- (4) Why does the astronaut need to sleep in a sleeping bag?

- (5) Why is exercise an important part of the daily routine in space?



Your ideas

3 Discuss the questions below.

- (1) What do you think is the most difficult part of an astronaut's job?
- (2) What do you think is the most interesting part of an astronaut's job?
- (3) Would you like to be an astronaut? Why or why not?

Vocabulary practice

1 Find the words and phrases in the article on page 101 and match them with their meanings.

- | | |
|--------------------------------|--|
| (1) cannot afford to (line 33) | a a place with equipment for doing exercise |
| (2) mistake (line 34) | b to knock a part of your body against something |
| (3) hit (line 47) | c something you do that goes wrong |
| (4) daily routine (line 51) | d activities you do every day |
| (5) gym (line 57) | e cannot let ... happen |

2 Complete the astronaut's message to his friend with the words and phrases from Exercise 1. Change the form if necessary.




 12:03

Hi! I just finished my space mission. It's so strange to be back on Earth. In space, there's very little gravity, so we float around all the time. We even need to stick our sleeping bags to the wall to stop us from ⁽¹⁾ _____ something in our sleep. My body feels so heavy now. I need to go to the ⁽²⁾ _____ every day to build up my strength again.

I'm so glad to be on holiday. Astronauts have a very busy schedule. We have a strict ⁽³⁾ _____ so that we can get everything done! We have to do lots of different experiments. We need to do them very carefully because one small ⁽⁴⁾ _____ can cause a lot of problems. We ⁽⁵⁾ _____ take any risks. However, I really miss being in space. The best part of being an astronaut is going on spacewalks—it's a wonderful experience.

When we meet next time, I'll tell you all about the journey!



3 Describe an astronaut's life on the space station with the words and phrases below.

busy	stressful	an amazing experience	exercise equipment
move very carefully	sleeping bag	stay fit	worry about
stop ... from floating around			

 Listening
Space junk

Why is space junk a problem?

- 1 You are going to listen to a lecture. Look at the picture below. What do you think the lecture will be about? Discuss in pairs.



- 2 Listen to the lecture and check if your guesses were correct. Then write down the main idea of the lecture. 🎧

- 3 Listen again and choose the correct answers. Note that there can be more than one answer to a question. 🎧

- (1) Which of the following can be space junk?
a astronauts' gloves **b** broken satellites **c** parts of rockets
- (2) Why can tiny pieces of space junk destroy spacecraft and satellites?
a Because spacecraft and satellites travel very fast.
b Because most pieces of space junk are man-made objects.
c Because the amount of space junk is growing fast.
- (3) What problems can space junk cause?
a It may fall back to the Earth and hurt people.
b It may make space missions dangerous.
c It may hit satellites and spacecraft in orbit.

 Your ideas

- 4 What can we do to solve the problem of space junk? Discuss in pairs.

Section 2 Exploring and applying rules



Grammar

The past continuous

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

Look at the sentences. Pay attention to the words **in bold**.

We **were waiting** for instructions from ground control.

We **were travelling** so fast—it only took about 10 minutes to get into orbit.

At first, it was a shock to my body. I **wasn't feeling** great.



Let's sum up the rules!

We form **the past continuous** with *was* or *were* + verb-*ing*.

I / He / She / It	was (not)	sleeping	at eight o'clock last night.
You / We / They	were (not)		

Was	I / he / she / it	sleeping	at eight o'clock last night?
Were	you / we / they		

Yes,	I / he / she / it	was.	No,	I / he / she / it	was not / wasn't.
	you / we / they	were.		you / we / they	were not / weren't.

Look!

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

While we **were travelling** into space, ground control **was following** us closely on the screens.

1 Complete the passage with the correct form of the verbs in brackets.

A Russian satellite and an American satellite ⁽¹⁾ _____ (crash) into each other on 11 February 2009. The crash ⁽²⁾ _____ (create) two large clouds of junk. The American satellite ⁽³⁾ _____ (belong) to a company, and the Russian one was a broken old military satellite. When the crash happened, both satellites ⁽⁴⁾ _____ (travel) very fast. Although space agencies ⁽⁵⁾ _____ (track) all objects larger than a football, they didn't notice that the two satellites ⁽⁶⁾ _____ (move) towards each other.

Unit 7 Space exploration



Grammar in use

2 Three astronauts are visiting the space station. Look at their schedule and describe what they were doing at different times. Then work in groups of four and role-play an interview with the astronauts.

Time	Yao	Liu	Zhang
6:30	get up		
7:30–8:00	breakfast		
9:00–11:00	do experiments	repair equipment	do experiments
12:00–12:30	lunch		
12:40–14:10	rest		
14:30–15:30	spacewalk		
16:00–17:30	jogging	do experiments	cycling
18:00–18:30	dinner		
19:00–20:00	team meeting		
20:00–21:00	talk to family	cycling	watch TV
22:00	go to bed		

S1 (Journalist): What were you doing at 8:30 last night, Yao?

S2 (Yao): I was talking to my family.

S1 (Journalist): What about you, Liu and Zhang?

S3 (Liu): I was cycling.

S4 (Zhang): And I was watching TV.

...



Section 3 Expressing and communicating ideas



Speaking

Think

How can we explore space?

Discussing possibilities of living on Mars

1 Two students are talking about going to Mars. Read the dialogue and learn how to express possibility and impossibility. Pay attention to the expressions in blue. 

S1: I'm going to visit Mars.

S2: **That's impossible!** You must be joking.

S1: No, I'm not joking. **It'll be possible to** travel to Mars in the near future!

S2: Says who?

S1: The scientists. They say that we've made great progress in Mars exploration. So **it's very likely that** we'll be able to fly there by the 2050s.

S2: **I still think it's unlikely.**

2 Do you think people will be able to live on Mars in the future? Discuss in pairs. Use the facts below to help you.

What scientists know about Mars

- There's very little oxygen. The air is mostly CO₂ (about 95%).
- It's very cold (average surface temperature: -63 °C).
- The air is thin, so the radiation^① levels are high.
- There is ice on Mars's north pole. In the future, water may allow people to survive there.
- Of all the planets, the environment on Mars is most similar to the Earth's.
- There are different seasons on Mars, just like on Earth.

Improving your communication

When we talk about things we are not sure about, we can use the expressions below:

Expressing possibility

- It's possible to ...
- It's (very) likely that ...
- It's quite probable that ...
- There is a good chance that ...

Expressing impossibility

- It's impossible to ...
- It's unlikely that ...
- I seriously doubt that ...
- That's impossible!

① radiation /ˌreɪdiˈeɪʃn/ n. 辐射

 Writing
Writing an article about a Chinese astronaut**Science Club**

Next month, the Science Club will focus on astronauts from around the world. We'd like you to write articles about Chinese astronauts. The best articles will be put on the school website.

- 1 Wang Yao has written an article about Chinese astronaut Nie Haisheng^①. Before she wrote the article, she did some research and made some notes. Read her notes and article. Then answer the questions.

What information from her notes did she use? What did she not use?

Nie Haisheng (born in October 1964)

When he was little	• loved planes • loved reading • dreamt of flying
1998	• was selected for the Chinese spaceflight programme
12 October 2005– 17 October 2005	• Shenzhou-6 • celebrated his 41st birthday in space
11 June 2013– 26 June 2013	• Shenzhou-10 (commander ^②)
17 June 2021– 17 September 2021	• Shenzhou-12 (commander) • one of the first three astronauts on the Tiangong space station
Honours and titles	• was given the title “Heroic Astronaut” • The asteroid 9517 Niehaisheng was named after him.
Quotes	• I’ve never given up, and I’m always ready to face the next challenge.

Nie Haisheng: a heroic astronaut

When Nie Haisheng was little, he loved planes and often dreamt of flying. While the other children were playing, Nie was studying hard. He was determined to make his dream come true. “I’ve never given up, and I’m always ready to face the next challenge,” said Nie.

On 12 October 2005, he finally went on his first space flight in the Shenzhou-6 spacecraft. Although the mission only lasted for 5 days, he enjoyed the flight a

① Nie Haisheng 聂海胜 ② commander /kə'mɑ:ndə(r)/ n. 指令长

lot. Then, in 2013 and 2021, Nie served as commander on the Shenzhou-10 and Shenzhou-12 missions. The latter made him one of the first three astronauts to live and work on China's Tiangong space station. They did different kinds of experiments and even performed a spacewalk! Their mission lasted 93 days. Nie was given the title "Heroic Astronaut" to recognize his great work. In addition, the asteroid 9517 Niehaisheng was named after him.

2 Write an article about a Chinese astronaut.

Step 1 Plan Choose an astronaut and collect information about him or her. Think about how to organize the information.

Step 2 Write Write your article. Try to give it an eye-catching title. Find a photo of the astronaut you are writing about and add it to the article.

photo

Step 3 Check and revise Tick (✓) the boxes to check your writing, and then revise it.

- I included the most suitable facts from my notes in my article.
- I used the words and expressions I learnt in this unit.
- I used correct spelling, grammar and punctuation.

☐
☐
☐

Section 4 Extending and developing competencies

Focusing on culture

A space station makes it possible for scientists and astronauts to live, work and conduct experiments in space. Let's explore and learn about China's space station.

Think

What do you know about the development of China's space station?

- 1 Read the article about Tiangong and the development of China's space station. 🎧

Tiangong: China's space station

Chinese people have long dreamt of exploring space. In 2022, China finished building a space station called Tiangong ("Heavenly Palace"). The name comes from ancient Chinese legends about the sky.

The most important part of Tiangong space station is called Tianhe ("Harmony of Heavens"). It was sent into space on 29 April 2021. Just a few weeks after it arrived at its destination, Tianhe got its first visitor—the Tianzhou-2 spacecraft. The spacecraft delivered fuel, equipment, tools and supplies for the astronauts. At this point, the space station was ready to receive human visitors. Seven weeks later, the first three astronauts arrived at Tianhe on Shenzhou-12. The crew spent three months testing equipment and preparing it for future astronauts. Since then, several more Shenzhou crews have visited Tiangong, and two more lab modules^① (Wentian and Mengtian) have been added.

Astronauts on space missions are always very busy. They need to do important experiments and collect scientific data. But it is definitely an amazing experience. The astronauts get to go on spacewalks, and they can see the sun rise 16 times in one day because Tiangong travels at about 28,000 kilometres an hour. That means it only takes about 90 minutes to go around the Earth!

At a height of about 400 kilometres above the Earth, Tiangong passes across the sky. We do not need any special tools to see it: the space station can be seen from most parts of the world with the naked eye. If you know when and where to look, you will see a tiny shiny object moving across the night sky.



① module /'mɒdju:l/ n. 舱

China's first-ever spacewalk was about 20 minutes long and was performed by Zhai Zhigang^① in 2008. On 4 July 2021, the first spacewalk outside the Tiangong space station was performed by Liu Boming^② and Tang Hongbo^③. Their spacewalk lasted 6 hours and 46 minutes.

Notes

2 Answer the questions below with the information from the article on page 110.

- (1) When was the core module Tianhe sent into space?
- (2) Which spacecraft reached Tianhe first, Shenzhou-12 or Tianzhou-2?
- (3) What are astronauts busy with when they visit the space station?
- (4) Why can astronauts see the sun rise 16 times in one day?

3 Complete the sentences with the words and the phrase below. Change the form if necessary.



deliver

lab

naked eye

point

supplies

- (1) If you know where to look, you can see Mars with the _____ at certain times of year.
- (2) During long space missions, astronauts need to receive fresh _____ from Earth.
- (3) Scientists often do their experiments in a _____.
- (4) Cargo spaceships regularly _____ food and other things to the astronauts on the space station.
- (5) At some _____ in the future, human beings will visit Mars.



Your ideas

4 Do you want to visit the Tiangong space station? What do you want to see and do there? Share your ideas with the class.



Exploring more

What's next for space travel? Go online and find out more about future possibilities for space exploration.

① Zhai Zhigang 翟志刚 ② Liu Boming 刘伯明 ③ Tang Hongbo 汤洪波



Cross-curricular connection | Communication technologies*

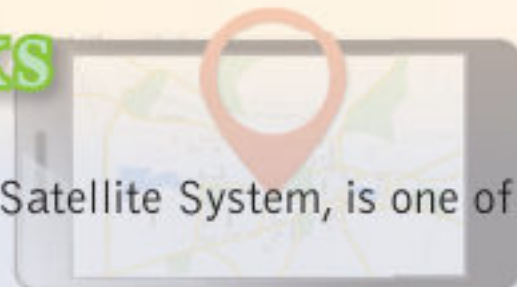
China's recent development in space exploration has inspired many people. Now we are going to learn about another great Chinese achievement in space: BDS.

1 Read the article about BDS and try to explain how it works. 

How BDS works

What is BDS?

BDS, officially known as the BeiDou Navigation Satellite System, is one of the global navigation satellite systems.



How does BDS work?

- BDS is a group of satellites in orbit around the Earth.
- Each satellite sends radio signals to the Earth with information. The signals answer two important questions: "Where in space is the satellite?" and "When did the signal leave the satellite?"
- The radio signal travels through space at the speed of light—that is 299,792 kilometres a second!
- Back here on Earth, your phone receives the signal and compares it to the exact time of arrival. The phone then calculates how far it is from the satellite.
- One satellite is not enough. Your phone needs information from four satellites to calculate your location. It does this all the time. So, when we use a BDS device, we won't get lost.

What's special about BDS?

We can also use BDS for two-way communication. In areas without any mobile network, people can send text messages through BeiDou satellites.

How do we use BDS?

If your phone supports BDS, it will automatically pick the navigation system with the best signal at the time.

Can we use BDS outside China?

Yes, we can use BDS outside China, but its accuracy is higher in China and the Asia-Pacific region.

2 Work in groups. Search for more information about BDS, and discuss how different people (e.g. farmers, scientists, drivers) can use BDS.

Checking your progress

Project*

Making a poster about China's latest space missions

In this project, you are going to work in groups and make a poster about one of the latest developments in China's space exploration.

Step 1 In your group, choose one of the topics below. You may also choose your own topic.

China's manned space programme	Long March rockets series
China's lunar exploration programme	Tianwen Mars mission

Step 2 Do some research in the library or online and take notes.

Time	Event

Step 3 Use the information you collected in step 2 to make the poster. Add pictures to make your poster more attractive. Use the following as an example.

Tianwen-1—China's first mission to Mars

The Tianwen-1 probe^① consists of an orbiter, a lander and a rover.

Timeline

- 23 July 2020—Tianwen-1 was launched from the Wenchang Spacecraft Launch Site.
- 10 February 2021—Tianwen-1 entered the Mars orbit.
- 15 May 2021—Tianwen-1 successfully landed on the surface of Mars.
- 22 May 2021—The Mars rover Zhurong began exploring the area around the landing site.



Achievement

Tianwen-1 was China's first mission to Mars. With Tianwen-1, China became the first nation to successfully orbit and land a spacecraft with a rover on Mars on the first try.

Step 4 Present your poster to the class.



Wits corner

Our only chance of long-term survival is not to remain inward-looking on planet Earth, but to spread out into space.

— Stephen Hawking

① probe /prəʊb/ n. (不载人) 空间探测器

Unit 8

Imagine that!



Key question

How much do you know about the unknown world?



Unit objectives

I can:

- express my opinion about the possibility of life on other planets.
- understand some instructions for surviving in the unknown.
- describe ways of solving problems when we explore the unknown.
- understand how science fiction authors imagine possible futures.

 First thoughts **Think**

- Could there be life on other planets?
- How can people survive in the unknown world?
- How do people deal with challenges when exploring the unknown world?
- How do science fiction authors imagine possible futures?

Section 1 Experiencing and understanding language

Reading

Think

Could there be life on other planets?

Before you read

1 Look at the scene from a science fiction story. Use the words below to label the picture.



alien^①

astronaut

rocket

spaceship

UFO



2 Below are a few things that people believe about aliens. Do you think these things are true? Why or why not? Discuss in pairs.

(1)



Aliens have tried to communicate with people on Earth.

(2)



Aliens sometimes take people from the Earth into their spaceships.

(3)



Aliens live on some of the planets in space.



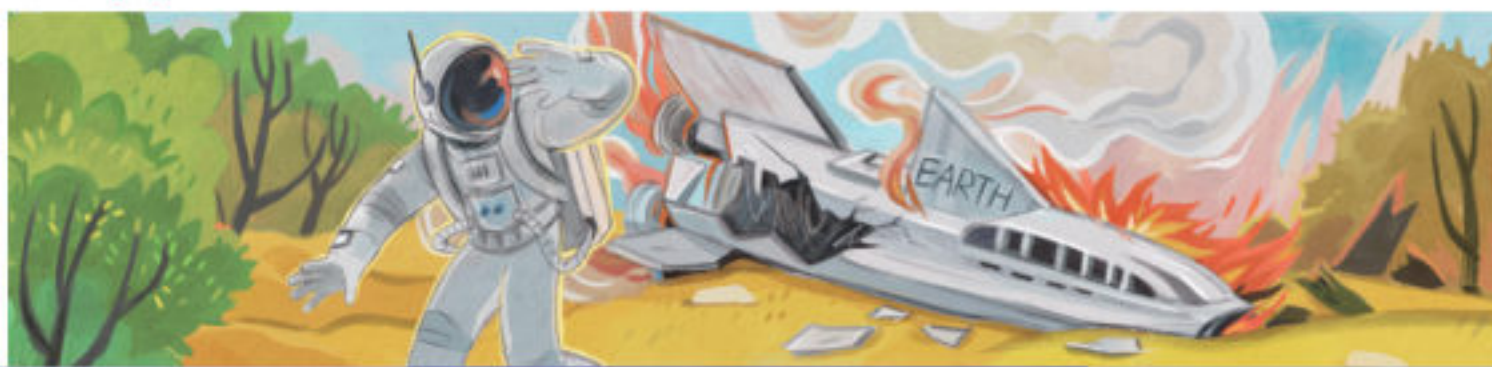
I've heard lots of things about aliens. I've heard that some scientists have received messages from aliens, but I don't think that's true.

I don't think so either. But I do believe that there is life on other planets.



① alien /'eɪliən/ n. 外星人; 外星生物

Read the excerpt from a science fiction story and find out what happened to Tina and Tom. 🎧



ALIENS ARRIVE!



Tina woke up at midnight. She looked out of her window and saw a yellow light in the sky. It suddenly dived^① towards the ground. She heard a noise and saw a red light.

The next morning, Tina mentioned it to her brother Tom. "I'm sure something landed in the forest near the hills as I heard a loud noise last night," she said.

"Let's go and explore after school tonight."



At 6:00 p.m., Tina and Tom reached the forest. They heard some voices speaking a strange language, so they hid behind some bushes^② and kept quiet. Then they saw an alien! It was tall, with a round head and a silver body. It was standing next to a long spaceship. The spaceship was damaged because of a crash.

Suddenly, another alien appeared from the bushes in front of them. The children were frightened. But then Tom got a feeling at the back of his throat. He couldn't stop himself and coughed loudly. The aliens saw them both and made a terrible noise! The children ran away in fear.

The next day, Tina and Tom told their parents about the strange creatures. "They were very ugly. They had some hair, but they didn't have any feathers," said Tina.

"There was something written on the spaceship," said Tom. "It looked like this. I wonder what it means." He drew some lines on a piece of paper. Dad looked at them as if they were crazy. "Since no one else saw these aliens, I refuse to believe you. Now go to school!"

The children spread their wings and flew to school together.

Dad looked at the piece of paper with the strange marks on it. "It looks strange," he said, as he looked at the word "EARTH".

① dive /daɪv/ v. 俯冲 ② bush /bʊʃ/ n. 灌木

Reading comprehension

1 Tina and Tom are telling a police officer what they saw. Complete the conversation with the information from the story on page 117.

Police: Why did you go to the forest?

Tina: We went there because I heard ⁽¹⁾ _____ last night.

Police: What happened?

Tina: I woke up at midnight and saw ⁽²⁾ _____. It ⁽³⁾ _____. Then I heard a noise and saw a red light.

Police: I see. So when did you reach the forest and what did you see?

Tom: We got to the forest ⁽⁴⁾ _____. We saw an alien. It was tall, with ⁽⁵⁾ _____.

Police: What else did you see?

Tina: We saw ⁽⁶⁾ _____. There was a big hole in its side, and it couldn't fly because of ⁽⁷⁾ _____.

Police: What happened next?

Tom: ⁽⁸⁾ _____.

Police: Thanks for telling us! We'll search the forest to try and find out more about these aliens.



2 Read the story again and answer the questions below. Find evidence from the story to support your answers.

(1) What are Tina and her family?

(2) Who are the aliens and where do they come from?



Your ideas

3 What do you think would happen next? Share your ideas in groups.

Vocabulary practice

1 Read the sentences from the story on page 117. Look at the words and phrases in *italics* and choose the correct meaning.

(1) Tina *mentioned* it to her brother Tom.

a showed

b told

c took

(2) The children were *frightened*.

a scared

b surprised

c relaxed

(3) The children ran away *in fear*.

a because they were tired

c because they were excited

b because they were afraid

(4) They were very *ugly*.

a beautiful to look at

b funny to look at

c unpleasant to look at

(5) I *refuse to* believe you.

a might

b do not want to

c want to

2 Complete the passage with the words and phrases below. Change the form if necessary.



because of frightened in fear keep quiet mention refuse



“UFO” seen by a seven-year-old boy

At around 7:00 p.m. last night, seven-year-old Ted Johnson heard a loud noise and saw a bright light in the sky. Something then fell into the bushes. Ted was

(1) _____ because he thought it was an alien. He hid under his bed

(2) _____. After a while, Ted ran downstairs to tell his parents. They

told him to stay in the house and (3) _____. Mr Johnson went into

the garden and saw a strange-looking creature running away. He immediately called the police. The police found some feathers in the bushes. They also

(4) _____ that they found some fresh blood there.

(5) _____ this, the police believed that a bird must have hit something and died. Next to the feathers, there was a broken power line. The Johnson

family, however, (6) _____ to believe that the strange creature was a bird. “It was a UFO, I tell you!” said Mr Johnson.

3 Summarize the story on page 117 with the words and phrases below.

appear discover dive explore refuse spread
in fear keep quiet mention ... to ... wake up

Unit 8 Imagine that!

 Listening


How can people survive in the unknown world?

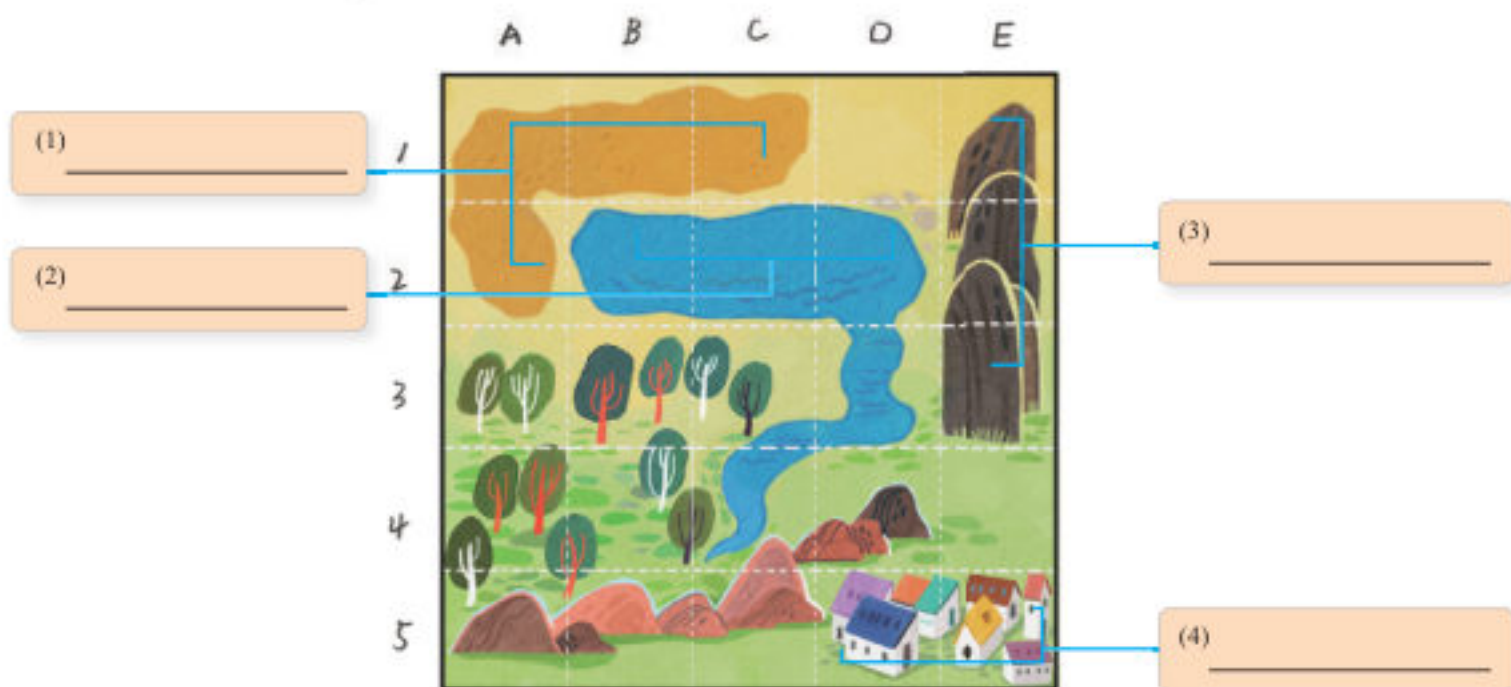
Rescuing the lost astronauts

Two astronauts, Liz and Gus, are lost in the Bird World. Captain Troy is talking to them from the mothership.

- 1 Before you listen, help Liz and Gus label the map of the Bird World with the words below.



desert lake mountains town



- 2 Listen to Captain Troy's instructions and mark the landing site and the spaceship on the map above. 
- 3 Listen again and complete the instructions below. 

Captain Troy:

- We cannot land the mothership in the forest because of ⁽¹⁾ _____.
- You must get to the landing site ⁽²⁾ _____ hours.
- You must ⁽³⁾ _____ behind.
- You can only carry ⁽⁴⁾ _____.
- You mustn't ⁽⁵⁾ _____.



Your ideas

- 4 How can Liz and Gus survive in this condition? What should they do? Discuss in pairs.

Section 2 Exploring and applying rules



Grammar

Adverbial clauses of reason

Adverbial clauses of reason tell us why things happen.

Read the summary of the story on page 117. Pay attention to the words **in bold**. Then answer the questions.

At midnight, there was a loud noise **because** a spaceship crashed in the forest. **As** it was too late to go outside, Tina and her brother Tom decided to go and have a look the next day instead. They found the spaceship in the forest. The spaceship couldn't fly **because of** the damage. Tina and Tom saw the spaceship and some strange creatures in the forest. **Since** no one else saw the aliens, their father refused to believe them.



- (1) Why was there a loud noise last night?
- (2) Why couldn't the spaceship fly?



Let's sum up the rules!

- We usually use *because*, *as* and *since* to introduce **adverbial clauses of reason**.
As / Because / Since no one else saw these aliens, I refuse to believe you.
- We can put the **adverbial clause of reason** either before or after the main clause.
I refuse to believe you *as / because / since* no one else saw these aliens.

Look!

- When we put the adverbial clause of reason at the beginning of the sentence, we often separate it from the main clause with a comma (,).
- We can also use *because of* to give the reason for something. We can use a noun, a noun phrase or an object pronoun after *because of*.

Unit 8 Imagine that!

- 1 The police officer asked Tom some more questions about the aliens. Match the questions with the answers. Then use them to complete the officer's notes with *as*, *since*, *because* or *because of*. Remember to write complete sentences.

**Police officer**

- (1) Why was Tina sure that something landed in the forest near the hills?
- (2) Why did you and Tina hide behind some bushes?
- (3) Why did you run away?
- (4) Why did your father refuse to believe you?

**Tom**

- a We heard some voices speaking a strange language.
- b She heard a loud noise last night.
- c No one else saw these aliens.
- d An alien saw us and made a terrible noise.

Police officer's notes

- (1) (because of) _____
- (2) (because) _____
- (3) (as) _____
- (4) (Since) _____

**Grammar in use**

- 2 Do you think aliens exist? Why or why not? Read the news headlines and discuss the questions in pairs.

Aliens exist and they could be living among us, says Britain's first astronaut

Why some experts believe alien life might really exist

Aliens may not exist and we are perhaps totally alone in the universe, scientists say

- S1: Since life exists on Earth, it is possible for it to exist on other planets too.
- S2: I agree. As there are so many planets in the universe, we'll discover alien life one day.

...

Section 3 Expressing and communicating ideas



Speaking

Talking about things to take in an emergency

Think

How do people deal with challenges when exploring the unknown world?

Look at the map on page 120 again. Liz and Gus's spaceship is on fire. They need to save the most important things from the ship. The following is a list of things in their spaceship.

a camera	a tent	oxygen
a knife	food	water
a map of the Bird World	medicine	sleeping bags

1 Three students are discussing what things Liz and Gus should save from the ship. Read the dialogue and learn how to agree and disagree. Pay attention to the expressions in blue. 

S1: I think they should take the map of the Bird World.

S2: I agree. The map is very important. You can't go anywhere without the map.

S3: I think they should also take a camera with them.

S1: I don't agree. I think the camera is unnecessary.

2 Work in pairs. Imagine that you and your classmate are Liz and Gus. Discuss what five things to take with you.

- Choose five things and explain why you need them.
- Explain why you agree or disagree with your classmate.
- Try to reach an agreement on which five things to take.
- Share your list with the class and give your reasons for choosing these things.



Improving your communication



We often need to say whether we agree or disagree with an opinion. Here are some expressions for agreeing and disagreeing:

Agreeing

- I agree. / Exactly.
- So do I. / I think so too.
- That's a good point.
- That's just what I was thinking.

Disagreeing

- I don't agree. / I disagree.
- That's not exactly / quite true.
- I see, but that's different.
- I see your point, but ...

 Writing

Writing a short story about meeting the bird people

Liz and Gus have finally arrived at the landing site of their mothership. How will the story end?

- 1 Look at the picture and discuss in pairs what will happen next. Use the phrases below to help you.



bird people with wings
look at the sky

shout for help
strange noises



- 2 Write a story about meeting the bird people.

Step 1 Plan Liz wants to make friends with the bird people. Discuss what she might do. Use the words and expressions below to help you.



dance friendly happy sing smile a beautiful voice
draw some pictures give them some gifts have a good idea

No one knew what to do. Then Liz ... She began to ... because she ...
Liz had ... The bird people liked ..., so they started ... They were

Step 2 **Write** Finish the story about Liz and Gus with your ideas from the previous page.

Liz and Gus finally reached the landing site and saw Captain Troy.

“Liz! Gus! Welcome back!” said Captain Troy. “I’m very pleased to see you. Now let’s get on the mothership and ...”



Suddenly, _____

As a result, the people from the Earth and Bird World became friends!

Step 3 **Check and revise** Work in pairs. Read your classmate’s story and tick (✓) the boxes. Then revise your own writing.

- The story is creative with a surprising plot. ☐
- The characters in the story are presented in a lively way. ☐
- Interesting words and expressions are used to make the story appealing. ☐
- The spelling, grammar and punctuation are correct. ☐

Read and checked by _____ (sign your name here).

Section 4 Extending and developing competencies

Focusing on culture

Many ideas from science fiction novels have inspired scientists to do great things. Let's learn about one of the most famous science fiction novels ever written.

Think

How do science fiction authors imagine possible futures?

- 1 Read the adapted excerpt from *The Time Machine* and find out how the characters in the story think of time travel. 🎧

An excerpt from *The Time Machine*

The Time Machine is a novel by H.G. Wells. It is about a man called "The Time Traveller". The following excerpt introduces us to five different characters. Here they are having a conversation after dinner about time travel.

“But,” said the Medical Man, “if Time is really only a fourth dimension^① of Space, why can't we move in Time as we move about in the other dimensions of Space?”

The Time Traveller smiled. “Are you so sure we can move freely in Space? We can go right and left, backward and forward, but not up and down.”

“Not exactly,” said the Medical Man. “There are balloons.”

“Yes, but not before the balloons.”

“Well, they could a bit,” said the Medical Man. “But you can't move at all in Time. We can't get away from the present moment.”

“My dear sir, I'm sorry to disappoint you but you're wrong about this. The whole world is wrong. We always get away from the present moment. Our thoughts pass along the Time-Dimension from the cradle to the grave^②.”

The Psychologist nodded. He agreed with the Medical Man, “You can move

about in all directions of Space, but you can't move about in Time.”

“You are wrong. For example, if I am remembering an event very clearly, I go back to the moment when it happened. I jump back for a moment. Of course, I can't stay back for long. But if a man can go up in a balloon, why shouldn't he stop or speed up along the Time-Dimension, or even travel the other way?”

“Oh, this,” began Filby, “is all nonsense^③.”

“Why not?” said the Time Traveller. “It's against reason,” said Filby.

“What reason?” said the Time Traveller. “You can argue that black is white,” said Filby, “but you will never make me believe.”

“Possibly not,” said the Time Traveller. “But now you begin to see my reason for studying the Four Dimensions. Long ago I had a vague^④ idea of a machine—”

“To travel through Time!” said the Very Young Man.

① dimension /dar'menʃn/ *n.* 维（构成空间的因素） ② from the cradle to the grave 从生到死 ③ nonsense /'nɒnsns/ *n.* 胡言乱语 ④ vague /veɪg/ *adj.* 模糊的

The Time Machine is one of the most loved science fiction novels of all time. H. G. Wells created a vivid picture of an Earth some 800,000 years into the future. The book was the first novel about time travel. Its impact on science fiction is huge.

Notes

- 2 Do the five characters in the excerpt agree or disagree with the statement below? Tick (✓) agree, disagree or unclear. Then underline the evidence in the excerpt on page 126 to support each of your answers.

Statement: We can travel through time.

Character	Agree	Disagree	Unclear
Medical Man			
Time Traveller			
Psychologist			
Filby			
Very Young Man			

- 3 Complete the sentences with the words and phrases below. Change the form if necessary.



argue disappoint move about in all directions speed up

- (1) Don't worry. I'll finish the article about H. G. Wells tonight—I won't _____ you.
- (2) The traffic is terrible here. It is impossible to _____ freely in this town.
- (3) He looked around _____ to see where the noise came from.
- (4) He _____ that we should make a decision based on the data collected.
- (5) We need to _____ in order to get to the airport in time.



Your ideas

- 4 Do you think time travel is possible? Discuss in groups.



Exploring more

To learn more about *The Time Machine*, you can read the book or watch the film.



Cross-curricular connection | Literature*

Science fiction authors use their imagination to explore possible futures. How much do you know about them?

- 1 Read the introductions to three science fiction authors and find out their typical writing styles. 🎧

Famous science fiction authors



Jules Verne

(1828–1905)

Journey to the Centre of the Earth

Twenty Thousand Leagues Under the Sea

Around the World in Eighty Days

Jules Verne was a French writer. He is known as the “Father of Science Fiction”. His writings are full of futuristic ideas and inventions. He is the second most translated author in the world.

Foundation

Galactic Empire

Robot

Isaac Asimov was an American writer. He is known for his attention to scientific detail in his science fiction. He published about 500 books during his life and has influenced science fiction writers since the 1950s. His most famous work is the *Foundation* series.



Isaac Asimov

(1920–1992)



Liu Cixin ①

(1963–)

The Three-Body Problem *The Wandering Earth*

Liu Cixin is a Chinese science fiction writer. He has won many awards for his stories, and the novel *The Three-Body Problem* made him world-famous. In 2015, Liu won the Hugo Award for Best Novel, one of the most important science-fiction prizes.

Liu's stories are popular across the world because they explore big questions about the future. His thought-provoking ② novels deal with topics like the destiny ③ of humanity and the universe.

Author	Nationality	Books or series	Style
Jules Verne			
Isaac Asimov			
Liu Cixin			

- 2 Do you know of any other famous science fiction authors and their books? Share your ideas with your classmates.

① Liu Cixin 刘慈欣 ② thought-provoking /'θɔ:t prəvəʊkɪŋ/ adj. 引人深思的

③ destiny /'destəni/ n. 命运

Checking your progress

Project*

Introducing a science fiction story

In this project, you are going to make a poster to introduce a science fiction story to your group members.

Step 1 Choose one of the science fiction novels below, or choose another one you know.

- *Journey to the Centre of the Earth* • *The Time Machine*
- *Around the World in Eighty Days* • *The Three-Body Problem*

Step 2 Research your chosen fiction and note down any information you want to include on your poster.

- Who are the main characters?
- What is your favourite part of the novel / story?
- What do you think of the novel / story?

Step 3 Make a poster about the novel / story. Use the example below to help you.

Around the World in Eighty Days

by Jules Verne

Main characters:

- Phileas Fogg • Jean Passepartout • Inspector Fix • Aouda

Phileas Fogg, a wealthy English gentleman, bets his friend £20,000 that he can travel around the world in 80 days. Will he succeed? What will happen during the journey?

My favourite part:

My favourite part is when Mr Fogg and his butler^① Passepartout rush to catch a train in India. They're in a big hurry, and Passepartout even loses his shoes! He has to continue running barefoot. This part of the story is very funny and exciting!

My review:

In my opinion, the novel is definitely worth reading. It is a great story about an around-the-world journey in the 1870s. If you like classic adventure stories, I very much recommend this novel!

Step 4 Show the poster and introduce the story to the other members of your group.



Wits corner

Only those who will risk going too far can possibly find out just how far one can go.

— T. S. Eliot

① butler /'bʌtlə(r)/ n. 男管家

Appendices

Study skills

① Using a story map or a story mountain while reading

A story map is a type of graphic organizer that helps us understand the parts of a story. When we read a story, we can use a story map to record and organize the characters and events. We may also use a story mountain. It shows the ups and downs of a story.

1 Read the story and complete the story map and the story mountain.

Story map

Sinbad was a merchant^① who went on many adventures. Once, he went on a sea journey with some other merchants, but they got caught in a terrible storm and ended up on an island. There, they discovered a huge house and walked inside. Suddenly, they saw a horrible giant^②. The giant picked up the fat captain of the ship and ate him, and then fell asleep.

The next evening, the giant ate another of the men. When the giant left in the morning, Sinbad made a plan. During the day, they built a boat. In the evening, the giant once again ate one of them. When the giant fell asleep, they attacked him with sharp poles, and he ran out screaming. However, he quickly came back with two other giants! The men ran down to their boat, but only Sinbad managed to escape.

At sunrise, Sinbad went down to the beach. To his surprise, there was a ship nearby. He waved a big branch and caught the sailors' attention. He was saved!

When and where the story takes place:

During a journey across the sea

Characters:

Problem:

Plot / Events:

Resolution:

Story mountain

Turning point: _____

Rising action: _____

Falling action: _____

Opening: _____

Ending: _____



Your ideas

2 Read another story. Use the story map or the story mountain to help you find the key parts of the story, and then retell it.

① merchant /'mɜːtʃənt/ n. 商人 ② giant /'dʒaɪnt/ n. 巨人

② Using a timeline while reading

A timeline is a type of graphic organizer that shows events in the order they happen. Timelines help us get an idea about the order of key events. They are particularly useful for studying history.

1 How can we create a timeline? Put the following steps in the correct order.

- a Identify the most important events and find out when they happened.
- b Draw a timeline.
- c Add details to the timeline.
- d Put the events on the timeline. Include basic information about each event.

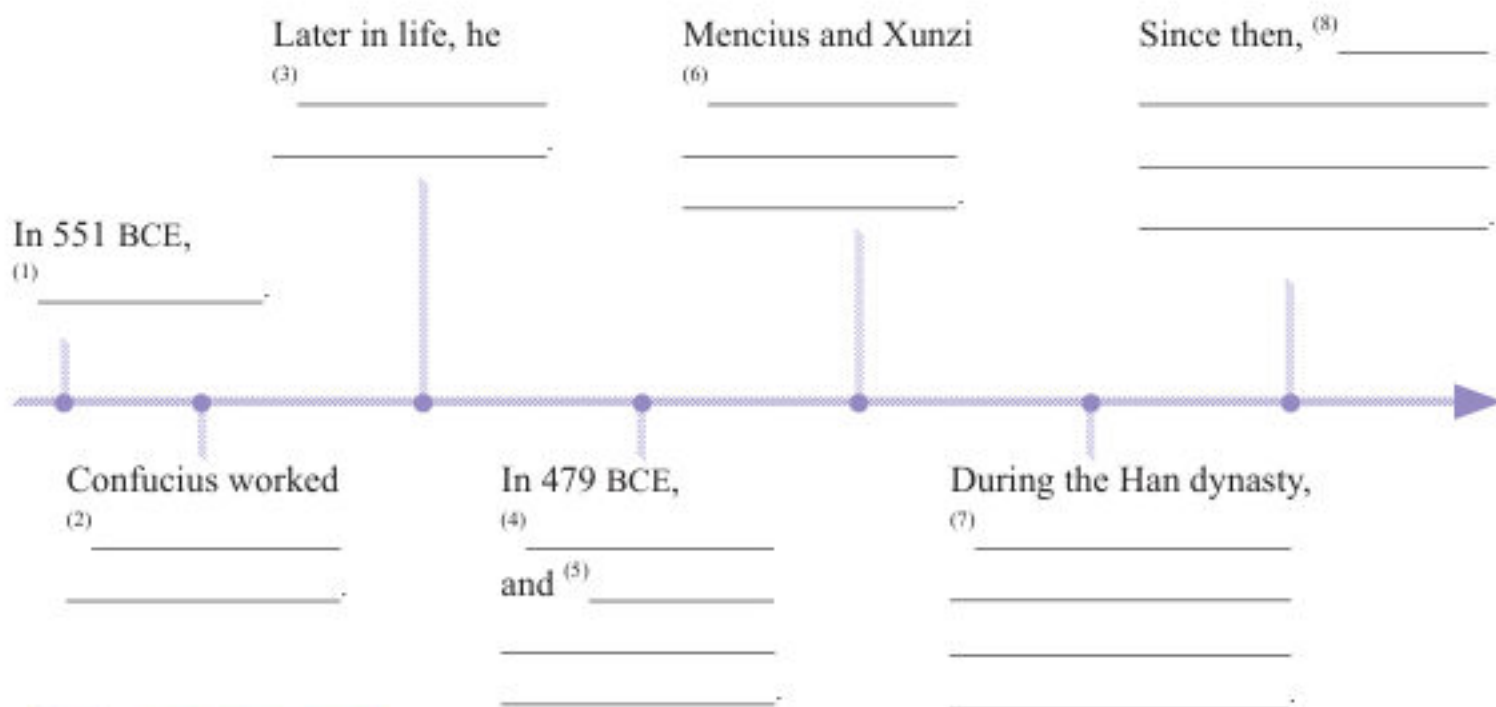
(1) _____ (2) _____ (3) _____ (4) _____

2 Read the passage and complete the Confucianism timeline.

Confucius was born in 551 BCE in the State of Lu. He worked for the government and became a minister. Later in life, he began travelling from state to state because he wanted to share his wisdom. Confucius had many followers, and they wrote down his wise words.

Confucius died in 479 BCE, and his sayings were collected in a book called *Lunyu*. Mencius^① (c.^② 372–c. 289 BCE) and Xunzi^③ (c. 313–c. 238 BCE) built on Confucius' philosophy and helped spread his ideas. During the Han dynasty, Confucianism became very important in society, especially in education. Since then, Confucianism has been a key part of Chinese culture, and people still study the wisdom of Confucius today.

Confucianism timeline



Your ideas

3 Find an article about a famous person's life, or an article about a famous scientific discovery. Read the article and create a timeline. Then retell the key events in the article to your classmates.

① Mencius /'menʃɪəs/ 孟子 ② c. /si:/ abbr. 大约 ③ Xunzi 荀子

3 Using a bubble map while reading

A bubble map is another type of graphic organizer. It can be used to brainstorm ideas. We can also use a bubble map when we read to help us identify the central idea and the important details.

1 How can we use a bubble map when we read? Put the following steps in the correct order.

- a Identify important details and put them in the circles around the central circle.
- b Find the central idea and put it in the central circle.
- c Think about how the important details are related to one another and to the central idea.
- d Use the bubble map to help you retell the main content of the article.

(1) _____ (2) _____ (3) _____ (4) _____

Tip

You may draw more circles and ask yourself questions if you want to know more about the topic.

2 Read the passage and complete the bubble map.

Australia's big attraction

Australia is a very big country. It also has many big attractions. The Big Banana is one of them.

The Big Banana is in Coffs Harbour. It was made in 1964 by John Landi. Landi wanted something to make people come to his fruit shop, so he built the Big Banana. The idea worked. Many people visited his fruit shop and took pictures of the Big Banana. Soon people all over Australia began making big things.



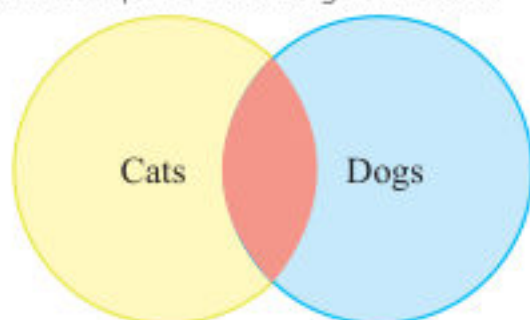
Your ideas

3 Find a recent news article about an unusual place. Read the article and create a bubble map. Then retell the key information in the article to your classmates.

4 Using a Venn diagram while reading

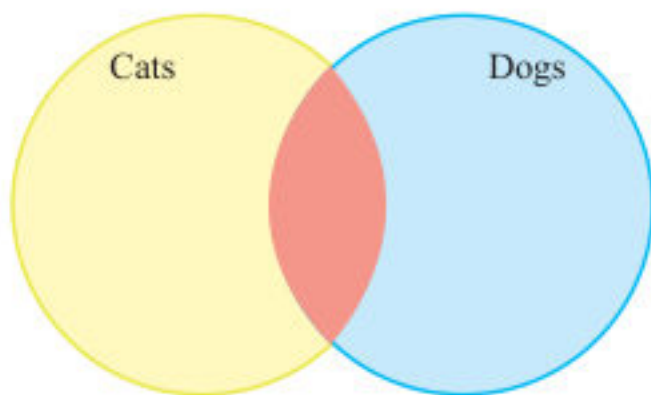
When we read, we can use a Venn diagram to compare different things, events, people or ideas. A Venn diagram helps us see how two things are both different and alike at the same time.

1 What information can we put in the red part of the diagram below?



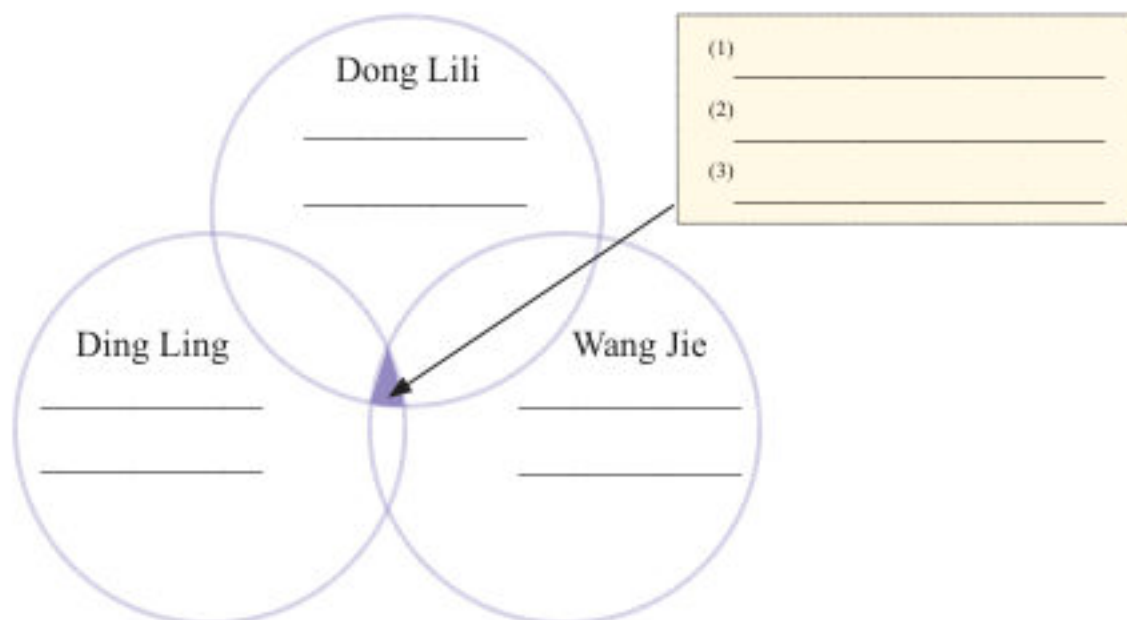
2 Read the passage about cats and dogs and complete the Venn diagram.

Both cats and dogs are popular pets, but they are different in many ways. First, cats prefer staying indoors while dogs love going outside. Second, cats are independent, whereas dogs depend on their owners a lot more. Third, dogs have bigger brains than cats, but they both have a sharp memory. One more interesting difference: dogs have 42 teeth while cats only have 30. Do you find these differences surprising? Do you know any other differences between cats and dogs? Which of our four-legged friends do you prefer to have as a pet?



Your ideas

3 Reread the posts on page 5 and complete the Venn diagram.



Grammar review

Unit 1 Infinitives

The infinitive is the basic form of a verb.

We use *to* + infinitive after some verbs like *hope, decide, wish, learn, like, love, manage, offer, plan, remember* and *forget*.

We **hope to help** the disabled.

I **decided not to wait** until next month **to become** a volunteer.

Some verbs like *tell, ask, want, warn, invite, order* and *allow* have an object before *to* + infinitive.

My parents **want me to help** those in need.

Miss Li **warns us not to go** out at night.

Some verbs like *ask, decide, explain, forget, know* and *understand* can be followed by a question word + *to* + infinitive.

He **asked his teacher what to do** next.

Emma **knows how to make** French toast.

We also use an infinitive without *to* after verbs like *make, let, see, hear, find* and *feel*.

No one **heard him call** for help.

Don't **let others make** decisions for you.

We use *to* + infinitive to express purpose.

We went there **to give** a helping hand, **not to win** praise.

Complete the email with the correct form of the verbs below. Note that there is one word more than you need.

buy enjoy enter get join raise take make

Dear all,

I am writing to invite you ⁽¹⁾ _____ us for our annual Fun Run on 15 June this year. The run starts from the school playground and participants are able to choose ⁽²⁾ _____ part in a 2-, 3- or 5-kilometre run.

We advise all the participants ⁽³⁾ _____ your running shorts and T-shirts ready and good running shoes are a must! Good preparation will let you ⁽⁴⁾ _____ the run more. During the run, you will see volunteers offering services like giving cold drinks.

Last year we raised a total of 10,500 yuan and we donated it to the children's hospital. This time we expect ⁽⁵⁾ _____ over 12,000 yuan. We are going to raise money ⁽⁶⁾ _____ books for the school library. So your participation will be warmly welcomed!

⁽⁷⁾ _____ the run, please email funrun@...

Thanks in advance for your support!

Li Ming

Yangguang Junior High School Fun Run Manager



SEND

Unit 2

A Verb-ing as subject and object

We use verb-ing form like a noun as the subject of a sentence.

Learning English is not easy. (With *learning English* as the subject of the sentence, the main verb is in singular form.)

Taking regular exercise and **getting enough sleep** are good for your health. (Two verb-ings serve as the subject, so the main verb is in plural form.)

We put verb-ing after certain verbs like *enjoy*, *suggest*, *mind*, *finish* and *practise* as an object. We also use verb-ing in this way after prepositions.

Li Lele enjoys **talking to** customers.

Mr Yang suggested **using more body language**.

Li Lele is good at **making eye contact**.

Wang Haoran is thinking about **taking Mr Yang's advice**.

We often use *go* + verb-ing to describe an activity like *shopping*, *fishing*, *swimming* or *camping*.

Let's **go shopping** this weekend.

B Verb-ing and verb-ed as adjectives

We use verb-ing as adjectives to describe things or people that make others feel a certain way, while we use verb-ed as adjectives to describe people's feelings.

The audience were **surprised** at the **surprising** ending of the show.

Complete the passage with the correct form of the words in brackets.

If you are learning a new language, you will be ⁽¹⁾ _____ (interest) to know that you may want to move your arms more. We all know body language can help us communicate but scientists now think ⁽²⁾ _____ (use) gestures when you are learning new words can improve your language skills. This is because ⁽³⁾ _____ (link) the part of your brain in charge of movement with a new word will help you remember it. The head of this ⁽⁴⁾ _____ (excite) research team says, "Our results show that ⁽⁵⁾ _____ (learn) is improved when movement is included." So, if you find learning new words difficult, think about ⁽⁶⁾ _____ (use) gestures more when you study. You may be impressed with the results.



Unit 3 The passive in the simple present

The passive is made of two parts: verb *be* + past participle. We form the passive in the simple present like this:

I	am (not)	seen.
He / She / It	is (not)	
You / We / They	are (not)	

We use the passive when we don't know who or what performs the action or when it is unimportant or obvious who or what performs the action.

Millions of *copies of comics* **are sold** every year. (We don't know exactly who sells comics.)

Comics **are** sometimes **drawn** to discuss heavy topics. (It doesn't matter which artist draws the comic.)

Comics **are read** from left to right, top to bottom. (There is no need to mention who is doing the action, i.e. the readers.)

When we want to emphasize the person or thing affected, we use *by* to introduce the person or thing.

The shadow puppet show **is played by a puppeteer** behind a white screen.

Rewrite the sentences using the passive form.

- (1) Animation is the process of creating moving images and people describe it as “the state of being alive”.

- (2) Both adults and children enjoy animations.

- (3) Animators use lots of drawings to make the images look like they are moving.

- (4) In traditional animations, animators draw characters and scenes one frame at a time.

- (5) Old films like *Princess Iron Fan* and *Snow White and the Seven Dwarfs* use early animation techniques.

- (6) Today, animators create 3D animations with computers.

- (7) An animator creates a detailed character image and shows it on the computer monitor.

Unit 4 The passive in the simple past and the simple future

We use the passive in the simple past and the simple future like this:

	Active	Passive
Simple past	He Painted his great works in difficult times. Vincent van Gogh Painted <i>Sunflowers</i> in 1888. He made the handicrafts with a knife.	His great works were painted in difficult times. <i>Sunflowers</i> was painted by Vincent van Gogh in 1888. The handicrafts were made with a knife.
Simple future	She will hold an art show next year. The organizer will present her best paintings in the art show.	An art show will be held next year. Her best paintings will be presented in the art show.

Complete the passage with the correct form of the verbs in brackets.

Chinese paper-cutting ⁽¹⁾ _____ (believe) to date back thousands of years to the Han dynasty. Back then, paper was expensive, and ⁽²⁾ _____ normally _____ (use) for writing and recording important events. So people only ⁽³⁾ _____ (make) paper-cuts for festivals and special occasions.

Making a paper-cut takes three main steps. First, the artist chooses a design or pattern. Then, the design ⁽⁴⁾ _____ (draw) onto a piece of paper. Finally, the design ⁽⁵⁾ _____ (cut) out with sharp scissors or a knife. Once you ⁽⁶⁾ _____ (finish) the cutting, you can use it to decorate windows and doors.

Chinese paper-cuts are a symbol of Chinese culture, and today it ⁽⁷⁾ _____ (love) by people all over the world. Despite its popularity, learning to make paper-cuts is very challenging. Complex designs ⁽⁸⁾ _____ easily _____ (damage), and some people worry that in the future we ⁽⁹⁾ _____ (lose) this traditional art form. However, there are many places you can go to try paper-cutting yourself, so we hope that the beauty of Chinese paper-cuts ⁽¹⁰⁾ _____ (appreciate) for many years to come.



Unit 5

A Using *it* as an empty subject (1)

When the subject of a sentence is a long infinitive expression, we usually start the sentence with the empty subject *it* and put the infinitive expression at the end.

We use the structure “*It is* + adjective + *for* + noun / pronoun + *to* + verb” to describe the action.

Adjectives like *amazing, easy, exciting, good, helpful, impossible, interesting, important, necessary, possible, simple* and *wonderful* can be used in such structure.

It is necessary for us to involve more people in animal protection. (The action of “to involve more people in animal protection” is necessary.)

We use the structure “*It is* + adjective + *of* + noun / pronoun + *to* + verb” to make a comment on a person. Adjectives like *brave, generous, kind, wise, good, mean, polite* and *thoughtful* can be used in such structure.

It is wise of you to involve so many people in animal protection. (You have involved so many people in animal protection. You are wise.)

B Using adjective + *enough* + *to* + verb

We use the structure “adjective + *enough* + *to* + verb” to show something is as much as we need. We use the structure “*not* + adjective + *enough* + *to* + verb” to show that there is too little. We can also use the structure “*too* + adjective + *to* + verb” to express it is more than necessary, and *too* is used with adjectives with negative meanings here.

He was quick enough to take action.

He is not brave enough to stay in the wild alone. = He is too timid to stay in the wild alone.

Complete the conversation with the words in brackets and the structure “*It is* + adjective + *of* / *for* + noun / pronoun + *to* + verb” or “adjective + *enough* + *to* + verb”.

Li Lan: Hi Wang Wei, what are you reading?

Wang Wei: It's a book about endangered animals. Time is running out for some amazing animals. It's awful.

Li Lan: I agree. I often think people aren't ⁽¹⁾ _____ (aware, enough, help) endangered animals but I don't know what I can do.

Wang Wei: It's ⁽²⁾ _____ (natural, us, feel, helpless) about global problems like this, but my book has some advice that we can follow. First, we need to think about where these animals live because it is ⁽³⁾ _____ (important, us, protect) their habitats. For example, plastic in rivers and oceans is killing lots of sea life.

Li Lan: So, we need to stop polluting our waters. I think it is also ⁽⁴⁾ _____ (wise, us, reduce) the amount of plastic we use.

Wang Wei: Another thing we can do is raise awareness and take action soon. We need to be ⁽⁵⁾ _____ (quick, enough, help) before it's too late.

Li Lan: We can make posters to educate people and show them that it is ⁽⁶⁾ _____ (wrong, them, ignore) this problem.

Wang Wei: It's ⁽⁷⁾ _____ (clever, you, think of) that! We can also support wildlife charities. ...

Unit 6 Modal verbs: *should* and *had better*

We use *should* or *ought to* to talk about what is right or give advice. We also use *had better* to give stronger advice.

Subject	Positive	Negative
I / You / He / She / We / They	should go now.	should not / shouldn't go now.
	ought to go now.	ought not to / oughtn't to go now.
	had better / 'd better go now.	had better not / 'd better not go now.

Question		
Should	I / you / he / she / we / they	stay here?

Short answer					
Yes,	I / you / he / she / we / they	should.	No,	I / you / he / she / we / they	shouldn't.

Note: We do not usually use *ought to* or *had better* for questions. We use *should* for questions.

Use the phrases below to give advice according to the given context. Remember to use *should* or *had better*.

ask your classmates to prepare discussion topics	record yourself, listen back and make a note of difficult sounds
encourage quieter classmates to ask questions	review new vocabulary every day
keep a vocabulary notebook	stay up and work on it
listen to English songs	talk to your teacher

(1) Context: I haven't finished my English homework and the deadline is tomorrow!

You should stay up and work on it. / You had better talk to your teacher.

(2) Context: I am thinking about organizing an English Corner.

(3) Context: I am poor at remembering English words.

(4) Context: My pronunciation is not so good.

Unit 7 The past continuous

We use the past continuous to describe an action that was in progress at a specific past time. The past continuous emphasizes the duration of an action.

We **were watching** the rocket launch at eight o'clock last night.

She **was cleaning** her room last night.

We can use the past continuous with *while* or *when* to describe two actions that were in progress at the same time. The time clause introduced by *while* or *when* can be put before or after the main clause.

When I **was waiting for the bus**, I **was reading** a book.

The audience **were** already **enjoying** themselves while we **were getting** ready to perform.

We can also use the past continuous and the simple past together to talk about a shorter action that happened while another action was still in progress. In this case, we use the past continuous to describe ongoing actions and we use the simple past to describe shorter actions.

He **was watching** a football match when I **left**.

While he **was watching** a football match, I **left**.

The phone **rang** while I **was reading** the book.

Read the journal entry of an astronaut in a science fiction story. Underline the mistakes in the use of tenses and correct them.

What was happening to me today was unbelievable! Around 1:00 p.m. I did an experiment when all of a sudden a loud sound was disturbing me. "Maybe something exploded on the space station? Is it the engine?" I thought to myself. I was rushing out while I was shouting for help. To my surprise, our captain talked calmly to the chief on Earth on the video phone in the control room while my colleagues watched TV and laughed.

"Did you hear the explosion!" I shouted.

"What explosion?" they looked at me strangely.

"There was a loud noise, just 10 seconds ago!"

"Oh, we watched a news report about the launch of our spaceship!" they said, "You were mistaking the sound of the TV for an explosion."

Unit 8 Adverbial clauses of reason

We use *because*, *as* and *since* to introduce adverbial clauses of reason. They express the cause or the reason why something happens.

I enjoy reading science fiction **because / as / since** it's all about future expectations.

I started to read science fiction **because / as / since** my father loved it.

We can also use *because of* + noun / pronoun to give the reason for something.

I enjoy reading science fiction **because of** its interesting future expectations.

I started to read science fiction **because of** my father.

When we use *because*, we put emphasis on the reason. It is often used to answer the why question.

—Why did Columbus sail west?

—**Because** he wanted to find a new trading route to Asia.

We often use *as* and *since* to lay more emphasis on the result than the reason.

I hope they've decided to come **as / since** I wanted to hear about their Antarctica trip.

When we put the adverbial clause at the beginning of the sentence, we use a comma to separate it from the main clause.

Because / As / Since human beings are curious, they always try to explore the unknown.

Complete the sentences with *because*, *as*, *since* or *because of* and the phrases below.

its amazing special effects

Mars is the closest planet to the Earth

so much of the universe is unexplored

space travel is often dangerous

the fast-developing technology

there will be lots of amazing things out there

they are well written and exciting

we don't know enough about it

- (1) We explore the ocean _____.
- (2) Living on Mars is a possibility in the future _____.
- (3) Jules Verne's novels have been adapted for films many times _____.
- (4) I enjoyed watching *Journey to the Centre of the Earth* _____.
- (5) _____, humans have always wanted to explore it.
- (6) _____, astronauts have to be fit and strong.
- (7) We don't know if aliens exist _____.
- (8) I am excited about going to space _____!



Irregular verbs

Base form	Simple past	Past participle
be (am, is, are)	was, were	been
bear	bore	born / borne
beat	beat	beaten
become	became	become
begin	began	begun
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burnt / burned	burnt / burned
buy	bought	bought
can	could	—
catch	caught	caught
choose	chose	chosen
come	came	come
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamt / dreamed	dreamt / dreamed
drink	drank	drunk
drive	drove	driven

Base form	Simple past	Past participle
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
get	got	got / gotten
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
hear	heard	heard
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lead	led	led
learn	learnt / learned	learnt / learned
leave	left	left
let	let	let
lie (位于; 躺)	lay	lain

Base form	Simple past	Past participle
light	lit / lighted	lit / lighted
lose	lost	lost
make	made	made
may	might	—
mean	meant	meant
meet	met	met
must	had to / must	—
pay	paid	paid
put	put	put
read /ri:d/	read /red/	read /red/
ride	rode	ridden
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shall	should	—
shine	shone	shone
shoot	shot	shot
show	showed	shown
sing	sang	sung
sit	sat	sat

Base form	Simple past	Past participle
sleep	slept	slept
smell	smelt / smelled	smelt / smelled
speak	spoke	spoken
speed	sped / speeded	sped / speeded
spell	spelt / spelled	spelt / spelled
spend	spent	spent
spread	spread	spread
stand	stood	stood
stick	stuck	stuck
sweep	swept	swept
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
will	would	—
win	won	won
write	wrote	written

Phonetic symbols

说明:

本书词汇表主要以英式英语的发音为标准。表音符号如下:

Consonants 辅音			Vowels and diphthongs 元音和双元音		
p	pen	/pen/	i:	meet	/mi:t/
b	bad	/bæd/	i	happy	/'hæpi/
t	tea	/ti:/	ɪ	sit	/sɪt/
d	did	/dɪd/	e	ten	/ten/
k	cat	/kæt/	æ	fat	/fæt/
g	get	/get/	ɑ:	father	/'fɑ:ðə(r)/
tʃ	watch	/wɒtʃ/	ɒ	hobby	/'hɒbi/
dʒ	joy	/dʒɔɪ/	ɔ:	four	/fɔ:(r)/
f	fall	/fɔ:l/	ʊ	put	/pʊt/
v	brave	/breɪv/	u	actually	/'æktʃuəli/
θ	thin	/θɪn/	u:	too	/tu:/
ð	this	/ðɪs/	ʌ	cup	/kʌp/
s	see	/si:/	ɜ:	work	/wɜ:k/
z	zoo	/zu:/	ə	about	/ə'baʊt/
ʃ	shoe	/ʃu:/	eɪ	say	/seɪ/
ʒ	usually	/'ju:ʒuəli/	əʊ	go	/gəʊ/
h	hat	/hæt/	aɪ	my	/maɪ/
m	man	/mæn/	ɔɪ	boy	/bɔɪ/
n	now	/naʊ/	aʊ	how	/haʊ/
ŋ	sing	/sɪŋ/	ɪə	near	/nɪə(r)/
l	leg	/leg/	eə	hair	/heə(r)/
r	red	/red/	ʊə	sure	/ʃʊə(r)/
j	yes	/jes/			
w	wet	/wet/			

Words and phrases in each unit

说明:

标 * 的单词只要求理解。

Unit 1

elderly /'eldəli/ <i>adj.</i> 上了年纪的	p. 4
offer /'ɒfə(r)/ <i>v.</i> 主动提出	p. 5
serious /'sɪəriəs/ <i>adj.</i> 严重的	p. 5
disease /di'zi:z/ <i>n.</i> 病; 疾病	p. 5
cancer /'kænsə(r)/ <i>n.</i> 癌; 癌症	p. 5
spirits /'spɪrɪts/ <i>n.</i> [pl.] 情绪; 心境	p. 5
pain /peɪn/ <i>n.</i> 痛苦; 苦恼	p. 5
belong /bɪ'lɒŋ/ <i>v.</i> 适应; 合得来	p. 5
spare /speə(r)/ <i>adj.</i> 空闲的; 空余的	p. 5
volunteer /ˌvɒləntɪə(r)/ <i>v.</i> 自愿做	p. 5
joy /dʒɔɪ/ <i>n.</i> 高兴; 愉快; 喜悦	p. 5
lose /lu:z/ <i>v.</i> 丧失; 失去	p. 5
raise /reɪz/ <i>v.</i> 筹募	p. 8
pound /paʊnd/ <i>n.</i> 英镑	p. 8
*structure /'strʌktʃə(r)/ <i>n.</i> 结构	p. 11
permission /pə'mɪʃn/ <i>n.</i> 准许; 许可	p. 12
arrange /ə'reɪndʒ/ <i>v.</i> 排列; 布置	p. 12
donate /dəʊ'neɪt/ <i>v.</i> 捐赠; 赠送	p. 12
mighty /'maɪti/ <i>adj.</i> 巨大的; 非凡的	p. 14
pleasant /'pleznt/ <i>adj.</i> 令人愉快的; 宜人的	p. 14
ease /i:z/ <i>v.</i> 减轻; 缓解	p. 14
ache /eɪk/ <i>v.</i> 疼痛; 隐痛	p. 14
voluntary work 志愿工作	p. 4
disabled people 残障人士	p. 4
look after 照料; 照顾	p. 4
suffer from 遭受; 患……病	p. 5
cheer somebody up (使) 高兴起来	p. 5
raise one's spirits 使某人振奋	p. 5

in low spirits 情绪低落	p. 5
in order to 目的是; 为了	p. 12
in need 在危难中; 在穷困中的	p. 12
flower arranging 插花	p. 12
tidy up 收拾; 整理	p. 12
in vain 枉费心机; 徒劳无益	p. 14

Unit 2

shake /ʃeɪk/ <i>v.</i> 摇动; 抖动	p. 20
clap /klæp/ <i>v.</i> 鼓掌; 拍手	p. 20
madam /'mædəm/ <i>n.</i> 夫人; 女士	p. 20
boss /bɒs/ <i>n.</i> 老板	p. 20
expression /ɪk'spreʃn/ <i>n.</i> 表情; 神色	p. 20
impression /ɪm'preʃn/ <i>n.</i> 印象	p. 21
hold /həʊld/ <i>v.</i> 使保持(在某位置)	p. 21
observe /əb'zɜ:v/ <i>v.</i> 注意到; 观察到	p. 21
remind /rɪ'maɪnd/ <i>v.</i> 提醒; 使想起	p. 21
ballet /'bæleɪ/ <i>n.</i> 芭蕾舞	p. 24
*emphasize /'emfəsaɪz/ <i>v.</i> 强调	p. 27
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meaning /'mi:nɪŋ/ <i>n.</i> 意义; 意思	p. 28
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Words and phrases in alphabetical order

A

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ache /eɪk/	v. 疼痛; 隐痛	p. 14
acquire /ə'kwɪə(r)/	v. 获得; 得到	p. 85
advanced /əd'vɑ:ns/	adj. 先进的	p. 37
advantage /əd'vɑ:ntɪdʒ/	n. 优点	p. 46
afford /ə'fɔ:d/	v. 承担得起 (后果)	p. 101
agree with	同意; 和……意见一致	p. 123
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all the time	一直; 始终	p. 60
all walks of life	各行各业; 各界人士	p. 59
alone /ə'ləʊn/	adv. 独自	p. 53
argue /'ɑ:gju:/	v. 争吵; 争辩	p. 126
arrange /ə'reɪndʒ/	v. 排列; 布置	p. 12
artificial intelligence	/,ɑ:tɪfɪʃl m'telɪdʒəns/	n. 人工智能 p. 37
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at risk of	有危险; 冒风险	p. 46
average /'ævərɪdʒ/	adj. 平均的	p. 107

B

backward /'bækwəd/	adv. 朝反方向; 倒着	p. 126
ballet /'bæleɪ/	n. 芭蕾舞	p. 24
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blog /blɒg/	n. 博客	p. 76
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C

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cannot afford to	承担不起 (后果)	p. 101
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cheer somebody up	(使) 高兴起来	p. 5
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D

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disappoint /,dɪsə'pɔɪnt/ v. 使失望	p. 126	high-speed train 高铁	p. 88
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S		T	
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serious /ˈsɪəriəs/ <i>adj.</i> 严重的	p. 5	text /tekst/ <i>n.</i> 正文; 文本	p. 40
serve /sɜːv/ <i>v.</i> 为……工作; 服务	p. 109	thank goodness 谢天谢地	p. 45
shadow puppet 皮影	p. 36	theme /θiːm/ <i>n.</i> 主题	p. 37
shake /ʃeɪk/ <i>v.</i> 摇动; 抖动	p. 20	thirsty /ˈθɜːsti/ <i>adj.</i> 渴的; 口渴的	p. 78
sheet /ʃiːt/ <i>n.</i> 一张 (通常指标准尺寸 的纸)	p. 88	throat /θrəʊt/ <i>n.</i> 咽喉; 喉咙	p. 117
shoot dead 枪杀; 击毙	p. 69	throw /θrəʊ/ <i>v.</i> 抛; 扔	p. 75
shoulder /ˈʃəʊldə(r)/ <i>n.</i> 肩膀; 肩胛	p. 76	tidy up 收拾; 整理	p. 12
shy /ʃaɪ/ <i>adj.</i> 羞怯的; 腼腆的	p. 30	tonight /təˈnaɪt/ <i>adv.</i> 在今夜; 在今晚	p. 117
sit up 坐起来; 坐直	p. 21	treasure hunt 寻宝游戏	p. 84
slim /slɪm/ <i>adj.</i> 苗条的; 纤细的	p. 78	truly /ˈtruːli/ <i>adv.</i> 真诚地	p. 30
sore /sɔː(r)/ <i>adj.</i> 疼痛的; 酸痛的	p. 78	turn out 证明是; 结果是	p. 101
space junk 太空垃圾	p. 104	typical /ˈtɪpɪkl/ <i>adj.</i> 典型的; 有代表性的	p. 78
spaceflight /ˈspeɪsflaɪt/ <i>n.</i> 航天; 宇宙飞行	p. 108		
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speech /spiːtʃ/ <i>n.</i> 讲话	p. 40	ugly /ˈʌɡli/ <i>adj.</i> 丑陋的; 难看的	p. 117
speed up 加速	p. 126	uncomfortable /ʌnˈkʌmfətl/	
spelling bee 拼写比赛	p. 84	<i>adj.</i> 不自在的	p. 30
spirits /ˈspɪrɪts/ <i>n.</i> [pl.] 情绪; 心境	p. 5	unfortunately /ʌnˈfɔːtʃənətli/	
		<i>adv.</i> 不幸地; 遗憾地	p. 62
		unnecessary /ʌnˈnesəsəri/ <i>adj.</i> 不需要的; 不必要的; 多余的	p. 123

up to 到达(某数量、程度等);
至多有

p. 76

V

value /'vælju:/ v. 重视; 珍视

p. 69

voluntary work 志愿工作

p. 4

volunteer /,vɒləntiə(r)/ v. 自愿做

p. 5

W

warning /'wɔːnɪŋ/ n. 警告; 警示

p. 43

watch out 小心; 留神

p. 43

wave /weɪv/ n. 海浪; 波浪

p. 45

weather forecast 天气预报

p. 45

whenever /wen'evə(r)/ conj. 每当;

每次

p. 52

whether /'weðə(r)/ conj. 是否

p. 123

with the help of 在……的帮助下

p. 37

without a care in the world 无忧无虑

p. 69

worth /wɜːθ/ adj. 有……价值

p. 94

Y

youth /juːθ/ n. 年轻; 青春

p. 94

Proper nouns

Names of people

Anne /æn/ 安妮 (女名)	p. 63	Jules Verne /,dʒu:lz 'vɜ:n/ 儒勒·凡尔纳	p. 128
Aouda /'ɑ:ʊ,də/ 奥达夫人 (小说人物)	p. 129	Julia Abigail Fletcher Carney	
Aristotle /'ærɪstɒtəl/ 亚里士多德	p. 97	/,dʒu:liə ,æbɪgeɪl ,fletʃə 'kɑ:nɪ/	
Betty /'betɪ/ 贝蒂 (女名)	p. 45	茱莉亚·阿比盖尔·弗莱彻·卡尼	p. 14
Ding Ling 丁玲	p. 5	Karl Landsteiner /,kɑ:l 'lændstamə(r)/	
Dong Lili 董丽丽	p. 5	卡尔·兰德施泰纳	p. 16
Émile Cohl /e,mil:'kəʊl/		Lang Shining 郎世宁	p. 59
埃米尔·科尔	p. 48	Leo Tolstoy /,li:əʊ 'tɒlstɔɪ/ 列夫·托尔斯泰	p. 65
Emily Dickinson /,eməli 'dɪkɪnsən/		Li Jie 李杰	p. 88
艾米莉·狄金森	p. 14	Li Lele 李乐乐	p. 20
Filby /'fɪlbi/ 菲尔比 (小说人物)	p. 126	Liu Bei 刘备	p. 17
Gus /gʌs/ 格斯 (男名)	p. 120	Liu Boming 刘伯明	p. 111
H. G. Wells /,etʃ ,dʒi: 'welz/ H. G. 威尔斯	p. 126	Liu Cixin 刘慈欣	p. 128
Han Huang 韩滢	p. 59	Liu Dong 刘东	p. 23
Hans Christian Andersen /,hæns ,krɪstfən 'ændəsən/ 汉斯·克里斯蒂安·安徒生	p. 94	Liu Yun 刘芸	p. 5
Henry Wadsworth Longfellow /,henri ,wɒdzwəθ 'lɒŋfeləʊ/		Lu Jian 陆坚	p. 57
亨利·沃兹沃思·朗费罗	p. 14	Lu Jia 陆佳	p. 7
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Huang Le 黄乐	p. 57	Lu Yao 陆瑶	p. 25
Inspector Fix /ɪn'spektə fɪks/ 菲克斯		Liz /lɪz/ 莉兹 (女名)	p. 120
侦探 (小说人物)	p. 129	Martha Graham /,mɑ:θə 'greɪəm/	
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艾萨克·阿西莫夫	p. 128	Medical Man /'medɪkl mæn/ 医生	
Jean Passepartout /,ʒɑ:n pæspɑ:tu/		(小说人物)	p. 126
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Jim /dʒɪm/ 吉姆 (男名)	p. 45	Nie Haisheng 聂海胜	p. 108
Jin Ya 金雅	p. 5	Phileas Fogg /,fɪliəs 'fɒg/ 菲莱亚斯·福格 (小说人物)	p. 129
John Landi /,dʒɒn 'lændi/ 约翰·兰迪	p. 132	Psychologist /saɪ'kɒlədʒɪst/ 心理学家	
		(小说人物)	p. 126
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Tang Hongbo 汤洪波	p. 111	Xiao Min 肖敏	p. 87
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Vincent van Gogh /'vɪnsnt væn 'gəʊ/		Zhang Zeduan 张择端	p. 59
文森特·凡·高	p. 64	Zhuangzi 庄子	p. 81
Wang Haoran 王浩然	p. 20		

Names of places

Coffs Harbour /kɒfs 'hɑ:bə(r)/		Yancheng Wetland Rare Birds National	
考夫斯港	p. 132	Nature Reserve 盐城湿地珍禽	
Madrid /mə'drɪd/ 马德里	p. 64	国家级自然保护区	p. 79
Nepal /nə'pɔ:l/ 尼泊尔	p. 63	Zhalong National Nature Reserve	
New York /,nju: 'jɔ:k/ 纽约	p. 64	扎龙国家级自然保护区	p. 79

Names of festivals

World Blood Donor Day /wɜ:ld blʌd	
'dəʊnə deɪ/ 世界献血者日	p. 16

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/ə ,pænə'rɑ:mə əv 'rɪvəz ənd		/ə'raʊnd ðə wɜ:ld ɪn 'eɪti deɪz/	
'maʊntənz/ 《千里江山图》	p. 59	《八十天环游地球》	p. 128
African /'æfrɪkən/ 非洲的; 非洲人	p. 68	Asian /'eɪʃn/ 亚洲的	p. 30
<i>Along the River During the Qingming</i>		Asia-Pacific /,eɪʃə pə'sɪfɪk/	
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Anglo-Saxon /,æŋgləʊ 'sæksn/			
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<i>Baby Tadpoles Look for Their Mother</i> /'beɪbi 'tædpəʊlz lʊk fə ðeə 'mʌðə(r)/ 《小蝌蚪找妈妈》	p. 37	<i>Monkey King: Hero is Back</i> /'mʌŋki kiŋ 'hɪərəʊ ɪz bæks/ 《西游记之大圣 归来》	p. 37
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Chinese Sign Language /,tʃaɪ'ni:z sɪn 'læŋɡwɪdʒ/ 中国手语	p. 32	Northern Song dynasty 北宋	p. 59
Confucianism /kən'fju:ʃənɪzəm/ 儒学	p. 131	<i>One Hundred Horses</i> /wʌn 'hʌndrəd 'hɔ:sɪz/ 《百骏图》	p. 59
Digital Dunhuang 数字敦煌	p. 62	Peking University /,pi:'kiŋ ju:nɪ'vɜ:səti/ 北京大学	p. 62
Dutch /dʌtʃ/ 荷兰的; 荷兰人; 荷兰语	p. 64	<i>Piggy Eats Watermelon</i> /'pɪɡi i:ts 'wɔ:təmelən/ 《猪八戒吃西瓜》	p. 37
<i>Dwelling in the Fuchun Mountains</i> 《富春山居图》	p. 52	<i>Princess Iron Fan</i> /'prɪnses 'aɪən fæn/ 《铁扇公主》	p. 48
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<i>Foundation</i> /faʊn'deɪʃn/ 《基地》	p. 128	Russian /'rʌʃn/ 俄罗斯的; 俄罗斯人; 俄语	p. 105
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Harmony of Heavens /'hɑ:məni əv 'hevnz/ 天和号 (英译名)	p. 110	Spanish /'spæɪnɪʃ/ 西班牙的; 西班牙人; 西班牙语	p. 64
<i>Havoc in Heaven</i> /'hævək ɪn 'hevni/ 《大闹天宫》	p. 37	<i>Steamboat Willie</i> /'sti:mbəʊt 'wɪli/ 《汽船威利号》	p. 48
Heavenly Palace /'hevnlɪ 'pæləs/ 天宫号 (英译名)	p. 110	Swan Queen /swɒn kwi:n/ 天鹅女王	p. 24
Impressionist /ɪm'preʃənɪst/ 印象派的; 印象派画家	p. 65	the BeiDou Navigation Satellite System 北斗卫星导航系统	p. 112
Italian /ɪ'tæliən/ 意大利的; 意大利人; 意大利语	p. 64	the Big Banana /ðə bɪɡ bæ'nɑ:nə/ 大香蕉	p. 132
<i>Journey to the Centre of the Earth</i> /'dʒɜ:ni tə ðə 'sentə əv ði ɜ:θ/ 《地心游记》	p. 128	the Four Masters of the Yuan dynasty 元四家	p. 52
<i>Lunyu</i> 《论语》	p. 131	the Hugo Award for Best Novel /ðə 'hju:gəʊ ə'wɔ:d fə best 'nɒvl/ 雨果奖最佳长篇小说奖	p. 128
Mingsha Hill 鸣沙山	p. 63		
Monkey King /'mʌŋki kiŋ/ 美猴王	p. 37		

the IUCN Red List /ði aɪ juː siː en red list/ 世界自然保护联盟红色名录 p. 80	<i>The Wandering Earth</i> /ðə 'wɒndərɪŋ ɜːθ/ 《流浪地球》 p. 128
the Museum of Modern Art /ðə mjuːziːəm əv 'mɒdn 'ɑːt/ 现代艺术博物馆 p. 64	the Wenchang Spacecraft Launch Site 文昌航天发射场 p. 113
the Special Achievement Academy Award /ðə 'speʃl ə'tʃiːvmənt ə'kædəmi ə'wɔːd/ 奥斯卡特别成就奖 p. 48	Tiangong 天宫 (空间站) p. 100
<i>The Starry Night</i> /ðə 'stɑːri naɪt/ 《星夜》 p. 64	Tianhe 天和 (核心舱) p. 110
The Story of the Red-Crowned Crane /ðə 'stɔːri əv ðə red kraʊnd kreɪn/ 《丹顶鹤的故事》 p. 78	Tianwen Mars mission 天问火星探测 任务 p. 113
<i>The Three-Body Problem</i> /ðə θriː 'bɒdi 'prɒbləm/ 《三体》 p. 128	<i>Toy Story</i> /'tɔɪ stɔːri/ 《玩具总动员》 p. 48
<i>The Time Machine</i> /ðə 'taɪm məʃiːn/ 《时间机器》 p. 126	<i>Twenty Thousand Leagues Under the Sea</i> /'twenti 'θaʊznd liːgz 'ʌndə ðə siː/ 《海底两万里》 p. 128
	UFO /juː ef 'əʊ/ 不明飞行物 p. 116



Glossary

active sentence 主动句	p. 41	passive 被动语态	p. 41
adverbial clause of reason 原因状语从句	p. 121	passive sentence 被动句	p. 41
comma 逗号	p. 121	past continuous 过去进行时	p. 105
empty subject 形式主语	p. 73	quotation mark 引号	p. 21
infinitive (动词的) 不定式	p. 9	skimming 略读	p. 37
object 宾语	p. 9	subject 主语	p. 25
		verb-ed 动词 -ed 形式	p. 26

后 记

本教材以教育部颁布的《义务教育英语课程标准(2022年版)》为依据修订编写。

本教材由舒白梅教授担任主编,程林编审担任副主编。参与本教材编写的有何琳、陈皓曦、秦文娟、向宗平、倪宏、李睿、叶方兴以及上海教育出版社英语教材编辑团队。在保留原教材优势和特色的基础上,本教材的修订编写优化了结构与内容,整合了英语的学科逻辑、教学逻辑与学习逻辑,明确了由体验到理解,由探索到运用,由表达到交流,再到发展核心素养的英语学习路径,以落实立德树人根本任务,促进学生核心素养的发展。

本次修订编写工作得到了国内英语教育、教学、测评等领域专家的鼎力支持和悉心指导。曲卫国教授、汤青老师、徐雯老师审读了本教材内容,提出了很多宝贵的指导性意见和建议;童欣老师参与编写了本教材的部分内容;陈琼老师编写了本教材附录中的语法回顾(Grammar review)部分;金敏老师针对本教材各单元项目(Project)提出了优化建议。在此,向各位专家和教师表示衷心的感谢!在教材编写完成后,深圳市、广州市、沈阳市、西安市、晋城市和长治市等地的部分学校参加了本教材的试教试用和一线教师审读工作,为教材质量的提升提出了有价值的意见和建议,在此一并表示诚挚的感谢!

欢迎广大师生来电来函指出教材的不足,提出宝贵意见和建议。电话:021-64319241。电子邮箱:jcjy@seph.com.cn。通讯地址:上海市闵行区号景路159弄C座上海教育出版社(201101)。

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