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为了帮助教师更好地使用普通高中课程标准实验教科书《牛津高中英语·学生用书》，我们编写了这本《牛津高中英语·教师教学用书》，对各单元中每个板块进行详细说明，提供具体教学建议以及相关补充材料。

第一部分 Overview 概述本单元的内容、功能、学生的活动，以及学生在学完本单元后应具有的能力和应达到的目标。

第二部分 Highlights of the unit 用图表的形式列出本单元的话题、功能、词汇、语法、学习策略和文化特色。

第三部分 Teaching suggestions 对每个板块的教学进行具体指导。首先，对个个板块的设计目的、编写意图、教学内容、教学策略以及应达到的要求等做了简要说明，对该板块教学中应注意的方面也做了一定的提示。然后给出具体的教学建议和步骤，并从三个方面 (Notes, Resources, Answers) 对教师的教学提供帮助。

1 Teaching suggestions 具有以下几个特点：

A 与课堂教学同步，操作方便。《牛津高中英语·教师教学用书》所提供的教学建议，如课文的导入、文章阅读的步骤、练习的处理等都与课堂教学同步。

B 根据不同板块的特点，提供有效的教材处理方法。《牛津高中英语·教师教学用书》针对各个板块的特点，设计了切实可行的教学步骤。例如：词汇 (Word power) 部分建议教师采用“大脑风暴”法引入词汇的学习，目的是激活学生头脑中已有的知识，联系学生已有的经历，就与该单元话题有关的词汇产生联想，再现与其单元话题有关的词汇。

C 注重教材的分析，练习设计合理。《牛津高中英语·教师教学用书》对各个板块的内容作了详细的分析，并根据板块的特点，合理地设计了相应的练习。例如：对主阅读的分析往往是通过抓住该文章的主线，从简单到复杂，从表层到深层，逐步深入进行。同时，在此基础上设计了以时间顺序、地点位置或事件经过等为主线的练习，帮助教师引导学生对文章的主要内容进行梳理，达到对文章深层次理解的目的。

D 系统性和开放性相结合。《牛津高中英语·教师教学用书》适合各种层次的学校使用。教师在使用该书的过程中，可以根据学生的实际情况，对建议中的步骤和内容进行选择，使之更加符合学生的需要和贴近课堂实际，同时又不影响该书的系统性和完整性。例如：在任务 (Task) 和课题 (Project) 部分，教师可以根据学生的具体情况，选用所介绍的教学步骤、背景知识，增减相关练习。

E 引进新的教学模式，体现新的教学理念。《牛津高中英语·教师教学用书》
所采用的教学策略与教学方法按照《普通高中英语课程标准(实验)》精神，确立了以学生为主体的教学指导思想，充分考虑学生需要，从“优化学习方式，提高自主学习能力”出发，设计各项教学步骤。

F 重视语言知识的积累。《牛津高中英语·教师教学用书》提示教师在词汇、语法等教学过程中，要考虑到已有知识的复现并在此基础上进行拓展，使之符合《普通高中英语课程标准(实验)》对高中学生的要求。

2 Notes 对课文中的重点和难点进行提示、分析和讲解，必要时还提供了例句，供教师参考。

3 Resources 就课文出现的语言知识提供了更多的教学资源，包括相关的信息、补充资料、背景知识或说明以及相关的网站。教师可以根据教学实际选择使用。

4 Answers 按照教材中呈现的问题或练习的顺序同步提供答案。答案分为三类：对填空或正误判断等客观题，提供标准答案(Answers)，对一些开放性问题，提供范例(Sample answers)；对有多种答案的练习，提供参考答案(Possible examples)。

另外，为了方便教师教学，我们有意识地将《牛津高中英语·学生用书》和《练习册》的使用结合起来，在课文的教学中，插入了与课文内容相关的《练习册》习题，以帮助学生进行及时巩固和拓展。在本书的附录中，我们提供了课文译文、《练习册》参考答案、《练习册》听力录音文字稿及语法中英文讲解。

编 者
2010年12月
《牛津高中英语·学生用书》
编写说明

2003年教育部颁布了《普通高中英语课程标准》（以下简称《课标》），提出了外语教育教学的新理念、课程设计的新思路和新目标，同时也对高中英语教学资源的开发和教材的编写提出了具体的要求。

根据《课标》“英语教材要以英语课程标准规定的课程目标和教学要求为编写指导思想，在满足课程标准基本要求的前提下，教材内容应尽可能灵活多样，满足不同学生的需要。”的要求，我们编写了这套《牛津高中英语·学生用书》，供普通高中教学使用。现就教材编写指导思想、教材主要特点、教材体系结构、教学时间分配建议和教材制作作如下说明。

一、教材编写指导思想

1 面向全体学生，打好共同的语言能力基础。《牛津高中英语·学生用书》根据高中学生认知能力、情感态度的特点和国家对人才培养的需求，在义务教育英语课程学习的基础上，进一步发展学生的基本语言运用能力，着重提高学生用英语获取信息、处理信息、分析和解决问题的能力，努力培养学生用英语进行思维和表达的能力，使每位高中学生都具有基本的英语语言素养，为未来发展和终身学习创设平台和条件。

2 以学生为主体，重视个性发展。《牛津高中英语·学生用书》采用必修模块和选修模块相结合的方式设置课程，教学内容贴近学生生活实际，教学内容设计遵循以学生发展为本的理念，为学生提供多种选择，让学生按照个人的能力、潜力、兴趣、学习基础和长远发展的目标来学习适合自己的课程，满足不同学生的需求。

3 优化英语学习方式，培养学习自主学习能力。《牛津高中英语·学生用书》引导学生“学会学习（learn how to learn）”，使学生通过观察、体验、讨论、合作、参与和探究等积极主动的学习方式，完成任务，实现目标，形成有效的英语学习策略，从而使语言学习的过程成为学生主动思维、大胆实践、形成自主学习能力的过程。

4 关注学生情感，提高跨文化意识。《牛津高中英语·学生用书》重视培养学生的积极的学习态度和健全的情感，帮助学生发展与他人沟通和合作的能力，提高独立思考与判断的能力，逐步形成正确的人生观、世界观和价值观，增强社会责任感。学生可通过中外文化的学习和比较，拓展国际视野，进一步了解中国文化，提高跨文化意识和跨文化交际能力。

5 采用多元化的评价方式，促进学生不断发展。《牛津高中英语·学生用书》既关注学生的学习过程，又关注学生的学习成果，通过形成性评价，促进学生自主
地和创造性地开展学习活动，让学生对自的学习、科学语言运用能力培养以及学习中表现出来的情感态度和价值观进行自我评价，以便及时地调整自己的学习目标，改进学习方法，提高学习效果。

6 运用先进教学理论，联系学生实际。《牛津高中英语·学生用书》注意运用国内外语言学、教育心理学、俄语教育教学研究的最新成果，继承并发扬中国英语教学的优秀传统，重视联系目前我国学生的英语语言学习的实际，遵循语言学习规律，既有前瞻性，又兼顾现实。

二、教材主要特点

1 模块的设置具有整体性和科学性。《牛津高中英语·学生用书》分必修模块和选修模块。必修模块重视全体学习的共同基础，强调基础知识和基本技能的训练。选修模块给学生提供多种选择，以满足不同学生的发展需求，为每个学生创造自主选择和自我发展的机会。必修模块与选修模块结构安排合理，形成一个有机的整体。模块之间既相互联系、前后照应，又相对独立、自成体系。模块中的语言知识根据语言教学的规律安排顺序，由易到难，从简单到复杂。语言技能的训练体现了循序渐进、循环递进的特征。必修课程的五个模块和系列 I 中的顺序选修课程的六个模块含有三个或四个单元，这些单元围绕本模块的主题向不同的方面展开，内容上有一定的相关性。全书每个单元的板块项目形式一致，对学生的学习应达到的目标有明确的要求。学习步骤安排合理，可操作性强，便于学生自主学习。

2 题材广泛，内容丰富。语言地道。《牛津高中英语·学生用书》中的题材涵盖了现实生活的各个方面，如：学校生活、当代社会、自然之谜、环境保护、人际关系、科学研究、世界风情、时尚潮流、人生规划、广告、体育、商业等等，贴近社会实际和学生生活实际，强调学生经验、学科知识和社会发展三方面内容的整合，具有科学与人文价值。教材内容的编写、选择和组合体现了思想性、时代性、真实性、趣味性和多样性。教材的语言优美，既考虑到了语言本身的地道和自然，也考虑到了语境的真实性。语言输入量适当，难度适中，文字通俗易懂，有利于培养学生良好的语感。

3 文化意识强，内涵丰富。《牛津高中英语·学生用书》介绍外国文化，同时宣传中国文化，并把所导入的中外文化内容和学生所学的语言内容密切联系起来。语言材料涉及中外的历史、地理、风土人情、传统习俗、生活方式、文学艺术和价值观念等。对中外文化的学和比较，不仅有助于学生学习英语、积累文化知识、培养跨文化意识、形成跨文化交际能力，而且能使学生更深刻地认识到文化的异同，从而培养建立在对本国文化深刻理解与认识基础上的爱国主义精神。

4 用英语做事情，在活动中学习和掌握英语。《牛津高中英语·学生用书》体现“活动中学英语(do to learn)”的教学思想，以话题为主线，活动为形式，将话题、功能、任务、结构有机地结合起来。教材各单元中板块的设计都围绕一个话题展开，各个板块组织和安排了听、说、读、写的活动，引导学生积极尝试，主动实践，
进行探究性学习。学生在参与活动、完成任务的过程中，逐步提高综合运用英语的能力。

5 学习策略的培养渗透到教学过程各个环节。《牛津高中英语·学生用书》教学过程的设计重视帮助学生运用学习策略。阅读等板块含有明确的学习策略指导，让学生“学会学习(learn how to learn)”。学生在使用教材过程中可以形成具有个性的学习策略和有效的学习方法，如：学会在完成听、说、读、写等任务的过程中采用正确的步骤和方法；学会在整个学习过程中如何有目的、有计划地去合理安排学习活动，并通过自我评价来调整自己的学习进程，从而达到最佳学习效果；学会争取更多的交际机会，利用各种渠道使用英语；学会并有效地利用多媒体，独立获取语言或非语言的信息和资料，并能加以整理、分析、归纳和总结。学生掌握有效的学习策略，有助于提高学习效率，促进自主学习能力的发展。

三、教材体系结构

《牛津高中英语·学生用书》的前五册是根据《课程标准》中规定的必修课程五个模块所编写的必修教材；后六册是根据《课程标准》中规定的系列I顺序选修课程六个模块所编写的选修教材。三册任意选修教材是根据《课程标准》对系列II任意选修课程设置的提议，从三大门类（语言知识与技能类、语言应用类和欣赏类）选取课程编写的。这些课程分别是：《初级英语语法与修辞》、《初级经贸英语》和《英语文学欣赏入门》。课程结构图如下：

表1《牛津高中英语》课程结构图

| 级别 | 必修课程（共5个模块） | 选修课程 | 选修课程（共6个模块） | 选修课程 | 选修课程
|------|---------------------|----------|------------------|----------|----------
|      | 模块名称 | 对应课本 | 顺序选修课程 | 语言知识与技能类 | 语言应用类 | 欣赏类
| 九级 | 模块名称 | 对应课本 | 语言知识与技能类 | 语言应用类 | 欣赏类
|      | 英语11 | 英语第11册 | 初级经贸英语 | 英语9 | 英语第9册
|      | 英语10 | 英语第10册 | 初级经贸英语 | 英语8 | 英语第8册
| 八级 | 英语9 | 英语第9册 | 初级经贸英语 | 英语7 | 英语第7册
|      | 英语8 | 英语第8册 | 初级经贸英语 | 英语6 | 英语第6册
| 七级 | 英语5 | 英语第5册 | 初级经贸英语 | 英语5 | 英语第5册
|      | 英语4 | 英语第4册 | 初级经贸英语 | 英语4 | 英语第4册
| 六级 | 英语3 | 英语第3册 | 初级经贸英语 | 英语3 | 英语第3册
|      | 英语2 | 英语第2册 | 初级经贸英语 | 英语2 | 英语第2册
|      | 英语1 | 英语第1册 | 初级经贸英语 | 英语1 | 英语第1册

义务教育阶段1-5级
必修模块英语 1 至英语 5 的主要任务是帮助学生在完成初中阶段英语学习以后进一步打好基础，让他们达到《课标》规定的七级水平，获得作为新世纪公民所应该具有的英语素养，并为他们的终身学习创造条件。

系列 I 顺序选修课程英语 6 至英语 8 和前面 5 个模块的必修教材在内容上自然衔接，在体例结构上保持一致，旨在让学生更深入扎实地学习英语，达到课标规定的八级水平，并为进入高等学校学习做好准备。英语 9 至英语 11 的进一步学习使学生达到《课标》规定的九级水平。

系列 II 任意选修课程可以满足部分学生在必修课程以外进一步学习英语的需要，加深他们对英语语言的理解，提高他们在现实生活中的各个领域中运用英语语言的能力和对英美文学、影视等的鉴赏能力，促进他们进一步掌握听、说、读、写的技能，为直接走进社会参加相应的工作做好准备或为以后进一步学习相关知识打下基础。

表 2《牛津高中英语·学生用书》必修模块内部结构图

表 3《牛津高中英语·学生用书》系列 I 选修模块内部结构图

《牛津高中英语·学生用书》1 至 5 册共有 15 个单元，每册 3 个单元，6 至 11 册有 24 个单元，每册 4 个单元。每个单元围绕一个话题展开。所选定的话题大多是人类共同关心的问题，让学生了解不同国家、不同民族对同一问题的不同观点、态度和文化差异。1 至 11 册在语言材料、语言项目、语言活动和语言任务的安排上均考虑合适的难易梯度，保证语言学习的系统性和渐进性。各单元均以 Welcome to the unit 引出话题，然后以这一话题为基础，开展一系列听、说、读、写的活动，并完成
相关的任务与要求，最后一项为 Self-assessment 自我评估表。各单元板块之间联系密切相关，相互关联，形成一个有机的整体，充分体现了单元的整体性。各单元按以下板块展开:

1 Welcome to the unit

该板块由图示或图表和三个讨论题组成，其主要功能是激活学生与单元话题有关的已有知识，引导学生联系自己的亲身经历进行相关话题的讨论。生动的画面为该板块的语言学习设置了生动的语言情景，能有效地引起学生对话题的兴趣，调动学生的学习积极性。每幅图画都有与画面有关的提示语，以便学生从中获取有关信息；三个讨论题则引导学生开展交流活动，为下一步的学习做热身准备。

2 Reading

该板块提供一篇主阅读文章，板块内所有练习活动都围绕这篇主阅读文章进行，其主要目的是帮助学生学习语言、文化等方面的知识，形成良好的阅读策略，提高阅读理解能力。

A部分给出3至4个问题，目的是让学生带着问题进行阅读。该部分问题主要针对文章的主旨大意和比较明显的细节内容，学生只要略读 (skim) 或速读 (scan) 就能回答这些问题。

B部分提供不同题材、体裁的阅读文章，文章前对故事发生的背景加以交待，或对文中出现的现象进行简短的评论。

C部分设计了形式多样的练习，旨在帮助学生加深对文章的理解。该部分要求学生仔细阅读 B 部分的文章，通过该部分练习培养学生获取信息和处理信息的能力。

D部分为词汇练习，其目的是帮助学生扫清阅读中的生词障碍，培养通过上下文猜测词义的能力。该部分要求学生运用阅读技巧，在阅读的过程中理解词汇。

E部分运用语篇形式，采用缺词填空的方式检测学生的阅读情况。所给短文通过变换角色、情境、体裁等方式再现主阅读文章中的主要内容。

F部分在一段简短的对话后面提出若干问题，引导学生就主阅读文章进行讨论，以获得对主阅读文章的深层次的理解。

“阅读策略”以提示框的形式有针对地指导学生运用略读或速读等技巧，并就文章的语言特色、行文风格、文体等方面进行分析，介绍阅读方法，以帮助学生更好地理解所读文章，培养和提高阅读能力。

3 Word power

该板块设计的目的是引导学生通过以下两种方法学习词汇：一是让学生学习与单元话题相关的分类词汇，二是通过构词法学习单词。该板块设计了图表、对话或短文，用以拓展学生对与话题相关的词语的认识和运用。学生根据构词法的基本规则学习和掌握单词，可以有效扩大词汇量。
4 Grammar and usage

该板块通过语法规则的讲解与多种图示的呈现，让学生较全面系统地掌握语法知识。讲解通俗明了，浅显易懂。学生可以根据语法规则，完成书中的练习。该板块语法练习一般都要求在语篇中完成，避免了学生死抠语法，生搬硬套。语法配有精炼恰当的文字说明和一目了然的图片、表格，所选例句语言地道。语法训练所选用的语言材料和所设计的练习与单元话题相关联。对于一些已在初中阶段学过的语法项目，则注意在原有的基础上有所拓展和延伸。

5 Task

该板块是一个要求学生在课堂内进行的开放式任务型活动的学习内容，设计的主要目的是引导学生在完成任务的过程中使用英语，并以任务的形式，培养学生听、说、读、写的综合技能。该板块以单元话题为主线，让学生在教学活动中用英语参与和完成各种真实而有意义的与生活、学习、工作有关的活动。学生可以通过结对子、小组合作或是班级内合作的方式，亲身语言实践，实现其任务目标。

该板块含有三个步骤 (Steps)，每个步骤都给学生提供了真实的情境，并设计了目标明确的活动。步骤 1 侧重于培养学生获取信息的能力 (receptive)；步骤 2 侧重于鼓励学生学会合作，发展与人沟通的能力，实现教师和学生、学生和学生之间的互动 (interactive)；步骤 3 侧重于完成一个富有情景的写作任务 (productive)。为了更好地完成以上活动，在每个步骤前，还设有技能训练 (Skills building)，对每一步骤的活动进行具体的指导与引入。具体设计如下:

步骤 1 通常给学生一个明确的任务，要求学生将听到或读到的材料转换成表格、提纲或备忘录等，其目的是让学生通过听和读的渠道完成该任务，培养获取信息的能力。

步骤 2 通常设置一个与现实生活相关的语言环境，并向学生提供语言材料、活动要点等，让学生为以后的活动做好准备，然后创设各种各样的课堂内合作学习的活动，通过相互对话、小组讨论等多种活动，完成交际任务，其目的是培养学生用英语传递信息与口头表达能力以及交际过程中的沟通能力和人际协调能力。

步骤 3 通常让学生在获取信息的基础上去分析信息、处理信息，完成一项书面任务。该步骤体现任务 (Task) 板块的最终成果，设计了各种富有情景、适合学生能力水平的写作任务，如出通知、写电子邮件、书信等，并提出了相应的要求。学生可通过写作实践，了解各种文体的格式和要求，掌握基本写作技能。

6 Project

该板块引导学生进行探究性学习，把英语听、说、读、写的训练从课堂内拓展到课堂外。首先提供与该单元话题有关的具体阅读材料，让学生从中受到启发，引起用英语开展某一活动的兴趣。然后根据所给的具体步骤，通过小组讨论、分工合作、调查访谈、信息检索、交流汇报等形式的活动，用英语去做一件事情，最后呈现学习成果，创造性地完成学习任务，培养综合运用语言的能力。
7 Self-assessment

该板块分为 A、B 两部分。

A 部分要求学生对该单元的各项学习目标，如阅读、听说、写作、语法、词汇学习、语言运用等，分五级（Not confident, Slightly confident, Confident, Quite confident, Very confident）逐一进行自我评价。让学生体验自己在英语学习过程中的不断进步与成功，认识自我，建立信心，调控自己的学习策略。

B 部分要求学生对自己学习过程中不足的方面提出改进意见，调整学习策略，促进自己综合语言运用能力的全面发展。

四、教学时间分配建议

必修课程英语 1 至英语 5 为高中一年级和高中二年级第一学期的上半学期提供了适量的教学材料。从高中二年级第一学期的下半学期起，学生可以选修系列 1 顺序选修课程英语 6 至英语 11。英语 1 至英语 5 每册各有三个单元，每一单元建议用 10 至 12 课时。英语 6 至英语 11 每册各有四个单元，每一单元建议用 8 至 10 课时。学生在学习必修课程的同时或之后，可以自主选修系列 II 任意选修课的课程。

五、教材建制

全套教材由以下部分组成：

![教材结构图]

编者
2010年12月
Getting along with others

Overview

This unit introduces and develops the theme of how to get along with others. In Welcome to the unit, students are presented with four pictures and four sayings about friendship. Students are expected to have a discussion based on these pictures. The Reading text is two letters written to a magazine advice columnist. Two students have fallen out with their best friends. They write to a magazine columnist for advice. Word power focuses on adjectives which describe people’s personalities. In Grammar and usage, students will learn the to infinitive, the bare infinitive and the verb-ing form as a noun. Following is Task which deals with writing a letter to a friend. Students will have the opportunity to practice their listening, speaking, reading and writing skills. They will also learn how to write down the answers, how to express agreement and disagreement, and how to check their work. In Project, students are first asked to read a text about teenage friendships, from which they will learn something about the differences between teenage boys and teenage girls and get some practical advice on friendship. Then they are expected to read another passage about the meaning of friendship. This will help them learn different attitudes towards friendship and present their own oral report.

This unit provides students with the opportunity to learn about getting along with others. Students are expected to gain some insight into friendships and the problems friendship might bring about. Students will also learn about understanding emotions in a text. Integrated skills of listening, speaking, reading and writing are practised and reinforced. Students are expected to fully participate in the class to further develop both their language skills and the ability of solving problems. This unit also enables students to ask for advice and discuss friendship. Students are expected to apply what they have learnt to practical use by giving an oral report on the different attitudes toward friendship.

Guide to pages

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### Highlights of the unit

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<th>Interpersonal relationships and friendship</th>
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| **Functions** | 1 Describing friends and friendship  
We have been best friends since primary school and spend almost every day with each other.  
Afterwards I pretended to be cheerful, but Hannah sensed something was wrong.  
Football is very important to me, but so is our friendship.  
2 Describing feelings and emotions  
I feel betrayed by my friend, Hannah.  
I was so upset that I felt like crying.  
He is usually cheerful and outgoing, but he has been really quiet and looks sad. |
| **Vocabulary** | betray, quiz, pretend, cheerful, admit, beg, swear, truly, forgive, sincerely, childhood, superb, focus, pace, manner, horrible, guilty, cruel, remark, dislike, acquaintance, argue, awkward, apologize, quarrel, sensitive, athletic, envy, blame, gifted, disagreement, mailbox, circus, identity, absurd, hopeless, overcome, twin, apartment, topic, attitude, anchor, cautious, eager, worldwide, adolescent, respond, pause, security, revision, mercy, apology |
| **Grammar** | 1 To infinitive & bare infinitive  
To find a best friend is difficult. It is difficult to find a best friend.  
I need to sleep for eight hours every night.  
I asked him to come over.  
I have a very important meeting to attend.  
His aim was to cheer me up.  
She made me promise to write every day.  
Why not visit your cousin in Japan?  
2 Verb-ing form as a noun  
Swimming is good for your health.  
I love swimming in the sea during the summer.  
I keep fit by swimming every day.  
I don’t feel like doing anything else. |
| **Skills and strategies** | By the end of this unit, students will be able to:  
1 read two letters to a magazine advice columnist and two articles about teenage friendship  
2 understand a conversation on a radio talk show  
3 discuss friendship and practise agreeing and disagreeing  
4 write a letter to a friend and present an oral report on the results of a survey  
5 expand vocabulary related to personality and friendship |
| **Culture** | 1 Friends and friendship  
2 English sayings about friendship  
3 Different attitudes teenage boys and girls have towards friendships |
Welcome to the unit

People love to make friends and develop friendships with others. In this section, four different pictures are presented to students, each of which represents a different view and understanding of friendship. Students are expected to fully participate in the discussion about their criteria for a real friend, how they get on with their friends and the most important qualities a friend possesses.

Brainstorming

1. Review the phrase ‘get along with’. Ask whether students know what the phrase means. If they do, have one of them explain the phrase to other students. It means ‘have a friendly relationship with other people’. Have students make some sentences using this phrase. For example, *I have never really got along with my cousin. We argue about everything.*
   *We get along just fine. We have lots of similar interests and hobbies.*

2. Have students read the title of the unit ‘Getting along with others’ and tell them that friends are a very important part of their lives. This should activate students’ understanding of the unit topic. Then ask students the following questions to check their understanding:
   *How well do you get along with your classmates?*
   *How many good friends do you have?*
   *Do you think it is important to have a good relationship with others? Why?*
   *How do you understand the concept of ‘friendship’?*
   *In your opinion, what does a real friendship consist of?*

Sharing information

1. Before moving on to discuss the pictures, have students talk about the meanings of the sayings, so that you can have a clear idea whether students have understood them or not.

2. Have students read the instructions and study the four pictures one by one. Have them think about the sayings and what these sayings reveal about friendship and getting along with others. You can ask students the following questions:

   **Picture 1**
   *Where are the two girls?*
   *What are they doing there?*
   *How long do they spend talking with each other?*
   *Do you think they enjoy each other’s company?*
   *How often do you meet up with your friends?*
   *Do you like spending time with your friends?*
   *What do you usually talk to your friends about?*
   *What do you think ‘Friends are thieves of time’ means?*
Picture 2
What do you use a mirror for?
What is the girl on the left doing?
Do you think the girl on the right is a good friend? Why?
How long have you known your best friend?
Does he/she know everything about you?
Does he/she give you advice often?
Does he/she point out your mistakes?
Do you think your friend influences you a lot?
What do you think the saying 'The best mirror is an old friend' means?

Picture 3
What is the boy on the left doing? Why does he do so?
Why does the boy on the left look puzzled?
Do you think the boy on the right should take the money from the other boy? Why?
Do you think it is possible for a person to buy friendship?
In your opinion, what is the basis of a good friendship?

Picture 4
 Aristotle once said ‘A true friend is one soul in two bodies.’ Does this saying imply the same meaning as the one below this picture?
Do you think friends should be the same age and share the same hobbies and interests?

3 After students discuss the four pictures, have them think of their criteria for a friend. You may provide the following for students’ reference:

A friend is someone who
- is trustworthy.
- you respect and who respects you.
- is honest, affectionate and loving.
- shares your happiness and sorrow.
- accepts your differences.
- is devoted and loyal to you.
- is selfless.

If possible, have students think of some more sayings or proverbs related to friendship. For example, there is a French saying ‘A life without a friend is a life without a sun’. Another English saying is ‘A man who has friends must show himself friendly’. Ask students what they think these sayings mean.

4 Have one student read the three questions below the pictures to make sure that everyone understands them. Have students form groups of four to discuss the three questions. Each student should have a chance to speak. Have some students report their answers to the class.

Sample answers
1 Sure I do. My best friend is Mary. She is an honest, kind-hearted, diligent and smart person. What I like most about her is her carefree attitude. Her motto is ‘Life is too short to be unhappy’. She is very caring and she always tries to cheer me up when I’m feeling sad. For her, bringing joy and happiness to others is bliss. I love her infectious laugh and her strong will power. That’s why I regard her as my best friend.

2 I get on fairly well with my friends. Whenever we have problems, we ask for each other’s opinions and advice. We never hesitate to offer support to each other. I think friendship is largely based on mutual support.

3 People look for different qualities in their friends. For me, the most important quality in a friend is honesty. An honest person is worth making friends with. I don’t want to be friends with someone who is dishonest or disloyal. If he or she is dishonest with others, he or she might be dishonest with me too. I can’t trust such a person. If that was the case, there would be no possibility of a good friendship.

5 Have students read the passage in Part B on Page 95 in the Workbook as their homework. Have them think about the most important thing in making friends.
Reading

The reading passage is made up of two letters written to a magazine advice columnist. Two students are asking the columnist for advice because they have both fallen out with their best friend. Students are expected to gain some insight into the problems that can exist between friends. Students should practise and reinforce their reading comprehension skill and improve their other skills by fully participating in all the activities. The Reading strategy in this unit teaches students how to understand feelings in a text. Students are expected to improve their reading comprehension skill after studying the reading strategy.

Lead-in

1 Tell students the story of Robinson Crusoe.

Robinson Crusoe is a young man who always dreams of having adventures at sea. When he is just 18, Crusoe leaves home and goes to sea. However, on one of his voyages, Crusoe becomes the only survivor of a shipwreck. He makes it to a nearby island only to find that no one lives there. He lives alone on the island for 15 years until a boy called Friday turns up. Crusoe stays on the island for 27 years until he and Friday are finally rescued. After he is rescued, Crusoe goes home only to realize he is very rich. He gives much of his fortune to the friends who helped him before the shipwreck.

After you tell the story, have students discuss the following questions:

- Can you imagine what it would be like to live on an uninhabited island?
- How do you think Robinson Crusoe felt when he was alone on the island?
- After being alone for 15 years, what do you think the most important thing for Robinson Crusoe was?

How do you think he felt when he first saw Friday?
Why do you think Robinson Crusoe gave much of his fortune to his friends?
After hearing Robinson Crusoe’s story, what do you think the most important thing in the world is?

2 Have students think about their own experiences and discuss the friendship which has meant the most to them or influenced them the most. Put students into groups of four and have them discuss the following questions:

- Have you ever fallen out with a very good friend?
- If you had a quarrel with a friend, how would you deal with it? Would you feel awkward or embarrassed if you met the friend again?
- How would you mend a broken friendship?

Then choose several groups to present their discussions to the class. Any forms of presentation are acceptable.

3 Tell students that they are going to read two letters about broken friendships. Before students read the letters, first have them analyse the reasons that might lead to a broken friendship.

- having little in common
- lacking trust
- there being conflict of interest
- being jealous of each other
- being indifferent to each other
- being hostile to each other

Reading comprehension

1 Have students go through the two letters as quickly as possible and try to find the answers to the three questions in Part A. Remind students to only focus on and identify the information needed to answer these questions.
Have students read the passage again and complete Parts C1 and C2.
Questions in Part C1 are designed to check students’ reading comprehension and improve their ability to find specific information. Part C2 serves as a strengthening activity which allows students to identify how Sarah and Andrew felt and why they felt like that. Make sure that students can distinguish and pick out the relevant information within the given time. After students finish the exercises, check the answers as a class.

Answers

C1 1 She thought it was quite easy.
    2 She told Hannah how badly she had done in the math quiz.
    3 Because she thought that Hannah had told her classmates about her grade after promising not to do so.
    4 Because Andrew was very angry with him and said he was not trying hard enough.
    5 He thought it wasn’t his fault.
    6 He is usually cheerful and outgoing.

C2 2 She felt upset.
    3 She felt angry.
    4 He got angry.
    5 He felt really guilty.
    6 He felt awkward.

While checking the answers of Part C2, pay close attention to students’ mistakes. Some students might be confused about the statements or expressions about feelings and those about thoughts.

4 Have students read Reading strategy and remind them to concentrate on the differences between feelings and thoughts. Have students refer to the two letters paragraph by paragraph and distinguish between the sentences about feelings and the sentences about thoughts. You may start the activity by saying the following:

Different types of reading passages require different reading strategies. In these two letters, strong feelings about an unforgettable situation are described clearly. In order to have a better understanding of the letters, let’s first see what’s in Reading strategy.

5 If time permits, conduct the following activity to check students’ reading comprehension.

From these letters, we know that these two students are involved in difficult situations. They think they are right and they won’t apologize to their friends. Now it’s your turn to think about these conflicts. Can you make a short analysis of the two relationships? You can either focus on their personality or any other reasons that brought about the arguments.

6 While conducting the above activity, you can develop students’ ability to guess the meanings of words from the context. Tell students not to refer to the dictionary or ask for explanation every time they come across a new word. Encourage them to guess the meaning from the context. Tell them that it is very important to read the sentences before and after the sentence which contains the unknown word. From the information before and after, they should be able to guess the meaning of the word. Have students go over Part D. Afterwards, check the answers as a class.

Answers

D 1 c 2 a 3 f 4 b 5 d 6 e
Part E aims to help students become more familiar with the two letters and some useful words in them. You can first have students read the two letters again and finish the exercise by themselves. Then have several students read their answers to the class. Check for mistakes and mispronunciation.

**Answers**

<table>
<thead>
<tr>
<th>E</th>
<th>(1) betrayed</th>
<th>(2) pretended</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(3) horrible</td>
<td>(4) awkward</td>
</tr>
<tr>
<td></td>
<td>(5) apologize</td>
<td>(6) guilty</td>
</tr>
<tr>
<td></td>
<td>(7) cruel</td>
<td>(8) admit</td>
</tr>
<tr>
<td></td>
<td>(9) forgive</td>
<td>(10) swear</td>
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</tbody>
</table>

Have students read the passage in Part A on Page 94 in the *Workbook*. Have them find out what the title of the passage ‘A test of friendship’ means. (It means ‘their friendship has been tested in a difficult situation’.)

**Notes**

1. Sometimes, other children say we are no fun because we are both very academic and like to study, but we like it that way. (Page 2, Lines 3–5)

   The word *fun* is an uncountable noun here meaning ‘enjoyment or pleasure’.

   *The journey home was great fun.*

   *It is no fun working inside when the weather is so nice.*

   *Why don’t you come with us? It’ll be good fun.*

   *Fun* can also be used in some set phrases, e.g., *have fun, just for fun* or *make fun of.*

   *The children are having so much fun. I do not want to call them inside.*

   *We drove all the way to the beach just for fun.*

   *People make fun of her because she wears such strange clothes.*

2. I must have sounded very proud of myself
after the quiz, saying how easy it was and how I was sure to get a good grade. (Page 2, Lines 8–9)

- The phrase must have done is used when you are guessing that something has happened because there seems to be no other possibility.

He must have slept in. I’ll go and wake him up.

That’s impossible. You must have misheard.

He lost the game again. He must have been disappointed.

- Saying how easy it was and how I was sure to get a good grade is a participle clause that serves as an adverbial in the sentence. A participle clause can be used when two short and connected actions happen closely in time.

He opened the door, greeting his guests.

She sat down, listening carefully to what he had to say.

Thousands of people were at the airport, cheering the visiting president.

3 Afterwards, I pretended to be cheerful, but Hannah sensed something was wrong. (Page 2, Line 12)

- Here the verb pretend means ‘to act in such a way as to make people believe’. It can be followed by the to infinitive or an object clause.

She didn’t want to talk with others in the room, so she pretended to be reading.

In the game the children pretended that they were ghosts and played tricks on others.

When the teacher wanted to check his homework, Tom pretended that he had left it at home.

- Sense here is a verb. If one senses something, it means that the person feels that it exists or is true, without being told or having proof.

The horse sensed danger and stopped.

When I entered the kitchen, I immediately sensed there was something wrong.

As soon as he saw her, he sensed that something had happened.

The word sense can also be used as a noun.

He does not seem to have any sense of humour. (an understanding about something)

There is no sense in getting upset about it now. (judgement)

One day he will come to his senses and see what a fool he has been. (the normal state of mind)

This article does not make sense to me. (a meaning that can be easily understood)

4 I was so upset that I felt like crying. (Page 2, Lines 18–19)

The phrase feel like in the sentence means ‘to want to have or do something’. The phrase is followed by a noun phrase or a verb-ing form.

I felt like another glass of milk.

He didn’t feel like going to work.

I was so angry that I felt like throwing something at him.

5 I was so angry that I went straight to Hannah and told her we weren’t going to be friends any more because she couldn’t keep her word. (Page 2, Lines 21–22)

- Here the word straight is used as an adverb meaning ‘immediately and directly’.

Let’s get straight down to business.

Go straight home and tell your mother the good news.

We can meet straight after lunch.

- The phrase keep one’s word means ‘to keep one’s promise’.

You must keep your word when you
promise the children something. He always keeps his word.
I cannot trust him any more because he did not keep his word.

6 He got annoyed, saying it wasn't his fault if he couldn't play as well as me, and that I shouldn't talk to him in this manner.

(Page 3, Lines 39-40)

Here it wasn't his fault if he couldn't play as well as me and that I shouldn't talk to him in this manner are object clauses. If there are two object clauses in one sentence, that is used at the beginning of the second object clause and cannot be left out.

I believe you have done your best and that things will improve.
She told us she was busy now and that she would help us later.
He promised me he would be home early and that he would buy me some flowers.

7 I feel really guilty because I made some cruel remarks too, but I dislike seeing our team lose. (Page 3, Lines 42-43)

Here guilty means ‘feeling sorry because of doing something wrong’.
Jack felt guilty about forgetting his girlfriend's birthday.
The lady must have done something wrong, because she's looking guilty.

He felt guilty about what he had done to the child.

8 The things he said hurt me too, but he has not apologized to me. (Page 3, Lines 47-48)

Here the verb apologize means 'to say sorry'. The phrase apologize to someone usually means 'to say sorry to someone', while apologize for something/doing something usually means 'to say sorry for doing something wrong or causing a problem'.

When you bump into someone on the bus, you must apologize.
William apologized for having to leave early that day.
The mother apologized to the teacher for her son's rude behaviour.

9 ..., and I cannot help wondering if he wants Peter to be his best friend instead of me.

(Page 3, lines 49-50)

The phrase cannot help doing is used to say that someone is unable to change their behaviour or feelings, or to prevent themselves from doing something.
I couldn't help thinking about the past.
I cannot help feeling that there has been a mistake.
She couldn't help laughing when she saw it.

---

Word power

In this section, students will learn adjectives to describe personality. Students are expected to recognize positive and negative adjectives that describe personality, as well as their synonyms and antonyms. Students will then read the letter a new university student wrote to his cousin about the new friends he has made. In the last part, students are asked to make a list of the positive and negative adjectives that describe personality. They are expected to enlarge their vocabulary in this section.

Brainstorming

You can begin the activity by asking students to think of one of his/her friends and make a brief description of him/her. Have students write as many sentences as
possible. For example, if a student wants to describe another student who always helps others, he/she can say:

My friend Lucy likes to help others.
She is warm-hearted.
She is unselfish.
She is selfless.
She is helpful.
Alternatively, you can begin the activity with the following questions:

In your opinion, what kind of person is easy to get along with and make friends with?
What personality would you not like a friend to have?

Have students make a list of adjectives they have learnt before class that describe one’s personality. For example, friendly, kind, warm-hearted, loyal, devoted, honest, open-minded, polite, well-mannered, serious and bad-tempered.

Vocabulary learning

1 Have students look at Page 6. On it, there are adjectives to describe personality. Some are positive adjectives while others are negative adjectives.

Have several students read the examples listed in the first table. Check for mispronunciation. Have students explain the meanings of the adjectives in their own words. If students do not know the meaning of a compound word, have them guess the meaning by studying the different parts of the word.

2 Have students look at the second table on Page 6. Make sure that students understand the meanings of ‘synonym’ and ‘antonym’. Have one student read the explanation above the table to the class. Then have several students read the words listed in the table. Check for mispronunciation. Have students guess the meanings of the new words by studying their synonyms or antonyms.

3 Have students do the following exercises:

- **Synonyms**
  
b\(\underline{\text{a}}\)\(\underline{\text{r}}\)e _______ (courageous)
  sm\(\underline{\text{a}}\)rt _______ (clever)
  lo\(\underline{\text{a}}\)l ______ (faithful)
  dl\(\underline{\text{i}}\)g\(\underline{\text{e}}\)nt ______ (hard-working)

- **Antonyms**
  
i\(\underline{\text{n}}\)ter\(\underline{\text{s}}\)\(\underline{\text{t}}\)\(\underline{\text{i}}\)ng\(\underline{\text{e}}\) _______ (boring)
  op\(\underline{\text{e}}\)n-m\(\underline{\text{i}}\)nd\(\underline{\text{e}}\)d _______ (close-minded)
  sad _______ (happy)
  self\(\underline{\text{i}}\)sh _______ (selfless)

You can also have students think of as many pairs of synonyms and antonyms as possible and add them to the list above.

4 If time permits, check students’ understanding of these adjectives.

The following exercise might help:

g\(\underline{\text{i}}\)v\(\underline{\text{i}}\)n\(\underline{\text{g}}\) or ready to give freely:

g\(\underline{\text{e}}\)n\(\underline{\text{e}}\)rous \(\underline{\text{g}}\)________ (generous)

pro\(\underline{\text{v}}\)\(\underline{\text{i}}\)d\(\underline{\text{i}}\)ng help or always being willing to help others:

h\(\underline{l}\)\(\underline{e}\)____ (helpful)

k\(\underline{\text{i}}\)\(\underline{\text{n}}\)d to others:

f\(\underline{\text{i}}\)\(\underline{\text{e}}\)____ (friendly)

w\(\underline{\text{i}}\)\(\underline{\text{t}}\)\(\underline{\text{h}}\)e\(\underline{\text{\text{'s}}\)\(\underline{\text{m}}\)\(\underline{\text{i}}\)\(\underline{\text{n}}\)d\(\underline{\text{d}}\)\(\underline{\text{e}}\)\(\underline{\text{r}}\)m\(\underline{\text{f}}\)\(\underline{\text{i}}\)\(\underline{\text{l}}\)\(\underline{\text{y}}\)\(\underline{\text{\text{'d}}\)\(\underline{\text{u}}\)\(\underline{\text{p}}\)____ (determined)

f\(\underline{\text{o}}\)\(\underline{\text{n}}\)d\(\underline{\text{d}}\) of talking:

t\(\underline{\text{i}}\)\(\underline{\text{t}}\)________ (talkative)

s\(\underline{\text{t}}\)\(\underline{\text{r}}\)\(\underline{\text{o}}\)\(\underline{\text{n}}\)\(\underline{\text{g}}\)\(\underline{\text{l}}\)\(\underline{\text{e}}\)\(\underline{\text{d}}\) or determined:

s\(\underline{\text{i}}\)\(\underline{\text{g}}\)\(\underline{\text{r}}\)\(\underline{\text{g}}\)\(\underline{\text{w}}\)\(\underline{\text{i}}\)\(\underline{\text{d}}\)\(\underline{\text{e}}\)d \(\underline{\text{d}}\)\(\underline{\text{e}}\)\(\underline{\text{r}}\)\(\underline{\text{i}}\)\(\underline{\text{m}}\)\(\underline{\text{e}}\)\(\underline{\text{r}}\)\(\underline{\text{e}}\)d ______ (strong-minded)

d\(\underline{\text{e}}\)\(\underline{\text{p}}\)\(\underline{\text{e}}\)\(\underline{\text{n}}\)\(\underline{\text{d}}\)\(\underline{\text{a}}\)\(\underline{\text{b}}\)\(\underline{\text{l}}\)\(\underline{\text{e}}\)\(\underline{\text{a}}\)\(\underline{\text{l}}\)\(\underline{\text{e}}\)____ (reliable)

Vocabulary extension

1 Have students focus on Part A on Page 7, which serves as a strengthening exercise to check students’ understanding and application of the new words they have learnt on Page 6. In order to fill in the blanks correctly, students have to understand the passage and the exact meanings of the adjectives that describe personalities. Have students complete the exercise individually first,
and then check the answers as a class.

**Answers**

<table>
<thead>
<tr>
<th>A</th>
<th>B Positive</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) easy-going</td>
<td>academic</td>
</tr>
<tr>
<td>(2) quiet</td>
<td>athletic</td>
</tr>
<tr>
<td>(3) shy</td>
<td>calm</td>
</tr>
<tr>
<td>(4) friendly</td>
<td>careful</td>
</tr>
<tr>
<td>(5) honest</td>
<td></td>
</tr>
<tr>
<td>(6) hard-working</td>
<td>sthpid</td>
</tr>
<tr>
<td>(7) humorous</td>
<td>naughty</td>
</tr>
<tr>
<td>(8) strict</td>
<td>cold-hearted</td>
</tr>
</tbody>
</table>

2 For Part B, you can hold a small competition, as this section requires students to think of as many positive and negative adjectives that describe personality as they can. Divide the class into small groups. Make sure that every student participates in the activity. Encourage students to think of as many synonyms and antonyms as possible. The group that has the most correct words wins.

3 If time permits, organize students into pairs. Have students describe three things that they like about their partner. Have them write a short passage, e.g., ‘I like my partner because he is hard-working, brave and strong.’ Remind students to use positive adjectives. Once students have finished, put all the passages into a box and draw them out one at a time. Have the class guess who is being described.

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**Grammar and usage**

The grammar items in this unit focus on the **to** infinitive, the bare infinitive and the verb-**ing** form as a noun. Students are expected to recognize the basic forms of the **to** infinitive and the bare infinitive and learn how to use them in different situations. They will also learn how to use the verb-**ing** form as a noun in various situations. At the same time, students are expected to apply what they have learnt by doing some written tasks.

**To infinitive**

Here students will learn the basic structure of the **to** infinitive, which is **to** + the base form of a verb. The **to** infinitive can be used alone or as part of an infinitive phrase. The **to** infinitive can serve as the subject, object, object complement, attribute, predicative or adverbial of a sentence. Students should be able to identify its functions in different sentences.

1 Help students review the basic sentence elements. Have students analyse the following sentences:

* I was watching an English programme at 8 o’clock yesterday. (In this sentence, the subject is I; the verb phrase is was watching; the object is an English programme; the adverbial is at 8 o’clock yesterday.)

* Scuba-diving seems exciting. (In this sentence, the subject is scuba-diving; seems is the linking verb; the predicative is exciting.)

* I cannot find my history book. (In this sentence, the subject is I; the verb phrase is cannot find; the object is my history book; history is used as the attributive.)

2 Have students read Point 1 in Part 1 on Page 8. Tell students the **to** infinitive can be used as the subject of a sentence. You can provide students with more
examples as follows:

To decorate the Christmas tree is my task.
To talk with your mouth full is rude.
To become a lawyer was his childhood dream.

Tell students that when the to infinitive is used as a subject, the preparatory subject it is often used so that the subject will not be too long. For example,

It is my task to decorate the Christmas tree.
It is rude to talk with your mouth full.
It is his childhood dream to become a lawyer.

3 Have students read Point 2. Tell students that the to infinitive can be used as the object of a sentence. You can provide students with some examples as follows:

He managed to solve the problem by himself.

I like to read newspaper articles about sports.

Amy wants to know more about the film Titanic.

Tell students that some verbs like want, hope, wish, like, begin, start, try, need, forget, agree, know, learn, promise, teach, refuse, help, arrange, dare, decide, determine, fail, manage, offer, prepare, pretend, hate, prefer, continue, ask, mean, choose and expect are often followed by the to infinitive as the object of a sentence. Have students think of more sentences in which these words can be used.

4 Have students read Point 3. Tell students that the to infinitive can be used as the object complement of a sentence.

Tell Jack to close the window, please.
I’d like you to do the job rather than Tom.

5 Have students read Point 4. Tell students that the to infinitive can be used as the attributive of a sentence. It is put after the noun phrase that it modifies. You can provide students with more examples as follows:

I have a lot of homework to do.

I have no one to talk to.

He is looking for an apartment to live in.
Tell students that the to infinitive used as the attributive can be extended as an attributive clause. Help students rewrite the above sentences.

I have a lot of homework that I have to do.
I have no one that I can talk to.

He is looking for an apartment that he can live in.

Tell students that the to infinitive can be used as an attributive after some nouns like attempt, ability, chance, desire, determination, decision, effort, failure, intention, need and opportunity. Provide students with more examples:

His efforts to carry out the plan were wasted.

It is my intention to go to the USA to study.

There is no need to bother him with such small problems.

6 Have students read Point 5. Tell them that the to infinitive can be used as the predicative of a sentence. You can provide students with more examples as follows:

My wish is to be a doctor.

What she wants to do is to tell you a secret.

His plan is to go abroad and continue his studies.

Have students think of more examples.

7 Have students read Point 6. Tell them that the to infinitive can be used as the adverbial of a sentence showing reason, purpose or result. You can provide students with more examples as follows:

To get there on time, I got up early.
(showing purpose)

That day they were separated, never to see each other again. (showing result)

Sam was lucky to catch the first bus that morning. (showing reason)

Tell students to point out what the to infinitive in the above sentences functions as and help them give more examples.

8 Have students read Part 2. Tell them that
the to infinitive can also have a continuous or perfect form. The following sentences are some examples:
When his mother came in, the little boy quickly closed his eyes and pretended to be sleeping.
Tom pretended to have left his homework at home.

Bare infinitive

In this part, students will learn about another kind of infinitive, called the bare infinitive, that is, the infinitive without to. Students are expected to learn that the bare infinitive is often used after verbs like let, make and have, verbs of perception like feel, hear, see and watch, as well as some phrases or patterns like would rather, had better and why not.

1 Have students go over Point 1 in Part 1. Tell students that we use the bare infinitive after verbs like let, make and have. Have students think of more examples using these verbs.
The boss made the employees work ten hours a day.
I will let you use my computer tomorrow.
Tell students that the verb have has the same usage, e.g.,
The teacher had her students finish the work within five minutes.
Tell students that when make/let/have + bare infinitive is changed into the passive voice, to should be added before the bare infinitive. For example,
The employees were made to work ten hours a day by the boss.

2 Have students go over Point 2. Tell them that we use the bare infinitive after verbs of perception like feel, hear, see and watch. You can provide students with the following examples:
I often hear him sing in the next room.
You can see them play basketball after school every day.

He stood there and watched the passengers go by.
Tell students that the verbs observe and notice have the same usage. For example, Did you notice anyone enter the house?
Jerry likes to observe the stars move in the sky at night.
Help students make more sentences using these verbs.

3 Have students go over Point 3. Tell them that we use the bare infinitive after some phrases or patterns like would rather, had better and why not. For example,
I don’t like the film. I’d rather stay at home.
You’d better not be late.
Why not go to the beach?
Help students make more sentences.

4 Have students go over Part 2. Explain to them that we use the bare infinitive for the second infinitive when two infinitives are joined by and, or, except, but, than and rather than. For example,
I forgot to turn off the lights and close the door when I left.
Sandy does not want to stay at home but go to the cinema.
We decided to stay at home rather than go to the cinema.
Help students think of more examples.

5 Have students complete the letter on Page 9. Then have several students each read a sentence to the class. Check for mistakes and mispronunciation.

Answers
(1) to thank (2) to apologize
(3) to have (4) e-mail
(5) to receive (6) to go
(7) watch (8) borrow
(9) visit (10) to try
(11) to see (12) come

6 Have students do Part C1 on Page 92 in the Workbook to help them become more familiar with the to infinitive and the bare infinitive.
Verb-\textit{ing} form as a noun

In this section, students will learn that verb-\textit{ing} forms can be used like nouns. Students are expected to learn how to use the verb-\textit{ing} forms in different situations. They will compare the to infinitive with the verb-\textit{ing} forms and practise the usage by completing an e-mail.

1. Have students go over Points 1-3 in Part 1 on Page 10. Explain to students that we can use verb-\textit{ing} forms as the subject and the object of a sentence; we can also use them after prepositions. You may provide students with the following examples and help them identify what these verb-\textit{ing} forms function as:

   \textit{Talking about problems often helps.} (as the subject)

   He often practises \textit{playing} the violin at the weekend. (as the subject)

   Thank you for \textit{helping} me. (after prepositions)

2. Have students go over Part 2. Tell students that we use a verb-\textit{ing} form, not a to infinitive, after some verbs like admit, dislike and imagine. Have students look at the words in the first word box on Page 10 and see if they have any questions. You may create some situations for students to use these verbs, e.g.,

   \textit{Simon hates to go to hospital. He dislikes \underline{__________}.} (going to hospital)

   \textit{There are only a few days left before the tennis competition. Julie is now practising \underline{__________} in the tennis court.} (playing tennis)

3. Have students read Part 3. Explain to them that verb-\textit{ing} forms are often used after some common phrases like cannot help, put off and keep on. Provide students with more exercises:

   I could not help \underline{______} (overhear) what you were saying. (overhearing)

   Would you mind \underline{______} (buy) me a bottle of water? (buying)

   He kept on \underline{______} (ask) me silly questions. (asking)

   Being ill, the girl didn’t feel like \underline{______} (go) to school. (going)

4. Have students go over Part 4. Make sure that they know both a verb-\textit{ing} form and a to infinitive can be used after the verbs in the box.

5. Have students go over Part 5. Make sure that they know the difference between the verb-\textit{ing} form and the to infinitive form after the verbs in the box. Have students do the following exercises by selecting either the verb-\textit{ing} or the to infinitive.

   Remember \underline{______} (book) tickets for the cinema on your way home? (to book)

   Waving your hand means \underline{______} (say) goodbye in China. (saying)

   I didn’t mean \underline{______} (hurt) you by saying that. (to hurt)

   I regret \underline{______} (inform) you that you have failed the exam. (to inform)

6. Have students read the notes on Page 11 and complete the e-mail individually. Then check the answers as a class.

**Answers**

(1) visiting/to visit  
(2) chatting/to chat  
(3) visiting/to visit  
(4) pretending  
(5) chatting/to chat  
(6) stop  
(7) chatting  
(8) to do  
(9) pass  
(10) making  

7. Have students do Part C2 on Page 92 in the Workbook, so they can have one more chance to practise the infinitive and verb-\textit{ing} forms.
Task  Writing a letter to a friend

This section consists of a series of activities which provide students with opportunities to learn and practise their listening, speaking, reading and writing skills. The section is divided into three steps and each step begins with a skills building activity. Through the three steps, students will learn how to write down the answers, how to express agreement and disagreement, as well as how to check their written work. They will also get some practical advice on making lasting friendships.

Skills building 1: writing down the answers

In this part, students will learn how to write down the answers when interviewing someone. Before an interview, we need to think about what questions we are going to ask and write them down in advance. Explain to students that during the interview, they should only write down the important information in a brief note form, using contractions and abbreviations. This skill will help students focus on the required information during an interview.

1 Have several students read the directions in Skills building 1 on Page 12. Tell them to focus on what expressions to use when they do not hear or understand an answer.

2 Before playing the recording, have students read the introduction in the speech bubble and think about the questions that follow. Have students predict the answers to the questions first and then write them down beside the questions.

3 If time permits, ask students the following questions:

Think about your past experiences. Have you ever moved to a new town or neighbourhood?
What did you do when you met your new neighbours?
What did you talk about when you met your new neighbours for the first time?
How did you make friends with your new neighbours?

Have students discuss the questions freely. Then have them share their answers with the class. This discussion might help them understand the recording to be played later.

4 Play the recording once. If necessary, play the recording again, stopping after each answer or sentence so that students have time to fill in the blanks. Have students look at their answers. If they still have some gaps, have them read the text in the speech bubble again, then play the recording once more.

Tapescript

Radio host: Moving to a new town or area can be a difficult time. You might worry about how you will find your way around, how you will meet people and how you will make new friends. These things can make you feel anxious. Today, social expert Zhang Ying is here to tell you to relax because there are many ways to meet people and make new friends. Ms Zhang, welcome to the show.

Zhang: Thank you. What you said is exactly right. One way to meet your neighbours is to visit their homes and give them a small gift. They will understand that you are trying to make friends and want to get to know them. When meeting someone for
the first time, be open and honest about yourself. Ask the other person questions about himself or herself and listen to what he or she has to say. Another way to make new friends is to join a local club or activity group. This will help you meet people who have similar interests to yours. Having friends is an important part of life. Friends can offer you support. If you want to make true friends, always be there for them, listen to what they have to say and be honest about yourself and your feelings.

Radio host: Sounds like good advice. Thank you very much for being with us tonight, Ms Zhang. We hope you will join us again soon.

Zhang: Thank you.

5. Have several students read one answer each. Check for mistakes and mispronunciation. If time permits, play the recording again. This will consolidate what students have learnt and give them a sense of achievement.

Answers
2 their homes
3 open and honest; what he or she has to say
4 activity group
5 be there for them; be honest about

Step 1: calling Teen Talk for advice

This part is designed to help students develop their listening skills. They will read a leaflet about Teen Talk hotline and complete the notes that follow. Then they will listen to a telephone conversation and fill in some notes.

1. To create a listening context for students, ask them the following questions:
   - What do you do when you have a personal problem?
   - Would you talk to your parents or your friends and ask them for advice?
   - Have you ever called a radio programme for advice?

2. Have students read the leaflet about Teen Talk and do the exercise in Part A. Then check their answers as a class.

Answers
A 1 phone
2 True
3 False
4 teenagers’ problems
5 advice

3. Have students do Part B by playing the recording once. If necessary, play it again, and stop after each answer or sentence so that students have time to fill in the blanks. Have students look at their answers. If they still have some gaps, ask them to read the leaflet and the note in Part A, then play the recording once more.

Tapescript
Steve: Hello, this is Teen Talk. Steve speaking. How can I help you?
Student: I have a problem and I don’t know who to talk to. I hope you can help me. This is the reason why I’m calling.
Steve: Could you tell me your problem?
Student: I have two friends who are very important to me, but they really don’t like one another. I don’t know what to do.
Steve: Do you know why they don’t like each other?
Skills building 2: agreeing and disagreeing

The activities in this part aim to help students express agreement and disagreement in English. Students will learn many expressions, apart from Yes and No, to express agreement and disagreement. Students are expected to learn how to express their opinions in a polite way.

1. Have students read the expressions in the first two boxes on Page 14. Make sure that they know what these expressions mean and how they are used.

2. Divide the class into six groups. Have each group choose a different statement from the six statements listed in the last box on Page 14. Encourage students to express their opinions freely. Make sure that they use the expressions they have learnt in this part and that everyone has a chance to speak.

Sample answers

1. I agree that Chinese food is healthier for you than foreign food. Chinese food usually includes plenty of whole grains, vegetables and a good source of calcium, which are considered healthy and nutritious. Besides this, Chinese people pay special attention to the ways of cooking food. The colour, the smell and the taste are all taken into consideration as they might affect one’s appetite. However, most foreign meals contain more fat and are baked or fried, which may cause them to lose flavour. Chinese food is now eaten by a third of the world’s population every day and is widely considered easy to cook, economical and tasty.

I don’t agree that Chinese food is
healthier for you than foreign food. The traditional Chinese way of cooking vegetables may cause vitamins to be lost. Besides this, Chinese people use too much oil and salt in cooking, which might cause many health problems. However, foreign food, known for its varied flavours and spices, is rapidly becoming a trend worldwide.

2 I agree that staying a teenager forever would be great. Everybody would like to be young forever. This is a golden period in life. Teenagers are youthful and healthy. Life is easy for them because they don’t have as many worries as adults do. Life is also full of hope for them because they have the future ahead of them and the opportunity to try anything they like. I don’t think staying a teenager forever would be a great thing. Teenagers are under a lot of pressure because of their studies. They also need financial support from their parents, so they can’t do many things or make decisions independently. Life would be more interesting as an adult. If we stayed teenagers forever, how could we experience the happiness of being an adult?

3 Some people think that spending time with your family is more important than making good friends. That’s a good point, but I think making good friends is more important than spending time with my family. I benefit a lot from talking to my friends. Friends are a huge part of our lives. Nobody can live without friends. My friends go through the same experiences as I do and because of this they can give me advice when I have a problem. They always help me when I’m in need. We can talk about anything. We can share our happiness and our sorrow.

I take your point, but I don’t think making good friends is more important than spending time with my family. I prefer to spend more time with my family rather than hang out with my friends. My parents know more about me than anyone else. They are always there when I turn to them. I often spend time with them, talking about my worries and my hopes for the future. They like to share their experiences with me too. Family members are definitely more important to me than friends.

4 Someone told me that having a good job doesn’t necessarily make you happy. That might be true, but in my opinion, a good job is necessary if I want to be happy in the future. There are a number of different reasons why I think this. First, a good job can offer us a good salary. Money is not everything, but we cannot afford many things without it. Second, a high-paying job is always a big challenge. I enjoy being challenged. Furthermore, a good salary may offer us more opportunities to help others and to relax.

I don’t agree that I must have a good job if I want to be happy in the future. Before we discuss this, we need to talk about what true happiness is. True happiness is to feel with your heart, and it is also to feel and experience various things during our lives. We have more important things to value in life than a good salary.

5 Some people believe that good marks indicate how clever you are, but I see things differently. School is not everything. Success and happiness cannot be measured by good marks. Students should not be so stressed out by their studies. This can often have a bad effect on their health. Even if we don’t get good marks in our studies, we can be successful in many other things in life.

Good marks indicate how clever you are. That’s how I feel. Doing well in exams is the only way to succeed in a highly competitive world. Some people don’t think school is very important, but I disagree. Good marks show how
well you have studied and how capable you are. This is what universities and employers care about.

6 I think that learning a foreign language is important. Language is an important tool for people to communicate with each other, as well as a way to pass on their culture and knowledge. Nowadays, the number of people travelling to other countries is increasing. Mastering a foreign language is becoming a must for them to live in a foreign country or understand other nationalities better. I don't think that learning a foreign language is important. Take myself for example. I spent some time in Britain on an exchange programme. I spent a lot of time learning English before I went abroad. It has been almost two years since I came back and I have forgotten a lot of English because I hardly use it now. Spending too much time on a foreign language is a waste of time.

Step 2: discussing friendship with others

This part is designed to help students use what they have learnt in Skills building 2 to discuss friendship with others. Students need to interview three classmates and find out their opinions on friendship.

1 Organize students into groups of four. Have students first read the questions in Part A on Page 15 carefully. They may make relevant changes according to their own information. Have more able students add more questions. Have them interview their partners and write down the key words.

2 Have students discuss the statements on friendship in Part B and decide whether they agree or disagree with the statements. Have them give reasons. Choose several students to report their opinions to the class.

Sample answers

1 I think friendship is an important part of my life. Nothing is more valuable than a good friend. I truly believe this. Friendship is not only important, but essential. In our daily life, we may face many difficulties and experience many ups and downs. Friends are those we can turn to for help. We all need friends. Without friendship, our lives would not be very meaningful.

2 From my point of view, a good friend must be honest, kind and have a sense of humour. A good friend must also be trustworthy and loyal. These two characteristics go hand in hand. When we know someone will be loyal to us, we are on the road to a true friendship. When we know someone is trustworthy and loyal, we will take the risk that friendship requires. How can I expect to share my secrets or relax with a friend who is not loyal to me?

3 I agree that it is better to have one or two good friends than 100 acquaintances. You can share your emotions and feelings with your good friends. Whenever you are in trouble, no matter where you are, they will reach out and help you. However, acquaintances might not be those who you can turn to for help. Even if you had 100 acquaintances, you would not be close to any of them. You would not exchange ideas or opinions with them. You would not tell them your secrets or ask them for advice. That's the biggest difference between good friends and acquaintances.
Skills building 3: checking your work

In this part, students will learn that checking their work is an important and necessary part of writing in English. Students are expected to learn what they should pay special attention to when checking their work.

1. Have students read the instructions in this part. Make sure that they understand each point.

2. Have them read the tip box on Page 16. Make sure that they know how to make corrections.

3. Have students read the diary and check for mistakes in pairs. Have them focus on facts, grammar, handwriting, punctuation, vocabulary, spelling and style. Then check the answers as a class.

Answers

1. that

2. Today, I found out something about my brother who could get him into a lot of trouble. I'm not sure what to tell mum and dad.

3. Although William and I are almost 18, but mum and dad are still quite strict with us. Recently, William has begun wearing some strange clothes, and he looks quite different from before.

4. The other day I saw him smoking in his room, with two of his friends, smoking.

5. Jack and Sean. I know mum and dad would be angry at me if they knew that I had kept this secret for him. Maybe I should tell them, so they won't blame me.

6. He's planning to go to university soon. His grades are still good. It seems that his behaviour hasn't hurt his studies. Maybe I should just keep my mouth shut. What should I do?
students know what to do and explain to them that they should write down their letter based on their outline in Part A on Page 17.

2  Help students consider the suggestions in Part B carefully. Have them check their letters carefully to correct any mistakes. Allow several groups to read their letters to the class.

Possible example
Dear (your best friend’s name)
I often think that I’m really lucky that I have you as my best friend. You always lend me a hand when I am in trouble. Last month I was ill and stayed in hospital for two weeks. You took notes in class for me, and after class you came to help me with my lessons. You always try to cheer me up when I am in low spirits. When I have done something wrong, you point it out. You are always honest and never break your word. I am also very glad that I can help you when you need me.
Another reason why we are good friends is that we share the same interests, for example, reading, traveling and playing basketball. We have so much to talk about with each other when we are together. Friendship is very important in everyone’s life, do you agree? Let’s always care for and help each other and be good friends forever.
Yours
(Student’s own name)

3  Have students do Listening Parts A, B and C on Page 96 in the Workbook. If time is limited, they can do this as their homework.
4  Have students do Writing Parts A and B on Page 97 in the Workbook as their homework.

Project  Giving an oral report
The section in this unit is designed to help students learn and use English practically. Students are expected to read two articles about friendship. The first article shows different attitudes that teenage boys and girls have towards friendship, which can help students understand about the differences between teenage boys’ and girls’ friendships. The second article tells about the real meaning of friendship, which helps students have a better understanding of friendship.
The purpose of this section is to encourage students to use what they have learnt in this unit to complete a project. In the course of doing the project, students will learn how to plan and conduct a survey and how to prepare an oral report to present to the class. They are expected to cooperate and complete each part of the project together.

Part A
1  Design a questionnaire and conduct a survey about different attitudes towards friendship between boys and girls with the whole class. Here is a sample questionnaire:
Questionnaire

Are you a boy or a girl? Boy ☐ Girl ☐

Tick the answer which most applies to you.
1 How many best friends do you have?
   A lot ☐ A few ☐ None ☐
2 How often do you have a long conversation with your friends?
   More than three times a week ☐ Once a week ☐
   Seldom ☐ Never ☐
3 What topics do you mostly talk about with your best friends?
   Hobbies and interests ☐ Families and friends ☐
   School and study ☐ Emotions and feelings ☐
   Future plans and dreams ☐
4 Do you share your secrets with your best friends?
   Always ☐ Sometimes ☐ Never ☐
5 Do you think boys and girls have the same attitudes towards friendship?
   Yes ☐ No ☐
6 If you chose ‘No’ to Question 5, what difference in attitudes do they have?
   Girls seem to have more to talk about with their best friends than boys. ☐
   Friendships between girls are usually based on shared feelings and support. However, friendships between boys are usually based on shared activities or interests. ☐
   Girls have more friendships than boys. ☐

2 Collect the questionnaires and analyse the results with students. Have students discuss the differences between girls’ and boys’ definitions of friendship. You may begin like this:
   *Friendship plays an important role in our lives. Everybody needs friends. However, girls and boys have different types of friendships and different attitudes towards friendship.*

3 Have students read the article carefully to learn about the different attitudes teenage boys and girls have towards friendship. The following questions may help them understand the article better.
   *What puzzles Robert? (He can’t understand how girls can talk for so long.)*

What is the difference in friendship between boys and girls that the writer tells us about in this article? (Girls usually like sharing feelings and support with their best friends, so they have a lot to talk about with each other. Boys like sharing activities or interests, and seem unwilling to share feelings with their best friends.)

You may ask some more questions for students to discuss to let them think about what is real friendship and what kind of friends are true friends. For example,
   *As a boy/girl, do you think that your friendship with your close friend(s) is just as what the writer talks about in the article? What do you usually share with your best friend? Why do you want to share it with*
him or her?

What do you usually do when you and your best friend(s) are together? Why do you like doing such things together?

What do you think friendship means to you?

Have students think over the last question and give their own opinions. Write their answers on the blackboard.

4 Say the following to students:

Since we have learnt and talked a lot about friendship, especially what friendship means to us, now let’s read another article about the meaning of friendship. See if you hold the same or different opinions.

Have students read the article ‘What friendship means to me’. Tell them to underline the key sentences which tell what the writer thinks about the meaning of friendship. Then have them compare what they have read in the article with what has been written about the meaning of friendship on the blackboard.

5 Have students read the second article again and find out how many parts it can be divided into and what the main idea of each part is.

They can see that the article can be divided into three parts:

Part 1: Paragraph 1
Part 2: Paragraphs 2–4
Part 3: Paragraph 5

The main idea for each part:

Part 1: What the writer thinks the most important thing in life is

Part 2: What friendship means to the writer

Part 3: What can always be remembered

Tell students to pay attention to how the writer tries to express her opinions clearly. She uses some comparisons, which can be found in the first and the last paragraphs, and some examples, which can be found in the second, third and fourth paragraphs. So students will know how to express their opinions better in their oral reports.

6 Have students do Parts B1 and B2 on Page 91 in the Workbook as their homework to practise using some words and phrases in this section.

7 Have students do Parts D1 and D2 on Page 93 in the Workbook as their homework. The two exercises will help students practise the usages of some words, phrases and patterns in this unit.

Part B

1 Organize students into groups of four or six. Have them discuss the eight questions in Part B. They should conduct a survey first, and then collect different attitudes towards friendship and present an oral report. Make sure that everyone has a clear idea of the primary purpose. They should also divide different tasks they will carry out among the group members doing the survey. Set a deadline for each task.

2 When they finish their survey, each group should hold a discussion to work out the result. One of them will be responsible for writing a report. Each group should choose one person to present their report orally in class. The others should be prepared to answer questions other groups may have about their survey or report.

3 Each group should present their report in front of the class and answer questions that the other groups ask. Then every group should post a copy of their survey and the results on the wall of the classroom.
Self-assessment

The self-assessment section aims to allow students to determine the progress they have made, and also what else they can do to improve their studies. The colour bar with five levels shows how confident students themselves feel about what they have learnt.

In this unit, 20 items are listed, with each one scored 5, with a total score of 100. These items cover the main study targets in this unit, including skills in listening, speaking, reading and writing, the usages of vocabulary and grammar items, as well as doing activities in English. Through assessing themselves as learners, students will realize how well they have achieved the goals in this unit.

In Part A, some items are presented to students and they are asked to check how well they think they have developed these skills. Each item corresponds to something they have learnt in this unit. For example, by going over Part E on Page 5, students will know whether they are able to use the vocabulary they have learnt in the unit or not. Students have the opportunity to evaluate their own skills and abilities in English. If they feel very confident about one item, they can score it 5. If they feel slightly confident about another item, they can score it 2. By adding up all the scores they get and dividing the total by 100, students will get a percentage, which shows their level.

In Part B, they are asked to make an action plan to improve their studies. You can also have a better understanding of your students, enabling you to guide them and help them study English more effectively.
Overview

This unit introduces and develops the theme of protecting the environment. In Welcome to the unit, students are presented with four pictures, each of which highlights a different environmental problem. Students will discuss whether they think these problems were caused by nature or by man. The Reading text is a debate between a spokeswoman from the Green Society and a business development consultant about whether we must choose between the environment and the economy. Word power focuses on some compound nouns and phrases that are used to talk about the environment and problems associated with it. In Grammar and usage, students will learn the verb-ing form as an adjective or adverb and verb-ing phrases. Following is Task which asks students to design a poster. Students will have the opportunity to practise their listening, speaking, reading and writing skills. They will also learn how to read a scientific article, how to listen to a lecture, and how to design a poster. In Project, students are asked to read two passages. One is about the Yangtze River, the other is about having a low-carbon life. They will then write a report about other things China is doing to protect the environment.

This unit provides students with the opportunity to learn about some environmental problems and some solutions to these problems. Students are expected to gain some insight into the damage done to the environment and find out about different opinions people have about the economy and the environment. Students will learn how to read and understand a debate. Integrated skills which relate to the topic are practised and reinforced. Students are expected to fully participate and further develop both their language skills and their overall ability. This unit also enables students to read for information, to listen and draw conclusions and to present their point of view. Students are expected to apply what they have learnt by writing a report.

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### Highlights of the unit

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#### Functions

1. Describing the environment and environmental conservation
   
   *It would be good to increase the amount of things we recycle, and teach people ways of living that do not harm the environment.*
   
   *What I’m here to say is that having worked side by side with many environmental consultants, I know that a healthy environment and development should be possible at the same time.*

2. Describing pollution
   
   *Factories produce large amounts of harmful chemicals. The waste they create goes into the atmosphere and makes us sick.*
   
   *Other types of waste flow into our water, killing river and sea life.*

#### Vocabulary

spokeswoman, consultant, debate, flow, duty, production, recycle, greedy, businessman, responsibility, belief, environmental, operate, credit, quantity, willing, arrival, arrest, illegal, customs, impress, crop, fence, soil, bush, decrease, measure, satellite, flood, range, conservation, appreciate, climate, electrical, consume, absorb, decade

open the floor, cut back on, use up, run out (of), clean up, queue up, pick out, under way, in/with regard to, let off, in particular, do one’s part

#### Grammar

1. Verb-ing form as an adjective or adverb
   
   *This is an amazing achievement.*
   
   *This damage is frightening.*
   
   *We all found his argument convincing and interesting.*
   
   *They stood talking to each other.*

2. Verb-ing phrases
   
   *Having observed the problem for many years, he announced that we are now facing the biggest environmental problems of our time.*
   
   *We are making bigger holes in the nets, hoping to avoid catching fish that are not fully grown.*

#### Skills and strategies

By the end of this unit, students will be able to:

1. read a debate on the environment and articles about protecting the Yangtze River and having a low-carbon life
2. listen to a news report and information about desertification
3. discuss protecting the environment
4. design a poster and write a report about protecting the environment
5. expand their vocabulary related to the environment and the problems associated with it

#### Culture

1. Natural disasters
2. Environmental damage caused by man
3. The relation between economic development and environmental protection
Welcome to the unit

People all over the world care about the environment. In this section, four pictures are presented to students, each of which highlights an environmental problem caused by nature or by man. Students are expected to fully participate in the discussion about these environmental problems and what they can do for the environment.

Brainstorming

Review the word ‘environment’ and other nouns and adjectives related to it. This is to activate students’ understanding of the unit topic. Have students explain ‘the environment’ in their own words. For example,

* It is the place where people, animals and plants live.
* It is the natural world.

Then ask students the following questions:

* When we talk about ‘the environment’, what words will come to your mind?

Encourage students to think of as many words as they can. If necessary, ask them to use a dictionary. Write the words on the blackboard, for example,

* harmony/harmonious
* peace/peaceful
* destruction/destructive
* pollution
* disaster/catastrophe
* protection
* environmentalists

Compared with the last few years, do you think the environment is getting better or worse?

What might be the reasons for the changes?

Have students express their opinions freely.

Sharing information

1. Before moving on to discuss the pictures, have students talk about some environmental problems they know about, e.g., floods, forest fires, the greenhouse effect and acid rain.

2. Have students read the instructions and study the pictures one by one. You can begin the activity like this:

* Look at the four pictures. What we see in the pictures are horrible. We can call what is happening or has happened in each picture is a catastrophe or a terrible disaster. Describe what you see in each picture with your partners and try to explain the possible cause or causes of each catastrophe.

Have students discuss the four pictures in groups of four. Each member in the group talks about one picture, and the others can give some supplementary information.

3. Have some groups report their descriptions of the four pictures to class, one group focusing on one picture.

For less able students, you may ask the following questions for each picture:

**Picture 1**

* What can we see in this picture?
* What has happened there?
* Can you give other examples to show what
will happen when an earthquake takes place?

What may cause an earthquake? Is it caused by nature or human beings?

Picture 2
In this picture, we can see heavy smoke is pouring out into the sky. Suppose the factory were in your neighbourhood, what would you think about it?

Which is more important in your neighbourhood, the economic benefits a factory can bring or the healthy environment? Why?

Picture 3
What can you see in this picture? (A volcano is erupting.)

What can cause a volcano to erupt?
Can the erupting of a volcano bring heavy damage to human beings? Can you give an example to show how volcanoes affect people?

Picture 4
How do you feel when you see piles of rubbish like this? Do you think rubbish is a big problem for the environment?

In your daily life, how do people deal with everyday rubbish?
Do you think it possible for us to classify rubbish as recyclable or non-recyclable?

3 Have one student read the three questions and make sure that everyone understands their meanings. Put students into groups of four and ask them to discuss the questions. Each student should have a chance to speak. Have some students report their answers to the class.

Sample answers

1 Of all the problems highlighted in these pictures, earthquakes and volcanic eruptions can be caused by nature. Human beings can almost do nothing to prevent such natural disasters from happening. The other two pictures show problems caused by man. This highlights the fact that man plays an important role in damaging the environment. The good news, however, is that there is a lot we can do to prevent this kind of environmental damage.

2 Sandstorms and tsunamis are other natural disasters that damage the environment. When a sandstorm happens, strong winds blow sand or dust, which may do much damage to the environment and our health, from one place to another over a long distance. The tsunami that ravaged south-east Asian countries in December 2004 proved just how destructive natural disasters can be. Thousands of people died while thousands more were left homeless.

3 People who work in agriculture can damage the environment without even realizing it. For example, fertilizers and pesticides are often used to stimulate the growth of crops and to kill insects. However, when these chemical substances are discharged into rivers and lakes, plants and animals are often killed. In some areas where the river is polluted because of these chemicals, the people who live there are affected. They become ill and often develop incurable diseases after they consume the toxic substances in their drinking water.

4 Have students read the news article in Part A on Page 102 in the Workbook and answer the questions below. Ask them if they know what caused the tsunami.
Reading

The reading text is a script of a television debate about environmental issues. A spokeswoman from the Green Society and a business development consultant are invited to a live programme and asked to express their attitudes towards the relationship between the environment and the economy. Students are expected to understand the two experts' opinions, reinforce their reading comprehension skills and improve their overall ability. The Reading strategy in this unit teaches students how to read a debate. Students are expected to apply the skills learnt to practical use.

Lead-in

1. Tell students that they are going to read a television debate about the environment. Before you start, give the following passage to students. The passage was written by a student for a school project on the environment.

   Last term we went to a local paper mill to investigate what damage it was doing to the local environment. When I saw the untreated toxic liquid waste being discharged directly into the river nearby, I could not help asking the director of the factory why they had not introduced any purification facilities to treat the waste. I was told that the factory could not afford to invest in any pollution control devices. 'After all,' he said, 'if people want paper, they have to get used to the waste too.'

2. After students have read the above passage, ask them the following questions:

   What do you think about what the director of the paper mill said?
   Do you think that we can achieve a balance between the economy and the environment?
   Some people think that it is impossible to improve our living standards without damaging the environment. Do you agree with them?

   Have students express their opinions freely.

Reading comprehension

1. Have students read the passage as quickly as possible to find the answers to the three questions in Part A. Remind students to only focus on and identify the information needed to answer these three questions. Students should also pay attention to the structure of the reading passage.

Answers

A 1 Ms Lin Shuiqing represents the environment and Mr Qian Liwei represents the economy.

2. Six times.

3. They should have to pay higher taxes.

2. Have students read the passage again and complete Parts C1 and C2. Questions in Part C1 are designed to check students' reading comprehension and improve their ability to find specific information. Part C2 serves as a strengthening activity. It asks students to put the subjects each speaker speaks about in the correct order. After students finish the exercises, check the answers as a class.
Answers

C1  1  Lin Shuiqing belongs to the Green Society.
    2  She starts her speech by talking about the way vast areas of the world are damaged by chemical waste.
    3  They are being caught by fishing boats before they can lay eggs.
    4  She thinks we should teach people ways of living that do not harm the environment.
    5  People often have the belief that development is bad for the environment.
    6  Because jobs will be lost. People

are more important than fish and trees.

7  He says we need better laws to preserve the environment and still allow our country to grow.

8  Many people are willing to pay a little higher prices for things that are friendly to the environment.

C2  Lin Shuiqing  6  1  4  3  2  5
    Qian Liwei        5  3  1  2  4

3  After students have finished Parts C1 and C2, present the following table on the blackboard for students to further their understanding of the text. Have students read the debate a third time and fill in the table with the correct answers.

<table>
<thead>
<tr>
<th>Speakers</th>
<th>Points they present</th>
<th>Reasons they provide to convince you</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lin Shuiqing</td>
<td>chemical waste</td>
<td>Many places have been destroyed. Many plants and animals have died. Factories produce large amounts of harmful chemicals, which go into the atmosphere and make us sick.</td>
</tr>
<tr>
<td></td>
<td>water pollution</td>
<td>Other types of waste flow into water and kill river and sea life.</td>
</tr>
<tr>
<td></td>
<td>fishing</td>
<td>Fishing boats catch large numbers of fish without giving them time to lay eggs.</td>
</tr>
<tr>
<td></td>
<td>population</td>
<td>The world’s population has grown by six times what it was in 1800. The figure is now about 7 billion people.</td>
</tr>
<tr>
<td></td>
<td>production</td>
<td>People should try to cut back on production and reduce the number of things they make and buy.</td>
</tr>
<tr>
<td></td>
<td>recycling waste</td>
<td>It would be good to increase the amount of waste that can be recycled, and teach people ways of living that do not harm the environment. We may even create more jobs and help our country become more developed at the same time.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td>-------------------------</td>
<td>-----------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>factories</td>
<td>Many factories and industries control the amount of pollution</td>
<td></td>
</tr>
<tr>
<td></td>
<td>they produce, and are very careful to spend money repairing any</td>
<td></td>
</tr>
<tr>
<td></td>
<td>damage they cause. The people operating these factories are</td>
<td></td>
</tr>
<tr>
<td></td>
<td>deeply concerned about the environment.</td>
<td></td>
</tr>
<tr>
<td>production</td>
<td>If we cut back on the quantity of things we produce in order to</td>
<td></td>
</tr>
<tr>
<td></td>
<td>save the environment, then jobs will be lost. People are more</td>
<td></td>
</tr>
<tr>
<td></td>
<td>important than fish and trees.</td>
<td></td>
</tr>
<tr>
<td>recycling waste</td>
<td>We should produce more things from recycled materials, and less</td>
<td></td>
</tr>
<tr>
<td></td>
<td>from raw materials.</td>
<td></td>
</tr>
<tr>
<td>laws</td>
<td>We need better laws to preserve the environment and still allow</td>
<td></td>
</tr>
<tr>
<td></td>
<td>our country to grow. This includes controls on how many trees</td>
<td></td>
</tr>
<tr>
<td></td>
<td>are cut down and how many fish are caught.</td>
<td></td>
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<tr>
<td>taxes</td>
<td>Factories which pollute the environment should have to pay</td>
<td></td>
</tr>
<tr>
<td></td>
<td>higher taxes.</td>
<td></td>
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</tbody>
</table>

4 While conducting the above activity, you can develop students’ ability to read a debate. Tell students that in a debate, it is important for both sides to present their points clearly. What is more, speakers in a debate often present opposite views. Remind them that when listening to a debate, we should not make a final decision about who we agree with until we have read or listened to both sides completely and fully understand the arguments that they make.

5 Have students complete Parts D and E. Part D serves as a strengthening exercise to check students’ ability to guess the meaning of new words from the context. Students will also learn how to explain what a word means in English. Part E aims to familiarize students more with the debate and some useful words in it. Encourage students to read the debate and finish the exercise by themselves. Then ask several students to read their answers to the class. Check for mistakes and mispronunciation.

**Answers**

D 1 b 2 c 3 e 4 g 5 d 6 f 7 a
E (1) consultant (2) cut back on (3) quantity (4) recycled (5) operate (6) debating (7) raw (8) willing

6 Have students read the article in Part B on Page 103 in the Workbook. After they have filled in the forms below, ask students why Switzerland is known as one of the cleanest countries in the world and what they can do to make the environment around them cleaner.

**Post-reading activities**

1 Tell students that they are going to role-play the debate. In order to have more students participate in the activity, you can divide the class into six groups. Three groups should represent Lin Shuiqing and the other
three groups should represent Qian Liwei. Each student should read one or two points in the debate. If possible, encourage students to make some changes to the debate or use their own opinions. Then have several groups present their role-plays to the class. Hold a competition between the groups. The one with the best debating skills wins.

2 Have students work in pairs to complete Part E, which serves as a consolidating exercise for students to practise their spoken English. Have students read the instructions and then role-play the discussion.

3 Continue the discussion by asking students the following questions:

*Do you think it is possible to achieve a balance between the economy and the environment?*

*How can this be achieved?*

- We could educate people to respect and protect the environment.
- We could urge factories that produce large amounts of waste to build a system to purify the waste and minimize the damage to the environment.
- We could urge the government to pass stricter laws to punish factories which pollute the environment.
- We could produce strict laws to preserve the environment.
- We could create a system to deal with the waste and rubbish scientifically.

4 If time permits, have students go over Parts A1 and A2 on Page 98 in the Workbook, or they may do the two exercises as their homework.

**Notes**

1 *First I am talking to you today about the way vast areas of the world are damaged by chemical waste.* (Page 22, Lines 10–11)

2 *Here waste is a noun which means ‘something that cannot be used any more and is thrown away’.*

3 *Industrial waste must be prevented from polluting our rivers.*

4 *Where do you put your kitchen waste? We threw the waste from dinner into the dustbin.*

5 *The word waste can also be used as a verb or an adjective.*

6 *There is no use wasting time in discussing how it happened.*

7 *The boy probably threw it away, thinking it was waste paper.*

8 *Other types of waste flow into our water, killing river and sea life.* (Page 22, Lines 13–14)

9 *Here flow is a verb, meaning ‘to move like water’.*

10 *The river flows eastward into the sea.*

11 *With fewer cars on the roads on Sunday morning, traffic is flowing faster than on weekdays.*

12 *The River Thames is a major river flowing through southern England.*

13 *These boats catch large numbers of fish without giving them time to lay eggs.* (Page 22, Lines 15–16)

- *Here the phrase large numbers of can be replaced with ‘a large number of’, ‘a great number of’, ‘great numbers of’ or ‘lots of’, and is used to modify countable nouns.*

- *On hearing that the team had won, large numbers of people crowded into the hall to celebrate.*

- *Large numbers of students have volunteered to help.*

- *He has collected large numbers of photos of different kinds of birds.*
• The phrase lay eggs means ‘(birds, insects, fish, etc.) to produce eggs from their bodies’.

Cuckoos lay their eggs in other birds’ nests.

This is the season when fish lay eggs.

This will effectively kill the eggs that flies lay on the surface of the fruit.

The word lay has some other meanings in different situations.

The mother carefully laid her baby on the bed. (gently and carefully put something somewhere)

Then both sides started laying the blame on each other. (put someone in a difficult or unpleasant position)

Why don’t you lay that problem aside for a while and think about it later? (put something on one side and not to think about it)

He was willing to lay down his life for his country. (stop something)

5 The world’s population has grown by six times what it was in 1800. (Page 22, Lines 19–20)

Different patterns can be used to indicate the number of instances by which something is multiplied or divided. For example,

This box is four times as light as that box.
The cotton output was four times greater than that of 1996.
The Earth is 49 times the size of the Moon.

6 It is our duty to try to cut back on production and reduce the amount of what we make and buy. (Page 22, Lines 21–22)

The phrase cut back on means ‘to reduce’.

To save money, we should cut back on our spending.

Many companies are cutting back on staff at the moment.

If we cannot sell more, we will have to cut back on production.

7 As a business development consultant, I’m often seen as being against the environment. (Page 23, Lines 29–30)

As is used as a preposition in this sentence. It is used to talk about someone or something that has a particular job or function.

As an interviewer, you ought to sit back and listen.

He wants me to go with him as his secretary.

She spoke of him as her dearest friend.

As can sometimes be used as a conjunction:

As I left the house, I remembered my keys.
(while something else is happening)

It is very difficult for us to know what to do, as we are not his parents. (because)

I did as he asked. (in the way which)
Poor as he was, he was honest. (though)

8 The people operating these factories are deeply concerned about the environment.
(Page 23, Lines 37–38)

- Here operating means ‘managing or being in charge of’. It is used as an attribute to modify the noun ‘people’. Similar examples are as follows:
  There is a piano standing (which stands) in the corner.
  A man respecting others (who respects others) will himself be respected.
  Do you know the man talking (who is talking) with your dad?

- The phrase be concerned about means ‘to be involved in (something) or affected by (something)’. The preposition about can be replaced with with, for or over.

Why is she so concerned about her appearance?
We are all concerned for her safety.
The author is not concerned with what the critics think of his book.

9 Asking around, I find many people willing to pay a little higher price for things that are friendly to the environment.
(Page 23, Lines 48–49)

Here asking around is a verb-ing phrase used as an adverbial in the sentence, which means ‘when I ask around’. The following are some other examples:
  Turning to the right, you will find a path leading to his cottage.
  Hearing the news, he immediately set off for home.
  Seeing the car coming, they stepped aside.

---

Word power

In this section, students will learn words related to the environment. In Parts A and B, students will read a leaflet about a new hotel which is friendly to the environment and learn some compound nouns relevant to the topic. In Part C, students will apply the words that they have learnt in Parts A and B to fill in the missing words in an advertisement. Different expressions beginning with ‘eco-’ are practised in Part D. Students are expected to enlarge their vocabulary in this section.

Brainstorming

Tell students that they will learn some vocabulary related to the environment in this section. Start the activity by asking students to imagine a hotel that is friendly to the environment. Ask the following questions:

Who does ‘ecotourists’ refer to?
What are they interested in?
What kind of hotel would they like to stay in when they are visiting an area?
What type of energy does the hotel use?
How does the hotel wash the sheets?
What other features does this kind of hotel have?

Encourage students to use their imagination and express their ideas freely. Write some of the better ideas on the blackboard.

Vocabulary learning

1 Have students read the instructions on Page 26 so that they will learn what kind of vocabulary they are dealing with in this section.
Vocabulary extension

1 Have students focus on Part C on Page 27, which serves as a strengthening exercise to check students’ understanding of the words they learnt on Page 26. In order to fill in the blanks correctly, students have to understand the passage and the exact meanings of the words. Have students complete the exercise first, and then ask several students to each read a sentence. Check for mistakes and mispronunciation.

Answers

C (1) environmental (2) pollution (3) ecosystem (4) (solar) energy (5) fuels (6) eco-friendly (7) ecotourists

2 Ask the following questions to check students’ understanding of the passage.

Who thought of the idea to build a hotel which is friendly to the environment?
What made him decide to build such a hotel?
Where did he get his inspiration?
What are the differences between Ecoville and other hotels?

3 Divide the class into groups of four and hold a small competition for Part D. Have students think of as many words as possible beginning with ‘eco-’. The group that has the most correct words wins.

Answers

D eco-adventure eco-friendly ecosystem ecology eco-disaster ecotourist

4 Have students first listen the recording and complete the notes in Part A on Page 104 in the Workbook, and then complete the article in Part C on the same page.
Grammar and usage

The grammar section of this unit focuses on the verb-ing form and verb-ing phrases. Students will learn how a verb-ing form can be used as an adjective or adverb and how to use a verb-ing phrase. Students are expected to learn how to use the verb-ing form and verb-ing phrases in different situations. At the same time, they are expected to apply the usages to fulfilling some written tasks.

Verb-ing form as an adjective or adverb

In this part, students will learn that a verb-ing form can be used as an adjective or adverb. It can serve in a sentence as the attributive, the predicative or the object complement. The verb-ing form can be used as an adverbial to indicate that two actions are happening at the same time. It sometimes has a perfect form. Students should be able to identify its functions in different sentences.

1. Help students review the definitions and uses of attributive, predicative and object complement. Provide students with the following examples:

   Tom is reading the school newsletter.
   In this sentence, school is the attributive. An attributive is a noun or an adjective that comes before a noun and describes it.

   Tom is strong.
   In this sentence, strong is the predicative. An adjective can be used as the predicative that comes after a linking verb.

   The problem made me very unhappy.
   In this sentence, unhappy is the object complement. An object complement can be an adjective or a noun that relates to and describes the object of a sentence.

2. Write down the following sentences on the blackboard. Tell students to identify the use of the verb-ing form.

   The sleeping boy is her cousin.
   His encouraging words made everyone present at the meeting regain courage.
   Everyone is preparing for the coming New Year's party.
   Students should know that the verb-ing forms in the three sentences are used as the attributive.

3. Have students read Point 1 in Part 1 on Page 28. Make sure that they know the verb-ing form can be used as the attributive when it appears before a noun. An attributive clause can have the same effect.

   The boy who is sleeping is her cousin.
   His words which were encouraging made everyone present at the meeting regain courage.
   Everyone is preparing for the New Year's party which is coming.
   Provide students with the following examples.

   A waiting taxi is around the corner. Go and take it.
   It is said that no living thing can be found on Mars.
   The smiling boy ran to his mother.
   Provide students with more examples where the verb-ing appears after a noun:

   The woman coming to dinner this evening works in the bank.
   The young man looking at the map is lost in thought.
   The man performing in the street can play five musical instruments.
   Help students change the verb-ing form into the attributive clause. Here are the sample answers:

   A taxi which is waiting is around the corner. Go and take it.
   It is said that nothing that lives can be found on Mars.
The boy who was smiling ran to his mother.
The woman who is coming to dinner this evening works in the bank.
The young man who is looking at the map is lost in thought.
The man who is performing in the street can play five musical instruments.
Have students think of more examples.

Have students read Point 2. Tell them that a verb-ing form can be used as the predicative of a sentence. You may present two examples to students:

Her uncle’s job is designing new machines.
The film they are talking about sounds so frightening.

Tell students that the verb-ing in these sentences is used as the predicative. Point out that the verb-ing form following linking verbs is the predicative. You can provide students with some examples as follows:

The news was really exciting.
The news that the Chinese team won 51 gold medals in the Beijing Olympic Games was encouraging.
The story he told us was really terrifying.

Have students read Point 3. Tell students that the verb-ing form can be used as the object complement of a sentence. You can provide students with some examples as follows:

I watched the girls jumping from the diving board into the swimming pool.
The boy looked out of his window and saw a man entering his neighbour’s house.
I heard someone playing the violin in the next room.

Point out the structure of the above sentences. Tell students that a verb-ing form may be used after verbs like see, watch, notice, hear and observe as an object complement.

Have students read Point 4. Tell students that a verb-ing form can be used after verbs like stand, sit and lie to modify these verbs and show that the two actions are happening at the same time. You can provide students with some examples as follows:

The girl lay in bed reading her favourite novel. = The girl lay in bed and was reading her favourite novel.
The boy sat at the table eating his breakfast. = The boy sat at the table and was eating his breakfast.
The man sat on the sofa watching TV. = The man sat on the sofa and was watching TV.

Have students read Part 2. Tell students that a verb-ing has a perfect form having + verb-ed to show this verb happens before the predicate verb. You can provide students with some examples as follows:

Having finished his homework, he sat down to watch TV. (Here the verb finish happens before the predicate verb sit.)

Having heard the news, he rushed out into the street. (Here the verb hear happens before the predicate verb rush.)

Having returned from the supermarket, she started to prepare the dinner. (Here the verb return happens before the predicate verb start.)

Tell students that the verb-ing with a perfect form in the above sentences is used as the adverbial to show the time.

Have students read the letter to the editor of a newspaper in Part A on Page 29. Have them fill in the letter using the correct forms of the verbs in brackets. Check the answers as a class.

Answers:
A (1) Having read (Adverbial)
(2) shocking (Predicative)
(3) relaxing (Object complement)
(4) tiring (Object complement)
(5) interesting (Attributive)
(6) living (Attributive)
9 Have students read the news report in Part B on Page 29. Have students fill in the blanks using the words from the box. Check the answers as a class.

**Answers**

B  (1) Exciting  (2) walking
   (3) falling  (4) following
   (5) moving  (6) keeping

10 Have students do Part C1 on Page 100 in the *Workbook* to help them become familiar with the verb-**ing** form used as an adjective or adverb.

**Verb-**ing phrases**

In this part, students will learn that a verb-**ing** phrase is a verb-**ing** plus an object and/or adverbal. Students are expected to learn that verb-**ing** phrases can express time, reason, result and condition. Students will have the opportunity to practise using verb-**ing** phrases by changing sentences in a conversation into verb-**ing** phrases.

1 Have students go over Points 1-4 in Part 1 on Page 30. Tell students that verb-**ing** phrases can express time, reason, result and condition. We can use clauses introduced by when or after to rewrite phrases showing the time; the word because to rewrite phrases showing the reason; as a result to rewrite phrases showing the result; and, if to rewrite phrases showing the condition. Provide students with the following sentences and help them rewrite them.

*Having finished* my homework, I sat down to eat my dinner. = *After I had finished* my homework, I sat down to eat my dinner.

*Knowing* that there was a dog outside, the little boy didn’t open the door. = *Because he knew* that there was a dog outside, the little boy didn’t open the door.

*Having* plenty of money, she was able to go anywhere she wanted on holidays. = *Because she had* plenty of money, she was able to go anywhere she wanted on holidays.

Lucy and Lily, looking so alike, are often mistaken for twins. = Lucy and Lily, because they look so alike, are often mistaken for twins.

The couple went shopping, leaving their daughter alone at home. = The couple went shopping. At the same time, they left their daughter alone at home.

Time permitting, I will meet you for lunch. = If time permits, I will meet you for lunch.

2 Have students go over Part 2. Explain to them that we can also use the pattern conjunction + verb-**ing** to express the time. Have students think of more examples.

*While waiting* for the bus, he read the newspaper.

**While building** a tunnel through the mountain, the workers discovered an underground lake.

3 Have students go over Part 3. Tell them that the understood subject of a verb-**ing** phrase is usually the same as the subject of the main clause. Provide students with some examples.

He lay in bed, reading a book. = When he lay in bed, he read a book.

They came into the classroom, talking and laughing. = When they came into the classroom, they talked and laughed.

She stood by the window, looking at the children playing in the garden. = When she stood by the window, she looked at the children playing in the garden.

4 Have students go over Part 4. Make sure that they understand that *not* should be put before the verb-**ing** to create its negative form.

**Not knowing** much English, he found it difficult to communicate with others while he was travelling abroad.
Not having received a reply, he wrote a letter to the professor again.

Not hearing the question clearly, she asked the interviewer to repeat it.

5 Have several students read the conversation on Page 31 to the class. Tell students that they need to change the highlighted sentences into verb-ing clauses. Then have several students read their sentences to the class. Check for mistakes and mispronunciation.

**Resources**

Students have learnt that a verb-ing form can be used as an attributive to modify a noun. Sometimes, a verb-ing form is used to show what the noun is used for. Sometimes, a verb-ing form is used to show what the noun is doing. Here are some examples:

- a sleeping car = a car used for sleeping
- a sleeping baby = a baby who is sleeping

Have students compare the following examples and point out the differences.

- a sailing boat; an ironing board;
- building materials; drinking water;
- a falling leaf; living things;
- working people

Tell students:

- a sailing boat = a boat for sailing
- an ironing board = a board for ironing
- building materials = materials for building
- drinking water = water for drinking
- a falling leaf = a leaf which is falling
- living things = things that live
- a crying child = a child who is crying

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**Task: Designing a poster**

This section consists of a series of activities which provide students with the opportunity to learn and practise their language skills of listening, speaking, reading and writing. This section is divided into three steps and each step is preceded by a skills building activity. Through the three steps, students will learn how to read a scientific article, how to listen to a lecture, and how to design a poster. They will also get some practical advice on presenting their point of view on desertification.

**Skills building 1: reading for information**

The activities in this part will help train students to read for specific information. Students will learn to skim and scan a text while looking for the information they
require. Students will read part of a newspaper and find answers to the questions.

1 Have students read the directions on Page 32. Tell them that we often skim and scan a text when looking for specific information. Ask students the following question:

What information do you usually get from a TV guide? (Schedules for TV programmes, brief introductions of different TV programmes, and information about different films.)

What information do you usually get from a newspaper/a website/a plane ticket/a bus timetable/a magazine/an advertisement? Encourage students to express their opinions freely.

2 Divide the class into groups of six and tell them to discuss the reasons why they might want to read the materials mentioned in Part A. Each group member may choose a different thing. Make sure that the six items are covered. Have students think of as many reasons as they can. Then they may exchange their opinions with their group. After that, have several groups share their ideas with the class.

Sample answers

A 1 a to find out about the day’s news
    b to find out about the weather
  2 a to find out departure/arrival times
    b to find out the seat number
  3 a to find out about the latest fashions
    b to find out more about a particular topic, such as gardening
  4 a to search for information
    b to find out the latest news

5 a to find out departure/arrival times
    b to find out where the bus stops

6 a to find out more about a product
    b to find out where you can buy a product

3 Have students read the newspaper article in Part B and answer the four questions listed below it. Students may use the skills they have learnt in Part A to skim and scan for specific information. Check the answers as a class.

Answers

B 1 At 14.30 and 18.00.
  2 Rainy.
  3 The city’s Modern Art Museum.
  4 Over 10,000 people.

Step 1: reading a scientific article

This part is designed to help students practise reading a scientific article using the scanning and skimming skills learnt in Skills building 1 on Page 32. Students need to read the article about desertification and underline all of the solutions to the problems they can find.

1 Have students read the scientific article about desertification. Make sure that they understand the article and then have them underline all of the solutions it mentions.

2 Organize students into groups of four and have them study the scientific article together. Have them check the underlined solutions mentioned in the article with each other and discuss what other solutions they can think of.

3 Have students list their solutions on
Page 33. Check the answers as a class. Then choose several groups to tell their solutions to the class.

### Answers

**A**
- to build fences (which stop wind from blowing the soil away)
- to plant more trees and bushes
- to find and drill for underground water
- better administration of areas that are likely to turn into desert, and training people in how to use water without wasting it
- sharing information between countries and using satellites to pick out areas likely to be affected by desertification

### Sample answers

**B**
1. Collect some money to help the poor farmers.
2. Save as much water as possible in our daily life.
3. Ask scientists to find more plants that are suitable for growing in deserts.

### Skills building 2: listening and drawing conclusions

In this part, students will learn how to draw conclusions from listening to something. Explain to students that in order to draw conclusions, they need to think about the situation and the information they have and then try to decide what it means.

1. Have students read the directions and the dialogues in Skills building 2 on Page 34. Have them draw conclusions from what is said in the dialogues. Make sure that they understand the intended meaning of the dialogues. You can create more dialogues and have students draw conclusions. For example, if you hear:
   *I've just been to the hospital, and the doctor asked me to take some medicine.*
   You can conclude that:
   *The speaker is ill.*

2. Have student first read the instructions in Part A. Then have them draw a conclusion about what kind of natural disaster occurred in each situation. Ask them why they have drawn this conclusion.

### Answers

**B**
- 1. flood
- 2. fire
- 3. earthquake
- 4. typhoon

3. Have students listen to a news report and complete Part B. Have them decide which of the conclusions are logical and to state their reasons. Then check the answers as a class. You may give some explanations if necessary. Play the recording once more if time permits.

### Tapescript

**B** Reporter: This is Sally Smith reporting for *World News* from Los Angeles, California. California is still fighting huge fires that are sweeping across the state. Thousands of people have lost their homes although no one has been killed. Firefighters are trying new ways to help save people's homes. This includes using special planes that can bring water from the sea and drop it on the fires. It is thought that some teenagers may have started
the fires. As you can see from here, the damage to the environment is very bad. The fires have already damaged two hundred and sixty square kilometres of forest. Some of these trees are hundreds of years old and will be destroyed if the fires are not quickly put out. At the moment, there is no evidence that firefighters are in control of the fires. High winds in the area are helping the fires to spread. I will update you again on the situation in an hour.
This is Sally Smith, reporting to you live from Los Angeles, California.

### Answers

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<th></th>
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<tr>
<td>B</td>
<td>1</td>
<td>2</td>
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</tbody>
</table>

### Step 2: listening to a lecture

This part is designed to help students develop their listening skills. Students will collect some information for a poster about desertification by listening to a lecture. Students need to first answer some questions. Then they will check their understanding by deciding what conclusions can be made from the statements.

1. If possible, bring some photos of north-west China to class. Tell students that in this area of China, there is very little water. Discuss the problem of desertification with students. This discussion can help them review what they have read in Step 1 and give them some background knowledge of the problem. The activity may be conducted as follows:

   - **What is the relationship between the word ‘desert’ and ‘desertification’?** Can you explain the word ‘desertification’ in English?
   - **Where does desertification occur in China?** (In north-west China.)
   - **What causes desertification?**

Encourage students to fully participate in the discussion and express their opinions freely.

2. Play the recording once. If necessary, play the recording again, stopping after each answer or sentence so that students have time to write down their answers. If they still have some questions they cannot answer, play the recording once more. Tell students to pay attention to any information that might be useful for their poster.

### Transcript

**Teacher:** Desertification happens when land that can be used for farming turns into desert. It affects around two hundred and fifty million people every year. About a third of all the Earth’s land suffers from this problem.

Although desertification can happen everywhere, it is an especially big problem in Africa and parts of South America. It is a problem in China as well. Even people who do not live in desert areas can be affected, because the sand from the deserts gets carried by the wind to other areas. It is not very healthy to breathe the dusty air.

It is worse for the people who live in the desert areas. They may lose their homes and farms because the land is too...
dry to use. Many families starve, and others move to the cities to find work. 
There are many reasons why this is happening. Some parts of the world are becoming drier because the weather has changed. However, the actions of humans are making the problem of desertification much worse. People plant too much on the land without giving it a rest; too many animals depend on the same land for food; and people cut down trees for energy and to make space for more farms—all of this dries out the land. When it gets too dry and there are no trees to stop the wind, the soil blows away. Desertification is everyone’s problem. You can help solve this problem by educating people in your community and round the world.

4 Some parts of the world are becoming drier because the weather has changed. However, the actions of humans are making the problem of desertification much worse. People plant too much on the land without giving it a rest; too many animals depend on the same land for food; and people cut down trees for energy and to make space for more farms—all of this dries out the land.

5 Everyone should be concerned.

4 Have students finish Part B. Have them consider what conclusions can be drawn from the statements. Then check the answers as a class.

Answers
B 1 d 2 a 3 b 4 c

Skills building 3: presenting your point of view

In this part, students will learn how to make people accept their ideas. They will learn some words and phrases that can be used to introduce their ideas and to explain their ideas. Two exercises are presented for them to practise how to introduce and explain their point of view politely to make it more likely that people will agree with them.

1 Have students read the directions in this part on Page 36. Make sure that they understand each point and know how to use these words to introduce and explain a point of view politely.

Answers
A 1 It affects around two hundred and fifty million people every year.
2 Although desertification can happen everywhere, it is an especially big problem in Africa and parts of South America. It is a problem in China as well.
3 They may lose their homes and farms because the land is too dry to use. Many families starve, and others move to the cities to find work.
2 Have students read the instructions for Part A on Page 36 and help them give explanations for their choices. Check the answers as a class.

**Answers**

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

3 Organize students into groups of four and ask each group to work together to complete Part B. Make sure that each group gives explanations for their decisions. Have several groups explain their decisions to the class. Accept any reasonable answers.

**Sample answers**

B 2 3 8 5 6 7 4 1

Step 3: designing a poster

In this part, students are required to design a poster. First, they need to read some viewpoints from several experts on desertification. They will discuss which of the viewpoints they agree with and which viewpoint their group will focus on. Then, they are expected to prepare and write a report for their posters.

1 Organize students into small groups, and have them read the viewpoints from some experts on desertification in Part A on Page 37. They need to discuss which viewpoint they agree with and which one they will focus on. Make sure that each member of the group contributes to the discussion.

2 Have students work in groups and consider the questions in Part B carefully.

They can refer to the information gained in the previous steps. Then have several groups present their answers to the class.

3 Tell students that a good poster includes good content and a good layout. They should first read the instructions of Part C on Page 37. Have them sketch the layout of their poster on a separate piece of paper. Have several groups show their design to the class.

4 Have each group create their own poster. Remind them to refer back to Steps 1 and 2.

5 Have students read the article in Part A on Page 105 in the *Workbook*. Then have them do Part B on the same page.

**Resources**

**Desertification**

More than one billion people are affected by desertification. Desertification is a complex process. Many of the world’s deserts have formed naturally over centuries. However, there is no doubt that human activity speeds up this process. The problem of desertification did not get much attention until the 1930s when the Dust Bowl formed in parts of the Great Plains in the USA. Millions of people were forced to leave their hometowns and move to other places. Since then, much attention has been paid to this global problem. More information is available on the following websites:


http://pubs.usgs.gov/gip/deserts/desertification/
Project  Writing a report

The section in this unit is designed to help students learn and use English by doing a project. Students are expected to read two passages, one is about protecting the Yangtze River, the other is about climate change and a way of life—a low-carbon life. These samples are used to show students how to write a report. Students are expected to write a report about other things that China is doing to protect the environment.

The purpose of this section is to encourage students to use what they have learnt to complete a project. In the course of doing the project, students will learn how to plan and do the research for the report. They are expected to cooperate and complete each part of the work together.

Part A

1. Have students read the first article.
   Divide the class into five groups and tell each group to focus on one paragraph. Tell each group to read their assigned paragraph and report the main idea of it to the class.

   **Paragraph 1** The health of the Yangtze River has raised concern.

   **Paragraph 2** Many people have recognized the importance of protecting the Yangtze River and organizations and projects have been set up to do this.

   **Paragraph 3** Two special government projects are under way to protect the river. One is a water and soil preservation project.

   **Paragraph 4** The second project is nature reserves for white-flag dolphins.

2. Have students read the report carefully. The following questions may help them to understand the article better:

   *Why has the health of the Yangtze River raised concern both nationally and internationally?* (Rapid development and an increase in population have meant that the amount of water taken from the river is rising, and the waste being put back into the river has been increasing.)

   *What does the Green River Organization do?* (It educates people on the importance of protecting the Yangtze River. It also watches the river and stops the illegal hunting of animals, which has put the wild animal population in danger.)

   *What problems do the two government projects focus on?* (They focus on water and soil conservation and protecting white-flag dolphins along the Yangtze River.)

   *What did farmers have to do under the water and soil conservation project?* (They had to replace their crops with trees or grass.)

   *What does the second project include?* (The second project includes nature reserves for white-flag dolphins.)

3. Have students form groups and discuss the following questions:

   *Do you think the environmental situation of the Yangtze River is getting better? Why?*

   *What else can we do to protect the Yangtze River?*

   Have students read the article again and analyse its structure. The following table
may help them understand it better.

<table>
<thead>
<tr>
<th>Parts</th>
<th>Main ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paragraph 1</td>
<td>The health of the Yangtze River has raised concern.</td>
</tr>
<tr>
<td>Paragraphs 2–4</td>
<td>A lot of work has been done by people as well as the government to protect the river.</td>
</tr>
<tr>
<td>Paragraph 5</td>
<td>The situation of the Yangtze River is improving.</td>
</tr>
</tbody>
</table>

4 Have students focus on the second article *Climate change and a low-carbon life*. Ask them:

*What will you think about when you see the title ‘Climate change and a low-carbon life’?*

*Can we predict what the article will talk about according to the title?*

*What is the relationship between climate change and the low-carbon life?*

*What do you think causes climate change? Do you think that your way of life can change the climate?*

*Can you give some examples to show what kind of life a low-carbon life is?*

5 Have students read the article and find out what it is about. Write the following on the blackboard:

*Problem:* More and more carbon dioxide has been put into the atmosphere, which has brought about climate change.

*Causes:* breathing of animals and humans; other human activities; cars and other vehicles; electrical power plants

*Solutions to the problem:* walk or use a bike when possible; use as little energy as possible; recycle as much as possible; plant trees

Collect students' answers and encourage them to find more about how to live a low-carbon life.

6 Have students do Parts B1 and B2 on Page 99 in the *Workbook* to practise the usages of some words in the two articles ‘Protecting the Yangtze River’ and ‘Climate change and a low-carbon life’.

7 Have students do Parts D1 and D2 on Page 101 in the *Workbook* as their homework, so they can be more familiar with some words, phrases and patterns learnt in this unit.

**Part B**

1 Organize students into small groups. Have them discuss the eight questions in Part B. They may conduct a survey first, and then list different problems with China’s environment and present a report. Make sure that everyone will have a clear idea about the topic they will choose for the report and the different parts the report will have.

2 Divide the work so that each group member will be responsible for a different task. Set a deadline for the project. All group members should edit the report, paying attention to each part of their report. Correct the mistakes if there are any.

3 Each group presents their report to class. They should put their written work on the wall of the classroom for everyone to read, and vote on which group has done best.

**Resources**

The *Chang Jiang/The Yangtze River*  
The Chang Jiang, known as the Yangtze River to foreigners, is the longest river in China and Asia. It flows for more than 6,000 kilometres from the glaciers in the Tibetan Plateau in Qinghai eastward across southwest, central and eastern China before it goes into the East China Sea at Shanghai.
The river drains one-fifth of China's land area and its river basin is home to one-third of China's population. Along with the Yellow River, the Chang Jiang is one of the most important rivers in the history, culture and economy in China. The rivers are called 'Mother Rivers of China'. The Three Gorges Dam on the Chang Jiang is the largest hydro-electric power plant in the world. Along the river, there are about thirty cities with the population of more than one million.

With China’s fast economic development in recent years, the Chang Jiang has suffered from industrial pollution, agricultural run-off and a loss of wetland and lakes. Now some parts of the river are protected as nature reserves. More and more attention is being paid to preventing the river from being further polluted.

The name ‘Yangtze River’ comes from Yangzi Jiang, which is the local name for a stretch of the lower Chang Jiang near Yangzhou. ‘Yangzi’ was the name of a site of an ancient ferry crossing. When Westerners first came to the east of China, they heard the name ‘Yangzi Jiang’ and applied it to the entire river. That is why in English the Chang Jiang is called the Yangtze River.

More information is available on the following website:
http://en.wikipedia.org/wiki/Yangtze_River

White-flag Dolphin
The white-flag dolphin, or baiji, is one of the rarest mammals in the world and has been living in the Yangtze River for about 25 million years. White-flag dolphins usually live in small groups of three or four. They feed on small fish in the river. As their eyes are small and they have limited eyesight, they rely mainly on sound waves to recognize each other and communicate. Compared to other mammals, white-flag dolphins have a large brain that is quite similar to a human brain. This is perhaps why they are so clever. White-flag dolphins give birth to one baby every two years, which they nurse for ten or eleven months. In a safe and comfortable environment, they can live for 24 years. It is estimated that only ten to twenty white-flag dolphins are left in the wild now. They are only found in the Yangtze River in China.

The number of white-flag dolphins was greatly reduced during the industrial development that took place in the 1980s and 1990s, which resulted in water pollution. Many white-flag dolphins were also killed or injured by large ships. Some provinces along the Yangtze River like Anhui and Jiangsu have set up protected areas for the remaining white-flag dolphins. The Chinese government has set up programmes to educate local fishermen and villagers about the importance of protecting these rare mammals.

More information is available on the following website:

Self-assessment

The self-assessment section allows students to determine the progress they have made, and also what else they can do to improve their studies. The colour bar with five levels shows how confident students themselves feel about what they have learnt.

In this unit, 19 items are listed, with each one scored 5, with the total score of 95. These items cover the main study targets in this unit, including skills in listening,
speaking, reading and writing, the usages of vocabulary and grammar items as well as doing activities in English. Through assessing themselves as learners, students will realize how well they have achieved the goals in this unit.

In Part A, some items are presented to students and they are asked to check how well they think they have developed these skills. Each item corresponds to something they have learnt in this unit. For example, by going over Part E on Page 25, students will know whether they are able to use the vocabulary they have learnt in the unit or not. Students have the opportunity to evaluate their own skills and abilities in English. If they feel very confident about one item, they can score it 5. If they feel slightly confident about another item, they can score it 2. By adding up all the scores they get and dividing the total amount by 95, students will get a percentage, which shows their overall level.

In Part B, students are asked to make an action plan to improve their studies. You can also have a better understanding of your students, enabling you to guide them and help them study English more effectively.
This unit introduces and develops the theme of science and nature. *Welcome to the unit* features four pictures, each representing a successfully cloned animal. Students are expected to have a discussion about cloning based on these pictures. The *Reading* text is a newspaper article about cloning and two readers’ letters expressing their opinions on cloning. Students will be given information about how cloning is being researched and the different attitudes towards it. *Word power* focuses on prefixes and suffixes and words related to organs of the body. In *Grammar and usage*, students will learn how the verb-*ed* form and the verb-*ed* phrases are used as the attributive, predicative, object complement and adverbial in sentences, and the differences between the verb-*ing* form and the verb-*ed* form used as adjectives. In *Task*, students are required to write a formal letter. They will also have the chance to practise their listening, speaking, reading and writing skills. They will learn how to change or correct a text, how to conduct a discussion and how to write a formal letter. In *Project*, students will first read two articles which are about the relationship between man and nature and then they will use what they have learnt to prepare for a debate.

This unit provides students with an opportunity to learn more about the issues of science and nature. Students are expected to learn about cloning, its process and people’s attitudes towards it. Students will also learn how to read and understand scientific terms. Integrated skills of listening, speaking, reading and writing which relate to the topic will be practised and reinforced. Students are expected to fully participate and develop their ability to express different opinions in English. This unit also enables students to confirm information, conduct a discussion and write a formal letter. They are expected to practise what they have learnt by having a debate about relationship between man and nature.

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| Functions           | 1 Describing popular science and modern technology  
                      *Cloning is producing an exact copy of a plant or an animal using its cells.  
                      China has succeeded in producing clones of cows and goats, and continues to research ways in which cloning can benefit mankind.*  
                      2 Describing agreeing and disagreeing  
                      *If I had the chance, I would have a cloned baby right now.*  
                      *I believe that human cloning is wrong. If we toy with nature, we will have to deal with the consequences.*  
                      *I am in complete agreement with human cloning.* |
| Vocabulary          | clone, tissue, exact, cell, intention, anxiety, saleswoman, adopt, legal, goat, consequence, harvest, transform, concept, crime, fellow, profession, radiation, breakthrough, original, judgement, relation, conduct, majority, summary, hunger, tasty, nutrition, ordinary, reliable, accurate, brief, actual, confirm, agriculture, channel, catastrophe, acre, income, frighten, insert, pest, profit, chain, permission |
| Grammar             | 1 Verb-ed form and verb-ed phrases  
                      *If I had the chance, I would have a cloned baby.*  
                      *She lay trapped under the building for three days.*  
                      *After the accident, they found the front windows broken.*  
                      *My grandfather was delighted to hear I had passed my exams.*  
                      *Shocked by the article, the woman wrote a letter to the newspaper.*  
                      *Treated with electricity, the cell tissue will divide into several parts.*  
                      2 Verb-ing and verb-ed used as adjectives  
                      *I noticed an amazing distinction between the copy and the original.*  
                      *I was surprised to learn that they had copied a human cell.* |
| Skills and strategies | By the end of this unit, students will be able to:  
                      1 read a newspaper article and two readers’ letters about cloning, and two articles about people and the natural world  
                      2 listen to a discussion about food from cloned plants and animals  
                      3 discuss the ideas about cloning and conduct an interview about food from cloned plants and animals  
                      4 write a formal letter about food from cloned animals and take part in a debate  
                      5 expand vocabulary related to organs of the body |
| Culture             | 1 The advantages and disadvantages of cloning  
                      2 The relationship between human beings and nature |
Welcome to the unit

Science is developing so fast that sometimes it is beyond our imagination. Mankind has created many things and is now ready to copy himself. In this section, four different pictures are presented to students, each of which shows a successfully cloned animal. Students are expected to participate in a discussion, using what they know about cloning to express their own opinions towards cloning. Students are expected to be involved in the discussion, practise their spoken English and share their opinions.

Brainstorming

1 You may begin this section by first drawing students’ attention to the topic of this unit—science and nature. Ask them the following questions:

*Do you think the fast development of science and technology has been good for nature? Why or why not?*

*How should science and nature relate to each other?*

*Do you think that human beings should try to control nature? Should we do anything against the laws of nature? Why or why not?*

Encourage students to express their own opinions about science and nature. Any reasonable answer is acceptable.

2 Tell students that the topic discussed in this unit is ‘cloning’. Ask them:

*What do you know about clones?* (A ‘clone’ is an animal or a plant copied from the cell of another animal or plant. The two animals or plants are exactly the same.)

*What has already been cloned by scientists?*

3 Show some pictures of the first cloned mammal, Dolly, to students. Tell them: *Dolly, the first cloned mammal, was created by a Scottish scientist and his group in 1996. Dolly was world famous because she was exactly the same as her mother in appearance and genetically. However, Dolly’s existence was controversial and caused widespread discussion about whether humans should use cloning to create large animals, like sheep or human beings. Some people believe that cloning can help cure many diseases and save lots of people’s lives. However, others insist cloning is dangerous both technologically and ethically. They think cloning, especially human cloning, breaks the laws of nature. This is to encourage students’ interest in the unit topic, as it may be unfamiliar to most of them. You can have students surf the Internet first or refer to other sources for further information relevant to cloning technology or Dolly. Have students make as many notes as possible.*

Sharing information

1 Have students read the instructions and study the four pictures one by one. Have them pay attention to the main feature attribute of cloning, which is that the cloned animals or plants are exactly the same as the originals.
Picture 1
Have students read their notes about Dolly they found on the Internet or other sources to the class.

What do you know about Dolly, the cloned sheep?
- the world's first cloned mammal
- created by Scottish scientists in 1996
- sparked worldwide interest and concern after its birth
- many countries, including Germany, France, Canada, Switzerland, Austria, Norway and South Africa, have banned human cloning since Dolly's birth
- died in 2003 because of lung disease
- there are still many countries doing research on cloning technology

Pictures 2
The female kitten in this picture is called CC, short for Copycat. After they had tried 188 times, researchers in Texas, the USA produced CC with a cell taken from her mother Rainbow in 2002. CC was a healthy kitten who grew into a lively affectionate house cat. She is not the exact copy of her clone-mother because they grew up in different surroundings, though they shared the same genes.

Picture 3
The little pigs were born in the USA. Although they are not the first cloned pigs, they are actually the first to be engineered in a way that their organs more suitable for transplantation into humans. Due to the shortage of human organs for transplants, many people are dying because some of their organs do not work. It is hoped that the organs from these pigs will be used in humans' bodies.

Picture 4
The name of the first cloned monkey is ANDi, which is from 'inserted DNA' spelt backwards. The playful, coffee-coloured rhesus monkey was born in 2000. Researchers in Oregon, the USA created this first genetically modified monkey by putting a gene from a jellyfish, another species, into six-day-old monkey embryos.

2 Have students summarize what ‘clone’ and ‘cloning’ are, with the information provided in the captions. Then provide them with the following questions to think about.

From these pictures, can you identify the differences between the cloned animals and normal ones? (No. From the appearance, the cloned animals are the same as the original ones and they look exactly the same as normal animals. However, some cloned animals were reported to have health problems and died unusually young.)

In your opinion, what might be the differences between these cloned animals and normal ones?

Can these animals lead a normal life? For example, is the monkey in Picture 4 able to do everything that his brother can?

Encourage students to express their opinions freely.

3 Have one student read the three questions below the pictures to make sure that everyone understands them. Divide the class into groups of four or six to discuss the three questions and make sure that each student has a chance to speak.

Have several groups report their answers to the class. Allow different opinions and encourage further discussion.

Sample answers
1 Cloning is a kind of biotechnology which aims to produce exact copies of a single gene or other segments of DNA. There have been disputes on the possible effect on its application in human society. Some people believe cloning technology can be used to cure the patients with genetic diseases and save a lot of people’s lives. However, other people insist that cloning
technology will cause ethical problems and violate human rights. No one can predict how negative the consequences could be. We have to take a cautious approach.

2 Since the time Dolly was born, over 500 mammals, e.g., cows, cats, goats, mice, have been cloned successfully. No human being has been cloned successfully yet. Innovative technologies have been applied to increase the survival rate of the special species.

3 I don’t think it is a good idea to clone humans even though we might have the ability to do so in the future. From the ethical point of view, I believe the disadvantages of producing cloned animals outweigh the advantages. If it is not handled properly, great confusion could arise. People could end up marrying their close relatives by mistake if childless couples are allowed to clone themselves or adopt clones. Furthermore, if the technology is misused or stolen by evil people, great damage will be done. What if they cloned legions of criminals or murderers? The world would be turned upside down.

Resources

Dolly, the famous cloned sheep, was not the first cloned animal. Before that, scientists had tried to clone other animals. In 1963, the famous Chinese scientist Tong Dizhou successfully cloned a fish. Biotechnologists have done lots of work in this field and achieved great success. If you want to know more about cloned animals or animal cloning, you may visit the following websites:

http://www.sciencemuseum.org.uk/antenna/dolly/

Reading

In this section, the discussions are based on human cloning. The reading material in Part B is made up of a newspaper article and two readers’ letters. Some think more lives will be saved while others believe nature may be changed. Students will read about the first successfully cloned mammal Dolly and some scientists’ opinions and readers’ responses towards human cloning. Students should reinforce their comprehension of the text and improve their other skills by participating in all the activities. The Reading strategy in this unit teaches students how to understand scientific terms in scientific articles. Students are expected to practise this skill after studying the reading strategy.

Lead-in

1 You may begin this section by telling students the story of Noah, an endangered animal that was first cloned. If possible, provide students with several photos of Noah.

*Gaur is a kind of endangered Asian ox. Noah, a gaur, born on 8 January 2001, was the first clone of an endangered animal. Scientists at Advanced Cell Technology succeeded in cloning the baby gaur. Unfortunately, Noah died two days later. The experiment proved that it was possible to save endangered species through cloning.*

2 Tell students that animal cloning has
sparked the interest and concern of the science community and it has been the subject of scientific experiments for years. However, it was not until the birth of the first cloned sheep, Dolly, that scientists really diverted their attention to this field. Simultaneously, the recent success in cloning animals has resulted in fierce debates between scientists, politicians and public, concerning the effects cloning plants, animals and possibly humans would have on our lives.

Reading comprehension

1 Have students go through the newspaper article and the readers’ letters as quickly as possible and try to find the answers to the three questions in Part A. Remind students to focus on and identify the information needed to answer these questions.

Answers

A 1 Cloning is producing an exact copy of a plant or an animal using its cells.
2 Dolly.
3 She is against human cloning.

2 Have students read the newspaper article and the two letters again and complete Parts C1 and C2. Part C1 is used to check students’ reading comprehension and improve their ability to find specific information. Part C2 serves as a strengthening activity to let students find out why people are for or against human cloning. Make sure that students understand the scientific article and identify the relevant supporting information within the given time. After students have finished the exercises, check the answers as a class.

Answers

C1 1 F 2 F 3 T 4 T 5 F 6 F
C2 For human cloning
2 help those who are unable to have children
3 help those who want to clone their dead children
Against human cloning
2 might produce a real-life Frankenstein’s monster
3 would lead to more diseases in the animal world
4 shows no respect for human life
5 should be having fewer babies in order to reduce the Earth’s population, not cloning more

3 Have students read the reading passage again and answer the following questions to check students’ understanding of the passage:

What are the different attitudes towards human cloning?

(Valuable tissues and organs can be produced and be used to save human lives. Human beings may be on the way to producing a real-life monster. Some people consider that cloning human embryos with the intention to destroy them shows no respect for human life.)

What does Ian Wilmut, the Scottish scientist who created Dolly, intend to use cloning for?

(He thinks research efforts should concentrate on creating new tissues and organs that can be used to cure diseases like cancer.)

Who are the three persons in the newspaper article related to cloning?

(Ian Wilmut, the Scottish scientist who created Dolly. He has never intended to create copies of humans. Instead, he thinks research efforts should...
concentrate on creating new tissues and organs that can be used to cure diseases like cancer.

Faye Wilson, a woman of 41 years old who cannot have a baby. She is desperate to have a baby of her own, a child that is genetically related to her. Severino Antinori, an Italian physician. He has declared that he wants to be the first to clone a human being.)

4 While conducting the above activity, help students guess the meaning of its scientific terms. Have students circle the words they do not know while reading. Then have one of them read the Reading strategy to the class. Make sure that everyone of them understands the meaning of the Reading strategy. Have students use the strategy to guess the meanings of the words that they do not know. Tell students not to refer to the dictionary or ask you for explanations first.

5 Have students complete Parts D and E. Part D serves as a strengthening exercise to test students’ ability to guess the meanings of the new words from the context and how to explain the meaning of a word in English. Part E aims to help students become more familiar with the text and some useful words and expressions in it.

**Answers**

**D**

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

**E**

1 (1) physician (2) cell (3) toy with (4) pushing ahead with (5) After all (6) exact (7) real-life (8) legal

6 Have students read the passage in Part A on Page 110 in the *Workbook*. After they have answered the questions below, ask them to tell more uses of nanotechnology in our daily life.

**Post-reading activities**

1 Have students focus on Part E, which serves as a consolidating exercise for students to practise their spoken English. Have students first study the instructions and then do a role-play of the dialogue.

2 Have students refer to the reading passage and give a summary of the different opinions. Then continue the discussion by asking them the following questions:

*If human cloning was successful, who would be happy apart from the parents?*

*Do you think it would be easy for the cloned baby to accept his/her social identity as a ‘cloned’ human being?*

*What would the cloned baby call the original cell owner, mother/father or sister/brother?*

*What would the person that had the original cell feel about the cloned baby?*

3 Have students discuss the question of whether human beings should be cloned. If possible, you can have students hold a debate. Divide the class into two groups—one group against cloning while the other for cloning. Encourage students to provide as many reasons as they can to support their ideas. If time permits, have students make some preparations before the debate.

4 Have students do Parts A1 and A2 on Page 106 in the *Workbook*, so they can become more familiar with the meanings and usages of some words learnt in the reading passage.

5 Have students read the article in Part B on Page 111 in the *Workbook*. Ask them what they think about stem cell research.
Notes

1 On the one hand, some scientists point out that if you clone an embryo, you can produce valuable human tissues—such as bone or lung tissue—that could be used to save human lives. (Page 42, Lines 2–4)
The phrase point out means ‘to tell someone something that he/she did not know or never thought about’.  
He pointed out the dangers of going camping without proper equipment.
The officer pointed out that the story was somewhat hard to believe.
I pointed out to him that this was a problem he had brought upon himself.
Compare the phrases point to and point out.
We should point out the fact that we do not have enough time to wait. (mention something to make others notice it)
Point with your finger to the next word. (stretch out the finger and show something)
We could not get across the river. She used her pen to point out the yellow stone on the other side of the river to me. (use the hand or something in hand towards something to show it)

2 On the other hand, many people, including some scientists, disagree and are afraid that, if mankind toys with nature in this way, we may be on our way to producing a real-life Frankenstein’s monster. (Page 42, Lines 5–7)
The phrase on the other hand is usually used together with on the one hand. They are used when comparing different or opposite facts or ideas.
On the one hand, I love my job as a news reporter because I get to travel around the world. On the other hand, I feel I have sacrificed too much of my free time with my family.
On the one hand, he has the potential to be a great artist. On the other hand, he needs time to practise.
On the one hand, I want to sell my house. On the other hand, I cannot bear the thought of moving.

3 However, in general the scientists were praised for their wonderful scientific advance. (Page 42, Lines 12–13)
The phrase in general means ‘usually’ or ‘in most situations’.
In general, about 10 per cent of candidates are eventually offered positions.
In general, the green team wins more support than the blue team.
In general, red is the most popular colour this season.

4 Although he researches cloning, his intention has never been to create copies of humans. (Page 42, Lines 15–16)
- The word research is a verb here, meaning ‘to study a subject in detail, especially in order to discover new facts or test new ideas’.
The scientist researched the cause of the disease.
The book has been very well researched.  
This is an important problem into which very few social scientists have researched.
- The word intention is a noun, meaning ‘aim’ or ‘purpose’.
It was not my intention to hurt your feelings.
He went to Paris with the intention of learning French.
His intentions are good, but he seldom carries them out.
5 In China, scientists have focused their efforts on cloning animals, as well as cloned tissues to be used in medical treatment. (Page 42, Lines 29–30)

- Here **focus** is a verb, meaning ‘to pay special attention to a particular person or thing instead of others’. Usually the preposition **on** is used after it.
  
  He finds it hard to focus his thoughts on one thing for longer than five minutes.

  Modern medicine has tended to focus too much on developing highly complicated surgical techniques. This round of meetings will focus on the environmental problems.

- The phrase **as well as** means ‘in addition to something else’.
  
  John enjoys coffee as well as tea.

  The organization provides its members job-related training as well as financial support.

  The friends sent her a big birthday cake, as well as many lovely gifts.

6 If we toy with nature, we will have to deal with the consequences. (Page 43, Lines 34–35)

- The verb phrase **toy with** here means ‘to deal carelessly with a person or thing’. It can also mean ‘to keep moving or touching something’ or ‘to consider doing something but not seriously’.
  
  My brother told me that he was toying with the idea of writing a novel.
  
  ‘Did you know that Monica has broken up with Tom?’ ‘He was just toying with her, just as a cat toys with a mouse.’

  Lost in thought, Mr Wilson toyed with the pencil between his fingers.

  **Toying with her food,** Jenny looked quite bored.

- The verb phrase **deal with** means ‘to solve a problem’.
  
  It is very hard for him to deal with those problems.

  We have a lot of important matters to deal with today.

  The TV channel has a group of people employed just to deal with the letters the audience send to them.

- Here **consequence** means ‘a result or an effect of a particular action or a set of conditions’.

  Cloning will have serious consequences for mankind.

  Some people think that poverty is a direct consequence of a large population.

  If you break the law, you will face the consequences of what you have done.

7 I would like to comment on your article ‘The perfect copy’. (Page 43, Line 44)

Here the word **comment** is a verb, meaning ‘to express one’s ideas or opinions (on something)’.

I often wish I could comment upon your letters, but there is never time.

Our friends often comment on how different the twin boys’ personalities are.

We would like the audience to comment on our new play.

When **comment** is used as a noun, it means ‘opinion given briefly in speech or writing about an event, or in explanation or criticism of something’.

Have you any comment(s) to make about my story?

Her strange behaviour caused a good deal of comment.

Have you any comments on the new play?
Word power

This section is made up of two parts, prefixes and suffixes, and organs of the body. Students will first learn the commonly used prefixes and suffixes which may help them work out the meanings of words that they do not know. Then students will look at two pictures to learn words and expressions related to organs of the body, and read a small passage about how the body works. Students are expected to enlarge their vocabulary in this section and put the relevant words and expressions into practice.

Brainstorming

Before beginning this section, first review what students know about the formation of words. Write the following words on the blackboard.

able agree appear lead novel responsible respect

Then tell students that they are going to hear several questions:

To answer the questions, you need to use the words on the blackboard to help you, but you need to add some letters to the words first.

- You cannot find your new pen. What happened to it? (It disappeared.)
- You want to get the book on the top shelf, but you are not tall enough. Do you think you will be able to reach it? (I am unable to do so.)
- The two groups at the meeting didn’t agree with each other. They argued fiercely. What is the problem between them called? (Disagreement.)
- Many people respect Mr Li and think he is a good man. He helps people out and is a good citizen and friend. Can you think of a word to describe Mr Li? (Respectable.)
- Miss Wang has published several books. She loves her job—writing novels. What is Miss Wang’s occupation? (She is a novelist.)
- If someone lacks a sense of responsibility, what word can we use to describe him? (Irresponsible.)
- Some advertisements say that if you take their pills, you will be healthy, look younger, become smarter and sleep better. What can you say about this kind of advertisement? (It is misleading.)

Use colour chalk to write the prefixes and suffixes that need to be added to the words on the blackboard. Have students think about what these prefixes and suffixes mean. Encourage students to think of more words that can be used with these prefixes and suffixes.

Prefixes and suffixes

1 Have students look at Page 46. On Page 46, there are two tables of prefixes and suffixes and their meanings. Have several students read the instructions to the class. Then have students work in pairs and read the examples to each other. Tell them that they need to explain the meanings of the sample words in their own words to their partners. Select several pairs to present their explanations to the class. Check for mistakes and mispronunciation.

2 Have students work in pairs and find more examples to add to the tables. You may hold a class competition and set the time limit at five minutes. The pair with the most correct examples wins. Encourage students to use a dictionary or a thesaurus.

3 Have students focus on the exercise on Page 46, which serves as a strengthening exercise to check students’ understanding of the words they learnt on this page. In order to fill in the blanks, students have to understand the passage and the exact meanings of the prefixes and suffixes. Have students complete the exercise.
individually first and then check the answers as a class.

**Answers**

(1) irresponsible (2) disrespect
(3) harmful (4) uncertain
(5) illegal

4 Help students make a brief conclusion about the prefixes and suffixes they have learnt in this section. Have students make a list of prefixes and suffixes and give more examples. Divide the class into several groups and have them complete the activity together. Make sure that every student participates in the activity.

5 You can give more supplementary prefixes and suffixes if necessary. For example,

- There are some other prefixes which can be used to give the opposite meanings to the original words.
  - de- decompose declassify
  - mal- maltreatment malnutrition
  - non- non-smoker non-alcoholic non-profit

- There are some other prefixes which are widely used in English.
  - auto- automaker automobile
  - bi- bilingual bilateral
  - down- downhill downstairs downwards
  - ever- everlasting evergreen evermore
  - half- halfway half-baked half-pay
  - full- full-colour full-size full-page
  - hand- hand-made hand-picked hand-washed
  - post- postgraduate post-industrial
  - over- overeat overdue overwork
  - mid- midday midlife midnight

- Commonly used suffixes are as follows.
  - -al cultural national original
  - -ent different dependent existent
  - -ian Canadian Belgian

  - -like childlike dreamlike lifelike
  - -proof waterproof soundproof bulletproof
  - -en widen sharpen shorten

**Organs of the body**

1 Have students look at the pictures of the major organs of the body in Part A on Page 47. Tell students that an organ is a part of the body that has a special job to do. Make sure that students can pronounce the name of each organ correctly and know what these names refer to.

2 Have students focus on Part B. Tell students to read the passage individually first. Make sure that they understand the passage. Afterwards, have students complete the passage individually, then check the answers as a class.

**Answers**

B (1) brain (2) heart (3) liver
(4) lungs (5) stomach (6) kidneys

To check whether students understand how the human body works compared to a school, you can write the following on the blackboard:

<table>
<thead>
<tr>
<th>the human body</th>
<th>the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>brain ________ (the headmaster)</td>
<td></td>
</tr>
<tr>
<td>heart ________ (the teacher)</td>
<td></td>
</tr>
<tr>
<td>liver ________ (knowledge from teachers)</td>
<td></td>
</tr>
<tr>
<td>lungs ________ (the life at school)</td>
<td></td>
</tr>
<tr>
<td>stomach ________ (learning process)</td>
<td></td>
</tr>
<tr>
<td>kidneys ________ (the cleaners, repairmen and security guards in the school)</td>
<td></td>
</tr>
</tbody>
</table>

3 Have students read the article in Part A on Page 113 in the Workbook. They can learn some information about organ transplants and how to write a persuasive argument. Then have them do Part B on the same page.
Grammar and usage

The grammar targets in this unit are the verb-ed form, verb-ed phrases and how verb-ing and verb-ed are used as adjectives. Students will learn that the verb-ed form can be used like an adjective or an adverb in a sentence, functioning as the attributive, predicative and object complement. They will also learn how to use the verb-ed form and verb-ed phrases in different situations. At the same time, they are expected to practise these forms by completing some written tasks.

Verb-ed form

Here students will learn that a verb-ed form can be used like an adjective or an adverb in a sentence, serving as the attributive, predicative and object complement. When the verb-ed form is used as an attributive, it can be changed into an attributive clause. Students will also learn that a verb-ed can be used as an adverbial to modify the verb in the sentence. They should be able to identify the different functions of the verb-ed form in different sentences.

1 Have students identify the part of speech of the verb-ed form in the following sentences:

*The handwritten* notes are from Jack.

*The kidnappers were using a stolen* car.

In these sentences, the verb-ed forms are used as adjectives to modify the nouns ‘notes’ and ‘car’.

2 Have students read Point 1 on Page 48. Make sure that students know how the verb-ed form can be used as the attributive when it appears before a noun. Provide students with these examples:

*We should drink boiled* water.

*They took the injured* woman to the nearby hospital at once.

Tell students that the verb-ed forms in the two sentences are both used as the attributive. They should know that the verb-ed form can be changed into an attributive clause. For example,

*We should drink water which has been boiled.*

*They took the woman who was injured to the nearby hospital at once.*

3 Tell students that we often use a verb-ed phrase after a noun to modify the noun like an attributive clause does. You can provide students with more sentences and have them change the verb-ed form into the attributive clause.

*The name mentioned in the letter was unknown to me.* = *The name which was mentioned in the letter was unknown to me.*

*The firemen were trying to rescue the people trapped in the fire.* = *The firemen were trying to rescue the people who were trapped in the fire.*

*Scientific experiments carried out by students without the teacher’s instructions can be dangerous.* = *Scientific experiments which are carried out by students without the teacher’s instructions can be dangerous.*

4 Point out that the verb-ed form can express the passive meaning or the past meaning. Provide students with examples as follows and have them change the verb-ed form into the attributive clause and identify the use of the verb-ed form in each sentence.

*English is a widely used language.* = *English is a language which is used widely.* (passive)

*The ground is covered with fallen leaves when autumn wind blows.* = *The ground is covered with leaves which have fallen when autumn wind blows.* (past)

*Jackson always wears thick glasses and holds a book in his hand, which makes his neighbours think he is a well-educated man.* = *Jackson always wears thick glasses and holds a book in his hand, which makes
his neighbours think he is a man who is well-educated. (passive)
Some countries like the USA and Japan are developed countries. = Some countries like the USA and Japan are countries which have developed. (past)

5 Tell students that a verb-ed can be part of a compound with an adverb or a noun before it. You may present these examples:

- a so-called professor
- homemade pizza
- a well-accepted idea
- a highly-respected professor
- a well-paid job

Have students give more examples.

6 Have students read Point 2. Tell students that a verb-ed can be used as the predicative of a sentence. You may present these examples:

Edison became interested in science when he was very young.
The little boy was very excited when he heard that he could go to the party.

Tell students that interested and excited in the two sentences are used as predicatives. Students should know that the verb-ed form following linking verbs is used as the predicative.

7 Have students read Point 3. Tell students that the verb-ed form can be used as the object complement of a sentence. You can provide students with these examples:

As he knows very little English, he finds it difficult to make himself understood.

I had my hair cut yesterday.

8 Have students read Part 4. Tell students that a verb-ed can be used as an adverbial to modify the verb in the sentence. You can provide students with these examples:

The girl lay in bed lost in thought. = The girl lay in bed and was lost in thought.

The boy sat at the table buried in his homework. = The boy sat at the table and was buried in his homework.

9 Have students read the article in Part A on Page 49 and complete it with the correct verb-ed forms from the box. Have them check the answers as a class.

**Answers**

A (1) disappointed (2) puzzled
   (3) excited (4) interested
   (5) bored

10 Have students read what a scientist and an animal lover say about animal cloning in Part B and then rewrite the highlighted sentences using verb-ed forms. Have them check the answers as a class.

**Answers**

B 2 The problems created by cloning will soon become clear.
3 We don’t want beasts produced by scientists to replace us one day.
4 The technology used is amazing.
5 The only thing needed is a cell from your old pet.

11 Have students do Part C1 on Page 108 in the Workbook to help them become familiar with the usages of verb-ed forms.

**Verb-ed phrases**

In this part, students will learn that a verb-ed phrase is actually a verb-ed followed by an object and/or adverbial. They are expected to learn that verb-ed phrases can be used to express time, reason and condition. They will also compare the verb-ing forms with the verb-ed forms used as adjectives.

1 Have one of the students read the instructions on Page 50. Give them
examples of verb-ed forms followed by an object and/or adverbial.

**Unless handled properly, misunderstandings may lead to serious problems because of the lack of social communication.**

**Given a chance, I would prove myself.**

**Seriously injured in the car accident, the girl was sent to the hospital.**

2 Have students go over Points 1–3 in Part 1 on Page 50. Tell students that verb-ed phrases can express time, reason and condition. We can use clauses to rewrite the phrases. You may provide students with the following sentences and help them rewrite the sentences.

**When completed on time, the museum will be open to the public. = When it is completed on time, the museum will be open to the public.**

**Frightened by the thunder and lightning in the night, the girl did not dare to sleep alone in her own room. = Because she was frightened by the thunder and lightning in the night, the girl did not dare to sleep alone in her own room.**

**Lost in thought, he almost ran into the car in front of him. = Because he was lost in thought, he almost ran into the car in front of him.**

**Unless invited to speak, you should remain silent at the conference. = Unless you are invited to speak, you should remain silent at the conference.**

**Given more time, I could do it better. = If I were given more time, I could do it better.**

3 Have students go over Part 2. Tell students that a verb-ed form has an understood subject. The understood subject is usually the same as the subject of the main clause. You may refer back to the above sentences.

4 Have students do the exercise in Part A on Page 51. Check the answers as a class.

## Answers

| A | 2 Encouraged by her teachers, Rose did well at school. |
|   | 3 Inspired by his grandfather, the child wrote more poems. |
|   | 4 Bored with the game, the dog will not play it any more. |

5 Have students read the instructions of verb-ing and verb-ed forms used as adjectives. Make sure that students know the difference between the two forms. Have students do the following exercises by choosing the correct words from the brackets.

**People have always been __________ (interested/interesting) in finding out about world records. (interested)**

**Hugh Beaver went to interview the two brothers and found their knowledge __________ (amazed/amazing). (amazing)**

**After being told several times, Mr Smith still felt __________ (puzzled/puzzling) and did not know what to do. (puzzled)**

**The film Pearl Harbor is really __________ (excited/exciting). (exciting)**

**His response to the question was quite __________ (disappointed/disappointing). (disappointing)**

6 Have students read the conversation in Part B on Page 51 and complete it with the correct forms of the verbs in the brackets. Then check the answers as a class.

## Answers

| B | (1) tired | (2) burnt |
|   | (3) bored | (4) disappointing |
|   | (5) pleased | (6) challenging |
|   | (7) relaxed | |

7 Have students do Part C2 on Page 108 in the Workbook, to give them one more chance to practise using the verb-ed forms and verb-ing forms.
Resources

Students have learnt that a verb-ed or verb-ing form can have an understood subject, and that the understood subject is usually the same as the subject of the main clause. However, not all the understood subjects are the same as the subjects of the main clauses. For example,
Strictly speaking, nobody is allowed in here.
Judging from his accent, he must be from the south.

Taken as a whole, there is nothing interesting in the book.
The verb-ed or verb-ing forms in the above sentences are not the same as the subjects of the main clauses. These are called dangling modifiers. Some infinitives can be used like this:
To tell you the truth, I didn’t know anything about it before you told me.
To speak frankly, I don’t agree with you about the case.

Task  Writing a formal letter

This section consists of a series of activities which provide students with an opportunity to practise their listening, speaking, reading and writing. This section is divided into three steps and each step begins with a skills building activity. Through the three steps, students will learn how to change and correct a text, how to confirm information and how to write a formal letter about a topic. They will also get some practical advice on a common social problem.

Skills building 1: changing or correcting a text

In this part, students will learn how to check and correct information. They will learn to identify grammatical errors and spelling mistakes, to make changes to the information in the text and change the style of the text. This skill helps students record information exactly and clearly.

1 To get students interested, organize students into groups of ten and play a game called Chinese whispers.

You prepare a sentence with about ten words for the game. At the beginning of the game, you whisper the sentence to the first student of each group. Have him/her pass it to the next orally. Make sure that the third student cannot hear the sentence. Then the second student pass the sentence to the third one. The game continues until the sentence is passed to the last student in each group. You may limit the time to two minutes. Have the last student in each group report the information to the class. The groups coming up with the correct answer win. At the same time, you can write the correct answer on the blackboard and ask students to find what mistakes each group has made. Have more able students analyse what kind of mistakes they are.

Remind students that when information is passed between several people, some details will often be mistakenly reported. Then have them discuss what they can do to avoid reporting the incorrect information. These ideas may help them fully understand the skills discussed in this part.

2 Have several students read the directions in Skills building 1 on Page 52. Tell
students to focus on what they should do to change and correct the information. Make sure that they understand the instructions.

3 Before playing the recording, have students read the notes on Page 52 and think about the conversation they are going to listen to. Have students underline the places where they think mistakes might occur. This will help students get prepared for the information they are going to hear.

4 Play the recording once. If necessary, play the recording again and stop after each answer or sentence so that students will have time to underline the mistakes and correct them. Have students correct the notes according to the telephone conversation. Have them read the notes about height-increasing operations first, and then think about the way to change and correct information. If they still have some things that they are not sure about, have them read the notes again and play the recording again.

**Tapescript**

**Cao Juan:** According to my notes, the doctors break the bones of your legs and then make them grow by about eight centimetres?

**Ma Dong:** I think you've got that wrong. The doctors can make them grow by about eighteen centimetres.

**Cao Juan:** Yes, I see. So, the bone is not as strong as before?

**Ma Dong:** No, the bone is as strong as the original one.

**Cao Juan:** Oh! I also wrote that a forty-five-year old man died after trying to make his legs grow by six centimetres?

**Ma Dong:** No, he was only thirty-five years old.

**Cao Juan:** That's young! After the operation, patients can't do any exercise for three years. Is that right?

**Ma Dong:** No! For two years.

**Cao Juan:** Wow! I got a lot of things wrong then. What about increasing your height by twelve centimetres in fourteen months?

**Ma Dong:** No, eighteen months.

**Cao Juan:** And the age of the patients who can have this operation. It is between sixteen and fifty-five?

**Ma Dong:** No. That should be sixteen to sixty.

**Cao Juan:** And how many operations are not successful?

**Ma Dong:** Eight per cent.

**Cao Juan:** And the cost is one hundred and eighty-five thousand yuan?

**Ma Dong:** No, it's about eighty-five thousand yuan.

**Cao Juan:** Phew! I did get a lot of things wrong, but I think that's all. Thanks for having such a good memory. I will see you tomorrow. Bye.

**Ma Dong:** OK. Bye now.

5 Have students read one answer each. Check for mistakes and mispronunciation. If time permits, play the recording again. This will consolidate what students have learnt and give them a sense of achievement.
Answers

1. Legs can be made up to 8 cm longer.

2. The new bone is not as strong as before.

3. A 35-year-old man died after trying to grow by 6 cm.

4. Patients cannot do any exercise for two years.

5. It takes 14 months to increase your height by 12 cm.

6. Age of patients: 16 to 55.

7. 8% of operations are not successful.

8. Costs 185,000 yuan.

Step 1: confirming information

This part is designed to help students develop their listening skills. They will read notes about food from cloned plants and animals and confirm the information on the notes while listening to a conversation. Students need to correct and make changes if necessary.

1. To create a listening context for students, ask them to discuss the following questions:
   - What is cloning?
   - Do you know any food cloned from plants or animals?

2. Have students read the notes carefully in Part A and predict if the statements are correct. Then have them listen to the tape and do the exercise.

3. Play the recording once. If necessary, play it again to let students have enough time to find the mistakes and correct them. Then check the answers as a class.

Tapescript

(Student: Isn’t cloning dangerous?)

(Scientist: Many people have a bad idea about cloning, but this is because they do not understand the nature of cloning.)

(Student: What do you mean?)

(Scientist: For one thing, although a clone is an exact copy of another plant or animal, it is not the same plant or animal—it is a twin. Twins are in fact clones of each other. They look like each other, but are not the same creature or plant. For example, you can’t clone a dead person to bring him or her back to life.)

(Student: Still, I wouldn’t want to eat food from cloned plants or animals!)

(Scientist: In truth, you’ve probably already eaten food from cloned plants.)

(Student: Really? I don’t believe you!)

(Scientist: Cloning has always occurred in nature. Many plants spread by making clones of themselves—part of the plant separates from the main plant, and grows by itself. Farmers have made use of this idea for centuries. Many of the grapes, potatoes and bananas that you buy in the supermarket come from plants that have been cloned this way.)

(Student: What about cloning that is not natural—cloning done in labs?)

(Scientist: It can really help us in food)
production, so that we can feed more people with more and better food. For example, we can clone a cow that produces high-quality milk, or clone a type of corn that grows in poor soil. In some cases, we can even improve the clones in some way so that they can survive disease or have better qualities than before.

Student: Wow, that sounds great!

Answers

A 2 Twins are clones of each other, and are the same creature or plant.
   can’t dead
3 You can clone a dead person and bring him or her back to life.
   ve already eaten
4 You’ll probably never eat any food from cloned plants.
   has always occurred
5 Cloning does not occur in nature.
   potatoes
6 Many of the grapes, tomatoes and bananas in the supermarket come from plants that have been cloned in this way.
   food production
7 Cloning can really help us in farm construction, so that we can feed more people more and better with cheaper and better food.
   produces
8 We can clone a cow so that it will produce high-quality milk.

4 Have students listen to the recording again and do the exercise in Part B. Have them work in pairs and decide whether the five statements are true or false. Then check the answers as a class.

Answers

B 1 F 2 F 3 T 4 F 5 T

Skills building 2: conducting a discussion

The activities in this part aim to train students to conduct a discussion. Students will learn useful expressions to ask for the opinions of others and introduce new ideas into the discussion. Students are expected to participate in a discussion effectively.

1 Present a picture to students and ask the following questions:
   What would you say if you want to know my opinions on this picture?
   Tell students that people may have different opinions on the same thing. Ask them:
   If you have different opinions on the picture, what would you say?
   Encourage them to think of different ways to ask for opinions and introduce new ideas. Write down their answers on the blackboard.

2 Have several students read the directions to the class and compare the answers with the expressions on Page 54. Make sure that they know when to use these expressions.
Step 2: collecting more information

This part is designed to get students to use what they have learnt in Skills building 2. Through interviewing a scientist about food from cloned plants or animals, they will practise the different expressions used when asking for people’s opinions and introducing new ideas into the discussion.

1. Encourage students to list the things they know about food from cloned plants or animals. Have students refer to the previous steps for more information.

2. Divide the class into groups of four and tell them to study the interview form together in Part A. Have them discuss what questions they may ask about each section and add a sixth section. Make sure that each member of each group participates in the discussion and practises the useful expressions they have learnt.

3. Have students write down their questions and a possible section in the form. Then you can choose several students from different groups to read their questions and sections to the class. Encourage them to add more questions to the sections they suggest.

Sample answers

A 1 Safety of food from cloned plants or animals
   Do you think it is safe for people to have food from cloned plants or animals?

2 Possible side effects
   Are there any side effects if people have food from cloned plants or animals?

3 Taste compared with normal food
   Does it taste the same as/nicer than normal food?

4 Cost
   Do you agree that food from cloned plants or animals is more expensive than normal food?

5 Need for government control
   Do you think the government should do something to ensure its safety? If so, what should be done?

6 Popularity with buyers
   Have you thought about whether people would like to buy food from cloned plants or animals?

4 Have students work in pairs and do Part B on Page 55. Have one be the student representative and the other be the scientist and take turns to ask and answer questions. They can refer to the vocabulary in the box while answering the questions. Then have several pairs present their conversations to the class.

5 Have students work with another partner and do Part C. The student representative should answer his/her classmates’ questions based on the information he/she gets from the scientist in the previous interview.

6 Have students work in small groups and do Part D. They should discuss the points in the box with their classmates to gather more opinions on food from cloned plants or animals.

Skills building 3: writing a formal letter

In this part, students will learn how to write a formal letter. Students will learn that a formal letter often includes information such as an address, a date, the receiver’s name, job title and address, a formal greeting, a formal ending and the writer’s name and the signature. They will also learn some useful phrases to start and end a formal letter.

1. Have several students read the directions on Page 56. Make sure that they know the format of a formal letter and understand the useful phrases to start and end a letter.

2. Have students read the letter on Page 56 and label the parts of the letter. Check the answers as a class.
**Answers**

**receiver's name** - Mr Frank Brown  
**receiver's address** - Public Relations Manager  
**receiver's job title** - Safety Laboratories  
**formal greeting** - 305 Queens Drive  
**formal ending** - Liverpool  
**your signature** - Dear Mr Brown  
**your name** - I am writing about your plans to start cloning human beings in the UK. I believe this technology is horrible and must be stopped immediately.  
**your signature** - I understand that other countries have already begun trying to clone human beings, but this does not mean that we should follow in their footsteps. I am sure that if you conducted a survey among UK citizens, it would show that the majority of people would not support this type of scientific research.  
**your signature** - In summary, I insist that you take the opinions of the people of the UK into consideration and end this practice immediately.  
**your name** - Yours sincerely

3 After students have labelled the parts of the letter, have them read the letter again and underline the phrases used to start and end the letter. Check the answers as a class.  
*I'm writing about ... to make...*  
*In summary, I insist that ...*

**Step 3: writing a letter to a supermarket**

In this part, students are required to write a formal letter to a local supermarket to show that they are concerned about whether food from cloned animals will be sold there.  

1 Organize students into groups of four and make sure that each member of the group contributes to the writing of the letter. Have students read the two articles in Part A on Page 57. Have them underline all the advantages and disadvantages about food from cloned animals. Make sure that all of them understand the meanings of the articles.  

2 Have students discuss how to write the letter in groups. Ask them what should be included in it, and write down their answers on the blackboard. For example,  
*the purpose of the letter:*
*reasons why food from cloned animals should not be used:*
*what you want the government to do:*

Have them read the instructions of Part B and write the letter. Have them review how to write a formal letter. Tell them that the letter should include the four points in Part B. They may look back at the information they collected in Steps 1 and 2. Have several groups read their letters to the class.
Possible example

1001 High Street
Nanjing
1 May 2011

Manager
Best Food Supermarket
500 High Street
Nanjing

Dear Sir or Madam

I am writing about your plan to sell food from cloned animals in your supermarket. My classmates and I have done some research. We went online and to the library to find as much information as possible about food from cloned animals. From the information we have collected, we have learnt that some people think food from cloned animals tastes better and offers better nutrition. Other people doubt whether food from cloned animals is really safe for us to eat.

After discussing this, we agree that the most important thing is that, since cloning is quite a new scientific technology, no one knows whether food cloned from animals is safe for people to eat, especially in the long term.

Cloning is not very cheap at present, so most people will not be able afford to buy food from cloned animals in supermarkets. At the same time, we think such food will not taste as delicious as normal food.

In summary, we insist that you not sell food from cloned animals in your supermarket. Or, at least, you should sell both normal food and food from cloned animals, so customers can choose as they want.

Yours sincerely
(Signature)
(Student’s name)

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Project Having a debate

The section in this unit is designed to help students learn and use English through doing a project. The first reading passage ‘Man and nature’ is about people and nature. It can help students gain a clear understanding of the importance of protecting the environment. The second reading passage ‘GM food: hope or danger?’ is an example to show two opposite ideas about one thing. This article can help students learn how to express and support their opinions clearly and persuasively. They can also learn more about GM food.

The purpose of this section is to encourage students to use what they have learnt to complete a project. In the course of doing the project, students will learn how to express and support their opinions and help them form an argument. They are expected to cooperate and complete each part of the project together.

Part A

1 Divide the class into four groups with each group only focusing on one paragraph of the first article in Part A. Have each group report the main idea of the paragraph they have focused on.

**Paragraph 1** Humans have carelessly damaged the environment.

**Paragraph 2** Different attitudes towards the problem

**Paragraph 3** Both developed and developing countries should work together towards living in harmony with nature.

**Paragraph 4** Humans can only really win by protecting nature.
2 Have students read the article carefully. The following questions may help them understand the article better:

What have people done to nature? (They have done a lot to destroy and damage nature.)

If we continue in this way, what might happen? (The planet we live on might be destroyed.)

Which is more important, economic development or protecting nature? Why do you think so?

What did developing nations do decades ago? What are they concerned about now? (They did a lot to destroy nature by using up natural resources. However, now they are concerned about saving nature.)

What are poorer nations doing now? What is their purpose for doing so? (They are using up natural resources at a fast pace to meet the everyday needs of their people.)

Do you think the problem of humans winning and nature losing can be settled? If so, can you suggest some solutions?

Have students work in small groups and discuss the problems and give suggestions.

3 Write the title of the second article ‘GM food: hope or danger?’ on the blackboard. Have students predict what will be talked about in the article. Students will learn that the article tells readers two different opinions about GM food—some people are for it while other people are against it. Ask them if they know what ‘GM food’ means. Write the two words genetically and modified on the blackboard. Make sure that students understand the exact meaning of ‘GM food’.

Have students read the article and answer the following questions:

- What are people’s different attitudes towards the study of genetics? (Many people are excited, while others are frightened.)
- What are the two ways that an animal and a plant can be genetically modified? (One way is to put new material into a plant’s or an animal’s DNA to give it new qualities. The other way is to take material out of a plant’s or an animal’s DNA to remove unwanted qualities.)
- What is the one aim of GM research talked about in the article? (The aim is to produce food that can make people healthier.)
- What has GM technology been done to plants? (It has been used to produce plants that are better able to defend themselves against pests and disease. It can also produce plants that have larger harvests.)
- What are the problems about GM food and GM plants? (Two main problems are talked about in this article. One is whether it is safe or dangerous to eat, the other is whether it is safe or dangerous to the environment.)
- What is many countries’ attitude towards GM food? Why do they hold such attitude? (They have hesitated to permit the production of GM food, because they are not sure whether GM food is safe.)

4 Have students read the two articles again and try to find out how the writers present different opinions to readers and analyse the structures of the two articles. Have students focus on what should be done first before one gives his or her opinions about a topic and how to make readers support their opinions while they are reading.

5 Have students do Parts B1 and B2 on Page 107 in the Workbook to practise using some useful words in Project.

6 Have students do Parts D1 and D2 on Page 109 in the Workbook. If time is limited, they can do them as their homework.
Part B

1 Have students work in groups to prepare for a debate. They should first discuss Question 1 in Part B to decide what topic they are going to have a debate on. Then they should split their group into two opposing camps—one for, and the other against. They should divide different tasks among their group members: who will be speakers and who will be researchers.

2 After class, students in each group should try to get as much information as they can which they will need in the debate. Then they should make a list of points and arrange the points from the strongest to the weakest. They should search for evidence for each point as well. They should also try to think about what different points other groups will make, and what arguments their group can make to defend their points or to show that the points from other groups are wrong.

When each group has finished their preparations for the debate, have the speakers practise in groups.

3 Each group should debate their topic in front of the class. During the course of the debate, other students should decide which side they are for. If they are against one side, they can ask questions at the end of the debate. The side that can change the other side’s mind wins the debate.

Self-assessment

The self-assessment section aims to allow students to determine the progress they have made, and what else they can do to improve their English. The colour bar with five levels shows how confident students themselves feel about what they have learnt. In this unit, 19 items are listed, each with a score of 5, making a total score of 95. These items cover the main study targets in this unit, including skills in listening, speaking, reading and writing, the usage of vocabulary and grammar items, as well as doing activities in English. Through assessing themselves as learners, students will realize whether they have achieved the goals in this unit.

In Part A, some items are presented to students and they are asked to check how well they think they have developed these skills. Each item corresponds to something they have learnt in this unit. For example, by going over Part E on Page 45, students will know whether they are able to use the vocabulary they have learnt in the unit or not. Students have the opportunity to evaluate their own skills and abilities in English. If they feel very confident about one item, they can score it 5. If they feel slightly confident about another item, they can score it 2. By adding up all the scores they get and dividing the total amount by 95, students will get a percentage, which shows their level.

In Part B, students are asked to make an action plan to improve what they are not confident about. You can also have a better understanding of your students, enabling you to guide them and help them study English more effectively.
Appendix I: Translation

Unit 1

Reading

秘密和谎言

亲爱的安妮：

我觉得我的朋友汉娜背叛了我。从小学起我俩就是最好的朋友，几乎每天都在一起。因为我们成绩好，喜爱学习，其他同学有时会说我俩没趣，但我们喜欢那样。我们都很用功，成绩在学校一直很优秀。

星期一那天，我们搞了一次突袭性的数学小测验。我以为它非常简单，一点也不担心考试成绩。小测验之后，我说起话来听上去一定洋洋自得，说它实在太简单了，我肯定能考得好成绩。第二天下课后，我的数学老师却告诉我，我得了全班最低分！我感到非常羞愧，这么简单的小测验没能及格，我真是笨极了！

后来，我假装很开心，但汉娜还是觉察到哪儿有点不对劲。午餐前，我们一起去女子洗手间时，我承认考得有多么糟糕。我求她不要告诉任何人，她说她会替我保守秘密。

但是第二天，当我走进数学课教室时，我就注意到同学们在盯着我看。当我坐下时，我惊讶地发现桌子上有一张字条，上面写着：‘笨蛋萨拉得了D等！’我难过地想哭。我想汉娜一定是在答应过我不会告诉任何人之后将我的成绩告诉了同学们。大家都一定都在背后嘲笑我！

我非常生气，径直走到汉娜跟前，告诉她我们不再是朋友了，因为她不能信守诺言。她很不安，发誓说她没有告诉任何人。但是，能看到成绩的人只有老师和学生自己。她说一定是有人在洗手间偷听我们的谈话，但我不相信她的解释。我想我永远不会真正地原谅她。现在，我失去了我最好的朋友。我该怎么办呢？

你真诚的，

萨拉

陷入困境的友谊

亲爱的安妮：

我叫安德鲁。我17岁，碰到了一个难题。我最好的朋友马修已经停止跟我说话了。我们从小就是好朋友，一起在学校足球队踢球。上个星期，我们与另一所学校的球队有一场非常重要的比赛。那支球队很强，我们必须集中精力。我下决心一定要赢得比赛，马修踢得很糟糕。他跟不上比赛的节奏。由于他的漫不经心，我们输了球赛。

后来，我非常生气，告诉他我觉得他没有尽全力。他也被惹火了，说如果他的球技不如我那可不是他的错，还说我不该以这种方式和他说话。然后我们俩都开始冲着对方大喊大叫，结果我们都开始冲着对方大喊大叫，结果我们的喊叫变成了可怕的争吵。他指责我做了一些非常不好的事情。我感到很内疚，因为我也说了一些残酷无情的话，但我也不喜欢看到我们队输球。足球对我来说很重要，但我们的友谊也同样很重要。

虽然我们在教室里是邻居，但自从吵架之后，他便没有和我说过话。这实在太令人尴尬。他通常开朗外向，但最近一直沉默寡言，显得很难受。他说的那些话也伤害了我，但他并未向我道歉。

昨天，我看见他和另一个男孩彼得说话，我不禁想知道他是不是想让彼得取代我做他最好的朋
友。我把吵架的事告诉了我哥哥，但他说马修只是太敏感，还有一点嫉妒，因为我身强体壮，足球踢得很好。他说我最好另找一个朋友。我该怎么办呢？

你真诚的，
安德鲁

Project

青少年的友谊观

我的朋友罗伯特有一个双胞胎妹妹叫阿曼达。尽管他们相处融洽，但阿曼达和她朋友的一些事还是让罗伯特感到困惑。他无法理解女孩子怎么会聊天那么长时间。例如，有时他离开公寓去踢足球时，阿曼达和她的朋友谢恩就坐在沙发上聊天。当他三个半小时后回来时，她们仍然坐在沙发上，继续聊着同样的话题。一天，罗伯特抑制不住好奇，问阿曼达她们聊了什么，她回答说：“我们是最好的朋友。我什么都聊——电影明星、流行歌曲、食谱等等，所有的事！”

男孩和女孩对待友谊有着不同的态度。女孩之间的友谊通常建立在共同的情感和互相支持之上，而男孩之间的友谊则以共同的活动或兴趣为基础。对于与密友们分享感情这件事，一个男孩会更加谨慎。而一个女孩的密友则可能会迫不及待地向她吐露自己生活中发生过的一些事。

全球范围的许多研究表明女孩比男孩享有更多的友谊。事实上，许多青春期的男孩说不出一个最好的朋友。当被问起时，他们在回答时往往会犹豫一下：“最好的朋友？我没有想过这个问题。我忙于家庭作业。我有很多朋友，很难说出哪一位是我最好的朋友。”

被问到过这个问题的女孩往往毫不犹豫地回答：“最好的朋友？当然有。我们分享的东西很多。我们经常一起做很多事，比如聊天和逛街。”

我们必须认识到男孩的活动往往以女孩为主导，而女孩分享的情感。无论男孩和女孩友谊的基础是什么，他们所看重的朋友身上的品质似乎是一样的。所要记住的重要一点是：它们二者均是友谊。我们在生活中都需要朋友。

友谊对我意味着什么

当确定生活中最重要的是什么时，有些人选择金钱，而别人则选择诸如安全感和舒适度之类的东西。然而，对我来说，生活中最重要的是友谊。我不能想象没有它。

友谊意味着不孤独。有一次我去北京独自旅行。途中我在火车站等车，我独自一人。我开始感到难过。最终我回到火车站，和火车上的人们谈天说地。如果没有同伴分享，生活就索然无味。

友谊意味着有人可以依靠。去年，我把书包忘在了无轨电车上，丢了所有的期末考试的笔记。你可以想象我有多慌乱。幸运的是，我最好的朋友珍妮让我复印了她的笔记，我复习时用了它们。多亏她的帮助，我才得以通过考试。

友谊意味着忠实于他人。拥有朋友的最佳途径就是做一个朋友。因为我是一个朋友，我就会学会有关心和宽容。有一次我与珍妮吵架，她说了一些有关我的残酷无情的闲话。尽管我的感情受到了伤害，我还是原谅了她。后来她向我道歉。通过这一事件，我们俩都变成了更好的人。然而，如果当初我终止了我们的友谊，那我们俩都会一无所得。

总之，当我们年老时回顾我们生活时，我们会记住什么呢？我们会记住我们买过的东西或者是去过的地方吗？不，我们会记住那些我们爱过的人和爱过我们的人。我们会记住我们曾有的朋友。
Unit 2
Reading

经济还是环境——我们必须做出抉择吗？

电视节目主持人：詹姆斯·朗
发言：林水清，绿色协会发言人
钱利伟，企业发展咨询顾问

詹姆斯·朗：各位上午好。今天辩论的问题是“经济还是环境——我们必须做出抉择吗？”今天的嘉宾是来自绿色协会的林水清女士和企业发展咨询顾问钱利伟先生。今天辩论的程序与往常一样。林水清女士首先发言，时间为三分钟。接下来是钱利伟先生发言，时间也是三分钟。之后我们将展开自由讨论。如果大家有什么问题或评论，可以利用这一时间将它们表达出来。

林水清：大家上午好！我今天首先要谈的是化学废物如何破坏着世界上的大片区域。许多地方已经被污染，许多动植物已经死亡。这很糟糕。工厂排放出大量有害化学物质。工厂生产造成的废物进入大气，使我们生病。其他种类的废物流入水中，杀死河流中及海洋中的生物。

捕捞也正在毁灭大量的海洋生物。这些捕捞船捕捞大量的鱼，而不留时间给它们产卵，这将导致我们食用的鱼的数量越来越小。

一方面，我们在毁灭环境，另一方面我们继续生育越来越多的人口。这些人不仅需要更多的土地居住，也需要更多的食物食用！与1800年的人口相比，世界人口数量已经增长了六倍。现在约有70亿人！

我们有责任努力削减生产，减少制造和购买的东西的数量。我们制造出来的垃圾数量正在成为一个大问题。我们必须更多地考虑循环利用垃圾。好的做法将是增加回收利用的东西的数量，并教给人们不损害环境的生活方式。我们甚至可以借此创造出更多的就业机会，帮助我们的国家在保护环境的同时更好地发展。

谢谢！

钱利伟：女士们、先生们，上午好。谢谢你，林女士。你的演讲很有意思。显然，你非常担心我们的环境的现状。作为企业发展咨询顾问，我常常被要求是反对环保的。一想到工厂，人们就会想到滚滚的浓烟或向河流倾倒化学废物的管道。他们会联想到贪婪的商人躲避社会责任，一味关心金钱。人们常常认为经济发展对环境有害，但这未必是正确的。

我在这里要说的是，与很多环保顾问一起工作之后，我知道健康的环境和经济发展并存是有可能的。许多工厂和企业控制自己生产的污染总量，诚心地投入资金去修复它们破坏的环境。这些工厂的经营者关心环境，我们应当支持将这些公司和商人当作敌人，而应给他们以更多的赞誉。

林女士建议为了保护环境我们应该削减我们所生产的东西的数量。我不同意这个观点，因为那样的话，就业机会将减少。我认为人类比鱼类和树木更加重要。

然而，我非常赞同我们应该利用回收材料制造更多的东西，减少原材料的使用，因为原材料的供应正变得越来越紧张。我们需要更有效的法律来保护环境，但同时让国家得到发展。这包括控制伐木量和捕捞量。这可能会让木材和海产品价格上涨，但是为某些东西支付更高的价钱并不总是坏事。我问过周围的人，发现许多人都愿意支付稍高一些的价钱来购买环保产品。

最后，那些污染环境的工厂应该缴纳更高的税。如果你破坏环境，你就应该为此付出更多的环境保护费用。

谢谢大家！

詹姆斯·朗：现在是自由讨论时间……
Project

保护长江

作为世界上最长的河流，长江的环境问题已经引起了国内外的关注。飞速的经济发展和人口增长意味着取自长江的水量不断上涨，而排回到长江中的废弃物也在不断增加。这对依赖长江用水的人来说是个不好的消息，对生活在江中或沿岸的大量鱼类和野生生物来说也是个不好的消息。

许多人已经认识到保护长江的重要性，他们已经成立组织和设立项目，来解决这个问题。例如，绿色江河组织教育人们，让他们了解保护这条大河的重要性。该组织还监测长江，阻止非法捕捞。非法捕捞已经威胁到野生动物的数量。

政府的两个特别项目也在实施中。第一个项目是水土保持项目，启动于1989年。这个项目使得农民退耕还林或退耕还草。这个项目已经取得成功，因为它有效地改善了当地的环境和江边的土地情况。

第二个项目是白鳍豚自然保护区。白鳍豚是世界上最稀有的动物之一。由于长江的污染，中国白鳍豚的数量急剧下降。尽管科学家还在期盼白鳍豚不会绝种，但人们最后一次看到白鳍豚已经是在好几年前了。

要解决有关长江的所有问题，我们还有很长的一段路要走。但是，人们终于认识到他们有责任来保护这条大河。因此，长江的环境正在改善。中国政府和人民为保护这条深受人们热爱的河流所做出的努力会在未来得到赏识。

气候变化和低碳生活

毫无疑问，最近几年世界气候一直在发生着变化。许多人将这一变化归咎于二氧化碳等气体。动物和人类在呼吸时会排出二氧化碳。然而，人类的许多其他活动也会释放出二氧化碳。每当物体燃烧时，碳就会排放到大气中。小汽车和其它车辆燃烧汽油来发动引擎，发电站通常利用燃烧煤炭和油之类的燃料来发电。因此，我们消耗的汽油和电能越多，我们释放出的碳就越多。

我们能做的有助于解决这一问题的方法之一就是尽量步行或使用自行车。尽管我们呼吸时产生碳，但所排出的碳要比小汽车产生的碳少很多。当然，有时候我们也需要长途旅行。这种情况下，与私家车或出租车相比，公共交通工具如公共汽车和地铁是更好的选择。如果你必须开车，独自出行永远不是最佳选择——你应该试着找人与你同行。

在家里你应该尽可能地消耗能量。不用电灯以及其他电器时，应该关掉。由于工厂消耗大量能源，也排放出大量碳化气体，尽量多地回收利用是非常重要的。尤其是金属产品和纸质产品需要消耗大量能源来生产，因此你应该找到重复使用这些产品的方法，而不是把它们扔掉。

最后但并不是不重要的一点是，你可以植树，因为树能够吸收空气中的二氧化碳，释放氧气。种植一棵小树很便宜也很简单，但二十多年之后，当你看到它们都长成大树时，会有一种满足感，因为你知道自己为帮助解决气候变化问题尽了你的一份力。
Unit 3  
Reading

完美的复制

科学家们宣布他们已经克隆出第一个动物胚胎。这引起了世界范围内的很多争论。一方面，一些科学家指出如果克隆人类胚胎，你就可以制造出宝贵的人体组织——如骨组织或肺组织——它们可以用来拯救人类的生命。另一方面，包括一些科学家在内的许多人持不同意见，他们担心人类如果如此戏弄自然，我们可能将制造出一个现实生活中的弗兰肯斯坦怪物。

克隆是用某种植物或动物的细胞制造出一模一样的植物或动物。第一个成功地用成年动物细胞克隆出的哺乳动物是多利羊。她1996年被克隆出来，2003年初死亡，寿命要比普通的羊短很多。当她被克隆出来的时候，许多人担心克隆会导致动物世界中更多的疾病。然而，总体来说，这些科学家还是因为其杰出的科学进展获得人们的赞誉。

克隆出多利的苏格兰科学家伊恩·威尔金森对于有些科学家正在考虑克隆人类感到非常震惊。尽管他研究克隆技术，但他的目的从来就不是制造人类的复制品。相反，他认为克隆研究应该注重创造用于治疗的新组织和器官，这些新组织和器官能被用来治疗像癌症这样的疾病。但是，有些人认为怀着摧毁人类胚胎的意图来克隆人类胚胎是对人类生命的不尊重。

尽管克隆人类引起了很多不安，但对于不能生育的41岁女销售员费依·威尔逊来说却是个好消息。“我渴望有一个我自己的孩子，”她说，“我不想领养别人的孩子——如果我有这个机会，我会立即要一个克隆婴儿。”

尽管克隆人类胚胎在很多国家还不合法，但一些科学家已经在加紧研究，以制造出克隆的人类婴儿。一位名叫塞韦里诺·安蒂诺里的意大利医生宣称他想成为第一个克隆人类的人。

在中国，科学家们把精力集中在研究克隆动物上，以及用于医疗的克隆组织上。中国已经成功克隆出牛和山羊，将继续研究能够造福人类的克隆方式。

亲爱的编辑:

我认为克隆人类是错误的。如果我们戏弄自然，我们就会不得不处理其后果。谁知道会发生什么呢？人类生命将变得像可以收割的庄稼或可供买卖的产品一样。

人类正在耗尽地球的自然资源。为了减少地球的人口数量，我们应该少生孩子，而不是克隆出更多的人。

我为那位不能生育的女士难过，但是我所指出的是世界上有许多没有父母的孩子，如果能有一位妈妈，他们一定非常高兴的。

波琳·卡特

亲爱的编辑:

我想谈谈我对你们的《完美的复制》一文的看法。我想文章中提到的科技进步是了不起的。我完全赞同克隆人类。毕竟，几个世纪以来科学家们一直在挑战道德的问题。为什么我们现在要阻止他们呢？

就我个人而言，克隆将彻底改变我的生活。七年前，我十岁的女儿死于心脏病。她漂亮、快乐而聪明。我每天都在思念她。如果我有机会，我愿意立即克隆她，那样我就又可以和她在一起了。

科林·杰克
Project

人类与自然

长期以来，由于人类的漠不关心，我们的环境遭受了严重破坏。人类因农业、渔业、狩猎以及旅游业已经损坏了自然。我们在海里修建新的通道，在陆地建筑工厂，产生的化学废物污染环境，这些都威胁到我们在破坏地球。如果我们继续这样做，总有一天我们会毁掉我们赖以生存的星球。

然而，如果我们只关注保护自然，人类就要受苦。并非一切对自然最好的对人类也是最好的。有人会说为了保护自然就该停止经济发展吗？根据有些人的观点，我们只是在做人类一直在做的事情——利用自然满足我们自己的需求。还有一些人则争辩说这样的思维方式会带来大灾难，除非我们开始关注周围的环境，赢得清洁的环境对人类有益。

在破坏自然、用竭自然资源数十年之后，许多发达国家现在更关注保护自然，而不是发展或破坏自然。但是，许多国家也必须致力于满足其人民的日常需要。为了实现这一目标，他们正飞速消耗自然资源。他们还没有像许多富裕国家那样，认识到这样所耗消耗自然资源的后果。他们往往没有意识到他们的选择有害环境。如果他们毁灭了成千上万亩的雨林，但却使他们的人民有了更好的收入，他们是否应该受到责备呢？世界上发达国家和发展中国家需要通力合作，确保他们过上富裕快乐的生活，而周边的环境不会遭受破坏。

这不应该是人类获胜、自然失败的问题。人们只有保护自然才能真正地获胜。毕竟，食物需要在健康的环境中生长，我们都需要呼吸干净的空气、饮用纯净的水。找到对人类、对万物皆有利的解决方案，这是人类的职责。

转基因食品：希望还是威胁？

近年来，遗传学研究有了巨大的进步。由于这些进步，通向前所未有的科技之门打开了。当许多人认为这些新技术而兴奋不已时，这些技术也让其他人害怕。转基因食品就是最好的例子。

有可能通过两种方法改变植物基因。第一种方法是在植物原有的DNA中插入新的基因，这样可以让植物或植物具有本质上没有的特性。第二种方法是移除植物DNA原有的某些物质，这样可以去除掉植物原本具有的但人们不希望的一些特性。

转基因研究的一个目的就是生产可以让我们更加健康的食品。到目前为止，这项技术已用于植物基因改造，基因改造后的植物能更好地抵御病害和疾病。转基因食品的支持者认为转基因植物更加健康，产量也更高。虽然现在已有转基因动物研究，如对猪的研究，但目前还没有转基因肉类销售。

人们提出了许多关于转基因食品的问题。没有人真正知道转基因食品是否可供人或动物安全食用。科学家承认需要对转基因食品做更多的测试。目前的研究仅局限于增加生产利润，而不是确保转基因食品的安全。因此食用转基因食品有可能是危险的。

还有一个问题是转基因植物是否对环境安全。转基因作物生长在户外，因而它们成为食物链的一部分——昆虫以及其他动物会吃这些作物或它们的果实，而这些昆虫和其他动物会吃掉。没有人知道转基因物质会给食物链带来什么影响。

由于没有人确切地知道转基因食品是否安全，许多国家在是否允许生产转基因食品问题上犹豫不决，他们宁愿对这项新技术持谨慎的态度。
Appendix II: Key to Workbook

Unit 1

Language practice

Part A1 (Page 90)
1  a  2  b  3  b

Part A2 (Page 90)
1  a  swear  b  swear/promise  c  swear
2  a  turn into  b  turned ... into  c  turn to

Part A3 (Page 90)
1  on  3  by  5  of  7  of
2  with  4  behind  6  for  8  at/in

Part B1 (Page 91)
1  regardless of  3  apologized  5  security  7  adolescence
2  basis for  4  incident  6  stopped  8  qualities

Part B2 (Page 91)
1  shares  3  end up  5  rely on  7  thanks to  9  are anchored in
2  supports  4  get along  6  attitude  8  were cautious about  10  In conclusion

Part C1 (Page 92)
1  to have an interview with Mr White;
   To have an interview with Mr White
2  to post to his sister  3  to have dinner  4  to buy some eggs
5  to repair his computer and return his books

Part C2 (Page 92)
1  chatting  3  discussing  5  to see  7  crying
2  to make  4  to meet  6  to discover  8  to hurt

Part D1 (Page 93)
1  grades  3  adolescents  5  admits  7  to help  9  truly
2  attitude  4  betrays  6  apologize  8  focuses  10  manner

Part D2 (Page 93)
1  Tom had an argument with his wife yesterday. To apologize, he left his wife a note, saying, ‘Sorry. Please forgive me.’
2  When I walked into the room, he pretended to be reading a book.
3  Parents should try to discourage their children from smoking.
4  I rang his office but couldn’t get through.
5  She overcame the fear of talking in front of a big audience and gave a short speech.
6 I would rather walk than take a bus.
7 It is absurd for you to put forward such a suggestion.
8 There are disagreements among doctors about the best way to deal with the disease.

**Reading**

**Part A** (Page 94)
1 He fell off a mountain path and was badly injured.
2 Whether to go and get help or stay with Ian.
3 Because the boys were missing and the parents needed help to find them.
4 Jeremy gave Ian his food and water and he let Ian lie on his jacket so he would be more comfortable. Jeremy used his jacket and extra shirt to keep Ian warm.
5 He carried Ian back to their parents.

**Part B** (Page 95)
1 How/Ways
2 compromises
3 necessary
4 feelings
5 Spending
6 share

**Listening**

**Parts A and B** (Page 96)

**Name** Liu Dong

**Personality requirements** (tick each quality that the candidate shows)

- ☑ loves adventure
- ☑ independent
- ☑ brave
- ☑ interested in history and nature

**The club’s decision**

- ☑ Accept with the following conditions:
  1 three months
  2 friendlier
  3 outgoing
  4 carry out
  5 conditions
  6 nature
  7 interesting
  8 friendlier
  9 outgoing
  10 full member

**Writing**

**Part B** (Page 97)

Dear Mary

After reading your letter, I know that you worry about making friends. You are very shy, are not very confident and feel like you stick out from the group because you are very tall.

Do not worry, Mary. First of all, you should realize that there is nothing wrong with being tall. You should like yourself for who you are. As a matter of fact, you should take pride in being tall. Most basketball players are very tall. Many people would love to be as tall as you!
In my opinion, you are shy because you are not very confident. Learn to be brave and try to communicate more with your classmates. Smile at them first, and then try to start a conversation with them. You will find that your classmates are really nice people. The more you try to get to know them, the more they will try to get to know you. You will soon be able to talk to them about anything. You will become more confident as you get to know them, and you will suddenly find that you have many friends.

Good luck in making friends.

Best wishes

Editor

Unit 2

Language practice

Part A1 (Page 98)
1  c     2  b     3  d

Part A2 (Page 98)
1  a  cut down  b  cut back on
2  a  lie  b  lay  c  lies  d  laid
3  a  products  b  production  c  produce

Part B1 (Page 99)
1  engines  3  consumed  5  electrical
2  arrival  4  survival  6  impression

Part B2 (Page 99)
1  a  consumed  b  absorb  3  a  protection/conservation  b  conservation
2  a  small  b  rare  4  a  is raising/has raised  b  improve

Part C1 (Page 100)
1  amazing  3  exciting  5  challenging
2  interesting  4  pleasing  6  having worked

Part C2 (Page 100)
1  Hearing the news  5  causing a lot of damage
2  Waiting for the bus  6  Walking straight down this road
3  Not having finished his homework  7  Not knowing what to do
4  listening to music  8  Turning to her

Part D1 (Page 101)
1  duty  3  production  5  cut back on  7  illegal  9  recycle
2  measures  4  dealt with  6  taxes  8  allowed  10  conservation
Part D2 (Page 101)
1 He is fond of literature, classics in particular.
2 In many American cities, it is illegal to smoke in restaurants.
3 We must act now because time is running out.
4 Their opinions conflicted with each other on this matter.
5 Nowadays, more and more people rely on computers to do a lot of things.
6 I picked out his voice from among the conversations of many people.
7 Mr White declared that they would cut back on the production of computers by ten per cent.
8 In/With regard to his suggestions on the ad campaign, we must discuss them carefully.

Reading
Part A (Page 102)
1 Illnesses which have spread to many people.
2 The dirty water they are drinking.
3 The farming, fishing and tourism industries.
4 Governments have given aid money; UNICEF has set up places where people can get help and it has provided clean drinking water; Doctors without Borders has sent doctors.
5 Villages should be moved away from the ocean; farmers should learn how to grow different types of crops.

Part B (Page 103)
1 laws 2 tax 3 recycling 4 instruments 5 money 6 careful 7 Purpose 8 responsibility

Listening
Parts A and B (Page 104)
1 factories 2 cars 3 rubbish 4 plastic 5 metal 6 newspapers 7 bicycles 8 energy 
9 public transport 10 chopsticks 11 plastic 12 energy 13 pollutes

Part C (Page 104)
1 increasing 2 cars 3 rubbish 4 plastic 5 metal 6 newspapers 7 bicycles 8 public transport 9 plastic 10 energy

Writing
Part B (Page 105)
The African hippo, also known as the river horse, is found in the muddy waters of western, central, eastern and southern Africa. They have round and almost hairless bodies with short legs and a large head. Adult male hippos reach a height of 140–165 cm and weigh 1,600–3,200 kg. Adult female hippos reach a height of 130–145 cm and weigh 650–2,400 kg. African hippos are very large animals, second in weight only to elephants.
African hippos live in groups of 15–20. However, some groups can have as many as 150 members. Their diet consists of soft short grass, fallen fruits and other plants. Most hippos live to the age of 45–50.

Nowadays, the total number of hippos has fallen to 8,000. They live in small, separate groups over a wide area in Africa. Water shortage is becoming a huge problem for them and they do not have enough food to eat. The decrease in the number of hippos has also been caused by hunting. Some governments and groups have taken measures to protect and preserve these animals.

**Unit 3**

**Language practice**

**Part A1** (Page 106)

1. anxieties/anxiety
2. toying
3. exactly
4. legal
5. physician
6. sale

**Part A2** (Page 106)

1. debates
2. intention
3. adopt
4. concentrate
5. was anxious to
6. transform
7. cured
8. consequence
9. harvested
10. push ahead

**Part B1** (Page 107)

1. (1) c (2) b (3) a
2. (1) c (2) a (3) b
3. (1) c (2) a (3) b

**Part B2** (Page 107)

1. a relatives b relationship
2. a frightened b frightening
3. a developed b developing
4. a careful b careless

**Part C1** (Page 108)

1. delighted
2. sold
3. bought by
4. heated to a certain temperature
5. helped by
6. Encouraged by
7. disappointed

**Part C2** (Page 108)

1. satisfied
2. excited
3. shocked
4. encouraging
5. surprising
6. inspired
7. amazed

**Part D1** (Page 109)

1. delighted
2. cloned
3. breakthrough
4. benefited
5. physicians
6. original
7. organ
8. focusing
9. On the other hand
10. legal
11. toy with
12. anxiety/anxious

**Part D2** (Page 109)

1. The official refused to comment on the matter.
2 Stop working so hard—you'll get burnt out.
3 On the other hand, he didn't expect to make a profit from this project.
4 We are conducting a survey to find out what our customers think of the local bus service.
5 She went to France with the intention of learning French.
6 The majority of the experts present were in favour of the project.
7 If you take into consideration the money you'll spend on repairs, this house is a little bit expensive.
8 Her speech confirmed that she was in complete agreement with our plan.

Reading

Part A (Page 110)
1 Nanotechnology is the science of changing molecules and atoms into different objects.
2 We could use them to make a material 100 times stronger and four times lighter than steel, which can be used to build better cars and aeroplanes.
3 Nanobots could kill cancer cells in their bodies.
4 Nanotechnology could be used to make very dangerous guns and it could also be used to spy on people.
5 It is hard to build a machine you cannot see; if we make nanobots that can copy themselves there is a danger that they will grow out of control and upset the balance of nature.

Part B (Page 111)
1 different  3 ability  5 waiting  7 kills
2 embryos   4 Use(s)    6 enough  8 arguments

Listening

Parts A and B (Page 112)
1 2,000    3 Sichuan   5 computer   7 clean
2 high school  4 5555-0201  6 Tech-Help  8 50

Part C (Page 112)
1 computer  3 2,000    5 computer   7 clean   9 50
2 donates   4 high     6 Tech-Help  8 Sichuan

Writing

Part B (Page 113)

People should not be allowed to keep snakes as pets

In my opinion, people should not be allowed to keep snakes as pets. First of all, many people fear snakes. If I ever see a snake, or even if I see a picture of a snake, my hair stands on end. I have many friends and they all feel the same. Sometimes the mere mention of a snake can make people feel anxiety. Second, many snakes are poisonous. There are over 3,000 different kinds of snakes in the world and more than 600 of them are poisonous. When poisonous
snakes bite people, the poison from their teeth goes into the human body. Each year, over 300,000 people are bitten by snakes and about 10 per cent of them die as a result. In our country, there are over 50 kinds of poisonous snakes and about 10 of them can kill. Snakes are not only a danger to human beings, but also a danger to a great number of animals.
Appendix III: Tapescripts for Workbook

Page 96, Listening, Part A

President: Dear Committee

My name is Liu Dong, and I am very interested in becoming a member of the Adventure Club. I love adventure, and I enjoy exploring new places. I am also very brave and independent. Last summer, my parents and I visited the Mogao Caves in Gansu Province. I made all of the travel arrangements and acted as a guide. I know a lot about history and nature, and I have many interesting ideas for places that the Adventure Club could visit. When the club visits a historical place, I could tell them a lot of interesting information so everybody could learn something new.

However, I admit that sometimes I am not very outgoing. Sometimes I do not talk very much, and I do not always introduce myself to new people. Sometimes, people think that I am not friendly because I usually prefer to do things on my own. These are the things I would like to improve on in the Adventure Club.

I think I would be a very good Adventure Club member. I am not lazy. In fact, I am very energetic and I always carry out my plans. I hope you will accept me into your club.

Sincerely
Liu Dong

Page 96, Listening, Part B

Secretary: What do you think about Liu Dong's application?

President: I think he's excellent. He knows how to organize adventures, and he knows a lot about history and nature. I think we could learn a lot from him.

Secretary: That's true, but I think he's too independent. We need club members who can work well with others.

President: On the other hand, we also need people who know how to make plans and carry them out. I think Liu Dong can do that.

Secretary: But if he's not friendly, no one will want to take part in the activities he organizes.

President: You're right. I have a suggestion. Let's offer him a trial membership for three months. We can ask him to try to be friendlier and more outgoing. At the end of the three months, he can become a full member if we think he is fit for our club.

Secretary: I think that's a good idea. Let's send him an e-mail.
Page 104, Listening, Part A

Wang Mei: China's economy has grown a lot over the last twenty years, but the improved economy has caused many problems for the environment. The increasing number of factories has caused serious air pollution. Because more people are buying their own cars, China uses more petrol. But the world's petrol supplies are small, and someday there will be no more petrol. What will future generations use for energy? Also, many people do not throw away their rubbish in a way that is friendly to the environment, and there is rubbish all over the streets in our cities. We do not recycle enough plastic, paper or metal. We should do more to protect our environment. We can recycle drink cans and newspapers, and we can all pick up rubbish in the streets. We can ride bicycles and use public transport instead of driving cars. Let's keep China clean and beautiful!

Page 104, Listening, Part B

Wang Mei: Dr Fan, what can we do to protect our environment?
Dr Fan: Well, there are little things that everyone can do. For example, when you eat lunch at school, do you throw away the chopsticks when you're finished?
Wang Mei: Well, yes, I do.
Dr Fan: Imagine your chopsticks plus everyone else's chopsticks, five times a week.
Wang Mei: That's a lot of rubbish!
Dr Fan: Yes, it is. If people stop throwing away their chopsticks every time they eat, the amount of rubbish will decrease.
Wang Mei: What else can we do?
Dr Fan: You can avoid using plastic bags at the supermarket. Buy a cloth bag and take it with you every time. You can also use your plastic bags again. Don’t throw them away. There are also some things that the government and companies need to do, such as using other kinds of energy, like wind energy. We use too much coal, which pollutes the air.
Wang Mei: Thanks for your help, Dr Fan!

Page 112, Listening, Part A

Announcer: Do you have an old computer? Don’t throw it away! Donate your old computer to Tech-Help and give people all over China the gift of technology. At Tech-Help, we repair old computers so they work like new. Then, we donate them to people who need them but cannot afford them. Since 2000, we have donated over two thousand computers to schools in different provinces. Last year, we gave computers to high school students in Anhui and Jiangxi Provinces. This year, we are providing computers to poor families in Sichuan Province. With every computer that is donated, another family has the chance to improve their level of education. Another student can gain more knowledge of the world around him. We need your help! Call us today on 5555-0201 to
get more information about donating your old computer. Or, visit our website at www.techhelp.org.

Page 112, Listening, Part B

Receptionist: Tech-Help, how can I help you?
Liu Bin: Hello! I have an old computer that I don't need anymore. How can I donate it to Tech-Help?
Receptionist: You can take your computer to any computer shop in your city. Tell them you want to donate it to Tech-Help. The shop will contact us, and we’ll collect it from them.
Liu Bin: What happens to the computer after I donate it?
Receptionist: We will clean it and check it for any damage. We will also update some parts if necessary.
Liu Bin: Who gets the computer?
Receptionist: Right now we have a list of fifty poor families in Sichuan Province who could benefit from a computer. One family has a daughter who is very smart and loves to learn, but her family can't afford a computer.
Liu Bin: Thanks for the information. I'll take my old computer to the nearest shop today!
Receptionist: Thank you!
Appendix IV: Grammar

Unit 1

动词不定式

动词不定式简介
动词不定式是由to + 动词原形构成的，例如to do和to work。动词不定式可以单独使用或用作动词不定式短语的一个部分。

1. 动词不定式在句子中可以充当：
   - 主语
     To find a best friend is difficult. (动词不定式to find a best friend做主语)
   - 补语
     I need to sleep for eight hours every night. (动词不定式to sleep做动词need的宾语)

2. 动词不定式还有进行形式 (to be + 动词-ing) 和完成形式 (to have + 过去分词)。
   - Things seem to be getting better. (动词不定式的进行式to be getting 表示动作get正在发生)
   - John pretended not to have seen me. (动词不定式的完成式to have seen 表示动作see发生在过去，并且已完成)

不带to的动词不定式

不带to的动词不定式简介
动词不定式还有另外一种形式即不带to的动词不定式。不带to的动词不定式是指动词不定式前省略to。

1. 不带to的动词不定式常用于：
使役动词let、make和have后面
I let her borrow my book.
She made me promise to write every day.
The teacher often has his students read aloud in class.

感官动词feel、hear、see和watch等后面
I saw her talk to her new friends.

would rather、had better和why not后面
I would rather go swimming.
You had better tidy your bedroom.
Why not visit your cousin in Japan?

当两个动词不定式由and、or、except、but、than或rather than相连接时，通常情况下第二个动词不定式要省略to。
She told me to be cheerful and look on the bright side.（在这句话中，两个动词不定式to be和to look由and相连接，第二个动词不定式省略了to）
Do you want to go shopping or watch a film?（在这句话中，两个动词不定式to go和to watch由or相连接，第二个动词不定式省略了to）
We had nothing to do but watch TV.（在这句话中，两个动词不定式to do和to watch由but相连接，第二个动词不定式省略了to）
I decided to write rather than phone.（在这句话中，两个动词不定式to write和to phone由rather than相连接，第二个动词不定式省略了to）

动词-ing形式用做名词

1 动词-ing形式可以用做名词，在句子中有以下用途：
- 做主语，泛指一种动作或行为
  Swimming is good for your health. (swimming做主语，泛指游泳这项运动)
- 做宾语，泛指一种动作或行为
  I love swimming in the sea during the summer. (swimming做动词love的宾语，泛指游泳这项运动)
- 用在介词后面，做介词宾语
  I keep fit by swimming every day. (swimming用于介词by后，做by的宾语)

2 在某些动词，如admit、dislike、imagine、delay、consider、mind、understand、avoid、enjoy、practise、miss、finish、keep和suggest后，通常使用动词-ing形式做宾语，而不用动词不定式。

3 ... cannot help ...（禁不住……）、... look forward to ...（期待……）、... feel like ...（想要……）、... cannot stand ...（无法忍受……）、... put off ...（推迟……）和... keep on ...（继续……）等一些常见短语的后面通常接动词-ing形式，而不跟动词不定式。

4 某些动词如continue、prefer、begin、hate、like、start和love后既可以使用动词-ing形式又可以使用动词不定式，在语义上几乎没有区别。
某些动词如 forget、regret、remember、mean 和 try 后既可以跟动词-ing 形式又可以跟动词不定式，但语义有区别。比较下面几组句子:

- forget + 动词不定式
  He forgot to close the door when he left. (动词 forget 后跟动词不定式 to close 表示“忘记要关（门）”，动作 close 实际并未发生)
- forget + 动词-ing 形式
  I'll never forget winning my first gold medal. (动词 forget 后跟 winning 表示“忘记赢得过（金牌）”，动作 win 实际已经发生)

- regret + 动词不定式
  I regret to inform you that the flight has been cancelled. (动词 regret 后跟动词不定式 to inform 是一种客套的说法，表示“我”对通知航班已被取消这一消息感到遗憾)
- regret + 动词-ing 形式
  I regretted telling him about the accident. (动词 regret 后跟 telling 表示“后悔告诉了……”)

Unit 2
动词-ing 形式用作形容词或副词

1. 动词-ing 形式在功能上具有形容词或副词的特点，在句子中可以充当:
   - 定语
     动词-ing 形式可用于名词前，用来修饰该名词，功能上相当于形容词。
     This is an amazing achievement. (amazing 做定语，修饰名词 achievement，相当于形容词)
     有时还可将副词置于动词-ing 形式前，修饰动词-ing 形式。
     That was an extremely interesting speech. (副词 extremely 来修饰 interesting)
     副词或名词可以和动词-ing 形式一起构成复合词，做定语。
     The fast-growing economy has caused environmental problems. (副词 fast 和 growing 一起构成复合词 fast-growing)
     A wood-burning stove does harm to the environment. (名词 wood 和 burning 一起构成复合词 wood-burning)
     动词-ing 形式也可用于名词后，用来修饰该名词，功能上相当于形容词。此时动词-ing 形式可以改写为定语从句。
     The people operating these factories are very concerned about the environment. (operating 用于名词 people 后做定语，用来修饰该名词。)
     该句也可改写为定语从句；
     The people who operate these factories are very concerned about the environment.
   - 表语
     This damage is frightening. (frightening 用在系动词 is 后，做表语)
动词-ing 短语

1. 动词-ing 形式后面跟宾语和/或状语，构成动词-ing 短语，通常用来表示:

- 时间
  Asking around, I find many people willing to pay a little higher prices for things that are friendly to the environment. (短语 asking around 和主句谓语动词find 发生的时间一致或相同) = When I ask around, I find many people willing to pay a little higher prices for things that are friendly to the environment.
  Having observed the problem for many years, he announced that we are now facing the biggest environmental problem of our time. (短语 having observed the problem for many years 表示动作发生在先，主句谓语动词announced 动作发生在后) = After he observed the problem for many years, he announced that we are now facing the biggest environmental problem of our time.
  当动词-ing 短语用来表示时间时，可以和 when、after 等引导的时间状语从句互换。

- 原因
  We are making bigger holes in the nets, hoping to avoid catching fish that are not fully grown. (短语 hoping to avoid catching fish that are not fully grown 解释主句中动作的原因) = We are making bigger holes in the nets, because we hope to avoid catching fish that are not fully grown.
  当动词-ing 短语用来表示原因时，可以和 because 引导的原因状语从句互换。

- 结果
  The factory keeps giving off smoke, making the air dirty. (短语 making the air dirty 是主句中动作的结果) = The factory keeps giving off smoke. As a result, the air is made dirty.
  当动词-ing 短语用来表示结果时，可以和 as a result 引导的结果状语从句互换。

- 条件
  Preparing fully, we can achieve great things. (短语 preparing fully 是主句中动作实现的先决条件) = If we prepare fully, we can achieve great things.
  当动词-ing 短语用来表示条件时，可以和 if 引导的条件状语从句互换。
2 连词+动词-ing短语也可以用来表示时间。常用的连词有when, whenever, while, once和until。

We have to consider the need for environmental protection when developing the economy. (连词when和developing一起用来表示时间) = We have to consider the need for environmental protection when we are developing the economy.

3 通常情况下, 动词-ing形式的逻辑主语和句子的主语一致。

He travelled on the plane like this, keeping the tortoise hidden in a blanket. (keeping的逻辑主语和句子的主语一致, 都是he) = When he travelled on the plane like this, he kept the tortoise hidden in a blanket.

4 动词-ing形式的否定式是由not+动词-ing形式。

He sat there, not knowing what to say. (否定词not放在knowing前构成现在分词的否定式)

Unit 3

过去分词

1 过去分词具有形容词或副词的特点, 在句子中可以充当:

- 定语

过去分词可用于名词前, 用来修饰该名词, 功能上相当于形容词。此时它可被改为定语从句。

If I had the chance, I would have a cloned baby. (过去分词cloned做定语, 修饰名词baby, 相当于形容词, 可以用定语从句who is cloned来替换) = If I had the chance, I would have a baby who is cloned.

大多数的过去分词表示被动含义, 但也有一些过去分词用来表示动作已完成, 如escaped, retired和fallen等。比较下列短语:

the highly praised scientist (过去分词praised修饰名词scientist, 用来表示被动含义“被赞扬的”)

the retired scientist (过去分词retired修饰名词scientist, 用来表示动作已完成, 意为“已退休的”)

有时副词也可以置于过去分词前。

well-trained teachers

过去分词可用于名词后, 用来修饰该名词, 功能上相当于形容词。此时它可改为定语从句。

I think the scientific advances mentioned in your article are interesting. (过去分词mentioned用于名词advances后, 做定语, 用来修饰该名词, 其作用相当于定语从句that are mentioned) = I think the scientific advances that are mentioned in your article are interesting.

- 表语

My grandfather was delighted to hear I passed my exams. (过去分词delighted用在连系动词was后做表语)
• 宾语补足语
   After the accident, they found the front windows broken. （过去分词 broken 做宾语补足语，补充说明宾语 window）

• 状语
   She lay trapped under the building for three days. （过去分词 trapped 修饰动词 lay，表示动作 trap 和动作 lie 同时发生）= She lay there and was trapped under the building for three days.

### 过去分词短语

过去分词后带有宾语和或状语构成过去分词短语。

1. 表示被动的过去分词短语通常用来表示：
   - 时间
     *Asked why he was against cloning humans,* the scientist explained that nobody was sure of the results and that it might lead to disaster. （过去分词短语 asked why he was against cloning humans 用来表示时间，表示与主句动作同时发生）= *When he was asked why he was against cloning humans,* the scientist explained that nobody was sure of the results and that it might lead to disaster.

   - 原因
     *Shocked by the article,* the woman wrote a letter to the newspaper. （过去分词短语 shocked by the article 用来表示主句中动作的原因，可以和 because 引导的原因状语从句互换）= *The woman wrote a letter to the newspaper because she was shocked by the article.*

   - 条件
     *Treated with electricity,* the cell tissue will divide into several parts. （过去分词短语 treated with electricity 表示主句中动作实现的条件，可以和 if 引导的条件状语从句互换）= *If it is treated with electricity, the cell tissue will divide into several parts.*

2. 通常情况下，过去分词的逻辑主语和句子的主语一致。
   *Asked why he was against cloning humans,* the scientist explained that nobody was sure of the results and that it might lead to disaster. （过去分词 asked 的逻辑主语即句子的主语 the scientist）

   *Shocked by the article,* the woman wrote a letter to the newspaper. （过去分词 shocked 的逻辑主语即句子的主语 the woman）

   *Treated with electricity,* the cell tissue will divide into several parts. （过去分词 treated 的逻辑主语即句子的主语 the cell tissue）

### 充当形容词的动词-ing 形式和过去分词的区别

充当形容词的动词-ing 形式和过去分词的主要区别如下：

1. 动词-ing 形式常用来修饰引起某种情感的某人或某物，在语义上表示主动的关系。
   *I noticed an amazing difference between the copy and the original.* （amazing 修饰名词 difference，相当于形容词 在语义上表示主动的关系，意为 “令人惊奇的”）
Some people find it exciting that they could make copies of themselves in the future. (exciting 相当于形容词修饰代词 it，形式宾语 it 指代从句 that they could make copies of themselves in the future，在语义上表示主动的关系，意为“令人感到兴奋的”)

I was surprised to learn that they had copied a human cell. (surprised 相当于形容词 用来说明主语 I 对于 they had copied a human cell 的情绪体验，在语义上表示被动的关系，意为“使（某人）感到吃惊的”)

The boy was more frightened than hurt. (frightened 和 hurt 相当于形容词 用来说明主语 the boy 的情感，在语义上表示被动的关系，意为“感到害怕的” 和 “受到伤害的”)