Welcome Unit

Student's Book

Listening and Speaking

Exercise 1

1. B 2. C 3. A

Exercise 2

Student No.: 170143

Name: Amy Jones

Nationality: the USA

Grade: 1/One

Email: *Amyj16@pep.com.cn*

Exercise 3

Max's favourite subject: √Maths

Amy's favourite subject: √Chemistry

Exercise 4

1. B 2. C

Exercise 5

Sample Conversation 1

Mike: Hi! My name is Mike.

Jennifer: Hey. I'm Jennifer.

Mike: Say, aren't you in Ms Sullivan's 10:00 English class?

Jennifer: I sure am! I always sit at the front.

Mike: I thought I saw you there. Oh, class is about ready to start. Catch you later!

Jennifer: Catch you later! Bye!

Sample Conversation 2

Sven: Excuse me. May I come in?

Mr Jones: Yes, of course. Would you like to have a seat?

Sven: Thank you. My name is Sven Erickson. I'm in your 2:30 maths class.

Mr Jones: Oh, yes. You're that new exchange student from Sweden. It's a pleasure to meet you. How can I help you today, Sven?

Sven: Well, I've been looking through my textbook, and I realise that I've already studied the content back home last year. I was wondering if I could change to a higher level class.

Mr Jones: Yes, I think that can be arranged. Are you free at 3:30?

Sven: Let me check my class schedule... Yes, I'm free.

Mr Jones: Then why don't we change you to that class?

Sven: That would be great! Thank you.

Mr Jones: You're welcome, Sven. I'll see you in class.

Sven: See you then. Goodbye!

Sample Conversation 3

Binbin: Have you seen them yet?

Meiping: No, not yet... Oh, there they are! Mr Harris! Over here!

Mr Harris: Oh, hi! Meiping! It's good to see you again. How are things going?

Meiping: Great! And you?

Mr Harris: Couldn't be better. Oh, Meiping, I'd like to introduce you to Ms Walker.

Meiping: How do you do, Ms Walker? I hope you had a nice flight.

Ms Walker: How do you do? The flight was wonderful! Thanks.

Mr Harris: And these are our students. I'm sure that you'll have more time later to get to know each of them by name.

Meiping: Hi! My name's Meiping, and this is my friend, Binbin. We'll show you around Beijing this week!

Students: Hi!

Binbin: Hi! Nice to meet you all. Now, I'm sure everyone's tired after such a long trip, but I was wondering if you're up for some good food before we take you to your hotel.

Students: That sounds great! Wonderful!

Binbin: OK, let's head for the bus. It's right this way.

Ms Walker: OK, everyone. Let's go!

Tapescript

Conversation 1

[*In the registration office.*]

Amy: Good morning. My name is Amy Jones. I'm here for a student ID card.

Mr Wang: Nice to meet you, Amy. I'm Mr Wang. Sit down, please. Er... Sorry, what's your last name again?

Amy: Jones. J-O-N-E-S.

Mr Wang: OK. Thank you. And where are you from?

Amy: I'm from the USA.

Mr Wang: OK. What's your student number?

Amy: 170143.

Mr Wang: 170143. Got it. You're in Grade 1, aren't you?

Amy: Yes, I am.

Mr Wang: OK. Your email address?

Amy: *Amyj16@pep.com.cn.*

Mr Wang: Amy... j... 16... at... pep (p—e—p) dot com dot cn. Got it. Now, stand over here, please. Smile!

[*Sound of flash as a photo is taken.*]

Conversation 2

[*In the dining hall.*]

Max: Hi, Amy! How's it going?

Amy: Great. How about you?

Max: I'm good. Let's go and sit down.

[*They walk to a table.*]

Amy: What do you think about senior high school?

Max: So far, so good, Amy. I've had maths and English this morning. The maths class is getting more difficult but it's really interesting. It's my favourite class so far. How about you?

Amy: I think science is more fun. Chemistry is my favourite.

Conversation 3

[*In the adviser's room.*]

Amy: Good morning, Ms Li.

Ms Li: Morning, Amy. How are you doing?

Amy: Very well, thank you. Ms Li, I want to be a designer in the future, so what courses do you think I should choose?

Ms Li: Oh, interesting! Well, first of all, I think an art course would be helpful to you. And there are some other courses... [*Fade out.*]

Reading and Thinking

Exercise 1

I felt very excited but also anxious on my first day of senior high school. It was the beginning of a new part of my life and everything seemed so new and interesting. On

the other hand, I was worried that I would not be able to make friends and that the schoolwork would be too hard.

Exercise 3

1. Because she was not outgoing.
2. It was difficult, but the teacher was kind and friendly.
3. The guy next to Han Jing tried to talk to her the whole time. If this happened to me, I would ignore him.
4. She learnt that she would make new friends there and there was a lot to explore at senior high school.

Exercise 4

Time	What was Han Jing texting about?
7:00 a. m.	senior high school, a little anxious
12:30 p. m.	*maths class, difficult, a kind and friendly teacher, laughed so much*
5:32 p. m.	*chemistry class, the guy next to her talking to her the whole time, couldn't concentrate on the experiment*
10:29 p. m.	*didn't feel awkward or frightened, will make new friends, a lot to explore, much more confident*

My First Day of Senior High School

On my first day of senior high school, I wasn't that anxious because nearly all of my old classmates were there, too. However, I was a little stressed because the lessons were more difficult than before and I had to try my best to keep up with the other students. My favourite class was chemistry, because the teacher made it really interesting and we did many experiments. I was happy because our teachers treated us like adults and all the classes, though more difficult, were more interesting.

Word Study

senior; feel confident; impression; concentrated on; explore; experiments

Discovering Useful Structures

Exercise 2

1. The 100-year-old school (S) lies (V) in the centre of the city. (A)
2. We (S) must act. (V)
3. The maths homework (S) looks easy. (P)

4. The teacher (S) found (V) the classroom (O) empty (C).

5. My mum (S) bought (V) me (IO) a new dictionary (DO).

6. Tom (S) is looking forward to (V) meeting the new exchange student (O).

7. There is an English Corner at our school.
There be…

8. We (S) had (V) chemistry (O) in the newly built lab (A).

Exercise 3

1. … that dream (S) has come true (V)!

2. … Tim and his classmates (S) are living (V) on a ship (A)!

3. They (S) also learn about (V) ships and the sea (O).

4. Tim (S) writes (V) his parents (IO) an email (DO)… tells (V) them (IO) what happened on the ship (DO).

5. There's always something exciting to do.
There be…

6. Studying and doing homework (S) seem much more fun (P)…

Listening and Talking

Exercise 1

☑ listen to the teacher and take notes

☑ use flash cards

☑ make mind maps

☑ keep a learning diary

Exercise 2

1. She's an outgoing person, so she likes to discuss things. Talking to others helps her remember things.
2. By making mind maps.
3. Yes, he does. Because it helps him plan his learning and what he needs to review for exams.

Exercise 3

Extra methods on the questionnaire can include:

I listen to songs in English.

I keep writing a diary in English.

Exercise 4

1. We both use the Internet to learn English, by listening to English songs and watching clips from English TV shows.
2. The best strategy for me to learn new words is to learn from context, and then use them all the time in communication. The best strategy for me to learn grammar is through constant use in speaking and writing.
3. The best way for me to improve reading skills is through extensive reading and reading for pleasure. The best way for me to improve writing skills is by keeping writing an English diary every day.

Tapescript

Amy: Hi, Li Ming. Ready for the test? Do you have any study tips for me?

Li Ming: Not really. I just listen to the teacher and take notes.

Amy: Oh, group work is my favourite way to learn. I'm an outgoing person, so I like to discuss things. Talking to others helps me remember things.

Li Ming: I'm not very good at group work but I have other ways of remembering things. I like using flash cards. They are really effective.

Amy: Hmm... Notes and flash cards... I think you're a visual learner!

Li Ming: Yes, I guess so. I learn best when I look at pictures, so I make mind maps to organise my thoughts. I keep a learning diary, too. I write down what I've learnt and my thoughts. It helps me plan my learning and what I need to review for exams.

Amy: Ah, that's a good idea. I want to try that! My friends and I have a study group. We talk about what we're learning and help each other. Why don't you join us?

Li Ming: Sure, I'd like that.

Reading for Writing

Exercise 1

1. She is active and curious. We know this from the second and third sentences.
2. It means he always has a book or a pen with him,

because he likes to study.

3. I like the second profile better, because he paints a clearer picture of what kind of person he is. The first profile mostly contains lists.

Exercise 2

1. **Ann**: **A** Ann Wells, 15, Grade 10, Lakeside High School **B** active and curious **C** physics **D** often ask questions but learn best by doing **E** dancing, skating, and reading short stories **F** to become an engineer

   Thando: **A** Thando Gowon, 16, Grade 10, South Hill High School **B** think fast and play hard **C** computer science **D** reading and writing (visual and verbal) **E** play computer games **F** to start his own IT company

2. **Ann circled**: an active person; curious about everything

   underlined: I often ask questions, but I learn best by doing.

   Thando circled: think fast, and play hard

   underlined: You'll never see me without a book or a pen. If I'm not in class, I'm either in the library or in the computer lab.

Building Up Your Vocabulary

Exercise 1

1. awkward

   Two women are talking. One woman asks a question, while the other looks awkward and doesn't know how to answer the question, maybe because of the cultural gap between them.

2. anxious

   A girl is doing a chemistry experiment by following directions in a book. She is holding a beaker and a test tube full of liquid. She looks very nervous, afraid of making a mistake.

3. excited

   A young woman is greeting a young man. She seems very happy to see him. He also looks happy.

4. curious

   A boy is looking at something through a microscope and smiling. His friend is leaning over and wants to know what he sees.

5. annoyed

   A young man is trying hard to study, but his little

sister is playfully disturbing him with her toys.

6. frightened

A man is in water, waving his hands in the air and yelling in panic. It looks like he is drowning.

7. confident

A girl is getting ready to take an examination. She looks well-prepared. The two people behind her look very anxious.

Exercise 2

1. We meet every Tuesday and **exchange ideas** about how to run our school clubs better.
2. Sally was asked to **design a dress** for her sister's birthday party.
3. My dream is to travel a lot and **explore the world**.
4. Our head teacher went to Wuhan to **give a lecture** on school management last April.
5. Please **take notes** while you listen to the lecture.

Exercise 3

Your learning style; your personality; your learning goals; lecture; flash cards

Unit 1 Teenage Life

Student's Book

Listening and Speaking

Exercise 1

1. Debate Club 2. Ballet Club
3. Volunteer Club 4. Nature Club

Exercise 2

1. A 2. C 3. A; D

Exercise 3

1. **Ballet Club**: learn new movements
   Nature Club: listen to lectures, grow plants
   Cartoon Club: write stories, draw cartoons
   Volunteer Club: clean up parks, give directions
2. B
3. Volunteer; would like to do something outdoors

Tapescript

Conversation 1

Teacher: Shh! Listen carefully!

[*3-second beep at about 40 kHz*]

Teacher: Did you hear that? No? How about this?

[*3-second beep at about 17.4 kHz*]

Teacher: If you couldn't hear the first one, it means you're not a dog! [*Laugh.*] Dogs can hear very high frequency sounds, but people can't. And if you could hear the second one, you're younger than 25.

Student: Wow! Why is that?

Teacher: Our ears change when we get older. Children and young people can hear the second one, but most people older than 25 can't.

Conversation 2

Teacher: Today's topic is "Should teenagers date?" Team A, please begin.

Team A: We say no, they shouldn't. One reason is that teenagers are too young. They should think about schoolwork and spend more time studying.

Team B: We don't agree with Team A. Our answer is "Yes". Teenagers can date if they want. It is quite natural for a teenager at that age to feel

he or she likes somebody. We think it's possible for teenagers to date and study at the same time.

Teacher: Team A?

Conversation 3

Julie: Hi, Adam! Are you going to join a club?

Adam: Hi, Julie! I'd like to, but I'm not sure which one.

Julie: I think I will join the Ballet Club. It's always been my dream to be a dancer, and ballet has such beautiful movements.

Adam: Oh, wow, dancing's not for me—I've got two left feet! Mr Brown told me about the Nature Club. They watch biology lectures and grow plants in a greenhouse. I like animals, but I'm not so interested in plants.

Julie: Did you hear about the Cartoon Club?

Adam: Yes, I love cartoons! But what do they do in the club? Watch cartoons?

Julie: No, they write stories and draw cartoons.

Adam: Oh, no. I'm not good at drawing. Besides, I'd like to do something outdoors.

Julie: Max is in the Volunteer Club. He says that they mostly help clean up parks and give directions to visitors. Why not talk to him?

Reading and Thinking

Exercise 2

Paragraph 1: Senior high school is a challenge.

Paragraph 2: Adam had to think very carefully about which courses he wanted to take.

Paragraph 3: Adam had to choose extra-curricular activities.

Paragraph 4: Adam will have to study harder in the future and get used to being responsible for a lot more.

Exercise 3

1. Adam chose maths, English, chemistry, world history, and Chinese. Advanced literature would be his favourite subject because he likes English and he is good at it.
2. "Make the team" means to try out and then be allowed to join a sports team.
3. He is worried about keeping up with the other students in his advanced course and getting used to all the homework.
4. Adam seems confident because he says that he is happy to be there, and he will be well prepared for university

or whatever else comes in the future.

Exercise 4

Paragraph	Challenge	How Adam feels	Solution
1	*Going from junior high school to senior high school*	Confused	
2	Choosing *the suitable* courses	*Serious/ Careful*	The school adviser *helped him choose suitable courses.*
3	*Making the school football team*	*Unhappy*	He will find a way to *improve in order to make the team next year.*
4	*Keeping up with the other students in his advanced course and getting used to all the homework*	*Worried but still happy, confident about his future*	He will *try to study harder and get used to being responsible for a lot more.*

1. Adam appears to be hard-working and wants to get ahead in life. I know this because he thought carefully about which courses and extra-curricular activities to take, and thought hard about his future. He is also a kind person, because he joined a volunteer club.
2. Some of the challenges I face are very much like Adam's, while some are quite different. Unlike Adam, I don't have to choose my courses or my schedule. However, I am worried about my extra-curricular activities and trying to keep my hobbies. My solution to this challenge is to work harder at school so I can make more time for my extra-curricular activities and hobbies.
3. I don't have to choose my own courses. All day, I am in the same classroom with my classmates, and we all study the same courses.

Exercise 5

1. recommended 2. challenge 3. confusing 4. sign
5. improve 6. graduate 7. responsible 8. quit

Discovering Useful Structures

Exercise 1

2. The building (NP) is so big (AdjP) that I'm completely lost. (AdjP)
3. The kids over there (NP) are putting something on

a round paper plate.
NP

4. Linda thinks and speaks quite quickly, and she can do well in the debate.
AdvP NP

5. The new coach told me that I didn't play well enough.
NP AdvP

6. My first French class was very confusing. The teacher spoke so fast!
NP AdjP NP AdvP

Exercise 2

1. I'll finish my homework pretty soon.
2. My new teachers are very nice and patient.
3. I've joined two clubs this year.
4. Rita plays the violin quite well.
5. My adviser said that the advanced literature course was too difficult but very interesting.

Exercise 3

I've always wanted to be a high school cheerleader. Yesterday, I tried out for my school's cheerleading team. It was really hard. First, we had to dance up and down around the basketball court for 20 minutes. The teacher showed us how to move, and then we tried very hard. Second, we practised singing a short fight song about the school basketball team. Finally, some of the stronger girls had to lift their partners. The other girls jumped very high and cheered so loudly. I think I did quite well in the tryout, but many of the other girls were even better. I'm not so sure whether I'll make the cheerleading team this year or not.

Listening and Talking

Exercise 1

Adventure Camp:

√ We'll learn survival skills.

√ I'll learn how to make a fire.

√ We'll learn how to live in the wild from some experts.

International Youth Camp:

√ I plan to improve my spoken English.

√ We'll talk about teenage life.

√ I'm going to give a speech.

√ I hope to make some friends.

Exercise 2

Adventure Camp: We'll; I'll; There'll be; it's going to

International Youth Camp: There'll be; I'm going to; I plan to; it will be; I hope to

Exercise 3

Film Camp

Do you want to have fun and learn at the same time? Then come to our camp. In our camp, you can learn about making films. There'll be many interesting activities. First, we're going to create a screenplay. Then we'll have tryouts for the cast of the film. We also plan to have a famous director come and give us advice on how to make the film. Finally, we'll make the film and show it on local TV. Please come to our camp!

Tapescript

Cao Jing: Hi, Max. What're you going to do this vacation?

Max: I'm going to an adventure camp.

Cao Jing: Adventure camp? What're you going to do there?

Max: We'll learn survival skills. For example, I'll learn how to make a fire. There'll be some experts there to show us how to live in the wild. I think it's going to be fun.

Cao Jing: Cool.

Max: What about you?

Cao Jing: I'm going to an international youth camp. There'll be lots of students from different countries.

Max: Wow! What will you do there?

Cao Jing: I'm not sure yet, but the topic is about teenagers and teenage life. I'm going to give a speech about student life in China.

Max: Sounds interesting. What kind of stuff will you talk about?

Cao Jing: Oh, teenage life, you know, study, relationships, dreams, plans... It's a bit of challenge, but a good chance. I plan to improve my spoken English.

Max: Good for you. I hope you have lots of fun there, too.

Cao Jing: Oh, definitely. I think it will be very interesting, and I hope to make some friends.

Reading for Writing

Exercise 1

1. Worried Friend is worried that his or her friend, Chen Lei, plays computer games too often and spends too much time online.
2. Perhaps the advice is useful, because it is always good to talk to a friend about his or her problems and offer advice.
3. I would tell Chen Lei that he should spend his time more productively with an eye on his future. For example, instead of playing computer games, he could learn computer programming. Who knows? He might become a great figure in that field when he's older.

Exercise 2

1. **A** You wrote that you are very worried about your friend, Chen Lei.
   You think that your friend plays computer games too often and spends too much time online.
   B I understand quite well that you are anxious and feel terrible.
   C I recommend that… his behaviour. It is not unusual… world. But spending… in life. Some students… family life. I think… new hobbies. Why not… together?
   D I am sure he will listen to you, since you are his good friend.
2. I recommend that; I think you should; Why not

Assessing Your Progress

Exercise 1

1. like	2. teenager
3. to	4. trying
5. addicted	6. schedule
7. on	8. confused

Exercise 2

If you have learnt some maths (NP) at school, you can quite quickly (AdvP) work out that one eleventh (NP) is about 9 percent (NP). But did you know that 9 percent (NP) is also the number of children who are not at school (NP)? That's right—one in 11 children (NP) is not studying and probably even (AdvP) cannot do the simple maths (NP) you just did so very easily (AdvP).

They drop out of school because their families (NP) are too poor (AdjP) and they have to work like adults. In 2013, millions of children and teenagers (NP) were out of school. Most live in poor countries (NP), but there are also some boys and girls (NP) who cannot go to school in rich countries (NP). If you are one of the lucky ones who can go to a senior high school (NP), you should be grateful for the opportunity (NP). So the next time (NP) you feel like you do not want to do boring, difficult homework (NP) or go to class, think about the children who don't have the chance (NP) to get a good education (NP). Make the most of your education (NP) and make the world (NP) a better place (NP).

Function: The phrases provide more specific details and enrich the meaning of the text.

Video Time

Before You Watch

1. F 2. F 3. T 4. T

While You Watch

2. (1) expensive (2) poor (3) does not understand

After You Watch

1. My life is similar to that of my parents in some ways, but they did not have computers or mobile phones when they were growing up. It seems most of my time nowadays is spent online.
2. I agree. There are many important factors that make one a person. To be a real person you need to understand where you come from, who you are, and where you are going. You need to think about the larger things in life, and see how you relate to history and society.

Video Script

Learning Across Generations

Narrator: Just outside Johannesburg, South Africa, the day begins for seventeen-year-old Mamorena Chaane. She's a student at St. Mary's, a very expensive private school. Mamorena gets a great education here. In South Africa, many

people leave school as teenagers. So Mamorena is a very lucky young woman.

This is her mother, Tandi. She grew up in a poor area in Johannesburg. Today, she and her family live in the suburbs and she is a successful businesswoman. But every week, Tandi takes Mamorena to her old neighbourhood in Johannesburg. Tandi grew up here, and her life was very difficult.

Tandi: This was a shanty town. This whole area was a shanty town.

Narrator: Tandi shows Mamorena her childhood home. She wants Mamorena to learn about the past—and about the poor today. But Mamorena doesn't really understand. Her life is so different. Her family has a beautiful home.

Mamorena: We're born on the same day.

Narrator: And the house has a pool. It's very different from her mother's childhood. In many ways, Mamorena is a typical teenager. She loves to go shopping.

Tandi: I want her to always remember who she is. Because I don't think you become a person if you don't know where you come from.

Narrator: Now, Mamorena and her generation must work hard too, says Tandi.

Workbook

Using Words and Expressions

Exercise 1

Part 1

"Literature" does not belong. Other possible compound words include lifetime, butterfly, fireworks, railroad, grandfather, and airport.

Part 2

airline; airman; airsick; countryman; countryside; handmade; bedside; bedroom; homemade; homeroom; homesick; underline; underside; website

Exercise 2

online; youth; debate; speech; schedules; signed; recommend; attracts; prefer

Exercise 3

1. challenged (verb), challenge (noun)
2. schedule (verb), schedule (noun)
3. volunteer (noun), volunteer (verb)
4. focus (noun), focus (verb)
5. graduate (noun, /ˈgrædʒuət/), graduate (verb, /ˈgrædʒueɪt/)

Other similar words: debate, sign

Exercise 4

1. is responsible for 2. is not suitable for
3. are attracted to, be addicted to 4. be concerned about

Exercise 5

1. 父母辈的人觉得我们这一代人的有些行为很奇怪。
2. 我们会尽最大努力很快给您一个详细的日程安排。
3. 最近,全国开展了一场声势浩大的活动,鼓励人们戒烟。
4. 探险旅游不仅在年轻人当中,甚至在中年人当中也越来越受欢迎。
5. 显然,(学校)要求学生询问父母是否可以参加学校郊游,如果不能,他们有责任提前告知。

Using Structures

Exercise 1

1. group discussions (NP, O), the advanced literature course (NP, O)
2. quite heavily (AdvP, A), very soon (AdvP, A)
3. very important (AdjP, Attr.), your behaviour in society (NP, O)
4. the joy of trying something new (NP, O)
5. Strangely enough (AdvP, A), very much (AdvP, A)

Exercise 2

so rare (AdjP); a day in June (NP); so fine (AdjP); just perfect (AdjP); so warmly (AdvP); the tenderness of my skin (NP); Its beautiful melody (NP)

Exercise 3

1. √
2. We can find a quiet public reading room.
3. √
4. She owns a cute small white cat.
5. Don't worry. He will do the job well enough.

Exercise 4

a very difficult test; well enough; quite silly; some of the; very bad; really angry; too many; not such a big deal; really great; very kind

Exercise 5

a group of senior high school students from Hangzhou; quite soon; a lot of exciting activities; some of the activities; different kinds of tea; more interested; a big international

Reading

Exercise 1

Some people look down on today's generation, but they are probably OK.

Exercise 2

1. No, probably he wasn't. We know this because he keeps talking about "you" and "your generation". If he were born in the 2000s, he would use "us" and "our generation".
2. His answer is in the fourth paragraph, where he says that this generation probably doesn't need "a heads-up". I tend to agree. While this (our) generation may have many problems, online life has become a part of real life for most people, and young people are well-equipped to handle this change.
3. A helicopter parent is one who is always there to help and guide his or her child.
4. He is confident about the younger generation and thinks young people are great and well-equipped to face the future. I tend to agree with him. Every generation has its issues and problems, but people always find a way to both survive and thrive when they meet new challenges.

Unit 2 Travelling Around

Student's Book

Listening and Speaking

Exercise 1

1. If I have the chance to travel anywhere in the world, I will book tickets for Paris! I have always been interested in fine art, and would love to visit the Louvre Museum.
2. To prepare for the trip, I need to save some money, because travelling in Paris is rather expensive. I would also buy new luggage, and then research the best places to visit and try to book an economical hotel room. Finally, I would buy a guidebook to learn about the city and also a phrase book so I could learn some French to help me get around and be able to read restaurant menus. I also need to get a passport and apply for a visa to travel there.

Exercise 2

1. A; D 2. B 3. A

Exercise 3

1. Paul's family is going to Lijiang in Yunnan, China over the holiday.
2. One of his father's friends lives there and he invited them to visit.

Exercise 4

Meilin: Apply; Book; Rent

Paul: Take; Buy

Tapescript

Listening Part 1

Paul: Hey, Meilin! So what are you doing for the coming holiday?

Meilin: I'm travelling around Europe for two weeks with my aunt and uncle.

Paul: Europe? Oh, I've always wanted to go there!

Meilin: Yes, me, too. I'm so excited. I'm planning to

visit France and Germany.

Paul: That's wonderful! Do you have your passport and visa already?

Meilin: I already have my passport, and I am applying for my visa tomorrow. Once I get the visa, we'll book flight tickets online.

Paul: So how do you plan to travel around?

Meilin: We're renting a car and driving! My uncle has always wanted to drive around Europe!

Listening Part 2

Meilin: So what about you, Paul? Do you have any travel plans?

Paul: Yes, actually! My parents are taking me to Yunnan Province in China to visit Lijiang!

Meilin: Lijiang? That's quite famous in China.

Paul: Yes. One of my father's friends lives there. He invited us to visit.

Meilin: Oh, that's nice! So what's the weather like there?

Paul: It should be pleasant during the day, but it might be cold at night, so I'm taking a few light sweaters and a coat.

Meilin: What're you planning to see there?

Paul: Well, I know I'm definitely going to see the Old Town of Lijiang and Yulong Snow Mountain. Other than that, I'm not sure. I'm buying a Lijiang guidebook today, actually.

Reading and Thinking

Exercise 1

1. I saw the Andes Mountains, the Amazon rainforest, Cusco city, Machu Picchu, and Lake Titicaca in the video.
2. To find out more about Peru, I could check online, use an encyclopedia, go to the library, or get some travel brochures.

Exercise 2

Text 1: An encyclopedia entry or introductory passage.

Text 2: A travel brochure.

Exercise 3

destination; unique; Empire; admire; paths; officials

Exercise 4

Place	AMAZON RAINFOREST	MACHU PICCHU	CUSCO	LAKE TITICACA
Number of days	*4 days*	4 days	*4 days*	*4 days*
Transport	*flight, boat*	*walking*		*car, boat*
Accommo-dation	*in the middle of the forest*		*local hotel*	local home
Activity	boating, hiking, exploring nature	*walking in the Mountains, exploring the ancient city*	*visiting the museums, admiring the architecture, enjoying the local food, and shopping at the local markets*	*enjoying the beautiful countryside, staying with local family*

I would recommend both Machu Picchu tour and Cusco tour to them.

Discovering Useful Structures

Exercise 1

In every example sentence, the present continuous tense is used to talk about a future plan.

Exercise 2

are… doing; are going; 're meeting; Are… eating; 'm bringing; are eating

These verbs are used to talk about arrangements for events at a later time than now.

Exercise 3

1. √… I'm visiting my grandparents in December.

3. √… She is applying for a visa soon.

5. √… I'm having dinner with my cousins tonight.

Listening and Talking

Exercise 1

1. They are talking about buying a plane ticket.
2. One of the people in the conversation is a customer, while the other is an airline reservation agent.

Exercise 2

Opening	*How* can I help you?	*I'd like* to buy a plane ticket…
Talking about time	*On what date* are you travelling?	On the 23rd of December.
Talking about what you prefer	There are two flights… Which *do you prefer*? Would *you like to* travel business class or economy? *Would you like to* book a return flight this time?	The 9:30 flight, please. *I'd like* to travel business class. No, *thank you*. I'm taking the train back.
Other information	*May I have* your name, sir?	Robert Williams.
Payment	*May I ask how you would like* to pay?	By credit card.

Tapescript

Woman: Skies Airlines. How can I help you?

Man: I'd like to buy a plane ticket from London to Paris.

Woman: Certainly, sir. On what date are you travelling?

Man: On the 23rd of December.

Woman: There are two flights that day: one in the morning at 9:30 and the other in the afternoon at 5:00. Which do you prefer?

Man: The 9:30 flight, please.

Woman: Would you like to travel business class or economy?

Man: I'd like to travel business class.

Woman: Would you like to book a return flight this time?

Man: No, thank you. I'm taking the train back.

Woman: May I have your name, sir?

Man: Robert Williams.

Woman: Thank you, Mr Williams. I've made your booking. May I ask how you would like to pay?

Man: By credit card.

Woman: OK, wait just a second, please… [*Fade out.*]

Reading for Writing

Exercise 1

Yes, it sounds quite interesting. The Terracotta Army is a national treasure and one of the largest and most important archaeological finds in the world.

Exercise 2

1. **Paragraph 1**: go to Xi'an to see the Terracotta Army
   Paragraph 2: go to the Shaanxi History Museum, the Xi'an City Wall, and a few other famous sights
   Paragraph 3: take the train, leave the day before the October holiday begins and arrive at 9:30 a.m.
   Paragraph 4: write again soon and send photos
2. It is amazing.
   It's hard to believe.
   It's an unbelievable story.

Assessing Your Progress

Exercise 1

destination; rented; sights; packed; admire; details; credit; amazing

Exercise 2

are you staying; we're going; we're taking; we're planning; We're bringing; I'll see

Video Time

Before You Watch

1. Inca civilisation
2. outside world
3. ruins
4. magnetic centre
5. business and money
6. stalls

While You Watch

1. C 2. B 3. A 4. A 5. C

After You Watch

1. There are a few places like Machu Picchu in China. For example, near Turpan, Xinjiang there is the ancient walled city of Gaochang. The city was destroyed by war in the 14th century, though some buildings and the city walls still remain. Since that time, no one has lived there. Gaochang is like Machu Picchu in that at one time it was a great city, but no one lives there any longer, and it is in a fairly remote area.
2. Tourism should not be stopped in places like Machu Picchu. While such places need to be protected, this should be balanced by the need for the world to see and experience their wonders, and the need for local people to make a living.

Video Script

Machu Picchu

Narrator: This beautiful, quiet place is covered in sunshine and has mountains all around it. Its name is Machu Picchu. It's sometimes called

the Lost City of the Inca, and it's nearly 8,000 feet (1 foot≈30.5 cm) up in the Andes.

Julio: It's a magic attraction that you can feel it here. It's known all over the world that Machu Picchu is one of the magnetic centres of the ancient world.

Narrator: Machu Picchu is more than 500 years old. Today, it's a favourite place for visitors from all over the world. Even in the rain and fog, it's wonderful to walk through the ruins.

When the Inca civilisation ended, few people knew Machu Picchu existed. For a long time it was lost to the outside world. Then, in 1911, an explorer called Hiram Bingham found it again.

Narrator: At first, very few people visited Machu Picchu. But now, hundreds of tourists come here every day. They walk up the steps of the ancient city and climb over the ruins. Machu Picchu is no longer quiet. It's full of the sounds of tourists.

Some people in Peru hope that more tourists will come here. They think it will mean more business and money for the country. However, some conservationists worry that more visitors won't be good for Machu Picchu. They say that tourism may not be good for the environment.

Narrator: Jose, a local hotel owner says Machu Picchu and Peru can take a few more visitors.

Joser: Why not be like the rest of the world? Why not expose and show Machu Picchu to the rest of the world? It's such a wonderful place, why keep it to a few?

Narrator: The truth is that parts of Peru are very poor, and tourists bring money to these communities. Aguas Calientes is a town that grew suddenly near an area where visitors get on buses to get to the summit of Machu Picchu. The people here live completely on money from tourism. The town is just a group of stalls where local people sell art and things they have made to visitors.

Narrator: The Lost City is no longer lost. Tourists have found it. The modern world is coming closer

to this ancient world every day.

Narrator: Time may be running out for the Lost City of the Inca. More and more people are discovering it. In the end, it may be the modern world that forever changes this ancient city.

Workbook

Using Words and Expressions

Exercise 1

Part 1

guidebook; highland; highway; passport; passbook; waterway; waterfall; sightseeing; overnight; overland; overbook; Iceland; rainforest; rainfall

Part 2

1. guidebook
2. waterfall
3. highway
4. Sightseeing
5. passport
6. Overnight
7. rainforest
8. Iceland

Exercise 2

economy; Other than; amazing; view; unique; destinations; check in; sights

Exercise 3

path; sights; made up; soldiers; taking control of; narrow; architecture; view

Exercise 4

visit a famous tourist destination; We're going hiking in the mountain every day, and admiring the beautiful views; My father saw a brochure for a vacation in the countryside; I can't wait to go

Exercise 5

choose a destination: interesting people, excellent local food, amazing history stories, special culture, etc

collect information: buy a guidebook, look in an encyclopedia, ask people who have been there, etc

make travel arrangements: make hotel reservations, plan your travel, apply for a passport, find someone to watch your dog or cat while you are away, pack your luggage, get a credit card, etc

Using Structures

Exercise 1

1. is applying for
2. is not visiting; is attending
3. am not packing
4. is checking in
5. Are you checking out
6. are you staying

Exercise 2

1. They are renting a car this weekend.
2. Is he going hiking with us this Sunday?
3. Where are you going for the Spring Festival?
4. What time is the flight taking off?
5. I'm picking up the package from the post office after lunch.
6. I'm booking tickets for the castle tour tomorrow.

Exercise 3

1. will always love
2. are visiting
3. will find
4. are taking
5. Are you contacting
6. will give

Exercise 4

☑ The cruise is leaving on 23 March and returning on 1 April.

☑ We are taking a cruise to Thailand!

We are taking a cruise to Thailand!

The cruise is leaving on 23 March and returning on 1 April.

I know you will want to read more about the tour.

I will also send you the brochure soon.

Reading

Exercise 1

It's important to be a good tourist.

Exercise 2

1. The kind of mark that changes someone's life with kindness and love.
2. Make sure that you are not one of those terrible tourists. Be the best, kindest, most polite tourist possible.

Exercise 3

1. F 2. O 3. F 4. O

Exercise 4

I agree with most of the writer's suggestions. However, I would like to add that too many tourists travel just to enjoy themselves. The best tourists are those who are travelling for some other reason besides just fun—to learn, to help others, or to make a positive difference to the world.

Unit 3 Sports and Fitness

Student's Book

Listening and Speaking

Exercise 1

I like to watch boxing, because it is exciting, and the boxers are great athletes. I wouldn't like to try it though! I would like to run a marathon one day, but I need to practise!

Exercise 2

A

Exercise 3

1. hear; e-sports event; weekend 2. like; come
3. Really; love 4. join; this Saturday afternoon
5. sorry; can't

Exercise 4

1. on Saturday afternoon 2. helps the community
3. blue paint; throw them at
4. 6,000 dollars. / $6,000. ($20×200+ $5×400)

Tapescript

Conversation 1

Shen Qi: Hi, Amy! Did you hear that there's an e-sports event this weekend?

Amy: No, I didn't! What're e-sports?

Shen Qi: Well, e-sports are sports you play with a computer, like computer games.

Amy: Those aren't real sports, are they?

Shen Qi: Yes, they are. Many people play and watch e-sports. I've been waiting for this event for a long time. Would you like to come along?

Amy: Really? I'd love to! Where is it?

Shen Qi: It's in the new stadium. Why don't you join us this Saturday afternoon?

Amy: Oh, sorry. I can't. I have to meet my badminton coach.

Shen Qi: Oh, that's too bad.

Conversation 2

Adam: Hey, Julie. What're you doing this weekend? There is a Blue Paint Run on Saturday afternoon.

Julie: What's a Blue Paint Run? Is it a marathon?

Adam: No, it's not a marathon. It's just a fun run that helps the community. You pay 20 dollars to run five kilometres. That sounds like fun, doesn't it?

Julie: Er... no, it sounds tiring! But why is it called a Blue Paint Run?

Adam: That's the fun part. People can buy water balloons filled with blue paint and throw them at the runners. The balloons cost 5 dollars each and the money goes to help poor people. Would you like to go?

Julie: That sounds like a great idea! You can run, and I'll throw the paint!

Reading and Thinking

Exercise 1

The pictures show figures doing different sports, so it must be about sports. The title refers to "Living Legends" so it must be about great sports people alive today. Lang Ping is the first person ever, male or female, to have won an Olympic gold medal as both a player and a coach. Michael Jordan is probably the most famous and legendary basketball player of all time.

Exercise 2

I; S; I; E; I; I

Exercise 3

1. Her determination was tested because the team lost two important players.
2. The writer uses examples of Lang Ping's determination to describe her. When her team had problems at the World Cup, she still managed to lead them to become world champions.
3. It means when Michael Jordan jumped in the air, it felt like time had slowed down, because his amazing skills were almost like magic.
4. Because in basketball this is an important time when one team could win with a few points at the last moment.

Exercise 4

1. The author chooses Lang Ping and Michael Jordan because they are masters of their sports and like to help others.

   I would choose Pelé. He is widely considered the greatest soccer player/footballer of all time. He grew up very poor in Brazil, but his skill and determination

led him to play for his country and win the World Cup three times. After stopping playing, he has had important international roles in promoting sports and protecting the environment.

2. From successful athletes, we learn that strong determination to never give up can help achieve goals. They also teach us to practise a lot, and not to be put off by failures but learn from them.

Exercise 5

Lang Ping:

She brought glory and honour to the country as both a player and a coach. She always showed great determination and never lost heart, proving she is a true champion.

Michael Jordan:

He played basketball in a graceful way, but also showed great strength. He never let failure stop him and never gave up his dreams.

The athlete I admire:

Pelé was a unique player. Even after many years, watching him is still impressive. He had a great talent and is a true champion.

Discovering Useful Structures

Exercise 1

1. is it; Yes, it is
2. doesn't it; Sure, it does
3. isn't it; Yes, it is; didn't they; No, they didn't

The tag questions above are used for confirmation.

Exercise 2

1. No, it isn't; can't we; No, we can't
2. isn't it; doesn't she; No, she doesn't
3. isn't he; is he; isn't he

Listening and Talking

Exercise 1

Cao Jing __B__ Lily __C__ Max __A__

Exercise 2

Agreeing: Exactly!

Disagreeing: I don't agree. I don't think so. That doesn't make any sense. I see what you mean, but...

Tapescript

Cao Jing: Hi, Lily. Hi, Max. You saw the race yesterday, didn't you?

Max: Hello, Cao Jing. No, I didn't. What happened?

Cao Jing: Two girls were on the final lap. They had nearly finished the race and had only a hundred metres to go, when one of the girls fell and couldn't get up.

Lily: Oh, my! So the other girl won, did she?

Cao Jing: No, that's what was so cool. She stopped and helped the other girl finish the race.

Max: What? Why did she do that?

Cao Jing: I think she thought it was the right thing to do. It's more important to help each other than to win.

Lily: I don't agree. If someone falls during a race, that's too bad. It's just part of the race.

Max: Exactly! If you've practised hard for the race, you should do your best to win.

Cao Jing: I don't think so. Winning isn't always the most important thing.

Lily: But that doesn't make any sense! What if an athlete is competing for her country? She should think about the fans and the honour.

Cao Jing: I see what you mean, but I still don't think that you're right. Helping others should always come first.

Reading for Writing

Exercise 1

1. She was worried about her weight and appearance.
2. It means she nearly went crazy because she was so worried about her weight, and tried various methods.
3. An article that said instead of asking "Am I fat?" people should be asking "Am I fit?"

Exercise 2

1. **The past**: my weight, every new diet; actresses and models

   The present: fitness rather than weight; made a list of the things I liked about myself
2. look like; instead of; rather than; comparing... with; Instead

Assessing Your Progress

Exercise 1

compete; failure; master; cheating; pretending;

audience; events; stress

Exercise 2

isn't there; I did; aren't you; I won't; would you; have I

Video Time

Before You Watch

1. I wouldn't like to have a go at karst climbing because it looks very dangerous and I don't like heights!
2. Rock climbing can bring climbers a great sense of achievement when they reach their goal. It can also bring them closer to nature and will bring them strength and good health.

While You Watch

1. amazing 2. gymnastic; adventurous
3. natural 4. unexplored; spectacular

After You Watch

1. I feel very inspired and proud of our beautiful country while watching the video, but I also feel quite scared. I have the same feeling of wonder at the spectacular natural environment, but my feelings about climbing on them are probably very different!
2. I think extreme sports are good, but not as good as traditional sports. They can be worthwhile because they teach people how to deal with extreme situations. However, I think they do not fit for most people. In my opinion, traditional team sports are the most worthwhile.

Video Script

The Karsts of China: A Vertical Journey

Travelling through China is really one of the most unique travel experiences that I've had. It's got one of the most diverse landscapes that I've ever experienced.

These ancient karst formations have been sculpted by wind and water and millions of years of erosion into these beautiful natural sculptures.

As a rock climber, you look at these rock formations and you can't help but be inspired. For me, it's important not just to go and see these amazing landscapes but to interact with them. To get to climb on them is just the experience of the lifetime.

The stone here offers up gymnastic, athletic movement but it can also be very adventurous, sometimes dangerous, but always beautiful. This is what we love to do—to come to these beautiful natural areas and climb and explore and push ourselves mentally and physically.

China is relatively unexplored and new to climbers and to adventurers who want to go out and see something new and spectacular.

These limestone karsts are some of the most beautiful rock formations in the world. You go into a landscape like this and it affects you and it changes you as a person. It inspires you. As a climber, that's really the biggest part of it. It's something that I'll carry with me for the rest of my life.

Workbook

Using Words and Expressions

Exercise 1

An athlete is someone who competes in a sport.

An event is a thing that happens, especially something important.

A stadium is a large sports area with rows of seats all round it.

A gym is a large room with things for doing physical exercise.

Exercise 2

1. soccer 2. boxing 3. skiing
4. badminton 5. track 6. marathon

Exercise 3

1. lose heart/give up 2. fell apart
3. Even though 4. works/worked out
5. learn from our failures 6. at home and abroad
7. to come along 8. give up/lose heart

Exercise 4

make	up something	He made up a story to tell the children.
	sure	Make sure you remember your passport!
	fun	It is not good to make fun of people.
	a living	She makes a living by selling houses.

hang	**out**	I like to hang out at the basketball courts after school.
check		We must check out of the hotel room before 10:00 a. m.
drop		He dropped out of the race because he hurt his foot.
put		The firefighters soon put out the fire.

Exercise 5

1. Great athletes love competition and have good self-

confidence. They deal with stress well and have the mental strength to focus on what is most important.

2. Great athletes feel positive about themselves and their abilities.
3. They are able to cut out things from their lives that add to their stress.
4. They have the mental strength to focus on what is the most important.

Exercise 6

1. Some girls go on unhealthy diets, because they want to stay slim.
2. A soccer player should not pretend to fall down in a match. It is cheating.
3. American football can't be compared with/to soccer, because they are two completely different sports.
4. Anna prefers to play tennis rather than badminton.
5. Jim buys some sports magazines now and then.

Using Structures

Exercise 1

A: "… can we?" (A falling tone here shows this is what the speaker believes, and wants the other person to agree with him/her.)

B: …

A: "… aren't they?" (A rising tone here shows the speaker wants to get information from the other person.)

B: "… haven't you?" (A falling tone here shows that the speaker is certain of what the other person's answer would be. A rising tone could also be used to show that the speaker would be surprised if the other person has not heard of jumping jacks.)

A: "… aren't they? …" (A falling tone shows the speaker knows the answer to the question and is just seeking confirmation from the other person. A rising tone could also be used, if the speaker wasn't as sure, or if they wanted to test whether the other person knew this.)

B: …

Exercise 2

1. shall we
2. do you
3. will/won't/can/can't you
4. mustn't we

5. doesn't he
6. has he
7. didn't she
8. isn't there

Exercise 3

can't I; is it; will/won't/can/can't you; shall we

Exercise 4

haven't you; have you; don't you

Sample Ending

A: Oh, don't be embarrassed! It's never too late to start. But I have to ask... You think working out for two hours a week is enough, don't you?

B: You don't think that's enough, do you?

A: Well, I guess the main point is what you want to achieve here... You want to be fitter and stronger, don't you?

B: Yes, I do!

A: Well, you should spend at least six hours at the gym each week. Let's get started this Friday night, shall we?

B: Yes, let's do this!

Reading

Exercises 1 & 2

1. Skiing was originally a sport only in cold northern countries.
2. Skating can involve speed and graceful figures.
3. The skeleton is named after the shape of the sleds used in the 1890s.

Exercise 3

1. The Olympic Games. The writer uses that phrase because the two competitions are closely related, like members of a family. "Sibling" means a brother or sister.
2. The writer describes them as graceful but highly skilled athletes.
3. Skiing is the most interesting, because there are lots of different events to choose to watch. OR
   Skating is the most interesting, because you can watch the different moves the skaters do to different music. OR
   The skeleton is the most interesting, because it is very fast and exciting.

Unit 4 Natural Disasters

Student's Book

Listening and Speaking

Exercise 1

1. tornado 2. tsunami 3. earthquake 4. wildfire
5. flood

Exercise 2

earthquake; flood; tornado; landslide

Exercise 3

1. **Key words**: What, magnitude; **Type**: number; **Answer**: 7.8
2. **Key words**: How many people, killed or injured; **Type**: number; **Answer**: About 230 people were killed and more than 1,500 were injured.
3. **Key words**: Where; **Type**: place; **Answer**: central China
4. **Key words**: What; **Type**: activities; **Answer**: They are working day and night to make sure that people are safe. They are also bringing food and water to those whose homes were lost in the disaster.
5. **Key words**: When; **Type**: time; **Answer**: at 9:25 a.m.
6. **Key words**: Which buildings, damaged; **Type**: place; **Answer**: a library and a supermarket
7. **Key words**: What, caused; **Type**: reason; **Answer**: the heavy rain that has fallen over the past week

Tapescript

News report 1

Good morning, it's 17 April. A strong earthquake hit Ecuador yesterday. The 7.8-magnitude earthquake damaged many buildings, and early reports said that about 230 people were killed and more than 1,500 were injured. Volunteers and rescue workers are helping the survivors.

News report 2

Good evening. Today is 27 March. More news about the floods in central China. The government is helping more than 12,000 people in Hunan and Jiangxi get away from the rising water. Homes and land have been destroyed, but no one has been killed. Rescue workers and soldiers are working day and night to make sure that

people are safe. They are also bringing food and water to those whose homes were lost in the disaster.

News report 3

Breaking news, Saturday 12 August. A tornado was just seen in southern Memphis. Eyewitnesses said that at 9:25 a.m., the tornado destroyed four homes. A police officer tells us that at least one person has died. More tornados are possible, and the police advise avoiding the area.

News report 4

And in Seoul, a landslide damaged a library and a supermarket in a southern neighbourhood. The landslide was caused by the heavy rain that has fallen in Seoul over the past week. According to the police, no one was injured in the landslide, but several cars were damaged. Those are the top news for today, Wednesday 21 July.

Pronunciation

Exercises 2 & 3

/t/: helped, laughed, embarrassed, shocked, watched, wished

/d/: begged, breathed, described, confused, exchanged, learned, reserved, viewed

/ɪd/: concentrated, debated, depended, pretended

Reading and Thinking

Exercise 1

A city can be damaged in an earthquake. The electricity can go down. The water can be unsafe to drink. Fires can start. People can panic or get severely injured.

Exercise 3

Paragraph 1: Warning signs before the earthquake.

Paragraph 2: The happening of the big earthquake.

Paragraph 3: The immediate effects of the earthquake.

Paragraph 4: The rescue work.

Paragraph 5: The revival of the city.

Exercise 4

ruin (noun, Paragraph 2)

This word describes the city straight after the earthquake. In a short time, a lot of damage was done, so it must describe a place that has been badly damaged.

brick (noun, Paragraph 3)

This word is used to describe the buildings that have fallen. They are red like leaves, but also heavy, because the wind cannot move them. They sound like the red clay

blocks commonly used to build buildings.

trap (verb, Paragraph 4)

This verb is used to describe people who are not dead, but they need help to be dug out, so it must mean they cannot move because they are stuck somewhere.

bury (verb, Paragraph 4)

This verb is used to describe what happens to the dead bodies. They are often put into the ground and covered, so that could be what this means.

Exercise 5

1. in ruins
2. in shock
3. electricity
4. bricks; trapped
5. breathing
6. buried

Exercise 6

1. Before the earthquake, the water in the village wells rose and fell. Deep cracks appeared in their walls. Animals were acting strangely. I think these were warning signs as this kind of thing doesn't usually happen and it showed something strange was happening below the ground. Sometimes, animals have more sensitive reactions to some coming dangers.
2. The writer means that the city began to function again, because the earthquake had stopped people and supplies moving about, and so it was like the city couldn't breathe.
3. People who have suffered an earthquake need quick access to basic things such as water and food, because they cannot get them easily. They also need medical care, not just for injuries, but to protect against disease and other problems that happen after the earthquake. Last but not least, these people also need psychological care and help.

Discovering Useful Structures

Exercise 1

- The Tangshan earthquake was a terrible experience that my great-grandma cannot forget.
- The couple who live next to us volunteered to help after the volcano erupted.
- The supplies which were provided to the disaster area were collected from around the country.
- Mr Li is an architect whose designs for the new town have won praise.
- A doctor with whom James used to work died in the 2016 earthquake in Ecuador.

Other restrictive relative clauses from the reading text:

- There were deep cracks that appeared in the well walls. (Paragraph 1)
- Eleven kilometres directly below the city, one of the most deadly earthquakes of the 20th century had begun, a quake that even caused damage more than 150 kilometres away in Beijing. (Paragraph 2)
- Two thirds of the people who lived there were dead or injured. (Paragraph 2)
- The number of people who were killed or badly injured in the quake was more than 400,000. (Paragraph 2)
- … the army sent 150,000 soldiers to Tangshan to dig out those who were trapped and to bury the dead. (Paragraph 4)
- Workers built shelters for survivors whose homes had been destroyed. (Paragraph 4)

Exercise 2

1. whose　有些人的家园被台风摧毁了。
2. that/who　建筑物可怕的晃动把人们从睡梦中惊醒。
3. that 或/　第二天,人们用能找到的一切物品在户外搭建起避难所。
4. that/which　几天以后,大多数被飓风破坏的建筑物得到了修缮。
5. whose　那个在灾难中失去了母亲的受伤男孩被送去了医院。
6. whom　这位女士给营救她的战士写了一封感谢信。
7. that/who　这是那个从楼里救出了好几位被困同学的小男孩吗?

Exercise 3

1. **A**: Why is this dog part of the rescue team?
   B: The dog, whose job is to search people who are buried in the ruins, has an incredible sense of smell and hearing for finding people in the ruins.
2. **A**: Who are the people whose tent is being fixed?
   B: The people whose city was destroyed by the earthquake.
3. **A**: Why is the soldier carrying the old granny on his back?
   B: The old granny, whose home was destroyed by the earthquake, was carried to a safe place by the soldier.

Listening and Talking

Exercise 1

Before an earthquake: Make a safety list of

what to do, where to go, and who to contact.

During an earthquake (in a building): Remember to "drop, cover, and hold on".

During an earthquake (outdoors): Go to an open space away from buildings, trees, or power lines.

After an earthquake (if you're trapped): Use a cell phone to get help. Tap on a pipe or a wall or whistle for help.

Exercise 2

First of all, you should stay calm if you're in a tornado. Cover your ears if the noise is too loud. Stay indoors and get to a low place. Stay away from windows. Don't drive or walk outside in a tornado.

Exercise 3

I would stock up on extra batteries and keep a wrench (扳手) or pliers (钳子) readily available to turn off utilities…

Tapescript

Teacher: Thank you, Mrs Fors. That was a great presentation! Class, do you have any questions for Mrs Fors?

Student 1: Mrs Fors, I think you're a hero. And Lucky is very cute. I'd like to know what we can do to prevent natural disasters.

Mrs Fors: Well, there's no way to prevent earthquakes and storms. But if we prepare, we can keep them from becoming disasters that kill or injure people. To be ready, we should make a safety list of what to do, where to go, and who to contact.

Student 1: So what should we do if there's an earthquake?

Mrs Fors: Remember to "drop, cover, and hold on". Drop down onto your hands and knees, cover your head with your hands, and stay away from glass, windows, or anything that could fall. You could find cover under a desk or table. Hold on to the desk or table so it doesn't move away from you.

Teacher: What should we do if we're outside when an earthquake happens?

Mrs Fors: Go to an open space away from buildings,

trees, or power lines.

Student 2: And what about after an earthquake?

Mrs Fors: Well, if you're trapped, you can use a cell phone to call or text for help. You can also tap on a pipe or a wall, or whistle for help. That way Lucky and I can find you!

Student 2: I have a question for Lucky. Do you like being a rescue dog?

Mrs Fors: Lucky, what do you say?

[Sound of dog barking twice]

Teacher: I think he says he's a lucky dog.

[They laugh.]

Reading for Writing

Exercise 1

1. It happened on 26 December, 2004.
2. A very powerful earthquake of 9.0-magnitude which happened under the sea off the west coast of Sumatra Island in Indonesia.
3. Dangerous conditions and damaged roads would make it difficult to deliver food and supplies.

Exercise 2

√ date √ place √ event √ cause √ effect

Assessing Your Progress

Exercise 1

1. damage	2. rescue	3. erupt	4. suffering
5. supply	6. affected	7. calm	8. breathing

Exercise 2

who/that; which/that; that/which; who/that; that/which; that/which; who; who/that; which/that

Video Time

Before You Watch

Picture 1: C Picture 2: A Picture 3: B

While You Watch

1. (1) T (2) F (3) T
2. (1) push together (2) only a few
   (3) reduced (4) move back out to

After You Watch

1. I have learnt that they are dangerous./... that they aren't noticeable or strong until they hit the coast./... that they cause more damage when they recede.
2. They need food, water, shelter, etc. They may also need medical help and emotional help if they have lost loved ones.

Video Script

Tsunami: Killer Wave

The warnings are few. The signs are sudden. The ground shakes. The tide goes into reverse. A great roaring sound fills the air. And then... It strikes. Wave after wave of crashing, crushing water. And when it is over, nothing is left.

A tsunami. The word in Japanese means "harbour wave". Japan has been hit by many tsunamis in its history, as a result of its location. It lies across the edges of 4 tectonic plates. Most earthquakes are born in such places. When two tectonic plates push together, the earthquake sends enormous amounts of energy up through the ocean. A series of waves expands in all directions. In deep water, these waves travel fast—up to 500 miles (1 mile≈1.6 km) an hour—but reach a height of only a few feet (1 foot = 30.48 cm). A passing ship may not even notice them. But as the waves enter shallow waters and come into contact with the ocean floor, their speed is reduced but their height is raised. As they move onto land, the waves can rise as high as a 10-story building.

A tsunami wave doesn't break like an ordinary wave. Instead, it advances like a wall of water, crashing over everything in its way, sometimes reaching more than a kilometre inland. More damage is caused when the wave moves back out to sea. It drags everything in its path underwater and out to sea. Most tsunamis have several waves. They arrive between 10 and 60 minutes after the first strike—just when survivors think the danger has passed.

The deadliest tsunami ever recorded occurred in December of 2004. An earthquake off the coast of Indonesia caused a tsunami that rushed across the Indian Ocean and reached as far as the coast of Africa. Whole sections of cities were destroyed. More than 200,000 people died. Most had no way of being warned.

Five thousand miles away in Hawaii, scientists at the Pacific Tsunami Warning Center monitor the earth's movements 24 hours a day. They hope to prevent a similar disaster from happening in the Pacific region. If they discover a quake big enough to cause a tsunami, the scientists try to find out where the wave will head and warn people in its path. Their advice is simple: leave the coastal areas and move to higher ground. Wait for news

that the danger has passed. And be ready to deal with the damage that a tsunami leaves behind.

Workbook

Using Words and Expressions

Exercise 1

1. drought 2. landslide 3. flood
4. electricity 5. volcano 6. shelter

Exercise 2

Across: CRACK; SURVIVE; TRAP; SUPPLY; STRIKE

Down: RESCUE; CRASH; SUFFER

1. suffering 2. cracked 3. crashed 4. strike
5. survived 6. rescued 7. trapped 8. supplying

Exercise 3

disasters; crash; deaths; destroyed; survive; shelters

Exercise 4

1. Volunteers delivered food and other supplies to the people who were trapped in the village.
2. Many years later, he led a calm life in the countryside as if the disaster had never happened.
3. In the quake-hit area, people lived in the open air because there were no shelters for them.
4. The aid programme will have a great effect on/upon girls' education in Africa.
5. Although the flood didn't affect our school, it ruined many homes in the low areas.
6. Luckily, the volunteers have several boats on hand to help move people to a safe place.

Exercise 5

Gile was frightened when a flood swept over her village. Some neighbours were swept away in the huge waves. Gile's house was destroyed. Her family are safe now by living in a shelter.

Bangladesh is a country more often affected by disasters like flooding than any other country. Gile thinks people should be better prepared and supported to protect themselves against flooding.

Using Structures

Exercise 1

1. which/that 2. who/that 3. which/that
4. whose 5. which/that 6. whom; whom

Exercise 2

1. The CCTV reporter is interviewing a woman whose

family survived the earthquake.

2. The soldier will remember the rescue worker with whom he worked during the quake.
3. The rescue workers had to walk slowly through the bricks that/which covered the ground.
4. My family will always be thankful for the people from whom we received aid.
5. We need to help the people who lost everything in the quake prepare for the coming winter.

Exercise 3

who/that; whose; that/which; to whom; that/which; whose; for whom

Exercise 4

Tornadoes are strong winds *that can rapidly rotate air/that can happen on every continent except Antarctica/that can cause great damage*. It is not easy to know where they will go, so it can be difficult to warn people *who might be in danger/who may be affected*. In order to learn more about how tornadoes form and move, some brave researchers *whose job is to explore the causes of tornadoes/whose job is to study tornadoes* do what most of us would not. They chase storms in order to collect more detailed information first hand. Of course, the researchers have special equipment *which can record detailed information*, but they need to get close enough to use it and still keep safe from the danger.

Reading and Writing

Exercise 1

The eyewitness is Jack London. He is describing what happened when the 1906 earthquake hit San Francisco.

Exercise 2

1. The fire was more destructive because the fire burned up hundreds of millions of dollars' worth of buildings and homes, and strong winds blew upon the city.
2. Because of the damage the fire caused, there was no water and no way to move things or people (like firefighters) around easily. The firefighters couldn't organise or communicate well.
3. He was in a ship on the bay and he didn't suffer.
4. It took a day for half the city centre to be nearly destroyed by fire. The fire spread so fast in part because of the winds.
5. They behaved very well and there were no fights and no

pushing or shoving.

Exercise 3

1. Firefighters had to destroy some buildings that weren't completely damaged because they worried they would fall down and hurt or injure more people.
2. The disaster made people act more kindly and be willing to work together and help one another.

Exercise 4

What was the first disaster?

The first disaster was the earthquake that struck in the morning.

When and where did it happen?

It happened on Wednesday, 18 April, 1906 at 5:15 in the morning.

What was the second disaster?

The second disaster was the fires caused by the earthquake.

What damage did it cause?

It destroyed half of the city centre.

How did people behave?

They behaved well and there were no fights and no pushing or shoving.

Who described the event?

Jack London.

Exercise 5

The first disaster was the earthquake that struck San Francisco on Wednesday, 18 April, 1906 at 5:15 in the morning. The second disaster was the fires caused by the earthquake. These fires destroyed half of the city centre in a day. But people behaved well and there was no fighting and pushing or shoving. Jack London described the event from a ship in the harbour.

Unit 5 Languages Around the World

Student's Book

Listening and Speaking

Exercise 1

France ③ Russia ④ Germany ②

Spain ⑥ Canada ① India ⑤

France: French

Russia: Russian

Germany: German

Spain: Spanish (Castilian); there are several regional languages, such as Catalan and Basque

Canada: English, French

India: Hindi, English; there are 22 major languages

Exercise 2

Two languages with the most native speakers: Chinese; Spanish

Official languages of the UN: Arabic; Chinese; English; French; Russian; Spanish

Exercise 3

1. Learning a foreign language.

2. Nearly 7,000. 3. Around 2.8 billion.

4. It is very useful to learn one or more foreign languages.

Exercise 4

1. *They*: students who choose to study a UN language
   it: studying a UN language

2. *They*: the six official UN languages

Tapescript

To some students, it seems that the only foreign language to learn is English. There are, however, nearly 7,000 languages in the world. After Chinese, the language with the most native language speakers isn't English—it's Spanish! Learning English is very useful, but it is wise to learn at least one other foreign language, if possible.

There are many reasons why people learn a foreign language. Many students choose to study one of the languages that are spoken at the UN. As they think it means better job chances in the future. The UN has six

official languages: Arabic, Chinese, English, French, Russian, and Spanish. They are spoken by around 2.8 billion people as their native or second languages.

Some students, though, choose to study a language because of family or friends. One American girl chose to learn Danish because her grandparents were from Denmark. When she was little, her grandpa used to read letters to her in Danish from their relatives in Denmark. Another young lady started learning French because she had several friends from African countries where French is spoken.

What do you think? Which other language would you choose to study and why?

Reading and Thinking

Exercise 1

The text may be about the Chinese writing system and its history from ancient times to the present day.

Exercise 2

Paragraph 1: The Chinese writing system is one of the reasons why Chinese civilisation has survived into modern times.

Paragraph 2: Written Chinese was a picture-based language at the beginning.

Paragraph 3: The writing system became well-developed, and later developed into different forms.

Paragraph 4: The writing system began to develop in one direction.

Paragraph 5: Written Chinese connects China's present with its past, and has become an art form.

Paragraph 6: The Chinese language is helping to spread China's culture and history to the world.

Exercise 3

Time	What happened
modern times	The Chinese civilisation still continues.
at the beginning	Written Chinese was a picture-based language.
dates back several thousand years	*Longgu* appeared.
by the Shang Dynasty (around 1600—1046 BCE)	Symbols carved on *longgu* had become a well-developed writing system.

续表

Time	What happened
over the years	The writing system developed into different forms, as the Chinese people were divided geographically, leading to many varieties of dialects and characters.
the Qin Dynasty (221—207 BCE)	The Chinese writing system began to develop in one unified direction.
even today	Chinese people can all still communicate in writing.
in modern times	Chinese people can read the classic works which were written by Chinese in ancient times.
today	The Chinese characters are still a vital part of Chinese culture.

Exercise 4

1. It allowed Chinese people, no matter where they lived or what dialect they had, to communicate with each other.
2. Chinese people today can read and understand classic works from ancient times.
3. Except for the writing system of Chinese language, the continuous development of China's agriculture, a relatively powerful government, distinguished philosophical schools, and an open mind to embrace different cultures are all possible and important factors. Besides, education is always emphasised in China's family traditions.

   (When talking about the writing system, the pinyin system also helped the language thrive in the modern world as it became possible to use Chinese characters on computers and phones, and also helped make it easier for speakers of other languages to learn Chinese.)

Exercise 5

civilisation; carving; system; dates back; means; classic

Exercise 6

1. symbol 2. based 3. civilisation 4. appreciate

Discovering Useful Structures

Exercise 1

· It was a time <u>when people were divided geographically</u>.

Information: a time for an event

- Emperor Qinshihuang united the seven major states into one unified country where the Chinese writing system began to develop in one direction.
  Information: a location for an event
- There are many reasons why people learn a foreign language.
  Information: a reason for an action
- These were animal bones and shells on which symbols were carved by ancient Chinese people.
  Information: a location for an action

Exercise 2

the day	when	the earthquake happened

I was on holiday the day when the earthquake happened.

the place	where	my friend lives

She works near the place where my friend lives.

the reason	why	I didn't get a pay-rise

I don't know the reason why I didn't get a pay-rise.

the place/time	in/at which	I found Grandma's glasses

This is the cupboard in which I found Grandma's glasses.

Exercise 3

where/in which; when/on which; where/in which; which/that; why

Listening and Talking

Exercise 1

British English, American English, and Australian English.

Exercise 2

semester/term; subway/underground

Exercise 3

British English: petrol; sweet; toilet; honour; mum; flat
American English: gas; candy; restroom; honor; mom; apartment

Exercise 4

Zhou Wei refers to *pants*, American English for *trousers*. Martin explains that the word "pants" refers to *underwear* in British English.

Tapescript

Listening Part 1

As many countries speak English as a first language, there are many different kinds of English around the world: British English, American English, Australian

English, and many others. Some English learners might ask, "Can English speakers from different countries all understand each other?" The answer is yes. People in these countries can usually understand each other with very few problems. There are differences in vocabulary, pronunciation, and grammar, but those are usually not big problems. However, those differences can cause confusion for non-native English speakers. For example, a student who has learnt British English might not be familiar with the different vocabulary that an American might use. Listen to this conversation between a foreign language student and her American classmate.

Listening Part 2

Amy: Thank you very much for helping me with my English.

Betty: You're welcome! When are you free to meet? This semester, I'm free on Tuesday and Thursday after lunch.

Amy: I'm sorry? What does "semester" mean?

Betty: You know, semester—half of a school year.

Amy: Oh, you mean like a term?

Betty: Yes, like a term. The British say "term". We usually say "semester" here in America.

Amy: Got it! My first English lesson with you, haha? OK, let's meet on Tuesday. Where shall we meet?

Betty: Let's meet at a coffee shop near my home. It's very convenient to get there by subway.

Amy: Subway? Do you mean the Underground?

Betty: Yes, the train that goes under the ground!

Amy: Ah, got it! Haha, my second English lesson—thank you!

Reading for Writing

Exercise 1

Name	Problem	Advice
Liu Wen	*having trouble with listening to native English speakers*	**Jia Xin's advice**: listen to English radio programmes, *repeat what you hear, record your voice and compare your pronunciation with the radio host's*
Jia Xin	*how to be polite in English*	**Li Rui's advice**: *use short requests for close friends, use longer requests for people who are not so close, use more polite phrases for people senior to you*

续表

Name	Problem	Advice
Li Rui	*remembering new vocabulary*	**Your advice:** *Create your own word bank: carry a small notebook with you everywhere, and add new words when you learn them, learn word chunks instead of single word, learn word formation*

Assessing Your Progress

Exercise 1

native; despite; related to; attitude; struggle; classic; civilisation; point of view

Exercise 2

way in which; building in which/where; day when; class in which; someone who

Video Time

Before You Watch

1. carved 2. origins 3. radicals 4. classics 5. era

While You Watch

1. B 2. B 3. B 4. C 5. A

After You Watch

1. It is because written Chinese is a unified system that forms a strong bridge linking the Chinese people and culture of the present with those of the past. Written Chinese is representative of Chinese culture, and China's culture and society continue to develop, hence written Chinese will continue to survive.
2. The rich history and culture of China is a big draw for international students. Also, with China being one of the major powers in the world, international students may hope to have the chance to live and work in China, so learning the Chinese language will be beneficial for them.

Video Script

Chinese Characters

The history of Chinese characters dates back to ancient times, with a history of at least several thousand years. There are many tales and legends about the origin of *hanzi*, Chinese characters: there is Cangjie, the legendary inventor of Chinese characters; the ancient practice of knot-tying; the eight trigrams; and ancient

painting legends, to name a few.

It is generally agreed that *hanzi* began as simple pictures, images that the ancient Chinese people drew, painted, or carved to describe nature or their lives. Other ancient cultures developed picture-based writing systems as well, such as the hieroglyphs of ancient Egypt or the script of the ancient Mayan civilisation. *Hanzi*, however, is the only one of these ancient writing systems to survive. Today, Chinese characters are the oldest continuously used system of writing in the world.

Researchers generally agree that the oldest symbols recognisable as Chinese characters are those found on ancient oracle bones. These 3000-year-old symbols, known as *jiaguwen*, were carved on turtle shells or bones of animals. The *jiaguwen* can give all of us in the modern era insight into how ancient Chinese saw the world around them and into their great creativity in expressing their observations.

Take, for example, the modern character *jia*, meaning home or family. The *jiaguwen* character looks like a house with a nice pig inside, originating from the ancient idea that a good family home has plenty of food. Over thousands of years, this *hanzi* evolved into a variety of different forms but finally developed in a more stable manner after the unification of China under Emperor Qinshihuang.

When you first look at Chinese characters, you will most likely feel that they are very complicated. However, if you know just a little about how these characters are formed, you will find that they are not nearly as difficult as they seem. About 80% of Chinese characters are composed of smaller parts, known as radicals, which are combined in many different ways to form tens of thousands of *hanzi*. Fortunately, you need to know only about two or three thousand characters for use in daily life!

Chinese characters and Chinese culture are inseparably linked. China's unified writing system forms a strong bridge linking the Chinese people and culture of the present with those of the past. No matter when or where you live, if you can read Chinese, you can read

ancient Chinese classics. It is truly an amazing thing to be able to hear the thoughts and observations of people from thousands of years ago.

As China takes its place in the international community, the Chinese writing system has spread to other countries. Today, many international students are studying Chinese, both the spoken and written language, and are coming to appreciate China's fascinating culture. And, as China's culture and society have continued to develop, the amazingly versatile Chinese characters (*hanzi*) have been adapted for use in digital format on computers and other devices. And so written Chinese lives on, spreading Chinese culture wherever it goes.

Workbook

Using Words and Expressions

Exercise 1

1. 1, 2　　2. 2, 1　　3. 2, 1, 3

4. 2, 1　　5. 2, 1, 3

Exercise 2

1. related to　　2. No matter　　3. ups and downs

4. struggling for　　5. as if; as if

Exercise 3

despite; struggle; system; gap; classics; equal; native; demand

Exercise 4

报名参加书法课

你想和我一起(报名)吗?

老实说, 老师的方法真是枯燥无味。

书法被认为是一种艺术形式。

毕竟,有 10 多亿人会说汉语并且看得懂中文。

Using Structures

Exercise 1

1. why he found German so difficult (RC)
2. where we should go for our holiday (OC); where French is spoken (RC)
3. when the whole world spoke only one language (RC)
4. how Chinese characters have changed over time (OC)

Exercise 2

1. that/which　　2. when/in which

3. where/on which 4. why 5. who

Exercise 3

which/that; why; who; who; where/in which; where/in which; which/that; in which/where; where/in which

Exercise 4

2. B Sunday is the day when/on which I have my debating class.
3. D The left part of the brain is the place where/in which language is processed.
4. C Modern Turkey is the place where/in which the oldest written European language has been found.
5. E The reason why some students like to do volunteer work is that they care about others. OR
   Caring about others is the reason why some students like to do volunteer work.
6. F A reason why people often choose to learn a foreign language is to spend some time abroad. OR
   Spending some time abroad is the reason why people often choose to learn a foreign language.

Exercise 5

One of my favourite memories is of the time when I first used English by myself in a restaurant. The place where it happened was Covent Garden in London. That was the day when I realised I could speak English well with a little confidence. I ordered our meal and had a chat with the waiter about where we came from and where is good to visit in China. The reason why it gave me confidence is that it was a real life situation and not just in a classroom.

Reading

Exercise 1

(*from left to right*): Zhao Yuanren; Queen Elizabeth Ⅰ; Giuseppe Mezzofanti.

They share the ability to speak several languages.

Exercise 2

1. When he started listening to Hebrew rap music.
2. No, because Tim feels that language represents a cultural world view and it would benefit everyone to learn more than one language. Since it's something that he wishes everyone would do, it means that he

doesn't think that being a polyglot requires any special talents.

Exercise 3

studied… grammar rules; listening to… music; looked up… to make sentences; sign up… class; posted a video… speaking Hebrew; communicate with people; posting more videos… including Chinese