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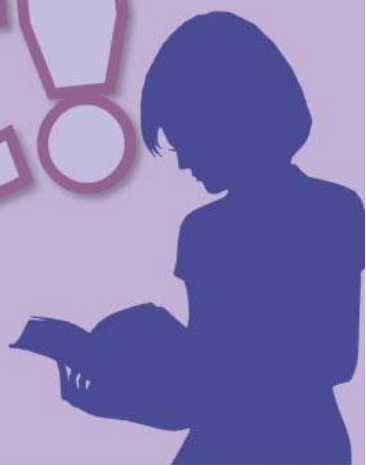
义务教育教科书

八年级

下册

英语

GO  
for  
it!



人民教育出版社

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## 致同学

同学们，你们好！欢迎你们进入新学期的英语学习！

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

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

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

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

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

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

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

同学们，继续努力吧！祝你们英语学习取得更大进步！

编者

2013年5月



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

Units	Topics	Functions	Structures
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<p><b>6</b></p> <p><b>An old man tried to move the mountains.</b></p> <p>Page 41</p>	Legends and stories	Tell a story	Conjunctions <i>unless</i> , <i>as soon as</i> and <i>so ... that</i>
<p><b>7</b></p> <p><b>What's the highest mountain in the world?</b></p> <p>Page 49</p>	Facts about the world	Talk about geography and nature	Large numbers Comparatives and superlatives with adjectives and adverbs

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



Units	Topics	Functions	Structures
<b>8</b> Have you read <i>Treasure Island</i> yet? Page 57	Literature and music	Talk about recent events and experiences	Present perfect tense with <i>already</i> and <i>yet</i>
<b>9</b> Have you ever been to a museum? Page 65	Fun places	Talk about past experiences	Present perfect tense with <i>been</i> , <i>ever</i> and <i>never</i>
<b>10</b> I've had this bike for three years. Page 73	Living environment	Talk about possessions and things around you	Present perfect tense with <i>since</i> and <i>for</i>
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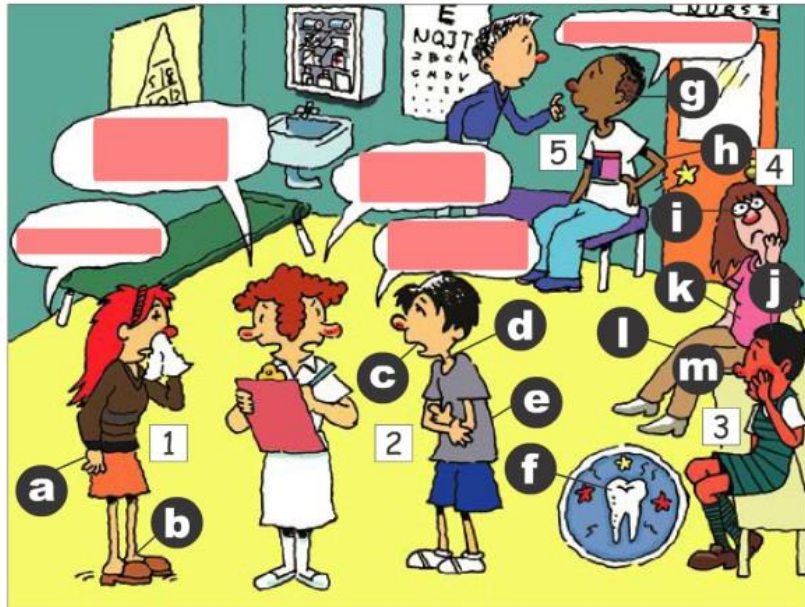
Target Language	Vocabulary	Recycling
<p>Have you read <i>Little Women</i> yet? Yes, I have./No, I haven't.</p> <p>Has Tina read <i>Treasure Island</i> yet? Yes, she has. She thinks it's fantastic.</p> <p>Have you decided which book to write about yet? Yes, I have. I've already finished reading it. It was really good.</p>	<p>page, fiction, pop, fan, million, record, line, success, beauty, technology</p> <p>treasure, island, ship, sand, land, mark, gun, tool</p> <p>introduce, belong</p> <p>forever, abroad</p> <p>full of, hurry up, ever since, one another</p>	<p>book, writer, library, music, song, singer, musician, CD</p> <p>read, finish, listen, feel</p> <p>fantastic, interesting, boring, favorite, famous, popular, successful</p> <p>Simple present tense</p> <p>Simple past tense</p> <p>Simple future tense</p>
<p>Have you ever been to a science museum? No, I've never been to a science museum.</p> <p>Have you ever visited the space museum? Yes, I have. I went there last year.</p> <p>I've never been to a water park. Me neither.</p>	<p>camera, toilet, province, spring, fox</p> <p>collect, encourage, fear, progress</p> <p>rapid, peaceful, perfect, safe, unbelievable, unusual, social</p> <p>whenever, whether</p> <p>a couple of, thousands of, on the one hand ... on the other hand ..., all year round</p>	<p>art, space, history, science, nature, computer, tea, museum, park, zoo, holiday</p> <p>visit, try, camp</p> <p>recently, yesterday, last year, in April, next week, tomorrow</p> <p>Present perfect tense</p>
<p>How long have you had that bike over there? I've had it for three years.</p> <p>How long has his son owned the train and railway set? He's owned it since his fourth birthday.</p> <p>Have you ever played football? Yes, I did when I was little, but I haven't played for a while now.</p>	<p>yard sale, soft toy, bread maker, scarf, board game, hometown, memory, childhood</p> <p>own, search, hold, regard, consider</p> <p>certain, soft, sweet, truthful</p> <p>according to, to be honest, as for, check out, part with, no longer, close to</p>	<p>sale, bike, book, magazine, clothes, place, school, tree</p> <p>sell, give away, lose, need, keep, decide, raise, change, appear, build, become, feel</p> <p>old, favorite, useful, special, sad, understanding</p> <p>Present perfect tense</p>

# UNIT 1

## Section A

### What's the matter?

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



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

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

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

Nancy \_\_\_      Sarah 1      David \_\_\_  
Ben \_\_\_      Judy \_\_\_

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

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

2a

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



2b

Listen again. Match the problems with the advice.

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

2c

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

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

2d

Role-play the conversation.

Mandy: Lisa, are you OK?

Lisa: I have a headache and I can't move my neck. What should I do? Should I take my temperature?

Mandy: No, it doesn't sound like you have a fever. What did you do on the weekend?

Lisa: I played computer games all weekend.

Mandy: That's probably why. You need to take breaks away from the computer.

Lisa: Yeah, I think I sat in the same way for too long without moving.

Mandy: I think you should lie down and rest. If your head and neck still hurt tomorrow, then go to a doctor.

Lisa: OK. Thanks, Mandy.

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

### Bus Driver and Passengers Save an Old Man

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

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



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

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

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

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

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

## Grammar Focus

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

4a

### Fill in the blanks and practice the conversations.

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

4b

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

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

4c

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

Name	Problem	Advice
Liu Peng	fall down	go home and rest

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

Section  
**B**

**1a** When these accidents happen, what should you do?  
Put the actions in order.



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

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



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

**1b** Listen to the school nurse. Check (✓) the problems you hear.

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

**1c** Listen again. Write the letter of each treatment next to the problems you checked in the chart above.

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

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

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

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

A = soccer B = mountain climbing C = swimming

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

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

### He Lost His Arm But Is Still Climbing

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



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

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

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

#### Finding the Order of Events

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

Words	Meanings



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

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

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

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

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

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

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

Accident or health problem	He/She should	He/She shouldn't

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

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

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

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

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

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



### Self Check

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

Head: \_\_\_\_\_  
Back: \_\_\_\_\_  
Throat: \_\_\_\_\_  
Tooth: \_\_\_\_\_  
Stomach: \_\_\_\_\_  
Other problems: \_\_\_\_\_

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

\_\_\_ I hurt myself playing soccer. I have a sore leg.      \_\_\_ What should I do?  
\_\_\_ I think you should see a doctor and get an X-ray.      \_\_\_ OK, thanks. I'll do that now.  
\_\_\_ What's the matter?      \_\_\_ Oh, that doesn't sound good.

- 3** Write advice for these people.

1. Problem: Alan cut himself.

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

2. Problem: Cindy has a headache.

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

3. Problem: My cousins have bad colds.

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

4. Problem: Jack hurt his back playing volleyball.

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

# UNIT 2

## Section

## A

Language Goal:  
Offer help

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

- 1a** Look at the ways you could help people in the picture. Then list other ways.



Other ways you could help people

---

---

---

---

- 1b** Listen and number the ways the boy and girl could help others.

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

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

2a

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



2b

Listen again. Fill in the blanks.

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

2c

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

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

2d

Role-play the conversation.

Helen: Hi, Tom. I'm making some plans to work in an old people's home this summer.

Tom: Really? I did that last summer!

Helen: Oh, what did they ask you to help out with?

Tom: Mm ... things like reading the newspaper to the old people, or just talking to them. They told me stories about the past and how things used to be.

Helen: That sounds interesting.

Tom: Yeah, a lot of old people are lonely. We should listen to them and care for them.

Helen: You're right. I mean, we're all going to be old one day, too.

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

**Students Who Volunteer**

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

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



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

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



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

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

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

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

## Grammar Focus

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

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

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

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

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

help    move    do    make    visit    spend

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

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

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

Section  
**B**

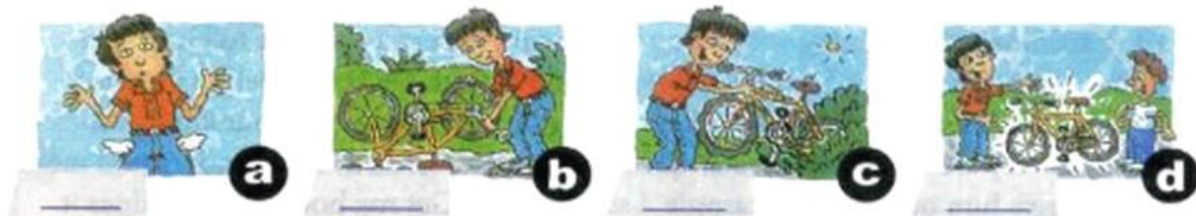
**1a** Match the sentences with similar meanings.

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

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

run out of take after fix up give away	my bike money my father old clothes	<p><u>I gave away my bike to a children's home.</u></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
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**1c** Listen and number the pictures [1-4] in the correct order.



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

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

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

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

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

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

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

**Understanding Parts of Speech**

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

Dear Miss Li,

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

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

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

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

Best wishes,  
Ben Smith





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

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

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

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

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

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

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

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

**3b** Write a letter or e-mail to the place you want to volunteer at.

Which volunteer job do you want to do?  
 What are your interests and hobbies?  
 How can these help you to do the job?  
 Why do you want to do the volunteer job?  
 When are you free to do the job?

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

Dear Sir or Madam,

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Yours truly,

\_\_\_\_\_

**Self Check**

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

1. \_\_\_\_\_ up      3. \_\_\_\_\_ away      5. \_\_\_\_\_ after  
 2. \_\_\_\_\_ off      4. \_\_\_\_\_ out of      6. \_\_\_\_\_ up with

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

Last week, Jimmy, the Bike Boy \_\_\_\_\_ of money \_\_\_\_\_ old bikes. He was unhappy, so everyone was trying \_\_\_\_\_ him up. He \_\_\_\_\_ some signs asking for old bikes and \_\_\_\_\_ all his friends on the phone \_\_\_\_\_ them about the problem. He even \_\_\_\_\_ notices at the supermarket. Then he told the teachers at school about his problem and they \_\_\_\_\_ a call-in center for parents. The ideas that he \_\_\_\_\_ with worked out fine. He now has 16 bikes \_\_\_\_\_ up and \_\_\_\_\_ to children who don't have bikes.

# UNIT 3

## Section

## A

Language Goals:  
Make polite requests;  
Ask for permission

## Could you please clean your room?



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

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

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

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

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

A: Could you please sweep the floor?  
B: Yes, sure. Can you do the dishes?  
A: Well, could you please do them?  
I'm going to clean the living room.  
B: No problem.

2a

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



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

2b

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

2c

Make conversations between Peter and his father.

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

2d

Role-play the conversation.

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



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

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

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



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

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

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

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

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

"What happened?" she asked in surprise.

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

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

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

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

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

**Grammar  
Focus**

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

**4a** Write **R** for requests and **P** for permissions. Then match each one with the correct response.

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

**4b** Fill in the blanks in the conversation.

- A: I hate to \_\_\_\_\_ chores.  
 B: Well, I hate some chores too, but I like other chores.  
 A: Really? Great! \_\_\_\_\_ I ask you to \_\_\_\_\_ me with some chores then?  
 B: What do you need help with?  
 A: \_\_\_\_\_ you please \_\_\_\_\_ my clothes for me?  
 B: I don't want to do that! It's boring!  
 A: OK. Then \_\_\_\_\_ you \_\_\_\_\_ do the dishes for me?  
 B: Sure, no problem. But \_\_\_\_\_ we go to the movies after that?  
 A: Sure. I'll finish my homework while you help me with the dishes. Then we can go to the movies.

**4c** Make a list of things your group needs to do for a camping trip. Then discuss who will do them and complete the chart.

To-do list	Name
bring a tent	Liu Chang

- A: Could you please bring a tent, Liu Chang?  
 B: Sure. And could you please ...?  
 C: Sorry, I can't. I have to ...



Section  
**B**

**1a** What do teenagers ask their parents' permission for? What do parents ask their teenagers to do? Write *parents* or *teenagers* next to each phrase.



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

**1b** Use the phrases in 1a to make conversations.

Parent: Could you clean your room?

Child: Yes, I can.

Child: Could I invite my friends to a party?

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

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

**1d** Listen again. Fill in the chart.

What are they going to do?

Sandy's mom

Sandy

Sandy and Dave

invite her friends,

**1e** You are having a party. Ask your partner for help with these things:

go to the store      buy drinks and snacks      do the dishes  
 clean the living room      take out the rubbish

A: Could you please take out the rubbish?

B: Yes, sure.

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

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

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

Dear Sir,

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

Ms. Miller

**Skimming**

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



Dear Sir,

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

Mr. Smith



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

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

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

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

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

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

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

Children should do chores  
because ...

Children should not do  
chores because ...

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

Dear Sir or Madam,

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

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

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

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

because \_\_\_\_\_.

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

because \_\_\_\_\_.

Yours truly,

\_\_\_\_\_



**Self Check**

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

- do \_\_\_\_\_
- clean \_\_\_\_\_
- make \_\_\_\_\_
- fold \_\_\_\_\_
- sweep \_\_\_\_\_
- take out \_\_\_\_\_

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

- Could you please do your homework?
- Could I watch TV?
- Could you take out the rubbish first?
- Could I use your computer?
- Could I leave now?
- Could you come back before nine?

Requests	Permissions

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

A: \_\_\_\_\_

B: \_\_\_\_\_

...

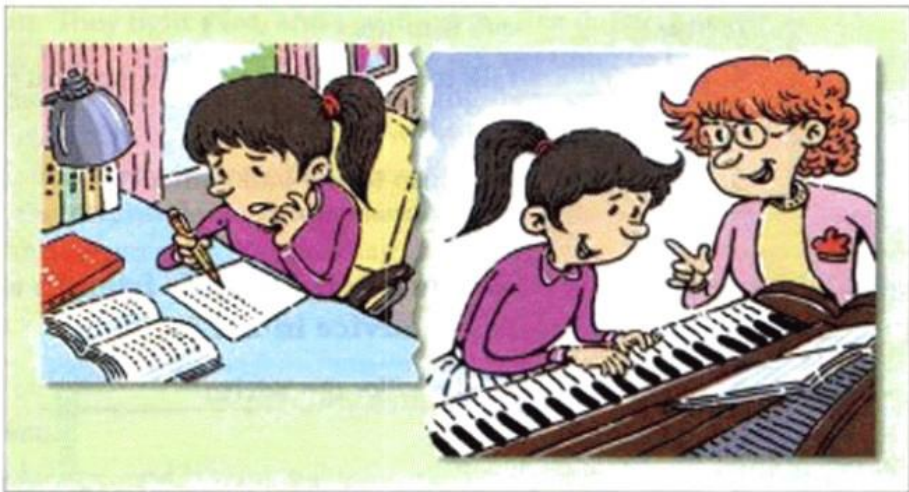
# UNIT 4

## Section

## A

Language Goals:  
Talk about  
problems;  
Give advice

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



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

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

Serious

Not serious

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

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

A: What's wrong?

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

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

2a

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

## Advice

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

2b

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

## Why Peter doesn't like the advice

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

2c

Role-play a conversation between Peter and his friend.

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



2d

Role-play the conversation.

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

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

Dear Mr. Hunt,

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



Sad and Thirteen

Dear Sad and Thirteen,

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

Robert Hunt

	Problems	Advice

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

I agree/disagree with his advice because ...

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

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

## Grammar Focus

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

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

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

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

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

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

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

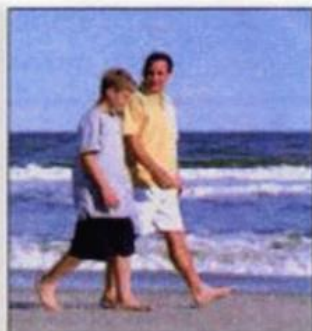
#### Problems

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

Section  
**B**

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

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



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

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

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

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

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

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

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

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

- |  |  |
|--|--|
| <input type="checkbox"/> do homework               | <input type="checkbox"/> use the Internet        |
| <input type="checkbox"/> have after-school lessons | <input type="checkbox"/> hang out with friends   |
| <input type="checkbox"/> watch movies              | <input type="checkbox"/> play sports or exercise |

2b Read the article and answer the questions.

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

### Maybe You Should Learn to Relax!

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

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

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

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

#### Guessing the Meaning

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

