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English

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英语

English

九年级上册

译林出版社

Originally published by Oxford University Press (China) Limited

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牛津大学出版社(中国)有限公司原版

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- 封面设计** 牛津大学出版社(中国)有限公司 设计部  
译林出版社 韦 枫
- 插图** 蔡文勇 侯海屏 笄贞子
- 书 名** 英语 (九年级上册)
- 出版发行** 凤凰出版传媒集团  
凤凰出版传媒股份有限公司  
译林出版社
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译 林 出 版 社 <http://www.yilin.com>  
牛津英语教研网 <http://www.njyyjy.com>
- 重 印** 江苏省出版总社  
江苏凤凰出版传媒股份有限公司
- 印 刷**
- 开 本** 787毫米×1092毫米 1/16
- 印 张** 9.75
- 版 次** 2012年12月第2版 2012年12月第1次印刷
- 标准书号** ISBN 978-7-5447-2096-0
- 定 价** 元

本书若有印装错误,请与出版社联系  
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# 致同学

欢迎来到我们的英语学习乐园。这里有新鲜、丰富的话题，纯正、规范的语言，有趣、多样的练习。它是教材，但又不仅仅是教材。

在这里，你将通过体验、实践、参与、探究与合作，学会如何用英语与他人交流，如何表达自己的思想。在这里，别样的风土人情，多元的学习方式，将会给你一个开放的思维空间。

这是埃迪 (Eddie) ，这是霍波 (Hobo) ，他俩将伴随你一起走过三年的学习时光。本学期我们共学习八个单元。在每单元开篇的卡通画 (Comic strip) 中，风趣的漫画、简洁的对白，带你轻松地进入单元的学习。接下来的导入 (Welcome to the unit)，一组图片、一段对话，激活你关于单元话题已有的知识和经验。阅读 (Reading) 是我们的重点学习板块。本学期，了解性格与适合从事的职业的关系，谈谈颜色及其对情绪的影响，聊聊成长的烦恼与感悟；欣赏音乐、绘画，感受艺术的魅力；观看电影、电视，阅读侦探故事，丰富课余生活。接下来，语法板块 (Grammar) 梳理本单元出现的重点语言现象，帮助你更好地掌握语言规则。综合技能 (Integrated skills) 中的听、说、读、写训练，着重培养你的综合语言运用能力。为了帮助你更有效地学习，本册学习技能 (Study skills) 介绍多种阅读方法：略读助你了解大意，寻读帮你查找信息，预测让你把握下文内容，通过单词构成和上下文猜测词义则可帮你清除生词障碍；报纸、剧本和小说，因体裁、结构不同，阅读要领各异。学完一个单元，你一定也想就这个话题动手写一写。任务板块 (Task) 引导你整理思路、组织语言，再落笔成文。最后，通过自我评价 (Self-assessment)，你将体验收获的快乐。如果你还愿意接受更高的挑战，每个模块 (四个单元) 之后的课题 (Project)，可以让你大显身手。

现在，请放松心情，和我们一起走进这个乐园吧。祝你学习愉快！

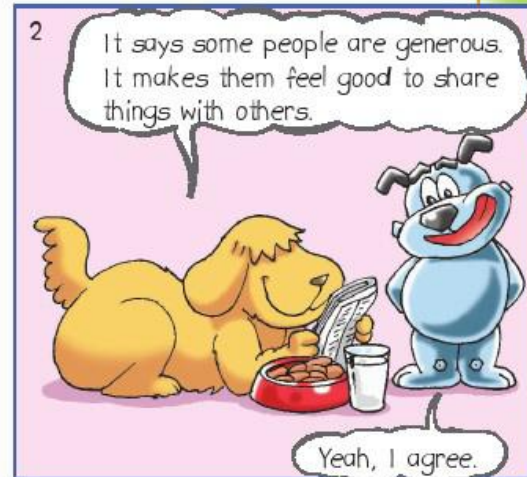
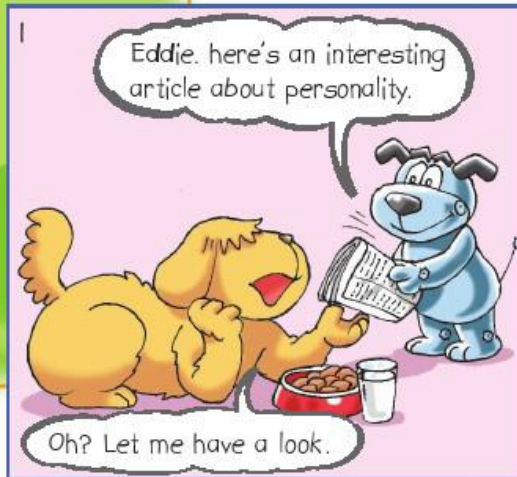
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## Unit 1

# Know yourself



### Who are you?

People with different personalities deal with people and things in different ways. Millie wants to find out more about this.

#### Task

Write a letter to recommend a classmate for a position in your class.





## Welcome to the unit

### Personalities

**A** ▶ Some words are often used to describe people's personalities. Help Millie complete the following sentences with the words in the box.

creative   curious   energetic   modest   organized   patient

1



Suzy is well \_\_\_\_\_.  
She keeps all her things  
in good order.

2



Daniel is very clever,  
but he is too \_\_\_\_\_  
to show off.

3



Mr Wu is \_\_\_\_\_  
enough to spend a lot  
of time explaining  
things to us.

4



Samuel is \_\_\_\_\_.  
He often comes up with  
different kinds of ideas.

5



Billy is \_\_\_\_\_ about  
everything. He likes  
asking questions.

6



Simon is very \_\_\_\_\_.  
He always plays football  
for hours.



**B** ▶ Millie and her classmates are talking about their own personalities and the kind of job they like or dislike. Work in groups and talk about yourselves. Use their conversation as a model.

**Millie:** I'm patient and I do not like to argue with others. I think I can be a good teacher or a good doctor. What about you, Simon?

**Simon:** I'm confident and I can express myself well. I like to be a manager. And you, Amy?

**Amy:** I'm careless sometimes. Neither my parents nor I think I can make a good accountant. What job do you like, Peter?

**Peter:** My art teacher says I often have exciting ideas. I like creative jobs. How about you, David?

**David:** I'm active and I love to talk. It's terrible for me to work without any words all day long.



## A People who are happy with their jobs



▶ Millie has read an article on Sunshine Post. It includes interviews with four people who are outstanding in their fields in Sunshine Town. Here is the article.



### Wu Wei, artist

"Wu Wei is a born artist," said his best friend. "He's quiet and doesn't like to talk much, but his works shout!" Wu Wei, the young artist, has impressed the whole country with his creative work. His sculptures for the town square have won high praise from the art community. "I want to share the best art with people, so I'm always searching for something better or different. This in itself is great fun," he said.

### Su Ning, manager

Su Ning gave up her job as an accountant five years ago and started to work for the sales department in a big company. "I'm active and energetic, and I love working with people. However, in my last job, I could only work with numbers day after day. That made me upset." Su Ning is now the general manager of the company. "I was glad that I changed job," she said. "Life is like a race. You either take the lead or fall behind. I'm ready to take on new challenges any time."



**Liu Haotian, engineer**

Liu Haotian is the chief engineer of the high-speed railway connecting Sunshine Town to Tianjin. "To us, a miss is as good as a mile. We can't afford to make any mistakes," said Mr Liu. "All of us know that it's necessary to pay attention to every detail." "He's serious and well organized. He always works to high standards," one of his team members said, "but he is modest and easy to work with."

**Fang Yuan, doctor**

Doctor Fang, head of Sunshine Hospital and a pioneer heart surgeon, often does operations for about 10 hours a day. She is kind and patient. "As a doctor, you can't be too careful," she said. "Carelessness will be a disaster not only to ourselves but also to patients." "She's always willing to work extra hours," said another doctor. In fact, Fang Yuan has devoted most of her time to her work. All the people in the town respect her.



## B Jobs and personalities

**B1** Millie wants to make sure that she knows the meanings of some words in the newspaper article. Help her match the first parts on the left with the second parts on the right to make complete explanations. Write the correct letters in the blanks.




- |   |                            |       |   |   |
|---|----------------------------|-------|---|---|
| 1 | A <i>creative</i> person   | _____ | a | has lots of energy.                         |
| 2 | An <i>active</i> person    | _____ | b | does not talk much about his/her abilities. |
| 3 | An <i>energetic</i> person | _____ | c | can produce something new or a work of art. |
| 4 | A <i>modest</i> person     | _____ | d | can plan his/her work well.                 |
| 5 | An <i>organized</i> person | _____ | e | enjoys taking part in different activities. |
| 6 | A <i>patient</i> person    | _____ | f | can wait without getting angry.             |

**B2** Millie is wants to tell her classmates about the four people . Help her check the sentences below. Write a T if a sentence is true or an F if it is false.

- |   |  |       |
|---|--|-------|
| 1 | Wu Wei's friend thinks that his work is not very good.         | _____ |
| 2 | Wu Wei is known for his sculptures all over the country.       | _____ |
| 3 | Su Ning was once happy with her job as an accountant.          | _____ |
| 4 | Su Ning changed her job five year ago.                         | _____ |
| 5 | Liu Haotian designed part of the high-speed train.             | _____ |
| 6 | Liu Haotian's team members find it difficult to work with him. | _____ |
| 7 | Fang Yuan thinks doctors should be very careful.               | _____ |
| 8 | Fang Yuan spends most of her time on her work.                 | _____ |



**B3** Millie is summarizing the newspaper article. Help her find the words on pages 8 and 9 to complete her notes below.

	Job	Personalities
 Wu Wei	(1) _____	Quiet, does not like to (2) _____ Creative—his works shout Enjoy searching for something better or (3) _____
 Su Ning	(4) _____	Active and (5) _____ Loves working with (6) _____ Ready to take on (7) _____
 Liu Haotian	(8) _____	Pay attention to every (9) _____ Serious and Well (10) _____ Always works to high (11) _____
 Fang Yuan	(12) _____	Kind and (13) _____ Very (14) _____ at work Willing to work (15) _____

## C Your personalities

**C1** Write a short description of your personality. Then think about what job you want to do in the future and see if your personality matches the job requirements.

Your personality:

What job do you want to do?

Do you think your personality is suitable for the job?

**C2** Work in pairs. Write a short description of your partner's personality. Then discuss with your partner whether or not you agree with each other.

Your partner's personality:



### A Using *and*, *but*, *or* and *so*

We use conjunctions like **and**, **but**, **or** and **so** to join ideas together.

We use **and** to join ideas that are similar.

I am active and energetic. I love working with people.

→ I am active and energetic, **and** I love working with people.

We use **but** to join ideas that are different.

He does not like to talk much. His works shout!

→ He does not like to talk much, **but** his works shout!

We use **or** to join possibilities or options.

I can be a good teacher. I can be a good doctor.

→ I can be a good teacher **or** a good doctor.


We use **so** to express the result of something.

I want to share the best art with people.

I am always searching for something better or different.

→ I want to share the best art with people, **so** I am always searching for something better or different.

### Millie's classmates

 Millie is writing about her classmates. Read her notes and help her join the ideas with **and**, **but**, **or** or **so**.

1 Paul is patient. Paul is hard-working.

---

2 Kitty is active. She is impatient sometimes.

---

3 Billy refuses to accept Amy's advice. Billy refuses to accept Simon's advice.

---

4 Judy is gentle. Judy never argues with others.

---

5 Daniel is clever. He is a little careless.

---

6 Suzy worries too much. She cannot sleep well at times.

---

## B Using *both ... and ...*, *not only ... but (also) ...*, *either ... or ...* and *neither ... nor ...*

Conjunctions like *both ... and*, *not only ... but also*, *either ... or*, and *neither ... nor* are used to connect the same part of two sentences to avoid repetition. The same parts can be the subjects, the objects or the adverbials.

### **both ... and ...**

We use **both ... and ...** to emphasize that something is true not just of one person, thing or situation, but of another too.

Kitty has known something about the four people. I have known something about the four people.

→ **Both** Kitty and I have known something about the four people.

### **not only ... but (also) ...**

We use **not only ... but (also) ...** to add another fact to something you have mentioned.

Carelessness will be a disaster to ourselves. Carelessness will be a disaster to patients.

→ Carelessness will be a disaster **not only** to ourselves **but (also)** to patients.

### **either ... or ...**

We use **either ... or ...** to mean one or the other, this or that, he or she, etc. You take the lead. You fall behind.

→ You **either** take the lead **or** fall behind.

### **neither ... nor ...**

We use **neither ... nor ...** to mean not this one and not the other, not this and not that, not he and not she, etc.

My parents do not think I can make a good accountant.

I do not think I can make a good accountant.

**Neither** my parents **nor** I think I can make a good accountant.

When we use the conjunctions to connect two subjects, the verb form after **both ... and ...** is always plural, but the verb form after **not only ... but (also) ...**, **either ... or ...** and **neither ... nor ...** can be plural or singular, depending on the subject that is closer to the verb.

**Both** Kitty **and** Simon are energetic.

**Not only** the students **but (also)** their teacher **knows** about the four people.

**Either** Simon **or** David is ready to take on new challenges.

**Neither** Millie **nor** her friends **know** about types of personality.

## Amy's family and classmates

**B1** Amy is writing about what her family does at the weekend. Help her complete the sentences with the correct conjunctions.

- 1 \_\_\_\_\_ my dad \_\_\_\_\_ my mum goes to work at the weekend. We visit my grandparents on Saturdays.
- 2 \_\_\_\_\_ my mum \_\_\_\_\_ my grandma are good at cooking. They cook lunch for us.
- 3 \_\_\_\_\_ my mum \_\_\_\_\_ my dad does the dishes after lunch. I also help with it.
- 4 In the afternoon, my grandpa and my dad \_\_\_\_\_ play chess \_\_\_\_\_ chat with each other.
- 5 My mum \_\_\_\_\_ helps clean the rooms for my grandparents \_\_\_\_\_ does some shopping for them.

**B2** Amy and Suzy are talking about what jobs their classmates can do in the future. Complete their conversation with the correct conjunctions and the correct forms of the verbs in brackets.

**Amy:** I've learnt about jobs and personalities recently.

**Suzy:** Really? What jobs do you think our classmates can do in the future?

**Amy:** I think Millie would make an excellent teacher. She's  
(1) \_\_\_\_\_ willing to work with children \_\_\_\_\_  
patient with them.

**Suzy:** What about Simon?

**Amy:** He's active and good at playing football. I think he can be (2)  
\_\_\_\_\_ a PE teacher \_\_\_\_\_ a football player.

**Suzy:** Do you think David and Lisa can be artists?

**Amy:** They're very organized, but artists should be creative.  
(3) \_\_\_\_\_ David's \_\_\_\_\_ Lisa's personality  
(4) \_\_\_\_\_ (be) suitable for being an artist, I'm afraid.

**Suzy:** Who can be a manager?

**Amy:** (5) \_\_\_\_\_ Judy \_\_\_\_\_ Paul (6) \_\_\_\_\_ (be)  
very confident and energetic. I think they can be managers.

**Suzy:** How can I learn about jobs and personalities?

**Amy:** You can read about them (7) \_\_\_\_\_ from some books  
\_\_\_\_\_ on the Internet.





## Integrated skills

### A What decides your personality?

**A1** Millie has found an article about the Chinese animal signs and personalities. Look at the words and the pictures below and help Millie complete part of her notes in Part A2.

In the Chinese lunar calendar, there are 12 animal signs. Each of them represents a lunar year. They appear in a fixed order and the cycle repeats every 12 years.

<b>Rat:</b>	smart	<b>Horse:</b>	lively
<b>Ox:</b>	hard-working	<b>Sheep:</b>	gentle
<b>Tiger:</b>	brave	<b>Monkey:</b>	clever
<b>Rabbit:</b>	careful	<b>Rooster:</b>	practical
<b>Dragon:</b>	powerful	<b>Dog:</b>	loyal
<b>Snake:</b>	wise	<b>Pig:</b>	honest



**A2** Millie is listening to a radio programme about animal signs, star signs and personalities. She is making some notes. Listen to the programme and help her complete her notes.

#### CHINESE ANIMAL SIGNS

**Animal signs:** 12 in all, each representing a <sup>(1)</sup> \_\_\_\_\_

**They are:** the Rat, Ox, Tiger, <sup>(2)</sup> \_\_\_\_\_, Dragon,  
<sup>(3)</sup> \_\_\_\_\_, Horse, Sheep, <sup>(4)</sup> \_\_\_\_\_,  
 Rooster, <sup>(5)</sup> \_\_\_\_\_ and Pig

Some people believe that people born in the same <sup>(6)</sup> \_\_\_\_\_ have similar personalities.

#### WESTERN STAR SIGNS

**Star signs:** a cycle of <sup>(7)</sup> \_\_\_\_\_ star signs

**Your star sign:** depends on your <sup>(8)</sup> \_\_\_\_\_

Some people in the West believe that your star sign decides your personality.



**A3** Millie is writing about what she has learnt from the radio. Listen to the programme again and help Millie complete the article.

Do you know what decides your personality?

In the Chinese lunar calendar, there are 12 animal signs. Some people believe that people born in the same <sup>(1)</sup> \_\_\_\_\_ have similar personalities. For example, they think that people born in the year of the Rabbit are <sup>(2)</sup> \_\_\_\_\_ and their moods <sup>(3)</sup> \_\_\_\_\_ easily, while they think that people born in the year of the Dragon are very <sup>(4)</sup> \_\_\_\_\_ and sometimes impatient.

In Western countries, the year is divided into a cycle of <sup>(5)</sup> \_\_\_\_\_ star signs. Your star sign depends on your <sup>(6)</sup> \_\_\_\_\_. Some people in the West believe that your <sup>(7)</sup> \_\_\_\_\_ decides your personality.

Are animal signs or star signs really true? Do they tell anything about your personality? No, not really. If you are interested in either animal signs or star signs, read about them just for <sup>(8)</sup> \_\_\_\_\_. It is you who shape your life and your future.

## B Speak up: We can read about them just for fun.



Millie and her neighbour Joe are talking about animal signs and personalities. Work in pairs and give your own opinions. Use the conversation below as a model. You may use the information in Part A1 to help you.

**Millie:** What's your animal sign, Joe?

**Joe:** My animal sign is the Tiger. It's said that people born in the year of the Tiger are brave.

**Millie:** Mm, you're brave in some ways.

**Joe:** Yes. What it says about me may be true, but for my cousin Julie, that's not the case. Her animal sign is the Sheep. It says that she's gentle, but in fact, she enjoys arguing with people.

**Millie:** Yeah, many people in the West believe similar things. I think we shouldn't believe in these things. We can read about them just for fun.




## Skimming

Skimming means reading the text quickly to get the main idea.

Skimming is often used when we read:

- newspapers (to quickly get the general news of the day).
- magazines (to find interesting articles we would like to read in more detail).
- business and travel guides (to quickly get information).

When skimming, read the title, the main headings, the first and last paragraphs, and the first sentence of each paragraph. This will give you a good idea of what the text is about.

 Millie has found this article in a magazine. Skim the article below to find the main idea. Use the following questions to help you.

### Questions:

- 1 What is the article about?
- 2 Is it true that some aspects of your personality are formed by nature?
- 3 What can change your personality?

### How is your personality formed?

Personality includes your thoughts, feelings and behaviours which make you different from other people. How is your personality formed? Most people believe that it is formed by both nature and the environment.

#### By nature

Some aspects of your personality are passed onto you by your parents, for example, liveliness and impatience. That is why people say "like father, like son". Sometimes, these personalities do not change and remain the same throughout your life.

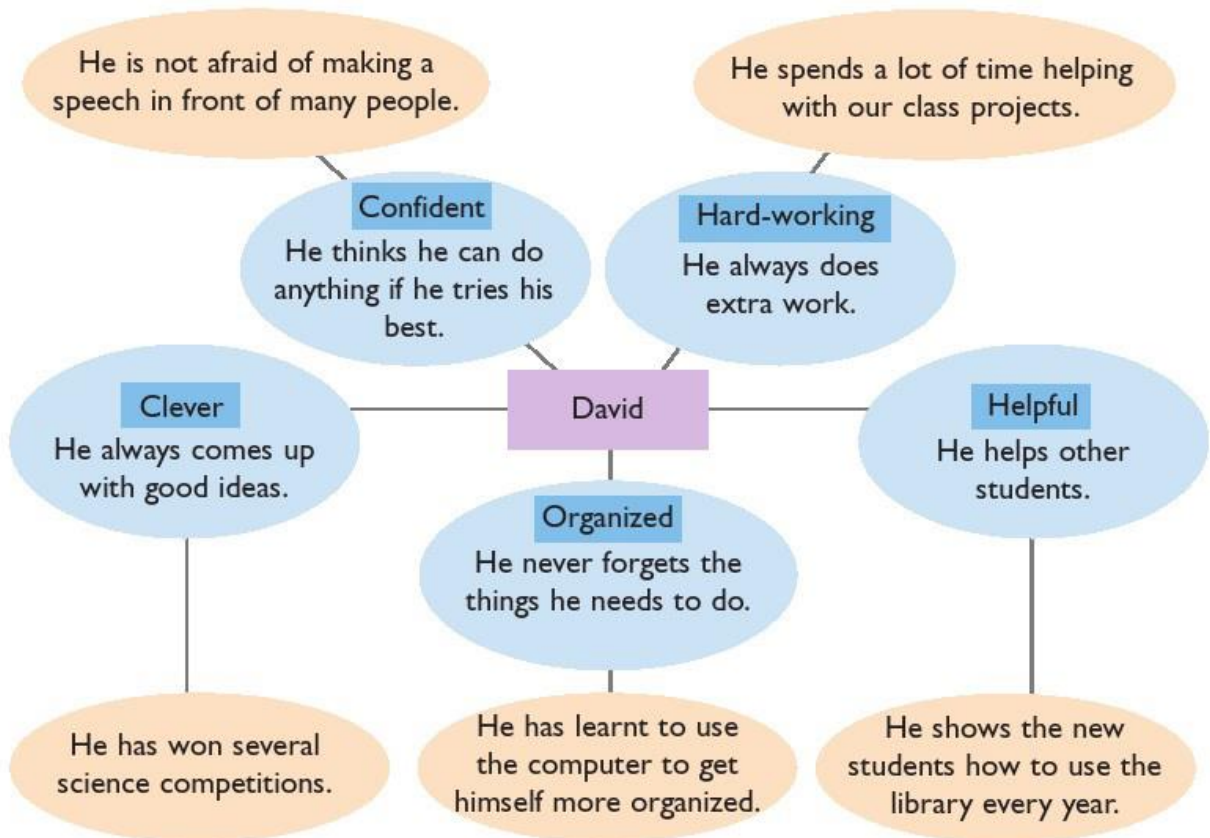
#### By the environment

The environment, including your education, your experiences and the people around you, can change your personality. For example, you may become confident if you successfully complete a difficult task through hard work. That is how your experience influences your personality.



### A formal recommendation

**A** Class 1, Grade 9 needs a new monitor. Millie and Simon want to recommend David. They are making a spidergram to organize their ideas about him. Here is the spidergram.



#### Useful expressions

- We are writing to recommend ... as our new monitor/ ....
- He/She has many strong qualities for this position.
- He/She always/often/never ....
- ... is very confident/clever/helpful/hard-working.
- We think ... is the most suitable/right person to be ....
- We hope that you agree with us.

**B** Help Millie and Simon complete their letter to Mr Wu. Use the information from the spidergram on page 18.

Dear Mr Wu,

We are writing to recommend David as our new monitor. We think he has many strong qualities for this position.

David is very confident. He thinks he <sup>(1)</sup> \_\_\_\_\_.  
 He is not afraid <sup>(2)</sup> \_\_\_\_\_.


We also think he is <sup>(3)</sup> \_\_\_\_\_. He always does extra work after class. He spends <sup>(4)</sup> \_\_\_\_\_.

David is clever. He <sup>(5)</sup> \_\_\_\_\_,  
 and he has won <sup>(6)</sup> \_\_\_\_\_. He is also very <sup>(7)</sup> \_\_\_\_\_. At school, he often <sup>(8)</sup> \_\_\_\_\_.  
 For example, he shows <sup>(9)</sup> \_\_\_\_\_ every year.

David is <sup>(10)</sup> \_\_\_\_\_ and never <sup>(11)</sup> \_\_\_\_\_.  
 He has learnt to <sup>(12)</sup> \_\_\_\_\_.

We think David is the most suitable person to be our monitor. We hope that you agree with us.

Yours sincerely,  
*Millie Simon*



**C** Write a letter to your teacher to recommend a classmate for a position in your class. Use Millie and Simon's spidergram and their letter as a model.



## Self-assessment

I have learnt	Details	Result
1 about jobs and personalities.		
2 to use the new words to describe people.		
3 to use conjunctions to join ideas together.		
4 when and how to skim in reading.		

Result: 😊 Perfect!    😊 Good!    😊 Not bad!  
 I need to spend more time on \_\_\_\_\_.

## Unit 2

# Colours



### How do colours influence us?



The world would be a dull place without colours. The Class 1, Grade 9 students are doing a project on colours—what they represent and how they influence people.

#### Task

Describe the relationship between people's moods and the colours they choose to wear.



# Welcome to the unit

## Colours of the rainbow

**A** One day, Millie looked out of her window after a rain and saw a rainbow. Write the names of the colours in the blanks.

- blue    green    indigo    orange    red    violet    yellow

1 \_\_\_\_\_  
 2 \_\_\_\_\_  
 3 \_\_\_\_\_

4 \_\_\_\_\_  
 5 \_\_\_\_\_  
 6 \_\_\_\_\_  
 7 \_\_\_\_\_



**B** Amy's cousin Shirley is talking with Amy about the rainbow. Work in pairs and talk with your partner about colours. Use the conversation below as a model.

**Shirley:** Did you see a rainbow in the sky just now, Amy?  
**Amy:** Yes, I did. Do you know how many colours there are in a rainbow?  
**Shirley:** Sure. There are seven colours. They're red, orange, yellow, green, blue, indigo and violet.  
**Amy:** Good. Which is your favourite colour?  
**Shirley:** I like green best.  
**Amy:** Why?  
**Shirley:** Green is the colour of nature.





## Reading

### A The power of colours



▶ Millie found an article about the relationship between colours and moods in a magazine. Here is the article. Find out what the different colours represent and how they influence us.

#### Colours and moods

Some people believe that colours can influence our moods. You may wonder whether it is true. In fact, colours can change our moods and make us feel happy or sad, energetic or sleepy. This article explains what colours can do and what characteristics  
5 they represent.



#### Calm colours

Have you ever walked into a room and felt relaxed? It could be because the walls were painted blue. Blue is a calm colour. It brings peace to our mind and body. Blue can also represent sadness, so you may say "I'm feeling blue" when you are  
10 feeling sad. White is another calm colour. It is also the colour of purity. Many women like to wear white on their wedding day.





**Warm colours** Some colours, such as orange and yellow, can make you feel warm. People in cold areas prefer warm colours in their homes to create a warm and comfortable feeling.

- 15 Orange represents joy. It can cheer you up when you are feeling sad. Yellow is the colour of the sun, so it can remind you of a warm, sunny day. Yellow is also the colour of wisdom. Some people prefer this colour when they hope for success.

- Energetic colours** When you feel tired or weak, you should  
 20 wear energetic colours like green. Green can give you energy, as it is the colour of nature and represents new life. However, it is also the colour of envy, so we may say someone is “green with envy”.







- Strong colours** If you require strength in either body or  
 25 mind, the colour red may be of some help to you. Red is the colour of heat. It represents power and strong feelings. Wearing red can also make it easier to take action. This may help when you are having difficulty making a decision.

## B What do the different colours represent?

**B1** Millie is not sure about the meanings of some words in the article. Help her work out what the words mean. Circle the correct letters.


- |   |  |
|---|--|
| <p>1 To <i>influence</i> someone means _____.</p> <p>a to give someone a present</p> <p>b to make someone change</p> <p>c to ask someone for help</p> | <p>5 Your <i>feeling</i> is _____.</p> <p>a the way you think</p> <p>b the way you feel</p> <p>c the way you act</p>   |
| <p>2 When you feel <i>relaxed</i>, you are _____.</p> <p>a calm and not worried</p> <p>b too tired to move</p> <p>c happy and cheerful</p>            | <p>6 To <i>cheer</i> someone <i>up</i> means _____.</p> <p>a to make someone calmer</p> <p>b to make someone sadder</p> <p>c to make someone happier</p>                               |
| <p>3 To <i>prefer</i> means _____.</p> <p>a to hate something</p> <p>b to talk about something often</p> <p>c to like one thing more than another</p> | <p>7 To <i>remind</i> someone of something means to help someone _____.</p> <p>a remember or think about something</p> <p>b forget something</p> <p>c feel worried about something</p> |
| <p>4 To <i>create</i> means _____.</p> <p>a to grow</p> <p>b to produce</p> <p>c to find</p>  | <p>8 To <i>require</i> means _____.</p> <p>a to repair</p> <p>b to think</p> <p>c to need</p>  |


**B2** Millie wants to remember what the different colours represent. Help her match the colours on the left with what they represent on the right.


<p><input type="radio"/> 1 blue</p>		<p><input type="radio"/> a wisdom</p>
<p><input type="radio"/> 2 white</p>		<p><input type="radio"/> b new life</p>
<p><input type="radio"/> 3 orange</p>		<p><input type="radio"/> c power</p>
<p><input type="radio"/> 4 yellow</p>		<p><input type="radio"/> d purity</p>
<p><input type="radio"/> 5 green</p>		<p><input type="radio"/> e joy</p>
<p><input type="radio"/> 6 red</p>		<p><input type="radio"/> f peace</p>


A blue line connects the blue paint stroke to the 'f peace' option.


**B3** Millie is thinking about her friends. Help her decide which colour is suitable for each of them. Use the information on pages 22 and 23 to help you.


1  The best colour for Lisa is \_\_\_\_\_. She likes the colour of \_\_\_\_\_ because it represents power.

2  Daniel's favourite colour must be \_\_\_\_\_. He can help people \_\_\_\_\_ down when they are angry.

3  Sandy should use the colour \_\_\_\_\_ more. It can \_\_\_\_\_ her up when she feels sad.

4  Paul's colour should be \_\_\_\_\_. He works hard and hopes for \_\_\_\_\_.

5  Kitty likes spring. Her favourite colour is \_\_\_\_\_ because it is the colour of \_\_\_\_\_.



**B4** There is also a short questionnaire in the magazine. Fill in the questionnaire with your own information to see if your favourite colour matches your characteristics.

My favourite colour is \_\_\_\_\_.

It represents \_\_\_\_\_

\_\_\_\_\_

I like it because \_\_\_\_\_

\_\_\_\_\_

I \_\_\_\_\_

\_\_\_\_\_

Does your favourite colour match your characteristics? Yes  No



### A Object clauses introduced by *that*

An object clause functions as the object of a sentence. It can be put after verbs such as **know**, **think**, **believe**, **hope** and **suggest**.

Some people believe **that colours can influence our moods**.

She hopes **that yellow can bring her success**.

An object clause can also follow adjectives such as **certain**, **sure** and **glad**.

He is glad **that the walls in his room are blue**.

She is sure **that yellow can bring her good luck**.

In informal English we often drop **that**.

I think **(that) blue is better than pink**.

"I'm feeling blue" means **(that) "I'm feeling sad"**.

Did you think **(that) your favourite colour matches your characteristics?**

### Talking about room colours

 *Sandy is chatting online with Millie about room colours. Try to add **that** to each object clause.*

Millie, Sandy

**Millie:** Did you know colours have something to do with our moods?

**Sandy:** Sure. I think they influence our everyday lives in many ways.

**Millie:** How should we choose the colours for the rooms of a house?

**Sandy:** Most people think light colours are better than dark ones.

**Millie:** Yes. I notice light colours make rooms seem larger.

**Sandy:** Certainly. I also know blue can make us feel relaxed and green is good for our eyes.

**Millie:** Yes. My mum says blue is suitable for bedrooms. I also find some people prefer orange for their dining rooms.

**Sandy:** True, but it depends on personal taste. Anyway, we should choose the colour which makes us feel comfortable.

## B Object clauses introduced by *if* or *whether*

We use *if* or *whether* to introduce an object clause when it expresses a yes/no question. Such an object clause often follows verbs such as *ask*, *see*, *wonder* and *find out*. The word order in the clause should be the same as that in a statement.

You may wonder *if/whether colours influence our moods*.

Sandy asks *if/whether orange can cheer her up*.

### Problems about shopping

**B1** The Class 1, Grade 9 students are shopping. Complete the sentences by using *if* or *whether* to make object clauses.

1



Should I choose the red dress?

Kitty cannot decide \_\_\_\_\_  
\_\_\_\_\_.

2



Do white clothes suit me?

Sandy is wondering \_\_\_\_\_  
\_\_\_\_\_.

3



Is the sports bag made of cotton?

Amy is asking \_\_\_\_\_  
\_\_\_\_\_.

4



Does the green T-shirt match my trousers?

Simon is not sure \_\_\_\_\_  
\_\_\_\_\_.

5



Should I go home instead of waiting for my classmates?

Daniel does not know \_\_\_\_\_  
\_\_\_\_\_.

## How much do you know about colours?

**B2** Daniel has learnt about colours. He is writing to his penfriend Tom. Help him complete his letter using **that, if or whether**.

Dear Tom,

Have you ever noticed the colours around you? Colours are really interesting. A report says <sup>(1)</sup> \_\_\_\_\_ blue can help us feel relaxed because it represents peace. You may wonder <sup>(2)</sup> \_\_\_\_\_ it represents anything else. Yes. Blue also means sadness. I do not know <sup>(3)</sup> \_\_\_\_\_ you like green. Some people think <sup>(4)</sup> \_\_\_\_\_ green can give us energy, but it also represents envy. Did you know <sup>(5)</sup> \_\_\_\_\_ red represents good luck in China? It is always used for celebrations!

Please tell me your favourite colour and <sup>(6)</sup> \_\_\_\_\_ you know anything else about colours. Write back soon.

Best wishes,

Daniel



**B3** Daniel still had some questions about colours to ask his dad, but his dad did not come back home before he went to bed. Help him write a note for his dad.

- 1 Dad knows a lot about colours.
- 2 Is red just the colour of heat and power?
- 3 Was yellow once the colour of the rulers in ancient China?
- 4 Did the rulers in ancient Europe like to wear purple?
- 5 Do all the doctors in the world wear white uniforms?



I believe <sup>(1)</sup> \_\_\_\_\_ .

I wonder <sup>(2)</sup> \_\_\_\_\_ .

I want to know <sup>(3)</sup> \_\_\_\_\_ .

I do not know <sup>(4)</sup> \_\_\_\_\_ .

I am not certain <sup>(5)</sup> \_\_\_\_\_ .





## Integrated skills

### A Colour therapy

**A1** Millie found an advertisement for colour therapy by Mrs Rainbow in Your Life magazine. Read the advertisement and help Millie complete part of her notes.

#### Mrs Rainbow's Colour Therapy

Discover how the power of colour can change your moods and improve your life! Watch *The Teens Show* on STTV at 6 p.m., 30 September to learn more!

Therapy centre: 21/F, 810 South-east Road  
Telephone number: 5557 8187  
Price: ¥100 for half an hour



We promise that this method can help you change your moods, or you will get your money back!

#### Mrs Rainbow's Colour Therapy

Her therapy centre is at <sup>(1)</sup> \_\_\_\_\_.

Price: <sup>(2)</sup> \_\_\_\_\_ for 30 minutes.

If it does not work, you can <sup>(3)</sup> \_\_\_\_\_.

She has practised colour therapy since she left <sup>(4)</sup> \_\_\_\_\_.

Colour therapy comes from ancient India.

If you do not feel confident enough, use the colour <sup>(5)</sup> \_\_\_\_\_ more.

If you cannot sleep well, paint your bedroom <sup>(6)</sup> \_\_\_\_\_.

If you feel stressed, eat more <sup>(7)</sup> \_\_\_\_\_ vegetables.

If you feel tired, <sup>(8)</sup> \_\_\_\_\_ food can help cheer you up. But do not eat too much of it, or you may get <sup>(9)</sup> \_\_\_\_\_ easily.



**A2** Millie is watching *The Teens Show*. Listen to the interview with Mrs Rainbow carefully and help Millie complete her notes in Part A1.



**A3** ▶ *Suzy wants to learn something about Mrs Rainbow. Listen to Suzy's questions and help Millie answer them. Circle the correct letters.*

- |   |   |
|---|---|
| <p>1 a She works at a museum.<br/>b She uses colours to change people's moods.<br/>c She works for a fashion magazine.</p>                                  | <p>4 a He should wear green.<br/>b He should use the colour yellow more.<br/>c He should think of a warm, sunny place.</p>            |
| <p>2 a She colours their clothes.<br/>b She suggests different clothes for different people.<br/>c She suggests different colours for different people.</p> | <p>5 a She tells people what colours of food to eat.<br/>b She makes your clothes change colour.<br/>c She makes food for people.</p> |
| <p>3 a You will sleep better if you paint your bedroom blue.<br/>b You should think of the sun.<br/>c You should wear orange.</p>                           | <p>6 a She will give you free clothes.<br/>b You will get your money back.<br/>c She will give you free books.</p>                    |

## B Speak up: I'd rather wear orange.



▶ *Andy is talking with Millie about what to wear for a party. Work in pairs and talk about your preferences. Use the conversation below as a model.*

**Andy:** I'm going to a friend's birthday party, Millie. Come and see if these clothes look good on me.

**Millie:** Which shirt do you prefer, the red one or the orange one?

**Andy:** I don't like red. I'd rather wear orange.

**Millie:** You look smart in orange. Which trousers do you like?

**Andy:** I prefer jeans.

**Millie:** Good. Jeans are comfortable and they'll match your shirt.

**Andy:** OK. Thanks, Millie.







## Scanning

Scanning means moving our eyes quickly over the text to look for specific information such as facts and numbers. We do not need to read every word. Instead, we look for the key information that will answer our questions.

Scanning is often used when we read:

- the “What’s on TV” part in the newspaper.
- a bus/train timetable.
- a guidebook.

 *Millie is reading an English magazine article to find out why many boys and girls dress in different colours. Scan the article to help Millie find the answers.*

- 1 What does it mean if the sky is blue?
- 2 Why did women in the past like pink and red?
- 3 What power was blue once believed to have?
- 4 Where did girls come from according to a European story?

### **Blue for a boy and pink for a girl**

In many places, baby boys are dressed in blue and baby girls in pink. Why the difference?

Scientists now think this started many years ago. When most men worked in the fields, the weather was very important to them. If the sky was blue, it meant good weather. So when the men thought of blue, they were very happy. In the past, women’s main job was to look for food for their family. They liked pink and red because these were the colours of healthy food, such as strawberries and apples.

People were also influenced by old stories. The colour blue was once believed to have the power to drive evil spirits away, so people dressed baby boys in blue in the hope that boys would be protected. Baby girls were dressed in pink because, according to a European story, girls were born inside pink roses.



## Colours and moods

**A** Millie is doing her project on the relationship between people's moods and the colours they choose to wear. Help her complete part of her report using the table she has prepared.

black	power and trust
blue	calm and sadness
green	energy and nature
orange	joy and warmth
red	power and strength
white	calm and peace
yellow	wisdom and success



### Colours and what they represent

Millie

The woman in this picture is wearing a <sup>(1)</sup> \_\_\_\_\_ dress and a pair of <sup>(2)</sup> \_\_\_\_\_ shoes. She is carrying a white bag too. This is interesting because red and white are very different colours.

Red represents <sup>(3)</sup> \_\_\_\_\_ and <sup>(4)</sup> \_\_\_\_\_. Maybe she feels weak, and that is why she is wearing red—she just wants to make herself look more powerful.

White represents <sup>(5)</sup> \_\_\_\_\_ and <sup>(6)</sup> \_\_\_\_\_. She may hope that the colour white could help her calm down.

I think the woman must feel a little bit stressed, and she hopes these colours will change that. Red and white are a good match, as the powerful <sup>(7)</sup> \_\_\_\_\_ balances the calm <sup>(8)</sup> \_\_\_\_\_.

**B** Your art teacher gave you two advertisements. She asked what you think about them. You want to make some notes first.



Colour of T-shirt/skirt/hat/shoes: \_\_\_\_\_

Represents: \_\_\_\_\_

Moods: \_\_\_\_\_

Reasons: \_\_\_\_\_

Is it a good fruit juice advertisement? \_\_\_\_\_

Why or why not? \_\_\_\_\_

Colour of T-shirt/trousers/glasses/shoes: \_\_\_\_\_

Represents: \_\_\_\_\_

Moods: \_\_\_\_\_

Reasons: \_\_\_\_\_

Is it a good mobile phone advertisement? \_\_\_\_\_

Why or why not? \_\_\_\_\_

**C** Now use your notes to write a report on the relationship between the colours and the model's moods in one of the advertisements. Use Millie's table and the report on page 32 to help you.



### Self-assessment

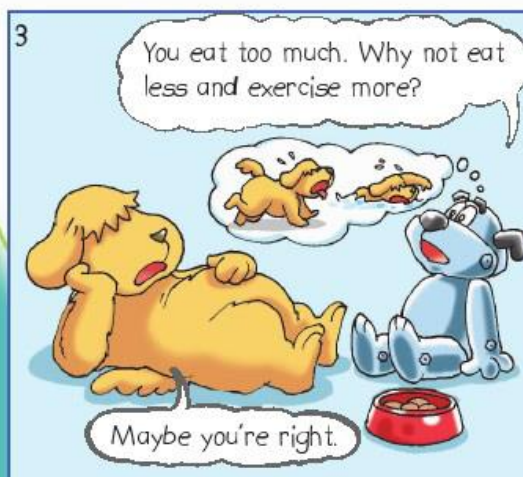
I have learnt	Details	Result
1 about the power of colours.		
2 to use the new words to talk about colours and moods.		
3 to use object clauses introduced by <b>that</b> , <b>if</b> and <b>whether</b> .		
4 when and how to scan in reading.		

Result: 😊 Perfect!    😊 Good!    😊 Not bad!

I need to spend more time on \_\_\_\_\_

## Unit 3

# Teenage problems



### What problems do you have?

Everybody has problems. Some students are asking for advice on how to solve their problems.

#### Task

Write an email to your friend about how to deal with his or her problems.





## Welcome to the unit

### Different problems

**A** Some students in Class 1, Grade 9 have problems. Look at the pictures. What problems do they have? Complete the sentences with the words in the box.

friends    homework    marks    noise    parents    sleep



I don't get enough \_\_\_\_\_ . I feel tired in class.



I don't have enough time to do my \_\_\_\_\_ .



The TV is always on at home. The \_\_\_\_\_ almost drives me mad.



I don't have any close \_\_\_\_\_ . Sometimes I feel lonely.



Sometimes I get low \_\_\_\_\_ in exams. I feel sad.



My \_\_\_\_\_ work all day. They don't have time for me.



**B** Millie is talking with her mum about teenage problems. Work in pairs and talk about your problems. Use the conversation below as a model.

**Millie:** Mum, many of my classmates have problems.

**Mum:** Really? How about you? Do you have any problems?

**Millie:** Yes, I do. Sometimes I feel sleepy in class.

**Mum:** Oh dear. You don't get enough sleep.

**Millie:** What should I do then?

**Mum:** Perhaps you should manage your time better and go to bed earlier.

**Millie:** OK. I'll try.



## A What should I do?



▶ Millie and Simon have some problems. They wrote to Mr Sigmund Friend, a famous youth worker, and asked for some advice. Here are their letters.

Dear Mr Friend,

I am Millie, and I am a Grade 9 student. I have a problem, but I wonder how I should deal with it.

I have a lot of homework every day, and I have no choice but to finish all  
5 of it. I often have to stay up late. Then I find it hard to stay awake the next day.

I know it is important to do my homework and hand it in on time. However, I hardly have any spare time for my hobbies. I really feel bad about that. I often doubt whether it is worth spending so much time on  
10 my homework.

I cannot imagine my life without hobbies. I dream of having a long holiday without homework. What should I do? Can you offer me some suggestions? I hope to hear from you soon.

Best wishes,

15 Millie





Dear Mr Friend,

My name is Simon, and I am in Grade 9. I am crazy about football. I love watching football, reading about football, and, of course, playing football. However, my love of football has become the cause  
20 of my problem.

I always play football with my friends after school. We often play for hours and never worry about the time. Sometimes we forget when we need to stop. Then I get into trouble because my parents do not allow me to play outside after 6 p.m. I do not understand  
25 why they are so strict with me. I feel angry sometimes. I believe it is important to develop our hobbies. They help us relax and make our lives more interesting.

Is it bad to stay out late to play football? Should I spend less time on it? I really do not know what I should do. I look forward to  
30 your valuable advice.

Best wishes,

*Simon*





## B Helping the students out

**B1** Mr Friend wants to help Millie and Simon. He has made a list of keywords in their letters. Match the words on the left with the meanings on the right. Write the correct letters in the blanks.

- |   |                    |       |   |   |
|---|--------------------|-------|---|---|
| 1 | choice (line 4)    | _____ | a | reason  |
| 2 | stay up (line 5)   | _____ | b | be not sure if something is true                    |
| 3 | doubt (line 9)     | _____ | c | making sure that rules are obeyed                   |
| 4 | imagine (line 11)  | _____ | d | very useful and helpful                             |
| 5 | cause (line 19)    | _____ | e | the right to decide which thing you want            |
| 6 | strict (line 25)   | _____ | f | start to have a skill, ability, etc.                |
| 7 | develop (line 26)  | _____ | g | go to bed later than usual                          |
| 8 | valuable (line 30) | _____ | h | form a picture in your mind of someone or something |

**B2** Mr Friend always keeps a record of each student. Look at his records. Help him complete them. Put a tick (✓) if Millie or Simon has that problem and a cross (X) if he or she does not have that problem.

<p><b>Millie</b></p>  <p><i>Problems</i></p> <p>Staying up late _____ ✓</p> <p>Friends _____</p> <p>Feeling bad _____</p> <p>Not enough time for hobbies _____</p> <p>Lots of homework _____</p> <p>Parents _____</p> <p>Low marks _____</p>	<p><b>Simon</b></p>  <p><i>Problems</i></p> <p>Staying up late _____</p> <p>Friends _____</p> <p>Feeling bad _____</p> <p>Not enough time for hobbies _____</p> <p>Lots of homework _____</p> <p>Parents _____</p> <p>Low marks _____</p>
---	--



**B3** Mr Friend is replying to Millie's and Simon's letters. Help him complete the sentences with the words in the box.

advice    hobbies    homework    important    playing    spare  
 stay out    stay up    strict    valuable    volleyball    worth

Dear Millie,

Thank you very much for your letter. I hope I can help you.

You said you often <sup>(1)</sup> \_\_\_\_\_ late to finish all your homework. Plan your day carefully. Make a list of all the <sup>(2)</sup> \_\_\_\_\_ you have. Then work out how much time you need to finish it all. This will give you an idea of how much <sup>(3)</sup> \_\_\_\_\_ time you have.

You also said that you do not have enough time for your <sup>(4)</sup> \_\_\_\_\_. What about choosing your hobby according to the time you have? For example, play <sup>(5)</sup> \_\_\_\_\_ if you have a lot of time, and listen to music if you only have a short time.

I hope you think my advice is <sup>(6)</sup> \_\_\_\_\_ taking.

Best wishes,

*Sigmund Friend*



Dear Simon,

Thank you for your letter. I hope I can offer you some useful <sup>(7)</sup> \_\_\_\_\_.

It seems that you spend a lot of time <sup>(8)</sup> \_\_\_\_\_ football. Of course, it is very <sup>(9)</sup> \_\_\_\_\_ to have hobbies. However, it is not wise to spend hours playing football after school.

I agree with your parents that it is better for you to go home earlier. Enjoy your hobby, but do not forget about your family. Why not just play football for an hour or two, and then go home? Your parents are not <sup>(10)</sup> \_\_\_\_\_ with you; they just do not want you to <sup>(11)</sup> \_\_\_\_\_ so late.

I hope you think my answer is <sup>(12)</sup> \_\_\_\_\_ to you.

Best wishes,

*Sigmund Friend*



## Grammar

### A Object clauses introduced by question words

We use a question word to introduce an object clause when it expresses a **wh-** question. The word order in the clause should be the same as that in a statement.

I really do not know **what** I should do.

Daniel does not know **whom** he should talk to.

Sometimes we forget **when** we should stop.


Simon does not understand **why** his parents are so strict with him.


I wonder **how** I should deal with my problem.


**TIP** Whom is an object pronoun. We can use **who** instead of **whom**.


### More problems and questions


**A1** The Class 1, Grade 9 students are talking about their problems. Help them complete each object clause below with a correct question word.

1  Kitty I need silence when I'm studying. I don't know \_\_\_\_\_ I can find a quiet place.

2  Daniel I need someone to share my worries with. I wonder \_\_\_\_\_ I should go to for help.

3  Amy I have tried my best, but I don't understand \_\_\_\_\_ I still get low marks.

4  Sandy My parents often come home very late. Sometimes I don't know \_\_\_\_\_ they will come back.

5  Paul Sometimes I'm careless. I wonder \_\_\_\_\_ I can be more careful.

6  Suzy I often have difficulty expressing myself. Who can tell me \_\_\_\_\_ I should do?

**Work out the rule!**

The word order in an object clause introduced by a question word should be \_\_\_\_\_ (different from, the same as) that in a **wh-** question.

**A2** Daniel has more questions. Help him rewrite his sentences by using object clauses introduced by question words.

- 1 Why do I always feel tired in class?
- 2 How much sleep do we need every day?
- 3 Which club shall I join next term?
- 4 Where can we buy a good dictionary?
- 5 How can I improve my English quickly?
- 6 Whom should we ask for help?
- 7 What would life be like without hobbies?



- 1 Can you explain why I always feel tired in class \_\_\_\_\_?
- 2 I wonder \_\_\_\_\_.
- 3 I am not sure \_\_\_\_\_.
- 4 Can you tell me \_\_\_\_\_?
- 5 I want to know \_\_\_\_\_.
- 6 I do not know \_\_\_\_\_.
- 7 I cannot imagine \_\_\_\_\_.

**A3** Millie is introducing Mr Friend to her classmates. Help Millie complete her email with the correct question words.

Dear classmates,

Have you ever had any problems? Are you wondering <sup>(1)</sup> \_\_\_\_\_ you can ask for advice? If so, you can write to Mr Sigmund Friend.

You may wonder <sup>(2)</sup> \_\_\_\_\_ he is. He is a youth worker. Do you know <sup>(3)</sup> \_\_\_\_\_ a youth worker does? Mr Friend says that youth workers help young people solve their problems. They are doing a great job. Some of my friends wrote to Mr Friend and asked <sup>(4)</sup> \_\_\_\_\_ they could deal with their problems. Soon they got his replies. Now they know <sup>(5)</sup> \_\_\_\_\_ they should do.

Best wishes,

Millie

## B Giving suggestions

We give suggestions politely using structures such as **Why not ...**, **Why don't you ...**, **What/How about ...**, **Let's ...** and **Shall we ...**

**Why not** eat less and exercise more?

**Why don't you** let your parents know you need them?


**What/How about** choosing your hobby according to the time you have?

**Let's** write a letter to Mr Sigmund Friend.

**Shall we** have a meeting about this?

**TIP** We also use **perhaps** to give suggestions.  
**Perhaps** you should manage your time better.

## A plan to relax

 *Millie feels tired these days. Amy and Sandy are trying to help her. Use the correct structures to help the girls give suggestions.*

**Millie:** I'm always feeling tired these days. I spend all my time on my homework.

**Sandy:** <sup>(1)</sup> \_\_\_\_\_ do something fun?

**Amy:** I agree. <sup>(2)</sup> \_\_\_\_\_ go to the cinema?

**Sandy:** Good idea. But I don't know which films are on now.

**Millie:** I don't want to see any films.

**Amy:** <sup>(3)</sup> \_\_\_\_\_ going to the new museum? My dad tells me that it's big and modern. I know where it is, but I'm not sure when it closes.

**Sandy:** <sup>(4)</sup> \_\_\_\_\_ go and see? It's still early.

**Millie:** OK. But we may get home late. <sup>(5)</sup> \_\_\_\_\_ get our parents' agreement first.



**Work out the rule!**

A suggestion using \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ or \_\_\_\_\_ ends with a question mark. A suggestion using \_\_\_\_\_ ends with a full stop.



## Integrated skills

### A Dealing with problems



**A1** Millie's classmate Nora also has problems. She went to ask Mr Friend for help. Listen to Nora's information and put a tick (✓) in the correct boxes in the table below.

#### Nora

- a Grade 9 student
- one of the top students
- loves English, Maths and Chemistry
- always gets high marks in exams
- not very good at sport
- has many friends



**A2** Mr Friend is talking to Nora about her problems. Listen to their conversation and help Mr Friend complete his notes.

Name : Nora

First problem : not good at <sup>(1)</sup> \_\_\_\_\_, cannot <sup>(2)</sup> \_\_\_\_\_  
and hates swimming

Advice : just try your best in <sup>(3)</sup> \_\_\_\_\_ and enjoy the exercise

Second problem : only a few <sup>(4)</sup> \_\_\_\_\_, classmates laugh at her and  
call her a bookworm

Advice : talk to your <sup>(5)</sup> \_\_\_\_\_ when feeling sad and share  
your problems with her

pay <sup>(6)</sup> \_\_\_\_\_ attention to those classmates who  
laugh at you

be <sup>(7)</sup> \_\_\_\_\_ of your schoolwork

**A3** Mr Friend is writing a report on Nora's visit. Help him complete the report. Use the information on page 43 to help you.

### Nora

Nora is one of the <sup>(1)</sup> \_\_\_\_\_ in her class at Sunshine Middle School. Her favourite subjects are <sup>(2)</sup> \_\_\_\_\_, <sup>(3)</sup> \_\_\_\_\_ and <sup>(4)</sup> \_\_\_\_\_.

Nora does well in exams, but she still has some problems. She is not very \_\_\_\_\_ good at sport. She cannot <sup>(5)</sup> \_\_\_\_\_ and hates <sup>(6)</sup> \_\_\_\_\_. Also, her classmates <sup>(7)</sup> \_\_\_\_\_ her and call her a bookworm. This makes her feel bad.

I told her what to do in PE class. She should just <sup>(8)</sup> \_\_\_\_\_ and <sup>(9)</sup> \_\_\_\_\_. I also told her to <sup>(10)</sup> \_\_\_\_\_ the classmates who laugh at her.

Now Nora seems much happier than before. She still finds sport difficult, but she can talk to her best friend Betty when she feels sad and <sup>(11)</sup> \_\_\_\_\_ with her. She should be <sup>(12)</sup> \_\_\_\_\_ her schoolwork.

### B Speak up: Do you have any suggestions?



**Everybody has problems that worry them. Work in pairs. Take turns to share your problems and give suggestions. Use the conversation below as a model.**

**Daniel:** I've made little progress in my English, Millie. I'm very worried.

**Millie:** Don't worry, Daniel. It takes time.

**Daniel:** I see. Do you have any suggestions?

**Millie:** Perhaps you should go over what you've learnt as often as possible.

**Daniel:** That's a good idea. What else?

**Millie:** How about reading English aloud every morning? Try to pronounce all the words correctly. Learning their correct pronunciation will help you remember them.

**Daniel:** Thank you, Millie.

**Millie:** Don't mention it.



## Predicting

To predict is to guess what comes next. It helps us understand what kinds of books or articles we are reading, and where we might find information.

When we read an article, we can often predict the content from the title. We can also use the headings in an article to predict the main idea of each part. Headings are the titles of the different parts. Often, they are in bold.

**A** There is an article called "The trouble with teenagers". Predict the points that will be talked about in the article and tick (✓) the correct boxes.

- |   |   |
|---|---|
| <input type="checkbox"/> 1 making friends         | <input type="checkbox"/> 5 how our body changes |
| <input type="checkbox"/> 2 life in Australia      | <input type="checkbox"/> 6 worrying about tests |
| <input type="checkbox"/> 3 feeling lonely         | <input type="checkbox"/> 7 study, study, study  |
| <input type="checkbox"/> 4 schoolwork and hobbies | <input type="checkbox"/> 8 love or friendship   |

**TIP** If a question begins with **when**, then the answer will be a time or date. If a question begins with **why**, then the answer will give a reason, often beginning with **because**.

To get a general idea of a book or an article, we should ask some basic questions. If we predict the answers that the questions might have, it will help us find the answers more quickly and easily when we read in detail.

**B** Millie is reading an article in Teenagers magazine. Match her questions with your predicted answers. Write the correct letter in each blank.

- |                              |   |
|------------------------------|---|
| 1 What is it about? _____    | a In a new school.  |
| 2 When did it happen? _____  | b Because she moved to another city.                          |
| 3 Who is it about? _____     | c She is shy and quiet, and she has no new friends at school. |
| 4 Where did it happen? _____ | d Problems with the new school.                               |
| 5 Why did it happen? _____   | e A few weeks after the new term.                             |
| 6 How did it happen? _____   | f A girl called Zoe.  |



## Task

### Stress among teenagers

**A ▶** *The Class 1, Grade 9 students are doing a quiz in Teenagers magazine. They want to find out whether they know how to deal with problems. Go through the quiz and circle the best answers.*

<p><b>1</b> If someone laughs at you, you should _____.</p> <p><b>a</b> shout at him/her</p> <p><b>b</b> hit him/her</p> <p><b>c</b> pay no attention to him/her</p>	<p><b>4</b> If you worry about exams, you should _____.</p> <p><b>a</b> give up</p> <p><b>b</b> watch TV to relax</p> <p><b>c</b> talk to your teacher(s)</p>
<p><b>2</b> If you do not have enough time to do your homework, you should _____.</p> <p><b>a</b> choose to do only part of it</p> <p><b>b</b> forget about your homework</p> <p><b>c</b> plan your time more carefully</p>	<p><b>5</b> If you are feeling stressed, you should _____.</p> <p><b>a</b> shout at people</p> <p><b>b</b> keep quiet</p> <p><b>c</b> share your problem with somebody</p>
<p><b>3</b> When it is too noisy at home and you cannot do your work, you should _____.</p> <p><b>a</b> tell your family</p> <p><b>b</b> get angry</p> <p><b>c</b> leave the house</p>	<p><b>6</b> The problem of stress gets worse when you _____.</p> <p><b>a</b> keep it to yourself</p> <p><b>b</b> relax and take a holiday</p> <p><b>c</b> ask for friends' help</p>

### Useful expressions

Thank you for telling me about your problems.

You are unhappy with ....

Many students of our age have this problem.

What/How about ...?

You also worry about ....

You always feel sad/angry/stressed about ....

Why don't you/not ...?

I hope you think my advice/suggestions is/are worth taking.



**B** Millie's friend Raymond wrote to her about his problems. Millie is writing a reply telling him how to deal with them. Help Millie complete her email.

Introduction	Dear Raymond, Thank you very much for telling me about your problems.
Main body	You are unhappy with your weight, but you do not know how to change it. Many students of our age have this problem. <sup>(1)</sup> _____ _____ You also worry about exams. Your parents care too much about your marks after each exam, so you always feel stressed. <sup>(2)</sup> _____ _____?
Conclusion	I hope you think my advice is worth taking. Best wishes, Millie

**C** Suppose one of your friends wrote an email to you about his or her problems. Write a reply telling him or her how to deal with the problems. Use Millie's email as a model.



## Self-assessment

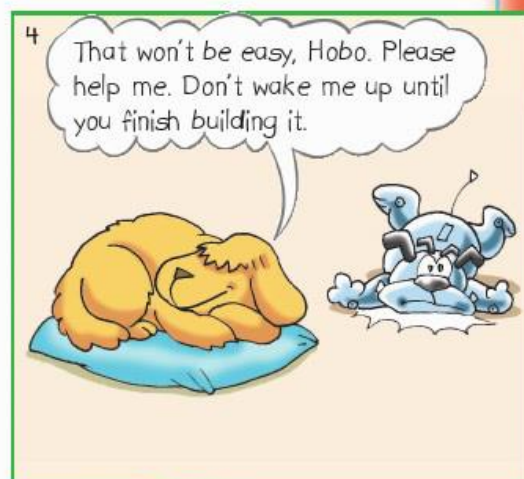
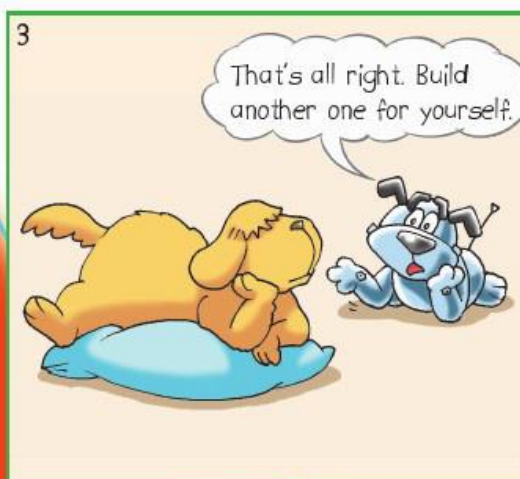
I have learnt	Details	Result
1 about Millie's and Simon's problems.		
2 to use the new words to talk about teenage problems.		
3 to use object clauses introduced by question words. how to give suggestions.		
4 how to predict while reading.		

**Result:** 😊 Perfect!    😊 Good!    😊 Not bad!

I need to spend more time on \_\_\_\_\_.

## Unit 4

# Growing up



### The world around you

*Life is a journey. There are moments that help you learn and grow. The Class 1, Grade 9 students are sharing what they have learnt.*

#### Task

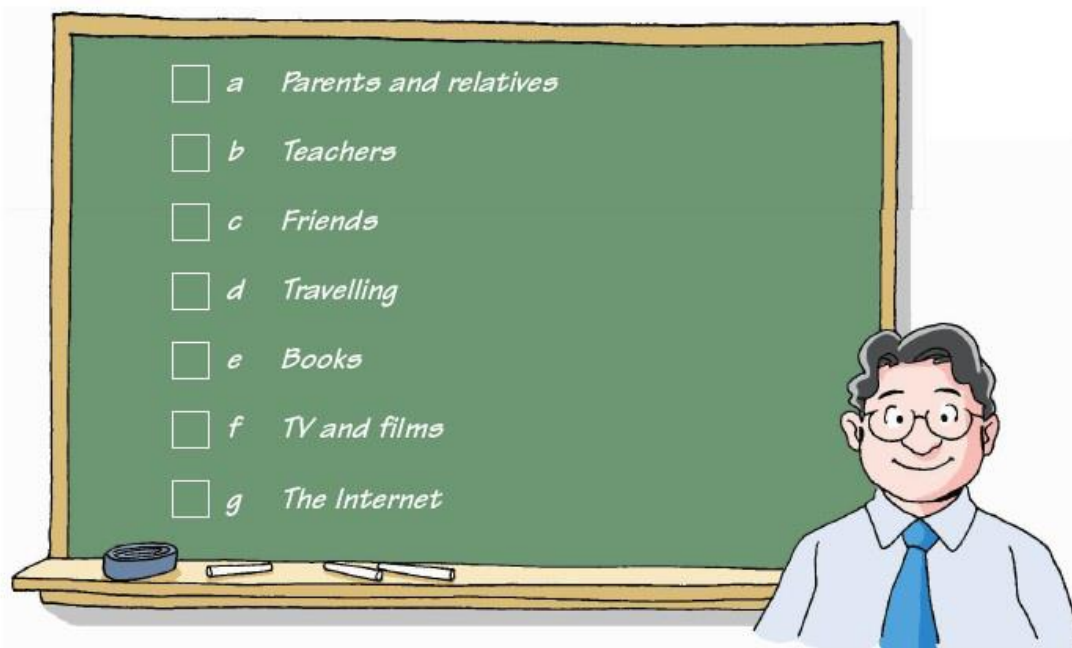
*Write an article about the person who has influenced you most.*



## Welcome to the unit

### How do you learn about the world?

**A** Mr Wu is asking the Class 1, Grade 9 students to do a survey on how they learn about the world. Put a tick (✓) in the box that you think is the way you learn about the world.



**B** Simon and Millie are talking about how they like to learn about the world. Work in pairs and talk about your ideas. Use the conversation below as a model.

**Simon:** How do you learn about the world, Millie?

**Millie:** I like to learn about the world from books.

**Simon:** Why do you like to learn that way?

**Millie:** Books allow me to learn about people in different times and places, and I can read them whenever I want to. What about you?

**Simon:** I like to learn about the world through the Internet.

**Millie:** Is that so?

**Simon:** Yes. It's quick and easy. There's a great deal of information as soon as you click the mouse.

**Millie:** That's true.



## A Never give up



David likes basketball. He is reading an article about Spud Webb, a retired American NBA player. Here is the article.

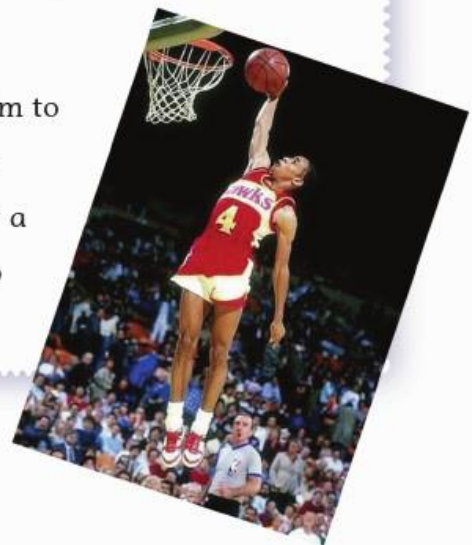
### The shortest player in the NBA

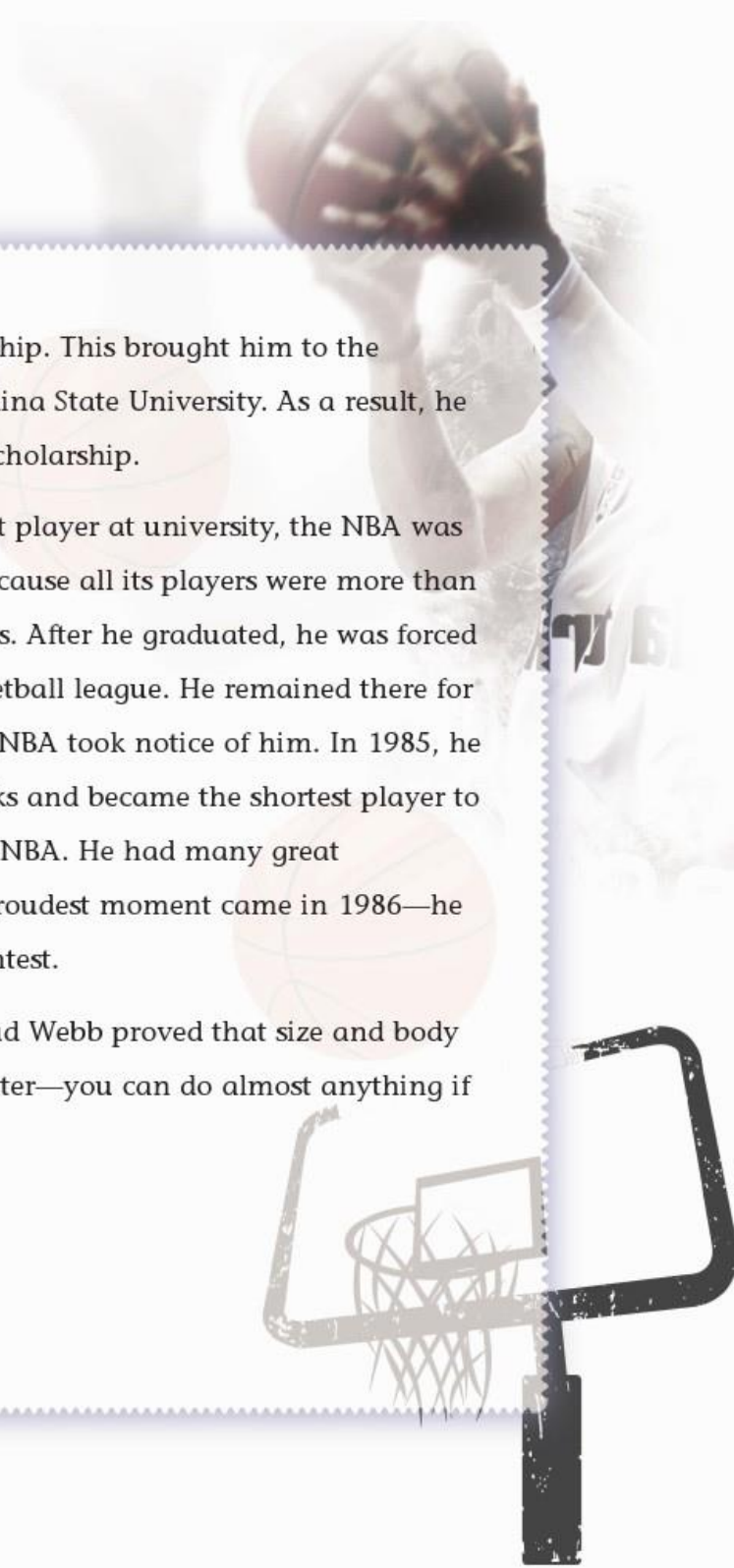
Spud Webb was born in Texas, the USA, in 1963. He was very small—much smaller than the other kids at school. However, he had a big dream—he wanted to play in the NBA.

While attending junior high, Spud tried out for the school team, but he was refused to play at first because he was too small. He did not lose heart. When he finally got the chance, he scored 20 points in his first game. From then on, he was the star of the team.

In senior high, Spud often had to sit in the stands because of his height. He practised even harder and got the coach to change his mind. Spud went on to become leader of the team. In his last year of senior high, he was named Player of the Year in Texas.

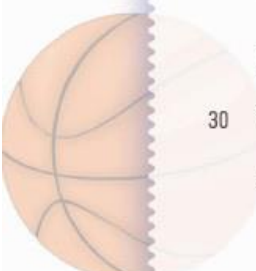
However, no university would invite him to play basketball simply because he was only 170 cm tall. He decided to play at a junior college. There he led his team to





the national championship. This brought him to the attention of North Carolina State University. As a result, he succeeded in getting a scholarship.

20 Although he was a great player at university, the NBA was not interested in him because all its players were more than 20 cm taller than he was. After he graduated, he was forced to play in another basketball league. He remained there for about a year before the NBA took notice of him. In 1985, he  
25 joined the Atlanta Hawks and became the shortest player to have ever played in the NBA. He had many great achievements, but his proudest moment came in 1986—he won the Slam Dunk Contest.



30 Through hard work, Spud Webb proved that size and body type really does not matter—you can do almost anything if you never give up.

## B Spud Webb, the shortest NBA player

**B1** David has found some new words in the article. Help him match the words on the left with the meanings on the right. Write the correct letters in the blanks.

- |                         |       |   |
|-------------------------|-------|---|
| 1 stand (line 8)        | _____ | a achieve something that you have been trying to do                     |
| 2 national (line 17)    | _____ | b use facts to show that something is true                              |
| 3 succeed (line 19)     | _____ | c a place where people stand or sit to watch sports                     |
| 4 scholarship (line 19) | _____ | d be important  |
| 5 prove (line 29)       | _____ | e of a whole country  |
| 6 matter (line 30)      | _____ | f money given to a good student so that he or she can continue to study |

**B2** David wrote down some important information on Spud Webb's basketball career. Can you find it in the article on pages 50 and 51? Write the correct letters in the blanks.

- a Spud was named Player of the Year
- b Spud got a scholarship from a university
- c Spud scored 20 points in his first game
- d Spud became an NBA player in 1985
- e the small Spud had a big dream

- Paragraph 1 \_\_\_\_\_
- Paragraph 2 \_\_\_\_\_
- Paragraph 3 \_\_\_\_\_
- Paragraph 4 \_\_\_\_\_
- Paragraph 5 \_\_\_\_\_



**B3** Simon wants to know more about Spud Webb. He is asking David some questions. Complete their conversation with the information in the article.

**Simon:** When was Spud Webb born?

**David:** He was born in <sup>(1)</sup> \_\_\_\_\_.

**Simon:** Was he very tall?

**David:** No. He was <sup>(2)</sup> \_\_\_\_\_ than the other kids at school.



**Simon:** When did he become an NBA player?

**David:** He <sup>(3)</sup> \_\_\_\_\_ the Atlanta Hawks in 1985 and became the <sup>(4)</sup> \_\_\_\_\_ player to have ever played in the NBA.

**Simon:** What was his proudest moment?

**David:** He <sup>(5)</sup> \_\_\_\_\_ the Slam Dunk Contest in 1986.

**Simon:** Great! Spud proved that size and body type really doesn't <sup>(6)</sup> \_\_\_\_\_. We can do almost anything if we never <sup>(7)</sup> \_\_\_\_\_.

**B4** Simon is writing about Spud Webb. Help him find out how Spud did not give up at different stages of his life.

- 1 In junior high, he \_\_\_\_\_ because he was too small, but he \_\_\_\_\_. When he got the chance, he \_\_\_\_\_ in his first game and became \_\_\_\_\_.
- 2 In senior high, he \_\_\_\_\_ because of his height, but he \_\_\_\_\_. He went on to become \_\_\_\_\_. He was named \_\_\_\_\_ in his last year of senior high.
- 3 After he graduated from high school, no university \_\_\_\_\_ because he was only 170 cm tall. He decided to play at a junior college and \_\_\_\_\_.
- 4 After he graduated from university, the NBA \_\_\_\_\_ because all its players were more than 20 cm taller than he was. He remained \_\_\_\_\_ for about a year before the NBA took notice of him.



### A Using *before, after, when* and *while*

We use the conjunctions **before**, **after**, **when** and **while** to introduce time clauses. They can be placed at the beginning or in the middle of sentences.

**TIP** *Before* and *after* can also be used as prepositions of time.  
*before* 9 a.m.  
*after* lunch

**Before** means earlier than a certain time.

He remained there for about a year **before** the NBA took notice of him.

**After** means later than a certain time.

**After** he graduated, he was forced to play in another basketball league.


**When** means at a certain time.

**When** he finally got the chance, he scored 20 points in his first game.

**While** means during a certain time.

**While** (he was) attending junior high, Spud tried out for the school team.

### One of David's days

 *David is writing in his diary about one of his days. Help him combine his sentences using **before, after, when** or **while**.*

1 I go jogging every morning. Then I have breakfast.  
\_\_\_\_\_

2 I practised playing basketball for hours. I felt tired out.  
\_\_\_\_\_

3 The telephone rang. I was taking a shower.  
\_\_\_\_\_

4 I was watching the news on TV. I was eating my dinner.  
\_\_\_\_\_

5 I was ready to go to bed. My father came back from work.  
\_\_\_\_\_



## B Using *since*, *till* and *until*

We also use the conjunctions **since**, **till** and **until** to introduce time clauses.

**Since** means from a certain time. The verb in the main clause is often used in the present perfect tense.

You've been happy **since** I first met you.

**Till** and **until** mean up to a certain time. **Until** can be placed at the beginning or in the middle of the sentence, but **till** is usually used in the middle of the sentence.

Spud remained in another basketball league for about a year **till/until** the NBA took notice of him.

**Until** his dream came true, Spud never gave up.

When we use the structure **not ... until**, we cannot use **till** instead of **until**.

Don't wake me up **until** you finish your work.

**TIP** **Since**, **till**, and **until** can also be used as prepositions of time.  
since 2006  
till/until yesterday

### David loves basketball

 Here are more sentences from David's diary entry. Complete his sentences with **since**, **till** or **until**.

- 1 I have been crazy about playing basketball \_\_\_\_\_ I was a little boy.
- 2 Our school basketball team has won five medals \_\_\_\_\_ I joined it.
- 3 The weather has been awful this week. The rain did not stop \_\_\_\_\_ yesterday evening, so we could not practise basketball for several days.
- 4 We played basketball this afternoon \_\_\_\_\_ it was getting dark.
- 5 It is the first time we have played basketball \_\_\_\_\_ this Monday. We enjoyed ourselves very much.
- 6 I waited for 20 minutes at the bus stop \_\_\_\_\_ the bus arrived.
- 7 I was back home at 7:30 p.m. I did not have dinner \_\_\_\_\_ 8 p.m.
- 8 It is Friday evening. I will not go to bed \_\_\_\_\_ I finish watching my favourite TV programme at 10 p.m.

## C Using *as soon as* and *whenever*

The conjunctions **as soon as** and **whenever** can also introduce time clauses.

**As soon as** means when something happens, or a short time after something has happened.


It began to rain **as soon as** I left the house.

**TIP** We can use every time instead of whenever.


**Whenever** means at any time.

I can read books **whenever** I want to.

### More about basketball

**C1**  *Simon is writing about David's love for basketball. Help Simon complete his sentences with **as soon as** or **whenever**.*

- 1 David often goes to play basketball \_\_\_\_\_ school is over.
- 2 He watches the NBA \_\_\_\_\_ there is a game on TV.
- 3 \_\_\_\_\_ he talks about basketball, he gets excited.
- 4 \_\_\_\_\_ he learnt that the NBA players would come to China, he tried his best to get a ticket.

**C2**  *David is writing about Yao Ming, his favourite basketball star. Help him complete his article with the correct conjunctions you have learnt in this unit.*

Yao Ming was born in Shanghai in 1980. He got his first basketball (1) \_\_\_\_\_ he was only four years old, but he did not become serious about basketball (2) \_\_\_\_\_ he was 12. Yao joined the Houston Rockets in 2002 and became the best Chinese player to have ever played in the NBA. (3) \_\_\_\_\_ he went to the USA, he knew little English, but he quickly learnt the language. The best moment in his career was in 2004—he scored 41 points in a game against the Atlanta Hawks.

When Yao Ming lived in the USA, he returned to China (4) \_\_\_\_\_ he was needed. He took part in the Olympics in 2004 and in 2008 as one of the Chinese athletes. (5) \_\_\_\_\_ he ended his basketball career, Yao has done a lot of charity work, especially for poor Chinese teenagers.



## Integrated skills

### A Anne Frank and World War II



**A1** Millie is listening to a radio programme about a book and World War II. Listen to the first part of the programme and help Millie fill in the missing words.

World War II broke out in Europe in 1939 and ended in 1945. Life changed for everybody, including women and <sup>(1)</sup> \_\_\_\_\_ because of the war. About <sup>(2)</sup> \_\_\_\_\_ people lost their lives during the war.

*The Diary of a Young Girl* was written by a girl named Anne Frank. It was first published in <sup>(3)</sup> \_\_\_\_\_ and has been translated into <sup>(4)</sup> \_\_\_\_\_ languages since then. The diary has been read by people all over the world. It was a record of that time, and it has also become a symbol of the victory of the human spirit.



**A2** Listen to the second part of the programme and help Millie complete the timeline about Anne Frank.

#### Anne Frank

Jun. 1929: born in <sup>(1)</sup> \_\_\_\_\_, a Jew

Jul. 1942: they went into hiding in her father's <sup>(2)</sup> \_\_\_\_\_

Aug. 1944: they were caught and sent to a Nazi camp

Jan. 1945: her <sup>(3)</sup> \_\_\_\_\_ died

Mar. 1945: Anne and her elder <sup>(4)</sup> \_\_\_\_\_ died of illness

1947: her <sup>(5)</sup> \_\_\_\_\_ had her diary published



**A3** Millie wants to tell her classmates about the programme. Help Millie complete the article with the information on page 57.

*The Diary of a Young Girl* was written by a girl named Anne Frank.

Anne Frank was born in <sup>(1)</sup> \_\_\_\_\_ in 1929. She was a Jew. Because the German Nazis hated the <sup>(2)</sup> \_\_\_\_\_ and wanted to kill them, her family were forced to move to another country. In <sup>(3)</sup> \_\_\_\_\_, they went into hiding in a secret place in her father's <sup>(4)</sup> \_\_\_\_\_. During that difficult time, Anne kept writing in her diary until they were discovered by the Nazis in <sup>(5)</sup> \_\_\_\_\_. They were caught and sent to a Nazi camp. Her <sup>(6)</sup> \_\_\_\_\_ died a few months later. She and her elder sister died of <sup>(7)</sup> \_\_\_\_\_ in 1945, before the war ended.

After the war, her father collected her diary and had it published in <sup>(8)</sup> \_\_\_\_\_. It has been translated into <sup>(9)</sup> \_\_\_\_\_ languages since then. Her diary was a record of that time. In her diary, Anne wrote down her thoughts, her feelings, her hopes and her dreams for the future.

## B Speak up: I hope war never happens.



Millie and Simon are talking about the war. Work in groups and discuss what you think about it. Use the conversation below as a model.

**Millie:** Have you read any other stories about children in the war?

**Simon:** Yes. I've just finished the book *I Am David*, a story about a 12-year-old boy and his journey to Copenhagen after he got away from a Nazi camp.

**Millie:** The book *A Small Free Kiss in the Dark* is also about a young homeless boy and how he survived the war with his friends.

**Simon:** I admire these children for their courage. However, it's a pity that they couldn't enjoy a happy life just as we do.

**Millie:** Yeah. Although we live in peace, some children in other parts of the world still live in fear of their lives. I hope war never happens.




## Guessing the meaning of a word by its formation

When we read and come across new words, we can sometimes guess their meanings by the way they are formed.

Sometimes a suffix changes a word's part of speech, but the meaning remains almost the same. Thus, if you know the meaning of the root word, you can guess the meaning of the word, e.g. **illness**, **achievement**, **energetic**, **dangerous**.

Sometimes a prefix or a suffix changes the meaning of a word, e.g. **incorrect**, **dislike**, **unlucky**, **homeless**.

Sometimes two words come together to form a compound word, such as **blackboard**. Some compounds have a hyphen (-), such as **hard-working**.

 Millie has found more about Anne Frank and her book. She underlined some new words in a paragraph. Help her guess their meanings. Match the words on the left with the meanings on the right. Write the correct letters in the blanks.

*The Diary of a Young Girl* became a best-seller as soon as it was published. Soon it was read by people worldwide. It is not an imaginary story but a true experience of a teenager in wartime. In this book, Anne, a Jewish girl, describes her boredom with being away from the outside world, her unhappiness with living in a small place all the year, and her fear of discovery and death.

- |               |       |  |
|---------------|-------|--|
| 1 best-seller | _____ | a related with the Jews                        |
| 2 worldwide   | _____ | b the state of feeling not happy               |
| 3 imaginary   | _____ | c the act of discovering somebody or something |
| 4 wartime     | _____ | d from all parts of the world                  |
| 5 Jewish      | _____ | e the state of feeling bored                   |
| 6 boredom     | _____ | f which is imagined and not true               |
| 7 unhappiness | _____ | g a book which sells well                      |
| 8 discovery   | _____ | h a period when there is a war                 |



## The person who has influenced me most



**A** Mr Wu is asking each of the Class 1, Grade 9 students to write about a person who has influenced him or her most. He shows an article to them. Read the article with them.

My father is in his fifties. He has worked in a local factory for years. You will not find anything unusual about him until you learn more.

My father has always been kind and helpful. He is willing to help anyone. He gave our TV to a family who could not afford one; he plays with children without parents; whenever he has some money left, he gives it to someone in need.

My father has donated blood many times since 1990. The blood he has donated is enough to save the lives of over 70 people. He has also donated blood cells to people with blood cancer. To my surprise, he has decided to donate his body for medical research after his death.

When I was a little girl, I could not understand why my father always seemed to be kinder to others than to his own family. Now I realize that he has a heart full of love.

### *Useful expressions*

... is in one's twenties/thirties/forties ....

You will not find ... until ....

... has always been ....

Whenever ..., ....

... since ....

To my surprise, ... has decided to ....

When I ..., I ....

Now I realize that ....

**B** You want to write about a person who has influenced you most. Prepare some notes first. The questions below may help you.

1 Who has influenced you most in your life?

---

2 What does he/she look like?

---

3 What is special about him/her?

---

4 What has happened to him/her?

---

5 What do you think of him/her?

---

**C** Write about the person who has influenced you most. Use the article on page 60 as a model.



## Self-assessment

I have learnt	Details	Result
1 about a retired NBA player's story.		
2 to use the new words to tell a story about growing up.		
3 to use the conjunctions to introduce time clauses.		
4 to guess the meaning of a word by its formation.		

Result: 😊 Perfect!      😊 Good!      😊 Not bad!  
 I need to spend more time on \_\_\_\_\_.

# Project 1

## Who am I?

Each student in Class 1, Grade 9 has made a poster about himself or herself. They are using the posters to play the game “Who am I?” After the game, they are going to put all the posters on the wall as a class display. Your class wants to do the same thing.

### A Planning and preparing

- 1 Work in pairs. Think about and discuss the things you can include in your poster.
- 2 Work alone. Prepare a list of things that you are going to include in your poster. If you need help, you can use the list below.
- 3 Make some notes next to each topic.

#### Things to be included

- my age
- my star sign and what it represents
- the strong and weak points of my personality
- my favourite colours and their meanings
- my favourite subjects
- my hobbies
- examples of my success
- my problems
- how I deal with my problems
- the person who has influenced me most





## B Making your poster

### Drafting and checking

- Read through your notes carefully.
- Write your first draft.
- Read through it and check for mistakes.

### Using pictures and photos

- Draw some pictures of your hobbies, star sign, etc. on the poster.
- You may also stick a baby photo of yourself on it.

### Presenting

- Try to make your poster look interesting. Think about what colours to use and the positions of the text and pictures/photos.
- Remember to make the text big enough so that others can read it easily.

## C How well do you know each other?

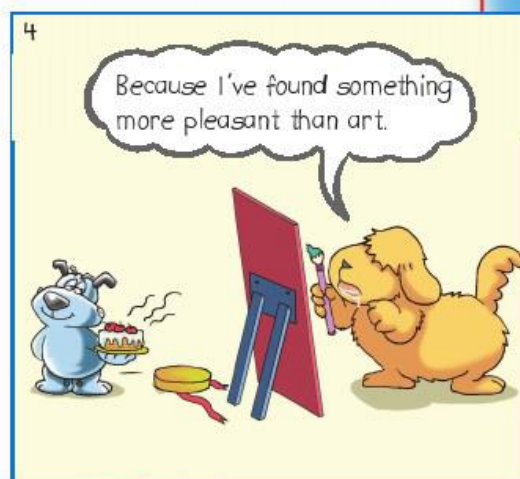
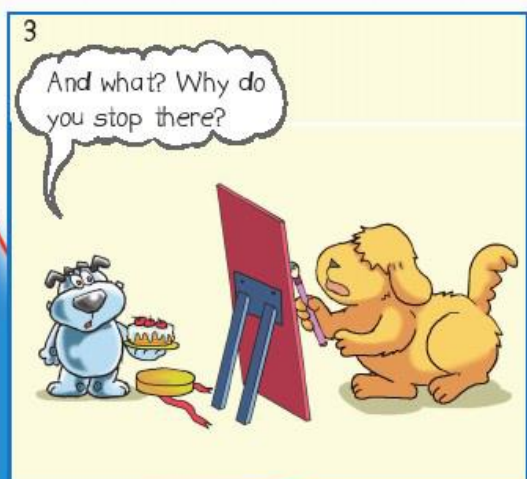
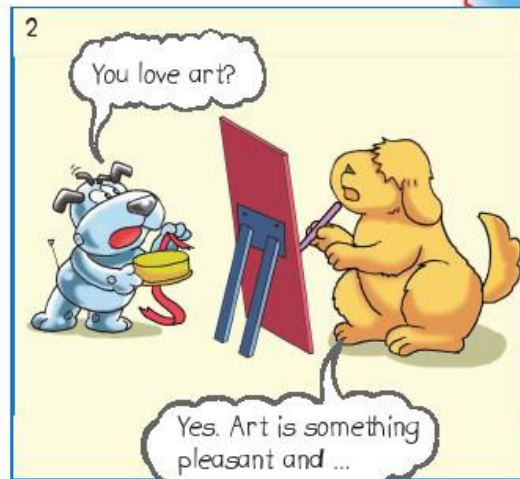
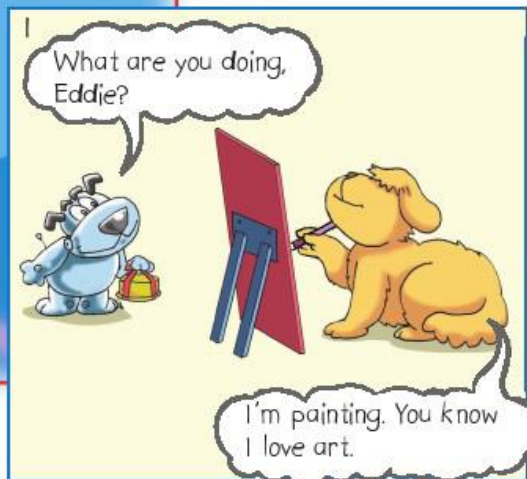
When you have finished, hand in your poster to your teacher. Your teacher will give each of you a poster to read aloud to the whole class in turn.

You will guess who made each poster. The first student to guess correctly gets a point. The student who gets the highest score at the end of the game is the winner.



## Unit 5

# Art world



### Learning about art

Sunshine Middle School is having an art festival. Students at the school will learn a lot about art.

#### Task

Write an article telling a story about the art form you like best.



## Welcome to the unit

### Art forms

**A** The Class 1, Grade 9 students want to know more about art. Help them write the correct names of the different art forms in the blanks.

dance drama film music painting photography

1




---

2




---

3




---

4




---

5




---

6




---



**B** Millie and Daniel are talking about their favourite art forms. Work in pairs. Try to find out what art form your partner likes. Use the conversation below as a model.

**Millie:** What art form do you like?

**Daniel:** I like music.

**Millie:** Really? What kind of music do you like best?

**Daniel:** I prefer pop music.

**Millie:** Who's your favourite singer?

**Daniel:** I just love Michael Jackson!

**Millie:** Why do you love him?


**Daniel:** Because he was the King of Pop. His musical talent was amazing.





## A Tan Dun's music



 Sandy likes reading music magazines. She found an article about the famous composer Tan Dun. Here is the article.

### Music without boundaries

Every time a medal was presented to a winner at the Beijing 2008 Olympics, the award music was played. The music was written by

5 Tan Dun, a world-famous composer.

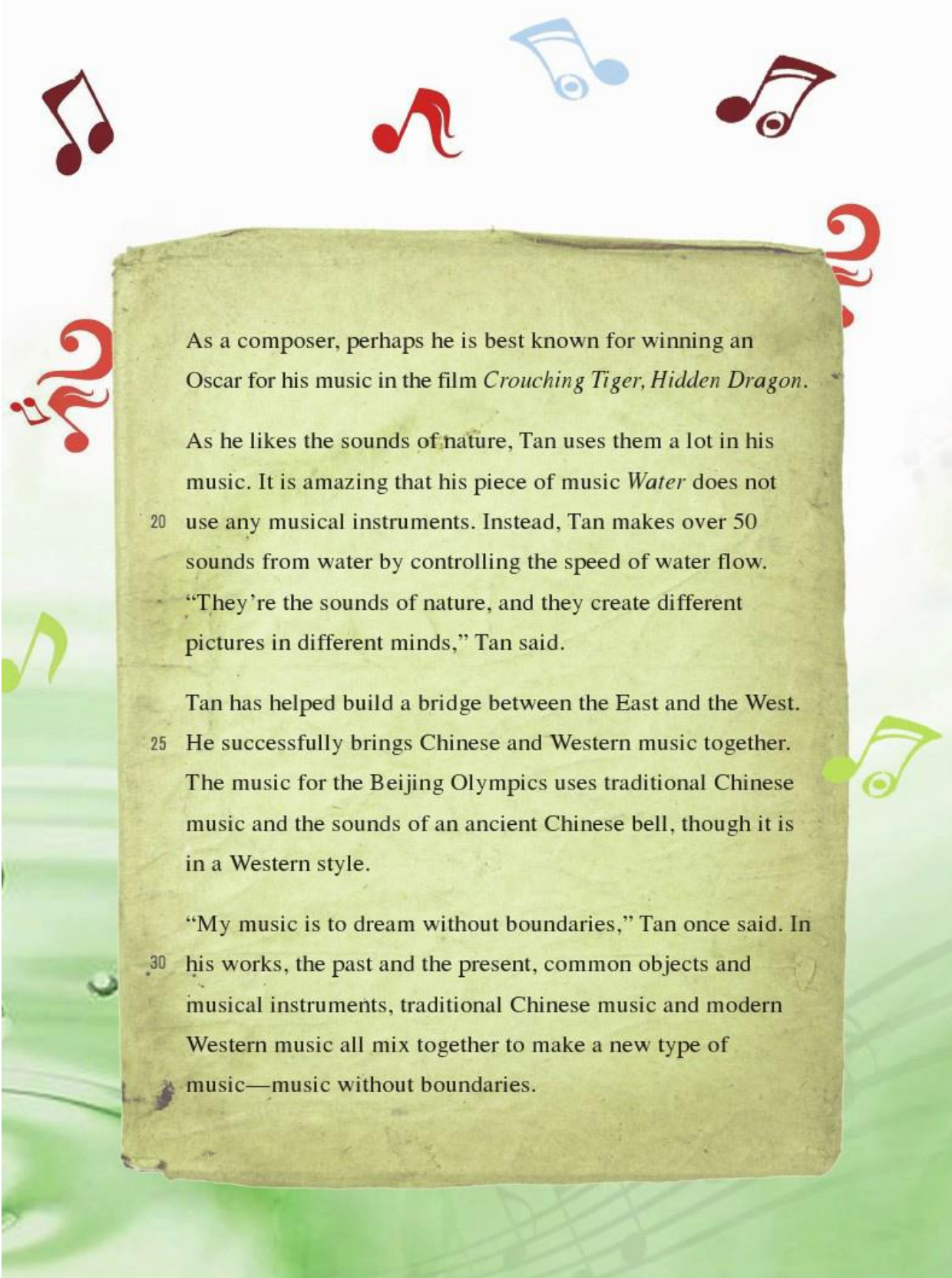
Born in 1957 in central Hunan, China, Tan Dun grew up near the Liuyang River. When he was very young, Tan showed an interest in music. He loves the sounds of the rushing water and the blowing wind because, to him, the best music comes

10 from nature. Since he had no musical instruments then, he made music with common objects like stones and paper. Later he learnt to play the *erhu*.

In 1978, Tan entered the Central Conservatory of Music in Beijing. Eight years later, he went on to study in the USA.

15 There he got to know great musicians from around the world.





As a composer, perhaps he is best known for winning an Oscar for his music in the film *Crouching Tiger, Hidden Dragon*.

As he likes the sounds of nature, Tan uses them a lot in his music. It is amazing that his piece of music *Water* does not  
20 use any musical instruments. Instead, Tan makes over 50 sounds from water by controlling the speed of water flow.

“They’re the sounds of nature, and they create different pictures in different minds,” Tan said.

Tan has helped build a bridge between the East and the West.  
25 He successfully brings Chinese and Western music together. The music for the Beijing Olympics uses traditional Chinese music and the sounds of an ancient Chinese bell, though it is in a Western style.

“My music is to dream without boundaries,” Tan once said. In  
30 his works, the past and the present, common objects and musical instruments, traditional Chinese music and modern Western music all mix together to make a new type of music—music without boundaries.

## B Tan Dun, the famous composer

**B1** Sandy wants to know the meanings of some new words. Help her match the words on the left with the meanings on the right. Write the correct letters in the blanks.

- |                      |       |   |
|----------------------|-------|---|
| 1 present (line 1)   | _____ | a a dividing line   |
| 2 composer (line 5)  | _____ | b not special   |
| 3 central (line 6)   | _____ | c make something work in the way you want                     |
| 4 common (line 11)   | _____ | d a person who writes music                                   |
| 5 control (line 21)  | _____ | e in the centre of an area                                    |
| 6 boundary (line 29) | _____ | f give something to someone, especially at an important event |

**B2** Sandy made a profile card about Tan Dun. Help her fill in the card with the information on pages 66 and 67.

### Tan Dun

Year of birth: <sup>(1)</sup> \_\_\_\_\_

Place of birth: <sup>(2)</sup> \_\_\_\_\_

Interests: <sup>(3)</sup> \_\_\_\_\_

Job: <sup>(4)</sup> \_\_\_\_\_

Education: studied at the <sup>(5)</sup> \_\_\_\_\_ in Beijing  
went on to study in <sup>(6)</sup> \_\_\_\_\_

Best known for: winning an <sup>(7)</sup> \_\_\_\_\_ for the music in a film

His music: uses <sup>(8)</sup> \_\_\_\_\_ a lot

builds a bridge <sup>(9)</sup> \_\_\_\_\_

**B3** Sandy is talking with Daniel about Tan Dun. Complete their conversation with the information on pages 66 and 67.

**Daniel:** Could you tell me more about Tan Dun, one of the greatest  
(1) \_\_\_\_\_ in the world?

**Sandy:** Sure. He wrote the (2) \_\_\_\_\_ music for the Beijing 2008 Olympics.

**Daniel:** I know he loves the sounds of (3) \_\_\_\_\_. Have they influenced his works?

**Sandy:** Yes. He uses them a lot in his music, and in one of his works, *Water*, he doesn't use any musical (4) \_\_\_\_\_.

**Daniel:** Really? How can he make music then?

**Sandy:** He makes over 50 sounds from water by (5) \_\_\_\_\_ the speed of water (6) \_\_\_\_\_.

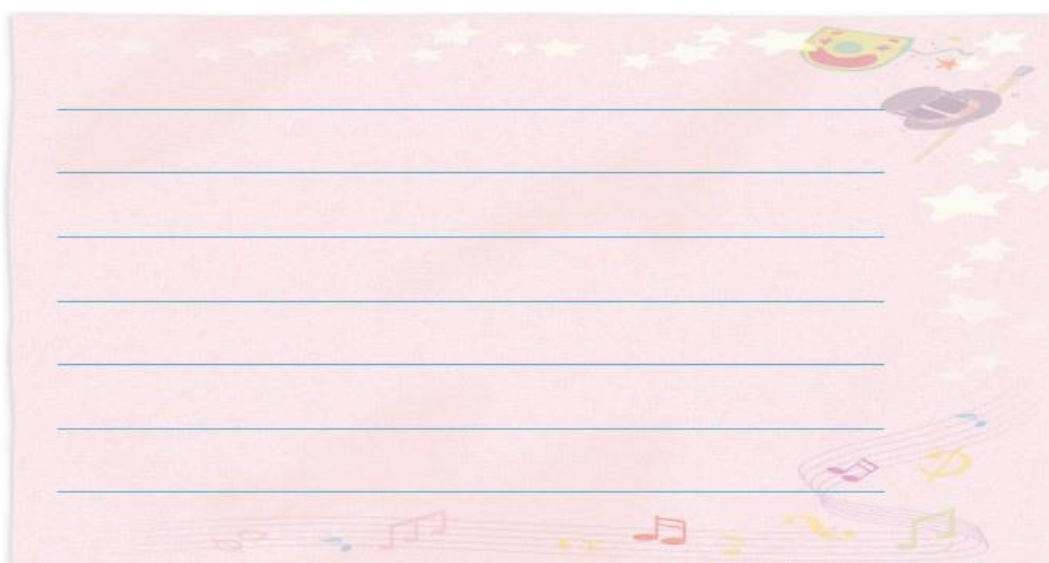
**Daniel:** That's really amazing!

**Sandy:** Yes. He also makes music with some (7) \_\_\_\_\_ objects like stones and paper.

**Daniel:** Wow! His music for the Beijing Olympics must be very special!

**Sandy:** Yes. It uses (8) \_\_\_\_\_ Chinese music and an (9) \_\_\_\_\_ Chinese bell, but it's in a (10) \_\_\_\_\_ style.

**B4** What does Tan Dun mean by saying that "My music is to dream without boundaries"? Give examples if necessary.





## A Giving reasons with *because*

TIP

We never use the conjunction **so** in sentences with **because**.

We use **because** to introduce clauses of reason. Its tone is strong.

I like listening to music **because** it makes me feel relaxed.

I like painting **because** I like all the different colours.


He loves the sounds of the rushing water and the blowing wind **because**, to him, the best music comes from nature.

We often use **because** to answer **why** questions.

Millie: Why do you love Michael Jackson?

Daniel: **Because** he was the King of Pop.

### Questions about Tan Dun

 Daniel has more questions about Tan Dun. He searched the Internet and made some notes. Look at his notes and answer his questions. Use **because** to introduce the reasons.

He successfully brings Chinese and Western music together.

He is a world-famous composer.

He creates a new type of music—music without boundaries.

He thinks the best music comes from nature.

1 Why was Tan Dun chosen to write music for the Beijing Olympics?

---

2 Why did Tan become interested in the sounds of nature?

---

3 Why is Tan able to build a bridge between the East and the West?

---

4 Why do people think highly of Tan's music?

---



## B Giving reasons with *since* and *as*

**Since** and **as** are also used to give reasons for something. Usually the reasons are already known. Their tone is weaker than **because**.

**Since** he had no musical instruments then, he made music with common objects like stones and paper.

**As** he likes the sounds of nature, Tan uses them a lot in his music.

**TIP** **Since** and **as** are used in the same way and have no difference in meaning.

### An art festival

**B1** There is going to be an art festival at Sunshine Middle School. Help Amy make sentences with **since** or **as**.

- 1 Daniel decided to play the famous Chinese piece *Liang Zhu*. He is good at playing the violin.

Daniel decided to play the popular piece *Liang Zhu* \_\_\_\_\_  
since/as he is good at playing the violin.

- 2 Kitty has to practise hard these days. She will dance at the song and dance show.

\_\_\_\_\_

\_\_\_\_\_

- 3 Sandy will design the posters for the art festival. She can draw very well.

\_\_\_\_\_

\_\_\_\_\_

- 4 Some students love painting and taking photos. There will be a students' art show.

\_\_\_\_\_

\_\_\_\_\_

- 5 The art festival is open to all students and parents. Everybody is welcome.

\_\_\_\_\_

\_\_\_\_\_



**B2** Sunshine Middle School gave all the students free tickets to an opera during the art festival. Sandy is writing about it in her diary. Help her complete her diary entry with **because** or **since/as**.

Our school gave us free tickets to an opera <sup>(1)</sup> \_\_\_\_\_ it can help us learn more about different art forms.

<sup>(2)</sup> \_\_\_\_\_ Millie also planned to take the underground, we went to the theatre together. When we arrived, Kitty was already there. Soon Simon and Daniel came.

<sup>(3)</sup> \_\_\_\_\_ it was still early, we went to buy some drinks. "We'd better be quick <sup>(4)</sup> \_\_\_\_\_ the opera will begin in 20 minutes," Kitty suggested. We came back quickly. Then we waited for Amy outside the theatre.

The bell was ringing, but Amy did not appear. After a while, we saw Amy running towards us. "I'm late <sup>(5)</sup> \_\_\_\_\_ there was too much traffic," she said, out of breath. Then we hurried into the theatre.

<sup>(6)</sup> \_\_\_\_\_ the opera had only just started, we did not miss much.

The opera lasted for one and a half hours. We did not get bored at all <sup>(7)</sup> \_\_\_\_\_ it was really wonderful.





## Integrated skills

### A Different kinds of music



**A1** There will be a music show during the art festival. Listen to Mr Wu talking about the concerts for the show. Complete the poster with the correct date and times.

#### Concerts at the art festival

We have all kinds of music this Saturday, <sup>(1)</sup> \_\_\_\_\_ November.

#### Folk

At the school hall 9 a.m.–<sup>(2)</sup> \_\_\_\_\_

#### Country music

In the playground 10:30 a.m.–noon

#### Jazz

At the school hall <sup>(3)</sup> \_\_\_\_\_–3 p.m.

#### Rock

In the playground 3:30 p.m.–<sup>(4)</sup> \_\_\_\_\_

#### Classical music

At Sunshine Theatre 7 p.m.–<sup>(5)</sup> \_\_\_\_\_

Come and enjoy a day full of fun!



**A2** Sandy and Daniel are talking about the music show. Listen to their conversation and help Daniel match the music with its characteristics.

1 Folk

a about country life and cowboys  
uses guitars

2 Country music

b serious  
has a lasting value

3 Jazz

c uses drums a lot  
exciting

4 Rock

d first created by African Americans  
musicians make up music while playing

5 Classical music

e in the traditional style  
has strong local colour

**A3** Daniel is writing about the music show in his diary. Help him complete his diary entry with the information on page 73.

Today we had a music show. My parents and I attended all the concerts. We went to the folk concert at the <sup>(1)</sup> \_\_\_\_\_ first. It began at <sup>(2)</sup> \_\_\_\_\_. Folk music has strong <sup>(3)</sup> \_\_\_\_\_ colour. After that, we went to the <sup>(4)</sup> \_\_\_\_\_ concert in the playground. This kind of music is about country life and cowboys. The sounds of <sup>(5)</sup> \_\_\_\_\_ are pleasant. Since the jazz concert began at <sup>(6)</sup> \_\_\_\_\_ at the school hall, we had lunch near our school. Jazz musicians are great because they make up music while <sup>(7)</sup> \_\_\_\_\_. The rock concert began at 3:30 p.m. in the <sup>(8)</sup> \_\_\_\_\_. It was exciting, but my parents thought it was too noisy because of the <sup>(9)</sup> \_\_\_\_\_. The classical music concert started at 7 p.m. in <sup>(10)</sup> \_\_\_\_\_. Classical pieces, such as *Swan Lake*, are <sup>(11)</sup> \_\_\_\_\_ and have a lasting <sup>(12)</sup> \_\_\_\_\_.

It is a great day because I have learnt about different kinds of music.

## B Speak up: Would you like to go to a concert tonight?



**Sandy** is inviting her friend Janis to a concert. Work in pairs. Take turns to invite your partner to a concert. Use the conversation below as a model.

**Sandy:** Would you like to go to a concert tonight, Janis?

**Janis:** Of course. What kind of concert is it?

**Sandy:** It's a classical music concert.

**Janis:** Great! I love classical music. When does it start?

**Sandy:** At 7 p.m.

**Janis:** And where is it?

**Sandy:** At Sunshine Theatre.

**Janis:** OK. Shall we meet at the gate of the theatre?

**Sandy:** All right. I'll see you there at 6:50 p.m. Bye.



## Guessing the meaning of a word from the context

When we read, sometimes we can guess the meaning of a new word from the context.

If a new word appears in a sentence, often the sentence itself will give the meaning of the word. When we look at the words before and after the new word, it is possible to find its meaning.

The teacher's question was a real **riddle**, a very difficult question to understand.

In the sentence above, "a very difficult question to understand" explains the meaning of the word **riddle**.

**A** Underline the meaning of the word in bold in each sentence.

- 1 The **conductor**, the person who sold and checked tickets on the bus, got very angry and told him to get off.
- 2 She decided to study **agriculture**, the science of farming, at university.
- 3 When we talk about the **curriculum**, we refer to the students' course of study at school.

If the sentence does not define the word, first, try to determine the word's part of speech. Then look at the way other words are used in the passage, as this might give a clue to the meaning of the new word.

I sat on the green grass watching the white clouds sailing across the **azure** sky.

In the sentence above, **azure** is the colour of the sky—blue.

**B** Read the sentences below. Guess the meaning of the words in bold.

- 1 I do not like pop music. I prefer **jazz** instead. a kind of music
- 2 **Vehicles** such as cars and buses are not allowed on this road. \_\_\_\_\_
- 3 I have few friends, but many **acquaintances** at school that I like to talk to. \_\_\_\_\_
- 4 It was Sunday, so there were many **pedestrians** walking along Orange Street. \_\_\_\_\_
- 5 The fruit was no longer fresh. It was starting to go **rotten**, and the whole house smelt bad. \_\_\_\_\_



## The art form I like best

**A ▶** There is a questionnaire on the school's website. Complete the questionnaire and discuss with your classmates the art form you like best.

### I Like Art questionnaire

1 What art form do you like best? Put a tick (✓) in the box.

dance

literature

drama

music

film

painting

photography

others: \_\_\_\_\_

2 Are you good at this art form?

\_\_\_\_\_

3 What do you think of this art form?

\_\_\_\_\_

4 When did you become interested in this art form?

\_\_\_\_\_

5 Do you know any stories about this art form?

\_\_\_\_\_

6 How is this art form important to you?

\_\_\_\_\_

### Useful expressions

I have a real gift for ....

I became interested in ... when I was ....

I once did not like ... because ....

I forgot ... until ....

Since then, I have been crazy about ....

I enjoy myself ... every time ....



**B** Read Sandy's story about how she became interested in painting.

All my teachers and classmates praised my designs for the art festival. They think I have a real gift for painting. However, I once did not like art lessons because I could not draw very well.

One day, I was playing with some paint as usual in Ms Luo's art lesson. I mixed the paint with water. As I took the brush away, I dropped some paint onto the paper. Looking at the mark, I decided to blow it. The paint began to run, so I blew harder. The paint ran in all directions and made a very interesting picture! I forgot that I was in class until Ms Luo came by my desk. "A very good picture, Sandy," said Ms Luo. She encouraged me to keep trying and make more wonderful pictures.

I did make some wonderful pictures later. Since then, I have been crazy about colours and paints. I enjoy myself in the world of colours every time I paint.

**C** Write an article telling your story about an art form you like best. Use Sandy's article as a model. The questionnaire on page 76 may help you.



## Self-assessment

I have learnt	Details	Result
1 about Tan Dun and his music.		
2 to use the new words to talk about an art form.		
3 to give reasons with <b>because</b> , <b>since</b> and <b>as</b> .		
4 to guess the meaning of a word from the context.		

Result: 😊 Perfect!      😊 Good!      😊 Not bad!  
I need to spend more time on \_\_\_\_\_.

## Unit 6

# TV programmes



### Your own TV programme

The Class 1, Grade 9 students enjoy watching TV. They are creating their own TV drama scripts for a competition.

#### Task

Create your own TV drama script with an interesting story.