

义务教育教科书（五·四学制）

英语

八年级上册

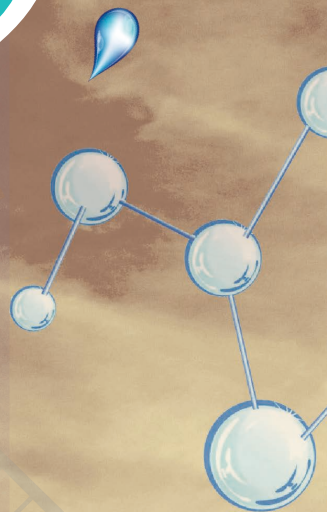
（第一单元）

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Unit

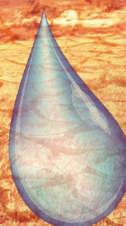
1

# Water



Why is water so important to us?

Big Question







## To-do list

- 1 Listen and learn about water facts.
- 2 Talk about water in our daily life.
- 3 Read a story about a land of little water.
- 4 Write a proposal about protecting water.
- 5 Give a group presentation about our water use in a day.



## Getting started

**Answer the questions.**




- 1 How many days can we live without fresh water?
- 2 What percentage of an adult's body is water?
- 3 How long does it take groundwater to move a kilometre?

# A Facts about water

## >> Viewing and listening

Lu Yao and her classmates are visiting the Water Science Museum today.

### Water on Earth

-  sea water
-  fresh water locked up in ice or deep underground
-  fresh water for human use



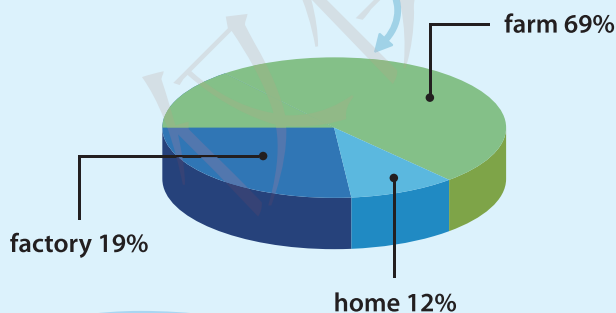
### How much water do we need to take in every day?



2.7 – 3.7 litres



not enough safe drinking water



1 drip<sup>①</sup> a second,  
86,400 drips (4.32 litres) a day

**A1 Look and say** What does the infographic<sup>②</sup> above say about water?

e.g. About 97% of the Earth's water is sea water.

① drip 水滴 ② infographic 资讯图表





**A2 Listen and circle** Listen to some facts about water and circle the numbers you hear.

97%	3%	17%	70%	2 billion
10.3	0.3%	$\frac{1}{3}$	$\frac{2}{3}$	2 million



**A3 Listen and take notes** Listen again and complete the sentences with the numbers in A2.



Listening for numbers

- 1 More than \_\_\_\_\_ of the Earth's surface is covered with water.
- 2 About \_\_\_\_\_ of the water on Earth is salty. The rest is fresh water.
- 3 We can reach only \_\_\_\_\_ of the world's fresh water and the other \_\_\_\_\_ is locked up in ice or deep underground.
- 4 Most of the fresh water we can reach is polluted, leaving only about \_\_\_\_\_ for people to drink.
- 5 About \_\_\_\_\_ people in the world cannot get safely managed drinking water.



## Pronunciation Word stress

**Read aloud. Pay attention to the stress of the underlined words.**

Water, water, where do you flow?

Through soil, oceans, and skies, I go.

Where does your journey end?

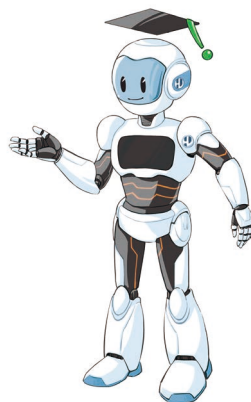
Never! It's the water cycle, my friend!

I enjoy the exciting and satisfying ride.

In supporting life, I take great pride.

I'll continue to supply <sup>①</sup>,

If you keep me clean, not running dry!



Update my to-do list



Listen again and answer the question. What numbers does the speaker use to support the following ideas?

- *Water is everywhere.*
- *Clean fresh water is rare.*

① supply 供给

Lu Yao and Wang Yiming are going to give a group presentation about water.

 **B1 Listen, read and think** What are they going to say about water in their presentation?

**Lu Yao:** Shall we talk about how useful water is?

**Yiming:** I'm afraid that's a little boring. Let's share something new, not things people already know.

**Lu Yao:** You're right. What if we talk about the bad things that happen when we waste water?

**Yiming:** Good idea! With water everywhere, many people don't see the need to save it.

**Lu Yao:** Exactly! The problem is, the more water we use, the more energy and chemicals are needed for wastewater treatment. This not only wastes energy but also makes water less safe for drinking.

**Yiming:** Oh! That's really bad! We can include more facts like this in our presentation to encourage everyone to save water when they can.

**Lu Yao:** That's really clever! I'll start researching right away!



Grammar file → p. 127

### My learning notes

#### Showing agreement:

- Sounds great!/I couldn't agree more.

• \_\_\_\_\_

#### Showing disagreement:

- I'm afraid I don't agree./I don't think that's a good idea.

• \_\_\_\_\_



**B2 Discuss** If you are going to give a group presentation about water, what will you say about it? Discuss with a partner. Use the information below to help you.

## Water tips

Everybody talks about saving water, but many may think it's just a matter of turning off the tap. Actually, there are countless methods beyond this.



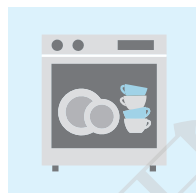
Take shorter showers.



Water plants with grey water.



Use energy-saving washing machines.



Run the dishwasher only when it is full.



## Indirect water footprint

It takes water to make these things, even though we don't see water in them. Wasting these things also means wasting water.



1 kilo of sugar



a hamburger



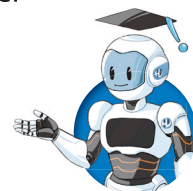
a cotton shirt



a pair of shoes

## TEEN skill Narrowing down the topic for a presentation

- As a group, discuss possible topics that interest everyone.
- Narrow your focus to a specific aspect of the topic: for example, "Water in industry" or "Water culture" rather than "Water".
- Ask questions, such as "How useful is water for industry?" or "Are factories treating wastewater properly?"
- Make sure you can provide new information to your audience while answering the questions.



Update my to-do list



Work in pairs. Discuss what else you can say about water in a presentation. You may follow the example in B1.

Lu Yao is reading a novel. She finds a chapter about a girl's morning in the desert very touching.

**C1 Predicting** Look at the picture and guess: What is the girl going to do?

 **C2** Read the story.

## Morning in the desert

The sky is grey when I wake up. Rubbing<sup>①</sup> my eyes, I get up and tie a piece of soap into the corner of my clothes. I pick up two water pots, putting one on my head and the other under my arm. Then I set off for the *toba*, the water hole.

5 At the *toba* I look out over our water. We will have about a month before it dries up, but the rainy season will not begin for another two months. As I step into the water, the mud covers my feet. I push the scum<sup>②</sup> on the water



① rub 擦; 搓 ② scum 浮沫; 浮渣



to the side. To keep the mud out, I place a piece of cloth over the mouth of the water pot. When the pot is full, I take it to the  
10 nearby bathing rock.

The sun shines brightly. I throw my hair forward and pour water over it. I can feel the heat as the water wets my head and my neck. Keeping my eyes shut, I carefully rub the soap into my hair and skin until every drop of water is fully used. Water  
15 is precious, so I can't waste any. Mum used to bathe my sister and me with just one cup of water when we were small.

Over the next week we watch our pool get smaller. As the water quietly disappears with the hot desert wind, we also prepare to leave the *toba* and move on.

(Adapted from *Shabanu: Daughter of the Wind* by Suzanne Fisher Staples)

### Personal touch

Do you use water in the same way as Shabanu, the girl in the story?



**C3 General understanding** How does Shabanu feel this morning?

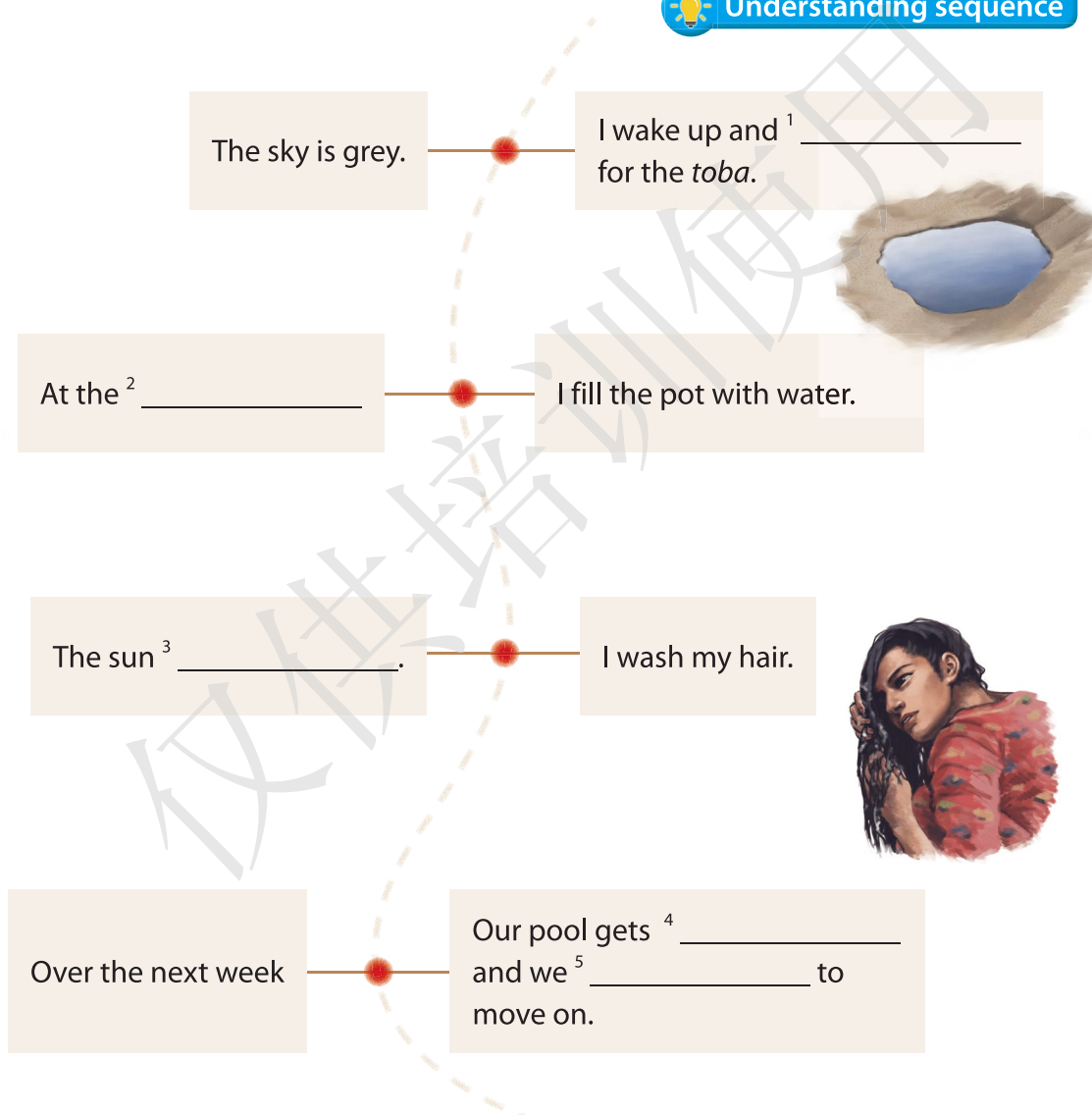
Tick (✓) the correct answer.

- ☐ She is tired of collecting water from the water hole.
- ☐ She worries about their water.
- ☐ She misses the time when Mum bathed her and her sister.

**C4 Detailed reading** Fill in the blanks according to the story.



**Understanding sequence**



**C5 Further thinking** Answer the questions.

- 1 Where do you think Shabanu's family will go?
- 2 What can be done to help those living in very dry parts of the world?



**Vocabulary focus** Fill in the blanks with the proper forms of the given words in the box.

hole    pot    forward    bathe    set    pour

Sarah lives in Gulu, Uganda. Every morning, she <sup>1</sup> \_\_\_\_\_ off on a long walk to collect water for her family. When she finds a muddy water <sup>2</sup> \_\_\_\_\_, she carefully fills her <sup>3</sup> \_\_\_\_\_ with water. Back home, Sarah <sup>4</sup> \_\_\_\_\_ the water into a container and heats it over fire to make it safe for drinking. Without enough water to <sup>5</sup> \_\_\_\_\_ herself, she has to make do with very little. Though life is hard, Sarah steps <sup>6</sup> \_\_\_\_\_ with hope, dreaming of a future with plenty of clean water.



**Word study** Word building Conversion (I)

Fill in the blanks with the proper forms of the given words in the box.

shoulder    snake    picture    ~~dry~~    vacation

- 1 The river almost dried up, so the thirsty animals left to look for new water.
- 2 They are now \_\_\_\_\_ at the beach.
- 3 I've never been to the desert, nor can I \_\_\_\_\_ the life there.
- 4 The river \_\_\_\_\_ through the village.
- 5 He offered to \_\_\_\_\_ the water pot as they walked to the river.



Update my to-do list



Discuss with a partner: What is the author's purpose of writing Shabanu's story?

## ➡ Grammar in use Adverbial clauses of time (I)

### 1 Read and think How are the underlined clauses formed?

- (1) We will have about a month before it dries up.
- (2) When the pot is full, I take it to the nearby bathing rock.
- (3) I can feel the heat as the water wets my head and my neck.
- (4) I carefully rub the soap into my hair and skin until every drop of water is fully used.

### 2 Work out the rules Tick (✓) the answer(s) you agree with.

- (1) In each sentence above, the underlined clause starts with a linking word (e.g. *before, when, as, until*) and says ☐ **when** ☐ **how** ☐ **why** an action happens. We therefore call this an "adverbial clause of time".
- (2) An adverbial clause of time comes ☐ **before** ☐ **after** ☐ **either before or after** the main clause.

Grammar file → p. 125

### 3 Practise Help Lu Yao improve her notes from a science lesson. Rewrite each note into one sentence, adding **as, when, before, or until**.

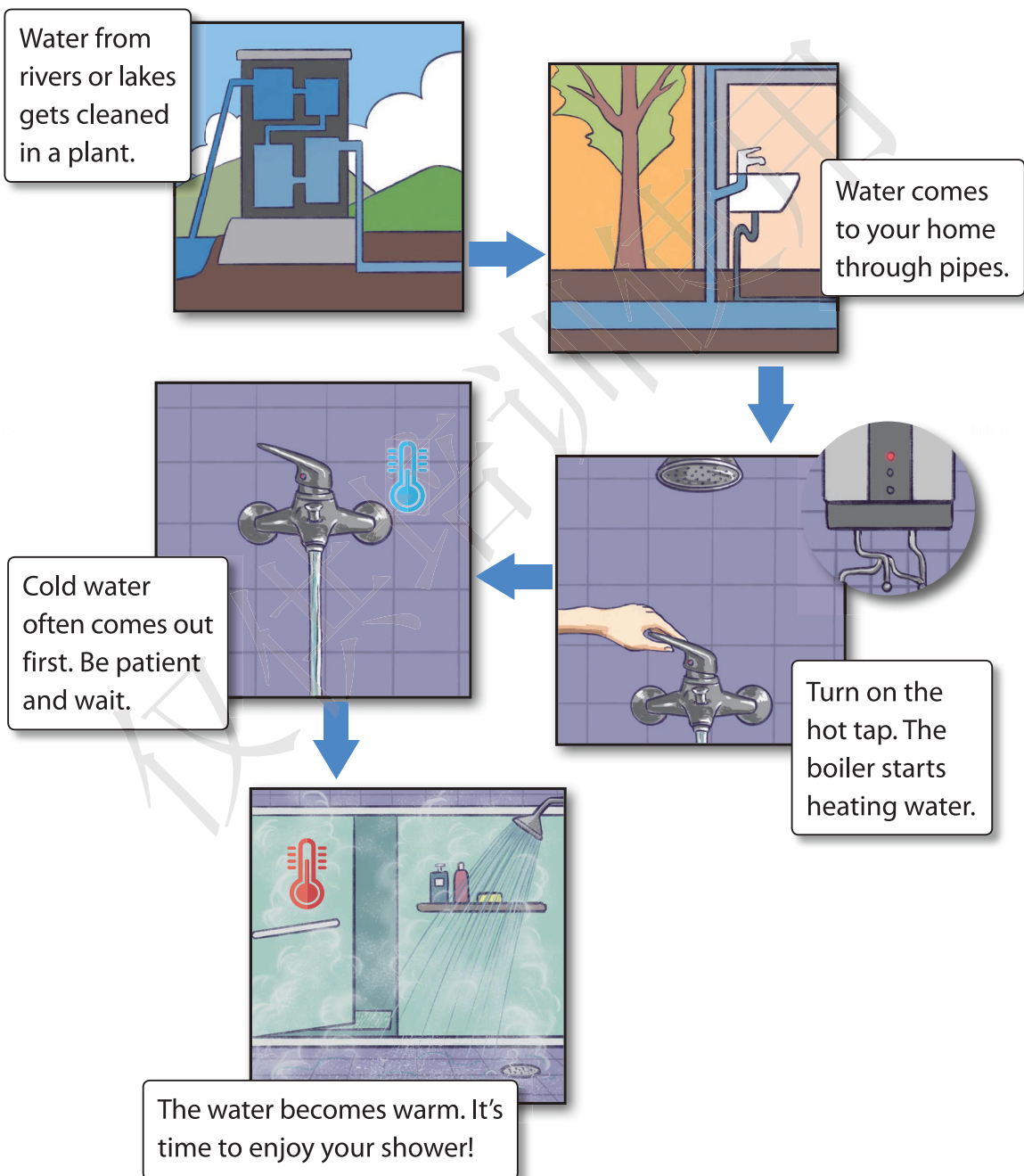
- (1) people drive cars and build factories / they produce greenhouse gases  
\_\_\_\_\_
- (2) more and more greenhouse gases trap extra heat / our planet continues to warm  
\_\_\_\_\_
- (3) the Earth warms / glaciers begin to melt  
\_\_\_\_\_
- (4) glaciers melt / sea levels rise, endangering low-lying places  
\_\_\_\_\_
- (5) If the problem continues / all the glaciers melt / sea levels could rise by about 70 metres  
\_\_\_\_\_



(6) we must take action / it becomes too late

**4 Explain** You are reading a picture book to your four-year-old cousin. Explain to him/her where the hot shower water comes from, using *when*, *before*, *after* or *until*.

After water from rivers or lakes gets cleaned in a plant, it ...



Your school is having a Water Week event. Write a proposal to encourage people to protect water.

**D1 Think** Read Lu Yao's proposal. How many water tips can you find in it?

Dear friends,

Clean water is limited and will become less as we continue to use and pollute it. I suggest we act now to protect water at school.

It's easy to start small — turn off the tap while soaping our hands, use rainwater for plants, and tell the teacher when we find something wrong with a tap.

We should also spread the ideas to everyone. We can put up signs, start river clean-up groups, or show videos to raise awareness of water protection.

Water is nature's gift. Together, we can save it for now and the future. Be a water hero!

Lu Yao

**D2 Prepare** Read Dr Hu's tip and find examples of parallel structure from the text in D1.

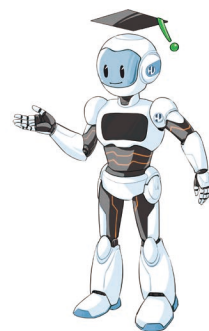
### TEEN skill Writing parallel structures (II)

Using the same grammatical form for two or more expressions in a sentence makes a parallel structure. The structure is used to list information or ideas of equal importance.

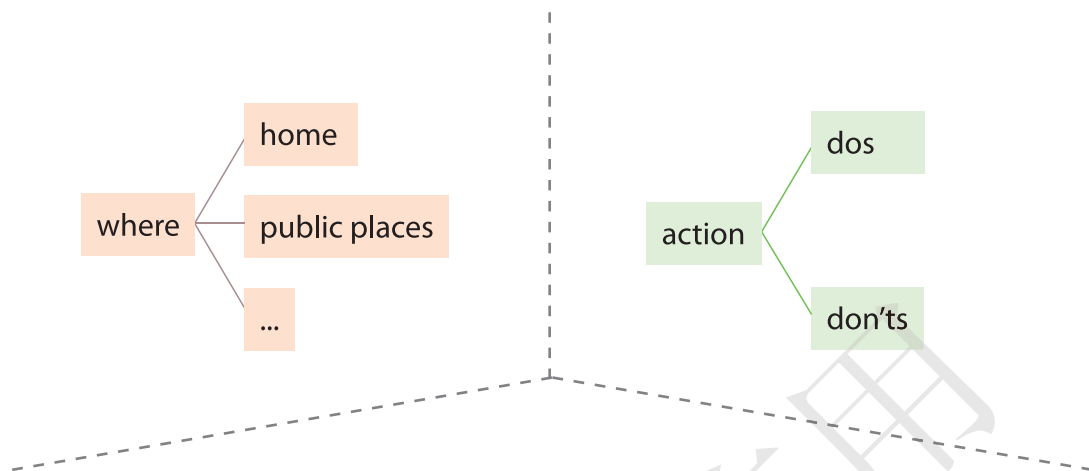
e.g. *I like swimming and diving; my father likes fishing and boating.*

*We use water everywhere — **at home, on the farm and in factories.***

*Floods are dangerous. They may **take lives, sweep things away and destroy buildings.***



**D3 Plan** What can be done to protect water? Choose one mind map below to organise your body paragraphs, or use your own ideas if you like.



**D4 Write** Write your proposal.

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**D5 Check** Check your writing. Pay attention to the use of parallel structures.

 **Update my to-do list** ☐ ☐ ☐ ☐ ☐

Share your article with a classmate and help revise each other's writing. Did you both use parallel structures correctly?





## New ways to supply water

### Cloud seeding<sup>①</sup>

Cloud seeding is a method of using special chemicals to make clouds rain. At present, over 50 countries in the world, including China, Australia, India and South Africa, use cloud seeding to increase rainfall in their dry regions.



### The South-North Water Transfer<sup>②</sup> Project

The project started in 2002, and transports water over 1,000 km from the Yangtze River basin<sup>③</sup> to the Yellow River basin. It

has helped to improve the water supply in northern China for homes, farming and industry.

### The Iceberg<sup>④</sup> Project

In 2017, an Emirati<sup>⑤</sup> company announced plans to bring icebergs from Antarctica to the UAE to provide a new source of fresh water for the country. The company is still working on ways to reduce the cost and keep the ice frozen. If successful, the project will provide millions of people with safe drinking water.



**Read and think** Which method do you like best? Why?

① cloud seeding 人工降雨 ② transfer 搬迁; 转移 ③ basin 流域 ④ iceberg 冰山

⑤ Emirati 阿联酋的

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# Words and expressions in each unit

注：本词表中粗体词为课标三级词汇表中收录的初中阶段基本词汇。

## Unit 1

<b>litre</b> ( <i>AmE liter</i> ) /'li:tə(r)/ <i>n.</i> 升	p. 4
<b>factory</b> /'fæktri/ <i>n.</i> 工厂	p. 4
<b>billion</b> /'bɪljən/ <i>n.</i> 十亿	p. 5
<b>salty</b> /'sɔ:lti/ <i>adj.</i> 含盐的；咸的	p. 5
<b>rest</b> /rest/ <i>n.</i> 剩余部分；休息时间	p. 5
<b>rare</b> /reə(r)/ <i>adj.</i> 稀少的；珍贵的	p. 5
<b>presentation</b> /,prezn'teɪʃn/ <i>n.</i> 展示会；介绍会	p. 6
<b>boring</b> /'bɔ:ɪŋ/ <i>adj.</i> 没趣的	p. 6
<b>chemical</b> /'kemɪkl/ <i>n.</i> 化学品	p. 6
<b>wastewater</b> /'weɪstwɔ:tə(r)/ <i>n.</i> 废水	p. 6
<b>treatment</b> /'tri:tment/ <i>n.</i> (净化或防治)处理；加工	p. 6
<b>include</b> /ɪn'klu:d/ <i>v.</i> 把……列为……的一部分；包括	p. 6
<b>research</b> /rɪ'sɜ:tʃ/ <i>v.</i> 研究；探讨；调查 <i>n.</i> 研究；调查；探索	p. 6
<b>agree</b> /ə'gri:/ <i>v.</i> 同意；赞成	p. 6
<b>beyond</b> /brɪ'jɒnd/ <i>prep.</i> 除……之外	p. 7
<b>energy-saving</b> /'enədʒi ,seɪvɪŋ/ <i>adj.</i> 节能的	p. 7
<b>dishwasher</b> /'dɪʃwɒʃə(r)/ <i>n.</i> 洗碗碟机	p. 7
<b>indirect</b> /,ɪndə'rekt; ,ɪndaɪ'rekt/ <i>adj.</i> 间接的	p. 7
<b>kilo</b> /'ki:ləʊ/ <i>n.</i> (= kilogram) 千克；公斤	p. 7
<b>hamburger</b> /'hæmbɜ:gə(r)/ <i>n.</i> 汉堡包	p. 7
<b>cotton</b> /'kɒtn/ <i>n.</i> 棉织物；棉布	p. 7
<b>touching</b> /'tʌtʃɪŋ/ <i>adj.</i> 令人同情的；感人的	p. 8
<b>desert</b> /'dezət/ <i>n.</i> 沙漠	p. 8

<b>soap</b> /səʊp/ <i>n.</i> 肥皂 <i>v.</i> 抹肥皂；用肥皂擦洗	p. 8
<b>corner</b> /'kɔ:nə(r)/ <i>n.</i> 角	p. 8
<b>pot</b> /pɒt/ <i>n.</i> 罐；瓶；壶；锅	p. 8
<b>set off</b> 出发；动身；启程	p. 8
<b>hole</b> /həʊl/ <i>n.</i> 洞；坑	p. 8
<b>step</b> /step/ <i>v.</i> 迈步；踩	p. 8
<b>mud</b> /mʌd/ <i>n.</i> 泥；淤泥	p. 8
<b>bathe</b> /beɪð/ <i>v.</i> 用水清洗(尤指身体部位)	p. 9
<b>shine</b> /ʃaɪn/ <i>v.</i> 照耀	p. 9
<b>forward</b> /'fɔ:wəd/ <i>adv.</i> 向前	p. 9
<b>pour</b> /pɔ:(r)/ <i>v.</i> 使(液体)连续流出；倒出	p. 9
<b>shut</b> /ʃʌt/ <i>adj. &amp; v.</i> 关闭；合上	p. 9
<b>drop</b> /drɒp/ <i>n.</i> 滴；水珠	p. 9
<b>fully</b> /'fʊli/ <i>adv.</i> 完全地；充分地	p. 9
<b>precious</b> /'preʃəs/ <i>adj.</i> 宝贵的；珍贵的	p. 9
<b>shoulder</b> /'ʃəʊldə(r)/ <i>n.</i> 肩膀 <i>v.</i> 背；扛；挑	p. 11
<b>snake</b> /sneɪk/ <i>n.</i> 蛇 <i>v.</i> 曲折前行；蛇行；蜿蜒伸展	p. 11
<b>thirsty</b> /'θɜ:sti/ <i>adj.</i> 口渴的	p. 11
<b>nor</b> /nɔ:(r)/ <i>conj.</i> 也不	p. 11
<b>limited</b> /'lɪmɪtɪd/ <i>adj.</i> 有限的	p. 14
<b>spread</b> /spred/ <i>v.</i> 传播	p. 14
<b>awareness</b> /ə'weənəs/ <i>n.</i> 意识	p. 14

## Unit 2

<b>digital</b> /'dɪdʒɪtl/ <i>adj.</i> 数码的；数字式的	p. 18
<b>support</b> /sə'pɔ:t/ <i>n.</i> 技术支持；支持；帮助	p. 20
<b>laptop</b> /'læptɒp/ <i>n.</i> 便携式电脑；笔记本电脑	p. 20