



九年义务教育课本

# English

英  
语

牛津上海版 OXFORD Shanghai Edition



英  
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八年级

第一学期

(试用本)



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上海教育出版社

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## Unit 1 Penfriends



### Reading

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\*



### More practice

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# Reading

## A What do you know about ...?

Penfriends often write about their favourite sports. Do you know the name of these sports? Write them below the photos.



a \_\_\_\_\_

b \_\_\_\_\_

c \_\_\_\_\_



d \_\_\_\_\_

e \_\_\_\_\_

f \_\_\_\_\_

badminton  
basketball  
baseball  
football  
tennis  
rugby

## B Before you read

**B1** Look at the letter on the next page. How can you tell it is a letter and not a story or a poem? Tick (✓) the things that tell you.

It has:

- a title
- an address in the top-right corner
- a date under the address

- a greeting (Dear ...)
- a signature (Jon) at the end

**B2** Read these six parts of the letter on the next page and complete the paragraph below. Do not read the whole letter yet.

- |                      |                             |                            |
|----------------------|-----------------------------|----------------------------|
| <b>a</b> the address | <b>c</b> the greeting       | <b>e</b> the last sentence |
| <b>b</b> the date    | <b>d</b> the first sentence | <b>f</b> the signature     |



The letter is from a boy called <sup>(1)</sup> \_\_\_\_\_ to a girl called <sup>(2)</sup> \_\_\_\_\_. The boy lives in a country called <sup>(3)</sup> \_\_\_\_\_. He wrote to the girl on <sup>(4)</sup> \_\_\_\_\_. He wants to be the girl's <sup>(5)</sup> \_\_\_\_\_ and he wants her to <sup>(6)</sup> \_\_\_\_\_ to him soon.

**B3** In many countries, a postcode is part of a person's address. It is usually a group of letters and numbers. A postcode makes it easier for the post office to deliver letters. What is Jon's postcode?

# A letter from a penfriend

2 Middle Street

Walker

Newcastle

NE6 4BY

England

UK

30 August

Dear May

I saw your name in *Penfriends* magazine, and I would like to be your penfriend. First, I will tell you something about myself. My name is Jonathan Chen. You can call me Jon. I am twelve years old, and I am about one and a half metres tall. I have very short black hair.

5 My hobby is playing chess.

I live with my parents in the UK. They are from Shanghai. We live in a small house. My dad owns a Chinese restaurant nearby and my mum works in a college. I have a brother. His name is Willie. He is at university in London. He is studying to be an accountant. He comes back home during the holidays. How many people are there in your family? What 10 do they do?

I am in Year 7 at Walker School. It is near my house, and I can walk to school. I like my school because the teachers are very friendly. I am keen on sports. I enjoy skiing and playing table tennis. My best subject is Physics. My ambition is to be an architect, or maybe an engineer.

15 I enclosed a photo of myself and some of my school friends. I am in the middle. I also enclosed a photo of our school. It is beautiful, isn't it? I hope you will write to me soon and tell me all about yourself.

Yours sincerely

Jon



## C Vocabulary

When you read a new English word, you can use the other words around it to help you work out its meaning. For example, look at these sentences.

I played *squash* last night with David.  
It was a great game. I was tired afterwards but I enjoyed it very much.

Even if we do not know what the word *squash* means, we can use other words around it like *played*, *game*, and *tired* to help us guess that it is a kind of sport.

**C1** Try to work out the meanings of the words in *italics* below.

- 1 He is very *idle*. He never tidies his bedroom.  
**a** lazy                           **b** friendly                           **c** angry
- 2 Jason bought some new *trainers* for ¥500. They look very good but they are too big for his feet.  
**a** basketballs                   **b** shorts                           **c** shoes

**C2** Here are some sentences from Jon's letter on page 3. Choose the best meanings for the words or phrases in *italics* below.

- 1 My dad *owns* a Chinese restaurant nearby ...  
**a** sells                           **b** has
- 2 He comes back home *during the holidays*.  
**a** when there is a holiday                   **b** when the holiday ends
- 3 I am *keen* on sports.  
**a** really like                           **b** really hate
- 4 My *ambition* is to be an architect, ...  
**a** strong wish to do something                   **b** job I am doing now
- 5 ...., or *maybe* an engineer.  
**a** certainly                           **b** possibly
- 6 I *enclosed* a photo of myself and some of my school friends.  
**a** finished this letter with                           **b** put ... inside the letter

**C3** Use the words in the box to complete the following sentences.

best Physics table tennis metre college

- 1 —How tall is your little cousin?  
—I think she is about one \_\_\_\_\_ tall.
  - 2 —Would you like to play \_\_\_\_\_ with me?  
—Yes, I'd love to.
  - 3 —Who is that lady?  
—She was my mother's classmate at \_\_\_\_\_.
  - 4 —What does your father do?  
—He teaches \_\_\_\_\_ at a junior high school.
  - 5 —What is his \_\_\_\_\_ subject at school?  
—He does well in English.

## D Comprehension

**D1** In Jon's letter, he writes some things about himself. In the list below, tick (✓) the boxes of the things that he writes about.



1 his name

2 his age

3 his height

4 his weight

5 his hobby

6 the name of his dad's restaurant

7 the name of his brother

8 the name of his school

9 his worst school subject

10 his dream job

**D2** Read these statements about Jon's letter and write **T** (True) or **F** (False). If the letter does not tell you anything about them, write **DK** (Don't know).

- 1 Jon knows May's address. \_\_\_\_\_
- 2 He is about 1.5 metres tall. \_\_\_\_\_
- 3 He has long brown hair. \_\_\_\_\_
- 4 He often feels unhappy. \_\_\_\_\_
- 5 His parents moved to the UK twelve years ago. \_\_\_\_\_
- 6 There are four people in his family. \_\_\_\_\_
- 7 Willie wants to be a writer. \_\_\_\_\_
- 8 Jon usually goes to school by school bus. \_\_\_\_\_
- 9 Jon does not like sports. \_\_\_\_\_
- 10 Jon has put one photo in his letter to May. \_\_\_\_\_

**D3** Here are some statements about Jon. Find facts in the letter that tell you they are probably true. The first one has been done for you.

- 1 He is probably very clever.  
(His hobby is ...)  
His hobby is playing chess.
- 2 His dad probably enjoys food.  
(His dad owns ...)
- 3 His brother is probably good at Maths.  
(His brother is studying to be ...)
- 4 He's probably healthy.  
(He is keen on ...)
- 5 He will probably go to university after he leaves school.  
(His ambition is ...)





## Grammar

### A Asking Wh- questions and How questions

We use question words to find out things. They usually come at the beginning of questions.

We use ...	for questions about ...
<b>What</b>	things
<b>Where</b>	places
<b>When</b>	times
<b>Which</b>	choosing people or things
<b>Who</b>	people

Examples
<b>What</b> is your name?
<b>Where</b> is the post office?
<b>When</b> can we leave?
<b>Which</b> do you want, rice or noodles?
<b>Who</b> are your neighbours?

We use ...	for questions about ...
<b>How</b>	health/transport
<b>How big</b>	size
<b>How far</b>	distance
<b>How long</b>	duration
<b>How much</b>	money
<b>How old</b>	age
<b>How many</b>	number

Examples
<b>How</b> are you?/ <b>How</b> do you go home?
<b>How big</b> are your shoes?
<b>How far</b> is the shopping centre?
<b>How long</b> do you have for lunch?
<b>How much</b> is this umbrella?
<b>How old</b> is your brother?
<b>How many</b> people are there?

**A1** May and her mum are talking about Jon's letter. Complete the conversation below using the question words in the box.

How many	How old	Who	Where	When	What
----------	---------	-----	-------	------	------

Mum: <sup>(1)</sup> \_\_\_\_\_ is the letter from?

May: A new penfriend.

Mum: <sup>(2)</sup> \_\_\_\_\_ is his name?

May: Jon.

Mum: <sup>(3)</sup> \_\_\_\_\_ does he live?

May: In Newcastle. That's in England.

Mum: <sup>(4)</sup> \_\_\_\_\_ is he?

May: Twelve.

Mum: <sup>(5)</sup> \_\_\_\_\_ is his birthday?

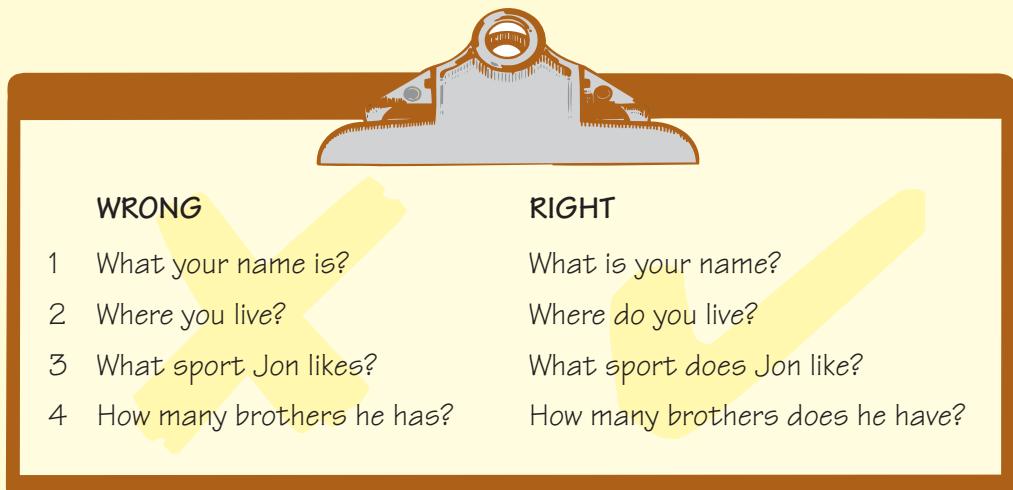
May: I don't know. He doesn't say it in the letter.

Mum: <sup>(6)</sup> \_\_\_\_\_ brothers and sisters does he have?

May: One brother. OK, Mum, I'm going to write a reply now.



In *Wh*-questions and *How* questions, we usually put the verb or the auxiliary in front of the subject. Look at the following sentences.



<b>WRONG</b>	<b>RIGHT</b>
1 What your name is?	What is your name?
2 Where you live?	Where do you live?
3 What sport Jon likes?	What sport does Jon like?
4 How many brothers he has?	How many brothers does he have?

**A2** Here are some questions and answers about Jon's school friend, Joyce. Write the questions correctly, putting the words in the right order.



#### Questions

- 1 you/How/are/old/?
- 2 is/your/What/ambition/?
- 3 in/Which/do/school/study/you/?
- 4 is/school/Where/your/?
  
- 5 How/do/many/and/sisters/you/ have/brothers/?

#### Answers

- I'm twelve.  
To be a scientist.  
Walker School.  
In the north-east of England.  
I have one little brother.

\* **A3** Here are two of Jon's friends at Walker School. Write some questions to ask them, using the notes to help you.



- 1 name?
- 2 age?
- 3 height?
- 4 (where) home?
- 5 brothers and sisters?

- 6 (how) go to school?
- 7 favourite subject?
- 8 sports?
- 9 hobby?
- 10 ambition?

## B Using **a** and **an**

We use **a** before words beginning with consonant sounds and **an** before words beginning with vowel sounds.

My father is **a** teacher.  
We have **a** small classroom.  
My brother is studying to be **an** accountant.  
They work in **an** office.

### Tips

- We use **a** before vowel letters with consonant sounds, e.g., **a** uniform.
- We use **an** before words beginning with silent consonant letters followed by a vowel sound, e.g., **an** honest person.

Some students are talking about their ambitions. Complete the sentences with **a** or **an**.



My ambition is to be  
 architect.



I want to be  scientist.



I'd like to be   
English teacher.



My ambition is to be  
 pilot.



I would like to be   
basketball star!



I'd like to be  actor.

# Listening

## Jon's classmates

Listen to Jon's teacher describing eight of the students in the class. Take notes, as in the example given for Joyce. Then use your notes to match the descriptions with the photographs, and write the names in the correct places.

**Boys:** Andy      Simon      Mike      Harry  
**Girls:** Helen      Nicky      Joyce      Mary



**Joyce**  
black hair  
quite long  
parting in the middle  
glasses  
white shirt  
blue tie

1 Joyce

2 \_\_\_\_\_



3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_



6 \_\_\_\_\_

7 \_\_\_\_\_

8 \_\_\_\_\_



## Speaking

### A Talk time

When we ask questions starting with question words, we let our voices fall at the end. When we answer these questions, we usually let our voices fall at the end too. Sometimes we make our voices rise at the end of sentences. We do this to express surprise, or other feelings such as happiness.

**A1** Practise saying the sentences below. Make your voices go down ( ↘ ) or up ( ↗ ).

- 1 —What's his name?  
—David.
- 2 —Where does he live?  
—I don't know.
- 3 —When was he born?  
—In nineteen ninety-five.
- 4 —How old is he?  
—Thirteen.
- 5 —How many brothers does he have?  
—Three.
- 6 —He plays tennis.  
—Tennis?
- 7 —His house has a purple roof.  
—A purple roof?
- 8 —His eyes are green.  
—Green?

**A2** May is meeting Bob for the first time. She wants to find out about him. Practise the conversation. Then work in pairs to make a similar conversation about yourselves.

May: Hello, what's your name?

Bob: Bob.

May: Mine is May. Where do you live?

Bob: I live in Britain.

May: How old are you?

Bob: Thirteen.

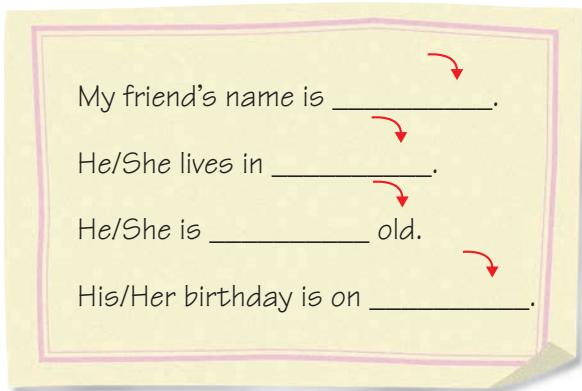
May: When's your birthday?

Bob: The tenth of September.

May: (surprised) The tenth of September? Me too.

## B Speak up

Introduce one of your friends to the class. Use the facts about him or her. The notes below will help you.



## Writing

### A letter to a penfriend

Now you are May. You want to reply to Jon's letter.

**A** Work in pairs to do the following.

- 1 Write your home address or the address of your school.  
(First, look at how Jon writes his address.)
- 2 Choose **a** or **b** to start your letter.
  - a Thanks a lot for your letter. I'm happy to be your penfriend. I'd like to tell you something about myself. I'm ... years old and in Grade ...
  - b I'm ... years old and in Grade ...
- 3 Decide on words to tell Jon about yourself:
  - your age, height and hair;
  - your hobbies;
  - something about your family and your home;
  - information about your school;
  - your ambition (if you have one).
- 4 Choose **a** or **b** to end your letter.
  - a It was great to hear from you, Jon. I hope you'll write again soon.
  - b That's all I have to say, Jon.

**B** Working alone, write the reply to Jon's letter for May.

Put your home address or school address in the top-right corner.

Put the date under the address.

Dear Jon

Paragraph 1 — your starting sentences  
— information about yourself (age, height, hair, hobbies, etc.)

Paragraph 2 — information about your family (parents, brothers and sisters, pets, your flat, etc.)

Paragraph 3 — information about your school (name of school, your favourite sports at school, best subject, your ambition, etc.)

Paragraph 4 — sentences about your photos  
— your ending sentences

Best wishes

May

**C** Imagine that you are writing to another penfriend in Canada. Write his or her name and address on the envelope. Use capital letters where necessary.



bill amos  
128 west street  
vancouver  
british columbia  
v6e 14h4  
canada



## More practice

Your friends, Jason and Mandy, want to find penfriends too. They are using the Internet to look for penfriends. They are reading Anna's blog and thinking of some questions.

1 How old is she?  
2 Where does she live?  
3 What are her hobbies?

## Anna's Blog

Hello. Welcome to my blog. My name is Anna. I am a girl from Germany. I am 13 years old. I am tall and thin, and I have long, blonde hair.

I like many sports. I love playing badminton. I am keen on swimming and playing tennis too. I also like listening to pop music and drawing pictures. I have an old guitar and I am learning to play it. My native language<sup>①</sup> is German, but I also enjoy reading and speaking English.

My mum is a teacher and my dad is a taxi driver. I have a big family. We live in a flat. The flat is quite small but I like it because it is very close to the mountains! I love drawing pictures of the mountains. I share a room with my sister, Marina. She is 15. I have two other little sisters and one brother. We all love to have family parties together.

I go to a big school by bus from my home. My favourite subjects are Maths, Art and English. I attend school from 8 a.m. to 1 p.m. on weekdays. I do not wear a school uniform. I like my school because the teachers are all very friendly. My ambition is to be an architect when I leave school.

I would like to have penfriends from all over the world! I hope that you will e-mail me, and maybe come and visit me in Germany one day!

① native language 母语

**A** Jason and Mandy are reading about Anna and taking notes. They are also thinking about themselves. Look back at Anna's blog and help them complete these notes.

		
<b>Jason</b>	<b>Anna</b>	<b>Mandy</b>
1 I want a penfriend in Europe or Australia.	Anna lives in Germany.	I want a penfriend in Europe.
<b>HOBBIES</b>		
2 I like sports. I love football and basketball.	Anna likes sports. She _____.	I hate sports.
3 I don't like music.	She likes _____ and is learning to _____.	I am keen on pop songs. I can play the violin.
4 I enjoy writing in English.	She enjoys _____.	I like reading English.
5 My favourite subjects are English and Maths.	Her _____.	My favourite subjects are Music and English.
<b>HOME AND FAMILY</b>		
6 I live in a flat in a city.	She lives _____.	I live in a house in the countryside.
7 I have no brothers or sisters.	She has _____ and _____.	I have one little brother.
<b>AMBITION</b>		
8 I want to be a P.E. teacher.	She wants to _____.	I want to be a nurse.

**B** Will Jason and Mandy write to Anna? What do you think? Give two reasons.

1 I (don't) think Jason will write to Anna because ...

---



---

Send e-mail

2 I (don't) think Mandy will write to Anna because ...

---



---

Yes?

No?

# Progress file 1

## Vocabulary

Match these words with their meanings.

- |                 |   |
|-----------------|---|
| 1 an accountant | a to like something                         |
| 2 to be keen on | b to have                                   |
| 3 an ambition   | c a person who works with money and numbers |
| 4 to own        | d how tall a person or a thing is           |
| 5 height        | e a strong wish to do something             |

## Grammar

Complete the questions with the correct question words. Use each word only once.

	Where	What	When	How old	How many
6	_____	brothers and sisters	does he have?		
7	_____	is the name of his brother?			
8	_____	does his brother live now?			
9	_____	was he born?			
10	_____	is your puppy?			

Complete the sentences with **a** or **an**.

- 11 I have \_\_\_ penfriend called Angela.
- 12 She is \_\_\_ European girl, but she lives in Japan.
- 13 She wants to be \_\_\_ engineer when she leaves school.
- 14 It takes her \_\_\_ hour to travel to school every day.
- 15 His father is \_\_\_ university teacher.

## My progress:



Comments:



0–6 Try harder.



7–12 Can do better.



13–15 Good work.

## Word box



<b>baseball</b> /'beɪsbɔ:l/	n.	棒球运动
<b>title</b> /'taɪtl/	n.	标题；题目
<b>corner</b> /'kɔ:nə(r)/	n.	角
* <b>Walker</b> /'wɔ:kə(r)/	n.	(英国地名) 沃克
* <b>Newcastle</b> /'nju:,kɑ:sl/	n.	(英国地名) 纽卡斯尔
<b>metre</b> /'mi:tə(r)/	n.	米；公尺
<b>own</b> /əʊn/	v.	拥有
<b>nearby</b> /,nɪə'bɪ/	adv.	在附近
<b>college</b> /'kɒlɪdʒ/	n.	(英国) 学院，职业学校
<b>university</b> /ju:nɪ've:səti/	n.	大学；高等学府
* <b>accountant</b> /ə'kaʊntənt/	n.	会计；会计师
<b>during</b> /'djʊərɪŋ/	prep.	在……期间
<b>keen</b> /ki:n/	adj.	喜爱；有兴趣
<b>(be) keen on</b>		对……着迷
* <b>ski</b> /ski:/	v.	滑雪
<b>table tennis</b> /'teɪbl ,tenɪs/	n.	乒乓球运动
<b>best</b> /best/	adj.	最好的
<b>physics</b> /'fɪzɪks/	n.	物理学
<b>ambition</b> /æm'bɪʃn/	n.	追求的目标；志向
<b>maybe</b> /'meɪbi/	adv.	或许；可能
* <b>enclose</b> /ɪn'kləʊz/	v.	随函(或包裹)附上
<b>height</b> /haɪt/	n.	(人的)身高；(物的)高度
<b>dream</b> /drɪ:m/	n.	梦想；理想
<b>probably</b> /'prɒbəblɪ/	adv.	很可能；大概
<b>tie</b> /taɪ/	n.	领带
<b>roof</b> /ru:f/	n.	顶部；屋顶



## Notes

Page 3

1 ... , and I am about one and a half metres tall. ...., 我身高一米五左右。

用英语表达人的身高或物的长、宽、高时，形容词往往放在计量单位的后面。

如：The room is five metres long, four metres wide and three metres high. 这个房间长五米，宽四米，高三米。

2 My hobby is playing chess. 我的业余爱好是下国际象棋。

My ambition is to be an architect, ... 我的志向是成为一名建筑师，.....

注意：动词be后需用动词+ing或动词不定式形式作它的表语，不能直接跟动词原形。

## Unit 2 Work and play



### Reading

p. 20



### Grammar

p. 24



### Listening

p. 27



### Speaking

p. 28



### Writing

p. 30

\*



### More practice

p. 32





## Reading

### A What do you know about ...?

 Look at these pictures, and think about your daily life.

Which of these things do you \_\_\_\_\_?

- a do every day      b do once or twice a week      c never do



clean my teeth



go to school



watch television



play table tennis



use the telephone



eat fish



ride a motorcycle



play the piano



play computer games

### B Before you read

 Before you read the article on the next page, look at the title, the introduction and the pictures. Choose the right answers.

- 1 Wendy probably \_\_\_\_\_ the introduction.  
a wrote      b did not write
- 2 Wendy is probably \_\_\_\_\_ most other students.  
a similar to      b different from

- 3 We can expect to find out about Wendy's \_\_\_\_\_.  
a business      b holidays
- 4 A 'whizz-kid' is probably a young person who \_\_\_\_\_.  
a drives too fast      b is very successful



# A day in the life of ...

## WHIZZ-KID WENDY

**Wendy Wang, 18, must be one of the top students in the city. She has already written several successful computer games. Now all of her family work in her business. And she is still at university!**

**6 a.m.**

I get up at six, wash, and put on my suit. I have breakfast with my family. We have a family business. I write computer games. Luckily, they are very popular. We sell over half a million games every year. My dad is the manager of the company, and my mum is responsible for sales. My brother is our accountant. Every morning we discuss the business over breakfast.



**7.30 a.m.**

I always go to the university in our family car. We have a driver. He drives me there every day. I sometimes make phone calls to our clients on the way.

**8 a.m.**

I start school. I enjoy seeing my school friends, but some of the work is boring because it is too simple for me. I usually achieve A grades in all my subjects. I never fail an exam.

**12.30 p.m.**

About twice a week, the driver collects me at noon. I have lunch with a client, and then I return to the university.



**4.15 p.m.**

After school I usually attend a club. On Fridays we have Computer Club meetings. Other students often ask me to assist them. On Mondays and Thursdays I play basketball. Once a week I have violin lessons.

**7 p.m.**

I always have dinner with my family. We discuss the business. Then I go to my office and continue working on my games. I seldom go to bed before 11.30 p.m. I do not usually need much sleep.

## C Vocabulary

**C1** Find these words or phrase in the article on page 21. Then read the words around them and choose the right meanings.

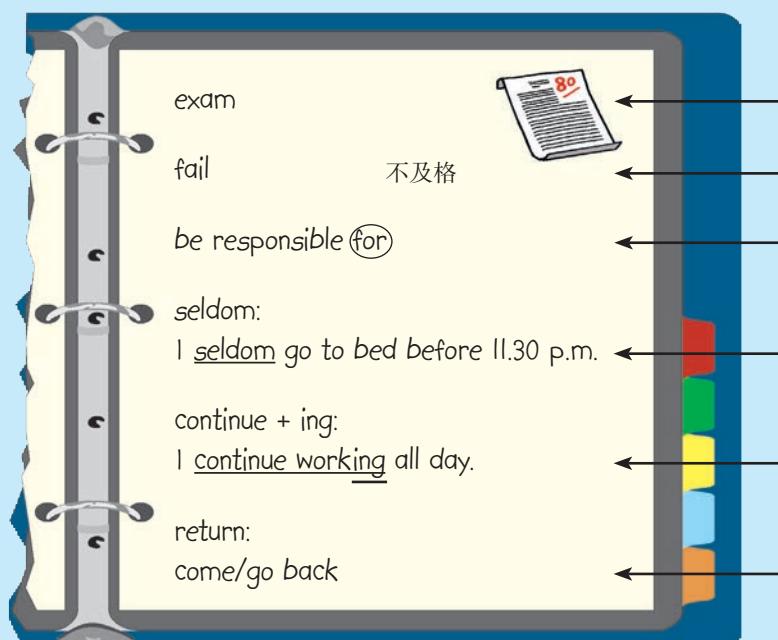
- |                        |                          |            |
|------------------------|--------------------------|------------|
| 1 business             | 3 is responsible for     | 5 fail     |
| a a big house          | a is good at             | a not pass |
| b a company            | b has the job or duty of | b finish   |
| 2 popular              | 4 sales                  |            |
| a liked by many people | a selling things         |            |
| b used by few people   | b buying things          |            |

**C2** Find the words in Column A in the article and match them with the meanings in Column B.

A	B
1 boring	a very easy
2 simple	b not interesting
3 attend	c not often
4 continue	d go to
5 seldom	e go on



To learn new English words, many students keep their own vocabulary notebooks. Here is an example.



You can do these things:

- draw a picture
- write the meaning in Chinese
- write phrases (words which go together), and circle the preposition(s)
- write an example sentence
- note a pattern
- write the meaning in English

Have you got your own vocabulary notebook? If not, you should start one today!

## D Comprehension

**D1** Complete the list with information from the article. Write only notes (one to three words or figures) for each answer.

**About Wendy**

- 1 Time she gets up
- 2 What she writes
- 3 How many games they sell every year
- 4 Her brother's job
- 5 How she gets to the university
- 6 What she sometimes does on the way to the university
- 7 Her usual grades in exams
- 8 How often she has lunch with a client
- 9 When she goes to Computer Club
- 10 Time she has dinner
- 11 What she does after dinner
- 12 Time she usually goes to bed

**D2** Here are some questions about Wendy. Answer them by writing **Y** (Yes) or **N** (No). If the article does not give you the information, write **DK** (Don't know).

- 1 Can Wendy write computer games? \_\_\_\_\_
- 2 Does Wendy have breakfast at 8 a.m.? \_\_\_\_\_
- 3 Does Wendy drive herself to the university? \_\_\_\_\_
- 4 Is some of Wendy's school work too simple for her? \_\_\_\_\_
- 5 Does Wendy pass all of her exams? \_\_\_\_\_
- 6 Is Wendy good at violin? \_\_\_\_\_
- 7 Do Wendy and her family talk about the business over breakfast and dinner? \_\_\_\_\_
- 8 Does Wendy sleep for about eight hours a night? \_\_\_\_\_



## Grammar

### A The simple present tense

To talk or write about things that happen all the time or a number of times, we can use verbs in the simple present tense.

I			He		
You	drink	milk every day.	She		
We			It		
They					

Do	I you we they	drink milk every day?	Does	he she it	drink milk every day?
----	------------------------	-----------------------	------	-----------------	-----------------------

I		He			
You	do not drink	milk every day.	She		
We			It		
They					

#### Tips

- Don't forget to add **-s** to verbs after **he/she/it**.
- We add **-es** to verbs that end in **-s, -x, -ch** or **-sh**, e.g., **discusses**, **mixes**, **watches**, **washes**.
- We also add **-es** to verbs like **go** and **do**.
- Some verbs end in a consonant and **-y**. Then we drop the **-y** and add **-ies**, e.g., **studies** (**study**).

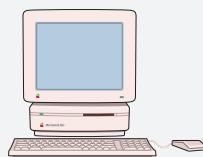
**A1** Work in pairs. S1 has to write a short report on what Wendy does every day. S2 is Wendy. S1 asks S2 the questions below with the verbs in brackets. S2 gives answers using the facts from the article on page 21.

- 1 What \_\_\_\_\_ you \_\_\_\_\_? (write)
- 2 \_\_\_\_\_ your parents and brother \_\_\_\_\_ in your business? (work)
- 3 \_\_\_\_\_ the driver \_\_\_\_\_ you to the university? (take)
- 4 Who \_\_\_\_\_ you \_\_\_\_\_ phone calls to on the way to the university? (make)
- 5 What \_\_\_\_\_ you \_\_\_\_\_ over dinner? (discuss)
- 6 When \_\_\_\_\_ you \_\_\_\_\_ to bed? (go)

**A2** Now work on your own. Use the information you got in **A1** to complete the report below.

### Wendy's business

Wendy <sup>(1)</sup> computer <sup>(2)</sup>. Her parents and brother <sup>(3)</sup> in her business. The driver <sup>(4)</sup> her to the university every morning. Sometimes she <sup>(5)</sup> phone calls to <sup>(6)</sup> on the way there. She <sup>(7)</sup> the <sup>(8)</sup> with her family over dinner. She usually <sup>(9)</sup> to bed after <sup>(10)</sup>.



## B Adverbs and adverbial phrases of frequency

We often use adverbs and adverbial phrases to say how often things happen.

### Adverbs

I

**always/usually/often/  
sometimes/seldom/never**

go to the university by bus.

### Adverbial phrases

I have violin lessons

**once a week.  
every night.**

**Twice a month,  
On Tuesdays,**

I play basketball.

### Tips

- Adverbs come before the main verb, e.g., I **always** go to the university by bus.
- These adverbs mean:

always	—	all the time/every time
usually/often	—	many times
sometimes	—	less than often, more than seldom
seldom	—	not many times
never	—	at no time
- Adverbial phrases do not come before the main verb. They often come at the end or the beginning of a sentence, e.g., I play basketball **every day**.  
**Twice a month**, I play basketball.

**B1** Wendy and her family plan to go to Blue Bay on holiday. Wendy wants some advice from you about Blue Bay. Look at the rainfall chart on the right below and answer her questions. Write **Yes** or **No** and suitable adverbs.

Wendy: Should I go to Blue Bay on holiday in March?

You: <sup>(1)</sup> No.

Wendy: Why?

You: It <sup>(2)</sup> always rains there in March.

Wendy: Then should I go in July?

You: <sup>(3)</sup>           . It <sup>(4)</sup>            rains in July.

Wendy: And what about August?

You: <sup>(5)</sup>           . It <sup>(6)</sup>            rains in August.

Wendy: Is November the best month to go to Blue Bay?

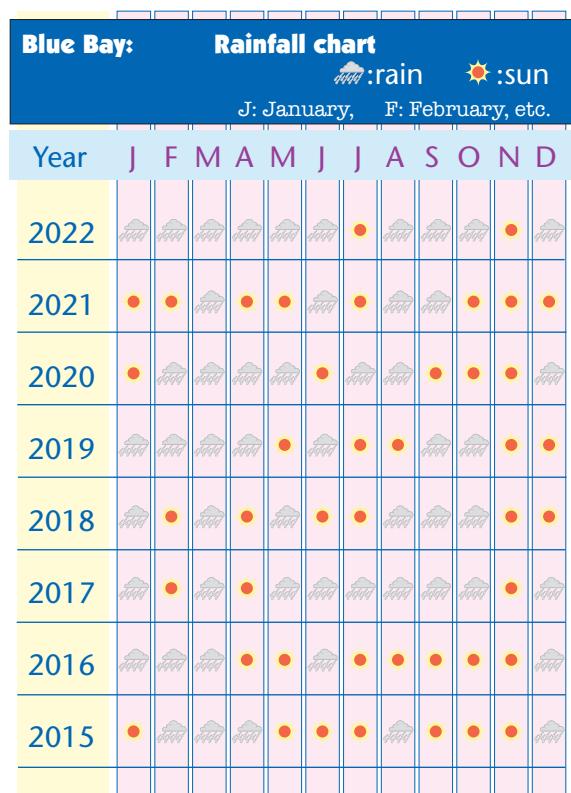
You: <sup>(7)</sup>           .

Wendy: Why?

You: It <sup>(8)</sup>            rains in November.

Wendy: What about May? Is that a good month to go?

You: Yes and no. It <sup>(9)</sup>            rains in May.



**B2** Work in pairs. S1 wants information about Wendy, her family and her business. S2 gives the correct information. Look at the article on page 21 again if necessary.

1 S1:            Wendy usually            at seven o'clock? (get up)

S2:           , she            at           .

2 S1:            she            the business with her family over breakfast? (discuss)

S2:           , she           .

3 S1:            she            herself to the university? (drive)

S2:           , she            herself to the university.

4 S1: How often            she            phone calls on the way to the university? (make)

S2: She            phone calls to clients.

5 S1:            she usually            B grades at university? (achieve)

S2:           , she usually           .

6 S1: How often            she            Computer Club meetings? (attend)

S2: She            Computer Club meetings            a week, on Fridays.

7 S1:            she often            to bed before 11.30 p.m.? (go)

S2:           , she            before 11.30 p.m.



# Listening

## Jack's weekends

The pictures below show you what Jack, a French boy, does on Saturdays. Listen to Jack talking and take notes. Find out **what** Jack does on Saturdays, and **when** he does each thing.

1



What? read \_\_\_\_\_  
When? \_\_\_\_\_

2



What? \_\_\_\_\_ together  
When? \_\_\_\_\_

3



What? visit \_\_\_\_\_  
When? \_\_\_\_\_

4



What? \_\_\_\_\_ at a club  
When? \_\_\_\_\_

5



What? ride to bakery to \_\_\_\_\_  
When? \_\_\_\_\_

6



What? \_\_\_\_\_ with grandparents  
When? \_\_\_\_\_

7



What? \_\_\_\_\_  
When? \_\_\_\_\_

8



What? \_\_\_\_\_  
When? \_\_\_\_\_



## Speaking

### A Talk time

When we ask questions that do not begin with a question word, we make our voices rise at the end. These questions begin with **do**, **did**, **has**, **is**, **can**, **could**, etc. These questions can be answered by **yes** or **no**.

Do you understand?

Can you repeat that?

Is it correct?

Can you explain it?

We also make our voices rise to show politeness.

Excuse me.

You'll have to hurry.

Thank you.

#### Tips

**Excuse me** is a polite way of getting a person's attention and letting him/her know that you want to start speaking.

**A1** Mr Fuller, a science teacher, is talking to Wendy's class. Practise the conversation below.

Mr Fuller: Today, we're going to talk about experiments. First, ...

Wendy: Excuse me, sir.

Mr Fuller: Yes, Wendy.

Wendy: Can you spell 'experiments'?

Mr Fuller: E-X-P-E-R-I-M-E-N-T-S.

Wendy: Thank you, sir.

**A2** In pairs, make a conversation like the one in **A1**. Try to make your voices rise and fall correctly. Talk about the following:

energy    cell    force    electricity    heat    temperature

## B Speak up

**B1** Work in pairs to find out more about your classmate's daily life. Ask your partner the questions below and write down the answers.

**QUESTIONNAIRE**  
How often do you ...?

Answer all questions honestly.  
Only use the words **always**, **often**, **sometimes**, **seldom** or **never**.  
Note: **always** here means every day in a week, **often** means most days in a week, etc.

**HOW OFTEN DO YOU:**

- 1 get up in the morning feeling happy? \_\_\_\_\_
- 2 enjoy school? \_\_\_\_\_
- 3 do physical exercise or sports? \_\_\_\_\_
- 4 help other people? \_\_\_\_\_
- 5 get very angry? \_\_\_\_\_
- 6 clean your bedroom? \_\_\_\_\_
- 7 watch TV? \_\_\_\_\_
- 8 read magazines? \_\_\_\_\_
- 9 use the Internet? \_\_\_\_\_
- 10 go to bed at night feeling happy? \_\_\_\_\_

**B2** Make a report about your classmate's daily life using the facts from the questionnaire that you completed in **B1**.

My classmate \_\_\_\_\_ (name) \_\_\_\_\_ gets up in the morning feeling happy.

He/She \_\_\_\_\_ enjoys school.

...

...

...

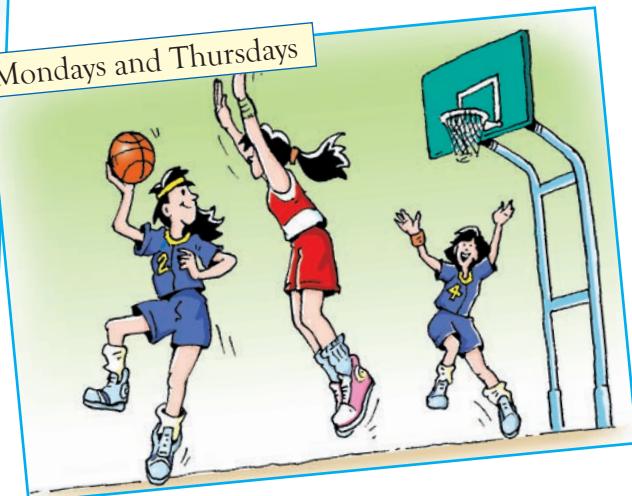
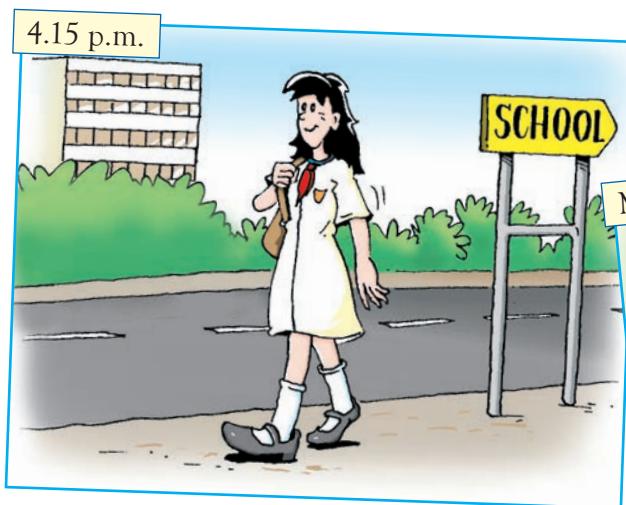
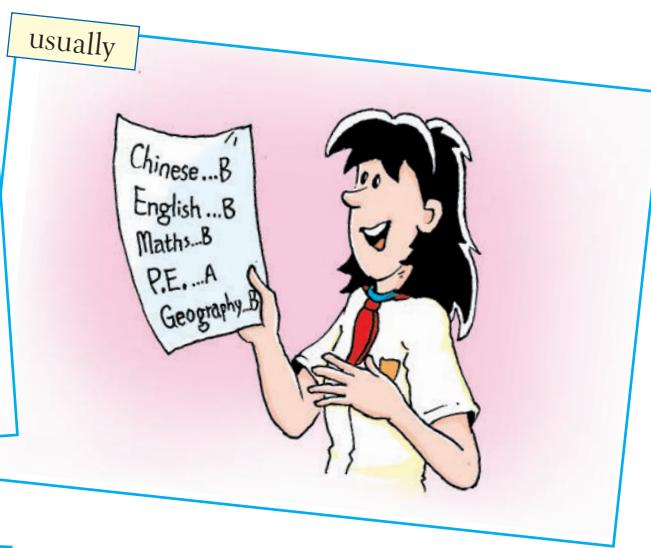
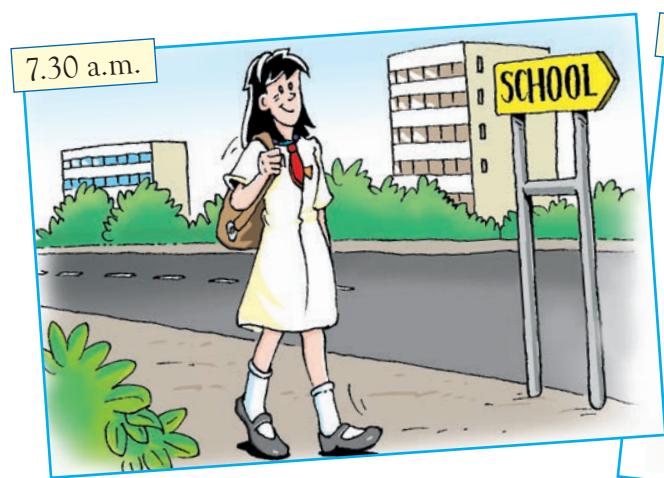
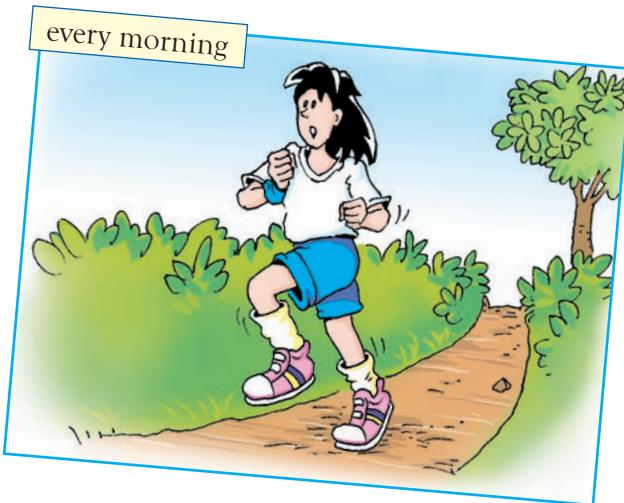
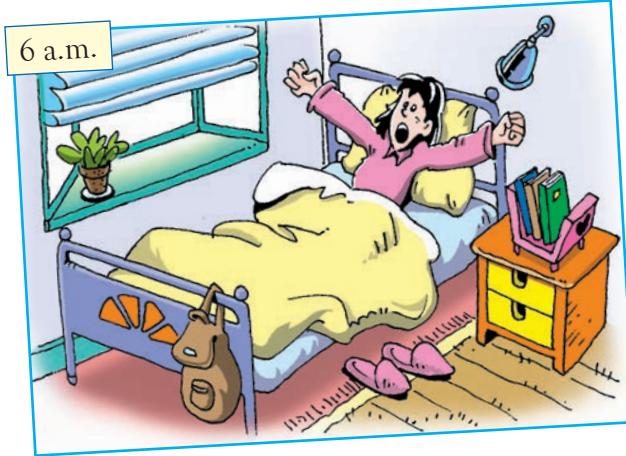
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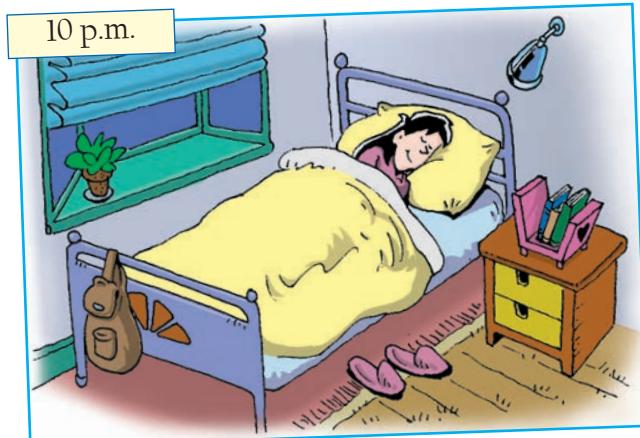
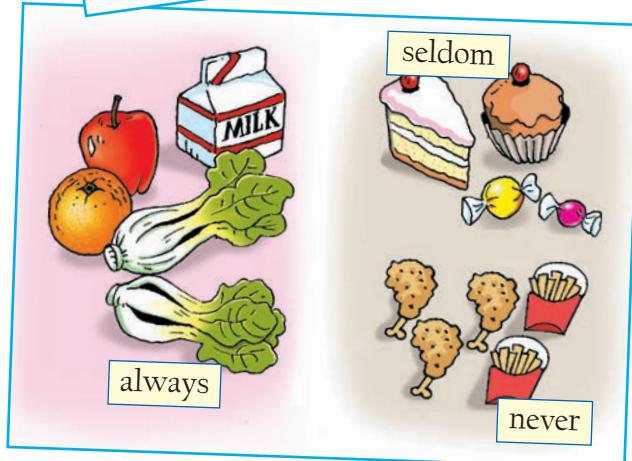
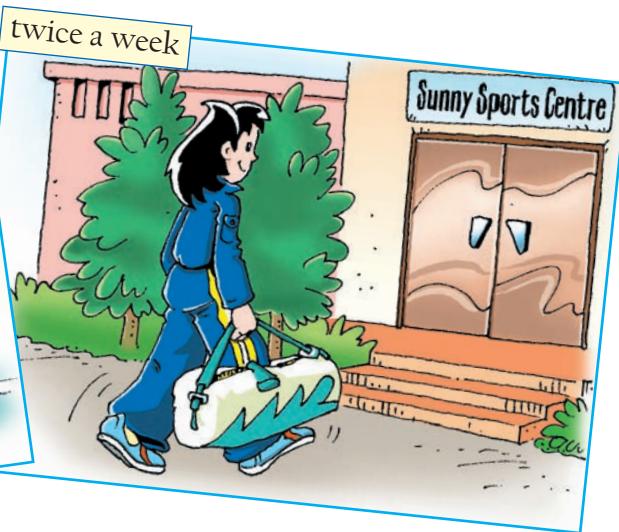
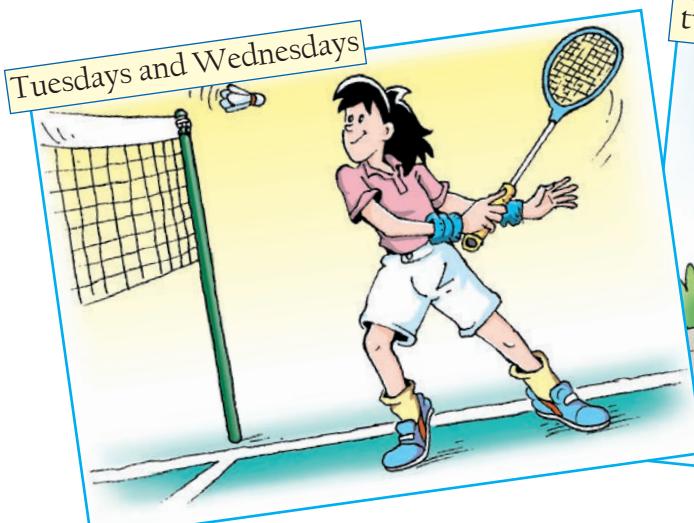


## Writing

### A day in Megan's life

Now you are Megan's friend. You want to write a short article about her for *The International Children's Newspaper*.





Complete the article using the word and phrases in the box below to help you.

go jogging  
best subject  
play badminton  
healthy food

go to school  
walk home  
for training  
fried food

achieve ... grades  
play basketball  
fit  
go to bed

Megan is the under-15 badminton champion in our city. She lives a healthy life.

Megan gets up at 6 a.m. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## More practice

A Day in My Life

Back Forward Reload Home Search Netscape Images Print Security Shop Stop Location: A Day in My Life What's Related WebMail Radio People Yellow Pages Download Calendar

### Sandy's Blog

# A Day in My Life

★ I wake up at about 7 a.m. Then I ask myself, 'Which country am I in today?' My home often changes because I am in the circus<sup>①</sup>. My parents and I joined seven years ago. I was eight years old then.

I get out of bed, wash, and put on my clothes. Then I have 5 breakfast with my family.

After that, it is time for lessons. Our teachers always travel with us. We do not have a real school. We study from 8.30 a.m. to 12.15 p.m. After lunch, we have more lessons. Once or twice a week, the teachers take us to visit interesting places. We never get bored.

10 At 4 p.m., we train for the circus. I am an acrobat<sup>②</sup>. I practise with the other performers in my act. Sometimes I fall down and hurt myself. I often have a pain in my leg or arm, but I seldom stop. You must be tough in the circus.

Most of my friends are in the circus too. Li Mei is from China. She walks on stilts<sup>③</sup>. Mark, from Australia, is a clown. He rides a unicycle<sup>④</sup> too. There are people from 15 many countries, and we all speak several languages.

We have dinner at 6 p.m., and then I do some homework. After that, I have a rest. At 8.30 p.m., I put on my make-up and my costume<sup>⑤</sup>. My act starts at 9 p.m. I love to perform in the circus. The circus is very popular, so we usually have a big crowd.

20 After the performance, I return to my home and relax for an hour. I go to bed at about 10.30 p.m. every night.

32

① circus n. 马戏团 ② acrobat n. 杂技演员 ③ stilt n. 高跷 ④ unicycle n. 独轮车 ⑤ costume n. 服装

**A** Here are some sentences from Sandy's blog. Do you know the meanings of the words in *italics*?

- 1 My parents and I *joined* seven years ago.  
a became members      b left
- 2 We never *get bored*.  
a feel excited      b lose interest in something
- 3 You must be *tough* in the circus.  
a brave and not weak      b funny and not tired
- 4 ..., I put on my *make-up* ...  
a a funny hat      b paint for the face
- 5 I love to *perform* in the circus.  
a do an act which people watch  
b spend my whole life this way
- 6 ..., I return to my home and *relax* for an hour.  
a do some more homework  
b do not do any work; enjoy myself

**B** Compare Sandy's daily life with yours. Write down what she does, and what you usually do at these times.

		Sandy's daily life	My daily life
7 a.m. – 8.30 a.m.	1	Sandy wakes up, washes, gets dressed and has breakfast.	I wake up, ...
8.30 a.m. – 12.15 p.m.	2	She _____.	
12.15 p.m. – 1.30 p.m.	3	She has lunch.	
1.30 p.m. – 4 p.m.	4	She _____ or sometimes the teachers take them _____.	
4 p.m. – 6 p.m.	5	She trains _____.	
6 p.m. – 8.30 p.m.	6	She _____.	
8.30 p.m. – 9 p.m.	7	She _____.	
9 p.m. – 9.30 p.m.	8	She performs _____.	
9.30 p.m. – 10.30 p.m.	9	She _____.	
10.30 p.m.	10	She goes _____.	

# Progress file 2

## Vocabulary

Use the words in the box to complete the following sentences.

- 1 I \_\_\_\_\_ good marks because I worked hard.
- 2 This shirt looks \_\_\_\_\_ to yours.
- 3 I \_\_\_\_\_ the answer to the question so that she could write it down.
- 4 Computer games are \_\_\_\_\_ among young people.
- 5 The manager sometimes \_\_\_\_\_ meetings in other cities.
- 6 Today's newspaper has an \_\_\_\_\_ about festivals.

achieved  
repeated  
popular  
attends  
similar  
article

## Grammar

Write the correct forms of the verbs in brackets.

- 7 Sun Tian \_\_\_\_\_ (watch) television every evening.
- 8 \_\_\_\_\_ Wendy \_\_\_\_\_ (like) playing basketball?
- 9 She \_\_\_\_\_ (not drive) a car.

Complete these rules.

- 10 We add the letter \_\_\_\_\_ to the verb after **he/she/it** in positive sentences.
- 11 But we add \_\_\_\_\_ to verbs which end in **-s, -x, -ch, -sh** or **-o**.
- 12 When a verb ends in a consonant plus **-y** (e.g., **study**), we must change the letter \_\_\_\_\_ to \_\_\_\_\_ and then add \_\_\_\_\_.

Write **often**, **seldom** or **never** in the blanks.

- 13 The moon \_\_\_\_\_ comes out at 2 p.m. in Shanghai.
- 14 It is \_\_\_\_\_ very hot in Shanghai in July.
- 15 Shanghai \_\_\_\_\_ has a lot of rain in winter.

## My progress:



Comments:



0–6 Try harder.



7–12 Can do better.



13–15 Good work.

## Word box



<b>similar</b> /'simələ(r)/	<i>adj.</i>	相像的；类似的
<b>(be) similar to</b>		与……相类似的
<b>expect</b> /ɪk'spekt/	<i>v.</i>	预料；预期
<b>business</b> /'bɪznəs/	<i>n.</i>	生意；公司
<b>*whizz-kid</b> /'wɪz kɪd/	<i>n.</i>	神童；有为青年
<b>successful</b> /sək'sesfl/	<i>adj.</i>	有成效的；成功的
<b>put on</b>		穿上；戴上
<b>suit</b> /su:t/	<i>n.</i>	套装；西服
<b>luckily</b> /'lʌkɪlɪ/	<i>adv.</i>	幸运地；幸好
<b>popular</b> /'pɔpjələ(r)/	<i>adj.</i>	受喜爱的；受欢迎的
<b>responsible</b> /rɪ'spɒnsəbl/	<i>adj.</i>	有责任；负责；承担义务
<b>(be) responsible for</b>		对……负责
<b>sale</b> /seɪl/	<i>n.</i>	销售；出售
<b>client</b> /'klaɪənt/	<i>n.</i>	客户；委托人
<b>boring</b> /'bɔ:rɪŋ/	<i>adj.</i>	没趣的；令人厌倦的
<b>simple</b> /'simpl/	<i>adj.</i>	简单的；易于理解的
<b>achieve</b> /ə'tʃi:v/	<i>v.</i>	(凭长期努力) 达到(某目标)
<b>fail</b> /feɪl/	<i>v.</i>	(考试) 不及格
<b>exam</b> /ɪg'zæm/	<i>n.</i>	考试
<b>return</b> /rɪ'tɜ:n/	<i>v.</i>	回来；回去；返回
<b>attend</b> /ə'tend/	<i>v.</i>	出席；参加
<b>*assist</b> /ə'sist/	<i>v.</i>	帮助
<b>continue</b> /kən'tinju:/	<i>v.</i>	持续；继续做
<b>*seldom</b> /'seldəm/	<i>adv.</i>	不常；很少；难得
<b>usual</b> /'ju:ʒuəl/	<i>adj.</i>	通常的；惯常的
<b>repeat</b> /rɪ'pi:t/	<i>v.</i>	重复
<b>explain</b> /ɪk'spleɪn/	<i>v.</i>	解释；说明
<b>energy</b> /'enədʒɪ/	<i>n.</i>	能量
<b>cell</b> /sel/	<i>n.</i>	细胞
<b>force</b> /fɔ:s/	<i>n.</i>	(物理) 力
<b>heat</b> /hi:t/	<i>n.</i>	热；温度
<b>physical</b> /'fɪzɪkl/	<i>adj.</i>	身体的
<b>article</b> /'a:tɪkl/	<i>n.</i>	文章



## Notes

Page 21

- 1 Wendy Wang, 18, must be one of the top students in the city. 18岁的王温迪一定是本市的优秀生之一。

句中的 **must** 意为“一定”，表示很可能或符合逻辑的推测。

试比较：We **must** keep quiet. 我们必须保持安静。句中的 **must** 意为“必须”。

句中的 **top** 作形容词，意为“(位置、级别或程度)最高的”，**top students** 意为“优秀生”。

- 2 ..., and my mum is responsible for sales. ……，我妈妈负责销售。

句中的复数形式 **sales** 意为“销售”；此外，复数形式 **sales** 也可意为“销售额”。

- 3 Every morning we discuss the business over breakfast. 每天早上吃早餐期间我们讨论公司业务。

**over** 意为“在……期间”；**over breakfast** 指“吃早餐期间”。

- 4 I sometimes make phone calls to our clients on the way. 有时我在路上打电话给我们的客户。

句中的 **call** 作名词。我们曾学过 **call somebody**，其中的 **call** 作动词，意为“打电话给某人”。**call somebody** 相当于 **make a phone call to somebody**。

- 5 I usually achieve A grades in all my subjects. 我通常各门学科都能得A。

句中的 **grade** 指学科考查中的等第。此外，**grade** 还可意为“年级”。

- 6 About twice a week, the driver collects me at noon. 司机中午的时候来接我，每周大约两次。

句中的 **collect** 意为“接走(某人)”。此外，**collect** 还可意为“收集；收藏”，如：**collect stamps**(集邮)；**collect shells**(收集贝壳)。

- 7 I do not usually need much sleep. 通常我不需要很多睡眠。

句中的 **sleep** 作名词，意为“睡觉；睡眠”。此外，**sleep** 还可作动词，如：**The baby is sleeping now.** 婴儿现在正在睡觉。

## Unit 3 Trouble!

 **Reading**

p. 38

 **Grammar**

p. 42

 **Listening**

p. 45

 **Speaking**

p. 46

 **Writing**

p. 47

\*  **More practice**

p. 48





## Reading

### A What do you know about ...?

**B1** Give short answers to these questions.

- 1 Have you ever been on a ferry?



- 2 What number do you dial to call the police?



### B Before you read

**B1** Read the title and the introduction on the next page. Give short answers to these questions.

- 1 What is a diary?
- 2 What do you think Paul will write about?

**B2** Look at the pictures on the next page. Give short answers to these questions.

- 1 What is the man doing with the bag?
- 2 Which person is Paul?
- 3 Which people are arguing?
- 4 What are the other people doing?

## Dealing with trouble

Here is a page from Paul's diary. Paul is writing about an unusual thing that happened to him one day.

Friday, 28 June

Today my dad and I were waiting for the ferry when suddenly we heard a big argument. Two women tourists and a young man were shouting at each other. The man held out a bag, and showed everyone that it was empty.

5      The crowd stared at the three people. No one knew what was happening.

My dad moved through the crowd and said quietly to one of the women, 10 'What's going on?'

'They stole my friend's purse,' said the woman. 'We were in the bookshop, buying postcards. Three young men started talking to us. Suddenly my friend noticed that her purse was gone. Two of the men ran away. We followed this man here.'

Then the gates opened. The man hurried aboard, and the two women tourists went after him.

'Wait,' said my dad. 'Let's take the next ferry.'

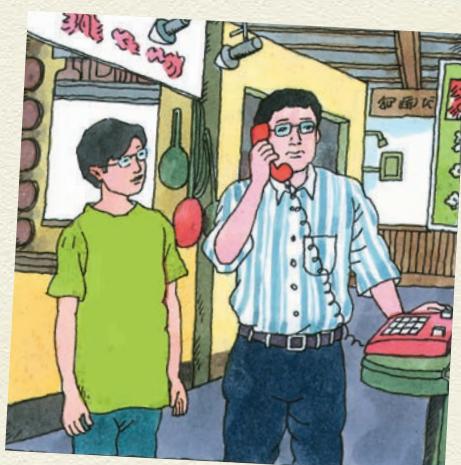
20     This was strange. Was my dad afraid of that man? I followed him to a shop nearby.

He picked up the phone and quickly dialled 110.

25     'I want to report a theft. The man is on No. 3 Ferry now. It just left a few minutes ago. Please meet the ferry.' He gave some more details, and then put the phone down.

We took the next ferry. As we got off, 30 we saw the two women tourists and four policemen standing around the man and he looked worried.

'Well done, Dad,' I said as we walked by. Dad just smiled.



## C Vocabulary

**C1** Find these words in Paul's diary on page 39. Then read the words around them and choose the right meanings.

1 crowd

- a many people together in a public place
- b several people in a house

2 quietly

- a in a low voice
- b in a noisy way

3 strange

- a good, enjoyable
- b different, unusual

4 report

- a tell the police about something bad that someone has done
- b do something bad to the police

5 details

- a the last part of something
- b full information about something

**C2** Find the words in Column A in Paul's diary and match them with the meanings in Column B.

A

1 held out

a saw and realized something

2 stared

b called a number (on a telephone)

3 stole

c put something towards somebody

4 noticed

d took something that was not theirs

5 dialled

e looked with great interest

B



**C3** Find the words in Paul's diary that match the pictures.

1



some \_\_\_\_\_

2



a \_\_\_\_\_

## D Comprehension

**D1** Later, Paul wrote a letter to his penfriend, Kurt. Some words are missing from his letter. Use information from Paul's diary to complete the letter. Put one word in each blank.

Dear Kurt

Yesterday something <sup>(1)</sup> happened to us. We heard a big <sup>(2)</sup> when Dad and I were waiting for the ferry. One woman told my dad that three men had stolen her friend's <sup>(3)</sup>. Two of the men <sup>(4)</sup> away; the other man hurried <sup>(5)</sup>, and the women followed him onto the ferry.

My dad and I did not get on the ferry. He went to a <sup>(6)</sup> nearby and quickly phoned the <sup>(7)</sup>. He asked them to <sup>(8)</sup> the ferry when it arrived.

We went across the river on the <sup>(9)</sup> ferry. The police were already there! The man looked <sup>(10)</sup>. My dad helped those two women. He was really great!

Write and tell me your news soon, Kurt.

Best wishes

Paul

**D2** Work alone or in pairs. Read Paul's diary again to find the answers to these questions.

- 1 Why was the man holding out a bag?  
To show that he did not have \_\_\_\_.  
  - a any money
  - b the woman's purse
  - c any food
- 2 Who probably had the purse?  
  - a One of the other two men.
  - b A young woman in the shop.
  - c The man on the ferry.
- 3 Why didn't Paul's dad get on the ferry?  
  - a He wanted to help the women.
  - b He was afraid of the man.
  - c He wanted to telephone his wife.
- 4 Paul's dad helped the women, but he did not \_\_\_\_.  
  - a try to fight the man
  - b talk to the two women
  - c tell the police the truth

## A The simple past tense

We can use the simple past tense to refer to things that happened in the past.

He **reported** the theft.

He **did not fight** the man.

Did they **find** the purse?

He **held** out a bag.



### Tips

- We add **-ed** to the past form of most regular verbs in positive sentences, e.g., **showed**, **looked**.
- We only add **-d** to verbs that end in **-e**, e.g., **stared**, **moved**.
- We change the **-y** to **-i** and add **-ed** to some of the verbs that end in **-y**, e.g., **carried**, **hurried**.
- Some verbs double their final consonants when **-ed** is added, e.g., **planned**, **stopped**.
- Many verbs are irregular in form. We do not add **-ed** to them. Irregular verbs have to be learnt by heart, e.g., **went**, **did**.

**A1** Later, Paul told his friend Julia about the theft. Here are some of Julia's questions and Paul's answers. Put one or more words in each blank. The first one has been done for you.

1 Julia: Did you hear the argument? (hear)

Paul: Yes, I heard the argument.

2 Julia: Follow the women onto the man onto the ferry? (follow)

Paul: Yes, they were following him onto the ferry.

3 Julia: Help anyone else with the two women? (help)

Paul: No, no one else helped them.

4 Julia: Go you on the ferry with that man? (go)

Paul: No, we were not going on it with him.

5 Julia: Know you about what your dad was going to do? (know)

Paul: No, I didn't know what he was going to do.

6 Julia: Meet the police at the ferry in time? (meet)

Paul: No, they were not able to meet it in time.

**A2** Work alone or in pairs to complete the newspaper report below. Use the correct form of the verbs in brackets.

## Police catch pizza gang

Yesterday, a robbery took place at the famous restaurant, the Pizza Palace. At two thirty, two men <sup>(1)</sup> \_\_\_\_\_ (go) into the Pizza Palace. They <sup>(2)</sup> \_\_\_\_\_ (carry) guns. Another member of the gang, a woman, <sup>(3)</sup> \_\_\_\_\_ (wait) outside near their car in the street.

The robbers <sup>(4)</sup> \_\_\_\_\_ (not take) any money, but they <sup>(5)</sup> \_\_\_\_\_ (take) a lot of pizzas. They

<sup>(6)</sup> \_\_\_\_\_ (run) towards their car. But they never <sup>(7)</sup> \_\_\_\_\_ (reach) it. They <sup>(8)</sup> \_\_\_\_\_ (fall) into a hole in the road. The woman, however, <sup>(9)</sup> \_\_\_\_\_ (jump) into the car and <sup>(10)</sup> \_\_\_\_\_ (try) to drive away. She couldn't because there <sup>(11)</sup> \_\_\_\_\_ (be) a traffic jam. Six policemen <sup>(12)</sup> \_\_\_\_\_ (arrive) and <sup>(13)</sup> \_\_\_\_\_ (catch) the members of the gang.

This is the world's first pizza robbery.

## B Adverbial phrases for the past

We can use adverbial phrases of time with the simple past tense to show when something happened. Adverbial phrases can go after or before the main clause.

We went shopping

yesterday.  
last Sunday.  
at one o'clock.  
in November.

Last month,  
On Saturday,  
In 2005,  
Ten days ago,

we went to Beijing.

### Tips

- We use ... before ...
  - at** times
  - in** months, years and parts of the day
  - on** days and dates
- We use ... after ...
  - ago** periods of time
- We do not use **at**, **in**, **on** or **ago** with words like **yesterday**, **today**, **tomorrow** and phrases with **last**.

Example  
**at** 11 p.m.  
**in** July/1982/the morning  
**on** Monday/10 June

Example  
a week **ago**

**B1** Look at this time-line and read the questions. Answer questions 3 and 4. Then in pairs, practise asking and answering six more questions like these.

November \_\_\_\_\_ TODAY

Mon	Tue	Wed	Thur	Fri	Sat	Sun	Mon	Tue	Wed
18th	19th	20th	21st	22nd	23rd	24th	25th	26th	27th

- 1 Last Wednesday, what was the date? The date was the twentieth of November.
- 2 What was the day six days ago? Six days ago, it was Thursday.
- 3 What was the date two days ago? The date was ...
- 4 What was the day four days ago? Four days ...

**B2** Paul is reading his diary. It is now 9 p.m. on 30 June. Complete Paul's thoughts by using the correct adverbial phrases. The first one has been done for you.



- 1 2 June  
We moved to our new flat.
- 2 15 June  
It was my birthday today.
- 3 23 June  
I visited the museum.
- 4 25 June  
We visited my grandparents.
- 5 28 June  
We helped two tourists.
- 6 8 p.m., 30 June  
I finished all my homework.

We moved to our new flat twenty-eight  
days ago.

My birthday was \_\_\_\_\_.

I visited the museum \_\_\_\_\_.

We visited my grandparents \_\_\_\_\_.

We helped two tourists \_\_\_\_\_.

I finished all my homework \_\_\_\_\_.



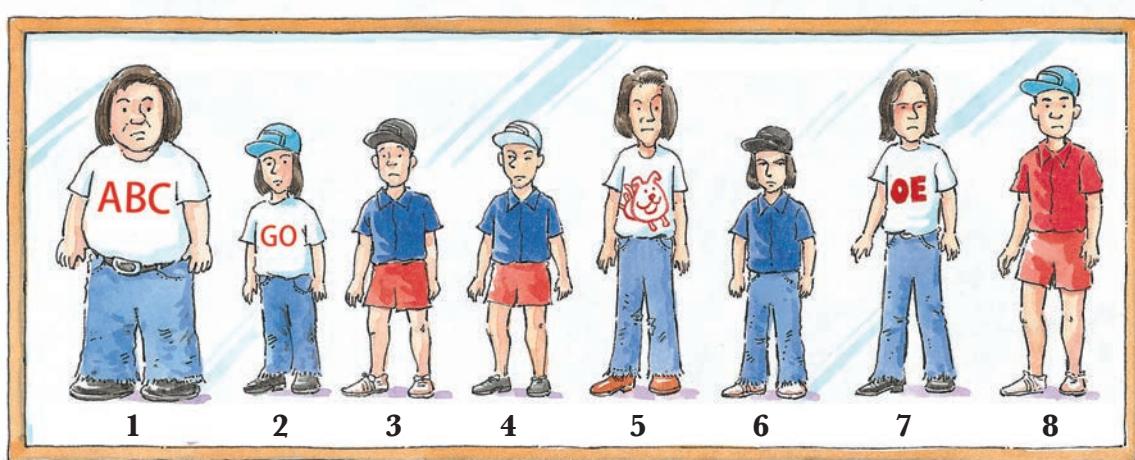
# Listening

## Descriptions of thieves

**A** Listen to the recording. You will hear one of the women, from the story on page 39, talking to a policeman. She is describing the two other thieves. Listen carefully and complete the descriptions below by writing one word in each blank.

	Thief A	Thief B
<b>Age</b>	about 25	about <sup>(9)</sup> _____
<b>Height</b>	quite <sup>(1)</sup> _____	rather <sup>(10)</sup> _____
<b>Build</b>	thin	<sup>(11)</sup> _____
<b>Hair</b>	black and <sup>(2)</sup> _____ in colour, quite <sup>(3)</sup> _____ hair, over his <sup>(4)</sup> _____	<sup>(12)</sup> _____ hair; black baseball <sup>(13)</sup> _____
<b>Clothes</b>	<sup>(5)</sup> _____ T-shirt with red <sup>(6)</sup> _____ on it; old, blue <sup>(7)</sup> _____	dark <sup>(14)</sup> _____ shirt; red <sup>(15)</sup> _____
<b>Shoes</b>	<sup>(8)</sup> _____ shoes	old, <sup>(16)</sup> _____ sports shoes

**B** Now use the descriptions in A to help you find the two thieves in the line of people below. Circle the correct numbers.



# Speaking

## A Talk time

/t/, /d/, /ɪd/ are the three different ways of pronouncing the past tense forms of verbs.

**A1** Practise saying the following verbs. Try to say the endings correctly.

/t/	/d/	/ɪd/
crossed	agreed	ended
helped	realized	needed
laughed	carried	started
pressed	turned	lifted
asked	used	visited

**A2** Listen and say these sentences.

1



2



3



She **pressed** the button.

She **lifted** it up.

She **carried** it downstairs.

**A3** Work in pairs. S1 asks questions about the pictures in **A2** and S2 responds. Say the verb endings correctly. Remember to make your voice rise at the end of the questions and fall at the end of the answers.

Example: S1 Did she press the button?

S2 Yes, she **pressed** the button.

## B Speak up

### Who was I?

Imagine you are a famous person in history. Say four or five sentences about yourself to the class but do not tell your name. After you have finished speaking, ask the class to guess your name. Use the clues below to help you.

I lived twenty years/a hundred years/a thousand years/long/... ago.

I lived in China/Japan/India/America/...

I was a king/teacher/soldier/writer/scientist/...

I taught/wrote/said/found/...

Who was I?



# Writing

## Judy's diary

Now you are Judy. Every day you write a diary. Yesterday was your birthday, and you saw a robbery.

**A** Work in pairs. Complete the sentences by using the pictures and the words in the boxes. Remember to put the verbs into the simple past tense.

### Verbs

be go (out) give eat come

### Other words

the afternoon	delicious	a present
the morning	a lot of	a radio

Saturday, 15 June

Today was my birthday. In <sup>(1)</sup> \_\_\_\_\_, the postman <sup>(2)</sup> \_\_\_\_\_ . He <sup>(3)</sup> \_\_\_\_\_ me <sup>(4)</sup> \_\_\_\_\_ birthday cards. At <sup>(5)</sup> \_\_\_\_\_, my parents, my brother and I <sup>(6)</sup> \_\_\_\_\_ for lunch. We <sup>(7)</sup> \_\_\_\_\_ at Thai Palace. The food <sup>(8)</sup> \_\_\_\_\_. In <sup>(9)</sup> \_\_\_\_\_, my brother <sup>(10)</sup> \_\_\_\_\_ me <sup>(11)</sup> \_\_\_\_\_. It <sup>(12)</sup> \_\_\_\_\_.



10 a.m.



1 p.m.



2 p.m.

**B** Work alone to complete Judy's diary entry for yesterday.

### Verbs

climb come start take be fall run

### Other words

helicopter	money	out of
surprised	into	up to

Later I saw a robbery in the City Bank. Two men <sup>(1)</sup> \_\_\_\_\_ the bank. They <sup>(2)</sup> \_\_\_\_\_ a lot of <sup>(3)</sup> \_\_\_\_\_ and <sup>(4)</sup> \_\_\_\_\_ the bank. A <sup>(5)</sup> \_\_\_\_\_ was waiting for them. The men <sup>(6)</sup> \_\_\_\_\_ it, but the <sup>(7)</sup> \_\_\_\_\_ out of the bags. It <sup>(8)</sup> \_\_\_\_\_ to rain money! The people in the street <sup>(9)</sup> \_\_\_\_\_ very <sup>(10)</sup> \_\_\_\_\_.





## More practice

# The funny side of police work

Paula wanted to write an article about the funny side of police work for her school newspaper. She interviewed Detective Smith and he told her these stories.

### Story A

I remember arresting<sup>①</sup> a 'thief' in a clothes shop once. It was a strange case. The man was hiding a yellow sweater inside his coat. I thought he had stolen it, so I arrested him. We found out later that

- 5 his wife gave him the sweater for his birthday, but he hated it. He just wanted to return it to the shop for a refund<sup>②</sup>, but he didn't want his wife to see him! We soon released<sup>③</sup> him.



### Story B

- 10 One day, when I was working in Candy Town, a man robbed a bank on Sixth Street. He wrote on the back of an envelope, 'This is a robbery. Give me money!' and gave it to the teller<sup>④</sup>. She gave him \$100,000, and the man ran

- 15 away. Then we received a phone call from the teller. She told us to go to the man's flat in Candy Town and get him. We arrested him as soon as he got out of the lift. He admitted<sup>⑤</sup> that he had robbed the bank, but he couldn't believe that we found him so quickly. We told him that the front of the envelope he used in the robbery  
20 had his name and address on it!

### Story C

I once read a funny story about a man from Australia. He was trying to smuggle<sup>⑥</sup> some rare<sup>⑦</sup> birds from Thailand into Australia. He hid the birds inside a special pocket in his trousers. But as he was going through customs<sup>⑧</sup>, the birds started to  
25 sing!

① arrest v. 逮捕；拘留 ② refund n. 退款 ③ release v. 释放 ④ teller n. 出纳员 ⑤ admit v. 承认

⑥ smuggle v. 走私 ⑦ rare adj. 稀罕的 ⑧ customs n. 海关

**A** Use the words below to complete these sentences. The words should have the same meanings as those in brackets.

customs	released	smuggle
teller	refund	rare

- 1 My brother works as a \_\_\_\_\_ (person gives and receives money) at a bank.
- 2 After the robber had been in prison for three years, the prison officers \_\_\_\_\_ (set free) him and he returned home.
- 3 Some people try to \_\_\_\_\_ (carry something that is not allowed by the law) drugs from one country to another.
- 4 When we went through \_\_\_\_\_ (place where some officers check what you are bringing into a country) at the airport, we had to open all our suitcases.
- 5 I found there is a hole in the new shirt, so I got a \_\_\_\_\_ (money that is given back to you) from the shop.
- 6 Pandas are \_\_\_\_\_ (unusual) animals.

**B** Look quickly through the three stories on page 48 again to find answers to these questions. Then write the correct letter for each story in the blanks.

In which story (A, B, or C) did ...

- 1 some birds sing a song? Story \_\_\_\_\_
- 2 a robber give a teller his address? Story \_\_\_\_\_
- 3 the police arrest a man by mistake? Story \_\_\_\_\_

**C** Answer these questions.

- 1 In Story A, why did Detective Smith arrest the man?

---

- 2 In Story B, where did the man go after the robbery?

---

- 3 In Story C, what do you think happened after the birds started to sing?

---

# Progress file 3

## Vocabulary

Use the words or phrases in the box to complete the following sentences.

- 1 Someone \_\_\_\_\_ my bag while I was away.
- 2 Something interesting \_\_\_\_\_ me yesterday.
- 3 They \_\_\_\_\_ about money yesterday.
- 4 No one \_\_\_\_\_ the accident to the police.
- 5 I suddenly \_\_\_\_\_ a large crowd of people in the street.
- 6 I \_\_\_\_\_ at the wrong bus stop this morning.

happened to  
reported  
noticed  
argued  
got off  
stole

## Grammar

Rewrite these sentences in the simple past tense.

- 7 I hurry to work.
- 8 Do you show your ticket?
- 9 Mark buys and sells old cars.

Circle the correct answer for each sentence.

- 10 Li Fang was born **at/in** 1982.
- 11 An accident happened near that restaurant **last Monday/Monday**.
- 12 They came to the city three days **ago/before**.

Put the following in the right order to make correct sentences.

- 13 helped/ago/hour/Helen's/an/husband/half/He/.
- 14 flat/Linda's/Larry/February/buy/Did/last/?
- 15 he/left/didn't/He/the/window/close/when/.

## My progress:



Comments:



0–6 Try harder.



7–12 Can do better.



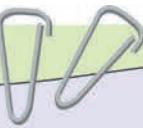
13–15 Good work.

## Word box

<b>ever</b> /'evə(r)/	<i>adv.</i>	在任何时候；从来
<b>argue</b> /'a:gju:/	<i>v.</i>	争论；争吵；争辩
<b>deal with</b> /'di:l wið/		解决；处理；应付
<b>trouble</b> /'trʌbl/	<i>n.</i>	问题；困难
<b>unusual</b> /ʌn'ju:ʒuəl/	<i>adj.</i>	特别的；不寻常的
<b>happen to</b>		遭到；遇到
<b>argument</b> /'a:gjumənt/	<i>n.</i>	争论；争吵；争辩
<b>hold out</b>		递出东西；伸出手（或胳膊）
<b>crowd</b> /kraʊd/	<i>n.</i>	人群；观众
<b>stare</b> /steə(r)/	<i>v.</i>	盯着看；凝视
<b>through</b> /θru:/	<i>prep.</i>	从……一端至另一端；穿过；贯穿
<b>quietly</b> /'kwaɪətlɪ/	<i>adv.</i>	轻轻地；安静地
<b>be going on</b>		发生
<b>steal</b> /sti:l/	<i>v.</i>	偷；窃取
* <b>purse</b> /pɜ:s/	<i>n.</i>	（尤指女用的）钱包
<b>postcard</b> /'pəʊstka:d/	<i>n.</i>	明信片
* <b>gone</b> /gɒn/	<i>adj.</i>	不复存在；离开了；走了
<b>gate</b> /geɪt/	<i>n.</i>	大门
* <b>aboard</b> /ə'bɔ:d/	<i>adv.</i>	上船（或飞机、公共汽车、火车等）
<b>go after</b>		追赶某人；跟在某人后面
<b>strange</b> /streɪndʒ/	<i>adj.</i>	奇怪的；异常的
<b>(be) afraid of</b>		害怕；畏惧
* <b>dial</b> /'daɪəl/	<i>v.</i>	拨（电话号码）
* <b>theft</b> /θeft/	<i>n.</i>	偷；偷窃；盗窃罪
<b>detail</b> /'di:teɪl/	<i>n.</i>	细节
<b>put ... down</b>		放下
<b>get off</b>		下车；下船
<b>worried</b> /'wɔ:ri:d/	<i>adj.</i>	担心的；发愁的
<b>well done</b>		干得好
<b>realize</b> /'ri:əlaɪz/	<i>v.</i>	领会；意识到
<b>fight</b> /faɪt/	<i>v.</i>	打斗；打架
<b>rather</b> /'ra:ðə(r)/	<i>adv.</i>	相当；在某种程度上
<b>downstairs</b> /daʊn'steəz/	<i>adv.</i>	在楼下；往楼下



## Notes



Page 39

1 Paul's diary 保罗的日记

在 7B Unit 2 曾学过 diary 意为“（工作日程）记事簿”。

2 Today my dad and I were waiting for the ferry when suddenly we heard a big argument.

今天，我和爸爸正在等候渡轮的时候，突然传来了一阵激烈的争吵声。

3 What's going on? 发生什么事了?

也可用 What's up?/What's happening? 等来表达相同的意思。

4 We were in the bookshop, buying postcards. 我们正在书店里购买明信片。

5 Suddenly my friend noticed that her purse was gone. 突然，我朋友发现她的钱包不见了。

句中的 notice 作动词，意为“注意到；意识到”。在 6B Unit 6 中曾学过：Miss Guo is writing a notice to all new students about their uniforms in winter., 其中的 notice 则作名词，意为“通知”。

句中的 was gone 相当于 disappeared。

6 I want to report a theft. 我要报案，有人偷窃。

句中的 report 作动词，意为“举报；告发”。在 6B Unit 5 学过 report 作名词：a report on my future (关于我的未来的报告)。

7 As we got off, ... 当我们走下渡轮时，……

句中的 as 作连词，意为“当……时”。在 7A Unit 2 曾学过 Would you like to keep one as your pet?，其中的 as 作介词，意为“作为；当作”。

8 'Well done, Dad,' I said as we walked by. “爸爸，干得好！”我们经过那儿的时候我这样说道。

Well done! 表示赞扬，意为“干得好！；棒极了！”等。

句中的 by 是副词，表示“经过”。此外，by 还可作介词，如：by bus (乘公共汽车)。

9 Dad just smiled. 爸爸只是笑了笑。

句中的 just 作副词，意为“只是；仅仅是”。在 6A Unit 2 曾学过 just 作副词，意为“刚刚”。

# Using English

## The index<sup>①</sup>

When you want to find out about the information in a book, you can look at the index pages. These come at the end of most books. The information in the index pages is arranged in alphabetical order. An index page is like a contents page. Both help you find information fast.

**A** Imagine you are doing a class project on pollution. You borrow a book from the library. Look at its index below to find out about these topics. Write the page number(s) for each of the following topics. The first one has been done for you.

- |                   |              |                      |          |
|-------------------|--------------|----------------------|----------|
| 1 Energy          | <u>36–38</u> | 4 Shanghai's harbour | <u> </u> |
| 2 Noise pollution | <u> </u>     | 5 Fresh food         | <u> </u> |
| 3 Transport       | <u> </u>     | 6 Fish farms         | <u> </u> |

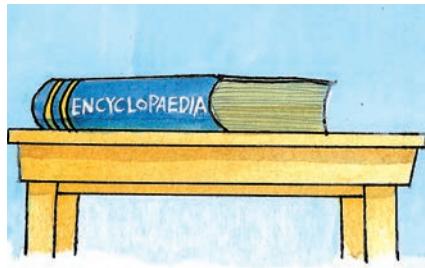
INDEX					
Accidents	6	Environment	15–17	Litter (see Rubbish)	Rain
Acid rain	14	Factories	10	Lunch boxes	Rain forests
Ants	23	Farming	4	Mosquitoes	(see Jungles)
Bamboo	2	Fish	54	Parks	Rice
Batteries	5	Farms	57	Petrol	Rubbish
Birds	18	Fingers	57	Plastic	Sharks
Bottles	11, 55	Flies	33	Bags	Soya milk
Glass	11	Food	26	Toys	Traffic
Plastic	12	Fast	40–41	Pollution	Transport
Bread	32	Fresh	13	Air	Air
Butterflies	3	Frozen	13	Noise	Road
Calculators	7–8	Habits	1	Water	Trees
Battery	31	Harbours	49	Population	Weather
Solar	28	Shanghai	50	Power	Zoos
Cockroaches	25	Qingdao	51	Coal	24
Eggs	9	Jungles	19	Nuclear	42–43
Energy	36–38	Laboratories	52	Solar	44–45
				Other	46

<sup>①</sup> index n. 索引

**B** Amy is telling Bob what information she wants for the project on pollution. Read the dialogues, and write down the words or phrases that tell you what Amy wants. Then look at the index on page 53 again and write the page number(s) you would look at.

- 1 Amy: Get some information about bottles, please.  
Bob: Plastic bottles?  
Amy: No. Glass bottles.
- 2 Amy: We'll need to find out about the effects<sup>①</sup> of rain on trees and other things.  
Bob: You mean acid rain<sup>②</sup>, don't you?  
Amy: Yes.
- 3 Bob: Should I get some facts on all kinds of power?  
Amy: No. Just facts on solar power and nuclear power<sup>③</sup>.
- 4 Amy: What about people destroying the rain forests?  
Bob: Yes, that's important. We should write about that.
- 5 Amy: And we'd better say something about the problem of dealing with litter and rubbish.  
Bob: I agree. I'll get the information right away.
- 6 Amy: Lastly, collect all the information you can find on pollution. Can you do that?  
Bob: No problem.

	Words/phrases	Page number(s)
1		
2		
3		
4		
5		
6		



① effect *n.* 影响 ② acid rain 酸雨 ③ nuclear power 核能

**Unit 4 Numbers****Reading**

p. 56

**Grammar**

p. 60

**Listening**

p. 63

**Speaking**

p. 63

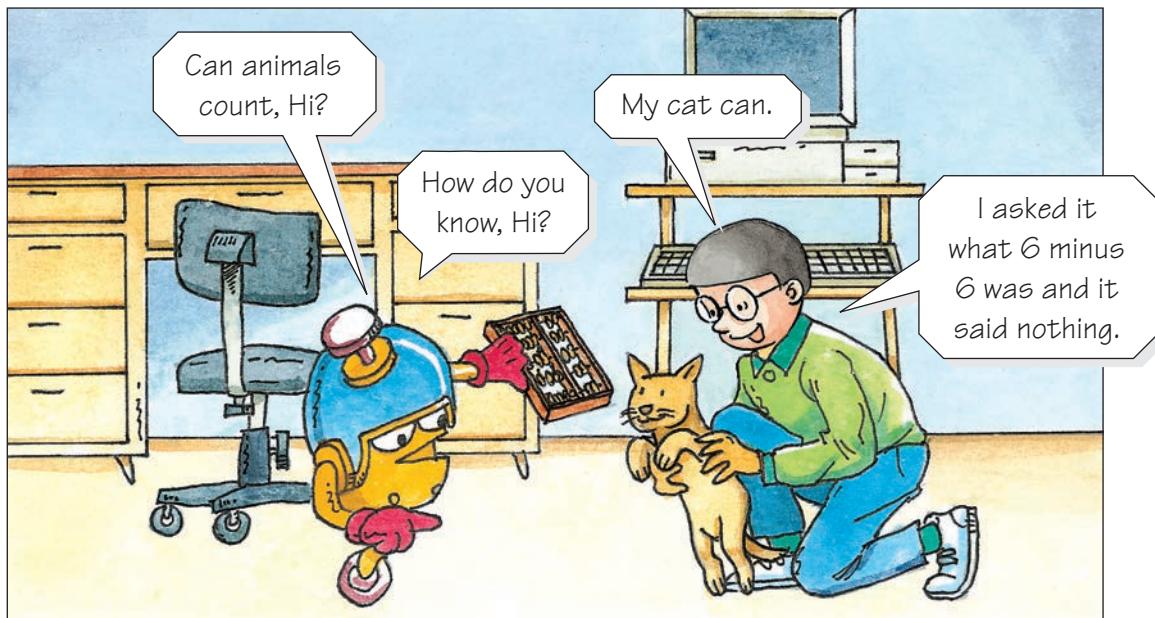
**Writing**

p. 66

\*

**More practice**

p. 68



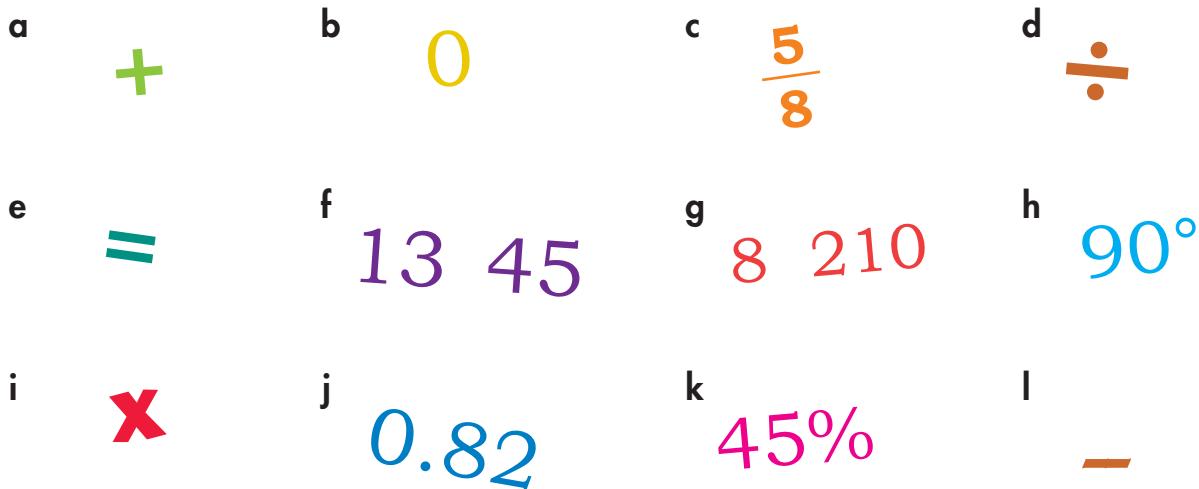


## Reading

### A What do you know about ...?

We all use numbers in our daily life. Numbers are an international language. What do you know about the language of numbers? Try this quiz. Match the words with the signs and numbers.

- |                          |                             |
|--------------------------|-----------------------------|
| 1 a decimal number       | 7 add; plus                 |
| 2 equal                  | 8 subtract; minus           |
| 3 a pair of odd numbers  | 9 multiply                  |
| 4 a pair of even numbers | 10 divide                   |
| 5 a fraction             | 11 a number showing degrees |
| 6 zero                   | 12 a percentage             |



### B Before you read

Before you read the article on the next page, look at the title, the introduction, the headings and the pictures. Then on the list below, tick (✓) the things you think the article may tell you.

- 1 Long ago, there were different ways of writing numbers.
- 2 Zero is not a number.
- 3 Zero is an especially important number.
- 4 Machines make it easier for us to calculate.
- 5 Your brain may calculate better than a computer.
- 6 Your brain is an important part of your body.

# Numbers: Everyone's language

How many languages do you know? Everyone knows at least two—his or her own language and the international language of numbers.

## Ancient numbers

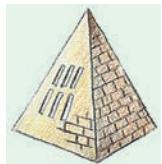
In ancient times, people wrote numbers in many different ways, as these pictures of the number 6 show. However, they nearly all counted in the same way—in tens.



Greek



Roman



Egyptian



Chinese

35 Computers are very powerful calculating machines. In a flash, a computer can do a calculation that you 40 could not do in your whole lifetime.



## Zero

Most of us use the system of numbers with 15 numbers from 1 to 9 and 0 (zero). With these ten numbers, we can write any number from the biggest to the smallest. The Indians first invented and developed the 1 to 9 system of numbers. They then 20 invented the zero. This was a very important invention because it made it easier to write big numbers and to calculate.

## Brain against computer

Some people call the brain a *living computer*. Is a human brain a more powerful calculator 45 than a computer? The following story may give an answer.

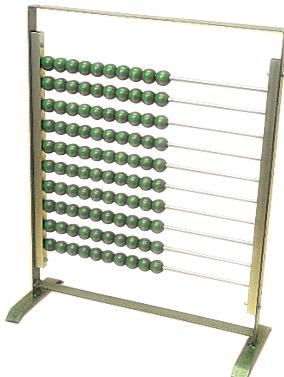
Shakuntala Devi is a lady from India with an amazing brain. Shakuntala and a very powerful computer were given this problem 50 to solve.

- Find the number that, when it is multiplied 23 times by itself, gives this answer:
- 91674867692003915809866092758538016248310668014
- 43086224071265164279346570408670965932792057674
- 80806790022783016354924852380335745316935111903
- 59657754734007568168830562082101612913284556480
- 5780158806771

## Calculating machines

One of the first calculating machines 25 was an abacus. Abacuses are so fast and accurate that people still use them today.

A modern electronic 30 calculator can add, subtract, multiply and divide. It can also calculate percentages and square roots.



Shakuntala's brain took fifty seconds to find the answer, like lightning. The computer took a minute. However, someone had to first program the computer with instructions, and 55 that took many hours. No one had to program Shakuntala!

Use your own *living computer* to solve the problem above. If it is not powerful enough, you will find the answer on page 67.

## C Vocabulary

**C1** Find these words or phrases in the article on page 57. Then read the words around them and choose the right meanings.

- |                           |                            |
|---------------------------|----------------------------|
| 1 nearly                  | 4 in a flash               |
| a most                    | a in a long time           |
| b almost                  | b in a short time          |
| 2 invented                | 5 lifetime                 |
| a did not like            | a time that somebody works |
| b made for the first time | b time that somebody lives |
| 3 accurate                | 6 like lightning           |
| a correct                 | a very quickly             |
| b easy                    | b very slowly              |

**C2** Find the words in Column A in the article and match them with the meanings in Column B.

A	B
1 a system	a made ... bigger, better and stronger
2 developed	b very surprising
3 to calculate	c a group of things that work together
4 powerful	d to use numbers to find answers
5 amazing	e strong
6 to solve	f very bright light in the sky
7 lightning	g to find an answer to



**C3** Write the words that go with the descriptions.

- 1 An ancient calculating machine that is still used today.
- 2 A living computer.
- 3 A small machine that uses electronic power to do calculations.
- 4 A very powerful machine for doing calculations.

An \_\_\_\_\_.  
The \_\_\_\_\_.  
A \_\_\_\_\_.  
A \_\_\_\_\_.

## D Comprehension

**D1** May is asking Mr Li, the writer, some questions about his article on numbers. His answers are not quite clear. Read the article again and make his answers clearer. The first one has been done for you.

- 1 Mr Li: Everyone knows it.  
May: Knows what?  
Mr Li: The language of numbers.
- 2 Mr Li: Long ago, people wrote them in many different ways.  
May: Wrote what?  
Mr Li: \_\_\_\_\_.
- 3 Mr Li: People all count in this way.  
May: In what way?  
Mr Li: \_\_\_\_\_.
- 4 Mr Li: The Indians invented that number.  
May: Invented which number?  
Mr Li: \_\_\_\_\_.
- 5 Mr Li: They're so fast and accurate that people still use them today.  
May: Still use what?  
Mr Li: \_\_\_\_\_.
- 6 Mr Li: Computers are very powerful ones.  
May: Very powerful what?  
Mr Li: \_\_\_\_\_.
- 7 Mr Li: It isn't a machine. It's a living computer.  
May: What is a living computer?  
Mr Li: The \_\_\_\_\_.
- 8 Mr Li: Shakuntala beat one.  
May: Beat what?  
Mr Li: A \_\_\_\_\_.



**D2** Complete answers to these questions about Mr Li's article. Work alone or in pairs.

- 1 Can you explain why we count in tens?  
We count in tens because we have \_\_\_\_\_ fingers.
- 2 Which did the Indians invent first, the 1 to 9 number system or the zero?  
They invented the \_\_\_\_\_ first.
- 3 Can you complete this sentence with three words to tell us that a computer works very fast?  
A computer can do a calculation \_\_\_\_\_.
- 4 Can you use two words to tell us that Shakuntala's brain works very fast?  
It can do a calculation \_\_\_\_\_.
- 5 Is a human brain a more powerful calculator than a computer? Why?



## Grammar

### A Cardinal and ordinal numbers

We use cardinal numbers to count things. Among the cardinal numbers, **hundred**, **thousand** and **million** have no -s.

3	three	11	eleven	12	twelve	13	thirteen
15	fifteen	18	eighteen	20	twenty	30	thirty
32	thirty-two	40	forty	50	fifty	63	sixty-three
71	seventy-one	80	eighty	98	ninety-eight		
100			one hundred				
200			two hundred				
375			three hundred and seventy-five				
1,000			one thousand				
4,189			four thousand one hundred and eighty-nine				
15,362			fifteen thousand three hundred and sixty-two				
100,000			one hundred thousand				
284,653			two hundred and eighty-four thousand six hundred and fifty-three				
1,000,000			one million				
1,367,982			one million three hundred and sixty-seven thousand nine hundred and eighty-two				

We use ordinal numbers to show the order or position of something. Ordinal numbers are made by adding **-th** to the numbers, except for **first**, **second** and **third**.

1st	first	2nd	second	3rd	third	5th	fifth
8th	eighth	9th	ninth	12th	twelfth	13th	thirteenth
20th	twentieth	21st	twenty-first	23rd	twenty-third	100th	hundredth

 Read the students' positions in the class, and complete the sentences with cardinal or ordinal numbers.

Position in the class					
May	1	May	is <sup>(1)</sup> _____.	Peter	12
Alan	<sup>(2)</sup> _____	Alan	is second.	Alice	<sup>(6)</sup> _____
Danny	3	Danny	is <sup>(3)</sup> _____.	Steve	28
June	4	June	is <sup>(4)</sup> _____.	Peter	is <sup>(5)</sup> _____.
				Alice	is nineteenth.
				Steve	is <sup>(7)</sup> _____.



## B Decimals and fractions

We say each number separately after a decimal point.

.3	point three	7.145	seven point one four five
0.3	zero point three	36.36	thirty-six point three six
.368	point three six eight		

A fraction is the exact division of a number. They are expressed by using cardinal numbers and ordinal numbers together.

$\frac{1}{2}$	a/one half	$\frac{5}{8}$	five eighths
$\frac{1}{3}$	one third	$2\frac{1}{5}$	two and one fifth

 In pairs, practise saying the following numbers.

0.7	19.21	$\frac{1}{5}$	53.35
$\frac{83}{4}$	$\frac{7}{9}$	0.168	$6\frac{1}{2}$

## C Instructions and statements about numbers

Table 1

Add 3 and 9.  
Subtract 3 from 9.  
Multiply 3 by 9.  
Divide 9 by 3.

Table 2

3 plus 9 equals/is 12.  
9 minus 3 equals/is 6.  
3 multiplied by 9 equals/is 27.  
9 divided by 3 equals/is 3.

 Work in pairs to solve the problems. S1 tells S2 to do the following sums, using sentences like those in Table 1 above. S2 listens to S1's instructions and responds with sentences like those in Table 2 above. Then check your answers together. The first one has been done for you.

- S1 1 A dd 11 and 1.  
2 S        5        13.  
3 M        7        8.  
4 D        16        4.  
5 A        14 and 4 and d        the answer by 2.  
6 S        9 from 19 and m        the answer by 3.

- S2 1 11 p lus 1 e quals 12.  
2        m        e       .  
3        m        by        e       .  
4        d        by        e       .  
5        p        d        by        e       .  
6        m        m        by        e       .

## D Imperatives

We use **imperatives** to give instructions, orders or advice. There are positive and negative imperatives.

### Positive imperatives

**Give** me your homework, Ben.  
Please **turn off** your mobile phones.  
**Be** quiet, girls!

### Negative imperatives

**Do not turn on** your mobile phone.  
**Don't copy** Jane's work, Sally.  
Please **don't be** late again!

### Tips

- Use the base form of verbs in positive imperatives. Add **don't** before the base form of verbs in negative imperatives,  
e.g., **Give/Don't give** me your homework, Ben.
- We may add **please** before the base form of verbs,  
e.g., **Please turn off/don't turn off** your mobile phones.
- We need to add **be** before adjectives when we use them as imperatives,  
e.g., **Be/Don't be quiet**, girls!

**D1** Look at the example sentences in the above table again. Which ones are polite?

---

---

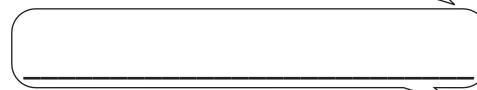
**D2** What does the teacher say? Make sentences with the words or phrases in the box. Some of the sentences must begin with **Don't**.

turn to      sleep      speak louder      bring      eat      close

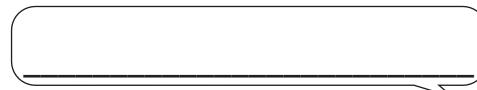
1 Ben is eating in class.

*Don't eat in class, Ben.*

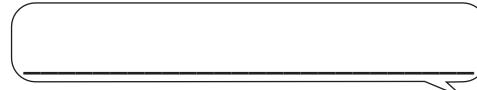
2 Amy has left the door open on a cold day.



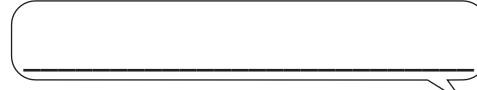
3 Sue is answering a question but the teacher can't hear her.



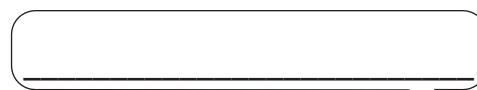
4 Mike is falling asleep in class.



5 Andy has brought his pet mouse to school.



6 Harry is looking at page 47. He should be looking at page 74.





## Listening

### A quiz about numbers

Now try a quiz about numbers. Listen to the recording, and draw a circle around the right answer for each item.

- |              |           |             |
|--------------|-----------|-------------|
| 1 80         | 49        | 17          |
| 2 2.66       | 26%       | 5/6         |
| 3 ¥75        | 75%       | 75°         |
| 4 2          | 32        | 84          |
| 5 21         | 43        | 23          |
| 6 1/8        | 0.75      | 33          |
| 7 56         | 65        | 66          |
| 8 90°        | 90%       | 1/9         |
| 9 2          | 1.6       | 5½          |
| 10 9         | 11        | 12          |
| 11 2565 3881 | 2566 2881 | 2565 2881   |
| 12 13A       | 30A       | 138         |
| 13 1.8%      | 80%       | 18%         |
| 14 ¥15,000   | ¥50,000   | ¥50,000,000 |
| 15 30.5°     | 13.5°     | 35°         |



## Speaking

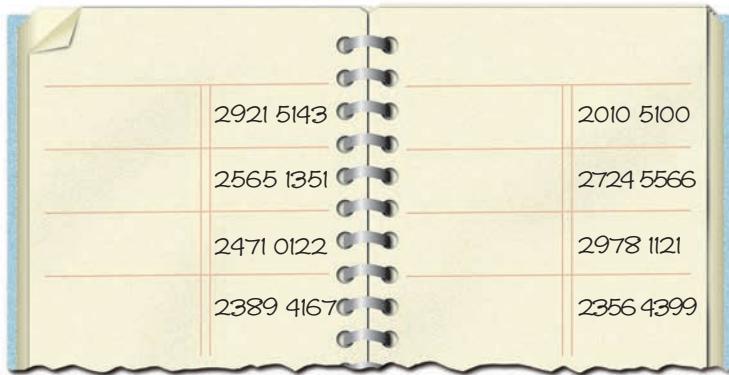
### A Talk time

A1 Say the time in two ways.

- |       |  |
|-------|--|
| 12.00 | noon/twelve o'clock                      |
| 1.15  | quarter past one/one fifteen             |
| 2.20  | twenty past two/two twenty               |
| 3.25  | twenty-five past three/three twenty-five |
| 4.30  | half past four/four thirty               |
| 5.40  | twenty to six/five forty                 |
| 6.45  | quarter to seven/six forty-five          |

**A2** Say these telephone numbers.

When we say telephone or ID card numbers, we say each number separately. For **0** we say **zero** or **oh**. When two of the same number are together, we can say **double** before the number, for example, 2341 2205—two three four one, double two zero five, or two three four one, two two zero five.



\* **A3** May is calling her friend, Rita, on the telephone. Listen to or read their conversation, and practise it until you can say it well. Then work in pairs to check the other homework problems in May's notebook.

Rita: Hello, 890 6521 (eight nine zero, six five two one).

May: Hello. This is May. Is that Rita speaking?

Rita: Hi, May. This is Rita.

May: I don't think I copied down a homework problem correctly. Can I check it with you?

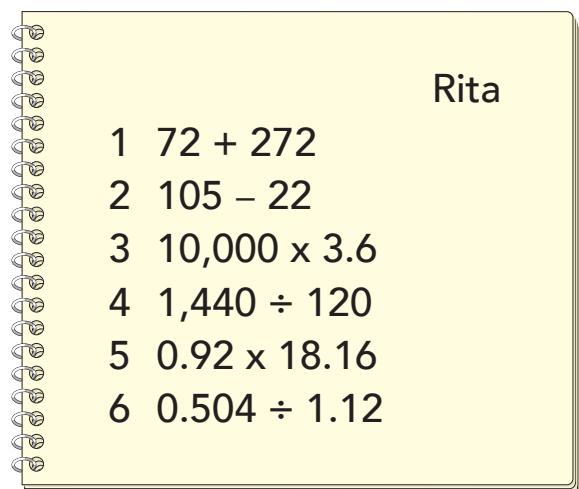
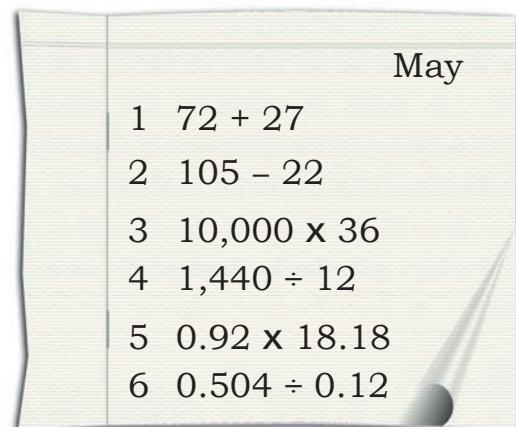
Rita: Sure. Which one?

May: Number 5. Is it 0.92 (zero point nine two) multiplied by 18.18 (eighteen point one eight)?

Rita: No. It should be multiplied by 18.16 (eighteen point one six).

May: Thanks, Rita. Bye.

Rita: Goodbye, May.



## \* B Speak up

Mr Tang was a student at your school 15 years ago. He has given your school 35,000 yuan. His instructions are:

- the money must be used to buy three different things for the school;
- students must decide what three things to buy in groups.

**B1** Work in groups of four and:

- 1 decide on three things to buy with the money and how much you think each thing will cost;
- 2 write down your decision, using the pattern below to help you.

Hi, everyone

Mr Tang has given our school a gift of 35,000 yuan. Our group thinks we should buy these three things.

First, \_\_\_\_\_.

This will cost about \_\_\_\_\_ yuan.

Second, \_\_\_\_\_.

This will cost about \_\_\_\_\_ yuan.

Third, \_\_\_\_\_.

This will cost about \_\_\_\_\_ yuan.

Are there any questions?



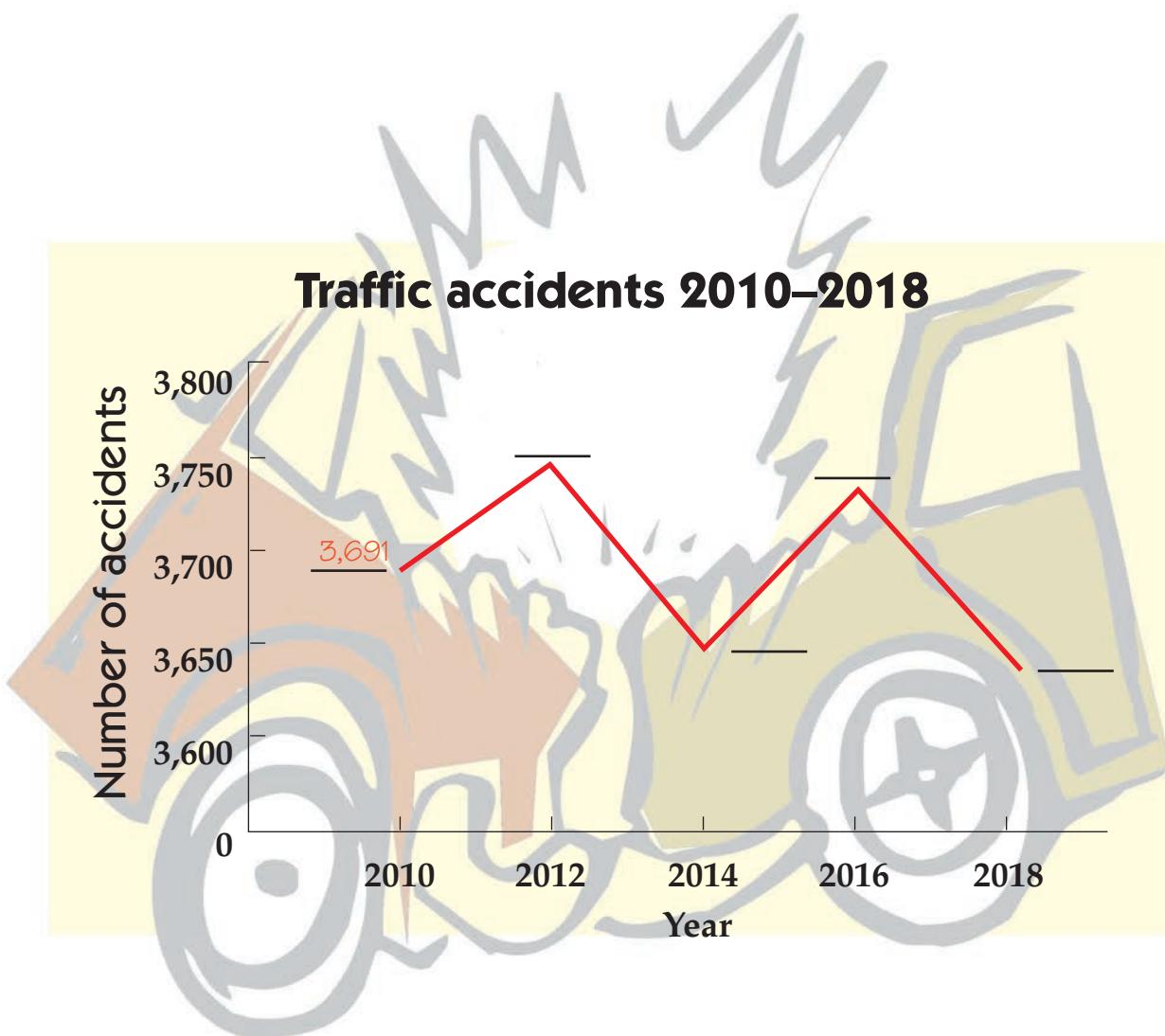
**B2** One member of each group should read the decision to the class.

## Traffic accidents

**A** Ann wanted some figures about traffic accidents for a school project. She asked Inspector Ken for the figures. Then she drew a line graph. Read the conversation below and write the figures on the graph on the next page. The first one has been done for you.



- Ann: How many traffic accidents were there in the year two thousand and ten in our city?
- Ken: Three thousand six hundred and ninety-one.
- Ann: What was the number in the year two thousand and twelve?
- Ken: Three thousand seven hundred and forty-eight.
- Ann: What about two thousand and fourteen?
- Ken: Three thousand six hundred and forty-four.
- Ann: And two thousand and sixteen?
- Ken: Three thousand seven hundred and twenty-nine.
- Ann: What about two thousand and eighteen?
- Ken: Three thousand six hundred and thirty-nine.
- Ann: Thank you, Sir.
- Ken: You're welcome.



**B** After drawing her graph, Ann wrote a paragraph about it. Part of the paragraph is given here. Complete it, following these instructions:

- 1 Use the verbs **be**, **rise** and **fall** in the simple past tense.
- 2 Write the years and numbers of accidents.

### Traffic accidents 2010–2018

The graph shows that there \_\_\_\_\_ 3,691 traffic accidents in 2010 in our city. In \_\_\_\_\_, the number \_\_\_\_\_ to \_\_\_\_\_ and it \_\_\_\_\_ to \_\_\_\_\_ in \_\_\_\_\_. In \_\_\_\_\_, the number \_\_\_\_\_ again to \_\_\_\_\_. It \_\_\_\_\_ to \_\_\_\_\_ in \_\_\_\_\_.

Answer: The answer to the Brain against computer problem is 546, 372, 891.



## More practice

### Numbers around us

**A** Do a survey of your class and complete the following report.

There are <sup>(1)</sup> students in our class. <sup>(2)</sup> % of our classmates are boys and <sup>(3)</sup> % are girls. <sup>(4)</sup> of us were born in the same year. The oldest student in our class is <sup>(5)</sup> years old and the youngest is <sup>(6)</sup> years old. The average age of our classmates is <sup>(7)</sup>. The tallest student in our class is <sup>(8)</sup> cm and the shortest is <sup>(9)</sup> cm. The average height in our class is <sup>(10)</sup>. <sup>(11)</sup> of us go to school by bus and <sup>(12)</sup> go to school on foot. <sup>(13)</sup> of us like football, <sup>(14)</sup> like basketball and <sup>(15)</sup> like volleyball. <sup>(16)</sup> have got pet dogs and <sup>(17)</sup> have got pet cats.

**B** Try to answer the following questions. Discuss the answers orally in groups of four.

- 1 Who invented the aeroplane? When were they born?
- 2 When was your school built?
- 3 Which is the longest river in China? How long is it?
- 4 Which mountain is the highest in the world? How high is it?
- 5 When was Nanpu Bridge built? How long did it take to finish the bridge?
- 6 What was the population of China in 1949?
- 7 How big is Tian'anmen Square? How big is People's Square in Shanghai?
- 8 How far is it from Beijing to Shanghai? How long does it take to go to Beijing by plane?
- 9 What are the average temperatures in winter and summer in Shanghai?

**C** Do this puzzle. Give your partner the following instructions. Divide the answer he/she gives you for the last instruction by 4. Then tell him/her your number. This will be the number he/she first thought of but did not tell you.

- 1 Think of a number, but don't tell me what it is.
- 2 Add 1.
- 3 Multiply the answer by 2.
- 4 Now add 3.
- 5 Now multiply by 2 again.
- 6 Now subtract 10.
- 7 Now tell me the answer.



**D** Work in pairs to make a magic number square. Follow the instructions below.

- 1 Draw the square like this:

	i	ii	iii
a			
b			
c			

- 2 Put the number 2 in Square **ai**.
- 3 Put the number 4 in Square **a<sup>iii</sup>**.
- 4 Put the number 5 in Square **b<sup>ii</sup>**.
- 5 Put the number 8 in Square **c<sup>iii</sup>**.
- 6 Now discuss with your partner and arrange the rest of the numbers between 1 and 9 (1, 3, 6, 7 and 9) in the square so that when you add any of the 3 numbers from top to bottom, from left to right, or from corner to corner, they always give a total of 15. Ask questions like this: Where do we put the number 1?

# Progress file 4

## Vocabulary

Choose one word from the box for each blank.

- 1  $45^\circ$  is a number showing \_\_\_\_\_.  
2 85% is a \_\_\_\_\_.

percentage  
degrees

In the article on page 57, find adjectives beginning with **a** which mean:

- 3 correct and true  
4 very surprising

a \_\_\_\_\_  
a \_\_\_\_\_

Match these words with their meanings.

- 5 to calculate  
6 to invent  
7 to solve  
8 to program

- a to find an answer to  
b to give orders to a computer  
c to make for the first time  
d to use numbers to find answers

## Grammar

Write the following numbers in words.

- 9 32nd \_\_\_\_\_  
10 857,120 \_\_\_\_\_

Insert words so that you make true sentences.

- 11 16 \_\_\_\_\_ 4 equals 4.  
12 8 \_\_\_\_\_ 9 equals 17.  
13 144 \_\_\_\_\_ 12 \_\_\_\_\_ 11 equals 12.

Put the following words in the right order.

- 14 desks/do/on/the/Please/not/write/.  
15 stop/and/attention/Alan/pay/talking/,/.

## My progress:



Comments:



0–6 Try harder.



7–12 Can do better.



13–15 Good work.

## Word box



<b>divide</b> /dr'veɪd/	v.	除以
<b>degree</b> /dr'gri:/	n.	度；度数
<b>especially</b> /'espeʃəlɪ/	adv.	十分；非常
<b>calculate</b> /'kælkjuleɪt/	v.	计算
<b>brain</b> /breɪn/	n.	脑
<b>part</b> /pa:t/	n.	部位；组成部分
<b>language</b> /'læŋgwɪdʒ/	n.	语言
<b>nearly</b> /'nɪəlɪ/	adv.	几乎；差不多；将近
<b>system</b> /'sistəm/	n.	系统
<b>invent</b> /ɪn'vent/	v.	发明；创造
<b>develop</b> /dɪ'veləp/	v.	发展；壮大
<b>invention</b> /ɪn'venʃn/	n.	发明物；发明
<b>*abacus</b> /'æbəkəs/	n.	算盘
<b>accurate</b> /'ækjərət/	adj.	正确无误的
<b>electronic</b> /ɪ,lek'trɒnik/	adj.	电子的；电子器件的
<b>calculator</b> /'kælkjuleɪtə(r)/	n.	计算器
<b>*subtract</b> /səb'trækt/	v.	减；减去
<b>*multiply</b> /'mʌltiplai/	v.	乘；乘以
<b>*percentage</b> /pə'sentɪdʒ/	n.	百分率；百分比
<b>*square root</b> /'skweə 'ru:t/		平方根
<b>powerful</b> /'paʊəfl/	adj.	很有效的；强有力的
<b>in a flash</b>		转瞬间；立即
<b>calculation</b> /,kælkju'leɪʃn/	n.	计算
<b>whole</b> /həʊl/	adj.	全部的；整体的
<b>lifetime</b> /'laɪftaɪm/	n.	一生；终生
<b>against</b> /ə'genst/	prep.	与……相比
<b>living</b> /'lɪvɪŋ/	adj.	活着的；活的
<b>human</b> /'hju:mən/	adj.	人的
<b>following</b> /'fɔləʊɪŋ/	adj.	下述的；下列的
<b>amazing</b> /ə'meɪzɪŋ/	adj.	令人惊奇的；令人惊喜的
<b>solve</b> /sɒlv/	v.	解答；解决
<b>*lightning</b> /'laɪtnɪŋ/	n.	闪电
<b>*like lightning</b>		闪电般地；飞快地
<b>*program</b> /'prəʊgræm/	v.	编写程序
<b>power</b> /'paʊə(r)/	n.	能；能量
<b>complete</b> /kəm'pli:t/	v.	使完整
<b>check</b> /tʃek/	v.	检查；核查

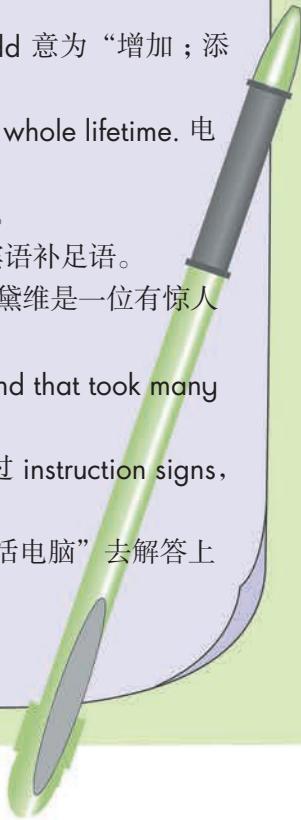


## Notes



Page 57

- 1 Everyone knows at least two—his or her own language and the international language of numbers. 每个人都至少知道两种（语言）：他（她）的母语和“数字”这一国际语言。  
句中的 *own* 是形容词，意为“自己的；本人的”。
- 2 In ancient times, people wrote numbers in many different ways, as these pictures of the number 6 show. 在古代，人们用很多不同的方式来书写数字，就如这些表示数字“6”的图片所示。  
句中的 *time* 是名词，意为“时期；时代；年代”；*way* 意为“方法；手段；途径；方式”；*as* 是连词，表示“正如；如同”。
- 3 However, they nearly all counted in the same way—in tens. 不过，他们几乎都以十进制的方法计数。
- 4 This was a very important invention because it made it easier to write big numbers and to calculate. 这是一项非常重要的发明，因为它使得大数字的书写和计算变得更为容易。  
连词 *because* 引导的原因状语从句中有两个 *it*，前一个 *it* 指代 *invention*，后一个 *it* 是形式宾语，指代 *to write big numbers and to calculate*。
- 5 Calculating machines 计算工具
- 6 Abacuses are so fast and accurate that people still use them today. (用) 算盘(计算)是如此快速和精确，以至于人们至今还在使用它们。  
句中的 *so ... that ...* 用于连接结果状语从句，意为“如此……以至于……”。
- 7 A modern electronic calculator can add, subtract, multiply and divide. It can also calculate percentages and square roots. 一种现代的电子计算器能进行加、减、乘、除运算。它也能计算百分比和平方根。  
句中的 *add* 作动词，意为数学运算中的“加”。在 7A Unit 9 曾学过 *add* 意为“增加；添加”。
- 8 In a flash, a computer can do a calculation that you could not do in your whole lifetime. 电脑能在瞬间完成你用一生的时间都未必能完成的计算。
- 9 Some people call the brain a *living computer*. 有人把人脑称作“活电脑”。  
句中的动词 *call* 带有复合宾语，*the brain* 是宾语，*a living computer* 是宾语补足语。
- 10 Shakuntala Devi is a lady from India with an amazing brain. 夏琨塔拉·黛维是一位有惊人大脑的印度女士。
- 11 However, someone had to first program the computer with instructions, and that took many hours. 然而，首先得有人通过指令为电脑设计程序，而这要花很多时间。  
句中的 *instruction* 作名词，意为“(计算机的)指令”，在 7A Unit 7 曾学过 *instruction signs*，其中的 *instruction* 作形容词，意为“说明用法的；操作指南的”。
- 12 Use your own *living computer* to solve the problem above. 用你自己的“活电脑”去解答上述题目。  
句中的 *above* 作副词，意为“上述；上文”。



## Unit 5 Encyclopaedias



### Reading

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### Grammar

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### Listening

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### Speaking

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### Writing

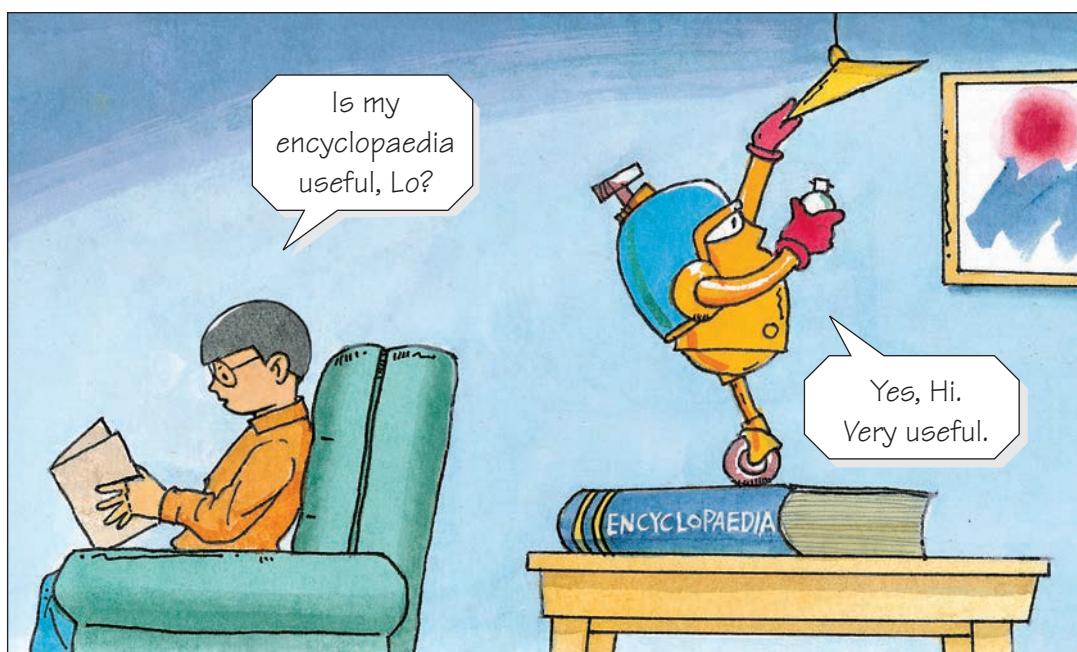
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### More practice

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## Reading

### A What do you know about ...?

You are going to read three short articles. One is about dinosaurs; two are about people—Leonardo da Vinci and Diogenes. What do you know about them already? Look at the pictures below and on the next page, and then try this quiz before you read the articles.

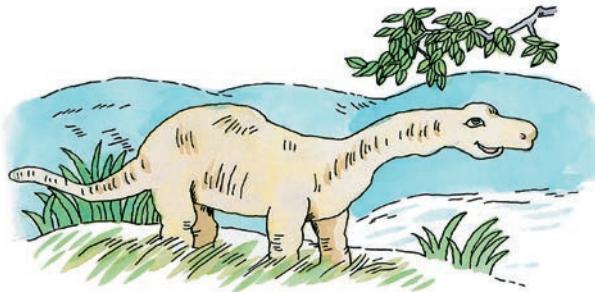
- 1 Leonardo da Vinci was \_\_\_\_\_.  
a French      b Italian
- 2 Leonardo da Vinci painted \_\_\_\_\_.  
      

- 3 You can find dinosaurs in zoos.  
a true      b false

- 4 Dinosaurs are all dead.  
a true      b false

- 5 Ancient men ate dinosaurs.  
a true      b false

- 6 Diogenes, a famous thinker, came from Greece. Greece is a country in \_\_\_\_\_.  
a Africa      b Europe



### B Before you read

Look at the title, the introduction and the pictures on the next page. Then read these statements and circle T (True) or F (False).

- |   |     |
|---|-----|
| 1 Leonardo da Vinci was good at painting.                     | T/F |
| 2 These articles are from an encyclopaedia.                   | T/F |
| 3 Dinosaurs were all large and fierce animals.                | T/F |
| 4 Though Diogenes owned only a few things, he was very happy. | T/F |

## Look it up!

May's father bought her an encyclopaedia.  
Here are three articles she found in it.

### Da Vinci, Leonardo

Leonardo da Vinci (1452–1519) was an Italian painter, inventor, musician, engineer and scientist.

Da Vinci was born in the countryside. From an early age, he showed great intelligence and artistic ability. As he grew older, he learnt to do many different things. His paintings are very famous, and the painting *Mona Lisa* is perhaps the most famous one. He also had many inventions. For example, his notebooks include some interesting drawings of flying machines. (See Art)



### Diogenes

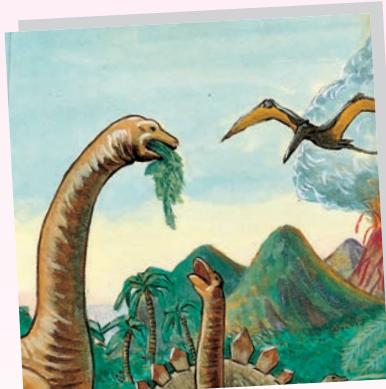
Diogenes was a famous thinker. He lived in Greece about two thousand years ago. He taught that the way to be happy was to own as few things as possible. All he owned was a big jar that he lived in, a coat, a bag and a cup. He was very happy. One day, Diogenes saw a boy drinking water from his hands by a fountain, so he threw away his cup and became even happier. (See Greece)

### Dinosaurs

Dinosaurs lived on the Earth over sixty million years ago. This was a long time before people existed. Dinosaurs lived everywhere. Some were as small as chickens. Others were as big as ten elephants. Some dinosaurs even had wings and could fly.

Many dinosaurs were harmless. They were as gentle as sheep and ate plants. Others were harmful. They were fiercer than tigers and ate meat.

Dinosaurs all died out suddenly. Nobody knows why. We know about the lives of dinosaurs from the skeletons, eggs and footprints they left behind. (See Earth History)



## C Vocabulary

**C1** Match the words with the pictures.

1 a skeleton \_\_\_\_\_

3 footprints \_\_\_\_\_

5 a jar \_\_\_\_\_

2 a dinosaur \_\_\_\_\_

4 a musician \_\_\_\_\_

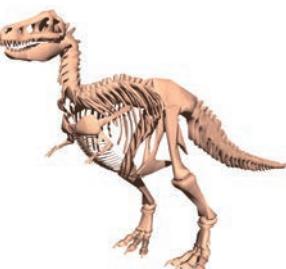
a



b



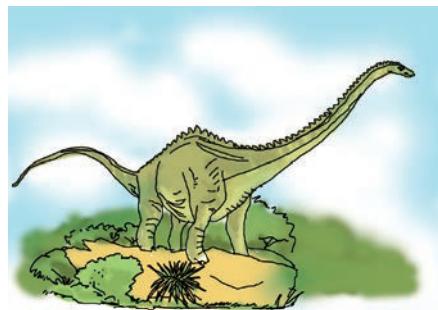
c



d



e

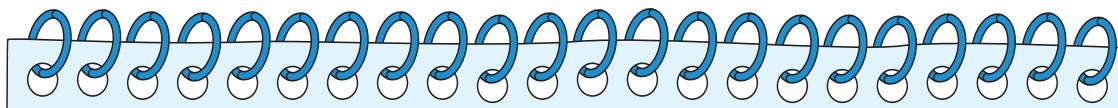


**C2** Find words in the articles on page 75 to complete the following dialogues. The words must be similar in meaning to the words in brackets. The first one has been done for you.

- 1 Danny: What did da Vinci's notebooks include (have)?  
May: Many pictures of flying machines.
- 2 Danny: Did da Vinci show great \_\_\_\_\_ (being clever) when he was very young?  
May: Yes, he did.
- 3 Danny: Did dinosaurs live on the Earth before people?  
May: Yes, they \_\_\_\_\_ (lived) long before people.
- 4 Danny: Were all dinosaurs \_\_\_\_\_ (causing harm)?  
May: No, many were \_\_\_\_\_ (not causing harm).
- 5 Danny: Who was Diogenes?  
May: He was a famous \_\_\_\_\_ (a person who thinks seriously) from Greece.

## D Comprehension

**D1** May has made some notes below about the articles in the encyclopaedia, but some of the facts are wrong. Read the articles and correct May's notes where necessary. Follow the examples.



1 Da Vinci, Leonardo  
1452  
a He lived from 1425 to 1519.  
b He was good at playing music. ✓  
c He was born in the city.  
d He showed great artistic ability from an early age.  
e He is famous for his paintings and books.

2 Dinosaurs  
a They lived on the Earth over sixty thousand years ago.  
b Some were small. Others were huge.  
c Some were gentle. Others were dangerous.  
d Some died out suddenly.

3 Diogenes  
a He was a famous thinker.  
b He lived in America about two thousand years ago.  
c He believed the way to be happy was to own as many things as possible.

**D2** May is making statements about some of the things in the articles. If you agree with them, write **A** (Agree). If you do not agree, write **D** (Disagree).

- 1 The Mona Lisa is famous in the world. \_\_\_\_\_
- 2 Da Vinci included his paintings in his notebooks. \_\_\_\_\_
- 3 All dinosaurs were bigger than elephants. \_\_\_\_\_
- 4 Some dinosaurs could fly. \_\_\_\_\_
- 5 All dinosaurs probably lived peacefully together. \_\_\_\_\_
- 6 Scientists found that dinosaurs all died of disease. \_\_\_\_\_
- 7 Diogenes found the secret of how to be happy. \_\_\_\_\_
- 8 All people followed the teaching of Diogenes. \_\_\_\_\_

## A Countable and uncountable nouns

In English, we can count some things, e.g., elephants, stamps, cars. We cannot count other things, e.g., meat, water, music. Most dictionaries use the letters **C** and **U** to tell if a noun is **countable** or **uncountable**.

### Countable nouns

They can have plurals.

*one elephant, ten elephants,  
some elephants*

We can use **a** or **an**.

*I bought a stamp for ¥1.2.*

*I have an encyclopaedia about animals.*

We use singular or plural verbs.

*This toy car is old.*

*These butterflies are pretty.*

### Uncountable nouns

They cannot have plurals.

*I like to drink waters. X*

*I like to drink water. ✓*

We cannot use **a** or **an**.

*Some dinosaurs ate meat.*

We use a singular verb.

*Music is important to me.*

### Tips

#### Countable nouns

The plural of most countable nouns is formed by adding **-s**, except:

- words ending with the letters **-s**, **-x**, **-ch** or **-sh**  
e.g., bus—buses, box—boxes, church—churches, brush—brushes
- words ending with **-y** (most nouns)  
e.g., lady—ladies, story—stories, fly—flies
- words ending with **-f** or **-fe** (most nouns)  
e.g., thief—thieves, leaf—leaves, wife—wives, knife—knives
- irregular forms  
e.g., man—men, woman—women, child—children, foot—feet, mouse—mice, sheep—sheep

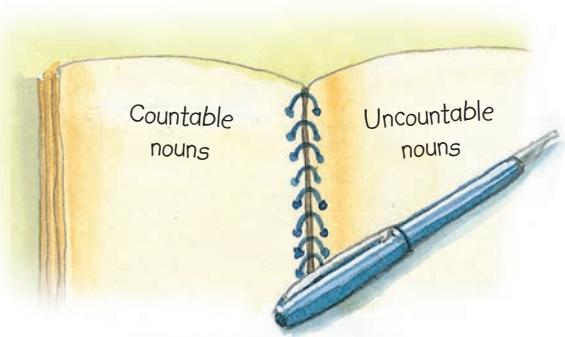
#### Uncountable nouns

We can use some countable nouns + **of** before uncountable nouns to show amounts.

e.g., a piece/... pieces of (cake, advice, news, information, work, paper, furniture)  
a loaf/... loaves of (bread)  
a carton/... cartons of (yogurt)  
a bar/... bars of (chocolate, soap)  
a tin/... tins of (fish, meat)  
a jar/... jars of (honey, jam)

**A1** Read the sentences below and decide whether the nouns in italics are countable or uncountable. Make two lists in your notebook.

- 1 He saw a *boy* drinking water from a *fountain*.
- 2 They found a *skeleton* and some *footprints* in a *cave*.
- 3 He used a *pen* and *ink* to draw his *inventions* in his *notebooks*.
- 4 Our dog eats *meat* and drinks *milk*.



**A2** Jane has invited six people to a party at her home. Here is part of the shopping list that she wrote for the things she needs. Look at the picture and complete the list. The first one has been done for you.

	1 bottle of milk
	cartons of yogurt
	of cola
	jam

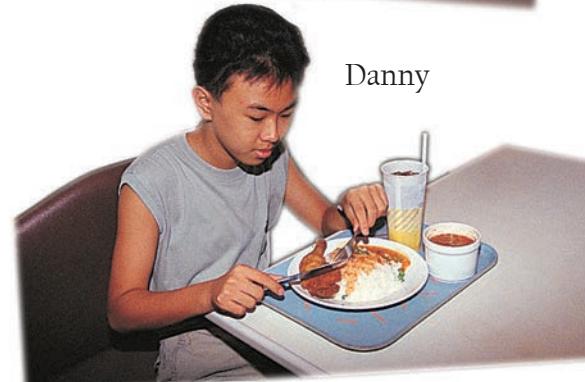


**A3** Rita, May and Danny are in a fast food restaurant. They each chose something from the menu below. Look at their pictures and complete the sentences with **a(n)** or **some**, and the names of the food and drinks. Put one word in each blank.

### FRANKIE'S FAST FOOD

Today's Menu

salad	¥12
hamburger	¥7
sandwich	¥6
chicken leg	¥9
chips	¥5
rice	¥1.5
soup	¥8
tea/coffee/cola	¥5.5
orange juice	¥6.5

- 1 Rita chose \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
- 2 May chose \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
- 3 Danny chose \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

## B Using **another** and **(the) other(s)**

We can use **another** and **(the) other(s)** to refer to something else or someone else.

We need **another** (=an extra one) computer. One is not enough for us.

I do not like this pair of shoes. I am going to get **another** (pair)(=a different pair).

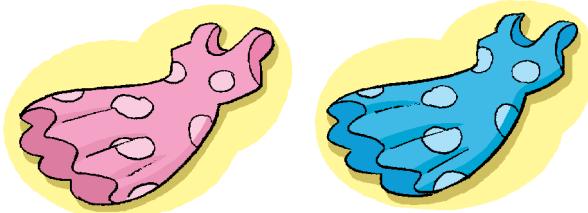
I have two apples. One is big and **the other** (=the second of the two apples) is small.

Here are six books. One is mine and **the others** (=the rest of the books) are my sister's.

Some dinosaurs were as small as chickens. **Others** (=other dinosaurs) were as big as ten elephants.

Look at the pictures and complete the sentences with **another** or **(the) other(s)**.

1



Kate has two dresses. One is red and \_\_\_\_\_ is blue.

2



In the supermarket we can see fruits from different countries. Some are from Thailand. \_\_\_\_\_ come from New Zealand.

3



This pair of trousers is too short for me. Can you show me \_\_\_\_\_ (pair)?

# Listening

## Dr Sun Yat-sen's Mausoleum

May is thinking about visiting Nanjing. She is listening to a travel programme about Nanjing on the radio. Help her complete the notes about this famous place in Nanjing. Listen to the recording and write a figure or one word in each blank.

### Dr Sun Yat-sen's Mausoleum

Nanjing was once the <sup>(1)</sup> of China for many dynasties.

In Nanjing, you can visit Dr Sun Yat-sen's Mausoleum.

#### Dr Sun:

- a great pioneer in China's <sup>(2)</sup>
- helped bring China into a new age in <sup>(3)</sup>

After Dr Sun died in 1925, people built a mausoleum for him.

#### The mausoleum:

- over <sup>(4)</sup> square metres in size
- has a forest and some beautiful <sup>(5)</sup>

The Government looks <sup>(6)</sup> the mausoleum very well. In <sup>(7)</sup> and <sup>(8)</sup>, the Government spent <sup>(9)</sup> million yuan repairing the roofs and <sup>(10)</sup> of the buildings.

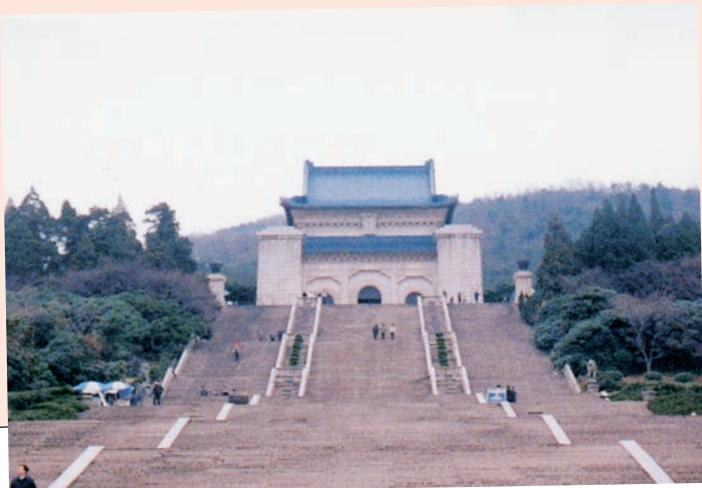
Millions of people visit it every year.

- for many years, it was <sup>(11)</sup>
- since <sup>(12)</sup>, you must pay an entrance fee
- money is used for repairs and cleaning work

Behind the mausoleum is the famous Zijin <sup>(13)</sup>.

- <sup>(14)</sup> metres high
- you can take a cable <sup>(15)</sup> up the mountain

A beautiful place to visit, and to remember this great man.





## Speaking

### A Talk time

/s/, /z/ and /ɪz/ are the three common ways of pronouncing the endings of plural nouns.

**A1** Practise saying the singulars and plurals of these nouns. Take special care with the endings.

	/s/		/z/		/ɪz/
an ant	— ants	a dog	— dogs	a box	— boxes
an elephant	— elephants	a dream	— dreams	a bridge	— bridges
a park	— parks	an egg	— eggs	a rose	— roses
a pilot	— pilots	a head	— heads	a face	— faces
a plant	— plants	a dinosaur	— dinosaurs	a horse	— horses
a ship	— ships	an invention	— inventions	a beach	— beaches

**A2** Practise saying the following sentences.

1 Ants on plants,  
Flies on dogs,  
Matches in boxes,  
Eggs from frogs.

2 Stars in the sky,  
Roses on the floor,  
Walks in the park,  
Knocks on the door.

### B Speak up

**What are you interested in? Look it up in an encyclopaedia. Then work in pairs and talk about it.**

S1: Do you know anything about Qi Baishi?

S2: Yes. He was a great Chinese painter.

S1: What's his most famous painting?

S2: He is best known for his shrimp paintings.

S1: When and where was he born?

S2: He was born in 1864 in Xiangtan.

S1: What other things did he do?

S2: He was also good at calligraphy and seal carving.

## Writing

### A short story competition

One day, May saw the advertisement below in a newspaper. She looked up the two words in her encyclopaedia, thought for a few days and then tried to write a story.

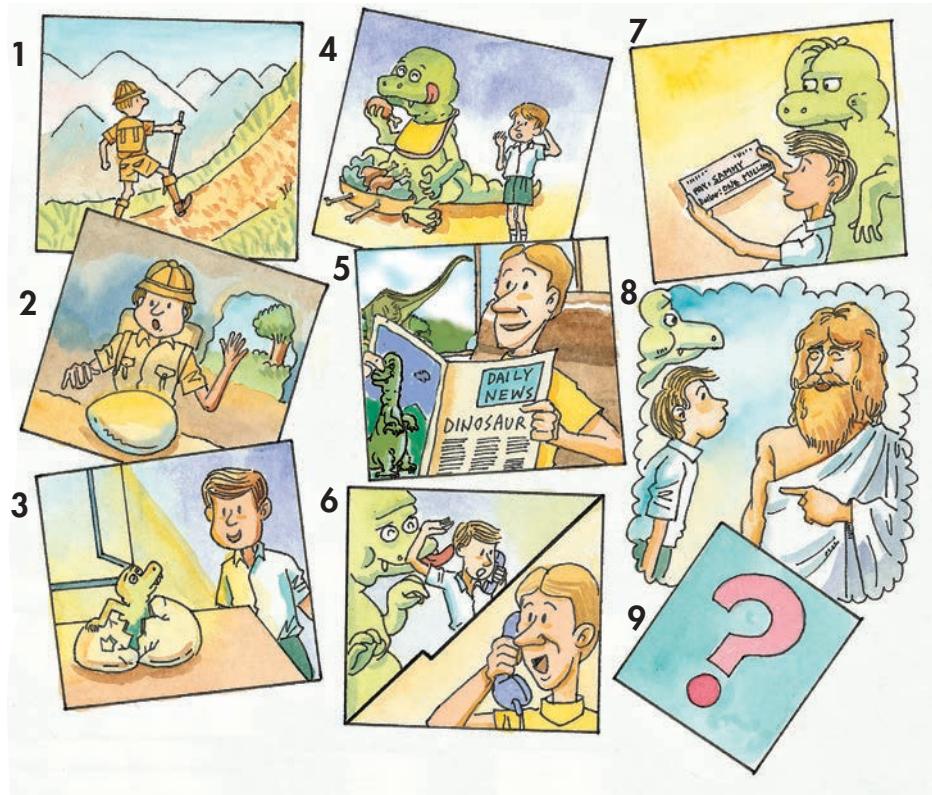
\* \* \* ADVERTISEMENT \* \* \*

# Great Short Story Competition!

Are you under sixteen years old?  
Do you want to win a free trip to Dinosaur Park?  
All you have to do is to write a short story with  
these two words:  
dinosaur Diogenes

*Write your story now and post it to PO Box 46122 before 30 November  
and you might win a free trip to Dinosaur Park!*

Look at the pictures below. Help May complete her story on the next page, using the words in the box and the verbs in brackets. Write what you think Sammy did with the money in the end.



hungry	Diogenes	possible	newspaper	happy	name
things	money	window	dinosaur	walk	cave
egg	noise	hills			

## Dudley went to Dinosaur Park

One day, Sammy <sup>(1)</sup> \_\_\_\_\_ (go) for a <sup>(2)</sup> \_\_\_\_\_ in the <sup>(3)</sup> \_\_\_\_\_. In a <sup>(4)</sup> \_\_\_\_\_, he <sup>(5)</sup> \_\_\_\_\_ (find) a stone. It <sup>(6)</sup> \_\_\_\_\_ (be) in the shape of an <sup>(7)</sup> \_\_\_\_\_. He <sup>(8)</sup> \_\_\_\_\_ (take) it home and <sup>(9)</sup> \_\_\_\_\_ (put) it by his <sup>(10)</sup> \_\_\_\_\_. The sun <sup>(11)</sup> \_\_\_\_\_ (warm) it every day.

One morning, Sammy <sup>(12)</sup> \_\_\_\_\_ (hear) a <sup>(13)</sup> \_\_\_\_\_ from the stone and <sup>(14)</sup> \_\_\_\_\_ (see) a hole in it. A small animal <sup>(15)</sup> \_\_\_\_\_ (climb) out and <sup>(16)</sup> \_\_\_\_\_ (look) at Sammy. It was a <sup>(17)</sup> \_\_\_\_\_. Sammy gave it the <sup>(18)</sup> 'Dudley'.

Dudley was always <sup>(19)</sup> \_\_\_\_\_. It ate and ate and grew and grew. Soon it was bigger than Sammy.

A man in Dinosaur Park <sup>(20)</sup> \_\_\_\_\_ (read) about Sammy and Dudley in the <sup>(21)</sup> \_\_\_\_\_.

He <sup>(22)</sup> \_\_\_\_\_ (phone) Sammy and said, ' <sup>(23)</sup> \_\_\_\_\_ (come) to Dinosaur Park with Dudley and <sup>(24)</sup> \_\_\_\_\_ (meet) our visitors. I'll <sup>(25)</sup> \_\_\_\_\_ (pay) you a million dollars.'

Sammy said, 'OK.'

A week later, Sammy <sup>(26)</sup> \_\_\_\_\_ (get) the <sup>(27)</sup> \_\_\_\_\_. He said, 'I'm rich now. I'll be <sup>(28)</sup> \_\_\_\_\_.'

That night, Sammy had a dream. He <sup>(29)</sup> \_\_\_\_\_ (see) a man called <sup>(30)</sup> \_\_\_\_\_. The man <sup>(31)</sup> \_\_\_\_\_ (say) to him, 'The way to be happy is to <sup>(32)</sup> \_\_\_\_\_ (own) as few <sup>(33)</sup> \_\_\_\_\_ as <sup>(34)</sup> \_\_\_\_\_. You know what to do with the money, don't you?'

The next day, Sammy <sup>(35)</sup> \_\_\_\_\_.





## More practice

### The giant panda

The giant panda is an Asian animal. It is a large, black and white bear-like animal. It lives in the bamboo forests of south-western China.

The giant panda has a chubby<sup>①</sup> white body with black legs and a broad black band across its shoulders<sup>②</sup>. It has a large round head, small black ears and a

5 white face with a black patch around each eye. It has a short tail. Most giant pandas grow up to 1.8 metres long and weigh from 80 to 125 kilos. The giant panda is like a bear in shape and size and walks in the same slow, clumsy<sup>③</sup> way. It can also stand up on its hind<sup>④</sup> legs, like a bear. A female panda gives birth to one or two baby pandas a year.

10 The giant panda mainly eats bamboo shoots, though it eats other plants as well. It can eat as much as 9 kilos of food a day.

The giant panda is very rare and is protected by law in China.

**A** Read the above passage and complete the statements below.

- 1 The giant panda lives in \_\_\_\_\_.
- 2 The giant panda has a chubby white body with \_\_\_\_\_ and a broad \_\_\_\_\_ across its shoulders.
- 3 The giant panda's head is \_\_\_\_\_, its ears are \_\_\_\_\_ and its tail is \_\_\_\_\_.
- 4 The giant panda may grow up to \_\_\_\_\_ long.
- 5 The giant panda may weigh \_\_\_\_\_.
- 6 The giant panda looks like \_\_\_\_\_ in \_\_\_\_\_.
- 7 A female panda may give birth to \_\_\_\_\_ a year.
- 8 \_\_\_\_\_ are the giant panda's favourite food.
- 9 The giant panda may eat \_\_\_\_\_ food a day.
- 10 The giant panda is protected by law in China because it is \_\_\_\_\_.

**B** Fill in the blanks with the words or phrases in the box.

mainly    weigh    gave birth to    as well

- 1 It is raining outside and it is cold \_\_\_\_\_.
- 2 The tourists that visit the Great Wall are \_\_\_\_\_ from China.
- 3 On 14 October, at 9.23 a.m., my aunt \_\_\_\_\_ a baby girl.
- 4 How much do you \_\_\_\_\_, Ben?

① chubby adj. 胖乎乎的 ② shoulder n. 肩；肩部 ③ clumsy adj. 笨拙的 ④ hind adj. 后面的

# Progress file 5

## Vocabulary

Use the words in the box to complete the sentences. Change the form if necessary.

nobody      disease      though      fierce      ability

- 1 The little girl cried when she saw the \_\_\_\_\_ dog.
- 2 I called your office but \_\_\_\_\_ answered.
- 3 She has the musical \_\_\_\_\_ to be a singer.
- 4 Scientists are trying to deal with this difficult \_\_\_\_\_.
- 5 \_\_\_\_\_ he is over 60, he still looks strong and healthy.

## Grammar

Write the correct forms of the nouns in brackets.

- 6 I have written down their different e-mail \_\_\_\_\_ (address).
- 7 He lost his three \_\_\_\_\_ (key) on the way home.
- 8 I saw some \_\_\_\_\_ (child) playing in the park.

Circle the correct words.

- 9 I would like to spread **a**/**some** jam on my bread.
- 10 Salt **is**/**are** white.
- 11 Please go and buy two **loaf**/**loaves** of bread.
- 12 Can I have **one**/**some** bowl of rice, please?
- 13 I do not like this pair of shoes. Will you please show me **other**/**another** pair?
- 14 It took me ten minutes to swim to **the other**/**another** side of the river.
- 15 Three people died in the big fire last night. **Others**/**The others** were all rescued.

## My progress:



Comments:



0–6 Try harder.



7–12 Can do better.



13–15 Good work.

## Word box



<b>*Italian</b> /ɪ'tæliən/	<i>adj.</i>	意大利的
<b>Africa</b> /'æfrɪkə/	<i>n.</i>	非洲
<b>Europe</b> /'jʊərəp/	<i>n.</i>	欧洲
<b>fierce</b> /fɪəs/	<i>adj.</i>	凶猛的；凶狠的
<b>though</b> /ðəʊ/	<i>conj.</i>	虽然；尽管；即使 (在词典或参考书中)查阅
<b>look up</b>		
<b>*encyclopaedia</b> /mə'saɪklə'pi:dɪə/	<i>n.</i>	百科全书
<b>inventor</b> /ɪn'ventə(r)/	<i>n.</i>	发明家
<b>musician</b> /mju'zɪʃn/	<i>n.</i>	音乐家
<b>intelligence</b> /ɪn'telɪdʒəns/	<i>n.</i>	才智；智慧
<b>*artistic</b> /ɑ:tɪ'stɪk/	<i>adj.</i>	有艺术天赋的
<b>ability</b> /ə'bɪləti/	<i>n.</i>	才能；能力
<b>include</b> /ɪn'klu:d/	<i>v.</i>	包括；包含
<b>*dinosaur</b> /'daɪnəsɔ:(r)/	<i>n.</i>	恐龙
<b>exist</b> /ɪg'zɪst/	<i>v.</i>	存在；实际上有
<b>even</b> /i:vən/	<i>adv.</i>	甚至
<b>harmless</b> /'ha:mles/	<i>adj.</i>	无害的；不会导致损伤的
<b>harmful</b> /'ha:mfl/	<i>adj.</i>	有害的；导致损害的
<b>die out</b>		
<b>nobody</b> /'nəʊbədi/	<i>pron.</i>	灭绝；消失
<b>know about</b>		
<b>*skeleton</b> /'skelɪtn/	<i>n.</i>	没有人
<b>*footprint</b> /'fʊptprɪnt/	<i>n.</i>	知道；知悉；了解
<b>leave ... behind</b>		
<b>thinker</b> /'θɪŋkə(r)/	<i>n.</i>	骨骼；骨骼；骨骼标本
<b>*Greece</b> /gri:s/	<i>n.</i>	脚印；足迹
<b>as ... as possible</b>		
<b>*jar</b> /dʒɑ:(r)/	<i>n.</i>	遗留
<b>cause</b> /kɔ:z/	<i>v.</i>	思想家
<b>harm</b> /ha:m/	<i>n.</i>	希腊
<b>believe</b> /bɪ'lɪ:v/	<i>v.</i>	尽可能地
<b>die of</b>		
<b>disease</b> /dr'zi:z/	<i>n.</i>	缸；坛子；罐子
<b>government</b> /'gʌvənmənt/	<i>v.</i>	使发生；引起；导致
<b>repair</b> /rɪ'peə(r)/	<i>n.</i>	伤害；损害
<b>fee</b> /fi:/	<i>v. &amp; n.</i>	相信
		死于……
		病；疾病
		政府；内阁
		修理；修补；修缮
		费用



## Notes

Page 75

- 1 Leonardo da Vinci 列奥纳多·达·芬奇
- 2 Mona Lisa 《蒙娜丽莎》
- 3 From an early age, he showed great intelligence and artistic ability. 他从小就表现得极为聪明，且极具艺术才能。
- 4 This was a long time before people existed. 恐龙存在（于地球上）的时间远远早于人类。
- 5 Some were as small as chickens. Others were as big as ten elephants. 一些恐龙体小如鸡，另一些（恐龙）则有十头大象之巨。  
as ... as 意为“同……一样”，在 as ... as 的结构中要用形容词或副词的原级，如：Your diet was as healthy as my diet. (6A Unit 10)。又如：Tom can run as fast as Bill. 汤姆跑得和比尔一样快。
- 6 Many dinosaurs were harmless. They were as gentle as sheep and ate plants. Others were harmful. 许多恐龙是无害的，性情温和如羊，是食草动物，另一些恐龙则是有危害性的。  
-less 和 -ful 均可用在部分名词后构成形容词。-less 含有否定意义；-ful 含有肯定意义。又如：helpless (无助的)；helpful (有用的)。
- 7 They were fiercer than tigers and ate meat. 它们比老虎更凶猛，以肉为食。
- 8 We know about the lives of dinosaurs from the skeletons, eggs and footprints they left behind. 我们从恐龙留下的骨骼、蛋和脚印（化石）中了解它们的生活。
- 9 Diogenes /dai'ɒdʒəni:z/ 第欧根尼（古希腊哲学家）
- 10 He taught that the way to be happy was to own as few things as possible. 他教导说，获取幸福的方法是尽可能少地拥有物品。  
句中的 teach 意为“教育；教导”。
- 11 All he owned was a big jar that he lived in, a coat, a bag and a cup. 他的全部财产就是他所居住的一口大缸、一件外套、一个包和一只杯子。

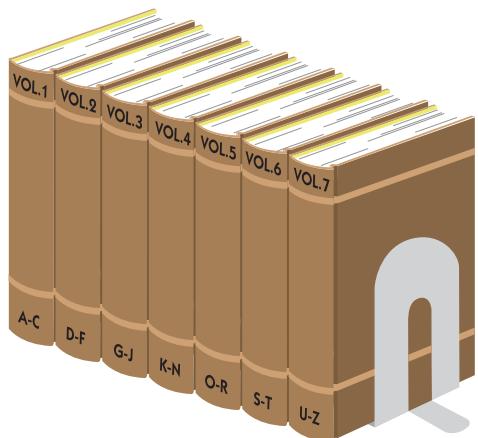
# Using English

## Using an encyclopaedia

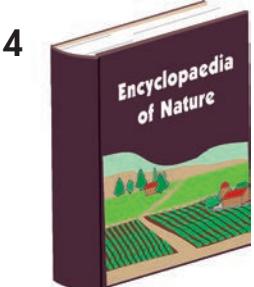
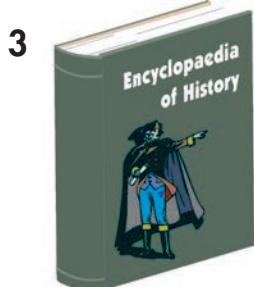
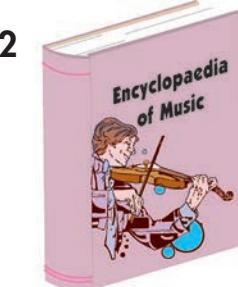
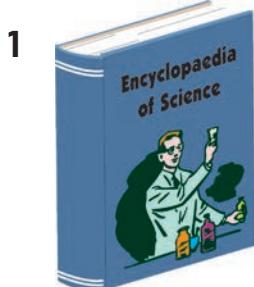
Encyclopaedias can help you with your studies. Some encyclopaedias give us facts or information about all kinds of subjects. The subjects are usually in alphabetical order with guide words at the top of each page. An encyclopaedia often consists of a number of books. These books are called **volumes**.

**A** In which volumes of the encyclopaedia on the right would you find the information listed below? Write the number of the volume for each topic.

- 1 Brain \_\_\_\_\_
- 2 Typhoons \_\_\_\_\_
- 3 Computers \_\_\_\_\_
- 4 Weather \_\_\_\_\_
- 5 Korea \_\_\_\_\_
- 6 Pandas \_\_\_\_\_



**B** Some encyclopaedias give information on one subject. In which of the following encyclopaedias would you look for information on these topics? Write the number for each topic.



- a Elephants \_\_\_\_\_
- b Light \_\_\_\_\_
- c The Stone Age \_\_\_\_\_
- d Opera \_\_\_\_\_

- e Pianos \_\_\_\_\_
- f Sound \_\_\_\_\_
- g The Tang Dynasty \_\_\_\_\_
- h Trees \_\_\_\_\_

**C** Here are some instructions for finding information. Which word or words in the instructions tell you where to look in an encyclopaedia? The first one has been done for you.

- 1 Find information on how people make paper. **paper**
- 2 Find information on the invention of numbers.
- 3 Make some notes on how electricity is produced.
- 4 Find out about festivals in Japan.
- 5 Learn some facts about swimming.
- 6 Read about how the human heart works.
- 7 Write a paragraph on the history of computers.
- 8 Make a list of some of the ways that animals help us.

#### Tips

Sometimes, at the end of an article, an encyclopaedia will tell us where to look for more information on a similar subject. For example, the article on dinosaurs on page 75 tells us to 'See Earth History'.

**D** Sometimes you cannot find a subject in an encyclopaedia. This may be because it is part of a larger subject. For example, **Tennis** may be part of the larger subject, **Sports**, and **Roses** may be part of the larger subject, **Flowers**. Match the subjects in Column A below with the larger subjects in Column B.

A	B
1 Autumn	a Animals
2 Calendars	b Farming
3 Cameras	c Jewels
4 Clouds	d Metals
5 Diamonds	e Photography
6 Iron	f Planets
7 Mars	g Seasons
8 Rice	h Shopping
9 Supermarkets	i Time
10 Whales	j Weather

## Unit 6 Nobody wins (I)

### Reading

p. 92

### Grammar

p. 96

### Listening

p. 100

### Speaking

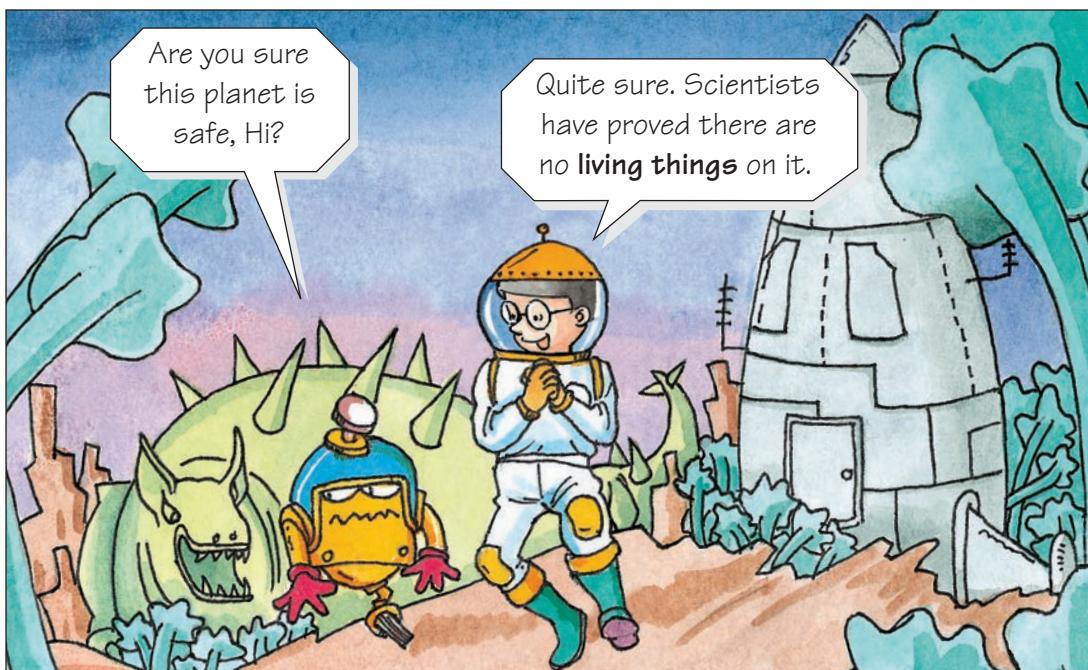
p. 100

### Writing

p. 102

### \* More practice

p. 104



Are you sure  
this planet is  
safe, Hi?

Quite sure. Scientists  
have proved there are  
no living things on it.



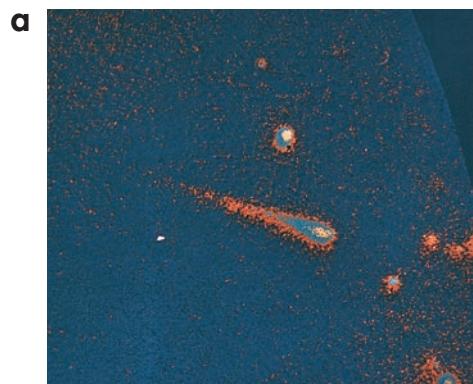
## Reading

### A What do you know about ...?

You are going to read a story about space adventure. Match these words with the pictures below before you read the story.

- 1 an astronaut \_\_\_\_\_  
2 a rocket \_\_\_\_\_

- 3 a space telescope \_\_\_\_\_  
4 a comet \_\_\_\_\_



### B Before you read

Before you read the story on the next page, look at the title, the introduction and the picture. Choose one answer for each sentence.

- 1 Captain King's life has probably been \_\_\_\_\_.  
**a** exciting                   **b** peaceful                   **c** quiet
- 2 The story probably takes place on \_\_\_\_\_.  
**a** the Earth                   **b** another star                   **c** another planet
- 3 The people in the picture are probably \_\_\_\_\_.  
**a** having fun                   **b** in trouble                   **c** fixing a cage
- 4 The monster in the picture is probably \_\_\_\_\_.  
**a** harmless                   **b** afraid                           **c** dangerous

# Caught by Gork

**Captain King often tells his friends stories of his adventures. This is one of them.**

## Part I

Peters, our navigator, was lost again. We were running out of food, so towards evening, we landed on an unexplored planet.

5 Lam, our pilot, brought us down gently in a valley close to a great cliff of smooth, black rock. In the cliff there were doors—each two storeys high!

All twelve of us left the spaceship and  
10 approached the doors carefully. One was opened a little. We went through it and entered a huge cave. The furniture inside was similar to the type on the Earth, but huge!

15 ‘Let’s get out of here,’ Peters said. ‘This is the home of a monster.’

‘It’s clearly partly human, so it may be a friendly monster,’ I said. ‘We’ll wait.’

The ground began to shake. The door opened  
20 and some animals hopped in. They looked like kangaroos, giant kangaroos. Following them was a huge monster. It looked almost human except that it had a single, huge, red eye.

25 The kangaroos shouted, ‘Good night, Gork,’ and hopped away.

Then Gork saw us. He gave a roar that turned our blood to ice. ‘Aliens! Aliens in my cave! How did you get in

30 here?’

## Part II

I thought fast, and said quietly, ‘Good evening, Mr Gork. My name is Nobody and these

35 people here are my ...’

Gork roared again, ‘I know

who you are. You’re aliens and we kill all aliens in this valley. Tomorrow morning, you are going to die! All of you!’

40 Before we could move, Gork pressed a button on the wall beside him. Steel bars sprang from the ground around us and closed over our heads. We were caught like rats in a trap. Gork pressed another button, and a

45 powerful magnet above the cage pulled our guns from our hands.

‘Well, Captain,’ Lam said, ‘you were wrong about the monster being friendly, weren’t you? And why did you say your name was

50 “Nobody”?’

‘I have a plan and “Nobody” is part of it,’ I replied. ‘You’ll see.’

I turned to Gork and said, ‘Mr Gork, it is true that we are aliens, but why can’t we be  
55 friends? Believe me, sir, we come in peace.’

Gork said, ‘You come in peace, but tomorrow you’ll be in pieces. But listen, Nobody. I’ll do you a “favour”. Tomorrow, you’ll be the last one to die.’

60 Peters turned towards me. When he spoke, his voice shook. ‘I hope your plan’s a good one, sir.’

‘Trust me,’ I said. ‘We’re all going to live!’



## C Vocabulary

**C1** Captain King is answering a reporter's questions about the adventure. Find words in the story on page 93 to complete his answers. Put one word in each blank.

- 1 —Was your food almost all gone?  
—Yes, we were \_\_\_\_\_ food.
- 2 —Did you land near a cliff?  
—Yes, we came down \_\_\_\_\_ a cliff.
- 3 —Did you walk towards the doors?  
—Yes, we \_\_\_\_\_ the doors.
- 4 —Did Gork look like a human?  
—Yes, it looked almost human \_\_\_\_\_ that it had a single, huge, red eye.
- 5 —When Gork pressed the button, did the steel bars rise slowly from the ground?  
—No. They \_\_\_\_\_ from the ground.
- 6 —Did you try to make friends with Gork?  
—Yes, I told him we came in \_\_\_\_\_.
- 7 —Did Gork offer to do something kind for you?  
—Yes, he said he would do me a '\_\_\_\_\_.'
- 8 —Did you ask Peters to believe that you could save him?  
—Yes, I asked him to \_\_\_\_\_ me.

Please tell me, Captain King, ...?



**C2** Study how the words in the box are used in the story. Then use them to complete the sentences below.

- 1 The person who is in charge of a ship or a plane is the \_\_\_\_\_.
- 2 A \_\_\_\_\_ is a large Australian animal.
- 3 \_\_\_\_\_ is a kind of hard stone.
- 4 A person who is \_\_\_\_\_ cannot find his or her way.
- 5 A \_\_\_\_\_ is used for catching animals and people. Sometimes it is made of a strong metal called \_\_\_\_\_.
- 6 A \_\_\_\_\_ eye means only one eye.
- 7 We call a place '\_\_\_\_\_ ' when people have never visited it or know nothing about it.
- 8 A \_\_\_\_\_ is an area of low land between mountains.

unexplored  
kangaroo  
captain  
valley  
single  
steel  
rock  
trap  
lost

## D Comprehension

**D1** Read the story and, as you read, match the characters on the left with the words on the right.

- |   |  |        |   |
|---|--|--------|---|
| 1 |   | Gork   | <b>a</b> Let's get out of here.<br><b>b</b> We'll wait.<br><b>c</b> Aliens!<br><b>d</b> How did you get in here?<br><b>e</b> You were wrong about the monster being friendly, weren't you?<br><b>f</b> We come in peace.<br><b>g</b> You'll be the last one to die.<br><b>h</b> I hope your plan's a good one, sir.<br><b>i</b> Trust me. |
| 2 |   | King   |   |
| 3 |   | Lam    |   |
| 4 |  | Peters |   |

**D2** Below are some opinions about the story. Read the story again and find the evidence for these opinions. Put one word in each blank. The first one has been done for you.

1 Peters was not a very good navigator.

The story says that he was lost again.

2 Lam was a good pilot.

The story says that she \_\_\_\_\_.

3 The doors in the cliff were very big.

The story says that they were \_\_\_\_\_.

4 Gork's roar frightened the captain and his crew.

The story says that it turned their \_\_\_\_\_.

5 Gork and his friends did not like aliens.

Gork said that they would always \_\_\_\_\_.

6 Gork was 'kinder' to the captain than to the others.

Gork said to the captain, 'You'll be \_\_\_\_\_.'

7 Peters was afraid.

The story says that \_\_\_\_\_ when he spoke.

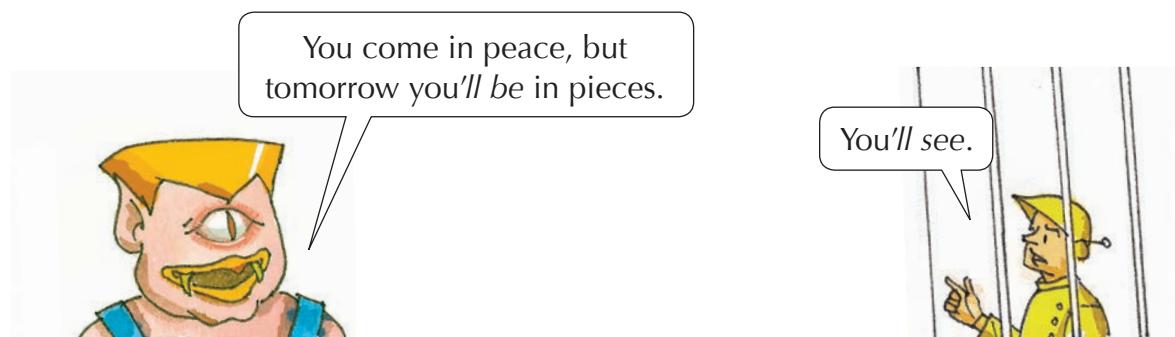
8 The captain was sure that he could save his men.

He said, '\_\_\_\_\_.'

## Grammar

### A The simple future tense (**will**)

We can use **will** with a verb to refer to the future.



We **will**/We'll **land** soon.

They **will not/won't take** off next week.

**Will** he **be** ready tomorrow?

Yes, he **will**./No, he **will not/won't**.

 **Work in pairs.** You will both go hiking next week. S1 has made the arrangements. S2 asks questions about them. Use **will ('ll)** or **will not (won't)** and the verbs in brackets. Change roles and do the exercise again when you have finished. *The first one has been done for you.*

1 S2: What time will we leave tomorrow? (leave)

S1: We'll leave at 8 o'clock sharp.

2 S2: What \_\_\_\_\_ with us? (take)

S1: \_\_\_\_\_ food and water.

3 S2: When \_\_\_\_\_? (return)

S1: \_\_\_\_\_ at about 5 p.m.

4 S2: \_\_\_\_\_ a compass with us? (take)

S1: Yes, of course.

5 S2: \_\_\_\_\_ it \_\_\_\_\_ a difficult hike? (be)

S1: Yes, it \_\_\_\_\_.

6 S2: \_\_\_\_\_ in any danger? (be)

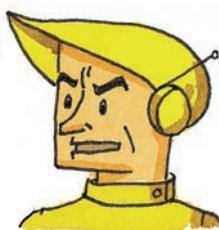
S1: No, of course we \_\_\_\_\_. We \_\_\_\_\_ careful.

## B The simple future tense (*be going to*)

We can use **be going to** with a verb when we plan for something to happen in the future or when we think something will probably happen in the future.

I am going to have a swim.  
He is not going to practise tennis.  
Are they going to play basketball?  
Yes, they are./No, they are not.

We're all going to live!



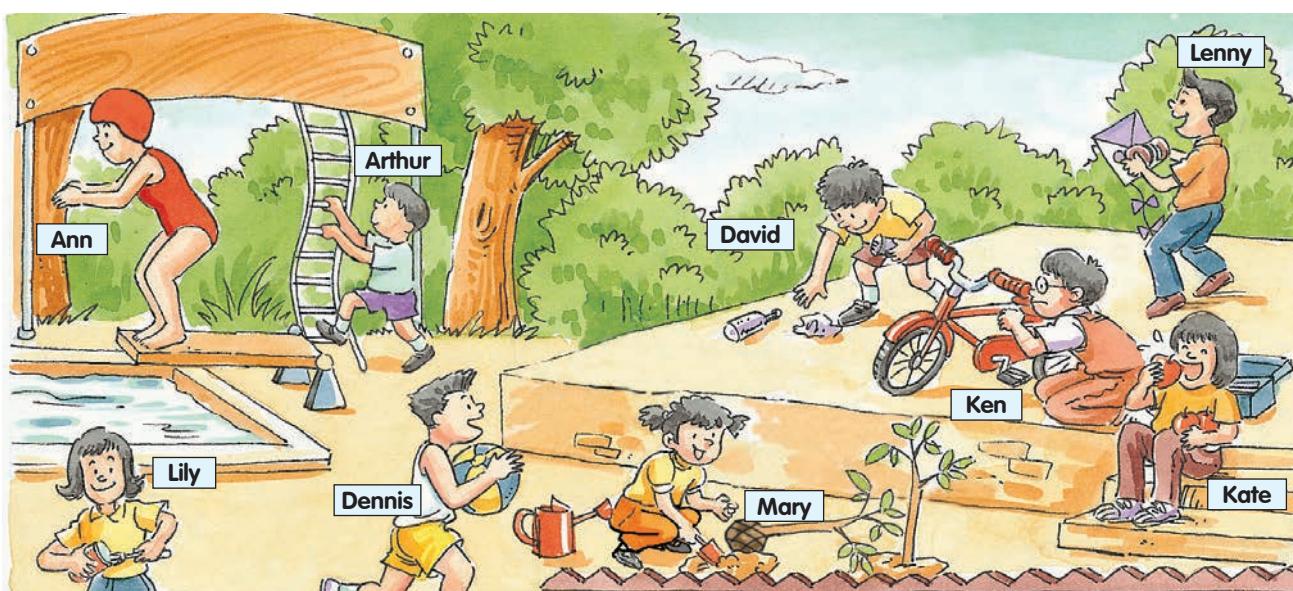
Work in pairs. Look at the picture below. S1 asks questions about what the children are going to do. S2 replies. Use the verbs or phrase in the box to help you.

play      dive      fix      open      climb      eat      fly      plant      pick up

Example 1: S1 What is Ken going to do?  
S2 He is going to fix his bicycle.

Example 2: S1 Is Kate going to fly a kite?  
S2 No, she isn't. She is going to eat an apple.

Example 3: S1 What do you think Dennis is going to do?  
S2 He's going to play with a ball.



## C Adverbs and adverbial phrases for the future

We often use adverbs and adverbial phrases when we refer to the future.

I'll

call  
phone  
see

you  
him  
them

at 5 p.m./3 o'clock.  
on Tuesday/4 December.  
in the afternoon.  
in an hour.  
this evening.  
tomorrow.  
next week/month/year.  
soon.

**C1** Read the table above and complete the rules below with **at**, **on** or **in**.

- 1 We use \_\_\_\_\_ before exact times, \_\_\_\_\_ before days and \_\_\_\_\_ before parts of days. We also use \_\_\_\_\_ before periods of time.
- 2 We do not use \_\_\_\_\_, \_\_\_\_\_ or \_\_\_\_\_ before *this ...*, *tomorrow*, *next ...* or *soon*.

**C2** Rita will take some classmates to North Country Park tomorrow to camp. She tells them about the arrangements. Read what she says.



Listen, everyone. Here are the arrangements for the trip to North Country Park. We'll meet tomorrow at our school gate at 7.30 a.m. sharp and take the underground to Green Street. Then we'll walk to the campsite. We'll arrive there at about 8.30 a.m.

We'll return to our school on Sunday. We'll catch the underground back in the evening. We'll leave at 6.15 p.m. and we'll be back to school at 7.15 p.m. Any questions?

**C3** Tomorrow you will take some classmates to Lucky Island to camp. Tell them about the arrangements. Use these notes and Rita's speech in **C2** to help you.



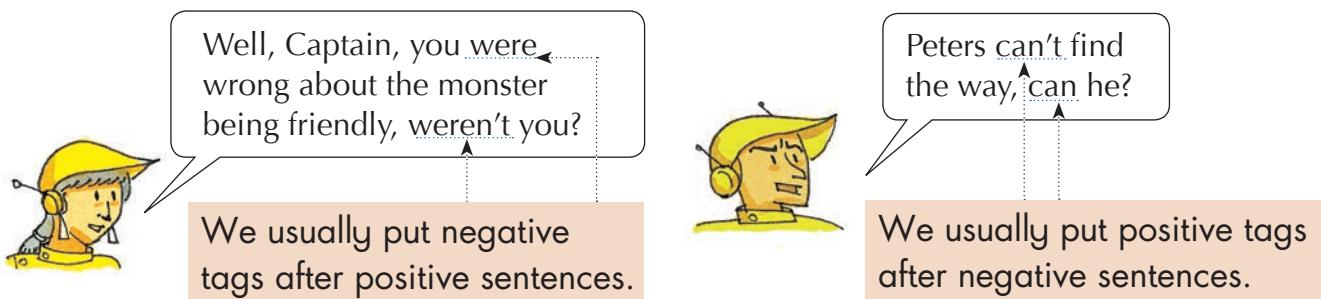
Listen, everyone.

Tomorrow – meet school gate,  
8.45 a.m., ferry to Lucky  
Island, hike to campsite,  
arrive 10.45 a.m.

Sunday – ferry back, leave  
11.30 a.m., back to school  
1.45 p.m.

## D Asking questions using question tags

We can add a question tag to the end of a statement. We usually use question tags in speech to check if something is true, or when we want others to agree with our statements.



Peters is a navigator, **isn't he?**  
All of them left the spaceship, **didn't they?**  
Gork couldn't speak, **could he?**  
Lam wasn't very brave, **was she?**

Peters, find your way, **will you?**  
Don't lose your way again, **will you?**  
Let's escape from here, **shall we?**

### Tips

- We put a comma before a question tag.
- The verb in the tag must have the same tense as the verb in the statement sentence.
- After a positive or negative imperative, use **will you?**.
- After an imperative starting with **Let's**, use **shall we?**.

Rita and Joe are reading another story about Captain King. Complete their conversation with question tags to find out what happened to Captain King. The first one has been done for you.

Joe: This story about Captain King is quite interesting, <sup>(1)</sup> **isn't it**?

Rita: Yes, it's about another one of his adventures in space. This time, Captain King met some huge three-eyed monsters, <sup>(2)</sup> \_\_\_\_\_?

Joe: Yes. But they didn't want to put him in a cage, <sup>(3)</sup> \_\_\_\_\_?

Rita: No, they didn't. In fact, they wanted to do some experiments on him. He was afraid, <sup>(4)</sup> \_\_\_\_\_?

Joe: Yes, he was. He didn't want those experiments. He didn't want to be killed by those three-eyed monsters.

Rita: But Captain King was really clever, <sup>(5)</sup> \_\_\_\_\_?

Joe: Of course he was. He aimed his laser beam at the light switch and the whole room went dark.

Rita: They couldn't see him then, <sup>(6)</sup> \_\_\_\_\_?

Joe: No, they couldn't. Well, Rita, open the window, <sup>(7)</sup> \_\_\_\_\_? It's quite hot in here.

Rita: OK. Let's go on reading the story about him, <sup>(8)</sup> \_\_\_\_\_?

# Listening

## Gorkella's visit to Shanghai

A few years ago, Gork's sister Gorkella visited Shanghai. Listen to the story of her visit on the recording. The pictures below are not in the right order. Write numbers in the boxes to show the right order. The first one has been done for you.



# Speaking

## A Talk time

### Expressing definite and indefinite intentions; giving advice and suggestions

We can answer questions about our intentions like this:

*What are you going to do tomorrow?*

*I'm going to play tennis. (sure: definite intention)*

*I'm thinking about playing tennis. (not sure: indefinite intention)*

We can give advice to people like this:

*It's cold. You'd better put on a sweater.*

### Tips

You'd better=You had better

We can make suggestions like this:

*I have nothing to do. Let's go and watch a film.*

**A1** Rita wants May to watch a tennis match with her. Read their phone conversation and practise it.

Rita: Hello, May. Are you going to watch the tennis match on Saturday?  
May: I'm thinking about it.  
Rita: I've got two tickets.  
May: You have! Can I come?  
Rita: Sure! I'll meet you at the school gate at two thirty.  
May: OK, at two thirty.

Rita: And May, you'd better bring an umbrella.  
May: Why?  
Rita: The weather report says it's going to rain.  
May: OK. I'll remember it.  
Bye.  
Rita: Bye.



\* **A2** Work in pairs to make conversations like the example below. S1 is May. S2 is Rita. Change roles and do it again when you have finished.

Example: May What are you going to do on Saturday?  
Rita (definite) I'm going to tidy my bedroom./  
(indefinite) I'm thinking of tidying my bedroom.

1 May: on Tuesday?

Rita: (indefinite) visit my grandmother

2 May: tonight?

Rita: (definite) listen to some tapes

3 May: next Saturday?

Rita: (indefinite) help my mother clean the flat

4 May: this evening?

Rita: (invent your own definite reply)

5 May: next Sunday?

Rita: (invent your own indefinite reply)

## B Speak up

Suppose you are planning a birthday party for your little brother, Ronnie, with some of your friends. Ronnie is six years old. Discuss in groups what you can do. Think about food, drinks, games, where to go, how many children to invite, etc. Then tell the class what you have decided. Give four or five ideas.

We are going to arrange a party for Ronnie.

We are going to \_\_\_\_\_.



## Holiday on Holiday Island

Next month, 35 students from Greenwood School will go camping on Holiday Island. There are 20 girls and 15 boys. The teacher told Rita and May to arrange a programme of activities for the students. They asked the students what they would like to do, and made the list below.



**A** Work in pairs to complete the programme of activities.

- 1 Study the list of answers and tick (✓) the six activities that are the most popular.
- 2 Choose the most suitable times for the activities (morning, afternoon or evening).

List of answers		
Activity	Number of students	
<input type="checkbox"/> 1 Hiking	Girls 10	Boys 7
<input type="checkbox"/> 2 Playing volleyball	Girls 14	Boys 12
<input type="checkbox"/> 3 Swimming	Girls 18	Boys 14
<input type="checkbox"/> 4 Having a quiz	Girls 16	Boys 8
<input type="checkbox"/> 5 Playing football	Girls 6	Boys 15
<input type="checkbox"/> 6 Cycling	Girls 12	Boys 12
<input type="checkbox"/> 7 Sailing	Girls 17	Boys 13
<input type="checkbox"/> 8 Fishing	Girls 1	Boys 8
<input type="checkbox"/> 9 Climbing	Girls 10	Boys 11
<input type="checkbox"/> 10 Having a barbecue	Girls 20	Boys 15

### Programme of activities

Time	Activity	
	Day 1	Day 2
Morning		
Afternoon		
Evening		

**B** After they completed their table, Rita and May wrote an article about the camp for their school newspaper. Part of the article is given below. Work in pairs. Complete the article using the words in the box, and any other necessary words. Remember to use the simple future tense.

arrive      spend      be  
leave      begin      enjoy  
return  
play (football, volleyball)  
have (a barbecue, a quiz)  
go (climbing, cycling, fishing, hiking, sailing, swimming)

## Holiday on Holiday Island

Next month 35 lucky Greenwood students <sup>(1)</sup> \_\_\_\_\_ two whole days on the beautiful Holiday Island. They <sup>(2)</sup> \_\_\_\_\_ at the island late on Monday, 25 July. Early on Tuesday, they <sup>(3)</sup> \_\_\_\_\_ their activities.

On Tuesday morning, they <sup>(4)</sup> \_\_\_\_\_. In the afternoon, they <sup>(5)</sup> \_\_\_\_\_. In the evening, they <sup>(6)</sup> \_\_\_\_\_.

On Wednesday morning, they <sup>(7)</sup> \_\_\_\_\_. In the afternoon, they <sup>(8)</sup> \_\_\_\_\_. In the evening, they <sup>(9)</sup> \_\_\_\_\_.

Everyone <sup>(10)</sup> \_\_\_\_\_ home on Thursday, 28 July. The ferry <sup>(11)</sup> \_\_\_\_\_ Holiday Island at 9 a.m. It <sup>(12)</sup> \_\_\_\_\_ back in Shanghai at noon. We are sure that all the students <sup>(13)</sup> \_\_\_\_\_ themselves.





## More practice



### Aliens land on our world!

Tina woke up at 3 a.m. She looked out of the window, on the twentieth floor of her building. She noticed a yellow light in the sky above her. It suddenly dived towards the ground. She heard a small explosion<sup>①</sup> and saw a red light. Then, Tina felt very tired and fell asleep.

5 The next morning, she told her brother Tom about it. 'I'm sure something landed in the forest near the hills,' she said. 'Let's explore it after school.'

At 6 p.m., they reached the forest and followed a narrow<sup>②</sup> path between the trees. It was getting dark when they heard some voices. They hid behind some bushes and kept silent. They listened but could not understand anything.

10 Then they saw the alien! It was tall, with a round head and a silver body. It was walking next to a long spaceship. The ship was damaged. Many of the trees around it were burnt.

The children felt terrified<sup>③</sup>. Then a second alien suddenly appeared. It saw them and made a terrible noise! The children fled<sup>④</sup> and did not stop until they were safe at home.

During dinner, they told their parents about the aliens. 'They were very ugly. They had

15 some hair but they didn't have any feathers,' said Tina.

'There was some writing on their spaceship,' said Tom. 'It looked like this.' He drew some lines on a piece of paper.

Dad said, 'No one else saw these aliens. You're naughty! You must not make up stories. Now, go to bed!'

20 But the next morning, the children repeated their story. 'We really saw something in the forest, Dad.'

'Perhaps they're telling the truth,' said Mum.

'All right,' said Dad. 'After school, go and report it to the police. Now, off to school!'

25 The children put their schoolbags on their backs and then opened the door. They spread their wings and jumped outside and flew to school together.

Dad examined the paper with strange marks. 'It's not like our writing at all,' he said, as he looked at the word 'EARTH'.

① explosion *n.* 爆炸声；爆裂声 ② narrow *adj.* 狹窄的 ③ terrified *adj.* 受惊吓的 ④ flee *v.* 逃跑

**A** Find the words in Column A in the story on page 104 and match them with the meanings in Column B.

**A**

- 1 explore
- 2 silent
- 3 fled
- 4 terrified
- 5 no one else
- 6 make up
- 7 examined

**B**

- a very afraid
- b look around and find things
- c no other people
- d studied it carefully
- e no noise
- f invent; get it from your mind
- g went away quickly because they were very afraid



**B** Tina wanted to write a report for the police. Complete the report for her, using information from the story.

Name: **Tina Tweetie**



Time: Yesterday, at <sup>(1)</sup> \_\_\_\_\_.

Place: The forest near the hills.

Who: I was with <sup>(2)</sup> \_\_\_\_\_.

Report: We flew to the forest. Then we walked around. We followed

<sup>(3)</sup> \_\_\_\_\_. We heard <sup>(4)</sup> \_\_\_\_\_, so we hid behind some bushes. We saw <sup>(5)</sup> \_\_\_\_\_. It was talking but we could not understand it. The alien was very ugly. It had a round head and

<sup>(6)</sup> \_\_\_\_\_. It had some hair but it did not have <sup>(7)</sup> \_\_\_\_\_.

We saw the aliens' <sup>(8)</sup> \_\_\_\_\_. It was damaged. Some of

<sup>(9)</sup> \_\_\_\_\_ near the spaceship were burnt. There was

<sup>(10)</sup> \_\_\_\_\_ on the spaceship. It was not like <sup>(11)</sup> \_\_\_\_\_. The writing was like this: EARTH.

Then <sup>(12)</sup> \_\_\_\_\_ appeared near us. It shouted at us so we hurried out of the forest and flew home.

# Progress file 6

## Vocabulary

Match these words with their meanings.

- |   |                         |   |                      |
|---|-------------------------|---|----------------------|
| 1 | to run out of something | a | to believe           |
| 2 | to approach             | b | to happen            |
| 3 | to trust                | c | to move suddenly     |
| 4 | to spring               | d | to have nothing left |
| 5 | to take place           | e | to come near to      |

Write one of these words next to each clue.

trap      navigator      rock

- |   |  |   |       |
|---|--|---|-------|
| 6 | a big, hard stone                                    | a | _____ |
| 7 | a person who finds the right way for a ship or plane | a | _____ |
| 8 | a useful thing for you to catch mice                 | a | _____ |

## Grammar

Circle the correct answers.

- 9 It is going to **be/was** sunny tomorrow.
- 10 Your plane **takes/will take** off before 10 o'clock.
- 11 He met you at the airport, **did/didn't** he?
- 12 Don't open the window, **will/won't** you?

Write **at**, **on** or **in**.

- 13 Can you come to the cinema with me       Friday?
- 14 Perhaps. I'll phone you sometime       the evening.
- 15 Can you ring       7 p.m. tomorrow?

## My progress:



Comments:



0–6 Try harder.



7–12 Can do better.



13–15 Good work.

## Word box

<b>captain</b> /'kæptɪn/	n.	船长；机长
<b>take place</b>		发生；进行
<b>in trouble</b>		陷入困境
<b>*navigator</b> /'nævɪgētə(r)/	n.	(飞机、船舶等上的)领航员，驾驶员
<b>lost</b> /lɒst/	adj.	迷路的；迷失的
<b>run out of</b>		用尽；耗尽
<b>unexplored</b> /ʌnɪk'splɔ:d/	adj.	无人涉足的
<b>bring down</b>		使(飞机)着陆
<b>valley</b> /'væli/	n.	谷；山谷
<b>close to</b>		离……很近
<b>*cliff</b> /klɪf/	n.	(常指海边的)悬崖，峭壁
<b>rock</b> /rɒk/	n.	岩石；石头
<b>*storey</b> /'stɔ:ri/	n.	楼层
<b>approach</b> /ə'prəʊtʃ/	v.	靠近；接近
<b>*monster</b> /'mɒnstə(r)/	n.	怪物；怪兽
<b>clearly</b> /'kliəli/	adv.	明显地；显然地
<b>partly</b> /'pɑ:tli/	adv.	一定程度上；部分地
<b>*kangaroo</b> /,kæŋgə'rū:/	n.	袋鼠
<b>*giant</b> /'dʒaɪənt/	adj.	巨大的；特大的
<b>except</b> /ɪk'sept/	conj.	除了；只是
<b>single</b> /'sɪŋgl/	adj.	仅有一个的；单个的
<b>*roar</b> /rɔ:(r)/	n. & v.	咆哮；吼叫
<b>blood</b> /blʌd/	n.	血
<b>*alien</b> /'eɪliən/	n.	外星人
<b>steel</b> /sti:l/	n.	钢
<b>*rat</b> /ræt/	n.	老鼠；耗子
<b>trap</b> /træp/	n.	捕捉器
<b>*magnet</b> /'mægnət/	n.	磁铁；吸铁石
<b>*cage</b> /keɪdʒ/	n.	笼子
<b>peace</b> /pi:s/	n.	和平；太平
<b>in peace</b>		和平地
<b>in pieces</b>		成为碎片
<b>favour</b> /'feɪvə(r)/	n.	帮助；好事；恩惠
<b>do ... a favour</b>		帮……的忙
<b>trust</b> /trʌst/	v.	信任；相信
<b>offer</b> /'ɒfə(r)/	v.	主动提议；给予
<b>frighten</b> /'fraɪtn/	v.	使惊吓；使惊恐
<b>crew</b> /kru:/	n.	(轮船、飞机等上的)全体工作人员
<b>arrange</b> /ə'reɪndʒ/	v.	安排；筹备
<b>below</b> /bɪ'ləʊ/	adv.	在(或到)下面



## Notes



Page 93

- 1 Lam, our pilot, brought us down gently in a valley close to a great cliff of smooth, black rock. In the cliff there were doors—each two storeys high! 我们的飞行员兰姆将我们稳稳地降落在一个山谷里，山谷紧靠着一面又黑又滑的大石崖，那儿矗立着几扇门——每扇足有两层楼高！句中的词组 **close to** 中的 **close** 作形容词，意为“（在空间、时间上）接近”，其发音为 /klaʊs/；**close** 作动词时，意为“关；关闭”，其发音为 /klaʊz/。
- 2 The furniture inside was similar to the type on the Earth, but huge! 里面的家具种类和地球上的很相像，但是尺寸非常大！句中的 **type** 作名词，意为“类型；种类”；在 7A Unit 4 曾学过 **type** 作动词，意为“打字”。
- 3 It looked almost human except that it had a single, huge, red eye. 除了那巨大、红色的独眼外，它看起来简直跟人一样。句中的 **human** 作形容词，意为“跟人一样的”。
- 4 He gave a roar that turned our blood to ice. 他大吼一声，令我们毛骨悚然。句中的 **roar** 作名词。试比较：Gork roared again..，此句中的 **roar** 作动词。
- 5 Before we could move, Gork pressed a button on the wall beside him. Steel bars sprang from the ground around us and closed over our heads. 我们还没来得及动，高克就按下了他旁边墙上的一个按钮。我们四周的地面上顿时弹出了许多钢条，罩在我们头上。句中的 **bar** 作名词，意为“长条；棒”；在 7A Unit 8 曾学过 4 bars of chocolate，其中的 **bar** 意为“条；块”。句中的 **sprang** 为动词 **spring** 的过去式，意为“弹起”。此外，**spring** 还可作名词，意为“春天”。
- 6 Gork pressed another button, and a powerful magnet above the cage pulled our guns from our hands. 高克按下另一个按钮，笼子上方强有力的磁铁一下子就吸走了我们手中的枪。
- 7 ‘Well, Captain,’ Lam said, ‘you were wrong about the monster being friendly, weren’t you? ...’ 兰姆说：“船长，你说这个怪物是友善的，不对吧？……”句中的 **(be) wrong about** 意为“出错；搞错；有错误”。
- 8 You’ll see. 你们会明白的。句中的 **see** 作动词，意为“理解；明白”。
- 9 You come in peace, but tomorrow you’ll be in pieces. 虽然你们来想要和平相处，但明天你们将粉身碎骨。
- 10 I’ll do you a “favour”. Tomorrow, you’ll be the last one to die. 我会给你一个“恩惠”。明天，你将是最后一个去死的人。句中的 **last** 意为“最后的；最末的”；**last** 还可意为“上一个”，如：**last Monday**（上星期一）。
- 11 When he spoke, his voice shook. 他讲话时，声音在颤抖。句中的 **shook** 为动词 **shake** 的过去式，意为“（嗓音）颤抖”。**shake** 还可意为“摇动”，如：**The ground began to shake.** 地面开始摇晃。

## Unit 7 Nobody wins (II)

### Reading

p. 110

### Grammar

p. 114

### Listening

p. 118

### Speaking

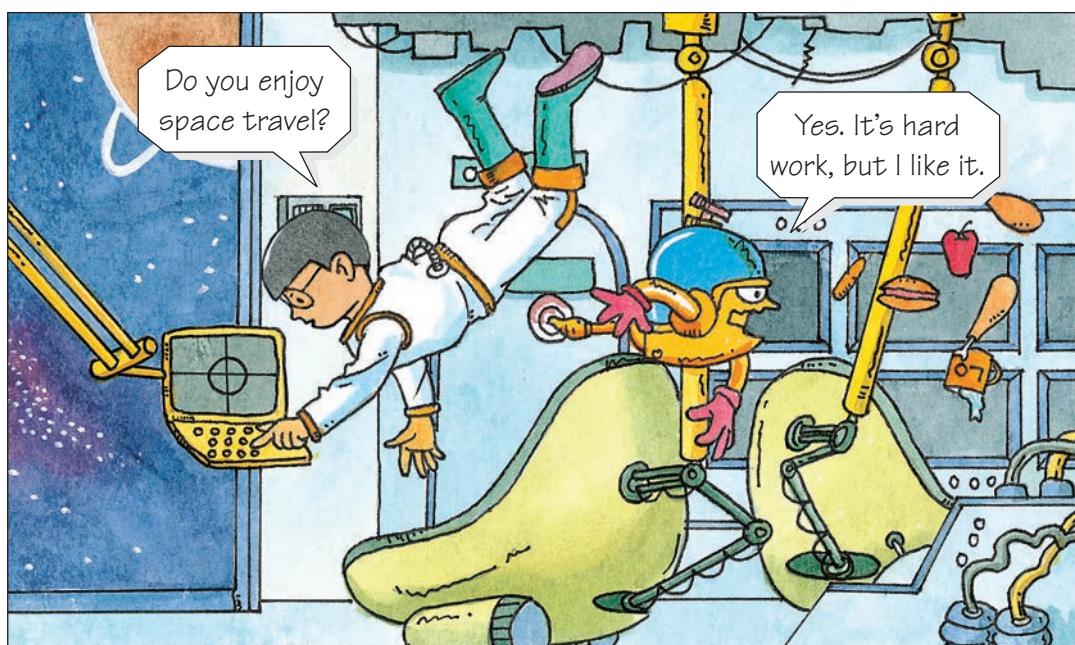
p. 118

### Writing

p. 120

### \* More practice

p. 121



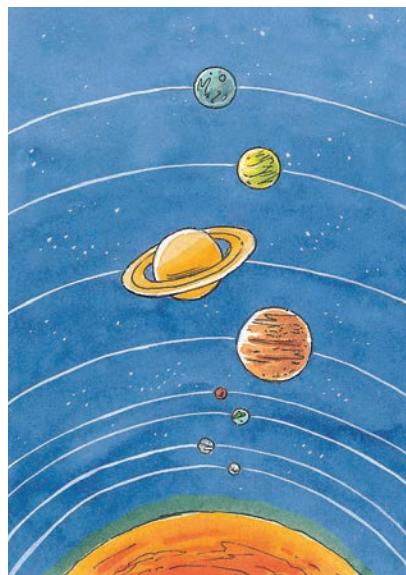


## Reading

### A What do you know about ...?

Before you read the third and fourth parts of Captain King's story on the next page, try this quiz. Choose the right answers.

- 1 The fastest thing in space is light. Light travels at a speed of about 300,000 km per \_\_\_\_\_.  
a second      b minute      c hour
- 2 The planet that shines most brightly in the sky is \_\_\_\_\_.  
a Mars      b Jupiter      c Venus
- 3 As the Moon goes around the Earth, it causes \_\_\_\_\_.  
a the sea to move      c rain to fall  
b winds to blow
- 4 If you travel in space, you will find that your body \_\_\_\_\_.  
a weighs less      c weighs more  
b has no weight
- 5 The first man to travel in space, Yuri Gagarin, was \_\_\_\_\_.  
a American      b German      c Russian



### B Before you read

At the end of Part II of the story, Captain King and his crew were caught in Gork's trap. Gork intended to kill them all. However, Captain King believed they would escape. What do you think will happen in Parts III and IV? Before you read, guess the answers to the following.

- 1 Captain King \_\_\_\_\_ escape from Gork.  
a will      b will not
- 2 \_\_\_\_\_ of his crew are going to live.  
a All      b Most
- 3 Gork will \_\_\_\_\_.  
a be killed      b be hurt
- 4 Gork's friends will \_\_\_\_\_.  
a try to save him      b be tricked by Captain King
- 5 The kangaroos will let Captain King and his crew \_\_\_\_\_.  
a go      b stay

# Escaping from Gork

## Part III

After his supper, Gork lay down on his bed and fell asleep almost immediately. He started to snore. The noise shook the cave.

5 ‘Listen, everyone,’ I said. ‘Here’s my plan.’

From my pocket, I took my small, powerful laser torch. Because it was in a plastic case, the magnet could not attract it. ‘We’ll use this to escape from the cage,’ I said. ‘First, I’ll

10 melt the bars and then ...’

Peters interrupted me. ‘I know, Captain. Then you’ll use the torch to kill Gork.’

‘Use your brain,’ I said. ‘If we kill Gork, how will we escape? We’re too weak to open the

15 door. Here’s what we’ll do! We’ll ...’

Moments later, we were all out of the cage. I went over to the bed, and stood beside Gork’s head. I said loudly, ‘Gork, this is Nobody.’

Gork woke up. I aimed the torch at his eye  
20 and pressed the button. The laser beam hit Gork in the eye.

Gork roared, ‘I can’t see! My eye!’ The noise brought the kangaroos running into the room.

‘What’s wrong, Gork?’ they shouted.

25 Gork shouted back, ‘It’s Nobody. Nobody attacked me. Nobody damaged my eye.’

The kangaroos laughed and said, ‘Nobody attacked him. Gork’s having a bad dream. Let’s go back to bed. Good night, Gork.’

30

## Part IV

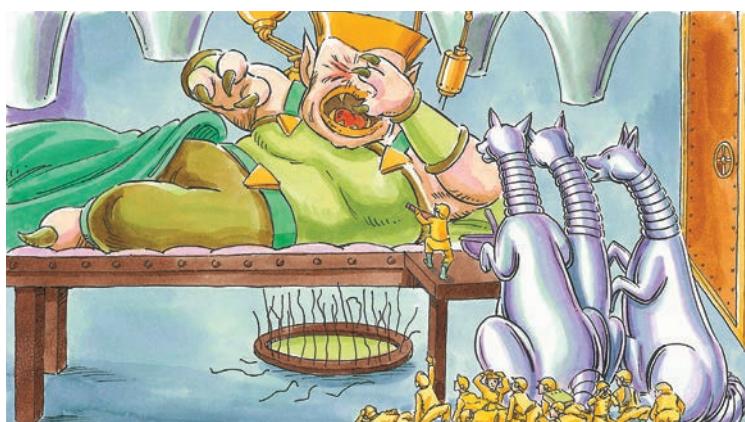
My crew and I quickly ran among the kangaroos. Gork said, ‘Nobody, I know you’re hiding among my kangaroos. I’ll get you. You’re finished, all of you.’

35 He opened the cave door a little and told his kangaroos to go out one by one. As they hopped through the door, he felt their backs with his hands to make sure we were not riding on them.

40 ‘What do we do now?’ Peters whispered. ‘We can’t get out on the kangaroos. We’re done for.’

‘Don’t panic, Peters,’ I said. ‘We can’t get out *on* the kangaroos but we can get out *in* them.

45 Here, get inside this one.’ Peters climbed into the giant kangaroo’s pocket. A few moments later, he escaped through the door to freedom.



***‘That’s how we all got free,’ said Captain King, ‘and back to our spaceship and, finally, back to the safety of the Earth.’***

***‘What happened to Gork?’ asked someone.***

***‘Gork? I don’t know. Maybe he’s still in his cave—looking for Nobody.’***

***Just then, a huge figure was moving silently towards the captain’s house ...***

## C Vocabulary

**C1** Rita and May are talking about the story on page 111. Find the words in the story to complete their conversations. Put one word in each blank.

- 1 Rita: What did Gork do after supper?  
May: He lay down on his bed and \_\_\_\_\_ quickly.
- 2 Rita: Why couldn't the magnet attract Captain King's laser torch?  
May: Because it was in a \_\_\_\_\_.
- 3 Rita: Did Peters start speaking before Captain King finished speaking?  
May: Yes, Peters \_\_\_\_\_ Captain King.
- 4 Rita: Did Captain King try to hurt Gork?  
May: Yes, he used the laser torch to \_\_\_\_\_ Gork in the eye.
- 5 Rita: After the captain and his crew went through the cave door, they were no longer prisoners. Right?  
May: That's right. They escaped to \_\_\_\_\_.
- 6 Rita: How did the figure move towards the captain's house?  
May: It moved \_\_\_\_\_.

**C2** Find the words and phrases in the box below in the story and use them to replace the words in *italics* in the sentences.

- 1 The magnet could *pull* metal objects towards it.
- 2 Captain King *pointed* the torch at Gork.
- 3 A *short time* later, Captain King and his crew all got out of the cage.
- 4 Gork said that Nobody *caused harm* to his eye.
- 5 He opened the cave door a little and told his kangaroos to go out *one after another*.
- 6 'What do we do now?' Peters *said in a low voice*.
- 7 Peters thought that if they could not escape on the kangaroos, they would *die*.
- 8 There was a *shape* moving towards the captain's house.

be done for  
one by one  
whispered  
damaged  
Moments  
attract  
aimed  
figure

## D Comprehension

**D1** Find the following sentences in the story. Write down what the words in *italics* refer to. The first one has been done for you.

- 1 He started to snore. *Gork*
- 2 We'll use *this* to escape from the cage.
- 3 'What's wrong, Gork?' *they* shouted.
- 4 Nobody attacked *him*.
- 5 ..., he felt their backs with his hands to make sure we were not riding on them.
- 6 Here, get inside this *one*.

**D2** After Captain King and his crew had escaped, Gork's eye got better and he went to the police to report what had happened. A detective interviewed him. Part of the interview is given below. Complete it with information from the story.



- Detective: Now, Mr Gork, tell me how the aliens escaped from your cage.
- Gork: I think they used a <sup>(1)</sup> \_\_\_\_\_.
- Detective: I see, but why couldn't your magnet attract it?
- Gork: It was probably in a <sup>(2)</sup> \_\_\_\_\_.
- Detective: Now, can you remember what the alien said to you when he woke you up?
- Gork: He said, '<sup>(3)</sup> \_\_\_\_\_.'
- Detective: Now, why did your kangaroos come into your room?
- Gork: They heard <sup>(4)</sup> \_\_\_\_\_.
- Detective: And you say they didn't help you. Why not?
- Gork: I said to them, '<sup>(5)</sup> \_\_\_\_\_ me!'
- Detective: That was a silly thing to say, wasn't it?
- Gork: Yes, but I thought the alien's name was really '<sup>(6)</sup> \_\_\_\_\_'.
- Detective: So what did you do next?
- Gork: I knew the aliens were <sup>(7)</sup> \_\_\_\_\_ the kangaroos, so I opened the door a little, and let the kangaroos out <sup>(8)</sup> \_\_\_\_\_.
- Detective: Did you feel the backs of the kangaroos as they went out?
- Gork: <sup>(9)</sup> \_\_\_\_\_. But the aliens all escaped. I can't understand it.
- Detective: I think I can, Mr Gork. Tell me, did you search the kangaroos' <sup>(10)</sup> \_\_\_\_\_ as they went out?
- Gork: <sup>(11)</sup> \_\_\_\_\_.
- Detective: Then that's the answer, Mr Gork. The aliens were <sup>(12)</sup> \_\_\_\_\_ the kangaroos' pockets.



## Grammar

### A Prepositions of location

We use prepositions of location such as **in**, **on**, **beside**, **under**, **above**, **next to**, **in front of**, **behind** and **between** to describe the location of things and people.

Gork lay down **on** his bed.

The laser torch was **in** a plastic case.

I stood **beside** Gork's head.

She put a box **under** the table.

There is a painting on the wall **above** the sofa.

The girl is sitting **next to/in front of/behind/between** her parents.

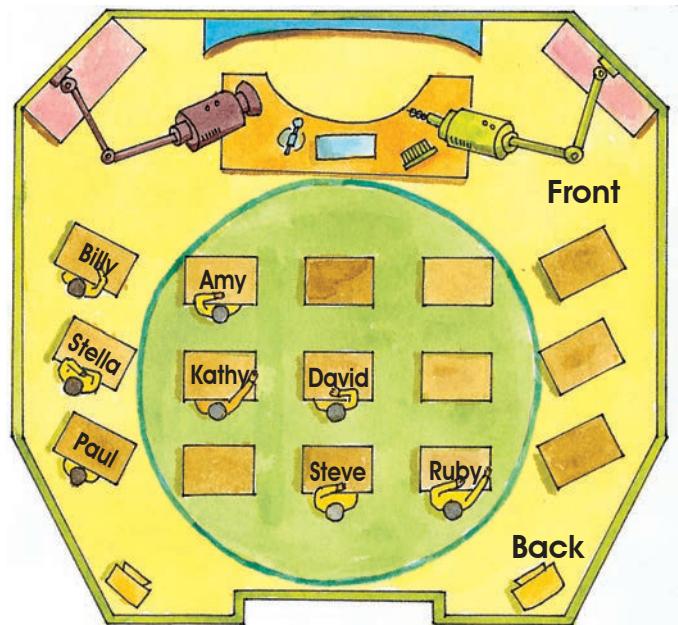
**A1** On the right below is a picture of Captain King's cabin. Complete the sentences with the correct prepositions.

- 1 The painting is \_\_\_\_\_ the wall  
\_\_\_\_\_ the table.
- 2 The radio is \_\_\_\_\_ the table.
- 3 The clock is \_\_\_\_\_ the wall \_\_\_\_\_  
the bookcase.
- 4 The telephone is \_\_\_\_\_ the wall  
\_\_\_\_\_ the door.
- 5 The stool is \_\_\_\_\_ the floor \_\_\_\_\_  
the table.
- 6 The calendar is \_\_\_\_\_ the wall \_\_\_\_\_ the chair.
- 7 The flowers are \_\_\_\_\_ the vase \_\_\_\_\_ the table.
- 8 The shoes are \_\_\_\_\_ the floor \_\_\_\_\_ the chair.



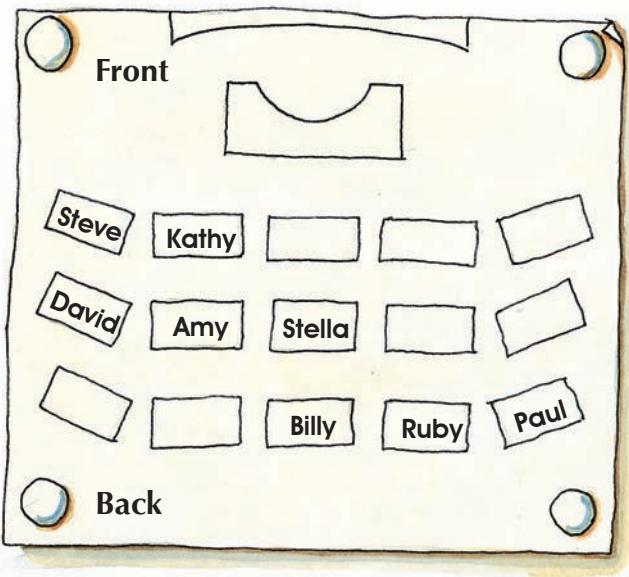
**A2** On the right is a plan of a space classroom. Look at the plan, read the sentences and then write the correct names.

- 1 He sits in the front row. **Billy**
- 2 She sits next to him.
- 3 She sits behind him.
- 4 She sits in the back row.
- 5 He sits next to her.
- 6 He sits in front of him.
- 7 She sits between Stella and David.
- 8 He sits behind Stella.



\* **A3** This month, the children in the space classroom have changed their places. Compare the new seating plan below with the plan in **A2**. Then complete the sentences below. Write one or more words in the blanks. Put the verbs in the right tenses.

- 1 Last month, Billy sat next to Amy. This month, he sits next to Ruby.
- 2 Last month, Stella \_\_\_\_\_ Billy. This month, she \_\_\_\_\_ him.
- 3 Last month, David \_\_\_\_\_ Steve. This month, he \_\_\_\_\_ him.
- 4 Last month, Amy \_\_\_\_\_ Billy. This month, she \_\_\_\_\_ David \_\_\_\_\_ Stella.
- 5 Last month, Kathy \_\_\_\_\_ Amy. This month, she \_\_\_\_\_ her.
- 6 Last month, Paul \_\_\_\_\_ Stella. This month, he \_\_\_\_\_ Ruby.



## B Using **some** and **any**

We use **some** in positive statements about amounts. We use **any** in negative statements and questions.

I have got **some** questions.  
She has not got **any** questions.  
Have they got **any** information?

### Tips

We use **some** and **any** before plural countable nouns (e.g., questions) and uncountable nouns (e.g., information).

**Work in pairs.** S1 is Lam. S2 is Peters. They are checking their food supplies. Look at the food list on the right. S1 asks questions. S2 gives answers.

Example:

- S1 Have we got any apples?  
S2 Yes, we've got some apples.  
S1 Have we got any beans?  
S2 No, we haven't got any beans.

Food list			
apples	✓	eggs	✓
beans	✗	flour	✗
biscuits	✓	noodles	✓
bread	✗	oranges	✓
coffee	✓	potatoes	✗
cooking oil	✗	sugar	✓

## C Using **somebody**, **someone**, **something**, etc.

These words follow the rule of **some-** in positive statements and **any-** in negative statements and questions.

I saw **somebody/someone/something**.  
I did not see **anybody/anyone/anything**.  
Did you see **anybody/anyone/anything**?  
I saw **nobody/no one/nothing**.

*Nobody attacked me.  
Nobody damaged my eye.*

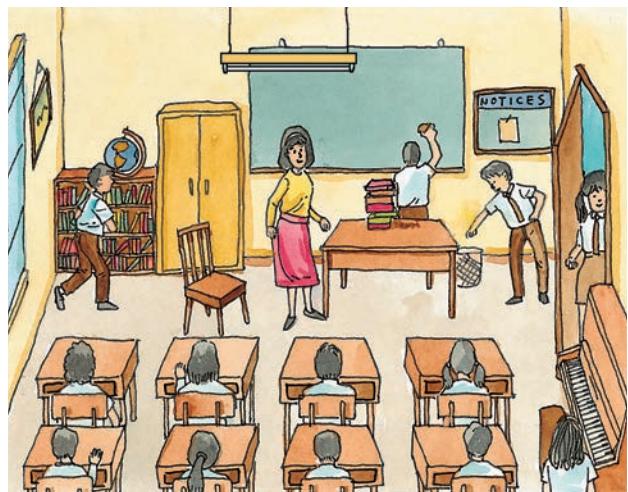


### Tips

- There is no difference in meaning between **somebody** and **someone** or **nobody** and **no one**.
- We can use two forms of the negative sentence, e.g., I did not hear **anybody**. / I heard **nobody**.
- **No one** is written as two words.

Test your memory by looking at the picture of the classroom below for one minute only. Try to remember where everything and everybody is. Then cover the picture. Work in pairs. S1 asks the following questions. S2 answers them in complete sentences. Then check the answers together.

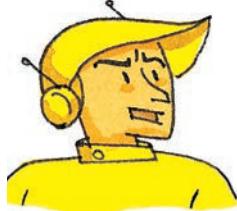
- 1 Was there anything on the blackboard?
- 2 Was there anything on the noticeboard?
- 3 Was there anything above the teacher?
- 4 Was there anybody sitting next to the window?
- 5 Was there anything under the teacher's desk?
- 6 Was there anyone behind the teacher's desk?
- 7 Was there anything on the bookcase?
- 8 Was there anything between the blackboard and the noticeboard?
- 9 Was there anybody coming into the classroom?



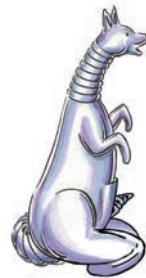
## D Exclamations

We can use sentences beginning with **How** or **What** to express sudden or strong feelings or emotions, such as surprise, wonder, pity, sympathy, happiness, or gratitude. These sentences are called **exclamations**. An exclamation ends with an exclamation mark '!'.

*How loudly Gork shouted!*



*What a bad dream Gork's having!*



	adjective/ adverb	subject+verb		noun phrase	subject +verb
How	tidy	the room is!	What	fun	we are having!
	well	she plays the violin!		beautiful flowers	they are!
	noisy!			a lovely panda!	

Look at the photos below. Choose a suitable exclamation from the tables above to describe each photo.

1



2



3



4





## Listening

### Captain King's life and work

**A1** Captain King is talking about his life and work. Listen to each item and decide whether he is talking about something he did in the past, something he often does, or something he is going to do in the future. Put a tick (✓) in the right column.

	Past	Often	Future
1 visit Venus			
2 eat chocolate from the Moon			
3 use a telescope			
4 escape from Gork			
5 take some plants to Mars			
6 play computer games			
7 take photos of dinosaurs			
8 live on a comet			



## Speaking

### A Talk time

#### Syllables

English words are made up of different parts. These parts are called **syllables**. Words have one or more syllables.

deliver = de-li-ver (3 syllables)

**A1** Practise these words.

- 1 one syllable: hit case brain solve
- 2 two syllables: harmful ancient famous moment
- 3 three syllables: finally character newspaper skeleton
- 4 four syllables: education experiment responsible motorcyclist

**A2** Say these words. Write the number of syllables in the brackets. The first one has been done for you.

- |             |       |              |     |
|-------------|-------|--------------|-----|
| 1 abacus    | ( 3 ) | 6 apologize  | ( ) |
| 2 Greece    | ( )   | 7 own        | ( ) |
| 3 escape    | ( )   | 8 television | ( ) |
| 4 kangaroo  | ( )   | 9 calculator | ( ) |
| 5 footprint | ( )   | 10 damage    | ( ) |

## \* B Speak up

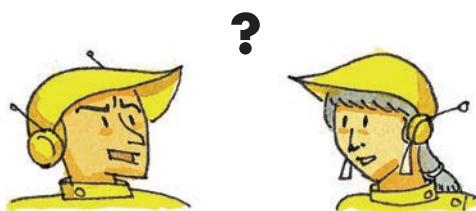
### Lost on Planet X

One day, Captain King and Lam, the pilot, were flying in their small spaceship when it crashed. They were about 250 km from their base (see the map at the bottom). They were not hurt, but their radio was broken. It would take them about five days to walk back to the base. They saved the things listed below from the crash. However, they could not carry them all.

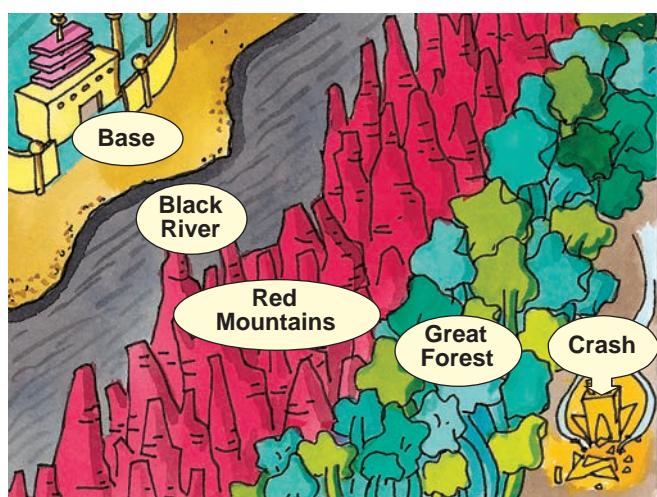
a camera	a torch	4 blankets
a first-aid box	an axe	10 boxes of matches
a map of Planet X	an electronic calculator	10 one-litre bottles of water
a rope	a pair of sunglasses	12 cans of soft drink
a rubber boat	a five-litre can of petrol	20 lunch boxes
a tent	2 guns	25 gold coins

 Work in pairs. Suppose that you and your partner are Captain King and Lam, the pilot.

- 1 Choose eight things to carry with you.
- 2 Arrange these eight things in order of importance (that is, put the most important at the top of your list, the second most important next, and so on).
- 3 Then tell the class about your list, using the pattern below to help you.



Hi, everyone  
We have decided to carry these eight things.  
First, \_\_\_\_\_.  
Second, \_\_\_\_\_.  
Third, \_\_\_\_\_.  
Fourth, \_\_\_\_\_.  
...  
Eighth, \_\_\_\_\_.  
Are there any questions?





## Writing

### An eyewitness report

Mabel Wang is a reporter and a neighbour of Captain King. She was passing the captain's garden last night and saw a strange figure there. She watched what happened and then wrote a report for her newspaper.

**A** Work in pairs. Look at the pictures below and answer the questions using the words or phrases in brackets.



What did Mabel see last night? (an alien, bigger than a man)



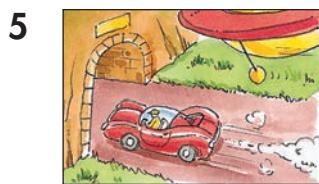
What did it do? (try to, break down, walls)



What did Captain King do? (run away, get into, car, drive off)



What did the alien do then? (follow, spaceship)



Where did Captain King's car go? (enter, tunnel)



What did the spaceship do then? (land, nearby)



Could the alien enter the tunnel? Why? (too big)



What happened at that moment? (soldiers, arrived)



What did the alien do then? (get into, spaceship, fly away)

**B** Complete Mabel's report using the answers in **A** and by adding more details.

DAILY POST 23 March

### Alien attack on space captain *By Mabel Wang*

Yesterday evening, when I was walking past the garden of my neighbour, the famous spaceman, Captain King, I saw an alien in his garden.

As it left, the alien shouted to Captain King, 'I'll be back for you.' Captain King replied, 'I'll be waiting for you, Gork.'

The alien did not hurt anybody last night, but it damaged Captain King's house.



## More practice

### Nobody knows

Thousands of people say that they have seen UFOs. Here is one of the most famous stories, the Roswell Incident, which happened in the USA in 1947.

5 **Witness A** (No name): On the warm evening of 2 July 1947, my wife and I were sitting outside. Suddenly we saw a very bright object go across the sky. It  
10 went much faster than a plane.

15 **Witness B** (William Brazel, a farmer): On 3 July we found some of the wreckage<sup>②</sup> on our farm. It was made of metal. The metal was light but stronger than any metal we have. There was some strange writing on some of  
20 the pieces. I called the local airbase. Major Marcel came and collected the wreckage. He told me not to talk to anyone about it.

25 **Witness C** (Major Marcel): I went and collected some of the wreckage. I gave it to another army officer, and I never saw it again. The army said later that the wreckage came from a weather balloon, but this was a lie. The metal was something I had never seen before or since.

30 **Witness D** (No name): I was just five years old, but I'll never forget that day. I was walking in the country near Socorro with my parents. (Socorro is about 240 km from Roswell.) Suddenly we found a silver spaceship on the side of the hill. It was quite small—about 10 metres across. There were three dead aliens lying by the side of the  
25 spaceship. They were small—about a metre tall—and had large heads. A fourth alien was sitting on a rock. He was very frightened when he saw us. He had big black eyes. Then some soldiers came and told us to go away. They told us to forget everything.

35 **Witness E** (Melvin Brown): I was a soldier in the US army then. We had to guard some trucks. One was refrigerated. I looked inside it. I saw three small, dead bodies. They had big heads, and nice, friendly faces.



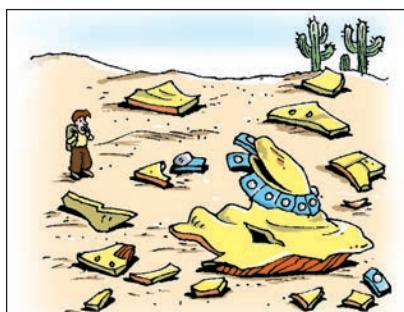
① witness *n.* 目击者 ② wreckage *n.* 残骸

**A** Find the words in the passage on page 121 that match the pictures.

1



2



a \_\_\_\_\_

some \_\_\_\_\_

3



4



an \_\_\_\_\_

a \_\_\_\_\_

**B** Answer the following questions in complete sentences.

- 1 What did Mr Brazel find on his farm?
- 2 Which two witnesses said the aliens had big heads?
- 3 What did the US army say about the pieces of wreckage?
- 4 How far is Socorro from Roswell?
- 5 What did Mr Brown see in the refrigerated truck?

**C** Read the following statements and circle **T** (True) or **F** (False).

- |   |     |
|---|-----|
| 1 Witness A was sitting alone when he saw the UFO.                    | T/F |
| 2 Mr Brazel did not understand the writing on the pieces of wreckage. | T/F |
| 3 Major Marcel thought the wreckage was made of very special metal.   | T/F |
| 4 Witness D saw a huge spaceship.                                     | T/F |
| 5 All of the aliens died in the crash.                                | T/F |

# Progress file 7

## Vocabulary

Use the correct forms of the words in the box to complete the sentences.

- 1 He has \_\_\_\_\_ everywhere for the keys.
- 2 She thought for a \_\_\_\_\_ before speaking.
- 3 You look tired. You need to \_\_\_\_\_ down and rest.
- 4 I was talking to Sally when Roger \_\_\_\_\_ me.
- 5 She has not \_\_\_\_\_ what she will wear for the party.

interrupt  
moment  
decide  
search  
lie

## Grammar

Write one word in each blank. Use each word once only.

between      behind      beside

- 6 The car which was \_\_\_\_\_ us hit the back of our car.
- 7 That ferry runs \_\_\_\_\_ Puxi and Pudong.
- 8 Please put your rubbish in the bin that is \_\_\_\_\_ the door.

some      any

- 9 Are there \_\_\_\_\_ roses in the garden?
- 10 I have collected \_\_\_\_\_ information about UFOs.

someone      nobody      anyone

- 11 Does \_\_\_\_\_ have a calculator in their bag?
- 12 Question 63 was so difficult that \_\_\_\_\_ got it right.
- 13 While she was on holiday, \_\_\_\_\_ kindly looked after her cat.

How      What

- 14 \_\_\_\_\_ frightened Peters was when he saw Gork, the monster!
- 15 \_\_\_\_\_ an amazing brain Shakuntala has got!

## My progress:



Comments:



0–6 Try harder.



7–12 Can do better.



13–15 Good work.

## Word box



<b>per</b> /pə(r)/	<i>prep.</i>	每; 每一
<b>escape</b> /ɪ'skeɪp/	<i>v.</i>	逃走; 逃跑
<b>escape from</b>		(从监禁或管制中) 逃跑, 逃走, 逃出
<b>kill</b> /kɪl/	<i>v.</i>	杀死; 导致死亡
<b>lie</b> /laɪ/	<i>v.</i>	躺; 平卧
<b>fall asleep</b>		入睡
* <b>snore</b> /sno:(r)/	<i>v.</i>	打鼾; 打呼噜
* <b>laser</b> /'leɪzə(r)/	<i>n.</i>	激光(器)
* <b>torch</b> /tɔ:tʃ/	<i>n.</i>	手电筒
<b>case</b> /keɪs/	<i>n.</i>	容器; 盒; 套
* <b>attract</b> /ə'trækt/	<i>v.</i>	吸引
<b>interrupt</b> /,ɪntə'rapt/	<i>v.</i>	插嘴; 打扰; 打岔
<b>moment</b> /'məʊmənt/	<i>n.</i>	片刻; 瞬间
<b>aim</b> /aɪm/	<i>v.</i>	瞄准; 对准
<b>aim at</b>		瞄准; 对准
* <b>beam</b> /bi:m/	<i>n.</i>	光线; 波束
<b>hit</b> /hit/	<i>v.</i>	击中; 命中
<b>attack</b> /ə'tæk/	<i>v.</i>	袭击; 攻击
<b>damage</b> /'dæmɪdʒ/	<i>v.</i>	损害; 毁坏; 破坏
<b>finished</b> /'fɪnɪʃt/	<i>adj.</i>	完蛋; 失败; 垮台
<b>make sure</b>		确保; 设法保证
<b>whisper</b> /'wɪspə(r)/	<i>v.</i>	耳语; 低语; 小声说
<b>be done for</b>		处境艰难; 注定完蛋; 肯定不行
* <b>panic</b> /'pænɪk/	<i>v.</i>	(使) 惊慌失措
<b>freedom</b> /'fri:dəm/	<i>n.</i>	自由
<b>figure</b> /'figə(r)/	<i>n.</i>	(远处人的) 轮廓; (隐约可见的) 人影
<b>silently</b> /'saɪləntli/	<i>adv.</i>	悄悄地; 静静地
<b>search</b> /sɜ:tʃ/	<i>v.</i>	搜查; 查找
<b>character</b> /'kærəktə(r)/	<i>n.</i>	人物; 角色
<b>crash</b> /kræʃ/	<i>v. &amp; n.</i>	猛撞; 碰撞
<b>base</b> /beɪs/	<i>n.</i>	基地; 总部
<b>petrol</b> /'petrəl/	<i>n.</i>	汽油
<b>decide</b> /dɪ'saɪd/	<i>v.</i>	决定



## Notes

Page 111

- 1 After his supper, Gork lay down on his bed and fell asleep almost immediately. 晚饭后，高克几乎是一躺到床上就立刻进入了梦乡。  
句中的 **lay** 为动词 **lie** 的过去式，意为“躺；平卧”。此外，**lie** 也可作名词，意为“谎言”，如：**tell a lie** (说谎)。
- 2 We're too weak to open the door. 我们力气太小，打不开那扇门。  
**too ... to ...** 意为“太……以至于不能……”，又如：Tom is too young to go to school. 汤姆年龄太小，还不能上学。; It was too cold to go swimming yesterday. 昨天天气太冷，不能游泳。
- 3 Here's what we'll do! 这就是我们要做的事情！  
句中的 **what** 是动词 **do** 的宾语。
- 4 Moments later, we were all out of the cage. 片刻之后，我们都逃出了笼子。  
句中的 **moments later** 和 **a moment later** 意思相同，表示“过了一会儿”。
- 5 The noise brought the kangaroos running into the room. 这响声引得袋鼠们纷纷涌进它的房间。  
句中的 **bring** 意为“使（朝某方向或按某方式）移动”。在 6B Unit 2 曾学过：Have you brought your passports yet?，其中 **bring** 的过去分词 **brought** 意为“带……到某处；带来”。
- 6 I'll get you. 我会抓住你的。  
句中的 **get** 意为“抓住；捉住；逮住”。
- 7 As they hopped through the door, he felt their backs with his hands to make sure we were not riding on them. 当它们（袋鼠）从门里跳出来时，他（高克）用手触摸它们的背，以便确认我们没有骑在上面。  
句中的 **feel** 作动词，意为“触；摸”。此外，**feel** 还可表示“觉得；感到”，如在 7B Unit 10 曾学过 Mr Wind **felt very tired**.
- 8 We're done for. 我们都完了！
- 9 A few moments later, he escaped through the door to freedom. 过了一会儿，他从门洞里逃了出来，获得了自由。  
句中的 **freedom** 是形容词 **free**（意为“自由的”）的名词形式，如：I think freedom is the most important thing in life. 我认为自由是生命中最重要的东西。

# Using English

## The contents page

We can tell what a book will be about by looking at its title first, and then at its contents page.

**Contents** means things that are contained in something. For example, the contents of this case are shirts, ties and socks. The contents of a letter or a book are the ideas and information it contains.

In a book, the information is usually divided into parts and/or chapters. The titles of these parts and/or chapters are shown at the beginning of a book on the contents page.

Contents pages are useful because they tell us the kind of information we will probably find in a book. They also tell us where to find the information.



Dear James

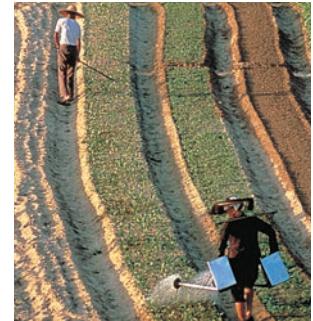
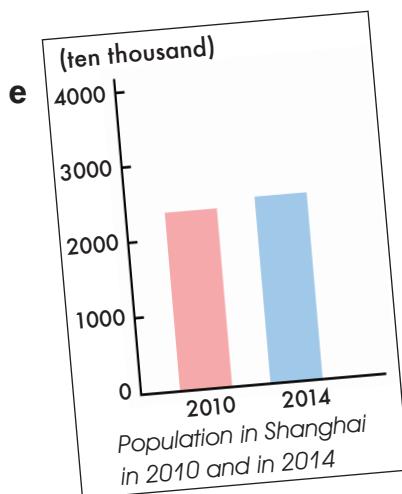
I am writing to tell you about something very strange that happened to me last week. I was ...

**A** Study the contents page of the book below and answer these questions.

- 1 How many main parts, chapters and pages does the book contain?
- 2 What other parts are there at the end of the book?
- 3 In which part will you probably find information about Shanghai's bus, train and air services?
- 4 Which chapter will probably contain information about a gas company?
- 5 Between which pages will you probably find information about the number of old people in Shanghai?
- 6 Where will you probably find information about Shanghai's rainfall?
- 7 Which is probably the title of the book?
  - a The History of Shanghai
  - b A Social Study of Shanghai
  - c The Geography of Shanghai

Contents		
<b>Part I</b>		
<b>The growth of Shanghai and its people</b>		
Chapter 1	The growth of Shanghai	2
Chapter 2	The growth of Shanghai's population	12
<b>Part II</b>		
<b>The needs of the people</b>		
Chapter 3	Our food production	24
Chapter 4	Our water supply	30
Chapter 5	Our power supply	38
Chapter 6	Our vehicles	50
<b>Class projects</b> 62		
<b>Acknowledgements</b> 64		

8 The pictures below are from the book. In which chapters might you find them?



**B** Sometimes the contents page gives the titles of the chapters and one or two sentences about the contents of each chapter. Look at the contents page of the book **People of the World** below and complete the titles. Put one word in each blank. The first one has been done for you.

Contents		
Chapter 1	<u>People</u> and their <u>countries</u>	
	This chapter tells us about the different people of the world and their countries.	3
Chapter 2	<u>                </u> and ways of <u>                </u>	
	In this chapter, we learn about the different languages of people and their ways of writing.	11
Chapter 3	<u>                </u> and <u>                </u>	
	We find out about the different kinds of food that people eat and how they do their cooking.	18
Chapter 4	<u>                </u> , <u>                </u> and <u>                </u>	
	This chapter looks at how people do their hair, wear jewellery and put on make-up to make themselves look attractive.	26
Chapter 5	<u>                </u>	
	Each country has its own banknotes and coins.	
	This chapter tells us about different kinds of money.	32

# \*Project

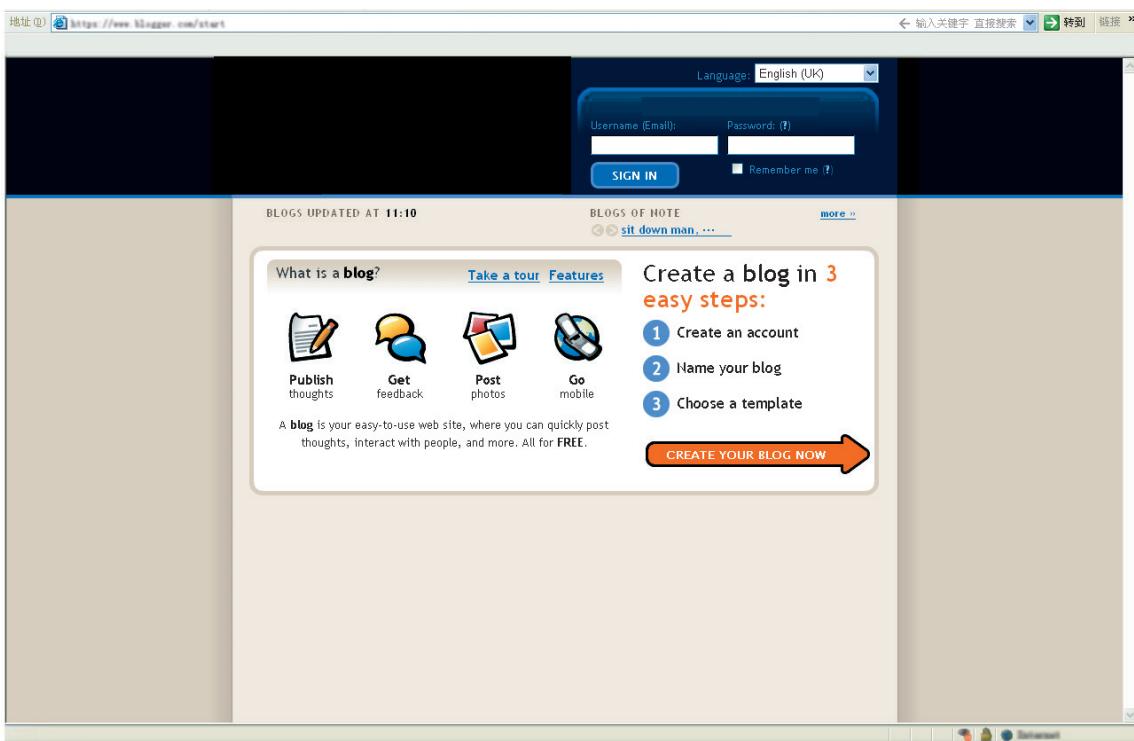
## Start your own blog

Blogs are getting more and more popular nowadays. Have you ever heard of blogs? What does 'BLOG' stand for? What is a blog?

Blog stands for Web-log, an informal personal website. A blog is an online space where you can write your personal diary, express your feelings and collect different links for websites which you are interested in. You may put your private thoughts, your own pictures and your favourite music on it or exchange your ideas with people from all over the world.

Do you want to start your own blog and exchange your ideas? Let's start!

First, find a free blogging service on the Internet. Here is an example:



Click on CREATE YOUR BLOG NOW

- Create an account:

Type in your e-mail address, create a password and re-enter the password. Then type in your name for your blog and finally type in the letters you see on the page. Don't forget to tick (✓) the box below. You can't go on unless you accept the terms of service.

地址: https://www.google.com/accounts/Service/CreateBloger?action=create&url=http%3A%2F%2Fwww.blogspot.com&SERVICE\_NAME=CreateBloger&SERVICE\_TYPE=Bloger&SERVICE\_FLAG=1&isStandard=true

### 1 Create an account

Email address (must already exist)	ericbrown1997@hotmail.com	You will use this address to log in services. We will never share it with third parties without your permission.
Retype email address	ericbrown1997@hotmail.com	Type in your email address again to make sure there are no typos.
Enter a password	*****	Must be at least 8 characters long.
Display name	eric	The name used to sign your blog posts.
Word Verification		Type the characters that you see in the picture to the left.
Acceptance of Terms	<input checked="" type="checkbox"/> I accept the <a href="#">Terms of Service</a>	Indicate that you have read and that you understand the terms of service

**CONTINUE**

- Name your blog:

Click on and you will see the following page:

地址: http://www.blogspot.com/createBlog.g

### 2 Name your blog

Blog title	My sky Your blog's title will appear on your published blog, on your dashboard and in your profile.
Blog address (URL)	http://ericbrown1997.blogspot.com <a href="#">Check Availability</a> The URL you select will be used by visitors to access your blog. <a href="#">Learn more</a>
Word Verification	
Type the characters you see in the picture.	
<b>Advanced Options</b> (you can always set up advanced options later)	
Want to host your blog somewhere else? Try <a href="#">Advanced Blog Setup</a> . This will allow you to host your blog somewhere other than Blogger.	

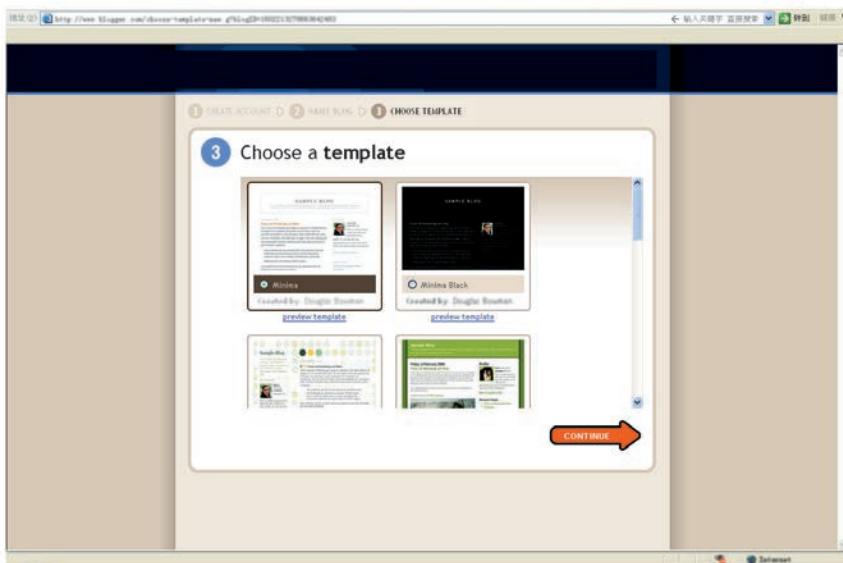
**CONTINUE**

Give your blog a title, such as 'My sky', 'All about me' or 'I am a bookworm'.

Create your blog address (URL). Make the URL easy to remember and check whether it has been used or not by clicking on **Check Availability**. If it is available, you can tell your friends the address and they can visit your blog after you have created it.

- Choose a template:

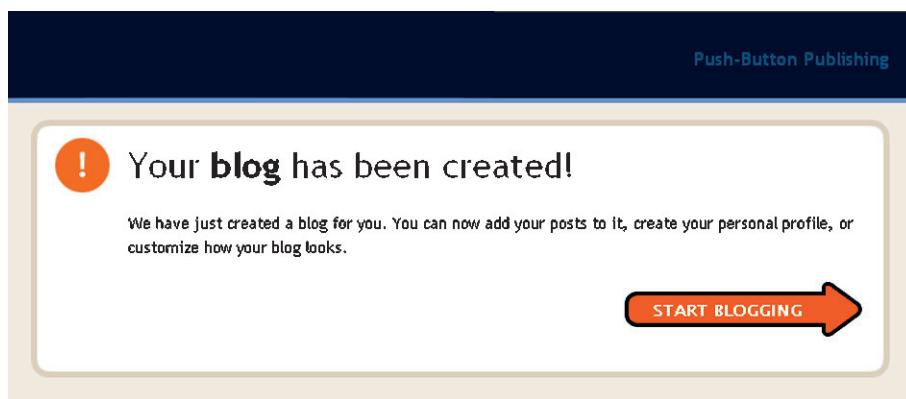
Click on  and you will see the following page:



Choose a template. You can preview the template if you click on **preview template**.

- You have finished creating your blog:

Click on  and you will see the following page:



Click on  and you can add your posts to it, create your personal profiles, or customize how your blog looks.

- Start to work on your blog:

Create posting: You can write what you would like to say in it and let others read what you write by clicking on **PUBLISH POST**.

The screenshot shows the Blogger posting interface. At the top, there are tabs for 'Posting', 'Settings', 'Layout', and 'View Blog'. Below these are sub-tabs: 'Create', 'Edit Posts', and 'Moderate Comments'. The main area has a title field containing 'My day'. A rich text editor toolbar is above the content area, which contains the text: 'This is my first time to post my blog. I feel quite interested and excited because I really don't know what to write and what to put in my blog. But I think I would like to invite my friends to visit 'My sky''. Below the content area are 'Post Options' and 'Labels for this post' fields. A note says 'Shortcuts: press Ctrl with: B = Bold, I = Italic, P = Publish, S = Save, D = Draft [more](#)'. At the bottom are 'PUBLISH POST' and 'SAVE NOW' buttons, with a note 'Draft autosaved at 11:27'.

View your settings: You can click on **Settings** and have a look at your basic profile. This information is only for you and will not be known by anyone else.

The screenshot shows the Blogger settings interface under the 'Basic' tab. At the top, there are tabs for 'Basic', 'Publishing', 'Formatting', 'Comments', 'Archiving', 'Site Feed', 'Email', 'OpenID', and 'Permissions'. The 'Basic' tab is selected. The 'Title' field is set to 'My sky'. The 'Description' field is empty. Under 'Add your blog to our listings?', a dropdown menu is set to 'Yes'. A note explains that a listed blog may be linked from Blogger.com. Under 'Let search engines find your blog?', another dropdown is set to 'Yes'. A note explains that selecting 'Yes' includes the blog in Google Blog Search and ping [Weblogs.com](#). Under 'Show quick editing on your blog?', a dropdown is set to 'Yes'. A note says that when logged in, posts can be edited from the blog with one click.

You can change your template if you like.

Now you can view your blog by clicking on **View Blog**:

# My sky

SATURDAY, 4 SEPTEMBER 2021

## My day

This is my first time to post my blog. I feel interested and excited because I really don't know what to write and what to put in my blog. But I think I would invite my friends to visit 'My sky'. I am quite shy before people, but I don't think I will be shy on the Internet.

POSTED BY ERIC AT 20:25 0 COMMENTS 

## BLOG ARCHIVE

▼ 2021(1)  
▼ September(1)  
My day



## ABOUT ME

ERIC

VIEW MY COMPLETE PROFILE



Subscribe to: Posts (Atom)

- Make your blog lively and attractive:

You can make your blog look more attractive by editing your posts, such as adding some pictures. You can also read others' comments and exchange ideas on your blog. Don't forget to write on your blog often. If you don't, no one will want to read it any longer and your blog may be deleted because you have not used it for a long time.

## Word list

### A a

*abacus	<i>n.</i>	算盘	U4
ability	<i>n.</i>	才能; 能力	U5
*aboard	<i>adv.</i>	上船 (或飞机、公共汽车、火车等)	U3
above	<i>adv.</i>	上述; 上文	U4N
*accountant	<i>n.</i>	会计; 会计师	U1
accurate	<i>adj.</i>	正确无误的	U4
achieve	<i>v.</i>	(凭长期努力) 达到 (某目标)	U2
add	<i>v.</i>	(数学运算) 加	U4N
Africa	<i>n.</i>	非洲	U5
against	<i>prep.</i>	与……相比	U4
aim	<i>v.</i>	瞄准; 对准	U7
*alien	<i>n.</i>	外星人	U6
amazing	<i>adj.</i>	令人惊奇的; 令人惊喜的	U4
ambition	<i>n.</i>	追求的目标; 志向	U1
approach	<i>v.</i>	靠近; 接近	U6
argue	<i>v.</i>	争论; 争吵	U3
argument	<i>n.</i>	争论; 争吵; 争辩	U3
arrange	<i>v.</i>	安排; 筹备	U6
article	<i>n.</i>	文章	U2
*artistic	<i>adj.</i>	有艺术天赋的	U5
as	<i>conj.</i>	当……时	U3N
		正好; 如同	U4N
*assist	<i>v.</i>	帮助	U2
attack	<i>v.</i>	袭击; 攻击	U7
attend	<i>v.</i>	出席; 参加	U2
*attract	<i>v.</i>	吸引	U7

### B b

bar	<i>n.</i>	长条; 棒	U6N
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注：出处带“N”的单词出现于相应单元的 Notes 页上。

base	<i>n.</i>	基地；总部	U7
baseball	<i>n.</i>	棒球运动	U1
*beam	<i>n.</i>	光线；波束	U7
believe	<i>v.</i>	相信	U5
below	<i>adv.</i>	在（或到）下面	U6
best	<i>adj.</i>	最好的	U1
blood	<i>n.</i>	血	U6
boring	<i>adj.</i>	没趣的；令人厌倦的	U2
brain	<i>n.</i>	脑	U4
bring	<i>v.</i>	使（朝某方向或按某方式）移动	U7N
business	<i>n.</i>	生意；公司	U2
by	<i>adv.</i>	经过	U3N

## C c

*cage	<i>n.</i>	笼子	U6
calculate	<i>v.</i>	计算	U4
calculation	<i>n.</i>	计算	U4
calculator	<i>n.</i>	计算器	U4
call	<i>n.</i>	打电话；通话	U2N
captain	<i>n.</i>	船长；机长	U6
case	<i>n.</i>	容器；盒；套	U7
cause	<i>v.</i>	使发生；引起；导致	U5
cell	<i>n.</i>	细胞	U2
character	<i>n.</i>	人物；角色	U7
check	<i>v.</i>	检查；核查	U4
clearly	<i>adv.</i>	明显地；显然地	U6
client	<i>n.</i>	客户；委托人	U2
*cliff	<i>n.</i>	（常指海边的）悬崖，峭壁	U6
collect	<i>v.</i>	接走（某人）	U2N
college	<i>n.</i>	（英国）学院，职业学校	U1
complete	<i>v.</i>	使完整	U4
continue	<i>v.</i>	持续；继续做	U2
corner	<i>n.</i>	角	U1

crash	<i>v.</i> & <i>n.</i>	猛撞；碰撞	U7
crew	<i>n.</i>	(轮船、飞机等上的)全体工作人员	U6
crowd	<i>n.</i>	人群；观众	U3

## D d

damage	<i>v.</i>	损害；毁坏；破坏	U7
decide	<i>v.</i>	决定	U7
degree	<i>n.</i>	度；度数	U4
detail	<i>n.</i>	细节	U3
develop	<i>v.</i>	发展；壮大	U4
* dial	<i>v.</i>	拨(电话号码)	U3
diary	<i>n.</i>	日记	U3N
* dinosaur	<i>n.</i>	恐龙	U5
disease	<i>n.</i>	病；疾病	U5
divide	<i>v.</i>	除以	U4
downstairs	<i>adv.</i>	在楼下；往楼下	U3
dream	<i>n.</i>	梦想；理想	U1
during	<i>prep.</i>	在……期间	U1

## E e

electronic	<i>adj.</i>	电子的；电子器件的	U4
* enclose	<i>v.</i>	随函(或包裹)附上	U1
* encyclopaedia	<i>n.</i>	百科全书	U5
energy	<i>n.</i>	能量	U2
escape	<i>v.</i>	逃走；逃跑	U7
especially	<i>adv.</i>	十分；非常	U4
Europe	<i>n.</i>	欧洲	U5
even	<i>adv.</i>	甚至	U5
ever	<i>adv.</i>	在任何时候；从来	U3
exam	<i>n.</i>	考试	U2
except	<i>conj.</i>	除了；只是	U6
exist	<i>v.</i>	存在；实际上有	U5
expect	<i>v.</i>	预料；预期	U2

explain	v.	解释；说明	U2
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### F f

fail	v.	(考试)不及格	U2
favour	n.	帮助；好事；恩惠	U6
fee	n.	费用	U5
feel	v.	触；摸	U7N
fierce	adj.	凶猛的；凶狠的	U5
fight	v.	打斗；打架	U3
figure	n.	(远处人的)轮廓；(隐约可见的)人影	U7
finished	adj.	完蛋；失败；垮台	U7
following	adj.	下述的；下列的	U4
*footprint	n.	脚印；足迹	U5
force	n.	(物理)力	U2
freedom	n.	自由	U7
frighten	v.	使惊吓；使惊恐	U6

### G g

gate	n.	大门	U3
get	v.	抓住；捉住；逮住	U7N
*giant	adj.	巨大的；特大的	U6
*gone	adj.	不复存在；离开了；走了	U3
government	n.	政府；内阁	U5
grade	n.	成绩等级；评分等级	U2N
*Greece	n.	希腊	U5

### H h

harm	n.	伤害；损害	U5
harmful	adj.	有害的；导致损害的	U5
harmless	adj.	无害的；不会导致损伤的	U5
heat	n.	热；温度	U2
height	n.	(人的)身高；(物的)高度	U1
hit	v.	击中；命中	U7

human	<i>adj.</i>	人的	U4
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## I i

include	<i>v.</i>	包括；包含	U5
instruction	<i>n.</i>	(计算机的)指令	U4N
intelligence	<i>n.</i>	才智；智慧	U5
interrupt	<i>v.</i>	插嘴；打扰；打岔	U7
invent	<i>v.</i>	发明；创造	U4
invention	<i>n.</i>	发明物；发明	U4
inventor	<i>n.</i>	发明家	U5
*Italian	<i>adj.</i>	意大利的	U5

## J j

*jar	<i>n.</i>	缸；坛子；罐子	U5
just	<i>adv.</i>	只是；仅仅是	U3N

## K k

*kangaroo	<i>n.</i>	袋鼠	U6
keen	<i>adj.</i>	喜爱；有兴趣	U1
kill	<i>v.</i>	杀死；导致死亡	U7

## L l

language	<i>n.</i>	语言	U4
*laser	<i>n.</i>	激光(器)	U7
last	<i>adj.</i>	最后的；最末的	U6N
lie	<i>v.</i>	躺；平卧	U7
lifetime	<i>n.</i>	一生；终生	U4
*lightning	<i>n.</i>	闪电	U4
living	<i>adj.</i>	活着的；活的	U4
lost	<i>adj.</i>	迷路的；迷失的	U6
luckily	<i>adv.</i>	幸运地；幸好	U2

## M m

* magnet	<i>n.</i>	磁铁；吸铁石	U6
maybe	<i>adv.</i>	或许，可能	U1
metre	<i>n.</i>	米；公尺	U1
moment	<i>n.</i>	片刻；瞬间	U7
* monster	<i>n.</i>	怪物；怪兽	U6
* multiply	<i>v.</i>	乘；乘以	U4
musician	<i>n.</i>	音乐家	U5
must	<i>modal v.</i>	一定	U2N

## N n

* navigator	<i>n.</i>	(飞机、船舶等上的)领航员，驾驶员	U6
nearby	<i>adv.</i>	在附近	U1
nearly	<i>adv.</i>	几乎；差不多；将近	U4
* Newcastle	<i>n.</i>	(英国地名)纽卡斯尔	U1
nobody	<i>pron.</i>	没有人	U5
notice	<i>v.</i>	注意到；意识到	U3N

## O o

offer	<i>v.</i>	主动提议；给予	U6
over	<i>prep.</i>	在……期间	U2N
own	<i>v.</i>	拥有	U1
	<i>adj.</i>	自己的；本人的	U4N

## P p

* panic	<i>v.</i>	(使)惊慌失措	U7
part	<i>n.</i>	部分；组成部分	U4
partly	<i>adv.</i>	一定程度上；部分地	U6
peace	<i>n.</i>	和平；太平	U6
per	<i>prep.</i>	每；每一	U7
* percentage	<i>n.</i>	百分率；百分比	U4
petrol	<i>n.</i>	汽油	U7
physical	<i>adj.</i>	身体的	U2

physics	<i>n.</i>	物理学	U1
popular	<i>adj.</i>	受喜爱的; 受欢迎的	U2
postcard	<i>n.</i>	明信片	U3
power	<i>n.</i>	能; 能量	U4
powerful	<i>adj.</i>	很有效的; 强有力的	U4
probably	<i>adv.</i>	很可能; 大概	U1
*program	<i>v.</i>	编写程序	U4
*purse	<i>n.</i>	(尤指女用的) 钱包	U3

### Q q

quietly	<i>adv.</i>	轻轻地; 安静地	U3
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### R r

*rat	<i>n.</i>	老鼠; 耗子	U6
rather	<i>adv.</i>	相当; 在某种程度上	U3
realize	<i>v.</i>	领会; 意识到	U3
repair	<i>v. &amp; n.</i>	修理; 修补; 修缮	U5
repeat	<i>v.</i>	重复	U2
report	<i>v.</i>	举报; 告发	U3N
responsible	<i>adj.</i>	有责任; 负责; 承担义务	U2
return	<i>v.</i>	回来; 回去; 返回	U2
*roar	<i>n. &amp; v.</i>	咆哮; 吼叫	U6
rock	<i>n.</i>	岩石; 石头	U6
roof	<i>n.</i>	顶部; 屋顶	U1

### S s

sale	<i>n.</i>	销售; 出售	U2
search	<i>v.</i>	搜查; 查找	U7
see	<i>v.</i>	理解; 明白	U6N
*seldom	<i>adv.</i>	不常; 很少; 难得	U2
shake	<i>v.</i>	(嗓音) 颤抖	U6N
silently	<i>adv.</i>	悄悄地; 静静地	U7
similar	<i>adj.</i>	相像的; 类似的	U2

simple	<i>adj.</i>	简单的；易于理解的	U2
single	<i>adj.</i>	仅有一个的；单个的	U6
*skeleton	<i>n.</i>	骨骼；骨架；骨骼标本	U5
*ski	<i>v.</i>	滑雪	U1
sleep	<i>n.</i>	睡觉；睡眠	U2N
*snore	<i>v.</i>	打鼾；打呼噜	U7
solve	<i>v.</i>	解答；解决	U4
spring	<i>v.</i>	弹起	U6N
*square root		平方根	U4
stare	<i>v.</i>	盯着看；凝视	U3
steal	<i>v.</i>	偷；窃取	U3
steel	<i>n.</i>	钢	U6
*storey	<i>n.</i>	楼层	U6
strange	<i>adj.</i>	奇怪的；异常的	U3
*subtract	<i>v.</i>	减；减去	U4
successful	<i>adj.</i>	有成效的；成功的	U2
suit	<i>n.</i>	套装；西服	U2
system	<i>n.</i>	系统	U4

## T t

table tennis		乒乓球运动	U1
teach	<i>v.</i>	教育；教导	U5N
*theft	<i>n.</i>	偷；偷窃；盗窃罪	U3
thinker	<i>n.</i>	思想家	U5
though	<i>conj.</i>	虽然；尽管；即使	U5
through	<i>prep.</i>	从……一端至另一端；穿过；贯穿	U3
tie	<i>n.</i>	领带	U1
time	<i>n.</i>	时期；时代；年代	U4N
title	<i>n.</i>	标题；题目	U1
top	<i>adj.</i>	(位置、级别或程度)最高的	U2N
*torch	<i>n.</i>	手电筒	U7
trap	<i>n.</i>	捕捉器	U6
trouble	<i>n.</i>	问题；困难	U3

trust	<i>v.</i>	信任；相信	U6
type	<i>n.</i>	类型；种类	U6N

### U u

unexplored	<i>adj.</i>	无人涉足的	U6
university	<i>n.</i>	大学；高等学府	U1
unusual	<i>adj.</i>	特别的；不寻常的	U3
usual	<i>adj.</i>	通常的；惯常的	U2

### V v

valley	<i>n.</i>	谷；山谷	U6
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### W w

*Walker	<i>n.</i>	(英国地名) 沃克	U1
way	<i>n.</i>	方法；手段；途径；方式	U4N
whisper	<i>v.</i>	耳语；低语；小声说	U7
*whizz-kid	<i>n.</i>	神童；有为青年	U2
whole	<i>adj.</i>	全部的；整体的	U4
worried	<i>adj.</i>	担心的；发愁的	U3

## Phrase list

(be) afraid of	害怕；畏惧	U3
be done for	处境艰难；注定完蛋；肯定不行	U7
be going on	发生	U3
(be) keen on	对……着迷	U1
(be) responsible for	对……负责	U2
(be) similar to	与……相类似的	U2
aim at	瞄准；对准	U7
as ... as possible	尽可能地	U5
bring down	使（飞机）着陆	U6
close to	离……很近	U6
deal with	解决；处理；应付	U3
die of	死于……	U5
die out	灭绝；消失	U5
do ... a favour	帮……的忙	U6
escape from	(从监禁或管制中)逃跑，逃走，逃出	U7
fall asleep	入睡	U7
get off	下车；下船	U3
go after	追赶某人；跟在某人后面	U3
happen to	遭到；遇到	U3
hold out	递出东西；伸出手（或胳膊）	U3
in a flash	转瞬间；立即	U4
in peace	和平地	U6
in pieces	成为碎片	U6
in trouble	陷入困境	U6
know about	知道；知悉；了解	U5
leave ... behind	遗留	U5
*like lightning	闪电般地；飞快地	U4
look up	(在词典或参考书中)查阅	U5
make sure	确保；设法保证	U7
put ... down	放下	U3
put on	穿上；戴上	U2
run out of	用尽；耗尽	U6
take place	发生；进行	U6
well done	干得好	U3

## Irregular verbs

Base form	Past form	Past participle
am, is	was	been
are	were	been
bear	bore	born
beat	beat	beaten
become	became	become
begin	began	begun
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt

Base form	Past form	Past participle
keep	kept	kept
know	knew	known
lean	leaned/leant	leaned/leant
learn	learned/learnt	learned/learnt
leave	left	left
let	let	let
lie	lay	lain
light	lit/lighted	lit/lighted
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
shake	shook	shaken
shine	shone/shined	shone/shined
show	showed	shown/showed
shut	shut	shut
sing	sang	sung
sink	sank/sunk	sunk
sit	sat	sat
sleep	slept	slept
smell	smelt/smelled	smelt/smelled
speak	spoke	spoken
speed	sped/speeded	sped/speeded
spell	spelt/spelled	spelt/spelled
spend	spent	spent
spread	spread	spread
spring	sprang/sprung	sprung
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sweep	swept	swept
swim	swam	swum

Base form	Past form	Past participle
swing	swung	swung
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

## 说 明

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