



九年义务教育课本

English

英
语

牛津上海版 OXFORD Shanghai Edition



学
校
教
育

八年级

第二学期

(试用本)



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上海教育出版社

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Reading

A What do you know about ...?

Before you read the interview on the next page, try this quiz.

1 How long do they live? Match the living things on the left with the average ages on the right.

- | | |
|-----------|----------------|
| a mice | i 70 years |
| b trees | ii 150 years |
| c turtles | iii 40 years |
| d whales | iv 4,000 years |
| e humans | v 3 years |

2 Pollution means *the action of making things dirty and unhealthy*. Which kind of pollution do trees help fight?

- | | |
|-------------------|--------------------|
| a air pollution | c noise pollution |
| b water pollution | d all of the above |

3 Which of the following items come from trees?

- | | | |
|---------|----------|----------|
| a nuts | c cotton | e tea |
| b beans | d oil | f rubber |

4 The best-known trees in Shanghai are magnolia trees. Their large, sweet-smelling flowers are known as the city flowers of Shanghai. Which picture shows a magnolia tree?



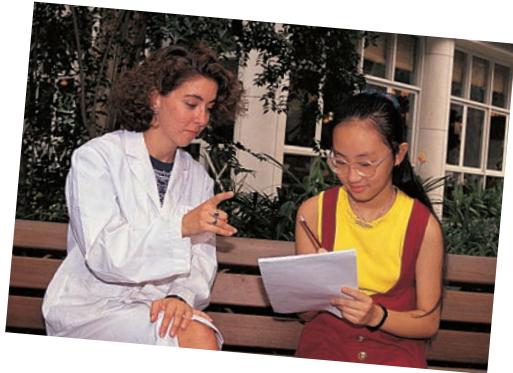
B Before you read

Before you read the interview, look at the title, the introduction and the pictures. Then decide whether the following statements are **T** (True) or **F** (False).

- | | |
|---|-----|
| 1 The pollution fighters are probably scientists. | T/F |
| 2 Trees are natural air conditioners. | T/F |
| 3 Trees can pass information to one another. | T/F |

POLLUTION FIGHTERS

Judy is collecting some facts for a class project on pollution. She is interviewing Doctor Ray, a scientist, about trees.



JUDY Why are you so interested in trees, Doctor Ray?

DR RAY They're the biggest and oldest living things on the Earth, Judy.

5 JUDY Yes, but what good are trees? They make streets more beautiful and less noisy, but what else can they do?

DR RAY Well, the wood in your pencil, the rubber on the end of your pencil, the paper in your notebook and the fruit in your bowl all come from trees! And, I suppose you also enjoy breathing pure, cool air.

JUDY Of course.

DR RAY Then you must thank trees for that too. They take harmful gases from the air, and release oxygen back into the air. How many people are there in your class, Judy?

15 JUDY Forty-six.

DR RAY Well, one and a half hectares of trees could produce enough oxygen to keep your whole class alive and healthy for a whole year.

20 JUDY That's wonderful!

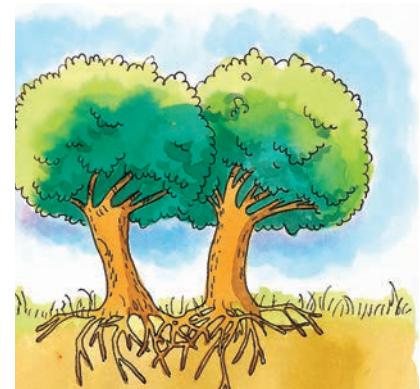
DR RAY Trees cool the air as well as clean it. They are natural air conditioners. Three trees can do the job of 15 air conditioners running almost all day.

25 JUDY You certainly know a lot about trees, Doctor Ray.

DR RAY Thank you, Judy, but I don't, really. Scientists are only now beginning to understand them. For example, when insects attack a tree, it can warn its neighbours. The trees can then protect themselves by producing a chemical that makes their leaves taste nasty. And some trees can join their roots together underground, and pass food and water to each other. Trees are communicating with one another, but we don't know how.

30 JUDY Are trees in danger?

DR RAY In great danger. We cut down and burn millions every year, but we replace hardly any of them. We are destroying our best fighters against pollution.



C Vocabulary

C1 Find these words and phrases in the interview on page 3. Read the words around them and choose the best meanings.

- | | |
|--------------------------------|-------------------------------|
| 1 suppose | 4 running |
| a know | a travelling |
| b think it is true or possible | b working |
| c ask | c playing |
| 2 pure | 5 communicating with |
| a clean | a attacking |
| b hot | b exchanging information with |
| c comfortable | c joining |
| 3 release | 6 hardly any |
| a bring in | a quite a lot |
| b take away | b almost none |
| c let out | c a large number |

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

A	B
1 fact	a made by nature, not by man
2 natural	b use something else instead
3 warn	c damage something by fire
4 join	d connect things together
5 burn	e a thing that is true
6 replace	f say that something bad or dangerous may happen



D Comprehension

D1 These are some of the notes that Judy took when she interviewed Doctor Ray. However, she made four mistakes. Read through the interview and correct Judy's mistakes. You may have to change one or more words.

- Trees:
1 live much longer than people;
2 produce wood, rubber, paper and fruit;
3 take oxygen from the air;
4 heat the air;
5 are like air conditioners;
6 cannot protect themselves against insects;
7 can share food and water among themselves;
8 are in danger, mainly from insects.

D2 Rita is asking Judy questions about trees. Judy is giving **Yes** or **No** answers and supporting her answers with examples from the interview. Read Rita's questions and complete Judy's answers with one or more words. The first one has been done for you.

- 1 Rita We get some useful things from trees, don't we?
Judy Yes. Two examples are wood and rubber.
- 2 Rita Is it true that trees do two main things to the air?
Judy _____. They _____.
- 3 Rita I've heard that one tree has the power of 15 air conditioners. Is that right?
Judy _____. One tree has the power of _____.
- 4 Rita Scientists know a lot about trees, don't they?
Judy _____. They are _____.
- 5 Rita Can trees really communicate with one another?
Judy _____. For example, if insects _____.
- 6 Rita And can they really protect themselves from insects?
Judy _____. They can produce _____.
- 7 Rita Can trees help one another?
Judy _____. For example, they can _____.
- 8 Rita Is it true that, every year, there are fewer and fewer trees in the world?
Judy _____. The reason is that people _____.



Grammar

The present continuous tense

We can use the present continuous tense to refer to things that are happening now. We make the present continuous tense with **am/is/are** + the **-ing** form of the verbs.

We **are destroying** our best fighters against pollution.
He **is not working**.
Are they planting trees?
What **are you doing**?

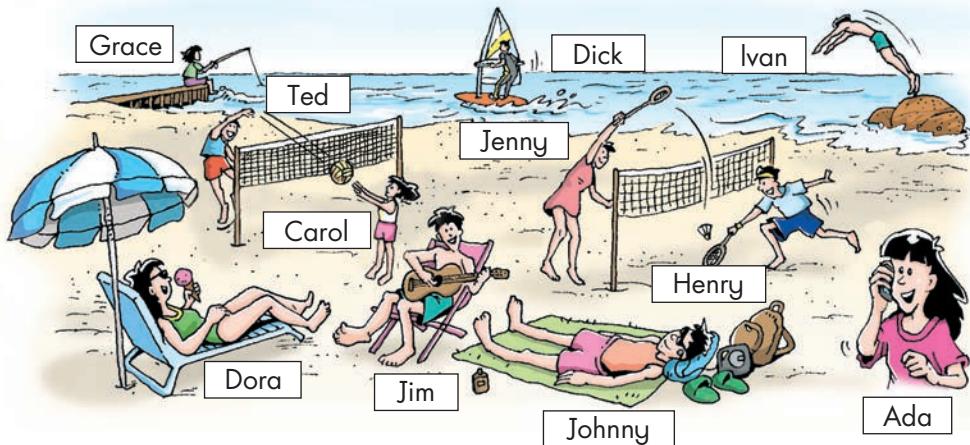
The -ing form of the verbs

We add **-ing** to most regular verbs to form the present continuous tense, e.g., **doing**, **looking**. However, there are some exceptions. (See page 6)

For most verbs ending in ...	Change	Examples
one -e (except be)	drop -e, and add -ing	drive→driving (be→being)
-ie	change -ie to -y, and add -ing	die→dying tie→tying
consonant letter + vowel letter + consonant letter	double the last letter and add -ing	shut→shutting stop→stopping

A Work in pairs. S1 is Bob and S2 is Ada. Ada is on holiday with friends. Bob is phoning her and asking her what all their friends are doing. Ada is telling him. Use the verbs in the box and the picture below to help you.

dive fish play sunbathe eat practise windsurf



Example: S1 What's Ted doing?
S2 He's playing volleyball with Carol.

B Work in pairs following the example below.

Example: S1 Is Ted ... ?
S2 Yes, he is./No, he isn't. He's _____.

C Work alone. Complete this description of the scene in the picture. Write what everyone is doing.

It is the first morning of the holiday. Everyone is at the beach. Ted is _____ volleyball with _____. _____ is playing badminton with _____. _____ is _____. ...

We do not often use the verbs in the box below in the present continuous tense. Instead, we use them in the simple present tense.

think	contain	mean	smell	believe	know	understand
hear	see	hate	like	taste	love	belong

I **know** the answer. (not: I am ~~knowing~~ the answer.)

Do you **like** milk? (not: Are you ~~liking~~ milk?)

They **do not understand** you. (not: They are ~~not understanding~~ you.)

This book **belongs** to May. (not: This book is ~~belonging~~ to May.)

D Complete these dialogues about the pictures. Use the verbs in brackets in the present continuous or simple present tense. Add other words as necessary.

1



Lynn The doorbell _____. (ring)
Sam I _____. I _____. it. (know, hear)

2



Lynn Your dinner is on the table.
Sam I _____. I _____. It _____. good. (know, see, smell)

3



Sam This car _____ to me.
(belong)
Mary I _____ you. (not believe)

4



Lynn I _____ her. What _____ she _____? (not understand, mean)
Mary I _____ that she _____ 'Be quiet!' (think, mean)

5



Lynn Look! She _____. (smile)
Mary Yes. She _____ all the time.
(smile)

6



Sam Why is your case so heavy?
Lynn It _____. a lot of books.
(contain)



Listening

A poster about tree-planting

Judy's school will take part in a tree-planting campaign. To attract people to join, Judy and Tony are making a poster. Listen to them talking, and complete the poster by putting one word in each blank.



Speaking

A Talk time

Word linking (I)

When we say words together that finish and start with the same consonant sounds, we only pronounce one of the sounds.

Examples: latest target /'leɪtɪs(t) 'ta:gɪt/
best toys /bes(t) tɔɪz/

A1 Say these pairs of words together.

plastic cards	some money	clear report	big group	enough food
good driver	Bob Brown	most TV	top prize	nine nights

A2 Practise saying these sentences. Link the words where indicated.

- 1 There is a big group of people outside.
- 2 Bob Brown is a good driver.
- 3 Pat Thomson stayed in this hotel for nine nights.
- 4 I have some money to buy plastic cards.

B Speak up

Ways to fight pollution

B1 Read this conversation.

Bob What can we do to fight pollution?

Amy Always put rubbish in rubbish bins, and stop using plastic bags for shopping.

Bob Anything else?

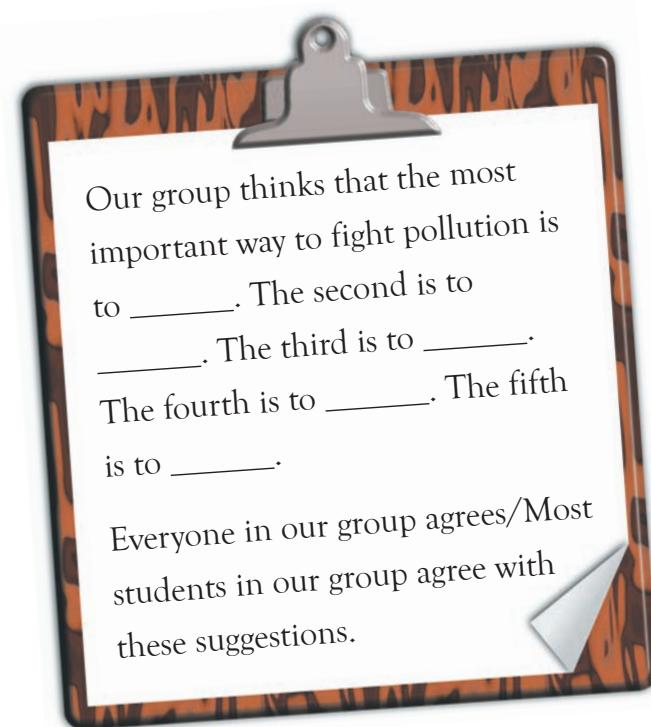
Amy Stop factories and cars from producing harmful gases, plant more trees and flowers in the streets, and make our classrooms less noisy.

Bob Which ways are more important?

Amy I think that ...

B2 Work in groups of 5 to 7.

- 1 Choose a group leader.
- 2 Discuss the five ways to fight pollution mentioned by Amy.
- 3 Arrange them in order of importance.
- 4 Ask the group leader to announce the group's list to the class like this:





Writing

A newspaper article on a new outdoor area

A Workers are building a new outdoor area near your home. Look at the pictures below and write captions for them, using the words in brackets. The first one has been done for you.

1



(workers/move/trees/flowers/from/lorry/to/area)

The workers are moving trees and flowers from the lorry to the area.

2



(two/workers/dig/holes/ground/one/worker/plant/tree/in/hole)

3



(two workers/bring/large container/one/worker/put/earth/into/container/and/plant/flowers/in/container)

4



(two workers/clean/area/one worker/water/flowers)

5



(workers/leave/now/my neighbours/happy)

B Suppose you are writing a short report for your school newspaper. Complete the report below by adding more details.

SCHOOL POST 12 March

by _____

Our new outdoor area

Near my home there is a new outdoor area. Some workers finished it last week. I watched them from my flat.

First, the workers arrived in a lorry. _____



More practice

Trees for Life

Dear friends

Trees are our friends. They work hard for us. They clean the air and cool our cities. They remove dust and produce the oxygen we breathe. Trees reduce^① sound pollution for large urban^② areas and add beauty to cities. Without trees, soil would be washed away and

5 there would be no food for us to eat. Without trees cooling the air, the Earth would be too hot to live on. Trees provide food and shelter for both humans and animals. They also supply material for houses, furniture, paper products, etc. Some trees even provide important ingredients for medicines that cure illnesses. Without trees, we would die.

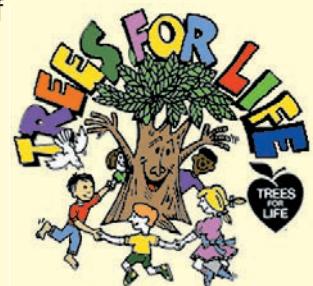
In the last 200 years, more than half of all the trees on the Earth have been destroyed. For 10 every tree being planted today, 30 trees are being cut down. We need more trees!

Trees for Life is making a difference. We plant trees and take care of them to help protect our environment. We warmly welcome anyone who would like to join us in this project. We want to plant 100 million trees in the next 10 years. If you want to find out more 15 about us, please send us an e-mail at info@treesforlife.org.

We hope you will have lots of fun with us.

From

TREES FOR LIFE



A Read the above leaflet and then answer the questions below.

- 1 Why should we care about trees? List at least six reasons.
- 2 What does Trees for Life do?

B Suppose you want to join Trees for Life. Fill in the membership form below and think about the promise you would like to make.

Sign up for your membership!

Name:

Sex:

Date of birth:

Country:

Zip/Postal code:

Occupation:

E-mail:

My promise: _____

C In groups, make your own leaflet about trees. Display it in your classroom or on a school noticeboard. Let everyone know the importance of protecting trees.

① reduce v. 减少 ② urban adj. 城市的

Progress file 1

Vocabulary

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

breathe	destroyed	are interested in
warned	released	communicate

- 1 People are being _____ not to go outdoors until the fierce typhoon has passed.
- 2 The man was _____ after three years in prison.
- 3 They _____ swimming, so they often go to the beach.
- 4 Nowadays, many people choose to _____ with each other by e-mail.
- 5 It's nice to live in the countryside and _____ fresh air every day.
- 6 The earthquake _____ thousands of houses in the town.

Grammar

Rewrite these sentences in the present continuous tense.

- 7 The traffic moves slowly.
- 8 Do you sit in the front row?
- 9 Wang Ling lies on the beach and Zhu Liang plays volleyball.

Complete the sentences by putting the verbs in brackets into the present continuous or simple present tense.

- 10 Where is May? _____ she _____ (work) on the computer now?
- 11 Look! Those policemen by the bank _____ (carry) guns!
- 12 Many people _____ (not know) how to use a video camera.
- 13 Mum can't come to the phone now. She _____ (have) a shower.
- 14 Look at this sign. _____ you _____ (understand) what it means?
- 15 We _____ (not do) anything at the moment.

My progress:

Comments:



0–6 Try harder.



7–12 Can do better.



13–15 Good work.

Word box



average /'ævərɪdʒ/	<i>adj.</i>	平均的
item /'ɪtem/	<i>n.</i>	一件物品
fighter /'fartə(r)/	<i>n.</i>	斗士；战士
fact /fækt/	<i>n.</i>	事实
scientist /'saɪəntɪst/	<i>n.</i>	科学家
interested /'intrəstɪd/	<i>adj.</i>	感兴趣的
(be) interested in		对……感兴趣
notebook /'nəʊtbʊk/	<i>n.</i>	笔记本
suppose /sə'pəʊz/	<i>v.</i>	(根据所知)认为，推断，料想
breathe /bri:ð/	<i>v.</i>	呼吸
pure /pjュə(r)/	<i>adj.</i>	纯净的
gas /gæs/	<i>n.</i>	气体
release /rɪ'li:s/	<i>v.</i>	释放；放出
* oxygen /'ɒksɪdʒən/	<i>n.</i>	氧；氧气
* hectare /'hektə(r)/	<i>n.</i>	公顷
produce /prə'dju:s/	<i>v.</i>	产生；生产
alive /ə'lایv/	<i>adj.</i>	活着；在世
as well as		也；还
natural /'nætʃrəl/	<i>adj.</i>	自然的；天然的
* air conditioner /'eə kən'dیʃənə(r)/	<i>n.</i>	空调
warn /wɔ:n/	<i>v.</i>	使警惕；警告
protect /prə'tekt/	<i>v.</i>	保护
chemical /'kemɪkl/	<i>n.</i>	化学物质；化学品
* nasty /'næ:sti/	<i>adj.</i>	令人厌恶的；令人不悦的
join /dʒɔ:m/	<i>v.</i>	连接；加入
communicate /kə'mju:nɪkeɪt/	<i>v.</i>	交流信息；沟通
one another	<i>pron.</i>	互相
burn /bɜ:n/	<i>v.</i>	(使)烧毁，烧死
replace /rɪ'pleɪs/	<i>v.</i>	替换；取代
hardly /'ha:dli/	<i>adv.</i>	几乎不
destroy /dɪ'strɔɪ/	<i>v.</i>	摧毁；毁灭
exchange /ɪks'tʃeɪndʒ/	<i>v.</i>	交流
nature /'neɪtʃə(r)/	<i>n.</i>	自然界；大自然
main /meɪn/	<i>adj.</i>	主要的；最重要的
lorry /'lɔri/	<i>n.</i>	卡车



Notes



Page 3

- 1 She is interviewing Doctor Ray, a scientist, about trees. 她正在就有关“树木”的问题采访一位科学家——雷博士。
句中的 Doctor 意为“博士”；以前曾学过 doctor 意为“医生”。
- 2 Yes, but what good are trees? 是的，但是树木的好处是什么？
句中的 good 作名词，意为“好处”。
- 3 They make streets more beautiful and less noisy, ... 它们使街道变得更美、更安静，……
make somebody/something + adj. 意为“使……变得；使……成为”，又如：make the little boy happy (让小男孩开心), make the room clean (使房间变得干净)。
- 4 the rubber on the end of your pencil 你的铅笔末端的橡皮
- 5 Well, one and a half hectares of trees could produce enough oxygen to keep your whole class alive and healthy for a whole year. 嗯，一公顷半的树木能产生足够的氧气，供你们一个班的学生健康地生活一整年。
句中的 keep somebody/something alive 意为“使……活着”。
注意 alive 与 living 的区别。alive 是形容词，但不用于名词前，如：Five people were found alive after the fire. 火灾后发现了五名幸存者。living 也是形容词，一般用于名词前，如：living things (生物)。
- 6 Trees cool the air as well as clean it. 树木除了净化空气外，还能使空气变得凉快。
as well as 用于连接两个相同的句子成分，如：He is a writer as well as a teacher. 他既是一名老师，又是一名作家。
- 7 Three trees can do the job of 15 air conditioners running almost all day. 三棵树所能产生的降温作用相当于十五台空调运转一整天。
句中的 run 作动词，意为“运转”。
- 8 The trees can then protect themselves by producing a chemical that makes their leaves taste nasty. 树木能够产生一种化学物质使叶子变得其味难咽，从而达到保护自身(不被吞噬)的目的。
- 9 And some trees can join their roots together underground, and pass food and water to each other. 树木能够在地下通过根部连接，相互传递养料和水分。
句中的 underground 作副词，意为“在地下”；pass 作动词，意为“传递”。在 6B Unit 8 曾学过：The typhoon passed quickly. 其中的 pass 意为“行进；移动”。
- 10 Trees are communicating with one another, but we don't know how. 树木之间能相互交流，但我们尚不了解这种交流是如何进行的。
- 11 We cut down and burn millions every year, but we replace hardly any of them. 我们每年砍伐并烧毁数以百万计(的树木)，却几乎不予补种。
- 12 We are destroying our best fighters against pollution. 我们正在摧毁最好的环保卫士。
句中的 against 作介词，意为“反对”；在 8A Unit 4 曾学过 Brain against computer，其中的 against 意为“和……相比”。

Unit 2 Water



Reading

p. 16



Grammar

p. 20



Listening

p. 23



Speaking

p. 24



Writing

p. 26

*



More practice

p. 27





Reading

A What do you know about ...?

B1 You are going to read a story about something that is more valuable than gold—water. Before you read it, try this quiz.

- 1 You can live without water for a few _____.
a days
b weeks
c hours
- 2 Your body needs about _____ litres of water daily.
a two
b four
c eight
- 3 When you exercise, the amount of water you need _____.
a increases
b decreases
c remains the same
- 4 When you freeze water, it becomes a _____.
a liquid
b solid
c gas
- 5 About _____ of the Earth is covered with water.
a one third
b one half
c two thirds
- 6 The chemical symbol for water is _____.
a H₂O
b HO₂
c H₂O₂

B Before you read

B1 Use the picture on the right to put these sentences in the correct order. Write the numbers 1–5 in the brackets.

- () It flows into the sea.
- () It runs into streams and rivers.
- () It rises from the sea to the sky.
- () It falls as rain again.
- () Water falls from the clouds as rain.



B2 Before you read the story on the next page, look at the title and the picture. Who do you think is talking to the girl in the story?



Water talk

Daisy was in the bathroom. She was brushing her teeth and the tap was on. Water was pouring into the washbasin and vanishing down the drain.

‘Turn that tap off,’ a voice said loudly. Daisy 5 froze. She looked around, but saw no one. ‘Turn that tap off. You’re wasting water!’ The voice sounded impatient.

This time Daisy obeyed. ‘Who … who are you?’ Daisy’s voice was faint.

10 ‘I’m a drop of water. It’s not easy for me to get here. Do you know where I’m from?’

‘From the tap, I suppose,’ said Daisy.

‘Yes, but before that?’ Water said. ‘A few days ago, I was floating comfortably in a cloud in Jiangxi, enjoying the view. Then the cloud 15 dropped me into a stream and I sped down the mountain into the Yangtze River. The Yangtze River carried me to a lake. I relaxed there for a few days, and then I travelled a long way and ran into the Huangpu River. Then it was time to get cleaned up.’

‘Cleaned up?’ Daisy sounded puzzled.

20 ‘Yes. I was dirty after my journey so they took me to a water treatment works. They gave me a thorough cleaning and added a few chemicals to me. Then I travelled in the pipes under the streets. I waited there until you called me, and here I am.’

Daisy said, ‘So this is the end of your journey.’

25 ‘No. When you’ve finished with me, I’ll go to a sewage plant. Then they’ll pump me into the river and I’ll be back in the sea again.’

‘Again?’

‘Yes. That’s where I came from in the first place. Remember not to waste me or pollute me. I’m precious, like liquid gold. See you.’

30 ‘Wait a minute. What do you mean by liquid gold?’ But there was no reply. The water had gone.

Daisy came out of the bathroom. Her brother said, ‘Who were you talking to?’

‘I was talking to the water,’ Daisy said.

35 ‘Sometimes you’re strange, Daisy,’ her brother said.

C Vocabulary

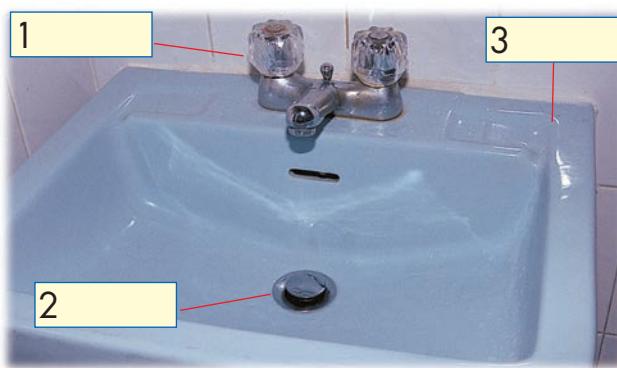
C1 Find these words in the story on page 17. Then read the words around them and choose the best meanings.

- 1 froze
 - a looked surprised
 - b felt cold
 - c stopped moving
- 2 dropped
 - a made something fall down
 - b went up
 - c moved slowly
- 3 relaxed
 - a rested
 - b worked
 - c played

- 4 puzzled
 - a excited
 - b unable to understand
 - c interested
- 5 plant
 - a tree
 - b factory
 - c job
- 6 reply
 - a answer
 - b question
 - c story

C2 Use the words in the box to write the names of the things in the picture.

washbasin
drain
tap



C3 Find the words in Column A in the story and match them with the meanings in Column B.

- A**
- 1 obeyed
 - 2 comfortably
 - 3 treatment
 - 4 thorough
 - 5 pipes
 - 6 pump

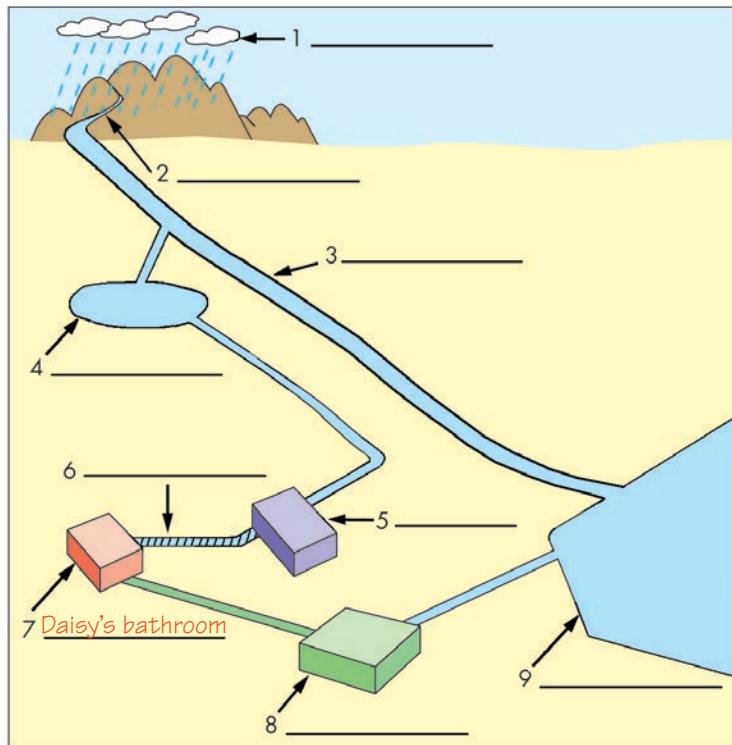
- B**
- a things done to clean something
 - b push (by a machine)
 - c did what you were told
 - d in a comfortable way
 - e complete
 - f things through which water or gases can flow



D Comprehension

D1 The map on the right shows the water's journey. Read the story and mark the names of the different places on the map. One has been done for you.

cloud
lake
Daisy's bathroom
stream
the Yangtze River
sea
pipe
water treatment works
sewage plant



D2 Peter is asking Judy questions about the story. Read what Peter asks and complete Judy's answers. Put one word in each blank. The first one has been done for you.

1 Peter Why did Daisy look around?

Judy Because she heard a voice.

2 Peter Why was the voice impatient?

Judy Because Daisy was late.

3 Peter Why did the water go to a water treatment works?

Judy Because it needed to start its journey.

4 Peter Why did the water say, 'I'll be back in the sea again.'?

Judy Because it was leaving the sea for another place.

5 Peter Why did the water say it was like liquid gold?

Judy Because it believed that water was valuable.

6 Peter Why did Daisy's brother think Daisy was strange?

Judy Because she said, 'I want to be in the sea again'.



Grammar

Talking about amounts

We use **a lot of**, **a little**, **much** and **no** with uncountable nouns.

We use **a lot of**, **a few**, **many** and **no** with countable nouns in plural forms.

A few days ago, I was floating comfortably in a cloud.



They added a few chemicals to me.

There is
There's **a lot of/a little/
not much/no** water in the pool.

There are
There're **a lot of/many/
a few/not many/no** swimmers in the pool.

Tips

- **A little** and **not much** have similar meanings. So do **a few** and **not many**.
- We usually use **much** in negative sentences, e.g., There is **not much** water in the bottle.

A Choose sentences from the tables above and match them with the pictures below. Write a sentence for each picture.

1



2



3



4



We use **how much** with uncountable nouns and **how many** with countable nouns in plural forms.

How much food is there
How many oranges are there

There is
There's

a lot/a little/
not much/none.

There're

a lot/a few/
not many/none.

B Work in pairs. Jane is going to the supermarket to do some shopping. She wants to know what to buy and asks Albert questions with **how much** or **how many**. Albert looks in the cupboard on the right and answers Jane's questions with **a lot**, **a little**, **a few** or **none**.

Example: Jane How much rice is there?

Albert There's a lot.

C Later Jane's mother asks her a question. Complete Jane's reply with **a lot of**, **a few**, **a little** or **no**.

Mum What have we got in the cupboard?

Jane We've got ⁽¹⁾ _____ tea and
⁽²⁾ _____ bananas. We've got
⁽³⁾ _____ rice and apples but we've
got ⁽⁴⁾ _____ milk or onions.



We use **too much**, **too little** and **enough** with uncountable nouns.

We use **too many**, **too few** and **enough** with countable nouns in plural forms.

To say there is ...

- the right amount
- more than the right amount
- less than the right amount

we use ...

- enough**
- too many**
- too much**
- too few**
- too little**
- not enough**

Examples

- I have got **enough** rice.
- I have got **too many** apples.
- I have got **too much** rice.
- I have got **too few** apples.
- I have got **too little** rice.
- I haven't got **enough** apples.
- rice.

D Albert is going to fry some prawns for dinner. First, look at his recipe in the left picture below and then the amounts of the ingredients he has got in the right picture below. Write sentences about them. The first one has been done for you.

Recipe for fried prawns

Ingredients

20 prawns
2 small onions
3 red peppers
5 mushrooms
10 g salt
5 g sugar
100 ml tomato sauce
50 ml cooking oil



Amounts that Albert has got

- 1 He hasn't got enough prawns.
- 2 _____ small onions.
- 3 _____ red peppers.
- 4 _____ mushrooms.
- 5 _____ salt.
- 6 _____ sugar.
- 7 _____ tomato sauce.
- 8 _____ cooking oil.

E Jane and Albert are talking about the ingredients for fried prawns. Work in pairs to make similar conversations.

Examples:

- Jane How many prawns have you got?
Albert 16.
Jane That's not enough. You need 20 prawns.
- Jane How much salt have you got?
Albert 100 grams.
Jane That's too much. You only need 10 grams.



Listening

The journey of a coin

One day, Suzy's mother gave her a one-yuan coin as pocket money. It was rather dirty, so Suzy put it in the washbasin and washed it. When the coin was clean, it looked very nice. Suddenly, it started talking to Suzy!

 Listen to the coin's story on the recording. The pictures below are not in the right order. Write the numbers **1–8** in the boxes to show the right order.

a



b



c



d



e



f



g



h





Speaking

A Talk time

Word linking (II)

When we say certain consonants such as /t/, /d/, /p/, /b/, /k/ or /g/, we let out a small 'explosion' of air—these are called 'plosive' consonants. When two plosive consonants are next to each other, the first plosive consonant is not pronounced, and there is usually a short pause between them, e.g., football is usually pronounced as /'fʊ(t)bɔ:l/.

A1 Say these words.

act /æ(k)t/

blackboard /'blæ(k)bɔ:d/

conductor /kən'dʌ(k)tə/

meatball /'mi:(t)bɔ:l/

doctor /'dɒ(k)tə/

outdoor /'au(t)dɔ:/

necktie /'ne(k)taɪ/

A2 Say these phrases.

a red pen /ə re(d) pen/

a big car /ə bɪ(g) ka:/

get back /ge(t) bæk/

cut down trees /kʌ(t) daʊn tri:z/

against pollution /ə'gens(t) pə'lju:ʃn/

cook dinner /kʊ(k) 'dɪnə/

take back Bob's book /teɪ(k) bæ(k) bɒbz bʊk/

A3 Say these sentences.

1 Good boy! /gʊ(d) bɔɪ/

2 Sit down. /sɪ(t) daʊn/

3 She can't come. /ʃi: kə:n(t) kʌm/

4 Stop talking! /stɒ(p) tɔ:kɪŋ/

5 Glad to meet you. /glæ(d) tə mi:t ju/

B Speak up

The use of water

Suppose it hasn't rained for many months. There is very little water in your city.

B1 Work in groups of five or more. S1 is in charge of the water in your city. The other students must represent one of the groups below.

- S2 — ordinary people
- S3 — restaurant owners
- S4 — hospital managers
- S5 — factory owners

Each student must tell S1 why their group of people need water most and explain how they will use it. You can use some of the words and patterns below to help you.

Words

drinking	washing	manufacturing
cooking	cleaning	bathing

tables	clothes	toilets	equipment	tools
food	hands	faces	floors	

Patterns

We need water for washing/drinking/cleaning ...
It is very important because ...
If we do not have water, ... will ...
We can save water by ...

B2 S1 must decide how long each group of people can have water for each day. You may follow the example below.

Factories can have water for ... minutes/hours every day.

Note: To save water, the total, for everyone added together, must not be more than six hours per day. The water must be 'off' for 18 hours per day.

* **B3** Each group should make a list of S1's decisions and report their list to the class, giving reasons for S1's choices.

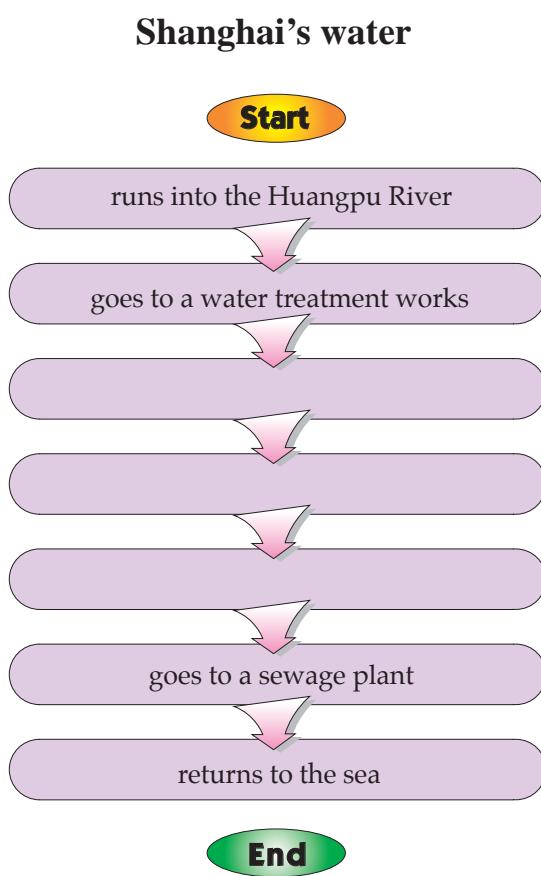
Writing

Making flow charts

Flow charts show how things are done step by step.

A1 Work in pairs. Read the flow chart below and add these parts to it:

- 1 comes out of the tap
- 2 travels in pipes under the streets
- 3 runs down the drain



A2 Answer these questions about the flow chart above.

- 1 How do you know what it is about?
- 2 How many steps are there in the chart?
- 3 Are the words in the steps written in complete sentences?

* **B** Work alone. Imagine you are 25 years old. Write a flow chart of your life from the time you were born up to your 25th birthday. When you write about past events, remember to put the verbs in the past tense.



More practice

More information about water

- The oceans cover $\frac{2}{3}$ of the Earth, but ocean water is salty. That is to say, most of the water on the Earth is not drinkable!
- 90% of all the water on the Earth that human beings can drink right now is underground. It is very easy to pollute groundwater. For example, 4.5 litres of paint or about 1 litre of motor oil can seep^① into the Earth and pollute 1,125,000 litres of drinking water!
- A leak^② that fills up a coffee cup in 10 minutes will waste over 13,500 litres of water in a year. How much water is that? You would have to drink 65 glasses of water every day for a year to get that much water!
- If you leave the water running while you brush your teeth, you might waste 22.5 litres of water. That is enough to fill 65 cans of soft drink!
- If you leave the water running while you wash the dishes, you might waste 135 litres of water—enough to wash a whole car!
- Believe it or not, the water we flush^③ down our toilets starts as fresh water! Each time you flush, your toilet uses about 9 to 15 litres of water. But it does not have to!
- A shower usually takes at least 5 minutes. So every day, you could use 112.5 litres of water taking one shower. In a year, that is almost 45,000 litres of water!
- A bath uses even more water than a shower—about twice as much. A bath can easily use 225 litres of water.

Read the above article. Then work in groups of four. Discuss the five statements below. Say whether you think they are right or wrong and give reasons.

- 1 Your clothes will get clean more easily if you wash them under running water.
- 2 All the groundwater is clean enough for us to drink.
- 3 I prefer a shower with water running for at least 20 minutes. It is very comfortable.
- 4 It does not matter if you have a dripping tap in your home because it will not cost much.
- 5 People living near the sea can use as much water as they like.

① seep v. 渗透 ② leak n. 泄漏出的液体 ③ flush v. 冲洗

Progress file 2

Vocabulary

Match these words with their meanings.

- | | |
|-------------|------------------------------------|
| 1 remain | a stop moving |
| 2 increase | b angry, not wanting to wait |
| 3 vanish | c disappear; go away |
| 4 freeze | d move slowly in the air |
| 5 impatient | e make something greater in amount |
| 6 float | f continue to be something |

Grammar

Circle the correct words.

- 7 Oh, good! There are not **many/much** people on the bus.
- 8 How **many/much** rice do you want?
- 9 Hong Kong has too **few/little** land for all of its people.
- 10 We need some more coffee. There is only a **few/little** left.
- 11 I don't have **much/many** time to talk with you today.
- 12 Is there **much/many** information about water in this passage?
- 13 I paid 25 yuan, but I only got a **few/little** strawberries.
- 14 She only slept for five hours last night. She got **enough/too little** sleep.
- 15 I have got **too few/enough** eggs to make a cake. I don't have to buy more.

My progress:



Comments: ..



0–6 Try harder.



7–12 Can do better.



13–15 Good work.

Word box



daily /'deɪli/	<i>adv.</i>	每天
amount /ə'maʊnt/	<i>n.</i>	数量；数额
increase /ɪn'kri:s/	<i>v.</i>	(使)增加
remain /rɪ'meɪn/	<i>v.</i>	仍然是；保持不变
symbol /'simbl/	<i>n.</i>	符号
flow /fləʊ/	<i>v.</i>	流；流动
washbasin /'wɒʃbeɪsn/	<i>n.</i>	洗脸盆
*vanish /'vænɪʃ/	<i>v.</i>	突然消失
*drain /dreɪn/	<i>n.</i>	下水道
*impatient /ɪm'peɪʃnt/	<i>adj.</i>	不耐烦的
obey /ə'bey/	<i>v.</i>	服从；遵守
*faint /feɪnt/	<i>adj.</i>	(光、声、味)微弱的
float /fləʊt/	<i>v.</i>	浮；漂；飘动；漂移
comfortably /'kʌmftəblɪ/	<i>adv.</i>	舒服地
relax /rɪ'læks/	<i>v.</i>	放松；休息
clean up		净化
*puzzled /'pʌzld/	<i>adj.</i>	困惑的
treatment /'tri:tment/	<i>n.</i>	(净化或防治)处理加工
works /wɜ:ks/	<i>n.</i>	工厂
thorough /'θʌrə/	<i>adj.</i>	彻底的；完全的
cleaning /'kli:nɪŋ/	<i>n.</i>	打扫；清洁
pipe /paɪp/	<i>n.</i>	管子；管道
until /ən'til/	<i>conj.</i>	直到……为止
*sewage /'su:ɪdʒ/	<i>n.</i>	(下水道的)污水，污物
*sewage plant		污水处理厂
pump /pʌmp/	<i>v.</i>	用泵输送
*precious /'preʃəs/	<i>adj.</i>	宝贵的
*liquid /'lɪkwɪd/	<i>n.</i>	液体
rest /rest/	<i>v.</i>	休息
ordinary /'ɔ:dnerɪ/	<i>adj.</i>	普通的；平常的
manufacture /,mænju'fækʃə(r)/	<i>v.</i>	(用机器)大量生产
equipment /'ekwɪpmənt/	<i>n.</i>	设备；器材
tool /tu:l/	<i>n.</i>	工具
chart /tʃɑ:t/	<i>n.</i>	图表



Notes

Page 17

1 She was brushing her teeth and the tap was on. (那时) 她正在刷牙, 水龙头开着。

句中的 **was brushing** 为动词 **brush** 的过去进行时。

此外, 句中的 **on** 为副词, 表示“处于工作状态或使用中”, 又如:

He fell asleep with the light on. 他睡着了, 但灯还开着。

2 Water was pouring into the washbasin and vanishing down the drain. 水流入水槽, 消失在下水道中。

3 Turn that tap off. 把水龙头关掉。

句中的 **turn ... off** 意为“关掉”, 此句也可以说成: Turn off that tap.

4 Daisy froze. 黛西愣住了。

句中的 **froze** 意为“不动; 停住; 惊呆; 吓呆”。**froze** 还可意为“结冰”, 如在 7B Unit 10 中学过: When water freezes, it turns into ice.

5 I'm a drop of water. 我是一滴水。

句中的 **drop** 作名词, 意为“滴”。

6 A few days ago, I was floating comfortably in a cloud in Jiangxi, enjoying the view. 几天前, 我舒舒服服地漂浮在江西上空的一片云里, 欣赏着风景。

7 Then the cloud dropped me into a stream ... 然后, 云朵把我扔进了小溪……

句中的 **drop** 是及物动词, 后接宾语, 意为“使降落; 使落下”。在 7B Unit 6 中曾学过: The temperature's dropping. 此处 **drop** 为不及物动词, 后不接宾语, 意为“降低”。

8 Then it was time to get cleaned up. 然后, 该是把我净化的时候了。

9 a water treatment works 自来水厂

a sewage plant 污水处理厂

注意: **works** 和 **plant** 均表示“工厂”。

10 That's where I came from in the first place. 我最初就是从那里来的。

注意: 划线部分在句中作表语。

11 What do you mean by liquid gold? 你所说的“液体黄金”是什么意思?

当我们对某个信息不理解时, 常用 **What do you mean by ...?** 来询问。

12 But there was no reply. 但是没有任何答复。

句中的 **reply** 作名词, 意为“回答; 答复”。**reply** 也可作动词, 在 7B Unit 5 曾学过:

'... I've lived here with Doris for many years,' replied Fred.

Unit 3 Electricity



Reading

p. 32



Grammar

p. 36



Listening

p. 41



Speaking

p. 42



Writing

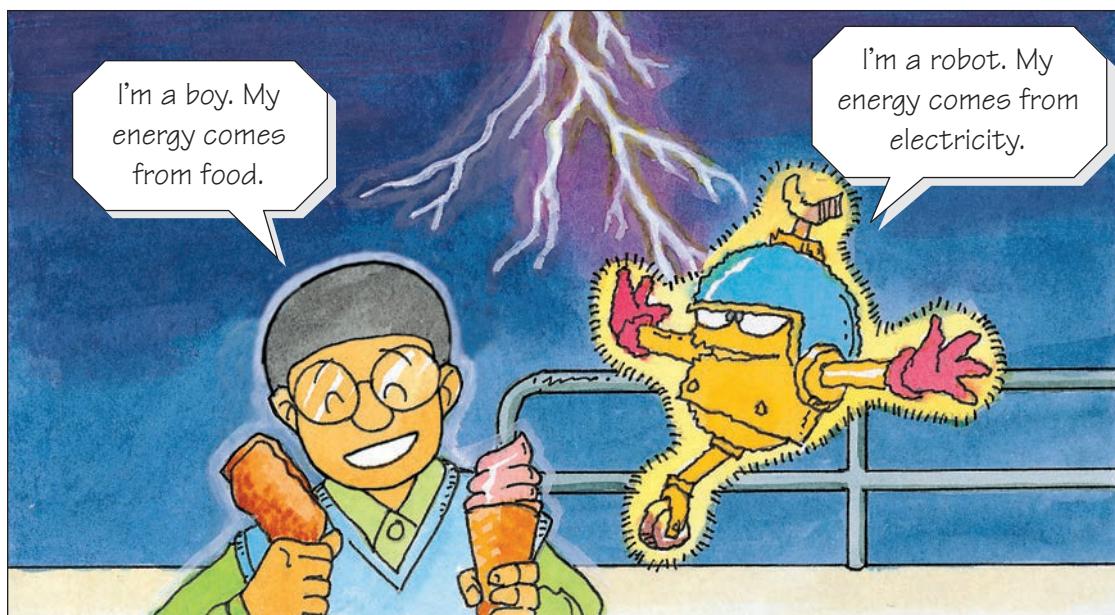
p. 44

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More practice

p. 46





Reading

A What do you know about ...?

We can change electricity into different kinds of energy. Match the kinds of energy in the box with the things in the pictures. Some things may have more than one kind of energy. The first one has been done for you.

heat energy

moving energy

light energy

sound energy



1 sound energy

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

B Before you read

Before you read the story on the next page, look at the title, the first and last two paragraphs and the pictures. Then try to answer these questions.

- 1 What did the girl want to buy?
- 2 Who is looking foolish?
- 3 Who or what is the servant in the title?
(A servant usually means someone who does housework for others.)
- 4 Why is the servant in the title dangerous?

A dangerous servant

One evening, Daisy said, 'I'm going to buy a packet of sweets. Does anyone want anything?'

5 Benny, Daisy's brother, said, 'Yes. Can you get me a packet of electricity, please?'

Daisy said, 'OK,' and went out. Benny laughed, 'Ha! Ha! I've tricked Daisy at last. She doesn't even know what 10 electricity is. She thinks that she can buy it in packets, like sweets! She'll really look foolish.'

Mum said, 'Do you know what electricity is?'

15 Benny said, 'Yes. Electricity flows through a wire. A meter measures the amount you use, and you get a bill for it monthly. It's like water, in a way.'

'That's not a bad explanation,' said Dad, 20 'although electricity is much more dangerous than water. Electricity is a good servant, but a dangerous one. You must always be careful with it. Can you tell me what it looks like?'

25 Benny scratched his head.

Dad said, 'Nobody's ever seen electricity. It's invisible. But we can change it into different forms of energy that we can see, hear or feel. Can you think of an 30 example?'

Benny said, 'Light! The light in a light



bulb.'

Mum said, 'That's right. Do you know where electricity comes from?'

35 Benny said, 'Well, it comes into our flat through thin wires, and these are connected to thick wires that are buried under the street.'

'We call the thick wires cables,' said 40 Dad. 'What are they connected to?'

'A power station,' said Benny.

Daisy then came back. Benny asked politely, 'May I have my packet of electricity, please?' There was a grin on 45 his face.

'Yes, you may,' said Daisy. 'Here it is.'

Benny said, 'But these are batteries!'

Daisy said, 'That's right.'

'But ... but ...,' said Benny.

50 'Daisy's right,' said Dad. 'They're packets that contain electricity. The chemicals inside produce electricity.'

Daisy asked, 'Didn't you know that, Benny?'

55 Mum said, 'Who's looking foolish now, Benny?'



C Vocabulary

C1 Find the words and phrase in Column A in the story and match them with the meanings in Column B.

A

- 1 wire
- 2 bill
- 3 in a way
- 4 explanation
- 5 contain

B

- a partly
- b words that make something clear
- c something that carries electricity
- d have something inside
- e a piece of paper that shows how much you have to pay



C2 Use the words and phrase in the box to complete the following sentences.

monthly
amount

politely
servant

be careful with
measure

- 1 Please _____ the sharp knife.
- 2 Can you tell me the _____ of money we need for this project?
- 3 The _____ in the film is hard-working and helpful.
- 4 The shop assistant explained everything to us _____.
- 5 It is impossible to _____ the room accurately with this short ruler.
- 6 I receive a brochure from the travel agency _____.

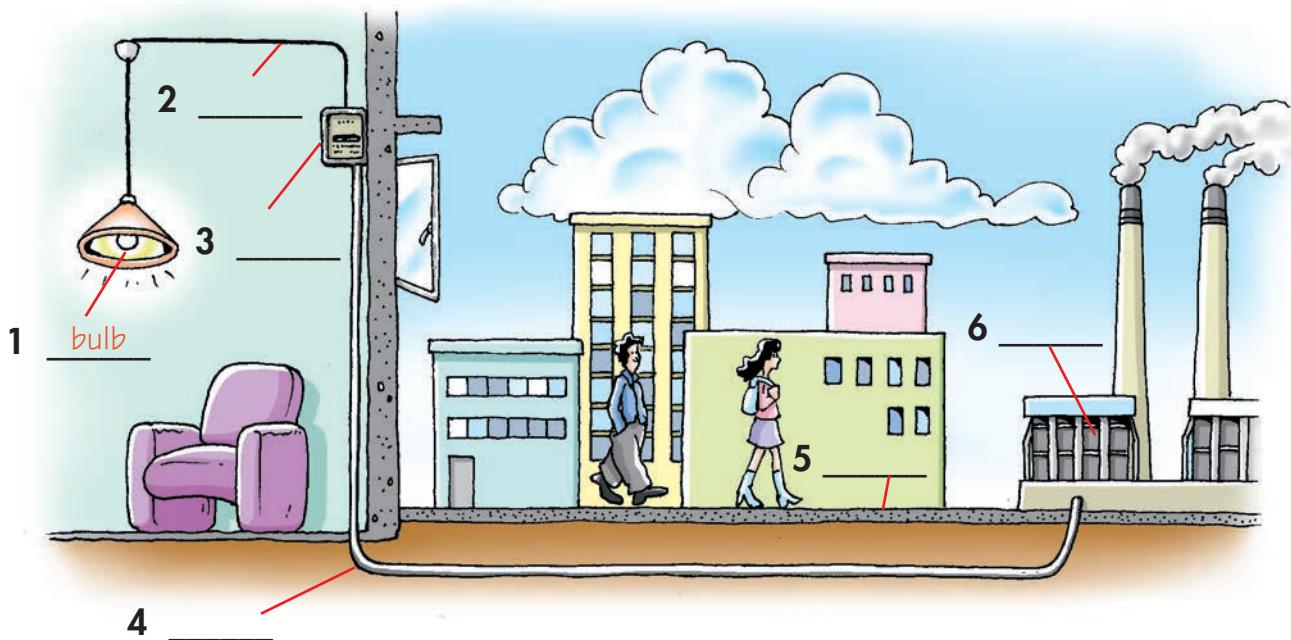
D Comprehension

D1 Find these sentences in the story and write the words that the pronouns in italics refer to. The first one has been done for you.

- 1 I'm going to buy a packet of sweets. I = Daisy
- 2 Can you get *me* a packet of electricity, please?
- 3 She thinks that she can buy *it* in packets, ...
- 4 ..., and you get a bill for *it* monthly.
- 5 Electricity is a good servant, but a dangerous *one*.
- 6 ..., and *these* are connected to thick wires that are buried under the street.
- 7 There was a grin on *his* face.
- 8 They're packets that contain electricity.

D2 The diagram below shows how electricity gets to Benny's flat. Choose the right words from the box to name the things in the diagram. The first one has been done for you.

cable	power station	street
bulb	meter	wire



D3 Answer these questions with **Yes** or **No**, and give evidence from the story to support your answers.



1 Did Benny often try to trick Daisy?



_____ . He said, ' _____ .'



2 Was Benny sure what electricity looked like?



_____ . He _____ .



3 When Daisy returned, did Benny think that his trick had been successful?



_____ . There _____ .

Grammar

A Modal verbs: **can**, **must**, **may**

We use **can** and **cannot (can't)** to say we are able or not able to do things.

I **can** count.
You **cannot** spell.
Can they dance?
Yes, he **can**. / No, she **can't**.



Can you think of an example?

Tips

When we use modal verbs such as **can** and **cannot** with other verbs, the verbs following the modal verbs do not change their form.

A1 Read what Tom and Ann say about themselves. Then say if the statements below are **T** (True) or **F** (False).

- | | |
|---|-----|
| 1 Tom can play football. | T/F |
| 2 Ann cannot paint pictures. | T/F |
| 3 Tom can speak more languages than Ann. | T/F |
| 4 Tom and Ann can both dance. | T/F |
| 5 Ann can drive a car, but she cannot play chess. | T/F |
| 6 Tom can swim, but he cannot play the guitar. | T/F |
| 7 Ann can ski and type. | T/F |

I can swim, dance, play football and speak two languages. I can't cook, play the guitar or ride a bicycle.



I can ski, dance, play chess and speak three languages. I can't type, paint pictures or drive a car.



We use **must** and **must not (mustn't)** to tell people what to do or what not to do.



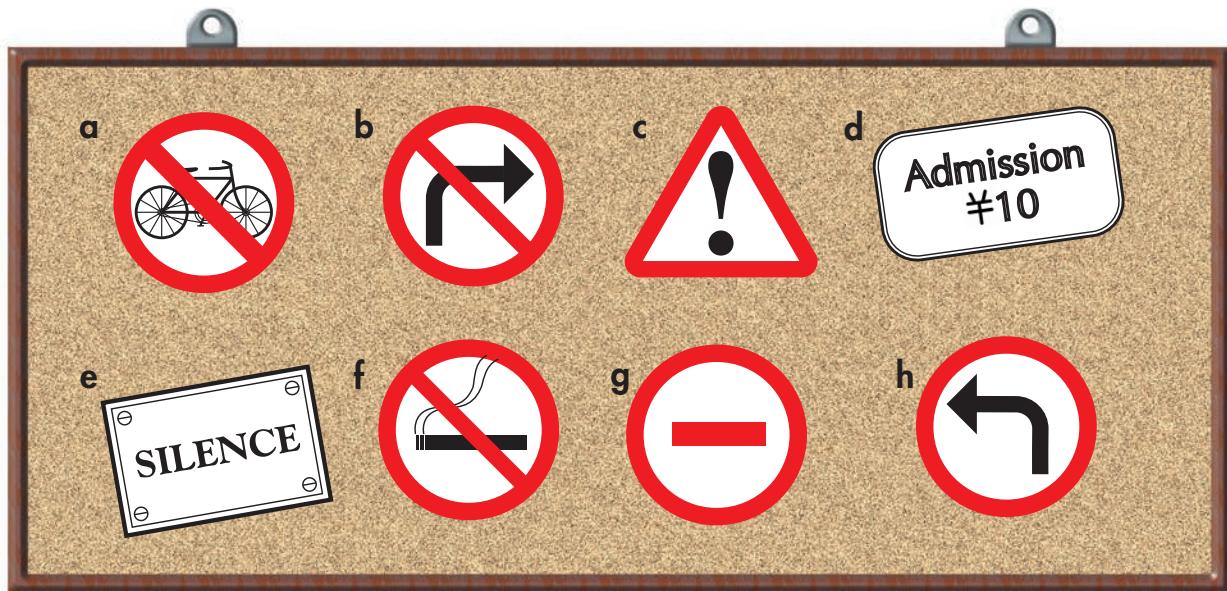
You **must** always
be careful with
electricity.

I **must** turn it on.
You **must not** switch it off.
Must they leave?
Yes, he **must**./No, she **mustn't**.

Tips

When giving a negative reply, **mustn't** can be replaced with **needn't** when there is no reason to do something,
e.g., —**Must** I take my umbrella?
—No, you **needn't**.

A2 We often use signs as well as words to tell people what to do or what not to do.
Work in pairs to explain these signs. S1 says the sentences to S2. S2 gives the letters of the signs.



- 1 You must turn left.
- 2 You must be careful.
- 3 You must not smoke.
- 4 You must pay ten yuan.
- 5 You must not cycle.
- 6 You must not turn right.
- 7 You must not make a noise.
- 8 You must not enter.

We use **may** and **may not** to ask for and give permission. We also use **can** and **cannot (can't)** for the same reason.

You **may/can** sit down.
You **may not/cannot** leave.
May/Can they come in?
Yes, he **may/can**.
No, she **may not/can't**.

*May I have my packet
of electricity, please?*



Yes, you may.

A3 Benny is asking his sister some questions. What is he asking her? Make questions for Benny. Use **May** or **Can** and words from the box.

borrow your new bicycle
carry your bag for you
switch on the TV
get you a chair
open the door



B Object clauses (I)

We use certain verbs followed by **that** plus an object clause to say what we know, think, believe, etc.

Daisy thinks that she can buy electricity in packets, like sweets.



Tips

- We often omit **that** in speech.
- We often use **think** to introduce an object clause. We can also use some other verbs, e.g., **tell**, **hope**, **notice**, **agree**.

B1 Work in pairs and tell each other some facts about electricity. Use the table below to help you.

1	Electricity is a good servant but a dangerous one. Everyone believes (that) ...
2	Electricity flows through a wire into our flat. I know (that) ...
3	We use electricity everywhere. I believe (that) ...
4	We pay a bill for electricity monthly. My mum tells me (that) ...
5	The chemicals inside batteries produce electricity. Benny doesn't know (that) ...

When we use a Wh- question as an object clause, we change it into a statement.



She doesn't even know
what electricity is.



Do you know *where*
electricity comes from?

Tips

If the question word is the subject of an object clause, we don't have to change the Wh- question into a statement, e.g., I wonder **who usually does the shopping in your family.**

Do you know **what is in the bag?**

B2 Rewrite the following sentences into object clauses.

1 Why are trees our best fighters against pollution?

Can you tell us _____?

2 Which forms of energy are we using now?

Do you know _____?

3 What drops water into a stream?

I wonder _____.

4 How do trees communicate with one another?

Will Dr Ray explain _____?

5 Where will water be made clean again?

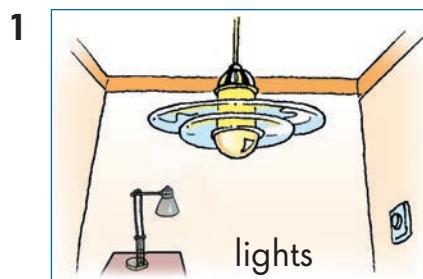
Daisy wants to know _____.



Listening

Electrical appliances in Benny's flat

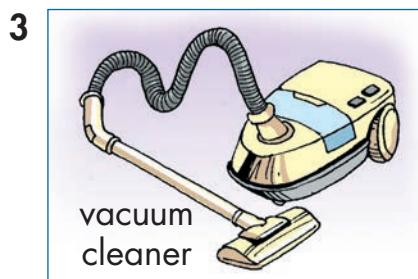
There is a problem with the electricity in Benny's flat. Sometimes all the electricity goes off. An electrician has come to deal with this problem. Listen to the conversation between the electrician and Benny's mother. They are trying to find out which things were switched on or off when the electricity stopped. Circle **ON** or **OFF** below the pictures.



ON
OFF



ON
OFF



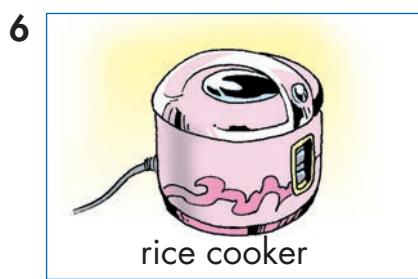
ON
OFF



ON
OFF



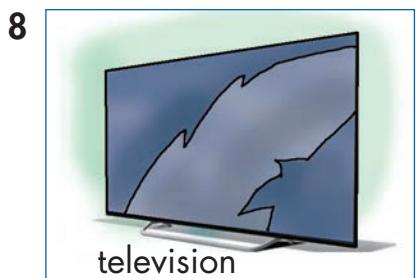
ON
OFF



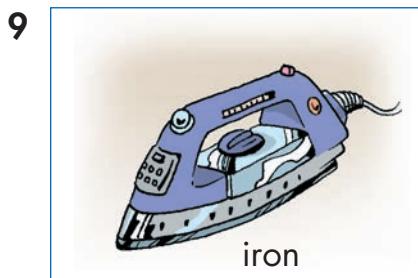
ON
OFF



ON
OFF



ON
OFF



ON
OFF

Speaking

A Talk time

Word linking (III)

When we say a word ending with a consonant sound together with a word starting with a vowel sound, we often move the final sound in the first word to the beginning of the second word.

A1 Say these phrases together.

not at all /nɒt_ət_ɔ:l/

for a long time /fɔ:r_ə_lɔŋ_taim/

in an hour /ɪn_ən_aʊə/

far away /fa:r_ə'weɪ/

a pair of shoes /ə_peər_əv_ʃu:z/

all over the world /ɔ:l_əʊvə_ðə_wɜ:ld/

A2 Practise saying these sentences.

1 I'm afraid. /aɪm_ə'freɪd/

2 Take a look at it. /teɪk_ə_lʊk_ət_ɪt/

3 Think about it. /θɪŋk_ə'baut_ɪt/

4 Eat an orange. /i:t_ən_ˈɔrɪndʒ/

B Speak up

Safety at home

Johnny's father believes in safety first at home.

Johnny May I change the bulb?

Dad No, you may not. You must switch off the electricity. Then you may change the bulb.



Work in pairs. S1 is Johnny and S2 is Johnny's father. S1 asks questions using the words under the pictures. S2 uses the sentence patterns in the box to answer S1's questions. Follow the conversation between Johnny and his father on page 42.

1



2



_____ turn on the water heater?

_____ put the meat in the fridge?

3



4



_____ give the puppy a bath?

_____ open the door?

5



6



_____ go to bed?

_____ go out now?

_____ cover the meat. Then _____.

_____ lock the door. Then _____.

_____ look through the peephole. Then _____.

_____ open the window. Then _____.

_____ pick up all your toys from the floor. Then _____.

_____ test the water. Then _____.

Making rules

We make rules for many reasons, for example:

- a** to encourage people to behave in a way that is right;
- b** to stop people from doing bad or even dangerous things.

A Benny's father is the manager of an office. One day, he comes into the office and finds his staff doing the things you can see in the picture below. He decides to make some rules for them. Work in pairs. Look at the picture below and complete the rules on page 45 using the words and expressions in the box. Then decide which rules are **a** rules and **b** rules as described above.

answer the telephone
keep their desks
read comics
lean out of

be polite
stand
dress
sleep



Excuse me!
Excuse me!

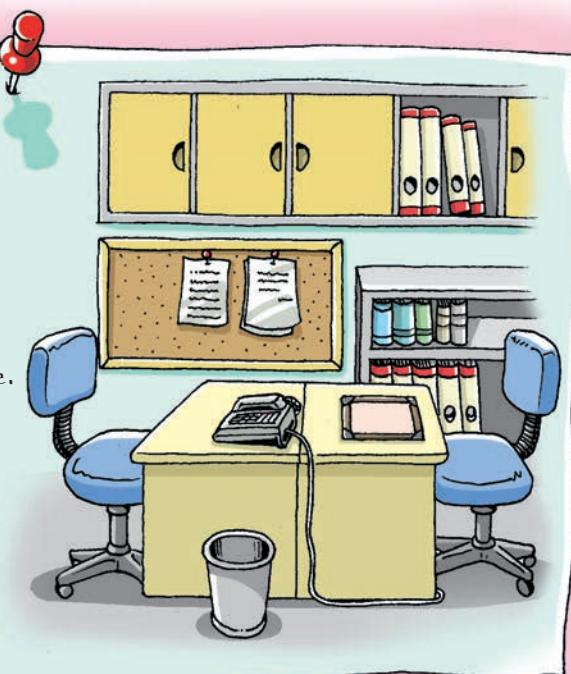
Office Rules

Staff must:

- 1 _____ immediately.
- 2 _____ tidy.
- 3 _____ to customers.
- 4 _____ properly in the office.

Staff must not:

- 5 _____ on desks or chairs.
- 6 _____ the window.
- 7 _____ in the office.
- 8 _____ in the office.



These rules are **a** rules: numbers _____.

These rules are **b** rules: numbers _____.

- * **B** Daisy is a student at Highfield School. Her teacher is asking the students to make some rules for the school. Work in pairs to make ten rules. The rules can be about anything you like, for example, about classrooms, corridors, the playground, uniforms and so on. Use the following title and headings.

Highfield School Rules

Students must:

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

Students must not:

- 6 _____
- 7 _____
- 8 _____
- 9 _____
- 10 _____

Electricity works everywhere

Almost everyone today uses electricity in one way or another. It is hard to imagine what life in our cities would be like without it. Electricity lights streets and buildings, and warms people and animals. It heats food in cookers and cools it in refrigerators. It drives trains and works traffic lights and lifts. It also works the machines in factories that make all kinds of goods. Everyday wonders such as computers and televisions use electricity to bring entertainment and news to millions of families. In villages and on farms, electrical machines milk the cows and chop their food. They also cool the milk and churn^① the butter. Indeed, electricity finds as much work to do in the countryside as it does in the cities.

A Find the words in Column A in the passage above and match them with the meanings in Column B.

- | A | B |
|-----------|--|
| 1 imagine | a cut something into pieces |
| 2 light | b something that is used for cooking food |
| 3 cooker | c something that gives you a surprise |
| 4 drive | d give light to a place |
| 5 wonder | e give a machine the power to work |
| 6 chop | f think about what something might be like |



B Work in pairs. List four of the uses of electricity mentioned in the passage and add two more of your own to the list.

The use of electricity

- _____
- _____
- _____
- _____
- _____
- _____

① churn v. 搅拌

C Look at the pictures below. Work in pairs and discuss what we must and must not do to save electricity.

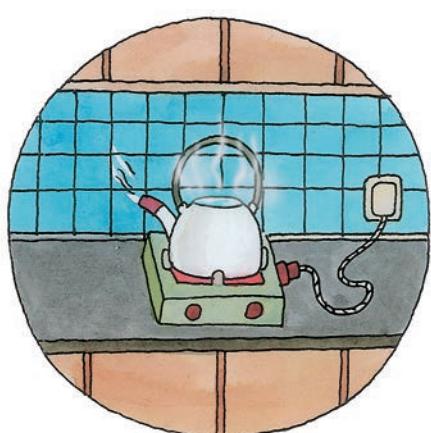
1



2



3



4



5



6



Progress file 3

Vocabulary

Match the two halves of these sentences.

- 1 Read this explanation about _____
a it is an invisible gas.
- 2 Our muscles are connected _____
b when you leave.
- 3 We cannot see oxygen because _____
c how paper is made from wood.
- 4 Please switch off the lights _____
d to the bones in our skeleton.

Grammar

Write **can**, **may** or **must** in the blanks below.

- 5 —_____ I finish cleaning our rooms now?
—No, you needn't. You _____ do it this afternoon.
- 6 —_____ I touch the kettle?
—No, you mustn't. It's still very hot.
- 7 —We _____ use a fridge to keep food fresh.
—Yes. A fridge makes our life more convenient.

Write **cannot**, **must not** or **may not** in the blanks below.

- 8 My sister _____ take me shopping today.
- 9 You _____ give a young baby big pieces of food.
- 10 I've lost my maths book. I _____ find it anywhere.
- 11 You _____ get off a bus while it is still moving.

Rewrite these sentences into object clauses.

- 12 I need to eat more fruit.
I think _____.
- 13 Listening to music is a good way to relax.
She believes _____.
- 14 When can John finish the task?
Can you tell me _____?
- 15 Who will go with us?
Do you know _____?

My progress:

Comments:



0–6 Try harder.

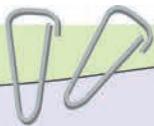


7–12 Can do better.



13–15 Good work.

Word box



servant /'sɜ:vənt/	n. 仆人
electricity /ɪ'læk'trɪsəti/	n. 电；电能
trick /trɪk/	v. 哄骗 n. 诡计；花招
foolish /'fu:lɪʃ/	adj. 愚蠢的
wire /'waɪə(r)/	n. 金属丝；金属线
*meter /'mi:tə(r)/	n. 计量器；计量表
measure /'meʒə(r)/	v. 测量；度量
bill /bɪl/	n. 账单
monthly /'mʌnθli/	adv. 每月一次
in a way	在某种程度上
explanation /'eksplə'neɪʃn/	n. 解释；说明
careful /'keəfl/	adj. 小心的；谨慎的
(be) careful with	小心对待；谨慎处理
*scratch /skrætʃ/	v. 挠；搔
*invisible /ɪn'vezəbl/	adj. 看不见的；隐形的
*bulb /bʌlb/	n. 电灯泡
connect to	(使)连接；联结
*bury /'berɪ/	v. 埋藏
power station	发电厂；发电站
politely /pə'lɑ:tlɪ/	adv. 有礼貌地；客气地
*grin /grɪn/	n. 露齿而笑
contain /kən'teɪn/	v. 包含；含有；容纳
clear /klɪə(r)/	adj. 明白清楚的
iron /'aɪən/	n. 熨斗
switch /swɪtʃ/	v. 开或关(电器)
off /ɒf/	adv. 不连接；不工作
switch off	关(电灯、机器等)
lock /lɒk/	v. (用锁)锁上
test /test/	v. 试验
encourage /ɪn'kʌrɪdʒ/	v. 鼓励
behave /bri'hɛv/	v. 表现
polite /pə'lait/	adj. 有礼貌的
staff /sta:f/	n. 全体职工
customer /'kʌstəmə(r)/	n. 顾客



Notes

Page 33

1 I'm going to buy a packet of sweets. 我要去买一包/袋糖果。

a packet of 是量词词组，意为“一包；一袋”。又如：a packet of crisps（一袋薯片）。

句中的 sweet 作名词，意为“糖果”；sweet 也可作形容词，意为“甜的”。

2 I've tricked Daisy at last. 我终于耍了黛西一回了。

句中的 trick 作动词，意为“戏弄”；trick 还可作名词，意为“诡计；花招；骗局”。

3 She doesn't even know what electricity is. 她甚至不知道电是什么。

4 She'll really look foolish. 她一定会出洋相的。

句中的 look 为系动词，意为“显得”，后接形容词 foolish 作表语，说明主语的状态。又如：
That book looks interesting. 那本书好像很有趣。

5 You must always be careful with it. 你必须一直小心用电。

be careful with 意为“小心对待；谨慎处理”，后常接名词或代词。又如：Please be careful with the glass. 当心玻璃。

6 Can you tell me what it looks like? 你可以告诉我它（电）是什么样子的吗？

look like 意为“看似……样”，look 在此处是系动词，like 为介词。

此外，look like 常和 what 连用表示“看起来怎么样？”，如：

—What does your teacher look like?

—He is tall and handsome.

7 'We call the thick wires cables,' said Dad. “我们把那些粗的电线称为‘电缆’。”爸爸说道。

句中的 cable 作名词，意为“电缆”；在 7B Unit 3 曾学过 cable car（缆车）。

Using English

Rules and regulations

We can express rules by using **No + verb-ing** and **No + noun**.

A1 Denise's uncle has just got a job at the new Garden Shopping Mall as a security guard. The manager asks him to write a set of rules to put on the mall's noticeboards. Read what the manager says below and complete the rules. The first one has been done for you.

People in the mall are not allowed to litter nor to play games of any kind. They are not permitted to cycle. They must not bring their dogs into the mall. And hawking^① is not allowed here. People must not smoke. Finally, they must not play in the fountains or sleep on the benches. Oh, one more thing. Begging^② is also prohibited.



Tips

to permit = to allow
to prohibit = not to allow

Garden Shopping Mall

Please obey the rules and make your visit here pleasant and safe for everyone.

1 No littering.

2 _____.

3 _____.

4 _____.

5 _____.

6 _____.

7 _____.

8 _____.

9 _____.

① hawk v.兜售; (沿街)叫卖 ② beg v.乞讨

A2 Look at the picture below, decide which of the rules of the mall are being broken and write down what Denise's uncle should say to the rule breakers. Use the words in brackets and add **not** where necessary.

- 1 Excuse me, but you _____. (allow)
- 2 Excuse me, but _____. (prohibit)
- 3 Excuse me, but you _____ in the fountains. (allow)
- 4 Excuse me, but _____ in the mall. (permit)
- 5 Stop! It _____ in the mall. (permit)



We can also express rules as **dos** (positive rules) and **don'ts** (negative rules).

Library Rules	
DOs	DON'Ts
<ul style="list-style-type: none">• work quietly• put the books back on the shelves after you use them	<ul style="list-style-type: none">• eat food• damage the books

B Work in pairs or groups to make five or six **dos** and **don'ts** rules on the following topics.

- 1 For the family — to make family life more pleasant
- 2 For using public transport — to make travelling faster and more pleasant
- 3 For school — to make school life more enjoyable

Unit 4 Newspapers



Reading

p. 54



Grammar

p. 58



Listening

p. 62



Speaking

p. 63



Writing

p. 65

*



More practice

p. 66





Reading

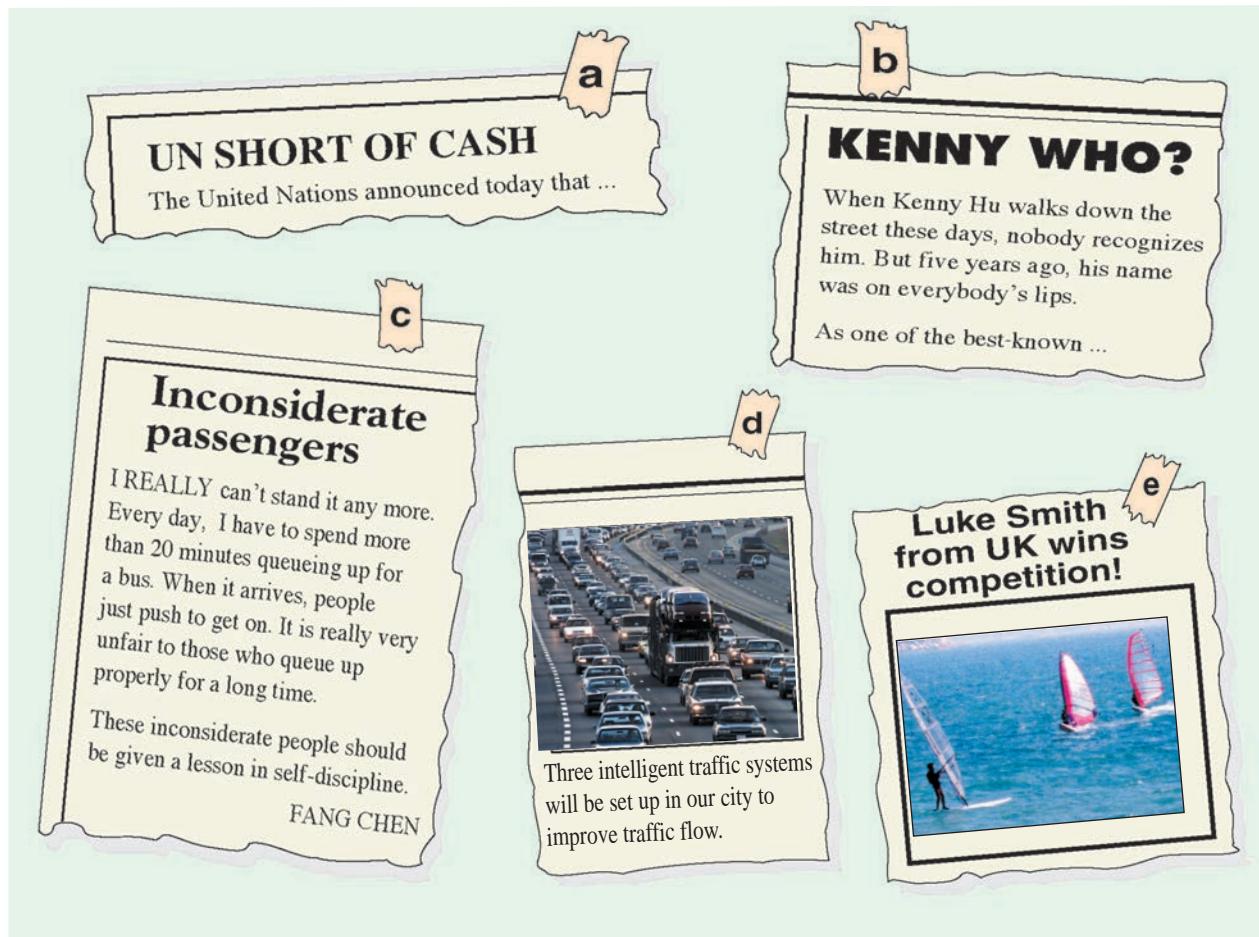
A What do you know about ...?

Newspapers have different sections. Below are some pictures and headlines from a newspaper. Which sections do they come from? Match them with the following sections.

- 1 Local news
2 World news

- 3 Letters
4 People

- 5 Sports



B Before you read

Before you read the passage on the next page, look at the title, the introduction and the picture. Then say whether you agree (A) or disagree (D) with these statements.

- 1 The passage is probably about a school newspaper.
- 2 The students in the picture are having a meeting.
- 3 The students' hands are up because they want to ask questions.

A new newspaper

Soon after the term started, some Grade Eight students at Mayfield School wanted to publish a newspaper. They held a meeting. Later, Arthur wrote this report about their meeting for the headmaster.



We held a meeting after school. Pansy, Tony, Joyce, Millie and I were at the meeting.

First, we decided to elect the chief editor. Tony suggested that we should choose Joyce, because she has experience. She was an editor of her class 5 newspaper last year. Then we all voted for her. We elected Joyce to be chief editor.

Then Joyce took charge of the meeting. She said that we ought to elect a secretary next. She asked for suggestions.

Millie suggested me, because I have experience too. I was the secretary of the 10 Reading Club last year. Then the others voted for me, and I was elected to be secretary. I started taking notes.

Joyce said that the other three would be editors of the paper. They would be responsible for different sections of the paper. Pansy asked which sections they would have. Joyce told them to talk it over among themselves, and said 15 we would decide at the next meeting.

Then we made a list of some other things we should discuss. For example, how often should we publish the paper? Should it be free to readers, or should they pay for it? What should we call it?

We considered the last question briefly. Pansy asked whether we could call it the 20 Mayfield Sun. Millie suggested the Mayfield Mirror or the Mayfield Star.

We all had different ideas, and so Joyce said that we should think about this a bit longer. We would 25 make a decision about the name at the next meeting. We agreed to conclude the meeting then. We arranged to have the next meeting in one week's time.



C Vocabulary

C1 Find these words and phrases in the report on page 55 and try to work out their meanings. Use the words and phrases to complete the conversations below. Change the forms if necessary.

elect
hold

take charge of
talk ... over

decision
consider

experience



1 Who is responsible for the class when the teacher leaves the room?

The monitor. He or she _____ the class.

2 Have you chosen a class monitor yet?

No. We're going to _____ a meeting to vote for one tomorrow.

3 Did they _____ Daisy badminton captain?

Yes. Everyone voted for her.

4 Peter is a good secretary. He has been one for a long time.

Yes, I know. He has a lot of _____.

5 I've got a problem. I want to discuss it with you.

Right. Let's sit down and _____ it _____.

6 Did your mother agree to buy you a new bicycle?

No. She said she would _____ it and let me know her _____ tomorrow.

C2 Use the words in the box to replace the italicized words in the sentences below. Write the correct words in the blanks. Look back at the report if necessary.

briefly readers sections

- 1 Pansy, Tony and Millie will discuss the different parts of the newspaper. _____
- 2 They thought about the name of the newspaper *for a short time*. _____
- 3 They hope that their newspaper will have many people who *read it*. _____

D Comprehension

D1 Which jobs did they get? Read what happened at the meeting and complete the sentences below. The first one has been done for you.

1 Pansy



I'm an editor.

2 Tony



I'm _____.

3 Joyce



I'm the _____.

4 Millie



I'm _____.

5 Arthur



I'm the _____. I take _____ during the meeting.

D2 What do the italicized pronouns in these sentences mean? Write down the words that they refer to. The first one has been done for you.

- 1 Pansy, Tony, Joyce, Millie and *I* were at the meeting. *I* = Arthur
- 2 *She* was an editor of her class newspaper last year.
- 3 *They* would be responsible for different sections of the paper.
- 4, or should *they* pay for it?
- 5 What should we call *it*?

D3 Read these questions and answer them with one or more words.

- 1 Why did the students elect Joyce as chief editor and Arthur as secretary?
Because they both had _____.
- 2 How do you know that Joyce was a popular choice as chief editor?
Everyone _____ her.
- 3 When the students couldn't agree on ideas, what did Joyce ask them to do?
She asked them to _____ a bit longer.

A Modal verbs: **should, ought to**

We use **should** and **ought to** to say what is the best or right thing to do. **Should** and **ought to** are similar in meaning.

You should put your rubbish in the bin.



The waiter ought to be more careful.



I/You/He/She/We/They

should
ought to
should not
ought not to

discuss it now.

Should we
Ought we to

discuss it now?

Yes, we **should/ought to**.
No, we **shouldn't/ought not to**.

A1 Joyce and Arthur are talking about the newspaper. Complete this conversation with the words from the box.

should buy should choose shouldn't start ought to discuss ought to elect

Arthur We haven't got a sports editor yet.

Joyce Then we ⁽¹⁾ _____ one right away.

Arthur We haven't got a title for the newspaper, either.

Joyce Then we ⁽²⁾ _____ one as soon as possible.

Arthur Also, we need batteries for our recorder.

Joyce Then we ⁽³⁾ _____ some.

Arthur Finally, should we start to publish the paper next week?

Joyce We ⁽⁴⁾ _____ that with the others first. I know that Pansy thinks we ⁽⁵⁾ _____ until next term.

A2 The class is going to visit a newspaper. Read the notice below about the visit and complete it with **should** or **should not** and suitable verbs from the box on the right.



VISIT TO THE LIDA DAILY

This will take place on Tuesday, 23 May.

- The bus will leave at 2.30 p.m. Students ⁽¹⁾ _____ at the school entrance at 2.20 p.m.
- Students ⁽²⁾ _____ their school uniforms and ⁽³⁾ _____ well during the visit. They ⁽⁴⁾ _____ any of the machines.
- Each student ⁽⁵⁾ _____ a notebook and a pen, but they ⁽⁶⁾ _____ their bags. They ⁽⁷⁾ _____ their bags in their classroom.
- Students ⁽⁸⁾ _____ questions. The staff of the newspaper will be happy to answer them.

(Teacher-in-charge)

behave
bring
carry
touch
leave
wear
meet
ask

We also use **should** and **ought to** when we want to correct people.

Jane is a good typewriter.

That should be typist.



Peter is a good cooker.

That ought to be cook.



A3 Newspapers sometimes print things wrongly. Work in pairs. S1 is Tony. S2 is Pansy. Tony reads some sentences from a newspaper. Pansy corrects them. The first one has been done for you.

1 Tony The paper says that the bank robbers stole a lot of honey.

Pansy That should be money.

2 Tony On page two, it says that the new president is 500 years old.

Pansy That ought to be _____.

3 Tony It says here that the men were wearing white skirts and ties.

Pansy That should be _____.

4 Tony A fast food shop was burned down last night, according to the paper.

Pansy That ought to be _____.

B Object clauses (II)

We use certain verbs followed by **if** or **whether** plus an object clause to say what we are not sure of.

Pansy asked whether we could call it *the Mayfield Sun*.



Tips

When we use a Yes/No question as an object clause, we change it into a statement.

B1 The notice below was found in today's newspaper. Both S1 and S2 have read it. S1 is looking at the paper now and starts a conversation with S2. Complete S1's words on the next page. The first one has been done for you.

A writing competition is going on!

Our school newspaper is holding a writing competition. We have all the competitors' articles in this issue. Who will be the winner of the BEST writer award?

Spring Festival

GO! GO!
Basketball games!

Stamp
collecting



My family



Autumn is
coming!

What's your
favourite music?



Join us in choosing the BEST writer:

- 1 Have you ever given your opinion about an article after reading it? It doesn't matter even if you haven't. This is your chance!
- 2 Have you read all the competitors' articles above? If you haven't, please read them now!
- 3 Do you prefer a short title for an article?
- 4 Are articles with pictures more attractive than those with only words?
- 5 Have any of your friends discussed this competition with you?

Just e-mail your opinion to newspaper@_____. com.
Thank you for joining us.

- 1 The paper asks if/whether you have ever given your opinion about an article after reading it.
- 2 The paper asks _____ all the competitors' articles in the newspaper.
- 3 The paper asks _____ a short title for an article.
- 4 The paper asks _____ more attractive than those with only words.
- 5 The paper asks _____ this competition with you.



- 1 I haven't, but I will try this time.
- 2 I haven't, but I will read them right away.
- 3 Yes, I prefer a short title. I think it is easier to read and remember.
- 4 Yes. I think articles without pictures are not interesting.
- 5 Yes. We are discussing it right now, aren't we?

B2 S1 and S2 are discussing a notice about their English newspaper. Read the notice below and complete their conversation.

About our English newspaper

Our class is going to publish an English newspaper. However, there are still some questions about the paper.

- 1 What should we call our paper?
- 2 How often should we publish it?
- 3 Which section will be on the front page?
- 4 Should we invite our English teacher to write a column in the paper?

Any and all suggestions are appreciated!

- S1 It's great that our class is going to publish an English newspaper.
- S2 Yes. But the notice says ⁽¹⁾ _____.
- S1 Yes. They ask ⁽²⁾ _____. They also ask ⁽³⁾ _____.
- S2 I have no idea about the title of our paper at the moment. Maybe we should consider it a bit longer. I think we can publish it once a month.
- S1 That sounds reasonable. They also ask ⁽⁴⁾ _____.
- S2 I would suggest school life be on the front page.
- S1 I agree. The last question—they ask ⁽⁵⁾ _____. I think this is a great idea.
- S2 Yes. I'm sure we can learn a lot from the paper.

My most exciting day

Robert has written an article for his school newspaper, but he has made some mistakes in it. Listen to him read the article, and correct the mistakes. The first one has been done for you.

My most exciting day

by Robert

November

My most exciting day was in September last year, at the annual Youth League Party in the park. The chief secretary started the party at 11 p.m. There were many League members from all over the city—about 2,000 in all. It was very exciting.

First, we all said our League Promise. Then we marched around the streets. After that, we all formed into big circles and danced. A helicopter flew over us and took a photograph from the air. I have a copy of that photograph in my classroom now.

After that, we had some activities. There were nineteen games stalls altogether. I played at a game. In the game, people tried to throw table tennis balls into metal jars. It was good fun.

I also had time to run around and look at the other games. There were some good shows too. There was a talent show and a competition for people wearing the national costumes of different cities. At the end, we gathered in clubs and sang some songs. It was wonderful to see so many friends together, and I really enjoyed that day.

Speaking

A Talk time

Expressing congratulations, compliments and sympathy

When you are happy about others' good luck or success, you congratulate them. When you pay compliments to people, you praise them. When you feel sorry for them, you show them sympathy.

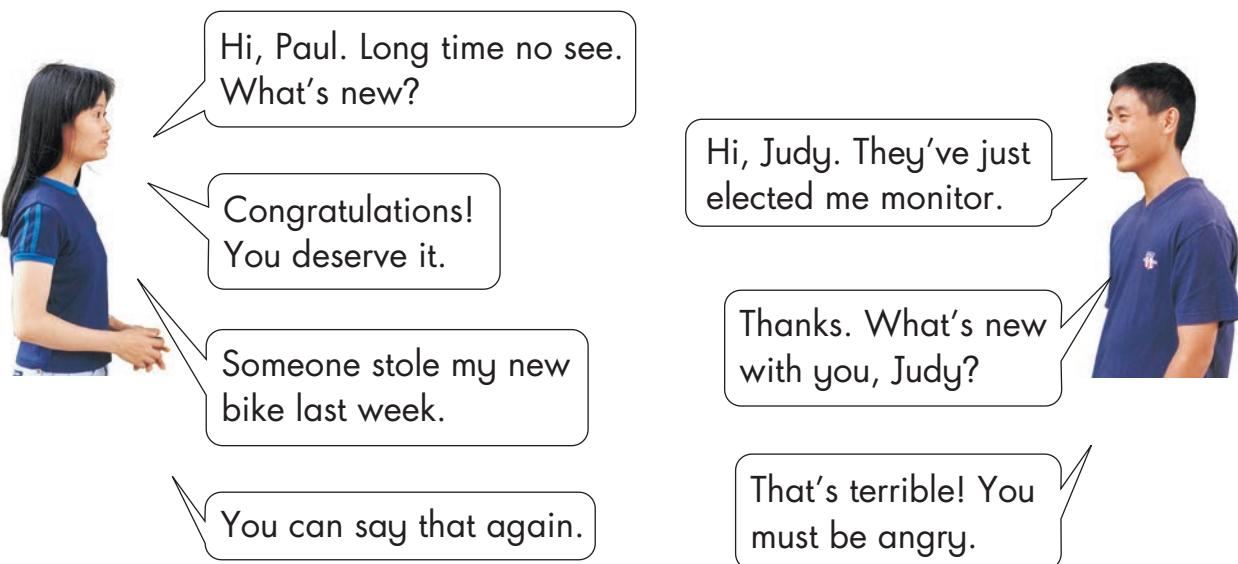
Expressing congratulations/compliments

Congratulations!
Well done!
You deserved to win/pass!
That's wonderful news!
I'm delighted for you!

Expressing sympathy

Oh, I am sorry!
What a shame!
What a pity!
That's terrible!
How awful!

A1 Judy and Paul have not seen each other for a long time. Read their conversation and practise it in pairs.



Tips

You can say that again expresses complete agreement.

A2 Answer these questions about the conversation in A1.

- 1 What is the compliment that Judy paid Paul? (three words)
- 2 What did Judy say to show she was pleased at the news that she heard about Paul? (one word)
- 3 What did Paul say to show his sympathy for Judy? (two words)

A3 What would you say in the situations below? Complete the conversations.

1 A new school record in the high jump!



Well _____, Tony!

2



That tree fell on the canteen in the storm last night.

That's _____!

_____ a _____!

B Speak up

Arranging an interview

B1 Tony Liang is now the sports editor. He arranges to interview Sandra Li, the girls' table tennis team captain. Read this conversation in pairs.

Tony Excuse me. Are you Sandra Li?

Sandra Yes, that's right.

Tony I'm Tony Liang. I'm in Grade Eight. We are publishing a newspaper this year, and I'm the sports editor.

Sandra I see. How can I help you, Tony?

Tony Well, I'd like to interview you about the girls' table tennis team, please.

Sandra Yes, all right. When do you want to meet?

Tony Could we meet today after school?

Sandra No. I have a match today, I'm afraid. What about tomorrow, in the lunch hour?

Tony Yes, that would be fine. Can you come to Room 207?

Sandra All right. I'll meet you in Room 207, at about half past twelve.

Tony Right. Thanks very much, Sandra. Goodbye.

Sandra Bye.

* **B2** Now practise the situations below. S1 wants to interview S2. S1 must introduce himself or herself, explain the situation, and suggest a time and place, as in the conversation in **B1**. S2 must agree to the interview, but fix a different time or place.

1 S1 You are the fashion editor. You want to write an interview about teenage fashion.

S2 You are interested in fashion and want to study design when you leave school.

2 S1 You are the features editor. You want to interview a teacher about his/her life and interests.

S2 You are an English teacher.

Arthur's second report

A few weeks after the school newspaper started, Arthur wrote another report about it for the headmaster.

 Read Arthur's second report and complete it with verbs from the box. Put the verbs in the simple present, simple past or simple future tense. You can use the verbs more than once. The first one has been done for you.

come	complain	give	start	want
get	contain	meet	take	
be	finish	show	think	

Present activities

The members of the newspaper committee ⁽¹⁾ meet once a week in one of the classrooms. The meetings usually ⁽²⁾ _____ at 4 p.m. and ⁽³⁾ _____ at about 5 p.m. The chief editor always ⁽⁴⁾ _____ charge of the meetings and the secretary always ⁽⁵⁾ _____ notes.

Past events

The committee published the first edition of the newspaper two months ago. When it ⁽⁶⁾ _____ out, most students ⁽⁷⁾ _____ pleased with it and ⁽⁸⁾ _____ that the articles ⁽⁹⁾ _____ quite interesting. However, a few students ⁽¹⁰⁾ _____ about the price of the newspaper. They ⁽¹¹⁾ _____ not pay more than one yuan for it.

Future plans

The next edition will contain three articles about student health. The articles ⁽¹²⁾ _____ that students here are less fit than students from many other countries. They ⁽¹³⁾ _____ advice to students about how to get fit. Each article ⁽¹⁴⁾ _____ some exercises for students to do. After completing the exercises, students ⁽¹⁵⁾ _____ part in a competition to find the fittest students. The winners ⁽¹⁶⁾ _____ special prizes.



More practice

Benjamin Franklin

Benjamin Franklin was born in Boston, Massachusetts in the USA on 17 January 1706. He had a very big family—his parents had seventeen children. He was a man of many talents and interests. Among other things, he was a scientist and an inventor. He was naturally curious^① about how things worked and was always searching for ways to make them better.

In 1747, Benjamin began his experiments on electricity with some very simple equipment. Although these experiments led to the discovery of some very important findings on electricity, Benjamin did not actually invent it. However, he did invent the lightning conductor^②, which protects buildings and ships from damage caused by lightning.

Benjamin had poor vision and

needed glasses. He was tired of always taking them on and off, so he decided to invent a pair of glasses that would let him see both near and far things at the same time. He took the two different types of glasses, cut each lens^③ in half, and then put half of each lens into another frame. Nowadays, this type of glasses is known as bifocals^④.

During his life, he travelled across the Atlantic Ocean eight times. These long journeys gave him a lot of time to learn about how ships worked. He developed a way to make them safer and more efficient by inventing watertight bulkheads^⑤. Other developments in safety that he made included establishing the first fire company in Philadelphia, USA, and improving the paving and lighting of the city's streets.

① curious adj. 好奇的 ② lightning conductor 避雷针 ③ lens n. 镜片 ④ bifocals n. 双光眼镜

⑤ watertight bulkhead 密封舱

A Find the words and phrases in Column A in the article on page 66 and match them with the meanings in Column B.

A

- 1 talents
- 2 curious
- 3 equipment
- 4 damage
- 5 search for
- 6 invent
- 7 be tired of
- 8 nowadays
- 9 establish
- 10 improve

B

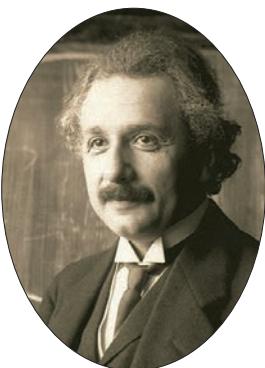
- a set up
- b harm
- c natural abilities to do something well
- d look carefully for something or somebody
- e make something better than before
- f at the present time
- g be unhappy with
- h having a strong wish to know about something
- i produce or design something
- j things that are needed for a particular activity



B Read the newspaper article about Benjamin Franklin again. Decide whether the following statements are **T** (True) or **F** (False).

- | | |
|--|-----|
| 1 Benjamin Franklin had sixteen brothers and sisters. | T/F |
| 2 He was not a very talented man. | T/F |
| 3 He liked to improve the way things worked. | T/F |
| 4 He began his experiments on electricity over two centuries ago. | T/F |
| 5 He travelled across the Pacific Ocean eight times during his life. | T/F |
| 6 Benjamin invented electricity. | T/F |
| 7 He could not see very well without his glasses. | T/F |
| 8 People still use bifocals today. | T/F |
| 9 He never left the USA. | T/F |
| 10 He was interested in the safety of his city. | T/F |

C Use an encyclopaedia or the Internet to collect information about one of the famous people below or one of your choice. Tell your classmates something about him/her.



Albert Einstein



Yuan Longping



Thomas Edison



Hua Tuo

Progress file 4

Vocabulary

Match these words and phrases with their meanings.

- | | |
|-------------------|--------------------------------|
| 1 consider | a discuss something |
| 2 elect | b come to the end of something |
| 3 conclude | c have done something before |
| 4 have experience | d think about something |
| 5 talk ... over | e choose someone by voting |

Grammar

Here are some sentences about the underground. Put the words in the right order.

- 6 bend/ticket/not/You/your/should/.
- 7 platform/the/the/of/stand/not/edge/You/should/near/.
- 8 children/to/ought/young/escalators/Parents/carry/the/on/.
- 9 give/disabled/You/a/person/seat/to/should/your/.
- 10 ought/underground/eat/You/the/to/not/on/.
- 11 get/train/Should/this/we/on/?

Join each pair of sentences into one.

12 Do you know? Can trees fight pollution?

13 Daisy asks. Does Tom's father give him pocket money every week?

14 Tony asks. Does your mother cook dinner at home?

15 We want to know. Does water come from clouds?

My progress:



Comments:



0–6 Try harder.

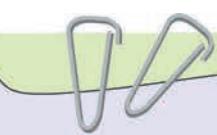


7–12 Can do better.



13–15 Good work.

Word box



passage /'pæsɪdʒ/	n.	章节；段落
term /tɜ:m/	n.	学期
publish /'pʌblɪʃ/	v.	出版；发表
elect /ɪ'lekt/	v.	选举；推选
chief /tʃi:f/	adj.	最重要的；主要的
* editor /'edɪtə(r)/	n.	(报刊、杂志的)编辑
suggest /sə'dʒest/	v.	建议；提议
experience /ɪk'spiəriəns/	n.	经验；实践
take charge of		主管；掌管
ought to /'o:t tə/	modal v.	应该；应当
talk ... over		详细讨论；详谈
reader /'ri:də(r)/	n.	读者
consider /kən'sɪdə(r)/	v.	仔细考虑；细想
briefly /'bri:fli/	adv.	短暂地
whether /'weðə(r)/	conj.	是否
a bit		有点；一点
decision /dɪ'sɪʒn/	n.	决定
make a decision		作出决定
* conclude /kən'klu:d/	v.	(使)结束，终止
monitor /'mɒnɪtə(r)/	n.	班长
choice /tʃɔ:s/	n.	入选者；被选中的东西
agree on		一致同意
youth /ju:θ/	n.	青年时期
in all		总共；共计
talent /'tælənt/	n.	天才；天赋
gather /'gæðə(r)/	v.	聚集；召集
congratulation /kən'grætʃu'leɪʃn/	n.	(常用复数形式)祝贺，恭喜
deserve /dɪ'zɜ:v/	v.	值得；应得
delighted /dɪ'laitɪd/	adj.	高兴的；愉快的；快乐的
shame /ʃeim/	n.	羞耻；惭愧
record /'rekɔ:d/	n.	记录
team /ti:m/	n.	(游戏或运动的)队
design /dɪ'zain/	n.	设计
feature /'fi:tʃə(r)/	n.	(报刊、电视等的)专题特写
complain /kəm'pleɪn/	v.	抱怨；埋怨
committee /kə'mitɪ/	n.	委员会
prize /praɪz/	n.	奖；奖品；奖金



Notes



Page 55

1 Soon after the term started, some Grade Eight students at Mayfield School wanted to publish a newspaper. 开学后不久，梅菲尔德学校的一些八年级学生打算出版一份报纸。

Joyce said that the other three would be editors of the paper. 乔伊斯说，其他三人将是报纸的编辑。

上述两个句子中出现的 **newspaper** 和 **paper** 均指“报纸”，是可数名词。**paper** 意为“纸张”时，是不可数名词，如：We are running out of paper. 我们的纸快用光了。

2 They held a meeting. 他们开了个会。

句中的 **hold** 意为“召开”。

3 Tony suggested that we should choose Joyce, because she has experience. 托尼建议我们选乔伊斯，因为她有经验。

句中的 **experience** 作不可数名词，意为“经验”。当 **experience** 作可数名词时，意为“经历”。试比较：

That astronaut is telling the students about his experiences in space. 那位宇航员正在给学生讲他的太空经历。

Experience is very important for this kind of work. 对这类工作而言，经验非常重要。

4 They would be responsible for different sections of the paper. 他们将负责这份报纸的不同版面。

句中的 **section** 意为“部分”；在 6A Unit 8 曾学过 **vegetable section**, **section** 意为“区域”。

5 Joyce told them to talk it over among themselves, and said we would decide at the next meeting. 乔伊斯让他们自己讨论一下这件事情，并说我们将会在下一次会议上作出决定。

句中的 **talk ... over** 相当于 **discuss**。

6 Should it be free to readers, or should they pay for it? 报纸应免费提供给读者，还是需要收费？

句中的 **free** 是形容词，意为“免费的”。此外，**free** 还可意为“有空的”。试比较：

You can use the Internet in your room for free. 你可以免费使用房间里的互联网。

Will you be free on Saturday afternoon? 你周六下午有空吗？

7 We all had different ideas, and so Joyce said that we should think about this a bit longer. 我们有不同的想法，所以乔伊斯说我们应该再多花点时间考虑这个（问题）。

句中的 **long** 作副词，意为“长时间地”。**long** 也可作形容词，如：He has been here for a long time. 他在这里很久了。

Unit 5 Magazine articles

 **Reading**

p. 72

 **Grammar**

p. 76

 **Listening**

p. 80

 **Speaking**

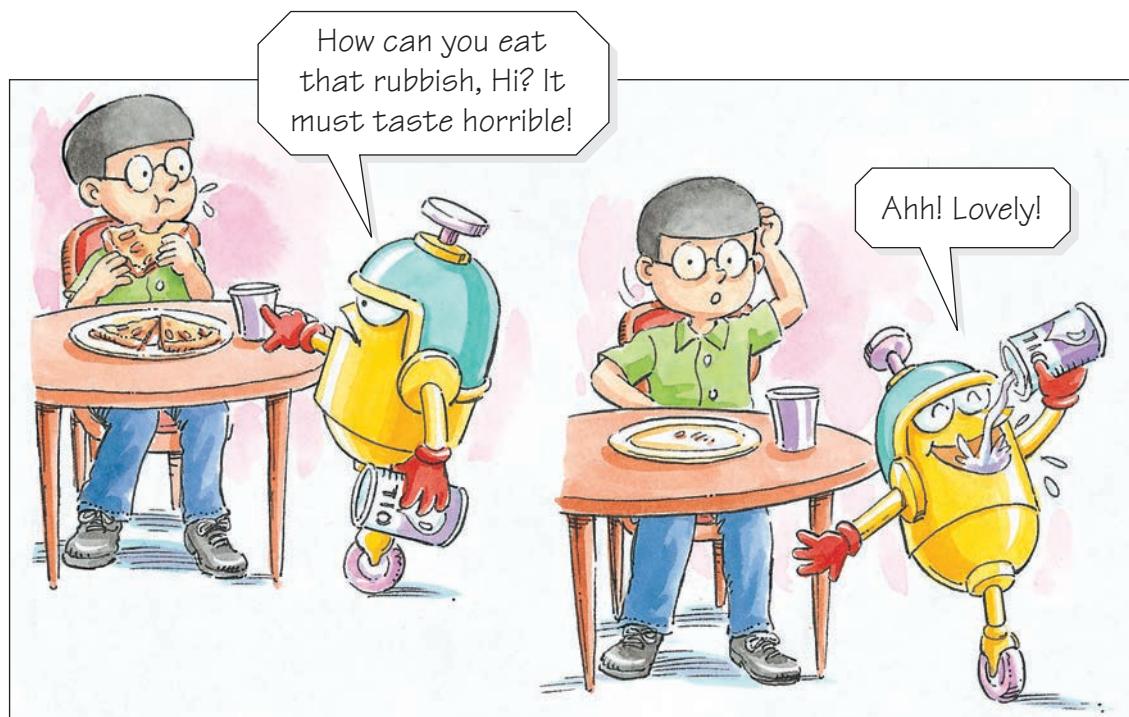
p. 80

 **Writing**

p. 82

*  **More practice**

p. 84



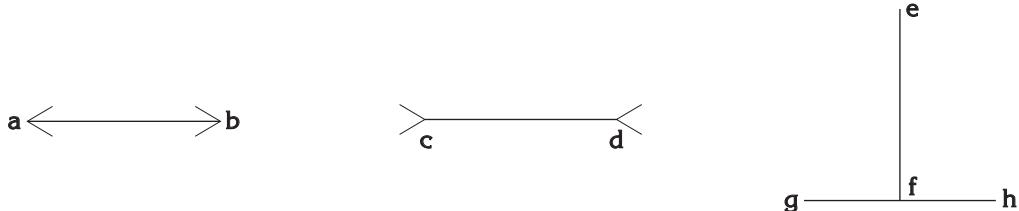
A What do you know about ...?

The story you will read is from a magazine. It is about a man who has lost one of his senses. We have five senses and if we lose just one of them, life is very difficult. Try this quiz to find out how much you know about them.

- 1 The five senses are **hearing**, **smell**, **sight**, **taste** and **touch**. Match them with the pictures below.



- 2 Which of the body parts above is 'the window of the soul'?
 3 Which of the body parts helps you keep your balance so that you do not fall down?
 4 Which of the body parts contains a drum?
 5 Which sense sometimes stops working when you have a cold?
 6 Which sense uses your tongue?
 7 Which sense covers your whole body?
 8 Can you always believe what your senses tell you? Look at the following. Which lines are longer, **ab** or **cd**, and **ef** or **gh**?



B Before you read

Before you read the story on the next page, look at the title, the pictures and the first and last paragraphs. Then try to complete the sentences with one or more words.

- 1 The name of the blind man is _____.
 2 Charlie is a _____.
 3 The eyes in the title belong to _____.
 4 The story is about a _____ at a hotel.

Blind man and eyes in fire drama

Part I

John Dancer's troubles began as soon as he walked into the Dragon Hotel with his friend, Charlie.

- 5 Together they went to the reception desk. John said, 'Good evening. My name's John Dancer. I've booked a room here.'

The clerk said, 'You're welcome 10 to stay, sir, but I'm sorry we don't allow pets in this hotel.'

'Pets!' exclaimed John. 'Charlie isn't a pet. I'm blind and he's my eyes. He takes me everywhere.'

- 15 Don't you, Charlie?'

Charlie barked. It sounded like 'Yes'.

'I'm sorry, sir,' the clerk repeated, 'but the hotel rules say ...'

- 20 John interrupted, 'Please call the manager.'

The manager came. She agreed at once that John and Charlie could both be guests. She led them

- 25 personally to their room. Before entering, John said, 'Can you tell me the location of the fire exit?'

'It's the fifth door along from yours,' said the manager.

- 30 'Thank you,' said John. 'Safety first, you know.'

'You're very sensible, sir,' the manager said. She then described John's room to him, and left.

35

Part II

John tells us in his own words what happened next.

I was asleep.

Charlie woke me.

- 40 He was pulling at my blankets and barking. I smelt smoke! A fire! But where? Just then, 45 the fire alarm went off. I went to the door of my room.

I felt it. The surface was hot so I didn't open it. The fire must be 50 outside. I wet some towels and put them along the bottom of the door.

I tried the phone. It was dead. I coughed. A little smoke was getting past the towels. So I lay on 55 the floor with Charlie beside me and waited. The minutes seemed like hours. Then I heard it—the sound of a fire engine. It was music to my ears.

- 60 I opened the window, waved and shouted. Charlie barked. Moments later, I heard a voice. The fireman at the window didn't want to take Charlie. "It's against 65 the rules," he said. I explained about Charlie. Seconds later, we were both safe on the ground.'

'So you saved Charlie's life!' I said.

- 70 'Yes, and he saved mine,' said John. 'Didn't you, Charlie?'

Charlie barked. It sounded like 'Yes'.



C Vocabulary

C1 Find these words and phrases in the story on page 73. Read the words around them and choose the best meanings.

- 1 booked
 - a arranged to have
 - b arranged to sell
 - c arranged to lend
- 2 at once
 - a quietly
 - b slowly
 - c immediately
- 3 guests
 - a people who work in hotels
 - b people who build hotels
 - c people who stay in hotels
- 4 led
 - a asked
 - b took (somebody somewhere)
 - c let
- 5 described
 - a explained in words
 - b gave a picture of
 - c discussed
- 6 went off
 - a stopped ringing
 - b became hot
 - c made a sudden noise
- 7 surface
 - a the outside part of something
 - b the bottom of something
 - c the inside part of something
- 8 seemed like
 - a gave a similar feeling to
 - b gave a more comfortable feeling than
 - c gave a different feeling from

C2 Find the words in Column A in the story. Read the words around them and match them with the meanings in Column B.

A	B
1 drama	a bell that warns people about fire
2 personally	b covered ... with water
3 fire alarm	c an exciting event
4 wet	d kept ... safe from danger
5 waved	e by oneself
6 saved	f moved one's hand or arm from side to side



D Comprehension

D1 Who said it? Write who the speaker of each sentence is. The first one has been done for you.

- 1 'I've booked a room here.' **John**
- 2 '... we don't allow pets in this hotel.'
- 3 'Please call the manager.'
- 4 'It's the fifth door along from yours.'
- 5 'Safety first, you know.'
- 6 'You're very sensible, sir.'
- 7 'It's against the rules.'
- 8 'So you saved Charlie's life!'

the manager
the reporter
the fireman
the clerk
John

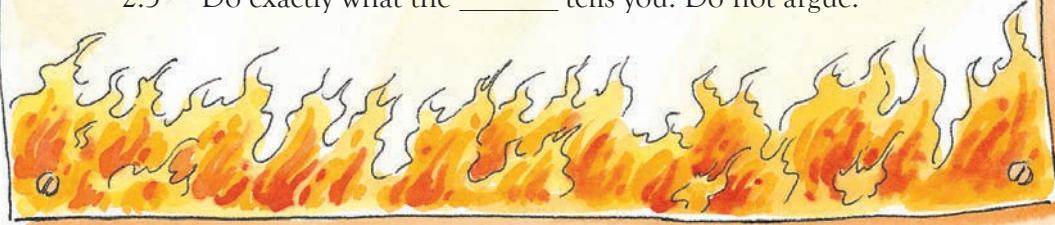
D2 Here are some of the fire safety rules at the Dragon Hotel. Complete them by putting one word from the box in each blank. Change the form if necessary.

bottom	fireman	location	towels	wave
exit	hear	open	phone	wait
feel	hot	lie	shout	wet

Dragon Hotel

Fire safety rules

- 1 Make sure you know the _____ of the fire _____ nearest to your room.
- 2 If there is a fire outside your room:
 - 2.1 _____ the door of your room. If it is _____, do not open it. Put _____ along the _____ of the door to keep the smoke out.
 - 2.2 _____ the reception desk and give your room number.
 - 2.3 _____ on the floor where the air is freshest and _____.
 - 2.4 When you _____ the fire engine outside, _____ your window, _____ and _____.
 - 2.5 Do exactly what the _____ tells you. Do not argue.



D3 Write the numbers of the rules that John could not or did not obey.

D4 The reporter, Linda, had a conversation with John about the fire. This is part of the conversation. Complete it with the word and expressions in the box on the right.

- Linda Was the phone in your room working during the fire?
- John No. It was ⁽¹⁾_____.
- Linda Did waiting for the fire engine seem long?
- John It certainly did. The ⁽²⁾_____.
- Linda I suppose you were happy to hear the fire engine arrive.
- John I certainly was. The sound was ⁽³⁾_____.

minutes seemed like hours
music to my ears
dead

Grammar

A Using pronouns

We use personal pronouns and possessive adjectives so that we do not need to repeat certain words all the time.

Personal pronouns

I	you	he	she	it	we	you	they
me	you	him	her	it	us	you	them

Possessive adjectives

my	your	his	her	its	our	your	their
----	------	-----	-----	-----	-----	------	-------

Here is an example. We do not want to repeat **John** and **John's** all the time, so we use **he** and **his**.

John's troubles began as soon as **John** walked into the hotel with **John's** friend Charlie.

John's troubles began as soon as **he** walked into the hotel with **his** friend Charlie.

A1 The people in the pictures are telling us about themselves. Complete their words.

- 1 Hello, everyone! _____ name is Millie. _____ am from Hong Kong. _____ am going to tell some jokes. Listen to _____ carefully.



- 2 Hello, everyone! _____ names are Cindy and Sandy. _____ are from Shanghai. _____ are going to do some magic tricks. Watch _____ carefully.



A2 Edwin used pronouns in the following story, but he did not use enough. Read the story and change the italicized words into pronouns.

Nothing

Ms Connor, a teacher in Canada, once asked her students to write a composition. '(1) *The composition*'s title is "What I did during my holidays", (2) *the teacher* said.

One student stood up. (3) *The student*'s name was Tom. (4) *Tom* asked, 'How long must the composition be?'

'(5) *The composition* can be any length,' said the teacher. She added that (6) *the composition* had to describe exactly what the students did during (7) *the students*' holidays. She told (8) *the students* that she would collect the compositions from (9) *the students* the next day.

The next day, the students gave (10) *the teacher* (11) *the students*' compositions. (12) *The teacher* looked at (13) *the compositions* and then looked at Tom. (14) *The teacher* asked (15) *Tom* to stand up.

'What's this, Tom?' (16) *the teacher* asked. 'You've written nothing on your paper.'

'That's right, Miss,' said Tom. 'That's exactly what I did during my holidays.'

We form reflexive pronouns with **-self** or **-selves**.

Reflexive pronouns

myself yourself himself herself itself ourselves yourselves themselves

We usually use a reflexive pronoun as an object to refer to the same thing as the subject.

The old woman fell over and hurt **herself**.

We should be proud of **ourselves**.

We can also use a reflexive pronoun to emphasize a noun phrase or to mean 'without help'.

I **myself** do not like the picture. (*I don't like it, but other people might.*)
They wrote the report **themselves**. (*They wrote it without any help.*)

A3 Look at the pictures and complete the conversations with reflexive pronouns.



- 1 —Did you enjoy _____ at the party?
—We certainly did!



- 2 —What happened?
—He was so careless that he hurt _____.



- 3 —Do you need help?
—No, thanks. We can do it _____.

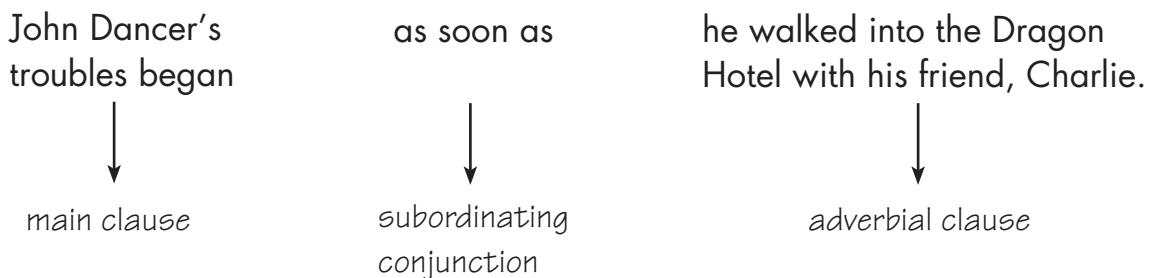


- 4 —What is she doing?
—She is looking at _____ in the mirror.

B Adverbial clauses (I)

An adverbial clause describes a verb (in the main clause) and says when, why, how, where, etc. something happens. An adverbial clause is introduced by a subordinating conjunction.

Example:



We use ...

when, before, after, while, as, since, until, as soon as

because, as, since

though, although

for adverbial clauses about ...

time

reason

concession

Examples

I see some restaurants **when** I am on the bus.

I like chicken wings **because** they are delicious.

Although we are old, we still work in the fields every day.

Tips

We can put some of the adverbial clauses of time, reason or concession at the beginning or the end of a sentence, e.g., **When** I get home, I will give you a call.

I will give you a call **when** I get home.

B1 A newspaper reporter interviewed John after the fire. Part of the interview is given below. Choose the right conjunctions to complete it.

when as soon as after before because

Reporter Mr Dancer, can you tell me what problems you had in the Dragon Hotel?

John ⁽¹⁾ _____ I walked into the hotel, my problems began. They told me my dog Charlie was not allowed to stay there.

Reporter Why do you have to take Charlie everywhere?

John Charlie is my eyes ⁽²⁾ _____ I am blind.

Reporter What happened that night?

John A fire started.

Reporter What were you doing when the fire started?

John I was sleeping ⁽³⁾ _____ it started. Charlie woke me up. I felt the door, it was hot.

Reporter Why did you feel the door?

John If the surface of the door is hot, the fire must be outside.

Reporter When did the firemen come?

John I had to wait for several minutes ⁽⁴⁾ _____ they finally came. I waved and shouted so that the firemen could find us.

Reporter Did they save both you and Charlie?

John At first they wouldn't take Charlie. ⁽⁵⁾ _____ I explained about him, they agreed. So they saved both Charlie and me.

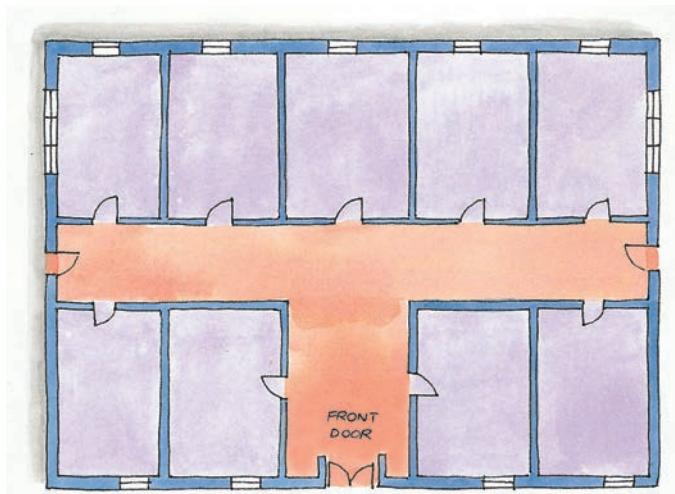
B2 Match the two halves of these sentences.

- | | |
|---|--|
| 1 Call me | a some animals start sleeping. |
| 2 He will probably go to university | b because it is fast and convenient. |
| 3 Although the weather is hot, | c since I was born. |
| 4 When winter comes, | d as soon as you get to London. |
| 5 You forgot to turn off the light | e before you went to bed last night. |
| 6 I can't walk any more | f after he leaves school. |
| 7 I have lived here | g because my feet hurt. |
| 8 Many people choose to travel by underground | h many children are making sandcastles at the beach. |

Listening

A floor plan

The manager of the Dragon Hotel is telling John about the hotel. Listen to their conversation and write the letters on the plan to show where the places are.



- A = John's bedroom
- B = the dining room
- C = the fire exit nearest to John's room
- D = the manager's office

Speaking

A Talk time

Giving warnings

Here are some ways of warning people.

Be careful! Don't cross yet!



Take care! There's a minibus coming!

Look out! In front of you!

Watch out! You're going to fall!



Mind the door!



A1 Peter and Judy are shopping for a present for Peter's uncle. Read their conversation and practise it.

- Peter Let's have a look in the South Seas Mall.
Judy All right, but mind the steps as you go in.
Peter Thanks. Let's go along this way.
Judy OK, but watch out. The floor's wet. You might slip.
Peter Here's an antique shop. Let's go in.
Judy Right, but take care. Don't break anything.
Peter Oh, I like this vase. I'll just pick it up and ... oops!
Judy Look out! You almost dropped it.
Peter Gosh, the label says it's 900 years old. But it only costs 8 dollars. I'm going to buy it.
Judy Be careful. Are you sure it's real?

A2 Find five warnings in the conversation in A1 and write them down.

B Speak up

The importance of the five senses

B1 You are going to give a short talk to your class about the importance of the five senses. Prepare in pairs. Discuss one of the senses like this:

- S1 With the sense of sight, you can see the flowers.
S2 Yes. And you can see the birds.
S1 Without the sense of sight, you cannot look in shop windows.
S2 And you cannot watch ships in the harbour.

B2 Now, discuss these senses in the same way. Use the pictures, words and patterns below to help you.



delicious food



mobile phones



birds singing



hot water



perfume



food burning

With/Without the sense of smell, you can/cannot ...

With/Without the sense of hearing, you can/cannot ...

With/Without the sense of taste, you can/cannot ...

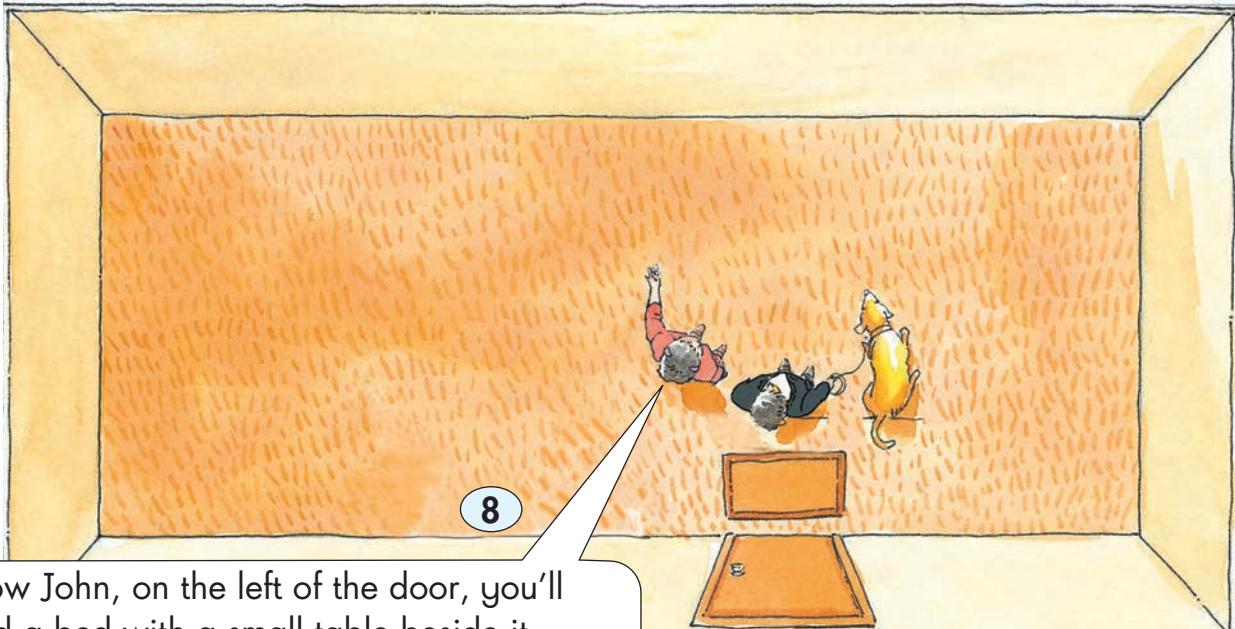
With/Without the sense of touch, you can/cannot ...



Writing

Describing a hotel room

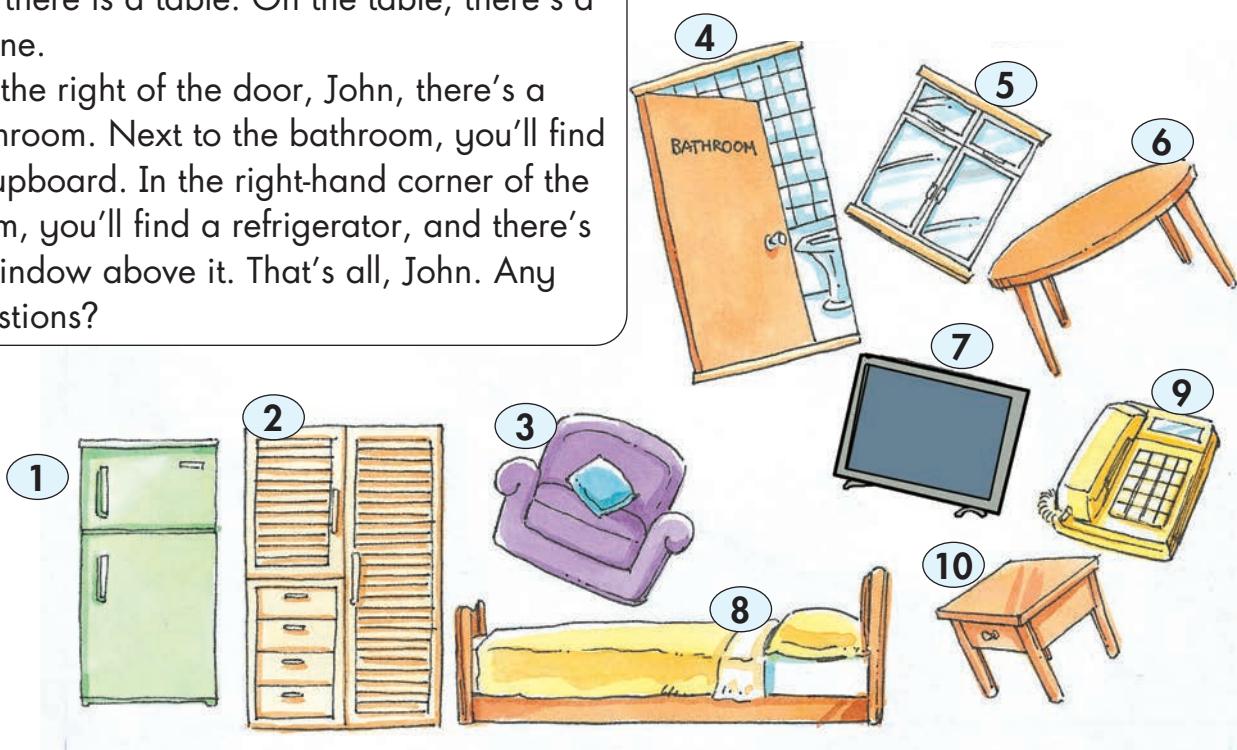
A Work in pairs. The hotel manager described the hotel room to John when they entered it. Read what the manager said and mark the position of the furniture in John's room. The first one has been done for you.



Now John, on the left of the door, you'll find a bed with a small table beside it.

Opposite the bed, there's a TV set. In the left-hand corner of the room, there's an armchair. Between the armchair and the TV set, there is a table. On the table, there's a phone.

On the right of the door, John, there's a bathroom. Next to the bathroom, you'll find a cupboard. In the right-hand corner of the room, you'll find a refrigerator, and there's a window above it. That's all, John. Any questions?



B Later, John went to a hotel in another city. The room was different. Work in pairs. One student is the manager and the other is John. Look at the picture of the room and describe it by completing the sentences below it. Use the words from the box to help you.

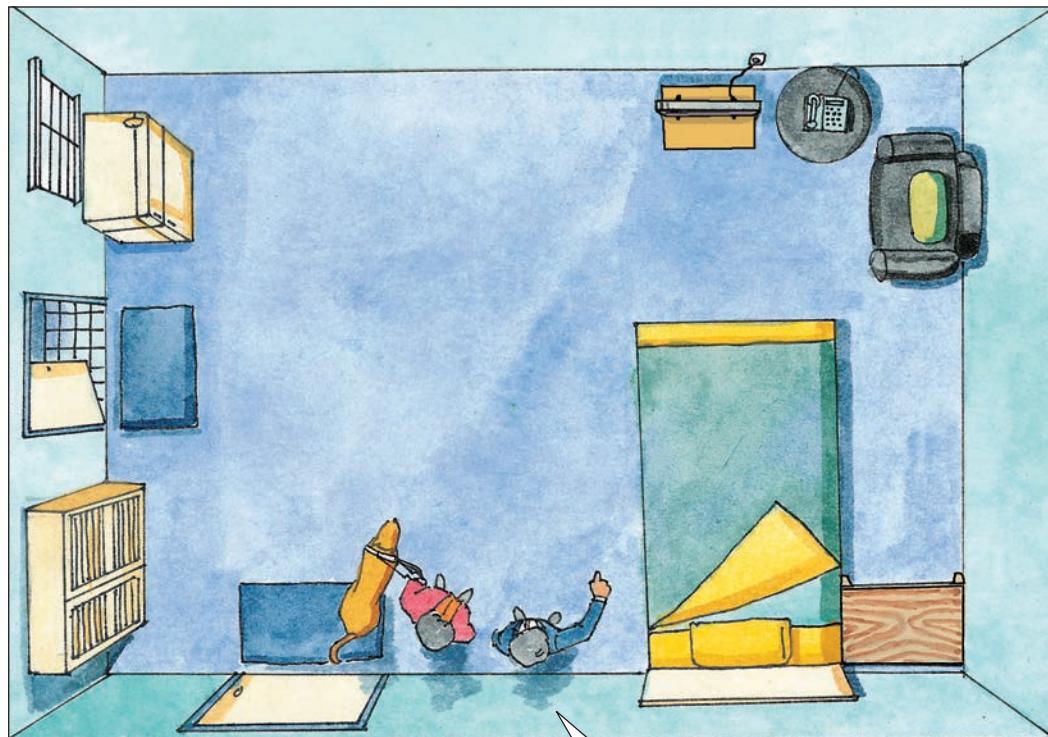
opposite
next to

beside
above

right
left

right-hand corner
left-hand corner

on



Now John, on the ⁽¹⁾ _____ of the door, you'll find a bed with a small table ⁽²⁾ _____ it. ⁽³⁾ _____ the bed, there's a TV set. In the ⁽⁴⁾ _____ of the room, there's an armchair with a table ⁽⁵⁾ _____ it. ⁽⁶⁾ _____ the table, there's a phone. On the ⁽⁷⁾ _____ of the door, there's a cupboard. ⁽⁸⁾ _____ the cupboard, you'll find a bathroom. In the ⁽⁹⁾ _____ of the room, you'll find a refrigerator, and there's a window ⁽¹⁰⁾ _____ it. That's all, John. Any questions?

* **C** Imagine that you are on holiday with some friends. You are staying in a hotel. Draw a plan of your hotel room. Include at least 8 items of furniture. Then under the plan, write a short letter to your parents or friends. Describe your hotel room to them clearly.



Scientist discovers a sixth sense

As we all know, there are five senses: hearing, smell, sight, taste and touch. Now, however, a scientist has shown that we have a **5** sixth sense: the ability to know when someone is watching us.

Many people have noticed this feeling. For example, you **10** are sitting in a cinema, and you feel that someone is watching you. **15** You look around quickly, and find that you are right. A **20** friend, at the back of the cinema, is staring at you.

Until now, no one has been able to prove scientifically that people **25** really do have this ability. But recently a scientist called Dr Rupert Sheldrake has announced the results of some new experiments.

The experiments work in this way. **30** Imagine^① two girls, Emma and Claire. Emma sits on a chair and wears a blindfold over her eyes, so she cannot see. Claire sits a few metres behind Emma. A teacher

35 blows a whistle^②. Then in random^③ order, Claire either looks at Emma, or she looks in a different direction. Emma must say whether Claire is looking at her or not. The **40** experiment is repeated 20 times.

Dr Sheldrake repeated this simple experiment with hundreds of children. The

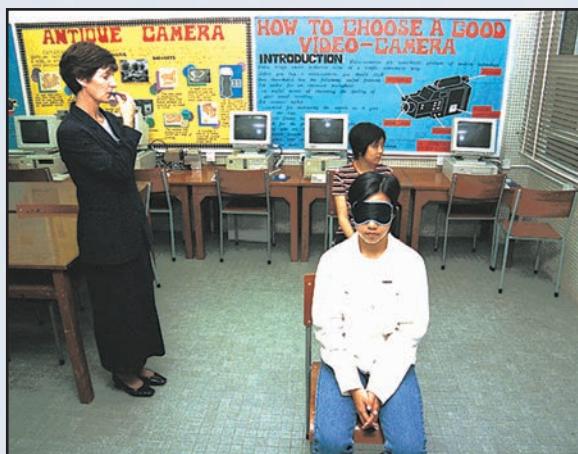
45 results were that the person who was wearing the blindfold, like Emma, could often feel that the other person was watching him or her.

Generally, the

55 children knew about 60% of the time they were being watched. If the children were just guessing 'yes' or 'no', the result would only be 50%.

60 Some scientists say they do not agree that there is a sixth sense. They say it is impossible to feel something in this way. But Dr Sheldrake says that the results are

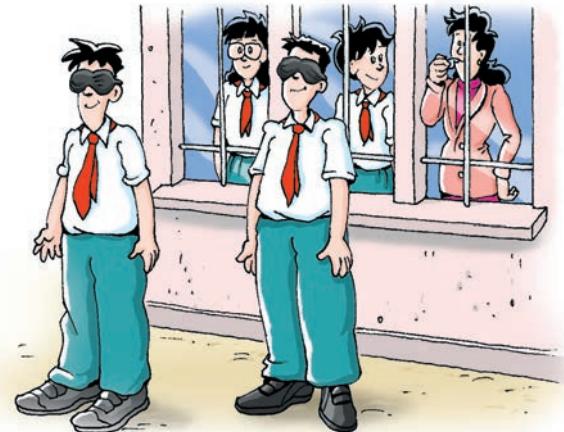
65 accurate. 'These experiments were carried out by different people in different countries,' he said, 'and yet they all showed almost the same results.'



① imagine v. 想像 ② whistle n. 哨子 ③ random adj. 任意的

A Find these words in the magazine article on page 84. Read the words around them and choose the best meanings.

- 1 prove
 - a keep something safe
 - b show something is true
 - c make somebody happy
- 2 announced
 - a considered
 - b made something known to the public
 - c explained
- 3 blindfold
 - a something put over somebody's nose
 - b something put over somebody's mouth
 - c something put over somebody's eyes
- 4 blows
 - a makes air go into
 - b holds up
 - c throws with your hand
- 5 repeated
 - a did something more than once
 - b told people about something
 - c showed something to
- 6 generally
 - a each time
 - b luckily
 - c usually



B Read the article again. Then decide whether the following statements are **T** (True) or **F** (False).

- 1 The sixth sense is the ability to know that you are watching someone. **T/F**
- 2 Dr Sheldrake is not the first scientist to show that people have a sixth sense. **T/F**
- 3 Dr Sheldrake repeated the experiment with thousands of children. **T/F**
- 4 The children who were being watched often felt that someone was watching them. **T/F**
- 5 All scientists agree with Dr Sheldrake's ideas. **T/F**

Progress file 5

Vocabulary

Match the words and phrases with their meanings.

- | | |
|------------------|--|
| 1 belong to | a not working |
| 2 reception desk | b be careful about |
| 3 dead | c be owned by |
| 4 event | d the front part of a hotel |
| 5 mind | e an important thing that happens |
| 6 harbour | f an area of water where ships can shelter |

Grammar

Write answers to the questions below. Use the words in brackets and the pronouns.

- 7 Where is your pen? (is/in/bag)
- 8 What did your father do with his old car? (sold/to a garage)
- 9 Do the Tans live near you? (Yes/live in the flat under/flat)
- 10 Is this Mary's bag? (No/bag has/name on the outside of)
- 11 What happened to you, Paul and John? (A man hit/took all/money)

Match the two halves of these sentences.

- 12 Before she went shopping, a because there was no fire.
- 13 No one answered the phone, b though it rang continuously.
- 14 Long, long ago, man ate raw meat c the students ran out of the classroom.
- 15 As soon as the fire alarm went off, d she asked us what we needed.

My progress:



Comments:



0–6 Try harder.



7–12 Can do better.



13–15 Good work.

Word box



sight /saɪt/	n.	视力；视觉
soul /səʊl/	n.	灵魂
balance /'bæləns/	n.	平衡能力
line /laɪn/	n.	线条
belong to		属于
drama /'dra:mə/	n.	戏剧性事件
as soon as		一……就
* reception /rɪ'sepʃn/	n.	接待处
* exclaim /ɪk'skleɪm/	v.	惊叫；呼喊
* bark /ba:k/	v.	(狗)吠叫
at once		立即；马上
guest /gest/	n.	房客；旅客
lead /li:d/	v.	带路；引领
personally /'pɜ:sənəlɪ/	adv.	本人；亲自
* sensible /'sensəbl/	adj.	明智的；理智的
describe /dri'skrɪb/	v.	描述
alarm /ə'lɑ:m/	n.	警报器
fire alarm		火警报警器
go off		(警报器等)突然发出巨响
surface /'sɜ:fɪs/	n.	表面
* dead /ded/	adj.	不运作的
cough /kɒf/	v.	咳嗽
seem /si:m/	v.	好像；似乎
wave /weɪv/	v.	挥手；招手；挥臂
save one's life		救了某人的性命
lend /lend/	v.	借给；借出
event /ɪ'vent/	n.	重要事情；大事
take care		小心；留神
mind /maɪnd/	v.	小心；注意
look out		小心；当心
watch out		留神；注意
real /'ri:əl/	adj.	真实的；实际存在的
label /'leɪbl/	n.	标签
harbour /'ha:bə(r)/	n.	港口；港湾



Notes



Page 73

1 I've booked a room here. 我在这儿预订了一个房间。

句中的 book 为动词，意为“预订”，又如：Nowadays, people can book tables in restaurants online. 如今，人们可以在网上预订餐位。

2 Charlie barked. 查理叫了一声。

句中的动词 bark 指“犬吠”。

注意：表示人或动物喊叫时，所用的动词往往不同，如表示“某人喊叫”一般用 shout，表示“鸟鸣”用 sing，表示“狮吼”用 roar 等。

3 It sounded like 'Yes'. 它（查理的叫声）听起来就像在说“是的”。

sound like 意为“听起来像……”，后接名词。类似结构有 seem like（就像……），如：The minutes seemed like hours. 这几分钟过得就像几小时一样漫长。

常见的系动词如 look、sound、feel、seem 等后都可加介词 like。

4 She led them personally to their room. 她亲自将他们带到了房间。

lead somebody to some place 意为“把……带到……”。

5 It's the fifth door along from yours. 从你（房间）数过去的第五扇门。

6 Safety first! 安全第一！

7 John tells us in his own words what happened next. 约翰用他自己的话向我们讲述了接下来发生的事情。

in one's own words 用某人自己的话

8 I smelt smoke. 我闻到了烟味。

句中的 smell 为行为动词。smell 也可作连系动词，意为“闻起来”，如：
The soup smells very nice. 这汤闻着很香。

9 I wet some towels and put them along the bottom of the door. 我弄湿了几块毛巾，把它们塞在门的底部。

句中的 wet 作动词，意为“把……弄湿”。wet 也可作形容词，意为“湿的；潮湿的”，如：
Why are you all wet? 你为什么浑身都湿透了？

10 A little smoke was getting past the towels. 缕缕烟雾透过毛巾（钻了进来）。

11 Then I heard it—the sound of a fire engine. 然后，我听到了消防车的声音。

句中的 sound 作名词，意为“声音”，如：I can hear the sound of a TV in the next room. 我能听到隔壁房间的电视声。

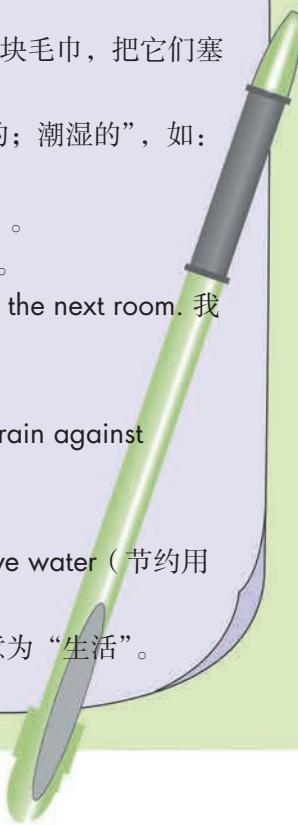
12 It's against the rules. 这是违反规定的。

句中的 against 作介词，意为“与……相反；违反”。在 8A Unit 4 学过 Brain against computer 中的 against 也是介词，意为“与……相比”。

13 So you saved Charlie's life! 原来是你救了查理一命！

句中的 save 作动词，意为“救；救助”。save 也可意为“节约”，如：save water（节约用水）。

句中的 life 作名词，意为“生命”。在 6B Unit 6 曾学过 school life，life 意为“生活”。



Making notes (I)

A Notes from sentences

When you make notes, write down only the most important words that you read or hear. You do not need to write complete sentences, or use **a**, **an**, **the**.

A1 Read the sentence below and the note made from it.

Sentence: In early times, there were no newspapers to tell people what was happening.
Note: In early times, no newspapers.

A2 Write the sentences below in note form. Do not use more words than the number in brackets.

1 Long ago people learnt the news from travellers who moved about the country from place to place. (7)

2 Sometimes special messengers, riding on fast horses, carried important news. (6)

3 All early news was spoken news. (5)

4 There was no written news because most people had never been to school and so they could not read. (9)

B Notes from paragraphs

There are two steps in making notes from paragraphs:

- read the paragraph and decide which is the most important sentence;
- write the sentence in note form.

Read the article below and write down the most important sentence in each paragraph. Then write each of these sentences in note form. Do not use more words than the number in brackets. The first one has been done for you.

NEWSPAPERS

The Germans published the first modern-style newspaper in 1609.

News-sheets existed before then, but these were not really newspapers.

Hundreds of years later, people are still buying newspapers. Millions are sold in shops and stalls all over the world every day.

However, people do not get their news only from newspapers. They can listen to it, as they did long ago, and they can watch it.

Two inventions, radio and television, have made this possible. These broadcast many news programmes daily. So people now get news from their radios and TV sets, as well as from papers.

However, newspapers remain popular because they give the news in more detail than either radio or TV. That is the main reason why people continue to buy them.

Notes on Newspapers

Paragraph 1

Sentence: *The Germans published the first modern-style newspaper in 1609.*
Note: (7) *Germans published first modern-style newspaper in 1609.*

Paragraph 2

Sentence:
Note: (5)

Paragraph 3

Sentence:
Note: (7)

Paragraph 4

Sentence:
Note: (10)

Paragraph 5

Sentence:
Note: (10)

Unit 6 Travel**Reading**

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**Grammar**

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**Listening**

p. 100

**Speaking**

p. 100

**Writing**

p. 103

*

**More practice**

p. 104





Reading

A What do you know about ...?

Before you read the article on the next page, try this little quiz.

- 1 Where is France?
a In Europe.
b In Asia.
c In Africa.
- 2 What happened to the King of France in 1793?
a He sailed to America.
b He lost his head.
c He defeated the British.
- 3 Which two of these sports are not very popular in France?
a cycling d judo
b baseball e skiing
c tennis f football
- 4 Which one of these drinks is France famous for?



B Before you read

Give short answers to these questions.

- 1 Look at the heading, the headline and the photos. What do you think this article will be about?
- 2 Read the first six words of the article. At what time of the year was this probably written?
- 3 Look at the beginning of the third paragraph. Is this article written for children or adults?

TRAVEL

France is calling



Now that winter is behind us, many people are starting to think about going abroad for the summer holidays. This year, why not spread your

5 wings and visit France?

Paris is the capital of France. It is one of the most popular tourist destinations in the world. With its world-famous landmarks

10 such as the Eiffel

Tower and the Arc de Triomphe,

15 and its wide, tree-lined

streets, Paris is one of the most beautiful cities in the world.

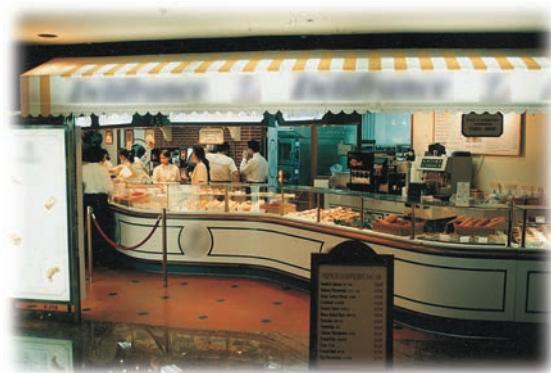
20 If you are taking your children with you, remember that Parc Astérix is about an hour away from the centre of Paris. It has many fun and exciting attractions.



If you want to go on to visit Britain, 25 you can now do it without flying or taking a ferry. The Channel Tunnel enables you to travel by train from Paris to London in about three hours.

The centre of France is a big, 30 agricultural region, growing crops such as wheat and sunflowers, and there are many vineyards. Farmers grow grapes there to make excellent wine. One of the most scenic areas is the Loire Valley, 35 where you can visit the old castles in which the kings and queens of France used to live.

France, like China, is famous for its food. In our city, we can see the 40 influence of France in some ways. Some bakeries provide French bread and cakes. Other popular French products are cheese and wine.



France is a leader in art and culture 45 too. A lot of young students from different countries go to France to further their studies. Every year, French film festivals, exhibitions and concerts are organized throughout the world.

C Vocabulary

C1 Find the italicized words in the article on page 93. Then read the words around them and choose the best meanings.

1 If you go *abroad*, you go _____.

- a on a ship
- b to a different country
- c for a holiday

2 An *attraction* is _____.

- a a funny film
- b an interesting thing or place
- c a good meal

3 If something *enables* you to do something, it _____.

- a forces you to do it
- b makes it possible for you to do it
- c stops you from doing it

4 A *landmark* is _____.

- a a well-known place
- b a building in a city
- c an area of Paris

5 When you are at a *concert*, you _____.

- a see a film
- b see a drama
- c listen to music

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

A

- 1 now that
- 2 such as
- 3 go on
- 4 region
- 5 influence
- 6 throughout

B

- a large area of land
- b power to change something or someone's ideas
- c since; as
- d in every part of something
- e for example
- f do something after completing something else



C3 Mark these places on the map.

- 1 Paris
- 2 London
- 3 the Channel Tunnel



D Comprehension

D1 May is making a summary of the article in note form. Complete her summary with information from the article.

• Capital: ⁽¹⁾ _____

Famous places: ⁽²⁾ _____ and ⁽³⁾ _____

Special attraction for children: ⁽⁴⁾ _____

Easy to visit Britain now, by using ⁽⁵⁾ _____

• Centre of France: an ⁽⁶⁾ _____ region with crops such as ⁽⁷⁾ _____ and ⁽⁸⁾ _____; old castles in ⁽⁹⁾ _____

• France is famous for food, such as bread, cheese and ⁽¹⁰⁾ _____

• France is a leader in ⁽¹¹⁾ _____ and ⁽¹²⁾ _____

D2 Here are some statements about the article. Read each one and then write **T** (True) or **F** (False), or **DK** (Don't know) if the information is not in the article.

- 1 The writer is a French person. _____
- 2 The streets in Paris are not wide. _____
- 3 You can go to Parc Astérix from the centre of Paris in about one hour. _____
- 4 You can catch a train from London to Paris. _____
- 5 There are probably many farmers in France. _____
- 6 You cannot buy anything French in Shanghai. _____
- 7 France is famous for products such as aeroplanes. _____

D3 Find the following sentences in the article. Write down what the words in *italics* refer to.

- 1 *It* is one of the most popular tourist destinations in the world.

- 2 *It* has many fun and exciting attractions.

- 3 ..., you can now *do it* without flying or taking a ferry.

Grammar

A Using **the**

We use **a** or **an** before nouns when we mention them for the first time. We use **the** when we mention them again.

Judy bought **a** newspaper and **a** magazine. **The** newspaper cost one yuan and **the** magazine cost twenty yuan.

A1 Imagine that you are telling a classmate about something new. Work in pairs. Use the pictures below and choose suitable verbs from the box. The first one has been done for you.

read wrote saw watched

- 1 exciting film/last Saturday/aliens in space

Example:

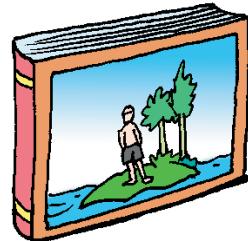
S1 I **watched** an exciting film last Saturday.

S2 What was the film **about**?

S1 It was **about** aliens in space.



- 2 good story/last week/a man on an island



- 3 good news report/last night/a new park in the city centre



- 4 long poem/last Sunday/my pet dog



We use **the** with a short phrase to describe a particular person or thing.

The

factory **near my home** makes a lot of noise.

woman **with bright eyes** is my grandmother.

man **in black** is our headmaster.

A2 Work in pairs. S1 makes requests. S2 does not understand, so he/she says **Which one?** and S1 tells him/her using **the** phrases. The first one has been done for you.

1



S1 Answer the phone, please.

S2 Which one?

S1 The phone on the table.

2



S1 Give the meat to the boy, please.

S2 _____

S1 _____

3



S1 Open the window, please.

S2 _____

S1 _____

We usually use **the** before a thing when it is the only one in the universe. We also use **the** before oceans, rivers, mountains, etc.

The Earth goes around **the Sun**.

The ship left **the Yangtze River** and sailed into **the Pacific Ocean**.

A3 Complete the conversations with the words from the box below.

the North Pole

the Yellow River

the Sun

the Yangtze River

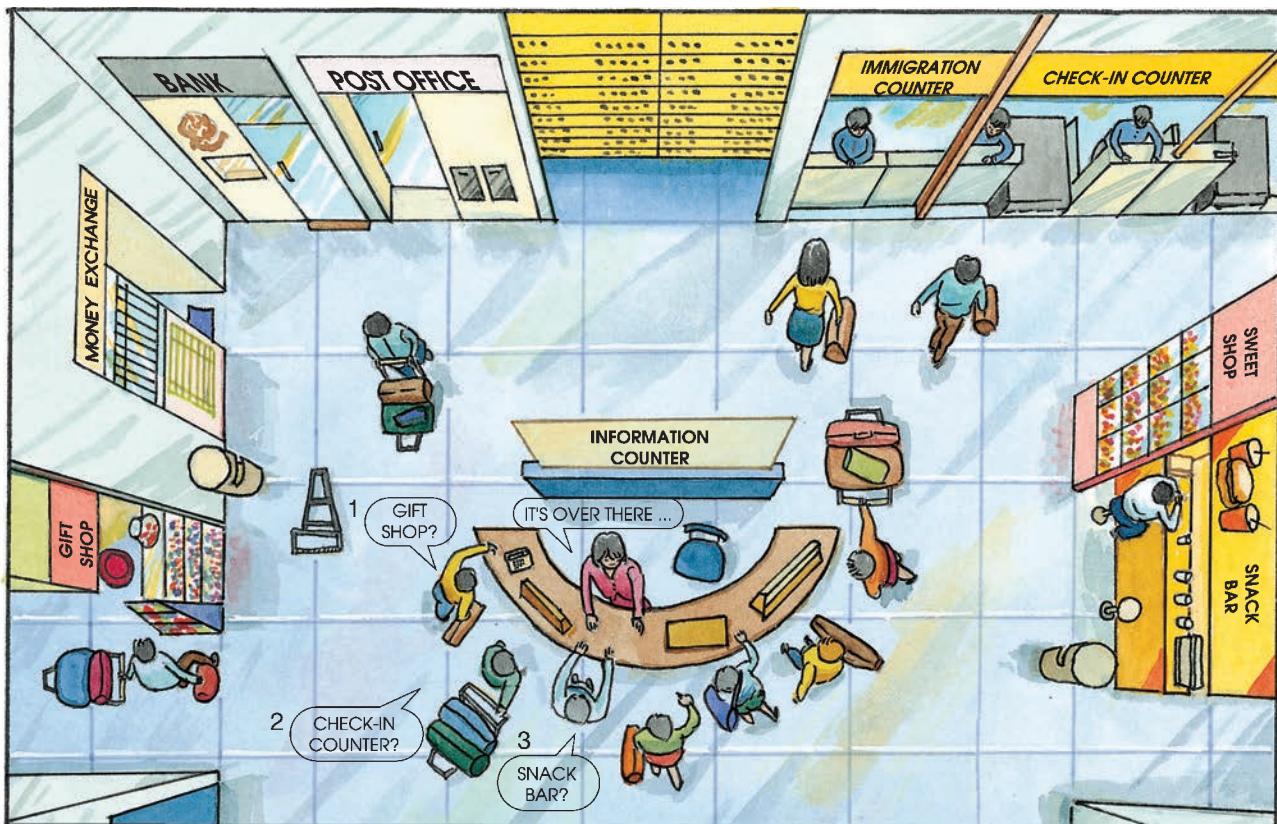
- 1 —I want to go to a place where _____ shines at midnight.
—That's _____. If you go, you'll need thick clothes.
- 2 —Do you know which two are the longest rivers in our country?
—_____ and _____.

We use **the** before nouns when it is clear what we are talking about. For example, at the airport, Judy and Miss Lu have this conversation:

Judy Excuse me. Where is **the** bank?
Miss Lu It's over there by **the** post office.

Judy and Miss Lu know they are referring to the bank and the post office in the airport.

A4 Some people at the airport are asking Miss Lu questions. Work in pairs. S1 asks the questions. S2 answers them. Follow the example above.



Tips

- After the verb **play**, we usually put **the** before the names of musical instruments, but we do not put **the** before the names of games.
e.g., Amy plays **the violin**. She also plays **tennis**.
- We do not use **a**, **an** or **the** before school subjects,
e.g., I like English best.
- We do not use **a**, **an** or **the** before months and weeks,
e.g., Daisy plans to leave for Beijing on Friday, 3 December.
- We do not use **a**, **an** or **the** before **this**, **those**, **my**, **next**, **last**, **some**, **any**, **every**, **each**, etc.,
e.g., Tom went to the beach last summer, and he will go to the mountains next month.

B Using conjunctions: **and**, **but**, **so**

We use **conjunctions** to link two sentences. Different conjunctions show different relationships between the two sentences.

The centre of France is a big, agricultural region, growing crops such as wheat and sunflowers, **and** there are many vineyards. (And means *also*.)

People used to take a plane or a ferry to travel from Paris to London, **but** now the Channel Tunnel enables them to travel by train in about three hours. (But shows a contrasting idea.)

France is a wonderful place, **so** many people go there for a holiday. (So shows the result.)

 Sandy is writing an e-mail to Pierre, a boy from France. Fill in the blanks with **and**, **but** or **so**.

To:

From:

Hi Pierre

I found your e-mail address in a travel magazine ⁽¹⁾ _____ I would like to be your penfriend. My name is Sandy. I am from Shanghai, China, ⁽²⁾ _____ I am 14 years old.

I am an only child. My mum is a teacher ⁽³⁾ _____ my dad is an engineer. We live far away from my school, ⁽⁴⁾ _____ I have to get up early every day.

I study at Rose Garden School. My favourite subjects are English and Science, ⁽⁵⁾ _____ I am not very good at Maths. I would like to be an English teacher in the future, ⁽⁶⁾ _____ I am studying hard and doing well at school.

I hope to visit France one day. I am interested in your culture ⁽⁷⁾ _____ I love French bread!

I hope you will write back soon.

Yours sincerely
Sandy

Listening

The Eiffel Tower

Rosemary is visiting Paris. She is on a tour of the Eiffel Tower. While she is waiting for the lift, she is listening to a recording about the tower. Listen to the recording and complete the notes below.

- Built by Gustave Eiffel in ⁽¹⁾ _____.
- Made of ⁽²⁾ _____.
- About ⁽³⁾ _____ parts.
- Height: ⁽⁴⁾ _____ metres.
- ⁽⁵⁾ _____ building in Paris.
- At first people said it was very ⁽⁶⁾ _____, but later it became ⁽⁷⁾ _____.
- ⁽⁸⁾ _____ take you to the top, or you can walk up ⁽⁹⁾ _____ steps.
- The tower is repainted every ⁽¹⁰⁾ _____ years.
- Colour: ⁽¹¹⁾ _____.
- Amount of paint used: ⁽¹²⁾ _____ tons.
- Amazing things at the tower: once an ⁽¹³⁾ _____ walked to the first level.
- Also a man once ⁽¹⁴⁾ _____ down all the steps.
- In ⁽¹⁵⁾ _____ two people jumped off with parachutes.



Speaking

A Talk time

Asking for and giving directions

We can ask for directions like this:

How do I get to the ferry pier?
Can you tell me the way to
Where is

We can give directions like this:

Take the first second turning on the right.
left.

Walk to the end of the road.
traffic lights.

You'll see the ferry pier in front of you.
on your right.
across the street on your left.

A1 David is giving directions to a tourist. Read their conversation and practise it.

Tourist Excuse me. How do I get to People's Square?

David Take the second turning on the left.
Walk to the end of the road. You'll see People's Square in front of you.

Tourist Can you also tell me the way to the post office?

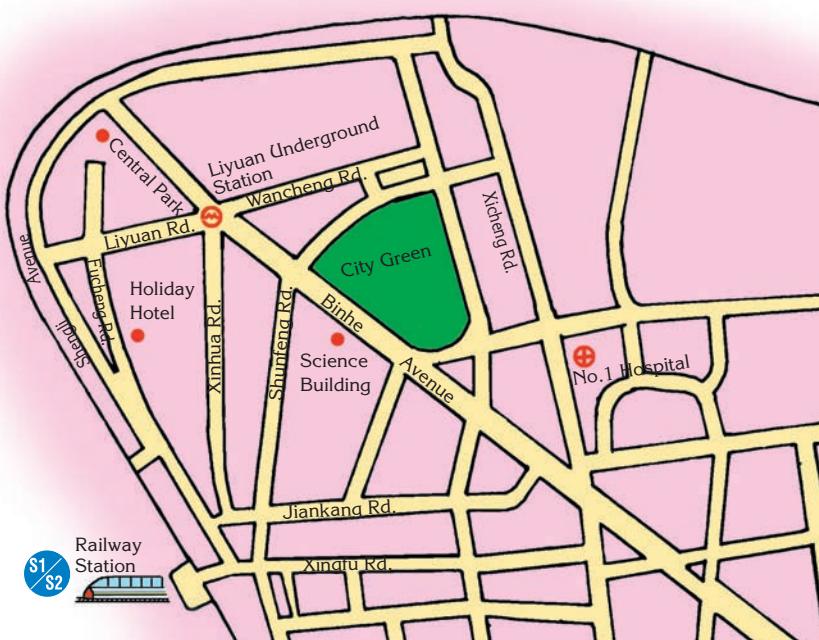
David Take the first turning on your right.
Walk to the end of the road. You'll see the post office across the street on your left.

Tourist Thanks very much.

David No problem.



A2 Work in pairs to make a conversation like the one in A1. S1 is standing at the railway station as shown on the map. S2 is a tourist and wants directions to Science Building. Then make another conversation. This time, S1 is the tourist and wants to know the way to the nearest underground station.



B Speak up

A holiday plan

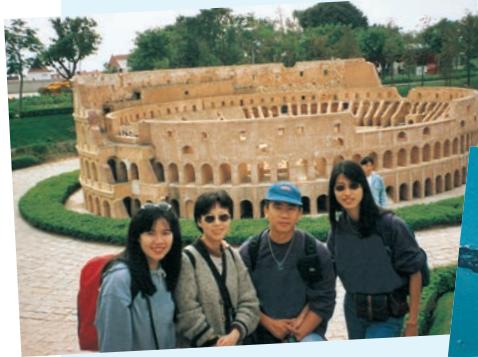
Your family is planning to go abroad on holiday this year. Your parents ask you, 'Where would you like to go?'

B1 Work in pairs. Discuss what things you would like to do on holiday. Use the expressions and pictures below to help you. Then decide where you would like to go.

go sightseeing
go swimming
go shopping

see some real snow
play lots of sports
rest and relax

have some wonderful meals
visit friends and relatives
visit amusement parks



B2 Tell the class your decision and give at least four reasons for your choice.

Example:

We would like to go to Paris for our holiday because it is a beautiful city.

We could do some sightseeing, and visit some famous places like the Eiffel Tower. We would also like to do some shopping. And we want to visit Uncle Yan. He has a restaurant in Paris, and I'm looking forward to having some wonderful meals there!



Writing

Holiday postcards

A When we go abroad on holiday, we often send postcards to our friends at home. A postcard has a picture on the front, and space for writing on the back. Read this postcard which Amy sent to John and answer the questions below.

1 When did Amy arrive?

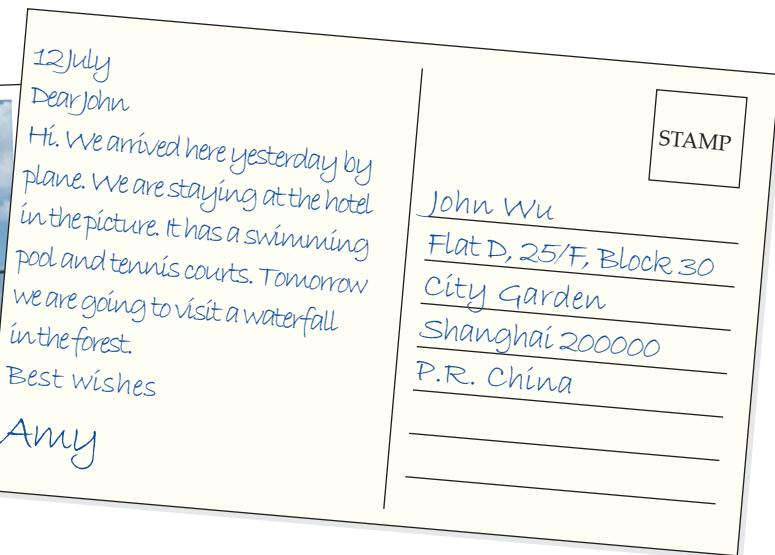
She arrived on _____.

2 What is she doing now?

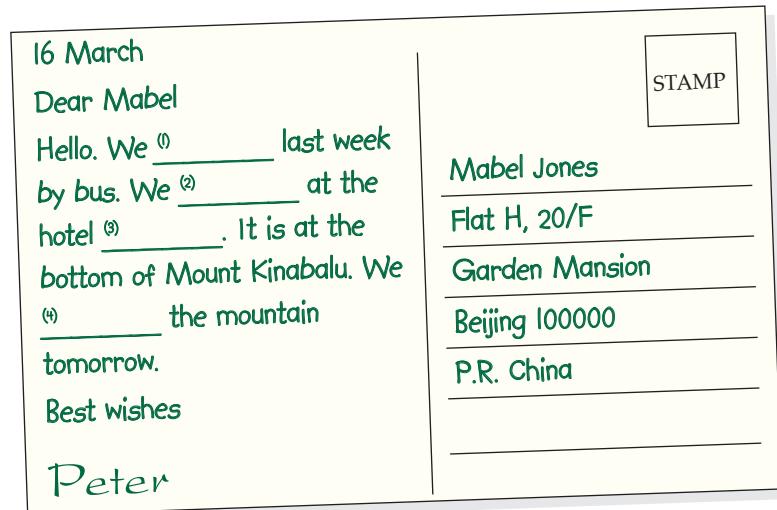
She _____ at a hotel.

3 What is she going to do tomorrow?

She is going to _____.



B Here is a postcard from Peter to Mabel. Complete it.



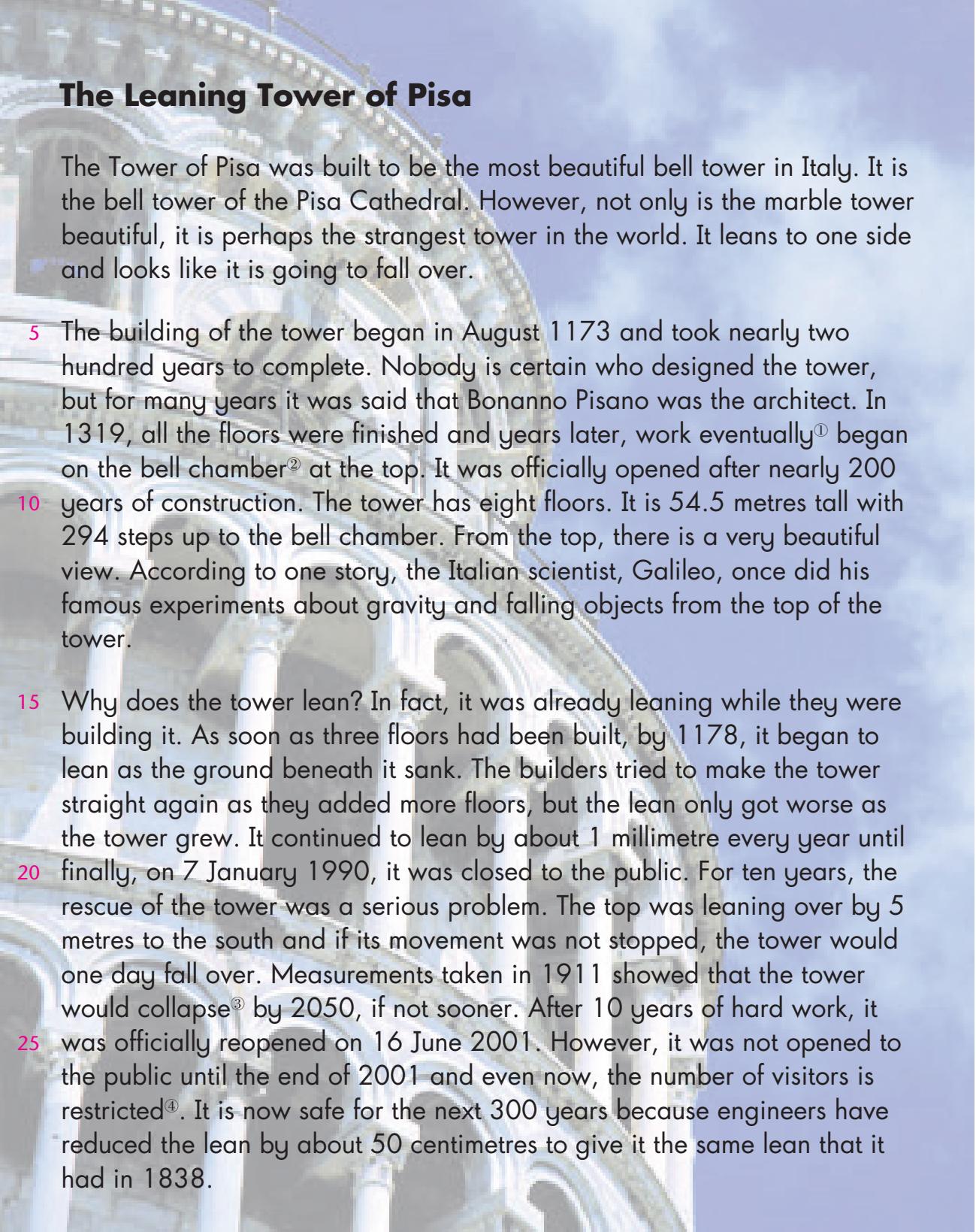
C Imagine you are abroad on holiday. You send the postcard on the right to a friend at home. Write your message, telling your friend when you arrived, how you got there, what you are doing and what you are going to do. Remember to write your friend's address.





More practice

The Leaning Tower of Pisa



The Tower of Pisa was built to be the most beautiful bell tower in Italy. It is the bell tower of the Pisa Cathedral. However, not only is the marble tower beautiful, it is perhaps the strangest tower in the world. It leans to one side and looks like it is going to fall over.

- 5 The building of the tower began in August 1173 and took nearly two hundred years to complete. Nobody is certain who designed the tower, but for many years it was said that Bonanno Pisano was the architect. In 1319, all the floors were finished and years later, work eventually^① began on the bell chamber^② at the top. It was officially opened after nearly 200
- 10 years of construction. The tower has eight floors. It is 54.5 metres tall with 294 steps up to the bell chamber. From the top, there is a very beautiful view. According to one story, the Italian scientist, Galileo, once did his famous experiments about gravity and falling objects from the top of the tower.
- 15 Why does the tower lean? In fact, it was already leaning while they were building it. As soon as three floors had been built, by 1178, it began to lean as the ground beneath it sank. The builders tried to make the tower straight again as they added more floors, but the lean only got worse as the tower grew. It continued to lean by about 1 millimetre every year until
- 20 finally, on 7 January 1990, it was closed to the public. For ten years, the rescue of the tower was a serious problem. The top was leaning over by 5 metres to the south and if its movement was not stopped, the tower would one day fall over. Measurements taken in 1911 showed that the tower would collapse^③ by 2050, if not sooner. After 10 years of hard work, it
- 25 was officially reopened on 16 June 2001. However, it was not opened to the public until the end of 2001 and even now, the number of visitors is restricted^④. It is now safe for the next 300 years because engineers have reduced the lean by about 50 centimetres to give it the same lean that it had in 1838.

① eventually *adv.* 终于 ② bell chamber 钟楼 ③ collapse *v.* 倒塌 ④ restricted *adj.* 受限制的

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

A	B
1 perhaps	a maybe
2 lean (v.)	b finish
3 nearly	c fall down
4 complete	d almost
5 eventually	e bend over
6 collapse	f in the end



B Fill in the notes below using information in the passage.

Location:	(1)
Function of building:	(2)
Year started:	(3)
Years to complete:	(4)
Floors:	(5)
Height:	(6)
Steps:	(7)
Reason of leaning:	(8)
Speed of leaning:	(9)
Year closed to public:	(10)
Year reopened:	(11)
Important facts about the tower:	(12)

C In pairs, describe the Great Wall of China using the information below.

Location northern China
Length over 6,000 kilometres
Height 7.8 metres (average)
Materials earth, brick and stone
Years started 7th Century BC
Years joined Qin Dynasty (221–206 BC)
Purpose of building to keep out enemies
More about it one of the seven wonders of the world; visited by people from all over the world

Progress file 6

Vocabulary

Match these words with their meanings.

- | | |
|---------------|--|
| 1 enable | a place you are travelling to |
| 2 destination | b very good |
| 3 abroad | c floor of a building |
| 4 excellent | d to or in a foreign country |
| 5 level | e make it possible for someone to do something |

Grammar

Write **a**, **an** or **the** in each blank, or write '/' to show that no word is needed.

- 6 Yesterday I bought ___ encyclopaedia in a bookshop.
- 7 I'm just going to ___ shop around the corner. Do you want anything?
- 8 I don't know much about Hong Kong. Where can I find ___ good cinema?
- 9 ___ restaurant next to our school is very good.
- 10 I plan to take a trip to Paris ___ next month.
- 11 Mimi likes playing ___ tennis, so she has just bought a new racket.
- 12 I want to learn how to play ___ violin.

Complete the sentences using **and**, **but** or **so**.

- 13 I went to my favourite restaurant, ___ it was closed.
- 14 It has been raining for days, ___ the ground is very wet.
- 15 Go along the street, ___ you will find the post office on your right.

My progress:



Comments:



0–6 Try harder.



7–12 Can do better.



13–15 Good work.

Word box



defeat /dr'fi:t/	v.	击败；战胜
wine /wain/	n.	葡萄酒
adult /'ædʌlt/	n.	成年人
*France /fra:n/s/	n.	法国
now that		既然；由于
abroad /ə'b्रɔ:d/	adv.	在国外；到国外
*Paris /'pærɪs/	n.	巴黎
*destination /'destɪ'neɪʃn/	n.	目的地；终点
world-famous /'wɜ:ld 'fēməs/	adj.	举世闻名的
landmark /'lændma:k/	n.	地标
such as		例如
tree-lined /'tri: 'laɪnd/	adj.	绿树成行的；绿树成荫的
attraction /ə'trækʃn/	n.	有吸引力的事或物
go on to do something		接着做另一事
enable /'enabl/	v.	使能够；使有机会
*agricultural /'ægrɪk'ʌltʃərəl/	adj.	农业的
region /'ri:dʒən/	n.	地区；区域；地方
*wheat /wi:t/	n.	小麦
sunflower /'sʌnflaʊə(r)/	n.	向日葵；葵花
*vineyard /'vɪnjəd/	n.	葡萄园
excellent /'eksələnt/	adj.	极好的；优秀的
*scenic /'si:nɪk/	adj.	风景优美的
castle /'ka:sl/	n.	城堡
queen /kwi:n/	n.	女王；王后
influence /'ɪnfluəns/	n.	影响
in some ways		在某些方面
*French /frentʃ/	adj.	法国的
product /'prɒdʌkt/	n.	产品
cheese /tʃi:z/	n.	干酪；奶酪
leader /'li:də(r)/	n.	领先者；领导者
culture /'kʌltʃə(r)/	n.	文化（艺术、音乐、文学等的统称）
*further /'fɜ:ðə(r)/	v.	继续；使……进一步
concert /'kɒnsət/	n.	音乐会；演奏会
throughout /θru:'au:t/	prep.	各处；遍及
level /'levl/	n.	楼层；层面



Notes

Page 93

- 1 France is calling 文章标题中的 call 意为“召唤；呼唤”。
- 2 Now that winter is behind us, many people are starting to think about going abroad for the summer holidays. 由于冬天已经过去，很多人都开始考虑暑假出国旅游的事了。
now that 相当于 since，用于引导原因状语从句。
注意abroad拼写上与aboard的区别。试比较：go abroad（出国），go aboard（上车；上船；上飞机）。
- 3 This year, why not spread your wings and visit France? 今年，为何不远行去法国看看呢？
why not 常常用于提出建议，后直接跟动词原形。如：
—Why not have a barbecue this weekend? 这个周末为何不去烧烤呢？
—That's a good idea. 真是个好主意！
句中的 spread your wings 意为“展开翅膀”，是拟物的用法，spread 意为“展开”。此外，在 6A Unit 9 曾学过 to spread on the bread, spread 意为“抹”。
- 4 With its world-famous landmarks such as the Eiffel Tower and the Arc de Triomphe, and its wide, tree-lined streets, Paris is one of the most beautiful cities in the world. 拥有埃菲尔铁塔和凯旋门这样驰名于世的地标志性建筑，以及绿树成荫的宽阔街道，巴黎不愧是世界上最美丽的城市之一。
the Eiffel /'eɪfl/ Tower 埃菲尔铁塔 the Arc de Triomphe /a:k də tri:'ɒnf(ə)/ 凯旋门
- 5 If you are taking your children with you, remember that Parc Astérix is about an hour away from the centre of Paris. 如果你是带孩子一起旅行，别忘了从巴黎市中心到阿斯泰利克斯主题公园需要大约一个小时的路程。
Parc Astérix /pa:k 'æstərɪks/ 阿斯泰利克斯主题公园
- 6 The Channel Tunnel enables you to travel by train from Paris to London in about three hours. 你从巴黎坐火车穿越英吉利海峡隧道，三小时左右就能抵达伦敦。
句中的 The Channel Tunnel 指英吉利海峡隧道，英吉利海峡则称为 the English Channel。
- 7 The centre of France is a big, agricultural region, growing crops such as wheat and sunflowers, and there are many vineyards. 法国中部是大片的农业区，那里种植小麦和向日葵之类的农作物，还有很多葡萄园。
- 8 One of the most scenic areas is the Loire Valley, where you can visit the old castles in which the kings and queens of France used to live. 卢瓦尔河山谷是风景最美的地方之一，在那里你可以游览法国国王和王后曾经居住过的城堡。
scenic area 景区；风景优美的地方
the Loire /lə'wa:(r)/ Valley 卢瓦尔河山谷
- 9 In our city, we can see the influence of France in some ways. 我们城市中也可以看到在某些方面受到法国的影响。
in some ways 在某些方面
- 10 A lot of young students from different countries go to France to further their studies. 很多来自不同国家的青年学生去法国深造。
further one's studies 深造

Unit 7 Poems

 **Reading**

p. 110

 **Grammar**

p. 115

 **Listening**

p. 118

 **Speaking**

p. 119

 **Writing**

p. 121

*  **More practice**

p. 122





Reading

A What do you know about ...?

 You found this quiz about poetry on the Internet. Read each sentence carefully. Then tick the boxes to complete it.

What is poetry?

- 1 We only use difficult words in poems.
- 2 All poems must have rhymes, e.g., cat/sat.
- 3 Poems are not only for children.
- 4 Poems are only about flowers and animals.
- 5 All poems have complete sentences.
- 6 We can write poems about our feelings and ideas.

Agree

Disagree

B Before you read

 Now, read the poem below. Then discuss your answers to the quiz in A.

Water all around us

Water has no taste at all.

Water has no smell.

Water's in the waterfall,

The pump,

The tap,

The well.

Water's everywhere around us.

Water's in the rain,

In the bath

And in the pond,

And in the sea again.



 Look at the last words of each line in the poems on the next page and draw circles around the rhyming words.

1 My dad at home and at work

He comes home, has a shower,
And eats dinner, every day.
Now, he's sitting in his favourite chair.
He's reading the paper
5 And watching television.
Soon he'll go to bed.
He's a boring man, my dad.

And then one day I see him,
On the building site, at work.
10 He's high up, in the clouds, up in the air.
He's making a building,
He's fixing a crane, so clever.
He's working higher than the birds,
He's walking on a narrow plank,
15 Not scared, not scared like me.
He's a super man, my dad.



2 My school

'For your homework, write a poem,'
You said to us, Miss Li.
I wrote these verses on my own,
I hope you're pleased with me.

5 I want to talk about the school
I loved when I was small.
With lots of little boys and girls,
Two teachers and a hall.

Mr Black was sometimes cross:
10 'Silence! Pay attention!'
He scolded pupils in his class,
And put them in detention.

But Miss White was like you, Miss Li,
She helped in every way.
15 She loved chatting with her class,
Her lessons seemed like play!

If you're puzzled by my words,
I can explain, Miss Li.
The staff and students were not real,
20 They're little dolls, you see.



C Vocabulary

C1 Find the words and phrases in Column A in the poems and match them with the meanings in Column B.

A

- 1 site
- 2 narrow
- 3 on my own
- 4 pleased
- 5 cross
- 6 silence
- 7 pay attention
- 8 chatting

B

- a alone; not with other people
- b happy
- c be quiet
- d listen carefully
- e talking in a friendly way
- f not wide
- g quite angry
- h place where a building is



C2 Look at these pictures. Use some of the words and phrases from C1 to complete the sentences.

1



2



3



The teacher asks the girls to stop _____ in class.

4



Some English words have two or more meanings. For example, look at these two sentences.

He's reading the *paper* and watching television.

(*Paper* means a newspaper.)

He wrote down the address on a piece of *paper*.

(*Paper* means something that you write on.)

When you look up a new word in a dictionary, make sure you look for the right meaning.

C3 Read the sentences below. Choose the correct meanings of the words in *italics* from the box and write the letters in the blanks.

- a not large in size
- b big, tall birds
- c young

- d big machine for lifting things
- e the space above the ground
- f something we breathe

- 1 He's high up, in the clouds, up in the *air*. _____
- 2 Let's go to the park for some fresh *air*. _____
- 3 He's fixing a *crane*, so clever. _____
- 4 We saw some beautiful *cranes* in the zoo. _____
- 5 I loved toys when I was *small*. _____
- 6 There is a *small* house beside the lake. _____

D Comprehension

D1 David and Anna are discussing the two poems. Complete their dialogue using words and phrases from the poems on page 111.

David The first poem is interesting. The boy changed his idea about ⁽¹⁾ _____ one day, when he ⁽²⁾ _____.

Anna That's true. The boy thought his father was a ⁽³⁾ _____ at home, but he said that his father was ⁽⁴⁾ _____ when he was working.

David I also like 'My school'. It's about a toy school. Miss Li is a real teacher, but Mr Black and Miss White are just ⁽⁵⁾ _____.

Anna Yes. The author pretended that one toy teacher was sometimes angry. He scolded the toy ⁽⁶⁾ _____. But she pretended that the other toy teacher was kind and enjoyed ⁽⁷⁾ _____.



D2 Make a summary card to introduce the first poem. You can use words from the poem or your own words. The first two have been done for you.

My dad at home and at work

- How many verses does this poem have? ⁽¹⁾ Two.
- Is it a rhyming poem? ⁽²⁾ Yes.
- What is it about?

Verse 1: The author says that at ⁽³⁾ his father is
⁽⁴⁾ because he does the same things every evening.

Verse 2: The author sees his father at ⁽⁵⁾ high in the air,
fixing a crane and then he thinks that his father is a
⁽⁶⁾.

- Who is the author talking about? ⁽⁷⁾
- My score for this poem is ⁽⁸⁾. (Give the poem a score of 1–5. 1 means you don't like the poem. 5 means you really like it.)
- I think the poem is ⁽⁹⁾. (Use an adjective to describe the poem.)

D3 Read the other poem on page 111 and make a card to introduce it.

⁽¹⁾ _____ (Name of the poem)

- How many verses does this poem have? ⁽²⁾
- Is it a rhyming poem? ⁽³⁾
- What is it about?

Verse 1: ⁽⁴⁾ _____

Verses 2, 3, 4: ⁽⁵⁾ _____

Verse 5: ⁽⁶⁾ _____

- Who is the author talking to? ⁽⁷⁾
- My score for this poem is ⁽⁸⁾.
- I think this poem is ⁽⁹⁾.

Grammar

A Using who and whose

Who is Lo's mother?



Robots don't have mothers. They only have friends.

Whose friend is Lo?

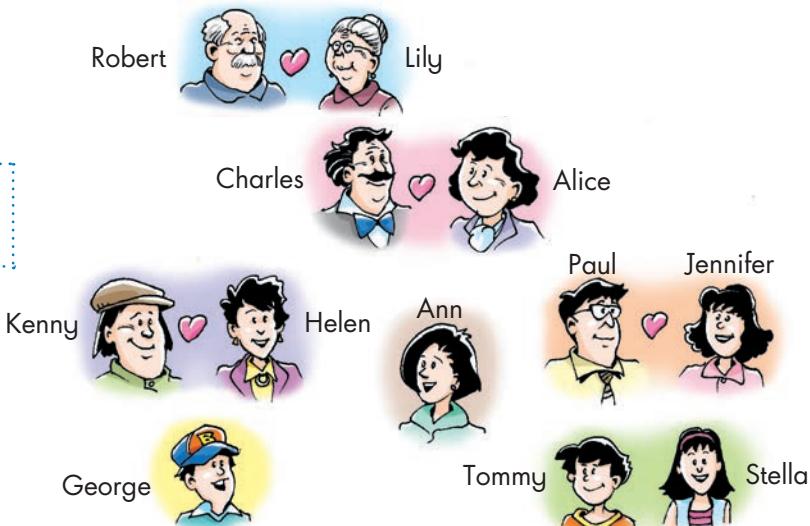


Hi's. He's Hi's friend.

A1 Work in pairs. S1 wants information about the Li family and asks S2 questions. S2 answers using the family tree and the words in the box. The first one has been done for you.

Tips

means
is married to.



grandfather
daughter
husband
father
sister
aunt
wife

- 1 S1 Who is Robert?
S2 He's Charles's father.
- 2 S1 Who is Stella?
S2 Jennifer's mother.
- 3 S1 Who is Helen?
S2 Tommy's mother.
- 4 S1 Who is Kenny?
S2 Helen's husband.

- 5 S1 Who is Jennifer?
S2 Paul's wife.
- 6 S1 Who is Robert?
S2 Ann's father.
- 7 S1 Who is Charles?
S2 Ann's husband.
- 8 S1 Who is Ann?
S2 Paul's mother.

A2 S1 wants more information about the Li family and asks S2 questions. S2 looks at the family tree in **A1** and replies.

Example: S1 Whose mother is Helen?

S2 George's. She's George's mother.

- 1 husband/Charles?
2 wife/Jennifer?

- 3 sister/Stella?
4 uncle/Paul?

- 5 aunt/Helen?
6 cousin/Tommy?

B Using **mine**, **yours**, **his**, **hers**, **ours**, **theirs**

We often use possessive pronouns (*mine*, *yours*, etc.) when we know what noun we are talking about and we don't want to repeat it.

B1 Members of the Li family are telling us about their jobs and the things they use for them. Complete their speech bubbles using the patterns in the box below and the pictures. The first one has been done for you.

The _____ is hers.
The _____ is his.
The _____ is mine.
The _____ are ours.
The _____ are theirs.
The _____ are yours.

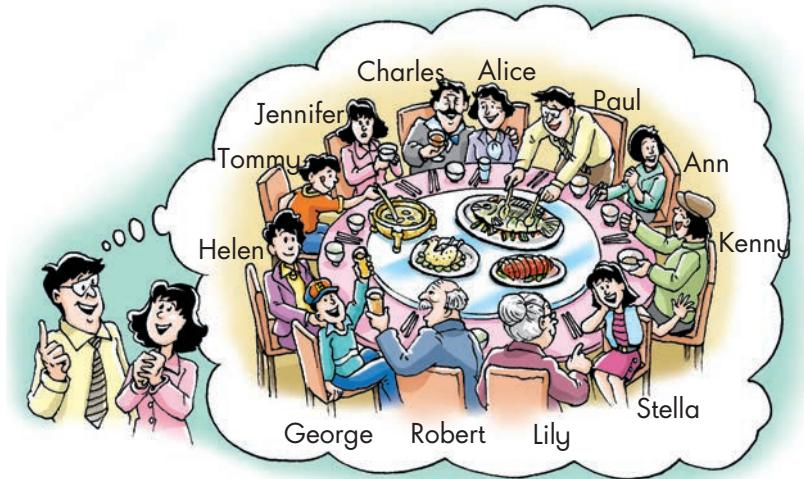


B2 Work in pairs. The Li family is going to have a dinner. Paul and Jennifer are talking about where everyone will sit. S1 is Paul and S2 is Jennifer. Follow the example. Use the words to help you.

Example:

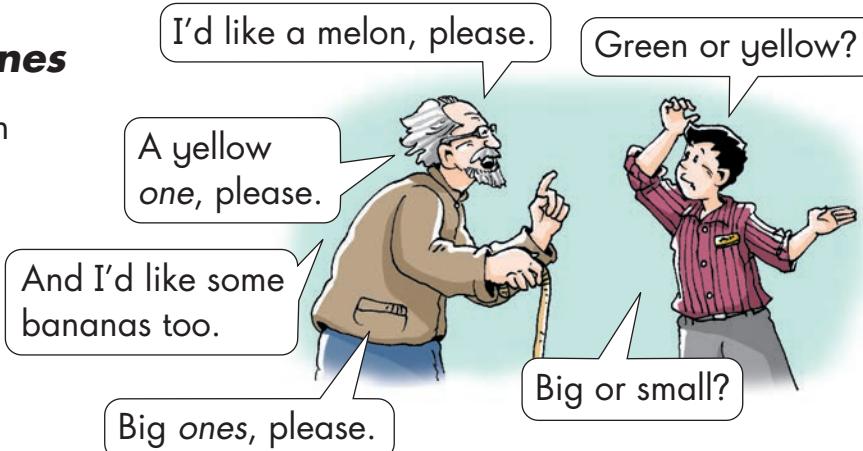
- S1 Where will Tommy sit?/What about Tommy?
 S2 The place opposite Kenny's is his.

- 1 Where/Kenny? between
- 2 What/Helen? between
- 3 Where/Robert and Lily? opposite



C Using one and ones

We use **one** and **ones** when we know what we are talking about and we do not want to repeat it. We can use **one** instead of singular countable nouns, and **ones** instead of plural nouns.



C1 Ann is buying some things for the Li family barbecue. Work in pairs to do the shopping. S1 is Ann. S2 is the shopkeeper. Use **one** or **ones** and the words given.

Example:

- S1 I'd like some pork chops, please.
 S2 Fresh or frozen?
 S1 Fresh ones, please.

1 sausages
(chicken/pork)



2 chicken wings
(fresh/frozen)



3 a loaf of bread
(brown/white)



4 cups
(plastic/paper)



5 a bottle of cola
(small/big)



- * **C2** Read this telephone conversation between Ann and her friend Penny, and complete it with words from the box. You can use the words more than once.

Penny	Hello, Ann, this is Penny. How was your weekend?	yours	Paul's
Ann	Fine. We had a family dinner.	one	mine
Penny	⁽¹⁾ whole family?	our	their
Ann	Yes, all of ⁽²⁾ . We went to ⁽³⁾ favourite restaurant, the Golden Crab.	his	your
Penny	I didn't know that was your favourite. It's ⁽⁴⁾ too.	we	ones
Ann	The food was good as usual, but we started dinner late. My brother ⁽⁵⁾ car broke down, and he and Jennifer arrived after nine. ⁽⁶⁾ were all starving by then.	us	hers
Penny	I thought ⁽⁷⁾ car was a new ⁽⁸⁾ . How did ⁽⁹⁾ break down?	it	my
Ann	It wasn't a new car. Paul and Jennifer often say that new cars are not as good as old ⁽¹⁰⁾ . So they prefer to use ⁽¹¹⁾ old car.		
Penny	I see. By the way, Ann, can you do me a favour? ⁽¹²⁾ camera is broken. Can I borrow ⁽¹³⁾ for a couple of days?		
Ann	Sorry, Penny, but I've lent ⁽¹⁴⁾ to Nancy. Why don't you ask Emily? I'm sure she'll lend you ⁽¹⁵⁾ .		

Listening

A typhoon

Benny has written a poem about a typhoon, but he made some mistakes. Listen to the recording. Cross out Benny's mistakes and write down the correct words. The first one has been done for you.

- | | | |
|------------------------------------|---------------------------------|----------------------------------|
| 1 The signal is up May | 9 There were people at work | 17 There were houses in Lantin, |
| 2 Although it's just July . | 10 And people at home. | 18 Just eating their sandwiches, |
| 3 A typhoon is coming. | 11 Now the typhoon is here, | 19 When the typhoon came in |
| 4 It's coming this way! | 12 They've all gone away. | 20 And blew it away. |
| 5 There are planes in the harbour, | 13 A waiter was holding | 21 Now the typhoon has gone, |
| 6 Some blue and some brown, | 14 Ten plates on a table. | 22 'Thank goodness!' we say, |
| 7 But a typhoon is coming, | 15 But the typhoon came slowly, | 23 And we won't have another, |
| 8 To blow them away. | 16 And blew them away. | 24 For many a week. |



Speaking

A Talk time

Showing concern; making, accepting and rejecting a suggestion



A1 Read this conversation between Jill and David and answer the questions.

- Jill What's the matter, David?
 David I'm bored.
 Jill Why don't we go bowling?
 David That's a good idea!
 Jill And afterwards, let's go for a snack somewhere.
 David No, thanks. I don't feel like eating.

- 1 What did Jill say to express concern? _____
- 2 Which suggestion did David accept?
The suggestion to _____.

- 3 Which suggestion did David reject?
The suggestion to _____.

- 4 Later, Jill made another suggestion. Complete it for her in two ways.
 - a _____ have a game of tennis?
 - b _____ have a game of tennis.

A2 Work in pairs. S1 expresses concern about S2 and makes suggestions using the words in the box. S2 accepts two suggestions and rejects one. Follow the pattern below.

- S1 What's the _____?
 S2 I feel _____.
 S1 Why don't _____?/Let's _____.
 S2 That's _____!/No, thanks.
 I don't _____.

- | | |
|---|--------------|
| 1 | go/swimming |
| 2 | go/cinema |
| 3 | listen/music |

A3 Work in pairs and act out these situations. Use the patterns in the box and the pictures to help you.

Shall I _____? Would you like me to _____? You'd better _____.

1 The stomach ache

S1 You are not feeling well. You have a pain in your stomach. You don't know why. Perhaps you ate some bad food yesterday. You don't want to have a drink or take any medicine. You want to lie down.

S2 Ask S1 what the matter is. Try to find out what his/her problem is. Offer to get a drink. Offer to get some medicine. Offer to get a teacher.



2 The missing money

S1 You are in a shop. You are buying a book. Then you cannot find your money. It should be in your bag. You do not think it has been stolen. Perhaps you left it at home. You don't want to borrow money. You will put the book back on the shelf. You can buy it tomorrow instead.

S2 Ask S1 what the matter is. Offer to help S1 look for the money. Ask if someone has stolen the money. Offer to lend S1 some money.



B Speak up

Good friends and parents

B1 What should good friends and good parents be like? Work in groups to list four things that good friends should be, and four things that good parents should be. Arrange your lists in order of importance. Choose words from the box or use words of your own.

generous	good-looking	cheerful	honest	patient	healthy
brave	clever	famous	polite	helpful	proud
friendly	funny	gentle	fair	rich	kind

Good friends should be:

- 1 _____ 3 _____
2 _____ 4 _____

Good parents should be:

- 1 _____ 3 _____
2 _____ 4 _____

B2 Report your results to the whole class and compare them.

Writing

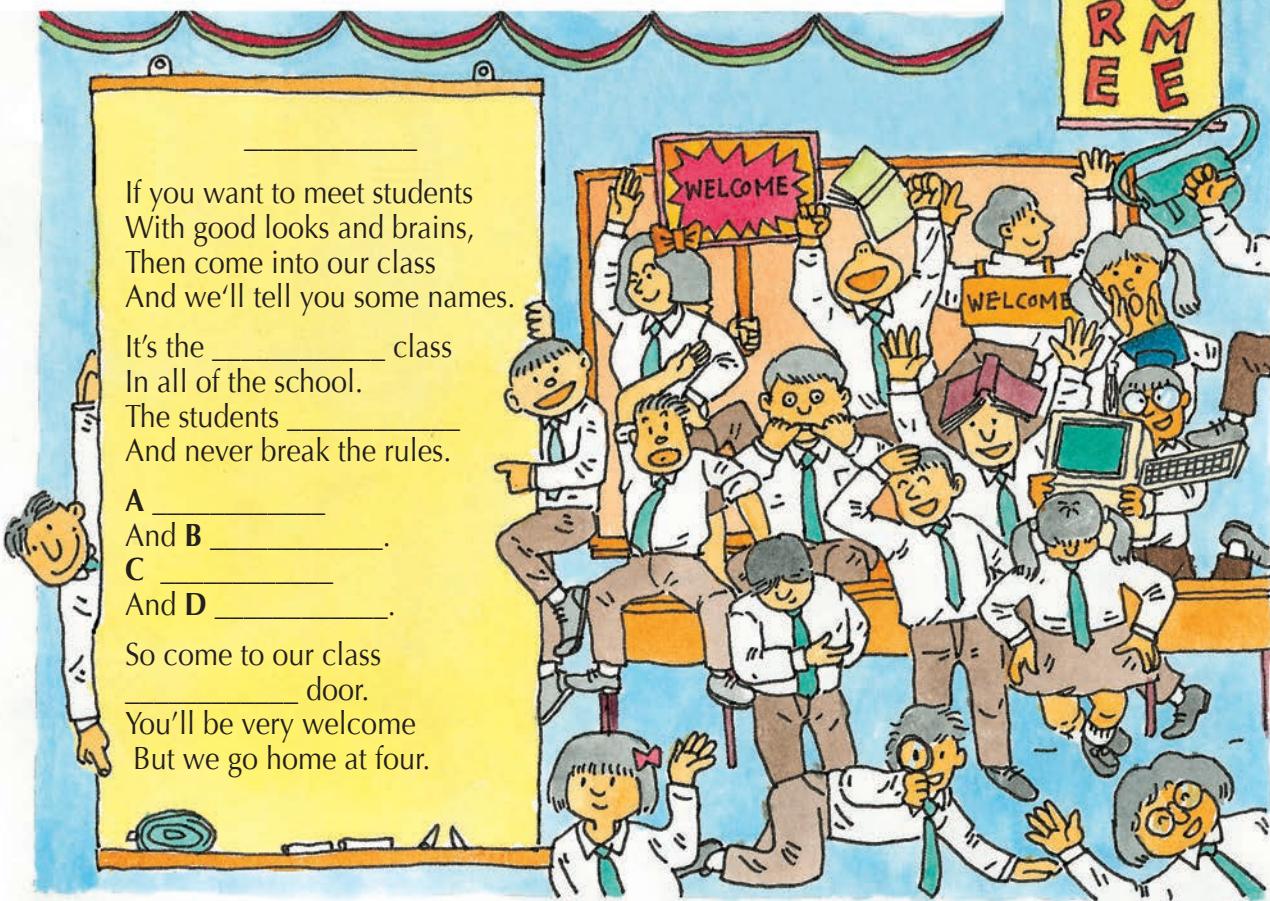
A poem about my class

A Follow the steps 1–4 to complete the poem below.

- 1 The first verse of your poem is given to you. Complete the second verse. Use your own words and the words in the box below.

the	quietest	strangest
are	nicest	cleverest

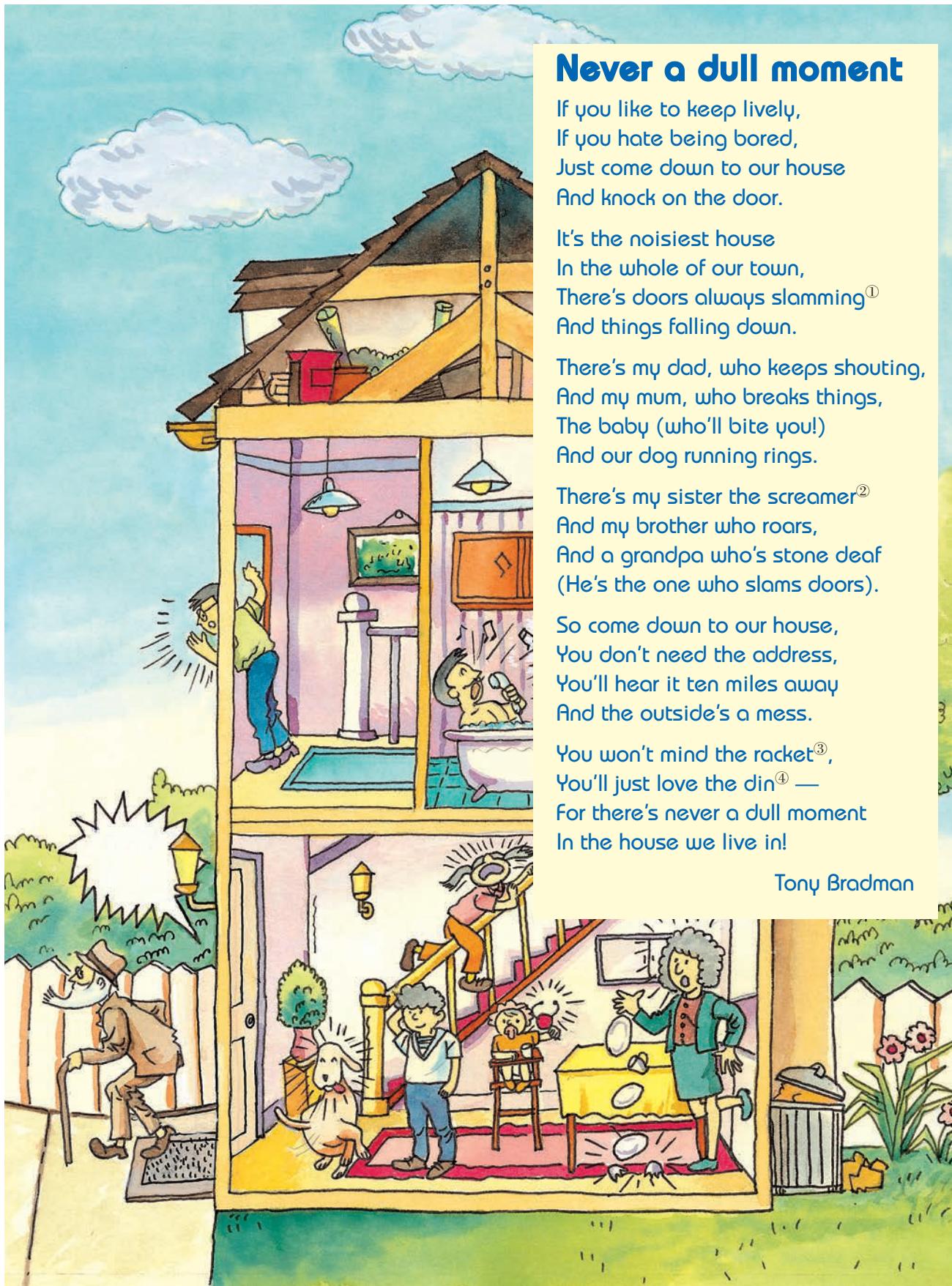
- 2 In the third verse, write about four people in your class. Say what they do, but do not give their real names. Call them **A**, **B**, **C** and **D**.
- 3 Write a line to complete the last verse of your poem.
- 4 Write a title for the poem.



B Read your poem to the class. They can try to guess who **A**, **B**, **C** and **D** are.



More practice



Never a dull moment

If you like to keep lively,
If you hate being bored,
Just come down to our house
And knock on the door.

It's the noisiest house
In the whole of our town,
There's doors always slamming^①
And things falling down.

There's my dad, who keeps shouting,
And my mum, who breaks things,
The baby (who'll bite you!)
And our dog running rings.

There's my sister the screamer^②,
And my brother who roars,
And a grandpa who's stone deaf
(He's the one who slams doors).

So come down to our house,
You don't need the address,
You'll hear it ten miles away
And the outside's a mess.

You won't mind the racket^③,
You'll just love the din^④ —
For there's never a dull moment
In the house we live in!

Tony Bradman

① slam v. 碰地关上；发出砰声 ② screamer n. 尖叫的人 ③ racket n. 嘩哔；吵闹 ④ din n. 闹声；嘈杂声

A Find the words in Column A in the poem on page 122. Then match them with the meanings in Column B.

- A**
- 1** dull
 - 2** lively
 - 3** slamming
 - 4** running rings
 - 5** screamer
 - 6** stone deaf
 - 7** racket/din

- B**
- a** running in circles
 - b** active and happy
 - c** person who cries out loudly
 - d** shutting with a loud noise
 - e** loud noise
 - f** completely deaf
 - g** uninteresting



B Read the poem again and answer the questions below.

1 Who do you think is speaking in the poem?

- a** Is it a child or an adult? _____
- b** Is it a male or a female? _____

2 Who lives in the house? Make a list of the family members.

3 The speaker in the poem says it is the *noisiest house*. Make a list of all the *noisy* words in the poem.

Examples: knock, slamming, falling down

4 How can a visitor know which house is the speaker's?

5 Imagine you are the speaker in the poem. Look at the picture on page 122 and write short sentences saying what each member of your family is doing.

Example: My sister is screaming.

6 What is the speaker doing in the picture on page 122?

Progress file 7

Vocabulary

Choose the right words from the box to complete the sentences.

pretended alone poems honest author medicine

- 1 Don't forget to take the _____ after meals.
- 2 Besides novels, I also like reading _____.
- 3 Mandy _____ that she did not know me at all.
- 4 Tom has been _____ in his room for hours. Let me see if he is all right.
- 5 The _____ of these three books is very young.
- 6 Mr Thomson is an _____ man.

Grammar

Circle the correct words.

- 7 Charles is **Robert/Robert's** son.
- 8 This little girl is lost. **Who's/Whose** child is she?
- 9 —Do you know Mr Luo?
—No. **Who's/Whose** he?
- 10 —I'd like some apples, please.
—Red or green **one/ones**, sir?
- 11 A little car costs less to run than a big **one/ones**.

Write a pronoun in each blank.

- 12 I'm a policeman. That gun is _____.
- 13 Are these books _____, Jennifer?
- 14 He's a writer. That poem is _____.
- 15 We have made a lot of money this year. That new car is _____!

My progress:



Comments:



0–6 Try harder.



7–12 Can do better.



13–15 Good work.

Word box



at work

site /saɪt/

n. 在工作

***crane** /kreɪn/

n. 建筑工地

narrow /'nærəʊ/

n. 起重机；吊车；鹤

***plank** /plæŋk/

adj. 狹窄的

***scared** /skeəd/

n. 板条

***verse** /vɜ:s/

adj. 害怕；恐惧

on one's own

pleased /pli:zd/

n. 诗节

(be) pleased with

adj. 独立地

***attention** /ə'tenʃn/

adj. 高兴的；满意的

***pay attention**

(对……)感到高兴，满意

***scold** /skəuld/

n. 注意力

***detention** /dɪ'tenʃn/

v. 注意

***chat** /tʃæt/

v. 训斥；责骂

alone /ə'ləʊn/

n. (罚学生)放学后留校

author /'ɔ:θə(r)/

v. 闲聊；聊天

pretend /prɪ'tend/

adv. 独自

score /sko:(r)/

n. 作者

thank goodness

v. 假装

concern /kən'sɜ:n/

n. 评分；分数

accept /æk'sept/

n. 谢天谢地

reject /rɪ'dʒekt/

n. 关切；关心

feel like

v. 收受；接受

express /ɪk'spres/

v. 拒绝接受

pain /peɪn/

v. 想做某事

medicine /'medsn/

v. 表示；表达

generous /'dʒenərəs/

n. 疼痛

honest /'ɒnɪst/

n. 药

fair /feə(r)/

adj. 慷慨的

patient /'peɪʃnt/

adj. 诚实的

adj. 平等待人的；公正的

adj. 有耐心的



Notes

Page 111

1 Mr Black was sometimes cross ... 布莱克先生有时脾气不好……

句中的 **cross** 作形容词，意为“十分愤怒的；脾气不好的”。**cross** 也可作动词，意为“穿越；穿过”，如：cross the road (穿过马路)。

2 Silence! Pay attention! 安静！请注意！

句中的 **pay** 作动词，当和某些名词结合使用时，表示将要做或将付出某事物。在 7B Unit 2 曾学过 pay for the tickets, **pay** 意为“付费”。

3 Her lessons seemed like play! 上她的课很轻松！

句中的 **play** 作名词，意为“游戏；玩耍；娱乐”。**play** 也可作动词，意为“玩耍；游戏”，如：The little boy is playing with a toy plane. 小男孩在玩一架玩具飞机。

Making notes (II)

Sometimes you have to make notes and keep them to help you answer questions later.

A Read the following hints and complete the notes below.



HINTS ON KEEPING PET FISH

Why keep them?

People keep dogs and cats because they enjoy their friendship. Fish cannot be friendly, but they can be good pets. They have beautiful shapes and colours. They are a pleasure to watch as they swim in the tanks.

What do they need?

First of all, the fish need a suitable tank, and you must fill the tank with suitable water. It is also good for them to have a few water plants in the tank to keep the water pure. A few snails in the tank are a good idea too. They will keep it clean.

What about feeding them?

There are many kinds of fish food on sale in pet shops. Most are suitable for all kinds of fish. You should feed your fish once a day only. It is important not to give them too much food. Just give them as much as they can eat in about fifteen minutes. This will keep them healthy.

- | | |
|---------------------------------|--|
| 1 reasons for keeping pet fish: | beautiful _____, _____ and a _____ to _____ |
| 2 needs of pet fish: | suitable _____, _____, _____, a _____, _____ and a _____ |
| 3 feeding pet fish: | feed them _____ a _____, but not _____ food |

Sometimes you have to make your notes into sentences again.

B Use your notes in A to complete the answers to these questions.

1 Why do people keep pet fish?

They _____ because _____.

2 What do pet fish need?

They _____.

3 What about feeding pet fish?

You should _____, but _____ give them _____.

Enter a competition to publish an English newspaper

Your school has a competition for English newspapers written by students. Read about the competition on the poster below and follow the five steps given to create your own newspaper.



THE SCHOOL ENGLISH NEWSPAPER COMPETITION

Have you ever thought of publishing your own English newspaper? Now you've got the chance!

Our school is going to hold a competition for English newspapers. You can create your own newspaper!

Remember:

- you must set up your own editorial team including one chief editor and four editors; you should also work as reporters, designers, etc.;
- the English newspaper must have a name and at least four different sections;
- the newspaper must be presented on one A3 page only;
- you must complete your newspaper by the end of June.

Come and join the competition! The best English newspaper will be published and read by every student in our school!

Step 1: Set up your editorial team

 Work in groups of five. Discuss what job each of you gets.

Chief editor: _____

Editors: _____

Step 2: Learn from newspapers

A1 Here are a few pages from a newspaper. Each team should learn some key items of the paper as marked in purple on the front and second pages. These items can help readers get a general idea of a page in a newspaper quickly.

Diagram illustrating the layout of a newspaper page:

- Title of the paper:** Weekly
- Period of the paper:** Vol.01 No.54 Published every Sunday
- Publishing date of the paper:** 30 June 20XX
- Price of the paper:** Price 2 Yuan
- Headline of the article:** Nature School
- Author of the article:** By [author name]



Nature School

By [author name] Author of the article

I went to Nature School with my class teacher and classmates for one week. The school was in a nature park, three hours from our city. We were looking forward to it because we wanted to learn more about the relationship between humans and the environment. When we arrived, we admired the tall forest trees and were deeply interested in all the sounds we heard.

During the week, we went for many walks by day and at night. We watched amazing animals in their natural environment. My favourite activity was following the animals to see what they ate and where they lived. Our guide explained to us what happens to the animals when their homes or food are destroyed. "Some animals have almost disappeared, because people cut down the trees to earn a living," he said.

At the end of the week, we felt concerned for the environment's future, but also very encouraged to help save it. As a group, we decided to be more responsible. We presented some ideas to our teacher. One of my classmates told her, "We plan to always recycle our rubbish." Another girl suggested, "If it is possible, we should all try to plant a tree on our birthdays." Our teacher supported our plans.

On our way back to the city, I asked, "Can we really save the environment?" We discussed this question and realized that the future of the Earth depends on us. We decided to help our families and friends understand the relationship between humans and nature better. We also had the idea to teach them ways to help the environment. Hopefully, everybody's choices will lead to a better, greener and healthier Earth.

Students' Voice

Student A: Nature School is a great idea! I learnt several amazing facts about animals and plants there, so I am more interested in studying Biology now.

Student B: During the night walk, I felt afraid because I heard many strange sounds. But then our guide told us to look up at the sky. The stars were so beautiful. I forgot to be frightened!

Student C: I have only seen animals in the zoo. This week I was able to get close to the animals, feed them and touch them. It was wonderful as well as unforgettable.

Student D: I enjoyed the problem-solving tasks the guides asked us to do. In one task, we needed to find different animals and plants in the forest by following the clues they gave us. It was a really interesting experience.

Student E: I found the class about what to do if you ever get lost in nature very useful. I learnt how to find clean water and identify the plants safe to eat.

Student F: The classes were very exciting and interesting. I learnt many useful lessons and I feel more positive about the future of our planet. I'll encourage more students to attend Nature School.

Student G: I think what the workers and the guides do there is excellent. They protect the animals and plants. If more people are influenced by this, the environment will no longer be in danger.



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Editor's name

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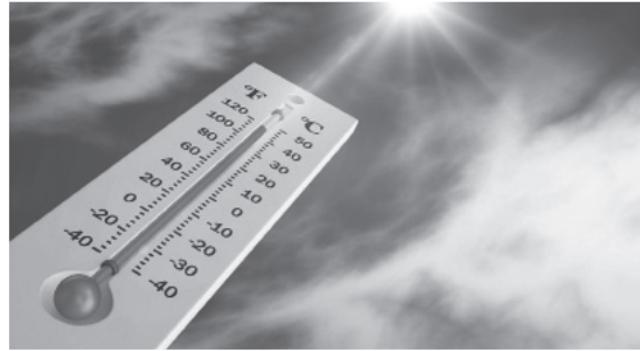
France caught in heatwave!

French people experienced some unexpected, very hot weather this week! A super-heated wind from the Sahara Desert blew into France, so temperatures have been over 40 degrees Celsius! The highest temperature recorded is 45.9 degrees Celsius — the highest ever in France.

Headlines of the articles in this section

To cool down, many people go swimming in the special night swimming pools. During the day, they hang out in the lovely air-conditioned shopping malls, restaurants or cinemas. The cities have also provided “cool rooms”, so people can relax and keep cool there. The rooms include many fun entertainment activities for adults, children and even dogs! A family at one of the “cool rooms” told us, “We didn't want to leave our dogs at home. We were so glad we found this pet-friendly cool room. Now everybody is happy.”

Just like the dogs, the animals in the zoos



are also getting special treatment during the heatwave. The helpful zoo workers make sure the animals feel comfortable and happy. They give them giant ice cubes to eat and some animals get special baths filled with cool water to relax or swim in.

The heatwave has caused some serious situations too. A train broke down in the countryside and the passengers had to sit inside for two hours with no air conditioning. One man said later, “The carriage was deadly

hot. It was an uncomfortable and frightening experience for everyone.”

The French government asks people to drink plenty of liquids and if possible, to stay indoors until the heatwave ends. However, some brave people like being outside in the heat and sunshine. Many take pictures of themselves sitting in the fountains, rivers or any puddles of clean cool water. They share their photos on social media for everyone round the world to see.

Brief News Scanning



The Mona Lisa in Louvre to be moved
The most famous painting in the world will move to another exhibition hall because the Louvre Museum is going to be repaired. The masterpiece will be ready for tourists to see in time for Leonardo da Vinci's 500th death anniversary.



Young and Talented
The 10th International Youth Soccer Competition was held in India. Talented young players from many different countries took part in the competition and learnt about each other when they played the beautiful game of soccer.



No more textbooks!
One school in Switzerland decided to make all its learning and teaching resources digital. The school believed that printed books would become a thing of the past. This pushed it to rely totally on technology and use e-textbooks instead. The children were excited about the move; however, some parents still needed to be convinced that it would work.



G20 Summit
China has taken the lead and asked other nations to help solve the climate change problem urgently. China reached its target for lowering pollution levels two years earlier than planned. It has set an example for other countries to follow. China believes if all nations work together and follow the plans, the problem will be solved quickly and successfully.



Hurricane season
Terry, the first hurricane for this year, was downgraded to a tropical storm. There was some flooding and damage caused, but not as much as a full hurricane creates. In fact, residents enjoyed the extra water because they could swim in the flooded streets and cool down from the high temperatures too. Many people also took photos and shared them online.

A2 Now each team should find the key items on the third page of the paper below.

WEEKLY
Sunday, 30 June 20XX

SCHOOL LIFE

编 辑: 王丽丽
E-mail: impulseli@163.com.cn

3



First School Traditional Chinese Poetry Competition

By

This year our school decided to hold a traditional Chinese poetry competition. Each class was asked to select their best "poet" for the final.

The best candidates went through a few stages. First, they recited their favourite poem and explained why they chose it. Next, they had to show their level of traditional poetry knowledge. Once the finalists were chosen, they practised every day and their classmates helped them. Each class wanted their "poet" to win!

The day of the competition arrived and everyone was buzzing with excitement. At 9 a.m., the competition started. The audience cheered excitedly as the finalists walked onto the stage. Every "poet" was dressed in a traditional costume and wore make-up. The candidates were not asked to simply recite poems; instead, the final contained a four-round quiz. During the quiz, the candidates answered questions about traditional Chinese poets and poems. The hall was filled with

tension because all the candidates produced answers filled with deep understanding and rich knowledge. The two most excellent "poets" reached the final battle and in the end, Chen Yuwen, a Grade 9 student won the competition. "I love poetry and I often feel part of a poem when I read it," she said on the stage. "Poetry really gives me great happiness."

I asked one student what he thought about the competition. "I didn't realize traditional Chinese poetry is so beautiful and interesting," he told me. "The competition encourages me to learn more about it." One teacher also said, "I'm happy to see young students interested in traditional Chinese poetry. It is an important part of our culture."

In the end, everyone enjoyed listening to and celebrating one of China's much-loved cultural past times, and we hope it becomes an annual event at our school.



Spotlight

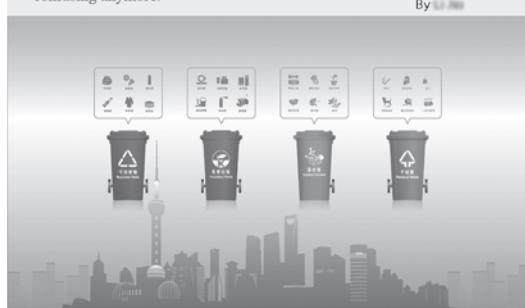
Sorting rubbish made easy!

The rubbish sorting programme will begin in our city on 1 July. Schools have given out information and there are many advertisements everywhere. In our school, everyone is encouraged to take action ahead of the programme. However, many students still feel confused about the sorting rules. I decided to find out how the sorting was going and how the students solved the problems they faced.

I spoke to a few students and learnt that they were unsure about the different types of rubbish and often made mistakes. One Grade 8 class formed a "recycling" team and made an easy-to-follow poster. The poster explains the rules in a simple way. Their teacher told me delightedly, "The poster was their idea and now, they use it to show others how to sort the rubbish correctly and easily."

During the break time, I watched the team in action. I asked Wang Yihang, the team leader, how they helped other students. He said, "We check that they have separated their rubbish into residual waste and recyclable waste before putting it in the bins. If they haven't, we'll tell them that tissues shouldn't be in the same bin as paper or plastic. This helps the students understand the rules better. Most are very surprised when they realize how easy it is."

Although they are difficult to remember, I was glad to see that students at my school were learning and practising the rules. Soon, sorting rubbish at our school and everywhere else will not be so confusing anymore.



Discussion Corner

How to save water and electricity at home?

Student A: Remember to turn the tap off when you brush your teeth. If you leave it running, many litres of water will be wasted!

Student B: Never leave electrical appliances like the TV or air conditioner on if you're not using them. The power that they use will waste a lot of electricity!

Student C: Always turn off your bedroom light when you leave your room. It's a good way to save electricity. You can do that for all the rooms in your house.

Student D: How about asking your parents to fix any leaking taps in your house? Every drop adds up to an unbelievable amount of water in just one year!

Student E: I know this tip might not be popular, but flushing the toilet uses 9 to 15 litres for just one flush! So if it's not necessary, don't do it every time.

Student F: Make sure you use energy saving light bulbs and appliances. In your shower, you can use a low-flow shower head that doesn't use too much water.

Next week's discussion corner topic: What tips can you share for saving paper in your daily life?

Email your tips to discussioncorner@ before Friday!



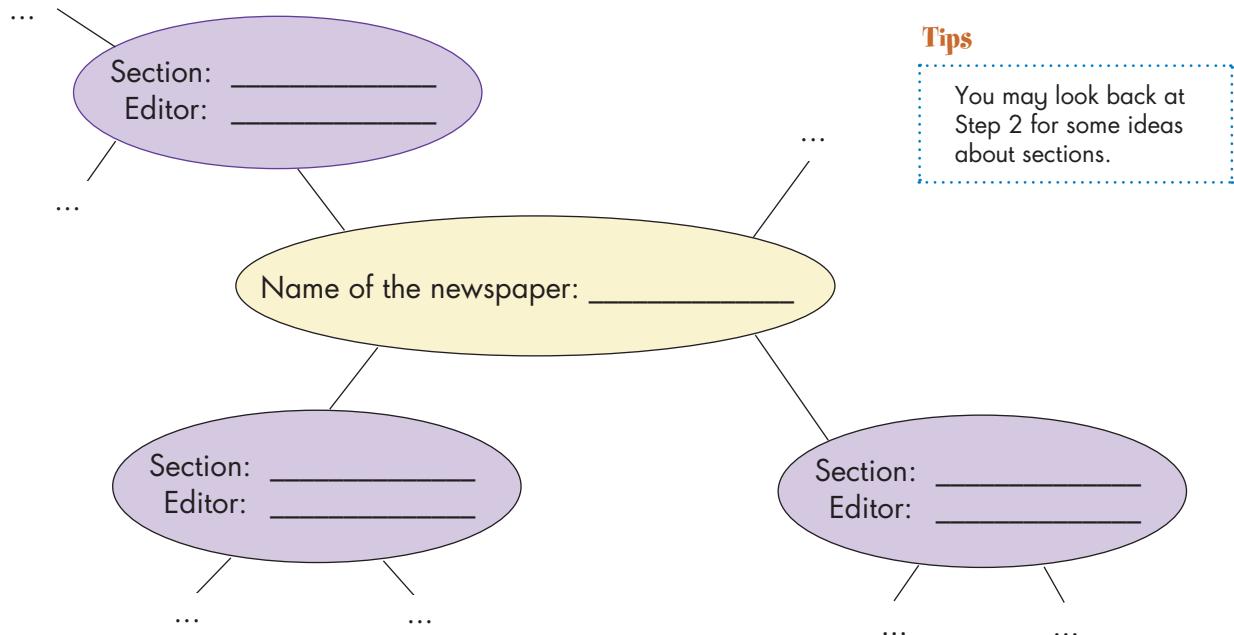
B Each team member should bring a copy of their favourite English newspapers to class. Discuss the questions in the table and write notes in it.

	S1	S2	S3	S4	S5
What is the title of the newspaper?					
How many sections are there in the newspaper?					
Which section do you like best? Why?					
How many articles are there in this section?					
Which article do you like best? Why?					
What can you learn from the newspaper? (e.g., layout, headlines, design, language)					

Step 3: Plan the structure of your newspaper

The following questions and the spidergram may help you plan the structure of your newspaper.

- 1 What is the name of the newspaper?
- 2 What sections will be included in the newspaper?
- 3 Who will be responsible for each section?
- 4 How many articles will be included in each section? What are the topics?



Step 4: Collect information and draft your newspaper

A Work alone. Spend some time collecting information from other newspapers, magazines, the Internet, etc. and think about the following questions.

Questions for the chief editor:

- 1 How will you arrange the different sections?
- 2 What are your ideas for each section?

Tips

The most important articles are on the front page, especially the top half of the page.

Questions for editors:

- 1 Will you write the articles by yourself? If yes, try to draft the articles. Or will you use articles from somewhere else? Then get the materials ready.
- 2 Does your section need any photos, illustrations or graphs? What are their captions?
- 3 What is the layout of your section?

Tips

- When you draft the newspaper, take what you learnt from the newspaper in Step 2 into consideration.
- Photos, illustrations and graphs help make the contents informative and attractive.
- Captions are the words underneath a picture that explain or describe it. You can find examples in Exercise A on page 54.
- When you are in difficulties, don't forget to turn to the chief editor. He/She should offer you good suggestions.

B Then bring all your information and materials to your team meeting and exchange ideas. The chief editor should take charge of the meeting. All of you have to agree on the following things:

- the layout of the newspaper
- the layout of each section
- the content of each section: articles, photos, illustrations or graphs to be used, etc.

Step 5: Revise and finalize your newspaper

C Revise and finalize the newspaper according to the conclusions you reached in Step 4.

Now, present your newspaper in the competition! Good luck!

Word bank

Word list

A a

abroad	<i>adv.</i>	在国外；到国外	U6
accept	<i>v.</i>	收受；接受	U7
adult	<i>n.</i>	成年人	U6
against	<i>prep.</i>	反对	U1N
	<i>prep.</i>	与……相反；违反	U5N
*agricultural	<i>adj.</i>	农业的	U6
*air conditioner		空调	U1
alarm	<i>n.</i>	警报器	U5
alive	<i>adj.</i>	活着；在世	U1
alone	<i>adv.</i>	独自	U7
amount	<i>n.</i>	数量；数额	U2
*attention	<i>n.</i>	注意力	U7
attraction	<i>n.</i>	有吸引力的事或物	U6
author	<i>n.</i>	作者	U7
average	<i>adj.</i>	平均的	U1

B b

balance	<i>n.</i>	平衡能力	U5
*bark	<i>v.</i>	(狗)吠叫	U5
behave	<i>v.</i>	表现	U3
bill	<i>n.</i>	账单	U3
book	<i>v.</i>	预订	U5N
breathe	<i>v.</i>	呼吸	U1
briefly	<i>adv.</i>	短暂地	U4
*bulb	<i>n.</i>	电灯泡	U3
burn	<i>v.</i>	(使)烧毁，烧死	U1
*bury	<i>v.</i>	埋藏	U3

注：出处带“N”的单词出现于相应单元的 Notes 页上。

C c

cable	<i>n.</i>	电缆	U3N
call	<i>v.</i>	召唤; 呼唤	U6N
careful	<i>adj.</i>	小心的; 谨慎的	U3
castle	<i>n.</i>	城堡	U6
chart	<i>n.</i>	图表	U2
*chat	<i>v.</i>	闲聊; 聊天	U7
cheese	<i>n.</i>	干酪; 奶酪	U6
chemical	<i>n.</i>	化学物质; 化学品	U1
chief	<i>adj.</i>	最重要的; 主要的	U4
choice	<i>n.</i>	入选者; 被选中的东西	U4
cleaning	<i>n.</i>	打扫; 清洁	U2
clear	<i>adj.</i>	明白清楚的	U3
comfortably	<i>adv.</i>	舒服地	U2
committee	<i>n.</i>	委员会	U4
communicate	<i>v.</i>	交流信息; 沟通	U1
complain	<i>v.</i>	抱怨; 埋怨	U4
concern	<i>n.</i>	关切; 关心	U7
concert	<i>n.</i>	音乐会; 演奏会	U6
*conclude	<i>v.</i>	(使)结束, 终止	U4
congratulation	<i>n.</i>	(常用复数形式)祝贺, 恭喜	U4
consider	<i>v.</i>	仔细考虑; 细想	U4
contain	<i>v.</i>	包含; 含有; 容纳	U3
cough	<i>v.</i>	咳嗽	U5
*crane	<i>n.</i>	起重机; 吊车	U7
cross	<i>adj.</i>	十分愤怒的; 脾气不好的	U7N
culture	<i>n.</i>	文化(艺术、音乐、文学等的统称)	U6
customer	<i>n.</i>	顾客	U3

D d

daily	<i>adv.</i>	每天	U2
*dead	<i>adj.</i>	不运作的	U5
decision	<i>n.</i>	决定	U4

defeat	v.	击败；战胜	U6
delighted	adj.	高兴的；愉快的；快乐的	U4
describe	v.	描述	U5
deserve	v.	值得；应得	U4
design	n.	设计	U4
*destination	n.	目的地；终点	U6
destroy	v.	摧毁；毁灭	U1
*detention	n.	(罚学生) 放学后留校	U7
Doctor	n.	博士	U1N
*drain	n.	下水道	U2
drama	n.	戏剧性事件	U5
drop	n.	滴	U2N
	v.	使降落；使落下	U2N

E e

*editor	n.	(报刊、杂志的) 编辑	U4
elect	v.	选举；推选	U4
electricity	n.	电；电能	U3
enable	v.	使能够；使有机会	U6
encourage	v.	鼓励	U3
equipment	n.	设备；器材	U2
event	n.	重要事情；大事	U5
excellent	adj.	极好的；优秀的	U6
exchange	v.	交流	U1
*exclaim	v.	惊叫；呼喊	U5
experience	n.	经验；实践	U4
explanation	n.	解释；说明	U3
express	v.	表示；表达	U7

F f

fact	n.	事实	U1
*faint	adj.	(光、声、味) 微弱的	U2
fair	adj.	平等待人的；公正的	U7

feature	<i>n.</i>	(报刊, 电视等的)专题特写	U4
fighter	<i>n.</i>	斗士; 战士	U1
fire alarm		火警报警器	U5
float	<i>v.</i>	浮; 漂; 飘动; 漂移	U2
flow	<i>v.</i>	流; 流动	U2
foolish	<i>adj.</i>	愚蠢的	U3
*France	<i>n.</i>	法国	U6
free	<i>adj.</i>	免费的	U4N
freeze	<i>v.</i>	不动; 停住; 惊呆; 吓呆	U2N
*French	<i>adj.</i>	法国的	U6
*further	<i>v.</i>	继续; 使……进一步	U6

G g

gas	<i>n.</i>	气体	U1
gather	<i>v.</i>	聚集; 召集	U4
generous	<i>adj.</i>	慷慨的	U7
good	<i>n.</i>	好处	U1N
*grin	<i>n.</i>	露齿而笑	U3
guest	<i>n.</i>	房客; 旅客	U5

H h

harbour	<i>n.</i>	港口; 港湾	U5
hardly	<i>adv.</i>	几乎不	U1
*hectare	<i>n.</i>	公顷	U1
hold	<i>v.</i>	召开	U4N
honest	<i>adj.</i>	诚实的	U7

I i

*impatient	<i>adj.</i>	不耐烦的	U2
increase	<i>v.</i>	(使)增加	U2
influence	<i>n.</i>	影响	U6
interested	<i>adj.</i>	感兴趣的	U1
*invisible	<i>adj.</i>	看不见的; 隐形的	U3

iron	<i>n.</i>	熨斗	U3
item	<i>n.</i>	一件物品	U1

J j

join	<i>v.</i>	连接; 加入	U1
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L l

label	<i>n.</i>	标签	U5
landmark	<i>n.</i>	地标	U6
lead	<i>v.</i>	带路; 引领	U5
leader	<i>n.</i>	领先者; 领导者	U6
lend	<i>v.</i>	借给; 借出	U5
level	<i>n.</i>	楼层; 层面	U6
life	<i>n.</i>	生命	U5N
line	<i>n.</i>	线条	U5
*liquid	<i>n.</i>	液体	U2
lock	<i>v.</i>	(用锁) 锁上	U3
long	<i>adv.</i>	长时间地	U4N
lorry	<i>n.</i>	卡车	U1

M m

main	<i>adj.</i>	主要的; 最重要的	U1
manufacture	<i>v.</i>	(用机器) 大量生产	U2
measure	<i>v.</i>	测量; 度量	U3
medicine	<i>n.</i>	药	U7
*meter	<i>n.</i>	计量器; 计量表	U3
mind	<i>v.</i>	小心; 注意	U5
monitor	<i>n.</i>	班长	U4
monthly	<i>adv.</i>	每月一次	U3

N n

narrow	<i>adj.</i>	狭窄的	U7
*nasty	<i>adj.</i>	令人厌恶的; 令人不悦的	U1

natural	<i>adj.</i>	自然的；天然的	U1
nature	<i>n.</i>	自然界；大自然	U1
notebook	<i>n.</i>	笔记本	U1

O o

obey	<i>v.</i>	服从；遵守	U2
off	<i>adv.</i>	不连接；不工作	U3
one another	<i>pron.</i>	互相	U1
ordinary	<i>adj.</i>	普通的；平常的	U2
ought to	<i>modal v.</i>	应该；应当	U4
*oxygen	<i>n.</i>	氧；氧气	U1

P p

pain	<i>n.</i>	疼痛	U7
paper	<i>n.</i>	报纸	U4N
*Paris	<i>n.</i>	巴黎	U6
pass	<i>v.</i>	传递	U1N
passage	<i>n.</i>	章节；段落	U4
patient	<i>adj.</i>	有耐心的	U7
personally	<i>adv.</i>	本人；亲自	U5
pipe	<i>n.</i>	管子；管道	U2
*plank	<i>n.</i>	板条	U7
plant	<i>n.</i>	工厂	U2N
play	<i>n.</i>	游戏；玩耍；娱乐	U7N
pleased	<i>adj.</i>	高兴的；满意的	U7
polite	<i>adj.</i>	有礼貌的	U3
politely	<i>adv.</i>	有礼貌地；客气地	U3
power station		发电厂；发电站	U3
*precious	<i>adj.</i>	宝贵的	U2
pretend	<i>v.</i>	假装	U7
prize	<i>n.</i>	奖；奖品；奖金	U4
produce	<i>v.</i>	产生；生产	U1

product	<i>n.</i>	产品	U6
protect	<i>v.</i>	保护	U1
publish	<i>v.</i>	出版; 发表	U4
pump	<i>v.</i>	用泵输送	U2
pure	<i>adj.</i>	纯净的	U1
*puzzled	<i>adj.</i>	困惑的	U2

Q q

queen	<i>n.</i>	女王; 王后	U6
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R r

reader	<i>n.</i>	读者	U4
real	<i>adj.</i>	真实的; 实际存在的	U5
*reception	<i>n.</i>	接待处	U5
record	<i>n.</i>	记录	U4
region	<i>n.</i>	地区; 区域; 地方	U6
reject	<i>v.</i>	拒绝接受	U7
relax	<i>v.</i>	放松; 休息	U2
release	<i>v.</i>	释放; 放出	U1
remain	<i>v.</i>	仍然是; 保持不变	U2
replace	<i>v.</i>	替换; 取代	U1
reply	<i>n.</i>	回答; 答复	U2N
rest	<i>v.</i>	休息	U2
run	<i>v.</i>	运转	U1N

S s

save	<i>v.</i>	救; 救助	U5N
*scared	<i>adj.</i>	害怕; 恐惧	U7
*scenic	<i>adj.</i>	风景优美的	U6
scientist	<i>n.</i>	科学家	U1
*scold	<i>v.</i>	训斥; 责骂	U7
score	<i>n.</i>	评分; 分数	U7
*scratch	<i>v.</i>	挠; 搓	U3

section	<i>n.</i>	部分	U4N
seem	<i>v.</i>	好像; 似乎	U5
* sensible	<i>adj.</i>	明智的; 理智的	U5
servant	<i>n.</i>	仆人	U3
* sewage	<i>n.</i>	(下水道的)污水, 污物	U2
* sewage plant		污水处理厂	U2
shame	<i>n.</i>	羞耻; 惭愧	U4
sight	<i>n.</i>	视力; 视觉	U5
site	<i>n.</i>	建筑工地	U7
soul	<i>n.</i>	灵魂	U5
sound	<i>n.</i>	声音	U5N
spread	<i>v.</i>	展开	U6N
staff	<i>n.</i>	全体职工	U3
suggest	<i>v.</i>	建议; 提议	U4
sunflower	<i>n.</i>	向日葵; 葵花	U6
suppose	<i>v.</i>	(根据所知)认为, 推断, 料想	U1
surface	<i>n.</i>	表面	U5
sweet	<i>n.</i>	糖果	U3N
switch	<i>v.</i>	开或关(电器)	U3
symbol	<i>n.</i>	符号	U2

T t

talent	<i>n.</i>	天才; 天赋	U4
team	<i>n.</i>	(游戏或运动的)队	U4
term	<i>n.</i>	学期	U4
test	<i>v.</i>	试验	U3
thorough	<i>adj.</i>	彻底的; 完全的	U2
throughout	<i>prep.</i>	各处; 遍及	U6
tool	<i>n.</i>	工具	U2
treatment	<i>n.</i>	(净化或防治)处理加工	U2
tree-lined	<i>adj.</i>	绿树成行的; 绿树成荫的	U6
trick	<i>v.</i>	哄骗	U3
	<i>n.</i>	诡计; 花招	U3

U u

underground	<i>adv.</i>	在地下	U1N
until	<i>conj.</i>	直到……为止	U2

V v

*vanish	<i>v.</i>	突然消失	U2
*verse	<i>n.</i>	诗节	U7
*vineyard	<i>n.</i>	葡萄园	U6

W w

warn	<i>v.</i>	使警惕； 警告	U1
washbasin	<i>n.</i>	洗脸盆	U2
wave	<i>v.</i>	挥手； 招手， 挥臂	U5
wet	<i>v.</i>	把……弄湿	U5N
*wheat	<i>n.</i>	小麦	U6
whether	<i>conj.</i>	是否	U4
wine	<i>n.</i>	葡萄酒	U6
wire	<i>n.</i>	金属丝； 金属线	U3
works	<i>n.</i>	工厂	U2
world-famous	<i>adj.</i>	举世闻名的	U6

Y y

youth	<i>n.</i>	青年时期	U4
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Phrase list

a bit	有点；一点	U4
agree on	一致同意	U4
as soon as	一……就	U5
as well as	也；还	U1
at once	立即；马上	U5
at work	在工作	U7
(be) careful with	小心对待；谨慎处理	U3
(be) interested in	对……感兴趣	U1
belong to	属于	U5
(be) pleased with	对……感到高兴，满意	U7
clean up	净化	U2
connect to	(使)连接；联结	U3
feel like	想做某事	U7
go off	(警报器等)突然发出巨响	U5
go on to do something	接着做另一事	U6
in a way	在某种程度上	U3
in all	总共；共计	U4
in some ways	在某些方面	U6
look out	小心；当心	U5
make a decision	作出决定	U4
now that	既然；由于	U6
on one's own	独立地	U7
*pay attention	注意	U7
save one's life	救了某人的性命	U5
such as	例如	U6
switch off	关(电灯、机器等)	U3
take care	小心；留神	U5
take charge of	主管；掌管	U4
talk ... over	详细讨论；详谈	U4
thank goodness	谢天谢地	U7
watch out	留神；注意	U5

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
burn	burnt/burned	burnt/burned
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

Base form	Past form	Past participle
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lead	led	led
lean	leaned/leant	leaned/leant
learn	learnt/learned	learnt/learned
leave	left	left
lend	lent	lent
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

Base form	Past form	Past participle
stick	stuck	stuck
sweep	swept	swept
swim	swam	swum
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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