



九年义务教育

English 英语

教学参考资料

牛津上海版 OXFORD Shanghai Edition



八年级

第二学期
(试用本)

Introduction

Aims of the course

The course is fully task-based, learner-centred and easy to use. It is designed to meet the changing needs of today's students and to help them acquire a functional competence in English, an international language.

We have put particular stress on developing generic skills involving communication, working with others, being creative, thinking critically, using information technology, problem-solving and self-management skills so that students will become self-confident, independent learners of English.

At the same time we have carefully structured the grammatical core and vocabulary content of the course so that the tasks will challenge students while remaining within their range of ability.

Organization of *Student's Book*

The *Student's Book* is divided into three modules. Each module has two or three units. Each unit is divided into five main sections: **Reading, Grammar, Listening, Speaking and Writing**. In each unit, there is a **More practice** section designed to provide students with additional materials and a **Progress file** designed to help students review some key items from the unit. At the end of each module, there is a **Using English**. At the end of the book, there is a **Project**.

Keep in mind that not all of the materials in the *Student's Book* have to be done in class. Some materials marked with an asterisk (*) in the *Student's Book* are optional. Teachers may decide whether or not to use them according to their students' abilities.

Unit topics

Each unit has a topic which is related to the theme of the module. The topic provides a context for the language being taught. In the *Teacher's Book*, each unit begins with a brief overview which shows how the different sections of a unit are linked together thematically.

Cartoons

On the opening page of each unit, you will find a simple cartoon involving two characters, a boy and a robot. The cartoon usually introduces the topic of the unit in some way. The humour in many of the cartoons involves a pun—a joke with a word which has two meanings. In the *Teacher's Book*, there is a short section explaining the joke in each cartoon clearly.

Reading

The reading passages include a wide variety of text types, as recommended by the *Curricula Criteria of the English Subject for the Schools in Shanghai*. For example, there are passages in the form of stories, newspaper and magazine articles, news reports, letters, poems, diaries, science fiction, encyclopaedia entries, interviews and many others. They

provide students with examples of the kind of English they will use or see at school, in the community or in the media.

There are three main types of reading exercise—pre-reading, while-reading and post-reading.

1 Pre-reading

Students must be prepared before they read, so each unit of the *Teacher's Book* contains suggestions on how the **Reading** section may be initially presented to students before they move on to the pre-reading exercises in the *Student's Book*.

The aim of the exercise 'What do you know about ...?' is to discover and activate any background knowledge of the topic that students may already have. The *Teacher's Book* provides information to help fill in any gaps in students' knowledge. It is important, however, that students first be given the chance to show what they know. These pre-reading exercises should not be regarded as 'tests'. Their aim is to increase knowledge and develop skills.

The second pre-reading exercise is called 'Before you read'. In this exercise students are asked to look quickly at certain features of the passage (e.g., title, heading format, pictures) to help them make guesses about the topic of the passage and the things they think will be in it. They can confirm their guesses after they read the whole passage. The aim of this exercise is to encourage intelligent guessing, so there should be no penalty for guessing wrongly.

2 While-reading

These exercises provide students with vocabulary work and simple comprehension tasks on the passage.

In the vocabulary exercises, students must locate words in the text, study their contexts and make intelligent guesses at their meanings. If guessing fails they may use their dictionaries, or the teacher may tell them.

In some of the exercises in the comprehension part, students are given tasks in which they must find items of information in the passage, and use them to complete a set of notes, a table, a dialogue, etc. Other exercises feature true/false sentences and open questions.

3 Post-reading

The exercises in the comprehension part cover reading skills such as extracting and organizing information, understanding different feelings and attitudes, reference skills, and making inferences. They develop students' ability to do things like identifying a writer's argument(s) and opinions from the text and their reasons for them.

Grammar

This section contains a systematic, graded presentation of language items which are appropriate for the *Curricula Criteria (Shanghai)*. The language items are appropriate to the topic and text types of the unit and are practised in contextualized exercises.

The *Teacher's Book* contains detailed suggestions on how to present each language item, and provides brief, simple explanations to guide both students and teachers.

Listening

The **Listening** section contains a wide variety of exercise types and is designed to prepare students for different types of listening work.

The content is related to the general topic of the unit. The listening activities practise useful study skills such as taking guided notes, labelling diagrams or maps, sequencing the events in a story or procedure, and correcting errors.

Speaking

The **Speaking** section presents important communication skills such as agreeing and disagreeing, working together in group discussions and using the telephone in addition to specific pronunciation exercises.

Writing

This section aims to develop students' ability to write in a number of different formats, as described in the *Curricula Criteria (Shanghai)*. The section gives practice in writing letters, reports, articles, diary entries, stories, poems, etc.

Suggestions are given in the *Teacher's Book* on how to conduct the writing lessons and examples of completed tasks are provided.

More practice

For students of English learning the language in a non-English environment, where natural exposure to the language is extremely limited, the amount of English language input and improvement of students' study skills are vitally important.

The purpose of the **More practice** section in each unit, therefore, is to present students with a series of additional materials related to the unit topic.

As the title of this section suggests, not all students are required to complete every exercise. It is completely up to the teacher to decide which to do and which not, which to do as class work and which to do for homework, or even to skip a whole section entirely, if appropriate.

Using English

This section, which appears at the end of each module, stresses the importance of English as a tool for study and the importance of developing in students the ability of self-study as part of their own education.

The aim of this section is to present students with a series of tasks and problems in which they can develop their study skills.

Progress file

Near the end of each unit there is a **Progress file**, which contains 15 short items relating to Vocabulary and Grammar. This helps students recall and revise some of the main vocabulary and grammar points of the unit. This section should be used as a teaching tool to motivate students in a positive way and not as a test.

Project

At the end of the book, there is a **Project**. This pulls together many of the skills and language items from the modules, and gives students an opportunity to explore the topics in greater detail.

前 言

《英语（牛津上海版）八年级第二学期》（学生用书）

一、框架结构

见目录 (Contents)。

二、栏目的简要介绍

项目	内容和特色
Reading	提供和输入新的语言信息，包括采访（对话）、科普知识（对话）、会议报道、故事、旅游胜地介绍和诗歌等内容，以帮助学生积累单词、词组和句型等新的语言材料和提高学生阅读能力为主要目标。
Grammar	八、九年级教材按《上海市中小学英语课程标准（征求意见稿）》中初中英语的教学目标和要求，在六、七年级语言积累的基础上对语言规则进行梳理和总结，并配以适量的练习。（本册具体项目详见课本目录）
Listening	提供贴近单元主题的听力材料，让学生通过完成句子、图片排序、判断选择、短文改错、平面图标注、信息填空和诗歌改错等活动，训练和培养学生听懂大意和捕捉关键信息等能力。
Speaking	Talk time: 通过模仿和朗读等训练，帮助学生进一步熟悉、巩固语音规则，提高朗读技巧和朗读能力；围绕某个基本语言功能，让学生在对话语境中识别、练习该语言功能。 Speak up: 提供与课文主题相关的情景，通过对话、问答、讨论、陈述和角色表演等训练活动，提高学生口头表达能力。
Writing	提供各种相关材料（如图片、关键词句、短文、问题、图表、明信片以及不完整的诗歌等），通过看图写话、完成流程图、制订规则、完成报告、描述房间、写明信片和完成小诗等训练形式，进一步培养和提高学生的写作能力。
*More practice	设立于每个单元之后，以提供与单元主题相关的补充阅读材料为主，对主题进行进一步的延伸，从而拓展学生视野，提高其阅读能力。对一些较难理解的生词以脚注形式加注，帮助学生理解，暂不要求学生掌握。
Progress file	帮助学生对本单元所学的主要词汇和语法进行自我检测，以调整学习策略，增强学习信心。
Word box	涵盖本单元主阅读文章中出现的核心词汇和拓展词汇（标有 * 号的词为拓展词汇，只要求学生理解），以及 Reading 的练习部分、Listening、Speaking 和 Writing 部分出现的核心词汇，按其出现的先后顺序排列，便于学生查询和学习。
Notes	1 对个别难句给出中文注释或说明； 2 对较重要的词汇、句型、语言功能或其他语法现象进行说明或给出用法提示； 3 对一词多义及兼类词现象作出说明； 4 对一些暂时只要求学生了解的词汇作注释。
Using English	设立于每个Module之后，内容包括：制订规章制度和记笔记，以使学生逐步掌握一些实用的英语技能，提高自学能力，为终身学习打下良好的基础。
*Project	结合本册“办校报”的学习内容，Project主题定为“参加英文报设计大赛”，旨在帮助学生进一步熟悉了解英文报纸的栏目设置等特点，并通过团队合作、人人参与的方式，尝试自己动手编辑一份英文报，从而培养其关注并参与社会活动、运用英语进行真实交际的能力。
Word bank	1 单词表（含核心词汇、拓展词汇和上述 Notes 第 3 点提及的词汇，按首字母顺序排列）； 2 词组表（按首字母顺序排列）； 3 不规则动词表（按首字母顺序排列）。 注：核心词汇指的是《上海市中小学英语课程标准（征求意见稿）》所规定的初中词汇及其在教材中出现的变化形式。

三、关于音频

本书配有音频，包括Reading、Listening、Speaking、More practice、Word box以及Irregular verbs的内容。

《练习部分（八年级第二学期）》

《练习部分》系与《英语（牛津上海版）八年级第二学期》相配套，兼顾基础知识和基本技能的训练，形式多样，图文并茂，并具有可选择性，凡标有星号（*）的内容供选用。

本书配有音频，包括各单元Listening和Reading的内容。

《教学参考资料（八年级第二学期）》

一、框架结构

项 目	内容和特色
前言	分中、英文两部分。中文前言里根据《课程标准》要求，提出每学期17周，每周4课时共68节课的课时安排。
教学建议	包含学生用书内容，有较详细的对教学过程或方法的建议和学生用书的练习答案供教师参考，并附有学生用书各单元听力部分的录音文字稿。
补充教学建议	对一部分教材内容的教学地位和重点难点进行分析，提出轻重缓急处理的指导性意见，以避免对教学内容和要求的随意拓宽和加深而导致学生负担的加重。
总词汇表	同学生用书中的总词汇表。
《练习部分》录音文字稿	提供《练习部分》中听力练习的录音文字稿。
《练习部分》参考答案	提供《练习部分》的参考答案。

二、课时安排建议

Module	Unit	Suggested time (period)
1 Nature and environment	1 Trees	8
	2 Water	8
	3 Electricity	10
	Using English	1
2 Mass media	4 Newspapers	10
	5 Magazine articles	10
	Using English	1
3 Leisure time	6 Travel	10
	7 Poems	8
	Using English	1
*Project	Enter a competition to publish an English newspaper	1
Total		68

注：1 凡标有星号（*）的内容（除拓展词汇外）均为选学要求，教师可根据实际情况决定是否选用。

2 在选学课文中出现的属于初中核心或拓展类的生词，在以后的非选学课文出现时，将列入词汇表。

Contents

Module	Unit	Reading	Grammar
I Nature and environment	1 Trees (p. I)	Pollution fighters (p. 3)	<ul style="list-style-type: none"> The present continuous tense (p. 5)
	2 Water (p. I5)	Water talk (p. I7)	<ul style="list-style-type: none"> Talking about amounts (p. 20)
	3 Electricity (p. 3I)	A dangerous servant (p. 33)	<ul style="list-style-type: none"> Modal verbs: <i>can, must, may</i> (p. 36) Object clauses (I) (p. 39)
2 Mass media	4 Newspapers (p. 53)	A new newspaper (p. 55)	<ul style="list-style-type: none"> Modal verbs: <i>should, ought to</i> (p. 58) Object clauses (II) (p. 60)
	5 Magazine articles (p. 7I)	Blind man and <i>eyes</i> in fire drama (p. 73)	<ul style="list-style-type: none"> Using pronouns (p. 76) Adverbial clauses (I) (p. 78)
3 Leisure time	6 Travel (p. 9I)	France is calling (p. 93)	<ul style="list-style-type: none"> Using <i>the</i> (p. 96) Using conjunctions: <i>and, but, so</i> (p. 99)
	7 Poems (p. I09)	1 My dad at home and at work (p. III) 2 My school (p.III)	<ul style="list-style-type: none"> Using <i>who</i> and <i>whose</i> (p. II5) Using <i>mine, yours, his, hers, ours, theirs</i> (p. II6) Using <i>one</i> and <i>ones</i> (p. II7)

*Project: Enter a competition to publish an English newspaper (p. I28)

Word bank (p. I34)

Workbook tapescripts (p. I47)

Workbook answer key (p. I49)

注：打*部分为拓展性学习内容，供学有余力的学生选学。

Listening	Speaking		Writing	*More practice	Using English
	Talk time	Speak up			
A poster about tree-planting (p. 8)	Word linking (I) (p. 8)	Ways to fight pollution (p. 9)	A newspaper article on a new outdoor area (p. 10)	Trees for Life (p. 11)	Rules and regulations (p. 51)
The journey of a coin (p. 23)	Word linking (II) (p. 24)	The use of water (p. 25)	Making flow charts (p. 26)	More information about water (p. 27)	
Electrical appliances in Benny's flat (p. 41)	Word linking (III) (p. 42)	Safety at home (p. 42)	Making rules (p. 44)	Electricity works everywhere (p. 46)	
My most exciting day (p. 62)	Expressing congratulations, compliments and sympathy (p. 63)	Arranging an interview (p. 64)	Arthur's second report (p. 65)	Benjamin Franklin (p. 66)	Making notes (I) (p. 89)
A floor plan (p. 80)	Giving warnings (p. 80)	The importance of the five senses (p. 81)	Describing a hotel room (p. 82)	Scientist discovers a sixth sense (p. 84)	
The Eiffel Tower (p. 100)	Asking for and giving directions (p. 100)	A holiday plan (p. 102)	Holiday postcards (p. 103)	The Leaning Tower of Pisa (p. 104)	Making notes (II) (p. 127)
A typhoon (p. 118)	Showing concern; making, accepting and rejecting a suggestion (p. 119)	Good friends and parents (p. 120)	A poem about my class (p. 121)	Never a dull moment (p. 122)	

Module 1 Nature and environment

Unit 1 Trees

Unit topic: overview

This unit is about trees and the environment. The **Reading** passage is an interview about trees with a scientist.

The **Grammar** section features the present continuous tense.

The **Listening** section has the students complete a poster about planting trees.

The **Speaking** section practises ways of pronouncing words that finish and start with the same consonant sounds. It also includes a discussion about ways of fighting pollution.

The **Writing** section has the students write a report on the building of an outdoor area.

The cartoon

In this cartoon *Lo* is playing a trick on *Hi*. He has an apple seed in his hand, and asks if it will grow into a pear tree. *Hi* assumes that the seed is a pear seed, and so gives the wrong answer.

Pre-unit activities

- 1 Ask the students to guess what the unit's topic will be by looking at the cartoon.
- 2 Then ask them to list some things we get from trees that we use, eat, drink or wear. Some possible answers are:
use — pencils, chopsticks, tables, chairs, paper
eat — fruit, nuts
drink — tea (leaves), coffee (beans)
wear — T-shirts (cotton), shoes (rubber)
- 3 Ask the students whether they think we should have more or fewer trees in Shanghai. Encourage the students to tell you why.
- 4 Ask the students to tell you why they think hundreds of trees have been planted along Shanghai's streets, such as Century Avenue.
- 5 Poll the class to find out if the students have ever planted a tree. If they have, ask them where and for what reasons.

Unit 1 Trees**Reading**

p. 2

**Grammar**

p. 5

**Listening**

p. 8

**Speaking**

p. 8

**Writing**

p. 10

*

**More practice**

p. 11





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 |

Reading

A What do you know about ...?

Ask the students to do the quiz. Encourage guesses if the students do not know the answers.

Answers:

- A 1 a v
b iv
c ii
d iii
e i
2 d
3 a, b, c, d, e, f
4 c

B Before you read

As always, the students should not read the whole interview. They should only read part of it as required, guess the answers, and then confirm the correctness of their guesses during their later readings of the interview. The answers should be checked with the students after they complete Exercise D2.

Answers:

- B 1 F
2 T
3 T

Notes:

- 2 a Air pollution: The leaves of trees remove dangerous chemicals and dirt from the air and produce oxygen.
b Water pollution: Trees around reservoirs help keep the water clean by removing dust and dirt from the air, and their roots prevent the soil from being washed into the water.
c Noise pollution: Trees reduce the noise made by traffic.
- 3 a nuts, e.g., walnuts, cola nuts (used in cola)
b beans, e.g., coffee, cocoa (used to make chocolate)
c Cotton plants are planted fresh every year in tropical and subtropical areas. Cotton is used to make fabrics.
d oil, e.g., coconut oil, palm oil
e Tea is made from leaves.
f Rubber is made from the sap of the rubber tree (latex).
- 4 a The banana tree is usually called a tree, but it is not really one because its trunk is not made of wood. It produces fruit and its leaves can be used as roofing material.
b There are many different kinds of palm trees. The coconut palm produces coconuts whose outside shell (the husk) can be made into ropes or burned for firewood. The milk can be drunk and the flesh of the coconut can be eaten. Oil pressed from the flesh is used both for cooking and in skin creams. The leaves are used to make brooms.
c Magnolia trees are small to medium-sized trees noted for their large, showy blossoms in early spring, and large leaves.

Reading passage

Pollution fighters

This is an interview between Judy and Dr Ray about trees.

Synopsis by paragraph [P = Paragraph]:

Judy is collecting information for a project on pollution. She learns:

- P1–2: Trees are the Earth's biggest and oldest living things.
- P3–5: They provide wood, rubber, paper and fruit.
- P6–10: They clean and cool the air. They release oxygen into the air. They are also natural air conditioners.
- P11–12: Scientists are only beginning to understand trees. They communicate with one another, but we don't know how.
- P13–14: Trees are in danger because we destroy millions every year without replacing them. We are destroying our best pollution fighters.

Vocabulary:

chemical (n.) something (i.e., a solid, liquid or gas) used in chemistry

The farmers used a chemical to kill the insects in their fields.

communicate (v.) give and receive information/messages/signals

The police are communicating with each other using radios.

hardly any almost none

He spent nearly all his money. He had hardly any left.

☞ The adverb *hardly* is often confused with the adjective and adverb *hard*, meaning *needing much effort*, e.g., It was *hard* work. (adj.); She worked *hard*. (adv.)
☞ Note the difference between *She worked hard last night* (effort) and *She hardly worked last night* (almost not at all).

***hectare** (n.) metric measure of area (10,000 sq m)

The new park covered an area of six hectares.

***nasty** (adj.) unpleasant; not nice

There's a nasty smell coming from that elephant.

natural (adj.) produced by nature; not made by man
This country has few natural resources.

***oxygen** (n.) a gas present in air and essential for life
At the top of high mountains, there is very little oxygen in the air.

pure (adj.) clean and not containing harmful things

The water in the stream was not polluted. It was pure.

release (v.) let a chemical, gas, etc. flow out

Scientists are doing research to make cars release fewer harmful gases into the air.

run (v.) work/operate/function

He left the air conditioner running all night.

suppose (v.) think something to be true or possible

I suppose you felt tired after running the marathon?

☞ Suppose also means *pretend that something is true or possible*, e.g., Suppose you had a million dollars. What would you do with the money?

warn (v.) say something bad/dangerous may happen before it does

I must warn you not to go out. There is a storm coming.

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.
- 10 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.

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

C Vocabulary

Do Exercises C1 and C2 to ensure the students understand the vocabulary.

Answers:

C1 1 b
2 a
3 c
4 b
5 b
6 b

C2 1 e
2 a
3 f
4 d
5 c
6 b

D Comprehension

- 1 Exercise D1 asks the students to compare the two different types of text (interview transcript and notes), to search for and correct factual mistakes in the notes and to make necessary grammatical changes.

Answers:

D1 3 take oxygen from → release oxygen into
(or oxygen → harmful gases)
4 heat → cool
6 cannot → can
8 insects → people/humans

- 2 Stress to the students that when they give an opinion (e.g., *Yes, that's correct.* or *No, that's incorrect.*), they should always be able to support their opinions with examples, facts or evidence.

Answers:

- D2 2 Yes. They clean it and cool it.
 3 No. One tree has the power of five air conditioners.
 4 No. They are only now beginning to understand them.
 5 Yes. For example, if insects attack a tree, it can warn its neighbours.
 6 Yes. They can produce a chemical that makes their leaves taste nasty.
 7 Yes. For example, they can join their roots together underground and pass food and water around.
 8 Yes. The reason is that people cut down millions of trees every year, but replace hardly any of them.

Grammar**The present continuous tense**

- 1 Explain that we use the present continuous tense to talk about things happening now.

- 2 Tell the class that the present continuous tense is formed by using *be* and the *-ing* form of a verb.

What	am	I	doing?
	is	he/she/it	
	are	we/they/you	

I	am	writing.
He/She/It	is	waiting.
We/They/You	are	drawing.

- 3 Ask five or six students to come to the front of the class and to pretend to do some actions while the rest of the class says what they are doing. Tell each of them quietly what action you want them to pretend to do. While they are doing their actions, ask the class what each student is doing.

- 4 Some suitable actions for miming are given below. Answers should be given while the action is still in progress, not afterwards, so that they practise the present continuous tense.

washing hair	knocking at a door
fishing	making a phone call
swimming	cleaning the blackboard
reading a book	putting on clothes
brushing teeth	playing the piano

For further reading practice

Workbook 8B page 7

- a Give the students time to read the passage silently.
 b Ask the students to do the exercise.
 c Check the answers with the students.

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**?

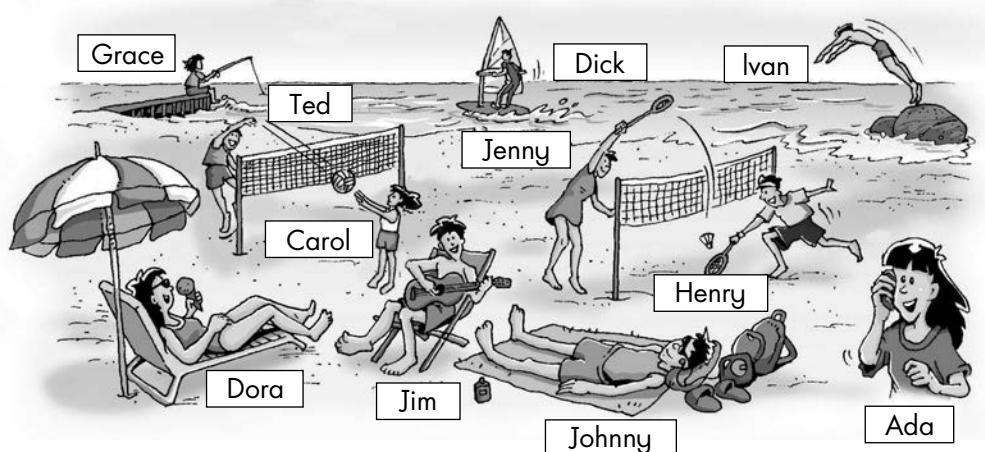
The -ing form of the verbs

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 _____. ...

Note:

Adding *-ing* to some verbs causes changes in their spelling.

Verbs	Changes	Examples
• ending in one -e	drop -e	dive — diving
• one-syllable verbs ending in one vowel + one consonant	double the final consonant	get — getting
• multi-syllable verbs with the stress on the final syllable	double the final consonant	forget — forgetting begin — beginning
• ending in -ie	change -ie to -y	lie — lying
• ending in one -l	double the final consonant	travel — travelling

5 Do Exercises A, B and C.**Answers:**

- A 1 S1 What's Grace doing?
 S2 She's fishing.
 2 S1 What's Dick doing?
 S2 He's windsurfing.
 3 S1 What's Ivan doing?
 S2 He's diving (into the sea).
 4 S1 What's Dora doing?
 S2 She's eating ice cream.
 5 S1 What's Carol doing?
 S2 She's playing volleyball with Ted.
 6 S1 What's Jim doing?
 S2 He's practising the guitar.
 7 S1 What's Jenny doing?
 S2 She's playing badminton with Henry.
 8 S1 What's Henry doing?
 S2 He's playing badminton with Jenny.
 9 S1 What's Johnny doing?
 S2 He's sunbathing.
 10 S1 What are Carol and Ted doing?
 S2 They're playing volleyball.
 11 S1 What are Jenny and Henry doing?
 S2 They're playing badminton.

- C (The order in which some of the answers are given may vary.)

It is the first morning of the holiday. Everyone is at the beach. Ted is playing volleyball with Carol. Jenny is playing badminton with Henry. Grace is fishing. Dick is windsurfing. Ivan is diving. Dora is eating ice cream. Jim is practising the guitar. Johnny is sunbathing. Ada is talking to Bob on the phone.

- 6 Tell the students that some verbs (listed in the *Student's Book* on page 7) are not usually used in the present continuous tense. We use them in the simple present tense instead.
- 7 Draw the students' attention to the two verb forms by giving this example on the board.
S1 Alan is singing. (present continuous)
S2 I know. I hear him. (simple present)
- 8 Tell the students to respond to your statements using *know* and the verbs listed in the *Student's Book* on page 7. The answers are given in brackets.
 - Mary is whistling. (I know. I hear her.)
 - Tom is dancing. (I know. I see him.)
 - Dinner is ready. (I know. I smell it.)
 - There's sugar in your tea. (I know. I taste it.)
 - You're not eating any nuts. (I know. I hate them.)
 - You're eating a lot of chocolates. (I know. I like them.)
 - You're playing that recording a lot. (I know. I love it.)
- 9 Put these verbs and outline sentences on the board.
believe belong contain
mean think understand
 - I _____ you.
 - I _____.
 - It _____ anything.
 - I _____ he can run fast enough.
 - No, _____ to me.
 - No, _____.
- 10 Tell the students you will make some statements to which they must respond using the above verbs and sentences. Do one as an example. The answers are provided in brackets.
 - The Earth is flat. (I don't believe you.)
 - You're looking weird. (I don't understand.)
 - What's in that box? (It doesn't contain anything.)
 - Is Tom going to win the race? (I don't think he can run fast enough.)
 - Are these your shoes? (No, they don't belong to me.)
 - Does *produce* mean *reduce*? (No, it doesn't mean *reduce*.)

- 11 Do Exercise D with the students.

Answers:

- | | | | |
|---|---|------|---|
| D | 1 | Lynn | The doorbell is <u>ringing</u> . |
| | | Sam | I <u>know</u> . I <u>hear</u> it. |
| | 2 | Lynn | Your dinner is on the table. |
| | | Sam | I <u>know</u> . I <u>see</u> it. It <u>smells</u> good. |
| | 3 | Sam | This car <u>belongs</u> to me. |
| | | Mary | I <u>don't believe</u> you. |
| | 4 | Lynn | I <u>don't understand</u> her. What <u>does</u> she <u>mean</u> ? |
| | | Mary | I <u>think</u> that she <u>means</u> 'Be quiet!' |
| | 5 | Lynn | Look! She is <u>smiling</u> . |
| | | Mary | Yes. She <u>smiles</u> all the time. |
| | 6 | Sam | Why is your case so heavy? |
| | | Lynn | It <u>contains</u> a lot of books. |

Notes:

- 1 *See*, meaning *have an interview/meeting with*, is used in the present continuous tense, e.g., *The principal is seeing him now*.
- 2 *Smell* and *taste* are also used in the present continuous tense when they mean *smell or taste with a purpose*, e.g., *She is smelling the flowers (to enjoy the scent). He is tasting the soup (to find out what it tastes like)*.

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. It _____. (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 /'leɪtɪst(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.

Listening

A poster about tree-planting

- 1 In this exercise, the students must listen to a conversation and extract the key words needed to complete the poster. The information is often given more than once.
- 2 Explain the situation: the two students are talking, and one of them is writing at the same time. Play the recording once, which will probably be sufficient for most students. The students can work in pairs to check their answers.

Tapescript:

JUDY Hi, Tony. What are you doing?
 TONY Hi, Judy. I'm making a poster about tree-planting.
 JUDY Oh, that's interesting. Can I help you?
 TONY Yes, please! I want to write a list of reasons why we should plant more trees. Can you give me some ideas?
 JUDY Well, trees are very beautiful.
 TONY Yes. They make our streets more beautiful.
 JUDY And they help stop the noise on our streets.
 TONY That's true. Trees make our streets less noisy. What else?
 JUDY Well, they help make the air purer.
 TONY Good. Number 3. Trees make our air purer.
 JUDY And they make it cooler too.
 TONY Right. Trees make our air cooler.
 JUDY And don't forget that trees release oxygen into the air. We need that to breathe!
 TONY That's a good point. Number 5. Trees produce oxygen to keep us alive and healthy.
 JUDY And we get things from trees, don't we?
 TONY You mean like fruit?
 JUDY Yes, and paper.
 TONY Right. Trees provide us with useful things like fruit and paper. Is there anything else we can say?
 JUDY Well, the main reason we need more trees is that people keep cutting down so many of them.
 TONY Yes. Trees are in danger. There, that's seven reasons. Thanks for your help, Judy.
 JUDY You're welcome.

Answers:

- 1 beautiful
- 2 noisy
- 3 purer
- 4 cooler
- 5 oxygen; healthy
- 6 useful; fruit; paper
- 7 danger

For further listening practice

Workbook 8B page 6

- a Give the students time to read the five statements silently. Explain *keep out* if necessary.
- b Play the recording. The students listen and do the exercise.
- c Play the recording again if necessary.
- d Check the answers with the students and ask individual students to correct the false statements.

Speaking

A Talk time

Word linking (I)

- 1 Explain what the word *linking* means to the students.
 - 2 Write the examples from the *Student's Book* on the board. Read them to the students first as two separate words, then read them together quickly. Ask them how to pronounce the ending and the beginning of the two words. Then let the students repeat after you.
 - 3 Play the recording of Exercise A1. The students listen and repeat. Ask the students to work in pairs. One student says the pairs of words while the other listens and corrects his/her partner if he/she does not link the words.
 - 4 Put additional examples on the board and ask the students to say them.
- some machines
 make kites
 excellent tea
 cold drink
- 5 Play the recording of Exercise A2. Ask the students to pay special attention to the words where indicated. The students listen and repeat. Give the students time to practise saying the sentences.

B Speak up

Ways to fight pollution

- 1 Read the conversation in Exercise B1 with the students, making sure they can identify the five different ways of fighting pollution that Amy mentions.
- 2 Let the students work in groups of 5 to 7 and complete the discussion described in Exercise B2, and then arrange the items in order of importance. Different groups will probably decide on different orders of importance. Let the groups make their announcements, and if time allows, ask them to explain their choices.
- 3 The exercise may be extended by
 - encouraging the students to ask questions, e.g., Why do you think putting rubbish in rubbish bins is the most important way to fight pollution?
 - asking them to add one or two items of their own to Amy's list.

Possible answers:

B2 Our group thinks that the most important way to fight pollution is to stop factories from producing harmful gases. The second is to plant more trees and flowers in the streets. The third is to put rubbish in rubbish bins. The fourth is to stop using plastic bags for shopping. The fifth is to make our classrooms less noisy.

Everyone in our group agrees with these suggestions.

B Speak up

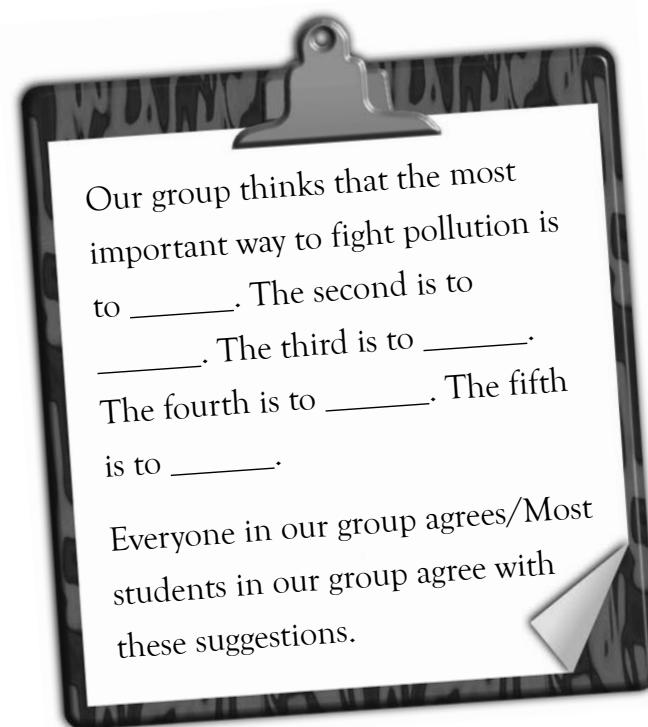
Ways to fight pollution

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. _____

Writing

A newspaper article on a new outdoor area

- 1 Do Exercise A. Let the students work in pairs and discuss what is happening in the pictures. Then ask the students to write captions for the pictures, using the words in brackets to help them. Remind the students to use the present continuous tense.

Answers:

- A 2 Two workers are digging holes in the ground. One worker is planting a tree in a hole.
 3 Two workers are bringing a large container. One worker is putting earth into the container and planting flowers in the container.
 4 Two workers are cleaning the area. One worker is watering the flowers.
 5 The workers are leaving now. My neighbours are very happy.

- 2 The students should then work on their own to write out the short report in Exercise B. They must put the verbs into the past tense, and add any words that are needed.

Possible answers:

- B 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. They moved trees and flowers from the lorry to the area. The workers dug holes in the ground. Then they planted the trees in the holes. Next they brought some large containers. They put earth in the containers. Then they planted flowers in the containers.

After that they cleaned the area and watered the flowers. Then the outdoor area was finished. Now it looks very pretty/beautiful. My neighbours are very happy!

For further writing practice

Workbook 8B page 8

- a Ask the students some questions about the picture, e.g., *What are the students doing?*
What is the weather like?
How are they working?
Why are they doing so?
- b Let the students work in groups and discuss the questions in the suggested outline.
- c Give the students time to write the article.
- d Invite individual students to read out their articles to the class.

*More practice

Trees for Life

The passage is a leaflet from Trees for Life. It talks about trees and what Trees for Life does.

Vocabulary:

reduce (v.) make something less or smaller

Exercising regularly can reduce the risk of diseases.

urban (adj.) connected with a town or city

The urban population is growing fast.

Answers:

- A 1 Trees clean the air.
Trees cool our cities.
Trees reduce sound pollution.
Trees provide food and shelter for both humans and animals.
Trees supply material for houses, furniture, paper products, etc.
Trees provide important ingredients for medicines.
- 2 Trees for Life plants trees and takes care of them to help protect the environment.



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.

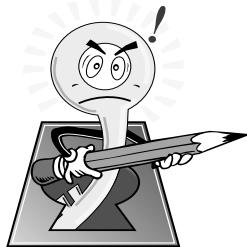
Complete the sentences by putting the verbs in brackets into the present continuous or simple present tense.

- 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:

15



0–6 Try harder.



7–12 Can do better.



13–15 Good work.

Progress file 1

Ask the students to complete these exercises, which briefly revise some key items from the unit.

Answers:

- 1 warned
- 2 released
- 3 are interested in
- 4 communicate
- 5 breathe
- 6 destroyed
- 7 The traffic is moving slowly.
- 8 Are you sitting in the front row?
- 9 Alice is lying on the beach and Ben is playing volleyball.
- 10 Is ... working
- 11 are carrying
- 12 do not know
- 13 is having
- 14 Do ... understand
- 15 are not doing

Word box



average /'ævərɪdʒ/	<i>adj.</i>	平均的
item /'aɪtəm/	<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 /pjʊə(r)/	<i>adj.</i>	纯净的
gas /gæs/	<i>n.</i>	气体
release /rɪ'lɪ: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'laɪv/	<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'dɪʃənə(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 /'na:sti/	<i>adj.</i>	令人厌恶的；令人不悦的
join /dʒɔɪn/	<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 /dr'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”。

Additional teaching suggestions

- 1 本单元较为集中地出现了一些多义词和兼类词，如doctor, good, run, underground, pass, against 等，建议作适当的归纳和说明，帮助学生更有效地扩大词汇量。
- 2 本单元出现了verb（如 make, keep 等）+ noun + adj. 的结构，可对此类结构以及学生学过的 verb + noun + to do 的结构作适当的归纳和比较。
- 3 Grammar 部分现在进行时的教学中，应注意总结与一般现在时（8A Unit 2）的区别。
- 4 提醒学生注意某些通常不用于进行时态的动词。

Unit 2 Water

Unit topic: overview

The main topic for this unit is water and the water cycle. The **Reading** passage explains this, using a dialogue between a girl and a magic drop of water which has come to life.

In the **Grammar** section, we practise talking about amounts, using different types of food as examples.

The **Listening** section is not about water, but follows the same idea of having an inanimate object talk to us about its life history. In this case, a coin tells us about its adventures.

The **Speaking** section practises ways of pronouncing words that have two plosive consonants next to each other. Also, there is a discussion about water shortages.

In the **Writing** section, we use the water cycle in an example of a flow chart.

The cartoon

The cartoon is funny because *Hi* tells *Lo* not to use the swimming pool just after *Lo* has jumped off the diving board. (Since he is a robot, he will not be hurt.) The cartoon raises the topic of water.

Pre-unit activities

- 1 Tell the students to pretend they are each a drop of water. They each have to say one thing about themselves. They can either describe water or say anything they know that is related to water. Encourage the students to brainstorm ideas about water, following these examples:
 - I have no colour/taste/smell/shape.
 - People need to drink me every day.
 - People drink me when they are thirsty.
 - My name is spelt W-A-T-E-R.
 - My other name is H₂O.
 - I come from the oceans/seas/lakes.
 - I fall down as rain.
 - I enter your house through a tap.
 - I change into a solid when the temperature is below 0°C.
 - I become a gas when the temperature is over 100°C.
 - Flowers and trees need me.
 - I am the most common liquid on the Earth.
 - You use me to brush your teeth and to wash.
 - I can be made into other drinks.
- 2 For weaker classes, give the students some examples and allow them time to think about how they will introduce themselves. If the students have no ideas, use the questions below to prompt them.
 - What do you look like?
 - What can you be used for?
 - Do you have other names?
 - Who needs you?
 - Who are your enemies?
 - What/Who do you dislike?
 - Are you a friend of humans? Why?
 - Can you change form?
- 3 Tell the students that they can introduce themselves in a funny way, using their imagination and being creative.

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 ...?

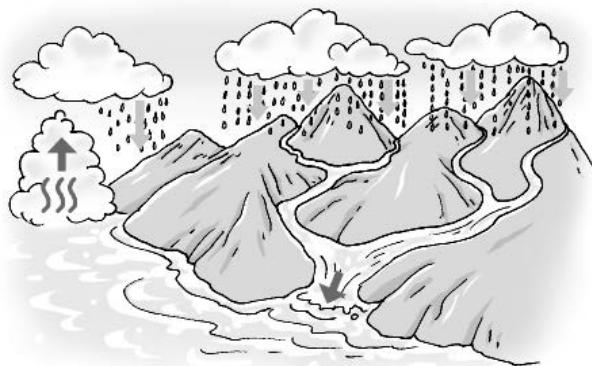
You are going to read a story about something that is more valuable than gold—water. Before you read it, try this quiz.

- 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?

Reading

A What do you know about ...?

Do the quiz with the students.

Answers:

- A 1 a
2 a
3 a
4 b
5 c
6 a

Notes:

- 1 People can live without food for more than a month, but they can't live without water for more than a week. Losing more than 20% of the normal water content of our bodies will result in a painful death.
- 2 About 65–70% of our bodies is water, so it is important for us to drink a lot of water. Each day, a normal person will drink about 2.4 litres of water or other drinks.
- 3 You need more water during and after exercise because you lose water by sweating and you need to replace the water that is lost.
- 4 Water freezes at 0°C (32°F). When it freezes, it changes into ice. Water boils at 100°C (212°F) when it changes its form into a gas, becoming steam.
- 5 Water covers 70% of the Earth's surface, but only about 3% is fresh water. All the rest is salt water. Of this 3%, less than 1% is in the form of lakes or rivers. The remaining 2% is frozen in glaciers at the North and South poles.
- 6 'H' stands for hydrogen and 'O' stands for oxygen. The symbol means that each water molecule consists of two atoms of hydrogen and one atom of oxygen.

B Before you read

Do Exercises B1 and B2 with the students. Make sure they can locate the arrows in the picture before they do Exercise B1.

Answers:

- B1** 1 Water falls from the clouds as rain.
2 It runs into streams and rivers.
3 It flows into the sea.
4 It rises from the sea to the sky.
5 It falls as rain again.
B2 The (drop of) water.

Additional activity:

Divide the class into groups. Ask each group to list as many sources of water as they can. The group with the most correct answers wins.

Possible answers:

- squeeze fruit and plants for their juice
- dig wells
- collect dew
- take water from springs/rivers/ponds/lakes
- distill sea water
- collect rainwater
- thaw icebergs

Reading passage

Water talk

This is a dialogue between Daisy and a drop of water.

Synopsis by paragraph [P = paragraph]:

- P1: Daisy is brushing her teeth with the tap left running.
- P2–3: The drop of water tells Daisy to turn the tap off, and she is alarmed.
- P4–8: The drop of water tells Daisy about its long journey from a cloud in Jiangxi to the water treatment works.
- P9–13: The drop of water tells Daisy more of its journey, from the drain to the sewage plant, to the river and finally back into the sea again. It reminds her that water is precious.
- P14–16: Daisy tells Benny that she was talking to the drop of water, and Benny thinks she is strange.

Vocabulary:

float (v.) move slowly on water or in the air
In autumn you can see many fallen leaves floating in rivers or lakes.

flow (v.) move like water
The water flows down the mountain into a big river.

freeze (v.) stop moving suddenly
I froze when I saw the UFO.
☞ When we say *things freeze*, we mean *they are very cold*.
When we say *people freeze*, we mean *they are afraid and surprised*.

***impatient** (adj.) angry at having to wait
If you have to wait for an hour for the bus, you may become impatient.

***precious** (adj.) important and not to be wasted
Nothing is more precious than friendship.

pump (v.) push by a machine
Can you help me pump the water from the well?

relax (v.) rest from work
After a day of hard work, I relaxed with my family.

speed (v.) move quickly
He sped dangerously in his car.

thorough (adj.) complete
The doctor gave him a thorough examination before telling him the problem.

treatment (n.) something done to change a thing
After some special treatments, the water in the river became clean and clear again.

until (conj.) up to the time when
Please wait here until I come back.

***vanish** (v.) disappear
Forests are vanishing from our land.

view (n.) what can be seen from a place
I want a room with a good view, please.

washbasin (n.) a fixed basin for washing one's hands and face
I left the soap by the side of the washbasin.



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

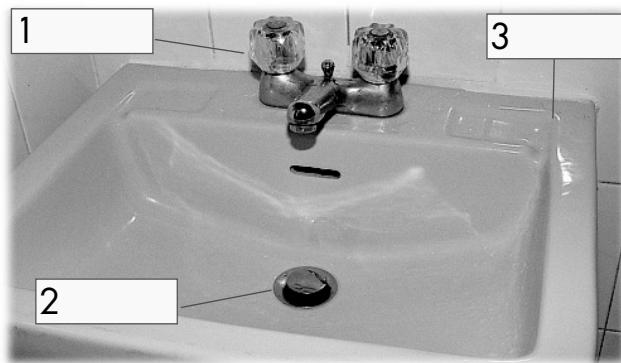
C1 Find these words in the story on page 17. Then read the words around them and choose the best meanings.

- 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	B
1 obeyed	a things done to clean something
2 comfortably	b push (by a machine)
3 treatment	c did what you were told
4 thorough	d in a comfortable way
5 pipes	e complete
6 pump	f things through which water or gases can flow



C Vocabulary

Do Exercises C1, C2 and C3 with the students.

Answers:

C1 1 c
2 a
3 a
4 b
5 b
6 a

C2 1 tap
2 drain
3 washbasin

C3 1 c
2 d
3 a
4 e
5 f
6 b

D Comprehension

- 1 Tell the students to look at the map and reread the passage to complete it. The students can find the answers from paragraphs 6 to 10.

Answers:

- D1 1 cloud
2 stream
3 the Yangtze River
4 lake
5 water treatment works
6 pipe
8 sewage plant
9 sea

For further reading practice

Workbook 8B pages 14-15

Exercise A

- a Tell the students to give short answers to the questions according to the bar chart.
- b Check the answers with the students.

Exercise B

- a Give the students time to read the passage silently.
- b Tell the students to make a line graph according to the passage and invite one student to draw his/her own line graph on the board.
- c Ask the students to answer the questions below the line graph.
- d Select some students to read out their answers to the class.

Note:

Although tap water goes through treatment, people still need to boil it before it is safe to drink. If you have a water purifier, you can drink it directly from the tap. In most parts of the UK, the USA and Australia, you can drink water directly from the tap. Distilled water is water that has been made into steam and then into water again, to purify it. This removes salt and minerals from it. Mineral water is more natural as the minerals are left in the water. It is supposed to be healthy to drink.

- 2 Ask the students to do Exercise D2.

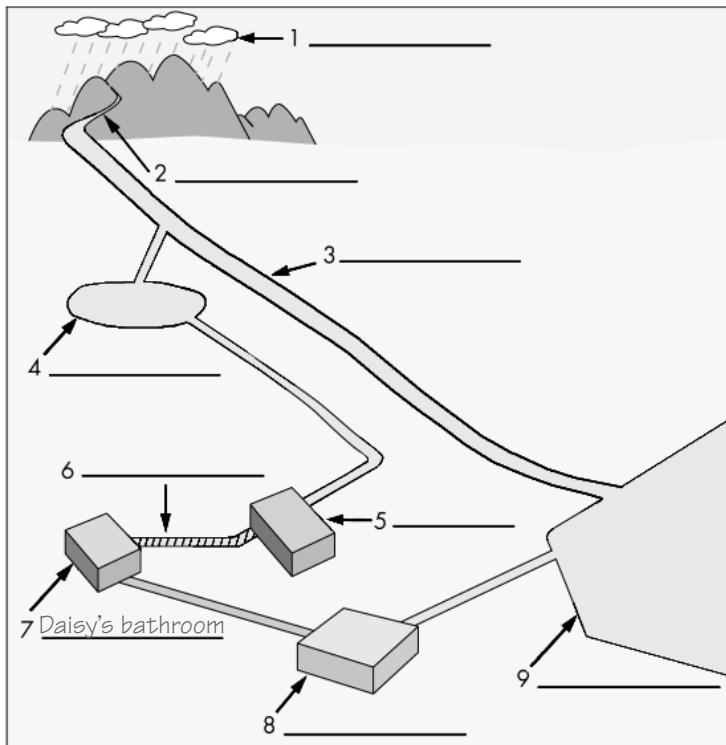
Answers:

- D2 2 Because Daisy was wasting water.
3 Because it was dirty after its journey.
4 Because it came from the sea in the first place.
5 Because it believed that it was precious.
6 Because she said, 'I was talking to the water.'

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.



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.
---------------------	---	--------------------

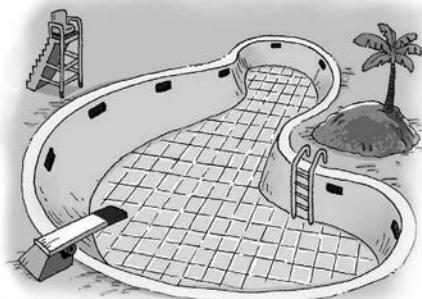
Tips

- **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.

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

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

1



2



3



4



Grammar

Talking about amounts

- 1 Tell the students we use *a lot of*, *a little*, *much*, *no*, *a few* and *many* to talk about amounts.
- 2 Explain to the students that a substance can be uncountable while the units in which we measure it are countable, e.g., *slices of bread*, *cups of tea*, *pieces of chalk*.
- 3 Ensure that the students understand that *a lot* and *no* can be used with both countable and uncountable nouns. When the noun is uncountable, *there is* is used with *no*, e.g., *There is no water*. However, when the noun is countable, *there are* is used with *no* and the noun must be changed into its plural form, e.g., *There are no swimmers*.
- 4 Ask the students to do Exercise A.

Answers:

- A 1 There is no water in the pool.
 2 There is a lot of water in the pool.
 3 There are many/a lot of swimmers in the pool.
 4 There are a few/not many swimmers in the pool.

Additional activity:

Use the following game to reinforce the expressions just learnt.

- 1 Choose a student and send him/her out of the classroom. While he/she is outside, select an object and hide it somewhere in the room.
- 2 When the student returns, he/she must find the hidden thing using hints supplied by the other students. When the student is far from the hidden object, the class says *No water*, but as he/she gets closer, they say *A little water*. When he/she is very close, the class says *A lot of water*.
- 3 Alternate countable nouns and uncountable nouns for the clue phrase, so that the next student is cued with, for example, *No drops*, *A few drops* and *A lot of drops*.

Note:

Another way to say *no + noun* is *none* if people know what you are referring to. For example, *no water = none*.

5 Do Exercises B and C. Note that quantities are sometimes subjective, and things that seem a lot to one person may appear as a few to another. If the students' answers are different from yours, ask why he/she thinks there are a lot/few before saying that his/her answer is wrong.

6 Explain to the students that we use the word *too* with *many, much, few, little* when we are not satisfied with the quantity of something. We can also use *not enough* in this case. Then ask the students to do Exercise D.

Answers:

B Jane How many bananas are there?

Albert There are a few.

Jane How many apples are there?

Albert There are a lot.

Jane How much milk is there?

Albert There is none.

Jane How much tea is there?

Albert There is a little.

Jane How many onions are there?

Albert There are none.

C 1 a little

2 a few

3 a lot of

4 no

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

in the fridge?

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.

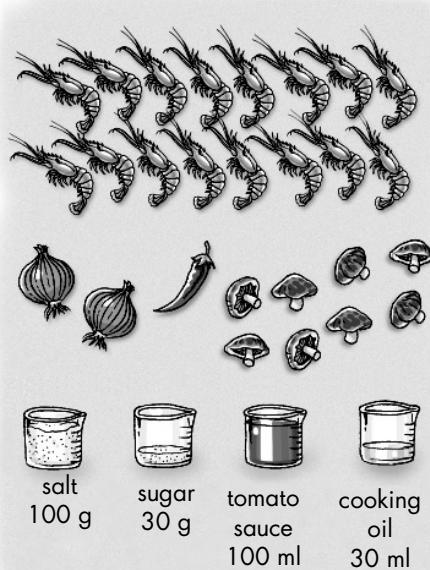
I haven't got **enough** apples.
rice.

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.

Answers:

- D 2 He's got enough
 3 He's got too few/He hasn't got enough
 4 He's got too many
 5 He's got too much
 6 He's got too much
 7 He's got enough
 8 He's got too little/He hasn't got enough

7 Ask the students to work in pairs and practise the conversations in Exercise E.

Answers:

- | | | |
|---|--------|--|
| E | Jane | How many small onions have you got? |
| | Albert | 2. |
| | Jane | That's enough. |
| | Jane | How many red peppers have you got? |
| | Albert | 1. |
| | Jane | That's too few./That's not enough. You need 3 red peppers. |
| | Jane | How many mushrooms have you got? |
| | Albert | 8. |
| | Jane | That's too many. You only need 5 mushrooms. |
| | Jane | How much sugar have you got? |
| | Albert | 30 grams. |
| | Jane | That's too much. You only need 5 grams. |
| | Jane | How much tomato sauce have you got? |
| | Albert | 100 millilitres. |
| | Jane | That's enough. |
| | Jane | How much cooking oil have you got? |
| | Albert | 30 millilitres. |
| | Jane | That's too little./That's not enough. You need 50 millilitres. |

Listening

The journey of a coin

- 1 Explain the fantasy situation, and make sure that the students understand that the coin is speaking directly to the girl. If necessary, play the first item, stop the recording, and help the students find the right picture. The students must use clues and references in the text to select the pictures in the right order.
- 2 After you have finished and checked the students' work, you can use the pictures as the basis for an oral task. Ask the students to work in pairs and tell the story to each other, in English, in their own words.

Vocabulary:

mint (n.) a building where money (notes or coins) is made

Answers:

- a 4
- b 7
- c 1
- d 5
- e 8
- f 2
- g 6
- h 3

- 4 That man had a cake shop. He gave me to your mother. She was buying some cakes. She gave him 50 yuan. I was part of her change.
- 5 Your mother put me in her purse. But later she dropped her purse on the ground, and I rolled away. She found her other money, but she did not find me.
- 6 I stopped rolling near a street cleaner. I got very dirty. Then the street cleaner saw me and picked me up. He looked around to find out who lost the money.
- 7 The street cleaner returned me to your mother. She was happy and thanked him!
- 8 When your mother came back home, she gave me to you as pocket money. Then you washed me to make me clean again. I felt so happy that I decided to tell you my story!

For further listening practice

Workbook 8B page 14

- a Ask the students to read the seven sentences.
- b Play the recording and let the students put the sentences in the right order.
- c Check the answers with the students.

Tapescript:

- 1 Hi! I am a one-yuan coin! I was born in a mint. That is where money is made. I was lovely and shiny then. I was with lots of other coins.
- 2 They put me in a bag and took me to a bank. I stayed in that bag at the bank for a few days.
- 3 Then a cashier at the bank gave me to a customer. He needed some bags of coins for his shop.

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



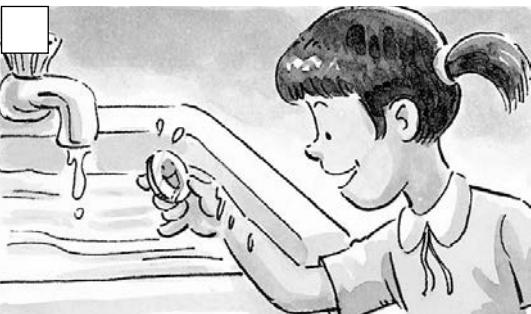
c



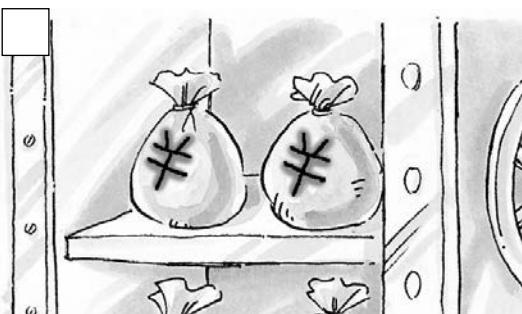
d



e



f



g



h





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/

Speaking

A Talk time

Word linking (II)

- 1 Read the introduction with the students. Make sure they know what *explosion* and *plosive* mean.
- 2 Write the example *football* from the *Student's Book* on the board. Say it to the students. Then let the students repeat after you.
- 3 Put additional examples on the board and ask the students to say them,
e.g., captain
practice
- 4 Play the recording of Exercise A1. The students listen and repeat. Ask the students to pause where the consonants in brackets are.
- 5 Play the recordings of Exercises A2 and A3. The students listen and repeat. Give the students time to practise saying the phrases and sentences.
- 6 Ask individual students to say the phrases or sentences to see whether they link the words correctly.

B Speak up

The use of water

- 1 Start by asking the students to think of the various uses of water in these four places, and write some of the uses on the board.

Homes: drinking, washing clothes, cooking food, bathing, washing hands and faces, cleaning dishes and floors, watering plants, flushing toilets

Restaurants: cooking, cleaning dishes/kitchen/floors, serving to customers, flushing toilets

Hospitals: cleaning equipment/floors/bedding, cooking food for patients, bathing patients, flushing toilets

Factories: manufacturing, cleaning machines and floors, flushing toilets

- 2 Now arrange the students into groups of five, and tell them which type of people they must represent. Do Exercise B1.
- 3 Move on to Exercise B2. S1, after listening to the explanations from the other four in the group, must decide how many minutes or hours of water each type of people can have. (This can still be done within the groups, and other group members can give their comments on S1's decision.) There is no single 'right' answer, and the groups may vary in their decisions.
- 4 Finally, if time permits, do Exercise B3. Ask some of the students who were in the role of S1 to report their decisions to the whole class, and compare the results of different groups.

Additional activity:

Ask the students to brainstorm ideas for saving water at home. Ask them one by one to tell you a way they could save water in their own house/family.

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.



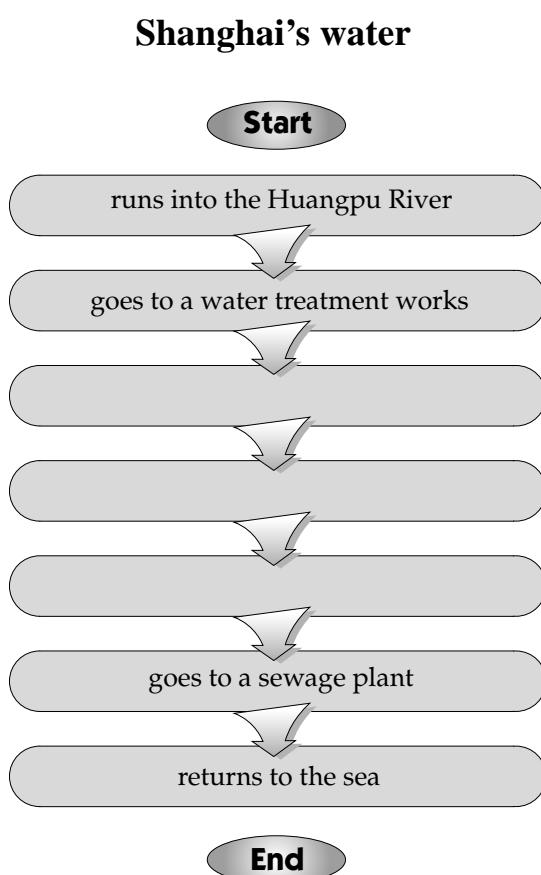
Writing

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.

Writing

Making flow charts

- 1 Flow charts are used to show the sequence or order of things so that we know how things are done step by step. Ask the students to do Exercises A1 and A2. The students may need to refer to the main passage again if they have forgotten the order of the water's journey.

Answers:

A1 2 travels in pipes under the streets
1 comes out of the tap
3 runs down the drain

A2 1 From its title.
2 Seven.
3 No. They are written in note form.

- 2 Do Exercise B. Remind the students to find a title for their flow charts. They don't need to write *start* and *end* on the flow charts. Also remind the students that a flow chart is written in note form. They don't have to write complete sentences.
- 3 The students only need to record the most important things in their life from their birth up to their 25th birthday. The students can decide how many steps they want, but you may like to give them guidelines.
- 4 Also tell the students that they don't need to give a true account. Ask them to use their imagination and make their flow charts interesting. Most students will prefer happy endings for themselves, but remind the students that they can also make funny endings.

Possible answer:

B

About me

was born



learnt to play the piano at age five



won a piano competition at age ten



studied in a
secondary school at age eleven



went to university at age nineteen



graduated from university at age twenty-two
became a Physics teacher at age twenty-five

For further writing practice

Workbook 8B page 16

- Ask the students to discuss the questions in the suggested outline in groups of three.
- Ask some groups to summarize their discussion for the class.
- Give the students time to write the passage.
- Invite individual students to read out what they have written to the class.

*More practice

More information about water

The article provides more information about water.

Vocabulary:

seep (v.) flow slowly through something

The water in the jar has seeped away through a crack.

leak (n.) liquid or gas that escapes through a hole in something

You must shut the gas supply off if there is a leak.

flush (v.) water passes through a toilet to clean it

The toilet is not in use because it does not flush.

Possible answers:

- 1 I think this statement is wrong because it depends on how well you wash your clothes.
- 2 I think this statement is wrong because a lot of groundwater is dirty and must be cleaned before we can drink it.
- 3 I think this statement is wrong because it is better to get out of the shower as soon as you are clean.
- 4 I think this statement is wrong because a dripping tap can waste a lot of precious water.
- 5 I think this statement is wrong because the water in the sea is salty and is not drinkable.



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 |

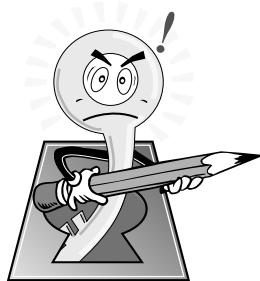
Grammar

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.

Progress file 2

Ask the students to complete these exercises, which briefly revise some key items from the unit.

Answers:

- 1 f
- 2 e
- 3 c
- 4 a
- 5 b
- 6 d
- 7 many
- 8 much
- 9 little
- 10 little
- 11 much
- 12 much
- 13 few
- 14 too little
- 15 enough

Word box



daily /'deɪlɪ/	<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 /'væniʃ/	<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'tɪl/	<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:dnri/	<i>adj.</i>	普通的；平常的
manufacture /,mænju'fæktʃə(r)/	<i>v.</i>	(用机器)大量生产
equipment /'kwi:pment/	<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 freeze 意为“不动; 停住; 惊呆; 吓呆”。freeze 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.

Additional teaching suggestions

- 1 Reading 部分多处出现含有过去进行时的句子, 要求学生以理解为主, 不必作过多的语法讲解和操练, 因为过去进行时将在九年级第二学期作为语法项目进行归纳。
- 2 Reading 部分出现了含有表语从句的句子(见 Notes 10), 要求学生以理解为主, 因为表语从句不属于初中教学要求。
- 3 教授本课 Grammar 部分前, 要复习 8A Unit 5 有关可数名词和不可数名词的学习内容。
- 4 提醒学生注意 a lot of 和 no 后既可接可数名词, 又可接不可数名词。
- 5 提醒学生注意不定代词 none 的用法, 它既可指代可数名词, 又可指代不可数名词。

Unit 3 Electricity

Unit topic: overview

The topic for this unit is electricity, electrical appliances and safety rules. The **Reading** passage is a dialogue between members of a family about electricity.

The **Grammar** section includes work on modal verbs and object clauses.

The **Listening** section has a dialogue between an electrician and a woman about a fault in her flat.

The **Speaking** section practises ways of pronouncing a word ending with a consonant sound together with a word starting with a vowel sound. It also contains a task about rules for using electricity safely at home.

In the **Writing** section, the students practise making rules for offices and schools.

The cartoon

This cartoon does not have a specific joke, but illustrates in a humorous way the different sources of energy for humans and robots. It signals that the reading passage will be about electricity.

Pre-unit activities

- With their books closed, tell the students that they will find pictures of eight electrical appliances in their books. Ask them to guess what they are. If the students do not know the English names for the appliances, they can draw pictures to represent them. Name the student who has made the most correct guesses as the winner.

Note:

Electrical appliances are apparatus, instruments or tools that use electricity, e.g., a lamp, a drill. *Electricity* is the power which is produced by rubbing (friction), by a machine called a generator or by chemical means, e.g., a battery.

- Tell the students that when we plug an appliance, e.g., a TV or an air conditioner, into a wall socket, we are using electricity produced by a generator.
- Write the words and sentences below on the board. Ask the students to fill in the blanks using these words, all connected with electricity.

blackout wire energy cable shock

- Modern people use more (energy) than people in the past.
- Don't touch the (wire)! You'll get an electric (shock).
- When the workers were digging up the road, they cut the (cable). As a result, there was a (blackout) in the area.

- Ask the students to check the meaning of each new word in a dictionary.

blackout	a period of darkness caused by a cut in the electricity supply
wire	something carrying electricity
energy	the power that makes things work
cable	a thick, strong rope made of wire
shock	a very strong force or blow

- Both *electric* and *electrical* are adjectives of the noun *electricity*, but they have different meanings. *Electric* relates to things that produce or are produced by electricity, e.g., electric storm, electric shock. *Electrical* refers to things that are about electricity, e.g., electrical engineer and things that use electricity, e.g., electrical appliances. Tell the students that if any of the electrical appliances or the wiring in their home is out of order, they need to find an *electrician* to repair it.

Unit 3 Electricity



Reading

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Grammar

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Listening

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Speaking

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Writing

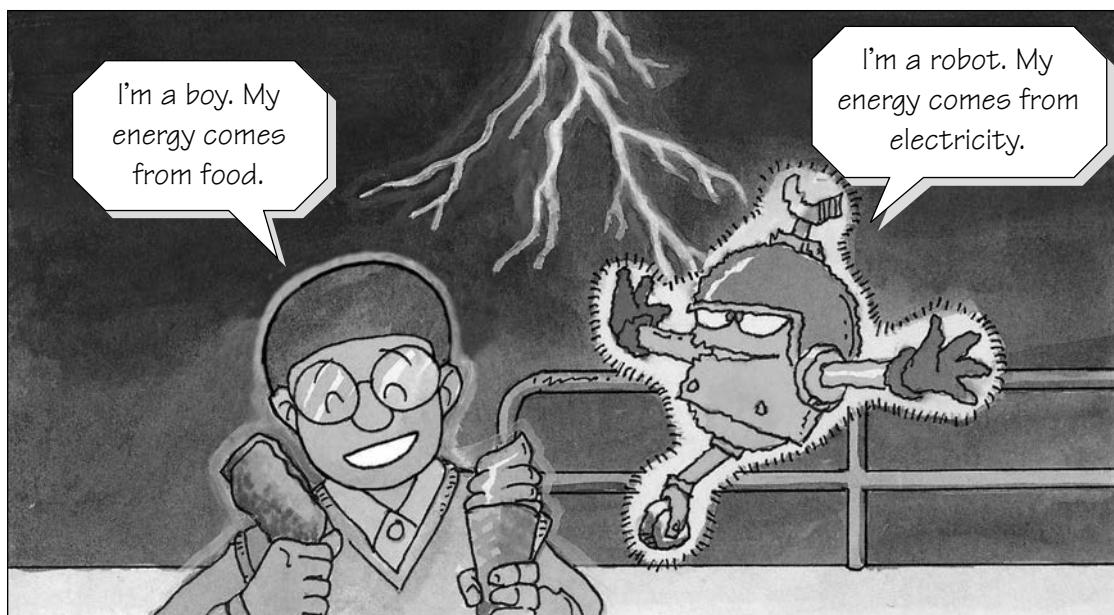
p. 44

*



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?

Reading

A What do you know about ...?

Ask the students the following questions. Then have them do the exercise.

- 1 What is energy? (The power that makes things work.)
 - 2 How do you feel if you do not have energy? (Tired or sleepy.)
 - 3 If you do not have a lot of energy, what can you do to increase your level? (Rest, sleep, eat healthy food and exercise regularly.)
 - 4 What happens if a machine does not have energy? (It doesn't work.)
 - 5 How can we supply machines with energy? (Plug them into an electric socket; use batteries or solar panels.)
 - 6 What are the items in the pictures?

1 smart phone	4 TV	7 fan
2 telephone	5 torch	8 iron
3 hotplate	6 vacuum cleaner	

Answers:

- A 2 sound energy
3 heat energy
4 light and sound energy
5 light energy
6 moving and sound energy
7 moving energy
8 heat energy

Note:

Here, *sound*, *heat* and *light* are nouns. (Note that *sound energy*, *heat energy* and *light energy* are compound nouns.) They can also be used as adjectives or verbs, but with different meanings.

sound (adj.) without any illness, in very good health
(e.g., I'm in sound health, so I do not need a doctor.)
right, sensible (e.g., sound advice, sound suggestions)

sound (v.) give a similar sound (e.g., That sounds like a scream.)

light (adj.)	not heavy (e.g., The bags are light because there is nothing in them.)
---------------------	--

light (v.) give light to (e.g., The candles light the dark room.)

heat (v.) make something warmer or hotter (e.g., The food is cold. You have to heat it before you eat it.)

B Before you read

Ask the students to do Exercise B. Draw their attention to the pictures. They are important clues for Question 3.

Answers:

- B**

 - 1 A packet of sweets.
 - 2 Benny.
 - 3 Electricity.
 - 4 If not used carefully, electricity can hurt us.

Note:

The last line of the passage is not a real question. Sometimes we use questions to which everybody knows the answer in order to emphasize what we want to say. We call this kind of question *a rhetorical question*. Benny's mother makes fun of him by using a rhetorical question to show that he is the foolish one.

Reading passage

A dangerous servant

This is a dialogue between Daisy, Benny, Mum and Dad about electricity.

Synopsis by paragraph [P = paragraph]:

- P1–3: Daisy is going to the shop, and Benny tries to trick her by asking her to buy a packet of electricity for him.
- P4–7: Benny explains that electricity comes through wires and Dad adds that electricity is a dangerous servant.
- P8–13: Mum and Dad explain that we get electricity from the power station through wires and cables.
- P14–21: Daisy returns with some batteries, the packets of electricity Benny asked for. Benny is surprised and now it is Benny who looks foolish.

Vocabulary:

at last in the end

He waited for the bus for an hour. At last, it arrived.
☞ *At last* is usually put at the beginning or the end of a sentence.

*bury (v.) put something in the ground

He buried some gold coins under a tree.

cable (n.) thick rope of wire which electricity passes through

TV signals are sent to people's homes by means of cables or by satellite.

connect (v.) join together

The computer is connected to the printer by a wire.
☞ *Connect* usually takes the preposition *to*.

electricity (n.) power that (comes through wires and) can make heat and light, and move things

The power station supplies electricity to this area.

energy (n.) power that makes things work

These machines need a lot of energy to make products.
☞ The adjective for *energy* is *energetic*. It is used to describe people who have a lot of energy.

explanation (n.) words that make something clear or say what something means

He had no explanation for why he was late.

form (n.) shape or kind

Water has three forms — liquid, gas and solid.

in a way partly

I agree with him in a way. Some of his ideas are right.

***invisible** (adj.) cannot be seen

Oxygen is an invisible gas, but it is very important to many living things.

measure (v.) find the amount, size, weight, etc. of something

The worker is measuring the height of the wall.

***meter** (n.) a machine that tells you the amount used

The meter in the taxi will tell you how much you have to pay.

monthly (adv.) done or happening every month

People usually pay their rent monthly.

☞ Similar to *monthly*, there is *daily* (*every day*), *weekly* (*every week*) and *yearly/annually* (*every year*).

trick (v.) play a joke to make fun of somebody

The boy no longer tricks his classmates, so they are beginning to make friends with him.

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	B
1 wire	a partly
2 bill	b words that make something clear
3 in a way	c something that carries electricity
4 explanation	d have something inside
5 contain	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 politely be careful with
amount servant 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.

C Vocabulary

Ask the students to do Exercises C1 and C2 to practise their understanding of the vocabulary used in the passage.

Answers:

C1 1 c
2 e
3 a
4 b
5 d

C2 1 be careful with
2 amount
3 servant
4 politely
5 measure
6 monthly

D Comprehension

1 Tell the students to work in pairs to do Exercise D1.

Answers:

D1 2 me = Benny
3 it = electricity
4 it = (the amount of) electricity
5 one = servant
6 these = thin wires
7 his = Benny's
8 They = Batteries

- 2 Ask the students to do Exercise D2 in pairs. This exercise reinforces the students' understanding of where electricity comes from and practises the vocabulary.

Answers:

- D2 2 wire
3 meter
4 cable
5 street
6 power station

- 3 Do Exercise D3 with the students. Tell them that just responding *Yes* or *No* to a question may be considered impolite. Usually we explain answers or give evidence why we think something is true or not.

Answers:

- D3 1 Yes. He said, 'Ha! Ha! I've tricked Daisy at last.'
2 No. He scratched his head.
3 Yes. There was a grin on his face.

Note:

Explain *scratch your head* by demonstrating it or by finding a student to demonstrate it to the class. You scratch your head if you are puzzled or do not understand something.

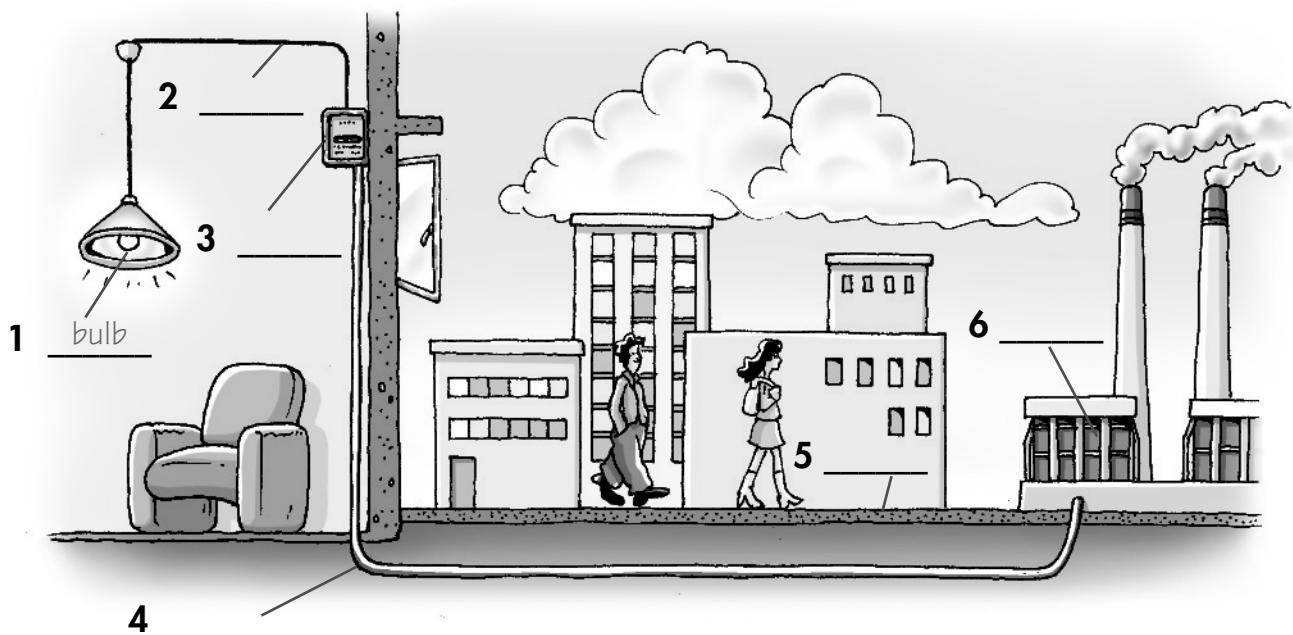
For further reading practice

Workbook 8B pages 23 and 24

- a Give the students time to finish reading Busy's letter to Aunt Hazel and find out his problem.
- b Give the students more time to read Aunt Hazel's letter to Busy and underline her advice.
- c Let the students complete the first part of the table on page 24.
- d Let the students read the next two letters and complete the rest of the table.
- e Check the answers with the students.

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.



Grammar

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

- 1 Tell the students that *can* and *cannot* (*can't*) are words we use to show our abilities. *Can* has the same meaning as *be able to*, e.g., Superman can fly in the sky. = Superman is able to fly in the sky.
- 2 Explain that *can't* is the short form of *cannot*. The words *can* and *not* should always be connected together.
- 3 Explain that the past tense for the word *can* is *could*. After *could*, the verb should remain in its stem form, e.g., *I can sleep on the floor* (simple present tense), *I could sleep on the floor* (simple past tense), but not *I could slept on the floor*.
- 4 Ask the students questions using *can*, e.g., *Can you come to class earlier?*
Can you fly?
Can you walk to school?
Can you stay after school today?
Can you speak French?
- 5 Tell the students some things you can do and ask them if they can match or beat your records, e.g., say *I can hold my breath for twenty-five seconds*. *Can you?* If any student can hold his/her breath for thirty seconds, he/she says, *I can hold my breath for thirty seconds*. *Can you?* Use the following models.
 - I can run ... Can you?
 - I can swim ... Can you?
 - I can jump ... Can you?
 - I can eat ... Can you?

- 6 Do Exercise A1 with the students.

Answers:

A1	1	T
	2	T
	3	F
	4	T
	5	F
	6	T
	7	F

- 7 The past tense for *must* is *had to*. *Must* is similar to *have to* in meaning but is a bit stronger. *Must* usually implies punishment (rules or regulations) or danger (warnings) if not obeyed. Sometimes we use it if the result of the action is very serious, e.g., You must consider this problem carefully before you make your decision.
- 8 Do Exercise A2 with the students.

Answers:

- A2 1 h
2 c
3 f
4 d
5 a
6 b
7 e
8 g

Additional activity:

- 1 Divide the class into pairs or small groups. Each pair or group must design two new signs, one to tell people what they *must* do and the other to say what they *must not* do. Ask them to write down the meaning on the back of each sign.
- 2 Choose the most interesting signs, show them to the whole class, and ask them if they can guess what the signs mean.

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



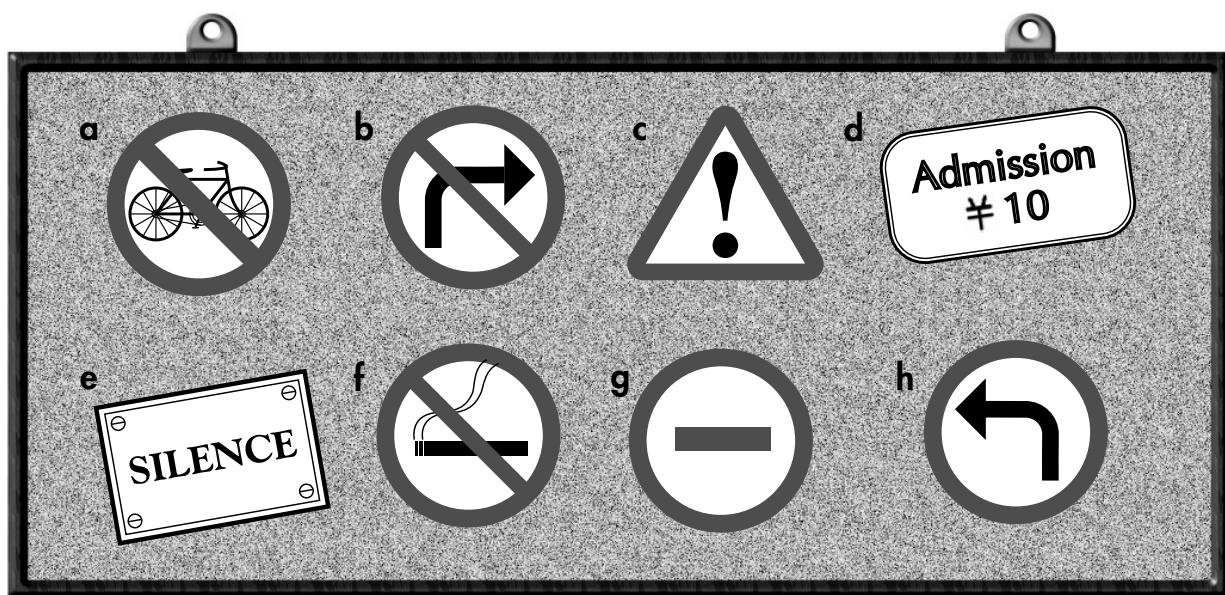
You **must** always
be careful with
electricity.

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



9 Explain to the students that to ask for and give permission, both *can* and *may* are used. However, *may* is more polite than *can* and is preferable in more formal situations.

10 Do Exercise A3 with the students.

Answers:

- A3 1 May I get you a chair (, please)?
2 May I open the door (, please)?
3 May I carry your bag for you (, please)?
4 May I switch on the TV (, please)?
5 May I borrow your new bicycle (, please)?

Additional activity:

Using the classroom context, ask the students to ask for your (or another student's) permission to do something. If they cannot think of anything, ask questions such as the ones below to guide them.

- If you stand up and the teacher has forgotten to tell you to sit down, what can you say? (May I sit down, please?)
- If it is very hot in the classroom, what can you say? (May I turn on the fan, please?)
- If you find it very difficult to breathe because the room is too stuffy, what can you say? (May I open the windows, please?)
- If it is raining outside, what can you say? (May I close the windows, please?)
- If you want to go to the toilet, what can you say? (May I go to the toilet, please?/ May I be excused, please?)

B Object clauses (I)

- 1 Ask the students some questions telling them to reply in full sentences as in the examples below:
e.g., *Do you think you can buy electricity in packets?*
Yes, I think we can buy electricity in packets.
Do you think electricity flows like water?
Yes, I think electricity flows like water.
- 2 Tell the students we use certain verbs followed by *that* plus an object clause to say what we know, think, believe, etc. In speech, *that* can often be omitted.
- 3 Ask the students to do Exercise B1.

Answers:

- B1 1 Everyone believes (that) electricity is a good servant but a dangerous one.
2 I know (that) electricity flows through a wire into our flat.
3 I believe (that) we use electricity everywhere.
4 My mum tells me (that) we pay a bill for electricity monthly.
5 Benny doesn't know (that) the chemicals inside batteries produce electricity.

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.



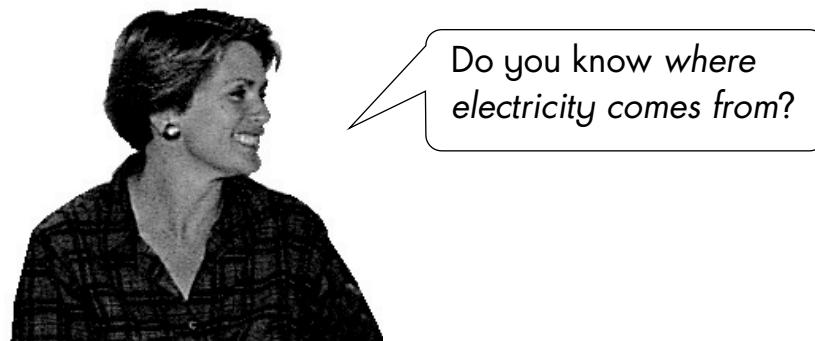
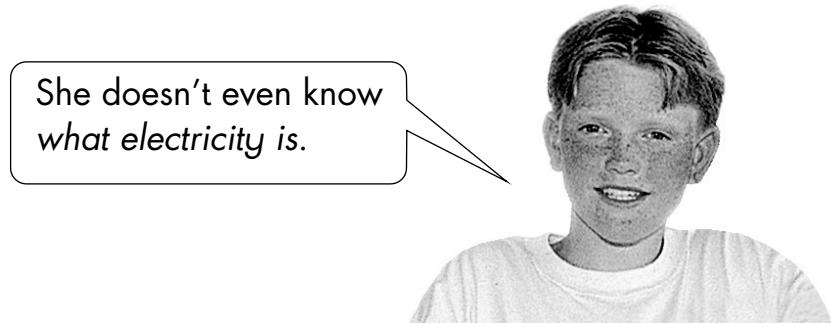
Tips

- 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.



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 _____.

- 4 Object clauses with question words can be difficult for the students. Explain to the students that we should change the verb order, putting the verb after the subject unless the question word is the subject of the sentence.

- 5 Ask the students to do Exercise B2.

Answers:

- B2 1 why trees are our best fighters against pollution
2 which forms of energy we are using now
3 what drops water into a stream
4 how trees communicate with one another
5 where water will be made clean again

Listening

Electrical appliances in Benny's flat

- 1 Make sure the students understand the situation. In Benny's flat, there is one faulty appliance. This sometimes causes all the electricity in the flat to go off (because a fuse or a trip-switch cuts off the power automatically when it senses a fault). An electrician is therefore trying to decide which appliance is causing this problem.
- 2 Tell the students that they will not receive the information in the same order as that given for the appliances. They must listen carefully for the sense of the conversation.
- 3 Play the recording once or twice or even three times, depending on whether the students understand it easily or not. Explain any difficult words.

Answers:

- 1 ON
- 2 OFF
- 3 OFF
- 4 ON
- 5 OFF
- 6 ON
- 7 ON
- 8 ON
- 9 ON

Tapescript:

- MAN Well, the other flats in your building are all right. I think something is wrong with one of your electrical appliances. What about the washing machine? Was that on?
- WOMAN No, it was off. I wasn't doing any washing at that time.
- MAN Can you remember what was on?
- WOMAN The usual things. The lights were on, of course, and the air conditioner. We always have the air conditioner on in summer.
- MAN And I suppose the fridge was on too.
- WOMAN Yes, the fridge was also on. And the television. That seems to be on all the time in our flat!

- MAN Were you doing any vacuuming or ironing?
- WOMAN No, the vacuum cleaner was off. It was in the cupboard. I think the iron was on, though. My son was doing some ironing. But it's a brand new iron, and that should be all right.
- MAN What about the kettle? Was the kettle on?
- WOMAN No, the kettle was off. But the rice cooker was on.
- MAN Ah!
- WOMAN Yes. And I think it was on last time when all the electricity went off too.
- MAN Right. It sounds like the rice cooker could be causing your problem. Let me have a look at it and see if it's working properly or not. I'll start by checking the plug ...

For further listening practice

Workbook 8B page 23

Exercise A

- a Play the recording. The students listen and number the pictures.
- b Check the answers with the students.

Exercise B

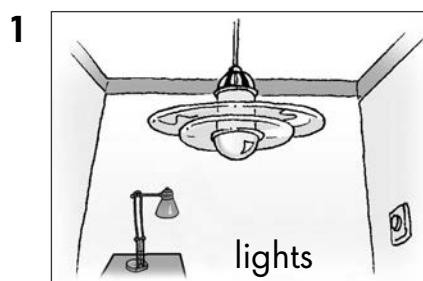
- a Give the students time to read the statements.
- b Play the recording. The students listen and do the exercise.
- c Check the answers with the students and ask them to correct the false statements.



Listening

Electrical appliances in Benny's flat

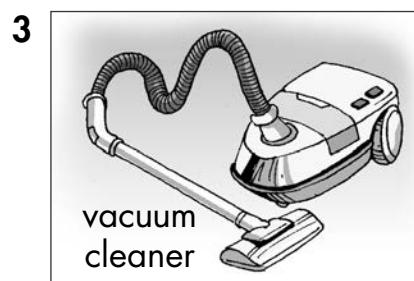
There is a problem with the electricity in Benny's flat. Sometimes all the electricity goes off. An electrician has come to deal with this problem. Listen to the conversation between the electrician and Benny's mother. They are trying to find out which things were switched on or off when the electricity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



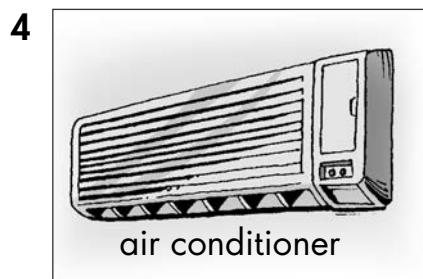
ON
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ON
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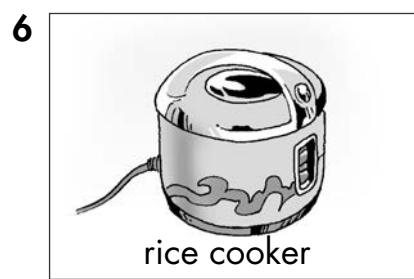
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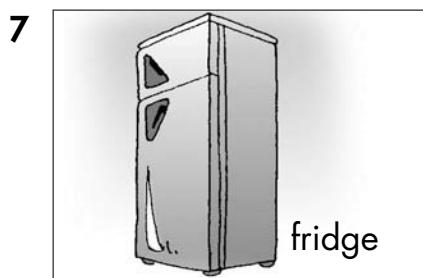
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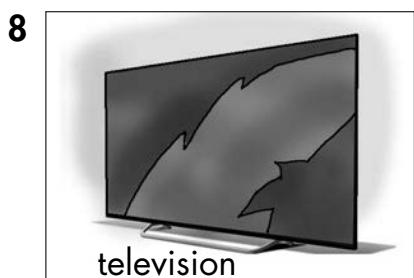
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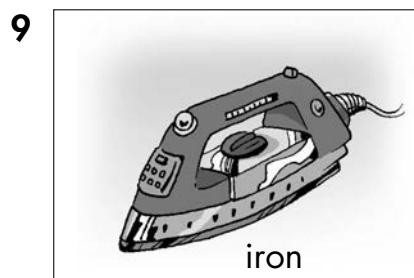
ON
OFF



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_luk_ət_ɪt/

3 Think about it. /θɪŋk_ə'baut_ɪt/

4 Eat an orange. /i:t_ən_ˈprɪndʒ/

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.



Speaking

A Talk time

Word linking (III)

- 1 Explain what *word linking* (*liaison*) means here to the students.
- 2 Write *take it out* and *half an hour* on the board. Say the phrases and ask the class to repeat them chorally.
- 3 Play the recordings of Exercises A1 and A2. The students listen and repeat.
- 4 Give the students more time to practise saying the phrases and sentences in Exercises A1 and A2. Then ask a few students to read them individually to see whether they link the words correctly.

B Speak up

Safety at home

Following the given conversation between Johnny and his dad in the *Student's Book* on page 42, the students should work in pairs to produce short dialogues according to the pictures on page 43. This exercise shows various everyday situations which might be dangerous in some way. It is useful to remind the students of the correct procedures which should be followed in these situations.

Answers:

- 1 S1 May I turn on the water heater?
S2 No, you may not. You must open the window.
Then you may turn on the water heater.
- 2 S1 May I put the meat in the fridge?
S2 No, you may not. You must cover the meat.
Then you may put the meat in the fridge.
- 3 S1 May I give the puppy a bath?
S2 No, you may not. You must test the water.
Then you may give the puppy a bath.
- 4 S1 May I open the door?
S2 No, you may not. You must look through the peephole.
Then you may open the door.
- 5 S1 May I go to bed?
S2 No, you may not. You must lock the door.
Then you may go to bed.
- 6 S1 May I go out now?
S2 No, you may not. You must pick up all your
toys from the floor. Then you may go out.

Notes:

- 1 It is dangerous to use a water heater without opening the window, as there may be a gas leak.
- 2 *Fridge* is the short form of *refrigerator* and is more commonly used in daily conversations.
- 4 If you look through the peephole, you can see who is outside without opening the door.

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

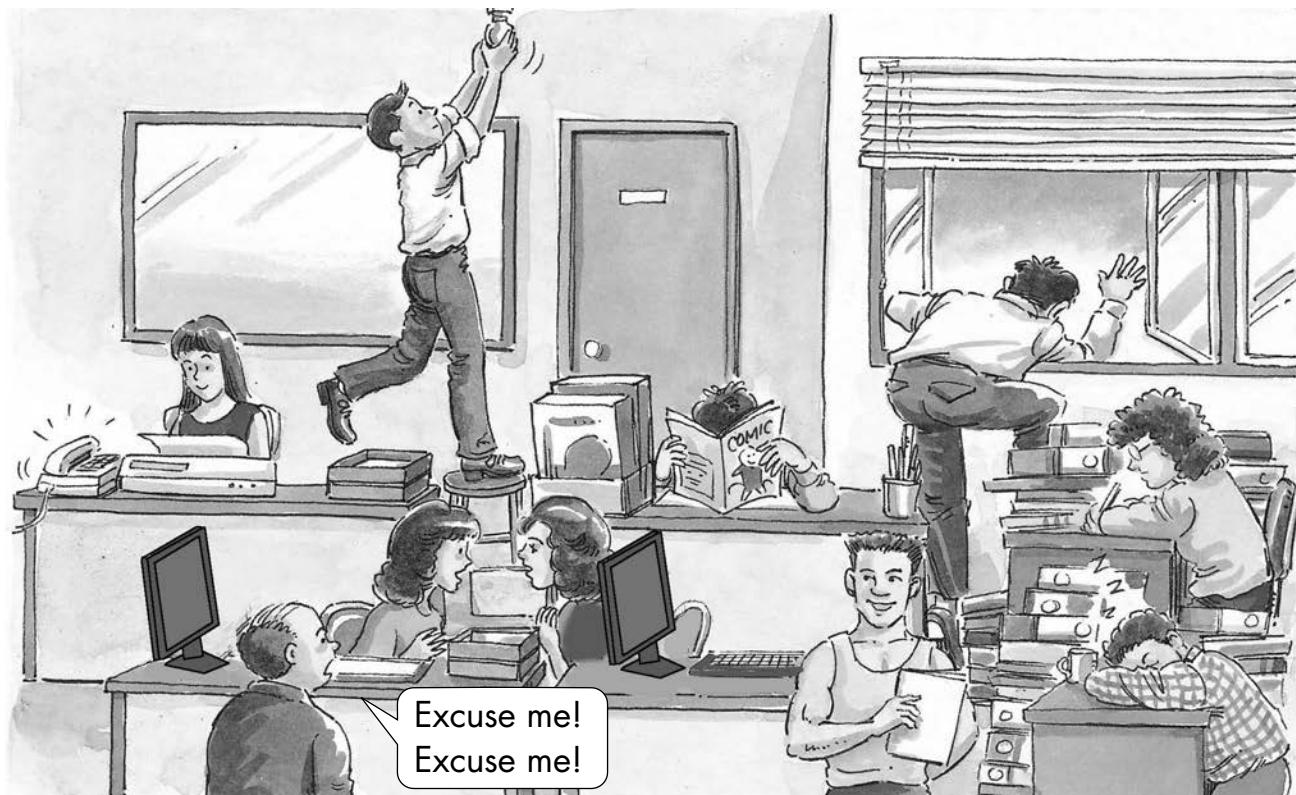
We make rules for many reasons, for example:

- 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



Writing

Making rules

- 1 Tell the students to read the instructions for Exercise A and look closely at the picture.
- 2 Ask the students to work out the office rules and decide which rules belong to category **a** and which to category **b**.

Answers:

- A 1 answer the telephone
- 2 keep their desks
- 3 be polite
- 4 dress
- 5 stand
- 6 lean out of
- 7 read comics
- 8 sleep

a rules: numbers 1, 2, 3, 4

b rules: numbers 5, 6, 7, 8

- 3 To do Exercise B, ask the students to work in pairs to think of rules for a school. Then ask them to write out the *must/must not* rules individually.

Possible answers:

- B 1 wear school uniforms in the school.
- 2 close the windows before they leave the classroom.
- 3 use the stairs when there is a fire.
- 4 switch off the lights before they leave the classroom.
- 5 keep the school clean.
- 6 eat or drink in the classroom.
- 7 push each other in the corridor.
- 8 smoke.
- 9 sleep in class.
- 10 fight.

Additional activity:

Ask each student to think of one rule for the classroom. It can be a rule for the whole class or for a particular group of students. Put all their rules on the blackboard. Choose the five most popular rules by vote to become the class rules for the next period.

For further writing practice

Workbook 8B page 25

- a Let the students discuss the following questions in groups, trying to use the useful expressions in the table.

What is the use of electricity?

Why is electricity sometimes dangerous?

How should we use electricity?

- b Select some groups to give their answers to the class.
- c Give the students time to write the article.
- d Invite individual students to read out what they have written to the class.

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 _____



More practice

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

*More practice

Electricity works everywhere

The passage talks about the uses of electricity.

Vocabulary:

wonder (n.) something that fills you with surprise

The Lijiang River is one of the natural wonders of China.

milk (v.) take milk from a cow, goat, etc.

She learnt to milk the cows on the farm.

churn (v.) stir milk in a special container to make butter

I saw how the machine churned butter on TV.

Answers:

- | | | |
|---|---|---|
| A | 1 | f |
| | 2 | d |
| | 3 | b |
| | 4 | e |
| | 5 | c |
| | 6 | a |

Possible answers:

- | | |
|---|---|
| B | Electricity lights streets and buildings. |
| | Electricity heats food in cookers. |
| | Electricity drives trains. |
| | Electricity makes computers work. |
| | Electricity powers the underground. |
| | Electricity makes fans and air conditioners work in summer. |

Possible answers:

- C **1** We must use fewer lights.
2 We must turn off the fan when we are not in the room.
3 We must not keep water boiling for a long time.
4 We must close the fridge door.
5 We must turn off all the lights before we leave the house.
6 We must close the windows when the air conditioner is on.

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

1



2



3



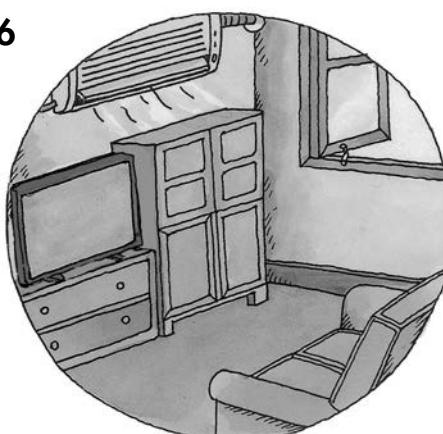
4



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.

Progress file 3

Ask the students to complete these exercises, which briefly revise some key items from the unit.

Answers:

- 1 c
- 2 d
- 3 a
- 4 b
- 5 Must, can/may
- 6 May/Can
- 7 can
- 8 cannot/may not
- 9 must not
- 10 cannot
- 11 must not
- 12 (that) I need to eat more fruit
- 13 (that) listening to music is a good way to relax
- 14 when John can finish the task
- 15 who will go with us

Word box

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

Additional teaching suggestions

- 1 Grammar A 部分有关情态动词的教学中，can 主要表示“拥有能力、提出请求和请求允许”，may 主要表示“请求允许”，而 must 则表示“义务”。它们的其他用法不是本单元教授的重点，因此不必扩展。
- 2 在 6A 到 7B 积累的语言材料基础上，可找出本单元 Reading 部分含有宾语从句的复合句，进行归纳整理。
- 3 Grammar B 部分宾语从句的教学主要侧重于主句为一般现在时的情况，且仅限于以 that 和 wh- 疑问词引导的宾语从句，而 if 或 whether 引导的宾语从句将在本册 Unit 4 进行教学。另外，间接引语的教学安排在九年级进行。

Using English

Rules and regulations

- 1 Explain that *No + verb-ing* is used to prohibit actions and is usually found on notices, although occasionally one might hear it spoken.
- 2 To make the rules, the students must find the action (i.e., the verb) that is not allowed and turn it into a gerund by adding the *-ing* ending and making the appropriate spelling changes.
- 3 Ask the students to work in pairs to complete Exercise A1.

Answers:

- A1 2 No playing games
3 No cycling
4 No dogs
5 No hawking
6 No smoking
7 No playing in the fountains
8 No sleeping on the benches
9 No begging

- 4 Write *No smoking* on the board and ask the students to suggest other ways in which we can say the same thing. Try to elicit:
Smoking is not allowed.
Smoking is prohibited.
You must not smoke.
Smoking is not permitted.

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 _____.

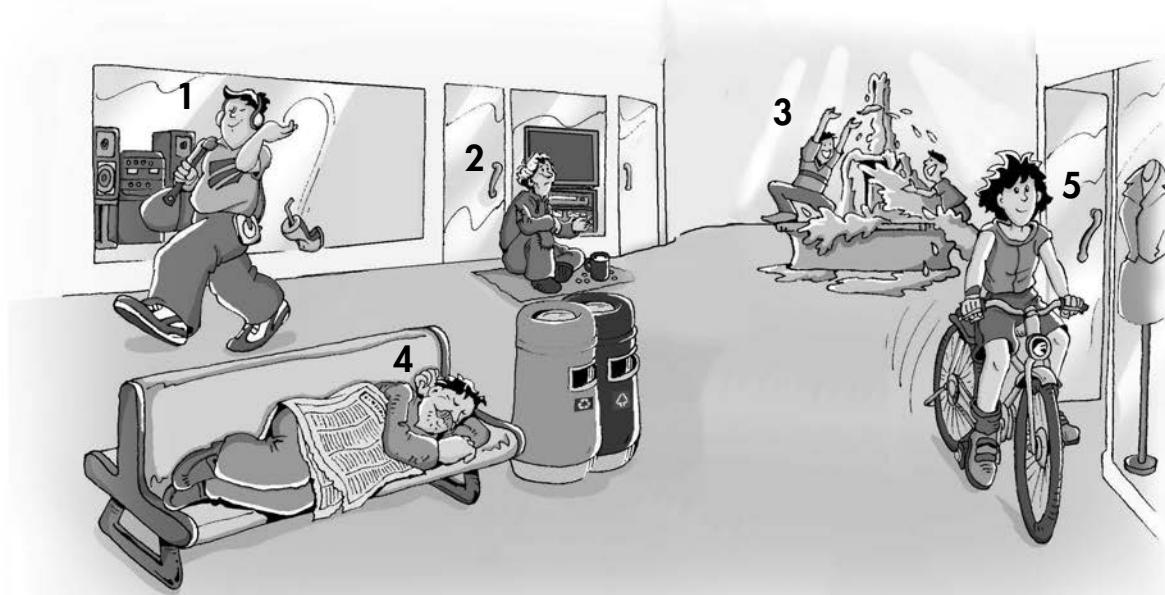
8 _____.

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

- 5 Leave the list on the board to help the students as they do Exercise A2.

Answers:

- A2 1 are not allowed to litter
 2 begging is prohibited
 3 are not allowed to play
 4 sleeping on the benches is not permitted
 5 is not permitted to cycle

- 6 Read the introduction and explain the use of *Dos* and *Don'ts* to the students. Point out that *Do* and *Don't* are both followed by the bare infinitive form of the verb. Ask the students to work in groups to complete Exercise B.

Possible answers:

B

Family Rules	
DOs	DON'Ts
• keep your room tidy	• stay on the telephone for too long
• leave the bathroom clean	• leave your things on the floor
• share the housework	• watch TV until midnight

Public Transport Rules

DOs	DON'Ts
• queue properly	• jump the queue
• give up your seat for the aged	• push and shove
• have the correct fare	• stand in others' way

School Rules

DOs	DON'Ts
• keep your classroom tidy	• shout and scream
• listen to teachers in class	• drop litter
• help each other	• write on the desks

Module 2 Mass media

Unit 4 Newspapers

Unit topic: overview

The topic for this unit is newspapers. The **Reading** passage is a report of a meeting at a school. Some students want to publish their own newspaper, and they meet to arrange some of the details, including who should have the main jobs. The student newspaper topic provides a context for other sections within this unit.

The **Grammar** section talks about the modal verbs *should* and *ought to* and object clauses with *if* or *whether*.

In the **Listening** section, there is a proofreading task, with the students listening and correcting mistakes in an article.

In the **Speaking** section, the students first practise expressing congratulations, compliments and sympathy. Then they learn to arrange an interview.

The **Writing** section has the students complete a report to the headmaster about the progress of the student newspaper.

The cartoon

The joke in this cartoon depends on two of the many meanings of the word *on*. The teacher said 'Write a composition on newspapers', and here the word *on* means 'about' or 'on the topic of'. But *Lo* is thinking of the meaning 'on top of'. Many jokes and cartoons depend on key words having two meanings. As usual, the cartoon also introduces the topic of the unit, newspapers, in a humorous way.

Pre-unit activities

- 1 Ask the students to name some English newspapers available in Shanghai, e.g., *Shanghai Students' Post*, *Shanghai Star*, *China Daily* and *21st Century*.
- 2 Ask the students if they know of any words commonly used in newspaper titles and list them on the board. Ask them to think of some reasons why these words might have been chosen. Their list may include *daily*, *weekly*, *post*, *news*, *morning news*, *evening news*.
- 3 Ask the students to list the different items one can find in a newspaper, e.g., headlines, letters, world news, local news, editorials, features, sports, advertisements, reviews, business information, TV schedules, weather forecasts, comic strips.
- 4 Grade Eight students are not yet ready to read adult newspapers in English, but there are different ways in which you can use appropriate newspapers in class.
 - Collect a pile of English newspapers written especially for students.
 - Have one copy for the class and cut out short articles, interesting headlines, pictures, advertisements, easy letters, etc. You can either display them on a newspaper board or give them to individual students to keep in a scrapbook.

Unit 4 Newspapers



Reading

p. 54



Grammar

p. 58



Listening

p. 62



Speaking

p. 63



Writing

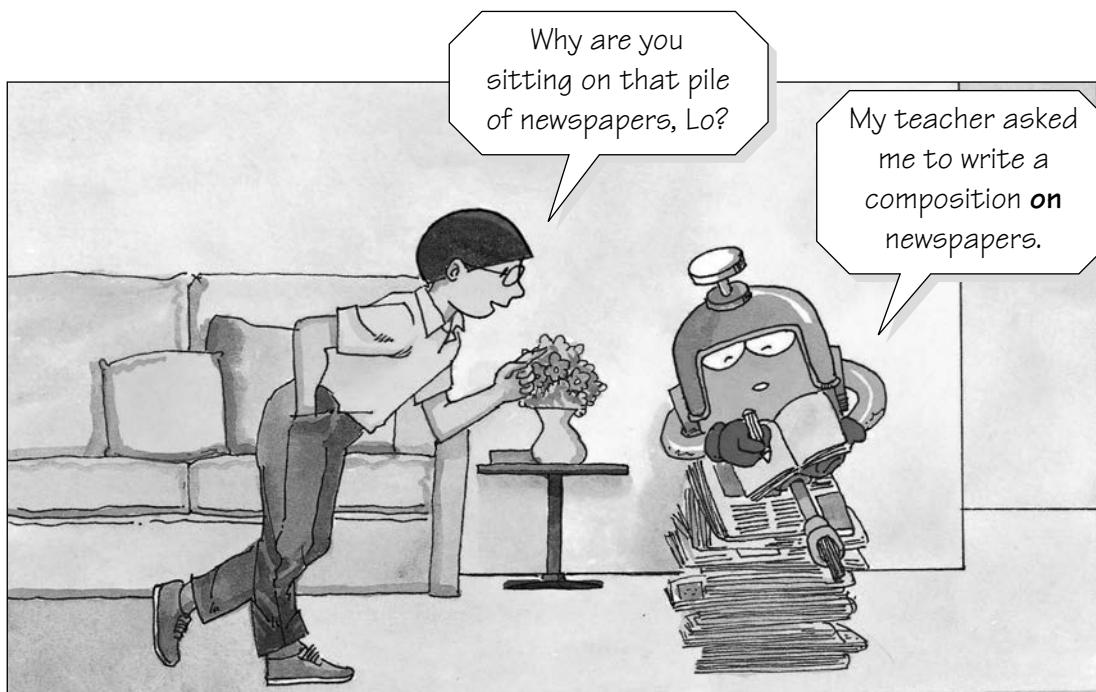
p. 65

*



More practice

p. 66



Reading

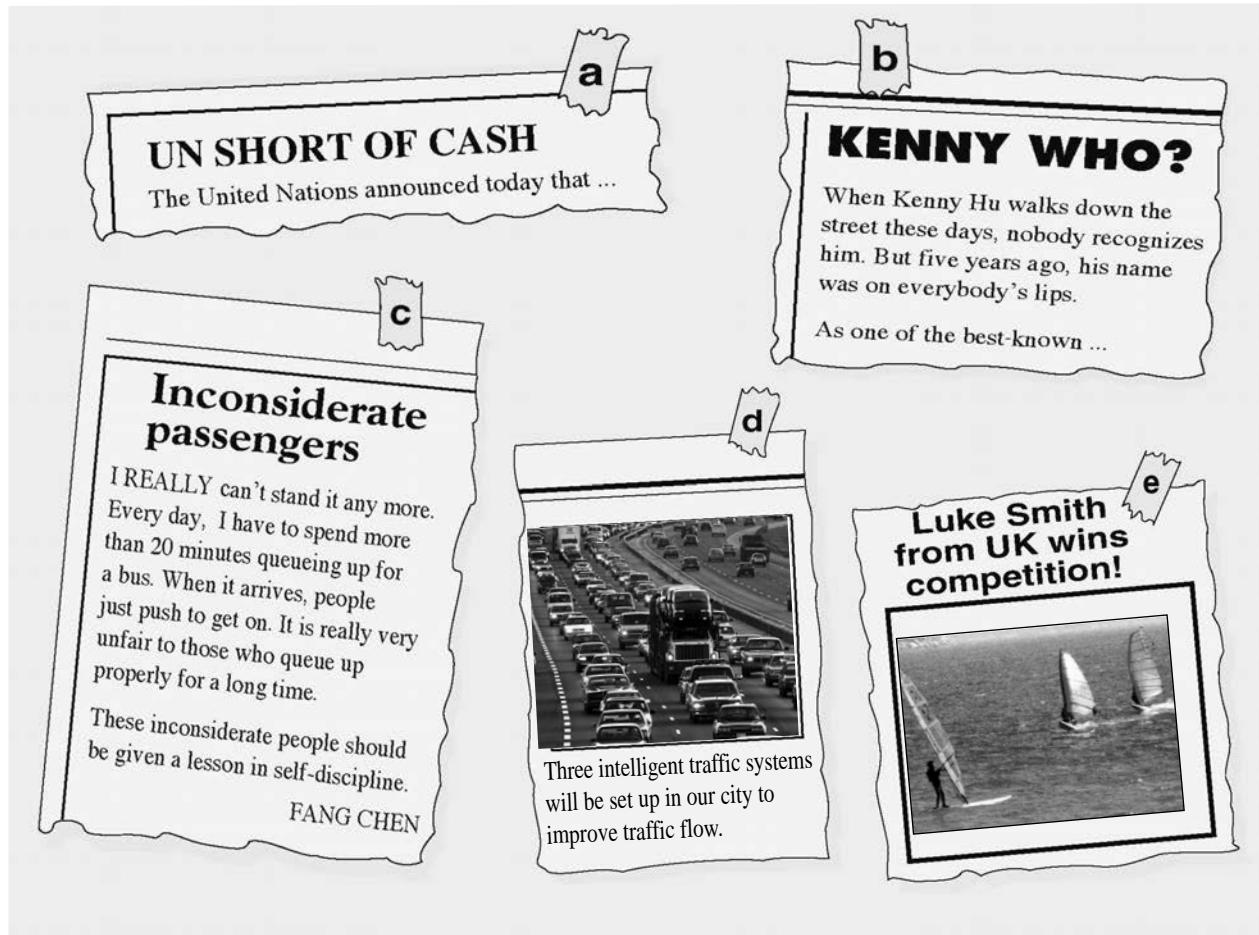
A What do you know about ...?

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.

Reading

A What do you know about ...?

It is important for the students to develop an awareness of the different style and content of different types of text, which will help them understand the meaning from the surrounding context and from their own expectations. Guide the students to look for clues which will help them. Ask the students to do this exercise on their own.

Answers:

- A 1 d
- 2 a
- 3 c
- 4 b
- 5 e

B Before you read

This short exercise is also designed to encourage the students to develop expectations about what they are going to read.

Answers:

- B 1 A
- 2 A
- 3 D

Notes:

- 1 Local news concerns events in the city where the paper is published. It usually comes immediately after the front page, which carries the biggest stories of the day in the city.
- 2 World news is on international events.
- 3 The Letters page contains the editorial and letters to the editor, e.g., letters about politics, complaints about transport, pollution, noise, road works and opinions.
- 4 The People section gives the latest news and gossip about famous people.
- 5 The Sports pages are traditionally at the back of the newspaper and contain both scores and stories about games or athletes.

Reading passage

A new newspaper

This is a report, written by a student for his headmaster, of a meeting at which the students discuss arrangements for publishing a new school newspaper.

Synopsis by paragraph [P = paragraph]:

- P1–2: The group of students at the meeting elect Joyce as chief editor of the new newspaper.
- P3–4: Joyce takes charge of the meeting. Arthur is elected as secretary.
- P5: The other three students will be editors of various sections.
- P6: They list other things to be discussed.
- P7: They discuss possible names for the newspaper.
- P8: Joyce says they need more time to think about the name. They conclude the meeting.

Vocabulary:

***chief editor** the senior writer and decision-maker of a newspaper

The chief editor rejected the article.

***conclude** (v.) finish, come to the end of

Our meeting concluded at 9.30 p.m.

☞ This verb also has a second meaning, *work out the meaning*, e.g., May told us about her holiday. We concluded that she had not enjoyed it much.

consider (v.) think about carefully

It took a long time to consider such a difficult question.

decision (n.) something you choose to do after thinking about it

I thought hard before making the decision to change my job.

elect (v.) choose by voting

The people will elect the new president.

experience (n.) skill and knowledge gained from doing something

After twenty years, she has a lot of experience in teaching.

☞ *Experiences* can be used as a countable noun, meaning things/events that happen to us, e.g., My holiday was full of interesting experiences.

publish (v.) prepare and print a magazine, book, etc.

Shanghai Students' Weekly publishes its paper once a week.

secretary (n.) the person who looks after paperwork and records

It is the job of a secretary to take notes.

suggestion (n.) an idea for others to consider

My suggestion is that we go to Tokyo, rent a hotel room and stay for a week.

take charge of start being in control of something

I hope the new manager will take charge of the company quickly.

talk ... over discuss

We'll talk the problem over tomorrow.

vote (v.) show which person or thing you want to choose, by putting up your hand, marking a piece of paper, etc.

The teacher said we could vote about where to go for our class trip. Most people voted to go to a park.

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*. _____

C Vocabulary

Do Exercises C1 and C2 with the students.

Answers:

- C1**
- 1 takes charge of
 - 2 hold
 - 3 elect
 - 4 experience
 - 5 talk ... over
 - 6 consider ... decision
- C2**
- 1 sections
 - 2 briefly
 - 3 readers

Additional exercise:

The following sentences are clues intended to evoke one of the key vocabulary items in this unit. Each word is only used once. Read the sentences to the students and see if they can work out the answers. The correct answers are given in brackets. More than one answer may be possible for some sentences.

- 1 Arthur is very efficient at taking and organizing notes. (secretary)
- 2 The paper will either be called *The Mayfield Sun* or *The Mayfield Star*. Raise your hand if you're in favour of the name *The Mayfield Sun*. (vote)
- 3 Every four years, Americans choose a new president. (elect)
- 4 Right, I'm going to buy that coat. (decision)
- 5 I think it's time to stop this meeting now. (conclude)
- 6 Let's go to the beach. (suggestion)
- 7 I have been working as a nurse for ten years. (experience)
- 8 They will bring out a new book next week. (publish)
- 9 Let's ask the boss if we can include this article in today's paper. (chief editor)
- 10 I'm sorry, but I've got to leave now. Will you take over the meeting for me? (take charge of)
- 11 Can we discuss this in your office later? (talk ... over)
- 12 This is a difficult question. Let's think about it very carefully. (consider)

D Comprehension

- 1 Exercise D1 can be done before reading the whole passage to encourage the students to develop the skill of scanning. Show them how to move their finger down the page quickly as they look for the names of the individuals to extract the information. The exercise can also be done while reading the passage.

Answers:

- D1 2 an editor
3 chief editor
4 an editor
5 secretary, notes

Note:

It is worth pointing out the difference here between the definite article *the* referring to one special individual and the indefinite article *a/an* referring to any one of a number of similar individuals.

- 2 Exercise D2 practises the important skill of being able to establish pronominal reference. The students need to follow a chain of reference back until they find a noun or noun phrase from the passage that fits the number and gender of the pronoun.

Answers:

- D2 2 She = Joyce
3 They = The other three, i.e, Pansy, Tony and Millie
4 they = readers
5 it = the new newspaper

- 3 Exercise D3 checks comprehension and offers another chance to consolidate the target vocabulary.

Answers:

- D3 1 experience
2 voted for
3 think about/consider them

For further reading practice

Workbook 8B page 33

- a Give the students time to read Frank's report silently.
b Have them complete the notes on their own.
c Check the answers with the students.

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.

Grammar

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

- 1 In this Grammar section, three uses of *should* and *ought to* are discussed.
 - *Should/ought to* is used to make suggestions about what is the best thing to do;
 - *Should/ought to* is used to express our strong belief that something is right and is our duty;
 - *Should/ought to* is used to correct errors and to say what is correct.
- 2 *Should* and *ought to* are modal verbs and do not take verbal endings. Remind the students that *oughted* is an impossible form, as this is rather a common mistake.
- 3 By learning the form as *ought to*, the students are less likely to get confused about whether to use a *to* infinitive or a bare infinitive.
- 4 Read the examples in the pictures and the sample sentences before Exercise A1 on page 58 to the students.
- 5 Ask the students the following questions. Tell them to reply in full sentences. Possible answers have been given in brackets.
 - What should we do if we want to get high marks? (We should work harder.)
 - What ought we to do if we find a purse on the classroom floor? (We ought to take it to the teacher.)
 - How should we treat our parents when they are old? (We should look after them.)
 - How should *people* be spelled? (It should be spelled p-e-o-p-l-e.)
 - *One of the students are late for class* is wrong. What ought we to say? (We ought to say *One of the students is late for class*.)

- 6 Ask the class to do Exercises A1 and A2. Call on selected students to check their answers when the class has finished the exercises.

Answers:

- A1 1 ought to elect
 2 should choose
 3 should buy
 4 ought to discuss
 5 shouldn't start

Answers:

- A2 1 should meet
2 should wear
3 should behave
4 should not touch
5 should carry/bring
6 should not bring/carry
7 should leave
8 should ask

7 Read the examples in the pictures before Exercise A3 with the class, explaining that *a typewriter* and *a cooker* are machines, not people.

8 Point out to the students that stress is added in the second sentence to emphasize the correct word.

Jane is a good typewriter.
That should be 'typist'.

Typist is pronounced slowly and with stress.

9 Ask the students to work in pairs to complete the dialogues between Tony and Pansy in Exercise A3.

Answers:

- A3 2 '50' years old
3 white 'shirts' and ties
4 a fast 'food' shop

Additional activity:

1 Write the following 'misprints' on the board and ask the students to find the mistakes and correct them. The answers are provided in brackets.

- Can I have some bread and batter? (butter)
- My sister gave me a red pocket. (packet)
- The chicken soap was very nice. (soup)
- I like eating fish and chops. (chips)
- If you know the answer, rise your hand. (raise)
- He was tired, so he laid on the bed. (lay)

2 Tell the students to work in pairs for five minutes. Then call on a few students to write their sentences on the board or read their sentences to the class, who must spot and replace the incorrect words.

Answers:

You should feed your dog regularly.
You should put a collar on your dog.
You should teach your dog to walk on a lead.
You should give your dog plenty of exercise.
You should keep your dog clean.

You ought not to hit your dog.
You ought not to forget to give water to your dog.
You ought not to let your dog run on the road.
You ought not to tie up your dog all the time.
You ought not to leave your dog locked in a car.

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



50.

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.

B Object clauses (II)

- 1 Ask the students some questions, telling them to report in full sentences by using *if/whether* as in the example below.

T: Will it rain tomorrow? What do I want to know?
S: You want to know if/whether it will rain tomorrow.

- 2 Tell the students that we use certain verbs, e.g., *wonder, ask, know*, followed by *if/whether* plus an object clause.

- 3 Write the following sentences on the board,
e.g., *Is your home near our school?*

Do you walk to school?

Do you watch TV every day?

Does your father work in an office?

Does your grandmother live with you?

Have you ever been to Beijing?

Then let the students work in pairs like this:

e.g., *S1: What does the teacher want to know?*

*S2: He/She wants to know if/whether your home is
near our school.*

4 Ask the students to do Exercises B1 and B2.

Answers:

- B1**
- 2 if/whether you have read
 - 3 If/whether you prefer
 - 4 if/whether articles with pictures are
 - 5 if/whether any of your friends have discussed
- B2**
- 1 (that) there are still some questions about the paper
 - 2 what we should call our paper
 - 3 how often we should publish it
 - 4 which section will be on the front page
 - 5 if/whether we should invite our English teacher to write a column in the paper

- 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.

 Listening

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.

Listening

My most exciting day

- 1 This is a proofreading exercise. The students must listen to the recording, which contains the correct version, and correct the mistakes in the written version.
- 2 Let the students read through the text quietly first, and explain any words they may not understand. Tell them to look for possible errors (practising the skill of prediction), but not to write anything on the text yet.
- 3 Then play the recording right through. The students should correct the errors neatly, in pencil. If necessary, play the recording a second time. Get the students to exchange their work and check each other's answers.

Vocabulary:

costume (n.) a set of special clothes

talent show a competition for people who try to entertain others by singing, telling jokes, etc.

Tapescript:

My most exciting day was in November last year, at the annual Youth League Party in the park. The chief secretary started the party at 11 a.m. There were many League members from all over the city—about 20,000 in all. It was very exciting.

First, we all said our League Promise. Then we marched around the park. 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 bedroom now.

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

I also had time to walk 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 countries. At the end, we gathered in groups and sang some songs. It was wonderful to see so many friends together, and I really enjoyed that day.

Answers:

(The correct words are underlined above.)

For further listening practice

Workbook 8B page 32

Exercise A

- a Ask the students to look at the pictures and guess what each picture is about.
- b Play the recording and let the students put the pictures in the correct order.

Exercise B

- a Play the recording again and let the students answer the questions.
- b Check the answers with the students.

Speaking

A Talk time

Expressing congratulations, compliments and sympathy

- 1 Read the text with the students and model the correct intonation. *Congratulations* (stress on the fourth syllable) is spoken with a rising tone and *Oh, that's terrible!* with a falling tone.
- 2 Ask the students to practise the conversation in Exercise A1 with a partner.
- 3 Tell the students to complete Exercise A2 on their own.

Answers:

- A2 1 You deserve it.
2 Congratulations!
3 That's terrible!

Vocabulary:

congratulation(s) (n.) usually used in plural form to express pleasure at someone's success

Congratulations on passing the driving test!

deserve (v.) be worth something

This verb is difficult to explain simply, but it expresses the idea that something (good or bad) ought to happen to you, as a direct result of something you have done, e.g., Tom worked hard, so he deserved to pass his exam. Sam did not do any work, so he deserved to fail.

You must be angry. (idiom) In this use the word *must* does not have its normal meaning that this is something you ought to do. It is an idiomatic expression, and the speaker means that he/she understands the other person's feelings, and guesses that they are feeling angry. The speaker is thus showing sympathy for the other person.

What a shame/pity! (excl.) These are exclamations used to show sympathy. There is no set reply.

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.

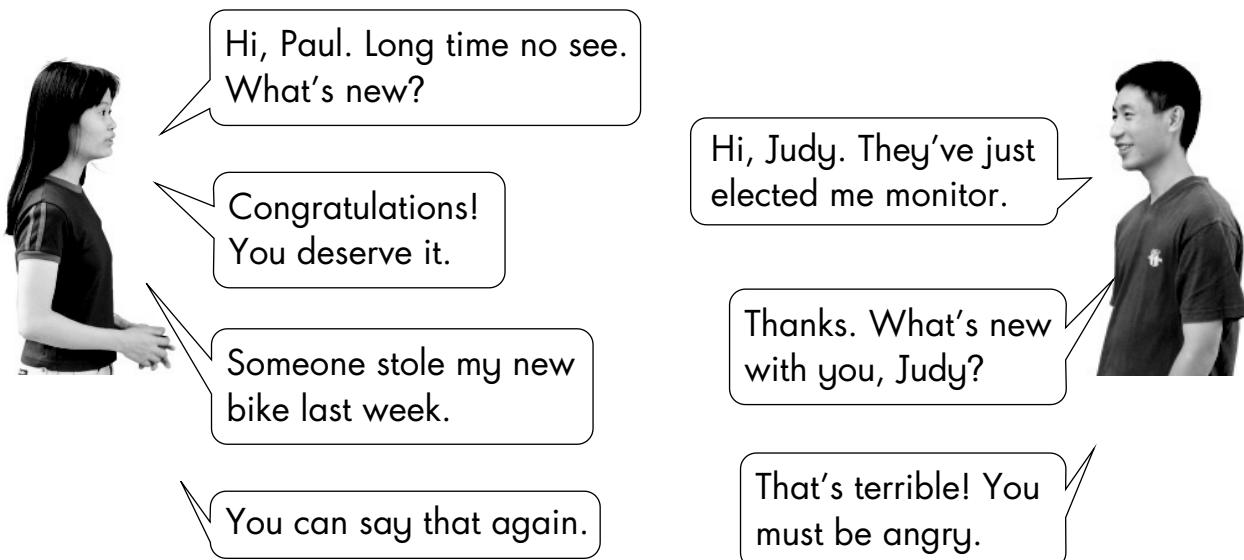
Expressing congratulations/compliments

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.

- 4 Ask the students to respond to the statements in Exercise A3 using the expressions learnt on the previous page.

Answers:

- A3 1 Well done, Tony!
Congratulations!
 2 That's terrible!
What a pity/shame!

Additional exercise:

Read out the following statements and ask the students to respond quickly, using any of the expressions learnt that are appropriate.

- I've lost my dog.
- I've been elected as monitor.
- I've won the first prize.
- Someone's stolen my purse.
- I'm going to get married next month.
- I've passed my driving test.
- My mother's broken her arm.
- It's raining so hard that we can't go on the picnic.
- I failed the test today.

B Speak up

Arranging an interview

- 1 Note that in this conversation the two people are just making arrangements about when and where to meet. They are not holding the complete interview.
- 2 Ask the students to practise reading the sample conversation in Exercise B1 in pairs. Some of the better students can come out in front of the class and perform it, with their books.
- 3 Then explain the arrangements for Exercise B2. Here the students can use the conversation in Exercise B1 as a model, but must make some changes to it. They must use different names, interview people about different things, and S2 must suggest either a different time or a different place for the meeting.
- 4 Let the students practise in pairs, using their books to help them.

- 5 We do not want the students to memorize long conversations, but it would be good to encourage them to try to speak without using their books. One technique you can use is 'prompting'. The students work in groups of four. Two students, working without their books, must try to say the conversation. The other two students, who can look at the books, help them by supplying two or three words when the others forget what to say. Thus the two main speakers are trying to speak real English, but are always supported by a friend when they are in difficulty.
- 6 In this situation, remember that the main aim is to build up fluency and confidence. The teacher should avoid interrupting the students to make corrections of pronunciation or grammar.
- 7 One sample answer is given below, but answers will of course vary. We want the students to generate their own imaginative language, and not to stick rigidly to set conversations. Thus we should praise any students who add new variations to the conversation.

Possible answer:

- B2 S1 Excuse me. Are you ...?
 S2 Yes, that's right.
 S1 I'm I'm in Grade Eight. We are publishing a newspaper this year, and I'm the fashion editor.
 S2 I see. How can I help you?
 S1 Well, I'd like to interview you about fashion, please.
 S2 Yes, all right. When do you want to meet?
 S1 Could we meet today after school?
 S2 No, I have a lot of work today, I'm afraid. What about tomorrow, after school?
 S1 Yes, that would be fine. Can you come to Room 601?
 S2 All right. I'll meet you in Room 601, at about half past three.
 S1 Right. Thanks very much. Goodbye.
 S2 Bye.

Writing

Arthur's second report

- 1 This exercise gives the students a useful revision of the simple present, simple past and simple future tenses.
- 2 Remind the students that the simple present tense is used for activities that are happening regularly at the present time.
- 3 Ask the students to do the exercise on their own.

Answers:

- 2 start
- 3 finish
- 4 takes
- 5 takes
- 6 came
- 7 were
- 8 thought
- 9 were
- 10 complained
- 11 did ... want
- 12 will show
- 13 will give
- 14 will contain
- 15 will take
- 16 will get

Additional exercise:

For a further and more ambitious writing project, suggest that the students produce a class newspaper, allotting different tasks to different groups of students. You may want to include the following items:

- main story, e.g., the new school year, new teachers
- articles looking ahead to the main activities of the school year
- small news items on students' holiday activities
- articles on the school canteen, etc.
- editorial calling on students to work hard this year
- letters about students' problems
- club news
- sports news

For further writing practice

Workbook 8B page 34

Exercise A

- a Let the students work in groups to discuss the solutions to the problems.
- b Invite some students to write their solutions on the board.
- c Let the students vote for the best solutions.

Exercise B

- a Ask the students to complete the letter according to the best solutions they have voted for.
- b Invite individual students to read out their letters to the class.

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 ⁽¹²⁾ to pay more than one yuan for it.

Future plans

The next edition will contain three articles about student health. The articles ⁽¹³⁾ that students here are less fit than students from many other countries. They ⁽¹⁴⁾ advice to students about how to get fit. Each article ⁽¹⁵⁾ some exercises for students to do. After completing the exercises, students ⁽¹⁶⁾ part in a competition to find the fittest students. The winners ⁽¹⁷⁾ 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

*More practice

Benjamin Franklin

This is a newspaper article about Benjamin Franklin.

Vocabulary:

curious (adj.) having a strong desire to know about something

The little boy is curious about everything and always asks questions.

Answers:

A 1 c
2 h
3 j
4 b
5 d
6 i
7 g
8 f
9 a
10 e

B 1 T
2 F
3 T
4 T
5 F
6 F
7 T
8 T
9 F
10 T

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

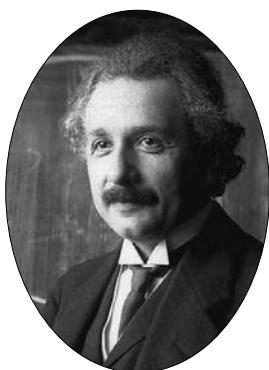
A	B
1 talents	a set up
2 curious	b harm
3 equipment	c natural abilities to do something well
4 damage	d look carefully for something or somebody
5 search for	e make something better than before
6 invent	f at the present time
7 be tired of	g be unhappy with
8 nowadays	h having a strong wish to know about something
9 establish	i produce or design something
10 improve	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?

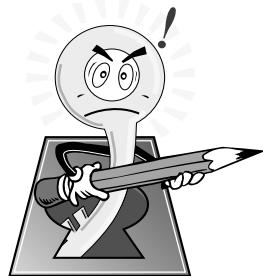
- 13 Daisy asks. Does Tom's father give him pocket money every week?

- 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.

Progress file 4

Ask the students to complete these exercises, which briefly revise some key items from the unit.

Answers:

- 1 d
- 2 e
- 3 b
- 4 c
- 5 a
- 6 You should not bend your ticket.
- 7 You should not stand near the edge of the platform.
- 8 Parents ought to carry young children on the escalators.
- 9 You should give your seat to a disabled person.
- 10 You ought not to eat on the underground.
- 11 Should we get on this train?
- 12 Do you know if/whether trees can fight pollution?
- 13 Daisy asks if/whether Tom's father gives him pocket money every week.
- 14 Tony asks if/whether your mother cooks dinner at home.
- 15 We want to know if/whether water comes from clouds.

Word box



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

Additional teaching suggestions

- 1 Reading 部分出现了 **suggest that ... should** 的句子结构，只要求学生理解句意，不必作虚拟语气的语法讲解。
- 2 在 Reading 部分的教学中要提醒学生注意 **paper** 和 **experience** 作可数名词或不可数名词时的不同意义和用法。
- 3 Grammar B 部分教学重点是由 **if** 或 **whether** 引导的宾语从句，至此，可结合本册 Unit 3 对宾语从句（主句为一般现在时）进行总结。主句为一般过去时的宾语从句将在 9B 教材中出现。

Unit 5 Magazine articles

Unit topic: overview

The topic for this unit is our five senses. The **Reading** passage is about a blind man and his dog trapped in a burning building, and how they are finally saved.

The **Grammar** section focuses on pronouns and adverbial clauses.

The **Listening** section involves the students in listening to a conversation between a hotel manager who is giving directions to a blind guest. The students have to label a plan of the hotel.

In the **Speaking** section, the students learn to give warnings. Then they must give a short, guided talk about the importance of the five senses.

In the **Writing** section, the students have to produce a guided description of the furniture in a hotel room.

The cartoon

The cartoon is funny because *Lo* says that *Hi*'s food must taste horrible, but then he drinks some oil (as he is a robot) and thinks that it tastes lovely.

The cartoon reminds us that different people have different tastes (and also that we cannot logically explain why we like or dislike certain foods). It also introduces the theme of this unit – the senses.

Pre-unit activities

- 1 Ask the students to look at the cartoon and say which sense *Lo* is talking about. The answer, taste, is given in the cartoon. Ask the students if they know all of the five senses. (They are hearing, smell, sight, taste and touch.)
- 2 Tell them that some people have better hearing than others. Ask them what kind of jobs they can do if they have very good hearing, e.g., *singer, musician, DJ*. Other people are very sensitive to the shapes and colours of things. Ask the students what kinds of jobs they can do if they have this ability, e.g., *designer, painter, architect, film director, photographer*. Then ask them what jobs they can do if they are highly sensitive to smell and taste, e.g., *wine/food expert, chef*.
- 3 Tell the students that the visual and tactile senses (sight and touch) are the most important for our survival, but the other three are still very necessary. Smell and taste are very closely linked together.
- 4 Bring some food to class, washed and chopped into bite-size pieces. Suggested food includes apple, potato, onion and pear. Ask the students to close their eyes and guess what kind of food they are given without being able to look at it. Divide the class into three groups. Each group will be allowed to use only one sense to distinguish the food.
 - The first group is blindfolded and is only allowed to smell the food.
 - The second group is blindfolded and, holding their noses, is only allowed to feel the food.
 - The third group is only allowed to taste the food, again blindfolded and holding their noses.

Unit 5 Magazine articles

 **Reading**

p. 72

 **Grammar**

p. 76

 **Listening**

p. 80

 **Speaking**

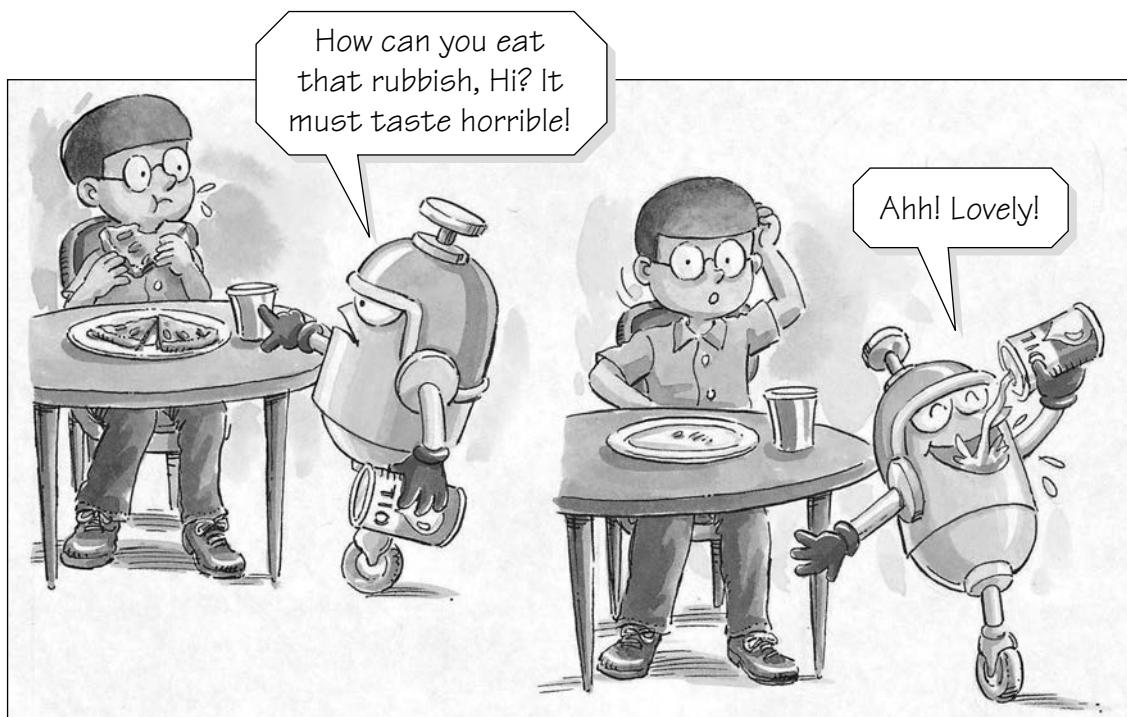
p. 80

 **Writing**

p. 82

*  **More practice**

p. 84





Reading

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**?

a

b

c

d

e

f

g

h

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.

Reading

A What do you know about ...?

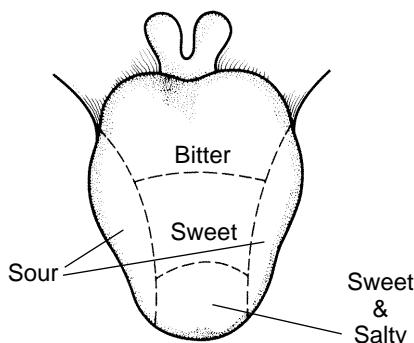
Do the quiz with the students to identify the five senses. As always, encourage the students to guess if they do not know the answers.

Answers:

- A 1 a sight
b hearing
c taste
d smell
e touch
- 2 a
- 3 b
- 4 b
- 5 d (smell)
- 6 c (taste)
- 7 e (touch)
- 8 No. None, because all the lines are the same length.

Notes:

- 2 The eyes are sometimes called the window of the soul because people can often understand what is on your mind by looking into your eyes. Often if somebody is telling a lie, he/she cannot look other people in the eye for fear of giving him/herself away.
- 3 There is a fluid in the ears which helps us keep our balance. If the balance is disturbed, we feel uncomfortable. When people get carsick or seasick, it is because this fluid balance is disturbed.
- 4 Inside the ear is a tight, thin skin called the eardrum which vibrates when hit by sound waves. If it is broken, the ability to hear will be lost forever.
- 5 When we get colds, and our noses become congested, it blocks our sense of smell and dulls our sense of taste.
- 6 The tongue is covered with tiny taste buds which sense special chemicals in food. Different parts of the tongue have the ability to taste different flavours. This diagram shows where these taste buds are positioned on the tongue.



- 7 When someone touches you, you feel it because of the nerve endings you have all over your body. People usually love to be touched by the ones they love. Experiments have been done which show that new born babies have a higher risk of dying if they are not touched by anybody. Scientists have explained that babies need the body warmth and contact.
- 8 Let the students check the answer with a ruler. Our eyes can easily be misdirected or fooled by optical illusions.

B Before you read

Draw the students' attention to the fact that there may be more than one word for the answers, as stated in the instructions.

Answers:

- B 1 John Dancer
2 dog
3 the dog/Charlie
4 fire

Additional activities

- 1 Ask the students to imagine what is going to happen to the blind man and his dog when they are trapped in the burning hotel. Give them some time to think up the details of the story and an ending.
- 2 Ask a few students to tell the class what they think will happen, or ask each student to contribute one or two sentences to the story.
- 3 You can also ask the students what they would do if they were trapped in a burning building. Tell the students that many people who die during a fire are not burnt to death. They die because they cannot breathe, as a result of the smoke. Most people die in fires before they are burnt.
You may want to introduce the words *suffocate* or *choke* (to stop breathing), depending on the level of the class. (The best thing to do during a fire is to wet a towel and put it around your nose to act as a filter to help you breathe and lie down low on the floor where the air is purer.)

Reading passage

Blind man and eyes in fire drama

This is a story about a blind man and his dog trapped in a burning hotel.

Synopsis by paragraph [P = paragraph]:

- P1–5: John Dancer tries to check in at a hotel with his dog, Charlie. The clerk refuses to allow Charlie to stay at the hotel, even though John explains that Charlie is his eyes.
- P6–7: John asks for the manager, who allows Charlie to stay at the hotel.
- P8–10: The manager shows John his room and where the fire exit is.
- P11–13: John is woken by Charlie's barking. He smells smoke and knows that the hotel is on fire. He tries to stop the smoke from getting into his room. He tries the phone, but it is dead.
- P14–17: The firemen save John and Charlie.

Vocabulary:

blanket (n.) a thick, woollen piece of cloth to cover someone in bed.

On cold nights, I cannot sleep without two blankets.

book (v.) arrange with a hotel, restaurant, etc. for a room, table, seat, etc. on a special date

She booked a table for two at seven o'clock.

drama (n.) an exciting thing that happens

It was a real drama to see Mr Chen arguing with Mrs Chen.

☞ *Drama* originally meant *what people do on stage*.

***exclaim** (v.) say something or cry out suddenly and loudly because of surprise, anger, pain, etc.

'Rat!' she exclaimed, and jumped onto the chair.

fire alarm a bell that rings to tell people that there is a fire

The fire alarm will ring if there is a fire.

go off make a sudden noise

When the fire alarm went off, everyone ran to the playground.

☞ *Go off* has many idiomatic meanings:

- i) *turn bad*, e.g., I didn't put the milk in the fridge so it went off.
- ii) *explode*, e.g., The bomb went off when he started the car.

guest (n.) a person who stays in a hotel

This gym is for guests. Other people are not allowed to use it.

location (n.) a place where something is

Your house is just next to the underground station. It's in a wonderful location.

personally (adv.) by oneself

To study at our school, you have to come in and register personally.

***reception** (n.) the front area in a big office, hotel, etc. where people go when they arrive

The girl at the reception desk gave John his room key.

***sensible** (adj.) wise

It was very sensible of you to bring an umbrella in this weather.

sound like give a similar sound

Don't tell me how to do my work. You sound like my mother.

☞ Similar to the usage of *sound like*, there is *look like*, *taste like*, *smell like* and *feel like*.

surface (n.) outside of something

You may hurt yourself if you pick up this wood. It has a very rough surface.

wet (v.) make something wet

Don't touch my book if your hands are not dry. You will wet the pages.

☞ *Wet* is more commonly used as an adjective. The adjective *dry* can also be used as a verb.

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.

55 I tried the phone. It was dead. I coughed. A little smoke was getting past the towels. So I lay on 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



C Vocabulary

To do Exercises C1 and C2, encourage the students to guess the meanings from the passage. They do not need to look up the words in a dictionary, but rather should base their answers on the context.

Answers:

C1 1 a
2 c
3 c
4 b
5 a
6 c
7 a
8 a

C2 1 c
2 e
3 a
4 b
5 f
6 d

D Comprehension

- 1 Ask the students to do Exercise D1 and remind them that some answers are used more than once. The students may work in pairs to find the answers.

Answers:

- D1 2 the clerk
3 John
4 the manager
5 John
6 the manager
7 the fireman
8 the reporter

Notes:

- 1 Remind the students that an article is required before a job title, but that no article is used before a name.
- 2 Draw the students' attention to the punctuation required when they write a quotation. Make sure they do not forget to put a comma before open quotation marks.
- 3 If there is a quotation within a quotation, single quotation marks and then double quotation marks are used, e.g., Mary said, 'I've just heard somebody crying, "Help! Help!" outside.'
- 4 Note that quotation marks are not used within speech bubbles.

Additional activity:

Ask the students which character is the most likable in the story and which one is the least likable. Put the question to a vote. Ask a few students to give the reasons for their choice.

- 2 Tell the students that when we give an instruction or an order, we always begin with the verb and omit the subject, although it is understood that the subject is *you*.
- 3 Do Exercises D2 and D3 with the students.

Answers:

- D2 1 location ... exit
2.1 Feel, hot, wet towels ... bottom
2.2 Phone
2.3 Lie ... wait
2.4 hear ... open ... wave ... shout
2.5 fireman

- D3 Rules 2.2 and 2.5 (John could not obey Rule 2.2 because his telephone was dead. He disobeyed Rule 2.5 by not listening to the fireman, because he wanted the fireman to save his dog.)

For further reading practice

Workbook 8B page 41

- a Give the students time to read the passage silently.
- b Ask the students to think about the answers to the questions individually.
- c In pairs, students ask and answer the questions.
- d Ask a few pairs to read out their answers to the class.

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

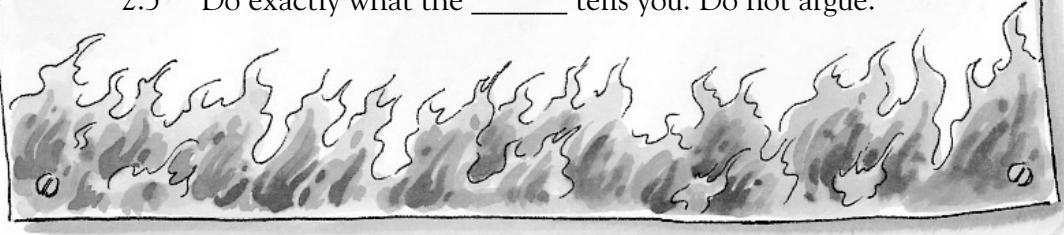
D2 Here are some of the fire safety rules at the Dragon Hotel. Complete them by putting one word from the box in each blank. Change the form if necessary.

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.



3 Do Exercise D4 with the students.

Answers:

- D4 1 dead
2 minutes seemed like hours
3 music to my ears

Note:

When we feel that time passed very slowly, we can say that the *minutes seemed like hours*. We say that good news or anything we want to hear is *music to our ears*.

Grammar

A Using pronouns

- 1 Quickly review the personal pronouns and possessive adjectives on page 76 with the students.
- 2 Ask them to close their books and tell them that you will read the first four paragraphs of *Blind man and eyes in fire drama*. Tell them to listen carefully as you read and to write down every pronoun they hear as you say it. Slowly read the four paragraphs, and then give the students this quiz. Answers are provided in brackets.
 - How many pronouns are used? (15)
 - Which pronoun is used most often? (he, I)
 - How many times is it used? (three)
 - Which is not used, *me, his or your?* (your)
 - What pronoun is used for Charlie? (he)
 - Which pronoun is used more than once, *me, my or we?* (my)
 - Which pronoun belongs in this blank?
The clerk said, '... ____ don't allow pets in this hotel.'
(We)
 - Who does this pronoun refer to, *the clerk, the people working in the hotel or the guests?* (the people working in the hotel)
 - What is the pronoun for Charlie's bark? (it)
 - Which pronoun do you think is used the most often in the world? (I)

Note:

When an animal is personalized by giving it a human name or when we know for certain the sex of the animal, it usually takes the masculine and feminine pronouns *he* and *she*, not the neutral *it*, e.g., My dog Fred eats too much.
He's fat.

3 Ask the students to do Exercise A1.

Answers:

- A1 1 Hello, everyone! My name is Millie. I am from Hong Kong. I am going to tell some jokes. Listen to me carefully.
2 Hello, everyone! Our names are Cindy and Sandy. We are from Shanghai. We are going to do some magic tricks. Watch us carefully.

- 4 Instruct the students to do Exercise A2. Tell them to read the story once before they start doing the exercise. Ask them if they think the story is funny and what they would do if they were the teacher.

Answers:

- A2 1 Its
2 she
3 His
4 He
5 It
6 it
7 their
8 them
9 them
10 her
11 their
12 She
13 them
14 She
15 him
16 she

- 5 Ask the students: *Who led John and Charlie to their room?*
Write the answer on the board: *The manager led them personally to their room.*
- 6 Tell the students that the sentence means *The manager led them to their room by herself.*
- 7 Read reflexive pronouns on page 77 with the students.

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.*)

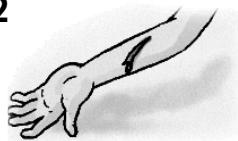
A3 Look at the pictures and complete the conversations with reflexive pronouns.

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

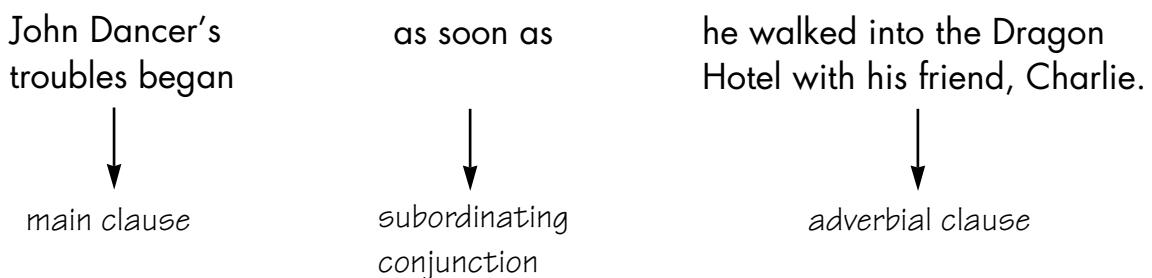


—What is she doing?
—She is looking at _____ in the mirror.

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.

8 Ask the students to do Exercise A3.

Answers:

- A3 1 yourselves
2 himself
3 ourselves
4 herself

B Adverbial clauses (I)

- 1 Tell the students that adverbial clauses do the work of adverbs.
- An adverbial clause of time indicates when an action is done. It can be introduced by *when*, *while*, *after*, *before*, *until*, *since*, *as*, *as soon as*, etc.
 - An adverbial clause of reason shows why an action is done. It is generally introduced by *because*, *now that*, *as*, *since*, etc.
 - An adverbial clause of concession is usually introduced by *though*, *although*, etc.

Note:

Since means *up to the time when* in an adverbial clause of time and it means *for the reason that* in an adverbial clause of reason.

2 Ask the students to do Exercises B1 and B2.

Answers:

B1 1 As soon as

2 because

3 when

4 before

5 After

B2 1 d

2 f

3 h

4 a

5 e

6 g

7 c

8 b

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.

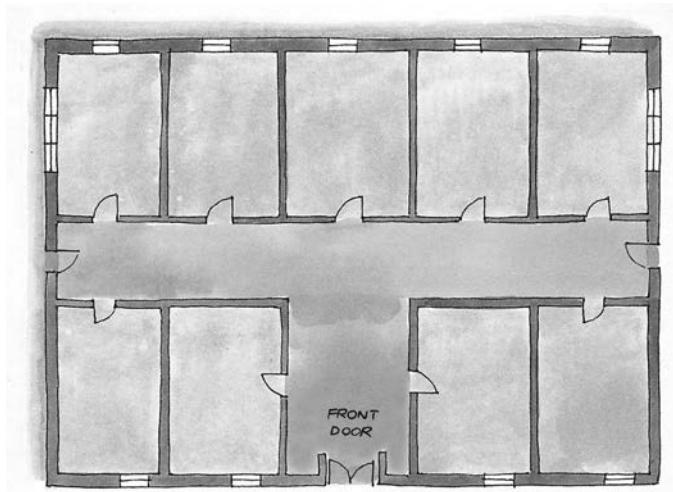
B2 Match the two halves of these sentences.

- | | |
|---|--|
| 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!



Listening

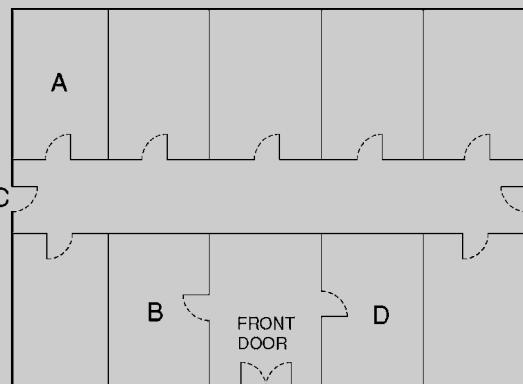
A floor plan

- 1 In this exercise, the students must listen to a conversation between John (the blind man) and the manager of the Dragon Hotel (who is a woman). They must mark the letters A–D on the map to show the locations of four places which the manager describes.
- 2 Explain the task to the students. Remind them that the four places are not described in the same order as they are printed in the instructions, so they must listen carefully.
- 3 The words 'left' and 'right' always confuse some students in this type of exercise, because their directions change according to the positions of the speakers. Here the students must imagine that they are inside the front door, looking into the hotel.
- 4 Play the recording and let the students answer. If the students have problems, you may wish to draw the map on the board and then play the recording again, demonstrating the positions as the manager describes them.

Tapescript:

MANAGER Hello, Mr Dancer. Welcome to our hotel.
 JOHN Thanks very much.
 MANAGER Now, we are giving you a room on the ground floor, so that it's more convenient for you. Is that all right?
 JOHN Yes, that's fine, thank you.
 MANAGER Good. Well, I'll just describe the hotel, and then I'll take you to your room. Now, we're at the front door, and we're looking into the hotel. There's a corridor in front of us. Now, my office is just on the right here.
 JOHN How far away is it?
 MANAGER The door's about two metres away, on our right. OK.
 MANAGER And the dining room is on our left. It's the first door on your left when you come into the hotel.
 JOHN So the dining room is just in front of us, on the left?
 MANAGER Yes. Now, if we go forward, after about five metres you must turn left or right. To get to your bedroom, you must turn left. Then your room is the second room you come to, on your right.
 JOHN So I go forward from here, turn left, and take the second door on my right?
 MANAGER Yes, that's correct.
 JOHN And where is the fire exit?
 MANAGER There's one near your room. You come out of your room, turn right, and it's straight in front of you. It's at the end of the corridor.
 JOHN Right. Thanks very much.
 MANAGER Now, shall I take you to your room? Here, hold my arm. It's a lovely day today, isn't it?

Answers:



For further listening practice

Workbook 8B page 40

Exercise A

- a Ask the students to look at the pictures first.
- b Play the recording and let the students number the pictures according to the order of the warnings they hear.
- c Check the answers with the students.

Exercise B

- a Give the students time to read the statements in Exercise B.
- b Play the recording. The students listen and circle T or F.
- c Play the recording again.
- d Check the answers with the students.

Speaking

A Talk time

Giving warnings

- 1 Warnings usually begin with a verb, so they are very forceful and easy to understand. They have to be easy to say within a short time, so they tend to be very short.
- 2 Examples of warnings in this unit include:
 Be careful! Look out! Mind ...!
 Take care! Watch out!
- 3 *Watch out!* and *Look out!* are used when the danger is more immediate. We say these expressions when there is no time to lose. *Take care!* and *Be careful!* usually refer to dangers that are less immediate and suggest that these dangers either can be avoided or are created as a result of one's own careless actions.
- 4 You can also give warnings using *don't*, e.g., *Don't touch it!* *Don't swim at this beach!* *Don't* is usually used to give warnings for a future action.
- 5 After warnings, exclamation marks (!) are usually used.
- 6 When we say *Watch out!* or *Look out!*, the two words are pronounced together as a two-syllable word, with the stress on the final syllable, i.e., Wa-tchout; Loo-kout.

- 7 Ask the students to practise reading the conversation in Exercise A1 with real expression and meaning in their voices (and not as a dull, mechanical chant). Then ask them to complete Exercise A2 individually, in writing.

Answers:

- A2 1 mind the steps
2 watch out
3 take care
4 Look out!
5 Be careful.

Possible answers:

- B2 With the sense of smell, you can smell the perfume. Without the sense of smell, you cannot smell food burning.
With the sense of hearing, you can hear the birds singing. Without the sense of hearing, you cannot use a mobile phone.
With the sense of taste, you can taste delicious food. Without the sense of taste you cannot taste delicious food.
With the sense of touch, you can feel hot water. Without the sense of touch, you cannot feel hot water.

Notes:

- 1 An antique shop sells things that are old and valuable.
2 *Oops* is a word we say when we do something silly.

B Speak up

The importance of the five senses

- 1 This exercise requires the students to discuss the senses. An example is given to help the students, but you should encourage them to think of many other examples. They should remember all the things they do in their daily life, and then imagine which things they could or could not do if they suffered from a disability.
2 The students should work in pairs to discuss the other four senses listed. After some time, ask several students to report their discussions to the whole class. Other class members can add ideas too.

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 ...

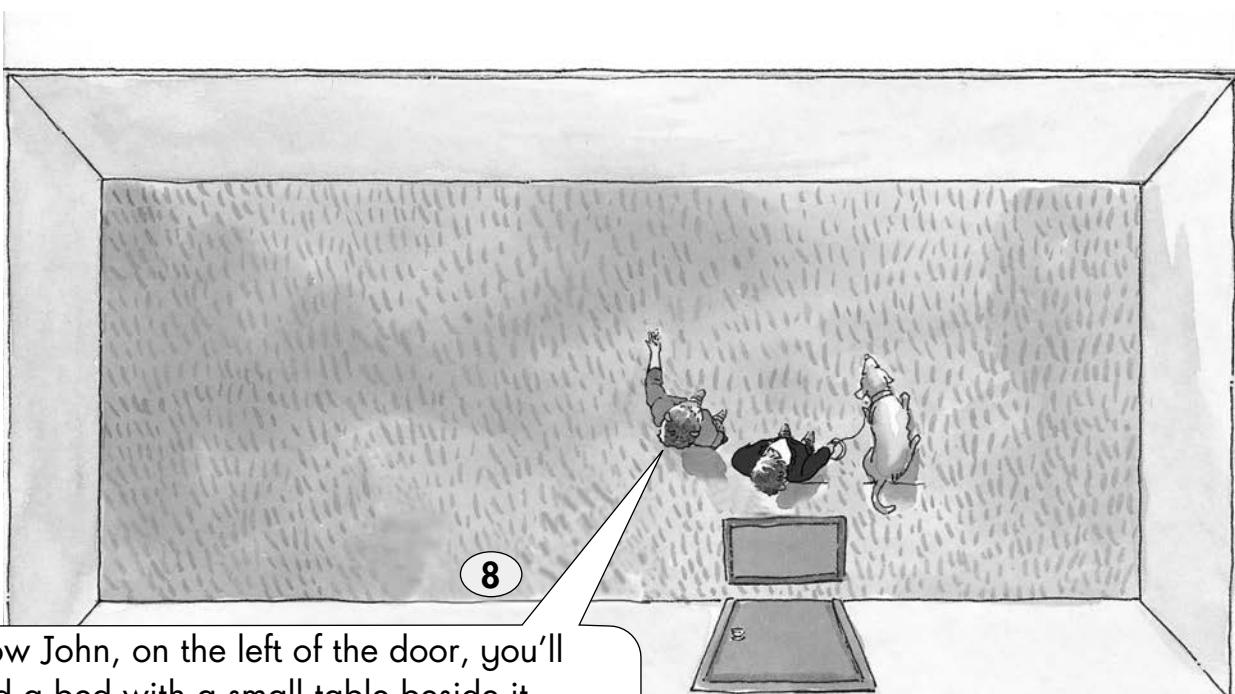
With/Without the sense of hearing, you can/cannot ...

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

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

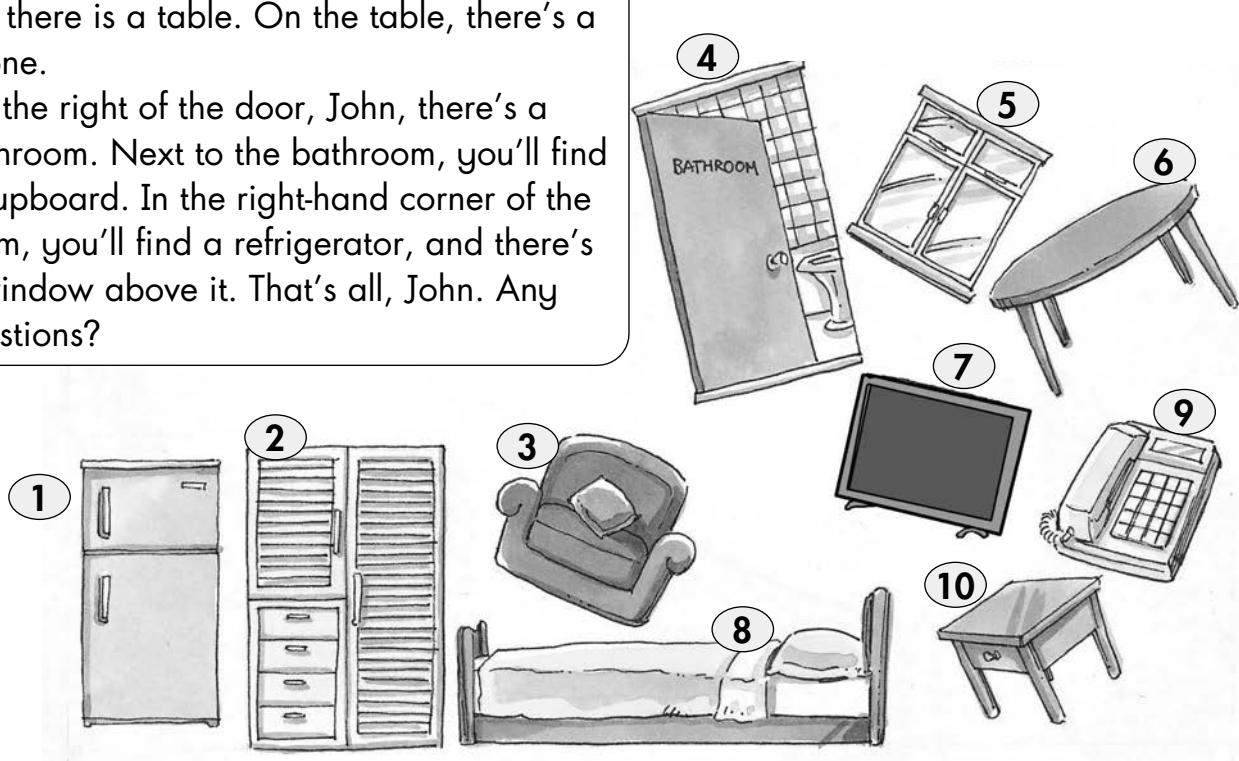
Describing a hotel room

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?



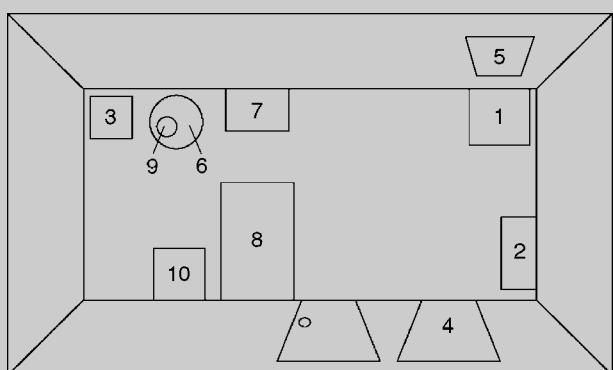
Writing

Describing a hotel room

- 1 Exercise A asks the students to locate and orient objects in a room. Before starting to do the exercise, ask the students to name the items at the bottom of the page to ensure they know what they are.
 - 2 Let them look at the picture on page 82. Tell them that the small table is put on the left-hand side of the bed because the door is on the right-hand side.

Answers:

A



- 3 Do Exercise B with the students. Tell them that there may be more than one word for each blank.

Answers:

- B 1 right
2 beside
3 Opposite
4 right-hand corner
5 beside
6 On
7 left
8 Next to
9 left-hand corner
10 above

- 4 The students can then do Exercise C individually. The students can do this in different ways, according to their abilities. The average students can work closely from the model in Exercise B, whereas more able students should be encouraged to design and describe a more exciting hotel room, with different furniture. Their answers will obviously vary considerably.

Additional activity

Use the class seating arrangement to practise prepositions. Ask the following and similar questions.

- Who is sitting next to ____?
- Who sits opposite the teacher?
- Who sits on the left-hand/right-hand side of ____?
- Who sits beside ____?
- Who sits in the front/rear left-hand/right-hand corner of this room?
- Can you sit above another classmate?

Notes:

- 1 When we refer to the left-hand/right-hand side, we usually say *on your left-hand side* or *on my right-hand side* to distinguish the difference. We also say *on your left-hand/right-hand side* if you're facing north, the wall, the sea, etc. to indicate the direction clearly.
- 2 Remind the students that *beside* means *next to* while *besides* means *in addition to*.

For further writing practice

Workbook 8B page 42

Exercise A

- a Let the students work in pairs and talk about what is happening in the picture.
- b Give the students time to complete the sentences in Exercise A.
- c Ask a few students to read their answers to the class.

Exercise B

- a Ask the students to practise reporting the fire orally themselves. Remind them to use the sentences in Exercise A and the simple past tense.
- b Give the students time to write down the report on their own.
- c Ask individual students to read out their reports to the class.

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.

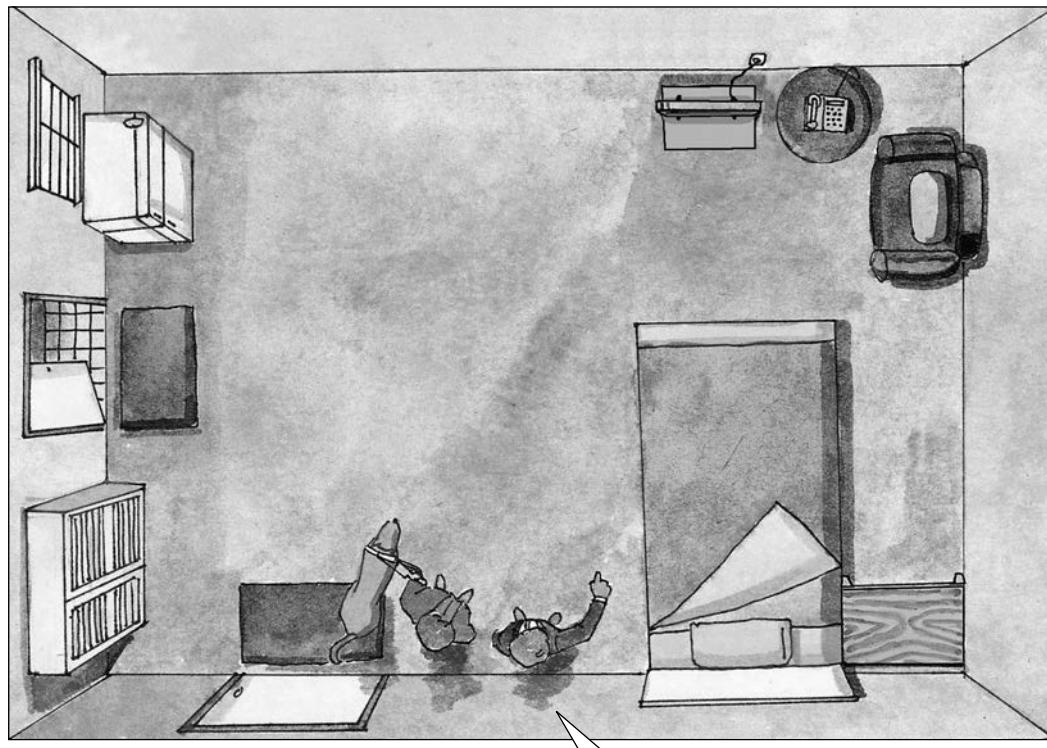
opposite
next to

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 friend, at the 20 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. 50 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

*More practice

Scientist discovers a sixth sense

This is a factual report on the work of Dr Rupert Sheldrake, which has been widely reported in a variety of newspapers and magazines.

Vocabulary:

experiment (n.) a careful scientific test to find out information

The aim of this experiment is to find out which of these objects will float in water.

generally (adv.) usually, normally

It is generally wet in Shanghai in June, but this year we have not had much rain at all.

prove (v.) show that something is true

He proved to be an honest boy in the end.

random (adj.) chosen by chance; not in any order (To get numbers in random order, you can throw dice, take numbered balls from a bag without looking at them, toss coins in the air, and so on.)

The girl put the storybooks in random order and began to read them one by one.

stare at look at something in a long, hard way

Don't stare at that old man, Johnny. It's rude to look at people like that!

Answers:

A 1 b

2 b

3 c

4 a

5 a

6 c

B 1 F

2 F

3 F

4 T

5 F

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

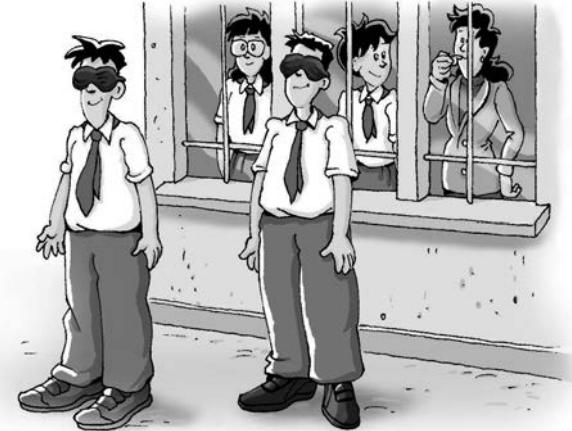
- a makes air go into
- b holds up
- c throws with your hand

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)

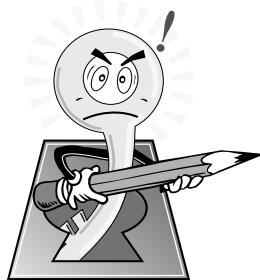
Match the two halves of these sentences.

- 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.

Progress file 5

Ask the students to complete these exercises, which briefly revise some key items from the unit.

Answers:

- 1 c
- 2 d
- 3 a
- 4 e
- 5 b
- 6 f
- 7 It is in my bag.
- 8 He sold it to a garage.
- 9 Yes. They live in the flat under our flat.
- 10 No. Her bag has her name on the outside of it.
- 11 A man hit us and took all our money.
- 12 d
- 13 b
- 14 a
- 15 c

Word box



sight /saɪt/	n.	视力；视觉
soul /səʊl/	n.	灵魂
balance /'bæləns/	n.	平衡能力
line /lain/	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 /dɪ'skrəib/	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”。

Additional teaching suggestions

- 1 Reading 部分比较集中地出现了sound, feel, smell, seem等“连系动词+表语”的结构，建议在教学中作充分操练。Reading 中同时也出现了 feel, smell 等作为行为动词的用法，建议在教学中作适当比较和讲解。
- 2 Grammar A 部分归纳了人称代词的主格、宾格、形容词性物主代词和反身代词的用法。名词性物主代词将在本册 Unit 7 进行归纳，不必提前教学。
- 3 Grammar B 部分归纳了时间、原因、让步状语从句的用法。教学中要进行充分的梳理和操练。其它类型的状语从句将在九年级进行总结归纳。
- 4 Grammar B 部分介绍了由 because, since, as 引导的原因状语从句，只要求理解和套用，具体辨析将在高中阶段进行。

Using English

Making notes (I)

A Notes from sentences

- 1 Making notes is an important skill at which many students seem very inefficient. The course aims to teach some of the basic skills in a step-by-step approach. This part shows the students how to omit words that are not essential to the main ideas of a text.
- 2 Read the introduction and the example in Exercise A1 with the class, and then proceed to Exercise A2.

Answers:

- A2 1 Long ago people learnt news from travellers.
2 Special messengers riding horses carried news.
3 All early news was spoken.
4 No written news because most people could not read.

B Notes from paragraphs

- 1 Review the instructions with the class, and then ask them to proceed to Exercise B.

Note:

The word *news* always ends in -s, but it is an uncountable noun. You can say *a piece of news* or *an item of news*, but you can never say *a news*.

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)

- 2 Ask the students to find out the most important sentence in each paragraph.
- 3 Let the students work in groups and discuss which words to be omitted so as to put each key sentence in note form.
- 4 Check the answers with the students.

Answers:

B

Paragraph 2

Sentence: Millions are sold in shops and stalls all over the world every day.
Note: Millions/Newspapers are sold every day.

Paragraph 3

Sentence: They can listen to it, as they did long ago, and they can watch it.
Note: They can listen to and watch it.

Paragraph 4

Sentence: So people now get news from their radios and TV sets, as well as from papers.
Note: People now get news from radios, TV sets and papers.

Paragraph 5

Sentence: However, newspapers remain popular because they give the news in more detail than either radio or TV.
Note: Newspapers remain popular because they give news in more detail.

Module 3 Leisure time

Unit 6 Travel

Unit topic: overview

The topic for this unit is travel. The **Reading** passage is a newspaper article about the attractions of France as a tourist destination.

The **Grammar** section focuses on using the definite article *the* and conjunctions.

The **Listening** section is based on a talk about the Eiffel Tower.

The **Speaking** section includes asking for and giving directions and a discussion about where you would like to go for a holiday.

The **Writing** section has the students write a holiday postcard to a friend.

The cartoon

The humour in this cartoon is based on a double meaning. *Hi* thinks that *Lo* means that he can jump higher than the height of the Eiffel Tower, whereas *Lo* means that he can jump higher than the Eiffel Tower can jump. This is another popular joke. (Grammatically, the joke depends on ellipsis: the words *can jump* have been dropped from the end of *Lo*'s first sentence.)

Pre-unit activities

- 1 Ask the students to work in pairs and have a competition. They have five minutes to write the English names of as many countries as possible, using their memories only. After five minutes, see which pair has the best score and get the two students to write their list on the board. Then other students can suggest additional country names.
- 2 Ask the students if they know the names of people who come from those countries, and revise some of the more common nationality words such as *French* (from France), *Swiss* (Switzerland), *Danish* (Denmark), *Thai* (Thailand), *Filipino* (the Philippines). (Some dictionaries have a full list of these as an appendix.)
- 3 Introduce the topic of France. Again, ask the students to work in pairs for a few minutes, and to write down anything they know about France, just in a few words. Then discuss their ideas briefly, before moving on to the next exercise.

Unit 6 Travel**Reading**

p. 92

**Grammar**

p. 96

**Listening**

p. 100

**Speaking**

p. 100

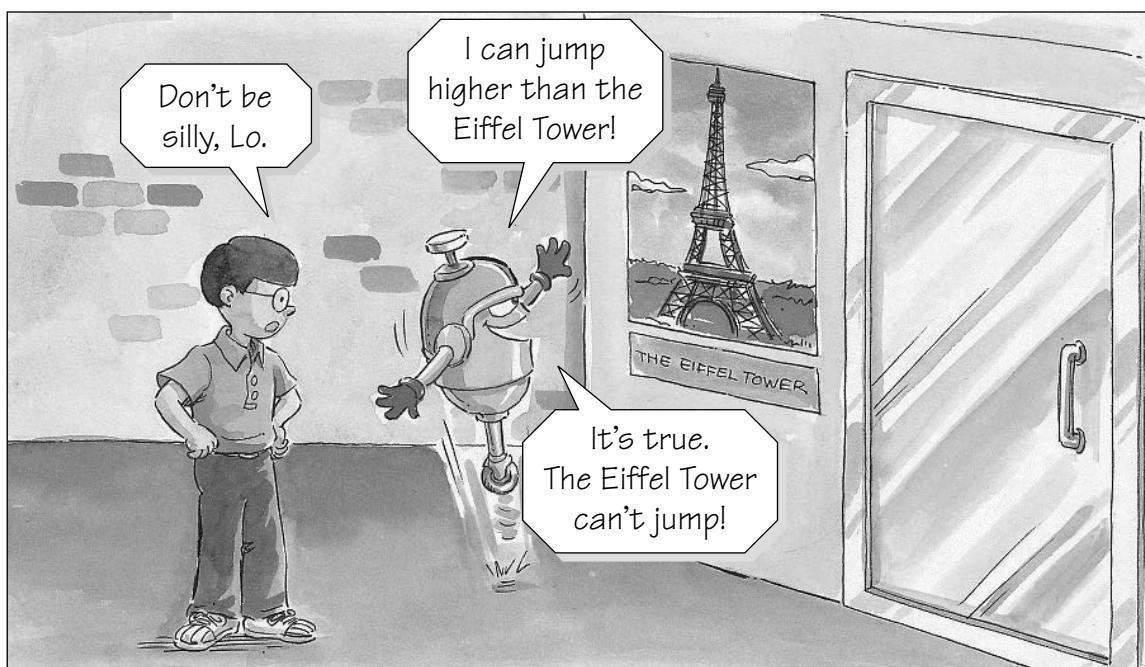
**Writing**

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?

Reading

A What do you know about ...?

This exercise is not really a test. It is simply intended to get the students thinking about France. Ask the students to answer the questions on their own, and then discuss the answers with them.

Answers:

- A 1 a
- 2 b
- 3 b and d
- 4 red wine

Notes:

- 1 France is in the west of Europe.
- 2 The French Revolution began in 1789. The king was killed on the guillotine in 1793, and France (after years of struggle) became a republic, with no king. That is why France now has an elected president and not a king or queen.
- 3 Baseball is American, and judo is Japanese. The other sports are all very popular in France. France has the biggest cycle race in the world, the 'Tour de France', every summer. The riders race around France for about three weeks, riding about 100 miles a day.
- 4 France is famous for its red wines. (China is famous for its tea; America is famous for its cola; Brazil is famous for its coffee.)

B Before you read

Ask the students to do this exercise on their own.

Answers:

- B 1 About France, and perhaps about going to France.
- 2 It was probably written in early spring, just after winter.
- 3 For adults. (The writer refers to 'your children' and so it is clearly aimed at adults.)

Note:

The top heading 'Travel' indicates that this is a regular section of a newspaper. The headline 'France is calling' refers to this specific article only. In a real newspaper, there might also be other articles about other countries in this section.

Reading passage

France is calling

This is a newspaper article designed to attract tourists to visit France for their summer holidays.

Synopsis by paragraph [P = paragraph]:

- P1: Why not visit France this summer?
- P2: Paris, the capital, is a beautiful city.
- P3: Parc Astérix is near the centre of Paris.
- P4: You can easily travel to Britain from France via the Channel Tunnel.
- P5: The centre of France is an agricultural region and has many wonderful things to see.
- P6-7: There are many French influences around the world: food, wine, artistic & cultural events.

Vocabulary:

abroad (adv.) in/to another country

Mary goes abroad for her holidays every year.

***agricultural** (adj.) connected with farming

There is not much agricultural land in big cities now.

capital (n.) the most important city of a country, where the government is

Beijing is the capital of China.

castle (n.) a big building (usually from hundreds of years ago) which is very strong, to keep enemies out

The king built many castles to control the country.

crop (n.) a plant grown for food or for a product

Rice is an important crop on the island.

***destination** (n.) the place to which you are travelling

What is the destination of that bus? Is it going to the city centre?

enable (v.) make able/possible

This umbrella enables me to stay dry in the rain.

influence (n.) effects; power to change someone's ideas

Charlie Chaplin had a big influence on films.

landmark (n.) a famous place; a place which helps you find your way around if you are lost

The Oriental Pearl TV Tower is a famous landmark in Shanghai.

region (n.) area; part of a country

We have raised a large amount of money to help the people in poor regions.

***scenic** (adj.) having good scenery and views; good to look at

The coach will take you through the most scenic parts of Paris.

spread one's wings (idiom) start to fly; travel more widely; go somewhere further away than normal

The tour package offers a chance to spread your wings.

TRAVEL

France is calling



Now that winter is behind us, many people are starting to think about going abroad for the summer

5 holidays. This year, why not spread your 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



C Vocabulary

1 Ask the students to do Exercises C1 and C2.

Answers:

- C1** 1 b
2 b
3 b
4 a
5 c
- C2** 1 c
2 e
3 f
4 a
5 b
6 d

2 Do Exercise C3 with the students. This exercise is a quick check on the students' basic geographical knowledge.

Answers:**C3**

D Comprehension

- 1 Exercise D1 is designed to practise basic note-taking skills. The students should try to do it fairly quickly. They should scan the passage for the information they need, and should not read it all through from beginning to end.

Answers:

- D1 1 Paris
2 the Eiffel Tower
3 the Arc de Triomphe
4 Parc Astérix
5 the Channel Tunnel
6 agricultural
7 wheat
8 sunflowers
9 the Loire Valley
10 wine
11 art
12 culture

- 2 Exercise D2 is designed to make the students think more deeply, and to develop the skill of analysing a passage and drawing inferences.

Answers:

- D2 1 F
2 F
3 T
4 T
5 T
6 F
7 DK (France does produce aeroplanes, but this is not mentioned in the passage.)

- 3 Exercise D3 makes the students aware that some words, such as pronouns, stand for longer concepts in a text.

Answers:

- D3 1 It = Paris
2 It = Parc Astérix
3 do it = visit Britain

For further reading practice

Workbook 8B pages 49 and 50

Exercise A

- a Let the students read the messages on the postcards on page 50, and match them with the pictures on page 49.
b Check the answers with the students.

Exercise B

- a Let the students work in pairs to ask and answer the questions orally.
b Give them time to write down their answers.
c Select a few students to read their answers to the class.

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:

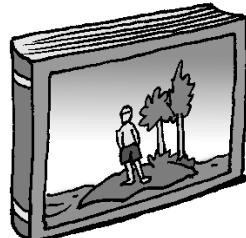
S1 I **watched** an exciting film last Saturday.

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.

Grammar

A Using *the*

- 1 The Grammar section covers four uses of the definite article *the*. These are the most basic and common ones.

Note:

We say /ðə/ before a consonant (e.g., *the /ðə/ boy*) and /ði:/ before a vowel (e.g., *the /ði:/ egg*).

- 2 Tell the students that we use *a/an* before nouns when we mention them for the first time and *the* before nouns when we mention them again. Put this example on the board:

A man and a woman got on a bus. *The* man was short and *the* woman was tall.

- 3 Ask the students to write similar sentences on the board using the words below. Possible answers are given in brackets.

boy, girl, train, thin, fat

(A boy and a girl got on a train. *The* boy was thin and *the* girl was fat.)

European, Indian, plane, smiling, laughing

(A European and an Indian are on a plane. *The* European is smiling and *the* Indian is laughing.)

- 4 Do Exercise A1 orally. You can also ask the students to write down each conversation.

Answers:

- | | | | |
|----|---|----|---|
| A1 | 2 | S1 | I read a good story last week. |
| | | S2 | What was the story about? |
| | | S1 | It was about a man on an island. |
| 3 | | S1 | I saw a good news report last night. |
| | | S2 | What was the news report about? |
| | | S3 | It was about a new park in the city centre. |
| 4 | | S1 | I wrote a long poem last Sunday. |
| | | S2 | What was the poem about? |
| | | S1 | It was about my pet dog. |

- 5 Explain that sometimes one person may not know which thing the other person is talking about and needs to ask for more information. Write this dialogue on the board:

Teacher: I'll meet you later in the room.

Tim: Which one?

Teacher: The room next to the front office.

- 6 Ask the students to complete these similar dialogues, using the prompt words as shown.

Sue: _____ fountain.

Tim: _____?

Sue: _____ outside the Queen's Hotel.

Sue: _____ phone box.

Tim: _____?

Sue: _____ beside the underground station.

- 7 Ask the students to work in pairs to do Exercise A2.

Answers:

- A2 2 S1 Give the meat to the boy, please.
S2 Which one?
S1 The boy in the blue shirt.
3 S1 Open the window, please.
S2 Which one?
S1 The window beside the door.

- 8 Point out that we use *the* before the names of many natural things and the names of places of which there is only one. Give these examples. Explain the difficult words to the students if necessary.

the wind

the rain

the sky

the ground

the Moon

the Sun

the Atlantic Ocean

the Pacific Ocean

the South Pole

the North Pole

the South China Sea

the Equator

- 9 Ask the students to make a few simple sentences, using the above words. Suggest the verbs *look, fall, shine, blow, sail, fly* or other simple verbs if the students need prompts.

The wind blew over a tree.

The Sun shone in the sky.

A boat sailed on the South China Sea.

- 10 Do Exercise A3 with the students.

Answers:

- A3 1 the Sun, the North Pole
2 The Yangtze River ... the Yellow River

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

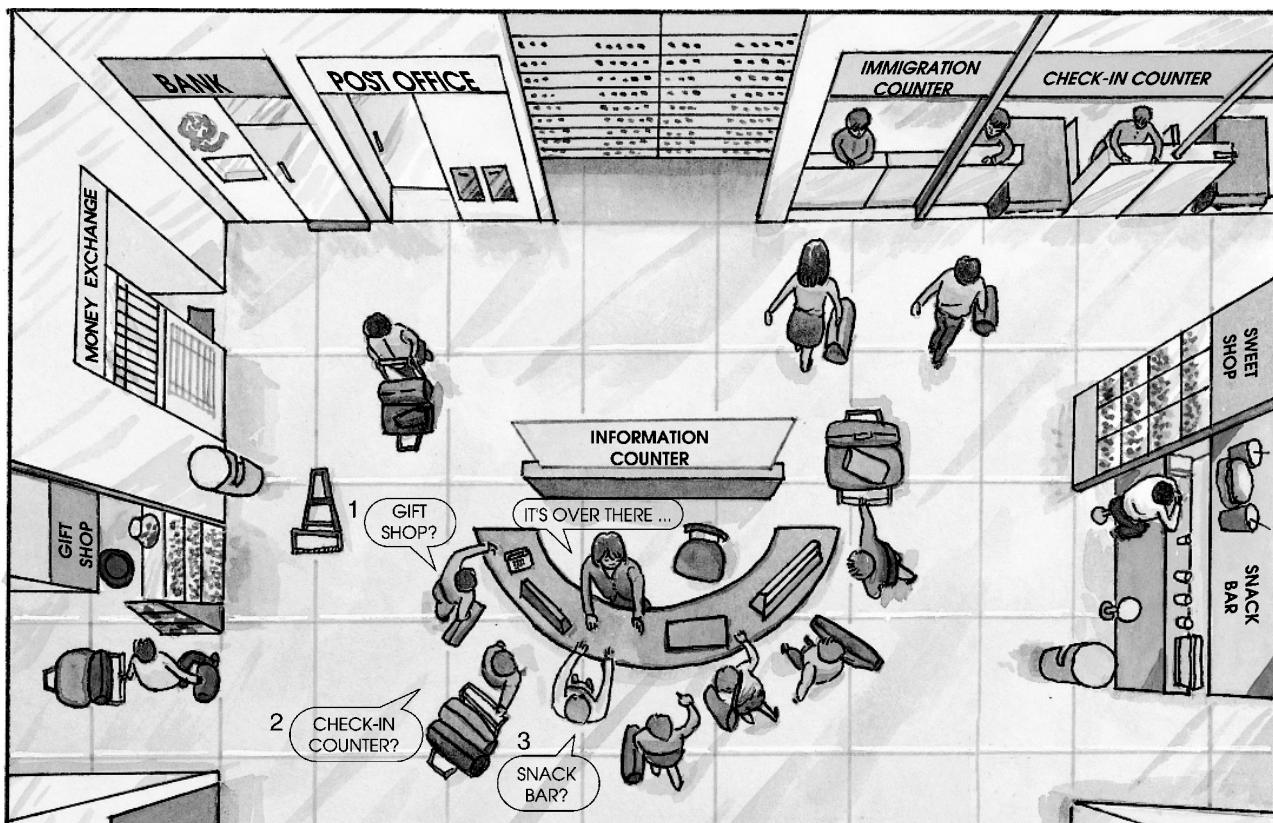
- 1 —I want to go to a place where _____ shines at midnight.
—That's _____. If you go, you'll need thick clothes.
- 2 —Do you know which two are the longest rivers in our country?
—_____ and _____.

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.

11 Tell the students we can use *the* before a noun when it is mentioned for the first time if both the speaker and the listener know what the noun refers to.

12 Write this dialogue on the board. Explain that the teacher uses *the* because they both know which office she is talking about.

Teacher: I'll meet you later.

Tim: Where?

Teacher: In the front office.

13 Do Exercise A4 with the students.

Answers:

- | | | | |
|----|---|----|---|
| A4 | 1 | S1 | Excuse me. Where is the gift shop? |
| | | S2 | It's over there by the money exchange. |
| | 2 | S1 | Excuse me. Where is the check-in counter? |
| | | S2 | It's over there by the immigration counter. |
| | 3 | S1 | Excuse me. Where is the snack bar? |
| | | S2 | It's over there by the sweet shop. |

B Using conjunctions: *and, but, so*

- 1 Write the following sentences on the board.

Mum bought me a bicycle *and* I like it very much.
English is useful, *but* it is not easy to learn.
It is raining, *so* we have to stay indoors.
- 2 Tell the students that we can use conjunctions: *and, but, so* to link two sentences according to their contextual meanings. *And* means *also* while *but* introduces a contrasting idea. *So* is used to show the result.
- 3 Do Exercise B with the students.

Answers:

- B 1 and
2 and
3 and
4 so
5 but
6 so
7 and

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 Can you tell me the way to Where is	the ferry pier?
---	-----------------

We can give directions like this:

Take the	first	turning on the	right.
	second		left.

Listening

The Eiffel Tower

- 1 This is a guided note-taking exercise about the Eiffel Tower, one of the most famous buildings in the world. The information given here is accurate.
- 2 One of the things we practise in this exercise is listening for numbers and dates, and you may wish to prepare the students for this by dictating some numbers and dates at random.
- 3 Play the recording once, while the students listen but do not write anything. Tell them to listen for the sense and the main points. Then replay the recording and the students must complete the exercise. Replay it a third time if necessary, explaining any problems.

Tapescript:

Welcome to the Eiffel Tower! It was built by Gustave Eiffel, a famous French engineer. The tower was finished in 1889. It is made of iron. There are about 18,000 different parts altogether. The height of the tower is 330 metres. It is still the highest building in Paris.

At first, some people did not like the tower. They said that it was very ugly. But after a few years, it became very popular. The tower has lifts which go up to the top. There is a very good view of Paris from there. On a clear day, you can see for more than 30 miles. If you don't want to go by lift, you can walk up the steps, but remember that there are 1,792 steps up to the top.

The tower is repainted every seven years. It is brown in colour. About 45 tons of paint are needed to repaint it.

Some amazing things have happened to the Eiffel Tower over the years. Once an elephant walked up to the first level. A man has cycled down all the steps. And in 1984 two people jumped off the top, and used parachutes to get down safely.

Answers:

- | | |
|---------------|-------------|
| 1 1889 | 9 1,792 |
| 2 iron | 10 seven/7 |
| 3 18,000 | 11 brown |
| 4 330 | 12 45 |
| 5 The highest | 13 elephant |
| 6 ugly | 14 cycled |
| 7 popular | 15 1984 |
| 8 Lifts | |

For further listening practice

Workbook 8B page 49

- a Ask the students to read the statements in the exercise.
- b Play the recording. The students listen and circle T or F.
- c Play the recording again if necessary.
- d Check the answers with the students.

Speaking

A Talk time

Asking for and giving directions

- 1 Tell the students there are many different ways to ask questions about directions and to give answers. Read the questions in the *Student's Book* and then ask the students to repeat them a few times chorally.
- 2 Let the students listen to the directions and ask the class to repeat them chorally. Point out that we can say: *on the right, on the left or on your right, on your left*.

- 3 Let them listen to the conversation in Exercise A1. Then ask them to work in pairs and to practise the conversation. When they have completed the conversation once, tell them to change parts and repeat the exercise.
- 4 Remind the students that conversations should start and finish politely. Ask them how the tourist starts and finishes the conversation (i.e., Excuse me. Thanks very much.) and how David finishes it (i.e., No problem.).
- 5 Ask the students to do Exercise A2 using the map to make the conversations described in the instructions. The students should work in pairs.

Possible answers:

- A2 S2 Excuse me. Can you tell me the way to Science Building?
S1 Yes, sure. Walk up Xingfu Road and take the second turning on the left. Then walk along Shunfeng Road to Binhe Avenue. Turn right and walk straight. You'll see Science Building on your right.
S2 Thank you very much.
S1 Not at all.
S1 Can you tell me the way to the nearest underground station?
S2 From Science Building, walk back along Binhe Avenue. Keep going and you'll see Liyuan Underground Station at the second crossing.
S1 Thanks a lot.
S2 You're welcome.

Additional activities:

- 1 Ask the students to work in pairs, using the map given in the *Student's Book*. Tell them they are standing at the Railway Station, as in Exercise A2.
- 2 S1 describes a route to a location he/she has chosen, but not revealed to S2. S2 must follow the instructions and say to which place S1 has given directions.
- 3 S1 and S2 change roles and repeat the activity, using a different location.
- 4 You may also wish to draw on the board (or prepare on a photocopied page) a simple street map of the area near your school. Then ask the students to work in pairs giving directions to places they know well.

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?

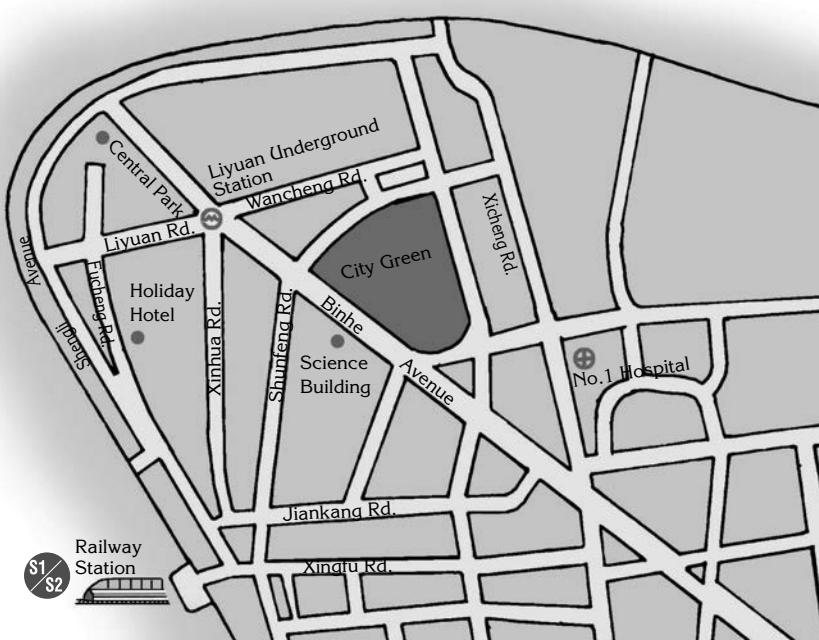
David Take the first turning on your right.
Walk to the end of the road. You'll see the post office across the street on your left.

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!

B Speak up

A holiday plan

- 1 This is an example of a 'non-threatening' activity. The students can make whatever choices they want, without fear of being wrong. They can also talk about their own personal likes, and choose an ideal holiday destination. Activities like this are important in building confidence in the students.
- 2 Divide the students into pairs. Make sure they understand that they must talk first about the types of activities they would like to do. After that, they must choose a place to go.
- 3 They may find these patterns helpful:

Would you like to ...?

Do you want to ...?

Yes, I'd like to do that too.

No, I don't want to do that either.

Yes, so would I.

No, neither would I.

- 4 Ask some of the pairs to report their conclusions to the class. In this situation, remember that it is not necessary for the students to speak perfect, correct English. Allow them to make mistakes. Building confidence is much more important than maintaining perfect accuracy at this level.
- 5 As an alternative, let the students form into groups of 4 or 6, and report back to these groups rather than the whole class.

Writing

Holiday postcards

- 1 Tell the students that people who go abroad for their holidays often send postcards to their friends. They could send letters, but they send postcards instead. Ask the students to tell you why (e.g., interesting pictures, cheaper postage, shorter and easier to write).
- 2 Ask the students to read the postcard in Exercise A and to answer the questions. Draw their attention to the fact that Amy says what she did yesterday (past), what she is doing now (present) and what she is going to do tomorrow (future).

Answers:

- A 1 11 July
2 is staying
3 visit a waterfall in the forest

- 3 Ask the students to do Exercise B. Check that they have used the correct verb tenses.

Possible answers:

- B 1 arrived here
2 are staying
3 in the picture
4 are going to climb

- 4 Read through the instructions for Exercise C with the students and ask them to write the postcard, including the address. They can use the picture to help them, but they must invent the following details:
 - when they arrived
 - how they arrived
 - where they are staying
 - where their hotel is
 - what they are going to do
 - the address

Possible answer:

- C (The content of the answers will vary from student to student, but the structure should follow the example below.)

Kelly Wang
Flat B 22/F
Flower Mansion
Shanghai 200000
P.R. China

16 May

Dear Kelly

Hi. We arrived here two days ago by train. We are staying at the hotel in the picture. It is near the city centre. We are going to visit some temples tomorrow.

Best wishes

Benny

Note:

The address is written with no punctuation marks at the end of the lines.

For further writing practice

Workbook 8B page 51

- a Invite one student to read the given paragraph. Ask the class to pay attention to the use of *a* and *the* in the paragraph, e.g., a hotel, the hotel; a bus, the bus.
- b In pairs, students discuss and complete the first paragraph.
- c Select one student to read his/her answer to the class.
- d Give the students time to finish the other two paragraphs.
- e Check the answers with the students.



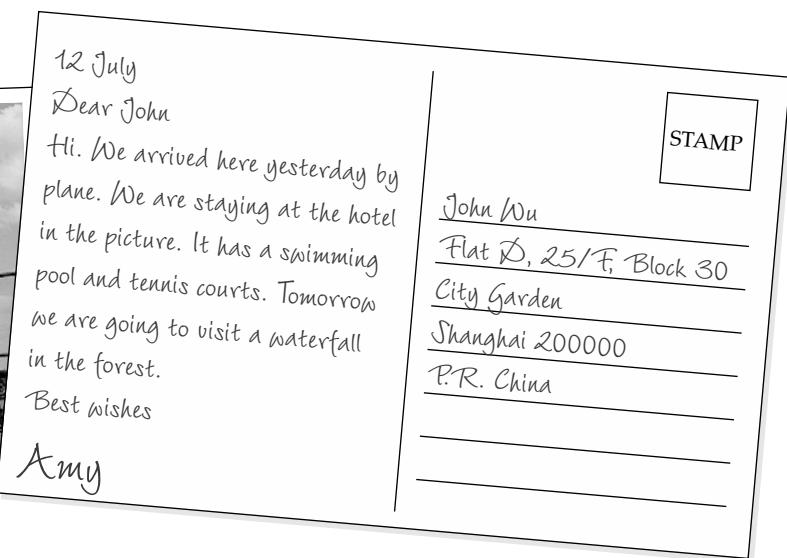
Writing

Holiday postcards

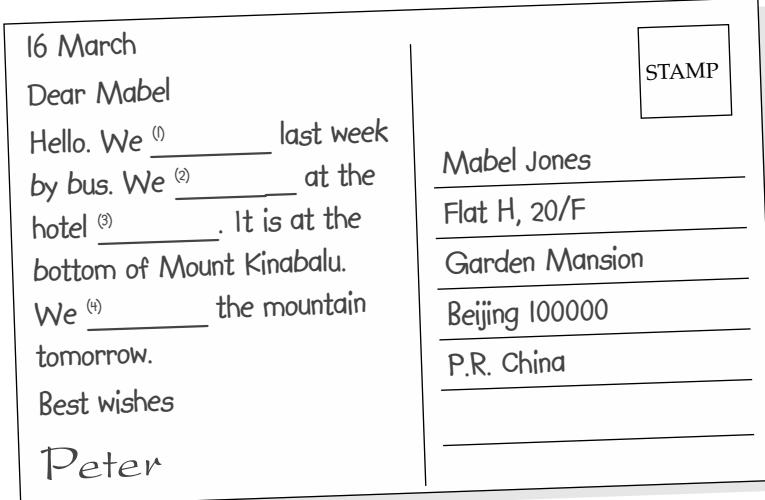
A When we go abroad on holiday, we often send postcards to our friends at home. A postcard has a picture on the front, and space for writing on the back. Read this postcard which Amy sent to John and answer the questions below.

- 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 _____.

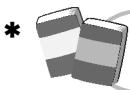


B Here is a postcard from Peter to Mabel. Complete it.



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

*More practice

The Leaning Tower of Pisa

The reading passage is about a tourist attraction in Italy.

Vocabulary:

eventually (adv.) finally; in the end

It was hard work, but eventually I completed it.

collapse (v.) fall down suddenly

The strong wind caused the hut to collapse.

restricted (adj.) controlled by rules

Admission to this club is restricted to ladies only.

Answers:

- A 1 a
2 e
3 d
4 b
5 f
6 c

- B 1 Italy
2 Bell tower of the Pisa Cathedral
3 1173
4 nearly 200
5 8
6 54.5 metres
7 294
8 the ground beneath it was sinking
9 about 1 millimetre per year
10 1990
11 2001
12 (Possible answer)
The Italian scientist, Galileo, once did his famous experiments about gravity and falling objects from the top of the tower.
After 10 years of hard work, it was officially reopened to the public at the end of 2001 and even now, the number of visitors is restricted. It is now safe for another 300 years.

- C (Possible answer)
The Great Wall of China is located in northern China. It is over 6,000 kilometres long and has an average height of 7.8 metres. It is made of earth, brick and stone. It was started in the 7th Century BC and was joined together during the Qin Dynasty from 221 to 206 BC. The purpose of building the wall was to keep out enemies. It is one of the seven wonders of the world and is visited by people from all over the world.

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.

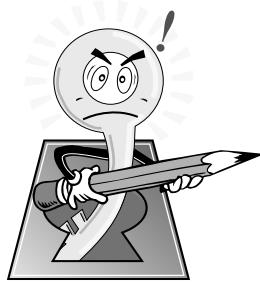
- 6 Yesterday I bought ____ encyclopaedia in a bookshop.
- 7 I'm just going to ____ shop around the corner. Do you want anything?
- 8 I don't know much about Hong Kong. Where can I find ____ good cinema?
- 9 ____ restaurant next to our school is very good.
- 10 I plan to take a trip to Paris ____ next 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.

Progress file 6

Ask the students to complete these exercises, which briefly revise some key items from the unit.

Answers:

- 1 e
- 2 a
- 3 d
- 4 b
- 5 c
- 6 an
- 7 the
- 8 a
- 9 The
- 10 /
- 11 /
- 12 the
- 13 but
- 14 so
- 15 and

Word box



defeat /dɪ'fi:t/	v.	击败；战胜
wine /wain/	n.	葡萄酒
adult /'ædʌlt/	n.	成年人
*France /fra:n̩s/	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 /dɛstri'neɪʃn/	n.	目的地；终点
world-famous /'wɜ:ld 'feɪməs/	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 /ɪ'neɪbl/	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:'aʊt/	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；呼喚”。
- 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 /ɑ: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 'æstɔriks/ 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 /la'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

Additional teaching suggestions

- 1 Reading 部分出现了用于提出建议的句型：Why not do ...? 教师可结合以前所学的What about ...?/How about ...?/Shall we ...?/Let's .../Why don't you ...? 等同一功能的句型，帮助学生掌握这一语言功能。
- 2 Reading 部分出现了一些法语地名，只要求认识和朗读，不必作拼写要求。
- 3 在Grammar A 部分定冠词 the 的教学中，除教材中出现的四种主要用法外，还要注意提醒学生有关 the 在形容词最高级前、序数词前以及方位词前等特殊用法。
- 4 Grammar B 部分教授的并列连词以 and, but, so 为主。其它并列连词可在其出现的课文中作为词组进行教学，如 7A Unit 4 已出现 both ... and, 8B Unit 1 已出现 as well as。

Unit 7 Poems

Unit topic: overview

This unit features poems. The **Reading** passage consists of two poems about people.

The **Grammar** section focuses on pronouns.

The **Listening** section features a poem about a typhoon, in a proofreading task.

The **Speaking** section practises ways of showing concern and making, accepting and rejecting a suggestion. It also includes a discussion about qualities good friends and parents should have.

The **Writing** section contains a guided task in which the students must write a poem about their class and demonstrate their understanding of rhyme.

The cartoon

In the cartoon, *Hi* and *Lo* introduce the topic of poetry by saying two simple poems about their names. Point out to the students that the words at the end of the lines rhyme with each other.

Pre-unit activities

- 1 This unit introduces poems to the students. A poem is expressive language written in verse form (arranged in lines). Each word is carefully chosen, so it is also an economical way to express ideas.
- 2 A lot of poems are rhymed. When two words rhyme, their sounds are very similar. Write the following words on cards and shuffle them.
 - talk, chalk, fork, pork, walk, hawk
 - bed, dead, head, red, said
 - feed, deed, need, speed, weed
 - write, night, fight, might, tight, bite
 - you, blue, do, grew, through, who, too
 - sit, fit, hit
 - neat, eat, feet
- 3 Divide the students into groups. Ask each group to find all the rhyming words from the cards. For each word that is correct, one mark will be given to the group. One mark will be deducted for each wrong word chosen.
- 4 Tell the students that when we read a poem, we usually read through it once quickly to get a feel for its sound. Then we go back and reread the poem to get a closer understanding of what the poem is trying to say.
- 5 Poems use many other techniques besides rhyme to express an idea or feeling. Usually they have a particular meter or rhythm. Sometimes a word, a phrase or a sound will be repeated throughout the poem. Tell the students to look for any patterns or special features of language when they read a poem.

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

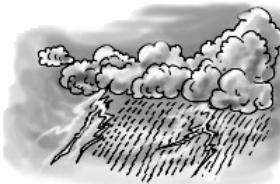
Disagree

B Before you read

B1 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.



B2 Look at the last words of each line in the poems on the next page and draw circles around the rhyming words.

Reading

A What do you know about ...?

- 1 The purpose of this section is to make the students think about poetry, stimulate discussion, and check the students' attitudes towards and understanding of poetry.
- 2 Ask the students to read the quiz and tick the boxes. They can do this alone or in pairs. Their responses should be treated as discussion points rather than right or wrong answers.
- 3 Then discuss the sentences one by one.

Possible answers:

- A 1 Disagree
2 Disagree
3 Agree
4 Disagree
5 Disagree
6 Agree

Possible answers:

- B1 1 No, it is not necessary to use difficult words in poems. There are many beautiful poems which are written in simple words.
2 No, there are many different formats for poems and not all poems rhyme.
3 Yes, poems are for people of any age. We usually call poems for young children nursery rhymes.
4 No, some poems are about these subjects but there are poems about any topic you can imagine.
5 No, many poems do not follow the rules of standard English. Poets often play and experiment with the language.
6 Yes, most poems are about feelings and ideas.

Answers:

- B2 1 chair, air
2 Li, me
small, hall
cross, class
attention, detention
way, play
Li, see

B Before you read

- 1 For Exercise B1, ask the students to read the poem silently, and then play the recording while they listen. Then review the sentences in Exercise A and see if the students have retained or changed their views.
- 2 Rhyme is a difficult concept for learners of English. If this is a weak area for your students, explain *rhyme* and do some examples with your students before they do Exercise B2 and prompt them as they do the exercise.
- 3 For Exercise B2, ask the students to scan the words at the end of each line, looking for rhymes. If they say the words aloud, it will help them. Remind them to look for rhymes within each verse only and that if the same word is repeated, this is considered *repetition*, not *rhyme*.

Reading passage

My dad at home and at work

Synopsis

A child thinks that his father does the same thing every evening, and is a boring man. Then one day he sees his father at work, high up on a crane. He is impressed and he changes his view of his father.

Vocabulary:

fix (v.) mend, repair, solve a problem

My dad is fixing my broken bicycle.

narrow (adj.) not wide

The government plans to widen these narrow streets.

***plank** (n.) a long, flat piece of wood

Let's find a plank of wood to bridge the stream.

***scared** (adj.) afraid, frightened

The girl was scared when she saw a wild dog coming towards her.

My school

Synopsis

A student describes the toy school she used to play with when she was young. She imagined that one of the teachers was rather cross, but the other was kind and friendly.

Vocabulary:

***chat** (v.) talk together in a friendly way

Don't spend too much time chatting on the Internet.

cross (adj.) rather angry

Mary felt cross because Henry broke her favourite vase.

***in detention** being kept after school for not behaving well

The naughty boy was put in detention again today.

on one's own alone, without help from other people

The students have been asked to do the project on their own.

***pay attention** look at or listen carefully to what someone is doing

Car drivers should pay attention and not talk on mobile phones while driving.

puzzled (adj.) unsure, not understanding something

I'm puzzled because I don't understand this maths problem.

scold (v.) criticize someone, tell someone off because they have done something bad

The old woman scolded her grandson after he walked into the road without looking.

silence (v.) be quiet

'Silence, please. I have something to announce,' the teacher said.

***verse** (n.) a section of a poem, like a paragraph in a text

This poem is easy to recite for it consists of only two verses.

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

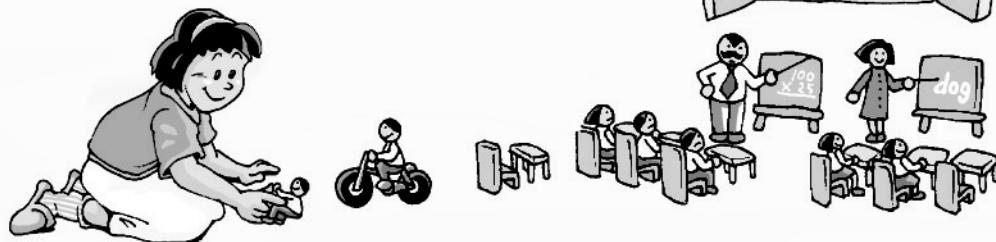
'For your homework, write a poem,'
You said to us, Miss Li.
I wrote these verses on my own,
I hope you're pleased with me.

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



_____ , please.

2



You must do this exercise
_____ your _____.

3



The teacher asks the girls to
stop _____ in class.

4



Please _____ , girls.

C Vocabulary

- 1 Ask the students to do Exercise C1. First, they should locate the words and phrases in the poems and study the context clues to help them work out the meanings. They should use a dictionary if they need further information.
- 2 After they have completed the exercise, check the answers with the students. Then ask them to choose the best words from Exercise C1 to fill in the blanks for Exercise C2.

Answers:

C1 1 h
2 f
3 a
4 b
5 g
6 c
7 d
8 e

C2 1 Silence
2 on ... own
3 chatting
4 pay attention

3 Read through the introduction on the top of this page with the students. This section makes the students aware that many English words have two or more meanings.

- a** A dictionary marks the different meanings of an item by using small numbers which are usually in bold type. When the students are looking for the meaning of a word, they may need to scan through the meanings quickly to make sure they find the one which will fit the context. They may also need to ask the teacher or other students which meaning fits.
- b** If you have some good dictionaries in the classroom, ask the students to look up the word 'note'. The dictionary will probably give at least four meanings. For example:
 - Write a *note* to Mandy. (a piece of writing)
 - I have a fifty-dollar *note*. (paper money)
 - I can't sing that *note*. It's too high for me. (a musical sound)
 - Please *note* this rule very carefully. (to write down and remember)
 Point out to the students the different meanings and examples in the dictionary. Some other common words with two or more meanings are *miss* and *mouse*.
- c** Remind the students to be careful with small bilingual dictionaries, electronic dictionaries and instant translation devices. Since many words have more than one meaning, the students can't assume that the meaning presented is always the correct one.
- 4** Ask the students to do Exercise C3. If you have time, ask them to find the two meanings given in the exercise and write down the examples which the dictionary gives for each meaning.

Answers:

- C3 1 e
2 f
3 d
4 b
5 c
6 a

D Comprehension

- 1 Ask the students to read through the dialogue in Exercise D1 and explain any new vocabulary. Tell them to complete the exercise by inserting words and phrases from the poems. In some cases, they will need to make slight changes to make the words and phrases fit the new context. Check their answers.

Answers:

- D1**
- | | |
|---|--|
| 1 | his dad/father |
| 2 | saw him on a building site, at work |
| 3 | boring man |
| 4 | a super man |
| 5 | little dolls |
| 6 | pupils/students in his class |
| 7 | chatting with her class/helping in every way |

- 2 Some further comprehension work is suggested in the **Additional activity** below.

Additional activity:

This exercise checks that the students can understand some of the reference words in the poems. Write these words on the board, and ask them to look at the poems and say what the underlined words mean/refer to. The answers are in brackets.

Poem 1:

[line 8]

And then one day I see him (the writer's father)

Poem 2:

[line 2]

You said to us, Miss Li (the writer and the other students in her class)

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

d big machine for lifting things

b big, tall birds

e the space above the ground

c young

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⁾.

- 3 Explain to the students that they are going to make a summary card for one of the poems they have just read. Make sure that the students understand the terms *rhyming* and *author*.
- 4 In Exercise D2, read through it with the students and ask them for suggestions to fill in the blanks.
- 5 Have the students give a score out of five and then add their own comments about the poem. Ask them for examples of the kinds of words they could use for the last question, such as: *interesting, boring, funny, sad, beautiful, simple, difficult, true, dull*. Encourage the students to add their reasons for their reaction to the poem.

Answers:

- D2 3 home
 4 boring
 5 work
 6 super man
 7 The author's father.
 8 (Any number from 1-5.)
 9 E.g., interesting/funny/true/boring/difficult.

- 6 Ask the students to read the second poem again. Use the summary card in Exercise D2 as an example and do Exercise D3.

Answers:

- D3 1 My school
 2 Five verses.
 3 Yes.
 4 The writer says that this poem is her homework for her teacher, Miss Li.
 5 She tells us about a school which had lots of pupils and two teachers.
 6 The writer explains that it was not a real school. The staff/teachers and students/pupils were little dolls, not real people.
 7 Her teacher.
 8 (Any number from 1-5).
 9 E.g., interesting/funny/true/boring/difficult.

For further reading practice

Workbook 8B pages 59 and 60

Exercise A

- a Give the students time to read the poem.
- b Let them discuss the questions in pairs and write their answers.
- c Ask individual students the questions to check the answers.

Exercise B

- a Give the students time to read the poem.
- b Ask the students to underline the rhyming words.
- c Give the students time to complete the exercise. Check the answers with them.
- d Ask individual students to correct the false statements.

Grammar

A Using **who** and **whose**

- 1 When we talk about family members, we often use the pronouns *who* and *whose*.
- 2 Look at the family tree in Exercise A1. A family tree is a diagram that shows the relationships within a family. Note that a *heart* means *is married to*.
- 3 Ask the students to follow the examples and to complete Exercise A1.

Answers:

- A1 2 S1 Who is Stella?
 S2 She's Jennifer's daughter.
 3 S1 Who is Helen?
 S2 She's Tommy's aunt.
 4 S1 Who is Kenny?
 S2 He's Helen's husband.
 5 S1 Who is Jennifer?
 S2 She's Paul's wife.
 6 S1 Who is Robert?
 S2 He's Ann's grandfather.
 7 S1 Who is Charles?
 S2 He's Ann's father.
 8 S1 Who is Ann?
 S2 She's Paul's sister.

- 4 Ask the students to do Exercise A2 in pairs.

Answers:

- | | |
|-----------------------------------|---|
| A2 1 S1 Whose husband is Charles? | S2 Alice's. He's Alice's husband. |
| 2 S1 Whose wife is Jennifer? | S2 Paul's. She's Paul's wife. |
| 3 S1 Whose sister is Stella? | S2 Tommy's. She's Tommy's sister. |
| 4 S1 Whose uncle is Paul? | S2 George's. He's George's uncle. |
| 5 S1 Whose aunt is Helen? | S2 Tommy and Stella's. She's Tommy and Stella's aunt. |
| 6 S1 Whose cousin is Tommy? | S2 George's. He's George's cousin. |

Note:

Who's is the contracted form of *who is* and is different from the possessive pronoun *whose*. Notice that after *whose*, a noun is often required.



Grammar

A Using who and whose

Who is Lo's mother?



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

Whose friend is Lo?

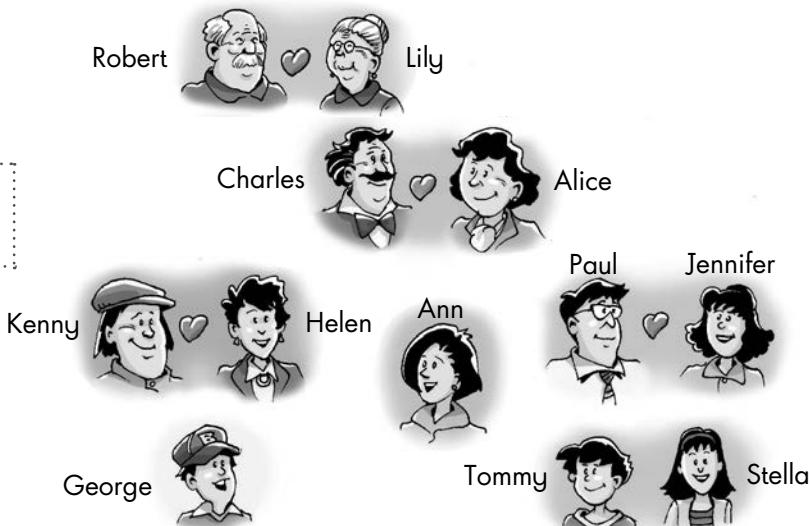


Hi's. He's Hi's friend.

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 ____.
- 3 S1 Who is Helen?
S2 Tommy's ____.
- 4 S1 Who is Kenny?
S2 Helen's ____.

- 5 S1 Who is Jennifer?
S2 Paul's ____.
- 6 S1 Who is Robert?
S2 Ann's ____.
- 7 S1 Who is Charles?
S2 Ann's ____.
- 8 S1 Who is Ann?
S2 Paul's ____.

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?

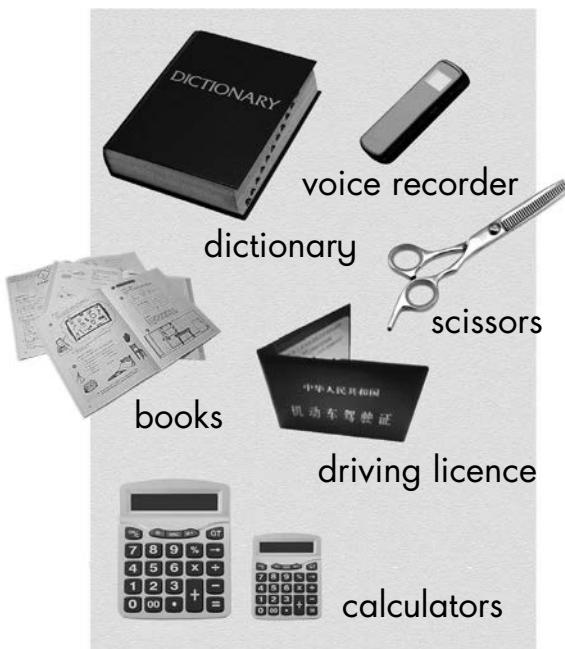
- 5 aunt/Helen?
6 cousin/Tommy?

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.



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

- Tell the students to look at the example in Exercise B1. When we say *the dictionary is mine*, we mean *the dictionary belongs to me*. Unlike *my, your, his, her, our* and *their*, there cannot be another noun after *mine, yours, his, hers, ours* and *theirs*. Note that possessive pronouns are usually used in the pattern *noun + be + mine/yours/his/hers/ours/theirs*, e.g., *The ruler is mine. The pencils are his.*
- Write the following list of possessive pronouns on the board.

mine:	belonging to me
yours:	belonging to you
his:	belonging to him
hers:	belonging to her
ours:	belonging to us
theirs:	belonging to them

- Choose items from the classroom and make sentences using *mine, yours, his, hers, ours* and *theirs*, e.g., This book is mine. That pen is yours. Then select a few students and ask them to point to four objects and make sentences using the same pattern.

- Ask the students to do Exercise B1.

Possible answers:

- B1 2 The voice recorder is his.
 3 The driving licence is hers.
 4 The books are theirs./The calculators are theirs.
 5 The calculators are ours.
 6 The scissors are yours.

5 Ask the students to do Exercise B2 in pairs.

Answers:

- B2 1 S1 Where will Kenny sit?
 S2 The place between Ann's and Stella's is his.
 2 S1 What about Helen?
 S2 The place between Tommy's and George's is hers.
 3 S1 Where will Robert and Lily sit?
 S2 The places opposite Charles' and Alice's are theirs.

Additional activity:

- 1 Send one student out of the classroom.
- 2 Select four items from around the classroom that belong to different students, the teacher or the class as a whole. Items should be unique and easily identifiable, not something which everyone in the class has, e.g., If it is a pencil box, it has to look different from the other pencil boxes.
- 3 Ask the selected student to come back into the classroom and to guess who owns each item. In this game, the students are allowed one guess per item and receive one mark for each correct guess. Tell the students to follow this pattern:
 S1 Is (this book) yours, (David)?
 S2 Yes, it is mine./No, it isn't mine. It's (Winnie's).
- 4 Select another student to be sent out of the room and continue the game to see who can get the highest score.

C Using one and ones

- 1 Explain to the students that we use the pronoun *one* to refer to singular countable nouns and *ones* to refer to plural countable nouns.
- 2 Tell the students to look at the example in Exercise C1. Study the pattern and ask the students to complete the exercise in pairs.

Answers:

- | | | |
|------|----|--------------------------------------|
| C1 1 | S1 | I'd like some sausages, please. |
| | S2 | Chicken or pork? |
| | S1 | Chicken/Pork ones, please. |
| 2 | S1 | I'd like some chicken wings, please. |
| | S2 | Fresh or frozen? |
| | S1 | Fresh/Frozen ones, please. |
| 3 | S1 | I'd like a loaf of bread, please. |
| | S2 | Brown or white? |
| | S1 | A brown/white one, please. |
| 4 | S1 | I'd like some cups, please. |
| | S2 | Plastic or paper? |
| | S1 | Plastic/Paper ones, please. |
| 5 | S1 | I'd like a bottle of cola, please. |
| | S2 | Small or big? |
| | S1 | A small/big one, please. |

Notes:

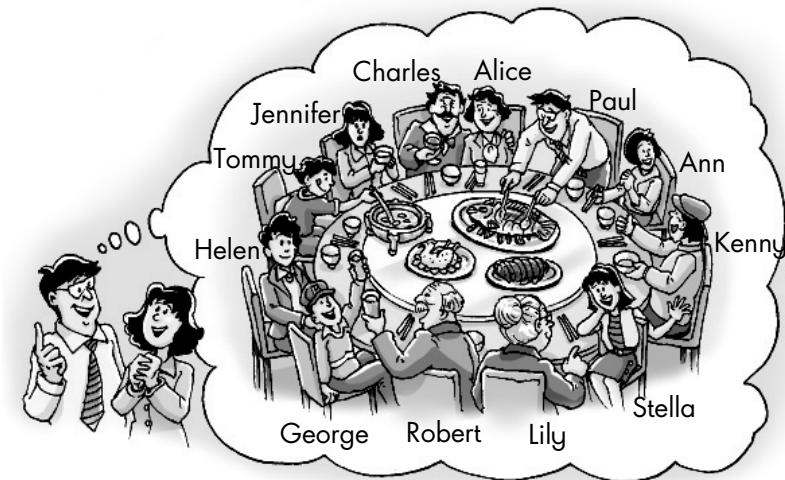
- 1 *I'd like* is the short form of *I would like* and is a polite way of saying *I want*.
- 2 It is up to S1 to choose which one he/she prefers, but you can suggest the following ideas for discussion:
 - If you like to eat healthy food, chicken sausages are better than pork sausages. Pork sausages are high in fat and are bad for your heart.
 - For Chinese cooking, people usually like fresh food better than frozen food. Freezing food often causes it to lose some of its vitamins, nutrients and flavour.
 - Many people prefer brown bread to white bread because it is healthier and contains fibre.
 - Both plastic and paper cups are bad for the environment because they use up resources and cause waste, but paper is still better than plastic. We should use as few disposable products as possible.
 - Soft drinks can make you fat easily because they are very high in sugar and have no nutrients. There are diet soft drinks in some supermarkets that won't make you gain weight, but these contain harmful chemicals.

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. |

3 Do Exercise C2, which revises the use of pronouns.

Answers:

C2 1 Your	9 it
2 us	10 ones
3 my/our	11 their
4 mine	12 My
5 Paul's	13 yours
6 We	14 mine/it
7 his	15 hers
8 one	

Answers:

- 5 planes → ships
- 6 brown → grey
- 10 home → play
- 14 table → tray
- 15 slowly → quickly
- 17 houses → horses
- 18 sandwiches → hay
- 24 week → day

Listening

A typhoon

- 1 The students must listen and correct the mistakes. Note that they can use the rhymes to help them: the words at the end of the second and fourth lines in each stanza should rhyme, and this signals to them where some of the mistakes can be found.
- 2 You will probably need to replay the recording two or three times before the students notice and correct all of the mistakes. Afterwards, when the students have found all the errors, you could ask them to write out a correct version of the poem (as a handwriting exercise, if you wish) and then use it for speaking practice.

Tapescript:

The signal is up,
Although it's just May,
A typhoon is coming.
It's coming this way!

There are ships in the harbour,
Some blue and some grey,
But a typhoon is coming,
To blow them away.

There were people at work
And people at play.
Now the typhoon is here,
They've all gone away.

A waiter was holding
Ten plates on a tray.
But the typhoon came quickly,
And blew them away.

There were horses in Lantin,
Just eating their hay,
When the typhoon came in
And blew it away.

Now the typhoon has gone,
'Thank goodness!' we say,
And we won't have another,
For many a day.

For further listening practice

Workbook 8B page 58

- a Let the students read the page silently.
- b Play the recording. The students listen and choose.
- c Check the answers with them.

Speaking

A Talk time

Showing concern; making, accepting and rejecting a suggestion

- 1 These exercises allow the students to learn and practise patterns for making and responding to suggestions. Read the conversation and do Exercise A1.

Answers:

- A1 1 What's the matter, David?
2 go bowling
3 go for a snack somewhere afterwards
4 a Why don't we
b Let's

Notes:

- 1 An alternative for *What's the matter?* is *What's wrong?*
- 2 You can reject a suggestion politely by using *I'm afraid*, e.g., *I'm afraid I can't come to your party.*
- 3 There are two types of bowling, *ten-pin bowling* and *lawn bowling*. When we refer to *bowling*, we usually mean *ten-pin bowling*. *Lawn bowling* is played outdoors and is usually referred to as 'bowls' in the UK.
- 4 A *snack* is a *small amount of food eaten between meals*.
- 5 Notice the different punctuation for **4a** and **4b**. When we make a suggestion with *why don't we*, a question mark is used. If we say *let's*, a full stop is used instead.
- 6 *Let's* is the contracted form of *let us*, therefore no additional subject is needed. Remind the students that when we say *let's*, the speaker is always including himself/herself in the action.

- 2 Ask the students to do Exercise A2 in pairs. The answers provided below should be used as models, but some variation is acceptable.

Possible answers:

- A2 S1 What's the matter, (S2)?
S2 I feel bored.
S1 Why don't we go swimming?/Let's go swimming.
S2 That's a good idea!/No, thanks. I don't feel like swimming.
S1 What's the matter, (S2)?
S2 I feel bored.
S1 Why don't we go to the cinema?/Let's go to the cinema.
S2 That's a good idea!/No, thanks. I don't feel like going to the cinema.
S1 What's the matter, (S2)?
S2 I feel bored.
S1 Why don't we listen to some music?/Let's listen to some music.
S2 That's a good idea!/No, thanks. I don't feel like listening to music.



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.

- 3 Explain the situations in Exercise A3, and ask the students to act out the situations in pairs. Note that these are open situations, and there is no single right answer or pattern.

Possible answers:

- A3 1 S2 What's the matter (, S1)?
 S1 I have a stomach ache/a pain in my stomach.
 S2 Oh, dear. Do you know why?
 S1 No, I don't. Perhaps I ate some bad food yesterday.
 S2 Shall I get a drink for you?
 S1 No, thanks.
 S2 Would you like me to get some medicine?
 S1 No, I'm all right. I just want to lie down.
 S2 Shall I get a teacher?
 S1 Yes, please.
- 2 S2 What's the matter (, S1)?
 S1 I can't find my money.
 S2 Shall I help you look for it?
 S1 Yes, please. It should be in my bag.
 S2 Perhaps someone stole it. You'd better tell the police.
 S1 No, I don't think so. Perhaps I left it at home.
 S2 Would you like me to lend you some money?
 S1 No, thanks. It's all right. I can buy it tomorrow instead.

B Speak up

Good friends and parents

- There are no definite answers for Exercises B1 and B2. The students should discuss the qualities listed with each other and decide upon the four most important qualities good friends and good parents should have, remembering to put the most important things first.
- Ask the students individually to write down the four most important things for each category according to their priorities before the discussion starts. Then start the discussion and ask the students to reach a conclusion which everyone in their group accepts.
- Once all the groups have reached their conclusions, ask a representative from each group to present it to the class.
- Make a list on the board of the results and find the four most popular qualities the students feel good friends and good parents should have. The students can compare their own findings with the class consensus.

Possible answers:

B1 Good friends should be:

- 1 cheerful
- 2 generous
- 3 funny
- 4 gentle

Good parents should be:

- 1 fair
- 2 patient
- 3 kind
- 4 helpful

Writing

A poem about my class

Ask the students to reread the poem 'My School' before doing Exercises A and B. This time, make sure the students notice the meter (rhythm) as well as the rhyme scheme. Tell the students to make sure that when they complete their poem, the rhythm is steady and that the last word of the second line rhymes with the last word of the fourth line.

Possible answers:

- A 1 It's the cleverest class
In all of the school.
The students are the nicest
And never break the rules.
- 2 A never says a word in class
And B seldom leaves his seat.
C likes to clean the blackboard
And D is always very neat.
- 3 So come to our class
And knock at the door.
You'll be very welcome
But we go home at four.
- 4 Welcome to our class/Our class/The cleverest
class

For further writing practice

Workbook 8B page 61

- a Give the students time to read the poem.
- b Ask the class which word in the poem needs rewriting.
- c Let the students tell you what words can be used to replace each *nice*, using their memories only. Then let them work in pairs and use a dictionary to find out more. Ask individual students to report their findings. You can make a list on the board.
- d Ask the students to work in pairs and rewrite the poem, using the list on the board to help them.
- e Ask several pairs to read out their poems.

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

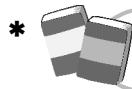
- 2 In the third verse, write about four people in your class. Say what they do, but do not give their real names. Call them **A**, **B**, **C** and **D**.
- 3 Write a line to complete the last verse of your poem.
- 4 Write a title for the poem.

If you want to meet students
With good looks and brains,
Then come into our class
And we'll tell you some names.

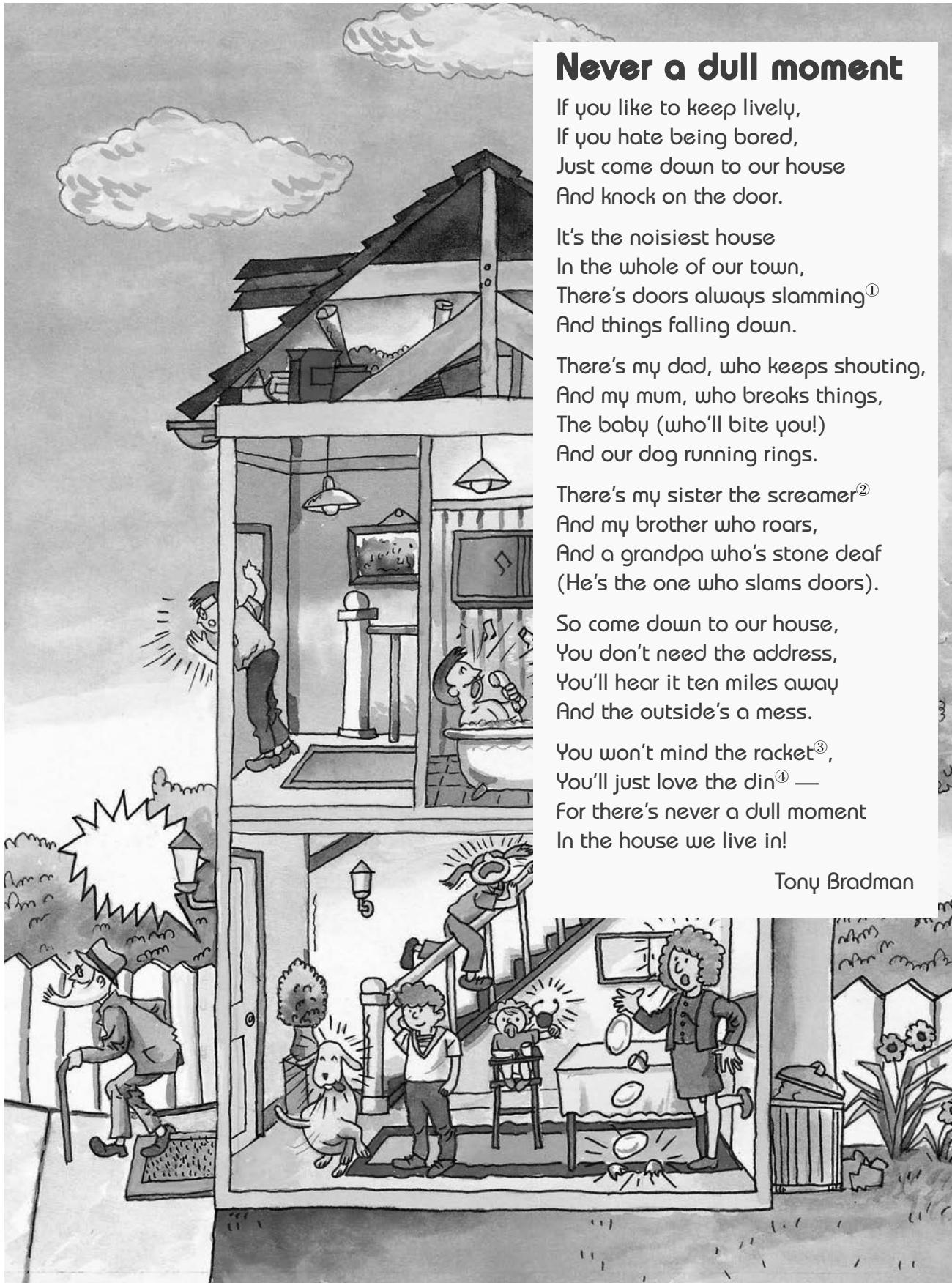
It's the _____ class
In all of the school.
The students _____
And never break the rules.

A _____
And B _____.
C _____
And D _____.
So come to our class
_____ door.
You'll be very welcome
But we go home at four.

- 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

*More practice

Never a dull moment

This offers the students another chance to read a poem. They can practise reading and get a better understanding of how a poem is rhymed.

Vocabulary:

slam (v.) shut violently, making a loud noise

Please don't slam the door.

screamer (n.) someone who shouts in a loud, high voice

No one knows who the screamer is and what she is screaming for.

racket (n.) a loud, unpleasant noise

What a racket the children are making!

din (n.) a loud, disturbing noise that lasts for a long time

I could not fall asleep because of the din outside.

Answers:

- A 1 g
2 b
3 d
4 a
5 c
6 f
7 e
- B 1 a A child.
b A male.
- 2 Seven people and a dog live in the house. They are the speaker, his dad, mum, sister, brother, grandfather, the baby and the dog.
- 3 shouting, breaks things, screamer, roars, slams, racket, din
- 4 He/She can hear the noise from ten miles away and the outside is a mess.
- 5 My dad is shouting loudly.
My mum is breaking things.
The baby is playing with a rattle/noisy toy.
My brother is roaring.
My grandpa is slamming the door.
The dog is running rings.
- 6 He is looking around and watching what the others are doing.

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

A	B
1 dull	a running in circles
2 lively	b active and happy
3 slamming	c person who cries out loudly
4 running rings	d shutting with a loud noise
5 screamer	e loud noise
6 stone deaf	f completely deaf
7 racket/din	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.

Progress file 7

Ask the students to complete these exercises, which briefly revise some key items from the unit.

Answers:

- 1 medicine
- 2 poems
- 3 pretended
- 4 alone
- 5 author
- 6 honest
- 7 Robert's
- 8 Whose
- 9 Who's
- 10 ones
- 11 one
- 12 mine
- 13 yours
- 14 his
- 15 ours

Word box


at work

site /saɪt/

*crane /kreɪn/

narrow /'nærəʊ/

*plank /plæŋk/

*scared /skɪəd/

*verse /vɜ:s/

on one's own

pleased /pli:zd/

(be) pleased with

*attention /ə'tenʃn/

*pay attention

*scold /skəuld/

*detention /dɪ'tenʃn/

*chat /tʃæt/

alone /ə'ləʊn/

author /'ɔ:θə(r)/

pretend /prɪ'tend/

score /skɔ:(r)/

thank goodness

concern /kən'sɜ:n/

accept /ək'sept/

reject /rɪ'dʒekt/

feel like

express /ɪk'spres/

pain /peɪn/

medicine /'medsn/

generous /'dʒenərəs/

honest /'ɒnɪst/

fair /feə(r)/

patient /'peɪʃnt/

在工作

建筑工地

n. 起重机；吊车；鹤

adj. 狹窄的

n. 板条

adj. 害怕；恐惧

n. 诗节

adv. 独立地

adj. 高兴的；满意的

(对……) 感到高兴，满意

n. 注意力

注意

v. 训斥；责骂

n. (罚学生) 放学后留校

v. 闲聊；聊天

adv. 独自

n. 作者

v. 假装

n. 评分；分数

谢天谢地

n. 关切；关心

v. 收受；接受

v. 拒绝接受

想做某事

v. 表示；表达

n. 疼痛

n. 药

adj. 慷慨的

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。

Additional teaching suggestions

- 1 诗歌教学重点首先应放在朗读和欣赏上；同时了解诗歌的基本特点，如押韵、节奏和诗节等；另外还可以从填空等练习着手，引导学生仿写小诗，但不宜作过高要求。
- 2 Grammar A 部分有关名词性物主代词的教学中，要注意与之相关的 *which* 和 *whose* 的恰当使用，也要注意 *who's* 与 *whose* 的区别。
- 3 Grammar C 部分有关不定代词 *one* 的教学，既是重点，又是难点。除了其本身的用法外，还要注意与其他不定代词（如 *another*, *other*, *others* 等）的搭配使用。
- 4 至本单元为止，教材已呈现了代词的主要用法。教师应加强综合训练，帮助学生熟练掌握运用。
- 5 Speaking 部分出现较多的核心词汇（见 8B 课本第 125 页 Word box 中从 *concern* 到 *patient* 的词条），教师要加以复现，多组织有效的教学活动以使学生熟练掌握这些词汇。

Using English

Making notes (II)

- 1 Exercise A shows the students how to remove unnecessary material and reduce the content of a paragraph to a basic outline of notes. Tell the students to complete it on their own.

Answers:

- A 1 shapes ... colours ... pleasure ... watch
2 tank ... suitable water ... few water plants ... few snails
3 once ... day ... too much

- 2 It is essential to be able to reconstitute one's notes back into full sentences. Exercise B practises this skill and should be completed by the students individually.

Answers:

- B 1 keep them ... they have beautiful shapes and colours and are a pleasure to watch
2 need a suitable tank, suitable water, a few water plants and a few snails
3 feed them once a day ... do not ... too much food

Additional activity:

In English, there are many idioms relating to *fish* and *sea creatures*. The ones listed below are the most common. Write them on the board and see which ones the class is familiar with.

- a crabby person — someone who is bad-tempered
- a different kettle of fish — a completely different thing/situation from the one previously mentioned
- to drink like a fish — to habitually drink a lot of alcohol
- to feel like a fish out of water — to feel uncomfortable in unfamiliar surroundings
- as red as a lobster — very embarrassed or sunburned
- a whale of a time — a wonderful time
- packed in like sardines (in a tin can) — crowded very tightly

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 _____.

*Project

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: _____

*Project

Enter a competition to publish an English newspaper

- 1 Tell the students that they are going to take part in a competition to publish an English newspaper. Ask them the following questions before they read the poster on page 128 of the *Student's Book*.
 - Have you ever read any English newspapers?
 - Do you like to read English newspapers?
 - Which is your favourite one?
 - How many sections are there in the English newspaper? What are they?
 - Would you like to be the chief editor or an editor of a newspaper?
 - Do you want to take part in the competition?
- 2 Show the students a copy of a local English newspaper and ask them to find out what they can see in the paper, e.g., section, editor, reporter, designer.
- 3 Read through the poster on page 128 with the students and explain the four things to remember in the poster.
- 4 Divide the students into several groups of five and tell them to discuss the four things.
- 5 In groups, students elect their chief editor and editors and talk about their plan to complete the four things on page 128.

- 6 Show the students some pages of a newspaper and ask them to learn some key items of the paper as marked in purple on the front and second pages.
- 7 In groups, students read through the paper to get familiar with it.
- 8 Let the students briefly discuss the general content of a page in a newspaper.

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.

The image shows a newspaper page with the following annotations:

- 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]
- Content 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.



Section name

Editor's name

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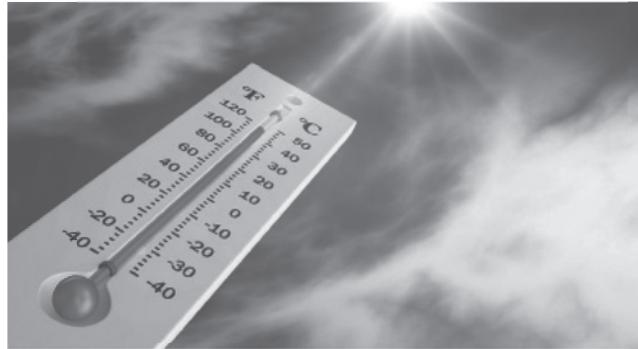
How to contact the editor

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.

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.



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.

- 9 Ask the students to read the contents of the paper on page 130.
- 10 Ask the students to find out the section name, the headlines of the articles, the editor's name, etc. in this section.

- 11** Ask the students to read the contents of the paper on page 131.
- 12** Ask the students to find the key items on this page of the paper.

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
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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 a deep understanding and rich knowledge. The two most excellent "poets" reached the final battle and in the end, Chen Yuewen, 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 pastimes, 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.

By



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!



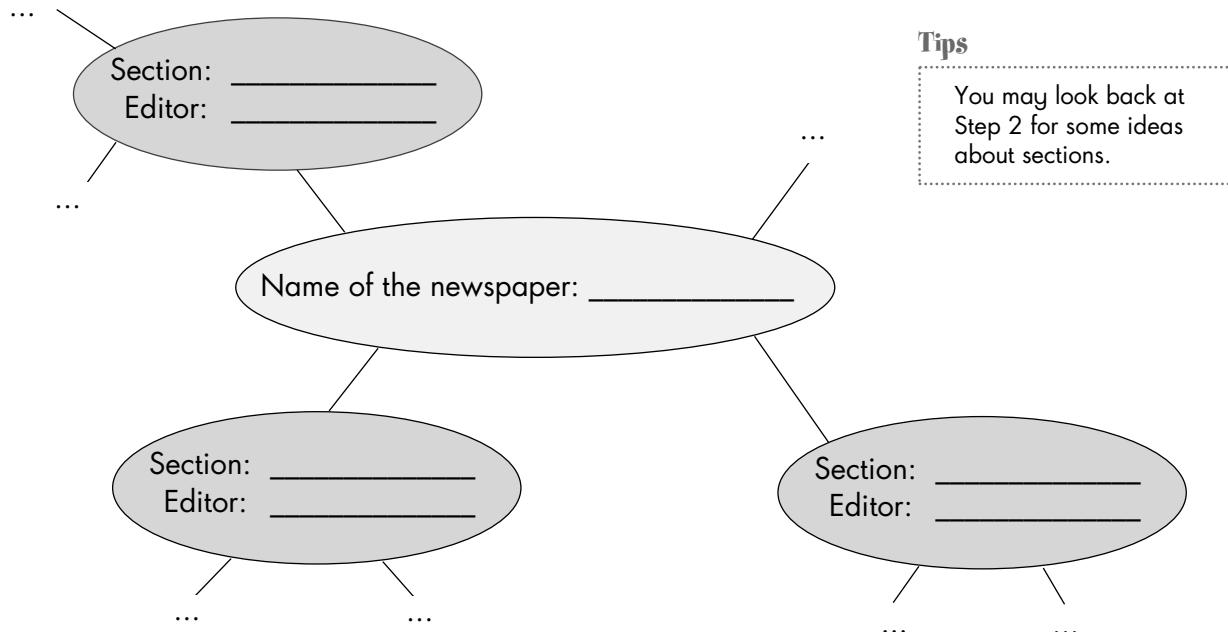
B Each team member should bring a copy of their favourite English newspapers to class. Discuss the questions in the table and write notes in it.

	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?



- 13 Ask the students to bring a copy of their favourite English newspaper to class. In groups, they should discuss the questions in the table on page 132. Then they should fill in the table with their own answers.
- 14 Use the spidergram to help the students plan the structure of their newspapers. Let them exchange their plans in class.
- 15 Ask the students to collect information for their sections of the newspapers as their assignment.

- 16 Let the students select their sections and make them aware of the duties of the chief editor and the editors.
- 17 The students should work alone to prepare their information and write a first draft according to the questions in Exercise A.
- 18 Read through the tips with the students and explain the new words, e.g., draft, illustrations, captions.
- 19 The students should share their information with their groups and exchange ideas. The chief editor should take charge of the discussion and all the group members should agree on the things in Exercise B.
- 20 In groups, students should revise and finalize their English papers.
- 21 Let the students present their newspapers to the class.
- 22 Ask each group to revise and improve their papers after class and hold a competition in the next lesson to decide on the best paper.

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; 薑花	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

Workbook tapescripts

Unit 1

Listening

Narrator: There is a big hill fire in Green Valley. Tim, a reporter from SSTV is at the scene. He is reporting what is happening there. Listen to his report and decide whether the following statements are true or false. Circle T or F.

Tim: Hello, everyone. This is Tim reporting from Green Valley. There is a big hill fire here. It started about half an hour ago. Two tourists found it and dialled 119. Firefighters have arrived. They are using hoses to put out the fire. People nearby are suffering from the smoke and they are covering their faces with wet towels. Firefighters are warning them to stay away from the fire. About 2 hectares are on fire. It looks serious. Fortunately, firefighters have got the fire under control and nobody has been badly hurt.

Unit 2

Listening A

Narrator: Daisy is describing an experiment with water. Listen to her and put the following steps in the correct order. Write 1–7 in the boxes.

Daisy: A boy is doing an experiment. First, he adds salt to a glass of fresh water. Some of the salt falls to the bottom of the glass. Then he stirs the water. He wants to mix the salt and the water. As he stirs, the salt disappears. Why? Because the salt breaks up into pieces, and melts into the water. Then the boy heats the water. There is a white cloud above the glass. This cloud is made up of little drops of water—steam. Finally, all of the water turns into steam while some white powder appears in the glass. What is this powder? It is the same salt from the start of the experiment.

Unit 3

Listening A

Narrator: Listen to the passage about driving and number the pictures.

When you drive, there are some things you must do and some things you mustn't do. For example, when you come to traffic lights, a red light means you must stop. A green light means you can go if it is safe.

There are also lots of traffic signs you must understand. For example, when there is a stop sign, you must stop, and then you must look

carefully. When you see a no-entry sign, you mustn't turn into that road.

If you see a keep-left sign, you must drive to the left of the road, not to the right. A speed-limit sign, for example, 70 kilometres per hour, means you mustn't go faster than 70 kilometres per hour, but you can go more slowly.

Safe driving!

Listening B

Narrator: Listen to the passage and decide whether the following statements are true or false. Circle T or F.

Workmen are always digging up the road outside Sara's home. Last month they buried some big water pipes. Yesterday some workmen started digging up the road again. Sara asked for an explanation.

'It's for your electricity. We're putting in some new cables. It will only take six weeks.' said one of the men. 'Then we are going to connect new meters in all your flats.'

'Then, at last, we will be able to use the road again, won't we?' asked Sara.

'Oh no,' said the man, with a grin. 'Then the gas company is coming to put in new gas pipes!'

Unit 4

Listening A

Narrator: Last Saturday was Sports Day. Listen to the report and put the pictures in the correct order.

Picture 1.

Here's the tug-of-war contest. Last year, the teachers were very strong, but the students worked hard to improve. They should do very well in this competition, but we'll have to wait and see. In a minute, they will start the contest. There are some heavy members on the students' team. The teachers look worried! Yes, the students ought to win the game!

Picture 2.

The runners are good, but Sally is moving in front. She often starts slowly and then runs faster. I think she will finish first. ... Sally's won! The other runners should practise more often!

Picture 3.

Who can jump the highest? Last Sports Day, Neal jumped higher than all the other students. ... Oh no! He kicked the bar down. Neal has lost, and he looks angry. He oughtn't to be that angry!

Picture 4.

This is a very exciting relay race between the red team and the blue team! But the red team seems tired. Look! Someone dropped the stick! The red team shouldn't make mistakes like that! The blue team wins the race!

Listening B

Narrator: Listen to the report again and answer the following questions.

Unit 5

Listening A

Narrator: Mr Yang is the manager of the Sunshine Hotel. He is telling the following people to be careful. Listen and match his warnings with the pictures.

- 1 Watch out! You might slip.
- 2 Take care. Don't break anything.
- 3 Mind the door!
- 4 Be careful! The water's deep.
- 5 Don't drop it. It's very expensive.
- 6 Mind your head!

Listening B

Narrator: Mr Yang received complaints from a guest, Doris Thomson. Listen to the letter and decide whether the following statements are true or false. Circle T or F.

Dear Mr Yang

I was a guest at your hotel for three nights last week. I think it was very bad.

The restaurant was terrible. The waitress was unfriendly. She gave me a menu, and I gave her my order. I waited for 45 minutes. I asked the waitress to be quick. She said it was not her problem. My dinner came after an hour. I had soup, but it was cold. I had noodles, but they were hard. I will stay at another hotel next time.

Yours sincerely

Doris Thomson

Man 1: I live in Xujiahui. From my bedroom window, I can see a busy street. In the street, there is a bank and a post office. The bank is on the left, and the post office is on the right.

Woman 2: I really love music. I am learning to play the piano. Next year, I'm going to learn to play the guitar.

Man 2: There are three famous things I really want to see. First, I want to see the Great Wall of China. Then I want to see the Eiffel Tower in Paris. Also, I want to see the Statue of Liberty in New York City.

Woman 3: My parents bought me a computer for my birthday. My brother bought me an MP3 player. Both of them are really useful.

Man 3: I want to travel around the world, but there is a problem. The problem is money! I haven't got enough money to buy even an aeroplane ticket to Tokyo. So how can I go around the world?

Unit 7

Listening

Narrator: Listen and choose the best response to each sentence you hear.

- 1 What's the matter?
- 2 Let's play chess!
- 3 Why don't we go cycling?
- 4 I'd like some apples, please.
- 5 Whose are these glasses?
- 6 Who is she?
- 7 We're bored.
- 8 Shall I play my new CD?
- 9 Let's use this computer!
- 10 Whose baby is it?

Unit 6

Listening

Narrator: Listen to the people talking and decide whether the following statements are true or false. Circle T or F.

Woman 1: Every morning, I take the underground from Zhongshan Park to People's Square. Then I take a bus from People's Square to the Bund. Both the underground and the bus are very crowded. I usually can't find an empty seat.

Workbook answer key

Unit 1

Vocabulary

*Exercise A

Cross: communicate natural suppose release

Down: warn pure chemical nasty hectare

Exercise B

1 as well as 2 release ... alive 3 communicate

4 one another 5 average 6 protect 7 calculate

Grammar

A

Common errors

1 I am watching television.

2 I'm listening to the radio.

Exercise A1

- 1 being 2 becoming 3 beginning 4 carrying
- 5 dropping 6 escaping 7 lying 8 pulling 9 putting
- 10 raining 11 stealing 12 waiting

Exercise A2

2 Are Richard and Ken camping?

3 Ye Qing is shopping.

4 Mrs Tang is phoning a friend.

5 The girls are swimming.

6 Is Joseph tying a knot?

Exercise A3

2 Mr and Mrs Patel are using cloth bags for shopping.

3 Jane and Laura are putting litter in the bin.

4 Henry is writing on both sides of his paper.

5 Mrs Lu is sending old magazines to the recycling centre.

6 Mr Yuan is planting a tree in his garden.

Common errors

1 The car belongs to my uncle.

2 I want a cool drink.

Exercise A4

2 ✓

3 I have some tennis balls. Do you want to borrow them?

4 This box contains a present for my mother. I'm taking it to her now.

5 I think she'll arrive soon.

6 Please tell me your address. I don't know where you live.

Exercise A5

2 It doesn't usually rain at this time of year, but today it is raining heavily.

3 Paul is hiding behind that tree. He doesn't want us to see him.

4 We sometimes watch the Dragon Boat races on television. This year I think we'll see them on the Huangpu River.

5 Mr Ye nearly always speaks English to Ms Johnson. Today he is speaking to her in Chinese!

Exercise A6

- 2 am learning, understand
- 3 am reading, contains, belongs
- 4 is cooking, smells, tastes
- 5 play, enjoy
- 6 knows ... don't believe

B

Exercise B1

- 1 forgets 2 are discussing 3 does ... mean
- 4 is snoring 5 am arranging, Do ... want 6 don't think
- 7 are having 8 needs 9 Does ... belong
- 10 doesn't know

Exercise B2

- 1 don't know 2 contains 3 means 4 smells
- 5 don't think 6 am working 7 need

Listening

1 T 2 F 3 F 4 T 5 F

Reading

- 1 Tea bushes like warm and wet weather.
- 2 Caffeine can wake you up when you feel tired.
- 3 The Chinese first discovered tea about 4,000 years ago.
- 4 Arabs like tea with mint and lots of sugar.
- 5 Many North Americans drink iced tea in summer.
- 6 (Students' own answers.)

Writing

(Possible answer)

Trees do a lot for people. They provide food and release oxygen. They are the best fighters against pollution. However, trees are in great danger nowadays. People cut down millions of trees every year. People should plant more trees.

Look! The students in the picture are planting trees on some empty land near their school. The boys are digging holes in the ground. The girls are putting trees in the holes. It is very hot but they are working very hard. The area used to be ugly before. Now with the trees it looks greener and more beautiful.

I hope other people will take care of the trees and plant more trees. Trees are really our best friends.

Unit 2

Vocabulary

Exercise A

2 g 3 a 4 f 5 b 6 h 7 d 8 c

Exercise B

- 1 floating 2 daily 3 relax
4 until 5 amount 6 cleaning

Grammar

A

Common errors

- 1 There aren't many people here.
2 There is a little rice.

Exercise A1

- 2 There are a lot of 3 There aren't/are not many
4 There are a few 5 There is a lot of
6 There isn't/is not much 7 There are no
8 There is a little

Common errors

Q How much milk is there?

A There is a lot.

Exercise A2

- 2 How much
I/We need a little.
3 How many
I/We don't need many.
4 How much
They don't want much.
5 How much
There is a lot.
6 How many
I/We have none.

Exercise A3

- 1 too many 2 too few 3 enough 4 too few
5 enough, too much 6 too few 7 too many
8 too little, enough

Exercise A4

- 2 Have you got enough time, too little
3 Have they got enough money, enough
4 Have we got enough drinks, too few
5 Has she got enough information, too much

B

Exercise B1

- 1 enough 2 no/too few 3 a few 4 none
5 many/a lot of, a little 6 too much 7 a lot

*Exercise B2

- 1 enough 2 too few 3 How many 4 enough
5 How much 6 too much 7 too little 8 How much
9 None 10 enough 11 too many 12 no 13 a lot of

Listening

a 4 b 3 c 1 d 5 e 6 f 2 g 7

Reading

Exercise A
1 February.

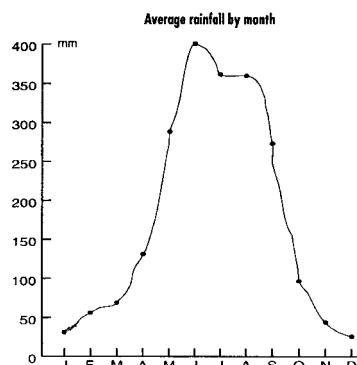
2 July and August.

3 October.

4 March and December.

Exercise B

- 1 June.
2 January, November and December.
3 April, May, September and October.



Writing

(Possible answer)

Water falls from the clouds as rain and runs into rivers and seas. We have to clean rain water before we use it.

We cannot live without water. We use it to drink, to cook meals and to wash things. Water is really liquid gold!

We can save water in many ways. For example, we should turn the tap off when we are brushing our teeth. We should fix dripping taps quickly. We shouldn't play with water. We must try our best to save every drop of water.

Unit 3

Vocabulary

*Exercise A

Cross: cable electricity
Down: wire connect bulb meter

Exercise B

- 1 trick 2 servant 3 thin wires
4 power station 5 contain

Grammar

A

Common errors

- 1 What dishes can you cook?
2 Where can/do we go today?

Exercise A1

- 2 Can you speak, can ... can't speak
3 Can your brother drive, can ... can't drive
4 Can we take, can't ... can take

Common errors

- 1 Must he work today?
2 When must they come?

Exercise A2

- 2 Must ... lock, Yes, we/you must
 3 must ... meet, They must meet
 4 must ... take, No, you mustn't
 5 must ... be, We must be

Exercise A3

- 2 Can we help you?
 3 May I join you?
 4 Could I use your dictionary?

***Exercise A4**

- 1 Could you repeat 2 Can you check
 3 Would you pass 4 Could you wake 5 Can you be

B**Exercise B1**

- 1 the staff room is on the third floor
 2 my sister will post the letter soon
 3 where they are going to meet us
 4 how many people you have invited to our party
 5 who will stay with Eva at home

Exercise B2

- 1 b it will open at 9 a.m.
 c it will end on Wednesday
 2 a *Satellite V* is playing
 b it leaves our city this Thursday
 c it deserves five gold stars
 3 a it is 1.15 a.m.
 b it leaves at 11 p.m.
 c we can't take a taxi from here
 4 a it's mango pudding
 b it's 250 yuan for an adult
 c we shouldn't wear jeans or trainers in the restaurant

C**Exercise C1**

- 2 I/we can't 3 you needn't
 4 you may/of course/certainly
 5 I/we can/of course 6 you may not

Exercise C2

- 1 May/Can 2 may/can 3 can 4 can 5 can't
 6 must 7 can 8 May/Can 9 can 10 mustn't
 11 must 12 needn't 13 mustn't
 14 must 15 must 16 must

Exercise C3

- 1 what a microwave oven can do
 2 it can make baked potatoes
 3 what kind of dishes I can put in it
 4 a microwave oven uses much electricity
 5 this type of microwave oven saves electricity

Listening**Exercise A**

- 1 b 2 f 3 a 4 c 5 e 6 d

Exercise B

- 1 T 2 F 3 T 4 F 5 T

Reading

- 1 has enough time to do his homework
 2 play volleyball or badminton
 3 half an hour 4 less time 5 get up in the morning
 6 some soft music 7 something quiet
 8 a glass of warm milk 9 tea 10 earlier

Writing

(Possible answer)

Electricity in our life

Electricity is very important in our life. We use different kinds of electrical appliances. They give us light and heat. They make our life more enjoyable and convenient. They help us work more efficiently. Electricity changes our life. Electricity is a good servant but it is also a bad master. Electricity can be very dangerous. If you do not use electricity properly, you may get an electric shock. It may cause fires or accidents. It may hurt or even kill people. So we should always remember to be careful with it. We should never play with it. We should save electricity whenever we can. We should make good use of electricity.

Unit 4**Vocabulary**

- 2 consider 3 elected 4 take charge of 5 talked over
 6 experience 7 suggesting 8 publish 9 concluded
 10 chief editor

Grammar**A****Common errors**

- 1 I should/ought to speak English every day.
 2 You ought not to/should not spend so much money.

Exercise A1

- 2 shouldn't, ought 3 shouldn't, should
 4 shouldn't ... should 5 should ... ought
 6 ought not to, should 7 shouldn't, ought
 8 should, ought

Exercise A2

- 2 A Should Jim do his homework now?
 B No, he shouldn't. He should have dinner first.
 3 A Should David and Vincent play tennis today?
 B No, they shouldn't. They should visit Valerie in hospital.
 4 A Ought we to leave now?
 B No, we ought not to. We ought to leave in half an hour.
 5 A Ought Mrs Lin to buy an expensive vase?
 B No, she ought not to. She ought to/should save her money.

***Exercise A3**

- 2 He should take the clean, dry clothes out of the drier.

- 3 He should feed the fish.
- 4 He should water the plants.
- 5 He ought to replace the kitchen light.
- 6 He ought to wash (up) the breakfast dishes.
- 7 He ought to tidy his/the flat.

Exercise A4

- 1 should be 'video' 2 ought to be 'chief'
- 3 ought to be 'short' 4 should be 'decision'
- 5 should be 'suggestion' 6 ought to be 'elect'
- 7 should be 'publish' 8 should be 'charge'

B

Exercise

- 1 if/whether we should publish our newspaper every week
- 2 if/whether we are going to publish the first edition this month
- 3 if/whether we shall have six sections
- 4 if/whether we can call our newspaper *The Mayfield Mirror*
- 5 if/whether our newspaper will be free to the readers

C

Exercise

- 1 we should do more sports
- 2 sports will make me/us stronger
- 3 how many hours each student spends on sports every week
- 4 for a long time we have had one hour of exercise every day
- 5 why I didn't do much exercise in the past
- 6 sports are important in people's life
- 7 exercise is good for the heart
- 8 if/whether you want to read it
- 9 if/whether we can play tennis twice a week
- 10 if/whether you would like to join us

Listening

Exercise A

- a 3 b 1 c 4 d 2

Exercise B

- 1 The students' team.
- 2 They look worried.
- 3 She often starts slowly.
- 4 Because he has lost.
- 5 The red team.

Reading

- 1 people to play video 2 video games appeared ... shops
- 3 *Space Invaders* became 4 different video games
- 5 games improve co-ordination ... football/baseball/basketball
- 6 card games ... poker
- 7 educational games ... spelling ... maths ... word ... number games
- 8 games help students memorize

Writing

Exercise A

(Possible answers)

- 1 We ought to/should have air conditioners in the classrooms
- 2 We ought to/should have one more computer room and more computers
- 3 We ought to/should have one more canteen

Exercise B

(Possible answer)

Dear all the teachers and students

I've decided to make some changes to improve our school life.

When summer comes, teachers and students often feel very hot in the classroom. We should have air conditioners in the classroom. Students don't have a lot of computer lessons because there are not enough computers in our school. The students have to share computers. We ought to have one more computer room in our school, and we need more computers. It's awful to wait in a long line in the school canteen at noon. There are more and more teachers and students in our school, but there is still only one canteen. We should have another canteen so that teachers and students don't have to wait so long. I will solve these problems as quickly as possible.

Yours sincerely

(Headmaster's name)

Unit 5

Vocabulary

- 2 go off 3 guests 4 reception
- 5 booked 6 sensible 7 personally

Grammar

A

Common error

He showed her the photo.

Exercise A1

- 2 It bit her 3 We don't like it 4 They visited me/us
- 5 I can help you 6 He won't phone me 7 She likes it

Common errors

- 1 We brought it to her.
- 2 He sold me the bag./He sold the bag to me.

Exercise A2

- 2 We lent it to them.
- 3 They sent them to her.
- 4 She sold it to him.

Common error

They took them off.

Exercise A3

- 1 Take ... out 2 Take off 3 Pick up
- 4 Throw ... away 5 Plug in 6 switch ... on

Common errors

- 1 Their car is old.
2 The parrot ate its dinner.

Exercise A4

- 1 his 2 My 3 her 4 Her 5 Their 6 Our

Exercise A5

- 2 e Her bedroom 3 a Our destination
4 d Its prices 5 f Their ambition
6 b His new book

Common errors

- 1 Lin fell and cut herself.
2 They hurt themselves.

Exercise A6

- 2 All of you, please make yourselves at home.
3 Some children can look after themselves.
4 I am going to teach myself Japanese.
5 Mr Pan fell and cut himself on the knee.
6 Jin, don't hurt yourself with that knife.
7 The bird built itself a nest.
8 She washed herself after swimming.

B**Exercise**

- 1 before I go to bed
2 When we were in America,
3 until I pass the test
4 as soon as she got on the bus
5 After we leave Britain,
6 Although computers work accurately,
7 because he has been there before
8 Though I had his address,

C**Exercise C1**

- 1 her 2 Their 3 his 4 your ... yourself, me
5 They, themselves 6 our 7 its 8 My

Exercise C2

- 1 her 2 put them on 3 As soon as 4 us 5 our
6 we 7 because 8 though 9 it 10 herself
11 When 12 turned it over 13 After 14 him

Listening**Exercise A**

- 1 f 2 c 3 e 4 b 5 d 6 a

Exercise B

- 1 F 2 F 3 T 4 F 5 T 6 T

Reading

- 1 They sweep the graves of their ancestors, burn paper and incense for them.
2 They may cause smoke and pollution and kill many trees, burn buildings down or even kill or burn people.
3 They planted hundreds of trees.
4 All the trees were dead.

- 5 People who visit graves in the countryside must be very careful with fire.

- 6 People should call 119.

Writing**Exercise A**

(Possible answers)

- 1 is on fire
2 is coming out of the building/windows
3 are jumping out of the fire engine
4 are pulling the water hoses
5 is setting up a ladder
6 is on a ladder
7 is waving and shouting
8 is barking

***Exercise B**

(Possible answer)

Yesterday, there was a fire at the Dragon Hotel. A blind man was staying at the hotel. When the firemen got there, he was standing at the window. His dog was with him. He shouted and waved to the firemen. The dog barked loudly. One fireman quickly climbed up the ladder and reached the window. First, the fireman did not want to take the dog because it was against the rules. However, the blind man insisted and said that the dog was his eyes and his best friend. At last, the fireman helped both of them down the ladder to the ground. The blind man thanked him again and again. And the dog barked happily.

Unit 6**Vocabulary****Exercise A**

- 2 e 3 d 4 f 5 b 6 a

Exercise B

- 1 excellent 2 throughout 3 go on
4 influence 5 abroad 6 such as

Grammar**A****Common errors**

We live in a small flat. The flat is in the city centre.

Exercise A1

- 2 We are staying in a hotel. The hotel is on Church Street.
3 There is an air conditioner in our classroom. I sit near the air conditioner.
4 I saw an interesting insect. The insect was a butterfly.
5 I have a red shirt and a green shirt. The red shirt is too small and the green shirt is too big.
6 This ATM card has a secret number. I do not know the number.
7 We have an English grammar exercise for homework. I can't understand the exercise.
8 There is an exhibition at the New World Centre. The exhibition is about skiing holidays in France.

Common error

The woman sitting beside me is my aunt.

Exercise A2

- 2 The boy wearing a blue T-shirt
- 3 the hat with flowers and feathers
- 4 the book about travelling
- 5 the Chinese restaurant downstairs

Common error

Where is the front entrance to this block of flats?

Exercise A3

- 2 A Can I turn on the air conditioner?
B Yes, the switch is near the television.
- 3 A David, did you open the fridge?
B Yes. Oh, sorry. I left the door open.
- 4 A The light in the bathroom is on.
B It's my fault. I'll turn it off.
- 5 A The fan is blowing my papers everywhere!
B Turn the fan off and use the air conditioner.
- 6 A What time is it, please?
B I don't know. The clock has stopped.
- 7 A What's wrong with the calculator?
B The batteries have run out.

Common errors

- 1 Tom sometimes doesn't have breakfast.
- 2 Kate plays the piano every evening.

Exercise A4

- 1 / 2 /, / 3 the 4 /, / 5 the, the

Common error

I hope the sun will shine for our barbecue today.

Exercise A5

- 1 We get light and heat from the Sun.
- 2 The Yangtze River is over 6,300 kilometres long.
- 3 Which is the highest mountain on the Earth?
- 4 Shanghai is one of the most beautiful cities in the world.
- 5 The Zhangs are going to move into a new flat on the fifteenth floor.

B

Exercise B1

- 1 and 2 and 3 so 4 but 5 but 6 so 7 so

Exercise B2

- 1 but 2 so 3 and 4 and

C

Exercise C1

Yi: There was a good concert at City Hall last night. A woman from Canada played the piano. She played very well.

Dave: I was there too! I had an excellent seat in one of the front rows.

Yi: Really? I'm sure you had a wonderful view.

Dave: Yes, the view was great. Actually, I nearly missed the concert. I took a bus from my home, and it was very slow!

Yi: I took the underground. It was really fast! Hey, do

you want to go to the cinema this weekend?

Dave: Yes, that's a good idea! There's a new film at the Star Cinema. The film's about a dancer. I heard someone talk about it on the radio.

Yi: It sounds interesting. Let's meet at six o'clock on Saturday and have dinner before we go to the cinema.

Dave: OK.

*Exercise C2

- 1 and 2 but 3 and 4 and 5 so 6 but

Listening

1 F 2 T 3 T 4 F 5 T 6 F 7 F 8 T 9 F

10 F 11 F

Reading

Exercise A

- 1 d 2 c 3 b 4 a

Exercise B

- 1 a It's nice. It's a little like his city.
b He's going to climb a mountain.
- 2 a No, they haven't.
b It is really cold.
- 3 a She likes the cotton skirts.
b It's 20 kilometres.
- 4 a They examined everybody's passport very carefully.
b Stolen products.

Writing

(Possible answers)

We stayed at a guest house in Fiji. The guest house was named the Paradise Inn. After lunch, we rode bicycles. We rode the bicycles around the island. It was very relaxing. In the evening, we went to the beach. The beach was called Hideaway Bay.

We stayed at a hotel in Paris. The hotel was called the Old World Hotel. After breakfast, we took a taxi. The taxi went to the Eiffel Tower. It was very beautiful. In the evening, we went to a restaurant. The restaurant was called the French Kitchen.

We stayed at a hotel in New York City. The hotel was called the New World Hotel. After breakfast, we took a boat. We took the boat along the Hudson River. It was very interesting. In the evening, we went to the Empire State Building. We enjoyed the view very much.

Unit 7

Vocabulary

Exercise A

- 1 patient 2 honest 3 fair 4 cross 5 generous

Exercise B

- 1 I cannot sit comfortably because the seat is narrow.
- 2 We were all pleased to hear the good news.
- 3 He went on a trip to Europe alone.
- 4 Alice felt sad because the manager rejected her suggestions.
- 5 I chatted with an old classmate on the Internet for an hour yesterday.

Grammar

A

Common errors

Q Whose dog is it?

A It's Su Mei's dog.

Exercise A1

- 2 They're Peter's neighbours.
- 3 He is Alex's brother, Andy.
- 4 She is my parents' friend.

B

Common errors

Q Who is Mrs Ye?

A Mrs Ye is Lin's mother.

Exercise A2

- 2 A Whose mother is that?

B She's Lin's mother.

- 3 A Whose books are those?

B They're the children's books.

- 4 A Whose penfriend is the boy in the photograph?

B He's my brother's penfriend.

- 5 A Whose children are they?

B They're Mr and Mrs Chen's children.

- 6 A Whose bedrooms are these?

B They're the girls' bedrooms.

- 7 A Whose dog is that?

B It's Peter and Susan's dog.

- 8 A Whose students are those in the playground?

B They're Mr Tang's students.

Exercise A3

- 2 A Whose glasses are those?/Whose are those glasses?

B They're Li Hua's.

- 3 A Whose watch is that?/Whose is that watch?

B It's Mandy's.

- 4 A Whose books are those?/Whose are those books?

B They're Andrew's.

- 5 A Whose chair is that?/Whose is that chair?

B It's Ms Hou's.

- 6 A Whose camera is that?/Whose is that camera?

B It's Yang Ping's.

- 7 A Whose shoes are those?/Whose are those shoes?

B They're Richard's.

Exercise A4

- 1 Whose 2 Who's 3 Who's 4 Whose

- 5 Whose 6 Who's 7 Whose 8 Who's

B

Common errors

1 That book is mine./That's my book.

2 Which is your ice cream?/Which ice cream is yours?

Exercise B

- 1 mine 2 yours 3 your 4 ours 5 our

- 6 their 7 hers 8 my 9 theirs 10 hers/ours

C

Common errors

1 Bring me a pair of chopsticks. I'd like plastic ones.

2 Pass me a pen, please. I need a blue one.

Exercise C

2 Would you like a hot one or a cold one?

3 Would you like (some) fresh ones or (some) frozen ones?

4 Would you like a cotton one or a silk one?

D

Exercise D1

- 1 Who 2 Whose 3 Whose 4 Whose

- 5 Who 6 Who 7 Whose 8 Whose

Exercise D2

2 His is the best one. 3 Theirs is the small one.

4 Hers is the metal one. 5 Ours are the black ones.

6 Yours are the dirty ones.

Exercise D3

- 1 our 2 one 3 one 4 ones 5 one 6 parents'

- 7 My 8 Vincent's 9 Mine 10 one 11 theirs

Listening

- 1 b 2 b 3 a 4 a 5 a

- 6 c 7 b 8 b 9 c 10 a

Reading

Exercise A

1 Two.

2 Five.

3 The rhyming words are: cartoon, Moon, balloon; air, there; Martin, violin, din; said, bed.

Exercise B

- 1 F 2 T 3 F 4 T

Writing

Exercise A

Nice.

*Exercise B

(Possible answer)

A fantastic/wonderful/super day

I woke up at six. It was my birthday!

An exciting/special day! I felt very excited/happy.

I opened the curtains, and looked at the sky.

The Sun was shining. It was a fine/sunny/clear day.

The postman brought me fifteen colourful/amusing cards.

Jenny sent a funny/silly card. I laughed!

Uncle drove us to Ocean Park in his new/expensive car.
We watched a great/an amazing water show,
with clever/beautiful dolphins and intelligent/well-trained
seals.
We walked in a peaceful/fascinating aviary.
We went on a comfortable/exciting boat ride.
Later, we had dinner in an expensive/excellent restaurant,
With delicious/tasty food and wonderful/lovely presents,
all for me.
Birthdays are so enjoyable/good!

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