

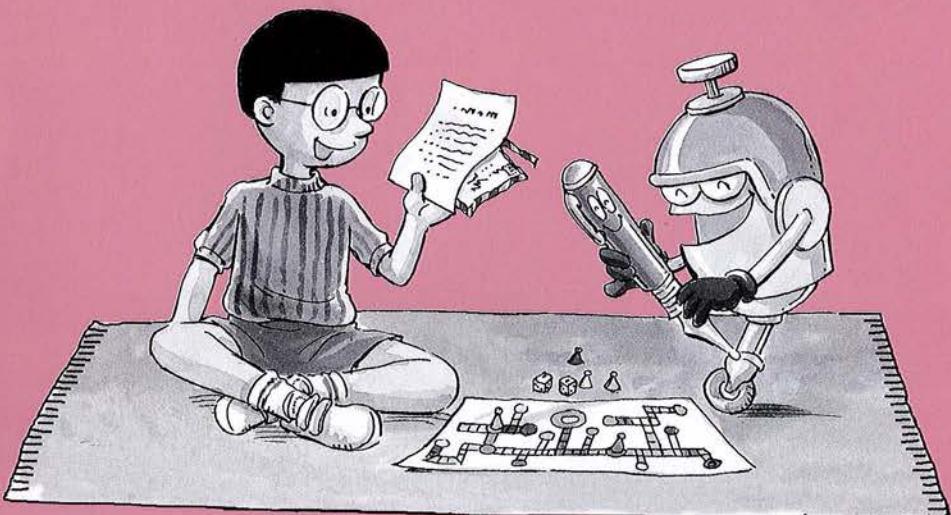


九年义务教育

# English 英语

教学参考资料

牛津上海版 OXFORD Shanghai Edition



八年级

第一学期

(试用本)

上海教育出版社

# 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 retained careful, professional control of the grammatical core and vocabulary level of the course so that the tasks will challenge students but will be within their competence and 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 choose to teach depending on their students' abilities.

## Unit topics

Each unit has a topic which is related to the theme of the module. The topic provides contextualization for the language. 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. These cartoons usually introduce 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 the students before they move onto 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 the 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 next 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) and make guesses about the topic of the passage. Some of 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 of 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 free response questions.

### 3 Post-reading

The exercises in 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 on 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, grammatical 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 the 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 of the language is extremely limited, the amount of English language input and improvement of the 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 the students are required to complete every exercise in this section. 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 necessary.

## 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

On the final page 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 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 topic in greater detail.

# 前　　言

## 《英语（牛津上海版）八年级第一学期》（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，包括书信写作、人物介绍、日记、科普读物、百科全书片断和科幻故事等内容，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，让学生通过人物辨认、填写关键词语、图片排序、完成表格等活动，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语音规则，了解语言功能，提高朗读技巧。 Speak up：提供与单元主题相关的情景，通过陈述、问答、讨论等训练活动，提高学生口头表达的能力。
Writing	提供各种相关材料（如书信范例、关键词语、图片、短文、对话、图表和连环画等），通过写书信、填表格、完成故事和报告等训练形式，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，对主题作进一步的延伸，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：学会使用索引、学习查阅百科全书以及了解和使用目录页，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“交笔友”、“读博客”等学习内容，Project主题定为“在网上创建个人博客”，旨在帮助学生学会用英语在网上交流信息、增进友谊，从而培养其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，包括各单元 Reading、Listening、Speaking、More practice、Word box 以及 Irregular verbs 的内容。

## 《练习部分（八年级第一学期）》

《练习部分 八年级第一学期》系与《英语（牛津上海版）八年级第一学期》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（八年级第一学期）》

### 一、框架结构

项 目	内容和特色
前言	分中、英文两部分，从不同角度介绍本课程目标、本册教材框架结构和各栏目特征等。中文前言里根据《上海市中小学英语课程标准（征求意见稿）》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 My life	1 Penfriends	9
	2 Work and play	9
	3 Trouble!	9
	Using English	1
2 Amazing things	4 Numbers	10
	5 Encyclopaedias	9
	Using English	1
3 Science fiction	6 Nobody wins (I)	9
	7 Nobody wins (II)	9
	Using English	1
*Project	Start your own blog	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
1 My life	1 Penfriends (p. 1)	A letter from a penfriend (p. 3)	<ul style="list-style-type: none"> <li>• Asking <i>Wh</i>- questions and <i>How</i> questions (p. 7)</li> <li>• Using <i>a</i> and <i>an</i> (p. 9)</li> </ul>
	2 Work and play (p. 19)	A day in the life of... Whizz-kid Wendy (p. 21)	<ul style="list-style-type: none"> <li>• The simple present tense (p. 24)</li> <li>• Adverbs and adverbial phrases of frequency (p. 25)</li> </ul>
	3 Trouble! (p. 37)	Dealing with trouble (p. 39)	<ul style="list-style-type: none"> <li>• The simple past tense (p. 42)</li> <li>• Adverbial phrases for the past (p. 43)</li> </ul>
2 Amazing things	4 Numbers (p. 55)	Numbers: Everyone's language (p. 57)	<ul style="list-style-type: none"> <li>• Cardinal and ordinal numbers (p. 60)</li> <li>• Decimals and fractions (p. 61)</li> <li>• Instructions and statements about numbers (p. 61)</li> <li>• Imperatives (p. 62)</li> </ul>
	5 Encyclopaedias (p. 73)	Look it up! (p. 75)	<ul style="list-style-type: none"> <li>• Countable and uncountable nouns (p. 78)</li> <li>• Using <i>another</i> and <i>(the) other(s)</i> (p. 80)</li> </ul>
3 Science fiction	6 Nobody wins (I) (p. 91)	Caught by Gork (p. 93)	<ul style="list-style-type: none"> <li>• The simple future tense (<i>will</i>) (p. 96)</li> <li>• The simple future tense (<i>be going to</i>) (p. 97)</li> <li>• Adverbs and adverbial phrases for the future (p. 98)</li> <li>• Asking questions using question tags (p. 99)</li> </ul>
	7 Nobody wins (II) (p. 109)	Escaping from Gork (p. 101)	<ul style="list-style-type: none"> <li>• Prepositions of location (p. 114)</li> <li>• Using <i>some</i> and <i>any</i> (p. 115)</li> <li>• Using <i>somebody</i>, <i>someone</i>, <i>something</i>, etc. (p. 116)</li> <li>• Exclamations (p. 117)</li> </ul>
*Project: Start your own blog (p. 128)			
Word bank (p. 133)			
Wordbook tapescripts (p. 146)			
Wordbook answer key (p. 149)			

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			
Jon's classmates (p. 10)	Intonation of <i>Wh-/How</i> questions and sentences expressing surprise (p. 11)	Introducing a friend (p. 12)	A letter to a penfriend (p. 12)	Anna's blog (p. 14)	The index (p. 53)
Jack's weekends (p. 27)	Intonation of Yes/No questions and sentences showing politeness (p. 28)	Talking about a classmate's daily life (p. 29)	A day in Megan's life (p. 30)	Sandy's blog: A day in my life (p. 32)	
Descriptions of thieves (p. 45)	/t/, /d/, /ɪd/ (p. 46)	Who was I? (p. 46)	Judy's diary (p. 47)	The funny side of police work (p. 48)	
A quiz about numbers (p. 63)	Saying different kinds of numbers (p. 63)	Discussing things to buy for your school (p. 65)	Traffic accidents (p. 66)	Numbers around us (p. 68)	Using an encyclopaedia (p. 89)
Dr Sun Yat-sen's Mausoleum (p. 81)	/s/, /z/, /ɪz/ (p. 82)	Discussing what you are interested in (p. 82)	A short story competition (p. 83)	The giant panda (p. 85)	
Gorkella's visit to Shanghai (p. 100)	Expressing definite and indefinite intentions; giving advice and suggestions (p. 100)	Planning a birthday party (p. 101)	Holiday on Holiday Island (p. 102)	Aliens land on our world! (p. 104)	The contents page (p. 126)
Captain King's life and work (p. 118)	Syllables (p. 118)	Lost on Planet X (p. 119)	An eyewitness report (p. 120)	Nobody knows (p. 121)	

# Module 1 My life

## Unit 1 Penfriends

### Unit topic: overview

The topic for this unit is penfriends, and meeting and describing people. The **Reading** passage is a letter from a Chinese boy living in England to a girl penfriend in China.

The **Grammar** section includes work on *Wh-* questions and *How* questions, and the use of articles *a* and *an*.

In the **Listening** section, the students listen to a teacher describing eight students from her class. The students must take guided notes and then use their notes to identify the people from their photographs.

The **Speaking** section includes a review of intonation of *Wh-* questions and *How* questions, and practice in asking people about themselves and introducing others.

The **Writing** section contains a guided task in which the students write a letter to a penfriend and describe themselves.

### The cartoon

The cartoon is funny because the two characters, *Hi* (the boy) and *Lo* (the robot) are thinking of the meaning of 'penfriend' in two different ways. The boy is thinking of the normal meaning—a friend to whom we write letters—whereas the robot is thinking of a friend who is a pen (a cartoon character). The cartoon introduces us to the unit topic.

### Pre-unit activities

- 1 Tell the students that they are going to read a letter to a penfriend. Ask if any of them have penfriends, and if so, in which countries. Ask them what language(s) they write to their penfriend(s) in.
- 2 Tell them to imagine that they are writing to a new penfriend for the first time. Get the students to work in pairs and make a list of things which they could tell their new friend. For example, they could give their name, age, height, personal description, names of brothers and sisters, description of their flat, possessions, pets, their school, their favourite subjects, sports, hobbies, singers, actors, films and books, their best friends, ambitions, and so on. Make a list of their ideas on the board.
- 3 Ask the students what they know about the UK. In fact, there are Chinese restaurants in almost every town in the UK, and many Chinese students in UK schools. Manchester and London have large Chinese populations. Let the students tell the class about any trips they have made to the UK, or about friends or relatives living or studying there.

## Unit 1 Penfriends



### Reading

p. 2



### Grammar

p. 7



### Listening

p. 10



### Speaking

p. 11



### Writing

p. 12

\*



### More practice

p. 14





## Reading

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

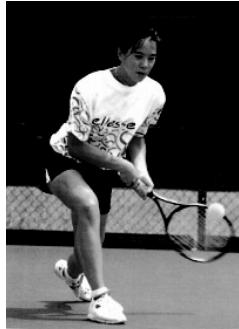
Penfriends often write about their favourite sports. Do you know the name of these sports? Write them below the photos.



a \_\_\_\_\_

b \_\_\_\_\_

c \_\_\_\_\_



d \_\_\_\_\_

e \_\_\_\_\_

f \_\_\_\_\_

badminton  
basketball  
baseball  
football  
tennis  
rugby

### B Before you read

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

- |         |   |   |
|---------|---|---|
| It has: | <input type="checkbox"/> a title                            | <input type="checkbox"/> a greeting (Dear ...)        |
|         | <input type="checkbox"/> an address in the top-right corner | <input type="checkbox"/> a signature (Jon) at the end |
|         | <input type="checkbox"/> a date under the address           |   |

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

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

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

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

## Reading

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

One thing which we often write about in a letter to penfriends is sport. Ask the students to do this exercise. Check their answers, and revise the English names of other popular sports.

#### Answers:

- A a football
- b rugby
- c baseball
- d badminton
- e tennis
- f basketball

#### Notes:

#### Vocabulary

The postcode is the group of letters and numbers in a British address which is used so the letters can be sorted by machine. In America it is called the Zip code.

#### Letter layout

- a The layout is blocked as opposed to indented, i.e., every line begins at the left margin and there is a space between paragraphs.
- b The punctuation is open as opposed to full, i.e., no punctuation marks are used in the address, date, greeting (Dear May) or suitable closure (Yours sincerely).

### B Before you read

- 1 Exercise B1 is designed to introduce the idea that different types of text have different formats.
- 2 Explain the meaning of any words in this exercise which may be unfamiliar to the students.
- 3 Exercise B2 is designed to develop the habit of reading the text quickly first (skimming) without spending a long time checking the vocabulary or detailed meaning.
- 4 Exercise B3 is designed to draw students' attention to the postcode in real mail.

#### Answers:

- B1**
- a title
  - ✓ an address in the top-right corner
  - ✓ a date under the address
  - ✓ a greeting (Dear ...)
  - ✓ a signature (Jon) at the end

- B2**
- 1 Jon
  - 2 May
  - 3 the UK
  - 4 30 August
  - 5 penfriend
  - 6 write

- B3** NE6 4BY

## Reading passage

### A letter from a penfriend

This is a personal letter from Jon in England to May in China. It presents the formulaic parts of a letter, including address, date, greeting, main body and a suitable closure.

### Synopsis by paragraph [P = Paragraph]:

- P1: Jon gives the aim of his letter (to be May's penfriend) and some information about himself.
- P2: He gives information about his family and home.
- P3: He gives information about his school, his favourite sports, his best subject and his ambition.
- P4: He mentions the photos of himself and his school friends and of his school, and asks May to reply.

### Vocabulary:

**accountant** (n.) the person (in a company) who looks after the money and keeps the financial records

An accountant should always work very carefully.

**ambition** (n.) wish or goal

It is Anna's ambition to become a doctor.

**architect** (n.) a person who plans and designs a building  
Xing Tonghe was the architect for Shanghai Museum.

**enclose** (v.) put inside

She enclosed some photos of her family in her letter.

**engineer** (n.) a person who plans, makes or repairs machines or engines

He works as an engineer for a computer company.

**hobby** (n.) an interest or activity such as collecting stamps or making models

My hobby is playing baseball.

**keen on** very interested in; wanting to do something  
She is keen on pop music.

**magazine** (n.) a large, thin book with pictures, usually published once a week or month

Do you enjoy reading this English magazine?

**maybe** (adv.) perhaps; probably

I'm not quite sure about it. Maybe he'll come, and maybe he won't.

**own** (v.) have something that belongs to you

Mr Brown owns a large house with a beautiful garden.

**penfriend** (n.) someone you write letters to as a hobby

Sidney wrote a letter to May and hoped to become her penfriend.

# A letter from a penfriend

2 Middle Street

Walker

Newcastle

NE6 4BY

England

UK

30 August

Dear May

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

5 My hobby is playing chess.

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

10 do they do?

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

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

Yours sincerely

Jon



## C Vocabulary

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

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

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

**c1** Try to work out the meanings of the words in *italics* below.

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

**c2** Here are some sentences from Jon's letter on page 3. Choose the best meanings for the words or phrases in *italics* below.

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

## C Vocabulary

- 1 Read through the introduction to C, and make sure the students understand the main point. We want them to develop the skill of guessing and working out the likely meaning of a word from its context. (The 'context' means the other words before and after the word, and it helps the students understand the meaning of the particular word.)
- 2 One reason for this aim is that we want to train the students to work entirely in English. These days many students rely heavily on electronic dictionaries, and are thus learning English through a translation method. Nevertheless, this method is not recommended if the students want to become comfortable in their use of English. It is also true that dictionaries, especially electronic dictionaries which tend to give a one-word translation, sometimes give the wrong translation because the word is being used in a different sense or context.
- 3 Do Exercise C1 with the students to make sure they understand what to do. Ask them which words helped them guess the meanings.

### Answers:

C1 1 a  
2 c

### Additional activities:

- 1 Write these words on the board:
 

ambition	baseball
Physics	hobby
enclose	born
- 2 Tell the students you will say a sentence. One word in the sentence will be the word *bleep*, or you may use any interesting nonsense sound you wish. They must listen and tell you the word on the board that could replace the *bleep* in the sentence.
- 3 Do the first sentence below as an example. Then do the others. The answers are provided in brackets.
  - Yesterday I played *bleep* with my brother.  
(*baseball*)
  - My favourite *bleep* is collecting old coins.  
(*hobby*)
  - I must study *bleep* if I want to become an engineer.  
(*Physics*)
  - My youngest brother was *bleep* three years ago.  
(*born*)
  - Paul's *bleep* is to take part in the Olympic Games.  
(*ambition*)
  - When you write to me, please *bleep* a photo of your family.  
(*enclose*)

- 4 When doing Exercise C2, stress the importance of guessing and using contexts to help understand the meaning of words or phrases in italics. Do not let the students use dictionaries for this exercise at this stage.
- 5 After completing the exercise, ask the students which words helped them get the answers.

### Answers:

C2 1 b  
2 a  
3 a  
4 a  
5 b  
6 b

6 Do Exercise C3.

**Answers:**

- C3 1 metre  
2 table tennis  
3 college  
4 Physics  
5 best

**D Comprehension**

- 1 Exercise D1 provides some practice in the skill of *scanning*, which is looking for specific information without reading every word again. Stress that the students should work quickly and should stop reading when they have completed the task.

**Answers:**

- D1 1 his name ✓  
2 his age ✓  
3 his height ✓  
4 his weight  
5 his hobby ✓  
6 the name of his dad's restaurant  
7 the name of his brother ✓  
8 the name of his school ✓  
9 his worst school subject  
10 his dream job ✓

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

best Physics table tennis metre college

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

## D Comprehension

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

- |                                    |                          |
|------------------------------------|--------------------------|
| 1 his name                         | <input type="checkbox"/> |
| 2 his age                          | <input type="checkbox"/> |
| 3 his height                       | <input type="checkbox"/> |
| 4 his weight                       | <input type="checkbox"/> |
| 5 his hobby                        | <input type="checkbox"/> |
| 6 the name of his dad's restaurant | <input type="checkbox"/> |
| 7 the name of his brother          | <input type="checkbox"/> |
| 8 the name of his school           | <input type="checkbox"/> |
| 9 his worst school subject         | <input type="checkbox"/> |
| 10 his dream job                   | <input type="checkbox"/> |

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

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

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

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



- 2 Exercises D2 and D3 are designed to make the students think carefully and to make them look for proof of a statement within a text. If you wish, the students can work in pairs to answer them.

**Answers:**

D2 1 T  
2 T  
3 F  
4 DK  
5 DK  
6 T  
7 F  
8 F  
9 F  
10 F

D3 2 His dad owns a (Chinese) restaurant.  
3 His brother is studying to be an accountant.  
4 He is keen on sports.  
5 His ambition is to be an architect, or maybe an engineer.

**For further reading practice**

*Workbook 8A* pages 7 and 8

**Exercise A**

- a Tell the students that they will read a letter from a boy called Ken to a girl called Alice.
- b Give the students time to read Ken's letter silently and then ask them what Ken is interested in.
- c Ask them to complete the conversation between Alice and her father. Remind them to use short answers.
- d Invite pairs to role-play Alice and her father and check the answers.

**Exercise B**

- a Tell the students that Jason and Mandy are reading a website about penfriends. Review the vocabulary in the box with the students.
- b Give the students time to read the website silently.
- c Ask the students to complete the website with the words or phrases in the box.
- d Check the answers with the students.

## Grammar

### A Asking *Wh*- questions and *How* questions

- 1 Write these words on the board:

Who	Where	When
What	How many	How old

- 2 Tell the students these words are used to find out about different things.

*Who* asks about people.

*Where* asks about places.

*When* asks about times.

*What* asks about things.

*How many* asks about the number of things.

*How old* asks about age.

- 3 Ask the students to complete Exercise A1. Check that everyone understands what each question is asking and which answer is needed.

- 4 When people answer questions, they very rarely give full answers. They normally give short answers in conversations because they are shorter, faster and more natural. Emphasize that answers can be just one word as long as they make sense to the questioner. This is shown in Exercise A1. Go through it with the students and ask them to pay special attention to the answers.

- 5 If you want to practise this further, put the students into pairs and get them to ask each other questions similar to those in Exercise A1, changing *he/his* to *you/your*. Remind them to use short answers.

#### Answers:

- A1 1 Who  
2 What  
3 Where  
4 How old  
5 When  
6 How many



## Grammar

### A Asking **Wh-** questions and **How** questions

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

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

#### Examples

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

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

#### Examples

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

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

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

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

May: A new penfriend.

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

May: Jon.

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

May: In Newcastle. That's in England.

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

May: Twelve.

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

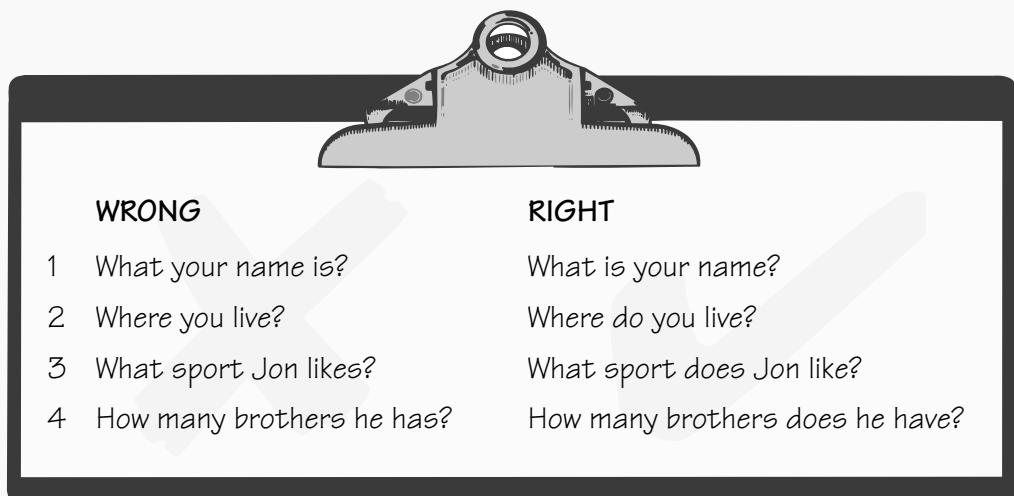
May: I don't know. He doesn't say it in the letter.

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

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



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



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

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



**Questions**

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

**Answers**

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

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



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

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

- 6** In a positive statement, the verb comes after the subject. Explain to the students that in questions using the words in Exercise A1, the verb comes before the subject. This is a common cause of confusion for the students and extra time spent getting it right now will save problems later.

Be careful to explain that the *How many* questions can look different because they are about the object of the sentence. The verb still comes before the subject in these questions, but it comes after the object.

Go through the examples at the top of page 8 with the students. You can also give the following examples on the board, clearly labelling the subjects and verbs so the students can see the change in word order:

<u>He</u> is my brother.	Who <u>is he</u> ?
<u>She</u> is in her room.	Where <u>is she</u> ?
We eat breakfast at 7 a.m.	When <u>do we eat</u> breakfast?
<u>Her name</u> is Susan.	What <u>is her name</u> ?
<u>He has got</u> two cars.	How many cars <u>has he got</u> ?
<u>He is</u> 12 years old.	How old <u>is he</u> ?

- 7** Do Exercise A2. If the students still seem to be having trouble with the word order, go over this again.
- 8** Exercise A3 contains further practice of questions and word order. This is quite a free exercise and the students are more likely to make mistakes, so check their work carefully.

#### Answers:

- A2** 1 How old are you?  
 2 What is your ambition?  
 3 Which school do you study in?  
 4 Where is your school?  
 5 How many brothers and sisters do you have?

#### Possible answers:

- A3** 1 What is your name?  
 2 How old are you?  
 3 How tall are you?  
 4 Where is your home?/Where do you live?  
 5 How many brothers and sisters do you have?  
 6 How do you go to school?  
 7 What is your favourite subject?  
 8 What sports do you like?  
 9 What is your hobby?  
 10 What is your ambition?

## B Using *a* and *an*

- 1 Go through the introductory part carefully with the students. You need to make sure they understand that it is the sound at the beginning of the word which determines whether *a* or *an* is used, not just the written letter. Some words beginning with consonants can begin with vowel sounds and some vowels can sound like consonants. Point out the examples of *a university* and *an hour*.
- 2 Ask the students to complete the exercise.

### Answers:

- B 1 an  
2 a  
3 an  
4 a  
5 a  
6 an

### Additional practice:

- 1 Choose words from the lists below, write them on the board and ask the students to say them with *a* or *an*.

#### consonant sounds (a)

friend	photo
home	stone
hotel	wife
model	year

#### vowel letters, consonant sounds (a)

European country
one-way street
uniform
useless watch

#### vowel sounds (an)

age	ice cream
accident	insect
ear	owner
egg	uncle

#### consonant letters, vowel sounds (an)

honour
hour

- 2 Ask the students to make a list of five (or more) words that go with *a* and five (or more) that go with *an*. They should be different words from those used on page 9 of the *Student's Book* and in the above lists. You can check their lists individually or you could get examples from each student and write a master list on the board.

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

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

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

### Tips

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

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



My ambition is to be  
 architect.



I want to be  scientist.



I'd like to be   
English teacher.



My ambition is to be  
 pilot.



I would like to be   
basketball star!



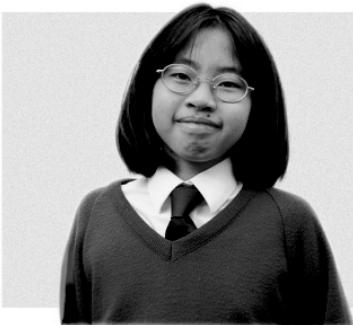
I'd like to be  actor.

# Listening

## Jon's classmates

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

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



**Joyce**

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

1 \_\_\_\_\_ Joyce

2 \_\_\_\_\_



3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_



6 \_\_\_\_\_

7 \_\_\_\_\_

8 \_\_\_\_\_

## Listening

### Jon's classmates

- 1 This exercise provides basic, guided note-taking practice. The students should take notes in their own exercise books or on some paper. Ask the students to write the key words only, as in the example: this is not dictation. Notes can be rough and do not need to be marked. Play the recording twice or more if necessary.
- 2 When they have reasonably complete notes, the students should use the information to match the descriptions with the photographs, writing the names in blanks 2–8.

### Vocabulary:

**blond** (adj.) fair-haired (We use *blond* instead of *yellow* when we talk about someone's hair. We use *blonde* for women.)

**parting (in the hair)** (n.) a line on a person's head where the hair is combed in different directions

### Tapescript:

Right, first I'm going to describe Joyce. Joyce has black hair. It is quite long. She has a parting in the middle of her hair. She is wearing glasses. She is wearing a white shirt with a blue tie.

Next, I'm going to describe Helen. Helen has blonde hair. It is quite long. Her hair is touching her shirt. She is wearing a white shirt and a blue tie.

Next, I'll tell you about Mike. Mike has blond hair too. I think he has a parting in the middle of his hair. The wind is blowing his hair in this photo. Mike has a nice smile. We can see his teeth in the photo. He is wearing a blue shirt. He has a blue tie with yellow stripes.

The next one is Nicky. Nicky has blonde hair. Her hair is pulled back behind her head. She has blue eyes. She is wearing a white shirt and a blue tie.

Now I'll describe Andy. Andy is a big boy. He has red hair. His hair is quite short. He is smiling, but we cannot see his teeth. He is wearing a light brown shirt and a blue tie.

I'll talk about Simon next. Simon has black hair. It is very short. He is smiling, and like Andy, we cannot see his teeth. He is wearing a grey shirt and a blue tie.

The last girl is Mary. Mary has brown hair. Her hair is pulled back behind her head, like Nicky's. She is wearing a white shirt. She has a blue tie with white stripes.

The last boy is Harry. He has dark brown hair. It is quite long. It is almost over his eyes. Harry is smiling. He has beautiful white teeth! He is wearing a grey shirt and a blue tie.

### Sample notes:

#### Helen

blonde hair quite long white shirt blue tie

#### Mike

blond hair	parting in the middle	blowing in the wind
nice smile	blue shirt	blue tie/yellow stripes

#### Nicky

blonde hair	hair pulled back	blue eyes
white shirt	blue tie	

#### Andy

red hair	quite short	smiling
light brown shirt	blue tie	

#### Simon

black hair	very short	smiling
grey shirt	blue tie	

#### Mary

brown hair	hair pulled back	
white shirt	blue tie/white stripes	

#### Harry

dark brown hair	quite long	almost over eyes
smiling	grey shirt	blue tie

### Answers:

- 2 Mary
- 3 Harry
- 4 Andy
- 5 Mike
- 6 Nicky
- 7 Helen
- 8 Simon

### For further listening practice

Workbook 8A pages 5 and 6

#### Exercise A

- a Ask the students to look at the pictures and guess what the pictures are about.
- b Play the recording and let the students number the pictures.
- c Ask individual students to say some sentences about Lucy Li to the class.

#### Exercise B

- a Let the students read the letter from Bobby to Sally on page 6.
- b Ask the students to guess what is required to fill in each blank.
- c Play the recording. The students listen and write.
- d Check the answers with the students. Ask individual students to read out the letter.

## Speaking

### A Talk time

- 1 Write this conversation on the board without the arrows.

May: Where's Alan?

Sam: He's out.

May: Out? Where did he go?

Sam: To see the doctor.

May: The doctor?

Sam: Yes. He had an accident this morning.

May: An accident? When's he coming back?

Sam: I don't know.

- 2 Say the conversation to the students. As you say it, add the arrows. Explain that we usually let our voice fall at the end of *Wh-* questions and *How* questions and the answers to these questions, but sometimes we let our voice rise at the end of sentences to express surprise and other feelings.
- 3 Ask the students to practise the conversation chorally and then in pairs.
- 4 Do Exercises A1 and A2.



## Speaking

### A Talk time

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

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

1 —What's his name?

—David.

2 —Where does he live?

—I don't know.

3 —When was he born?

—In nineteen ninety-five.

4 —How old is he?

—Thirteen.

5 —How many brothers does he have?

—Three.

6 —He plays tennis.

—Tennis?

7 —His house has a purple roof.

—A purple roof?

8 —His eyes are green.

—Green?

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

May: Hello, what's your name?

Bob: Bob.

May: Mine is May. Where do you live?

Bob: I live in Britain.

May: How old are you?

Bob: Thirteen.

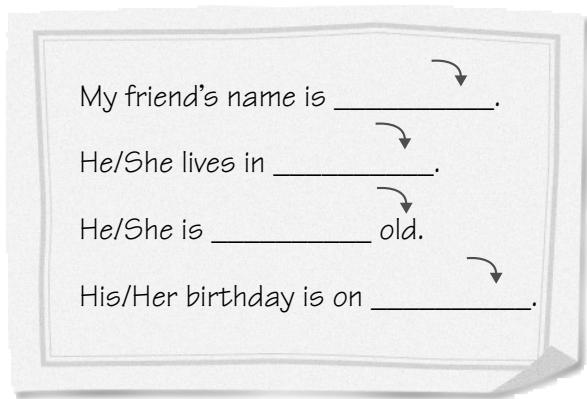
May: When's your birthday?

Bob: The tenth of September.

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

## B Speak up

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



## Writing

### A letter to a penfriend

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

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

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

## B Speak up

This exercise practises obtaining information using *Wh-* questions and *How* questions. The students then have the chance to present this information orally and also find out something about their friends.

### Extension activity:

The activity can be extended by asking the students to add *Do you have any other questions?* at the end of their introduction. The rest of the class could then be encouraged to ask questions such as:

- How many brothers/sisters does he/she have?
- What are his/her hobbies/interests?
- When does he/she go to bed?
- What sports does he/she like best?
- What school did he/she go to last year?
- What's his/her ambition?

If the student does not know the answer, he/she first asks his/her friend and then announces the new information to the class. A sample dialogue might look like this:

Class: How many brothers does she have?  
 Student: I don't know.  
           (to the friend) How many brothers do you have?  
 Friend: I have no brothers.  
 Student: She has no brothers.

## Writing

### A letter to a penfriend

- 1 The aim of the Writing section is to give practice in writing a letter with special attention to:
  - the address on the letter
  - starting and finishing a letter
  - arranging information and writing it in paragraphs
  - the address on the envelope
- 2 Ask the students to find a partner and work in pairs first.
- 3 Use the address in Jon's letter as a model for finishing Exercise 1.

2 Middle Street  
 Walker  
 Newcastle  
 NE6 4BY  
 England  
 UK

☞ Explain to the students that it is common practice to leave out punctuation from addresses, dates, greetings, e.g., *Dear Jon*, and complimentary closures, e.g., *Best wishes*. Remind them also that there is no indentation in an address.

- 4 Ask the students which answer to Exercise 2 they prefer and why they prefer it. Explain that **a** is the better start because it is friendlier.  
     ☞ Explain that when you reply to a letter, you usually start with an expression of thanks.
- 5 To handle Exercise 3, the students should note down true things about themselves. Paragraphs 1, 2 and 3 of the letter on page 13 will help them with the language.
- 6 Ask the students which answer to Exercise 4 they prefer and why they prefer it. Explain that again **a** is the better ending.  
     ☞ Explain that it is important to end a letter politely and to ask for a reply to your letter.

- 7 Tell the students to do Exercise B individually. Answers will vary but should follow the model of the letter on page 13.
- 8 Do Exercise C. The name and address should be written on the envelope without punctuation or indentation (following the style of the letter), but with conventional capitalization, including the letters of the postcode.

**Answers:**

- B Students' answers will vary. If you require a model answer, use the letter from Jon on page 3. That letter follows exactly the same plan as the plan given here for Exercise B.
- C Bill Amos  
128 West Street  
Vancouver  
British Columbia  
V6E 14H4  
Canada

**Additional exercise:**

Write the jumbled name and address, below left, on the board. Ask the students to write it down correctly, changing the order of the lines and putting in the capital letters.

london  
6 west road  
england  
paul smith  
se5 2dl

**Answer:**

Paul Smith  
6 West Road  
London  
SE5 2DL  
England

**For further writing practice**

*Workbook 8A* page 9

- a Let the students work in pairs and talk about the eight pictures in Exercise A.
- b Select two or three pairs to talk in class.
- c Let the students help Li Gang complete his letter to Fang Qin.
- d Invite individual students to read out what they have written to the class.

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

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

Put the date under the address.

Dear Jon

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

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

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

Paragraph 4 — sentences about your photos  
— your ending sentences

Best wishes

May

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



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



## More practice

**penfriend.index**

Address: <http://www.ann-friend.com> Go

**Penfriends**

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

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

**Anna/Website/index/**

Address: <http://www.anna.com.tl> Go

**Anna's Blog**

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

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

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

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

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

<sup>①</sup> native language 母语

## \*More practice

### Anna's blog

The reading passage is in the form of a girl's blog.

#### Vocabulary:

**all over the world** in every part of the world

Athletes from all over the world took part in the Olympic Games.

**attend** (v.) be present at; go to

He attends meetings every week.

**blog** (n.) an informal website; an online space in which you can write your personal diaries, express your feelings and collect different links which you are interested in

Many people have their own blogs today.

**close to** near

My home is close to my school.

☞ Close (v.) is pronounced as /kləʊz/ and means shut.

**native language** the first language that you learn and speak at home

Tom can speak very good Chinese, though his native language is English.

**pop music** popular music, modern music especially for young people

His hobby is listening to pop music.

**share** (v.) have or use something at the same time as someone else

Mark shares the bike with his brother.

**Answers:**

- A 2 Anna likes sports. She loves/likes playing badminton, swimming and playing tennis.
- 3 She likes pop music and is learning to play the guitar.
- 4 She enjoys reading and speaking English.
- 5 Her favourite subjects are Maths, Art and English.
- 6 She lives in a flat near the mountains.
- 7 She has three sisters and one brother.
- 8 She wants to be an architect.

**Possible answers:**

- B 1 I don't think Jason will write to Anna because he doesn't like music, but she likes music.
- 2 I think Mandy will write to Anna because they are very similar. They both like pop music and play musical instruments. In addition, they both like English.

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

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

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

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

---



---



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

---



---

**Yes?**  
**No?**

# Progress file 1

## Vocabulary

Match these words with their meanings.

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

## Grammar

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

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

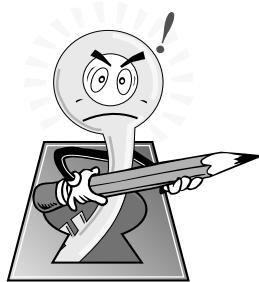
- 6 \_\_\_\_\_ brothers and sisters does he have?  
7 \_\_\_\_\_ is the name of his brother?  
8 \_\_\_\_\_ does his brother live now?  
9 \_\_\_\_\_ was he born?  
10 \_\_\_\_\_ is your puppy?

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

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

## My progress:

Comments:



0–6 Try harder.



7–12 Can do better.



13–15 Good work.

## Progress file I

- 1 The Progress files provide a quick check on some of the key items from the unit. Ask the students to complete these exercises individually.
- 2 If you wish, the students can write their answers on sheets of paper or in their exercise books for you to mark. Keep their marks as a record of their achievement. However, remember that these Progress files cannot test all aspects of their language-learning. Please see the additional notes on the Progress files in the Introduction to this book.

### Answers:

- 1 c
- 2 a
- 3 e
- 4 b
- 5 d
- 6 How many
- 7 What
- 8 Where
- 9 When
- 10 How old
- 11 a
- 12 a
- 13 an
- 14 an
- 15 a

## Word box



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



## Notes

Page 3

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

用英语表达人的身高或物的长、宽、高时，形容词往往放在计量单位的后面。

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

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

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

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

## Additional teaching suggestions

- 1 Reading部分是一封信件。可结合Writing 部分所呈现的内容向学生介绍有关书信的格式和撰写要点，以使他们达到能书写简单的英语信件的教学目标。
- 2 Reading 部分出现了动词不定式作表语的用法（如：My ambition is to be an architect, ...）。可让学生逐步熟悉动词不定式的各种用法，但不必急于总结。动词不定式的不同用法将在九年级的教材中进行归纳和操练。
- 3 Grammar A 部分介绍了特殊疑问句的结构和用法，但教材中所罗列的只是疑问词的部分解释和运用。教学中可根据学生的实际情况，对知识点进行梳理和适当扩展。练习A2中有关特殊疑问句的语序问题，教师也应给予足够的重视。
- 4 Grammar B 部分介绍了不定冠词的用法。关于定冠词 the 及零冠词的用法，将在八年级第二学期的教材中再作归纳。
- 5 Listening 部分出现了几个用来描述人物外貌的生词，在教学中要注意先为学生扫除生词障碍。

## Unit 2 Work and play

### Unit topic: overview

The topic for this unit is describing our everyday activities and how often we do things. The **Reading** passage is about the daily life of a 'whizz-kid' student who runs her own business while still at school.

The **Grammar** section features the simple present tense for habitual action and adverbs and adverbial phrases of frequency.

In the **Listening** section, the students listen to a boy talking about what he does on Saturdays. The students must find out what he does and when he does each thing.

The **Speaking** section includes a review of intonation of Yes/No questions, and an activity in which the students must describe a friend's daily life.

The **Writing** section presents a guided task in which the students must write about the everyday life of a sports champion.

### The cartoon

The cartoon is funny because *Lo* is saying that he does not know the answer to *Hi*'s question—but, in fact, his words are the correct answer. (This is a typical student joke.) The cartoon contains examples of the language patterns for this unit.

### Pre-unit activities

1 Tell the students that in this unit we are going to talk about regular activities—things we do every day/week/month. Tell them that we use the simple present tense for this. This is explained in more detail in the **Grammar** section.

2 Write the following sentences on the board:

I get up at ...  
I eat breakfast at ...  
I go to school at ...  
I have lunch at ...  
I finish school at ...  
I have dinner at ...  
I go to bed at ...

3 Ask the students to suggest times to complete each sentence,

e.g., *I get up at 6.30 a.m.*

Then ask them to write the same sentences themselves, writing the times when they do each thing.

4 Ask the students to work in pairs or small groups and compare their answers. They should find out if they do things at the same or at different times. Each pair/group can then report back to the class.

## Unit 2 Work and play

 **Reading**

p. 20

 **Grammar**

p. 24

 **Listening**

p. 27

 **Speaking**

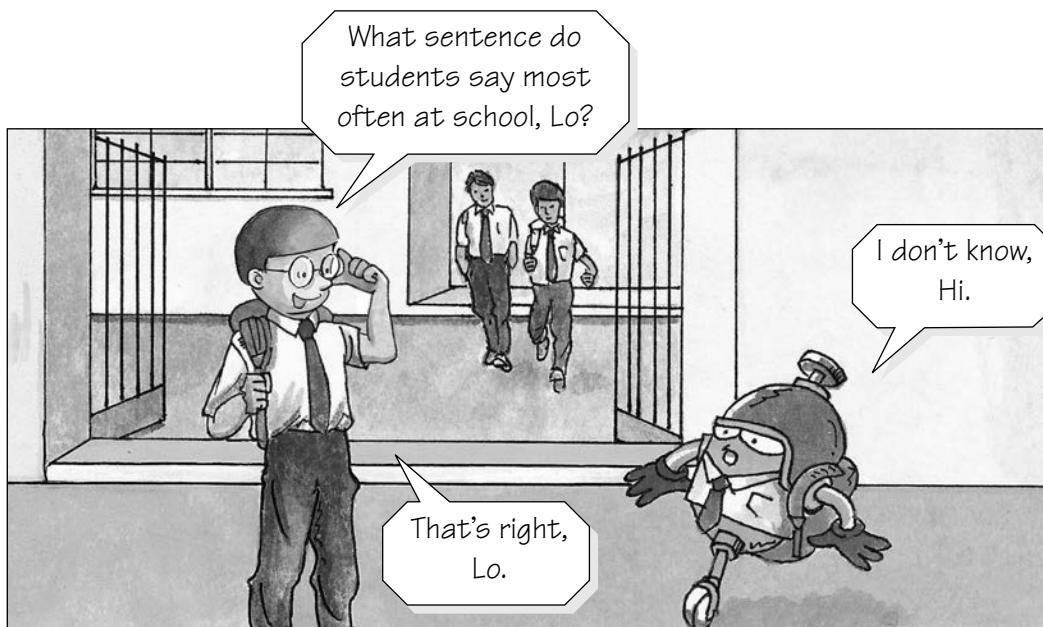
p. 28

 **Writing**

p. 30

\*  **More practice**

p. 32





## Reading

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

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

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

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



clean my teeth



go to school



watch television



play table tennis



use the telephone



eat fish



ride a motorcycle



play the piano



play computer games

### B Before you read

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

- 1 Wendy probably \_\_\_\_\_ the introduction.  
a wrote      b did not write
- 2 Wendy is probably \_\_\_\_\_ most other students.  
a similar to      b different from
- 3 We can expect to find out about Wendy's \_\_\_\_\_.  
a business      b holidays
- 4 A 'whizz-kid' is probably a young person who \_\_\_\_\_.  
a drives too fast      b is very successful

## Reading

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

1 Write these patterns on the board:

I ... every day.  
I ... once or twice a week.  
I never ...

2 Ask the students to use these patterns with the words under the pictures, to talk about their daily lives. They can work in pairs. For some of the pictures, students' answers will vary.

#### Possible answers:

- A I clean my teeth every day.
- I play table tennis once or twice a week.
- I never ride a motorcycle.
- I go to school every day.
- I use the telephone every day.
- I never play the piano.
- I watch television every day.
- I eat fish once or twice a week.
- I play computer games once or twice a week.

### B Before you read

Tell the students that by looking at the title, the introduction and the pictures before they read the whole article, they can get a general idea of the topic. This is part of the skill of predicting, which we want to encourage: a good reader constantly makes predictions about what he or she is reading. It is good for the students to make intelligent guesses about what might be in the article.

#### Answers:

- |          |          |          |
|----------|----------|----------|
| <b>B</b> | <b>1</b> | <b>b</b> |
|          | <b>2</b> | <b>b</b> |
|          | <b>3</b> | <b>a</b> |
|          | <b>4</b> | <b>b</b> |

## Reading passage

### A day in the life of ...

#### Whizz-kid Wendy

This is a magazine article about a (fictitious) girl who runs a computer business although she is still at university. Note that the first line of the title suggests that this might be a regular article in a magazine, featuring a different person in each issue.

#### Synopsis by paragraph [P = paragraph]:

- P1: Wendy describes her morning routine and the background of her family computer business.
- P2: She is driven to the university in their family car.
- P3: She describes her school. She finds the work easy but boring.
- P4: At lunchtime she sometimes has lunch with a business client.
- P5: She describes her after-school activities.
- P6: In the evenings she works on writing her computer games.

#### Vocabulary:

**achieve** (v.) get, reach, succeed in doing something  
I achieved my aim: to run one mile in under five minutes.

**a.m./p.m.** (abbr.) in the morning/afternoon  
I go to school at 7.15 a.m. and leave school at 4.15 p.m. every day.  
☞ The abbreviations are the short forms of the Latin *ante meridiem* (before noon) and *post meridiem* (after noon).

\***assist** (v.) help someone do something

My parents often assist me when I have difficulties.

**business** (n.) a company

Tony runs a big business in Shanghai.

☞ Note that if we are talking about specific companies, *business* is a countable noun. But if we are talking about trading and making money in general, *business* is an uncountable noun, e.g., Business is very important to Shanghai.

**client** (n.) customer; someone who buys something or uses a service

Clients are important to businessmen.

**discuss** (v.) talk about something

We must discuss the problems of old people.

☞ Note that we do not use *about* after the verb *discuss*.

**manager** (n.) a person who controls a business or part of it  
As a manager, he is responsible for the whole business.

**popular** (adj.) liked by many people

The book is popular with teenagers.

**responsible** (adj.) having the duty to do something

You are responsible for organizing the class trip.

**sale** (n.) selling; the part of a business which tries to sell the product

Mr Brown is responsible for the sale of cars in our company.

\***seldom** (adv.) not often

We seldom go swimming in winter because the sea is too cold.

**simple** (adj.) very easy

These exercises are so simple that I can finish them in a few minutes.

\***whizz-kid** (n.) a teenager or young adult who is very good or quick at doing something

Tom is a real whizz-kid so his father is very proud of him.



# A day in the life of ...

## WHIZZ-KID WENDY

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

6 a.m.

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



7.30 a.m.

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

8 a.m.

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

12.30 p.m.

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



4.15 p.m.

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

7 p.m.

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

20

25

## C Vocabulary

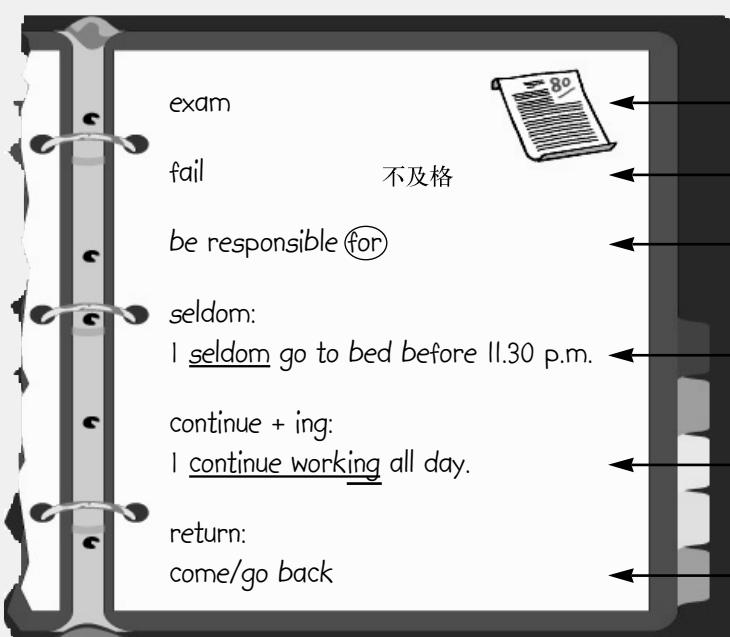
**C1** Find these words or phrase in the article on page 21. Then read the words around them and choose the right meanings.

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

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

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

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



You can do these things:

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

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

## C Vocabulary

- 1 Remind the students of the importance of reading the context surrounding a word or phrase. Do Exercises C1 and C2 without using dictionaries or translators.

### Answers:

C1 1 b

2 a

3 b

4 a

5 a

C2 1 b

2 a

3 d

4 e

5 c

- 2 Read through the vocabulary notebook section with the students. It is designed to introduce the students to the idea of keeping a vocabulary notebook. Several different ways of recording vocabulary items are explained and examples are given. It is very important that the students keep a vocabulary notebook, so encourage them to start one. Point out to the students that just writing the translation of an English word will not tell them how to use it properly. Writing an example sentence in their book will help. You may need to keep a check on the students' vocabulary notebooks, until you are sure that they are adding the new words regularly.

### Additional activities:

- 1 This gives the students practice in using the vocabulary items for this unit and for general comprehension in English.
- 2 Tell the students that you will give them some nonsense sentences. Ask them to make the sentences sensible. Do the first one as an example if necessary. The answers are provided in brackets, but alternate correct answers are acceptable.
- 3 Give the sentences to the students by:
- reading them aloud to the students and asking for oral corrections;
  - writing them on the board and asking for oral or written corrections;
  - or dictating sentences to the students who write them down and then give answers orally or in writing.
- a The last person to leave the room is responsible for turning on the lights. (Change *on* to *off*.)
- b Tom always has a smile on his face. He seldom looks happy. (Change *seldom* to *always*.)
- c Sweet food is very popular in Shanghai. No one likes to eat it. (Change *No one* to *Everyone*.)
- d I achieved an F grade in all my exams. My parents were pleased that I had done so well. (Change *F* to *A*.)
- e I did not attend a lecture at the City Hall. It was very interesting. (Change *did not attend* to *attended*.)
- f I could not do the last maths problem. It was very simple. (Change *simple* to *difficult* or *could not* to *could*.)

## D Comprehension

- 1 Do Exercise D1. Stress that the students should work quickly, and stop them as soon as they have found the facts.

### Answers:

(Correct alternatives are acceptable.)

- D1 1 6 a.m.  
2 computer games  
3 half a million (500,000)  
4 accountant  
5 by car  
6 makes phone calls  
7 A/A grades  
8 twice a week  
9 on Fridays  
10 7 p.m.  
11 works on games  
12 after 11.30 p.m.

- 2 Do Exercise D2. Stress that the students should read carefully and think before answering.

### Answers:

- D2 1 Y  
2 N  
3 N  
4 Y  
5 Y  
6 DK  
7 Y  
8 N

## For further reading practice

*Workbook 8A* pages 18, 19 and 20

### Exercise A

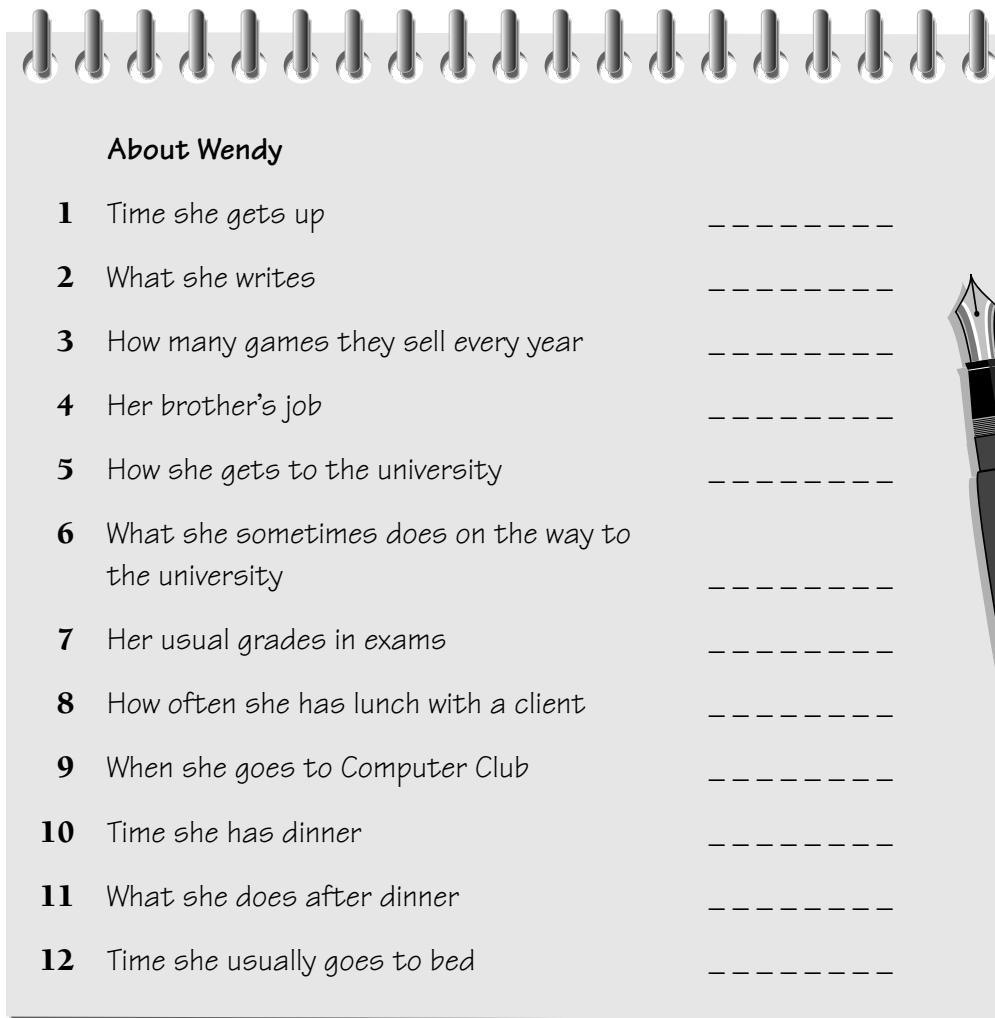
- a Give the students time to read Sam's blog silently.
- b Ask the students to do the exercise.
- c Check the answers with the students and ask them to correct the false statement(s).

### Exercise B

- a Let the students go through the passage on pages 19 and 20 quickly to get a general idea of it.
- b Ask the students to do the exercise.
- c Check the answers with the students.

## D Comprehension

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



**About Wendy**

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

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

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



## Grammar

### A The simple present tense

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

I			He		
You	drink	milk every day.	She		
We			It		
They					
Do	I you we they	drink milk every day?	Does	he she it	drink milk every day?
I			He		
You	do not drink	milk every day.	She		
We			It		
They					

#### Tips

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

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

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

## Grammar

### A The simple present tense

- 1 Tell the students we use the simple present tense to talk about things we usually do, e.g., *our habits, jobs*. Then read the rules in *Tips* and make sure the students understand them. After the students have studied the -es rules, ask them to add -s or -es to these verbs, making any necessary changes. Give examples first, e.g., say *I eat* and ask the students to write *He/She eats*.

study	(studies)	try	(tries)
cover	(covers)	touch	(touches)
pass	(passes)	carry	(carries)
push	(pushes)	wash	(washes)
allow	(allows)	stay	(stays)
fix	(fixes)	miss	(misses)
use	(uses)	catch	(catches)
pay	(pays)	do	(does)

- 2 Write the following sentences on the board. Ask the students to say them. Point out the -es after *Mary* (after *he/she/it*). Mention that there is no -s or -es when the verbs are used after *I, you, we* and *they*.

I *brush* my teeth every morning. Mary *brushes* her hair.  
I *have* a shower every evening. Mary *has* a bath.  
I *go* swimming every week. Mary *goes* dancing.

- 3 Ask the students questions about their daily habits following the model below. Then have the students ask and answer similar questions working in pairs.

- S1 What do you do every morning?  
S2 I brush my teeth.  
S1 What does Mary do?  
S2 She brushes her hair.

- 4 Ask the students questions following the models below. Then have the students ask and answer similar questions working in pairs.

- S1 Do you brush your teeth every morning?  
S2 Yes, I do.  
S1 Does Mary have a bath every morning?  
S2 No, she doesn't. She has one every evening.  
S1 Do you go dancing every week?  
S2 No, I don't. I go swimming every week.

- 5 Select three students. Ask S1 to talk about one of his/her habits. Ask S2 to ask S3 about S1's habit. Ask S3 to respond, reporting what S1 has said. Give the dialogue below to the students as an example.
- Ann (S1): I visit my grandfather every week.  
Sue (S2): What does Ann do every week, Bob?  
Bob (S3): She visits her grandfather every week.

- 6 Do Exercise A1.

#### Answers:

- |    |    |                |                  |
|----|----|----------------|------------------|
| A1 | 1  | S1             | do ... write     |
|    |    | S2             | Computer games.  |
| 2  | S1 | Do ... work    |                  |
|    |    | S2             | Yes.             |
| 3  | S1 | Does ... take  |                  |
|    |    | S2             | Yes.             |
| 4  | S1 | do ... make    |                  |
|    |    | S2             | Our clients.     |
| 5  | S1 | do ... discuss |                  |
|    |    | S2             | The business.    |
| 6  | S1 | do ... go      |                  |
|    |    | S2             | After 11.30 p.m. |

## 7 Do Exercise A2.

**Answers:**

- A2 1 writes  
 2 games  
 3 work  
 4 takes/drives  
 5 makes  
 6 clients  
 7 discusses  
 8 business  
 9 goes  
 10 11.30 p.m.

**Adverbial phrases**

- 1 Repeat these sentences to the class and write them on the board.

Mary tidies her room seven times a week.

Bill tidies his room six times a week.

Lily tidies her room three times a week.

Sam tidies his room twice a week.

Mimi tidies her room once a week.

**a** We nearly always say once or twice to mean one time or two times, respectively. Thrice, meaning three times, is rarely used nowadays.

**b** The adverbial phrase most often comes at the end of a sentence. We put it at the start when we want to emphasize it, or because we think it surprising, e.g., *Seven times a week, Mary tidies her room!*

- 2 Ask pairs of students to make dialogues like the one below using the above sentences in 1. Remind them to use the correct pronouns.

S1 How often does Mary tidy her room?

S2 She tidies it seven times a week.

- 3 Ask the students to invent conversations like the one below.

S1 Does Mary tidy her room on Mondays?

S2 Yes, she does.

S1 Does Sam tidy his room on Sundays?

S2 No, he doesn't, but he tidies it on Mondays (on Tuesdays, etc.).

**c** Point out the plural form of the days of the week, e.g., *On Mondays* means *every Monday*. Note that after *every* the noun is singular.

**B Adverbs and adverbial phrases of frequency****Adverbs**

- 1 Write the words below on the board in the order shown. Tell the students they are adverbs we use to say how often things happen.

always	usually	often
sometimes	seldom	never

- 2 Draw this table on the board and explain that the ticks show how often these people take the bus in the morning.

	Sun	Mon	Tue	Wed	Thur	Fri	Sat
Mary	✓	✓	✓	✓	✓	✓	✓
Bill	O	✓	✓	✓	✓	✓	✓
Lily	O	✓	✓	O	✓	O	O
Sam	✓	O	O	O	O	O	✓
Mimi	O	O	O	✓	O	O	O
Alan	O	O	O	O	O	O	O

- 3 Ask pairs of students to make false statements about the table to produce conversations following the model below. The table can be varied for interest's sake by changing the position of the ticks and zeros.

S1 Mary seldom takes the bus in the morning.

S2 You're wrong. She always takes it in the morning.

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

### Wendy's business

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



## B Adverbs and adverbial phrases of frequency

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

### Adverbs

I

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

go to the university by bus.

### Adverbial phrases

I have violin lessons

**once a week.  
every night.**

**Twice a month,  
On Tuesdays,**

I play basketball.

### Tips

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

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

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

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

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

Wendy: Why?

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

Wendy: Then should I go in July?

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

Wendy: And what about August?

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

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

You: <sup>(7)</sup> .

Wendy: Why?

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

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

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



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

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

S2: \_\_\_\_\_, she \_\_\_\_\_ at \_\_\_\_\_.

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

S2: \_\_\_\_\_, she \_\_\_\_\_.

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

S2: \_\_\_\_\_, she \_\_\_\_\_ herself to the university.

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

S2: She \_\_\_\_\_ phone calls to clients.

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

S2: \_\_\_\_\_, she usually \_\_\_\_\_.

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

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

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

S2: \_\_\_\_\_, she \_\_\_\_\_ before 11.30 p.m.

- 4 Do Exercise B1 with your class. Make sure they understand the situation, and also the symbols and letters on the chart. Do the exercise orally first, and then have them write the answers individually if you wish.
- 5 Do Exercise B2.

**Answers:**

- B1**
- 3 Yes
  - 4 seldom
  - 5 No
  - 6 usually/often
  - 7 Yes
  - 8 never
  - 9 sometimes
- B2**
- 1 S1 Does ... get up  
S2 No ... (usually) gets up ... 6 a.m.
  - 2 S1 Does ... (usually) discuss  
S2 Yes ... does
  - 3 S1 Does ... drive  
S2 No ... doesn't drive/never drives
  - 4 S1 does ... make  
S2 sometimes makes
  - 5 S1 Does ... achieve  
S2 No ... achieves A grades
  - 6 S1 does ... attend  
S2 attends ... once
  - 7 S1 Does ... go  
S2 No ... seldom goes to bed

- 6 If the students need more practice, do the following exercise with them.

**Additional exercise:**

Dictate or write these partly jumbled sentences on the board. Ask the students to arrange them in the correct order. Do the first one as an example if necessary.

- 1 Children's Day ...  
year/comes/a/once  
*Children's Day comes once a year.*
- 2 In the spring, the ...  
is/sometimes/very/weather/wet  
*In the spring, the weather is sometimes very wet.*
- 3 It is important to ...  
day/teeth/a/twice/your/clean  
*It is important to clean your teeth twice a day.*
- 4 You should ...  
months/every/dentist/four/your/visit  
*You should visit your dentist every four months.*
- 5 We like Japanese ...  
two/it/week/a/eat/three/food/and/or/times  
*We like Japanese food and eat it two or three times a week.*
- 6 I do not eat fast food so ...  
eat/hamburgers/hot dogs/I/never/or  
*I do not eat fast food so I never eat hamburgers or hot dogs.*

## Listening

### Jack's weekends

- 1 Ask the students to pay particular attention to the time expressions as they will need to write them down.
- 2 Ask them to listen without writing anything while you play the recording once, so that they understand the general idea. Then play the recording again, pausing it after each item so that the students can complete their notes. The notes do not need to be in complete sentences. If necessary, replay the whole section while they complete and check their work.
- 3 Check the answers orally.

### Tapescript:

Jack:

- Picture 1. I usually get up at six o'clock in the morning. My brother and I often go to the library. We read books and magazines from eight thirty to eleven.
- Picture 2. At twelve o'clock, our family has lunch together. We sometimes have a little barbecue in our garden. We cook some sausages and have bread and salad.
- Picture 3. In the afternoon, I often go out with my parents and my brother. We visit the street market. It's very busy and interesting.
- Picture 4. Later in the afternoon, we play tennis. We go to a tennis club near our home and play together.
- Picture 5. In my family, we like to have bread for breakfast. So before dinner I always ride to the bakery and buy our bread.
- Picture 6. My grandparents usually come to our house in the evening. We have dinner together. We enjoy sitting and talking together.
- Picture 7. My brother and I wash the dishes after dinner. We like helping our parents.
- Picture 8. I always do my homework from eight to nine in the evening. I work at my desk. I go to bed at ten p.m.

### Answers:

- 1 books and magazines from eight thirty/8.30 to eleven/11
- 2 have lunch at twelve/12 o'clock
- 3 the street market in the afternoon
- 4 play tennis later in the afternoon
- 5 buy bread before dinner
- 6 have dinner in the evening
- 7 wash the dishes after dinner
- 8 do homework from eight/8 to nine/9 in the evening

### For further listening practice

Workbook 8A pages 17 and 18

#### Exercise A

- a Let the students talk about the six jobs concerned and say what the people in the pictures usually do.
- b Play the recording. The students listen and number the pictures.
- c Check the answers with the students.
- d Play the recording again if necessary.

#### Exercise B

- a Ask the students to look at the table on page 18 and think about what specific information will be needed for each blank.
- b Play the recording. The students listen and write.
- c Check the answers with the students.
- d Ask individual students to say something about Kenji and Hiro.

# Listening

## Jack's weekends

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

1



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

2



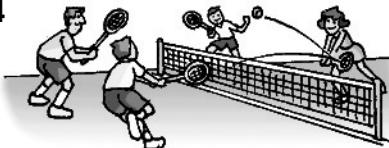
What? \_\_\_\_\_ together  
When? \_\_\_\_\_

3



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

4



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

5



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

6



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

7



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

8



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



# Speaking

## A Talk time

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

Do you understand?  
Can you repeat that?  
Is it correct?  
Can you explain it?

We also make our voices rise to show politeness.

Excuse me.  
You'll have to hurry.  
Thank you.

### Tips

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

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

Mr Fuller: Today, we're going to talk about experiments. First, ...  
Wendy: Excuse me, sir.  
Mr Fuller: Yes, Wendy.  
Wendy: Can you spell 'experiments'?  
Mr Fuller: E-X-P-E-R-I-M-E-N-T-S.  
Wendy: Thank you, sir.

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

energy    cell    force    electricity    heat    temperature

## Speaking

### A Talk time

- 1 Write the examples of Yes/No questions from the *Student's Book* on the board. Say them to the students. Ask them what they hear your voice doing at the end of each question.
- 2 Add the up arrows to the examples on the board. Get some students to say them.
- 3 Add other sentences and the arrow beside each of the sentences on the board. Put the students in pairs. Ask half the students to say the sentences, and ask the other half if they think they are correct.

- a Do you understand?  
How much do you understand?
- b Can you repeat that?  
When can you repeat that?
- c Is it correct?  
Why is it correct?
- d Can you explain it?  
How can you explain it?

Point out that the pronouns *that* and *it* at the end of the above sentences are unstressed. Correct the students if they stress them too much.

- 4 Put the examples from the *Student's Book* on the board with additional examples and ask the students to repeat them.

- |                       |               |
|-----------------------|---------------|
| Excuse me.            | Good morning. |
| You'll have to hurry. | I'm fine.     |
| Thank you.            |               |

- 5 Tell the students that, with a falling intonation, these expressions would not sound polite. Give examples.

Compare:

- |                       |  |
|-----------------------|--|
| Excuse me.            |  |
| Excuse me.            |  |
| You'll have to hurry. |  |
| You'll have to hurry. |  |

- 6 Say the examples again using polite and impolite intonations. Ask the students to identify them.

- 7 Get the students to say the examples politely or impolitely and ask other students if they sound polite/impolite.

- 8 Do Exercises A1 and A2.

## B Speak up

- 1 Tell the students that they are going to find out more about their classmates' daily lives.
- 2 Read the instructions for Exercise B1 with them and explain the questionnaire. The students work in pairs and ask and answer each other's questions.
- 3 When this oral work is complete, the students should work on their own to complete Exercise B2. Each student should use the facts from the questionnaire and say sentences as in the model given in Exercise B2.

## B Speak up

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

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

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

**HOW OFTEN DO YOU:**

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

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

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

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

...  
...  
...  
...

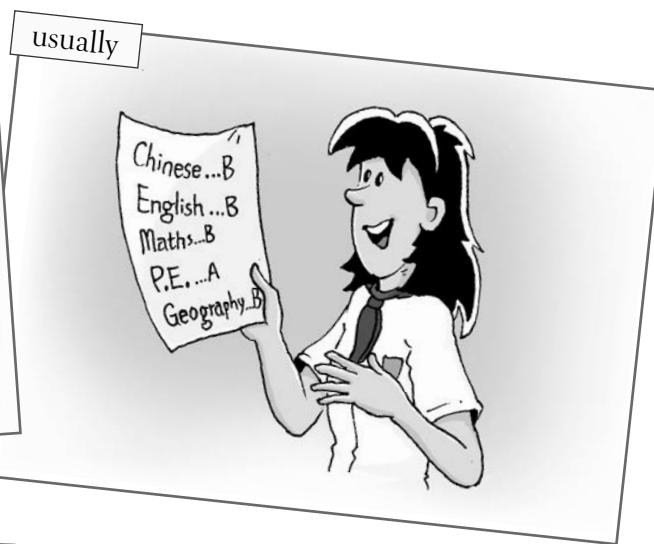




## Writing

### A day in Megan's life

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



## Writing

### A day in Megan's life

- 1 This exercise practises the simple present tense and adverbs and adverbial phrases of frequency. The article on page 21 of the *Student's Book* can act as a model for the type of writing we want from the students.
- 2 Work through the exercise orally first. Ask them to say what Megan does. Remember to use the words in the box on page 31 of the *Student's Book*.
- 3 Ask the students to work on their own to produce their articles. Tell them that there is no single right answer. They can add other words or comments if they wish.
- 4 Before they start, remind the students to divide their article into several short paragraphs. Tell them to look at the article on page 21, and point out the six paragraphs used there. We use paragraphs to organize our ideas and to make our writing easier for people to read.
- 5 The students can also add some clock times as headings, if they wish, as in the article on page 21.

**Possible answer:**

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

Megan gets up at 6 a.m. She goes jogging every morning.

She goes to school at 7.30 a.m. She always walks to school. She is a good student and usually achieves B grades in most subjects. Her best subject is P.E. (Physical Education). She walks home at 4.15 p.m.

On Mondays and Thursdays she plays basketball. She plays badminton on Tuesdays and Wednesdays. Twice a week, she goes to the Sunny Sports Centre for training.

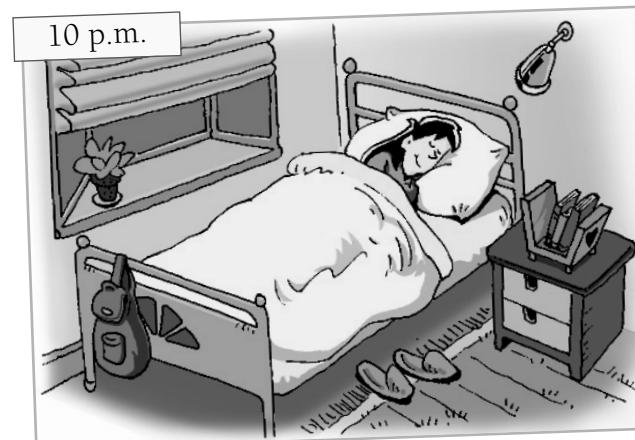
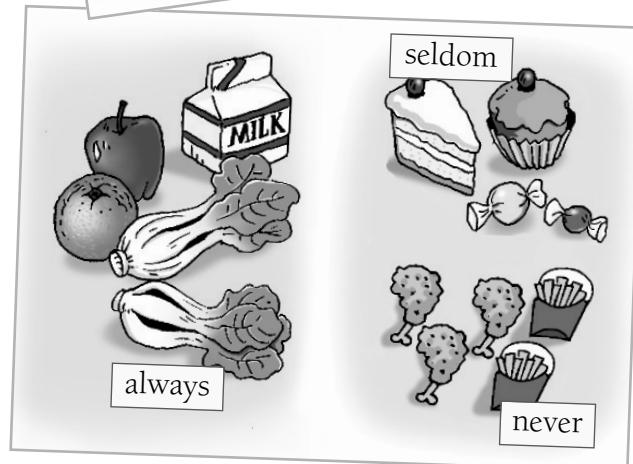
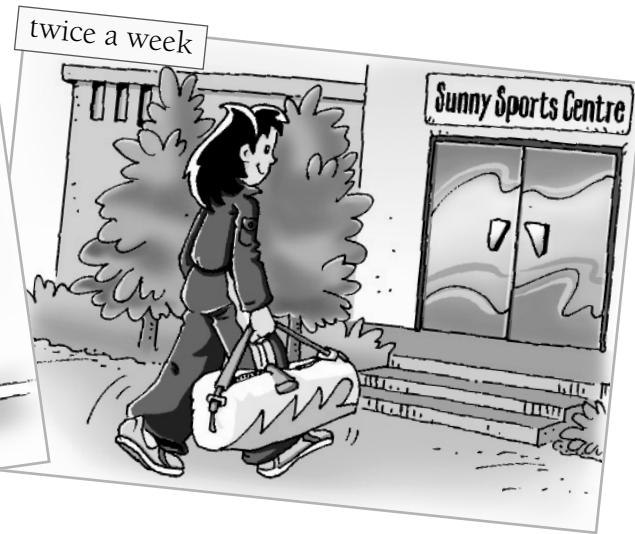
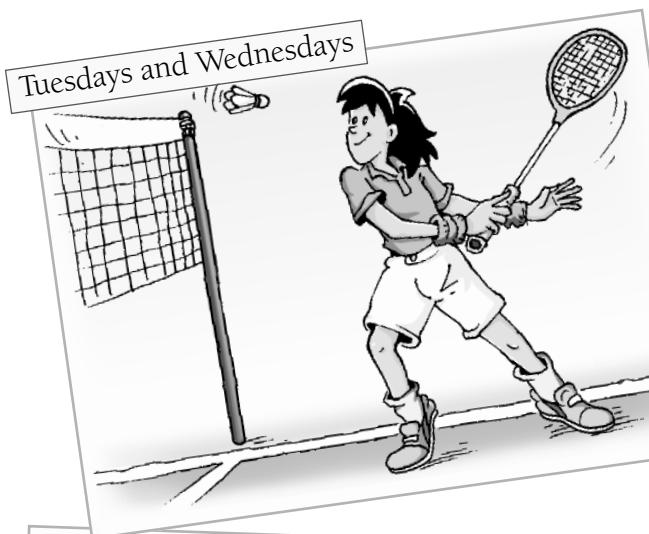
She is very fit. She always eats healthy food. She seldom eats sweets or cakes. She never eats fried food.

She goes to bed at 10 p.m.

**For further writing practice**

*Workbook 8A pages 20 and 21*

- a Invite one student to come to the front of the classroom.
- b Let the other students ask him/her questions as shown in the table on page 21,  
e.g., *How often do you get up before 7 a.m.?*  
*How often do you play table tennis or other games?*
- c Help the student get his/her final score.
- d Ask the students to work in pairs and do the same.
- e After the students get their final scores, let them write a short report about themselves according to their own table.
- f Invite individual students to read out their reports to the class.



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

go jogging  
best subject  
play badminton  
healthy food

go to school  
walk home  
for training  
fried food

achieve ... grades  
play basketball  
fit  
go to bed

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

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



## More practice

**A Day in My Life**

**Sandy's Blog**

# A Day in My Life

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

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

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

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

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

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

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

**A Day in My Life**

**Sandy's Blog**

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

## \*More practice

### Sandy's blog: A day in my life

This passage is fictional, but it is based on the lives of circus performers.

#### Vocabulary:

**acrobat** (n.) a person who can do difficult tricks with his/her body such as walking on their hands or doing somersaults

Five acrobats stood on each other's shoulders.

**crowd** (n.) a large group of people

I found her in the crowd at last.

**make-up** (n.) the paints and other materials, such as powder, that some people put on their faces

She doesn't like to put on make-up.

**perform** (v.) do an act of some kind for other people to watch

The band will perform at 6 p.m. and 9 p.m. tonight.

**performance** (n.) the act of doing something in front of other people

At the end of the singer's performance, the crowd clapped their hands.

**relax** (v.) rest and enjoy yourself, not doing any work

After working hard all day, my father likes to relax when he comes home.

**tough** (adj.) hard, strong, brave

Is Tom tough enough to be an acrobat in the circus?

**Answers:**

- A 1 a  
2 b  
3 a  
4 b  
5 a  
6 b
- B 2 She studies/has lessons.  
4 She has more lessons or sometimes the teachers take them to visit interesting places.  
5 She trains for the circus.  
6 She has dinner, does some homework and has a rest.  
7 She puts on her make-up and her costume.  
8 She performs (her act) in the circus.  
9 She returns home and relaxes.  
10 She goes to bed.

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

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

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

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

# Progress file 2

## Vocabulary

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

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

achieved  
repeated  
popular  
attends  
similar  
article

## Grammar

Write the correct forms of the verbs in brackets.

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

Complete these rules.

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

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

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

## My progress:



Comments:



0–6 Try harder.



7–12 Can do better.



13–15 Good work.

## Progress file 2

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

### Answers:

- 1 achieved
- 2 similar
- 3 repeated
- 4 popular
- 5 attends
- 6 article
- 7 watches
- 8 Does ... like
- 9 does not drive
- 10 s
- 11 es
- 12 y ... i ... es
- 13 never
- 14 often
- 15 seldom

## Word box



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



## Notes

Page 21

- 1 Wendy Wang, 18, must be one of the top students in the city. 18岁的王温迪一定是本市的优秀生之一。  
句中的 must 意为“一定”，表示很可能或符合逻辑的推测。  
试比较：We must keep quiet. 我们必须保持安静。句中的 must 意为“必须”。  
句中的 top 作形容词，意为“（位置、级别或程度）最高的”，top students 意为“优秀生”。
- 2 ..., and my mum is responsible for sales. ……，我妈妈负责销售。  
句中的复数形式 sales 意为“销售”；此外，复数形式 sales 也可意为“销售额”。
- 3 Every morning we discuss the business over breakfast. 每天早上吃早餐期间我们讨论公司业务。  
over 意为“在……期间”；over breakfast 指“吃早餐期间”。
- 4 I sometimes make phone calls to our clients on the way. 有时我在路上打电话给我们的客户。  
句中的 call 作名词。我们曾学过 call somebody，其中的 call 作动词，意为“打电话给某人”。call somebody 相当于 make a phone call to somebody。
- 5 I usually achieve A grades in all my subjects. 我通常各门学科都能得A。  
句中的 grade 指学科考查中的等第。此外，grade 还可意为“年级”。
- 6 About twice a week, the driver collects me at noon. 司机中午的时候来接我，大约每周两次。  
句中的 collect 意为“接走（某人）”。此外，collect 还可意为“收集；收藏”，如：collect stamps（集邮）；collect shells（收集贝壳）。
- 7 I do not usually need much sleep. 通常我不需要很多睡眠。  
句中的 sleep 作名词，意为“睡觉；睡眠”。此外，sleep 还可作动词，如：The baby is sleeping now. 婴儿现在正在睡觉。

## Additional teaching suggestions

- 1 Reading 部分讲述了一个天才女孩的故事，教学中应将学生的注意力引向天才女孩勤奋好学、助人为乐、兴趣广泛等良好品质。
  - 2 Grammar 部分是对一般现在时的归纳。一般现在时是学生在从小学开始的英语学习中就已经反复接触过的语言现象，但作为语法的归纳和总结，在本套教材中尚属首次，教学中切不可一笔带过，而应进行循序渐进的操练和梳理。教师尤其要注意主语为第三人称单数时动词的变化形式这一学习难点。
- ★ 本单元的 must、over、collect、grade 属一词多义，top、call、sleep 属兼类词，虽不列入本单元的 Word box，但列入 Word bank，属核心词汇，要求学生掌握运用。

## Unit 3 Trouble!

### Unit topic: overview

This unit features several unusual incidents. The **Reading** passage contains an entry from a boy's diary, describing a theft at a ferry terminal.

The **Grammar** section introduces the simple past tense and adverbial phrases for the past.

The **Listening** task is related to the boy's diary, and requires the students to identify the thieves from their descriptions.

The **Speaking** section includes a review of three pronunciations /t/, /d/ and /ɪd/, related to the past tense forms of verbs, and a game in which the students are required to introduce a historical figure using the grammar learnt in this unit.

The **Writing** section requires the students to write a guided diary entry describing some events including a strange robbery.

### The cartoon

The cartoon depends on the readers' understanding of several different meanings of the word *star*: stars in the sky, star as the name of a ferry, and stars as famous people such as film stars. The idea here is that our robot character *Lo* thinks he is a famous star, and therefore he feels he should go on the Star Ferry.

### Pre-unit activities

- 1 Ask the students if any of them keep a diary. If so, ask them if they would like to say anything about them, e.g., what they write about, how much/often they write.
- 2 Point out the difference in meaning, pronunciation and spelling between *diary* /'daɪəri/ and *dairy* /'deəri/.  
☞ A *dairy* farm is a place where milk is produced.

## Unit 3 Trouble!

 **Reading**

p. 38

 **Grammar**

p. 42

 **Listening**

p. 45

 **Speaking**

p. 46

 **Writing**

p. 47

\*  **More practice**

p. 48





## Reading

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

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

- 1 Have you ever been on a ferry?



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



### B Before you read

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

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

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

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

## Reading

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

These questions can be dealt with orally. They test general knowledge about topics related to the main passage.

#### Answer:

A 2 110

### B Before you read

Use these questions to continue the discussion about diaries, and then to get the students to guess from the title, the introduction and the pictures what the content of the text may be.

#### Answers:

- B1** 1 A diary is a book where we write down our feelings and experiences. We can also use a diary to write future plans or appointments, so we can remember them.  
2 He will write about an unusual thing in his life.
- B2** 1 He is showing that it is empty.  
2 He is the boy with glasses, in the green T-shirt.  
3 The young man with the bag and the two women.  
4 They are watching what is happening.

## Reading passage

### Dealing with trouble

The passage is in the form of a diary entry, describing a theft in 1990s. The passage is a fictional account but is based loosely on a real incident. There are two moral points we can teach from this passage. First, that when someone is in trouble, we should try to help them. In the passage, Paul's father did not just watch: he went and spoke to the women. Second, that we do not need to put ourselves in danger. We can often help in an indirect way, by calling the proper authorities quickly.

### Synopsis by paragraph [P = paragraph]:

- P1: Paul describes how he and his father saw a man and two women arguing at the ferry.
- P2–4: Paul's father spoke to one of the women. She said the man and two other men had stolen her friend's purse.
- P5–7: The people got onto the ferry, but Paul's father wouldn't get on. Paul couldn't understand why.
- P8–9: His father quickly phoned the police with all the details.
- P10–11: The police met the ferry when it arrived and caught the man.

### Vocabulary:

\***aboard** (adv.) on or into a ship, boat, aeroplane, bus or train

Be careful when you step aboard the ferry.

**argument** (n.) a quarrel; an angry disagreement  
The customer was having an argument with a waiter.

☞ **argue** (v.) say things that show you disagree with someone; quarrel  
We always argue about UFOs.

**deal with** act, behave in a certain situation; handle a problem or person

Police officers often have to deal with difficult and dangerous people.

\***dial** (v.) select the numbers on a telephone; make a phone call

I dialed her number, but the line was busy.

**hurry** (v.) move or do something quickly

'Hurry up. There're only a few minutes left,' said Mum.  
So I hurried downstairs and rushed out.

**notice** (v.) see something; become aware of it

Mrs Wang noticed that the man near the gate was a bit strange. She wondered if he was a thief.

\***purse** (n.) a small bag in which we keep money

Mary's dad has just bought a beautiful leather purse for her.

**report** (v.) tell someone something, in an official way

If there is an accident, you must report it to the headmaster.

**stare** (v.) look at someone or something with great interest, with your eyes wide open

Some people say that it is rude to stare at someone.

**steal** (v.) take something which is not yours; be a thief

The thief stole a purse from that young lady on the bus.

**strange** (adj.) unusual, puzzling

It is strange that Mary came so late today, because she is always early.

\***theft** (n.) the crime of stealing something from a person or place

The policemen are discussing the theft and will question the thief this afternoon.

**trouble** (n.) a problem or difficulty of some type

We're having trouble with our car. It won't start.

## Dealing with trouble

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

Friday, 28 June

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

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

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

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



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

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

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

He picked up the phone and quickly dialled 110.

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

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

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



## C Vocabulary

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

1 crowd

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

2 quietly

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

3 strange

- a good, enjoyable
- b different, unusual

4 report

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

5 details

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

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

A

1 held out

a saw and realized something

2 stared

b called a number (on a telephone)

3 stole

c put something towards somebody

4 noticed

d took something that was not theirs

5 dialled

e looked with great interest

B



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

1



2



some \_\_\_\_\_

a \_\_\_\_\_

## C Vocabulary

Do Exercises C1–C3. Stress to the students that they should use the contexts to help choose the right meanings for C1 and C2.

### Answers:

**C1** 1 a  
2 a  
3 b  
4 a  
5 b

**C2** 1 c  
2 e  
3 d  
4 a  
5 b

**C3** 1 postcards  
2 gate

### Additional exercise:

To reinforce the students' understanding of the new words, ask them to write their own sentences using the vocabulary from C1 and/or C2. Check that they are using the words correctly. Alternatively, this could be done as a class exercise, with the students suggesting sentences which are then written on the board.

## D Comprehension

- 1 Exercise D1 practises finding information in the diary entry and putting it into a different context (a letter). The letter summarizes the main events which Paul described.

### Answers:

- D1 1 unusual  
2 argument  
3 purse  
4 ran  
5 aboard  
6 shop  
7 police  
8 meet  
9 next  
10 worried

## For further reading practice

*Workbook 8A* page 28

- a Give the students time to read Roy's diary silently.
- b The students do the exercise.
- c Ask individual students the questions in the exercise to check the answers.

- 2 Some of the questions in Exercise D2 require the use of inference (working out information in an indirect way), and the students may find them more difficult than those in Exercise D1. You may wish to let the students work in pairs to find the right answers.

### Answers:

- D2 1 b  
2 a  
3 a  
4 a

## D Comprehension

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

Dear Kurt

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

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

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

Write and tell me your news soon, Kurt.

Best wishes

Paul

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

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

## A The simple past tense

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

He **reported** the theft.  
He **did not fight** the man.  
Did they **find** the purse?

He **held** out a bag.



### Tips

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

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

1 Julia: Did you hear the argument? (hear)  
Paul: Yes, I heard the argument.

2 Julia: \_\_\_\_\_ the women \_\_\_\_\_ the man onto the ferry? (follow)  
Paul: \_\_\_\_\_, they \_\_\_\_\_ him onto the ferry.

3 Julia: \_\_\_\_\_ anyone else \_\_\_\_\_ the two women? (help)  
Paul: \_\_\_\_\_, no one else \_\_\_\_\_ them.

4 Julia: \_\_\_\_\_ you \_\_\_\_\_ on the ferry with that man? (go)  
Paul: \_\_\_\_\_, we \_\_\_\_\_ on it with him.

5 Julia: \_\_\_\_\_ you \_\_\_\_\_ what your dad was going to do? (know)  
Paul: \_\_\_\_\_, I \_\_\_\_\_ what he was going to do.

6 Julia: \_\_\_\_\_ the police \_\_\_\_\_ the ferry in time? (meet)  
Paul: \_\_\_\_\_, they \_\_\_\_\_ it in time.

## Grammar

### A The simple past tense

- Tell the students we use the simple past tense to talk about things that happened in the past, e.g., *a minute ago, yesterday, last week/month/year*.
- Write these regular verbs and sentences on the board as shown and tell the students that all the verbs in the sentences below are in the simple past tense. Ask them if they can tell you how the past tense verbs are formed.

*stare*      The crowd *stared* at the three people.  
*report*      Dad *reported* the theft to the police.

- Explain that regular verbs add *-ed* or *-d* to the base form to make the past tense form, e.g., *open — opened*. Point out that the simple past tense is the same for all persons.

I/You/He/She      *waited* quietly.  
 It/We/They      *looked* at the ferry.

- Adding *-ed/-d* to some verbs causes spelling changes, e.g., *carry — carried*. Ask the students to study the spelling rules in *Tips* and to spell the simple past tense forms of these verbs.

add (-ed)	call (-ed)
try (tried)	study (studied)
drop (-ped)	play (-ed)
dial (-led)	fail (-ed)
remember (-ed)	die (-d)
hurry (hurried)	enjoy (-ed)

☞ The verbs *play* and *enjoy*, although ending in *-y*, do not obey the rule in *Tips*. Emphasize that the rules only apply to some verbs, as stated.

- Many verbs are irregular, e.g., *go — went*. Ask the students to see the list of *Irregular verbs* at the back of the *Student's Book*. There are many irregular verbs. The students must learn them by memorization.

☞ Irregular verbs can be divided into four types:

- All forms the same.
- Base form and past participle the same; simple past different.
- Simple past and past participle the same; base form different.
- All forms different.

- Negative sentences are made with *did not* plus the base form of the verb, not the past form. Write the first sentence in its negative form on the board. Then ask the students to make the three remaining sentences negative as well. Do sentences orally first and then write them on the board. The answers are given below.

**a** The crowd *did not* stare at the three people.  
**b** Dad *did not* report the theft to the police.  
**c** The men *did not* steal her purse.  
**d** We *did not* take the next ferry.

- Tell the students we also use *did* plus the base form of the verb to make questions. Write the question form and a positive answer for the first verb on the board as

an example.

- Did the crowd stare at the three people?  
 Yes, the crowd stared at the three people.
- Then ask the students to make questions and give *Yes* answers about the remaining sentences.

- Did Dad report the theft to the police?  
 Yes, Dad reported the theft to the police.
- Did the men steal her purse?  
 Yes, the men stole her purse.
- Did we take the next ferry?  
 Yes, we took the next ferry.

- Give an example of a *No* answer. Remind the students that *didn't* is short for *did not*.
- Did the crowd stare at Paul?  
 No, the crowd didn't stare at Paul.

Then write these blanks and words on the board and ask the students to form the questions and answers. The answers have been provided in brackets.

- (Did) Dad (report) the theft to a sailor?  
 No, he (didn't report the theft to a sailor).
- (Did) the men (steal) her shoes?  
 No, they (didn't steal her shoes).
- (Did) we (take) the next taxi?  
 No, we (didn't take the next taxi).

- Tell the students we can give short answers to questions. Ask the following questions and write the first two answers as examples on the board.

Did the crowd stare at the three people? Yes, they did.  
 Did the crowd stare at Paul? No, they didn't.  
 Did the men steal her purse? (Yes, they did.)  
 Did the men steal her shoes? (No, they didn't.)  
 Did we take the next taxi? (No, we didn't.)  
 Did we take the next ferry? (Yes, we did.)

- Show the students how to write *Wh*- questions in the simple past tense.

What did the men steal? They stole her purse.  
 Where did the ferry go? It went to Lucky Island.

- After presenting the verb forms, ask the students to do Exercise A1.

#### Answers:

- |    |                                       |
|----|---------------------------------------|
| A1 | 2 Did ... follow ... Yes ... followed |
|    | 3 Did ... help ... No ... helped      |
|    | 4 Did ... go ... No ... didn't go     |
|    | 5 Did ... know ... No ... didn't know |
|    | 6 Did ... meet ... Yes ... met        |

## 13 Ask the students to do Exercise A2.

**Answers:**

A2 1 went	8 fell
2 carried	9 jumped
3 waited	10 tried
4 didn't take	11 was
5 took	12 arrived
6 ran	13 caught
7 reached	

**Additional activities:**

- 1 The following exercise practises contrasting the simple past and the simple present. Put the following chart about Mary on the board.

Ten years ago	Now
• Age: 3 (be)	Age: 13
• Height: 90 cm (be)	Height: 1.5 m
Weight: 12 kg (weigh)	Weight: 40 kg
• Hair: short (have)	Hair: long
• Glasses: No (wear)	Glasses: Yes

- 2 Ask questions to elicit answers practising *ten years ago*. Replies must use verbs in brackets. Answers are given in brackets.

- Q How old was Mary ten years ago?  
A (Ten years ago, Mary was three years old.)
- Q How tall was she and how much did she weigh ten years ago?  
A (Ten years ago, she was 90 centimetres tall and weighed 12 kilos.)
- Q What kind of hair did she have ten years ago?  
A (She had short hair ten years ago.)
- Q Did she wear glasses ten years ago?  
A (No, she did not wear glasses ten years ago.)

- 3 As answers are given, write them on the board to make a paragraph about Mary ten years ago. Then ask the students to give you a paragraph about Mary now.

Ten years ago, Mary was three years old. She was 90 centimetres tall and weighed 12 kilos. She had short hair and she did not wear glasses.

Now Mary is 13 years old. She is 1.5 metres tall and weighs 40 kilos. She has long hair. She wears glasses.

- 4 Now begin a new activity. Ask the students to tell a chain story orally, i.e., a story to which each student in turn adds a sentence. The story must be about the past. Start the story by giving the first sentence. S1 then adds a sentence, followed by S2, S3, etc.

Teacher: Last night, I saw an accident.

- S1: A car hit a tree.  
S2: The tree fell over.

**B Adverbial phrases for the past**

- 1 The word *last* refers to the week, month, year, etc. before the present one.
- 2 Revise these adverbial phrases if necessary.
- yesterday/last Monday  
yesterday morning/afternoon  
last week/month/year  
today/tonight  
this evening/afternoon  
this Thursday/Christmas
- 3 The word *ago* refers to a period of time before now. It always comes after the time word(s).
- 4 We do not use prepositions of time with *last* and *ago*.
- ✗ He came on last Monday.  
✓ He came on Monday.  
✓ He came last Monday.

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

## Police catch pizza gang

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

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

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

This is the world's first pizza robbery.

## B Adverbial phrases for the past

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

We went shopping

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

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

we went to Beijing.

### Tips

- |  |   |   |
|--|---|---|
| • We use ...<br><b>at</b><br><b>in</b><br><b>on</b>  | before ...<br>times<br>months, years and parts of the day<br>days and dates | Example<br><b>at</b> 11 p.m.<br><b>in</b> July/1982/the morning<br><b>on</b> Monday/10 June |
| • We use ...<br><b>ago</b>   | after ...<br>periods of time  | Example<br>a week <b>ago</b>  |
| • We do not use <b>at</b> , <b>in</b> , <b>on</b> or <b>ago</b> with words like <b>yesterday</b> , <b>today</b> , <b>tomorrow</b> and phrases with <b>last</b> . |   |   |

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

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

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

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

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

June						
Sun	Mon	Tue	Wed	Thur	Fri	Sat
						1
(2)	3	4	5	6	7	8
9	10	11	12	13	14	(15)
16	17	18	19	20	21	22
(23)	24	(25)	26	27	(28)	29
(30) — Today						

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

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

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

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

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

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

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

- 5 Do Exercises B1 and B2, and check the answers with the students.

**Answers:**

B1 3 The date was the twenty-fifth of November.  
4 Four days ago, it was Saturday.

B2 2 fifteen days ago  
3 seven days ago/last Sunday  
4 five days ago/last Tuesday  
5 two days ago/last Friday  
6 one hour ago

**Additional exercise:**

- 1 Write the following adverbial phrases on the board.

two hours ago  
yesterday  
last week  
one month ago

- 2 Ask the students to write (or tell you) what they did at those times. For example, someone might say:

I had breakfast two hours ago or I played football yesterday.

Check that they are using the simple past tense correctly.

## Listening

### Descriptions of thieves

- 1 This is a guided note-taking exercise. The students must listen and select the right words to complete the notes.
- 2 Explain the task, and check that the students know all of the words in the table. Play the recording once straight through, and then play it again if the students need to hear it twice to complete the exercise.
- 3 After they have the correct answers, they can work in pairs and use the notes to choose the two thieves from the picture.
- 4 If you wish, ask the students why the other people shown are wrong. Ask them to explain, using this kind of conversation:

Teacher: Is number 1 Thief A?

Student: No.

Teacher: Why not?

Student: Because Thief A is thin, but number 1 is fat.

### Tapescript:

[P = Policeman; W = Woman]

- P Now, could you describe the first man for me, please?
- W Yes, certainly. He was about 25 years old. He was quite tall. And he was very thin.
- P What about his hair?
- W It was black and brown in colour. He had quite long hair. It was over his ears.
- P I see. And his clothes?
- W He was wearing a white T-shirt. I think it had some red writing on it. And he was wearing a pair of old, blue jeans.
- P Did you notice his shoes?
- W I'm not sure. I think he had black shoes.
- P Good. Now, can you describe the second man? What about his age?
- W He was younger. I guess he was about 20 years old. But he wasn't as tall as the first man. He was rather short.
- P What about his weight?
- W Oh, he was very thin too.
- P And his hair?
- W He had short hair, I think. I couldn't see it, really, because he was wearing a black baseball cap.

P Can you remember his other clothes?

W Yes, he had a dark blue shirt. And shorts, er, a pair of red shorts.

P And did you notice his shoes?

W Yes. He was wearing some old, white sports shoes.

P Old, white sports shoes. Right, thank you very much for your help.

### Answers:

A	1	tall	9	20
	2	brown	10	short
	3	long	11	thin
	4	ears	12	short
	5	white	13	cap
	6	writing	14	blue
	7	jeans	15	shorts
	8	black	16	white

B Thief A: 7

Thief B: 3

### For further listening practice

Workbook 8A page 27

- a Give the students time to read the given statements in the exercise. Then ask the students to tell what information they have got from them.
- b Play the recording once. The students listen.
- c Play the recording again. The students do the exercise.
- d Check the answers with the students. You may play the recording for the third time if necessary.



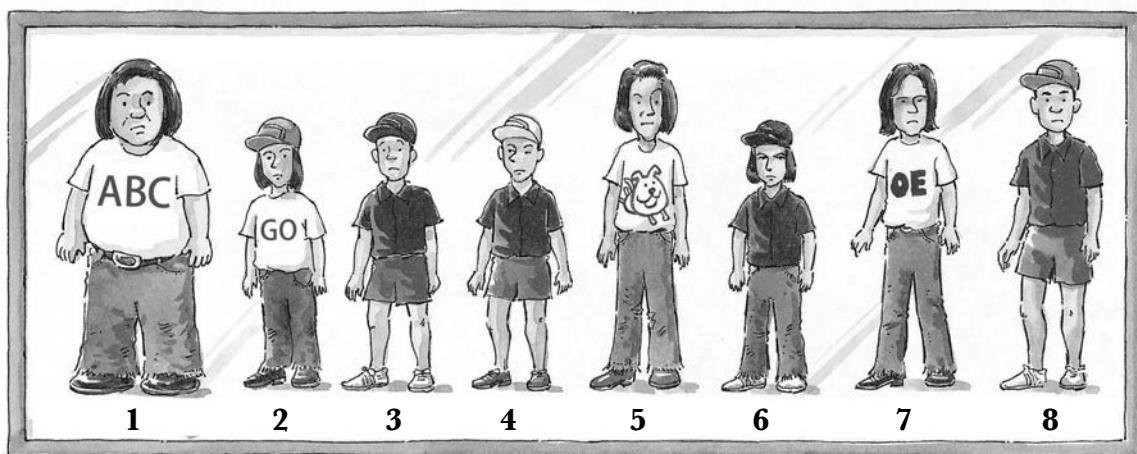
# Listening

## Descriptions of thieves

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

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

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



# Speaking

## A Talk time

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

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

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

**A2** Listen and say these sentences.

1



2



3



She **pressed** the button.

She **lifted** it up.

She **carried** it downstairs.

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

Example: S1 Did she <sup>↗</sup>press the button?

S2 Yes, she <sup>↗</sup>pressed the button.

## B Speak up

### Who was I?

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

I lived twenty years/a hundred years/a thousand years/long/... ago.  
I lived in China/Japan/India/America/...  
I was a king/teacher/soldier/writer/scientist/...  
I taught/wrote/said/found/...  
Who was I?

## Speaking

### A Talk time

- 1 Tell the students there are three different ways of pronouncing the past tense forms of verbs. As you say the word list in Exercise A1, write the words in their respective columns on the board, copying the *Student's Book*.
- 2 Point out that when the verb ends in a /t/ or /d/ sound, the /ɪd/ sound is added as an extra syllable.
- 3 Dictate these verbs in the order shown and ask the students to tell you which column it belongs to. Do the first three as examples.
 

a added /ɪd/	g cleaned /d/
b lived /d/	h called /d/
c chased /t/	i rushed /t/
d brushed /t/	j answered /d/
e cooked /t/	k acted /ɪd/
f mended /ɪd/	l corrected /ɪd/
- 4 This table shows the rules for pronouncing simple past (and past participle) endings.

<u>Final sound of base form of verb</u>	<u>Sound of simple past/past participle ending</u>
unvoiced, e.g., f, k, p	/t/, e.g., <i>stopped</i>
voiced, e.g., b, m, l d and t	/d/, e.g., <i>filled</i> /ɪd/, e.g., <i>painted</i>

- 5 Do Exercises A2 and A3.

### Additional exercise:

Ask the students to give a series of actions in the simple past tense using these verbs. Give the first one as an example. Then ask the students to read their sentences paying special attention to the verb endings. Possible answers are given in brackets.

1 rush	5 eat
2 clean	6 watch
3 call	7 go
4 cook	
1 rushed	(Last night Mabel rushed home.)
2 cleaned	(Last night Mabel cleaned her teeth.)
3 called	(Last night Mabel called her friend.)
4 cooked	(Last night Mabel cooked dinner.)
5 ate	(Last night Mabel ate dinner.)
6 watched	(Last night Mabel watched TV.)
7 went	(Last night Mabel went to bed.)

### B Speak up

#### Who was I?

If the students find this exercise difficult, it can be done in pairs or groups. A famous person is agreed upon, and the students from each pair/group read their sentences to the class.

#### Possible answer:

B S1 I lived about fifty years ago.  
 I lived in China.  
 I was a soldier.  
 I liked to help others.  
 I said, 'To people, we should be as warm as spring.'  
 Who was I?  
 S2 Lei Feng.

## Writing

### Judy's diary

- 1 Tell the students they are going to complete an entry from Judy's diary. Ask them to look at the first picture and ask the two questions below. Tell them to give answers using the words in the box. They can use those words more than once.

Who came in the morning?  
What did he give to Judy?

- 2 Do Exercise A by letting the students work in pairs to decide on how to complete the first half of the diary. Give help to any pairs requiring it.
- 3 Do Exercise B by asking the students to work alone to complete the second half of Judy's diary entry.

### For further writing practice

*Workbook 8A* pages 29 and 30

- a Let the students complete each sentence with the past tense forms of the given verbs and then put the pictures in the right order.
- b Check the answers with the students.
- c Ask the students to help Ben complete his diary.

### Answers:

- A 1 the morning  
2 came  
3 gave  
4 a lot of  
5 1 p.m.  
6 went (out)  
7 ate  
8 was delicious  
9 the afternoon  
10 gave  
11 a present  
12 was a radio
- B 1 came into  
2 took  
3 money  
4 ran out of  
5 helicopter  
6 climbed up to  
7 money fell  
8 started  
9 were  
10 surprised



# Writing

## Judy's diary

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

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

### Verbs

be go (out) give eat come

### Other words

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

Saturday, 15 June

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



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

### Verbs

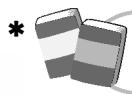
climb come start take be fall run

### Other words

helicopter	money	out of
surprised	into	up to

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





## More practice

# The funny side of police work

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

### Story A

I remember arresting<sup>①</sup> a 'thief' in a clothes shop once. It was a strange case. The man was hiding a yellow sweater inside his coat. I thought he had stolen it, so I arrested him. We found out later that 5 his wife gave him the sweater for his birthday, but he hated it. He just wanted to return it to the shop for a refund<sup>②</sup>, but he didn't want his wife to see him! We soon released<sup>③</sup> him.



### Story B

10 One day, when I was working in Candy Town, a man robbed a bank on Sixth Street. He wrote on the back of an envelope, 'This is a robbery. Give me money!' and gave it to the teller<sup>④</sup>. She gave him \$100,000, and the man ran 15 away. Then we received a phone call from the teller. She told us to go to the man's flat in Candy Town and get him. We arrested him as soon as he got out of the lift. He admitted<sup>⑤</sup> that he had robbed the bank, but he couldn't believe that we found him so quickly. We told him that the front of the envelope he used in the robbery 20 had his name and address on it!

### Story C

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

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

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

## \*More practice

### The funny side of police work

These are stories told by Detective Smith to Paula during an interview for her school newspaper.

- A A man was arrested while returning a sweater his wife gave to him to the shop. He was hiding the sweater because he did not want his wife to see it, not because he was stealing it.
- B A man robbed a bank and wrote instructions to the bank teller on an envelope which had his address on the back. The police went to that address and waited until he returned to arrest him.
- C A man was caught trying to smuggle birds when they started singing as he went through customs.

### Vocabulary:

**admit** (v.) tell that you did something bad

Paul admitted cheating on the exam.

**arrest** (v.) capture a person because it is believed he/she did something bad

The thief was arrested for stealing the bag.

**case** (n.) matter investigated by the police

The police solved the case of the stolen aeroplane.

**customs** (n.) the place at a port or an airport where your bags are checked as you enter a country, an area or a region

The man tried to smuggle illegal plants through customs.

**rare** (adj.) something that is not common

He was lucky to find the rare coin.

**refund** (n.) a sum of money that is paid back to you, especially because you paid too much, or because you returned goods to a shop/store

If something goes wrong with the new tap in the next six weeks, you will get a full refund.

**release** (v.) set free

After two years, the man was released from prison.

**smuggle** (v.) take something into a country, illegally

He tried to smuggle the jewels into China.

**teller** (n.) a person who works with money in a bank

The robber made the teller hand over the money.

**Answers:**

- A 1 teller  
2 released  
3 smuggle  
4 customs  
5 refund  
6 rare

- B 1 C  
2 B  
3 A

**Possible answers:**

- C 1 He arrested the man because he was hiding a yellow sweater inside his coat.  
2 He went home after the robbery.  
3 The man was arrested.

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

customs	released	smuggle
teller	refund	rare

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

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

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

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

**C** Answer these questions.

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

---

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

---

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

# Progress file 3

## Vocabulary

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

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

happened to  
reported  
noticed  
argued  
got off  
stole

## Grammar

Rewrite these sentences in the simple past tense.

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

Circle the correct answer for each sentence.

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

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

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

## My progress:

15

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 stole
- 2 happened to
- 3 argued
- 4 reported
- 5 noticed
- 6 got off
- 7 I hurried to work.
- 8 Did you show your ticket?
- 9 Mark bought and sold old cars.
- 10 in
- 11 last Monday
- 12 ago
- 13 He helped Helen's husband half an hour ago.
- 14 Did Larry buy Linda's flat last February?
- 15 He didn't close the window when he left.

## Word box



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



## Notes

Page 39

- 1 Paul's diary 保罗的日记  
在 7B Unit 2 曾学过 diary 意为“(工作日程) 记事簿”。
- 2 Today my dad and I were waiting for the ferry when suddenly we heard a big argument. 今天，我和爸爸正在等候渡轮的时候，突然传来了一阵激烈的争吵声。
- 3 What's going on? 发生什么事了?  
也可用 What's up?/What's happening? 等来表达相同的意思。
- 4 We were in the bookshop, buying postcards. 我们正在书店里购买明信片。
- 5 Suddenly my friend noticed that her purse was gone. 突然，我朋友发现她的钱包不见了。  
句中的 notice 作动词，意为“注意到；意识到”。在 6B Unit 6 中曾学过：Miss Guo is writing a notice to all new students about their uniforms in winter., 其中的 notice 则作名词，意为“通知”。  
句中的 was gone 相当于 disappeared。
- 6 I want to report a theft. 我要报案，有人偷窃。  
句中的 report 作动词，意为“举报；告发”。在 6B Unit 5 学过 report 作名词：a report on my future (关于我的未来的报告)。
- 7 As we got off, ... 当我们走下渡轮时，……  
句中的 as 作连词，意为“当……时”。在 7A Unit 2 曾学过 Would you like to keep one as your pet?，其中的 as 作介词，意为“作为；当作”。
- 8 'Well done, Dad,' I said as we walked by. “爸爸，干得好！”我们经过那儿的时候我这样说道。  
Well done! 表示赞扬，意为“干得好！；棒极了！”等。  
句中的 by 是副词，表示“经过”。此外，by 还可作介词，如：by bus (乘公共汽车)。
- 9 Dad just smiled. 爸爸只是笑了笑。  
句中的 just 作副词，意为“只是；仅仅是”。在 6A Unit 2 曾学过 just 作副词，意为“刚刚”。

## Additional teaching suggestions

- 1 规则动词过去式词尾的不同发音是初中教学的要点之一，但常被忽视。建议教师在本单元中结合 Speaking 的内容给学生进行具体指导和朗读训练。
  - 2 在教学中，建议教师提醒学生注意这个故事发生在上世纪90年代，并引导学生思考此情景发生在现在该如何处理。
- ★ 本单元的 diary、just 属一词多义，notice、report、as、by 属兼类词，虽不列入本单元的 Word box，但列入 Word bank，属核心词汇，要求学生掌握运用。

# Using English

## The index

- 1 Tell the students that the aims of an index and a contents page are the same, i.e., to tell the readers what topics the book covers and where to find them.
- 2 Ask the students to look at one of their textbooks which has both a contents page and an index, and then to tell you how they differ. (The topics on the contents page are listed in the same order as they are found in the book, and the listings are by the actual chapter titles, not necessarily by the topics. The index is arranged alphabetically by topic and gives much more detail.)
- 3 Do Exercise A. This exercise teaches that if a topic has two or more words, it is usually listed under the first letter of the main word.

### Answers:

- A 2 63  
3 58–59  
4 50  
5 13  
6 57

## The index<sup>①</sup>

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

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

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

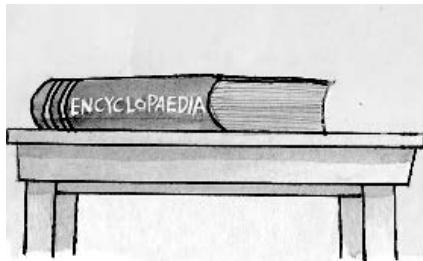
INDEX					
Accidents	6	Environment	15–17	Litter (see Rubbish)	Rain
Acid rain	14	Factories	10	Lunch boxes	Rain forests
Ants	23	Farming	4	Mosquitoes	(see Jungles)
Bamboo	2	Fish	54	Parks	Rice
Batteries	5	Farms	57	Petrol	Rubbish
Birds	18	Fingers	57	Plastic	Sharks
Bottles	11, 55	Flies	33	Bags	Soya milk
Glass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

<sup>①</sup> index n. 索引

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

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

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



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

- 4 For Exercise B, have the students read through the dialogues and list the topics that Amy wants information about. They then find and write down the page number(s) from the index on page 53 of the *Student's Book*.

**Answers:**

- B 1 glass bottles ... 11  
2 acid rain ... 14  
3 solar power, nuclear power ... 42–45  
4 rain forests ... 19  
5 litter, rubbish ... 27  
6 pollution ... 20–21, 63, 67–68

**Additional activity:**

Select a student's textbook with an index. Choose ten facts that you want the students to find and write them on the board. Ask the students to work in pairs and to find the page numbers where the facts can be found, using the index. The first pair to finish are the winners.

# Module 2 Amazing things

## Unit 4 Numbers

### Unit topic: overview

This unit aims to revise language connected with numbers and maths problems in general. The **Reading** passage is about numbers as an international language, and includes some information about the history of numbers.

In the **Grammar** section, the students will learn about cardinal and ordinal numbers, decimals and fractions, and then instructions and statements about numbers. It also introduces imperative sentences.

The **Listening** section consists of a quiz about numbers.

The **Speaking** section practises ways of pronouncing and talking about numbers.

The **Writing** section is about understanding and using simple graphs.

### The cartoon

Make sure the students understand the order of the speech bubbles in the cartoon. In the cartoon, *Hi* is tricking *Lo* by saying that his cat gave the correct answer to a simple sum. The answer was zero, and because the cat did not say anything ('it said nothing'), it thus gave the correct answer.

### Pre-unit activities

- 1 Tell the students they are going to read about an international language—numbers. Ask them what *international* means. Ensure that the students understand the meaning—used by or connected with several nations or countries.
- 2 Ask them what we mean by saying that numbers are an international language. Ask for examples of another international language, e.g., *English*, *French*, and an international city, e.g., *New York*, *London*.
- 3 Tell the students that the word *digit* has two meanings, a number (1, 2, 3, etc.) and a finger. Then tell them that the words *calculator* and *calculate* came from a word that meant a stone. Ask them to guess the connections between *number* and *finger* and between *stone* and *calculator*. (Before numbers were invented, people counted with their fingers or with stones.)
- 4 Ask the students to tell you the biggest number that exists. (There isn't one. Every number can always be made bigger by adding 1 to it.)
- 5 Tell the students to work in groups to write down all the things they use for counting and/or numbers for from the time they get up in the morning until they go to bed at night,

e.g., *Wake up—look at time on clock.*  
*Get in lift—press button number.*  
*Go to bus stop and look for bus number.*  
*Count money for bus fare.*
- 6 Invite a discussion on using numbers in everyday life by asking the students to write down the names of jobs that use numbers a lot, e.g., *architect*, *bank clerk*, *engineer*, *maths teacher*, *scientist*, *pilot*, *salesperson*, *accountant*. Ask if they can think of any jobs in which numbers are not often used, e.g., *film star*, *artist*, *journalist*, *writer*, *bus driver*, *typist*, *farmer*.

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

p. 56

**Grammar**

p. 60

**Listening**

p. 63

**Speaking**

p. 63

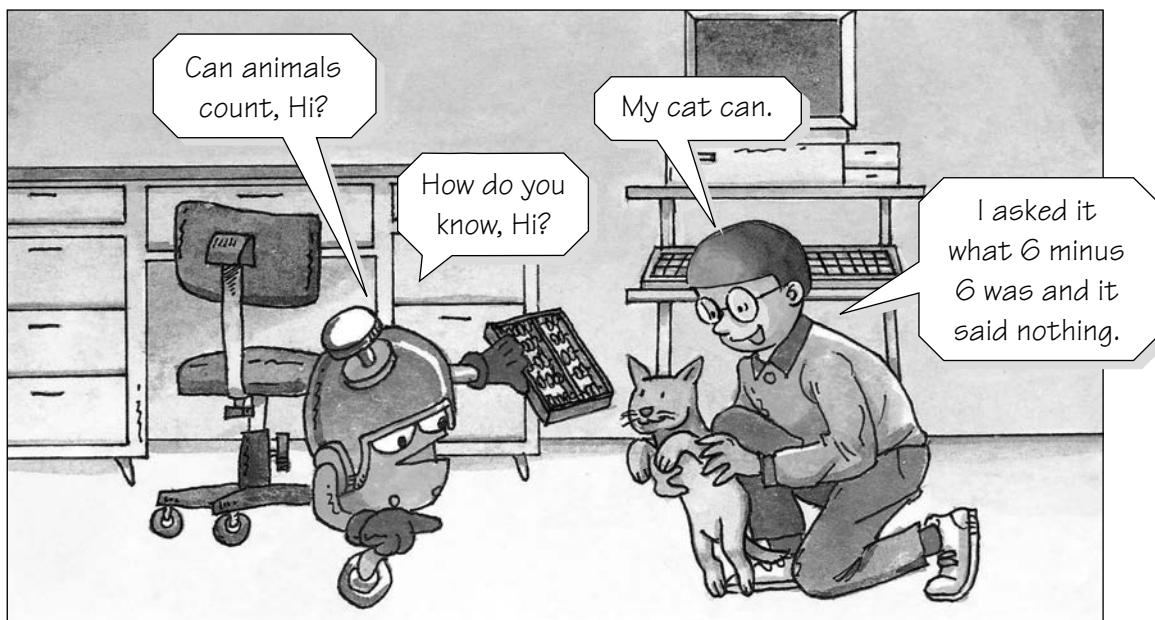
**Writing**

p. 66

\*

**More practice**

p. 68



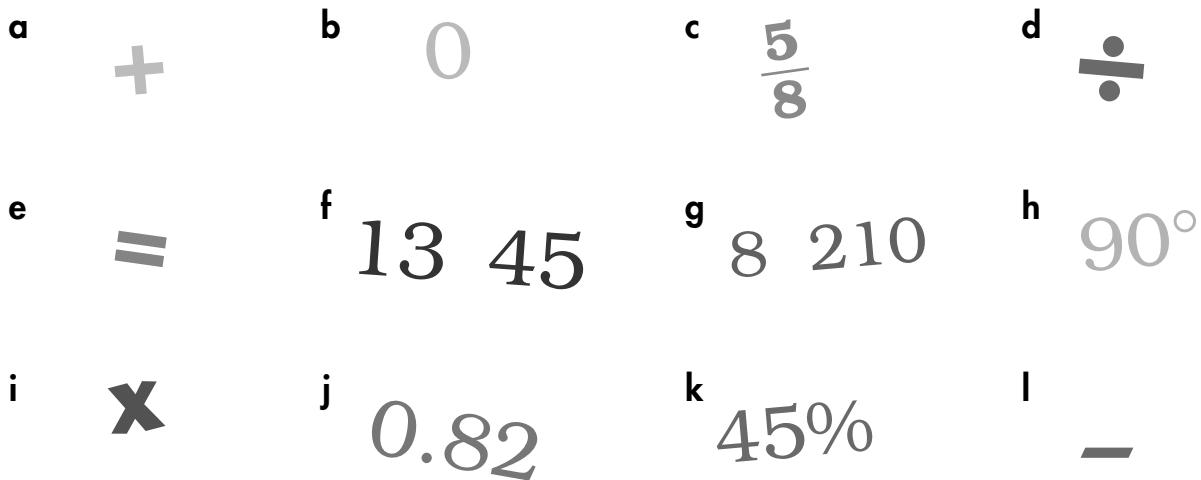


## Reading

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

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

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



### B Before you read

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

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

## Reading

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

Do Exercise A with the students. Use the notes below to explain items, quiz the students, for further discussion or to practise the vocabulary.

#### Answers:

- |   |    |   |
|---|----|---|
| A | 1  | j |
|   | 2  | e |
|   | 3  | f |
|   | 4  | g |
|   | 5  | c |
|   | 6  | b |
|   | 7  | a |
|   | 8  | l |
|   | 9  | i |
|   | 10 | d |
|   | 11 | h |
|   | 12 | k |

#### Notes:

- 1 A decimal number is written as a dot (.) followed by numbers representing tenths, hundredths, etc., e.g.,  $0.62 = 62$  hundredths.
- 2 Equal (=) means of the same amount, size, value, etc.
- 3 Odd numbers cannot be divided by two to give a whole number.
- 4 Even numbers can be divided by two to give a whole number.
- 5 A fraction is the exact division of a number, e.g.,  $\frac{1}{2}, \frac{2}{3}$ .
- 6 Zero (0) is nothing/naught/nil/oh.
- 7 Plus (+) is the sign for addition, e.g.,  $2 + 2 = 4$ .
- 8 Minus (-) is the sign for subtraction, e.g.,  $4 - 2 = 2$ .
- 9 To multiply ( $\times$ ) is to find the total you get when you add a number to itself a number of times, e.g.,  $4 \times 3 = 4 + 4 + 4 = 12$ .
- 10 To divide ( $\div$ ) is to find out how many times one number is contained in another, e.g.,  $16 \div 4 = 4$ .
- 11 A degree ( $^\circ$ ) is a chapter of measurement for angles, e.g.,  $10^\circ$ , or temperature, e.g.,  $2^\circ\text{C}$ .
- 12 A percentage (%) is a number that is part of a total that is one hundred.

### B Before you read

- 1 Draw students' attention to the headings of the article (Ancient numbers, etc.). Ask them how many sections the article is divided into, and what the topic of each section is.
- 2 Ask them to do Exercise B. They will probably tick the answers as shown below. Once they have finished, ask them to give reasons why they ticked or did not tick each statement. The object is not to be correct in this exercise, but to think about the article and to try to anticipate what it will contain.

#### Answers:

- |   |   |   |
|---|---|---|
| B | ✓ | 1 |
|   | ✓ | 3 |
|   | ✓ | 4 |
|   | ✓ | 5 |

## Reading passage

### Numbers: Everyone's language

This is an article about the invention of numbers, the means of calculation and a comparison between the brain and a computer.

#### Synopsis by paragraph [P = paragraph]:

- P1: Ancient numbers—In ancient times, numbers were written in different ways, but counting was nearly always in tens.
- P2: Zero—Everyone uses the number system 1 to 9 plus 0 (zero). The system was invented by the Indians. Zero makes it easier to write big numbers and to calculate.
- P3–5: Calculating machines—Descriptions of three calculating machines: the ancient abacus, the modern electronic calculator and the computer.
- P6–9: Brain against computer—An account of an actual competition between an Indian lady and a computer in which the lady won. Computers cannot do anything by themselves. They must be programmed by human beings.

#### Vocabulary:

\***abacus** (n.) an old form of calculator  
My grandfather counts on an abacus.

**accurate** (adj.) with no mistakes  
The measurements must be accurate.

**add** (v.) put amounts together to get a total  
If you add 8 and 5, the answer is 13.  
☞ addition (n.)

**amazing** (adj.) very surprising  
An ox eats an amazing amount of food.  
☞ amaze (v.)

**ancient** (adj.) very old  
The ancient Chinese wore different clothes from the modern Chinese.

**brain** (n.) the organ inside the head that thinks, remembers, feels  
My brain is tired from studying too much.  
☞ Brains is used in the plural form to mean intelligence, e.g., He has brains.

**calculate** (v.) use numbers to find answers  
Calculate how much money I should pay you.  
☞ calculator (n.) a machine for calculating  
☞ calculation (n.) the result of calculating

**computer** (n.) electronic machine for calculating, giving and storing information  
Tim uses his computer to do his homework.

**develop** (v.) grow bigger and/or better

Shanghai has developed from a town into one of the biggest cities in the world.

**divide** (v.) find out how many times one number is contained in another

If you divide 28 by 7, the answer is 4.

**electronic** (adj.) using electrons for power

Most modern calculators are electronic.

☞ Electronics (n.) takes a singular verb.

**instruction** (n.) order

We have to program the computer with instructions before we can use it.

**international** (adj.) used by/connected with more than one country/nation

Cathay Pacific is an international airline.

**invent** (v.) make for the first time

The Chinese invented the compass.

\***multiply** (v.) add a number to itself a number of times, e.g.,  $2 \times 4 = 2 + 2 + 2 + 2 = 8$

If you multiply 7 by 4, the answer is 28.

☞ Multiply also means *increase in number*, e.g., Our problems have multiplied since last year.

\***percentage** (n.) an amount that is part of a hundred

More than 90 per cent of the class was present. Only a small percentage was absent.

☞ Percentage is always written as one word; *per cent* is written as two words.

**powerful** (adj.) strong

His car has a powerful engine.

\***program** (v.) give orders to a computer

He tried to program his computer to correct the errors in his compositions.

☞ program (n.) a computer program

**solve** (v.) find an answer to

Mary could not solve the problem because she copied it down incorrectly.

\***subtract** (v.) take one number away from another; deduct

If you subtract 8 from 8, the answer is 0.

**system** (n.) group of things/parts that work together

The underground is part of Shanghai's transport system.

# Numbers: Everyone's language

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

## Ancient numbers

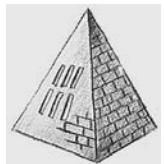
In ancient times, people wrote numbers in many different ways, as these pictures of the number 6 show. However, they nearly all counted in the same way—in tens.



Greek



Roman



Egyptian



Chinese

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



## Zero

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

## Brain against computer

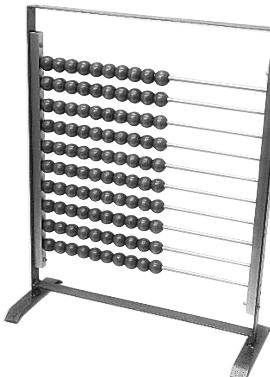
Some people call the brain a *living computer*. Is a human brain a more powerful calculator 45 than a computer? The following story may give an answer. Shakuntala Devi is a lady from India with an amazing brain. Shakuntala and a very powerful computer were given this problem 50 to solve.

- Find the number that, when it is multiplied 23 times by itself, gives this answer:
- 91674867692003915809866092758538016248310668014
- 43086224071265164279346570408670965932792057674
- 80806790022783016354924852380335745316935111903
- 59657754734007568168830562082101612915284556480
- 5780158806771

## Calculating machines

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

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



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

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

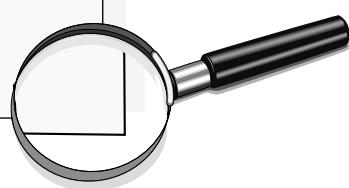
## C Vocabulary

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

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

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

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



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

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

## C Vocabulary

- 1 Ask the students to find the words or phrases in Exercises C1 and C2 in the article first and, as usual, to try to work out the meanings from the contexts.
- 2 Do Exercises C1, C2 and C3.

### Answers:

- C1**
- 1 b
  - 2 b
  - 3 a
  - 4 b
  - 5 b
  - 6 a
- C2**
- 1 c
  - 2 a
  - 3 d
  - 4 e
  - 5 b
  - 6 g
  - 7 f
- C3**
- 1 abacus
  - 2 brain
  - 3 calculator
  - 4 computer

### Additional exercise:

Use the following exercise for additional vocabulary practice. Answers are provided in brackets. Either:

- give the whole exercise to the students and ask them to match S1's questions and statements with S2's responses, or
- give them all S2's responses, and then say S1's questions and statements one by one, asking the students to number them appropriately.

- S1**
- 1 Did they invent computers in the 19th century? (d)
  - 2 How many languages can you speak? (h)
  - 3 Did you solve the problem? (f)
  - 4 Is Mabel an accurate typist? (j)
  - 5 David gets A grades in all his subjects. (c)
  - 6 Do you have any instructions for me? (a)
  - 7 What's the solar system? (e)
  - 8 Is Alan a good runner? (i)
  - 9 Shanghai was once a tiny village. (b)
  - 10 Are local phone calls free? (g)
- S2**
- a Yes. Finish the report by Friday.
  - b Yes, but it developed into a great city.
  - c That's amazing!
  - d No. In the 20th.
  - e The Sun, the planets and their moons.
  - f No. I wasn't clever enough.
  - g Yes, but international ones cost money.
  - h I can speak Chinese and English.
  - i No, but he's a powerful swimmer.
  - j No. She sometimes makes mistakes.

## D Comprehension

- 1 Ask the students to read the dialogues and then search quickly for the answers, which are one or two words only. Do Exercise D1.

### Answers:

- D1 2 Numbers  
3 In tens  
4 Zero  
5 Abacuses  
6 Calculating machines  
7 human brain  
8 computer

- 2 It is probably better for the students to do these questions in pairs as some of them involve discussion and the exchange of ideas.

### Answers:

- D2 1 ten  
2 1 to 9 number system  
3 in a flash  
4 like lightning  
5 (Students' own answers.)

## For further reading practice

*Workbook 8A* pages 37 and 38

- a Tell the students that they will read a passage about the invention and development of clocks and watches.
- b Give the students time to read the passage silently for the first time. Ask them to pay special attention to the years, inventions and countries while reading.
- c The students complete the table in Exercise A.
- d Ask the students to read the passage again and then correct the statements in Exercise B. Remind them that there is only one mistake in each statement.
- e Check the answers to Exercises A and B with the students.
- f Ask the students to use the information in the table in Exercise A to introduce the invention and the development of clocks and watches in their own words.

## D Comprehension

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

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



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

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



## A Cardinal and ordinal numbers

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

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

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

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

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

**Position in the class**

May	1
Alan	<sup>(2)</sup> _____
Danny	3
June	4

May is <sup>(1)</sup>\_\_\_\_\_.

Alan is second.

Danny is <sup>(3)</sup>\_\_\_\_\_.

June is <sup>(4)</sup>\_\_\_\_\_.

Peter	12
Alice	<sup>(6)</sup> _____
Steve	28

Peter is <sup>(5)</sup>\_\_\_\_\_.

Alice is nineteenth.

Steve is <sup>(7)</sup>\_\_\_\_\_.

## Grammar

### A Cardinal and ordinal numbers

- 1 We use cardinal numbers to state exact numbers, e.g., Give me *six* packets.
- 2 Say the numbers in the first part and then ask the students to repeat them, paying special attention to the stressed syllables as underlined below.

three      eleven      twelve      thirteen  
fifteen      eighteen      twenty      thirty  
thirty-two      forty      fifty      sixty-three  
seventy-one      eighty      ninety-eight

- 3 Some students have problems hearing the difference between the *-teen* ending and the *-ty* ending, e.g., *thirteen* and *thirty*. Point out the different placement of the stress.
- 4 Say the numbers in the second part and then ask the students to repeat them, paying special attention to the stress as underlined below. Note the pauses after *thousand* and *million*.

one hundred  
two hundred  
three hundred and seventy-five  
one thousand  
four thousand (pause) one hundred and eighty-nine  
fifteen thousand (pause) three hundred and sixty-two  
one hundred thousand  
two hundred and eighty-four thousand (pause)  
  six hundred and fifty-three  
one million  
one million (pause) three hundred and sixty-seven  
  thousand (pause) nine hundred and eighty-two

- 5 When writing and saying big numbers, note that *million*, *thousand* and *hundred* are used in the singular. Note that we usually say *and* before the number expressing thousands, and also before the number expressed by the last two figures, e.g., 2,342,568—two million, three hundred and forty-two thousand, five hundred and sixty-eight.
- 6 Say the numbers in the third part. Explain that ordinal numbers show the order or position of something in a sequence. They are made by adding *-th* to the numbers, except for *first*, *second* and *third*. The short forms of ordinal numbers are 1st, 2nd, 3rd, 4th, 5th, etc.
- 7 Tell the students that we can use ordinal numbers in dates. Write these names and dates on the board and ask the students to make dialogues. Give an example.

S1 When is Betty's birthday?  
S2 It is on the second of January.

Betty — 2nd January  
David — 30th September  
Cindy — 16th June  
Alan — 3rd March  
Lily — 14th April  
May — 22nd May  
Sam — 12th October

- 8 Change the dates and the dialogue if necessary to get new answers.

S1 Is Betty's birthday on the twelfth of January?  
S2 No. It is on the second of January.

Then ask the students to tell the class when they were born.

- 9 Do the exercise. Say the sentences before asking the students to say them.

#### Answers:

- |   |   |               |
|---|---|---------------|
| A | 1 | first         |
|   | 2 | 2             |
|   | 3 | third         |
|   | 4 | fourth        |
|   | 5 | twelfth       |
|   | 6 | 19            |
|   | 7 | twenty-eighth |

**B Decimals and fractions**

- 1 Tell the students that numbers after a decimal point are usually said separately, e.g., 0.6—*zero point six*; 59.23—*fifty-nine point two three*. Say the examples of decimal numbers in the *Student's Book* before asking them to repeat the list.
- 2 Write the following numbers on the board. Call on the students to say the numbers out loud. You may want to move the decimal points for variety.
  - 26.23 (twenty-six point two three)
  - 1385.5 (one thousand three hundred and eighty-five point five)
  - 48.48 (forty-eight point four eight)
  - 526.432 (five hundred and twenty-six point four three two)
  - 1.0468 (one point oh four six eight)
- 3 Say the examples of fractions in the *Student's Book*, e.g.,  $1/3$ —*one third*, and point out that they are expressed by using cardinal numbers and ordinal numbers together, e.g.,  $1/3$ —one third  
 14/22—fourteen twenty-seconds  
 7/12—seven twelfths  
 21/60—twenty-one sixtieths  
 5/16—five sixteenths

Note these special fractions:

$1/2$ —a/one half  
 $1/4$ —a/one quarter  
 $3/4$ —three quarters

- 4 Ask the students to say the numbers.

**Answers:**

- B zero point seven  
 nineteen point two one  
 one fifth  
 fifty-three point three five  
 eight and three fourths  
 seven ninths  
 zero point one six eight  
 six and a half

**C Instructions and statements about numbers**

Do the exercise. The main aim is to get the language right, not the arithmetic.

**Answers:**

- C S1 2 Subtract 5 from 13.  
 3 Multiply 7 by 8.  
 4 Divide 16 by 4.  
 5 Add 14 and 4 and divide the answer by 2.  
 6 Subtract 9 from 19 and multiply the answer by 3.  
 S2 2 13 minus 5 equals 8.  
 3 7 multiplied by 8 equals 56.  
 4 16 divided by 4 equals 4.  
 5 14 plus 4 divided by 2 equals 9.  
 6 19 minus 9 multiplied by 3 equals 30.

## B Decimals and fractions

We say each number separately after a decimal point.

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

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

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

In pairs, practise saying the following numbers.

0.7	19.21	$\frac{1}{5}$	53.35
$8\frac{3}{4}$	$\frac{7}{9}$	0.168	$6\frac{1}{2}$

## C Instructions and statements about numbers

Table 1

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

Table 2

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

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

- S1 1 Add 11 and 1.  
2 Subtract 5 from 13.  
3 Multiply 7 by 8.  
4 Divide 16 by 4.  
5 Add 14 and 4 and divide the answer by 2.  
6 Subtract 9 from 19 and multiply the answer by 3.

- S2 1 11 plus 1 equals 12.  
2 minus 5 equals 13.  
3 multiply 7 by 8 equals 56.  
4 divide 16 by 4 equals 4.  
5 plus 14 and 4 divide the answ 2.  
6 minus 9 from 19 and multiply the answ 3.

## D Imperatives

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

### Positive imperatives

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

### Negative imperatives

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

### Tips

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

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

---

---

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

turn to      sleep      speak louder      bring      eat      close

1 Ben is eating in class.

Don't eat in class, Ben.

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

---

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

---

4 Mike is falling asleep in class.

---

5 Andy has brought his pet mouse to school.

---

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

---

## D Imperatives

- 1 The imperative form is the same as the base form. Remind the students that the base form of *am*, *is*, *are*, etc., is *be*. The negative is made by using *Don't* or *Do not* in front of the imperative.
- 2 In addition to grammatical rules, the students need to be aware of social rules and manners as they apply to imperatives. Generally, we use imperatives only with people the same age as us or younger. We do not use imperatives when speaking to people older than us except in the following situations:
  - a emergencies  
'I'm bleeding! Call an ambulance!'
  - b cheering  
'Go Dad! Make a goal!'
  - c some requests  
'Mum, help me, please.'

☞ To make an order seem less abrupt, people often add the word *please* or use a gentle tone of voice.
- 3 A good way to introduce this topic in class is by using the game *Simon Says*. Please see the **Additional activities** on the right for details.
- 4 Ask the students to do Exercise D1. The two items which use the word *please* are polite examples. For Exercise D2, the students must think of the meaning and the situation, and write suitable sentences. Sample answers are given below, but the students may produce other acceptable answers.

### Answers:

- D1** Please turn off your mobile phones.  
Please don't be late again!
- D2**
- 2 Please close the door, Amy.
  - 3 Please speak louder, Sue.
  - 4 Don't sleep in class, Mike.
  - 5 Don't bring your pet mouse to school, Andy!
  - 6 Harry, turn to page 74.

### Additional activities:

- 1 Practise giving instructions with this *Simon Says* game. Tell the students to follow instructions that begin with *Simon says*. For examples:  
'Simon says, put your left hand up.'  
'Put your right hand on your head.'  
'Simon says, put your left hand down.'

The students should only follow the first and the third instructions, but not the second.

- 2 Tell the students that anyone who obeys an instruction that does not start with *Simon says* is out of the game. Here are some possible instructions:

  - Put your right hand up/down.
  - Shut/Open your left eye/right eye/both eyes.
  - Touch your right ear/left ear/both ears.
  - Touch your chin/nose/head.
  - Wave your left/right hand.
  - Open/Close your mouth.
  - Stand up/Sit down.
  - Raise your left/right leg.
  - Point to the door/window/cupboard.

- 3 The game can be varied by asking the students only to obey statements that contain the word *please* or only negative commands.

## Listening

### A quiz about numbers

- 1 This exercise presents the students with a quiz. The main purpose is to revise the vocabulary we use to talk about numbers and their relationships.
- 2 Explain the task to the students. Make sure they understand that they will be asked a variety of questions about the numbers, and that the recording will not just dictate one of the numbers for each question. Play the recording twice or more if necessary, and explain any problems.

#### Tapescript:

- 1 Which one of these is an even number?
- 2 Which one of these is a fraction?
- 3 Which one of these is a percentage?
- 4 Multiply 8 by 4. What is the answer?
- 5 Subtract 11 from 32. What is the answer?
- 6 Which one of these is a decimal number?
- 7 Which one of these is an odd number?
- 8 Which one of these is a number showing degrees?
- 9 Add a half and one point five. What is the answer?
- 10 Divide 99 by 9 and add 1. What is the answer?
- 11 My phone number is 2565 2881.
- 12 I live in Flat 13A, Block 2 in that new housing estate.
- 13 The tax rate is going up to 18% next year.
- 14 This ring costs fifty thousand yuan!
- 15 The highest temperature today was thirty point five degrees.

#### Answers:

- 1 80
- 2  $\frac{5}{6}$
- 3 75%
- 4 32
- 5 21
- 6 0.75
- 7 65
- 8  $90^\circ$
- 9 2
- 10 12
- 11 2565 2881
- 12 13A
- 13 18%
- 14 ¥50,000
- 15  $30.5^\circ$

### For further listening practice

Workbook 8A page 36

#### Exercise A

- a Play the recording and ask the students to write down the numbers.
- b Ask individual students to read out the numbers in English to the class.

#### Exercise B

- a Ask the students to read the first given formula and say it in English.
- b Play the recording and ask the students to write down the other formulas.
- c Check the answers with the students by asking individual students to read out the formulas.

#### Exercise C

- a Give the students time to look at the pictures.
- b Play the recording. The students do the exercise.
- c Check the answers with the students.

## Speaking

### A Talk time

- 1 Do Exercise A1. Remind the students of the following rules for telling the time.
  - We use *past* to say times after the hour until half (thirty minutes) past the hour.
  - We use *to* to say times before the hour from 31 minutes until the full hour.
  - We use *o'clock* only at the full time.
  - We can also say the numbers in groups of two.

 Listening

## A quiz about numbers

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

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

 Speaking

## A Talk time

A1 Say the time in two ways.

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

**A2** Say these telephone numbers.

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



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

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

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

Rita: Hi, May. This is Rita.

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

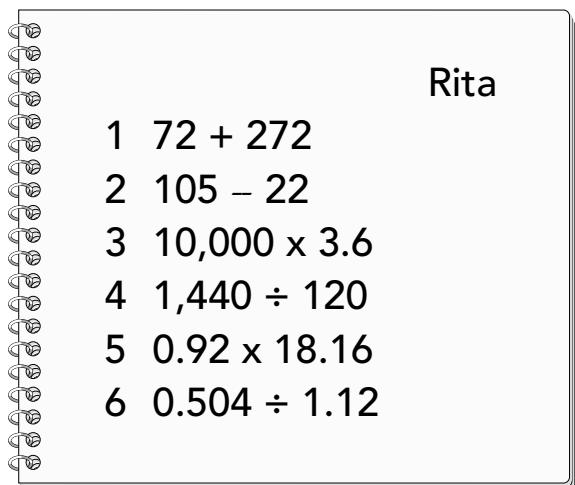
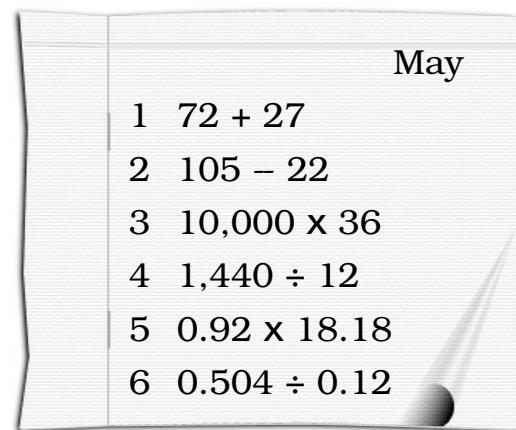
Rita: Sure. Which one?

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

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

May: Thanks, Rita. Bye.

Rita: Goodbye, May.



- 2 Explain that telephone and ID card numbers are said separately. Give examples.

2164 0538—two one six four (pause) zero five three eight

2231 5776—two two three one (pause) five double seven six

- 3 Do Exercise A2. Observe the following rules for telephone numbers:

- We usually say telephone numbers separately.
- We sometimes say *oh* instead of *zero*.
- When the same two numbers come together we can say the number twice or we can say *double* (the number).

- 4 Point out the importance of pausing when we say long numbers. We usually pause if there are more than four numbers. Point out the breaks in the following set of numbers. Say the numbers below and then ask the students to repeat them.

2534  
25342  
253–423  
2534–233  
2534–2330

- 5 Do Exercise A3.

### **Additional activities:**

- 1 Remind the students of how we say the numbers of years in dates,  
e.g., 1902—nineteen oh two  
1814—eighteen fourteen  
2035—twenty thirty-five  
1666—sixteen sixty-six  
1016—ten sixteen
- 2 Write these numbers on the board and ask the students to express them in three ways—**a**) as an amount, **b**) as a phone number and **c**) as a year. The answers are provided below.  
  
 2413   **a**) two thousand four hundred and thirteen;  
             **b**) two four one three; **c**) twenty-four thirteen  
  
 1977   **a**) one thousand nine hundred and seventy-seven;  
             **b**) one nine double seven or one nine seven seven; **c**) nineteen seventy-seven  
  
 1200   **a**) one thousand two hundred; **b**) one two double zero or one two oh oh; **c**) twelve hundred
- 3 Ask the students to write down **a**) a date, **b**) a year, **c**) a time of day, **d**) a telephone number and **e**) two other numbers that are important to them and/or their families. Give prompts or ideas only if necessary, e.g., ID card number, an address, a birthday.
- 4 Ask the students to explain why these numbers are important to them using sentences like this:  
  
 The date \_\_\_\_\_ is important to me/my family because \_\_\_\_\_.
- 5 Ask a few students about dates first, and then move on to years, times, etc. in turn. All the students should be encouraged to ask the speaker questions if they want further information.
- 6 Ask the students to imagine they are on the phone and giving their phone numbers and names. Each student in turn says his/her number and name,  
e.g., This is 2621 7468, Tom speaking.  
This is 2431 2870, Mary speaking.  
This is 2522 3104, Peter speaking.
- 7 All the students copy down the names and numbers (said twice) that they hear. At the end of the activity, names and numbers are checked.

### \*B Speak up

- 1 The students should work in groups of three or four and decide on an answer after discussing the question among themselves. Also ask them to prepare reasons for their decisions.
- 2 After all the groups have completed the exercise, ask a representative from each group to read the decision to the class.
- 3 Other students in the class should be encouraged to ask questions and ask for reasons, or to argue that different items should be chosen.

#### Possible answer:

B Hi, everyone

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

First, we should buy a digital camera.

This will cost about 4,000 yuan.

Second, we should buy new equipment for the gym.

This will cost about 11,000 yuan.

Third, we would like to buy more books for the library.

This will cost about 20,000 yuan.

Are there any questions?

## \* B Speak up

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

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

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

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

Hi, everyone

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

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

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

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

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

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

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

Are there any questions?



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

## Traffic accidents

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



Ann: How many traffic accidents were there in the year two thousand and ten in our city?

Ken: Three thousand six hundred and ninety-one.

Ann: What was the number in the year two thousand and twelve?

Ken: Three thousand seven hundred and forty-eight.

Ann: What about two thousand and fourteen?

Ken: Three thousand six hundred and forty-four.

Ann: And two thousand and sixteen?

Ken: Three thousand seven hundred and twenty-nine.

Ann: What about two thousand and eighteen?

Ken: Three thousand six hundred and thirty-nine.

Ann: Thank you, Sir.

Ken: You're welcome.

## Writing

### Traffic accidents

- 1 The aim of these tasks is to:
  - get the students to complete a line graph with figures;
  - write a paragraph about the graph.
- 2 Do Exercise A and check that the figures on the graph are correct before moving to Exercise B.

**Answer:**

A 2012: 3,748  
2014: 3,644  
2016: 3,729  
2018: 3,639

3 Exercise B requires the transfer of information from the graph to the paragraph and also the use of *be*, *rise* and *fall* in the simple past tense.

4 The words *rise*, *rose* and *risen* are often confused with *raise*, *raised* and *raised*. Note that both verbs have similar meanings, but that we use *rise* intransitively, i.e., as a verb without an object, and we use *raise* transitively, i.e., as a verb that must have an object.

Last year, the price of rice *rose*. (went up, increased)

Last year, the government *raised* the price of rice. (put up, increased)

5 If necessary, do this exercise first, inserting *rose* or *raised* as appropriate in the blanks. Answers are provided in brackets.

- Last year the population (rose).
- She (raised) her hand to ask a question.
- Last month, my father (raised) my pocket money.
- The water in the reservoir (rose) to its highest point.

6 *Fall*, *fell* and *fallen* are sometimes confused with *feel*, *felt* and *felt*, especially in the simple past form. If necessary, draw students' attention to this difference.

Last year the population *fell* from 1,000,000 to 500,000. (went down, decreased)

He *felt* tired so he went to bed. (was, seemed)

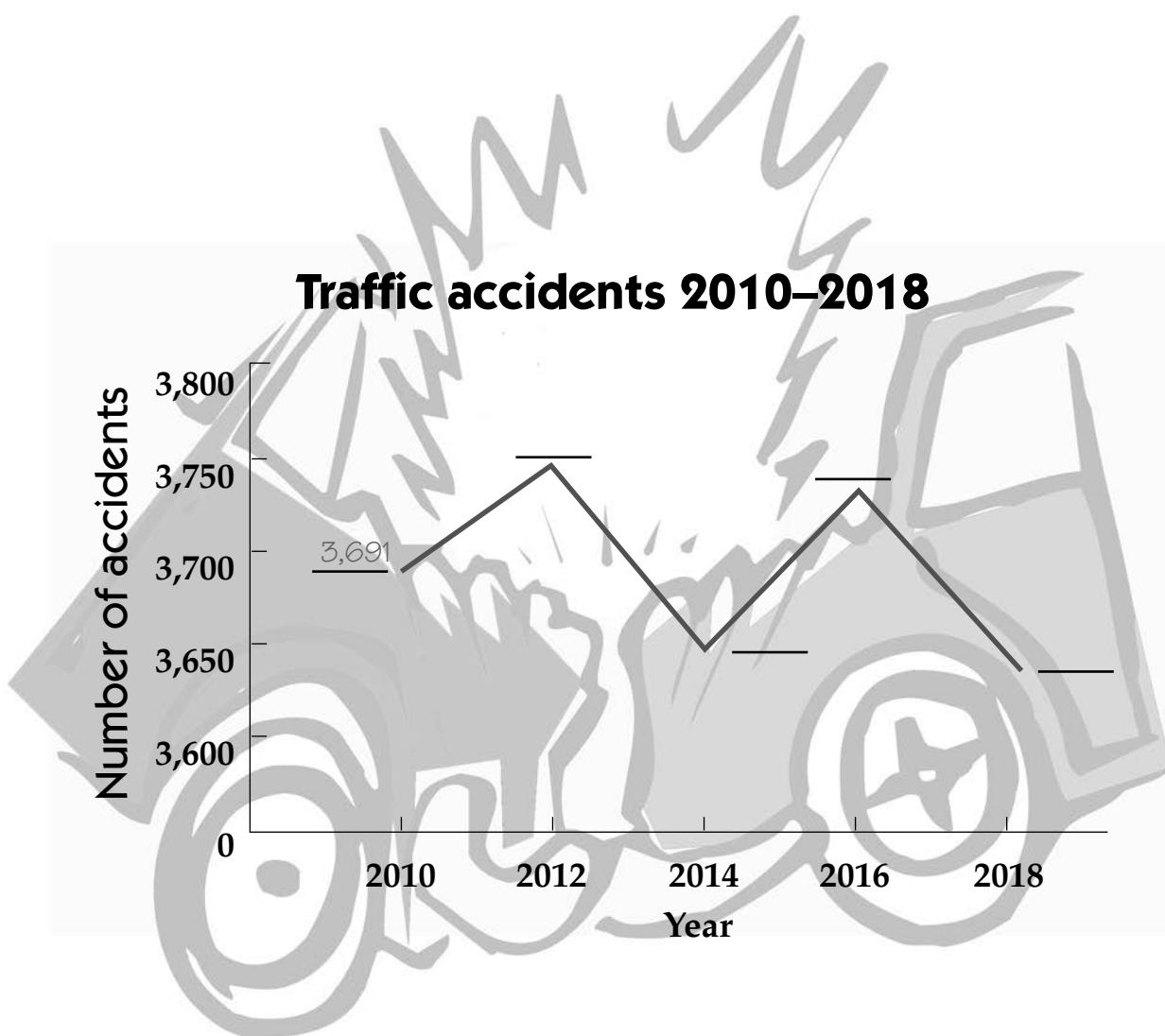
#### Answers:

- B The graph shows that there were 3,691 traffic accidents in 2010 in our city. In 2012, the number rose to 3,748 and it fell to 3,644 in 2014. In 2016, the number rose again to 3,729. It fell to 3,639 in 2018.

#### For further writing practice

Workbook 8A page 38

- a Ask the students to complete the table first.
- b Let the students work in pairs and ask each other questions,  
e.g., *What did you do last Saturday?*  
*How many hours did you spend on it?*
- c Ask each student to write a short article according to his/her own table.
- d Invite individual students to read out their articles to the class.



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

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

### Traffic accidents 2010–2018

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

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



## More practice

### Numbers around us

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

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

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

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

## \*More practice

### Numbers around us

1 Do Exercises A and B.

#### Answers:

A (Students' own answers.)

- B 1 Wilbur and Orville Wright. Wilbur was born on 16 April 1867 and Orville was born on 19 August 1871.  
2 (Students' own answers.)  
3 Chang Jiang (Yangtze). It is 6,378 kilometres long.  
4 Mount Qomolangma. It is about 8,844 metres high.  
5 In 1991. About three years.  
6 About 400 million.  
7 400,000 m<sup>2</sup>. 140,000 m<sup>2</sup>.  
8 About 1,300 km. About one hour and a half by plane.  
9 About 5°C in winter and 26°C in summer.

- 2** Ask the students to do Exercise C. Using numbers below 20 will make the arithmetic easier.

The students work in pairs. S1 reads the instructions in the box while S2 carries them out. In the end, S1 tells S2 what S2's number is. The example below shows how the exercise works.

*S1 says:*                           *S2 thinks:*

Think of a number, but don't tell me what it is.	(12)
Add 1.	(12 + 1 = 13)
Multiply by 2.	(13 × 2 = 26)
Now add 3.	(26 + 3 = 29)
Multiply by 2 again.	(29 × 2 = 58)
Now subtract 10.	(58 – 10 = 48)
Tell me the answer.	S2 says: 48.

S1 divides 48 by 4 and says,  
*The number you thought of is 12.*

- 3** Copy the square in Exercise D.
- 4** In Exercise D, the students work in pairs. They read and carry out the first instructions together. Then they discuss with each other how to fit in the other numbers to solve the problem. Tell them to make sure they get the numbers 2, 4, 5 and 8 in the right squares before they place 1, 3, 6, 7 and 9 in the correct squares.

**Answer:**

- D** This is how the completed square looks. The numbers in circles are those added in Instruction 6 of the exercise.

	i	ii	iii
a	2	(9)	4
b	(7)	5	(3)
c	(6)	(1)	8

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

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



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

- 1 Draw the square like this:

	i	ii	iii
a			
b			
c			

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

# Progress file 4

## Vocabulary

Choose one word from the box for each blank.

- 1 45° is a number showing \_\_\_\_\_.  
2 85% is a \_\_\_\_\_.

percentage  
degrees

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

- 3 correct and true a \_\_\_\_\_  
4 very surprising a \_\_\_\_\_

Match these words with their meanings.

- 5 to calculate                                    a to find an answer to  
6 to invent                                        b to give orders to a computer  
7 to solve                                        c to make for the first time  
8 to program                                      d to use numbers to find answers

## Grammar

Write the following numbers in words.

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

Insert words so that you make true sentences.

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

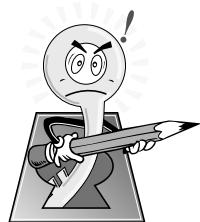
Put the following words in the right order.

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

## My progress:



Comments:



0–6 Try harder.



7–12 Can do better.



13–15 Good work.

**Progress file 4**

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

**Answers:**

- 1 degrees
- 2 percentage
- 3 accurate
- 4 amazing
- 5 d
- 6 c
- 7 a
- 8 b
- 9 thirty-second
- 10 eight hundred and fifty-seven thousand one hundred and twenty
- 11 divided by
- 12 plus
- 13 minus ... divided by
- 14 Please do not write on the desks.
- 15 Alan, stop talking and pay attention.

## Word box



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



## Notes

Page 57

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

## Additional teaching suggestions

- 1 根据《上海市中小学英语课程标准（征求意见稿）》，初中阶段对于“数词”部分的教学要求为：掌握 1,000 以内的基数词及 100 以内的序数词。本单元 Grammar 部分列举了一部分千以上（包括百万）的数字，虽然 *million* 是核心词汇，但千以上（包括百万）的数字表达还是应作拓展学习的要求。
  - 2 掌握基本数学运算表达是《上海市中小学英语课程标准（征求意见稿）》中规定的初中阶段的“数词”部分的基本教学要求之一。尽管 *multiply* 一词是拓展词汇，但应要求学生明白用它来表达乘法运算的意义，其拼写暂可不作要求。
  - 3 本单元的 Listening 中部分生词可能增加了听力训练的难度。建议教师在教学时，先为学生扫除生词障碍。
- ★ 本单元的 *time*、*way*、*add* 属一词多义，*own*、*as*、*instruction*、*above* 属兼类词，虽不列入本单元的 Word box，但列入 Word bank，属核心词汇，要求学生掌握运用。

## Unit 5 Encyclopaedias

### Unit topic: overview

This unit is about finding and understanding information, especially from encyclopaedias.

The **Reading** passage contains three short articles from a children's encyclopaedia.

The **Grammar** section focuses on two areas which are useful in talking about information: countable and uncountable nouns, and the words we use to refer to something or someone else.

The **Listening** section contains an information-transfer task: listening to a description about a famous place and completing notes.

In the **Speaking** section, the students will first learn about three pronunciations /s/, /z/ and /ɪz/, related to the plural nouns. Then they will talk about what they are interested in.

The **Writing** section contains a guided short story task in which the content is related to the three articles in the main reading passage.

### The cartoon

The cartoon is funny because the two characters are using the word 'useful' in different ways. *Hi* thinks that his friend is probably reading the encyclopaedia and finding out information from it, but *Lo* is just using it to stand on, so he can stand higher to change a light bulb.

### Pre-unit activities

- 1 Tell the students to look at the cartoon, and explain it if necessary.
- 2 Ask the students if any of them have an encyclopaedia at home or have looked at one in a library. Show them one if there is one available. Explain that there are different types of encyclopaedias: one book on its own; a set of twenty or more volumes; encyclopaedias for children or adults; and encyclopedias on CD-ROMs.
- 3 Ask them what they would use an encyclopaedia for. Explain that it gives us information on all kinds of subjects and people, usually by means of short articles. The items in an encyclopaedia are arranged in alphabetical order and within topics.

## Unit 5 Encyclopaedias

 Reading

p. 74

 Grammar

p. 78

 Listening

p. 81

 Speaking

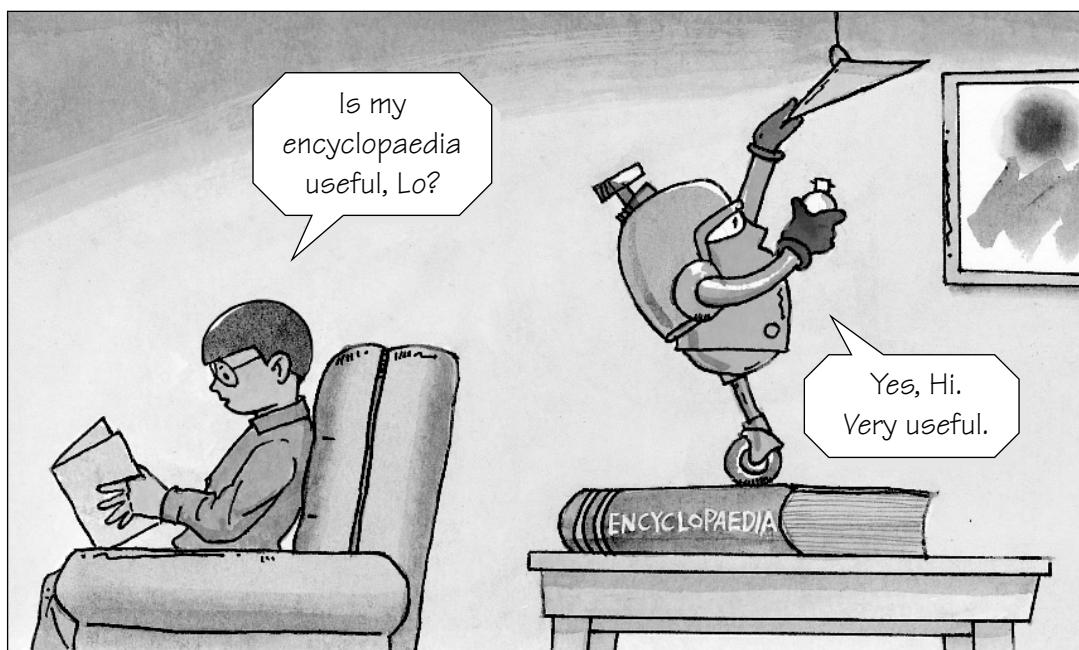
p. 82

 Writing

p. 83

\*  More practice

p. 85





## Reading

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

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

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

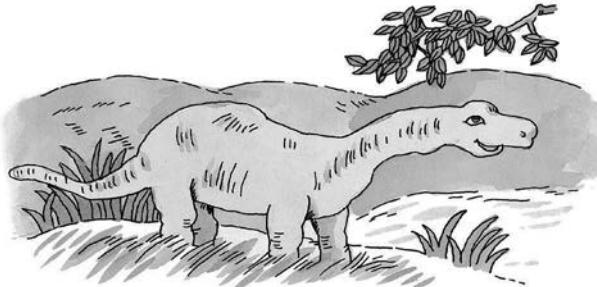


- 3 You can find dinosaurs in zoos.  
a true      b false

- 4 Dinosaurs are all dead.  
a true      b false

- 5 Ancient men ate dinosaurs.  
a true      b false

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



### B Before you read

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

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

## Reading

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

Ask the students to look at the pictures and to try to complete the exercise. Encourage guessing.

#### Answers:

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

#### Notes:

- 1 Leonardo da Vinci (1452–1519) was one of the greatest geniuses of all time. He was both an artist and an inventor, and he used his drawings as a way to study nature. Leonardo painted many paintings, but the most famous of his works is probably the *Mona Lisa*.
- 2 Da Vinci painted the *Mona Lisa* sometime between 1503 and 1519. The painting is famous all over the world, and today we can see it at the Louvre Museum in Paris. Every year, millions of people visit the museum to see this painting.
- 3, 4 Dinosaurs are extinct (i.e., no longer exist). The skeletons, eggs and footprints they left behind are the only proof we have that they lived. Most scientists believe their extinction was caused by a huge meteor hitting the Earth. Heavy dust clouds blocked out the sun, destroying most of the plant life and the large animals that depended on the plants. Other theories are that the dinosaurs' extinction is the result of climate changes (an ice age) or a disease (a virus).
- 5 Dinosaurs became extinct long before people appeared on the Earth. (The first people appeared about one million years ago.) Ancient people were hunter-gatherers, who lived by hunting mainly small animals, fishing and gathering fruits, nuts and plants. Later they settled down and began farming and raising their own animals.
- 6 The ancient Greeks were famous as thinkers, artists and writers. Many English words are from Greek, e.g., *encyclopaedia* and *dinosaur*, meaning general education and terrible lizard respectively. Many of the great teachers and thinkers in history have thought it is much better to be poor, although some, e.g., Buddha, were born rich. Other examples are Confucius (his family was noble, but poor), Jesus (whose father was a carpenter) and others.

 Note the pronunciation of *Diogenes* is: /daɪ'ɒdʒəni:z/.

### B Before you read

Ask the students to look at the title, the introduction and the pictures on page 75 of the *Student's Book* quickly and then to complete the exercise.

#### Answers:

- |   |   |   |
|---|---|---|
| B | 1 | T |
|   | 2 | T |
|   | 3 | F |
|   | 4 | T |

## Reading passage

### Look it up!

These are three articles from an encyclopaedia.

#### Synopsis by paragraph [P = paragraph]:

- P1: Leonardo da Vinci (1452–1519) was an Italian painter, inventor and scientist.
- P2: Da Vinci is today famous for the *Mona Lisa*, which is perhaps the world's most famous painting. He is also famous for his unusual inventions.
- P3: Dinosaurs were once the dominant form of animal life on the Earth. They came in all shapes and sizes. Some could fly.
- P4: Some dinosaurs were harmless plant eaters, others harmful meat eaters.
- P5: They all died suddenly. No one knows why.
- P6: Diogenes was a Greek thinker who lived two thousand years ago. He taught that the way to be happy was to own as few things as possible. When he saw a boy drinking from his hands, Diogenes threw away his own cup.

☞ Explain, if necessary, that the words in brackets below (i.e., See Art, See *Earth History*, See *Greece*) tell the readers where to look for more information.

#### Vocabulary:

**ability** (n.) a skill; a talent

She had the ability to draw buildings from memory.

\***artistic** (adj.) to have a talent for art; be good at drawing and painting

Mary is an artistic girl. She paints well.

**born** (v.) (be born) to begin one's life; to leave one's mother's body on the first day of one's life

Shakespeare was born in England.

**countryside** (n.) land outside a city or town with fields, farms, forests, etc.

When he was a child, he lived in the countryside with his grandparents.

**exist** (v.) live; be real

Many animals that existed long ago no longer exist today.

☞ The word *exist* has no passive form, e.g., *They were existed long ago* is always wrong.

\***footprint** (n.) mark made on the ground by a foot  
The woman's muddy shoes left footprints on the carpet.

**harmful** (adj.) causing harm  
Doctors say that smoking is harmful to your health.

**harmless** (adj.) not causing harm  
Most spiders are harmless.

**include** (v.) if A includes B, it means that B is a part of A  
The ticket price includes lunch at the museum.

**intelligence** (n.) the ability to think, learn and understand clearly  
She did really well in the intelligence test, so I'm sure she's good at Maths.

**invention** (n.) something that has been invented  
The computer is a modern invention.

**inventor** (n.) a person who invents new things  
Alexander Graham Bell was the inventor of the telephone.

\***Italian** (adj.) (someone or something) from Italy  
Italian food is popular around the world.

\***jar** (n.) a round container for holding food or drink  
The rice wine was kept in huge jars.

**musician** (n.) a person who plays a musical instrument for a living  
The musician took out his guitar and played a few popular songs.

**notebook** (n.) a small book with blank pages for taking notes

I listened carefully to the teacher and took notes in my notebook.

**perhaps** (adv.) maybe; possibly  
He is perhaps one of the most famous Chinese people in the world.

**scientist** (n.) someone who studies science  
Those scientists study birds and how they fly.

\***skeleton** (n.) the bones that support the body  
I have seen a dinosaur skeleton at the Science Museum.

## Look it up!

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

### **Da Vinci, Leonardo**

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

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



### **Diogenes**

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

### **Dinosaurs**

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

- 15  
20  
Many dinosaurs were harmless. They were as gentle as sheep and ate plants. Others were harmful. They were fiercer than tigers and ate meat.

25  
Dinosaurs all died out suddenly. Nobody knows why. We know about the lives of dinosaurs from the skeletons, eggs and footprints they left behind. (See Earth History)



## C Vocabulary

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

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

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

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

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

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

a



c



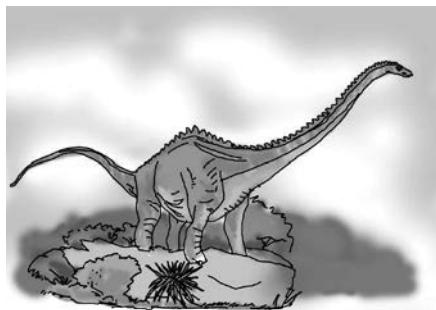
b



d



e



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

1 Danny: What did da Vinci's notebooks include (have)?

May: Many pictures of flying machines.

2 Danny: Did da Vinci show great \_\_\_\_\_ (being clever) when he was very young?

May: Yes, he did.

3 Danny: Did dinosaurs live on the Earth before people?

May: Yes, they \_\_\_\_\_ (lived) long before people.

4 Danny: Were all dinosaurs \_\_\_\_\_ (causing harm)?

May: No, many were \_\_\_\_\_ (not causing harm).

5 Danny: Who was Diogenes?

May: He was a famous \_\_\_\_\_ (a person who thinks seriously) from Greece.

## C Vocabulary

Do Exercises C1 and C2 with the students.

### Answers:

C1 1 c

2 e

3 d

4 a

5 b

C2 2 intelligence

3 existed

4 harmful, harmless

5 thinker

### Additional activity:

- 1 Divide the students into groups of four to six. Then ask them to look at these words: *include, ability, musician, exist, own, harmful, artistic* and *intelligence*. Tell them you want them to make new words using the letters from some of the words in the checklist.
- 2 Give an example using *include*. Write it on the board and ask them to make words from the letters. Give one word as a prompt, if necessary. Tell them the new words must contain three or more letters,  
e.g., include:  
end, ice, lie, lid, clue, dice, dine, lend, lied, line, nice, induce, etc.
- 3 Tell the students to note down the words below. Possible answers are provided in brackets next to the words. Correct alternatives are acceptable.
  - ability (bat, bit, tab, ably, bail, bait, tail)
  - musician (can, man, main, manic, music)
  - exist (tie, sit, sex, exit, set, six)
  - own (won, now)
  - harmful (harm, arm, farm, fur, ram, maul, rum, hurl)
  - artistic (arc, act, art, cat, rat, sit, sat, tar, cart, tart)
  - intelligence (get, gel, inn, let, net, ten, tie, tin, cell, gene, lent, lice, nice, nine, teen, tell, till, genie, niece, ceiling)
- 4 Tell them they may use a dictionary and give them a time limit, e.g., 10 or 15 minutes. The winner is the team with the most correct words.

## D Comprehension

- 1 Do Exercise D1 with the students. They have to read the notes, comparing them with the passages and making any necessary corrections.
- 2 Do Exercise D2 with the students. The students are required to read the statements and to find evidence in the passage to support a position of agreement or disagreement. Sometimes the evidence is stated; other times it is implied.

### Answers:

D1 1 c city→countryside

d ✓

e paintings and books→paintings

2 a thousand→million

b ✓

c ✓

d Some→All

3 a ✓

b America→Greece

c many→few

D2 1 A

2 D

3 D

4 A

5 D

6 D

7 A

8 D

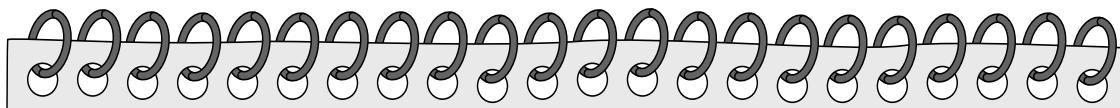
## For further reading practice

Workbook 8A pages 45 and 46

- a Ask the students if they have read *The Guinness Book of Records* and what information they can find in it.
- b Give the students time to read the dialogue between Simon and Henry silently. Invite pairs of students to role-play the dialogue.
- c Ask the students to do the exercise.
- d Check the answers with the students and ask them to correct the false statement(s).

## D Comprehension

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



1 Da Vinci, Leonardo  
1452

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

2 Dinosaurs

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

3 Diogenes

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

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

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

# Grammar

## A Countable and uncountable nouns

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

### Countable nouns

They can have plurals.

*one elephant, ten elephants,  
some elephants*

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

*I bought a stamp for ¥1.2.*

*I have an encyclopaedia about animals.*

We use singular or plural verbs.

*This toy car is old.*

*These butterflies are pretty.*

### Uncountable nouns

They cannot have plurals.

*I like to drink waters. X*

*I like to drink water. ✓*

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

*Some dinosaurs ate meat.*

We use a singular verb.

*Music is important to me.*

### Tips

#### Countable nouns

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

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

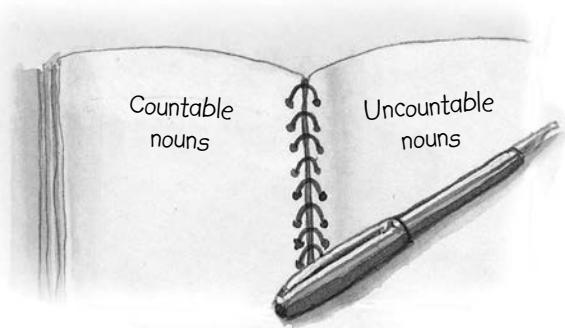
#### Uncountable nouns

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

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

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

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



## Grammar

### A Countable and uncountable nouns

- 1 Put the chart below on the board.

	<u>Singular</u>	<u>Plural</u>	<u>Comments</u>
Countable nouns	a boy an egg	boys eggs	Need indefinite articles for singular forms; have plural forms
Uncountable nouns	rice music soup		Usually take no indefinite articles in the singular; usually have no plural forms

- 2 Ask the students to look at the chart. Tell them that countable nouns name things you can count and uncountable nouns name things you cannot count.
- 3 Ask the students to name six countable things in the classroom and six uncountable things.
- ☞ Sometimes nouns can be both countable and uncountable, e.g., *paper*, *wood*, *hair*. There is usually a difference in the meaning, but do not go into this complicated matter further at this stage.
- 4 Do Exercise A1 with the students.

#### Answers:

A1 Countable nouns:

boy, fountain,  
skeleton, footprints,  
cave, pen, inventions,  
notebooks, dog

Uncountable nouns:

water, ink, meat,  
milk

5 Do Exercises A2 and A3.

**Answers:**

A2 6

6 cans

2 jars of

1 bag of apples

3 packets of biscuits

A3 1 Rita chose a hamburger, some chips, and some coffee.

2 May chose a sandwich, a salad and some orange juice.

3 Danny chose some soup, a chicken leg, some rice and some cola.

**Additional exercise:**

Ask the students to imagine that they went to the restaurant too. Get them to work in pairs and tell each other what food they chose. Check that they are using the correct grammar for countable/uncountable items.

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

1 bottle of milk
_____ cartons of yogurt
_____ of cola
_____ jam
_____
_____

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

## FRANKIE'S FAST FOOD

### Today's Menu

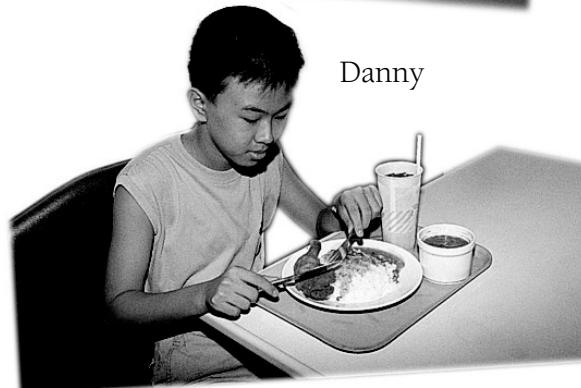
salad	¥12
hamburger	¥7
sandwich	¥6
chicken leg	¥9
chips	¥5
rice	¥1.5
soup	¥8
tea/coffee/cola	¥5.5
orange juice	¥6.5



Rita



May



Danny

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

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

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

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

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

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

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

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

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

1



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

2



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

3



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

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

- 1 Ask the students to read the chart carefully.
- 2 Explain to the students that
  - *other* may be an adjective or a pronoun. As an adjective it is invariable; as a pronoun it is countable and has the plural form *others*.
  - *the other* (singular) means *the second of two*.
  - *the other(s)* means *the remaining (ones)*.
  - *other(s)* may simply mean *different, additional, remaining*.
  - *another* means: **a**) an additional one; **b**) a different one.
- 3 Do the exercise with the students.

**Answers:**

- B 1 the other  
2 Others  
3 another

## Listening

### Dr Sun Yat-sen's Mausoleum

- 1 The purpose of this task is to help the students get used to simple, guided note-taking. The notes here are quite close to the words in the actual text. The students must listen carefully for the missing words or numbers.
- 2 Before you play the recording, let the students read the notes. Explain the meaning of any difficult words. Get the students to look at the blanks and think about what type of information will be needed. For example, they can tell from the notes that they will need a noun for item 1, a noun for item 2, a date for item 3, a number for item 4, etc. It is good to teach the skill of prediction.
- 3 Play the recording once, and let the students try to write the answers. Play the recording a second time for them to complete and check their answers.

### Vocabulary:

**mausoleum** (n.) a special building made to hold the dead body of an important person or the dead bodies of a family

We visited Dr Sun Yat-sen's Mausoleum last weekend.

### Tapescript:

The city of Nanjing was the capital of China for many dynasties, and it has many places of interest that show its long history. One example is Dr Sun Yat-sen's Mausoleum. Dr Sun was a great pioneer in China's history. He helped bring China into a new age in 1911.

After Dr Sun died in 1925, people built a mausoleum for him. The mausoleum is over 80,000 square metres in size. It has a large forest and some beautiful buildings.

The Government looks after the mausoleum very well. In 1978 and 1986, the Government spent 1.2 million yuan repairing the roofs and walls of the buildings.

Millions of people come to visit the mausoleum every year. For many years, it was free. But since 1992, you must pay an entrance fee. All the money is used to help with the repairs and cleaning of the mausoleum.

Behind the mausoleum is the famous Zijin Mountain. It is 448.9 metres high. You can take a cable car up the mountain.

The mausoleum is a beautiful place to visit, and to remember this great man.

### Answers:

- 1 capital
- 2 history
- 3 1911
- 4 80,000
- 5 buildings
- 6 after
- 7 1978
- 8 1986
- 9 1.2
- 10 walls
- 11 free
- 12 1992
- 13 Mountain
- 14 448.9
- 15 car

### For further listening practice

Workbook 8A page 44

- a Give the students time to read the uncompleted passage on page 44.
- b Ask the students to guess what they will be asked to fill in the blanks.
- c Play the recording once. The students listen.
- d Play the recording again and let the students fill in the blanks.
- e Check the answers with the students.
- f Ask individual students to read out the sentences to the class.

# Listening

## Dr Sun Yat-sen's Mausoleum

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

### Dr Sun Yat-sen's Mausoleum

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

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

#### Dr Sun:

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

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

#### The mausoleum:

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

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

Millions of people visit it every year.

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

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

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

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





## Speaking

### A Talk time

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

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

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

**A2** Practise saying the following sentences.

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

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

### B Speak up

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

S1: Do you know anything about Qi Baishi?

S2: Yes. He was a great Chinese painter.

S1: What's his most famous painting?

S2: He is best known for his shrimp paintings.

S1: When and where was he born?

S2: He was born in 1864 in Xiangtan.

S1: What other things did he do?

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

## Speaking

### A Talk time

- 1 The 's' sound at the end of words can be pronounced in three different ways.
- 2 If we add an 's' to a word that ends with a /f/, /k/, /p/, or /t/ sound, we pronounce it as /s/. If we add an 'es' to a word that ends in a /ʒ/, /z/, /s/, /ʃ/, /tʃ/ or /dʒ/, we pronounce it as /ɪz/. For words ending in any other sound, we pronounce the final 's' as /z/.
- 3 Play the recording for Exercise A1 and ask the students to repeat the words. Do the same for Exercise A2.

### B Speak up

- 1 Have the students work in pairs to practise the conversation.
- 2 The students should be encouraged to ask their partners questions, e.g., *When did you first read about ...?*

## Writing

### A short story competition

- 1 Read through the instructions and the advertisement with the students. Make sure they understand everything required by the exercise.
- 2 Give the students time to look at the pictures and to outline a composition. Answer any questions they may have. If necessary, draw their attention to the last paragraph of the story on page 84 (*The next day, Sammy ...*). Tell them they must invent their own short ending to the story. They should write only one or two sentences.
- 3 Draw attention also to the fact that the story is divided into paragraphs, which they should follow. They can use indented paragraphs as shown or block ones.
- 4 This is a story about the past, so most of the verbs will probably be in the past tense. Warn the students, however, that some verbs may be in other tenses. They should think carefully about each verb and decide the tense according to the context.
- 5 If necessary, go through some of the composition orally with the students, until they are comfortable with the task. Then ask them to write the remainder of the story.

## A short story competition

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

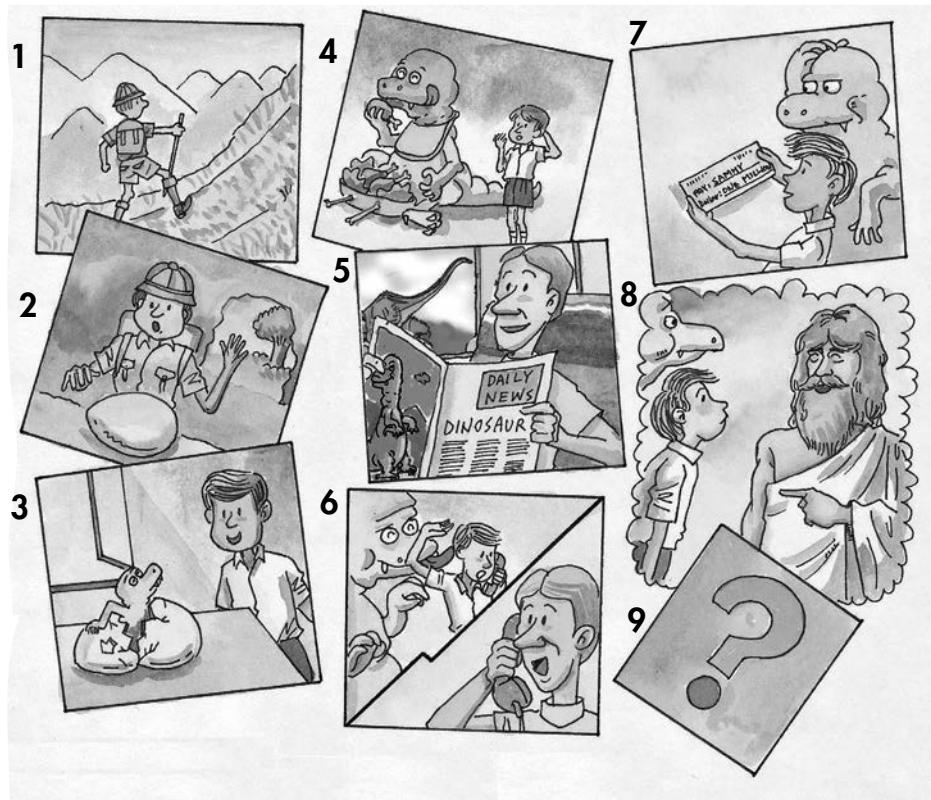
**\* \* \* ADVERTISEMENT \* \* \***

# Great Short Story Competition!

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

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

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



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

### Dudley went to Dinosaur Park

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

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

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

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

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

Sammy said, 'OK.'

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

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

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



**Answers:**

- |             |   |
|-------------|---|
| 1 went      | 19 hungry   |
| 2 walk      | 20 read   |
| 3 hills     | 21 newspaper  |
| 4 cave      | 22 phoned   |
| 5 found     | 23 Come   |
| 6 was       | 24 meet   |
| 7 egg       | 25 pay  |
| 8 took      | 26 got  |
| 9 put       | 27 money  |
| 10 window   | 28 happy  |
| 11 warmed   | 29 saw  |
| 12 heard    | 30 Diogenes   |
| 13 noise    | 31 said   |
| 14 saw      | 32 own  |
| 15 climbed  | 33 things   |
| 16 looked   | 34 possible   |
| 17 dinosaur | 35 (Possible answer) gave all his<br>money to the poor people in<br>the world |
| 18 name     |   |

**For further writing practice***Workbook 8A page 47*

- a** Ask the students to do Exercise A before class.
- b** In groups, students exchange the information they have collected.
- c** Each group chooses one person from the table in Exercise A and writes sentences about him/her.
- d** Select a representative from each group to read out what they have written to the class.

## \*More practice

### The giant panda

This passage includes information about the giant panda.

#### Vocabulary:

**chubby** (adj.) slightly fat in a way that people usually find attractive

The baby has a chubby face.

**clumsy** (adj.) moving or doing things in a very awkward way

The clumsy boy bumped into the table.

**giant** (adj.) very large

A giant photograph of the actor hangs on the wall of the theatre.

**hind** (adj.) (of legs or feet) located at or near the back of an animal

Kangaroos' hind legs are really powerful.

**mainly** (adv.) for the most part

The volunteers are mainly young people.

#### Answers:

- A 1 south-western China  
2 black legs; black band  
3 large and round; small and black; short  
4 1.8 metres  
5 from 80 to 125 kilos  
6 a bear; shape and size  
7 one or two baby pandas  
8 Bamboo shoots  
9 as much as 9 kilos of  
10 very rare

- B 1 as well  
2 mainly  
3 gave birth to  
4 weigh



## More practice

### The giant panda

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

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

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

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

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

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

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

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

mainly    weigh    gave birth to    as well

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

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

# Progress file 5

## Vocabulary

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

nobody      disease      though      fierce      ability

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

## Grammar

Write the correct forms of the nouns in brackets.

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

Circle the correct words.

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

## My progress:

Comments:

15



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 fierce
- 2 nobody
- 3 ability
- 4 disease
- 5 Though
- 6 addresses
- 7 keys
- 8 children
- 9 some
- 10 is
- 11 loaves
- 12 one
- 13 another
- 14 the other
- 15 The others

## Word box



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



## Notes

Page 75

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

## Additional teaching suggestions

- 1 Reading 部分介绍的 Diogenes (第欧根尼) 是古希腊哲学家。他认为除了生存所必需的之外，其他物质都是无足轻重的。本文是对他的这种哲学思想的简单介绍，今天的学生对此可能觉得难以理解。教师在教学中应引导学生正确理解这个内容的现实意义：在科技发达、物质丰富的今天，我们切不可过分追求物质享受。
  - 2 Reading 部分出现了 harmful、harmless 等词。教师在归纳前面已学过的 careful、careless、useful、helpful、homeless、usual、unusual 等词的基础上，可对构词法作一些简单介绍，从而提高学生扩展个人词汇量的能力。
- ★ 本单元的 teach 属一词多义，虽不列入本单元的 Word box，但列入 Word bank，属核心词汇，要求学生掌握运用。

# Using English

## Using an encyclopaedia

Encyclopaedias have already been introduced in the Reading section of this unit. Ask a student to remind the class what they are. Remind them about alphabetical order if necessary. Then do Exercises A, B, C and D with the students.

### Answers:

- A 1 (VOL) 1  
2 (VOL) 6  
3 (VOL) 1  
**4** (VOL) 7  
5 (VOL) 4  
6 (VOL) 5

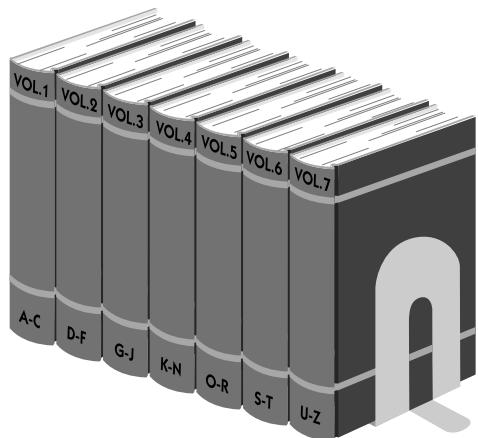
- B a 4  
b 1  
c 3  
d 2  
e 2  
f 1  
g 3  
h 4

## Using an encyclopaedia

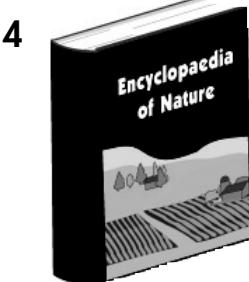
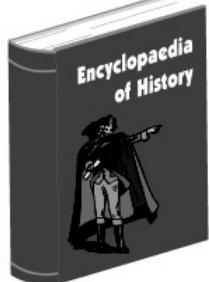
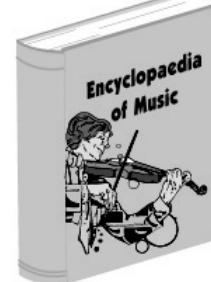
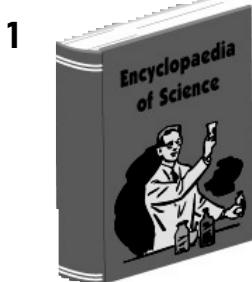
Encyclopaedias can help you with your studies. Some encyclopaedias give us facts or information about all kinds of subjects. The subjects are usually in alphabetical order with guide words at the top of each page. An encyclopaedia often consists of a number of books. These books are called **volumes**.

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

- |             |       |
|-------------|-------|
| 1 Brain     | _____ |
| 2 Typhoons  | _____ |
| 3 Computers | _____ |
| 4 Weather   | _____ |
| 5 Korea     | _____ |
| 6 Pandas    | _____ |



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



- |                 |       |
|-----------------|-------|
| a Elephants     | _____ |
| b Light         | _____ |
| c The Stone Age | _____ |
| d Opera         | _____ |

- |                    |       |
|--------------------|-------|
| e Pianos           | _____ |
| f Sound            | _____ |
| g The Tang Dynasty | _____ |
| h Trees            | _____ |

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

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

#### Tips

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

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

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

**Answers:**

C 2 numbers  
3 electricity  
4 festivals, Japan  
5 swimming  
6 human heart  
7 computers  
8 animals

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

# Module 3 Science fiction

## Unit 6 Nobody wins (I)

### Unit topic: overview

This unit is about space travel and exploring.

The **Reading** passage is the first half of a space adventure story, which continues in Unit 7.

The **Grammar** section features the simple future tense, and adverbs and adverbial phrases for the future. It also introduces question tags.

The **Listening** section is a humorous account of a visit by an alien to Shanghai.

In the **Speaking** section, the students first practise expressing definite and indefinite intentions, and giving advice and suggestions. Then they learn to make arrangements.

The **Writing** section contains a guided task in which the students write about holiday activities.

### The cartoon

The cartoon is funny because *Hi* thinks the planet is safe because there are no living things on it, and thus there is no danger. However, a monster (like a dinosaur) is approaching them from behind.

### Pre-unit activities

- 1 Ask the students what the topic of the story is (space adventure) and ask them to explain what *space* is. Note that *space* has the following various meanings and is both countable and uncountable:
  - an empty area between or on things (countable),  
e.g., Leave a *space* between your desks.  
Put your name and number in the *space* at the top.
  - the empty part of an area (uncountable),  
e.g., Is there enough *space* in the cupboard for these books?
  - the area in which the stars and planets exist (uncountable),  
e.g., The rocket flew through outer *space*.
- 2 Check that the students know what *spacemen*, *spacewomen*, *spaceships* and *spacesuits* are.
- 3 Do this space quiz. Use a map of the solar system if available. The answers are given in brackets.
  - How long does it take for the Earth to go around the Sun?  
(The Earth orbits the Sun once every year, every  $365\frac{1}{4}$  days.)
  - How long does it take for the Moon to go around the Earth?  
(The Moon orbits the Earth about once every month, every 29 days.)
  - How many planets are there? What are their names?  
(There are eight. They are Mercury, Venus, the Earth, Mars, Jupiter, Saturn, Uranus and Neptune.)
  - What is a star? How many stars are there?  
(A star is a huge ball of burning gas. No one knows —countless billions.)
  - What is a comet?  
(A comet is a ball of ice and dust that goes around the Sun. It has a tail and is much smaller than a planet.)
  - Who were the first people to visit the Moon?  
(The American astronauts Neil Armstrong and Edwin Aldrin.)

## Unit 6 Nobody wins (I)



### Reading

p. 92



### Grammar

p. 96



### Listening

p. 100



### Speaking

p. 100



### Writing

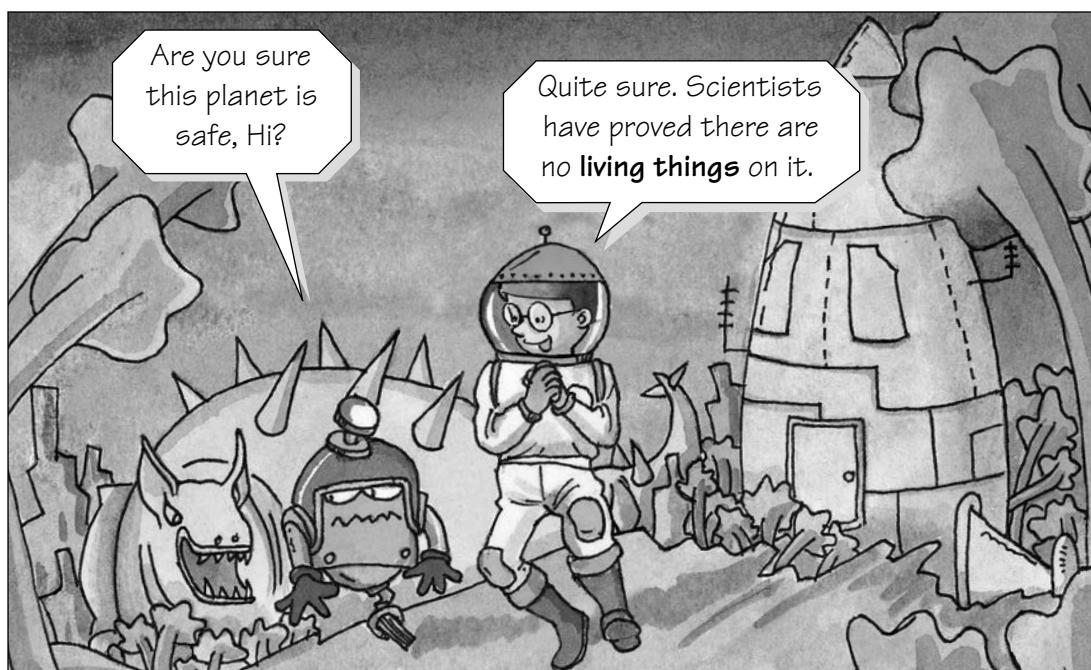
p. 102

\*



### More practice

p. 104





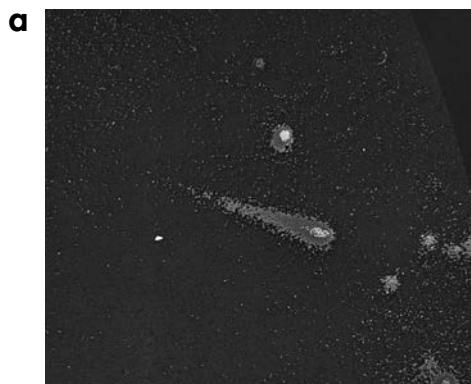
## Reading

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

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

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

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



### B Before you read

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

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

## Reading

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

Do Exercise A.

#### Answers:

- A 1 c  
2 b  
3 d  
4 a

### B Before you read

The students are asked to make intelligent guesses about the story before they read it.

#### Answers:

- B 1 a  
2 c  
3 b  
4 c

#### Notes:

- 1 An astronaut is a spaceman/spacewoman. The word literally means a star (astro-) sailor (-naut). The one in the picture is wearing a spacesuit and is doing a space walk. The first astronauts were Russians, in 1961. Astronauts are often specially trained pilots. As well as controlling spaceships, they carry out experiments.
- 2 Rockets were first used by the Chinese as fireworks and weapons 700 years ago. Many rockets are now used to launch spaceships from the Earth into space. Rockets are complicated and very expensive to build, e.g., they have more than 300,000 parts, all of which must work perfectly.
- 3 A telescope makes distant things seem near (tele- = distant; -scope = instrument). The telescope was first used for astronomy by Galileo (an Italian scientist in the 17th century). Today, giant telescopes weigh over 500 tons.
- 4 The word *comet* came from a Greek word meaning long-haired. Now we say a comet has a tail, not long hair. Hundreds of comets travel around the Sun. Most are balls of dust and ice, invisible from the Earth. The best known comet is Halley's Comet. It passes near the Earth every 76 years. It was last seen in 1986.

## Reading passage

### Caught by Gork

This is the first half of Captain King's exciting adventure on another planet.

#### Synopsis by paragraph [P = paragraph]:

- P1–2: Captain King and his crew landed on an unexplored planet and entered a huge cave containing huge furniture.
- P3–4: King and his navigator, Peters, argued about staying or leaving, but they stayed.
- P5: Animals that looked like huge kangaroos and a one-eyed monster entered the cave.
- P6: Gork, the monster, and the animals said good night.
- P7: Gork saw King and the crew and roared with anger.
- P8–9: King said his name was Nobody. But Gork said they always killed aliens, so King and his crew would all die the next morning.
- P10: Gork trapped them in a cage and used a magnet to take away their guns.
- P11–12: Lam, the pilot, asked King why he had given his name as Nobody. King said it was part of his plan.
- P13–14: King asked Gork if they could be friends, saying he and his crew came in peace. Gork joked that they would soon be in pieces. As a favour, however, Gork would kill King last.
- P15–16: Peters said he hoped King's plan was a good one. King told Peters to trust him.

#### Vocabulary:

\***alien** (n.) people/creatures from another planet  
At noon today, a spaceship full of aliens landed in Sunshine Park.  
☞ *Alien* can also be used as an adjective, e.g., They come from an alien planet.

**approach** (v.) go/come towards  
The train slowed down as it approached the station.

**favour** (n.) a kind action

Could you do me a favour and turn off the TV?

\***magnet** (n.) metal object that can pull (attract) other metal objects towards it

She used a magnet to pick up the pins from the carpet.

\***monster** (n.) ugly and frightening creature

In the film, the monster picked up the bus and threw it into the sea.

\***navigator** (n.) person who finds the direction a ship or plane should go

The navigator looked at the maps and told the pilot which direction to turn the aeroplane.

**pilot** (n.) person who drives a ship or plane

The pilot landed the plane safely.

**run out of** finish or use up

My car is running out of oil.

**spring** (v.) rise up quickly

We sprang to our feet when the headmaster entered the room.

☞ *Spring* is an irregular verb. Note the forms *spring*, *sprang* and *sprung*.

**steel** (n.) metal made mostly of iron

Our home has a steel door to keep out thieves.

\***storey** (n.) floor or level of a building

The building is 32 storeys high.

**trap** (n.) instrument for catching something/someone in, e.g., a cage or hole

The farmer bought a trap to catch rats in.

**trust** (v.) believe someone can and will help you/behave honestly

I trust him because he never tells a lie.

**type** (n.) kind; sort

There are many types of rice on sale in the market.

**unexplored** (adj.) having never been visited before

The Moon was unexplored before Armstrong and Aldrin landed on it.

# Caught by Gork

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

## Part I

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

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

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

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

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

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

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

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

30 here?’

## Part II

I thought fast, and said quietly, ‘Good evening, Mr Gork. My name is Nobody and these  
35 people here are my ...’

Gork roared again, ‘I know

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

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

‘Well, Captain,’ Lam said, ‘you were wrong about the monster being friendly, weren’t you? And why did you say your name was “Nobody”?’

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

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

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

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

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



## C Vocabulary

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

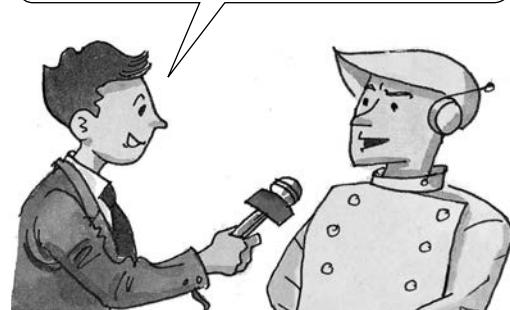
1 —Was your food almost all gone?

—Yes, we were \_\_\_\_\_ food.

Please tell me, Captain King, ...?

2 —Did you land near a cliff?

—Yes, we came down \_\_\_\_\_ a cliff.



3 —Did you walk towards the doors?

—Yes, we \_\_\_\_\_ the doors.

4 —Did Gork look like a human?

—Yes, it looked almost human \_\_\_\_\_ that it had a single, huge, red eye.

5 —When Gork pressed the button, did the steel bars rise slowly from the ground?

—No. They \_\_\_\_\_ from the ground.

6 —Did you try to make friends with Gork?

—Yes, I told him we came in \_\_\_\_\_.

7 —Did Gork offer to do something kind for you?

—Yes, he said he would do me a '\_\_\_\_\_.'

8 —Did you ask Peters to believe that you could save him?

—Yes, I asked him to \_\_\_\_\_ me.

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

1 The person who is in charge of a ship or a plane is the \_\_\_\_\_.

unexplored

2 A \_\_\_\_\_ is a large Australian animal.

kangaroo

3 \_\_\_\_\_ is a kind of hard stone.

captain

4 A person who is \_\_\_\_\_ cannot find his or her way.

valley

5 A \_\_\_\_\_ is used for catching animals and people. Sometimes it is made of a strong metal called \_\_\_\_\_.

single

steel

6 A \_\_\_\_\_ eye means only one eye.

rock

7 We call a place '\_\_\_\_\_ ' when people have never visited it or know nothing about it.

trap

8 A \_\_\_\_\_ is an area of low land between mountains.

lost

## C Vocabulary

Do Exercises C1 and C2.

### Answers:

C1 1 running out of

2 close to

3 approached

4 except

5 sprang

6 peace

7 favour

8 trust

C2 1 captain

2 kangaroo

3 Rock

4 lost

5 trap, steel

6 single

7 unexplored

8 valley

## D Comprehension

- 1 Encourage the students to search the story for the answers. They should only read as much of the story as is needed to find the answers.

### Answers:

- D1 1 Gork: c, d, g  
2 King: b, f, i  
3 Lam: e  
4 Peters: a, h

- 2 This task requires the students to find evidence or facts to support opinions.

### Answers:

- D2 2 brought them down gently  
3 two storeys high  
4 blood to ice  
5 kill all aliens  
6 the last one to die  
7 his voice shook  
8 Trust me

## For further reading practice

*Workbook 8A* page 56

- a Give the students time to read the passage about Gary Wood and Colin Wright silently.
- b Ask the students to do the exercise.
- c Check the answers with the students and ask them to correct the false statement(s).

## D Comprehension

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

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

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

1 Peters was not a very good navigator.

The story says that he was lost again.

2 Lam was a good pilot.

The story says that she            .

3 The doors in the cliff were very big.

The story says that they were         .

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

The story says that it turned their         .

5 Gork and his friends did not like aliens.

Gork said that they would always         .

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

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

7 Peters was afraid.

The story says that          when he spoke.

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

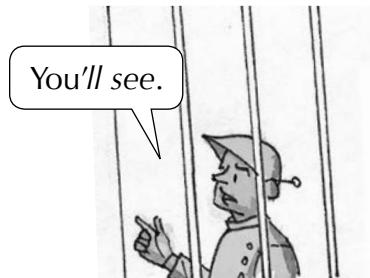
He said, '      .'



## Grammar

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

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



We **will**/We'll **land** soon.  
They **will not/won't take** off next week.  
**Will** he **be** ready tomorrow?  
Yes, he **will**./No, he **will not/won't**.

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

- 1 S2: What time will we leave tomorrow? (leave)  
S1: We'll leave at 8 o'clock sharp.

- 2 S2: What \_\_\_\_\_ with us? (take)  
S1: \_\_\_\_\_ food and water.

- 3 S2: When \_\_\_\_\_? (return)  
S1: \_\_\_\_\_ at about 5 p.m.

- 4 S2: \_\_\_\_\_ a compass with us? (take)  
S1: Yes, of course.

- 5 S2: \_\_\_\_\_ it \_\_\_\_\_ a difficult hike? (be)  
S1: Yes, it \_\_\_\_\_.

- 6 S2: \_\_\_\_\_ in any danger? (be)  
S1: No, of course we \_\_\_\_\_. We \_\_\_\_\_ careful.

## Grammar

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

- 1 Explain to the students that we can use *will* plus a verb to refer to the future. *Will* can be used with all pronouns in the same form.

I/He/She/It	will	be ready	soon.
We/You/They		arrive	

- 2 Note the short forms of *will* and *will not*.

I'll/you'll/he'll/she'll/we'll/you'll/they'll ...  
I/you/he/she/we/you/they won't ...

- 3 Put the following notice on the board.

#### TOMORROW'S CONCERT

1 Concert	start	5.30 p.m.
2 Sue	sing	5.35 p.m.
3 Bill	play the piano	6.00 p.m.
4 Tim and Cindy	dance	6.45 p.m.
5 Concert	end	7.15 p.m.
6 Ticket	cost	¥40

- 4 Ask the students *When* questions for Numbers 1–5. Ask a *How* question for Number 6 (i.e., How much will the ticket cost?). Have the students ask and answer the questions following the example below.

S1 When will the concert start?

S2 It'll start at 5.30 p.m.

- 5 Ask the students questions starting with *Will* to elicit *Yes/No* answers. Get them to give short answers, both positive and negative.

S1 Will Sue sing at 6 p.m.?

S2 No, she won't./

No, she won't. She'll sing at 5.35 p.m.

- 6 Practise *Will* questions using *or*, following the pattern below. For variety, the times and some of the verbs can be changed.

S1 Will the concert end at 7 p.m. or 7.15 p.m.?

S2 It'll end at 7.15 p.m.

- 7 Do the exercise. The students first work orally in pairs and then complete the conversations in writing.

#### Answers:

A 2 S2	... will we take ...
S1	We will/We'll take ...
3 S2	... will we return
S1	We will/We'll return ...
4 S2	Will we take ...
5 S2	Will ... be ...
S1	... will
6 S2	Will we be ...
S1	... will not/won't ... will/'ll be ...

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

- 1 Put the following on the board.

I	am	going to see the
He/She	is	doctor.
We/They/You	are	
It	is	going to rain.

- 2 Tell the students that we use *am/is/are + going to + the base form of the verb* to talk about future plans (e.g., I am going to see the doctor.) and also about what we think will probably happen (e.g., It is going to rain.).

- 3 Put these verbs on the board. Tell the students that you will describe a situation. They must tell you (or write down) what is going to happen using the verbs below. Give an example. Answers are provided in brackets.

drink      play      read  
eat        rain       take

- It's very cloudy.  
(It's going to rain.)
- He's opening a bottle of water.  
(He's going to drink it.)
- She's pointing a camera at me.  
(She's going to take a photo of me.)
- He's putting on his glasses.  
(He's going to read.)
- We're holding a basketball.  
(We're going to play basketball.)
- They're walking into a restaurant.  
(They're going to eat a meal.)

- 4 Ask the students to tell you two or three things they plan to do today/tomorrow/next week/next year.

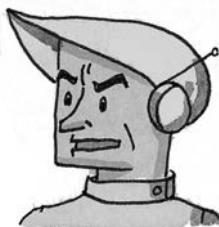
- 5 Ask the students to do the exercise in pairs. Check it with them.

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

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

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

We're all going to live!



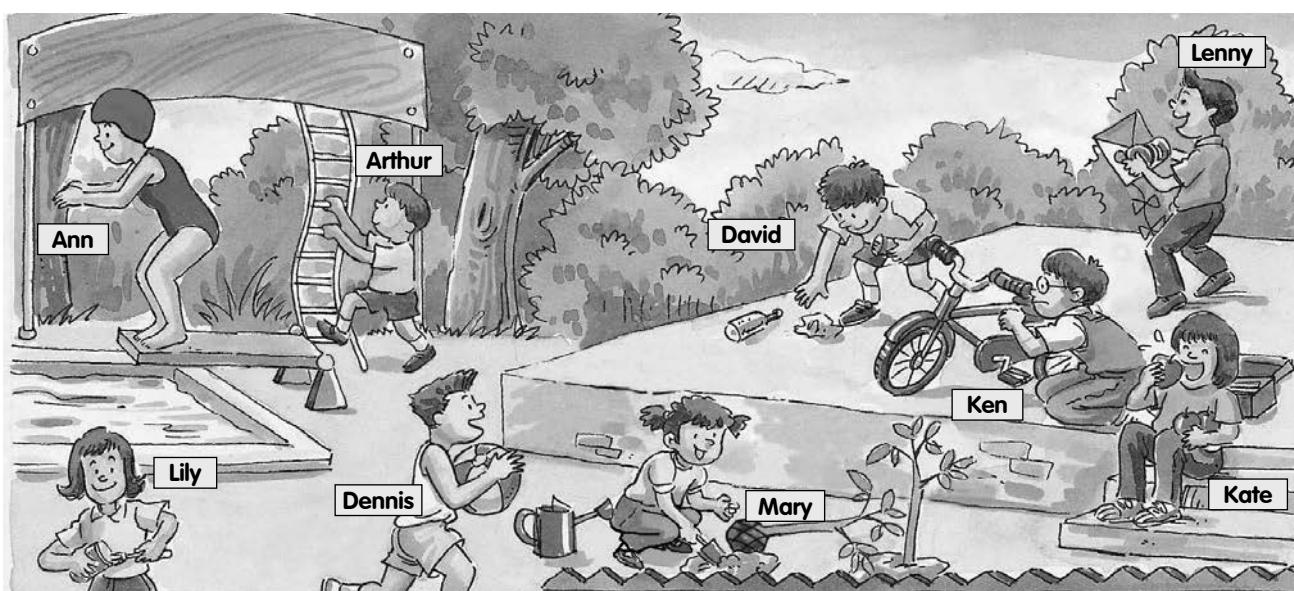
Work in pairs. Look at the picture below. S1 asks questions about what the children are going to do. S2 replies. Use the verbs or phrase in the box to help you.

play      dive      fix      open      climb      eat      fly      plant      pick up

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

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

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



## C Adverbs and adverbial phrases for the future

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

I'll

call  
phone  
see

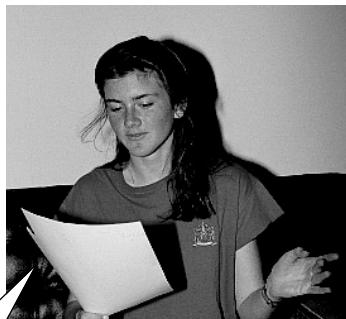
you  
him  
them

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

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

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

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



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

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

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



Listen, everyone.

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

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

## C Adverbs and adverbial phrases for the future

- Time words (adverbs and adverbial phrases of time) are commonly used when talking about the future.
- Note that *in an hour/a year/ten years* means an hour/a year/ten years in the future from now. *In the afternoon/morning* means at some time during the afternoon/morning.
- Write these question words on the left and these time words on the right side of board.

	<u>Time words</u>
Where will you be	at five o'clock?
What will you do	in four hours?
Where will you go	on Saturday?
How old will you be	next week?
	next December?

- Get the students to ask and answer questions using time words.

S1 Where will you be at five o'clock?

S2 I'll be at home.

- Ask the students to read the table on page 98 and to complete the rules in Exercise C1.

### Answers:

- C1**
- We use at before exact times, on before days and in before parts of days. We also use in before periods of time.
  - We do not use at, on or in before *this ...*, *tomorrow*, *next ...* or *soon*.

- Do Exercise C2, which focuses on time words. Ask the students to read what Rita says, and then answer these questions using short answers. Answers are provided in brackets.

- When will they meet tomorrow?  
(At 7.30 a.m. sharp.)
- When will they arrive at the campsite?  
(At about 8.30 a.m.)
- When will they return to school?  
(On Sunday.)
- What time will they leave?  
(At 6.15 p.m.)
- What time will they arrive back to school?  
(At 7.15 p.m.)

- Do Exercise C3. Ask the students to write out the notes. They can then read them to a partner who will be responsible for correcting any mistakes. Choose one or two students to read the answer to the class.

### Possible answer:

- B2**
- Listen, everyone. Tomorrow, we'll meet at our school gate at 8.45 a.m. and take the ferry to Lucky Island. Then we'll hike to the campsite and arrive there at about 10.45 a.m. On Sunday, we'll return to our school. We'll catch a ferry back in the morning. It will leave at 11.30 a.m. and we'll be back to school at 1.45 p.m. Any questions?

- ☞ Different positions for the time words are acceptable, e.g., *We'll meet at 8.45 a.m. tomorrow*. Long or short forms of the verbs are also acceptable.

## D Asking questions using question tags

- 1 Write the following sentence on the board.

Well, captain, you were wrong about the monster being friendly, weren't you?

Ask the students to tell which part of the sentence is the question tag. Underline the question tag 'weren't you?' on the board. Tell the students that we generally add question tags to sentences if we want the other person to agree with our statement. Ask them the question, *English lessons are a lot of fun, aren't they?* and encourage them to reply appropriately.

- 2 Tell the students to read the introduction about tag questions and go through the *Tips* with them. Explain that negative tags usually go with positive sentences, e.g., You like ice cream, don't you? And that positive tags usually go after negative sentences, e.g., You don't like coffee, do you?
- 3 Remind the students that they must always put a comma before a question tag. Also, tell them that the verb in the question tag must have the same tense as the verb in the sentence, e.g., Joe is from Canada, isn't he?
- 4 Set the context of the exercise and ask the students to complete it. Then invite volunteers to read aloud their completed conversation and ask the class to check their answers. Make corrections, if necessary.

### Answers:

- D 2 didn't he  
3 did they  
4 wasn't he  
5 wasn't he  
6 could they  
7 will you  
8 shall we

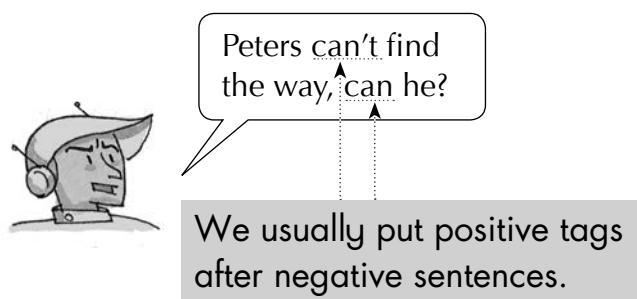
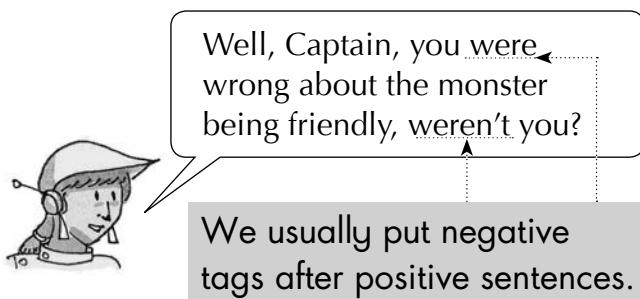
## Additional activity

Write the following questions on the board and invite volunteers to come to the board and complete the sentences using question tags. Answers are provided in brackets.

- Your name is Rebecca, ...? (isn't it)
- You live in Pudong New District, ...? (don't you)
- You came to school by bus, ...? (didn't you)
- You didn't do your homework last night, ...? (did you)
- It was raining this morning, ...? (wasn't it)
- You've been to London, ...? (haven't you)

## D Asking questions using question tags

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



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

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

### Tips

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

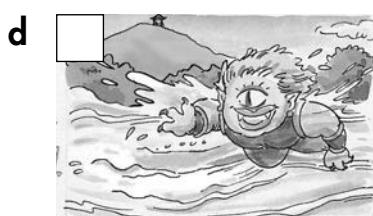
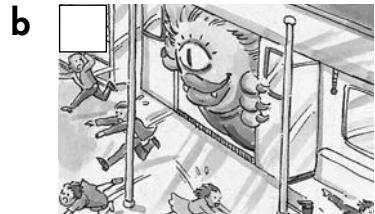
Rita and Joe are reading another story about Captain King. Complete their conversation with question tags to find out what happened to Captain King. The first one has been done for you.

Joe: This story about Captain King is quite interesting, <sup>(1)</sup> isn't it ?  
Rita: Yes, it's about another one of his adventures in space. This time, Captain King met some huge three-eyed monsters, <sup>(2)</sup> \_\_\_\_\_?  
Joe: Yes. But they didn't want to put him in a cage, <sup>(3)</sup> \_\_\_\_\_?  
Rita: No, they didn't. In fact, they wanted to do some experiments on him. He was afraid, <sup>(4)</sup> \_\_\_\_\_?  
Joe: Yes, he was. He didn't want those experiments. He didn't want to be killed by those three-eyed monsters.  
Rita: But Captain King was really clever, <sup>(5)</sup> \_\_\_\_\_?  
Joe: Of course he was. He aimed his laser beam at the light switch and the whole room went dark.  
Rita: They couldn't see him then, <sup>(6)</sup> \_\_\_\_\_?  
Joe: No, they couldn't. Well, Rita, open the window, <sup>(7)</sup> \_\_\_\_\_? It's quite hot in here.  
Rita: OK. Let's go on reading the story about him, <sup>(8)</sup> \_\_\_\_\_?

## Listening

### Gorkella's visit to Shanghai

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



## Speaking

### A Talk time

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

We can answer questions about our intentions like this:

*What are you going to do tomorrow?*

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

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

We can give advice to people like this:

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

Tips.....

You'd better=You had better

We can make suggestions like this:

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

## Listening

### Gorkella's visit to Shanghai

- 1 This is an interesting exercise describing an imaginary visit to Shanghai by an alien. The task for the students is to match the pictures with the description, and write the numbers 1–8 in the appropriate boxes.
- 2 Before you begin, explain the situation. Ask the students to look at each picture and say what is happening, and where in Shanghai it is or might be.
- 3 Then play the recording. The students should listen carefully and use the descriptions of what 'Gorkella' is doing, and the place references in the text, to help them select the right picture.
- 4 Explain any difficult vocabulary as necessary, but there should be few problems in this exercise. Play the cassette twice if required.

### Tapescript:

- 1 Gorkella wanted to visit China. She flew her spaceship over Shanghai and landed next to the Oriental Pearl TV Tower.
- 2 Gorkella got out of her spaceship and decided to cross the river. She took the Pujiang Ferry. She sat on the roof so that she could enjoy the view.
- 3 She then walked around the streets, looking at the shops. Unfortunately, she walked on some of the cars.
- 4 Next she went to Changfeng Park. It was a hot day, so Gorkella had a swim in the lake.
- 5 After her swim, Gorkella was hungry. She went to a restaurant and had a seafood meal. She ate all of the fish!
- 6 She then walked over to Zhongshan Park. She was feeling tired, so she sat down on a big piece of wood. It then went down the steps very fast!
- 7 Gorkella decided that it was time to go home. She took the underground back to the Oriental Pearl TV Tower. The other passengers stood far away from the doors when she got out!
- 8 Lots of people were angry with Gorkella, because she had broken lots of things. Finally, she got into her spaceship and flew home.

### Answers:

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

### For further listening practice

*Workbook 8A* page 55

- a Ask the students to look at the table, paying special attention to the differences between the life now and the life in the future.
- b Play the recording. The students listen and complete the table.
- c Play the recording again. Check the answers with the students.
- d Ask the students to work in pairs and talk about the differences between the life now and the life in the future.

## Speaking

### A Talk time

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

- 1 Remind the students that we use *going to* + a verb to say that we have a definite future plan or intention, e.g., I'm going to take a holiday.
- 2 However, sometimes we have not made up our minds, or we are not sure about our plans. Our intention is indefinite so we say *thinking of/about* rather than *going to*, e.g., I'm thinking of/about taking a holiday.
- 3 Read out the following sentences and ask the students to tell you whether your statements are definite or indefinite. Answers are given in brackets.
  - She's going to buy a new dress. (D)
  - I'm thinking of going to the cinema. (I)
  - Mary's thinking of learning to play the piano. (I)
  - Cindy's parents are going to fly home. (D)
  - We're thinking of starting a music club. (I)
  - I'm going to go to bed. (D)
- 4 Ask the students questions based on the sentences above. After each sentence say *Definite* or *Indefinite*. The students must respond appropriately, following this example:
 

T S1, are you going to have a haircut? Definite.  
S1 Yes, I'm going to have a haircut.  
T S2, are you going to have a haircut? Indefinite.  
S2 I'm thinking about it/having a haircut.
- 5 Put this chart on the board and tell the students that when we give advice to people, we use *had better* plus a verb.
 

I/He/She/It	had better	hurry.
We/You/They		leave.
		wait.
- 6 Put these phrases on the board.
 

hurry    go to the dentist    switch on the fan

Ask the students to practise giving advice with these phrases.

- 7 Remind the students that we can make suggestions with *Let's* and the bare infinitive. (We can only use this form if we are making a suggestion which includes the speaker.) Tell the students to imagine that your class is planning a visit somewhere. Ask them to give you suggestions, such as:

Let's go to the park.

Let's visit Yu Garden.

Let's have a barbecue.

- 8 Now do Exercises A1 and A2.

**Answers:**

- A2 1 I'm thinking of visiting my grandmother.  
2 I'm going to listen to some tapes.  
3 I'm thinking of helping my mother clean the flat.  
4 I'm going to ... (Students' own answers.)  
5 I'm thinking of ... (Students' own answers.)

**B Speak up**

- 1 Explain the situation and divide the class into groups. They must plan a party, and one person must report their plans to the class.
- 2 Remind the students that these patterns may be useful:  
*Where/When shall we have the party?*  
*Let's have it in/at ...*  
*What else should we do?*  
*We'd better get some food/drinks.*
- 3 After a short discussion, ask some of the groups to report their plans to the class.

**Possible answer:**

We are going to arrange a party for Ronnie.  
We are going to ask about eight of his friends to come.  
We are going to send them invitations. We are going to have the party in our flat. We are going to buy some cakes, drinks and balloons. We are going to bring presents for him. I am going to dress up as a clown.

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

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

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



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

Example: May What are you going to do on Saturday?

Rita (definite) I'm going to tidy my bedroom./  
(indefinite) I'm thinking of tidying my bedroom.

**1** May: on Tuesday?

Rita: (indefinite) visit my grandmother

**2** May: tonight?

Rita: (definite) listen to some tapes

**3** May: next Saturday?

Rita: (indefinite) help my mother clean the flat

**4** May: this evening?

Rita: (invent your own definite reply)

**5** May: next Sunday?

Rita: (invent your own indefinite reply)

## B Speak up

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

We are going to arrange a party for Ronnie.

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



## Holiday on Holiday Island

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



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

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

### List of answers

Activity
<input type="checkbox"/> 1 Hiking
<input type="checkbox"/> 2 Playing volleyball
<input type="checkbox"/> 3 Swimming
<input type="checkbox"/> 4 Having a quiz
<input type="checkbox"/> 5 Playing football
<input type="checkbox"/> 6 Cycling
<input type="checkbox"/> 7 Sailing
<input type="checkbox"/> 8 Fishing
<input type="checkbox"/> 9 Climbing
<input type="checkbox"/> 10 Having a barbecue

Number of students	
Girls 10 Boys 7	
Girls 14	Boys 12
Girls 18	Boys 14
Girls 16	Boys 8
Girls 6	Boys 15
Girls 12	Boys 12
Girls 17	Boys 13
Girls 1	Boys 8
Girls 10	Boys 11
Girls 20	Boys 15

### Programme of activities

Time	Activity	
	Day 1	Day 2
Morning		
Afternoon		
Evening		

## Writing

### Holiday on Holiday Island

- 1 These are exercises in examining and choosing items of information, arranging the items sensibly (Exercise A) and using the information to complete an article (Exercise B). The article is about a future event so use of terms for expressing the future is required.
- 2 Read the instructions and complete Exercise A with the students.

#### Answers:

A 1 The six most popular activities are:

Having a barbecue  
Swimming  
Sailing  
Playing volleyball  
Having a quiz  
Cycling

2 (Possible answer)

Time	Activity	
	Day 1	Day 2
Morning	Playing volleyball	Cycling
Afternoon	Sailing	Swimming
Evening	Having a quiz	Having a barbecue

#### Note:

Any sensible arrangement of events is acceptable for the second part of Exercise A. The students should be asked what their arrangements are and to explain why they choose that arrangement, e.g., *A quiz* might be better for the first evening and *a barbecue* for the second evening. *Swimming* and *Sailing* might be better on different days.

- 3 Do Exercise B. The students can work together and decide what to put in the article. Then they can complete it individually.

**Answers:**

- |                        |                        |
|------------------------|------------------------|
| B 1 will spend         | 8 will go swimming     |
| 2 will arrive          | 9 will have a barbecue |
| 3 will begin           | 10 will return         |
| 4 will play volleyball | 11 will leave          |
| 5 will go sailing      | 12 will be             |
| 6 will have a quiz     | 13 will enjoy          |
| 7 will go cycling      |                        |

**For further writing practice**

*Workbook 8A page 57*

- a In groups of four, students read the programme of activities and help Rose complete her diary.
- b Select a representative from each group to read out what they have written to the class.

**Notes:**

- 1 The sequence of events in paragraphs 2 and 3 may vary from the above depending on the programme chosen by the students.
- 2 Draw the students' attention to the paragraph breaks. Ask them to tell you how the article is divided. (One paragraph for each day.)

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

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

## Holiday on Holiday Island

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

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

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

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





## More practice



### Aliens land on our world!

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

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

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

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

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

- 15 During dinner, they told their parents about the aliens. 'They were very ugly. They had some hair but they didn't have any feathers,' said Tina.

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

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

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

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

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

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

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

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

## \*More practice

### Aliens land on our world!

This passage is in the form of an original short story and has a 'twist' at the end. It seems to be about two human children who see an alien spaceship and then meet two aliens. However, at the end of the story it is clear that the children are aliens on another planet, and the spaceship has come from the Earth. Do not tell the students this now but ask them questions later in the story to make sure that everyone understands this.

#### Vocabulary:

**appear** (v.) be visible, come into view

The crowd shouted excitedly when the film star appeared at the airport.

**bush** (n.) plant that is like a small tree with lots of thin branches

People say there may be bears in the bushes. Be careful when you go there.

**dive** (v.) fall or fly quickly downwards

The bird dived down to a rock.

**feather** (n.) one of the many soft light parts covering a bird's body

Birds' feathers are very light.

**flee** (v.) run away, usually because you are afraid of something

When he saw a lion, Albert fled.

**examine** (v.) look at something very carefully

After he dropped the plate, he examined it to see if there were any cracks.

**explore** (v.) look around a new place, find out about something for the first time

The astronauts left their spaceship to explore the new planet.

**explosion** (n.) a sudden and very loud noise which is made when something blows up

There was an explosion when the aeroplane crashed into the mountain.

**make up** say something which is not true

Tom's teacher did not believe him when he made up the excuse that his dog ate his homework.

☞ This is a different meaning to the noun *make-up* which means the coloured products that people, usually women, put on their faces.

**narrow** (adj.) thin, not wide

There are shops on both sides of the narrow street.

**Answers:**

- A 1 b  
2 e  
3 g  
4 a  
5 c  
6 f  
7 d
- B 1 6 p.m.  
2 my brother Tom  
3 a narrow path  
4 some voices  
5 an alien  
6 a silver body  
7 any feathers  
8 spaceship  
9 the trees  
10 some writing  
11 our writing  
12 a second alien

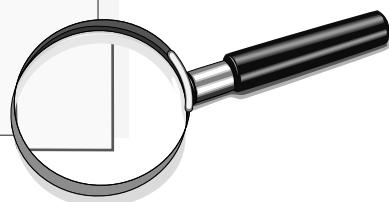
**A** Find the words in Column A in the story on page 104 and match them with the meanings in Column B.

**A**

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

**B**

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



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

Name: Tina Tweetie



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

Place: The forest near the hills.

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

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

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

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

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

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

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

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

# Progress file 6

## Vocabulary

Match these words with their meanings.

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

Write one of these words next to each clue.

trap      navigator      rock

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

## Grammar

Circle the correct answers.

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

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

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

## My progress:



Comments:



0–6 Try harder.



7–12 Can do better.



13–15 Good work.

## Progress file 6

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

### Answers:

- 1 d
- 2 e
- 3 a
- 4 c
- 5 b
- 6 rock
- 7 navigator
- 8 trap
- 9 be
- 10 will take
- 11 didn't
- 12 will
- 13 on
- 14 in
- 15 at

## Word box



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



## Notes

Page 93

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

## Additional teaching suggestions

- 1 第六、七单元 Reading 部分的课文篇幅较长，建议教师根据故事情节，分段进行教学，以减轻学生负担。
  - 2 本单元 Reading 部分出现了 *except that* 的结构。建议教师此处只作句意上的理解，不必对 *except* 的用法作过多的拓展。
- ★ 本单元的 *bar*、*see*、*last*、*shake* 属一词多义，*type*、*spring* 属兼类词，虽不列入本单元的 Word box，但列入 Word bank，属核心词汇，要求学生掌握运用。

## Unit 7 Nobody wins (II)

### Unit topic: overview

This unit is also about space travel and exploring.

The **Reading** passage is the second half of the space adventure story which began in the previous unit.

The **Grammar** section reviews prepositions of location, and determiners and indefinite pronouns. It also introduces exclamations.

The **Listening** task requires the students to understand time references by listening to Captain King talk about his life and work.

In the **Speaking** section, the students will first learn about syllables, which will help them pronounce words properly. Then the students do a guided role-play exercise.

In the **Writing** section, the students learn to complete an eyewitness report.

### The cartoon

In this cartoon we can see the two characters floating around inside a spaceship. There is no gravity, and so several items of food are also floating around near the robot. The cartoon reminds us that we are continuing with the space adventure story.

### Pre-unit activities

- 1 Ask the students to remind you of the ending of Part II of the story in Unit 6. (Captain King and his crew were prisoners in a cage in Gork's cave, and they had been told they would die the next day.)
- 2 Tell the students you want them to work in groups for a few minutes, imagining that they are Captain King and his crew, and to produce an escape plan.
- 3 After the discussion, one member from each group should describe the group's plan. The class should listen and point out any weaknesses in the plans. A note should be made on which plan is best to compare with the outcome in the second half of the story.

## Unit 7 Nobody wins (II)

 **Reading**

p. 110

 **Grammar**

p. 114

 **Listening**

p. 118

 **Speaking**

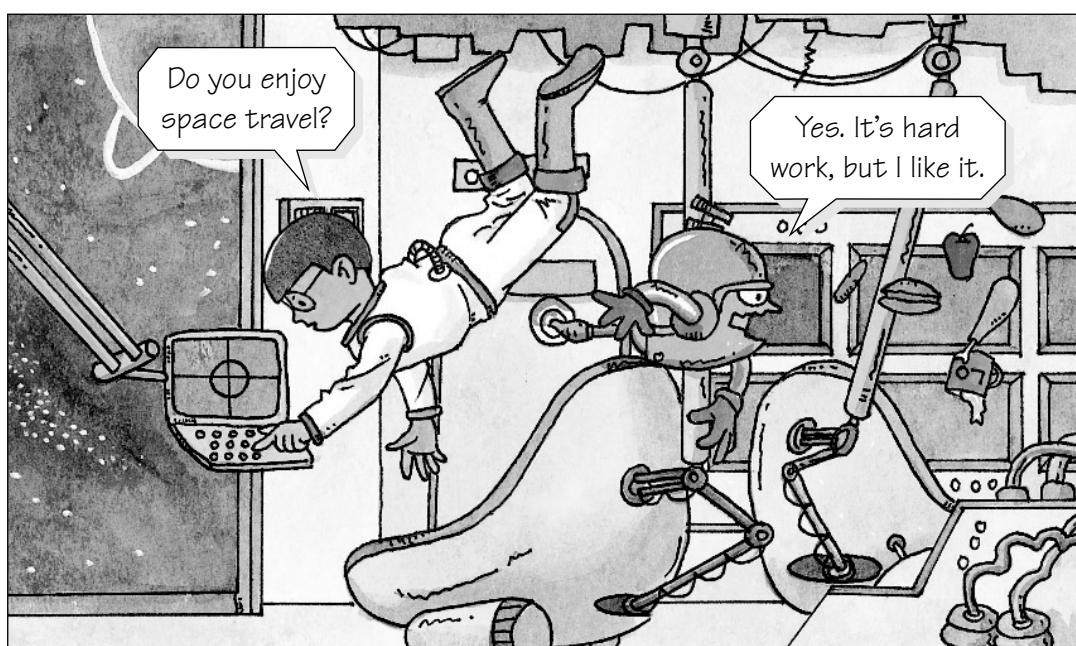
p. 118

 **Writing**

p. 120

\*  **More practice**

p. 121



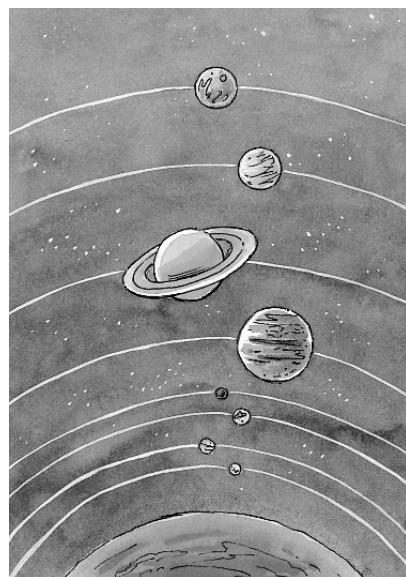


## Reading

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

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

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



### B Before you read

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

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

## Reading

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

Remind the students that this is the space age and that you want to find out more about their knowledge of space. Ask them to do the quiz in Exercise A, and then check the answers with them. Use a map of the solar system if one is available.

#### Answers:

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

### B Before you read

This exercise requires the students to anticipate the events of the story. They should guess the answers, read the story, and then check their answers with what actually happened.

#### Answers:

- B 1 a  
2 a  
3 b  
4 b  
5 a

#### Notes:

- 1 The Sun's light takes eight minutes to reach the Earth every day. The light of the nearest star (Alpha Centauri) takes about 4.3 years.
- 2 Venus is the second nearest planet to the Earth. Mars is the nearest. Jupiter is the biggest planet. It has 16 moons (possibly more). The Sun has eight planets in all—the others are Mercury (nearest to the Sun), Neptune (furthest away from the Sun), Saturn and Uranus.
- 3 The movement of the sea is called the *tide*, e.g., high tide/low tide. It comes in and goes out twice a day as the Earth rotates.
- 4 On the Moon, your body weighs six times less than on the Earth because the Moon's gravity is weaker.
- 5 He went once around the Earth on 12 April 1961. The first woman in space was also Russian (Valentina Tereshkova). She went around the Earth 48 times on 16 June 1963.

## Reading passage

### Escaping from Gork

This is the second half of Captain King's great adventure on another planet.

#### Synopsis by paragraph [P = paragraph]:

- P1–5: Gork fell asleep. King planned their escape from the cage. He explained that he would use his laser torch. Peters assumed he would kill Gork, but King said no. They needed Gork to open the door of the cave.
- P6: The crew escaped from the cage. King told Gork, 'This is Nobody' and blinded Gork with his laser torch.
- P7–10: Gork roared. The kangaroos came and asked what was wrong. Gork shouted back, 'Nobody attacked me.' They thought he was having a bad dream.
- P11–12: Gork began to search for the aliens among the kangaroos. He opened the door and let them hop out one by one, feeling their backs as they went.
- P13–14: Peters said they were done for. King told him to get into the kangaroo's pocket. Peters did so and was carried out to safety. All the crew got free and they returned to the Earth.

### Vocabulary:

**aim** (v.) point something at someone

Mary aimed her camera at the bird and snapped the picture.

☞ *Aim* also means *intend to*, e.g., I aim to become a doctor before I am 30.

**attack** (v.) start to hurt someone or damage something

The police dogs attacked the robber.

\***attract** (v.) pull something towards something else

A magnet can attract metals to it.

\***beam** (n.) ray of light

The beam of light from her torch lit up the path in front of her.

**crew** (n.) group of people who work on a ship or plane

The ship sank, but the crew and passengers were all saved.

☞ *Crew* can be followed by singular or plural verb, e.g., The crew is/are ready.

**be done for** be killed/destroyed/badly hurt

Those plants will be done for if you don't water them soon.

☞ *Done for* is used idiomatically, usually in the passive voice.

**escape** (v.) get away from a place to freedom

The thief tried to escape from jail, but the police caught him.

**figure** (n.) the shape of a living body

In the distance, he could see a figure standing on a hill and waving to him.

☞ *Figure* also means:

- i) a number (e.g., Write the figure 2 on the board.);
- ii) a diagram/picture in a book (e.g., See fig. 12 on page 92.), usually abbreviated to *fig.*

**freedom** (n.) being free; not being a prisoner; being able to say/do what you want

During holidays, they enjoy freedom from work.

**immediately** (adv.) at once/without delay

When the fire alarm rang, they left the building immediately.

**interrupt** (v.) speak before someone else has finished speaking/doing something

I was talking to Ann on the phone when my mother interrupted to say that dinner was ready.

\***laser** (n.) a device that produces a very powerful beam of light

The laser beam cut a hole in the steel door in a few minutes.

\***panic** (v.) show great fear

The crowd in the cinema began to panic when they smelled smoke.

☞ Note that the past participle of *panic* is irregular and adds *-ked*.

☞ *Panic* (n.) means *strong, wild fear*.

**safety** (n.) freedom from danger

Firemen broke into the burning flat and led the children out to safety.

\***snore** (v.) breathe noisily while sleeping

We knew Dad was asleep because we could hear him snoring.

**towards** (prep.) in the direction of

The car came towards me and stopped just in front of me.

☞ *Towards* is also used with expressions of time, e.g., Towards noon, it began to rain.

# Escaping from Gork

## Part III

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

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

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

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

‘Use your brain,’ I said. ‘If we kill Gork, how will we escape? We’re too weak to open the  
15 door. Here’s what we’ll do! We’ll ...’

Moments later, we were all out of the cage. I went over to the bed, and stood beside Gork’s head. I said loudly, ‘Gork, this is Nobody.’  
Gork woke up. I aimed the torch at his eye  
20 and pressed the button. The laser beam hit Gork in the eye.

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

‘What’s wrong, Gork?’ they shouted.

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

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

30

## Part IV

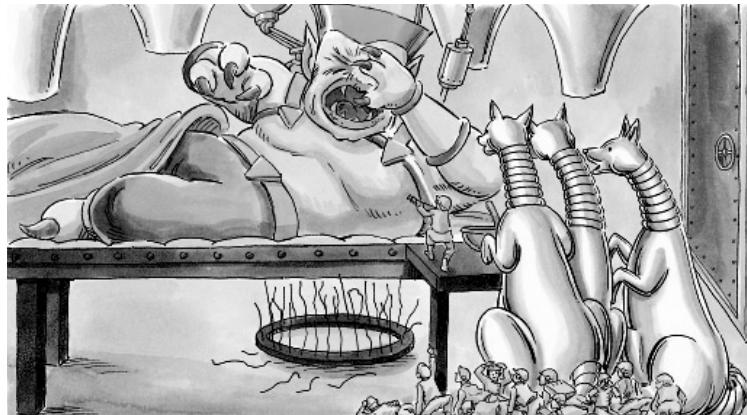
My crew and I quickly ran among the kangaroos. Gork said, ‘Nobody, I know you’re hiding among my kangaroos. I’ll get you. You’re finished, all of you.’

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

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

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

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



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

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

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

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

## C Vocabulary

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

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

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

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

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

## D Comprehension

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

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

## C Vocabulary

- 1 Do Exercise C1. The conversation contains clues to help guide the students to the right words in the story.
- 2 Do Exercise C2. The contexts of the words in the story should help the students choose those which match the definitions in the sentences.

### Answers:

- C1**
- 1 fell asleep
  - 2 plastic case
  - 3 interrupted
  - 4 hit
  - 5 freedom
  - 6 silently
- C2**
- 1 attract
  - 2 aimed
  - 3 Moments
  - 4 damaged
  - 5 one by one
  - 6 whispered
  - 7 be done for
  - 8 figure

## D Comprehension

- 1 Ask the students to search the story for the nouns to which the pronouns refer.

### Answers:

- D1**
- 2 the laser torch
  - 3 the kangaroos
  - 4 Gork
  - 5 Gork
  - 6 kangaroo's pocket

- 2 This exercise practises transferring information from one context (a story) to another (an interview). Ask the students to fill in the blanks, and then choose a few students to read the completed conversation aloud to the class.

**Answers:**

- D2 1 laser torch  
2 plastic case  
3 Gork, this is Nobody  
4 a noise/me roaring  
5 Nobody attacked  
6 Nobody  
7 (hiding) among  
8 one by one  
9 Yes  
10 pockets  
11 No  
12 (hiding) in/inside

**For further reading practice**

*Workbook 8A* pages 65 and 66

**Exercise A**

- a Give the students time to read the passage silently.
- b Ask the students to do the exercise. Remind them that there is only one mistake in each statement.
- c Check the answers with the students.

**Exercise B**

- a Let the students look at the contents page and ask them what information they can get from it.
- b The students read the list of eight things that they need to find out about and write down the correct numbers in the blanks. Remind them that they can use the same chapter more than once.
- c Check the answers with the students.

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



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



## Grammar

### A Prepositions of location

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

Gork lay down **on** his bed.

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

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

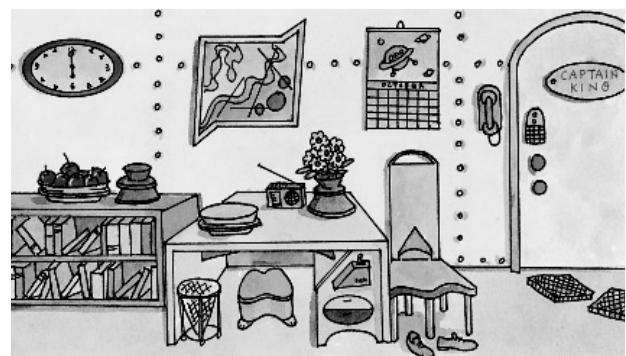
She put a box **under** the table.

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

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

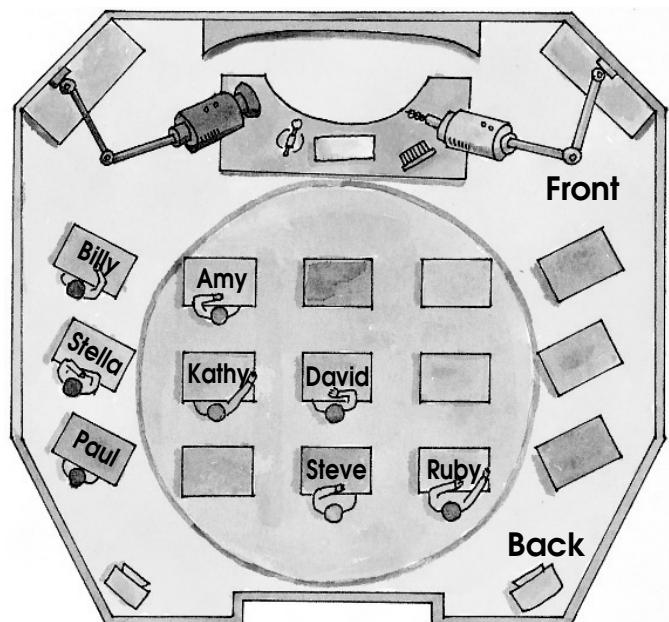
**A1** On the right below is a picture of Captain King's cabin. Complete the sentences with the correct prepositions.

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



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

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

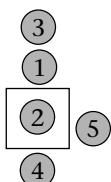


## Grammar

### A Prepositions of location

- Most students will be familiar with the main meanings of these prepositions of place. Revise them quickly by doing the following.
- Draw a box on the board. Draw: (1) a ball on the box, (2) in the box, (3) above the box, (4) under the box and (5) beside the box. As you draw each one, say what you have done and write the preposition on the board. Then write a number beside each ball. In the end, the board should look like this.

- on
- in
- above
- under
- beside



- Get the students to ask and answer questions similar to the ones below.

S1 Where's Number Four?

S2 It's under the box.

S1 Is Number Four in the box?

S2 No, it's under the box. Number Two is in the box.

- Tell the students we use the prepositions on the board to say where things and people are. Point out:
  - the difference between *on* and *above*; (i.e., *on* is on the top of and touching; *above* is higher than and not touching.)
  - the two meanings of *on*, i.e.,
    - on the top of and touching, e.g., on the box;
    - fixed, drawn, or written on the side or surface of something, e.g., a picture on the wall, writing on the board.

- Tell the students to try the following quiz. Call on a few students to tell you the answers or ask the whole class to write them in their notebooks. Ask the students to answer in complete sentences. Possible answers are given below in brackets.

- Name something that's above you. (The ceiling is above me.)
- Name something that's on your head. (My hair is on my head.)
- Name something that's beside you. (A desk is beside me.)
- Name something that's in you. (My stomach is in me.)
- Name something that's under you. (The floor is under me.)
- Name something that's on your face. (My nose is on my face.)

- Ask the students to do Exercise A1.

#### Answers:

- |                         |                      |
|-------------------------|----------------------|
| A1 1 on ... above       | 5 on ... under       |
| 2 on                    | 6 on ... above       |
| 3 on ... above          | 7 in ... on          |
| 4 on ... beside/next to | 8 on ... in front of |

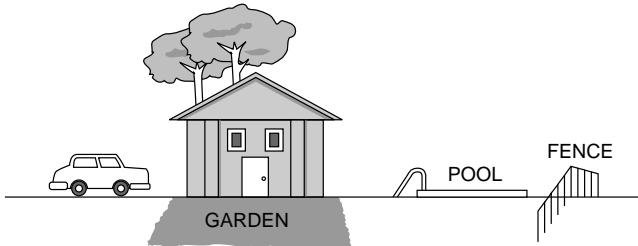
- Bring five students (A, B, C, D and E) to the front of the class and position them as shown below.

A  
C B D E

- Using the students' names instead of the letters, say these sentences.
  - (B) is standing in front of (A).
  - (A) is standing behind (B).
  - (C) is standing next to (B).
  - (D) is standing between (B) and (E).
  - (E) is standing next to (D).
- Ask the students in front of the class to give their positions following this model:  
(A) I'm standing behind (B).
- Ask the class to ask questions and give answers following this model.
 

S1 Where's (A) standing?  
S2 He's/She's standing behind (B).
- Choose a sixth student and ask him/her to tell the five students where to stand using sentences like this:  
Doris, stand behind Jeff, please.
- When the students are in place, ask the class for questions and answers like this.
 

S1 Is Jeff standing next to Doris?  
S2 No, he isn't. He's standing in front of Doris.
- On the board, draw the picture below. Ask the students to describe the position of the things in the picture. If necessary, ask the questions below, as prompts.



Where are the trees? (The trees are behind the house.)

Where is the car? (The car is next to the house.)

Where is the pool? (The pool is between the house and the fence.)

Where is the garden? (The garden is in front of the house.)

- Write all the prepositions on the board, with the exception of *beside*. Ask the students if they can tell you another preposition that has the same meaning as *next to*. Add *beside* to the list. Ensure that the students do not confuse *beside* (next to) with *besides* (as well as).
- Do Exercise A2 with the students.

#### Answers:

- |          |         |
|----------|---------|
| A2 2 Amy | 6 David |
| 3 Stella | 7 Kathy |
| 4 Ruby   | 8 Paul  |
| 5 Steve  |         |

- 16** In Exercise A3 the students compare the new class plan with the old one and complete sentences about the changes.

**Answers:**

- A3 2 Last month, Stella sat behind Billy.  
This month, she sits in front of him.
- 3 Last month, David sat in front of Steve.  
This month, he sits behind him.
- 4 Last month, Amy sat next to Billy.  
This month, she sits between David and Stella.
- 5 Last month, Kathy sat behind Amy.  
This month, she sits in front of her.
- 6 Last month, Paul sat behind Stella. This month, he sits next to Ruby.

- 4** Ask the students to make similar conversations using these pairs of words.

- a cakes, sandwiches
- b orange juice, apple juice
- c chips, noodles
- d milk, soya milk

- 5** Point out that *some* and *any* are used with both uncountable nouns (tea) and plural countable nouns (cakes).

- 6** We sometimes use *some* in questions when we expect the answer to be *yes*.

Would you like some more tea?  
Can you give me some stamps?

We use *any* in sentences with *never*, e.g., She never has any luck.

- 7** When we use *some* or *any* before *the + a noun* or before pronouns (this/that/his/her, etc.), we add *of*,  
e.g., I gave Amy *some of* the sweets.

I saw them but I didn't speak to *any of* them.  
Are *any* of those buses going to Zhongshan Park?

- 8** Read the introduction to the exercise. Make sure the students understand their roles. S2 should note which things on the food list they have got.

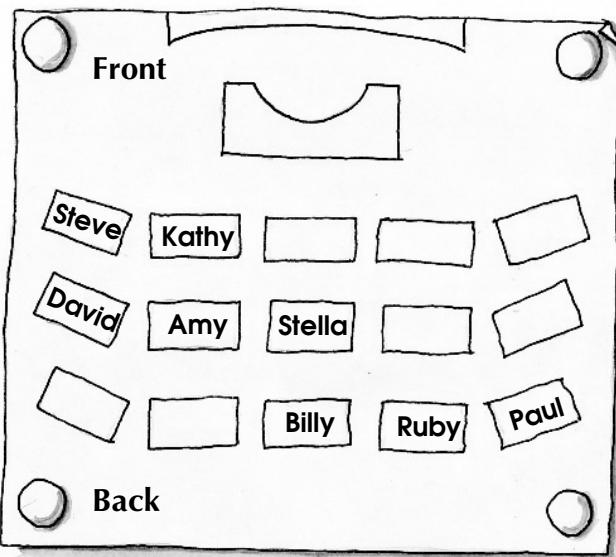
- 9** The aim of the exercise is to get the students practising the use of *some* and *any*. Answers will vary, as they will be determined by the items that the students choose from the food list.

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

- 1** Write *some* and *any* on the board. Tell the students we use these words to talk about amounts that are not definite or exact.
- 2** Write this conversation on the board.
- Customer: Have you got any tea?  
Waiter: Sorry, we haven't got any tea, but we've got some coffee.
- 3** Point out that we use *any* in questions and in negative statements, and that we use *some* in positive statements.

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

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



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

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

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

### Tips

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

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

Example:

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

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

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

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

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

*Nobody attacked me.  
Nobody damaged my eye.*



### Tips

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

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

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



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

- 1 Write *somebody*, *someone* and *something* on the board and tell the students that we use these words to talk about people and things when we do not know exactly who they are or what they are. *Somebody* and *someone* refer to people; *something* refers to things.
- 2 Write this dialogue on the board.
 

Amy: Can you hear anything, Tim?  
 Tim: No, I can't hear anything.  
 Amy: Can you hear anything now?  
 Tim: Yes, I can hear something. It sounds like a bell.
- 3 Point out that the rules for *some* and *any* apply to *somebody*, *someone* and *something*. We use *somebody*, *someone* and *something* in positive statements and questions and *anybody*, *anyone* and *anything* in negative statements and questions.
- 4 Ask the students to make similar dialogues to the one on the board using the words below.
  - a see anyone/see someone/looks/David
  - b smell anything/smell something/smells/smoke
  - c see anybody/see somebody/looks/a man
- 5 Tell the students that we can also use *nobody*, *no one* and *nothing*.

Amy: Can you hear anything, Tim?  
 Tim: No, I can hear nothing.  
 Amy: Can you see anybody/anyone?  
 Tim: No, I can see nobody/no one.

- 6 Point out that *I can hear nothing/nobody/no one* means the same as *I can't hear anything/anybody/anyone*.
  - a Indefinite pronouns are used with singular verbs.  
 Somebody is at the door.  
 Has anything happened to her?
  - b Plural pronouns are used to refer to indefinite pronouns.  
 Someone has left their coat behind.  
 If anybody wants to go, they can.
  - c Remind the students not to make double negative structures in their sentences when they use *nobody*, *no one* and *nothing*.  
 Nobody doesn't want any tea. (wrong)  
 Nobody wants any tea. (correct)
- 7 Do Exercise C to give the students practice in asking and answering questions using *something*, *anything*, etc. The students should answer questions in full sentences.

#### Answers:

- C 1 No, there wasn't anything/was nothing on the blackboard.  
 2 Yes, there was something on the noticeboard.  
 3 Yes, there was something above the teacher.  
 4 Yes, there was somebody sitting next to the window.  
 5 No, there wasn't anything/was nothing under the teacher's desk.  
 6 Yes, there was someone behind the teacher's desk.  
 7 Yes, there was something on the bookcase.  
 8 No, there wasn't anything/was nothing between the blackboard and the noticeboard.  
 9 Yes, there was somebody coming into the classroom.

## D Exclamations

- 1 Ask the students to read the examples.
- 2 Tell the students to note the sentence structure of exclamatory sentences beginning with *How* or *What*. Ask them to work out how these sentences are formed.
- 3 Remind the students that *How* is usually followed by a single adjective or adverb while *What* is usually followed by a noun phrase.
- 4 Remind the students of the difference between the exclamatory and the interrogative.

How old he is!  
How old is he?

- 5 Ask the students to do the exercise.

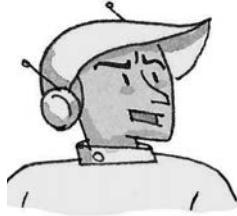
### Answers:

- D 1 What a lovely panda!  
2 How tidy the room is!  
3 What beautiful flowers they are!  
4 How well she plays the violin!

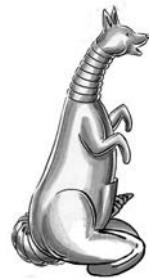
## D Exclamations

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

*How loudly Gork shouted!*



*What a bad dream Gork's having!*



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

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

1



2



3



4



 Listening

## Captain King's life and work

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

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

 Speaking

## A Talk time

### Syllables

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

deliver = **de-li-ver** (3 syllables)

**A1** Practise these words.

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

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

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

## Listening

### Captain King's life and work

- 1 This exercise gives the students practice in understanding the time reference of a statement. They must listen to each short comment by 'Captain King', and then decide whether he is talking about something which happened in the past, about a habitual action, or about a future action. They must listen carefully to the tenses of the verbs. Various adverbial phrases, e.g., *often, every day, two years ago*, also help to show them the answers.
- 2 Explain the task, and deal with any difficult words. Play the recording once and let the students mark their answers. Then replay the recording and give them the answers, and point out the words on the recording (the tenses and the adverbial phrases) which tell us about the time of each action.

#### Tapescript:

- 1 When I was a young man, I visited Venus, you know.
- 2 We often have some chocolate from the Moon after dinner. It's very tasty.
- 3 I use a telescope every day. It's very important to watch the stars. We don't want to crash!
- 4 I had a difficult time with Gork. He's a terrible monster. I escaped from him about two years ago.
- 5 Next year, I'm going to take a lot of plants to Mars. I think they will grow well on Mars.
- 6 I played computer games many years ago. But I don't play them now.
- 7 I'm going to Planet Z next week. There are real dinosaurs on Planet Z. I'm going to take some photos of them.
- 8 I lived on a comet years ago. I had a small house on the comet, and a nice garden out in front of it. That was about 15 years ago.

#### Answers:

- |         |          |
|---------|----------|
| 1 Past  | 5 Future |
| 2 Often | 6 Past   |
| 3 Often | 7 Future |
| 4 Past  | 8 Past   |

### For further listening practice

Workbook 8A page 64

- a Ask the students to read the given questions on page 64 and predict the answers.
- b Play the recording. The students listen and complete the answers.
- c Play the recording again. Check the answers with the students.
- d Let the students practise saying the questions and answers in pairs.

## Speaking

### A Talk time

#### Syllables

- 1 Tell the students that a syllable is defined as one of the sounds you can divide a word into. It usually consists of a vowel sound with a consonant sound before or after it. Put these words on the board and say them, letting the students hear them by emphasizing the syllables slightly. Do not write the syllable breaks on the board.

nine	ninety	happiness	unhappiness (4)
harm	harmful	national	international (5)
	happy		

Note that the last column has a four- and a five-syllable word.

- 2 Ask the students to say the words chorally.
  - 3 Erase all the words and write four columns labelled 1, 2, 3 and 4 on the board. Then tell the students they will hear some words to which they must listen carefully for the number of syllables. They must then write the words in the appropriate column.
  - 4 Give these examples and ask the students to tell you which column the words belong in. The answers are given in brackets.
- |                |              |
|----------------|--------------|
| subtract (2)   | add (1)      |
| electronic (4) | multiply (3) |
- 5 Now say these words in the order given below. Give the students time to write them in their notebooks and check their answers.

custom (2)	engineer (3)
successful (3)	responsible (3)
fair (1)	mathematics (4)
physics (2)	especially (4)
experiment (4)	glad (1)
twin (1)	rainbow (2)

- 6 Now do Exercises A1 and A2.

#### Answers:

- |    |   |   |   |   |    |   |
|----|---|---|---|---|----|---|
| A2 | 2 | 1 | 5 | 2 | 8  | 4 |
|    | 3 | 2 | 6 | 4 | 9  | 4 |
|    | 4 | 3 | 7 | 1 | 10 | 2 |

## \*B Speak up

### Lost on Planet X

- 1 This is a role-play exercise for the students to do in pairs. They must study the map and the list and choose eight things to carry with them from the crash site to the base.
- 2 Encourage the students to give reasons to each other for all the things they choose. You may wish to write some of these patterns on the board to help the students talk about the matter.

Shall we take ...?

Yes, let's take that/those.

No, we don't need that/those.

We need ... because we must ...

We must ...

Therefore, we need to take ...

### Possible answer:

B Hi, everyone

We have decided to carry these eight things.

First, we will take the ten one-litre bottles of water.  
Second, we will take ten lunch boxes. (We think ten are enough.)

Third, we will take the map of Planet X.

Fourth, we will take the rubber boat.

Fifth, we will take the rope.

Sixth, we will also take the ten boxes of matches.

Seventh, we will also take the two guns.

Eighth, we will take the first-aid box with us.

Are there any questions?

- 3 After about 10–15 minutes, stop the talking and ask some students to tell the class which things they will take with them. Encourage other students to ask questions such as 'Why do you want to take a camera?'.

## \* B Speak up

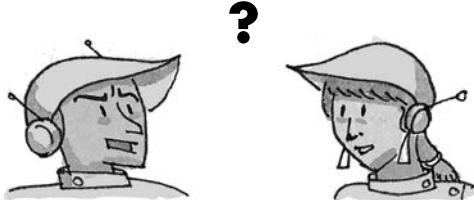
### Lost on Planet X

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

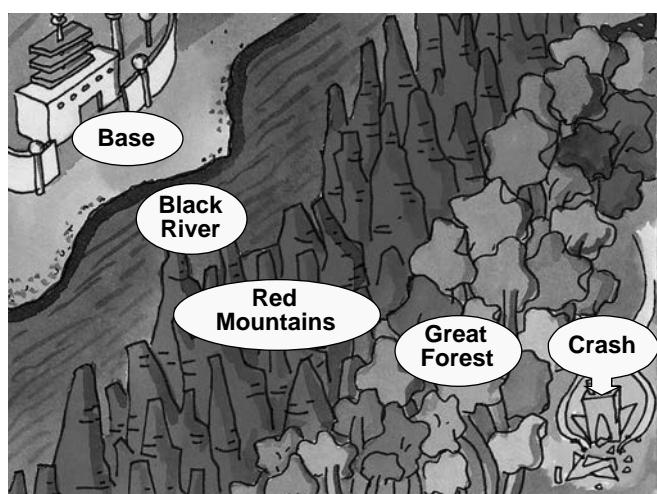
a camera	a torch	4 blankets
a first-aid box	an axe	10 boxes of matches
a map of Planet X	an electronic calculator	10 one-litre bottles of water
a rope	a pair of sunglasses	12 cans of soft drink
a rubber boat	a five-litre can of petrol	20 lunch boxes
a tent	2 guns	25 gold coins

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

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



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



# Writing

## An eyewitness report

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

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

1



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

2



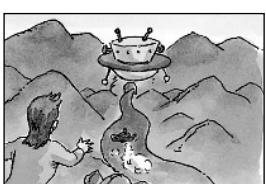
What did it do? (try to, break down, walls)

3



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

4



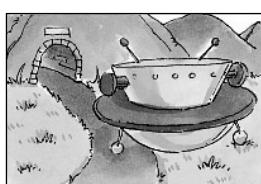
What did the alien do then? (follow, spaceship)

5



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

6



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

7



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

8



What happened at that moment? (soldiers, arrived)

9



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

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

DAILY POST 23 March

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

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

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

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

## Writing

### An eyewitness report

- 1 The students practise writing a newspaper report by using the words and pictures provided and contributing their own ideas.
- 2 Ask the students to work in pairs to do Exercise A. They should look at the pictures and outline the report first and then decide together what to put in the report.
- 3 Ask the students to work individually to write out the answers to Exercise B.

#### Answers:

- A 1 She saw an alien. It looked bigger than a man.  
 2 It tried to break down the walls.  
 3 Captain King ran away. He got into his car and drove off.  
 4 It followed him in its spaceship.  
 5 The car entered the tunnel.  
 6 The spaceship landed nearby.  
 7 No, it couldn't because it was too big.  
 8 At that moment, some soldiers arrived.  
 9 It got into its spaceship and flew away.
- B Yesterday evening, when I was walking past the garden of my neighbour, the famous spaceman, Captain King, I saw an alien in his garden. It was much bigger than a man. It tried to break down the walls. Captain King ran away. He got into his car and drove off. The alien followed him in its spaceship. The car entered the tunnel. The spaceship landed nearby. Then the alien got out and walked to the tunnel. It could not enter because it was too big. At that moment, some soldiers arrived. The alien was afraid. It got into its spaceship and flew away. As it left, the alien shouted to Captain King, 'I'll be back for you.' Captain King replied, 'I'll be waiting for you, Gork.'
- The alien did not hurt anybody last night, but it damaged Captain King's house.

### For further writing practice

*Workbook 8A page 67*

- a Let the students look at the pictures and the notes.
- b Ask: *Where is Mercury?*  
*Does it have any moons?*  
*Are there any mountains on it?*  
*Is there any water on it?*
- c Let the students work in pairs and ask each other similar questions about Venus, the Earth and Mars.
- d Ask the students to write a report about the planets.
- e Invite individual students to read out their reports to the class.

## \*More practice

### Nobody knows

The passage gives reports from witnesses of the 1947 Roswell Incident. They present differing points of view. We have also to consider the situation at that time in America when we think about whether or not a UFO really did come to the Earth. We do not know the truth. (See the additional information below for further details.)

### Additional background information:

In 1947 and for a decade or more after that, America was fascinated and worried by the topic of UFOs (Unidentified Flying Objects). We must remember that this was just after the end of World War II (1939–1945), and in this part of America the first atomic bombs were being developed. It is possible that the government was testing various secret weapons in the air, and did not want people to know about them.

After one or two reports of UFOs, the topic became very popular in books and newspapers and in many films. As a result, there were more and more people who claimed that they too had seen a UFO or met an alien.

The Roswell Incident was a real incident, and we have based the passage on reports about it, and have not invented anything ourselves. People who are keen on the idea of UFOs claim that it did result in real evidence of alien life, and that the US government covered up this evidence. However, it is difficult now to say what is true and what is not true.

### Note:

In case some students should find this topic worrying, you can reassure them by saying that there is no generally accepted evidence of UFOs or aliens visiting the Earth at all.

### Vocabulary:

**airbase** (n.) an airport for military planes

The plane took off from the airbase just five minutes ago.

**refrigerate** (v.) keep something very cold

Fish are usually refrigerated and transported in ships and lorries.

**weather balloon** a large, strong balloon which is sent high up into the air to collect information about the winds and temperature

Weather balloons are very helpful to weathermen.

**wreckage** (n.) the damaged pieces of something (such as a machine/car/plane) which are left after a crash

No one was rescued from the wreckage of the plane.



## More practice

### Nobody knows

Thousands of people say that they have seen UFOs. Here is one of the most famous stories, the Roswell Incident, which happened in the USA 5 in 1947.

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

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

**Witness C** (Major Marcel): I went and collected some of the wreckage. I gave it to another army officer, and I never saw it again. The army said later that the wreckage came from a weather balloon, but this was a lie. The metal was something I had 20 never seen before or since.

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

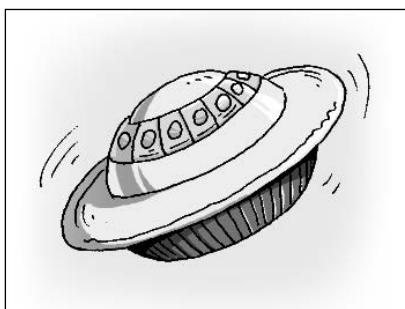
**Witness E** (Melvin Brown): I was a soldier in the US army then. We had to guard 30 some trucks. One was refrigerated. I looked inside it. I saw three small, dead bodies. They had big heads, and nice, friendly faces.



① witness *n.* 目击者 ② wreckage *n.* 残骸

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

1



2



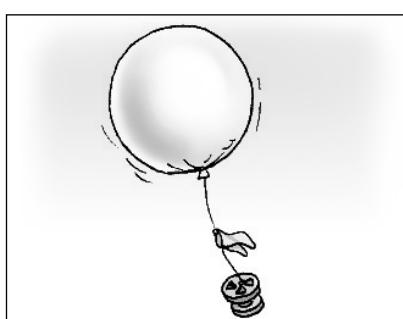
a \_\_\_\_\_

some \_\_\_\_\_

3



4



an \_\_\_\_\_

a \_\_\_\_\_

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

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

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

- |   |     |
|---|-----|
| 1 Witness A was sitting alone when he saw the UFO.                    | T/F |
| 2 Mr Brazel did not understand the writing on the pieces of wreckage. | T/F |
| 3 Major Marcel thought the wreckage was made of very special metal.   | T/F |
| 4 Witness D saw a huge spaceship.                                     | T/F |
| 5 All of the aliens died in the crash.                                | T/F |

**Answers:**

- A 1 spaceship  
2 wreckage  
3 airbase  
4 weather balloon
- B 1 He found some of the wreckage on his farm.  
2 Witness D and Witness E both said the aliens had big heads.  
3 The US army said the wreckage came from a weather balloon.  
4 Socorro is about 240 km from Roswell.  
5 Mr Brown saw three small, dead bodies in the truck.
- C 1 F  
2 T  
3 T  
4 F  
5 F

### **Progress file 7**

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

#### **Answers:**

- 1 searched
- 2 moment
- 3 lie
- 4 interrupted
- 5 decided
- 6 behind
- 7 between
- 8 beside
- 9 any
- 10 some
- 11 anyone
- 12 nobody
- 13 someone
- 14 How
- 15 What

# Progress file 7

## Vocabulary

Use the correct forms of the words in the box to complete the sentences.

- 1 He has \_\_\_\_\_ everywhere for the keys.
- 2 She thought for a \_\_\_\_\_ before speaking.
- 3 You look tired. You need to \_\_\_\_\_ down and rest.
- 4 I was talking to Sally when Roger \_\_\_\_\_ me.
- 5 She has not \_\_\_\_\_ what she will wear for the party.

interrupt  
moment  
decide  
search  
lie

## Grammar

Write one word in each blank. Use each word once only.

between      behind      beside

- 6 The car which was \_\_\_\_\_ us hit the back of our car.
- 7 That ferry runs \_\_\_\_\_ Puxi and Pudong.
- 8 Please put your rubbish in the bin that is \_\_\_\_\_ the door.

some      any

- 9 Are there \_\_\_\_\_ roses in the garden?
- 10 I have collected \_\_\_\_\_ information about UFOs.

someone      nobody      anyone

- 11 Does \_\_\_\_\_ have a calculator in their bag?
- 12 Question 63 was so difficult that \_\_\_\_\_ got it right.
- 13 While she was on holiday, \_\_\_\_\_ kindly looked after her cat.

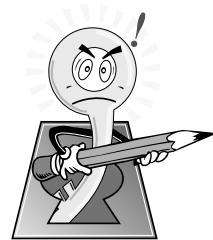
How      What

- 14 \_\_\_\_\_ frightened Peters was when he saw Gork, the monster!
- 15 \_\_\_\_\_ an amazing brain Shakuntala has got!

## My progress:



Comments:



0–6 Try harder.



7–12 Can do better.



13–15 Good work.

## Word box



<b>per</b> /pə(r)/	<i>prep.</i>	每；每一
<b>escape</b> /ɪ'skeɪp/	<i>v.</i>	逃走；逃跑
<b>escape from</b>		(从监禁或管制中) 逃跑，逃走，逃出
<b>kill</b> /kɪl/	<i>v.</i>	杀死；导致死亡
<b>lie</b> /laɪ/	<i>v.</i>	躺；平卧
<b>fall asleep</b>		入睡
<b>*snore</b> /snɔ:(r)/	<i>v.</i>	打鼾；打呼噜
<b>*laser</b> /'leɪzə(r)/	<i>n.</i>	激光(器)
<b>*torch</b> /tɔ:tʃ/	<i>n.</i>	手电筒
<b>case</b> /keɪs/	<i>n.</i>	容器；盒；套
<b>*attract</b> /ə'trækt/	<i>v.</i>	吸引
<b>interrupt</b> /,ɪntə'rʌpt/	<i>v.</i>	插嘴；打扰；打岔
<b>moment</b> /'məʊmənt/	<i>n.</i>	片刻；瞬间
<b>aim</b> /eɪm/	<i>v.</i>	瞄准；对准
<b>aim at</b>		瞄准；对准
<b>*beam</b> /bi:m/	<i>n.</i>	光线；波束
<b>hit</b> /hit/	<i>v.</i>	击中；命中
<b>attack</b> /ə'tæk/	<i>v.</i>	袭击；攻击
<b>damage</b> /'dæmɪdʒ/	<i>v.</i>	损害；毁坏；破坏
<b>finished</b> /'fniʃt/	<i>adj.</i>	完蛋；失败；垮台
<b>make sure</b>		确保；设法保证
<b>whisper</b> /'wɪspə(r)/	<i>v.</i>	耳语；低语；小声说
<b>be done for</b>		处境艰难；注定完蛋；肯定不行
<b>*panic</b> /'pænɪk/	<i>v.</i>	(使)惊慌失措
<b>freedom</b> /'fri:dəm/	<i>n.</i>	自由
<b>figure</b> /'figə(r)/	<i>n.</i>	(远处人的)轮廓；(隐约可见的)人影
<b>silently</b> /'saɪləntli/	<i>adv.</i>	悄悄地；静静地
<b>search</b> /sɜ:tʃ/	<i>v.</i>	搜查；查找
<b>character</b> /'kærəktə(r)/	<i>n.</i>	人物；角色
<b>crash</b> /kræʃ/	<i>v. &amp; n.</i>	猛撞；碰撞
<b>base</b> /beɪs/	<i>n.</i>	基地；总部
<b>petrol</b> /'petrəl/	<i>n.</i>	汽油
<b>decide</b> /dɪ'saɪd/	<i>v.</i>	决定



## Notes

Page 111

- 1 After his supper, Gork lay down on his bed and fell asleep almost immediately. 晚饭后，高克几乎是一躺到床上就立刻进入了梦乡。  
句中的 **lay** 为动词 **lie** 的过去式，意为“躺；平卧”。此外，**lie** 也可作名词，意为“谎言”，如：tell a lie（说谎）。
- 2 We're too weak to open the door. 我们力气太小，打不开那扇门。  
**too ... to ...** 意为“太……以至于不能……”，又如：Tom is too young to go to school. 汤姆年龄太小，还不能上学。； It was too cold to go swimming yesterday. 昨天天气太冷，不能游泳。
- 3 Here's what we'll do! 这就是我们要做的事情！  
句中的 **what** 是动词 **do** 的宾语。
- 4 Moments later, we were all out of the cage. 片刻之后，我们都逃出了笼子。  
句中的 **moments later** 和 **a moment later** 意思相同，表示“过了一会儿”。
- 5 The noise brought the kangaroos running into the room. 这响声引得袋鼠们纷纷涌进它的房间。  
句中的 **bring** 意为“使（朝某方向或按某方式）移动”。在 6B Unit 2 曾学过：Have you brought your passports yet?，其中 **bring** 的过去分词 **brought** 意为“带……到某处；带来”。
- 6 I'll get you. 我会抓住你的。  
句中的 **get** 意为“抓住；捉住；逮住”。
- 7 As they hopped through the door, he felt their backs with his hands to make sure we were not riding on them. 当它们（袋鼠）从门里跳出来时，他（高克）用手触摸它们的背，以便确认我们没有骑在上面。  
句中的 **feel** 作动词，意为“触；摸”。此外，**feel** 还可表示“觉得；感到”，如在 7B Unit 10 曾学过 Mr Wind felt very tired.。
- 8 We're done for. 我们都完了！
- 9 A few moments later, he escaped through the door to freedom. 过了一会儿，他从门洞里逃了出来，获得了自由。  
句中的 **freedom** 是形容词 **free**（意为“自由的”）的名词形式，如：I think freedom is the most important thing in life. 我认为自由是生命中最重要的东西。

## Additional teaching suggestions

- 1 为活跃课堂气氛、提高学生的学习兴趣，建议教师把第六单元和第七单元 Reading 部分的内容进行整合，改编为一个完整、连贯的课本剧进行演出。
- ★ 本单元的 **bring**、**get**、**feel** 属一词多义，虽不列入本单元的 Word box，但列入 Word bank，属核心词汇，要求学生掌握运用。

## The contents page

We can tell what a book will be about by looking at its title first, and then at its contents page.

**Contents** means things that are contained in something. For example, the contents of this case are shirts, ties and socks. The contents of a letter or a book are the ideas and information it contains.

In a book, the information is usually divided into parts and/or chapters. The titles of these parts and/or chapters are shown at the beginning of a book on the contents page.



Dear James

I am writing to tell you about something very strange that happened to me last week. I was ...

Contents pages are useful because they tell us the kind of information we will probably find in a book. They also tell us where to find the information.

**A** Study the contents page of the book below and answer these questions.

- 1 How many main parts, chapters and pages does the book contain?
- 2 What other parts are there at the end of the book?
- 3 In which part will you probably find information about Shanghai's bus, train and air services?
- 4 Which chapter will probably contain information about a gas company?
- 5 Between which pages will you probably find information about the number of old people in Shanghai?
- 6 Where will you probably find information about Shanghai's rainfall?
- 7 Which is probably the title of the book?
  - a The History of Shanghai
  - b A Social Study of Shanghai
  - c The Geography of Shanghai

Contents		
<b>Part I</b>		
<b>The growth of Shanghai and its people</b>		
Chapter 1	The growth of Shanghai	2
Chapter 2	The growth of Shanghai's population	12
<b>Part II</b>		
<b>The needs of the people</b>		
Chapter 3	Our food production	24
Chapter 4	Our water supply	30
Chapter 5	Our power supply	38
Chapter 6	Our vehicles	50
<b>Class projects</b>		
62		
<b>Acknowledgements</b>		
64		

# Using English

## The contents page

- 1 Tell the students we can tell what a book is about by looking first at its title and then at its contents page.
- 2 Use their *Student's Book* as an example. Tell them to look at the title. Ask the students:  
What is the subject of the book? (English)  
Who is it written for? (Grade 8 students)
- 3 Then tell them to find the contents pages. Point out that the contents pages help you find quickly where information is in a book. Ask the students these questions.
  - How many units are there? (7)
  - How many sections are there in each unit? (6)
  - Which section is divided into two parts? (Speaking)
  - In which unit can you learn to use the future tense? (Unit 6)
  - In which unit can you read about numbers? (Unit 4)
  - In which module can you learn to use your encyclopedias? (Module 2)
  - In which module can you learn how to use an index? (Module 1)
  - In which unit can you learn how to write a letter? (Unit 1)
- 4 Let the students read the introduction to the Using English section and then proceed to Exercise A.

## Answers:

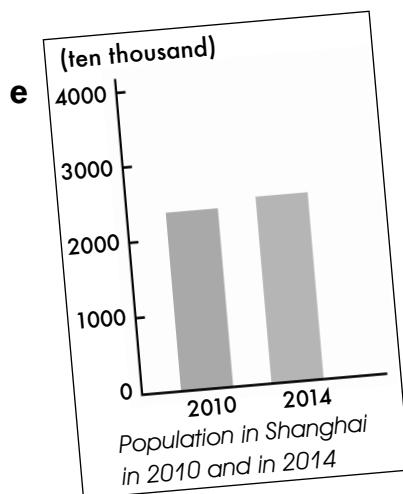
- A 1 It contains two main parts, six chapters and about 64 pages.  
 2 Class projects and Acknowledgements.  
 3 Part II  
 4 Chapter 5.  
 5 Pages 12–23.  
 6 In Chapter 4.  
 7 b  
 8 a Chapter 5.  
 b Chapter 6.  
 c Chapter 4.  
 d Chapter 5.  
 e Chapter 2.  
 f Chapter 3.

5 Exercise B requires the students to guess a topic by looking for clues in the topic sentence(s).

**Answers:**

- B 2 Languages ... writing
- 3 Food ... cooking
- 4 Hair ... jewellery ... make-up
- 5 Money

8 The pictures below are from the book. In which chapters might you find them?



**B** Sometimes the contents page gives the titles of the chapters and one or two sentences about the contents of each chapter. Look at the contents page of the book **People of the World** below and complete the titles. Put one word in each blank. The first one has been done for you.

Contents		
Chapter 1	<u>People</u> and their <u>countries</u>	
	This chapter tells us about the different people of the world and their countries.	3
Chapter 2	<u>                </u> and ways of <u>                </u>	
	In this chapter, we learn about the different languages of people and their ways of writing.	11
Chapter 3	<u>                </u> and <u>                </u>	
	We find out about the different kinds of food that people eat and how they do their cooking.	18
Chapter 4	<u>                </u> , <u>                </u> and <u>                </u>	
	This chapter looks at how people do their hair, wear jewellery and put on make-up to make themselves look attractive.	26
Chapter 5	<u>                </u>	
	Each country has its own banknotes and coins.	
	This chapter tells us about different kinds of money.	32

# \*Project

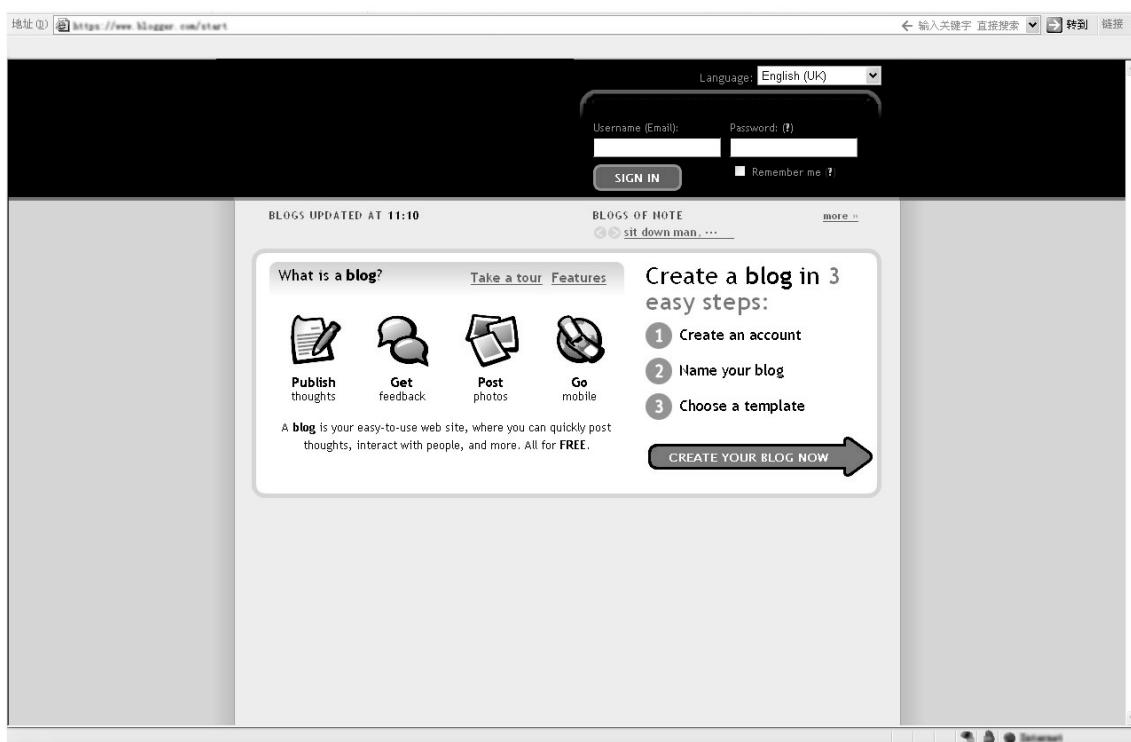
## Start your own blog

Blogs are getting more and more popular nowadays. Have you ever heard of blogs? What does 'BLOG' stand for? What is a blog?

Blog stands for Web-log, an informal personal website. A blog is an online space where you can write your personal diary, express your feelings and collect different links for websites which you are interested in. You may put your private thoughts, your own pictures and your favourite music on it or exchange your ideas with people from all over the world.

Do you want to start your own blog and exchange your ideas? Let's start!

First, find a free blogging service on the Internet. Here is an example:



Click on

**CREATE YOUR BLOG NOW** →

- Create an account:

Type in your e-mail address, create a password and re-enter the password. Then type in your name for your blog and finally type in the letters you see on the page. Don't forget to tick (✓) the box below. You can't go on unless you accept the terms of service.

# \*Project

## Start your own blog

- 1 Tell the students that they are going to learn about blogs in this project. Ask them the following questions before they look at page 128 of the *Student's Book*.

Have you ever heard of blogs?

What does 'BLOG' stand for?

What is a blog?

- 2 Show the students some blogs from the Internet, if available, and ask them to discuss what they see in each blog, e.g., *personal diaries, pictures, links*.
- 3 Read through the introduction with the students. Explain any difficult words if necessary. Ask the students: *Do you want to start your own blog?* Then explain the steps in creating a blog.

- 4 Explain *account*, *e-mail address*, *password* and *terms of service* to the students and point each item out in the first picture on page 129.
- 5 If available, show the students some blogs from the Internet again and ask the students to find out the titles of these blogs. Tell them that we usually give our blog a title. Ask the students: *What title are you going to give to your blog?* and have them write it down in their notebooks.

① Create an account

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<b>Email address</b> (must already exist)	<input type="text" value="ericbrown1997@hotmail.com"/>	You will use this address to log in services. We will never share it with third parties without your permission.
<b>Retype email address</b>	<input type="text" value="ericbrown1997@hotmail.com"/>	Type in your email address again to make sure there are no typos.
<b>Enter a password</b>	<input type="password" value="*****"/> Password strength: <b>Strong</b>	Must be at least 8 characters long.
<b>Type password again</b>	<input type="password" value="*****"/>	
<b>Display name</b>	<input type="text" value="eric"/>	The name used to sign your blog posts.
<b>Word Verification</b>		
<b>Acceptance of Terms</b>	<input checked="" type="checkbox"/> I accept the <a href="#">Terms of Service</a>	Indicate that you have read and that you understand the terms of service

**CONTINUE** 

- Name your blog:

Click on  and you will see the following page:

地址栏: http://www.blogger.com/creates-a-blog #

输入关键字: 官方搜索 ↗ 特别 | 登录

① CREATE ACCOUNT | ② NAME BLOG | ③ CHOOSE TEMPLATE

## 2 Name your blog

Blog title: My sky  
Your blog's title will appear on your published blog, on your dashboard and in your profile.

Blog address (URL):  Check Availability  
The URL you select will be used by visitors to access your blog. [Learn more](#)

Word Verification:

Type the characters you see in the picture.

Advanced Options: (you can always set up advanced options later)

Host your blog: Want to host your blog somewhere else? Try Advanced Blog Setup. This will allow you to host your blog somewhere other than Blogger.

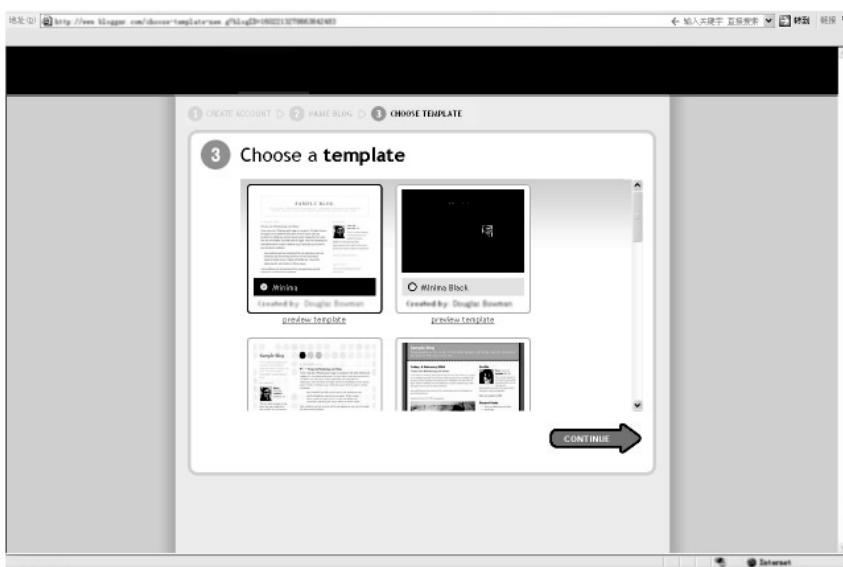
**CONTINUE** ➔

Give your blog a title, such as 'My sky', 'All about me' or 'I am a bookworm'.

Create your blog address (URL). Make the URL easy to remember and check whether it has been used or not by clicking on **Check Availability**. If it is available, you can tell your friends the address and they can visit your blog after you have created it.

- Choose a template:

Click on  and you will see the following page:



Choose a template. You can preview the template if you click on **preview template**.

- You have finished creating your blog:

Click on  and you will see the following page:



Click on  and you can add your posts to it, create your personal profiles, or customize how your blog looks.

- Start to work on your blog:

Create posting: You can write what you would like to say in it and let others read what you write by clicking on **PUBLISH POST**.

- 6 Explain *URL* to the students. Remind them that the URL should be easy to remember and available.
- 7 Explain *template* to the students. Show them different templates from the Internet and ask: *Which template would you like to have?* If the students cannot decide which one to choose, remind them that we can preview different templates to help us make a decision.
- 8 Revise the main steps in creating a blog with the students. Make sure they are clear about the steps.
- 9 Explain *post* to the students. Ask the students what they would like to write in their blogs. Remind the students that since this is their first blog entry, it could be a self-introduction, an introduction to the blog, their feelings about the blog, etc. Ask them to write the first post as a short passage in their notebooks.

- 10 Explain *setting* to the students. Tell them that the basic profile is shown under *Settings* and this information will not be known by anyone else. Remind the students that we can change the title of the blog, the blog's description and fix other settings here.
- 11 Tell the students that we can view how our blogs look by clicking *View Blog*.

The screenshot shows the Blogger posting interface. At the top, there are tabs for 'Posting', 'Settings', 'Layout', and 'View Blog'. Below that is a sub-menu with 'Create', 'Edit Posts', and 'Moderate Comments'. The main area has a 'Title' input field containing 'My day'. Below it is a rich text editor toolbar with various formatting options like bold, italic, and underline. The post content area contains the text: 'This is my first time to post my blog. I feel quite interested and excited because I really don't know what to write and what to put in my blog. But I think I would like to invite my friends to visit 'My sky''. There are buttons for 'Edit Html', 'Compose', 'Post Options', and 'Labels for this post:'. A note says 'Shortcuts: press **Ctrl** with: **B** = Bold, **I** = Italic, **P** = Publish, **S** = Save, **D** = Draft [more](#)'. At the bottom are 'PUBLISH POST' and 'SAVE NOW' buttons, with a note that the draft was autosaved at 11:27. A link to 'Return to list of posts' is also present.

View your settings: You can click on **Settings** and have a look at your basic profile. This information is only for you and will not be known by anyone else.

The screenshot shows the Blogger settings interface for the blog 'My sky'. The 'Basic' tab is selected. Other tabs include Publishing, Formatting, Comments, Archiving, Site Feed, Email, OpenID, and Permissions. The 'Title' field is set to 'My sky'. The 'Description' field is empty. Under 'Add your blog to our listings?', there is a dropdown menu set to 'Yes'. A note explains that a listed blog may be linked to from Blogger.com. Under 'Let search engines find your blog?', there is another dropdown menu set to 'Yes'. A note explains that selecting 'Yes' includes the blog in Google Blog Search and ping Weblogs.com. Under 'Show quick editing on your blog?', there is a dropdown menu set to 'Yes'. A note says that when logged in, posts can be edited from the blog with one click. The right side of the screen shows a vertical scroll bar.

You can change your template if you like.

Now you can view your blog by clicking on **View Blog**:

# My sky

SATURDAY, 4 SEPTEMBER 2021

## My day

This is my first time to post my blog. I feel interested and excited because I really don't know what to write and what to put in my blog. But I think I would invite my friends to visit 'My sky'. I am quite shy before people, but I don't think I will be shy on the Internet.

POSTED BY ERIC AT 20:25 0 COMMENTS 

## BLOG ARCHIVE

▼ 2021(1)

▼ September (1)

My day



## ABOUT ME

ERIC

VIEW MY COMPLETE PROFILE



Subscribe to: Posts (Atom)

- Make your blog lively and attractive:

You can make your blog look more attractive by editing your posts, such as adding some pictures. You can also read others' comments and exchange ideas on your blog. Don't forget to write on your blog often. If you don't, no one will want to read it any longer and your blog may be deleted because you have not used it for a long time.

- 12 Look at the blog page on page 132 with the students. Ask them to show you which part is the blog title and which part is the post.
- 13 Ask the students to make a blog page like the one on page 132 using the title and post they wrote before.
- 14 Remind the students to make the blogs lively and interesting by writing in them often.



## Word list

### A a

*abacus	<i>n.</i>	算盘	U4
ability	<i>n.</i>	才能; 能力	U5
*aboard	<i>adv.</i>	上船 (或飞机、公共汽车、火车等)	U3
above	<i>adv.</i>	上述; 上文	U4N
*accountant	<i>n.</i>	会计; 会计师	U1
accurate	<i>adj.</i>	正确无误的	U4
achieve	<i>v.</i>	(凭长期努力) 达到 (某目标)	U2
add	<i>v.</i>	(数学运算) 加	U4N
Africa	<i>n.</i>	非洲	U5
against	<i>prep.</i>	与……相比	U4
aim	<i>v.</i>	瞄准; 对准	U7
*alien	<i>n.</i>	外星人	U6
amazing	<i>adj.</i>	令人惊奇的; 令人惊喜的	U4
ambition	<i>n.</i>	追求的目标; 志向	U1
approach	<i>v.</i>	靠近; 接近	U6
argue	<i>v.</i>	争论; 争吵	U3
argument	<i>n.</i>	争论; 争吵; 争辩	U3
arrange	<i>v.</i>	安排; 筹备	U6
article	<i>n.</i>	文章	U2
*artistic	<i>adj.</i>	有艺术天赋的	U5
as	<i>conj.</i>	当……时	U3N
		正好; 如同	U4N
*assist	<i>v.</i>	帮助	U2
attack	<i>v.</i>	袭击; 攻击	U7
attend	<i>v.</i>	出席; 参加	U2
*attract	<i>v.</i>	吸引	U7

### B b

bar	<i>n.</i>	长条; 棒	U6N
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注：出处带“N”的单词出现于相应单元的 Notes 页上。

base	<i>n.</i>	基地；总部	U7
baseball	<i>n.</i>	棒球运动	U1
*beam	<i>n.</i>	光线；波束	U7
believe	<i>v.</i>	相信	U5
below	<i>adv.</i>	在（或到）下面	U6
best	<i>adj.</i>	最好的	U1
blood	<i>n.</i>	血	U6
boring	<i>adj.</i>	没趣的；令人厌倦的	U2
brain	<i>n.</i>	脑	U4
bring	<i>v.</i>	使（朝某方向或按某方式）移动	U7N
business	<i>n.</i>	生意；公司	U2
by	<i>adv.</i>	经过	U3N

## C c

*cage	<i>n.</i>	笼子	U6
calculate	<i>v.</i>	计算	U4
calculation	<i>n.</i>	计算	U4
calculator	<i>n.</i>	计算器	U4
call	<i>n.</i>	打电话；通话	U2N
captain	<i>n.</i>	船长；机长	U6
case	<i>n.</i>	容器；盒；套	U7
cause	<i>v.</i>	使发生；引起；导致	U5
cell	<i>n.</i>	细胞	U2
character	<i>n.</i>	人物；角色	U7
check	<i>v.</i>	检查；核查	U4
clearly	<i>adv.</i>	明显地；显然地	U6
client	<i>n.</i>	客户；委托人	U2
*cliff	<i>n.</i>	（常指海边的）悬崖，峭壁	U6
collect	<i>v.</i>	接走（某人）	U2N
college	<i>n.</i>	（英国）学院，职业学校	U1
complete	<i>v.</i>	使完整	U4
continue	<i>v.</i>	持续；继续做	U2
corner	<i>n.</i>	角	U1

crash	<i>v.</i> & <i>n.</i>	猛撞；碰撞	U7
crew	<i>n.</i>	(轮船、飞机等上的)全体工作人员	U6
crowd	<i>n.</i>	人群；观众	U3

## D d

damage	<i>v.</i>	损害；毁坏；破坏	U7
decide	<i>v.</i>	决定	U7
degree	<i>n.</i>	度；度数	U4
detail	<i>n.</i>	细节	U3
develop	<i>v.</i>	发展；壮大	U4
* dial	<i>v.</i>	拨(电话号码)	U3
diary	<i>n.</i>	日记	U3N
* dinosaur	<i>n.</i>	恐龙	U5
disease	<i>n.</i>	病；疾病	U5
divide	<i>v.</i>	除以	U4
downstairs	<i>adv.</i>	在楼下；往楼下	U3
dream	<i>n.</i>	梦想；理想	U1
during	<i>prep.</i>	在……期间	U1

## E e

electronic	<i>adj.</i>	电子的；电子器件的	U4
* enclose	<i>v.</i>	随函(或包裹)附上	U1
* encyclopaedia	<i>n.</i>	百科全书	U5
energy	<i>n.</i>	能量	U2
escape	<i>v.</i>	逃走；逃跑	U7
especially	<i>adv.</i>	十分；非常	U4
Europe	<i>n.</i>	欧洲	U5
even	<i>adv.</i>	甚至	U5
ever	<i>adv.</i>	在任何时候；从来	U3
exam	<i>n.</i>	考试	U2
except	<i>conj.</i>	除了；只是	U6
exist	<i>v.</i>	存在；实际上有	U5
expect	<i>v.</i>	预料；预期	U2

explain	v.	解释；说明	U2
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### F f

fail	v.	(考试)不及格	U2
favour	n.	帮助；好事；恩惠	U6
fee	n.	费用	U5
feel	v.	触；摸	U7N
fierce	adj.	凶猛的；凶狠的	U5
fight	v.	打斗；打架	U3
figure	n.	(远处人的)轮廓；(隐约可见的)人影	U7
finished	adj.	完蛋；失败；垮台	U7
following	adj.	下述的；下列的	U4
*footprint	n.	脚印；足迹	U5
force	n.	(物理)力	U2
freedom	n.	自由	U7
frighten	v.	使惊吓；使惊恐	U6

### G g

gate	n.	大门	U3
get	v.	抓住；捉住；逮住	U7N
*giant	adj.	巨大的；特大的	U6
*gone	adj.	不复存在；离开了；走了	U3
government	n.	政府；内阁	U5
grade	n.	成绩等级；评分等级	U2N
*Greece	n.	希腊	U5

### H h

harm	n.	伤害；损害	U5
harmful	adj.	有害的；导致损害的	U5
harmless	adj.	无害的；不会导致损伤的	U5
heat	n.	热；温度	U2
height	n.	(人的)身高；(物的)高度	U1
hit	v.	击中；命中	U7

human	<i>adj.</i>	人的	U4
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## I i

include	<i>v.</i>	包括；包含	U5
instruction	<i>n.</i>	(计算机的)指令	U4N
intelligence	<i>n.</i>	才智；智慧	U5
interrupt	<i>v.</i>	插嘴；打扰；打岔	U7
invent	<i>v.</i>	发明；创造	U4
invention	<i>n.</i>	发明物；发明	U4
inventor	<i>n.</i>	发明家	U5
*Italian	<i>adj.</i>	意大利的	U5

## J j

*jar	<i>n.</i>	缸；坛子；罐子	U5
just	<i>adv.</i>	只是；仅仅是	U3N

## K k

*kangaroo	<i>n.</i>	袋鼠	U6
keen	<i>adj.</i>	喜爱；有兴趣	U1
kill	<i>v.</i>	杀死；导致死亡	U7

## L l

language	<i>n.</i>	语言	U4
*laser	<i>n.</i>	激光(器)	U7
last	<i>adj.</i>	最后的；最末的	U6N
lie	<i>v.</i>	躺；平卧	U7
lifetime	<i>n.</i>	一生；终生	U4
*lightning	<i>n.</i>	闪电	U4
living	<i>adj.</i>	活着的；活的	U4
lost	<i>adj.</i>	迷路的；迷失的	U6
luckily	<i>adv.</i>	幸运地；幸好	U2

## M m

*magnet	<i>n.</i>	磁铁；吸铁石	U6
maybe	<i>adv.</i>	或许，可能	U1
metre	<i>n.</i>	米；公尺	U1
moment	<i>n.</i>	片刻；瞬间	U7
*monster	<i>n.</i>	怪物；怪兽	U6
*multiply	<i>v.</i>	乘；乘以	U4
musician	<i>n.</i>	音乐家	U5
must	<i>modal v.</i>	一定	U2N

## N n

*navigator	<i>n.</i>	(飞机、船舶等上的)领航员，驾驶员	U6
nearby	<i>adv.</i>	在附近	U1
nearly	<i>adv.</i>	几乎；差不多；将近	U4
*Newcastle	<i>n.</i>	(英国地名)纽卡斯尔	U1
nobody	<i>pron.</i>	没有人	U5
notice	<i>v.</i>	注意到；意识到	U3N

## O o

offer	<i>v.</i>	主动提议；给予	U6
over	<i>prep.</i>	在……期间	U2N
own	<i>v.</i>	拥有	U1
	<i>adj.</i>	自己的；本人的	U4N

## P p

*panic	<i>v.</i>	(使)惊慌失措	U7
part	<i>n.</i>	部分；组成部分	U4
partly	<i>adv.</i>	一定程度上；部分地	U6
peace	<i>n.</i>	和平；太平	U6
per	<i>prep.</i>	每；每一	U7
*percentage	<i>n.</i>	百分率；百分比	U4
petrol	<i>n.</i>	汽油	U7
physical	<i>adj.</i>	身体的	U2

physics	<i>n.</i>	物理学	U1
popular	<i>adj.</i>	受喜爱的; 受欢迎的	U2
postcard	<i>n.</i>	明信片	U3
power	<i>n.</i>	能; 能量	U4
powerful	<i>adj.</i>	很有效的; 强有力的	U4
probably	<i>adv.</i>	很可能; 大概	U1
*program	<i>v.</i>	编写程序	U4
*purse	<i>n.</i>	(尤指女用的) 钱包	U3

### Q q

quietly	<i>adv.</i>	轻轻地; 安静地	U3
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### R r

*rat	<i>n.</i>	老鼠; 耗子	U6
rather	<i>adv.</i>	相当; 在某种程度上	U3
realize	<i>v.</i>	领会; 意识到	U3
repair	<i>v. &amp; n.</i>	修理; 修补; 修缮	U5
repeat	<i>v.</i>	重复	U2
report	<i>v.</i>	举报; 告发	U3N
responsible	<i>adj.</i>	有责任; 负责; 承担义务	U2
return	<i>v.</i>	回来; 回去; 返回	U2
*roar	<i>n. &amp; v.</i>	咆哮; 吼叫	U6
rock	<i>n.</i>	岩石; 石头	U6
roof	<i>n.</i>	顶部; 屋顶	U1

### S s

sale	<i>n.</i>	销售; 出售	U2
search	<i>v.</i>	搜查; 查找	U7
see	<i>v.</i>	理解; 明白	U6N
*seldom	<i>adv.</i>	不常; 很少; 难得	U2
shake	<i>v.</i>	(嗓音) 颤抖	U6N
silently	<i>adv.</i>	悄悄地; 静静地	U7
similar	<i>adj.</i>	相像的; 类似的	U2

simple	<i>adj.</i>	简单的；易于理解的	U2
single	<i>adj.</i>	仅有一个的；单个的	U6
*skeleton	<i>n.</i>	骨骼；骨架；骨骼标本	U5
*ski	<i>v.</i>	滑雪	U1
sleep	<i>n.</i>	睡觉；睡眠	U2N
*snore	<i>v.</i>	打鼾；打呼噜	U7
solve	<i>v.</i>	解答；解决	U4
spring	<i>v.</i>	弹起	U6N
*square root		平方根	U4
stare	<i>v.</i>	盯着看；凝视	U3
steal	<i>v.</i>	偷；窃取	U3
steel	<i>n.</i>	钢	U6
*storey	<i>n.</i>	楼层	U6
strange	<i>adj.</i>	奇怪的；异常的	U3
*subtract	<i>v.</i>	减；减去	U4
successful	<i>adj.</i>	有成效的；成功的	U2
suit	<i>n.</i>	套装；西服	U2
system	<i>n.</i>	系统	U4

## T t

table tennis		乒乓球运动	U1
teach	<i>v.</i>	教育；教导	U5N
*theft	<i>n.</i>	偷；偷窃；盗窃罪	U3
thinker	<i>n.</i>	思想家	U5
though	<i>conj.</i>	虽然；尽管；即使	U5
through	<i>prep.</i>	从……一端至另一端；穿过；贯穿	U3
tie	<i>n.</i>	领带	U1
time	<i>n.</i>	时期；时代；年代	U4N
title	<i>n.</i>	标题；题目	U1
top	<i>adj.</i>	(位置、级别或程度)最高的	U2N
*torch	<i>n.</i>	手电筒	U7
trap	<i>n.</i>	捕捉器	U6
trouble	<i>n.</i>	问题；困难	U3

trust	<i>v.</i>	信任；相信	U6
type	<i>n.</i>	类型；种类	U6N

### U u

unexplored	<i>adj.</i>	无人涉足的	U6
university	<i>n.</i>	大学；高等学府	U1
unusual	<i>adj.</i>	特别的；不寻常的	U3
usual	<i>adj.</i>	通常的；惯常的	U2

### V v

valley	<i>n.</i>	谷；山谷	U6
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### W w

*Walker	<i>n.</i>	(英国地名) 沃克	U1
way	<i>n.</i>	方法；手段；途径；方式	U4N
whisper	<i>v.</i>	耳语；低语；小声说	U7
*whizz-kid	<i>n.</i>	神童；有为青年	U2
whole	<i>adj.</i>	全部的；整体的	U4
worried	<i>adj.</i>	担心的；发愁的	U3

## Phrase list

(be) afraid of	害怕; 畏惧	U3
be done for	处境艰难; 注定完蛋; 肯定不行	U7
be going on	发生	U3
(be) keen on	对……着迷	U1
(be) responsible for	对……负责	U2
(be) similar to	与……相类似的	U2
aim at	瞄准; 对准	U7
as ... as possible	尽可能地	U5
bring down	使(飞机)着陆	U6
close to	离……很近	U6
deal with	解决; 处理; 应付	U3
die of	死于……	U5
die out	灭绝; 消失	U5
do ... a favour	帮……的忙	U6
escape from	(从监禁或管制中)逃跑, 逃走, 逃出	U7
fall asleep	入睡	U7
get off	下车; 下船	U3
go after	追赶某人; 跟在某人后面	U3
happen to	遭到; 遇到	U3
hold out	递出东西; 伸出手(或胳膊)	U3
in a flash	转瞬间; 立即	U4
in peace	和平地	U6
in pieces	成为碎片	U6
in trouble	陷入困境	U6
know about	知道; 知悉; 了解	U5
leave ... behind	遗留	U5
*like lightning	闪电般地; 飞快地	U4
look up	(在词典或参考书中)查阅	U5
make sure	确保; 设法保证	U7
put ... down	放下	U3
put on	穿上; 戴上	U2
run out of	用尽; 耗尽	U6
take place	发生; 进行	U6
well done	干得好	U3

## Irregular verbs

Base form	Past form	Past participle
am, is	was	been
are	were	been
bear	bore	born
beat	beat	beaten
become	became	become
begin	began	begun
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt

Base form	Past form	Past participle
keep	kept	kept
know	knew	known
lean	leaned/leant	leaned/leant
learn	learned/learnt	learned/learnt
leave	left	left
let	let	let
lie	lay	lain
light	lit/lighted	lit/lighted
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
shake	shook	shaken
shine	shone/shined	shone/shined
show	showed	shown/showed
shut	shut	shut
sing	sang	sung
sink	sank/sunk	sunk
sit	sat	sat
sleep	slept	slept
smell	smelt/smelled	smelt/smelled
speak	spoke	spoken
speed	sped/speeded	sped/speeded
spell	spelt/spelled	spelt/spelled
spend	spent	spent
spread	spread	spread
spring	sprang/sprung	sprung
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sweep	swept	swept
swim	swam	swum

Base form	Past form	Past participle
swing	swung	swung
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written



# Workbook tapescripts

## Unit 1

### Listening A

- Narrator: Look at the pictures of Lucy Li. Listen and number the pictures by writing 1 to 6 in the boxes.
- One.  
Lucy: My name is Lucy Li. I'm 14 years old. I'm in Grade 8.
- Narrator: Two.  
Lucy: I have a brother. He is five years younger than me.
- Narrator: Three.  
Lucy: I have got long hair and I don't wear glasses. I like making friends with people from other countries. I often get letters from my penfriends.
- Narrator: Four.  
Lucy: I like sports. I like both badminton and table tennis.
- Narrator: Five.  
Lucy: In summer I often go to the beach with my classmates.
- Narrator: Six.  
Lucy: I've just joined a sports club.

### Listening B

- Narrator: Listen and help Bobby complete his letter to Sally.
- Bobby: Dear Sally  
I would like to be your penfriend. My name is Bobby. I am from the USA. I am quite heavy. I have blond hair and I wear glasses.  
My favourite sport is basketball. My favourite basketball team is the Chicago Bulls. I enjoy playing baseball too. My hobbies are doing puzzles and surfing the Internet. I don't like music very much but I love reading. I enjoy watching TV and films.  
I have a big family. I have two brothers and one baby sister. My grandfather also lives with us. We live in a big house near Chicago. We have two cars.  
My school is very big. It is not near our home. I take the bus to school with my brothers every day. I like my school. My ambition is to be a computer engineer when I leave school.  
Best wishes  
Bobby

## Unit 2

### Listening A

- Narrator: You will hear six people talking about their daily lives. Write down numbers 1 to 6 in the circles to show the order in which each person is talking.
- One.  
Man 1: I work in an office. I work for a big business. I am responsible for all the accounts. I pay out money, and I receive money. I often use a calculator. I must be very careful when I work.
- Narrator: Two.  
Woman 1: I work for a big business. I do not work in an office. I carry things all day. I often carry letters from one office to another. Sometimes I carry big parcels. I usually stay inside our building. But sometimes I carry things to other buildings.
- Narrator: Three.  
Man 2: I work in a small office. I look after the building. I start my work in the evening. I work all night. Sometimes I walk around the building. Sometimes I watch a television screen. I must not fall asleep. I look out for thieves. After work, I go home in the morning. I sleep during the day.
- Narrator: Four.  
Woman 2: I work in a small room all day. I always wear a mask. I usually wear rubber gloves. Many people come to see me. They lie down on a chair and they open their mouths. I look at their teeth. I try to help them. I make their teeth better.
- Narrator: Five.  
Man 3: I usually work outside. I wear a mask and gloves. My clothes get dirty easily. I am very strong. I often carry heavy things. I sometimes climb up ladders. I help build buildings. My work is often very noisy. Sometimes it is dangerous.
- Narrator: Six.  
Woman 3: I work inside most of the time. I wear nice clothes. I sit at a desk. Sometimes I use a computer. I am in charge of other people. I tell them what to do. I make sure they work well. I also meet many clients every day.

### Listening B

- Narrator: Lily is a news reporter, and Kenji is a Japanese tennis player. Lily is asking Kenji some questions. Listen to their conversation and fill in the table on the next page.

Lily: Where do you and your family live?  
Kenji: We live in Japan.  
Lily: And do you practise tennis every day?  
Kenji: Yes, I practise tennis every day.  
Lily: What time do you start practising every day?  
Kenji: I start practising at 5 a.m. I practise with my friend Hiro a lot. He is a tennis player too.  
Lily: Does he start at 5 a.m. too?  
Kenji: No, he doesn't start at five o'clock. He starts at five thirty.  
Lily: And when do you and Hiro usually finish playing tennis?  
Kenji: I usually finish playing at noon. Hiro is a bit lazy. He finishes at eleven thirty!  
Lily: And what do you have for lunch?  
Kenji: I eat a lot of different things! I eat rice, noodles, fish, meat, vegetables and fruit.  
Lily: How often do you eat?  
Kenji: I eat six times a day.  
Lily: Six times! And how often does Hiro eat?  
Kenji: He eats five times a day.  
Lily: And how much do you and Hiro weigh?  
Kenji: Hiro weighs 70 kilograms. I'm bigger. I weigh 80 kilograms!

## Unit 3

### Listening

Narrator: Joseph's school was on fire yesterday. Linda is asking Joseph some questions. Listen to the dialogue and decide whether the following statements are true or false. Circle T or F.

Linda: When did the fire start?  
Joseph: It started at about 11.40 a.m.  
Linda: Did the fire start in your classroom?  
Joseph: No, it didn't start in my classroom. It started in the school kitchen.  
Linda: Did your teacher shout 'Fire!'?  
Joseph: No, he didn't shout 'Fire!' The fire alarm rang.  
Linda: Did you run to the playground?  
Joseph: No. We ran to the school gate. The fire was near the playground.  
Linda: How many fire engines did you see?  
Joseph: I saw two fire engines.  
Linda: Did the firemen put out the fire quickly?  
Joseph: Yes, they put it out very quickly.  
Linda: And where did you have lunch yesterday?  
Joseph: I had lunch at home. There was no school lunch yesterday.  
Linda: Did you have afternoon classes?  
Joseph: No, we didn't have afternoon classes. We went home early.  
Linda: And did your teacher give you any homework yesterday?

Joseph: No, he didn't give us any homework.

## Unit 4

### Listening A

Narrator: Listen and write the numbers.

- 1 nineteen
- 2 ninety
- 3 two hundred and ninety-seven
- 4 eight thousand four hundred and thirty-one
- 5 one point five
- 6 zero point three
- 7 two point one six
- 8 eighty-five point three seven
- 9 one third
- 10 three quarters
- 11 seven eighths
- 12 two and two thirds

### Listening B

Narrator: Listen and write what you hear. The first one has been done for you.

- 1 Four plus eleven is fifteen.
- 2 Eight divided by four is two.
- 3 Nine multiplied by four is thirty-six.
- 4 Twenty-five divided by five is five.
- 5 Eighty-four minus twenty-seven equals fifty-seven.
- 6 Forty-three plus thirty-five equals seventy-eight.
- 7 Sixty minus forty-nine equals eleven.
- 8 Eighteen multiplied by eleven equals one hundred and ninety-eight.

### Listening C

Narrator: Alice is looking to buy an electronic dictionary to help her with her English studies. Listen to her dialogue with the salesperson and complete the table below.

Salesperson: Hello! Are you interested in buying an e-dictionary?  
Alice: Umm ... Yes, but there are too many to choose from!  
Salesperson: I can recommend two of our best sellers which most students like—the WORD25 and ED7.  
Alice: That's great! How are they different?  
Salesperson: Well, they both have two languages—Chinese and English. The WORD25 has two hundred and fifty thousand words and phrases and the ED7 has one hundred and fifteen thousand.  
Alice: So ... how big are they?  
Salesperson: The WORD25 weighs 100 grams and is

12cm long and 8cm wide. Its thickness is 1.5cm, so it will fit easily in your pocket. The ED7 is like a pen! It only weighs 25 grams and is 15cm long.

Alice: I can carry it in my pencil case. How convenient! How much do they cost?

Salesperson: The WORD25 is 500 yuan and the ED7 is 300 yuan. I can tell you more about their other functions to help you to make a decision.

Alice: Yes, please! I'll have to be sure that I buy ...

between life in the present and life in the future.

Nowadays, most of us live in ten- or fifteen-storey buildings, don't we? But in the future, we will live in fifty-storey buildings.

Do you like doing housework? I guess most of you would say 'no'. In the future, each family will have a robot to help with the housework. That's amazing, isn't it?

Today, we work five days a week. But in the future, we will work three days a week. We will have more holidays.

Children now have their lessons at school. In the future, they will have lessons at home through the Internet. It will be more convenient.

Nowadays, if we want to go to Lucky Island from the city centre, we first have to take a bus and then a ferry. It takes about two hours to get there. In the future, the underground from the city centre will take us to Lucky Island in about twenty minutes! It will save us a lot of time.

Life in the future is sure to be more exciting and interesting!

## Unit 5

### Listening

Narrator: Sherry is taking notes while she is reading an encyclopaedia. Listen to the conversation between Sherry and Joe, and complete Sherry's notes.

Sherry: I just read some really interesting facts in this encyclopaedia, Joe.

Joe: Really? What did you read?

Sherry: Well, I read that ants are much stronger than people.

Joe: Really?

Sherry: Yes, it's true. An ant can carry 50 times its own weight. That's like you carrying 3 cars!

Joe: Wow, that's amazing. Does the encyclopaedia say which animals are faster than humans?

Sherry: Yes! Right here, on this page it says that the fastest man on the Earth can swim 8 kilometres an hour. However, the sailfish can swim 110 kilometres an hour! It also says that a human can never beat a shark. Sharks can swim 6 times faster than a person.

Joe: You can't be serious. What other information does the book have?

Sherry: There are some interesting facts about the human body. The biggest bone in the human body is 50 centimetres long, but the smallest bone is only 3 millimetres long, about the same size as a grain of rice. There are also some facts about skin. Did you know that we lose little pieces of skin all the time?

Joe: No way!

Sherry: It's true; during our life we each lose about 20 kilograms of skin!

Joe: Wow, Sherry. Those are some really interesting facts.

between life in the present and life in the future.

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Life in the future is sure to be more exciting and interesting!

## Unit 7

### Listening

Narrator: Listen to the conversation between Jerry and Mandy. Then answer the following questions.

Jerry: What did you do yesterday, Mandy?

Mandy: I went shopping, but it was a terrible shopping trip.

Jerry: Why? What happened?

Mandy: First, I went to Crazy Shoes for a pair of red shoes, but I couldn't find any in my size.

Jerry: What a pity! Then?

Mandy: Then I looked at some fish tanks in a pet shop window.

Jerry: Were there any special fish in them?

Mandy: No. I asked the shop assistant whether there were any other fish. She said, 'Yes, there are some interesting fish over there.' But do you know how much they were?

Jerry: Hmm ... 20 yuan each?

Mandy: No! They were 1,000 yuan each!

Jerry: 1,000 yuan each? How expensive!

Mandy: I know! So I said to the shop assistant, 'I don't have enough money now. Maybe I'll come back later.'

Jerry: You didn't go back, did you?

Mandy: Of course not. Instead, I bought some sweets for ten yuan and went home.

## Unit 6

### Listening

Narrator: Listen to Professor Chen's speech and complete the table below.

Professor Chen: Hello, everyone. Today, I'm going to talk about life in our city—the differences

# Workbook answer key

## Unit 1

### Vocabulary

A

1 a 2 b 3 c 4 a

B

1 nearby 2 title 3 college 4 physics 5 height  
6 probably

C

1 table tennis 2 keen 3 university 4 ambition  
5 maybe 6 enclosed

### Grammar

A

#### Common errors

- 1 Where does Jon live?
- 2 Which do you prefer, orange juice or cola?
- 3 How much are they?

A1

2 How old 3 How many 4 When 5 What

6 Where

A2

- 1 I prefer swimming.
- 2 She's sick today.
- 3 It's about 20 square metres.
- 4 They're 70 yuan each.
- 5 She's our new P.E. teacher.
- 6 It's very close, about 500 metres.
- 7 About ten minutes.
- 8 I usually walk.

B

#### Common errors

- 1 He is an architect. 2 I exercised for an hour.
- 3 This is a useful book.

B1

1 an 2 a 3 a 4 an 5 a 6 an 7 a 8 a 9 an  
10 a

B2

- 2 Peter's parents live in Shanghai. His father is *a* pilot, and his mother is *a* nurse. Peter wants to be *a* pilot too.
- 3 Sally wants to go to university in Australia. Then she wants to become *an* engineer.
- 4 Ann is *a* girl from the UK. Her ambition is to be *an* architect. She'd like to study at *a* good university.
- 5 Vincent's sister is *a* nurse. She works in *a* hospital in Shanghai. At work, she wears *a* uniform. It is white.

C

#### Review exercise

1 How far 2 a 3 an 4 a 5 What 6 a 7 a

8 How long 9 How much

### Listening

A

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

B

1 the USA 2 heavy 3 glasses 4 basketball  
5 puzzles 6 music 7 brothers 8 grandfather  
9 cars 10 engineer

### Reading

A

- 1 In Garden City.
- 2 On 3 October.
- 3 25.
- 4 China, Malaysia and Canada.
- 5 50 years old.
- 6 To have stamps from every country in the world.
- 7 Pictures of animals and flowers.
- 8 A Chinese stamp.

B

1 all over the world 2 keen on 3 language  
4 hobbies 5 flat 6 share a room 7 close to  
8 friendly

### Writing

A

(Possible answer)

7 August

Dear Fang Qin

Thanks a lot for your letter. It was great to hear from you. Now I am going to tell you something about myself.

I am 14 years old. I have short black hair and I wear glasses. My hobby is drawing pictures. I also like playing badminton.

I live with my parents. I don't have any brothers or sisters. We have a pet dog called Jerry.

I am in Grade 8 at Rose Garden School. My best subject is English. My ambition is to be an English teacher.

I hope I'll hear from you again soon.

Yours sincerely

Li Gang

B

Fang Qin  
Flat C 5/F  
35 Huaihai Road  
Shanghai  
C  
(Students' own answers.)

## Unit 2

### Vocabulary

A

2 client 3 luckily 4 responsible 5 business

B

- 1 The answer to this question is simple.
- 2 When did she return from her holiday?
- 3 His songs are always popular.
- 4 He tried to explain but no one would listen to him.
- 5 My brother and I always attend the Coin Club meetings.
- 6 I usually achieve a B grade in History.
- 7 The students repeat the sentences after the teacher.

C

- 1 put on, usually 2 teacher, responsible
- 3 popular ... boring 4 whizz-kid, violin 5 achieve, seldom 6 manager ... clients 7 business ... attends

### Grammar

A

#### Common errors

- 1 He runs on Green Road.
- 2 She lives in England.
- 3 He always catches the ball.
- 4 A pilot flies a plane.
- 5 Mrs Liu has a good job.

A1

- 2 fixes 3 stays 4 studies 5 allows 6 is 7 wants
- 8 begins 9 washes 10 does 11 tidies 12 likes

A2

- 1 finishes 2 cross 3 does 4 is 5 tries 6 watch
- 7 goes 8 meet 9 leaves 10 has 11 cries 12 dress

#### Common errors

- 1 I don't live in Shanghai.
- 2 The dog doesn't eat rice.
- 3 She doesn't study hard.
- 4 He doesn't like tea.

A3

- 1 You don't drink a lot of tea.
- 2 Ann doesn't speak good Japanese.
- 3 We don't go to the beach in spring.
- 4 They don't walk to work.
- 5 Kitty doesn't play a lot of sport.
- 6 I don't get up early on Sundays.
- 7 My sister doesn't work in an office.
- 8 It doesn't rain a lot here in winter.
- 9 Ann and Jim don't like cola.
- 10 He doesn't like to read storybooks.

#### Common errors

- 1 Do you like school?
- 2 Does Mr Liu drive a taxi?
- 3 Does he want some cake?

A4

- 2 Does your brother go to your school?  
Yes, he does.
- 3 Do you and your brother speak English at home?  
No, we don't.
- 4 Do both your parents work?  
Yes, they do.
- 5 Does your mother cook every evening?  
No, she doesn't.
- 6 Do you help with the housework?  
Yes, I do.

B

#### Common errors

- 1 I always go for a walk after lunch.
- 2 I seldom go to the library.
- 3 Twice a month, we go camping./We go camping twice a month.

#### Exercise

- 2 do  
They never get up late.
- 3 does  
She goes to the beach about once a month.
- 4 do  
They practise swimming three times a week.
- 5 do  
They play badminton twice a week.
- 6 Does  
he sometimes listens to music/he listens to music sometimes
- 7 Do  
I work hard at school every day
- 8 Does  
it seldom rains here in November
- 9 Does  
he always has lunch at school
- 10 Does  
he usually plays chess at weekends

C

#### Review exercise

- 1 do 2 twice a year 3 do 4 do 5 always 6 like
- 7 enjoy 8 doesn't 9 goes 10 always 11 do
- 12 has 13 always 14 visits 15 doesn't 16 takes

### Listening

A

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

B

- 1 in Japan 2 tennis player 3 5 a.m. 4 5.30 a.m.
- 5 11.30 a.m. 6 noodles 7 fruit 8 6 times 9 5 times
- 10 80 11 70

### Reading

A

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

B

1 b 2 c 3 b 4 c 5 a

## Writing

(Students' own answers.)

# Unit 3

## Vocabulary

1 purse 2 stared 3 noticed 4 hurried 5 strange  
6 reported 7 deal 8 aboard 9 argument 10 gate  
11 crowd 12 stole

## Grammar

A

### Common errors

- 1 They saved a lot of money.
- 2 She hurried to school.
- 3 He stopped at the red light.

A1

1 shouted 2 achieved 3 returned 4 shopped  
5 preferred 6 helped 7 tied 8 rolled 9 studied  
10 owned

A2

1 asked 2 wasted 3 added 4 guessed 5 used  
6 stayed 7 tried 8 planned

### Common errors

- 1 She came late.
- 2 It cost 50 yuan.
- 3 He was hungry.

A3

1 began 2 broke 3 cut 4 did 5 drew 6 fell  
7 had 8 kept 9 meant 10 ran 11 took  
12 thought

A4

1 left 2 met 3 wrote 4 saw 5 sent 6 were  
7 found 8 ate 9 flew 10 spoke

### Common errors

- 1 He wasn't free yesterday.
- 2 You didn't visit them.
- 3 They didn't work today./They couldn't work today.

A5

2 She didn't draw an ugly picture.  
3 I didn't forget to go to the doctor.  
4 I wasn't angry with her.  
5 They couldn't hear the man.  
6 We didn't hide the money in a cupboard.  
7 They weren't naughty.

### Common errors

- 1 Did you visit them?
- 2 Did you have a headache?

3 Was she happy?

4 Were you pleased with him?

5 Could you hear his voice?

A6

2 Was the man  
3 Was the thief  
4 Did you run  
5 Did you stare  
6 did she steal  
7 Did the police deal  
8 Did you report  
9 Were they

B

### Common errors

- 1 I met Ann on Friday evening.
- 2 The exhibition was in June.
- 3 Where were you last Monday?

### Exercise

1 in 1982 2 last winter 3 in April  
4 on Saturday afternoon 5 at 12.30 6 three days ago  
7 yesterday 8 an hour ago

C

### Review exercise

1 went 2 ~~x~~ 3 was 4 in 5 were 6 had 7 at  
8 was 9 didn't have 10 asked 11 left 12 waited  
13 didn't come 14 left 15 ago 16 said 17 found  
18 fell 19 hurt 20 said 21 could 22 carried  
23 told 24 wasn't

## Listening

1 T 2 F 3 F 4 T 5 F 6 T 7 F 8 T

## Reading

1 b 2 b 3 b 4 a 5 b

## Writing

A

2 went 3 thanked 4 saw 5 bought 6 opened  
7 picked 8 moved 9 gave

B

(Possible answer)

I helped my father move to a new office building last Saturday. We went into his old office. First, my father and I moved some light things like the computer. Then we started to move the heavy things like the desk. When we lifted the desk, I suddenly saw a letter under it. I picked it up. The letter was unopened. Then I gave it to my father. He opened the letter and looked very happy. The letter said, 'Congratulations, Mr Wu! The lottery ticket you bought was the winning ticket! Collect your prize money by 15 October.' My father thanked me for finding the letter.

## Unit 4

### Vocabulary

#### A

2 four 3 brain 4 develop 5 system 6 mean

#### B

3 Mrs Wo 4 Miss Lan 7 Mr Li 10 Mr and Mrs Lin  
11 Ms Luo 12 Mr and Mrs Ma

3 Mrs Wo lives on the third floor.  
4 Miss Lan lives on the fourth floor.  
5 Mr Li lives on the seventh floor.  
6 Mr and Mrs Lin live on the tenth floor.  
7 Ms Luo lives on the eleventh floor.  
8 Mr and Mrs Ma live on the twelfth floor.

### Grammar

#### A

##### Common errors

1 fifteen 2 three hundred

3 five thousand one hundred

#### A1

2 ninety 3 eleven 4 twenty-eight 5 fifty-five  
6 twelve 7 a/one hundred  
8 two hundred and ninety-seven 9 three thousand  
10 ten thousand  
11 eight thousand four hundred and thirty-one

12 one hundred and fifty thousand

13 three hundred and forty-two thousand

14 seven hundred and eight thousand

##### Common errors

1 fifth 2 ninth 3 twelfth 4 fortieth 5 11th  
6 42nd

#### A2

2 the eighth of March  
3 the twelfth of March  
4 the tenth of September  
5 the first of October

#### A3

(Students' own answers.)

#### B

##### Common errors

1 six point one two  
2 five ninths  
3 four sevenths

##### Exercise

1 b 2 c 3 e 4 a 5 d

#### C

##### Common errors

1 Subtract 8 from 15.  
2 Multiply 12 by 5.  
3 8 multiplied by 8 is 64.

4 10 divided by 5 equals 2.

#### C1

2 Multiply ... by ... 3 Divide ... by ...

4 Subtract ... from ...

#### C2

2 ✓ 3 minus 4 divided by 5 ✓ 6 ✓

#### D

##### Common errors

1 Come at 4.30. 2 Please don't go to bed late.

3 Be quiet, please.

##### Exercise

2 Ask 3 Put 4 Pass 5 Don't forget 6 Keep

7 Follow 8 Use 9 Wait

#### E

1 six thirty 2 third 3 Give 4 plus 5 added

6 Look 7 divided 8 hundred 9 Don't 10 numbers

### Listening

#### A

1 19 2 90 3 297 4 8,431 5 1.5 6 0.3 7 2.16  
8 85.37 9 1/3 10 3/4 11 7/8 12 2 2/3

#### B

2  $8 \div 4 = 2$  3  $9 \times 4 = 36$  4  $25 \div 5 = 5$  5  $84 - 27 = 57$   
6  $43 + 35 = 78$  7  $60 - 49 = 11$  8  $18 \times 11 = 198$

#### C

1 2 2 115,000 3 100 g 4 8 cm 5 1.5 cm 6 25 g  
7 15 cm 8 500 yuan

### Reading

#### A

1 China 2 1283 3 1350 4 alarm clock 5 1462  
6 Italy 7 1790 8 wrist watch  
9 digital clocks and watches

#### B

2 The 'pocket watch' had only an hour hand.  
3 The first wrist watches did not become popular very quickly.  
4 Digital clocks and watches are the newest invention in time-keeping.

### Writing

(Students' own answers.)

## Unit 5

### Vocabulary

#### A

Europe, harm, fee, musician, thinker, ability, Africa, disease

#### B

1 nobody 2 died out 3 square metres 4 harmful  
5 look up 6 includes 7 though

#### C

1 abilities 2 believe 3 footprints 4 skeleton 5 exist

6 own 7 harmless 8 jar

## Grammar

A

### Common errors

- 1 I have an aunt in Canada.
- 2 This shirt is made of cotton.
- 3 I need some information.
- 4 Tim bought a pair of socks.
- 5 She ate two slices of bread.

A1

### Countable nouns (plural)

ambulances matches belts minutes

### Uncountable nouns

advice happiness knowledge pollution money

A2

- 1 a, an
- 2 some
- 3 some
- 4 a, some
- 5 a
- 6 some
- 7 some, a
- 8 An, some

A3

**Match:** 2 e 3 b 4 d 5 f 6 c 7 h 8 a

**List:** 2 a bottle of cooking oil

- 3 a box of bananas
- 4 a bowl of nuts
- 5 a carton of yogurt
- 6 a jar of honey
- 7 a plate of plums
- 8 a tin of coconut milk

B

### Common errors

- 1 Tom is holding a ball in one hand and an apple in the other.
- 2 Eddie has three pencils. One is long, and the others are short.
- 3 Some dinosaurs ate meat. Others ate plants.

### Exercise

- 1 another
- 2 Others
- 3 other
- 4 the other
- 5 The others
- 6 another
- 7 others
- 8 the others

C

### Review exercise

- 1 soup
- 2 a
- 3 water
- 4 luck
- 5 a good meal
- 6 Others
- 7 tea
- 8 sheet
- 9 plastic
- 10 some
- 11 chopsticks
- 12 another

## Listening

- 1 stronger
- 2 50/fifty
- 3 3/three cars
- 4 8
- 5 110
- 6 6/six times
- 7 50
- 8 3
- 9 rice
- 10 lose
- 11 all the time
- 12 20

## Reading

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

## Writing

A

- 2 English
- 3 1775
- 4 scientist
- 5 1727
- 6 1756
- 7 1791
- 8 Chinese
- 9 writer
- 10 1881

B

(Students' own answers.)

## Unit 6

### Vocabulary

A

- 1 David's house is close to the theatre.
- 2 We have arranged to meet at the gate.
- 3 There are some birds standing on the rock.
- 4 They are in trouble. Let's help them.
- 5 The travellers were lost in the forest.
- 6 The boy was very excited when he saw the giant whale at Ocean Park.
- 7 The lightning in the sky frightened her.
- 8 My doctor offered me some good advice.

B

- 1 leads
- 2 flies
- 3 plans

C

- 1 favour
- 2 steel
- 3 captain
- 4 run out of
- 5 Trust
- 6 navigator
- 7 shook
- 8 approached

### Grammar

A

### Common errors

- 1 He will arrive.
- 2 She will not/won't come.
- 3 I'll/I will arrive late.

A1

- 1 will sing
- 2 will not win
- 3 will drink
- 4 will be
- 5 will enjoy
- 6 will keep
- 7 will not play
- 8 will help

A2

- 2 We won't play badminton today.
- 3 They won't come back early.
- 4 You won't finish your/the/this homework tonight.
- 5 He'll use his parents' car tomorrow.
- 6 It won't be very hot today.

### Common errors

- 1 Q Will you visit him tonight?  
A Yes, I will.
- 2 Q Will you leave tonight?  
A No, I won't/will not.
- 3 When will you finish it?
- 4 Where will you go?

A3

- 2 Will he come, won't
- 3 Will you be, will
- 4 Will she have, won't
- 5 Will they buy, will
- 6 Will it rain, won't

**A4**

- 2 Who will you/we visit  
 3 When will they meet  
 4 Where will he do  
 5 What will you study

**B****Common errors**

- 1 Q What are you going to do?  
 A I'm going to go for a swim.  
 2 Q Are you going to see him?  
 A Yes, I am.

**Exercise**

- 2 Q Are you going to finish your homework soon?  
 A Yes, I'm going to finish it in five minutes.  
 3 Q Where are you going to meet your friends?  
 A We're going to meet them at Cafe France.  
 4 Q Are they going to go to the cinema tonight?  
 A No. They're going to go there tomorrow night.  
 5 Q What time are Sarah and Peter going to visit you?  
 A They're going to visit us at 2.30 this afternoon.  
 6 Q Are you and Ling going to play football today?  
 A No. We're going to play table tennis.

**C****Common errors**

- 1 We'll meet you tomorrow.  
 2 They'll come on Wednesday evening.  
 3 We'll see you in five minutes.  
 4 We'll leave at 10.45 a.m.

**Exercise**

- 1 tonight 2 Friday evening 3 half an hour 4 noon  
 5 morning 6 the afternoon 7 Next month  
 8 a few minutes

**D****Common errors**

- 1 Alice is friendly, isn't she?  
 2 He hasn't arrived, has he?  
 3 Let's try, shall we?

**Exercise**

- 1 weren't they 2 didn't they 3 was it 4 did he  
 5 wasn't it 6 shall we 7 can't we 8 wasn't he  
 9 won't they 10 isn't she 11 is she 12 will he

**E****Review exercise**

- 1 are you going 2 on 3 are going to 4 will start  
 5 are going to continue 6 don't 7 On 8 is going to  
 9 In the morning 10 am going to collect  
 11 In the afternoon 12 will arrive 13 won't  
 14 we'll

**Listening**

- 1 fifty-storey 2 do housework 3 a robot 4 five days  
 5 three days 6 holidays 7 at school 8 at home

- 9 the Internet 10 by ferry 11 two hours  
 12 underground 13 twenty minutes

**Reading**

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

**Writing**

(Possible answer)

We have just arrived at the campsite on Lucky Island. It is a very beautiful island. We will spend two whole days here. All of us are very excited.

On Saturday morning, we will cycle around the island. In the afternoon, we will go fishing. In the evening, we will have a barbecue. On Sunday morning, we will visit Ocean Museum. In the afternoon, we will play volleyball. In the evening, we will have a party on the beach.

I am sure we will have a nice holiday on Lucky Island.

**Unit 7****Vocabulary**

- 1 hit 2 figure 3 freedom 4 interrupt 5 petrol  
 6 moment 7 escape 8 search

**Grammar****A****Common errors**

- 1 The pencils are opposite the paper.  
 2 The scissors are between the pens and the rubbers.

**A1**

- 1 in 2 on 3 beside/next to 4 between 5 above  
 6 next to/beside 7 below/under 8 opposite  
 9 under/below

**A2**

- 1 along 2 into 3 on 4 in front of 5 through  
 6 along/into 7 on 8 through 9 behind 10 along  
 11 into 12 on

**B****Common errors**

- 1 He has some books.  
 2 She doesn't have any money.

**Exercise**

- 3 Yes, we have got some fuel  
 4 Yes, we have got some water  
 5 Yes, we have got some dishes  
 6 Yes, we have got some batteries  
 7 Have we got any computer disks?  
 8 Have we got any soap?

**C****Common errors**

- 1 Someone comes here every day.  
 2 We didn't buy anything at all.  
 3 There isn't anything in the fridge./There is something in the fridge./ There is nothing in the fridge.

**Exercise**

- 1 something 2 anything 3 Nobody/No one  
4 Someone/Somebody 5 anything 6 nobody/no one  
7 something 8 nothing 9 anything  
10 anyone/anybody

D

- 1 What 2 How 3 How 4 What 5 What 6 How  
7 What 8 How 9 How 10 How

E

**Review exercise**

- 1 nothing 2 some 3 in 4 someone 5 something  
6 opposite 7 some 8 anything 9 to 10 some

**Listening**

- 1 a pair of red shoes 2 No ... couldn't 3 No ... weren't  
4 1,000 yuan 5 No ... didn't 6 some sweets  
7 10 yuan 8 terrible

**Reading**

A

- 2 before→after 3 Hundreds of→Only a few  
4 boring→fun 5 stronger→weaker 6 bread→chocolate

B

- b 4 c 2 d 9 e 8 f 6 g 1 h 9

**Writing**

(Possible answer)

Venus is between Mercury and the Earth. It doesn't have any moons. There are mountains and clouds on Venus.

The Earth is between Venus and Mars. It has one moon. There are mountains, water and clouds on the Earth.

Mars is between the Earth and Jupiter. It has two moons. There are mountains, but there is no water on Mars.

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