



义务教育教科书

# 英语 ENGLISH

八年级 下册



上海教育出版社

义务教育教科书

英语

ENGLISH

八年级 下册

上海教育出版社

主 编：张春柏 舒运祥

原 作 者：M Dean P Etherton G McArthur

编 者：卢璐 朱正 王聪聪

朱萍 杨扬 俞红珍

牛津大学出版社(中国)有限公司英语教材编写委员会

上海世纪出版股份有限公司外语教育图书分公司英语教材编写委员会

责任编辑：黄艳 林妍

©上海市中小学(幼儿园)课程改革委员会和牛津大学出版社 2014

“Oxford”为牛津大学出版社的注册商标。

未经上海市中小学(幼儿园)课程改革委员会和牛津大学出版社(中国)有限公司书面许可,不得在任何地区以任何形式、任何媒介、任何文字翻印、仿制或转载本书的文字、图片或音带。

欢迎广大师生来电来函指出教材的差错和不足,提出宝贵意见。电话:021-64319241。电子邮箱: jcyj@seph.com.cn。通讯地址:上海市永福路123号。邮政编码:200031。

声明 按照《中华人民共和国著作权法》第二十三条中,关于“为实施九年制义务教育和国家教育规划而编写出版教科书,除作者事先声明不许使用的外,可以不经著作权人许可,在教科书中汇编已经发表的作品片段或者短小的文字作品、音乐作品或单幅的美术作品、摄影作品,但应当按照规定支付报酬,指明作者姓名、作品名称”的有关规定,我们已尽量寻找原作者支付报酬。原作者如有关于支付报酬事宜可及时与出版社联系。

# 写在前面

算上小学阶段，同学们已经有五年英语学习的经历，关于整个八年级学段的学习目标，我们的对话可以直接和“专业”一些了。

学习的内容从两册教材的目录即可了然：八个模块所含的十六个话题，从历史到未来，从科技到文学，从学校到社会，从物质到精神，几乎无所不包。足见我们多么希望你们在你们的思维和学习空间里注入尽量多的英语元素，以利你们在最自然的情景中掌握这门语言。

建议你们将“读(Reading)”和“课题(Project)”结合起来思考。不仅因为“课题”的设计与课文有内在联系，还因为“阅读”和“制作”间存在着最完美的互补——读，产生疑问或兴趣，去搜索并了解，加深领悟，然后换一种形式，“变成”课本剧、小人书、小词典表达出来。那样的读是最生动有效的；那样的“制作”就是将知识消化、沉淀的过程。

“听(Listening)”的材料包括采访、对话、故事片段、广告等体裁，主要训练听辨不同种类的数字表达法、获取关键信息、排序、标识地图等技能。与其对应的当然是“说(Speaking)”：上册的重点在语音语调的地道；下册的重点是“说”得体，尤其关于“警示”“告知”“投诉或回应投诉”“道歉”等等，帮助大家掌握一些功能意念的规范表达法。

“写(Writing)”与七年级比，要上一个台阶：其一，要求连句成段且逻辑顺畅，不仅需要片段的构思，还得有点想像力和创造性；其二，涉及的体裁、题材更多，有看图写故事，看表格写分析报告，根据材料介绍人物、动物，为图片配说明文字等等。下册还将接触更多实用文体，诸如书信、便条、申请书之类。初学写作是少不得模仿的，建议大家阅读中留意寻找范本，如果还能把范本作比较，择其上而仿之，那么，进步会非常快。

“语法(Grammar)”其实是一个纵向的板块。本年段的主要语法项目涉及不定代词，基数词和序数词，动词不定式，现在完成时，过去进行时，被动语态，条件状语从句和原因状语从句等。

阅读的广度和文化的深度是从来没有边际和底线的，要真正学好一门语言，这两个方面不可或缺，而且多多益善。因此，我们依然精心编写了配合单元话题的“补充阅读(More practice)”和“文化角(Culture corner)”内容。其广度和深度都比七年级更胜一筹，帮助大家提升对英语语言的感知和修养。

最后说一下英语学习的“学习技能(Study skills)”，如何把教材所传授的“技”变为自己的“能”，不靠纸上谈兵，唯熟能生巧。所以，要勤奋地运用各类信息工具——辞典、网络、媒体，多看、多查、多记、多想，不放过任何一种操作性的锻炼，是获得学习技能的唯一途径。

能否达成目标？一年后见！

# Contents

Module	Unit	Reading	Listening	Grammar
<b>1</b> <b>Social communication</b>	<b>1</b> Helping those in need (p. 1)	Voluntary work (p. 3)	Money-raising activities (p. 6)	<ul style="list-style-type: none"> <li>• Infinitives (p. 7)</li> </ul>
	<b>2</b> Body language (p. 17)	Body language (p. 19)	Ballet—the language of dancers (p. 22)	<ul style="list-style-type: none"> <li>*Gerunds (p. 23)</li> <li>• Gerunds as subjects (p. 24)</li> <li>• Gerunds as objects (p. 25)</li> </ul>
<b>*Project: Setting up a voluntary group (p. 31)</b>				
<b>2</b> <b>Arts and crafts</b>	<b>3</b> Traditional skills (p. 33)	Fishing with birds (p. 35)	Paper cutting (p. 38)	<ul style="list-style-type: none"> <li>• The passive voice (p. 39)</li> </ul>
	<b>4</b> Cartoons and comic strips (p. 49)	How to make a cartoon (p. 51)	A comic strip about a baby dinosaur (p. 54)	<ul style="list-style-type: none"> <li>• The passive voice with modal verbs (p. 55)</li> <li>• *The passive voice in the present perfect tense (p. 56)</li> </ul>
<b>*Project: A comic book (p. 63)</b>				

说明：本教材中打\*的内容为拓展内容，作选学要求。

Speaking		Writing	*More practice	Study skills	Culture corner and Self-assessment
Talk time	Speak up				
Talking about plans (p. 10)	Which voluntary activity are you going to take part in? (p. 10)	A letter to the head teacher (p. 11)	Success for Spring Buds (p. 13)	Charts and graphs (3): Using pie charts (p. 14)	<ul style="list-style-type: none"> <li>• UNICEF (p. 16)</li> <li>• Self-assessment (p. 16)</li> </ul>
Making, accepting and rejecting suggestions (p. 26)	The meanings of some gestures (p. 27)	A short message (p. 28)	Eye contact (p. 29)	—	<ul style="list-style-type: none"> <li>• Different ways of greeting others (p. 30)</li> <li>• Self-assessment (p. 30)</li> </ul>
Describing people (p. 42)	The traditional skill of paper cutting (p. 43)	A person with a traditional skill (p. 44)	Shadow puppet plays (p. 45)	*Practical writing (2): Posters, notices, etc. (p. 46)	<ul style="list-style-type: none"> <li>• Chinese knots (p. 48)</li> <li>• Self-assessment (p. 48)</li> </ul>
Giving warnings (p. 58)	The ending of the story about a baby dinosaur (p. 58)	Mystery Island (p. 59)	<i>Tom and Jerry</i> (p. 61)	—	<ul style="list-style-type: none"> <li>• <i>Havoc in Heaven</i> (p. 62)</li> <li>• Self-assessment (p. 62)</li> </ul>



Module	Unit	Reading	Listening	Grammar
<b>3</b> <b>Animals</b>	<b>5</b> Save the endangered animals (p. 65)	The giant panda (p. 67)	Endangered animals (p. 70)	<ul style="list-style-type: none"><li>Using <i>It is</i> + adjective + <i>for</i> + noun/pronoun + <i>to</i> + verb (p. 71)</li><li>Using adjective + <i>enough</i> + <i>to</i> + verb (p. 72)</li><li>Using <i>It is</i> + adjective + <i>of</i> + noun/pronoun + <i>to</i> + verb (p. 73)</li></ul>
	<b>6</b> Pets (p. 81)	Head to head (p. 83)	Different kinds of pets (p. 86)	<ul style="list-style-type: none"><li>Using adverbs with verbs (p. 87)</li><li>The comparative and superlative of adverbs (p. 88)</li></ul>
<b>* Project: Pet World</b> (p. 95)				
<b>4</b> <b>Discovery</b>	<b>7</b> The unknown world (p. 97)	Aliens arrive! (p. 99)	Rescuing the lost astronauts (p. 102)	<ul style="list-style-type: none"><li>Adverbial clauses of reason (p. 103)</li><li><i>because of</i> (p. 105)</li></ul>
	<b>8</b> Life in the future (p. 113)	Life in 2050 (p. 115)	Back to the Earth (p. 118)	<ul style="list-style-type: none"><li>The past continuous tense (p. 119)</li></ul>
<b>* Project: City of the future</b> (p. 127)				

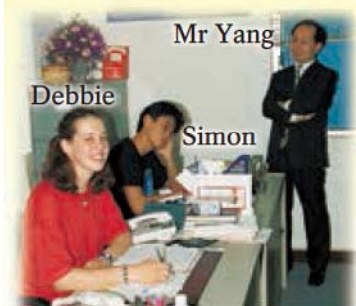
**Appendices**

Words and expressions in each unit (p. 129)  
Words and expressions in alphabetical order (p. 134)

Proper nouns (p. 139)  
Glossary (p. 140)

Speaking		Writing	* More practice	Study skills	Culture corner and Self-assessment
Talk time	Speak up				
Talking about obligations (p. 74)	How can we help save endangered animals? (p. 74)	An endangered animal (p. 75)	The story of the red-crowned crane (p. 77)	Using reference books (4): Using a dictionary (II) (p. 78)	<ul style="list-style-type: none"> <li>• WWF (p. 80)</li> <li>• Self-assessment (p. 80)</li> </ul>
Making and responding to complaints (p. 90)	Problems caused by pets (p. 90)	What animal makes the best pet? (p. 91)	A dog's story (p. 93)	—	<ul style="list-style-type: none"> <li>• How sayings about dogs have changed (p. 94)</li> <li>• Self-assessment (p. 94)</li> </ul>
Agreeing and disagreeing (p. 106)	Things to take while lost on Planet X (p. 106)	Meeting the people of Bird World (p. 107)	UFO (p. 109)	Making notes (3): Making notes while listening (p. 110)	<ul style="list-style-type: none"> <li>• Science fiction (p. 112)</li> <li>• Self-assessment (p. 112)</li> </ul>
Making apologies and giving excuses (p. 122)	A trip to the Moon (p. 122)	Life in the past and present (p. 123)	Problems in 2050 (p. 125)	—	<ul style="list-style-type: none"> <li>• Shanghai Expo: Dream inspires future cities (p. 126)</li> <li>• Self-assessment (p. 126)</li> </ul>





**Body language**



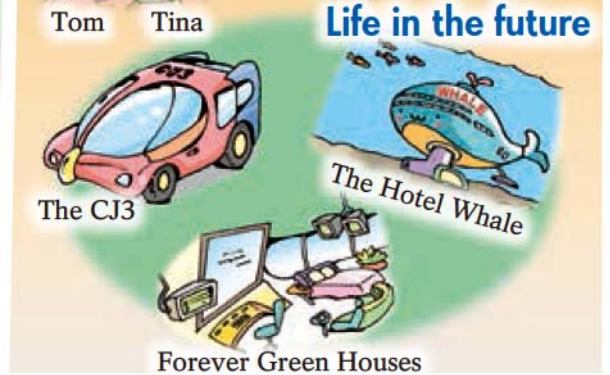
**Save the endangered animals**



**Life in the future**



**Pets**



**Forever Green Houses**

Unit  
**1**

# Helping those in need



## Getting ready

*In this unit, you will learn about voluntary activities.*

### Reading

- Read three students' reports on their voluntary work.

### Listening

- Listen to a radio programme about money-raising activities.

### Grammar

- Learn how to use **infinitives**.

### Speaking

- Learn to talk about plans.
- Talk about the voluntary activity you would like to take part in.

### Writing

- Write a letter to the head teacher to ask permission to raise money.



## Reading

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

There are many kinds of voluntary work. Can you match the activities with the pictures below? Write the correct letters in the boxes.

- a helping disabled people
- b helping raise money
- c visiting an old people's home
- d visiting sick children in a hospital



### B Before you read

Look at the pictures, the writers' names and the first sentence of each report on page 3. Write the correct names in the blanks.

Annie

Betty

Mark

1 I talked to children without parents. \_\_\_\_\_

2 I helped sick children. \_\_\_\_\_

3 I taught disabled children to sing. \_\_\_\_\_

## Voluntary work

Three teenagers offered to do some voluntary work during the school holidays. They wrote the following reports.



5 I did some voluntary work in a children's hospital. The children there all suffer from serious illnesses. We organized a painting competition for them.

I met a girl called Cindy. She wanted to paint a picture of the park near her home. I went there and took some photos of it. Cindy used them for her painting.

Betty

10 There are many children without parents. I met some of these children with my mother. We taught them to tell stories. This helps them express their feelings. One child said, "My friends don't understand my pain."

15 We spent time with a girl called Vivien. Her parents died in a car accident, and she is unhappy and very lonely. She needs friendship. My mother and I will continue to visit Vivien.

Mark

20 I wanted to help disabled children. They have difficulty walking or moving. I taught them to sing because music can bring them joy and peace.

I met a boy called Tim. He hurt his legs in an accident, but he has lots of courage. We need to help

25 children like Tim and raise their spirits. I will continue to do voluntary work in the future.

Annie



## C Vocabulary

**C1** The words in *italics>* are from the reports on page 3. Circle the correct answers to complete these sentences.

- When something is *serious*, it is \_\_\_\_\_.  
 a bad or dangerous                      b good and safe
- If you have an *illness*, you are a person \_\_\_\_\_.  
 a in good health                          b in bad health
- If you have *peace*, you are \_\_\_\_\_.  
 a nervous                                  b not worried or excited
- A person with *courage* is usually \_\_\_\_\_ of something dangerous or difficult.  
 a afraid                                      b not afraid
- If you *raise* something, you \_\_\_\_\_.  
 a make it lower                            b move it higher
- If you are in high *spirits*, you have a good \_\_\_\_\_.  
 a feeling                                    b ability

**C2** Complete the passage below with the words from the box. Change their forms if necessary.

difficulty    express    lonely    offer    voluntary work

Joe wanted to do <sup>(1)</sup> \_\_\_\_\_ during the summer holidays, so he <sup>(2)</sup> \_\_\_\_\_ to help at a local hospital.

Every Saturday, he went there to look after the patients. One of them had <sup>(3)</sup> \_\_\_\_\_ walking, so he helped him move around.

Another one could not see. Joe read news and funny stories to her so that she did not feel <sup>(4)</sup> \_\_\_\_\_. Joe also talked with the patients. This helped them <sup>(5)</sup> \_\_\_\_\_ their feelings.

Joe enjoyed helping people. He will continue to help at the hospital in his free time.



## Using prefixes to guess the meanings of words

Look at these two sentences. Do you know the meanings of *unhappy* and *disabled*?

*Vivien's parents died in a car accident, and she is **unhappy** and very lonely.*

*Annie wanted to help **disabled** children.*

*Un-* and *dis-* are two prefixes. We add them to the beginning of words to give these words the opposite meaning.

## D Comprehension

**D1** Read the reports on page 3 and complete the notice below.

### They need help!

Can you help these children?

#### Cindy, aged 12

Cindy is in hospital because she <sup>(1)</sup> \_\_\_\_\_. Cindy wants to <sup>(2)</sup> \_\_\_\_\_ the park near her home. We need someone to go to the park and <sup>(3)</sup> \_\_\_\_\_ for Cindy.

#### Vivien, aged 13

Vivien's parents died in <sup>(4)</sup> \_\_\_\_\_. She is <sup>(5)</sup> \_\_\_\_\_. We need someone to talk to her and make friends with her.

#### Tim, aged 14

Tim was a healthy boy. He used to love sport until he <sup>(6)</sup> \_\_\_\_\_. We need some volunteers to teach disabled children like Tim to <sup>(7)</sup> \_\_\_\_\_ and to help them <sup>(8)</sup> \_\_\_\_\_.

\* **D2** How would you help the children in **D1**? Discuss this with your classmates.





# Listening

## Money-raising activities

Listen to a radio programme about different types of money-raising activities. Then complete the table below.

How did your class raise money?	How much money did you raise?	What will you use the money for?
<p><b>Doris</b></p> <ul style="list-style-type: none"> <li>A <sup>(1)</sup> _____ for students</li> <li>All of them paid money to take part.</li> </ul>	<p>More than <sup>(2)</sup> _____ yuan</p>	<p>To <sup>(3)</sup> _____ for the school library</p>
<p><b>David</b></p> <ul style="list-style-type: none"> <li>A <sup>(4)</sup> _____ in the playground</li> <li>The students sold <sup>(5)</sup> _____</li> </ul>	<p><sup>(6)</sup> _____ yuan</p>	<p>To <sup>(7)</sup> _____ for old people in the community</p>



## Grammar

### Infinitives

Some verbs can have other verbs after them. We usually use *to* before the second verb. We call these second verbs **infinitives**.

We can use **verbs + to + infinitives** in sentences.

Three teenagers **offered to do** some voluntary work during the school holidays.

Cindy **wanted to paint** a picture of the park near her home.

#### Work out the rule

An **infinitive** is the (base/*-ing/-ed*) form of a **verb**.

We often use *to* + **infinitives** after these verbs:

choose	hope	offer	want
decide	learn	plan	wish

#### Things to remember

We can use **question words + to + infinitives** after *decide, know, learn* and *remember*.

Do you **know how to help** disabled children?

- A** Mark and his mother visited Vivien. Mark is telling his friends about the visit. Complete his words with the correct forms of the verbs in brackets.

We <sup>(1)</sup> **decided to meet** (decide/meet) Vivien today. We <sup>(2)</sup> \_\_\_\_\_ (want/help) her in some way. When we arrived, Vivien was very happy. She <sup>(3)</sup> \_\_\_\_\_ (begin/talk) to me about her school. She said, "I <sup>(4)</sup> \_\_\_\_\_ (like/go) to school, but I don't have any friends. I feel lonely."

Mum gave her some advice. Then Mum asked me to give Vivien her present, but I <sup>(5)</sup> \_\_\_\_\_ (forget/bring) it! Vivien said, "It's OK. I <sup>(6)</sup> \_\_\_\_\_ (hope/see) you again soon."



We can also use **verbs + objects + to + infinitives** in sentences.

Annie **taught Tim to sing** beautiful songs.  
We **want them to be** happy.

### Things to remember

We use **infinitives** without *to* after some verbs, such as *let* and *make*.

Mum **made me go** to bed early.

**B** Betty is visiting Cindy in the hospital. Complete their conversation with the correct forms of the verbs in brackets.

**Betty:** Morning, Cindy. We're organizing a painting competition for the children in hospital. We'll <sup>(1)</sup> **ask** them **to paint** (ask/paint) pictures. Would you like to take part in the competition?

**Cindy:** Yes, I'd love to. I want to paint a picture of the park near my home, but the doctor won't <sup>(2)</sup> \_\_\_\_\_ me \_\_\_\_\_ (let/go) out. He <sup>(3)</sup> \_\_\_\_\_ me \_\_\_\_\_ (want/stay) in hospital.

**Betty:** Do you <sup>(4)</sup> \_\_\_\_\_ me \_\_\_\_\_ (want/take) some photos of that park for you?

**Cindy:** Yes. That would be very kind of you.

**Betty:** I'll go there this weekend. Then I'll bring the photos to you next week and <sup>(5)</sup> \_\_\_\_\_ you \_\_\_\_\_ (teach/paint).

**Cindy:** Thanks for your help.



We can also use *to* + **infinitives** to express purpose.

Cindy used a brush **to paint** a picture of a park.  
They went **to the hospital to help** the sick children.



**C** Use the information in the reports on page 3 to answer these questions. Use the correct infinitives in your answers.

- 1 Why did the three teenagers offer to do some voluntary work during the school holidays?  
They offered to do some voluntary work to help children in need.
- 2 Why did Betty go to the children's hospital?  
She went to the hospital \_\_\_\_\_ a painting competition for the children there.
- 3 Why did Betty go to the park near Cindy's home?  
She went there \_\_\_\_\_ some photos.
- 4 Why did Mark and his mother teach Vivien to tell stories?  
They taught Vivien to tell stories \_\_\_\_\_ her express her feelings.
- 5 Why did Annie teach disabled children to sing?  
She taught them to sing \_\_\_\_\_ them joy and peace.

## Speaking

### A Talk time

#### Talking about plans

What are you going to do tomorrow?

I'm going/planning to play tennis. (*sure*)

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



In pairs, make conversations like the example below. Change roles and do it again when you have finished.

S1: What are you going to do on Saturday?

S2: (*sure*) I'm going to do some voluntary work.

(*not sure*) I'm thinking about doing some voluntary work.

1 S1: Sunday?

S2: (*not sure*) visit children in hospital

2 S1: next Saturday?

S2: (*not sure*) visit my grandparents

3 S1: this evening?

S2: (*sure*) \_\_\_\_\_

### B Speak up

Which voluntary activity are you going to take part in? In groups of four, take turns to interview each other. Use the ideas below or your own ideas. Follow the example.

help old people in the community  
raise money for children in need  
visit sick children in hospital

S1: Which voluntary activity are you going to take part in?

S2: I'm going to visit disabled children in hospital.

S3: Why?

S2: Because I want to help them.

S4: How are you going to help them?

S2: I'm planning to teach them to sing.

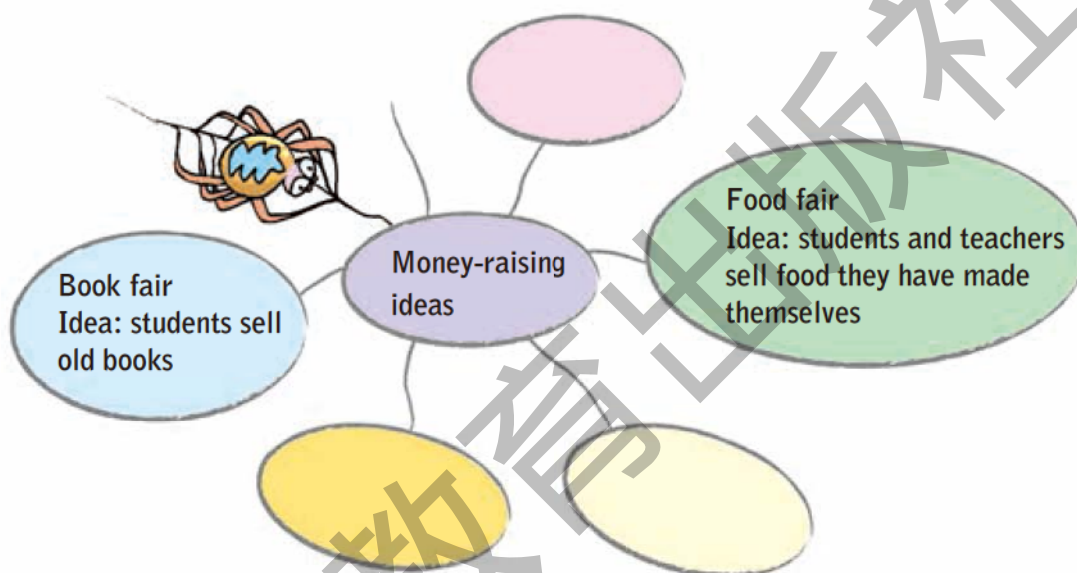


## Writing

### A letter to the head teacher

You and your classmates are planning a money-raising activity to help children in need. You need to write a letter to your head teacher to ask permission.

**A** In groups, brainstorm some money-raising ideas. Follow the example.



**B** Discuss how you will write your letter. Write down some notes below.

- Why are you writing the letter?  
\_\_\_\_\_
- How are you going to raise money?  
\_\_\_\_\_
- When and where would you like to have the activity?  
\_\_\_\_\_
- What would you like the head teacher to do?  
\_\_\_\_\_

**C** Write the letter to your head teacher. Use the outline below and your notes in **B** to help you.



**Top tip**

- Your letter should sound polite because you are writing to your head teacher.
- Use full forms (e.g. **We are writing to ...**).
- Do not use short forms (e.g. **We're writing to ...**).

Date	← _____
Your head teacher's name and school address	← Mr/Ms _____ _____ _____
Greeting	← Dear Mr/Ms _____
Why you are writing the letter	← We are writing to _____ _____
How you are going to raise money	← In order to raise money for children in need, we are going to _____ _____
When and where you would like to have the activity	← We would like to have the activity at _____ _____
What you would like the head teacher to do	← Could you please give us permission to _____ _____? _____
Closing	← Yours sincerely,
Your names and class	← _____ Class _____

\*  **More practice**

**A** Read a girl's story about the Spring Bud Project and answer the questions below.

### Success for Spring Buds

My name is Feng Guixiang. I want to tell you about the China Children and Teenagers' Fund (CCTF) and how it helped me.

One of the CCTF's special activities is the Spring Bud Project. In 1989, 4.8 million children in the country, aged from seven to fourteen, were unable to attend school. Eighty-three per cent of them were girls. Because of this, the CCTF launched the Spring Bud Project to help them. Since then, the project has helped millions of girls return to school. It has also built a lot of schools.

The very first Spring Bud class was here in Guangxi in 1989. The Spring Bud Project paid for me to attend that class. It also rented a room close to the school for me.

Before the project started, I stayed at home and helped my mother with the housework. Going to school changed my life. I learnt to read and write and do many other things.

Now I work as a teacher at a Spring Bud school here in Guangxi. I wish to help other girls the way the Spring Bud Project helped me.



- 1 What is the purpose of the Spring Bud Project?
- 2 What kind of help did Feng Guixiang get from the Spring Bud Project?
- 3 How did the Spring Bud Project change Feng Guixiang's life?
- 4 What job does Feng Guixiang do now? What does she wish to do?

**B** What can you do for the Spring Bud Project? Discuss this with your classmates.



## Study skills

### Charts and graphs (3): Using pie charts

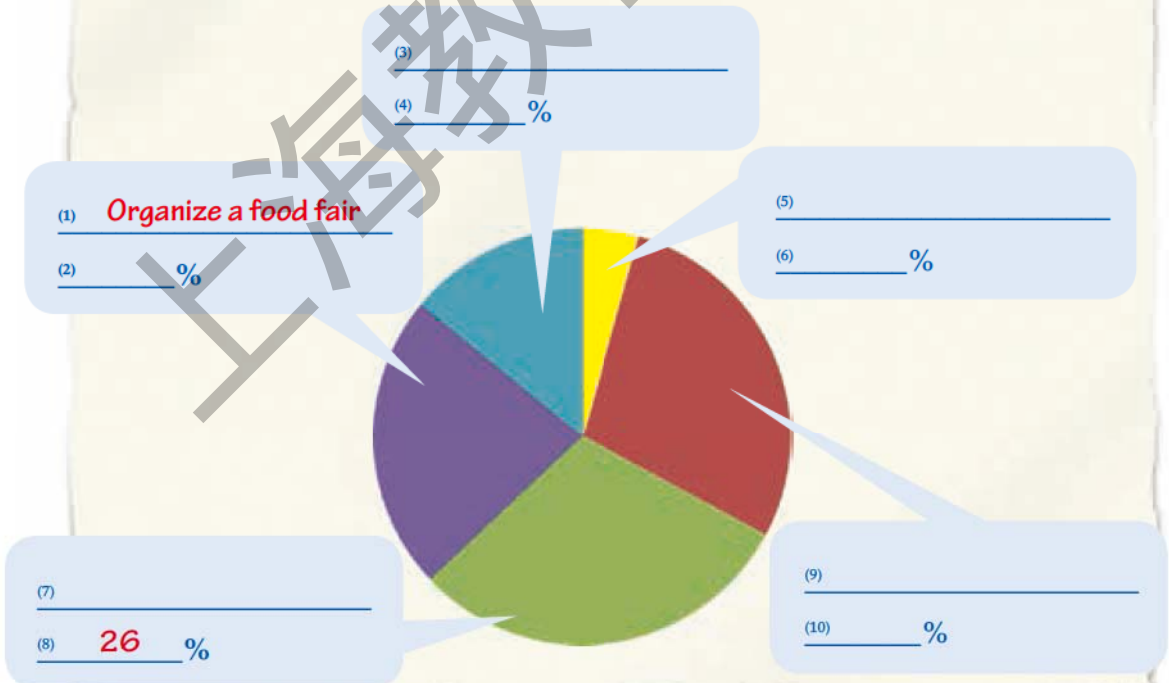
A pie chart gets its name because it looks like a pie. We use a pie chart to show the different parts of a total amount.

**A** Read the passage below. Then complete the pie chart with the information in the passage.

#### Raising money for the APO

The Animal Protection Organization (APO) looks after homeless animals. The APO needs money to give them food. The students from the Animal Club at Mayfield School decided to raise money for the APO.

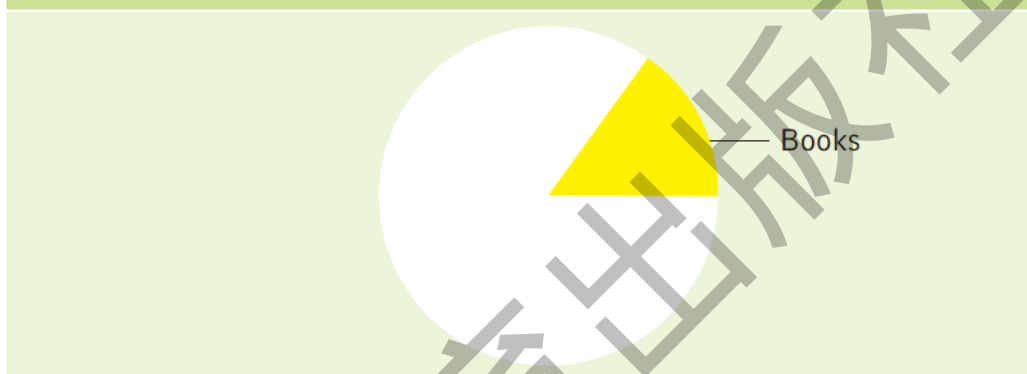
The Animal Club interviewed 100 students at Mayfield School. Thirty of them decided to give money to the APO. Twenty-four of them wanted to organize a food fair to raise money. Twenty-six students planned to collect soft drink cans and sell them. Fifteen students would like to take dogs home as their pets. Only five students did not want to do anything for the APO.



- B** The notes below show how Betty spends her pocket money every month. Use the information to make a pie chart.

Amount of money	Things to buy	$\div 100 \times 360^\circ$
15 yuan	Books	$54^\circ$
60 yuan	Snacks	_____
15 yuan	Gifts	_____
10 yuan	Other things	_____

How Betty spends her pocket money every month



- C** How do you spend your pocket money every month? Make a pie chart to show the information.

Amount of money	Things to buy	$\div \text{_____} \times 360^\circ$
_____	_____	_____
_____	_____	_____
_____	_____	_____

How I spend my pocket money every month







## Culture corner

### UNICEF

UNICEF is the “United Nations Children’s Fund”. A lot of children suffered during World War II. UNICEF was started in 1946 to help those children.

Today UNICEF offers help to children and women in over 190 countries. It helps them get proper food, clean water and health supplies. It also works to provide help in disasters and runs long-term education and child protection programmes.



What other voluntary organizations do you know about? What do they do?

### Self-assessment

How well do you know this unit? Tick  the boxes.



- |   |  |                          |                          |                          |
|---|--|--------------------------|--------------------------|--------------------------|
| 1 | I can read three reports on voluntary work.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | I know how to use prefixes to guess the meanings of words.                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | I can listen for facts about money-raising activities.                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 | I can use <b>infinitives</b> correctly.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 | I can talk about my plans.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 | I can talk about the voluntary activity I am going to take part in with my classmates. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 | I can write a letter to ask permission to raise money.                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 | I can use a pie chart to show the different parts of a total amount.                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 | I know about UNICEF.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Unit  
**2**

# Body language



## Getting ready

*In this unit, you will learn about the use of body language in communication.*

### Reading

- Read a story about using body language in communication.

### Listening

- Listen to a speech about ballet—the language of dancers.

### Grammar

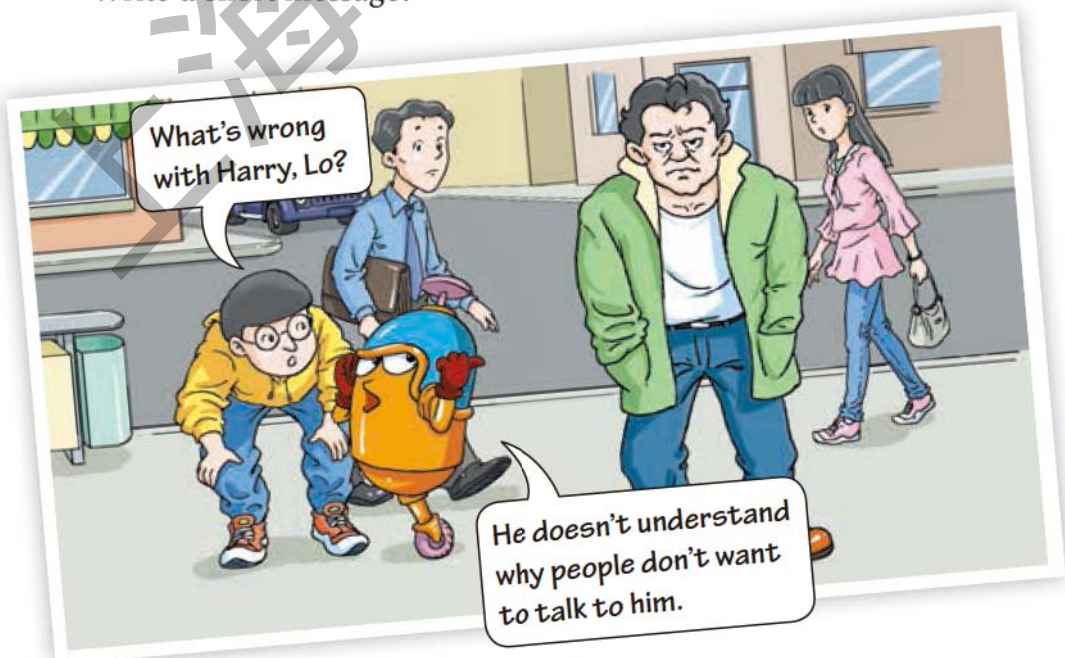
- Learn how to use **gerunds**.

### Speaking

- Learn to make, accept and reject suggestions.
- Discuss the meanings of some gestures.

### Writing

- Write a short message.



## Reading

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

Look at the pictures below and match them with the adjectives from the box. Write the words in the blanks.

angry      excited      happy      surprised



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

### B Before you read

Look at the photo, the title and the introduction to the story on page 19. Then answer the questions below.

- Where does the story take place?
- Who are the young people in the photo?
- What body language are the boy and the girl showing? Tick (✓) **B** for the boy and **G** for the girl.

	<b>B</b>	<b>G</b>
a looking down	<input type="checkbox"/>	<input type="checkbox"/>
b looking up	<input type="checkbox"/>	<input type="checkbox"/>
c sitting up straight	<input type="checkbox"/>	<input type="checkbox"/>
d smiling	<input type="checkbox"/>	<input type="checkbox"/>
e looking happy	<input type="checkbox"/>	<input type="checkbox"/>
f looking bored	<input type="checkbox"/>	<input type="checkbox"/>

- Which person looks friendlier, the boy or the girl?



## Body language



*Debbie and Simon are students. They both have part-time jobs at a travel company.*

A well-dressed lady entered the office. She looked at Debbie and Simon, and then walked over to Debbie. Debbie gave her a cheerful greeting.

5 Simon sighed and walked away.

“What’s the matter?” Mr Yang asked.

“People always choose Debbie instead of me. I don’t understand.”

“I do. It’s the way you communicate.”

“How can that be?” Simon asked. “I don’t get a chance to speak.”

10 “Communicating is more than just speaking. Your body language is important too.”

“Body language?”

“It’s the way you stand and sit. It’s your gestures and the expression on your face. Your whole appearance communicates things. You don’t give

15 people a good impression, Simon. You look down, you never smile and you don’t turn your head towards them.

“Look at Debbie. She’s holding her head up. She always smiles and looks friendly. Her body language is making people feel welcome, so they go to her for help.”

20 Simon decided to improve his body language. He sat up straight and tried smiling at people.

Minutes later, a beautiful girl entered. She walked over to Simon. A few moments later, she left with a smile.

25 Mr Yang came over at once and said, “You made a good impression on her, Simon.”

“That was my sister,” said Simon. “She wanted to remind me that tomorrow is her birthday.”



## C Vocabulary

**C1** Find words from the story on page 19 that have similar meanings to the words below.

- 1 wearing nice clothes (line 3) \_\_\_\_\_
- 2 a polite word for a woman (line 3) \_\_\_\_\_
- 3 the look on one's face (line 13) \_\_\_\_\_
- 4 the way someone or something looks (line 14) \_\_\_\_\_
- 5 keeping something in a place (line 17) \_\_\_\_\_

**C2** Later that day, Simon was talking with his mother. Complete their conversation with the words from the box.

body language	matter	towards
later	part-time	

**Simon:** Mum, I'm thinking of leaving my <sup>(1)</sup> \_\_\_\_\_ job at the travel company.

**Mum:** What's the <sup>(2)</sup> \_\_\_\_\_? You have a good chance to learn about travel there. Don't you want to build a career in tourism?

**Simon:** Yes, but it's more important for me to develop other skills at the moment. I want to take a class in communication skills because I need to improve my <sup>(3)</sup> \_\_\_\_\_. I can get another job like this <sup>(4)</sup> \_\_\_\_\_.

**Mum:** Well, I understand the feelings you have <sup>(5)</sup> \_\_\_\_\_ your job, but I don't think you should leave it. This job will teach you something you can't learn in a classroom.

**Simon:** Thanks, Mum. I'll think it over.



## Identifying the speaker

In a written conversation, a new paragraph starts and ends with quotation marks (“...”). If a paragraph does not end in a quotation mark, the same speaker will still be speaking. See lines 16–17 on page 19.

### D Comprehension

**D1** Simon is talking to a friend on the phone. Read the story on page 19 and complete his words with the information from the story.



Our customers always <sup>(1)</sup> \_\_\_\_\_.  
 I didn't know why and Mr Yang told me the reason. It was  
 because of the way <sup>(2)</sup> \_\_\_\_\_.  
 I wasn't giving customers <sup>(3)</sup> \_\_\_\_\_.  
 My <sup>(4)</sup> \_\_\_\_\_ wasn't making them  
<sup>(5)</sup> \_\_\_\_\_. So I decided to improve it.

**D2** Read the story again and answer the questions below in complete sentences.

- 1 What is body language according to Mr Yang?  
\_\_\_\_\_
- 2 Why did Simon not give customers a good impression?  
\_\_\_\_\_
- 3 Why did customers choose to talk to Debbie?  
\_\_\_\_\_
- 4 What happened after Simon sat up straight and tried smiling at people?  
\_\_\_\_\_
- 5 Who was the girl that walked over to Simon?  
\_\_\_\_\_

\* **D3** In pairs, discuss what your classmate's body language is saying about him/her.



## Listening

### Ballet—the language of dancers

Listen to a speech about ballet and complete the notes below. Write one word in each blank.

#### Ballet

- Dancers use <sup>(1)</sup> \_\_\_\_\_ such as steps, gestures and the expressions on their faces to tell stories.
- This type of dance started in <sup>(2)</sup> \_\_\_\_\_ Europe in the <sup>(3)</sup> \_\_\_\_\_ century.
- *Swan Lake* is one of the most <sup>(4)</sup> \_\_\_\_\_ ballets in the world. The dancers move their arms like <sup>(5)</sup> \_\_\_\_\_ and move their necks like the <sup>(6)</sup> \_\_\_\_\_ of swans.
- Ballet dancers start training at an <sup>(7)</sup> \_\_\_\_\_ age.
- The dancers use their <sup>(8)</sup> \_\_\_\_\_ to communicate messages.



## Grammar

### \* Gerunds

**Gerunds** are nouns ending in *-ing*. These nouns refer to actions and activities.



We form **gerunds** from verbs.

Verb	Gerund
begin	beginning
communicate	communicating
dance	dancing
hold	holding
sigh	sighing

### Work out the rule

We usually form a **gerund** by adding \_\_\_\_\_ to a (verb/noun).

### Things to remember

- **Gerunds** are often uncountable. We do not add *a* or *an* before them.
- A **gerund** can have its own object.

*Debbie loves reading poems.*



## A Gerunds as subjects

We can use a **gerund** as the **subject** of a sentence.

**Smiling** shows that you are happy.  
**Ballet training** usually starts at an early age.  
**Dancing** is her favourite hobby.

### Work out the rule

When we use a **gerund** as the **subject** of a sentence, the main verb is in (singular/plural) form.

In pairs, ask and answer questions about the pictures. Follow the example.

S1: **What can shaking your closed hand show?**

S2: **Shaking your closed hand can show that you're angry.**

1



shake your closed hand/angry

2



rest your head on your hand/bored

3



sigh/sad

4



close your eyes/thinking

## B Gerunds as objects

We can also use a **gerund** as the **object** of a sentence.

Debbie enjoys **smiling** and always looks friendly.

We often use **gerunds** after these verbs.

enjoy	imagine	practise
finish	mind	

### Things to remember

We often use **gerunds** after **prepositions**.

Debbie is *good at communicating* with people.

I am looking forward *to going* to Beijing.

In pairs, ask and answer questions about the pictures. Follow the example.

S1: **What does the boy enjoy?**

S2: **He enjoys reading books.**

1



enjoy/read books

2



practise/climb mountains

3



be good at/ski

4



be interested in/play chess

## Speaking

### A Talk time

#### Making, accepting and rejecting suggestions



**In pairs, make conversations according to the situations below. You may use your own situations. Follow the example. Pay attention to the words in blue.**

- S2 wants to go somewhere nice during the summer holidays.
- S2 keeps getting low marks in English and wants to improve.
- S2 wants to buy a birthday present for his/her friend.

S1: **What's the matter?**

S2: **I'm thinking about going somewhere nice during the summer holidays with my parents.**

S1: **Why don't you go to Harbin? It's cool there in summer.**

S2: **I went there last summer.**

S1: **What about Qingdao? The beach city is a perfect place for the summer holidays.**

S2: **Qingdao is a good place, but it's a bit far away from here. We want a short trip.**

S1: **Well, you'd better find some ideas for a short trip in a travel guide.**

S2: **That's a good idea. Thank you.**

S1: **You're welcome.**

## B Speak up

Match the phrases from the box with the correct pictures. Then discuss the meaning of each gesture. Follow the example.

crossing one's arms  
nodding one's head

shaking hands  
shaking one's head

1



*crossing one's arms*

2



3



4



S1: Hi. Look at Picture 1. The man is crossing his arms. What does it mean?

S2: Maybe he's unhappy about something.

S1: I'm not sure. I cross my arms when I feel cold.

S2: I think it means he's angry. Just look at his face.

S1: Maybe you're right.



## Writing

### A short message

We often write short messages to family members, friends or classmates to remind them about something. The messages can be on any topic, but they often:

- start with a greeting (e.g. *Dear ...*).
- talk about the topic in the first sentence.
- give the message clearly in a few words.
- end with a friendly word or phrase (e.g. *Best wishes*).

**A** What does a short message include? Look at the short message below and write the letters **a–f** in the blanks.

<b>a</b> the greeting	<b>c</b> the date	<b>e</b> the topic
<b>b</b> the closing	<b>d</b> the message	<b>f</b> your name

18 Sept. → <sup>(4)</sup> \_\_\_\_\_

<sup>(1)</sup> a ← Hi Jimmy,

This is to remind you about our basketball game tomorrow evening. ] → <sup>(5)</sup> \_\_\_\_\_

I'll meet you outside the club at 8 p.m. ] → <sup>(6)</sup> \_\_\_\_\_

Don't forget to wear your basketball shoes.

<sup>(2)</sup> ← See you there!

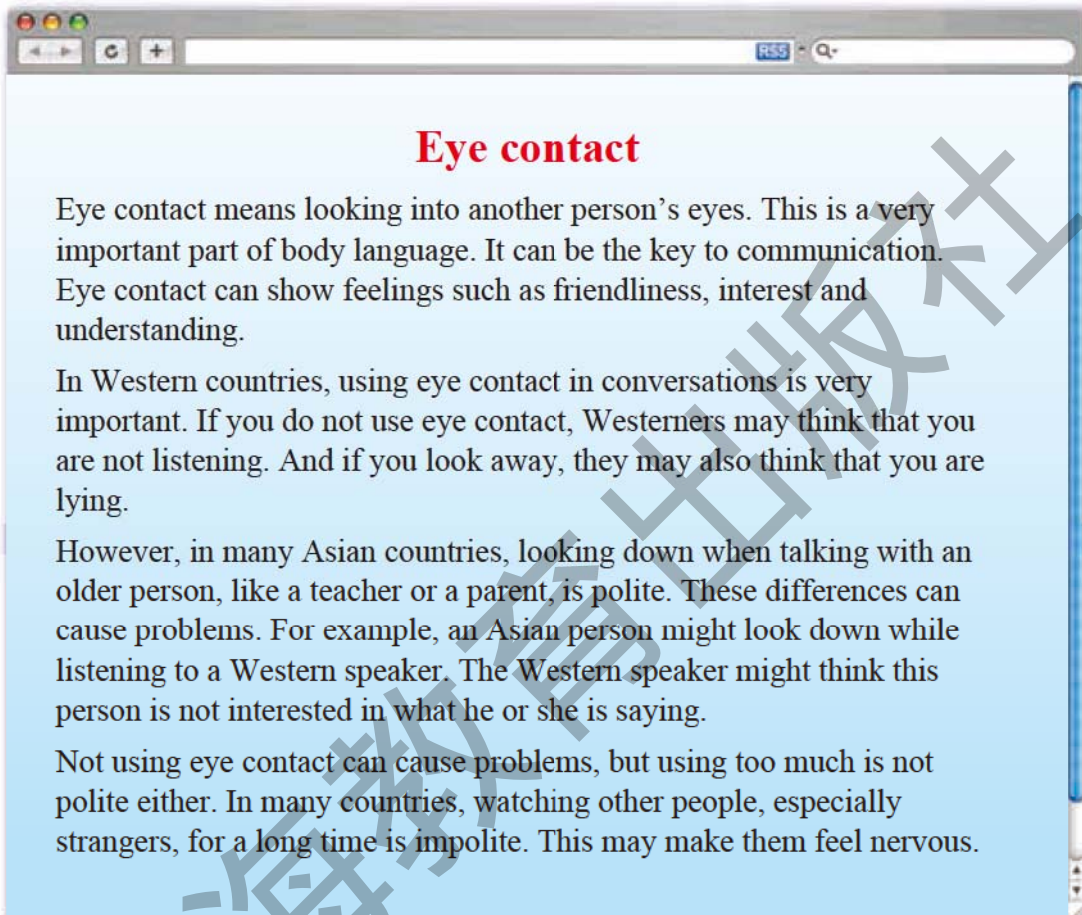
<sup>(3)</sup> ← Simon

**B** You will watch a ballet with your friend on Sunday. Write a short message to remind him/her about it. Use the notes below to help you.

Time to meet: 2:30 p.m., Sunday  
 Place to meet: main gate of City Theatre  
 Thing to bring: ticket

\*  **More practice**

**A** Read this online article about eye contact and answer the questions below.



**Eye contact**

Eye contact means looking into another person's eyes. This is a very important part of body language. It can be the key to communication. Eye contact can show feelings such as friendliness, interest and understanding.

In Western countries, using eye contact in conversations is very important. If you do not use eye contact, Westerners may think that you are not listening. And if you look away, they may also think that you are lying.

However, in many Asian countries, looking down when talking with an older person, like a teacher or a parent, is polite. These differences can cause problems. For example, an Asian person might look down while listening to a Western speaker. The Western speaker might think this person is not interested in what he or she is saying.

Not using eye contact can cause problems, but using too much is not polite either. In many countries, watching other people, especially strangers, for a long time is impolite. This may make them feel nervous.

- 1 What does eye contact mean?
- 2 Why is eye contact the key to communication?
- 3 If you do not use eye contact in Western countries, what may happen?
- 4 Do Asians use eye contact as often as Westerners?
- 5 What kind of eye contact is impolite in many countries?

**B** How can you tell a person's feelings through his/her eyes? Discuss this with your classmates.



## Culture corner

### Different ways of greeting others

People in different countries have different ways of greeting others. In many countries around the world, people often shake hands when they meet. However, in India and some other Asian countries, people do not touch each other when they meet. Instead, they hold their own hands together and raise them to their faces. The Brazilians and the French greet both men and women with a kiss on each cheek.



Do you know any other ways of greeting people? What are they?

### Self-assessment

How well do you know this unit? Tick  the boxes.



- 1 I can read a story about using body language in communication.
- 2 I can identify the speaker in a written conversation.
- 3 I can listen for facts about ballet.
- 4 I can make, accept and reject suggestions.
- 5 I can discuss the meanings of some gestures with my classmate.
- 6 I can write a short message.
- 7 I know about different ways of greeting people around the world.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# \* Project

## Setting up a voluntary group

Have you done any voluntary work with your classmates? In this project, you are going to set up a voluntary group.

**A** In groups, discuss the goal of your voluntary group. Use the questions below to help you.

Who/What do you think needs help? (e.g. *children, old people, animals*) Why?

What places do you think need more volunteers? (e.g. *hospitals, communities, old people's homes*)

Which place would you like to help at? Why?

The goal of our voluntary group is to help \_\_\_\_\_  
because \_\_\_\_\_.

**B** In groups, brainstorm and discuss the name and slogan for your voluntary group. Use the conversation below to help you.



**Top tip**

A **slogan** is a word or phrase used to attract people's attention and communicate your ideas quickly. It should be easy to remember.

S1: *What shall we call our voluntary group?*

S2: *Why don't we call it ...?*

S3: *I don't think that name is very good. What about ...?*

S4: *That's a good idea. How about the slogan? I suggest ...*

S1: *That's too long. People won't remember it. My suggestion is ...*

S2: *That sounds great.*

...



The name of our voluntary group is \_\_\_\_\_  
 \_\_\_\_\_.

The slogan of our voluntary group is \_\_\_\_\_  
 \_\_\_\_\_.

**C** How will you achieve the goal of your voluntary group? In groups, think of some activities and list at least three in the table below.

Activity	Time	Place

**D** Choose a representative and introduce your voluntary group to the class. Use the information in A, B and C and the expressions below to help you.

We call our voluntary group ...  
 Our slogan is ...  
 We want to help ...  
 We will ...  
 Would you like to take part in our ...?

Unit  
3

# Traditional skills



## Getting ready

In this unit, you will learn about some people with special skills.

### Reading

- Read an article about fishing with birds.

### Listening

- Listen to a description of a picture.

### Grammar

- Learn how to use **the passive voice** in different tenses.

### Speaking

- Learn how to describe people.
- Describe the traditional skill of paper cutting.

### Writing

- Write a short article about a person with a traditional skill.



## Reading

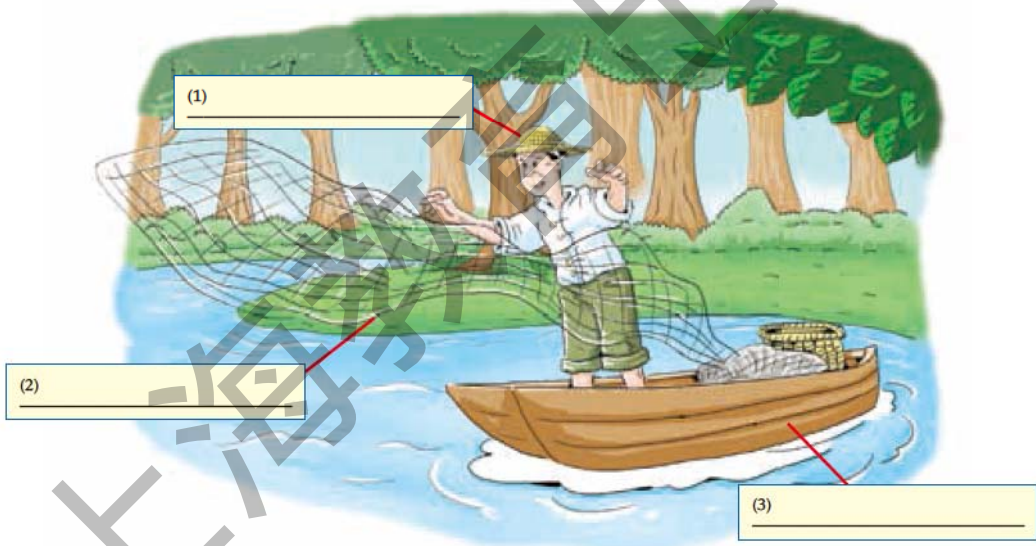
### A What do you know about ...?

**A1** How do people and animals work together? Match the beginning of each sentence with the correct ending.

- |                         |       |                      |
|-------------------------|-------|----------------------|
| 1 Farmers use cats      | _____ | a to find things.    |
| 2 Blind people use dogs | _____ | b to catch mice.     |
| 3 We used to use horses | _____ | c to guide them.     |
| 4 The police use dogs   | _____ | d to pull carriages. |

**A2** Label this picture with the words from the box.

fisherman      fishing boat      net

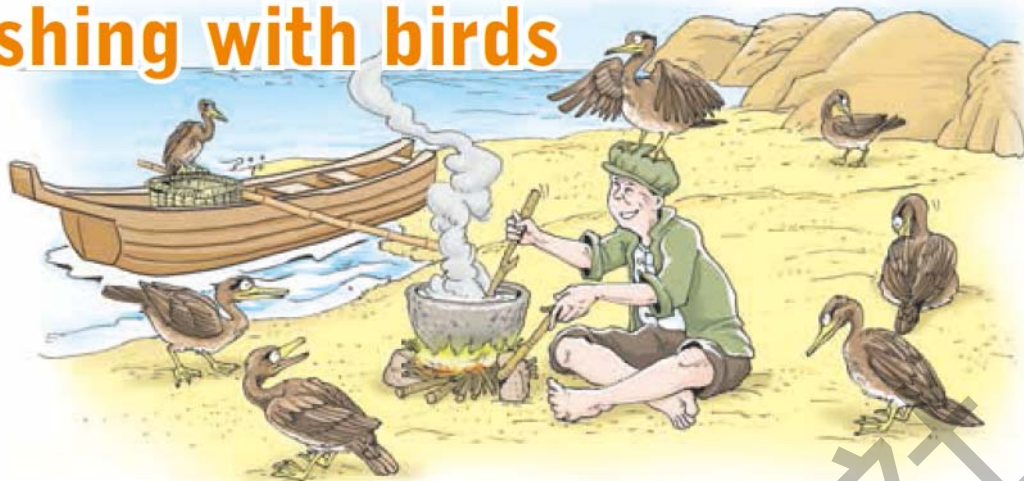


### B Before you read

Skim the article on page 35. Then match the paragraphs with their main ideas.

- |             |       |  |
|-------------|-------|--|
| Paragraph 1 | _____ | a describes a kind of bird.                  |
| Paragraph 2 | _____ | b is about the future of fishing with birds. |
| Paragraph 3 | _____ | c describes a fisherman.                     |
| Paragraph 4 | _____ | d describes how the fisherman works.         |

# Fishing with birds



Wang Damin is a fisherman. Although he is over 65, he is very fit and still enjoys working.

Damin uses cormorants to catch fish. Cormorants are large black birds. They are good at catching fish because they can swim well. They can dive down and stay  
5 under the water for up to two minutes.

Damin usually sets off in the late afternoon and gets the cormorants ready for work. First, he ties a piece of grass around their necks to stop them from eating big fish. Then when Damin's boat reaches the right place in the river, he pushes them into the river. Damin uses several ways to attract fish. During the day, he jumps  
10 up and down on his boat. After dark, he hangs a light on a post at the front of the boat. The cormorants bring the fish back to the boat. The fish are then taken and thrown into a big basket by Damin. No nets are required for this type of fishing.

Cormorant fishing was once practised in lots of places in South-East China,  
15 and there were many fishermen in the area. But today, few young people are interested in it. In 50 years, perhaps there will be no more cormorant fishermen in the world.



## C Vocabulary

**C1** The words in *italics>* are from the article on page 35. Circle the correct answers to complete these sentences.

- If a person is *fit*, he or she is \_\_\_\_\_.  
 a healthy and strong                      b weak and ill
- When you *set off*, you \_\_\_\_\_ a journey.  
 a plan    b start
- When you *reach* a place, you \_\_\_\_\_ the place.  
 a arrive at                                      b return from
- If you *hang* something on a post, you \_\_\_\_\_ the post.  
 a put it on                                      b take it from
- If you *require* something to do your work, you \_\_\_\_\_ it.  
 a lose    b need

**C2** Mark wrote an email to Jenny about fishing with hand nets. Complete his email with the words from the box. Change their forms if necessary.

fisherman    fit    hang    reach    require    set off

To: Jenny

From: Mark

Dear Jenny,

I saw a TV programme about an old <sup>(1)</sup>\_\_\_\_\_. He is very <sup>(2)</sup>\_\_\_\_\_, so he can catch fish from his boat every day. He usually <sup>(3)</sup>\_\_\_\_\_ in the late afternoon. Fishing is simple for him because it only <sup>(4)</sup>\_\_\_\_\_ some hand nets. When his boat <sup>(5)</sup>\_\_\_\_\_ the right place, he puts the nets in the water. After a few minutes, he pulls the nets up to get the fish. He always looks happy when he <sup>(6)</sup>\_\_\_\_\_ his nets at the front of his boat and sails back home.

I enjoyed this programme.

Best,

Mark



## D Comprehension

**D1** These sentences are about the article on page 35. Each sentence has one incorrect word or number in it. Underline the mistake and write the correct word or number in each blank.

- 1 Damin is over 75 now, but he still enjoys working. \_\_\_\_\_
- 2 Cormorants are able to stay under the water for up to 25 minutes. \_\_\_\_\_
- 3 Damin often goes fishing in the early afternoon. \_\_\_\_\_
- 4 Damin ties a piece of grass around the mouth of each bird. \_\_\_\_\_
- 5 After dark, Damin has a fire on his boat. \_\_\_\_\_
- 6 The fish are taken from the fishermen's mouths. \_\_\_\_\_

**D2** Read the article again and answer the questions below in complete sentences.

- 1 What do cormorants look like?  
\_\_\_\_\_
- 2 Why are cormorants good at catching fish?  
\_\_\_\_\_
- 3 Why does Damin hang a light on a post at the front of his boat?  
\_\_\_\_\_
- 4 Where was cormorant fishing once practised?  
\_\_\_\_\_

\* **D3** Suppose you are Wang Damin. Describe how you catch fish. Use the words from the box below and the pictures on page 35 to help you.

set off	attract	bring ... back
tie ... around	jump up and down	take ... from
reach	hang	throw ... into
push ... into		

I usually set off in the late afternoon ...





## Listening

### Paper cutting



Top tip

To correct mistakes in a picture, you should do the following:

- Look at the picture carefully before listening.
- Use your common sense. For example, ¥500 is too expensive for a paper picture.

**A** Your friend Mark shows you the following picture. Listen to his description and find the seven mistakes in it. Draw a circle around each mistake.



**B** Listen to the recording again and give short answers to the questions below.

- 1 What time is it? \_\_\_\_\_
- 2 Where are the people? \_\_\_\_\_
- 3 What is the man with the cap doing? \_\_\_\_\_
- 4 Who is the young girl looking up at? \_\_\_\_\_
- 5 How much is a paper picture? \_\_\_\_\_



## Grammar

### The passive voice

**Active sentences** tell us who or what does something.

Damin **uses** cormorants to catch fish.

**Passive sentences** often do not tell us who or what does something.

No nets **are required** for this type of fishing.

We form the **passive voice** in the **simple present tense** like this:

I	am (not)	seen.
You/We/They	are (not)	
He/She/It	is (not)	

#### Work out the rule

We use \_\_\_\_\_, \_\_\_\_\_ or \_\_\_\_\_ + **past participle** to form the **passive voice** in the **simple present tense**.

#### Things to remember

When we want to tell who or what does something in a **passive sentence**, we add a phrase with **by**.

The fish **are** then **taken** and **thrown** into a big basket **by** Damin.

- A** Mary read another article about Damin and his birds in the newspaper. Complete the article with the verbs from the box in the present passive form.

bring up    check    control    give    look after    take

Once a year, a new cormorant <sup>(1)</sup> \_\_\_\_\_ by Damin. First, the cormorant eggs <sup>(2)</sup> \_\_\_\_\_. Then the best one <sup>(3)</sup> \_\_\_\_\_ and given to a chicken. After 26 days, the baby cormorant breaks out of the egg. Then it <sup>(4)</sup> \_\_\_\_\_ by Damin himself. For ten days, it <sup>(5)</sup> \_\_\_\_\_ food every hour. The temperature <sup>(6)</sup> \_\_\_\_\_ to keep the baby cormorant warm. The baby cormorant grows stronger. After two months, it can join the other cormorants on the boat.





We form **the passive voice in the simple past tense** like this:

I	was (not)	seen.
You/We/They	were (not)	
He/She/It	was (not)	

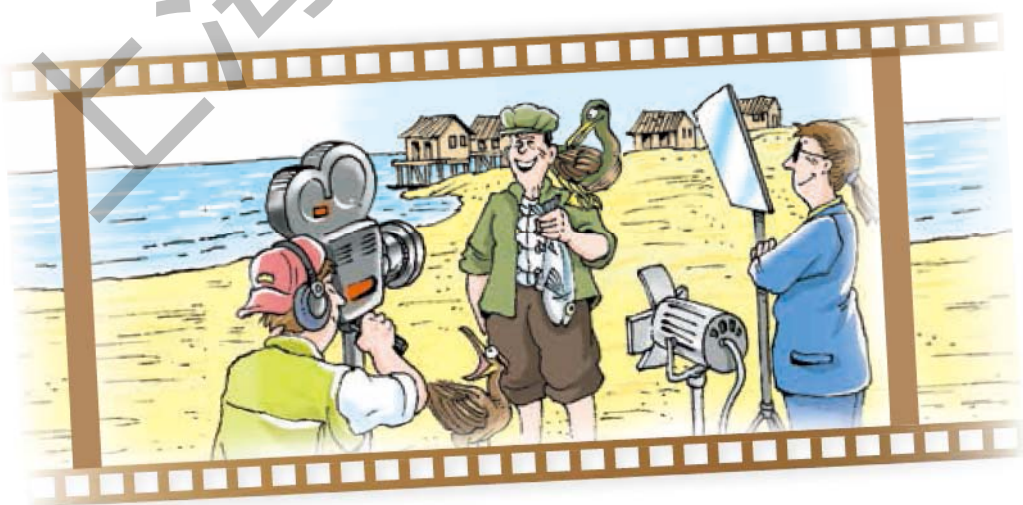
### Work out the rule

We use \_\_\_\_\_ or \_\_\_\_\_ + **past participle** to form **the passive voice in the simple past tense**.

- B** Mary watched a TV programme about Damin. It was made by a film company from the UK. This is how they filmed the programme. Complete the passage with the verbs from the box in the past passive form.

choose    film    interview    take    use

The film company wanted to make a programme about cormorant fishing, so we came from the UK to China. Many cormorant fishermen <sup>(1)</sup> \_\_\_\_\_ . In the end, Damin <sup>(2)</sup> \_\_\_\_\_ because he is the best fisherman in his village. Then the cameras and lights <sup>(3)</sup> \_\_\_\_\_ to Damin's village. Damin <sup>(4)</sup> \_\_\_\_\_ by the cameraman. A boat <sup>(5)</sup> \_\_\_\_\_ to film on the river.



We form the **passive voice in the simple future tense** like this:

I		
You/We/They	<b>will (not) be</b>	<b>seen.</b>
He/She/It		

### Work out the rule

We use \_\_\_\_\_ + **past participle** to form the **passive voice in the simple future tense**.

### Things to remember

Note the positions of the verbs in passive questions:

Is a piece of grass **tied** around the neck of each bird?

Was a light **hung** on the post at the front of the boat?

Will the fish **be sold** in the market?

- C** After the filming, the British director talked to Damin. Complete his words with the verbs from the box in the future passive form.

add      make      show      take      watch

Thank you for your help, Damin. You did a wonderful job. Now the film  
 (1) \_\_\_\_\_ back to the UK. We'll do some more work on it. Some  
 music (2) \_\_\_\_\_ to it. It (3) \_\_\_\_\_ into a television  
 programme. Then our programme (4) \_\_\_\_\_ in many countries  
 around the world. It (5) \_\_\_\_\_ by millions of people!



# Speaking

## A Talk time

### Describing people

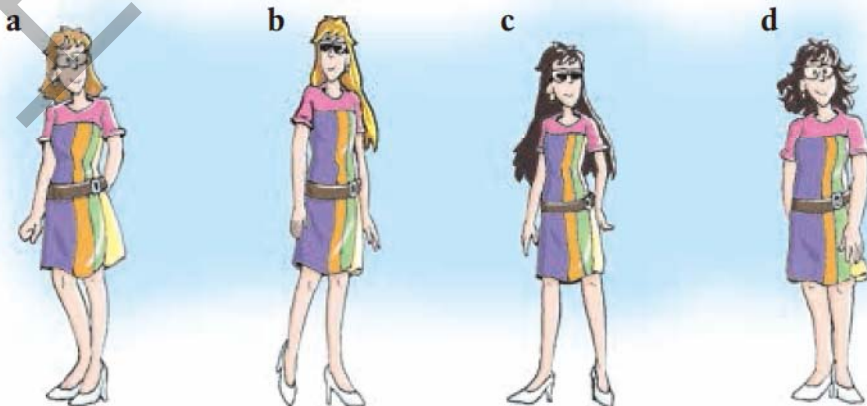
When we describe a person, we usually mention his or her age, build, height and anything else special about him or her. Here are some words we can use:

	<p><b>Age</b> young middle-aged old</p>	<p><b>Build</b> heavy big slim/thin</p>	
	<p><b>Height</b> tall short</p>	<p><b>Hair/Other</b> black/blond(e)/brown hair long/short hair wears glasses</p>	

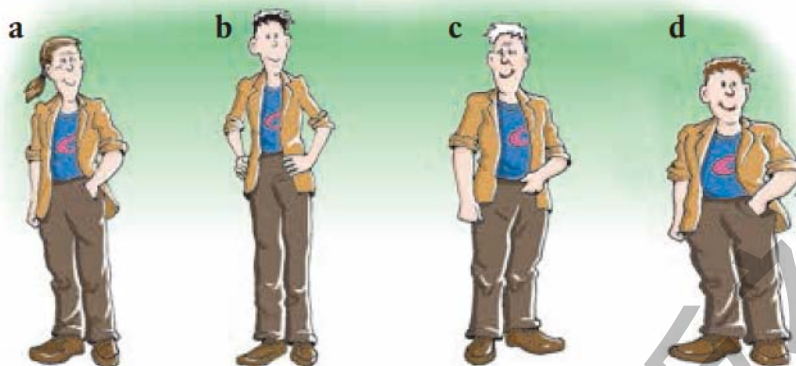
We also use words like *very* and *quite*, e.g. *very young* and *quite tall*.

**A1** Work in pairs. S1 should read the descriptions. S2 should look at the pictures and say who S1 is talking about.

1 She is quite tall and thin. She has long, blonde hair. She wears sunglasses.



2 He is very young. He is short and heavy. He has short, brown hair.



**A2** Work in pairs. S1 should describe a student in class. S2 should guess who the student is.

## B Speak up

How much do you know about the traditional skill of paper cutting? In groups, talk about this skill. Use the questions and expressions below to help you.

When did people first start making paper cuttings? (*the 6th century*)

What tools are used to make paper cuttings? (*scissors, paper*)

What patterns are used in paper cutting? (*animals, plants, Chinese characters for health or good luck, etc.*)

When are paper cuttings used? (*the Spring Festival, weddings*)





## Writing

### A person with a traditional skill

- A** Mark wrote an article about Mr Chen. Read the article and answer the questions below.

Mr Chen makes toys from dough. He is over 50 years old now. His hands are rough because he works with dough all the time.

Mr Chen makes dough toys of different sizes. Only a small piece of dough and some simple tools are required to make a dough toy. Mr Chen uses his hands to turn the dough into different characters, for example the Monkey King. Dough of different colours is used to make the toys more interesting.

I like Mr Chen's toys because they are very lovely. I hope that one day I can learn to make dough toys.



- 1 How does Mark describe Mr Chen?
- 2 How does Mark describe Mr Chen's work?
- 3 What does Mark think of Mr Chen's dough toys?

- B** Write a short article about a person with a traditional skill. Use the example in A and the outline below to help you.

**Paragraph 1** Describe the person. (*Who is he/she? What does he/she look like?*)

**Paragraph 2** Describe the person's work and the tools needed for his/her work. You may also describe the important steps in his/her work.

**Paragraph 3** Give your opinion about the person and his/her skill. (*What do you think of his/her skill? Would you like to learn his/her skill?*)

\*  **More practice**

**A** Read this newspaper article about shadow puppet plays and answer the questions below.

## Shadow puppet plays

Every Saturday, Wang Weifang puts on a play with his friends in a small town near Xi'an. The audience can hear them, but they cannot see them. That is because they are putting on a shadow puppet play.

Shadow puppets are made of hard leather. The leather is cut out in the shape of a person, an animal or an object. Each puppet is painted in bright colours and put on a stick. Some puppets have movable arms and legs.

During a shadow puppet play, Wang stands behind a white screen with lights behind it. The audience sit in front of the screen. Wang and his friends hold the puppets very close to the screen so the audience can see the puppets' shadows clearly. Then they move the puppets around and do the voices of the different characters.

Shadow puppet plays are an ancient Chinese art. Now with TV and films, shadow puppet plays are not as popular as before.

Wang and his friends often work very hard for little money, but they do not mind. They want to keep this traditional art form alive.



- 1 Why can the audience not see Wang and his friends?
- 2 What are shadow puppets made of?
- 3 During a shadow puppet play, where does Wang stand?
- 4 Who does the voices of the different characters?
- 5 Why do Wang and his friends put on shadow puppet plays?

**B** In pairs, talk about Wang's work during a shadow puppet play.



## Study skills

### \* Practical writing (2): Posters, notices, etc.

Sometimes you need to make a poster, write a notice, etc.

When you do these, you should try to:

- get the readers' attention;
- give all the information as clearly and briefly as possible;
- ask the readers to do something (e.g. take part in an activity).

**A** Look at the poster and tick (✓) the possible answers for each question.

1 What is used in the poster to get the readers' attention?

- a different colours
- b big letters
- c a good heading
- d a funny picture

2 What kind of words and sentences are used in the poster?

- a short sentences
- b long sentences
- c key words
- d easy words

3 What makes the poster easy to read?

- a short sentences
- b long sentences
- c a big heading
- d a big picture

4 What is the main information in the poster?

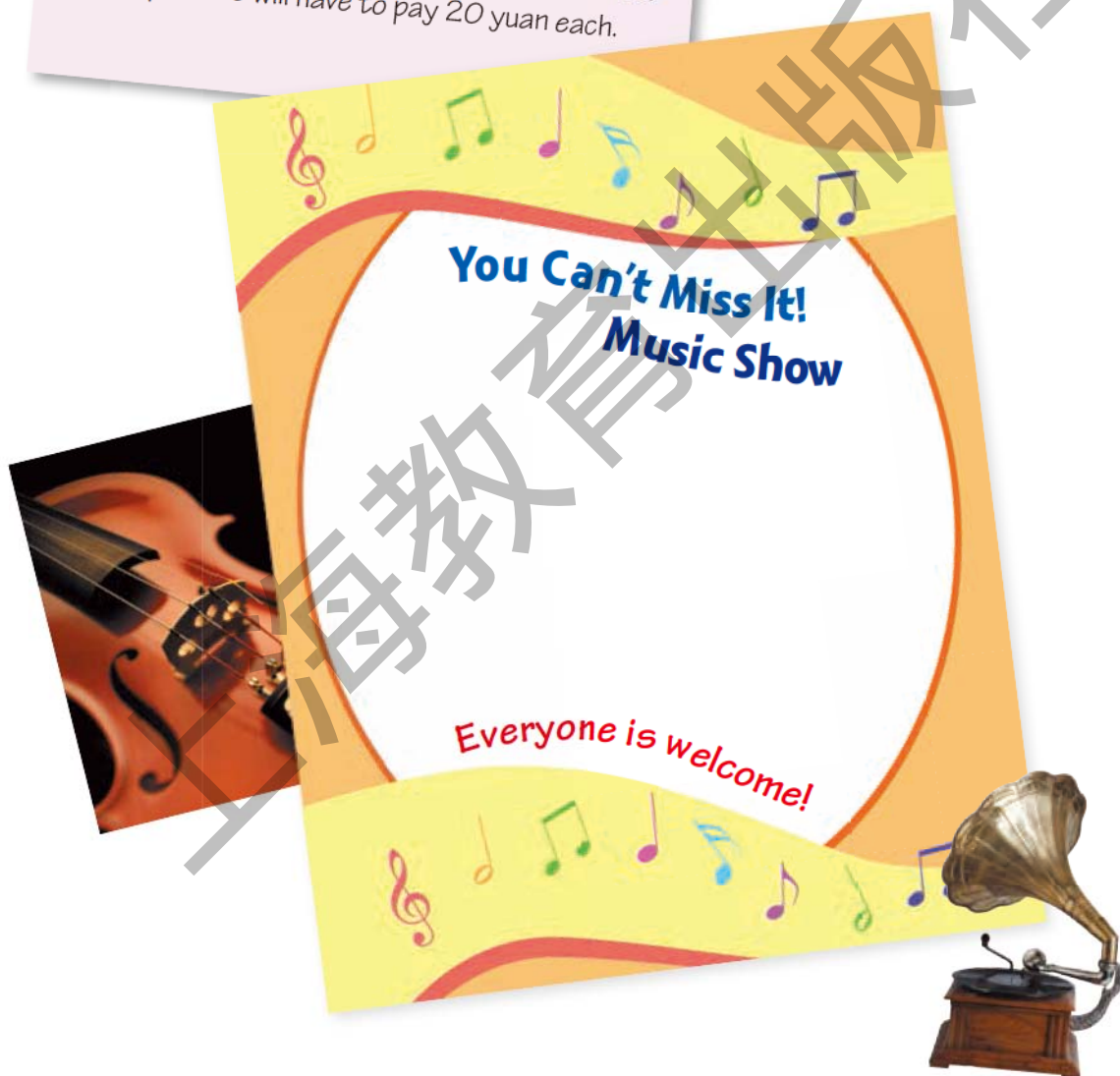
- a place
- b date
- c time
- d activity



**B** In pairs, improve the notice below. Do not write more than 25 words.

### Notice

A music show will be held in the school hall at 4 p.m. on Tuesday, 4 May. It will finish at 5:30 p.m. There will be singing and the school band will play. Tickets will be free to students, but parents will have to pay 20 yuan each.



**C** In pairs, make a poster for a school event, for example a science fair.





## Culture corner

### Chinese knots

A Chinese knot is usually made of a thin rope. It can be in the shape of an animal, a flower or a Chinese character with a special meaning. Red ropes are usually used because red is a lucky colour for Chinese people.

Many Chinese knots have special meanings. People think that these knots can bring them happiness or good luck, so they carry the knots with them or put them up at home.



Do you have a Chinese knot at home? What does it mean?

### Self-assessment

How well do you know this unit? Tick  the boxes.



- 1 I can read an article about cormorant fishing.
- 2 I can listen to a description to identify mistakes in a picture.
- 3 I can use **the passive voice** in different tenses correctly.
- 4 I can describe people.
- 5 I can talk about the traditional skill of paper cutting with my classmates.
- 6 I can write a short article about a person with a traditional skill.
- 7 I know about Chinese knots.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Unit  
4

# Cartoons and comic strips



## Getting ready

In this unit, you will learn about cartoons and comic strips.

### Reading

- Read an article about how to make a cartoon.

### Listening

- Listen to a story about a baby dinosaur.

### Grammar

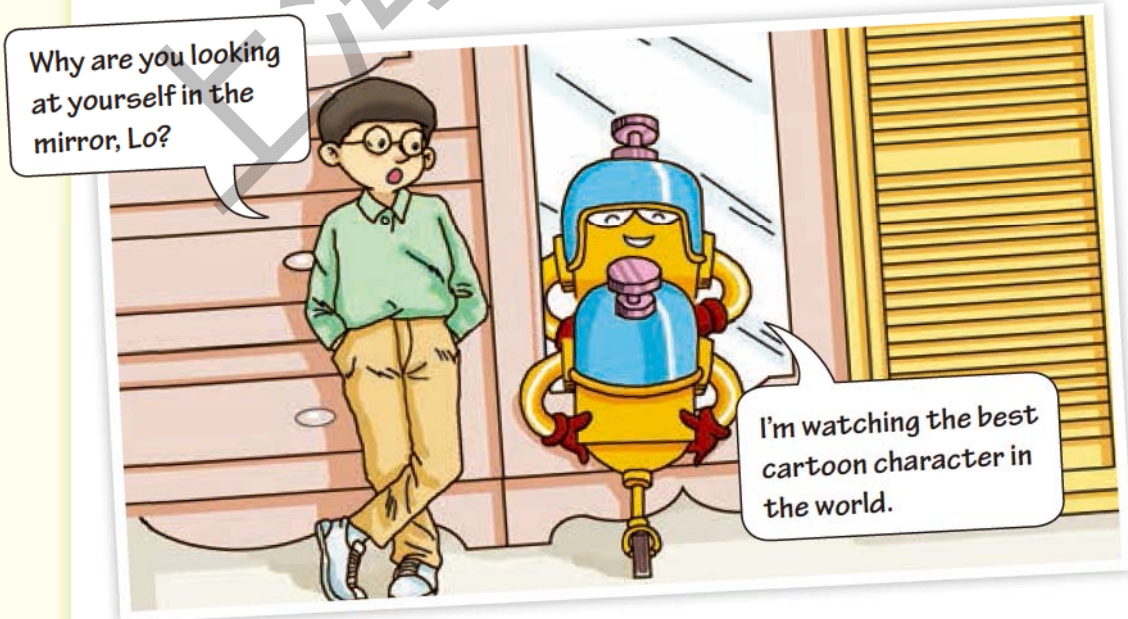
- Learn how to use **the passive voice** with **modal verbs**.
- Learn how to use **the passive voice** in the **present perfect tense**.

### Speaking

- Learn to give warnings.
- Role-play the story of a baby dinosaur.

### Writing

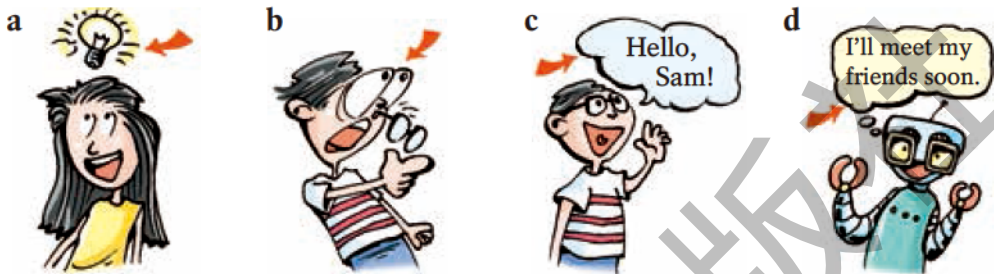
- Write the words for a comic strip.



## Reading

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

Artists use many symbols in comic strips to show special meanings. Match the symbols below with their meanings. Write the correct letter in each box.



#### Meanings of symbols

- 1 This is a “speech bubble” for the words that the character says.
- 2 If a character’s eyes pop out like this, it means he/she is very surprised.
- 3 The light bulb symbol means that the character has an idea.
- 4 This is a “thought bubble” for the words that the character is thinking of.

### B Before you read

There are six stages of making a cartoon. Do you know the correct order? Read the first sentence of each paragraph in the article on page 51 and write the numbers 1–6 in the boxes.

- a Make a rough sketch of the story.
- b Have a good idea for a story.
- c Use a computer program to put the pictures together.
- d Think about the characters.
- e Add colour to the drawings.
- f Record the voices and sound effects.

Jason is learning how to make cartoons. He has found some information in a magazine.

## How to make a cartoon

First, you need to decide on some basic ideas for a story.

This story is about a robot, Han. He always forgets things.

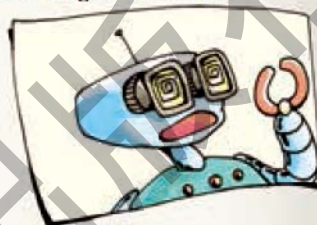
One day, Han meets his friends Sarah and Tim at the underground station. He says, "I'm happy. I bought a new notebook. Now I won't forget things."

5

Sarah says, "Yes. I have one too. Here it is."

Tim asks, "Where's yours, Han?"

Han says, "Oh, no! I forgot to bring it!"



In the second stage, think about the kinds of characters you want

10 and what they will look like.

Han is a tall robot. He has square eyes. They are actually video cameras. Tim wears glasses, so he looks clever. Sarah is a pleasant girl. She has straight, black hair.

Now make a rough sketch of the story.

15 Next, use a computer to draw detailed pictures and add colour. To make the characters and things appear to move, each picture should be made a little different from the one before it.

In the next stage, a computer program is used to put the

20 pictures together as a film.



Finally, record the voices

and sound effects. The actors will do the characters' voices. Their speech must match the pictures. Sound effects, like the noise of the underground, must also be added separately.

25 After everything has been checked, the cartoon is ready to be played for everyone to enjoy.

## C Vocabulary

**C1** The words in italics explain the meanings of some words from the article on page 51. Find the words to complete the sentences. Change their forms if necessary.

- The \_\_\_\_\_ idea of the story must be *simple as well as important*. (line 1)
- The painting is really interesting. The people in it *look* real. They \_\_\_\_\_ to be alive. (line 16)
- He wants to be *a person in a film*. His dream is to be an \_\_\_\_\_. (line 22)
- This shirt \_\_\_\_\_ your trousers well. Their colours really go *together*. (line 23)
- They did *not* watch the cartoon *together*. They went to the cinema \_\_\_\_\_. (line 24)

**C2** Jason is writing an email to his friend Anna in Germany. Complete his email with the words from the box. Change their forms if necessary.

actor   appear   basic   decide on   record

**To:** Anna

**From:** Jason

Hi Anna,

I've <sup>(1)</sup> \_\_\_\_\_ a story for my cartoon. It's about a boy called Jim. He lives on another planet in the year 2200. Jim <sup>(2)</sup> \_\_\_\_\_ to be a human from the Earth, but he's actually a robot.

I'll make the cartoon myself, as I have some <sup>(3)</sup> \_\_\_\_\_ drawing and computer skills. However, I need some people to help me <sup>(4)</sup> \_\_\_\_\_ the voices and sound effects. My friend Tom has always wanted to be an <sup>(5)</sup> \_\_\_\_\_, so I'll ask him to do the voice of the robot.

I'll show my cartoon to you when it's ready. I hope you'll like it.

Yours,  
Jason



## Making summaries

When you make a **summary**, you give the most important information in your own words. You should include the main points only. Then the main idea can be understood quickly and easily.

## D Comprehension

**D1** Anna wants some advice on how to make cartoons. She has asked Jason some questions in a chat room. Read the article on page 51 and help Jason answer her questions in complete sentences.

**My chat room** Options Help About

**Anna:** After I've decided on the story of my cartoon, what should I do?

**Jason:** <sup>(1)</sup> \_\_\_\_\_

**Anna:** What should I do after that?

**Jason:** <sup>(2)</sup> \_\_\_\_\_

**Anna:** How do I make the characters and things appear to move?

**Jason:** <sup>(3)</sup> \_\_\_\_\_

**Anna:** What should I do next?

**Jason:** <sup>(4)</sup> \_\_\_\_\_

**Anna:** What should I do last?

**Jason:** <sup>(5)</sup> \_\_\_\_\_

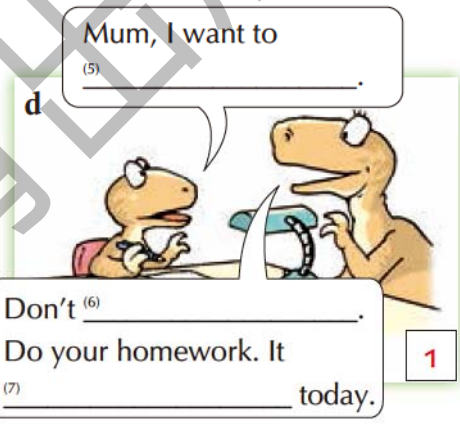
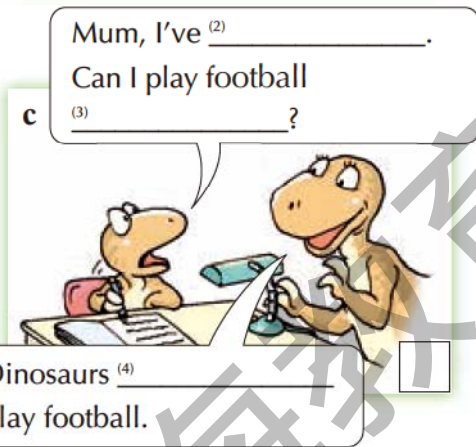
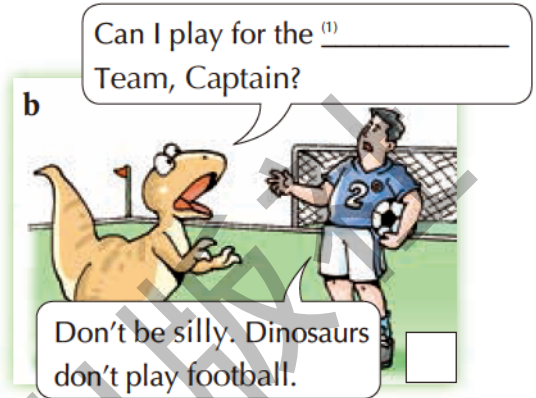
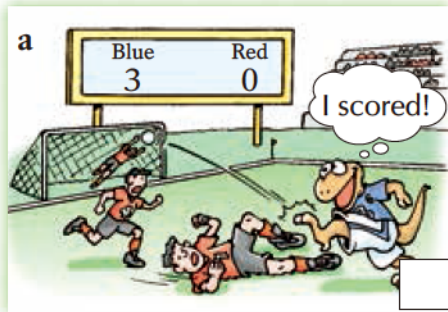
\* **D2** Read the article again and make a summary of it. Remember to use your own words. You may begin like this:

There are six stages of making a cartoon. First, ...

# Listening

## A comic strip about a baby dinosaur

**A** Listen to the story. Then put the pictures in the correct order by writing the numbers 1–6 in the boxes.



**B** Listen to the recording again and complete the conversations in the comic strip in A.

## Grammar

### A The passive voice with modal verbs

We use **the passive voice with modal verbs** like this:

It **can be enjoyed** by everyone.



Each picture	<b>should be</b>	<b>made</b> a little different from the one before it.
	<b>should not be</b>	<b>made</b> the same as the one before it.
Sound effects	<b>must be</b>	<b>added.</b>
	<b>must not be</b>	<b>forgotten.</b>
<b>Should</b>	each picture	<b>be</b> <b>made</b> a little different from the one before it?
<b>Must</b>	sound effects	<b>be</b> <b>added</b> ?
Yes,	it <b>should.</b>	No, it <b>should not/shouldn't.</b>
Yes,	they <b>must.</b>	No, they <b>must not/mustn't.</b>

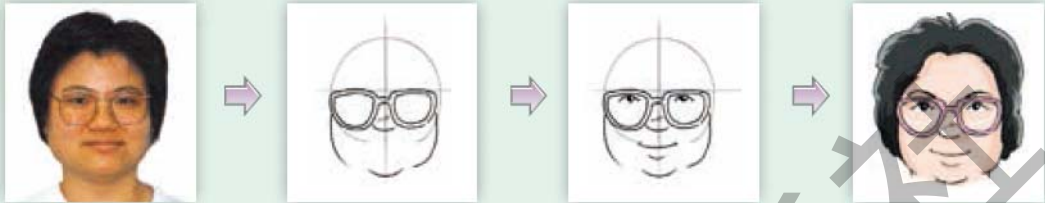
#### Work out the rule

To make **the passive voice with modal verbs**, \_\_\_\_\_ is used between the **modal verb** and the **past participle** of the main verb.



Complete the article below with the correct forms of the words in brackets.

## Drawing cartoon faces



When we draw a cartoon face, some parts of the face <sup>(1)</sup> **should be made** (should/make) bigger to make the face look funny. So let's start to draw a cartoon face for the woman!

A rough circle <sup>(2)</sup> \_\_\_\_\_ (should/draw) first. Then a nose and big glasses <sup>(3)</sup> \_\_\_\_\_ (should/add).

Next, a pair of small eyes and a smiling mouth <sup>(4)</sup> \_\_\_\_\_ (must/draw). The mouth <sup>(5)</sup> \_\_\_\_\_ (can/make) larger to make the woman look friendlier.

Finally, some hair <sup>(6)</sup> \_\_\_\_\_ (should/add) to the cartoon. The face <sup>(7)</sup> \_\_\_\_\_ (can/colour) with bright colours.

### \* B The passive voice in the present perfect tense

We use the passive voice in the present perfect tense like this:

After everything **has been checked**, it is ready to be played for everyone to enjoy.

The cartoon characters **have been drawn** carefully by the artists.

#### Work out the rule

We form the passive voice in the present perfect tense by using *have/has* + \_\_\_\_\_ before the past participle of the main verb.

**B1** In pairs, read the article in A on page 56 again. Ask and answer questions about drawing cartoon faces. Follow the example.

**S1:** Now I've drawn a rough circle. What should I do next?

**S2:** After a rough circle has been drawn, you should add a nose and big glasses.

**S1:** I've added the nose and big glasses. What must I do now?

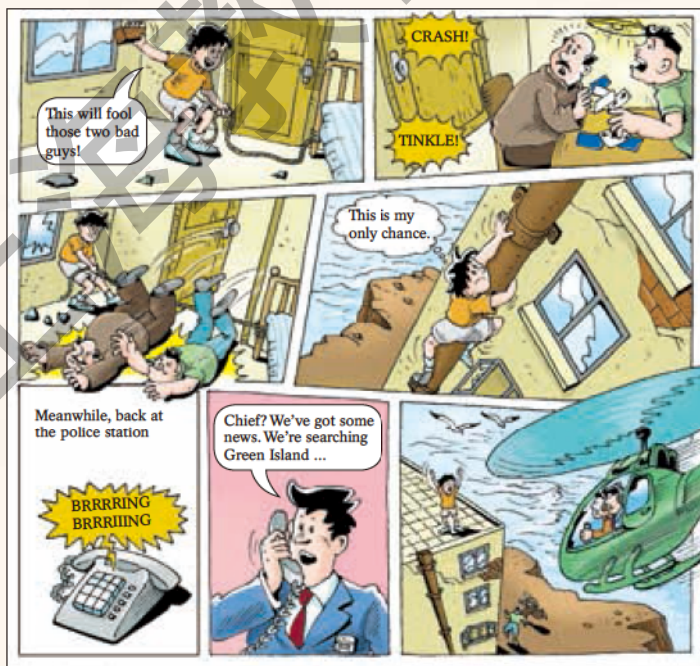
...

**B2** Complete the article below with the correct forms of the words in brackets.

## How to make a comic strip

To make a comic strip, first, a story <sup>(1)</sup> \_\_\_\_\_ (must/think) of. The story <sup>(2)</sup> \_\_\_\_\_ (should/make) interesting with an exciting ending. After the story <sup>(3)</sup> \_\_\_\_\_ (create), pictures <sup>(4)</sup> \_\_\_\_\_ (must/draw).

Look at the comic strip below. Speech and thought bubbles have been added so that the pictures <sup>(5)</sup> \_\_\_\_\_ (can/understand) easily. A line of words called a "caption" <sup>(6)</sup> \_\_\_\_\_ (put) at the top of the fifth picture to explain a change of place or time.



## Speaking

### A Talk time

#### Giving warnings

Here are some ways of warning people.



**A1** Read the conversation below and practise it in pairs.

**Peter:** Let's have a look in the South Shopping Centre.

**Judy:** All right, but watch the steps as you go in.

**Peter:** Thanks. Let's go this way.

**Judy:** OK, but watch out! The floor is wet.

**Peter:** Here's a shop. Let's go in.

**Judy:** All right, but be careful! Don't break anything.

**Peter:** Oh, I like this vase. I'll just pick it up and ... oops!

**Judy:** Look out! You almost dropped it.

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

### B Speak up

**B1** In groups of four, decide on the ending of the story about the baby dinosaur on page 54. Use the questions below to help you.

What happens to the baby dinosaur in the end?

Does the baby dinosaur become a football star?

How does the baby dinosaur feel?

**B2** In groups, role-play the story. Each student should play the role of one of the characters below.

a The baby dinosaur

c The captain of the Blue Team

b The mother dinosaur

d One of the fans of the Blue Team

 Writing

**Mystery Island**

**A** The following is the first part of a comic strip called "Mystery Island". In groups, discuss what happens in each picture.



**B** Write the captions and speech bubbles for the comic strip. Use the words for each picture to help you.

**a** a small boat  
a trip around the world

**b** ... were celebrating  
the weather forecast  
a storm is coming

**c** in trouble  
life jacket

**d** a huge wave

**e** Thank goodness

**f** Look! There's a/an ...  
Let's ...

**g** We made it!

**h** Quick! Run!  
a dinosaur

- 1 Jim and Betty were in a small boat. They began a trip around the world.
- 2 Good luck! Goodbye!
- 3 A month later,

\*  **More practice**

**A** Read the magazine article and answer the questions below.

## Tom and Jerry

Tom the cat and Jerry the mouse are two of the most popular cartoon characters in the world. In the short cartoons, Tom is always trying to catch Jerry, but he never has any success. Almost every cartoon ends with Tom in trouble and Jerry laughing at him. The stories are full of fun and have a long history.

William Hanna and Joseph Barbera both worked for MGM in the late 1930s. Their boss told them to make funny cartoons. Together they thought of the idea of a cat and a mouse. They thought it would be funny if the mouse was clever and always got the cat into trouble.

The first *Tom and Jerry* cartoon was shown in cinemas in 1940. It was a great success. Over the next 17 years, they made many *Tom and Jerry* cartoons. Most of them are around seven minutes long.

In total, Hanna and Barbera made 114 *Tom and Jerry* cartoons. The cartoons were so good that they won a number of awards. The famous cat and mouse remain popular today, as the cartoons are still shown on television around the world.



- 1 Who thought of the idea of Tom and Jerry?
- 2 When was the first *Tom and Jerry* cartoon shown in cinemas?
- 3 How long do most *Tom and Jerry* cartoons last?
- 4 How many *Tom and Jerry* cartoons were made in total?

**B** What is your favourite cartoon? Give a brief introduction to it and tell your classmates why you like it.



## Culture corner

### *Havoc in Heaven*

One of the most famous cartoons in China is called *Havoc in Heaven*.

*Havoc in Heaven* was created in the 1960s by the Wan brothers. It tells the story of the Monkey King. The cartoon shows many Chinese characteristics. For example, it was made from hand-drawn Chinese pictures, and some of the sound effects are from Beijing Opera. This cartoon has won many awards at home and abroad, and has influenced cartoons throughout Asia since it was produced.



Have you ever watched the cartoon *Havoc in Heaven*? How do you like it?

### Self-assessment

How well do you know this unit? Tick  the boxes.



- 1 I can read an article about making cartoons.
- 2 I can make a summary of an article.
- 3 I can listen for the sequence of events in a story about a baby dinosaur.
- 4 I can use **the passive voice** with **modal verbs** correctly.
- 5 I can give warnings.
- 6 I can role-play the story of a baby dinosaur with my classmates.
- 7 I can write the words for a comic strip.
- 8 I know about the Chinese cartoon *Havoc in Heaven*.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# \* Project

## A comic book

Do you like to read comic books? In this project, you are going to make a comic book.

**A** In groups of four, decide on an idea that would make a good story for your comic strip. Use the example below to help you.

**Idea:** A fisherman goes fishing with his cormorants every afternoon. One day, one of the cormorants goes under the water but does not come up for a long time. When it finally comes up, it does not have a fish. Instead, it has a gold coin in its mouth.



### Top tip

Think of these points when you plan your comic strip:

- story
- characters
- speech bubbles
- thought bubbles
- captions
- sound words

(Look back at **Unit 4** for more ideas.)

**B** Plan your comic strip with your group members. Follow the example.

**Story:** The fisherman and his three cormorants are on the river. The cormorants go under the water for some fish. When Cormorant 1 comes up, he does not have a fish. He has a gold coin in his mouth.

Cormorant 2 thinks Cormorant 1 is stupid, but Cormorant 3 is happy because they will not have to work today.

**Characters:** The fisherman is old but very fit.  
Cormorant 1 is young and looks hard-working.  
Cormorant 2 is thin, old and looks tired.  
Cormorant 3 is fat and looks lazy.



**C** Draw your comic strip. Next, add the speech bubbles, thought bubbles, captions and sound words. Use the example below to help you.



**D** When you have finished your work, put all the comic strips together to make a comic book.

Unit  
**5**

# Save the endangered animals

## Getting ready

In this unit, you will learn about endangered animals and how we can save them.

### Reading

- Read a fact file about the giant panda.

### Listening

- Listen to a speech about endangered animals.

### Grammar

- Learn how to use *It is + adjective + for + noun/pronoun + to + verb.*
- Learn how to use *adjective + enough + to + verb.*
- Learn how to use *It is + adjective + of + noun/pronoun + to + verb.*

### Speaking

- Learn to talk about obligations.
- Talk about how to save an endangered animal.

### Writing

- Write a fact file about an endangered animal.



 **Reading**

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

How much do you know about pandas? Try the short quiz below. Circle the correct answers.

- 1 How many pandas still live in the wild?  
a About 1,600.      b About 160,000.
- 2 Can pandas climb trees?  
a Yes, they can.      b No, they can't.
- 3 What do pandas usually eat?  
a Bananas.      b Bamboo.
- 4 How long can pandas live in the wild?  
a About 20 years.      b About 50 years.
- 5 Where do pandas live? (There is more than one answer.)  
a In Sichuan.      c In Gansu.  
b In Shaanxi.      d In Jiangsu.



**B Before you read**

Look at the article on page 67. Complete the facts about pandas.

**Panda facts**

**Adult weight:** about <sup>(1)</sup> \_\_\_\_\_ kilograms

**Life:** Pandas live for about <sup>(2)</sup> \_\_\_\_\_ in the wild but in zoos they can live for <sup>(3)</sup> \_\_\_\_\_.

**Food:** A panda eats about <sup>(4)</sup> \_\_\_\_\_ of bamboo a day.

**Home:** Pandas live high up in the mountains of <sup>(5)</sup> \_\_\_\_\_.

**Population:** There are about <sup>(6)</sup> \_\_\_\_\_ pandas in the wild.

**Behaviour:** Pandas spend more than <sup>(7)</sup> \_\_\_\_\_ a day eating.

# THE GIANT PANDA

## Giant Panda Fact File

- Population** In the wild: about 1,600
- Appearance** Weight at birth: about 100–200 grams  
Adult weight: about 100–150 kilograms  
Colour: black and white



A giant panda is a kind of bear. It has a white face with black patches around its eyes. It also has black ears, shoulders and legs. The rest of its body is white.

### Home

Pandas live high up in the mountains of Central and Western China. They live in the bamboo forests there.

### Food

Pandas in the wild usually eat bamboo. In zoos, their menu includes bamboo, apples and carrots. A giant panda can eat as much as 30 kilograms of bamboo a day.

### Behaviour

Pandas like to live on their own. They need to eat a lot to stay healthy, so they spend more than 12 hours a day eating. Although they are big and heavy, it is not difficult for them to climb trees. They are strong enough to protect themselves.

### Life

Pandas live for about 20 years in the wild, but in zoos they can live for up to 35 years.

### The future

People are cutting down forests, so the pandas are losing their homes. Some people are killing them for their fur. It is cruel of them to do so. There are not many pandas in the world now. It is important for us to protect them.



## C Vocabulary

**C1** The words in italics are from the article on page 67. Circle their correct meanings.

- The giant panda has a small *population*.
  - the total weight of animals in an area
  - the total number of animals in an area
- Not many pandas live in the *wild* because there is not enough food for them.
  - a natural environment not controlled by people
  - a dangerous place
- A giant panda is tiny *at birth*.
  - when it dies
  - when it is born
- A giant panda is about two to three feet tall at the *shoulder*.
  - the part of the body between the arms and the neck
  - the top of the head
- Shaanxi is in *Central* China. You can see pandas there.
  - the middle of
  - the area around

**C2** Complete the passage with the words from the box. Change their forms if necessary.

adult	in the wild	population
at birth	kilogram	

### Rabbit fact file

A rabbit weighs between 0.4 and 2 <sup>(1)</sup> \_\_\_\_\_ and can live for up to 12 years. However, a rabbit <sup>(2)</sup> \_\_\_\_\_ can seldom live for more than a year.

<sup>(3)</sup> \_\_\_\_\_, a baby rabbit cannot see. An <sup>(4)</sup> \_\_\_\_\_ rabbit cannot see very far, but it can see behind itself without turning its head.

Adult rabbits can give birth to many baby rabbits, and their <sup>(5)</sup> \_\_\_\_\_ can grow very quickly. This can cause problems for farmers, because rabbits like to eat the farmers' vegetables.





## Scanning

When you need to find certain information in a text, you do not have to read every word. Instead, you can move your eyes quickly over the text to find the information you need. This is called **scanning**. The exercise in **B** on page 66 is a scanning exercise.

## D Comprehension

**D1** Mandy wrote a passage about pandas for the school newspaper, but she has made some mistakes. Read the article on page 67 and help her correct the mistakes.

### Please help us!

Hello. I am a panda. My home is in Central and Southern China. I live close to the mountains. I have a black face with white patches around my eyes. I also have black ears, shoulders and legs. I love eating bamboo and I spend more than 18 hours a day eating.

There are about 3,000 of us in the wild. However, some people are still killing us for our teeth. Please help us!

**D2** You are writing about the future of the giant panda. Read the article again and complete the notes below. You may also add some other facts.

### Why are giant pandas endangered?

- They are losing their homes because \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

\* **D3** In pairs, discuss how you can help the giant panda.



## Listening

### Endangered animals

**A** Jason is listening to a speech about endangered animals at school. Listen to the speech and tick (✓) the animals that are mentioned in it.

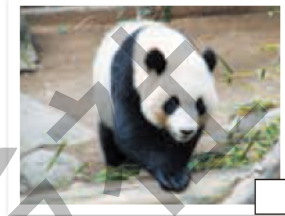
1



2



3



4



5



6



**B** Jason is telling his mum about the speech. Listen to the recording again and complete their conversation below. Write one word or figure in each blank.

**Jason:** Mum, today I listened to a speech by a man from the World Wide Fund for Nature.

**Mum:** I know this organization. It looks after endangered animals. How many members does it have?

**Jason:** It has close to <sup>(1)</sup> \_\_\_\_\_ members in around <sup>(2)</sup> \_\_\_\_\_ countries. I know that there are <sup>(3)</sup> \_\_\_\_\_ of endangered animals around the world.

**Mum:** Why are they endangered?

**Jason:** It's because people <sup>(4)</sup> \_\_\_\_\_ forests and <sup>(5)</sup> \_\_\_\_\_ the water.

**Mum:** What do people from the WWF do to help these endangered animals?

**Jason:** They work to <sup>(6)</sup> \_\_\_\_\_ the endangered animals and their <sup>(7)</sup> \_\_\_\_\_.

## Grammar

### A Using *It is* + adjective + *for* + noun/pronoun + *to* + verb

<i>It is</i>	adjective	<i>for</i>	noun/ pronoun	<i>to</i> + verb
<i>It is</i>	important	<i>for</i>	us	<i>to protect</i> giant pandas.
	good		people	<i>to save</i> endangered animals.

#### Work out the rule

The **adjective** in this sentence pattern describes (the person/the action).

Read the notes below. Then write a short notice to remind your classmates about how to protect endangered animals.



#### Ways to protect endangered animals

- 1 learn about endangered animals in the area—important
- 2 buy products made from endangered animals—wrong
- 3 report any hunting of endangered animals—helpful
- 4 protect the homes of endangered animals—right

#### Protecting endangered animals

- 1 It is important for people/us to \_\_\_\_\_.
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_



## B Using adjective + enough + to + verb

They are **strong enough to** protect themselves.

### Things to remember

**not ... enough to = too ... to**

The baby panda is **not old enough to** eat bamboo. = The baby panda is **too young to** eat bamboo.

Simon is talking about his trip to the nature park with Emma. Complete their conversation with the adjectives and verbs in brackets.

**Simon:** Someone was throwing rocks at a duck in the park, but I <sup>(1)</sup> **was not brave enough to tell** (brave/tell) him to stop doing it. I feel really sorry about it.

**Emma:** That's OK, Simon. At least you're <sup>(2)</sup> \_\_\_\_\_ (honest/say) you were wrong. What happened to the duck then?

**Simon:** It flew away from us. I think it came close because it was hungry. Some other people in the park were <sup>(3)</sup> \_\_\_\_\_ (kind/give) it some food, so it was fine.

**Emma:** Did you see any other animals during your trip?

**Simon:** Yes, I saw some birds, some horses and some sheep. I did a lot of walking. I'm <sup>(4)</sup> \_\_\_\_\_ (tired/fall) asleep right now!



## C Using *It is* + adjective + *of* + noun/pronoun + *to* + verb

<i>It is</i>	adjective	<i>of</i>	noun/pronoun	<i>to</i> + verb
It is	cruel	of	them	to kill pandas.
	kind		you	to try to save the dog.

### Work out the rule

The **adjective** in this sentence pattern describes (the person/the action).

The **adjectives** below are often used in this sentence pattern.

bad	foolish	kind	silly
clever	good	nice	wrong

Below are some pictures of Helen's visit to the zoo. Write captions for the pictures.

bad	clever	lose	take
careless	nice	show	wave

1



*It was nice of the policeman to show*  
Helen the way to the zoo.

2



\_\_\_\_\_ at the visitors.

3



\_\_\_\_\_ her camera.

4



\_\_\_\_\_ Helen's camera.



## Speaking

### A Talk time

#### Talking about obligations



Read the conversation below and practise it in pairs. Pay attention to the words in blue.

**Kevin:** What should we do to protect the fish in the river?

**Amy:** We mustn't throw rubbish into the river. The fish will die if the river is polluted.

**Kevin:** What else should we do?

**Amy:** We should write to factories and ask them to stop polluting the river.

**Kevin:** Good idea.

### B Speak up

How can we help save endangered animals? In groups, choose one endangered animal from A on page 70 to talk about. Use the questions below to help you.

Which endangered animal are we going to talk about?  
 What dangers do they face?  
 How should we protect them?

## Writing

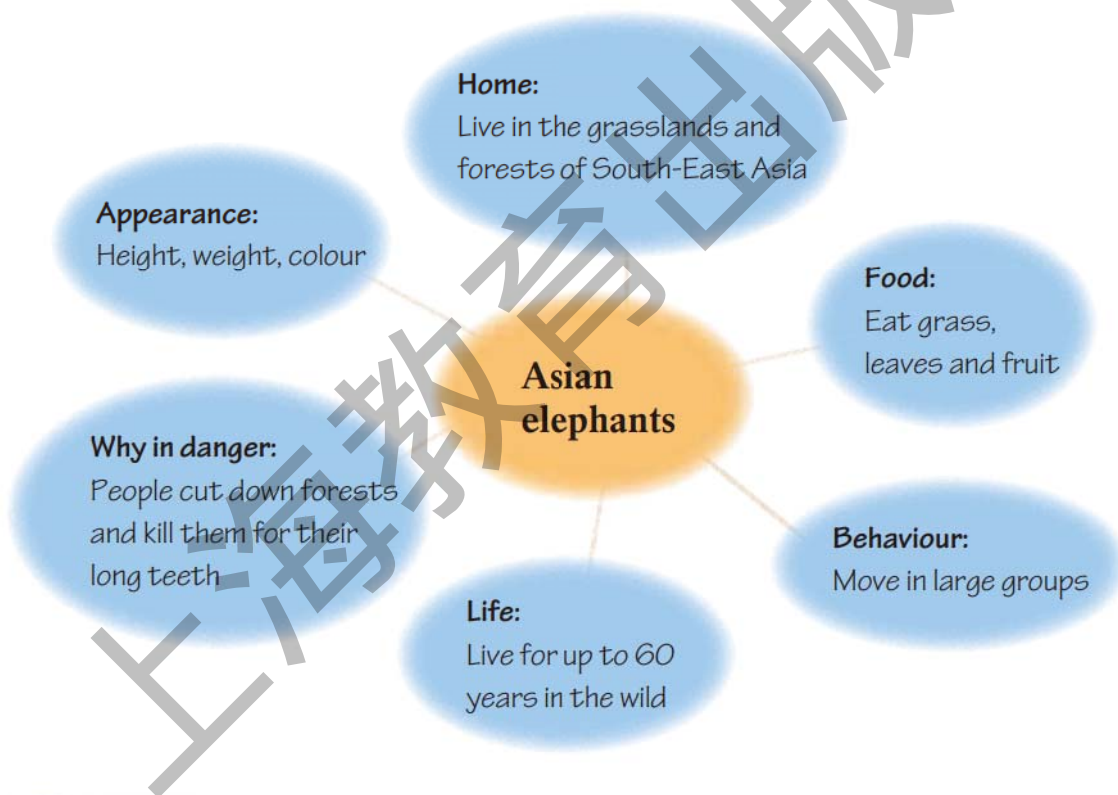
### An endangered animal

The school magazine wants you to write a fact file about an endangered animal.

**A** Below are some endangered animals. Write about one of them or choose one of your own. Then make a spidergram. Use the example below to help you.

Asian elephants  
blue whales

giant pandas  
South China tigers



#### Top tip

- Look for interesting facts when you are doing research.
- Use **sub-headings** to help readers quickly find what they are looking for. **Sub-headings** in the form of questions are also helpful. *Wh*-questions make great **sub-headings**.

**B** Write a fact file about the endangered animal you have chosen. Follow the example.

## Asian elephant fact file



### Appearance

Asian elephants are huge and grey. They weigh up to 5,400 kilograms and are 3.2 metres tall at the shoulder.

### Home

Asian elephants live in the grasslands and forests of South-East Asia.

### Food

Asian elephants usually eat grass, leaves and fruit.

### Behaviour

Asian elephants often move in large groups.

### Life

In the wild, Asian elephants may live for up to 60 years, but most do not live that long.

### Why in danger

People are cutting down forests. They are also killing them for their teeth. It is important for us to protect them.



\*  **More practice**

**A** Read the article and answer the questions below.

## The story of the red-crowned crane

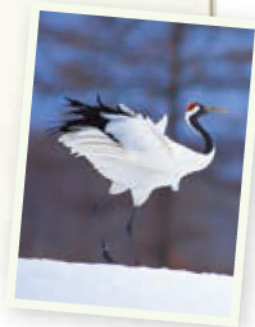
Have you ever heard of the song “The story of the red-crowned crane”? It is about a girl called Xu Xiujuan.

Xiujuan was born in Zhalong, Heilongjiang Province in 1964. Her father’s job was to look after red-crowned cranes. Xiujuan started helping her father when she was young. She soon showed a great love for these white birds. She became good at raising them.

When Xiujuan was 21, she got a job at a nature reserve in Jiangsu Province. She enjoyed taking care of the baby cranes. If a bird became sick, she took good care of it and stayed with it every day until it was strong enough to fly again.

In September 1987, one of the birds went missing. The workers in the nature reserve looked everywhere, but no one could find it. Xiujuan was very worried. She looked for it day and night for two days. On the second night, while she was looking for the missing bird, she fell into a river and died. She was only 23.

Later, a song was written in memory of Xiujuan. Though Xiujuan died young, people always remember her when they hear the song or see a red-crowned crane.



- 1 How did Xu Xiujuan take care of the red-crowned cranes at the nature reserve in Jiangsu Province?
- 2 What happened to Xu Xiujuan in September 1987?
- 3 Why was the song “The story of the red-crowned crane” written?

**B** In pairs, talk about someone who helps endangered animals.



## Study skills

### Using reference books (4): Using a dictionary (II)

A dictionary not only tells you the most common meaning of a word, it also tells you:

- how to spell and say the word;
- if it is a noun, a verb, etc.;
- if the word has more than one meaning;
- how we might use it in a sentence.

**A** In groups, look at the dictionary page below and answer the questions on page 79.

**can** *v* [BrE] /kən/ [AmE] /kæn/

- used to say that it is possible for sb/sth to do sth, or for sth to happen
  - *We can catch the bus here.*
- used to say that sb knows how to do sth
  - *She can speak Spanish.*
- used with the verbs “feel”, “hear”, “see”, “smell”, “taste”
  - *I can hear music.*
- used to show that sb is allowed to do sth
  - *We can wear jeans at work.*
- (informal) used to ask permission to do sth
  - *Can I read your newspaper?*
- (informal) used to ask sb to help you
  - *Can you help me with this box?*

**can** *n* [BrE] /kæn/ [AmE] /kæn/

- [C] a metal container in which food and drink is sold
  - *a can of beans, a beer/paint can*
- the can** [sing.] (AmE, slang) prison
  - *He spent 30 years in the can.*

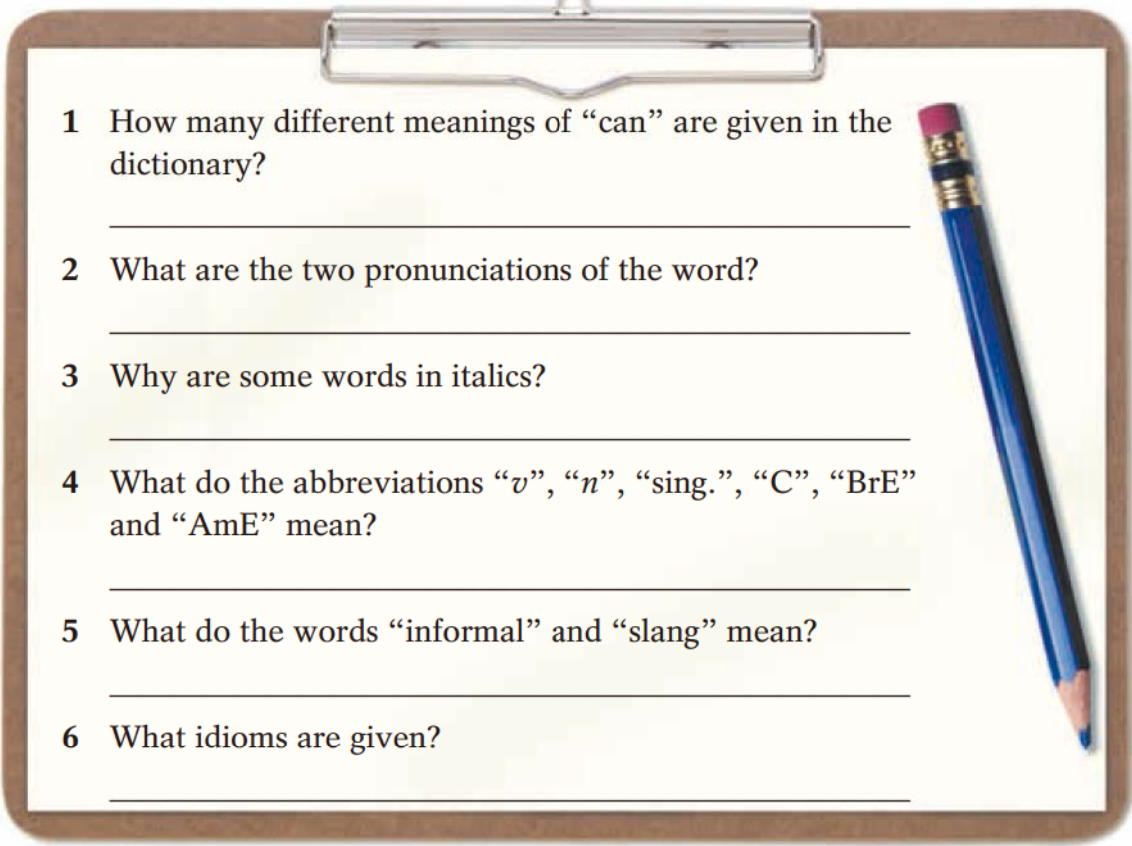
#### IDIOMS

**no can do** (informal) used to say that you are not able or willing to do sth

- *Sorry, no can do. I'm busy at the moment.*

**a can of worms** (informal) if you open up a can of worms, you start doing sth that will cause a lot of problems and be very difficult

- *Do not open a can of worms by giving Matthew any suggestions.*



1 How many different meanings of “can” are given in the dictionary?

---

2 What are the two pronunciations of the word?

---

3 Why are some words in italics?

---

4 What do the abbreviations “*v*”, “*n*”, “sing.”, “C”, “BrE” and “AmE” mean?

---

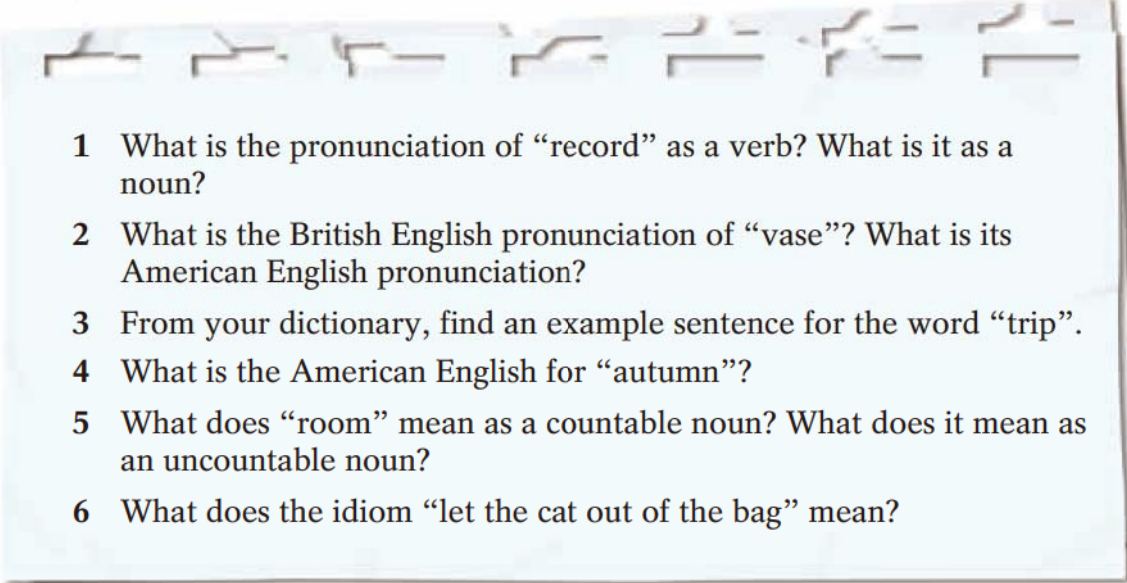
5 What do the words “informal” and “slang” mean?

---

6 What idioms are given?

---

\* **B** Use your dictionary to answer the following questions. Compare your answers with your classmates’.



1 What is the pronunciation of “record” as a verb? What is it as a noun?

2 What is the British English pronunciation of “vase”? What is its American English pronunciation?

3 From your dictionary, find an example sentence for the word “trip”.

4 What is the American English for “autumn”?

5 What does “room” mean as a countable noun? What does it mean as an uncountable noun?

6 What does the idiom “let the cat out of the bag” mean?





## Culture corner

### WWF

The World Wide Fund for Nature (WWF) was founded in 1961. It was called the “World Wildlife Fund” in the past. It uses a panda as its logo.

The WWF is an important environmental organization. It aims to build a future where people live in harmony with nature. It works on around 1,300 projects in over 100 countries, and has 5 million supporters.



Why do you think it is important to look after the environment?

### Self-assessment

How well do you know this unit? Tick  the boxes.



- |    |   |                          |                          |                          |
|----|---|--------------------------|--------------------------|--------------------------|
| 1  | I can read a fact file about the giant panda.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2  | I can scan to find specific information.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3  | I can listen for specific information about how to help endangered animals.                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4  | I can use <i>It is</i> + <b>adjective</b> + <i>for</i> + <b>noun/pronoun</b> + <i>to</i> + <b>verb</b> correctly. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5  | I can use <b>adjective</b> + <i>enough</i> + <i>to</i> + <b>verb</b> correctly.                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6  | I can use <i>It is</i> + <b>adjective</b> + <i>of</i> + <b>noun/pronoun</b> + <i>to</i> + <b>verb</b> correctly.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7  | I can talk about obligations.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8  | I can talk about how to save an endangered animal.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9  | I can write a fact file about an endangered animal.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | I know how to find specific information about a word in a dictionary.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11 | I know about the WWF.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Unit  
**6**

# Pets



## Getting ready

In this unit, you will learn about pets.

### Reading

- Read an article about two different opinions on keeping pet dogs.

### Listening

- Listen to a conversation about different kinds of pets.

### Grammar

- Learn how to use **adverbs** with **verbs**.
- Learn how to use **the comparative** and **superlative of adverbs**.

### Speaking

- Learn to make and respond to complaints.
- Talk about problems caused by pets.

### Writing

- Write a short article about what animal makes the best pet.





## Reading

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

**A1** Do you know any fun facts about animals? Decide whether the following sentences are T (True) or F (False).

- 1 Cats can taste sweets. T / F
- 2 Chocolate can make dogs sick. T / F
- 3 Dolphins sleep with both eyes closed. T / F
- 4 When a rabbit is happy, it clicks its teeth. T / F
- 5 Dogs may feel unhappy if they are not taken out for a walk. T / F



**A2** In pairs, discuss the following questions.

- 1 Do you have a pet? What is it? What is it like?
- 2 If you do not have a pet, do you want one? Why or why not?
- 3 Why do people keep pets?

### B Before you read

Look at the pictures, the title, the introduction and the sub-headings of the article on page 83. Then answer the questions below.

- 1 What do you think the article is about?
- 2 Who likes keeping a pet dog and who does not?
- \* 3 Why is keeping a pet dog a good idea?
- \* 4 Why is keeping a pet dog a bad idea?



# HEAD TO HEAD

*Is it a good idea to keep pet dogs? Emma and Matt give their opinions on this matter.*

Keeping pet dogs is a good idea, says Emma

- 5 Keeping pet dogs is a good idea. There are lots of reasons for this. First, dogs are really cute. It's nice to hold them in our arms, and it's wonderful to see them grow up.
- 10 Second, we can learn responsibility from keeping dogs. We have to feed them, train them and play with them. According to my mum, this helps us become more responsible people.
- 15 Young people can learn how to care for others by keeping dogs. A dog will love you faithfully and bring you lots of happiness for many years.
- 20 So I think it's a good idea to keep pet dogs.



Keeping pet dogs is not a good idea, says Matt

- It's not a good idea to keep pet dogs.
- 25 Pet dogs leave their hair on the floor, on beds and on sofas, and they need to be washed often.
- 30 Dogs are noisy. Nearly all dogs bark at strangers. Some dogs bark more loudly than others. A few dogs bark all night. This stops people from getting any sleep. Not all dogs are friendly. A small number of pet dogs even attack people.
- 35 What's more, it's common for people to live in flats. They have no choice but to keep their dogs in small spaces. However, dogs need fresh air and large open spaces where they can run free.
- 40 Finally, owning dogs can be expensive. So keeping pet dogs is not a good idea.

## C Vocabulary

**C1** The words in italics explain the meanings of some words from the article on page 83. Find the words to complete the sentences.

- The girl likes the small cat because it is *pretty and lovely*. She likes \_\_\_\_\_ animals. (line 7)
- Do not *give food to* the bears. If you \_\_\_\_\_ them, they might attack you. (line 11)
- \_\_\_\_\_ everyone was excited about the Olympics. *Almost* all the families in the country were watching the games on TV. (line 28)
- It is \_\_\_\_\_ for students to make these mistakes. Such mistakes *happen often*. (line 35)
- You \_\_\_\_\_ take this exam. Everyone in the school *must* take it. (lines 36–37)

**C2** Complete the conversation with the words from the box below.

according to   cute   feed   noisy   sofa   stranger

**Emma:** Mum! The rabbits are so <sup>(1)</sup> \_\_\_\_\_. Can you buy me one?

**Mum:** I don't think they make very good pets. They smell, and they'll get the <sup>(2)</sup> \_\_\_\_\_ and the floor dirty.

**Emma:** <sup>(3)</sup> \_\_\_\_\_ my friend, a rabbit makes a great pet. It isn't <sup>(4)</sup> \_\_\_\_\_ like a dog.

**Mum:** But you won't have time to <sup>(5)</sup> \_\_\_\_\_ it and take care of it. Also, it's not a good idea to buy a pet in the street from a <sup>(6)</sup> \_\_\_\_\_.



### Facts or opinions

An article may contain both facts and opinions. A fact is a true statement. An opinion shows the writer's view about something.

- *It is common for people to live in flats.* (a fact)
- *Keeping pet dogs is a good idea.* (an opinion)

## D Comprehension

**D1** Read the following statements and decide whether they are **F** (Facts) or **O** (Opinions).

- 1 According to my mum, this helps us become more responsible people. F / O
- 2 A dog will love you faithfully and bring you lots of happiness for many years. F / O
- 3 Nearly all dogs bark at strangers. F / O
- 4 Keeping pet dogs is not a good idea. F / O

**D2** Emma and Matt have given us many reasons to support their opinions. Read the article again and complete the notes below.

**Emma's opinion:** keeping pet dogs is a good idea

**Emma's reasons:**

- Dogs are <sup>(1)</sup>\_\_\_\_\_.
- People can learn <sup>(2)</sup>\_\_\_\_\_.
- Young people can learn how to <sup>(3)</sup>\_\_\_\_\_.
- Dogs will love you faithfully and bring you lots of happiness for <sup>(4)</sup>\_\_\_\_\_.

**Matt's opinion:** keeping pet dogs is not a good idea

**Matt's reasons:**

- Pet dogs leave their <sup>(5)</sup>\_\_\_\_\_ everywhere, and they need to be washed often.
- Dogs are <sup>(6)</sup>\_\_\_\_\_. Most dogs bark at <sup>(7)</sup>\_\_\_\_\_.
- Not all dogs are <sup>(8)</sup>\_\_\_\_\_. A small number of pet dogs even <sup>(9)</sup>\_\_\_\_\_.
- People keep their dogs in <sup>(10)</sup>\_\_\_\_\_. The dogs cannot run free.
- Owning dogs can be <sup>(11)</sup>\_\_\_\_\_.

\* **D3** In pairs, discuss whether it is a good idea to keep a pet dog. Give some reasons.

## Listening

### Different kinds of pets

- A** Jason is talking with his friend Alice about their favourite pets. Listen to their conversation and complete the notes below. Write one word in each blank.

**Alice**  
 Favourite pet: <sup>(1)</sup> \_\_\_\_\_  
 Reason: They are <sup>(2)</sup> \_\_\_\_\_  
 to hold and to touch.

**Jason**  
 Favourite pet: <sup>(3)</sup> \_\_\_\_\_  
 Reasons: They are <sup>(4)</sup> \_\_\_\_\_  
 to take care of and it is nice to  
<sup>(5)</sup> \_\_\_\_\_ them swim around.

- B** Listen to the recording again. Who has each of the following opinions? Put a tick (✓) in each correct box. In some cases, Alice and Jason both agree.

Opinions	Jason	Alice
1 Cats just lie around. They do not do anything.		
2 Cats just do as they wish.		
3 Dogs need a lot of attention.		
4 You cannot play with a fish or even hold it.		
5 You cannot really do anything with a fish, except watch it.		
6 It is nice to watch the fish swim around.		



## Grammar

### A Using adverbs with verbs

We can use **adverbs** to talk about how something happens or is done.

A dog **will love** you **faithfully** and bring you lots of happiness for many years.



The cat **is sleeping peacefully**.

The girl **is talking** with her mum **happily**.

#### Work out the rule

We usually put the **adverb** (after/ before) the main verb or the object.

Many **adverbs** are formed by adding *-ly* to adjectives:

Adjectives	Changes	Examples
Most adjectives	+ <i>ly</i>	quick → quickly
Adjectives ending in <i>-y</i>	<i>y</i> + <i>ily</i>	easy → easily
Adjectives ending in a consonant + <i>-le</i>	<i>e</i> + <i>y</i>	simple → simply
Adjectives ending in <i>-ll</i>	+ <i>y</i>	full → fully

#### Things to remember

- **hard, fast, late**  
These adverbs have the same form as adjectives.  
He is a **hard** worker. He works **hard**.  
She is a **fast** runner. She can run **fast**.  
Do you like **late** dinners? No, I do not like to eat **late**.
- **good, well**  
*Good* is an adjective; *well* is an adverb.  
Is she a **good** singer? Yes, she sings **well**.



A man called Happy keeps a pet shop, but today Happy is not happy! He is speaking to his workers. Complete the sentences with the correct form of the words in the box. Use each word only once.

bad                      correct                      happy                      quick  
cheerful                      good                      patient



My customers are leaving me because you act  
(1) badly.

In the future, I want you all to smile (2) \_\_\_\_\_  
at our customers. I want you to listen to them  
(3) \_\_\_\_\_. I want you to work (4) \_\_\_\_\_  
and add up all the amounts (5) \_\_\_\_\_.

Finally, I want you all to dress (6) \_\_\_\_\_. Do all  
these things, and I'm sure we'll work (7) \_\_\_\_\_  
together.

### B The comparative and superlative of adverbs

We have learnt how to compare people or things with adjectives. We can use **adverbs** to compare how something happens or is done.

We can take care of pet dogs **more easily** in large open spaces **than** in small spaces.

Of all her friends, Emma looked after her pet dog **(the) most carefully**.

We form **the comparative and superlative of adverbs** like this:

Adverbs	Comparatives	Superlatives
quickly slowly	<b>more</b> quickly <b>more</b> slowly	(the) <b>most</b> quickly (the) <b>most</b> slowly
hard fast late	<b>harder</b> <b>faster</b> <b>later</b>	(the) <b>hardest</b> (the) <b>fastest</b> (the) <b>latest</b>

### Work out the rule

- To form **the comparative** and **superlative of adverbs** ending in *-ly*, we add \_\_\_\_\_ and \_\_\_\_\_ before them.
- For **adverbs** that do not end in *-ly* and have the same form as the adjectives, we often add \_\_\_\_\_ and \_\_\_\_\_ to them.

### Things to remember

The **comparative** and **superlative forms** of *badly*, *far*, *little*, *much* and *well* are irregular:

*badly*—*worse*—*worst*

*much*—*more*—*most*

*far*—*farther/further*—*farthest/furthest*

*well*—*better*—*best*

*little*—*less*—*least*

Emma interviewed 40 people to find out which pet centre is the most popular. Help her complete her report with the information from the table below. Use the comparative and superlative of the adverbs in brackets.

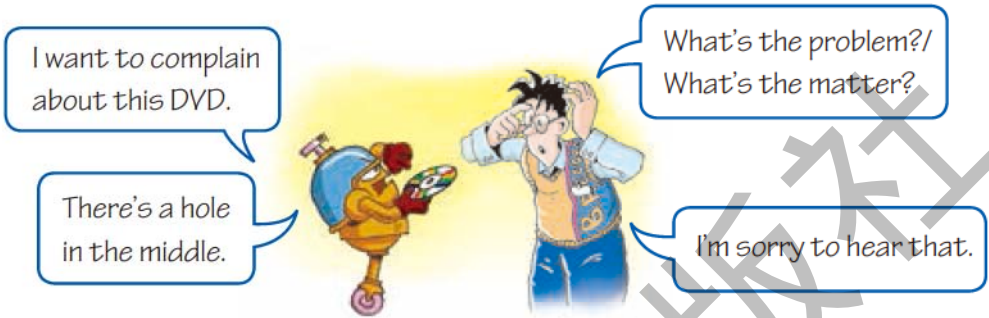
Pet centre	Good animal doctors	Good helpers	Number of visits
TEP	### ## //	### ## //	### ## //
LOVE	### /	### //	###
Ken's	///	//	/
Heart	### ## ## //	### ## ## //	### ## ## ## //

I interviewed 40 people who keep pets at home. They think the animal doctors at TEP check pets <sup>(1)</sup> \_\_\_\_\_ (carefully) and the helpers help look after pets <sup>(2)</sup> \_\_\_\_\_ (patiently) than those at LOVE and Ken's. However, among the four pet centres, people go to Heart <sup>(3)</sup> \_\_\_\_\_ (regularly). They think the animal doctors and helpers there did their jobs <sup>(4)</sup> \_\_\_\_\_ (well). They seldom go to Ken's because the animal doctors there usually work <sup>(5)</sup> \_\_\_\_\_ (slowly) than those in the other centres. Of all these four pet centres, Ken's helpers care <sup>(6)</sup> \_\_\_\_\_ (little) about pets.

## Speaking

### A Talk time

#### Making and responding to complaints



**A1** Read the conversation below and practise it in pairs.

**Ellen:** Excuse me. I want to make a complaint about these dog biscuits.

**Manager:** What's the problem?

**Ellen:** When I opened the box, I found that many of them were bad. Look!

**Manager:** Oh, I'm very sorry about that. I'll take care of it right away. Can you show me your receipt?


**Ellen:** Yes. Here it is.

**Manager:** Thanks. Now if you can wait, I'll be back in a moment.

**A2** Answer the following questions.

- 1 What did Ellen say to make her complaint?
- 2 What did the manager say to respond to the complaint?
- 3 What do you think the manager will do after he leaves Ellen?

### B Speak up

 Pets can sometimes cause problems. In pairs, make conversations according to the situations below. Take turns to make and respond to the complaints.

- 1 S1 has a pet dog. It is usually friendly, but one day it barked and scared S2's younger sister when she tried to touch it.
- 2 S2 has a pet dog. It makes a lot of noise in the evening and keeps S1 from sleeping.



## Writing

### What animal makes the best pet?

- A** In pairs, discuss what animal makes the best pet. Write down your opinion and reasons. Use the example below to help you.

I think that dogs make the best pets.

Reasons:

- Dogs are lovely.
- Dogs are faithful to their owners.
- Walking a dog can help the owner stay healthy.



- B** Use your notes from A, the expressions from the box below and the example on page 92 to help you write a short article.

According to ...	Secondly, ...	For these reasons, ...
In my opinion, ...	What's more, ...	I (do not) believe that ...
Firstly, ...	Finally, ...	I (do not) think that ...



### Top tip

Remember to include the following sections in your article:

- Introduction: State your opinion.
- Body: Give facts or examples that support your opinion.
- Conclusion: State your opinion again.

## Dogs make the best pets

I think that dogs make the best pets.

Firstly, dogs are lovely. I enjoy playing with them. It's pleasant to hold them in our arms.

Secondly, dogs are faithful. There was once a faithful dog in Japan. One day, his owner died suddenly of a heart attack. The dog did not know it and kept on waiting for his owner every day for many years, until he died.

Thirdly, if you keep a pet dog, you need to walk it every day. When you are walking your dog, you are doing exercise.

For these reasons, I believe that dogs make the best pets.



\*  **More practice**

- A** Read the story about Robbie, Emma's pet dog. Then put the pictures in the correct order by writing the numbers 1–4 in the boxes.

## A dog's story

My name is Robbie. I was born on a farm with my brothers and sisters.

One day, a man and two little boys came to the farm.

“Which dog do you want?” the man asked.

“We want that one!” the boys said. They chose me!

They drove me to my new home in the city. The boys promised they would look after me very carefully, and they did.

They fed me, played with me and walked me every day. Then one day, they got a computer. After that, the boys played computer games all the time. They did not play with me or feed me any more.

Eventually the boys' father took me to a pet centre. He told the staff that his boys loved their computer more than me. The centre gave me lots of food and took good care of me. One day, a nice girl called Emma came to visit.

“Do you want to come home with me?” she asked.

“Woof!” I said. She smiled and took me home.

Emma feeds me and takes me for walks every day. I know I will live here happily for the rest of my life.



- B** What should you think about before you get a pet? Discuss this with your classmates.



## Culture corner

### How sayings about dogs have changed

In the old days, people kept dogs, but they used them for hunting or to help with farm work. Dogs often had a very difficult life. So we have sayings such as “to lead a dog’s life” or “as sick as a dog”.

Feelings towards dogs began to change when life became more prosperous for people. People came to see dogs as friends or companions. Today we call a dog “man’s best friend” and tell people “Love me, love my dog”.



Do you know any sayings about dogs? What are they?

### Self-assessment

How well do you know this unit? Tick  the boxes.



- |   |   |                          |                          |                          |
|---|---|--------------------------|--------------------------|--------------------------|
| 1 | I can read an article about two different opinions on keeping pet dogs.       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | I can tell the difference between facts and opinions.                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | I can listen for the different opinions in a conversation.                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 | I can use <b>adverbs</b> with <b>verbs</b> correctly.                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 | I can use <b>the comparative</b> and <b>superlative of adverbs</b> correctly. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 | I can make and respond to complaints.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 | I can talk about problems caused by pets with my classmate.                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 | I can write a short article about what animal makes the best pet.             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 | I know about how sayings about dogs have changed over time.                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

# \*Project

## Pet World

Do you keep a pet? Would you like to keep one? In this project, you will help make a booklet about some different pets.

**A** In groups, discuss and choose an animal that would make an interesting pet. Choose a pet below, or think of one of your own.



cats



dogs

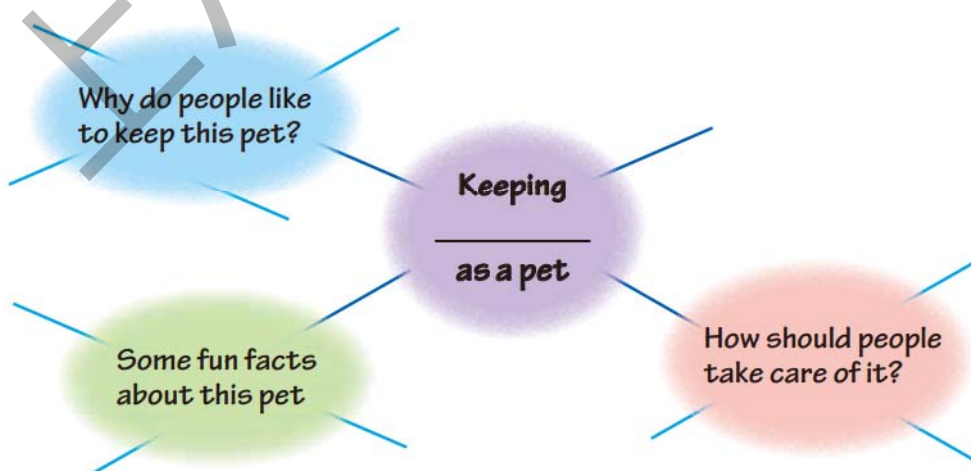


parrots



goldfish

**B** Each group should divide its work among different members. Research the following information about your pet.





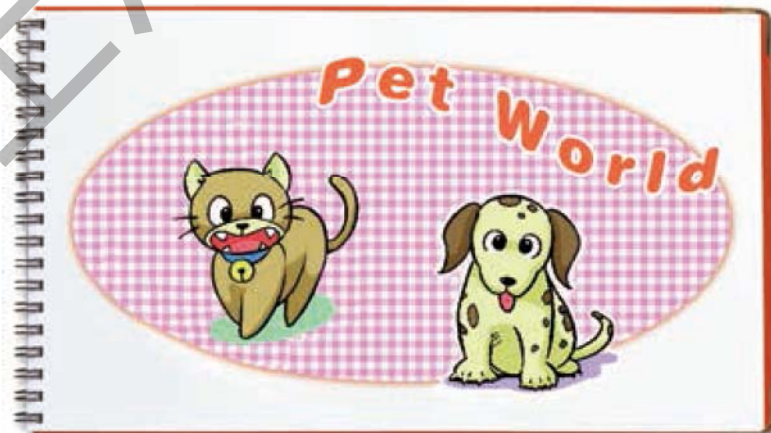
**C** Each group should then work together to write about this pet. Use the example below to help you.

## Keeping a dog as a pet

- 1 Why do people like to keep a dog as a pet?
  - Dogs make people go out more often to do exercise.
  - Dogs are very faithful and they are people's best friends.
  - Dogs help people become more responsible.
  
- 2 Some fun facts about dogs:
  - When dogs move their tails from side to side, they are happy.
  - Dogs can see better than humans in the dark.
  - Dogs like sweets a lot more than cats do.
  
- 3 How should people take care of a dog?
  - Play with it every day.
  - Clean and feed it regularly.
  - Give it much care and love.



**D** All the groups should then put their work together to make a booklet called "Pet World" for everyone to read. Design a cover if possible.



Unit  
**7**

# The unknown world



## Getting ready

In this unit, you will learn about Unidentified Flying Objects (UFOs) and aliens.

### Reading

- Read a story about aliens.

### Listening

- Listen to a spaceship captain giving instructions to two lost astronauts.

### Grammar

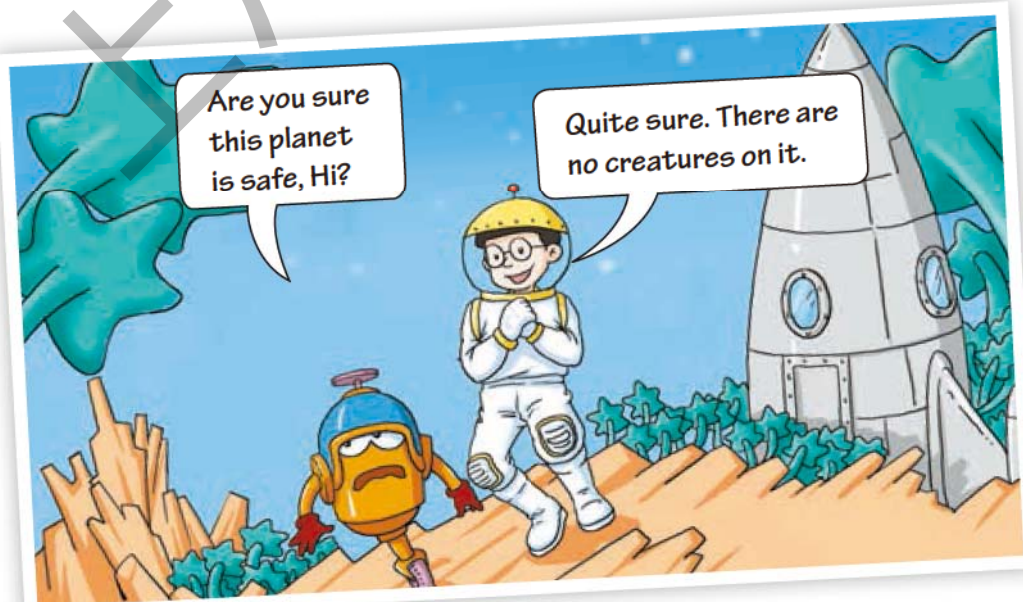
- Learn how to use **adverbial clauses of reason**.
- Learn to give reasons with *because of*.

### Speaking

- Learn to agree and disagree.
- Discuss what five things the lost astronauts should take with them.

### Writing

- Write a story about meeting the people of Bird World.



## Reading

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

Do you believe in aliens? Do you agree with the following sentences? Discuss them with your classmates.



We received some messages from aliens about ten years ago.



Aliens came to the Earth thousands of years ago, and made some buildings.



Aliens sometimes take people from the Earth into their spaceships.



There are many planets in space. Aliens live on some of them.

### B Before you read

Look at the pictures, the title and the first paragraph of the story on page 99. Then answer the questions below. You may need to guess some of the answers.

- 1 When did Tina wake up?
- 2 What was the yellow light in the sky?
- 3 What happened to the light?
- 4 What did Tina probably do the next day?



## ALIENS ARRIVE!



Tina woke up at midnight. She looked out of her window and saw a yellow light in the sky. It suddenly dived towards the ground. She heard a noise and saw a red light.

- 5 The next morning, Tina mentioned it to her brother Tom. "I'm sure something landed in the forest near the hills as I heard a loud noise last night," she said.



"Let's explore after school."

- At 6 p.m., Tina and Tom reached the forest. They heard some  
10 voices speaking a strange language, so they hid behind some bushes and kept quiet. Then they saw an alien! It was tall, with a round head and a silver body. It was standing next to a long spaceship. The spaceship was damaged because of a crash.

- The children were frightened. Suddenly, another alien appeared  
15 from the bushes in front of them. It discovered them and made a terrible noise! The children ran away in fear.

The next morning, Tina and Tom told their parents about the strange creatures. "They were very ugly. They had some hair, but they didn't have any feathers," said Tina.

- 20 "There was something written on the spaceship," said Tom. "It looked like this. I wonder what it means." He drew some lines on a piece of paper.

But Dad said, "Since no one else saw these aliens, I refuse to believe you. Now go to school!"

- 25 The children spread their wings and flew to school together.

Dad looked at the piece of paper with the strange marks on it. "It looks strange," he said, as he looked at the word "EARTH".

## C Vocabulary

**C1** Read the following sentences from the story on page 99. Circle the correct meanings for the words in *italics* below.

- ... they hid behind some bushes and *kept quiet*.  
a did not make any noise    b stayed in a place without any people
- It discovered them and made a *terrible* noise!  
a soft    b not pleasant
- The children ran away *in fear*.  
a feeling tired    b feeling afraid
- The children *spread* their wings and flew to school together.  
a opened ... outwards    b put ... together
- Dad looked at the piece of paper with the strange *marks* on it.  
a grades    b symbols or writing

**C2** Complete the following newspaper article with the words from the box. Change their forms if necessary.

discover	loud	refuse	wonder
in fear	quiet	spread	

### “UFO” Seen in West Jersey

At around 7 p.m. last night, the Johnson family heard a <sup>(1)</sup> \_\_\_\_\_ noise and saw a bright light in the sky. Something then fell into the bushes. There were more noises, and then all became <sup>(2)</sup> \_\_\_\_\_. <sup>(3)</sup> \_\_\_\_\_, the family called the police.

The police <sup>(4)</sup> \_\_\_\_\_ some feathers in the bushes. Since the feathers were <sup>(5)</sup> \_\_\_\_\_ out, the police believed that a bird was killed. Next to the feathers, there was a broken power line. The police <sup>(6)</sup> \_\_\_\_\_ how the bird was killed.

The Johnson family, however, <sup>(7)</sup> \_\_\_\_\_ to believe it was a bird. “It was a UFO, I tell you!” said Mr Johnson.

## D Comprehension

**D1** Tina and Tom are telling a police officer what they have seen. Complete their answers to the police officer's questions.



**Police:** Why did you go to the forest?

**Tina:** We went there because I heard <sup>(1)</sup> \_\_\_\_\_ last night.

**Police:** What happened?

**Tina:** I woke up at midnight and saw <sup>(2)</sup> \_\_\_\_\_.  
It <sup>(3)</sup> \_\_\_\_\_. Then I heard a noise and saw a red light.

**Police:** I see. So when did you reach the forest?

**Tom:** We reached the forest <sup>(4)</sup> \_\_\_\_\_.

**Police:** What happened there?

**Tom:** We saw an alien. It was tall, with <sup>(5)</sup> \_\_\_\_\_  
\_\_\_\_\_.

**Police:** What else did you see?

**Tina:** We saw <sup>(6)</sup> \_\_\_\_\_. It was damaged because of <sup>(7)</sup> \_\_\_\_\_.

**Police:** Interesting! What happened next?

**Tom:** <sup>(8)</sup> \_\_\_\_\_ discovered us, so we ran away in fear.

**Police:** Thanks, Tina and Tom. We'll explore the forest to try and find out more about these aliens.

**D2** Read the story again and answer the questions below in complete sentences.

1 What are Tina and her family?

\_\_\_\_\_

2 Who are the aliens?

\_\_\_\_\_

3 Where did the spaceship come from?

\_\_\_\_\_

\* **D3** In pairs, discuss whether you believe aliens are real. Why or why not?



## Listening

### Rescuing the lost astronauts

Two astronauts, Liz and Gus, are lost on Planet X. Their captain Troy is talking to them from the mother ship.

**A** Listen to the captain's instructions and help Liz and Gus label the map with the words from the box.

desert	landing site	spaceship
lake	mountains	town

**B** Listen to the recording again and complete the notes below. Write one word in each blank.

#### Captain Troy:

- We cannot land the mother ship in the forest because of the <sup>(1)</sup> \_\_\_\_\_.
- Your spaceship is in B4. We are going to <sup>(2)</sup> \_\_\_\_\_ in D1.
- You must get to D1 <sup>(3)</sup> \_\_\_\_\_.
- You must <sup>(4)</sup> \_\_\_\_\_ behind.
- You can only carry <sup>(5)</sup> \_\_\_\_\_.
- You mustn't hurt or <sup>(6)</sup> \_\_\_\_\_ anyone on this planet.

## Grammar

### A Adverbial clauses of reason

**Adverbial clauses of reason** tell us why things happen. We usually use *because*, *as* and *since* to start **adverbial clauses of reason**.



Adverbial clause of reason		Main clause
<i>Because</i>	no one else saw these aliens,	I refuse to believe you.
<i>As</i>		
<i>Since</i>		

We can also put the **adverbial clause of reason** after the **main clause**.

Main clause	Adverbial clause of reason	
I refuse to believe you	<i>because</i>	no one else saw these aliens.
	<i>as</i>	
	<i>since</i>	

#### Things to remember

When we put the **adverbial clause of reason** at the beginning of the sentence, we often separate it from the **main clause** with a comma (,).



The police officer asked Tom some more questions about the aliens. Match the questions with the answers. Then use them to complete the police officer's notes with *as*, *since* or *because*.



**Police officer**

- 1 Why was Tina sure that something landed in the forest near the hills?
- 2 Why did you and Tina hide behind some bushes?
- 3 Why did you run away?
- 4 Why did your father refuse to believe you?

**Tom**



- a We heard some voices speaking a strange language.
- b She heard a loud noise last night.
- c No one else saw these aliens.
- d An alien saw us and made a terrible noise.



1 (because) Tina was sure that something landed in the forest near the hills because she heard a loud noise last night.

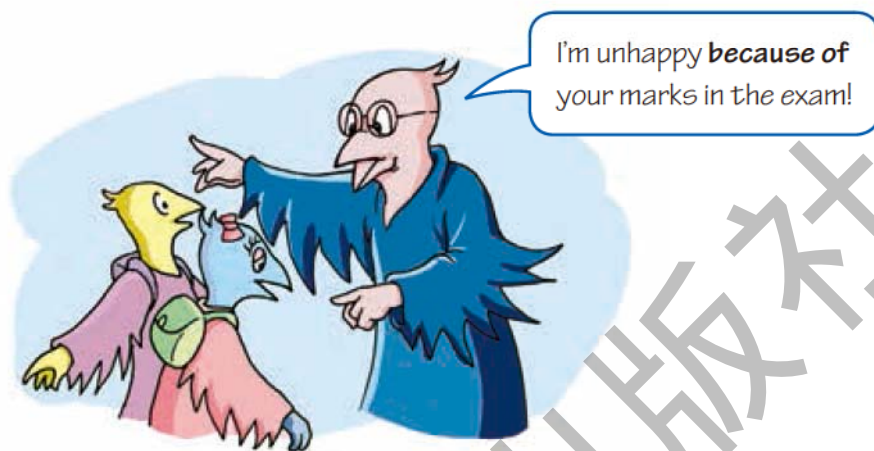
2 (as) \_\_\_\_\_

3 (Because) \_\_\_\_\_

4 (Since) \_\_\_\_\_

## B *because of*

We can also use *because of* to give the reason for something.



They went to the forest **because of** their curiosity.  
 Tina woke up at midnight **because of** a loud noise.  
 She decided to explore the forest **because of** it.

### Work out the rule

We can use a noun, a noun phrase or a(n) (subject pronoun/object pronoun) after *because of*.

Write sentences about the story on page 99 by using *because of*.

- 1 Tina was surprised/the yellow light in the sky  
\_\_\_\_\_
- 2 The aliens landed on this planet/an accident  
\_\_\_\_\_
- 3 The children ran away from the forest/the aliens  
\_\_\_\_\_
- 4 Their dad was not sure about the children's story/the writing on the piece of paper  
\_\_\_\_\_

## Speaking

### A Talk time

#### Agreeing and disagreeing

I think/believe that the pyramids in Egypt were built by aliens.

So do I./I agree./I think you're right.



I don't agree./I think you're wrong./I disagree.

**In pairs, make a conversation like the example above. Choose one of the following topics.**

- |                              |                                     |
|------------------------------|-------------------------------------|
| Aliens are a danger to us.   | Aliens will become our friends.     |
| Aliens are cleverer than us. | We will fight aliens in the future. |

### B Speak up

Look at B on page 102 again. The two astronauts must get to their mother ship as soon as possible. They have the following things, but they can only take five of them.

a camera

a tent

10 bottles of water

a knife

matches

25 gold coins

a map of Planet X

medicine

6 lunch boxes



**Work in pairs. Imagine you and your classmate are Liz and Gus.**

- Choose five things to take with you. Explain why you need these things and why you agree or disagree with your classmate;
- Tell the class your list and give your reasons.

## Writing

### Meeting the people of Bird World

Liz and Gus finally arrived at the landing site of their mother ship. However, something strange happened.

- A** In pairs, look at the picture below and discuss what happened to Liz and Gus when they got to the mother ship.

a strange noise  
bird-like people with wings

Captain Troy  
mother ship



- B** Liz wanted to make friends with the people of Bird World. Discuss what she might do with your classmate. Use the ideas from the box and the example below to help you.

dance for the people of Bird World  
draw some pictures for them  
give them something

smile  
sing

No one knew what to do. Then Liz had a good idea. She started to sing as she wanted to show the people of Bird World that she was friendly. Liz had a beautiful voice. Because the people of Bird World liked her song, they started to sing too. They were happy.

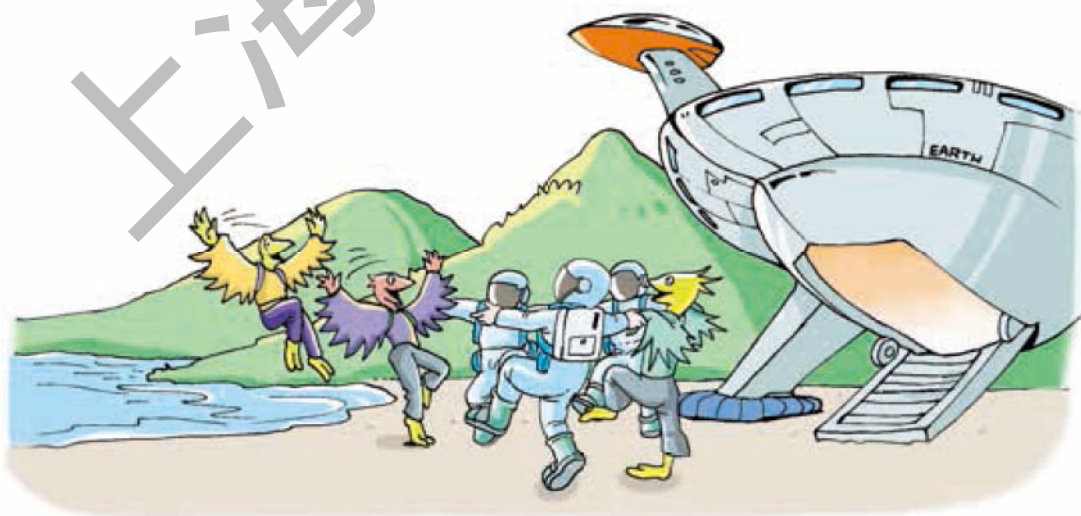
**C** Write the story of Liz and Gus with your ideas from A and B.

Liz and Gus finally reached the landing site and saw Captain Troy.  
“Liz! Gus! Welcome back!” said Captain Troy. “I’m very pleased to see you. Now let’s get on the mother ship and ...”

Suddenly \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

No one knew what to do. Then Liz had a good idea. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

And so the people from the Earth and Bird World became friends!



\*  **More practice**

**A** Read the article and answer the questions below.

## UFO

Many people say they have seen UFOs. Here is one famous story. It is called the Roswell Incident and it happened in the US in 1947.

Person A (name not given): My wife and I were sitting outside because it was a warm night. Suddenly we saw something very bright flying through the sky.

Person B (William Brazel, a farmer): I found some pieces of strange metal on my farm. I called the army. Major Marcel came and collected the pieces. He told me not to talk to anyone about this.

Person C (Major Marcel): I went and collected the pieces. I gave them to an army expert. He said the pieces came from a weather balloon. However, since I have not seen this kind of metal before, I think this was a lie.

Person D (name not given): My parents and I were in the countryside. Suddenly we saw a silver spaceship on the side of the hill. There were the bodies of three aliens lying on the grass. Then some soldiers came and told us to leave.

So what is the truth?

- Perhaps some or all of the people lied.
- Perhaps a US rocket crashed and people thought it had come from space.
- Perhaps an alien spaceship really crashed in Roswell.



- 1 What is the article about?
- 2 What did Mr Brazel find on his farm?
- 3 What did the US army expert say about the pieces of metal?
- 4 Did Person D believe there were aliens? Why or why not?

**B** What do you think of mysteries such as UFOs? In groups, give your opinions.



## Study skills

### Making notes (3): Making notes while listening

Good listeners usually make good notes. Making notes can help you find key points and facts.

- **Write down the key information.** It includes names, times, numbers, thoughts or ideas.
- **Do not try to write down everything.** Do not use complete sentences. Instead, you should write down the important nouns and verbs.

The following example shows how to make notes while listening.

What time is the Space Museum open?

On weekdays, the Space Museum is open from nine o'clock in the morning to four thirty in the afternoon. On Saturdays, it's open from nine o'clock to three o'clock. On Sundays, it's open for three hours only, from nine in the morning to 12 noon.

Notes  
 Weekdays: 9 a.m.–4:30 p.m.  
 Sat.: 9 a.m.–3 p.m.  
 Sun.: 9 a.m.–12 noon



#### Top tip

When you make notes, you can use:

- symbols, e.g. +, ✓, X and →.
- short forms, e.g. *a.m.*, *p.m.*, *Sat.* and *Sun.*

- \* **A** Listen to a book review and make notes below. Remember to write down key information only. Do not write complete sentences.



### Top tip

Before you begin, you should think about what information you need to pay special attention to while listening.

Programme:  
 Book name:  
 Writer:  
 Topic:  
 Comment:



- \* **B** Complete the following sentences using your notes in A.

- 1 The woman is talking about a book called \_\_\_\_\_.  
(book name)
- 2 The book was written by \_\_\_\_\_. (who)
- 3 The writer was born in \_\_\_\_\_ in \_\_\_\_\_. (where and when)
- 4 In the book, the man meets \_\_\_\_\_ in the future.  
(what)
- 5 You should read the book because it is \_\_\_\_\_. (why)





## Culture corner

### Science fiction

Science fiction (or “sci-fi”) is a popular kind of story found in many books, comics and films. *The War of the Worlds* is a famous science fiction story. It is about aliens from Mars (called “Martians”) attacking the Earth. It was written by the English writer, H. G. Wells, who is called the “Father of Science Fiction”. Many people in America thought it was real when they heard the story on the radio in 1938!



Have you ever read any science fiction stories? Share one with your classmates.

### Self-assessment

How well do you know this unit? Tick  the boxes.



- |   |   |                          |                          |                          |
|---|---|--------------------------|--------------------------|--------------------------|
| 1 | I can read a story about aliens.                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | I can listen for specific information about a captain's instructions. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | I can use <b>adverbial clauses of reason</b> correctly.               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 | I can use <i>because of</i> correctly.                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 | I know how to agree and disagree with others.                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 | I can talk about things the astronauts should carry.                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 | I can write a story about meeting the people of Bird World.           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 | I know how to make notes while listening.                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 | I know about science fiction.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Unit**  
**8**

# Life in the future



## Getting ready

In this unit, you will learn about life in the past, present and future.

### Reading

- Read some Internet posts about life in the future.

### Listening

- Listen to a story about two astronauts.

### Grammar

- Learn how to use **the past continuous tense**.

### Speaking

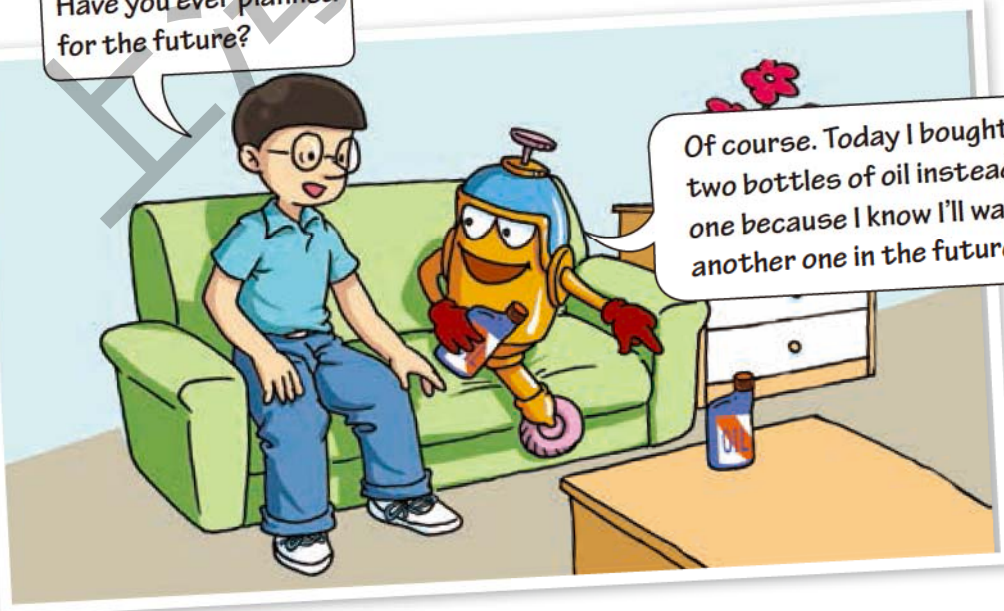
- Learn to make apologies and give excuses.
- Talk about a trip to the Moon.

### Writing

- Write an Internet post about life in the past and present.

Have you ever planned for the future?

Of course. Today I bought two bottles of oil instead of one because I know I'll want another one in the future!



 **Reading**

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

**A1** Which of the following sentences are probably about the future, and which are about the present? Tick (✓) the boxes.

	Now	Future
1 There are hotels on the Moon.	<input type="checkbox"/>	<input type="checkbox"/>
2 Our houses use a lot of energy.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3 Your fridge can order food for you.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4 Most people use hydrogen cars.	<input type="checkbox"/>	<input type="checkbox"/>

**A2** What will life be like in the future? In pairs, discuss the following questions.

1 What will hotels be like?



2 What will houses be like?



3 What will cars be like?



**B Before you read**

Look at the pictures and the headings of the Internet posts on page 115. Then tick (✓) the descriptions that match the pictures.

- 1 The hotel looks like a very large fish.
- 2 The hotel is built on a mountain.
- 3 There is a robot helper in the house.
- 4 The CJ3 has a wide window at the front.
- 5 The CJ3 does not have any wheels.

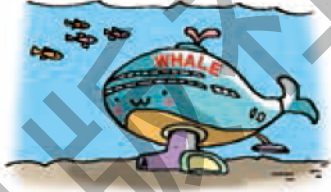
*It is August 2050. Some people are writing about hotels, houses and cars on the Internet. Read their posts.*

Life in 2050

**The Hotel Whale**

The Hotel Whale is built under the water. It is in the shape of a whale. This hotel has 50 bedrooms, a cafe and a shopping centre.


Mrs Peng: "When we were staying at the hotel recently, my children watched the fish outside their bedroom window. They were never bored!"



**Forever Green Houses**

These houses are both "green" and "smart". There is glass outside the houses. Heat is held under the glass and is then used as energy for each house. In the bathroom, your medicine cupboard is connected to your doctor's computer. In the kitchen, your smart fridge tells the supermarket's computer when you need more food.


Mr Yu: "When we were living in our old house, we were using more energy. I would certainly recommend Forever Green Houses to my friends. They will satisfy everyone."



**The CJ3**

The CJ3 is a new type of hydrogen car. The hydrogen in the car is mixed with oxygen from the air to make electricity for the car. The CJ3 has an electronic map and is driven by a computer. You tell the computer where you want to go. Then you sit back and relax as the car takes you there.

Mr Hu: "While I was driving my old car, I was polluting the city. Now, with the new technology in my CJ3, I'm helping protect the environment."



## C Vocabulary

**C1** The words in italics are from the Internet posts on page 115. Circle the correct answers to complete these sentences.

- The *shape* of something is \_\_\_\_\_.
  - what it is made of
  - its outside form
- If something happened *recently*, it happened \_\_\_\_\_.
  - not long ago
  - a long time ago
- To *satisfy* people means to make them \_\_\_\_\_.
  - angry by not giving them what they want
  - pleased by giving them what they want
- When things are *mixed*, they \_\_\_\_\_.
  - are put together
  - do not go together
- Relax* means to \_\_\_\_\_.
  - do something with a lot of energy
  - rest while doing something fun

**C2** Complete the conversation with the words from the box. Change their forms if necessary.

certainly    electronic    shape    technology    while

**Matt:** I've decided to build a space hotel when I grow up.

**Nelson:** Really? What will the hotel be like?

**Matt:** It'll be in the <sup>(1)</sup> \_\_\_\_\_ of a star. And it'll use solar energy to run its <sup>(2)</sup> \_\_\_\_\_ parts, so it'll be environmentally friendly. With this <sup>(3)</sup> \_\_\_\_\_, the hotel will also be able to move from place to place, like a spaceship.

**Nelson:** What else will it have?

**Matt:** There'll be a computer in each bedroom. It'll be connected to the Internet. In this way, you'll be able to communicate with your family and friends on Earth <sup>(4)</sup> \_\_\_\_\_ you're staying in the space hotel. Do you like my idea?

**Nelson:** <sup>(5)</sup> \_\_\_\_\_. I'd recommend it to all my friends!



### Finding supporting details

Writers use supporting details to help readers understand and remember new ideas. In the second post on page 115, it says that Forever Green Houses are “green”. To understand this, look at the supporting details that follow: “There is glass outside the houses. Heat is held under the glass and is then used as energy for each house.”

## D Comprehension

**D1** Below are some questions about the Internet posts on page 115. Answer the questions. Write **Y** (Yes) or **N** (No).

1 Can we go shopping at the Hotel Whale? \_\_\_\_\_

2 Are there 100 bedrooms in the Hotel Whale? \_\_\_\_\_

3 Can I contact my doctor from the bathroom of a Forever Green House? \_\_\_\_\_

4 Do Forever Green Houses use a lot of energy? \_\_\_\_\_

5 Do we need oxygen to run the CJ3? \_\_\_\_\_

**D2** Read the Internet posts again and answer the questions below in complete sentences.

1 Where is the Hotel Whale?

\_\_\_\_\_

2 What is special about Forever Green Houses?

\_\_\_\_\_

3 Why does the driver of the CJ3 not need to drive the car?

\_\_\_\_\_

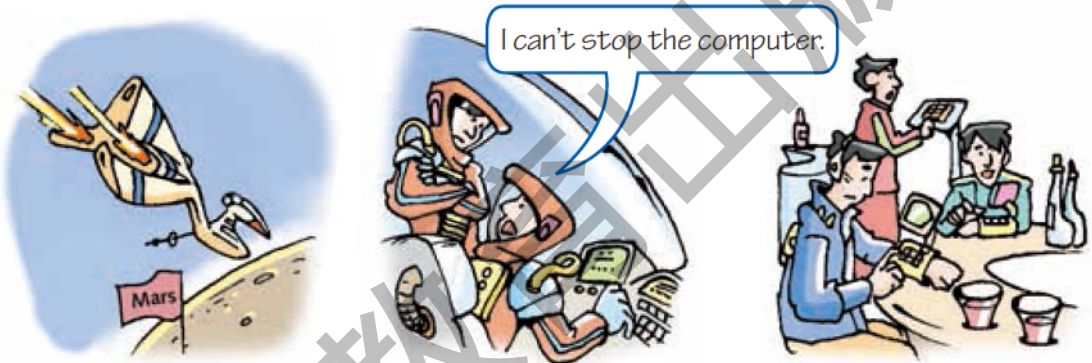
\* **D3** In pairs, discuss what you think life will be like in 2050.

## Listening

### Back to the Earth

**A** Listen to a story about two astronauts. Then put the events in the correct order by writing the numbers 1–5 in the brackets.

- (    ) The astronauts started the software and flew back home.
- (    ) Two astronauts returned from a trip to the Moon.
- (    ) The computer flew the spaceship to Mars instead.
- (    ) The Whizz-Kid created some virus-cleaning software.
- (    ) People at the Space Computer Club tried to help the astronauts.



**B** Listen to the recording again and complete the answers to the following questions. Write one word in each blank.

- 1 Where were the two astronauts?  
They were in a \_\_\_\_\_.
- 2 What was wrong with the computer?  
It was \_\_\_\_\_ by a virus.
- 3 Why did the people at the Space Computer Club ask the Whizz-Kid for help?  
Because he is good at \_\_\_\_\_ computer viruses.
- 4 How long did it take the Whizz-Kid to write the virus-cleaning software?  
It took him \_\_\_\_\_.



## Grammar

### The past continuous tense

We use **the past continuous tense** to talk about actions that were happening at a particular time in the past.



When we **were staying** at the hotel recently, my children watched the fish outside their bedroom window.

I/He/She/It	was (not)	watching	TV at eight o'clock last night.
You/We/They	were (not)		

Was	I/he/she/it	having	dinner at eight o'clock last night?
Were	you/we/they		

Yes,	I/he/she/it	was.
	you/we/they	were.

No,	I/he/she/it	was not/wasn't.
	you/we/they	were not/weren't.

#### Work out the rule

We form **the past continuous tense** with \_\_\_\_\_ or \_\_\_\_\_ + the **-ing** form of the main verb.



**A** Linda was helping at a charity event last Saturday. Read her schedule and complete the sentences below using the past continuous tense.

Time	Activity
7:00–8:00	get ready to go out
8:00–9:00	travel on the underground
9:00–10:00	buy food in the market with some friends
10:00–12:00	make lunch for 30 people
12:00–13:00	have lunch
13:00–15:00	tidy up and wash the dishes
15:00–17:00	meet a friend at a tea shop
17:00–18:00	go home on the underground

- At 7:30, Linda was getting ready to go out.
- At 8:30, she \_\_\_\_\_.
- At 9:30, she and some friends \_\_\_\_\_.
- At 12:30, they \_\_\_\_\_.
- At 16:30, she \_\_\_\_\_.
- At 17:30, she \_\_\_\_\_.

We can also use **the past continuous tense** to talk about two actions happening at the same time in the past.



While I was driving my old car,  
I was polluting the city.

#### Things to remember

Usually we use *while* to talk about two continuing actions in the past.

- B** *Super-smart is a smart computer and Ultra-smart is a smart robot. Look at their notes about what they did on Wednesday and complete the paragraph below.*

	Super-smart wrote:	Ultra-smart wrote:
10:00–11:00	Order food from the supermarket.	Make a new hydrogen car for Jacky.
11:00–12:00	Collect holiday information for David's family.	Play games with Jacky's son.
12:00–13:00	Teach David Chinese.	Make lunch.
13:00–14:00	Check the plants in the garden.	Play football with Jacky.
14:00–15:00	Read stories with David.	Make afternoon tea.

While Super-smart <sup>(1)</sup> \_\_\_\_\_ from the supermarket, Ultra-smart <sup>(2)</sup> \_\_\_\_\_ for Jacky. While Super-smart <sup>(3)</sup> \_\_\_\_\_ for David's family, Ultra-smart <sup>(4)</sup> \_\_\_\_\_ with Jacky's son. While Super-smart <sup>(5)</sup> \_\_\_\_\_ Chinese, Ultra-smart <sup>(6)</sup> \_\_\_\_\_. While Super-smart <sup>(7)</sup> \_\_\_\_\_ in the garden, Ultra-smart and Jacky <sup>(8)</sup> \_\_\_\_\_. While <sup>(9)</sup> \_\_\_\_\_ with David, <sup>(10)</sup> \_\_\_\_\_ afternoon tea.

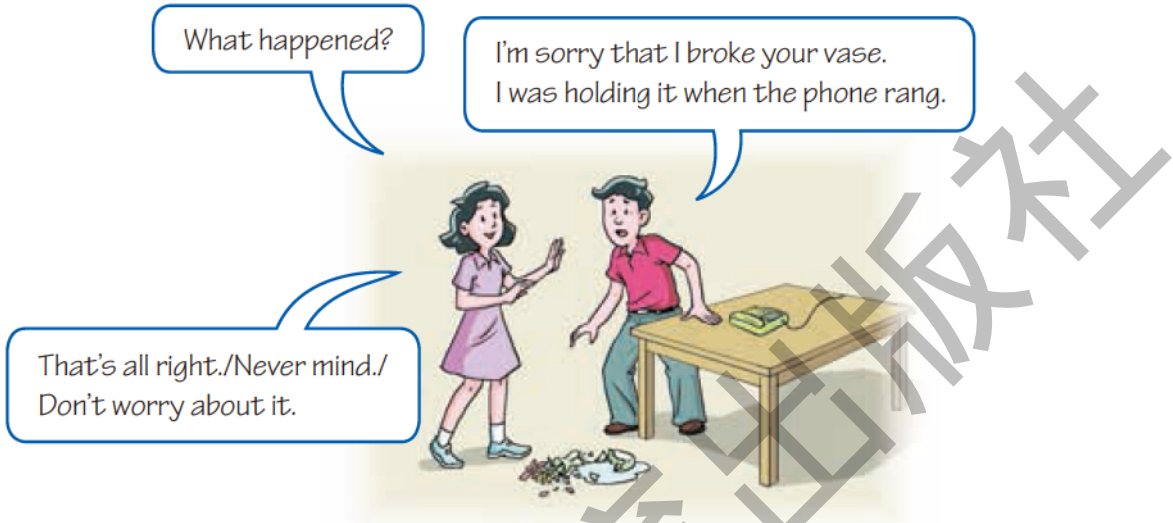
- C** *In pairs, talk about what you were doing last weekend. Use the table below to help you.*

_____ (Your name)			
	Morning	Afternoon	Evening
Saturday			
Sunday			

## Speaking

### A Talk time

#### Making apologies and giving excuses



Read the conversation below and practise it in pairs. Pay attention to the words in blue.

**Arthur:** Sorry, I'm late. The bus broke down, and there were no taxis.

**Tony:** That's all right. I just got here myself.

**Arthur:** And I've forgotten to bring the tickets with me. I'm terribly sorry.

**Tony:** Oh, what's wrong with you?

**Arthur:** I'm having trouble remembering things recently.

**Tony:** You'd better do something about that.

### B Speak up

In groups, plan a trip to the Moon. Use the questions below to help you.

What will you need to prepare for the trip?  
How will you get there?  
What will you do on the Moon?

## Writing

### Life in the past and present

Science and technology are developing very quickly. When your grandparents were young, their lives were different from yours today.

**A** Many things in daily life are different from those in your grandparents' teenage days. In pairs, think of one thing. Use the topics below to help you.

the way people keep in touch with others

the way people wash clothes, heat their homes, etc.

the way people go to school or work

the way people buy things

the way people take photos

**B** Choose one topic and make an outline. Follow the example.

#### The way people keep in touch with others

Your grandparents' teenage days	Now
<ul style="list-style-type: none"> <li>wrote letters</li> </ul>	<ul style="list-style-type: none"> <li>write emails</li> </ul>
<ul style="list-style-type: none"> <li>used pens and paper</li> </ul>	<ul style="list-style-type: none"> <li>use computers</li> </ul>
<ul style="list-style-type: none"> <li>letters were sent by post</li> </ul>	<ul style="list-style-type: none"> <li>get a reply in a short time</li> </ul>
<ul style="list-style-type: none"> <li>it took a long time to get a reply</li> </ul>	<ul style="list-style-type: none"> <li>reach people in a second</li> </ul>




**C** Write an Internet post about the topic. Follow the example.

**Life in the past and present**

**Your grandparents' teenage days**  
 When my grandparents were young, they wrote letters to keep in touch with others. They used pens and paper. Their letters were sent by post and it took several days to reach people. While they were waiting for the reply, they might feel worried.

**Now**  
 Today we write emails to keep in touch with our friends. Our emails can reach others in a second and we can get a reply in a short time. We do not use paper to write emails, so we can save many trees and help protect the environment.



**Life in the past and present**

---

---

---

---

---

---

---

---

---


---

\*  **More practice**


**A** Read the Internet posts and answer the questions below.

Problems in 2050

**Lily:** I was staying at the Hotel Whale with my friends last week. After going shopping and having tea at the cafe, I went back to my room to rest. But when I opened the door, I saw that water was coming in through the window! I knew I should not just stand there, but I did not know what to do ...



**Mike:** At 11:30 a.m. the day before yesterday, I was having lunch in our Forever Green House while our fridge was ordering food. Suddenly a light went on and a lot of food started to arrive from the supermarket: meat, vegetables, fruit, milk, and so on. "Stop!" I shouted at the fridge, but the food continued to come in ...



**Benny:** Dad was driving us to the airport in his CJ3, and suddenly the car stopped. The hydrogen in the car failed to mix with the oxygen, so the car did not work. "Oh, no!" said Mum. "We're going to miss our plane. What shall we do?"

- 1 What did Lily see when she came back to her room?
- 2 What happened to Mike's fridge when it was ordering food?
- 3 What was wrong with Benny's father's car?

**B** The three Internet posts above do not have endings. In pairs, choose one of the posts and discuss how you can finish it. Write the ending in your exercise book.



## Culture corner

### Shanghai Expo: Dream inspires future cities

What will cities of the future look like? At the 2010 Shanghai Expo, countries around the world displayed their dreams of future cities.

The UK displayed the ZED Pavilion. “ZED” means “zero energy development”. The idea of this building is to show that we can have more environmentally friendly buildings and houses.



Shanghai displayed its eco-home. This house is built completely of recycled and reused materials. It has a solar power system and provides all its own power.

How might cities develop in the future?

### Self-assessment

How well do you know this unit? Tick  the boxes.



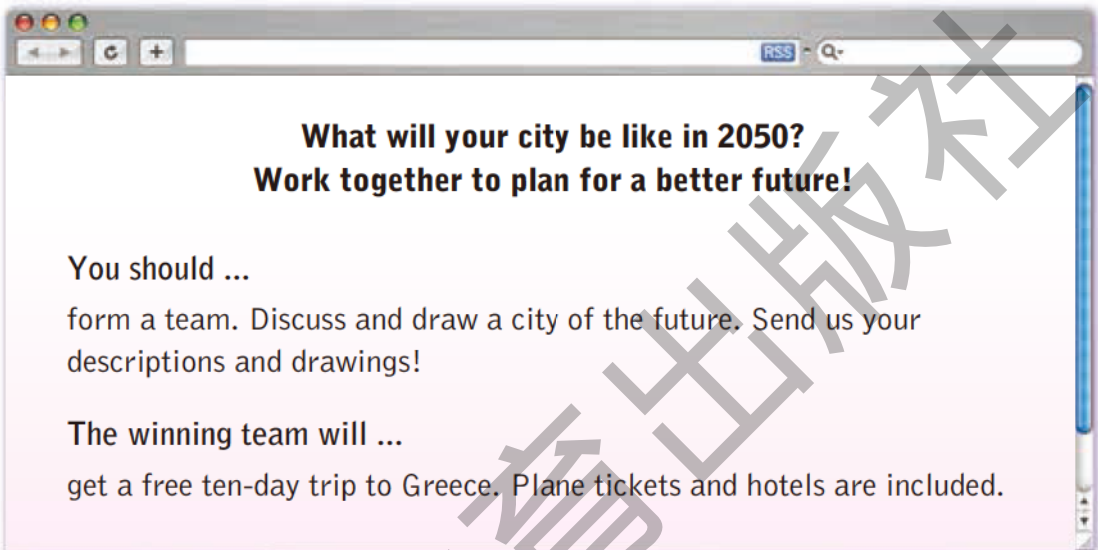
- 1 I can read Internet posts about life in the future.
- 2 I can find supporting details.
- 3 I can listen for the sequence of events in a story about two astronauts.
- 4 I can use **the past continuous tense** correctly.
- 5 I can make apologies and give excuses.
- 6 I can talk about a trip to the Moon with my classmates.
- 7 I can write an Internet post about life in the past and present.
- 8 I know about the Shanghai Expo.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# \* Project

## City of the future

What will your city be like in the future? The following advertisement asks young people to help plan a city of the future. Read it and work together to describe your city.



**What will your city be like in 2050?**  
**Work together to plan for a better future!**

You should ...  
form a team. Discuss and draw a city of the future. Send us your descriptions and drawings!

The winning team will ...  
get a free ten-day trip to Greece. Plane tickets and hotels are included.

**A** In groups, choose one topic below and discuss what it will be like in the future.

High-tech machines  
Hotels  
Houses

Roads  
Study  
The environment

Transport  
Work

- S1:** In the future, there'll only be a few people in the office. Most people will work from home with their computers connected to their offices.
- S2:** There'll be fewer workers in the factories because most work will be done by robots.





**B** In groups, write down all your ideas and draw the pictures. Follow the example.

## Work in our city of the future

In our city of the future, most people will work six hours a day and three days a week.



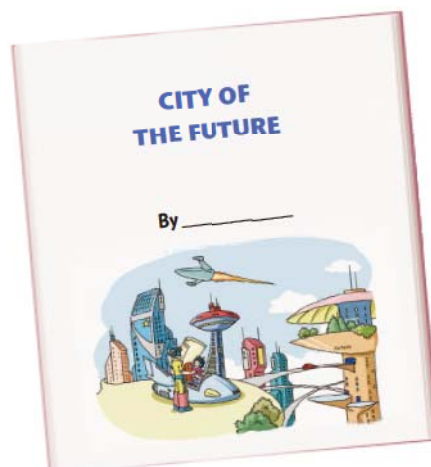
There will be fewer offices in the future because most people will work from home by computer.

There will be fewer workers in factories because most work will be done by robots.



There will be many new types of work in the future, for example robot designers and space tour guides, so no one will need to worry about getting a job.

**C** Collect your descriptions and put them in one booklet. You should also make a cover like the one below.



## Words and expressions in each unit

### Unit 1

raise /reɪz/ <i>v.</i> 筹募	p. 1
<i>v.</i> 增加; 提高	p. 3
permission /pə'mɪʃn/ <i>n.</i> 准许; 批准	p. 1
disabled /dɪs'ɛɪbld/ <i>adj.</i> 丧失能力的; 有残疾的	p. 2
teenager /'ti:neɪdʒə(r)/ <i>n.</i> 青少年	p. 3
offer /'ɒfə(r)/ <i>v.</i> 主动提出	p. 3
suffer /'sʌfə(r)/ <i>v.</i> (因疾病等) 受苦; 受折磨	p. 3
serious /'sɪəriəs/ <i>adj.</i> 严重的	p. 3
illness /'ɪlnəs/ <i>n.</i> (某种) 病	p. 3
organize /'ɔ:gənaɪz/ <i>v.</i> 组织; 筹备	p. 3
express /ɪk'spres/ <i>v.</i> 表达; 表露	p. 3
pain /peɪn/ <i>n.</i> 痛苦; 苦恼	p. 3
lonely /'ləʊnli/ <i>adj.</i> 孤独的; 寂寞的	p. 3
friendship /'frendʃɪp/ <i>n.</i> 友情; 友谊	p. 3
difficulty /'dɪfɪkəlti/ <i>n.</i> 困难; 费劲	p. 3
joy /dʒɔɪ/ <i>n.</i> 愉快; 喜悦	p. 3
peace /pi:s/ <i>n.</i> 平静; 宁静	p. 3
hurt /hɜ:t/ <i>v.</i> (hurt, hurt) (使) 疼痛; 受伤	p. 3
courage /'kʌrɪdʒ/ <i>n.</i> 勇气; 勇敢	p. 3
spirits /'spɪrɪts/ <i>n.</i> [pl.] 情绪; 心境	p. 3
pay /peɪ/ <i>v.</i> (paid, paid) 付费	p. 6
community /kə'mju:nəti/ <i>n.</i> 社区	p. 6
<hr/>	
in need 需要帮助的	p. 1
voluntary work 义务性工作	p. 1
ask permission 报请批准	p. 1
suffer from 因……受苦; 受折磨	p. 3

raise one's spirits 使振奋; 使鼓起勇气	p. 3
in order to 目的在于; 为了	p. 12

### Unit 2

language /'læŋɡwɪdʒ/ <i>n.</i> 语言	p. 17
communication /kə'mju:nɪ'keɪʃn/ <i>n.</i> 交流; 交际	p. 17
*ballet /'bæleɪ/ <i>n.</i> 芭蕾舞	p. 17
accept /ək'sept/ <i>v.</i> 接受 (建议、 邀请等)	p. 17
*reject /rɪ'dʒekt/ <i>v.</i> 拒绝接受; 不予考虑	p. 17
meaning /'mi:nɪŋ/ <i>n.</i> 意义; 意思	p. 17
gesture /'dʒestʃə(r)/ <i>n.</i> 手势	p. 17
message /'mesɪdʒ/ <i>n.</i> (书面或口头的) 信息; 消息	p. 17
bored /bɔ:d/ <i>adj.</i> (对某人/某物) 厌倦的; 烦闷的	p. 18
part-time /,pɑ:t 'taɪm/ <i>adj.</i> 兼职的	p. 19
well-dressed /,wel 'drest/ <i>adj.</i> 衣着入 时的; 穿着讲究的	p. 19
lady /'leɪdi/ <i>n.</i> 女士; 女子	p. 19
sigh /saɪ/ <i>v.</i> 叹气; 叹息	p. 19
matter /'mætə(r)/ <i>n.</i> (询问某人的情况) 怎么了	p. 19
expression /ɪk'spreʃn/ <i>n.</i> 表情; 神色	p. 19
appearance /ə'prɪərəns/ <i>n.</i> 外貌; 外表	p. 19
impression /ɪm'preʃn/ <i>n.</i> 印象	p. 19
towards /tə'wɔ:dz/ <i>prep.</i> 向; 朝; 对着	p. 19
hold /həʊld/ <i>v.</i> (held, held) 使保持 (在某位置)	p. 19

说明: 本词汇表音标根据《牛津高阶英汉双解词典》(第6版)标注。标\*的单词只要求理解。

later /'leɪtə(r)/ <i>adv.</i> 以后；后来	p. 19	character /'kærəktə(r)/ <i>n.</i> 文字；符号	p. 43
remind /rɪ'maɪnd/ <i>v.</i> 提醒；使想起	p. 19	<i>n.</i> 人物；角色	p. 44
neck /nek/ <i>n.</i> 颈；脖子	p. 22	health /helθ/ <i>n.</i> 健康	p. 43
cross /krɒs/ <i>v.</i> 使交叉；使交叠	p. 27	luck /lʌk/ <i>n.</i> 幸运	p. 43
nod /nɒd/ <i>v.</i> 点头	p. 27	*wedding /'wedɪŋ/ <i>n.</i> 婚礼；结婚庆典	p. 43
shake /ʃeɪk/ <i>v.</i> (shook, shaken)		*dough /dəʊ/ <i>n.</i> 生面团	p. 44
(与某人) 握手	p. 27	*rough /rʌf/ <i>adj.</i> 粗糙的	p. 44
<i>v.</i> (shook, shaken) 摇头	p. 27	size /saɪz/ <i>n.</i> 大小	p. 44
sure /ʃʊə(r)/ <i>adj.</i> 确信；肯定	p. 27	simple /'sɪmpl/ <i>adj.</i> 简单的	p. 44
<hr/>		lovely /'lʌvli/ <i>adj.</i> 有吸引力的；迷人的	p. 44
body language 身势语；肢体语言	p. 17	<hr/>	
take place 发生	p. 18	paper cutting 剪纸	p. 33
sit up 坐起来；坐直	p. 18	up to 到达(某数量、程度等)；至多有	p. 35
make a good impression on ... 给……留下好印象	p. 19	set off 出发；动身	p. 35
remind sb. about sth. 提醒某人 某事	p. 28	up and down 起伏；上下波动	p. 35
<hr/>		after dark 天黑后；黄昏后	p. 35
<b>Unit 3</b>		no more 不再；再也不	p. 35
description /dɪ'skrɪpʃn/ <i>n.</i> 说明；形容	p. 33	all the time (在某段时间内) 一直；始终	p. 44
describe /dɪ'skraɪb/ <i>v.</i> 描述；形容	p. 33	<hr/>	
fisherman /'fɪʃmən/ <i>n.</i> 渔民	p. 34	<b>Unit 4</b>	
net /net/ <i>n.</i> 网	p. 34	cartoon /kɑ:'tuːn/ <i>n.</i> 动画片；卡通片	p. 49
although /ɔ:l'dəʊ/ <i>conj.</i> 虽然；尽管	p. 35	warning /'wɔːnɪŋ/ <i>n.</i> 警告；警示	p. 49
fit /fɪt/ <i>adj.</i> 健壮的；健康的	p. 35	role-play /'rɔːl pleɪ/ <i>v.</i> 角色扮演	p. 49
*cormorant /'kɔːmərənt/ <i>n.</i> 鸬鹚	p. 35	symbol /'sɪmbl/ <i>n.</i> 符号	p. 50
dive /daɪv/ <i>v.</i> 下潜	p. 35	*bubble /'bʌbl/ <i>n.</i> 泡；气泡	p. 50
ready /'redi/ <i>adj.</i> 准备好	p. 35	thought /θɔːt/ <i>n.</i> 心思；思想	p. 50
reach /ri:tʃ/ <i>v.</i> 到达；抵达	p. 35	*rough /rʌf/ <i>adj.</i> 粗略的	p. 50
attract /ə'trækt/ <i>v.</i> 吸引；使喜爱	p. 35	*sketch /sketʃ/ <i>n.</i> 速写；概述	p. 50
hang /hæŋ/ <i>v.</i> (hung, hung) 悬挂；吊	p. 35	program /'prəʊgræm/ <i>n.</i> 程序	p. 50
post /pəʊst/ <i>n.</i> 柱；杆；桩	p. 35	record /rɪ'kɔːd/ <i>v.</i> 录制；录(音)	p. 50
require /rɪ'kwaɪə(r)/ <i>v.</i> 需要；依靠	p. 35	*effect /ɪ'fekt/ <i>n.</i> 效果	p. 50
practise /'præktɪs/ <i>v.</i> 从事	p. 35	basic /'beɪsɪk/ <i>adj.</i> 基本的；基础的	p. 51
tool /tuːl/ <i>n.</i> 用具；器具	p. 43	stage /steɪdʒ/ <i>n.</i> 段；步；步骤	p. 51
scissors /'sɪzəz/ <i>n.</i> [pl.] 剪刀	p. 43	pleasant /'pleznt/ <i>adj.</i> 友好的；和善的；文雅的	p. 51
pattern /'pætən/ <i>n.</i> 图案	p. 43		

*detailed /'di:teɪld/ <i>adj.</i> 详细的； 细致的	p. 51
appear /ə'piə(r)/ <i>v.</i> 显得；看来；似乎	p. 51
actor /'æktə(r)/ <i>n.</i> 演员	p. 51
match /mætʃ/ <i>v.</i> 与……相配	p. 51
separately /'seprətli/ <i>adv.</i> 单独地； 分别地	p. 51
play /pleɪ/ <i>v.</i> 播放	p. 51
score /skɔ:(r)/ <i>v.</i> 得分	p. 54
team /ti:m/ <i>n.</i> 队	p. 54
star /stɑ:(r)/ <i>n.</i> 明星；体坛高手	p. 58
*mystery /'mɪstri/ <i>n.</i> 神秘	p. 59
island /'aɪlənd/ <i>n.</i> 岛	p. 59
storm /stɔ:m/ <i>n.</i> 暴风雨	p. 60
jacket /'dʒækt/ <i>n.</i> 夹克衫；短上衣	p. 60
wave /weɪv/ <i>n.</i> 海浪；波浪；波涛	p. 60

comic strip 连环漫画	p. 49
pop out (眼睛) (因激动、惊奇) 张大； 睁大；瞪起	p. 50
decide on 决定；选定	p. 51
video camera 摄像机	p. 51
play against 同……比赛	p. 54
weather forecast 天气预报	p. 60
life jacket 救生衣	p. 60
thank goodness 谢天谢地	p. 60
make it 获得成功	p. 60

## Unit 5

*endangered /ɪn'deɪndʒəd/ <i>adj.</i> 濒危的	p. 65
file /faɪl/ <i>n.</i> 档案	p. 65
giant panda /'dʒaɪənt 'pændə/ <i>n.</i> 大熊猫	p. 65
*obligation /,ɒblɪ'geɪʃn/ <i>n.</i> 义务；责任	p. 65
wild /waɪld/ <i>n.</i> 自然环境；野生状态	p. 66
bamboo /,bæm'bu: / <i>n.</i> 竹；竹子	p. 66

adult /'ædʌlt/ <i>n.</i> 成年动物	p. 66
weight /weɪt/ <i>n.</i> 重量	p. 66
kilogram /'kɪləgræm/ <i>n.</i> 千克；公斤	p. 66
population /,pɒpjʊ'leɪʃn/ <i>n.</i> (统称) 某 领域的生物；族群；人口	p. 66
behaviour /br'heɪvjə(r)/ <i>n.</i> (动植物的) 活动方式	p. 66
birth /bɜ:θ/ <i>n.</i> 出生；诞生	p. 67
*patch /pætʃ/ <i>n.</i> 色斑；斑点	p. 67
shoulder /'ʃəʊldə(r)/ <i>n.</i> 肩；肩膀	p. 67
central /'sentrəl/ <i>adj.</i> 在中心的； 中央的	p. 67
menu /'menju:/ <i>n.</i> 菜单	p. 67
fur /fɜ:(r)/ <i>n.</i> (动物的) 毛皮	p. 67
cruel /kru:əl/ <i>adj.</i> 残忍的；残酷的	p. 67
organization /,ɔ:gə'nar'zeɪʃn/ <i>n.</i> 组织； 机构	p. 70
danger /'deɪndʒə(r)/ <i>n.</i> 危险；风险	p. 74
face /feɪs/ <i>v.</i> 面对	p. 74
Asian /'eɪʃn/ <i>adj.</i> 亚洲的	p. 75
weigh /weɪ/ <i>v.</i> 有……重；重	p. 76

in the wild 在野生环境中	p. 66
at birth 出生时	p. 67
on one's own 独自	p. 67
close to 几乎；接近	p. 70

## Unit 6

respond /rɪ'spɒnd/ <i>v.</i> (口头或书面) 回答；回应	p. 81
*complaint /kəm'pleɪnt/ <i>n.</i> 投诉；抱怨	p. 81
cause /kɔ:z/ <i>v.</i> 造成；引起	p. 81
chocolate /'tʃɒklət/ <i>n.</i> 巧克力	p. 82
*dolphin /'dɒlfɪn/ <i>n.</i> 海豚	p. 82
*click /kɪk/ <i>v.</i> 使发出咔哒声	p. 82
reason /'ri:zn/ <i>n.</i> 原因；理由	p. 83
cute /kju:t/ <i>adj.</i> 可爱的	p. 83
responsibility /rɪ'spɒnsə'bɪləti/ <i>n.</i> 责任	p. 83

feed /fi:d/ <i>v.</i> (fed, fed) 给 (人或动物) 食物; 喂养	p. 83
according to /ə'kɔ:dn̩ tə/ <i>prep.</i> 据 (……所说)	p. 83
*faithfully /'feɪθfəli/ <i>adv.</i> 忠实地; 忠诚地	p. 83
sofa /'səʊfə/ <i>n.</i> 长沙发	p. 83
noisy /'nɔɪzi/ <i>adj.</i> 吵闹的	p. 83
nearly /'niəli/ <i>adv.</i> 几乎; 差不多	p. 83
stranger /'streɪndʒə(r)/ <i>n.</i> 陌生人	p. 83
common /'kɒməʊn/ <i>adj.</i> 常见的; 通常的; 普遍的	p. 83
choice /tʃɔɪs/ <i>n.</i> 选择; 抉择	p. 83
lie /laɪ/ <i>v.</i> (lay, lain) 躺	p. 86
attention /ə'tenʃn/ <i>n.</i> 注意力; 留心	p. 86
*scare /skeə(r)/ <i>v.</i> 使害怕; 使恐惧	p. 90
believe /br'i:li:v/ <i>v.</i> 相信	p. 91
heart /hɑ:t/ <i>n.</i> 心; 心脏	p. 92
heart attack /hɑ:t ə'tæk/ <i>n.</i> 心脏病发作	p. 92
until /ən'tɪl/ <i>conj.</i> 到……时; 直到……为止	p. 92
care for 照顾; 照料	p. 83
what's more 更有甚者; 更为 重要的是	p. 83
have no choice but to do 除了……别无选择	p. 83
run free (动物) 四处自由走动; 自由自在	p. 83
lie around 无所事事地混日子; 懒散度日	p. 86
keep sb. from (doing) sth. 阻止 (或防止、阻碍) 某人做某事	p. 90
(be) faithful to ... 对……忠诚的	p. 91
die of 死于	p. 92
keep on 继续	p. 92

## Unit 7

unknown /,ʌn'nəʊn/ <i>adj.</i> 未知的	p. 97
*alien /'eɪliən/ <i>n.</i> 外星人	p. 97
astronaut /'æstrənɔ:t/ <i>n.</i> 宇航员; 航天员	p. 97
receive /rɪ'si:v/ <i>v.</i> 收到	p. 98
hill /hɪl/ <i>n.</i> 山丘; 小山	p. 99
loud /laʊd/ <i>adj.</i> 响亮的; 大声的	p. 99
*explore /ɪk'splɔ:(r)/ <i>v.</i> 探索	p. 99
bush /bʊʃ/ <i>n.</i> 灌木	p. 99
quiet /'kwaɪət/ <i>adj.</i> 安静的	p. 99
round /raʊnd/ <i>adj.</i> 圆形的; 球形的	p. 99
damage /'dæmɪdʒ/ <i>v.</i> 毁坏; 破坏	p. 99
*crash /kræʃ/ <i>n.</i> 碰撞; 相撞	p. 99
frightened /'fraɪnd/ <i>adj.</i> 惊吓的; 害怕的	p. 99
discover /dɪ'skʌvə(r)/ <i>v.</i> 发现; 找到; 发觉	p. 99
terrible /'terəbl/ <i>adj.</i> 非常讨厌的; 令人极不快的; 可怕的	p. 99
fear /fiə(r)/ <i>n.</i> 害怕; 惧怕	p. 99
creature /'kri:tʃə(r)/ <i>n.</i> 生物; 动物	p. 99
feather /'feðə(r)/ <i>n.</i> 羽毛	p. 99
wonder /'wʌndə(r)/ <i>v.</i> 想知道; 想弄明白	p. 99
line /laɪn/ <i>n.</i> 线; 线条	p. 99
refuse /rɪ'fju:z/ <i>v.</i> 拒绝	p. 99
spread /sprɛd/ <i>v.</i> (spread, spread) 张开	p. 99
mark /mɑ:k/ <i>n.</i> 符号; 记号	p. 99
desert /'dezət/ <i>n.</i> 沙漠; 荒漠	p. 102
tent /tent/ <i>n.</i> 帐篷	p. 106
knife /naɪf/ <i>n.</i> 刀	p. 106
explain /ɪk'spleɪn/ <i>v.</i> 解释; 说明	p. 106
pleased /pli:zd/ <i>adj.</i> 高兴; 满意; 愉快	p. 108

keep quiet 保持安静	p. 99	certainly /'sɜ:tnli/ <i>adv.</i> 无疑；肯定； 当然	p. 115
because of 因为	p. 99	*recommend /,rekə'mend/ <i>v.</i> 推荐	p. 115
in fear 恐惧地；害怕地	p. 99	satisfy /'sætɪsfaɪ/ <i>v.</i> 使满意；使满足	p. 115
landing site 降落场	p. 102	mix /mɪks/ <i>v.</i> (使) 混合	p. 115
as soon as possible 尽快	p. 106	electronic /ɪ,lek'trɒnɪk/ <i>adj.</i> 电子的	p. 115
agree with 同意；赞成	p. 106	relax /rɪ'læks/ <i>v.</i> 放松；休息	p. 115
disagree with 不同意；持不同意见； 有分歧	p. 106	while /waɪl/ <i>conj.</i> 在……期间； 当……的时候	p. 115
<b>Unit 8</b>		technology /tek'nɒlədʒi/ <i>n.</i> 科技； 工艺	p. 115
Internet /'ɪntənət/ <i>n.</i> (国际) 互联网	p. 113	software /'sɒftweə(r)/ <i>n.</i> 软件	p. 118
post /pəʊst/ <i>n.</i> (发在网上的) 帖子 <i>n.</i> 邮递	p. 113 p. 123	*virus /'vaɪrəs/ <i>n.</i> 病毒	p. 118
apology /ə'pɒlədʒi/ <i>n.</i> 道歉	p. 113	prepare /prɪ'peə(r)/ <i>v.</i> 使(自己) 有准备	p. 122
excuse /ɪk'skju:z/ <i>n.</i> 借口；辩解	p. 113	<hr/>	
past /pɑ:st/ <i>n.</i> 过去	p. 113	in the present 现在	p. 113
present /'preznt/ <i>n.</i> 目前；现在	p. 113	at the front 在前面	p. 114
*hydrogen /'haɪdrədʒən/ <i>n.</i> 氢； 氢气	p. 114	on the Internet 在互联网上	p. 115
wide /waɪd/ <i>adj.</i> 宽的；宽阔的	p. 114	in the shape of …… 的形状	p. 115
shape /ʃeɪp/ <i>n.</i> 形状；外形	p. 115	mix ... with ... (使……与……) 相混合	p. 115
cafe /'kæfeɪ/ <i>n.</i> 咖啡馆；小餐馆	p. 115	prepare for 准备	p. 122
recently /'ri:sntli/ <i>adv.</i> 不久前；最近	p. 115	in a second 片刻；瞬间	p. 123
forever /fə'revə(r)/ <i>adv.</i> 永远	p. 115		

## Words and expressions in alphabetical order

### A

accept /ək'sept/ <i>v.</i> 接受 (建议、邀请等)	p. 17
according to /ə'kɔ:diŋ tə/ <i>prep.</i> 据 (……所说)	p. 83
actor /'æktə(r)/ <i>n.</i> 演员	p. 51
adult /'ædʌlt/ <i>n.</i> 成年动物	p. 66
after dark 天黑后; 黄昏后	p. 35
agree with 同意; 赞成	p. 106
*alien /'eiliən/ <i>n.</i> 外星人	p. 97
all the time (在某段时间内) 一直; 始终	p. 44
although /ɔ:l'dəʊ/ <i>conj.</i> 虽然; 尽管	p. 35
apology /ə'pɒlədʒi/ <i>n.</i> 道歉	p. 113
appear /ə'piə(r)/ <i>v.</i> 显得; 看来; 似乎	p. 51
appearance /ə'piərəns/ <i>n.</i> 外貌; 外表	p. 19
as soon as possible 尽快	p. 106
Asian /'eɪʃn/ <i>adj.</i> 亚洲的	p. 75
ask permission 报请批准	p. 1
astronaut /'æstrənɔ:t/ <i>n.</i> 宇航员; 航天员	p. 97
at birth 出生时	p. 67
at the front 在前面	p. 114
attention /ə'tenʃn/ <i>n.</i> 注意力; 留心	p. 86
attract /ə'trækt/ <i>v.</i> 吸引; 使喜爱	p. 35

### B

*ballet /'bæleɪ/ <i>n.</i> 芭蕾舞	p. 17
bamboo /,bæm'bu:z/ <i>n.</i> 竹; 竹子	p. 66
basic /'beɪsɪk/ <i>adj.</i> 基本的; 基础的	p. 51
because of 因为	p. 99
behaviour /br'hervjə(r)/ <i>n.</i> (动植物的) 活动方式	p. 66

believe /br'li:v/ <i>v.</i> 相信	p. 91
birth /bɜ:θ/ <i>n.</i> 出生; 诞生	p. 67
body language 身势语; 肢体语言	p. 17
bored /bɔ:d/ <i>adj.</i> (对某人/某物) 厌倦的; 烦闷的	p. 18
*bubble /'bʌbl/ <i>n.</i> 泡; 气泡	p. 50
bush /bʊʃ/ <i>n.</i> 灌木	p. 99

### C

cafe /'kæfeɪ/ <i>n.</i> 咖啡馆; 小餐馆	p. 115
care for 照顾; 照料	p. 83
cartoon /kɑ:'tu:n/ <i>n.</i> 动画片; 卡通片	p. 49
cause /kɔ:z/ <i>v.</i> 造成; 引起	p. 81
central /'sentrəl/ <i>adj.</i> 在中心的; 中央的	p. 67
certainly /'sɜ:tnli/ <i>adv.</i> 无疑; 肯定; 当然	p. 115
character /'kærəktə(r)/ <i>n.</i> 文字; 符号 <i>n.</i> 人物; 角色	p. 43 p. 44
chocolate /'tʃɒklət/ <i>n.</i> 巧克力	p. 82
choice /tʃɔ:ɪs/ <i>n.</i> 选择; 抉择	p. 83
*click /klɪk/ <i>v.</i> 使发出咔哒声	p. 82
close to 几乎; 接近	p. 70
comic strip 连环漫画	p. 49
common /'kɒmən/ <i>adj.</i> 常见的; 通常的; 普遍的	p. 83
communication /kə'mju:nɪ'keɪʃn/ <i>n.</i> 交流; 交际	p. 17
community /kə'mju:nəti/ <i>n.</i> 社区	p. 6
*complaint /kəm'pleɪnt/ <i>n.</i> 投诉; 抱怨	p. 81
*cormorant /'kɔ:mərənt/ <i>n.</i> 鸬鹚	p. 35
courage /'kʌrɪdʒ/ <i>n.</i> 勇气; 勇敢	p. 3
*crash /kræʃ/ <i>n.</i> 碰撞; 相撞	p. 99
creature /'kri:tʃə(r)/ <i>n.</i> 生物; 动物	p. 99

cross /krɒs/ *v.* 使交叉；使交叠 p. 27  
cruel /kru:əl/ *adj.* 残忍的；残酷的 p. 67  
cute /kju:t/ *adj.* 可爱的 p. 83

## D

damage /'dæmɪdʒ/ *v.* 毁坏；破坏 p. 99  
danger /'deɪndʒə(r)/ *n.* 危险；风险 p. 74  
decide on 决定；选定 p. 51  
describe /dɪ'skraɪb/ *v.* 描述；形容 p. 33  
description /dɪ'skripʃn/ *n.* 说明；形容 p. 33  
desert /'dezət/ *n.* 沙漠；荒漠 p. 102  
\*detailed /'di:teɪld/ *adj.* 详细的；  
细致的 p. 51  
die of 死于 p. 92  
difficulty /'dɪfɪkəlti/ *n.* 困难；费劲 p. 3  
disabled /dɪs'æbld/ *adj.* 丧失能力的；  
有残疾的 p. 2  
disagree with 不同意；持不同意见；  
有分歧 p. 106  
discover /dɪ'skʌvə(r)/ *v.* 发现；找到；  
发觉 p. 99  
dive /daɪv/ *v.* 下潜 p. 35  
\*dolphin /'dɒlfɪn/ *n.* 海豚 p. 82  
\*dough /dəʊ/ *n.* 生面团 p. 44

## E

\*effect /ɪ'fekt/ *n.* 效果 p. 50  
electronic /ɪ'lek'trɒnɪk/ *adj.* 电子的 p. 115  
\*endangered /m'deɪndʒəd/ *adj.*  
濒危的 p. 65  
excuse /ɪk'skju:z/ *n.* 借口；辩解 p. 113  
explain /ɪk'spleɪn/ *v.* 解释；说明 p. 106  
\*explore /ɪk'splɔ:(r)/ *v.* 探索 p. 99  
express /ɪk'spres/ *v.* 表达；表露 p. 3  
expression /ɪk'spreʃn/ *n.* 表情；神色 p. 19

## F

face /feɪs/ *v.* 面对 p. 74

(be) faithful to ... 对……忠诚的 p. 91  
\*faithfully /'feɪθfəli/ *adv.* 忠实地；  
忠诚地 p. 83  
fear /fiə(r)/ *n.* 害怕；惧怕 p. 99  
feather /'feðə(r)/ *n.* 羽毛 p. 99  
feed /fi:d/ *v.* (fed, fed) 给（人或动物）  
食物；喂养 p. 83

file /faɪl/ *n.* 档案 p. 65  
fisherman /'fɪʃmən/ *n.* 渔民 p. 34  
fit /fɪt/ *adj.* 健壮的；健康的 p. 35  
forever /fə'revə(r)/ *adv.* 永远 p. 115  
friendship /'frendʃɪp/ *n.* 友情；友谊 p. 3  
frightened /'fraɪnd/ *adj.* 惊吓的；  
害怕的 p. 99  
fur /fɜ:(r)/ *n.* (动物的) 毛皮 p. 67

## G

gesture /'dʒestʃə(r)/ *n.* 手势 p. 17  
giant panda /'dʒaɪənt 'pændə/ *n.*  
大熊猫 p. 65

## H

hang /hæŋ/ *v.* (hung, hung) 悬挂；吊 p. 35  
have no choice but to do  
除了……别无选择 p. 83  
health /helθ/ *n.* 健康 p. 43  
heart /hɑ:t/ *n.* 心；心脏 p. 92  
heart attack /hɑ:t ə'tæk/ *n.* 心脏病  
发作 p. 92  
hill /hɪl/ *n.* 山丘；小山 p. 99  
hold /həʊld/ *v.* (held, held)  
使保持（在某位置） p. 19  
hurt /hɜ:t/ *v.* (hurt, hurt) (使) 疼痛；  
受伤 p. 3  
\*hydrogen /'haɪdrədʒən/ *n.* 氢；氢气 p. 114



**I**

illness /'ɪlnəs/ <i>n.</i> (某种) 病	p. 3
impression /ɪm'preʃn/ <i>n.</i> 印象	p. 19
in a second 片刻; 瞬间	p. 123
in fear 恐惧地; 害怕地	p. 99
in need 需要帮助的	p. 1
in order to 目的在于; 为了	p. 12
in the present 现在	p. 113
in the shape of …… 的形状	p. 115
in the wild 在野生环境中	p. 66
Internet /'ɪntənət/ <i>n.</i> (国际) 互联网	p. 113
island /'aɪlənd/ <i>n.</i> 岛	p. 59

**J**

jacket /'dʒækɪt/ <i>n.</i> 夹克衫; 短上衣	p. 60
joy /dʒɔɪ/ <i>n.</i> 愉快; 喜悦	p. 3

**K**

keep sb. from (doing) sth. 阻止 (或防止、阻碍) 某人做某事	p. 90
keep on 继续	p. 92
keep quiet 保持安静	p. 99
kilogram /'kɪləgræm/ <i>n.</i> 千克; 公斤	p. 66
knife /naɪf/ <i>n.</i> 刀	p. 106

**L**

lady /'leɪdi/ <i>n.</i> 女士; 女子	p. 19
landing site 降落场	p. 102
language /'læŋgwɪdʒ/ <i>n.</i> 语言	p. 17
later /'leɪtə(r)/ <i>adv.</i> 以后; 后来	p. 19
lie /laɪ/ <i>v.</i> (lay, lain) 躺	p. 86
lie around 无所事事地混日子; 懒散度日	p. 86
life jacket 救生衣	p. 60
line /laɪn/ <i>n.</i> 线; 线条	p. 99
lonely /'ləʊnli/ <i>adj.</i> 孤独的; 寂寞的	p. 3
loud /laʊd/ <i>adj.</i> 响亮的; 大声的	p. 99

lovely /'lʌvli/ <i>adj.</i> 有吸引力的; 迷人的	p. 44
luck /lʌk/ <i>n.</i> 幸运	p. 43

**M**

make a good impression on ... 给 …… 留下好印象	p. 19
make it 获得成功	p. 60
mark /mɑ:k/ <i>n.</i> 符号; 记号	p. 99
match /mætʃ/ <i>v.</i> 与 …… 相配	p. 51
matter /'mætə(r)/ <i>n.</i> (询问某人的 情况) 怎么了	p. 19
meaning /'mi:niŋ/ <i>n.</i> 意义; 意思	p. 17
menu /'menju:/ <i>n.</i> 菜单	p. 67
message /'mesɪdʒ/ <i>n.</i> (书面或口头的) 信息; 消息	p. 17
mix /mɪks/ <i>v.</i> (使) 混合	p. 115
mix ... with ... (使 …… 与 ……) 相混合	p. 115
*mystery /'mɪstri/ <i>n.</i> 神秘	p. 59

**N**

nearly /'nɜ:li/ <i>adv.</i> 几乎; 差不多	p. 83
neck /nek/ <i>n.</i> 颈; 脖子	p. 22
net /net/ <i>n.</i> 网	p. 34
no more 不再; 再也不	p. 35
nod /nɒd/ <i>v.</i> 点头	p. 27
noisy /'nɔ:zi/ <i>adj.</i> 吵闹的	p. 83

**O**

*obligation /,ɒblɪ'geɪʃn/ <i>n.</i> 义务; 责任	p. 65
offer /'ɒfə(r)/ <i>v.</i> 主动提出	p. 3
on one's own 独自	p. 67
on the Internet 在互联网上	p. 115
organization /,ɔ:gənaɪ'zeɪʃn/ <i>n.</i> 组织; 机构	p. 70
organize /'ɔ:gənaɪz/ <i>v.</i> 组织; 筹备	p. 3

## P

pain /peɪn/ <i>n.</i> 痛苦; 苦恼	p. 3
paper cutting 剪纸	p. 33
part-time /ˌpɑ:t 'tʌm/ <i>adj.</i> 兼职的	p. 19
past /pɑ:st/ <i>n.</i> 过去	p. 113
*patch /pætʃ/ <i>n.</i> 色斑; 斑点	p. 67
pattern /'pætɪn/ <i>n.</i> 图案	p. 43
pay /peɪ/ <i>v.</i> (paid, paid) 付费	p. 6
peace /pi:s/ <i>n.</i> 平静; 宁静	p. 3
permission /pə'mɪʃn/ <i>n.</i> 准许; 批准	p. 1
play /pleɪ/ <i>v.</i> 播放	p. 51
play against 同……比赛	p. 54
pleasant /'pleznt/ <i>adj.</i> 友好的; 和善的; 文雅的	p. 51
pleased /pli:zd/ <i>adj.</i> 高兴; 满意; 愉快	p. 108
pop out (眼睛) (因激动、惊奇) 张大; 睁大; 瞪起	p. 50
population /ˌpɒpjʊ 'leɪʃn/ <i>n.</i> (统称) 某领域的生物; 族群; 人口	p. 66
post /pəʊst/ <i>n.</i> 柱; 杆; 桩	p. 35
<i>n.</i> (发在网上的) 帖子	p. 113
<i>n.</i> 邮递	p. 123
practise /'præktɪs/ <i>v.</i> 从事	p. 35
prepare /prɪ'peə(r)/ <i>v.</i> 使(自己)有准备	p. 122
prepare for 准备	p. 122
present /'preznt/ <i>n.</i> 目前; 现在	p. 113
program /'prəʊgræm/ <i>n.</i> 程序	p. 50

## Q

quiet /'kwaɪət/ <i>adj.</i> 安静的	p. 99
---------------------------------	-------

## R

raise /reɪz/ <i>v.</i> 筹募	p. 1
<i>v.</i> 增加; 提高	p. 3
raise one's spirits 使振奋; 使鼓起勇气	p. 3
reach /ri:tʃ/ <i>v.</i> 到达; 抵达	p. 35

ready /'redi/ <i>adj.</i> 准备好	p. 35
reason /'ri:zn/ <i>n.</i> 原因; 理由	p. 83
receive /rɪ'si:v/ <i>v.</i> 收到	p. 98
recently /'ri:sntli/ <i>adv.</i> 不久前; 最近	p. 115
*recommend /ˌrekə'mend/ <i>v.</i> 推荐	p. 115
record /rɪ'kɔ:d/ <i>v.</i> 录制; 录(音)	p. 50
refuse /rɪ'fju:z/ <i>v.</i> 拒绝	p. 99
*reject /rɪ'dʒekt/ <i>v.</i> 拒绝接受; 不予考虑	p. 17
relax /rɪ'læks/ <i>v.</i> 放松; 休息	p. 115
remind /rɪ'maɪnd/ <i>v.</i> 提醒; 使想起	p. 19
remind sb. about sth. 提醒某人某事	p. 28
require /rɪ'kwaɪə(r)/ <i>v.</i> 需要; 依靠	p. 35
respond /rɪ'spɒnd/ <i>v.</i> (口头或书面) 回答; 回应	p. 81
responsibility /rɪ'spɒnsə'bɪləti/ <i>n.</i> 责任	p. 83
role-play /'rəʊl pleɪ/ <i>v.</i> 角色扮演	p. 49
*rough /rʌf/ <i>adj.</i> 粗糙的	p. 44
<i>adj.</i> 粗略的	p. 50
round /raʊnd/ <i>adj.</i> 圆形的; 球形的	p. 99
run free (动物) 四处自由走动; 自由自在	p. 83

## S

satisfy /'sætɪsfaɪ/ <i>v.</i> 使满意; 使满足	p. 115
*scare /skeə(r)/ <i>v.</i> 使害怕; 使恐惧	p. 90
scissors /'sɪzəz/ <i>n.</i> [pl.] 剪刀	p. 43
score /skɔ:(r)/ <i>v.</i> 得分	p. 54
separately /'seprətli/ <i>adv.</i> 单独地; 分别地	p. 51
serious /'sɪəriəs/ <i>adj.</i> 严重的	p. 3
set off 出发; 动身	p. 35
shake /ʃeɪk/ <i>v.</i> (shook, shaken) (与某人) 握手	p. 27
<i>v.</i> (shook, shaken) 摇头	p. 27

shape /ʃeɪp/ <i>n.</i> 形状; 外形	p. 115	towards /tə'wɔ:dz/ <i>prep.</i> 向; 朝; 对着	p. 19
shoulder /'ʃəʊldə(r)/ <i>n.</i> 肩; 肩膀	p. 67		
sigh /saɪ/ <i>v.</i> 叹气; 叹息	p. 19		
simple /'sɪmpl/ <i>adj.</i> 简单的	p. 44	<b>U</b>	
sit up 坐起来; 坐直	p. 18	unknown /,ʌn'nəʊn/ <i>adj.</i> 未知的	p. 97
size /saɪz/ <i>n.</i> 大小	p. 44	until /ən'tɪl/ <i>conj.</i> 到……时; 直到……为止	p. 92
*sketch /sketʃ/ <i>n.</i> 速写; 概述	p. 50	up and down 起伏; 上下波动	p. 35
sofa /'səʊfə/ <i>n.</i> 长沙发	p. 83	up to 到达(某数量、程度等); 至多有	p. 35
software /'sɒftweə(r)/ <i>n.</i> 软件	p. 118		
spirits /'spɪrɪts/ <i>n.</i> [pl.] 情绪; 心境	p. 3		
spread /spreɪd/ <i>v.</i> (spread, spread) 张开	p. 99	<b>V</b>	
stage /steɪdʒ/ <i>n.</i> 段; 步; 步骤	p. 51	video camera 摄像机	p. 51
star /stɑ:(r)/ <i>n.</i> 明星; 体坛高手	p. 58	*virus /'vaɪrəs/ <i>n.</i> 病毒	p. 118
storm /stɔ:m/ <i>n.</i> 暴风雨	p. 60	voluntary work 义务性工作	p. 1
stranger /'streɪndʒə(r)/ <i>n.</i> 陌生人	p. 83		
suffer /'sʌfə(r)/ <i>v.</i> (因疾病等) 受苦; 受折磨	p. 3	<b>W</b>	
suffer from 因……受苦; 受折磨	p. 3	warning /'wɔ:niŋ/ <i>n.</i> 警告; 警示	p. 49
sure /ʃʊə(r)/ <i>adj.</i> 确信; 肯定	p. 27	wave /weɪv/ <i>n.</i> 海浪; 波浪; 波涛	p. 60
symbol /'sɪmbl/ <i>n.</i> 符号	p. 50	weather forecast 天气预报	p. 60
<b>T</b>		*wedding /'wedɪŋ/ <i>n.</i> 婚礼; 结婚庆典	p. 43
take place 发生	p. 18	weigh /weɪ/ <i>v.</i> 有……重; 重	p. 76
team /ti:m/ <i>n.</i> 队	p. 54	weight /weɪt/ <i>n.</i> 重量	p. 66
technology /tek'nɒlədʒi/ <i>n.</i> 科技; 工艺	p. 115	well-dressed /,wel'drest/ <i>adj.</i> 衣着人 时的; 穿着讲究的	p. 19
teenager /'ti:neɪdʒə(r)/ <i>n.</i> 青少年	p. 3	what's more 更有甚者; 更为重要 的是	p. 83
tent /tent/ <i>n.</i> 帐篷	p. 106	while /waɪl/ <i>conj.</i> 在……期间; 当……的时候	p. 115
terrible /'terəbl/ <i>adj.</i> 非常讨厌的; 令人极不快的; 可怕的	p. 99	wide /waɪd/ <i>adj.</i> 宽的; 宽阔的	p. 114
thank goodness 谢天谢地	p. 60	wild /waɪld/ <i>n.</i> 自然环境; 野生状态	p. 66
thought /θɔ:t/ <i>n.</i> 心思; 思想	p. 50	wonder /'wʌndə(r)/ <i>v.</i> 想知道; 想弄明白	p. 99
tool /tu:l/ <i>n.</i> 用具; 器具	p. 43		

## Proper nouns

### Names of people

Annie /'æni/ 安妮 (女名)	p. 2
Betty /'beti/ 贝蒂 (女名)	p. 2
Cindy /'sɪndi/ 辛迪 (女名)	p. 3
Debbie /'debi/ 戴比 (女名)	p. 19
Doris /'dɔ:ris/ 多丽丝 (女名)	p. 6
Emma /'emə/ 埃玛 (女名)	p. 83
Gus /gʌs/ 格斯 (男名)	p. 102
Liz /liz/ 利兹 (女名)	p. 102
Mark /mɑ:k/ 马克 (男名)	p. 2
Matt /mæt/ 马特 (男名)	p. 83
Simon /'sɪmən/ 西蒙 (男名)	p. 19
Tim /tɪm/ 蒂姆 (男名)	p. 3
Tina /'ti:nə/ 蒂娜 (女名)	p. 98
Troy /trɔɪ/ 特洛伊 (男名)	p. 102
Vivien /'vɪviən/ 维维恩 (女名)	p. 3

### Names of places

South-East Asia /,saʊθ 'i:st 'eɪʃə/	
东南亚	p. 75

### Others

Mars /mɑ:z/ 火星	p. 118
Monkey King /'mʌŋki kɪŋ/ 美猴王 ; 孙悟空	p. 44
Swan Lake /swɒn leɪk/ 《天鹅湖》 (芭蕾舞剧)	p. 22
WWF (World Wide Fund for Nature) 世界自然基金会	p. 70

## Glossary

active sentence 主动句	p. 39	quotation marks 引号	p. 21
adverbial clause of reason 原因状语从句	p. 97	scanning 找读	p. 69
comma 逗号	p. 103	summary 概要	p. 53
gerund 动名词	p. 17	the comparative of adverbs 副词比较级	p. 81
sub-heading 小标题	p. 75	the passive voice 被动语态	p. 33
infinitive 不定式	p. 1	the past continuous tense 过去进行时	p. 113
noun phrase 名词短语	p. 105	the superlative of adverbs 副词最高级	p. 81
passive sentence 被动句	p. 39		
prefix 前缀	p. 5		

## Irregular verbs

Base form	Simple past	Past participle	Base form	Simple past	Past participle
be (am, is, are)	was, were	been	find	found	found
become	became	become	fly	flew	flown
begin	began	begun	forget	forgot	forgotten
blow	blew	blown	get	got	got
break	broke	broken	give	gave	given
bring	brought	brought	go	went	gone
build	built	built	grow	grew	grown
burn	burnt, burned	burnt, burned	hang	hung	hung
buy	bought	bought	have	had	had
catch	caught	caught	hear	heard	heard
choose	chose	chosen	hide	hid	hidden
come	came	come	hold	held	held
cut	cut	cut	hurt	hurt	hurt
dig	dug	dug	keep	kept	kept
do	did	done	know	knew	known
draw	drew	drawn	lead	led	led
drink	drank	drunk	learn	learnt, learned	learnt, learned
drive	drove	driven	leave	left	left
eat	ate	eaten	let	let	let
fall	fell	fallen	lie	lay	lain
feed	fed	fed	light	lit, lighted	lit, lighted
feel	felt	felt	lose	lost	lost
fight	fought	fought	make	made	made

Base form	Simple past	Past participle	Base form	Simple past	Past participle
mean	meant	meant	smell	smelt, smelled	smelt, smelled
meet	met	met	speak	spoke	spoken
pay	paid	paid	spell	spelt, spelled	spelt, spelled
put	put	put	spend	spent	spent
read	read	read	spread	spread	spread
ride	rode	ridden	stand	stood	stood
ring	rang	rung	steal	stole	stolen
rise	rose	risen	stick	stuck	stuck
run	ran	run	swim	swam	swum
say	said	said	take	took	taken
see	saw	seen	teach	taught	taught
sell	sold	sold	tell	told	told
send	sent	sent	think	thought	thought
shake	shook	shaken	throw	threw	thrown
shine	shone	shone	understand	understood	understood
shoot	shot	shot	wake	woke	woken
sing	sang	sung	wear	wore	worn
sit	sat	sat	win	won	won
sleep	slept	slept	write	wrote	written

## 鸣谢

在教材编写的过程中，部分教师对此工作予以极大的帮助，特此感谢：

安凤岐 朱 成 娄炳坤 曹国玲

Tony Dale

上海教育出版社



责任编辑：黄艳 林妍

上海教育出版社



绿色印刷产品