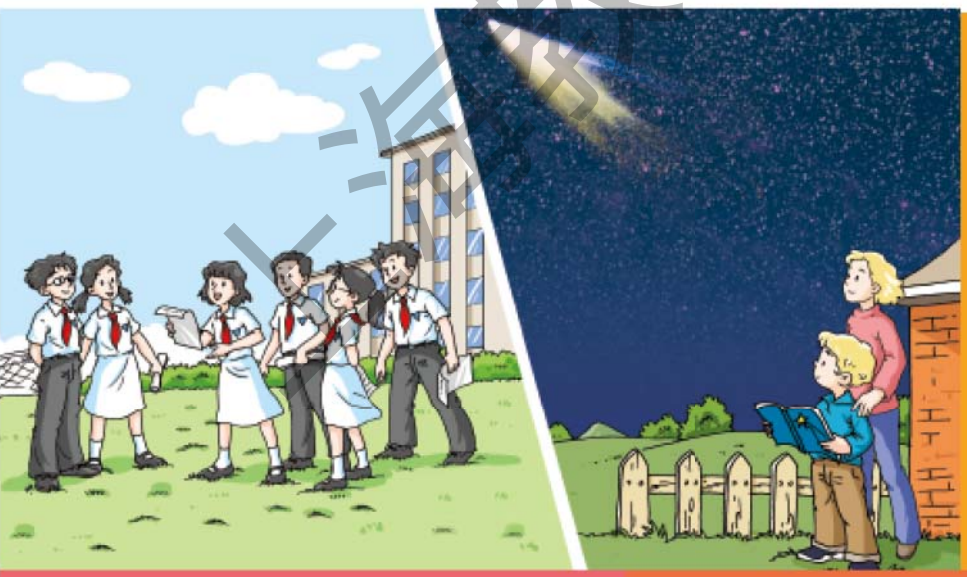
教育部审定
2012

义务教育教科书

英语
ENGLISH

七年级　下册



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微信公众号：电子课本大全

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写在前面

同学们，“写在前面”，是想告诉你们，作为编写者，我们为你们初中阶段的英语学习准备了些什么：

首先，我们想努力为你们打开一扇窗户，一扇能看见域外风景的窗户。在世界已然成了地球村的今天，这扇窗户将是你们生存、成长的基本条件之一。通过它，你们能看到不同国家、民族厚重的历史和生动的当前；同时感受到窗外对曾经古老又正在崛起的东方文明的窥探和向往。我们希望你们藉此而早早生成一种宽广的学习情怀——在东西方文化中汲取精华，丰富自己，服务世界！

基于这样一个目标，我们对“听 (Listening)”“说 (Speaking)”“读 (Reading)”“写 (Writing)”部分所需要的载体做了苛刻的遴选。我们选了尽可能多的体裁：海报、故事、日记、博客，以开阔你们的眼界；我们选了尽可能多的题材：生活的、文学的、自然的、情感的、民俗的，以打开你们的视野。在“语法 (Grammar)”部分，我们不生硬地讲解语法规则，而是通过亲切的活动和真实的语境来引导你们自觉归纳语言规则并运用于语言实践中，以领会代替强记，以生动消除枯燥。 同时，我们也用心设计了能有助你们心领神会、举一反三的练习，并适时给予你们即学即用的“学习策略 (Strategy)”和“小技巧 (Top tip)”…… 所有的一切都为了激起你们更多的学习热情和兴趣，并感受到英语语言学习的鲜活、立体和深刻。

最后想说，摆在你们面前的这套课本是有“深度”的，是经得起“挖掘”的，“补充阅读 (More practice)”和“课题 (Project)”是为同学们的拓展学习准备的；“文化角 (Culture corner)”的外延是无限的，足以引领你们去自主探索语言文化背后的深沉积淀。

总之，我们盼望你们精神饱满，思维积极，站在英语语言学习这扇通向世界的窗户前“瞭望”。

预祝你们学习愉快，学有成效！

初中《英语》编写组

2012 年 1 月

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说明：本教材中打＊的内容为拓展内容，供选学要求。

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Unit 1

People around us

Getting ready

In this unit, you will learn how to describe people around you.

Reading

- Read three students' articles about the people around them.

Listening

- Listen to a girl talking to her grandma about their relatives.

Grammar

- Learn how to use the **definite article** *the*.

Speaking

- Learn to say the /ɪə/, /eə/ and /ʊə/ sounds.
- Talk about the people you like.

Writing

- Write a short article about a person you love.



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Reading

A What do you know about ...?

A1 *Do you know these words for describing people? Complete the sentences with the correct words from the box.*

cheerful hard-working patient smart

1 

Tom is very _____. He can always answer the teacher's questions.

2 

Jim and David are _____. They are always happy.

3 

These are _____ students. They study hard.

4 

She is a _____ mum. She takes time to help her child.

A2 *Use some words from the box above and your own words to describe the people around you.*

B Before you read

Look at the pictures and the titles of the three articles on page 3. Then circle the correct answers to complete the sentences below.

1 Grandma was always _____.
   a sad **b** cheerful

2 Alice probably likes _____.
   a playing table tennis **b** drawing pictures

3 Mr Li is _____.
   a a Maths teacher **b** an Art teacher

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My grandma



My grandma was a short woman with grey hair. She was always cheerful. She was a very good cook. Her dishes were probably the best in the world! I will never forget the taste, and the smell as well.

Grandma took care of my family. She was really kind and patient. She died two years ago and I miss her very much.

— Ben

Alice



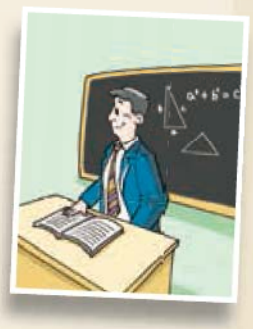
Alice is my best friend. She is a tall girl with glasses. She often tells me jokes to make me laugh, but she never makes fun of others.

Alice is a smart girl. She is good at Maths. We often study and play table tennis together. I hope we will always remain friends.

— Joyce

Mr Li

Mr Li is my Maths teacher. He is tall and thin. His classes are always full of fun. He uses lots of games in his teaching.



Mr Li is strict about our studies, but he always encourages us and gives us support. He often says, "Never give up and you'll be successful."

— Amy

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C Vocabulary

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

1 Mandy is always *cheerful*. She is always _____.
a sad **b** happy

2 Sam *forgot* Jack's address. He _____ Jack's address.
a didn't remember **b** didn't write down

3 My mum *takes care of* my grandpa. She _____ him.
a looks after **b** lives with

4 Jason hopes that he and Mandy will *remain* good friends. Mandy also hopes they will _____ good friends.
a find **b** still be

5 Leo's parents always *encourage* him. They always _____ him _____.
a give … a lot of hope **b** make … feel sad

6 Tom often *gives up* easily. He usually _____ very soon after he starts.
a keeps trying to do something **b** stops trying to do something

C2 *A school newspaper reporter interviewed Ben, Alice and Mr Li. Complete their conversations with the words from the box.*

forget gives up miss remain strict about successful

1 **Reporter:** Ben, do you still (1)_____ your grandma?
Ben: Yes. She was so kind. I'll never (2)_____ her.

2 **Reporter:** What do you think of Joyce, Alice?
Alice: She's my best friend. She's very friendly. I really like her. I'm sure we'll always (3)_____ friends.

3 **Reporter:** What do you think of Amy, Mr Li?
Mr Li: She's (4)_____ her studies, so she's always (5)_____ in her exams. She never (6)_____ when there are difficulties.

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D Comprehension

D1 *Read the three articles on page 3 to find out about the three people below. Then complete the table.*

		
Ben's (1) _____	Joyce's (3) _____	Amy's (7) _____
short, with grey hair	(4) _____, with (5) _____	(8) _____ and (9) _____
(2) _____ two years ago	good at (6) _____	always (10) _____ his students

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

1 What did Ben's grandma do for his family?

_____

2 How does Alice make Joyce laugh?

_____

3 What do Alice and Joyce often do together?

_____

4 Why are Mr Li's classes always full of fun?

_____

5 How does Mr Li encourage his students?

_____

* **D3** *Discuss and answer the questions below with your classmates.*

1 What is special about your grandma/grandpa?

2 What kind of person would you like to make friends with?

3 What do you like about your teachers?

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Listening

Sara's relatives

A *Sara is phoning her grandma to ask about their relatives in Australia. Listen to their conversation and take notes. Write one word or figure in each blank.*

Sara's uncle

- short but (1) _____
- short, (2) _____ hair
- wearing (3) _____
- (4) _____ years old

Sara's aunt

- short, about (5) _____ metres
- (6) _____
- short, straight, (7) _____ hair
- about (8) _____ years old

B *Can you help Sara find her uncle and aunt in the photo below? Draw arrows and label each of them.*

Sara's uncle

Sara's aunt



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Grammar

A The definite article *the*

We often use *a* or *an* in front of a singular, countable noun when we mention it for the first time. Then we use *the* before the noun when we mention it again.

> Sara found **an** interesting photo yesterday. **The** photo was of her grandpa.

We also use *the* to talk about something that is the only one of its kind.

> **The** Sun is shining brightly.
> There were lots of stars in **the** sky last night.

A1 *In pairs, **S1** talks about what he or she did in the past few days. **S2** asks about it. Follow the example.*

1 play/great computer game/yesterday/saving the Earth from aliens

S1: I played a great computer game yesterday.
S2: What was the game about?
S1: It was about saving the Earth from aliens.



2 see/exciting film/last Saturday/a visit to the Moon



3 read/good story/last week/a man on an island



4 write/long poem/last Sunday/my pet dog



* **A2** *Write down two more conversations like those in **A1**. Then role-play your conversations.*

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B Using *the* with the verb *play*

After the verb *play*, we sometimes put *the* before a noun, but sometimes we do not.

> He plays **the** guitar/**the** piano/**the** violin.
>
> He plays basketball/football/table tennis.

Work out the rule

After the verb *play*, we put *the* before the names of (musical instruments/sports), but we do not put *the* before the names of (musical instruments/sports).

The sentences below are about some students. Complete the sentences. Add ***the*** *if necessary.*



1 Vanessa loves music. She plays _____.



2 Robin plays _____ very well.



3 James's dream is to play _____ in the NBA.



4 Lily is good at playing _____.



5 Linda likes playing _____.



6 Alex plays _____ in the school band.

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C Using *the* with a phrase to describe a particular person or thing

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

The	girl **with glasses** is Joyce's best friend.
	man **in the black coat** is our English teacher.
	woman **with long, straight hair** is Mrs Zhang.
	factory **near my home** is very noisy.

In pairs, talk about the people in the pictures below. Use the words in brackets to help you. Add ***the*** *if necessary. Follow the example.*

S1: What's the man playing?
S2: Which man?
S1: The man in the purple suit.
S2: He's playing the guitar.

1



(in the purple suit/ guitar)

2



(with short hair/ volleyball)

3



(in the yellow skirt/ tennis)

4



(with short, black hair/ table tennis)

5



(with glasses/drums)

6



(in the red dress/ violin)

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Speaking

A Talk time



/ɪə/		/eə/		/ʊə/	
cheerful	dear	bear	care	cure	poor
here	idea	hair	there	sure	tour

A1 *Listen carefully and circle the word you hear from each pair.*

1	/tʃeə(r)/	/tʃɪə(r)/	**3**	/tʊə(r)/	/teə(r)/	**5**	/peə(r)/	/pʊə(r)/
2	/beə(r)/	/bɪə(r)/	**4**	/kjʊə(r)/	/keə(r)/	**6**	/tɪə(r)/	/tʊə(r)/

A2 *Read these sentences. Pay attention to the letters in bold.*

1 Oh **dear**! I **fear** I didn't **hear** your i**dea** **clear**ly.

2 Don't you **dare** **stare** at the **bear** over **there**!

3 I'm **sure** we'll find a **cure** for the **poor** **tour** guide.

4 A **pair** of **rare** **bears** put **pears** on the **chair**.

B Speak up

In groups, discuss the people you like. Follow the example.

cheerful	friendly	kind
clever	hard-working	patient

S1: Who do you like?

S2: I like …

S1: What does/did he/she look like?

S2: He/She's/was tall/short/thin …
He/She has/had short/long, straight hair …

S1: What do you like about him/her?

S2: He/She's/was cheerful …



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Writing

A person I love

A *Who are you going to write about? Think about the following ideas.*

- a family member
- a good friend
- a teacher or a great person

B *Write a short article about this person. Use the plan and the sample article below to help you.*

Paragraph 1	Who is this person? What does/did he/she look like?
Paragraph 2	What does/did he/she do?
Paragraph 3	Why do you love him/her?

My dad

I love my dad. He is tall. He has black hair.

My dad is a doctor. Every day, he goes to work and helps sick people. Sometimes he has to work all day and all night, but he still finds time to help me with my studies. He also plays ball games with me every weekend.

My dad is hard-working, patient and kind. He is a great dad!



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* More practice

A *Read this online article about Mother's Day. Then answer the questions below.*

Mother's Day

Mums do a lot of hard work. They cook and clean for us. They also encourage us and give us support. Mother's Day is the time for us to say "Thank you" to our mums.

In most countries, people celebrate Mother's Day on the second Sunday in May every year. On this day, people like to buy flowers and make special Mother's Day cards for their mums.

Mother's Day is not only about gifts. We can help our mums do the housework. We can take them to the park or the cinema. Sometimes a simple hug or saying "I love you, Mum" is the perfect gift for our mums.

Mother's Day is about love. If you love your mum, why not plan a special Mother's Day for her?



1 When is Mother's Day in most countries?

2 What do people like to do on this day?

3 What does the author advise people to do on this day?

B *How do you celebrate Mother's Day? Discuss this with your classmates.*

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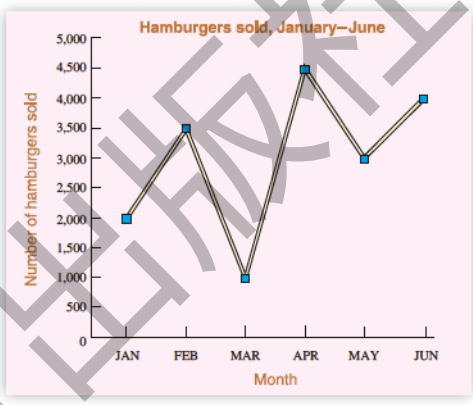
Study skills

*Charts and graphs (2): Using line graphs and bar charts

To show quantities and the change in numbers, we can use graphs and charts, such as line graphs and bar charts.

A *The line graph below shows the number of hamburgers Mr Lin's fast-food restaurant sold from January to June. Look at the graph and complete the sentences.*



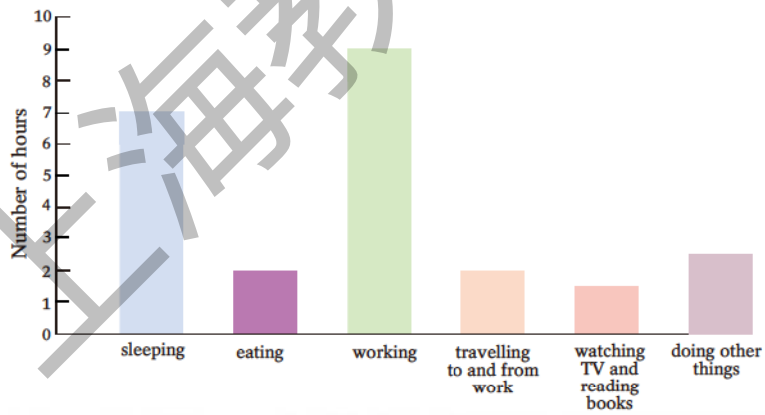
1 In February, he sold _____ hamburgers.

2 He sold 3,000 hamburgers in _____.

3 He sold the most hamburgers in _____.

4 He sold the fewest hamburgers in _____.

B *Mr Lin has drawn a bar chart to show how he spends his time every day (24 hours). Look at the chart and complete the paragraph below. Write one word or figure in each blank.*



Mr Lin sleeps for (1) _____ hours and eats for (2) _____ hours a day. He (3) _____ for nine hours and travels to and from work for (4) _____ hours. He spends (5) _____ hours a day watching TV and reading books, and (6) _____ hours doing other things.

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Culture corner

Middle names

In many Western countries, people have first names (given names) and last names (family names). Many people often have middle names too. Parents give their children middle names to remember someone in their family or someone important to them.



(Francis Scott Fitzgerald)

Do you know any famous people's middle names? Write them down.

Self-assessment

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

1	I can read three students' articles to learn about the people around them.	☐	☐ ☐
2	I can listen for specific information about a girl's relatives.	☐	☐ ☐
3	I can use the **definite article** *the* correctly.	☐	☐ ☐
4	I can say the /ɪə/, /eə/ and /ʊə/ sounds correctly.	☐	☐ ☐
5	I can talk about the people I like.	☐	☐ ☐
6	I can write a short article about a person I love.	☐	☐ ☐
7	I know about middle names in English.	☐	☐ ☐

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Unit 2

Travelling around the world

Getting ready

In this unit, you will learn about travel.

Reading

- Read an article about travelling in France.

Listening

- Listen to an introduction to the Eiffel Tower.

Grammar

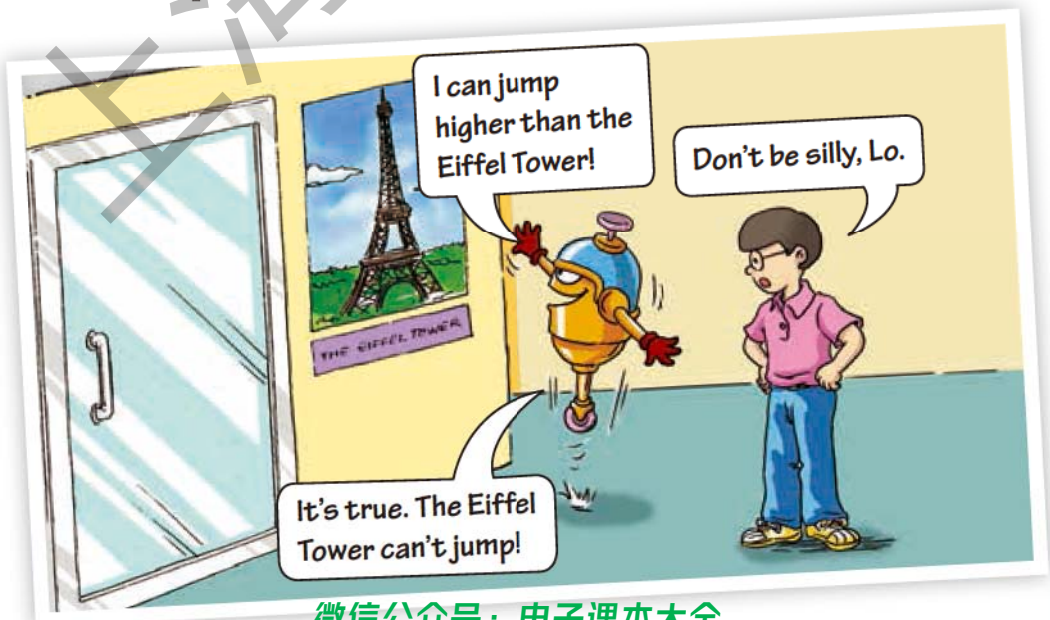
- Learn how to use **proper nouns**.
- Learn how to use the **conjunctions** *and*, *but* and *so*.

Speaking

- Learn to say the /tʃ/, /dʒ/, /ts/, /dz/, /tr/ and /dr/ sounds.
- Talk about your holiday plans.

Writing

- Write a postcard to a friend.



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Reading

A What do you know about ...?

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

1 Which of these is the French flag?

a 

b 

c 

2 Which of these is the most famous street in Paris?

a Fifth Avenue

b the Champs-Elysees

c Downing Street

3 Which drink is France most famous for?



a tea



b wine



c juice

B Before you read

Look at the photos and the title of the article on page 17. Then answer the questions below.

1 Where could you find the article?

a In a diary.

b In a travel magazine.

2 Which place(s) do you think the article will talk about? Tick (✓) the possible answer(s).

a the White House ☐

b the Louvre Museum ☐

c Big Ben ☐

d the Eiffel Tower ☐

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France is calling

France is in Western Europe. It is a country with many beautiful places.



Paris is the capital of France. Here you will find many famous places of interest such as the Eiffel Tower. You can go to the Louvre Museum if you like art. The most famous street in Paris is the Champs-Elysees. This is the place to go if you want to visit some shops and department stores.

France is very famous for its wine. There are many vineyards in the centre of France and farmers grow grapes to make excellent French wine.



The south of France lies on the coast, and it is famous for its wonderful beaches. A French town by the sea is the perfect place for a summer holiday, but if you prefer to visit France in winter, you can try skiing on the mountains in the French Alps.

France has something for everyone, so why not visit France this year?

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C Vocabulary

C1 *The words in italics are from the article on page 17. Circle the correct answers to complete these sentences.*

1 Anna had an *excellent* holiday this summer. Her holiday was _____.
a very good **b** very boring

2 Uncle John lives on the *coast*. His home is _____.
a far away from the sea **b** close to the sea

3 Bruce *prefers to* play football. He _____ playing football.
a likes ... less than other sports
b likes ... more than other sports

4 Kelly enjoys *skiing* in winter. She loves _____.
a moving over snow **b** playing in the snow

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

department stores	lies	prefer to
Europe	perfect	

Beijing is the capital of China. It (1) _____ in the north of the country.

In the city centre, there are many museums. If you want to learn something about China's past, you can visit the Palace Museum. It is very different from the buildings in (2) _____.

If you (3) _____ go shopping, there are many big (4) _____ in Beijing.

Beijing is the (5) _____ place for tourists.

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D Comprehension

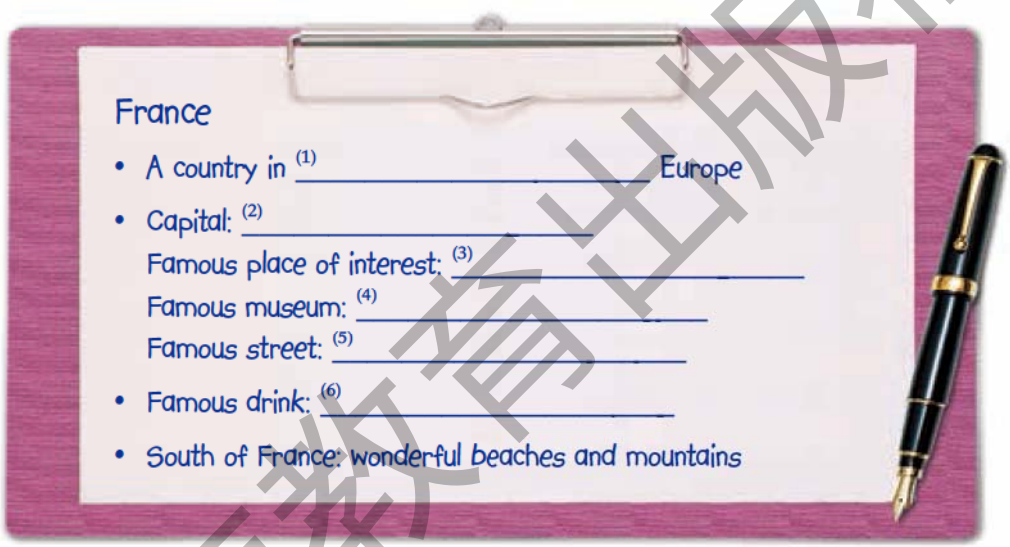
D1 *Find the sentences below in the article on page 17. What do the words in italics refer to? Write the correct answers in the blanks.*

1 *Here* you will find … (*line 5*) _____

2 *This* is the place to go ... (*line 9*) _____

3 …, and *it* is famous for its wonderful beaches. (*lines 14–15*) _____

D2 *Complete the notes below with the information from the article.*



D3 *Read the article again and answer questions 1 and 2 in complete sentences. Then discuss and answer questions 3 and 4 with your classmates.*

1 Which place in Paris should a person visit if he or she likes shopping?

_____

2 Where can tourists go in France for a summer holiday? Where for a winter holiday?

_____

_____

*3 Why does the author say "France has something for everyone" (*line 21*)?

*4 Can you think of another title for the article?

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Listening

The Eiffel Tower

Listen to a radio programme about the Eiffel Tower and complete the notes below. Write one word or figure in each blank.

The Eiffel Tower

Facts about the tower

- (1) _____ metres tall
- finished in (2) _____
- painted every (3) _____ years
- almost 7,000,000 people visit it every year
- To get to the top of the tower, you can:
  - take the lift
  - walk up more than (4) _____ steps

Interesting things about the tower

- In 1948, a(n) (5) _____ walked up to the first floor.
- In 1983, two men went down the stairs on (6) _____.



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Grammar

A Proper nouns

We use a **proper noun** to refer to the name of a particular person, place, organization or time.

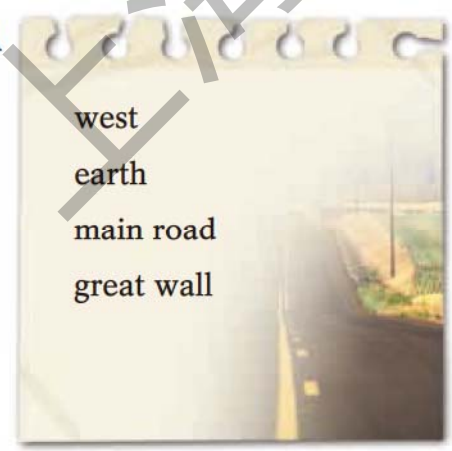
Names of people	Sally Webb, Mrs Jacob, Xiao Ling
Names of places	France, the Louvre Museum, the Beijing Railway Station
Organizations	the Red Cross, the United Nations, the World Trade Organization
Days of the week	Tuesday, Friday, Sunday
Months	January, March, September
Holidays	the Spring Festival, the Mid-Autumn Festival, Christmas

Work out the rule

A **proper noun** starts with a (capital letter/small letter).

A1 *Look at the two lists below. What is the difference between the nouns in list A and list B? Can you think of some more examples?*

A



B



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A2 *Read the passage below. Some of the nouns should begin with a capital letter. Underline these nouns and write the correct nouns above them.*

July
Last july, I went to beijing to visit uncle zhang. He took me to many interesting places such as the great wall, the summer palace and the palace museum. I learnt a lot about the ming and the qing dynasties. We also visited the main stadium for the 2008 olympics. We went shopping on wangfujing street. I had a wonderful time in beijing and I plan to visit it again during the spring festival next year.

B Conjunctions: *and, but* and *so*

We use the **conjunctions** *and*, *but* and *so* to link two sentences. They show different relationships between the sentences.

There are many vineyards in the centre of France **and** farmers grow grapes to make excellent French wine.

A French town by the sea is the perfect place for a summer holiday, **but** if you prefer to visit France in winter, you can try skiing on the mountains in the French Alps.

France has something for everyone, **so** why not visit France this year?

Work out the rule

- We use _____ to mean "also".
- We use _____ to show a different idea.
- We use _____ to show a result.

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Mandy is writing an email to Natee, a boy from Thailand. Circle the correct words.

To: Natee
From: Mandy
Subject: Mandy from China

Hi Natee,



My name is Mandy. I found your email address on an e-friend website, (1) (and/but) I'd like to be friends with you.

I'm from Beijing, China, (2) (and/so) I'm thirteen years old. My mum is a teacher, (3) (and/so) my dad is a doctor. My grandparents live in Chengdu. They come to visit us every year, (4) (and/but) they always bring me a lot of delicious Sichuan food!

I live far away from my school, (5) (but/so) I have to get up early in the morning. I like Maths and English very much, (6) (but/so) I don't like Science. I want to be a teacher in the future, (7) (but/so) I'm studying hard at school.

I'm interested in Thai culture, (8) (and/but) I love Thai food. I hope to visit Thailand one day.

I hope we can be friends. Write to me soon (9) (and/but) tell me about yourself.

Best wishes,

Mandy

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Speaking

A Talk time



/tʃ/		/dʒ/	
beach	change	January	job
French	watch	jump	orange
/ts/		/dz/	
bites	cats	fields	goods
lifts	sites	guides	rides
/tr/		/dr/	
train	trap	dragon	dream
travel	trip	drink	drive

A1 *Listen carefully and circle the word you hear from each pair.*

1	/tʃiːp/ /dʒiːp/	**3**	/haɪts/ /haɪdz/	**5**	/trɪp/ /drɪp/
2	/kætʃ/ /keɪdʒ/	**4**	/saɪts/ /saɪdz/	**6**	/treɪn/ /dreɪn/

A2 *Read these sentences. Pay attention to the letters in bold.*

1 He bought some jelly, **j**am and vege**t**ables in the supermarket. Then he went to the bea**ch** to enjoy a bottle of Fren**ch** wine.

2 We have ca**t**s and rabbi**t**s as pe**t**s. They are our friend**s**. They like lying on our bed**s**.

3 An**dr**ew **dr**ove a car on a **tr**ip to the coun**tr**yside with **T**racy.

B Speak up

In pairs, talk about your holiday plans.

Where would you like to go on holiday? Why would you like to go to ...? What would you like to do in ...?	eat some delicious food go shopping go sightseeing visit some parks and zoos

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Writing

A postcard

A *What does a postcard include? Look at the postcard below and fill in the blanks with the letters of the correct labels from the box.*

a	Name of the receiver
b	Date
c	Body
d	Greeting
e	Name of the sender
f	Address of the receiver
g	Closing



(1) _____ → 12 April

(2) _____ → Dear John,

(3) _____ Hi. We arrived here yesterday by plane. We're staying at the Star Hotel. Tomorrow, we'll go to the beach.

(4) _____ → Best wishes,

(5) _____ → Amy



(6) _____ ← John Wu

(7) _____ Room 2503,
Building 8
200 Garden Road
Guangzhou 510000
PRC

B *You are on holiday. Write a postcard to a friend at home. Use the postcard in* **A** *to help you. Include the following information in the body of your postcard.*

Where are you?
Where are you staying?
What do you plan to do?

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* More practice

A *Read the article below about the Leaning Tower of Pisa. Then answer the questions.*

The Leaning Tower of Pisa

The Tower of Pisa is one of the most beautiful bell towers in Italy. It is not only beautiful, but also strange—it leans to one side. Today it is known as "the Leaning Tower of Pisa".

The building of the tower began in 1173. It took nearly 200 years to complete. In 1178, when the building got to the third floor, it started to lean. The builders tried to make the tower straight again when they built the upper floors, but failed.

Over the years, the tower has continued to lean further. Experts have done a lot of studies and tried to "rescue" the tower. In 1990, it was closed to the public for safety reasons. After a lot of effort, it reopened in 2001. Hopefully it will be safe for at least the next 300 years.

1 Why is the Tower of Pisa strange?
2 How many years did it take to build the tower?
3 When did the tower start to lean?
4 What do you think will happen to the tower in the future? Will it be safe?

B *In pairs, discuss your favourite place of interest.*

Where is it?
What is it famous for?
Why do you like it?

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Culture corner

Backpacking

Backpacking is a popular style of travelling. When people go backpacking, they only take a backpack with them. Backpackers usually do not spend too much money on a trip. For example, they would rather take a train than a plane when they go from city to city.



Would you like to go backpacking? What would you put in your backpack?

Self-assessment

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

1	I can read an article about travelling in France.	☐	☐	☐
2	I can listen for specific information about the Eiffel Tower.	☐	☐	☐
3	I can use **proper nouns** correctly.	☐	☐	☐
4	I can use *and*, *but* and *so* correctly.	☐	☐	☐
5	I can say the /tʃ/, /dʒ/, /ts/, /dz/, /tr/ and /dr/ sounds correctly.	☐	☐	☐
6	I can talk about my holiday plans.	☐	☐	☐
7	I can write a postcard.	☐	☐	☐
8	I know about backpacking.	☐	☐	☐

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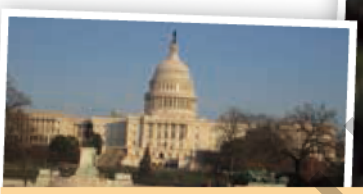
* Project

Cities of the world

Do you want to learn more about the cities of the world? In this project, you will research a city and introduce it to your classmates.

A *In groups, write down the names of the capital city and the largest city in each country in the table below.*


	Capital city	Largest city
Australia		
France		
Thailand		
the UK		
the US		

B *Each group should choose a city from* **A** *or another city and do some research about it.*

Which part of the country is the city in?
How big is it? How large is its population?
What interesting places can you visit in this city?

C *Introduce this city to the class. Include some interesting photos of the city in your presentation.*

Do you love …?
Why not visit …?
You can visit/see/eat/buy …
There are …
You'll find/see …
If you prefer to …, you can …

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Unit 3 Our animal friends

Getting ready

In this unit, you will learn about our animal friends.

Reading

- Read an article about a blind man and his guide dog.

Listening

- Listen to a radio programme about dogs.

Grammar

- Learn how to use **reflexive pronouns**.
- Learn how to use **prepositions of position**.

Speaking

- Learn to say the /bl/, /br/, /fl/, /fr/, /gl/, /gr/, /kl/ and /kr/ sounds.
- Talk about a helpful animal.

Writing

- Complete a rescue story.



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Reading

A What do you know about ...?

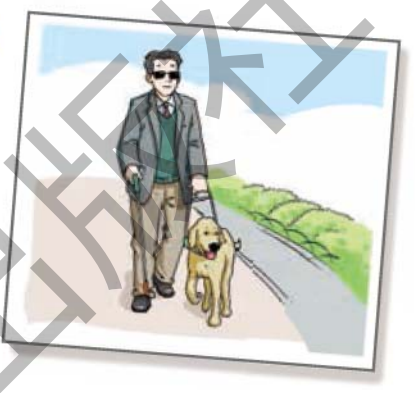
How do dogs help us? Match the kinds of dogs in the box with the pictures below.

a guide dog　　a police dog　　a rescue dog

1



2



3



B Before you read

Look at the photos and the title of the story on page 31. Then answer the questions below.

1 What do you think the word "eyes" means in the story?

2 What is the story probably about?

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A blind man and his "eyes" in a fire

One day, John Dancer and Charlie arrived at a hotel.

"Good evening, sir," said the receptionist. "You're welcome to stay, but I'm sorry that we don't allow pets here."

"Charlie isn't a pet," said John. "He's my eyes. I'm blind and I can't go anywhere by myself."

The receptionist apologized and led John and Charlie to their room.

John was very tired. He soon fell asleep. Some time later, Charlie started barking. John woke up and smelt smoke. A fire! Smoke started to come in from under the door. With Charlie's help, John put some wet towels along the bottom of the door. Then he got down on



the floor next to Charlie and waited.

Soon he heard the sound of a fire engine. A fireman arrived and got him out of the building, but the fireman did not want to take Charlie. John would not go without his "eyes". Finally, the fireman got Charlie out of the building too and they were both safe.



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C Vocabulary

C1 *The words in italics are from the story on page 31. Circle the correct answers to complete these sentences.*

1 A *blind* person is _____.

a not able to see **b** not able to hear

2 If I do something *by myself*, I do it _____.

a without help **b** with help

3 When you *apologize* to someone, you say "_____" to him or her.

a Thank you **b** Sorry

4 If a person *leads* you *to* a place, he or she _____ you there.

a takes **b** keeps

5 If someone *wakes up*, he or she _____.

a starts sleeping **b** stops sleeping

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

allowed	apologized	woke up
anywhere	fell asleep	

It was a nice day today, so I took my pet dog, Flash, to the park. It was hot. I (1) _____ under a tree.

When I (2) _____, I couldn't see Flash (3) _____! I looked around the park and then I saw him; he was barking loudly at an old man! I stopped him.

The park keeper came over and said, "You'd better look after him or you won't be (4) _____ in the park again!"

I (5) _____ to the old man and the park keeper and took Flash home.

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Strategy

Collocations

Look at the sentences below. Which one do you think is right?

He is seeing television. *He is watching television.*

We often use certain words together and we call this **collocation**. For example, we say "watch television", not "see television".

D Comprehension

D1 *The following pictures show the story on page 31. Read the story. Then put the pictures in the correct order and write the numbers **1–6** in the boxes.*

a



b



c



d



e



f



* **D2** *Did John save Charlie or did Charlie save John? Discuss this with your classmates.*

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Listening

Top dogs

A *David is interviewing people about their dogs. Listen to the radio programme and fill in the blanks with the names of the speakers from the box.*

Jane　　Miss Brown　　Officer White

1



_____

2



_____

3



_____

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

Billy

- Billy works at the airport.
- Billy (1)_____ people's bags to find dangerous things.

Suzy

- Suzy is Jane's pet dog. She helped Jane a lot when she was (2)_____.
- David thinks Suzy is (3)_____.

Winnie

- Winnie appears on TV very often.
- She cannot act when she is (4)_____ or (5)_____.

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Grammar

A Reflexive pronouns

We use a **reflexive pronoun** as the object to refer back to the subject of a sentence.

> He blames **himself** for the mistake.
> She made **herself** a cup of tea.
> We should not think only of **ourselves**.

We can also use a **reflexive pronoun** to emphasize that someone does something without help.

> He did the homework **himself**.
> We can clean the kitchen **ourselves**.

We form **reflexive pronouns** like this:

Subject pronoun	Reflexive pronoun
I	**myself**
you (singular)	**yourself**
you (plural)	**yourselves**
we	**ourselves**
they	**themselves**
he	**himself**
she	**herself**
it	**itself**

Work out the rule

- Singular **reflexive pronouns** have the ending _____.
- Plural **reflexive pronouns** have the ending _____.

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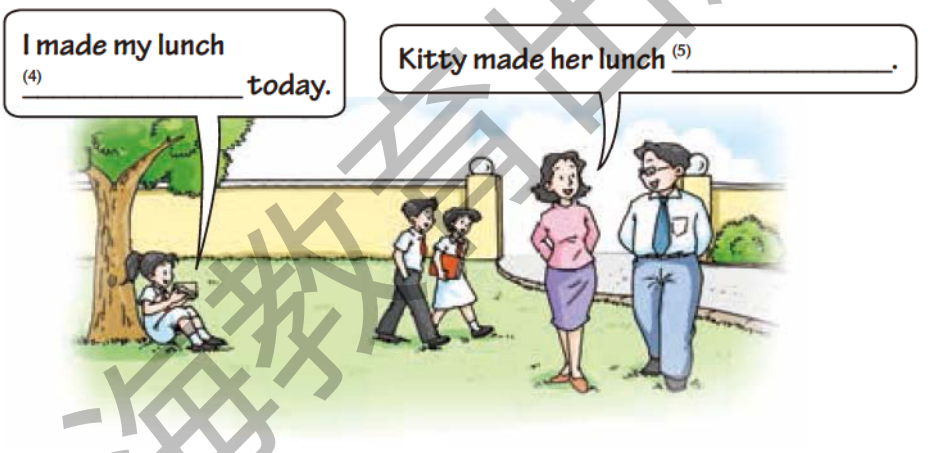
Look at the pictures below and fill in the blanks with the correct ***reflexive pronouns.***

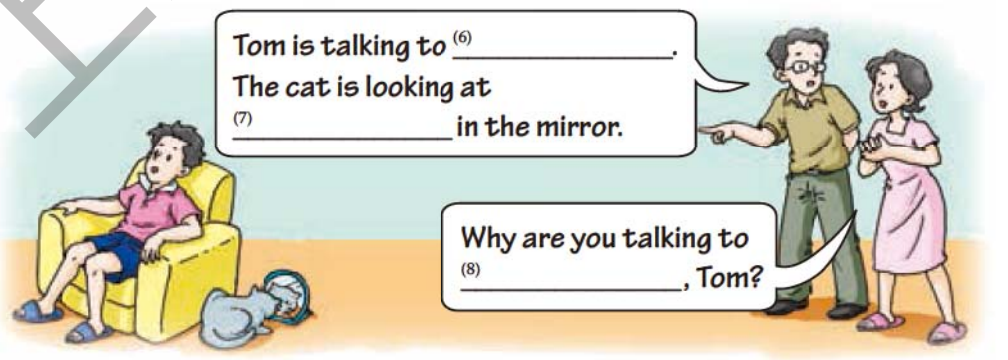
a



b



c



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B Prepositions of position

We use **prepositions of position** to talk about where somebody or something is.

Where is the mouse?



It is **in** a bowl.



It is **on** a shelf.



It is **under** a basket.



It is **next to**/ **beside** an apple.



It is **in front of** a TV.



It is **behind** a vase.



It is **between** two books.



It is **above** a cat.

Jason is describing his bedroom. Help him complete his description with the correct ***prepositions.***



My bedroom is a big room with a big window. There is a desk (1) _____ the window. There is a computer (2) _____ the desk and a box (3) _____ the desk. There is a toy bear (4) _____ the box and a pot of plant (5) _____ the box. My bed is on the other side of the desk. There are some pictures (6) _____ the bed. My cat, Gigi, likes sleeping (7) _____ the bed. I have a new carpet (8) _____ the floor (9) _____ my bed and the bookshelves.

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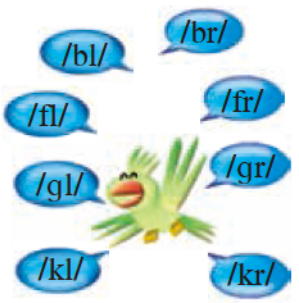
Speaking

A Talk time



/bl/		/br/	
black	blind	breakfast	bright
blow	blue	bring	brother
/fl/		**/fr/**	
flight	floor	France	free
flower	fly	friend	from
/gl/		**/gr/**	
glad	glass	grade	great
glove	glue	green	grow
/kl/		**/kr/**	
class	clean	crazy	create
clever	club	cross	cry

A1 *Listen carefully and circle the word you hear from each pair.*

1	/bluːm/ /bruːm/	3	/fliː/ /friː/	5	/gluː/ /gruː/	7	/kluː/ /kruː/
2	/bliːd/ /briːd/	4	/flæŋk/ /fræŋk/	6	/gləʊ/ /grəʊ/	8	/klæk/ /kræk/

A2 *Read these sentences. Pay attention to the letters in bold.*

1 My **fr**iend **Br**ian **br**ought his **br**other a pair of **gl**asses and some **cr**ayons.
2 **Cl**aire is **gr**owing some nice **bl**ue **fl**owers in her garden.

B Speak up

Choose one of the animals below and talk about how it helps people.

cow elephant horse sheep

I think … are very helpful animals. They help us …
Without …, we cannot …
We get … from …

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Writing

A rescue story

Look at the pictures below and complete the rescue story.

In the snow

Last year, Mary and Kevin went on holiday. They stayed at Mrs Smith's house at the bottom of a mountain.

On the morning of the second day,



_____

_____

_____

(*climb the mountain/start to snow/ get dark/not/find their way*)

"What should we do?" asked Mary.

"Nothing. We have some food," said Kevin. "Let's sit down and wait."

It got colder in the evening and they fell asleep.



_____

_____

_____

_____

(*hear some noise/wake up/shout/ soon/see*)

"Jimmy led me all the way here," Mrs Smith said.

"Thank you, Mrs Smith, and thank you too, Jimmy!" said Mary and Kevin.

Jimmy barked happily. Then they all went back to Mrs Smith's house to have dinner.

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* More practice

A *Read Tim's story about how a dolphin saved him. Then put the pictures below in the correct order. Write the numbers **1–6** in the boxes.*

A friendly dolphin

Last month, I went to swim in the sea. I swam really far, past the rocks and out to sea.

Then I saw something moving towards me. It was huge and grey, with a large fin. It was a shark! I began to swim back, but the beach was too far away. The shark started to swim around me.

I was really scared. Suddenly another creature appeared next to me in the water. It was a dolphin! It pushed me away from the shark. I sat on its back as it swam towards the beach.

Soon we were near the beach. The shark did not follow us. As soon as I stepped onto the beach, the dolphin swam away. I will always remember how this friendly animal saved my life.

a 

b 

c 

d 

e 

f 

B *In pairs, role-play an interview between Tim and a reporter.*

What did the shark look like? What did you do?
How did you feel? What happened next?

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Study skills

Using reference books (2): Using a dictionary (1)

The words in a dictionary appear in alphabetical order. This helps you find them quickly and easily.

This **guide word** tells you the first word on the left page.

This **guide word** tells you the last word on the right page.



A *Write down the numbers of the pages on which you could find these words.*

1 library _____ 3 licence _____

2 lens _____ 4 lesson _____

B *Where would you find these words? Write down "**a**" if you would find it after page 207 and "**b**" if you would find it before page 206.*

1 leg _____ 3 line _____

2 lift _____ 4 leaf _____

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Culture corner

Dog laws

Some countries have laws about dogs. For example, in the UK, all dogs must wear collars (i.e. bands put around their necks) in public places. The collar should show the name and address of the dog's owner. However, some dogs such as guide dogs and rescue dogs, do not have to follow this law.



Do you have a dog? Are there any laws about dogs in your city?

Self-assessment

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

1	I can read an article about a blind man and his guide dog.	☐	☐	☐
2	I can understand collocations.	☐	☐	☐
3	I can listen for specific information about some dogs and what they do to help people.	☐	☐	☐
4	I can use **reflexive pronouns** correctly.	☐	☐	☐
5	I can use **prepositions of position** correctly.	☐	☐	☐
6	I can say the /bl/, /br/, /fl/, /fr/, /gl/, /gr/, /kl/ and /kr/ sounds correctly.	☐	☐	☐
7	I can talk about a helpful animal.	☐	☐	☐
8	I can complete a rescue story.	☐	☐	☐
9	I know how to use guide words to find words in a dictionary.	☐	☐	☐
10	I know about dog laws.	☐	☐	☐

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Unit 4 Save the trees

Getting ready

In this unit, you will learn about trees and their importance in our lives.

Reading

- Read an interview about trees.

Listening

- Listen to a radio programme about pine trees.

Grammar

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

Speaking

- Learn to say the /sk/, /sp/, /st/, /sl/, /sm/, /pl/, /pr/, /kw/ and /tw/ sounds.
- Discuss the importance of trees.

Writing

- Describe some pictures.



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Reading

A What do you know about ...?

How much do you know about trees? Try the short quiz below.

1 Write down the names of the parts of a tree. Use the words from the box to help you.

branch	fruit	leaf	root



a _____

b _____

c _____

d _____

2 What do trees do for us?

a They help fight against pollution.
b They provide us with wood, fruit, etc.
c They are home to birds and animals.
d All of the above.

B Before you read

Look at the pictures and the title of the interview on page 45. Then answer the questions below.

1 What do you think the interview is about?

a The lives of trees.
b Why trees are important in our daily lives.

2 What can we make from trees? Write down three examples.

_____

_____

_____

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Trees in our daily lives

Rebecca wants to know more about trees and how they help us. She is interviewing Dr Jones about trees.

Rebecca: How do trees help us, Dr Jones?

Dr Jones: They help us in many ways. They keep the air cool and clean. They take in harmful gases from the air and produce oxygen for us to breathe. They're major fighters against air pollution.



Rebecca: I know trees also make our lives more convenient. Many of the things in our daily lives come from trees, for example paper and pencils.



Dr Jones: You're right, Rebecca. In fact, we get a lot more from trees. We get fruit and oil from them. Tea also comes from the leaves of trees. Look around this room. A lot of the furniture is made of wood. Trees are really important in our daily lives.

Rebecca: I can't imagine a world without trees.

Dr Jones: But we cut down millions of trees every year. We should stop doing this if we don't want a world without trees.

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C Vocabulary

C1 *The words in italics are from the article on page 45. Circle the correct answers to complete these sentences.*

1 *Harmful* gases are _____ people's health.
a good for **b** bad for

2 Trees *produce* oxygen. They _____ oxygen.
a take **b** make

3 Air pollution is a *major* problem in the city. This problem is _____.
a big and important **b** not very important

4 Washing machines make our lives more *convenient*. With the help of them, our lives become _____.
a easier **b** richer

5 When you *imagine* a picture, you have it _____.
a on paper **b** in your mind

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

against convenient furniture major produce

All about trees

Did you know trees (1)_____ oxygen?

Did you know trees help us fight (2)_____ pollution?

Did you know the (3)_____ in our classroom is made of wood?

Did you know trees make our lives very (4)_____?

If you want to know more about trees, join our "All about trees" talk at 4 p.m. on 26 October (Tuesday). We will interview Dr Jones about the lives of trees and their (5)_____ uses.

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Strategy

Using suffixes to guess meanings

Look at these two sentences. Do you know the meanings of *useful* and *harmful*?

*Trees give us a lot of **useful** things.*
*Trees take in **harmful** gases from the air.*

Useful and *harmful* both end in *-ful*. It is a suffix meaning "full of".

D Comprehension

D1 *Read the interview on page 45 and complete the notes below.*

Trees in our daily lives

Trees are major fighters against (1) _____. They:

- keep the air (2) _____.
- take in (3) _____ from the air and produce oxygen.

Trees make our lives (4) _____.

- Many of the things (e.g. paper and pencils) in our daily lives (5) _____.
- We also get fruit, oil and tea from trees.
- A lot of furniture is (6) _____.

* **D2** *Why does Rebecca say "I can't imagine a world without trees"? Discuss this with your classmates.*

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Listening

Pine trees

Top tip

When you are listening, pay special attention to the following words. They will help you understand the text.

First(ly), Second(ly), etc.	to introduce a list or a sequence of things
For example, ...	to give an example or examples
However, ...	to give a different idea

Listen to a radio programme about pine trees and complete the notes below. Write one word or figure in each blank.

- We can find pine trees in almost every (1) _____ of China.
- People grow pine trees in cities because they are always (2) _____ and they make the environment more (3) _____.
- Pine trees are very (4) _____.
  - They can grow in difficult environments.
- Pine trees have very (5) _____ lives.
  - Some of them live more than (6) _____ years.
- Pine trees are useful.
  - We use them to make (7) _____.
  - We use them in (8) _____ medicine to fight against diseases.

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Grammar

The present continuous tense

We use **the present continuous tense** to show that something is happening now.

> The children **are playing** in the park.

We also use **the present continuous tense** to talk about temporary situations.

> We **are staying** at Peter's house at the moment.

We form **the present continuous tense** like this:

Subject	Verb *to be*	Main verb
I	**am (not)**	
You/We/They	**are (not)**	**dreaming**.
He/She/It	**is (not)**	

We form *Yes/No* questions and short answers in **the present continuous tense** like this:

Am I **reading**?	Yes, I **am**.
	No, I **am not/'m not**.
Are you/we/they **reading**?	Yes, you/we/they **are**.
	No, you/we/they **are not/aren't/'re not**.
Is he/she/it **reading**?	Yes, he/she/it **is**.
	No, he/she/it **is not/isn't/'s not**.

We form *Wh*-questions in **the present continuous tense** like this:

> What **are** you **doing** now?
> Why **is** he **sleeping** here?

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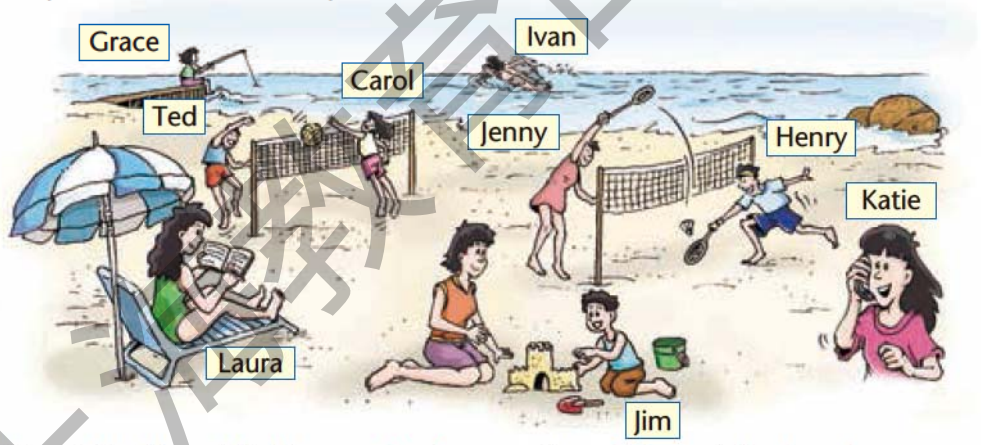
Work out the rule

We form **the present continuous tense** with the verb *to be* + (the base form/the *-ing* form) of the main verb.

We form the *-ing* form of the main verb like this:

Main verb	*-ing* form	Example
Most verbs	+ *ing*	feel → feeling
Verbs ending in *-e*	~~*e*~~ + *ing*	write → writing
Verbs ending in *-ie*	~~*ie*~~ + *ying*	die → dying
Some verbs ending in a vowel letter + a consonant letter	Double the consonant letter + *ing*	run → running

A *Katie is on holiday with her friends. She is telling Alex what everyone is doing. Look at the picture below and complete the conversation with the verbs in brackets.*



Katie: Hi, Alex. We (1) are having (have) fun at the beach.

Alex: What (2) _____ everyone _____ (do)?

Katie: Ted (3) _____ (play) volleyball with Carol. Jenny and Henry (4) _____ (play) badminton. Grace (5) _____ (fish). Ivan (6) _____ (swim) in the sea. Laura (7) _____ (sit) on the beach chair. She (8) _____ (read) a book. Jim (9) _____ (make) a sandcastle with his mother. And I (10) _____ (talk) to you on the phone, Alex.

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

believe	hear	like	prefer	smell	understand
hate	know	love	see	taste	want

✓ I **know** the answer now. ✗ I am knowing the answer now.

✓ She **likes** this poem. ✗ She is liking this poem.

B *Look at the pictures below and complete the conversations with the verbs in brackets.*

a



Mum: The phone (1) _____ (ring), Sam.

Sam: I (2) _____ (know), but I'm very busy. Could you answer it, please?

b



Mary: I (3) _____ (think) about what to wear to Jane's birthday party tonight. Can you help me?

Ann: Sure. I (4) _____ (prefer) the long dress.

c



Fred: That (5) _____ (smell) very nice. What (6) _____ you _____ (eat), Tom?

Tom: I (7) _____ (eat) some cake. (8) _____ you _____ (want) some?

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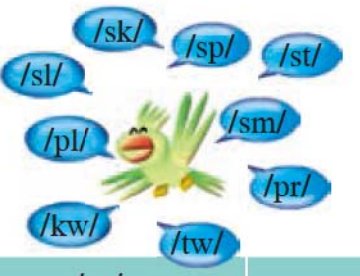
Speaking

A Talk time



/sk/		/sp/		/st/	
skask	**sch**ool	cri**sp**	**sp**ace	fir**st**	**st**ar
score	**sk**y	**sp**ecial	**sp**eed	**st**ep	**st**op

/sl/			/sm/		
sleep	**sl**ide	**sl**ow	**sm**all	**sm**ile	**sm**oke

/pl/			/pr/		
plane	**pl**ease	re**pl**y	**pr**actice	**pr**esent	**pr**etty

/kw/			/tw/		
question	**qu**iet	**qu**it	be**tw**een	**tw**elve	**tw**enty

Read these sentences. Pay attention to the letters in bold.

1 Stanley is **sm**all and **sl**im. He is a **sm**art **st**udent, but he works **sl**owly when he is **sl**eepy.

2 The **qu**een likes **pl**aying **sp**ort. She likes **sk**ating a lot. She can **sk**ate at a very high **sp**eed because she **pr**actises a lot.

3 They **pl**anned to have a **qu**ick meeting on the **pr**oject for **tw**enty minutes, but the **sp**eaker did not **st**op **sp**eaking until **tw**enty pa**st** **tw**elve.

B Speak up

In groups, discuss why trees are important.

Trees are good for …
We can make …
We also get …

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Writing

Tree Planting Day

It is Tree Planting Day. Some people are working near Rebecca's home. Look at the pictures below and describe them with the words in brackets.

Top tip

We use **the present continuous tense** to describe what is happening in photos or pictures.

1



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

2



(two workers/carry/large container) (another worker/plant/flowers/in/container)

3



(two workers/clean/area) (another worker/water/plants)

4



(workers/leave/area) (people/say/goodbye/workers)

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* More practice

A *Read the article below about the Amazon rainforest. Then complete the notes.*

The Amazon rainforest

The Amazon rainforest in South America is the largest rainforest in the world. It covers five and a half million square kilometres of the Amazon Basin and spreads across nine countries.

The Amazon rainforest is very important because it is home to thousands of animals, birds and insects. However, people are destroying the area by cutting down many of the trees. This is called "deforestation". Many living things lose their homes because of deforestation. As a result, the number of kinds of animals, birds, insects and trees in the world is decreasing.

We must do our best to protect the Amazon rainforest.

- The Amazon rainforest is the (1) _____ rainforest in the world.
- It covers 5.5 million square kilometres of the (2) _____ _____.
- It spreads across (3) _____ countries.
- The rainforest is important because it is (4) _____ to many living things.
- The rainforest is in danger because of (5) _____ (the cutting down of trees).

B *What else do you know about the Amazon rainforest? In groups, do some research and discuss it.*

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Culture corner

Chinese tea

Tea is the most popular drink in the world besides water. All tea comes from the tea plant. People pick leaves from it to make tea.



The habit of drinking tea has a long history in China. According to an old story, Chinese Emperor Shennong discovered tea. Lu Yu, a writer during the Tang Dynasty, wrote the first book about tea.

There are several types of Chinese tea, such as white tea, green tea and black tea.

Do you like drinking tea? What else do you know about tea?

Self-assessment

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

1	I can read an interview about trees.	☐	☐	☐
2	I know how to use suffixes to guess the meanings of words.	☐	☐	☐
3	I can listen for specific information about pine trees.	☐	☐	☐
4	I can use **the present continuous tense** correctly.	☐	☐	☐
5	I can say the /sk/, /sp/, /st/, /sl/, /sm/, /pl/, /pr/, /kw/ and /tw/ sounds correctly.	☐	☐	☐
6	I can talk about the importance of trees.	☐	☐	☐
7	I can describe some pictures.	☐	☐	☐
8	I know about Chinese tea.	☐	☐	☐

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* Project

Planning green activities

Do you want to improve your school environment? In this project, you will write a plan for a green project.

A *In groups, have a brainstorming meeting and write down your ideas for the green project.*

design an indoor garden or a roof garden
plant more trees and flowers
reduce, reuse, recycle

B *Write a plan for your project. Use the outline below to help you.*



_____ (e.g. *A mini-garden at school*) — Title of the project

_____

(e.g. *Plants help clean the air.*) — How the project will help protect/ improve the school environment

_____

_____

(e.g. *Firstly, we will grow some plants in the area next to the playground. Secondly, we will ask students to … Finally, …*) — How you will do the project

_____

_____

(e.g. *We believe that this project will help improve the school environment …*) — Conclusion

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Unit 5 Water

Getting ready

In this unit, you will learn about water and its importance in our lives.

Reading

- Read a story about a girl talking to a drop of water.

Listening

- Listen to a story about the journey of a coin.

Grammar

- Learn how to talk about quantities.

Speaking

- Learn to say the /str/, /spl/, /spr/ and /skr/ sounds.
- Talk about how water becomes rain.

Writing

- Write a short paragraph about an experiment.



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Reading

A What do you know about ...?

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

1 You can live without water for a few _____.
a hours **b** days **c** weeks

2 When you exercise, you need _____ water.
a more **b** less **c** no

3 Water covers about _____ of the Earth.
a one third **b** one half **c** two thirds

4 About _____ of the water on Earth is "fresh" or without salt.
a 3% **b** 10% **c** 20%

B Before you read

B1 *Look at the picture below and put the following sentences in the correct order. Write the numbers **1–5** in the boxes.*



It runs into rivers. ☐
It rises from the sea to the sky. ☐
It runs into the sea. ☐
It falls as rain again. ☐
Water falls from the clouds as rain. 1

B2 *Look at the picture and the title of the story on page 59. Who do you think is talking to the girl?*

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Water talks

Dora was in the bathroom. The tap was on.

"Turn that tap off," said an angry voice. "You're wasting water."

Dora looked around, but there was no one there.

"Who are you?"

"I'm a drop of water. Do you know where I come from?"

"From the tap?" asked Dora.

"A few days ago, I was in a cloud," said the drop of water. "Then I dropped into a river and ran into a reservoir. Then it was time for people to clean me."

"Clean you?" Dora asked.

"Yes. I was dirty. They cleaned me and added some chemicals to me. Then I travelled through the pipes under the streets and now I'm here."

Dora asked, "So is this the end of your journey?"

"No. People will make me clean again. I'll go into a river and then into the sea again."

"Again?"

"Yes. My journey starts there. Remember not to waste or pollute me. I'm valuable."

Dora turned the tap off and came out of the bathroom.



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C Vocabulary

C1 *The words in italics are from the article on page 59. Circle the correct answers to complete these sentences.*

1 If you *turn* a tap *off*, the water _____ from the tap.
a stops running **b** starts running

2 The rain *dropped*. It _____ from the sky.
a fell down **b** disappeared

3 When you *add* some chemicals *to* water, you _____ the water.
a get some chemicals from
b put some chemicals in

4 If you had a good *journey*, you _____.
a had a wonderful party with your friends at home
b travelled happily from one place to another

5 Water is *valuable*. It is _____.
a very clean **b** useful and important

C2 *Complete Dora's diary below with the words from the box.*

added … to	journey	valuable
dropped	turn … off	voice

12 July

Dear Diary,

I talked to a drop of water today. It was really interesting.

In the morning, I left the tap on in the bathroom. Then I heard an angry (1) _____. It told me to (2) _____ the tap _____.

It was a drop of water! It told me about its (3) _____. It (4) _____ from a cloud into a river. We could not drink this water because it was dirty, so people had to clean it. They (5) _____ some chemicals _____ the water to make it clean. Then it travelled to my home.

Water is very (6) _____. People should not waste or pollute it.

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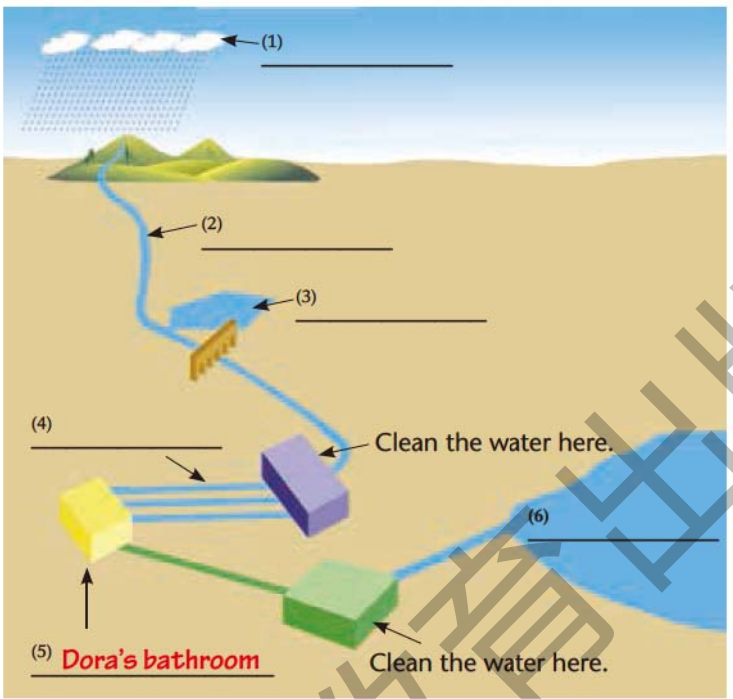
D Comprehension

D1 *The map below shows the water's journey. Read the story on page 59 and write the names of the different places on the map with the words from the box.*



clouds
Dora's bathroom
pipes
reservoir
river
sea

D2 *Read the story again and complete the answers to the questions below.*

1 Why was the drop of water angry?
Because Dora was wasting water.

2 Why did people clean the water after it ran into a reservoir?
Because it _____.

3 Why would the drop of water go into the sea again?
Because its journey _____.

4 Why did the drop of water tell Dora not to waste or pollute it?
Because water _____.

* **D3** *Do you think water is valuable? Why? Discuss this with your classmates.*

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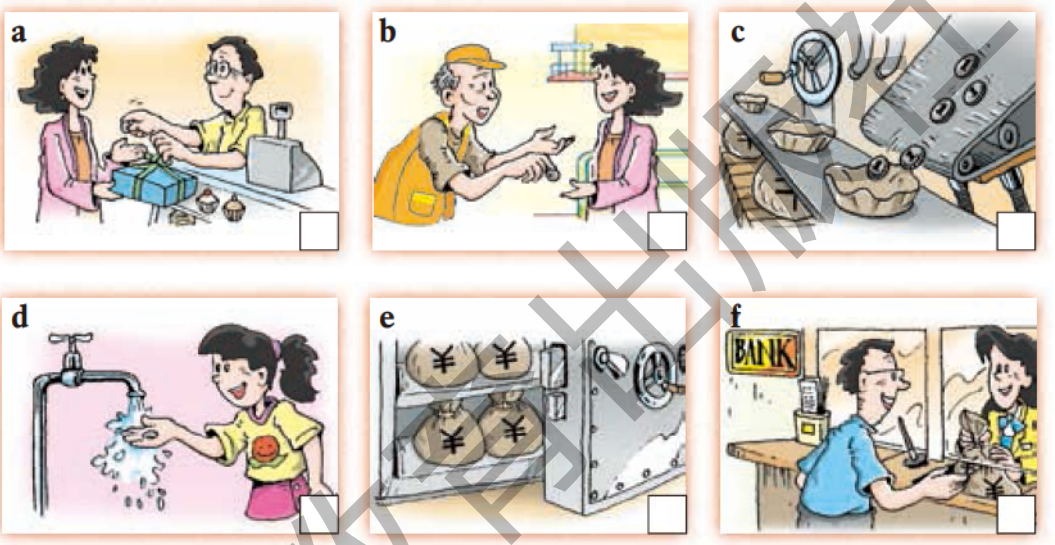
Listening

The journey of a coin

One day, Dora's mother gave her a coin. It was a bit dirty, so Dora washed it. Then it started talking to Dora.

A *Listen to the coin's story. Then put the pictures in the correct order. Write the numbers **1–6** in the boxes.*



B *Dora wrote down the coin's story in her diary. Listen to the story again and complete Dora's diary below. Write one word in each blank.*

1 August

Dear Diary,

Today I talked to a coin. When it was made, it was nice and (1) _____. People (2) _____ the coin to a bank. It stayed there for a few (3) _____. A person at the bank gave the coin to a man. My mother went to (4) _____ some cakes from the man's shop. The man gave the coin to her as part of her change. She (5) _____ the coin. A (6) _____ cleaner saw it and (7) _____ it up. He returned it to my mother. She gave it to me as pocket money. I (8) _____ the coin to make it clean again.

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Grammar

Talking about quantities

We can use *a lot of*, *a little*, *a few*, *(not) much*, *(not) many* and *no* to talk about quantities.

There is/'s	**a lot of/a little/not much/no**	water in this bottle.
There are	**a lot of/many/a few/not many/no**	bottles of water in the fridge.

We use *how many* and *how much* to ask about quantities.

How much water is there in this bottle?
How many bottles of water are there in the fridge?

Work out the rule

- We use *how much*, *a little* and *(not) much* with (countable/uncountable) nouns.
- We use *how many*, *a few* and *(not) many* with (countable/uncountable) nouns.
- We use *a lot of* and *no* with both countable and uncountable nouns.

Things to remember

We usually use *much* in negative sentences.
There is **not much** fresh water.

A *Look at the pictures below and on page 64. Then complete the questions and answers.*

1



Q: Is there a lot of water in the pool?
A: No, there's (1) _____ _____.

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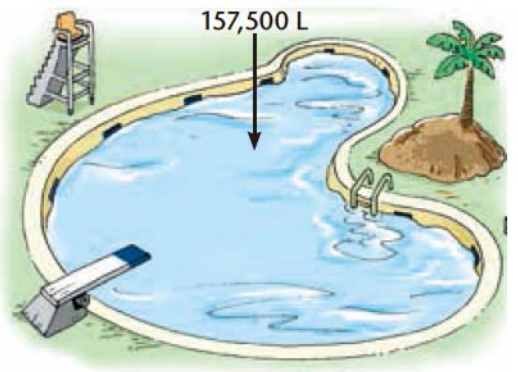
2



Q: Is there a lot of water in the pool?

A: Yes, there's (2) _____ _____.

Q: (3) _____ water is there in the pool?

A: There are 157,500 litres of water in the pool.

3



Q: Are there many people in the pool?

A: Yes, (4) _____ _____.

Q: (5) _____ people are there in the pool?

A: There are 10 people in the pool.

4



Q: Are there many people in the pool?

A: (6) _____ _____

Q: (7) _____ _____

A: There are only two people in the pool.

We can use *too much*, *too many*, *too little*, *too few* and *(not) enough* to talk about quantities.

Quantities	Examples	
more than enough	**too much** water	**too many** oranges
not enough	**too little** milk	**too few** eggs
just right	**enough** salt	**enough** onions

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Work out the rule

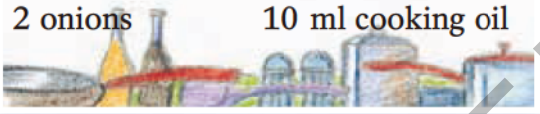
- We use *too many* and *too few* with (countable/uncountable) nouns.
- We use *too much* and *too little* with (countable/uncountable) nouns.
- We use *(not) enough* with both countable and uncountable nouns.

B *Dora and Jane want to cook orange beef. They are checking whether they have enough ingredients. Complete their conversations.*

Orange beef

Ingredients

450 g beef	15 ml orange juice
3 oranges	12 g sugar
2 onions	10 ml cooking oil



enough
how many
how much
too little
too much

Dora and Jane have:

- orange juice 20 ml
- sugar 5 g
- cooking oil 100 ml
- onions 0
- beef 200 g
- oranges 1

Dora: Do we have (1) _____ beef, Jane?

Jane: No, we don't. We only have 200 grams.

Dora: We need to buy some more beef. (2) _____ onions do we have?

Jane: We don't have any!

Dora: Let's buy two onions then.

Dora: (3) _____ cooking oil do we have?

Jane: We have 100 millilitres. That's more than enough. We shouldn't add (4) _____ cooking oil.

Dora: Do we need to buy any sugar?

Jane: Yes, we do. We only have five grams. The dish will be too sour if we add (5) _____ sugar. By the way, we have (6) _____ orange juice.

Dora: Great! Let's go to the supermarket now!

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Speaking

A Talk time



/str/			/spl/		
strange	**str**eet	**str**ong	**spl**ash	**spl**endid	**spl**it
/spr/			/skr/		
spray	**spr**ead	**spr**ing	**scr**eam	**scr**een	**scr**ipt

A1 *Listen carefully and circle the word you hear from each pair.*

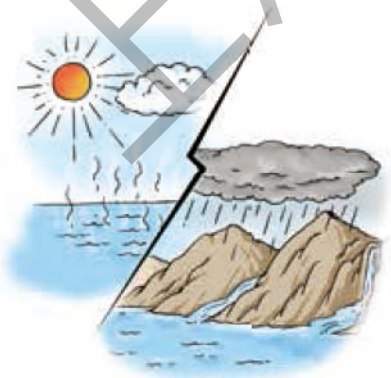
1 /streɪ/ /steɪ/
2 /strɪŋ/ /sprɪŋ/
3 /splɪt/ /spɪt/
4 /ˈsplendə(r)/ /ˈspendə(r)/
5 /skriːm/ /striːm/
6 /strɪpt/ /skrɪpt/

A2 *Read these sentences. Pay attention to the letters in bold.*

1 The **str**awberry plant in the **str**eet looks **str**ange, but the **str**awberries are nice and sweet.
2 Heavy rain **spl**attered on the roof and **spl**ashed against the windows of the **spl**endid house.
3 **Spr**inkle the seeds around. **Spr**ead them out. In **spr**ing, you will have green **spr**outs.
4 The **scr**eenwriter **scr**eamed when she saw the **scr**ipt.

B Speak up

How does water become rain? In groups, talk about this process.



First, …
Next, …
Then, …
Finally, …

heats the water
becomes vapour
forms clouds
cools and forms small drops of water
rain falls

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Writing

An experiment

A *What experiment is the boy doing? In groups, describe the pictures.*



Add some salt to a glass of water.

↓

Stir the water. (*disappear, become part of*)

↓

Heat the water. (*a white cloud, be made up of, small drops of, continue*)

↓

Finally, ... (*start to dry up*)

B *Write a short paragraph about this experiment. Use the information in* **A** *to help you.*

First, add some salt to a glass of water. _____

_____

_____

_____

Finally, _____. The salt turns into crystals.

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* More practice

A *Read the online article about water. Then complete the notes below.*

Facts about water

Here are some interesting facts about water:

- About 70% of the human body is water.
- Oceans cover about 75% of the Earth, but ocean water is salty. Therefore most of the water in the world is not drinkable.
- Groundwater may be drinkable, but it is not easy to find groundwater that is clean and safe to drink.
- If water drips from your tap every 10 seconds, you will waste about 315 litres of water a year—enough to fill two baths!
- Having a bath uses about twice as much water as taking a shower. Having a shower instead of a bath can save up to 400 litres a week.

Some facts about water:

- Water makes up 70% of the (1) _____ body.
- Most of the water in the world is not (2) _____.
- It is not easy to find (3) _____ that is clean and safe to drink.

How can we save water?

- Fix a dripping (4) _____.
- Take a (5) _____ instead of a (6) _____.

B *In groups, discuss what else we can do to save water.*

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Study skills

* Parts of a book (2): The index

An **index** is like a contents page—they both help you find information in a book quickly. The index usually comes at the end of the book.

Where can you learn about the following information? Look at the index below. Write the correct key words and page numbers in the spaces.

1 how farmers use water _____Agriculture_____ (66–84)
2 which kinds of water we can drink _____ ( )
3 how people use sea water _____ ( )
4 famous lakes in China _____ ( )
5 how people treat dirty water _____ ( )
6 water pollution _____ ( )

Agriculture	66–84	Pollution	33
Cooking	31	Rivers	4
Diseases	25	Salt	55
Drinking water	6	Sea water	50
Fresh water	6	Shortages	88
Fish	42	Snow	27
Floods	40	Streams	3
Groundwater	12	Tap water	15
Ice	5	Treatment	36–39
Industry	85–99	Wastewater	31–35
Lakes	4	• From daily life	31
Measurements	2	• From factories	32, 98
Mineral water	6	• From hospitals	34, 96
Policy and laws	131–165	• From other sources	35
• African countries	132	Water cycle	15
• China	142	Weather	8–10
• European Union	148	• Clouds	8
• Russia	145	• Fog	8
• USA	160	• Rain	9

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Culture corner

Venice

Venice is famous throughout the world. People also call it the "Floating City" and the "City of Water" because the whole city is on the water—there are over 117 small islands and over 400 bridges in this city. One of the best ways to see the city is on a gondola—a traditional boat.



What else do you know about Venice?

Self-assessment

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

1	I can read a story about a girl talking to a drop of water.	☐	☐	☐
2	I can listen for the sequence of events in a story about the journey of a coin.	☐	☐	☐
3	I can talk about quantities correctly.	☐	☐	☐
4	I can say the /str/, /spl/, /spr/ and /skr/ sounds correctly.	☐	☐	☐
5	I can talk about how water becomes rain with my classmates.	☐	☐	☐
6	I can write a short paragraph about an experiment.	☐	☐	☐
7	I know about Venice.	☐	☐	☐

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Unit 6

Electricity

Getting ready

In this unit, you will learn about electricity.

Reading

- Read a story about electricity.

Listening

- Listen to a conversation about electricity in a flat.

Grammar

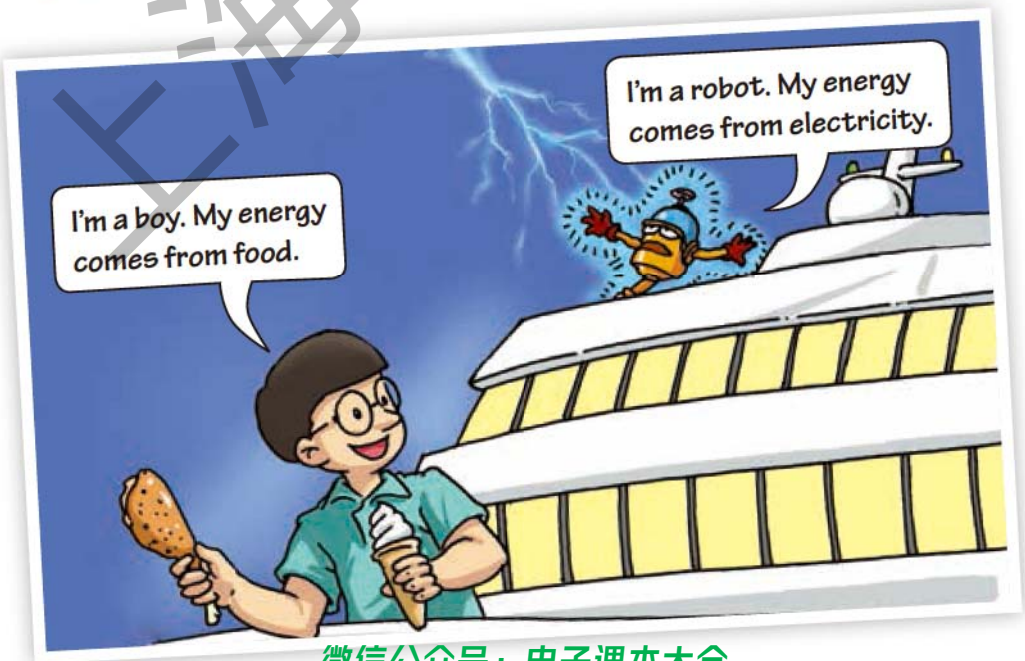
- Learn how to use the **modal verbs** *can*, *may* and *must*.

Speaking

- Learn to identify the syllables in English words.
- Talk about safety rules at home.

Writing

- Make some home rules.



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Reading

A What do you know about ...?

There are different ways of producing electricity. Write the correct words in the blanks.

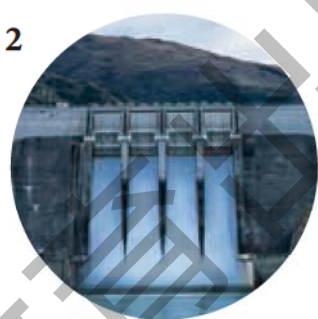
solar power water power wind power

1



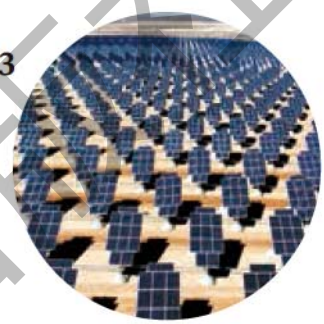
_____

2



_____

3



_____

B Before you read

Look at the photos and the title of the story on page 73. Then answer the questions below.

1 What did the girl buy?

2 What do you think the story may be about? Tick (✓) the possible answers.

a Where electricity comes from. ☐

b What electricity is like. ☐

c What we use electricity for. ☐

d How we can use electricity safely. ☐

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Electricity all around



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

Benny, Daisy's brother, replied, "Can you get me a packet of electricity?"

"Yes, I can," said Daisy. Then she went out.

Benny laughed, "She can't buy electricity in packets like sweets! She'll look foolish."

Mum said, "You mustn't say that, Benny!"

"What do you know about electricity, Benny?" Dad asked.

"Electricity gives us power. It flows through wires. It's like water, in a way," said Benny.

"You're right! Electricity comes into our flat through thin wires. These are connected to cables under the street," Dad added.

"What are the cables connected to?" asked Benny.

"They're connected to a power station," answered Dad.

A moment later, Daisy came back.

"May I have my packet of electricity?" Benny asked.



"Here you are!" said Daisy.

"But ... these are batteries!" said Benny.

"Daisy's right," said Dad. "The chemicals inside batteries produce electricity."

Mum said, "Who looks foolish now, Benny?"

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C Vocabulary

C1 *The words in italics are from the story on page 73. Circle the correct answers to complete these sentences.*

1 If you *reply* to a question, you _____ it.
a ask **b** answer

2 A *foolish* person usually does _____ things.
a harmful **b** silly

3 When my computer is *connected to* the Internet, the Internet _____ my computer and the other computers in the world together.
a joins **b** carries

4 If you ask someone to wait for a *moment*, you will come back in _____.
a a long time **b** a short time

5 *Batteries* provide toy cars with _____.
a electricity **b** heat

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

anyone connected to in a way power station wires

Electricity is like water, (1) _____. It flows from the (2) _____ to our homes.

The lights, TVs and computers in our homes are (3) _____ the power station through (4) _____.

Electricity is very important to us. We need it at home, at work and in schools. Could (5) _____ live in a world without electricity?

Strategy

Compound nouns

Power station is a **compound noun**. We may guess the meaning of a compound noun by looking at the two nouns. See more examples below:

bath + room = bathroom *living + room = living room*

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D Comprehension

D1 *Find these sentences in the story on page 73. Then write the name of the person or thing that each pronoun in italics refers to.*

1 *I*'m going to buy a packet of sweets. (*lines 1–2*) Daisy

2 Can you get *me* a packet of electricity? (*lines 4–5*) _____

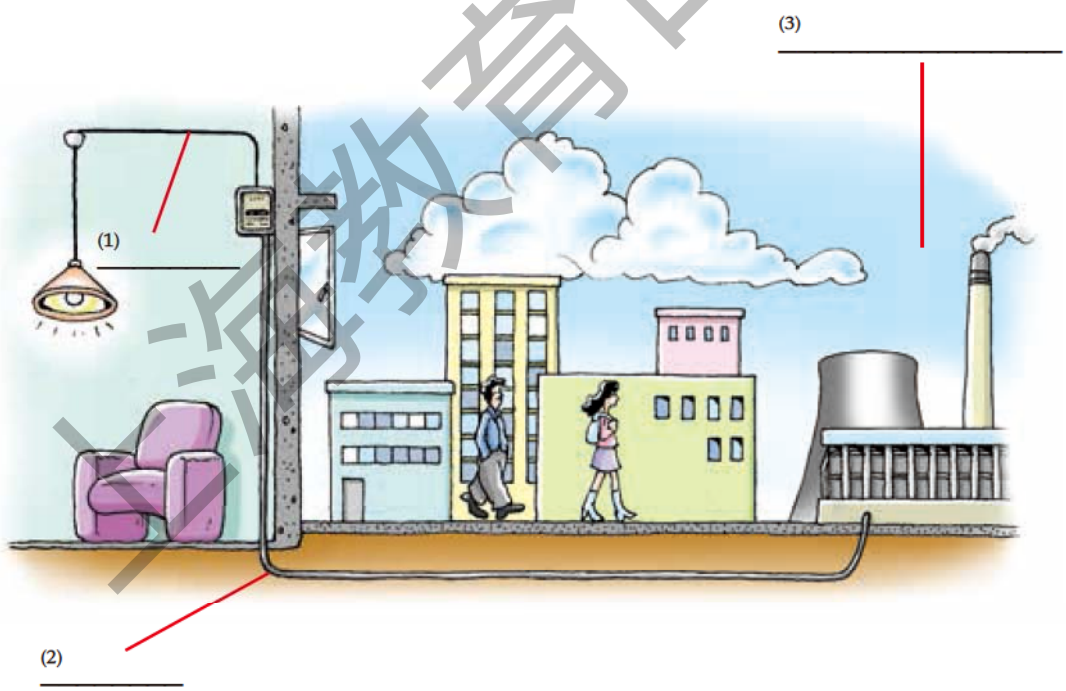
3 *She*'ll look foolish. (*line 8*) _____

4 *It*'s like water, in a way. (*lines 11–12*) _____

5 *They*'re connected to a power station. (*line 16*) _____

D2 *The picture below shows how electricity gets to Benny's flat. Fill in the blanks with the correct words from the box.*

cable power station wire



* **D3** *Who looks foolish in the end? Why? Discuss this with your classmates.*

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Listening

Electricity in Benny's flat

*The electricity in Benny's flat is not working. Listen to the conversation between Benny's father and mother. Circle **ON** or **OFF** below each photo.*

1



lights

(ON OFF)

2



computer

(ON OFF)

3



washing machine

(ON OFF)

4



rice cooker

(ON OFF)

5



fridge

(ON OFF)

6



television

(ON OFF)

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Grammar

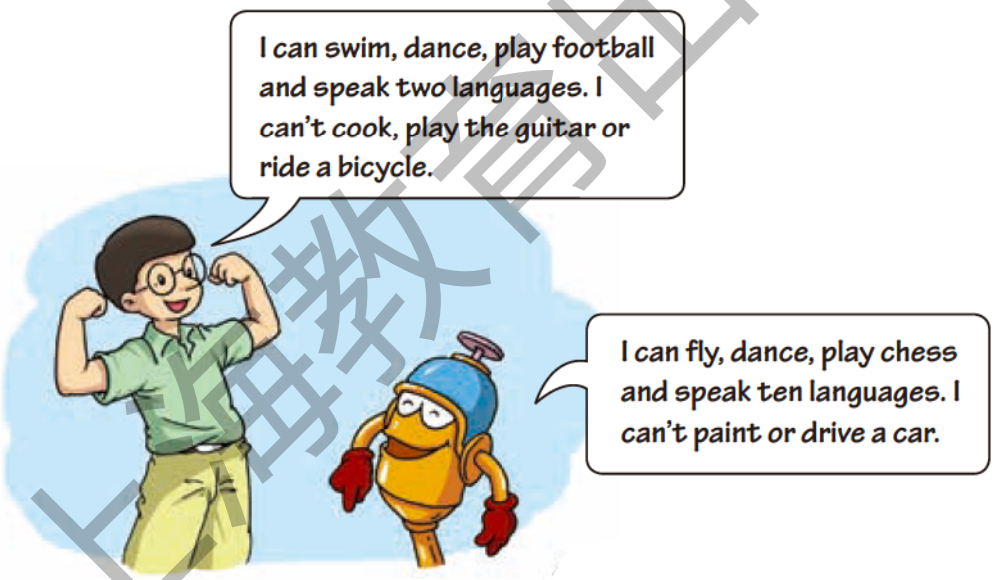
Modal verbs

A *can* and *cannot*

We use the **modal verbs** *can* and *cannot* (*can't*) to say we are able or unable to do something.

> We **can** use electricity to do many things.
> We **cannot/can't** see electricity.
> **Can** you think of an example?
> Yes, I **can**./No, I **cannot/can't**.

Hi and Lo are talking about themselves. What are they saying? Read their conversation and then complete the statements below with ***can*** *or* ***cannot****.*



1 Hi _____ play football.
2 Lo _____ paint.
3 Hi _____ speak as many languages as Lo.
4 Both Hi and Lo _____ dance.
5 Lo _____ drive a car, but he _____ play chess.
6 Hi _____ swim, but he _____ play the guitar.

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B *may* and *may not*

We use *may* and *may not* to ask for and give permission. In less formal situations, some people like to use *can* and *cannot* (*can't*) for the same purpose.

May/Can I use your mobile phone?

Yes, you **may/can**.

No, you **may not/can't**.

You **may/can** turn on the TV.

You **may not/cannot** play in the kitchen.

*Daisy is not feeling well today. Benny is at home with her. Read their conversation below. Fill in the blanks with **may** or **can**.*



Benny: How are you feeling, Daisy?

Daisy: Not very well.

Benny: (1) _____ I get you a chair?

Daisy: Yes, thanks.

Benny: I'm going out. (2) _____ I borrow your bicycle, Daisy?



Daisy: Yes, you may. Before you go to meet your friends, can you come and see the doctor with me?

Benny: Yes, I (3) _____. (4) _____ I carry your bag for you?

Daisy: Yes, that's very kind of you, Benny. I'm ready to go. (5) _____ you open the door for me?



Benny: Yes, I can.

Daisy: Thanks.

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C *must* and *must not*

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

You **must not/mustn't** do that, Benny!

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

They **must not/mustn't** play near the heater.

Work out the rule

After **modal verbs** such as *can*, *may* and *must*, we use (the base form/the *-ing* form/the *-ed* form) of a verb.

Daisy saw a doctor. The doctor told her what to do and what not to do. Help her write down the doctor's instructions.

drink more water
eat cold food
go out alone
go to bed early
share cups with others
take the medicine on time



1 I must drink more water.

2 _____

3 _____

4 I must not _____.

5 _____

6 _____

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Speaking

A Talk time

Syllables

English words are made up of different parts. These parts are called **syllables**. All words have one or more syllables, e.g.

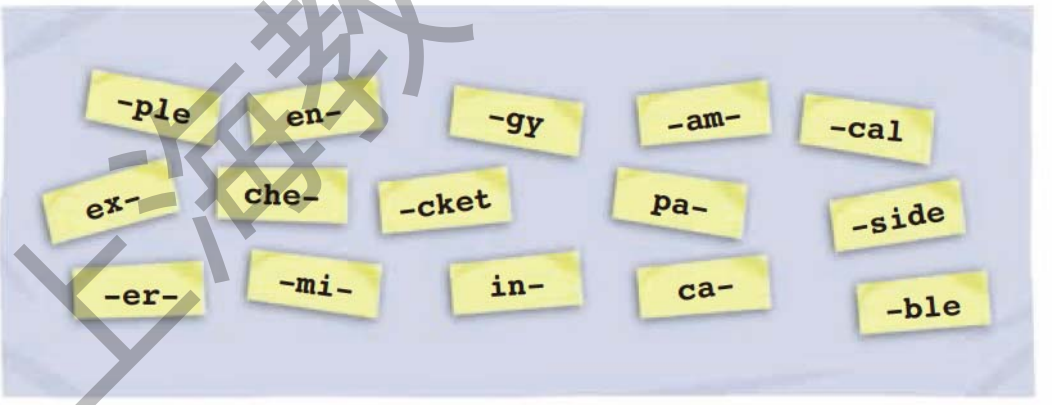
1 syllable	2 syllables	3 syllables	4 syllables	5 syllables
form	coo-ker	com-pu-ter	su-per-mar-ket	e-lec-tri-ci-ty

A syllable usually has a vowel sound. However, the consonant sounds in bold in the following words are separate syllables too.

lit**tle**	mid**dle**	pen**cil**	peo**ple**	ta**ble**	un**cle**

A1 *Look at the syllables below. Combine them into words with hyphens (-).*

2 syllables	pa-cket		
3 syllables	che-mi-cal		



A2 *Say these words. Then write the number of syllables in brackets.*

1	newspaper	(3)	5	candle	( )
2	hear	( )	6	dangerous	( )
3	able	( )	7	battery	( )
4	anyone	( )	8	American	( )

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B Speak up

*Johnny's father is talking to Johnny about safety at home. Work in pairs. **S1** is Johnny. **S2** is Dad. Follow the example.*



cover the meat
lock the door
switch off the electricity
test the water
tidy up

_____ change the bulb?

S1: May I change the bulb?
S2: No, you may not. You must switch off the electricity. Then you may change the bulb.

1



_____ put the meat in the fridge?

2



_____ go to bed?

3



_____ take a bath now?

4



_____ go out now?

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Writing

Home rules

A *Johnny's father is asking Johnny to make some rules for the family to follow. In pairs, help Johnny make four rules.*

close/windows/when/air conditioner/on
put/newspapers/near/heater
remember to take/keys/when/go out
touch/TV/wet hands



Home rules

We must:	We must not:
1 close the windows when the air conditioner is on;	1
2	2

B *Add four more rules to the "Home rules" in A.*

We must:	We must not:
3	3
4	4

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* More practice

Read the article. Then complete the safety rules below.

Electricity safety tips

Electricity makes our lives easier. We use a lot of electrical appliances in our homes every day. Here are three of them. How can we use them safely?

Rice cooker

- Keep the outside of the pot dry.
- Do not switch the rice cooker on if the pot is empty.

Washing machine

- Do not put your hand in the washing machine when it is on.
- Unplug it when you are not using it.

Microwave

- Do not turn it on when it is empty, because it might start a fire.
- Stand at least one metre away from the microwave when it is on.
- Before you put an object in a microwave, make sure it is microwave safe.

Rice cooker:

- You (1) must keep the outside of the pot dry.
- You (2) _____ if the pot is empty.

Washing machine:

- You (3) _____ when it is on.
- You (4) _____ when you are not using it.

Microwave:

- You (5) _____ when it is empty.
- You (6) _____ when it is on.
- You (7) _____ in a microwave.

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Culture corner

Earth Hour

Earth Hour started in 2007 in Sydney, Australia. In that year, 2.2 million people turned their lights off for one hour. They did this to show that they cared about climate change. Since then, people from all over the world do the same on the last Saturday of March every year. More and more countries are joining Earth Hour.



When will the next Earth Hour be? Will you take part in the next Earth Hour? Why?

Self-assessment

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

1	I can read a story about electricity.	☐	☐	☐
2	I can understand compound nouns.	☐	☐	☐
3	I can listen for information about electricity in Benny's flat.	☐	☐	☐
4	I can use the **modal verbs** *can*, *may* and *must* correctly.	☐	☐	☐
5	I can identify the syllables in English words.	☐	☐	☐
6	I can talk about safety rules at home with my classmate.	☐	☐	☐
7	I can make some home rules.	☐	☐	☐
8	I know about Earth Hour.	☐	☐	☐

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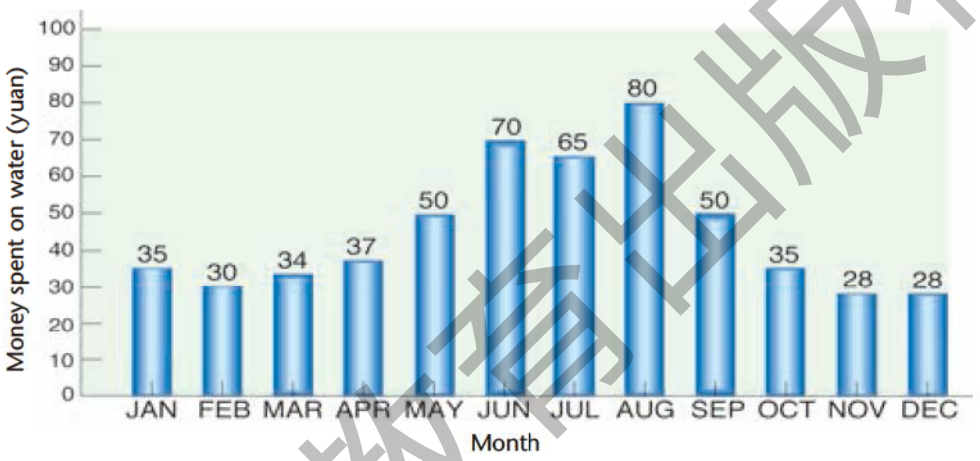
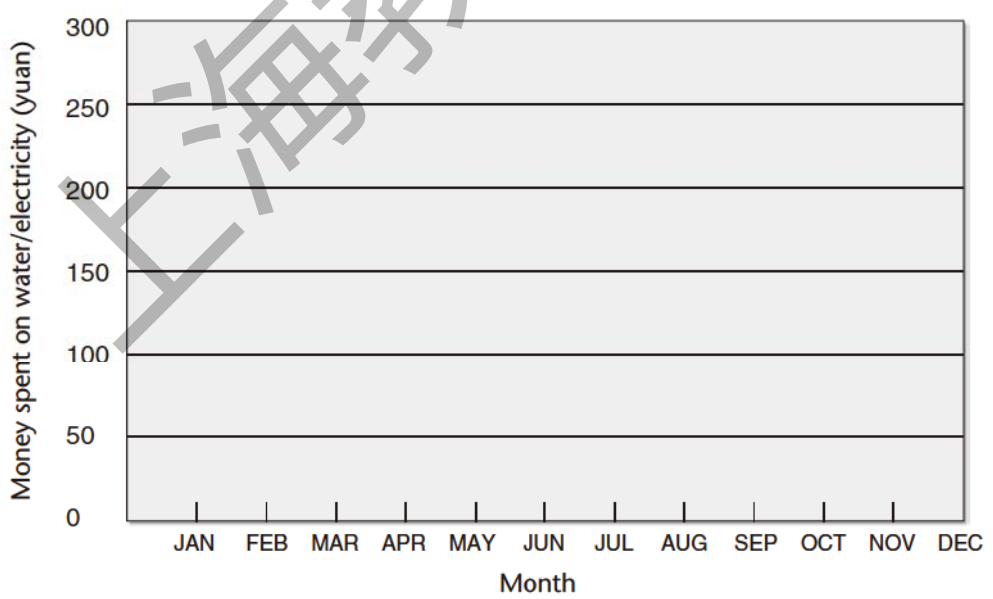
*Project

Saving water and electricity

Your class is going to make a poster about saving water and electricity. Divide the class into two groups. One group will research the topic of water. The other group will research the topic of electricity.

A *Work on your own. Interview your parents to find out how much your family spent on water/electricity last year. Complete the bar chart below. Follow the example.*





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B *Look at your bar chart and then answer the questions below.*

1 In which month(s) did your family spend the most on water/electricity? Why?

2 In which month(s) did your family spend the least on water/electricity? Why?

3 How much in total did your family spend on water/electricity last year?

C *In groups, compare your bar charts. Then discuss the questions below.*

1 Whose family spent the most on water/electricity last year? Why?

2 Whose family spent the least on water/electricity last year? Why?

3 What can we do to help our family spend less on water/electricity?

D *In your group, brainstorm some rules for saving water/electricity at home.*

Rules for saving water/electricity at home

Families must:	Families must not:

E *Work as a class to make a poster about saving water and electricity at home.*

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Unit 7 Poems

Getting ready

In this unit, you will learn some poems.

Reading

- Read two poems about ordinary people.

Listening

- Listen to four short poems about feelings.

Grammar

- Learn how to use **imperatives** to give orders or advice.
- Learn how to use **exclamations** to show strong feelings.

Speaking

- Learn about the different stress patterns of words.
- Read a poem aloud in a group.

Writing

- Complete a poem about your class.



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Reading

A What do you know about ...?

A1 *The following is a quiz about poems. Tick (✓) the boxes to show your opinions.*

		Agree	Disagree
1	We only use difficult words in poems.	☐	☐
2	All poems must have rhymes, e.g. *cat/fat*.	☐	☐
3	Poems are not only for children.	☐	☐
4	Poems can tell stories.	☐	☐
5	All poems use complete sentences.	☐	☐
6	We can write poems about our feelings and ideas.	☐	☐

A2 *Some words at the ends of the lines in a poem have similar sounds. Read the poem below and underline these words.*

Water all around us

Water has no taste at all.
Water has no smell.
Water's in the waterfall,
The tap,
And the well.
Water's everywhere around us.
Water's in the rain,
In the pond,
And in the sea again.








B Before you read

B1 *Read the first poem on page 89 and underline the words with similar sounds (as you did in **A2**).*

B2 *Read the two poems. Then discuss your answers to the quiz in **A1**.*

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1 My dad



He comes home, has a shower,
And eats dinner, every day.
Now he's sitting in his favourite chair
Too tired to laugh or play.
He reads his book or newspaper
To learn what's new today.
Soon he'll go to bed.
He's a boring man, my dad.

Then I see him working,
On the building site.
He's high up in the clouds
Higher than a kite.
He's walking on a narrow piece of wood
Not worried about the height,
Not afraid, not afraid like me.
He's a superman, my dad.

2 The old newspaper seller

He's sitting at the newspaper stand
Near the bus stop,
And he's smiling.

The Sun is shining.
It's very hot.
But he's smiling.

A bus stops, and the people rush out.
They're hurrying to work.
They don't have much time to smile.

They take their papers quickly,
And put down some money.
But he's a patient man,
And he's still smiling.

A crowd of people,
All very busy, with tired faces,
And just one smile.

Is there just one smile in this city?
Or will you make it two?
Let's make a million smiles!



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C Vocabulary

C1 *The words in italics are from the poems on page 89. Match the two halves of these sentences to learn their meanings.*

1	When you have a *shower*,	**a**	we mean a large group of people.
2	When two large people try to walk through a *narrow* door,	**b**	they get out very quickly.
3	If you *are worried about* something,	**c**	you wash your body while standing.
4	When some people *rush out* from a bus,	**d**	you are thinking about something and you feel unhappy about it.
5	When we say "*a crowd of* people",	**e**	they cannot go through it at the same time.

C2 *Look at the pictures. Complete the sentences below with the words from the box.*

crowd heights shower smiles

1



I take a _____ every day.

2



There is a _____ of people at the train station.

3



If you are afraid of _____, you should not work on a building site.

4



I buy my breakfast from this woman every day. She always _____ and says "Good morning".

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Strategy

Rhymes in poems

Day and *play* both end in /eɪ/. We say that they **rhyme**. *Site* and *kite* both end in /aɪt/. They rhyme too. Rhymes often appear in poems.

D Comprehension

D1 *David and Ann are discussing the two poems. Complete their conversation with the information from the poems on page 89.*



David: The first poem is interesting. The boy changed his idea about (1) _____ when he saw him working on the building site.

Ann: That's true. The boy thought his father was a (2) _____ at home, but he found out that his father was (3) _____ at work.

David: I also like "The old newspaper seller". It gives good advice to people.

Ann: What advice does it give?

David: Everyone should (4) _____.

Ann: I agree. It's good for people to (5) _____ more often.

David: Yes, just like (6) _____. He's happy all the time!

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D2 *Complete the following summaries of the poems. Write one word in each blank.*

My dad

- How many verses does this poem have? (1) Two.
- What is it about?

  Verse 1: The writer says that at (2) _____ his father is (3) _____ because he does the same things every evening.

  Verse 2: The writer sees his father at (4) _____, high in the air, and now he thinks that his dad is a (5) _____.

- I think this poem is (6) _____. (Use an adjective.)

The old newspaper seller

- How many verses does this poem have? (7) _____.
- What is it about?

  Verses 1 & 2: The writer tells us the man works at a newspaper (8) _____. It is a (9) _____ day.

  Verses 3–5: The writer says that the people are (10) _____ to work. They look (11) _____.

  Verse 6: The writer wants everyone to (12) _____ and be happy.

- I think this poem is (13) _____.

* **D3** *What do you think of the following lines? Discuss them with your classmates.*

1 He's a superman, my dad.

2 Let's make a million smiles!

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Listening

Feelings

A *Do you know the meanings of these words? Match the words with the faces below.*

angry bored excited sad

1 

_____

2 

_____

3 

_____

4 

_____

B *Listen to four short poems. How does the boy/girl feel in each of the poems? Choose one of the four words from* ***A*** *for each poem.*

1 _____ 3 _____

2 _____ 4 _____



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Grammar

A Imperatives

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

> **Open** the door, Daisy.
> **Don't open** the door, Daisy.
> **Let's** make a million smiles!

Things to remember

We can use *please* in **imperatives**. It is more polite.

Please turn off your phone.
Turn off your phone, **please**.

We need to add *be* before adjectives when we use them as imperatives.

> **Be quiet**, girls.
> **Don't be late** again.

Work out the rule

- We use the base form of a verb in a (positive/negative) **imperative**.
- In a (positive/negative) **imperative**, we use *don't* before the base form of the verb.

Look at the picture. What will the teacher say? Make sentences with the words from the box on page 95. Some of them must begin with ***Don't****.*



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bring close eat sleep speak louder turn to

1 Bill is eating in class.

Don't eat in class, Bill.

2 Rose left the door open on a windy day.

3 Jane is answering a question in a low voice.

4 James is sleeping at his desk.

5 Steven is looking at page 47. He should look at page 74.

6 Mary brought her pet mouse to school.

B Exclamations

Sometimes we use sentences with emphasis and strong feelings. These sentences are called **exclamations**.

What + (*a*/*an*) + adjective + noun + subject + verb + !

How + adjective/adverb + subject + verb + !

What an interesting poem it is!

What beautiful flowers they are!

What bad weather it is!

How lucky we are!

How quickly the time passed!

How bright the stars are!



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We can use a word or phrase as an **exclamation**, such as *Oh no!* or *Lovely!* We can also use a word or phrase with *what* or *how* to show strong feelings.

What an interesting poem!	**How** lucky!
What beautiful flowers!	**How** fast!
What bad weather!	**How** bright!

Work out the rule

- We often begin an **exclamation** with the word _____ or _____.
- We often use "_____" at the end of an **exclamation**.

B1 *Rewrite the sentences below using exclamations with **what** or **how**.*

1 You are wearing an old shirt.

_____

2 The boys are very excited.

_____

3 They are friendly people.

_____

4 She studies very hard.

_____

B2 *Lisa and Bob are talking about their friends. Complete their conversation with the exclamations from the box.*

Oh no! How wonderful! What a lovely baby!

Lisa: Tom won first prize in the speech competition.
Bob: (1) _____ He must be very happy.
Lisa: Yes. But Jeff hurt his leg when he played basketball.
Bob: (2) _____ How is he feeling now?
Lisa: He's feeling better. By the way, our Maths teacher had a baby last month. Look! Here's a picture.
Bob: Wow! (3) _____

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Speaking

A Talk time

Word stress

When we say words of more than one syllable, we stress one of the syllables.

A1 *Say these two-syllable words and stress the first syllable.*

always	building	narrow	over	people

A2 *Say these two-syllable words and stress the second syllable.*

around	begin	cartoon	myself	today

When we say words of three or more syllables, we usually stress either the first syllable or the second syllable.

A3 *Say these three-syllable words and stress the first syllable.*

basketball	cinema	difficult	superman

A4 *Say these three-syllable words and stress the second syllable.*

delicious	direction	important	October

Most words of three or more syllables have stress on the first or the second syllable. However, some have the main stress on a later syllable.

A5 *Say these words and stress the third syllable.*

disagree	engineer	exclamation	magazine

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* B Speak up

Read this poem aloud in groups of six.

Two frightening things	S4	Loud
Two frightening things are in a house.	All 6	Loud
One's a man,	S4 + S5	Deep voices, quiet
One's a mouse.	S1 + S2	High voices
Squeak squeak!	S3	Very high voice
I heard a noise! I know, I'm sure.	S4 + S5	Quick
I've heard that noise three times before.	S4 + S5	Slow
Boom boom.	S6	Very deep voice, slow
What's that? It's coming near.	S1 + S2	High voices, quick
I hope it doesn't find me here.	S1 + S2	High voices, slow, quiet
Squeak squeak!	S3	Very high voice
That noise again. Oh, where's my dad?	S4 + S5	Deep voices
I know that noise is something bad!	S4 + S5	Deep voices
Boom boom!	S6	Very deep voice, slow
The monster's here! This isn't fun.	S1 + S2	High voices, quiet
Now's the time for me to RUN!	S1 + S2	High voices, loud at the end
And then the mouse and the man meet,	All	Loud, slow
The mouse jumps on the man's feet!		
Eeeeeeeeeeeee!	S1–3	High voices, very loud
Aaaaaaaaaaaah!	S4 + S5	Deep voices, very loud
A mouse!	S6	Deep voice, loud
A man!	S3	High voice, loud
Two frightened things run from the house.	All	Quiet, slow
One's a man,	S4 + S5	Deep voices
One's a mouse.	S1 + S2	High voices



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Writing

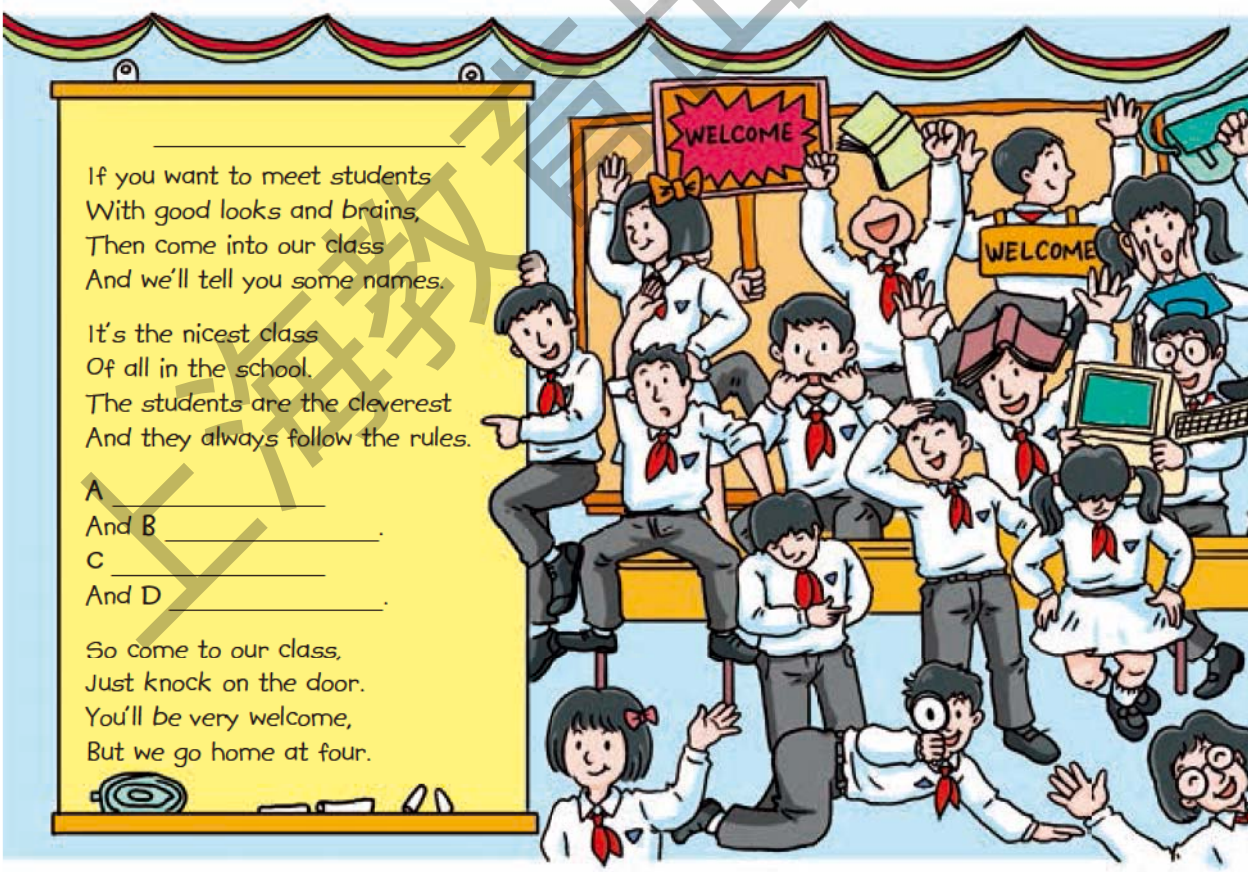
*A poem

A *You are going to write a poem about your class. Follow these two steps to complete the poem.*

1 In the third verse, write about four people in your class. Call them **A**, **B**, **C** and **D**. Say what they do. Use the example below to help you.

> **A** never says a word in class
> And **B** often leaves his seat.
> **C** likes to clean the blackboard
> And **D** is always very neat.

2 Give your poem a title.



_____

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

It's the nicest class
Of all in the school.
The students are the cleverest
And they always follow the rules.

A _____
And B _____.
C _____
And D _____.

So come to our class,
Just knock on the door.
You'll be very welcome,
But we go home at four.

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

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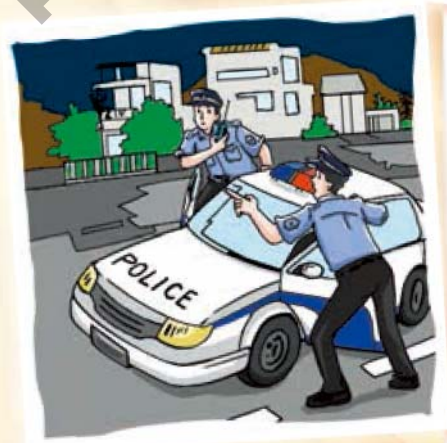
* More practice

Read the poem and answer the questions below.

Helping hands



The Sun comes up, I start my day.
I get my broom and I'm on my way.
I clean up things that people drop,
From dawn to dusk, I never stop.
I sweep the streets, and make them clean,
And help keep our city green.



Night is falling, the sky is dark.
The only sounds are dogs that bark.
We drive along the streets all night
To stop thieves and those who fight.
It's a dangerous job, but we're brave.
We help keep our city safe.

1 Who are the people in the poem?
2 When do they usually start work?
3 What do they do for their work?
4 What do they think of their work?
5 What do you think of their work?

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Study skills

Making notes (1): Using abbreviations

Sometimes we turn words into shorter forms, so we can write them more quickly. We call these shorter forms **abbreviations**.

A *Can you match the words with their abbreviations? Write the correct letter in each box.*

a CD **b** kg **c** PC **d** PRC **e** UN **f** WWW

1 

the People's Republic of China ☐

2 

the United Nations ☐

3 

compact disc ☐

4 

personal computer ☐

5 

World Wide Web ☐

6 

kilogram ☐

B *Match the common abbreviations in column A with their meanings in column B. Use your dictionary to help you.*

A		B	
1	e.g.	**a**	and so on
2	etc.	**b**	the United States of America
3	hr(s)	**c**	number
4	i.e.	**d**	for example
5	No.	**e**	that is, in other words
6	cm	**f**	hour(s)
7	USA	**g**	centimetre

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Culture corner

A poem about the Moon

Many people like writing poems to show their feelings. Li Bai, a Chinese poet, was one of them. He wrote a famous poem about the Moon.



In the quiet of the night *by Li Bai*

The Moon, like white silver, shines
before my bed.
It looks like frost on the ground.
Lifting my head, I look at the Moon.
Lowering my head, I'm thinking of my
home town.

In groups, read the poem aloud together.

Self-assessment

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

1	I can read two poems about ordinary people.	☐	☐	☐
2	I know about rhymes in poems.	☐	☐	☐
3	I can listen for the feelings in four short poems.	☐	☐	☐
4	I can use **imperatives** to give orders or advice.	☐	☐	☐
5	I can use **exclamations** to show strong feelings.	☐	☐	☐
6	I can stress the correct syllables in words.	☐	☐	☐
7	I can use abbreviations.	☐	☐	☐
8	I know a Chinese poem in English.	☐	☐	☐

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Unit 8

From hobby to career

Getting ready

In this unit, you will learn about how some people's hobbies became their careers.

Reading

- Read a man's article about his lifetime hobby.

Listening

- Listen to a woman talking about how her hobby became her career.

Grammar

- Learn how to use **adverbial clauses of time** with the conjunction *when*.
- Learn how to use *used to/did not use to*.

Speaking

- Learn to stress some two-syllable words used as both nouns and verbs.
- Talk about what job to do in the future.

Writing

- Write a short article about your favourite hobby.



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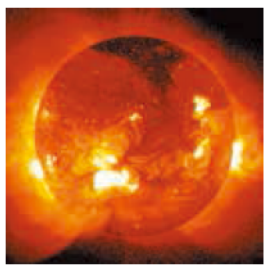
Reading

A What do you know about ...?

A1 *Do you enjoy studying the stars and planets? Use the words from the box to complete the sentences below.*

planet satellite star

1 

The Sun is a _____.

2 

The Earth is a _____.

3 

The Moon is a _____.

A2 *Here are some hobbies. Are they indoor activities or outdoor activities? Tick (✓) **I** for indoor ones and **O** for outdoor ones. You may tick both.*

		I	O			I	O
1	watching films	☐	☐	6	playing table tennis	☐	☐
2	fishing	☐	☐	7	making models	☐	☐
3	playing the piano	☐	☐	8	going on picnics	☐	☐
4	reading	☐	☐	9	collecting stamps	☐	☐
5	riding a bike	☐	☐	10	flying kites	☐	☐

B Before you read

Look at the pictures and the title of the article on page 105. Then answer the questions below.

1 What is Patrick Moore's hobby?

2 What is probably his job now?

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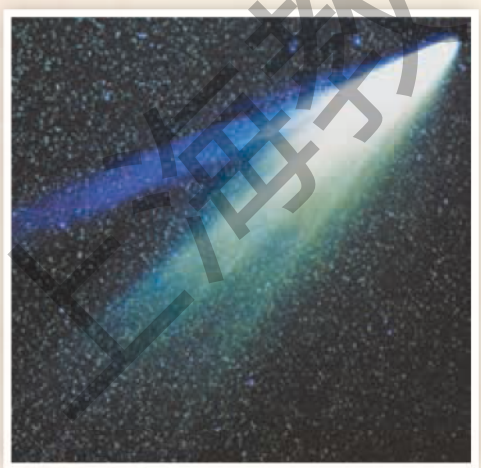
My lifetime hobby—studying stars

by Patrick Moore

When I was eight, I got a book about stars. That was the beginning of my lifetime hobby.



I used to go outside with my mum on clear nights and look at the sky. It looked like black velvet with a million diamonds on it. In different seasons, we saw different groups of stars. Sometimes we saw stars shooting brightly across the sky. How beautiful they were!



Studying the stars was great fun for me. Once I learnt a little about them, I soon wanted to find out more and more. Now it is my career. I host a TV programme called *The Sky at Night*. I use my knowledge to tell people about the stars in a lively way. I am proud of my TV programme—it has lasted for more than 50 years!

Actually, you can turn your hobby into your career too. Anybody can achieve their dreams. You just have to enjoy what you do!

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C Vocabulary

C1 *The words in italics are from the article on page 105. Match the two halves of these sentences to learn their meanings.*

1	If you decide to turn your hobby into a *career*,	**a**	so he knows a lot about them.
2	He has a good *knowledge* of stars and planets,	**b**	you will do it as your future job.
3	When a teacher teaches in a *lively* way,	**c**	if you work hard to do what you want to.
4	If a game starts at 2 p.m. and it *lasts* for an hour,	**d**	his or her class is interesting and exciting.
5	You can *achieve* your dreams	**e**	it finishes at 3 p.m.

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

anybody knowledge lasted lively

Mike: I saw a star shooting across the sky last night.

Sarah: Really?

Mike: Well, I saw it on TV. There was a really great programme about stars. It (1)_____ for an hour.

Sarah: That sounds good. What did you learn?

Mike: I learnt that different groups of stars have different names, like the Great Bear.

Sarah: Wow, that sounds interesting.

Mike: Yes. The programme was very (2)_____. The host has a good (3)_____ of stars. (4)_____ can learn about stars. We just need to watch the night sky and enjoy ourselves.

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D Comprehension

D1 *Read the article on page 105 and complete the sentences.*



When I was eight, I (1) _____.
That was the beginning of my lifetime hobby.

I kept studying the stars because it (2) _____.

Now (3) _____ is my career.



My advice: Anybody can (4) _____.

D2 *Find facts in the article to support these statements about Patrick Moore. Then write the facts below.*

1 Patrick Moore thinks the night sky is beautiful. (It looked like ...)

_____

2 Patrick Moore and his mother spent many exciting moments looking at the stars. (Sometimes we saw ...)

_____

3 Many people like watching Patrick Moore's TV programme. (I am proud of ...)

_____

* **D3** *In groups, discuss how Patrick Moore turned his hobby into his career.*

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Listening

A sailing teacher

A *Listen to a woman talking about how her hobby became her career and complete the notes below. Write one word in each blank.*

- I grew up next to the (1) _____. My dad took my sister and me for trips on his (2) _____. I loved the water. I spent all my free time sailing.
- I got a job in a(n) (3) _____. Every (4) _____, I still went sailing.
- One day, I decided to leave my job and make my (5) _____ my career! I trained to be a sailing teacher. Now I love my (6) _____!

B *Listen to the recording again and answer the following questions in short sentences.*

1 When did the woman's dad take her for trips on the sea?

_____

2 What happened when the woman got older?

_____

3 How did the woman feel about her first job?

_____

4 What does the woman teach people to do now?

_____



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Grammar

A Adverbial clauses of time (*when*)

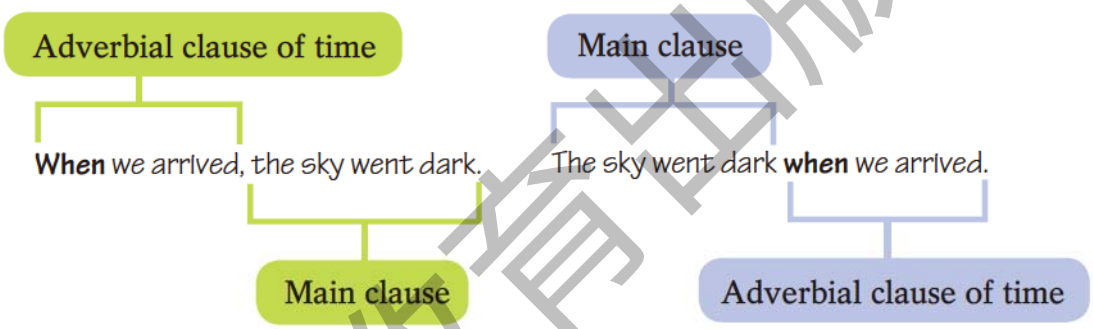
We can use the conjunction *when* to form an **adverbial clause of time**. It links two clauses into one sentence.

When I was eight, I got a book about stars.
When the girl got older, she sailed the boat herself.

We can put an **adverbial clause of time** at the beginning or the end of a sentence.

Things to remember

We can also use *before, after, while, as soon as* and *until* to form **adverbial clauses of time**.



Work out the rule

When we use the conjunction *when* to link two clauses, we tell people that the two actions happen at (the same time/different times).

Match the clauses in column A with those in column B to make complete sentences with ***when****. Then rewrite each sentence with the adverbial clause at the beginning.*

A		B
1 She always brings a present		a he was ill.
2 He sits on the floor	**when**	b she goes shopping.
3 He stayed in bed		c she visits her friends.
4 She takes a basket		d he watches TV.

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1 She always brings a present when she visits her friends.
When she visits her friends, she always brings a present.

2 _____

3 _____

4 _____

B *used to/did not use to*

We use *used to* to talk about something we often did in the past. Its negative form is *did not use to/didn't use to*.

I **used to** go outside with my mum on clear nights and look at the sky.
When **did** her dad **use to** take them for trips on his boat?
I **didn't use to** have much money.

Things to remember

Used to is a modal verb. Other examples of modal verbs are *can, may* and *must*. Do not confuse *used to* with the main verb *use*.

He **used to** look at the stars every night, but now he does not.
He **used** his knowledge to tell people about the stars in a lively way.

Work out the rule

We use (the simple past tense/the base form) of the main verb after *used to*.

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Look at the pictures of Mike at primary school and Mike now. What did he use to do and what does he do now? Use the example below to help you.

1





go/Dongfeng Road Primary School

go/No. 5 Junior High School

Mike used to go to Dongfeng Road Primary School.

Now he goes to No. 5 Junior High School.

2





go to bed/9 p.m.

go to bed/10 p.m.

3





not enjoy/swimming

go/swimming/every week

4





be shy

enjoy/talk/people

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Speaking

A Talk time

Stress in nouns and verbs

We can use some two-syllable words as both nouns and verbs. As nouns, the stress is on the first syllable. As verbs, the stress is on the second syllable.

A1 *Say these nouns and verbs in pairs. Stress the underlined syllables.*

Nouns: increase present progress project
Verbs: increase present progress project

A2 *Read this conversation aloud. Underline the stressed syllable in each of the words in italics.*

Mary: Thanks for the book, Jack. It's a nice *present*. It'll be really useful for my school *project* on stars.
Jack: I'm sure your understanding of the stars will *increase*. By the way, how's your *project*?
Mary: I'm making good *progress*. I'll *present* it next week.

B Speak up

In pairs, talk about what job to do in the future. Follow the example.

learning English/English teacher
making model trains/train driver
playing with animals/zoo keeper

S1: What would you like to do in the future?
S2: I don't know.
S1: Well, what do you enjoy doing in your free time?
S2: I like playing sport.
S1: Maybe you could become a PE teacher.
S2: That's a good idea.

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Writing

My favourite hobby

A *Think about your favourite hobby and answer the following questions.*



1 What is your favourite hobby?

_____

2 How often do you do it?

_____

3 Where do you do it?

_____

4 Do you do it alone or with a group of friends?

_____

5 Why do you like it?

_____

6 Would you like to make your hobby your future career?

_____

B *Write a short article about your hobby. Use the information from* ***A*** *to help you.*

My favourite hobby

My favourite hobby is _____

_____

_____

_____

I would like to make my hobby my future career.

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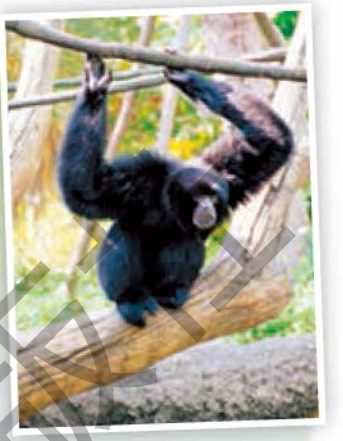
* More practice

A *Read this article about Jane Goodall and then answer the following questions.*

Never give up



Jane was not very interested in animals when she was a child. Then, one day, her father gave her a toy chimpanzee. From that day on, she became really interested in animals.

When she was a 16-year-old schoolgirl, Jane dreamt of a career studying wild animals in Africa.

Jane's mother said, "If you really want something, work hard and never give up. Then you'll find a way."

Jane's mother was right. When she was 26, Jane travelled from Britain to the mountains of East Africa. She studied chimpanzees. She watched the animals for a long time and they became her friends. Jane discovered that these animals greet one another with a kiss or a hug, and make and use tools—just like humans do.

Jane Goodall is now well known all over the world. She made her dreams come true because she never gave up!

1 Was Jane always interested in animals?

2 How did Jane learn so much about the chimpanzees in East Africa?

3 How did Jane make her dreams come true?

B *In pairs, discuss what you need to turn your hobby into a career.*

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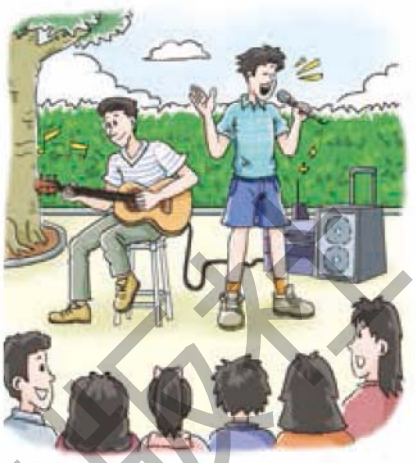
Culture corner

Street performers

Many people around the world like to watch street performers. They do lots of different things to entertain people. Some play music and sing songs. Some dress up in strange clothes, and others perform tricks.



Are there any street performers in your city? What do you think of them?

Self-assessment

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

1	I can read a man's article about his lifetime hobby.	☐	☐	☐
2	I can listen for specific information about how a woman's hobby became her career.	☐	☐	☐
3	I can use **adverbial clauses of time** with the conjunction *when* correctly.	☐	☐	☐
4	I can use *used to*/*did not use to* correctly.	☐	☐	☐
5	I can stress some two-syllable words used as both nouns and verbs correctly.	☐	☐	☐
6	I can talk about what job to do in the future with my classmate.	☐	☐	☐
7	I can write a short article about my favourite hobby.	☐	☐	☐
8	I know about street performers.	☐	☐	☐

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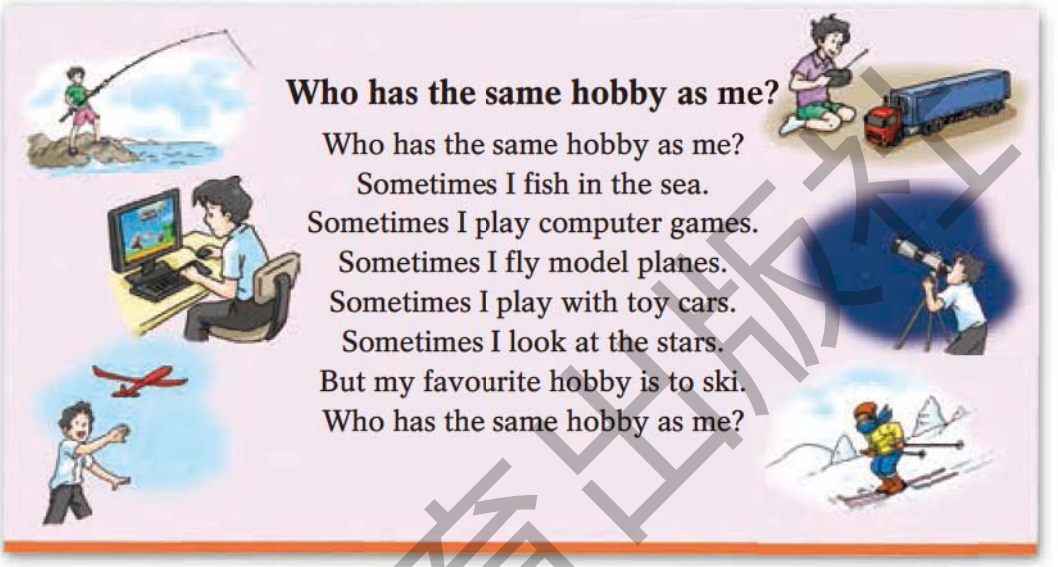
*Project

Who has the same hobby as me?

A *Read the poem below.*



Who has the same hobby as me?

Who has the same hobby as me?
Sometimes I fish in the sea.
Sometimes I play computer games.
Sometimes I fly model planes.
Sometimes I play with toy cars.
Sometimes I look at the stars.
But my favourite hobby is to ski.
Who has the same hobby as me?

B *Students who have the same hobby should form a group. In your group, talk about your hobby and fill in the table below.*

Hobby: _____				
	Student 1	Student 2	Student 3	Student 4
Why do you like your hobby?				
What can you get from your hobby?				

C *Each group should write a report about their hobby with the information from the table above.*

Paragraph 1: What is the hobby?

Paragraph 2: Why do you all like this hobby?

Paragraph 3: What can you learn or get from this hobby?

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Words and expressions in each unit

Unit 1

person /ˈpɜːsn/ *n.* 人 p. 1
cheerful /ˈtʃɪəfl/ *adj.* 快乐的；高兴的 p. 2
hard-working /ˌhɑːdˈwɜːkɪŋ/ *adj.* 工作努力的；勤勉的 p. 2
patient /ˈpeɪʃnt/ *adj.* 耐心的 p. 2
smart /smɑːt/ *adj.* 聪明的；机敏的 p. 2
probably /ˈprɒbəbli/ *adv.* 很可能 p. 2
forget /fəˈget/ *v.* (过去式forgot) 忘记 p. 3
smell /smel/ *n.* 气味 p. 3
care /keə(r)/ *n.* 照顾；照料 p. 3
miss /mɪs/ *v.* 想念；怀念 p. 3
joke /dʒəʊk/ *n.* 玩笑 p. 3
laugh /lɑːf/ *v.* 笑 p. 3
remain /rɪˈmeɪn/ *v.* 仍然是；保持不变 p. 3
strict /strɪkt/ *adj.* 严格的；严厉的 p. 3
encourage /ɪnˈkʌrɪdʒ/ *v.* 鼓励 p. 3
support /səˈpɔːt/ *n.* 支持 p. 3
successful /səkˈsesfl/ *adj.* 获得成功的 p. 3
member /ˈmembə(r)/ *n.* 成员 p. 11
paragraph /ˈpærəgrɑːf/ *n.* 段落 p. 11

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as well 除……之外；也 p. 3
take care of 照顾；照料 p. 3
tell jokes 讲笑话 p. 3
make fun of 嘲弄；取笑 p. 3
(be) strict about 对……要求严格 p. 3
give up 放弃 p. 3
go to work 上班 p. 11
all day and all night 夜以继日 p. 11

Unit 2

France /frɑːns/ *n.* 法国 p. 15
French /frentʃ/ *adj.* 法国的 p. 16
flag /flæg/ *n.* 旗帜 p. 16
wine /waɪn/ *n.* 葡萄酒 p. 16
tick /tɪk/ *v.* 标记号；打上钩 p. 16
possible /ˈpɒsəbl/ *adj.* 可能的 p. 16
Europe /ˈjʊərəp/ *n.* 欧洲 p. 17
store /stɔː(r)/ *n.* (大型) 百货商店 p. 17
*vineyard /ˈvɪnjəd/ *n.* 葡萄园 p. 17
excellent /ˈeksələnt/ *adj.* 优秀的 p. 17
south /saʊθ/ *n.* 南部；南方 p. 17
lie /laɪ/ *v.* (过去式 lay) 位于；坐落在 p. 17
coast /kəʊst/ *n.* 海岸；海滨 p. 17
perfect /ˈpɜːfɪkt/ *adj.* 完美的 p. 17
prefer /prɪˈfɜː(r)/ *v.* 更喜欢 p. 17
ski /skiː/ *v.* 滑雪 p. 17
tower /ˈtaʊə(r)/ *n.* 塔 p. 20
finish /ˈfɪnɪʃ/ *v.* 完成 p. 20
lift /lɪft/ *n.* 电梯；升降机 p. 20
step /step/ *n.* 台阶 p. 20
stairs /steəz/ *n.* [pl.] 楼梯 p. 20
receiver /rɪˈsiːvə(r)/ *n.* 接收者 p. 25
date /deɪt/ *n.* 日期 p. 25
greeting /ˈgriːtɪŋ/ *n.* 问候 p. 25
address /əˈdres/ *n.* 地址 p. 25

(be) famous for 以……而闻名 p. 16
department store 百货商店 p. 17
prefer to 更喜欢 p. 17
go on holiday 去度假 p. 24
go sightseeing 去观光 p. 24

Unit 3

blind /blaɪnd/ *adj.* 瞎的；失明的 p. 29

注：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。

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radio /ˈreɪdiəʊ/ *n.* 无线电广播 p. 29
programme /ˈprəʊgræm/ *n.* 节目 p. 29
helpful /ˈhelpfl/ *adj.* 有用的；有帮助的 p. 29
*rescue /ˈreskjuː/ *n.* 营救 p. 29
mean /miːn/ *v.* (过去式 meant) 表示……的意思 p. 30
*receptionist /rɪˈsepʃənɪst/ *n.* 接待员 p. 31
allow /əˈlaʊ/ *v.* 允许进入 (或出去、通过) p. 31
pet /pet/ *n.* 宠物 p. 31
anywhere /ˈeniweə(r)/ *adv.* 任何地方 p. 31
apologize /əˈpɒlədʒaɪz/ *v.* 道歉 p. 31
lead /liːd/ *v.* (过去式 led) 带领 p. 31
bark /bɑːk/ *v.* (狗) 吠叫 p. 31
wake /weɪk/ *v.* (过去式 woke) 醒来 p. 31
towel /ˈtaʊəl/ *n.* 毛巾 p. 31
bottom /ˈbɒtəm/ *n.* 底部 p. 31
finally /ˈfaɪnəli/ *adv.* 终于；最后 p. 31
airport /ˈeəpɔːt/ *n.* 机场 p. 34
appear /əˈpɪə(r)/ *v.* 出现 p. 34
act /ækt/ *v.* 扮演 (戏剧、电影中的角色) p. 34
climb /klaɪm/ *v.* 攀登；攀爬 p. 39
dark /dɑːk/ *adj.* 黑暗的 p. 39
nothing /ˈnʌθɪŋ/ *pron.* 没有什么；没有一件东西 p. 39

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arrive at 到达 p. 31
by oneself 独自 p. 31
lead (sb.) to 带着 (某人) 到 p. 31
fall asleep 入睡 p. 31
wake up 醒来 p. 31
get down 蹲下；趴下 p. 31
fire engine 消防车 p. 31

Unit 4

save /seɪv/ *v.* 拯救 p. 43
pine /paɪn/ *n.* 松树 p. 43
discuss /dɪˈskʌs/ *v.* 讨论 p. 43
branch /brɑːntʃ/ *n.* 树枝 p. 44
*root /ruːt/ *n.* 根 p. 44
fight /faɪt/ *v.* (过去式 fought) 与……作斗争 p. 44
against /əˈgenst/ *prep.* 反对 p. 44
example /ɪgˈzɑːmpl/ *n.* 例子 p. 44
harmful /ˈhɑːmfl/ *adj.* 有害的 p. 45
gas /gæs/ *n.* 气体 p. 45
produce /prəˈdjuːs/ *v.* 产生；生产 p. 45
oxygen /ˈɒksɪdʒən/ *n.* 氧气 p. 45
major /ˈmeɪdʒə(r)/ *adj.* 主要的 p. 45
convenient /kənˈviːniənt/ *adj.* 方便的 p. 45
furniture /ˈfɜːnɪtʃə(r)/ *n.* 家具 p. 45
imagine /ɪˈmædʒɪn/ *v.* 想像；设想 p. 45
disease /dɪˈziːz/ *n.* 疾病 p. 48
dig /dɪg/ *v.* (过去式dug) 挖 p. 53
hole /həʊl/ *n.* 洞 p. 53
carry /ˈkæri/ *v.* 搬；扛；背 p. 53
*container /kənˈteɪnə(r)/ *n.* 容器 p. 53

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take in 吸收 p. 45
come from 来自 p. 45
for example 例如 p. 45
in fact (补充细节) 确切地说 p. 45
look around 环顾四周 p. 45
(be) made of 由……制成 p. 45
millions of 大量的；数以百万计的 p. 45
(be) good for 对……有用，有好处 p. 52

Unit 5

drop /drɒp/ *n.* 滴 p. 57
v. 掉下；落下 p. 59
journey /ˈdʒɜːni/ *n.* 旅行；旅程 p. 57

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quantity /'kwɒntəti/ *n.* 数量 p. 57
experiment /ɪk'sperɪmənt/ *n.* 实验；试验 p. 57
fresh /freʃ/ *adj.* 淡的；无盐的 p. 58
salt /sɔːlt/ *n.* 盐 p. 58
on /ɒn/ *adv.* (表示已连接、处于工作状态或使用中) p. 59
voice /vɔɪs/ *n.* 嗓音；说话声 p. 59
*reservoir /'rezəvwɑː(r)/ *n.* 水库 p. 59
add /æd/ *v.* 增加；添加 p. 59
chemical /'kemɪkl/ *n.* 化学品 p. 59
through /θruː/ *prep.* 通过；穿过 p. 59
pipe /paɪp/ *n.* 管道 p. 59
valuable /'væljuəbl/ *adj.* 宝贵的；很有用的 p. 59
bit /bɪt/ *n.* 有点；一点 p. 62
bank /bæŋk/ *n.* 银行 p. 62
change /tʃeɪndʒ/ *n.* 找给的零钱；找头 p. 62
return /rɪ'tɜːn/ *v.* 归还 p. 62
*vapour /'veɪpə(r)/ *n.* 蒸气；雾气 p. 66
form /fɔːm/ *v.* 形成；构成 p. 66
*stir /stɜː(r)/ *v.* 搅拌 p. 67
continue /kən'tɪnjuː/ *v.* 继续 p. 67
*crystal /'krɪstl/ *n.* 结晶 (体) p. 67

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turn off 关掉 p. 59
add ... to ... 把……加入 p. 59
a bit 有点；一点 p. 62
part of ……的一部分 p. 62
pocket money (父母给孩子的)零花钱 p. 62
(be) made up of 由……组成 p. 67
dry up 干涸 p. 67

Unit 6

electricity /ɪˌlek'trɪsəti/ *n.* 电 p. 71
conversation /ˌkɒnvə'seɪʃn/ *n.* 谈话 p. 71
*identify /aɪ'dentɪfaɪ/ *v.* 确认；认出 p. 71
rule /ruːl/ *n.* 规则 p. 71
anyone /'eniwʌn/ *pron.* 任何人 p. 73
reply /rɪ'plaɪ/ *v.* 回答 p. 73
foolish /'fuːlɪʃ/ *adj.* 愚蠢的 p. 73
wire /'waɪə(r)/ *n.* 电线 p. 73
connect /kə'nekt/ *v.* (使) 连接 p. 73
*cable /'keɪbl/ *n.* 电缆 p. 73
moment /'məʊmənt/ *n.* 瞬间；片刻 p. 73
battery /'bætəri/ *n.* 电池 p. 73
cooker /'kʊkə(r)/ *n.* 厨灶；炉具 p. 76
fridge /frɪdʒ/ *n.* 冰箱 p. 76
*bulb /bʌlb/ *n.* 电灯泡 p. 81
lock /lɒk/ *v.* (用锁) 锁上 p. 81
test /test/ *v.* 测试 p. 81
tidy /'taɪdi/ *v.* 使整洁；使整齐 p. 81
touch /tʌtʃ/ *v.* 触摸；碰 p. 82

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a packet of 一袋 p. 73
in a way 在某种程度上 p. 73
(be) connected to 连接到 p. 73
power station 发电站 p. 73
washing machine 洗衣机 p. 76
switch off 关 (电灯、机器等) p. 81
tidy up 收拾妥；整理好 p. 81
air conditioner 空调 p. 82

Unit 7

poem /'pəʊɪm/ *n.* 诗歌 p. 87
ordinary /'ɔːdnri/ *adj.* 普通的；平凡的 p. 87
feeling /'fiːlɪŋ/ *n.* 感觉；情感 p. 87
order /'ɔːdə(r)/ *n.* 命令 p. 87
advice /əd'vaɪs/ *n.* 建议 p. 87
aloud /ə'laʊd/ *adv.* 大声地；高声地 p. 87
group /gruːp/ *n.* 组；群 p. 87
agree /ə'griː/ *v.* 同意 p. 88
disagree /ˌdɪsə'griː/ *v.* 不同意 p. 88

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*rhyme /raɪm/ *n.* 押韵词 p. 88
complete /kəm'pliːt/ *adj.* 完整的；整个的 p. 88
well /wel/ *n.* 井；水井 p. 88
shower /'ʃaʊə(r)/ *n.* 淋浴 p. 89
*site /saɪt/ *n.* 建筑工地 p. 89
narrow /'nærəʊ/ *adj.* 狭窄的 p. 89
height /haɪt/ *n.* 高度 p. 89
superman /'suːpəmæn/ *n.* 超人 p. 89
seller /'selə(r)/ *n.* 卖者；卖方 p. 89
smile /smaɪl/ *v.* & *n.* 微笑 p. 89
rush /rʌʃ/ *v.* 迅速移动 p. 89
crowd /kraʊd/ *n.* 人群 p. 89

(not) at all 一点也（不）；完全（不） p. 88
(be) worried about 为……担忧 p. 89
newspaper stand 报摊 p. 89
rush out 冲出去 p. 89
a crowd of 一群 p. 89

Unit 8

career /kə'rɪə(r)/ *n.* 事业 p. 103
planet /'plænɪt/ *n.* 行星 p. 104
satellite /'sætəlaɪt/ *n.* 卫星 p. 104
*velvet /'velvɪt/ *n.* 丝绒；天鹅绒 p. 105
diamond /'daɪəmənd/ *n.* 钻石 p. 105
shoot /ʃuːt/ *v.* (过去式 shot)（朝某个方向）射，冲，飞驰 p. 105
host /həʊst/ *v.* 主持 p. 105
knowledge /'nɒlɪdʒ/ *n.* 知识 p. 105
lively /'laɪvli/ *adj.* 生动的 p. 105
last /lɑːst/ *v.* 持续 p. 105
*actually /'æktʃuəli/ *adv.* 事实上 p. 105
anybody /'enibɒdi/ *pron.* 任何人 p. 105
achieve /ə'tʃiːv/ *v.* （凭长期努力）达到（某目标、地位、标准） p. 105
sail /seɪl/ *v.* 驾驶帆船航行 p. 108
decide /dɪ'saɪd/ *v.* 决定 p. 108
train /treɪn/ *v.* 训练；接受训练 p. 108
alone /ə'ləʊn/ *adv.* 独自 p. 113

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in the future 将来 p. 103
used to 曾经 p. 105
go outside 外出 p. 105
look like 看起来像 p. 105
more and more 越来越多 p. 105
grow up 长大 p. 108
go sailing 去进行帆船运动 p. 108

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Words and expressions in alphabetical order

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a crowd of 一群 p. 89
a packet of 一袋 p. 73
achieve /əˈtʃiːv/ *v.* （凭长期努力）达到（某目标、地位、标准） p. 105
act /ækt/ *v.* 扮演（戏剧、电影中的角色） p. 34
*actually /ˈæktʃuəli/ *adv.* 事实上 p. 105
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add ... to ... 把……加入 p. 59
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against /əˈgenst/ *prep.* 反对 p. 44
agree /əˈgriː/ *v.* 同意 p. 88
air conditioner 空调 p. 82
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arrive at 到达 p. 31
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B

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bark /bɑːk/ *v.* （狗）吠叫 p. 31
battery /ˈbætəri/ *n.* 电池 p. 73
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by oneself 独自 p. 31

C

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come from 来自 p. 45
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D

dark /dɑːk/ *adj.* 黑暗的 p. 39
date /deɪt/ *n.* 日期 p. 25
decide /dɪˈsaɪd/ *v.* 决定 p. 108

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department store 百货商店 p. 17
diamond /'daɪəmənd/ *n.* 钻石 p. 105
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discuss /dɪ'skʌs/ *v.* 讨论 p. 43
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drop /drɒp/ *n.* 滴 p. 57
v. 掉下；落下 p. 59
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E

electricity /ɪˌlek'trɪsəti/ *n.* 电 p. 71
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Europe /'jʊərəp/ *n.* 欧洲 p. 17
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F

fall asleep 入睡 p. 31
(be) famous for 以……而闻名 p. 16
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fight /faɪt/ *v.* (过去式 fought) 与……作斗争 p. 44
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furniture /'fɜːnɪtʃə(r)/ *n.* 家具 p. 45

G

gas /gæs/ *n.* 气体 p. 45
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give up 放弃 p. 3
go on holiday 去度假 p. 24
go outside 外出 p. 105
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