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2013

义务教育教科书

英语
ENGLISH

八年级　下册



上海教育出版社

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写在前面

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

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

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

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

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

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

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

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

能否达成目标？一年后见！

初中《英语》编写组

2012 年 12 月

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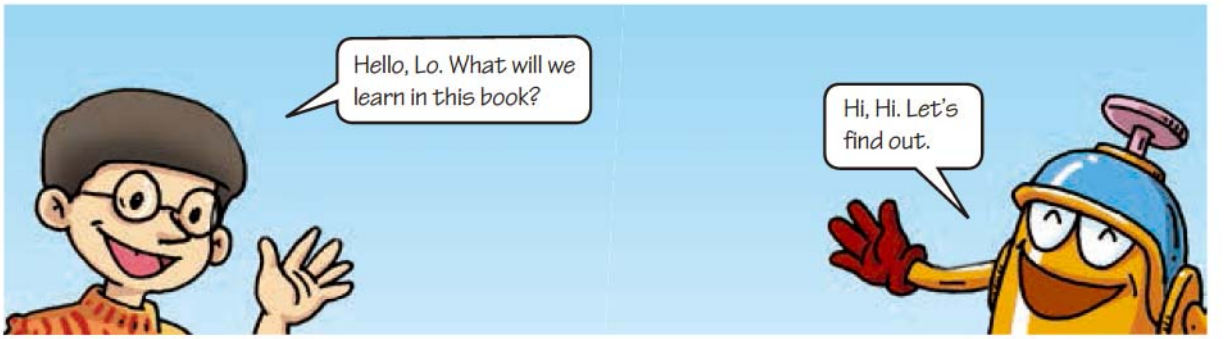
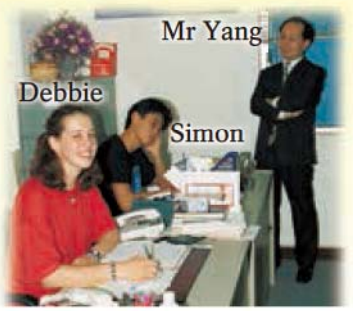


Helping those in need

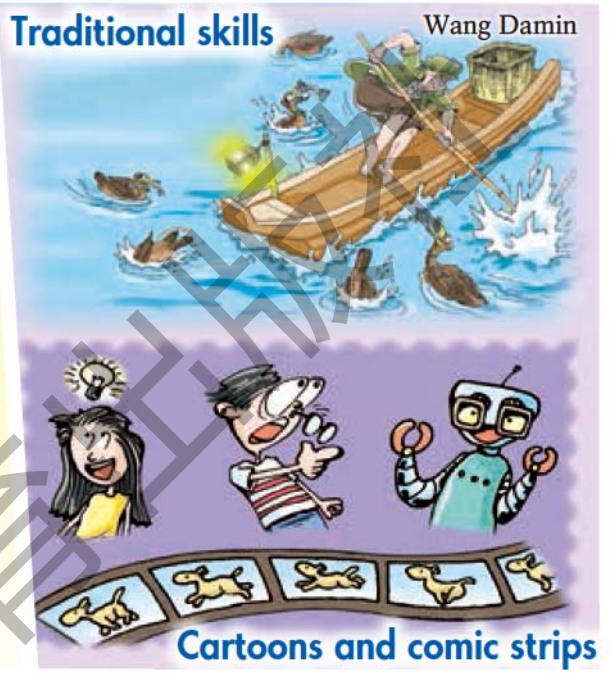




Body language

Traditional skills

Wang Damin



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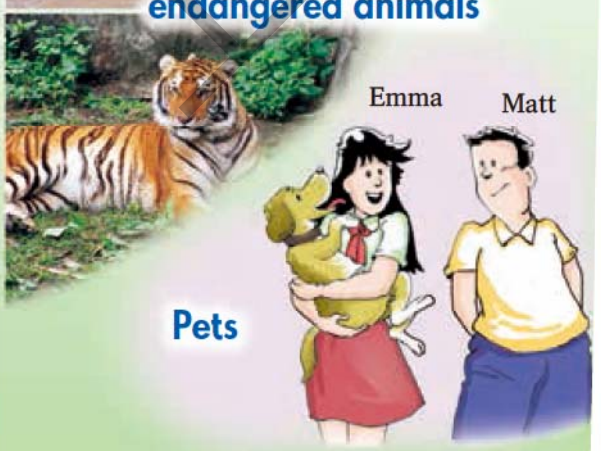

Pets



The unknown world

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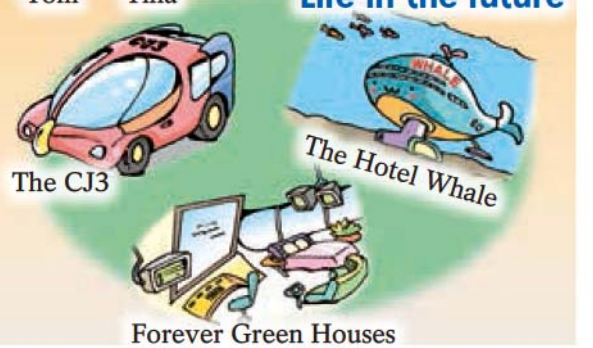

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Unit 1 Helping those in need

Getting ready

In this unit, you will learn about voluntary activities.

Reading

- Read three students' reports on their voluntary work.

Listening

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

Grammar

- Learn how to use **infinitives**.

Speaking

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

Writing

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



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Reading

A What do you know about ...?

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

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

1



2



3



4



B Before you read

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

Annie Betty Mark

1 I talked to children without parents. _____

2 I helped sick children. _____

3 I taught disabled children to sing. _____

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Voluntary work

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



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

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

Betty

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



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

Mark



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

I met a boy called Tim. He hurt his legs in an accident, but he has lots of courage. We need to help children like Tim and raise their spirits. I will continue to do voluntary work in the future.

Annie

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C Vocabulary

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

1 When something is *serious*, it is _____.
a bad or dangerous **b** good and safe

2 If you have an *illness*, you are a person _____.
a in good health **b** in bad health

3 If you have *peace*, you are _____.
a nervous **b** not worried or excited

4 A person with *courage* is usually _____ of something dangerous or difficult.
a afraid **b** not afraid

5 If you *raise* something, you _____.
a make it lower **b** move it higher

6 If you are in high *spirits*, you have a good _____.
a feeling **b** ability

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

difficulty express lonely offer voluntary work

Joe wanted to do (1)_____ during the summer holidays, so he (2)_____ to help at a local hospital.

Every Saturday, he went there to look after the patients. One of them had (3)_____ walking, so he helped him move around. Another one could not see. Joe read news and funny stories to her so that she did not feel (4)_____. Joe also talked with the patients. This helped them (5)_____ their feelings.

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

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Strategy

Using prefixes to guess the meanings of words

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

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

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

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

D Comprehension

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

They need help!

Can you help these children?

Cindy, aged 12

Cindy is in hospital because she (1) _____. Cindy wants to (2) _____ the park near her home. We need someone to go to the park and (3) _____ for Cindy.

Vivien, aged 13

Vivien's parents died in (4) _____. She is (5) _____ _____. We need someone to talk to her and make friends with her.

Tim, aged 14

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

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

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Listening

Money-raising activities

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

How did your class raise money?	How much money did you raise?	What will you use the money for?
Doris • A (1) _____ _____ for students • All of them paid money to take part.	More than (2) _____ yuan	To (3) _____ _____ for the school library
David • A (4) _____ in the playground • The students sold (5) _____ _____.	(6) _____ yuan	To (7) _____ _____ for old people in the community





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Grammar

Infinitives

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

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

> Three teenagers **offered to do** some voluntary work during the school holidays.
>
> Cindy **wanted to paint** a picture of the park near her home.

Work out the rule

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

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

choose	hope	offer	want
decide	learn	plan	wish

Things to remember

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

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

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

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

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

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

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

Things to remember

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

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

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

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

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

Betty: Do you (4) _____ me _____ (want/take) some photos of that park for you?

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

Betty: I'll go there this weekend. Then I'll bring the photos to you next week and (5) _____ you _____ (teach/paint).

Cindy: Thanks for your help.



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

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





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

1 Why did the three teenagers offer to do some voluntary work during the school holidays?
They offered to do some voluntary work ___to help___ children in need.

2 Why did Betty go to the children's hospital?
She went to the hospital _____ a painting competition for the children there.

3 Why did Betty go to the park near Cindy's home?
She went there _____ some photos.

4 Why did Mark and his mother teach Vivien to tell stories?
They taught Vivien to tell stories _____ her express her feelings.

5 Why did Annie teach disabled children to sing?
She taught them to sing _____ them joy and peace.

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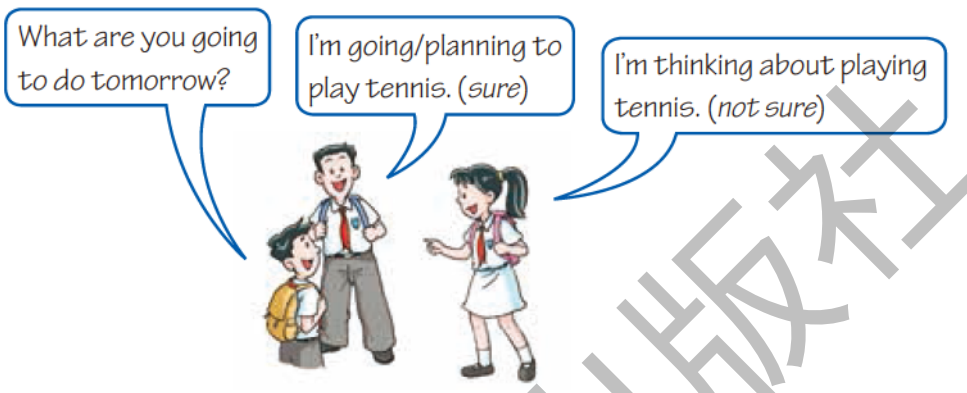
Speaking

A Talk time

Talking about plans



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

S1: What are you going to do on Saturday?
S2: (*sure*) I'm going to do some voluntary work.
(*not sure*) I'm thinking about doing some voluntary work.

1 **S1:** Sunday? **S2:** (*not sure*) visit children in hospital
2 **S1:** next Saturday? **S2:** (*not sure*) visit my grandparents
3 **S1:** this evening? **S2:** (*sure*) _____

B Speak up

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

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

S1: Which voluntary activity are you going to take part in?
S2: I'm going to visit disabled children in hospital.
S3: Why?
S2: Because I want to help them.
S4: How are you going to help them?
S2: I'm planning to teach them to sing.



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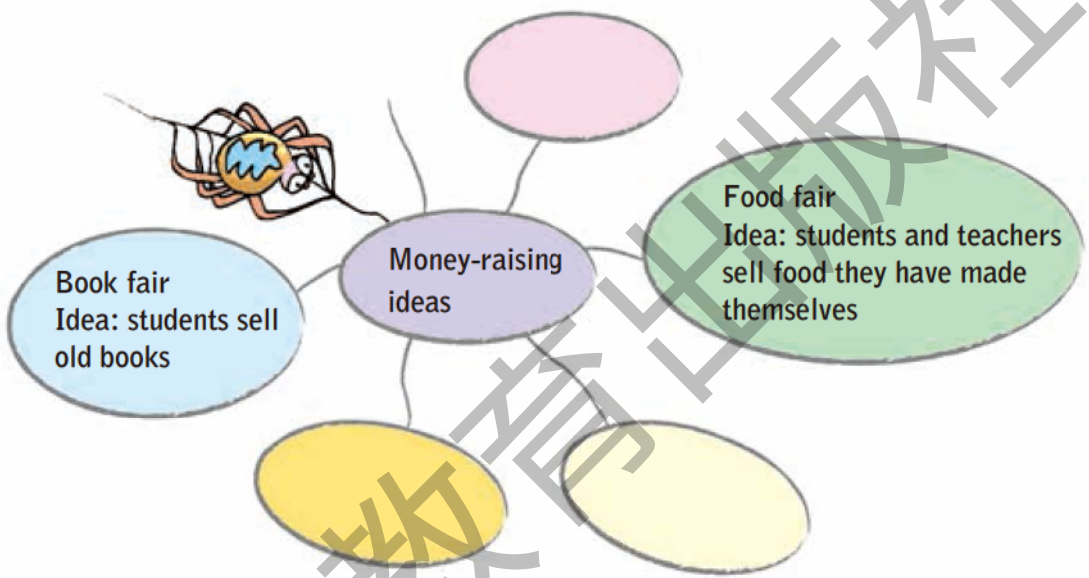
Writing

A letter to the head teacher

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

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



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

- Why are you writing the letter?

_____

- How are you going to raise money?

_____

- When and where would you like to have the activity?

_____

- What would you like the head teacher to do?

_____

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

Top tip

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

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

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* More practice

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

Success for Spring Buds

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

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

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

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



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

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

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

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Study skills

Charts and graphs (3): Using pie charts

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

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

Raising money for the APO

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

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

(1) Organize a food fair

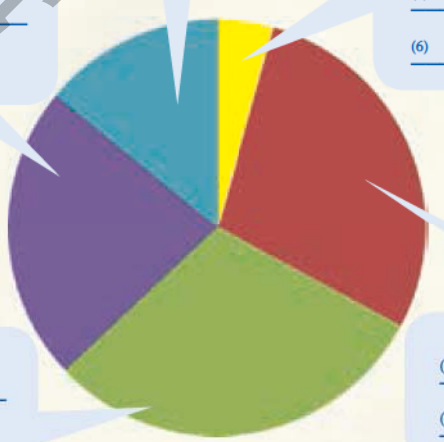
(2) _____ %

(3) _____

(4) _____ %

(5) _____

(6) _____ %



(7) _____

(8) 26 %

(9) _____

(10) _____ %

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

Amount of money	Things to buy	÷ 100 × 360°
15 yuan	Books	54°
60 yuan	Snacks	
15 yuan	Gifts	
10 yuan	Other things	

How Betty spends her pocket money every month



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

Amount of money	Things to buy	÷ _____ × 360°

How I spend my pocket money every month

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Culture corner

UNICEF

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

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

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

Self-assessment

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

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

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Unit 2

Body language

Getting ready

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

Reading

- Read a story about using body language in communication.

Listening

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

Grammar

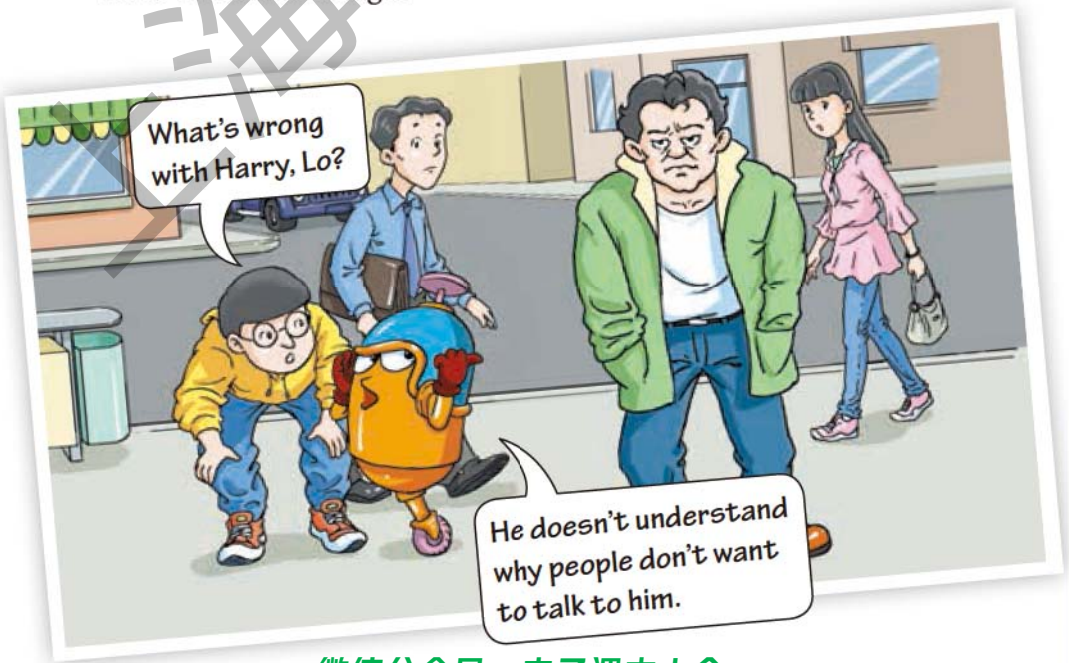
- Learn how to use **gerunds**.

Speaking

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

Writing

- Write a short message.



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Reading

A What do you know about ...?

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

angry excited happy surprised

1 

_____

2 

_____

3 

_____

4 

_____

B Before you read

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

1 Where does the story take place?

2 Who are the young people in the photo?

3 What body language are the boy and the girl showing? Tick (✓) **B** for the boy and **G** for the girl.

		B	G
a	looking down	☐	☐
b	looking up	☐	☐
c	sitting up straight	☐	☐
d	smiling	☐	☐
e	looking happy	☐	☐
f	looking bored	☐	☐

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

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Body language

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

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

Simon sighed and walked away.

"What's the matter?" Mr Yang asked.

"People always choose Debbie instead of me. I don't understand."

"I do. It's the way you communicate."

"How can that be?" Simon asked. "I don't get a chance to speak."

"Communicating is more than just speaking. Your body language is important too."

"Body language?"

"It's the way you stand and sit. It's your gestures and the expression on your face. Your whole appearance communicates things. You don't give people a good impression, Simon. You look down, you never smile and you don't turn your head towards them.

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

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

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

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

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



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C Vocabulary

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

1 wearing nice clothes (line 3) _____

2 a polite word for a woman (line 3) _____

3 the look on one's face (line 13) _____

4 the way someone or something looks (line 14) _____

5 keeping something in a place (line 17) _____

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

body language	matter	towards
later	part-time	

Simon: Mum, I'm thinking of leaving my (1) _____ job at the travel company.

Mum: What's the (2) _____? You have a good chance to learn about travel there. Don't you want to build a career in tourism?

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

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

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

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Strategy

Identifying the speaker

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

D Comprehension

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



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

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

1 What is body language according to Mr Yang?

_____

2 Why did Simon not give customers a good impression?

_____

3 Why did customers choose to talk to Debbie?

_____

4 What happened after Simon sat up straight and tried smiling at people?

_____

5 Who was the girl that walked over to Simon?

_____

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

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Listening

Ballet—the language of dancers

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

Ballet

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



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Grammar

* Gerunds

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



We form **gerunds** from verbs.

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

Work out the rule

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

Things to remember

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

  Debbie loves ***reading poems***.

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A Gerunds as subjects

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

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

Work out the rule

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

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

S1: What can shaking your closed hand show?
S2: Shaking your closed hand can show that you're angry.

1



shake your closed hand/angry

2



rest your head on your hand/bored

3



sigh/sad

4



close your eyes/thinking

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B Gerunds as objects

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

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

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

enjoy	imagine	practise
finish	mind	

Things to remember

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

Debbie is good **at communicating** with people.

I am looking forward **to going** to Beijing.

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

S1: What does the boy enjoy?

S2: He enjoys reading books.

1



enjoy/read books

2



practise/climb mountains

3



be good at/ski

4



be interested in/play chess

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Speaking

A Talk time

Making, accepting and rejecting suggestions



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

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

S1: What's the matter?
S2: I'm thinking about going somewhere nice during the summer holidays with my parents.
S1: Why don't you go to Harbin? It's cool there in summer.
S2: I went there last summer.
S1: What about Qingdao? The beach city is a perfect place for the summer holidays.
S2: Qingdao is a good place, but it's a bit far away from here. We want a short trip.
S1: Well, you'd better find some ideas for a short trip in a travel guide.
S2: That's a good idea. Thank you.
S1: You're welcome.

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B Speak up

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

crossing one's arms	shaking hands
nodding one's head	shaking one's head

1



2



crossing one's arms

3



4



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

S2: Maybe he's unhappy about something.

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

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

S1: Maybe you're right.

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Writing

A short message

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

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

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

a	the greeting	**c**	the date	**e**	the topic
b	the closing	**d**	the message	**f**	your name

18 Sept. → (4) _____

(1) a ← Hi Jimmy,

This is to remind you about our basketball game tomorrow evening. → (5) _____

I'll meet you outside the club at 8 p.m. Don't forget to wear your basketball shoes. → (6) _____

(2) _____ ← See you there!

(3) _____ ← Simon

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

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

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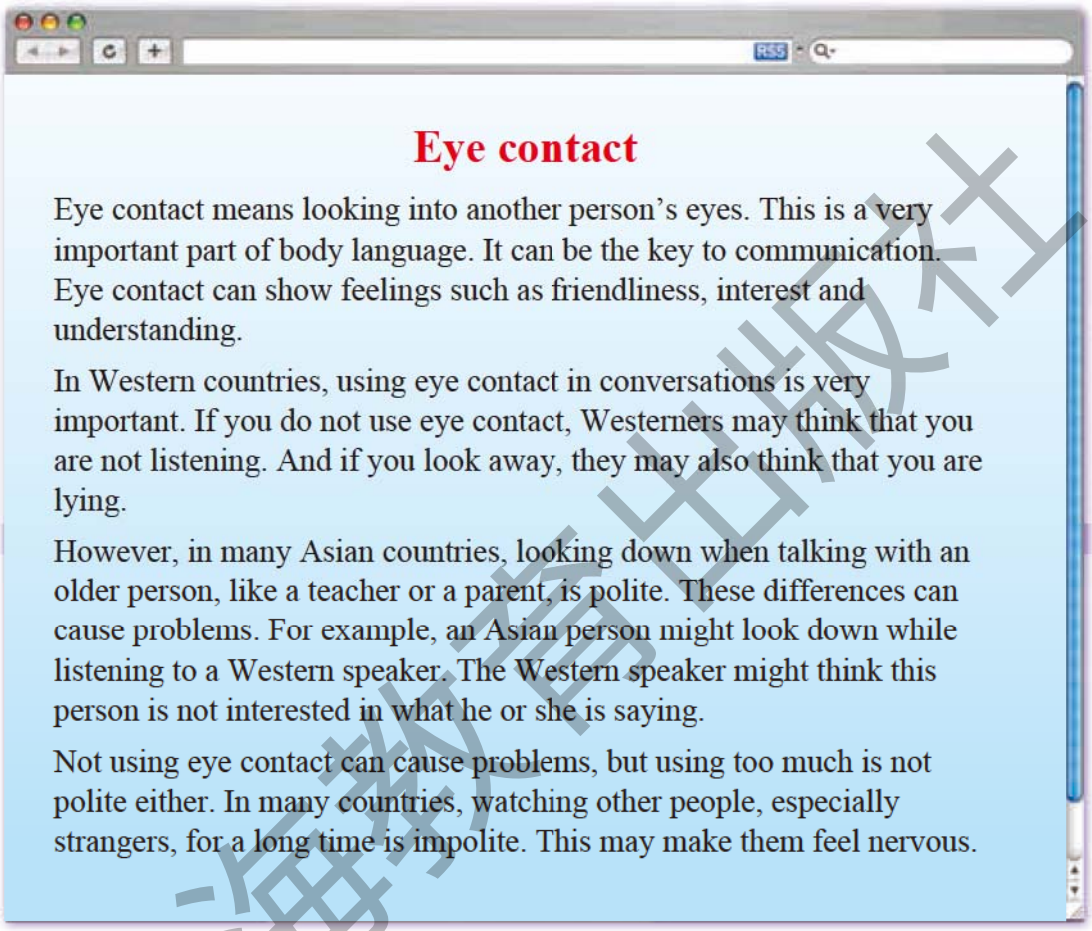
* More practice

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



Eye contact

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

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

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

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

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

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

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Culture corner

Different ways of greeting others



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

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

Self-assessment

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

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

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* Project

Setting up a voluntary group

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

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

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

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

Which place would you like to help at? Why?

The goal of our voluntary group is to help _____ because _____.

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

Top tip

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

S1: What shall we call our voluntary group?

S2: Why don't we call it …?

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

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

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

S2: That sounds great.

…

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The name of our voluntary group is _____

_____.

The slogan of our voluntary group is _____

_____.

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

Activity	Time	Place

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

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

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Unit 3

Traditional skills

Getting ready

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

Reading

- Read an article about fishing with birds.

Listening

- Listen to a description of a picture.

Grammar

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

Speaking

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

Writing

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



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Reading

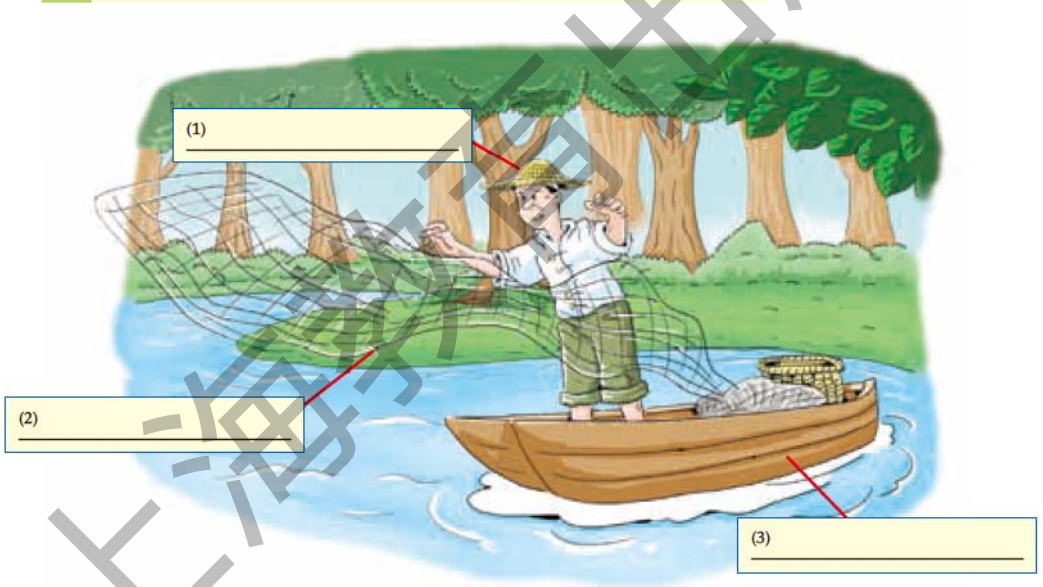
A What do you know about ...?

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

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

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

fisherman　　fishing boat　　net



B Before you read

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

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

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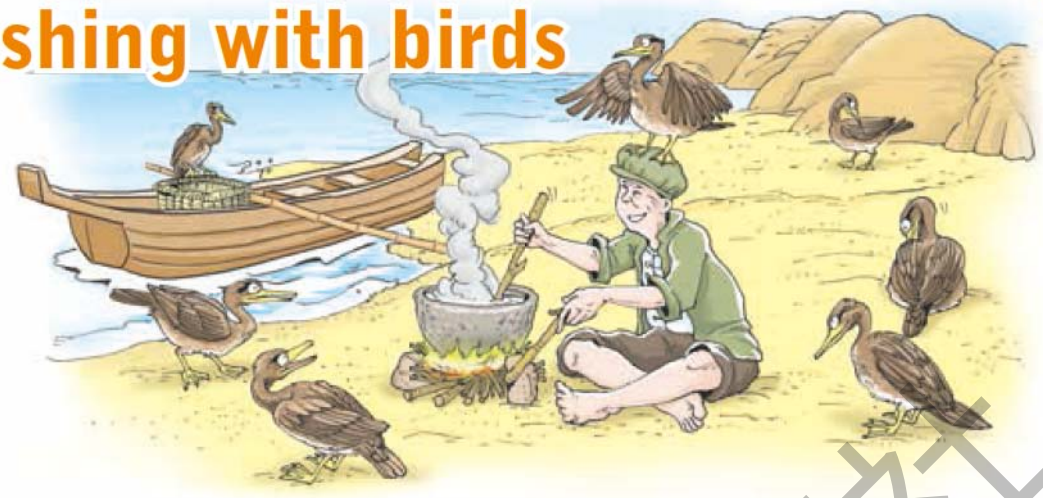
Fishing with birds



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

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

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

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



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C Vocabulary

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

1 If a person is *fit*, he or she is _____.
   a healthy and strong **b** weak and ill

2 When you *set off*, you _____ a journey.
   a plan **b** start

3 When you *reach* a place, you _____ the place.
   a arrive at **b** return from

4 If you *hang* something on a post, you _____ the post.
   a put it on **b** take it from

5 If you *require* something to do your work, you _____ it.
   a lose **b** need

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

fisherman fit hang reach require set off

To: Jenny

From: Mark

Dear Jenny,

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

I enjoyed this programme.

Best,

Mark



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D Comprehension

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

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

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

1 What do cormorants look like?

_____

2 Why are cormorants good at catching fish?

_____

3 Why does Damin hang a light on a post at the front of his boat?

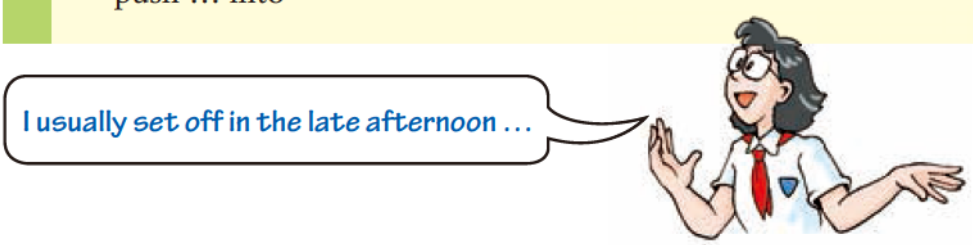
_____

4 Where was cormorant fishing once practised?

_____

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

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



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Listening

Paper cutting

Top tip

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

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

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



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

1 What time is it? _____

2 Where are the people? _____

3 What is the man with the cap doing? _____

4 Who is the young girl looking up at? _____

5 How much is a paper picture? _____

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Grammar

The passive voice

Active sentences tell us who or what does something.

> Damin **uses** cormorants to catch fish.

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

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

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

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

Work out the rule

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

Things to remember

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

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

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

bring up check control give look after take

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



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

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

Work out the rule

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

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

choose film interview take use

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



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

I You/We/They He/She/It	**will (not) be**	**seen.**

Work out the rule

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

Things to remember

Note the positions of the verbs in passive questions:

Is a piece of grass **tied** around the neck of each bird?
Was a light **hung** on the post at the front of the boat?
Will the fish **be sold** in the market?

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

add make show take watch

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



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Speaking

A Talk time

Describing people

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



Age
young
middle-aged
old

Build
heavy
big
slim/thin





Height
tall
short

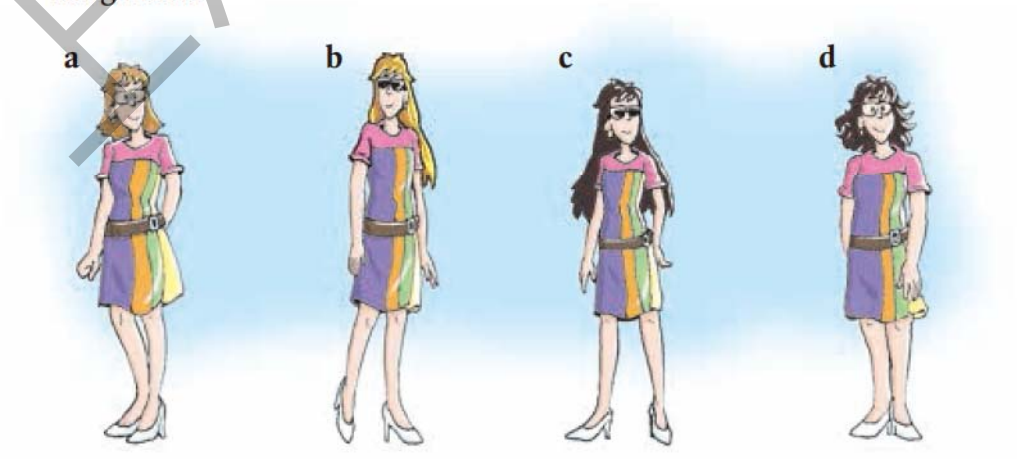
Hair/Other
black/blond(e)/brown hair
long/short hair
wears glasses



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

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

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



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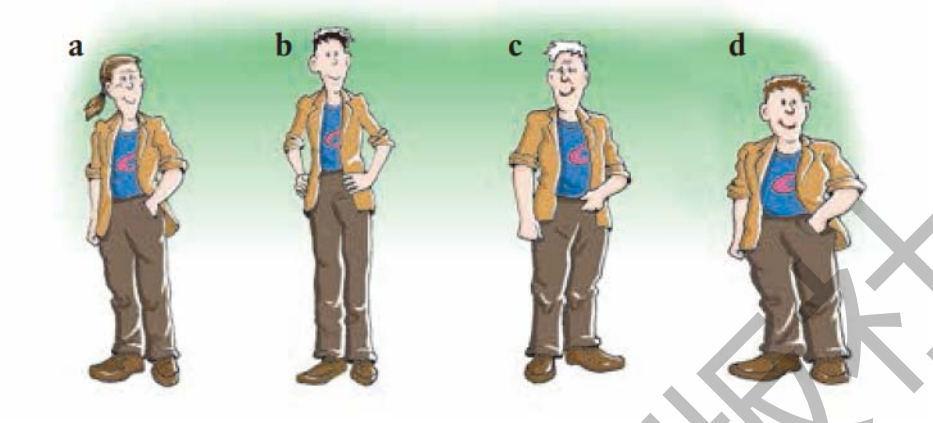
2 He is very young. He is short and heavy. He has short, brown hair.



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

B Speak up

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

When did people first start making paper cuttings? (*the 6th century*)
What tools are used to make paper cuttings? (*scissors, paper*)
What patterns are used in paper cutting? (*animals, plants, Chinese characters for health or good luck, etc.*)
When are paper cuttings used? (*the Spring Festival, weddings*)





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Writing

A person with a traditional skill

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



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

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

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

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

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

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

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

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

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* More practice

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

Shadow puppet plays

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

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

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

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



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

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

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

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Study skills

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

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

When you do these, you should try to:

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

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



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

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

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

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

3 What makes the poster easy to read?

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

4 What is the main information in the poster?

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

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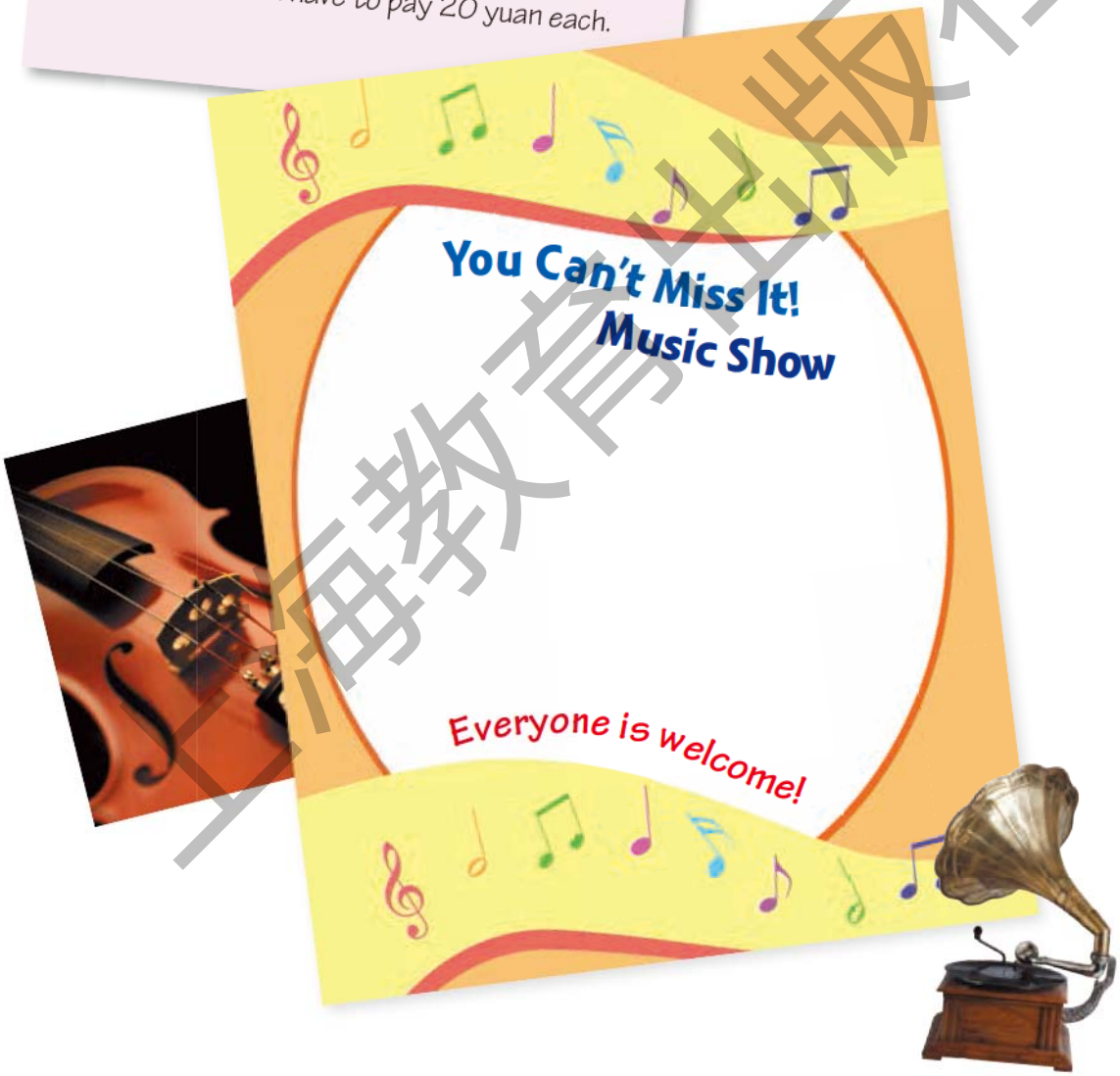
B *In pairs, improve the notice below. Do not write more than 25 words.*

Notice

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



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

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Culture corner

Chinese knots

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



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

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

Self-assessment

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

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

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Unit 4

Cartoons and comic strips

Getting ready

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

Reading

- Read an article about how to make a cartoon.

Listening

- Listen to a story about a baby dinosaur.

Grammar

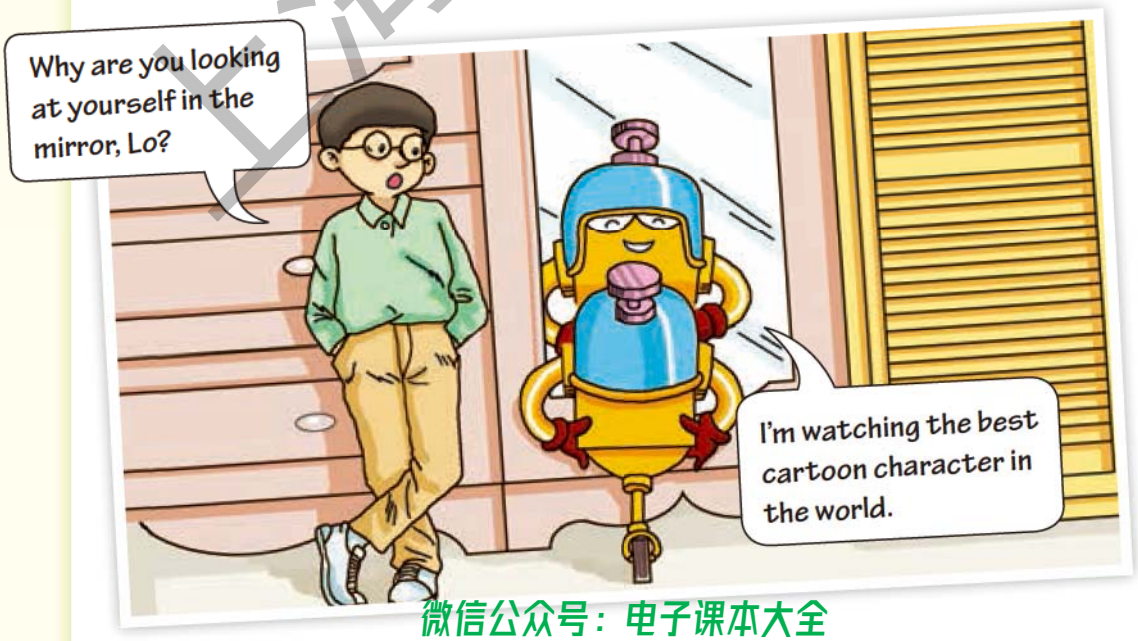
- Learn how to use **the passive voice** with **modal verbs**.
- Learn how to use **the passive voice** in **the present perfect tense**.

Speaking

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

Writing

- Write the words for a comic strip.



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Reading

A What do you know about ...?

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

a 

b 

c 

d 

Meanings of symbols

1 This is a "speech bubble" for the words that the character says. ☐

2 If a character's eyes pop out like this, it means he/she is very surprised. ☐

3 The light bulb symbol means that the character has an idea. ☐

4 This is a "thought bubble" for the words that the character is thinking of. ☐

B Before you read

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

a Make a rough sketch of the story. ☐

b Have a good idea for a story. ☐

c Use a computer program to put the pictures together. ☐

d Think about the characters. ☐

e Add colour to the drawings. ☐

f Record the voices and sound effects. ☐

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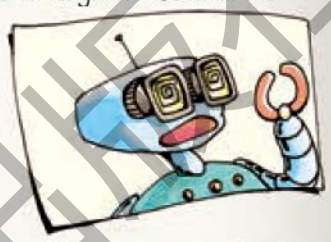
Jason is learning how to make cartoons. He has found some information in a magazine.

How to make a cartoon

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

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

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



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

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

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

In the second stage, think about the kinds of characters you want and what they will look like.

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

Now make a rough sketch of the story.

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

In the next stage, a computer program is used to put the pictures together as a film.



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

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

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C Vocabulary

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

1 The _____ idea of the story must be *simple as well as important*. (line 1)

2 The painting is really interesting. The people in it *look* real. They _____ to be alive. (line 16)

3 He wants to be *a person in a film*. His dream is to be an _____. (line 22)

4 This shirt _____ your trousers well. Their colours really *go together*. (line 23)

5 They did *not* watch the cartoon *together*. They went to the cinema _____. (line 24)

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

actor appear basic decide on record

To: Anna

From: Jason

Hi Anna,

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

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

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

Yours,
Jason

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Strategy

Making summaries

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

D Comprehension

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

My chat room

Options Help About

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

Jason: (1) _____

Anna: What should I do after that?

Jason: (2) _____

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

Jason: (3) _____

Anna: What should I do next?

Jason: (4) _____

Anna: What should I do last?

Jason: (5) _____

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

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

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Listening

A comic strip about a baby dinosaur

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



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

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Grammar

A The passive voice with modal verbs

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



Each picture	**should be**	**made** a little different from the one before it.
	should not be	**made** the same as the one before it.
Sound effects	**must be**	**added**.
	must not be	**forgotten**.

Should	each picture	**be**	**made** a little different from the one before it?
Must	sound effects	**be**	**added**?

Yes,	it **should**.	No,	it **should not/shouldn't**.
Yes,	they **must**.	No,	they **must not/mustn't**.

Work out the rule

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

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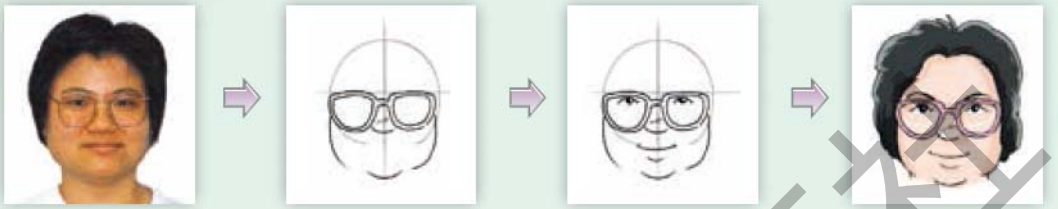
Complete the article below with the correct forms of the words in brackets.

Drawing cartoon faces



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

A rough circle (2) _____ (should/draw) first. Then a nose and big glasses (3) _____ (should/add).

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

Finally, some hair (6) _____ (should/add) to the cartoon. The face (7) _____ (can/colour) with bright colours.

* B The passive voice in the present perfect tense

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

> After everything **has been checked**, it is ready to be played for everyone to enjoy.
>
> The cartoon characters **have been drawn** carefully by the artists.

Work out the rule

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

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

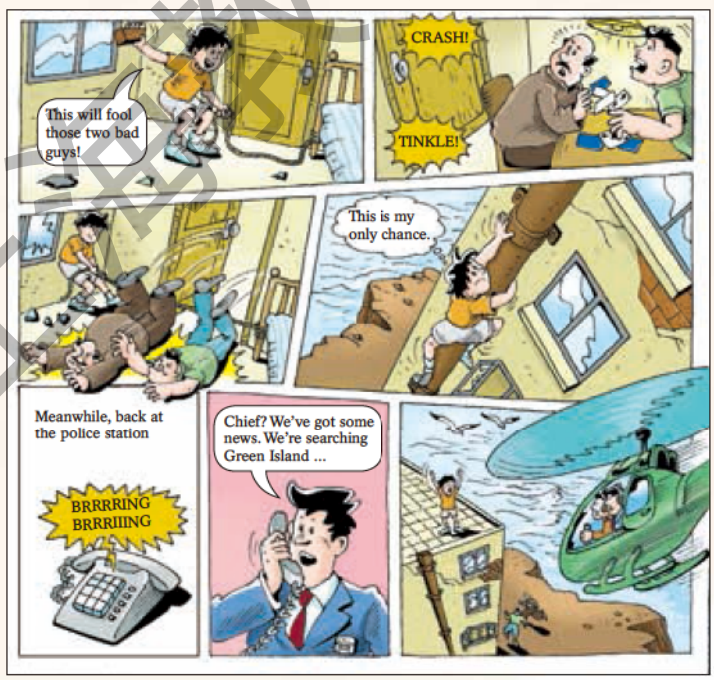
S1: Now I've drawn a rough circle. What should I do next?
S2: After a rough circle has been drawn, you should add a nose and big glasses.
S1: I've added the nose and big glasses. What must I do now?
…

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

How to make a comic strip

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

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



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Speaking

A Talk time

Giving warnings

Here are some ways of warning people.



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

Peter: Let's have a look in the South Shopping Centre.
Judy: All right, but watch the steps as you go in.
Peter: Thanks. Let's go this way.
Judy: OK, but watch out! The floor is wet.
Peter: Here's a shop. Let's go in.
Judy: All right, but be careful! Don't break anything.
Peter: Oh, I like this vase. I'll just pick it up and … oops!
Judy: Look out! You almost dropped it.

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

B Speak up

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

What happens to the baby dinosaur in the end?
Does the baby dinosaur become a football star?
How does the baby dinosaur feel?

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

a The baby dinosaur
b The mother dinosaur
c The captain of the Blue Team
d One of the fans of the Blue Team

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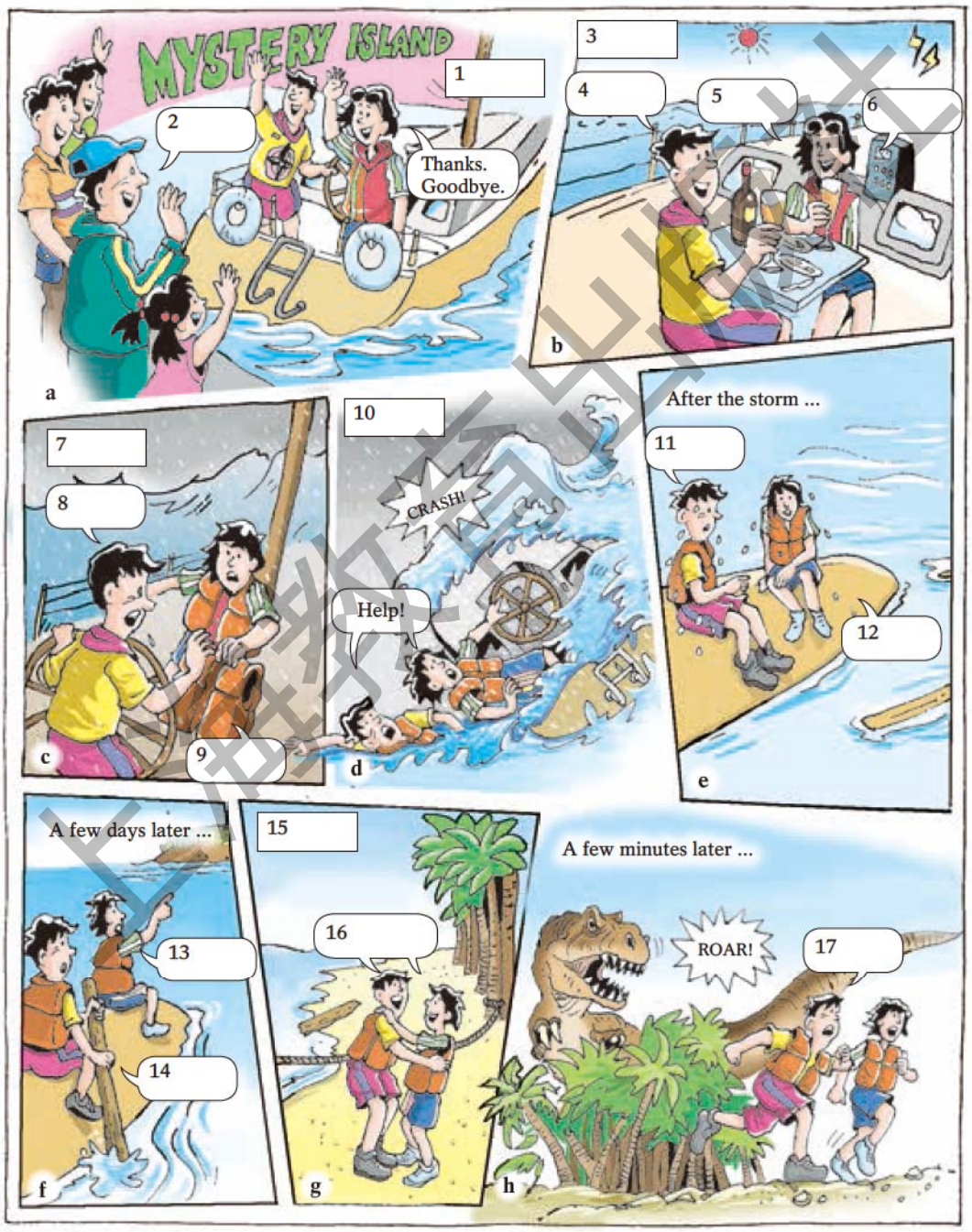
Writing

Mystery Island

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



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

a
a small boat
a trip around the world

b
… were celebrating
the weather forecast
a storm is coming

c
in trouble
life jacket

d
a huge wave

e
Thank goodness

f
Look! There's a/an …
Let's …

g
We made it!

h
Quick! Run!
a dinosaur

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

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* More practice

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

Tom and Jerry

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

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

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

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



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

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

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Culture corner

Havoc in Heaven



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

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

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

Self-assessment

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

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

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* Project

A comic book

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

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

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

Top tip

Think of these points when you plan your comic strip:

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

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

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

Story: The fisherman and his three cormorants are on the river. The cormorants go under the water for some fish. When Cormorant 1 comes up, he does not have a fish. He has a gold coin in his mouth.
Cormorant 2 thinks Cormorant 1 is stupid, but Cormorant 3 is happy because they will not have to work today.

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

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



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

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Unit 5

Save the endangered animals

Getting ready

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

Reading

- Read a fact file about the giant panda.

Listening

- Listen to a speech about endangered animals.

Grammar

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

Speaking

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

Writing

- Write a fact file about an endangered animal.



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Reading

A What do you know about ...?

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

1 How many pandas still live in the wild?
a About 1,600. **b** About 160,000.

2 Can pandas climb trees?
a Yes, they can. **b** No, they can't.

3 What do pandas usually eat?
a Bananas. **b** Bamboo.

4 How long can pandas live in the wild?
a About 20 years. **b** About 50 years.

5 Where do pandas live? (There is more than one answer.)
a In Sichuan. **c** In Gansu.
b In Shaanxi. **d** In Jiangsu.



B Before you read

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

Panda facts

Adult weight: about (1)_____ kilograms

Life: Pandas live for about (2)_____ in the wild but in zoos they can live for (3)_____.

Food: A panda eats about (4)_____ of bamboo a day.

Home: Pandas live high up in the mountains of (5)_____.

Population: There are about (6)_____ pandas in the wild.

Behaviour: Pandas spend more than (7)_____ a day eating.

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THE GIANT PANDA



Giant Panda Fact File

Population In the wild: about 1,600

Appearance Weight at birth: about 100–200 grams
Adult weight: about 100–150 kilograms
Colour: black and white

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

Home

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

Food

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

Behaviour

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

Life

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

The future

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





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C Vocabulary

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

1 The giant panda has a small *population*.
   a the total weight of animals in an area
   b the total number of animals in an area

2 Not many pandas live in the *wild* because there is not enough food for them.
   a a natural environment not controlled by people
   b a dangerous place

3 A giant panda is tiny *at birth*.
   a when it dies **b** when it is born

4 A giant panda is about two to three feet tall at the *shoulder*.
   a the part of the body between the arms and the neck
   b the top of the head

5 Shaanxi is in *Central* China. You can see pandas there.
   a the middle of **b** the area around

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

adult	in the wild	population
at birth	kilogram	

Rabbit fact file

A rabbit weighs between 0.4 and 2 (1)_____ and can live for up to 12 years. However, a rabbit (2)_____ can seldom live for more than a year.

(3)_____, a baby rabbit cannot see. An (4)_____ rabbit cannot see very far, but it can see behind itself without turning its head.

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



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Strategy

Scanning

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

D Comprehension

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

Please help us!

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

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

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

Why are giant pandas endangered?

- They are losing their homes because _____
  _____.
- _____
- _____

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

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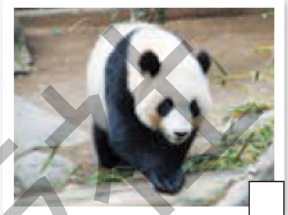
Listening

Endangered animals

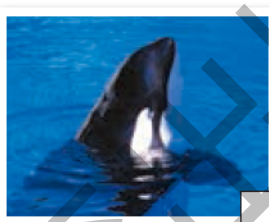
A *Jason is listening to a speech about endangered animals at school. Listen to the speech and tick (✓) the animals that are mentioned in it.*

1 

2 

3 

4 

5 

6 

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

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

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

Jason: It has close to (1) _____ _____ members in around (2) _____ countries. I know that there are (3) _____ of endangered animals around the world.

Mum: Why are they endangered?

Jason: It's because people (4) _____ _____ forests and (5) _____ the water.

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

Jason: They work to (6) _____ the endangered animals and their (7) _____.

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Grammar

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

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

Work out the rule

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

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



Ways to protect endangered animals

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

Protecting endangered animals

1 It is important for people/us to _____.
2 _____
3 _____
4 _____

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B Using adjective + *enough* + *to* + verb

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

Things to remember

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

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

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

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

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

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

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

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



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

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

Work out the rule

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

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

bad	foolish	kind	silly
clever	good	nice	wrong

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

bad	clever	lose	take
careless	nice	show	wave

1



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

2



_____ at the visitors.

3



_____ her camera.

4



_____ Helen's camera.

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Speaking

A Talk time

Talking about obligations



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

Kevin: What should we do to protect the fish in the river?
Amy: We mustn't throw rubbish into the river. The fish will die if the river is polluted.
Kevin: What else should we do?
Amy: We should write to factories and ask them to stop polluting the river.
Kevin: Good idea.

B Speak up

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

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

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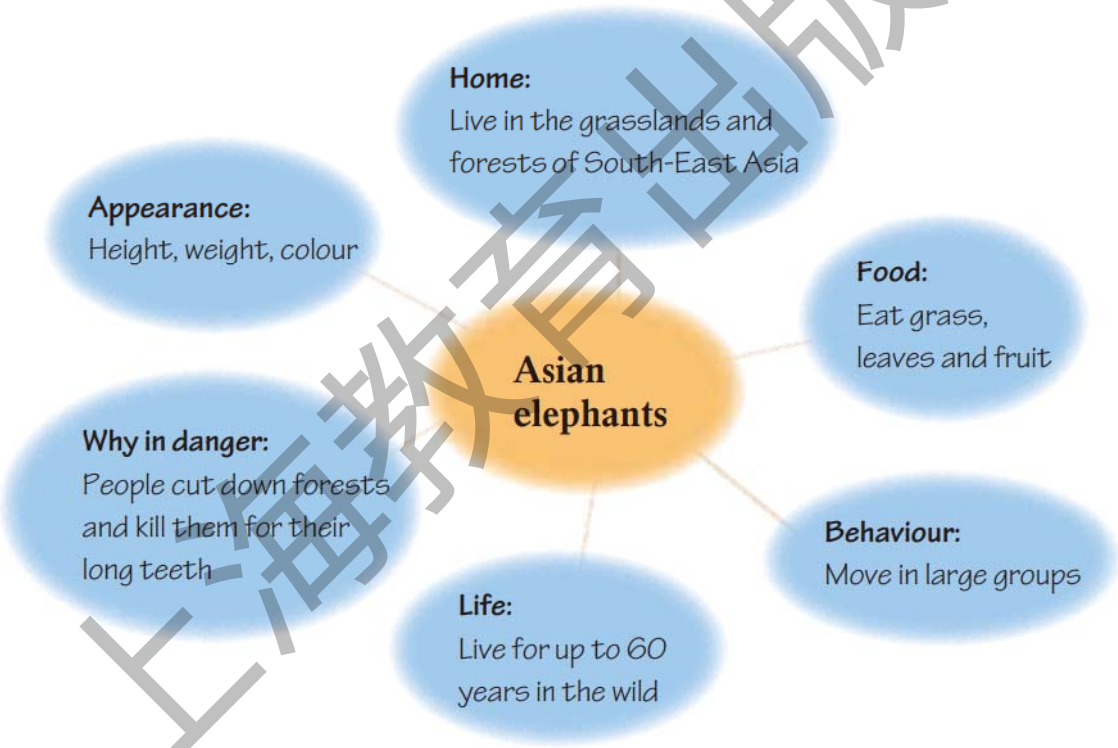
Writing

An endangered animal

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

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

Asian elephants	giant pandas
blue whales	South China tigers



Top tip

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

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

Asian elephant fact file



Appearance

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

Home

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

Food

Asian elephants usually eat grass, leaves and fruit.

Behaviour

Asian elephants often move in large groups.

Life

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

Why in danger

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



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* More practice

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

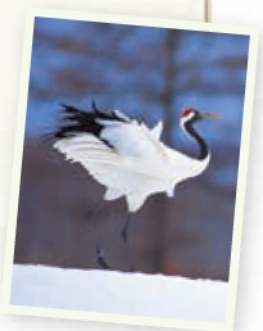
The story of the red-crowned crane

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

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

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

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



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

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

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

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Study skills

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

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

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

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

can *v* [BrE] /kən/ [AmE] /kæn/

1 used to say that it is possible for sb/sth to do sth, or for sth to happen
- *We can catch the bus here.*

2 used to say that sb knows how to do sth
- *She can speak Spanish.*

3 used with the verbs "feel", "hear", "see", "smell", "taste"
- *I can hear music.*

4 used to show that sb is allowed to do sth
- *We can wear jeans at work.*

5 (informal) used to ask permission to do sth
- *Can I read your newspaper?*

6 (informal) used to ask sb to help you
- *Can you help me with this box?*

can *n* [BrE] /kæn/ [AmE] /kæn/

1 [C] a metal container in which food and drink is sold
- *a can of beans, a beer/paint can*

2 **the can** [sing.] (AmE, slang) prison
- *He spent 30 years in the can.*

IDIOMS

no can do (informal) used to say that you are not able or willing to do sth
- *Sorry, no can do. I'm busy at the moment.*

a can of worms (informal) if you open up a can of worms, you start doing sth that will cause a lot of problems and be very difficult
- *Do not open a can of worms by giving Matthew any suggestions.*

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

_____

2 What are the two pronunciations of the word?

_____

3 Why are some words in italics?

_____

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

_____

5 What do the words "informal" and "slang" mean?

_____

6 What idioms are given?

_____

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

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

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

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

4 What is the American English for "autumn"?

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

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

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Culture corner

WWF

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

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

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

Self-assessment

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

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

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Unit 6 Pets

Getting ready

In this unit, you will learn about pets.

Reading

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

Listening

- Listen to a conversation about different kinds of pets.

Grammar

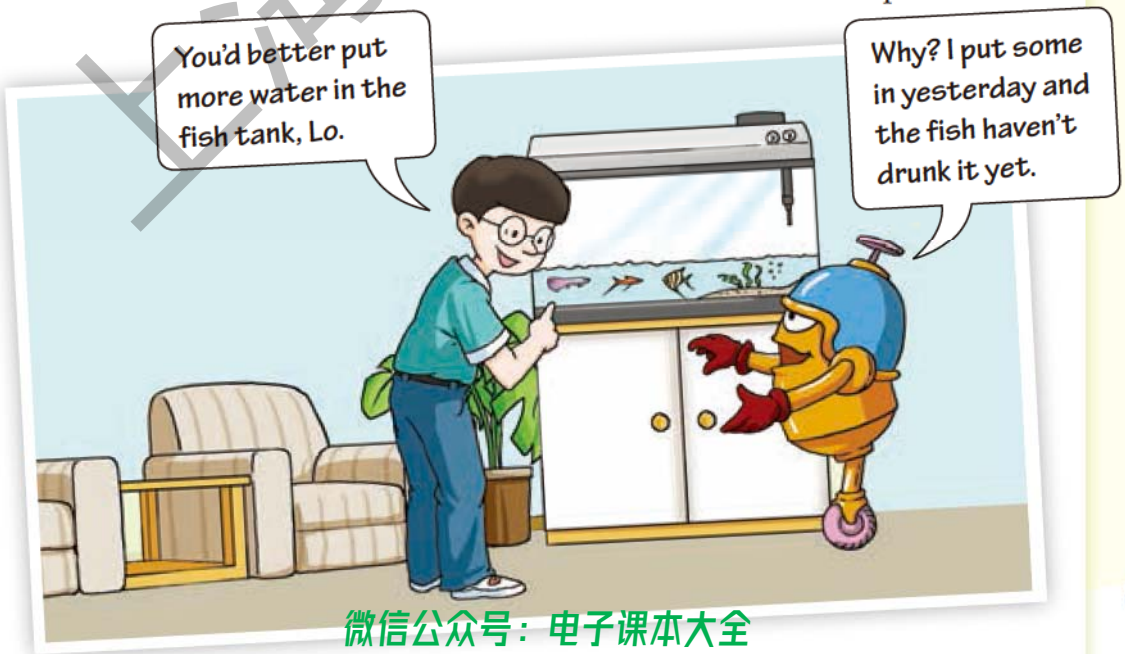
- Learn how to use **adverbs** with **verbs**.
- Learn how to use **the comparative** and **superlative of adverbs**.

Speaking

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

Writing

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



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Reading

A What do you know about ...?

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

1 Cats can taste sweets. T / F

2 Chocolate can make dogs sick. T / F

3 Dolphins sleep with both eyes closed. T / F

4 When a rabbit is happy, it clicks its teeth. T / F

5 Dogs may feel unhappy if they are not taken out for a walk. T / F



A2 *In pairs, discuss the following questions.*

1 Do you have a pet? What is it? What is it like?

2 If you do not have a pet, do you want one? Why or why not?

3 Why do people keep pets?

B Before you read

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

1 What do you think the article is about?

2 Who likes keeping a pet dog and who does not?

* 3 Why is keeping a pet dog a good idea?

* 4 Why is keeping a pet dog a bad idea?

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HEAD TO HEAD

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

Keeping pet dogs is a good idea, says Emma

Keeping pet dogs is a good idea. There are lots of reasons for this.

First, dogs are really cute. It's nice to hold them in our arms, and it's wonderful to see them grow up.

Second, we can learn responsibility from keeping dogs. We have to feed them, train them and play with them. According to my mum, this helps us become more responsible people.

Young people can learn how to care for others by keeping dogs.

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

So I think it's a good idea to keep pet dogs.



Keeping pet dogs is not a good idea, says Matt

It's not a good idea to keep pet dogs.

Pet dogs leave their hair on the floor, on beds and on sofas, and they need to be washed often.

Dogs are noisy. Nearly all dogs bark at strangers. Some dogs bark more loudly than others. A few dogs bark all night. This stops people from getting any sleep. Not all dogs are friendly. A small number of pet dogs even attack people.

What's more, it's common for people to live in flats. They have no choice but to keep their dogs in small spaces. However, dogs need fresh air and large open spaces where they can run free.

Finally, owning dogs can be expensive.

So keeping pet dogs is not a good idea.

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C Vocabulary

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

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

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

according to cute feed noisy sofa stranger

Emma: Mum! The rabbits are so (1) _____. Can you buy me one?
Mum: I don't think they make very good pets. They smell, and they'll get the (2) _____ and the floor dirty.
Emma: (3) _____ my friend, a rabbit makes a great pet. It isn't (4) _____ like a dog.
Mum: But you won't have time to (5) _____ it and take care of it. Also, it's not a good idea to buy a pet in the street from a (6) _____.

Strategy

Facts or opinions

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

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

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D Comprehension

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

1 According to my mum, this helps us become more responsible people. **F / O**

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

3 Nearly all dogs bark at strangers. **F / O**

4 Keeping pet dogs is not a good idea. **F / O**

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

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

Emma's reasons:

- Dogs are (1) _____.
- People can learn (2) _____.
- Young people can learn how to (3) _____.
- Dogs will love you faithfully and bring you lots of happiness for (4) _____.

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

Matt's reasons:

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

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

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Listening

Different kinds of pets

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

Alice

Favourite pet: (1) _____

Reason: They are (2) _____ to hold and to touch.

Jason

Favourite pet: (3) _____

Reasons: They are (4) _____ to take care of and it is nice to (5) _____ them swim around.

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

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



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Grammar

A Using adverbs with verbs

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



The cat **is sleeping peacefully**.
The girl **is talking** with her mum **happily**.

Work out the rule

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

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

Adjectives	Changes	Examples
Most adjectives	+ *ly*	quick → quick**ly**
Adjectives ending in *-y*	*y* + *ily*	easy → eas**ily**
Adjectives ending in a consonant + *-le*	*e* + *y*	simple → simp**ly**
Adjectives ending in *-ll*	+ *y*	full → full**y**

Things to remember

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

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

bad	correct	happy	quick
cheerful	good	patient	



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

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

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

B The comparative and superlative of adverbs

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

> We can take care of pet dogs **more easily** in large open spaces **than** in small spaces.
>
> Of all her friends, Emma looked after her pet dog **(the) most carefully**.

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

Adverbs	Comparatives	Superlatives
quickly slowly	**more** quickly **more** slowly	(the) **most** quickly (the) **most** slowly
hard fast late	hard**er** fast**er** late**r**	(the) hard**est** (the) fast**est** (the) late**st**

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Work out the rule

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

Things to remember

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

badly—worse—worst
far—farther/further—farthest/furthest
little—less—least
much—more—most
well—better—best

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

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

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

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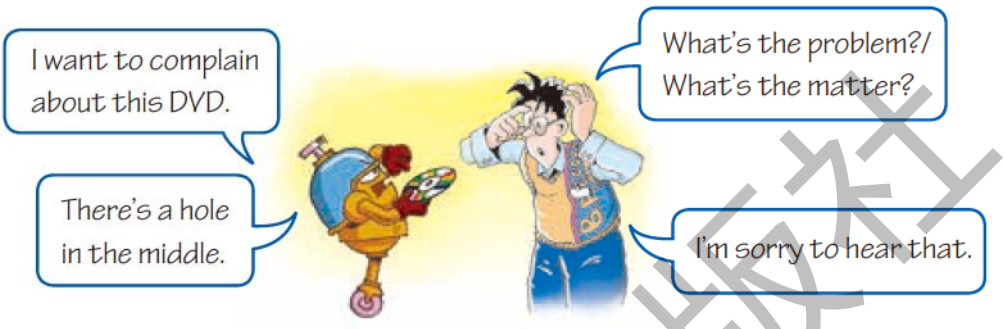
Speaking

A Talk time

Making and responding to complaints



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

Ellen: Excuse me. I want to make a complaint about these dog biscuits.
Manager: What's the problem?
Ellen: When I opened the box, I found that many of them were bad. Look!
Manager: Oh, I'm very sorry about that. I'll take care of it right away. Can you show me your receipt?
Ellen: Yes. Here it is.
Manager: Thanks. Now if you can wait, I'll be back in a moment.

A2 *Answer the following questions.*

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

B Speak up

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

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

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Writing

What animal makes the best pet?

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

I think that dogs make the best pets.

Reasons:

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



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

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

Top tip

Remember to include the following sections in your article:

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

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Dogs make the best pets

I think that dogs make the best pets.

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

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

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

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





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* More practice

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

A dog's story

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

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

"Which dog do you want?" the man asked.

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

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

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

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

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

"Woof!" I said. She smiled and took me home.

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

a  ☐

b  ☐

c 

☐

d  ☐

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

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Culture corner

How sayings about dogs have changed



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

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

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

Self-assessment

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

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

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*Project

Pet World

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

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



cats



dogs

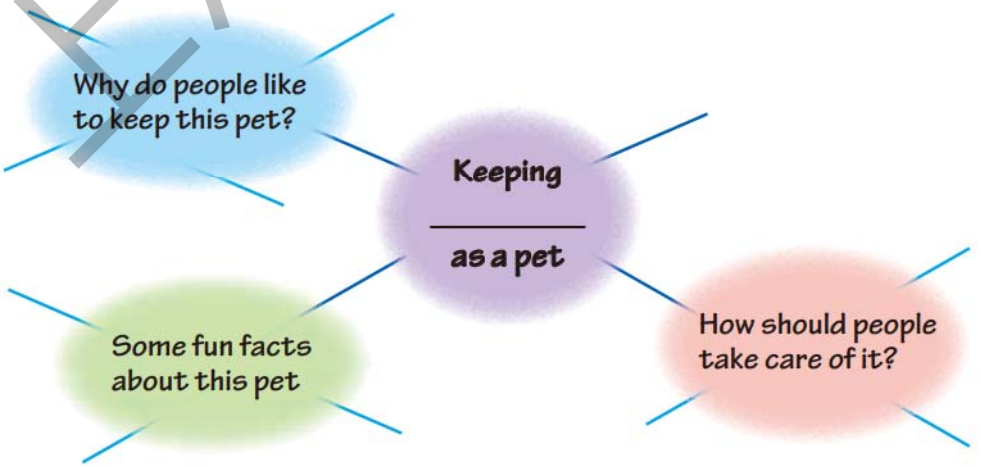


parrots



goldfish

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



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

Keeping a dog as a pet

1 Why do people like to keep a dog as a pet?
- Dogs make people go out more often to do exercise.
- Dogs are very faithful and they are people's best friends.
- Dogs help people become more responsible.

2 Some fun facts about dogs:
- When dogs move their tails from side to side, they are happy.
- Dogs can see better than humans in the dark.
- Dogs like sweets a lot more than cats do.



3 How should people take care of a dog?
- Play with it every day.
- Clean and feed it regularly.
- Give it much care and love.



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



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Unit 7 The unknown world

Getting ready

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

Reading

- Read a story about aliens.

Listening

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

Grammar

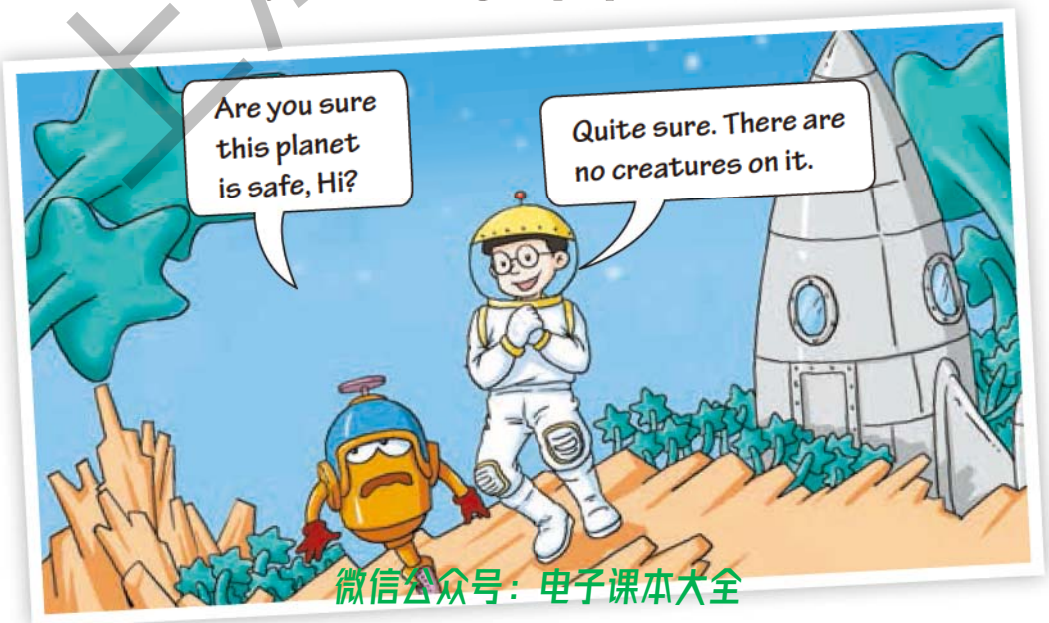
- Learn how to use **adverbial clauses of reason**.
- Learn to give reasons with *because of*.

Speaking

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

Writing

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



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Reading

A What do you know about ...?

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

1



We received some messages from aliens about ten years ago.

2



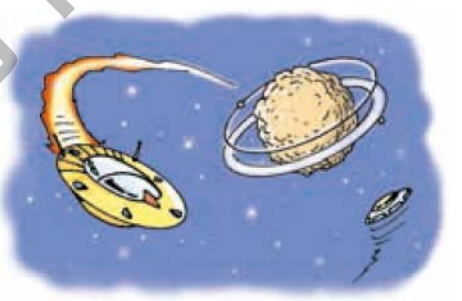
Aliens came to the Earth thousands of years ago, and made some buildings.

3



Aliens sometimes take people from the Earth into their spaceships.

4



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

B Before you read

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

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

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ALIENS ARRIVE!



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

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



"Let's explore after school."

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

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

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

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

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

The children spread their wings and flew to school together.

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

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C Vocabulary

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

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

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

discover	loud	refuse	wonder
in fear	quiet	spread	

"UFO" Seen in West Jersey

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

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

The Johnson family, however, (7)_____ to believe it was a bird. "It was a UFO, I tell you!" said Mr Johnson.

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D Comprehension

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



Police: Why did you go to the forest?
Tina: We went there because I heard (1) _____ last night.
Police: What happened?
Tina: I woke up at midnight and saw (2) _____.
It (3) _____. Then I heard a noise and saw a red light.
Police: I see. So when did you reach the forest?
Tom: We reached the forest (4) _____.
Police: What happened there?
Tom: We saw an alien. It was tall, with (5) _____.
Police: What else did you see?
Tina: We saw (6) _____. It was damaged because of (7) _____.
Police: Interesting! What happened next?
Tom: (8) _____ discovered us, so we ran away in fear.
Police: Thanks, Tina and Tom. We'll explore the forest to try and find out more about these aliens.

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

1 What are Tina and her family?

_____

2 Who are the aliens?

_____

3 Where did the spaceship come from?

_____

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

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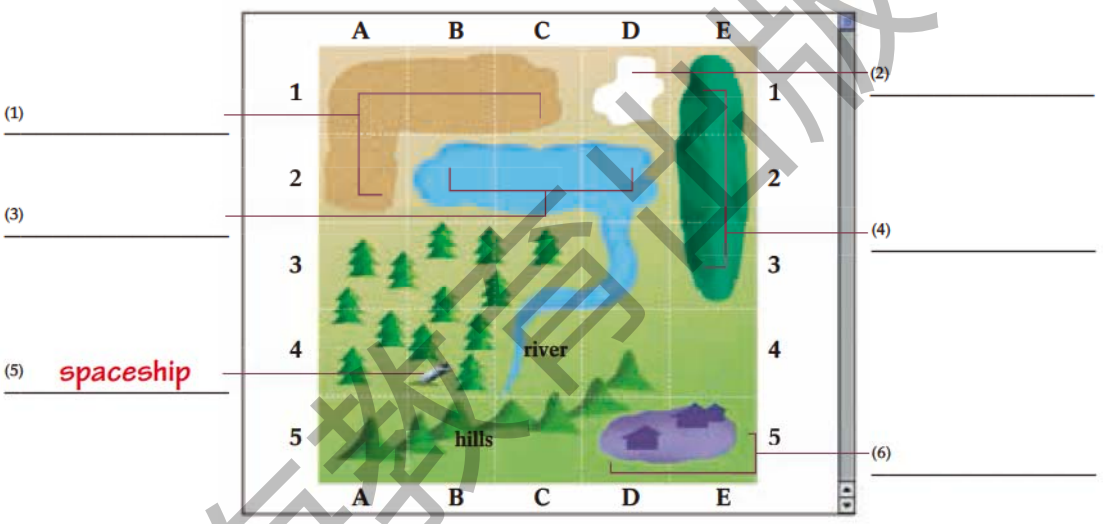
Listening

Rescuing the lost astronauts

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

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

desert	landing site	spaceship
lake	mountains	town



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

Captain Troy:

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

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Grammar

A Adverbial clauses of reason

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



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

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

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

Things to remember

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

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



Police officer

1 Why was Tina sure that something landed in the forest near the hills?

2 Why did you and Tina hide behind some bushes?

3 Why did you run away?

4 Why did your father refuse to believe you?



Tom

a We heard some voices speaking a strange language.

b She heard a loud noise last night.

c No one else saw these aliens.

d An alien saw us and made a terrible noise.



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

2 (as) _____

3 (Because) _____

4 (Since) _____

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B *because of*

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



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

Work out the rule

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

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

1 Tina was surprised/the yellow light in the sky

_____

2 The aliens landed on this planet/an accident

_____

3 The children ran away from the forest/the aliens

_____

4 Their dad was not sure about the children's story/the writing on the piece of paper

_____

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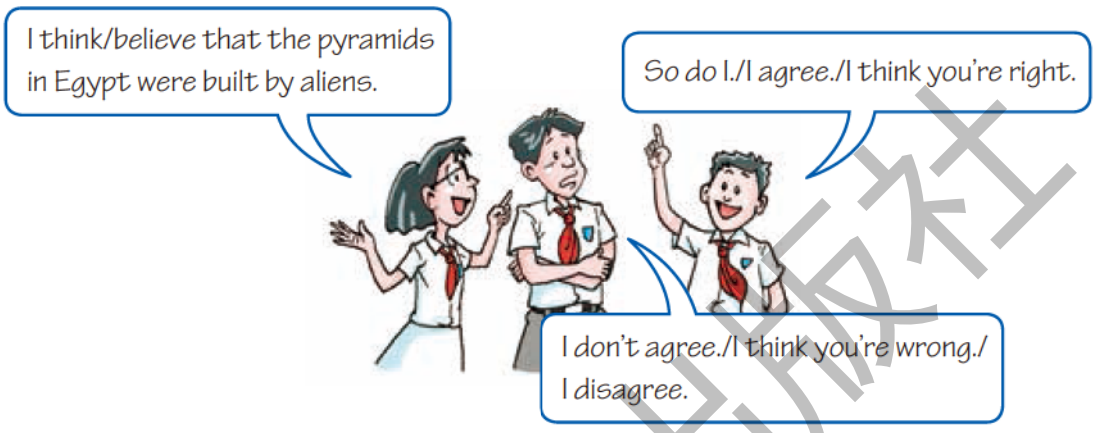
Speaking

A Talk time

Agreeing and disagreeing



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

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

B Speak up

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

a camera	a tent	10 bottles of water
a knife	matches	25 gold coins
a map of Planet X	medicine	6 lunch boxes



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

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

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Writing

Meeting the people of Bird World

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

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

a strange noise	Captain Troy
bird-like people with wings	mother ship



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

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

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

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

Liz and Gus finally reached the landing site and saw Captain Troy.

"Liz! Gus! Welcome back!" said Captain Troy. "I'm very pleased to see you. Now let's get on the mother ship and …"

Suddenly _____

_____

_____

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

_____

_____

_____

_____

_____

_____

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



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* More practice

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

UFO



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

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

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

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

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

So what is the truth?

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

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

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

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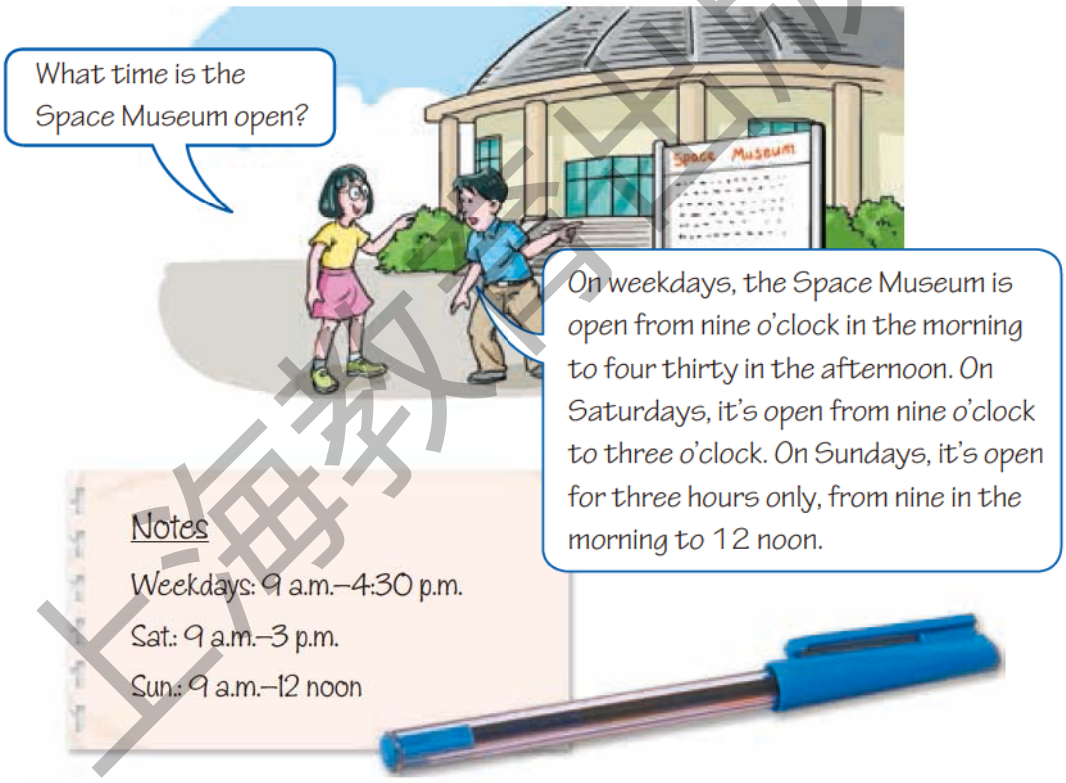
Study skills

Making notes (3): Making notes while listening

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

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

The following example shows how to make notes while listening.



Top tip

When you make notes, you can use:

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

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

Top tip

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

Programme:

Book name:

Writer:

Topic:

Comment:



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

1 The woman is talking about a book called _____. (*book name*)

2 The book was written by _____. (*who*)

3 The writer was born in _____ in _____. (*where* and *when*)

4 In the book, the man meets _____ in the future. (*what*)

5 You should read the book because it is _____. (*why*)

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Culture corner

Science fiction



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

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

Self-assessment

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

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

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Unit 8 Life in the future

Getting ready

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

Reading

- Read some Internet posts about life in the future.

Listening

- Listen to a story about two astronauts.

Grammar

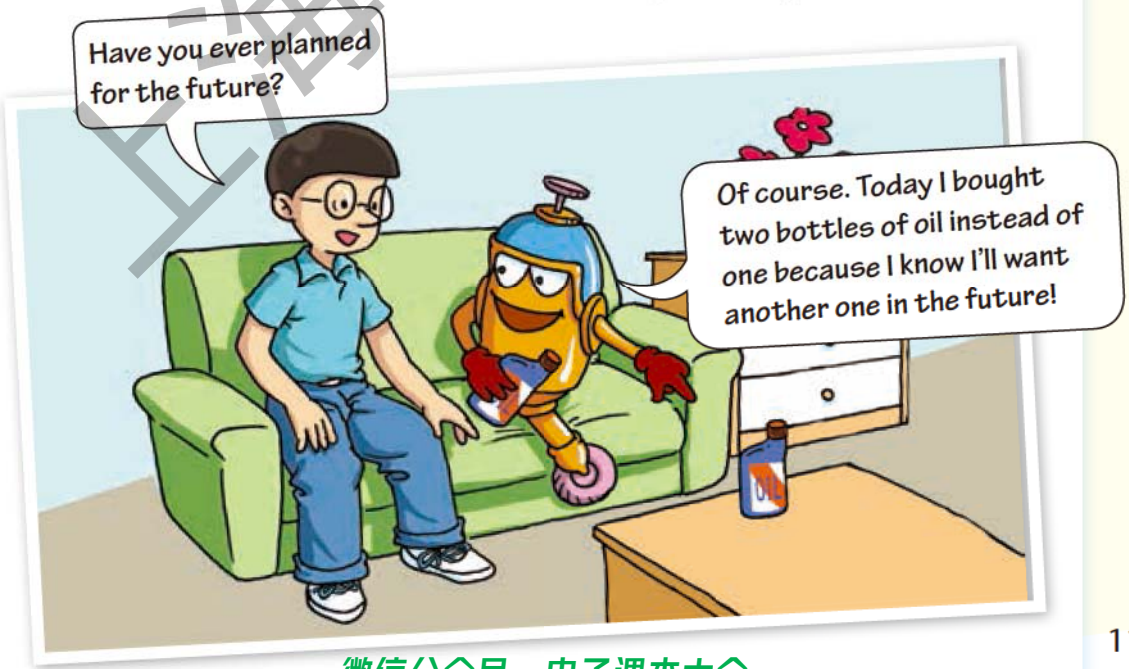
- Learn how to use **the past continuous tense**.

Speaking

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

Writing

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



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Reading

A What do you know about ...?

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

	Now	Future
1 There are hotels on the Moon.	☐	☐
2 Our houses use a lot of energy.	☐	☐
3 Your fridge can order food for you.	☐	☐
4 Most people use hydrogen cars.	☐	☐

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

1 What will hotels be like?



2 What will houses be like?



3 What will cars be like?



B Before you read

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

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

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

Life in 2050

The Hotel Whale

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



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

Forever Green Houses

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

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



The CJ3

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

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



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C Vocabulary

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

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

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

certainly electronic shape technology while

Matt: I've decided to build a space hotel when I grow up.
Nelson: Really? What will the hotel be like?
Matt: It'll be in the (1)_____ of a star. And it'll use solar energy to run its (2)_____ parts, so it'll be environmentally friendly. With this (3)_____, the hotel will also be able to move from place to place, like a spaceship.
Nelson: What else will it have?
Matt: There'll be a computer in each bedroom. It'll be connected to the Internet. In this way, you'll be able to communicate with your family and friends on Earth (4)_____ you're staying in the space hotel. Do you like my idea?
Nelson: (5)_____. I'd recommend it to all my friends!

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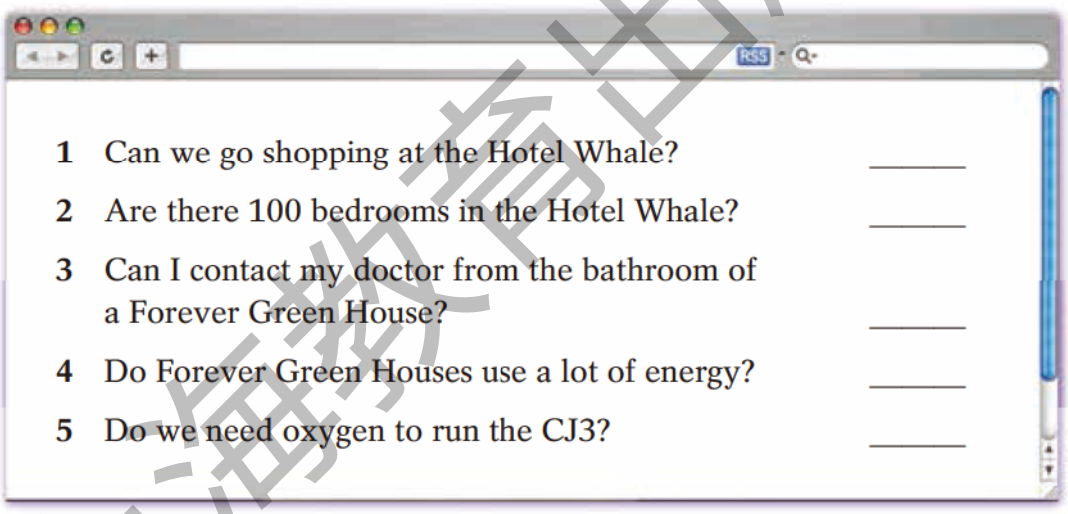
Strategy

Finding supporting details

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

D Comprehension

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



1 Can we go shopping at the Hotel Whale? _____

2 Are there 100 bedrooms in the Hotel Whale? _____

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

4 Do Forever Green Houses use a lot of energy? _____

5 Do we need oxygen to run the CJ3? _____

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

1 Where is the Hotel Whale?

_____

2 What is special about Forever Green Houses?

_____

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

_____

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

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Listening

Back to the Earth

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

( ) The astronauts started the software and flew back home.

( ) Two astronauts returned from a trip to the Moon.

( ) The computer flew the spaceship to Mars instead.

( ) The Whizz-Kid created some virus-cleaning software.

( ) People at the Space Computer Club tried to help the astronauts.



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

1 Where were the two astronauts?

They were in a _____.

2 What was wrong with the computer?

It was _____ by a virus.

3 Why did the people at the Space Computer Club ask the Whizz-Kid for help?

Because he is good at _____ computer viruses.

4 How long did it take the Whizz-Kid to write the virus-cleaning software?

It took him _____ _____.

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Grammar

The past continuous tense

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



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

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

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

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

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

Work out the rule

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

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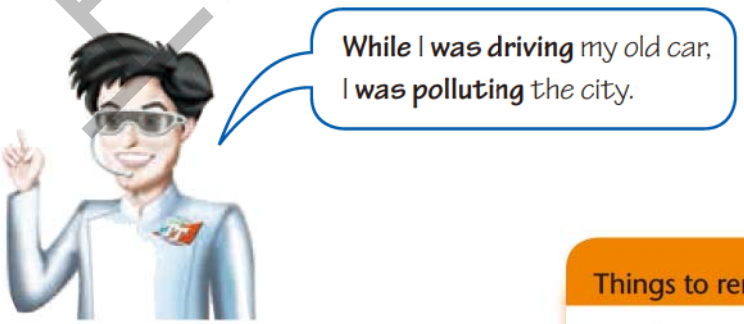
A *Linda was helping at a charity event last Saturday. Read her schedule and complete the sentences below using the past continuous tense.*

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

1 At 7:30, Linda was getting ready to go out.
2 At 8:30, she _____.
3 At 9:30, she and some friends _____.
4 At 12:30, they _____.
5 At 16:30, she _____.
6 At 17:30, she _____.

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



Things to remember

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

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

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

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

C *In pairs, talk about what you were doing last weekend. Use the table below to help you.*

_____ (*Your name*)

	Morning	Afternoon	Evening
Saturday			
Sunday			

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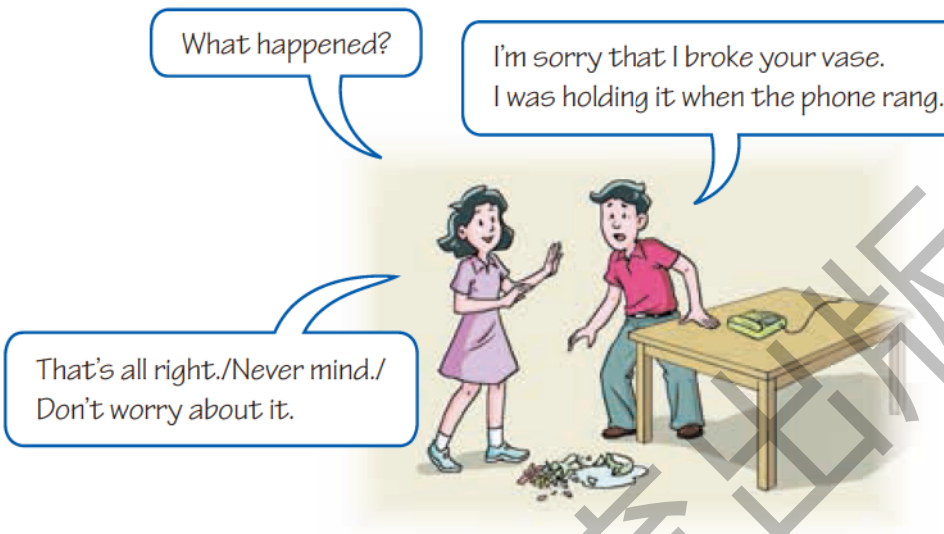
Speaking

A Talk time

Making apologies and giving excuses



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

Arthur: Sorry, I'm late. The bus broke down, and there were no taxis.
Tony: That's all right. I just got here myself.
Arthur: And I've forgotten to bring the tickets with me. I'm terribly sorry.
Tony: Oh, what's wrong with you?
Arthur: I'm having trouble remembering things recently.
Tony: You'd better do something about that.

B Speak up

In groups, plan a trip to the Moon. Use the questions below to help you.

What will you need to prepare for the trip?
How will you get there?
What will you do on the Moon?

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Writing

Life in the past and present

Science and technology are developing very quickly. When your grandparents were young, their lives were different from yours today.

A *Many things in daily life are different from those in your grandparents' teenage days. In pairs, think of one thing. Use the topics below to help you.*

the way people keep in touch with others

the way people wash clothes, heat their homes, etc.

the way people go to school or work

the way people buy things

the way people take photos

B *Choose one topic and make an outline. Follow the example.*

The way people keep in touch with others

Your grandparents' teenage days	Now
• wrote letters	• write emails
• used pens and paper	• use computers
• letters were sent by post	• get a reply in a short time
• it took a long time to get a reply	• reach people in a second





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C *Write an Internet post about the topic. Follow the example.*

Life in the past and present

Your grandparents' teenage days

When my grandparents were young, they wrote letters to keep in touch with others. They used pens and paper. Their letters were sent by post and it took several days to reach people. While they were waiting for the reply, they might feel worried.



Now

Today we write emails to keep in touch with our friends. Our emails can reach others in a second and we can get a reply in a short time. We do not use paper to write emails, so we can save many trees and help protect the environment.



Life in the past and present

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* More practice

A *Read the Internet posts and answer the questions below.*

Problems in 2050

Lily: I was staying at the Hotel Whale with my friends last week. After going shopping and having tea at the cafe, I went back to my room to rest. But when I opened the door, I saw that water was coming in through the window! I knew I should not just stand there, but I did not know what to do ...



Mike: At 11:30 a.m. the day before yesterday, I was having lunch in our Forever Green House while our fridge was ordering food. Suddenly a light went on and a lot of food started to arrive from the supermarket: meat, vegetables, fruit, milk, and so on. "Stop!" I shouted at the fridge, but the food continued to come in ...



Benny: Dad was driving us to the airport in his CJ3, and suddenly the car stopped. The hydrogen in the car failed to mix with the oxygen, so the car did not work. "Oh, no!" said Mum. "We're going to miss our plane. What shall we do?"

1 What did Lily see when she came back to her room?
2 What happened to Mike's fridge when it was ordering food?
3 What was wrong with Benny's father's car?

B *The three Internet posts above do not have endings. In pairs, choose one of the posts and discuss how you can finish it. Write the ending in your exercise book.*

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Culture corner

Shanghai Expo: Dream inspires future cities



What will cities of the future look like? At the 2010 Shanghai Expo, countries around the world displayed their dreams of future cities.

The UK displayed the ZED Pavilion. "ZED" means "zero energy development". The idea of this building is to show that we can have more environmentally friendly buildings and houses.

Shanghai displayed its eco-home. This house is built completely of recycled and reused materials. It has a solar power system and provides all its own power.

How might cities develop in the future?

Self-assessment

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

1	I can read Internet posts about life in the future.	☐	☐	☐
2	I can find supporting details.	☐	☐	☐
3	I can listen for the sequence of events in a story about two astronauts.	☐	☐	☐
4	I can use **the past continuous tense** correctly.	☐	☐	☐
5	I can make apologies and give excuses.	☐	☐	☐
6	I can talk about a trip to the Moon with my classmates.	☐	☐	☐
7	I can write an Internet post about life in the past and present.	☐	☐	☐
8	I know about the Shanghai Expo.	☐	☐	☐

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* Project

City of the future

What will your city be like in the future? The following advertisement asks young people to help plan a city of the future. Read it and work together to describe your city.

What will your city be like in 2050?
Work together to plan for a better future!

You should ...

form a team. Discuss and draw a city of the future. Send us your descriptions and drawings!

The winning team will ...

get a free ten-day trip to Greece. Plane tickets and hotels are included.

A *In groups, choose one topic below and discuss what it will be like in the future.*

High-tech machines	Roads	Transport
Hotels	Study	Work
Houses	The environment	

S1: In the future, there'll only be a few people in the office. Most people will work from home with their computers connected to their offices.

S2: There'll be fewer workers in the factories because most work will be done by robots.



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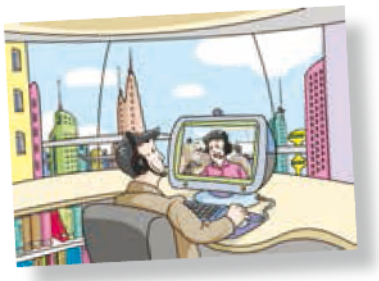
B *In groups, write down all your ideas and draw the pictures. Follow the example.*

Work in our city of the future

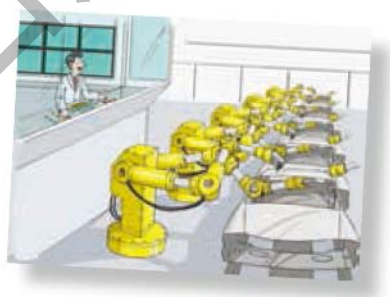
In our city of the future, most people will work six hours a day and three days a week.





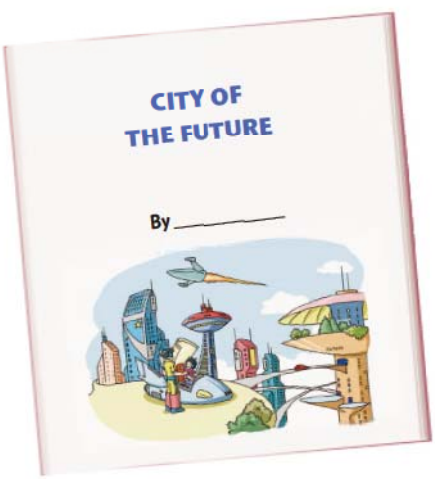
There will be fewer offices in the future because most people will work from home by computer.

There will be fewer workers in factories because most work will be done by robots.



There will be many new types of work in the future, for example robot designers and space tour guides, so no one will need to worry about getting a job.

C *Collect your descriptions and put them in one booklet. You should also make a cover like the one below.*



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Words and expressions in each unit

Unit 1

raise /reɪz/ *v.* 筹募 p. 1
v. 增加；提高 p. 3
permission /pəˈmɪʃn/ *n.* 准许；批准 p. 1
disabled /dɪsˈeɪbld/ *adj.* 丧失能力的；有残疾的 p. 2
teenager /ˈtiːneɪdʒə(r)/ *n.* 青少年 p. 3
offer /ˈɒfə(r)/ *v.* 主动提出 p. 3
suffer /ˈsʌfə(r)/ *v.* (因疾病等) 受苦；受折磨 p. 3
serious /ˈsɪəriəs/ *adj.* 严重的 p. 3
illness /ˈɪlnəs/ *n.* (某种) 病 p. 3
organize /ˈɔːgənaɪz/ *v.* 组织；筹备 p. 3
express /ɪkˈspres/ *v.* 表达；表露 p. 3
pain /peɪn/ *n.* 痛苦；苦恼 p. 3
lonely /ˈləʊnli/ *adj.* 孤独的；寂寞的 p. 3
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difficulty /ˈdɪfɪkəlti/ *n.* 困难；费劲 p. 3
joy /dʒɔɪ/ *n.* 愉快；喜悦 p. 3
peace /piːs/ *n.* 平静；宁静 p. 3
hurt /hɜːt/ *v.* (hurt, hurt) (使) 疼痛；受伤 p. 3
courage /ˈkʌrɪdʒ/ *n.* 勇气；勇敢 p. 3
spirits /ˈspɪrɪts/ *n.* [pl.] 情绪；心境 p. 3
pay /peɪ/ *v.* (paid, paid) 付费 p. 6
community /kəˈmjuːnəti/ *n.* 社区 p. 6

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in need 需要帮助的 p. 1
voluntary work 义务性工作 p. 1
ask permission 报请批准 p. 1
suffer from 因……受苦；受折磨 p. 3
raise one's spirits 使振奋；使鼓起勇气 p. 3
in order to 目的在于；为了 p. 12

Unit 2

language /ˈlæŋgwɪdʒ/ *n.* 语言 p. 17
communication /kəˌmjuːnɪˈkeɪʃn/ *n.* 交流；交际 p. 17
*ballet /ˈbæleɪ/ *n.* 芭蕾舞 p. 17
accept /əkˈsept/ *v.* 接受 (建议、邀请等) p. 17
*reject /rɪˈdʒekt/ *v.* 拒绝接受；不予考虑 p. 17
meaning /ˈmiːnɪŋ/ *n.* 意义；意思 p. 17
gesture /ˈdʒestʃə(r)/ *n.* 手势 p. 17
message /ˈmesɪdʒ/ *n.* (书面或口头的) 信息；消息 p. 17
bored /bɔːd/ *adj.* (对某人/某物) 厌倦的；烦闷的 p. 18
part-time /ˌpɑːt ˈtaɪm/ *adj.* 兼职的 p. 19
well-dressed /ˌwel ˈdrest/ *adj.* 衣着入时的；穿着讲究的 p. 19
lady /ˈleɪdi/ *n.* 女士；女子 p. 19
sigh /saɪ/ *v.* 叹气；叹息 p. 19
matter /ˈmætə(r)/ *n.* (询问某人的情况) 怎么了 p. 19
expression /ɪkˈspreʃn/ *n.* 表情；神色 p. 19
appearance /əˈpɪərəns/ *n.* 外貌；外表 p. 19
impression /ɪmˈpreʃn/ *n.* 印象 p. 19
towards /təˈwɔːdz/ *prep.* 向；朝；对着 p. 19
hold /həʊld/ *v.* (held, held) 使保持 (在某位置) p. 19

说明：本词汇表音标根据《牛津高阶英汉双解词典》(第6版) 标注。标*的单词只要求理解。

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later /'leɪtə(r)/ *adv.* 以后；后来 p. 19
remind /rɪ'maɪnd/ *v.* 提醒；使想起 p. 19
neck /nek/ *n.* 颈；脖子 p. 22
cross /krɒs/ *v.* 使交叉；使交叠 p. 27
nod /nɒd/ *v.* 点头 p. 27
shake /ʃeɪk/ *v.* (shook, shaken)
（与某人）握手 p. 27
v. (shook, shaken) 摇头 p. 27
sure /ʃʊə(r)/ *adj.* 确信；肯定 p. 27

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body language 身势语；肢体语言 p. 17
take place 发生 p. 18
sit up 坐起来；坐直 p. 18
make a good impression on ...
给……留下好印象 p. 19
remind sb. about sth. 提醒某人
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describe /dɪ'skraɪb/ *v.* 描述；形容 p. 33
fisherman /'fɪʃəmən/ *n.* 渔民 p. 34
net /net/ *n.* 网 p. 34
although /ɔːl'ðəʊ/ *conj.* 虽然；尽管 p. 35
fit /fɪt/ *adj.* 健壮的；健康的 p. 35
*cormorant /'kɔːmərənt/ *n.* 鸬鹚 p. 35
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ready /'redi/ *adj.* 准备好 p. 35
reach /riːtʃ/ *v.* 到达；抵达 p. 35
attract /ə'trækt/ *v.* 吸引；使喜爱 p. 35
hang /hæŋ/ *v.* (hung, hung) 悬挂；吊 p. 35
post /pəʊst/ *n.* 柱；杆；桩 p. 35
require /rɪ'kwaɪə(r)/ *v.* 需要；依靠 p. 35
practise /'præktɪs/ *v.* 从事 p. 35
tool /tuːl/ *n.* 用具；器具 p. 43
scissors /'sɪzəz/ *n.* [pl.] 剪刀 p. 43
pattern /'pætn/ *n.* 图案 p. 43
character /'kærəktə(r)/ *n.* 文字；符号 p. 43
n. 人物；角色 p. 44
health /helθ/ *n.* 健康 p. 43
luck /lʌk/ *n.* 幸运 p. 43
*wedding /'wedɪŋ/ *n.* 婚礼；结婚庆典 p. 43
*dough /dəʊ/ *n.* 生面团 p. 44
*rough /rʌf/ *adj.* 粗糙的 p. 44
size /saɪz/ *n.* 大小 p. 44
simple /'sɪmpl/ *adj.* 简单的 p. 44
lovely /'lʌvli/ *adj.* 有吸引力的；
迷人的 p. 44

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paper cutting 剪纸 p. 33
up to 到达（某数量、程度等）；
至多有 p. 35
set off 出发；动身 p. 35
up and down 起伏；上下波动 p. 35
after dark 天黑后；黄昏后 p. 35
no more 不再；再也不 p. 35
all the time（在某段时间内）一直；
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Unit 4

cartoon /kɑː'tuːn/ *n.* 动画片；卡通片 p. 49
warning /'wɔːnɪŋ/ *n.* 警告；警示 p. 49
role-play /'rəʊl pleɪ/ *v.* 角色扮演 p. 49
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because of 因为 p. 99
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A

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agree with 同意；赞成 p. 106
*alien /ˈeɪliən/ *n.* 外星人 p. 97
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B

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C

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G

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Base form	Simple past	Past participle	Base form	Simple past	Past participle
be (am, is, are)	was, were	been	find	found	found
become	became	become	fly	flew	flown
begin	began	begun	forget	forgot	forgotten
blow	blew	blown	get	got	got
break	broke	broken	give	gave	given
bring	brought	brought	go	went	gone
build	built	built	grow	grew	grown
burn	burnt, burned	burnt, burned	hang	hung	hung
buy	bought	bought	have	had	had
catch	caught	caught	hear	heard	heard
choose	chose	chosen	hide	hid	hidden
come	came	come	hold	held	held
cut	cut	cut	hurt	hurt	hurt
dig	dug	dug	keep	kept	kept
do	did	done	know	knew	known
draw	drew	drawn	lead	led	led
drink	drank	drunk	learn	learnt, learned	learnt, learned
drive	drove	driven	leave	left	left
eat	ate	eaten	let	let	let
fall	fell	fallen	lie	lay	lain
feed	fed	fed	light	lit, lighted	lit, lighted
feel	felt	felt	lose	lost	lost
fight	fought	fought	make	made	made

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Base form	Simple past	Past participle	Base form	Simple past	Past participle
mean	meant	meant	smell	smelt, smelled	smelt, smelled
meet	met	met	speak	spoke	spoken
pay	paid	paid	spell	spelt, spelled	spelt, spelled
put	put	put	spend	spent	spent
read	read	read	spread	spread	spread
ride	rode	ridden	stand	stood	stood
ring	rang	rung	steal	stole	stolen
rise	rose	risen	stick	stuck	stuck
run	ran	run	swim	swam	swum
say	said	said	take	took	taken
see	saw	seen	teach	taught	taught
sell	sold	sold	tell	told	told
send	sent	sent	think	thought	thought
shake	shook	shaken	throw	threw	thrown
shine	shone	shone	understand	understood	understood
shoot	shot	shot	wake	woke	woken
sing	sang	sung	wear	wore	worn
sit	sat	sat	win	won	won
sleep	slept	slept	write	wrote	written

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