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义务教育教科书

英语
ENGLISH

八年级　上册

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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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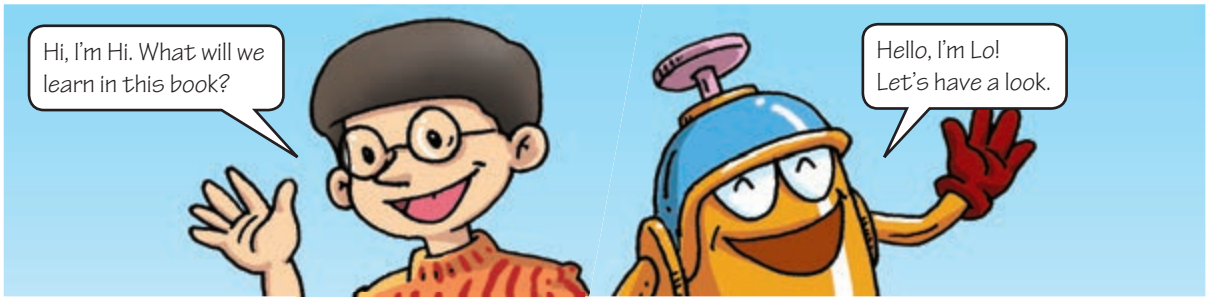
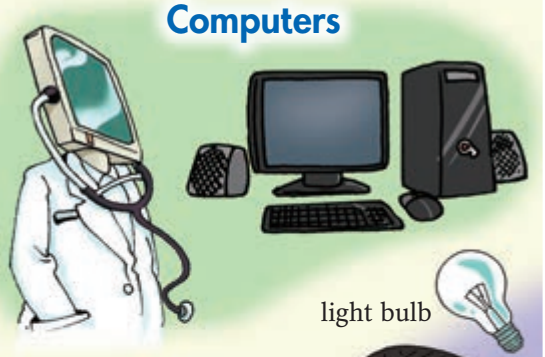


Encyclopaedias

Numbers

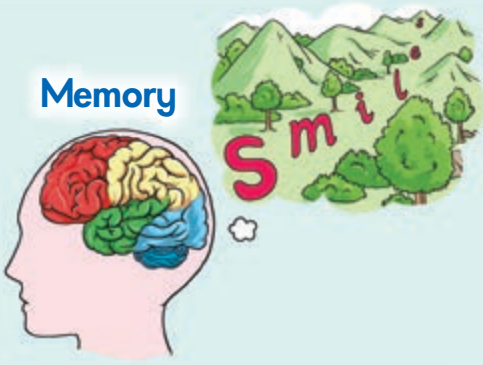
Computers



Inventions

Educational exchanges

Memory



English Week

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说明：本教材中打＊的内容为拓展内容，作选学要求。

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Module	Unit	Reading	Listening	Grammar
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Speaking		Writing	*More practice	Study skills	Culture corner and Self-assessment
Talk time	Speak up				
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Unit 1

Encyclopaedias

Getting ready

In this unit, you will learn about some different topics from encyclopaedias.

Reading

- Read two short articles from an encyclopaedia.

Listening

- Listen to a radio programme about the "Human Encyclopaedia".

Grammar

- Learn how to use *some* and *any*.
- Learn how to use *somebody*, *anybody*, *nobody*, etc.

Speaking

- Learn to stress the important words in a sentence.
- Talk about an interesting person or thing from an encyclopaedia.

Writing

- Complete a short story about a baby dinosaur.

Reading

A What do you know about …?

You are going to read two short articles from an encyclopaedia. Before you start, try the quiz below. Circle the correct answers. There can be more than one answer.

1 Leonardo da Vinci was a(n) _____.
a painter **b** engineer **c** cook

2 Leonardo da Vinci was _____.
a French **b** English **c** Italian

3 Leonardo da Vinci painted _____.

a *Sunflowers* **b** *The Last Supper* **c** *Impression, Sunrise*

4 Today you can find dinosaurs _____.
a in zoos **b** in museums **c** everywhere

5 Which of the following statements is **NOT** true?
a Dinosaurs once lived on Earth.
b All dinosaurs were very big.
c Some dinosaurs could fly.

B Before you read

Look at the pictures and the titles of the articles on page 3. Then answer the questions below.

1 What is the painting in Picture a? Who painted it?

2 What are the animals in Picture b? What do you know about them?

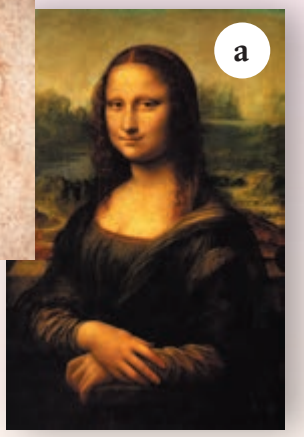
Look it up!

Here are two articles from an encyclopaedia.

Da Vinci, Leonardo

Leonardo da Vinci (1452–1519) was an Italian painter, inventor, musician, engineer and scientist.

Da Vinci was born in the countryside. From an early age, he showed great intelligence and artistic ability. As he grew older, he learnt to do many different things. His paintings are very famous, and one, the *Mona Lisa*, is perhaps the most famous painting in the world. He also had many inventions. For example, his notebooks include some interesting drawings of flying machines. (See *Art*)



Mona Lisa

Dinosaurs

Dinosaurs lived on Earth more than 60 million years before human beings. They lived everywhere on Earth. Some dinosaurs were as small as chickens. Others were as big as ten elephants. Some could even fly.

Many dinosaurs ate plants. However, some dinosaurs liked to eat meat.

Dinosaurs lived on Earth for more than 150 million years. Then, suddenly, they all died out. Nobody knows why. However, we can learn about them from their fossils. (See *Earth history*)

C Vocabulary

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

1 When somebody *is born*, he/she _____.
a comes out of his/her mother's body **c** leaves his/her parents
b goes to see a doctor

2 Benny's grandparents live *in the countryside*. They live _____ the city.
a inside **b** outside **c** in the centre of

3 Birds have a musical *ability*. They _____ sing.
a can **b** cannot **c** are happy to

4 The book *includes* some beautiful photos. These photos are _____ the book.
a part of **b** at the end of **c** connected to

5 A *human being* is a(n) _____.
a animal **b** machine **c** person

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

even however invention notebook perhaps scientist

When I was young, I used to keep a (1)_____. I wrote many poems and drew many pictures of different (2)_____ in it. They were not very good, but they helped me think and dream. Now I am a famous (3)_____ and I do many important things. (4)_____, my journey began when I was at school, with my studies, and my poems and pictures. I was a student just like you. (5)_____ you will do something important or (6)_____ become famous one day. Just remember to think and to dream.

D Comprehension

D1 *Below are some notes about the encyclopaedia articles on page 3, but some of the facts are wrong. Read the articles and correct the notes if necessary.*

1 **Da Vinci, Leonardo**

- **a** He lived from 1425 to 1519. 1452
- **b** He was born in the city.
- **c** He showed great artistic ability from an early age. ✓
- **d** He is famous for his paintings and books.

2 **Dinosaurs**

- **a** They lived on Earth more than 60 thousand years before human beings.
- **b** Some were small; others were huge.
- **c** All of them ate meat.
- **d** Some died out suddenly.

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

1 Who was Leonardo da Vinci?
He was _____.

2 What is his most famous painting?
It is _____.

3 What did dinosaurs eat?
Many of them ate _____. Some liked to eat _____.

4 How long did dinosaurs live on Earth before they disappeared?
They lived on Earth for _____.

5 How can we learn about dinosaurs today?
We can learn about them _____.

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

1 What else do you know about Leonardo da Vinci?
2 Why did the dinosaurs die out suddenly?

Listening

The "Human Encyclopaedia"

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

- Jane Dickinson won *Magic TV Quiz*.
- (1) _____ million people watched the programme.
- She answered questions about many different (2) _____.

- Her house is like a (3) _____. There are (4) _____ books in her house.
- She can find out about many (5) _____ things through books.
- We can all learn so much knowledge like her. It just takes hard work and (6) _____.

Grammar

A *some* and *any*

We use *some* and *any* to talk about amounts.

I have **some** questions about dinosaurs.
She does not have **any** questions about dinosaurs.
Do they have **any** questions about dinosaurs?
Yes, they have **some** questions about dinosaurs.

Work out the rule

- We use *some* and *any* before (plural/singular) countable nouns and uncountable nouns.
- We usually use (*some*/*any*) in positive statements. We usually use (*some*/*any*) in negative statements and questions.

Things to remember

We also use *some* in questions when we expect the answer to be "yes".

May I have **some** noodles? Would you like **some** tea?

A1 *Wendy and her mother are checking what food to buy. Look at the shopping list and the picture. Then ask and answer questions in pairs. Follow the example.*

Shopping list

apples	milk
bread	noodles
coffee	orange juice
eggs	potatoes

Mum: Do we have any apples?
Wendy: Yes, we have some apples.
Mum: Do we have any bread?
Wendy: No, we don't have any bread.

A2 *Later Wendy wrote a note for her father. Complete it with* ***some*** *or* ***any****, and other words if necessary.*

B *somebody, anybody, nobody, etc.*

I saw **somebody/someone/something**.
I did not see **anybody/anyone/anything**.
Did you see **anybody/anyone/anything**?
I saw **nobody/no one/nothing**.

Work out the rule

We use (*some-/any-*) in positive statements, and (*some-/any-*) in negative statements and questions.

Things to remember

- *somebody = someone*
  anybody = anyone
  nobody = no one
- We can form negative statements in two ways.
  There is ***not anybody*** *in the room.*
  There is ***nobody*** *in the room.*
- We write *no one* as two words.
- *Somebody, anybody, nobody,* etc. are singular.

Look at the picture below for one minute. Try to remember where everything and everybody is. Then cover the picture and ask and answer questions in pairs. Follow the examples.

1 Is there anything on the blackboard?
S1: Is there anything on the blackboard?
S2: No, there's nothing/there isn't anything on the blackboard.

2 Is there anything on the noticeboard?
S1: Is there anything on the noticeboard?
S2: Yes, there's something on the noticeboard.

3 Is there anything above the teacher?

4 Is there anybody by the window?

5 Is there anything under the teacher's desk?

6 Is there anyone behind the teacher?

7 Is there anything on the bookcase?

8 Is there anyone next to the piano?

Speaking

A Talk time

Sentence stress

When we speak, we usually stress the important words (nouns, verbs, adjectives, adverbs and numbers) in a sentence. We do not usually stress unimportant words, e.g. *a*, *the*, *he*, *of*, *is*, *and*, *have* and *can*.

Read the conversation below and stress the underlined words.

Daisy: Happy birthday, Benny. This is for you.

Benny: An encyclopaedia? Thank you, Daisy!

Daisy: You're welcome. I'm sure you'll learn many things from it.

Benny: Yes, I'm sure I will. It's always useful to have an encyclopaedia around the house.

Daisy: True. It'll be a great help with your studies.

B Speak up

What are you interested in? Look it up in an encyclopaedia. In pairs, talk about it. Follow the example.

S1: Do you know anything about Leonardo da Vinci?

S2: Yes. He was a great painter. His most famous painting is the *Mona Lisa*.

S1: When and where was he born?

S2: He was born in Italy in 1452.

S1: Did he do any other things?

S2: Yes. He was also an inventor, musician, engineer and scientist.

…

Writing

A baby dinosaur

A *Look at the pictures below and on page 12. Then complete the story.*

1

2

3

4

Dudley goes to Dinosaur Park

Picture 1: One day, Sammy (1) went for a walk (go, walk) in the mountains.

Picture 2: He (2) _____ (find, stone). It (3) _____ (look like, big egg).

Picture 3: He (4) _____ (take, home) and (5) _____ (put, by, window). One morning, Sammy (6) _____ (hear, noise). The stone broke open. It was really an egg! A small animal (7) _____ (climb out, look at) Sammy. It (8) _____ (dinosaur). Sammy (9) _____ (call, "Dudley").

Picture 4: Dudley (10) _____ (always, hungry). He ate and ate and grew and grew. Soon he (11) _____ (bigger) than Sammy.

5

6

7

Picture 5: A man (12) _____ (Dinosaur Park, read about) Sammy and Dudley in the newspaper.

Picture 6: He phoned Sammy and said, "Hello, Sammy. This is (13) _____ (Mr Lee, Dinosaur Park). Come with Dudley and meet the children here. I'll (14) _____ (give, 10,000 dollars)." Sammy said, "OK."

Picture 7: A week later, Sammy (15) _____ (get, money).

* **B** *What did Sammy do with the money? What happened to Dudley later? Write an ending for the story.*

* More practice

A *Read the following encyclopaedia article about big attractions in Australia and answer the questions below.*

Australia's big attractions

Australia is a very big country. It also has many big attractions.

The Big Banana

The Big Banana is in Coffs Harbour. It was made in 1964 by John Landy. Landy wanted something to make people come to his fruit shop, so he built the Big Banana. The idea worked. Many people visited his fruit shop and took pictures of the Big Banana. Soon people all over Australia began making big things.

The Big Merino

The Big Merino is in the city of Goulburn. Merinos are a type of sheep. They can live in dry weather. Some places in Australia are very dry, so these sheep are very important to the farmers there. Inside the Big Merino, there is a small museum about the history of wool in Australia. Visitors can also climb up to the Big Merino's head and look at the view through its eyes.

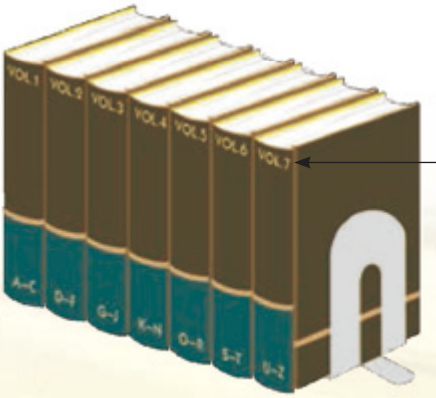
1 When was the Big Banana built?
2 Why was the Big Banana built?
3 Why are merinos important to the farmers in Australia?
4 What can you find inside the Big Merino?
5 What can you do inside the Big Merino's head?

B *Do you enjoy reading encyclopaedia articles? What can you find in encyclopaedias? Tell your classmates about some interesting things in encyclopaedias.*

Study skills

Using reference books (3): Using encyclopaedias

Some encyclopaedias give information on only one subject. Some encyclopaedias give information on all kinds of subjects.



An encyclopaedia often consists of a number of books. These books are called **volumes**.

This is the guide word at the top of each page.

Sometimes an encyclopaedia tells us where to look for more information on a similar subject.

The subjects are usually in alphabetical order.

Violin 358

used mainly in orchestras, but it is now also popularly used as a solo instrument.

Violin: a wooden, stringed instrument with four strings tuned in perfect fifths. It is the smallest among the family of stringed instruments. Sounds are produced by drawing a horsehair bow across one string or multiple strings with the right hand, and stopping the strings against the fingerboard with the fingers of the left hand. This instrument is supported by the left shoulder and held firm by the chin.

A full-size, or 4/4, violin with a bow

Children typically use smaller stringed instruments than adults. In general, violins come in eight different sizes: full-size (4/4), 3/4, 1/2, 1/4, 1/8, 1/10, 1/16. Sometimes 1/32 and even 1/64 violins can be found, but these smaller sizes are generally rare. The body length of a full-size, or 4/4, violin is about 35 cm while a 3/4 violin is about 33 cm, and a 1/2 one is approximately 30 cm.

The violin is used in many different kinds of music, most notably classical music. It is one of the most important instruments in an orchestra. In an orchestra, violins are divided into two sections, of which the first violins play the melodic lines and the second violins play the harmonic lines. The violin also plays a significant role in jazz music and pop music.

Violinist: a person who plays the violin.

Violist: a person who plays the viola or the viol.

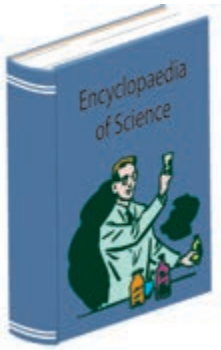
Violoncello: see cello.

A *Look at the encyclopaedia on page 14. In which volumes can you find information about the following topics? Write the correct volume numbers in the blanks.*

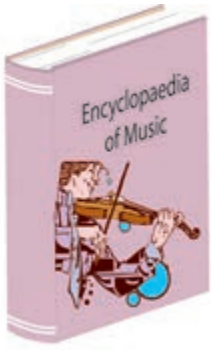
1 Brains VOL. I
2 Seas _____
3 Computers _____
4 Weather _____
5 France _____
6 Pandas _____

B *In which of the encyclopaedias below can you find information on the following topics? Write the correct letters in the blanks.*

a



b



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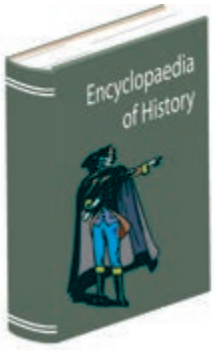

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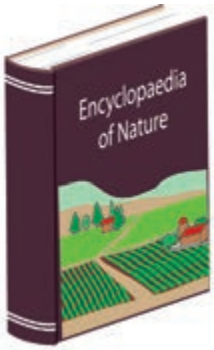


1 Elephants _____
2 Sound _____
3 The Stone Age _____
4 Opera _____
5 Pianos _____
6 Light _____
7 Qin Shihuang _____
8 Trees _____

C *Below are some instructions. Which word in each instruction tells you which topic to look up in an encyclopaedia?*

1 Find information on dogs. dogs
2 Find information on the invention of numbers. _____
3 Talk about festivals in China. _____
4 Write a passage on the history of computers. _____

Culture corner

Encyclopaedia Britannica

The *Encyclopaedia Britannica* is a world-famous encyclopaedia. It is the oldest English-language encyclopaedia. The first edition was published in 1768, and since then there have been 15 editions. The 15th edition is made up of 32 volumes. Together they contain about 40 million words on half a million topics.

Today there is a DVD edition of the *Britannica*. You can also find it online.

Do you know about any famous Chinese encyclopaedias? What do you know about them?

Self-assessment

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

1	I can read two short articles from an encyclopaedia.	☐	☐	☐
2	I can listen for specific information about the "Human Encyclopaedia".	☐	☐	☐
3	I can use *some* and *any* correctly.	☐	☐	☐
4	I can use *somebody*, *anybody*, *nobody*, etc. correctly.	☐	☐	☐
5	I can stress the important words in a sentence.	☐	☐	☐
6	I can talk about an interesting person or thing from an encyclopaedia with my classmate.	☐	☐	☐
7	I can complete a short story about a baby dinosaur.	☐	☐	☐
8	I can use encyclopaedias.	☐	☐	☐
9	I know about the *Encyclopaedia Britannica*.	☐	☐	☐

Unit 2

Numbers

Getting ready

In this unit, you will learn about a different language—the language of numbers.

Reading

- Read a story about numbers.

Listening

- Listen to a quiz about numbers.

Grammar

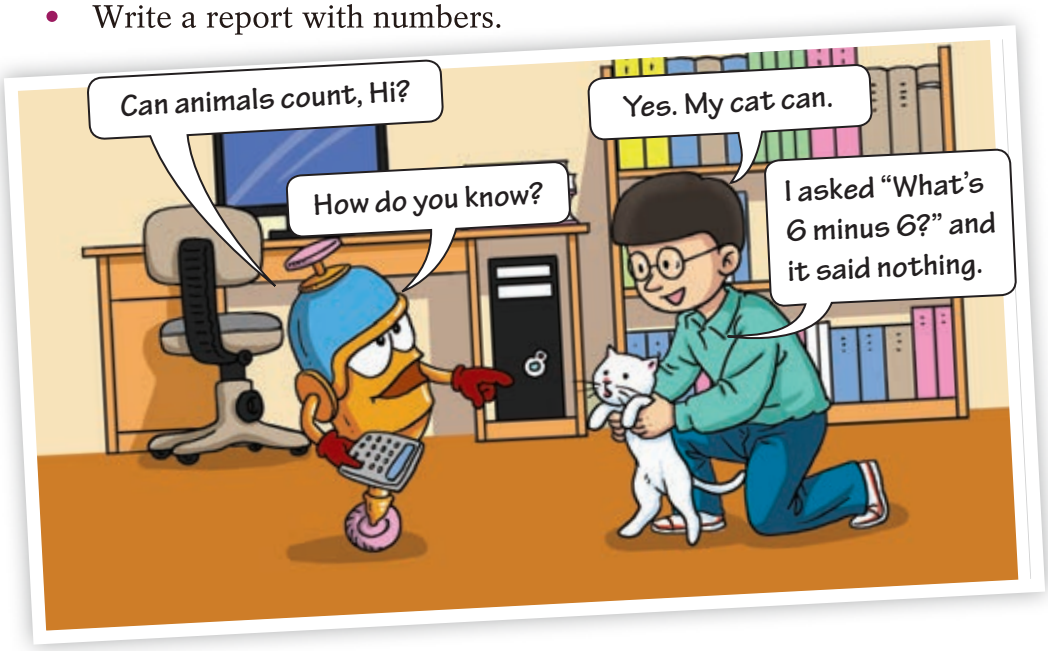
- Learn how to use **cardinal** and **ordinal numbers**.
- Learn how to give instructions about numbers.

Speaking

- Learn to say the strong and weak forms of some words in a sentence.
- Check some Maths problems.

Writing

- Write a report with numbers.



Reading

A What do you know about ...?

You can find numbers everywhere in your daily life. Look at the photos and write the correct numbers in the blanks.

1

2

3

Today is _____ September.

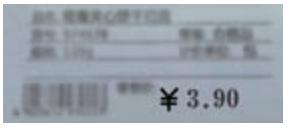
It is _____°C.

It is _____.

4

5

6



They are _____ grams.

It is _____ centimetres long.

It is _____ yuan.

B Before you read

Look at the pictures, the title of the story and the first sentences of paragraphs 1 and 2 on page 19. Then circle the correct answers.

1 Who are the people in the first picture?

a The king and his son.
b The king and his brother.
c The king and an old man.

2 What are they doing?

a Playing chess.
b Growing rice.
c Playing cards.

3 Where did the story probably happen?

a In China.
b In India.
c In Japan.

The king and the rice

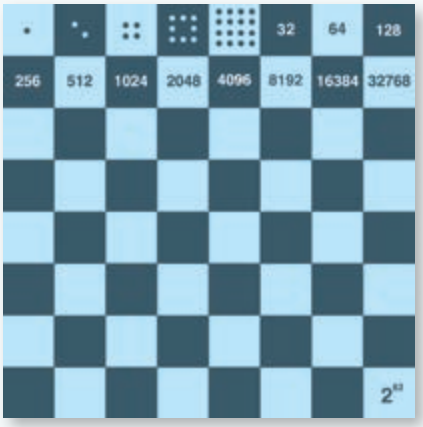
A long time ago, there was a king in India. The king's favourite game was chess.

One day, a wise old man came to the palace and the king challenged him to a game. The king promised the old man, "You can have any prize if you win the game."

The old man said, "If I win the game, I'd like one grain of rice for the first square of the chessboard, two for the second, four for the third, and then double the amount for each of the rest of the squares."

"Is that all?" asked the king. "Wouldn't you like gold or silver instead?"

"No, just rice," replied the old man.



The king and the old man played the game for a long time. Finally, the old man won. So the king ordered his men to collect a bag of rice. He put one grain on the first square, two on the second, and so on. The king quickly realized the problem—even with all the rice in the country, he would still not have enough rice to put on all the squares!

C Vocabulary

C1 *The words in italics are from the story on page 19. Match the two halves of these sentences to make them meaningful.*

1 When you ask a *wise* person for help,	**a** you tell him/her that you will give him/her the present for sure.
2 If you *promise* somebody a present,	**b** you know something is wrong.
3 If you get a *prize* in a game,	**c** you get the number 4.
4 When you *double* the number 2,	**d** you want him/her to give you good advice.
5 When you *realize* the problem,	**e** you win something for doing very well.

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

double prize promise realize wise

A young man once talked to a (1)_____ old man. "I won a (2)_____ and have a little gold now, but I want much more," he said. "Can you help me?"

The old man looked at him. "I can teach you how to make more money if you (3)_____ to follow my advice," he said.

The young man agreed. Then the old man took the young man to a window. "Look outside," he said.

"I can see nothing but an empty field," the young man said.

"Use your money to buy this field," said the old man, "and grow some cotton. In a year, you can sell the cotton and (4)_____ your money."

The young man (5)_____ what the old man meant. From then on he was not lazy any more. He worked hard all year round.

D Comprehension

D1 *Read the story on page 19 and complete the table below.*

Where the story took place		(1) _____
Who was in the story		the king and a (2) _____
What happened in the story	The beginning	The king challenged (3) _____ to a game. The king promised to give him (4) _____ if he won the game.
	The middle	They played the game for (5) _____.
	The ending	(6) _____ won the game, but the king did not have (7) _____ to give him.

D2 *Find facts in the story to support these statements about the king. Write down the facts.*

1 The king loved to play games. (The king's favourite …)

_____

2 The king thought the old man asked too little for the prize. ("Is that all?" …)

_____

3 The king did not have enough rice for the old man. (The king quickly realized …)

_____

_____

* **D3** *How many grains of rice should the king put on the last square? Discuss this with your classmates.*

Listening

A quiz about numbers

Top tip

We can express numbers in different ways:

0.25 17.17	(zero) point two five seventeen point one seven
27%	twenty-seven per cent
11 Dec. 2008	the eleventh of December, two thousand and eight
1:15	one fifteen/(a) quarter past one
341 2205	three four one, double two zero five/three four one, two two o five

Listen to a quiz about numbers and circle the correct answers.

1	**a** 65	**2** **a** 12:13	**3** **a** 11 October
	b 36	**b** 12:30	**b** 10 November
	c 33	**c** 12:40	**c** 11 November
4	**a** 565 3881	**5** **a** 165.5 cm	**6** **a** ¥4,700
	b 566 2881	**b** 135 cm	**b** ¥7,400
	c 562 2881	**c** 116.5 cm	**c** ¥4,070
7	**a** 11%	**8** **a** 33	
	b 31%	**b** 22	
	c 21%	**c** 32	

Grammar

A Cardinal and ordinal numbers

We use **cardinal numbers** to count things.

3	three	13	thirteen	20	twenty	70	seventy
11	eleven	15	fifteen	30	thirty	82	eighty-two
12	twelve	18	eighteen	50	fifty	98	ninety-eight

100	one hundred
200	two hundred
375	three hundred and seventy-five

1,000	one thousand
4,189	four thousand one hundred and eighty-nine
15,362	fifteen thousand three hundred and sixty-two
100,000	one hundred thousand
285,643	two hundred and eighty-five thousand six hundred and forty-three

1,000,000	one million
3,367,982	three million three hundred and sixty-seven thousand nine hundred and eighty-two

Work out the rule

- In the **cardinal numbers**, we do not add *-s* to *hundred*, _____ and _____.
- With large numbers, we put _____ between *hundred* and *ten*.

We use **ordinal numbers** to show the order of things.

1st	first	7th	seventh	13th	thirteenth	19th	nineteenth
2nd	second	8th	eighth	14th	fourteenth	20th	twentieth
3rd	third	9th	ninth	15th	fifteenth	21st	twenty-first
4th	fourth	10th	tenth	16th	sixteenth	33rd	thirty-third
5th	fifth	11th	eleventh	17th	seventeenth	40th	fortieth
6th	sixth	12th	twelfth	18th	eighteenth	100th	hundredth

Work out the rule

We form most **ordinal numbers** by adding _____ to the **cardinal numbers**. There are exceptions, like *first*, *second* and *third*.

The students are standing in a line. They each have a number (from 1 to 28). Fill in the blanks with the cardinal numbers on the left or ordinal numbers on the right.

1	May	May is the (1) _____.
(2) _____	Alan	Alan is the second.
3	Danny	Danny is the (3) _____.
4	Jane	Jane is the (4) _____.
12	Peter	Peter is the (5) _____.
(6) _____	Alice	Alice is the nineteenth.
23	Steve	Steve is the (7) _____.
28	Zoe	Zoe is the (8) _____.

B Instructions about numbers

Table I

Add 3 **and** 9.	(3 + 9)
Subtract 3 **from** 9.	(9 − 3)
Multiply 3 **by** 9.	(3 × 9)
Divide 9 **by** 3.	(9 ÷ 3)

Table II

3 **plus** 9 **equals/is** 12.	(3 + 9 = 12)
9 **minus** 3 **equals/is** 6.	(9 − 3 = 6)
3 **multiplied by** 9 **equals/is** 27.	(3 × 9 = 27)
9 **divided by** 3 **equals/is** 3.	(9 ÷ 3 = 3)

Things to remember

Plus and *minus* are prepositions.

*In pairs, complete the sentences like those in **Table I** and **Table II**.*

1 **S1:** A*dd* _____ 11 *and* 1.
S2: *11* p*lus* *1* equals/is *12*. (*11 + 1 = 12*)

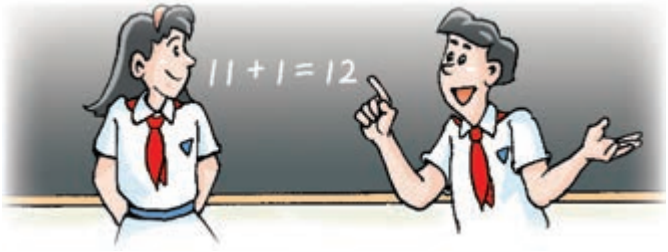
2 **S1:** S_____ 5 _____ 13.
S2: _____ m_____ _____ equals/is _____. ( )

3 **S1:** M_____ 7 _____ 8.
S2: _____ m_____ by _____ equals/is _____. ( )

4 **S1:** D_____ 16 _____ 4.
S2: _____ d_____ by _____ equals/is _____. ( )

5 **S1:** A_____ 9 _____ 6.
S2: _____ p_____ _____ equals/is _____. ( )

6 **S1:** A_____ 14 and 4 and d_____ the answer by 2.
S2: _____ p_____ _____ and the answer d_____ by _____ equals/is _____. ( )



Speaking

A Talk time

Strong and weak forms

Some words have both a strong form and a weak form.

	a	an	for	of	to
Strong form	/eɪ/	/æn/	/fɔː(r)/	/ɒv/	/tuː/
Weak form	/ə/	/ən/	/fə/	/əv/	/tə, tu/

	the	and	can	have	he	do
Strong form	/ðiː/	/ænd/	/kæn/	/hæv/	/hiː/	/duː/
Weak form	/ðɪ, ðə/	/ən(d), n/	/kən/	/həv, əv/	/hɪ/	/də, du/

In most sentences, we use the weak forms of these words.

> He went to the hospital and visited a friend.
> /hi went tə ðə 'hɒspɪtl ən 'vɪzɪtɪd ə frend/

Sometimes we use the strong forms for emphasis.

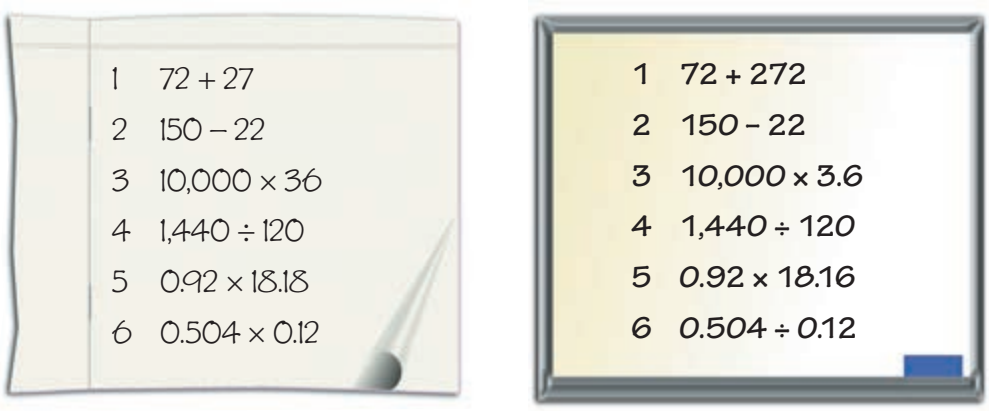
> S1: You can't dance. /ju kɑːnt dɑːns/
> S2: Yes, I can. /jes aɪ kæn/

Listen to the conversation below. Pay attention to the pronunciation of the words in blue. Then practise it in pairs.

May: What's your favourite subject, Ben?
Ben: Maths. Our Maths teacher uses a lot of games to help us learn. He makes the class really interesting. Also, I like to work with numbers.
May: OK. Do you know the number of students in your class?
Ben: Yes, I do. There are 35 students in my class—18 boys and 17 girls. I can remember all their birthdays!
May: You're amazing!

B Speak up

Mandy did not copy her homework correctly, so she called Joyce. In pairs, check the Maths problems in Mandy's exercise book. Follow the example.



Joyce: Hello, this is Joyce speaking.

Mandy: Hello, Joyce. It's Mandy.

Joyce: Hi, Mandy. What can I do for you?

Mandy: I don't think I copied down the Maths problems correctly. Can I check them with you?

Joyce: OK.

Mandy: Number 1. Is it seventy-two plus twenty-seven?

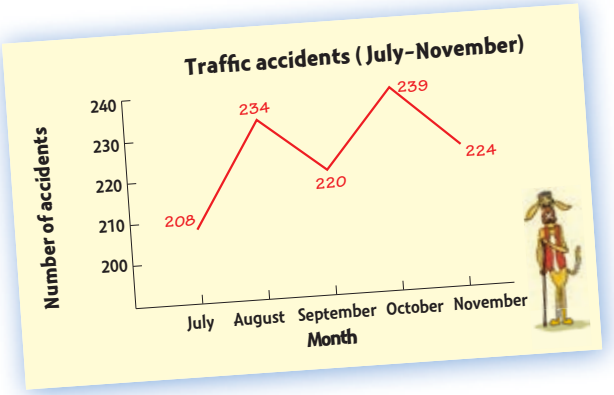
Joyce: No. It should be seventy-two plus two hundred and seventy-two.

…

Writing

A report with numbers

A *May found some figures about traffic accidents in her city. She drew a line graph and wrote a report. Complete the report below.*



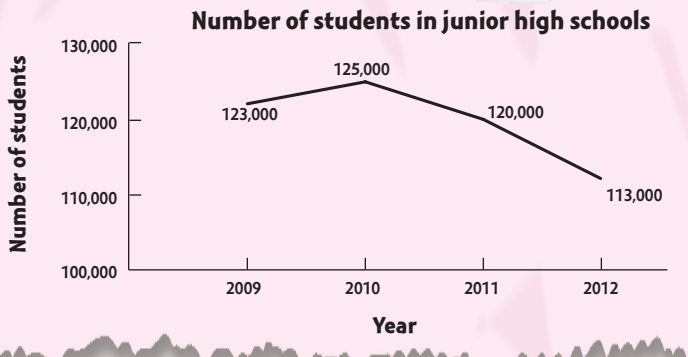
Top tip

Write the numbers in figures, not in words.

Traffic accidents (July–November)

The graph shows that there were (1) 208 traffic accidents in our city in July. In (2) _____, the number (3) rose to (4) _____ and then (5) fell to (6) _____ in (7) _____. In (8) _____, the number (9) _____ again to (10) _____. It (11) _____ to (12) _____ in (13) _____.

B *Look at the line graph below about the number of students at junior high schools in May's city. Then write a report by following the example in* ***A****.*



* More practice

A *Read the online article and then complete the flow chart about the development of counting methods.*

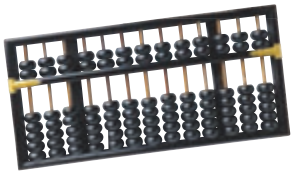
Counting before numbers

Before the invention of written numbers, people used many different ways to count things.

At first, people used their fingers, and even their toes. However, they could only count small numbers in this way.

After that, they began to make small marks on sticks and bones. This helped them count bigger numbers. They used them to count things like the days of the month, the amount of food and the number of animals they had.

Then people began to use tokens made from clay or small stones. This helped them count even bigger numbers. They often put the tokens on pieces of string so that they could carry them around easily. This developed into tools like the abacus.



Finally, people began to develop systems of written marks to show different numbers, and this led to the Hindu-Arabic system (0–9). We are still using this system today.

First, people used (1) _____.

After that, they made (2) _____.

Then they used (3) _____.

Finally, they began to develop (4) _____.
This led to (5) _____.

B *Are there any other ways of counting? Discuss this with your classmates.*

Culture corner

Numbers around the world

People around the world write numbers in different ways. The following shows how people from different cultures write one to five.

Chinese: 一、二、三、四、五

Romans: I, II, III, IV, V

English: *one*, *two*, *three*, *four*, *five*

However, most people around the world use Arabic numbers (1, 2, 3, 4, 5, *etc.*) today.

Do you know how people write numbers in other cultures?

Self-assessment

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

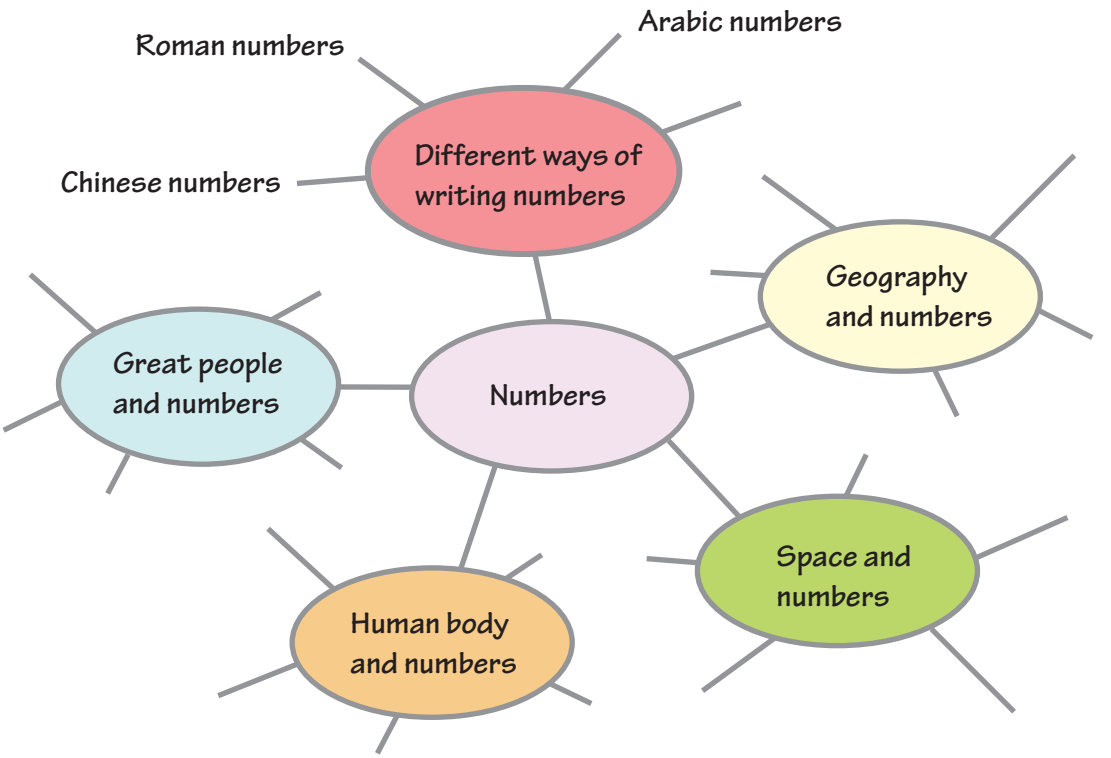
1	I can read a story about numbers.	☐	☐ ☐
2	I can listen for different kinds of numbers.	☐	☐ ☐
3	I can use **cardinal** and **ordinal numbers** correctly.	☐	☐ ☐
4	I can understand instructions about numbers correctly.	☐	☐ ☐
5	I can say the strong and weak forms of some words in a sentence.	☐	☐ ☐
6	I can check some Maths problems with my classmate.	☐	☐ ☐
7	I can write a report with numbers.	☐	☐ ☐
8	I know about numbers around the world.	☐	☐ ☐

*Project

A mini-encyclopaedia of numbers

How much do you know about numbers? In this project, you will make a mini-encyclopaedia of numbers.

A *In groups, brainstorm some topics about numbers. Use the following spidergram to help you.*



B *Each group should decide on a topic and then do some research on it.*

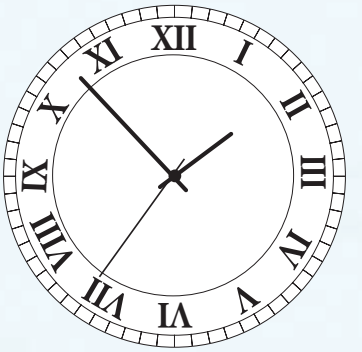
C *In groups, write a short article on your topic. Follow the example.*

Roman numbers

The ancient Romans had a different way of writing numbers. They used letters from their alphabet. For example, the number 12 is "XII" (10 + 1 + 1).

I	=	1	L	=	50	D	=	500
V	=	5	C	=	100	M	=	1,000
X	=	10						

Today we still see Roman numbers in many places, for example on clock faces, on buildings or in books.



D *As a class, put all your articles together to make a mini-encyclopaedia of numbers. Make a contents page for your encyclopaedia.*

Contents

Part 1 Different ways of writing numbers

Chinese numbers 1
Roman numbers 3
Arabic numbers 4

E *Design a cover for the encyclopaedia.*

Unit 3

Computers

Getting ready

In this unit, you will learn some facts about computers.

Reading

- Read an article about computers.

Listening

- Listen to a woman making a phone order.

Grammar

- Learn how to compare things by using **the comparative of adjectives**.
- Learn how to compare things by using **the superlative of adjectives**.

Speaking

- Learn to give extra stress to the most important word in a sentence.
- Do a survey about using computers at home.

Writing

- Write an email about monitors.

Reading

A What do you know about ...?

How much do you know about computers? Look at the photo below and complete the sentences with the correct names.

1 The _____ shows words and pictures.
2 We use the _____ for typing.
3 The "brain" of a computer is in the _____.
4 We move the _____ to control the computer.
5 We hear sound from the _____.

B Before you read

Look at the pictures, the title and the sub-headings of the article on page 35. Then tick (✓) the facts that the article probably talks about.

1 Computers are getting smaller and better. ☐
2 Computers can do important jobs like flying planes. ☐
3 Computers may work as doctors. ☐
4 Computers are expensive. ☐

Computer facts

Smaller and better

In the 1940s, the first computers were bigger than cars. Now computers are becoming smaller and better.

Some computers are tiny. You may be unaware of them. There is probably one inside your TV or washing machine. You depend on computers more than you realize.

What can we do with computers?

We can use computers to calculate. They can calculate at a faster speed than we can and almost never give wrong answers. We can also type and draw things with them. In addition, computers can do important jobs like operating railways and flying planes and spaceships.

Is a computer cleverer than me?

The answer is "No". Your brain can produce new ideas but computers cannot. However, one day computers may be able to do a better job than human beings. For example, they may be better than doctors at doing their job.

What will happen to us if computers can do all our jobs? Will we have nothing to do? Computers may change our lives, but will they make them better?

C Vocabulary

C1 *The words in italics explain the meanings of some words on page 35. Find these words to complete the sentences. Change their forms if necessary.*

1 If something is *very small*, it is _____. (line 5)

2 Some young people always *need help from* their parents. They should learn to _____ themselves. (line 8)

3 We had fun *and* learnt something new *as well*. We had a good time. _____, we learnt a lot. (line 14)

4 When we *make* a machine *work*, we _____ it. (line 16)

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

depend on　　expensive　　in addition　　speed

Mark: I bought a new computer.

Helen: Why?

Mark: I bought my first computer five years ago. I used it almost every day, and it became really slow.

Helen: I see. So how's your new computer?

Mark: It was really (1)_____, but it works at a much faster (2)_____ than my old one. (3)_____, it has a larger monitor.

Helen: I also (4)_____ my computer a lot these days. I use it to write reports, and to get on the Internet too. My computer works well, so I'm not going to buy a new one.

Strategy

Sub-headings

Sometimes a long passage has several small parts. Each part has a title. We call the title a **sub-heading**. It usually tells us the topic of the paragraph(s) below it.

For example, in the article on page 35, "***Smaller and better***" and "***What can we do with computers?***" are sub-headings.

D Comprehension

D1 *Read the article on page 35 and complete the answers with the examples from the article.*

1 **S1:** There may be tiny computers in your home.
S2: Where, for example?
S1: Inside your TV or washing machine.

2 **S1:** We can do many things with computers in our daily life.
S2: For example?
S1: We can _____, _____ and _____ with them.

3 **S1:** Computers can do some important jobs.
S2: For example?
S1: They can _____ and _____.

4 **S1:** One day, computers may be able to do a better job than human beings.
S2: For example?
S1: They _____.

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

1 What were the first computers like?

_____

2 Why are we unaware of some computers?

_____

3 Are computers cleverer than you and me? Why or why not?

_____

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

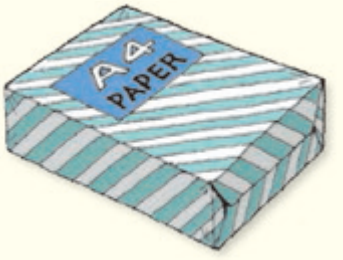
1 Do you depend on computers a lot in your daily life? Give examples.

2 Do you agree that computers will be able to do all our jobs in the future? Give reasons.

Listening

A phone order

Mabel Wang is ordering some things on the phone. Listen to the conversation and complete the table below.



TOP OFFICE

Company: Hi-Lo Company

Name: Mabel Wang

	No.	Quantity	Price each	Total
A4 paper		10 boxes		
Monitor		1		
CD	D2791		¥60	
Grand total: _____				

Grammar

A The comparative of adjectives

When we compare two people or things, we can use **the comparative of adjectives**. We form **the comparative of adjectives** like this:

Adjectives	Comparative of adjectives
cheap	cheap**er**
tall	tall**er**
interesting	**more** interesting
expensive	**more** expensive

Work out the rule

- To form **the comparative of adjectives**, we often add _____ to short adjectives and use _____ with long adjectives.
- We often use _____ after **the comparative of adjectives**.

Complete the conversation below and on page 40 with the comparative of the adjectives from the box.

big　　expensive　　heavy　　light　　small

Salesman: Can I help you, sir?

David: Yes, I need a suitcase. Can you tell me about these two?

Salesman: Sure. The red one costs ¥2,500, and it's made of leather.

David: I see. The red one is (1) _____ than the black one. What about the weight? Which one is (2) _____?

Salesman: The black one. It's made of plastic. Try them, sir.

David: You're right. The red one is (3)_____ than the black one, and it's (4)_____ than the black one.

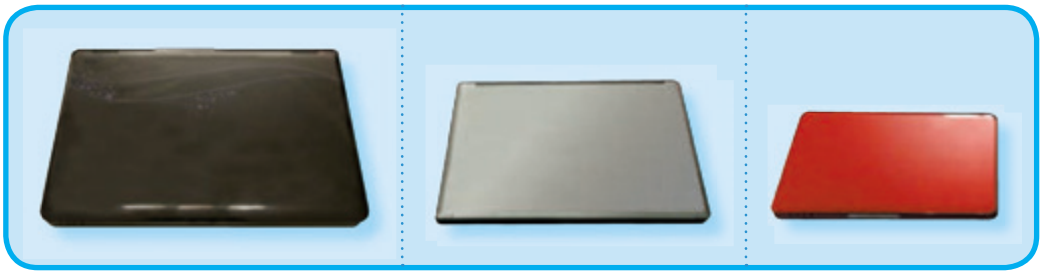
Salesman: Do you have a lot of things to carry?

David: Yes, I do. I'll have the black one because it's (5)_____ than the red one.

Salesman: Thank you very much, sir.

B The superlative of adjectives

When we compare more than two people or things, we use **the superlative of adjectives**.



The red laptop is **the smallest** among the three.

We form **the superlative of adjectives** like this:

Adjectives	Superlative of adjectives
high	**the** high**est**
careful	**the most** careful
interesting	**the most** interesting

Work out the rule

- To form **the superlative of adjectives**, we often add _____ to short adjectives and use _____ with long adjectives.
- We usually use _____ in front of **the superlative of adjectives**.

B1 *David is shopping for a camera. Look at the photos and write the letter of the correct model after each statement.*

a

¥3,589

Made in 2010
350 g
109 mm × 78 mm × 46 mm

b

¥2,530

Made in 2012
170 g
99.8 mm × 56.4 mm × 24.5 mm

c

¥1,700

Made in 2011
183 g
103 mm × 57 mm × 27.3 mm

David: I'd like to see some of your cameras.

Salesman: Certainly. This is the most expensive model. (1) a

This is the cheapest model. (2) _____

This is the newest and lightest model. (3) _____

B2 *David told his friend Tony about his shopping trip. Complete David's sentences with the superlative of the adjectives from the box.*

expensive light old small

Tony: Did they show you any cameras?

David: Yes. The (1) smallest model is (2) 99.8 mm × 56.4 mm × 24.5 mm.

The (3) _____ model costs (4) _____.

The (5) _____ model was made in (6) _____.

The (7) _____ model weighs (8) _____.

Speaking

A Talk time

Extra stress

We already know two rules about sentence stress:

- Stress nouns, verbs, adjectives, adverbs and numbers.
- Do not stress words like *a*, *the*, *is* and *have* except for special reasons.

Here is a third rule:

- Give extra stress to the most important word in the sentence. You, the speaker, must decide what the most important word is.

A1 *Read the conversation below and practise it in pairs. Give extra stress to the words underlined twice.*

Amy: What do you think of computers, Frank? Are they cleverer than human beings?

Frank: No, I don't think so.

Amy: Why not? Computers can do a lot of things!

Frank: Maybe, but human beings created computers!

Amy: That's true.

A2 *Read the conversation below and draw an extra line under the words you would give extra stress to. Then practise it in pairs.*

Frank: Which kind of computers are better, desktops or laptops?

Amy: Laptops, I think.

Frank: Why?

Amy: Laptops are lighter. They're easier to carry around than desktops!

Frank: Yes, but desktops are often cheaper than laptops. And I don't really have much money.

Amy: Well, then a desktop is probably a better choice for you.

B Speak up

B1 *In groups, do a survey about using computers at home. Use the following questions to help you. You must add at least one more question of your own.*

1 Do you have a computer at home?
2 How often do you use the computer?
3 What do you usually do on the computer?
4 How much time do you spend playing computer games every week?
5 How do you use the computer to help you study?
6 *Your own question(s)*: _____

_____

_____

B2 *Go around the class and interview other students. Make notes of their answers. Then each group should report their findings to the class. Use the following plan to help you.*

We found that ... of the class have computers at home.

... use computers almost every day, and ... don't use computers very often.

... often ... on the computer at home.

…

Writing

An email about monitors

Top Office found that they did not have any C4091 monitors, so Tom Green, a salesman, wrote an email to Mabel Wang. Look at the table and complete Tom's email to Mabel.

	C4091	C4095
How big	17 inches	19 inches
How heavy	5 kg	4 kg
How much	¥1,200	¥1,298
How many we have sold this month	38	50

big expensive light popular

To: Mabel Wang

From: Tom Green

Dear Ms Wang,

You ordered a C4091 monitor yesterday. I am afraid we do not have any now. However, we have another model—the C4095.

The C4095 is a 19-inch monitor, so it is bigger than the C4091.

Would you like to order a C4095? I look forward to your reply.

Best wishes,

Tom Green

* More practice

A *Read the script of a speech by a head teacher and answer the questions below.*

Computer game problems

Good afternoon, parents and teachers. Thank you for attending this meeting.

Last weekend, one of our students went to hospital. The student played computer games on the Internet all day Saturday without stopping to drink, eat or sleep. Finally, he became very ill.

Some students play computer games for too long. This is a serious problem. In the past, students used to play outside more often, but now they spend more time in front of computers. This is bad for their health.

Tomorrow we'll have some experts here to talk to the students about the bad effects of playing computer games. They'll also give some advice on how to use computers for studying.

I hope we can all work together to stop students from spending too much time playing computer games. Thank you for your time.

1 Who is attending the meeting?
2 Why did the student become ill?
3 What is the serious problem?
4 Who will talk to the students tomorrow?
5 What will they talk about?

B *How can young people stop themselves from playing computer games for too long? Discuss this with your classmates.*

Study skills

* Research skills (2): Using a search engine

There is a lot of information on the Internet. You can find the information you need by using a **search engine**.

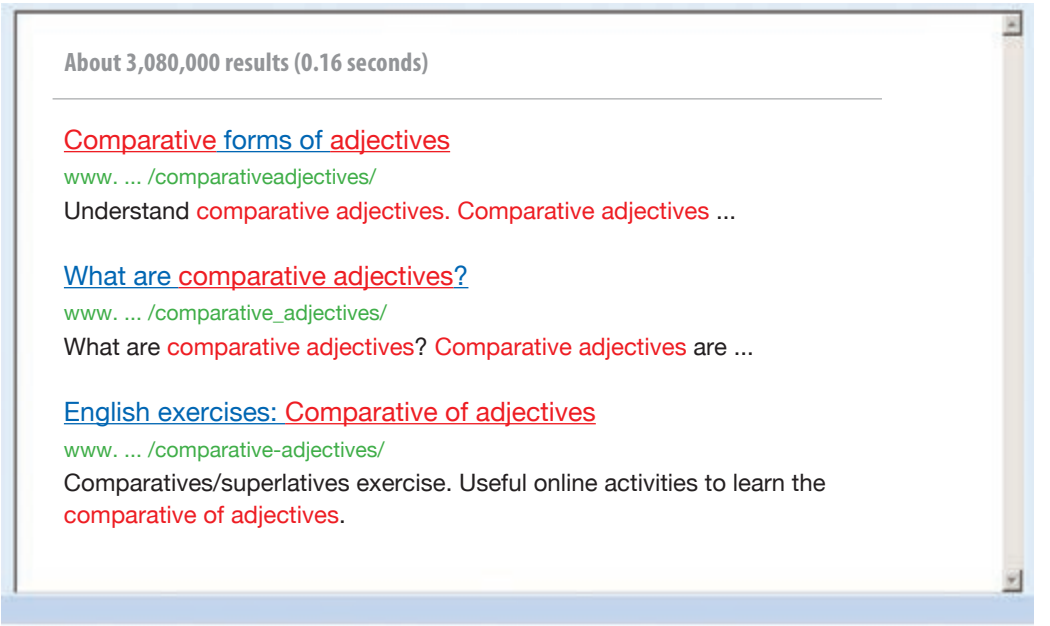
Here are some useful tips for searching online:

1 Type in **keywords**, not complete sentences. These keywords can be words, phrases or even short sentences.

Example: If you want to learn more about the comparative of adjectives, you can type in these keywords:

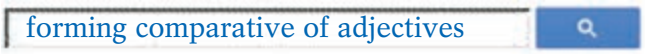
You do not have to type in words such as *the*.

You may get results like these.

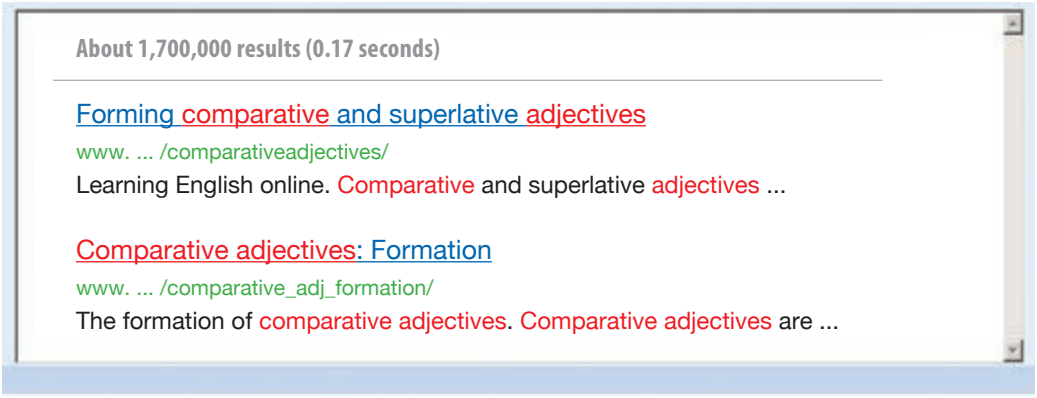


2 Use **more specific words** to get better results.

Example: You may improve your search for the comparative of adjectives by adding a specific word:



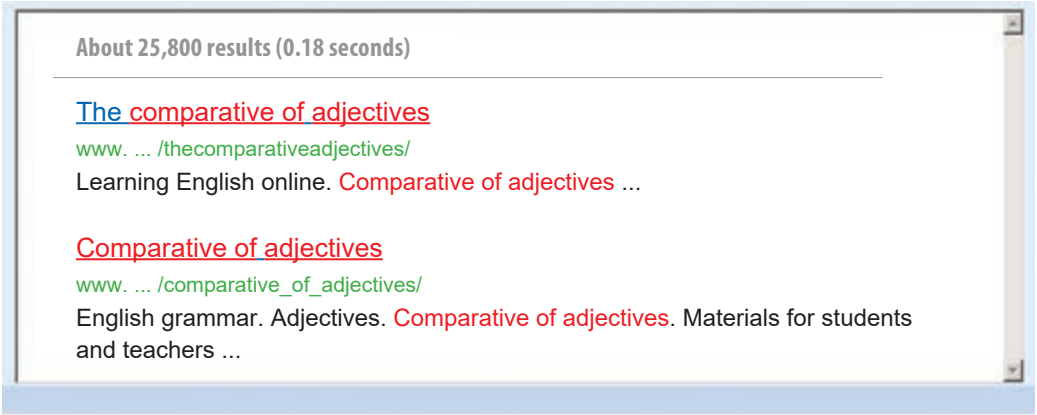
In this way, you will get more specific and useful results.



3 Use **double quotation marks (“ … ”)** to find web pages containing specific groups of words or phrases.

Example: You may type in *comparative of adjectives* in double quotation marks:

You will get results containing this exact phrase.



Use the Internet to search for more information about the grammar you have learnt in this unit.

Culture corner

The abacus

The abacus was perhaps the first type of computer. People started using it over 4,000 years ago to do maths. It was used in ancient China, Rome, Egypt and Greece. Today some people still use the abacus.

Can you use an abacus? How is it similar to a modern computer?

Self-assessment

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

1	I can read an article about computers.	☐	☐ ☐
2	I can find out the topic of a paragraph or some paragraphs by reading the sub-heading.	☐	☐ ☐
3	I can listen for specific information in a phone order.	☐	☐ ☐
4	I can compare things by using **the comparative of adjectives** correctly.	☐	☐ ☐
5	I can compare things by using **the superlative of adjectives** correctly.	☐	☐ ☐
6	I can give extra stress to the most important word in a sentence.	☐	☐ ☐
7	I can do a survey about using computers at home with my classmates.	☐	☐ ☐
8	I can complete an email about monitors.	☐	☐ ☐
9	I know about the abacus.	☐	☐ ☐

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Unit 4

Inventions

Getting ready

In this unit, you will learn about great inventions in history.

Reading

- Read an article about great inventions.

Listening

- Listen to advertisements for four funny inventions.

Grammar

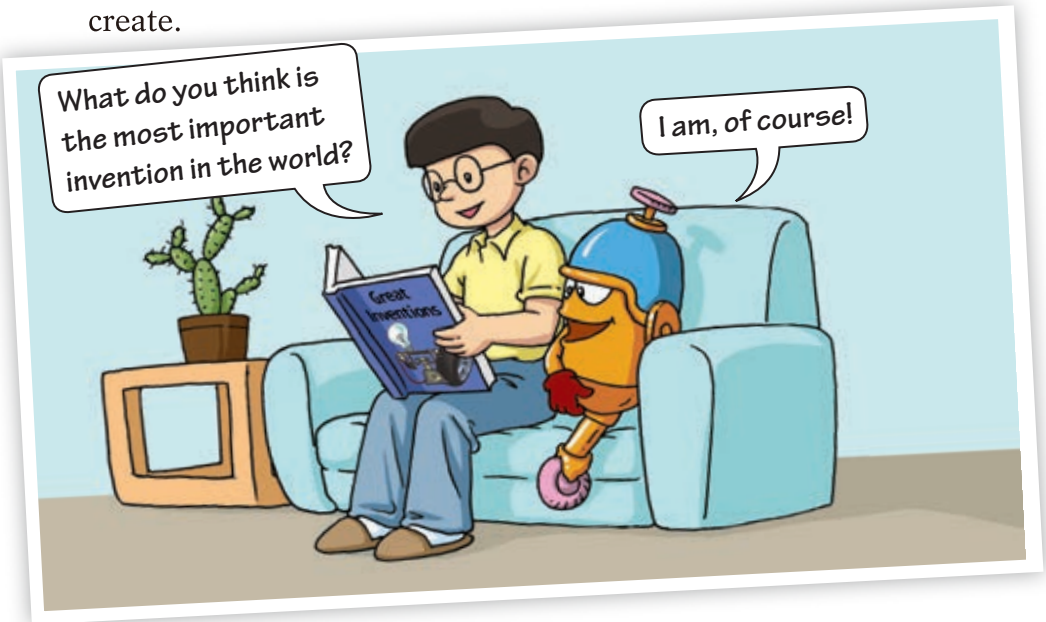
- Learn how to use the **comparative** and **superlative** of *good*, *bad* and *far*.
- Learn how to use *(not) as … as*.

Speaking

- Learn to use rising intonation.
- Talk about the most useful invention to you and your family.

Writing

- Write a short article about a new invention that you will create.



Reading

A What do you know about ...?

A1 *Inventions change our way of life. Look at the photos below. Write the name of each invention in the blanks.*

computer　light bulb　paper　telephone　train　wheel

1

_____

2

_____

3

_____

4

_____

5

_____

6

_____

A2 *How do these inventions help us in our daily lives? In groups, discuss this with your classmates.*

Computers help us find information easily. ...

B Before you read

Look at the photos, the title, the introduction and the sub-headings of the article on page 51. Then answer the questions below.

1 What three inventions will the article talk about?
2 Which invention do you think is the greatest invention? Why?

Great inventions

Great inventions change the world. They help people live a better life. The following are three of the most important inventions in history.

The wheel

The wheel is perhaps the greatest invention in history. After its invention, travelling became faster and more comfortable. A few thousand years ago, people started to use wheels on carriages. In the early 19th century, the first trains began to carry passengers. At the start of the 20th century, cars became popular. Without the wheel, we would not have these inventions.

The telephone

Alexander Graham Bell invented one of the first practical telephones in 1876. Since then, people have been able to speak to each other over long distances. Today millions of people across the world own mobile phones. They allow people to keep in touch with each other anytime, anywhere.

The light bulb

Thomas Edison developed the first practical light bulb in 1879. Before the invention of the light bulb, people had to use oil lamps, gas lamps or candles to see at night. With light bulbs, people can do as many things in the evenings as they can in the daytime. Can you imagine living without them?

C Vocabulary

C1 *Find words from the article on page 51 that have similar meanings to the words in italics below.*

1 My new shoes felt *nice and soft*. (line 7) _____

2 This modern city was only a small village a *hundred years* ago. (line 10) _____

3 All the *people on the bus* got excited when they arrived at the Great Wall. (line 11) _____

4 The company *produced* a new camera last year. (line 24) _____

5 The swimming pool is open during the *day*. (line 29) _____

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

anytime century comfortable daytime passenger

Bill: When did people first start using cars?

Maggie: People developed the first cars in the 1880s, and they started using cars a lot in the early 20th (1) _____.

Bill: I'm sure the people were very happy because cars are so fast and (2) _____.

Maggie: Not really. These early cars were very slow. They also created a lot of problems.

Bill: What do you mean?

Maggie: Most people still had horses then, and the new cars made loud noises and frightened them. Also, (3) _____ often got very dirty after a long ride, so many people didn't use them.

Bill: I suppose that people could only drive in the (4) _____ because those cars didn't have lights.

Maggie: That's not true. They had lights, so people could drive them (5) _____.

Strategy

Skimming

Skimming means to read an article quickly to get its general idea. To skim an article, you should look at its introduction, title, sub-headings, photos or pictures, and the first and last sentences of each paragraph.

D Comprehension

D1 *Read the article on page 51 and complete the table below.*

	The wheel	The telephone	The light bulb
Inventor	Don't know.	(2) _____ _____	(4) _____ _____
Life after the invention	Travelling became (1) _____ _____ _____.	People can (3) _____ _____ _____ _____.	People can (5) _____ _____ as they can in the daytime.

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

1 Which of the three things was invented first?

_____

2 What inventions did the wheel make possible?

_____

3 How do mobile phones help people keep in touch with each other?

_____

4 How did people see at night before the invention of the light bulb?

_____

* **D3** *Can you name some other great inventions? Why do you think they are great? Discuss these with your classmates.*

Listening

Funny inventions

A *Listen to advertisements for four funny inventions and complete their names. Write one word in each blank.*

1

_____ For Shoes

2

Cleaner Cat _____

3

_____ Telephone

4

_____ Glasses

B *Listen to the recording again and circle the correct answers.*

1 The first invention can _____.

a make your shoes more beautiful
b keep the dust off your shoes
c keep the rain off your feet

2 You buy the second invention to _____.

a keep your cat's feet warm
b keep your cat's feet clean
c help you clean the floor

3 If you buy this telephone, you will _____.

a talk more
b talk less
c talk happily

4 With this pair of glasses, you _____.

a can look behind and in front of you at the same time
b can see things more clearly
c will look cool

Grammar

A *good, bad* and *far*

The comparative and superlative forms of some adjectives are irregular:

Adjectives	Comparative forms	Superlative forms
good	better	the best
bad	worse	the worst
far	farther/further	the farthest/furthest

A1 *Look at the school report below. In pairs, ask and answer questions about it.*

REPORT Class 2A

Name	Art	Science
Alice	84	65
Belinda	72	70
Daisy	83	91
Eric	79	64
Martin	80	78
Paul	81	84
Pauline	62	69

1 **S1:** Who got a better mark in Art, Belinda or Daisy? (good)
S2: Daisy got a better mark in Art than Belinda.

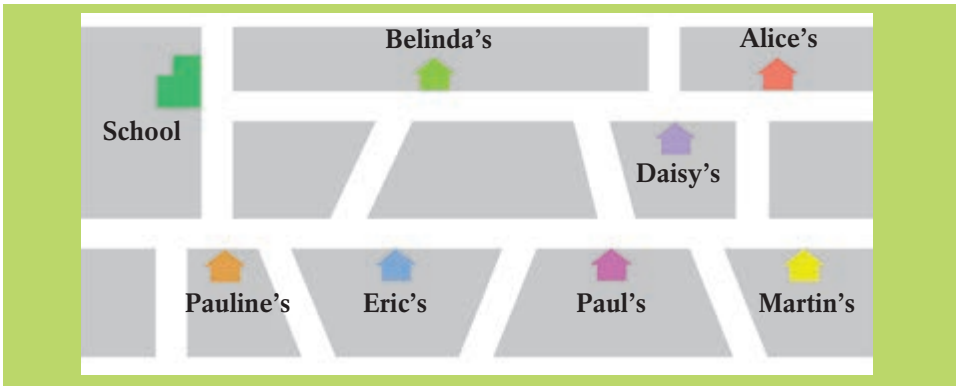
2 **S1:** Who got the best mark in Art? (good)
S2: Alice got the best mark in Art.

3 **S1:** Who _____ in Science, Paul or Martin? (good)
S2: _____

4 **S1:** Who _____ in Science, Eric or Alice? (bad)
S2: _____

5 **S1:** Who _____ in Science? (bad)
S2: _____

A2 *Look at the map below. In pairs, ask and answer questions about it. Follow the example.*



1 Whose home ..., Alice's or Daisy's?

S1: Whose home is farther/further from school, Alice's or Daisy's?
S2: Alice's home is farther/further from school than Daisy's.

2 Whose home ..., Daisy's, Eric's or Martin's?

S1: Whose home is the farthest/furthest from school, Daisy's, Eric's or Martin's?
S2: Martin's home is the farthest/furthest from school.

3 Whose home ..., Martin's or Pauline's?

4 Whose home ..., Alice's, Belinda's or Eric's?

B *(not) as ... as*

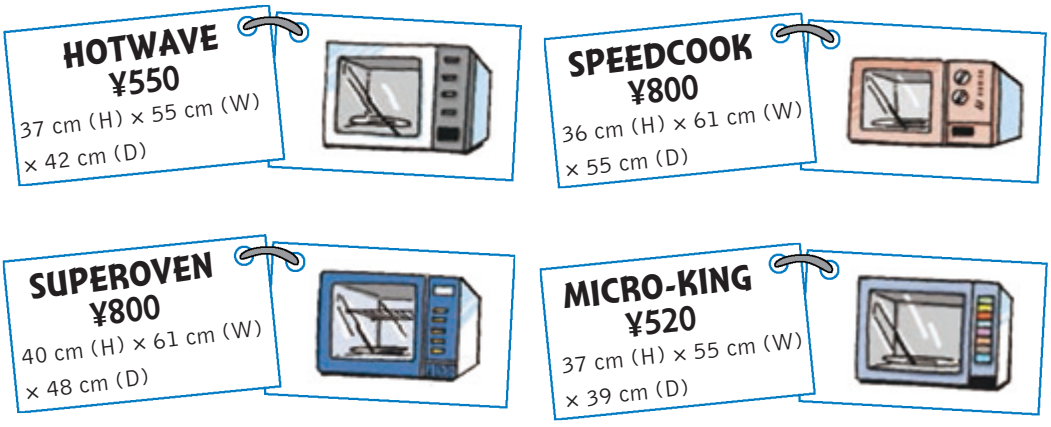
We use *(not) as … as* to say that things or people are (not) equal in some way.

> The first computer was **as** big **as** a room.
>
> With light bulbs, people can do **as** many things in the evenings **as** they can in the daytime.
>
> A candle does **not** produce **as** much light **as** a light bulb.

Work out the rule

- We use *(not) as … as* with (the base form/the comparative) of adjectives to compare things and people.
- We use *(not) as … as* with _____ + the plural form of a countable noun or _____ + an uncountable noun to compare amounts.

B1 *Look at the pictures below and complete the following sentences.*



1 The Hotwave and the Micro-King are not as expensive as (expensive) the Speedcook and the Superoven.

2 The Speedcook is as wide as (wide) the Superoven.

3 The Hotwave _____ (high) the Micro-King.

4 The Micro-King _____ (deep) the Speedcook.

5 The Hotwave and the Micro-King _____ (wide) the Speedcook and the Superoven.

B2 *Look at the table and the pictures below. Then complete the sentences with* ***(not) as many/much ... as.***

Family	Cans	Plastic	Paper	Glass
Brown	500	47 kg	32 kg	74 kg
White	525	47 kg	30 kg	78 kg
Black	500	42 kg	32 kg	74 kg
Green	200	21 kg	19 kg	23 kg

Rubbish that four families throw away in a year

1 The Blacks throw away as many cans as the Browns.

2 The Whites _____ plastic _____ the Browns.

3 The Browns _____ paper _____ the Blacks.

4 The Greens _____ glass _____ the Whites.

5 The Greens _____ cans _____ the Whites.

Speaking

A Talk time

Intonation (1): Rising intonation

When we ask a *Yes/No* question, we make our voice rise (↗) at the end.

Do you understand?↗

Can you repeat it?↗

Is it correct?↗

A1 *Read the conversation below and practise it in pairs. Make your voice rise at the end of the* ***Yes/No*** *questions.*

Wendy: I'm going to talk about an important invention. We use it almost every day. Can you guess what it is?↗

Tony: Can I ask you some questions?↗

Wendy: Sure. You can ask five *Yes/No* questions.

Tony: OK. Do we have it in the classroom?↗

Wendy: Yes.

Tony: Do I have it in my school bag?↗

Wendy: Yes.

Tony: Is it a pen?↗

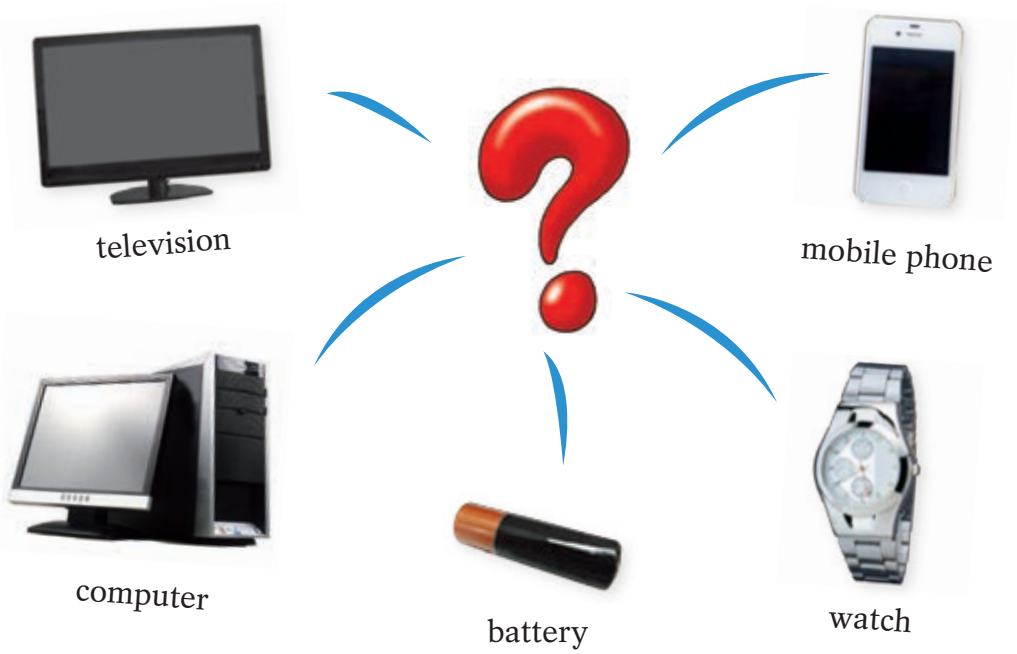
Wendy: Yes, you're right.

A2 *In pairs, make a conversation like the one in* ***A1****. Try to make your voice rise correctly. Talk about the things from the box.*

clock　　computer　　telephone　　wheel

B Speak up

In pairs, talk about one of the everyday inventions below or a choice of your own. Use the following questions to help you. Follow the example.



What is the most useful invention to you and your family?
What do you use it for?
How often do you use it?
Can you do without it?

S1: The computer is the most useful invention to me and my family.

S2: Why is that?

S1: My dad uses it for his job. My mum uses it to buy clothes. And my sister uses it to write emails to her friends.

S2: What do you use it for?

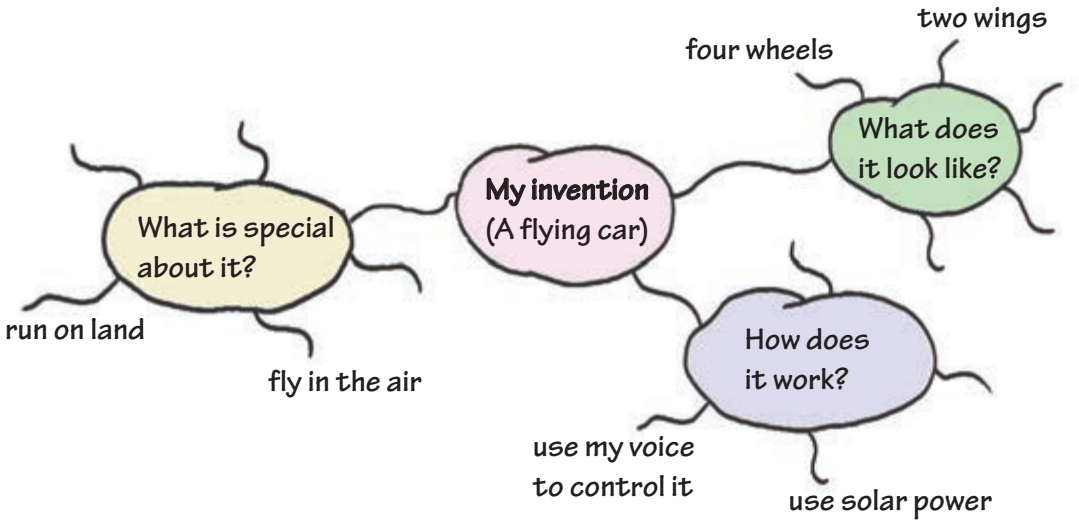
S1: I use it for my studies. At the weekend, I also use it to watch films. What's the most useful invention to you and your family?

S2: The mobile phone. I use it to …

Writing

My invention

A *You are going to create a new invention. Use a spidergram to help you make plans for this invention. Follow the example.*



B *Now write a short article about your invention. Use the example below to help you.*

Introduction

Body

Closing

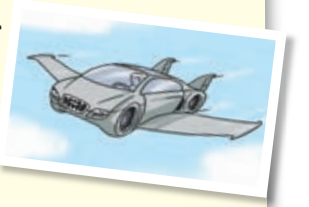
My invention

My invention is a flying car. It is fast, convenient and green!

The flying car has four wheels and two wings. It has a top speed of 300 km/h. You can go to farther places in a shorter time.

It can run on land and fly in the air. If you shout "fly", the car will turn into a plane in 30 seconds. Then you can fly in the air. You will be as free as a bird.

Instead of petrol, the car uses solar power, so it will not pollute the air.



My invention will help people live a better life in the future.

* More practice

A *Read the article about the inventor of the ballpoint pen, László Bíró. Then answer the questions below.*

A pen giant

Do you know László Bíró? Maybe you do not, but you probably use his invention every day, and you may even have it in your hand right now!

Bíró (1899–1985) was the inventor of the ballpoint pen. He was born in Budapest, Hungary. In the 1930s, when he worked as a newspaper editor, he used a fountain pen almost every day. However, he had to refill it all the time. The ink also did not dry easily, and it sometimes made a mess on the paper. Bíró wanted a better pen. His brother, George, helped him develop a special ink. The ink dried easily. Then they developed a new type of pen.

There was a tiny ball at the tip of the pen. The ball rolled ink onto paper as it moved. They called it the "ballpoint" pen.

The ballpoint pen was a great success. Everyone loved it. Now millions of people use it all over the world every day.

People will always remember Bíró for his invention. Today in many English-speaking countries, people still use the word "biro" to refer to any kind of ballpoint pen.

1 Why did Bíró decide to invent the ballpoint pen?

2 How did Bíró's brother help him invent the ballpoint pen?

3 How does the ballpoint pen work?

4 How do people remember Bíró for his invention today?

B *Do you like to use ballpoint pens? Why or why not? Discuss these with your classmates.*

Culture corner

The Kongming Lantern and the hot-air balloon

The Kongming Lantern is very popular all over Asia. It is a kind of paper lantern with a closed top and a small candle inside. The candle heats the air inside the lantern and makes it rise. People use the Kongming Lantern on important days and during festivals.

During the time of the Three Kingdoms, Zhuge Liang used such lanterns to give signals in battles.

The Kongming Lantern led to the invention of the hot-air balloon.

Do you know any other inventions that led to other inventions?

Self-assessment

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

1	I can read an article about great inventions.	☐	☐	☐
2	I can skim to get the general idea of an article.	☐	☐	☐
3	I can listen for specific information about four funny inventions.	☐	☐	☐
4	I can use the **comparative** and **superlative** of *good*, *bad* and *far* correctly.	☐	☐	☐
5	I can use *(not)as ... as* correctly.	☐	☐	☐
6	I can use rising intonation to ask *Yes/No* questions.	☐	☐	☐
7	I can talk about the most useful invention to me and my family with my classmate.	☐	☐	☐
8	I can write a short article about my own invention.	☐	☐	☐
9	I know about the Kongming Lantern and the hot-air balloon.	☐	☐	☐

*Project

Finding out about Chinese inventions

How much do you know about Chinese inventions? In this project, you will help make a booklet called *Great Chinese Inventions*.

A *Look at the photos below. In groups, choose one invention and discuss it. Use the questions below to help you. Add more questions if you wish.*

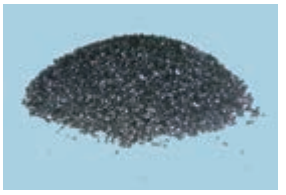
1

compass

2

paper

3



gunpowder

4

printing

The history of this invention
- When was it invented?
- What did people do before its invention?

The importance of this invention in today's world
- Who uses it?
- What can people do with it?

The invention and you
- How often do you use it?
- What do you use it for?

B *After the discussion, complete the table below. Research on the Internet or use an encyclopaedia if necessary.*

(Name of the inventor:)	Name of the invention:
	History of the invention:
	Use(s):

C *In groups, write a short article about the invention. Use the outline and the example below to help you.*

Introduction

The history of this invention

The importance of this invention in today's world

The invention and you

The invention of paper

Paper is an important invention.

Cai Lun invented it around 2,000 years ago in China. Before the invention of paper, people had to remember lots of information or write it on stone, wood, leaves, etc.

Today everyone in the world uses paper. With paper, we can make books and print newspapers. Sharing information is a lot easier with the help of paper.

I use paper every day. I do homework on paper and I keep a diary. Paper is a great invention.

D *As a class, put all your articles together to make a booklet for everyone to read.*

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Unit 5

Educational exchanges

Getting ready

In this unit, you will learn about educational exchanges.

Reading

- Read an article about an educational exchange.

Listening

- Listen to a teacher talking about an educational exchange.

Grammar

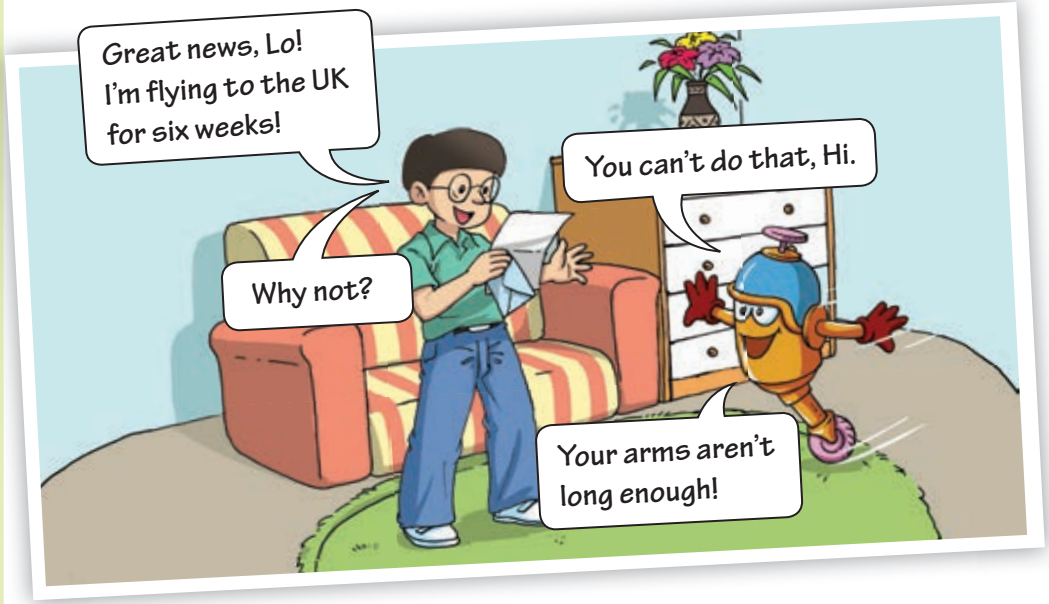
- Learn how to use **the present perfect tense**.
- Learn how to use **the present perfect tense** with *already*, *yet*, *ever* and *never*.

Speaking

- Learn to use falling intonation.
- Talk about a student's exchange visit.

Writing

- Complete a report on an exchange visit.



Reading

A What do you know about ...?

Eric is talking about his exchange visit to China. Complete the sentences with the words from the box.

Chinese culture　host family　local school　new friends

1

I stayed with a _____.

2

I visited a _____.

3

I made some _____.

4

I learnt a lot about _____.

B Before you read

Look at the pictures, the title and the introduction to the article on page 67. Then answer the questions below.

1 Which country are the students from?
2 Where do they study during their exchange visit?
3 What will they probably do during their exchange visit?
4 What do they think of the exchange visit?

An exchange visit is educational and interesting!

A group of British students from Woodpark School in London are visiting Xinhua Junior High School in Beijing on an educational exchange.

"I was very nervous at first," says Sarah. "However, my host family are really friendly. I'm glad to be a guest in their home. I've learnt to use chopsticks, and they're teaching me a little Chinese!"

The students spend the weekdays studying with Chinese students. At the weekend, they tour around Beijing and visit places of interest with their host families.

"It's been a fantastic experience so far," says Eric. "I've learnt a bit of t'ai chi, and I really enjoy it. We've already learnt a lot about Chinese culture and history. The teachers have introduced us to Chinese painting as well. We've also tried to paint some pictures ourselves! I haven't had much success yet, but I'll keep trying."

"I've made many new friends," says Sarah. "I plan to keep in touch with them when I return home. We'll see one another soon because they'll come over to the UK for the second part of the exchange next month. I can't wait!"

C Vocabulary

C1 *The words in italics explain the meanings of some words on page 67. Find these words to complete the sentences.*

1 I am *happy* to meet you. I am _____ we met. (line 7)

2 A *person who is invited to stay at another person's home* is a _____. (line 7)

3 Helen goes to school *from Monday to Friday*. She has classes on _____. (line 11)

4 The cake was *really excellent*. It tasted _____. (line 16)

5 Bob has got *good* exam *results*. His parents are proud of his _____. (line 25)

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

already	exchange	introduce
culture	experience	tour

Friday, 8 July

Tomorrow I'm going to take part in an exchange programme in London. I'll be there for two weeks. Over the two weeks, I hope to learn about British (1) _____ and practise my English. I'll be an (2) _____ student at a famous school in London. I'm (3) _____ a little nervous because I don't know anyone there. However, the British students are the same age as me, so I think we'll become good friends. They'll (4) _____ me to many new things. I also plan to (5) _____ around London. The next two weeks should be a good (6) _____ for me.

D Comprehension

D1 *A reporter from a student newspaper interviewed Sarah on campus. Read the article on page 67 and complete Sarah's answers.*

Reporter: Good morning. I'm a reporter from a student newspaper. Can I ask you a few questions?

Sarah: Sure.

Reporter: Why are you in Beijing?

Sarah: (1) _____

Reporter: Which school do you come from?

Sarah: (2) _____

Reporter: What do you and your classmates do in Beijing?

Sarah: We spend the weekdays (3) _____ _____. At the weekend, (4) _____ _____.

Reporter: That's great. I hope you enjoy the rest of your stay in Beijing. Thank you and goodbye.

Sarah: You're welcome. Bye.

D2 *Miss Wilson came to Beijing with the exchange students. Read the article again and complete her report below.*

The educational exchange visit to Beijing went well last month.

The host families were very friendly. They taught our students how to use (1) _____. They also taught our students to speak (2) _____. Our students enjoyed their studies at the school. They learnt a lot about Chinese culture and history. They learnt some t'ai chi. They also learnt (3) _____. The students made (4) _____ in Beijing. They plan to keep in touch with them.

The Chinese students will come to our school for (5) _____ _____ next month. We need to get ready soon.

* **D3** *Why is an exchange visit educational and interesting? Discuss this with your classmates.*

Listening

Going on an educational exchange

Some students from Xinhua Junior High School will go to Woodpark School with their teacher Mr Liu for the second part of the exchange.

A *Listen to the conversation between Mr Liu and the students. Complete the notes below. Write one word or figure in each blank.*

Arrive at the airport before (1) _____ a.m.
Stay with our host families for (2) _____ weeks.

Activities in London

- Host families have planned (3) _____ activities.
- (4) _____ _____ at Woodpark School on weekdays.

Things to remember

- Be (5) _____.
- Respect local (6) _____.

B *George is asking Mr Liu several questions about the exchange visit. Listen to the recording again and complete Mr Liu's answers. Write one word in each blank.*

George: When are we going to fly to London?
Mr Liu: On (1) _____, the (2) _____ of November.
George: What are we going to do in London?
Mr Liu: We're going to experience (3) _____ in London and learn about (4) _____ _____.
George: OK. Should we bring something with us?
Mr Liu: Yes. You're going to write a report when you come back, so you should bring a (5) _____ with you.
George: Thanks, Mr Liu.
Mr Liu: You're welcome.

Grammar

A The present perfect tense

We use **the present perfect tense** to talk about things that happened in the past but have a connection to the present in some way.

I'**ve seen** almost all of the places of interest around Beijing.

I/You/We/They	**have made** **have not made**	a lot of new friends.	
Have	I/you/we/they	**made**	a lot of new friends?
Yes,	you/I/we/they	**have.**	
No,		**have not.**	
He/She/It	**has made** **has not made**	a lot of new friends.	
Has	he/she/it	**made**	a lot of new friends?
Yes,	he/she/it	**has.**	
No,		**has not.**	

Work out the rule

We form **the present perfect tense** with _____ or _____ + the **past participle** of the main verb.

Things to remember

- I/You/We/They have = I've/You've/We've/They've
  He/She/It has = He's/She's/It's
  have not = haven't has not = hasn't
- The **past participle** of a regular verb is usually the same as its past tense. You can find the **past participles** of some irregular verbs on pages 141 and 142.

Eric has been in Beijing for a week. Complete his email to his mother with the present perfect tense of the verbs in brackets.

To: Mum

From: Eric

Dear Mum,

I've been in Beijing for a week now. I (1)_____ (meet) my host family. They're really friendly. My host brother Wei and I (2)_____ (play) a lot of football at a park near his home. We both enjoy football very much. Mrs Li, my host mother, (3)_____ (cook) me delicious Chinese food.

I (4)_____ (study) Chinese with my British classmates. We (5)_____ (see) some places of interest in Beijing too. However, I (6)_____ (not, visit) the Great Wall yet, and I (7)_____ (not, do) any shopping either. I'll do these things next week.

Love,

Eric

B The present perfect tense with *already, yet, ever* and *never*

We can use *already*, *yet*, *ever* and *never* with **the present perfect tense**.

Sarah has **already** seen many places of interest in Beijing.
Have you seen the Great Wall **yet**?
No, I have not seen the Great Wall **yet**.
Have you ***ever*** visited the Summer Palace?
No, I have ***never*** visited the Summer Palace.

Work out the rule

- We can use the adverbs *already*, *ever* and *never* (before/after) *have/has* and (before/after) the main verb.
- We often use *yet* at the (beginning/end) of a question or a negative sentence.

B1 *Sarah wants to know whether the students from Beijing have visited any places in London before. Ask and answer questions in pairs. Follow the example.*

	See Big Ben	Visit Tower Bridge	Tour around Buckingham Palace
Alice	✗	✓ (two years ago)	✗
George	✓ (one and a half years ago)	✗	✗
Robin	✗	✓ (one year ago)	✗

S1: Has Alice ever seen Big Ben?
S2: No, she hasn't. She's never seen Big Ben.
S1: Has she ever visited Tower Bridge?
S2: Yes, she has. She visited it two years ago.
...

B2 *Later Sarah is asking the students from Beijing about what they have and have not done in London. Ask and answer questions in pairs. Follow the example.*

	Do shopping	See Big Ben
Alice	✗	✓
George	✓	✗
Robin	✓	✓

S1: Have you done any shopping yet, Alice?
S2: No, I haven't done any shopping yet.
S1: Have you seen Big Ben yet?
S2: Yes, I've already seen it.

Speaking

A Talk time

Intonation (2): Falling intonation

When we ask a *Wh*-question, we let our voice fall at the end of the question. When we answer the question, we usually let our voice fall at the end of the sentence too.

S1: What should we remember to do during our exchange visit?

S2: You should be polite and respect local culture.

We also let our voice fall at the end of an imperative sentence.

Arrive at the airport on time, please.

Please bring a camera with you.

A1 *Read the conversations below and practise them in pairs. Make your voice fall at the end of the sentences.*

1 **S1:** Who have you met in Beijing?
S2: I've met lots of Chinese students.

2 **S1:** What have you learnt?
S2: I've learnt about Chinese painting and t'ai chi.

3 **S1:** Where have you visited?
S2: I've visited the Great Wall.

4 **S1:** When are you going to leave Beijing?
S2: I'm going to leave next week.

A2 *Read these sentences. Make your voice fall at the end of the sentences.*

1 Don't worry about the exchange visit.
2 Try to learn about local culture.
3 Join in your host family's weekend activities.
4 Remember to be friendly to others.

B Speak up

B1 *Alice has been in London for a week. She has written down some things that she has done and some that she has not done. Look at the lists below and talk about her experiences in pairs.*

Have done	Haven't done
• meet my host family • see Big Ben • have classes at Woodpark School • take the London Underground	• visit Tower Bridge • go shopping • see the London Eye

S1: What has Alice already done?
S2: She's met her host family. …
S1: What hasn't Alice done yet?
S2: She hasn't visited Tower Bridge. …

B2 *Suppose you are Alice. You are telling your British classmates about your experiences in London. Use the information in* ***B1*** *to help you.*

Writing

An exchange visit

The students from Xinhua Junior High School have almost finished their exchange visit to Woodpark School. They need to write a report on the exchange visit before they return to Beijing.

Suppose you are one of the students. Complete the report below. Use the following expressions to help you.

Activities in school
have classes with British students
learn a lot about British culture and history
take part in school club activities

Activities outside school
have a picnic with the host family
visit the British Museum
play football with British friends

A report on my exchange visit to Woodpark School

My exchange visit to Woodpark School has gone well.

I have enjoyed my studies at the school. I have _____

_____

_____. I have also _____

_____.

My host family are friendly. They have cooked me delicious British food.

_____

_____

_____

_____

I will keep in touch with them.

* More practice

A *Read the poster about educational exchanges and answer the questions below.*

Take part in our educational exchange

Do you love to travel and meet new people? Yes? Have you ever lived and studied in another country? No? Well, join our educational exchange now!

Our educational exchange is fantastic. You can experience a different culture and learn a new language. You can improve your social skills and make lots of friends.

There are two parts in our educational exchange. In the first part, an exchange student will travel to your home country and stay with your family. In the second part, you will travel to your exchange partner's home country and stay with his or her family. You will go to school with him or her. You will also take part in local activities.

You can apply for our educational exchange if you:

- are aged between 14 and 17.
- would like to learn about the language, culture, history, geography and way of life of another country.
- have a reference from your head teacher.

It will be the adventure of a lifetime. So, what are you waiting for? Apply today!

1 What new experiences can students gain from the educational exchange?

2 How many parts are there in the educational exchange? What are they?

3 What will you do in the exchange country?

B *Do you want to go on an educational exchange? Why or why not? Discuss these with your classmates.*

Study skills

Practical writing (1): Filling in a form

If you want to go on an educational exchange, you need to fill in an application form.

This is a sample of an application form for an educational exchange.

Application form

Family name	Li	Given name	Xiaolan	
Date of birth	27/06/1997	Place of birth	Shanghai	
Nationality	Chinese	Sex	F	
Address	155 Nanjing Road, Shanghai, China		Postal code	200050
Telephone no.	(86 21) 322 2200	Email	xiaolan.li97@xxx.com	
Educational background	Junior High 2	Passport no.	G578115	
Hobbies	reading, swimming, collecting stamps			
Reasons for applying	I love to travel and meet new people. I want to experience life in an English-speaking country and also be able to practise English every day.			
Duration of study	From 01/09/2012 To 20/01/2013			
Signature of the applicant	Li Xiaolan	Date	25/05/2012	

Top tip

When you fill in an application form, remember the following things:

- **Do not leave** anything **blank**.
- Write **clearly** and **neatly,** using black ink.
- Check for **spelling** and **grammatical errors**.
- **Sign** your **name**.

You decide to go on an educational exchange. It will be from 10 January to 10 July next year. Fill in the application form below with information about yourself.

Application form

Family name		Given name		photo
Date of birth		Place of birth		
Nationality		Sex		
Address			Postal code	
Telephone no.		Email		
Educational background		Passport no.		
Hobbies				
Reasons for applying				
Duration of study	From _____ To _____			
Signature of the applicant		Date		
_____		_____		

Culture corner

Culture shock

When we first visit another country, we may have a strange feeling. We call this feeling "culture shock". People have culture shock for different reasons. They may not know the language and local culture of the country. They may also miss their families and friends. To deal with culture shock, you can:

- try and make new friends.
- try new things, like the local food.
- keep a diary. Write about all your new experiences.
- call your parents and friends and tell them about these new things.

What other ways can you think of to deal with culture shock?

Self-assessment

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

1	I can read an article about an educational exchange.	☐	☐	☐
2	I can listen for specific information about an educational exchange.	☐	☐	☐
3	I can use **the present perfect tense** correctly.	☐	☐	☐
4	I can use **the present perfect tense** with *already*, *yet*, *ever* and *never* correctly.	☐	☐	☐
5	I can use falling intonation correctly.	☐	☐	☐
6	I can talk about a student's exchange visit.	☐	☐	☐
7	I can complete a report on an exchange visit.	☐	☐	☐
8	I can fill in an application form.	☐	☐	☐
9	I know about culture shock.	☐	☐	☐

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Unit 6

Ancient stories

Getting ready

In this unit, you will read some interesting stories from ancient Greece and ancient China.

Reading

- Read a story about the Trojan War.

Listening

- Listen to a story about how the Trojan War started.

Grammar

- Learn how to use **the present perfect tense** with *since* and *for*.
- Understand the differences between **the present perfect tense** and **the simple past tense**.

Speaking

- Learn about rhythm.
- Act out a play.

Writing

- Complete a story about the Trojan War.

Reading

A What do you know about ...?

Here are photos of three famous places from history. Match them with the correct countries by writing the letters in the brackets.

a Egypt **b** Greece **c** the UK

1

The Pyramids ( )

2

Stonehenge ( )

3

The Parthenon ( )

B Before you read

*These pictures show some of the events in the story on page 83. Skim the story and put the pictures in the correct order. Write the numbers **1–5** in the boxes.*

a

b

c

d

1

e

The Trojan horse

1 The captain stood on the high wall of the city of Troy. "The Greeks have gone and we've won," he said. "They've tried to capture our city for ten years. Now they've given up and sailed away!"

2 "But look over there," a soldier said. "They've left a huge wooden horse."

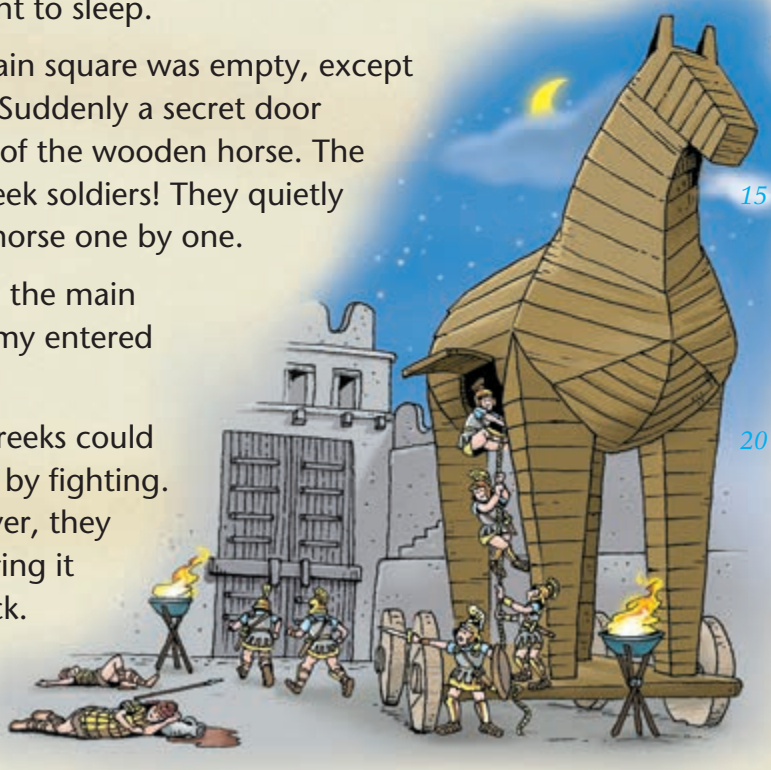
3 "Ah, yes," the captain said, "it's too big. The Greeks didn't want to take it with them. Get some help and pull it into the city."

4 That night, in the main square of the city, all the Trojans celebrated. They sang and danced around the horse, and made jokes about the stupid Greeks. "I haven't laughed like this since my childhood," the captain said. After the party, they locked all the gates of the city and then all went to sleep.

5 By midnight, the main square was empty, except for the huge horse. Suddenly a secret door opened on the side of the wooden horse. The horse was full of Greek soldiers! They quietly climbed out of the horse one by one.

6 The soldiers opened the main gates. The Greek army entered the city.

7 For ten years, the Greeks could not capture the city by fighting. In one night, however, they succeeded in capturing it through a clever trick.



C Vocabulary

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

1 A blue whale is a *very big* animal. It is _____. (line 4)

2 The soldiers thought the Greeks were *not clever*. They thought the Greeks were _____. (line 9)

3 The cinema *does not have any people in it*. It is _____. (line 12)

4 I like almost all meat, but this *does not include* chicken. I like all meat _____ chicken. (line 12)

5 *Only a few people know* about this information. Please keep it _____. (line 13)

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

army	full of	pull	succeed
celebrate	make jokes about	secret	

1 **Alice:** Oh, no! Your dress is _____ holes!
Betty: Don't _____ that. I need to wear this dress to the party tonight.
Alice: Sorry, I'm only joking.

2 **Barry:** Follow me. I know a _____ path through the forest. We can get to the town faster.
James: Really? That sounds great.

3 **Simon:** I want to join the _____ in the future.
William: Me too. My dream is to be a soldier.

4 **Jill:** Look! The old man is _____ a big box into the house.
Ella: Let's go and help him.

5 **Grace:** Hey! Great news. Our class has _____ in winning first prize.
June: Wow! We should _____!

Strategy

The main ideas of the paragraphs in a story

The main idea of a paragraph tells what all or most of the sentences are about. It is the most important information in the paragraph. The main idea of a paragraph in a story is usually the description of a character, a situation or an event.

D Comprehension

D1 *What are the main ideas of the seven paragraphs in the story? Read the story on page 83 and write the letter of the correct statement in each blank.*

Paragraphs 1–2:	c	**a**	The Trojans celebrated in the main square.
Paragraph 3:	_____	**b**	The Greek soldiers climbed out of the wooden horse and opened the main gates.
Paragraph 4:	_____	**c**	The Greek army disappeared and left a wooden horse outside the city of Troy.
Paragraphs 5–6:	_____	**d**	The Greeks captured the city of Troy.
Paragraph 7:	_____	**e**	The captain ordered the soldiers to pull the horse into the city.

D2 *Read the story again and circle the correct answers.*

1 The Greek army disappeared because _____.
- **a** they were afraid of the Trojans
- **b** they wanted to play a trick on the Trojans
- **c** they won the war

2 The Trojans thought the Greeks were _____.
a funny **b** stupid **c** helpful

3 The Greek soldiers in the wooden horse waited until midnight because _____ then.
- **a** they could break the gates
- **b** all the Trojans would be asleep
- **c** all the Trojans would leave the city

4 The Greeks could not capture the city of Troy for ten years because _____.
- **a** they could not get inside the city
- **b** the Trojans were cleverer than the Greeks
- **c** they did not build a wooden horse before

Listening

How the Trojan War started

A *How did the Trojan War start? Listen to the story and put the pictures in the correct order. Write the numbers **1–6** in the boxes.*

a

1

b

c

d

e

f

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

1 What did Paris, the prince of Troy, decide to do one day?
He decided to _____ the Greek city of Sparta.

2 What happened at the dinner?
Queen Helen and Paris _____ _____ _____ with each other.

3 Why was the King of Sparta very angry?
Because Paris _____ Helen to his ship and his men also stole a lot of _____ from Sparta.

4 What did the King of Sparta do in the end?
He asked many of the other Greek kings to help him _____ Troy and punish the Trojans.

Grammar

A The present perfect tense with *since* and *for*

We often use *since* and *for* with **the present perfect tense**.

> I have not laughed like this **since** my childhood.
> The Greeks have tried to capture our city **for** ten years.

Work out the rule

- We use *since* with (a period of time/a point in time).
- We use *for* with (a period of time/a point in time).

A1 *Hans is from Hamburg in Germany. He is talking to Doris. Read their conversation and answer the following questions.*

Doris: So you live in Hamburg, Hans?

Hans: Yes, I'm a Hamburger. Have you ever met a Hamburger?

Doris: Yes, I met one yesterday at a fast-food restaurant, and I ate it.

Hans: Ah, yes. I've heard that joke before, Doris.

Doris: Sorry, Hans. Tell me, how long have you lived in Hamburg?

Hans: Since 1996. How long have you lived in Shanghai?

Doris: For 14 years. I was born here.

1 Where does Hans live?
He _____ in _____.

2 How long has Hans lived in Hamburg?
He _____ there _____.

3 How long has Doris lived in Shanghai?
She _____ there _____.

4 Where was Doris born?
She _____.

A2 *Doris is talking about herself. Read what she says and then decide whether the following sentences are **T** (True) or **F** (False). Correct any false ones.*

Hello. I'm Doris. It's now November 2012. I've lived in Shanghai since November 1998. I've studied at New Point Junior High School for one year and two months. I've been in the Science Club for one year. I joined the Volleyball Club two months ago.

1 Doris has lived in Shanghai for four years. **T / F**

_____

2 She has studied at New Point Junior High School since September 2010. **T / F**

_____

3 She has been in the Science Club since November 2011. **T / F**

_____

4 She has been in the Volleyball Club for two months. **T / F**

_____

B The present perfect tense and the simple past tense

We can use both **the present perfect tense** and **the simple past tense** to talk about a past experience.

I **have studied** History for two years. I **had** a History lesson yesterday.
I **have learnt** a lot about Greek history. I **read** the story of the Trojan War last week.

Work out the rule

- We use (**the present perfect tense/the simple past tense**) to talk about a past experience which has a connection to the present.
- We use (**the present perfect tense/the simple past tense**) to talk about a completed action in the past.

B1 *Read the following conversation between the captain and a soldier from the story "The Trojan horse". Complete it with the correct tenses of the verbs in brackets.*

Soldier: Captain! Captain! The Greeks (1) _____ (go). They (2) _____ (leave) last night.

Captain: Great! They (3) _____ (come) here ten years ago and (4) _____ (try) many times to capture our city, but they couldn't. We (5) _____ (win).

Soldier: But they (6) _____ (leave) a huge wooden horse. Can you see it outside the gates? The Greeks (7) _____ (not take) it with them.

Captain: Let's keep it then. Go and pull it into the city.

B2 *Complete the diary below with the correct tenses of the verbs in brackets.*

Thursday, 10 November

A new bookshop (1) _____ (open) the day before yesterday near my school. I (2) _____ (go) there with my cousin this afternoon.

I (3) _____ (buy) a travel book about Greece. I (4) _____ (never be) to Greece, but my cousin (5) _____ (visit) the country last year. I (6) _____ (see) some of her photos. Greece is such a beautiful country.

My cousin (7) _____ (buy) a book about ancient Greece. I (8) _____ (read) a few pages of the book with her. I think it's very interesting.

Speaking

A Talk time

Rhythm (strong and weak sounds)

In stressed syllables, we give the vowels a strong pronunciation (clear and long). In unstressed syllables, we give the vowels a weak pronunciation (unclear and short). This adds rhythm to words and sentences when we speak.

A1 *Say these words. Make the underlined vowels strong. Make the dotted vowels weak.*

except	enter	secret	pyramid	fantastic

A2 *Say these words. Mark the strong and weak vowels as above.*

about	collect	nobody	animal	invention

A3 *Listen to these sentences. Pay attention to the rhythm of each sentence.*

1 There's a plane for America every day.
2 Denise has gone to work. She will be back at five o'clock.
3 How much does a ticket to Tokyo cost?
4 When you see Simon, can you give this book to him?

A4 *Listen to the poem below. Pay attention to the rhythm.*

There once was a man called Ed Heath,
Who sat on his set of false teeth.
He said, with a start,
"Oh, bless my poor heart!
I've bitten myself underneath!"

B Speak up

In groups, act out the play below.

Scene 1

The captain of Troy is standing on the high wall of the city. He is looking down at the empty sea.

Captain: The Greeks have gone and we've won. They've given up and sailed away.

(*A soldier enters.*)

Soldier: Captain, Captain, look over there. They've left a huge wooden horse.

Captain: Ah, yes. They didn't want to take it with them. Get some help and pull it into the city. That won't be difficult. It's on wheels.

Soldier: Yes, Sir!

(*The soldier leaves.*)

Scene 2

All the Trojans celebrate in the main square, by the wooden horse.

Captain: I haven't laughed like this since my childhood!

Man: The Greeks are so stupid! Ha! Ha!

Scene 3

The party is over. The Trojans lock all the gates of the city and then go to sleep. Greek soldiers talk in the wooden horse.

Greek soldier A: All the Trojans have fallen asleep. Let's climb out and open the main gates!

Greek soldier B: Come on! Our army is waiting outside the city.

The Greek soldiers climb out of the horse quietly and then open the main gates. The Greek army enter the city.

…

Writing

A story about the Trojan War

A *After the Trojan War, one of the soldiers inside the wooden horse told his story to his family. Complete the story with the words in brackets and other words if necessary.*

We tried to capture Troy for ten years, but did not succeed. Then we thought of a trick.

We built a huge wooden horse and (1) _____ (leave/outside/main gates). During the night, our army disappeared, but (2) _____ (not go/far away). In the morning, the Trojans (3) _____ (see/horse). I was inside the horse with another five soldiers, but the Trojans did not know.

The Trojans opened the gates and (4) _____ (pull/horse/into/city). That night, they celebrated and (5) _____ (make jokes/us). Then they (6) _____ (lock/gates/go to sleep).

When they were asleep, we (7) _____ (climb/horse). We (8) _____ (open/main gates) and (9) _____ (our army/enter/city).

Then we went to the captain's room. We (10) _____ (catch).

* **B** *Years later, the captain told his son what happened that night. Complete his story. Use the words from the box to help you.*

pull ... into ...	be full of	lock	climb out of
a big mistake	celebrate	go to sleep	enter the city

The Greeks left a huge wooden horse outside our main gates. ...

* More practice

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

The story of 100,000 arrows

This is a story about two wise men—Zhuge Liang and Zhou Yu. The Chinese people have told it for many, many years.

One day, Zhou Yu gave Zhuge Liang an impossible task. He asked him to make 100,000 arrows within ten days. "No problem," Zhuge Liang said. "I'll bring you 100,000 arrows in three days."

Zhuge Liang asked his soldiers to fill 20 large boats with many straw men. In the early morning of the third day, Zhuge Liang's soldiers sailed the boats towards the camps of Cao Cao's army on the other side of the river. The soldiers shouted and beat their drums loudly.

When Cao Cao's soldiers heard the sounds, they thought they were under attack. However, they could not see through the thick fog on the river. Cao Cao ordered his soldiers to shoot arrows towards the sounds of the drums and the shouting. Zhuge Liang's boats were soon full of arrows.

Zhuge Liang's soldiers then turned the boats around and shouted, "Thank you for your arrows, Cao Cao." Zhuge Liang took all these arrows to Zhou Yu. There were more than 100,000 of them.

1 What task did Zhou Yu give Zhuge Liang?

2 What did Zhuge Liang ask his soldiers to do?

3 What did Cao Cao's soldiers think when they heard the sounds of the drums and the shouting?

4 What did Cao Cao order his soldiers to do?

B *One of Cao Cao's soldiers told the story to his family. Complete his story below.*

In the early morning that day, most of us were sleeping in our camps. Suddenly we heard some loud noises from the river. We quickly got up and went to look. . . .

Culture corner

The Art of War

The Art of War is an ancient book about the strategy of war. Sun Tzu wrote this book during the late Spring and Autumn period in Chinese history.

The Art of War is full of clever sayings. For example, "Know the enemy and know yourself, and you can fight a hundred battles with no danger of defeat."

*What do you know about **The Art of War**? Can you remember any famous sayings from it?*

Self-assessment

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

1	I can read a story about the Trojan War.	☐	☐	☐
2	I can find the main ideas of the paragraphs in a story.	☐	☐	☐
3	I can listen for the sequence of events in a story.	☐	☐	☐
4	I can use **the present perfect tense** with *since* and *for* correctly.	☐	☐	☐
5	I can use **the present perfect tense** and **the simple past tense** correctly.	☐	☐	☐
6	I know about the rhythm of English words and sentences.	☐	☐	☐
7	I can act out a play with my classmates.	☐	☐	☐
8	I can complete a story about the Trojan War.	☐	☐	☐
9	I know about *The Art of War*.	☐	☐	☐

* Project

Famous stories from history

Do you know any famous stories from history? In this project, you will do some research and introduce one to your classmates.

A *In groups, brainstorm and decide on a famous story from history. You can use the stories in the box or choose your own.*

Cao Chong weighs an elephant
Kong Rong and the pears
The story of 100,000 arrows
Tian Ji in a horse race

Columbus and the egg
The Great Fire of London

B *Each group should do some research about the story. Use the questions below to help you.*

What is the title of this story?
When did the story happen?
Where did the story take place?
Who was in the story?
What happened at the beginning, in the middle and at the end of the story?
What can we learn from the story?

C *Each group should complete a table like the one below.*

Title		The story of 100,000 arrows
When and where the story took place		in ancient China
Who was in the story		Zhuge Liang, Zhou Yu and Cao Cao
What happened in the story	The beginning	Zhou Yu asked Zhuge Liang to make 100,000 arrows within ten days.
	The middle	Zhuge Liang's soldiers sailed boats with many straw men towards the camps of Cao Cao's army.
	The ending	Cao Cao's soldiers shot arrows towards Zhuge Liang's boats. Zhuge Liang took all these arrows to Zhou Yu.

D *The group leader should tell the story to the whole class. Use the table you have completed and the following plan to help you.*

Hello, everyone. Today I'll tell you a famous story from Chinese history. It's called … It took place in …

…

From this story, we can learn that ...

I hope that you'll enjoy this story. Thanks!

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Unit 7

Memory

Getting ready

In this unit, you will learn about ways of improving your memory.

Reading

- Read some students' articles about memory.

Listening

- Listen to two memory tests.

Grammar

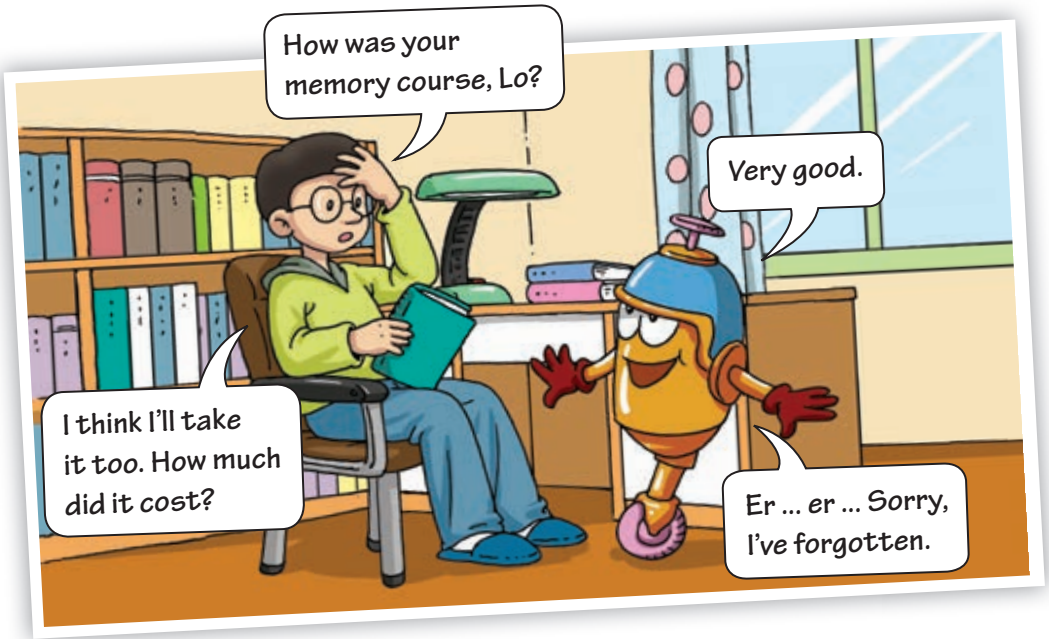
- Learn how to use **conditional sentences**.
- Learn how to use *if* … *not* and *unless*.

Speaking

- Learn about the loss of plosion.
- Talk about your experience of remembering English words.

Writing

- Complete a story for Memory Corner.



Reading

A What do you know about …?

A1 *Read the words in the list below for 30 seconds. Then close your book and write down as many words as you can remember.*

star	mountain	February	baby	river
apple	monkey	window	computer	soldier

A2 *How much do you know about human memory? Decide whether the following sentences are **T** (True) or **F** (False).*

1 Young people usually have better memories than old people. **T / F**
2 When we make new memories, we lose old ones. **T / F**
3 We can remember pictures better than words. **T / F**
4 Once we learn how to ride a bike, we will never forget how to do it. **T / F**

B Before you read

Look at the introduction, the title and the first sentence of each article on page 99. Then circle the correct answers.

1 What do Henry, Paula and Millie do for the school newspaper?
a They write articles. **b** They take photos.

2 Why have Henry, Paula and Millie written these articles?
a Because they enjoy learning about memory.
b Because they want to help students improve their memory.

3 What way does Henry's article mention to help students remember something?
a To imagine a picture. **b** To write it down.

4 What is Paula's article mainly about?
a The importance of memory.
b A method for remembering the spelling of a word.

Henry, Paula and Millie write for the school newspaper. They have written the short articles below to help students improve their memory.

Rosie Bridge School 27 March

Memory Corner

Henry

A great way to help you remember something is to imagine a picture of it in your mind. If you make the picture big, strange or silly, you will remember it better. For example, to remember the word "smiles", we can imagine there is a "mile" between the first letter and the last letter. This makes it the longest word in the world. Remember: a picture is worth a thousand words.

Paula

A good method for remembering the spelling of a word is to make a short sentence with each letter of the word. For example, if you want to remember how to spell the word "because", you can use the sentence "**B**ig **e**lephants **c**an **a**lways **u**nderstand **s**mall **e**lephants".

Millie

You will forget something very quickly unless you understand it well. For example, you may have trouble remembering the list of steps in the water cycle. However, it is easier to remember these steps if you understand how the water cycle works.

C Vocabulary

C1 *The words in italics explain the meanings of some words on page 99. Find these words to complete the sentences. Change their forms if necessary.*

1 We go to school to learn new things and to train our _____. (*the brain*) (line 4)

2 Sometimes _____ things are easy to remember. (*stupid*) (line 5)

3 She used a different _____ to do the Maths problem. (*a way of doing something*) (line 14)

4 Can you help me carry this box? It is too big. I have _____ carrying it. (*a problem*) (line 22)

5 If you wish to get a good job, there are many important _____ you should take. (*things that happen in a process*) (line 23)

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

list silly spelling trouble worth

1 **Emily:** Shall we walk to the park tomorrow?
Flora: Don't be _____. It's too far from here. Let's take a bus.

2 **Luke:** Can you help me check my English exercise?
Owen: I'd love to. The _____ of "receive" is wrong.
Luke: Thanks. I always have _____ with this word.

3 **Tony:** I can't go to English Corner tonight. I have a lot of homework to do.
Robin: I know you're very busy, but it's _____ the time. If you want to practise your English, you should go.
Tony: OK. I'll see you there.

4 **Jack:** We need some milk.
Frank: OK. Let me add it to my shopping _____.

D Comprehension

D1 *Read the articles on page 99 and fill in the blanks below.*

Henry

To remember something

Imagine a (1) _____: (2) big, (3) _____ or (4) _____
(e.g. "smiles": (5) _____).

Paula

To remember the spelling of a word

Make a short sentence with (6) _____
(e.g. "because": (7) _____).

Millie

To remember something more easily

Try to (8) _____ something well
(e.g. (9) _____).

* **D2** *Make pictures of the words below in your mind. Then close your book and write down as many words as you can remember. Compare the result with the one from* ***A1*** *on page 98. Has your memory improved?*

Listening

Testing your memory

Top tip

You can use different methods to help you remember information. For example, you can put the number 2465716848 into groups like this: 246-571-6848.

A *You are going to take two memory tests. Listen to the first test and follow the instructions.*

B *Listen to the second test and follow the instructions.*

1 List A: _____

2 List B: _____

C *Listen to the recording again and circle the correct answers.*

1 In the first test, how many numbers can most people remember for a short time?

a Six or seven numbers. **b** Eight or nine numbers.

2 In the second test, which list was easier to remember?

a List A. **b** List B.

3 What do scientists think about words that sound similar?

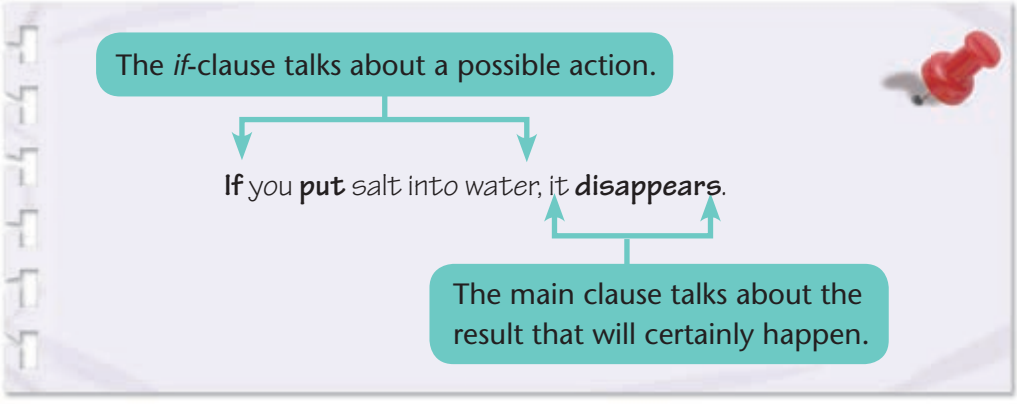
a They are easier to remember.
b They are harder to remember.

Grammar

A Conditional sentences (2)

We have already learnt to use **conditional sentences** to talk about probable results.

We can also use **conditional sentences** to talk about results that will certainly happen.



Work out the rule

When we use a **conditional sentence** to talk about something that will certainly happen, both verbs should be in (**the simple present tense/the simple future tense**).

Things to remember

We can also put the *if*-**clause** after the **main clause**.

Salt **disappears if** you **put** it into water.

A1 *Read these* ***if****-clauses and draw lines to match them with the results.*

Possible actions		Results	
1	If you take a fish out of water,	a	it grows.
2	If you switch off the lamp,	b	it dies.
3	If you put wood into water,	c	the room becomes dark.
4	If you water a plant,	d	it breaks.
5	If you drop a glass,	e	it floats.

A2 *In pairs, make conversations about the sentences in* ***A1*** *on page 103. Follow the example.*

S1: What happens if you take a fish out of water?
S2: It dies.
S1: Are you sure?
S2: Of course, I'm sure. If you take a fish out of water, it dies.

A3 *Complete these sentences with the words in brackets.*

1 If you _____ ice, _____ water.
(turns/heat/it/into)

2 If you _____ steam, _____ water.
(into/cool/turns/it)

3 Oil _____ water.
(on/floats/pour/it/you/if)

4 Water _____ it.
(you/heat/boils/if)

B *if ... not* and *unless*

The word *unless* can mean *if* … *not*. For example, the two sentences below have the same meaning:

> **If** you do **not** get enough sleep every night, you will not remember things well.

Unless you get enough sleep every night, you will not remember things well.

Things to remember

We can also put the *if*-**clause** and the *unless*-**clause** after the **main clause**.

You will be late for school
- **if** you **do not** leave now.
- **unless** you leave now.

B1 *Draw lines to match the beginnings of the sentences in Column A with the endings in Column B.*

A		B	
1	We will have a picnic tomorrow	**a**	you will not play it well.
2	I will finish the book today	**b**	if it does not rain.
3	Unless you want to watch something,	**c**	I will switch the television off now.
4	I am going to buy a dress for my mother	**d**	unless I can think of a better idea for a present.
5	Unless you practise playing the piano every day,	**e**	unless I feel tired.

B2 *Rewrite the following sentences with* ***unless****.*

1 If you do not improve your handwriting, you will lose marks in the exam.

Unless you improve your handwriting, you will lose marks in the exam./

You will lose marks in the exam unless you improve your handwriting.

2 You will get a toothache if you do not brush your teeth every day.

_____

3 This room will get very hot if you do not open the window.

_____

4 If you do not close that window, flies will get in.

_____

5 I will leave this restaurant if the waiter does not come soon.

_____

Speaking

A Talk time

Loss of plosion

When two plosive consonants (e.g. /t/, /d/, /p/, /b/, /k/ or /g/) are next to each other, we do not pronounce the first one, and there is usually a short pause between them. We call this the loss of plosion. The following are some examples:

football /ˈfʊt̚bɔːl/ used to /ˈjuːst̚ tu/ sit down /ˈsɪt̚ daʊn/

A1 *Practise saying these words.*

bi(g) car	re(d) pen	be(d)time	bla(ck)board
Bo(b) Brown	stam(p) book	ba(d) day	cu(t) down
ge(t) back	goo(d)bye	pos(t)card	shor(t)-term

A2 *Read these sentences.*

1 Gla(d) to meet you.
2 This is a goo(d) boy.
3 That was the bes(t) day of my life!
4 I fel(t) bad about what happened.
5 Mos(t) people like flowers.

B Speak up

Do you have any special methods for remembering English words? Do they work? In pairs, talk about your experience. Follow the example.

S1: Do you have any special methods for remembering English words?

S2: Yes. You can make a short sentence with each letter of the word.

S1: Can you give me an example?

S2: If you want to remember the word "family", you can make the sentence "Father and mother, I love you".

S1: That's a good idea.

Writing

A special memory

The school newspaper wants stories for its Memory Corner. Students need to write a story about the pictures below.

A *In pairs, discuss what happens in the pictures below. Then complete the following paragraphs. Use the verbs from the box to help you.*

1

2

3

4

begin come put stop want

A special memory

Early one morning, I went to (1) _____ with my dad. He (2) _____ to take out (3) _____ dollars. He (4) _____ his card into the ATM. Five $100 notes (5) _____ out. He (6) _____ them into his wallet.

Then the machine (7) _____ to make a funny noise. More notes (8) _____ out. They poured out of the machine for five minutes. Then the machine (9) _____.

B *Look at the two pictures below and complete the rest of the story. Use the words from the box to help you.*

5

6

basket	give	surprised	thank
put ... into	manager	count	

That is a special memory for me. My dad was rich—for five minutes.

* **C** *Do you have any special memories? Work alone and write your story. Use the following questions to help you.*

Who was in the story?
When and where did it happen?
What happened at the beginning, in the middle and in the end?
Why is it a special memory?

* More practice

A *Read the magazine article about memory and complete the table below.*

How to improve your memory

Memory is very important. It helps you remember who you are, where you live, what you have learnt and what you plan to do in the future.

So, how can you improve your memory?

It is important to exercise your brain. For example, you can do new things and change your daily habits. If you walk a different way to school or take a different bus, you will keep your brain active. You can try to memorize something new. You can try a Maths puzzle. You can also try to learn new skills or study a foreign language. Your brain gets lots of regular exercise if you do any of these things.

If you live a healthy life, your memory will work better. You must have a balanced diet. You must give your brain enough time to rest. Unless you get enough sleep every night, you will not remember things well.

If you want your brain to work well, you also need to relax. If you get too worried, your brain will slow down, and your memory will become less sharp.

So, to improve your memory, you should exercise your brain, live a healthy life and stay relaxed.

How to improve your memory	
Exercise your brain	• Do (1) _____. • Change (2) _____.
Live a healthy life	• Have (3) _____. • Give (4) _____.
Stay relaxed	• Do not get too (5) _____.

B *What do you do to improve your memory? Do you have any good suggestions? Discuss these with your classmates.*

Study skills

Making notes (2): Making notes from sentences and paragraphs

When you make notes from sentences, write down the most important words. You do not need to write complete sentences, or use *a*, *an*, *the*, etc.

Sentence: Some scientists believe that there are three types of memory—immediate, short-term and long-term.

Note: 3 types of memory—immediate, short-term, long-term

When you make notes from paragraphs, find the most important sentence in each paragraph and then write the sentence in note form. Sometimes you can draw diagrams to show the connection between the paragraphs.

Read the passage below and on page 111. Then complete the diagram on page 111 with the information from the passage.

Three types of memory

Some scientists believe that there are three types of memory—immediate, short-term and long-term.

- Immediate memory holds information for less than a second, e.g. the name of a road you have just seen. Then it either forgets it or passes it into short-term memory.
- Short-term memory can hold about seven items of information at a time, e.g. telephone numbers. It holds them for about 30

seconds. Then it either forgets them or passes them into long-term memory.

- Long-term memory can hold information for the whole of our lives. Some scientists believe that there are two types of long-term memory. One type remembers events, e.g. the Beijing 2008 Olympic Games. The other remembers knowledge, e.g. the names of countries or the meanings of words.

(1) Immediate memory

less than a second

Store?

No

(2) _____

Yes

(3) _____ memory

(4) _____ *seconds*

Store?

No

Forget

Yes

(5) _____ memory

Store for (6) _____

Remember (7) _____

Remember (8) _____

Culture corner

World Memory Championships

The World Memory Championships first took place in London in 1991. In the championships, people have to memorize long lists of numbers, names, dates, words and also packs of playing cards. The record for memorizing 52 playing cards in the correct order is just 21.19 seconds!

How good is your memory? Look at these numbers for one minute. Then close your book. How many did you remember correctly? How did you remember them?

5 6 1 9 3 7 4 4 8 2 6 5 1 3 2

Self-assessment

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

1	I can read some articles about memory.	☐	☐	☐
2	I can listen and take two memory tests.	☐	☐	☐
3	I can use **conditional sentences** correctly.	☐	☐	☐
4	I can use *if* … *not* and *unless* correctly.	☐	☐	☐
5	I know how to pronounce two plosive consonants together.	☐	☐	☐
6	I can talk about my experience of remembering English words with my classmate.	☐	☐	☐
7	I can complete a story for Memory Corner.	☐	☐	☐
8	I can make notes from sentences and paragraphs.	☐	☐	☐
9	I know about the World Memory Championships.	☐	☐	☐

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Unit 8

English Week

Getting ready

In this unit, you will learn about school activities for English Week.

Reading

- Read a newspaper report about English Week at Rosie Bridge School.

Listening

- Listen to part of an English play.

Grammar

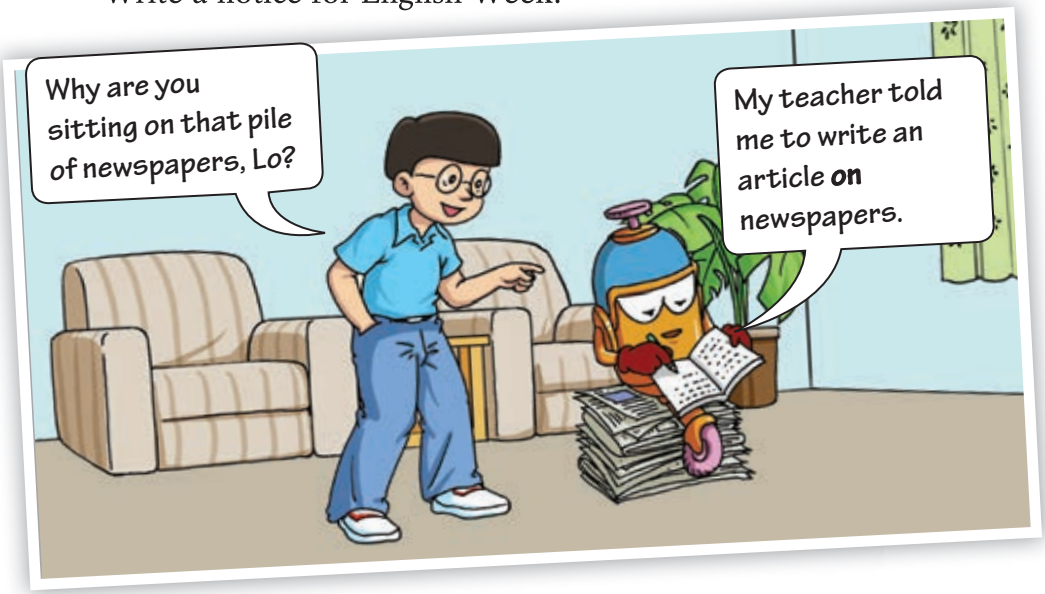
- Learn how to use the **modal verb** *should*.
- Learn how to use *had better*.

Speaking

- Learn about word linking.
- Give a speech on how to improve your spoken English.

Writing

- Write a notice for English Week.



Reading

A What do you know about ...?

A1 *It is English Week at Rosie Bridge School, and the students are doing some activities. Write the correct activity name under each picture.*

a book fair	a speaking competition
a play	a treasure hunt

1

_____

2

_____

3

_____

4

_____

A2 *Which activity do you like best? Why?*

B Before you read

Look at the picture, the title and the sub-heading on page 115. Then circle the correct answers.

1 What type of text is it?

a An email. **b** A newspaper report. **c** An interview.

2 English Week probably gives the students a chance to _____. (There can be more than one answer.)

a have fun using English

b learn new English words

c speak English confidently in public

Rosie Bridge School 18 May

English: fun for life

English Week at Rosie Bridge School

Last week, students at Rosie Bridge School worked hard to make their English Week a big success.

There was an English book fair in the library and a treasure hunt. Some students put on an English play. Other students took part in an English singing competition.

There was also a speaking competition. The students had to speak on a topic in English for two minutes.

We spoke to the winner, Henry. "I'm so happy that I won," he said. "I advise people to speak slowly. If they want to be good public speakers, they'd better speak clearly and confidently."

We also spoke to several other students about English Week. One of them was Amy.

"I really enjoyed English Week. It gave me a chance to learn new words. In my opinion, every school should have an English Week. It's well worth doing," she said.

On the last day of English Week, the head teacher gave a speech to the whole school. He gave students some suggestions on how to improve their English. "You should communicate in English with your friends whenever you can. You should read English books and magazines, and watch English television programmes. Above all, you should enjoy English!" he said.

C Vocabulary

C1 *Find words from the newspaper report on page 115 that have similar meanings to the words in italics below. Change their forms if necessary.*

1 She *told* the class *that they should* study hard for the next exam. (line 13) _____

2 *A few* people said that they loved the cake. (line 15) _____

3 *I think* English Week is very helpful to us. (line 18) _____

4 Can you give me some *advice* on how to improve my writing? (line 21) _____

5 Jerry played basketball *at any time that* he could. (line 23) _____

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

chance	competition	whole
communicate	suggestion	

Amy: Is there an English Week at your school, Jane?

Jane: Yes. It'll start next Monday.

Amy: Will you take part in any activities?

Jane: Yes. I'm going to take part in the English singing (1)_____. It'll be my first (2)_____ to sing in public. I'm really nervous. Do you have any (3)_____ for me?

Amy: Don't worry. Just sing confidently, and you'll be all right. Are there any other activities during the week?

Jane: Yes. On the last day of the week, our head teacher will speak to the (4)_____ school and tell us how to (5)_____ better in English.

Amy: I'm sure your English Week will be a big success.

Jane: Thank you.

D Comprehension

D1 *Read the newspaper report on page 115 and complete the notice below.*

English Week at Rosie Bridge School

Welcome to our ENGLISH WEEK

Visit our (1) _____ in the (2) _____. We have a lot of English books for you to read. You can go on a (3) _____. You can watch an (4) _____ by our students. If you love music, you should not miss our (5) _____.

You can also take part in the (6) _____.
You must speak on a topic (7) _____ for (8) _____.

Come and take part in English Week. You will enjoy it a lot!

D2 *In groups, try to find some tips on improving your English in the newspaper report. You may also add some of your own tips.*

Tips on improving your English

- Communicate in English _____
- Read _____
- Watch _____
- _____

* **D3** *Is there an English Week at your school? If yes, what activities are there during the week? Discuss these with your classmates.*

Listening

A play for English Week

A *Students from Rosie Bridge School are putting on a play for English Week. Listen to the first part of the play. Who said the following lines? Fill in the blanks with the correct names from the box.*

Little John　　Robin Hood　　White

1 I'm the largest and strongest of the Merry Men! _____

2 We take from the rich and give to the poor! _____

B *Listen to the second part of the play. Write one word in each blank.*

In the forest

Little John: How did we do this (1) _____, Robin?

Robin Hood: We've got a little money, but we'll need (2) _____ to give to the poor.

Little John: What should we do?

Robin Hood: We'd better find a rich traveller and take his (3) _____!

Little John: Look out! Here come two men!

Robin Hood: We should take this (4) _____.

They hide their faces. A rich man and his friend enter.

Friend: Is it (5) _____ here in the forest?

Rich man: Of course it is. I'm a friend of the (6) _____— nobody would attack me!

Friend: Not even Robin Hood?

Rich man: I could (7) _____ him with my eyes closed!

Friend: Well, I hope you're right. Those men over there look dangerous.

Rich man: Don't worry. I think they're (8) _____.

Robin Hood: I'm Robin Hood. Give me your gold!

Grammar

A Modal verb: *should*

We can use *should* to say what is best or right to do.

I'm not good at English.
What **should** I do?

You **should** communicate in English with your friends whenever you can.

I/You/We/They/He/She	**should**	read more English books.
	should not	speak too quietly.

Should we discuss it now?
Yes, we **should**.
No, we **should not**.

Work out the rule

We use *should* with (the base form/ the *-ing* form/the *-ed* form) of a verb.

Things to remember

- should not = shouldn't
- *Ought to* is similar in meaning to *should*.
  You **ought to** read more English books.

Ms Chen is writing a report about her students. Help her complete the report with ***should*** *or* ***should not*** *and the verbs from the box.*

be	do	make	pronounce	read	think	try

Arthur should read more English books.

He (1) _____ magazines about pop stars all the time.

Emily (2) _____ her words more clearly when she speaks in English.

She (3) _____ again in the speaking competition next year.

Amy (4) _____ more friends. She (5) _____ too shy.

Joseph (6) _____ his homework more carefully.

He (7) _____ also _____ more carefully before he speaks!

B *had better*

We can use *had better* to give strong advice in a particular situation.

You'**d better** be on time for your lessons.

You	**had better**	be careful when you cross the street.
	had better not	leave your money on your desk.

Work out the rule

- We use *had better* with (the base form/the *-ing* form/the *-ed* form) of a verb.
- The negative form of *had better* is _____.

Things to remember

had better = 'd better

had better not = 'd better not

Complete the following sentences with ***had better*** *or* ***had better not*** *and the expressions from the box.*

ask her to come along next time
go and see a doctor
sweep the floor
take an umbrella with you
watch TV tonight

1 Vicky does not feel well. She has got a cold.
You say to her, "_____You'd better go and see a doctor_____."

2 Mandy and Jason are going to have a picnic with Judy. Mandy and Jason have arrived but Judy is late again.
Mandy says to Jason, "_____."

3 Some friends are going to visit you today. The floor is dirty.
You say to yourself, "_____."

4 Your mother needs to go out now, but it is going to rain.
You say to her, "_____."

5 You will have an exam tomorrow.
Your mother says to you, "_____."

Speaking

A Talk time

Word linking

When we say a word ending in a consonant sound before a word starting with a vowel sound, we often move the final sound in the first word to the beginning of the second word.

A1 *Say these words together.*

all over the world	big umbrella	good example	some other
an apple	for a long time	more excited	take off

A2 *Read these sentences. Link the words where indicated and pay attention to the loss of plosion.*

1 I'm afraid I can'(t) come to see you.
2 I'm going to attend a talk abou(t) teaching.
3 Can I have some money for a re(d) dress?
4 When I switch the light off, turn off the TV.

B Speak up

You are going to take part in a speaking competition during English Week. The topic is "How to improve your spoken English". Prepare a two-minute speech and give a presentation to your classmates.

go to English Corner	not be shy
listen to English songs	watch English films

There are several ways to improve your spoken English, such as …
In my opinion, you should/'d better …
Most importantly, you should …

Writing

A notice for English Week

A *You are going to write a notice for your school's English Week. Look at the spidergram below. Then write notes for your notice.*

Heading English Week at _____ School

Place _____

Time _____

Activities

- a book fair
- a play
- competitions
- games
- _____ (Your own ideas)

B *Write your notice. Use your notes from* ***A*** *on page 123 to help you.*

Top tip

A notice should be easy to read. You should keep your sentences short and simple.

English Week at _____ School

Address: _____

Come to our English Week from _____ to _____.

Visit our book fair in the school library. You will find a lot of interesting English books there. Miss Li, our English teacher, will give a talk on how to choose good English books.

Some students will put on _____
_____
_____.

If you are a good singer, you should _____
_____
_____.

A lot of students like games, so we have lots of them! _____
_____
_____
_____

Come and take part in English Week! Have fun and enjoy English!

* More practice

A *Read part of the play **Robin Hood** and answer the questions below.*

Robin Hood and Prince John

Prince John has caught Maid Marian and has set a trap for Robin Hood.

Inside Prince John's castle.

Prince John: Now tell me, where's Robin Hood hiding?

Maid Marian: Never! Robin Hood will come and rescue me.

Prince John: There's no way Robin Hood can get past my guards. Soon Robin Hood will be mine!

Robin Hood enters.

Robin Hood: Did somebody call my name?

Maid Marian: Robin Hood! I knew you'd come!

Prince John: Guards! Capture him!

Robin Hood: It's a trap!

The first guard takes Robin Hood's arms from behind and the second guard tries to hit him. Robin Hood ducks and the second guard hits the first guard in the head. The two guards then start fighting.

Prince John: Foolish guards!

Robin Hood pulls out a sword.

Robin Hood: Now you're mine, Prince John! This castle and all your gold now belong to the poor!

Maid Marian: Thank you for saving me, Robin Hood!

1 How many people are there in this scene? Who are they?

2 Why did Prince John catch Maid Marian?

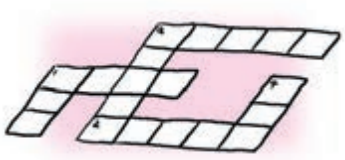
3 Why does Prince John's plan not work?

4 What happens to Prince John in the end?

B *In groups, act out the above play.*

Culture corner

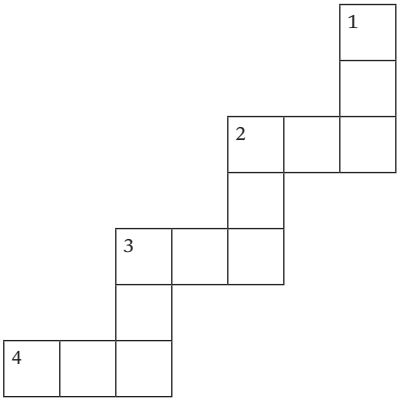
Crossword puzzles



Many people love to do word puzzles. One of the most popular types is the crossword puzzle. You can find crossword puzzles in most newspapers, and there are also books of them.

There are two sets of clues in each crossword puzzle: one for words going "across" and the other for words going "down". If you think you know the word, you can write it in the correct place. Letters from one word can help you guess other words in the puzzle.

Can you work out the crossword puzzle below?



Across
2. You can eat this.
3. To _____ is faster than to walk.
4. You sleep in this.

Down
1. Put this in your drink to make it cold.
2. You can write with this.
3. The baby's eyes are _____ from crying.

Self-assessment

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

1	I can read a newspaper report about English Week.	☐	☐	☐
2	I can listen for the keywords in a play.	☐	☐	☐
3	I can use the **modal verb** *should* correctly.	☐	☐	☐
4	I can use *had better* correctly.	☐	☐	☐
5	I can link words when I speak English.	☐	☐	☐
6	I can give a speech on how to improve one's spoken English.	☐	☐	☐
7	I can write a notice for English Week.	☐	☐	☐
8	I know about crossword puzzles.	☐	☐	☐

* Project

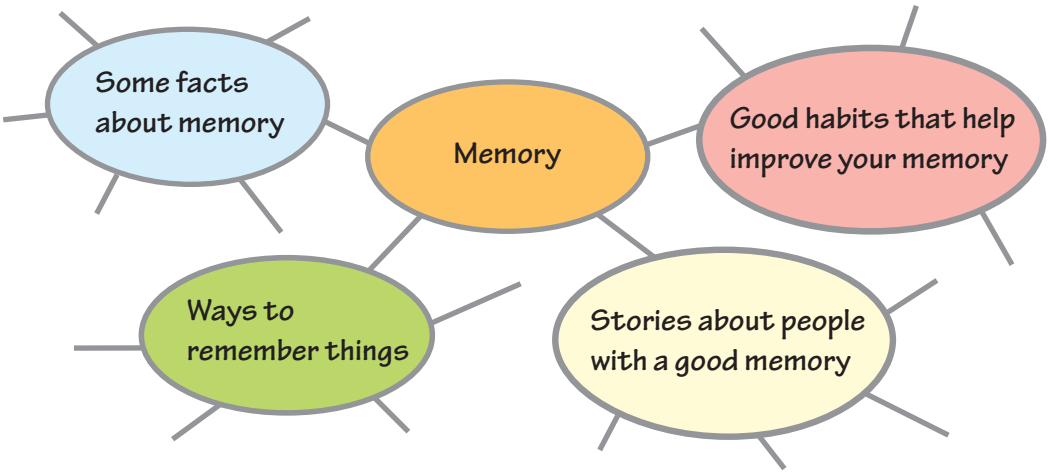
A speaking competition during English Week

Have you ever given a speech to a large group of people? In this project, you will prepare and give a two-minute speech for a speaking competition during English Week.

A *In groups of five, decide on the topic you will talk about. You may choose one from the topics below.*

computers	English Week	numbers
educational exchanges	great inventions	stories from ancient history
encyclopaedias	memory	

B *Each group should brainstorm ideas for the topic. Here is an example.*



C *Divide the work among the group members.*

Students 1 & 2: search for information
Student 3: write the speech
Student 4: make slides
Student 5: give the speech

Top tip

Use short and simple words and sentences in slides. You can also use pictures, videos or sound effects to make your slides more interesting.

D *Write your speech. Use the outline and the example below to help you.*

Introduction (Introduce yourself and the topic of your speech.)

Body (Give specific information in several points.)

Conclusion (Make a summary.)

Three good habits that help improve your memory

Dear teachers and students,

I'm (your name).

Do you want to have a better memory? Many people would say "yes". But how?

First, exercise every day. When you exercise your body, you also exercise your brain. Your brain gets more oxygen when you do exercise like a 20-minute walk.

Second, don't eat too much at a time. Have a good diet. This will help your brain become healthier.

Third, be happy. If you're happy, your mind will become livelier and your memory will become sharper.

If you have these habits, your memory will improve. You'll do better in your studies and in your life. Thank you for listening.

E *Student 5 of each group should give the speech to the class. Then as a class, decide on the best group to take part in the school's speaking competition during English Week.*

Top tip

To catch your audience's attention, you can start with a joke, a question or an interesting fact. Be sure to support your points with figures and facts.

Words and expressions in each unit

Unit 1

*encyclopaedia /ɪnˌsaɪkləˈpiːdiə/ *n.* 百科全书 p. 1
human/ˈhjuːmən/ *adj.* 人的 p. 1
dinosaur /ˈdaɪnəsɔː(r)/ *n.* 恐龙 p. 1
*Italian /ɪˈtæliən/ *n.* 意大利人 p. 2
inventor /ɪnˈventə(r)/ *n.* 发明家 p. 3
musician /mjuˈzɪʃn/ *n.* 音乐家 p. 3
scientist /ˈsaɪəntɪst/ *n.* 科学家 p. 3
born /bɔːn/ *v.* (be born) 出生 p. 3
countryside /ˈkʌntrisaɪd/ *n.* 乡村；农村 p. 3
intelligence /ɪnˈtelɪdʒəns/ *n.* 才智；智慧 p. 3
*artistic /ɑːˈtɪstɪk/ *adj.* 有艺术天赋的 p. 3
ability /əˈbɪləti/ *n.* 才能；能力 p. 3
perhaps /pəˈhæps/ *adv.* 可能；大概 p. 3
invention /ɪnˈvenʃn/ *n.* 发明 p. 3
notebook /ˈnəʊtbʊk/ *n.* 笔记本 p. 3
include /ɪnˈkluːd/ *v.* 包括；包含 p. 3
even /ˈiːvn/ *adv.* (强调出乎意料) 甚至 p. 3
however /haʊˈevə(r)/ *adv.* 然而 p. 3
suddenly /ˈsʌdənli/ *adv.* 突然；忽然 p. 3
nobody /ˈnəʊbədi/ *pron.* 没有人 p. 3
*fossil /ˈfɒsl/ *n.* 化石 p. 3
win /wɪn/ *v.* (won, won) (在比赛中) 获胜，赢 p. 6
dollar /ˈdɒlə(r)/ *n.* 元 (美国、加拿大等国货币单位) p. 12

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in the countryside 在乡村；在农村 p. 3
human being 人 p. 3
die out 灭绝；消失 p. 3
find out 了解 (到)；弄清 p. 6
go for a walk 去散步 p. 11

Unit 2

number /ˈnʌmbə(r)/ *n.* 数字 p. 17
instructions /ɪnˈstrʌkʃnz/ *n.* [pl.] 指示；命令 p. 17
check /tʃek/ *v.* 检查；核实 p. 17
gram /græm/ *n.* 克 (重量单位) p. 18
son /sʌn/ *n.* 儿子 p. 18
chess /tʃes/ *n.* 国际象棋 p. 18
India /ˈɪndiə/ *n.* 印度 p. 18
wise /waɪz/ *adj.* 充满智慧的 p. 19
challenge /ˈtʃælɪndʒ/ *v.* 向 (某人) 挑战 p. 19
promise /ˈprɒmɪs/ *v.* 许诺；承诺 p. 19
prize /praɪz/ *n.* 奖赏；奖品 p. 19
grain /greɪn/ *n.* 谷粒 p. 19
chessboard /ˈtʃesbɔːd/ *n.* 国际象棋棋盘 p. 19
double /ˈdʌbl/ *v.* (使) 加倍 p. 19
amount /əˈmaʊnt/ *n.* 数量；数额 p. 19
rest /rest/ *n.* 剩余部分 p. 19
gold /gəʊld/ *n.* 金子；黄金 p. 19
instead /ɪnˈsted/ *adv.* 代替；顶替 p. 19
realize /ˈriːəlaɪz/ *v.* 认识到；意识到 p. 19
copy /ˈkɒpi/ *v.* 抄写；誊写 p. 27
correctly /kəˈrektli/ *adv.* 准确无误地；正确地 p. 27
traffic /ˈtræfɪk/ *n.* 交通 p. 28
accident /ˈæksɪdənt/ *n.* (交通) 事故 p. 28

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a long time ago 很早以前 p. 19

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

challenge … to … 向（某人）挑战 p. 19
and so on …… 等等 p. 19
copy down 抄写；誊写 p. 27

Unit 3

order /'ɔːdə(r)/ *n.* 订货；订购 p. 33
compare /kəm'peə(r)/ *v.* 比较；对比 p. 33
monitor /'mɒnɪtə(r)/ *n.*（计算机）显示器 p. 33
speaker /'spiːkə(r)/ *n.* 扬声器 p. 34
main unit /meɪn 'juːnɪt/ *n.*（计算机）主机 p. 34
keyboard /'kiːbɔːd/ *n.*（计算机或打字机的）键盘 p. 34
mouse /maʊs/ *n.*（计算机）鼠标 p. 34
type /taɪp/ *v.* 打字 p. 34
brain /breɪn/ *n.* 脑 p. 34
control /kən'trəʊl/ *v.* 操纵，控制（机器或系统等） p. 34
expensive /ɪk'spensɪv/ *adj.* 昂贵的；价格高的 p. 34
tiny /'taɪni/ *adj.* 极小的；微小的 p. 35
depend /dɪ'pend/ *v.* 依靠；依赖 p. 35
*calculate /'kælkjuleɪt/ *v.* 计算 p. 35
speed /spiːd/ *n.* 速度 p. 35
operate /'ɒpəreɪt/ *v.* 操作；控制 p. 35
railway /'reɪlweɪ/ *n.* 铁路系统 p. 35
company /'kʌmpəni/ *n.* 公司 p. 38
price /praɪs/ *n.* 价格 p. 38
total /'təʊtl/ *n.* 总额；合计 p. 38
inch /ɪntʃ/ *n.* 英寸 p. 44
sell /sel/ *v.* (sold, sold) 出售；售卖 p. 44
popular /'pɒpjələ(r)/ *adj.* 受喜爱的；受欢迎的 p. 44

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work as 从事 …… 工作 p. 34
(be) unaware of 没意识到；未察觉 p. 35
depend on 依靠 p. 35
in addition 除 …… 以外（还） p. 35
grand total 总计；共计 p. 38
look forward to 盼望；期待 p. 44

Unit 4

advertisement /əd'vɜːtɪsmənt/ *n.* 广告 p. 49
funny /'fʌni/ *adj.* 滑稽的；好笑的 p. 49
create /kri'eɪt/ *v.* 创造；创作 p. 49
telephone /'telɪfəʊn/ *n.* 电话；电话机 p. 50
wheel /wiːl/ *n.* 车轮；轮子 p. 50
comfortable /'kʌmftəbl/ *adj.* 使人舒服的；舒适的 p. 51
carriage /'kærɪdʒ/ *n.*（旧时载客的）四轮马车 p. 51
century /'sentʃəri/ *n.* 世纪 p. 51
passenger /'pæsɪndʒə(r)/ *n.* 乘客；旅客 p. 51
invent /ɪn'vent/ *v.* 发明；创造 p. 51
practical /'præktɪkl/ *adj.* 有用的；适用的 p. 51
since /sɪns/ *prep.* 从 …… 以后；自 …… 以来 p. 51
distance /'dɪstəns/ *n.* 距离；间距 p. 51
mobile phone /ˌməʊbaɪl 'fəʊn/ *n.* 移动电话；手机 p. 51
anytime /'enitaɪm/ *adv.* 在任何时候；随便什么时候 p. 51
develop /dɪ'veləp/ *v.* 开发；研制 p. 51
lamp /læmp/ *n.* 灯 p. 51
candle /'kændl/ *n.* 蜡烛 p. 51
daytime /'deɪtaɪm/ *n.* 白天；日间 p. 51
dust /dʌst/ *n.* 灰尘；尘土 p. 54
special /'speʃl/ *adj.* 特殊的；特别的 p. 60
wing /wɪŋ/ *n.*（飞行器的）翅膀；机翼 p. 60
introduction /ˌɪntrə'dʌkʃn/ *n.* 引言 p. 60
instead of /ɪn'sted əv/ *prep.* 代替；作为 …… 的替换 p. 60

petrol /'petrəl/ *n.* 汽油 p. 60

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since then 自那以来 p. 51
keep in touch with 与……保持联系 p. 51
in the daytime 在白天 p. 51
keep … off 使……不接近（或不接触、远离）…… p. 54
at the same time 同时 p. 54

Unit 5

educational /ˌedʒu'keɪʃənl/ *adj.* 有关教育的；有教育意义的 p. 65
exchange /ɪks'tʃeɪndʒ/ *n.* 交流；互访 p. 65
culture /'kʌltʃə(r)/ *n.* 文化 p. 66
host /həʊst/ *n.* 主人 p. 66
local /'ləʊkl/ *adj.* 地方的；当地的 p. 66
British /'brɪtɪʃ/ *adj.* 英国的 p. 67
glad /glæd/ *adj.* 高兴；愉快 p. 67
guest /gest/ *n.* 客人；宾客 p. 67
chopstick /'tʃɒpstɪk/ *n.* 筷子 p. 67
weekday /'wiːkdeɪ/ *n.* 工作日（星期一至星期五的某一天） p. 67
tour /tʊə(r)/ *v.* 在……旅游 p. 67
fantastic /fæn'tæstɪk/ *adj.* 极好的；了不起的 p. 67
experience /ɪk'spɪəriəns/ *n.* （一次）经历，体验 p. 67
*t'ai chi /ˌtaɪ 'tʃiː/ *n.* 太极（拳） p. 67
already /ɔːl'redi/ *adv.* 已经；早已 p. 67
introduce /ˌɪntrə'djuːs/ *v.* 使……初次了解……；使尝试 p. 67
success /sək'ses/ *n.* 成功 p. 67
yet /jet/ *adv.* 尚未；仍未 p. 67
respect /rɪ'spekt/ *v.* 慎重对待；尊重 p. 70

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at first 起初；起先 p. 67
so far 到目前为止；迄今为止 p. 67
a bit of 小量 p. 67
introduce … to … 使……初次了解……；使尝试 p. 67
come over (to ...)（通常远距离地）从……到…… p. 67

Unit 6

ancient /'eɪnʃənt/ *adj.* 古代的 p. 81
*Trojan /'trəʊdʒən/ *adj.* 特洛伊的 p. 81
n. 特洛伊人 p. 83
war /wɔː(r)/ *n.* 战争 p. 81
understand /ˌʌndə'stænd/ *v.* (understood, understood) 懂；理解 p. 81
difference /'dɪfrəns/ *n.* 差别；不同（之处） p. 81
*pyramid /'pɪrəmɪd/ *n.*（古埃及的）金字塔 p. 82
captain /'kæptɪn/ *n.* 首领 p. 83
*Greek /griːk/ *n.* 希腊人 p. 83
*capture /'kæptʃə(r)/ *v.* 用武力夺取；攻占 p. 83
soldier /'səʊldʒə(r)/ *n.* 士兵 p. 83
huge /hjuːdʒ/ *adj.* 巨大的 p. 83
pull /pʊl/ *v.*（向某方向）拖，拉动 p. 83
main /meɪn/ *adj.* 主要的 p. 83
celebrate /'selɪbreɪt/ *v.* 庆祝；庆贺 p. 83
stupid /'stjuːpɪd/ *adj.* 笨的；傻的 p. 83
midnight /'mɪdnaɪt/ *n.* 午夜；子夜 p. 83
empty /'empti/ *adj.* 空的 p. 83
except /ɪk'sept/ *prep.* 除……之外 p. 83
secret /'siːkrət/ *adj.* 秘密的 p. 83
side /saɪd/ *n.* 侧面 p. 83
quietly /'kwaɪətli/ *adv.* 安静地 p. 83
army /'ɑːmi/ *n.* 陆军部队 p. 83
enter /'entə(r)/ *v.* 进来；进入 p. 83
succeed /sək'siːd/ *v.* 达到目的；实现目标 p. 83

trick /trɪk/ *n.* 计谋 p. 83
prince /prɪns/ *n.* 王子 p. 86
queen /kwiːn/ *n.* 王后 p. 86
steal /stiːl/ *v.* (stole, stolen) 偷；窃取 p. 86
punish /ˈpʌnɪʃ/ *v.* 处罚；惩罚 p. 86
scene /siːn/ *n.* (戏剧或歌剧的) 场 p. 91
sir /sɜː(r)/ *n.* 先生 p. 91

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act out 将……表演出来 p. 81
make jokes about 拿……开玩笑；以……为笑柄 p. 83
except for 除……之外 p. 83
(be) full of (有)大量的；(有) 许多的 p. 83
in the end 最后 p. 86
come on (用于命令) 快；加油；加把劲 p. 91

Unit 7

memory /ˈmeməri/ *n.* 记忆力；记性 p. 97
n. 回忆；记忆 p. 97
corner /ˈkɔːnə(r)/ *n.* 角 p. 97
lose /luːz/ *v.* (lost, lost) 丧失；失去 p. 98
improve /ɪmˈpruːv/ *v.* 改进；改善 p. 98
mention /ˈmenʃn/ *v.* 提到；说到 p. 98
method /ˈmeθəd/ *n.* 方法；办法 p. 98
spelling /ˈspelɪŋ/ *n.* 拼写；拼法 p. 98
mind /maɪnd/ *n.* 头脑；大脑 p. 99
silly /ˈsɪli/ *adj.* 可笑的 p. 99
mile /maɪl/ *n.* 英里 p. 99
letter /ˈletə(r)/ *n.* 字母 p. 99
worth /wɜːθ/ *adj.* 值得；有价值 p. 99
spell /spel/ *v.* (spelt, spelt) 用字母拼；拼写 p. 99
unless /ənˈles/ *conj.* 除非 p. 99
trouble /ˈtrʌbl/ *n.* 困难 p. 99
list /lɪst/ *n.* 清单 p. 99
step /step/ *n.* 步骤 p. 99
cycle /ˈsaɪkl/ *n.* 循环 p. 99
similar /ˈsɪmələ(r)/ *adj.* 相像的；类似的 p. 102
note /nəʊt/ *n.* 纸币 p. 107
wallet /ˈwɒlɪt/ *n.* 钱包；皮夹子 p. 107
basket /ˈbɑːskɪt/ *n.* 篮；筐 p. 108
manager /ˈmænɪdʒə(r)/ *n.* (企业的) 经理 p. 108

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take out (从银行账户中) 提取 (款) p. 107
pour out 涌出 p. 107

Unit 8

speech /spiːtʃ/ *n.* 演说；发言 p. 113
notice /ˈnəʊtɪs/ *n.* 通告；布告 p. 113
competition /ˌkɒmpəˈtɪʃn/ *n.* 比赛；竞赛 p. 114
treasure /ˈtreʒə(r)/ *n.* 珍宝；宝物 p. 114
text /tekst/ *n.* 文本 p. 114
chance /tʃɑːns/ *n.* 机会；机遇 p. 114
confidently /ˈkɒnfɪdəntli/ *adv.* 自信地 p. 114
topic /ˈtɒpɪk/ *n.* 话题 p. 115
winner /ˈwɪnə(r)/ *n.* 优胜者 p. 115
advise /ədˈvaɪz/ *v.* 建议 p. 115
several /ˈsevrəl/ *det.* 几个；一些 p. 115
opinion /əˈpɪnjən/ *n.* 意见；想法 p. 115
whole /həʊl/ *adj.* 整个的；全部的 p. 115
suggestion /səˈdʒestʃən/ *n.* 建议；提议 p. 115
communicate /kəˈmjuːnɪkeɪt/ *v.* (与某人) 交流信息；沟通 p. 115
whenever /wenˈevə(r)/ *conj.* 在任何……的时候；在任何……的情况下 p. 115
rich /rɪtʃ/ *adj.* 富有的；富裕的 p. 118
poor /pɔː(r)/ *adj.* 贫穷的；贫寒的 p. 118

hide /haɪd/ *v.* (hid, hidden) 藏；隐蔽 p. 118
attack /ə'tæk/ *v.* 袭击；攻击 p. 118
shy /ʃaɪ/ *adj.* 羞怯的；腼腆的 p. 122
else /els/ *adv.* 其他的；别的 p. 123
choose /tʃuːz/ *v.* (chose, chosen) 选择；挑选 p. 124

treasure hunt 寻宝游戏 p. 114
in public 公开地；在别人（尤指生人）面前 p. 114
put on 上演 p. 115
in my opinion 依我看 p. 115
above all 最重要的是；尤其是 p. 115
look out 小心；当心 p. 118

Words and expressions in alphabetical order

A

a bit of 小量 p. 67
a long time ago 很早以前 p. 19
ability /ə'bɪlətɪ/ *n.* 才能；能力 p. 3
above all 最重要的是；尤其是 p. 115
accident /'æksɪdənt/ *n.*（交通）事故 p. 28
act out 将……表演出来 p. 81
advertisement /əd'vɜːtɪsmənt/ *n.* 广告 p. 49
advise /əd'vaɪz/ *v.* 建议 p. 115
already /ɔːl'redi/ *adv.* 已经；早已 p. 67
amount /ə'maʊnt/ *n.* 数量；数额 p. 19
ancient /'eɪnʃənt/ *adj.* 古代的 p. 81
and so on …… 等等 p. 19
anytime /'enitaɪm/ *adv.* 在任何时候；随便什么时候 p. 51
army /'ɑːmi/ *n.* 陆军部队 p. 83
*artistic /ɑː'tɪstɪk/ *adj.* 有艺术天赋的 p. 3
at first 起初；起先 p. 67
at the same time 同时 p. 54
attack /ə'tæk/ *v.* 袭击；攻击 p. 118

B

basket /'bɑːskɪt/ *n.* 篮；筐 p. 108
born /bɔːn/ *v.* (be born) 出生 p. 3
brain /breɪn/ *n.* 脑 p. 34
British /'brɪtɪʃ/ *adj.* 英国的 p. 67

C

*calculate /'kælkjuleɪt/ *v.* 计算 p. 35
candle /'kændl/ *n.* 蜡烛 p. 51
captain /'kæptɪn/ *n.* 首领 p. 83
*capture /'kæptʃə(r)/ *v.* 用武力夺取；攻占 p. 83
carriage /'kærɪdʒ/ *n.*（旧时载客的）四轮马车 p. 51
celebrate /'selɪbreɪt/ *v.* 庆祝；庆贺 p. 83
century /'sentʃəri/ *n.* 世纪 p. 51
challenge /'tʃælɪmdʒ/ *v.* 向（某人）挑战 p. 19
challenge ... to ... 向（某人）挑战 p. 19
chance /tʃɑːns/ *n.* 机会；机遇 p. 114
check /tʃek/ *v.* 检查；核实 p. 17
chess /tʃes/ *n.* 国际象棋 p. 18
chessboard /'tʃesbɔːd/ *n.* 国际象棋棋盘 p. 19
choose /tʃuːz/ *v.* (chose, chosen) 选择；挑选 p. 124
chopstick /'tʃɒpstɪk/ *n.* 筷子 p. 67
come on（用于命令）快；加油；加把劲 p. 91
come over (to ...)（通常远距离地）从……到…… p. 67
comfortable /'kʌmftəbl/ *adj.* 使人舒服的；舒适的 p. 51
communicate /kə'mjuːnɪkeɪt/ *v.*（与某人）交流信息；沟通 p. 115
company /'kʌmpəni/ *n.* 公司 p. 38
compare /kəm'peə(r)/ *v.* 比较；对比 p. 33
competition /ˌkɒmpə'tɪʃn/ *n.* 比赛；竞赛 p. 114
confidently /'kɒnfɪdəntli/ *adv.* 自信地 p. 114
control /kən'trəʊl/ *v.* 操纵，控制（机器或系统等） p. 34
copy /'kɒpi/ *v.* 抄写；誊写 p. 27
copy down 抄写；誊写 p. 27
corner /'kɔːnə(r)/ *n.* 角 p. 97
correctly /kə'rektli/ *adv.* 准确无误地；正确地 p. 27

countryside /ˈkʌntrisaɪd/ *n.* 乡村；农村 p. 3
create /kriˈeɪt/ *v.* 创造；创作 p. 49
culture /ˈkʌltʃə(r)/ *n.* 文化 p. 66
cycle /ˈsaɪkl/ *n.* 循环 p. 99

D

daytime /ˈdeɪtaɪm/ *n.* 白天；日间 p. 51
depend /dɪˈpend/ *v.* 依靠；依赖 p. 35
depend on 依靠 p. 35
develop /dɪˈveləp/ *v.* 开发；研制 p. 51
die out 灭绝；消失 p. 3
difference /ˈdɪfrəns/ *n.* 差别；不同（之处） p. 81
dinosaur /ˈdaɪnəsɔː(r)/ *n.* 恐龙 p. 1
distance /ˈdɪstəns/ *n.* 距离；间距 p. 51
dollar /ˈdɒlə(r)/ *n.* 元（美国、加拿大等国货币单位） p. 12
double /ˈdʌbl/ *v.*（使）加倍 p. 19
dust /dʌst/ *n.* 灰尘；尘土 p. 54

E

educational /ˌedʒuˈkeɪʃənl/ *adj.* 有关教育的；有教育意义的 p. 65
else /els/ *adv.* 其他的；别的 p. 123
empty /ˈempti/ *adj.* 空的 p. 83
*encyclopaedia /ɪnˌsaɪkləˈpiːdiə/ *n.* 百科全书 p. 1
enter /ˈentə(r)/ *v.* 进来；进入 p. 83
even /ˈiːvn/ *adv.*（强调出乎意料）甚至 p. 3
except /ɪkˈsept/ *prep.* 除……之外 p. 83
except for 除……之外 p. 83
exchange /ɪksˈtʃeɪndʒ/ *n.* 交流；互访 p. 65
expensive /ɪkˈspensɪv/ *adj.* 昂贵的；价格高的 p. 34
experience /ɪkˈspɪəriəns/ *n.*（一次）经历，体验 p. 67

F

fantastic /fænˈtæstɪk/ *adj.* 极好的；了不起的 p. 67
find out 了解（到）；弄清 p. 6
*fossil /ˈfɒsl/ *n.* 化石 p. 3
(be) full of (有)大量的；(有) 许多的 p. 83
funny /ˈfʌni/ *adj.* 滑稽的；好笑的 p. 49

G

glad /glæd/ *adj.* 高兴；愉快 p. 67
go for a walk 去散步 p. 11
gold /gəʊld/ *n.* 金子；黄金 p. 19
grain /greɪn/ *n.* 谷粒 p. 19
gram /græm/ *n.* 克（重量单位） p. 18
grand total 总计；共计 p. 38
*Greek /griːk/ *n.* 希腊人 p. 83
guest /gest/ *n.* 客人；宾客 p. 67

H

hide /haɪd/ *v.* (hid, hidden) 藏；隐蔽 p. 118
host /həʊst/ *n.* 主人 p. 66
however /haʊˈevə(r)/ *adv.* 然而 p. 3
huge /hjuːdʒ/ *adj.* 巨大的 p. 83
human /ˈhjuːmən/ *adj.* 人的 p. 1
human being 人 p. 3

I

improve /ɪmˈpruːv/ *v.* 改进；改善 p. 98
in addition 除……以外（还） p. 35
in my opinion 依我看 p. 115
in public 公开地；在别人（尤指生人）面前 p. 114
in the countryside 在乡村；在农村 p. 3
in the daytime 在白天 p. 51
in the end 最后 p. 86
inch /ɪntʃ/ *n.* 英寸 p. 44
include /ɪnˈkluːd/ *v.* 包括；包含 p. 3

India /ˈɪndiə/ *n.* 印度 p. 18
instead /ɪnˈsted/ *adv.* 代替；顶替 p. 19
instead of /ɪnˈsted əv/ *prep.* 代替；作为……的替换 p. 60
instructions /ɪnˈstrʌkʃnz/ *n.* [pl.] 指示；命令 p. 17
intelligence /ɪnˈtelɪdʒəns/ *n.* 才智；智慧 p. 3
introduce /ˌɪntrəˈdjuːs/ *v.* 使……初次了解……；使尝试 p. 67
introduce … to … 使……初次了解……；使尝试 p. 67
introduction /ˌɪntrəˈdʌkʃn/ *n.* 引言 p. 60
invent /ɪnˈvent/ *v.* 发明；创造 p. 51
invention /ɪnˈvenʃn/ *n.* 发明 p. 3
inventor /ɪnˈventə(r)/ *n.* 发明家 p. 3
*Italian /ɪˈtæliən/ *n.* 意大利人 p. 2

K

keep in touch with 与……保持联系 p. 51
keep … off 使……不接近（或不接触、远离）…… p. 54
keyboard /ˈkiːbɔːd/ *n.*（计算机或打字机的）键盘 p. 34

L

lamp /læmp/ *n.* 灯 p. 51
letter /ˈletə(r)/ *n.* 字母 p. 99
list /lɪst/ *n.* 清单 p. 99
local /ˈləʊkl/ *adj.* 地方的；当地的 p. 66
look forward to 盼望；期待 p. 44
look out 小心；当心 p. 118
lose /luːz/ *v.* (lost, lost) 丧失；失去 p. 98

M

main /meɪn/ *adj.* 主要的 p. 83
main unit /meɪn ˈjuːnɪt/ *n.*（计算机）主机 p. 34
make jokes about 拿……开玩笑；以……为笑柄 p. 83
manager /ˈmænɪdʒə(r)/ *n.*（企业的）经理 p. 108
memory /ˈmeməri/ *n.* 记忆力；记性 p. 97
n. 回忆；记忆 p. 97
mention /ˈmenʃn/ *v.* 提到；说到 p. 98
method /ˈmeθəd/ *n.* 方法；办法 p. 98
midnight /ˈmɪdnaɪt/ *n.* 午夜；子夜 p. 83
mile /maɪl/ *n.* 英里 p. 99
mind /maɪnd/ *n.* 头脑；大脑 p. 99
mobile phone /ˌməʊbaɪl ˈfəʊn/ *n.* 移动电话；手机 p. 51
monitor /ˈmɒnɪtə(r)/ *n.*（计算机）显示器 p. 33
mouse /maʊs/ *n.*（计算机）鼠标 p. 34
musician /mjuˈzɪʃn/ *n.* 音乐家 p. 3

N

nobody /ˈnəʊbədi/ *pron.* 没有人 p. 3
note /nəʊt/ *n.* 纸币 p. 107
notebook /ˈnəʊtbʊk/ *n.* 笔记本 p. 3
notice /ˈnəʊtɪs/ *n.* 通告；布告 p. 113
number /ˈnʌmbə(r)/ *n.* 数字 p. 17

O

operate /ˈɒpəreɪt/ *v.* 操作；控制 p. 35
opinion /əˈpɪnjən/ *n.* 意见；想法 p. 115
order /ˈɔːdə(r)/ *v.* 订货；订购 p. 33

P

passenger /ˈpæsɪndʒə(r)/ *n.* 乘客；旅客 p. 51
perhaps /pəˈhæps/ *adv.* 可能；大概 p. 3
petrol /ˈpetrəl/ *n.* 汽油 p. 60
poor /pɔː(r)/ *adj.* 贫穷的；贫寒的 p. 118
popular /ˈpɒpjələ(r)/ *adj.* 受喜爱的；受欢迎的 p. 44

pour out 涌出 p. 107
practical /'præktɪkl/ *adj.* 有用的；适用的 p. 51
price /praɪs/ *n.* 价格 p. 38
prince /prɪns/ *n.* 王子 p. 86
prize /praɪz/ *n.* 奖赏；奖品 p. 19
promise /'prɒmɪs/ *v.* 许诺；承诺 p. 19
pull /pʊl/ *v.* (向某方向) 拖，拉动 p. 83
punish /'pʌnɪʃ/ *v.* 处罚；惩罚 p. 86
put on 上演 p. 115
*pyramid /'pɪrəmɪd/ *n.* (古埃及的) 金字塔 p. 82

Q

queen /kwiːn/ *n.* 王后 p. 86
quietly /'kwaɪətli/ *adv.* 安静地 p. 83

R

railway /'reɪlweɪ/ *n.* 铁路系统 p. 35
realize /'riːəlaɪz/ *v.* 认识到；意识到 p. 19
respect /rɪ'spekt/ *v.* 慎重对待；尊重 p. 70
rest /rest/ *n.* 剩余部分 p. 19
rich /rɪtʃ/ *adj.* 富有的；富裕的 p. 118

S

scene /siːn/ *n.* (戏剧或歌剧的) 场 p. 91
scientist /'saɪəntɪst/ *n.* 科学家 p. 3
secret /'siːkrət/ *adj.* 秘密的 p. 83
sell /sel/ *v.* (sold, sold) 出售；售卖 p. 44
several /'sevrəl/ *det.* 几个；一些 p. 115
shy /ʃaɪ/ *adj.* 羞怯的；腼腆的 p. 122
side /saɪd/ *n.* 侧面 p. 83
silly /'sɪli/ *adj.* 可笑的 p. 99
similar /'sɪmələ(r)/ *adj.* 相像的；类似的 p. 102
since /sɪns/ *prep.* 从……以后；自……以来 p. 51
since then 自那以来 p. 51
sir /sɜː(r)/ *n.* 先生 p. 91
so far 到目前为止；迄今为止 p. 67
soldier /'səʊldʒə(r)/ *n.* 士兵 p. 83
son /sʌn/ *n.* 儿子 p. 18
speaker /'spiːkə(r)/ *n.* 扬声器 p. 34
special /'speʃl/ *adj.* 特殊的；特别的 p. 60
speech /spiːtʃ/ *n.* 演说；发言 p. 113
speed /spiːd/ *n.* 速度 p. 35
spell /spel/ *v.* (spelt, spelt) 用字母拼；拼写 p. 99
spelling /'spelɪŋ/ *n.* 拼写；拼法 p. 98
steal /stiːl/ *v.* (stole, stolen) 偷；窃取 p. 86
step /step/ *n.* 步骤 p. 99
stupid /'stjuːpɪd/ *adj.* 笨的；傻的 p. 83
succeed /sək'siːd/ *v.* 达到目的；实现目标 p. 83
success /sək'ses/ *n.* 成功 p. 67
suddenly /'sʌdənli/ *adv.* 突然；忽然 p. 3
suggestion /sə'dʒestʃən/ *n.* 建议；提议 p. 115

T

*t'ai chi /ˌtaɪ 'tʃiː/ *n.* 太极 (拳) p. 67
take out (从银行账户中) 提取 (款) p. 107
telephone /'telɪfəʊn/ *n.* 电话；电话机 p. 50
text /tekst/ *n.* 文本 p. 114
tiny /'taɪni/ *adj.* 极小的；微小的 p. 35
topic /'tɒpɪk/ *n.* 话题 p. 115
total /'təʊtl/ *n.* 总额；合计 p. 38
tour /tʊə(r)/ *v.* 在……旅游 p. 67
traffic /'træfɪk/ *n.* 交通 p. 28
treasure /'treʒə(r)/ *n.* 珍宝；宝物 p. 114
treasure hunt 寻宝游戏 p. 114
trick /trɪk/ *n.* 计谋 p. 83
*Trojan /'trəʊdʒən/ *adj.* 特洛伊的 p. 81
n. 特洛伊人 p. 83
trouble /'trʌbl/ *n.* 困难 p. 99
type /taɪp/ *v.* 打字 p. 34

U

(be) unaware of 没意识到；未察觉 p. 35
understand /ˌʌndəˈstænd/ *v.* (understood, understood) 懂；理解 p. 81
unless /ənˈles/ *conj.* 除非 p. 99

W

wallet /ˈwɒlɪt/ *n.* 钱包；皮夹子 p. 107
war /wɔː(r)/ *n.* 战争 p. 81
weekday /ˈwiːkdeɪ/ *n.* 工作日（星期一至星期五的某一天） p. 67
wheel /wiːl/ *n.* 车轮；轮子 p. 50
whenever /wenˈevə(r)/ *conj.* 在任何……的时候；在任何……的情况下 p. 115
whole /həʊl/ *adj.* 整个的；全部的 p. 115
win /wɪn/ *v.* (won, won)（在比赛中）获胜，赢 p. 6
wing /wɪŋ/ *n.*（飞行器的）翅膀；机翼 p. 60
winner /ˈwɪnə(r)/ *n.* 优胜者 p. 115
wise /waɪz/ *adj.* 充满智慧的 p. 19
work as 从事……工作 p. 34
worth /wɜːθ/ *adj.* 值得；有价值 p. 99

Y

yet /jet/ *adv.* 尚未；仍未 p. 67

Proper nouns

Names of people

Alexander Graham Bell /ˌælɪgˈzɑːndə(r) ˈgreɪəm bel/ 亚历山大·格雷姆·贝尔 p. 51
Dickinson /ˈdɪkɪnsən/ 狄更生（姓） p. 6
Dudley /ˈdʌdli/ 达德利（男名） p. 11
Eric /ˈerɪk/ 埃里克（男名） p. 67
George /dʒɔːdʒ/ 乔治（男名） p. 70
Henry /ˈhenri/ 亨利（男名） p. 98
Leonardo da Vinci /ˌliːəˈnɑːdəʊ də ˈvɪntʃi/ 列奥纳多·达·芬奇 p. 2
Little John /ˈlɪtl dʒɒn / 小约翰 p. 118
Mabel /ˈmeɪbl/ 梅布尔（女名） p. 38
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Irregular verbs

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

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

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