

义务教育教科书



英语

ENGLISH

八年级 下册

W 上海外语教育出版社
外教社 SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS

义务教育教科书



英语

ENGLISH

八年级 下册

总主编
主 编
副主编

吴友富
燕华兴
王 丽 张春蓉

UNIT	TOPIC AREAS	FUNCTIONS
1 Language Learning (PP1-16)	English language Language learning (Experiences and strategy) Language difficulties in communication Differences between British English and American English	Talking about languages Talking about learning a language Expressing conditions
2 Transportation (PP17-35)	Means of transport History of transport	Describing means of transport Attitude Preference and comparison Talking about going to places
3 Space (PP36-51)	The Earth The Sun The Moon	Measurement (Size) Position and distance Duration and frequency
4 Telling Tales (PP52-66)	Fable Fairy tale Story	Possibility and impossibility Intentions and plans Hopes
5 Hobbies and Interests (PP67-81)	Hobbies (Collections, games, handicrafts and arts) Interests and pastimes	Talking about hobbies and interests Preference Likes and dislikes
6 Sightseeing - A Tour of London (PP82-100)	Introduction to London Scenic spots Places of historic interest	Talking about cities Asking for and giving suggestions Talking about travel and tourism
7 Music (PP101-115)	Musical instruments Music Classical music Rock and roll	Likes and dislikes Preference Cause and effect Intentions and plans
8 Emergency (PP116-130)	Emergencies Accidents Safety rules and warnings	Asking for permission Getting information Talking about emergencies
9 Keep Fit (PP131-147)	Physical fitness and exercise Healthy diet	Giving advice Reminding Talking about fitness Certainty and uncertainty
10 Manners (PP148-162)	Social behaviours Eating customs	Asking for permission Talking about manners Possibility

Words and Expressions in Each Unit (PP163-168)

Vocabulary Index (PP169-180)

STRUCTURES	CHAT ROOM	PROGRAMME
Conditional clause (1) Prepositions: <i>with, in</i>	Dialogue 1 <i>Meeting some foreign students</i> Dialogue 2 <i>Language learning difficulties</i>	Item 1 <i>Some facts about English</i> Item 2 <i>The secret of language learning</i> *Item 3 <i>British English and American English</i>
Noun clause (1) (Object clause introduced by subordinate conjunctions <i>that, whether, if</i> and omission of <i>that</i>) <i>intend to do, think of doing</i>	Dialogue 1 <i>Do you like to travel by plane?</i> Dialogue 2 <i>Going for a drive</i>	Item 1 <i>Travelling in London</i> Item 2 <i>Transportation</i> *Item 3 <i>Early boats and ships</i>
Noun clause (2) (Object clause introduced by conjunctive pronouns and adverbs; subject clause and predicative clause) Adverbial clause introduced by <i>when, as</i> Prepositions: <i>for, from, round, towards, without</i>	Dialogue 1 <i>Exercise or go to the movie?</i> Dialogue 2 <i>My most memorable journey</i>	Item 1 <i>The Earth</i> Item 2 <i>The Sun</i> *Item 3 <i>The Moon</i>
Noun clause (3) (Revision) Past perfect (1) Past future (1) Modal verbs: <i>may, can</i>	Dialogue 1 <i>Fables and fairy stories</i> Dialogue 2 <i>Tom Thumb</i>	Item 1 <i>The crafty fox</i> Item 2 <i>Ma Liang</i> *Item 3 <i>The rain angel</i>
Direct and indirect speech (1) (<i>say, tell</i> and other introductory verbs; tense and other changes when reporting statements) <i>prefer</i>	Dialogue 1 <i>A hobby makes our life colourful</i> Dialogue 2 <i>What other interests have you got?</i>	Item 1 <i>Taking stamps off envelopes</i> Item 2 <i>When an interest becomes an obsession...</i> *Item 3 <i>Are you a couch potato?</i>
Direct and indirect speech (2) (Questions in indirect speech: the introductory verbs; with <i>whether, if</i> or retaining question words; necessary changes in reporting questions) <i>be worth doing</i>	Dialogue 1 <i>What should I see?</i> Dialogue 2 <i>Getting back from the holiday</i>	Item 1 <i>DAY ONE: A bus tour around London</i> Item 2 <i>DAY TWO: An amazing experience at Madame Tussaud's</i> *Item 3 <i>DAY THREE: Head off to the Tower today</i>
Direct and indirect speech (3) (Commands, requests, advice in indirect speech: a verb of command / request / advice + object + infinitive) <i>dislike / hate doing would rather... (than)</i>	Dialogue 1 <i>How did you like the band?</i> Dialogue 2 <i>Exchanging lessons</i>	Item 1 <i>Living for music</i> Item 2 <i>Classical music</i> *Item 3 <i>Rock and roll</i>
The passive voice (1) (Form, use and <i>by</i> in mentioning the doer) Gerunds after prepositions Modal verb: <i>may</i>	Dialogue 1 <i>A telephone call</i> Dialogue 2 <i>The little boy rescued</i>	Item 1 <i>A brave boy</i> Item 2 <i>At the safari park</i> *Item 3 <i>How to stay safe in a thunderstorm</i>
The passive voice (2) Active tense and their passive equivalents Phrasal verbs used in the passive <i>remember / forget + infinitive make sure</i>	Dialogue 1 <i>Physical training</i> Dialogue 2 <i>Go on a diet or exercise more?</i>	Item 1 <i>Who is the fittest? (1)</i> Item 2 <i>Who is the fittest? (2)</i> *Item 3 <i>How Okinawans live long and healthily</i>
The passive voice (3) (Modal verb + passive infinitive) <i>seem / sound / taste / feel / smell + adj.</i>	Dialogue 1 <i>A birthday souvenir</i> Dialogue 2 <i>A noisy party</i>	Item 1 <i>Manners are important DOS and DON'TS in England</i> Item 2 <i>When in Rome, do as the Romans do</i> *Item 3 <i>Manners in different countries</i>

UNIT

1

Language Learning



HIGHLIGHTS

TOPIC AREAS

English language
Language learning
(Experiences and strategy)
Language difficulties in communication
Differences between British English and American English

FUNCTIONS

Talking about languages
Talking about learning a language
Expressing conditions

STRUCTURES

Conditional clause (1)
Prepositions: *with*, *in*

CHAT ROOM

Dialogue 1 Meeting some foreign students
Dialogue 2 Language learning difficulties

PROGRAMME

Item 1 Some facts about English
Item 2 The secret of language learning
*Item 3 British English and American English

1 Getting Started

1 Listen and guess.

There are more than 2,700 languages in the world. Now you will hear some of them. Where are they spoken?

- | | |
|-----------------|--------------------|
| (1) 你好! | (2) How do you do? |
| (3) Bonjour! | (4) Hallo! |
| (5) Здравствуй! | (6) こんにちは! |

2 Do you know?

We have to develop four skills when learning English.
They are _____, _____, _____ and _____.

3 Listen and say.

- | | | | |
|-------------------------------|---------|---|---|
| (1) A: Does your friend speak | German | } | ? |
| | French | | |
| | Italian | | |
| | Spanish | | |
| B: No, he doesn't speak | German | } | . |
| | French | | |
| | Italian | | |
| | Spanish | | |



He speaks English perfectly. That's his native language.

1 Getting Started



(2) **A:** How well do you know English?

B: Pretty well.

A: Does your friend speak English, too?

B: Yes, he speaks English

fluently	⌋	⌈
very well	⌋	⌈
with a Japanese accent	⌋	⌈

.

(3) **A:** I have a lot of trouble with

pronunciation	⌋	⌈
spelling	⌋	⌈
writing	⌋	⌈

. Do you?

B: I don't have

any trouble	⌋	⌈
much trouble	⌋	⌈

 with

pronunciation	⌋	⌈
spelling	⌋	⌈
writing	⌋	⌈

,

but I have trouble with

speaking	⌋	⌈
listening	⌋	⌈
grammar	⌋	⌈

.

4 Listen and learn.

If you have any language difficulties in communication, you can say:

Pardon?

I beg your pardon?

Sorry, I can't follow you.

Can you speak more slowly, please?

I'm sorry I only know a little English.

Could you say that again, please?

Could you repeat that?

1 Getting Started

5  Listen and repeat.

A: How do you say that animal in English?
B: I don't know how to say that in English. Let me consult the dictionary. Er, ... it's "cobra", a poisonous snake.
A: How do you spell it, please?
B: c — o — b — r — a, cobra.



6  Listen and learn.

(1) If this shirt doesn't fit, may I

⎧	bring it back	⎩
	exchange it	
	get a refund	

 later?



(2) If it doesn't rain tomorrow, I'll

⎧	go to the market.	⎩
	attend the club meeting.	
	run some errands.	

(3) If I have time tomorrow, I'll

⎧	get a haircut.	⎩
	go to the barber's.	
	get my hair set.	



(4) If I buy that car, I'll have to

⎧	borrow some money.	⎩
	make monthly payments.	
	use all my savings.	

(5) If

⎧	you want	⎩
	you're interested in	
	you care for	

 my advice, I don't think you should go.



(6) If you don't take my advice, you'll

⎧	be sorry.	⎩
	regret it later.	

Dialogue 1***Meeting some foreign students***


- A:** I called you last night but you were out. Where were you?
- B:** I was at the English-speaking club. I met some foreigners there.
- A:** Oh, did you? Tell me about them.
- B:** They are college students. They are from New Zealand.
- A:** Did you enjoy talking with them?
- B:** Yes, I did. We had a good time and I learned a lot about their country.
- A:** Did you find it difficult to understand them?
- B:** Yes, a bit. But they spoke very slowly and very clearly for me, so I could follow most of the time.
- A:** Did you speak Chinese to them?
- B:** Yes, I did. We all learned a lot from each other.
- A:** I hope I can meet them, too.
- B:** Come with me next time. I'll introduce them to you.
- A:** Really? That's very kind of you.

Dialogue 2***Language learning difficulties***

- A:** Your friend's native language is Japanese, isn't it?
- B:** Yes, it is. But he speaks English well.
- A:** Does he speak English with a Japanese accent?
- B:** Yes, he does. He speaks English with a Japanese accent.
- A:** Does he have much trouble with pronunciation?
- B:** Yes, he does. And he has a lot of trouble with spelling, too.
- A:** Does he make a lot of mistakes in English?
- B:** Once in a while he makes mistakes.
- A:** Can he speak French, too?
- B:** No, he can't. He can speak Japanese, English and Chinese.

Item 1

Some facts about English

- 1  You are going to hear some facts about English. Supply the missing information.

(1) For quite some time since the modern age, English has been the most widely used language in the world.

(2) Over _____ people speak English. That's _____ of the world's population. _____ people speak English as their first language. For the other _____ it's either a second language or a foreign language.

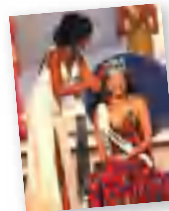
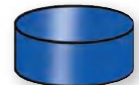
(3) Almost all international conferences and competitions are held in English. For example, the _____ and the _____.

English is the main language of organizations like the _____.

world's population



English-speaking peoples

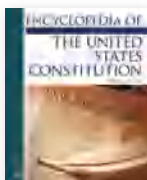


(4) _____ of the world's technical and scientific periodicals are in English.

(5) English is the medium for _____ of the information stored in world's computers.



(6) You can buy English-language _____ and _____ in every part of the world. You can also watch _____ and _____ everywhere in the world.



2 Read the text and check your answers.

For quite some time since the modern age, English has been the most widely used language in the world.

Over one billion people speak English. That's 20 percent of the world's population. Four hundred million people speak English as their first language. For the other seven hundred million it's either a second language or a foreign language.

Almost all international conferences and competitions are held in English. For example, the Olympics and the Miss World Contest. English is the main language of organizations like the United Nations.

English is the key to the world of science. More than half of the world's technical and scientific periodicals are written in English. English is the medium for 80% of the information stored in the world's computers.

You can buy English-language magazines and newspapers in every part of the world. You can also watch CNN and NBC everywhere in the world.

3 Could you add more examples?

(1) English-speaking nations

Britain, America, New Zealand, _____, _____

(2) International conferences and competitions

the Olympics, the Miss World Contest, _____, _____

(3) International organizations

the United Nations, _____, _____

(4) English-language magazines and newspapers

Saturday's Review, Washington Post, _____, _____

(5) TV and radios


CNN, BBC, _____, _____

4 Discussion

Why do we say English is an international language?

Item 2

The secret of language learning

- 1  Alastair Banton and Teresa Pelc are both teachers of English. Listen and decide who made each of the following statements.



Alastair Banton



Teresa Pelc

- ① Imagine yourself using the language confidently.
- ② I praise my students for everything they do well.
- ③ Learning a language takes time.
- ④ Many students are very successful and speak English better than I.
- ⑤ Motivation is the most important thing.
- ⑥ That's why we need a teacher to push us sometimes.
- ⑦ Using English is fun.
- ⑧ According to Banton, you must really want to learn the language.

Alastair Banton _____

Teresa Pelc _____

- 2 Read the text and check your answer.

What's the secret of successful language learning?

We ask two experienced teachers of English for their opinions.

Alastair Banton is a teacher at a language school in the UK. He also taught English in Japan.

You must really want to learn the language. It is the most important thing. You also believe in yourself. Imagine yourself using the language confidently, and think "Yes, I can do that."

Then there are other things. You need to work hard, but at the same time you need to enjoy it. Using English is fun. And you have to be realistic. Learning a language takes time, and you can't expect to know everything in a few weeks.

Teresa Pelc is a teacher of English in Poland. She has taught English in a secondary school for a number of years.

Teresa Pelc says that motivation is the most important thing. You have to be ready to read a lot, to listen to the radio, and to watch TV. It is so easy to forget new words and new patterns. That's why we need a teacher to push us sometimes. Even the most motivated students need that extra push sometimes. However, learning a language is also very enjoyable — I praise my students for everything they do well. Many students are very successful and speak English better than I.

3

Some of the following words are taken from the text. Some are not. They are in groups. Try to learn them.

- (1) experience, experienced
He has much experience in teaching.
He is an experienced teacher.
- (2) confidence, confident, confidently
Be full of confidence and don't lose it.
He is confident of victory.
We should use English confidently.
- (3) real, reality, realistic
Tell me the real reason.
Her dream became a reality.
It is a realistic plan.
- (4) enjoy, enjoyable
I enjoy going to the movies.
I had an enjoyable time at the party.
- (5) succeed, success, successful
Did he succeed in the examination?
I wish you a success.
The performance was successful.

4

Read the text again and retell it with the help of the diagram.

Alastair Banton

want to learn
believe in yourself
imagine and think
work hard
enjoy it
be realistic

Teresa Pelc

motivation
be ready to
need a teacher
enjoyable
praise
successful

5

Group work

Do you enjoy learning English? What do you think is the secret of successful language learning?

*Item 3

British English and American English

1

Match the British English words with the American English words below.

*American English**British English*

bill

bank note



cookie

biscuit



elevator

car park



French fries

chips



gas

lift



pants

petrol



parking lot

state school



public school

traffic lights


stop lights

trousers

subway

Underground



2  Listen to the text. Give some examples to show the difference in spelling between British and American English.

3 The pronunciation of some words in British English is different from that in American English. Give more examples to show the difference.

gl <u>a</u> ss	d <u>a</u> nce	pl <u>a</u> nt	_____	_____
sh <u>o</u> p	op <u>e</u> ra	f <u>o</u> g	_____	_____
wo <u>r</u> k	fa <u>r</u>	sis <u>t</u> er	_____	_____

4 Read the text and decide if the following statements are true (T) or false (F).

Do you know the difference in vocabulary between British and American English? Most British people are familiar with many American equivalents for British terms, e.g.

biscuit	cookie
lift	elevator
petrol	gas

Some common words have different meanings in British and American English.

British English		American English
long sticks of potato you eat hot with a meal	chips	thin slices of potato you eat cold as a snack
something you wear under your trousers and next to the skin	pants	trousers
a private school for free-paying pupils	public school	a free local school
an underground pass tunnel under a busy street	subway	a railway under the ground

The difference in spelling between British and American English is well known. For example, British people write colour and dialogue while Americans write color and dialog.

Besides there are some differences in pronunciation. The diagram shows some features of American pronunciation.

ɑː – æ	glass	dance	plant
ɔ – ɒ	shop	dollar	opera
r (sounded)	work	burn	car

However, the differences between British and American English are minor. You can usually understand what words mean from the context.

- _____ (1) Some words in American English have the exact equivalents of the words in British English.
- _____ (2) Some words have different meanings in British and American English.
- _____ (3) The difference in spelling between British and American English is great and complicated.
- _____ (4) British English and American English are two very different languages.
- _____ (5) If you don't understand a word, you can guess the meaning from the context.

Box 1

If you ask, he'll help you.

You will fail unless you work harder.

You can go out so long as you promise to be back before eleven o'clock.

Box 2

If I have time, I'll visit her.

If she said that, she was really angry.

If you mix yellow and blue paint, you get green paint.

If you have a ticket, you can go in.

If you're tired, go to bed.

Box 3

He speaks English with a Japanese accent.

He left school with no degree.

Two coffees please, one with milk and one without.

I have a lot of trouble with pronunciation.

This hasn't got anything to do with you.

He's very careless with his money.

Box 4

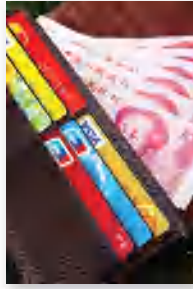
Do you see a film in English?

Do you keep a diary in English?

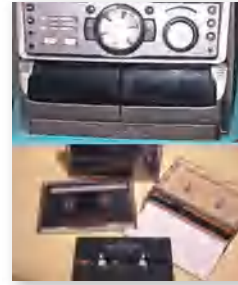
Most of her paintings are done in watercolour.

He always talks in a whisper.

I bought him a book for Christmas, but he didn't give me anything in return.



smart cards



tapes and a tape recorder



DVD



TV and radio



audiovisual aids



an electronic dictionary



a language laboratory

1

Presentation

Give a speech on how to enjoy learning a language.

If you know English, you can do many wonderful things.

- (1) Watch the original British and American films.
- (2) Read books from classic plays like *Hamlet* to modern thrillers like *Jurassic Park*.
- (3) Listen to English songs.
- (4) Communicate with foreigners.

2 Survey

Ask your classmates the following questions about learning English. Then report the result of the survey to the other members of your group.

A questionnaire on English learning after class

- (1) Do you see films in English often? At the cinema or on video at home?
- (2) Do you watch TV programmes in English or listen to English radio programmes?
- (3) Have you joined an English-speaking club?
- (4) Do you go to events in English at your school (a play, a talk, a debate) often?
- (5) Do you like to start up a conversation with English-speaking tourists?
- (6) Do you read English newspapers or magazines? Name one or two of them.
- (7) Do you sing English songs? Do you learn the words by heart?
- (8) Do you keep a diary in English?
- (9) Do you often send and receive e-mail in English?
- (10) Do you use the Internet to find information in English?

3 Problem solving

Your friend is going to buy a dictionary. Give him some advice so that he may get the right one. You should consider:

- (1) publishers and compilers
- (2) English-English dictionary or English-Chinese dictionary
- (3) number of entries
- (4) definitions and examples

4 Topic discussion

English — a means of communication

In many cultures, people have special ways of calling their family members. In English-speaking cultures, most people call their grandparents by their title only, such as Grandfather and Grandmother. Aunts and uncles are usually called by their names and titles, such as Aunt Kathy or Uncle John. Brothers and sisters are called by their names, not by a title.

How about things in your culture? How do you call different members of your family?

1



A rhyme.

Friendship

I met a little friend
 Who came from another land.
 I couldn't speak his language,
 But I took him by the hand.
 We sang together
 And had a lot of fun!
 Singing is a language
 You can speak with anyone.



2

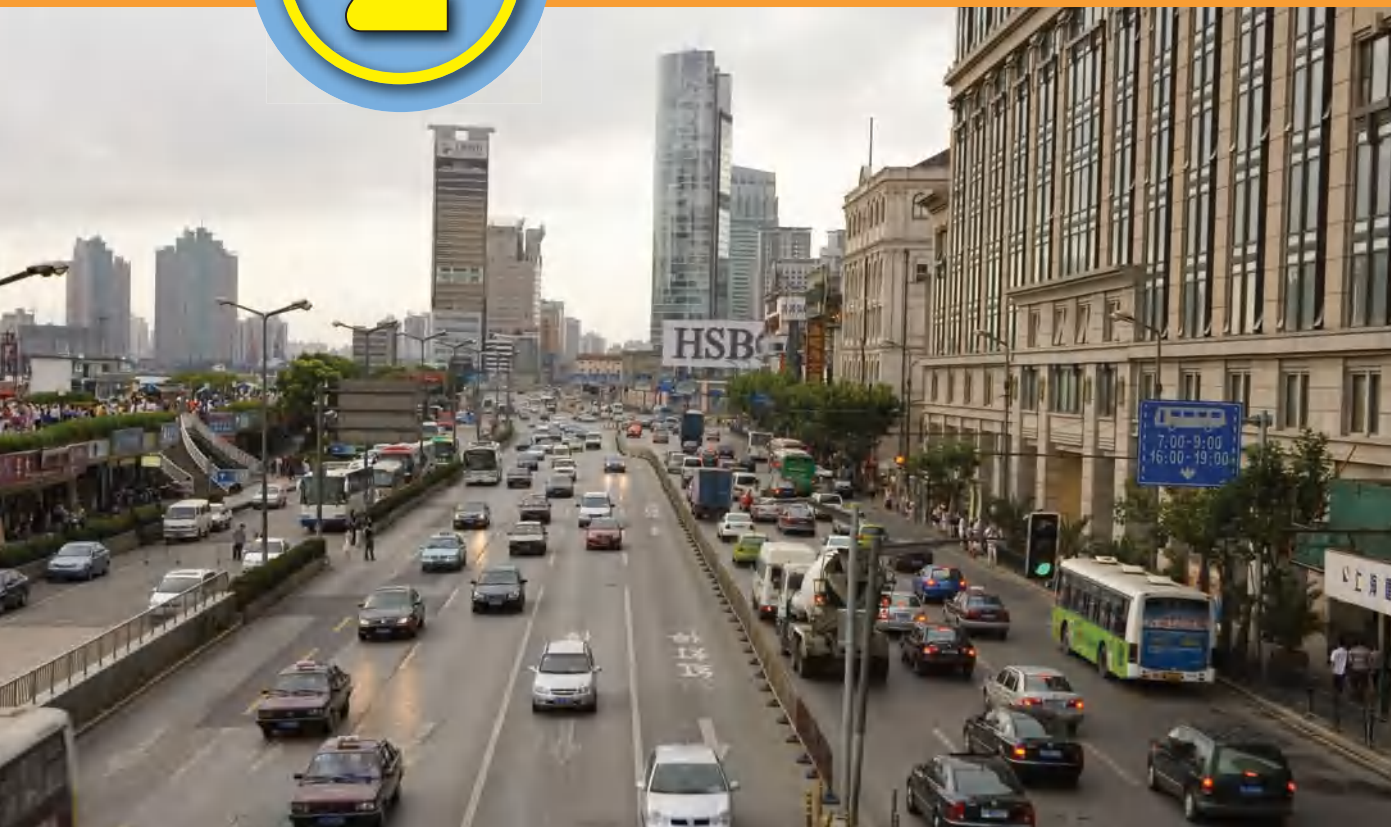
Trick questions

- (1) Which is the longest word in the English language?
- (2) Which word is shorter if you put another syllable at the end?
- (3) What kind of phone makes music?
- (4) Why are movie stars cool?
- (5) What is easy to get into but hard to get out of?

UNIT

2

Transportation



HIGHLIGHTS

TOPIC AREAS

Means of transport
History of transport

FUNCTIONS

Describing means of transport
Attitude
Preference and comparison
Talking about going to places

STRUCTURES

Noun clause (1)
(Object clause introduced by subordinate conjunctions
that, whether, if and omission of *that*)
intend to do
think of doing

CHAT ROOM

Dialogue 1 Do you like to travel by plane?
Dialogue 2 Going for a drive

PROGRAMME

Item 1 Travelling in London
Item 2 Transportation
*Item 3 Early boats and ships

1 Getting Started

1 Match the pictures and their descriptions.

(1) It has two wheels and an engine.

(2) It transports a large number of people long distances on roads.

(3) It transports heavy goods on roads.

(4) It is used by workers to transport their goods or tools.

(5) It transports people between two ports continuously.



van



truck, lorry



motorbike



ferry



coach

2  Listen and practise.

A: Where are you going this year?

B: I'm going abroad.

A: How are you going? Are you going by

ship
plane
train
bus

B: I'm going by

- air.
- sea.
- rail.
- car.

I like

- flying.
- going by ship.
- riding the train.
- driving.

3

Here are some sentences from conversations talking about different transport. Where does each take place?



(1) Can you take us to Piccadilly Circus?



(2) We had a rough crossing from Dover to Calais.



(3) Two to the British Museum, please.



(4) I'll get a couple of coffees from the buffet car.



(5) Excuse me, can we take off despite the fog?



(6) Which line is it for Oxford Circus?



(7) Be careful when you turn that corner.

1 Getting Started

4  Listen and repeat.

(1) **A:** How long does it take to get to the Yangtze Hotel?

B: I think (that) it takes about 30 minutes.

(2) **A:** Have you got anything to declare?

B: No, I don't think (that) I have got anything to declare.

(3) **A:** Who is going to meet you at the airport?

B: I expect that Tom will meet me there.

(4) **A:** Will he come here on time?

B: I'm afraid that there will be a delay as it is the rush hour.

5 Try to make more sentences.

I hope I believe I don't believe I know I mean I guess	→	(that)	→	it stays fine he will go there by train they will win the game there is a garage nearby there should be no argument you're right	→	.
---	---	--------	---	---	---	---

- 6 Make the following sentences more polite by using “Do you think ... ?”.

Example

Can you help me?

Do you think you can help me?

- (1) Should we give them a hand?
- (2) Can I get there by bus?
- (3) Is he having a driving test now?
- (4) Can you write to me more often?
- (5) Will they have to come?

- 7 Answer the following questions by beginning your statements with the phrase in brackets. Follow the example.

Example

Will he learn to drive quickly?

(I'm confident)

I'm confident he'll learn to drive quickly.

- (1) Did she make the right choice? (I'm satisfied)
- (2) Will she get married next year? (I'm sure)
- (3) Is it the same to her? (I'm sorry ... not)
- (4) Has he decided to study English? (I'm pleased)
- (5) Can you help me? (I'm afraid ... not)
- (6) Is it going to rain? (I'm afraid)

1 Getting Started

8 Listen and make more sentences.

A: I want to know whether I can make a reservation to Beijing for next Monday.

B: There is a flight leaving at 9:25. I doubt if it is possible for you to start so early.

A: I think that's OK.

I want to know

- whether
 - Tom did his homework yesterday.
 - she has been to England.
 - he works hard.
- if
 - you are going to see him.
 - they are still living there.

9 Listen and learn.

(1) **A:** What's your plan for the summer vacation?

B: I'm thinking of going to Beijing.

A: Haven't you been there before?

B: Yes. But I want to go there for a second time.

There are so many beautiful places to see.

I intend to go to as many places as I can.

(2) **A:** What will you do after school?

B: I'm thinking of visiting the Ice-Carving Festival in Harbin.

Dialogue 1

*Do you like to travel by plane?*

- A:** Do you like to travel by plane?
B: Oh no, not at all.
A: Flying is quick, isn't it?
B: Yes. But you have to wait for hours before the plane takes off. What's more, it's often delayed and always crowded.
A: But it's convenient and comfortable.
B: I don't think so. While aboard the plane, you can't walk around or open the windows. By the way, the seats are uncomfortable. There is not much choice of food and there are not enough toilets.
A: What happens when the plane lands?
B: It's even worse. It takes hours to get out of the airport and into the city.
A: Then you prefer travelling by train, don't you?
B: Yes. Trains are much better than planes. They are cheaper, safer and more comfortable. If you miss a train, you can always catch another one later.
A: But trains are much slower than planes.
B: I don't think that speed is everything. Besides, today's high-speed rail is almost as fast as planes and much more comfortable.

Dialogue 2

*Going for a drive*

- A:** It's a beautiful evening, Rudy. Why don't we drive out to the airport?
B: That's a great idea. I enjoy walking around the airport.
A: Let's go down to the pier, too. We can watch the big ships docking. Some day I want to take a trip by ship.
B: I'd rather fly. It's the quickest and most comfortable way to travel.
A: But travelling by ship is leisurely and more restful.
B: That may be right, but a trip by plane is exciting, and you have more time for sightseeing after you arrive.
A: It's difficult to make a decision. Here we are at the airport.
B: Look! There's a plane landing right now.
A: It's moving so fast. Do you think it's going to crash?
B: No, it won't crash. Watch how carefully the pilot brings the plane down. Travelling by plane is quite safe.
A: Good. Then we'll take a plane instead of a ship on our trip. We can buy our tickets right here.
B: What are you talking about? What trip? We're not going anyplace. We're just out for a drive, remember?


Item 1

Travelling in London

1  Listen to the text and match.

- (1) tube
- (2) red London bus
- (3) rush hour
- (4) taxi drivers
- (5) information centre
- (6) oldest tube line
- (7) newest tube line

- a. not to travel
- b. special travel tickets
- c. no drivers
- d. get a good view of London
- e. friendly and helpful
- f. quick and easy
- g. opened in 1863

2  Listen again and decide whether the following statements are true (T) or false (F).

- _____ (1) You can never see an underground train in London because it runs under the streets.
- _____ (2) Some tube lines are old but some are new.
- _____ (3) You can see a lot from a London taxi.
- _____ (4) There are some special buses for tourists.
- _____ (5) The buses and the tube are very busy in the morning.

3 Read the text and answer the questions.

The tube is London's underground railway. A journey by tube is quick and easy. But you do not see very much. The trains run under the streets.

Some of the tube lines are very old. The oldest line in the world, the Metropolitan line, opened in 1863. The Docklands Light Railway is the newest railway line in London. The trains have no drivers. It opened in 1991.

You see much more of London from a bus. From the top of a red London

bus, you get a good view of the city.

London Transport has special buses for tourists. A tourist bus takes visitors to some of the famous places in London. Visit an information centre to find out about special travel tickets to use on the tube and on the buses.

The buses and the tube are very busy in the morning between eight o'clock and ten o'clock. They are also busy in the evening between five o'clock and half past six. It is better not to travel at these times.

There are lots of taxis in London. Taxi drivers are usually friendly and helpful.



- (1) Why don't we see much on the tube?
- (2) Can a train go without a driver?
- (3) How can we get a good view of London?
- (4) What can we get when we visit an information centre?
- (5) When are the buses and the tube very busy?
- (6) Will you take a taxi if you are a tourist in London? Why?

4

Pair work

Talk with your partner about London's tube and buses.

Item 2

*Transportation*1  Listen and complete the passage.

Wherever we want to go, we can take planes, trains, buses or ships. Transportation brings us nearly everything. In the past it took us a _____ to travel by ship from _____ to _____, but today, planes enable us to eat _____ in New York City and have _____ in London.

We can travel in _____ nowadays but passengers on the first _____ sat on _____ wooden seats and often choked in clouds of _____.

Transportation would not be possible _____ communication. Cars and trucks depend on traffic _____ and traffic _____. Automatic block signals and other means of communication enable railroads to operate _____. Airplanes could not _____ or _____ safely without _____, _____ and other electronic communication _____.

2  Listen and read the text.

Transportation takes us anyplace and brings us nearly everything. Day and night, swift planes speed passengers through the sky. Long trains roar across the countryside carrying passengers, mail, and such products as food, livestock, and coal. Automobiles, buses, and huge trucks rumble along the streets and highways. Ships steam across oceans and along lakes and rivers. Pipelines carry petroleum and natural gas across thousands of miles.



Developments in transportation have cut travel time greatly in the past 200 years. In 1800, it often took a businessman a month to travel by sailing ship from London to New York City. Today, he can fly this distance by plane in only a few hours.

Modern transportation also makes it possible to travel in comfort. The pioneers jolted westward over rough trails in springless wagons with wooden wheels. Today, tourists ride on paved roads in cars and buses with wheels that have soft, air-filled tires. Passengers on the first trains sat on hard wooden seats and often choked in clouds of smoke and dust. Food could be

obtained only at wayside stations. Many of today's trains have soft, reclining seats. Air conditioning keeps the air clean and cool, and dining cars serve tasty meals.

Transportation would not be possible without communication. Automobiles and trucks could not travel on crowded streets and highways without traffic signs and traffic lights. Automatic signals and other means of communication enable railroads to operate safely. Lighthouses, lightships, buoys, and radio compasses provide information for ships at sea. Airplanes could not land or take off safely without radio, radar, and other electronic communication devices.

3

Match the words in Column A with their meanings in Column B.

A

- (1) speed
- (2) roar
- (3) rumble
- (4) steam
- (5) jolt

B

- a. make a deep, heavy, continuous sound
- b. move under the power of steam
- c. move along quickly
- d. move along by jerks
- e. make loud, deep sounds

4

Many communication devices are mentioned in the text. Can you write them down?



(1) _____



(2) _____



(3) _____



(4) _____



(5) _____



(6) _____



(7) _____



(8) _____



(9) _____

5

Make a comparison between the pioneers and tourists today.

The pioneers	Tourists today
★ jolted	★ ride
★ over rough trails	★ on paved roads
★ in springless wagon with wooden wheels	★ in cars and buses with wheels that have soft, air-filled tires

6

Fill in the diagram according to the text.

	The first trains	Today's trains
seats		
air		
food		

7

Read the text again and answer the questions.

- (1) Why do we say transportation is very important?
- (2) Can you tell the journey time from London to New York 200 years ago and today?
- (3) Have any changes taken place since the pioneers jolted westward?
- (4) What's the difference between the first trains and today's trains?
- (5) Would transportation be possible without communication?
Show some examples.

Item 3*Early boats and ships**

1  Listen and decide whether the following statements are true(T) or false(F).

- _____ (1) Early man might cross a stream with the help of a log.
 _____ (2) It was not difficult for early man to pole upstream on a raft.
 _____ (3) Early man hollowed out a log to make it lighter.
 _____ (4) Boats with oars and sails could move faster than canoes.
 _____ (5) Early people developed a craft with four rows of oars on each side.

2 Can you name them? You can find the words in the text.



(1) _____



(2) _____



(3) _____



(4) _____



(5) _____



(6) _____



(7) _____



(8) _____



(9) _____

3 Read the text and fill in the blanks with verbs from the text.

The first boat was probably a fallen log. It ferried early man across a stream. He paddled with his hands or pushed the log through the water with a pole.

Then man learned how to lash logs together to make rafts. Such rafts were often too heavy to go upstream against current. In time man discovered how to hollow out logs. He burned out the inside of the log or hollowed it out with stone axes. Later men stretched bark over a light framework of wood to make a still lighter canoe.

The next big step was the development of boats and ships propelled by oars and sails. This came about the same time as the wheel. The ancient Egyptians developed a craft made of planks much like the ships of today. Those boats had a row of oars extending from front to back on each side. Later people built ships with two rows of oars on each side, one above the other. Finally, early boat builders developed a craft with three rows of oars on each side. They were much faster than any earlier ships, but it took as many as 200 people to pull the oars. These early crafts also had a sail and a mast. Some even had three masts and sails.

- (1) A fire was _____ brightly in the fireplace.
- (2) Newton _____ gravity when an apple fell on his head.
- (3) The aircrafts _____ cars and people between England and France.
- (4) We should _____ these poles together with a rope.
- (5) Sometimes ants will _____ out a tree trunk leaving just the bark.
- (6) We take turns to _____ the little boat.
- (7) Wind power _____ the ship across the Pacific Ocean.
- (8) He _____ out his arms to embrace the little girl.

4

Read the text again and answer the questions.

- (1) How did early man use a log to cross a stream?
- (2) How did early man make a raft?
- (3) What did early man do when he found it difficult to go upstream on a log?
- (4) How did early men make a canoe later?
- (5) How many people were needed to pull the oars of a boat with three rows of oars?
- (6) Did these crafts have sails and masts?

5

Writing

Write a short passage about early boats. The following words may help you.

log → raft → canoe → boat with a row of oars → boat with two rows of oars → boat with three rows of oars → boat with sails

Box 1

I	agree(s) argue(s) learn(s)	that	he is right. he didn't do it. she left home early.
You			
We			
They			
He			
She			

Box 2

I	know(s)	(that)	he has come back home.
You	say(s)		
We	hear(s)		
They	think(s)		he is right.
He	believe(s)		
She			

Box 3

I don't	think	he can do it better than me.
	expect	
	believe	

Box 4

I'm	afraid	that	I've got a cold.
	(not) sure		
	sorry		

Box 5

I	ask(s) find(s) out know(s) wonder(s) doubt(s)	whether (if)	he is late for school. you can give him a hand.
You			
We			
They			
He			
She			
I	don't doubt	that	



platform



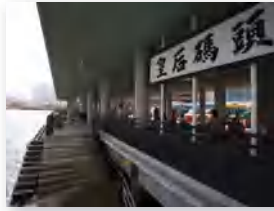
ticket office



footbridge



harbour



dock



terminal



departure lounge



lighthouse

1

Presentation

Tell the class what you think is the best means of transport and why.

2

Survey

Ask at least 10 students from your school the following questions and then fill in the form.

- (1) How often do you go home (go to see your grandparents, go back to your hometown)?
- (2) What means of transport do you usually take?

- (3) How long does it take and how much does it cost?
- (4) Which is the quickest way?
- (5) Which is the cheapest way?

Name	The cheapest way	The quickest way
Where to		
How often		
How		
How long		
How much		

3 **Topic discussion**

How to ease traffic jams in large cities?

4 **Problem solving**

You are going to attend an English contest in Beijing, and you have 2,000 *yuan* in hand. You will be in Beijing for three days. How will you spend your money? Fill in the form below and try to explain it in English.

Tickets	Hotel	Meals	Fare

5 **Internet surfing**

Find out on the Internet all the possible ways of travelling from San Francisco to Los Angeles.

7 Culture Corner

Transportation in the USA

America has a car culture. Except in New York and other large cities, you will absolutely need a car to get around. Car insurance and a valid driver's license, as well as car registration papers, are necessary to drive in the United States.

Public transportation is available in most large cities. The subway system in each city is different. Some are very modern: they use cards as tickets and are very clean and comfortable. Other cities have older systems. They often use tokens, which look like coins.

Buses are less crowded than the subway and are often a very convenient way to travel between large cities and their suburbs. But buses are often caught in huge traffic jams especially during the rush hours. Often there is a long wait between buses. Buses and subways in most cities run 24 hours a day.

Taxis are something of a luxury in most cities. They are quite expensive. On the other hand, taking buses or subways late at night can be a safety risk. This makes taking a taxi late at night a good idea even if it is expensive.

8 Game Zone

1 A word game



At New Year, lots of people drink



There is a big

display.



At midnight, people play the



Another popular drink is



It is lucky to take a piece of
 to your friend's
 house.



Edinburgh is famous for its
 .



People like to .



Everybody goes to a
 on New Year's Eve.

2

A rhyme

Trains

Over the mountains,
 Over the plains,
 Over the rivers,
 Here come the trains.

Carrying passengers,
 Carrying mails,
 Bringing their precious loads
 In without fail.

Thousands of freight cars
 All rushing on
 Through day and darkness,
 Through dusk and dawn.

Over the mountains,
 Over the plains,
 Over the rivers,
 Here come the trains.





HIGHLIGHTS

TOPIC AREAS

The Earth
The Sun
The Moon

FUNCTIONS

Measurement
(Size)
Position and distance
Duration and frequency

STRUCTURES

Noun clause (2)
(Object clause introduced by conjunctive pronouns and adverbs; subject clause and predicative clause)
Adverbial clause introduced by *when, as*
Prepositions: *for, from, round, towards, without*

CHAT ROOM

Dialogue 1 Exercise or go to the movie?
Dialogue 2 My most memorable journey

PROGRAMME

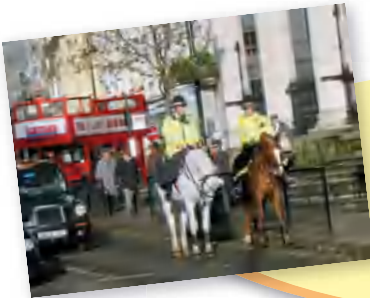
Item 1 The Earth
Item 2 The Sun
*Item 3 The Moon

1 Getting Started

1  Listen and practise.



How long did you stay in Shanghai?
I stayed in Shanghai for three years.



live in London five years
study English a year or two
listen to the tapes about an hour
review the lessons two days

2  Listen and practise.



How long does it take you to get to school by bike?

It takes twenty minutes.



go there by train	three hours
walk from here to the station	half an hour

3  Listen and practise.

A: We'll go to the Summer Palace tomorrow.
How long will it take us to get there?
B: That depends on how you go.
It'll take about one hour if you go by bus.

1 Getting Started



the railway station / half an hour / on foot



the airport / 40 minutes / by bus



the wharf / an hour / by car



Beijing / 2 hours / by air

4 Listen and say.



My father $\left\{ \begin{array}{l} \text{flew} \\ \text{drove} \\ \text{rode} \\ \text{took a train} \end{array} \right.$ to France. It was a six-hour $\left\{ \begin{array}{l} \text{flight} \\ \text{drive} \\ \text{bus ride} \\ \text{train ride} \end{array} \right.$.

5 Listen and repeat.

(1) How far is your school from here?

It's about $\left\{ \begin{array}{l} \text{40 minutes by bike} \\ \text{6 kilometres away} \\ \text{4 miles from here} \end{array} \right.$.

1 Getting Started

(2) How far is it to the post office? Can you tell me?

It's a
 long way
 short walk
 long drive
 short distance
 from here to the post office.



6  Listen and say.

Does he often go to the library?
Yes, he does. He often goes there.

No, he doesn't. He
 seldom
 never
 goes there.



7  Listen and practise.

A: How often do you go to the movies?

B: I go to the movies once a week.

write home
go to the library
go out for lunch

twice a month
three times a week
every other day

1 Getting Started

8 Listen and practise.

A: Do you know
 { how }
 { where }
 { when }
 { what }
 snails
 { breathe }
 { live }
 { sleep }
 { eat }
 { ? }

B: Yes, I do. (No, I don't.)



9 Listen and practise.

A: Wang Dong is easy to get on with.

B: That's why we have made him our monitor.

keen on football
trustworthy
strong in maths

our captain
our leader
the maths rep of the class

10 Answer the question.

A: How can we improve our English?

B:
 My { suggestion }
 { point }
 { idea }
 { opinion }
 is that
 { we should use English as }
 { much as possible. }
 { we'd better have a foreign friend }
 { we must practise it more }
 { we can sing more songs }
 { . }

Dialogue 1

*Exercise or go to the movie?*

- Marie:** You're really fit, Paul. Do you exercise very much?
Paul: Well, I always get up very early, and then I lift weights for an hour.
Marie: You're kidding!
Paul: No. And I often go roller-skating.
Marie: Wow! How often do you exercise like that?
Paul: About five times a week. What about you?
Marie: Oh, I hardly ever exercise. I just watch TV at home.
 I sometimes go to the movies.
Paul: Do you go to the movies a lot?
Marie: Yes, I do. I go to the movies about once a week.
Paul: Do you listen to the radio very much?
Marie: Yes, I do. I listen to the radio every day.
 I usually sit quietly. It is my way to keep in good health.



Dialogue 2

*My most memorable journey*

- Pat:** So, what was your most memorable journey, Sarah?
Sarah: Well, I took a trip across America with a friend.
Pat: How long did it take?
Sarah: It took nine days in all. It was great fun!
Pat: That was a long trip indeed.
Sarah: About 2,500 miles. We set off from New Orleans and took No. 10 Highway. It runs all the way from Florida to Los Angeles. We picked it up just outside the city, and we drove through Louisiana as far as San Antonio in Texas.
Pat: Was it a tiring trip?
Sarah: Oh no, it was very exciting. The first day we did 550 miles.



Item 1

The Earth

- 1 Look up the following words and expressions in a dictionary and explain to your partner what they mean:

spin around	face away from
spin towards	move around
spin away from	lean towards
face	

- 2  Listen to the tape and put a tick or a cross in the boxes.

- (1) The Earth turns round once a day.
- (2) As the Earth turns some people see sunrise and night comes to their houses.
- (3) Some people see sunset and it is night-time there.
- (4) When one half of the Earth leans towards the Sun, it is summer on that part of the Earth.
- (5) When a part of the Earth is farther away from the Sun, it has its winter.
- (6) When both halves are the same distance from the Sun, they both have either winter or summer.

- 3  Read the text after the tape. Pay attention to the adverbial clauses.

The Earth takes 24 hours to spin around once. We call this period of time a day.

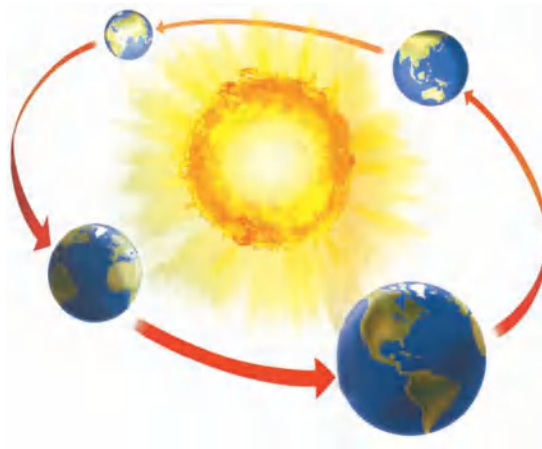
The Earth's spinning makes day and night. Each part of the Earth spins towards the Sun and then away from it every day. When a part of the Earth is facing the Sun it is day-time there. When that part is facing away from the Sun it is night-time. In other words, as one part of the Earth turns into sunlight, another turns into darkness. It is morning and people see sunrise when a part turns into sunlight. It is evening and people see sunset when the part turns into darkness.

The Earth moves around the Sun in an orbit. It takes a year to make this journey. In that time it spins 365 and a quarter times. For some months of the year, one half of the Earth leans towards the Sun. It is summer on that part of the Earth. Half a year later, the Earth moves round to the other side of its orbit. That part of the Earth is now farther away from the Sun and has its winter, and the other part has its summer. In between summer and winter, both halves of the Earth are the same distance from the Sun. Then they have spring and autumn.

4

Give a presentation.

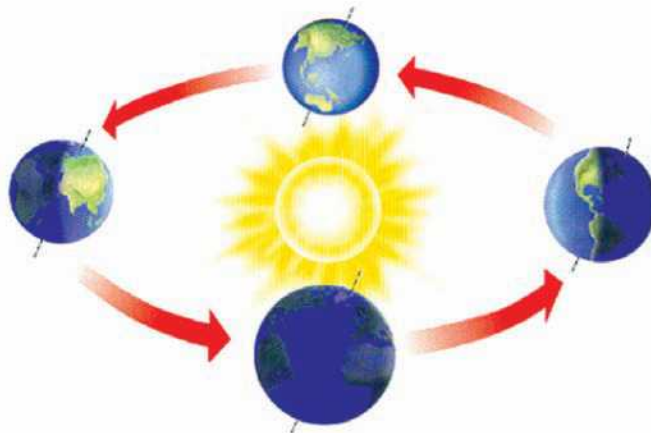
The Earth's spinning makes day and night.



5

How do we have four seasons?

Have group discussions. Each group will present its answers to the class.



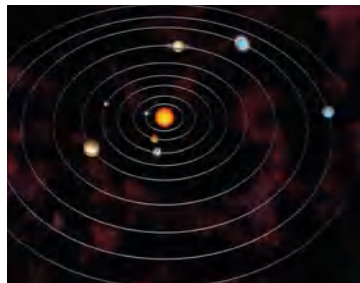
Item 2

The Sun

- 1  Listen to the text and put the eight planets in order according to their distances from the Sun.

Earth	1. Mercury.
Jupiter	2. _____
Mars	3. _____
Mercury	4. _____
Neptune	5. _____
Saturn	6. _____
Uranus	7. _____
Venus	8. _____

- 2 Read the text and fill in the form. Compare your answers with those of your classmates.



The Sun is our nearest star. It is a giant ball of super hot gases. It gives us light and heat. Without the Sun the Earth would be cold and dark. Without the Sun nothing could live on the Earth.

The Sun is surrounded by a family of planets. We call it the solar system. There are eight planets in the Sun's family. They are all different. Mercury, the nearest planet to the Sun, is small and hot. Venus is hotter than Mercury, although Mercury is closer to the Sun. Earth and Mars are rocky and cooler. Beyond them, Jupiter, Saturn, Uranus and Neptune are large and cold. These four planets are made of gas and liquid.

	Size	Temperature	Components (Rock, gas or liquid)
Mercury			
Venus			
Earth			
Mars			
Jupiter			
Saturn			
Uranus			
Neptune			

3

Can you answer these questions with your books closed?

- (1) What is the Sun?
- (2) What does it give us?
- (3) What would the Earth be like without the Sun?
- (4) Could anything on the Earth live without the Sun?
- (5) What surrounds the Sun?
- (6) What is the solar system?
- (7) Which planet is nearest to the Sun?
- (8) Is Mercury hotter than Venus because it is closer to the Sun?
- (9) Which planets are rocky and cooler?
- (10) Which planets are large and cold?

Item 3**The Moon***

- 1**  After listening to the text, look up the underlined words in a dictionary and try to fill in the blanks.

The moon is the Earth's satellite.
 Its diameter is 2,100 miles.
 So nothing softens the Sun's rays.
 The Moon's gravity is only 1/6 the gravity of the Earth.
 The Moon rotates on its axis.
 When the Moon casts a shadow on the Earth,
 there is an eclipse of the Sun.

- (1) The Earth's _____ joins the North and South Poles.
- (2) The pond is six feet in _____.
- (3) On Wednesday there will be a total _____ of the Sun.
- (4) _____ makes something fall if you drop it.
- (5) The Sun's _____ fell through the gaps in the clouds.
- (6) Jamie followed his mother like a _____.

- 2** Read the text and fill in the chart.

The Moon is the Earth's satellite. It is our next-door neighbour in space. It is only 240,000 miles away, so it looks as big as the Sun. Its diameter is 2,100 miles, about one fourth that of the Earth.

There is no air on the Moon. So nothing softens the Sun's rays. At mid-day, the temperature on the Moon is raised by the Sun's rays to over 100°C. At night, however, the temperature falls to -150°C.

The Moon's gravity is only about $\frac{1}{6}$ the gravity of the Earth. A 200-pound man weighs only 33 pounds on the Moon. When he walks, he can leap along easily.

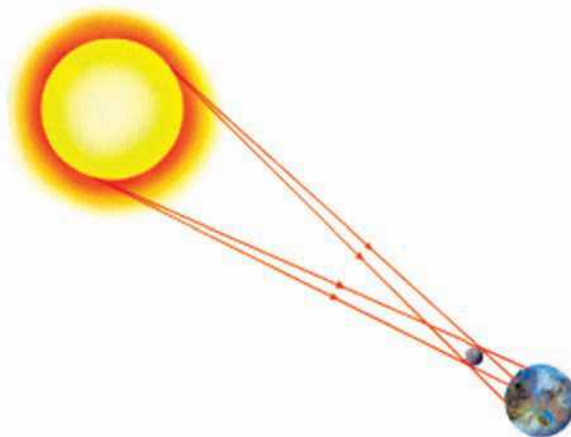
The Moon revolves around the Earth, and rotates on its axis as it revolves. It takes about 28 days to revolve, and it takes the same length of time to rotate. So a day on the Moon is nearly a month on the Earth.

Every so often, the Sun, the Moon and the Earth line up in space. The Moon comes directly between the Earth and the Sun. This stops the sunlight from reaching an area on the Earth. When the Moon casts a shadow on the Earth, there is an eclipse of the Sun.

The Moon	
distance from the Earth	
diameter	
temperature at night	
gravity	
time taken to revolve	
time taken to rotate	

3

Give a presentation about an eclipse of the Sun with the help of the picture.



4

Discussion

- (1) An eclipse of the Moon
- (2) A total or a partial eclipse of the Sun

Box 1

S	V	O
I	have heard	the news.
		that you are a teacher.
We	noticed	their nervousness.
		that they were nervous.

Box 2

That cats can't swim is true.
It is true that cats can't swim.

I know that it's late.
I know it's late.

The problem is that we have no money.

Box 3

Do you know how a snail breathes?
That's why I left.
It depends on how you go there.

Box 4

for	Tom set out for home. This parcel isn't for you; it's for your sister. We walked for about ten miles. What's this money for? We could not sleep for joy.
from	The train starts from London. from twelve o'clock to two It is far away from here. a letter from my sister
round	The Earth moves round the Sun. They were sitting round the table.
towards	She was walking towards town when I met her. He is friendly towards me. towards the end of the 19th century
without	We couldn't have done it without John.
as	As the Sun was rising, the birds began to sing.
when	It was raining when we arrived.

MOON DATA

Diameter at equator: 3,476km

Minimum distance from Earth: 356,000km

Time to circle Earth: 27.3 Earth-days

Surface temperature: -170°C to 110°C

EARTH DATA

Diameter at equator: 12,756km

Average distance from Sun: 149.6 million km

Day length: 23 hours 56 minutes

Year length: 365.25 days

Surface temperature: -89°C to 58°C

Satellites: 1 (the Moon)

1**Presentation**

Find a picture of the solar system. Say something about it, including the Sun, the planets, the comets, and asteroids.

2**Pair work**

Have a debate with your partner.

Mars seems to have had rivers and seas long, long ago. Astronomers can see dry river beds and ocean shores on Mars. You think some life lived there. There could be living creatures on Mars. Your partner speaks against you. Mars might be warm and wet long ago. Now it is very cold and dry with no sign of life.

6 DIY Lab

3 Topic discussion

On June 29, 2012 the returning capsule of Shenzhou-9 spacecraft touched down in north China's Inner Mongolia Autonomous Region as planned. Three astronauts who carried out China's first manned space docking safely returned to the Earth. China's manned space docking mission between Shenzhou-9 spacecraft and Tiangong-1 lab module achieved a complete success. What do you think of the event? Talk about it in your group.



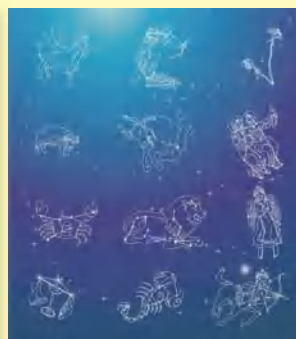
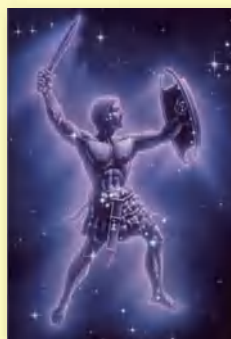
5 Internet surfing

Find something on the Internet about Liu Yang, China's first female astronaut in space.

7 Culture Corner

People have been interested in the stars for hundreds of years. Long, long ago people identified some patterns of stars. They named these patterns after persons and creatures from their myths and legends. Some patterns are quite easy to see, but others require a great deal of imagination. One of the patterns is easiest to recognize. It is Orion. It represents a hunter.

What are star signs? The above patterns of stars are called constellations. During the year, the Sun appears to move through the space. The Sun seems to pass through 12 main constellations, called the constellations of the zodiac. They are also called star signs, and are important in astrology. Astrologers believe that the star signs affect human lives.



1

A quick fire quiz

- (1) How far away is the Earth from the Sun?
A. 1.5 million km. B. 15 million km. C. 150 million km.
- (2) How many known planets are in orbit around the Sun?
A. Ten. B. Eight. C. Seven.
- (3) How many years old is the Solar System?
A. 50 million. B. 500 million. C. 5,000 million.
- (4) How many years old is the Earth?
A. 4 million. B. 4,600 million. C. 6,000 million.
- (5) How long does it take the Earth to circle the Sun?
A. 265.25 days. B. 365.25 days. C. 465.25 days.
- (6) What is the Earth?
A. A star. B. A meteorite. C. A planet.
- (7) What causes the seasons?
A. Tilting Earth. B. Tilting Sun. C. Tilting Moon.
- (8) How many planets are bigger than the Earth?
A. Two. B. Three. C. Four.

2



A rhyme

Otherwise

THERE must be magic,
 Otherwise,
 How could day turn to night,
 And how could sailboats,
 Otherwise,
 Go sailing out of sight,
 And how could peanuts,
 Otherwise,
 Be covered up so tight?

Aileen Fisher





HIGHLIGHTS

TOPIC AREAS

Fable
Fairy tale
Story

FUNCTIONS

Possibility and impossibility
Intentions and plans
Hopes

STRUCTURES

Noun clause (3)
(Revision)
Past perfect (1)
Past future (1)
Modal verbs: *may, can*

CHAT ROOM

Dialogue 1 Fables and fairy stories
Dialogue 2 Tom Thumb

PROGRAMME

Item 1 The crafty fox
Item 2 Ma Liang
*Item 3 The rain angel

1

Getting Started

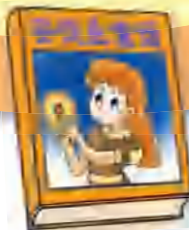
1 Give a presentation.

- a. **A:** Hi. How are you?
B: Fine. How are you?
A: Very well, thank you. I've got a couple of tickets for the opera. I wondered if you'd like to come along?

- b. **A:** You know we arranged to play football this evening?
B: Oh, you're not going to say you can't come, are you?

2  Listen and practise.

- A:** What did Linda say she would do?
B: She said that she would read *Aesop's Fables*.
A: Which fable do you think she probably likes best?
B: *The Fox That Could Not Reach the Grapes*.



Grimm's Fairy Tales	tale	<i>Snow White and the Seven Dwarfs</i>
Andersen's Fairy Tales	tale	<i>The Red Shoes</i>
Arabian Nights	story	<i>Ali Baba</i>

3



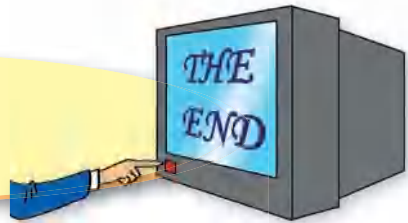
Look, listen and learn.

When Jane got home, her parents
had already gone to bed.



When she got to the airport,
the plane had taken off.

When he turned on the TV,
the programme had finished.



When the waitress finally brought the change,
the couple had already left.

4

Pair work

Student A reads out a statement from Column A.

Student B answers Student A with a correct response from Column B.

A

I went to the airport but I couldn't catch the plane.
I was homesick while I was in New York.
I met my penpal's parents last Sunday.
I told everyone the good news.

B

Hadn't they heard about it before they saw it?
 Oh dear! Had you forgotten your passport until I reminded you?
 Oh! Hadn't you met them before last year?
 Poor you! Had you never lived abroad
 before your stay in the UK?

5



Listen and rearrange the sentences to make a conversation.

Lisa: About a week. How about you?
Henry: Are you going anywhere over the break?
Henry: Oh, I don't really have any plans.
Lisa: Yes, we're going to the beach.
Henry: How long are you staying there?

6



Listen and practise.

a. Do you think you'll ever be a hero?
 I hope so.
 I might one day.
 It's possible, but I doubt it.
 I'm sure I will.
 I'm sure I won't.

b. Are you going out tonight?
 Yes, I am.
 I think so, but I'm not sure.
 I might be.

c. Do you think the world's climate will change
 dramatically in the next fifty years?
 I don't think so.
 I hope not.
 Who knows? Maybe.

7



Listen and learn.

- Now, you're going to take the exam in June, aren't you? How will you feel if you pass?
- Well, I suppose I'll feel very pleased.
- And what will you do when you hear you've passed?
- I think I'll throw a party – I'll invite all my friends to celebrate.
- OK. But you might be unlucky. You might fail the exam. How will you feel if you fail?
- Well, I suppose I'll be very disappointed.
- And what will you do if you fail? Give up learning?
- No, I'll take the exam again next year.

8

Read the newspaper headlines. What has happened to the man? Guess!

“Excuse me? I've just jumped off the Empire State Building!”

- (1) He must be a superman!
- (2) He can't be serious. He must be joking!
- (3) He might be a bungee-jumper.
- (4) He may be acting in a film.
- (5) His story will be in all the newspapers.
- (6) He may become famous.



Dialogue 1



Fables and fairy stories

A: What is a fable? Do you know?

B: A fable is a short tale about animals or objects. They have human powers and faults. They can talk. Fables teach moral lessons.

A: Does the reader of the fable have to figure out the moral?

B: No, he doesn't. It is often given at the end of the fable. Every man tries to convince himself that the thing he cannot have is of no value. This is the moral of *Sour Grapes*.

A: And what are fairy stories?

B: They are stories about fairies. One of the earliest collections of fairy stories is *Tales of Mother Goose* by Charles Perrault. It was published in France in 1697.

A: Can you tell me something about myths?

B: People have always asked questions about the things around. They have always wanted to know why the Sun seems to rise in the morning and set in the evening. The people of long ago did not have scientists. They had no books to search for answers. So they made up their own answers to the questions and wove them into beautiful stories.

Dialogue 2



Tom Thumb



Jane: What are you reading, Richard?

Richard: Tom Thumb.

Jane: What's the beginning of the story?

Richard: Well, there lived a man and a woman in a cottage. They were not happy because they hadn't got any children. A magician gave them a little child after he heard about it. The child was five centimetres tall, named Tom Thumb.

Jane: Did he live with them?

Richard: I'm afraid not. One day a big black raven picked up Tom Thumb from a field but dropped him into the waves.

Jane: Did a fish eat him?

Richard: Yes. A big fish swallowed Tom. He went into the stomach of the fish.

Jane: What happened to him then?

Richard: The king's cook bought the fish and cut it open. There was Tom!

Jane: I think the king would ask him to stay with them.

Richard: Yes, you are right. In the night Tom slept in a snail shell. In the morning he caught a butterfly and rode on her back. One day a large spider attacked Tom. Tom fought with his sword but the spider bit him and he died!

Jane: Poor thing!

Item 1

The crafty fox

Do you know about Aesop? You know what a fable is. It is a short story not based on fact, often with animals as characters. It conveys a moral. You must have read Aesop's fables.

1  Listen to the text and answer the questions.

- (1) What are the characters in the fable?
- (2) What happened when the crow was ready to eat the cheese?
- (3) Did the crow feel happy when she heard the fox's praise?
- (4) Was the crow happy in the end?

2  Listen again and complete the sentences.

- (1) She was just getting ready to eat the cheese when a hungry fox _____.
- (2) The crow was very pleased and _____ but _____.
- (3) _____ I would like to rest _____.
- (4) As she began to sing she _____ the cheese and it fell to the ground.

3 Read the text and guess what the following new words mean. Match them with proper explanations.

One day a crow was sitting on a branch of a tree holding a piece of cheese in her beak. She was just getting ready to eat the cheese when a hungry fox looked up and saw her. The fox put on his best smile and said, "Hello Mrs Crow. How lovely you look today." The crow was very pleased and nodded her head but said nothing.

"Oh my! I bet you are a beautiful singer. I am so tired that I would like to rest under your tree. Can you sing me to sleep?" Now when the crow heard the fox's praise she was flattered. As she began to sing she let go of the cheese and it fell to the ground. The fox immediately jumped on it and gobbled it up. He smiled up at the crow and said politely, "Thank you!" The hungry crow was annoyed with herself for being so silly.

Moral: Beware of flattery. It may not be meant.

Aesop's Fables

crow
beak
nod
be flattered

gobble something up
annoyed
bet

made angry
eat something fast, noisily and greedily
be very certain
make a quick movement of your head to show agreement
a large black bird
the hard, pointed part of a bird's mouth
be pleased because someone has shown you that they admire you

4 Answer the questions after reading the fable again.

- (1) What did the fox do when it looked up and saw the crow?
- (2) How did the crow feel when she heard “How lovely you look today” ?
- (3) Why did the fox say “I bet you are a beautiful singer”?
- (4) When was the crow flattered?
- (5) Why was the crow annoyed with herself?

5 **Role play**

Work in groups of three. One acts Narrator, another Fox and the other Crow.

6 **Discussion**

What is the lesson we should learn?

Item 2

Ma Liang

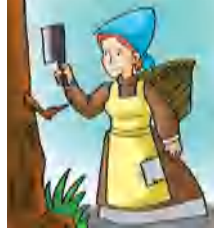
1 Look at the pictures. They tell the story of a boy called Ma Liang. What can you see? What do you think the story is about?

2  Close your books and listen to the story. Have you predicted the story correctly?

3 Listen to the story and put the following pictures in order.



①



②



③



④



⑤



⑥



⑦

4 Listen again and complete the sentences.

Once upon a time there was a boy who liked drawing but he was too poor to buy a brush. One night he said to himself, "If only I had a brush, I could draw pictures for the poor people in my village."

Suddenly an old man with a long white beard appeared. "Don't be frightened," he said. "Here's a brush for you. But you must only draw pictures for poor people with it."

Ma Liang began to draw a hen, and as he did so it changed into a real hen. "Wow!" he said. "This brush must be magic!"

Then he saw a poor woman cutting wood. "You need an axe," he said. So he drew an axe and it changed into a real one.

Next he saw a poor farmer plough. "You need a buffalo to pull your plough," Ma Liang said. So he drew a buffalo and it changed into a real buffalo.

"Thank you. You are very kind," the farmer said to Ma Liang.

Soon the king heard about Ma Liang's magic brush. "Draw me a tree with gold coins hanging on it," he ordered.

"You have plenty of gold. You don't need any more," Ma Liang replied. The king was very angry. "Throw him in prison!" he cried. His soldiers caught hold of Ma Liang, threw him in prison and locked the door.

“If I had a key I could unlock the door,” Ma Liang said. So he drew a key and it changed into a real key. He opened the door quietly and escaped. When the king discovered that Ma Liang had got away, he got on his horse and chased him with his soldiers.

Ma Liang said, “I need a horse.” So he drew one and it changed into a real horse. He jumped on it and galloped away.

A traditional story from China

5

Can you answer the questions with your books closed?

- (1) What did the boy like doing?
- (2) Could he afford a brush?
- (3) Who appeared?
- (4) What did he draw firstly?
- (5) Why did he draw an axe?
- (6) Did he draw a buffalo for a farmer?
- (7) What did the king ask Ma Liang to do?
- (8) What did the king tell his soldiers to do?
- (9) How did Ma Liang escape?
- (10) What did the king do when he discovered that Ma Liang had got away?
- (11) Did the king and his soldiers catch him?

*Item 3

The rain angel

1

Can you answer the questions?

- (1) Is the rain important for our life?
- (2) What makes it rain?

2

 Listen and read the text.

Chrissy, a new angel, was in charge of the rain. Every week, on Monday and Thursday, she had to be sure that the clouds opened up and spread their raindrops all over the world, because every living thing on the Earth needed rain. But no one had told Chrissy how to



make it rain, and she didn't know what to do.

Chrissy asked one of the older angels if he could help her. "The angel that had the job before you used to tell sad stories to the clouds, and that made them cry." But Chrissy was a very happy little angel and she didn't know any sad tales.

She flew up to see the Man in the Moon and asked him if he knew how to make it rain. "You might try pinching the clouds to see if that would make them cry." But Chrissy didn't want to hurt the clouds and so she decided that was not a good idea.

The next morning, as the little angel was walking around Heaven, skipping from cloud to cloud, she heard someone giggling. It was the little cloud she was walking on! She bent down and asked the fluffy white cloud what was so funny.

"It's your toes," replied the soft one. "They tickle us when you walk!" "Oh, I'm sorry," said Chrissy, "I shall try to be more careful." "No, no, please don't," said the cloud, "We love to be tickled. It makes us laugh so hard we almost cry!" Well, that gave Chrissy an idea! She bid the cloud goodbye and went off.

The next day was Monday, and it was raining all over the world! Little Chrissy was running and skipping and wiggling her toes across all the clouds in the sky. The clouds were giggling and laughing so hard that tears were coming to their eyes! And the tears were falling to the Earth and making a wonderful rain.

3

Read the story again and ask the questions in direct speech.

- (1) Chrissy asked one of the older angels if he could help her.
" _____ " she asked.
- (2) Chrissy flew up to see the Man in the Moon to ask him if he knew how to make it rain. " _____ "
- (3) Chrissy bent down and asked the fluffy white cloud what was so funny.
" _____ "

4

Read the story again and ask the questions in direct speech.

- (1) What was Chrissy in charge of?
- (2) What did she have to do on Monday and Thursday?
- (3) Had anyone told her how to make it rain?
- (4) Did she know what to do?
- (5) Did anyone give her any suggestions? What were they?

5

Have you read any other stories of the rain? Tell them in your group if you have.

Box 1

He can speak French.

Can I have one of these?

Can you see me?

You can watch TV for half an hour.

Can they be in the kitchen?

It can't be true.

Box 2

Ask Mary – she may know.

That may be true after all.

Act now so that everything may be arranged in time.

May I look at the picture again?

You may go now.

Box 3

I had worked.

Had you worked?

He had not worked.

Box 4

I had known him only a week and he tried to borrow money from me.

He had died before his son was born.

The goalkeeper had injured his leg, and couldn't play.

When we bought it, the house had been empty for several years.

When I met him, John had lived in Paris for ten years.

Box 5

She realized she would fail.

He promised that he would telephone me next Friday.

A fiction is a story which has not really happened. It is made up.

Non-fictions are books about things that are true.

Characters are the names of people or animals that appear in stories.

A fable is a story with a moral. It tries to teach us something. Animals are often used in fables.

A moral is a kind of lesson we can learn. It teaches us how to behave. Fables often have a moral.

A narrator is someone who tells a story.

A plot is what happens in a story.

A setting is where a story takes place.

1

Pair work

List ten fairy tales or stories both you and your partner have read.

2

Topic discussion

A tiger in tow

A tiger, on the hunt for animals to devour, caught a fox.

“You cannot be so bold as to eat me,” said the fox, “I am sent by the heavenly god to rule over the animal kingdom. If you eat me you will be going against a heavenly mandate. Do you think I am lying? Let me go first and you follow behind. We’ll see whether any animal is so brave as not to flee when they see me.”

The tiger agreed to the plan and accordingly went with the fox. All the animals that saw them fled. The tiger, under the impression that they were afraid of the fox, was unaware that he himself was the cause of the flight.

You must be familiar with the story. What did the writer hope to tell us by writing this story?

3

Problem solving

Create a fox fable with your partner!

Choose one of the sayings below. Make up a foxy fable to illustrate it.

Look before you leap.

A stitch in time saves nine.

Too many cooks spoil the broth.

Sometimes people ask questions that we do not want to answer, because they are too personal – questions about age or income, for example. People have different ways of dealing with personal questions. Some people change the topic of conversation, some laugh to show they're embarrassed or nervous, while others may just say directly they'd prefer not to answer.

What questions are considered too personal in your culture?

How do people avoid answering these questions?

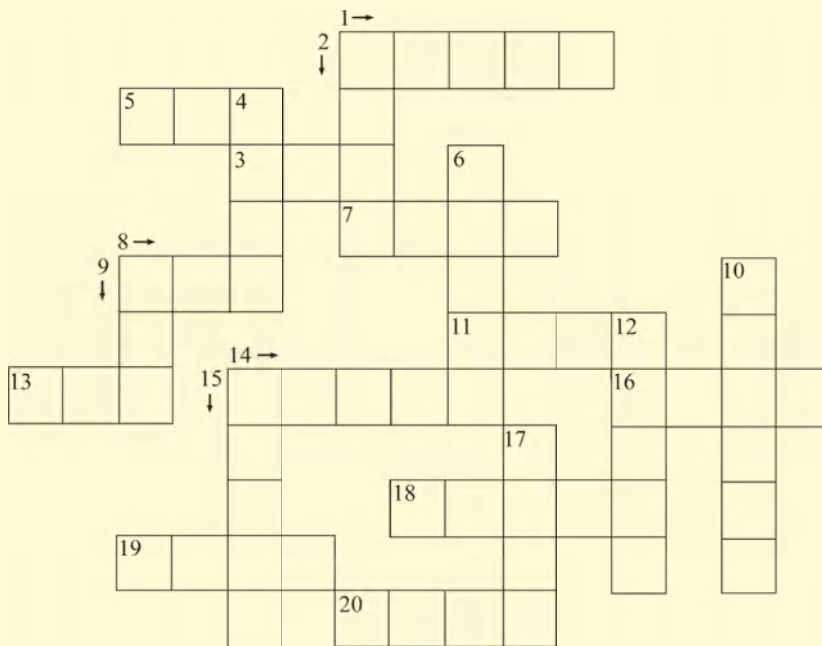
A game

Bad things

Some people are talking about the bad things they did last year.

Put the verbs into past tense and write them in the grid.

1. I _____ (drink) some beer at a friend's party.
2. I _____ (draw) a funny picture of my teacher.
3. I _____ (eat) my brother's sweets and 4. _____ (say) it 5. _____ (be) my sister.
6. I _____ (break) my dad's computer and didn't tell him.
7. I _____ (wear) my brother's jumper without asking his permission.
8. I _____ (hide) my sister's favourite T-shirt when she was going to a party.
9. I _____ (hit) my little brother when he annoyed me.
10. I _____ (forget) my best friend's birthday.
11. I _____ (keep) some money that was supposed to be for charity.
12. I _____ (throw) my friend's homework in the bin.
13. I _____ (put) a spider in my sister's hair.
14. I _____ (swear) at my dad.
15. I _____ (spend) my school lunch money on crisps and sweets.
16. I _____ (hurt) my friend's feelings by saying she was fat.
17. I _____ (sell) my brother's Walkman to my friend because I needed some money.
18. I _____ (steal) five pounds from my mum's purse.
19. I _____ (go) to my friend's house instead of doing my homework.
20. I _____ (tell) mum a lie.



2 A rhyme

I met a Horse as I went walking;
 We got talking,
 Horse and I.
 "Where are you going to, horse?" I said
 (I said to the Horse as he went by).
 "Down to the village to get some hay.
 Will you come with me?" "No, not I."

I met some Rabbits as I went walking;
 We got talking,
 Rabbits and I.
 "Where are you going to, Rabbits?"
 I said
 (I said to the Rabbits as they went by).
 "Down to the village to get some oats.
 Will you come with us?" "No, not I."





HIGHLIGHTS

TOPIC AREAS

Hobbies
(Collections, games, handicrafts and arts)
Interests and pastimes

FUNCTIONS

Talking about hobbies and interests
Preference
Likes and dislikes

STRUCTURES

Direct and indirect speech (1)
(*say, tell* and other introductory verbs; tense and other changes when reporting statements)
prefer

CHAT ROOM

Dialogue 1 A hobby makes our life colourful
Dialogue 2 What other interests have you got?

PROGRAMME

Item 1 Taking stamps off envelopes
Item 2 When an interest becomes an obsession...
*Item 3 Are you a couch potato?

1

Getting Started

- 1 Imagine you have a whole evening alone to do what you like. Number these activities 1 to 10 to show which you'd prefer to do:

- | | |
|---------------------------------|--|
| _____ watch television | _____ read a magazine or newspaper |
| _____ listen to music | _____ sit alone and think |
| _____ play a computer game | _____ surf the Internet |
| _____ play a musical instrument | _____ watch a video or DVD |
| _____ read a book | _____ write letters or e-mail to friends |

- 2  Listen and talk.



- A:** Do you have any hobbies?
B: Yes. I enjoy collecting coins.
A: But I prefer collecting stamps.
B: So you prefer stamps to coins.
A: That's right!



swim



fish



cycle



hike

1

Getting Started

3



Listen and practise.

A: What's your hobby?

B: I like playing chess. What do you do for recreation?

A: I like outdoor activities very much. I hate to stay at a place for very long.



doing needlework



going on an outing



making pottery



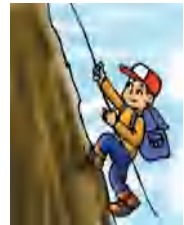
skating

4

Read and do the same.

A: I'm interested in photography. I began to take pictures when I was in primary school.

B: It's a little expensive. I am fond of playing computer games. I find it great fun.

painting
creativechatting on the Net
great funcooking
boringclimbing
good exercise

5



Listen and learn.

- (1) **A:** What's his hobby?
B: He says that he enjoys collecting stamps.
- (2) **A:** What does he do in his spare time?
B: He says that he likes swimming.
- (3) **A:** What's the matter with her?
B: She says that she has got a cold.
- (4) **A:** What do they want?
B: They say that they want to go to the park.

6

Learn the following and do the same.

- (1) **A:** I want to buy some new stamps.
B: What did he say?
C: He said that he wanted to buy some new stamps.
- (2) **A:** We're watching a football match.
B: What did they tell you?
C: They told me that they were watching a football match.
- (3) **A:** I've finished my homework.
B: What did she tell you?
C: She told me that she had finished her homework.
- (4) **A:** I'll play tennis with Jane.
B: What did she say?
C: She said that she would play tennis with Jane.



I'm ill.

She is reading
a novel.We'll go on an
excursion.He has collected
many coins.

7 Report what the girl and the boy said.

“I’m going to see you this evening,” she said.

She said ...

“I’ve never felt like this before,” she said.

She said ...

“I enjoyed meeting you tonight,” he said.

He said ...

“I’ll ring you tomorrow,” he said.

He said ...

8 Work in pairs and complete the conversation.



- (1) **A:** He loves living in London.
B: But he told me _____! (hate)
- (2) **A:** He’s moving to Canada.
B: But he told me _____! (Australia)
- (3) **A:** His girl friend hasn’t got a letter from him.
B: But he told me _____! (he / get / her)
- (4) **A:** He’ll be thirty next week.
B: But he told me _____! (thirteen)
- (5) **A:** He went to Amsterdam for his last holiday.
B: But he told me _____! (Barbados)
- (6) **A:** He can’t give up smoking.
B: But he told me _____! (three years ago)
- (7) **A:** He was given the sack last week.
B: But he told me _____! (promotion)
- (8) **A:** He’s fallen in love with a French girl.
B: But he told me _____! (with me)

Dialogue 1***A hobby makes our life colourful***

A: Do you have any hobbies?

B: No. I don't have time for hobbies. I'm always very busy.

A: But you should learn how to play. In my opinion, a person without hobbies can never have a perfect life.

B: What do you mean by a hobby, then?

A: A hobby is something that makes your life colourful.

B: What's your hobby?

A: Cooking. I am now a pupil of an excellent chef.

B: Cooking is a real chore. Why are you learning it?

A: No, it isn't a chore. It is an art. It helps to mould a good character. When I learn to cook a new dish, I often invite my friends to taste it. I feel satisfied when they enjoy it.

B: I'll be glad to taste your delicious dishes.

A: You are welcome, but you said you did not have time.

Dialogue 2***What other interests have you got?***

A: Have you got any hobbies?

B: Yes, I'm fond of fishing and I'm very keen on making home movies.

A: I like taking photographs but I haven't got a movie camera.

B: I take a lot of photographs too, but I'm interested in the history of the cinema, so I really enjoy using a film camera.

A: What other interests have you got? Do you collect anything?


B: Yes, I collect stamps and I've got quite a big collection of records and tapes, but I don't buy many now.

A: If you had more time, what new hobby would you like to take up?

B: I'd like to have some creative hobbies – making things.

Item 1

Taking stamps off envelopes

1  Stamp collecting is the collecting of postage stamps and related objects. It is one of the world's most popular hobbies. Many casual stamp collectors accumulate stamps for sheer enjoyment and relaxation without worrying about the tiny details. But do you know how to remove a stamp from its envelope? Listen and put the following expressions in the correct order.

- (1) Washing off any traces of gum.
- (2) Spreading the stamp on a piece of clean paper.
- (3) Peeling the paper from the stamp.
- (4) Floating the stamp in a bowl of water.
- (5) Cutting neatly around the stamp.

2  Listen again and answer the questions.

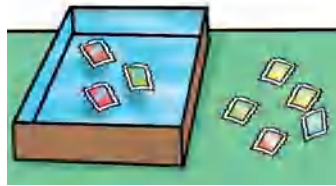
- (1) Do we remove stamps from a first day cover?
- (2) Can we tear stamps off an envelope?
- (3) Do we peel the stamp from the paper after stamps are floated?
- (4) What do we wash off then?
- (5) Can we dry stamps in sunlight?

3 Read and decide whether the following statements are true (T) or false (F).

- (1) Start by cutting neatly around the stamp. If a stamp has an interesting postmark, either leave it on its envelope or cut out the stamp and postmark together and put them in your album like that. Never remove stamps from a first day cover.
- (2) Don't tear stamps off an envelope. Float them face up in a bowl of clean water for about 20 minutes. Try not to let water get on the face of the stamps because the ink on some stamps may run. Float stamps on coloured envelopes separately. Thus the colour won't run or spoil the others.
- (3) Gently peel the paper from the stamp, not the stamp from the paper. If the two don't come apart easily, float them for a while longer. This is the only time you should use your hands.

- (4) Wash off any traces of gum with a paintbrush, or an old toothbrush, in clean water.
- (5) Spread the stamp, face down, on a piece of clean paper to dry. To stop them curling up, put another piece of paper on top and a heavy book on top of that. Never dry stamps in sunlight or near heat: they will curl up.

- _____ (1) Cut neatly around the stamp first.
- _____ (2) Water can't get on the face of the stamps when you float them in clean water.
- _____ (3) If the stamp and paper come apart easily, float them a little longer.
- _____ (4) An old toothbrush can be used to wash off traces of gum.
- _____ (5) To stop stamps curling up, dry them in sunlight.



4

Pair work

Tell each other how to take stamps off envelopes in your own words:

- (1) how to cut
- (2) how to float
- (3) how to peel
- (4) how to wash
- (5) how to dry

The following words can be used:
first, second, then, after that, next, finally, ...

5

Choose a topic you are interested in (how to plant a tree, how to make pottery, etc ...) and discuss it. Then tell your classmates.

Item 2

*When an interest becomes an obsession...***1**  Listen and fill in the missing words.

Many people have _____ kind of hobby. Some like collecting coins. Others _____ just like shopping. When Colin Duffy was _____, his father took him to see his local _____, Liverpool. Since then he has seen _____ matches. Colin and his wife spent their _____ in Leeds _____ Liverpool was playing that weekend.

_____ children are interested in collecting _____ or _____ at some time, but few _____ as far as Tony Mattie. He _____ his house with thousands of Barbie dolls. He spends _____ every day combing their _____ and changes all their clothes _____ a month.

2 Read and answer the questions.

Most people have some kind of hobby. Some like collecting coins. Some are keen on supporting their favourite football teams. Others even just like shopping. But what happens when that interest becomes the most important thing in one's life?

When Colin Duffy was six, his father took him to see his local football team, Liverpool. Since then, Colin, now thirty-six, has seen a total of 1,729 matches, and has travelled 75,000 miles to watch his team. Colin and his wife spent their honeymoon in Leeds because Liverpool was playing that weekend.

Most children are interested in collecting stamps or dolls at some time, but few go as far as twenty-eight year old Tony Mattie. He fills his house with thousands of Barbie dolls. He spends hours every day combing their hair and changes all their clothes once a month.

- (1) What do people do for pleasure during their free time?
- (2) How long has Colin been a football fan?
- (3) Why did he and his wife spend their honeymoon in Leeds?
- (4) What does Tony fill his house with?
- (5) What does he spend hours doing?
- (6) How often does he change the dolls' clothes?

3

Pair work

Retell the two stories with the help of the clues:

Colin's story: six → saw a football match → a total of 1,729 matches
 → 75,000 miles → honeymoon

Tony's story: 28 years old → house → comb hair → change clothes

4

Speaking

An interesting story about hobbies.

Item 3**Are you a couch potato?***

1

Read the text about leisure activities and choose the best definition for a *couch potato*.



Centuries ago, people didn't have much free time, because everybody was working too hard. In Britain in the nineteenth century, people had more spare time, but because the Victorians hated relaxing and doing nothing, they invented football, rugby and cricket. People took up more gentle activities too, like gardening and bird-watching, and it was even possible simply to watch a sport and give the impression that you were actually doing something. Gradually, leisure activities have become less and less demanding, and most

people have a variety of more or less energetic interests and hobbies. But now there is a new type of person who thinks that lying on the sofa watching television on Sunday afternoon or reading the whole newspaper is the most exciting activity they can manage. This is the twentieth-century couch potato. For them, every activity is too much trouble, and laziness is an art form! So how do you spend your free time? Are you a couch potato?

- (1) Someone who enjoys energetic sports and active hobbies.
- (2) Someone who takes little or no exercise, and who spends their free time doing very little.
- (3) Someone who doesn't like doing sports but is active in other ways.
- (4) Someone who likes indoor gardening.

2

What do you think of a couch potato? Are you for or against the lifestyle?
Hold a debate.

Points \ Sides	For a couch potato	Against a couch potato

Box 1

He said, "My friend's name is Smith."

He said / told her that his friend's name was Smith.

Box 2

He said, "Sandra enjoys her job in the city."	He said that Sandra enjoyed her job in the city.
"I like your tie," she told John.	She told John that she liked his tie.
"You know my husband," she said to Tom.	She said to Tom that he knew her husband.
"You are too noisy," Pamela told them.	Pamela told them that they were too noisy.
"You are beautiful," he whispered.	He whispered that she was beautiful.

Box 3

"I am tired," she complained.	She complained that she was tired.
"The exhibition finished last week," explained Pamela.	Pamela explained that the exhibition had finished the week before.
"I've won the match already," shouted our friend.	Our friend shouted that he had won the match already.
"I've been waiting over an hour for you," she told him.	She told him that she had been waiting over an hour for him.
"I had studied English for four years at school before I worked as a teacher," he said.	He said that he had studied English for four years at school before he worked as a teacher.

Box 4

this these	that those
now today this week (month, etc)	then that day that week (month, etc)
yesterday last week (month, etc) 3 days (a year, etc) ago tomorrow next week (month, etc)	the day before the week (month, etc) before 3 days (a year, etc) before the next (following) day the next (following) week (month, etc)
here come	there go

Box 5**Prefer**

Which would you prefer, tea or coffee?

I prefer walking to cycling.

She prefers to be alone.

I prefer my coffee black.



play bridge



collect badges



do aerobics



do needlework



gardening



play the guitar



go boating



make pottery

1

Presentation

- (1) How did you fall into your hobby? How obsessed are you with it?
- (2) Tell an interesting experience in having a hobby.

2

Pair work

Find some envelopes with stamps on them and some necessary tools and try to take the stamps off the envelopes. As you do it, you may ask questions like this: What do I do first? What's the next step? ... Your partner may answer these questions. And then change roles.

3

Topic discussion

Why are some students around you obsessed with playing computer games and how can we solve this problem?

6 DIY Lab

4 Problem solving

Make a survey among your classmates and find what their hobbies are. Design a questionnaire or a form.

5 Internet surfing

Find someone with interesting hobbies on the Internet and fill in the form.

Name	Sex	Profession or status	Hobby	Things he (she) does	Result
Imelda Marcos	F	Wife of ex-president of Philippines	Buying shoes	She bought more than 3000 pairs of shoes, 1000 packets of tights.	Champion shopper

7 Culture Corner

A hobby is something people do for fun and not because they have to. In prehistoric times people were too busy finding food and shelter to have hobbies. When survival became easier and people had time to spare, hobbies and pastimes developed. Early pastimes included drawing, sewing, riding and dancing. Today people fill their leisure time with fishing, cycling, collecting things, making models, playing computer games and Internet surfing.

1 A game.

START HERE	How long have you been learning English? Where? How?	Go forward 3 spaces	Which English pop singers do you like?	Do you like learning English? Why? Why not?	Talk about yourself for one minute.	How do you like travelling? a by plane b by car c by coach Why?
Count from 990 to 1030	It's my teacher's fault when I don't learn. Do you agree with this? Why? Why not?	Who is the best British sports personality in your opinion? What sport do they play?	Do you listen to the BBC World Service on the radio? Tell us about it.	Sorry! Go back 6 places	How do you say ...? a photograph b photographer c photographic What's the difference?	You're going too fast! Go back 2 spaces
How many times have you been to England? What did you see?	You're too near the end! Go back 2 spaces	How many languages do you speak? How did you learn them?	Do you like working in groups or on your own? Why?	Finished! You are the WINNER	Are there any words in your language which are the same in English? (e.g. television)	Tell us one thing you hate doing, or you dislike other people doing.
Who's been studying English the longest in your group?	Which do you prefer and why? a a monolingual dictionary b a bilingual dictionary	Have you seen a film in English? Talk about it.	Find the meaning of assimilate as quickly as possible.	Which country would you like to visit most? What language do people speak there?	How often did you speak English last week — outside class!	How do you try to remember new English words?
Do you like reading in English? Why? Why not? Tell us about an English book you have read.	Say three adjectives that describe your personality.	You're sleepy! Miss a turn!	Describe someone in the class (the others must guess who it is).	Say the alphabet a, b, c ...	Tell everyone why you want to learn English.	How many English or American TV programmes do you watch in your country?

2 A rhyme

Where are you going, my little cat?

Where are you going, my little cat?
 I'm going to town to buy a new hat.
 What? A hat for a cat? A cat to buy a hat?
 Your head is too round, and your face is too flat
 To wear a hat.
 Who ever heard of a cat with a hat?



UNIT

6

Sightseeing — A Tour of London



HIGHLIGHTS

TOPIC AREAS

Introduction to London

Scenic spots

Places of historic interest

FUNCTIONS

Talking about cities

Asking for and giving suggestions

Talking about travel and tourism

STRUCTURES

Direct and indirect speech (2)

(Questions in indirect speech: the introductory verbs;

with *whether*, *if* or retaining question words;

necessary changes in reporting questions)

be worth doing

CHAT ROOM

Dialogue 1 What should I see?

Dialogue 2 Getting back from the holiday

PROGRAMME

Item 1 DAY ONE: A bus tour around London

Item 2 DAY TWO: An amazing experience at Madame Tussaud's

*Item 3 DAY THREE: Head off to the Tower today

1 Getting Started

1 Listen and make similar dialogues with your partner.

A: Have you ever been to London?
B: Yes. I went there last summer.
A: What's it like?
B: It's a really nice place.

magnificent attractive traditional exciting wonderful fascinating impressive

Places	Time	Impressions
Toronto		
Sidney		
New York		

2 Listen and practise.

A: Is the British Museum worth visiting?
B: Yes, definitely.



Big Ben	Westminster Abbey	the Tower of London
the Tate Gallery	the Forbidden City	the Great Wall
the Summer Palace		

1 Getting Started

- 3  Listen and have similar dialogues with your partner.



- A:** Bob, where do you want to go for holiday?
B: I'm thinking of a trip to London.
A: What's it famous for?
B: It is famous for the Tower of London.

Paris	Eiffel Tower
Washington D.C.	White House
Moscow	Red Square

- 4 Change the questions into statements, using *if* or *whether*.
The hints may help you.

- A:** Are there many students in the library?
B: What did he say? It's too noisy. I can't hear him.
C: He asked if there were many students in the library.

Do you sing in English? (we, sang)

Have you made model planes? (we, had made)

Can I come to join you? (he, could, us)

Are they still working? (were working)

- 5  Listen and practise.

- A:** Is London famous for its historic monuments?
B: Sorry. I don't know if it is famous for its historic monuments.



- Is Big Ben the famous tall clock?
- Is Trafalgar Square in the centre of London?
- Is the London Eye the best sight in London?
- Is there a pay phone in this building?
- Are all the telephone booths red?
- Are there many museums in London?

6



Listen and follow the example.

- A:** Do the red buses travel around the City of London?
B: I beg your pardon?
A: Sorry, I wonder if the red buses travel around the City of London.

- Do the Beefeaters look after the Tower?
- Do the English speak English?
- Do many visitors use a One Day Travel card in London?
- Does that store accept credit cards?

7

Complete the sentences.

Example

Are you hungry?

I want to know if you are hungry.

What is the Tower famous for?

Please tell us what the Tower is famous for.

(1) Do you need any help?

Please tell me _____.

(2) Do you know the height of Big Ben?

I wonder _____.

1 Getting Started

(3) Are the “Beefeaters” taking care of the Tower now?

Do you know _____?

(4) Does the London Eye attract many visitors?

I want to know _____.

(5) What do you prepare for a birthday party?

Can you tell us _____?

(6) Where are the Crown Jewels displayed?

I want to know _____.

8



Listen and practise.

A: Excuse me, how much does a One Day Travel card cost?

B: Sorry, I can't follow you.

A: I don't know how much a One Day Travel card costs.

How long does it take to fly the London Eye?

Where is the Speakers' Corner?

What is the Tower of London famous for?

Who lives at No. 10 Downing Street?

When are you going to buy a computer?

Pardon?

Sorry, I don't
understand you.

Sorry, could you
speak up a bit,
please?

I don't know

I want to know

I wonder

Tell me

Dialogue 1***What should I see?***

- David:** Could you tell me a little about London? I'll go on a trip there.
- Mary:** Sure. What would you like to know?
- David:** Well, what time should I choose for the visit?
- Mary:** The weather is nice now in May. It's neither too hot nor too cold.
- David:** Oh, good! What should I see?
- Mary:** The Tower of London, the Tower Bridge, the British Museum, Big Ben, and don't forget to visit Hyde Park.
- David:** Thanks a lot.

Dialogue 2***Getting back from the holiday***

- A:** I've got back from my holiday last week.
- B:** Where have you been?
- A:** London.
- B:** Really? What was it like?
- A:** It was fantastic. I love the museums.
- B:** How long was your holiday?
- A:** Three weeks altogether — I wanted to stay longer!
- B:** What about the public transport?
- A:** Well, it is convenient to get about by Underground.
- B:** Underground?
- A:** Yes, it is known as "the tube". Perhaps it's the quickest and most efficient means of transport.
- B:** Is it expensive?
- A:** Not really. It's even cheaper to buy a travel card.

Item 1

DAY ONE: A Bus Tour Around London

1 Look at the pictures and match them with the descriptions.



Tower Bridge



Tower of London



Trafalgar Square



St Paul's Cathedral



Piccadilly Circus



Hyde Park



Buckingham Palace



Westminster Abbey



The Houses of Parliament



No.10 Downing Street

Home to the largest indoor entertainment centre in Europe _____
 A church built in the 7th century _____
 A large park famous for its Speakers' Corner _____
 A historic castle which was used as a prison _____
 London's most famous square built in the early 19th century _____
 The royal palace in London _____
 A church where English Kings and Queens are crowned _____
 The official residence of the British Prime Minister _____
 A symbol of London over the River Thames _____
 The meeting place of the two houses of the Parliament of the UK _____

2



Listen and understand.

Hello, everybody! Welcome to Tony's Tour!

I'll show you around London. We are starting at the Houses of Parliament. The famous clock, Big Ben, hangs up in a tower of the building. Londoners set their clocks by Big Ben.

Our second stop is the Tower Bridge. Your tour guide will take you for a walk over the bridge and around the outside of the Tower of London. You can take photographs of the Tower Bridge, the Beefeaters and the Tower of London. The walk will take about one hour.

We will then get back on the bus to continue our sightseeing tour of London. You will see St Paul's Cathedral. Prince Charles was married to Lady Diana Spencer there in 1981.

And the next will be Buckingham Palace. The Queen's sons, Princes Charles, Andrew and Edward, were all born there.

Have a nice day with Tony's Tour!

3

Match the words in Column A with the explanation in Column B.

A

official
 continue
 sight
 entertainment
 royal
 residence

B

go on doing
 public amusement
 the place where one lives
 of authority
 something worth seeing
 belonging to a king or queen

4 Complete the following sentences with the above words.

- (1) The news is not _____. Let's watch the CCTV news report tonight.
- (2) Buckingham Palace is a _____.
- (3) It's a quiet small town. There's no big _____ centre, so young people don't like to live there.
- (4) The sunrise is a wonderful _____ in nature.
- (5) Tom hopes to _____ his study in Cambridge, for he loves everything here in the small town.

5 **Group work**

Work in small groups and give a presentation on one of the sights in London.

Item 2

DAY TWO: An Amazing Experience at Madame Tussaud's

1  Listen and match.



1



2



3



4

- A. The Garden Party
- B. The Grand Hall
- C. The Chamber of Horrors
- D. The Spirit of London

2 Read the text.

Madame Tussaud's is a waxwork museum in central London. There you can see wax models of famous people: kings and queens, film stars, sport stars, politicians, pop idols and murderers and so on. This waxwork museum is London's most popular paying tourist attraction.



It was founded by Madame Tussaud. She came to London from Paris in 1802 and set up the museum in 1835. It has four main sections: the Garden Party shows models of film, pop and sport stars. Politicians from around the world are in the Grand Hall. The Chamber of Horrors is the home for infamous murderers. Finally, the Spirit of London will give you a short tour through London's history.

How do the sculptors work at Madame Tussaud's? They do not work fast but they do their job well, and the models are amazingly lifelike. Believe it or not, human hair is put into the wax, one hair at a time.

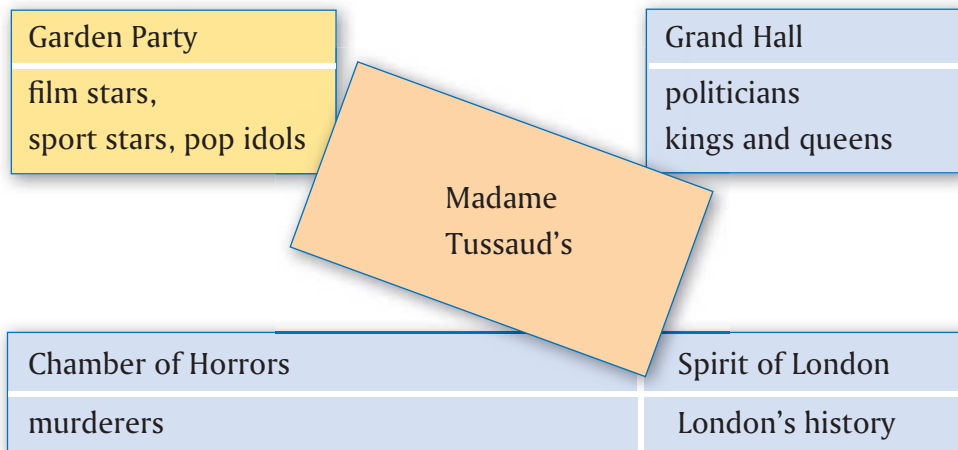
3 Complete the sentences with the words in the box.

waxwork model idol found murderer lifelike

- (1) _____ is an object or the form of human being made in wax.
- (2) To _____ means "to start or establish a business, a shop, etc".
- (3) _____ means "very much like a real person".
- (4) A _____ is a person who kills a human being unlawfully and on purpose.
- (5) He was an only child and the _____ of his parents.
- (6) He collects a lot of _____ planes.

3 Programme

4 Retell the text with the help of the diagram.



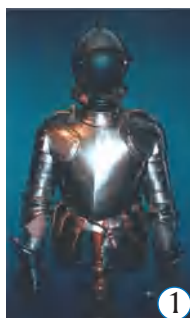
*Item 3

DAY THREE: Head off to the Tower today

1 Match the words with the pictures.

A Beefeater Crown Jewels raven armour

B



2



Listen to the text and decide whether each of the statements is true (T) or false (F).

- _____ (1) The Tower is famous for its long history.
 _____ (2) The Tower is well-known for four things.
 _____ (3) The “Beefeaters” like eating beef.
 _____ (4) The “Beefeaters” used to be bodyguards of kings and queens.
 _____ (5) The Royal Armouries is a museum of weapons and armour.
 _____ (6) The Ravens are large, black birds.
 _____ (7) Visitors can see crown jewels kept at the Tower.

3



Listen again and give a short answer to each question.

- (1) What is the Tower of London famous for?
 _____.
- (2) What did the Tower use to be?
 _____.
- (3) Who became the bodyguards of Henry VII?
 _____.
- (4) What do “Beefeaters” do now?
 _____.
- (5) What is the old idea about the Tower?
 _____.
- (6) Where are the crowns and jewels displayed?
 _____.

4

Read the text.

The Tower of London is the oldest major building in London. The Tower is famous for four things: the “Beefeaters”, the collection of medieval armour, the ravens and the Crown Jewels. It used to be a palace and a prison.

The “Beefeaters” have guarded the Tower since 1485 when they became Henry VII’s bodyguards. They now take care of the Tower and show visitors around. They are happy to answer questions and to be photographed. People believe that they had to taste the king’s food to make sure that it was not poisoned.

The Royal Armouries is the national museum of weapons and armour. It is one of the greatest collections in the world.

Large, black birds called ravens have lived at the Tower for centuries. There is a popular old idea that the Tower will fall if the ravens ever leave.

The Crown Jewels have been kept at the Tower for a long time. They are displayed in the Jewel House, along with crowns and jewels from royal families all over the world.

- 5 Match each word in Column A with the proper word(s) in Column B to form a reasonable phrase.

A
collection
medieval
guard
poisoned
display
royal

B
apple
castle
handicrafts
of foreign stamps
party
the prison

- 6 **Pair work**

Tell each other the four things about the Tower.

- 7 Read the e-mail. Find out something new or not mentioned in the text about the Tower. Tell what you find to the class.

The Tower of London was built 1,000 years ago. It is very big!

The Tower used to be a castle, palace and a prison. We heard myths and legends about the Tower. The Tower is beside the River Thames and the prisoners came by boat. We saw soldiers called Beefeaters in old uniforms.

We saw ravens, too. In the 17th century, Charles II decided there should be at least six ravens at the Tower. There is an old idea that the Tower will fall without the ravens.

I will show you my postcards and photos.

Box 1

"Are you ready?" asked John.	John asked me whether I was ready.
"Is your son going to Shanghai today?" he asked.	He asked me if my son was going to Shanghai that day.

Box 2

He asked me, "What's your name?"	He asked me what my name was.
"Who has taken away my umbrella?" the student said.	The student asked who had taken away his umbrella.
"When will the plane leave?" I wondered.	I wondered when the plane would leave.
He said, "Where have you been?"	He asked me where I had been.
"Why did she refuse to go there?" the teacher asked.	The teacher asked why she had refused to go there.
"Which is stronger, a horse or an elephant?" he asked his little son.	He asked his little son which was stronger, a horse or an elephant.
"How are you getting on with your classmates?" Mother asked me.	Mother asked me how I was getting on with my classmates.

Box 3

"Where are you going?"	He asked where she was going.
"Where have you been playing?"	She asked where they had been playing.
"Will you be playing tomorrow?"	She asked if they would be playing tomorrow.
"Where have you been?"	She asked where he had been.
"I must go there."	She said she had to go there.

Box 4

be worth doing ...	The top-quality tea is worth buying.
--------------------	--------------------------------------



king



queen



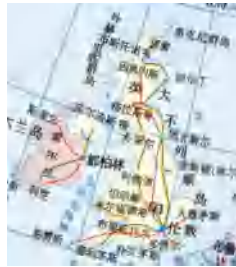
prince



princess



crown



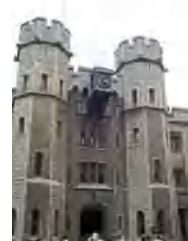
kingdom



Beefeater



palace



castle

1

Presentation

Read the advertisement and give a presentation to attract tourists to the London Eye.

“Fly the Eye!”
The London Eye is 135 metres high.
Standing in a capsule, just 30
minutes, you will see an
exciting London!



2

Pair work

Choose one situation and relationship from the list at a time. Spend a few minutes preparing your roles and then act out the conversation. Use some of the expressions below to start and end the conversation.

Situation

- At an airport
- In a café or bar
- At a famous tourist attraction
- In a hotel lounge
- In someone's office

Relationship

- Old friends who haven't met each other for a long time
- Neighbours who don't know each other very well and meet unexpectedly
- Strangers
- A new comer and a veteran employee in an office

Expressions

- A. Nice to meet you. Did you have a comfortable flight?
- B. Hi! What are you doing here?
- C. Excuse me. I wonder if you could help me?
- D. Hello! What a surprise to see you here!
- E. Welcome to London. Is this your first visit to England?
- F. Well, I'd better be off.
- G. Right. I'd better get back to work.
- H. Leave me alone, will you?

3 Topic discussion

Rank the following places in order of their attraction for you.

- a. somewhere of natural beauty
- b. somewhere famous for its food and drink
- c. somewhere you can buy interesting souvenirs
- d. somewhere connected with a famous person: musician, poet, writer, etc
- e. somewhere of great historic interest
- f. somewhere you can really relax
- g. ...

4 Problem solving

Some English friends tell you that they are going to spend a week in your town / city in the summer. Discuss with your partners:

- (1) what they should bring with them and why
- (2) what they should do / what they must do
- (3) what they should eat / drink (local specialty, etc)
- (4) what souvenirs they should buy

Panda Zoo in the UK – the Edinburgh Zoo

The zoo: The Edinburgh Zoo is a non-profit zoo in Edinburgh, Scotland. The zoo was founded in 1913 and located in the Costofina Mountains. The Edinburgh Zoo receives more than 600,000 visitors per year.

The pandas: Two giant pandas, Tian Tian and Yang Guang, arrived at The Edinburgh Zoo at the end of December 2011. With the arrival of the giant pandas, the zoo's annual income rose by 200 percent to about 15 million pounds from 5 million pounds in 2012. Tian Tian was even voted British Woman of the Year in December 2011.

1

A game

Who likes winter?

Some of these six people like winter and some don't.
Choose the answer to each question to find out who likes winter
and who doesn't.

No, he doesn't.	No, he isn't.	No, she doesn't.
No, he won't.	No, he wouldn't.	
Yes, she can.	Yes, she is.	Yes, she will.
Yes, he can.	Yes, she would.	Yes, he has.
		Yes, she has.



- (1) It's very foggy this morning and the school bus might be late. Does Eleanor go to school?
No, she doesn't.
- (2) Is Eleanor going to stay at home all day?

- (3) Ian is reading about the North Pole. Would he like to go to the North Pole?
- (4) Ian is playing football tomorrow. But it is going to snow tonight.
Will he still play?



- (5) Mike's class is going skiing. Can Mike ski?
- (6) Has Mike got some skis?

- (7) Catherine's mum wants her to take the dog for a walk. It's windy and rainy.
Will Catherine take the dog for a walk?
- (8) Has Catherine got an umbrella and a raincoat?



- (9) The pond froze last night. Can Angela skate?
- (10) Would Angela like a pair of skates for Christmas?

- (11) It's been snowing and Paul is going to school.
Is he good at walking in the snow?
- (12) Does Paul like playing in the snow?



2

A rhyme

This is the key of the kingdom

This is the key of the kingdom,
In that kingdom there is a city,
In that city there is a town,
In that town there is a street,
In that street there is a lane,
In that lane there is a yard,
In that yard there is a house,
In that house there is a room,
In that room there is a bed,
On that bed there is a basket,
In that basket there are some flowers.

Basket on the bed,
Bed in the room,
Room in the house,
House in the yard,
Yard in the lane,
Lane in the street,
Street in the town,
Town in the city,
City in the kingdom.
Of that kingdom this is the key.





HIGHLIGHTS

TOPIC AREAS

Musical instruments
 Music
 Classical music
 Rock and roll

FUNCTIONS

Likes and dislikes
 Preference
 Cause and effect

STRUCTURES

Intentions and plans
 Direct and indirect speech (3)
 (Commands, requests, advice in indirect speech:
 a verb of command / request / advice + object + infinitive)
dislike / hate doing *would rather... (than)*

CHAT ROOM

Dialogue 1 How did you like the band?
 Dialogue 2 Exchanging lessons

PROGRAMME

Item 1 Living for music
 Item 2 Classical music
 *Item 3 Rock and roll

1 Getting Started

1 Listen to the music and match the words with the musical instruments.



violin drum piano cello
guitar flute saxophone



2 Look at the pictures in Exercise 1 and make similar sentences.

I dislike/hate playing the violin because it's difficult to play.

(1) piano / hard / play

(2) saxophone / boring / practise

(3) cello / difficult / learn

(4) flute / hard / learn

(5) country and western music / difficult / understand

3 Do you know the music?

rap rock heavy metal blues
 country and western folk classical
 opera pop jazz

(1) _____ (2) _____ (3) _____

(4) _____ (5) _____ (6) _____

4 Answer the questions as shown in the example.

A: Are you going swimming this afternoon or shopping with me?

B: I'd rather go shopping with you.

(1) A: Would you like to go skating or fishing with me?

B: _____.

(2) A: Are you going camping this Sunday or climbing with us?

B: _____.

(3) A: Do you want to have a rest this afternoon or go riding with me?

B: _____.

(4) A: Would you like to stay at home next month or go camping with us?

B: _____.

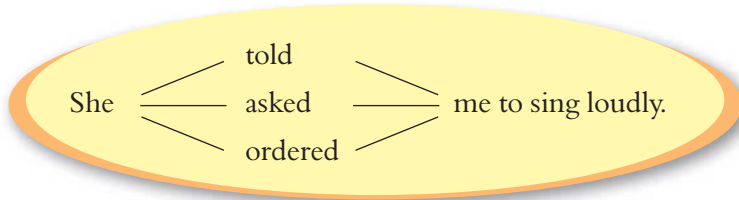
5 Talk about the music you prefer using *would rather...than*.

I would rather listen to rap than rock because rock is too loud.

blues heavy metal dull
 pop opera difficult
 classical music jazz strong
 folk country and western local

1 Getting Started

6 Look at the pictures and make similar sentences.



Be quiet in the library, please.

Take her to hospital immediately, please.



Take good care of your grandma, please.

7 Listen and follow the example.

Example

- A: Open the door please, John.
- B: What did he say?
- C: He asked John to open the door.

Read the dialogue.	Sorry, I didn't catch that.
Come early tomorrow.	Sorry, I wasn't listening.
Turn off the radio.	Sorry, I missed that.
Wait for a few minutes.	What did he ask John to do?

1

Getting Started

8

Look at the pictures and make similar sentences.

He $\begin{cases} \text{told} \\ \text{ordered} \\ \text{asked} \end{cases}$ me not to make much noise.



Don't make a noise when the baby is asleep, please.

Don't be afraid of the monkey.



Don't make silly spelling mistakes again!

9



Listen and practise.

- A: Tell John to stop talking.
- B: Stop talking, John.
- C: What did he say?
- D: He told John to stop talking.

to come to class on time
to hand in homework right now
not to be late for class
not to wait for us

Dialogue 1

*How did you like the band?*

- A:** How did you like the band?
B: I didn't think much of that.
A: No, it wasn't too good. Pity, because they are a good group.
B: I couldn't hear the singer at all.
A: Me, either. The guitars and drums were too loud.
B: Still, it got better near the end.
A: I bet they sound much better on their records.
B: I enjoy rock music. Tell me what kind of music you like.
A: Well, I like jazz and rock. I'm bored with classical music.
B: Country western is my favourite.
A: Do you know there's a new band playing at the Country Western Restaurant?
 A group of us are going there on Friday night. Do you want to go?
B: Sure, I'd love to!

Dialogue 2


*Exchanging lessons*

(At the Country Western Restaurant)

- A:** Who's that guy playing the guitar? He's very good. He plays with so much feeling.
B: Oh, yeah, that's Robert. Can you believe that he also plays classical music?
 He also sings and plays the trumpet. Robert really loves both classical and country music.
A: Oh really? Classical music and country music are so different.
 He's very talented to be able to play both.
B: Do you play any instruments?
A: I used to play the piano. But I am out of practice on it now.
B: I play the guitar, but I'm not any good. I only play to relax myself.
A: Well, I'd like to learn the guitar.
B: And I'll learn how to play the piano.
A: So we can exchange lessons.
B: OK, that sounds great.

Item 1

Living for Music

- 1  Listen to the text and decide whether each of the following statements is true (T) or false (F).

- _____ (1) Tommy's parents were millionaires.
 _____ (2) His mother liked both singing and dancing.
 _____ (3) One day he felt embarrassed because he was late again.
 _____ (4) He got his guitar for his thirteenth birthday.
 _____ (5) He became famous in South Africa.

- 2 Read the text and learn the words connected with music.

I was born near New York City. My parents weren't rich but there was always music in our home: classical music, folk music, jazz and, most of all, pop music. I remember my mother used to listen to pop music on the radio while she cooked in the kitchen. Once she stopped what she was doing, dried her hands and started dancing with me. At night, she used to play records by The Beatles and sing along with them.



By the time I was 12, I knew the words of hundreds of songs. I used to stand in front of my bedroom mirror and pretend that I was playing the guitar. One day my father came in, seeing me and laughing. I felt embarrassed. A few weeks later, however, father came home with a large parcel under his arm. "It's for you, Tommy," he said. "It's a special present for your 13th birthday." That was my first electric guitar. I took it out of the parcel slowly, with a big smile on my face.

By the time I was 15, I was playing in a rock band. I left school and started working in night clubs as a cloakroom attendant because in these clubs I could hear lots of different bands. Later, I got a job at a dance club called Nell's. I worked there for two years. I was writing my own songs then but no one was paying any attention. One night, I decided to try something. I gave a tape of my songs to the man in charge of the music. He liked it and started playing it. After a while, people started to ask him to play my songs. Then, a recording company offered me a contract to record an album. One of the songs, "Turning Me On", became a hit in China, Japan and Singapore.

I don't know why but I became a star in Southeast Asia.

classical music
folk music
pop music
jazz
rock

band
The Beatles
recording
company
star

record
album
hit

3 Read the following sentences and put them in the correct order.

- (1) I knew the words of hundreds of pop songs.
- (2) I left school.
- (3) I got a contract to record an album.
- (4) I was born near New York.
- (5) My father gave me a guitar for my birthday.
- (6) I became popular in Southeast Asia.
- (7) I played in a rock band.
- (8) My father saw me pretending to play the guitar.
- (9) I danced in the kitchen with my mother.
- (10) I worked at a dance club called Nell's.

4 Discuss.

How do you understand *living for music*?

Item 2

Classical music

1  Listen to the text and answer the questions.

- (1) Is classical music easy to describe?
- (2) Did composers show strong emotions?
- (3) Did composers compose music for holidays?
- (4) Do people close their eyes to listen to classical music?

2  Listen again and fill in the blanks with the words from the text.

- (1) Some famous classical composers were Bach, Vivaldi, Haydn and _____.
- (2) In their music, they wanted to make beautiful music with lovely _____.
- (3) Then composers told stories about _____ and _____.
- (4) Sometimes they composed music for _____.
- (5) Classical music has been popular for hundreds of years. Bach wrote about _____ years ago. Beethoven wrote about _____ years ago. And Tchaikovsky wrote over _____ years ago.

- 3 Read the text and make comparison between the two groups of composers.

All over the world people listen to classical music. Classical music is difficult to describe. It means different things to different people.

Some famous classical composers were Bach, Vivaldi, Haydn and Mozart. In their music, they did not tell a story or show strong emotions. They wanted to make beautiful and interesting music with lovely sounds.

Then composers started to express ideas. They told stories about love and war. They also wrote about religion. Sometimes they composed music for holidays. Through their music composers showed strong emotions. Some of these composers were Beethoven, Schumann, Chopin, Mendelssohn, Wagner and Tchaikovsky.

Classical music has been popular for hundreds of years. Bach wrote about 300 years ago. Beethoven wrote about 200 years ago. And Tchaikovsky wrote over 100 years ago.

Sometimes people close their eyes while listening to classical music. It is difficult to understand sometimes. When they close their eyes they have to think about the music. However, we can all learn to enjoy classical music.

Bach, Vivaldi, Haydn, Mozart	Beethoven, Schumann, Chopin, Mendelssohn, Wagner, Tchaikovsky
did not tell a story did not show strong emotions beautiful and interesting music lovely sounds	told stories about love and war about religion for holidays showed strong emotions

- 4 Fill in the blanks with the words from the box.

religion however emotions classical composer

- (1) Ali is a Muslim. This is his _____. Maria is a Christian.
- (2) We can make rubber from petroleum. _____, we cannot use it for all kinds of tires.
- (3) Some people enjoy themselves by closing their eyes when they hear _____ music.
- (4) Leonard Bernstein wrote a lot of popular music. He was a famous _____.
- (5) Love and hate are _____.

5 Read again and discuss the questions.

- (1) Name two composers who told stories and showed strong emotions in their music.
- (2) Why do people sometimes close their eyes when they listen to classical music?

***Item 3**

Rock and roll

1  Listen to the text and fill in the blanks.

- (1) Almost every country has rock and roll _____ and singers.
- (2) Sometimes _____ call their music by different names, like “rap” or “punk”.
- (3) They sing and play _____ of rock and roll and talking or other sounds.
- (4) Some _____ play rock music very loudly.
- (5) They forget about the people who enjoy _____ music.
- (6) Loud music can make these people _____.
- (7) When rock and roll was new, people had only _____ to play at home.
- (8) We listen to music on compact _____.
- (9) Most modern bands and singers ask companies to make _____ of their songs.

2 Read the text.

Rock and roll came from jazz and blues during the 1950s. One of the first rock and roll songs was Bill Haley’s “Rock Around the Clock”. One of the first popular rock and roll singers was Elvis Presley. Others were Buddy Holly and Chuck Berry. Now, almost every country has many rock and roll bands and singers.

Sometimes performers call their music by different names, like “rap” and “punk”. They sing and play mixtures of rock and roll and talking or other sounds. “Rap” and “punk” both came from rock and roll or “rock music.”

Many fans play rock music very loudly. They forget about the people who enjoy soft music. Loud music can make some people nervous.

When rock and roll was new, people had only records to play at home. After that, cassette tapes were used. Now, we listen to music on compact discs. Most modern bands and singers ask companies to make videos of their songs. Making videos is very expensive. However, with videos, fans can watch the performers at the same time they listen to the music.

3 Fill in the blanks with the words given.

soft	company	nervous	boring
mixture	records	cassettes	compact discs
raise	baskets	band	videos
performer	fan	ago	listen

- (1) Hot chocolate is a _____ of chocolate, sugar, and milk.
- (2) Ahmed works for a large _____ in Riyadh.
- (3) Students are usually _____ before a big test.
- (4) You can rent _____ at some stores and watch them at home.
- (5) Are you a _____ of rock and roll or classical music?
- (6) A famous _____ played at Laura's wedding.
- (7) _____ are more expensive than cassette tapes.
- (8) Before cassette tapes were used, people could only play _____ at home.
- (9) The Beatles was a wonderful _____.
- (10) Loud music is not good for our ears, but _____ music is better.

4 Read and answer the questions.

- (1) Where did rock and roll come from?
- (2) Can you name one of the first rock and roll songs?
- (3) What are "rap" and "punk"?
- (4) Some people don't like loud music. Why?
- (5) Why do some fans like videos better than cassettes or compact discs?

Box 1

I don't enjoy books.	I don't enjoy reading books.
He doesn't enjoy music.	He doesn't enjoy listening to music.
They don't enjoy drinks.	They don't enjoy having drinks.

Box 2

I dislike playing tennis.
I hate cooking dinner.

Box 3

I would rather have tea than coffee.
He would rather have the small one than the large one.
Mary would rather work in the garden than in class.

Box 4

"Wait, please," I said to him.	I told him to wait.
I said, "Don't do that."	I told you not to do that.
"Don't destroy the wild plants," the scientists said to them.	The scientists asked them not to destroy the wild plants.
"Go to the front at once!" the officer said to the soldiers.	The officer ordered the soldiers to go to the front at once.

Strings



violin



viola



cello



bass

Brass



trombone



French horn



tuba



trumpet

Woodwinds



flute



recorder



oboe



clarinet

Percussion



cymbal



drum



xylophone

Other instruments



piano



accordion



harmonica

1

Class concert

Organize a class concert

- (1) Ask your classmates to bring their musical instruments, get together and play music in the classroom.
- (2) Ask your classmates to bring their records, CDs or cassettes and listen to some of them.

2

Pair work

Composers told stories about love and war in their music. Tell each other one of the stories.

3

Topic discussion

What kind of music do you like, classical, pop or rock 'n' roll music? Why?

4

Problem solving

Uncle Tom has been sick in hospital for a few weeks. His nephew wants to see him. He wants to bring his uncle some CDs. Now he is at a shop, but he doesn't know what to buy. How can you help him? What music do you recommend to him?

5

Internet surfing

Go online and get information of the latest GRAMMY AWARDS.

Music is international. No matter what country you are in, you can understand music all over the world, for music comes from human life. But musical instruments are obviously different. In China, there are many different folk musical instruments, such as Chinese violin, 4-stringed Chinese lute, 3-stringed Chinese guitar, 4-stringed full-moon-shaped Chinese mandolin, 8-holed bamboo flute, Chinese wind pipe, dulcimer, Chinese zither, and waist drum. All these are only for traditional music.

In America and Canada, popular musical instruments are the clarinet, harp, French horn, tuba, flute, which are all for classical music. The piano and drum are for all types of music. The trumpet, trombone and saxophone are both for classical and jazz. The electric guitar is for rock and pop. Cymbals are for classical, rock and jazz.

1 A game

Work in groups of four. The teacher will play a piece of music. Name what kind of music it is. Whenever someone gives a name of a piece of the music before the others, he or she gets one point. Go on naming the pieces of music played. In the end, the one that gets the most points is the winner of the game.

classical music light music
 dance music folk music
 pop music jazz
 rock and roll

Tune 1 _____ music

Tune 5 _____ music

Tune 2 _____ music

Tune 6 _____ music

Tune 3 _____ music

Tune 7 _____ music

Tune 4 _____ music

2 A rhyme

Every Monday morning

When the big bell rings,
 You go to the table,
 You see the same old things.
 Not much food on the table,
 Just some bread in a pan.
 If you say anything about it,
 You get in trouble with the man.





HIGHLIGHTS

TOPIC AREAS

Emergencies

Accidents

Safety rules and warnings

FUNCTIONS

Asking for permission

Getting information

Talking about emergencies

STRUCTURES

The passive voice (1)

(Form, use and *by* in mentioning the doer)

Gerunds after prepositions

Modal verb: *may*

CHAT ROOM

Dialogue 1 A telephone call

Dialogue 2 The little boy rescued

PROGRAMME

Item 1 A brave boy

Item 2 At the safari park

*Item 3 How to stay safe in a thunderstorm

1 Getting Started

1  Listen and say.

A: May I pack my school bag during the fire drill?

B: Yes, you may. (No, you can't.)



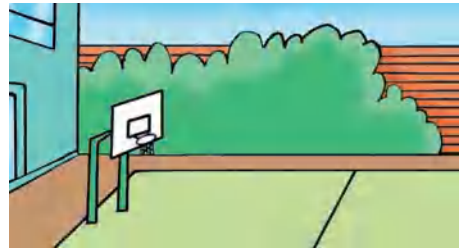
run downstairs



(not) stay in our classroom



turn off the lights and fans



(not) meet in the playground

2  Listen and say.

A: What has happened to your car?

B: It was stolen.



our house / burgle



the waste paper / throw away

1 Getting Started



the sign / knock down



the airport / enlarge



the woman / interview



the train / cancel

3 Read the chart and then make sentences.

Buick cars	is are	made in grown in	Brazil
Champagne			China
Coffee			France
Nikon cameras			Hawaii
Pineapples			Japan
Rice			Scotland
Whisky			USA

4 Listen and read.

- Bread is not made from rice.
- Tea is not grown in the north.
- Cotton is not planted in the south.
- These cars are not produced in this factory.
- The clothes are not made by the tailor.
- The lake is not surrounded with trees and flowers.

5 Complete the sentences (passive voice).

speak steal design smash found write hit kill

- (1) English _____ in many countries.
- (2) His bike has _____.
- (3) The window _____ yesterday.
- (4) Our school _____ in 1963.
- (5) This church _____ by Wren.
- (6) The man _____ by a falling tree.
- (7) The novel _____ by Jack London.
- (8) The rat _____ by Tom with a stick.

6  Listen and read these pairs of sentences. In each pair, which do you think is better?

- (1) a. Somebody invented the compass in China.
b. The compass was invented in China.

- (2) a. They export Scotch whisky all over the world.
b. Scotch whisky is exported all over the world.

- (3) a. A thief stole my watch.
b. My watch was stolen.

- (4) a. They sell TVs in that shop.
b. TVs are sold in that shop.

- (5) a. Somebody broke the window last night.
b. The window was broken last night.

1 Getting Started

- (6) a. The farmers make very good wine in France.
b. Very good wine is made in France.

- (7) a. The workers built the house last year.
b. The house was built last year.

7 Listen and say.

- A:** Excuse me, is an eraser sold at the hardware?
B: No, it's not sold there. It's sold at the supermarket.
A: Thanks.
B: You are welcome.

(1) his schoolbag / find / at home / at the school

(2) the car/ repair / at the bar / in a garage

(3) CDs / sell / the supermarket / Auto Supplies

8 Listen and practise.

- A:** What is a fire extinguisher used for?
B: It is used for putting out a fire.



a mask / protect firemen from smoke



a hosepipe / put out a fire



a long ladder / rescue people from a tall building



an axe / open the door(s) or the window(s)

Dialogue 1***A telephone call***

- A:** Emergency. Which service, please?
B: Ambulance.
A: Hold on please. I'll put you through.
C: Ambulance Service. Can I help you?
B: My son has fallen off a wall, and I think his leg is broken.
C: Your name and address, please?
B: Smith Jackson, five Maple Street.
C: All right, Mr Jackson, we'll be right there. You can cover your son to keep him warm, but don't move him.
B: Thank you.

Dialogue 2***The little boy rescued***

- A:** What happened?
B: Well, I was lying on the beach, when suddenly I heard someone shouting for help.
A: So what did you do?
B: I jumped up, looked out toward the ocean, and saw a little boy waving his arms in the air.
A: What did you do next?
B: I took off my shirt and watch and jumped into the water.
A: Did you save the boy?
B: I swam out to the little boy, held him so his head stayed above water, and brought him back to the shore.
A: Well, that sounds quite an experience!
B: It sure was!

Item 1

A brave boy

- 1  Listen and decide whether each of the following statements is true (T) or false (F).

- _____ (1) Father was in the kitchen.
 _____ (2) Mother started the fire.
 _____ (3) Mother ran into the boys' bedroom.
 _____ (4) John shouted for help.
 _____ (5) John broke the window with a large stone.
 _____ (6) The elder boy carried John down the ladder.

- 2  Listen again and fill in the blanks.

- (1) _____ started at about two o'clock yesterday afternoon.
 (2) The mother ran into the street and _____.
 (3) John was walking in the street and _____.
 (4) John put up _____ by the boy's window.
 (5) John _____ Sam out of the window and _____
 Tom down the ladder.

- 3 Read the text and answer the questions.

A fire started at about two o'clock yesterday afternoon. Two little boys, Tom, 3 and Sam, 7, were in their bedroom on the first floor. Their mother was in the kitchen. She was cooking some food with some cooking oil. The fire started when she dropped some of the oil on the cooker. She tried to put out the fire, but she couldn't. The boys' father was at work.

There was a lot of smoke. The mother tried to get the two boys out of their bedroom, but she could not get through the smoke. She ran down the stairs, into the street and shouted for help.

John was walking in the street when he heard her cry for help. He looked at the building and saw the smoke. There were no other people in the street at that time. The two little boys couldn't get to the stairs because

there was a lot of smoke. The bedroom window was shut. Sam tried to open the window, but he could not.

John came to the boys' building. He looked around. He saw a ladder. He ran and picked it up. He put it up by the boys' window. He climbed up the ladder. But he couldn't open the window.

He went down the ladder and looked around again. He found a large stone. He picked it up and quickly ran up the ladder again. He told the boys to keep back, and then he broke the glass with the stone. He put his hand in carefully, and opened the window.

He helped Sam to get out of the window. Then he climbed down the ladder. Tom couldn't climb down the ladder. He was too small. So John carried him down the ladder.

- (1) How did the fire start?
- (2) Could the mother put out the fire?
- (3) What did John hear and see?
- (4) How did John open the window?
- (5) Did the two boys climb down the ladder?

4

Tell the story with the help of the pictures.



Item 2

At the safari park

1  Listen and put the events in the right order.

- (1) The dad and mum had a huge glass of brandy and calmed down.
- (2) The dad tried to close the window.
- (3) The elephant started kicking the car.
- (4) The huge elephant put his trunk through the window.
- (5) The little boy wanted to give the elephant a bit of sandwich.
- (6) The police stopped their car.
- (7) The policeman gave the dad the test.
- (8) They were brought to the main office.

2 Read the text.

Now they were at the safari park — the kids and their mum and dad. They drove through the woods where the elephants were, and they stopped to take some photos. The little boy pressed the button to open the window because he wanted to give the elephant a bit of sandwich. Anyway this elephant came right up and suddenly put his trunk through the window. The dad tried to close the window. But it got worse. The elephant panicked and started kicking the car.

Luckily one of the guards saw what was happening on a video monitor and they drove to the woods, and rescued them, and then took them back to the main office. The kids and their parents were pretty shocked and of course the car looked a bit of a mess.

Anyway, the guards gave the kids some lemonade and their mum and dad a glass of brandy to calm them down, and then they set off home.

When they were about halfway back, a policeman stopped their car and asked the dad what had happened. He told them all about the elephant. The policeman just looked at him and said, “An elephant? Excuse me, sir? Have you been drinking? Would you mind breathing into this, sir?” They gave him the breath test for alcohol. And of course he’d had that huge glass of brandy at the safari park, so he came out positive. Now he’s going to get a big fine and he’s probably going to lose his driving license for a year.

- 3 Match the words in Column A with their meanings in Column B.

A

safari
woods
button
trunk
monitor
alcohol
positive
fine

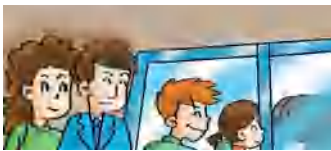
B

a screen on which information is shown
a small object that you press to start a machine
an area covered with trees
an overland journey of visiting wild animals
money paid as a penalty
showing presence of a disease
the long nose of an elephant
the pure liquid in beer, wine, brandy, whisky

- 4 Answer the questions.

- (1) Where did they stop to take some photos?
- (2) Why did the little boy open the window?
- (3) Why did the elephant kick the car?
- (4) What did the guards give the kids and their parents in the main office?
- (5) What did the policeman do when the dad told him about the elephant?

- 5 Retell the text according to the pictures.



Item 3**How to stay safe in a thunderstorm***

- 1**  Listen and decide whether the following statements are true (T) or false (F).

- _____ (1) Only severe thunderstorms can be very dangerous.
 _____ (2) If you are caught outdoors in a thunderstorm, stand under a tree.
 _____ (3) Don't take a bath during a thunderstorm.

- 2** Read the text and match the words with the definitions.

Thunderstorms occur all over the world, and they can be very dangerous. Here are some important rules for you to follow during a thunderstorm. First, be aware of the weather. Always check the weather forecast before beginning any outdoor activities. Second, if you are caught outdoors, take shelter. Don't use land-line phones, because electricity can pass through the wires. Try to get into a building or a car. Don't stand under a tree, because lightning usually hits the highest target. Third, be careful indoors during a thunderstorm. Avoid taking a bath or shower until the storm has passed. Stay away from big metal objects such as your refrigerator. If you follow these rules, you can stay safe in any thunderstorm.

- | | |
|-------------|---|
| (1) occur | a. knowing about a situation or a fact |
| (2) severe | b. a person, building, or area to be attacked |
| (3) aware | c. to happen, especially unexpectedly |
| (4) shelter | d. to try to prevent something from happening |
| (5) target | e. serious and dangerous |
| (6) avoid | f. a place where people are protected from bad weather or from danger |

- 3** Make a pamphlet with pictures to tell people:

- (1) what a thunderstorm is;
 (2) do's during a thunderstorm;
 (3) don'ts during a thunderstorm.

Box 1

Printing was introduced into Europe from China.

My watch was stolen.

Colour TVs are sold in that shop.

The house is being built.

It was made in Portugal.

Box 2

People don't produce oil in America.

Oil is not produced in America.

They don't sell oranges in the shop.

Oranges are not sold in the shop.

Box 3

Do people speak English in many countries?

Is English spoken in many countries?

Yes, it is. / No, it isn't.

Did Wren design the church?

Was the church designed by Wren?

Yes, it was. / No, it wasn't.

Box 4

How does she make the doll?

How is the doll made?

How many chairs have they repaired today?

How many chairs have been repaired today?

When can they make roads safe?

When can roads be made safe?

Box 5

may

You may go now.

May I look at the picture again?

That may be true after all.

Ask Mary — she may know.

Act now so that everything may be arranged in time.

Box 6

Are you interested in going to the show?

The children are fond of reading picture books.



first-aid kit



emergency exit



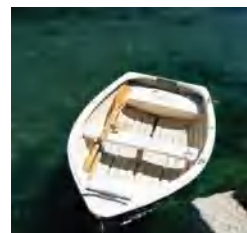
ambulance



stretcher



life buoy



life boat



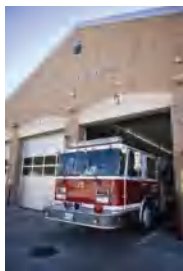
life jacket



lifeguard



fire engine



fire brigade



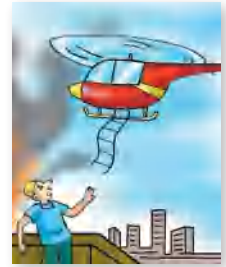
fire hydrant



fire extinguisher

1 Presentation

Look at the pictures. Describe a fire. You may talk about the pictures one by one.

**2 Role play**

Students should form groups of three, then act out the following story. The roles are: Li Na, the man, and the elderly woman.

One afternoon, while Li Na was walking home, she wanted to call her mother. When she was dialing the number, a car stopped and out came a man. She was shocked to find the man running toward an old woman, who was lying on the ground. The man happened to be a doctor. How could Li Na help the old woman? She used her cellphone to call the first-aid center. When the ambulance arrived, the old woman had come round with the help of the man and Li Na.

3 Internet surfing

Go online and get some information about Red Cross or other international organizations that look after victims of war, famine and earthquake etc.

In many countries abroad, people can now call the number 911 for any major emergency. The number is used to reach the police, the fire department, or an ambulance. An operator asks the caller for details of the emergency. The operator then sends the appropriate help. Many of the operators are trained to give some help over the phone until the ambulance arrives. Some 911 operators can identify the address even when the caller is unable to speak.

In China, if a building is on fire, dial 119. If you need the police, dial 110. You can dial 120 when an ambulance is needed. Do you know when people dial 122?

1



A tongue twister

A flea and a fly were trapped in a flue.
And they tried to flee for their life.
The flea said to the fly “let’s flee!”
And the fly said to the flea “let’s fly!”
Finally both the flea and fly managed to
flee through a flaw in the flue.

2



A rhyme.

A bad day

I overslept and missed my train,
Slipped on the sidewalk
In the pouring rain,
Sprained my ankle,
Skinned my knees,
Broke my glasses,
Lost my keys,
Got stuck in the elevator,
It wouldn’t go,
Kicked it twice and stubbed my toe.
Bought a pen that didn’t write,
Took it back and had a fight.
Went home angry,
Locked the door.
Crawled into bed,
Couldn’t take any more.





HIGHLIGHTS

TOPIC AREAS

Physical fitness and exercise
Healthy diet

FUNCTIONS

Giving advice
Reminding
Talking about fitness
Certainty and uncertainty

STRUCTURES

The passive voice (2)
Active tense and their passive equivalents
Phrasal verbs used in the passive
remember / forget + infinitive
make sure

CHAT ROOM

Dialogue 1 Physical training
Dialogue 2 Go on a diet or exercise more?

PROGRAMME

Item 1 Who is the fittest? (1)
Item 2 Who is the fittest? (2)
*Item 3 How Okinawans live long and healthily

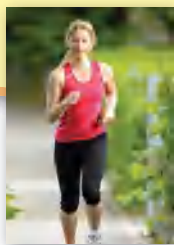
1 Getting Started

1  Listen and practise.

(1) **A:** What can I do if I want to keep fit and healthy?

B: I think you should eat good healthy food.

A: Thank you.



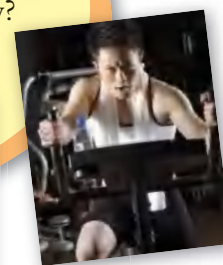
take regular exercise
take part in sports
reduce your weight by dieting

not drink alcohol
stop smoking
have regular health checkups

(2) **A:** I always feel tired these days.

I really want to relax myself.

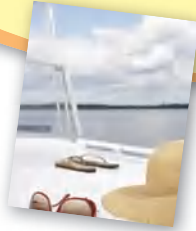
B: Why don't you have a walk after dinner every day?



take a yoga class
join a gym
stop staying up too late

sunglasses
some snacks
a big hat
an umbrella

- (3) **A:** I'm going hiking tomorrow.
B: Oh, great! Remember to wear strong shoes.
A: Yes, I will.
B: And don't forget to take enough water in your bag.
A: No, I won't. Thanks.



2



Listen and repeat.

- (1) **A:** Mind your head, please. See the building is being repaired.
B: Thank you.



- (2) **A:** Mind your step, please.
See the road is being mended.
B: Thank you.

3



Listen and say.



- Mother:** You don't look well, Tom.
Tom: Maybe, I've got a cold, Mum. I slept with the window open last night.
Mother: You should go to see the doctor.

You need to take some medicine.
Make sure that you have a good rest.
Be sure to go to the hospital and have a check.
Don't forget to close the window next time before you sleep.

1 Getting Started

4 Listen and say.

(1) **A:** It's a nice laboratory. When was it built?

B: It was built last year.

computer	install	a few days ago
programme	design	last month
metre	import	in 2002

(2) **A:** Is there anything interesting on the news this evening?

B: Yes. A new railway will be built.

school	set up
hospital	found
car factory	build

(3) **A:** Have you been to the site for the new school?

B: Yes, I have. I am just back from there.

A: How are things going there?

B: Excellent. A new building has been set up.

road	complete
gymnasium	build
cable	lay

(4) **A:** A new building is being put up there, isn't it?

B: Yes, it is.

A: How long will it take to finish it?

B: About eight months.

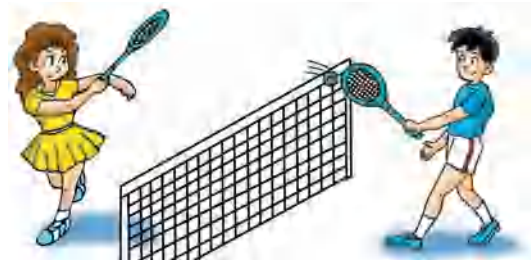
cable	lay
gymnasium	build
canal	dig

Dialogue 1



Physical training

- A: You look so strong, Peter. Do you often take part in physical training?
 B: Yeah, I do. I often go to the gym after work.
 A: What do you do there?
 B: I practise running. And I like playing tennis, you know.
 A: How often do you go there?
 B: Nearly every day.
 A: I see. I like tennis, too.
 B: Oh, then we can go and play together sometime.
 A: Yes, but I'm not very good at it.
 A: No problem. I won't play too hard.



Dialogue 2



Go on a diet or exercise more?

- A: Oh, Lily. My weight has gone up again.
 B: I'm not surprised. You eat too much, Lucy.
 A: And I think it's not good to sit for hours at a desk in the classroom.
 B: I can't agree more.
 A: I really wish I could lose weight.
 B: Well, why don't you go on a diet?
 A: I've tried diets before, but they've never worked.
 B: Perhaps you should exercise more. Why don't you go to an exercise class?
 A: Yes. Maybe I should.
 B: And remember to eat more vegetables and fruit and avoid food with too much fat.
 A: Yes, I will. Thank you.

Item 1

Who is the fittest? (1)

1 Do you like these sports?



a canoeist



a footballer



a tennis player



a runner



a shot putter

2  Listen to the text and answer the questions.

- (1) Who lives in the house?
- (2) How many times a day do they do sports?
- (3) How do they earn extra money?

3 Read the text and check your answers.

When you walk into the house, you should take care that you don't fall over. There are mountain bikes, sports bags and various pieces of sports equipment all over the hall. The house is occupied by five sports science students from University College, Chester. They eat, live and breathe sport. They work hard to keep fit. Karl, the canoeist, describes a typical day: "In the morning, we go for a run before breakfast, and then we have classes at college. Then we go running again or swimming, and then a quick lunch. In the afternoons,

we do coaching to earn some extra money, and evenings are spent in the gym or playing football.”

All the five boys are obviously fit. But who is the fittest? They will be asked to do some tests. Read on and the answer will be found.

Item 2

Who is the fittest? (2)

1 Pair work

In pairs, guess the answers before you read the texts. Choose from:

- | | | |
|-------------------|----------------------|-----------------|
| a. the footballer | b. the tennis player | c. the canoeist |
| d. the runner | e. the shot putter | |

- (1) Who was the fattest? _____
- (2) Who was the thinnest? _____
- (3) Who was the strongest in the test of strength? _____
- (4) Who could keep running the longest time? _____
- (5) Who was the most flexible? _____
- (6) Who jumped the highest? _____
- (7) Who was the fastest sprinter? _____
- (8) Who was the slowest? _____
- (9) Who could do the most sit-ups? _____
- (10) Who was the fittest? _____

2 Read the text.

The five sports science students were asked to do some physical tests a few days ago.

(1) *Body fat*

They began the test by measuring body fat. The one with the most body fat was the shot putter. The thinnest was the tennis player.





(2) **Endurance** (*the ability to keep doing something difficult*)

The next test was running. The first who got tired was the shot putter. He was followed by the canoeist. The runner was, not surprisingly, the last to get tired.

(3) **Flexibility**

Then they were asked to do stretching, that is, they were told to put out their arms, legs, etc, as far as possible. This time the shot putter became the winner. The second was the runner.



(4) **Strength**

The next test was lifting weights to test the strength of their arms. The shot putter was obviously the strongest. A high-jump test was used to test the leg strength, and the runner jumped the highest, one centimetre more than the canoeist.



(5) **Speed**

This test was to measure the sprinting speed. The tennis player was the fastest, just ahead of the footballer, and the shot putter was the last.



(6) **Abdominal muscles**

Last, their abdominal muscles were tested by doing continuous sit-ups. The footballer only managed two minutes, and after five minutes the only one left was the tennis player. He lasted the full eight minutes.

3 Match the words with their definitions.

- (1) measure
- (2) endurance
- (3) flexibility
- (4) stretch
- (5) sprint

- a. find the size or amount of
- b. cause to become longer than usual
- c. run a short distance at full speed
- d. the ability to bend easily
- e. the ability to keep doing something difficult


4 Read the conclusion and check your answer.

A system of points was used and the result was as follows:

The shot putter was in the last place, then the canoeist, and then the footballer. The second place was the tennis player, and the winner was Robert, the runner!


*Item 3

How Okinawans live long and healthily

1  Listen and fill in the blanks with the words you hear in the story.

- (1) Chiako is _____ years old.
- (2) Although she is old, she is still _____ and _____.
- (3) Okinawa is a group of _____.
- (4) She gets up at _____ in the morning and then _____ a brisk _____.
She goes to the beach to watch the _____ every day.
- (5) _____ percent of her food is plant food.
- (6) Besides walking and playing gate-ball, she also likes _____ and _____.
- (7) She _____ slim because she eats a low-calorie _____.
- (8) _____ is in a hurry.



- 2  Listen again and decide whether the following statements are true (T) or false (F).

- _____ (1) Okinawa is an island in the Pacific Ocean.
 _____ (2) There are one hundred people who are over 100 years old in Okinawa.
 _____ (3) The old woman, Chiako, feels lonely because she is too old.
 _____ (4) Chiako takes a brisk walk three times a week.
 _____ (5) Chiako is interested in gate-ball and swimming.
 _____ (6) Chiako eats a low-calorie diet because of her health problem.
 _____ (7) Chiako does everything that she likes.
 _____ (8) Chiako eats both plant food and animal food.
 _____ (9) She says that she was a child when she was 80 years old.
 _____ (10) She thinks good friends should take care of each other.

- 3  Listen and read the text.

Chiako is active and healthy. She gets up at 7am every day, takes a brisk 30-minute walk and plays gate-ball with her friends three times a week. There is nothing unusual, except that she is 102 years old. She is not alone — there are hundreds of healthy centenarians who lead similar lives in Okinawa.

Okinawa is a group of islands in the Pacific Ocean. Near a beach, there is a large stone with the following words: “At 70 you are still a child, at 80 you are just a youth, and at 90, if the ancestors invite you to heaven, ask them to wait until you are 100, and then you might consider it.”

Okinawans manage to stay slim in old age by eating a low-calorie diet which consists of three quarters plant food and one quarter animal food. They eat seven servings of fruit and vegetables every day and they stop eating when they are 80% full.

They also keep active by dancing, walking and gardening. In other words, they do things they enjoy.

They have developed a stress-resistant personality. Nobody is in a hurry, timetables are nonexistent and there is always tomorrow. Hundreds of people, old and young, go to the beach to watch the sunset.

As well as large extended families, Okinawans have strong networks of friends. When someone is ill and doesn't come to work, a neighbour will always knock on the door to find out how he (or she) is.

There's no magic pill. If you have friends, a healthy diet and a stress-free lifestyle, you will live longer. It is as simple as that!

4 Choose the right word for each of the following explanations.

- (1) _____ (A: important B: active) energetic
 (2) _____ (A: brisk B: dancing) quick and full of energy
 (3) _____ (A: beach B: island) an area of sand or small stones next to the sea or a lake
 (4) _____ (A: diet B: plant) the kind of food that someone usually eats
 (5) _____ (A: healthy B: slim) attractively thin

5 Match the words or phrases in Column A with the explanations in Column B.

A	B
(1) lead	a. a member of a family who lived a long time ago
(2) centenarian	b. someone who is 100 years old or older
(3) ancestor	c. live
(4) serving	d. relaxed or not worried
(5) stress-resistant	e. keep attractively thin
(6) non-existent	f. an amount of food that is enough for one person
(7) magic	g. not existing
(8) stay slim	h. having special power
(9) extended	i. someone's character
(10) personality	j. made bigger

6 Tell the class how to live longer. The following chart may help you.

live to a great age	eat a low-calorie diet
	keep active
	develop a stress-resistant personality
	have a lot of friends

Box 1

We paint the house every year.	The house is painted every year.
We painted the house last week.	The house was painted last week.
We'll paint the house next week.	The house will be painted next week.
We are painting the house now.	The house is being painted now.
We are going to paint the house.	The house is going to be painted.
We have painted the house.	The house has been painted.
We had painted the house by then.	The house had been painted by then.
We were painting the house when he came.	The house was being painted when he came.

Box 2

They're going to build a new school.	A new school is going to be built.
They'll clean the classroom after class.	The classroom will be cleaned after class.
They discussed the problem at the meeting.	The problem was discussed at the meeting.
My father has repaired the watch.	The watch has been repaired.
They were making a new type of machine.	A new type of machine was being made.
I had finished the work when he came to see me.	The work had been finished when he came to see me.
He writes a letter once a week.	A letter is written once a week.
The teacher is criticizing Tom.	Tom is being criticized.

Box 3

We must look after the children.	The children must be looked after.
You can play with the dog quite safely.	The dog can be played with quite safely.
I can't put up with the noise.	The noise can't be put up with.

Box 4

Remember to lock the door.
Remember to post these letters.
Don't forget to feed the cat.
He forgot to pay me.

Box 5

I think he's coming, but I'm not quite sure.
I'm not sure when I saw her last.
Are you sure of your facts?
I think the door's locked, but I'd better go and make sure it is.
It seemed like a disaster at the time.

Some ways to keep fit and healthy.

(1) Eat good healthy food.



Healthy Diet	
Breakfast	
Lunch	
Supper	

(2) Go on a diet.



(3) Keep to the stress-free lifestyle.



(4) Make regular health check-ups.

(5) Keep away from the drugs.



(6) No smoking.

(7) Don't skip breakfast.



(8) Avoid over surfing the Internet.



(9) Regular exercise and sport.



(10) Make friends.

1

Take a fitness test.

Are you dangerously unfit?

- (1) On an average day, do you ...

A. climb more than 100 stairs?	Yes. / No.
B. do at least one hour housework?	Yes. / No.
C. walk or cycle to school?	Yes. / No.
- (2) How often do you walk 5 kilometres or more?

A. Once a month.	B. Once a week.	C. Never.
------------------	-----------------	-----------
- (3) How much sport do you do every month?

A. More than ten hours.	B. 2 – 9 hours.	C. Less than 2 hours.
-------------------------	-----------------	-----------------------
- (4) How often do you spend 20 minutes or more doing an activity that makes you hot or sweaty?

A. Three or more times a week.	C. Not at all.
B. Once or twice a week.	
- (5) How long does it take you to walk a kilometre?

A. Less than ten minutes.	B. 10 – 20 minutes.
C. I can't walk that far.	

- (6) Do you do the following activities once a week? Do you ...
- | | |
|-------------------------------|------------|
| A. go for a run? | Yes. / No. |
| B. play a ball game? | Yes. / No. |
| C. do some aerobic exercises? | Yes. / No. |
- (7) Tick the following activities you often do when you're on holiday.
- | | | |
|----------------|-------------------|--------------------|
| a. Go hiking. | b. Go swimming. | c. Go sightseeing. |
| d. Go dancing. | e. Sleep or rest. | f. Eat or drink. |
- (8) Do you smoke? Yes. / No.

2 What's your partner's score?

Use the following "How to score" to check your partner's answers and see what score you and your partner have got.

How to score:

- | | | |
|-----------------------|-------------------|-------------------|
| (1) A. Yes: 5 / No: 0 | B. Yes: 5 / No: 0 | C. Yes: 5 / No: 0 |
| (2) A. 3 | B. 5 | C. 0 |
| (3) A. 5 | B. 3 | C. 0 |
| (4) A. 5 | B. 3 | C. 0 |
| (5) A. 5 | B. 3 | C. 0 |
| (6) A. Yes: 5 / No: 0 | B. Yes: 5 / No: 0 | C. Yes: 5 / No: 0 |
| (7) a. 5 | b. 5 | c. 3 |
| d. 3 | e. 0 | f. 0 |
| (8) Yes:-10/No:0 | | |

3 Read the following conclusion and advice, and then find out what you should do to keep fit.

- a. 20 or less: Your health and your life are in danger. You must do more exercise.
- b. 21 ~ 30: Could be worse, but not much worse. But you need exercise, too.
- c. 31 ~ 40: Not bad, but could be better. Your exercise should be increased a bit.
- d. 41 ~ 50: You are healthier than the average person. Keep on!
- e. 51 or more: You are super-fit. Are you a professional athlete?
(Or are you a liar?)

The power of a good night's sleep

There's plenty of advice out there about what to do to get to sleep but what about what not to do? Next are some of the pre-bedtime activities that could be hurting your chance at getting a good night's sleep.

1. Exercise

Exercise is a vital activity for your health, and can actually contribute to getting better-quality sleep. The problem, though, is that exercising within three hours of bedtime can raise your body temperature, and make dozing off more difficult.

2. Watch TV / Surf the Web

Studies have shown that pre-slumber screen time can impede your body's ability to fall asleep. So close that laptop and turn off that TV about an hour before bed.

3. Drink too many fluids

Caffeine, of course, and alcohol both make it difficult to get a good night's rest. You shouldn't go to bed thirsty, however, as you'll likely wake up in the middle of the night to get a drink of water. Balance is key here.

4. Work

Whatever work or school issue it is, it can certainly wait until morning. Getting work done stimulates your brain and can cause you unneeded stress — pretty much the opposite of what you want to feel if you're trying to fall asleep!

5. Read interesting stories

Many of us have done this: you're reading a really interesting novel and you tell yourself, "Oh just one more page!" Suddenly, it's 2:00 am and you have to be awake in four hours. Reading a really interesting book, essay or novel before bed will make it difficult to get to sleep. Perhaps you can remedy it by finding the most boring thing imaginable to read!

6. Have serious conversations

You've probably heard the phrase, "Don't go to bed angry." And, as it turns out, it's totally accurate! Research has shown that sleeping directly after a fight or unpleasant experience will effectively preserve your emotions until you awake. Thus, you'll have a much harder time falling asleep after a serious conversation.

1

A joke

One day, a wife asked her husband: "Would you please sweep the leaves on the ground? You often say that we are equal and we should take care of each other." The husband said: "Well, darling. The leaves on the ground are all yours. You see, mine are still on the tree."

2

A rhyme

Monday's child

Monday's child is fair of face,
Tuesday's child is full of grace,
Wednesday's child is full of woe,
Thursday's child has far to go,
Friday's child is loving and giving,
Saturday's child works hard his living,
And the child that is born on the Sabbath day
Is bonny and blithe, and good and gay.



(Anonymous)



HIGHLIGHTS

TOPIC AREAS

Social behaviours
Eating customs

FUNCTIONS

Asking for permission
Talking about manners
Possibility

STRUCTURES

The passive voice (3)
(Modal verb + passive infinitive)
seem / sound / taste / feel / smell + adj.

CHAT ROOM

Dialogue 1 A birthday souvenir
Dialogue 2 A noisy party

PROGRAMME

Item 1 Manners and important DOS and DON'TS in England
Item 2 When in Rome, do as the Romans do
*Item 3 Manners in different countries

1 Getting Started

1  Listen and practise.

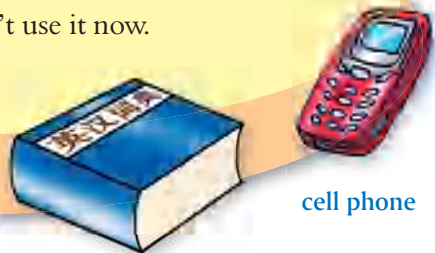
- (1) **A:** Would you mind if I sit here?
B: No, not at all.
A: Thanks.

close the window
open the door
stay here for a while

- (2) **A:** I wonder if you could make
some room for me?
B: Yes, no problem.
A: Thank you.

do me a favour
come and join us
clean the blackboard

- (3) **A:** I came to return your bike yesterday, but you were out.
B: Well, you didn't have to. I don't use it now.



dictionary

cell phone

- (4) **A:** Excuse me. It's a mistake to
take the magazines
out of the reading-room.
B: I'm sorry.

litter everywhere
spit in public
bounce a ball in the classroom

1 Getting Started

2  Listen and learn.

A: Look at that girl. She looks very beautiful.

B: Oh, yes. She is really beautiful.



She looks very beautiful.



The dish tastes nice.



His voice sounds very nice.



The cloth feels very soft.



The roast duck smells wonderful.



She seems very angry.

3  Listen and say.

(1) **A:** Must I return the book today?

B: Yes, it must be returned today.

renew the magazine	in two days
finish the work	tomorrow
hand in the essay	by Tuesday

(2) **A:** How long will it take to finish the work?

Can it be done in three days?

B: No, it can't be done in such a short time.

solve the problem	in an hour
fix the radio	in one day
work out the plan	in a couple of days

(3) **A:** What are they busy doing?

B: They are busy painting the rooms.

A: When should they finish it?

B: It should be finished in a day or two.

solve the problem	in an hour
fix the radio	in one day
work out the plan	in a couple of days

(4) **A:** May I use your watch?

B: Yes, but you've got a watch yourself.

A: It needs to be repaired.

radio	fix
camera	load
bike	mend

4



Listen and repeat.

(1) **A:** When do you think the work can be finished?

B: I'm afraid it can't be finished until Sunday.

(2) **A:** The work must be finished today.

B: OK. We'll do our best to finish it today.

(3) **A:** Take care! It may be broken.

B: Yes, I will.

Dialogue 1



A birthday souvenir

Jack: Hi, Miss Wang. Lanlan has invited me to her home for dinner this evening.

Today is her birthday.

Wang: Oh, it sounds very nice.

Jack: Yes, but what do you do when you're invited to someone's house for dinner here?

Wang: Well, we usually bring a small gift.

Jack: Like what?

Wang: Anything like a gift. I think you can bring a bunch of flowers, or a small handcraft as a birthday souvenir.

Jack: Thank you. Is it all right if I bring a friend along?

Wang: Well, you are expected to call first and ask if it's OK.



Dialogue 2



A noisy party

May: Tom, you don't look well today.

Tom: I didn't sleep well last night.

May: Oh, I see. I thought you were ill. What happened?

Tom: Remember the girl I told you about?

May: The one who moved in next door a few days ago?

Tom: Yes. She held a birthday party last night. A lot of people were invited to her home, and they kept singing and dancing until midnight.

May: Did you go and stop them?

Tom: No. I was kept awake until two o'clock.

May: I think you can go to talk to her and tell her not to disturb people like that again.



Item 1

Manners and important DOS and DON'TS in England

- 1  Listen to the text and fill in the blanks with the words you hear in the story. In England...

- (1) It is impolite for men to _____ especially in churches.
- (2) When yawning or coughing, _____ with your hand.
- (3) Men and women both _____ for each other.
- (4) If your nostrils need de-bugging, _____.
- (5) If you want to pass wind, _____.

- 2 Match the words in Column A with the explanations in Column B.

A

- (1) manner
- (2) common
- (3) generation
- (4) disgusted
- (5) backslapping
- (6) private
- (7) accidental

B

- a. not special; ordinary
- b. happening by chance, not planned
- c. social behaviours
- d. a quick hit on one's back
- e. all the people who were born at about the same time
- f. feeling of dislike for sth unpleasant
- g. only for use by one particular person or group, not for everyone

- 3 Read the text and make up the sentences according to the text and the words given.

Good manners are very important in our life. It is easy for people with good manners to get on well with others. Nobody likes those who have bad manners. But what are good manners or bad manners? They are different in different regions or countries. Here are some dos and don'ts in England.

In England...

(1) Do take your hat off when you go indoors (men only).

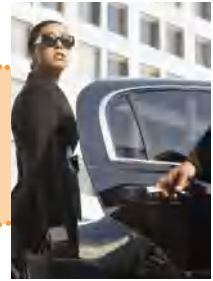
It is still seen as being impolite for men to wear hats indoors especially in churches. Nowadays, it is becoming more common to see men wearing hats indoors. However, this is still seen as being impolite, especially to the older generations.

**(2) Do cover your mouth.**

When yawning or coughing, always cover your mouth with your hand.

(3) Do open doors for other people.

Men and women both hold open the door for each other, and it depends on who goes through the door first.

**(4) Do not pick your nose in public.**

We are disgusted by this. If your nostrils need de-bugging, use a handkerchief.

(5) Avoid doing gestures such as backslapping and hugging.

This is only done among close friends.

**(6) Do not pass wind in public.**

Now how can we say this politely? Let's say that you want to pass wind. What do you do? Go somewhere private and let it out. If you accidentally pass wind in company, say pardon me.

What will you say to Tom when you find that he

(1) is wearing a hat in the church

_____ (should)

(2) is coughing in front of you

_____ (had better)

(3) is walking in front of others and will pass through the door first

_____ (remember)

(4) wants to pick his nose in the public

_____ (not forget)

(5) wants to hug with a new comer

_____ (had better not)

(6) accidentally passes wind in the class

_____ (should)

4

Discussion

It is easy for people with good manners to get on well with others.
Can you give more dos and don'ts in England?

Item 2

When in Rome, do as the Romans do

1



Listen and fill in the chart.

	We have a meeting at four o'clock. What time will they arrive?
Germans	
Americans	
The British	
Italians	

2



Listen and match the people with their attitude.



the Japanese

are happy to have a business lunch
and discuss matters over a drink

the British



like to eat first and talk afterwards



the French

like to talk business before dinner

the Germans



prefer not to work while eating and
consider lunch a time to relax

3

Read the text.

Travelling gets easier and easier. We live in a global village. But how do we know and understand each other?

Here is a simple test. Imagine you have a meeting with foreign visitors at four o'clock. What time will your guests probably arrive? If they are German, they will be bang on time. If they are American, they will probably be 15 minutes early. If they are British, they will be 15 minutes late, and you should allow up to an hour for Italians.

English is widely understood. But it is not necessarily the same with English customs. For example, the British are happy to have a business lunch and discuss matters with a drink during the meal. The Japanese, however, prefer not to work while eating. Lunch is thought, in Japan, to be a time to relax and to get to know one another, and the Japanese rarely drink at lunchtime. Germans like to talk business before dinner while the French like to eat first and talk afterwards. The French think they have to be well fed before they discuss anything.

So it is important for us to know the saying: When in Rome, do as the Romans do.

Adapted from World Guide to Good manners By Norman Ramshan

4 Can you explain the following sentences?

- (1) We live in a *global village*.
- (2) They will be *bang on time*.
- (3) Lunch is thought to be a *time to relax*.
- (4) The Japanese *rarely* drink at lunchtime.
- (5) The French think they have to *be well fed* before they discuss anything.

5 Answer the questions.

- (1) Suppose you invite some friends to a party. They are from America, Britain, Germany and Italy. Who will probably come first? Who might be the second? Who would be the last to arrive?
- (2) Do Japanese like to work while eating? Why? Do you agree with them?

***Item 3**

Manners in different countries

1  Read and listen to the following paragraphs carefully and pay attention to manners in different countries.

- (1) In my country, men usually go to restaurants on their own. They always take off their shoes before they go in. Then they usually sit down on the floor around a small, low table. In the evening they often sing songs.



- (2) We always offer our guests something to drink when they arrive, usually tea, boiled water, or perhaps coffee or soft drinks. We think it is polite to accept a drink even if you are not thirsty. When you have had enough to drink, you put your hand over your cup. Your host may insist that you have more to drink.



(3) People's private lives are very important, so they never ask you personal questions about your age, income, family or your job. They usually stay with safe subjects like the weather, film, and restaurants.

(4) If the invitation says eight o'clock, then we arrive exactly at eight. With friends we know well, we sometimes arrive fifteen minutes before.



(5) In my country you shouldn't sit down in a café until you have shaken hands with everyone you know. And we like to eat first and talk business afterwards.

(6) In my country, the left hand should never be used for greeting, eating, drinking or smoking. And you should take care not to admire anything in your host's home. They may feel they have to give it to you.



2

Role play

Have a role play in your group. Act each paragraph of the text.
Cast yourselves in the following roles.

- (1) four Japanese young men
- (2) a Chinese couple and some foreign guests
- (3) two Englishmen
- (4) an American couple and a Chinese couple and their children
- (5) a few Frenchmen and Frenchwomen
- (6) a few Arabians and a few Chinese

Box 1

The house / houses	must	be painted.
	can't	
	may	
	needn't	
	doesn't / don't need to	
	has to / have to	
	doesn't / don't have to	
	had to	
	didn't have to	

Box 2

Our tent was blown down by a gust of wind.

The shop was broken into.

The old rules have been done away with.

The children are taken good care of by the nurses.

Box 3

She has to leave.

We had to pay.

I lost it so I'll have to buy a new one.

You'll have to wait if we arrive late.

Box 4

He looks sad.

The music sounds bad.

The meal tastes good.

The flowers smell sweet.

These sheets feel soft.

Box 5

seem

She seems happy (to me).

Do whatever seems best.

It seems (to me) (to be) the best solution.

It seemed like a disaster at the time.

It seems that she's right.

Some words and expressions used for manners.



slap backs (shoulders)



shake hands



embrace (hug)



litter



spit



blow one's nose



make noise in public

1

Presentation

Make a short speech about:

- (1) It is bad manners to lean over the table to get food.
- (2) It's considered good manners in some regions to leave a little food on your plate.

2

Pair work

Ask each other the following questions:

- (1) It's late and your neighbours are playing very loud music. What do you say to them?
- (2) You meet Ms Esther Craig for the first time. You don't know how to address her. What would you say?
- (3) You'd like to borrow a book from one of your friends. What would you say?
- (4) Your host serves you food that you don't like. You eat it, but then the host offers you more. What would you say?
- (5) When you're leaving a shop, the shop assistants says, "Have a nice day!" What do you say?

3

Internet surfing

Go online and search for some manners of Maori, the aboriginal race of New Zealand.

In China, when you meet people and say "Have you eaten?", it is considered polite and acceptable. But in the Western countries, it is thought to be funny or ridiculous. In Britain or America it's considered impolite to ask how much money one earns, yet in China people ask this question quite often. In China, when you hear people say "Your English is very good", most probably you will say "No, not so good" and you think you're modest. But American or British people would say "Thank you!" with a big smile.

When the Chinese have friends over for dinner, the hosts often get food for the guests with chopsticks to show their hospitality. Westerners, instead, say "Help yourself." or "Make yourself at home." In many countries, people are taught table manners in their childhood. Meals can be made very enjoyable by people with good table manners.

1

A game

Ball relay

Divide the class into smaller groups where they must arrange themselves into lines, with an average of about 6 children per line. Each line is given a ball and the group must pass the ball from one end of the line to the other without the ball touching the floor. This can be done in a number of ways, using their backs, from side to side, through their legs, from chest to chest, or giving the group an opportunity to make up their own way.

2



A rhyme

The swing

How do you like to go up in a swing,
Up in the air so blue?
Oh, I do think it the pleasantest thing
Ever a child can do!

Up in the air and over the wall,
Till I can see so wide,
Rivers and trees and cattle and all
Over the countryside –

Till I look down on the garden green,
Down on the roof so brown –
Up in the air I go flying again,
Up in the air and down!

– Robert Louis Stevenson



Words and Expressions in Each Unit

[注：标△单词为《义务教育英语课程标准》（2011年版）“五级词汇表”中的单词]

Unit 1

Getting Started

- △ perfectly /'pɜːfɪktli/ *adv.* 完美地
native /'neɪtɪv/ *adj.* 本国的
accent /'æksənt/ *n.* 口音
△ pronunciation /prəˌnʌnsɪ'eɪʃən/ *n.* 发音，语音
cobra /'kəʊbrə/ *n.* 眼镜蛇
△ fit /fɪt/ *v.* 适合，适宜
refund /'riːfʌnd/ *n.* 退款
errand /'erənd/ *n.* 差事；使命
△ set /set/ *v.* 使（头发）卷成型
payment /'peɪmənt/ *n.* 支付；报酬
savings /'seɪvɪŋs/ *n.* 储蓄金，存款
△ care for 计较；照顾；愿意
△ regret /rɪ'ɡret/ *v.* 遗憾，后悔

Chat Room

Dialogue 2

once in a while 偶尔，间或

Programme

Item 1

- billion /'bɪljən/ *n.* 十亿
△ either...or（两者之中）……或……
conference /'kɒnfərəns/ *n.* 会议
△ hold /həʊld/ *v.* 举行
the United Nations 联合国
periodical /ˌpɪərɪ'ɒdɪkəl/ *n.* 期刊，杂志
medium /'miːdiəm/ *n.* 媒介，工具
△ store /stɔː/ *v.* 贮存

Item 2

- △ secret /'siːkrɪt/ *n.* 秘密；诀窍
experienced /ɪk'spɪəriənst/ *adj.* 富有经验的
confidently /'kɒnfɪdəntli/ *adv.* 自信地
△ realistic /rɪə'lɪstɪk/ *adj.* 现实的；实事求是的
motivation /ˌməʊtɪ'veɪʃən/ *n.* 动力；激发积极性

pattern /'pætən/ *n.* 句型

motivated /'məʊtɪveɪtɪd/ *adj.* 有动机的；有积极性的

△ enjoyable /ɪn'dʒɔɪəbəl/ *adj.* 令人愉快的

△ praise /preɪz/ *v.* 赞扬

* Item 3

vocabulary /və'kæbjʊləri/ *n.* 词汇；用词
equivalent /ɪ'kwɪvələnt/ *n.* 相等物；同义词
diagram /'daɪəgræm/ *n.* 图表，图形
minor /'maɪnə/ *adj.* 较小的，较次要的
context /'kɒntekst/ *n.* 上下文

Unit 2

Getting Started

- transport /'trænspɔːt/ *v.* 运输
rough /rʌf/ *adj.* 崎岖不平的，颠簸的
buffet /'bʊfeɪ/ *n.* 快餐；自助餐
take off 起飞
declare /dɪ'kleə/ *v.*（向海关）申报
delay /dɪ'leɪ/ *n.* 延迟；拖延
give a hand 帮助
reservation /ˌrezə'veɪʃən/ *n.* 预定
Ice-Carving Festival 冰雕节

Chat Room

Dialogue 2

- pier /pɪə/ *n.* 码头
dock /dɒk/ *v.*（使）船（驶）入船坞
leisurely /'leɪʒəli/ *adj.* 悠闲的，不慌不忙
△ restful /'restfəl/ *adj.* 悠闲的，安稳的

Programme

Item 1

△ underground /'ʌndəgraʊnd/ *adj.* 地下的

Item 2

- anyplace /'eniˌpleɪs/ *adv.* 在（到）任何地方
△ speed /spiːd/ *v.*（使）快速行进

livestock /'lɪvstɒk/ *n.* 家畜, 牲畜
 rumble /'rʌmbəl/ *v.* 隆隆行进
 pipeline /'paɪplaɪn/ *n.* 管道
 sailing ship 大型帆船
 Δ pioneer /,paɪə'nɪə/ *n.* 拓荒者, 先锋
 jolt /dʒɔʊlt/ *v.* 颠簸
 trail /treɪl/ *n.* 小路
 springless /'sprɪŋləs/ *adj.* 无弹簧的
 wagon /'wæɡən/ *n.* (牛、马拉的) 货车
 pave /peɪv/ *v.* 铺(路)
 air-filled /'eəfɪld/ *adj.* 充气的
 choke /tʃəʊk/ *v.* 使窒息
 obtain /əb'teɪn/ *v.* 获得
 reclining seat 活动靠背座位
 air conditioning 空调
 Δ communication /kə,mju:nɪ'keɪʃn/ *n.* 交通联系; 交流
 enable /ɪ'neɪbəl/ *v.* 使能够
 lighthouse /'laɪthaʊs/ *n.* 灯塔
 lightship /'laɪt,ʃɪp/ *n.* 灯船
 buoy /buɪ/ *n.* 浮标
 device /dɪ'vaɪs/ *n.* 设备, 装置

* Item 3

ferry /'ferɪ/ *v.* 以船渡(人等)
 paddle /'pædl/ *v.* 用桨划(船)
 pole /pəʊl/ *n.* 棒, 杆
 lash /læʃ/ *v.* 用绳捆绑
 upstream /,ʌp'stri:m/ *adv.* 逆流, 向上游
 current /'kʌrənt/ *n.* 水流
 hollow /'hɒləʊ/ *v.* 挖空
 bark /bɑ:k/ *n.* 树皮
 canoe /kə'nu:/ *n.* 独木舟
 propel /prə'pel/ *v.* 推进
 oar /ɔ:/ *n.* 桨
 craft /kra:ft/ *n.* 船
 plank /plæŋk/ *n.* 木板
 extend /ɪk'stend/ *v.* 伸出, 展开
 mast /mɑ:st/ *n.* 桅杆

Unit 3

Getting Started

Δ depend on 决定于, 视……而定
 wharf /wɔ:f/ *n.* 码头
 flight /flaɪt/ *n.* 飞行; 飞机的航程
 keen on 喜欢, 热衷于
 rep /rep/ *n.* 代表

Chat Room

Dialogue 1

Δ weight /weɪt/ *n.* (杠铃的) 杠铃片

Programme

Item 1

spin /spɪn/ *v.* 旋转
 in other words 换句话说
 orbit /'ɔ:bɪt/ *n.* 轨道
 lean /li:n/ *v.* 倾斜

Item 2

Jupiter /'dʒu:pɪtə/ *n.* 木星
 Mars /mɑ:z/ *n.* 火星
 Mercury /'mɜ:kjʊrɪ/ *n.* 水星
 Neptune /'neptju:n/ *n.* 海王星
 Saturn /'sætən/ *n.* 土星
 Uranus /'jʊərənəs/ *n.* 天王星
 Venus /'vi:nəs/ *n.* 金星
 giant /'dʒaɪənt/ *adj.* 巨大的
 surround /sə'raʊnd/ *v.* 围绕
 solar system 太阳系
 liquid /'lɪkwɪd/ *n.* 液体

* Item 3

satellite /'sætɪlaɪt/ *n.* 卫星
 diameter /daɪ'æmɪtə/ *n.* 直径
 Δ soften /'sɒfən/ *v.* (使) 变柔软
 gravity /'grævɪtɪ/ *n.* 重力, 引力
 revolve /rɪ'vɒlv/ *v.* (使) 旋转; 绕转; (天体) 公转
 rotate /rəʊ'teɪt/ *v.* (使) 旋转
 axis /'æksɪs/ *n.* 轴
 cast /kɑ:st/ *v.* 投射
 eclipse /ɪ'klɪps/ *n.* 日食; 月蚀

Unit 4

Getting Started

- fable /'feɪbəl/ *n.* 寓言
fairy tale /'feəri teɪl/ *n.* 神话故事
dwarf /dwɔːf/ *n.* 侏儒
Arabian /ə'reɪbiən/ *adj.* 阿拉伯的
homesick /'həʊmsɪk/ *adj.* 思乡的; 想家的
Δ anywhere /'eniweə/ *adv.* 无论何处
dramatically /drə'mætɪkli/ *adv.* 戏剧性地
Δ suppose /sə'pəʊz/ *v.* 推想, 假设
Δ invite /ɪn'vaɪt/ *v.* 邀请
celebrate /'selɪbreɪt/ *v.* 庆祝
superman /'sju:pəmæn/ *n.* 超人
bungee /'bʌndʒɪ/ *n.* 蹦极

Chat Room

Dialogue 1

- power /'paʊə/ *n.* 能力; 动力
fault /fɔːlt/ *n.* 过错
moral /'mɒrəl/ *adj.* 道德(上)的
figure out 领会到
convince /kən'vɪns/ *v.* 使信服
sour /saʊə/ *adj.* 酸的
fairy /'feəri/ *n.* 仙女
myth /mɪθ/ *n.* 神话
Δ search for 搜查, 搜索

Dialogue 2

- thumb /θʌm/ *n.* 拇指
magician /mæ'dʒɪʃən/ *n.* 魔术师
raven /'reɪvən/ *n.* 大乌鸦
spider /'spaɪdə/ *n.* 蜘蛛
attack /ə'tæk/ *v.* 攻击

Programme

Item 1

- character /'kærɪktə/ *n.* 特性, 特征
convey /kən'veɪ/ *v.* 搬运; 传达
crafty /'krɑ:ftɪ/ *adj.* 狡诈的
beak /bi:k/ *n.* 鸟嘴
flatter /'flætə/ *v.* 奉承
gobble /'gɒbəl/ *v.* 狼吞虎咽
beware /bɪ'weə/ *v.* 小心

flattery /'flætəri/ *n.* 谄媚

Item 2

- beard /bɪəd/ *n.* 胡须
frighten /'fraɪtn/ *v.* 惊恐
Δ magic /'mædʒɪk/ *adj.* 魔术的
plough /pləʊ/ *n.* 犁
buffalo /'bʌfələʊ/ *n.* (印度, 非洲等的) 水牛; [美] 美洲野牛
Δ order /'ɔ:də/ *v.* 命令
unlock /ʌn'lɒk/ *v.* 开……锁
escape /ɪ'skeɪp/ *v.* 逃脱
chase /tʃeɪs/ *v.* 追赶
gallop /'gæləp/ *v.* 飞驰

* Item 3

- angel /'eɪndʒəl/ *n.* 天使
in charge of 掌管; 照顾
Δ spread /spred/ *v.* 伸展
raindrop /reɪndrɒp/ *n.* 雨滴
bend /bend/ *v.* 弯曲
fluffy /'flʌfɪ/ *adj.* 绒毛似的; 蓬松的
tickle /'tɪkəl/ *v.* 胳肢, 使发痒
bid /bɪd/ *v.* 出价; 投标; 祝愿
wiggle /'wɪɡəl/ *v.* (使) 踌躇, 摆动

Unit 5

Getting Started

- Δ coin /kɔɪn/ *n.* 硬币
recreation /,rekri'eɪʃən/ *n.* 娱乐
needlework /'ni:dlwɜ:k/ *n.* 刺绣, 缝纫
Δ photography /fə'tɒɡrəfi/ *n.* 摄影
Barbados /bɑ:'beɪdəs/ *n.* 巴巴多斯
sack /sæk/ *n.* 解雇
promotion /prə'məʊʃən/ *n.* 提拔, 晋升

Chat Room

Dialogue 1

- chef /ʃef/ *n.* 厨师
chore /tʃɔ:/ *n.* 家务杂事
mould /məʊld/ *v.* 塑造
Δ satisfied /'sætɪsfaɪd/ *adj.* 感到满意的

Dialogue 2

be keen on 对……着迷；喜爱
movie camera 电影摄影机
take up /teɪkʌp/ v. 拿起

Programme

Item 1

postage /'pəʊstɪdʒ/ n. 邮资
Δ related /rɪ'leɪtɪd/ adj. 有关的；相关的
Δ object /'ɒbdʒɪkt/ n. 物体
casual /'kæʒuəl/ adj. 偶然的；不经意的
accumulate /ə'kju:mjələɪt/ v. 积聚，堆积
sheer /ʃɪə/ adj. 纯粹的；绝对的
relaxation /,rɪlæks'eɪʃən/ n. 松弛，缓和
trace /treɪs/ n. 痕迹
gum /gʌm/ n. 胶
Δ spread /spred/ n. 伸展，展开
peel /pi:l/ v. 剥，削
neatly /'ni:tli/ adv. 整洁地
postmark /'pəʊstmɑ:k/ n. 邮戳
album /'ælbəm/ n. (邮票等的) 粘贴簿
spoil /spɔɪl/ v. 损坏；扰乱
apart /ə'pa:t/ adv. 分离着
paintbrush /'peɪntbrʌʃ/ n. 画笔
curl /kɜ:l/ v. (使) 卷曲

* Item 3

couch potato /kaʊtʃpə'teɪtəʊ/ n. 终日懒散在
家的人
Victorian /vɪk'tɔ:riən/ n. 维多利亚女王时代
的著名人物
Δ invent /ɪn'vent/ v. 发明
cricket /'krɪkɪt/ n. [昆] 蟋蟀；[运动] 板球
gentle /'dʒentl/ adj. 温和的
demanding /dɪ'mɑ:ɪdɪŋ/ adj. 苛求的
more or less 或多或少
energetic /,enə'dʒetɪk/ adj. 充满活力的；积
极的

Unit 6

Getting Started

beefeater /'bi:f,i:tə/ n. 伦敦塔的卫兵
attract /ə'trækt/ v. 吸引，引起……的注意

jewel /'dʒu:əl/ n. 宝石；宝石饰物

Chat Room

Dialogue 2

efficient /ɪ'fɪʃənt/ adj. 效率高的

Programme

Item 1

residence /'rezɪdəns/ n. 住处；住宅
entertainment /,entə'teɪnmənt/ n. 娱乐

Item 2

waxwork /'wækswɜ:k/ n. 蜡制品，蜡像
wax /wæks/ n. 蜡
idol /'aɪdl/ n. 偶像，受崇拜的人或物
politician /,pɒlɪ'tɪʃən/ n. 政治家
chamber /'tʃeɪmbə/ n. 室，房间
infamous /'ɪnfəməs/ adj. 丑恶的；臭名昭著的
murderer /'mɜ:dərə/ n. 谋杀犯，凶手
amazingly /ə'meɪzɪŋli/ adv. 令人惊奇地
lifelike /'laɪflaɪk/ adj. 逼真的，栩栩如生的

* Item 3

medieval /,medɪ'i:vəl/ adj. 中世纪的
bodyguard /'bɒdɪgɑ:d/ n. 保镖；警卫员
armoury /'ɑ:məri/ n. 军械库
Δ collection /kə'leɪʃən/ n. 收集；收藏品
display /dɪ'spleɪ/ n. v. 陈列，展览
poison /'pɔɪzən/ n. & v. 有毒；在……中放毒

Unit 7

Getting Started

cello /'tʃeləʊ/ n. 大提琴
Δ guitar /gɪ'tɑ:z/ n. 六弦琴，吉他
flute /flu:t/ n. 长笛
saxophone /'sæksə,fəʊn/ n. 萨克斯管
rap /ræp/ n. 说唱
Δ rock /rɒk/ n. 摇滚乐
heavy metal 大音量重金属 (电子) 摇滚乐
blues /blu:z/ n. 蓝调；勃鲁斯 (起源于美国
南方的一种缓慢的美国黑人民歌)
classical /klæsɪkəl/ adj. 古典的，传统的
jazz /dʒæz/ n. 爵士音乐

Chat Room

Dialogue 1

△ record /'rekɔ:d/ *n.* 唱片

Programme

Item 1

△ embarrassed /ɪm'bærəst/ *adj.* 尴尬的, 窘迫的

cloakroom /'kləʊkrʊm/ *n.* 衣帽间

△ hit /hɪt/ *n.* 演出的成功; 轰动一时的人物;
风行一时的东西

Item 2

composer /kəm'pəʊzə/ *n.* 作曲家

emotion /ɪ,məʊʃən/ *n.* 情感, 情绪, 感情

religion /rɪ'lɪdʒən/ *n.* 宗教, 信仰

* Item 3

performer /pə'fɔ:mə/ *n.* 演奏者, 表演者

cassette /kə'set/ *n.* 盒式磁带

compact disc 光盘; 激光唱片

Unit 8

Getting Started

fire drill 消防演习

Hawaii /hə'waɪi/ *n.* 夏威夷

Whisky /'wɪskɪ/ *n.* 威士忌酒

smash /smæʃ/ *v.* 打碎

extinguisher /ɪk'stɪŋgwɪʃə/ *n.* 灭火器

put out 灭火

rescue /'reskjʊ:/ *v.* 营救, 救援

hosepipe /'həʊzpaɪp/ *n.* 橡胶软管

Chat Room

Dialogue 1

emergency /ɪ'mɜ:dʒənsɪ/ *n.* 紧急情况, 突发事件

ambulance /'æmbjʊləns/ *n.* 救护车

Programme

Item 1

△ cooker /'kʊkə/ *n.* <英>炉灶

Item 2

trunk /trʌŋk/ *n.* 1. 树干 2. 象鼻

panic /'pænik/ *v.* 感到惊慌; 使惊慌失措

calm /kɑ:m/ *adj.* 镇定的, 心平气和的

alcohol /'ælkəhɒl/ *n.* 酒; 含酒精的饮料

positive /'pɒzɪtɪv/ *adj.* 阳性的

* Item 3

occur /ə'kɜ:/ *v.* 发生

severe /sɪ'veɪə/ *adj.* 极为恶劣的; 十分严重的

aware /ə'weə/ *adj.* 意识到的; 知道的

shelter /'ʃeltə/ *n.* 避难所; 庇护所

target /'tɑ:ɡɪt/ *n.* 目标; (攻击的)对象

Unit 9

Getting Started

regular /'regjʊlə/ *a.* 规则的; 定期的

checkup /'tʃekʌp/ *n.* 检查

mind /maɪnd/ *v.* 注意 *n.* 头脑; 想法

install /ɪn'stɔ:ɪl/ *vt.* 安装, 安置

site /saɪt/ *n.* 位置; 场所, 地方

gymnasium /dʒɪm'neɪzɪəm/ *n.* 体育馆; 健身房

Chat Room

Dialogue 1

physical /'fɪzɪkəl/ *adj.* 身体的

Programme

Item 1

canoeist /kə'nu:ɪst/ *n.* 划皮划艇的人

various /'veəriəs/ *adj.* 不同的, 各种各样的

occupy /'ɒkjʊpaɪ/ *v.* 住; 占用

coach /kəʊtʃ/ *v.* 训练, 指导

obviously /'ɒbvɪəsli/ *adv.* 明显地; 显而易见地

Item 2

flexible /'fleksɪbəl/ *adj.* 有弹性的, 柔韧的;
灵活的

measure /'meɪʒə/ *n.* 分量, 尺寸; 测量 *v.* 测量; 衡量

endurance /ɪn'dʒʊərəns/ *n.* 持久(力), 耐久(性)

flexibility /,fleksɪbɪlɪti/ *n.* 灵活性, 柔韧性;
适应性

sprint /sprɪnt/ *v.* 疾跑

abdominal /'æbdəmənəl/ *adj.* 腹部的

sit-up 仰卧起坐

* Item 3

brisk /brɪsk/ *adj.* 轻快的

centenarian /,sentɪ'neəriən/ *n.* 百岁人瑞
ancestor /'ænsəstə/ *n.* 祖宗, 祖先
serving /'sɜ:viŋ/ *n.* 一份食物
stress-resistant /stres-rɪ'zɪstənt/ *adj.* 耐压的
Δ personality /,pɜ:sə'nælitɪ/ *n.* 人格; 个性
timetable /'taɪm,teɪbəl/ *n.* 时间表
nonexistent /,nɒnɪg'zɪstənt/ *adj.* 不存在的
extended family 大家庭
network /'netwɜ:k/ *n.* 关系网, 人际网
stress-free /stres-fri:/ *adj.* 没有压力的
lifestyle /'laɪfstɑɪl/ *n.* 生活方式

Unit 10

Getting Started

Δ litter /'lɪtə/ *v.* 乱扔东西
renew /rɪ'nju:/ *v.* 续借

Chat Room

Dialogue 2

Δ awake /ə'weɪk/ *adj.* 醒着的
disturb /dɪ'stɜ:b/ *v.* 打扰, 妨碍

Programme

Item 1

Δ wear /weə/ *v.* 佩戴, 穿戴
church /tʃɜ:tʃ/ *n.* 教堂
yawn /jɔ:n/ *v.* 打哈欠
be disgusted with 对……感到恶心的, 厌恶的
gesture /,dʒestʃə/ *n.* 姿势, 手势
accidentally /,æksə'dentlɪ/ *adv.* 无意地

Item 2

global /'gləʊbəl/ *adj.* 全球的, 世界的
Δ travel /'trævəl/ *v.* 旅行, 旅游
Δ imagine /ɪ'mædʒɪn/ *v.* 想象
Δ widely /'waɪdli/ *adv.* 广泛地
custom /'kʌstəm/ *n.* 习俗
be well fed 吃饱的

* Item 3

insist /ɪn'sɪst/ *v.* 坚持

Vocabulary Index

[注: 标△单词为《义务教育英语课程标准》(2011年版)“五级词汇表”中的单词; 词条末尾数字表示该词条所在的单元数]

A

- abdominal /'æbdəmənəl/ *adj.* 腹部的 9
accent /'æksənt/ *n.* 口音 1
accidentally /,æksə'dentli/ *adv.* 无意地 10
accumulate /ə'kju:mjələt/ *v.* 积聚, 堆积 5
air conditioning 空调 2
air-filled /'eəfɪld/ *adj.* 充气的 2
album /'ælbəm/ *n.* (邮票等的) 粘贴簿 5
alcohol /'ælkəhɒl/ *n.* 酒; 含酒精的饮料 8
amazingly /ə'meɪzɪŋli/ *adv.* 令人惊奇地 6
ambulance /'æmbjələns/ *n.* 救护车 8
ancestor /'ænsəstə/ *n.* 祖宗, 祖先 9
angel /'eɪndʒəl/ *n.* 天使 4
anyplace /'eniˌpleɪs/ *adv.* 在(到)任何地方 2
△ anywhere /'eniweə/ *adv.* 无论何处 4
apart /ə'pa:t/ *adv.* 分离着 5
Arabian /ə'reɪbiən/ *adj.* 阿拉伯的 4
armoury /'ɑ:məri/ *n.* 军械库 6
attack /ə'tæk/ *v.* 攻击 4
attract /ə'trækt/ *v.* 吸引, 引起……的注意 6
△ awake /ə'weɪk/ *adj.* 醒着的 10
aware /ə'weə/ *adj.* 意识到的; 知道的 8
axis /'æksɪs/ *n.* 轴 3

B

- Barbados /bɑ:'beɪdəs/ *n.* 巴巴多斯 5
bark /bɑ:k/ *n.* 树皮 2
be disgusted with 对……感到恶心的, 厌恶的 10
be keen on 对……着迷; 喜爱 5
be well fed 吃饱的 10
beak /bi:k/ *n.* 鸟嘴 4
beard /brəd/ *n.* 胡须 4
beefeater /'bi:f,i:tə/ *n.* 伦敦塔的卫兵 6

- bend /bend/ *v.* 弯曲 4
beware /brɪ'weə/ *v.* 小心 4
bid /bɪd/ *v.* 出价; 投标; 祝愿 4
billion /'bɪljən/ *n.* 十亿 1
blues /blu:z/ *n.* 蓝调; 勃鲁斯(起源于美国南方的一种缓慢的美国黑人民歌) 7
bodyguard /'bɒdɪgɑ:d/ *n.* 保镖; 警卫员 6
brisk /brɪsk/ *adj.* 轻快的 9
buffalo /'bʌfələʊ/ *n.* (印度, 非洲等的) 水牛; [美] 美洲野牛 4
buffet /'bʊfeɪ/ *n.* 快餐; 自助餐 2
bungee /'bʌndʒɪ/ *n.* 蹦极 4
buoy /buɪ/ *n.* 浮标 2

C

- calm /kɑ:m/ *adj.* 镇定的, 心平气和的 8
canoe /kənu:/ *n.* 独木舟 2
canoeist /kə'nu:ɪst/ *n.* 划皮划艇的人 9
△ care for 计较; 照顾; 愿意 1
cassette /kə'set/ *n.* 盒式磁带 7
cast /kɑ:st/ *v.* 投射 3
casual /'kæʒuəl/ *adj.* 偶然的; 不经意的 5
celebrate /'selɪbreɪt/ *v.* 庆祝 4
cello /'tʃeləʊ/ *n.* 大提琴 7
centenarian /,sentɪ'neəriən/ *n.* 百岁人瑞 9
chamber /'tʃeɪmbə/ *n.* 室, 房间 6
character /'kærɪktə/ *n.* 特性, 特征 4
chase /tʃeɪs/ *v.* 追赶 4
checkup /'tʃekʌp/ *n.* 检查 9
chef /ʃef/ *n.* 厨师 5
choke /tʃəʊk/ *v.* 使窒息 2
chore /tʃɔ:/ *n.* 家务杂事 5
church /tʃɜ:tʃ/ *n.* 教堂 10
classical /klæsɪkəl/ *adj.* 古典的, 传统的 7
cloakroom /'kləʊkrʊm/ *n.* 衣帽间 7

coach /kəʊtʃ/ *v.* 训练, 指导 9
 cobra /'kəʊbrə/ *n.* 眼镜蛇 1
 Δ coin /kɔɪn/ *n.* 硬币 5
 Δ collection /kə'leɪʃən/ *n.* 收集; 收藏品 6
 Δ communication /kə,mju:nɪ'keɪʃn/ *n.* 交通联系; 交流 2
 compact disc 光盘; 激光唱片 7
 composer /kəm'pəʊzə/ *n.* 作曲家 7
 conference /'kɒnfərəns/ *n.* 会议 1
 confidently /'kɒnfɪdəntli/ *adv.* 自信地 1
 context /'kɒntekst/ *n.* 上下文 1
 convey /kən'veɪ/ *v.* 搬运; 传达 4
 convince /kən'vɪns/ *v.* 使信服 4
 Δ cooker /'kʊkə/ *n.* <英>炉灶 8
 couch potato /kaʊtʃpə'teɪtəʊ/ *n.* 终日懒散在家人的人 5
 craft /krɑ:ft/ *n.* 船 2
 crafty /'krɑ:ftɪ/ *adj.* 狡诈的 4
 cricket /'krɪkɪt/ *n.* [昆]蟋蟀; [运动]板球 5
 curl /kɜ:l/ *v.* (使)卷曲 5
 current /'kʌrənt/ *n.* 水流 2
 custom /'kʌstəm/ *n.* 习俗 10

D

declare /dɪ'kleə/ *v.* (向海关)申报 2
 delay /dɪ'leɪ/ *n.* 延迟; 拖延 2
 demanding /dɪ'mɑ:diŋ/ *adj.* 苛求的 5
 Δ depend on 决定于, 视……而定 3
 device /dɪ'vaɪs/ *n.* 设备, 装置 2
 diagram /'daɪəgræm/ *n.* 图表, 图形 1
 diameter /daɪ'æmɪtə/ *n.* 直径 3
 display /dɪ'spleɪ/ *n. v.* 陈列, 展览 6
 disturb /dɪ'stɜ:b/ *v.* 打扰, 妨碍 10
 dock /dɒk/ *v.* (使)船(驶)入船坞 2
 dramatically /drə'mætrɪklɪ/ *adv.* 戏剧性地 4
 dwarf /dwɔ:f/ *n.* 侏儒 4

E

eclipse /'ɪkɪps/ *n.* 日食; 月蚀 3
 efficient /ɪ'fɪʃənt/ *adj.* 效率高的 6
 Δ either...or (两者之中)……或…… 1
 embarrassed /ɪm'bærəst/ *adj.* 尴尬的, 窘迫的 7
 emergency /ɪ'mɜ:dʒənsɪ/ *n.* 紧急情况, 突发事件 8
 emotion /ɪ,məʊʃən/ *n.* 情感, 情绪, 感情 7
 enable /ɪ'neɪbəl/ *v.* 使能够 2
 endurance /ɪn'dʒʊərəns/ *n.* 持久(力), 耐久(性) 9
 energetic /,enə'dʒetɪk/ *adj.* 充满活力的; 积极的 5
 Δ enjoyable /ɪn'dʒɔɪəbəl/ *adj.* 令人愉快的 1
 entertainment /,entə'teɪnmənt/ *n.* 娱乐 6
 equivalent /ɪ'kwɪvələnt/ *n.* 相等物; 同义词 1
 errand /'erənd/ *n.* 差事; 使命 1
 escape /ɪ'skeɪp/ *v.* 逃脱 4
 experienced /ɪk'spɪəriənst/ *adj.* 富有经验的 1
 extend /ɪk'stend/ *v.* 伸出, 展开 2
 extended family 大家庭 9
 extinguisher /ɪk'stɪŋgwɪʃə/ *n.* 灭火器 8

F

fable /'feɪbəl/ *n.* 寓言 4
 fairy /'feəri/ *n.* 仙女 4
 fairy tale /'feəri teɪl/ *n.* 神话故事 4
 fault /fɔ:lt/ *n.* 过错 4
 ferry /'ferɪ/ *v.* 以船渡(人等) 2
 figure out 领会到 4
 fire drill 消防演习 8
 Δ fit /fɪt/ *v.* 适合, 适宜 1
 flatter /'flætə/ *v.* 奉承 4
 flattery /'flætəri/ *n.* 谄媚 4
 flexibility /,fleksɪbɪlɪti/ *n.* 灵活性, 柔韧性; 适应性 9
 flexible /'fleksɪbəl/ *adj.* 有弹性的, 柔韧的; 灵活的 9

flight /flaɪt/ *n.* 飞行; 飞机的航程 3
fluffy /'flʌfɪ/ *adj.* 绒毛似的; 蓬松的 4
flute /flu:t/ *n.* 长笛 7
frighten /'fraɪtn/ *v.* 惊恐 4

G

gallop /'gæləp/ *v.* 飞驰 4
gentle /'dʒentl/ *adj.* 温和的 5
gesture /,dʒestʃə/ *n.* 姿势, 手势 10
giant /'dʒaɪənt/ *adj.* 巨大的 3
give a hand 帮助 2
global /'gləʊbəl/ *adj.* 全球的, 世界的 10
gobble /'gɒbəl/ *v.* 狼吞虎咽 4
gravity /'grævɪtɪ/ *n.* 重力, 引力 3
Δ guitar /gɪ'tɑ:z/ *n.* 六弦琴, 吉他 7
gum /gʌm/ *n.* 胶 5
gymnasium /dʒɪm'neɪzɪəm/ *n.* 体育馆; 健身房 9

H

Hawaii /hə'waɪi/ *n.* 夏威夷 8
heavy metal 大音量重金属 (电子) 摇滚乐 7
Δ hit /hɪt/ *n.* 演出的成功; 轰动一时的人物;
风行一时的东西 7
Δ hold /həʊld/ *v.* 举行 1
hollow /'hɒləʊ/ *v.* 挖空 2
homesick /'həʊmsɪk/ *adj.* 思乡的; 想家的 4
hosepipe /'həʊzpaɪp/ *n.* 橡胶软管 8

I

Ice-Carving Festival 冰雕节 2
idol /'aɪdl/ *n.* 偶像, 受崇拜的人或物 6
Δ imagine /ɪ'mædʒɪn/ *v.* 想象 10
in charge of 掌管; 照顾 4
in other words 换句话说 3
infamous /'ɪnfəməs/ *adj.* 丑恶的; 臭名昭著的 6
insist /ɪn'sɪst/ *v.* 坚持 10

install /ɪn'stɔ:l/ *vt.* 安装, 安置 9
Δ invent /ɪn'vent/ *v.* 发明 5
Δ invite /ɪn'vaɪt/ *v.* 邀请 4

J

jazz /dʒæz/ *n.* 爵士音乐 7
jewel /'dʒu:əl/ *n.* 宝石; 宝石饰物 6
jolt /dʒɔʊlt/ *v.* 颠簸 2
Jupiter /'dʒu:pɪtə/ *n.* 木星 3

K

keen on 喜欢, 热衷于 3

L

lash /læʃ/ *v.* 用绳捆绑 2
lean /li:n/ *v.* 倾斜 3
leisurely /'leɪʒəli/ *adj.* 悠闲的, 不慌不忙 2
lifelike /'laɪflaɪk/ *adj.* 逼真的, 栩栩如生的 6
lifestyle /'laɪfstɑ:l/ *n.* 生活方式 9
lighthouse /'laɪthaʊs/ *n.* 灯塔 2
lightship /'laɪtʃɪp/ *n.* 灯船 2
liquid /'lɪkwɪd/ *n.* 液体 3
Δ litter /'lɪtə/ *v.* 乱扔东西 10
livestock /'laɪvstɒk/ *n.* 家畜, 牲畜 2

M

Δ magic /'mædʒɪk/ *adj.* 魔术的 4
magician /mə'dʒɪʃən/ *n.* 魔术师 4
Mars /mɑ:z/ *n.* 火星 3
mast /mɑ:st/ *n.* 桅杆 2
measure /'meɪʒə/ *n.* 分量, 尺寸; 测量 *v.* 测量; 衡量 9
medieval /,medi'i:vəl/ *adj.* 中世纪的 6
medium /'mi:diəm/ *n.* 媒介, 工具 1
Mercury /'mɜ:kjʊri/ *n.* 水星 3
Δ mind /maɪnd/ *v.* 注意 *n.* 头脑; 想法 9
minor /'maɪnə/ *adj.* 较小的, 较次要的 1

moral /'mɒrəl/ *adj.* 道德(上)的 4
more or less 或多或少 5
motivated /'məʊtɪveɪtɪd/ *adj.* 有动机的; 有积极性的 1
motivation /,məʊtɪ'veɪʃən/ *n.* 动力; 激发积极性 1
mould /məʊld/ *v.* 塑造 5
movie camera 电影摄影机 5
murderer /'mɜːdəɪə/ *n.* 谋杀犯, 凶手 6
myth /mɪθ/ *n.* 神话 4

N

native /'neɪtɪv/ *adj.* 本国的 1
neatly /'ni:tli/ *adv.* 整洁地 5
needlework /'ni:dlwɜ:k/ *n.* 刺绣, 缝纫 5
Neptune /'neptjʊ:n/ *n.* 海王星 3
network /'netwɜ:k/ *n.* 关系网, 人际网 9
nonexistent /,nɒnɪg'zɪstənt/ *adj.* 不存在的 9

O

oar /ɔː/ *n.* 桨 2
△ object /'ɒbdʒɪkt/ *n.* 物体 5
obtain /əb'teɪn/ *v.* 获得 2
obviously /'ɒbvɪəsli/ *adv.* 明显地; 显而易见地 9
occupy /'ɒkjʊpaɪ/ *v.* 住; 占用 9
occur /ə'kɜː/ *v.* 发生 8
△ once in a while 偶尔, 间或 1
orbit /'ɔːbɪt/ *n.* 轨道 3
△ order /'ɔːdə/ *v.* 命令 4

P

paddle /'pædl/ *v.* 用桨划(船) 2
paintbrush /'peɪntbrʌʃ/ *n.* 画笔 5
panic /'pænik/ *v.* 感到惊慌; 使惊慌失措 8
pattern /'pætən/ *n.* 句型 1
pave /peɪv/ *v.* 铺(路) 2
payment /'peɪmənt/ *n.* 支付; 报酬 1

peel /pi:l/ *v.* 剥, 削 5
△ perfectly /'pɜːfɪktli/ *adv.* 完美地 1
performer /pə'fɔːmə/ *n.* 演奏者, 表演者 7
periodical /,pɪərɪ'ɒdɪkəl/ *n.* 期刊, 杂志 1
△ personality /,pɜːsə'nælɪti/ *n.* 人格; 个性 9
△ photography /fə'tɒɡrəfi/ *n.* 摄影 5
△ physical /'fɪzɪkəl/ *adj.* 身体的 9
pier /pɪə/ *n.* 码头 2
△ pioneer /,paɪə'nɪə/ *n.* 拓荒者, 先锋 2
pipeline /'paɪpləɪn/ *n.* 管道 2
plank /plæŋk/ *n.* 木板 2
plough /pləʊ/ *n.* 犁 4
poison /'pɔɪzən/ *n.* & *v.* 有毒; 在……中放毒 6
pole /pəʊl/ *n.* 棒, 杆 2
politician /,pɒlɪ'tɪʃən/ *n.* 政治家 6
positive /'pɒzɪtɪv/ *adj.* 阳性的 8
postage /'pəʊstɪdʒ/ *n.* 邮资 5
postmark /'pəʊstmɑ:k/ *n.* 邮戳 5
power /'paʊə/ *n.* 能力; 动力 4
△ praise /preɪz/ *v.* 赞扬 1
promotion /prə'məʊʃən/ *n.* 提拔, 晋升 5
△ pronunciation /prə,nʌnsɪ'eɪʃən/ *n.* 发音, 语音 1
propel /prə'pel/ *v.* 推进 2
put out 灭火 8

R

raindrop /reɪndrɒp/ *n.* 雨滴 4
rap /ræp/ *n.* 说唱 7
raven /'reɪvən/ *n.* 大乌鸦 4
△ realistic /rɪə'lɪstɪk/ *adj.* 现实的; 实事求是的 1
reclining seat 活动靠背座位 2
△ record /'rekɔ:d/ *n.* 唱片 7
recreation /,rekri'eɪʃən/ *n.* 娱乐 5
refund /'ri:fʌnd/ *n.* 退款 1
△ regret /rɪ'ɡret/ *v.* 遗憾, 后悔 1
regular /'regjʊlə/ *a.* 规则的; 定期的 9
△ related /rɪ'leɪtɪd/ *adj.* 有关的; 相关的 5
△ relaxation /,rɪlæks'eɪʃən/ *n.* 松弛, 缓和 5
religion /rɪ'lɪdʒən/ *n.* 宗教, 信仰 7

renew /rɪ'njuː/ *v.* 续借 10
 rep /rep/ *n.* 代表 3
 rescue /'reskjʊː/ *v.* 营救, 救援 8
 reservation /,rezə'veɪʃən/ *n.* 预定 2
 residence /'rezɪdəns/ *n.* 住处; 住宅 6
 Δ restful /'restfəl/ *adj.* 悠闲的, 安稳的 2
 revolve /rɪ'vɒlv/ *v.* (使) 旋转; 绕转; (天体) 公转 3
 Δ rock /rɒk/ *n.* 摇滚乐 7
 rotate /rəʊ'teɪt/ *v.* (使) 旋转 3
 rough /rʌf/ *adj.* 崎岖不平的, 颠簸的 2
 rumble /'rʌmbəl/ *v.* 隆隆行进 2

S

sack /sæk/ *n.* 解雇 5
 sailing ship 大型帆船 2
 satellite /'sætɪlaɪt/ *n.* 卫星 3
 Δ satisfied /'sætɪsfɑɪd/ *adj.* 感到满意的 5
 Saturn /'sætən/ *n.* 土星 3
 savings /'seɪvɪŋs/ *n.* 储蓄金, 存款 1
 saxophone /'sæksə,fəʊn/ *n.* 萨克斯管 7
 Δ search for 搜查, 搜索 4
 Δ secret /'si:kriːt/ *n.* 秘密; 诀窍 1
 serving /'sɜ:vɪŋ/ *n.* 一份食物 9
 Δ set /set/ *v.* 使(头发)卷成型 1
 severe /sɪ'viə/ *adj.* 极为恶劣的; 十分严重的 8
 sheer /ʃɪə/ *adj.* 纯粹的; 绝对的 5
 shelter /'ʃeltə/ *n.* 避难所; 庇护所 8
 sit-up 仰卧起坐 9
 site /saɪt/ *n.* 位置; 场所, 地方 9
 smash /smæʃ/ *v.* 打碎 8
 Δ soften /'sɒfən/ *v.* (使) 变柔软 3
 solar system 太阳系 3
 sour /sauə/ *adj.* 酸的 4
 Δ speed /spi:d/ *v.* (使) 快速行进 2
 spider /'spɑɪdə/ *n.* 蜘蛛 4
 spin /spɪn/ *v.* 旋转 3
 spoil /spɔɪl/ *v.* 损坏; 扰乱 5
 Δ spread /spred/ *v.* 伸展 4

Δ spread /spred/ *n.* 伸展, 展开 5
 springless /'sprɪŋləs/ *adj.* 无弹簧的 2
 sprint /sprɪnt/ *v.* 疾跑 9
 Δ store /stɔː/ *v.* 贮存 1
 stress-free /stres-friː/ *adj.* 没有压力的 9
 stress-resistant /stres-rɪ'zɪstənt/ *adj.* 耐压的 9
 superman /'sju:pəmæn/ *n.* 超人 4
 Δ suppose /sə'pəʊz/ *v.* 推想, 假设 4
 surround /sə'raʊnd/ *v.* 围绕 3

T

take off 起飞 2
 take up /teɪkʌp/ *v.* 拿起 5
 target /'tɑ:ɡɪt/ *n.* 目标; (攻击的) 对象 8
 the United Nations 联合国 1
 thumb /θʌm/ *n.* 拇指 4
 tickle /'tɪkəl/ *v.* 胳肢, 使发痒 4
 timetable /'taɪm,tetɪbəl/ *n.* 时间表 9
 trace /treɪs/ *n.* 痕迹 5
 trail /treɪl/ *n.* 小路 2
 transport /'trænsɔ:rt/ *v.* 运输 2
 Δ travel /'trævəl/ *v.* 旅行, 旅游 10
 trunk /trʌŋk/ *n.* 1. 树干 2. 象鼻 8

U

Δ underground /'ʌndəgraʊnd/ *adj.* 地下的 2
 unlock /ʌn'lɒk/ *v.* 开……锁 4
 upstream /,ʌp'stri:m/ *adv.* 逆流, 向上游 2
 Uranus /'juərənəs/ *n.* 天王星 3

V

various /'veəriəs/ *adj.* 不同的, 各种各样的 9
 Venus /'vi:nəs/ *n.* 金星 3
 Victorian /vɪk'tɔ:riən/ *n.* 维多利亚女王时代的著名人物 5
 vocabulary /və'kæbjʊləri/ *n.* 词汇; 用词 1

W

wagon /'wægən/ *n.* (牛、马拉的) 货车 2

wax /wæks/ *n.* 蜡 6

waxwork /'wækswɜ:k/ *n.* 蜡制品, 蜡像 6

Δ wear /weə/ *v.* 佩戴, 穿戴 10

Δ weight /weɪt/ *n.* (杠铃的) 杠铃片 3

wharf /wɔ:f/ *n.* 码头 3

Whisky /'wɪski/ *n.* 威士忌酒 8

Δ widely /'waɪdli/ *adv.* 广泛地 10

wiggle /'wɪɡəl/ *v.* (使) 踌躇, 摆动 4

Y

yawn /jɔ:n/ *v.* 打哈欠 10

后 记

上海外语教育出版社《义务教育教科书 英语》（七年级上册~九年级下册）根据国家教育部最新颁布的《义务教育英语课程标准》（2011年版）修订而成，供九年义务教育七年级至九年级使用。

本册教材供九年义务教育八年级第二学期使用。本册教材的编写人员有：

总主编：吴友富

主 编：燕华兴

副主编：王 丽 张春蓉

编 者：（按姓氏笔画排列）

马 鑫 王 翀 甘 磊 李金凤 李婷婷 宋淑娟
燕华兴

本册书第一版编写人员为：

总主编：戴伟栋 吴友富

主 编：燕华兴

副主编：荣新民

编 者：（按姓氏笔画排列）

王丽英 冉绍康 李长进 宋淑娟 张春蓉 周金苓
黄盛贞 董遵祥 燕华兴

欢迎广大师生来电来函指出教材的差错和不足，提出宝贵意见。

上海外语教育出版社基础教育部

地址：上海市大连西路558号上海外语教育出版社716室

邮政编码：200083

联系电话：65425300转7081

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

图书在版编目 (CIP) 数据

英语. 八年级. 下册/燕华兴主编.

—上海: 上海外语教育出版社, 2016

义务教育教科书

ISBN 978-7-5446-4589-8

I. ①英… II. ①燕… III. ①英语课—初中—教材

IV. ①G634.411

中国版本图书馆CIP数据核字 (2016) 第292612号

出 版: 上海外语教育出版社

(上海外国语大学内) 邮编: 200083

电 话: 021-65425300 (总机)

电子邮箱: bookinfo@sflep.com.cn

网 址: <http://www.sflep.com.cn> <http://www.sflep.com>

责任编辑: 施茵

重 印: 世界图书出版西安有限公司

发 行: 陕西新华发行集团有限责任公司

印 刷: 陕西中教联印务有限责任公司

开 本: 787×1092 1/16 印张 11.25 字数 201千字

版 次: 2016年12月第1版 2016年12月第1次印刷

书 号: ISBN 978-7-5446-4589-8 / G · 1493

定 价: 9.98 元

本版图书如有印装质量问题, 请与陕西新华发行集团有限责任公司教材发行基地联系调换。

地址: 西安市纬28街10号 电话: (029) 86271202