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义务教育教科书

英语

English

八年级上册

 译林出版社

义务教育教科书

Four yellow stars are scattered around the Chinese characters: one at the top left, one at the top right, one at the bottom left, and one at the bottom right.

# 英语

# English

八年级上册

译林出版社

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# 致同学

欢迎来到我们的英语学习乐园。这里有新鲜、丰富的话题，纯正、规范的语言，有趣、多样的练习。这是教材，但又不仅仅是教材。

在这里，你将通过体验、实践、参与、探究与合作，学会如何用英语与他人交流，如何表达自己的思想。在这里，别样的风土人情，多元的学习方式，将会给你一个开放的思维空间。

这是埃迪 (Eddie) ，这是霍波 (Hobo) ，他俩将伴随你一起走过三年的学习时光。本学期我们共学习八个单元。在每单元开篇的卡通画 (Comic strip) 中，风趣的漫画、简洁的对白，带你轻松进入单元的学习。接下来的导入 (Welcome to the unit)，一组图片、一段对话，激活你关于单元话题已有的知识和经验。阅读 (Reading) 是我们的重点学习板块。本学期，聊聊朋友，了解英美国同龄人的生活，描述一天的出行，体验一下DIY，真是乐趣无穷；放眼四周，飞鸟、走兽，与人为伴，细雨、狂风，四季变换；关爱动物，关注自然，我们共创和谐世界。接下来，语法板块 (Grammar) 梳理本单元出现的重点语言现象，帮助你更好地掌握语言规则。综合技能 (Integrated skills) 中的听、说、读、写训练，着重培养你的综合语言运用能力。为了帮助你更有效地学习，本册学习技能 (Study skills) 介绍分类记忆单词方法，还有前缀、后缀、合成等构词法的知识，一定能在单词记忆方面助你一臂之力。学完一个单元，你一定也想就这个话题动手写一写。任务板块 (Task) 引导你整理思路、组织语言，再落笔成文。最后，通过自我评价 (Self-assessment)，你将体验收获的快乐。如果你还愿意接受更高的挑战，每个模块 (四个单元) 之后的课题 (Project)，可以让你大显身手。

现在，请放松心情，和我们一起走进这个乐园吧。祝你学习愉快！

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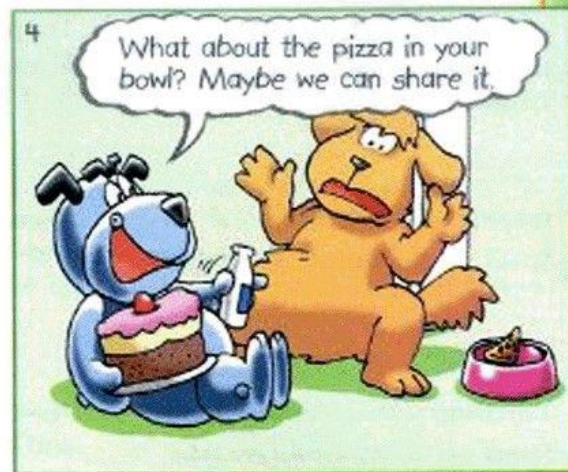
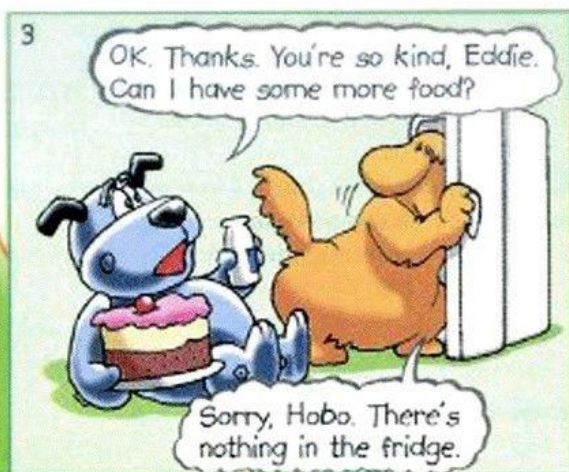
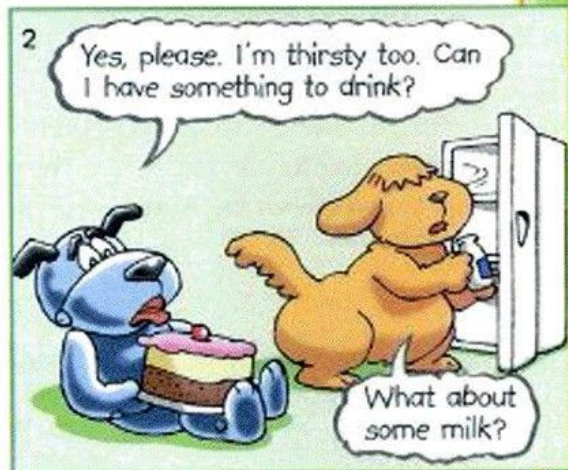
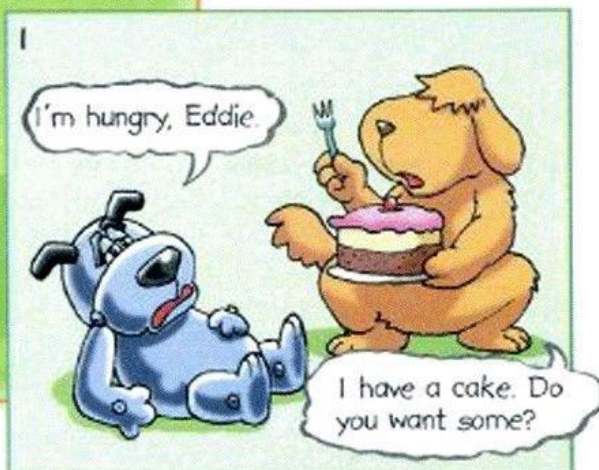
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## Unit 1

# Friends



### My best friend

What qualities are important in good friends? Teenagers magazine is inviting teenagers to write about their best friends.

#### Task

Write about your best friend.





## Welcome to the unit

### Qualities of a good friend

**A** Daniel is reading about a writing competition in Teenagers magazine. He is matching the qualities on the left with the questions on the right. Help him write the correct letters in the boxes.

1 helpful  d

2 honest

3 keeps a secret

4 makes me happy

5 shares my joy

#### What makes your friend so special?

a Does he/she care about you when you are sad?

b Do you talk to him/her when you are happy?

c Can you tell him/her everything about yourself?

d Is he/she ready to help when you have problems?

e Do you believe what he/she says?

Write to Teenagers magazine about your best friend!



**B** Daniel and Amy are talking about what qualities are important in good friends. Work in pairs and talk about what qualities you think are important. Use the conversation below as a model. The words in the box may help you.

clever  
honest

good-looking  
interesting

helpful  
polite

humorous  
tidy

**Daniel:** What makes good friends, Amy?

**Amy:** Well, good friends should be honest. You can trust them because they never tell lies.

**Daniel:** Yes, that's very important. I think good friends should be interesting too. They can also tell you funny jokes.

**Amy:** Yes, that's true. I also think good friends should be helpful.

**Daniel:** I agree.



# Reading

## A Best friends



Teenagers magazine is inviting teenagers to write about their best friends for the writing competition. Read the following entries.

Betty is one of my best friends. She is slim and has short hair.

Betty is generous. She is willing to share things with her friends. She is also helpful and ready to help people any time. She helps me with my homework and she always gives her seat on the bus to someone in need.

Betty has a good voice. She wants to be a singer when she grows up.

15 My best friend is Max. He is the tallest boy in our class—almost 1.75 metres. He wears small round glasses. They make him look smart.

20 Max has a good sense of humour. He tells funny jokes and always makes me laugh. I never feel bored with him.

25 Max's legs are very long. They do not fit well under his desk. When he walks past our desks, he often knocks our books and pens onto the floor.

Max is so interesting!

30 May is my best friend. She is shorter than I am. She has big bright eyes and long straight hair. Everyone thinks she is pretty.

May is sweet. She smiles often and never says a bad word about anyone.

35 May is a true friend. When something worries me, I can always go to her. I can tell her anything because she can keep a secret.


## B Who would you choose as your best friend?

**B1** Mr Zhou, the editor of Teenagers magazine, is making profiles of Betty, Max and May. Help him complete the information below.

**Name:** Betty

**Looks:** (1) \_\_\_\_\_  
has (2) \_\_\_\_\_ hair


**Personality:** (3) \_\_\_\_\_ and helpful



**Name:** Max

**Looks:** the (4) \_\_\_\_\_ in his class  
wears small round (5) \_\_\_\_\_


**Personality:** has a good sense of (6) \_\_\_\_\_



**Name:** May

**Looks:** has big (7) \_\_\_\_\_ eyes  
has long (8) \_\_\_\_\_ hair

**Personality:** (9) \_\_\_\_\_  
can keep a (10) \_\_\_\_\_



**B2** Mr Zhou wants to make some notes of Betty, Max and May. Read the sentences. Write a **T** if a sentence is true or an **F** if it is false.

- 1 Betty is kind to old people only. \_\_\_\_\_
- 2 Betty wants to be a singer in the future. \_\_\_\_\_
- 3 Max looks smart in his small round glasses. \_\_\_\_\_
- 4 Max is not good at telling jokes. \_\_\_\_\_
- 5 May is sweet and pretty. \_\_\_\_\_
- 6 May likes to say bad things about her friends. \_\_\_\_\_

**B3** Mr Zhou is writing about Betty, Max and May. Help him write the correct names in the boxes and find some related details in the three entries.

1

is sweet.

2

is humorous.

3

is helpful.

**B4** Mr Wu is asking the students who they would choose as their best friends. Complete the conversation with the words in the box.

feel bored

keep a secret

ready to help

share

tell funny jokes

worries

**Mr Wu:** Who would you choose as your best friend, Suzy?

**Suzy:** I'd choose May. I can go to her when something <sup>(1)</sup> \_\_\_\_\_ me. I can tell her anything because she can <sup>(2)</sup> \_\_\_\_\_.

**Mr Wu:** Yes, she's kind and sweet. And you, Simon?

**Simon:** I'd choose Max. He can <sup>(3)</sup> \_\_\_\_\_, so I'll never <sup>(4)</sup> \_\_\_\_\_ with him.

**Mr Wu:** Yes, Max is interesting. And how about you, Sandy?

**Sandy:** I'd choose Betty. She's willing to <sup>(5)</sup> \_\_\_\_\_ things with her friends and is <sup>(6)</sup> \_\_\_\_\_ people any time.





## Comparative and superlative adjectives

**Tip** Short adjectives are adjectives with one or two syllables, e.g. **clean, heavy**. Long adjectives are adjectives with three or more syllables, e.g. **beautiful, interesting**.

We use comparatives + **than** to compare two people or things. We usually add **-er** to short adjectives and use **more** with long adjectives to form comparatives.

She is **shorter than** I am.

My book is **more interesting than** his.

We use **the** + superlatives to compare three or more people or things. We usually add **-est** to short adjectives and use **most** with long adjectives to form superlatives.

He is **the tallest** boy in our class.

This is **the most expensive** computer in the shop.

We form comparative and superlative adjectives like this:

| Adjective   | Comparative                          | Superlative                          |
|---|--------------------------------------|--------------------------------------|
| Most short adjectives                             | + <b>er</b>                          | + <b>est</b>                         |
| long<br>small                                     | → longer<br>→ smaller                | → longest<br>→ smallest              |
| Short adjectives ending in <b>e</b>               | + <b>r</b>                           | + <b>st</b>                          |
| fine<br>nice                                      | → finer<br>→ nicer                   | → finest<br>→ nicest                 |
| Short adjectives ending in a consonant + <b>y</b> | - <b>y</b> + <b>ier</b>              | - <b>y</b> + <b>iest</b>             |
| easy<br>pretty                                    | → easier<br>→ prettier               | → easiest<br>→ prettiest             |
| Short adjectives ending in a vowel + a consonant  | double the consonant + <b>er</b>     | double the consonant + <b>est</b>    |
| big<br>slim                                       | → bigger<br>→ slimmer                | → biggest<br>→ slimmest              |
| Long adjectives                                   | <b>more</b> +                        | <b>most</b> +                        |
| beautiful<br>important                            | → more beautiful<br>→ more important | → most beautiful<br>→ most important |
| Irregular adjectives                              | replace the word                     | replace the word                     |
| good<br>bad                                       | → better<br>→ worse                  | → best<br>→ worst                    |

## A class profile

**A** Daniel is writing about his classmates. Help him complete the following table with the correct adjectives.

**TIP** We can add -er, -est or more, most to the following adjectives with two syllables: clever, handsome, polite, simple, stupid.

| Adjective | Comparative | Superlative | Adjective   | Comparative | Superlative |
|-----------|-------------|-------------|-------------|-------------|-------------|
| clean     | cleaner     | cleanest    | thin        |             |             |
| short     |             |             | sad         |             |             |
| cute      |             |             | difficult   |             |             |
| happy     |             |             | interesting |             |             |
| lazy      |             |             | good        |             |             |
| big       |             |             | bad         |             |             |

**B** Daniel has made a profile of his classmates. Read the profile and complete his notes.

|  | Millie | Sandy | Amy  | Peter | Kitty | Simon |
|--|--------|-------|------|-------|-------|-------|
| Height (cm)  | 157    | 170   | 160  | 173   | 155   | 171   |
| Weight (kg)  | 45     | 50    | 44   | 55    | 40    | 53    |
| 50 m swimming (sec.)  | 40     | 38    | 30   | 34    | 36    | 35    |
| Drawing competition   | 9/10   | 10/10 | 9/10 | 5/10  | 6/10  | 8/10  |
| English test          | 10/10  | 8/10  | 9/10 | 6/10  | 8/10  | 7/10  |

- Simon is taller than (tall) Sandy.
- Peter is \_\_\_\_\_ (tall) of the six students.
- Sandy is \_\_\_\_\_ (heavy) Millie.
- Peter is \_\_\_\_\_ (heavy) of the six students.
- Among the six students, Millie is \_\_\_\_\_ (slow) swimmer.
- Amy is \_\_\_\_\_ (fast) swimmer of the six students.
- Millie's drawing is \_\_\_\_\_ (beautiful) Peter's.
- Sandy's drawing is \_\_\_\_\_ (beautiful) in her class.
- Millie's English is \_\_\_\_\_ (good) Simon's. Millie's English is \_\_\_\_\_ (good) in her class.



We put **than** \_\_\_\_\_ (before, after) comparatives.  
 We put **the** \_\_\_\_\_ (before, after) superlatives.



## Integrated skills

### A Future plans



**A1** Nora is talking to Amy about her future plans. Listen to their conversation. Help Nora put a tick (✓) in the correct boxes in the table below.

| I would like to ...             |  |
|---------------------------------|--|
| be an artist                    |  |
| be famous                       |  |
| meet different people           |  |
| make friends                    |  |
| listen to people carefully      |  |
| help people with their problems |  |
| make people happy               |  |
| travel around the world         |  |



**A2** Nora is writing about her future plans in her diary. Look at the table in Part A1. Help Nora complete her diary entry.

Dear Diary,

Today Amy and I talked about our future plans.

I would like to be a social worker when I grow up.

I am always kind to people. I have many friends at school. I like to

(1) \_\_\_\_\_ a lot of people and make (2) \_\_\_\_\_

with them. I can (3) \_\_\_\_\_ to people carefully and help

them with their (4) \_\_\_\_\_. I will be happy if I can

make other people (5) \_\_\_\_\_.



**A3** Sandy is writing about her future plans in her diary too. Listen to her conversation with Daniel. Help Sandy complete her diary entry.

Dear Diary,

I love drawing and I would like to be <sup>(1)</sup> \_\_\_\_\_ when I grow up.

Among all the Chinese artists, I like <sup>(2)</sup> \_\_\_\_\_ best. His pictures of <sup>(3)</sup> \_\_\_\_\_ are beautiful works of art. I want to be as <sup>(4)</sup> \_\_\_\_\_ as he is.

I want to travel around the world and learn more about <sup>(5)</sup> \_\_\_\_\_ some day.

### B Speak up: What's he like?



Sandy is telling her neighbour Helen about her friends. Work in pairs and tell your partner about your friends. Use the conversation below as a model.

**Helen:** Who's the boy on the left?

**Sandy:** Oh, this is Peter. He's the tallest in my class.

**Helen:** What's he like?

**Sandy:** He's clever and humorous. He often tells us funny jokes.

**Helen:** Who's the girl next to Peter?

**Sandy:** She's Lucy. She's a small girl with a ponytail.

**Helen:** What's she like?

**Sandy:** She's shy and quiet.







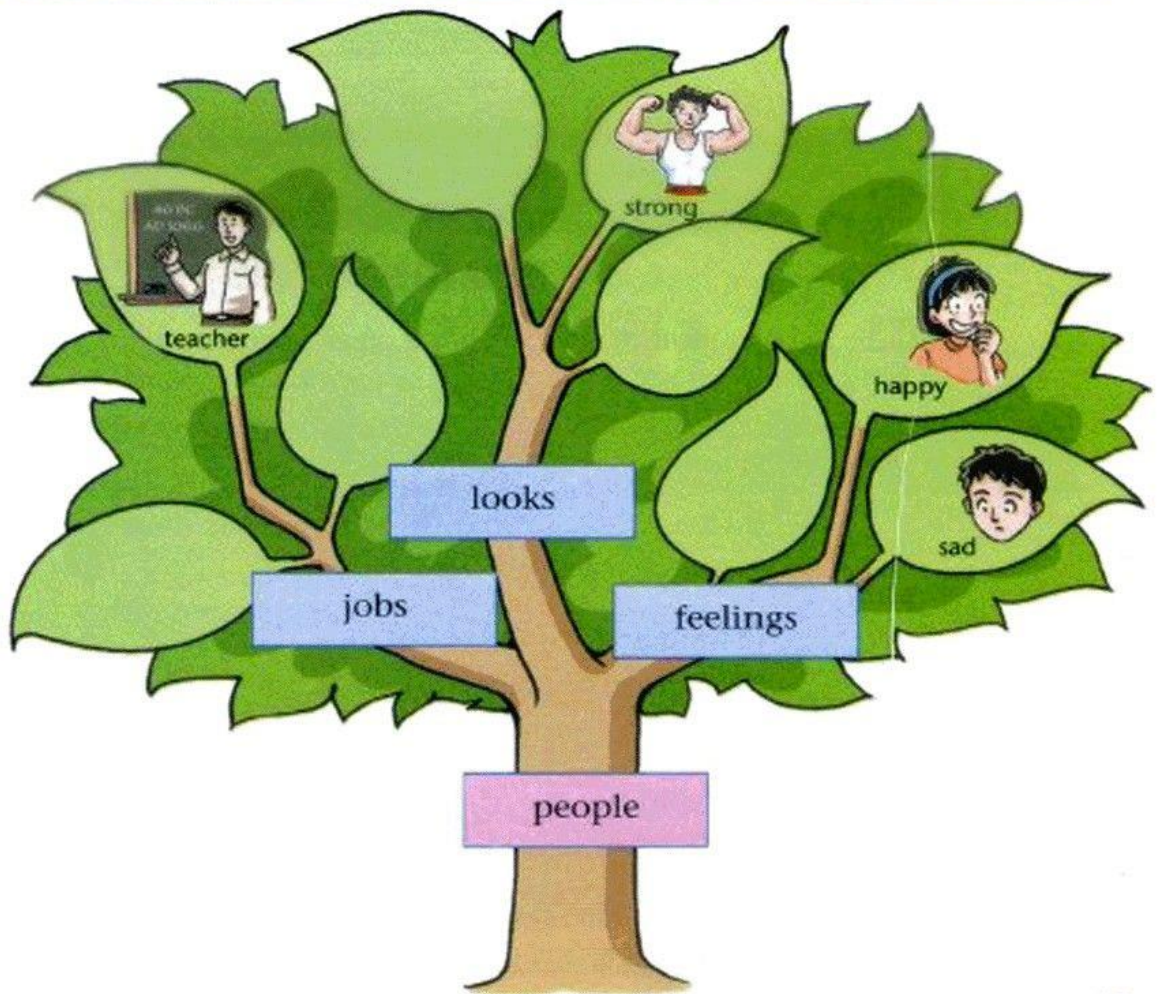
### How to remember words

Can you remember new words quickly? A vocabulary tree can help you.

- Put the words into different groups, e.g. jobs, looks and feelings. Then write the group names on the branches.
- Write down the words on the leaves of each branch.
- Draw pictures of the words to help you remember their meanings if necessary.

Look at the vocabulary tree below. Complete it by writing the words on the correct leaves.

- |        |         |        |       |           |
|--------|---------|--------|-------|-----------|
| afraid | angry   | bored  | cook  | cute      |
| doctor | excited | lovely | nurse | policeman |
| pretty | slim    | tall   | tired | waiter    |





## Task

### My best friend

**A** Daniel is going to take part in the writing competition. Here is a list of words that he can use to describe different people. Read the list.

| Words about people |   |
|--------------------|---|
| Face               | long, round, square, small  |
| Eyes               | big, small, round, bright, smiling  |
| Nose               | big, small, long, short, straight   |
| Hair               | black, dark brown, long, short, straight  |
| Looks              | beautiful, pretty, good-looking, handsome, lovely, cute, short, tall, fat, slim, smart, strong    |
| Personality        | clever, smart, polite, friendly, kind, generous, hard-working, helpful, honest, humorous, patient |



**B** You also want to write an article about your best friend. Prepare some notes of him or her. Then use the outline below to help you organize your ideas.

|   |
|---|
| <b>Introduction</b>                     |
| Say who your best friend is.            |
| <b>Main body</b>                        |
| Describe his/her looks and personality. |
| <b>Conclusion</b>                       |
| Write about his/her future plans.       |





**C** Read Daniel's article about his best friend Kate.

Kate is both my neighbour and my best friend.  
I first met her five years ago.

Kate is tall and slim. She has long hair. She has a round face and a small nose. I like her bright smiling eyes. They make her look really pretty and kind.



Kate is a friendly girl. She always has a smile on her face and looks happy. She likes to help people. She helps me with my homework and she is very patient. When I feel bored or unhappy, I often go to her. She will talk to me and tell me interesting things.

Kate wants to work with children. She would like to be a teacher when she grows up. I think she will make an excellent teacher.

**D** Now write your own article about your best friend. Use your notes and the outline on page 16 to help you.



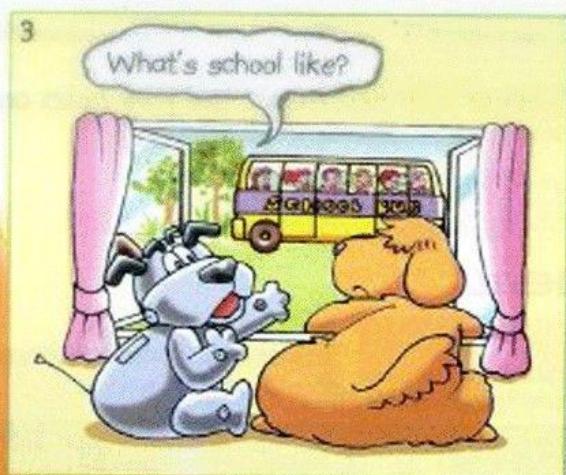
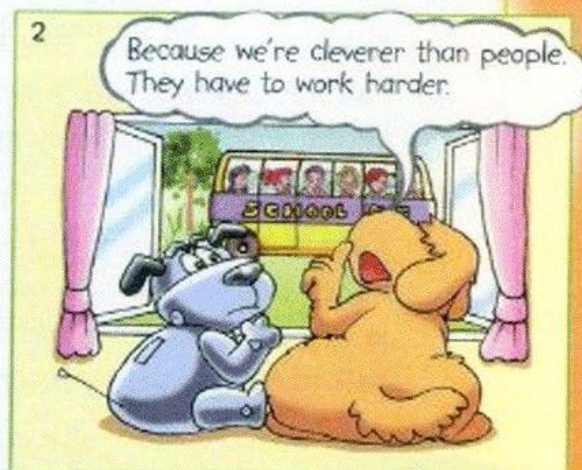
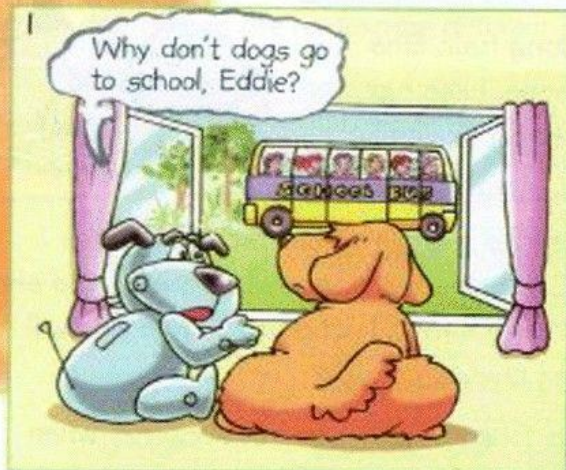
## Self-assessment

| I have learnt                                     | Details | Result |
|---|---------|--------|
| 1 three passages about friends.                   |         |        |
| 2 to use the new words to describe my friends.    |         |        |
| 3 to use comparative and superlative adjectives.  |         |        |
| 4 to use a vocabulary tree to remember new words. |         |        |

Result: 😊 Excellent!      😊 Good!      😊 Not bad!  
I need to spend more time on \_\_\_\_\_.

## Unit 2

# School life



### Ideal schools

The Class 1, Grade 8 students are learning about schools around the world. They are also writing about their ideal school.



#### Task

Complete a questionnaire and write about your ideal school.




# Welcome to the unit

## Different words for the same thing

**A** People in the UK and the USA sometimes use different words to refer to the same thing. Match the words on the left with the words on the right. Write the correct letters in the blanks. Then write the correct words under the pictures below.

**British English** 

- 1 biscuit
- 2 autumn
- 3 lorry
- 4 film
- 5 football
- 6 holiday
- 7 garden
- 8 rubber
- 9 shop



**American English** 

- a eraser
- b soccer
- c vacation
- d cookie
- e fall
- f store
- g truck
- h yard
- i movie

\_\_\_\_\_ d \_\_\_\_\_  
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 \_\_\_\_\_



**B** It is Friday afternoon. Daniel and Simon are chatting after school. Read their conversation. Underline the British words and write the American words above them.

**Daniel:** Hi, Simon. Where are you going?

**Simon:** I'm going to buy a toy lorry for my cousin in the shop near our school.

**Daniel:** I'll go with you. I'd like to buy some biscuits.

**Simon:** Do you have any plans for the weekend?

**Daniel:** I want to see a film. Shall we go together?

**Simon:** I'd love to, but the school football team will practise this Saturday. We have an important match this autumn.






## A School lives



Daniel is visiting an online club called *Schools Around the World*. Here are two articles on the website about different school lives.

Schools Around the World Club



### Life in a British school

Hi, everybody.

My name is Nancy. I am in Year 8 at Woodland School near London. It is a mixed school. Boys and girls have lessons together. Among all my subjects, I like French

5 best. Learning foreign languages is fun.

Our school has a Reading Week every year. During the week, we can borrow more books from the school library. We can also bring in books and magazines from home. I often read more books than my classmates. Near the end of the week, we discuss the books with our classmates in

10 class. Time seems to go faster when we are reading interesting books.

### Life in an American school

Hi guys.

I'm John and I'm 14 years old. I'm in the 8th grade at Rocky Mountain High School near Denver.


Every Monday, I go to the Buddy Club. In the club,

15 older students help new students learn more about the school. My friend Tony is in the 12th grade. He often listens carefully to my problems and offers me help. He is my hero.

We have different classes every day. On Friday afternoon,

20 our school ends earlier than usual. My friends and I often do sports together.

Twice a week, I play baseball after school. I love this game and practice hard every time. Our team won two games last month.



## B Schools in different countries

**B1** Daniel does not know the meanings of some words in the articles. Help him match the words on the left with the meanings on the right. Write the correct letters in the blanks.

- |                     |       |                                      |
|---------------------|-------|--------------------------------------|
| 1 foreign (line 5)  | _____ | a talk about something               |
| 2 language (line 5) | _____ | b give something to someone          |
| 3 discuss (line 9)  | _____ | c be best or first in a competition  |
| 4 offer (line 17)   | _____ | d not in or from your own country    |
| 5 win (line 23)     | _____ | e words used in speaking and writing |

**B2** Daniel found some pictures of Nancy's and John's schools. First, help him complete the description of each picture. Then put an **N** in the box if the picture shows Nancy's school and a **J** if it shows John's school.

1



2



3



4



- In a \_\_\_\_\_ school, boys and girls study \_\_\_\_\_.
- In the \_\_\_\_\_, older students help new students learn more about \_\_\_\_\_.
- During \_\_\_\_\_, students can \_\_\_\_\_ from the library and can bring in \_\_\_\_\_ from home.
- Some students \_\_\_\_\_ after school and they \_\_\_\_\_ every time.

**B3** Daniel wrote about schools in the two countries. However, he made some mistakes. Write a **T** if a sentence is true or an **F** if it is false.

- 1 Both Nancy and John are Grade 8 students. \_\_\_\_\_
- 2 Nancy's favourite subject is English. \_\_\_\_\_
- 3 There is a Reading Week at Nancy's school every year. \_\_\_\_\_
- 4 Nancy always brings in more books than her classmates. \_\_\_\_\_
- 5 The classes at John's school are not the same every day. \_\_\_\_\_
- 6 John and his friends often go shopping on Friday afternoon. \_\_\_\_\_

**B4** On the way home, Daniel tells Kitty about John's school life. Complete their conversation with the words in the box.

baseball ends hero offers sports twice won

**Daniel:** I read an article by a boy from the USA. His name is John. He's in the 8th grade.

**Kitty:** Really? What's his school life like?

**Daniel:** Every Monday, he goes to the Buddy Club. His friend Tony is in the 12th grade. Tony listens to John's problems and <sup>(1)</sup> \_\_\_\_\_ him help. He's John's <sup>(2)</sup> \_\_\_\_\_.

**Kitty:** What else do you know about John?

**Daniel:** On Friday afternoon, their school <sup>(3)</sup> \_\_\_\_\_ earlier than usual. They often do <sup>(4)</sup> \_\_\_\_\_ together.

**Kitty:** Does John like sports?

**Daniel:** Yes. His favourite sport is <sup>(5)</sup> \_\_\_\_\_. He plays it <sup>(6)</sup> \_\_\_\_\_ a week. Their team <sup>(7)</sup> \_\_\_\_\_ two games last month.







## A Comparing the amount of things

**Tip** We use **fewer** and **the fewest** with countable nouns, and **less** and **the least** with uncountable nouns. We use **more** and **the most** with both countable and uncountable nouns.

We can compare the amount of things using **more ... than**, **fewer ... than** and **less ... than**. We use **the most** for the largest amount and **the fewest/the least** for the smallest amount.

Millie



Daniel



Kitty



Millie has **more** tomatoes than Daniel.

Millie has **less** rice **than** Daniel.

Millie has **fewer** bananas **than** Kitty.

Kitty has **the most** eggs.

Daniel has **the fewest** tomatoes.

Millie has **the least** juice.

## Comparing school lives

**A1** Daniel wants to compare his school life with Nancy's and John's. Look at the table below. Help Daniel complete his sentences.

|                    | Nancy   | John    | Daniel | Me |
|--------------------|---------|---------|--------|----|
| Subjects           | 6       | 8       | 12     |    |
| Clubs              | 3       | 2       | 4      |    |
| Free time each day | 4 hours | 3 hours | 1 hour |    |

- John studies \_\_\_\_\_ subjects than Nancy, but he studies \_\_\_\_\_ subjects than me. I study the \_\_\_\_\_ subjects among the three of us.
- Nancy is in \_\_\_\_\_ clubs than John, but she is in \_\_\_\_\_ clubs than me. John is in the \_\_\_\_\_ clubs among the three of us.
- I have \_\_\_\_\_ free time than John, but Nancy has \_\_\_\_\_ free time than John. Among the three of us, I have the \_\_\_\_\_ free time and Nancy has the \_\_\_\_\_ free time.

**A2** What is your school life like? Complete the last column in Part A1 with your own information. Make sentences to compare your school life with Nancy's, John's and Daniel's.

## B Comparative and superlative adverbs

**TIP** The following adverbs have the same form as the adjectives.

|       |      |      |
|-------|------|------|
| early | far  | fast |
| hard  | high | late |
| long  | near |      |

We can form comparative and superlative adverbs in the same way we form comparative and superlative adjectives.

Millie came third in the race. She ran **fast**.

Sandy came second in the race. She ran **faster than** Millie.

Amy came first in the race. She ran **the fastest**.



We form comparative and superlative adverbs like this:

| Adverb               | Comparative                              | Superlative                              |
|----------------------|--|--|
| Most short adverbs   | + <b>er</b>                              | + <b>est</b>                             |
| hard<br>high         | → harder<br>→ higher                     | → hardest<br>→ highest                   |
| Long adverbs         | <b>more +</b>                            | <b>most +</b>                            |
| quickly<br>carefully | → more quickly<br>→ more carefully       | → most quickly<br>→ most carefully       |
| Irregular adverbs    | replace the word                         | replace the word                         |
| well<br>badly<br>far | → better<br>→ worse<br>→ further/farther | → best<br>→ worst<br>→ furthest/farthest |

### My classmates

Daniel is writing about his classmates. Help him complete his sentences with the correct forms of the words in brackets.

- Sandy draws \_\_\_\_\_ (well). She draws \_\_\_\_\_ (well) than any other student in my class. She draws \_\_\_\_\_ (well) of us all.
- David jumps \_\_\_\_\_ (high). He jumps \_\_\_\_\_ (high) than any other of my classmates. He jumps \_\_\_\_\_ (high) in my class.
- Amy swims \_\_\_\_\_ (fast). She swims \_\_\_\_\_ (fast) than all my other classmates. She swims \_\_\_\_\_ (fast) in my class.
- Millie writes \_\_\_\_\_ (quickly). She writes \_\_\_\_\_ (quickly) than the other students in my class. Millie writes \_\_\_\_\_ (quickly) of us all.



## Integrated skills

### A Comparing schools



**A1** Daniel is writing an article about different schools. Listen to him introducing Sunshine Middle School and complete the first column in the table below.

|  | Sunshine Middle School | Woodland School | Rocky Mountain High School |
|--|------------------------|-----------------|----------------------------|
| Number of students                                     |                        |                 |                            |
| Number of teachers                                     |                        | 66              |                            |
| How long is the summer holiday?                        |                        |                 |                            |
| How much time do students spend on homework every day? |                        |                 |                            |
| Do students wear uniforms?                             |                        | /               |                            |
| Do students do morning exercises?                      | yes                    | /               | no                         |



**A2** Sandy is helping Daniel collect information on the Internet about other schools. Listen to their conversation and complete the rest of the table above.

**A3** Help Daniel complete his article with the information in Part A1.

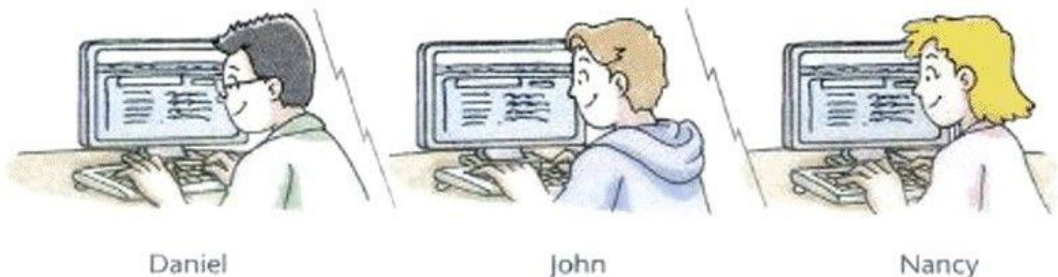
Woodland School is smaller than Rocky Mountain High School. There are <sup>(1)</sup> \_\_\_\_\_ (more/fewer/less) teachers and <sup>(2)</sup> \_\_\_\_\_ (more/fewer/less) students at Woodland School than at Rocky Mountain High School. Sunshine Middle School has <sup>(3)</sup> \_\_\_\_\_ (more/fewer/the most) teachers and students of the three.

Chinese students have <sup>(4)</sup> \_\_\_\_\_ (more/fewer/less) weeks off for the summer holiday than British students. British students spend <sup>(5)</sup> \_\_\_\_\_ (more/fewer/less) time doing homework than Chinese students. Among the three schools, American students spend <sup>(6)</sup> \_\_\_\_\_ (the least/few/less) time on homework, and they have <sup>(7)</sup> \_\_\_\_\_ (long/longer/the longest) summer holiday. Chinese students spend <sup>(8)</sup> \_\_\_\_\_ (the most/the fewest/the least) time on homework. They work <sup>(9)</sup> \_\_\_\_\_ (hard/harder/the hardest).

**A4** Daniel, John and Nancy are chatting online about their schools. Match the sentences with the correct people. Use the information in Part A1 on page 25 to help you.

Daniel, John & Nancy

- Nancy : My school has fewer weeks off for the summer holiday than Daniel's.
- \_\_\_\_\_ : Students at my school do not wear uniforms.
- \_\_\_\_\_ : I spend less time doing homework than Nancy.
- \_\_\_\_\_ : My school has the most students.
- \_\_\_\_\_ : My school has the fewest teachers.



### B Speak up: Simon spends the most time on his hobbies.



The Class 1, Grade 8 students are talking about the time they spend on their hobbies. Work in groups and talk about your hobbies. Use the conversation below as a model.

- Millie:** How much time do you spend on your hobbies every day, Daniel?
- Daniel:** About one hour. Half an hour for playing computer games and another half an hour for playing chess.
- Millie:** Really? I have only half an hour for my hobbies at most. I often do some reading. How about you, Simon?
- Simon:** About two hours for sports. And you, Amy?
- Amy:** Usually I go swimming for about half an hour.
- Millie:** OK. Among the four of us, Simon spends the most time on his hobbies, and Daniel spends more time on his hobbies than Amy and I.



## The suffix -ly

A suffix is a letter or a group of letters that we add to the end of a word to form a new word. We can add -ly to some adjectives to form adverbs. We can also add -ly to some nouns to form adjectives.

For some adjectives ending in y, we change the y to i to make adverbs.  
happy → happily

| Adjective | Adverb  |
|-----------|---------|
| real      | really  |
| bad       | badly   |
| usual     | usually |

| Noun   | Adjective |
|--------|-----------|
| friend | friendly  |
| day    | daily     |
| week   | weekly    |

The following words are also adverbs.  
daily  
weekly  
monthly

**A** Add -ly to each of the words in the box on the left. Then put them in different groups. You may use a dictionary.

|         |       |
|---------|-------|
| careful | day   |
| easy    | love  |
| month   | quick |
| slow    | usual |
| week    | year  |

| Adjective → Adverb | Noun → Adjective |
|--------------------|------------------|
|                    |                  |
|                    |                  |
|                    |                  |

**B** Millie is writing in her diary. Complete her entry with the correct forms of the words in brackets.

Today we had an English test. We have a <sup>(1)</sup> \_\_\_\_\_ (month) test on each subject. I looked through the questions <sup>(2)</sup> \_\_\_\_\_ (quick). I could <sup>(3)</sup> \_\_\_\_\_ (easy) answer all of them.

To me, learning foreign languages is <sup>(4)</sup> \_\_\_\_\_ (real) fun. I read English newspapers and magazines every day. I read very <sup>(5)</sup> \_\_\_\_\_ (slow) at first, but I am doing better now. I also keep writing in English about my <sup>(6)</sup> \_\_\_\_\_ (day) life. I learn to use English better this way. <sup>(7)</sup> \_\_\_\_\_ (usual) I watch English videos at weekends. I always have a <sup>(8)</sup> \_\_\_\_\_ (love) time!



## Task

### My ideal school

**A** What do you like or dislike about your school? Read the questionnaire below and write your answers.

| Questionnaire                      |   |                                       |        |       |                                  |                                    |                                   |                                  |                                     |                                     |                                    |                                   |                                     |                                  |                                       |                                       |                                |                                 |                                       |                                  |                                     |                                       |                                |                                |                                |  |
|------------------------------------|---|---------------------------------------|--------|-------|----------------------------------|------------------------------------|-----------------------------------|----------------------------------|-------------------------------------|-------------------------------------|------------------------------------|-----------------------------------|-------------------------------------|----------------------------------|---------------------------------------|---------------------------------------|--------------------------------|---------------------------------|---------------------------------------|----------------------------------|-------------------------------------|---------------------------------------|--------------------------------|--------------------------------|--------------------------------|--|
| 1                                  | What time does your school start?   | _____                                 |        |       |                                  |                                    |                                   |                                  |                                     |                                     |                                    |                                   |                                     |                                  |                                       |                                       |                                |                                 |                                       |                                  |                                     |                                       |                                |                                |                                |  |
| 2                                  | Do you think this is too early or too late?   | _____                                 |        |       |                                  |                                    |                                   |                                  |                                     |                                     |                                    |                                   |                                     |                                  |                                       |                                       |                                |                                 |                                       |                                  |                                     |                                       |                                |                                |                                |  |
| 3                                  | When do you finish school?  | _____                                 |        |       |                                  |                                    |                                   |                                  |                                     |                                     |                                    |                                   |                                     |                                  |                                       |                                       |                                |                                 |                                       |                                  |                                     |                                       |                                |                                |                                |  |
| 4                                  | Do you think this is too early or too late?   | _____                                 |        |       |                                  |                                    |                                   |                                  |                                     |                                     |                                    |                                   |                                     |                                  |                                       |                                       |                                |                                 |                                       |                                  |                                     |                                       |                                |                                |                                |  |
| 5                                  | How long is lunchtime at your school?   | _____                                 |        |       |                                  |                                    |                                   |                                  |                                     |                                     |                                    |                                   |                                     |                                  |                                       |                                       |                                |                                 |                                       |                                  |                                     |                                       |                                |                                |                                |  |
| 6                                  | Do you like your school uniform? Why or why not?  | _____                                 |        |       |                                  |                                    |                                   |                                  |                                     |                                     |                                    |                                   |                                     |                                  |                                       |                                       |                                |                                 |                                       |                                  |                                     |                                       |                                |                                |                                |  |
| 7                                  | Below are some subjects, sports and after-school activities. Put a tick (✓) in the box next to the ones you like.   |                                       |        |       |                                  |                                    |                                   |                                  |                                     |                                     |                                    |                                   |                                     |                                  |                                       |                                       |                                |                                 |                                       |                                  |                                     |                                       |                                |                                |                                |  |
|                                    | <table border="0"> <thead> <tr> <th>Subjects</th> <th>Sports</th> <th>Clubs</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/> Chinese</td> <td><input type="checkbox"/> Badminton</td> <td><input type="checkbox"/> Art Club</td> </tr> <tr> <td><input type="checkbox"/> English</td> <td><input type="checkbox"/> Basketball</td> <td><input type="checkbox"/> Chess Club</td> </tr> <tr> <td><input type="checkbox"/> Geography</td> <td><input type="checkbox"/> Football</td> <td><input type="checkbox"/> Dance Club</td> </tr> <tr> <td><input type="checkbox"/> History</td> <td><input type="checkbox"/> Table tennis</td> <td><input type="checkbox"/> English Club</td> </tr> <tr> <td><input type="checkbox"/> Maths</td> <td><input type="checkbox"/> Tennis</td> <td><input type="checkbox"/> Reading Club</td> </tr> <tr> <td><input type="checkbox"/> Physics</td> <td><input type="checkbox"/> Volleyball</td> <td><input type="checkbox"/> Singing Club</td> </tr> <tr> <td><input type="checkbox"/> _____</td> <td><input type="checkbox"/> _____</td> <td><input type="checkbox"/> _____</td> </tr> </tbody> </table> | Subjects                              | Sports | Clubs | <input type="checkbox"/> Chinese | <input type="checkbox"/> Badminton | <input type="checkbox"/> Art Club | <input type="checkbox"/> English | <input type="checkbox"/> Basketball | <input type="checkbox"/> Chess Club | <input type="checkbox"/> Geography | <input type="checkbox"/> Football | <input type="checkbox"/> Dance Club | <input type="checkbox"/> History | <input type="checkbox"/> Table tennis | <input type="checkbox"/> English Club | <input type="checkbox"/> Maths | <input type="checkbox"/> Tennis | <input type="checkbox"/> Reading Club | <input type="checkbox"/> Physics | <input type="checkbox"/> Volleyball | <input type="checkbox"/> Singing Club | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |  |
| Subjects                           | Sports  | Clubs                                 |        |       |                                  |                                    |                                   |                                  |                                     |                                     |                                    |                                   |                                     |                                  |                                       |                                       |                                |                                 |                                       |                                  |                                     |                                       |                                |                                |                                |  |
| <input type="checkbox"/> Chinese   | <input type="checkbox"/> Badminton  | <input type="checkbox"/> Art Club     |        |       |                                  |                                    |                                   |                                  |                                     |                                     |                                    |                                   |                                     |                                  |                                       |                                       |                                |                                 |                                       |                                  |                                     |                                       |                                |                                |                                |  |
| <input type="checkbox"/> English   | <input type="checkbox"/> Basketball   | <input type="checkbox"/> Chess Club   |        |       |                                  |                                    |                                   |                                  |                                     |                                     |                                    |                                   |                                     |                                  |                                       |                                       |                                |                                 |                                       |                                  |                                     |                                       |                                |                                |                                |  |
| <input type="checkbox"/> Geography | <input type="checkbox"/> Football   | <input type="checkbox"/> Dance Club   |        |       |                                  |                                    |                                   |                                  |                                     |                                     |                                    |                                   |                                     |                                  |                                       |                                       |                                |                                 |                                       |                                  |                                     |                                       |                                |                                |                                |  |
| <input type="checkbox"/> History   | <input type="checkbox"/> Table tennis   | <input type="checkbox"/> English Club |        |       |                                  |                                    |                                   |                                  |                                     |                                     |                                    |                                   |                                     |                                  |                                       |                                       |                                |                                 |                                       |                                  |                                     |                                       |                                |                                |                                |  |
| <input type="checkbox"/> Maths     | <input type="checkbox"/> Tennis   | <input type="checkbox"/> Reading Club |        |       |                                  |                                    |                                   |                                  |                                     |                                     |                                    |                                   |                                     |                                  |                                       |                                       |                                |                                 |                                       |                                  |                                     |                                       |                                |                                |                                |  |
| <input type="checkbox"/> Physics   | <input type="checkbox"/> Volleyball   | <input type="checkbox"/> Singing Club |        |       |                                  |                                    |                                   |                                  |                                     |                                     |                                    |                                   |                                     |                                  |                                       |                                       |                                |                                 |                                       |                                  |                                     |                                       |                                |                                |                                |  |
| <input type="checkbox"/> _____     | <input type="checkbox"/> _____  | <input type="checkbox"/> _____        |        |       |                                  |                                    |                                   |                                  |                                     |                                     |                                    |                                   |                                     |                                  |                                       |                                       |                                |                                 |                                       |                                  |                                     |                                       |                                |                                |                                |  |
| 8                                  | How often do you go on school trips?  | _____                                 |        |       |                                  |                                    |                                   |                                  |                                     |                                     |                                    |                                   |                                     |                                  |                                       |                                       |                                |                                 |                                       |                                  |                                     |                                       |                                |                                |                                |  |
| 9                                  | Do you think your school is a good one? Why or why not?   | _____                                 |        |       |                                  |                                    |                                   |                                  |                                     |                                     |                                    |                                   |                                     |                                  |                                       |                                       |                                |                                 |                                       |                                  |                                     |                                       |                                |                                |                                |  |

### Useful expressions

My ideal school starts at ... and finishes at ...

We have an hour for ....

I have ... because I think ... is very interesting.

I love ..., so I have ... every day.

There is ....

We have lots of ....

Every ..., we go on a school trip.



**B** Read Daniel's article about his ideal school.


### My ideal school

My ideal school starts at 9 a.m. and finishes at 3 p.m. We do not need to get up early, and we have lots of time for after-school activities. We only have an hour of homework every day.

We have an hour for lunch. There is a big clean dining hall. We have lunch and chat there. We listen to music at lunchtime. We wear school uniforms, but we do not wear ties.

Our classes are quite small. There are about 20 students in each class. We can choose subjects to study. I have Maths because Maths is very interesting. I love computers, so I have computer lessons every day.

There is a big library, a football field and a swimming pool. We have lots of clubs and after-school activities. Every month, we go on a school trip. We always have fun.



**C** Write an article about your ideal school. Use the information in Part A to help you. Then read your article to your partner.



## Self-assessment

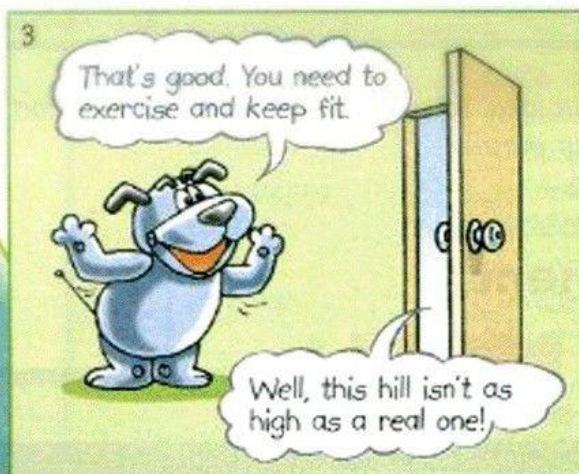
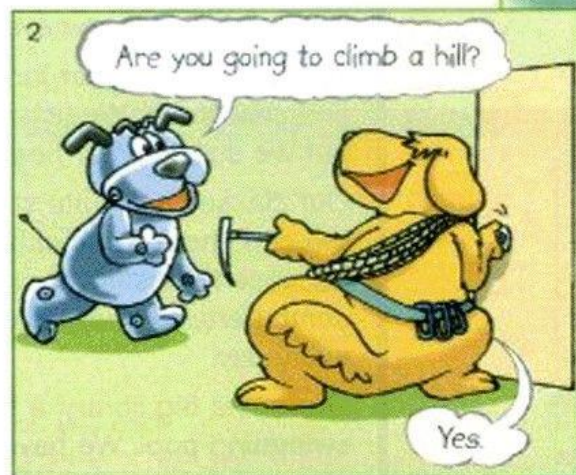
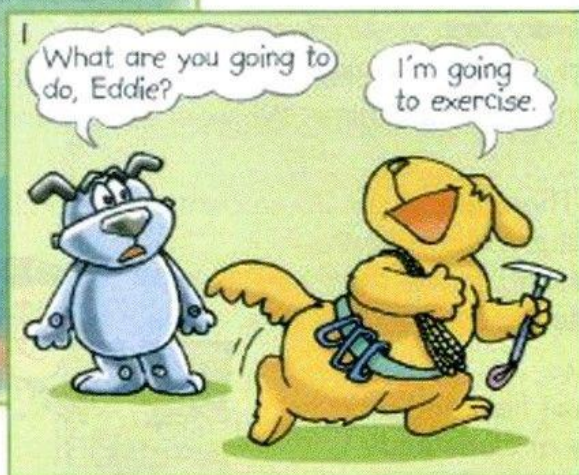
| I have learnt   | Details | Result |
|---|---------|--------|
| 1 about different school lives.   |         |        |
| 2 to use the new words to talk about my school life.                              |         |        |
| 3 to compare the amount of things.<br>to use comparative and superlative adverbs. |         |        |
| 4 the suffix <i>-ly</i> .   |         |        |

**Result:** 😊 Excellent!      😊 Good!      😊 Not bad!

I need to spend more time on \_\_\_\_\_.

## Unit 3

# A day out



### Let's go!

Kitty's cousin Linda is visiting Sunshine Town. Find out where Linda, Kitty and her classmates went and what happened there.

#### Task

Make a plan for a day trip and write an invitation letter to your classmates.





## Welcome to the unit

### Where are they?

**A** Amy and Simon are reading some postcards from their friends. Read the back of the postcards and match them with the correct pictures. Write the correct letters in the boxes.

1 

Hi Amy,  
Yesterday I took a boat trip  
under the famous Harbour  
Bridge and went past the  
Sydney Opera House.  
I'm having a great time in  
Australia!  
Take care!  
Nick

Hi Amy,  
We're sitting in a little  
coffee shop by the  
River Seine. We're going  
to the top of the Eiffel  
Tower this afternoon!  
All the best,  
Leo

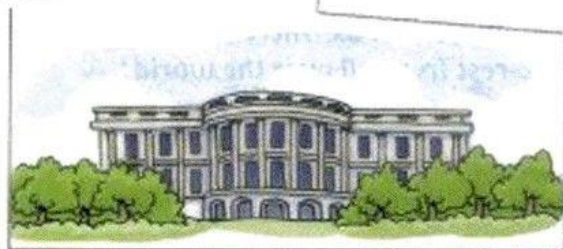
2 

Amy  
Room  
38 Hill  
Sunshi  
Beijing  
China

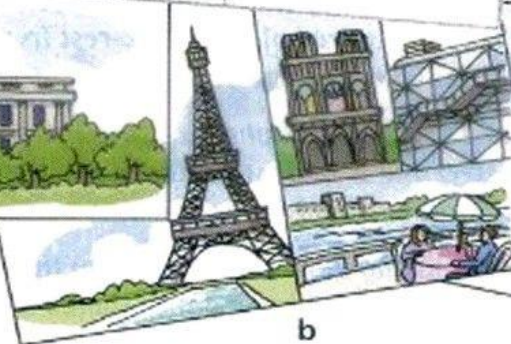
Hi Simon,  
I saw the White House  
today. It is a beautiful  
building with a big  
garden and many trees.  
The President of the  
USA lives there.  
See you soon,  
Jane

3 

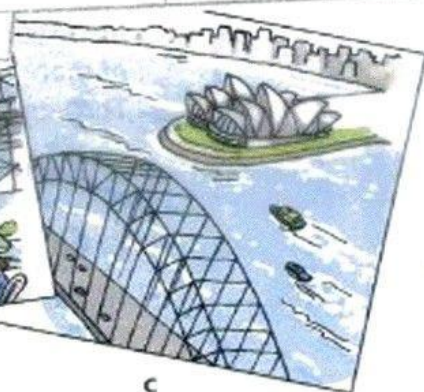
Simon  
Flat 01, 6/F, Block 3  
City Garden  
Ninth Street  
Sunshine Town  
Beijing 100000  
China



a



b



c



**B** Simon searched on the Internet for some information about places of interest around the world. He is answering Amy's questions. Work in pairs and talk about the places you are interested in. Use the conversation below as a model.

We use **How tall/high** to ask about height.

**Amy:** How long is the Golden Gate Bridge?

**Simon:** It's very long, about 1.7 miles.

**Amy:** How wide is the bridge?

**Simon:** It's 90 feet wide.

**Amy:** The bridge is made of steel, isn't it?

**Simon:** Yes, and it weighs over 100,000 tons.





## Reading

## A Around the world in a day!



Linda comes from the USA. She is visiting her cousin Kitty. She went to the World Park with the Class 1, Grade 8 students yesterday. Here is Linda's email to her parents about the trip.

Dear Mom and Dad.

I'm doing fine here. Yesterday Kitty's teacher Mr Wu invited me to join their school trip to the World Park. I enjoyed myself!

It was a fine warm day. The sun was shining in a clear blue sky. The World  
5 Park is quite far away. It took us about two hours to get there by bus. There was a lot of traffic on the way and the journey was a little boring.

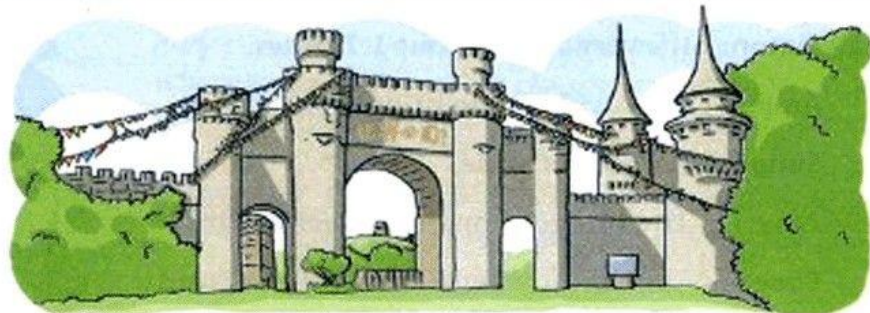
We finally arrived at the park. All of us couldn't wait to get off the bus. Soon the whole world was there in front of us! There are models of more than a hundred places of interest from all over the world.  
10 They are small but wonderful.

We became very excited when we saw the model Eiffel Tower. It is made of steel and is really tall. The model Golden Gate Bridge looked as great as the one back home. I couldn't believe my eyes.

It was an amazing day because we saw the main sights of the world  
15 in just one day. The song and dance shows were also wonderful. We learnt a lot about different cultures.

You can see some photos of the trip on the Internet. Kitty's classmate Daniel put them on his home page. Go and see for yourselves!

Love,  
20 Linda



## B A fun day out

**B1** Kitty wants to know the meanings of some words in Linda's email. Help Kitty match the words on the left with the meanings on the right. Write the correct letters in the blanks.

- |                      |       |                      |
|----------------------|-------|----------------------|
| 1 join (line 2)      | _____ | a full               |
| 2 journey (line 6)   | _____ | b get to a place     |
| 3 boring (line 6)    | _____ | c places of interest |
| 4 finally (line 7)   | _____ | d take part in       |
| 5 arrive at (line 7) | _____ | e not interesting    |
| 6 whole (line 8)     | _____ | f a long trip        |
| 7 main (line 14)     | _____ | g after a long time  |
| 8 sights (line 14)   | _____ | h most important     |

**B2** Kitty is trying to make some notes of the trip. Help her complete the notes below.

**Our school trip**


**Date:** (1) 10 October

**Place:** (2) \_\_\_\_\_

**Weather:** (3) \_\_\_\_\_ warm day  
(4) \_\_\_\_\_ sun and  
(5) \_\_\_\_\_ blue sky

**How to go:** by (6) \_\_\_\_\_

**About the park:** models of more than (7) \_\_\_\_\_  
places of interest from all over the world  
(8) \_\_\_\_\_ shows



**B3** Here are some descriptions of the school trip. Write a T if a sentence is true or an F if it is false.

- 1 Linda and Kitty went to the World Park by themselves. \_\_\_\_\_
- 2 Linda did not enjoy the day very much. \_\_\_\_\_
- 3 It took the students half an hour to get to the park. \_\_\_\_\_
- 4 The models in the park are small but wonderful. \_\_\_\_\_
- 5 The model Eiffel Tower is made of wood. \_\_\_\_\_
- 6 The model Golden Gate Bridge looked just like the real one in the USA. \_\_\_\_\_

**B4** Kitty and Daniel are chatting online. Complete their conversation with the words from Linda's email on page 32.

Kitty, Daniel

**Kitty:** It was a great day yesterday. Linda really <sup>(1)</sup> \_\_\_\_\_. :-)

**Daniel:** But the journey was a little <sup>(2)</sup> \_\_\_\_\_, and there was too much <sup>(3)</sup> \_\_\_\_\_ on the way. :-(-

**Kitty:** True, but when we saw the models, we became <sup>(4)</sup> \_\_\_\_\_. Linda couldn't <sup>(5)</sup> \_\_\_\_\_ when she saw the model Golden Gate Bridge. It looked <sup>(6)</sup> \_\_\_\_\_ the one in her country.

**Daniel:** Yes. It was amazing to see the <sup>(7)</sup> \_\_\_\_\_ of the world in a day, and it was also great to learn a lot about different <sup>(8)</sup> \_\_\_\_\_.

**Kitty:** Did you take any photos, Daniel?

**Daniel:** Yes, I took some. You can see them on my <sup>(9)</sup> \_\_\_\_\_.

**Kitty:** Great. So Linda's parents can see them too. :-)





## A Using as ... as

**TIP**  
not as ... as  
= not so ... as

We use **as ... as** to say that people or things are the same in some ways.

Mr Wu is **as happy as** the two girls.

We use **not as ... as** to say that people or things are not the same in some ways.

The two girls are **not as tall as** Mr Wu.

= The two girls are **shorter than** Mr Wu.



**EXERCISE** Linda is sending some pictures to her parents via email. Complete her sentence under each picture with **as ... as** or **not as ... as**.

1



The bus is \_\_\_\_\_  
(comfortable) those in the USA.

2



Mr Wu is \_\_\_\_\_ (kind)  
a friend.

3



The journey is \_\_\_\_\_  
(not interesting) the visit.

4



The Eiffel Tower is \_\_\_\_\_  
(not tall) the real one in France.

5



The model Sydney Opera House  
looks \_\_\_\_\_  
(wonderful) that in Australia.

6



The song and dance shows are  
\_\_\_\_\_ (good) the  
models in the park.

## B Reflexive pronouns

We use reflexive pronouns when the subject and the object are the same person or thing.


Linda enjoyed **herself** in the park.

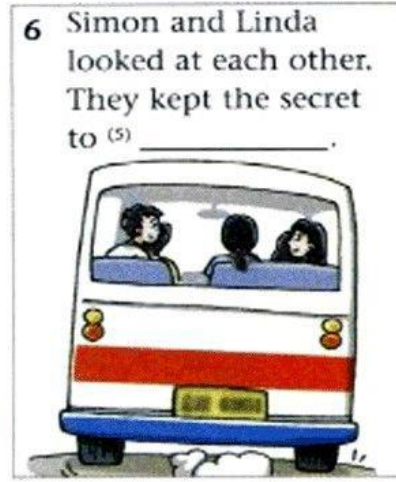
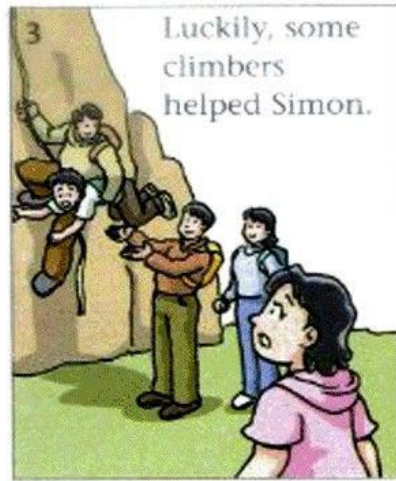
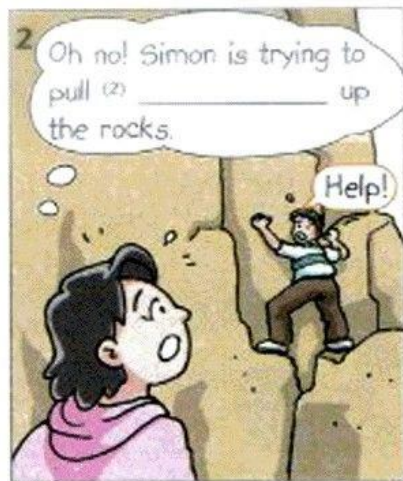
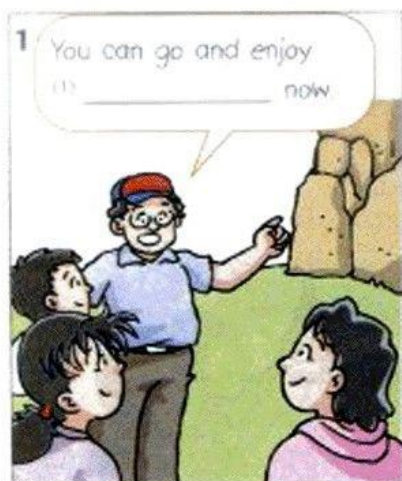
Linda's parents will go and see the photos for **themselves**.

| Reflexive pronouns | Singular | Plural     |
|--------------------|----------|------------|
|                    | myself   | ourselves  |
|                    | yourself | yourselves |
|                    | himself  | themselves |
|                    | herself  |            |
|                    | itself   |            |

Note the spellings of the singular form **-self** and the plural form **-selves**.

### What happened at South Hill?

 The students are at South Hill. Read about Linda and Simon's secret. Complete the sentences with the correct reflexive pronouns.





## Integrated skills

### A The basketball final



**A1** The Sunshine Middle School basketball team is in the final of this year's basketball competition. Listen to the chairperson of the Students' Union and help Kitty complete the poster.

### Sunshine Middle School gets to the final!

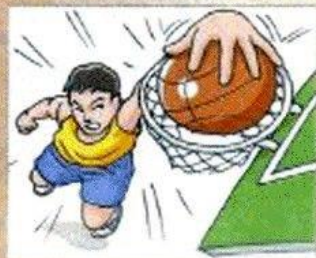
Our school basketball team needs your support! It is in the final of the basketball competition! The match takes place on

(1) \_\_\_\_\_, 17 October, at the  
(2) \_\_\_\_\_ in Moonlight Town.

Come and cheer for our team!

Don't forget to bring your friends!

With your support, we will win!



**A2** Listen to the chairperson giving more information about the day of the final. Help Kitty complete the notes below.

#### The day of the final

|                  |  |
|------------------|--|
| 9:30 a.m.        | Meet at (1) _____.                       |
| (2) _____        | Bus leaves.                              |
| (3) _____        | Reach the Sports Centre.                 |
| 10:30 a.m.       | (4) _____.                               |
| (5) _____        | Half-time.                               |
| 11:30 a.m.       | (6) _____.                               |
| (7) _____        | Bus leaves from the centre.              |
|                  | Have lunch at Moonlight Restaurant.      |
| 1:00 p.m.        | Get on the bus (8) _____ the restaurant. |
| 1:30 p.m.        | Back to our school.                      |
| Cost of the trip | ¥ (9) _____ per student.                 |

**A3** Read Kitty's notes and check if there are any mistakes. Write a **T** if a sentence is true or an **F** if it is false.

- 1 Our school baseball team is in the final. \_\_\_\_\_
- 2 The match will take place at Moonlight Middle School in Moonlight Town. \_\_\_\_\_
- 3 We will go there by underground. \_\_\_\_\_
- 4 It will take us about half an hour to reach the Sports Centre. \_\_\_\_\_
- 5 Half-time is a 20-minute period for the players to rest. \_\_\_\_\_
- 6 We can buy food and drinks during half-time. \_\_\_\_\_
- 7 The match will finish before noon. \_\_\_\_\_
- 8 We will go back to our school after lunch. \_\_\_\_\_

### B Speak up: Where are we going tomorrow?



**A** Daniel and Kitty are planning a trip for Linda. Work in pairs and plan a day out for a visiting friend. Use the conversation below as a model.

**Daniel:** Where are we going tomorrow? Shall we take Linda to the Summer Palace?

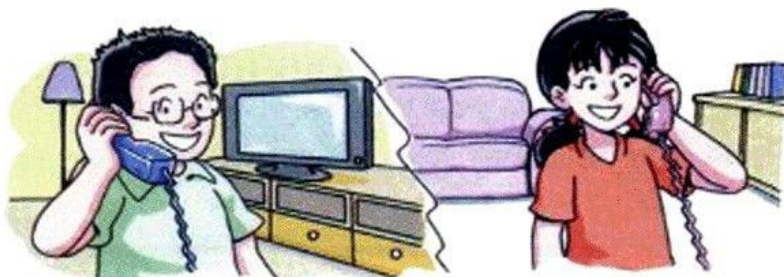
**Kitty:** I don't think that's a good idea. She went there yesterday.

**Daniel:** Well, what about the Great Wall?

**Kitty:** That sounds good, but it's too far away.

**Daniel:** Why don't we go to the China Science and Technology Museum? It's free for groups of 30 or more students.

**Kitty:** Great! Let's go to the museum. See you tomorrow.







## Study skills

### The suffixes **-ful** and **-less**

We can add **-ful** or **-less** to some nouns to form adjectives. The suffix **-ful** means "full of". The suffix **-less** means "without".

**TIP** Not all words have both **-ful** and **-less** as suffixes.  
noiseful (X)  
noiseless (✓)

| Noun | Adjective (with <b>-ful</b> ) | Adjective (with <b>-less</b> ) |
|------|-------------------------------|--------------------------------|
| care | careful                       | careless                       |
| help | helpful                       | helpless                       |
| use  | useful                        | useless                        |

**A** Work in pairs and complete the table below. If you cannot add **-ful** or **-less** to a word, put a cross (X) in the box. You may use a dictionary.

|         | Adjective (with <b>-ful</b> ) | Adjective (with <b>-less</b> ) |
|---------|-------------------------------|--------------------------------|
| cheer   |                               |                                |
| end     |                               |                                |
| hope    |                               |                                |
| meaning |                               |                                |
| sleep   |                               |                                |
| taste   |                               |                                |

**B** Complete what Kitty said about her trip to the World Park with the words in the box below.

beautiful      cheerful      colourful      useless      wonderful

We went to the World Park the day before yesterday. The models in the park were <sup>(1)</sup> \_\_\_\_\_. The song and dance shows were also amazing. Their <sup>(2)</sup> \_\_\_\_\_ clothes were from different countries and looked very <sup>(3)</sup> \_\_\_\_\_. All of us felt excited and <sup>(4)</sup> \_\_\_\_\_. It was really a great day. My ticket is <sup>(5)</sup> \_\_\_\_\_ now, but I'll keep it!





## Task

### A big day out

**A** Kitty and Daniel want all their classmates to go for a day out with Linda before she goes back to the USA. They are planning their trip now. Take a look at their plan.

| Time                 | Place                        | Activity                                 |
|----------------------|------------------------------|--|
| 7:30 a.m.            | Sunshine Underground Station | Meet everyone                            |
|                      | ↓<br>by underground          |  |
| 8:30 a.m.–9:00 a.m.  | Tian'anmen Square            | See the biggest city square in the world |
|                      | ↓<br>on foot                 |  |
| 9:30 a.m.–12:30 p.m. | The Palace Museum            | Visit the museum                         |
|                      | ↓<br>on foot                 |  |
| 1:30 p.m.–4:30 p.m.  | Beihai Park                  | Visit the garden and row boats           |
|                      | ↓<br>by bus                  |  |
| 4:45 p.m.–6:30 p.m.  | Wangfujing Street            | Go shopping                              |
|                      | ↓<br>by underground          |  |
|                      | Sunshine Town                |  |

### Useful expressions

We are planning a day out on ....

This is the plan for the day.

We will meet at ....

We will take the underground/bus to ....

It will take about ... minutes/hour(s).

We will walk to ....

We will see/visit ....

We will go back to ... by underground/bus.

The cost is about ... per student.

We hope you can join us.

**B** Help Kitty and Daniel complete their letter to their classmates. Use the information from their plan in Part A on page 40.

|                        |  |
|------------------------|--|
| Date                   | 11 October   |
| Name of receiver       | Dear classmates,   |
| Purpose of this letter | Linda will go back to the USA soon. We are planning a day out on Saturday, 16 October.   |
|                        | Here is our plan.  |
| plan                   | We will meet at <sup>(1)</sup> _____ a.m. at Sunshine <sup>(2)</sup> _____. It will take about <sup>(3)</sup> _____ to get to <sup>(4)</sup> _____, the biggest city square in the world. Then we will go to the Palace Museum <sup>(5)</sup> _____. |
|                        | After that, we will have lunch. Next, we will walk to <sup>(6)</sup> _____. We will be there for about <sup>(7)</sup> _____ hours. We can <sup>(8)</sup> _____ there.  |
|                        | We will leave the park at 4:30 p.m. and go shopping in <sup>(9)</sup> _____. At 6:30 p.m., we will take the underground and go back to <sup>(10)</sup> _____.  |
| Instructions           | The cost is about ¥50 per student.   |
| Closing                | It will be a great day. We hope you can join us.   |
| Signature(s)           | Best wishes,<br>Kitty Daniel   |

**C** Write a letter to invite your classmates to go on a day trip with you and your friend. Use the plan in Part A and the letter in Part B as a model.



## Self-assessment

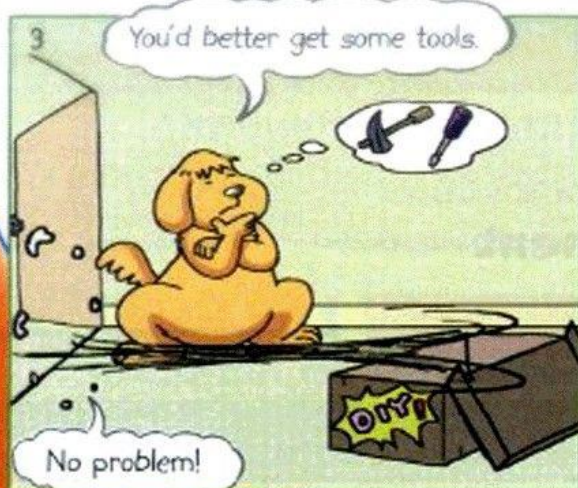
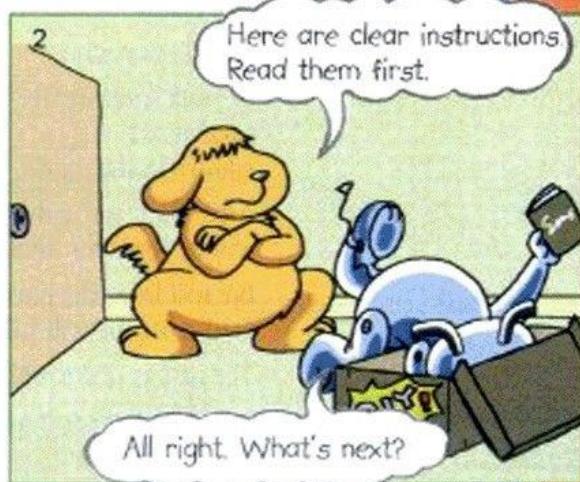
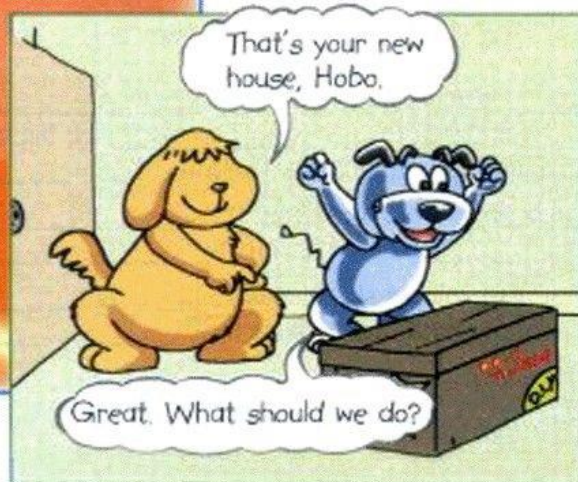
| I have learnt   | Details | Result |
|---|---------|--------|
| 1 about a day out.  |         |        |
| 2 to use the new words to talk about a day trip.          |         |        |
| 3 to use <b>as ... as</b> .<br>to use reflexive pronouns. |         |        |
| 4 the suffixes <b>-ful</b> and <b>-less</b> .             |         |        |

Result: 😊 Excellent!      😊 Good!      😊 Not bad!

I need to spend more time on \_\_\_\_\_.

## Unit 4

# Do it yourself



### Do it yourself

DIY is popular among young people. Suzy and her classmates are talking about DIY and writing about their DIY stories.

#### Task

Write about a DIY job you did.



## Welcome to the unit

### About DIY

**A** Here are some tools for DIY. Look at the picture and match the words in the box with the tools.

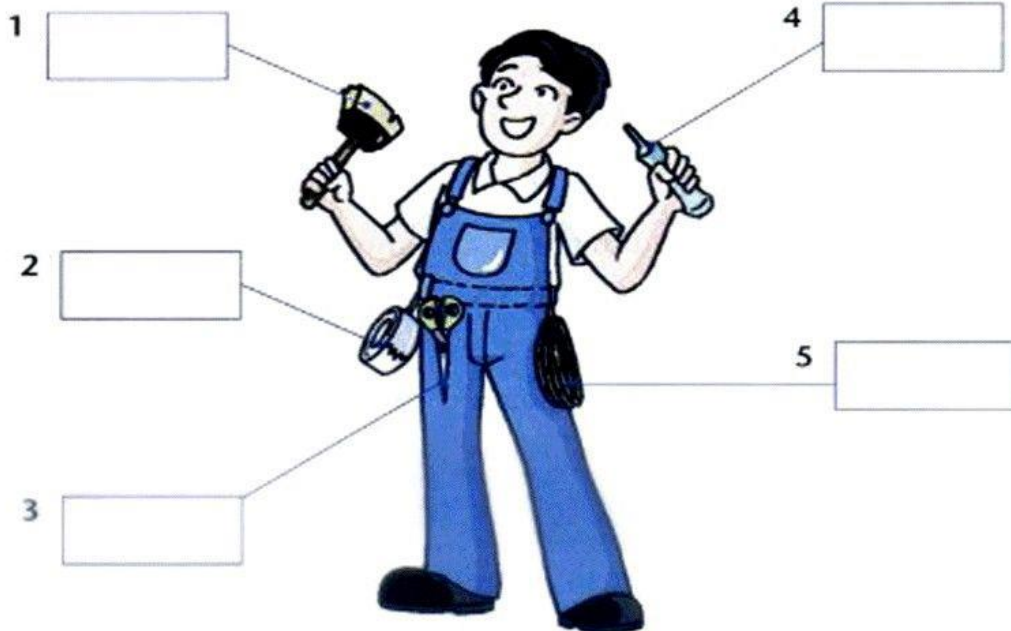
brush

glue

rope

scissors

tape



**B** Millie and Suzy are talking about DIY. Work in pairs and talk about something you would like to do. Use the conversation below as a model.

**Millie:** What's DIY exactly, Suzy?

**Suzy:** It stands for "do-it-yourself". When you do DIY, you make, repair or decorate things yourself instead of paying someone to do it.

**Millie:** What are you going to do then?

**Suzy:** I'm going to make some paper roses.

**Millie:** It sounds lovely. What do you need for that?

**Suzy:** I need some paper, glue and a pair of scissors.


**Millie:** Do you like DIY?

**Suzy:** Yes, I do. I enjoy making something new. That's fun.



## A Do it yourself



 Suzy's cousin Andrew is crazy about DIY. Read Suzy's article about him.

### *My cousin and DIY*

My cousin Andrew is crazy about DIY. He loves to repair things and decorate his house. But when he finishes, the house always looks terrible!

He once tried to put in a brighter light in  
 5 his bedroom, but he made a mistake. Then his whole house had a power cut. Another time, he wanted to put up a picture on his bedroom wall, but he hit a pipe and filled the room with water.



10 Last month, he thought the living room in his house was boring, so he painted it blue. His mum said, "Stop it." But he kept on painting. Now the living room has not only blue walls but also a blue ceiling and floor. Even his cat is blue now!

When I wanted a shelf above my bed, he said, "No problem!" He  
 15 then spent five hours putting up the shelf on the wall. Then I put my books on the shelf. Whoops! They couldn't stay there because one end of the shelf was much higher than the other!

I bought some books about DIY for him and I also advised him to take a course in DIY. But this just made him angry—he says he  
 20 already knows everything about it. So instead, I am reading all the books myself and attending lessons every Saturday. Now I know much more about DIY than my cousin!

## B How to do it

**B1** Suzy is telling Millie about her cousin and his DIY. Help Millie match the words on the left with the meanings on the right. Write the correct letters in the blanks.

- |                           |       |  |
|---------------------------|-------|--|
| 1 be crazy about (line 1) | _____ | a very bad                                     |
| 2 repair (line 1)         | _____ | b make something full of something else        |
| 3 terrible (line 3)       | _____ | c go to  |
| 4 fill (line 8)           | _____ | d like something very much                     |
| 5 advise (line 18)        | _____ | e fix  |
| 6 attend (line 21)        | _____ | f tell someone what you think he/she should do |



**B2** Suzy's cousin is not very good at DIY. Match the jobs he did with the problems he caused.

1 Putting in a brighter light

a No books could stay on it.

2 Putting up a picture

b He hit a pipe and filled the room with water.

3 Painting the living room

c The whole house had a power cut.

4 Putting up a shelf

d The cat is blue now.

**B3** Millie wants to retell Suzy's story about DIY. Read the following sentences. Write a T if a sentence is true or an F if it is false.

- 1 Suzy's cousin loves doing DIY. \_\_\_\_\_
- 2 Suzy's cousin failed to put in a new light in his bedroom. \_\_\_\_\_
- 3 Suzy's cousin put a picture on a pipe. \_\_\_\_\_
- 4 Suzy's cousin thought the cat was boring, so he painted it blue. \_\_\_\_\_
- 5 It took Suzy's cousin only a few minutes to put up the shelf on the wall. \_\_\_\_\_
- 6 Suzy's cousin wants to get better at DIY. \_\_\_\_\_

**B4** Suzy is talking with Kitty about her cousin and his DIY. Complete their conversation with the information on page 44.

**Suzy:** My cousin Andrew is <sup>(1)</sup> \_\_\_\_\_ about DIY. He loves to <sup>(2)</sup> \_\_\_\_\_ things and decorate his house.

**Kitty:** What kind of things does he do?

**Suzy:** He once tried to put in a brighter light in his bedroom, but he made a <sup>(3)</sup> \_\_\_\_\_, and his house had a <sup>(4)</sup> \_\_\_\_\_.

**Kitty:** Oh dear!

**Suzy:** And last month, he thought the living room was <sup>(5)</sup> \_\_\_\_\_, so he painted the walls <sup>(6)</sup> \_\_\_\_\_. But he also painted the ceiling, the floor and even the cat!

**Kitty:** Oh no!

**Suzy:** He once spent five hours putting up a <sup>(7)</sup> \_\_\_\_\_ on the wall for me, but my books couldn't stay there because one end of the shelf was much <sup>(8)</sup> \_\_\_\_\_ than the other.

**Kitty:** He should take a <sup>(9)</sup> \_\_\_\_\_ in DIY.

**Suzy:** But he says he already knows <sup>(10)</sup> \_\_\_\_\_ about it!





## A Giving instructions

We start a sentence with the base form of a verb when we want to tell people what to do.

**Put** up a picture on the wall.

**Paint** the walls blue.

We add **do not/don't** in front of a verb when we want to tell people not to do something.


**Don't** paint the cat.

We often add **please** in a sentence to make an instruction more polite.

**Please** fix the shelf for me.

**Don't** touch the wet paint, **please**.

## How to make cards

 Millie is teaching her classmates how to make cards to help them remember things better. Look at the pictures and help Millie complete the instructions.

cut

draw

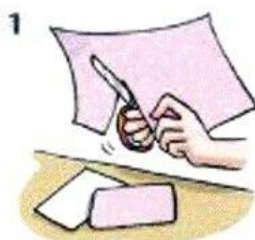
give

keep

look

try

write



1 (1) \_\_\_\_\_  
out pieces of  
card with a pair  
of scissors.



2 (2) \_\_\_\_\_  
some words or a  
sentence on  
each card.



3 (3) \_\_\_\_\_  
a picture about  
the words or  
sentence on the  
other side of the  
card.



4 (4) \_\_\_\_\_  
at the picture and  
(5) \_\_\_\_\_  
to say what is on  
the other side.

Please (6) \_\_\_\_\_ (not) up. (7) \_\_\_\_\_ trying and you will find  
you can remember things better.

## B Using *should* and *had better*

**Tip** The modal verbs **should** and **had better** do not change their forms.

We use **should** and **had better** when giving advice and telling people what we think is the best or right thing to do. The tone of **had better** is stronger than **should**.


You **should** know a little about DIY.

You **should not** put so many books on the shelf.

Your watch is broken. You **had better** buy a new one.

You **had better not** be late for school.

### DIY advice

 *Suzy is giving DIY advice to her classmates. Read the advice below. Help Suzy make sentences with **should (not)** or **had better (not)**.*

- begin your work without reading them
- join a DIY club to learn more about it
- be patient
- buy some to learn more about it
- play with them when you do DIY jobs

1 There are many useful books about DIY.

2 DIY is not easy.

3 Instructions are important.

4 Scissors can be dangerous.

5 Sometimes it'll take time to do a DIY job.





## Integrated skills

U... .

### A How to make a fruit salad



**A1** Amy and Suzy are making a fruit salad. Listen to their conversation and tick (✓) the things they need.

1



a watermelon

2



grapes

3



strawberries

4



a bowl

5



a spoon

6



apples

7



salad cream

8



plates

9



bananas



**A2** Read Amy's notes of how to make a fruit salad. Put her notes in the correct order. Write the numbers 1-4 in the boxes.

Wash the fruit.

Mix them together. Add some salad cream if you like.

Cut some of the larger fruit into small pieces.

Choose your favourite fruit.



**A3** Listen to Suzy giving Amy some tips for making a fruit salad. Help Amy complete her notes with the correct words.

### Tips for making a fruit salad

- Choose your favourite fruit. Use fruit <sup>(1)</sup> \_\_\_\_\_. Make sure it is <sup>(2)</sup> \_\_\_\_\_.
- Use fruit of <sup>(3)</sup> \_\_\_\_\_ colours and try to make your fruit salad look <sup>(4)</sup> \_\_\_\_\_ it tastes. For example, mixing red apples, green <sup>(5)</sup> \_\_\_\_\_, purple grapes and <sup>(6)</sup> \_\_\_\_\_ together will make the salad look very colourful.
- Prepare the fruit salad <sup>(7)</sup> \_\_\_\_\_ you are going to eat it. Some of the fruit will quickly <sup>(8)</sup> \_\_\_\_\_ when you leave it <sup>(9)</sup> \_\_\_\_\_ for some time.

### B Speak up: Let's make some sandwiches.



**A3** Sandy and her mum are talking about what to eat for lunch. Work in pairs and talk about what you can make for lunch. Use the conversation below as a model.

**Sandy:** It's time for lunch, Mum. Can we stop cleaning the house and make some food? I'm hungry.

**Mum:** OK. Let's make some sandwiches.

**Sandy:** Are they quick and easy to make?

**Mum:** Sure. Look at me. First, pick a piece of bread. Then put some tomato sauce on it.

**Sandy:** Next, we can put some ham and vegetables on it.

**Mum:** That's correct.

**Sandy:** Is that all right?

**Mum:** Well, just put another piece of bread on the top of it. Finished!





## Study skills

### The prefixes *un-*, *in-* and *im-*

A prefix is a letter or a group of letters that we add to the front of a word to form a new word. One of the most common prefixes for adjectives is **un-**. It means “not”. We add it to some adjectives to give them the opposite meaning.


More examples:  
 able → **unable**  
 fair → **unfair**  
 friendly → **unfriendly**  
 happy → **unhappy**  
 healthy → **unhealthy**  
 kind → **unkind**  
 lucky → **unlucky**  
 pleasant → **unpleasant**  
 tidy → **untidy**  
 usual → **unusual**

|             |                      |
|-------------|----------------------|
| certain     | <b>uncertain</b>     |
| comfortable | <b>uncomfortable</b> |
| important   | <b>unimportant</b>   |
| interesting | <b>uninteresting</b> |

We can also use some other prefixes, such as **in-** and **im-**, to form new words with opposite meaning.

More examples:  
 complete → **incomplete**  
 direct → **indirect**  
 polite → **impolite**  
 proper → **improper**

|          |                   |
|----------|-------------------|
| active   | <b>inactive</b>   |
| correct  | <b>incorrect</b>  |
| patient  | <b>impatient</b>  |
| possible | <b>impossible</b> |

 Read the conversations below. Add the correct prefixes to some of the adjectives so that all the sentences make sense.

- Annie:** Do you spend a lot of time doing outdoor sports?  
**Simon:** Sure. It's usual for me to stay at home all day.
- Sandy:** Our neighbour next door is putting something on the wall.  
**Mum:** It's possible to sleep with all that noise.
- Millie:** Are you able to fix your bicycle, Andy?  
**Andy:** No. I'm certain that I can fix it myself.
- Mum:** Suzy, your room is really tidy—things are all over the floor.  
**Suzy:** Sorry, Mum. I'll tidy up right now.



## Task

### A DIY story



**A ▶** Suzy did a DIY job at the weekend. Read her diary entry.

Saturday, 30 October

Mum's birthday is coming, so I decided to make her a birthday card by myself. I went to Sandy's home to make the card because I wanted to keep it secret.

I planned to make the card with some roses on it. Sandy helped me with the drawing. We had fun working together. It took me two hours to finish. Lots of things went wrong during that time. I made some mistakes when I wrote the sentence "Happy Birthday, Mum". I kept spelling the words wrong. I was too excited!

Finally, I coloured the roses red, blue and pink. I also cut out a picture of colourful balloons and stuck it on the cover. When I completed the card, there was paint on everything: the table, Sandy's books, my clothes, my hands and face!

This is the first card I made for Mum. I hope she will like it.



### Useful expressions

I decided to ... by myself.

I ... because ....

... helped me with ....

We had fun working together.

It took me ... minutes/hours to finish.

I made some mistakes when ....

Finally/In the end, ....

When I completed ..., ....

**B** Write your own diary entry about a DIY job you did. Use the diary entry in Part A as a model. The ideas below may help you.

Making your mum/dad a card

Painting a room

Fixing a bicycle

Making things from old clothes

Making biscuits, cakes or a pizza

Repairing a computer

Putting together a piece of furniture



## Self-assessment

| I have learnt   | Details | Result |
|---|---------|--------|
| 1 about DIY.  |         |        |
| 2 to use the new words to talk about a DIY job I did.                   |         |        |
| 3 to give instructions.<br>to use <b>should</b> and <b>had better</b> . |         |        |
| 4 the prefixes <b>un-</b> , <b>in-</b> and <b>im-</b> .                 |         |        |

Result: 😊 Excellent!    😊 Good!    😊 Not bad!

I need to spend more time on \_\_\_\_\_.

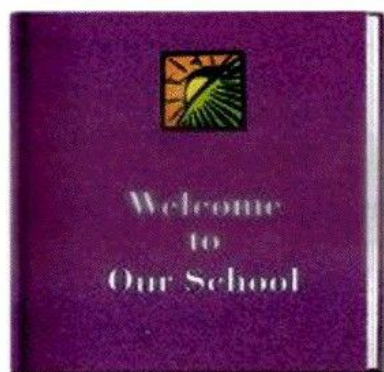
# Project 1

## A welcome booklet

The Class 1, Grade 8 students are designing an information booklet for the new Grade 7 students. The booklet will help the new students learn more about their school.

### A Planning and preparing

- 1 Work in groups of four. Think about the things the new students want to learn at a new school.
- 2 Think about the differences between middle schools and primary schools. You can compare them in the booklet.
- 3 Look at your school guide or booklet. Note down the useful information that you cannot find in it.
- 4 Talk to other students and teachers to find out what they know about your school.
- 5 Find or take photos for the booklet.

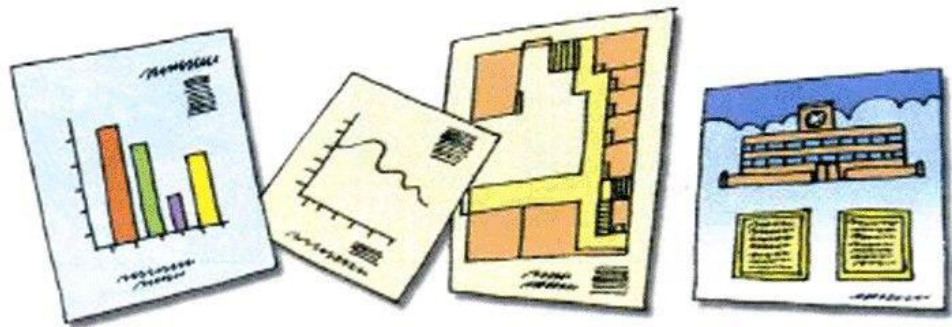


| Topics               | Details  |
|----------------------|--|
| School subjects      | Compare them with primary school subjects. What are the differences? |
| Homework             | How much homework do students have?                                  |
| Clubs                | What clubs are there at the school?<br>What are they for?            |
| Places at the school | Classrooms, library, hall, playground, etc.                          |
| School rules         | Dos and don'ts   |
| School trips         | How often do you have school trips?<br>Where do you go?              |
| Other information    | Anything else the new students should know about                     |

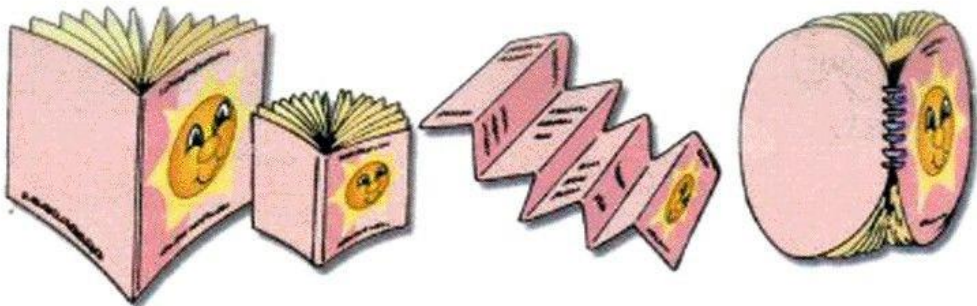


## B Steps for making the booklet

- 1 Work in groups. Each group member should write a part of the booklet. Think about different ways of presenting your information.
  - Use maps, lists, diagrams and charts to show facts clearly.
  - Use drawings, cartoons, photos, etc. to make your booklet more interesting.
  - Use your own stories to give examples and opinions.



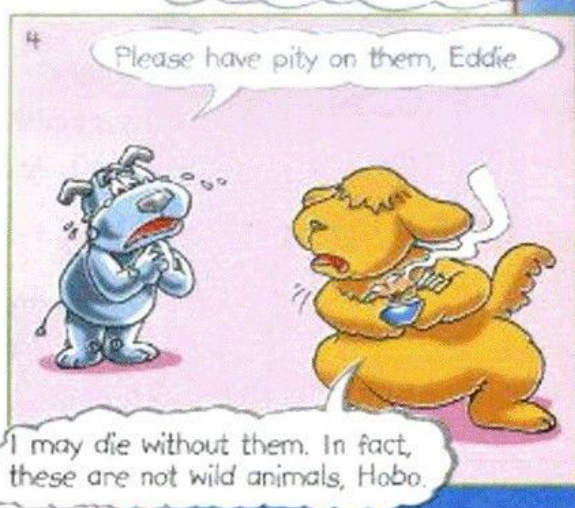
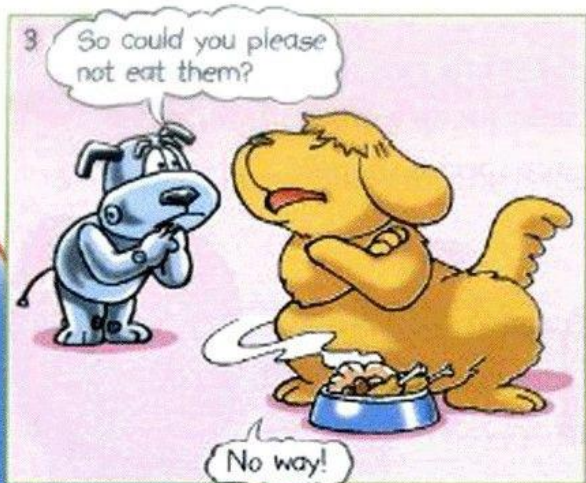
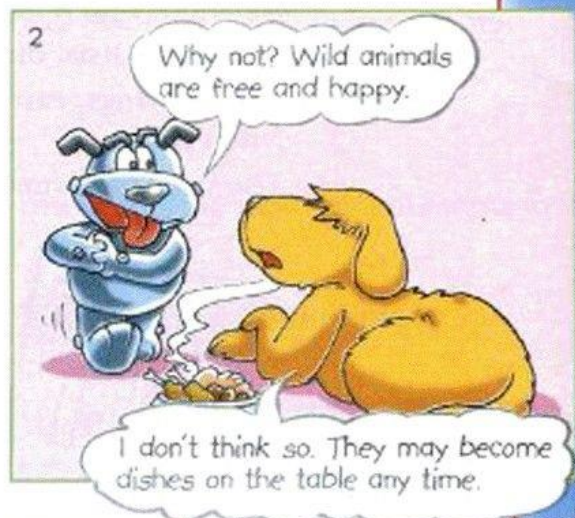
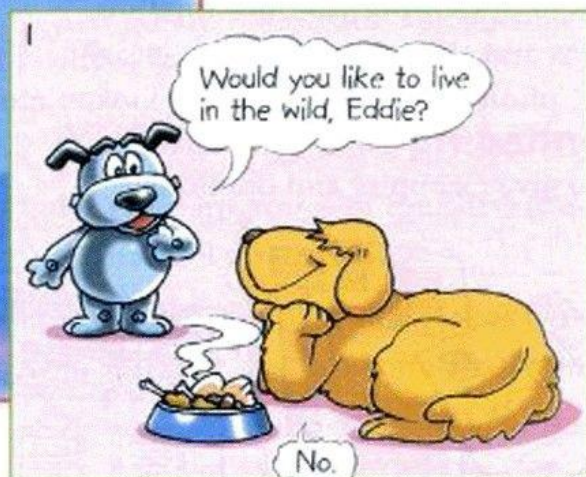
- 2 Design the booklet.
  - How many pages?
  - What size? A4, A5 or some special shape?



- 3 Remember to check your work.
  - Divide the text into paragraphs.
  - Make sure the headings are clear.
  - Choose the most suitable words and sentences.
  - Match the words or sentences with the correct pictures/photos.
  - Check for grammar, spelling and punctuation mistakes.
- 4 Make the front and back covers of the booklet. Give the booklet a title and make a contents page.

## Unit 5

# Wild animals



### Animals in the wild

Many wild animals are in danger. Simon is writing a report for the Wild Animals Club newsletter.

#### Task

Write a report on an animal in danger.



## Welcome to the unit

### Learning about wild animals

**A** The Wild Animals Club is doing a quiz on wild animals. How much do you know about them? Write the correct names under the pictures.

bear

dolphin

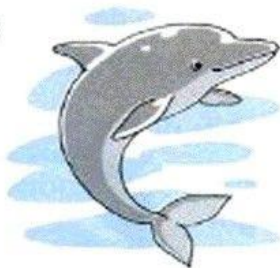
giant panda

squirrel

tiger

zebra

1



2



3



4



5



6



**B** Millie and her classmates are talking about their favourite wild animals. Work in groups and talk about the wild animals you like best. Use the conversation below as a model.

**Millie:** What wild animal do you like best, Kitty?

**Kitty:** I like monkeys best. They're so clever and funny. What about you, Simon?

**Simon:** I like lions best. They're strong and they can run very fast.

**Millie:** They're the kings of the animal world.

**Simon:** Yes, they are. What wild animal do you like best, Peter?

**Peter:** I like pandas best. They look so cute.

**Millie:** Pandas are my favourite animals too.



## A Giant pandas



Millie found a report on giant pandas in a magazine. Here is the report.

Animals in the Wild

### The story of Xi Wang

I first saw the baby panda when she was only ten days old. We called her Xi Wang. This means "hope".

When Xi Wang was born, she weighed just 100 grams and looked like a white mouse.

- 5 At four months old, she weighed about eight kilograms and started to go outside for the first time. Eight months later, she was not a small baby any more and weighed over 35 kilograms.



- 10 In the beginning, Xi Wang drank her mother's milk. When she was six months old, she began to eat bamboo. When she was 20 months old, she learnt to look after herself.

- 15 Sadly, giant pandas face serious problems in the wild. For example, it is very difficult for pandas to have babies, and many baby pandas die when they are very young. Also, giant pandas live mainly on a special kind of bamboo. However, the bamboo forests are becoming smaller and smaller. As a result, pandas may not have a place to live or food to eat.

- 20 Giant pandas are now in danger. We should take action right away. Here are some ideas.

- help pandas have more babies
- build more panda reserves
- make laws to protect pandas






- 25 There are now only about 1,600 pandas in the wild. If we do nothing, soon there may be none left! However, we do believe that where there is Xi Wang, there is hope.

## B Knowing about giant pandas

**B1** Millie does not know the meanings of some words in the report. Help her match the words on the left with the meanings on the right. Write the correct letters in the blanks.

- |                             |       |                                 |
|-----------------------------|-------|---------------------------------|
| 1 be born (line 3)          | _____ | a do something                  |
| 2 in the beginning (line 9) | _____ | b not any                       |
| 3 serious (line 12)         | _____ | c bad or dangerous              |
| 4 mainly (line 14)          | _____ | d at first                      |
| 5 take action (line 19)     | _____ | e more than anything else       |
| 6 none (line 25)            | _____ | f come into the world as a baby |

**B2** Millie is making a growth chart for Xi Wang. Help her match the sentences with the pictures. Use the information in the report on page 58 to help you. Write the correct letters in the boxes.

- 1  2  3  4 
- 1 day  e      10 days       4 months       6 months

- a She learnt to look after herself.  
 b She was about eight kilograms and started to go outside.  
 c She looked like a white mouse.  
 d She began to eat bamboo.  
 e She weighed 100 grams.  
 f She weighed over 35 kilograms.



12 months



20 months

**B3** Millie is telling Amy about the serious problems that giant pandas are facing. Complete what she says with the words in the box.

as a result in danger in the wild live on take action very young

We need to do something for giant pandas. They're now <sup>(1)</sup> \_\_\_\_\_. For example, giant pandas do not have many babies during their lives, and it's easy for baby pandas to get sick and die when they're <sup>(2)</sup> \_\_\_\_\_. Also, giant pandas mainly <sup>(3)</sup> \_\_\_\_\_ a special kind of bamboo, so the bamboo forests are very important to them. However, the bamboo forests are becoming smaller and smaller. <sup>(4)</sup> \_\_\_\_\_, giant pandas may not have a place to live or food to eat. There are now only about 1,600 pandas <sup>(5)</sup> \_\_\_\_\_. We should <sup>(6)</sup> \_\_\_\_\_ to protect them right away.



**B4** Millie's classmates are asking her some questions about Xi Wang. Help Millie answer their questions.

**Kitty:** What did Xi Wang eat when she was born?

**Millie:** She <sup>(1)</sup> \_\_\_\_\_ in the beginning, but half a year later, she began to <sup>(2)</sup> \_\_\_\_\_.

**Simon:** Did Xi Wang grow very quickly after she was born?

**Millie:** Yes. She weighed only <sup>(3)</sup> \_\_\_\_\_ at birth, but she weighed over <sup>(4)</sup> \_\_\_\_\_ when she was one year old.

**Sandy:** Is it easy for giant pandas to live in the wild?

**Millie:** No, it isn't. They face <sup>(5)</sup> \_\_\_\_\_.

**Daniel:** So what should we do?

**Millie:** We should help pandas <sup>(6)</sup> \_\_\_\_\_, build more <sup>(7)</sup> \_\_\_\_\_ and <sup>(8)</sup> \_\_\_\_\_ to protect them.




## A Using **may** for possibility

We use **may** to say that something is possible.

If we do nothing, soon there **may** be none left!

The bamboo forests are becoming smaller and smaller. As a result, pandas **may not** have a place to live or food to eat.

### In the zoo

 *Millie is in the zoo. She is telling Sandy on the phone about what happens. Complete what Millie says using **may** with the words in brackets.*

- The elephant is going towards the water.  
It <sup>(1)</sup> \_\_\_\_\_ (need) a bath.
- The little boy is crying because he saw the tigers.  
He <sup>(2)</sup> \_\_\_\_\_ (be) afraid of them.
- I cannot go near the lions and tigers.  
They <sup>(3)</sup> \_\_\_\_\_ (hurt) me.
- The baby panda is not drinking its mum's milk.  
It <sup>(4)</sup> \_\_\_\_\_ (not be) hungry.
- The monkeys are jumping around.  
They <sup>(5)</sup> \_\_\_\_\_ (be playing) with each other.
- The horse is standing with its eyes closed.  
It <sup>(6)</sup> \_\_\_\_\_ (be sleeping).



## B Using verbs + to-infinitives

We can use verbs and **to-infinitives** together.

At four months old, she **started to go** outside for the first time.


When she was six months old, she **began to eat** bamboo.

When she was 20 months old, she **learnt to look** after herself.

We often use **to-infinitives** after these verbs.

|         |          |        |      |
|---------|----------|--------|------|
| agree   | begin    | decide | fail |
| forget  | hope     | learn  | plan |
| prepare | remember | try    | want |

### More about wild animals

 Amy's dad is asking Amy some questions about animals. Complete their conversation with the words in brackets.

**Dad:** Do you know anything special about wild animals?

**Amy:** Yes, Dad. For example, dolphins are clever. They can  
(1) \_\_\_\_\_ (learn, work out) easy maths problems.

**Dad:** What do you know about bats?

**Amy:** Bats can't see, but they can (2) \_\_\_\_\_ (decide, fly) the right way with the help of their mouth and ears.

**Dad:** Did you know that bees never get lost?

**Amy:** Yes. Bees always (3) \_\_\_\_\_ (remember, come back) the same way as they went.

**Dad:** What do you know about squirrels?

**Amy:** They always (4) \_\_\_\_\_ (begin, save) some food before winter comes.

**Dad:** Yes, but sometimes they forget where to find the food.







## Integrated skills

### A Helping wild animals



**A1** Millie and Daniel want to help wild animals. They are reading a book about animals. Listen to their conversation. Help them complete the fact sheets.

#### Tigers

##### Looks

- big and strong
- (1) \_\_\_\_\_ eyes
- (2) \_\_\_\_\_ fur  
with (3) \_\_\_\_\_  
stripes

##### Abilities

- can (4) \_\_\_\_\_ fast,  
but only for a short while
- able to (5) \_\_\_\_\_ and  
climb

##### Qualities

- like to live (6) \_\_\_\_\_

##### Food

- animals

##### Danger

- hunters catch tigers  
for their fur, bones  
or other parts of the  
body



#### Wolves

##### Looks

- not very (7) \_\_\_\_\_
- thick (8) \_\_\_\_\_

##### Abilities

- can see, hear and (9) \_\_\_\_\_  
things far away
- can run for (10) \_\_\_\_\_  
without stopping

##### Qualities

- often work as a team
- never kill for (11) \_\_\_\_\_

##### Food

- animals
- sometimes (12) \_\_\_\_\_

##### Danger

- losing living areas
- people kill wolves  
because they think  
wolves are dangerous  
to humans



**A2** Help Millie and Daniel write a letter to tell people why it is important to protect tigers and wolves. Use the fact sheets in Part A1 on page 63 for information.

Dear Sir or Madam,

We are writing to tell you about some wild animals in danger.

Tigers are big and <sup>(1)</sup> \_\_\_\_\_. They have very <sup>(2)</sup> \_\_\_\_\_ eyes. Tigers like to live <sup>(3)</sup> \_\_\_\_\_. There are not many tigers in the world now. Tigers are in danger because people catch them for their fur, <sup>(4)</sup> \_\_\_\_\_ or other parts of the body.

Wolves are not very big. They can see, <sup>(5)</sup> \_\_\_\_\_ and <sup>(6)</sup> \_\_\_\_\_ things far away. They often work as a <sup>(7)</sup> \_\_\_\_\_. Sadly, they have fewer and fewer living areas, and people kill them because they think wolves are <sup>(8)</sup> \_\_\_\_\_ to humans. They are now in danger.

We think we should help these animals.

Yours sincerely,

Millie Daniel

## B Speak up: It's a great pity!



Millie is talking to her mum about how to protect wild animals. Work in pairs and discuss the topic with your partner. Use the conversation below as a model.

**Millie:** Mum, I read a book about wild animals today. Some of them are now in danger.

**Mum:** I'm sorry to hear that. It's a great pity!

**Millie:** Yes. Many animals lose their lives because people hunt them. They sell the animals' fur, bones or other parts of the body.

**Mum:** What a shame! We shouldn't buy fur coats any more.

**Millie:** Right. I think everybody should act to protect wild animals.





## The suffixes *-ing*, *-ness* and *-ion*

We can add *-ing*, *-ness* and *-ion* to some verbs and adjectives to form nouns.

| Verb/Adjective | + | Suffix | → | Noun    |
|----------------|---|--------|---|---------|
| mean           | + | ing    | → | meaning |
| ill            | + | ness   | → | illness |
| act            | + | ion    | → | action  |

Sometimes we need to change the ending of the verb/adjective when we add the suffix.

shop → shopping  
 happy → happiness  
 decide → decision  
 invite → invitation

**A** Change the following verbs and adjectives into nouns by adding the correct suffixes. You may use a dictionary to help you.

- |                 |                   |
|-----------------|-------------------|
| 1 discuss _____ | 6 celebrate _____ |
| 2 collect _____ | 7 begin _____     |
| 3 kind _____    | 8 dark _____      |
| 4 sick _____    | 9 meet _____      |
| 5 feel _____    | 10 invite _____   |

**B** Fill in the blanks with the words in brackets. Change each word into a noun by adding a suffix. Use the plural form if necessary.

Document

Dear all,

We are members of the Wild Animals Club. Many wild animals are now in danger because of <sup>(1)</sup> \_\_\_\_\_ (hunt). They need our <sup>(2)</sup> \_\_\_\_\_ (protect).

Wild animals are our friends. Some famous artists have wonderful <sup>(3)</sup> \_\_\_\_\_ (paint) of them. Wild animals also have their own families. They have <sup>(4)</sup> \_\_\_\_\_ (feel) of <sup>(5)</sup> \_\_\_\_\_ (happy) and <sup>(6)</sup> \_\_\_\_\_ (sad). We should not kill them for any reason.

We hope you can accept our <sup>(7)</sup> \_\_\_\_\_ (invite) and join us. Thank you for your <sup>(8)</sup> \_\_\_\_\_ (kind).



## Task

### A report on an animal in danger

**A** Simon wants to write a report on bears for the Wild Animals Club. Read his notes below.

#### A report on bears

##### Looks

- big and heavy, large body, short and strong legs, large paws, short tail

##### Food

- most eat meat and fish, some also eat plants and insects

##### Abilities

- can run very fast, good at climbing and swimming

##### Qualities

- move around slowly in the daytime, sleep through the winter, seldom hurt people

##### Danger

- hunters catch them for their fur and paws



### Useful expressions

... are big and heavy/strong/small/lovely/cute.

They have ....

Their ... are ....

They eat meat/fish/plants/insects.

They can ....

They are good at ....

They seldom/often ....

People catch/hunt ... for ....

We should take action to ....

**B** Help Simon complete his report using his notes in Part A.

**Bears are in danger!**

Bears are big and <sup>(1)</sup> \_\_\_\_\_. They have large body, short and <sup>(2)</sup> \_\_\_\_\_ legs and large paws. Their tails are <sup>(3)</sup> \_\_\_\_\_.

Most bears eat meat and <sup>(4)</sup> \_\_\_\_\_, but some also eat plants and <sup>(5)</sup> \_\_\_\_\_.

Bears can <sup>(6)</sup> \_\_\_\_\_. They are good at <sup>(7)</sup> \_\_\_\_\_ and <sup>(8)</sup> \_\_\_\_\_.

Bears move around slowly in the daytime. They sleep through <sup>(9)</sup> \_\_\_\_\_. They <sup>(10)</sup> \_\_\_\_\_ hurt people.

Sadly, many hunters catch bears for their <sup>(11)</sup> \_\_\_\_\_ and <sup>(12)</sup> \_\_\_\_\_. We should take action to stop this. Otherwise, there may be no bears left in the world.

**C** You also want to write a report on an animal in danger. Discuss your ideas with your partner. Then write the report. Use Simon's notes and report as a model.



## Self-assessment

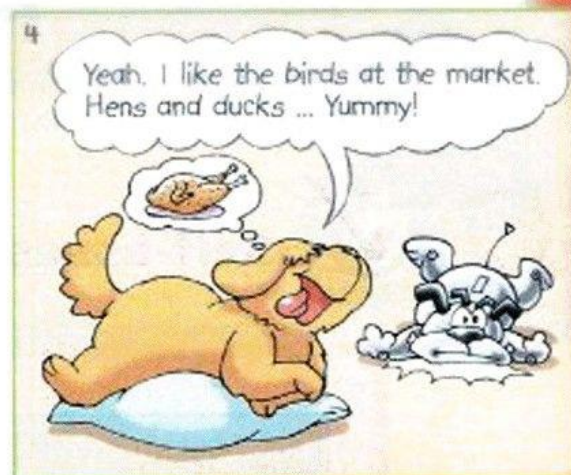
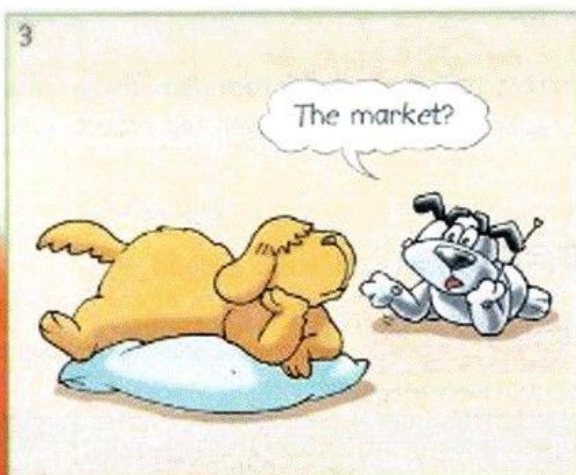
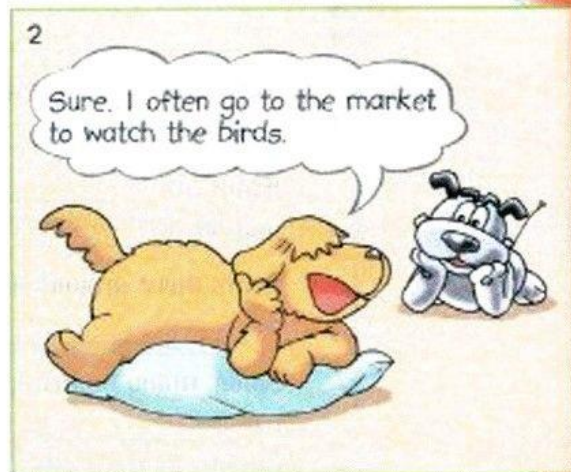
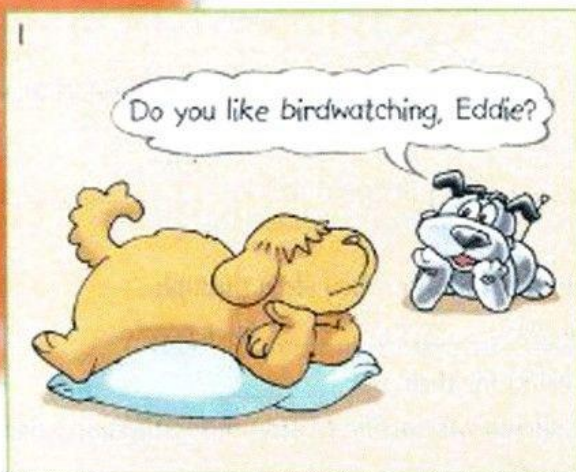
| I have learnt  | Details | Result |
|--|---------|--------|
| 1 about some wild animals.   |         |        |
| 2 to use the new words to talk about a wild animal.                            |         |        |
| 3 to use <b>may</b> for possibility.<br>to use verbs + <b>to</b> -infinitives. |         |        |
| 4 the suffixes <b>-ing</b> , <b>-ness</b> and <b>-ion</b> .                    |         |        |

**Result:** 😊 Excellent!      😊 Good!      😊 Not bad!

I need to spend more time on \_\_\_\_\_.

## Unit 6

# Birdwatching



### Joining the Birdwatching Society

The science teacher encourages the Class 1, Grade 8 students to join the Birdwatching Society to learn more about birds in the wetlands.

#### Task

Write an application letter to join the Birdwatching Society.