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义务教育教科书

英语

English

八年级下册

译林出版社

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英语



English

八年级下册

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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，我们将通过参与、探究和合作等实践方式，学会如何用英语与他人交流，表达自己的思想。在这里，我们将领略别样文化，体验异域风情，探寻更广阔的学习天地。

这是埃迪 (Eddie) ，这是霍波 (Hobo) ，他俩将伴随我们一起走过三年的学习时光。本学期我们共学习八个单元。每单元开篇的卡通画 (Comic strip) 以风趣的漫画、简洁的对白带我们开始新单元的学习。接下来的导入 (Welcome to the unit)，一组图片、一段对话，会激活我们关于单元话题已有的知识储备。阅读 (Reading) 是我们的重点学习板块。在本学期的学习中，我们先在家乡走走，了解她的过去和现在；再背起行囊，去感受外面世界的精彩；丰富的网络资源，还可以让我们足不出户环游世界；行万里路，也要读万卷书，书本可以带领我们穿越时空，通晓古今；作为学生的我们，同时也是社会大家庭的一员，文明礼貌要时刻谨记；奉献爱心要从点滴做起；我们要关爱社会，保护地球，建设美好的绿色家园。语法板块 (Grammar) 主要梳理本单元出现的重点语言现象，帮助我们更好地掌握语法规则。综合技能 (Integrated skills) 中的听、说、读、写训练，着重培养我们的语言综合运用能力。本册学习技能 (Study skills) 提供了具体的写作指导，教我们区分事实和观点、要点和细节；学会使用图表整理思路，在作文中加入恰当的连接词承上启下；了解针对不同的话题应该使用的不同叙述方法；注意行文中的标点断句；知道如何引用习语为文章添彩；养成完成作文后及时自查错误并纠正的好习惯。学完一个单元，大家一定跃跃欲试，想动手写一写吧！任务板块 (Task) 引导我们整理思路、组织语言，再落笔成文。最后，通过自我评价 (Self-assessment)，我们将体验收获的快乐。如果还想接受更高的挑战，每个模块 (四个单元) 之后的课题 (Project) 是我们大显身手的好地方！

现在，让我们放松心情，一起走进这个乐园吧。祝大家学习愉快！

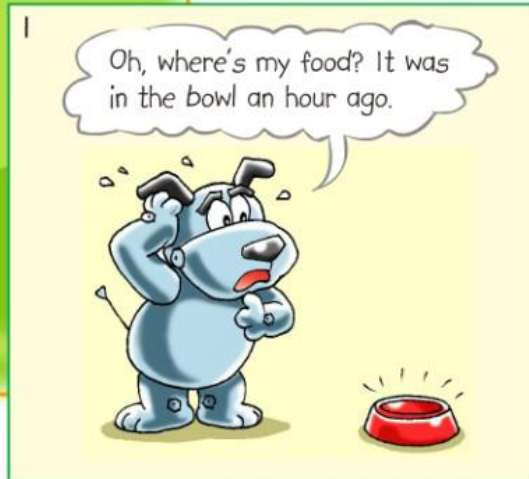
# Contents

	Unit	Welcome to the unit	Reading	Grammar
Travel in time and space  Module 1	<b>1</b> Past and present (p. 6)	Transport at different times (p. 7)	Times have changed (pp. 8–11)	Present perfect tense (pp. 12–14)
	<b>2</b> Travelling (p. 20)	Places of interest (p. 21)	A trip to Hong Kong (pp. 22–25)	A Using <i>have/has been</i> and <i>have/has gone</i> (pp. 26–27) B Verbs with <i>for</i> and <i>since</i> (pp. 27–28)
	<b>3</b> Online tours (p. 34)	Learning about computers (p. 35)	Around the World in Eight Hours (pp. 36–39)	Simple past tense and present perfect tense (pp. 40–42)
	<b>4</b> A good read (p. 48)	What type of book do you like? (p. 49)	Gulliver in Lilliput (pp. 50–53)	A Using question words + <i>to</i> -infinitives (pp. 54–55) B Using <i>must</i> and <i>have to</i> (p. 56)
Rights and responsibilities  Module 2	<b>5</b> Good manners (p. 64)	Doing the right things (p. 65)	When in Rome (pp. 66–69)	A Using <i>enough to</i> (p. 70) B Using <i>too ... to</i> (p. 71)
	<b>6</b> Sunshine for all (p. 78)	People who need help (p. 79)	The Special Olympics World Games (pp. 80–83)	A <i>It is</i> + adjective + <i>to</i> -infinitive (p. 84) B <i>It is</i> + adjective + <i>for ...</i> + <i>to</i> -infinitive (p. 85) C <i>It is</i> + adjective + <i>of ...</i> + <i>to</i> -infinitive (p. 86)
	<b>7</b> International charities (p. 92)	Charities around the world (p. 93)	An interview with an ORBIS doctor (pp. 94–97)	Passive voice in the simple present and past tenses (pp. 98–100)
	<b>8</b> A green world (p. 106)	A green life (p. 107)	Green Switzerland (pp. 108–111)	Passive voice in the simple future tense (pp. 112–114)
Appendices: Irregular verbs (pp. 122–123)    Notes (pp. 124–132)    Grammar check (pp. 133–139)				

Integrated skills	Study skills	Task	Self-assessment	Project
A Changes in Starlight Town (pp. 15–16) B Speak up: We haven't seen each other since then. (p. 16)	Facts and opinions (p. 17)	Changes in my hometown (pp. 18–19)	(p. 19)	An information folder (pp. 62–63)
A Travelling in China (pp. 29–30) B Speak up: I'm going to visit Chengdu. (p. 30)	Main points and details (p. 31)	My best holiday (pp. 32–33)	(p. 33)	
A Travelling at home (pp. 43–44) B Speak up: My pleasure. (p. 44)	Making charts (p. 45)	Introducing a country (pp. 46–47)	(p. 47)	
A Recommending a book (pp. 57–58) B Speak up: I want some history books. (p. 58)	Transitions between ideas (p. 59)	A survey on reading habits (pp. 60–61)	(p. 61)	
A Public signs (pp. 72–73) B Speak up: Please don't take photos. (p. 73)	Using English sayings (pp. 74–75)	Table manners (pp. 76–77)	(p. 77)	Project 1
A Working in a mountain area (pp. 87–88) B Speak up: How can we help people in our daily lives? (p. 88)	Organizing your ideas (p. 89)	Giving a helping hand (pp. 90–91)	(p. 91)	
A The work of UNICEF (pp. 101–102) B Speak up: I've got toothache. (p. 102)	Using punctuation marks (p. 103)	Charity work (pp. 104–105)	(p. 105)	
A How green are you? (pp. 115–116) B Speak up: We can plant more trees. (p. 116)	Checking your work (p. 117)	Going green (pp. 118–119)	(p. 119)	
Wordlists (pp. 140–150)	Proper nouns (pp. 151–152)			A report on charity (pp. 120–121)
				Project 2

## Unit 1

# Past and present



### Changes

The Class 1, Grade 8 students are going to do a history project on the changes in Beijing over the years.

#### Task

Write a report on the changes in your hometown.





## Welcome to the unit

### Transport at different times

**A** Daniel wants to know about the different forms of transport in Beijing. Help him write the correct names under the pictures.

bus      coach      plane      taxi      train      underground

1




---

2




---

3




---

4




---

5




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6




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**B** Millie and her dad are talking about transport at different times. Work in pairs and take turns to talk about it. Use the conversation below as a model.

	Past	Present
go to school	on foot, by bike/bus	by bike/bus/underground
go around the city	by bus	by bus/taxi/car
go to other cities	by coach	by coach/train/plane

**Millie:** How did you go to school when you were a student, Dad?

**Dad:** I used to go to school by bike.

**Millie:** Why didn't you take a bus?

**Dad:** Well, there were always too many people on the bus, and it took a long time to wait for the next one.

**Millie:** Really? I go to school by bus. Now it's easy and fast.



# Reading

## A Times have changed



*Millie wants to write about the changes in Sunshine Town for her history project. Daniel's grandpa, Mr Chen, knows a lot about Sunshine Town, so Millie is interviewing him to get some information.*



**Millie:** Do you know Sunshine Town very well, Mr Chen?

**Mr Chen:** Sure. I've lived here since I was born.

**Millie:** Have you ever moved house?

**Mr Chen:** Yes. I first lived in the northern part of town with my parents.  
5 When I got married in 1965, my wife and I moved two blocks away and we've lived in this area since then.

**Millie:** Has the town changed a lot over the years?

**Mr Chen:** Yes! We only had some small restaurants and shops years ago. And  
10 we had a post office and a cinema in the town centre. Now the government has turned part of the town centre into a new park. We have a new theatre and a large shopping mall too.



**Millie:** Was pollution a problem then?

**Mr Chen:** Yes, it was. There was once a steel factory near the Sunshine River. They often put the waste into the river. Later the government  
15 realized the problem and took action to improve the situation. Now the river is much cleaner.

**Millie:** Do you think life is better now?

**Mr Chen:** Well, in some ways it is. It's really nice to have a beautiful modern town. However, most of my old friends have moved away. It has  
20 become impossible for us to see each other as often as before. We used to play cards and Chinese chess together. Now I feel a bit lonely from time to time. Anyway, it's good to see the amazing changes in the town.

### B Changes in Sunshine Town

**B1** Millie is telling Sandy about her interview with Mr Chen. Sandy does not know the meanings of some words. Help her match the words on the left with the meanings on the right. Write the correct letters in the blanks.

- |   |                             |       |   |   |
|---|-----------------------------|-------|---|---|
| 1 | married (line 5)            | _____ | a | sometimes   |
| 2 | block (line 5)              | _____ | b | know or understand something that you did not know before |
| 3 | factory (line 13)           | _____ | c | make something better                                     |
| 4 | realize (line 15)           | _____ | d | a place where things are made by machines                 |
| 5 | improve (line 15)           | _____ | e | not happy because of being alone                          |
| 6 | lonely (line 22)            | _____ | f | having a husband or wife                                  |
| 7 | from time to time (line 22) | _____ | g | a group of buildings with streets on all sides            |

**B2** Millie is telling Sandy more about her interview with Mr Chen. Help Sandy check if she has got the information right. Write a **T** if a sentence is true or an **F** if it is false.

- |   |   |       |
|---|---|-------|
| 1 | Mr Chen knows little about Sunshine Town.                     | _____ |
| 2 | Mr Chen moved away from his parents when he got married.      | _____ |
| 3 | There is a large shopping mall in Sunshine Town now.          | _____ |
| 4 | The steel factory once put its waste into the Sunshine River. | _____ |
| 5 | It is easy for Mr Chen to see his old friends now.            | _____ |
| 6 | Amazing changes have taken place in Sunshine Town.            | _____ |



**B3** Sandy wants to learn more about the history of Sunshine Town. She is asking Millie some questions. Work in pairs. Complete their conversation.

**Sandy:** Tell me more about your interview with Mr Chen, Millie. Has he lived in Sunshine Town all his life?

**Millie:** Yes. He first lived with his parents in the <sup>(1)</sup> \_\_\_\_\_ part of town, and then moved to another flat two <sup>(2)</sup> \_\_\_\_\_ away.

**Sandy:** What was the town like in the past?

**Millie:** There were some small <sup>(3)</sup> \_\_\_\_\_ and shops.

**Sandy:** What did Mr Chen say about the town centre?

**Millie:** Years ago, there was a <sup>(4)</sup> \_\_\_\_\_ and a <sup>(5)</sup> \_\_\_\_\_. Now there's a new park, a new <sup>(6)</sup> \_\_\_\_\_ and a large <sup>(7)</sup> \_\_\_\_\_.

**Sandy:** Were there any factories in Sunshine Town?

**Millie:** Yes. There was once a <sup>(8)</sup> \_\_\_\_\_ near the Sunshine River.



**B4** Millie is going to write about the changes in Sunshine Town for her history project. She has made some notes. Help her complete the sentences with the information on pages 8 and 9.

- Sunshine Town <sup>(1)</sup> \_\_\_\_\_ over the years.
- People now have a <sup>(2)</sup> \_\_\_\_\_ town.
- The <sup>(3)</sup> \_\_\_\_\_ from the steel factory was once a problem. Luckily, the government took action to improve the <sup>(4)</sup> \_\_\_\_\_ later.
- Old people used to <sup>(5)</sup> \_\_\_\_\_ together.
- Old people sometimes <sup>(6)</sup> \_\_\_\_\_ because they cannot <sup>(7)</sup> \_\_\_\_\_ as often as before.
- People think it is good to see <sup>(8)</sup> \_\_\_\_\_.



## Present perfect tense

**TIP** We can use these time expressions with the present perfect tense.

already	yet
ever	never
just	recently
since	for

We use the present perfect tense to talk about an action that started in the past and continues to the present.

I **have lived** here since I was born.

We use the present perfect tense to talk about an action that happened in the past and has a connection with the present.

Eddie **has** just **eaten** Hobo's food.

(Eddie ate the food, and now Hobo has nothing to eat.)

We also use the present perfect tense to talk about how many times an action has happened till now.

I **have** already **read** this book many times.

We make positive statements in the present perfect tense like this:

I/You/We/They	<b>have</b>	<b>arrived.</b>
He/She/It	<b>has</b>	

We make negative statements in the present perfect tense like this:

I/You/We/They	<b>have</b>	<b>not</b>	<b>arrived.</b>
He/She/It	<b>has</b>		

**TIP** have not = haven't  
has not = hasn't

We ask and answer questions using the present perfect tense like this:

<b>Have</b>	I/you/we/they	<b>arrived?</b>
<b>Has</b>	he/she/it	

<b>Yes,</b>	I/you/we/they	<b>have.</b>
	he/she/it	<b>has.</b>

<b>No,</b>	I/you/we/they	<b>haven't.</b>
	he/she/it	<b>hasn't.</b>

We form the past participles of regular verbs by adding **-ed**, just as what we do to form the simple past tense of these verbs.

Most verbs	+ <b>ed</b>	finish → finished
Verbs ending in <b>-e</b>	+ <b>d</b>	change → changed
Verbs ending in a consonant + <b>y</b>	– <b>y</b> + <b>ied</b>	carry → carried
Short verbs ending in a vowel + a consonant	<b>double the consonant + ed</b>	stop → stopped

We form the past participles of irregular verbs differently. Here are some examples.

**TIP** Turn to pages 122 and 123 for more changes of irregular verbs.

No change	come → come	hurt → hurt
Change the vowel	hold → held	win → won
Change the consonant	lend → lent	build → built
Change the vowel(s) and the the consonant(s)	catch → caught forget → forgotten	keep → kept tell → told
Others	be → been fall → fallen draw → drawn	have → had fly → flown see → seen

The table below shows more examples of the past participles of verbs.

Regular verbs		Irregular verbs	
Base form	Past participle	Base form	Past participle
visit	visited	hit	hit
repair	repaired	put	put
live	lived	meet	met
move	moved	make	made
try	tried	sell	sold
study	studied	give	given
fit	fitted	write	written
plan	planned	think	thought



### A short test

**A** Mr Wu wants the students to practise using the present perfect tense. Help them write the past participles of the verbs below.

1 borrow _____	5 plan _____	9 say _____
2 hope _____	6 cry _____	10 grow _____
3 make _____	7 send _____	11 hit _____
4 get _____	8 watch _____	12 enjoy _____

**B** Mr Wu asks the students to complete the sentences below using the present perfect tense. Help them complete the sentences.

- 1 They \_\_\_\_\_ (finish) their homework already.
- 2 John \_\_\_\_\_ never \_\_\_\_\_ (visit) China.
- 3 Mr Li \_\_\_\_\_ (repair) over ten bicycles since Monday.
- 4 We \_\_\_\_\_ (not see) each other for years.
- 5 My parents \_\_\_\_\_ (not come) back yet.
- 6 Our teacher \_\_\_\_\_ (teach) us a lot about the history of China.

### Chat time

**C** Millie and Sandy are talking about a film about the history of Beijing. Complete their conversation with the correct forms of the verbs in brackets.

**Millie:** <sup>(1)</sup> \_\_\_\_\_ you \_\_\_\_\_ (see) any films recently, Sandy?

**Sandy:** No, I haven't. What about you?

**Millie:** I <sup>(2)</sup> \_\_\_\_\_ (see) one last Saturday.

**Sandy:** What's it about?

**Millie:** It's about the changes in Beijing over the past century.

From this film, I <sup>(3)</sup> \_\_\_\_\_ (learn) more about Beijing's past and present.

**Sandy:** Oh, I think I <sup>(4)</sup> \_\_\_\_\_ (hear) about the film. Do you plan to see it again?

**Millie:** Yes, I'd like to.







## Integrated skills

### A Changes in Starlight Town



**A1** Daniel and Kitty are doing their history project. Listen to their conversation. Complete the information below about Starlight Town in the past.



#### Past

**Environment:** green <sup>(1)</sup> \_\_\_\_\_, clean and fresh <sup>(2)</sup> \_\_\_\_\_, wild <sup>(3)</sup> \_\_\_\_\_ near the lake

**Transport:** bus and <sup>(4)</sup> \_\_\_\_\_

**Living conditions:** old <sup>(5)</sup> \_\_\_\_\_



**A2** Listen to the rest of their conversation and complete the information about today's Starlight Town.



#### Present

**Environment:** smaller <sup>(1)</sup> \_\_\_\_\_, new <sup>(2)</sup> \_\_\_\_\_ station, tall <sup>(3)</sup> \_\_\_\_\_ and new roads

**Transport:** bus, taxi and <sup>(4)</sup> \_\_\_\_\_

**Living conditions:** new <sup>(5)</sup> \_\_\_\_\_

**A3** Kitty is writing about Starlight Town in her diary. Complete her diary entry on the next page with the words in the box.

air	bicycle	birds	buildings	flats
hills	houses	modern	railway	taxi

13 February

Dear Diary,

Today I borrowed a book about Starlight Town's past and present.

Starlight Town was very beautiful years ago. There were green

(1) \_\_\_\_\_ and wild (2) \_\_\_\_\_ near the lake. The

(3) \_\_\_\_\_ was clean and fresh then.

Now it has become a (4) \_\_\_\_\_ town. There is a new

(5) \_\_\_\_\_ station. There are some new roads too. People can

now travel to and from the town by bus, (6) \_\_\_\_\_ or train, but

in the past, people could only travel by bus or (7) \_\_\_\_\_.

Another big change is the many tall (8) \_\_\_\_\_ in the town.

Local people used to live in old (9) \_\_\_\_\_, but now, most of

them have moved into new (10) \_\_\_\_\_.

Starlight Town has changed a lot over the years. I hope I can visit it again.

## B Speak up: We haven't seen each other since then.



**▶** Millie is telling Sandy about an old friend. Work in pairs and tell your partner about the changes in your life. Use the conversation below as a model.

**Millie:** I met my old friend Becky last week. She's just returned from the USA.

**Sandy:** Really? When did you last see each other?

**Millie:** About five years ago. She went abroad with her parents. We haven't seen each other since then.

**Sandy:** Oh, you were still at primary school then. So how do you keep in touch with each other?

**Millie:** We mainly communicate by email. The Internet makes communication much easier.

**Sandy:** Exactly.





## Facts and opinions

We often use facts and opinions when we write. Facts are true statements. They include names, dates, events and numbers. Opinions tell what we believe, feel or think. They may not be true.

**TIP** Sentences that show opinions often use verbs like **feel**, **believe** and **think** or have adjectives like **good**, **bad** and **terrible**.

Beijing is the capital of China. (Fact)

Beijing is the best city in the world. (Opinion)

Many changes have taken place in my hometown. (Fact)

The new shopping mall is a good place to have fun. (Opinion)

When we write, we can use facts to support our opinions. We can also give facts first, and then state our opinions.

My hometown is beautiful. There are green hills all around. A river runs through the centre of town.

I have moved to a new school this term. I do not know the school very well and I have no friends here. I feel unhappy these days.

**A** Read the sentences below. Write an **F** for a fact or an **O** for an opinion.

- 1 There were only small shops and restaurants in the town. \_\_\_\_\_
- 2 Old people used to play cards and Chinese chess together. \_\_\_\_\_
- 3 The new park in the town centre looks beautiful. \_\_\_\_\_
- 4 There was once a steel factory near the Sunshine River. \_\_\_\_\_
- 5 Life is getting better in some ways. \_\_\_\_\_
- 6 Many of Mr Chen's friends have moved away. \_\_\_\_\_

**B** Millie is writing about the changes in her life. Help her decide which are opinions and which are facts. Reorganize them into a short passage.

- 1 We have more subjects to learn.
- 2 It is not easy to get used to the changes of life quickly.
- 3 When I was at primary school, I walked to school with my mum.
- 4 Now I go to school by bus on my own.
- 5 I have to spend more time on my homework than before.
- 6 Some subjects are difficult.



# Task

## Changes in my hometown

**A** Amy plans to write about the changes in Moonlight Town for her history project. She has an old picture and a recent picture of the town.



**B** Amy organized her ideas by using a fact file. Read her fact file.

<b>Topic</b>	Many changes have taken place in Moonlight Town over the years.		
<b>Facts</b>		<b>Past</b>	<b>Present</b>
	<b>Environment</b>	narrow and dirty roads; rubbish everywhere; large open spaces	wide and clean streets; green trees on both sides; shops and tall buildings
	<b>Life</b>	small old houses; listen to the radio or watch TV	new flats; computers and the Internet; mobile phones
	<b>Transport</b>	on foot or by bicycle	by bus or taxi; have own cars
<b>Opinion</b>	Now people are enjoying a comfortable life.		

### Useful expressions

- ... has changed a lot over the years.
- Many changes have taken place in ....
- People are enjoying a ... life.
- There were only ... in the past, but now ....
- People used to ....
- The government has built ....
- Many families have their own ....

**C** Amy is writing her report on the changes in Moonlight Town. Help her complete her report using the fact file in Part B.

Many changes have taken place in Moonlight Town over the years.

In the past, there were only <sup>(1)</sup> \_\_\_\_\_ roads in the small town. There was <sup>(2)</sup> \_\_\_\_\_ everywhere. But now the streets are <sup>(3)</sup> \_\_\_\_\_, with many <sup>(4)</sup> \_\_\_\_\_ on both sides. The government has also built <sup>(5)</sup> \_\_\_\_\_ in some large open spaces.

Years ago, people lived in <sup>(6)</sup> \_\_\_\_\_. Now most of them have moved into <sup>(7)</sup> \_\_\_\_\_. They used to <sup>(8)</sup> \_\_\_\_\_ or watch TV in their free time, but now most families have computers and the <sup>(9)</sup> \_\_\_\_\_. Moreover, <sup>(10)</sup> \_\_\_\_\_ make communication easier now.

In the past, people travelled around the town <sup>(11)</sup> \_\_\_\_\_, but now they can go around <sup>(12)</sup> \_\_\_\_\_. Many families even have their own cars.

Now people are enjoying a comfortable life.

**D** You are writing a report on the changes in your hometown. Find an old photo and a recent photo of your hometown. Use Amy's fact file and her article as a model.



## Self-assessment

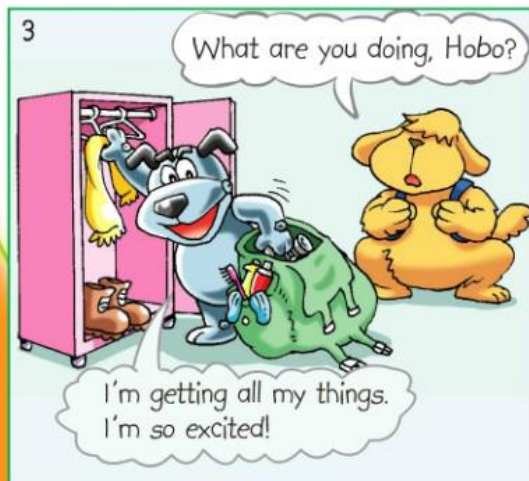
I have learnt	Details	Result
1 about the changes in Sunshine Town.		
2 to use the new words to talk about my hometown.		
3 to use the present perfect tense.		
4 how to use facts to support my opinions.		

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

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

## Unit 2

# Travelling



### Where have you been on holiday?



The Class 1, Grade 8 students want to find out more about different places. They are writing about their holidays.

#### Task

Prepare a fact file and write about one of your holidays.



## Welcome to the unit

### Places of interest

**A** Daniel and Millie are looking at some pictures of places of interest from around the world. Help them write the correct names under the pictures.

the Great Wall

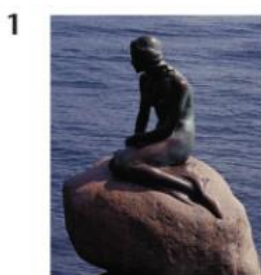
the Leaning Tower of Pisa

the Little Mermaid

the Statue of Liberty

the Sydney Opera House

Tower Bridge



**B** Daniel and Millie are talking about the places in Part A. Work in pairs and talk to your partner about different places. Use the conversation below as a model.

What's this, Millie?

It's the Little Mermaid.

Where is it?

It's in Copenhagen, the capital of Denmark.

What's special about it?

It comes from the story by Hans Christian Andersen.

Have you ever been there?

No, I haven't.





## A A trip to Hong Kong



Kitty is visiting Hong Kong during the winter holiday. She has written a letter to Millie about Hong Kong Disneyland. Here is the letter.

Hi Millie,

How are you? We haven't seen each other since last week. I miss you so much! My parents and I have been in Hong Kong for two days. We're having a fantastic time here. Today we spent the whole  
5 day at Disneyland.

We got to the park by underground. First, we had fun on Space Mountain—an indoor roller coaster in the dark. It moved at high speed and was really exciting! We were screaming and laughing through the ride.

10 Next, we hurried to a restaurant to have a quick meal. On the way, we met some Disney cartoon characters, such as Snow White and Mickey Mouse. They were so cute.

Everybody got excited when a parade of Disney characters began later in the afternoon. It was the best part of the day. I ran after  
15 them and couldn't stop taking photos. After the parade, we



watched a 4-D film. It was like magic. We could even smell the apple pie and feel the wind.

Then we did some shopping. I bought a couple of key rings for classmates. I'm sure you'll love them.

20 At the end of the day, we watched the fireworks in front of Sleeping Beauty Castle. The castle looked bright and beautiful under the fireworks.

I know you've gone to Hainan. Hope you've enjoyed yourself there!


See you soon.

25 Yours,

Kitty



### B About Hong Kong Disneyland

**B1**  Kitty is back in Sunshine Town. Amy is asking Kitty about her trip. Help Kitty answer Amy's questions.

**Amy:** Who did you go to Hong Kong with?

**Kitty:** I went there with <sup>(1)</sup> \_\_\_\_\_.

**Amy:** Where did you go during your stay there?

**Kitty:** We went to <sup>(2)</sup> \_\_\_\_\_.

**Amy:** How did you get there?

**Kitty:** We got there <sup>(3)</sup> \_\_\_\_\_.


**Amy:** How long did you stay in the park?

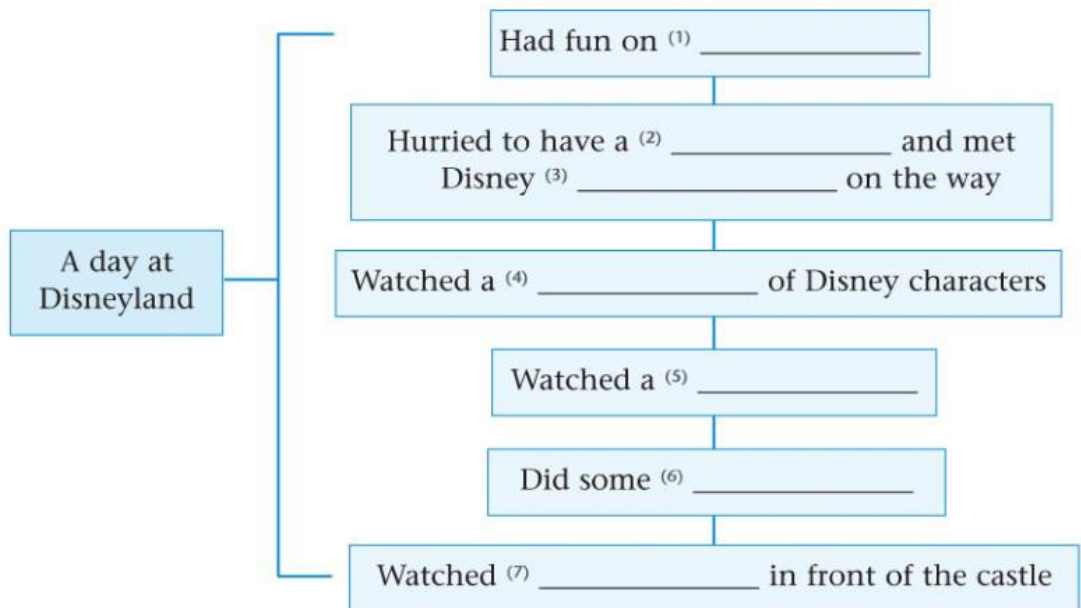
**Kitty:** We stayed there for <sup>(4)</sup> \_\_\_\_\_.

**Amy:** Did you enjoy yourselves there?

**Kitty:** Sure. We had <sup>(5)</sup> \_\_\_\_\_.



**B2**  After talking with Kitty, Amy is making notes of how Kitty spent her day at Disneyland. Help Amy complete the notes below.



**B3** Kitty is showing Amy her photos the other day. Complete their conversation with the words in Kitty's letter on pages 22 and 23.

**Kitty:** I took lots of photos at Hong Kong Disneyland, Amy.

**Amy:** Oh, let me have a look. Is that Mickey Mouse?

**Kitty:** Yes. He looked so <sup>(1)</sup> \_\_\_\_\_.

**Amy:** What's in this photo?

**Kitty:** It's Space Mountain, an <sup>(2)</sup> \_\_\_\_\_ roller coaster. It moved at high <sup>(3)</sup> \_\_\_\_\_ and we were <sup>(4)</sup> \_\_\_\_\_ and laughing through the <sup>(5)</sup> \_\_\_\_\_.

**Amy:** What do you think was the best part of the day?

**Kitty:** I think the parade of Disney <sup>(6)</sup> \_\_\_\_\_ was really wonderful.

**Amy:** Was the film in the park interesting?

**Kitty:** Yes. The 4-D film was like <sup>(7)</sup> \_\_\_\_\_. We could even smell the apple <sup>(8)</sup> \_\_\_\_\_.

**Amy:** Did you go shopping there?

**Kitty:** Yes. I bought <sup>(9)</sup> \_\_\_\_\_ key rings. Here's one for you.

**Amy:** It's nice. Thank you.



**B4** Kitty had a good time at Hong Kong Disneyland. Find the sentences in her letter that show her happiness.





# Grammar

## A Using *have/has been* and *have/has gone*

We use **have/has been** to express the idea that someone went to a place and has already come back. It refers to an experience.

Millie and Amy **have been** to South Hill. They want to go there again.

Sandy **has never been** to South Hill. She wants to go with them.

We use **have/has gone** to express the idea that someone went to a place but has not yet returned.

Kitty and her family **have gone** to Hong Kong. They will come back next week.

Suzy is not at home at the moment. She **has gone** to the bookshop.

### About travels

**A1** ▶ The Class 1, Grade 8 students are talking about their classmates and families. Help them complete the sentences with **have/has been** or **have/has gone**.

1



Millie isn't here. She \_\_\_\_\_ to the library.

2



Peter and Simon \_\_\_\_\_ just \_\_\_\_\_ to the library. They borrowed some interesting books.

3



My cousin \_\_\_\_\_ to Xi'an twice.

4



My parents \_\_\_\_\_ to Xi'an and they'll stay there for a week.

5



Daniel won't be with us at the party. He \_\_\_\_\_ to Shanghai.

**A2** Daniel and Millie are chatting at a weekend. Complete their conversation with the correct forms of the verbs in brackets.

**Daniel:** I haven't seen Mr Wu for days. Where <sup>(1)</sup> \_\_\_\_\_ he \_\_\_\_\_ (go)?

**Millie:** He <sup>(2)</sup> \_\_\_\_\_ (go) to Tianjin to attend a meeting.

**Daniel:** <sup>(3)</sup> \_\_\_\_\_ you \_\_\_\_\_ (be) anywhere recently?

**Millie:** Yes, I <sup>(4)</sup> \_\_\_\_\_ (be) to Hainan with my parents.

**Daniel:** Oh, that's great! <sup>(5)</sup> \_\_\_\_\_ you \_\_\_\_\_ (be) to Sanya?

**Millie:** Sure, we <sup>(6)</sup> \_\_\_\_\_ (be) to the beach there. Look at these photos.

**Daniel:** The beach is beautiful. I see Andy playing on the sand too.

**Millie:** Yes. We went there with his family.

**Daniel:** I see. By the way, shall we invite Andy to go for a picnic tomorrow?

**Millie:** Andy isn't here this weekend. He and his parents <sup>(7)</sup> \_\_\_\_\_ (go) to the countryside. They'll be back tomorrow afternoon.



## B Verbs with *for* and *since*

We use **for** when we talk about a period of time, and we use **since** when we talk about a time point in the past.

Mr Dong has lived here **for** many years.

Mr Dong has lived here **since** he was born.


Some verbs, such as **come**, **go**, **buy** and **leave**, can be used in the present perfect tense, but they cannot be used with **for** or **since** in positive statements.

- He **has left** Beijing **for** a week.
- He **has not left** Beijing yet.
- He **has been away** from Beijing **for** a week.
- He **has bought** a car **since** 2007.
- He **has not bought** any new car **since** 2007.
- He **has had** a car **since** 2007.

If we want to express a continuous state, we can use another way like this:

Verb	Used for a continuous state	Example
begin/start	have/has been on	The film <b>has been on</b> for 20 minutes.
finish/stop	have/has been over	The parade <b>has been over</b> for hours.
come/go/arrive	have/has been in/at	Kitty <b>has been in</b> Hong Kong for two days.
leave	have/has been away	She <b>has been away</b> from home since last Tuesday.
borrow	have/has kept	She <b>has kept</b> this book since last week.
join	have/has been in have/has been a member of	Simon <b>has been a member of</b> the Football Club since last year.
marry	have/has been married	They <b>have been married</b> for 15 years.
die	have/has been dead	The fish <b>have been dead</b> for some time.

### More about Kitty's trip

 *Kitty is telling Millie about her holiday in Hong Kong on the phone. Complete what she says with the correct forms of the verbs in brackets.*

My parents and I <sup>(1)</sup> \_\_\_\_\_ (arrive) in Hong Kong on the first day of the winter holiday. We <sup>(2)</sup> \_\_\_\_\_ (be) here for three days.

I <sup>(3)</sup> \_\_\_\_\_ (borrow) a book about Hong Kong a week ago. It's very useful. I <sup>(4)</sup> \_\_\_\_\_ (keep) it with me for a few days. It helps me learn more about Hong Kong.

Now it's noon and we're in Ocean Park. The first dolphin show <sup>(5)</sup> \_\_\_\_\_ (begin) at 11:30 a.m. It <sup>(6)</sup> \_\_\_\_\_ (be) on for about half an hour. The show is really exciting.





## Integrated skills

### A Travelling in China



**A1** The Class 1, Grade 8 students are talking about the kinds of places they like best. Listen to their conversation and match the students with the places. Write the correct letter in each box.

#### Places for travelling

- a Chinese gardens
- b Museums
- c Places of natural beauty
- d Seaside cities
- e Theme parks

- 1 **Kitty**
- 2 **Simon**
- 3 **Sandy**
- 4 **Daniel**
- 5 **Millie**



**A2** The students are listening to a radio programme about the best time to visit some places in China. Put a tick (✓) in the correct boxes.

	Places to go	Spring	Summer	Autumn	Winter
<b>Chinese gardens</b>	Suzhou, Yangzhou				
<b>Museums</b>	Beijing, Xi'an				
<b>Places of natural beauty</b>	Mount Huang, Jiuzhaigou				
<b>Seaside cities</b>	Dalian, Qingdao				
<b>Theme parks</b>	Shenzhen, Hong Kong				

**A3** ▶ Amy wants to give her classmates some advice on travelling in China. Help her complete her notes. Use the information in Parts A1 and A2 to help you.

Places to go in China

Kitty likes <sup>(1)</sup> \_\_\_\_\_, such as the Window of the World in Shenzhen or <sup>(2)</sup> \_\_\_\_\_ Disneyland. She can go there all year round.

Simon loves water sports, such as sailing. He thinks it is great fun. He can visit a seaside city like <sup>(3)</sup> \_\_\_\_\_ or Qingdao this <sup>(4)</sup> \_\_\_\_\_.

Sandy likes places of <sup>(5)</sup> \_\_\_\_\_, like Mount Huang or Jiuzhaigou. She can go there in any season except <sup>(6)</sup> \_\_\_\_\_. The views there in winter may be wonderful, but it is dangerous to climb the mountains or hills on cold and snowy days.

Daniel likes <sup>(7)</sup> \_\_\_\_\_. He can visit Suzhou or Yangzhou. The best time to go there is in spring or <sup>(8)</sup> \_\_\_\_\_. There may be some rain, but the weather is usually nice at that time of year.

Millie likes <sup>(9)</sup> \_\_\_\_\_. She can go to Beijing or Xi'an. She can visit museums in any season.

**B Speak up: I'm going to visit Chengdu.**



▶ Simon and Amy are talking about their holiday plans. Work in pairs and take turns to ask about a holiday plan. Use the conversation below as a model.

**Simon:** Do you have any plans for the May Day holiday, Amy?

**Amy:** Yes. I'm going to visit Chengdu with my mum.

**Simon:** That's great. My dad has been to Chengdu on business twice. How will you get there?

**Amy:** We're going to take a direct flight to Chengdu.

**Simon:** How long are you staying there?

**Amy:** About three days. By the way, how long does it take to fly to Chengdu?

**Simon:** About three hours, I think. I can check it for you with my dad.

**Amy:** Thanks very much.







## Main points and details

When we write about an experience or event, we can organize our ideas using the following five main points:



Then we should give details to support the main points. Take Kitty's day at Hong Kong Disneyland as an example:



Mr Wu is asking the Class 1, Grade 8 students to organize the following information into main points and details. First, help them write the correct letters in the blanks. Then work in pairs and talk about their trip.

- |  |   |
|--|---|
| <p>a Class 1, Grade 8 students</p> <p>b Enjoyed the natural beauty</p> <p>c Everybody felt excited</p> <p>d Flew kites</p> <p>e Went fishing by the lake</p> <p>f 5 March</p> <p>g South Hill</p> <p>h A visit to South Hill</p> | <p>When: _____</p> <p>Where: _____</p> <p>Who: _____</p> <p>What: _____</p> <p>How: _____</p> |
|--|---|



# Task

## My best holiday

**A ▶** Kitty plans to write about her trip to Hong Kong. She organized her ideas by using a fact file. First, she wrote down the main points. Then she wrote down the details. Read her fact file.

	Main points	Details
When	The winter holiday	_____
Where	Hong Kong	_____
Who	My parents and I	_____
What	Visiting places of interest	Disneyland—parade of Disney characters —exciting Space Mountain ride Ocean Park—dolphin show and bird show
	Other activities	Visited museums Went shopping
	Eating	Delicious seafood
How	Enjoyed the trip	Interesting, exciting, fun, nice Want to visit it again

### Useful expressions

- It took us ... to fly to ....
- The next day, we went to ....
- I loved watching the interesting ....
- ... was exciting/beautiful/fantastic.
- On the third day, we visited ....
- We went to ... on the fifth day.
- ... was the best part of the day.
- We enjoyed this trip very much.

**B** Kitty is writing about her trip to Hong Kong. Help her complete her article.

The day finally arrived. My parents and I left for the airport in the early morning. It took us about three and a half hours to fly to Hong Kong.

The next day, we went to the most famous theme park—<sup>(1)</sup> \_\_\_\_\_. I loved watching the interesting <sup>(2)</sup> \_\_\_\_\_ of Disney characters, and the Space Mountain ride was very <sup>(3)</sup> \_\_\_\_\_.

On the third day, we visited another famous theme park in Hong Kong—<sup>(4)</sup> \_\_\_\_\_. We watched the <sup>(5)</sup> \_\_\_\_\_ and the bird show there. They were great fun.

On the fourth day, we visited some museums, and then we went <sup>(6)</sup> \_\_\_\_\_. My mother enjoyed that day most. She bought a lot of presents for our relatives and her friends.

We went to a seafood restaurant on the fifth day and had a <sup>(7)</sup> \_\_\_\_\_ meal. The food in Hong Kong was really nice.

We enjoyed this trip very much, and I hope I can visit it again some day.

**C** You are going to write an article about one of your holidays. Write down some main points and details, and organize your ideas before you write.



## Self-assessment

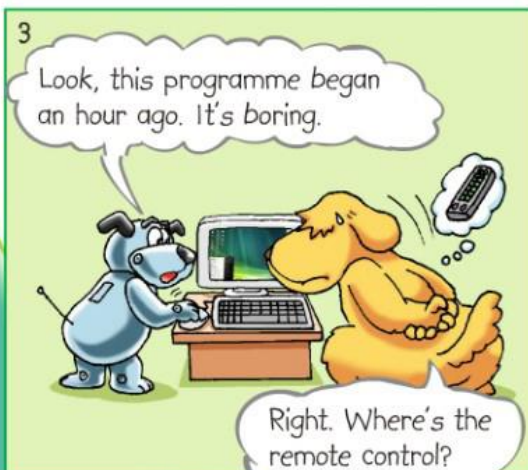
I have learnt	Details	Result
1 about Kitty's trip to Hong Kong.		
2 to use the new words to talk about a holiday.		
3 to use <b>have/has been</b> and <b>have/has gone</b> . to use verbs with <b>for</b> and <b>since</b> .		
4 to state main points first and then give details.		

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

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

## Unit 3

# Online tours



### The world in computers

Daniel found a good website for learning about places of interest around the world.

**Task** Write an introduction to a country with the help of the Internet or libraries.



## Welcome to the unit

### Learning about computers

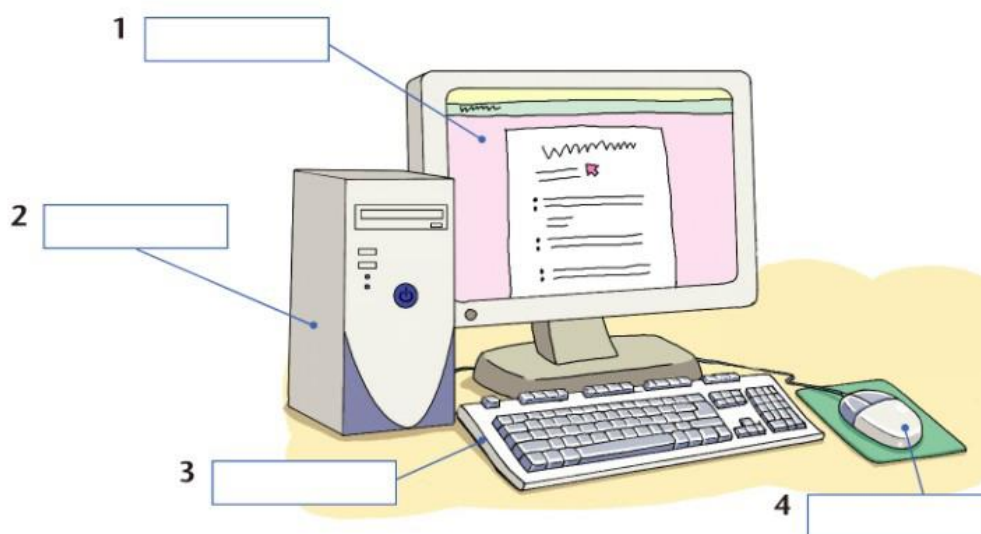
**A** Annie, Simon's cousin, wants to learn about the different parts of a computer. Look at the picture below and help her write the correct answers in the boxes.

keyboard

main unit

mouse

screen



**B** Simon and Daniel are talking about the different uses of computers. Work in pairs and ask each other what you use a computer for. The ideas in the box may help you. Use the conversation below as a model.

chat with friends

play games

send and receive emails

do word processing

search for information

watch videos

**Daniel:** What do you usually use your computer for?

**Simon:** I usually use it to search for information.

**Daniel:** Why?

**Simon:** Because it's fast and easy.

**Daniel:** How often do you use your computer for this?

**Simon:** Almost every day.

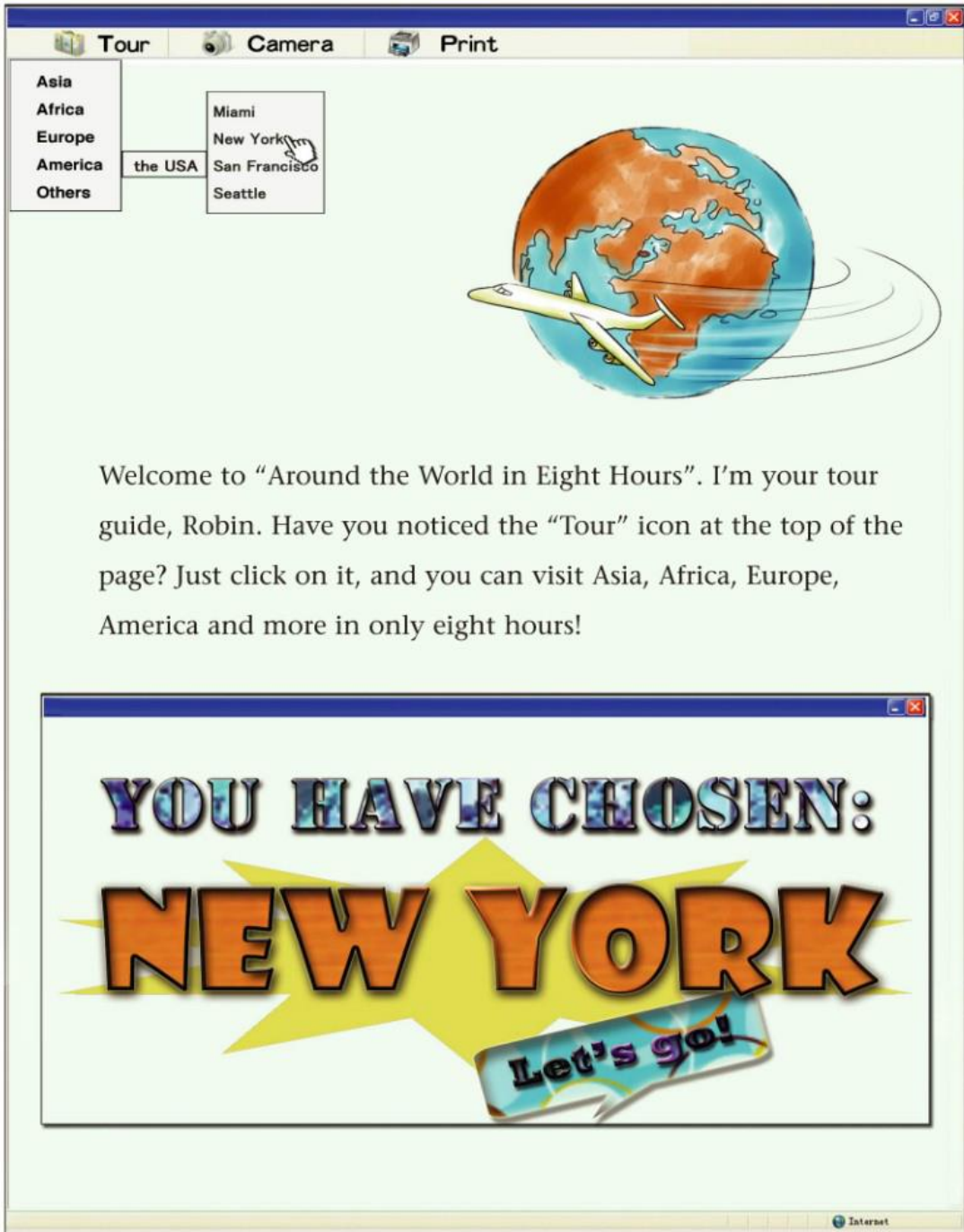




### A Around the World in Eight Hours



Daniel is looking at a website called "Around the World in Eight Hours". Here is what the website's guide says.



The screenshot shows a web browser window with a menu on the left containing 'Asia', 'Africa', 'Europe', 'America', and 'Others'. A sub-menu for 'the USA' is open, listing 'Miami', 'New York', 'San Francisco', and 'Seattle'. A hand cursor is over 'New York'. To the right is a globe with an airplane flying around it. Below the globe is a welcome message from a tour guide named Robin. At the bottom, a large yellow starburst contains the text 'YOU HAVE CHOSEN: NEW YORK' and a speech bubble says 'Let's go!'.

Tour Camera Print

Asia  
Africa  
Europe  
America  
Others

the USA

Miami  
New York  
San Francisco  
Seattle

Welcome to "Around the World in Eight Hours". I'm your tour guide, Robin. Have you noticed the "Tour" icon at the top of the page? Just click on it, and you can visit Asia, Africa, Europe, America and more in only eight hours!

**YOU HAVE CHOSEN:  
NEW YORK**

Let's go!

Internet

Tour
Camera
Print

5 Here we are in “the Big Apple”—New York, the biggest city in the USA.


Wall Street, the world-famous trade centre, is here at the southern end of Manhattan Island. There are many big


10 companies and international banks here.


Further on is Times Square. Every year, thousands of people gather here on New Year’s Eve. It’s exciting to see the huge glass ball falling through the darkness!

In the centre of the island is Central Park. With several lakes, hills and

15 a large green lawn, it’s a good place to relax after a hard day’s work.









20 When you visit New York, don’t miss Broadway. It has been famous for its theatres since the early twentieth century. Have you ever heard of the song “Memory”? It comes from the famous Broadway musical *Cats*.

OK, so much for New York. There’s a “Back” icon at the bottom of the page. Click on it, pick another city and then

25 start your new tour!

 **Back**

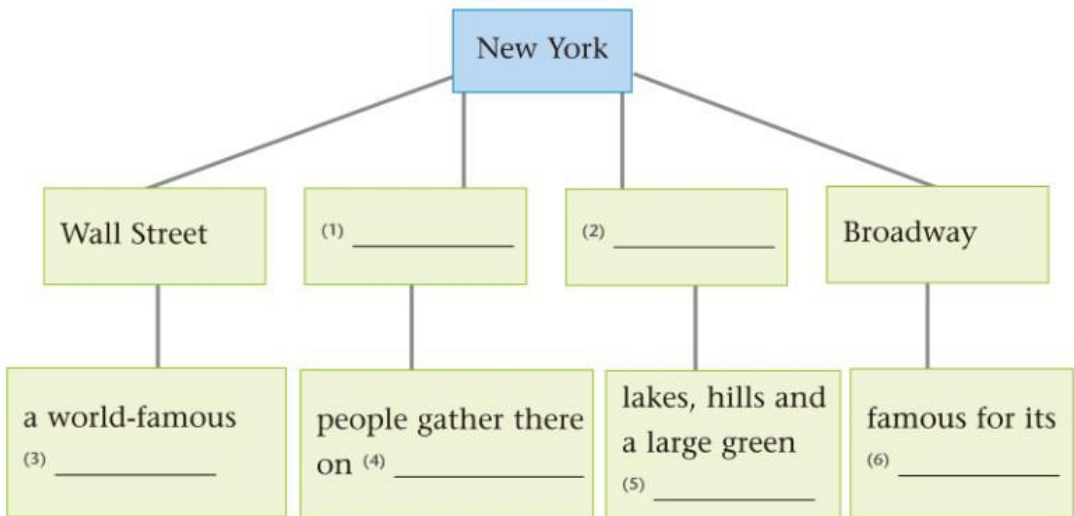
 Internet

## B A fun way to travel


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

- |                           |       |                                      |
|---------------------------|-------|--------------------------------------|
| 1 trade (line 7)          | _____ | a a play filled with many songs      |
| 2 international (line 10) | _____ | b rest after work                    |
| 3 gather (line 11)        | _____ | c come together                      |
| 4 huge (line 12)          | _____ | d a period of 100 years              |
| 5 several (line 14)       | _____ | e more than two                      |
| 6 relax (line 15)         | _____ | f the activity of buying and selling |
| 7 century (line 19)       | _____ | g two or more countries taking part  |
| 8 musical (line 21)       | _____ | h very large                         |


**B2** Daniel is introducing the website to Millie. Millie is trying to find out what people can see in New York. Help her fill in the blanks below.





**B3**  *Amy is also interested in travelling around the world. She is telling her mum about the website. Check whether what she says is correct or not. Write a T if a sentence is true or an F if it is false.*

- 1 The website helps people buy tickets to different places. \_\_\_\_\_
- 2 There is a "Tour" icon at the bottom of the page. \_\_\_\_\_
- 3 New York is also called "the Big Apple". \_\_\_\_\_
- 4 Wall Street is at the northern end of Manhattan Island. \_\_\_\_\_
- 5 A big apple falls from the sky on New Year's Eve at Times Square. \_\_\_\_\_
- 6 There are no hills or lakes in Central Park. \_\_\_\_\_
- 7 The song "Memory" comes from the musical *Cats*. \_\_\_\_\_
- 8 Click on the "Back" icon and you can start a new online tour. \_\_\_\_\_

**B4**  *Kitty also wants to know about the website. She is asking Daniel about it. Complete their conversation below.*

**Kitty:** Daniel, what's the website called?

**Daniel:** It's called "(1) \_\_\_\_\_".

**Kitty:** It gives people (2) \_\_\_\_\_ tours, right?

**Daniel:** Yes. It can show you cities in (3) \_\_\_\_\_, Africa, (4) \_\_\_\_\_, America and other places.

**Kitty:** Can we find more information about a city?

**Daniel:** Of course. Look, here's New York, and here's Wall Street.

**Kitty:** I see. Wall Street is on Manhattan Island. There are many big (5) \_\_\_\_\_ and (6) \_\_\_\_\_ there.

**Daniel:** Yes, and Times Square is another great place to visit. Every year, many people gather there to welcome the (7) \_\_\_\_\_.

**Kitty:** That sounds great. Look! That's Central Park. People like to (8) \_\_\_\_\_ there after work.

**Daniel:** Yes, and don't miss Broadway. It has been famous for its theatres since the early (9) \_\_\_\_\_.



## Simple past tense and present perfect tense

There are some differences between the simple past tense and the present perfect tense.

**TIP** We often use these time expressions with the simple past tense.  
**yesterday**  
**the other day**  
**last ...**  
**... ago**

- We use the simple past tense to tell what happened in the past.



We use the present perfect tense to talk about an action that started in the past and continues to the present.

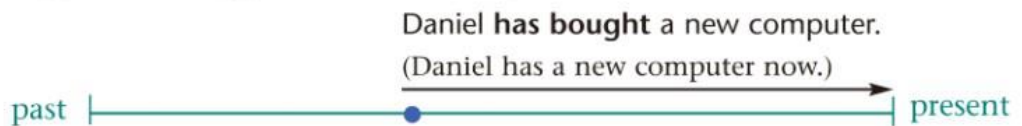


**TIP** We often use these time expressions with the present perfect tense.  
**already**  
**ever**  
**just**  
**recently**  
**(not) yet**  
**so far**  
**up to now**  
**until/till now**

- We use the simple past tense to tell what happened in the past.



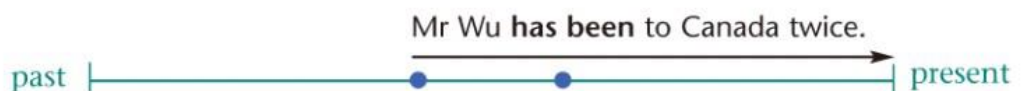
We use the present perfect tense to talk about the result of an action. When the action happened is not very important. It may have just happened or happened some time ago.



- We use the simple past tense to tell what happened in the past.



We use the present perfect tense to tell how many times an action has happened till now.



## Differences between the two

**A** Simon is showing Millie some pictures. Complete his sentences with the correct forms of the words in brackets.



I \_\_\_\_\_ (visit) the Palace Museum with my grandparents the other day.



I \_\_\_\_\_ (climb) Mount Huang last Summer.



\_\_\_\_\_ you ever \_\_\_\_\_ (try) the famous Tianjin Baozi?



I am happy that I \_\_\_\_\_ (learn) to swim.

**B** Mr Wu is asking the students to make sentences with the correct tenses. Help them complete the sentences with the correct forms of the words in brackets.

1 I \_\_\_\_\_ (finish/just) my homework.  
Millie \_\_\_\_\_ (finish) her homework 20 minutes ago.

2 I \_\_\_\_\_ (write) an email to my friend yesterday.  
Daniel \_\_\_\_\_ (write/already) two emails.

3 I \_\_\_\_\_ (be) in Hainan last month.  
Some of our classmates \_\_\_\_\_ (not be) to Hainan yet.

4 I \_\_\_\_\_ (live) in Sunshine Town since I was born.  
Daniel \_\_\_\_\_ (live) in Nanjing in 2007.

**C** Millie has never been to Nanjing. She is asking Simon about the city. Complete their conversation with the correct forms of the words in brackets.

**Millie:** (1) \_\_\_\_\_ (you/be/ever) to Nanjing?  
**Simon:** Yes. I (2) \_\_\_\_\_ (be) there three times.  
**Millie:** When (3) \_\_\_\_\_ (you/go) there last?  
**Simon:** Last summer. I (4) \_\_\_\_\_ (spend) a week there.  
**Millie:** (5) \_\_\_\_\_ (you/like) it?  
**Simon:** Oh yes. I (6) \_\_\_\_\_ (have) a great time there.  
 I (7) \_\_\_\_\_ (visit) many places of interest and  
 (8) \_\_\_\_\_ (eat) lots of local food.  
**Millie:** Lucky you! I (9) \_\_\_\_\_ (be/never) there.



**D** Millie is writing about the USA in her diary. Complete her diary entry with the correct forms of the verbs in the box.

be      buy      read      return      see      show

Saturday, 15 March

Have you ever dreamt of travelling around the world without a passport? Yes, you can realize your dream by taking an online tour. Yesterday Daniel (1) \_\_\_\_\_ me an online tour of the USA. I (2) \_\_\_\_\_ never \_\_\_\_\_ so many wonderful pictures before.

Last week, I (3) \_\_\_\_\_ a book about the places of interest in the USA. I (4) \_\_\_\_\_ 20 pages already. It's really interesting. My dad (5) \_\_\_\_\_ just \_\_\_\_\_ from the USA, but I (6) \_\_\_\_\_ never \_\_\_\_\_ there. I hope I can visit the USA some day.



## Integrated skills

### A Travelling at home



**A1** Daniel and Peter are planning an online tour of Sydney, Australia. Listen to their conversation and help Peter complete his notes.



#### How to use the website

The website takes you to different places around the world. To learn about a city, just find it in the menu <sup>(1)</sup> \_\_\_\_\_ of the page and click on it. If you click on the "<sup>(2)</sup> \_\_\_\_\_" icon, you will see some <sup>(3)</sup> \_\_\_\_\_ of the city first. Further down at the <sup>(4)</sup> \_\_\_\_\_ of the page, you can also find other information about the city.



**A2** Peter took some notes of Sydney. Listen to Daniel and Peter's second conversation. Write a **T** if a sentence is true or an **F** if it is false.



- 1 Sydney is on the north-east coast of Australia.
- 2 Sydney is the largest city in Australia.
- 3 Sydney is near a lake.
- 4 The Sydney Opera House looks like a ship with many sails.
- 5 It takes about 30 minutes to climb the Harbour Bridge.
- 6 In April, it is spring in Australia.





**A3** Peter is writing about the online tour. Listen to their second conversation again and help him complete his article.

Today Daniel and I took an online tour on the website "Around the World in Eight Hours".

Sydney is on the <sup>(1)</sup> \_\_\_\_\_ coast of Australia. It is the <sup>(2)</sup> \_\_\_\_\_ city in Australia.

On the website, we saw lots of pictures of Sydney. Sydney is near the <sup>(3)</sup> \_\_\_\_\_. There are many beautiful <sup>(4)</sup> \_\_\_\_\_ there.

We also saw a wonderful building called the <sup>(5)</sup> \_\_\_\_\_. It is a <sup>(6)</sup> \_\_\_\_\_ and looks like a <sup>(7)</sup> \_\_\_\_\_ with many sails.

Near the Sydney Opera House is the famous <sup>(8)</sup> \_\_\_\_\_. People can climb it. It takes about <sup>(9)</sup> \_\_\_\_\_. It is really cool!

Australian seasons are the opposite of ours. For example, in April, it is <sup>(10)</sup> \_\_\_\_\_ in Australia!

**B Speak up: My pleasure.**



**B** Sandy is asking for Millie's help with the online tour. Talk to your partner about the problems you may have. Use the conversation below as a model.

**Sandy:** Would you mind showing me how to start this online tour?

**Millie:** Of course not. Just click on the "Tour" icon and it'll start.

**Sandy:** Oh, good! It's starting. I want to look at some pictures first.

**Millie:** That's easy. If you click on the "Camera" icon, you can see many pictures of the city.

**Sandy:** Great! These pictures are so clear.

**Millie:** Yes. Click on the "Print" icon when you want to print.

**Sandy:** Thanks for your help, Millie.

**Millie:** My pleasure.





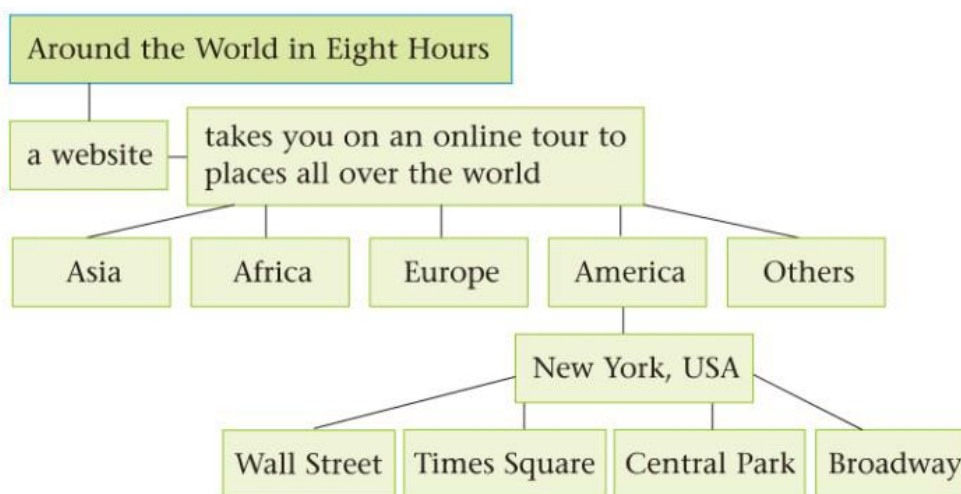
## Making charts


We can use charts to organize our ideas when we write. This helps us see and understand the ideas better. We can also use charts to make notes of a piece of writing.

We can use the following chart to show people what the website “Around the World in Eight Hours” is about.

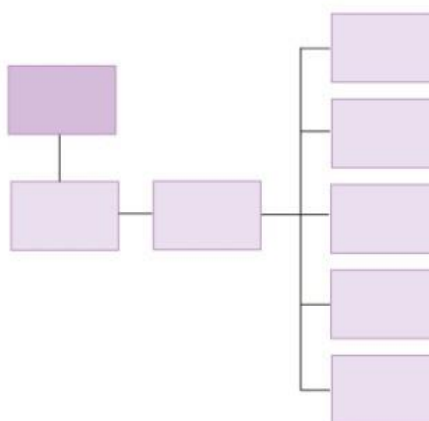
**TIP**

When we make charts, we do not need to use complete sentences.



 Millie is making a chart to introduce an online course to her classmates. Help her use the chart to organize her ideas. Write the letters in the boxes.

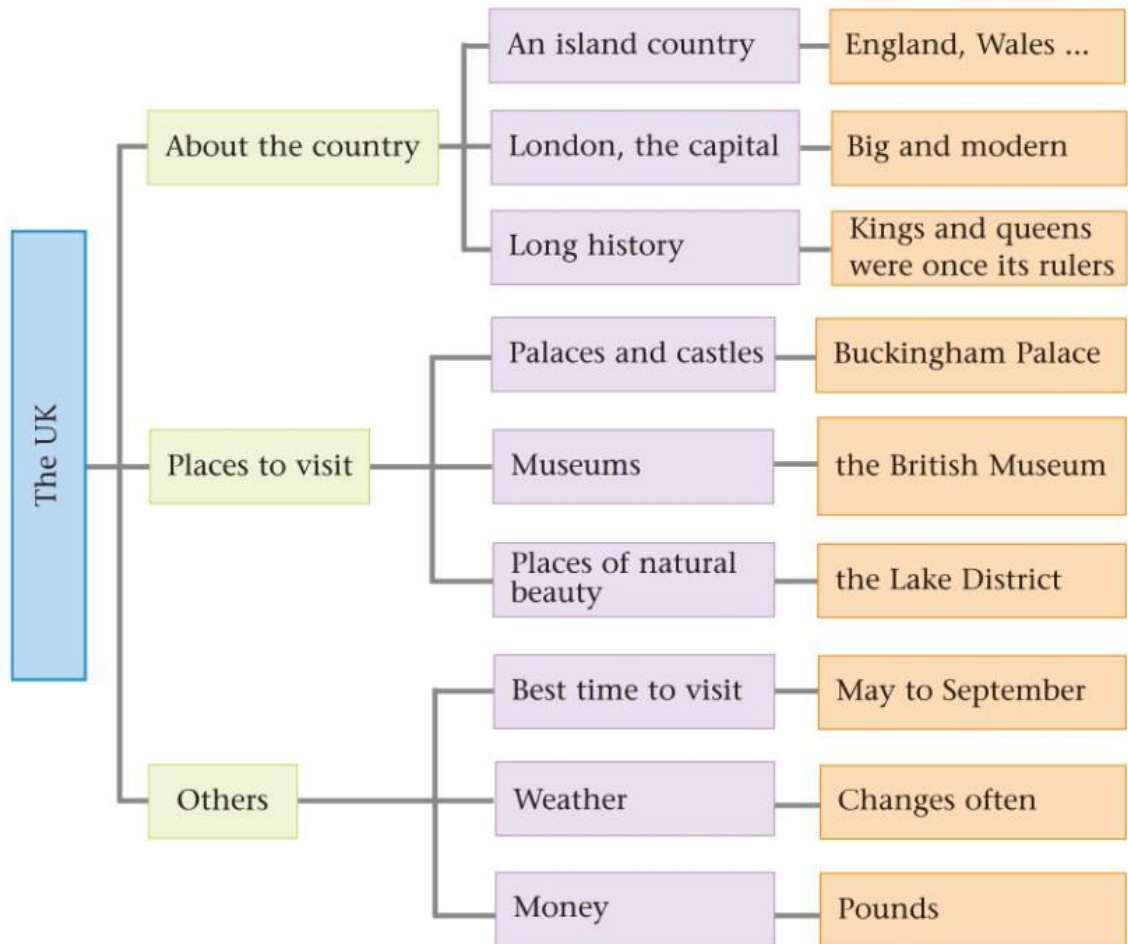
- a an online course
- b asking the way
- c booking tickets and hotels
- d Daily English
- e ordering meals
- f seeing a doctor
- g shopping
- h using English in daily communication





## Introducing a country

**A** Amy wants to introduce the UK to her friends. She collected some information on the Internet and made a chart.



### Useful expressions

It is a/an ... country.

..., the capital city, is big and modern/beautiful.

There are/is ... on/in ....

It has always been famous for ....

The best time to visit ... is ....

The weather often/seldom changes ....





**B** Amy has written an introduction to the UK. Read her article.

The United Kingdom of Great Britain and Northern Ireland, also called the UK, is an island country. It is made up of England, Scotland, Wales and Northern Ireland. London, the capital city, is big and modern. Like China, the UK has a long history. Kings and queens were once its rulers.

There are many palaces and castles in this old European country. Buckingham Palace is the most famous one. It has been the home of kings and queens for a long time. The UK has always been famous for its museums. Among them is the British Museum. You can learn a lot about the world's culture there. The UK also has many places of natural beauty, such as the Lake District. You can see swans and other wild birds on the lakes there.

The best time to visit the UK is from May to September because its winter is wet and cold. The weather changes often there. It is sunny one minute, but rainy the next, so prepare for it before you go there.

Moreover, remember that people use pounds there, not RMB or dollars!

TIP

You can search for information on the Internet or in the library.

**C** Pick a country that interests you and make a chart to organize your ideas. Then write an introduction. You can add some pictures to make it more interesting.



## Self-assessment

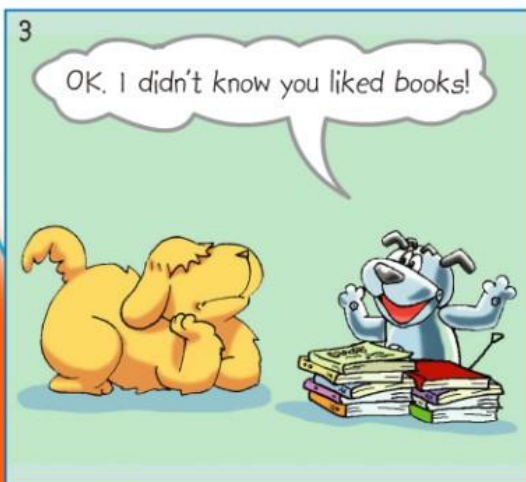
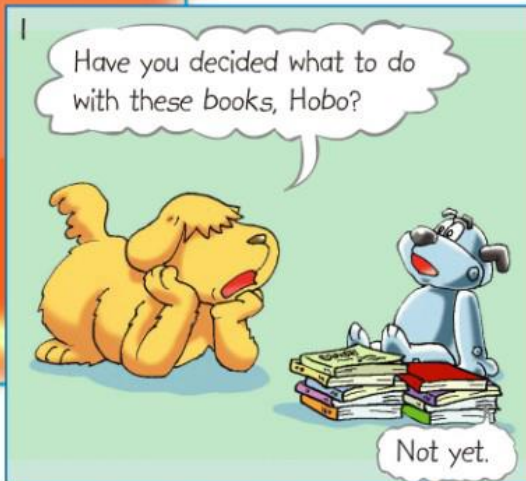
I have learnt	Details	Result
1 about an introduction to New York.		
2 to use the new words to talk about a place.		
3 the differences between the simple past tense and the present perfect tense.		
4 to use a chart to organize ideas.		

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

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

## Unit 4

# A good read



### We love reading!

The Class 1, Grade 8 students are enjoying their Reading Week. They are talking about their favourite books.

#### Task

Complete a survey on reading habits and write a report on it.



## Welcome to the unit

### What type of book do you like?

**A** Mr Wu is showing the Class 1, Grade 8 students some books. Write the type of book under each picture. Then put a tick (✓) in the box if you have read this type of book before.

cooking

culture

health

novel

science

travel



\_\_\_\_\_



\_\_\_\_\_



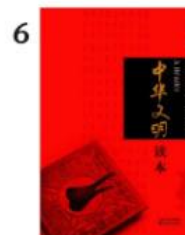
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



**B** Sandy and Daniel are talking about what they like to read. Work in pairs and talk about the type of book you like. Use the conversation below as a model.

**Sandy:** What are you reading, Daniel?

**Daniel:** I'm reading a book about Germany in World War II. I'm interested in history books. They improve my knowledge of the past.

**Sandy:** But I think they're boring.

**Daniel:** What do you like to read in your spare time?

**Sandy:** I like reading novels and plays. *The Hunchback of Notre Dame* by the French writer Victor Hugo is great.

**Daniel:** I've read that book. The story of the ugly man Quasimodo really touched me.

**Sandy:** Me too.



## A Gulliver in Lilliput



Sandy loves reading novels. She is reading a book called *Gulliver's Travels*, by Jonathan Swift (1667–1745). Here is an extract from the book.

After our ship crashed against the rocks, I swam as far as I could. By the time I finally felt the land under my feet, I was tired out. I fell down on the beach and went to sleep.

I woke up as the sun was rising, but I found I could not move.

5 My arms, legs and hair were tied to the ground!

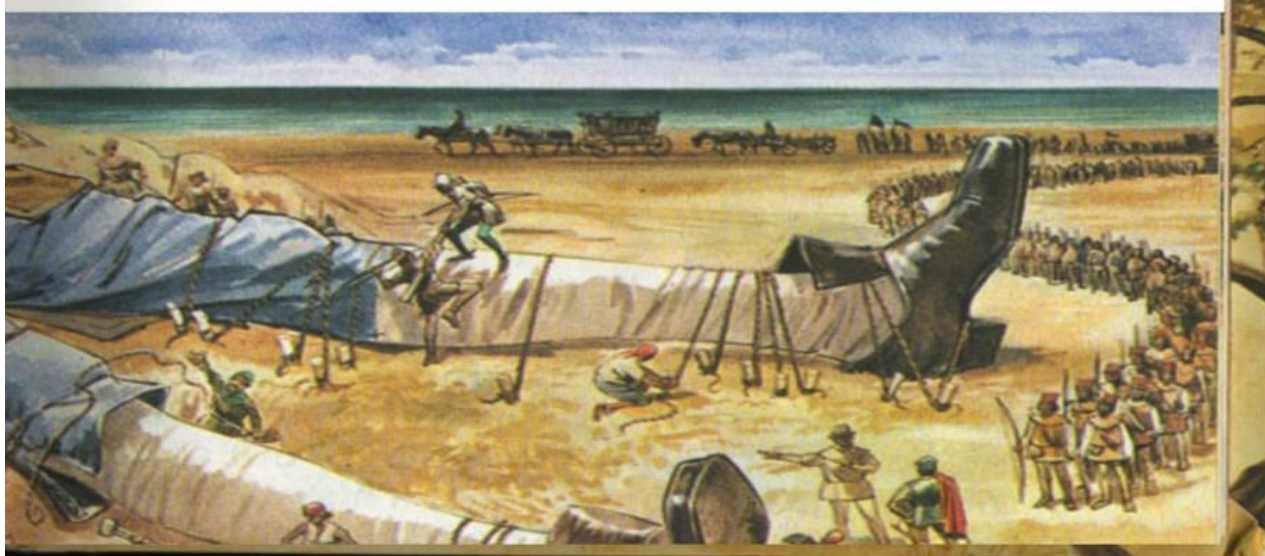
Then I felt something on my leg. It moved up over my stomach and neck until it was standing near my face. I looked down and saw a very small man. He was the same size as my little finger! Where was I? Who was this tiny person?

10 Soon more small men started climbing all over me. There were



around 40 of them. I shouted at them—the loud noise made them all fall over. However, they soon got up again and continued moving across my body.

One of these small men began talking to me, but I could not  
15 understand him. I did not know what to say either. I tried to pull  
one hand free and finally managed to break the ropes. When I  
lifted my left hand into the air, the small men began to shout.  
I looked down and saw a huge army of tiny people. They were  
coming straight towards me. “I must run away from them,”  
20 I thought, but I did not know how to get away.



## B A strange world

**B1** Sandy is not sure about the meanings of some words in the story. Help her match the words on the left with the meanings on the right. Write the correct letters in the blanks.

- |   |                    |       |   |                                  |
|---|--------------------|-------|---|----------------------------------|
| 1 | against (line 1)   | _____ | a | keep doing something             |
| 2 | tired out (line 2) | _____ | b | very small                       |
| 3 | tie (line 5)       | _____ | c | finish what you have tried to do |
| 4 | tiny (line 9)      | _____ | d | very tired                       |
| 5 | continue (line 13) | _____ | e | hitting something                |
| 6 | manage (line 16)   | _____ | f | hold things together with ropes  |

**B2** Sandy wants to explain what happened to Gulliver. She wrote down some notes on a piece of paper, but her mother tore it up by mistake. Help her match the events with their causes.

- |   |   |       |
|---|---|-------|
| 1 | Gulliver fell down on the beach and went to sleep.    | _____ |
| 2 | Gulliver found himself unable to move.                | _____ |
| 3 | The tiny men all fell over.                           | _____ |
| 4 | Gulliver got one hand free.                           | _____ |
| 5 | Gulliver wanted to run away.                          | _____ |
| a | He managed to break the ropes.                        |       |
| b | His arms, legs and hair were tied to the ground.      |       |
| c | He was tired out after swimming for a long time.      |       |
| d | He saw a huge army of tiny people coming towards him. |       |
| e | Gulliver shouted at them.                             |       |



**B3** Sandy made some notes of Gulliver's story. Help her check for mistakes. Write a **T** if a sentence is true or an **F** if it is false.

- |  |       |
|--|-------|
| 1 Gulliver's ship crashed against the rocks.                         | _____ |
| 2 When Gulliver woke up, it was almost evening.                      | _____ |
| 3 A tiny man climbed onto Gulliver's body and stood on his shoulder. | _____ |
| 4 Gulliver shouted at the tiny men, but they did not care.           | _____ |
| 5 Gulliver talked with those small men.                              | _____ |
| 6 Gulliver finally pulled his right hand free.                       | _____ |

**B4** Kitty is also interested in the story. She is asking Sandy about it. Help Sandy answer her questions.

1 **Kitty:** What did Gulliver do after their ship crashed against the rocks?

**Sandy:** \_\_\_\_\_  
\_\_\_\_\_

2 **Kitty:** What did Gulliver find after he woke up?

**Sandy:** \_\_\_\_\_

3 **Kitty:** How big was the small man?

**Sandy:** \_\_\_\_\_

4 **Kitty:** Could Gulliver communicate with the small men?

**Sandy:** \_\_\_\_\_



**B5** Gulliver came to a strange land after their ship crashed against the rocks. Tell your partner how strange it was in your own words.



## Grammar

### A Using question words + *to*-infinitives

We can use a question word with a **to**-infinitive after a verb.

Millie has decided **what to read**.

Daniel did not say **who to talk to** about this book.

Simon forgot **when to meet** his friends.

Kitty cannot decide **which to choose** first.

Sandy is wondering **where to ask** for help.

Amy does not know **how to write** the report.

All question words can be used in this way, except **why**.

Suzy will explain why to recommend this book.

Suzy will explain why she recommends this book.

We can use a verb and an object before a question word with a **to**-infinitive.

advise	ask	decide	discuss	find out
forget	know	learn	remember	say
show	teach	think	understand	wonder

Mr Wu **advised us which to choose** as after-school activities.

The students **asked their teacher when to hand in** their work.

Millie **showed us what to do** next.

Daniel **taught himself how to use** a computer to draw.

Don't forget to **tell your mum where to meet** you.

We can use a noun after **what, which, whose, how many** and **how much**.

They are discussing **which colour to paint** the walls.

You can ask your parents **how much money to take** with you.


We can also use an adjective like **sure** or **clear** before a question word.

Suzy was not **sure who to ask** for help.

Are you **clear when to meet** at the gate tomorrow?



## About Reading Week

 Amy and Daniel are talking about their Reading Week. Complete their conversation. Use the correct question words and **to**-infinitives.

how      what      when  
where    which      who

ask for    find      hand in  
read      travel    write about

**Amy:** Mr Wu has recommended so many interesting books. Have you decided <sup>(1)</sup> \_\_\_\_\_ first, Daniel?

**Daniel:** Yes. I want to read *Black Beauty* first. But I don't know <sup>(2)</sup> \_\_\_\_\_ the book.

**Amy:** You can try our school library or Sunshine Library. Oh, did you know Peter is reading *Around the World in Eighty Days*? He wants to find out <sup>(3)</sup> \_\_\_\_\_ around the world in such a short time.

**Daniel:** Wow, that's amazing! By the way, can you tell me <sup>(4)</sup> \_\_\_\_\_ our book report?

**Amy:** Before next Friday. I'm still not sure <sup>(5)</sup> \_\_\_\_\_ in the report.

**Daniel:** You can write anything about your book—what the book is about, what you think of it and so on. You should read some reviews about the book before writing.

**Amy:** Thank you. Anyway, I know <sup>(6)</sup> \_\_\_\_\_ help with writing. Mr Wu is always there to help us.



### B Using *must* and *have to*

**TIP** **Have to** has different forms.  
has to  
had to  
will have to  
have/has got to

We use **must** and **have to** to say that it is necessary to do something.

We use **must** when the speaker feels that something is necessary.

"I **must** run away from them," Gulliver thought.

We use **have to** when the situation makes something necessary.

I **have to** use them to reach the box on the fridge.

She **has to** take her daughter from school in the afternoon.

We use **must not** to say that something is not allowed.


You **must not** smoke in the library.

**TIP** must not  
= mustn't  
do not have to  
= don't have to

We use **do not have to** to say that it is not necessary to do something.

We **do not have to** go to school at weekends.

### Library rules

 Amy is telling her cousin Shirley some library rules. Complete what she says with **must**, **must not**, **have to** or **do not have to**.

You <sup>(1)</sup> \_\_\_\_\_ keep quiet in the library.

You <sup>(2)</sup> \_\_\_\_\_ keep the books clean and tidy.  
You <sup>(3)</sup> \_\_\_\_\_ draw or write in the books.

You <sup>(4)</sup> \_\_\_\_\_ eat or drink in the library.

You <sup>(5)</sup> \_\_\_\_\_ return the books on time. If you want to keep them longer, you <sup>(6)</sup> \_\_\_\_\_ renew them.

You <sup>(7)</sup> \_\_\_\_\_ bring your student card every time you go to the library, but remember to bring your library card.





## Integrated skills

### A Recommending a book



**A1** ▶ The Class 1, Grade 8 students are talking about what they have read recently. Listen to them and match each student with the type and name of the book they have read.

Student	Type of book	Name of the book
Kitty	novel	<i>Three Men in a Boat</i>
Millie	history	<i>Notes from a Small Island</i>
Daniel	science	<i>Moment in Peking</i>
Simon	travel	<i>Flags of Our Fathers</i>
Sandy		<i>A Brief History of Time</i>



**A2** ▶ Suzy plans to read the Harry Potter series. She is telling her classmates about the books. Listen to what she says and complete her notes.

J. K. Rowling

A British writer

Date of birth (1) \_\_\_\_\_

As a child often wrote (2) \_\_\_\_\_ and read them to her sister

In 1990 got the idea for the first Harry Potter story on a (3) \_\_\_\_\_ trip to London

In (4) \_\_\_\_\_ finished the first Harry Potter book

In 2007 finished the (5) \_\_\_\_\_ book of the series

Harry Potter series

At first all the British publishing houses refused to publish it

A year later a small publishing house in (6) \_\_\_\_\_ accepted it

So far a great success  
has been translated into about (7) \_\_\_\_\_ languages

Sales over (8) \_\_\_\_\_ million copies in over (9) \_\_\_\_\_  
countries and areas



**A3** Millie made some notes of the Harry Potter series. However, she has made some mistakes. Listen to Suzy again. Help Millie underline the mistake in each sentence and write the correct words in the blanks.

1 J. K. Rowling is a Canadian writer. \_\_\_\_\_

2 Rowling's birthday is on 30 July. \_\_\_\_\_

3 When she was a child, Rowling often shared toys with her sister. \_\_\_\_\_

4 The eighth Harry Potter book is the last one of the series. \_\_\_\_\_

5 The first Harry Potter book was a great success in the very beginning. \_\_\_\_\_

6 The Harry Potter series is popular only in Britain. \_\_\_\_\_

**B Speak up: I want some history books.**



Daniel is talking to Mrs Li, the school librarian. Work in pairs and take turns to borrow books from a library. Use the conversation below as a model.

**Daniel:** Excuse me, I want some history books, but I don't know where to find them.

**Mrs Li:** Don't worry. You can search for information on the computer here.

**Daniel:** Thank you. How many books can I borrow at a time?

**Mrs Li:** You can borrow one Chinese book and one English book.

**Daniel:** I see. How long can I keep the books?

**Mrs Li:** For two weeks. You must return them on time.

**Daniel:** Could you tell me how to renew them?

**Mrs Li:** You don't have to come to our desk every time. Just renew them online. It's easy.

**Daniel:** OK. Thanks for your help.

**Mrs Li:** You're welcome.




## Transitions between ideas

When we write an article, we have different ways to connect the ideas in it. Here are some common transitions.

Usage	Transitional words and phrases	Example
To show time	before, after, while, at first, soon, later, when, ...	<b>After</b> our ship crashed against the rocks, I swam as far as I could.
To show sequence	first, second, next, then, finally, ...	<b>First</b> , we had fun on Space Mountain. <b>Next</b> , we hurried to a restaurant.
To add more information	and, also, too, again, and then, either, moreover, ...	I could not understand him. I did not know what to say <b>either</b> .
To give an example	for example, ...	They are now in danger. <b>For example</b> , it is difficult for pandas to have babies.
To show cause and effect	because, since, as, so, as a result, ...	I can tell her anything <b>because</b> she can keep a secret.
To emphasize	never, in fact, ...	He says he knows everything about DIY. <b>In fact</b> , I know much more than he does.
To compare or contrast	but, however, on the one hand ... on the other (hand), while, otherwise, ...	Many birds live in Zhalong all year round, <b>while</b> some go there only for a short stay.

### I like novels

 Sandy is writing about her love for novels. Read her article and underline the transitional words and phrases.

I like novels. I enjoy reading the books of Robert Louis Stevenson because I find them really exciting. For example, *Treasure Island* tells the story of a young boy who sailed the sea to look for hidden treasure. Jim, the main character in the book, is very brave. His story gave me a lot of confidence. After reading the book, I am not as shy as I used to be and I am willing to try new things. I also want to travel and have exciting experiences in the future. Moreover, I have decided to write my own stories. Maybe I can become a writer when I am older!



## Task

### A survey on reading habits

**A ▶** Mr Wu wants to find out about his students' reading habits. He drafted the following questions for the survey. Complete it with your own information.

- 1 How much time do you spend reading each week?
 

a Less than 1 hour.	b 1–2 hours.
c 3–4 hours.	d More than 4 hours.
- 2 When do you usually read books?
 

a Any time I can.	b Every night.
c At weekends.	d During holidays.
- 3 What is your favourite type of book?
 

a Novel.	b Science.	c History.	d Travel.
----------	------------	------------	-----------

 Other: \_\_\_\_\_
- 4 How do you get most of your books?
 

a Borrow from libraries.	b Buy at bookshops.
c Borrow from friends.	d Receive as gifts.
- 5 Why do you usually read?
 

a To relax.	b To improve my knowledge.
c To collect information for a report.	d Because someone has recommended a book.
- 6 Who do you usually ask for advice on books?
 

a Teachers.	b Parents.	c Friends.	d Librarians.
-------------	------------	------------	---------------

### Useful expressions

I spend ... hours a week reading.

On weekdays, I usually ....

I ... at the weekend.

I am interested in ... books. My favourite book is ....

I get most of my books from ....

My friend(s)/teacher(s) often ....

I love reading because ....



**B** Millie is writing about her reading habits. Here is her report.

### My reading habits

I love reading. I spend over seven hours a week reading different types of books. On weekdays, I usually read for about half an hour before going to bed. I read a lot at the weekend. I am interested in history books, but I like novels best. The four great classical Chinese novels are my favourite.

I get most of my books from Sunshine Library—it is just opposite my home. My friends give me lots of advice on books. We often meet together and discuss what to read.

Reading is always a wonderful time. Good books are good friends. They help me relax after a busy day. They also open up a whole new world to me.



**C** Write a report on your own reading habits. You can make some notes to organize your ideas first. Use Millie's report in Part B as a model.



## Self-assessment

I have learnt	Details	Result
1 about part of the book <i>Gulliver's Travels</i> .		
2 to use the new words to retell Gulliver's story.		
3 to use question words + <b>to</b> -infinitives. to use <b>must</b> and <b>have to</b> .		
4 how to make transitions between ideas when writing an article.		

Result: 😊 Excellent!

😊 Good!

😬 Not bad!

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

# Project 1

## An information folder

The Class 1, Grade 8 students wish to visit other countries. They have decided to make an information folder about different countries around the world. Your class wants to do the same thing. You need to choose a country and find out more information about it. Then you can make the folder.

### A Planning and preparing

- 1 Think of a country that you find interesting and wish to visit. Talk about it and its places of interest with a partner.
- 2 Work alone. Think of a set of questions about the country you have chosen. If you need help, you can use the questions below to give yourself some ideas.
- 3 When you have the questions ready, look for the information you need. You may use the library and the Internet.
- 4 Design an information folder about the country of your choice. Collect some pictures, postcards, posters and leaflets about that country and put them in the folder.
- 5 Write about some special places of interest in that country.

TIP

You may also collect information from travel agencies.

### The country of my choice

What is the name of the country?

How big is it?

What is its capital?

How many people live there?

Does it have any famous mountains or rivers?

Is it near the sea?

What are the most famous places there?

What language do most people speak?

What is the weather like?

When is spring/summer/autumn/winter?

What is the time difference between China and that country?

What special foods do people eat there?

What special festivals do people celebrate there? When are they?



## **B** Tips for preparing your information folder

### **Writing**

- Group your ideas into different sections.
- Each paragraph should have one main point.
- Use facts to support each point.
- Keep each paragraph short and interesting.

### **Using pictures**

- You may want to design an attractive cover for your information folder.
- Collect as many interesting pictures, maps, drawings, postcards, photos and posters as possible. You can use them to explain some of the points more clearly.

### **Drafting and checking**

- Write your first draft.
- Check for spelling and grammatical mistakes.
- Ask your partner to check your work.

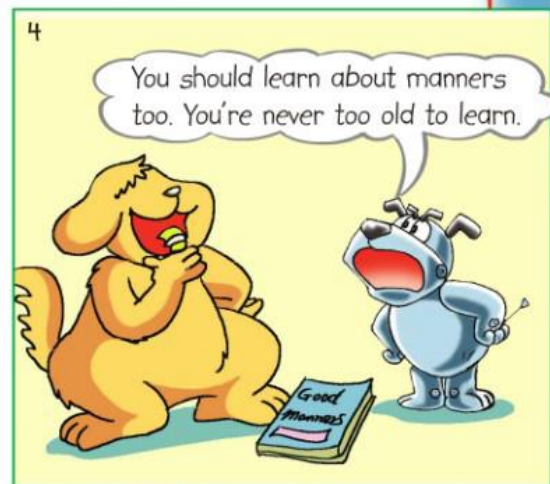
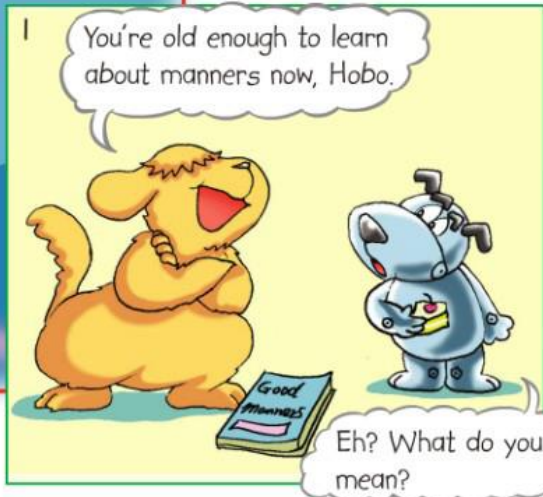
### **Presenting**

- Put your writing and pictures in the folder. You may use the computer to help you arrange the text and pictures nicely.
- Put the name of the country you have chosen on the cover of the folder.
- If you like, stick a picture of the country on the cover.
- Show your folder to your partner and talk about the country.



## Unit 5

# Good manners



### Learning about manners

The Class 1, Grade 8 students are learning about manners. They are making a web page about a talk on good table manners.

#### Task

Make your web page about a talk on good manners.



## Welcome to the unit

### Doing the right things

**A** ▶ The Class 1, Grade 8 students are discussing the right and wrong things to do in public places. Look at the pictures below and match them with the phrases. Write the correct letters in the boxes.

- a drop litter everywhere
- c keep quiet in the library
- e obey traffic rules

- b leave the tap running
- d pick flowers in the park
- f queue for your turn



**B** ▶ Amy and her cousin Shirley are discussing what they should and should not do in the library. Work in pairs and discuss what we should and should not do in a public place. Use the conversation below as a model.

**Shirley:** Can we chat in the library?

**Amy:** I'm afraid not. We should keep quiet.

**Shirley:** Anything else?

**Amy:** Don't drop litter everywhere. Always keep the library clean.

**Shirley:** I see. Can we eat in the library?

**Amy:** No, we can't eat there.

**Shirley:** Can we write in the books?

**Amy:** No, we shouldn't write in the books, and we should put them back after reading.



### A When in Rome



*Daniel is hosting the school radio show this week. He is interviewing Jenny, a Grade 9 student, who has recently visited the UK.*

**Daniel:** Hi, everyone. Today we've invited Jenny to talk about manners in the UK. What's the proper way to greet people there, Jenny?

**Jenny:** Well, British people say "hello" or "nice to meet you" and shake your hand when they meet you for the first time.

5 **Daniel:** Do they greet people with a kiss?

**Jenny:** No. British people only greet relatives or close friends with a kiss.

**Daniel:** How do people start a conversation?

**Jenny:** They talk about the weather, holidays, music, books or something else. But please avoid subjects like age, weight or money.

10 **Daniel:** Do people there behave politely in public?

**Jenny:** Yes, they do. They always queue. They think it's rude to push in



before others. Also, if they bump into someone in the street, they'll say "sorry".

**Daniel:** Anything else?

15 **Jenny:** If you're in their way, they won't touch you or push past you. They'll say "excuse me" and be polite enough to wait till you move.

**Daniel:** British people are very polite at home as well, aren't they?

**Jenny:** Yes. They say "please" and "thank you" all the time!

20 **Daniel:** Any other tips for us if we're going to the UK?

**Jenny:** Let me see. Oh, keep your voice down in public. British people don't like to shout or laugh loudly.

**Daniel:** OK. Thanks, Jenny. Now we've learnt more about manners in the UK. I'm sure they're helpful to us.

25 **Jenny:** I hope so. Just as the saying goes, "When in Rome, do as the Romans do."



## B Good manners in the UK

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

- |                         |       |   |
|-------------------------|-------|---|
| 1 proper (line 2)       | _____ | a a small talk                                |
| 2 greet (line 2)        | _____ | b try not to do something                     |
| 3 conversation (line 7) | _____ | c go in front of other people who are waiting |
| 4 avoid (line 9)        | _____ | d hit someone or something by accident        |
| 5 push in (line 11)     | _____ | e right or correct                            |
| 6 bump (line 12)        | _____ | f say hello to someone or welcome them        |

**B2** ▶ Simon is trying to make sure that he remembers what Jenny talked about on the radio. Help him tick 😊 for what British people do and ☹️ for what they do not do.

**Greeting:** say "hello" or "nice to meet you" 😊 ☹️  
 shake hands 😊 ☹️  
 usually greet people with a kiss 😊 ☹️  
 talk about the weather, holidays, music or books 😊 ☹️  
 talk about age, weight or money 😊 ☹️

**In public:** queue for something 😊 ☹️  
 push in before others 😊 ☹️  
 say "sorry" if they bump into others 😊 ☹️  
 push past people 😊 ☹️  
 shout or laugh loudly 😊 ☹️

**At home:** say "please" and "thank you" all the time 😊 ☹️

**B3** Jenny is writing an article about good manners in the UK for the school newsletter. Help her complete her article with the correct words.

### Good manners in the UK

British people usually say "hello" or "nice to meet you" and <sup>(1)</sup> \_\_\_\_\_ when they meet you for the first time. They only greet <sup>(2)</sup> \_\_\_\_\_ or close friends with a kiss. They like to start a <sup>(3)</sup> \_\_\_\_\_ with subjects like the weather, holidays, music or books. They <sup>(4)</sup> \_\_\_\_\_ talking about age, weight or money.

British people think it is rude to <sup>(5)</sup> \_\_\_\_\_ before others. They always <sup>(6)</sup> \_\_\_\_\_. They say "sorry" if they <sup>(7)</sup> \_\_\_\_\_ you in the street. When they want you to <sup>(8)</sup> \_\_\_\_\_, they say "excuse me". They do not like to shout or laugh loudly <sup>(9)</sup> \_\_\_\_\_. British people are <sup>(10)</sup> \_\_\_\_\_ at home too. They say "please" or "thank you" <sup>(11)</sup> \_\_\_\_\_.

"When in Rome, do as <sup>(12)</sup> \_\_\_\_\_ do." When we are in a strange place, we should do as the local people do.

### C Talking about manners in China

**B4** Daniel is thinking about the differences in manners between the UK and China. Work in pairs and discuss his questions below with your partner.

- 1 How do we greet each other?
- 2 How do we usually start a conversation?
- 3 Do we always queue?
- 4 What do we do if someone is in our way?
- 5 Do we shout or laugh loudly in public?
- 6 Do we say "please" and "thank you" at home?
- 7 Do we need to improve our manners?





## Grammar


### A Using *enough to*

We can use “**to be + adjective + enough + to-infinitive**” to describe a person’s personality and abilities.

You **are old enough to learn** about manners.

If you are in their way, British people will **be polite enough to wait** till you move.

### Suzy’s friends

 Suzy wants to tell her parents what she thinks about her friends. Help her make sentences using “**to be + adjective + enough + to-infinitive**”.

1



Daniel

his friends/kind/any time/help

Daniel is kind enough to help his friends any time.

---

2



Millie

listen/patient/when others speak/carefully

---

3



Sandy

around her/careful/small changes/notice

---

4



Kitty

generous/with others/her things/share

---

5



Simon

queue/polite/in public

---

6



Amy

make everyone laugh/funny/after class

---



## B Using *too ... to*

We can use “**to be + too + adjective + to-infinitive**” to express a negative result.

British people are very polite. They do not shout loudly in public.

→ British people **are too polite to shout** loudly in public.

British people are very polite. They will not push past you.


→ British people **are too polite to push** past you.

Sometimes we need to add **for someone** before the **to-infinitive**.

The UK is very far away. Jenny cannot go there on her own.

→ The UK **is too far away for Jenny to go** there on her own.

### After the radio show

 *The radio show is over. Millie wants to write about that day in her diary. Help her rewrite the sentences with “**to be + too + adjective + to-infinitive**”.*

1 Suzy was very shy. She did not join the discussion.

---

2 Simon was very excited. He did not express himself clearly.

---

3 Peter was slow. He could not write down all the main points.

---

4 Amy was careless. She did not take her hat with her when she left.

---

5 Kitty was very busy with her dancing lessons. She did not listen to the radio.

---

*Work out  
the rule!*

We often use “**to be + too + \_\_\_\_\_ (adjective, adverb) + to-infinitive**” to express a negative result.



## Integrated skills

### A Public signs



**A1** Amy is talking with her cousin Shirley about signs used in public places. Listen to the first part of their conversation and help Shirley complete her notes.

#### Public signs

- Are used in public places
- Often <sup>(1)</sup> \_\_\_\_\_ in colours
- Often have <sup>(2)</sup> \_\_\_\_\_ on them
- Help explain things and give us useful information
  - ▶ Help us find our <sup>(3)</sup> \_\_\_\_\_
  - ▶ Tell us about the <sup>(4)</sup> \_\_\_\_\_ around us
  - ▶ Keep us <sup>(5)</sup> \_\_\_\_\_ from danger
  - ▶ Warn us <sup>(6)</sup> \_\_\_\_\_ something



**A2** Listen to the second part of the conversation. Help Shirley write the missing information in the table below.

Sign	Meaning	Usually seen
	No smoking	in <sup>(1)</sup> _____
	No photos	in <sup>(2)</sup> _____
	No parking	in <sup>(3)</sup> _____
	No littering	in <sup>(4)</sup> _____





**A3** Shirley is writing a report on public signs. Help her complete her report. Fill in the blanks with the information in Parts A1 and A2.

**Public signs**

We can see different public signs in places like <sup>(1)</sup> \_\_\_\_\_, <sup>(2)</sup> \_\_\_\_\_, streets and <sup>(3)</sup> \_\_\_\_\_. They are often bright in colours and have <sup>(4)</sup> \_\_\_\_\_ on them.

Public signs help <sup>(5)</sup> \_\_\_\_\_ things. Most of them give us <sup>(6)</sup> \_\_\_\_\_ information. They help us <sup>(7)</sup> \_\_\_\_\_, tell us about the <sup>(8)</sup> \_\_\_\_\_, keep us <sup>(9)</sup> \_\_\_\_\_ and warn us <sup>(10)</sup> \_\_\_\_\_.

Here are some examples:

	<sup>(11)</sup> _____		<sup>(12)</sup> _____
	<sup>(13)</sup> _____		<sup>(14)</sup> _____

## B Speak up: Please don't take photos.



**Mr Zhao**, Amy's father, is visiting an art museum with Amy and Shirley. They are talking softly in the museum. Work in groups and warn your group members not to do something. Use the conversation below as a model.

**Mr Zhao:** Look at this famous painting by Picasso.

**Amy:** Wow! It's excellent! Let me take a photo of it.

**Mr Zhao:** Please don't take photos, Amy.

**Amy:** Why not?

**Mr Zhao:** Look at the sign. It says "No photos". We shouldn't take photos here.

**Amy:** Sorry, I didn't notice that sign just now.

**Shirley:** Come and see, Amy! I've seen this painting before.

**Amy:** OK. I'm coming, but we shouldn't shout in the museum, Shirley.



## Using English sayings

A saying is a short wise statement that usually gives advice or expresses some truth about life.

When in Rome, do as the Romans do.

(When you are in a foreign country or a situation you are not familiar with, you should behave in the way that the people around you behave.)

Many traditional sayings are still in general use today. Sometimes they are a great help if you need some wise words to express your ideas. They make what you say or write simple and vivid.

**A** Sandy collected some sayings. Help her match the sayings with their meanings. Write the correct letters in the boxes.

- a everybody will be lucky or successful sometime in their life
- b when one bad thing happens to you, other bad things happen soon after
- c you have to do something before others in order to be successful
- d if lots of people share the work, it will make a job easier to complete
- e what other people have always seems better than your own
- f risk losing everything all at one time

1



the early bird catches the worm

2



it never rains but it pours

3

many hands make light work 

4

every dog has its day 

5

put all your eggs in one basket 

6

the grass is always greener  
on the other side 

**B** Mr Wu has prepared some sayings for the students. Help the students complete the sentences with the correct sayings.

- actions speak louder than words
- no pain, no gain
- a friend in need is a friend indeed
- practice makes perfect
- burn the candle at both ends

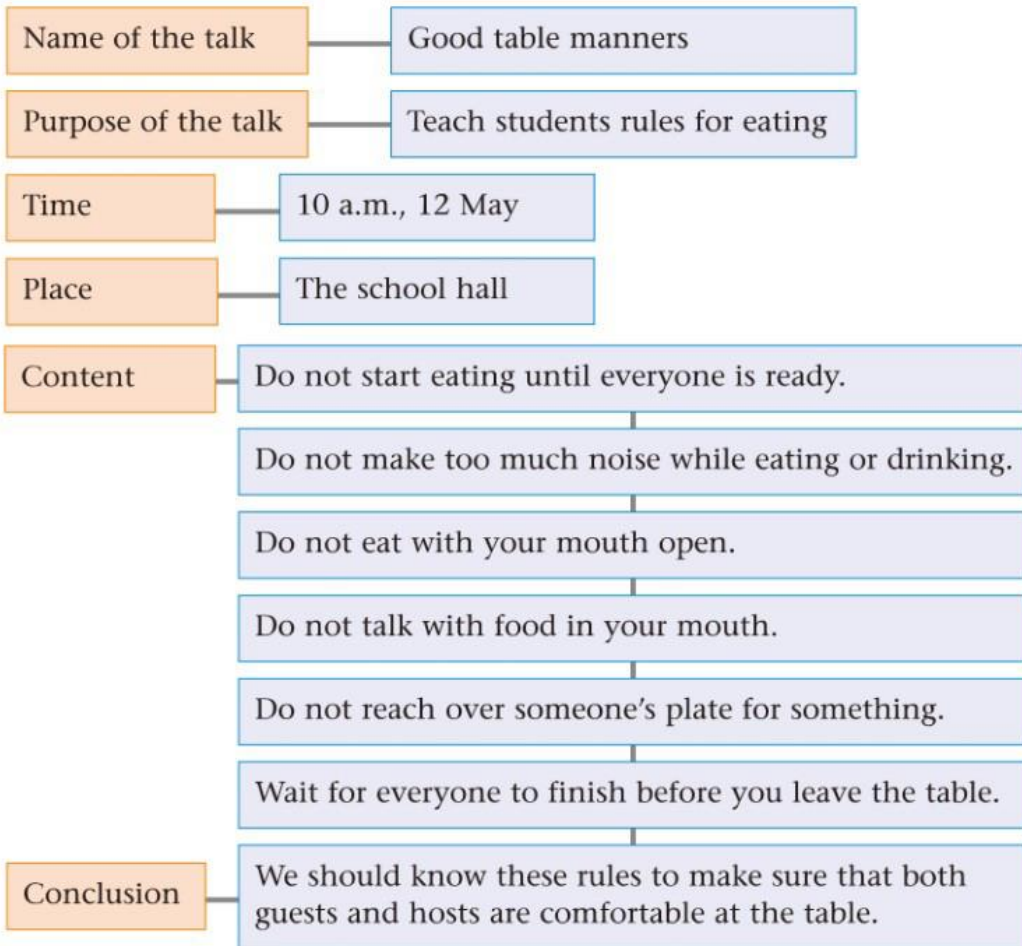
- 1 Just as the saying goes, "\_\_\_\_\_." My cousin has made his dream come true after years of hard work.
- 2 \_\_\_\_\_. If you keep practising speaking English every day, you will be better at it.
- 3 Do not try to do many things at one time. Otherwise, you will become tired out. Remember, you cannot \_\_\_\_\_.
- 4 He always gives his friends help when they need it because he knows that \_\_\_\_\_.
- 5 Dad never says that he is good at cooking, but in fact he is. He always cooks delicious meals for us, that is, \_\_\_\_\_.



# Task

## Table manners

**A** ▶ The Class 1, Grade 8 students are going to give a talk on good table manners. They are making a plan for the talk. Read their plan below.



### Useful expressions

- ... is/are going to hold a talk on ....
- The purpose of the talk is to teach ... about ....
- It will take place at/in ... at ... on ....
- When you ..., you should ....
- You should not ....
- It is impolite to ....
- Always remember to ....

**B** Amy and Daniel are making a web page about their talk on the school website. Read their plan on page 76 again. Then help them complete the page.

Name	Good table manners
Purpose	We are going to hold a talk on good table manners. The purpose of the talk is to teach students <sup>(1)</sup> _____.
Time and place	It will take place at <sup>(2)</sup> _____ on <sup>(3)</sup> _____ at the school hall.
Content	There will be a lot of advice on table manners. We hope you will find them useful. Above all, when you are sitting at the table, you should not start eating until <sup>(4)</sup> _____, and it is impolite to <sup>(5)</sup> _____ while eating or drinking. You should not eat with <sup>(6)</sup> _____ or talk with <sup>(7)</sup> _____. Also, do not reach over <sup>(8)</sup> _____ for something. Before you leave, wait for <sup>(9)</sup> _____.
Conclusion	These rules are important because we should make sure that both guests and hosts are comfortable at the table.

**C** Your class is planning a talk about other aspects of good manners. Work in pairs. Make a plan and create your own web page.



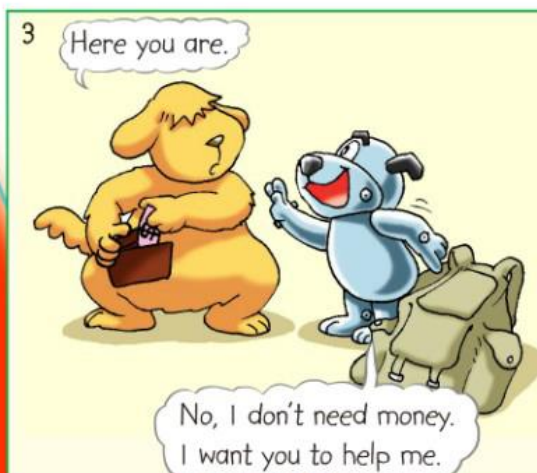
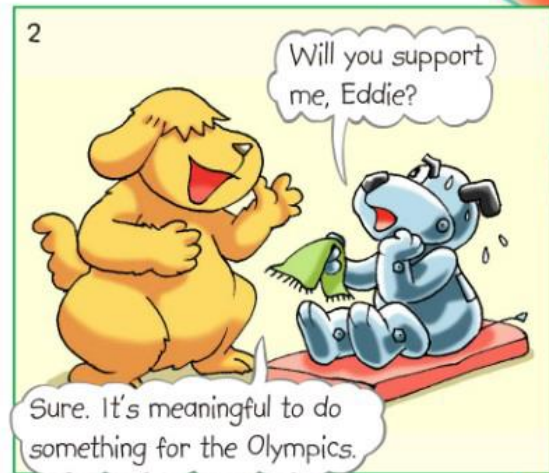
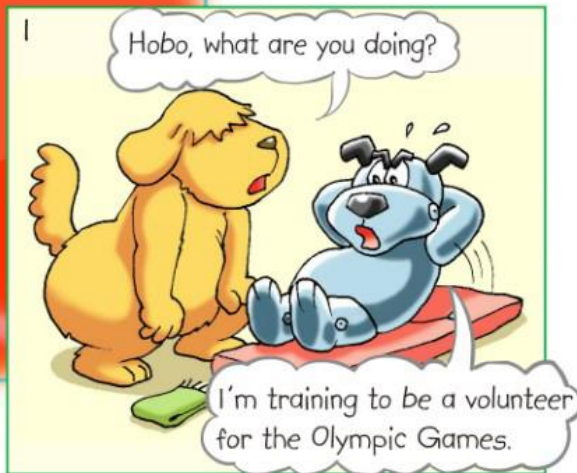
## Self-assessment

I have learnt	Details	Result
1 about good manners in the UK.		
2 to use the new words to talk about manners.		
3 to use <b>enough to</b> . to use <b>too ... to</b> .		
4 to use English sayings.		

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

## Unit 6

# Sunshine for all



### Trying our best to help

The Class 1, Grade 8 students are talking about people who need help. They are discussing what they can do for people in need.

#### Task

Write a letter asking people to help those in need.