



普通高中教科书

ENGLISH

英语

必修

第三册

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英语 必修 第三册



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出版者的话

亲爱的同学们：

欢迎使用冀教版高中英语教科书。这套教材由国内外富有英语教育经验的学者、科研人员及一线教师根据 2017 版《普通高中英语课程标准》编写。

本套教材必修阶段共 3 册，满足高中毕业基本要求；选择性必修阶段有 4 册，满足高考升学要求；提高类阶段有 3 册，满足有意继续提高英语能力的发展需求。

让我们了解一下教材的结构。每册教材有 5 个单元，每个单元包括 4 个板块。第 1 板块（Reading for Meaning）为同学们提供了地道、优美的语篇，文章体裁丰富多样、内容有趣且富有时代特色；第 2 板块（Learning through Practice）提供了有意义的语言探究和语言实践活动，同学们通过完成任务可以体验语言并归纳知识，提高语言运用能力；第 3 板块（Using English in Context）设计有专题调查、访问纪实、讨论汇总、活动设计等多种形式的项目活动，帮助同学们发展听、说、读、看、写等语言技能，为真实语言交际打下基础。第 4 板块（Expanding Our Horizons）为同学们提供了更多与单元主题相关的经典、有趣的文章。

另外，教材中的评价部分（Evaluate yourself）可以帮助同学们积极反思学习过程，及时调整学习策略，提高学习效率；单元反思（Unit Reflection）帮助同学们对整个单元进行回顾；链接部分（More Connection）便于同学们拓展相关主题知识。

本套教材内容涉及人文、社会、自然、科学等多个领域，注重中外文化的介绍与比较。通过学习本套教材，同学们会在提高语言能力的同时，增强对中华优秀传统文化和社会主义先进文化的认识，成长为新时代有文明素养和社会责任感的人。

同学们，中学时代是人生美好的一段时光，相信在使用这套教材的过程中，你们通过自己不懈的努力和老师的正确引导，能够顺利完成教科书中的学习任务，为终身学习打下良好基础。

愿同学们在英语学海中徜徉，感受英语学习带给你们的新奇、充实与快乐。

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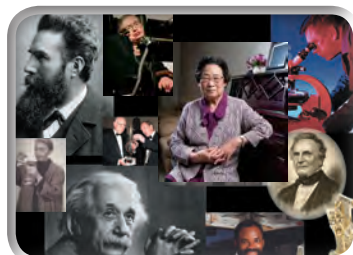
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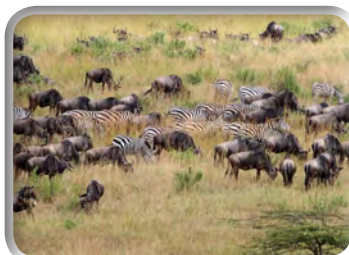
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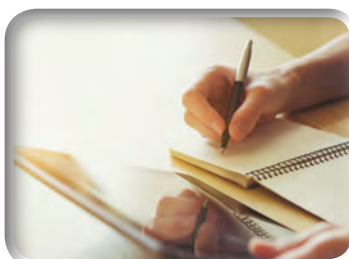
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UNIT

1 ATTITUDES TOWARDS OUR ELDERS



Treat your elders as elders, and extend it to the elders of others.

– Mencius, Chinese philosopher

To be respected when people are old is one of the best privileges of the human beings.

– Stendhal, French writer

If you're lucky enough to still have grandparents, visit them, cherish them and celebrate them while you can.

– Regina Brett, American author



Grandma Moves into a Nursing Home

BEFORE YOU READ

- 1 How often do you see your grandparent(s)? How do you spend time with them?
- 2 What is a nursing home? Have you visited one?
- 3 What do you expect the story to be about based on its title?

“What do you mean you want to send Grandma to a nursing home?” Mary cried. It was Sunday evening. Mary and her mother had just returned from visiting Mary’s grandmother. Grandma Thomas is 92 years old and she lives in a seniors’ lodge.

A seniors’ lodge is a special kind of accommodation for elderly people. The **apartments** are small and come with a bedroom and a bathroom but no kitchen. At mealtime, all the residents **gather** in a large central dining area where they are served food prepared by the **staff** cooks. Their laundry and housecleaning are taken care of by the staff as well.

Grandma moved there two years ago after Grandpa died in a **crash**. It was very sad for her to leave the house that had been her home for over forty years, but she knew it was time to move on. Grandma was able to accept the move to the seniors’ lodge more easily because many of her friends already lived there. It was a great help to know that she would not be alone and that a friendly face would always be in **sight**.



DO YOU KNOW?

A **nursing home** is a hospital for old people, whereas a **seniors’ lodge** is an apartment for old people.





Back at Mary's house, Mary was not thinking about that. She was worried about her grandma. The thought of her grandma spending her last days in a nursing home made Mary feel sad and sick. "There's no **justice**. Why does it have to be this way?" thought Mary. "It seems so unfair." To Mary it seemed so obvious. Her grandma was the most loving and giving person she knew, and it was her family's **duty** to take care of her. How could her mom send Grandma to a nursing home where she would spend the last months, maybe only weeks or days of her life in a hospital bed? She had to find a way to make her mom understand.

"Mom, I hate to see Grandma living in a hospital bed for the rest of her life. She's not so ill. I know she needs a lot of help with daily things like washing and getting dressed, but she can still do many things. Remember, only two years ago she was organizing the town gathering and telling everyone what to do and how to do it." Mary had warm memories of her grandmother as a strong and independent woman. It was hard for her to believe that she was that ill.

"Mary, I know you love your grandma," Mom said calmly. "We all do. We have to think of what is best for her. She'll be happy at the nursing home. Everything there is **neat** and tidy. She will get the care and attention that she needs there. They will make sure that she gets her medications on time, and if anything happens, there are nurses and doctors to help her right away. **Plus**, there are so many recreational activities for her. I think she's going to be very comfortable there."

Mary was so confused and sad that she found it hard to speak. She went to her room and shut the door. She needed some quiet time to think.

No matter how many different ways she thought about it, Mary could see no way that Grandma could be happy there. Mary was angry at her parents for not inviting Grandma to live with them. She doubted that her parents were being



QUICK CHECK!

Medication means both medical treatment and medicine.



selfish. They had a big house and a spare bedroom where Grandma could sleep. It was not as though they were struggling to make ends meet and needed to tighten their **belt**. They could learn how to give her the medication that she needed, and Mary and her mother could help Grandma bathe. In the evening, when all her homework was finished, Mary could sit with Grandma and play cards or just talk for a while. She remembered the times when she was a little girl, she would go to Grandma's house for summer holidays. She had such sweet memories of the time she spent with Grandma, baking buns, taking care of the garden and playing cards in the evening.

She sat down at the computer and wrote a long letter to Grandma inviting her to come to live with them.



QUICK CHECK!

To **make ends meet** means to earn just enough money to be able to buy the things you need.



AFTER YOU READ

Reading Comprehension

- 1 What made it easier for Grandma to accept the move to the seniors' lodge?
- 2 Why does Mary think that it is unfair to send Grandma to a nursing home?
- 3 In Paragraph 5, Mary said, "Remember, only two years ago she was organizing the town gathering and telling everyone what to do and how to do it." What can we infer from the sentence?
- 4 What do Mary's parents believe is best for Grandma?
- 5 Do you think Mary's parents are selfish? Why or why not?
- 6 Why does Mary think that it would be better for her grandma to live with her family in their house?



Post-reading Activities

- 1 Mary wrote a long letter to her grandma to ask her to come and live with her and her parents. Besides asking her grandma to live with them, what else do you think Mary would have said in her letter? How do you think her grandma would respond to this letter?



- 2 Mary couldn't stand the idea of her grandma living in a nursing house. It made her feel sad and sick. Imagine that your grandparent(s) had to move into a nursing home. How would you feel about it?
- 3 Grandparents love their grandchildren very much. In groups, share some stories about your grandparents, and discuss what you can do for your grandparents if they need help.
- 4 The aging population is rapidly increasing in China. There are now different ways of taking care of elderly people who need help. Investigate how elderly people are taken care of in your community. Bring your investigation to class and present it to your group.



SONG

Our Ancestors

Your ancestors are special.
We all feel the same.
It's a connection to the past.
They give to you your name.

It's important that we remember,
The things we learn from them.
About honour and duty,
Their wisdom is a gem.

Chorus

Let's remember our ancestors.
They have done so very much.
Let's remember our ancestors.
It's the way we keep in touch.

They worked very hard,
To try to get ahead.
They got up very early,
And didn't lie in bed.

In every single culture,
From Egypt to Peru,
In the tree of life,
Ancestors are the roots.

Repeat Chorus

Let's remember our ancestors.
They have done so very much.
Let's remember our ancestors.
It's the way we keep in touch.

SECTION 2

LEARNING THROUGH PRACTICE



Task One Introducing the Chongyang Festival

Suppose a group of foreign students is going to visit your school on the Chongyang Festival. Please get ready to introduce the festival to them with the help of a poster.

»Step 1 Pre-task Resources

Listen to an introduction about the Chongyang Festival. Write down key information such as the time, food and activities that take place during the festival.



»Step 2 Task Cycle

- 1 Read the poster for the Mid-Autumn Festival. Observe the layout of the poster and pay attention to the title, keywords and pictures.

*The Mid-Autumn Festival is coming.
Come and join us!
There are many interesting activities waiting for you.*

Time: 7:00 p.m., September 29
Place: playground
Activities: a. enjoying mooncakes
b. admiring the beautiful moon
c. singing and dancing
d. playing interesting games
e. making I-Miss-You cards for your parents



- 2 Listen to the introduction in Step 1 again and pay special attention to the information you wrote down about the Chongyang Festival.
- 3 Make a poster with the information you have learned about the Chongyang Festival so far. Remember to use v-ing forms to describe activities in general.
- 4 Share your work with a partner. Together, revise the language used in the poster to make it clear.



Learning tips

An impressive poster should include a short but interesting title as well as bold and colourful words with attractive pictures that are related to the theme.

» Step 3 Language Focus

V-ing forms have a verb base, so they give us a sense of action. The v-ing form is often used as a noun or an adjective in the sentence. Examine how v-ing forms function in the following sentences.

- *Running is a great sport.*
- *The emphasis was on teaching rather than learning.*
- *There are indoor swimming pools on campus.*



If we want to describe and list some activities we are going to do, we often use v-ing forms. Look at the following examples used to describe festival activities.

- *enjoying mooncakes*
- *playing interesting games*
- *climbing heights*

Task Two Describing a Visit to Your Grandparent(s)

Have you ever spent a lot of time with your grandparent(s)? What are your favourite memories with them? In this task, you will write a passage about it.

»Step 1 Pre-task Resources

The following passage is about a visit to a nursing home.

I arrived at a nursing home at 8:00 on Sunday morning. Miss Wang, a caretaker at the nursing home, showed me around and gave me instructions on how I could help out. I saw her combing a woman's hair gently. She told me that she is fond of working there, and she treats the seniors as if they were her own family. I watched her talking and playing memory games with them, as well as making sure they were clean. Overall, she treated them with a lot of respect.

I attended to John, a 79-year-old man. He sat on his chair and showed me some of his pictures. I listened to him telling stories about his pictures for nearly half an hour. He told me about his son, who lives abroad. He said he didn't want to end up here with someone else wiping his body.

On the way home, I thought of my own grandparents and what it would be like for me when I'm old. I realized how important it is to help elderly people enjoy a comfortable life.



»Step 2 Exploring the Language

Look at the sentences and identify the structure they have in common. Discuss with a partner.



Here are four interesting sentences from Step 1. Notice the expressions in red. Can you identify the structure that these sentences have in common?

1. I *saw her combing* a woman's hair gently.
2. I *watched her talking and playing* memory games with them.
3. I *listened to him telling* stories about his pictures for nearly half an hour.
4. He said he didn't want to end up here *with someone else wiping* his body.



There are two types of v-ing structures in the four sentences above.

Sentences 1 to 3 share the following structure:

a. see/watch/listen to somebody/something doing

Sentence 4 has the following structure:

b. with somebody/something doing

In both structures, v-ing forms act as object complements.



Please look for sentences that have the same structure in the text of Section 1 and write them down here. Share your findings with your partner.

» Step 3 Task Cycle

Read the passage in Step 1 again. Make sure you understand it completely. If not, use a dictionary or turn to your classmates for help.

Write a short passage to describe a time you visited your grandparent(s) (or a visit you ever paid to an elderly man/lady). Remember to use the "see/hear somebody doing" structure.

Share your work with a partner. Revise and improve it together.



SECTION 3

USING ENGLISH IN CONTEXT



Project Making a Plan to Take Care of the Elderly

The aging problem is more and more prominent across the world, and it has attracted people's attention. In this project, you will explore different care systems and develop a plan to help care for the elderly in your neighbourhood.

➤ Step 1 Read and Discuss

Read the following passage about senior care in Norway and then discuss the questions in groups.

Norway presents a perfect case of social care to its population, particularly with the elderly. **Various** levels of elderly care services are provided based on the different needs of individuals.



Home visit: Healthcare workers visit elderly people in their own homes to provide them with some basic aid and to educate them about how they can be **responsible** for their own health.

Homecare system: In this system, healthcare workers help the elderly with basic daily activities. This level of care is largely for those who need the least help with **ordinary** tasks.

Day care system: When seniors require more than just **occasional** homecare visits, day care systems offer help with things like cooking, cleaning and bathing.

Nursing homes: Nursing homes have existed in Norway in various forms for over a hundred years. They provide medical and nursing care for long-term and short-term residents.







Residential flats: Norway offers specially constructed flats that take into consideration the special needs of the elderly and make it easier for them to live independently.

Community hospitals: These facilities provide the care that elderly patients need after they get out of the hospital. The main goal is to help them move back to their home without any need for further advanced hospital care.

- 1 What are the differences between homecare and day care systems?
- 2 If an elderly person can live independently, which care service is most suitable for him/her?

» **Step 2 View, Listen and Fill in Blanks**

View the pictures. Listen to the stories of the elderly people and fill in the blanks.

		
<p>Pinto Age _____ Country _____</p>	He has been living _____, but now he hopes to live with _____.	<p>Contreras Age _____ Country <u>Cuba</u></p>
	He is living in a local _____. The government helps him.	
		
<p>Sagaram Age _____ Country _____</p>	She prefers to _____, because she doesn't want to _____ her children.	<p>Hussein Age _____ Country <u>Egypt</u></p>
	He is living with his _____, but he hopes to live in a _____.	



➤ Step 3 Compare, Discuss and Brainstorm

In groups, discuss the major advantages and disadvantages of the three different ways of living. Then brainstorm some other ways we can provide elderly people with assistance. Complete the form below.



Living with family

- Advantages:
- Disadvantages:



Living alone

- Advantages:
- Disadvantages:



Living in a nursing home

- Advantages:
- Disadvantages:



» Step 4 Interview and Write

A suitable elderly-care plan depends on knowing the needs of the elderly and the family's economic status. Develop a plan to take care of the elderly in your neighbourhood.

- 1 Interview some elders in your neighbourhood. You can use some of the questions below to help you get started.
 - Would you prefer to live on your own or with other people?
 - What can family members do for you?
 - What would you do during the day when you are alone at home?
 - Do you have any friends in a home for the elderly?
 - How would you feel about moving into a home for the elderly?
 - What do you usually do with your friends?
 - What are your favourite activities?

Learning tips

- *While interviewing the elders, focus on their needs and requirements.*
- *Take the family economic status into account.*

- 2 Make a well-organized plan to take good care of the elderly.



Evaluate yourself!

Can you start and maintain a conversation in English on elderly care?

Can you understand and explain the implicit logical relations between sentences in the text?

How well have you done with the following? Tick the circles that best reflect your performance.

	Excellent	Very Good	Good	Needs Improvement
Taking notes of the useful information when listening, reading and viewing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using strategies of “repetition”, “explanation” and “clarification” to overcome language problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding the intention of the elderly people according to their mood and intonation in listening and interviewing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Grandma's Reply

In Section 1, we learned that Mary wrote a letter to her grandma to ask her to come and live with her and her parents. The letter below is her grandma's response.

Dearest Mary,

Thank you for the lovely letter and your kind invitation. You are truly special to me. But, my dear, I cannot come to live with you. Moving into the nursing home is what I want to do. It is the best thing for me.

I'm very proud of you, Mary, and everything you do. You play basketball, take music lessons, and you work hard at school. You are a very busy girl, and I think that's wonderful. Your parents are good people, and they work hard to give you a good life. I know you all love me, but you and your parents don't have the time to take care of me.

An old lady like me needs more than a soft pillow to lay my head on. I need help preparing my meals, and it's important for me to have companionship during the days. How can I feel at peace when I am either alone all day or causing my loving family to give up important things in their lives to stay home with me? And besides, moving to your house would mean that I have to leave my hometown and move to a new city where I don't have any friends. I think I would feel very lonely without my friends to keep me company during the day. Do you remember my friends Linda and



Expressing thanks

- *Thank you (for...).*
- *Thanks a million.*
- *Words cannot express how thankful I am.*
- *All I could say is... thanks.*





Len? They come over every Wednesday to take me to the store if I need something. My friend Ruth Norton comes over every Friday to take me to play games at the seniors' recreation centre, where smiling faces always welcome us at the **entrance**.

I do feel sorry for some of the old people in the senior's lodge who have no family to visit them. I am so happy when you come to visit, and I love hearing about all of your adventures, your studies and your friends. I hope you continue to visit me and share your life with me when I move into the nursing home. I hope your young and loving heart can understand an old lady like me.

Much love,
Grandma Thomas

POST-READING QUESTIONS



- 1 Why does Grandma think living in the nursing home would be better for her than living with Mary and her parents?
- 2 What does Grandma hope Mary will continue to do when she moves into the nursing home?
- 3 Mary thought her parents were being selfish to send Grandma to a nursing home. After reading Grandma's letter, do you think Mary will change her mind? Why or why not?

Filial Piety: An Important Chinese Cultural Value

For centuries, Chinese people have taken pride in the way they have treated their parents, which is called *xiaodao*, or filial piety. Filial piety was an important virtue in early Confucianism and is still recognized as an unavoidable part of human life.

Nowadays, authorities in rural areas have even turned to a filial piety **fund** to help **maintain** China's most treasured virtue. Luoning, a less developed county in Central China,



QUICK CHECK!

virtue: (1) the quality of being morally good (2) a quality that is good or admirable (3) a good quality or habit that a person has



started the voluntary fund program in 2017 to encourage grown-up children to support their elderly parents. Luoning is home to more than 16,000 residents over 70. All its villages have set up filial piety funds and every elderly villager has an **account**. The funds received nearly 4 million yuan and most of the money was contributed by the 40,000-plus grown-up children of the county's elderly.

An 80-year-old woman in Gaowan Village is satisfied as she no longer has to worry about her **income**. Her grown-up children are regular contributors to the piety fund, through which she receives a certain amount of money each month. Her daughter-in-law said, "We are not well-off, but it is not an excuse for failing to carry out filial duties. We should set a good example for our children and pass down our traditional beliefs to the next generation."

It is an ancient Chinese custom to rely on their grown-up children to take care of them, or *gongyang* them in their old age. The term *gongyang* means the special feeding of elders. The basic meaning of *gong* is "to provide" or "to supply", but it also includes the definition "to offer respectfully". *Yang* generally signifies "to feed", but also extends to the verb "to raise". **Thus**, *gongyang* means something like "care with respect". The grown-up children's kind and respectful **treatment** of their parents would gain them a good name for being filial.

The Chinese saying, "Of all virtues, filial piety is the first" demonstrates the cultural importance of respecting one's elders. According to the *Classic of Filial Piety (xiaojing)*, only when the grown-ups do well in the following five aspects, can they meet the standards of truly filial person:

- show parents real respect by tending to their needs and desires;
- bring parents enjoyment while caring for them;
- express worries when parents are in sickness;
- convey deep sorrow for parents' passing;
- show the late parents true respect when giving them the offerings.



POST-READING QUESTIONS



- 1 According to the text, what does *xiaodao* mean in Chinese culture?
- 2 What's your opinion about the daughter-in-law's words in the text?
- 3 How can a person be recognized as filial according to the *Classic of Filial Piety*?



Caring for the Elderly across Cultures

How different cultures care for the elderly is closely linked to their most prized values and qualities.

China

China's population has been aging at a historically high rate in recent years, and elderly care has been attracting people's attention lately.

The majority of seniors spend their remaining years at home. Many communities in cities have **established** service centres for the elderly to provide them with food, medical care and housekeeping services. The monthly cost is affordable for most people, which is making this kind of community care more and more popular. The **percentage** of elderly people using the community care is increasing every year.



Australia

Independence, well-being and quality of life for every older person are promoted in Australia through health and elderly-care support systems. The country continues to develop the model of care intended to achieve the goal – ensuring people get the right care, at the right time, by the right team and in the right place.

DO YOU KNOW?

We can sometimes guess the meaning of a word by referring to its prefix or suffix.

Afford means "to be able to buy or to do something". If you cannot afford something, you do not have enough money to pay for it. Now can you explain the word **affordable**?



America

One relatively new service in the United States that can help keep the elderly in their homes longer is respite care. This type of care allows care givers the opportunity to go on vacation or a business trip and know that their elders have good-quality care. Without this help, the elderly would have to move to an outside **facility** for a long time. Another unique type of care in American hospitals is called acute care of elder units (ACE units). It provides “a homelike setting” within a medical centre specifically for the elderly.



POST-READING QUESTIONS



- 1 Do you think that community care is becoming more and more popular in China? Why or why not?
- 2 What is the intended goal of Australia's model of care?
- 3 What are the two types of elderly care that are being implemented in the U.S.?

Unit Reflection

Review the whole unit and reflect on what you have learned.

- 1 Respecting the elderly and protecting the young is a traditional virtue in Chinese culture. What have you learned in this unit about elderly people and the meaning of taking care of elderly people?
- 2 What does respecting your grandparents mean to you? What can you learn from your parents in terms of respecting your elders and ancestors?
- 3 Explain your understanding of the sentence “Treat others as you would like to be treated”.

More Connections

- How are the elderly treated around the world? Are they viewed and treated in the same way in spite of different cultures? What kind of support do the elderly really need? Try to surf the Internet. Here are some key words for your reference: aging, elderly care, filial piety, homecare system, and nursing home.
- Have you seen the movie *Full Circle*? It's a Chinese film about some elderly people who try to achieve the value and significance of their lives. Watch the movie and tell what you think of it.

UNIT 2 MANAGING YOUR TIME



If you do not study hard when young, you'll end up bemoaning your failures as you grow up.

– Chinese proverb

To choose time is to save time.

– Francis Bacon, British philosopher

We always have time enough, if we will but use it aright.

– Johann Wolfgang von Goethe, German writer and poet



Timely Tips

BEFORE YOU READ

- 1 Do you ever feel like you are pressed for time? What are the possible causes of this pressure?
- 2 Do you wish to manage your time in a way that makes you feel like you have control over your life?
- 3 What do you expect to read when you see the title "Timely Tips"?

Jenny was in trouble. "I feel as though I am sinking **beneath** the waves," she told her friend Alex. "It seems to get worse every day. The water just keeps getting deeper. It's up to my nose. Help!"

"What's going on, Jenny?" asked Alex.





Jenny took a deep breath and began to explain, “First I decided to try out for the track team, so I’ve been waking up at 5 **a.m.** almost every day this week to train and prepare for try-outs. Then I joined the choir because I love to sing. Choir practice is two nights a week. I also found a part-time job at the mall, so I could earn some spending money. I work three times a week. Now it’s exam time, and I can’t find the time to study. I have too much on my plate, and I don’t know how I’m going to do it all. Sometimes I feel like I can’t breathe.”

Jenny and Alex were walking from the **subway exit** to the mall where Jenny worked. She has a job working at a pet store. It was her job to feed the puppies, talk to the birds and make sure that all of the animals were happy.

She loved working with animals. “If only they could help me with my homework!” she thought.

When they arrived at the pet store, Jenny turned to Alex and said, “What should I do? I am sinking fast.”

Alex was about to leave for his part-time job at the library, across the street from the shopping mall. He was just as busy as Jenny. Besides his job at the library, he had joined a chess club. He also played **soccer** twice a week, and every Thursday night he took a baking class where he learned how to make all kinds of desserts, from chocolate cake to cookies **decorated** with small candies and **nuts**. He would eat most of the goodies he made while he watched television for two hours in a row. Yet even with all of these activities he usually found a way to finish his homework on time.

“Check your email when you get home,” Alex told Jenny. “I’ll send you my secrets for living a well-managed life.”

QUICK CHECK!

Spending money is money that you have or are given to spend on personal things for pleasure, especially on holiday.





Then he went on his way to his job at the library across the street.

...

When Jenny returned home that night, there was an email from Alex waiting for her. “Follow these tips,” Alex wrote, “and you will reduce your anxiety and bring some order to your messy life.”



Alex’s secrets for living a well-managed life

- **Change your attitude.** You are not drowning. You are learning to swim. Be positive!
- **Get organized.** Make a list of all the things you do each week. Then organize your to-do list with your **schedule**. Put your “must-do” jobs at the top of your schedule, so you can see what you must do each day.
- **Restructure and reconsider.** Is it practical for you to get up at five o’clock in the morning for track practice and then work late at the mall? If not, you have to make some different choices and reconsider what’s really important to you. You can’t do everything.
- **Prioritize.** Plan your schedule based on what needs to get done first and **postpone** the rest. What is important and what is less important? If you have to make more time for studying, think about what you can drop from your schedule.
- **Set future goals.** Write down all the things you **intend** to achieve in the next year. This will help you stay on track. You need to have a **target**. You have to have an idea of where you’re going if you want to get there. When you set your long-term goals, you can judge whether your daily and weekly activities are working to help you achieve those goals.

“He’s right,” Jenny thought. “But I don’t have time for this. I’ll go crazy writing lists and making schedules that I don’t even have time to follow.” Then she noticed the final tip from Alex.

- **Make time to make schedules.** A small amount of planning will **permit** you to organize and structure your life so that you can do the things you need to do and make the time to do the things you want to do.

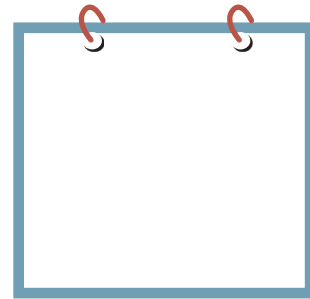
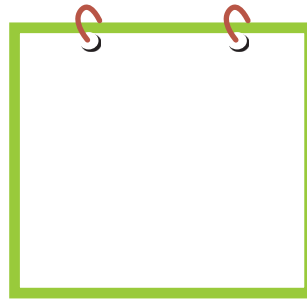
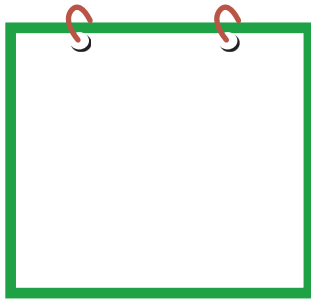


AFTER YOU READ



Reading Comprehension

- 1 Jenny was so busy that she felt she was sinking beneath the waves. Why?
- 2 List THREE things Alex did with his time when he was not at school.



- 3 What does "it" mean in "It seems to get worse every day" in Paragraph 1?
- 4 What does "they" mean in "If only they could help me with my homework!" in Paragraph 5?
- 5 What are Alex's tips for living a well-managed life? Can you think of other tips for managing time wisely?
- 6 What's the writer's purpose in writing the text?



Post-reading Activities

- 1 Work with a partner or in groups to decide which of Alex's tips to Jenny are equally useful and helpful to you and explain how.
- 2 Share your experience of time management, and find out who is the person that manages his/her time best in your group.
- 3 A Chinese saying goes, "Never put off till tomorrow what you can do today." How do you understand this? Do you agree?
- 4 Good time management can help us not only save time but also achieve more and feel more confident. In groups, discuss other benefits of good time management.



SECTION 2

LEARNING THROUGH PRACTICE



Task One Reporting Time-management Problems

In this task, you will listen to a short passage about time management. You will collect your problems in your group and give a brief oral report in the class.


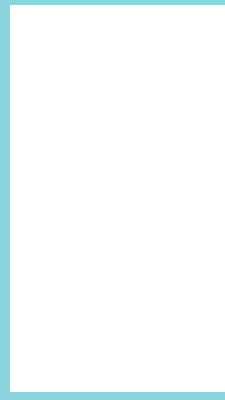

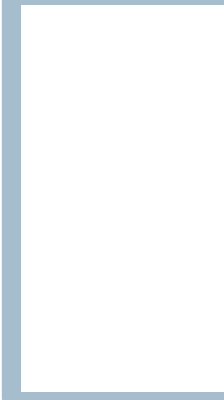
Step 1 Pre-task Resources

Listen carefully and rearrange the headings in the order you hear them. Then match the headings with the detailed information.

<input type="checkbox"/> Taking on too much	emails, WeChat, or phone calls
<input type="checkbox"/> Not taking breaks	having a hard time saying “No”
<input type="checkbox"/> Failing to focus	studying 8 – 10 hours straight
<input type="checkbox"/> Others	worrying about unimportant things

Step 2 Task Cycle

- 1 Think of the time-management problems in your daily life and put them into different categories.

Taking on too much 	Not taking breaks 	Failing to focus 	Others 
--	---	---	--



- 2 Work in groups of four or five, and discuss your problems with managing time. What do you think is the biggest problem right now? Explain why.

The biggest time-management problem	Why

- 3 Present your group’s time-management problem to the class. Remember to use the new words and phrases whenever possible.

» Step 3 Language Focus

In Step 1, you heard the noun phrase *time-management problems*. In this pattern, the compound *time-management* is used to modify the noun, *problems*. Here are more examples from the text in Section 1:



This is an easy way to build new concepts that function as adjectives.

Compounds specify particular aspects or features of the noun, such as the type or material.


Compounds as modifying adjectives are singular in form even when their meaning is plural. They are normally hyphenated.



Task Two Writing about Your Time Management

In this task, you will learn how Jenny improved her management of time and then write a short paragraph to share your story of time use.

Step 1 Pre-task Resources

- 1 View the video about using time wisely and try to grasp the key points. 
- 2 Read the following passage and learn how Jenny gets organized this time.

Jenny accepted the advice given by Alex and managed to use her time more wisely.

First, she considered all her daily activities listed on the schedule and estimated their importance.

Then she gave up some less important tasks. She **quit** her try-outs for the track team so that she could get enough sleep. As to singing in the choir, Jenny believed it was important. However, she also realized that compared with her homework, singing in the choir was less important. So, she decided to go to the choir only once a week. She would make up for the missed practice during her summer vacation.

Besides, Jenny decided to ignore some unwanted emails because reading them was not that important.



Step 2 Exploring the Language

Here are two noun phrases from Step 1. Can you find the features they have in common?

- *missed practice* (practice that was missed)
- *unwanted emails* (emails that are not wanted)





The -ed forms of regular and irregular verbs are used as attributive adjectives. The v-ed forms may occur before or after the modified nouns. Here are some examples:

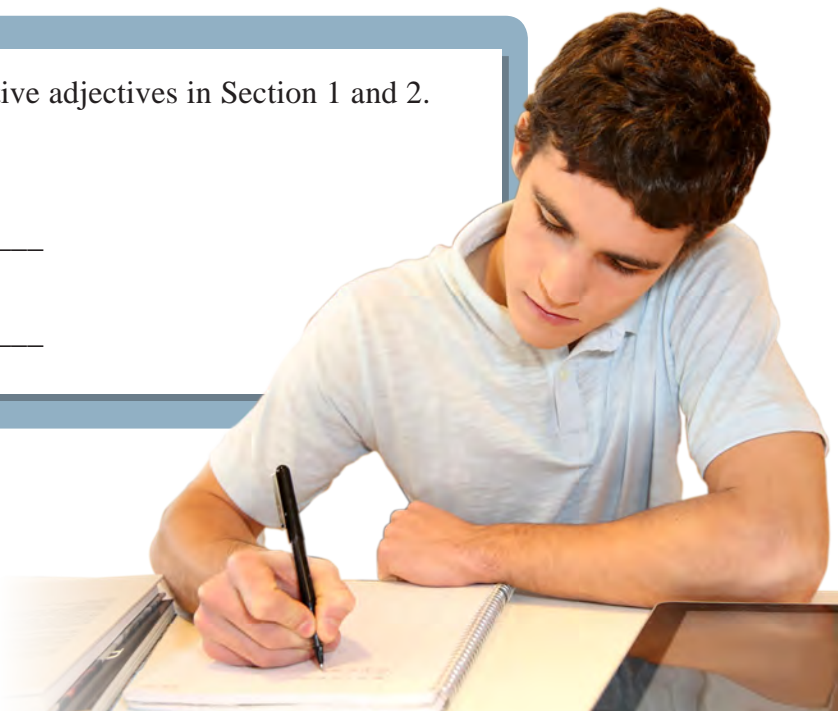
- an *advertised* product
- A *burnt* child dreads fire.
- a man *called* Tom
- the clothes *bought* online



Look for the v-ed forms as attributive adjectives in Section 1 and 2. Share your analysis in your group.

- v-ed forms in Section 1

- v-ed forms in Section 2



» Step 3 Task Cycle

- 1 Read Jenny's story in Step 1 again. Make sure you understand every word. If not, look up the words you don't know in the dictionary.
- 2 Recall a successful time-management experience and report it to a partner. Focus on two questions:
 - What did you do?
 - How did you do it?
- 3 Write a short paragraph describing how you managed your time efficiently. Remember to use v-ed forms as attributes. Revise the paragraph with a partner to make it clear and concise.

SECTION 3

USING ENGLISH IN CONTEXT




Project **Delivering a Speech on How to Manage Your Time Effectively**

Time management is of vital importance in one's daily life. In this project, you will research time-management skills and deliver a speech on the topic.

»Step 1 Review and Reflect

Remind yourself of the speech-making tips you learned in Unit 1, Module 1. A complete speech should include greetings, purpose, main arguments and an ending.

My fellow students,
Today I'd like to make a speech on...
...
In one word, ...
Thank you for...



»Step 2 Listen, Fill in Blanks and Discuss

Listen to a mini-talk by Mr. Smart, a time-management expert, fill in the blanks, and then discuss in groups about the common mistakes people usually make in terms of time management.

- The purpose of this talk is to _____.
- We may learn from the talk that time management is about _____.
- Use the following table to write down the common mistakes people make in terms of time management.

Number	Mistakes
1	
2	
3	
4	



» Step 3 Read, Reflect and Extend

Li Ming, one of the top learners in class, wrote some tips on time management. Please read his suggestions and reflect on your own time management.

Suggestions on Time Management

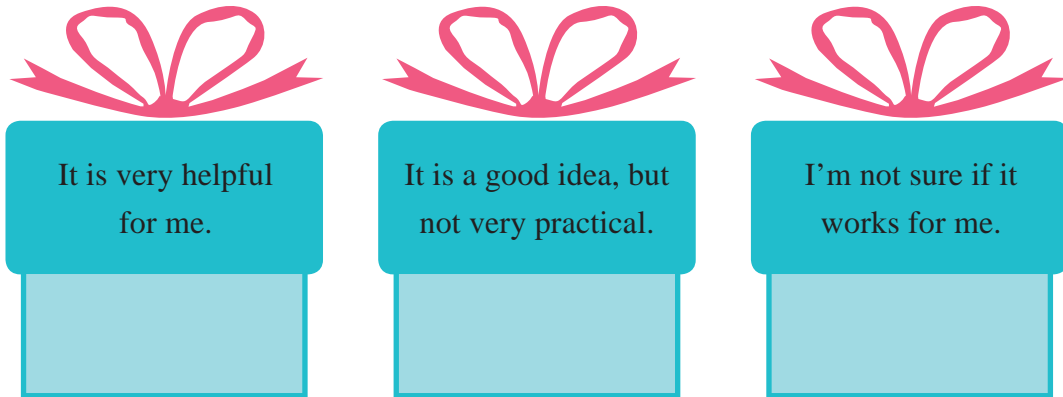
Follow these tips, and you will effectively manage your time and simplify your life.

- A. Record class times in day/hour blocks on a time schedule sheet.
- B. Record meal times.
- C. Record all regularly scheduled personal activities.
- D. Insert any special activities you need to do or want to do on a regular basis.
- E. Schedule a preview time (5 – 20 minutes) the evening before your classes whenever possible. During the preview, review all or some of your notes in preparation for the next class.
- F. Schedule a review time immediately after your classes (10 – 20 minutes) whenever possible. Use this time to write a summary of your notes.
- G. Schedule a study/review time for each class. Try to schedule some study time each day for each class.
- H. Schedule a weekly review for each subject. Do it at the end of the week if possible.
- I. Keep open some day or evening time to go outside for some physical activity!
- J. Be selfish and give yourself some relief! Schedule some time on Friday, Saturday and Sunday to play, relax or do whatever you want to do.





1 Read Li Ming's tips for time management again. Think and classify them into three groups.



2 Add more secrets for managing time effectively based on your own knowledge and experience.

A large, empty rectangular box with a light green border, intended for students to write their own time management tips.

>> Step 4 Search and Select

Search for the time-management tips for high school students on the Internet and select 5 to fill in the following table.

Number	Tips
1	
2	
3	
4	
5	



» Step 5 Prepare and Present

1 Collect and summarize all the tips on time management in this unit.

2 Remind yourself of what a speech includes and prepare your speech.

3 Present your speech in class.



Learning tips

When you deliver your speech on time management to your group or class, pay attention to your language and body language. Keep your gestures natural and comfortable. Practice helps a lot. If you are speaking with real conviction, your gestures will be real.



Evaluate yourself!

Can you evaluate and comment in English on a text about time management?
Can you understand and analyze the structure of a text and characteristics of its language?

How well have you done with the following? Tick the circles that best reflect your performance.

	Excellent	Very Good	Good	Needs Improvement
Identifying the coherence and cohesive relationship in the text	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Getting more information about time management through reading, and online resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using gestures, stress, facial expressions, intonation and rhythm to make my points of view and attitude clearer when delivering a speech	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SECTION 4 EXPANDING OUR HORIZONS



Achieving a Balance between Studies and Play

Perhaps you have heard the English saying, “All work and no play makes Jack a dull boy.” It means that without some time off from work, a person can become very bored or boring.

Today’s students tend to experience a great deal of stress. For them, the best way to relax is to take part in physical activities. This does not necessarily mean that you need to spend a large amount of time and money.

For example, you could play basketball, swim or dance in a **studio**. In fact, swimming is a good choice of exercise or sport. It increases your desire for food and helps you burn fat/calories while helping you stay in shape. Some research states that swimming can also make you grow taller, although there is not enough scientific evidence to **prove** this is true.

Sports and games also **contribute** to the development of one’s mind. For example, they teach you to be calm in all kinds of situations. You learn to become a good observer of things





around you. You also learn to be accurate and to make good choices. Games help you to develop a sense of confidence, something we could all use more of. Sports and games are also great for helping you develop team-building skills. Knowing how to work well with others is an important life skill. Above all, sports and games can teach you that it doesn't matter if you win or lose. What matters is how you play the game.

Don't forget to give yourself a break. Don't overwork yourself or you are likely to get too tired or fall ill. Play carefully to avoid getting hurt. **Moreover**, make sure you do not drink water immediately after playing sports or games. Drink water only after your body temperature has returned to normal.

It is important to bear in mind that your teen years are important for your studies and future career. Therefore, a balance needs to be struck between your studies and physical activities.

POST-READING QUESTIONS



- 1 Do you believe "All work and no play makes Jack a dull boy"? Why or why not?
- 2 In what ways would "all play and no work/studies" be disastrous?
- 3 Have you ever met someone who achieved a balance between studies and play? Interview this person to learn how he/she manages time.

The Key to Winston Churchill's Time Management

It is interesting that when you study the most effective individuals **throughout** history, you see the same theme again and again in how they managed their time. The key is to focus on a few very **significant** priorities, and to keep in mind what is centrally important at the moment.

We see this especially in Winston Churchill. Here's how Steven Hayward summarizes Churchill's approach in *Churchill on Leadership*:



DO YOU KNOW?

Winston Leonard Spencer-Churchill was a British statesman, army officer and writer, who served as Prime Minister of the United Kingdom from 1940 to 1945 and again from 1951 to 1955.



Despite his wide-ranging attention and interests, he always kept in mind what was centrally important to the moment. He was always able to focus on the immediate task at hand, and he sent clear **signals** to his subordinates when a directive was of special importance. “When his mind was occupied with any **particular** problem,” Sir Ian Jacob wrote, “it was always focused upon it and would not be turned aside.” This served as the key to his time-management system.

His general method of work was to concentrate his personal attention on the two or three things that mattered most at any given moment, and to give each of these all the time and attention that it needed.

Effective people put first things first, and do one thing at a time. This is the key.



POST-READING QUESTIONS



- 1 Which sentence(s) in the text can best explain Churchill's method of work?
- 2 Do you think Churchill's method might work for you? Why or why not?
- 3 In groups, find a famous figure in China who manages his/her time effectively.

Time Is Life: A Story of Lu Xun

Lu Xun is generally **regarded** as a great writer, thinker and revolutionary of the 20th century.

Some people said that Lu was a talent, but he said, “I am far from a talent, only doing my work while others drinking coffee.” Lu Xun always wanted to do more for the Chinese revolution in a



limited period of time. He once said, “To save time is to prolong the life of a human being.” So he worked hard as if he never felt tired, doing his work during the day, writing at night and staying up all night long. He always sat in front of the desk and worked without a break. Sometimes he would lean on the couch reading books, which he took as his rest.

In his later years, he worked even harder than before in order to lose no time. Even when he was seriously ill, he was thinking about what he was going to do after he **recovered**.

He began to work as soon as he was able to sit up. Shortly before his death, he **suffered** high body temperature and weighed less than 40 kilograms. But he never dropped his weapon – his pen, which he used to fight with the enemies for years. Even in his last few days, he still kept writing a preface for a novel. He fought to the last day of his life and never wasted one second of his time.

Lu Xun valued not only his own time, but also the time of others. He was very punctual, never being late or making others wait. In Lu Xun’s eyes, time is life. “Americans say time is money, but I think time is life. If one wastes others’ time, he is killing others.” Lu Xun felt that gossip was one of the greatest wastes of time, and so he hated those who always gossiped with others.

QUICK CHECK!

To **prolong** something means to make it last a longer period of time.





POST-READING QUESTIONS



- 1 According to the text, what can you learn from Lu Xun?
- 2 Some people believe Lu Xun is the greatest writer in contemporary China. Do you agree? Why or why not?
- 3 Do you agree with Lu Xun when he says “Americans say time is money, but I think time is life”?

Unit Reflection

Review the whole unit and reflect on what you have learned.

- 1 Throughout human history, many famous figures have come up with their own set of “tips” for time management. What have you learned about time management in this unit? What tips do you think will be the most helpful and important to you in the future?
- 2 What have you learned in this unit about the major benefits of time management? What are the major mistakes people make with managing time? How can these mistakes affect one’s life? What advice would you give to a new student in your school about time management?
- 3 What does the v-ed form mean? What have you learned about the function and use of v-ed forms in English?



More Connections

- If you would like to know more about time management, then take a look at *Getting Things Done* written by David Allen. The book can transform the way we work by showing us how to manage our time without wearing ourselves down. It has been translated into Chinese and published in China.
- There is an electronic encyclopedia, offering a detailed explanation and exploration in the area of time management. Here are some key words for the access: time management, setting priorities and goals.

UNIT

3 THE STORY OF SUCCESS



No road of flowers leads to glory.

– English proverb

If your mind is strong, all difficult things will become easy; if your mind is weak, all easy things will become difficult.

– Chinese proverb

Success is no accident. It is hard work, perseverance, learning, studying, sacrifice and most of all, love of what you are doing or learning to do.

– Pelé, Brazilian football player



A Story of Success: Stephen William Hawking

BEFORE YOU READ

- 1 What do you think it means to be successful?
- 2 Who is Stephen Hawking? What do you know about him?
- 3 Based on the title "A Story of Success: Stephen William Hawking", what do you expect to read in this text?

It matters if you just don't give up.

– *Stephen William Hawking*

Professor Stephen W. Hawking is one of those people who combine great academic success with the ability to face and overcome all kinds of difficulties, and finally succeed in both their personal and professional life. He has become a symbol of not only what it means to be successful, but also of courage, struggle and determination.

Stephen W. Hawking was born on January 8, 1942 in Oxford, England. As a child, he was curious, always asking questions about the world around him. However, Hawking was not the brightest child in his class. Most people did not consider him a **talent**.

Inspired by his mathematics teacher in high school, Hawking began to find his love for mathematics. Hawking admired Bertrand Russell, a man known not only for his work in mathematics, but also for his writings on freedom of thought. Later, like Russell, Hawking didn't limit his **satisfaction** only to understanding certain parts of the universe. He also wanted to know how the universe as a whole came to, and continues to, exist.



Stephen William Hawking
(1942 – 2018)



DO YOU KNOW?

Bertrand Russell (1872 – 1970), was a British philosopher, mathematician and social reformer. He studied at Cambridge University from 1890 to 1894, where later he was a fellow and lecturer (1910 – 1916). During this time, he published his most important works in philosophy and mathematics.



When studying in Oxford University, Hawking spent the majority of his time in studies, as he was overcome by a desire to understand the world and to uncover the mysteries of the universe. After three years, he graduated with first-class honours.

In 1963, Hawking's life changed when he learned that he had been **attacked** by Lou Gehrig's **disease**. His doctors told him that he would see, hear and taste as before, but soon he would not be able to walk, write or even feed himself. As a result, he would probably die before he earned his degree. However, he found both comfort and a reason to live in his future wife Jane Wilde. He became even more determined to finish his PhD studies so that he would be able to marry her.

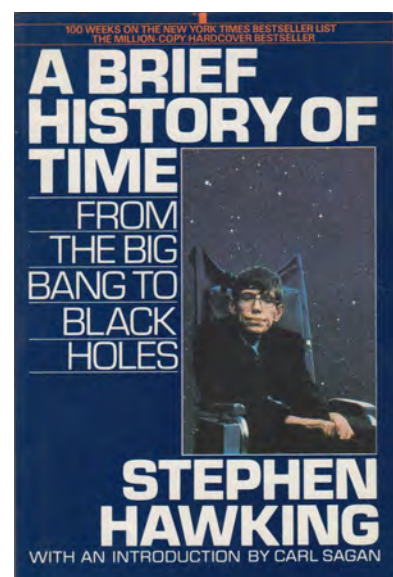


Struggling to overcome his illness, Hawking moved on to study cosmology, successfully earning his PhD at Cambridge in 1966. After that, he became a research fellow, then a professor. At the young age of 32, he was named a fellow of the Royal Society. He later received the Albert Einstein Award, the most famous in physics.

In 1982, Hawking decided to write a popular book on cosmology. However, when he started the book, he suffered another illness and had trouble breathing. Hawking was rushed to hospital and had an operation on his neck. The operation helped him recover from the illness, but it left him without his voice. Still, Hawking was not ready to quit. His friends in England and America joined to help him. They developed a special computer **software** program and **attached** the system to his wheelchair. What Hawking needed to do was to press a button to operate his computer which **enabled** him to have an electronic voice. This technology made it possible for him to finish *A Brief History of Time*. The book was published in 1988 and soon became one of the top-selling books.

QUICK CHECK!

Cosmology is a theory about the origin and nature of the universe.





Hawking earned many honorary degrees, and received numerous awards, **medals** and prizes. His positive view of the world, his life, and his modest sense of humour influenced the world. Hawking's success is not only the result of strength of mind, but also the result of great strength of spirit.

AFTER YOU READ



Reading Comprehension

- 1 Who was Stephen Hawking inspired by when he was in high school?
- 2 The text states: "When studying in Oxford University, Hawking spent the majority of his time in studies, as he was overcome by a desire to understand the world and to uncover the mysteries of the universe." What does "was overcome by" mean in this sentence?
- 3 While struggling with Lou Gehrig's disease and losing his voice, how did Stephen Hawking manage to finish his book *A Brief History of Time*?
- 4 The text is a brief summary of Stephen Hawking's life story. What parts of his life does this text focus on?
- 5 What is Stephen Hawking's attitude towards life and how has it helped him succeed?
- 6 What can we learn from a scientist like Stephen Hawking?



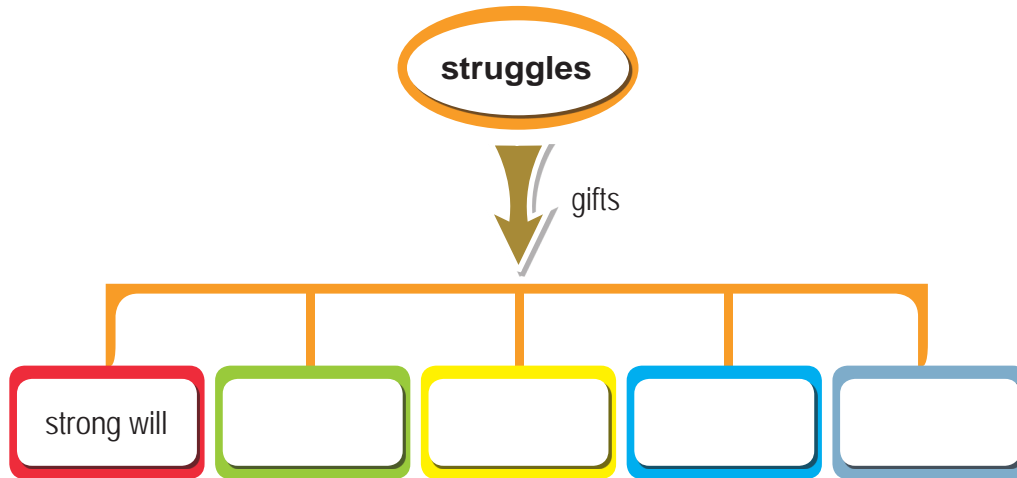
Post-reading Activities

- 1 Life is a journey of growth and self-development. In groups, complete the table below by examining Stephen Hawking's life and work. Use "O" if no relevant information can be found in the text.

Stage	Hawking's experience	Hawking's attitudes/achievements
Childhood		
High School		
University		
Career		



- 2 It is said that struggles enter our lives as unwelcome guests, but they also bring valuable gifts. What “gifts” can struggles bring? Brainstorm in groups and complete the chart below.



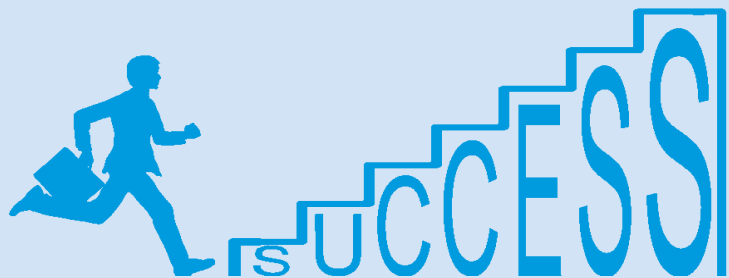
- 3 There are many well-known stories of figures who have achieved greatness throughout history. Who do you look up to or admire? Do some research on this person and share his/her story in groups.
- 4 What are some of the challenges or difficulties you have had to face in your life? Were you able to overcome these difficulties? Share your experiences in groups.



SONG

Success

Success is more than money, big houses and fast cars.
 Success is helping others and reaching for the stars.
 Success is knowing who you are – hard work will pull you through.
 It's the story of a peasant girl who made her dream come true.
 It's the story of a young boy who's looking at the night.
 But that's too hard – he tells himself – I'll never get it right.
 Remember Stephen Hawking when you think you can't go far.



SECTION 2

LEARNING THROUGH PRACTICE



Task One Creating a Dream Tree

It is said that “Success occurs when your dreams get bigger than your excuses.” In this task, you’ll read a passage about dream trees. Then you’ll create your own dream tree and present it.

»Step 1 Pre-task Resources

Read the passage below about dream trees.

What Is a Dream Tree?

Dreams are about goals – and more. Having a dream or a goal gives us a purpose and direction, and it shapes our lives as well as the choices we make. Working towards a dream or a goal can make us happy and give us a sense of achievement by inspiring us to express who we are and what’s important to us. Happy and inspired people can also make the world a better place. But making a dream come true takes time, work, patience and care. You can’t expect quick results. You need a strong base and a plan with step-by-step actions. Trying to achieve a dream can be like growing a big, strong tree.

Motivated by the ideas, students at Mapleton School in Maine began to create their own **images** of dreams growing like trees. In the picture, there are: the seed (the idea, or the start of the dream), the roots from the seed (the base of the dream), the stem of the tree, tree **branches** (steps along the way to achieving the dream) and the top (the kind of person he/she would like to be, and how he/she will feel when he/she achieves his/her dream). In the picture, there are also things, with which trees need to grow, such as water, care and sunlight.

At the beginning of the school year, students are encouraged to make their dream trees. Then, they will post and share the dreams to inspire the entire class. All these dream trees help make the school a better place.





» Step 2 Exploring the Language

Study the following sentences and try to understand the usage of the words “motivated” and “inspired”.

- *Motivated by the ideas* (a v-ed form phrase used as an adverbial), *students at Mapleton School in Maine began to create their own images of dreams growing like trees.*
 - ➔ *Students at Mapleton School in Maine were motivated by the ideas. They began to create their own images of dreams growing like trees.*
- *Inspired by his mathematics teacher in high school* (a v-ed form phrase used as an adverbial), *Hawking began to find his love for mathematics.*
 - ➔ *Hawking was inspired by his mathematics teacher in high school. He began to find his love for mathematics.*

V-ed form phrases as adverbials give information about condition, reason, manner, etc.

- *Looked after carefully*, *this coat will keep you warm through many winters.*
 - ➔ *If you look after it carefully, this coat will keep you warm through many winters.*
- *Having been told the bad news*, *Susan sat down and cried.*
 - ➔ *Someone had told Susan the bad news, so she sat down and cried.*
- *A bit frightened*, *I handed it to her.*
 - ➔ *I handed it to her, and I felt a bit frightened.*

A v-ed form can play a role in sentences similar to that of an adjective. It indicates the state of somebody or something and the state is a result of a passive action.

- *The burned bread tasted awful.*
 - ➔ *The bread was burned. It tasted awful.*
- *We need to repair the broken window.*
 - ➔ *The window is broken. We need to repair it.*



>>Step 3 Task Cycle

- In groups, share what your dreams are. What inspires or motivates you to go after your dreams?
- Draw your own dream tree. Include a passage describing the goal, steps and crown of your dream to go with the dream tree you have drawn.
- Present your dream tree to the class.

Task Two Writing Your Own Story of Success

From time to time, life gives us a sweet taste of achievement, however small it may be. In this task, reflect on your own experience of doing something successfully and write a story about it. Were you able to succeed right away? What challenges did you face before you succeeded?

>>Step 1 Pre-task Resources

Read the passage and follow the instruction.



Rubik's Cube

I carry a Rubik's Cube in my bag. Solving it quickly is a **terrific** conversation starter. It has made me believe that sometimes you have to take a few steps back to **move forward**. This was like my own life when I had to leave public school after the fourth grade. It's **embarrassing** to **admit**, but I still couldn't spell my full name correctly back then. I had **difficulty** learning to read and write.

As a fifth-grader at a new school that majored in what's called language-processing disorder, I had to **start over**. I spent the next four years learning how to learn and finding ways that allowed me to return to my area's high school with the ability to express my ideas.

It took me four weeks to teach myself to solve the Rubik's Cube. I discovered that, just before it's solved, a **problem** can look hard, and then suddenly you can find the **solution**. I learned that it's important to spend a lot of time thinking to try to find connections and patterns. Often there are **surprises** waiting for you around the corner.

Like reading a difficult text or sometimes like life itself, the Rubik's Cube can be a **difficult** puzzle. So I carry one in my bag to remind me that I can **achieve my goals**, no matter what **troubles** I face.



Fill in the notepads below with the blue words from the passage. Organize the words according to the descriptions (“sense of success” or “sense of failure”).

○

sense of success

terrific

○

sense of failure

embarrassing

» Step 2 Task Cycle

- Reflect on some of the experiences you have had with overcoming difficulties and challenges before you were able to succeed at something. Choose one experience and talk about it.
- Draw an outline for your story and make a note of some words and expressions you think will be useful. Use a dictionary if necessary. Then write your story of success.
- Present your stories in groups.



» Step 3 Language Focus

In English, some words express feelings. We call this “emotive language” (or emotional language). Words like “sad” or “happy” are examples of “emotive language”. Emotive language is used in newspapers, speeches, advertisements, literature and conversations to create a desired emotional response to the listener or reader.

Compare the words in the two notepads, and you will see that the words in the first notepad give you a positive or good feeling and those in the second one give you a negative or bad feeling. In our study of the English language, it is important for us to learn how to use words that describe different types of feelings. If we can choose words carefully, our readers or listeners will be better able to understand our feelings.

SECTION 3

USING ENGLISH IN CONTEXT



Project Exploring the Qualities of Successful People

The qualities and character of a person are revealed through what he/she does and says. In this project, you will first explore personal qualities of successful people, and then investigate what contributes to academic success in high school.

»Step 1 Listen, Fill in Blanks and Discuss

Listen to the story, fill in the blanks, and then discuss the meaning of the story in groups.

When I was growing up poor in the south Bronx, one of four boys raised by a single mom, I probably looked like I was heading _____, hanging out on the street with my friends and getting into fights and _____. I would have ended up dead or in prison like many of my friends if it had not been for a couple of _____ and family members who saw something underneath my teenage tough-guy act. They noticed my desire for reading, and they made sure I had great books to read.

Back in 1975, when I was coming out of the Harvard Graduate School of Education, I worked in a summer camp in Ossipee, N.H., for kids with the **absolute** toughest _____, kids that everyone – even their parents – had given up on.

One of the things that I and the staff would do is _____ with the kids. These children didn't know baking powder from table salt, but once they tried a warm biscuit out of the oven, covered with melted **butter**, they were eager to _____ how to make some more.

Suddenly, kids who couldn't sit still or focus were _____ looking at kinds of material as we measured them out, learning the simple math and _____ lessons. By the end of the summer, I remembered parents breaking down and crying when they saw the _____ their children had made.

Today, I run two _____ and a series of educational programs, and we work with over 10,000 kids a year.





Learning tips

Did you know there are three types of listening?

- *Listening for gist. You listen in order to understand the main idea of the text.*
- *Listening for specific information. You want to find out specific details, such as keywords.*
- *Listening for detailed understanding. You want to understand all the information the text provides.*

» Step 2 View, Read and Discuss

- 1 A global leadership consulting firm summed up the top 10 qualities of highly successful people, as is shown in the graph. View and read. Learn more about the 10 qualities listed.



1 Self-confidence

Trust yourself. When you have trust in yourself, you're already one step closer to success.

2 Self-reliance

Depend on yourself. You make hard decisions and stand by them. To think for yourself is to know yourself.



3 Willpower

When you want it, you make it happen. The world's greatest achievers are those who have stayed focused on their goals and been consistent in their efforts.

4 Integrity

Honesty is the best policy for everything you do. Integrity creates character and defines who you are.

5 Drive

You have the determination to work harder. You drive yourself with purpose and align yourself with excellence.

6 Communication

You hear what is being said. When communication is present, trust and respect follow.

7 Connection

You have the ability to relate to others. Connection makes everything reach further and deepen in importance.

8 Optimism

You know there is much to achieve and much good in this world, and you know what's worth fighting for. Optimism is a strategy for making a better future.

9 Patience

You are willing to be patient, and you understand that, in everything, there are failures. Don't take them personally.

10 Passion

If you want to succeed, passion will get you there. Life is 10 percent what you experience and 90 percent how you respond to it.

- In groups, share some success stories you have read about in books or on the Internet. Discuss what qualities contributed to the person's success and how these qualities can contribute to your own success.



» Step 3 Survey, Interview and Summarize

Conduct a survey with the top students in your grade about what qualities they think contribute to their excellent academic performance.

- 1 Choose five to eight students who you think have achieved academic success in overall learning or in a certain subject. Develop a survey that will assess what qualities they believe contribute to a person's success.
- 2 Interview these students about what qualities they think contribute to their excellence in academics and why. Take notes during your interviews.
- 3 Summarize the results of your surveys/interviews by drawing a graph or diagram.

» Step 4 Write and Report

Write a report based on the results you summarized in your survey. Title the report "What Contributes to Academic Success in High School" and present it to the class.

Learning tips

When writing a report, start by including when, where, why and how you did the report. Then state the results of your report using numbers whenever necessary. Finally, end your report by summarizing your findings and drawing a final conclusion.



Evaluate yourself!

Can you state and explain the meaning and function of "repetition", "pause", and "explanation" in oral discourse?
Can you plan, monitor, and evaluate your learning activities?

How well have you done with the following? Tick the circles that best reflect your performance.

	Excellent	Very Good	Good	Needs Improvement
Identifying the key vocabulary and concept to find out the target information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being active in cooperative learning in groups, and willing to share learning resources with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding the meaning and its development of the key issues in the passage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SECTION 4

EXPANDING OUR HORIZONS



Meet the Celebrities

The Landmark Success of Expert Tu Youyou

Tu Youyou, born in 1930, joined a medicine discovery project in developing a malaria treatment in 1967. Before that, scientists worldwide had examined over 240,000 compounds without success. In 1969, Tu, then 39 years old, had an idea of testing Chinese plants. She first examined the historical Chinese medical classics, visiting experts of traditional Chinese medicine all over the country on her own. Her team also tested over 2,000 traditional Chinese recipes. Tu

Youyou discovered that a low-temperature process could be used to get an effective matter from sweet wormwood. The animal tests showed it was completely effective on mice and monkeys. Furthermore, Tu volunteered to be the first human subject. It was safe, so she did successful experiments with human patients.

Tu Youyou won the 2015 Nobel Prize for discovering the medicine that has significantly reduced the death rates for patients suffering from malaria.

“The discovery is a successful example of collective research on traditional Chinese medicine. The prize winning is an honour for China’s scientific cause and traditional Chinese medicine in their course of reaching out to the world,” she said.



DO YOU KNOW?

Nobel Prize: It is one of the six international prizes given each year for excellent work in physics, chemistry, medicine, literature, economics and work towards world peace. The Nobel prizes were established by Alfred Nobel and are given in Sweden.



Dr. Glenn Cunningham – A Sports Star

Once, a young school boy was caught in a fire accident in his school and his mother was told that he was sure to die, for the terrible fire had damaged the lower half of his body. Even if he were to survive, he would be disabled throughout his life.

But the brave boy did not want to die, nor did he want to be a cripple. Much to the surprise of the doctor, he did survive.

At home, when he was not in bed, he was limited to a wheelchair. One day, he threw himself from the chair and pulled himself across the grass, dragging his legs behind him. He reached the wall, raised himself up and then step by step, he began pulling himself along the wall, determined to walk. He did this every day, with belief in himself that he would be able to walk. With his strong will, he did develop the ability to stand up, then to walk, and then to run. He began to walk to school, then to run to school, and finally to run for the joy of running. Later in college he made the track team.

This young man, who was not expected to survive, who would surely never walk, who could never hope to run – this determined young man, Dr. Glenn Cunningham – made an outstanding **athlete** who ran the world's fastest mile.



J.K. Rowling – A Best-selling Author

J.K. Rowling is the **author** of the *Harry Potter* series. Her books have sold more than 400 million copies worldwide. But there was a time in her life when she suffered from serious depression. Her marriage had failed, and she was jobless with a small child. She signed up for government aid (she was so poor and she could not afford to support herself and her daughter), describing her economic state as “poor as it is possible to be in modern Britain, without being homeless”.



DO YOU KNOW?

Harry Potter is a series of fantasy novels. The main character is a young wizard, Harry Potter. He and his friends Hermione Granger and Ron Weasley fight against Lord Voldemort, a dark wizard. The stories are about growth, friendship and courage.



In 1990, while she was on a train ride from Manchester to London, the idea for a story about a young boy attending a school of wizardry **flashed** into her mind. In 1995, she finished her first book on an old typewriter. The book was sent to twelve publishing houses, all of which refused it. **Editor** Barry Cunningham from Bloomsbury advised her to get a day job since it was unlikely that she would **profit** from writing children's books. But he never expected her books would be popular in the U.K. and become bestsellers in the **overseas** market. Nor did he expect she would progress from living on state benefits to becoming a wealthy lady in the **upper** ranks of society within five years.



POST-READING QUESTIONS



- 1 For what did Tu Youyou win the 2015 Nobel Prize?
- 2 In what sense was Dr. Glenn Cunningham a determined man?
- 3 What was J.K. Rowling's life like when she decided to write her first book?
- 4 What new understanding can the stories above give you of the word "impossible"?

On Achieving Success

We cannot travel every **path**. Success must be won along one line. We must make our business the one life purpose to which every other must be subordinate.

I hate a thing done by halves. If it be right, do it bravely. If it be wrong, leave it undone.

The men of history were not repeatedly looking into the mirror to make sure of their own size. Attracted by their work they did it. They did it so well that the wondering



DO YOU KNOW?

The text is adapted from Hemingway's work "On Achieving Success". Ernest Miller Hemingway (1899 – 1961) was an American novelist, short-story writer and journalist. He won the Nobel Prize for Literature in 1954. Many of his works are considered classics of American literature.



world sees them to be great, and labelled them.

To live with a high ideal is a successful life. It is not what one does, but what one tries to do, that makes a man strong. “Lasting effort is the price of success.” If we do not work with our power, others will; and they will go **ahead** of us in the race, and take away the prize from us.

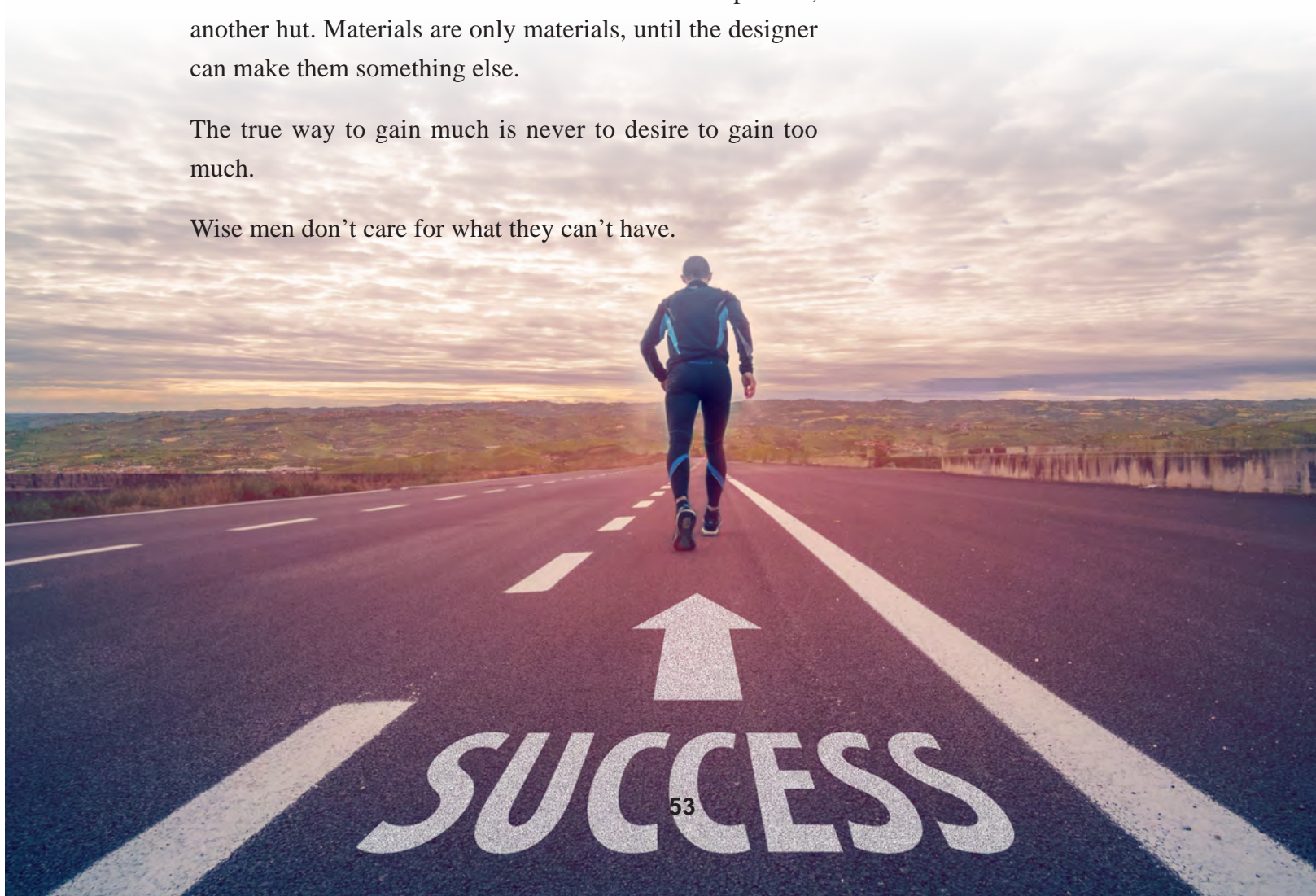
Success grows less and less dependent on luck and chance. Self-distrust is the cause of most of our failures.

The great and necessary help to success is character. Character is a long developed habit, the result of training and strong belief. Every character is influenced by family and education. But these apart, if every man were not, to a great **extent**, the designer of his own character, he would be an irresponsible person of situation.

Instead of saying that man is a person of situation, it would be nearer the mark to say that man is the designer of situation. From the same materials one man builds palaces, another hut. Materials are only materials, until the designer can make them something else.

The true way to gain much is never to desire to gain too much.

Wise men don't care for what they can't have.





POST-READING QUESTIONS



- 1 What advice does the writer give for achieving success?
- 2 Is it right for one to blame his/her failure on character? Why or why not?
- 3 Should we aim to be “a person of situation” or “the designer of situation”? Why?



Unit Reflection

Review the whole unit and reflect on what you have learned.

- 1 What did you learn from reading Hawking’s story of success? What does Hawking’s story mean to you? What lessons can you take from this story to help you in your life and in your studies?
- 2 Based on what you have learned in this unit, what is success? What is the secret to success?
- 3 According to the stories of success you have read in this unit, how do people succeed? What do the successful people in the stories have in common? Have you been inspired by these stories? If yes, how?

More Connections

- Do you find it hard to achieve your life goals effectively? There is a best-selling book called *The 7 Habits of Highly Effective People*, published in 1989 by Stephen Covey, an American educator, author, businessman, and keynote speaker. It has sold more than 25 million copies worldwide since its first publication. The audio version became the first non-fiction audio-book in U.S. publishing history to sell more than one million copies.
- Do you need motivation and inspiration from time to time? Watch the movie *The Pursuit of Happiness* and learn how Chris Gardner survived the Great Depression and started his career in Wall Street.

UNIT

4 LITERATURE FOR IDENTITY



Literature adds to reality, it does not simply describe it.

– C. S. Lewis, British writer

The answers you get from literature depend on the questions you pose.

– Margaret Atwood, Canadian poet and novelist

Great literature is simply language charged with meaning to the utmost possible degree.

– Ezra Pound, American poet and critic



The Last Lesson (adapted)

BEFORE YOU READ

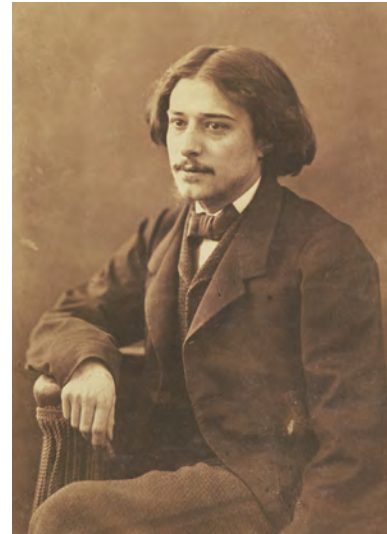
- 1 What is literature? This unit is entitled "Literature for Identity". What do you think it's about?
- 2 What does "identity" mean to you? How does a language contribute to a country's identity?
- 3 Based on the title "The Last Lesson", what would you guess this story is about?

Alphonse Daudet (1840 – 1897) was a French writer. He was born in Nîmes, and grew up in Lyon, France. He moved to Paris when he was 17 and worked for newspapers as a writer. He joined the army during the Franco-Prussian War (1870 – 1871).

Daudet's first book of poetry, "Women in Love", was published when he was 18. He had written his first novel at 14. He achieved literary success with the 1874 publication of "Fromont the Younger and Risler the Elder", for which he won an award from the French Academy.

In the following adaptation of Daudet's short story, "The Last Lesson", we will learn of a time during the Franco-Prussian War when parts of France were under German occupation. It was a tense time in the history of France. Read this moving short story and enjoy Alphonse Daudet's great skill as a writer.

I started for school very late that morning and was fearful of being scolded, especially because M. Hamel had said that he would question us on verbs, and I did not know a thing yet. For a moment I thought of running away and spending the day outdoors. It was so warm, so bright! The birds were singing their beautiful songs at the edge of the woods. It was all much more tempting





than the rules for verbs, but I had the strength to resist, and hurried off to school.

When I passed the town hall there was a crowd in front of the bulletin board. For the last two years they had all our bad news put there – the lost **battles**, the draft, the orders – and I thought to myself, without stopping: “What can be the matter now?”

I reached M. Hamel’s little garden all out of breath. Usually, when school began, there was a great noise which could be heard out in the street: the opening and closing of desks, lessons repeated all together, very loud, with our hands over our ears to understand better, and the teacher’s great ruler hitting on the table. But that day everything was as quiet as Sunday morning. Through the window I saw my classmates, already in their places. I had to open the door and go in before everybody. But M. Hamel saw me and said very kindly: “Go to your place quickly, little Franz. We were beginning without you.”

I jumped over the bench and sat down at my desk. Not till then did I see that our teacher had on his beautiful green coat, which he never wore except on inspection and prize days. But the thing that surprised me most was to see, on the back benches that were always empty, the village people sitting quietly like ourselves. Everybody looked sad.

While I was wondering about it all, M. Hamel said: “My children, this is the last lesson I shall give you. The order has come from Berlin to teach only German in the schools of Alsace and Lorraine. The new master comes tomorrow. This is your last French lesson. I want you to be very attentive.”

What a thunderclap these words were to me!

Oh, the fools; that was what they had put up at the town hall! My last French lesson! Why, I hardly knew how to write! I should never learn any more! I must stop there, then! Oh, how sorry I was for not learning my lessons!



QUICK CHECK!

resist: to refuse to accept sth. and try to stop it from happening



DO YOU KNOW?

Alsace and **Lorraine** were two provinces of France that were occupied by Germany.



My books, that had seemed such a hardship a while ago, my grammar, and my history books, were now old friends that I couldn't give up. And M. Hamel, too; the idea that he was going away, that I should never see him again, made me forget all about his ruler and how strict he was.

Poor man! It was in honour of this last lesson that he had put on his fine Sunday clothes, and now I understood why the old men of the village were sitting in the room. It was because they were sorry, too. It was their way of thanking our master for his forty years' service and of showing their respect for the country that was theirs no more.

(to be continued)

AFTER YOU READ



Reading Comprehension

- 1 Why was little Franz afraid of going to school that day? What temptations did he resist when he finally chose to go to school?
- 2 What is a bulletin board? What unusual differences did Franz notice when he arrived at school?
- 3 Franz said, "What a thunderclap these words were to me!" What were the words that shocked and surprised him?
- 4 What was the order from Berlin and how did it affect the class, Franz and M. Hamel?



- 5 What does Alphonse Daudet hope to tell the readers through this story about the social situation in France at that time?
- 6 What is the writer's attitude towards the subject matter in this story?

Post-reading Activities

- 1 There are many different forms of literature, such as short stories, novels, poems and plays. Major elements of a short story include setting, character, plot, conflict and theme. Can you recognize the important elements of the short story *The Last Lesson*? Discuss in groups and fill in the table below.

Elements	in <i>The Last Lesson</i>
Setting	
Character	
Plot	
Conflict	
Theme	

- 2 Franz did not like to study because he didn't feel it was important. Then he felt sorry that day because he would not have a chance to study with his wonderful teacher anymore. He realized then how important it is to do the necessary things when you have the opportunity to do them. How does the quote "Never put off until tomorrow what you can do today" relate to Franz's situation? In groups, share an experience from your own life when you "put something off" and how it affected you.
- 3 People have a strong connection to their native language or mother tongue. Why do you think that is? How is it related to one's national identity?
- 4 M. Hamel dressed himself differently that day to express his respect for his country and his love of the French language. What are some occasions that people dress up for? Can you think of a time when you dressed up? What was the occasion? Share in groups.



SECTION 2

LEARNING THROUGH PRACTICE



Task One Writing a Character Sketch

A character sketch is a way to bring someone alive on paper. It goes beyond just describing a person's physical characteristics. It is most effective when character sketches reveal "telling" details that capture the essence of someone's personality. In this task you are going to write a character sketch. You will first read one sketch about Franz in *The Last Lesson*.

»Step 1 Pre-task Resources

Read the following passage and pay attention to the words in blue.

Character Sketch of Franz in *The Last Lesson*

Franz was a very young boy living in Alsace. He did not like to go to school because he didn't feel it was important. He did not like his teacher, M. Hamel, who was very strict and often raised his voice to **make himself heard** in the classroom. At the beginning, we **find Franz tempted** to run away from his school. However, we also learn about his inner strength of character when he overcame that temptation.

We come to know his patriotism and love for his teacher after he learned about the sad news. The bulletin from Berlin ordered that the teaching of French be replaced with German. He was **shocked** and his feelings about M. Hamel and the school changed. Franz came to know that it was the last lesson in French that M. Hamel would give them. From the next day, they would be taught only German.

Then he felt sorry that he **had lots of school time spent** in seeking birds' eggs, and not learning his lessons properly. His books, which seemed a burden earlier, were now old friends. He forgot all about M. Hamel's ruler and how strict he was.



»Step 2 Task Cycle

- 1 Read the passage in Step 1 again. Notice the words and expressions used to describe Franz. Pay particular attention to strong visual words and quality adjectives.



- 2 Select a figure you will write about. The figure can be a fictional hero in a novel or a non-fictional character in a real story. You may share your decision with your partner.
- 3 Write a character sketch with your partner's help. Remember to use v-ed forms as complements in your writing. The following information should be included in your writing:

- opening – introduction to your character
- a physical description – appearance, habits, likes and dislikes, etc.
- personality traits and supporting evidence
- closing comment

- 4 Present your character sketch in groups and see what you can learn from your classmates about their character sketches.

» Step 3 Language Focus

The sentences in the box below are what you have learned from Step 1. Read them carefully and examine the words in blue.

- *He did not like his teacher, M. Hamel, who was very strict and often raised his voice to **make himself heard** in the classroom.*
- *At the beginning, we **find Franz tempted** to run away from his school.*
- *Then he felt sorry that he **had lots of school time spent** in seeking birds' eggs, and not learning his lessons properly.*

You will find that the words in blue are v-ed forms which act as complements. This is a simple way of expressing passive action performed by the object.

- *Don't **leave such an important thing undone**.*

V-ed forms may act as object complements when they occur after these verbs "have", "get" and "make".

- *She **had her hair cut** yesterday.*
- *I will **get my bike repaired** tomorrow.*
- *How can I **make myself understood**?*

V-ed forms provide additional information about the object of the clause when they occur after the sensory verbs like "look", "see", "hear" and "feel", etc.

- *Mr. Yang **felt his face lost** in front of his colleagues.*
- *When we got there, we **saw the door locked**.*



Task Two Summarizing a Narrative

In this task, you will read a short extract from a novel and write a plot summary of it.

➤ Step 1 Pre-task Resources

Below is a passage adapted from *Sophie's World*. The novel follows the events of Sophie Amundsen, a teenage girl living in Norway in 1990. Read this passage carefully and pay attention to the expressions in red.

One day, Sophie Amundsen went back home after school.

As Sophie opened her garden gate, she looked in the mailbox. There was usually a lot of junk mail and a few big envelopes for her mother, a pile to dump on the kitchen table before she went up to her room to start her homework.

There was only one letter in the mailbox – and it was for Sophie. The white envelope read: “Sophie Amundsen, 3 Clover Close.” That was all; it did not say who it was from. There was no stamp on it either.

As soon as Sophie had closed the gate behind her she opened the envelope. It contained only a slip of paper no bigger than the envelope. It read: Who are you?

Nothing else, only the three words, written by hand, and followed by a large question mark.

She looked at the envelope again. The letter was definitely for her. Who could have dropped it in the mailbox?

Sophie stepped quickly into her house. She sat down on a kitchen chair with the strange letter in her hand.

Who are you?

She had no idea. She was Sophie Amundsen, of course, but who was that? She had not really figured that out – yet.

What if she had been given a different name? Anne Knutsen, for instance. Would she then have been someone else?



» Step 2 Exploring the Language

- 1 Match the items on the left with the related information on the right.

(1) Sophie

a. Anne Knutsen

(2) Sophie's mother

b. written by hand, and followed by a large question mark

(3) a girl's name Sophie imagined

c. a housewife who often receives a lot of mail

(4) the strange letter

d. a teenage girl coming back home

(5) Who are you?

e. a white envelope read: "Sophie Amundsen, 3 Clover Close."

- 2 Fill in the blanks. Use the information from the words and expressions in red from the passage. Reformulate as necessary. The first one is done.

At the beginning, Sophie Amundsen went back home after school.

After she looked in the mailbox, _____.

Then, _____.

Next, _____.

The narrative ended when _____.

» Step 3 Task Cycle

- 1 Read the passage in Step 1 again and make sure you understand what happened to Sophie and how she felt. How would you feel and respond if you were asked the question "Who are you"?
- 2 Discuss with your partner the main idea of the passage. Focus on "Who is Sophie?" "What happened to her?" and "How did she feel?" .
- 3 Write a short paragraph of three to five sentences to summarize the passage. Try to make it clear and concise.



- 4 Share your summary with your partner. Revise it together to make sure that there are no spelling mistakes or grammatical errors.

SECTION 3

USING ENGLISH IN CONTEXT



Project Writing a Book Report

The Last Lesson is a short story. It has a recognizable patriotic theme. Try to appreciate the theme, organization, characterization and language in it. Then go and read another short story either from school library or the Internet. After your reading, you are going to write a book report about the story and share it with your classmates.

»Step 1 Read and Learn

Read the passage and get to know the major elements of a short story.

Understanding Elements That Make Up a Short Story

The most basic **elements** of a short story are the setting, characters, plot, conflict and theme. Understanding how these elements work together also gives the reader an appreciation for the purpose of the story.

Setting

The setting is the time and the place in which a short story takes place. The setting puts boundaries and expectations in place for the reader.

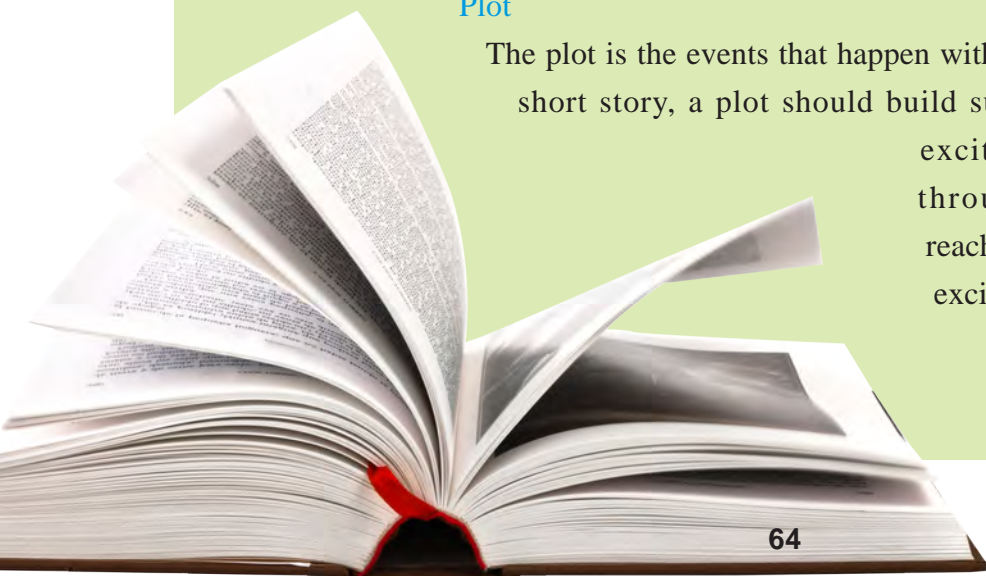
Characters

A character is a person, or sometimes even an animal, who takes part in the action of a short story or other literary work.

In understanding a character, it is important to discover what kind of character the author has created.

Plot

The plot is the events that happen within a story. In a successful short story, a plot should build suspense, becoming more exciting as the story moves through the events until it reaches the climax, or the most exciting part of the story.





Conflict

The conflict is the problem that the characters meet within the plot of the story. This problem is an important part of storytelling, because without a conflict, a story lacks excitement. A conflict is usually introduced near the beginning of the story and continues to build until it is finally dealt with in the climax.

Theme

The theme is the main idea of a story or a lesson the author wants the reader to learn. Themes can be implied or they can be a central belief clearly expressed by the author about one or more of life's **issues**.

» Step 2 Listen and Choose

Listen to a short passage about how we examine and appreciate the major elements in *The Last Lesson*, and then choose the correct answer.

- 1 What do you think is the major theme of the story *The Last Lesson*?
 - A French people's deep love of their nation.
 - B French people's deep love for food.
- 2 What did the leading character feel early in the story?
 - A Pitiful and angry.
 - B Anxious and angry.
- 3 How many days does the plot of *The Last Lesson* span?
 - A Two days.
 - B One day.
- 4 Who is the leading character?
 - A The teacher.
 - B The little boy.
- 5 What was NOT included in the detailed description in the story?
 - A The teacher's psychological activities.
 - B The teacher's words.





>Step 3 Read and Reflect

Read the guidelines for writing a book report.



How to Write a Book Report

Writing a book report can be a lot of fun. It gives you a chance to read a new book or a new story and then tell your **partner** what you thought about it.

Here are some of the things you need to include in your book report:

The Book Details

List the name of the book and who wrote it. Why did you choose this book? Describe what made you pick this book.

The Setting

Where did the story take place? Give a good description of the place with as much detail as possible.

The Characters

Who was the story about? Was there just one main character or were there a few? When you write about the characters, include their names and what they look like.

The Story

What happened in the book? Was there a problem the characters were trying to solve? Describe what happened in the beginning, the middle and at the end of the book.

Your Thoughts

Did you like the book? Write a little bit about why you liked or didn't like the book. Talk about how the book made you feel – happy, sad or excited. Would you recommend this book to your friends?

When you have finished writing the report, read it over carefully to make sure everything is spelled correctly. You can ask a grown-up to help look for spelling mistakes too.





» Step 4 Recall, Write and Present

You have read the story, *The Last Lesson*, and many other stories in English and Chinese. It is now your turn to recall and think how you can talk about these stories. Writing a book report is a great way of sharing the stories you have read and your thoughts on the stories with your classmates. Here, a book report could be a report on a book or it could also be a report on a short story like *The Last Lesson*. Below is what you should do:

- Do a quick review of all the stories you have read.
- Choose one that impresses you most or you may choose to read a new story.
- Read the story again and use the major elements of a short story from Step 1 for your reference.
- Discuss your story and your thoughts about the story with your classmates.
- Follow the instructions in Step 3, and write your book report.
- Present your book report to the class and share your thoughts on your story – give all the supporting details in terms of theme, plot, characters, setting and moral lesson, etc.



Evaluate yourself!

Can you write a book report about short stories using vocabulary for literature?
Can you analyze the causes of your learning difficulties and try to overcome them?

How well have you done with the following? Tick the circles that best reflect your performance.

	Excellent	Very Good	Good	Needs Improvement
Grasping the key concepts and important details when reading a text	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appreciating the theme, organization, characterization and the language in the story	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having after-school activities of reading, listening to or viewing videos in English every week	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



The Last Lesson

(continued)

While I was thinking of all this, I heard my name called. It was my turn to recite. But I got mixed up on the first words, **hesitated** and stood there, and not daring to look up. I heard M. Hamel say to me: “I won’t scold you, little Franz; you must feel bad enough. See how it is! Every day we have said to ourselves: ‘Bah! I’ve plenty of time. I’ll learn it tomorrow.’ And now you see where we’ve come out. Ah, that’s the great trouble with Alsace; she puts off learning till tomorrow. Now those fellows out there will have the right to say to you: ‘How is it; you pretend to be Frenchmen, and yet you can neither speak nor write your own language?’ We all have a great deal to answer for.”

Then M. Hamel went on to talk of the French language, saying that it was the most beautiful language in the world; that we must guard it among us and never forget it. Then he opened the grammar book and read us our lesson. I was amazed to see how well I understood it. Then, we had a lesson in writing. The copies were written in a beautiful round hand: France, Alsace, France, Alsace. **Somehow**, they looked like little flags to me. On the roof the pigeons cooed very low, and I thought to myself: “Will they make them sing in German, even the pigeons?”

Whenever I looked up from my writing, I saw M. Hamel sitting motionless. How it must have broken his heart to leave the country. Poor man! But he had the courage to hear every lesson to the very last. After the writing, we had a lesson in history, and then the babies chanted their ba, be, bi, bo, bu. Down there at the back of the room old Hauser, too, was crying. Ah, how well I remember it, that last lesson!



QUICK CHECK!

hesitate: to be slow to speak or act because you feel uncertain or nervous





All at once the church-clock struck twelve. The trumpets of the Prussians, returning from drill, sounded under our windows. M. Hamel stood up, very pale, from his chair. I never saw him look so tall.

“My friends,” said he, “I – I –” But something choked him. He could not go on.

Then he turned to the blackboard, took a piece of chalk, and, bearing on with all his might, he wrote as large as he could: “Vive La France!”

Then he stopped and leaned his head against the wall, and, without a word, he made a gesture to us with his hand: “School is dismissed – you may go.”

POST-READING QUESTIONS



- 1 “Will they make them sing in German, even the pigeons?” What does the author mean?
- 2 “I never saw him (M. Hamel) look so tall.” What does the author mean?
- 3 “Then” was used many times in this text. What role does “Then” play in this personal narrative?

An Interview with a Poet

What an exciting day! A famous poet from North America was visiting Li Ming’s school. Li Ming was chosen to interview the poet. Here is the interview he had with the poet, Amy Nelson.



Li Ming: Hello, Ms. Nelson. Welcome to our school. We are very honoured to have you visit us. Do you mind if I ask you a few questions?

Ms. Nelson: Not at all. What would you like to know?

Li Ming: You produced your first book of poems when you were only seven years old. Why did you start writing **poetry**?

Ms. Nelson: Because I was writing everything at that time. I started my first novel about then, too. The central character was an ant. Don’t ask me why. I never finished that book, but I started writing cartoon books.



Li Ming: When did you really start to write poetry?

Ms. Nelson: I started when I was sixteen, in high school. It was all pretty bad though. It all rhymed, but it just said something **shallow** in ideas. It's full of sadness, the **sort** of **stuff** that teenagers often write.

Li Ming: Yes, I know what you mean, especially in nineteenth century poetry.

Ms. Nelson: Yes, I read a lot of the older works, but I got really excited when I discovered modern poetry. I loved it! I loved it because you could put rubbish in your poetry.

Li Ming: Sorry for interrupting you, but what do you mean by rubbish? What kind of rubbish?

Ms. Nelson: Rubbish, you know, rubbish blowing around in the streets, the kind you have in rubbish cans. So I put some of that in my early poems, and leaves, dried leaves, not spring leaves.

Li Ming: So you like your poetry to be realistic, and yet you are very distant in your poetry.

Ms. Nelson: I'm not sure. I suppose when people write poetry they often write roles for themselves, which they then play in the poems. But what people recognize in the poems is not me, but themselves! That's what we do when we read literature – poetry or stories. We enter those worlds. And in some way the story is always about us.

Li Ming: Well, Ms. Nelson, I want to thank you so much for speaking with me today. I have certainly learned a lot about what it's like to be a poet.

Ms. Nelson: You're welcome. Thank you for inviting me to your lovely school. I hope we will have the chance to meet again one day.

Interrupting people

- *Sorry for interrupting you, but...*
- *Can I interrupt a moment?*
- *I'd just like to say...*
- *May I jump in?*

POST-READING QUESTIONS



- 1 When did Ms. Nelson start writing? What does she think about the content of her early writing?
- 2 What does Ms. Nelson mean when she says she could put rubbish in her poetry? How do you understand the word "rubbish" here?
- 3 Have you ever talked to a writer or a poet? What do you know about being a poet or writer?



Return the Complete Jade to Zhao

Zhao and Qin were states during the Warring States Period. The King of Zhao got the invaluable jade of Bian He. When the King of Qin, keen on jade **collection**, knew about it, he offered Zhao fifteen cities for the jade.

The King of Zhao and his ministers hesitated. They feared that they might be tricked and get nothing in return, yet if they refused the deal, Qin might attack Zhao.

Lin Xiangru, who was **frank**, brave, and intelligent, was recommended to the King of Zhao for advice.

“Should I accept the King of Qin’s offer?” the King of Zhao asked.

“Qin is strong, while we are weak,” replied Lin. “We cannot refuse.”

“What if he will not give me the cities?” the King of Zhao continued.

“If we refuse Qin’s offer, that puts us in the wrong; but if we give up the jade and get no cities, that puts Qin in the wrong. Of these two courses, the better one is to agree and put Qin in the wrong.”

The King of Zhao finally agreed and sent Lin with the jade to Qin.

The King of Qin received Lin, who presented the jade to him. He was very pleased, and had it shown everyone around him. But he did not mention the exchange. Lin said, “Your Majesty, **observe** the jade carefully and you can find a tiny flaw on it. Could I show it to you?”

After he got the jade, Lin stepped backward. With his back to a pillar, he said, “I can see you have no intention of giving us those cities, so I’ve taken back the jade. If you use force against me, I’ll smash my head and the jade against this pillar.”





To save the jade, the King of Qin apologized, and then showed Lin the cities on the map.

But Lin would not believe the King of Qin anymore. He ordered his man to take the jade secretly back to Zhao. He himself would stay there and face the King of Qin.

Although the King of Qin was very angry, he had no better choice but set Lin free. Lin Xiangru returned to Zhao safely.

POST-READING QUESTIONS



- 1 Why did the King of Zhao hesitate to accept the offer of the King of Qin?
- 2 How did Lin Xiangru see the King of Qin would not keep his promise?
- 3 What can you learn from Lin Xiangru?

Unit Reflection

Review the whole unit and reflect on what you have learned.

- 1 What do you think of Alphonse Daudet's story? What have you learned about the functions of great literature? What have you learned from Daudet's success in his story?
- 2 In the story, *The Last Lesson*, the teacher told the students that they should hold fast to their language, which was a part of their national identity. What have you learned about the significance of a national identity? What role does language play in shaping and maintaining a nation's identity?
- 3 What do you think of the teacher, M. Hamel, as a patriotic character? What have you learned from his actions and behaviours in the story? And what have you learned from his attitude towards his native language (French)?

More Connections

- If you want to learn more about the literature for identity, you may surf the Internet. Here are some key words for your reference: identity in literature, cultural identity, literary identity, identity in Chinese literature, and identity in English literature.
- American high-school students are supposed to read classic works and contemplate the major themes in literature. Their reading list may include world-famous novels and plays such as *The Great Gatsby*, *The Bluest Eye*, *The Scarlet Letter*, *Othello*, *The Divine Comedy*, *The Decameron*, *The Prince*, *Macbeth* and *A Separate Peace*.

UNIT 5 ANIMALS AROUND US



Our task must be to free ourselves by widening our circle of compassion to embrace all living creatures and the whole of nature and its beauty.

— Albert Einstein, German-born physicist

The greatness of a nation and its moral progress can be judged by the way its animals are treated.

— Mohandas K. Gandhi, Indian politician

Each species is a masterpiece, a creation assembled with extreme care and genius.

— Edward O. Wilson, American biologist



An Elephant Never Forgets

BEFORE YOU READ

- 1 Have you seen an elephant in real life? If so, when and where?
- 2 What do you know about elephants? Where did you get the knowledge?
- 3 What would you expect to read based on the title "An Elephant Never Forgets"?

*Scientists estimate that there are fewer than 550,000 wild elephants in Africa and as few as 39,000 in Asia, where they are considered in danger of **extinction**. A century ago, there were at least twice as many wild elephants on our planet.*

The first thing people notice about elephants is that they're big – really big. Blue **whales** are the largest animals on Earth and the elephant is the planet's largest land animal and can stand up to 10 feet tall and weigh up to 13,200 pounds. But there's much more to these huge animals than their size and **power**.

Elephants have impressive brains. One thing their brains help them do is work well together in groups. Elephants live in family groups that include **female** elephants from several generations, along with young elephants of various ages. Members of the female stay in their groups for life. Males differ, and usually leave between the ages of 12 and 17 to live alone or together in small groups. Elephants recognize one **specific** female elephant as a matriarch in each family group, and she is clearly the leader who is in control of her group. The group profits from this arrangement in many ways. She keeps her group together, ensures its safety, and helps group members find food and water.

Thanks to their brains, elephants have remarkable memories. They remember other elephants even after years of separation. When reunited, they turn in circles, raise their heads high, and shout loudly. Elephants also remember



QUICK CHECK!

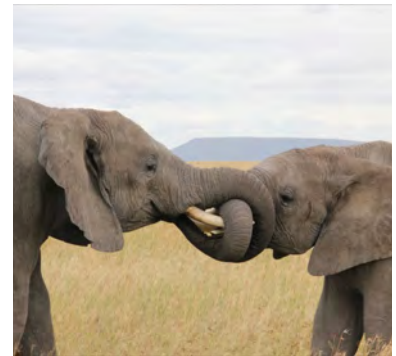
A **matriarch** is a woman who is the head of a family or social group.



places to find food and water. A group might well survive a drought because the matriarch remembers the **location** of a faraway water hole she visited in **previous** time.

These large animals, which can live as long as you and me, are a fascinating mix of strength and gentleness. Elephants have various emotions, and the females in a group share strong connections. They may take turns protecting a wounded young elephant from bright sunlight or circle around it when a lion is near. When spotting friends, they often show affection by wrapping their trunks together or resting them on each other's foreheads. They play games, such as throwing around objects, either alone or in groups. Elephants may bury dead relatives with leaves and branches, and people have seen them visit the bones even years after the death.

Elephants are unusual not only for their brains, but also for their unique features. Among these, their tusks may be the most noticeable. Elephants have tusks and back teeth the size of small bricks. They use tusks to carry things, pull bark off trees, clear paths, dig for roots and water, fight enemies and impress other elephants. Unfortunately, it's those amazing tusks that put elephants' lives at risk.



QUICK CHECK!

bark: (1) the outer covering of a tree
(2) the short loud sound made by dogs and some other animals



Elephant numbers were greatly reduced during the 20th century, largely due to a great deal of ivory trade. From the days of ancient Egypt and Rome, ivory has been considered valuable. Today, in many parts of the world, ivory or “white gold” remains a symbol of wealth and status, especially in Asia. It’s been used to make piano keys and decorations. But it’s still unknown to many people that the only way to get ivory is from a dead elephant. The killing of elephants for their ivory is putting the survival of the elephant species in danger of going the way of the **dinosaur**.

If the ivory trade is allowed to carry on, elephants will continue to be in serious danger and eventually become extinct. If so, it would be a terrible loss of one of the wisest and most beloved of all animals.



AFTER YOU READ



Reading Comprehension

- 1 According to the text, how many elephants were there on our planet a century ago?
- 2 What is the topic sentence of the second paragraph?
- 3 What attitude does the author convey by using “fascinating” in the first sentence of the fourth paragraph?
- 4 What do elephants do with their tusks? Why do those tusks put elephants in danger?
- 5 At the end of the text, the author writes, “If so, it would be a terrible loss of one of the wisest and most beloved of all animals.” What is the author referring to? Do you agree with this statement? Why or why not?
- 6 How good is an elephant’s memory? What does the saying “An elephant never forgets” imply?





Post-reading Activities

- 1 Every language uses sayings or idioms to express or explain something more vividly. The English language has many different kinds of idioms, including animal idioms. For example:

fox

as cunning as a fox

dog

You can't teach an old dog new tricks.

elephant

An elephant never forgets.

pig

sweat like a pig

What do these idioms mean? Do you know any other animal idioms in English? Share and discuss in groups.

- 2 Humans have used animals for different purposes, like food, transportation and clothing throughout history. In groups, discuss some of the ways we use animals today and how these have changed over time.
- 3 Human activities can affect the survival of endangered animals on Earth. In groups, discuss some of the major causes of animal endangerment, and what we can do to help stop those animals from becoming endangered.
- 4 Some parents like to bring their children to see wild animals in circuses, while some people believe it's unfair for animals. Global awareness of animal rights and wildlife conservation efforts are changing the situation. Some countries have banned animal circuses. What is your opinion on the issue? Discuss in groups and share your points of view.



SECTION 2

LEARNING THROUGH PRACTICE



Task One Describing an Amazing Animal

There are many animals that are cute and intelligent. In this task, you will read a passage about dolphins, one of the smartest animals in the world. Then you will write a short passage describing an animal which impressed and amazed you.

»Step 1 Pre-task Resources

Read the following passage and pay attention to the adjectives.

Dolphins are cute, brilliant creatures that always amaze humans. Their admirable looks make them the most popular of all the sea animals.

Dolphins' ability to understand human language is remarkable. Not only do dolphins understand the meaning of individual words, but they also understand the significance of word order in a sentence.

People have been interested in the dolphins' attractive sound for centuries. Ancient Greek sailors listened to the sounds of dolphins through the bodies of their ships. The dolphin makes a **click** which travels through the water, bounces off an object like a fish, thus creating an echo. Yet we still don't know what they are talking about.

Dolphins use a variety of sounds to keep in touch. Each dolphin has a unique sound, which, like a name, allows other dolphins to identify it.





Dolphins are really cute. However, they are now at risk of becoming extinct. Hector's dolphins, for example, are the smallest and rarest dolphins in the sea. It is unfortunate that they are critically endangered and estimated to have a population of only 55.

» Step 2 Exploring the Language

In the previous passages, many adjectives are used to describe the characteristics of dolphins as well as elephants. Adjectives are traditionally defined as “words that describe nouns”. Examine how adjectives function in the following sentences.

- *Elephants have **impressive** brains.*
- *Dolphins' ability to understand human language is **remarkable**.*

Adjectives describe nouns. We can use adjectives before nouns or after the verbs *be*, *become*, *look*, *seem*, and other sense-perception verbs.

Some -ed words are adjectives: *married*, *excited*, *frustrated*, *worried*, *tired*, *crowded*, etc.

- *They may take turns protecting a **wounded** young elephant from bright sunlight or circle around it when a lion is near.*
- *People have been **interested** in the dolphins' attractive sound for centuries.*

» Step 3 Task Cycle

Read the passages in this unit. Get familiar with the new words and expressions you have learned.

2

Write your own passage in about 50 words to describe an animal you will never forget. Remember to use adjectives to show how the animal impressed and amazed you.

1

Pair work. Share your passage and revise it with the help of your partner.

3



Task Two Making a Dialogue to Ask for Help

Suppose you have a pet dog. You are leaving for a two-week vacation, but you cannot travel with it. Make a dialogue with your partner to ask him/her for help.

Step 1 Pre-task Resources

Read a dialogue between two neighbours, Cathy and Neil. Cathy is going on holiday and she wants Neil to feed her cats while she's away.

Neil: Oh Cathy, how are you doing?

Cathy: Hi Neil, I'm fine. Have you got a minute?

Neil: Yeah, sure.

Cathy: I'm not disturbing you, am I?

Neil: No, no.

Cathy: OK, well, I don't know if I told you that I'm going on holiday next week for a couple of weeks...

Neil: Oh right, cool. Very nice!

Cathy: Yes, and I was wondering if I could ask you a big favour. Would you mind feeding the cats while I'm away?

Neil: Yeah, that's fine. Sure, I mean. How often should I feed your cats? You know, sometimes, I get home very late.

Cathy: Once or twice a day. Don't worry. Just give me a call when you are not sure what to do.

Neil: Yeah, that's fine. No problem.

Cathy: Thank you so much Neil! I'll bring you something nice back!

Neil: You don't have to do that. Where are you going?

Cathy: An island in the **Atlantic** Ocean.

Neil: Oh, fantastic!

Cathy: I can't wait!





» Step 2 Task Cycle

- 1 Read the dialogue again. Pay attention to how a casual talk differs from a formal written text.
- 2 Working in pairs, make a dialogue asking for your partner's help. Remember to follow the conversational style of the dialogue in Step 1.
- 3 Change roles and rehearse the dialogue. Revise and improve it with your partner. Present the dialogue to your class.



Making polite requests

- *Would you mind...*
- *Could you possibly...*
- *I wonder if you...*
- *I would be extremely grateful if you...*
- *I wonder if I could...*
- *I would be happy if you...*

» Step 3 Language Focus

In the dialogue, we have observed several sentences using ellipsis. Ellipsis means leaving out a word or words from a sentence, but the meaning can still be understood. Here are three examples:

Cathy: *OK, well, I don't know if I told you that I'm going on holiday next week for a couple of weeks...*

Neil: *Oh right, [It is] cool. [It is] Very nice!*

Neil: *Yeah, that's fine. Sure, I mean. How often should I feed your cats? You know, sometimes, I get home very late.*

Cathy: *[You should feed my cats] Once or twice a day. Don't worry. Just give me a call when you are not sure what to do.*

Neil: *You don't have to do that. Where are you going?*

Cathy: *[I am going to] An island in the Atlantic Ocean.*

It is clear from the examples above that using ellipsis in conversation will make the communication more efficient. The ellipsis is also used in writing. The form of an ellipsis in English usually is "...".

SECTION 3

USING ENGLISH IN CONTEXT



Project Writing a Proposal to Protect Endangered Animals

A proposal writing competition will be held in your grade. The topic of the proposal is endangered animals and you are interested in it. You want to take part in the competition. In this project, you will learn how to write a proposal to protect an endangered animal.

»Step 1 Read, View and Discuss

Read the passage, view the pictures, and discuss the following questions in groups.

Endangered Species

In the last 20 years the number of animals on the endangered species list has more than doubled. An endangered species is a type of animal that is threatened by extinction. Extinction is most often caused by extreme changes to the environment.

Previous human activities are largely responsible for animals becoming extinct or endangered. One of the main reasons animals become endangered is the destruction of their habitats. As human populations continue to grow, so does their need to develop more land. That means the destruction of more forests to build areas for people to live in. Trees are cut down to make room for homes and businesses. Wetlands are filled in so that neighbourhoods can expand. When a habitat is **destroyed**, it means the animals' homes are also destroyed. With **nowhere** to go and nothing to eat, the animals die. If enough of one species dies, then it becomes endangered and possibly extinct. Extinction reduces the planet's biodiversity and can have very **negative** consequences for all life on Earth.

Endangered Species





Humans must prevent the extinction of animals due to the loss of habitats. We have to become more **aware** of animal populations when considering building and expansion projects. Other **options** may not be as convenient, but the survival of the animals needs to be taken into consideration. Better planning and awareness of how human actions affect animals can make a difference. It is still possible to maintain a diverse animal population for future generations to enjoy.

Another major cause of animal endangerment is overhunting by humans. The practice of shooting animals for sport can quickly harm animal populations. This is a worldwide problem. Laws have been passed all around the world that work to restrict hunting as a sport and protect our animals. These laws have helped a great deal in the protection and the increase of animal populations. It has been proven that we can stop an endangered species from becoming extinct. Some organizations are working hard to raise funds and recreate habitats for endangered species. Breeding programs are also helping animal populations grow. More awareness, compassion and action are needed from all of us if we are to save our planet's wildlife. We are not the only living things on this planet, and we must never forget that.

- 1 Which statement supports the idea that animals need to be protected?
- 2 Based on the passage, what does extinction mean?
- 3 What would happen if worldwide laws were passed to protect animals' habitats?
- 4 Give an example of something that can be done to stop endangered animals from becoming extinct.
- 5 How do human activities affect animal populations?

» Step 2 Listen and Judge

Listen to the short passage about wildlife protection. Judge the following statements as true or false according to what you hear.

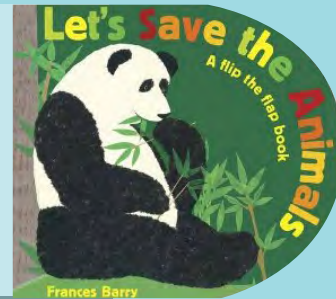
- Wildlife protection and the balance of nature are very important to human development.
- According to the passage, we cannot make any changes even if we work together.
- Fire as well as overcutting of trees should be avoided to protect the habitats of wild animals.
- Detailed laws in China have been already made to protect the wild animals.
- Heavy punishment shouldn't be used to punish the wild animal smuggling.
- Reasonable use of wild animals is helpful to the development of Man and Nature.

**>>Step 3 Read, Surf and Learn**

Complete the passage with the phrases in the box. Then surf the Internet for more information on how to develop and write a proposal.

In our action proposal for protecting endangered animals, we suggest including the following three measures. ⁽¹⁾ _____, its main features, change of numbers, current situation or conditions, major problems or challenges and causes of their problems; ⁽²⁾ _____, and try to make them clear, specific, and easy to follow. Indicate who will do what and how, when and where. ⁽³⁾ _____ that will support your suggested actions.

- ☞ A. Provide persuading and convincing arguments and viewpoints
- ☞ B. Give a detailed introduction to the endangered species
- ☞ C. Describe your suggested actions

**>>Step 4 Focus and Discuss**

Focus on your topic. Work in groups and discuss the following questions. They are key information for your proposal.

Which animal has your group chosen to protect?

What is the current situation of this endangered animal?

What are the major features of the endangered animal? Where does it live? What is its main food source?

What are the major causes of its endangerment?

What can we do to help protect it? Who else can help? What specific measures or actions can be taken?

What are the benefits of protecting this endangered animal?



» Step 5 Review, Reflect and Write

Using the answers you came up with in Step 4, write your animal protection proposal. Your proposal is more likely to be accepted and supported if you can provide a detailed description of the current situation of the selected animal, with clear and easy-to-follow suggestions for protection. Your proposal should be written in a clear, concise and engaging style.




Evaluate yourself!

Can you use gestures and facial expressions to enhance your language communication in English?
Can you find and choose key words when you try to find information about endangered animals on the Internet?

How well have you done with the following? Tick the circles that best reflect your performance.

	Excellent	Very Good	Good	Needs Improvement
Learning about the purpose and content of the text according to its genre and feature	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reflecting and improving my learning strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Choosing formal or informal language in communication according to context	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



How Do Animals Communicate?

Many kinds of animals live in groups, and it is important for them to be able to communicate with each other. Each kind of animal has its own separate language. Even cats and dogs that share a home do not share a language. Certain warning noises may be understood by some species, while these same sounds or signals may hold no significance for other species. The ability to communicate is important for animals' survival because it helps them warn each other of danger, attract a mate, defend territories and work together with others to find food and places to live.

Animals communicate in many different ways. One way some animals can give and receive information is through smell. Smell, like a written message, has the advantage of remaining even after the animal has gone. Many species use smell to mark their territory. Many others use body language, often displaying specially coloured areas, such as the heads of roosters and tails of **cattle**, to put across a simple message. Body language works only if the animals can see each other, but it enables them to communicate from a **distance**.

When animals are close together, they may use facial expressions or other forms of physical expression to communicate. For example, when you watch dogs play, you can see how they open and **narrow** their eyes or how they alter the position of their ears and lips to express meanings.

Some animals communicate through sounds. In a group, dolphins can talk to others with sounds. Apes and some species of birds are known to make at least 25 different sounds that express specific meanings. Unlike human language, message sounds (in birds at least) seem to be innate and unchangeable, though the loud territory-proclaiming songs of birds have to be learned and may be altered.



QUICK CHECK!

An **innate** quality or ability is something you are born with.



POST-READING QUESTIONS



- 1 Do all species of animals understand the same warning signs and signals?
- 2 What are some of the ways animals communicate?
- 3 In what way are human language and message sounds of birds different?



Giant Panda, Featured Animal in China

China's vast and diverse landscape is home to a great variety of wildlife and different types of animals. When we think of giant pandas, we think of lovely black-and-white bears. They are cute and have many fans all over the world. But what do you really know about giant pandas? Here are some amazing facts about this beautiful animal.

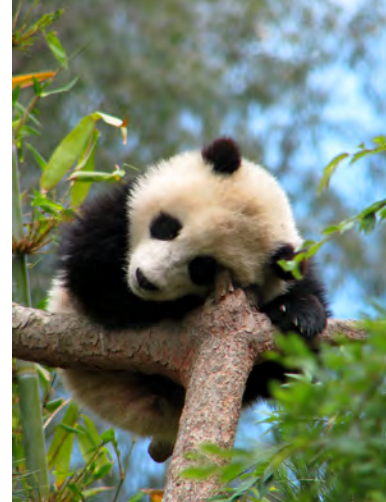
The panda looks cute, but it's much bigger than you might think. An adult panda weighs more than 45 kilograms, and its **length** can reach 1.5 metres! Giant pandas are very good at climbing trees and can start climbing at 7 months. Giant pandas are bears, and like other bears, they can swim. Giant pandas are born furless, pink and blind. One to two weeks after birth, the baby panda's **skin** turns gray where its hair will eventually become black. Did you know that not all giant pandas are black and white? A few are brown and white, but these are very rare.





Although giant pandas have **sharp** teeth like tigers, they feed on plants like **deer**. Pandas' favourite food is bamboo shoots, but they like to eat certain fruits too. A 45-kilogram adult panda spends as many as 14 hours a day eating and can eat 12 to 38 kilograms of bamboo a day. Pandas are “lazy” – their days are mostly made up of eating and sleeping.

Pandas are now mainly living in Sichuan Province of China. One reason for pandas being so rare is that breeding of young panda is not high on their list of priorities. Pandas are usually born in August. Females mainly produce two babies, but only the stronger one survives in the wild. China protects giant pandas' habitats by returning farmland back to forested areas. On September 5, 2016, the giant panda was **removed** from the endangered species list.



POST-READING QUESTIONS



- 1 What have you learned about giant pandas in this passage?
- 2 Give one reason why pandas are rare. Is the panda still an endangered animal in China? Explain why.
- 3 Do you know or have you seen any other animals native to China? What are they? Do you know anything about China's Golden Monkey, Baiji, Tibetan Antelope or Chinese Pheasant?



The Conservation of Koalas in Australia

Koalas or koala-like animals probably first developed on the Australian **continent** during the period when Australia began to move slowly towards the north, separating from the Antarctic land 45 million years ago.

Aborigines are thought to have arrived in Australia 60,000 or more years ago. Koalas, like the other well-known Australian animal – the **kangaroo** – are an important part of Aboriginal culture, featuring in many myths and legends. They were a readily available source of food for the Aborigines, but the koalas remained in a large amount until the arrival of Europeans with the First Fleet in 1788.

As the new colony progressed, the clearing of forests for farmland began, and with it the beginning of habitat loss for the native animals. European settlers considered the koala a source of fur to trade until the 1930s. Millions of koalas were shot for their fur. Koalas became so rare that animal experts believed the species would **disappear** altogether.



Then, the government made new laws to protect them. Large-scale hunting was completely banned. Koalas in South Australia had already been driven out. Conservation workers started projects to bring them back to areas where they once lived. Koalas living farther north were caught and released into suitable woodlands in the south. These re-introductions worked well and the koalas bred successfully.

The loss of their habitat is a serious problem, so protecting koala habitats is the most important thing people can do to help these animals. Groups such as the Australian Koala Foundation (AKF) help protect koalas by working with governments to make laws that conserve koalas' homes. They have set aside special areas with plenty of trees where the koalas can live. These special areas are called reserves.



DO YOU KNOW?

The Australian Koala Foundation (AKF) is an international not-for-profit scientific organization that aims to diminish the threats to the survival of koalas and, in doing so, to raise awareness of the global community to help save endangered fauna and flora.



In some parts of Australia, governments have built parks where koalas can live undisturbed by people. Many koalas are rescued and taken to parks and refuges. These protected areas are safe places for them to live. Others are placed in zoos, so more people can learn about them.

Although koala breeding in zoos is successful, it cannot help the long-term conservation of these animals. The only real future for koalas lies in protecting wild koalas and their natural surroundings. There are good reasons to be hopeful about the future of koalas. They are now Australia's most loved animals and are recognized worldwide as a symbol of the country.

POST-READING QUESTIONS



- 1 What measures did the government take to protect koalas?
- 2 Where does the real future of koalas lie?
- 3 Why were koalas important to the Aborigines?



Unit Reflection

Review the whole unit and reflect on what you have learned.

- 1 What new information about animals did you get from this unit? What have you learned about the importance of relationships between human beings and animals? What are the major benefits and functions of animals in our lives?
- 2 What are the major causes that endanger animals? What should we do? What are the major problems or difficulties in protecting an endangered species?
- 3 Do you use ellipsis in daily conversation? What have you learned about the function and use of ellipsis in English from this unit?

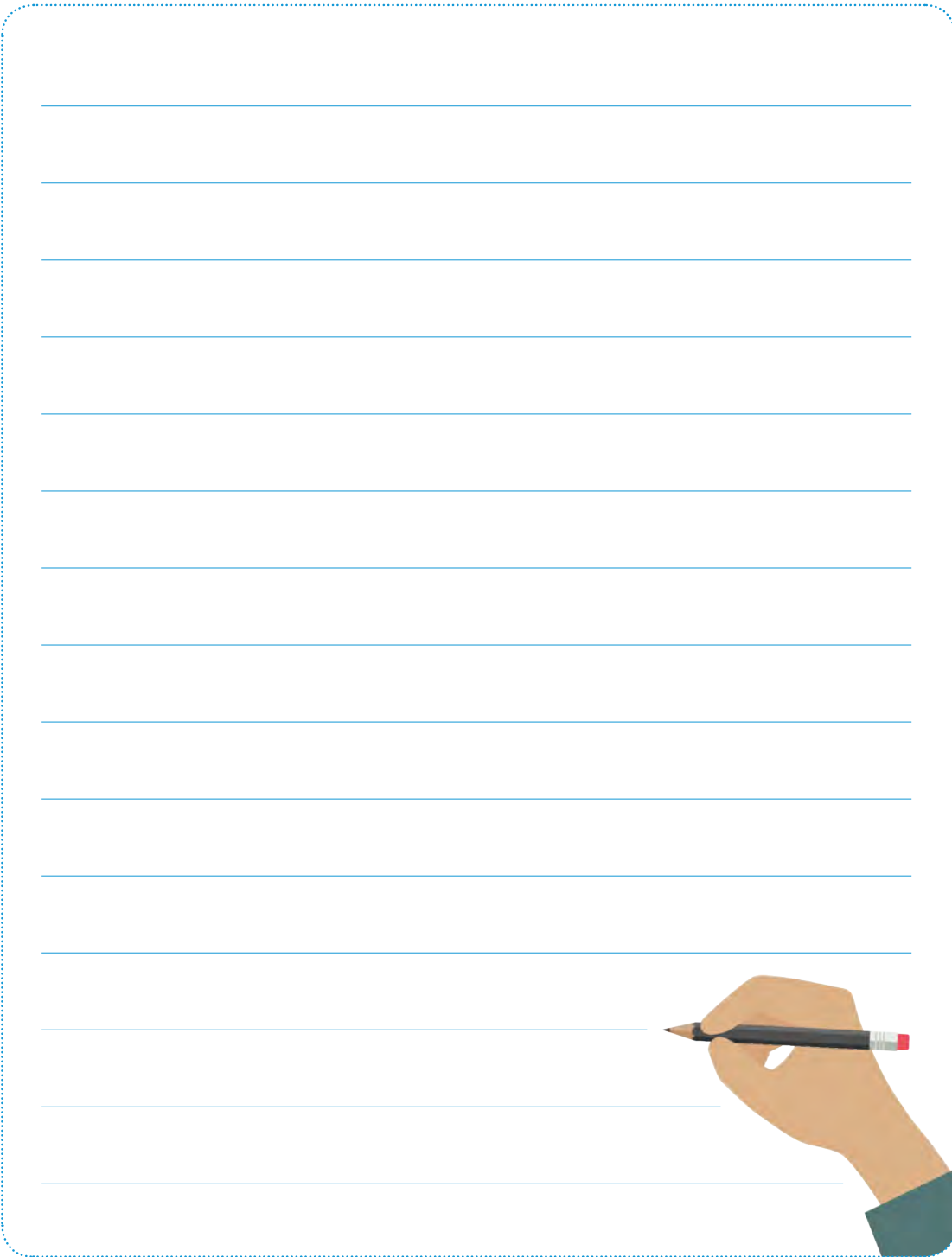
More Connections

- Do you want to know more about animals, especially their inner world? There is a book written by Virginia Morell titled *Animal Wise: How We Know Animals Think and Feel*. The book explores animal minds through the stories and findings of the field's top scientists. Using the sharp pen of an investigative reporter, Morell exposes the expected brilliance of apes, dolphins, and parrots, but also surprises us with simple discoveries of intelligence among fishes and ants, and even laughter among rats. The book will certainly lead you to a consideration of how we treat other species and what they think about us.
- If you want to learn more about the current situation of various endangered species and the human efforts to protect them, surf the Internet. Here are some key words for your reference: endangered species, endangered species list, top 20 endangered animals, endangered species protection, endangered species protection programs.

APPENDICES



My Notes



A large rectangular area with a dotted border containing horizontal blue lines for writing. A hand holding a pencil is positioned at the bottom right, appearing to write on the lines.



WRAP IT UP!

UNIT 1 ATTITUDES TOWARDS OUR ELDERS

Build Your Vocabulary

A Describe each of the following pictures with a proper word in this unit.



a _ _ t _ _ _



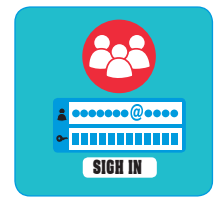
s _ _ _ _ only



b _ _ _



e _ _ _ _ c _



a _ _ _ _ t

B Complete the passage with the correct forms of the words in the box. There are two words you don't need.

gather various duty advanced tough responsible honour establish prefer exist

With the development of the nationwide experiment on building the beautiful countryside which forms the core of beautiful China dreams, many villages have been ⁽¹⁾ _____ as the "beautiful countryside".

Fanjiafang is one of the examples. You can see many ⁽²⁾ _____ facilities for livelihood and ⁽³⁾ _____ cultural activities in the village. Old people often ⁽⁴⁾ _____ together, drinking tea and chatting. The person ⁽⁵⁾ _____ for cultural activities is a retired teacher, Mr. Chen, who ⁽⁶⁾ _____ to live here after retiring as a teacher in a big city.

Villagers say Mr. Chen is a person of great ⁽⁷⁾ _____ and he considers it a great ⁽⁸⁾ _____ to work for his fellow villagers.

C Discuss with your partner and complete the following conversations.

1 — In what way is living alone an adventure for elderly people?

— _____

2 — What facilities are now available for old people and children in your community?

— _____

3 — Are there any opportunities for old people to get free treatment in the future? Why?

— _____

**Grammar Makes Sense**

A Match the sentences in the left column with those in the right column. Then write complete sentences using the v-ing form.

- | | |
|-------------------------------|---|
| 1 I heard Lucy. | a. He was helping an old lady cross the street. |
| 2 He saw a dog in the garden. | b. Her daughter was sleeping in the bedroom. |
| 3 He noticed a young man. | c. It was chasing a cat. |
| 4 She prepared lunch. | d. She was singing a song. |

1	_____
2	_____
3	_____
4	_____

B Describe the picture with the v-ing form.

This weekend, I went to the park with my friend to take some photos. The park was newly built and full of people. We heard some students _____ songs. We also found several kids _____ on the swings. Beside the lake we saw many old people _____ to the music. They looked so happy and energetic. We couldn't help taking a lot of photos of them.



C Tom went to a nursing home to visit John. Complete the dialogue using the correct forms of the words in brackets.

Tom: In which country is your son now?

John: He has been ⁽¹⁾ _____ (live) in China since he graduated from Peking University 20 years ago. I'm so proud of him. He found a job as soon as he ⁽²⁾ _____ (leave) school and now he is a ⁽³⁾ _____ (manage) in his company.

Tom: It seems that he likes China a lot.

John: Sure, so do I. Whenever I went to Beijing, I found Chinese people ⁽⁴⁾ _____ (work) so hard. I experienced Chinese culture and made some friends. I enjoyed the time in China.

Tom: Then why don't you live with your son?

John: I cannot live without my friends here. With so many old friends ⁽⁵⁾ _____ (share) feelings and stories, I think my life here is rather good. However, I feel a little lonely when I think of my son's family. Anyway, I have the pictures and we can often see each other online. My grandson kept me ⁽⁶⁾ _____ (laugh) for a couple of minutes last Sunday when he told me a story about his school.



UNIT 2 MANAGING YOUR TIME

Build Your Vocabulary

A Replace the blue part in each sentence with a proper word.

- 1 Could you **put off** your departure for five minutes? ()
- 2 The **underground railway** plays a key role in the city's transportation system. ()
- 3 Your support and interest are **important** to your child. ()
- 4 Each passenger is **allowed** 20 kilograms of baggage. ()
- 5 I found the lost toy dog **under** a pile of leaves. ()

B Complete the sentences with proper words. The first letter is given.

- 1 When you **r**_____ from an illness or an injury, you become well again.
- 2 Children's pictures are used to **d**_____ the walls of the classroom.
- 3 How can he fit everything into his busy **s**_____?
- 4 Football, or **s**_____ has been played in Europe for more than one hundred years, thus making it rather popular.
- 5 The volunteers **c**_____ **d** their own time to the project.

C Match the questions with the answers and paraphrase the blue part in English.

- | | |
|--|---|
| 1 Why do you quit the job? | a. Yes, it is a relief for me to talk with my friend. |
| 2 How many parts is the article divided into? | b. For almost five years. |
| 3 Do we have limited time? | c. Yes, that's why we are in a hurry. |
| 4 Can you share everything with your close friend? | d. Because I don't like the working conditions. |
| 5 How long has he suffered from mental illness? | e. Three parts: introduction, discussion and summary . |



Grammar Makes Sense

A Replace the blue parts with the correct forms of the verbs in brackets.

Example: I offered to pay for any damage **that was the result** (cause). →

I offered to pay for any *caused damage*.

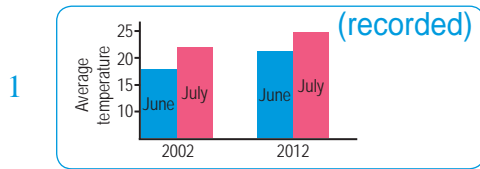
1 Steps are being taken by telephone engineers to solve the problems **which have been noticed** (identify). →

2 Visitors **who want to find out more** (interest) can buy a booklet with further information. →

3 Please answer the questions on the sheet **that has been given to you** (provide). →

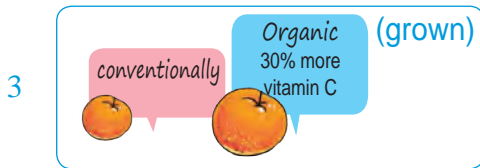
4 The holiday cost \$1,200, with flights **which were part of the total** (include). →

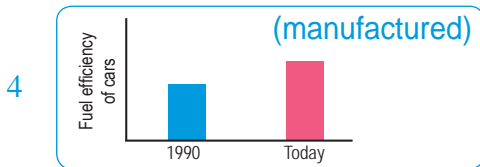
B Describe each picture with a sentence using *that* or *those* followed by the words given. The first one is done for you.

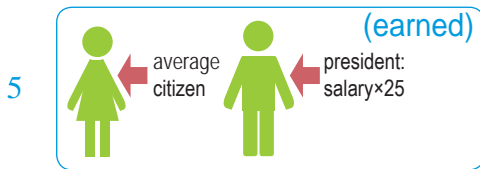


Average temperatures in June and July 2012 were higher than those **recorded** in June and July 2002.











UNIT 3 THE STORY OF SUCCESS

Build Your Vocabulary

A Rewrite the following sentences using the words given in brackets.

- 1 *The Old Man and the Sea* is a short novel written by Ernest Hemingway. (author)

- 2 The school thinks it very important for the students to have all-around development. (attach)

- 3 With the help of a poverty-relief project, the farmer was able to build a chicken farm of his own. (enable)

- 4 When you said the “waiter rule” works perfectly, you didn’t consider all situations. (absolute)

- 5 I feel the movie must be a success in foreign countries. (overseas)

B Fill in the blanks with the correct forms of the words in the box.

butter failure disease image branch medal path
joy athlete satisfaction

Li Yun is my aunt. She has a perfect ⁽¹⁾ _____ in my mind. She graduated from Beijing University ten years ago and now she works as a ⁽²⁾ _____ manager of a big company. She is talented and devoted to her career. Once she had an operation for a serious ⁽³⁾ _____, but she was back to her working post the day she got out of hospital. She was awarded in many ways for her outstanding performance. Her career does not only mean bread and ⁽⁴⁾ _____ but also a sense of achievement and ⁽⁵⁾ _____. She often says, “There is no easy ⁽⁶⁾ _____ to success. ⁽⁷⁾ _____ is a necessary part of being successful. We must strive like an ⁽⁸⁾ _____ for the ⁽⁹⁾ _____ of the game and for the honour of the ⁽¹⁰⁾ _____.”



Grammar Makes Sense

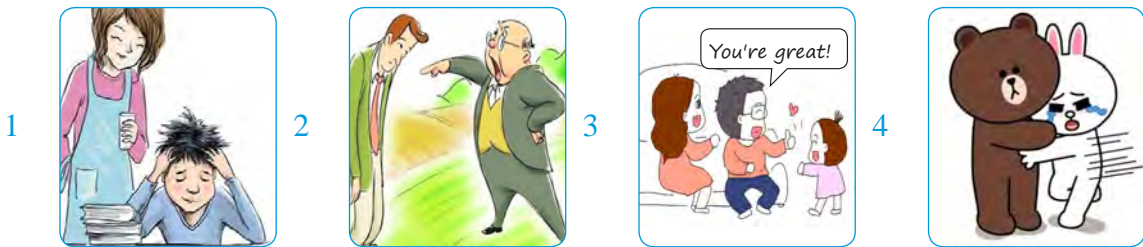
A Fill in the blanks with the correct forms of the words in brackets.

- _____ (encourage) by her teacher, Lily decided to try out for the speech contest.
- _____ (lose) in thought, the teacher didn't notice what the students were doing.
- _____ (interest) in science fiction, Li Dong read all the books of this category that he could put his hands on.
- _____ (praise) by his parents, Jonny is in high spirits.
- _____ (drive) by the demand for shared bicycles, large companies have invested a huge fund in the business.

B Complete the sentences with the v-ed form. Make sure your sentences make sense.

- The _____ fans cheered loudly when Messi scored a goal.
- After working out for fifteen minutes, the students feel _____.
- After a whole day's climbing in the Taihang mountains, the _____ team returned to their camp.
- Getting the warning message of the approaching danger, the _____ antelopes started running for their lives.
- The passengers felt _____ when the announcement came that their plane was delayed due to bad weather.

C Study the example and talk about the pictures using the same sentence structure. Use your imagination and be creative.



- Worried about the coming exam, Li Lin can't focus on his homework.*
- _____
- _____
- _____



UNIT 4 LITERATURE FOR IDENTITY

Build Your Vocabulary

A Match the words with their explanations.

- | | |
|--------------|--|
| 1 literature | a. the small facts or features of sth. |
| 2 detail | b. a group of objects |
| 3 observe | c. written artistic works |
| 4 collection | d. to watch sb./sth. carefully |
| 5 battle | e. a subject or problem |
| 6 issue | f. a fight between armed forces |

B Fill in the blanks with the correct forms of the words in the box.

identity observe shock shallow hesitate element
detail poetry sort frank

- It's too general. Please tell me the _____.
- Plot is a very important _____ in literature.
- It was quite a _____ to see the face of the thief on the TV screen.
- He made a telescope through which he could _____ the stars.
- You need to be special so as to acquire your _____.
- _____ developed very well in the Tang Dynasty in China. Li Bai and Du Fu are two of the most famous masters.
- To be _____, whether you like it or not, you have no other choice.
- It is not easy to know which _____ of mushrooms is poisonous.
- He doesn't _____ to laugh at anything he finds amusing.
- That dish is too _____ to serve soup.



Grammar Makes Sense

A Read the following sentences. Tick (✓) the right sentences and correct the wrong ones.

- 1 He had his arm break in a car crash. (broken)
- 2 Grandma is aging and always leaves the door unlocking. ()
- 3 The people here are in the habit of getting their houses painted. ()
- 4 The problem is so hard to explain that I can hardly make myself understand. ()
- 5 Returning from abroad, the old man found his hometown greatly changing. ()
- 6 May I have a photo taken with you? ()
- 7 I want to know when you will have the heater installed. ()

B Rewrite the following sentences. The first one is done for you.

- 1 His hair was cut yesterday. → He had his hair cut yesterday.
- 2 He gave me advice on how to do car repairs right away after an accident. →
_____.
- 3 The newly-built high-speed rail will connect two cities. →
_____.
- 4 When Mom came back, she found her daughter had done all the housework. →
_____.
- 5 The managers wanted them to carry out the plan the next year. →
_____.

C Complete the passage with the correct forms of the words in brackets.

Last summer, I went to Scotland. Thanks to the right moment, I attended an important ceremony, where I saw men ⁽¹⁾ _____ (wear) kilts. Meanwhile, I heard bagpipe ⁽²⁾ _____ (play). At night, I stayed in a hotel. The hotel owner had it ⁽³⁾ _____ (build) like a castle, but he got it ⁽⁴⁾ _____ (decorate) in a modern way, leaving the style ⁽⁵⁾ _____ (mix). Two days later, I travelled to Northern Ireland. I was eager ⁽⁶⁾ _____ (see) the place where Bernard Shaw once lived. As far as I knew, the local government ordered it untouched, because they expected it to be left as it was. With a lot of work ⁽⁷⁾ _____ (prepare) in advance, my journey went well.



UNIT 5 ANIMALS AROUND US

Build Your Vocabulary

A Circle the odd word in each group and explain why.

- | | | | | | |
|---|---------|----------|------------|----------|------------|
| 1 | review | reunite | respect | rewrite | regain |
| 2 | memory | boundary | dictionary | factory | imaginary |
| 3 | largely | friendly | specially | actually | especially |
| 4 | unusual | survival | natural | official | eventual |

B Complete the sentences with the correct forms of the phrases in the box.

cut down fall down go down roll down
break down tear down

- The colour of the sky deepened as the sun _____.
- Too much fat in the diet increases the risk of heart disease. Yet it's easy to _____ on fat without changing your diet completely or giving up all your favourite foods.
- You probably _____ many times before you finally learn to skate.
- She stood there, a big tear beginning to _____ her face and the corners of her mouth shaking, trying not to cry.
- They _____ the old building and built a new one.
- Write a to-do list for every project. It's easier to work if you _____ each one into small parts.

C Fill in the blanks with the correct forms of the words in brackets.

- We know of several mass _____ in the earth's history. (*extinct*)
- Ideas on childcare may _____ between the parents. (*different*)
- The movie was shot entirely on _____ in Italy. (*locate*)
- What's the _____ between New York City and Boston? (*distant*)
- The snake usually reaches a _____ of 100 cm. (*long*)
- I will do everything in my _____ to help you. (*powerful*)



Grammar Makes Sense

A Compare and decide which one is more concise and explain why.

- A. Cats use their sharp claws to grip when they are climbing trees.
B. Cats use their sharp claws to grip when climbing trees.
- A. Don't touch the dog until the owner allows you to touch it.
B. Don't touch the dog until the owner allows you to.
- A. Birds often make nests in the trees where they want to lay their eggs.
B. Birds often make nests in the trees where to lay their eggs.
- A. Monkeys use facial expressions and they also use body movements to communicate with each other.
B. Monkeys use facial expressions and body movements to communicate with each other.

B Rewrite the responses to make them brief.

- A: Have you heard of Wolong Nature Reserve?
B: *Yes, Wolong Nature Reserve is a well-known nature reserve.*

- A: When did dinosaurs die out?
B: *Sorry, I don't know when dinosaurs died out.*

- A: I would rather we didn't hear about the news of endangered animals.
B: *I would rather we didn't hear about the news of endangered animals, either.*

- A: Do you think measures should be taken to protect these elephants?
B: *Yes, I think measures should be taken to protect these elephants.*

C Discuss when and how to use these expressions. In pairs make a dialogue with one of them.

Example: A: Let's go to the zoo together.

B: Sounds like a good idea.

- Pardon?
- More tea?
- Sorry to hear that.
- Sounds good.
- Doesn't matter.
- Anything you want?
- Terrible weather!
- Haven't seen you for ages.



连音 liaison

句子根据要表达的意思和内在的结构关系分为若干部分，每一部分称为一个意群。意群可以是一个词、一个词组或短语，甚至是一个句子。例如：

I / was happy / to see my classmates / after such a long holiday.

Lisa and I / are going to work on / our basketball project / together.

We / learn about / famous mountains and rivers / in geography.

My mum / shops / at the grocery store / in the shopping centre.

在连贯地说话或朗读时，同一个意群中有些相邻的两个词可以连起来读，即前者词尾和后者词首可以连读。例如：

What **are** you good **at**?

What **are** your **interests**?

连读一般分为以下三种情况：

1 辅音结尾的单词与元音开头的单词相连，这两个词可以连读。例如：

Look **at** this plant.

Sara is very good **at** math.

a good job **and a** nice family

an old lady

an interesting one

a lot **of** homework

She told **us** to **use** English.



注意

“以辅音结尾”指的是单词中最后一个音素是辅音，而不是指单词结尾的字母是辅音字母。如：star就不是以辅音结尾的单词。

2 以r或re结尾的单词和元音开头的单词相连，可以连读，r或re读作/r/。例如：

a pair **of** pants

After you master **it**, it will become easier.

Mine was a picture **of** the ocean.

There are many Chinese restaurants in our city.

3 以元音结尾的单词和以元音开头的单词相连，可以连读。例如：

They are now at risk of being extinct.

He is ready to give his report to the class.



That is **very** interesting.

Some of them are **very** old.

不完全爆破 incomplete plosion

在朗读一些单词和句子时，如果爆破音 (/p/、/b/、/t/、/d/、/k/、/g/) 后紧跟某些辅音，这些爆破音只作出发音状，气流在口腔中稍作停顿，马上过渡到后面的辅音，不发生或不完全发生爆破，这种现象称为不完全爆破或者失爆。不完全爆破不仅可以发生在某一单词内部的某一音节内，还可以发生于两个相邻的音节之间或是相邻的单词之间。不完全爆破分为五种情况：

1 爆破音+爆破音

任意两个爆破音相遇时，第一个爆破音不发生爆破，而第二个爆破音完全爆破。例如：

basketball activity September first time a **good** game

2 爆破音+摩擦音

当爆破音后面出现摩擦音 (/f/、/v/、/s/、/z/、/θ/、/ð/、/ʃ/、/h/) 中的任意一个时，该爆破音发生不完全爆破。例如：

best friend loud voice white shirt a **big** zoo
that thing look at this broad shoulder at home

3 爆破音+破擦音

当爆破音遇到破擦音 (/tʃ/、/dʒ/、/tr/、/dr/) 中的任意一个时，该爆破音发生不完全爆破。例如：

picture great changes good job
big tree a fast train cold drink

4 爆破音+鼻音

当爆破音遇到鼻音 (/m/或者/n/) 时，该爆破音发生不完全爆破。例如：

good morning lightning hope not

5 爆破音+舌侧音

当爆破音遇到舌侧音 (/l/) 时，该爆破音发生不完全爆破。例如：

candle at last look like

弱读 reduction

在用英语讲话或朗读句子时，为了节奏的需要，有些单词相对要弱读。这些单词大都是单音节的冠词、连词、介词、系动词、助动词等，在句子中不能独立担当成分。弱读单词中的元音多数会缩短音的长度或者弱化为/ə/音。例如：

an /ən/ but /bət/ or /ə/ than /ðən/ to /tə/
at /ət/ for /fə/ of /əv/ are /ə/ from /frəm/

同化 assimilation

英语辅音同化现象指的是前一音节的结尾辅音与后一音节的开头辅音相邻时，前一个辅音的发音受到影响而发生变化，或者两者相互影响发成了这两个音以外的第三个音。辅音的同



化使得音与音之间过渡更加自然。辅音同化属于较高级的读音技巧，我们可以简单了解一下：

1 在 /t/、/p/、/d/ 前，/z/ 浊音清化为 /s/。例如：

在 used to 中的 used 单独存在时读作 /ju:zd/，但在 used to 这一词组中，先是 /d/ 受到后面清辅音 /t/ 的影响而变成了 /t/，而它前面的浊辅音 /z/ 又受到了影响而被同化变成了清音 /s/，故 used to 读作 /ju:st tə/。

2 在非重读音节中，/tj/ 和 /dj/ 分别被同化成 /tʃ/ 和 /dʒ/。例如：

education /edʒʊ'keɪʃn/ won't you /wəʊn'tʃu/ could you /kʊ'dʒu/

英语语音同化现象属于语音音变，多发生在口语和方言中，和说话者的背景和个人风格有很大关系。

VOCABULARY (I)



说明: 本表收录各单元四个板块语篇中所包含的生词, 不收录指示语、讲解文字中所包含的生词。白体词为课程标准规定之外的词汇。单词音标以 *Oxford Advanced Learner's Dictionary* (Eighth Edition) 为依据。

Unit 1

nursing home 养老院	2	various /'veəriəs/ <i>adj.</i> 各种不同的; 各种各样的	10
lodge /lɒdʒ/ <i>n.</i> 小屋; 小舍	2	responsible /rɪ'spɒnsəbl/ <i>adj.</i> 有责任的; 负责的	10
seniors' lodge 老年公寓	2	ordinary /'ɔ:dnri/ <i>adj.</i> 平常的; 普通的; 一般的	10
accommodation /ə,kɒmə'deɪʃn/ <i>n.</i> 膳宿; 住处; 住宿	2	occasional /ə'keɪʒənl/ <i>adj.</i> 偶尔的; 偶然的	10
apartment /ə'pɑ:tmənt/ <i>n.</i> 公寓套房	2	flat /flæt/ <i>n.</i> 公寓	11
resident /'rezɪdənt/ <i>n.</i> 住户; 居民	2	pillow /'pɪləʊ/ <i>n.</i> 枕头	14
gather /'gæðə(r)/ <i>v.</i> 聚集; 集合	2	entrance /'entrəns/ <i>n.</i> 入口; 通道	15
staff /stɑ:f/ <i>n.</i> 全体职工	2	filial /'fɪliəl/ <i>adj.</i> 子女(对父母)的	15
crash /kræʃ/ <i>n.</i> 撞车; 碰撞	2	piety /'paɪəti/ <i>n.</i> 虔诚	15
sight /saɪt/ <i>n.</i> 视野; 视力; 景象	2	fund /fʌnd/ <i>n.</i> 基金; 专款	15
justice /'dʒʌstɪs/ <i>n.</i> 合理; 公平	3	maintain /meɪn'teɪn/ <i>v.</i> 维持, 保持	15
duty /'dju:ti/ <i>n.</i> 责任; 义务; 值班	3	voluntary /'vɒləntri/ <i>adj.</i> 自愿的	16
neat /ni:t/ <i>adj.</i> 整洁的; 有序的	3	account /ə'kaʊnt/ <i>n.</i> 账户	16
plus /plʌs/ <i>conj.</i> 而且; 此外	3	income /'ɪnkʌm/ <i>n.</i> 收入; 收益	16
selfish /'selfɪʃ/ <i>adj.</i> 自私的	4	thus /ðʌs/ <i>adv.</i> 如此; 因此	16
make ends meet 勉强维持生计; 使收支相抵	4	treatment /'tri:tmənt/ <i>n.</i> 治疗; 对待	16
tighten /'taɪtn/ <i>v.</i> (使)变紧	4	demonstrate /'demənstreɪt/ <i>v.</i> 表现; 说明	16
belt /belt/ <i>n.</i> 腰带; 皮带	4	sorrow /'sɒrəʊ/ <i>n.</i> 悲伤; 悲痛	16
tighten one's belt 省吃俭用; 勒紧腰带	4	establish /ɪ'stæblɪʃ/ <i>v.</i> 建立; 创立	17



percentage /pə'sentɪdʒ/ <i>n.</i> 百分比	17	summary /sʌməri/ <i>n.</i> 总结; 概括	
respite /respaɪt/ <i>n.</i> 暂停; 暂缓	18	<i>adj.</i> 总结性的	29
respite care 暂时托管	18	studio /'stju:diəʊ/ <i>n.</i> 练功房; 录音室	32
facility /fə'sɪləti/ <i>n.</i> 场所; 设施	18	evidence /'eɪdɪəns/ <i>n.</i> 根据; 证明	32
acute /ə'kju:t/ <i>adj.</i> 十分严重的; 急性的	18	prove /pru:v/ <i>v.</i> 证明; 证实	32
acute care 急性护理	18	contribute /kən'trɪbjʊ:t/ <i>v.</i> 是...的原因之一; 捐献; 捐助	32
		moreover /mɔ:ɹ'əʊvə(r)/ <i>adv.</i> 此外; 而且	33
		throughout /θru:'aʊt/ <i>prep.</i> 自始至终; 贯穿整个时期; 各处; 遍及	33
		significant /sɪg'nɪfɪkənt/ <i>adj.</i> 有重大意义的; 显著的	33
sink /sɪŋk/ <i>v.</i> (使) 下沉	20	priority /praɪ'brɪti/ <i>n.</i> 优先事项	33
beneath /bɪ'ni:θ/ <i>prep.</i> 在(往) ... 的下面	20	signal /'sɪɡnəl/ <i>n.</i> 信号; 标志	
a.m. /,eɪ 'em/ <i>abbr.</i> 上午, 午前	21	<i>v.</i> 发信号; 表明	34
choir /'kwaɪə(r)/ <i>n.</i> 唱诗班; 合唱团	21	subordinate /sə'bɔ:dɪnət/ <i>n.</i> 下级; 部署	34
subway /'sʌbweɪ/ <i>n.</i> 地铁	21	occupy /'ɒkjupaɪ/ <i>v.</i> (使) 忙于; 使用; 占用	34
exit /eksɪt/ <i>n.</i> 出口; 通道	21	particular /pə'tɪkjələ(r)/ <i>adj.</i> 特指的; 特别的	34
puppy /'pʌpi/ <i>n.</i> 小狗; 幼犬	21	regard /rɪ'gɑ:d/ <i>v.</i> 把... 视为	34
soccer /'sɒkə(r)/ <i>n.</i> 足球运动	21	revolutionary /,revə'lʊ:ʃənəri/ <i>n.</i> 改革者; 革命者	34
baking /'beɪkɪŋ/ <i>n.</i> 烤制; 烘焙	21	limited /lɪmɪtɪd/ <i>adj.</i> 有限的	35
decorate /dekəreɪt/ <i>v.</i> 点缀; 装饰	21	recover /rɪ'kʌvə(r)/ <i>v.</i> 康复; 复原	35
nut /nʌt/ <i>n.</i> 坚果	21	suffer /sʌfə(r)/ <i>v.</i> 受苦, 受难; 遭受	35
schedule /'skedʒu:l/ <i>n.</i> 日程安排; 工作计划	22	weapon /wepən/ <i>n.</i> 工具; 武器	35
postpone /pə'spəʊn/ <i>v.</i> 延迟; 延期	22	preface /'prefɪs/ <i>n.</i> 前言; 序言	35
intend /ɪn'tend/ <i>v.</i> 打算, 计划; 意指	22		
target /'tɑ:ɡɪt/ <i>n.</i> 目标; 对象	22		
permit /pə'mɪt/ <i>v.</i> 允许; 准许	22		
estimate /'estɪmeɪt/ <i>v.</i> 估计; 估价	26		
quit /kwɪt/ <i>v.</i> 停止; 戒掉	26		



punctual /'pʌŋktʃuəl/ <i>adj.</i> 准时的	35
gossip /'gɒsɪp/ <i>v.</i> 传播流言蜚语	35

Unit 3

talent /'tælənt/ <i>n.</i> 天才; 天赋	38
satisfaction /sætɪs'fækʃn/ <i>n.</i> 满足	38
universe /'ju:nɪvɜ:s/ <i>n.</i> 宇宙; 万象	38
attack /ə'tæk/ <i>v.</i> 侵袭; 攻击	39
disease /dɪ'zi:z/ <i>n.</i> 病; 疾病; 弊端	39
cosmology /kɒz'mɒlədʒi/ <i>n.</i> 宇宙学	39
fellow /'feləʊ/ <i>n.</i> 会员; 同事; 家伙	39
software /'sɒftweə(r)/ <i>n.</i> 软件	39
attach /ə'tætʃ/ <i>v.</i> 把...固定; 与...有关联	39
enable /ɪ'neɪbl/ <i>v.</i> 使能够; 使有机会	39
brief /bri:f/ <i>adj.</i> 简洁的; 简单的	39
medal /'medl/ <i>n.</i> 奖章; 勋章	40
patience /'peɪʃns/ <i>n.</i> 耐心; 毅力	42
image /'ɪmɪdʒ/ <i>n.</i> 形象; 印象; 图像	42
seed /si:d/ <i>n.</i> 种子; 起源; 开端	42
branch /brɑ:ntʃ/ <i>n.</i> 树枝; 分支机构	42
Rubik's Cube /'ru:bɪks kju:b/ <i>n.</i> 魔方	44
embarrassing /ɪm'bærəsɪŋ/ <i>adj.</i> 令人难堪的; 使人害羞的	44
admit /əd'mɪt/ <i>v.</i> 承认; 准许...进入	44
absolute /'æbsəlu:t/ <i>adj.</i> 完全的; 绝对的; 肯定的	46
butter /'bʌtə(r)/ <i>n.</i> 黄油; 奶油	46
malaria /mə'leəriə/ <i>n.</i> 疟疾	50

wormwood /'wɜ:mwʊd/ <i>n.</i> 蒿; 洋艾	50
cripple /'krɪpl/ <i>n.</i> 残疾人; 跛子	51
drag /dræg/ <i>v.</i> 拖; 拉; 拽	51
athlete /'æθli:t/ <i>n.</i> 运动员	51
author /'ɔ:θə(r)/ <i>n.</i> 作家; 作者	51
depression /dɪ'preʃn/ <i>n.</i> 抑郁症	51
wizardry /'wɪzədri/ <i>n.</i> 魔法	52
flash /flæʃ/ <i>v. & n.</i> 闪光; 闪耀	52
editor /'edɪtə(r)/ <i>n.</i> 编辑; 主编	52
profit /'prɒfɪt/ <i>v.</i> 获益 <i>n.</i> 收益; 利润	52
upper /'ʌpə(r)/ <i>adj.</i> 上层的; 上边的	52
overseas /,əʊvə'si:z/ <i>adj.</i> 国外的	52
path /pɑ:θ/ <i>n.</i> 路线; 道路; 小路	52
ahead /ə'hed/ <i>adv.</i> 在前面; 提前	53
ahead of 在...前面	53
extent /ɪks'tent/ <i>n.</i> 程度; 限度; 范围	53
irresponsible /,ɪrɪ'spɒnsəbl/ <i>adj.</i> 无责任感的	53

Unit 4

edge /edʒ/ <i>n.</i> 边; 边缘	56
resist /rɪ'zɪst/ <i>v.</i> 抵制; 阻挡	57
battle /'bætl/ <i>n.</i> 战役; 较量	57
breath /breθ/ <i>n.</i> 呼吸的空气	57
inspection /ɪn'spekʃn/ <i>n.</i> 视察; 检查	57
shock /ʃɒk/ <i>v.</i> 使震惊; 使气愤	60
envelope /'envələʊp/ <i>n.</i> 信封	62
element /'elɪmənt/ <i>n.</i> 要素; 元素	64



plot /plɒt/ <i>n.</i> 故事情节; 布局	64	frank /fræŋk/ <i>adj.</i> 坦率的; 直率的	71
conflict /kɒnflɪkt/ <i>n. & v.</i> 冲突; 抵触	64	observe /əb'zɜ:v/ <i>v.</i> 观察; 注意到	71
expectation /ekspek'teɪʃn/ <i>n.</i> 期待; 预料; 希望	64	smash /smæʃ/ <i>v.</i> 撞击; 粉碎	71
issue /'ɪʃju:/ <i>n.</i> 重要议题; 问题	65	Unit 5	
partner /'pɑ:tnə(r)/ <i>n.</i> 同伴	66	extinction /ɪk'stɪŋkʃn/ <i>n.</i> (植物、动物、 生活方式等的) 灭绝, 绝种	74
detail /di'teɪl/ <i>n.</i> 细微之处; 详情	66	whale /weɪl/ <i>n.</i> 鲸	74
recite /rɪ'saɪt/ <i>v.</i> (尤指对听众) 背诵, 吟诵; (口头) 列举	68	power /'paʊə(r)/ <i>n.</i> 力量; 能力; 权利	74
hesitate /'hezɪteɪt/ <i>v.</i> (对某事) 犹豫, 迟疑不决; 顾虑	68	female /fi:'meɪl/ <i>adj.</i> 雌的; 母的 <i>n.</i> 雌性动(植)物	74
daring /'deərɪŋ/ <i>adj.</i> 勇敢的; 敢于冒险的	68	differ /'dɪfə(r)/ <i>v.</i> 相异; 有区别	74
pretend /prɪ'tend/ <i>v.</i> (在游戏中) 装扮; 假装	68	specific /spə'sɪfɪk/ <i>adj.</i> 特定的	74
somehow /sʌmhaʊ/ <i>adv.</i> 由于某种未知 的原因; 不知为什么	68	matriarch /'meɪtrɪɑ:k/ <i>n.</i> 女族长	74
roof /ru:f/ <i>n.</i> 顶部; 屋顶; 洞顶	68	location /ləʊ'keɪʃn/ <i>n.</i> 位置; 地点	75
drill /drɪl/ <i>n.</i> 军事训练; 钻; 演习	69	previous /'pri:vɪəs/ <i>adj.</i> 先前的; 以往的	75
choke /tʃəʊk/ <i>v.</i> (尤指感情激动而) 说 不出话来; (使) 窒息, 哽噎	69	fascinating /'fæsɪneɪtɪŋ/ <i>adj.</i> 极有吸引 力的; 迷人的	75
dismiss /dɪs'mɪs/ <i>v.</i> 解散; 不予考虑	69	tusk /tʌsk/ <i>n.</i> 长牙	75
poetry /'pəʊətri/ <i>n.</i> 诗歌; 诗集	69	ivory /'aɪvəri/ <i>n.</i> 象牙; 长牙	76
rhyme /raɪm/ <i>v.</i> 押韵	70	decoration /dekə'reɪʃn/ <i>n.</i> 装饰品	76
shallow /'ʃæləʊ/ <i>adj.</i> 肤浅的; 浅薄的	70	dinosaur /'daɪnəsɔ:(r)/ <i>n.</i> 恐龙	76
sort /sɔ:t/ <i>n.</i> 种类; 类别	70	dolphin /'dɒlfɪn/ <i>n.</i> 海豚	78
stuff /stʌf/ <i>n.</i> 东西; 物品	70	click /kɪk/ <i>n.</i> 短而尖的声音; 咔咔声 <i>v.</i> (使) 发出咔哒声; 点击	78
jade /dʒeɪd/ <i>n.</i> 玉; 翡翠	71	bounce /baʊns/ <i>v.</i> (使) 弹起, 弹跳	78
collection /kə'leɪʃn/ <i>n.</i> 收集物; 收藏品	71	Atlantic /ət'læntɪk/ <i>n.</i> 大西洋 <i>adj.</i> 大西洋的	80



habitat /'hæbrɪtæt/ <i>n.</i> 栖息地; (动植物的) 生活环境	82	innate /ɪ'neɪt/ <i>adj.</i> 天生的; 先天的	86
destroy /dɪ'strɔɪ/ <i>v.</i> 毁坏; 摧毁	82	giant /'dʒaɪənt/ <i>adj.</i> 巨大的	87
nowhere /'nəʊweə(r)/ <i>adv.</i> 无处; 哪里都不	82	length /leŋθ/ <i>n.</i> 长; 长度	87
negative /'negətɪv/ <i>adj.</i> 坏的; 消极的	82	skin /skɪn/ <i>n.</i> 皮; 皮肤	87
aware /ə'weə(r)/ <i>adj.</i> 意识到; 明白	83	sharp /ʃɑ:p/ <i>adj.</i> 锋利的; 敏锐的	88
option /'ɒpʃn/ <i>n.</i> 选择; 可选择的事物	83	deer /dɪə(r)/ <i>n.</i> 鹿	88
mate /meɪt/ <i>n.</i> 偶; 伴侣	86	remove /rɪ'mu:v/ <i>v.</i> 去掉; 拿开	88
cattle /'kætl/ <i>n.</i> 牛	86	conservation /kɒnsə'veɪʃn/ <i>n.</i> 保护	89
distance /'dɪstəns/ <i>n.</i> 距离; 间距	86	koala /kəʊ'ɑ:lə/ <i>n.</i> 考拉; 树袋熊	89
narrow /'nærəʊ/ <i>v.</i> 使窄小; 变窄; 缩小 <i>adj.</i> 狭窄的	86	continent /'kɒntɪnənt/ <i>n.</i> 大陆; 洲	89
ape /eɪp/ <i>n.</i> 类人猿	86	kangaroo /kæŋgə'ru:/ <i>n.</i> 袋鼠	89
		colony /'kɒləni/ <i>n.</i> 殖民地	89
		disappear /dɪsə'piə(r)/ <i>v.</i> 消失; 不见	89



VOCABULARY (II)

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A	B
absolute /'æbsəlu:t/ <i>adj.</i> 完全的; 绝对的; 肯定的 46	baking /'beɪkɪŋ/ <i>n.</i> 烤制; 烘焙 21
accommodation /ə,kɒmə'deɪʃn/ <i>n.</i> 膳宿; 住处; 住宿 2	battle /'bætl/ <i>n.</i> 战役; 较量 57
account /ə'kaʊnt/ <i>n.</i> 账户 16	belt /belt/ <i>n.</i> 腰带; 皮带 4
acute /ə'kju:t/ <i>adj.</i> 十分严重的; 急性的 18	beneath /brɪ'ni:θ/ <i>prep.</i> 在(往) ... 的 下面 20
acute care 急性护理 18	bounce /baʊns/ <i>v.</i> (使) 弹起, 弹跳 78
admit /əd'mɪt/ <i>v.</i> 承认; 准许... 进入 44	branch /brɑ:ntʃ/ <i>n.</i> 树枝; 分支机构 42
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athlete /'æθli:t/ <i>n.</i> 运动员 51	choir /'kwɑɪə(r)/ <i>n.</i> 唱诗班; 合唱团 21
Atlantic /ət'læntɪk/ <i>n.</i> 大西洋 <i>adj.</i> 大西洋的 80	choke /tʃəʊk/ <i>v.</i> (尤指感情激动而) 说不出话来; (使) 窒息, 哽噎 69
attach /ə'tætʃ/ <i>v.</i> 把... 固定; 与... 有关联 39	click /klɪk/ <i>n.</i> 短而尖的声音; 咔嗒声 <i>v.</i> (使) 发出咔嗒声; 点击 78
attack /ə'tæk/ <i>v.</i> 侵袭; 攻击 39	collection /kə'lekʃn/ <i>n.</i> 收集物; 收藏品 71
author /'ɔ:θə(r)/ <i>n.</i> 作家; 作者 51	colony /'kɒləni/ <i>n.</i> 殖民地 89
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动词的-ing形式作宾语补足语 the v-ing form as object complement

一、概念

动词的-ing形式作宾语补足语，可以相当于形容词，表示宾语的性质或状态等，或者保留“动词”特征，是宾语做出的“动作”，与宾语是主动关系，此动作常与谓语动词同时发生。

二、用法

- 1 动词的-ing形式作宾语补足语，表示宾语的性质或状态。例如：
They're sorry to find the speech **boring**.
They think this news very **encouraging**.
- 2 动词的-ing形式作宾语补足语，表示宾语做出的“动作”与谓语动词同时发生。例如：
While doing some shopping, he heard someone **calling him from behind**.
The police found a man **climbing the wall**.
I left him **talking to Tom**.
- 3 感官动词feel、find、notice、observe、hear、listen to、see、watch、smell、look at等和leave、keep、have、get、set、catch等动词后常跟动词的-ing形式作宾语补足语。例如：
She smelt something **burning**.
I caught them **stealing my pears**.
She felt her heart **beating wildly**.
People often see her **working in the fields**.
Have you heard him **singing that song**?
Can you get the computer **working**?
She soon had them all **laughing**.
- 4 with常跟动词的-ing形式构成“with结构”，动词的-ing形式说明with所跟宾语的状态或动作。例如：
She can't go on a holiday with her father **being ill**.
With prices **going up** so fast, I can't afford a house.
With the crowds **cheering**, he walked onto the stage.
He fell asleep with the lamp **burning**.



动词的-ed形式 the v-ed form

一、概念

动词的-ed形式是非谓语动词形式之一。及物动词的-ed形式，一般表示与相关名词（或代词）的被动关系；不及物动词的-ed形式，表示该动作“已发生”。动词的-ed形式由“动词原形+ed”构成，部分动词的-ed形式特殊。

二、用法

动词的-ed形式既具有动词特征，可以有自己的宾语和状语，又具有形容词和副词的特征，可以充当表语、定语、宾语补足语和状语等句子成分。

1 作表语

动词的-ed形式作表语时与句子主语有“被动关系”，说明主语的状态或情况。一些表示人的情绪变化的动词的-ed形式，如exhausted、surprised、delighted、disappointed、frightened、pleased、puzzled、satisfied、worried等，常用作表语。例如：

The door remained **locked**.

He seemed quite **delighted**.

It seems that he'll never be **satisfied**!

She felt **confused**, even **frightened**.

2 作定语

动词的-ed形式作定语，常置于所修饰的名词之前；动词的-ed形式短语作定语，一般置于被修饰词之后。及物动词的-ed形式与被修饰名词有“被动关系”，不及物动词的-ed形式，表示该动作“已发生”。例如：

The **polluted** air and water are harmful to people's health.

He took the letter **written** last night to the post.

Suddenly there appeared a young girl **dressed** in red.

My parents are both **retired** teachers.

3 作宾语补足语

动词的-ed形式作宾语补足语时与宾语有“被动关系”，是宾语承受的动作，或者表示宾语存在的状态或特征。例如：

My family heard my article **broadcast** on the radio.

She had her house **repaired**.

I found all the windows **broken**.

He felt a great weight **taken off** his mind.

4 作状语

动词的-ed形式作状语时与句子主语有“被动关系”，通常表示伴随、条件、原因等。例如：



Given more time, we could do it better. (条件)

United, we stand; **divided**, we fall. (条件)

Injured in the leg, he couldn't walk any farther. (原因)

Well designed and built, the building lasted long. (原因)

The teacher stood there, **surrounded by many students**. (伴随)

He hurried to the hall, **followed by two guards**. (方式)

The girl met with an accident when crossing the road, **wounded in the head**. (结果)

省略 ellipsis

一、概念

一个句子中有时会有一个或多个成分被省略，这种现象称为省略，存在这种现象的句子，称为省略句。省略的目的是为了使句子言简意赅。

二、用法

1 简单句中的省略

- 口语交际中，答语承接上一句问话，省略重复的部分。例如：

— When are we due to arrive?

— (We are due to arrive) In about two hours.

— I hope I am not disturbing you too much.

— (You're) Certainly not (disturbing me too much).

- 在陈述意见、提出问题或要求的句子中或感叹句中，使用省略。例如：

(Is) Anybody against it?

What a magnificent building (it is)!

How nice (it is)!

2 并列句中的省略

在并列句中，省略后一分句与前一分句相同的部分，避免重复。例如：

His mother is a teacher and his father (is) a writer.

We tried to persuade her but (we tried) in vain.

3 复合句中的省略

- 状语从句

在时间、地点、条件、方式和让步状语从句中，如果谓语动词为系动词be，其主语与主句主语一致或为it，常将从句主语和系动词一起省略。例如：

Although (he was) young, he won all the prizes.

If (it is) possible, I'll go outing.

He told me not to use more material than (it is) necessary.

比较状语从句中，常常只保留比较的对象，而把其余部分省略。例如：



They worked with as much enthusiasm as young people (did).

- 宾语从句

在which、when、where、how和why引导的宾语从句中，常可省略与主句相同的部分，仅保留一个连词。例如：

She will go to Beijing, but I don't know when (she will go to Beijing).

She can't come, but I don't know why (she can't come).

**注意**

很多谚语使用省略结构，使句子精炼，韵律和谐，朗朗上口。

(It is) Never too late to mend.

(It is) Better (to be) untaught than (to be) ill taught.

(If you want to) Grasp all, (you would) lose all.

(If you make) More haste, (you would gain) less speed.

(Those who) Love me, (will) love my dog.

(Whether) East or west, home is best.



IRREGULAR VERBS

Irregular verbs 不规则动词

Infinitive	Past tense	Past participle
arise	arose	arisen
awake	awoke	awoken
be (am/is/are)	was/were	been
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bet	bet	bet
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burnt/burned	burnt/burned
buy	bought	bought
can	could	
cast	cast	cast
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done
draw	drew	drawn



Infinitive

Past tense

Past participle

dream	dreamt/dreamed	dreamt/dreamed
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forbid	forbade	forbidden
foresee	foresaw	foreseen
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
hang	hung/hanged	hung/hanged
have/has	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lay	laid	laid
lead	led	led



Infinitive	Past tense	Past participle
learn	learnt/learned	learnt/learned
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
light	lit/lighted	lit/lighted
lose	lost	lost
make	made	made
may	might	
mean	meant	meant
meet	met	met
mistake	mistook	mistaken
misunderstand	misunderstood	misunderstood
pay	paid	paid
prove	proved	proved/proven
put	put	put
quit	quit/quitted	quit/quitted
read	read	read
rebuild	rebuilt	rebuilt
retell	retold	retold
rid	rid	rid
ride	rode	ridden
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	sent
set	set	set



Infinitive	Past tense	Past participle
sew	sewed	sewn/sewed
shake	shook	shaken
shall	should	
shine	shone/shined	shone/shined
shoot	shot	shot
show	showed	shown
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
slide	slid	slid
smell	smelt/smelled	smelt/smelled
sow	sowed	sown/sowed
speak	spoke	spoken
spell	spelt/spelled	spelt/spelled
spend	spent	spent
spin	spun	spun
spit	spat/spit	spat/spit
spread	spread	spread
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
strike	struck	struck/stricken
sweep	swept	swept
swell	swelled	swollen
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught



Infinitive	Past tense	Past participle
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
weave	wove	woven
will	would	
win	won	won
write	wrote	written

