



普通高中教科书

# ENGLISH

# 英语

必修

第一册



上海外语教育出版社

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Unit	Understanding	Discovering	
	Reading, Listening and Viewing	Vocabulary Focus	Grammar in Use
<b>Unit 1</b> <b>School Life</b>  <b>P2</b>	<b>Reading A:</b> A Writing Assignment (Short story) <b>Reading strategy:</b> Skimming for the main idea	Suffixes	Tenses (review + future in the past)
	<b>Reading B:</b> A Letter to My Daughter (Personal letter)		
	<b>Listening:</b> How to Have a Great First Year (School guide)		
	<b>Viewing:</b> A High School Starter (TV programme) <b>Culture Link:</b> First Week of Senior High School		
<b>Unit 2</b> <b>Language and Culture</b>  <b>P18</b>	<b>Reading A:</b> The Confusing Way Mexicans Tell Time (Blog entry)	Prefixes	Basic sentence patterns
	<b>Reading B:</b> My Experience with American English (Memoir) <b>Culture Link:</b> Varieties of English		
	<b>Listening:</b> Cultural Differences in Body Language (Radio programme) <b>Listening strategy:</b> Listening for the main idea		
	<b>Viewing:</b> “I Don’t Care” vs. “I Don’t Mind” (Mini-lecture)		
<b>Unit 3</b> <b>Travel</b>  <b>P34</b>	<b>Reading A:</b> A Roman Holiday (Travelogue) <b>Reading strategy:</b> Scanning for particular information	Compounding	Adverbial clauses (review)
	<b>Reading B:</b> Travel Young, Travel Far (Column article) <b>Culture Link:</b> Xu Xikang and His Travels		
	<b>Listening:</b> Travel Dialogues (Conversation)		
	<b>Viewing:</b> A Smart Man’s Words (Vodcast)		
<b>Unit 4</b> <b>Customs and Traditions</b>  <b>P50</b>	<b>Reading A:</b> Growing Worldwide (Newspaper article)	Conversion	Passives (review + present continuous passive and present perfect passive)
	<b>Reading B:</b> Homecoming (Introductory essay)		
	<b>Listening:</b> Coming-of-Age Day (Radio programme) <b>Listening strategy:</b> Listening for key words <b>Culture Link:</b> Coming-of-Age Tradition in Vanuatu		
	<b>Viewing:</b> Birthday Traditions (Vodcast)		

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- \* **Words and Expressions** P66
  - \* **Grammar Terms** P79
  - \* **Glossary** P80
- Reading P66  
Listening and Viewing P76

## Map of the Book

Producing		Extending	
Speaking and Writing		Critical Thinking	Further Exploration
<p>Interviewing newcomers</p> <p><b>Speaking strategy:</b> Showing interest with proper expressions</p>	<p>Describing the first week experiences</p> <p><b>Writing strategy:</b> Writing a topic sentence</p>	<p>Identifying key messages from different texts</p>	<p>Describing an ideal school life</p>
<p>Writing about a Chinese word</p> <p><b>Writing strategy:</b> Writing supporting sentences</p>	<p>Giving a talk on a Chinese word</p> <p><b>Speaking strategy:</b> Attracting the audience's attention</p>	<p>Illustrating an idea with an example</p>	<p>Comparing different cultural messages behind English and Chinese words</p>
<p>Choosing a city to visit</p> <p><b>Speaking strategy:</b> Joining in a discussion</p>	<p>Describing a travel destination</p> <p><b>Writing strategy:</b> Writing a concluding sentence</p>	<p>Analysing with a mind map</p>	<p>Proposing a travel plan for a friend</p>
<p>Writing an introduction to a coming-of-age ceremony in China</p> <p><b>Writing strategy:</b> Achieving paragraph unity</p>	<p>Making a presentation about coming-of-age ceremonies in China</p> <p><b>Speaking strategy:</b> Introducing a presentation</p>	<p>Finding common ground with a diagram</p>	<p>Preparing a poster about customs around the world</p>



# 致同学们

亲爱的同学们：

经过小学和初中阶段的学习，大家已经掌握了一定的英语语音、词汇、语法等知识，也具备了一定的英语应用能力。大家是否希望通过英语了解更多的世界文化？是否希望能够运用英语来介绍中国文化和社会生活呢？是否希望通过英语学习获得更多的知识和技能，进而提升自己的思维品质和综合素养？是否希望在课内外英语学习活动中提升自主学习的能力？

本套教材为同学们精心准备了题材丰富、风格多样的学习材料和形式活泼、寓教于学的学习活动，让大家在学习英语的同时，领略博大精深的中华文化、绚烂多彩的世界文化、拓展全球视野。

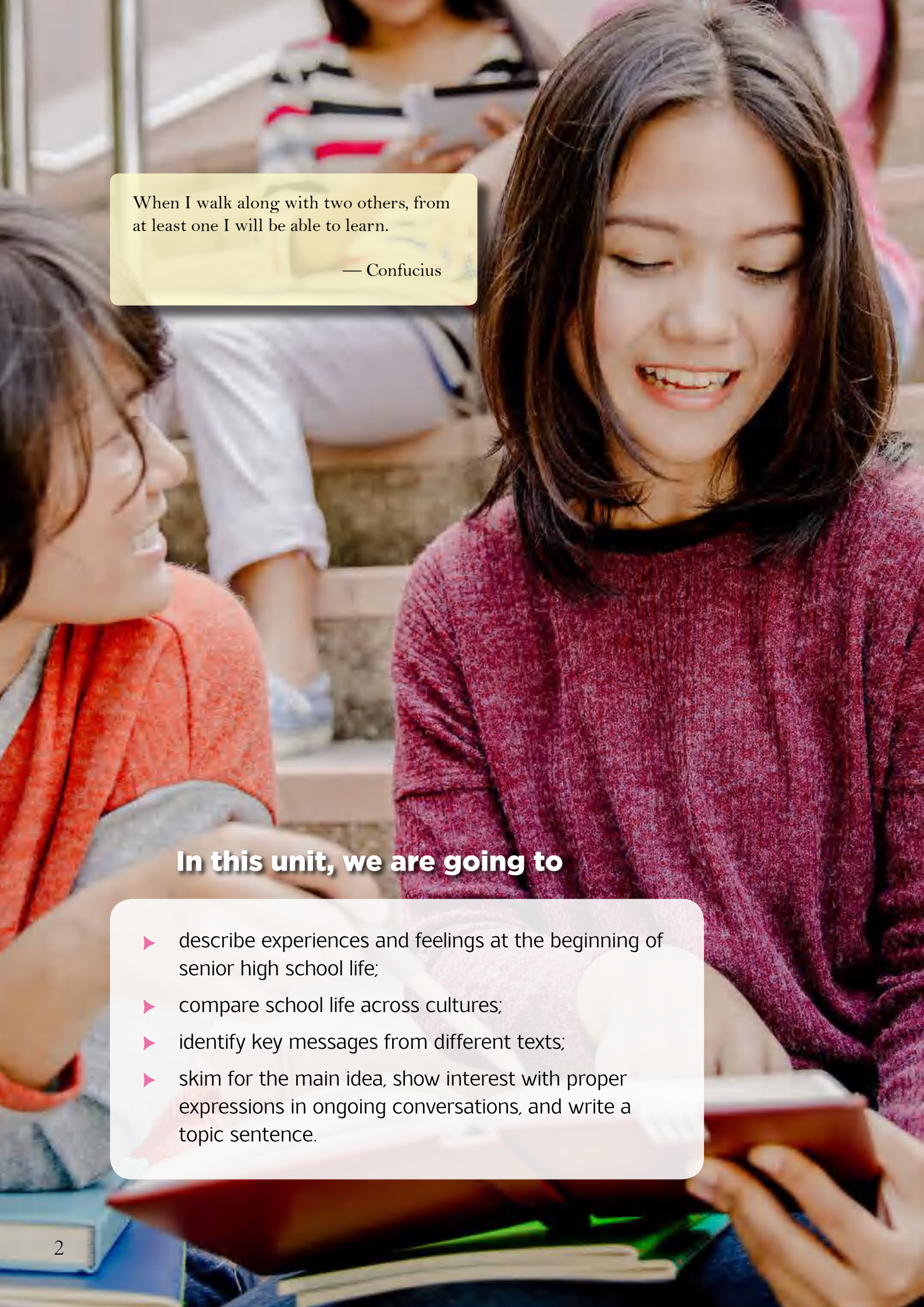
同学们，高中阶段英语学习的主要目的是全面提升语言能力。同时，通过英语学习获取更多的中外优秀文化知识，挖掘其承载的文化价值，提升跨文化交际意识和交流能力，训练思维的逻辑性、批判性和创造性。

本套教材共七册，其中前三册为必修阶段教材，后四册为选择性必修阶段教材。每册由四个单元组成。每个单元围绕人与自我、人与社会或人与自然三大主题展开，形成一个交际和学习活动相结合的有机整体。每个单元包括四大板块：理解（UNDERSTANDING）板块提供丰富的阅读、听力材料和视频片段；发现（DISCOVERING）板块包括词汇和语法知识，帮助同学们发现、掌握并学会使用规则，达到举一反三的效果；表达（PRODUCING）板块设计了听、说、读、看、写结合的综合活动，以帮助同学们提升用英语完成相关交际任务的能力；拓展（EXTENDING）板块包括思维训练（Critical Thinking）和项目探究（Further Exploration）两个部分，前者旨在帮助同学们训练逻辑思维和批判性思维的能力，后者指导同学们开展研究性学习、自主学习和合作学习。文化链接（Culture Link）为灵活板块，主要介绍与单元主题相关的世界文化或中国文化小百科知识。同学们还可以通过每单元最后的自我评价（Self-assessment）检测自己的学习成效，发现需要改进的地方后，制定相应的提升计划。

同学们，掌握一门外语意味着多一双看世界的眼睛，多一双听世界的耳朵，多一个探索世界的工具，也多一条传播中国文化的途径。学习外语需要大量的实践，需要持之以恒的努力。希望同学们在老师的指导下，把教材作为起跳板，充分调动你们已有的知识，探索未知的领域，“跃”向更广阔的世界。

编者  
2020年5月





When I walk along with two others, from at least one I will be able to learn.

— Confucius

### **In this unit, we are going to**

- ▶ describe experiences and feelings at the beginning of senior high school life;
- ▶ compare school life across cultures;
- ▶ identify key messages from different texts;
- ▶ skim for the main idea, show interest with proper expressions in ongoing conversations, and write a topic sentence.






# Unit 1

## School Life

## Getting Started

-  Look at the pictures and talk about your expectations about senior high school life.



plenty of books in the library



interesting lessons



colourful school activities



delicious food

## Reading A

*At the beginning of a new term, Jim shares one of his experiences about English writing. Read the text and find out what happened to him.*

### A WRITING ASSIGNMENT

Mrs Peabody, the English teacher, gave the class a writing assignment. “Write something in some way related to summer vacation,” she said. “Be as creative as you can. But,” the teacher added, “make sure you use proper spelling and grammar.”

That night Jim sat at his desk at home and stared at a blank sheet of paper. He didn’t want to write about his summer vacation as usual. What could he write about, except a dog, a water park, and two weeks of camp? Boring ... He’d actually been happy to get back to school.

So he wrote what he wanted. Not an essay at all but a short story, science fiction. It was about a distant planet that didn’t have summer — it was spring all the time. And it didn’t have vacations either. The aliens on the planet worked 24 hours a day. They wished they had vacations.

The next morning he handed in the story, but later that night he lay awake until 3 a.m., thinking, “Why did I do that?”

25 Will Mrs Peabody think I ignored the assignment?" English was his favorite class. Maybe he would beg Mrs Peabody for a chance to write another one, the sort she wanted.

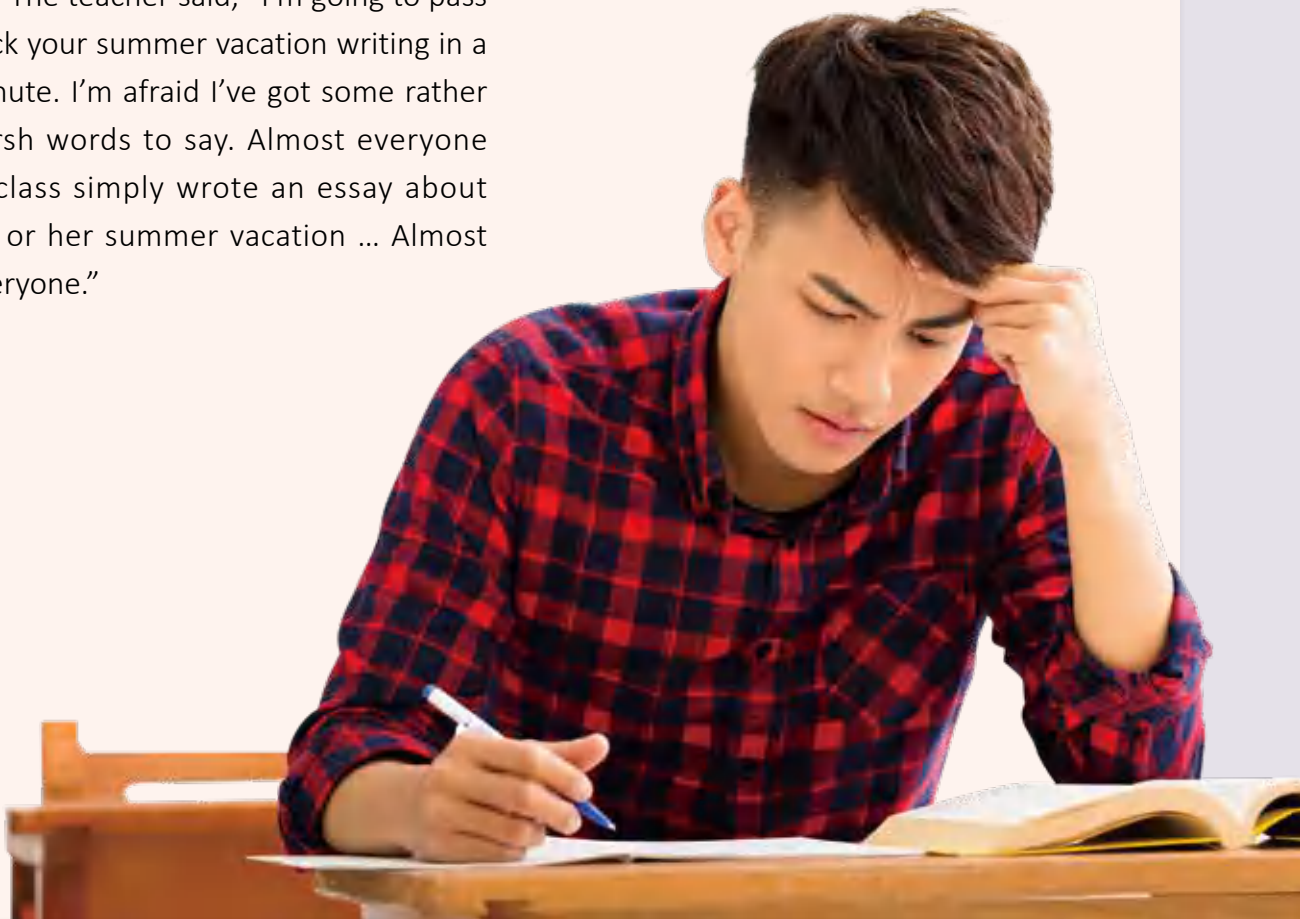
30 But when he got to class the following day, it turned out that Mrs Peabody had already read and graded the essays.

35 The teacher said, "I'm going to pass back your summer vacation writing in a minute. I'm afraid I've got some rather harsh words to say. Almost everyone in class simply wrote an essay about his or her summer vacation ... Almost everyone."

40 "This is bad," Jim thought, "I'm getting an F, I know it."

45 "But," the teacher continued, "one of you had the courage to be as imaginative as I asked you to be. Jim Martin was the only one who got an A on the assignment."

Jim couldn't believe his ears.



### ● Personal Touch



Is the ending of the story a surprise to you? Why or why not?

# Digging In

## ● Comprehension

### Reading Strategy

Skimming for the main idea

#### I. Choose the correct answers.

- Who are the main characters in the text?
  - Jim and the aliens.
  - Jim and Mrs Peabody.
  - Mrs Peabody and the aliens.
  - Jim, Mrs Peabody and the aliens.
- What is the text mainly about?
  - Jim's summer vacation in his English writing.
  - A different writing assignment Jim was given.
  - A writing assignment Jim did based on his own imagination.
  - Jim's decision to write science fiction about his summer vacation.

#### II. Complete the table with Jim's feelings based on information from the text. An example is given.

Time	Jim's feeling(s)	Evidence from the text
after Mrs Peabody gave the class a writing assignment on summer vacation	<i>bored, unhappy</i>	<i>Jim stared at a blank sheet of paper because he didn't want to write about his summer vacation.</i>
after Jim handed in his writing		
when Mrs Peabody started to comment on the graded essays		
when Mrs Peabody praised Jim for his courage and imagination		

#### III. Answer the questions.

- Why didn't Jim write an essay about his summer vacation?
- Do you think it was fair that Mrs Peabody gave Jim an A for his assignment? Why or why not?



## ● Vocabulary Focus

### I. Key Vocabulary

Fill in each blank with the appropriate form of a word from the text. The first letter is given.

As the new school year began, Jim was quite happy. But the writing assignment troubled him because the English teacher, Mrs Peabody, asked the students to write something r\_\_\_\_\_ to summer vacation. That night he s\_\_\_\_\_ at a blank sheet of paper for quite a long time. He didn't think his summer vacation was fun. So, he made up a science fiction story about life on a d\_\_\_\_\_ planet. He also made s\_\_\_\_\_ that he used proper spelling and grammar as Mrs Peabody required. Next day after handing in the story, Jim stayed awake that night. He feared that he had i\_\_\_\_\_ Mrs Peabody's requirements. He was worried that his writing would disappoint Mrs Peabody as most students might write e\_\_\_\_\_ about their summer vacation. However, it t\_\_\_\_\_ out that Jim was the only student who got an A. Mrs Peabody thought he had been c\_\_\_\_\_. What a great surprise!


### II. Word Formation: Suffixes

1. Read the text and find at least five words with suffixes.
2. Read the passage and identify the verb or noun form of each underlined word.

For Confucius, China's greatest teacher, learning was a powerful joint effort between teacher and student. He had a lot of interesting and meaningful discussions with his students.

Once Zilu asked, "When learning something, should I put it right into practice?" The Master replied, "Your father and elder brothers are still alive; how would you dare to act immediately after learning something?" Ran You then asked the same question. The Master replied, "Yes. Upon learning something, put it right into action."

In fact, the two students had different characters. Ran You was shy and slow, so Confucius encouraged him to go forward; Zilu was active and courageous, so he kept Zilu back.



A suffix is a letter or a group of letters added at the end of a word to make a new word.

**Noun suffixes:** *-age, -er/-or, -ance/-ence, -ation/-ion, -ment, -ness, -ship, -ty, etc.*

**Adjective suffixes:** *-al, -ful, -able/-ible, -ant/-ent, -ous, -ive/-ative, -less, -ly, -y, etc.*

**Adverb suffixes:** *-ly, -ward(s), -wise, etc.*

**Verb suffixes:** *-en, -ise/-ize, -ify, etc.*



3. Fill in the blanks with the appropriate forms of the words in brackets.

I am now going to start my new life in a senior high school.

I remember at the beginning of my junior high school life, I wanted everyone to like me and be **1** \_\_\_\_\_ (friend) to me. I had a lot of **2** \_\_\_\_\_ (difficult) catching up with my classmates. The following year was **3** \_\_\_\_\_ (definite) a problem year. I tried hard to build **4** \_\_\_\_\_ (friend) but didn't always succeed. Some subjects were **5** \_\_\_\_\_ (real) hard for me, especially physics. Every time I did experiments, I felt worried and **6** \_\_\_\_\_ (nerve). Both internal and external factors influenced my feelings.

The third year was fruitful for me. I became more **7** \_\_\_\_\_ (confidence) as I made great progress in physics. I got on well with my classmates. Many of them have now become my good friends.

Nothing is ever as bad as it seemed. The most **8** \_\_\_\_\_ (value) thing I have learned is that life will go on and efforts will pay off.

● **Grammar in Use**

**Tenses (review + future in the past)**

I. Read the passage and tell what tenses are used and why.

On the first day of September, Anne came home in high spirits. "I think I'm going to like school here," she announced. "I don't think much of the master, though. He's curling his moustache all the time ..." "Anne Shirley, don't let me hear you talking about your teacher in that way again," said Marilla sharply. "That is something I won't tolerate. I'm sure he can teach YOU something, and it's your business to learn."

**Grammar Highlights**

Tense	Form	Use	Example
<b>Simple present</b>	am/is/are do	For actions that happen regularly, or for permanent situations.	<i>There <b>are</b> a lot of neatly-dressed nice girls in school.</i>
<b>Simple past</b>	was/were did	For an action that happened in a definite time in the past.	<i>Ruby <b>gave</b> me an apple and Sophia <b>lent</b> me a lovely pink pen.</i>
<b>Simple future</b>	am/is/are going to do will/shall do	For an intention or a plan, a prediction, or an action in the future.	<i>But I like Diana best and always <b>will</b>.</i>
<b>Present continuous</b>	am/is/are doing	For something that is happening at the moment of speaking or for a limited time in the present.	<i>I <b>am writing</b> this letter because at the moment I am too excited to fall asleep.</i>
<b>Past continuous</b>	was/were doing	For an action that was happening at a particular time in the past.	<i>I <b>was thinking of</b> my new school life at this time yesterday evening.</i>
<b>Present perfect</b>	have/has done	For an action that happened in the recent indefinite past, an action or state that began in the past and continued to the present time, or for a past event with results in the present time.	<i>It is the first time I <b>have shared</b> a dorm with three other girls.</i>

Tense	Form	Use	Example
Future in the past	would/should do	For talking about hopes, expectations and intentions we had in the past.	Maybe he <b>would beg</b> Mrs Peabody for a chance to write another one, the sort she wanted.
	was/were going to do	For talking about a past intention, and it works well as an example of an excuse.	<b>I was going to send</b> you a message, but the smart phone ran out of power.

II. Work in pairs. Talk about your expectations about senior high school life when you were a junior high school student.

**EXAMPLE**

- A: What did you expect about senior high school when you were in junior high school?
- B: I hoped that I would be able to join a school drama club and perform on the stage.



III. Send an email to your friend Jim about your school life based on the above discussion. The following three questions can be used as your guide.

- A. What did you expect about the senior high school?
- B. Is your life now the same as you expected?
- C. What are you going to do in the days to come?

From: 
📎 📎 🌐 🖼️ 📄

To:

Subject:

*Hi Jim,*

*How's your life in the new school? I hope you have adapted well and enjoy the life there.*

*Up till now, I have been here for \_\_\_\_\_ days. I still remember in junior high school, I hoped that \_\_\_\_\_.* Now \_\_\_\_\_

\_\_\_\_\_.

*All the best*

*Yours,*

\_\_\_\_\_



# Listening and Viewing

## How to Have a Great First Year (School guide)

I. Look at the pictures and say what they are about.



II. Some senior students are giving suggestions to first-year students. Listen and choose the answers to the question.

Which tips are given to the first-year students?

- A. To meet new friends.
- B. To take part in social activities.
- C. To make a learning plan.
- D. To try something new.

III. Listen again and fill in the blanks.

	Ways to follow tips	Examples/Reasons
Tip 1	To 1 _____.	I first met my best friend at Year 7 camp.
Tip 2	To use a 2 _____. To start a regular study plan.	You are expected to be more 3 _____.
	To set up 4 _____ at home.	You can concentrate on work.
	To 5 _____ for homework and tick them off as you finish each task.	Know when you need to hand in your assignments and plan what you have to get done.
	To ask teachers for help with 6 _____ if you need it.	

IV. How do you like the above tips? Why?

## A High School Starter (TV programme)

- I. Do a survey in class with the following questions. You may add more questions.

What is your biggest concern about senior high school life?			
<input type="checkbox"/> School rules	<input type="checkbox"/> School facilities	<input type="checkbox"/> School activities	<input type="checkbox"/> Others: _____
How did you feel on the first day of senior high school?			
<input type="checkbox"/> Happy	<input type="checkbox"/> Surprised	<input type="checkbox"/> Puzzled	<input type="checkbox"/> Others: _____

- II. Look at the picture on the right and guess Lizzie's feelings about her senior high school life. Watch the video and check your guess.



- III. Watch the video again and choose the best answer.

- What experiences did Lizzie's father have in his first week in senior high school?
  - He was punished by his teacher.
  - He had no locker to himself.
  - He made fun of Lizzie's mother.
  - He was thrown into the dustbin.
- Which of the following was Lizzie's experience before she entered senior high school?
  - Being class president.
  - Doing well in gymnastics.
  - Protecting the environment.
  - Getting praise in her first job.
- Lizzie's father advised that she should \_\_\_\_\_ if she meets difficulties or failures in senior high school.
  - try again
  - learn to grow up
  - turn to her friends
  - ask him for help

### Culture Link

**First Week of Senior High School**  
 First week of high school varies greatly from culture to culture. For instance, it's a custom in South Korea and Japan to welcome new students with a school entrance ceremony, emphasising students' duties and responsibilities. Some skilled painters in Japan draw welcome pictures on the blackboard. In the US, most high schools offer a training course before school actually starts. New students learn their way around the building and meet some of their teachers and fellow students.

- IV. Do you think the conversation between Lizzie and her father would help her in senior high school? Why or why not?



# Moving Forward

## Describing Your First Week

### I. Speaking: Interviewing newcomers

The school English newspaper *No. 1 Senior High School Weekly* is conducting an interview about students' experiences and feelings during their first week in No. 1 Senior High School.

Step  
1

Work in groups of four. Brainstorm the interview topic. The topic can be school activities, school facilities, people you meet at school or school subjects and so on. Each group chooses one topic.

Step  
2

Conduct the interview. One student is the reporter, one is the note-taker, and the other two are the interviewees. Try to show interest while listening and talking.

### EXAMPLE

**Li Mei:** Hi, I'm Li Mei from *No. 1 Senior High School Weekly*. Anything exciting about your new school life?

**Zhang Yan:** The school library is great!

**Zhao Shan:** Yes. I loved the place when I visited it for the first time.

**Li Mei:** Wow! What makes it so attractive?

**Zhang Yan:** The environment is quiet and comfortable.

**Zhao Shan:** There's a large collection of magazines and books. It also has modern facilities.

**Li Mei:** Amazing! Could you tell me more about your experiences at the library?

**Zhao Shan:** Sure. It only took me five minutes to borrow *Selected Stories of O. Henry*. The computer helped me to

quickly find the book because the self-service borrowing system was very convenient.

**Zhang Yan:** The library is decorated with plants, lovely desks and chairs, so I felt totally relaxed while studying or reading there.

**Li Mei:** Yeah, a good place to go.



Step  
3

Take turns to act out the interview in class.

## Speaking Strategy

### Showing interest with proper expressions

When we are interested in what other people say, we use actions and expressions to participate actively. Actions include smiling, nodding and the like. Expressions are as follows:

**Response:** Uh-huh./Oh, I see./Yeah, that's true./ You are right.

**Stronger response:** Really?/Hmm, that's an excellent point!/Wow! That's amazing!/That's wonderful!  
You must be joking!

## II. Writing: Describing the first experiences

Write a paragraph in 60-80 words based on the interview conducted by the school English newspaper.

Step 1

Sort out the notes you have taken in the interview.

### EXAMPLE

Zhang: *The school library is great.*

Zhao: *I loved the place when I visited it for the first time.*

Zhang: *The environment is quiet and comfortable.*

...

Step 2

Come up with a topic sentence for your selected notes.

### EXAMPLE

Which statement might be the proper topic sentence of the interview notes?

- The school library is a great place to visit.
- Zhang Yan and Zhao Shan loved the school library for several reasons.
- The environment of the school library is attractive to Zhang Yan and Zhao Shan.

## Writing Strategy

### Writing a topic sentence

A topic sentence gives readers an overview of what they are about to read. It usually appears at the beginning or the end of a paragraph.

Step 3

Combine the topic sentence and the selected notes into a paragraph. Add your paragraph to the sample paragraph below.

### New Friends, New Voices

This year our school has 300 new students. They felt happy to share their experiences and feelings about their first week at school.

Topic sentence

\_\_\_\_\_.

Details

Zhang Yan said the library is decorated with plants, lovely desks and chairs and she felt totally relaxed while studying or reading there. Zhao Shan remembered he was able to borrow *Selected Stories of O. Henry* within five minutes. The computer helped him quickly find the book because the self-service borrowing system was very convenient.

Topic sentence

\_\_\_\_\_.

Details

\_\_\_\_\_.





### A LETTER TO MY DAUGHTER

Dear Daughter,

*I know perhaps you will be surprised to read this: I remember well what it was like to be a teenager. As I watch you prepare for your first day of senior high school, there are a few things I want you to know.*

5 *You may be putting yourself under pressure to make sure that everything is perfect for that first day, but I want you to know that there's no such thing as perfect. I've said it before, but it bears repeating. There is nothing perfect. There is only good enough, but what is most important is believing you're good enough — just as you are.*

10 *Also, remember that you're not in this boat alone. You're not the only one facing a new school, new classmates, new teachers, new expectations and new pressures. At some point, everyone else is — or was — where you are right now. I hope you find comfort in that.*

15 *There might be some people who will not always be so friendly to you. You will find such people not only in senior high school, but throughout your adult life. When you are reflecting on a nasty comment someone made on you or an unfriendly glance that came your way, I hope you'll remember that these behaviours always say more about the giver than the receiver and that there will never be a shortage of kind people and genuine smiles in your life.*

20 *As you go forward into this new chapter in your life, I hope you'll realise early that we are most often held back by the limitations we put on ourselves — by the stories we tell ourselves about who and what we are. Whenever you're tempted to say, "I can't ..." or "I'm not ..." about something you really want to achieve, I hope you'll change that story — because*  
25 *you can and you are.*

Love,

Mum

● **Comprehension Plus**

I. Complete the table based on the letter.

Daughter's possible problems	Mother's advice
<i>Trying to make everything perfect for the first day at school.</i>	<i>Believe you are good enough.</i>

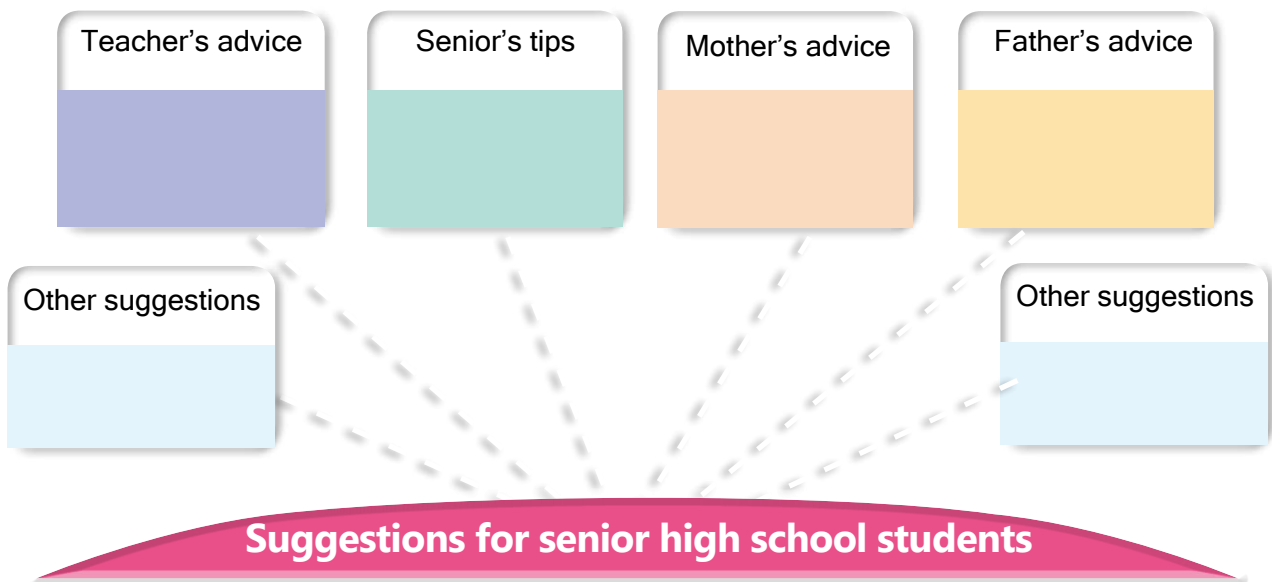
II. Answer the questions.

1. What qualities does the mother wish her daughter to have?
2. How might the daughter feel after reading the letter?

**Critical Thinking**

Identifying key messages from different texts

I. What suggestions for senior high school students have you learned from this unit? Identify the key messages and put them in the corresponding boxes.



II. What other suggestions for school life have you been given before? Write them in the blanks above. How do you feel about these suggestions? What suggestions would you like to give high school starters based on your experiences?



### Describing an ideal school life

Work in groups. Share what you know about school life and describe your ideal school life.

**Step 1** Share something interesting, meaningful or unique about your school life in the past or at present. Search for information related to school life in different countries. Put the information you have shared and collected in the table.

	School 1	School 2
Name		
Country		
School life 1: Courses		
School life 2: Activities		
...		

**Step 2** Sort out the information you have collected. Hold a discussion and select the part of school life you like. Work out an ideal school life by putting together your favourite parts.

**Step 3** Decide whether to present it as a report, a short play, a talk show or an interview. Prepare two questions for the audience to answer.

**Step 4** Take turns to give presentations and raise questions. The audience should take notes while listening and be prepared to answer the questions.



## Self-assessment

Look at the expected learning outcomes of this unit and answer the questions.


- A. Figuring out feelings of senior high school starters
- B. Talking about experiences and feelings about senior high school life
- C. Describing ideal school life in a certain culture
- D. Identifying tips about school life from different sources
- E. Reading a text quickly to get the main idea
- F. Using proper expressions to show interest in a discussion
- G. Writing a topic sentence for a paragraph

**Which of the above have you done well? Why and how?**

**Which of the above do you still find difficult? Why?**

**What do you plan to do if you find something difficult?**





Absolutely nothing is so important for a nation's culture as its language.

— Wilhelm von Humboldt

### **In this unit, we are going to**


- ▶ describe feelings related to cross-cultural experiences;
- ▶ discover cross-cultural differences in languages;
- ▶ illustrate an idea with an example;
- ▶ listen for the main idea, attract the audience's attention while giving a presentation, and write supporting sentences.

# Unit 2

## Language and Culture



### Getting Started

-  Look at the picture and answer the questions.

Many Chinese used to greet each other by asking if they had eaten. Are there people around you still doing that? Who might misunderstand it as an invitation or something else?



*Have you had any confusing moments in another culture? Read the story and find out what might be the cause(s).*

## THE CONFUSING WAY MEXICANS TELL TIME

When I first set foot on Mexican soil, I spoke Spanish well. So when I asked a local ice-cream seller for an ice-cream, and he said "ahorita," which directly translates to

5 "right now," I took him at his word, believing that its arrival was immediate.

I sat near his shop and waited. Half an hour passed and still no ice-cream arrived, so I asked again about it. "Ahorita," he told





## The Confusing Way Mexicans Tell Time

10 me again. His face was a mix of confusion and maybe even embarrassment.

I was torn. Waiting longer wasn't pleasant, but I felt it was impolite to walk away, especially if the ice-cream  
15 was now being delivered just for me. But finally, after waiting too long, I made a rush for the nearest bus to take me home. As I left, I signalled at my wrist and shrugged to the ice-cream seller.  
20 Obviously I couldn't wait any longer and it really wasn't my fault. His face was, once again, one of total confusion.

This experience faded from my memory until years later when I came  
25 back to live in Mexico. I discovered that understanding "ahorita" took not a fluency in the language, but rather a fluency in the culture. When someone from Mexico says "ahorita," it should  
30 almost never be taken literally; its meaning changes greatly with context. As a linguist told me, "Ahorita could



35 mean tomorrow, in an hour, within five years or never." It is even used as a polite way of saying "no, thanks" when refusing an offer.

Difficulty in explaining what I have come to call "Ahorita Time" is a reflection of different cultural understandings of time. Since I moved to Mexico, my attitude towards time has changed dramatically. I don't worry so much about being late; I am generally still on time for appointments, but when I'm  
40 not, I don't panic. Ironically, it would seem that "Ahorita Time" has actually allowed me to live far more in the "right now" than I ever did before.



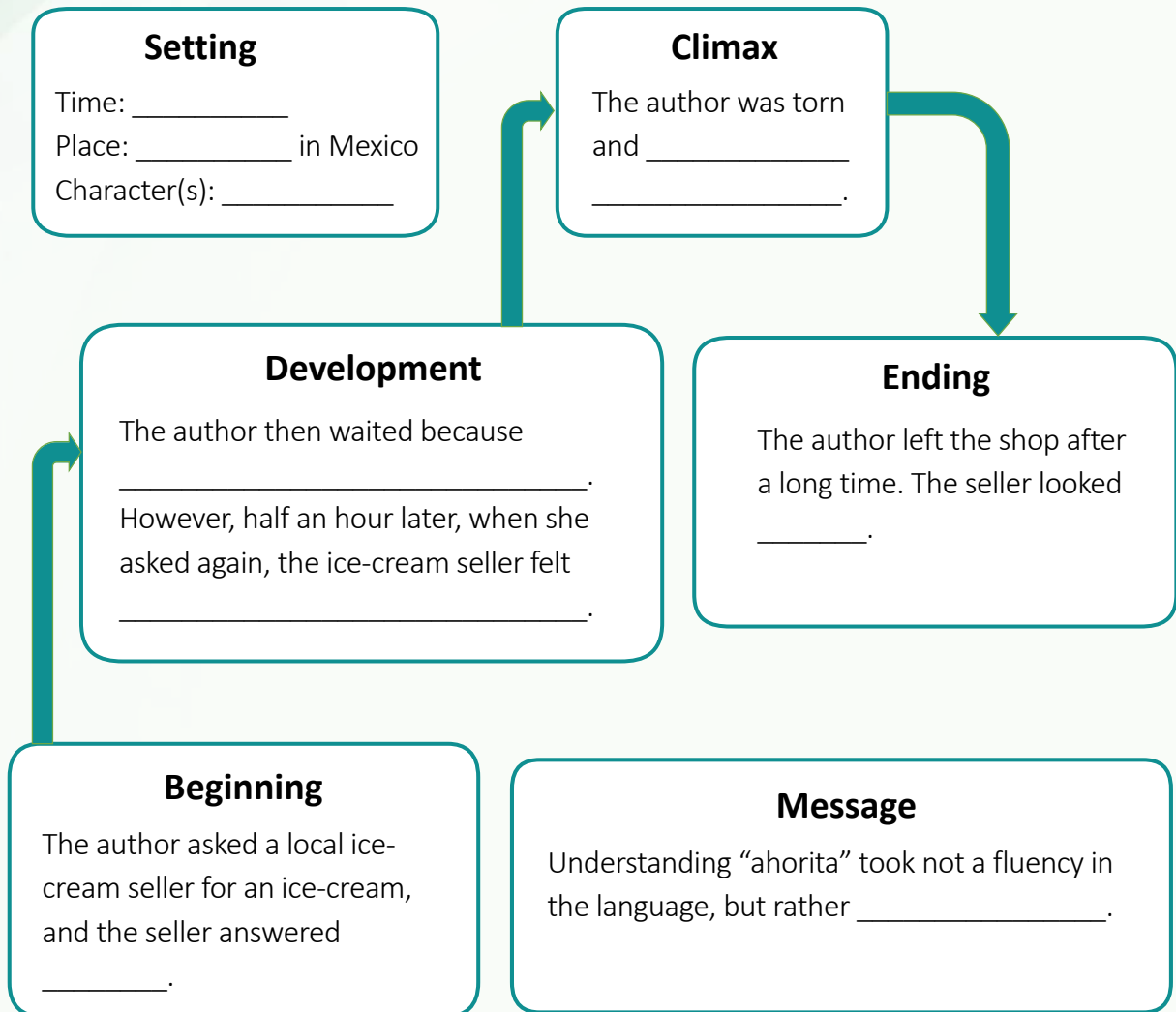
### ● Personal Touch

- What word in your mother tongue is confusing like "ahorita" in Mexico?
- Could you share any story or experience related to the word?

# Digging In

## ● Comprehension

I. Below is an outline of the passage you have just read. Complete the diagram with information from the text.



II. Answer the questions.

1. What did “ahorita” mean to the author? What might the ice-cream seller mean by saying “ahorita”?
2. What did the author suggest by saying “I was torn” (line 12)?
3. Why didn’t the author worry so much about being late after moving to Mexico years later?
4. Do you think Spanish people would mean the same as Mexicans when they say “ahorita”? Why or why not?

## ● Vocabulary Focus

### I. Key Vocabulary

Fill in the blanks with the appropriate forms of the given words and expressions to complete the passage.

<b>confusion</b>	<b>deliver</b>	<b>reflection</b>	<b>refuse an offer</b>
<b>context</b>	<b>set foot on</b>	<b>signal</b>	<b>torn</b>

This is a story about how a foreigner got confused about a Mexican word even though she could speak fluent Spanish. It happened when she **1** \_\_\_\_\_ Mexican soil for the first time. She asked an ice-cream seller for an ice-cream, and he said “ahorita.” She thought it would **2** \_\_\_\_\_ immediately because the word can be directly translated to “right now.” But she waited for half an hour and still no ice-cream came. When she asked the seller about it, he said “ahorita” again, with his face showing **3** \_\_\_\_\_. She felt **4** \_\_\_\_\_ between waiting and walking away. Finally, she had to go home, so she **5** \_\_\_\_\_ to the seller that she could not wait any longer. Years later back in Mexico, she came to realise that the meaning of “ahorita” changes according to its **6** \_\_\_\_\_. It could mean “tomorrow,” “within five years,” “never,” or even “no, thanks” when one wants to **7** \_\_\_\_\_. “Ahorita Time” is a **8** \_\_\_\_\_ of different cultural understandings of time. That is, understanding “ahorita” takes not a fluency in the language, but a fluency in the culture.

### II. Word Formation: Prefixes

1. Read the sentence and rewrite it with the opposites of the underlined words without changing the meaning.

Waiting longer wasn't pleasant, but I felt it was impolite to walk away.

Waiting longer was \_\_\_\_\_, but I felt it wasn't \_\_\_\_\_ to walk away.



A prefix is a letter or a group of letters added to the beginning of a word to indicate or modify its meaning.

Prefix	Word	Word with a prefix
im-	polite	impolite
in-	expensive	inexpensive
un-	fortunate	unfortunate
	fold	unfold
dis-	appear	disappear
	advantage	disadvantage
mis-	understanding	misunderstanding
cross-	cultural	cross-cultural
en-	rich	enrich
pre-	view	preview
co-	operation	cooperation



2. Add a prefix in the left box to a word in the right box to make a new word. Fill in the blanks with the new words.

**Prefix:** cross- en- mis-  
inter- un- co- tele-

**Word:** cultural understanding phone  
able certainty operation national

Culture shock refers to a sense of confusion or **1** \_\_\_\_\_ with feelings of anxiety when people are introduced to a foreign environment.

If you are a(n) **2** \_\_\_\_\_ student experiencing culture shock, here are some tips that might help:

- Research the host country's culture and build up **3** \_\_\_\_\_ awareness.
- Look for activities that **4** \_\_\_\_\_ you to interact with other students who share your interests.
- Stay calm when some **5** \_\_\_\_\_ occurs and reach out for help if necessary.
- Keep in touch with your family and friends via email, video chat or **6** \_\_\_\_\_.
- Value **7** \_\_\_\_\_ and prepare to work with other students.

## ● Grammar in Use

### Basic sentence patterns

I. Read the passage and tell how many sentence patterns there are.

The origin of the English word *hello* is the French *holà*. It roughly means “whoa there!” (ho, là). But the French people do not make *holà* a greeting word. The Italian word *Ciào* finds its origin in the Venetian phrase *s-ciao vostro* or *s-ciao su*. The literal translation is “I am your slave.” In fact, the meaning is “at your service.”



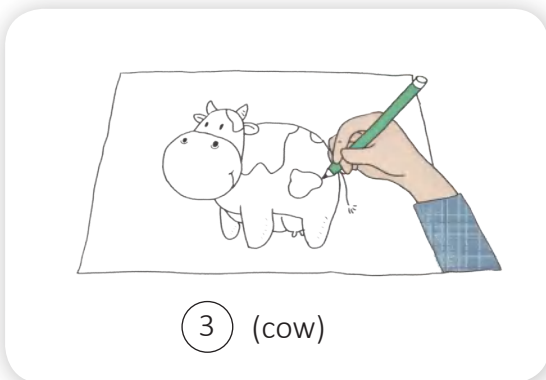
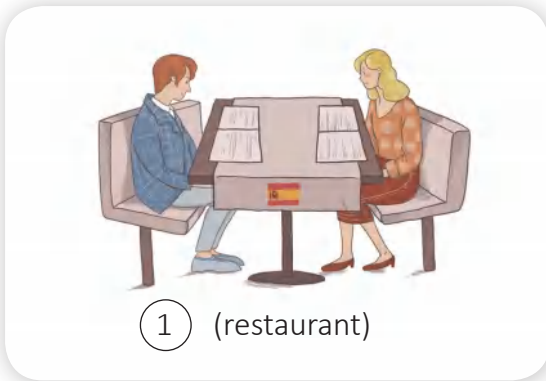
## Grammar Highlights

- S+V:** Subject+ Verb (*vi.*)  
The meaning of the idiom changes greatly.  
S V
- S+V+C:** Subject + Linking Verb + Complement  
I was torn.  
S V C
- S+V+O:** Subject + Verb (*vt.*) + Object  
I spoke Spanish well.  
S V O
- S+V+O+C:** Subject + Verb + Object + Complement  
She found the word “ahorita” confusing.  
S V O C
- S+V+O<sub>i</sub>+O<sub>d</sub>:** Subject + Verb + Indirect Object + Direct Object  
She gave him a signal.  
S V O<sub>i</sub> O<sub>d</sub>

II. Identify the sentence pattern of each sentence in the paragraph. An example is given.

Today my friend told me a funny story. One day, an American was meeting  
 ① (S + V + O<sub>i</sub> + O<sub>d</sub>) ② ( )  
a Chinese man. As the visitor saw the host's wife, he said, "Your wife is very beautiful."  
 ③ ( ) ④ ( )  
The host smiled and said, "Where? Where?" This surprised the American very much,  
 ⑤ ( ) ⑥ ( )  
 but still he answered, "Eyes, hair, nose." Of course the host found the answer  
 ⑦ ( )  
a bit puzzling. We know that cultural differences in languages caused the confusion.  
 ⑧ ( )  
"Where? Where?" in Chinese is a kind of humble expression, but the American  
 ⑨ ( )  
 understood it as "Which parts of the body?"

III. Complete the story according to the pictures and the clue words. Try to use as many different sentence patterns as possible.



A couple were travelling in Spain. One day they went into a small restaurant for lunch. They did not speak the local language and the waiter did not speak their language ...



## Listening and Viewing



### Cultural Differences in Body Language (Radio programme)

I. If you were a traveller in Spain, how would you use your body language to ask the waiter for milk?

II. Listen and choose the main idea of the programme.

- A. Gestures differ from country to country in expressing similar ideas.
- B. Similar gestures may have different meanings in different countries.
- C. People often use their hands or heads to express their feelings.
- D. People in different countries use different gestures to show disagreement.

III. Fill in each blank with no more than two words. Then listen again and check.

Using gestures to express what you are feeling is common in some countries but not in others. Shaking heads mostly means 'no,' but in some countries it can mean the **1** \_\_\_\_\_. For example,

in Greece, shaking heads means **2** \_\_\_\_\_; in Bulgaria, it means **3** \_\_\_\_\_; and in India, it means lots of **4** \_\_\_\_\_. Besides, in some areas of southeastern Europe, **5** \_\_\_\_\_ means 'no.'

IV. Some gestures may convey different messages in different cultures. Give an example.



## "I Don't Care" vs. "I Don't Mind" (Mini-lecture)

I. Before watching, complete the dialogues with "I don't care" or "I don't mind".

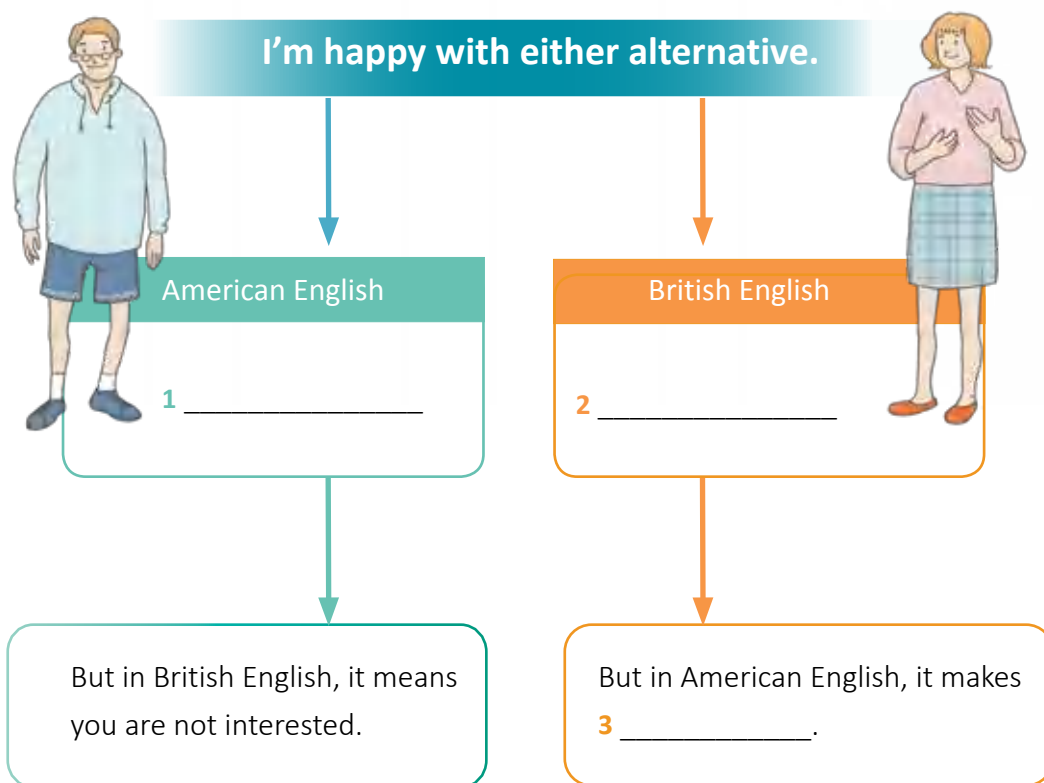
1. — Do you mind giving a free ride to a stranger?  
— \_\_\_\_\_.
2. — Would you like to have tea or coffee?  
— \_\_\_\_\_.

II. Watch Part I of the video and choose the best answer.

The video is about the difference \_\_\_\_\_.

- A. between tea and coffee
- B. in making decisions in the US and the UK
- C. between American and British English
- D. in showing disagreement in the US and the UK

III. Watch Part II of the video and complete the diagram.



IV. Answer the questions.

1. What other differences between American and British English are mentioned in the video?
2. Can you give more examples to show differences between American and British English?

## Moving Forward

### Introducing a Chinese Word



#### I. Writing: Writing about a Chinese word

Suppose some students from your sister school abroad are visiting your school. You are asked to give a talk about “Chinese words and their stories.”

#### Step 1

Work in groups. Brainstorm about words in Chinese and their different usages in different contexts. The words can be confusing, interesting or funny, such as “ahorita” in Mexican Spanish or “chi” in Chinese.

#### Step 2

Choose one word and list its different usages or stories. Find out the peculiar cultural message behind the word.

#### Step 3

Write a topic sentence based on the information. Find relevant details and put them in the supporting sentences.

#### Writing Strategy

##### Writing supporting sentences

All the supporting sentences should be related to the topic sentence. Good supporting sentences have different goals. Writers use them to explain, describe, give reasons, give facts, give examples or define.

Tick (✓) the sentences that are related to the given topic sentence.

#### Topic sentence:

A simple Chinese word “chi” (to eat) has a lot of extended meanings.

#### Supporting sentences:

- As the saying goes, “People can’t do without food.”
- Chinese people’s love or concern for food has lent many colourful expressions to their mother tongue.
- The word sometimes goes beyond its literal meaning. For example, “chi moshui” means “to receive education” instead of “to eat ink,” and “chi cu” means “to be jealous” rather than “to eat vinegar.”
- It can be referred to as “to depend on.” For instance, “chi laobao” means “to live on labour security funds” and “kaoshan chishan” means “those living in a mountainous area depend on the mountains for a living.”

#### Step 4

Put all the sentences into a paragraph.

## II. Speaking: Giving a talk on a Chinese word

**Step 1** Work in groups. Find a way to attract the audience's attention with the help of the speaking strategy.

**Step 2** Put what you have written in a speaking outline. Practise the group presentation with other members. Prepare some questions for listeners to answer after the presentation.

### Introduction

Greeting

Asking a question

e.g. *Do you know how to say "eat" in Chinese?*

### Body

Topic sentence

e.g. *A simple word "chi" has a lot of extended meanings.*

Supporting sentences

e.g. *meaning 1*

*meaning 2*

### Conclusion

**Step 3** Give your presentation in class. Ask some questions after the presentation.

### Speaking Strategy

#### Attracting the audience's attention

A good speaker begins a presentation with a quick and friendly greeting. This makes the audience feel welcome.

A speaker can also attract the audience's attention by asking a question.

- *How many of you have ever studied Chinese?*
- *Have you got a Chinese expression similar to "ahorita"?*





# MY EXPERIENCE WITH AMERICAN ENGLISH

When I was ten years old, I went to the US to visit some family friends. We travelled all the way from California to Las Vegas. I noticed something funny about the way everyone spoke English. I was thinking, “This is the way they speak in films!”

At the beginning of the holiday, one of my friends asked me if I wanted to order “French fries.” I couldn’t imagine what French fries were. What was fried and French?! Snails? Cheese? She was amazed that I had never tried them and she ordered a portion for us to share. When the waiter brought us some chips, I asked her where the French fries were. She pointed to the plate of chips! Later that week she said she was going to buy some “chips” from the supermarket. She came out with a packet of crisps!

During that holiday we were also offered “biscuits and gravy” with our lunch. This was a very strange idea to me, because in England biscuits are sweet. Gravy is a salty, meat-based sauce. I later realised that “biscuits” in America are savoury snacks. What we call “biscuits,” they call “cookies.”

I was also embarrassed when a stranger told me she liked my “pants.” I remember thinking, “How can she see my underwear!?” My mum then told me that they call “pants” what we call “trousers,” the outer clothing that you wear on your legs!

I was disgusted when I saw an “eggplant” pizza on the menu in a restaurant. Eggs do not grow on plants, I thought. What on earth could an “eggplant” be? Something egggy and leafy? My dad ordered this pizza and it was covered in aubergines. I asked him where the “eggplant” was. He laughed and pointed to the aubergines. He told me, “They call this ‘eggplant’ in America!”

Although the same “language” may be spoken in different countries, there are likely to be many differences, not just in vocabulary but also in spelling, grammar and pronunciation! I think part of the excitement of learning a language is discovering the differences in how it is spoken in different places.

## Culture Link

### Varieties of English

There are many varieties of English throughout the world, such as British English, American English, Australian English, Indian English, Canadian English, Malaysian English and Singapore English. Take Singlish (Singapore English) as an example. *The New York Times* calls Singlish a “patchwork” because Singapore’s population consists of migrants from a variety of countries, including China, India and Malaysia, all of whom have made their own special contributions to the country’s unique version of English. In Singlish you can easily recognise influences from Chinese like “mee sian” (rice noodle) in terms of the accent.

## ● Comprehension Plus

### I. Answer the questions.

Where does the author most probably come from? Why?

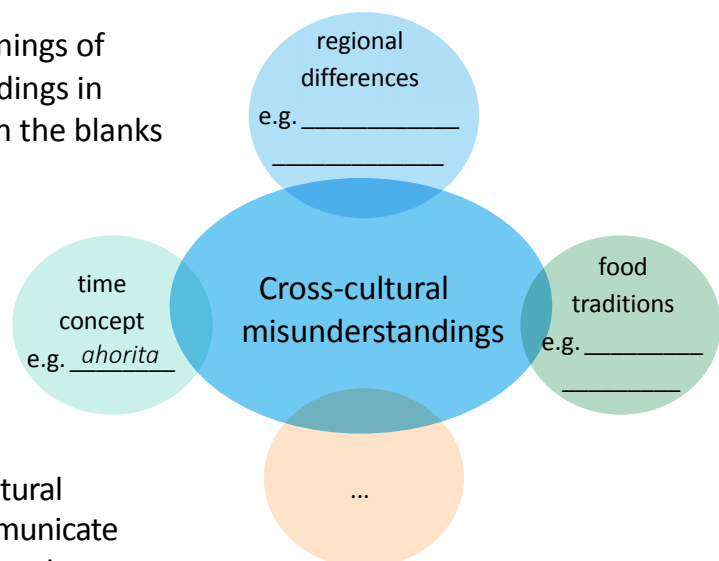
### II. Fill in the blanks with information from the text.

		American English	British English
At the beginning of the holiday,	her friend ordered French fries for her. she felt curious.	<u>French fries</u>	<u>Chips</u>
Later that week,	her friend _____ she felt _____	_____	_____
During that holiday,	they were _____ she felt _____	(1) _____ (2) _____	(1) _____ (2) _____
When she met a stranger,	the stranger said _____ she felt _____	_____	_____
When she was in a restaurant,	she saw _____ she felt _____	_____	_____

## Critical Thinking

### Illustrating an idea with an example

I. Cultural factors may influence meanings of languages and cause misunderstandings in cross-cultural communication. Fill in the blanks with information from the unit.



II. Do you agree that learning about cultural differences can help you better communicate with others? Give an example to support your opinion.

### Comparing different cultural messages behind English and Chinese words

**Step 1** Work in groups. Each group searches for a certain type of words in both languages, such as words for numbers, colours, animals, plants or foods.

**Step 2** Find out the different cultural messages of these words in each language. Take their respective cultural traditions into consideration as cultural messages may have changed over time. Sort out the collected information and put it in the table. An example is given.

#### Group 1: Comparing Colour Words in Traditional Cultures

Word	English		Chinese	
	Cultural message	Example	Cultural message	Example
white	<i>purity</i>	<i>wedding dress (bride)</i>	<i>death</i>	<i>funeral</i>
black				
red				
...				

**Step 3** Practise your presentation within groups.

**Step 4** Give your presentation to the class. Other groups listen carefully, raising questions or making comments afterwards.



## Self-assessment

Look at the expected learning outcomes of this unit and answer the questions.

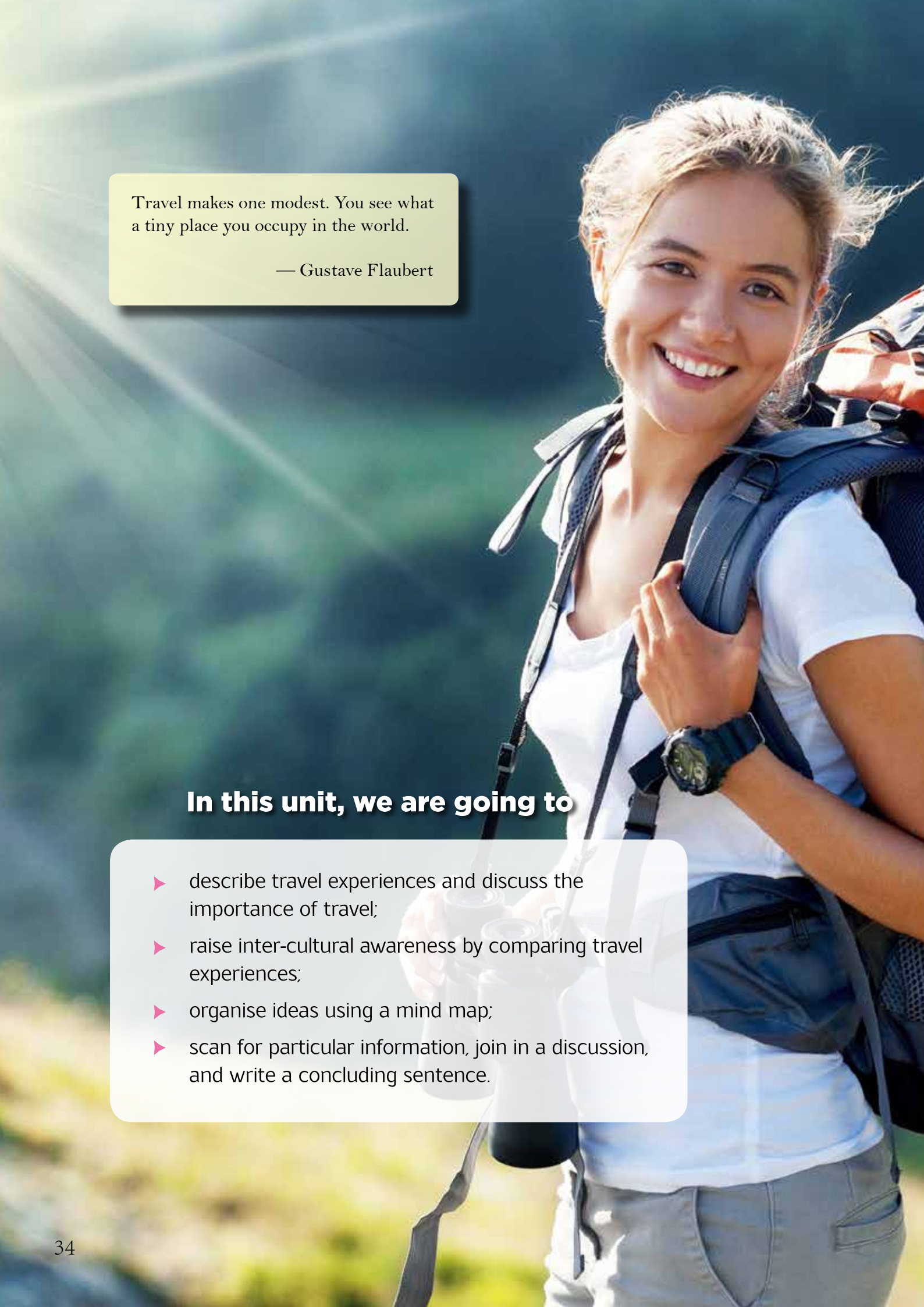
- A. Understanding one's feelings when he or she is experiencing a different culture
- B. Introducing a Chinese word or expression with different meanings in different contexts
- C. Exploring different cultural messages behind English and Chinese words
- D. Illustrating factors leading to cross-cultural misunderstandings with examples
- E. Listening for the main idea about cross-cultural communication
- F. Writing supporting sentences for a paragraph
- G. Attracting the audience's attention at the beginning of a presentation

**Which of the above have you done well? Why and how?**

**Which of the above do you still find difficult? Why?**

**What do you plan to do if you find something difficult?**





Travel makes one modest. You see what a tiny place you occupy in the world.

— Gustave Flaubert

## In this unit, we are going to

- ▶ describe travel experiences and discuss the importance of travel;
- ▶ raise inter-cultural awareness by comparing travel experiences;
- ▶ organise ideas using a mind map;
- ▶ scan for particular information, join in a discussion, and write a concluding sentence.




# Unit 3

**Travel**



## Getting Started

-  Look at the pictures. Discuss the questions in pairs.

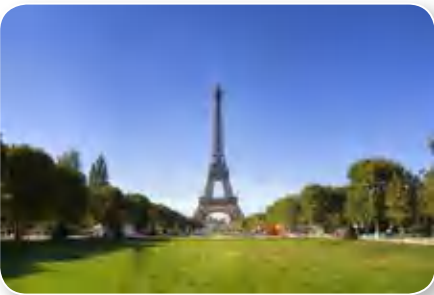
If you have an opportunity to travel to any of the following places, where would you like to go? Why?



Beijing, China



Cairo, Egypt



Paris, France



Maldives

## Reading A

*Eleanor went to Rome last week. What did she do there? Did she enjoy her visit? Read the text and learn about her travel experiences in Rome.*



### A ROMAN HOLIDAY

Last week I visited Rome for the first time. I spent three busy days in the Italian capital, seeing lots of tourist attractions and walking down streets lit with Christmas decorations. Here are the things that I loved about the city.

Rome is one of the most ancient cities in the world and is full of wonderful relics from its distant past. These include the Roman Forum, which was once the centre of public and political life in Ancient Rome, as well as the vast Coliseum,



the largest outdoor theatre ever built and one of the greatest wonders in the world. The ruins of buildings and temples are fascinating: you can't quite believe how old they are.

I studied the masterpieces of the Renaissance<sup>1</sup> period at school and was excited to see them in real life. When I walked around the museum in Vatican City, I saw plenty of famous sculptures. The best part of the visit was, without doubt, the Sistine Chapel ceiling, painted in the early 16th century by the great Michelangelo. It was so breathtaking that I couldn't tear my eyes away from it.

In Rome, there is a large offering of food for tourists, but some of it isn't very good in quality. I made an effort

to find some restaurants to taste the popular meals of the region, like pasta with tomatoes, onions and bacon. I also loved eating ice cream and drinking hot chocolate under the Christmas lights.

Rome has not only lots of luxury stores, but also plenty of shops that are in my price range. It was a perfect opportunity to buy presents for my family and friends. There was also a Christmas market, where I bought a sparkly decoration for the tree.

I love visiting new places, especially capital cities. I have been very lucky this year because I also visited Amsterdam in the summer. Hopefully I'll travel even more in the future.

### Note

1. The Renaissance started from the 14th century and lasted until the late 16th century. It is considered to be the bridge between the Middle Ages and the modern era.

### Personal Touch

- Have you ever visited a historic place like Rome? Did you like it? Why or why not?



# Digging In

## ● Comprehension

I. List the things Eleanor loved about Rome.

**Eleanor loved Rome.**

← Rome is an ancient city full of relics.

←

←

←

II. Read the text again and tick (✓) the things Eleanor did in Rome. Explain why she liked them.

**Reading Strategy**  
Scanning for particular information

A. walking along the banks of the River Tiber

B. visiting the Roman Forum and the Coliseum

C. visiting Vatican City

D. visiting the Spanish Steps

E. going shopping in a Christmas market

F. popping her hands into the Mouth of Truth

G. tasting some popular meals

H. throwing a coin into the Trevi Fountain

III. Answer the questions.

1. Why does Eleanor love visiting capital cities?
2. Where do you think Eleanor would go next? Why?

## ● Vocabulary Focus

### I. Key Vocabulary

Describe Eleanor's experiences according to the travel plan, using the words and expressions given below. The beginning sentences are given.

Eleanor's travel plan	
Time	Activities
Day 1	Visit the Coliseum ...
Day 2	See the masterpieces of the Renaissance ... Go to some restaurants ...
Day 3	Buy presents ...

*tourist attraction*  
*breathhtaking*

*decoration*  
*tear away*

*wonder*  
*make an effort*

*opportunity*  
*quality*

Eleanor visited Rome last week. She visited many **tourist attractions** and walked down streets lit with **decorations**. She stayed in Rome for three days. On the first day, ...

### II. Word Formation: Compounding

1. Read the sentences below and see how the underlined words are formed.

(1) I studied the masterpieces of the Renaissance period at school and was excited to see them in real life.

(2) It was so breathtaking that I couldn't tear my eyes away from it.

Compound words are formed by putting two or more words together. The new word can be a noun, such as *masterpiece*, an adjective, such as *breathtaking*, or a verb like *spoonfeed*.



2. Make compound words by matching a word from Box A with one from Box B. Then complete the sentences with the appropriate compound words.

**A**

heart	back	over
country	land	well

**B**

come	side	ground
break	mark	known

- (1) Travel can be a scary thing, but most of the things we may fear about travel can easily be \_\_\_\_\_.
- (2) I've been looking to change the \_\_\_\_\_ images on my computer. That's why I was happy to find a wonderful photo taken in New Zealand last summer.
- (3) We know that \_\_\_\_\_ brings great sadness and emotional suffering but travel is a good way to help us forget.
- (4) If you walk in the \_\_\_\_\_ of Britain, you'll spot piles of stones along the road from time to time.
- (5) Famous \_\_\_\_\_ in Shanghai include the Bund, the Oriental Pearl TV Tower and the Huangpu River.
- (6) Edinburgh is famous as the home of many \_\_\_\_\_ writers such as Robert Louis Stevenson, Arthur Ignatius Conan Doyle and Joanne Kathleen Rowling.



## ● Grammar in Use

### Adverbial clauses (review)

I. Read the paragraph and underline the adverbial clauses. Tell which type each adverbial clause belongs to.

On a winter afternoon, we walked along the Huangpu River though a cold wind was blowing. Clouds moved across the sky and at times hid the tip of the Oriental Pearl Tower. We talked as we walked. We tried to let go of our thoughts about study yet they kept creeping into our conversations. We walked for about an hour before we headed back to school.



## Grammar Highlights

An adverbial clause is a clause used as an adverb within a sentence to indicate time, condition, result, reason, purpose or concession.

Type of adverbial clauses	Meaning	Example	Conjunction
Time	To show when something happens	<i>She has stayed in the hotel <b>since</b> she arrived in Rome.</i>	before, after, as, as soon as, while, when, since, until
Condition	To express a condition, real or imagined	<i>We will not postpone the sports meeting <b>unless</b> it rains.</i>	if, unless, as long as
Result	To indicate the result(s) of an act or event	<i>The book was <b>so</b> interesting <b>that</b> I couldn't tear my eyes away from it.</i>	so ... that, such ... that
Reason	To give a reason	<i><b>Since</b> she is a tourist, she would like to have a guide.</i>	because, since, as, now that
Concession	To show contrast between two statements	<i>He is used to the package tour <b>even though</b> he dislikes the tight schedule.</i>	although, though, even though
Purpose	To express an aim or goal of an act	<i>She has downloaded a travel planning app <b>so that</b> she can make an agenda for the summer vacation.</i>	so that, in order that

### II. Read the passage and complete the sentences with appropriate conjunctions.

We passed by sculptures and art works along the road **1** \_\_\_\_\_ we counted our steps and watched the time. In the distance, sea lions on the docks were begging for fish. But we could not get closer to them **2** \_\_\_\_\_ we didn't have enough time, which was a pity. We decided to take another walk the next day **3** \_\_\_\_\_ we could appreciate more works of art.

### III. Describe one of your travel experiences with the help of the following questions. Use different types of adverbial clauses. You may add details if needed.

1. What place comes to your mind?
2. When did you go there?
3. Why did you go there?
4. How did you like the trip?



# Listening and Viewing



## Travel Dialogues (Conversation)

I. Look at the pictures. Discuss what we usually do before and while travelling.



1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

II. Listen to three conversations. Match them to the corresponding situations.

A. Conversation 1

1. Buying souvenirs

2. Booking airline tickets

B. Conversation 2

3. Making vacation plans

4. Checking in at a hotel

C. Conversation 3

5. Enquiring about luggage regulations

III. Listen to the three conversations again and fill in the blanks with no more than three words.

**Situation 1** Tina is planning to go on **1** \_\_\_\_\_ but she has not decided where she is going. She would like to go somewhere with a nice **2** \_\_\_\_\_. The whole travel cost is **3** \_\_\_\_\_ pounds.

**Situation 2** Tina is **4** \_\_\_\_\_ for her holiday now. She needs some information about the luggage regulations. The **5** \_\_\_\_\_ allows only one carry-on item for free and charges a fee for **6** \_\_\_\_\_. Therefore, she shouldn't take anything that she doesn't really need.

**Situation 3** Tina is at the souvenir stand looking for some gifts for **7** \_\_\_\_\_. Her friend thinks things are a bit **8** \_\_\_\_\_ here and suggests that they walk to other places to see what the prices are like there.

IV. Discuss and make a list of things we need to prepare before travel.

## A Smart Man's Words (Vodcast)

- I. Work in pairs and ask each other the questions in the boxes. You may ask other questions about travelling.

### Student A

- 1 Do you like travelling? Why or why not?
- 2 What is the best place you have visited? Why?
- 3 \_\_\_\_\_?

### Student B

- 1 Which do you prefer to visit, natural or man-made wonders? Why?
- 2 Could you describe your experience of visiting one of your favorite natural or man-made wonders?
- 3 \_\_\_\_\_?

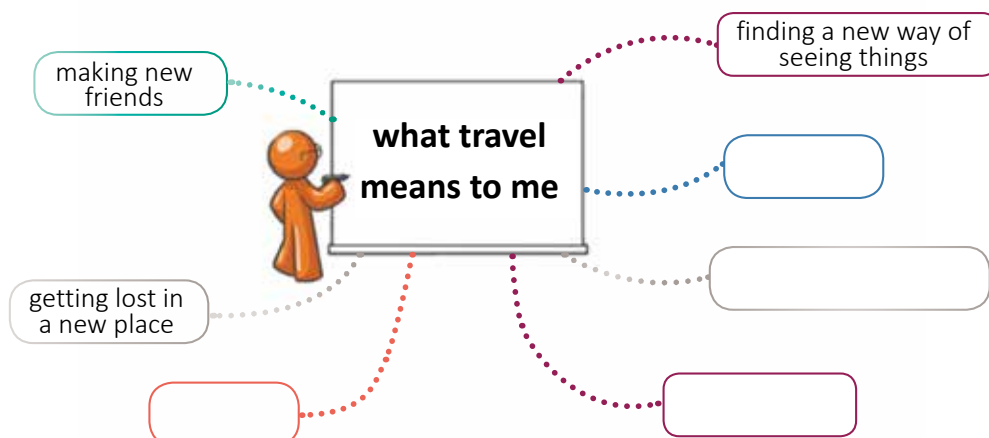
- II. Watch the video clip in silent mode and answer the questions.

1. Where did the girl go?
2. Did she enjoy travelling? Why do you think so?

- III. Watch again and complete the passage.

A smart man once told me that you should experience life to the fullest when you are young, so you have **1** \_\_\_\_\_ to tell when you are old. Is there a better way to create **2** \_\_\_\_\_ than by travelling, or by seeing the **3** \_\_\_\_\_ this world has to offer, or by witnessing what human beings have been able to **4** \_\_\_\_\_ over the centuries? Never was I able to see life's beauty as clearly as when I travelled. Being away from home just **5** \_\_\_\_\_. It also opens your heart, and makes you **6** \_\_\_\_\_ how blessed, how endlessly blessed you are for being born into this life.

- IV. Complete the mind map based on what you have watched.



## Moving Forward

### Describing a Travel Destination

#### I. **Speaking:** Choosing a city to visit

Emily Chen, a German student, has an opportunity to visit Xi'an, Hangzhou, Beijing, Nanjing or Shanghai this winter. She needs some advice from her friends on which city to choose.

Step  
**1**

Work in groups of four. Each group chooses one city out of the five above and makes a list of tourist attractions, foods or other interesting things to do in the city. Xi'an is given as an example.



### Xi'an

- *Qinshihuang Mausoleum and Terracotta Warriors*
- *Dayan (Giant Wild Goose) Pagoda*
- *Bell Tower and Drum Tower*
- *Huaqing Hot Springs*
- *Yang Rou Pao Mo (pita bread soaked in lamb soup)*

Step  
**2**

Hold a discussion about the city. One of the members asks for advice, and the other members try to give advice. Use adverbial clauses if possible. An example is given on page 45.

Step  
**3**

Take turns to do role plays in class. Other groups listen and note down the cities and their attractions.

## EXAMPLE

Surely Xi'an. I still remember the breathtaking Terracotta Warriors though I went there over ten years ago. You can also visit Bell Tower and Drum Tower, two other must-sees for visitors. Besides, local food like Yang Rou Pao Mo is delicious ... You can't imagine how nice the city is unless you are there.

I'd recommend Xi'an too. I just want to add ...

James, you know I've got an opportunity to visit a Chinese city this winter. Which city do you think is the best choice?

### Speaking Strategy

#### Joining in a discussion

The ability to join in a conversation naturally is a key social skill.

Below are some useful expressions:

- Can I add something to that?
- Can I say something here?
- You guys look like you're talking about something exciting — do you mind if I join you?



## II. Writing: Describing a travel destination

Emily needs more information about a city. Write about the city in 60-80 words based on your travel experiences and your group discussion results.

**Step 1** Work in groups. Sort out your notes about the city.

**Step 2** Write a paragraph based on the notes.

**Step 3** Make sure the paragraph has a concluding sentence.

### Writing Strategy

#### Writing a concluding sentence

The concluding sentence is the last sentence of a paragraph. It indicates that you are bringing an end to your talk or writing. A concluding sentence often has one of these three important purposes: to restate the main idea, to offer a suggestion and to make a prediction.

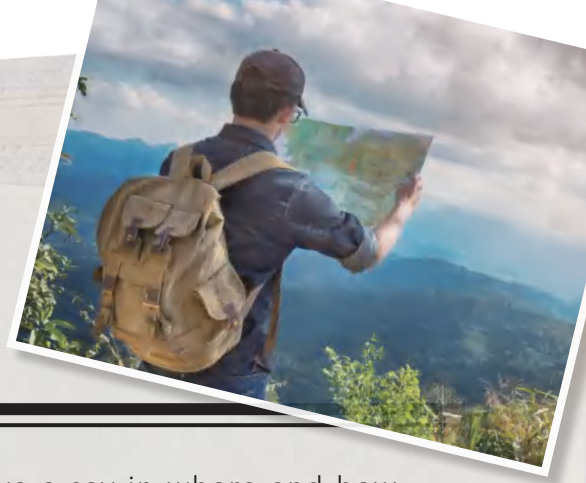
Read the paragraph. Choose a proper statement as the concluding sentence of the paragraph and give your reason.

We strongly recommend Xi'an, an amazing historic city in Northwest China. Xi'an enjoys a long history as it was the starting point of the Silk Road and the capital city of 13 dynasties in ancient China. James visited the city when he was very young. But he can still remember the breathtaking Terracotta Warriors, which was built in the Qin Dynasty. Besides, Xi'an is also famous for its delicious local food like Yang Rou Pao Mo.

- It is easy to understand why so many tourists visit Xi'an every year.
- You can't know how nice the city is until you are there.
- The biggest Bell Tower and Drum Tower built in the Ming Dynasty are another two must-sees for visitors.



# TRAVEL YOUNG, TRAVEL FAR



Dear Young Dreamer,

You wrote to me about your problem. You dream of travelling, and you wonder how, as a teenager, you can make it happen.

I understand that you are not very happy about taking the subjects that don't interest you. You don't think you will ever need much of what you are studying right now. While some of your lessons may not seem directly relevant to your needs at the moment, you are learning valuable study skills. You do need these skills to analyse the world around you, to process information, and above all, to think for yourself. These exact skills will help you overcome obstacles that stand between you and your travel dreams.

I say dream big but stay practical. However, it's the practical part that most people miss. Even the most pleasant life has its obstacles, but a setback won't prevent you from reaching your dreams if you stay rooted in the practical, in the action you can take to bring yourself closer to your dreams. Work hard, chart a course ahead and then actually stick to it. Travel was a goal that I believed would finally signal that I had made it through to the other side of my troubled background. I made it there. You can, too.

As a teen, you have some limitations when making your travel plans. Your

parents have a say in where and how you travel. The amount of money they can spend on your travel is also a factor. Cost will determine your experience — whether you visit Europe, participate in a student exchange programme, or stay and work to help with family finances.

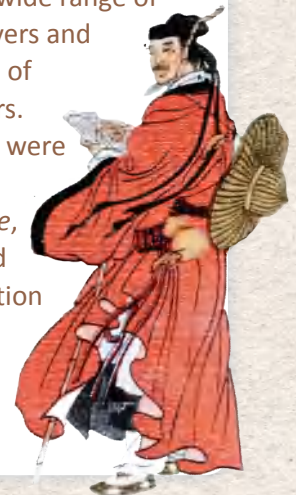
Given the limitations that have shaped your life until now, I hope you will maintain your travel dreams. A plan for travel acts like a silent ship running alongside your life as you take your first solo steps into the world. It is there waiting for you, always inviting you to step on board.

Sincerely yours,  
Shannon

## Culture Link

### Xu Xiake and His Travels

Xu Xiake (1587–1641) was an outstanding explorer and travelogue writer in the Ming Dynasty. For over 30 years, Xu visited a wide range of mountains, valleys, rivers and caves in China in spite of difficulties and dangers. His travel experiences were vividly recorded in *The Travels of Xu Xiake*, which was recognised as an extensive collection of field study reports in Chinese geography, geology and botany.



● **Comprehension Plus**

I. Complete the table with information from the text.

Young dreamer's problems	Shannon's suggestions
<ul style="list-style-type: none"> <li>• He/She dreams of travelling but does not know how to make it happen.</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• He/She should dream big but stay practical.</li> <li>•</li> <li>•</li> </ul>

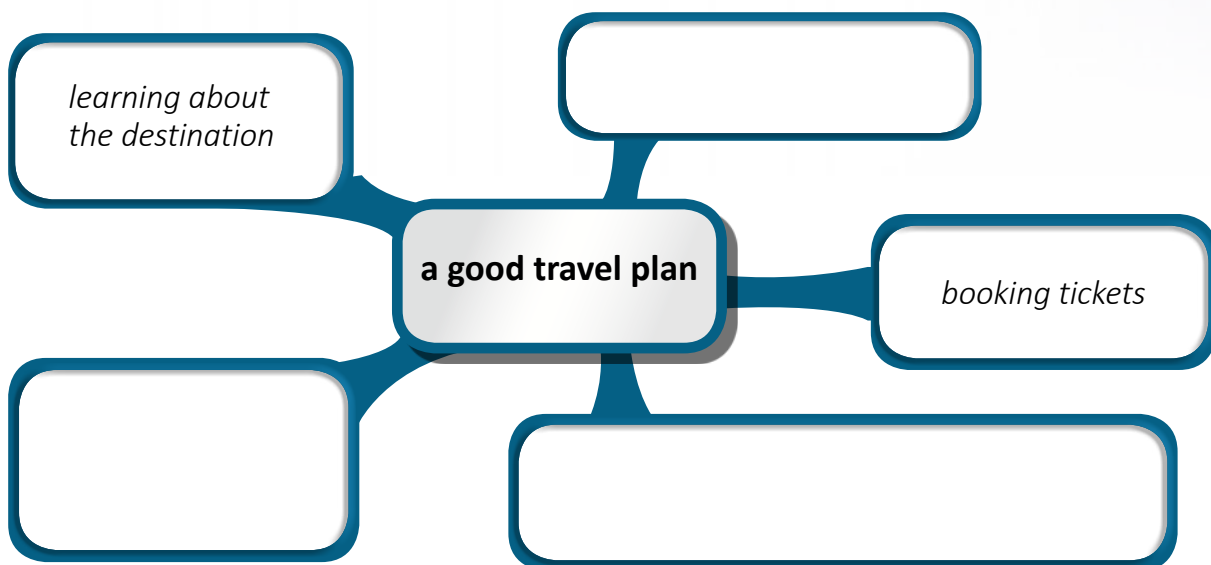
II. Answer the questions.

1. Do you think Shannon's suggestions can help the young dreamer solve problems? Why or why not?
2. Have you met with similar problems? How did you solve them?

**Critical Thinking**

Analysing with a mind map

I. Work in groups. List factors that should be considered for a travel plan based on information in this unit. You can use a mind map to organise the ideas.



II. Analyse these factors and consider which factor(s) may be a problem for you. How would you solve the problem?



## Proposing a travel plan for a friend

Your friend Chris, a Canadian, is planning a trip to China in December. Recommend a city and make a three-day travel plan for him.

**Step 1** Work in groups. Each group chooses a city. List its tourist attractions, typical foods or shopping places in downtown and suburban areas.

**Step 2** Make a travel plan for Chris.

### A Three-Day Trip

Time	Place	Arrangement
Day 1	Arrive at _____ airport Register at the _____ hotel Visit _____	Tourist attractions:  Foods:  Shopping:  Other:
Day 2	Visit _____ Have dinner in _____	
Day 3	Visit _____ Check out of the hotel Depart from the airport	

**Step 3** Write an email to Chris about the travel plan you have made for him.

*Hi Chris,*

*Nice to hear from you. As you prefer a city with a history (beautiful scenery ...), I strongly recommend ...*

*Yours,*

*xxx*



## Self-assessment

Look at the expected learning outcomes of this unit and answer the questions.


- A. Understanding conversations and experiences about travel
- B. Identifying and reflecting on the meaning of travel
- C. Talking about travel experiences and travel destinations
- D. Comparing different cities and making a travel plan for a friend
- E. Organising ideas about travel using a mind map
- F. Locating specific information in a text
- G. Joining in a discussion politely and naturally
- H. Writing a concluding sentence for a paragraph

**Which of the above have you done well? Why and how?**

**Which of the above do you still find difficult? Why?**

**What do you plan to do if you find something difficult?**





It takes an endless amount of history to  
make even a little tradition.

— Henry James

### **In this unit, we are going to**

- ▶ describe customs and traditions around the world;
- ▶ develop an awareness of underlying cultural values in various customs and traditions;
- ▶ find common ground with a diagram;
- ▶ listen for key words, achieve paragraph unity, and give an introduction to a presentation.




# Unit 4

## Customs and Traditions



## Reading A

### Getting Started

-  Look at the pictures and find out how people celebrate New Year in different places. Which celebration is the most interesting to you? Are you familiar with other New Year traditions?



1. Chinese New Year usually closes off with the Lantern Festival.



2. Burmans splash water to start the New Year with a purified soul.



3. In the hope of having a travel-filled year, Colombians carry a suitcase around on 31 December.

*Why are there coming-of-age ceremonies in different cultures? How are they celebrated? Read the text and learn about coming-of-age ceremonies.*

## GROWING WORLDWIDE

Entering adulthood is an important step in everyone's life. It means that a young person must soon leave childishness behind and start to shoulder grown-up responsibilities.

In Germany, there's a ceremony called "Jugendfeier," or "youth celebration," a coming-of-age ceremony for 14-year-olds. They go to school to prepare for the occasion, studying topics thought to be important for young citizens of the future. The things these young people learn about include multiculturalism and general responsibilities in society.

"Jugendfeier" began in the 19th century, when awareness of civic practices was on the rise. At the ceremony, a teacher makes a speech about values, such as having respect for other people and having a sense of duty. The idea is that the young people taking part in the ceremony will take on these values for themselves. Perhaps it's fair to say that "Jugendfeier" is treated differently from other coming-of-age events in the world — it's more serious than it is fun.

In Latin America, there is a coming-of-age tradition called "quinceanera." It is a celebration for girls on their 15th birthday, marking a girl's entry into womanhood. In the past, "quinceanera" was connected with

marriage. Girls were taught cooking, sewing, and other general household skills before the special day to get prepared for their upcoming marriage.

35 Traditional ceremonies began when the teenager arrived, with her father. He would dance with her, and then “give her away” to dance with other males from among their family and circle of friends.

40 Today, the ceremony has become more like an individual celebration of the young person’s coming-of-age — similar to how one’s 18th birthday is considered an important day in other cultures.

50 In some Indian families, the sacred thread ceremony is performed when a boy is grown-up. He is given three strands of the sacred thread which represent three promises he makes: to respect knowledge, to respect his parents and to respect society.

55 It is said that the sacred thread ceremony marks

a new life. The child, traditionally, leaves his family to go and live with the Guru (teacher). At this point the boy becomes “twice-born.” In Indian traditions, a human being has at least two births — the first one is his physical birth and the second one his intellectual birth through a teacher’s care. At this ceremony, a Guru accepts a child and draws him towards knowledge.

70 Coming-of-age traditions vary significantly from culture to culture. Nearly every society has specific rituals, ceremonies, and traditions to symbolise or celebrate one’s transition from childhood to adulthood.



● **Personal Touch**

- Do you know any coming-of-age ceremony in your local area or in other places of China? What are the activities at this ceremony?



# Digging In

## ● Comprehension

### I. Answer the questions.

1. How many coming-of-age ceremonies are described in the text?
2. What do young people need to do to prepare for the “youth celebration” in Germany?
3. How has “quinceanera” changed over time in Latin America? Why?
4. What do the three strands of the sacred thread symbolise in India?
5. What are the two births that a human being experiences in Indian traditions?

### II. Tick (✓) the expectations related to coming-of-age ceremonies in different cultures. Support your choices with the sentence(s) from the text. An example is given.

Expectations	Germany	Latin America	India	Evidence from the text
1. having respect for other people	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>Germany:</b> “having respect for other people” (lines 18-19) <b>India:</b> “to respect knowledge, to respect his parents and to respect society” (lines 51-53)
2. developing a sense of responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. acquiring a multicultural perspective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. being ready for household tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. showing great respect for knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

### III. Look at the apps and choose the ones that might appeal to the young people who are entering adulthood from Germany, Latin America or India. Note that one app might appeal to young people from different cultures.



**From:** Latin America  
**Reason:** “girls were taught cooking, sewing, and other general household skills ...”



**From:** \_\_\_\_\_  
**Reason:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



**From:** \_\_\_\_\_  
**Reason:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



**From:** \_\_\_\_\_  
**Reason:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## ● Vocabulary Focus

### I. Key Vocabulary

Fill in the blanks with the appropriate forms of the given words to complete the passage.

The experience of “coming-of-age,” the transition from childhood to **1** \_\_\_\_\_, is a significant stepping stone in the lives of most people.

In Germany, the coming-of-age ceremony is called “Jugendfeier,” which means **2** \_\_\_\_\_ celebration. It is an important **3** \_\_\_\_\_ for 14-year-olds to think about various topics related to their future as citizens. At the ceremony, teachers deliver speeches about certain values such as having a sense of **4** \_\_\_\_\_. This makes the ceremony more serious.

In Latin America, “quinceanera” is a celebration for girls transitioning into womanhood. In the past, girls were taught household skills in order to be prepared for **5** \_\_\_\_\_. Now the ceremony is **6** \_\_\_\_\_ as an individual event like one’s birthday.

At an Indian coming-of-age ceremony, a boy is given three strands of the sacred thread, which **7** \_\_\_\_\_ three promises.

The start of adulthood is celebrated in different cultures with their own **8** \_\_\_\_\_ rituals, ceremonies, and traditions.

duty

adulthood

marriage

occasion

perform

represent

specific

youth

### II. Word Formation: Conversion

1. Read the two sentences and pay attention to the underlined words. Do they belong to the same word class?

- (1) “Jugendfeier” began in the 19th century, when awareness of civic practices was on the rise.
- (2) Their voices rose when they talked about the coming homecoming celebration.

Conversion is a word formation process whereby a word of one class is shifted into a word of another class without adding an affix. Here are some of the major types.

- (1) Noun to verb conversion (e.g. *view, voice, target, stage, mail, flash*)  
*The foreign student **values** his exchange experience in the Chinese high school.*
- (2) Verb to noun conversion (e.g. *desire, compare, match, like, decline, protest*)  
*On the **cover** page is the New Year celebration in the China town.*
- (3) Adjective to verb conversion (e.g. *pale, sour, calm, slow, narrow, yellow*)  
*The host **cleared** his throat before giving a speech at the ceremony.*
- (4) Adjective to noun conversion (e.g. *chief, Chinese, professional, chemical*)  
*A **native** of Britain tends to talk about the weather in English.*



2. Fill in the blanks in Column B by converting a word in Column A. Change forms where necessary.

A	B
(1) The photographs of the coming-of-age ceremony from 20 years ago have become yellow with age.	I can still recognise my mother although the photographs _____ with age.
(2) At "Jugendfeier" yesterday, Mr Kaufmann expressed the hope that young students would take more responsibilities from then on.	Young students started to shoulder their responsibilities as Mr Kaufmann _____.
(3) The students are asked to match the traditions with the festivals.	Some of the traditions are not the right _____ for the festivals.

3. Study the underlined converted words in the passage. Try to explain the original sentence or make another sentence with another form of the word. An example is given.

In ancient China, when a girl was aged 15, a hair-pinning ceremony (*Ji Li*) would be held to mark the occasion on the third day of the third month according to the Chinese lunar calendar. Girls would wash and comb their hair and a ceremony master would put a pin in it.

The coming-of-age ceremony for boys used to take place when they were 20. Respected seniors were invited to perform the capping ceremony (*Guan Li*) for the boys.

Becoming an adult is an important stage in one's life. It means that you need to shoulder grown-up responsibilities while also enjoying a bigger say in your own affairs.

### EXAMPLE

*age*

v. In ancient China, when a girl was **aged** 15, a hair-pinning ceremony would be held ...

n. In ancient China, at the **age** of 15, a girl would attend a hair-pinning ceremony which was held ...

n. Inuit boys go out to the wilderness with their fathers between the **ages** of 11 and 12 to test their hunting skills.

## ● Grammar in Use

### Passives (review + present continuous passive and present perfect passive)

I. Read the sentences. Underline the passive verbs and discuss why the passive voice is used.

1. In some Indian families, the sacred thread ceremony is performed when a boy is grown-up.
2. It is said that the sacred thread ceremony marks a new life.

### Grammar Highlights

We use the passive voice to focus on the person or thing affected by an action. Sometimes, we use the passive voice because we do not know or do not want to mention the one who performs the action.

### Basic structure of the passive

subject + auxiliary verb (*be*) + main verb (*-ed form*)

*National flags are often designed with many kinds of shapes on them, such as the sun, stars, the moon, animals and bars.*

### Present continuous passive

subject + *am/is/are being* + main verb (*-ed form*)

*When the national flag is being raised, students should stand at attention and salute according to the constitution.*

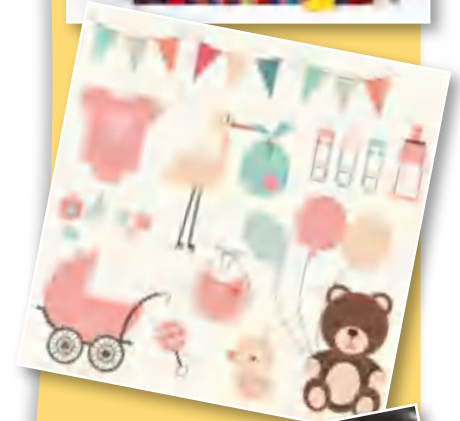
### Present perfect passive

subject + *has/have been* + main verb (*-ed form*)

*Laws have been made to govern the use of the national flag.*

## II. Read the birth traditions in different countries. Fill in the blanks with the appropriate forms of the verbs in brackets.

1. When a baby turns one month old in China, a Full Moon ceremony **1** \_\_\_\_\_ (hold) to celebrate the first full month of life.
2. In Finland, babies come with a box! For the past 75 years, Finland's mothers-to-be **2** \_\_\_\_\_ (give) a box by the government. It's a starter kit of nappies, clothes, sheets and toys.
3. In a hospital in Brazil, different kinds of gifts **3** \_\_\_\_\_ (choose) by a soon-to-be mother as she asks her husband for advice. The gifts **4** \_\_\_\_\_ (give) to each person who comes to the hospital when the baby is born.
4. In Jamaica, a mother who gave birth to a baby girl yesterday is now busy in the garden. The afterbirth and the cord **5** \_\_\_\_\_ already \_\_\_\_\_ (bury) by her in person in a specially chosen location and a tree **6** \_\_\_\_\_ now \_\_\_\_\_ (plant) on that spot. The tree **7** \_\_\_\_\_ (provide) by her parents before the birth of the baby. This tradition comes from a Jamaican expression that says, "Home is where your navel string is buried."





# Listening and Viewing



## Coming-of-Age Day (Radio programme)

I. Answer the questions before listening to the radio programme.

1. In your opinion, at what age does one enter adulthood?
2. What does “becoming an adult” mean to you?

II. Listen and tick (✓) the celebrations of Coming-of-Age Day in South Korea.

- |  |  |
|--|--|
| <input type="checkbox"/> A haircut                 | <input type="checkbox"/> Traditional clothes |
| <input type="checkbox"/> A bow to parents          | <input type="checkbox"/> Traditional food    |
| <input type="checkbox"/> A speech of encouragement |  |

III. Listen again and complete the passage. One word for each blank.

### Listening Strategy

Listening for key words

The third Monday of May is the day to celebrate the occasion for those who turn **1** \_\_\_\_\_ years old that year. More than **2** \_\_\_\_\_ young people are to come of age this year. This means they will be able to enjoy the rights that come with adulthood, such as being able to **3** \_\_\_\_\_ . It also reminds them to take on real **4** \_\_\_\_\_ as adults.

Young participants dressed up in traditional South Korean clothes attended the Coming-of-Age Day **5** \_\_\_\_\_ in Seoul. The event ended with the young adults offering a graceful bow to their parents so as to **6** \_\_\_\_\_ . The gesture also symbolised the beginnings of their journeys in the real world **7** \_\_\_\_\_ them.

IV. List some elements or activities that are necessary to describe a coming-of-age ceremony.

### Culture Link

#### *Coming-of-Age Tradition in Vanuatu*

In Vanuatu, a small island nation in the middle of the South Pacific, young boys come of age by jumping off a 98-foot-tall tower with a bungee-like vine tied to their ankles, just barely preventing them from hitting the ground. Boys there begin jumping at around 7 or 8. In their first dives their mother will hold an item representing their childhood, and after the jump the item will be thrown away, representing the end of childhood. As boys grow older they will jump from taller towers, showing their manliness.

## Birthday Traditions (Vodcast)

I. Watch the video in silent mode and count how many birthday traditions have been mentioned.

II. Watch again and complete the table with the information about birthday traditions.

People	Age	Celebration	Meaning
Germans	(1) _____	A man's friends will hang a "sockencranz," or sock wreath, outside of his house.	(2) _____ are a symbol of his old age.
Jews	12 / 13	Girls have a bat mitzvah and boys have a bar mitzvah.	The ceremonies mean (3) _____.
South Africans	(4) _____	Parents give their child a (5) _____.	It stands for responsibility and the future.
Chinese	1	The baby is placed in front of books, flowers, stationery, coins, toys, etc. and asked to get something.	The items the baby reaches for indicate its (6) _____.




III. Answer the questions.

1. Which of the above celebrations is(are) shared by your family or friends on their birthdays?
2. What other birthday traditions have you experienced or heard about?



## Moving Forward

### Introducing a Coming-of-Age Ceremony in China

- 
- I. **Writing:** Writing an introduction to a coming-of-age ceremony in China

A school in China is holding a coming-of-age ceremony when students from a US high school come to pay a visit. Chinese participants are asked to write an introduction to a certain Chinese coming-of-age ceremony to explain its history and celebrations to the American students.

**Step 1** Work in groups. Each group collects information about a coming-of-age ceremony in a certain place or of a certain ethnic group such as the Miao or the Yi people. The information can include time, celebration, meaning, etc.

**Step 2** Sort out the collected information and put the sentences in the right order.

**Step 3** Write a paragraph in 60–80 words with a topic sentence, supporting sentences and a concluding sentence to achieve paragraph unity.

#### Writing Strategy

##### Achieving paragraph unity

Paragraph unity is the quality of sticking to one idea from start to finish, with every **supporting** sentence contributing to the **topic** sentence of that paragraph and the **concluding** sentence echoing the topic sentence.



### A TOPIC SENTENCE

### SUPPORTING SENTENCES

### A CONCLUDING SENTENCE

*Coming-of-age ceremonies are rituals held all over the world to celebrate a young person's transition from childhood to adulthood. For example, Inuit boys go out to the wilderness with their fathers to test their hunting skills; Senofo girls receive training in a ceremonial dance called the Ngoron to prepare for their entry into womanhood. The age varies from culture to culture. The rituals are also diverse and likely to change as time goes by. But one thing that all coming-of-age ceremonies have in common is that they prepare a young person to take on rights and responsibilities as an adult.*

- II. Speaking:** Making a presentation about coming-of-age ceremonies in China
- Give a presentation on the Chinese coming-of-age ceremony based on the written paragraph.

- Step 1** Work out a draft or an outline of the presentation based on the passage from the writing activity.
- Step 2** Make a list of key words and summarise the main points in different parts of the presentation.
- Step 3** Use the speaking strategy to make your introduction interesting.
- Step 4** Take turns to give your presentations in class.

### Speaking Strategy

#### Introducing a presentation

A good introduction in a formal presentation is meant to achieve three goals:

- to catch the audience's attention;
- to identify the topic and the purpose or core message of the presentation;
- to provide a brief overview of what you will cover in the presentation.

Here are some useful opening techniques to catch the audience's attention:

- quoting someone else, e.g. "Tradition is a guide and not a jailer." by W. Somerset Maugham;
- asking a question, e.g. "Have you ever smashed a cake on a birthday? Do you know where the tradition is from?";
- telling a joke or sharing a story, e.g. "One of the most famous April Fools' pranks occurred in 1957, when BBC news programme *Panorama* reported on Switzerland's spaghetti harvest.";
- making a bold statement, e.g. "In fifty years, there will be no schools."



## Reading B

# HOMECOMING



Homecoming refers to a tradition at many universities, colleges, and high schools in the United States. It is a time to celebrate the school you are attending. And after you have graduated, it is a time to go back to your town and the campus, see old friends, and reminisce about your school days.

There are many activities that centre around homecoming, and they vary from school to school. The celebrations generally start at the school with current students on Monday and last all the way through the weekend when the alumni show up.

Many schools start their homecoming celebrations with Spirit Week. Starting on Monday, each day of the week is themed, and students are encouraged to participate. For example, Monday could be “crazy hair day,” Tuesday could be “rent a senior day,” Wednesday could be “wear your pajamas to school day.” Some schools have competitions among the classes to see who has the most school spirit.

Some schools hold elections for Homecoming King and Queen with an accompanying Homecoming Court of Princes and Princesses. Homecoming Court elections are different from school to

school, but are generally held like this: the king and queen are selected from among the upper-level students while the court are first-year students. Since homecoming is all about school spirit, the students elected to the court are usually quite involved in school activities.

Some towns stage a homecoming parade with the school’s marching band, sports teams, and classic cars. It is a time for the whole town to get together, socialise, cheer on the football team and celebrate their town and high school.

A homecoming dance is just for the students of the school, and it usually takes place on the Friday or Saturday night after Spirit Week. It is usually open to every student no matter what grade they are in. Some schools keep it casual, while others make it a semi-formal affair. There is always a DJ or a band, but the place is up to the school—sometimes it is in the gymnasium or cafeteria, and other times it is at an outside place. Either way, a homecoming dance is a time for the entire school to come together and party.

● **Comprehension Plus**

I. Answer the questions.

1. What is homecoming?
2. What do homecoming celebrations usually start with?

II. Fill in the blanks with the activities that centre around homecoming.

(1) \_\_\_\_\_

Tradition: Each day of the week has a theme, e.g., "crazy hair day," "rent a senior day."

(2) \_\_\_\_\_ for Homecoming King and Queen and Homecoming Court of Princes and Princesses

Tradition: The king and queen are upper-level students; the court are first-year students.

**Homecoming Activities**

Homecoming parade

Tradition: The whole town celebrates it with

(3) \_\_\_\_\_.

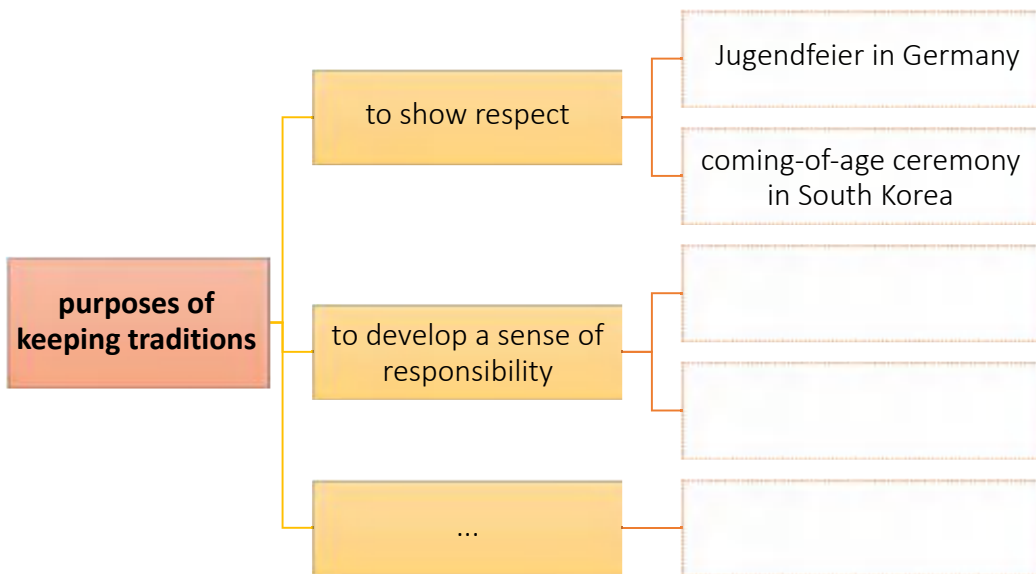
(4) \_\_\_\_\_

Tradition: There is a DJ or a band at the party, open to every student on Friday or Saturday night.

**Critical Thinking**

**Finding common ground with a diagram**

I. Summarise the traditions of the coming-of-age ceremonies, birthday and homecoming celebrations mentioned in this unit in the diagram. An example is given.



II. Look at the diagram you have completed. Explain the shared values between traditions in different cultures.

## Preparing a poster about customs around the world

Work in groups. Make a poster about customs in different cultures.

**Step 1** Choose one type of the customs and three countries from the table. You can add more customs or countries to the table.

### Customs in Different Cultures

CUSTOMS	COUNTRIES		
Greeting	China	Greece	Brazil
Visiting	Japan	Egypt	South Africa
Dining	France	Spain	Indonesia
Dressing	Mexico	the US	the UK

**Step 2** Search for information about the chosen custom in these three countries and put it in your poster. An example is given.

**Step 3** Present the poster in class.



**Customs around the World**

In \_\_\_\_\_ (country 1)

In \_\_\_\_\_ (country 2)

In \_\_\_\_\_ (country 3)

Differences across countries



## Self-assessment

Look at the expected learning outcomes of this unit and answer the questions.

- A. Following coming-of-age customs, birthday traditions and homecoming traditions
- B. Describing coming-of-age customs in a certain place in China
- C. Making and presenting a poster about customs around the world
- D. Figuring out similarities between traditions in different countries
- E. Listening for key words in a report
- F. Writing a unified paragraph on a coming-of-age ceremony in China
- G. Using proper strategies to begin a presentation

**Which of the above have you done well? Why and how?**

**Which of the above do you still find difficult? Why?**

**What do you plan to do if you find something difficult?**



## Reading

## Unit 1

## A

**assignment** /ə'sainmənt/ *n.* a task or piece of work that sb is given to do, usually as part of their job or studies (分派的) 任务

**related** /rɪ'leɪtɪd/ *adj.* connected with sth/sb in some way 相关的; 有联系的

**creative** /kri'eɪtɪv/ *adj.* involving the use of skill and the imagination to produce sth new or a work of art 创造(性)的; 创作的

**stare** /steə/ *v.* to look at sb/sth for a long time 盯着看; 凝视

**blank** /blæŋk/ *adj.* empty, with nothing written, printed or recorded on it 空白的

**sheet** /ʃi:t/ *n.* a piece of paper for writing or printing on, etc. usually in a standard size 一张

**essay** /'eseɪ/ *n.* a short piece of writing by a student as part of a course of study 文章, 短文

**actually** /'æktʃuəli/ *adv.* used in speaking to emphasize a fact or a comment, or that sth is really true 事实上, 的确

**fiction** /'fɪkʃən/ *n.* a type of literature that describes imaginary people and events, not real ones 小说

**distant** /'dɪstənt/ *adj.* far away in space or time 遥远的; 久远的

△ **alien** /'eɪlɪən/ *n.* a creature from another world 外星人; 外星生物

**ignore** /ɪg'nɔ:/ *v.* to pay no attention to sth 忽视; 对……不予理会

△ **beg** /beg/ *v.* to ask sb for sth especially in an anxious way because you want or need it very much 恳求; 哀求

**sort** /sɔ:t/ *n.* a group or type of people or things that are similar in a particular

way 种类; 类别

**rather** /'rɑ:ðə/ *adv.* used to mean 'fairly' or 'to some degree', often when you are expressing slight criticism, disappointment or surprise 相当, 在某种程度上

used to correct sth you have said, or to give more accurate information 更确切地讲

△ **harsh** /hɑ:ʃ/ *adj.* cruel, severe and unkind 残酷的; 严厉的

**(be) related to** 相关的; 有联系的

**make sure** 确保; 设法保证

**science fiction** 科幻小说(或影片等)

**hand in** 提交, 上交(尤指书面材料或失物)

**turn out** 结果是; 证明是; 原来是

**Peabody** /'pi:bɒdi/ 皮博迪(人名)

## B

**teenager** /'ti:neɪdʒə/ *n.* a person who is between 13 and 19 years old (13至19岁之间的) 青少年

**pressure** /'preʃə/ *n.* difficulties and feelings of anxiety that are caused by the need to achieve or to behave in a particular way 心理压力; 紧张

*v.* to persuade sb to do sth, especially by making them feel that they have to or should do it 逼迫; 使迫不得已

**expectation** /,ɛkspek'teɪʃən/ *n.* a hope that sth good will happen 希望; 盼望

**comfort** /'kʌmfət/ *n.* a feeling of not suffering or worrying so much; a feeling of being less unhappy 安慰; 慰藉

*v.* to make sb who is worried or

【注: 标注△的为《普通高中英语课程标准(2017年版2020年修订)》词汇表中未作要求的词汇】

unhappy feel better by being kind and sympathetic towards them 安慰; 抚慰

**throughout** /θru:'aʊt/ *prep.* during the whole period of time of sth 自始至终 in or into every part of sth 各处; 遍及

**adult** /'ædʌlt/ *adj.* fully grown or developed 成年人的

*n.* a fully grown person who is legally responsible for their actions (法律上指能为自己的行为负责的) 成年人

**reflect** /rɪ'flekt/ *v.* to think carefully and deeply about sth 认真思考; 沉思 to show or be a sign of the nature of sth or of sb's attitude or feeling 显示, 表明, 表达 (事物的自然属性或人们的态度、情感等)

△ **nasty** /'nɑ:stɪ/ *adj.* unkind; unpleasant 不友好的; 令人不愉快的

**comment** /'kɒment/ *n.* something that you say or write which gives an opinion on or explains sb/sth 议论; 评论

△ **glance** /glɑ:ns/ *n.* a quick look 匆匆一看; 一瞥

**behaviour** /bɪ'heɪvjə/ *n.* the way that sb behaves, especially towards other people 行为; 举止

**shortage** /'ʃɔ:tɪdʒ/ *n.* a situation when there is not enough of the people or things that are needed 不足; 缺少

**genuine** /'dʒenjuɪn/ *adj.* sincere and honest; that can be trusted 真诚的; 真心的; 可信赖的

**forward** /'fɔ:wəd/ *adv.* towards a place or position that is in front 向前

**chapter** /'tʃæptə/ *n.* a period of time in a person's life or in history (人生或历史的) 时期, 篇章

**limitation** /,lɪmɪ'teɪʃən/ *n.* a rule, fact or condition that limits sth 起限制作用的规则 (或事实、条件); 不足之处

**under pressure** 承受着 (急于完成某事的) 压力

**hold back** 妨碍进展

## Unit 2

### A

**confusing** /kən'fju:zɪŋ/ *adj.* difficult to understand; not clear 难以理解的

**Mexican** /'meksɪkən/ *n.* a person from Mexico 墨西哥人

**soil** /sɔɪl/ *n.* a country; an area of land 国土; 领土

the top layer of the earth in which plants, trees, etc. grow 土壤

**Spanish** /'spæɪnɪʃ/ *n.* the language of Spain, Mexico and most countries in Central and South America 西班牙语 (通用于西班牙、墨西哥以及中、南美洲多数国家)

**immediate** /ɪ'mi:diət/ *adj.* happening or done without delay 立即的, 立刻的

**confusion** /kən'fju:zən/ *n.* a state of not being certain about what is happening, what you should do, what sth means, etc. 困惑; 不确定

**embarrassment** /ɪm'bærəsmənt/ *n.* shy, awkward or guilty feelings; a feeling of being embarrassed 窘迫; 难堪

**torn** /tɔ:n/ *adj.* to be unable to decide or choose between two people, things or feelings (在两者之间) 难以选择, 左右为难

**pleasant** /'plezənt/ *adj.* enjoyable, pleasing 令人愉快的; 可喜的

**deliver** /dɪ'lɪvə/ *v.* to take goods, letters, etc. to the person or people they have been sent to 递送; 传送

**signal** /'sɪgnəl/ *v.* to make a movement or sound to give sb a message, an order 发信号; 示意

to be a sign that sth exists or is likely to happen 标志; 表明

**wrist** /rɪst/ *n.* the joint between the hand and the arm 手腕

- △ **shrug** /ʃrʌɡ/ *v.* to raise your shoulders and then drop them to show that you do not know or care about sth 耸肩 (表示不知道或不在乎)

**obviously** /'ɒbvɪəslɪ/ *adv.* used when giving information that you expect other people to know already or agree with 显然, 明显地

**fault** /fɔ:lt/ *n.* the responsibility for sth wrong that has happened or been done 责任; 过失

- △ **fade** /feɪd/ *v.* to disappear gradually 逐渐消失; 逐渐消逝

**memory** /'meməri/ *n.* a thought of sth that you remember from the past 回忆; 记忆

**fluency** /'flu:ənsɪ/ *n.* the quality of being able to speak or write a language, especially a foreign language, easily and well 流利, 流畅

**literally** /'lɪtərəli/ *adv.* in a way that uses the most basic meaning of a word or phrase rather than an extended or poetic meaning 按字面; 字面上

**context** /'kɒntekst/ *n.* the words that come just before and after a word, phrase or statement and help you to understand its meaning 上下文, 语境

- △ **linguist** /'lɪŋgwɪst/ *n.* a person who studies languages or linguistics 语言学家

**within** /wɪð'ɪn/ *prep.* before a particular period of time has passed; during a particular period of time 不出 (某段时间); 在 (某段时间) 之内

**attitude** /'ætɪtʃu:d/ *n.* the way that you think and feel about sb/sth 看法; 态度

**dramatically** /drə'mætɪkli/ *adv.* very suddenly and to a very great and often surprising degree 显著地; 剧烈地

**appointment** /ə'pɔɪntmənt/ *n.* a

formal arrangement to meet or visit sb at a particular time 约会; 预约

**panic** /'pænik/ *v.* to suddenly feel frightened so that you cannot think clearly and you say or do sth stupid, dangerous, etc. (使) 惊慌, 惊慌失措

- △ **ironically** /aɪ'rɒnɪkli/ *adv.* in a way that is strange or amusing because it is very different from what you expect (因出乎意料) 奇怪地

**set foot on** 进入, 访问, 参观 (某地)

**Mexico** /'meksɪkəʊ/ 墨西哥 [拉丁美洲国家] (全称墨西哥合众国)

## B

**fry** /fraɪ/ *n.* a long thin piece of potato that has been cooked in fat 炸薯条

- △ **snail** /sneɪl/ *n.* a small soft creature with a hard round shell on its back, that moves very slowly and often eats garden plants 蜗牛

**cheese** /tʃi:z/ *n.* a type of food made from milk that can be either soft or hard and is usually white or yellow in colour 奶酪

**amazed** /ə'meɪzd/ *adj.* very surprised 大为惊奇的

- △ **portion** /'pɔ:ʃən/ *n.* an amount of food that is large enough for one person (食物的) 一份

- △ **chip** /tʃɪp/ *n.* (*BrE*) a long thin piece of potato fried in oil or fat 炸薯条

**plate** /pleɪt/ *n.* a flat, usually round, dish that you put food on 盘子; 碟子

- △ **packet** /'pækɪt/ *n.* a small paper or cardboard container in which goods are packed for selling 小包装纸袋, 小硬纸板盒

- △ **crisp** /krɪsp/ *n.* (*BrE*) a thin round slice of potato that is fried until hard then dried and eaten cold 炸土豆片, 炸薯片

- △ **gravy** /'greɪvɪ/ *n.* a brown sauce made by adding flour to the juices that come

out of meat while it is cooking (调味)  
肉汁

**salty** /'sɔ:ltɪ/ *adj.* containing or tasting of salt 含盐的; 咸的

**-based** /beɪst/ *adj.* (in compounds) containing sth as an important part or feature (构成复合词) 以……为重要部分 (或特征)

△ **sauce** /sɔ:s/ *n.* a thick liquid that is eaten with food to add flavour to it 调味汁; 酱

△ **savoury** /'seɪvəri/ *adj.* having a taste that is salty, not sweet 咸味的

**snack** /snæk/ *n.* (*informal*) a small meal or amount of food, usually eaten in a hurry 点心; 小吃

**embarrassed** /ɪm'bærəst/ *adj.* (of a person or their behaviour) shy, awkward or ashamed, especially in a social situation (人或行为) (尤指在社交场合) 窘迫的, 尴尬的

△ **pants** /pænts/ *n.* (*BrE*) underpants or knickers 内裤; 短裤  
(*especially NAmE*) trousers 裤子

△ **underwear** /'ʌndəweə/ *n.* (*also formal*) underclothes, underclothing) clothes that you wear under other clothes and next to the skin 内衣

△ **disgusted** /dɪs'gʌstɪd/ *adj.* feeling or showing disgust 厌恶的; 憎恶的; 反感的

△ **eggplant** /'egplɑ:nt/ *n.* (*NAmE*) a vegetable with shiny dark purple skin and soft white flesh 茄子

△ **pizza** /'pɪ:tʃə/ *n.* an Italian dish consisting of a flat round bread base with cheese, tomatoes, vegetables, meat, etc. on top 比萨饼; 意大利饼

△ **aubergine** /'əʊbəʒi:n/ *n.* (*BrE*) a vegetable with shiny dark purple skin and soft white flesh 茄子

**likely** /'laɪklɪ/ *adj.* probable or expected 可能的; 预料的

**vocabulary** /və'kæbjələri/ *n.* all the words in a particular language (某一语言的) 词汇, 词汇量

**all the way** 一路上; 自始至终

**on earth** (加强疑问句的语气) 到底, 究竟

**California** /,kælɪ'fɔ:njə/ 加利福尼亚州 [美国州名]

**Las Vegas** /læs'veɪgəs/ 拉斯韦加斯 [美国内华达州东南部城市]

## Unit 3

### A

**attraction** /ə'trækʃən/ *n.* an interesting or enjoyable place to go or thing to do 向往的地方; 有吸引力的事

**decoration** /,dekə'reɪʃən/ *n.* a thing that makes sth look more attractive on special occasions 装饰品

△ **relic** /'reɪlɪk/ *n.* an object, a tradition, a system, etc. that has survived from the past 遗迹; 遗物

**political** /pə'lɪtɪkəl/ *adj.* connected with the state, government or public affairs 政治的; 政府的

**vast** /vɑ:st/ *adj.* extremely large in

area, size, amount, etc. 巨大的; 辽阔的

△ **outdoor** /,aʊt'dɔ:z/ *adj.* used, happening or located outside rather than in a building 户外的; 室外的

**ruin** /'ru:ɪn/ *n.* the parts of a building that remain after it has been destroyed or severely damaged 残垣断壁; 废墟

**temple** /'tempəl/ *n.* a building used for the worship 庙宇, 神殿

△ **fascinating** /'fæsɪneɪtɪŋ/ *adj.* extremely interesting and attractive 极有吸引力的; 迷人的

△ **masterpiece** /'mɑ:stəpi:s/ *n.* a work of art such as a painting, film/movie,



book, etc. that is an excellent, or the best, example of the artist's work 代表作; 杰作

**sculpture** /'skʌlptʃə/ *n.* a work of art that is a solid figure or object made by carving or shaping wood, stone, clay, metal, etc. 雕像; 雕刻品

**ceiling** /'si:lɪŋ/ *n.* the top inside surface of a room 天花板; 顶棚

△ **brehtaking** /'breθ,teɪkɪŋ/ *adj.* very exciting or impressive (usually in a pleasant way) 激动人心的; 令人赞叹的

**tear** /teə/ *v.* to pull yourself/sb away by force from sb/sth that is holding you or them; to become damaged in this way 挣开; 拽开

to damage sth by pulling it apart or into pieces or by cutting it on sth sharp; to become damaged in this way 撕裂; 撕碎; 扯破; 戳破

**quality** /'kwɒləti/ *n.* the standard of sth when it is compared to other things like it; how good or bad sth is 质量; 品质

**effort** /'efət/ *n.* an attempt to do sth especially when it is difficult to do 尽力; 艰难的尝试

the physical or mental energy that you need to do sth 力气, 努力

**region** /'ri:dʒən/ *n.* a large area of land, usually without exact limits or borders (通常界限不明的) 地区, 区域

△ **pasta** /'pæstə/ *n.* an Italian food made from flour, water and sometimes eggs, formed into different shapes and usually served with a sauce 意大利面食

**onion** /'ʌnjən/ *n.* a round vegetable with many layers inside each other and a brown, red or white skin 洋葱

**bacon** /'beɪkən/ *n.* meat from the back or sides of a pig that has been cured, usually served in thin slices 咸猪肉; 熏猪肉

**luxury** /'lʌkʃəri/ *n.* a thing that is expensive and enjoyable but not essential 奢侈品

**range** /reɪndʒ/ *n.* the limits between which sth varies (变动或浮动的) 范

围, 区间

a variety of things of a particular type 一系列

**opportunity** /,ɒpə'tju:nɪti/ *n.* a time when a particular situation makes it possible to do or achieve sth 机会; 时机

△ **sparkly** /'spɑ:kli/ *adj.* shining and flashing with light 闪烁的; 闪耀的

**tourist attraction** 旅游景点; 旅游胜地

**tear ... away (from)** 依依不舍地离开; 把……拿走

**make an effort** 作出努力

**Eleanor** /'elənə/ 埃莉诺 (人名, 亦作 Elinor)

**Rome** /rəʊm/ 罗马 [意大利首都]

**Roman Forum** /rəʊmən 'fɔ:rəm/ 古罗马广场 (遗址)

**Coliseum** /,kɒlɪ'siəm/ 古罗马圆型剧场 (建成于公元 80 年)

**Renaissance** /ri'neɪsəns/ 文艺复兴 (欧洲 14-16 世纪时, 人们以古希腊罗马的思想文化来繁荣文学艺术)

**Vatican City** /'vætikən 'sɪti/ 梵蒂冈城

**Sistine Chapel** /'sɪstɪn 'tʃæpl/ (罗马梵蒂冈的) 西斯廷教堂 (以意大利文艺复兴时期的雕塑家和画家米开朗琪罗及其他艺术家的天顶画和壁画著称)

**Michelangelo** /,mi:kel'ɑ:ndʒelɔ:/ 米开朗琪罗 (1475-1564, 意大利文艺复兴盛期雕刻家、画家、建筑师和诗人, 主要作品有雕像《大卫》、《摩西》、壁画《最后的审判》及罗马圣彼得大教堂圆顶等建筑设计)

**Amsterdam** /'æmstə'dæm/ 阿姆斯特丹 [荷兰首都]

## B

**relevant** /'reləvənt/ *adj.* closely connected with the subject you are discussing or the situation you are thinking about 紧密相关的; 切题的

**analyse** /'ænləaɪz/ *v.* to examine the nature or structure of sth, especially by separating it into its parts, in order to understand or explain it 分析

**process** /prəʊ'ses/ *v.* to treat raw material, food, etc. in order to change it, preserve it, etc. 处理; 加工

*n.* a series of things that are done in order to achieve a particular result (为达到某一目标的) 过程; 进程

**overcome** /,əʊvə'kʌm/ *v.* to succeed in dealing with or controlling a problem that has been preventing you from achieving sth 克服; 解决

△ **obstacle** /'ɒbstəkəl/ *n.* a situation, an event, etc. that makes it difficult for you to do or achieve sth 障碍; 阻碍

**practical** /'præktɪkəl/ *adj.* (of an idea, a method or a course of action) right or sensible; likely to be successful 切实可行的

connected with real situations rather than with ideas or theories 实际的; 真实的

△ **setback** /'setbæk/ *n.* a difficulty or problem that delays or prevents sth, or makes a situation worse 挫折; 阻碍

**prevent** /prɪ'vent/ *v.* to stop sb from doing sth; to stop sth from happening 阻止; 阻碍

**rooted** /'ru:tɪd/ *adj.* fixed in one place; not moving or changing 固定在某地的; 稳固的

**chart** /tʃɑ:t/ *v.* to plan a course of action 制定计划

*n.* a page or sheet of information in the form of diagrams, lists of figures, etc. 图表

**ahead** /ə'hed/ *adv.* earlier 提前; 提早

**goal** /gəʊl/ *n.* sth that you hope to achieve 目标; 目的

**teen** /ti:n/ *n.* (*informal, especially in NAmE*) a person who is between 13 and 19 years old 【非正式用法, 美式英语使用较多】(13至19岁之间的) 青少年, 少男, 少女

**amount** /ə'maʊnt/ *n.* (used especially with uncountable nouns) a quantity of sth (尤与不可数名词连用) 数量;

数额

**factor** /'fæktə/ *n.* one of several things that cause or influence sth 因素; 要素

**determine** /dɪ'tɜ:mɪn/ *v.* to make sth happen in a particular way or be of a particular type 决定; 影响

**participate** /pɑ:'tɪsɪpeɪt/ *v.* (*rather formal*) to take part in or become involved in an activity 参加; 参与

**exchange** /ɪks'tʃeɪndʒ/ *n.* an arrangement when two people or groups from different countries visit each other's homes or do each other's jobs for a short time (不同国家人或团体之间的) 交流, 互访  
*v.* an act of giving sth to sb or doing sth for sb and receiving sth in return 交换; 互换; 交流; 掉换

**finance** /'faɪnæns/ *n.* (*especially BrE*) money used to run a business, an activity or a project 资金

**maintain** /meɪn'teɪn/ *v.* to make sth continue at the same level, standard, etc. 维持; 保持

*v.* to keep a building, a machine, etc. in good condition by checking or repairing it regularly 维修; 保养

**alongside** /ə,lɒŋ'saɪd/ *prep.* together with or at the same time as sth/sb 与……一起; 与……同时  
*next to or at the side of sth* 在……旁边; 沿着……的边

△ **solo** /'səʊləʊ/ *adj.* done by one person alone, without anyone helping them 独自的; 单独的

**sincerely** /sɪn'sɪəli/ *adv.* (*NAmE*) (*formal*) used at the end of a formal letter before you sign your name, when you have addressed sb by their name 敬启, 谨上

(be) relevant to 与……相关的

(be) rooted in 固定在某地的; 稳固的; 根深蒂固的

participate in 参加; 参与

on board 在船上(或飞机上、火车上)

Shannon /'ʃænən/ 香农(人名)

## Unit 4

### A

△ **worldwide** /ˌwɜːld'waɪd/ *adv.* to or in all parts of the world 在全世界；在世界各地

**adulthood** /'ædʌlθhʊd/ *n.* the state of being an adult 成年

△ **childishness** /'tʃaɪldɪʃnɪs/ *n.* a property connected with or typical of a child 孩子气；稚嫩

**responsibility** /rɪˌspɒnsɪ'bɪlɪtɪ/ *n.* a duty to help or take care of sb because of your job, position, etc. 职责；义务

△ **ceremony** /'serɪməni/ *n.* a public or religious occasion that includes a series of formal or traditional actions 典礼；仪式

**youth** /juːθ/ *n.* young people considered as a group (统称) 青年，年轻人

the time of life when a person is young, especially the time before a child becomes an adult 青年时期 (尤指成年以前)

**coming-of-age** /'kʌmɪŋ'əv'eɪdʒ/ *n.* the time when a person reaches the age at which they have an adult's legal rights and responsibilities 成年；成人年龄

**occasion** /ə'keɪʒən/ *n.* a special event, ceremony or celebration 特别的事情 (或仪式、庆典)

a particular time when sth happens 某次；……的时候

**topic** /'tɒpɪk/ *n.* a subject that you talk, write or learn about 话题；标题

**citizen** /'sɪtɪzən/ *n.* a person who has the legal right to belong to a particular country 公民

△ **multiculturalism** /ˌmʌltɪ'kʌltʃərəlɪzəm/ *n.* the practise of giving importance to all cultures in a society 多元文化主义 (重视社会中各种文化)

△ **civic** /'sɪvɪk/ *adj.* connected with the people who live in a town or city 市民的；城镇居民的

**respect** /rɪ'spekt/ *n.* polite behaviour

towards or care for sb/sth that you think is important 尊重；重视

*v.* to have a very good opinion of sb/sth; to admire sb/sth 尊敬；尊重

**duty** /'djuːtɪ/ *n.* sth that you feel you have to do because it is your moral or legal responsibility 责任；义务

**event** /ɪ'vent/ *n.* a planned public or social occasion 公开活动；社交场合  
a thing that happens, especially sth important 发生的事情；(尤指)重要事情，大事

**tradition** /trə'dɪʃən/ *n.* a belief, custom or way of doing sth that has existed for a long time among a particular group of people; a set of these beliefs or customs 传统，传统的信仰 (或风俗)

**entry** /'entri/ *n.* an act of going into or getting into a place 进入 (指行动)

*n.* the right or opportunity to take part in sth or become a member of a group 参与，加入 (指权利、机会)

△ **womanhood** /'wʊmənhʊd/ *n.* (formal) the state of being a woman, rather than a girl 成年女子的状态

**marriage** /'mæɪrɪdʒ/ *n.* the legal relationship between a husband and wife 婚姻；结婚

**sewing** /'səʊɪŋ/ *n.* the activity of making, repairing or decorating things made of cloth using a needle and thread 缝纫

**household** /'haʊshəʊld/ *adj.* connected with looking after a house and the people living in it 家庭的；家用的  
*n.* all the people living together in a house or flat/apartment 家庭；一家人；同住一所 (或一套) 房子的人

△ **upcoming** /'ʌp,kʌmɪŋ/ *adj.* going to happen soon 即将发生 (或来临) 的

**male** /meɪl/ *n.* a male person, animal or plant 男性；雄性

*adj.* belonging to the sex that does not give birth to babies 男性的

**individual** /ˌɪndɪ'vɪdʒuəl/ *adj.* connected with one person; designed

for one person 一个人的  
*n.* a person considered separately rather than as part of a group 个人

- △ **sacred** /'seɪkrɪd/ *adj.* considered to be holy 神圣的
- △ **thread** /θred/ *n.* a thin string of cotton, wool, silk, etc. used for sewing or making cloth (棉、毛、丝等的) 线
- perform** /pə'fɔ:m/ *v.* to do sth, such as a piece of work, task or duty 履行; 执行

- △ **strand** /strænd/ *n.* a single thin piece of thread, wire, hair, etc. (线、绳、毛发等的) 股, 缕
- represent** /,reprɪ'zent/ *v.* to be a symbol of sth 作为……的象征; 代表 to be a member of a group of people and act or speak on their behalf at an event, a meeting, etc. 代表

- △ **intellectual** /,ɪntɪ'lektʃuəl/ *adj.* connected with or using a person's ability to think in a logical way and understand things 智力的; 理智的
- vary** /'veəri/ *v.* to change or be different according to the situation (根据情况) 变化, 改变

**significantly** /sɪg'nɪfɪkəntli/ *adv.* in a way that is large or important enough to have an effect on sth or to be noticed 有重大意义地; 显著地; 明显地

**specific** /sprɪ'sɪfɪk/ *adj.* (formal) existing only in one place or limited to one thing 特有的; 独特的 detailed and exact 明确的; 具体的

- △ **ritual** /'rɪtʃuəl/ *n.* a series of actions that are always performed in the same way, especially as part of a religious ceremony 仪式; 程序; 礼节

**symbolise** /'sɪmbəlaɪz/ *v.* to be a symbol of sth 是……的象征; 代表

- △ **transition** /træn'zɪʃən/ *n.* the process or a period of changing from one state or condition to another 过渡; 转变
- △ **childhood** /'tʃaɪldhʊd/ *n.* the period of sb's life when he/she is a child 童年; 孩童时期

**leave ... behind** 脱离 (某状态); 离开 (某人或某地)

**shoulder responsibilities** 对某事承担责任

**on the rise** 在上涨, 在上升

**a sense of** ……感, ……意识

**take on** 接受; 承担 (责任)

**give ... away** (在婚礼上) 将新娘交给新郎

**Jugendfeier** /ju:gend'faɪə/ (德国) 青年礼

**Latin America** /'lætɪn ə'merɪkə/ 拉丁美洲 (美国以南所有美洲的通称, 包括墨西哥、中美洲、西印度群岛和南美洲)

**quinceanera** /,kɪnsɪə'njərə/ (拉美女孩十五岁生日时要举行的) 成人礼

**Guru** /'gʊru:/ 古鲁 (指印度教、锡克教的领袖)

## B

- △ **homecoming** /'həʊm,kʌmɪŋ/ *n.* (NAme) a social event that takes place every year at a high school, college or university for people who used to be students there (一年一度的) 校友返校活动

**refer** /rɪ'fɜ:/ *v.* to describe or be connected to sb/sth 描述; 与……相关 to mention or speak about sb/sth 提到; 谈及; 说起

**graduate** /'grædʒueɪt/ *v.* to get a degree, especially your first degree, from a university or college 获得学位 (尤指学士); 大学毕业

**campus** /'kæmpəs/ *n.* the buildings of a university or college and the land around them (大学、学院的) 校园, 校区

- △ **reminisce** /,remɪ'nɪs/ *v.* to think, talk or write about a happy time in your past 回忆, 追忆

**current** /'kʌrənt/ *adj.* happening now; of the present time 当前的; 现在的

- △ **alumni** /ə'lʌmnaɪ/ *n.* the former male and female students of a school, college or university (统称) 校友, 毕业生



**themed** /θi:md/ *adj.* designed to reflect a particular subject or period of history 特定主题的

**rent** /rent/ *v.* to pay money to sb so that you can use sth for a short period of time (短期) 租用, 租借

**senior** /'si:nɪə/ *n.* an older child in a school 高年级学生

△ **pajamas** /pə'dʒɑ:məz/ *n.* a loose jacket and pants/trousers worn in bed (一套) 睡衣裤

**election** /ɪ'lekʃən/ *n.* the process of choosing a person or a group of people for a position 选举, 推选 (尤指从政)

**accompany** /ə'kʌmpəni/ *v.* to happen or appear with sth else 伴随; 与……同时发生

to travel or go somewhere with sb 陪同; 陪伴

**court** /kɔ:t/ *n.* the official place where kings and queens live 王宫; 宫殿; 宫廷

the place where legal trials take place and where crimes, etc. are judged 法院; 法庭; 审判庭

△ **prince** /prɪns/ *n.* a male member of a royal family who is not king, especially the son or grandson of the king or queen 王子; 亲王

△ **princess** /,prɪn'ses/ *n.* a female member of a royal family who is not a queen, especially the daughter or granddaughter of the king or queen (除女王或王后外的) 王室女成员; (尤指) 公主

**select** /sɪ'lekt/ *v.* to choose sb/sth from a group of people or things, usually according to a system 选择; 挑选; 选拔

**elect** /ɪ'lekt/ *v.* to choose sb to do a particular job by voting for them 选举, 推选

**involve** /ɪn'vɒlv/ *v.* to make sb take part in sth (使) 参加, 加入  
if a situation, an event or an activity involves sb/sth, they take part in it or are affected by it 牵涉; 牵连; 影响

**stage** /steɪdʒ/ *v.* to organise and present a play or an event for people to see 上演

*n.* a period or state that sth/sb passes through while developing or making progress (发展或进展的) 时期, 阶段, 状态

△ **parade** /pə'reɪd/ *n.* a public celebration of a special day or event, usually with bands in the streets and decorated vehicles 游行

**march** /mɑ:tʃ/ *v.* to walk with stiff regular steps like a soldier 齐步走; 行进

**band** /bænd/ *n.* a group of musicians who play brass and percussion instruments 鼓号乐队

a small group of musicians who play popular music together, often with a singer or singers 流行音乐乐队

**classic** /'klæsɪk/ *adj.* elegant, but simple and traditional in style or design; not affected by changes in fashion (风格或设计) 典雅的, 古朴的

**socialise** /'səʊʃəlaɪz/ *v.* to meet and spend time with people in a friendly way, in order to enjoy yourself (和他人) 交往, 交际

△ **casual** /'kæʒuəl/ *adj.* not formal 非正式的

△ **semi-** /'semi/ *prefix.* (in adjectives and nouns) half; partly (构成形容词和名词) 半; 部分

**formal** /'fɔ:məl/ *adj.* (of a style of dress, speech, writing, behaviour, etc.) very correct and suitable for official or important occasions 正式的; 庄重的

**affair** /ə'feə/ *n.* an event that people are talking about or describing in a particular way 事件; 事情  
[pl.] matters connected with a person's private business and financial situation 私人事务

△ **DJ** /,di: 'dʒeɪ/ *n.* the abbreviation for disc jockey (电台、电视台、夜总会) 唱片节目主持人

**gymnasium** /dʒɪm'neɪzɪəm/ *n.* a room or hall with equipment for doing physical exercise, for example in a school 健身房; 体育馆

**cafeteria** /,kæfɪ'tɪəriə/ *n.* a restaurant where you choose and pay for your

meal at a counter and carry it to a table. Cafeterias are often found in factories, colleges, hospitals, etc. 自助餐厅; 自助食堂

**entire** /ɪn'taɪə/ *adj.* including everything, everyone or every part 全部的; 完全的

**centre around** 围绕

**show up** 如约赶到; 出现

**(be) involved in** 参与……; 与……有  
关联

# Listening and Viewing

## Unit 1

**tip** /tɪp/ *n.* a small piece of advice about sth practical 指点; 实用的提示

**regular** /'regjʊlə/ *adj.* following a pattern, especially with the same time and space in between each thing and the next 有规律的; 定时的

**concentrate** /'kɒnsəntreɪt/ *v.* to give all your attention to sth and not think about anything else 集中(注意力); 聚精会神

**concern** /kən'sɜ:n/ *n.* something that is important to a person, an organization, etc. (对人、组织等)重要的事情

**facility** /fə'sɪlɪtɪ/ *n.* buildings, services, equipment, etc. that are provided for a particular purpose 设施; 设备

**puzzled** /'pʌzld/ *adj.* unable to understand sth or the reason for sth 困惑的, 迷惑不解的

△ **locker** /'lɒkə/ *n.* a small cupboard that can be locked, where you can leave your clothes, bags, etc. while you play a sport or go somewhere (体育馆等的)有锁储物柜, 寄物柜

△ **dustbin** /'dʌstbɪn/ *n.* a large container with a lid, used for putting rubbish/garbage in, usually kept outside the house (常置于房外的)垃圾桶, 垃圾箱

**gymnastics** /dʒɪm'næstɪks/ *n.* physical exercises that develop and show the body's strength and ability to move and bend easily, often done as a sport in competitions 体操; 体操训练

**take part in** 参与某事

**concentrate on** 集中(注意力); 聚精会神

**Lizzie** /'lɪzi/ 莉齐(人名, Elizabeth 的昵称; 亦作 Lizzy)

## Unit 2

△ **gesture** /'dʒestʃə/ *n.* a movement that you make with your hands, your head or your face to show a particular meaning 手势; 姿势; 示意动作

**differ** /'dɪfə/ *v.* to be different from sb/sth 相异; 有区别; 不同于

**mostly** /'məʊstli/ *adv.* mainly; generally 主要地; 一般地; 通常

△ **besides** /bɪ'saɪdz/ *adv.* used for making an extra comment that adds to what you have just said 而且; 再说  
*prep.* in addition to sb/sth; apart from sb/sth 除……之外(还)

**hug** /hʌg/ *v.* to put your arms around sb and hold them tightly, especially to show that you like or love them 拥抱; 搂抱

**alternative** /ɔ:l'tɜ:nətɪv/ *n.* a thing that you can choose to do or have out of two or more possibilities 可供选择的事物

**differ from** 区别于; 不同于

**Greece** /gri:s/ 希腊 [欧洲巴尔干半岛南部国家]

**Bulgaria** /bʌl'geəriə/ 保加利亚 [欧洲巴尔干半岛东南部国家]

## Unit 3

△ **souvenir** /,su:və'niə/ *n.* a thing that you buy and/or keep to remind yourself of a place, an occasion or a holiday/vacation; something that you bring back for other people when you have been on holiday/vacation 纪念品; 纪念品; (度假或外游买回来送人的)礼物

**airline** /'eəlaɪn/ *n.* a company that provides regular flights to take

passengers and goods to different places 航空公司

**enquire** /ɪn'kwɪə/ *v.* (especially BrE) (also *inquire*) to ask sb for some information 询问; 打听

△ **luggage** /'lʌgɪdʒ/ *n.* (especially BrE) bags, cases, etc. that contain sb's clothes and things when they are travelling 行李

△ **regulation** /,regju'leɪʃən/ *n.* an official rule made by a government or some other authority 章程; 规章制度; 规则

**charge** /tʃɑ:dʒ/ *v.* to ask an amount of money for goods or a service 收费, 要价

**fee** /fi:/ *n.* the amount of money that you pay for professional advice or services 专业服务费; 咨询费

**therefore** /'ðeəfɔ:/ *adv.* used to introduce the logical result of sth that has just been mentioned 因此; 所以; 因而

△ **vodcast** /vɒdkɑ:st/ *n.* a videocast (a podcast with video content) 视频播客

**prefer** /prɪ'fɜ:/ *v.* to like one thing or person better than another; to choose one thing rather than something else because you like it better 较喜欢; 喜欢……多于……

**witness** /'wɪtnɪs/ *v.* to see sth happen (typically a crime or an accident) 当场看到, 目击 (尤指罪行或事故)

**being** /'bi:ɪŋ/ *n.* a living creature 生物

**beauty** /'bjʊ:tɪ/ *n.* the quality of being pleasing to the senses or to the mind 美; 美丽

**blessed** /'blesɪd/ *adj.* enjoyable in a way that gives you a sense of peace or a feeling of freedom from anxiety or pain 愉快安宁的; 无忧无虑的

**to the fullest** 充分; 达到最大程度

## Unit 4

**opinion** /ə'pɪnjən/ *n.* your feelings or

thoughts about sb/sth, rather than a fact 意见; 想法; 看法

**partner** /'pɑ:tənə/ *n.* a person that you are doing an activity with, such as dancing or playing a game 搭档; 同伴

**bow** /bəʊ/ *n.* the act of bending your head or the upper part of your body forward in order to say hello or goodbye to sb or to show respect 鞠躬; 弯腰行礼

**remind** /rɪ'maɪnd/ *v.* to help sb remember sth, especially sth important that they must do 提醒; 使想起

**participant** /pɑ:'tɪsɪpənt/ *n.* a person who is taking part in an activity or event 参与者; 参加者

△ **graceful** /'ɡreɪsfəl/ *adj.* moving in a controlled, attractive way or having a smooth, attractive form 优美的; 优雅的; 雅致的

**nation** /'neɪʃən/ *n.* a country considered as a group of people with the same language, culture and history, who live in a particular area under one government 国家; 民族

**wreath** /ri:θ/ *n.* an arrangement of flowers and/or leaves in the shape of a circle, traditionally hung on doors as a decoration at Christmas 花环 (传统上圣诞节时挂在门上)

**symbol** /'sɪmbəl/ *n.* a person, an object, an event, etc. that represents a more general quality or situation 象征

△ **Jew** /dʒu:/ *n.* a member of the people and cultural community whose traditional religion is Judaism and who come from the ancient Hebrew people of Israel 犹太人

△ **stationery** /'steɪʃənəri/ *n.* materials for writing and for using in an office, for example paper, pens and envelopes 文具

**item** /'aɪtəm/ *n.* a single object or article 一件物品 (或商品)  
one thing on a list of things to buy, do, talk about, etc. 项目

**indicate** /'ɪndɪkeɪt/ *v.* to be a sign of sth; to show that sth is possible or likely 象征; 暗示



**dress up** 穿上盛装; 穿上正装  
**stand for** 象征; 是……意思

**Seoul** /səʊl/ 首尔 (旧称汉城)[韩国首都]

**sockencranz** /'sɒkən,krænts/ 德国未婚男性 25 岁生日时用做装饰的袜子串成的环

**bat mitzvah** /bɑ:t'mitsvə/ 犹太教成人礼 (女性)

**bar mitzvah** /bɑ:'mitsvə/ 犹太教成人礼 (男性)

**South African** /sauθ 'æfrɪkən/ 南非人 (尤指南非共和国人或生于南非的欧洲人); 南非居民



# Grammar Terms

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## Unit 1

**tense** 时态

**simple present** 一般现在时

**simple past** 一般过去时

**simple future** 一般将来时

**present continuous** 现在进行时

**past continuous** 过去进行时

**present perfect** 现在完成时

**future in the past** 过去将来时

## Unit 2

**sentence pattern** 句型

**subject** 主语

**verb** 谓词

**complement** 补语

**object** 宾语

**direct object** 直接宾语

**indirect object** 间接宾语

## Unit 3

**adverbial clause** 状语从句

**conjunction** 连词

**adverbial clause of time** 时间状语从句

**adverbial clause of condition** 条件状语从句

**adverbial clause of result** 结果状语从句

**adverbial clause of reason** 原因状语从句

**adverbial clause of concession** 让步状语从句

**adverbial clause of purpose** 目的状语从句

## Unit 4

**passive (voice)** 被动语态

**auxiliary verb** 助动词

**present continuous passive** 现在进行时的被动语态

**present perfect passive** 现在完成时的被动语态

## Glossary

### A

- accompany** /ə'kʌmpəni/ *v.* ①伴随；与……同时发生 ②陪同；陪伴 4
- actually** /'æktʃuəli/ *adv.* 事实上，的确 1
- adult** /'ædʌlt/ *adj.* 成年人的 *n.* (法律上指能为自己的行为负责的) 成年人 1
- adulthood** /'ædʌlθʊd/ *n.* 成年 4
- affair** /ə'feə/ *n.* ①事件；事情 ②私人事务 4
- ahead** /ə'hed/ *adv.* 提前；提早 3
- airline** /'eəlaɪn/ *n.* 航空公司 3
- alien** /'eɪliən/ *n.* 外星人；外星生物 1
- alongside** /ə,lɒŋ'saɪd/ *prep.* ①与……一起；与……同时 ②在……旁边；沿着……的边 3
- alternative** /ɔ:l'tɜ:nətɪv/ *n.* 可供选择的事物 2
- alumni** /ə'lʌmnaɪ/ *n.* (统称) 校友，毕业生 4
- amazed** /ə'meɪzd/ *adj.* 大为惊奇的 2
- amount** /ə'maʊnt/ *n.* (尤与不可数名词连用) 数量；数额 3
- analyse** /'ænləaɪz/ *v.* 分析 3
- anxious** /'æŋkʃəs/ *adj.* 焦虑；忧虑；担心 1
- appointment** /ə'pɔɪntmənt/ *n.* 约会；预约 2
- assignment** /ə'saɪnmənt/ *n.* (分派的) 任务 1
- attitude** /'ætɪtju:d/ *n.* 看法；态度 2
- attraction** /ə'trækʃən/ *n.* 向往的地方；有吸引力的事 3
- aubergine** /'əʊbədʒi:n/ *n.* 茄子 2

### B

- bacon** /'beɪkən/ *n.* 咸猪肉；熏猪肉 3
- band** /bænd/ *n.* ①鼓号乐队 ②流行音乐乐队 4
- based** /beɪst/ *adj.* (构成复合词) 以……为重要部分 (或特征) 2
- beauty** /'bjʊ:ti/ *n.* 美；美丽 3
- beg** /beg/ *v.* 恳求；哀求 1
- behaviour** /br'heɪvjə/ *n.* 行为；举止 1
- being** /'bi:ɪŋ/ *n.* 生物 3
- besides** /br'saɪdz/ *adv.* 而且；再说 *prep.* 除……之外 (还) 2
- blank** /blæŋk/ *adj.* 空白的 1
- blessed** /'blesɪd/ *adj.* 愉快安宁的；无忧无虑的 3
- bow** /bau/ *n.* 鞠躬；弯腰行礼 4
- brehtaking** /'breθ,tɛɪkɪŋ/ *adj.* 激动人心的；令人赞叹的 3

## C

- cafeteria** /,kæfɪ'tiəriə/ *n.* 自助餐厅; 自助食堂 4
- campus** /'kæmpəs/ *n.* (大学、学院的) 校园, 校区 4
- casual** /'kæʒuəl/ *adj.* 非正式的 4
- ceiling** /'si:lɪŋ/ *n.* 天花板; 顶棚 3
- ceremony** /'serɪməni/ *n.* 典礼; 仪式 4
- chapter** /'tʃæptə/ *n.* (人生或历史的) 时期, 篇章 1
- charge** /tʃɑ:dʒ/ *v.* 收费, 要价 3
- chart** /tʃɑ:t/ *v.* 制定计划 *n.* 图表 3
- cheese** /tʃi:z/ *n.* 奶酪 2
- childhood** /'tʃaɪldhʊd/ *n.* 童年; 孩童时期 4
- childishness** /'tʃaɪldɪʃnɪs/ *n.* 孩子气; 稚嫩 4
- chip** /tʃɪp/ *n.* 炸薯条 2
- citizen** /'sɪtɪzən/ *n.* 公民 4
- civic** /'sɪvɪk/ *adj.* 市民的; 城镇居民的 4
- classic** /'klæsɪk/ *adj.* (风格或设计) 典雅的, 古朴的 4
- comfort** /'kʌmfət/ *n.* 安慰; 慰藉 *v.* 安慰; 抚慰 1
- coming-of-age** /'kʌmɪŋ'æv'eɪdʒ/ *n.* 成年; 成人年龄 4
- comment** /'kɒment/ *n.* 议论; 评论 1
- concentrate** /'kɒnsəntreɪt/ *v.* 集中 (注意力); 聚精会神 1
- concern** /kən'sɜ:n/ *n.* (对人、组织等) 重要的事情 1
- confusing** /kən'fju:zɪŋ/ *adj.* 难以理解的 2
- confusion** /kən'fju:zən/ *n.* 困惑; 不确定 2
- context** /'kɒntekst/ *n.* 上下文, 语境 2
- court** /kɔ:t/ *n.* ①王宫; 宫殿; 宫廷 ②法院; 法庭; 审判庭 4
- creative** /kri'eɪtɪv/ *adj.* 创造 (性) 的; 创作的 1
- crisp** /krɪsp/ *n.* 炸土豆片, 炸薯片 2
- current** /'kʌrənt/ *adj.* 当前的; 现在的 4

## D

- decoration** /,dekə'reɪʃən/ *n.* 装饰品 3
- deliver** /dɪ'lɪvə/ *v.* 递送; 传送 2
- determine** /dɪ'tɜ:mɪn/ *v.* 决定; 影响 3
- differ** /'dɪfə/ *v.* 相异; 有区别; 不同于 2
- disgusted** /dɪs'gʌstɪd/ *adj.* 厌恶的; 憎恶的; 反感的 2
- distant** /'dɪstənt/ *adj.* 遥远的; 久远的 1
- DJ** /,di: 'dʒeɪ/ *n.* (电台、电视台、夜总会) 唱片节目主持人 4
- dramatically** /drə'mætɪkli/ *adv.* 显著地; 剧烈地 2
- dustbin** /'dʌstbɪn/ *n.* (常置于房外的) 垃圾桶, 垃圾箱 1
- duty** /'dju:tɪ/ *n.* 责任; 义务 4



## E

- effort** /'efət/ *n.* ① 尽力; 艰难的尝试 ② 力气, 努力 3
- eggplant** /'egplɑ:nt/ *n.* 茄子 2
- elect** /ɪ'lekt/ *v.* 选举, 推选 4
- election** /ɪ'leɪʃən/ *n.* 选举, 推选 (尤指从政) 4
- embarrassed** /ɪm'bærəst/ *adj.* (人或行为) (尤指在社交场合) 窘迫的, 尴尬的 2
- embarrassment** /ɪm'bærəsmənt/ *n.* 窘迫; 难堪 2
- enquire** /ɪn'kwɪə/ *v.* 询问; 打听 3
- entire** /ɪn'taɪə/ *adj.* 全部的; 完全的 4
- entry** /'entri/ *n.* ① 进入 (指行动) ② 参与, 加入 (指权利、机会) 4
- essay** /'eseɪ/ *n.* 文章, 短文 1
- event** /ɪ'vent/ *n.* ① 公开活动; 社交场合 ② 发生的事情; (尤指) 重要事情, 大事 4
- exchange** /ɪks'tʃeɪndʒ/ *n.* ① (不同国家人或团体之间的) 交流, 互访 ② 交换; 互换; 交流; 掉换 3
- expectation** /,ekspek'teɪʃən/ *n.* 希望; 盼望 1

## F

- facility** /fə'sɪlɪtɪ/ *n.* 设施; 设备 1
- factor** /'fæktə/ *n.* 因素; 要素 3
- fade** /feɪd/ *v.* 逐渐消失; 逐渐消逝 2
- fascinating** /'fæsmɪnɪŋ/ *adj.* 极有吸引力的; 迷人的 3
- fault** /fɔ:lt/ *n.* 责任; 过失 2
- fiction** /'fɪkʃən/ *n.* 小说 1
- finance** /'faɪnæns/ *n.* 资金 3
- fluency** /'flu:ənsɪ/ *n.* 流利, 流畅 2
- formal** /'fɔ:məl/ *adj.* 正式的; 庄重的 4
- forward** /'fɔ:wəd/ *adv.* 向前 1
- fry** /fraɪ/ *n.* 炸薯条 2

## G

- genuine** /'dʒenjuɪn/ *adj.* 真诚的; 真心的; 可信赖的 1
- gesture** /'dʒestʃə/ *n.* 手势; 姿势; 示意动作 2
- glance** /glɑ:ns/ *n.* 匆匆一看; 一瞥 1
- goal** /gəʊl/ *n.* 目标; 目的 3
- graceful** /'greɪsfəl/ *adj.* 优美的; 优雅的; 雅致的 4
- graduate** /'grædʒueɪt/ *v.* 获得学位 (尤指学士); 大学毕业 4
- gravy** /'greɪvɪ/ *n.* (调味) 肉汁 2
- gymnasium** /dʒɪm'neɪzɪəm/ *n.* 健身房; 体育馆 4
- gymnastics** /dʒɪm'næstɪks/ *n.* 体操; 体操训练 1

## H

- harsh** /hɑ:ʃ/ *adj.* 残酷的; 严厉的 1

**homecoming** /'həʊm,kʌmɪŋ/ *n.* (一年一度的) 校友返校活动 4

**household** /'haʊshəʊld/ *adj.* 家庭的; 家用的 *n.* 家庭; 一家人; 同住一所 (或一套) 房子的人 4

## I

**ignore** /ɪg'nɔː/ *v.* 忽视; 对……不予理会 1

**immediate** /ɪ'miːdiət/ *adj.* 立即的, 立刻的 2

**indicate** /'ɪndɪkeɪt/ *v.* 象征; 暗示 4

**individual** /,ɪndɪ'vɪdʒuəl/ *adj.* 一个人的 *n.* 个人 4

**intellectual** /,ɪntɪ'lektʃuəl/ *adj.* 智力的; 理智的 4

**involve** /ɪn'vɒlv/ *v.* ① (使) 参加, 加入 ② 牵涉; 牵连; 影响 4

**ironically** /aɪ'rɒnɪkəlɪ/ *adv.* (因出乎意料) 奇怪地 2

**item** /'aɪtəm/ *n.* ① 一件物品 (或商品) ② 项目 4

## J

**Jew** /dʒuː/ *n.* 犹太人 4

## L

**likely** /'laɪkəlɪ/ *adj.* 可能的; 预料的 2

**limitation** /,lɪmɪ'teɪʃən/ *n.* 起限制作用的规则 (或事实、条件); 不足之处 1

**linguist** /'lɪŋgwɪst/ *n.* 语言学家 2

**literally** /'lɪtərəli/ *adv.* 按字面; 字面上 2

**locker** /'lɒkə/ *n.* (体育馆等的) 有锁存物柜, 寄物柜 1

**luggage** /'lʌɡɪdʒ/ *n.* 行李 3

**luxury** /'lʌkʃəri/ *n.* 奢侈品 3

## M

**maintain** /meɪn'teɪn/ *v.* ① 维持; 保持 ② 维修; 保养 3

**male** /meɪl/ *n.* 男性; 雄性 *adj.* 男性的 4

**march** /mɑːtʃ/ *v.* 齐步走; 行进 4

**marriage** /'mæɪrɪdʒ/ *n.* 婚姻; 结婚 4

**masterpiece** /'mɑːstəpiːs/ *n.* 代表作; 杰作 3

**memory** /'meməri/ *n.* 回忆; 记忆 2

**Mexican** /'meksɪkən/ *n.* 墨西哥人 2

**mostly** /'məʊstli/ *adv.* 主要地; 一般地; 通常 2

**multiculturalism** /,mʌltɪ'kʌltʃərəlɪzəm/ *n.* 多元文化主义 (重视社会中各种文化) 4

## N

**nasty** /'nɑːsti/ *adj.* 不友好的; 令人不愉快的 1

**nation** /'neɪʃən/ *n.* 国家; 民族 4

## O

**obstacle** /'ɒbstækəl/ *n.* 障碍; 阻碍 3

**obviously** /'ɒbvɪəslɪ/ *adv.* 显然, 明显地 2

**occasion** /ə'keɪʒən/ *n.* ①特别的事情(或仪式、庆典) ②某次; ……的时候 4

**onion** /'ʌnjən/ *n.* 洋葱 3

**opportunity** /,ɒpə'tju:nɪtɪ/ *n.* 机会; 时机 3

**outdoor** /,aʊt'dɔ:z/ *adj.* 户外的; 室外的 3

**overcome** /,əʊvə'kʌm/ *v.* 克服; 解决 3

## P

**packet** /'pækɪt/ *n.* 小包装纸袋, 小硬纸板盒 2

**pajamas** /pə'dʒɑ:məz/ *n.* (一套) 睡衣裤 4

**panic** /'pænik/ *v.* (使) 惊慌, 惊慌失措 2

**pants** /pænts/ *n.* ①内裤; 短裤 ②裤子 2

**parade** /pə'reɪd/ *n.* 游行 4

**participant** /pɑ:'tɪsɪpənt/ *n.* 参与者; 参加者 4

**participate** /pɑ:'tɪsɪpeɪt/ *v.* 参加; 参与 3

**partner** /'pɑ:tnə/ *n.* 搭档; 同伴 4

**pasta** /'pæstə/ *n.* 意大利面食 3

**perform** /pə'fɔ:m/ *v.* 履行; 执行 4

**pizza** /'pɪtsə/ *n.* 比萨饼; 意大利饼 2

**plate** /pleɪt/ *n.* 盘子; 碟子 2

**pleasant** /'plezənt/ *adj.* 令人愉快的; 可喜的 2

**political** /pə'lɪtɪkəl/ *adj.* 政治的; 政府的 3

**portion** /'pɔ:ʃən/ *n.* (食物的) 一份 2

**practical** /'præktɪkəl/ *adj.* ①切实可行的 ②实际的; 真实的 3

**prefer** /prɪ'fɜ:z/ *v.* 较喜欢; 喜欢……多于…… 3

**pressure** /'preʃə/ *n.* 心理压力; 紧张 *v.* 逼迫; 使迫不得已 1

**prevent** /prɪ'vent/ *v.* 阻止; 阻碍 3

**prince** /prɪns/ *n.* 王子; 亲王 4

**princess** /,prɪn'ses/ *n.* (除女王或王后外的) 王室女成员; (尤指) 公主 4

**process** /prəʊ'ses/ *v.* 处理; 加工 *n.* (为达到某一目标的) 过程; 进程 3

## Q

**quality** /'kwɒlɪtɪ/ *n.* 质量; 品质 3

## R

**range** /reɪndʒ/ *n.* ①(变动或浮动的) 范围, 区间 ②一系列 3

**rather** /'rɑ:ðə/ *adv.* ①相当, 在某种程度上 ②更确切地讲 1

**refer** /rɪ'fɜ:z/ *v.* ①描述; 与……相关 ②提到; 谈及; 说起 4

**reflect** /rɪ'flekt/ *v.* ①认真思考; 沉思 ②显示, 表明, 表达(事物的自然属性或人们的态度、

情感等) 1

**region** /'ri:dʒən/ *n.* (通常界限不明的) 地区, 区域 3

**regular** /'regjələ/ *adj.* 有规律的; 定时的 1

**regulation** /,regju'leɪʃən/ *n.* 章程; 规章制度; 规则 3

**related** /rɪ'leɪtɪd/ *adj.* 相关的; 有联系的 1

**relevant** /'reləvənt/ *adj.* 紧密相关的; 切题的 3

**relic** /'reɪlɪk/ *n.* 遗迹; 遗物 3

**remind** /rɪ'maɪnd/ *v.* 提醒; 使想起 4

**reminisce** /,remɪ'nɪs/ *v.* 回忆, 追忆 4

**rent** /rent/ *v.* (短期) 租用, 租借 4

**represent** /,reprɪ'zent/ *v.* ①作为……的象征; 代表 ②代表 4

**respect** /rɪ'spekt/ *n.* 尊重; 重视 *v.* 尊敬; 尊重 4

**responsibility** /rɪ,sponsɪ'bɪlɪtɪ/ *n.* 职责; 义务 4

**ritual** /'rɪtʃuəl/ *n.* 仪式; 程序; 礼节 4

**rooted** /'ru:tɪd/ *adj.* 固定在某地的; 稳固的 3

**ruin** /'ru:ɪn/ *n.* 残垣断壁; 废墟 3

## S

**sacred** /'seɪkrɪd/ *adj.* 神圣的 4

**salty** /'sɔ:ltɪ/ *adj.* 含盐的; 咸的 2

**sauce** /sɔ:s/ *n.* 调味汁; 酱 2

**savoury** /'seɪvəri/ *adj.* 咸味的 2

**sculpture** /'skʌlptʃə/ *n.* 雕像; 雕刻品 3

**select** /sɪ'lekt/ *v.* 选择; 挑选; 选拔 4

**semi-** /'semi/ *prefix.* (构成形容词和名词) 半; 部分 4

**senior** /'si:nɪə/ *n.* 高年级学生 4

**setback** /'setbæk/ *n.* 挫折; 阻碍 3

**sewing** /'səʊɪŋ/ *n.* 缝纫 4

**sheet** /ʃi:t/ *n.* 一张 1

**shortage** /'ʃɔ:tɪdʒ/ *n.* 不足; 缺少 1

**shrug** /ʃrʌg/ *v.* 耸肩 (表示不知道或不在乎) 2

**signal** /'sɪgnəl/ *v.* ①发信号; 示意 ②标志; 表明 2

**significantly** /sɪg'nɪfɪkəntli/ *adv.* 有重大意义地; 显著地; 明显地 4

**sincerely** /sɪn'sɪəli/ *adv.* 敬启, 谨上 3

**snack** /snæk/ *n.* 点心; 小吃 2

**snail** /sneɪl/ *n.* 蜗牛 2

**socialise** /'səʊʃəlaɪz/ *v.* (和他人) 交往, 交际 4

**soil** /sɔɪl/ *n.* ①国土; 领土 ②土壤 2

**solo** /'səʊləʊ/ *adj.* 独自的; 单独的 3

**sort** /sɔ:t/ *n.* 种类; 类别 1

**souvenir** /,su:və'nɪə/ *n.* 纪念物; 纪念品; (度假或外游买回来送人的) 礼物 3

**Spanish** /'spæɪnɪʃ/ *n.* 西班牙语 (通用于西班牙、墨西哥以及中、南美洲多数国家) 2



**sparkly** /'spɑ:kli/ *adj.* 闪烁的；闪耀的 3  
**specific** /spri'sɪfɪk/ *adj.* ①特有的；独特的 ②明确的；具体的 4  
**stage** /steɪdʒ/ *v.* 上演 *n.* (发展或进展的) 时期，阶段，状态 4  
**stare** /steə/ *v.* 盯着看；凝视 1  
**stationery** /'steɪʃənəri/ *n.* 文具 4  
**strand** /strænd/ *n.* (线、绳、毛发等的) 股，缕 4  
**symbol** /'sɪmbəl/ *n.* 象征 4  
**symbolise** /'sɪmbəlaɪz/ *v.* 是……的象征；代表 4

## T

**tear** /teə/ *v.* ①挣开；拽开 ②撕裂；撕碎；扯破；戳破 3  
**teen** /ti:n/ *n.* 【非正式用法，美式英语使用较多】(13至19岁之间的) 青少年，少男，少女 3  
**teenager** /'ti:neɪdʒə/ *n.* (13至19岁之间的) 青少年 1  
**temple** /'tempəl/ *n.* 庙宇，神殿 3  
**themed** /θi:md/ *adj.* 特定主题的 4  
**therefore** /'ðeəfɔ:/ *adv.* 因此；所以；因而 3  
**thread** /θred/ *n.* (棉、毛、丝等的) 线 4  
**throughout** /θru:'aʊt/ *prep.* ①自始至终 ②各处；遍及 1  
**tip** /tɪp/ *n.* 指点；实用的提示 1  
**topic** /'tɒpɪk/ *n.* 话题；标题 4  
**torn** /tɔ:n/ *adj.* (在两者之间) 难以选择，左右为难 2  
**tradition** /trə'dɪʃən/ *n.* 传统，传统的信仰(或风俗) 4  
**transition** /træn'zɪʃən/ *n.* 过渡；转变 4

## U

**underwear** /'ʌndəweə/ *n.* 内衣 2  
**upcoming** /'ʌp,kʌmɪŋ/ *adj.* 即将发生(或来临)的 4

## V

**vary** /'veəri/ *v.* (根据情况) 变化，改变 4  
**vast** /vɑ:st/ *adj.* 巨大的；辽阔的 3  
**vocabulary** /və'kæbjələri/ *n.* (某一语言的) 词汇，词汇量 2  
**vodcast** /vɒdkɑ:st/ *n.* 视频播客 3

## W

**within** /wɪð'ɪn/ *prep.* 不出(某段时间)；在(某段时间)之内 2  
**witness** /'wɪtnɪs/ *v.* 当场看到，目击(尤指罪行或事故) 3  
**womanhood** /'wʊmənɦʊd/ *n.* 成年女子的状态 4  
**worldwide** /,wɜ:ld'waɪd/ *adv.* 在全世界；在世界各地 4

**wreath** /ri:θ/ *n.* 花环（传统上圣诞节时挂在门上）4

**wrist** /rɪst/ *n.* 手腕 2

## Y

**youth** /ju:θ/ *n.* ①（统称）青年，年轻人 ②青年时期（尤指成年以前）4

## ▶ 后记

本套教材根据教育部颁布的《普通高中英语课程标准（2017年版2020年修订）》编写，后经国家教材委员会专家委员会审核通过。

本套教材编写过程中，我们得到了多方面的指导与支持。国内外多位语言教学专家，如梅德明、刘正光、程晓堂、Rod Ellis、Brian Tomlinson等，对我们的教材编制方案、教材初稿和教材修订工作提出了宝贵的意见和建议。

上海市英语特级教师何亚男、吴小英、汤青、陆跃勤等对我们的编制方案、选材、活动设计、编写体例等提出了富有建设性的意见。教材编写过程中，我们还多次听取了上海市各区高中教研员和优秀骨干教师的意见和建议。

此外，来自加拿大、德国、英国、美国等国家的多位外籍专家，如Marc Young, Stephanie Ashford, Catherine Watts等，对本套教材进行了审校，提出了许多有价值的修改意见。

上海市中小学（幼儿园）课程改革委员会、上海市教育委员会教学研究室、上海市英语教育教学研究基地（上海市高校“立德树人”人文社科重点研究基地）、基地所在单位上海外国语大学以及上海外语教育出版社对教材的编写提供了有力的支持。各册责任编辑全程参与了教材的编写工作，付出了辛勤的劳动。

我们在此一并表示衷心的感谢。

热忱欢迎广大专家、教师和同学们在使用过程中指出教材的不足之处或问题，以便我们尽快修订改正。

编者

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