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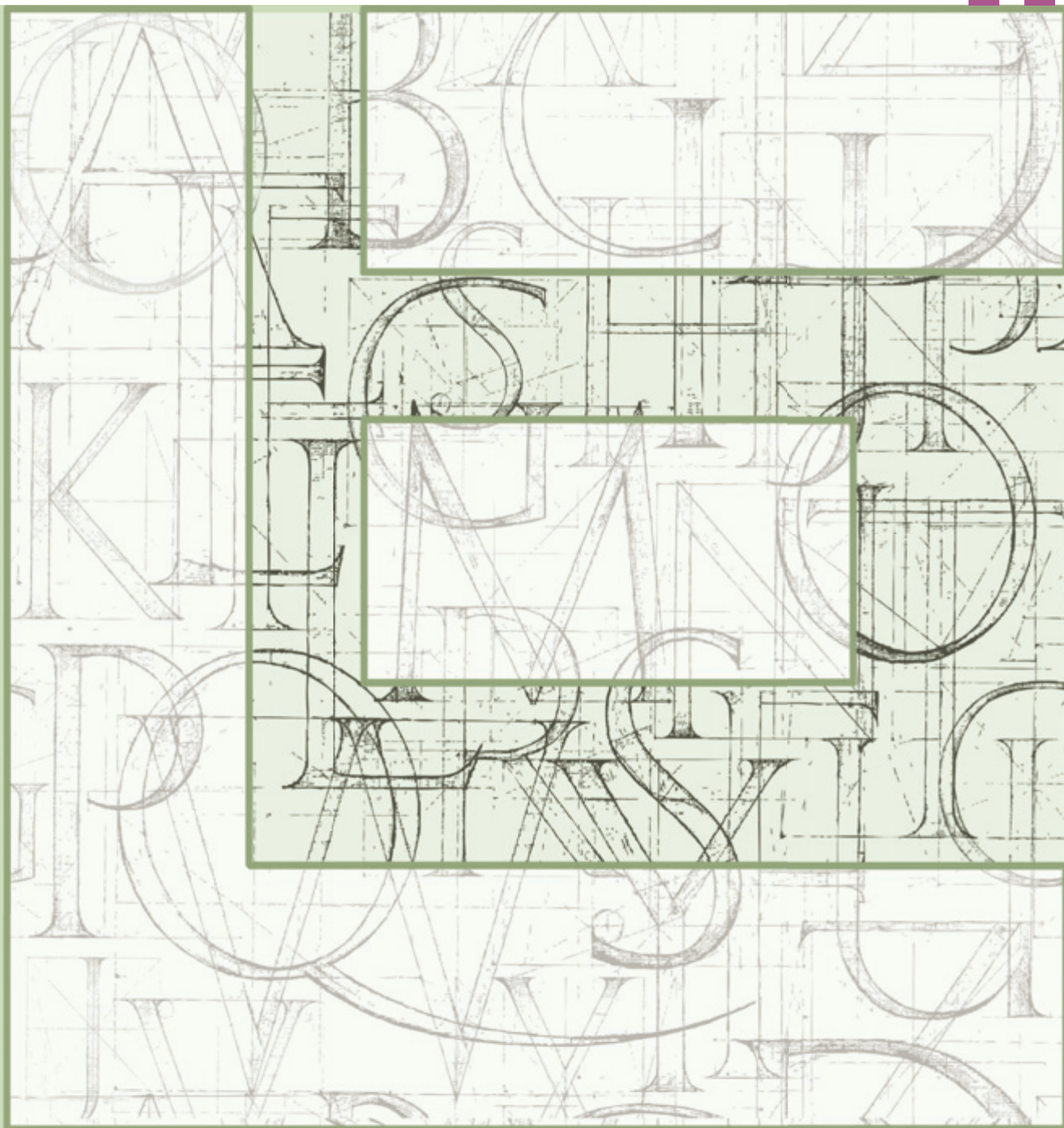


普通高中教科书

# 英语 • 必修

## English

### 第一册



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## English

### 第一册



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# 致同学们

亲爱的同学们：

欢迎你们打开这本教材，进入高中英语学习的新阶段。在这个阶段中，同学们将通过语言能力、文化意识、思维品质和学习能力四个方面的综合训练，全面提升英语学科核心素养。

本套教材共分七册，必修第一至第三册为必修课程内容，通过这一阶段的学习，同学们可以达到《普通高中英语课程标准（2017年版）》（以下简称《课程标准》）所要求的学业质量水平一，即高中毕业基本要求；选择性必修第一至第四册为选择性必修课程内容，学完这四册教材后，同学们可达到《课程标准》所要求的学业质量水平二，即达到未来接受高等教育的基本要求。

本册为必修第一册，共有四个核心主题（Our world、Places、Choices、My space）。同学们在这四个主题语境的引领下开展听说读写看的活动。

本册教材共由四个单元组成，每个单元有五个板块，各板块的具体内容和学习方式如下：

- **Reading and interaction** 是单元的核心内容，其中的主课文搭建了一个活动丰富的学习平台，供同学们研读文章的思想内容和语言特点。同学们可以据此联系生活实际，开展听说读写的综合性交际活动，全面提高语言能力、思维品质，把握文化内涵，提升文化意识和学习能力。
- **Grammar activity** 是《课程标准》所规定的相关语法学习内容，其中的语法范例展示了语法知识的特点，随后的语法合作学习活动将帮助你们建立规范和得体的语法知识体系，发展有效的语法应用能力。
- **Listening and speaking** 分为听力活动和口语活动。听力活动之前有丰富的听前准备活动，同学们准备得越充分，听力学习的成效就越大；口语活动和听力活动紧密相依，为同学们创造了听说相结合的训练机会。
- **Writing** 为同学们提供了发展写作能力的机会。在教师的指导下，同学们可以首先根据问题提示研究范文在内容、语言和文本编辑方面的特点，然后开展独立的写作训练。
- **Cultural focus** 提供了丰富的优秀中华文化和世界其他国家及地区的文化内容。同学们通过学习这些内容，理解丰富多彩的文化现象和文化特点，提升文化意识和文化比较能力，加强对中国文化的自信，树立家国情怀，培养人类命运共同体的理念，将价值塑造、知识传授和能力培养三者融为一体。本板块还有一个视频学习项目，蕴含丰富的语言和文化内容，同学们通过视听学习，能够有效地提升“看英语”的能力。

本套教材还有以下特点：

- **丰富的学习活动助你改进学习方式**

《课程标准》提倡通过活动来提高语言学习效能。为此，本套教材含有大量的综合性语言交际活动，有助于同学们不断改进学习方式，主动、积极地参与到合作探究的学习活动中去。

- **“学习目标”和“自我评价”手段有助于提高“教学评”一体化程度**

明确的学习目标和准确的自我评价是保证“教学评”一体化的重要条件。本套教材为同学们提供了两个助学工具：(1) 单元开始时的“学习目标”提出了各个板块的学习内容和期望达成的学习结果；(2) 单元结束时的自我评价活动可以帮助同学们准确地评价自己的学习成果，并据此规划下一步的学习目标。

成功的英语学习需要建立在强有力的动机、合理的学习方式和持之以恒的努力之上。希望同学们在新的学习阶段中，积极参加各种交际活动，用耐心和恒心铺就成功之道。预祝同学们学习成功！

# 1 Our world

## A Reading and interaction (p. 6)

**Reading:** Life in a day

**Mini-project:** Making a digital time capsule

**Focus on language:** Nouns for everyday objects; adjective + preposition for expressing feelings; ways to express similarities and differences

## B Grammar activity (p. 12)

Present continuous passive

## C Listening and speaking (p. 14)

**Listening:** Two students' volunteering experiences

**Speaking:** Talking about your plan for a volunteer project

## D Writing (p. 16)

Writing an informal letter about your new school life

## E Cultural focus (p. 18)

**Reading:** How to study culture

**Video:** From Ireland to the USA

## Self-assessment (p. 22)

# 2 Places

## A Reading and interaction (p. 24)

**Reading:** Where history comes alive

**Mini-project:** Introducing a city to foreign friends

**Focus on language:** *One of* + plural noun; proper nouns

## B Grammar activity (p. 30)

Future in the past

## C Listening and speaking (p. 32)

**Listening:** A happy ending

**Speaking:** Talking about acts of kindness

## D Writing (p. 34)

Writing a travel blog

## E Cultural focus (p. 36)

**Reading:** What's in a name?

**Video:** Nanning: a city in southern China

## Self-assessment (p. 40)

# 3 Choices

## A Reading and interaction (p. 42)

**Reading:** The good, the bad and the really ugly

**Mini-project:** Checking food in my fridge

**Focus on language:** Compound nouns and adjectives

## B Grammar activity (p. 48)

Relative clauses with *who, whom, which, that* and *whose*

## C Listening and speaking (p. 50)

**Listening:** Vending machines

**Speaking:** Talking about having a vending machine in a public location

## D Writing (p. 52)

Writing short messages such as invitations and notes

## E Cultural focus (p. 54)

**Reading:** A new way of eating: online food delivery services

**Video:** Food in the UK

## Self-assessment (p. 58)

# 4 My space

## A Reading and interaction (p. 60)

**Reading:** The 1940s house

**Mini-project:** Travelling back in time

**Focus on language:** Hyphenated compound adjectives; adverbs of manner, degree and comment

## B Grammar activity (p. 66)

Relative clauses with *when, where* and *why*

## C Listening and speaking (p. 68)

**Listening:** Whose house is it anyway?

**Speaking:** Making house rules

## D Writing (p. 70)

Writing an article to describe a room

## E Cultural focus (p. 72)

**Reading:** A house with a history

**Video:** Pastimes in the past

## Self-assessment (p. 76)

## Appendices

Phonetic symbols (p. 77)

Vocabulary (p. 78)

Proper nouns (p. 86)

Glossary (p. 87)

Grammar reference (p. 88)







## Objectives

### A Reading and interaction

- Discover the meaning of life as in the reading passage

### B Grammar activity

- Use the present continuous passive correctly in the given context

### C Listening and speaking

- Talk about your plan for a volunteer project

### D Writing

- Write an informal letter to a magazine using appropriate language and format

### E Cultural focus

- Analyse cultural phenomena from different perspectives
- Explain the cultural significance of the Irish Potato Famine in the 19th century

## A Reading and interaction



### Pre-reading activity

#### 1 Before you read, take one thing out of your pocket or school bag and then answer the questions.

Is it about your family?

Is it about your education?

Is it about your free time?

Is it about your health?

Is it about your friends?

Or is it about .....

Is this thing important to you? Why?

.....  
.....

#### 2 Read the first paragraph of the passage and then answer the questions.

(1) What is the general idea?

.....  
.....  
.....

(2) What do you think the two expressions *video clip* and *digital time capsule* mean? Look up their definitions in a dictionary to see if your understanding is correct.

• A video clip: .....

.....  
• A digital time capsule: .....

.....

What do you love? What do you fear?

What's in your pocket? These are the

questions from the film *Life in a Day*.

Director Kevin Macdonald asked

5 people around the world to answer the questions and send in a video clip from a typical day. He was interested in

creating a picture of the world, a digital time capsule for the future. On 24

10 July 2010, people from Africa, Europe, America, Antarctica and Asia recorded events on their mobile phones and

digital cameras and uploaded<sup>①</sup> them onto the Internet. In all there were

15 81,000 video clips. It took Macdonald and a team of researchers seven weeks to make them into a film.

The film starts at midnight. The

moon is high in the sky, elephants

20 are washing themselves in a river in Africa and a baby is sleeping. At the same time, in other parts of the world,

people are getting up, brushing their teeth and making breakfast. In the

25 next minutes of the one-and-a-half-hour-long film, we watch everyday

① upload /,ʌp'ləʊd/ v. 上传

routines from more than 140 different countries and see the connections between them. In one short scene an American girl is playing with her hula hoop. In another, a child is working at a shoeshine stand in Peru. One looks well off, the other is poor,  
 30 but then the shoeshine boy shows us his favourite thing—his notebook computer. He's very proud of it because he earned the money to pay for it.

"We all care about the same things," says the director and in some ways he's right. Family and friends are the things most people love and many of them are keen on sports, like football. But then one man says he loves his cat and another loves his  
 35 fridge because it doesn't talk back!

Monsters<sup>①</sup>, dogs and death are the things most people fear. One young girl is worried about growing up and a man in Antarctica says, "I'm afraid of losing this place." But when asked, "What's in your pocket?", the answers are surprising. We don't see an ID card, a shopping list, or a bus ticket. Instead, one person has a  
 40 paper towel, and another shows us a button. A poor man says he has nothing. He's not ashamed of his poverty—he's simply happy to be alive.

The film ends just before midnight, with a young woman in her car. It's raining outside and she's recording a short clip on her phone. "I just want people to know that I'm here," she says. In other words, she wants to show that her life matters.  
 45 Even though their lives are very different, the people in *Life in a Day* have one thing in common: each of them is able to find meaning and happiness, no matter what his or her life is like.



① monster /'mɒnstə(r)/ n. 怪物

## A Reading and interaction

### Comprehension work

#### 1 Read the passage and answer the questions.

(1) What did Kevin ask people around the world to do?

.....

(2) What is Kevin's film like according to the information in the first paragraph?

.....

(3) What type of thing do people have in common about what they love?

.....

(4) What are the things that most people fear?

.....

(5) What do people want according to the final scene of the film?

.....

#### 2 Read the summary below and fill in each blank with a suitable word based on the language of the passage. You may change the form if necessary.

*Life in a Day* is a film about the everyday lives of people in different countries. The director Kevin Macdonald is interested in <sup>1</sup>..... a picture of the world as a <sup>2</sup>..... time capsule for the future. He asked people around the world to film a short <sup>3</sup>..... of their daily routines on a <sup>4</sup>..... day. He also asked them to answer three questions about what they love, what they fear, and what they have in their pockets. He received 81,000 video <sup>5</sup>..... in all, which were recorded on mobile phones or <sup>6</sup>..... cameras. Then, he and his team turned them into a film. The scenes are well <sup>7</sup>..... and deal with topics, such as people's cares and worries, their fears and their feelings about some seemingly <sup>8</sup>..... and unimportant things in life. The film expresses a clear message: people around the world are living different lives, and each of them is unique. But they have one thing in common: they all try to find meanings in those everyday <sup>9</sup>.....—this is what really <sup>10</sup>.....



## Deep reading

- 1 **Study the different scenes in the film. What do you think these scenes mean? Discuss them in pairs and complete the table. You may use the example below to help you.**

*Elephants are washing themselves in a river in Africa.*

You may ask and respond like this:

**A: What does the film-maker want to tell us with this scene?**

**B: He may want to show that** it's the start of a new day.

Scenes shown in the film	My understanding
(1) People are getting up, brushing their teeth and making breakfast.	
(2) An American girl is playing with her hula hoop.	
(3) A child is working at a shoeshine stand in Peru. He shows his favourite thing—his notebook computer.	
(4) One man says he loves his fridge because it doesn't talk back.	
(5) A man in Antarctica says, "I'm afraid of losing this place."	
(6) A poor man says that he has nothing, but he feels no shame in being poor.	
(7) It's raining outside and a young woman says that she just wants people to know she's there.	

## A Reading and interaction

### 2 Work in pairs and discuss the questions.

(1) Why did Kevin make this film? What did he want to tell us?

.....

.....

(2) How would you answer the three questions at the beginning of the passage?

.....

.....

### Mini-project

#### Making a digital time capsule

Imagine that you are going to make a digital time capsule for people living 100 years from now. Each of you should suggest one object or one scene from everyday life for filming.

- Discuss the questions in groups.  
What object / scene would you choose? Why would you choose it?
- Share ideas within your group.
- Select one person to report on behalf of your group.

<p><b>My choice</b></p> <p><i>I would film one of our English lessons for the time capsule.</i></p>	<p><b>My choice</b></p>
<p><b>Reasons</b></p> <p><i>I think that the people living 100 years from now would find it surprising that there is a human teacher standing in the front and talking to so many students at the same time. By then, there might not be schools like ours any more. Children would probably learn from robots.</i></p>	<p><b>Reasons</b></p>

## Focus on language

**1 Read the passage again. Find some language points in the passage and list them in the blanks.**

(1) A word or an expression for everyday objects, made of two nouns (e.g. *paper towel*).

.....  
 .....

(2) An adjective followed by a preposition for expressing feelings (e.g. *(be) interested in*).

.....  
 .....

(3) Ways to express similarities and differences (e.g. *At the same time, in other parts of the world, people are ...*).

.....  
 .....  
 .....  
 .....  
 .....  
 .....  
 .....  
 .....

**2 Complete the sentences below with the correct form of the words in brackets.**

(1) ..... recorded music is easy to spread and share. (digital)

(2) Many doctors believed that there was a ..... of knowledge about this kind of illness. (poor)

(3) More than 20 people ..... in the earthquake according to the news report. (death)

(4) His yearly ..... have increased a lot since he got a job in the city. (earn)

(5) He's not the ..... to enjoy an easy life. He's always working hard to meet challenges. (typical)

(6) Dear Sir, I'm writing in ..... to your letter dated 19 July. (respond)

(7) His mother is very ..... about what rice is used for making the Spring Festival food. (select)

(8) His sense of humour is ..... his own. This is why his books are much more popular than others'. (unique)

## B Grammar activity

### Present continuous passive

The present continuous passive is *am / is / are + being + past participle*.

The plan **is being reviewed** now.

→ Grammar reference 1 (p. 88)

- 1 Read the interview. Pay attention to sentences 1–11 and answer questions a and b on page 13.



## My work at UNICEF China

Li Zhen from UNICEF (United Nations Children's Fund) China was interviewed by our reporter last week. Here is what he shared with us.

**Reporter:** What does UNICEF do?

**Li Zhen:** UNICEF is an international organization. Its goal is to protect the rights of children and to make sure that every child receives health care and education.

<sup>1</sup>A lot of important work is being done by UNICEF and its partners. <sup>2</sup>We are always doing our best to improve the lives of children around the world. The organization has offices in most countries. <sup>3</sup>I'm mainly working in the UNICEF China office in Beijing, but I do travel a lot.

<sup>4</sup>A large number of activities are being organized by different UNICEF offices and partner organizations. Because of this, I'm always in touch with other offices to find out about new projects.

**Reporter:** <sup>5</sup>What kind of programme is currently being implemented<sup>①</sup>?

**Li Zhen:** UNICEF has an Early Childhood Development programme to help children between the ages of three and six. Kids that age are too young to start school, but they're not too young to start learning. <sup>6</sup>Through our community programmes, children are playing and learning at the same time. Parents love these programmes.

**Reporter:** What are your plans for today at the office?

**Li Zhen:** Well, there are several things on my schedule. A big conference will be held in Beijing next week. <sup>7</sup>My team is preparing to talk about our projects. <sup>8</sup>I'm also writing a report for the UNICEF office in New York. <sup>9</sup>Several plans are being developed to improve school quality in small towns far from any big cities. <sup>10</sup>My report explains some of our goals and what we're doing to achieve them.

And later this afternoon, I'll take part in a meeting about UNICEF's e-learning project for parents. <sup>11</sup>That programme supports Chinese parents who are living and working far away from their children.

① implement /'ɪmplɪment/ v. 实施; 执行



**a** Which sentences talk about actions that are happening now or over a period of time? .....

**b** Which sentences talk about something being done? .....

**2 Complete the passage. Use the present continuous or the present continuous passive form of the verbs in brackets.**

## The UNICEF e-learning project

In parts of China many children are living with grandparents or relatives. Where are these children's parents? They <sup>1</sup> ..... (work) far from their homes and families. Many of these parents are only back home for a few days each year to see their children. This kind of life is hard for the children and hard for the parents as well.

Luckily, programmes <sup>2</sup> ..... (set up) to help them. UNICEF <sup>3</sup> ..... (work) together with local organizations to provide support for families with left-behind children. Today, mobile technology <sup>4</sup> ..... (use) to deliver useful information to parents.

The UNICEF e-learning project is one such programme. Every day, thousands of parents watch short videos, take quizzes<sup>①</sup>, or read informative cartoons that inspire and educate them about parenting through online apps<sup>②</sup>. Some apps <sup>5</sup> ..... (develop), and some are already in use. And they provide useful tips for many families.

**3 Work in groups. Think of three things that are being done in your local area currently. Write them down. You may use the example below to help you.**

*A new bridge is being built.*

(1) .....

(2) .....

(3) .....

**Now ask the other group members about their findings. Select the most meaningful example and report to the class.**

■ **You may ask and respond like this:**

**A:** What is being done in our school currently?

**B:** A new sports meeting is being planned in our school.

■ **You may report like this:** I think Lili's example was very meaningful. She said, "In our city, the household waste is being sorted out and put into different garbage bags."

① quiz /kwɪz/ n. 小测验 ② app /æp/ n. (计算机 / 手机的) 应用程序

## C Listening and speaking

### 1 Think of possible volunteer work. Discuss the advantages you could get from it and the challenges you may face.

#### Possible advantages

- You may get useful work experience.
- You may learn new skills and acquire new knowledge.
- You may deepen your understanding of society.
- You may learn useful skills to deal with real-life problems.
- You may improve your interpersonal skills through working with your team members.
- Others: .....

#### Possible challenges

- You don't have enough knowledge or skills to do the work.
- You may be asked to do things that you're not interested in.
- The working conditions are poor.
- The work can be difficult.
- It costs you too much money or time.
- Others: .....

### 2 Listen to two students, Zhang Min and Liu Wei, talking about their volunteering experiences. Take notes and answer the question.

What are the two volunteers' stories about?

.....

.....

.....

### 3 Listen again for details. Complete the table about their projects.

	Zhang Min	Liu Wei
Name of project		SMILE
Location	Sri Lanka	
Number of people		four
Length of project	three weeks	
Working hours		2:00 p.m. – 5:00 p.m.
Difficulties	sometimes no electricity	
Advantages	working with children	
Current activity	making learning materials	

4 Work in pairs. Look at the three advertisements. Select one and discuss your plan.

## Volunteers wanted!



- **Children support:**  
Support the children of migrant<sup>①</sup> families in your city or town.

- **Water management:**  
Protect our rivers.

- **Health first:**  
Improve public toilet hygiene<sup>②</sup>.

### Student A

Imagine that you are a volunteer on one of the projects above. Talk to your friends and ask them to join you.

### Student B

Your friend is on a volunteer project and wants you to join. You need to know more about the project before you decide if you want to take part in it. If you don't, suggest your own plan. Use the ideas in exercise 3 on page 14 to help you.

### Language guide

#### You may talk about these topics like this:

- **Project name:** My project is called ...; (SMILE) stands for ...
- **Number of people:** My project has ... / There are ... people working on this project.
- **Length of project:** The project will start in ..., and will be completed in ...
- **Working hours:** We work from ... to ...
- **Difficulties:** The challenges include ... / One big problem is ...
- **Advantages:** One of the advantages is that ...
- **Current activity:** Right now, I'm working on ...

① migrant /'maɪgrənt/ n. (为工作)移居者 ② hygiene /'haɪdʒiːn/ n. 卫生

## D Writing



## Teens Magazine:

## What's new?

Every year, many young people enter senior high school just like you. You may have something to say about your new school life, so send us a letter about it. We want to know what's different, what's similar and what's new.

**1 Read the advertisement in *Teens Magazine*. Imagine that you are writing to the magazine. You may prepare your writing by thinking about the questions.**

(1) What type of writing do you have to do?

- an informal letter    ■ a formal letter

(2) What do you need to include? Select one or more topics from the list below.

- school buildings    ■ teachers    ■ classmates    ■ schoolwork  
 ■ school activities    ■ other things like .....

**2 Read the sample letter. Which topics in exercise 1 question (2) does it include? Then complete the table on page 17 before you write.**

18XX Renmin Road  
 Shanghai 200040  
 People's Republic of China  
 12 September 20XX

Dear Teens,

I've been at senior high for about two weeks and I love it.

Many things here are different from those in my junior high school. The school is larger. It has so many buildings that I still lose my way sometimes. We have more classes and the subjects are much more difficult than before. Unlike the teachers in junior high, teachers here don't set a lot of rules, so we have more freedom. There are more school clubs and activities. I have joined the basketball club and the guitar club. The biggest difference is that my senior high school is a boarding school. I live in the school dorm during the week. I miss my family sometimes, but I get on well with my roommates, and I'm learning how to live away from home.

Other things are the same. Students here are as friendly as those in the junior high school. I've made some friends here and we play basketball after school together—just like before.

Next week, we're going to have the School Art Festival. I'm playing the guitar for my class and I'm excited about that!

I like life here. So much is new, challenging and fun. I know I'll enjoy the next three years here.

Yours,

Li Ming



## E Cultural focus



People who live in a particular area may share a similar lifestyle. This is what we call culture. We need to learn how to understand other cultures, and get to know their history and societies.

In this section, you will first read a passage about how to study culture. You will then watch a video about Irish immigration to the USA.

### 1 Read the passage to learn how to study culture.

## How to study culture

Culture means a way of life for a particular group of people. It can be studied in terms of four cultural elements—cultural objects, cultural festivals or celebrations, cultural behaviours and cultural ideas.



**A cultural object** usually refers to a thing that is closely related to a particular culture. Chinese knots, lanterns and dragon boats are examples of Chinese culture.



**A cultural festival / celebration** usually refers to an event where the traditions of a particular people or place are celebrated. Some Chinese examples include the Spring Festival, the National Day (1 October) and the Mid-Autumn Festival.



**A cultural behaviour** usually refers to a way of doing a particular thing that is shared by other members of that group or community. For example, the way you introduce yourself to new people, eat your meal, or even the way you speak in public.



**A cultural idea** refers to an understanding of the world that typically reflects the way of thinking in a particular culture. For example, there are ideas about wealth, family, and attitudes towards one's elders in almost every culture in the world. Yet, people from different cultures view these things from different perspectives<sup>①</sup>. In China, for example, respect for older people is of much greater importance than in some other countries.

**2 Work in groups. Come up with two examples for each type of cultural element below.**

Cultural objects: .....

Cultural festivals / celebrations: .....

Cultural behaviours: .....

Cultural ideas: .....

**Now ask the other group members about their examples. Then select the most interesting one and report it to the class.**

The most interesting example we have found is: .....

**3 Work in groups. Look at the pictures on page 20, discuss what cultural elements you can see and match them to the cultures listed below. Then complete the table. You may use the examples below to help you.**








**Cultures**

- Chinese culture
- British culture
- Indian culture
- Japanese culture
- American culture
- African culture
- Latin American culture

	Description	Culture	Cultural element
	A Chinese musician is playing music.	Chinese culture	cultural object(s) (her clothes and her musical instrument)

① perspective /pə'spektɪv/ n. 观点; 思考方法

## E Cultural focus

	Descriptions	Cultures	Cultural elements
<p>1</p> 			
<p>2</p> 			
<p>3</p> 			
<p>4</p> 			
<p>5</p> 			
<p>6</p> 			
<p>7</p> 			



## Video From Ireland to the USA

### Start thinking

#### 1 Answer the questions.

- (1) Where is Ireland?
- (2) What do you know about Ireland?

### Comprehension check

#### 2 Watch the video. Correct the factual errors in the sentences.

- (1) The monument to the Irish Potato Famine is in Liverpool.

.....

- (2) In the mid-19th century, 16% of Ireland's food came from potatoes.

.....

- (3) The ships from Ireland to America first stopped in Canada.

.....

- (4) Many people died from hunger on the ships.

.....

- (5) More than half of the immigrants to the USA between 1820 and 1860 were Irish.

.....

- (6) One American president had Irish ancestors.

.....

### Vocabulary

#### 3 Choose the correct answers.

- (1) I didn't have time for breakfast, so I'm **hunger** / **hungry**.
- (2) The area is very **danger** / **dangerous** because many criminals live there.
- (3) You should not feel any **shame** / **ashamed** just because you are an immigrant.
- (4) Her parents felt very **pride** / **proud** of her when she won the prize.
- (5) We slept well because our beds were very **comfort** / **comfortable**.
- (6) Some families live in **poor** / **poverty** because the parents have no work.

### Extension

#### 4 Work in groups. Make a poster about a natural disaster and present it to the class.

- (1) Make a list of the natural disasters you know. Which are the most destructive?
- (2) Research one natural disaster each. When you have finished, take turns to ask questions about each disaster in your group.
- (3) Choose one of the disasters that you discussed in your group. Make a poster about it.
- (4) Present your poster to the class.

## Self-assessment

Use the checklist and reflective questions below to evaluate your study in this unit.

Checklist*	1 Me	2 My teacher / classmate	3 Action
<b>A Reading and interaction</b>			
• I can explain why and how Kevin made the film.			
• I can interpret two or more scenes clearly.			
• I can use simple words to present my proposal for the project <i>Making a digital time capsule</i> .			
<b>B Grammar activity</b>			
• I can recognize the present continuous passive structure in the passage.			
• I can use the present continuous passive structure if the context is clear.			
<b>C Listening and speaking</b>			
• I can understand the two volunteers' experiences.			
• I can talk about my own project plan with suitable words and phrases.			
<b>D Writing</b>			
• I can analyse the content and the features of language in the sample letter.			
• I can write about my new school life in an informal letter with enough details in the correct format.			
<b>E Cultural focus</b>			
• I can identify the cultural elements in the pictures.			
• I can explain the cultural significance of the Irish Potato Famine in the 19th century.			

### Reflective questions

Which task / activity / exercise / passage in this unit is the biggest challenge to you? How did you overcome the difficulties? What lesson(s) can you draw from this experience?

.....

\* Ask your teacher or your classmate to assess what you can do. Use the four symbols (✓✓, ✓ and !, !!). In column 1 or 2, ✓✓=I'm confident about this; ✓=I'm OK, but not quite sure. In column 3, != I must review this part; !! = I must seek help about this. The symbols can be applied to other **Self-assessment** sections in the book.

# 2

## Places



### Objectives

#### A Reading and interaction

- Describe a city using appropriate information and language

#### B Grammar activity

- Use the future in the past correctly in the given context

#### C Listening and speaking

- Tell a story about acts of kindness

#### D Writing

- Write a travel blog using appropriate language and format

#### E Cultural focus

- Explain the cultural meanings of place names
- Describe the natural resources in Nanning

## A Reading and interaction

### Pre-reading activity

#### 1 Before you read, think about the following questions.

(1) What are some must-see places around the world? Why do you think so?

.....  
.....

(2) What can you see there?

.....  
.....

(3) Were they important in history? Why?

.....  
.....

#### 2 Look at the photos on pages 24 and 25. What do you know about these places?

.....  
.....  
.....  
.....

## Where history comes alive

### Xi'an, China

Xi'an is no doubt one of the most popular tourist destinations in China. Every year, millions of travellers visit the Terracotta Army of Emperor Qin Shihuang about 42 kilometres from the city centre, which is one of the most amazing historic sites in the world.

As one of China's great former capitals, Xi'an grew to be the largest city in the world during the Tang Dynasty, a golden age of art and poetry. Chang'an, as it was known at the time, was the starting point of the Silk Road, which connected China to the world. It was here that Xuan Zang set out on his famous travels, which became the basis of *Journey to the West*. Historic



sites from that time include the two Wild Goose Pagodas and the remains of the Daming Palace, which was the centre of the Tang court.

20 Today, Xi'an is a modern city, at the heart of China's Belt and Road Initiative, but its long history can be seen everywhere: it is one of the few cities in the world that still have city walls. The wall, almost 14 kilometres in length, was originally built for the purpose of defence, but nowadays, it's a great way to experience Xi'an: from here, you can get an amazing view of the city.

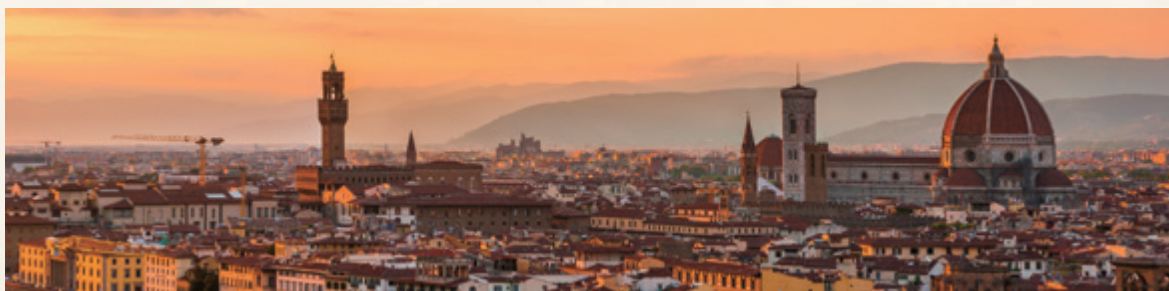
### 25 Florence, Italy

Florence, one of the famous historic cities in Italy, is the birthplace of many amazing ideas and discoveries!

Florence's history is alive with the memory of a time when art, culture and science were being "reborn". In the late 13th century, the Renaissance began here before spreading to  
30 the rest of Europe. At that time, Michelangelo, Leonardo da Vinci and Galileo were some of the people living, working and studying in Florence. During this period, they, along with other great minds, contributed valuable artworks and made important scientific discoveries.

Florence is filled with art, science and history museums and ancient buildings, as well  
35 as historic universities. You can visit many of these places to experience and admire the amazing work and discoveries that happened during the Renaissance period. An example is Michelangelo's famous statue *David*, which he completed between 1501 and 1504. Another must-see is the University of Florence. It was started in 1321 and many famous people studied there in the Renaissance period, including Leonardo da Vinci.

40 In Florence today you can experience the old and the new. Historic sites are neighbours with fancy restaurants and high-end shops. While you are trying the delicious local food, you can decide which interesting places to visit next.



## A Reading and interaction

### Comprehension work

1 Read the passage and complete the information cards.

#### Xi'an, China

##### Importance

- *One of China's great former capitals*
- 
- 

##### Main Features

- *The Terracotta Army of Emperor Qin Shihuang*
- 
- 

#### Florence, Italy

##### Importance

- 
- 
- 

##### Main Features

- 
- 
- 

2 Read the summary below and fill in each blank with a suitable word based on the language of the passage. You may change the form if necessary.

The passage introduces two important cities in the world, Xi'an in China and Florence in Italy.

Xi'an, an ancient <sup>1</sup>..... capital of China, is now one of the most popular tourist <sup>2</sup>..... in China, and a modern city at the heart of China's Belt and Road Initiative. The <sup>3</sup>..... Terracotta Army of Qin Shihuang is the most famous <sup>4</sup>..... in Xi'an. The old city wall used for <sup>5</sup>..... can still be seen today.

Florence, Italy, is a city of particular <sup>6</sup>..... importance: it is alive with the <sup>7</sup>..... of the Renaissance. Many famous people who worked and studied there <sup>8</sup>..... to the development of art and made important scientific discoveries. The city is proud of its world-famous position in art and science, and its old universities, as well as many other historic sites. Today, <sup>9</sup>..... restaurants and high-end shops add colour to the city. If you travel to Italy, Florence is a <sup>10</sup>.....!

## Deep reading

- 1 Study the quotes and discuss in pairs how the use of the expressions in bold helps the writer describe the place better. Then complete the table. You may use the example below to help you.

*Xi'an grew to be the largest city in the world during the Tang Dynasty, **a golden age of art and poetry.***

You may ask and respond like this:

**A: Do you know the meaning of this expression?**

**B: Which one?**

**A:** "A golden age of art and poetry".

**B: It's easy.** "Golden age" **means** the period of time when something is at its best. **So this phrase means** art and poetry were at their best during the Tang Dynasty.

Sentences in the passage	My understanding
(1) Today, Xi'an is a modern city, <b>at the heart of</b> China's Belt and Road Initiative.	
(2) Florence, one of the famous historic cities in Italy, is <b>the birthplace of</b> many amazing ideas and discoveries!	
(3) Florence's history <b>is alive with</b> the memory of a time when art, culture and science were being "reborn".	
(4) In Florence today you can experience <b>the old and the new.</b>	





## Focus on language

## 1 Read the passage again. Find some language points in the passage and list them in the blanks.

(1) *One of + plural noun structure for expressing that something or someone belongs to a certain group (e.g. one of the most popular tourist destinations).*

.....

(2) Proper nouns referring to people, places and other things (e.g. *the Tang Dynasty*).

1) people: .....

2) places: .....

3) other things: .....

## 2 Complete the passage with the correct form of the words below.

- |              |           |           |              |              |
|--------------|-----------|-----------|--------------|--------------|
| ■ amazing    | ■ basis   | ■ connect | ■ remains    | ■ originally |
| ■ experience | ■ history | ■ defence | ■ contribute | ■ admire     |

**The Terracotta Army**

The 29th of March 1974 would go down in <sup>1</sup>.....; on this day, a farmer named Yang Zhifa made one of the most <sup>2</sup>..... discoveries of the 20th century. He was digging a well in the countryside outside Xi'an when he suddenly found something hard in the ground. It was a soldier from the Terracotta Army, and there would be many more.

There is now a museum where the sculptures were discovered. Visiting the site is a unique <sup>3</sup>.....; the many thousand mysterious soldiers stand there silently, looking at us. Are they guarding something?

The Terracotta soldiers attract millions of visitors every year, but they were <sup>4</sup>..... created as a part of Qin Shihuang's final resting place. Nearby are the <sup>5</sup>..... of the Emperor's tomb, which scientists will begin to explore sometime in the future.

**Leonardo da Vinci**

Leonardo da Vinci was born in 1452. When he was 15, his father sent him to study with an artist in Florence. He was a very talented student, and quickly found work as a painter.

During his lifetime, Leonardo da Vinci <sup>6</sup>..... in many ways to art, science and engineering. Leonardo explored the mathematical <sup>7</sup>..... of art and wrote a book about how artists should use size and perspective<sup>①</sup>. He also made sculptures and drawings, and he even designed weapons for the <sup>8</sup>..... of the city.

Leonardo remains one of the most <sup>9</sup>..... people who have ever lived. Today, you can visit many places <sup>10</sup>..... to Leonardo's life and work in Florence, where you can learn more about this Renaissance master.

① perspective /pə'spektɪv/ n. 透视法

## B Grammar activity

### Future in the past

One way to talk about the future in the past is to use *would* / *should* (instead of *will* / *shall*) + verb.  
*The boy thought that he **would** never **see** the girl again.*

⇒ Grammar reference 2 (p. 88)

- 1 When we travel around, we meet different people with different stories. Here is one such story. Read and find examples of future in the past. Then complete the grammar rules.

## The kindness of strangers

It was Saturday, and Gina was excited. She usually met her friends at the weekend. However, today she would visit her aunt in Toronto. She was about to go to the bus station. This wasn't her first bus trip on her own, but she still felt a bit nervous. The bus ride wouldn't be short: it was going to take almost five hours. Gina put some fruit and a sandwich in her bag, in case she got hungry.

It was nine o'clock when she arrived and the station was crowded. Long lines of people were waiting there. It took 45 minutes to buy a ticket. When she got on her bus, there was one seat left, next to a boy in a basketball shirt. He was talking on his mobile phone. The boy looked up when she sat down beside him. Gina smiled and she wanted to talk to him. However, the boy didn't smile back. She was still watching him when he turned away and looked out of the dirty window. He didn't want to talk. "What did I do? Was I impolite?" she wondered. Gina closed her eyes. She thought about her trip. She was going to spend a week at her aunt's place. She couldn't wait to arrive in Toronto! The bus started moving, and Gina quickly fell asleep.

When we are talking about future events, as seen from the past, we can use the structures

1 ..... and .....

2 ..... indicates that the action happened soon afterwards.



## 2 Complete the passage with the correct forms of the verbs in brackets.

A few hours later, Gina <sup>1</sup>..... (wake up). Outside there were empty streets and ugly houses, grey skies and rain. The bus <sup>2</sup>..... (stop). "We must be in Toronto now," Gina thought. She <sup>3</sup>..... (meet) her aunt at 5:00 p.m. That meant she had time to check out some stores downtown.

The boy beside her <sup>4</sup>..... (get up) to leave. "Where are we?" asked Gina, to make sure she <sup>5</sup>..... (not get off) too early. "Hamilton," said the boy.

Gina was surprised. "<sup>6</sup>..... we ..... (not ... go) through Toronto?" she asked.

"Yes, we did," he replied. "We <sup>7</sup>..... (leave) Toronto an hour ago and ..."

Gina didn't wait to hear more. She quickly <sup>8</sup>..... (get off) the bus before it left and called her aunt. No reply. She tried again, but her phone stopped working. Things got worse by the minute. Gina reached for her bag, but it was still on the bus. She looked down the road. The bus <sup>9</sup>..... (drive) away in the distance. She felt as if she would never find her way back. Gina almost started crying when she suddenly heard a voice behind her.

"Does this belong to you?" It was the boy in the basketball shirt and he had her bag. Gina <sup>10</sup>..... (remember) this moment for the rest of her life.

## 3 Work in groups. Think about the question: When you were a child, what did you think you would do in the future? Write your ideas in the blanks below. You may use the example below to help you.

*When I was a child, I dreamt that I would become an envelope so that I could travel around the world.*

(1) When I was a child, I thought I ..... when I grew up.

(2) When I was a child, I thought I .....

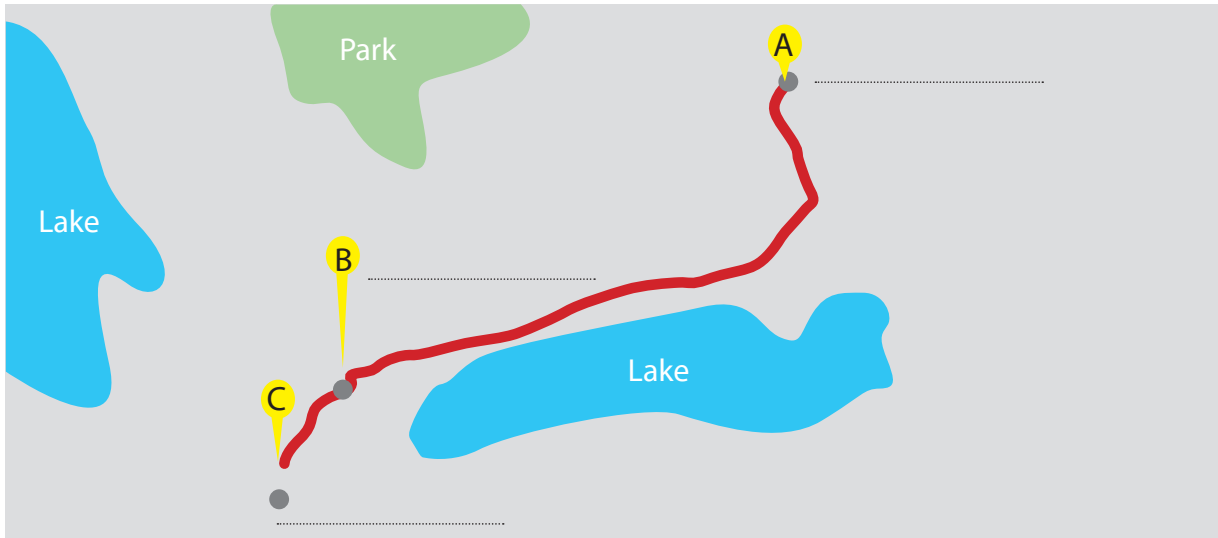
(3) When I was a child, .....

**Now ask the other group members about their childhood dreams. Find out if anyone still has the same dream and report your findings to the class.**

- **You may ask questions like this:** When you were a child, what job did you think you would do as an adult? Do you still think so?
- **You may respond like this:** I thought I would become a policeman when I grew up, but now I want to become a teacher instead.
- **You may report like this:** Xiaoming has kept his childhood dream alive. As a child, he thought he would become a teacher, and he still wants to be one now.

## C Listening and speaking

1 Before you listen to the last part of Gina's story, study the picture and identify the city names (Hamilton, Ottawa and Toronto) for the locations A, B, and C. Then give your reasons.



2 Listen to the last part of the story. Place the events below in the order that they occurred. 🎧

- a Peter and Gina introduced themselves. ....
- b Peter returned something that Gina had left on the bus. ....
- c Peter and Gina got married. ....
- d Peter and Gina went to a café. ....
- e Gina's aunt came to pick her up at the bus station. ....
- f Peter lent his phone to Gina to make a call. ....
- g To thank him, Gina invited Peter to watch a basketball match with her. ....

3 Listen again for details. Complete the table about the last part of Gina's story. 🎧

<p><b>The starting point:</b> Peter and Gina started a conversation.</p>	<p>(1) The bag: <i>Peter gave Gina her bag</i> .....</p> <p>(2) The mobile phone: .....</p> <p>(3) The destination: .....</p>
<p><b>The development:</b> Peter and Gina got to know each other better and became friends.</p>	<p>(4) About Toronto: .....</p> <p>(5) About sports: .....</p> <p>(6) About a match: .....</p>
<p><b>The happy ending:</b> They lived happily together ever after.</p>	<p>(7) Location: .....</p> <p>(8) Situation: .....</p>

**4 Work in groups. Tell a story about “lending somebody a hand”. It could be a time when you helped others or received help from them. You may follow the steps below.**

- Plan your story below based on the following questions:

When did it happen?

What were you doing?

What was happening in the background (the weather, people, etc.)?

Why did you offer to help, or why did they help you?

How did you feel?

Other questions: .....

- Tell your stories to each other and ask questions if anything is not clear.
- Vote for the most touching story in your group and share it with the whole class.

### Language guide

#### You may set the scene like this:

- Well, it's a beautiful / interesting / ... story.
- It was on a ... day. / It happened on ...
- As I walked to ...
- I was chatting with ...
- What happened next? Well, ...
- ... was smiling back at ...
- I was walking / thinking / working / ...
- ... was / were nowhere to be seen.

#### You may describe the weather / environment like this:

- It was terribly hot / cold.
- It was raining heavily.

#### You may talk about your feelings like this:

- I felt surprised / embarrassed to ...
- It shocked / surprised / ... me ...
- It was surprising / ... to ...

## D Writing

Imagine that you have spent your summer vacation travelling around. You would like to write a travel blog to share your experiences on a website with your classmates.

### 1 You may prepare your writing by thinking about the questions.

(1) Which place(s) did you visit?

.....

(2) What was special about it / them?

.....

(3) What is your opinion about it / them?




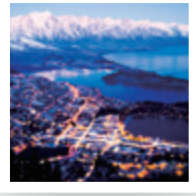
.....

### 2 Read the sample travel blog. Then complete the table on page 35 before you write.

Home
Profile
Photos

🔍

My album

## Sarah's travel blog

### 25 June

Last week I went to Queenstown in New Zealand. I travelled there by bus, through the mountains and past peaceful lakes. It was a long, tiring trip, but while I was travelling, I met a girl called Kate. We had a nice chat. She was from Queenstown and she was very helpful. She told me all about the place.

Queenstown is in a beautiful location. It's next to Lake Wakatipu and it was originally a Maori settlement. Then in the 1860s there was a gold rush. That's when the Europeans came and settled there.

While I was staying in Queenstown, I didn't see any gold, but I did see a lot of adventure sports. Queenstown is famous for them. The weather was cold, but sunny and bright, so I tried snowboarding. I also went to a music festival. It was very busy, but I met a lot of friendly people.

As well as festivals and sports, I visited some lively markets and ate at some popular restaurants. Queenstown was a fantastic and energetic place!

Aspects of writing	Guiding questions	My exploration
Content	When and where did the writer take this trip?	
	What did the writer see there?	
	What did the writer do there?	
Language	What language does the writer use to describe what she saw there and how she felt?	
	What tense does the writer use to describe her experience?	
Editing	Where does the writer put the date?	

### 3 Now write your own travel blog.

Home   Profile   Photos    Search

My album

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

## E Cultural focus



When we read about a famous city, we are often drawn to its unique history and culture, and want to travel there to experience a different way of life.

In this section, you will first read a passage about place names in Australia. You will then watch a video about the natural resources in Nanning, the capital of Guangxi Zhuang Autonomous Region.

### 1 Read the short passage below and discuss the question.

How do you understand the sentence "For in naming we speak, don't we?"

Naming is important in almost any culture. People name their children for a variety of reasons. They may want to express their hopes, dreams and what they believe in. Sometimes, this is done simply for the purpose of giving it a name. As Shakespeare wrote in *Romeo and Juliet*, "... that which we call a rose / By any other name would smell as sweet." Like people, places or buildings are also named for many different reasons. In the words of Plato, "For in naming we speak, don't we?"

### 2 Read the passage on pages 37 and 38 and complete the table below. Choose at least three places to illustrate the meanings behind or the origins of their names. Then present your ideas to the class.

Names of places	Meanings / Origins
Murwillumbah	<i>good campsite</i>
Nambucca	
Bondi Beach	
Uluru	
Bougainville	
Arnhem Land	
Melbourne	
Waterloo	





## What's in a name?

Last year, as I was travelling through Australia, I often stopped at places with strange names: names like Murwillumbah and Waterloo. I often asked myself, “Where do all these names come from, and what can we learn from them?” Local people sometimes knew the answer and sometimes they didn’t, so I decided to look at these place names more closely and found out some interesting facts.

“Where are we?” That’s the question we all ask when we arrive in a new place. Think about it. How can we tell another person where we are? Many place names give us an idea because they describe physical features, like “big hill”, “dry desert”, or “tall tree”. Thousands of years ago, this is how the first Australians—the Aborigines<sup>①</sup>—named places. Today, in Australia, there are thousands of places with Aboriginal names, towns like Murwillumbah (good campsite), Nambucca (entrance to the sea), Bondi Beach (from the word “Boondi”, the sound of water falling over rocks) and Uluru (big rock).

The Europeans had different ideas. When they first arrived in 1606, they wanted to make this strange new land feel like home. How did they do it? Well, they borrowed names from the country they came from—it showed that these

① Aborigine /,æbə'ri:dʒəni/ n. 澳大利亚土著

## E Cultural focus

places belonged to them. French and Dutch place names like Bougainville and Arnhem Land started to appear along the Australian coast. Then, in 1770, the English explorer  
 30 Captain James Cook arrived in Botany Bay. Soon, there was Melbourne, a town named after a British Prime Minister, and Waterloo, named after a famous battle between England and France.

Altogether there are over 250,000 names in Australia: names of rivers, mountains, deserts, towns, cities and many more. These names can tell us what we can find there,  
 35 they can tell us about history, they can warn us about danger or they can welcome us. Next time you travel to a new place, think about its name. What is it telling you?

### 3 Read the passages in exercises 1 and 2 again and choose the correct answers.

(1) According to Shakespeare, .....

- a a rose should not be called any other name because it would not sound so sweet
- b a rose should be called a rose because the name sounds as sweet as a real rose
- c a rose can be called anything; the name itself is not important
- d a rose can be called anything as long as the name sounds as sweet as a rose

(2) According to Plato, .....

- a naming is a part of communication in a strange place
- b we need names to communicate in speech, but not in writing
- c naming perhaps is one of the important features of human language
- d naming perhaps is one of the important cultural features in human lives

(3) People name places for many reasons. Which of the following is not mentioned in the passage in exercise 2?

- a A famous event.
- b Famous people.
- c Features of land.
- d Trading between settlers.

### 4 Work in groups and discuss the question.

What place names do you know that have special meanings in them?

.....

.....

## Video Nanning: a city in southern China

### Start thinking

#### 1 Answer the questions.

- (1) Which cities have been centres of trade in southern China? Name some.
- (2) Which city would you like to travel to? Why?

### Comprehension check

#### 2 Watch the video. Correct the factual errors in the sentences.

- (1) Nanning played host to the China-ASEAN Expo before 2004.  
.....
- (2) Nanning is regarded as the greenest city in China.  
.....
- (3) The villages are reinventing themselves as hotbeds of urban tourism.  
.....
- (4) Efforts are being made to explore the virgin forest which is filled with wildlife.  
.....
- (5) Despite their enormous scale and the difficulty of access, many of the vast underground networks have been mapped.  
.....

### Vocabulary

#### 3 Complete the sentences with the words.

■ lie      ■ host      ■ celebrate      ■ contain      ■ explore      ■ remain

- (1) It is important that organizations encourage their staff to try new ideas and ..... new methods.
- (2) The secret of the village's success may ..... in the fact that they are willing to experiment.
- (3) Since 2018, Shanghai has played ..... to the annual China International Import Expo.
- (4) He returns home each year to ..... the Spring Festival with his parents.
- (5) Let me just say that we ..... optimistic that we can solve this problem.
- (6) Her essay is quite good, except that it ..... one or two errors.

### Extension

#### 4 Imagine you are choosing a city to host the next World Expo. Work in groups. Decide on the city and give your reasons.

- (1) Make a list of three to five cities that you think could host the next World Expo.
- (2) Discuss the advantages and disadvantages of each city and make a decision.
- (3) Draw a picture of the city. Write some captions to introduce it.
- (4) Present your choice to the class.

## Self-assessment

Use the checklist and reflective questions below to evaluate your study in this unit.

Checklist	1 Me	2 My teacher / classmate	3 Action
<b>A Reading and interaction</b>			
• I can identify the main features of Xi'an and Florence.			
• I can identify the meaning of common expressions used in the passage.			
• I can introduce a city in China to foreign friends using appropriate language.			
<b>B Grammar activity</b>			
• I can recognize different structures for talking about the future in the past in the passage.			
• I can use the structures correctly if the context is clear.			
<b>C Listening and speaking</b>			
• I can understand the story between Peter and Gina.			
• I can tell a story about acts of kindness in life with suitable words and expressions.			
<b>D Writing</b>			
• I can analyse the content and the features of language in the sample blog.			
• I can write about a place using appropriate language and format.			
<b>E Cultural focus</b>			
• I can explain the cultural meanings of at least three place names in the reading passage.			
• I can introduce the features of the natural resources in Nanning.			

### Reflective questions

How did you engage in the group work? Is there anything that you can improve next time you take part in such activities?

.....



## Objectives

### A Reading and interaction

- Explain the environmental impact of food transport, packaging and production

### B Grammar activity

- Use the structure of relative clauses with suitable relative pronouns in the given context

### C Listening and speaking

- Describe personal experiences of using a vending machine

### D Writing

- Write a short message using appropriate language and format

### E Cultural focus

- Explain the advantages and disadvantages of online food delivery services
- Understand the variety of domestic and international food in the UK

## A Reading and interaction

### Pre-reading activity

#### 1 When you make food choices, what do you take into consideration?

- taste                       price  
 health                       convenience  
 Others: .....

#### 2 Have you ever heard of the term *carbon footprint*? Study the dictionary entry below. Is a big carbon footprint good or bad for the environment? Why?

##### carbon footprint

- a measure of the amount of carbon dioxide that is produced by the daily activities of a person or company: *Companies are looking at ways to reduce their carbon footprints.*



.....  
 .....  
 .....

### Food for thought:

## The good, the bad and the really ugly

by Jane Brown

Today, in my fridge, there are a few grapes, some bananas and some fruit juice—things that are not expensive and that are good for me. There is also a

5 pizza<sup>①</sup>, and some burgers<sup>②</sup>—which are not so good. I know what this food does to my body, but what does it do to the world around me? It's time to look at my carbon footprint and think about the

10 difference between the good, the bad and the really ugly.



① pizza /'pi:tʃə/n. 比萨饼    ② burger /'bɜ:gə(r)/ n. 汉堡包

## Food miles

My first stop is the label. Labels give us lots of information: how long we can keep our food, how healthy it is and where it comes from. A few hundred years ago, most of our food came from places we could walk to, but today, food travels thousands of miles. We refrigerate it, and then transport it in planes and ships all over the world. This creates pollution and causes global warming. I look at the pizza and feel bad at once—not because it's unhealthy, but because the seafood on it comes all the way from Thailand. I know seafood is also produced in the UK, but the local seafood is more expensive. I take out a banana—it's from Brazil, but that's not too bad. It came here by boat, so the carbon footprint of this healthy snack is small.

## Packaging

The next stop is the packaging. In the UK, we don't recycle all our packaging; we throw away more than 30% of it. This waste goes to the rubbish dump and not to the recycling facility. Luckily, we don't need to package food like bananas, but food like grapes needs protection. I look at the grapes in my fridge—they're in a plastic container and they're from Spain.

## Production

So my grapes are from Spain, but at least they grew in natural sunlight. In the UK, people grow grapes in heated greenhouses, which means our grapes are less energy-efficient. But there is one other thing in my fridge, and if pizza and grapes are "bad", then this food is "really ugly". It's the burgers. They have the biggest carbon footprint because they come from cows. In the USA, cows create the same amount of greenhouse gases as 20 million cars!

As I close the fridge door, I make a checklist for my next trip to the supermarket: 1) Read the label; 2) Look at the packaging; 3) Don't buy a lot of meat. Maybe I could grow my own vegetables too. It's eco-friendly. I'd save some money and I wouldn't feel bad about eating burgers!

## A Reading and interaction

### Comprehension work

#### 1 Read the passage and answer the questions.

(1) What does the writer want to find out about the food in her fridge?

.....

(2) What can we learn from food labels?

.....

(3) Why does the writer feel bad about the pizza?

.....

(4) Why does the writer think bananas are better than grapes?

.....

(5) What is "the really ugly" according to the writer? Why?

.....

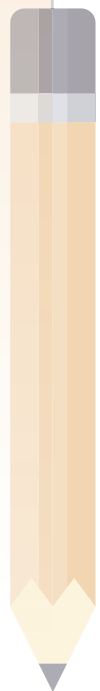
(6) What will the writer take into consideration when making food choices?

.....

#### 2 Read the summary below and fill in each blank with a suitable word based on the language of the passage. You may change the form if necessary.

The passage is about the great impact of food transport, <sup>1</sup> ..... and production on the environment. The writer divides food into three types based on their carbon <sup>2</sup> ..... and shows us three ways to determine the environmental impact of different kinds of food.

The first method is to check food miles by reading food <sup>3</sup> ..... Long transport distances are bad for the environment because they waste energy and cause <sup>4</sup> ..... Next is to check the food packaging. Much of the packaging doesn't get <sup>5</sup> ....., but ends up in the rubbish <sup>6</sup> ..... In other words, food with less packaging is more environmentally friendly. The last way is to look at how the food is produced. Compared with vegetables grown in natural <sup>7</sup> ....., vegetables grown in greenhouses are less <sup>8</sup> ..... Burgers cause huge environmental stress because they come from cows. In the USA, cattle produce the same amount of <sup>9</sup> ..... gases as 20 million cars. The writer of the passage suggests that we should choose more eco-friendly food to <sup>10</sup> ..... our environment.





## Deep reading

- 1 Read the sentences and discuss in pairs why the writer gives us these facts and figures. Then complete the table. You may use the example below to help you.**

*We refrigerate it, and then transport it in planes and ships all over the world. This creates pollution and causes global warming.*

You may ask and respond like this:

**A: What does the writer tell us about** food transport?

**B: According to the writer,** many foods travel a long way before they reach us. They are often frozen on the way.

**A: Why does the writer mention these things?**

**B: I think the writer wants us to** buy more local food. Local food is more eco-friendly.

Sentences in the passage	My understanding
(1) In the UK, we don't recycle all our packaging; we throw away more than 30% of it.	
(2) Luckily, we don't need to package food like bananas, but food like grapes needs protection.	
(3) So my grapes are from Spain, but at least they grew in natural sunlight. In the UK, people grow grapes in heated greenhouses, which means our grapes are less energy-efficient.	
(4) In the USA, cows create the same amount of greenhouse gases as 20 million cars!	

## A Reading and interaction

### 2 Work in pairs and discuss the questions.

(1) What is the writer's purpose of writing the passage?

.....

.....

(2) Do you think it is necessary to care about the carbon footprint of food? Why or why not?

.....

.....

### Mini-project

#### Checking food in my fridge

1 Think of the food in your fridge. Put them into three groups (*the good, the bad and the ugly*) and explain the reasons. You may use the ideas below to help you.

- in / out of season
- where it comes from
- how it is made / produced / grown
- the distance it travels
- its packaging

2 Share your findings in class and suggest some changes you can make to reduce the impact of food on the environment.

<p><b>My findings</b></p> <p>In my fridge, there are local vegetables, apples packaged in plastic and some beef. I think the vegetables are "good" because they don't have to be transported a long way. That is, transporting vegetables locally can save energy. However, the apples are "bad" because the plastic packaging they use cannot be recycled easily. And the beef is "really ugly" because it has the biggest carbon footprint.</p>	<p><b>My findings</b></p>
<p><b>Changes I can make</b></p> <p>When I shop next time, I will buy more local food. And I will choose fruits without plastic packaging. Last but not least, I can eat less beef and more local fish.</p>	<p><b>Changes I can make</b></p>

## Focus on language

## 1 Read the passage again. Find words in the passage to match the items below to make compound nouns and adjectives. Then match the compound words to definitions 1–5.

■ eco- ■ food ■ greenhouse ■ recycling ■ rubbish

- (1) a piece of land where waste materials are dumped .....
- (2) not harmful to the environment .....
- (3) the distance food travels to get to our homes .....
- (4) gases like carbon dioxide that are bad for the environment .....
- (5) a place where old objects and materials are treated so that they can be used again .....

## 2 Complete the passage with the correct form of the words below.

■ global ■ packaging ■ efficient ■ stress ■ convenience  
 ■ recycle ■ container ■ determine ■ dump ■ impact

It is often hard to <sup>1</sup> ..... whether the food we eat is eco-friendly or not. However, it is clear that some types of food have a bigger environmental <sup>2</sup> ..... than others. What can we do in our everyday lives to make a difference?

Firstly, we should avoid food that has travelled a long way. Food transport is a big source of CO<sub>2</sub>, which causes global warming. In other words, it is best to eat food that is produced locally. Secondly, we should eat less fast food. Due to its <sup>3</sup> ....., fast food has become very popular, but it is unfortunately very bad for the environment. The industry produces a lot of waste: unnecessary <sup>4</sup> ....., along with other single-use plastics, is one big part of the problem. Most takeaway <sup>5</sup> ..... will probably end up in the rubbish <sup>6</sup> .....

However, we can encourage restaurants to use <sup>7</sup> ..... materials to pack their meals. Thirdly, we should avoid those types of food that cause huge environmental <sup>8</sup> .....

For example, rainforests around the world are being burned down to make room for cattle farms and palm<sup>①</sup> oil plantations<sup>②</sup>. To protect the rainforest, we should eat less beef and avoid food that contains palm oil.

Pollution and climate change are <sup>9</sup> ..... problems, so we all need to work together. The good news is that every little bit counts. By using our resources in a more <sup>10</sup> ..... way, we can save a lot of money at the same time as we save the environment.

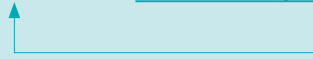
① palm /pɑ:m/ n. 棕榈树 ② plantation /plɑ:n'teɪʃn/ n. 种植园, 种植场

## B Grammar activity

### Relative clauses with *who, whom, which, that* and *whose*

We can add information to a noun phrase by using a relative clause. We can link them with a relative pronoun such as *who, whom, which, that* or *whose*.

The boy liked **the breakfast that his mother prepared for him.**



⇒ Grammar reference 3 (p. 89)

#### 1 Read the passage. Match sentences 1–6 to grammar rules a–d on page 49. Then write the noun phrase referred to by the relative pronoun.

A recent study shows that more and more teenagers are not eating a healthy diet. <sup>1</sup>We asked a student who is in senior high school to keep a food diary. Her name is Tina Fisher. <sup>2</sup>In her diary, she recorded details of her meals which provided us with lots of information. It is an example of what a typical teenager eats and drinks. Does she eat any fruit and vegetables? Is there a lot of fast food in her diet? Read on and find out!

### Day 1

**Breakfast:** <sup>3</sup>Most teenagers whose parents work long hours have to prepare breakfast themselves. I woke up late for school, so I didn't eat anything. My mum left me some yoghurt, but I put it aside. <sup>4</sup>The yoghurt which she leaves for me is always the healthy kind. I don't like it at all. I had some orange juice instead.

**Lunch:** My dad gives me money every week for my lunches, but I use it to buy magazines, so there's not much money left for food. Today, I had some biscuits instead of lunch.

**Dinner:** <sup>5</sup>By 5:00 p.m. I was hungry, so I had a snack that I made myself. I had a little peanut butter on bread, but I didn't eat any vegetables. For dinner, I had a small egg sandwich. I don't have many big meals because I want to stay slim.

### Day 2

**Breakfast:** I had some bread and drank a lot of water. I was still hungry, but I don't know how to cook, so I didn't eat any more.

**Lunch:** I drank a few glasses of orange juice. Then I had a banana and some chocolate. I sometimes eat fruit, but I don't eat many vegetables. I hate salad.

**Dinner:** <sup>6</sup>The family dinner that we had tonight was really nice. We had soup, chicken, baked potatoes and carrots, but I didn't eat any soup or potatoes. I had some apple juice before I went to bed.

Grammar rules	Sentence(s) in the passage	The noun phrase referred to by the relative pronoun
a <i>who</i> or <i>whom</i> to refer to people		
b <i>which</i> to refer to things		
c <i>that</i> to refer to people or things		
d <i>whose</i> to express a possessive meaning		

## 2 Complete the passage with the correct relative pronouns.

Teenagers worry a lot about how they look and their body image is something <sup>1</sup> ..... can be a huge source of stress. As a food and health expert, I meet many young people <sup>2</sup> ..... ask me about weight loss tips. Many of them have read health advice on the Internet <sup>3</sup> ..... may seem like a good idea, but is actually harmful.

In fact, teenagers <sup>4</sup> ..... want to stay slim often pick up unhealthy habits. They also tend to eat things <sup>5</sup> ..... aren't good for them. For instance, snacks <sup>6</sup> ..... contain a lot of sugar might give you some quick energy, but will make you feel tired later on. Moreover, teens <sup>7</sup> ..... haven't had enough to eat during the day will simply buy lots of junk food on the way home from school instead.

From what I can see, teenagers <sup>8</sup> ..... parents have good eating habits tend to have fewer problems themselves. My advice to Tina: eat three healthy meals a day and do lots of exercise—that's the best way to stay slim.

## 3 Complete the sentences below with true information about three people, objects or places. You may use the example below to help you.

*The fruits (that / which) I like most are grapes, oranges and apples.*

- (1) The fruits (that / which) I like / hate most .....
- (2) The people (who / whom / that) I admire most .....
- (3) The most beautiful places (that) I have been to .....
- (4) Your own topic: .....

**Now ask your classmates about their information. Find out who is the most similar to you and report to the class.**

- **You may ask questions like this:** What topic did you write about?
- **You may respond like this:** I wrote about the fruits that I like most: grapes, oranges and apples.
- **You may report like this:** I discovered that Lili and I are very similar. The fruits that we both like most are grapes, oranges and apples.

## C Listening and speaking

### 1 Read the description of a device and guess what it is.

- The first one was used in Egypt in the first century CE.
- Ancient Egyptians<sup>①</sup> bought holy water from it.
- People started to use it a lot in the 19th century.
- If you put in one thing that is valuable, it will also give you something of equal value.

What is it? .....

### 2 Listen to the radio programme, check your guesses in exercise 1 and tick the items listed below that are sold by the device.

- |   |                                       |  |
|---|---------------------------------------|--|
| <input type="checkbox"/> bubblegum <sup>②</sup> | <input type="checkbox"/> stamps       | <input type="checkbox"/> fizzy drinks <sup>③</sup> |
| <input type="checkbox"/> T-shirts               | <input type="checkbox"/> sports shoes | <input type="checkbox"/> cameras                   |
| <input type="checkbox"/> vegetables and fruits  | <input type="checkbox"/> postcards    | <input type="checkbox"/> seafood                   |
| <input type="checkbox"/> books                  | <input type="checkbox"/> chocolate    | <input type="checkbox"/> umbrellas                 |

### 3 Listen again for details and complete the table.

	Jack	Guy	Sally	Daniel
Things they can buy				
Location of the vending machine				
Comments from the host				

① Egyptian /i'dʒɪpjən/. 埃及人 ② bubblegum /'bʌblɪɡəm/. 泡泡糖 ③ fizzy drinks /'fɪzi drɪŋks/. 碳酸饮料; 汽水

- 4 Work in groups. Interview the members of your group about their experiences of using vending machines and their opinions on having a vending machine in a public location. Complete the table and report the results to the rest of the class.

Student names	Experiences of using vending machines	Opinions on having a vending machine in a public location

### Language guide

#### You may interview the other group members like this:

- What things do you buy from vending machines?
- Where do you often find / see vending machines?
- How do you pay?
- Do you think it necessary to have a vending machine in a public location? Why or why not?
- What problems would we have if ...?

#### You may make comments like this:

- You mean ..., right?
- So, perhaps ...
- That's interesting / a shame / ...
- You are joking!
- Wow! That's impressive.
- Don't you think it might be a good idea to ...?
- I can't agree more.
- I'm afraid it wouldn't work.

## D Writing

1 Imagine that you are going to write a short message. Read tasks 1–2 and choose one task. You may prepare your writing by thinking about the questions.

1 You are planning to spend the weekend camping with your classmates. Write to some new friends to invite them to join you.

- a Say where you are going.
- b Give the time and place to meet.
- c Ask them to tell you whether they can come as soon as possible.
- d Remind them to wear good walking shoes: this is very important.

2 You have spent a week abroad with a host family. Today is the last day of your trip and you have to get up very early to catch your plane. Write a short message to thank them.

- a Apologize for not saying goodbye to them in person.
- b Thank them for letting you stay in their house.
- c Tell them you enjoyed your visit, especially the trip to the mountains.
- d Express your hope that they will visit you soon.

(1) What is the purpose of your writing?

.....

(2) Who is your short message for?

.....

2 Read sample short messages A–C. Then complete the table on page 53 before you write.

A

Tina  
 Don't forget your lunch box.  
 Working late tonight so can't cook dinner, but there's pizza in the fridge and some fruits, e.g. bananas and apples. There's also some pudding.  
 NB<sup>①</sup> Go to bed earlier tonight.  
 Mum

B

Fang  
 Just wanted to say thanks for the flowers!  
 Lovely surprise to find them on my desk. 😊  
 They're beautiful, esp. the yellow roses.  
 Lili

C

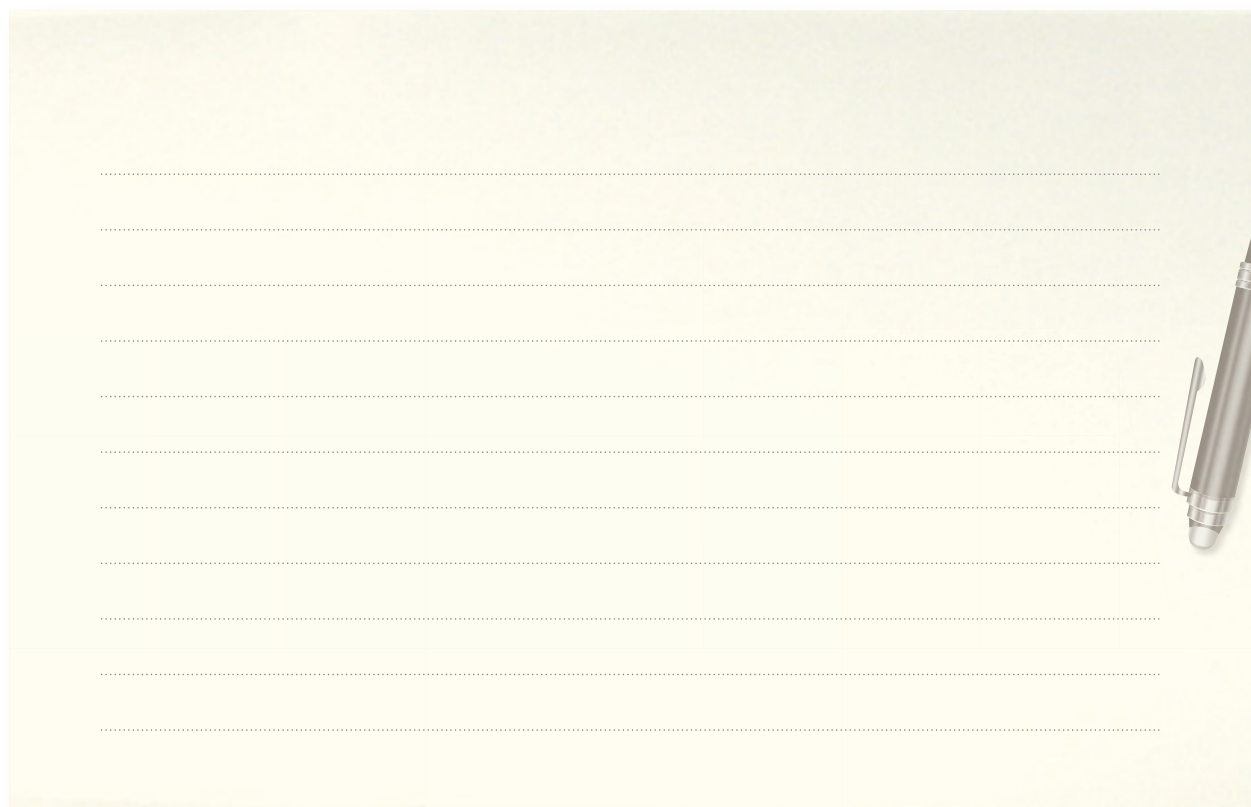
Dan  
 Zhang Jia's birthday on Sat. Lili planning surprise party.  
 Want to come?  
 Party at 7:30 p.m., Red Fish Restaurant, No. 123, Wuyang Rd.  
 I'll be there from 7—helping with decorations, lights, etc.  
 RSVP<sup>②</sup> to Lili if you can make it.  
 Fang

① NB (拉丁语缩略语) 注意, 留心 ② RSVP (法语缩略语) 请回复



Aspects of writing	Guiding questions	My exploration
Content	Who is each short message for? Is it for a friend, a classmate, a family member, etc.?	
	What is the main purpose of each short message?	
Language	To save space and time, what is usually left out in sentences?	
	What short forms are used in these messages? What do they mean?	
Editing	What is put at the top of these messages? Is there a punctuation mark after it?	
	How are the short forms of words capitalized?	
	Which short forms must be written with full stops?	

### 3 Now write your short message.



## E Cultural focus



Our food choices can have an impact on our health, as well as the environment. Even though certain types of food may be convenient, we need to consider the consequences our eating habits might have.

In this section, you will first read a passage about online food delivery services. You will then watch a video about different types of food in Britain.

### 1 Work in pairs. Discuss the questions.

(1) Do you use online food delivery apps?

.....

(2) What do you think the advantages and disadvantages of such apps are?

.....



## A new way of eating: online food delivery services

Few people knew about online food delivery apps ten years ago, but today, many would find it hard to live without them. In China alone, over 400 million people use such apps. For better or for worse, online food delivery services have changed the way we eat, and they are also  
5 having a huge impact on our society.

These services have no doubt brought us many benefits. They provide jobs for millions of people and help restaurants find more customers. Since the apps are very convenient, they also benefit consumers: we can now have meals delivered at any time of day, despite bad weather  
10 or busy schedules. This is especially important for people who work long hours, since they might not have time to cook. Not only do these apps save time, they also provide us with a wide variety of restaurants to choose from. They have proved to be useful for retired people as well: seniors who live far away from restaurants and supermarkets can  
15 now get hold of meals and groceries more easily.

However, we must not forget the drawbacks<sup>①</sup> of online food delivery services. For one thing, they make it even easier to order unhealthy food, high in sugar, fat and salt. Food safety is another problem: it can

① drawback /'drɔ:bæk/ n. 缺点; 不利条件

be hard to establish where the food actually comes from, and whether  
20 the owner is legally permitted to run a restaurant. As couriers<sup>①</sup> need  
to deliver the orders as quickly as possible, some pay little regard to  
traffic rules. In recent years, there have been a number of terrible traffic  
accidents because of this. Moreover, the industry is creating unbelievable  
amounts of packaging waste: over a million tonnes of online food delivery  
25 boxes are thrown away every year. Experts assume that this number will  
continue to grow in the future, and this will have a negative impact on the  
environment.

There are many advantages of these services, but we need to make sure  
that we make the right choices in the long run. We should do our best  
30 to limit waste, especially when it comes to packaging. We also need to  
think about what we eat and the impact on our health. Next time you are  
thinking about ordering in, you should ask yourself whether you really  
need to. In most cases, it's better to walk over to the supermarket, buy the  
ingredients<sup>②</sup> you need, and then cook them yourself.

---

① courier /'kʊriə(r)/ n. 快递员 ② ingredient /ɪn'ɡri:diənt/ n. (尤指烹饪) 材料



## E Cultural focus

2 Read the passage and identify the topic sentence of each paragraph. Then find out the supporting details.

Paragraph	Topic sentence	Supporting details
1		<ul style="list-style-type: none"> <li>• <i>Over 400 million people use such apps.</i></li> <li>•</li> <li>•</li> </ul>
2		<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
3		<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
4		<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>

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

(1) Online food delivery apps are convenient and useful, but it is hard for retired people to use them.

(2) Online food delivery apps are useful for people with a busy lifestyle.

(3) The biggest disadvantage of online food delivery services is that the food you order may be high in sugar, fat and salt.

(4) The writer thinks that it is better to order in than to cook at home.

4 Work in groups and discuss the questions.

(1) Do you prefer eating home-cooked meals to ordering in? Why or why not?

(2) How can we make the online food delivery industry more environmentally friendly?

## Video Food in the UK

### Start thinking

#### 1 Answer the questions.

- (1) What traditional foods do people eat in your city?
- (2) What international restaurants are popular in your city?
- (3) Do you like cooking? What dishes can you cook?

### Comprehension check

#### 2 Watch the video and complete the sentences.

- (1) Many people think of ..... as a traditional food in the UK.
- (2) A Cornish pasty is a pastry with ..... and ..... baked inside it.
- (3) In the UK, you can try foods from different countries at restaurants, ..... and .....
- (4) There are many international restaurants and ..... on Cowley Road.
- (5) At most Indian restaurants you can eat food from India, ..... and .....
- (6) Bangladeshi food is made with meat or fish, ..... and spices.
- (7) One of the most popular dishes in the UK is ..... It is usually served with ..... and a kind of ..... called naan. Most restaurants cook their own naan in a special tandoor .....

### Vocabulary

#### 3 Match the words 1–8 to the definitions a–h.

- |                   |  |
|-------------------|--|
| (1) chef          | <b>a</b> one of the items of food that you need to cook something    |
| (2) dish          | <b>b</b> a special oven used in an Indian restaurant                 |
| (3) ingredient    | <b>c</b> the instructions for cooking something                      |
| (4) pastry        | <b>d</b> a professional cook   |
| (5) recipe        | <b>e</b> a powder used to give flavour to food, e.g. black pepper    |
| (6) spice         | <b>f</b> a type of food prepared in a particular way                 |
| (7) takeaway food | <b>g</b> a mixture of flour, fat and water that is used to make pies |
| (8) tandoor       | <b>h</b> food sold in a restaurant that you can eat somewhere else   |

### Extension

#### 4 Work in groups. Describe a foreign dish you have tried.

- (1) Make a list of foreign dishes you have eaten. What are the main ingredients?
- (2) Tell your group about your list. Then choose three dishes in your group: a starter, a main course and a dessert.
- (3) Research them and describe them to the class.

## Self-assessment

Use the checklist and reflective questions below to evaluate your study in this unit.

Checklist	1 Me	2 My teacher / classmate	3 Action
<b>A Reading and interaction</b>			
• I can explain the impact of food transport, packaging and production on the environment.			
• I can identify the writer's purpose of writing by studying the writing techniques used in the passage.			
• I can illustrate the environmental impact of three types of food by giving suitable examples.			
<b>B Grammar activity</b>			
• I can recognize relative clauses with <i>who</i> , <i>whom</i> , <i>which</i> , <i>that</i> and <i>whose</i> in the passage.			
• I can form relative clauses correctly if the context is clear.			
<b>C Listening and speaking</b>			
• I can list the things sold in vending machines as mentioned by the four speakers.			
• I can talk about my experiences of using vending machines and express my opinions.			
<b>D Writing</b>			
• I can analyse the content and the features of language in the sample short messages.			
• I can write short messages such as notes and invitations, using short sentences, imperatives and abbreviations where possible.			
<b>E Cultural focus</b>			
• I can state clearly my opinion about online food delivery services.			
• I can describe domestic and international food available in the UK.			

### Reflective questions

Of the three topics in this unit: carbon footprint, the vending machine, and online food ordering and delivery, which one interests you most? What did you learn from it?

4

# My space



## Objectives

### A Reading and interaction

- Explain the differences in life between past and present as in the reading passage

### B Grammar activity

- Use the structure of relative clauses with *when*, *where* and *why* correctly in the given context

### C Listening and speaking

- Make a list of house rules and provide reasons for these rules

### D Writing

- Write a description of a room using appropriate language and format

### E Cultural focus

- Understand the historic value of Highclere Castle
- Explain the changes of pastimes in the UK

## A Reading and interaction

### Pre-reading activity

- 1 Look at the photo of a kitchen in a 1940s house in the UK and tick the things you think the average family might have owned at that time. Imagine how their lives were different from ours today.



- |  |   |
|--|---|
| <input type="checkbox"/> central heating | <input type="checkbox"/> a DVD player         |
| <input type="checkbox"/> a fridge        | <input type="checkbox"/> a microwave          |
| <input type="checkbox"/> a radio         | <input type="checkbox"/> an oven <sup>①</sup> |
| <input type="checkbox"/> a computer      | <input type="checkbox"/> a washing machine    |
| <input type="checkbox"/> a dishwasher    | <input type="checkbox"/> a phone              |
| <input type="checkbox"/> a television    |   |

- 2 Look at the things in exercise 1 again. Rank them according to how much they contribute to an easy or a comfortable life. Explain your reasons.

.....

.....

.....

.....

① oven /'ʌvən/ n. 烤箱



# The 1940s house

"There were many times when I thought, 'I can't do this. I am a 21st century woman. I don't work eighteen-hour days.' But then I'd stop and say, 'Hang on. In the 1940s, women didn't say they couldn't do it. They just got on with it.'" These are the words of 50-year-old Lyn Hymers, who took part in an experiment called *The 1940s House*. The purpose of the experiment was to see if a modern-day family would be capable of surviving in the 1940s.

In March, Lyn, her husband Michael, her daughter and two grandsons arrived at a three-bedroomed house in south London. Unfortunately, when they opened the door, all 21st century labour-saving devices immediately disappeared. There was no central heating or fridge in the house, but luckily they had a coal fire to keep them warm. But food and warmth were not as important



20 as safety—their first task was to quickly dig a hole in the garden. The family needed to have a place to take cover: World War II started in 1939, and German planes were regularly dropping bombs over London. Although the war wasn't real for the Hymers, they spent a lot of time down in the hole. They wanted the experiment to seem as real as possible.

The war wasn't real, but the difficulties of everyday life were. In the 1940s, there was  
25 rationing<sup>①</sup> of goods such as food and petrol. There wasn't much meat or milk, or many eggs, and the food was really boring. As a result, the family were often hungry, especially the children. Before the experiment, the children often had snacks, but now they ate dry sandwiches for lunch.

Domestic chores were a challenge too. In the 1940s, these chores were like a full-time job.  
30 While Michael went out to work, Lyn and her daughter spent most of their time preparing meals, doing the dishes and cleaning the floor. Things that Lyn did easily before, now became terribly difficult. She missed her washing machine most of all. "We had to boil the clothes and when the weather wasn't good, it was impossible to dry anything," said Lyn.

Today, Lyn is back in her modern, open-plan home, but surprisingly, she misses the 1940s  
35 house. The family grew closer, she feels, because they helpfully shared the hard work. In the evenings they played board games with the children, read books or just talked. Life in the 1940s wasn't easy, but an easier and more comfortable life doesn't necessarily mean a better life. "I would happily go back there," she says. "I loved that house where we all laughed and cried together as a family."

① rationing /'ræʃənɪŋ/ n. 定量配给政策



## A Reading and interaction

### Comprehension work

#### 1 Read the passage and answer the questions.

(1) Why did the Hymers take part in the experiment?

.....

(2) What did the 1940s house look like?

.....

(3) What was the most important thing for a 1940s family? Why?

.....

(4) Why didn't the family have much to eat?

.....

(5) How were men's and women's lives different in the 1940s?

.....

(6) Why does Lyn miss the 1940s house?

.....

#### 2 Read the summary below and fill in each blank with a suitable word based on the language of the passage. You may change the form if necessary.

The passage describes an experiment called *The 1940s House* in the UK.

The aim was to see if a modern-day family could <sup>1</sup>..... in the 1940s. The Hymers took part in the experiment. The family moved into a <sup>2</sup>..... house in south London, where there were not any modern <sup>3</sup>..... devices. As a result, domestic <sup>4</sup>..... which they could easily do before, now became terribly difficult.

In the 1940s, personal <sup>5</sup>..... was a big problem because of the war. To make their experiment as <sup>6</sup>..... as possible, the whole family stayed in a narrow <sup>7</sup>..... much of the time. They also followed a wartime diet and often suffered from <sup>8</sup>..... because of food rationing during the war. Despite all these difficulties, Lyn feels that her family grew closer because they <sup>9</sup>..... shared the hard work and spent more time together. According to her, an easier and more comfortable life does not <sup>10</sup>..... mean a better life. What matters more is that the family spend quality time together and are emotionally connected.



## Deep reading

- 1 Compare life in different times and complete the table in pairs. For any information not mentioned in the passage, please infer it from the context. You may use the example below to help you.

*Food*

You may ask and respond like this:

**A: What were people's eating habits like in the UK during the 1940s?**

**B: Back then,** people didn't have enough food. They were often hungry.

**A: Why?**

**B: They had** a rationing system. **It was hard to** get hold of meat and other types of goods, so people often had to eat really boring food.

**A: Yes, but what about nowadays?**

**B: ...**

Lyn's time-travel experiment		
	In the 1940s	In modern times
Housing		
Personal safety		
Daily routine		
Family life		



## Focus on language

**1 Read the passage again. Find some language points in the passage and list them in the blanks.**

- (1) Words grouped together using hyphens to form a compound adjective (e.g. a *modern-day* family).

.....  
 .....

- (2) Adverbs used to modify verbs, suggesting how something is done (e.g. to *quickly* dig a hole).

.....  
 .....

- (3) Adverbs used to modify adjectives to increase or decrease their degree (e.g. ..., and the food was *really* boring).

.....  
 .....

- (4) Adverbs used to make comments on situations (e.g. *Unfortunately*, when they opened the door, ...).

.....  
 .....

**2 Complete the sentences with the correct form of the phrases below.**

- |                   |                        |                               |
|-------------------|------------------------|-------------------------------|
| ■ a narrow view   | ■ argue for or against | ■ make somebody's blood boil  |
| ■ suffer from     | ■ aim at               | ■ the survival of the fittest |
| ■ not necessarily | ■ be capable of        |                               |

(1) What is good for you is ..... good for others.

(2) Ability is what you ..... doing, while attitude determines how well you do it.

(3) I believe that if young people ..... nothing, they are going to achieve nothing.

(4) It ..... when he saw a large amount of food being wasted.

(5) ..... is the basic law of the market economy.

(6) She has ..... of the world and never wants to try new things.

(7) It is important for students to learn how to think on their own and how to ..... ideas.

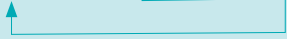
(8) Many companies are ..... a shortage of skilled workers.

## B Grammar activity

### Relative clauses with *when*, *where* and *why*

We can link a relative clause to a noun phrase of time, place or reason with *when*, *where* or *why*.

This is **the room where I did my experiment.**



⇒ Grammar reference 3 (p. 89)

- 1 Read the passage. Complete grammar rules a–c on page 67 with *when*, *where* or *why* and then match sentences 1–4 in the passage to the rules.

## My favourite room

Zhao Ping and Wang Wei are students from the same school. They are talking about their favourite rooms.

### Zhao Ping

My favourite room? Well, it isn't my brother's bedroom. That's the worst room in our apartment and definitely the messiest. <sup>1</sup>My brother simply treats it as a place where he can throw his stuff all over the floor: his dirty football clothes and bits of pizza. To his credit, he helps keep the rest of the house tidy. I think my favourite room is the downstairs living room. It's a lot tidier than the other rooms and much more comfortable—there's a big sofa and it's right in front of the TV. <sup>2</sup>However, the piano is the main reason why I love this room: if nobody else is around, I can sit there and practise for hours.

### Wang Wei

The kitchen, because it's the busiest and most interesting room, I think. <sup>3</sup>My dad is always cooking there—that's the reason why it's warmer and friendlier than the other rooms. It's open-plan, which means there's lots of space, and it's got big windows that look out onto the garden, so it's lovely and bright. That's really nice in the summer; <sup>4</sup>it is the time when I'm free to read my science fiction books.

Grammar rules	Sentence(s) in the passage
a We use ..... after the noun phrase of time.	
b We use ..... after the noun phrase of place.	
c We use ..... after <i>reason</i> .	

## 2 Complete the passage with *when*, *where* or *why*.

My name is Li Hua, and I guess I have a special talent for building things. It all started when I saw a TV programme about home-made robots: that was the moment <sup>1</sup>..... I fell in love with technology. I have built some simple smart home devices myself.

It's easier to wake up if it's bright, and this is the reason <sup>2</sup>..... I built a special device. It can open the curtains at the time <sup>3</sup>..... I wake up. I've also set up a special light control device that will turn off the lights at times <sup>4</sup>..... I'm not in the room. There is a simple reason <sup>5</sup>..... I created this device: to save electricity.

I often read blogs <sup>6</sup>..... people discuss smart home devices. Thanks to them, I've learnt about ways of gathering data with my devices. I've also downloaded lots of useful software that helps me control the things in my room. When I grow up, I want to work for a company <sup>7</sup>..... I can develop new technology. That means I need to study hard!

## 3 Complete the sentences below with your true information, using relative clauses with *when* or *where*. You may use the example below to help you.

*The last time I laughed a lot was last Monday morning when my cat danced with its tail in front of my family.*

- (1) The last time I laughed a lot was .....
- (2) The last time I cried so hard was .....
- (3) I dream of a school where .....
- (4) Your own topic: .....

**Now ask your classmates about their information. Find the most interesting / touching one and report to the class.**

- **You may ask questions like this:** What is your topic?
- **You may respond like this:** The last time I laughed a lot was last Monday morning when my cat danced with its tail in front of my family. We laughed and laughed until we almost brought down the house.
- **You may report like this:** I think the funniest idea was Lili's story. She said, "My dream school is the one where I could learn animal languages besides Chinese and English. I hope that I could talk to birds in the future."

## C Listening and speaking


### 1 Match (1)–(6) to a–f to make sentences. What are these sentences about?

- |   |                                    |
|---|------------------------------------|
| (1) After I get up, I usually             | <b>a</b> clean it up.              |
| (2) Before meals, I always help           | <b>b</b> lay the table.            |
| (3) After dinner, I can help              | <b>c</b> make my bed.              |
| (4) After I collect dirty clothes, I will | <b>d</b> put them away.            |
| (5) When my room is in a mess, I will     | <b>e</b> load the washing machine. |
| (6) After the clothes are dried, I often  | <b>f</b> do the dishes.            |

These sentences are about .....

### 2 Listen to the first part of a talk about household chores and complete the fact file.

Fact file



Whose  
house  
is it  
anyway?

There was recently a survey of children aged 11 to 16. The results were:

- Percentage of children who never <sup>1</sup>.....: 35%.
- Percentage of children who don't <sup>2</sup>.....: 63%.
- Percentage of children who never <sup>3</sup>..... or <sup>4</sup>.....: 75%.
- Many children don't <sup>5</sup>..... before going to school.

### 3 Listen to the second part of the talk and complete the table.

Excuses for not doing chores	
Advantages of doing chores	
Ways to get children to do chores	



- 4 Work in groups. Talk about how you can help around the house. Make four rules for your house based on your discussion and explain the reasons. Then complete the table and report the results to the rest of the class.

My house rules	
(1)	
(2)	
(3)	
(4)	
Reasons:	

### Language guide

#### You may talk about your ideas and reasons like this:

- The house rules I made include ...
- The rules I'd like to recommend include ...
- I want to make it a rule to ...
- I'm more than happy to ...
- I'd prefer to ...
- It is my responsibility to ...
- It's also a good way to ...
- The long-term benefits include ...
- The best way to deal with this is ...

## D Writing

# My space, my world

This week we want to know all about your personal space. What things do you have in your room? Email us a description of your room, including three expressions which best describe it. The most interesting description will appear in next month's magazine.

Email: [ed@myspacemyworld.com](mailto:ed@myspacemyworld.com)



## 1 Read the advertisement from a student magazine. Imagine that you decide to enter the competition. You may prepare your writing by thinking about the questions.

(1) What do you have in your room?

.....

(2) What is your favourite thing that you own?

.....

(3) How are the things in your room arranged?

.....

## 2 Read the article that the magazine published. Then complete the table on page 71 before you write.

### It's a small room, but ...

■ by Meimei

"It's unbelievably small," said my best friend when she first saw my bedroom. She's right: it's tiny and a bit dark, but it's also very special.

When you walk through the door, the first things you see are a rather small bed and a really big poster on the wall. The poster is of Yao Ming, my favourite sports star. There isn't much space in my room, so it's not very tidy. Right next to my bed is the old bookcase where I keep my textbooks and music magazines. On top of the bookcase, I've got some family photos and my pink Bluetooth speaker. It's my favourite thing that I own.

Opposite the bookcase is a small red desk. It's the messiest part of my bedroom because there's homework everywhere. Then, at the side of my desk, there's a small sofa which is extremely comfortable. On the days when I have time to relax, I often sit there and listen to music. My friends love that sofa too!

The three expressions that best describe my room are: relaxing, slightly messy and quite original. It's my own private space: that's the reason why I love spending time in it.

Aspects of writing	Guiding questions	My exploration
Content	What is the writer's purpose of writing the article?	
	What things in her room does the writer describe?	
	How does the writer start her description? What technique does the writer use to grab readers' attention?	
Language	What adjectives / adverbs does the writer use to make her description interesting?	
	What prepositional phrases does the writer use to describe the locations of the objects?	
	Where are the prepositional phrases put in sentences?	
Editing	Which words are capitalized?	
	Where does the writer use a colon(:)? What is the purpose of using it?	

### 3 Now write a description of your room to the magazine.

.....

.....

.....

.....

.....

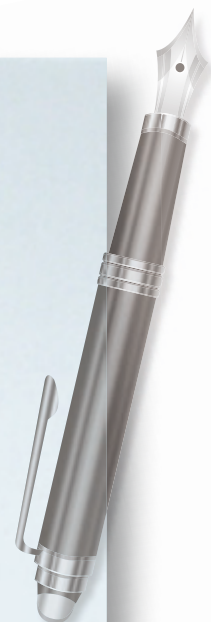
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.....

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## E Cultural focus



In the past 100 years, many aspects of people's lifestyles, such as our clothes, the buildings we live in and our free time, have changed dramatically. There are many amazing stories about these changes.

In this section, you will first read a passage about Highclere Castle, a famous historic building. You will then watch a video where the members of a British family go back in time and explore how lifestyles in the UK have changed over four decades.

### 1 Before you read the passage, look at the layout, the title and the photos on pages 72 and 73. Then complete the statements below.

- (1) The passage is probably taken from .....
- a** a brochure                      **b** a newspaper                      **c** a blog
- (2) The passage mainly contains .....
- a** funny stories                      **b** facts                      **c** opinions
- (3) The intended readers may be .....
- a** tourists                      **b** historians                      **c** reporters

# A house

# with a history



### Size matters

Imagine living in a huge house, a house so big that you don't know how many rooms it has! Lady Carnarvon, owner of Highclere Castle, is not sure about the number of rooms, but she does know that Highclere is one

5 of the biggest houses in England. From the outside, the castle looks like the Houses of Parliament in London. In fact, the same person, Sir Charles Barry, built both places. When Barry finished building Highclere in 1842, the castle had more than 50 rooms, including one room with a 15-metre-high ceiling! But this room was only used on special occasions. Today,

10 Highclere is one of the most expensive houses in Britain, worth more than 150 million pounds.

### Treasure

Do you want to learn about ancient Egypt? Visit Highclere and find out about its famous Egyptian connection. In 1922, Lord Carnarvon opened the tomb<sup>①</sup> of an ancient pharaoh<sup>②</sup> in Egypt. However, Lord Carnarvon suddenly died just a few weeks later. Many people thought that the pharaoh's angry spirit brought about his death. Today, you can find out more about his discovery in the castle's Egyptian room and make up your own mind!

### The small screen

Nowadays, Highclere is one of the most well-known homes in Britain, but it's not because of its interesting past or its Egyptian treasures. It is because Highclere is the star of a British TV show called *Downton Abbey*. The show is all about the life of an upper-class family in the 1910s, and most of the story takes place inside Highclere. More than ten million viewers enjoy watching it every week. Fans love coming to Highclere and many hope to see their favourite actors too!

### Planning your visit

Open from May to September, 7 days a week, from 10:30 a.m. to 6:00 p.m.  
Tickets: £9.50 child, £16.50 adult



① tomb /tu:m/ n. 坟墓 ② pharaoh /'fɛərəʊ/ n. 法老 (古埃及国王)

## E Cultural focus

### 2 Read the passage again. Match the words in the list to their meanings on the right.

- |                 |   |
|-----------------|---|
| (1) ceiling     | <b>a</b> a special event, ceremony <sup>①</sup> or celebration                      |
| (2) occasion    | <b>b</b> a ruler of ancient Egypt   |
| (3) treasure    | <b>c</b> having the highest position in society                                     |
| (4) pharaoh     | <b>d</b> a building with thick high walls and towers built to defend against attack |
| (5) castle      | <b>e</b> the top inside surface of a room   |
| (6) spirit      | <b>f</b> the soul believed to live on after the body has died                       |
| (7) upper-class | <b>g</b> something that is very valuable  |

### 3 A historic house must meet some standards before being listed officially as "historic". Work in pairs and discuss how Highclere Castle meets the standards below.

Standards	Information from the passage
(1) The house is time-honoured.	<i>It was built in 1842 by Sir Charles Barry, who also built the Houses of Parliament in London.</i>
(2) The house is built in a unique style.	
(3) The house is historically important.	
(4) The house is attractive to people nowadays.	

### 4 Work in groups. Choose one of the buildings of historic value in your town or city and explain why it is worth visiting.

.....

.....

① ceremony /'serəməni/ n. 典礼; 仪式

## Video Pastimes in the past

### Start thinking

#### 1 Answer the questions.

- (1) What do you usually do in your spare time?
- (2) Can you live without a mobile phone or the Internet? Why or why not?

### Comprehension check

#### 2 Watch the video and answer the questions.

- (1) What changes do the Hawkinses experience when they go back in time?

.....

- (2) What's the biggest change for both Seth and Daisy?

.....

- (3) What do Seth and Daisy do in their spare time in the 1950s?

.....

- (4) How do the Hawkinses entertain themselves in the 1960s?

.....

- (5) What do the Hawkinses enjoy most about the 1970s?

.....

- (6) What do people do in their spare time in the 1980s?

.....

- (7) According to Daisy, what time period was the best for her family? Why?

.....

### Vocabulary

#### 3 Complete the sentences with the words.

- mobile      ■ pastimes      ■ dread      ■ present      ■ entertain

- (1) Without the Internet, Seth and Daisy don't know how to ..... themselves.
- (2) The thought of not being able to message her friends is Daisy's biggest .....
- (3) Telephone communication was less ..... in the 1960s than it is today.
- (4) There are a lot of ..... for people to choose from, such as going camping, doing jigsaw puzzles and playing arcade games.
- (5) After returning to the ....., the family still keep one habit from the past—spending more time together as a family.

### Extension

#### 4 Work in groups. Survey pastimes in the past.

- (1) Choose a period of history you want to learn more about (e.g. the 1970s, 1980s, 1990s or 2000s).
- (2) Ask people who grew up during that period about their favourite pastimes.
- (3) Compare pastimes in the past with those in the present and report to the class.

## Self-assessment

Use the checklist and reflective questions below to evaluate your study in this unit.

Checklist	1 Me	2 My teacher / classmate	3 Action
<b>A Reading and interaction</b>			
• I can retell the story about the experiment <i>The 1940s House</i> .			
• I can explain how life in the past is different from life today.			
• I can illustrate the benefits of modern devices in everyday life by giving examples.			
<b>B Grammar activity</b>			
• I can recognize relative clauses with <i>when, where</i> and <i>why</i> in the passage.			
• I can form relative clauses with <i>when, where</i> and <i>why</i> correctly if the context is clear.			
<b>C Listening and speaking</b>			
• I can list the results of a survey and grasp the speaker's main point.			
• I can talk about my house rules and give enough reasons in groups.			
<b>D Writing</b>			
• I can analyse the content and the features of language in the sample article.			
• I can describe my room with suitable adjectives, adverbs and prepositional phrases.			
<b>E Cultural focus</b>			
• I can explain why Highclere Castle is a historic house by using the standards for historic buildings.			
• I can describe how pastimes have changed in the UK.			

### Reflective questions

Can you explain the difference between relative clauses with *when, where, why* and those with *who, whom, which, that* and *whose*? Try to write down your explanations briefly on the line below.

.....



## Appendices

## Phonetic symbols

## 说明:

本书词汇表主要以英式英语的发音为标准。表音符号如下:

## Consonants

辅音

p	pen	/pen/
b	bad	/bæd/
t	tea	/ti:/
d	did	/dɪd/
k	cat	/kæt/
g	get	/get/
tʃ	chain	/tʃeɪn/
dʒ	jam	/dʒæm/
f	fall	/fɔ:l/
v	van	/væn/
θ	thin	/θɪn/
ð	this	/ðɪs/
s	see	/si:/
z	zoo	/zu:/
ʃ	shoe	/ʃu:/
ʒ	vision	/ˈvɪʒn/
h	hat	/hæt/
m	man	/mæn/
n	now	/naʊ/
ŋ	sing	/sɪŋ/
l	leg	/leg/
r	red	/red/
j	yes	/jes/
w	wet	/wet/

## Vowels and diphthongs

元音和双元音

i:	see	/si:/
i	happy	/'hæpi/
ɪ	sit	/sɪt/
e	ten	/ten/
æ	fat	/fæt/
ɑ:	father	/'fɑ:ðə(r)/
ɒ	got	/gɒt/
ɔ:	saw	/sɔ:/
ʊ	put	/pʊt/
u	actual	/'æktʃuəl/
u:	too	/tu:/
ʌ	cup	/kʌp/
ɜ:	fur	/fɜ:(r)/
ə	about	/ə'baʊt/
eɪ	say	/seɪ/
əʊ	go	/gəʊ/
aɪ	my	/maɪ/
ɔɪ	boy	/bɔɪ/
aʊ	now	/naʊ/
ɪə	near	/nɪə(r)/
eə	hair	/heə(r)/
ʊə	pure	/pjʊə(r)/

# Vocabulary

## 词汇等级说明:

1. 不标星的词汇为高中英语必修课程要求。
2. 标一颗星的词汇为高中英语选择性必修课程要求。

## Words and phrases by unit

### Unit 1

**digital** /'dɪdʒɪtl/ *adj.* using a system of electronic signals to send or receive information 数字信息系统的; 数码的; 数字式的

**typical** /'tɪpɪkl/ *adj.* having the usual qualities or features of a particular type of person or group 典型的; 有代表性的

(of somebody / something) behaving in the way that you expect 不出所料的; 特有的

**event** /ɪ'vent/ *n.* a thing that happens, especially something important 发生的事情; (尤指)重要的事情, 大事

**onto** /'ɒntə/ *prep.* used with a verb to express movement on or to a particular place (与动词连用, 表示朝某处或某位置运动) 向, 朝

**midnight** /'mɪdnɑ:t/ *n.* 12 o'clock at night 子夜; 午夜

\***routine** /ru:'ti:n/ *n.* the normal order in which you regularly do things 常规; 正常顺序

**scene** /si:n/ *n.* a part of a film, play or book in which the action happens in one place or is of one particular type 场面; 片段; 镜头

the place where something happens, especially something unpleasant (尤指不愉快事情发生的) 地点, 现场

**earn** /ɜ:n/ *v.* to get money in return for labour or services 挣得; 赚得; 挣钱

**death** /deθ/ *n.* the end of life 死亡; 死

**button** /'bʌtn/ *n.* a small round piece of metal, plastic, etc. sewn onto a piece of clothing 扣子; 纽扣

**type** /taɪp/ *n.* a kind of thing or person 类型; 种类

**unique** /ju:'ni:k/ *adj.* being the only one of its kind 独特的; 唯一的

**respond** /rɪ'spɒnd/ *v.* to say or do something in reply 反应

**select** /sɪ'lekt/ *v.* to choose from a group 选择; 挑选

**organization** /,ɔ:ɡənəɪ'zeɪʃn/ *n.* an organized group of people with a particular purpose 机构; 团体; 组织

**goal** /ɡəʊl/ *n.* an aim 目标; 目的

**partner** /'pɑ:tənə(r)/ *n.* a person that one is doing an activity with 搭档; 同伴

a person that one is married to 配偶

*v.* to work with 结成伙伴

**improve** /ɪm'pru:v/ *v.* to (make something / somebody) become better than before (使)改进; (使)改善

**currently** /'kʌrəntli/ *adv.* at the present time 当前; 现在

**schedule** /'ʃedju:l/ *n.* a plan that lists all the work you have to do 工作计划; 日程安排

**conference** /'kɒnfərəns/ *n.* a formal meeting 会议

**quality** /'kwɒləti/ *n.* the standard of something as measured against other things of a similar kind 质量; 品质

**deliver** /dɪ'lɪvə(r)/ *v.* to bring or hand over something to somebody 给予; 递送

**inspire** /ɪn'spaɪə(r)/ *v.* to give somebody the desire, confidence or enthusiasm to do something well 激励; 鼓舞

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

- acquire** /ə'kwairə(r)/ *v.* to gain something by your own efforts 获得; 习得
- challenge** /'tʃælɪndʒ/ *n.* difficulty in a way that tests your ability 挑战
- volunteer** /,vɒləntɪə(r)/ *n.* a person who does a job without being paid for it 义务工作者; 志愿者  
*v.* to offer to do something without being forced or being paid for it 自愿做; 义务做
- location** /ləʊ'keɪʃn/ *n.* a place where something happens or exists 地方; 地点; 位置
- length** /leŋθ/ *n.* the amount of time that something lasts (持续) 时间的长短
- electricity** /ɪ,lek'trɪsəti/ *n.* a form of energy for heating, lighting or powering a machine 电
- material** /mə'tɪəriəl/ *n.* things that are needed for an activity such as learning and teaching (某一活动所需的) 材料
- senior** /'si:niə(r)/ *adj.* having a higher level in a school 高级的  
*n.* older person 较年长的人
- junior** /'dʒu:niə(r)/ *adj.* having a lower level in a school 初级的
- \*freedom** /'fri:dəm/ *n.* the power or right to act, speak, or think as one wants (权利或状态) 自由
- \*dorm** /dɔ:m/ *n.* (also dormitory) a room for several people to sleep in, especially in a school or institution 集体宿舍; 学生宿舍
- aspect** /'æspekt/ *n.* a particular part of a situation, a thing, an idea, or a problem 方面; 层面
- exploration** /,eksplə'reɪʃn/ *n.* an examination of something in order to find out about it 探究; 研究; 探测
- edit** /'edɪt/ *v.* to prepare a piece of writing, a book, etc. to be published by correcting the mistakes 编辑, 校订(文章、书籍等)
- particular** /pə'tɪkjələ(r)/ *adj.* specific (member of a group or class) 专指的; 特指的
- element** /'elɪmənt/ *n.* essential part of something 元素; 要素
- behaviour** /br'heɪvjə(r)/ *n.* the way that somebody behaves 行为; 举止
- \*related** /rɪ'reɪtɪd/ *adj.* connected with something / somebody in some way 相关的; 有联系的
- lantern** /'læntən/ *n.* a lamp which may be carried or hung, often used in Chinese culture 灯笼
- tradition** /trə'dɪʃn/ *n.* a belief, custom or way of doing something that has existed for a long time among a particular group of people 传统
- reflect** /rɪ'flekt/ *v.* to show one's attitude or feeling 显示, 表明, 表达
- attitude** /'ætɪtju:d/ *n.* the way that you think and feel about somebody / something 态度; 看法
- respect** /rɪ'spekt/ *n.* a feeling of deep admiration for somebody / something 尊重
- description** /dɪ'skrɪpʃn/ *n.* a spoken or written explanation of a person, object or event 描述

### Phrases

- video clip** a short film or recording of an event, made using digital technology and viewed on a screen 视频片段; 视频剪辑
- time capsule** a container storing a selection of objects chosen as being typical of the present time, buried for discovery in the future 时代文物贮藏器(收藏具有时代特征的物品); 时间胶囊
- in all** as a total 总共
- hula hoop** a large plastic ring that you spin around your waist by moving your hips 呼啦圈
- well off** having a lot of money 富有的; 富裕的
- be keen on** to like somebody / something very much; be very interested in 喜爱; 对……着迷; 有兴趣
- paper towel** a thick sheet of paper 厚纸巾
- be ashamed of** to feel shame or embarrassment about 为……感到羞愧
- on behalf of** as the representative of 代表……
- refer to** to describe or be connected to somebody / something 描述; 涉及; 与……相关

**Chinese knot** a decorative handicraft that began as a form of Chinese folk art in the Tang and Song Dynasties  
中国结

**dragon boat** a long narrow boat of traditional Chinese design that is decorated to look like a dragon and used for racing 龙舟; 龙船

## Unit 2

**destination** /,destɪ'neɪʃn/ *n.* a place to which somebody is going 目的地

\***million** /'mɪljən/ *number* 1,000,000 一百万

**amazing** /ə'meɪzɪŋ/ *adj.* very surprising 令人大为惊奇的

\***historic** /hɪ'stɒrɪk/ *adj.* important in history 历史上重要的

**site** /saɪt/ *n.* a place where a building, town, etc. is located 地点

**former** /'fɔ:mə(r)/ *adj.* that used to exist 以前的

**poetry** /'pəʊətri/ *n.* poems in general 诗歌; 诗作

**basis** /'beɪsɪs/ *n.* the important facts that support something 基础; 要素

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

**originally** /ə'ɪdʒənəli/ *adv.* in the beginning, before other things happened 原先; 起初

**defence** /dɪ'fens/ *n.* protection against attack 防御

**nowadays** /'naʊədeɪz/ *adv.* at the present time 当前; 目前

**view** /vju:/ *n.* what you can see from a place 景色, 风景

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

**contribute** /kən'trɪbjʊ:t/ *v.* to give something to help somebody 捐献

to increase or improve something 增进

\***scientific** /,saɪən'tɪfɪk/ *adj.* connected with science 科学(上)的

**admire** /əd'maɪə(r)/ *v.* to respect somebody / something for some reason 钦佩

\***statue** /'stætʃu:/ *n.* a figure of a person or an animal in stone, metal, etc. 雕塑, 雕像

**fancy** /'fænsi/ *adj.* expensive 昂贵的; 奢华的

**feature** /'fi:tʃə(r)/ *n.* something important, interesting or typical of a place or thing 特色; 特征; 特点

**position** /pə'zɪʃn/ *n.* level of importance 地位

the place where somebody / something is located 位置; 地方

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

**transport** /'trænspɔ:t/ *n.* a system for carrying people or goods from one place to another using vehicles, roads, etc. 交通运输系统

\***disappoint** /,dɪsə'pɔɪnt/ *v.* to make somebody sad because something that they hope for does not happen 使失望

\***structure** /'strʌktʃə(r)/ *n.* the way in which the parts of something are connected together 结构; 构造

\***sculpture** /'skʌlptʃə(r)/ *n.* a work of art that is a solid figure or object made by carving or shaping wood, stone, clay, metal, etc. 雕像; 雕塑品

\***weapon** /'wepən/ *n.* an object used for fighting or attacking somebody 武器; 兵器

**crowded** /'kraʊdɪd/ *adj.* having a lot of people 人多的; 拥挤的

**indicate** /'ɪndɪkeɪt/ *v.* to show that something is true or exists 表明; 显示

\***afterwards** /'ɑ:ftəwədz/ *adv.* at a later time; after an event that has already been mentioned 以后; 后来

**downtown** /,daʊn'taʊn/ *adv.* in or towards the centre of a city, especially its main business area 在市中心, 往市中心

**moment** /'mɒmənt/ *n.* a particular point of time 某一时刻

- envelope** /'envələʊp/ *n.* a flat paper container used for sending letters in 信封
- café** /'kæfeɪ/ *n.* a place where you can buy drinks and simple meals 咖啡馆, 小餐馆
- \*vote** /vəʊt/ *v.* to show formally which plan or idea you are for or against 投票
- chat** /tʃæt/ *v.* to talk in a friendly informal way to somebody 闲聊; 聊天  
*n.* a friendly informal conversation 闲聊; 聊天
- nowhere** /'nəʊweə(r)/ *adv.* not in or to any place 无处; 哪里都不
- \*embarrassed** /ɪm'bærəst/ *adj.* shy or ashamed, especially in a social situation 窘迫的, 尴尬的
- shocked** /ʃɒkt/ *adj.* feeling greatly surprised 震惊的
- opinion** /ə'pɪnjən/ *n.* your feelings or thoughts about somebody / something, rather than a fact 意见; 想法; 看法
- blog** /blɒg/ *n.* a personal record that somebody puts on their website 博客
- settle** /'setl/ *v.* to make a place your home 定居
- adventure** /əd'ventʃə(r)/ *n.* an unusual or dangerous experience 冒险; 冒险的经历
- energetic** /,enə'dʒetɪk/ *adj.* having a lot of energy 精力充沛的
- \*origin** /'ɒrɪdʒɪn/ *n.* the point from which something starts 起源; 源头
- desert** /'dezət/ *n.* a large area of dry land covered by sand 沙漠
- entrance** /'entrəns/ *n.* a door, gate, etc. used for entering a place 入口
- battle** /'bætl/ *n.* a fight between armies 战役; 战斗
- \*altogether** /,ɔ:ltə'geðə(r)/ *adv.* used to give a total number or amount 总共, 一共

### Phrases

- belong to** be owned by somebody 属于某人; 归某人所有
- in case** because of the possibility of something happening 以防; 以防万一
- in the distance** far away but still able to be seen 在远方
- a variety of** different kinds of 各种各样的
- prime minister** the most important minister and leader of the government in some countries 首相; 总理

### Unit 3

- convenience** /kən'vi:niəns/ *n.* the quality of being useful, easy or suitable for somebody 方便; 便利
- \*label** /'leɪbl/ *n.* a piece of paper, etc. that is attached to something and that gives information about it 标签
- global** /'gləʊbl/ *adj.* covering the whole world 全球的; 全世界的
- snack** /snæk/ *n.* a small meal or amount of food, usually eaten in a hurry 点心; 小吃; 快餐
- packaging** /'pækɪdʒɪŋ/ *n.* materials used to wrap or protect goods that are sold in shops 包装材料
- \*recycle** /,rɪ:'saɪkl/ *v.* to treat things that have already been used so that they can be used again 回收利用
- facility** /fə'sɪləti/ *n.* a place, usually including buildings, used for a particular purpose or activity (供特定用途的) 场所  
(*pl.*) buildings, services, equipment, etc. that are provided for a particular purpose 设施; 设备
- \*plastic** /'plæstɪk/ *n.* a light strong material that is produced by chemical processes and can be formed into shapes when heated 塑料  
*adj.* made of plastic 塑料制的; 塑料的
- container** /kən'teɪnə(r)/ *n.* a box, bottle, etc. in which something can be stored or transported 容器
- greenhouse** /'grɪ:nhaʊs/ *n.* a building with glass sides and a glass roof for growing plants 温室
- \*energy-efficient** /'enədʒi ɪ'fɪʃnt/ *adj.* that does not use much energy 节能的
- amount** /ə'maʊnt/ *n.* ~(**of sth**) (used especially with uncountable nouns) a quantity of something 数量; 数额
- gas** /gæs/ *n.* any substance like air that is neither a solid nor a liquid 气体

- impact** /'ɪmpækt/ *n.* the powerful effect that something has on somebody / something 巨大影响; 强大作用
- determine** /dɪ'tɜːmɪn/ *v.* to discover the facts about something; to calculate something exactly 查明; 测定; 准确算出
- stress** /stres/ *n.* pressure put on something that can damage it 压力  
pressure or worry caused by the problems in somebody's life 精神压力; 心理负担; 紧张
- cattle** /'kætl/ *n.* cows and bulls that are kept as farm animals for their milk or meat 牛
- \*frozen** /'frəʊzn/ *adj.* (of food) kept at a very low temperature in order to preserve it 冷冻的; 冷藏的
- \*link** /lɪŋk/ *v.* to make a connection between one and another 连接
- teenager** /'tiːneɪdʒə(r)/ *n.* a person who is between 13 and 19 years old (13至19岁之间的) 青少年
- diet** /'daɪət/ *n.* the food that you eat and drink regularly 日常饮食; 日常食物
- details** /'diːteɪlz/ *n. (pl.)* information about something 具体情况
- yoghurt** /'jɒɡət/ *n.* a thick white liquid food, made by adding bacteria to milk 酸奶
- slim** /slɪm/ *adj.* (of a person) thin, in an attractive way 苗条的; 纤细的
- image** /'ɪmɪdʒ/ *n.* the impression that somebody / something gives to the public 形象; 印象
- source** /sɔːs/ *n.* a person or thing that causes something, especially a problem 起源; 根源; 原因
- expert** /'ekspɜːt/ *n.* a person with special knowledge, skill or training in something 专家; 行家; 能手
- loss** /lɒs/ *n.* the state of no longer having something or as much of something 丧失; 损失; 丢失
- actually** /'æktʃʊəli/ *adv.* used in speaking to emphasize a fact or a comment, or that something is really true (在口语中用于强调事实) 的确, 真实地, 事实上
- tend** /tend/ *v.* to be likely to do something or to happen in a particular way because this is what often or usually happens 往往会; 常常就
- moreover** /mɔːr'əʊvə(r)/ *adv.* used to introduce some new information that adds to or supports what you have said previously 此外; 而且
- equal** /'iːkwəl/ *adj.* the same in size, quantity, value, etc. as something else (大小、数量、价值等) 相同的, 同样的; 相等的
- comment** /'kɒment/ *n.* something that you say or write which gives an opinion on or explains somebody / something 评论; 解释
- host** /hɒst/ *n.* a person who introduces a television or radio show, and talks to guests (电视或广播的) 节目主持人  
a person who invites guests to a meal, a party, etc. or who has people staying at their house 主人
- remind** /rɪ'maɪnd/ *v.* to help somebody remember something, especially something important 提醒; 使想起
- apologize** /ə'pɒlədʒaɪz/ *v.* to say that you are sorry for doing something wrong or causing a problem 道歉; 谢罪
- pudding** /'pʊdɪŋ/ *n.* a sweet dish eaten at the end of a meal (餐末的) 甜食, 甜点
- decoration** /,dekə'reɪʃn/ *n.* a thing that makes something look more attractive on special occasions 装饰品
- \*consumer** /kən'sjuːmə(r)/ *n.* a person who buys goods or uses services 消费者; 顾客; 用户
- despite** /dɪ'spaɪt/ *prep.* used to show that something happened or is true although something else might have happened to prevent it 即使; 尽管
- prove** /pruːv/ *v.* to use facts, evidence, etc. to show that something is true 证明; 证实
- retired** /rɪ'taɪəd/ *adj.* having retired from work 已退休的; 已退職的
- \*groceries** /'grəʊsərɪz/ *n. (pl.)* food and other goods sold by a grocer or at a supermarket 食品杂货
- establish** /ɪ'stæblɪʃ/ *v.* to discover or prove the facts of a situation 查实; 确定; 证实  
to start or create an organization, a system, etc. that is meant to last for a long time 建立; 创立; 设立
- \*legally** /'liːgəli/ *adv.* in a legal manner 合法地
- permit** /pə'mɪt/ *v.* to allow somebody to do something or to allow something to happen 允许; 准许

**assume** /ə'sju:m/ *v.* to think or accept that something is true but without having proof of it 假定; 假设; 认为

#### Phrases

**carbon footprint** a measure of the amount of carbon dioxide that is produced by the daily activities of a person or company 碳足迹( 日常活动所产生的碳排放量的量度方式)

**rubbish dump** a place where waste or rubbish / garbage is taken and left 垃圾场; 废物堆

**carbon dioxide** a gas breathed out by people and animals from the lungs or produced by burning carbon 二氧化碳

**put ... aside** to ignore or forget something 忽视; 不理睬; 忘记

**peanut butter** a thick soft substance made from very finely chopped peanuts 花生酱

**baked potato** a potato cooked in its skin in an oven ( 带皮 ) 烤土豆

**junk food** food that is quick and easy to prepare and eat but that is thought to be bad for your health 垃圾食品

**vending machine** a machine from which you can buy drinks, etc. by putting money in ( 出售饮料等的 ) 自动售货机

**pay regard to** pay attention to or care for somebody / something 注意; 关注; 关心

**traffic accident** an event in which a car, train, plane, etc. is damaged and often someone is hurt 交通事故

#### Unit 4

**experiment** /ɪk'sperɪmənt/ *n.* a scientific test that is done in order to study what happens and to gain new knowledge 实验; 试验

**capable** /'keɪpəbl/ *adj.* having the ability or qualities necessary for doing something 有能力的

**survive** /sə'vaɪv/ *v.* to continue to live or exist 生存; 存活; 继续存在

to continue to live or exist despite a dangerous event or time 幸存; 幸免于难; 艰难度过

**unfortunately** /ʌn'fɔ:tʃənətli/ *adv.* sadly 不幸地; 遗憾地; 可惜地; 可悲地

**\*labour-saving** /'leɪbə(r) seɪvɪŋ/ *adj.* using less work or effort 省力的; 节省劳力的; 降低劳动强度的

**\*device** /dɪ'vaɪs/ *n.* an object or a piece of equipment 装置; 仪器; 器具; 设备

**immediately** /ɪ'mi:diətli/ *adv.* without delay 立即; 马上; 即刻

**disappear** /,dɪsə'piə(r)/ *v.* to become impossible to see 消失; 不见

**regularly** /'regjələli/ *adv.* at regular intervals or times 有规律地  
often 经常

**\*bomb** /bɒm/ *n.* a weapon designed to explode at a particular time or when it is dropped or thrown 炸弹

**goods** /gʊdz/ *n. (pl.)* things that are produced to be sold 商品; 货品

**petrol** /'petrəl/ *n.* gas for running vehicles like cars 汽油

**\*boil** /bɔɪl/ *v.* to heat something to the point where it forms bubbles and turns to steam or vapour ( 使 ) 沸腾; 煮沸; 烧开

**aim** /eɪm/ *n.* the purpose of doing something; what somebody is trying to achieve 目的; 目标

**narrow** /'nærəʊ/ *adj.* measuring a short distance from one side to the other 狭窄的; 窄小的

**suffer** /'sʌfə(r)/ *v.* to be badly affected by a disease, pain, sadness, a lack of something, etc. ( 因疾病、痛苦、悲伤等 ) 受苦, 受难, 受折磨

**argue** /'ɑ:gju:/ *v.* to give reasons why you think that something is right / wrong, true / not true, etc., especially to persuade people that you are right 论证; 说理; 争辩

**\*decrease** /dɪ'kri:s/ *v.* to become or make something become smaller in size, number, etc. ( 使大小、数量等 ) 减少, 减小, 降低

- apartment** /ə'pɑ:tmənt/ *n.* (American English) a set of rooms for living in, usually on one floor of a building;  
flat (通常指在同一楼层的) 公寓套房
- definitely** /'defɪnətli/ *adv.* certainly 肯定; 当然; 确实
- stuff** /stʌf/ *n.* a group of things 东西, 物品
- downstairs** /,daʊn'steɪz/ *adj.* on a floor of a house or building lower than the one you are on 楼下的
- piano** /pi'æniəʊ/ *n.* a large musical instrument played by pressing the black and white keys on the keyboard 钢琴
- talent** /'tælənt/ *n.* a natural ability to do something well 天才; 天资; 天赋
- \*curtain** /'kɜ:tɪn/ *n.* a piece of cloth that is hung to cover a window 窗帘
- gather** /'gæðə(r)/ *v.* to collect information from different sources 搜集, 收集(情报)  
to come together, or bring people together, in one place to form a group 聚集; 集合; 召集
- data** /'deɪtə/ *n.* facts or information 数据; 资料; 材料
- download** /,daʊn'ləʊd/ *v.* to get data from another computer, usually using the Internet 下载
- software** /'sɒftweə(r)/ *n.* the programs, etc. used to operate a computer 软件
- company** /'kʌmpəni/ *n.* a business organization that makes money by producing or selling goods or services 公司;  
商号; 商行
- \*load** /ləʊd/ *v.* to put a large quantity of things or people onto or into something (把大量……) 装上, 装入
- file** /faɪl/ *n.* a collection of information stored together under a particular name 文件
- percentage** /pə'sentɪdʒ/ *n.* the number, amount, rate of something, expressed as if it is part of a total which is 100  
百分率; 百分比
- recommend** /,rekə'mend/ *v.* to tell somebody that something is good or useful 推荐
- prefer** /prɪ'fɜ:(r)/ *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……
- \*responsibility** /rɪ'spɒnsə'bɪləti/ *n.* a duty to help or take care of somebody because of your job, position, etc. 职责;  
义务; 任务
- arrange** /ə'reɪndʒ/ *v.* to put something in a particular order 整理; 排列; 布置
- poster** /'pəʊstə(r)/ *n.* a large printed notice, picture or photograph, used to advertise something or as a  
decoration 海报
- extremely** /ɪk'stri:mli/ *adv.* (usually with adjectives and adverbs) to a very high degree 极其; 极端; 非常
- slightly** /'slaitli/ *adv.* a little 略微; 稍微
- technique** /tek'ni:k/ *n.* the skill with which somebody is able to do something special 技术; 技能
- \*grab** /græb/ *v.* to get somebody's attention 引人注目; 吸引  
to take or hold somebody / something with your hand suddenly, firmly or roughly 抓住; 攫取
- brochure** /'brɒʃə(r)/ *n.* a small magazine, book or information leaflet 资料(或广告)手册
- intended** /ɪn'tendɪd/ *adj.* (only before noun) that you are trying to achieve or reach 意欲达到的; 打算的; 计划的
- \*ceiling** /'si:lɪŋ/ *n.* the top inside surface of a room 天花板; 顶棚
- occasion** /ə'keɪʒn/ *n.* a special event, ceremony or celebration 特别的事情(或仪式、庆典)  
a particular time when something happens 某次; ……的时候
- upper-class** /,ʌpə(r) 'klɑ:s/ *adj.* having the highest social status 上流社会的
- adult** /'ædʌlt/ *n.* a fully grown person 成年人
- \*soul** /səʊl/ *n.* the spiritual part of a person 灵魂
- time-honoured** /'taɪm ɒnəd/ *adj.* respected because it has been used or done for a long time 古老而受到尊重的;  
历史悠久的; 由来已久的
- style** /stɑɪl/ *n.* the features of a book, painting, building, etc. that make it typical of a particular author, artist,



historical period, etc. 风格; 体

### Phrases

**hang on** (informal) used when you have just noticed that something is wrong or interesting 等等(好像有什么不对或新的情况出现)

**take cover** to find a cover that provides shelter from bad weather or protection from an attack 躲避; 隐蔽

**domestic chore** a regular task connected with the home or family 家务琐事

**to somebody's credit** making somebody deserve praise or respect 使值得赞扬; 使受尊重

**science fiction** a type of book, film, etc. that is based on imagined scientific discoveries 科幻小说(或影片等)

**be attractive to** have features or qualities that make somebody want to accept something 对……有吸引力的

## Proper nouns

### 说明:

专有名词表包括人名、地名、机构名、作品名和专有概念名。

### Unit 1

Kevin Macdonald 凯文·麦克唐纳  
Antarctica 南极洲  
Peru 秘鲁  
UNICEF 联合国儿童基金会 (United Nations Children's Fund)  
New York 纽约  
Sri Lanka 斯里兰卡  
People's Republic of China 中华人民共和国  
Latin America 拉丁美洲

### Unit 2

the Terracotta Army 兵马俑  
Emperor Qin Shihuang 秦始皇  
the Tang Dynasty 唐朝  
the Silk Road 丝绸之路  
*Journey to the West* 《西游记》  
the Wild Goose Pagoda (大、小) 雁塔  
the Daming Palace 大明宫  
the Belt and Road Initiative “一带一路”倡议  
Florence 佛罗伦萨  
Italy 意大利  
the Renaissance 文艺复兴  
Michelangelo 米开朗基罗  
Leonardo da Vinci 列奥纳多·达·芬奇  
Galileo 伽利略  
David 大卫像  
the Palace Museum 故宫博物院  
the Summer Palace 颐和园  
Gina 吉娜  
Toronto 多伦多  
Hamilton 哈密尔顿  
Peter 彼得  
Sarah 萨拉  
Queenstown 皇后镇  
New Zealand 新西兰  
Kate 凯特

Lake Wakatipu 瓦卡蒂普湖  
Maori (新西兰) 毛利人  
*Romeo and Juliet* 《罗密欧与朱丽叶》  
Plato 柏拉图  
Murwillumbah 默威伦巴  
Nambucca 南巴卡  
Bondi Beach 邦迪海滩  
Uluru 乌卢鲁巨石  
Bougainville 布干维尔岛  
Arnhem Land 阿纳姆地  
Melbourne 墨尔本  
Waterloo 沃特卢  
Captain James Cook 詹姆斯·库克船长  
Botany Bay 植物学湾

### Unit 3

Jane Brown 简·布朗  
Thailand 泰国  
Brazil 巴西  
Spain 西班牙  
Tina Fisher 蒂娜·费雪  
Egypt 埃及  
Jack 杰克  
Guy 盖伊  
Sally 萨莉  
Daniel 丹尼尔  
Dan 丹

### Unit 4

Lyn Hymers 林恩·海默斯  
Michael 迈克尔  
Lady Carnarvon 卡那封夫人  
Highclere Castle 海克利尔城堡  
the Houses of Parliament 议会大厦  
Sir Charles Barry 查尔斯·巴里爵士  
Lord Carnarvon 卡那封勋爵  
*Downton Abbey* 《唐顿庄园》

## Glossary

### 说明:

专业术语表按书中出现顺序排列, 不分单元。

**topic** 话题; 题目; 标题

**expression** 词语; 措辞; 表达方式

**noun** 名词

**adjective** 形容词

**preposition** 介词

**present continuous passive** 现在进行被动(结构)

**past participle** 过去分词

**content** 内容

**paragraph** 段; 段落

**format** (出版物的)版式, 开本; 格式

**punctuation mark** 标点符号

**plural** 复数的

**proper noun** 专有名词

**future in the past** 过去将来(结构)

**verb** 动词

**tense** 时态

**compound noun** 复合名词

**compound adjective** 复合形容词

**relative clause** 定语从句

**noun phrase** 名词短语

**relative pronoun** 关系代词

**possessive** 所有格的

**capitalized** 大写的

**hyphen** 连字符

**adverb** 副词

**modify** 修饰

**colon** 冒号

**past continuous** 过去进行(结构)

**defining relative clause** 限制性定语从句

**subject** 主语

**object** 宾语

**superlative** (形容词或副词的)最高级

## Grammar reference

### 1 Present continuous passive

Present continuous passive shows that the action is being done on the object.

	Active	Passive
<b>Present continuous</b>	<i>am / is / are + present participle</i> <i>I <b>am painting</b> the house.</i> <i>The police <b>are questioning</b> the thief.</i>	<i>am / is / are + being + past participle</i> <i>The house <b>is being painted</b>.</i> <i>The thief <b>is being questioned</b> (by the police).</i>

### 2 Future in the past

There are different ways to talk about an event or activity that at a certain point in the past you thought it would or was going to happen in the future. To express this idea, we can use the past tense of the verb forms we would commonly use to refer to the future (*will do—would do, is going to do—was going to do, is doing—was doing, is to do—was to do, is about to do—was about to do, is due—was due, etc.*).

Future from now	Future in the past
<ul style="list-style-type: none"> <li>• It's her ninth birthday. She <b>will have</b> her birthday party tomorrow.</li> <li>• We <b>are going to visit</b> Shanghai Museum this Sunday.</li> <li>• He <b>is meeting</b> his friend at the airport this evening.</li> <li>• There <b>is to be</b> an election on 1 June.</li> <li>• What do you want me to do? I <b>am about to leave</b>.</li> <li>• The writing assignment <b>is due</b> on Friday morning.</li> </ul>	<ul style="list-style-type: none"> <li>• It was her ninth birthday and she <b>would have</b> a birthday party.</li> <li>• We <b>were going to visit</b> Shanghai Museum last Sunday, but it rained.</li> <li>• He left the office early because he <b>was meeting</b> his friend at the airport that evening.</li> <li>• I was told there <b>was to be</b> an election on 1 June, so I registered to vote.</li> <li>• I <b>was about to leave</b> when he asked me to help him, so I missed my train.</li> <li>• The writing assignment <b>was due</b> this morning, but the teacher was sick.</li> </ul>

1 The past continuous is used when we talk about activities planned or arranged in the past, especially with verbs such as *come* and *go*.

*The Smiths **were coming** for lunch this Saturday.*

*His son **was going** to a summer camp next week.*

2 When these forms are used, we often know from the context whether the activity or event did or did not happen. But in some cases, we may not know whether it happened or not.

*I **was seeing** Bill that afternoon, but I had to cancel because of an important meeting. (I did not see Bill.)*

*I did not tell him the news on the phone because we **were seeing** each other later that day. (We saw each other.)*

*He was sure that the blood test **would show** that he was alright. (We don't know whether he was alright or not.)*

### 3 Defining relative clauses

A defining relative clause gives essential information about the noun phrase or pronoun it modifies. Its purpose is to clearly define who or what we are talking about. Without this information, it would be difficult to know who or what is being referred to.

*The woman **who treated my child** is an outstanding doctor.*

*The policeman found the car **that he was looking for**.*

*Anyone **who breaks the rule** will be punished.*

Notice that *commas* are not used between the noun phrase or pronoun and the defining relative clause.

(1) Defining relative clauses with *who*, *whom*, *which* and *that*

The following relative pronouns are used in defining relative clauses.

	Person	Thing
Subject	who / that	which / that
Object	who / whom / that	which / that

The relative pronoun can be the subject or the object in a defining relative clause. In the following sentences the relative pronoun is the subject.

*They're the people **who / that** bought our house.*

*I have a friend **who / that** dances well.*

In the following sentences the relative pronoun is the object in the defining relative clause. In this case, we can omit the relative pronoun *wh-word / that* and use a zero relative pronoun.

*I didn't see the film (**which / that**) you recommended to me.*

*That's the girl (**who / whom / that**) I saw yesterday.*

*Whom* can be used as an object relative pronoun. However, *whom* is very formal and is only used in written language.

*The man **whom** you talked to at the party was my brother.*

*That* should be used after superlatives and words like *something*, *anything*, *nothing*, *everything*, *all*, *little*, *much*, *none*, etc. We can also use a zero relative pronoun as the object after these words.

*She is the most beautiful girl (**that**) I know.*

*Do you have anything (**that**) I can have for lunch?*

(2) Defining relative clauses with *whose*

A relative clause beginning with *whose* + noun is used to talk about something belonging to or associated with a person. *Whose* can also be used after noun phrases for towns, countries and organizations, etc.

*Bei Yuming is an architect **whose designs** have won international praise.*

*It is a company **whose** products are found everywhere.*

(3) Defining relative clauses with *where*, *when* and *why*

We can use *where* and *when* after noun phrases referring to places and time. We can use *why* after the noun *reason*. In formal English, a phrase with preposition + *which* can be used instead.

	Meaning	Use	Example
when	in / on / ... which	refers to a time	the day when we met him
where	in / at / ... which	refers to a place	the place where we met him
why	for which	refers to a reason	the reason why we met him

*There is a box **where / in which** I keep my keys.*

*Do you remember the date **when / on which** we first met?*

*This is the reason **why / for which** you cannot do it.*

#### (4) Prepositions in defining relative clauses

There are often prepositions in defining relative clauses, and a relative pronoun is the object of that preposition. In formal styles, a preposition is often put before the relative pronouns *which* and *whom*.

*This is the room **in which** I work.*

*The professor **with whom** you had worked called you this morning.*

Notice that after a preposition, *who* or *that* cannot be used.

*A lot will be expected from people **to whom** a lot is given. (NOT: ... people to who ...)*

*It is an organization **to which** both my parents belong. (NOT: ... an organization to that ...)*

Notice that in informal English, the preposition is normally placed at the end of the relative clause and the pronoun may be included or omitted. In formal English, the preposition is placed before the relative pronoun, and in this case the pronoun cannot be omitted.

*Does he know the girl **(that)** Gary is talking to? (informal)*

*Does he know the girl **to whom** Gary is talking? (formal)*



## 后 记

本教材根据教育部颁布的《普通高中英语课程标准(2017年版)》编写并经国家教材委员会专家委员会审核通过。

1997年底,上海市教委和课改委决定在“二期课改”中引进牛津英语教材进行改编并试验用。2005年原教材编写组依据课标对教材作成套修订,送审通过后于2006年始在全市范围内试用。该套教材对上海市英语教育教学水平、教师专业发展、学生英语语言能力和交际能力的提高作出了较大贡献,在这些方面所积累的宝贵经验是此次修订的主要基础和重要参考。本次修订也是对上海市“二期课改”重要成果的传承和发展。

本次教材修订使用了牛津大学出版社语料库中的部分优秀素材,在修订过程中牛津大学出版社的外籍专家帮助修改语篇、润色语言,在此表示衷心感谢。

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ITNEdu( 第 75 页视频 Pastimes in the past )。







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