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英语

选择性必修

第二册

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STUDENT'S BOOK



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STUDENT'S BOOK

主编 杨晓钰



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To the student

To the student

亲爱的同学，欢迎你随本书一起继续高中阶段的英语学习。我们希望充满求知欲的你，能喜欢书中所提供的学习材料，喜欢各种鼓励探究和发展思维、注重学习能力和学习习惯培养的教学设计。

高中英语学习是初中英语学习的延伸，同时也是新的英语学习生活的开始。在这一阶段，提高基本语言运用能力极其重要，但提高用英语获取信息、处理信息、分析和解决问题的能力，用英语进行思考和表达的能力，以及跨文化交际的意识和基本的跨文化交际能力也必不可少；而掌握有效的英语学习策略，提高自主学习能力，会帮助你更有效地学习，形成具有个性的学习方法和风格，为将来进一步学习英语和终身发展打下良好基础。

关于本教材的使用，我们有以下建议：

1. 请仔细阅读每个主题前的 Guiding Page，它会帮助你熟悉该部分的主要学习内容，激发你思考与之相关的问题，为本主题的学习做好必要的准备。

2. 只有充分了解了学习目标，你才能在学习中处于主动地位，发挥主体作用，才能使自己的“学”与教师的“教”形成协调发展的合力，从而取得最佳的学习效果。因此，各单元的学习从研读 Looking Ahead 开始，并在每个单元学习后根据 Self-assessing 帮助自己反思学习效果，调整自己的学习目标、学习方式和学习进程。

3. Activating and Predicting 旨在最大限度地激活你与所学内容相关的背景知识，激发你学习的兴趣和动机，为进入下一步学习做好准备。在本板块的学习中一定要勤于思考，积极参与，勇于表达。

4. “学而不思则罔，思而不学则殆”，没有思考、缺乏创造性的学习收获甚少。建议你在进行 Reading, Thinking and Analysing 部分课文的学习时，不要忽略了 Margin Notes 和 TIP，一定要边学边思，学思结合，掌握策略，举一反三，这样你才能真正提高阅读能力，逐渐成长为高效的英语阅读者。

5. Exploring and Using 将为你轻松化解阅读课文中的语言知识，引导你通过观察和分析，了解语法形式，理解语法意义，发现语法规则。这将帮助你

在真实语境中运用所学语言知识来理解和表达意义，加强准确、得体地使用语言的意识，深化对语言的理解。

6. 在进行了大量的听说和阅读后，你一定记住了许多优美的词句、漂亮的段落，一定发现了英语文章与汉语文章在风格和组织结构上的异同，也一定跃跃欲试地想用英语表达自己的所感所想。这的确是一件值得高兴的事！那么，请一定经常读一读、听一听、说一说、记一记一些好的句子和美文，并认真完成每课的写作任务，这样，你的英语写作就会不断进步，逐步达到“行文如流水，落笔如有神”的境界。

7. 在必修教材的 Recycling Time 和 Word Builder 板块，你已经学习了归纳所学内容、在语境下猜测词义等策略，在选择性必修教材学习阶段，请主动应用和积极调试所学策略，不断提高自主学习能力。Learning Individually 部分鼓励你主动做好阅读课的预习，在 Question Corner 中提出自学中存在的疑惑，在 Learning Cooperatively 部分，与同学和老师一起互动、探究、应用，并且在 Learning Reflectively 板块应用必修教材的多维评价方式，提高反思的意识和能力。

8. 附录中的 Word Learning Booster 会引导你在学习新词汇的同时，注重对已学词汇的定期复习，逐步养成良好的词汇学习习惯，记忆词汇也将不再是一件难事。

“学而时习之，不亦说乎？”古人告诉我们，学习要采取积极的态度，既要时时、处处、事事地“学”，又要时时、处处、事事地“习”；于“学”中积累、丰富、提高，于“习”中求巩固、受启发、得效益；争取日有所新，日有所获。这样你的内心就能充满掌握英语学习真谛的愉悦。

我们衷心希望通过本教材的学习，能进一步激发你学习英语的热情和用英语交流的欲望，最终能用英语了解、学习他国优秀文化，同时向世界介绍祖国灿烂的文化。

作为学习者，获取知识是一种乐趣，不断克服困难、不断创新也是一种乐趣。记住永远对自己说：“I can do it!”。

愿你快乐地度过英语学习的每一阶段，享受克服困难的快乐，享受创新的快乐，享受成功的快乐！

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Theme	Unit/Title	Reading Actively Reading Further	Exploring & Using	Listening, Understanding & Communicating	Reading/Viewing, Speaking & Writing	Learning Strategies
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Theme A

Plants and Animals

Nature is a grand teacher with plants, insects and animals providing us with important life lessons. Besides the benefits of bamboo, the guidance of the honey bird and the waiting dog, we have more to be grateful for. While listening to the silent lessons provided by plants and animals, we can't help asking ourselves, "What value am I bringing to others and the world around us?"



In this theme, you will:

- ◇ learn more about bamboo;
- ◇ get information about some special plants;
- ◇ talk about plants and their character.

Unit 1

What plant or animal do you like most? What can we learn from them? What is the relationship between plants, animals and human beings?

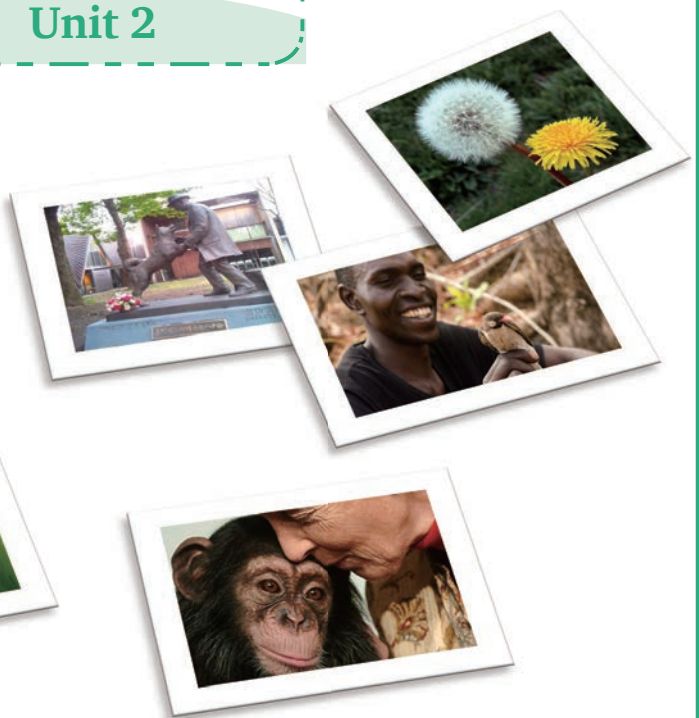


- ◇ learn about the interesting bird called the honey guide;
- ◇ learn something about Jane Goodall;
- ◇ talk about the wonders of bird feathers.

Unit 2

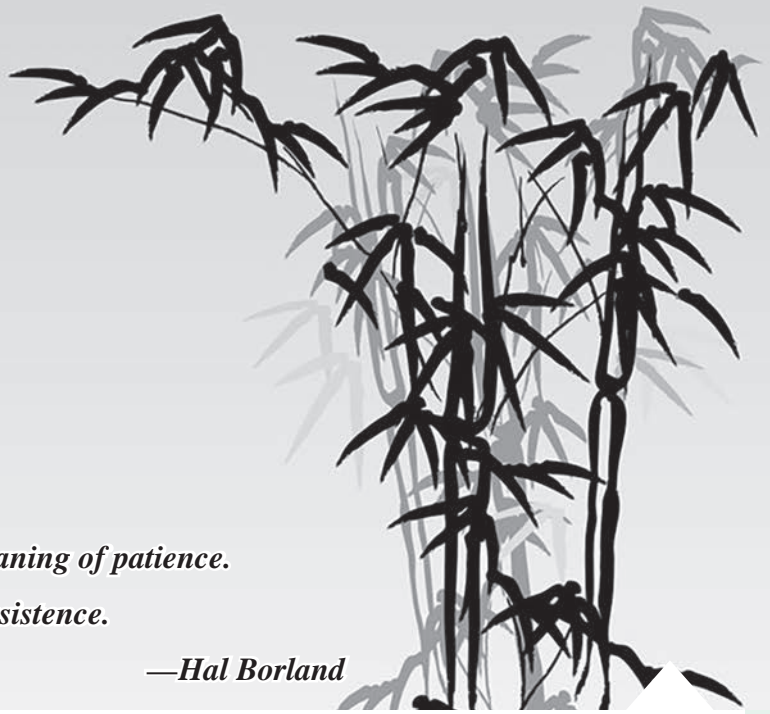
- ◇ read a story about a faithful dog.

Challenging Yourself A



Unit 1

Plants



Knowing trees, I understand the meaning of patience.

Knowing grass, I can appreciate persistence.

—Hal Borland

Looking Ahead

By the end of this unit, you will be able to:

- illustrate bamboo's symbolic meanings in different cultures;
- describe plants using simile and personification;
- use noun clauses as the subject in context;
- give examples in different ways in a conversation;
- write a notice about a flower show;
- introduce an interesting or a curious plant.

Reading Actively



▶ Activating and Predicting

1 Read the following statements and predict what plant they are describing, guessing the meanings of the words in bold type.

- 1) Although it is really a kind of grass, it looks more like a tree.
- 2) It grows up straight and thin, with branches at the top.
- 3) It has long leaves that **sway** in the wind like **slim** fingers reaching to touch something.
- 4) Chinese and Japanese poets write poems and songs about it, and artists paint it in pictures.
- 5) It grows best in places where it is warm and rains often.
- 6) Some **bloom** and have seeds every year. Some never bloom at all.
- 7) But the most interesting thing about this **remarkable** plant is what people do with it after it is cut down.

According to the descriptions, the plant might/may/must be _____.

2 Based on the above statements, predict which aspects of this plant will be talked about and then skim to check your prediction.

- | | | | |
|------------|----------------|-------------------------|---------------------|
| 1) species | 2) cultivation | 3) habitat/distribution | 4) symbolic meaning |
| 5) use | 6) flowering | 7) appearance | 8) commercial value |

► Reading, Thinking and Analysing

Bamboo

Have you ever seen grass growing as high as a tree—even a tall tree? Bamboo is this kind of grass. It grows up straight and thin, with branches at the top.

Although bamboo is really a kind of grass, it looks more like a tree. It has long leaves that **sway** in the wind like slim fingers reaching to touch something. Chinese and Japanese poets write poems and songs about bamboo, and artists paint it in pictures.

Not all bamboo grows tall. There are more than 500 different kinds of bamboo in all, and some grow no higher than your **ankles**. Bamboo can survive with minimum light exposure. It grows best in places where it is warm and rains often. Some kinds of bamboo grow very fast. If they grow near a house, their slim leaves brush the roof gently and cool the house with their shade.

Some bloom and have seeds every year. Some never bloom at all. Some bloom only once, after living about 40 years, and then die, although new shoots of bamboo will come up from around the roots of the old **ones**.

But the most interesting thing about this remarkable plant is what people do with it after it is cut down. Bamboo probably has more uses than any other plant in the world.

Bamboo is not a tree, so the long straight stems of bamboo are not like tree wood. They are **hollow**, which makes them very light. You could lift a big piece of bamboo with one hand. At the same time, bamboo is so strong that it is often used to build houses and bridges.

In warm countries, many people have their houses made almost



entirely of bamboo—the walls, the roof, and the floor. Nearly everything inside their houses is made of bamboo, too. The chairs, tables, beds, flower vases, drinking cups, birdcages

sway (vi.): move slowly from side to side



What does *ones* refer to?

hollow ['hɒləʊ] (adj.)
Guess its meaning from the context.

and many other things are all made of bamboo. And the fence around their garden is made of bamboo, as well.

Because bamboo is hollow, it can be fitted together and used as pipes to carry water brought from a river or lake.

Bamboo is used for more than building. People eat it. The tender young shoots of bamboo are crisp and tasty. They are often found in Chinese or Japanese dishes. Some are put into cans and shipped to all corners of the world.

Ship here is a ____.

A. noun B. verb

What does it mean?

Bamboo is also made into paper. The soft pulp inside the hard stems is taken out and sent to a factory. There it is made into fine paper.



Bamboo can also be made into good walking sticks and fishing poles.

Who can tell what new use someone may find for this special kind of grass—bamboo?

► Comprehending, Integrating and Creating

1 Read the text and complete the information about bamboo.

<p>Appearance features</p> <ul style="list-style-type: none"> • like a tree rather than _____ • being straight and _____ • with _____ at the top • with long _____ leaves • with long, _____ and _____ stems 		<p>Growth characteristics</p> <ul style="list-style-type: none"> • survive with _____ light exposure • grow best in _____ and _____ places • may grow very _____ • bloom and have seeds _____, bloom _____, or _____ bloom • grow with new _____ coming up from around the roots of the old ones
<p>Wide uses</p> <ul style="list-style-type: none"> • stems for building _____, making furniture and _____, and made into _____ • tender young shoots used as _____ • pulp made into _____ 		

2 Work in groups to discuss the questions below and then share your ideas in class.

- 1) What features make bamboo different from any other grass?
- 2) How does the author illustrate his viewpoint that bamboo probably has more uses than any other plant in the world?

- 3) How does the author arouse the readers' interest at the beginning of the text? What do you think of the method?
- 4) According to the text, Chinese and Japanese poets write poems and songs about bamboo, and artists paint it in pictures. Can you give some examples?
- 5) The author thinks that the most interesting thing about bamboo is what people do with it after it is cut down. Do you agree? Why or why not?

- 3** Work in groups to find out more uses of bamboo at present and imagine how it might be creatively used in the future. Then share your ideas in class.

More uses at present	New uses in the future

- 4** Based on Activity 1 and your discussion, work in groups of three to retell the text. Then discuss what you can learn from bamboo.

Student A	Student B	Student C
Describe what bamboo is like.	Explain how bamboo grows.	Introduce how bamboo is and will be used.

What we can learn from bamboo:

•	•
•	•

- 5** Do the activity by following the steps below.

- Step 1** Read the following passage and then work in groups to find out the symbolic meanings of bamboo in Chinese culture.

Possessing more bamboo than any other country in the world, China is well known as the Kingdom of Bamboo. The Chinese love bamboo, and bamboo culture has already been rooted in their minds throughout their long history. To the Chinese people, bamboo is the symbol of virtue. It reflects people's soul and emotion.

Bamboo has the title of "the gentleman of plants". It is always closely related to people of positive spirit. For example, its deep root symbolises determination and its straight and hollow stem represents straightness and modesty. Bamboo culture always plays a positive role in encouraging Chinese people to hold on when facing tough situations.

The symbolic meanings of bamboo

-
-
-
-

Step 2 With the help of the Internet or other sources, investigate how bamboo is used in different countries and what symbolic meanings it has in various cultures.

Step 3 Note down your findings.

Countries	Uses	Symbolic meanings
•	•	•
•	•	•

Step 4 Share your findings in class.

Exploring and Using



► Language Feature

1 Match the adjectives with the nouns to form lexical chunks based on the text. Then use the same adjectives to create your own chunks. The first one has been done as an example.

Adjectives	Nouns	Your lexical chunks
1) tender	leaves	1) tender grass
2) slim	places	2)
3) soft	plants	3)
4) warm	shoots	4)
5) remarkable	stems	5)
6) tasty	paper	6)
7) fine	pulp	7)
8) hollow	dishes	8)

TIP

In English, an attributive adjective usually comes before the noun in a simple phrase. It describes the thing, the person, the state or the action the noun refers to.

2 Study the examples to find out the figures of speech used in them. Then describe bamboo or other plants in the same way.

• Example •

- What is its function?
- 1) It has **long leaves** that sway in the wind **like slim fingers** reaching to touch something.
- What do they have in common?
- 2) Their **slim leaves** **brush** the roof gently and **cool** the house with their shade.
- Can the subject “slim leaves” behave like a person?

TIP

A figure of speech is also called a stylistic device or rhetorical device. It is the use of a variety of techniques to provide emphasis, freshness of expression or clarity.

My description:

- ◆
- ◆

► Grammar Link

Noun Clauses as the Subject**Understanding the meaning**

Read the following dialogue and pay special attention to the coloured parts. Think whether the structures of the red parts are the same as those of the blue ones.

A: Hi, Jimmy. What are you doing?

B: I am reading an article about bamboo.

A: Bamboo? Yes, I know **that it grows up very straight and thin.**

B: Do you know **that it is a kind of grass?**

A: Grass? You're kidding me! It looks more like a tree.

B: But it is a kind of grass.

A: Really? Er... It is said **that bamboo will die after it blooms.** Is it true?

B: You know, there are more than 500 different kinds of bamboo in all, and only some of them will die after blooming. However, new shoots of bamboo will come up from around the roots of the old ones.

A: That's amazing.

B: **How people make use of it** is really amazing. It has more uses than any other plant in the world. In warm countries, people have their houses made almost entirely of bamboo—the walls, the roof, the floor, and the furniture in the house.

A: What a wonderful plant!



Discovering the rule

1 Study the following examples to find out what a subject clause is with the help of the TIP. Then share your ideas with a partner.

• Example •

1) Yes, I know **that it grows up very straight and thin.**
└──────────────────────────────────┘
a clause used as the object

2) **How people make use of it** is really amazing.
└──────────────────────────┘
a clause used as the subject

TIP

When a noun clause plays the role of an object, it is called an object clause.

A subject clause is _____.

2 Work in groups to discuss and to complete the table below. Then ask and answer questions about the subject clauses in order to know them better.

Place	Example	Form
at the _____	1) That the earth travels around the sun is known to all. 2) That we lost the football match was a pity.	_____ + clause
	1) When we should start the meeting has not been decided yet. 2) Who cleaned the classroom is not known yet. 3) What you said frightened all of us.	wh- word + clause
at the end	1) It is quite clear that money is not everything. 2) It doesn't matter whether we will go together or separately.	_____ + predicative + _____ clause

Applying the rule

1 Analyse the other noun clauses in the dialogue in Understanding the meaning by following the example in Activity 1, Discovering the rule.

2 Read the following dialogue to identify both the subject clauses (SC) and the object clauses (OC). Then mark them out.

Sandy: Hello, Joe. The speech **contest** is around the corner. Are you ready for it?

Joe: Not yet. I can't figure out what I should talk about in the contest.

Sandy: Oh, come on! Didn't they give you a topic? I heard that it was about environmental protection.

Joe: You are right. But it's still such a big issue.

Sandy: Why don't you talk about endangered plants? I found them really interesting.

Joe: Yes. But I'm afraid many **contestants** will choose this topic.

Sandy: You know, what you say is important in the contest, but how you say it also

matters. If you can **persuade** other people into taking action to protect endangered plants, I bet you'll be the winner.

Joe: Sounds good! Yet I am not sure whether I can persuade the judges.

Sandy: Keep this word in mind: "KISSER". It means "Keep It Simple, Short, **Engaging**, and Real". Remember: whoever can attract the attention of the audience will win the prize.

Joe: Thank you so much.

Sandy: You're welcome. Wish you success.

3 Put back in the passage the choices (A-G) which contain subject clauses.

Orange Trees



1) _____. People love them because they are sweet. Besides, 2) _____ makes them easy to eat. And some oranges even do not have any seeds.

Orange trees are very beautiful with a lot of bright green leaves. They have small white flowers in the spring and give fruit in the autumn. However, 3) _____ is their long history. 4) _____. They probably came from China. It is believed that Chinese people started to plant orange trees around 2400 B.C.E.

5) _____. Then they taught Europeans, and the Europeans then planted orange trees in North and South America. 6) _____ is not so certain. However, 7) _____ is known. They took them to Florida first. Today, oranges are a very important crop in Florida.

- A. It is also thought that farmers in other parts of Asia and the Middle East learned to grow oranges from the Chinese
- B. When the Europeans began to grow orange trees
- C. what really impresses me about orange trees
- D. It seems that everybody loves oranges
- E. where they began to grow them
- F. It is said that there were orange trees twenty million years ago
- G. that they are in parts

Listening, Understanding and Communicating

Giving Examples

1 Match the names with the flowers. Then tell a partner which you like best and why.

lily

sunflower

daisy

rose



2 Listen to a dialogue, and choose the best answer to each question.

- 1) What are the two speakers talking about?
 - A. Their favourite flowers.
 - B. Their favourite **proverbs**.
 - C. Their favourite roses.
 - D. Their favourite colours.
- 2) What is the most probable relationship between the two speakers?
 - A. Shopkeeper and customer.
 - B. Teacher and student.
 - C. Friends.
 - D. Customers.
- 3) What are their attitudes towards flowers?
 - A. Both of them like flowers.
 - B. Only Jenny likes flowers.
 - C. Only Daisy likes flowers.
 - D. They don't express their attitudes directly.

3 Listen again and decide whether the following statements are true (T) or false (F).

- ___ 1) Daisy likes flowers in bright colours.
- ___ 2) Daisy has called herself Daisy because she likes daisies best.
- ___ 3) Jenny loves flowers like lilies because they are very sweet.
- ___ 4) Both Jenny and Daisy like roses because they have different colours.
- ___ 5) Angela is the rose of the party, which means that Angela is the one who can bring you love.
- ___ 6) The proverb "no rose without a **thorn**" suggests that nothing is perfect in the world.

4 Listen for a third time and complete the following sentences. Then look at the words or sentence patterns you have filled in and work out when you will use them.

- 1) Flowers _____ sunflowers, roses and daisies are my favourites because they have bright colours.
- 2) I would say I like flowers with a sweet smell, _____ roses, lilies and the like.
- 3) _____ roses _____. They can always make me feel happy and comfortable.
- 4) _____, roses come in different colours: red, pink, yellow, white... and even purple.
- 5) That sounds interesting! _____?

5 Work in pairs to talk about your favourite flowers by using some sentence structures in Activity 4.

Reading, Speaking and Writing



Writing a Notice

1 Read the following two notices and the TIP to understand what a notice is.

A

Dec. 5th, 2018

Notice

Speaker: Prof. John Smith of Oxford University

Subject: The Magical Plant World

Time: Friday, Dec. 16, at 3: 00 pm

Place: Lecture Hall

All are warmly welcome.

The Students' Union

B

Dec. 5th, 2018

Notice

Professor John Smith from Oxford University of the U.K. will give a lecture on "The Magical Plant World" in the Lecture Hall at 3:00 pm on Friday, December 16. All the teachers and students are warmly welcome.

The Students' Union

TIP

A notice is a short written **statement** of information or direction to the public. There could be a notice for a lecture, a sports event, a lost item, a meeting, a film, etc.

2 Tick the statements you agree with, and then find the corresponding examples in the above notices.

- () 1) The purpose of a notice is to inform the public.
- () 2) A notice is made up of four basic parts: heading, body, signature and date.
- () 3) A brief notice is usually written in either notice form or letter form.
- () 4) The language in a notice should be brief and clear.
- () 5) Passive voice is usually used in a notice.

3 Suppose a flower show will be held in your school. Write a notice for it. The following sentence structures may help you.

... will/is going to be held...

Please attend it on time.

Everyone is expected.

There will/is going to be...

Do be present on time.

All are welcome to attend.

4 Post your notice on the wall of your classroom and then let your classmates proofread it and give some suggestions.

5 Improve your notice according to the suggestions from your classmates.

Reading Further







▶ Getting Ready

1 Look up the word “queer” in a dictionary and then define “a queer plant” by yourself.

“Queer” means _____.
 A queer plant refers to _____.

2 Decide whether the following plants are queer or not and give your reasons. Then read the passage to check.

				
Name	dandelion	sunflower	pitcher plants	bamboo
Queer or not?				
Why				

▶ Reading

Queer Plants

Have you ever seen a seed flying along like a bird or an airplane? You may know that when the dandelion blossom becomes white and light, seeds are getting ready to fly away. On the end of every dandelion seed is a tiny umbrella that helps it to float off on the wind. Watch the dandelion blossom as it turns white and gets light, and one day you will see the fly-away seeds go travelling on the wind.

Most plants have roots that grow in the ground or in the water. But there are some plants that grow in the air. Some people think that such plants have no food except the air, but that is not true. The plants also get food that is carried on the dust and the fog.

In the warm, moist, southern part of our country many of the trees have a great deal of hanging moss. This is really not moss, but just a great many air plants growing close together.

The young air plants grow from leaves. Put one of the leaves of an air plant on the ground, or hang it up in a room, and you will find that a lot of little baby plants will soon grow from the edges of the leaf.

Have you ever heard of plants that eat insects? That may sound strange, but there are some plants that really feed on flies and bugs.

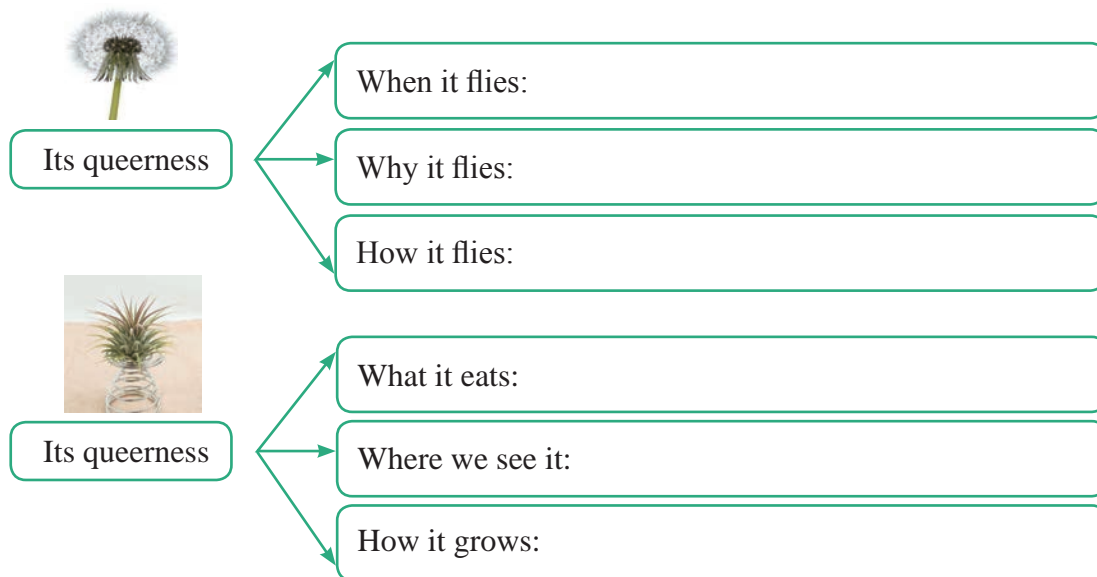
Among these are the pitcher plants. Some pitcher plants have leaves in the shape of a

pitcher. Others have pitcher-like growths at the ends of the leaves. The pitcher is green with spots of purple. The lid and mouth of the pitcher are brighter in colour than the other parts.

This pitcher is really a trap. There is water in the bottom of the pitcher, and the lid and the inside wall of the pitcher is juicy. It is sweet and sticky and flies and bugs like it. On the inside there are little hair-like growths pointing down. When the insect gets down to the water, it is unable to go back because of the hair-like growths and it falls into the water and drowns. The insect soon becomes good food for the plants, so we say these plants eat insects.

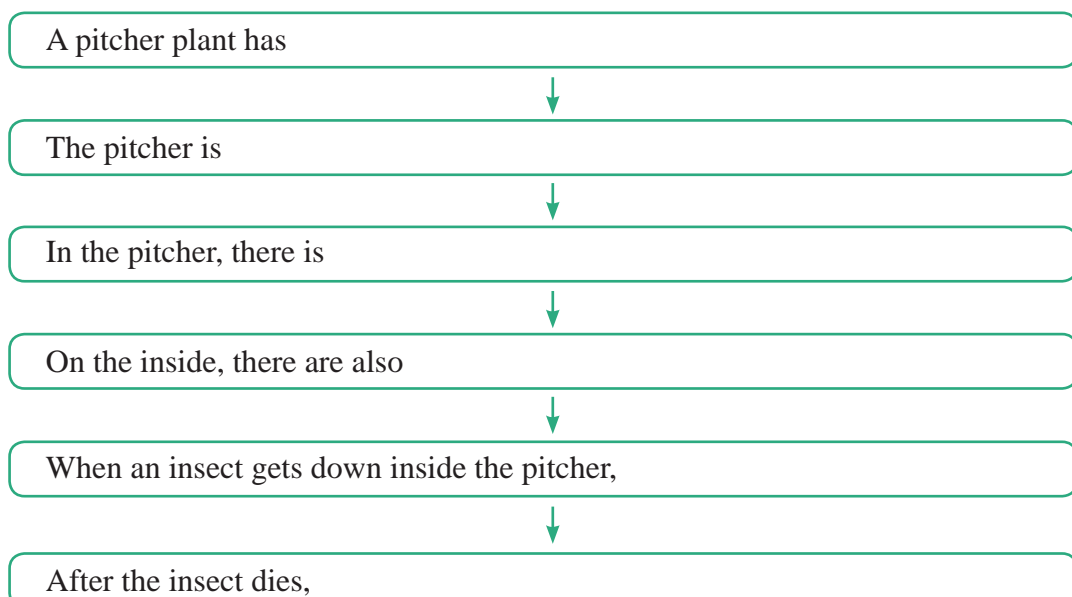
► Comprehending

1 Read the first two passages and complete the following diagrams.



2 Read the last passage and complete the flow chart with the missing information.

How a pitcher plant eats insects



3 Do the activity by following the steps below.

Step 1 Work in groups to find out one plant which you think is interesting or queer.

Step 2 Surf the Internet to find more information about it.

Checking list:

name	looks	places to grow	uses	symbolic meanings
poems about the plant		special stories about the plant		songs about the plant
pictures of the plant				

Step 3 Draw a mind map or diagram to help yourself to get a clear idea about the plant.

Step 4 Write a passage based on your mind map or diagram.

Step 5 Introduce the plant to your class.

Self-assessing

Reflect on your learning in this unit and rate each of the items according to the following rating scales. Then decide what you should do for further progress.

5=Exceeding expectations 4=Meeting expectations 3=Approaching expectations
2=Partially meeting expectations 1=Not meeting expectations

Item	Rating	Improvement
● I can illustrate the symbolic meanings of some plants in different countries.		
● I can use the noun clauses as the subject in context.		
● I can use simile and personification to describe plants and other things.		
● I can use examples to support my ideas while I am having a conversation.		
● I can write a notice about a flower show.		
● I can introduce an interesting plant in my own words.		

Unit 2 Animals

Every animal knows more than you do.

—Anonymous

Looking Ahead

By the end of this unit, you will be able to:

- describe how the honey guide gets beeswax;
- use conjunctions to link ideas logically;
- introduce bats using noun clauses as the predicative;
- clarify information by using newly-learned structures while talking;
- write a passage about the Yangtze River dolphin based on its profile;
- write a report about Jane Goodall based on an interview with her.

Reading Actively



▶ Activating and Predicting

- 1** Look at the following pictures and the words below them and try to work out the relationship between the pictures.



a bees' nest hidden
in a tall tree



a honeycomb with
wax inside



a honey bird

- 2** Look at the title of the text and predict which information is true about it. Tick the best choice and read the text to check your prediction.

1) It is a bird that _____ honey.

A. loves

B. helps people or animals to get

- C. hates D. prevents people or animals from getting
 2) It lives on _____.
 A. honey B. honeycomb C. bees D. beeswax

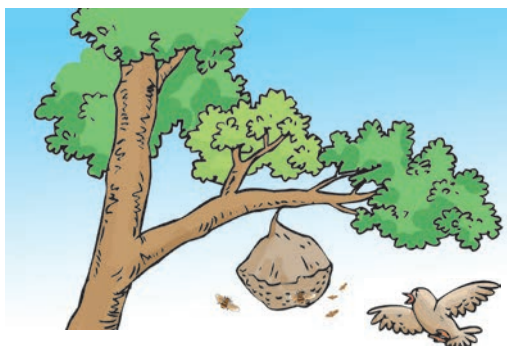
► Reading, Thinking and Analysing

The Honey Guide

Honey is not only a good source of natural sugar; it is also delicious. Most people and many animals like eating it. Unless people build **beehives**, however, the only way for them to get honey is to find a wild **bees' nest** and take the honey from it. Often, these nests are high up in trees, and it is difficult to find them. In parts of Africa, though, people and animals looking for honey have a strange and unexpected helper—a little bird called a honey guide.

The honey guide does not actually like honey, but it does like the wax in the bees' honeycomb. The little bird cannot reach this wax, which is deep inside the bees' nest. So when it finds a suitable nest, it looks for someone to help it. The honey guide gives a loud cry that attracts the attention of both passing animals and people. Once it has their attention, it flies through the forest, constantly waiting for the curious animals or people as it leads them to the nest. When they finally arrive at the nest, the followers reach in to get at the delicious honey as the bird patiently waits and watches. Some of the honey and the wax always falls to the ground, and this is when the honey guide takes its **share**.

Scientists do not know how the honey guide digests the wax, but it is very determined in its efforts to get it. The birds seem to be able to smell wax from a long distance away. They will quickly arrive whenever a local beekeeper is taking honey from his beehives, and will even enter churches when beeswax candles are being lit.



If a person follows a honey guide to a nest, the bird is especially sure of getting a good share of the honeycomb. **Tribesmen** in Africa are very grateful to the honey guide for leading them to good sources of

Do *beehives* and *bees' nests* have the same meaning here?

What does *share* mean?

tribesman (n.) = ___ +

It means _____ in Chinese.

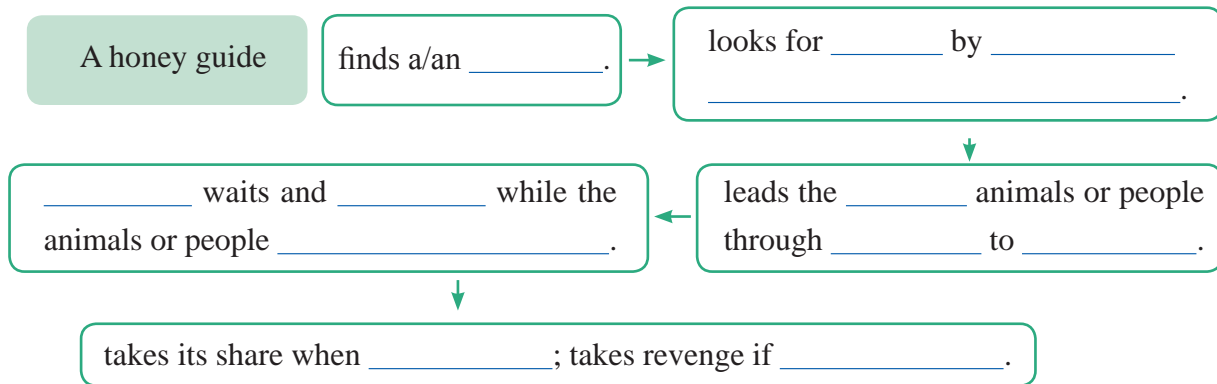
honey, but they are also afraid of the little bird. They believe that if they do not open a bees' nest and leave some honeycomb for the honey guide, the next time the bird cries to them through the forest, it will lead them to a snake or a leopard **in revenge**.

Guess the meaning of *in revenge* from the context.

► Comprehending, Integrating and Creating

1 Read the text and complete the following flow chart.

How does a honey guide get beeswax?



2 Read the text carefully and infer whether the following statements are true (T) or false (F). Then work in pairs to tell your partner why you think so.

- _____ 1) Honey can be found in both beehives and bees' nests.
- _____ 2) Not all wild bees' nests are high up in trees.
- _____ 3) A honey bird is patient and ready to help people.
- _____ 4) A honey guide is always willing to share the honey it finds with other animals and people.
- _____ 5) The mystery of how a honey guide digests the wax hasn't been solved yet.
- _____ 6) A honey guide can be regarded as a determined bird.
- _____ 7) A honey guide finds the wax inside a bees' honeycomb most probably by using its sense of smell.
- _____ 8) A honey guide must be a bird that will pay you back blow for blow.

TIP

While you are making an inference, you should hunt for the clues or the supporting details. Your conclusion should be reasonably and logically arrived at based on those clues.

3 Work in groups to discuss the following questions and briefly note down your answers. Then share your ideas in class.

- 1) What do you think of the way a honey guide finds the wax it wants?

- 2) How do you understand the word “share” after reading the text?
- 3) In your opinion, what should the tribesmen in Africa do if they are grateful to the honey guide?
- 4) Do you think human beings and wild animals can co-exist in perfect harmony in the world? Why or why not?
- 5) If you could communicate with a honey guide, what would you say to it?

4 Work in groups to finish drawing the flow chart below. Then retell how people get honey with the help of a honey guide.

How do people get honey?

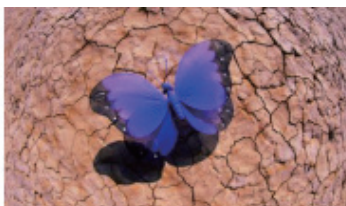


5 Do the activity by following the steps below.

Step 1 Look at the following pictures and try to understand the given information. Then find out the common feature of the three animals.



to eat various insects, including mosquitoes, which can carry diseases



to help predict climate change trends



to clean up the oceans and fight climate change

The common feature: _____

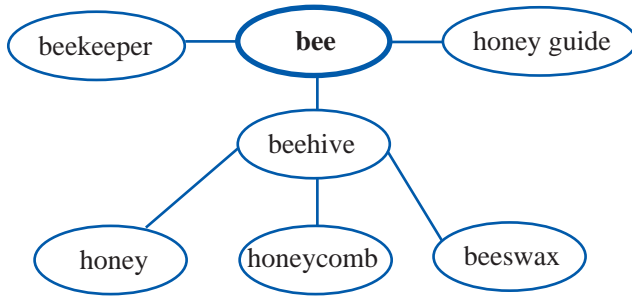
- Step 2** Choose one which you are most interested in and find out more information about it. Note down the key information.
- Step 3** Share your findings in groups and then write a short passage to introduce it.
- Step 4** Report your findings in class and then discuss how humans should live together harmoniously with animals on the earth.

Exploring and Using



► Language Feature

1 Study the following word network and design your own centring around “animal”.



TIP

We can memorise a new word better by associating it with others which are closely related to each other.

2 Read the text again carefully and complete the following table by following the example. Then write a passage to introduce the honey guide by using some of the conjunctions below.

Para.	Conj.	Sentence from the text	Meaning
1	and	Most people and many animals like eating it.	as well as
1			if... not
1			despite the fact that
2			at the time that
2			as soon as
2			during that time
4			on condition that

The Honey Guide

TIP

Conjunctions are words or groups of words which can join parts of sentences or phrases.

► Grammar Link

Noun Clauses as the Predicative

Understanding the meaning

Read the following dialogue and pay special attention to the coloured parts. Think whether the structures of the red parts are the same as the blue ones.

A: Hi, guys. Have you ever heard of a honey guide?

B: Yes, I know **that a honey guide is a good helper for people to look for honey.**

C: And the truth is **that it is a kind of little bird.** And **what a honey guide likes** is not honey.

B: Yes. The fact is **that it likes the wax in the bees' honeycomb.**

A: But it is well known **that the wax is deep inside the bees' nest.** How can a honey guide get it?

C: That's a good question. That is **why it is called a honey guide.** When it finds a suitable nest, it gives a loud cry to attract the attention of the passing animals and people.

- () _____
- 4) He talked as if he had known Jenny for years.
() _____
- 5) That they are short of both money and hands is the truth.
() _____
- 6) I suggest that we should start earlier tomorrow morning.
() _____
- 7) The reason why I was sad was very clear.
() _____

2 Underline at least two facts about the honey guide in the text and rewrite the facts by using predicative clauses on the following lines.

3 Write a paragraph to introduce bats based on the pictures below and the given information in the box, using at least five predicative clauses.



the only flying mammals in the world	hang in some dark places in the daytime
go out to look for food at night	look on them as bad animals
have no trouble flying in the darkest night	fly by radar
make a sound when flying	come back when the sound hits a thing
receive the message like the radar system in a plane	the way to tell a bat where something is

//////// **Listening, Understanding and Communicating** //////////

Clarifying Information

1 Read to understand the following expressions, guessing the meanings of the words in bold type. Then predict what the coming monologue is mainly about.

the most noticeable features	be unique to birds	have feathers
perform a number of functions	the primary force to	drive the evolution
ancestral birds	refine the structure	the opposite sex

The most probable title of the monologue should be _____.

- A. The Wonder of Bird Feathers
- B. The Wonderful Feathers of Birds
- C. The Mystery of Bird Feathers

2 Listen to check your prediction and fill in the blanks with the information you've gained.

Feathers: one of the most _____ features of birds

Functions of feathers:

- 1) protecting birds from _____
- 2) allowing birds to _____
- 3) helping birds to _____ and _____ the birds of the opposite sex

3 Listen again and decide whether the following statements are true (T) or false (F).

- ___ 1) Feathers can help to keep a bird's temperature at around 40°C.
- ___ 2) Most scientists think ancestral birds developed feathers to keep themselves warm.
- ___ 3) According to scientists, it is the feathers that allow birds to fly.
- ___ 4) Birds became larger and stronger through evolution.
- ___ 5) Birds can make use of the colours of their feathers to avoid being killed.
- ___ 6) Birds that have feathers in bright colours use them to attract birds of the opposite sex.

4 Listen for a third time and complete the following sentences by filling in the blanks.

- 1) _____, they are unique to birds.
- 2) _____, ancestral birds developed feathers to keep themselves warm.
- 3) _____, feathers made birds larger and stronger, and **refined** their structure during the process of evolution.
- 4) Thirdly, colourful feathers can help birds in other ways, _____ helping them to hide, and helping them to attract birds of the opposite sex.
- 5) _____, he says "Here I am!" to the female **peacock** by spreading his colourful tail feathers.

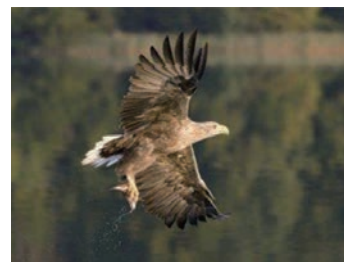
TIP

All the expressions in the blanks are used to clarify what you mean by saying things in a different way.

5 Read a brief introduction to the white-tailed eagle and then talk about it in pairs, using the expressions and structures in Activity 4.

The white-tailed eagle could be found in huge numbers across the globe, before humans started to pollute its **wetland habitats** with insecticides and other chemical sprays. The bird flies long distances in search of its food, fish. Feeding on poisoned fish, however, has led to the bird laying thin-shelled eggs that break apart easily. Furthermore,

their nesting places have also been destroyed by modern **forestry** techniques. Although the bird became completely extinct in Britain during the 1900s, it is now present again in Scotland after it was **reintroduced** in the year 1975.



You may begin your dialogue like this:

A: Look at the picture. Do you know what it is called?

B: Yes. It is the white-tailed eagle.

A: The white-tailed eagle?

B: Yes. That is to say, the eagle has a white tail.


...

Reading, Speaking and Writing



Developing a Passage Based on a Profile

- 1** Read to understand the profile of the Yangtze River dolphin, one of the world's rarest mammals, in the chart below.

Name	the Yangtze River dolphin	
Distribution	lower and middle reaches of the Yangtze River down to the river's mouth	
Size	weigh 135~230 kg (300~510 lb) and measure 2.5 m (8.2 ft) in length	
Diet	feed on various species of small fish	
Data	recorded number	200 in 1990
		21 in 1997
		7 in 1998
		last confirmed sighting in 2004
		none found in survey, declared "extinct" in 2006
Threat	will become completely extinct in the near future	
Causes	The Yangtze River has been degraded in many ways, including chemical and noise pollution, physical damage due to oil leaks and so on.	

- 2** Make an outline for your passage by writing down the topic sentence of each paragraph according to the given key words. Then share your ideas with a partner.

Para. 1: _____ (brief introduction)

Para. 2: _____ (threat)

Para. 3: _____ (causes)

Para. 4: _____ (measures)

3 Work in pairs to ask and answer questions based on the chart in Activity 1. Some questions have been given as examples.

Para. 1: 1) Where does the Yangtze River dolphin live?
2) What is the size of this animal?
3) ...

Para. 2: 1) What can we learn from the recorded data?
2) ...

Para. 3: 1) What are the reasons for the Yangtze River dolphin to become extinct?
2) ...

Para. 4: 1) What can we do to help the Yangtze River dolphin?
2) ...

4 Write your passage based on your outline in Activity 2 and the answers to the questions in Activity 3.

5 Proofread your own passage and then exchange your passage with your partner to peer-edit. Polish it before you hand it in.

Reading Further



▶ Getting Ready

1 Look at the picture and the given words, and predict what stories may have happened between them. Then share your ideas with a partner.

Jane Goodall	chimpanzee
behaviour	observe
in East Africa	40 years
a part of the forest	an institute



2 Suppose that you have the opportunity to interview Jane. Write down some questions you would like to ask and read the coming passage to check whether you can find the answers.

The questions I would like to ask:

-
-
-

TIP

When you are asking questions, you should 1) ask in a polite way; 2) consider not taking too much of the interviewee's time.

► Reading

A TV Interview with Jane Goodall

Interviewer: I'd like to welcome someone special to our programme this evening to tell us about chimpanzees. We've discovered a lot about chimpanzees over the last 30 years, and this is mostly because of the work of one person, Jane Goodall. Good evening, Jane.



Jane Goodall: Good evening, Steve, and thank you for inviting me to your show.

Interviewer: When did you first become interested in chimpanzees, Jane?

Jane Goodall: I began studying their behaviour in 1960 when I was only 26. I'd always wanted to work with animals, although I didn't have any special training or knowledge.

Interviewer: Where did you go to study their way of life?

Jane Goodall: I went to Tanzania in East Africa and worked in the Gombe Stream Chimpanzee Reserve. It's now called the Gombe National Park.

Interviewer: That must have been quite an adventure. Did you go there alone?

Jane Goodall: No. I took my mother and we had an African cook.

Interviewer: Did the chimpanzees accept you immediately?

Jane Goodall: No, it took a long time. I used to spend all day with them, observing them and learning about their way of life. I found them fascinating and wanted to know as much as I could about them. It was a long time before they accepted me and let me get very close to them, however. It was after 18 months of waiting that the chimpanzees finally decided I wasn't going to hurt them. Eventually, they took me as a part of the forest.

Interviewer: And how did you feel about that?

Jane Goodall: It was one of the proudest and most exciting moments of my life.

- Interviewer: And now, 40 years later, you're still studying the chimpanzees in Tanzania?
- Jane Goodall: Yes, I believe it's the longest continual study of any animal in the wild ever conducted.
- Interviewer: I understand you've also set up centres in other African countries to look after chimpanzees which have been mistreated by people.
- Jane Goodall: Yes, that's right. These centres take care of many baby chimpanzees whose parents have been killed by hunters. They give these little orphans the chance to live in peace and safety.
- Interviewer: Now, if anyone would like to help Jane in her work, they can join the Jane Goodall Institute, which raises money to help chimpanzees.
- Jane Goodall: I'd just like to add, Steve, that the Institute now has a branch specially for young people called Roots and Shoots. The aim of Roots and Shoots is to help young people learn more about their environment and to show that everyone, no matter who they are, can help to bring about change in the world.
- Interviewer: So, if you want more information on the Jane Goodall Institute and Roots and Shoots, you can write to:

The Jane Goodall Institute (US)
1595 Spring Hill Rd
Suite 550
Vienna, VA 22182

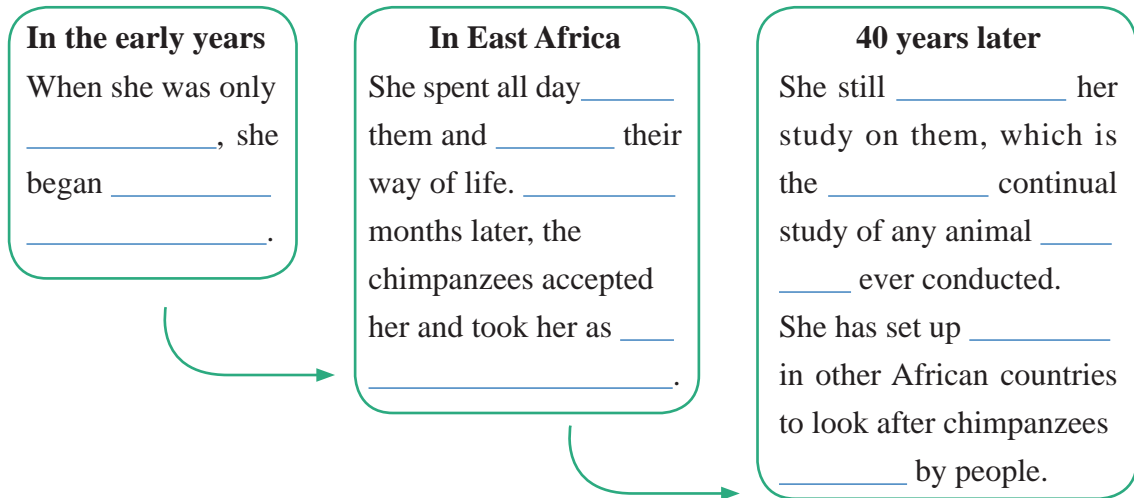


► Comprehending

1 Read the script of the interview and choose the best answer to each of the following questions.

- 1) What is mainly talked about in the interview?
 - A. The life and work of Jane Goodall.
 - B. Stories of chimpanzees in Africa.
 - C. The Jane Goodall Institute.
 - D. The Gombe Stream Chimpanzee Reserve.
- 2) Why was Jane Goodall invited to the interview?
 - A. Because she is an expert on chimpanzees.
 - B. Because she is famous for studying chimpanzees in the past 40 years.
 - C. Because she is special for her work on chimpanzees.
 - D. Because she cares for baby chimpanzees patiently in the centre.
- 3) Why do you think Jane Goodall went to the TV interview?
 - A. To make herself known to more people.
 - B. To make her institute well known.
 - C. To call upon more young people to join her institute.
 - D. To introduce the stories of chimpanzees to more people.

2 Scan the script of the interview again and complete the following flow chart.



Based on the flow chart and the information in the passage in Reading Box, work in groups to talk about what happened between Jane and the chimpanzees.

3 Write a report about Jane Goodall by following the steps below.

Step 1 Add to the following list which will be included in your writing.

life experience, achievements, personality...

Step 2 Find the relevant information from the passage and note down the key information.

Step 3 Search for more information by surfing the Internet.

Step 4 Write your report and then share it with your group members.

Self-assessing

Reflect on your learning in this unit and rate each of the items according to the following rating scales. Then decide what you should do for further progress.

5=Exceeding expectations 4=Meeting expectations 3=Approaching expectations
2=Partially meeting expectations 1=Not meeting expectations

Item	Rating	Improvement
● I can introduce the wonderful features of the honey guide.		
● I can use conjunctions to link ideas logically.		
● I can use the noun clauses as the predicative to introduce bats and other animals.		
● I can use newly-learned structures from this unit to clarify information while talking.		
● I can write a passage about the Yangtze River dolphin based on its profile.		
● I can write a report about Jane Goodall by referring to an interview with her.		

Challenging Yourself A

Man and Pets

Such short little lives our pets have to spend with us, and they spend most of their time waiting for us to come home each day.

—Anonymous

Looking Ahead

After completing this project, you should be able to:

- interpret the dog's faithfulness based on its action and behaviour;
- deepen your understanding of the relationship between humans and animals;
- understand the meanings of some **idioms** related to dogs by surfing the Internet;
- strengthen awareness of cooperation with others in learning English;
- reflect on the learning of the whole theme from the aspect of applying various charts and diagrams to learning.

Learning Individually



- 1** Look at the following picture and complete the paragraph with the help of the given questions.



- 1) What can you see in the picture?
- 2) What may be the relationship between them?
- 3) Where may the statue be located and why?

There are _____ in the picture. The dog is _____. Their relation may be _____ and _____, because _____. The statue is located in _____ because _____.

- 2** Look at the title of the story and predict what it is mainly about. Then read to check your prediction.

The story is mainly about _____.

► Reading and Thinking

A Faithful Companion



Imagine walking to the same place every day to meet your friend. Imagine watching hundreds of people pass by every morning and every afternoon. Imagine waiting, and waiting, and waiting for almost ten years. This is what Hachikō did.

Hachikō, a golden brown Akita, was born on a farm in Japan. Hidesaburō Ueno, a professor in the Agriculture Department at the University of Tokyo, took Hachikō as a pet and brought him to live in Tokyo. Hachikō's new owner soon became his best friend, and Ueno loved his dog above all and treated him as his son. Over the next year or so, they became close partners. They played, bathed and slept together.

As Hachikō grew older, he started to see his owner off to work in the morning at the nearby train station and went to meet him up in the afternoon when he returned from work. The pair continued the daily routine until May 21, 1925, only two years after Hachikō was born. Hachikō was as usual sitting by the exit at the station waiting for his dear master, but his owner never showed up. The professor had been struck by a very serious illness while he was giving a lecture, and died without ever returning to the train station at which Hachikō waited.

Each day, for the next nine years, nine months and fifteen days, Hachikō kept going to the train station every morning and afternoon, appearing precisely when the train was due at the station and waiting in vain for the return of his beloved owner who sadly never came. Hachikō attracted the attention of other commuters. People working at the station offered Hachikō treats and food to nourish him during his wait.

Ten years having passed, Hachikō became a dirty and rather old dog. Over these years, everything had changed but Hachikō's endless waiting and loyalty had never changed. Maybe ten years' time is just one-eighth of a human life, but for a dog that means its whole life. Hachikō passed away peacefully and alone on the street near the station at the age of 11. This is Hachikō's whole life. He spent almost all his life only doing one thing—waiting for his friend Ueno, waiting

Akita (n.): a large Japanese powerfully-built dog

Guess the meaning of *commuter* from the context.

Nourish here means ____.

A. *drive* B. *feed*

to complete the uncompleted engagement.

Hachikō became a national sensation. His legendary **faithfulness** became a national symbol of loyalty. After his death, Hachikō was **cremated** and his ashes were buried beside those of his beloved master. A bronze statue based on his likeness was erected at the station. Today it still stands and is a popular attraction with hundreds of people every day having their photographs taken with it.

It is said that humans take a long, long time to learn how to love, but dogs are born that way and thus do not need to live as long as man. A dog's love and loyalty are truly **unconditional** and Hachikō's story is perhaps the perfect example of that.

faithfulness (n.) = faith+
-ful + -ness

It means _____ in Chinese.

cremate [krə'meɪt] (v.): burn something to ashes

unconditional (adj.) = un- + condition + -al


It means _____ in Chinese.

► Analysing and Questioning


1 Read the article and complete the flow chart. Then retell the story based on it.

TIP Use the adverbials of time consciously when you are retelling the story.


When Hachikō was a puppy,




When he grew older,



After his master _____,



Ten years having passed,



After he passed away,

he was taken as a pet and then became a close partner with his master.

2 Answer the following questions based on your understanding of the article.

- 1) Why did people erect a bronze statue at the station?
- 2) What's your understanding of the title *A Faithful Companion*?
- 3) Have you ever met a faithful companion? If yes, share your story with your classmates.

3 Choose one situation and write a letter.

Situation 1



Write a letter to the professor in heaven.

Situation 2



Write a letter to Hachikō from heaven.

TIP

We use the past tense to tell a story that happened in the past.

4 Reflect on how well you have learned about the article and write down questions or problems for further discussion in class.

• Question Corner •

- 1) _____
 2) _____
 ...



Learning Cooperatively



Phase 1 Sharing the individual work

- 1) Check and discuss your answers in Learning Individually and improve them.
- 2) Come up with your questions and work on them with your group members.

Phase 2 Exploring further

- 1) Do the following activities and share your understanding.

Activity 1: Retell the story according to the flow chart in Analysing and Questioning.

Activity 2: Discuss whether Hachikō's waiting for his master is meaningful or not and state your reasons.

- 2) Listen to your teacher for his/her comments and suggestions.

Phase 3 Utilising resources

- 1) Watch the video *Dog's Idioms* in Video Bank and try to understand the meanings of the following idioms.



- to be in the dog house
- the hair of the dog
- to make a dog's dinner of something

Add more idioms related to dogs: _____

- 2) Read the story *Amazing Pet* in Reading Box between people and animals, and tell your classmates how you understand the relationship between man and pets.

Learning Creatively



Look at the title of the story and the pictures inserted in it, and then predict what the story is mainly about. Read it to check your prediction.

A True Love Story



This is not another version of Romeo and Juliet. This is a beautiful story about Croatia's most famous animal couple, storks Malena and Klepetan. It is a story of longing, waiting and overcoming one of the hardest obstacles in any relationship—distance.

The tale of Klepetan and Malena started 15 years ago on a red rooftop in Brodski Varoš, a small village in Croatia and they have been together ever since. Even though Klepetan migrates to the warm south at the end of August and Malena cannot join him because a hunter broke her wing 22 years ago and she hasn't flown since, each spring around March 24, they are reunited despite the 13,000 km journey Klepetan has to make to get home to his beloved one.

One man, a former school caretaker Stjepan Vokić has been taking care of Malena ever since she was injured and, of course, her beloved Klepetan. Each year he prepares a bucket of fish to greet Klepetan upon his return so he can recover from the long journey and take his place in the nest next to Malena.

The faithful couple's long-distance relationship has made them celebrities in Croatia. Each year the media travels to the small village of Brodski Varoš to see whether Klepetan will return to the stork of his life. No one is questioning his fidelity, but everyone is anxious to see whether he will survive yet another dangerous journey from South Africa to the



Horn of Africa, Somalia, Sinai and the Iraqi deserts, all the way to Croatia. And for the last 15 years, he always managed to find his way home, proving that true love really does return in spring. Over the years, the lovers have reared dozens of chicks.

But comes the winter. Klepetan flies south to Africa with the other storks, leaving his flightless partner behind. Migratory birds brave numerous threats every time they embark on their epic travels—from storms to starvation, predators to power lines. But there’s one particular stretch of Klepetan’s journey that has his supporters particularly concerned—a 161 km stretch that takes Klepetan over Lebanon.

The African-Eurasian Flyway—one of the most important migratory routes in the entire world—runs straight through Lebanon, and it is here that the journey ends for around 2.6 million birds as they are felled from the sky by irresponsible hunters.

As one of the larger migratory birds, storks are an obvious target for poachers. Vokić is so concerned about Klepetan’s welfare that he has taken the extraordinary step of writing a letter to the President of Lebanon, Michel Aoun—using a pen fashioned from one of Klepetan’s own feathers—a symbolic gesture that the feather is mightier than the sword. The heartfelt letter was delivered to Aoun in a box containing the very same feather—which Vokić urges Aoun should use to pen a law offering stronger protection for birds during the critical migration seasons.

An excerpt from the letter says: “In my country, there is a belief that storks bring children and that they bring new life. These two storks are my whole life. You do not have to believe in stories for little children, but you can believe in the fact that in Croatia every spring, via live stream camera, over a million people await Klepetan’s return and that the moment of his return brings happiness and joy reminding many of what love means and what it means to love.”

Fortunately, there is every chance that Vokić’s emotional plea will tug at Aoun’s heartstrings—just last month, the Lebanese Prime Minister himself pledged to stop the annual slaughter in his country, stating: “There should be a peace treaty between Man and the tree as well as Man and birds, because we continue to transgress upon them”.

It follows a letter by BirdLife CEO Patricia Zurita, addressed to Claudine Aoun Roukoz, the president’s special advisor, thanking Aoun for his commitment and urging for closer collaboration with the BirdLife Partnership on this matter.

It is only a matter of months until Klepetan will begin eyeing the long journey south once more. For the lovestruck stork who returns to his partner’s nest every year like clockwork, the clock is ticking.



Do the following activities.

- 1) Work in groups to discuss why Klepetan and Malena are considered the most famous animal couple.
- 2) Share what you know about the story of Romeo and Juliet, and then discuss how you understand the first sentence in this story.

////// **Learning Reflectively** ////



Refer back to Guiding Page and Looking Ahead in Theme A to reflect on your learning. Write down your discoveries.

- 1) Did you use different charts, diagrams or mind maps in your learning?
- 2) How do they work?
- 3) How will you make better use of them in your future study?

How I am using them: _____

How I will use them better: _____

Theme B

Ideals and Goals

Success is the progressive realisation of a worthy goal or ideal. All successful people, men and women, are big dreamers: they set their goals high and then they work every day towards their distant vision. The future belongs to those who believe in their dreams and pursue those dreams with perseverance, no matter how unattainable others think they are.



In this theme, you will:

- ◇ get to know the importance of keeping dreams;
- ◇ learn about how to be a dreamer and doer;
- ◇ talk about dreams.

Unit 3

- ◇ understand the daffodil principle in a story;
- ◇ learn about the power of wild grass;
- ◇ talk about how to overcome difficulties with perseverance.

Unit 4

- ◇ learn about a great man, Stephen Hawking.

Challenging Yourself B

What is your greatest dream? How do you plan to realise it? What difficulties might you meet with?



Unit 3

Dreams and Dreamers

Every great dream begins with a dreamer.

—Harriet Tubman

Looking Ahead

By the end of this unit, you will be able to:

- interpret the power of a dream and explain how to realise it;
- expand your vocabulary by using collocations and prefixes;
- write about a picture by using verb phrases appropriately;
- talk about your dreams with your classmates;
- write a blog entry by following a format;
- explain your understanding of a dreamer.

Reading Actively



▶ Activating and Predicting

- 1** Study the pictures, try to figure out in what way they are related to “dreams” and then fill in the blanks. Then work in pairs to share your ideas and define “dream”.



As far as “dreams” are concerned,

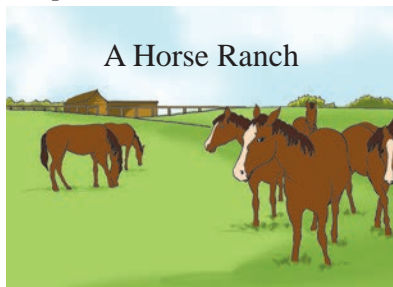
A. fish and submarines are closely related because _____.

B. birds and planes are closely related because _____.

C. the moon and space exploration are closely related because _____.

Dream: _____

- 2** Look at the picture to predict what Monty Roberts' dream was. Then skim the text to check your prediction.



A ranch refers to a large farm, where cattle or other animals are bred, especially in the Western U.S. and Canada.

► Reading, Thinking and Analysing

Follow Your Dream

I have a friend named Monty Roberts who owns a horse ranch in San Isidro. Once when I was there, he told me a story about a young man who was the son of an **itinerant** horse trainer who would go from stable to stable, farm to farm and ranch to ranch, training horses. As a result, the boy's high school life was continually interrupted. When he was a senior, he was asked to write a paper about what he wanted to be when he grew up.

That night he wrote a seven-page paper describing his goal of someday owning a horse ranch. He wrote about his dream in great detail and he even drew a diagram of a ranch. He put a great deal of his heart into the project and the next day he handed it in to his teacher. Two days later he received his paper back. On the front page was a large **red F** with a note that **read**, "See me after class." The boy with the dream went to see the teacher after class and asked, "Why did I receive an F?" The teacher said, "This is an unrealistic dream for a young boy like you. You have no money. Owning a horse ranch requires a lot of money. There's no way you could ever do it." Then the teacher added, "If you **will** rewrite this paper with a more realistic goal, I **will** reconsider your grade."

The boy went home and thought about it **long** and **hard**. He asked his father what he should do. His father said, "Look, son, you have to make up your own mind. It is a very important decision for you."

Finally, after a week, the boy turned in the same paper,



Guess the meaning of *itinerant* [aɪ'tɪnərənt] from the context.

Guess what a *red F* means.

What does *read* mean here?

Do these two words mean the same?

Are the two words (*long*, *hard*) adjectives here?

making no changes at all. He said, “You can keep the F and I’ll keep my dream.”

Monty then said, “I tell you this story because you are sitting in my horse ranch. I still have that school paper over the fireplace.” He added, “The best part of the story is that two summers ago that same schoolteacher brought 30 kids to camp out on my ranch. When the teacher was leaving, he said, ‘Look, Monty, I can tell you this now. When I was your teacher, I was something of a dream stealer. During those years I stole a lot of kids’ dreams. Fortunately you had enough courage not to give up yours.’ ”

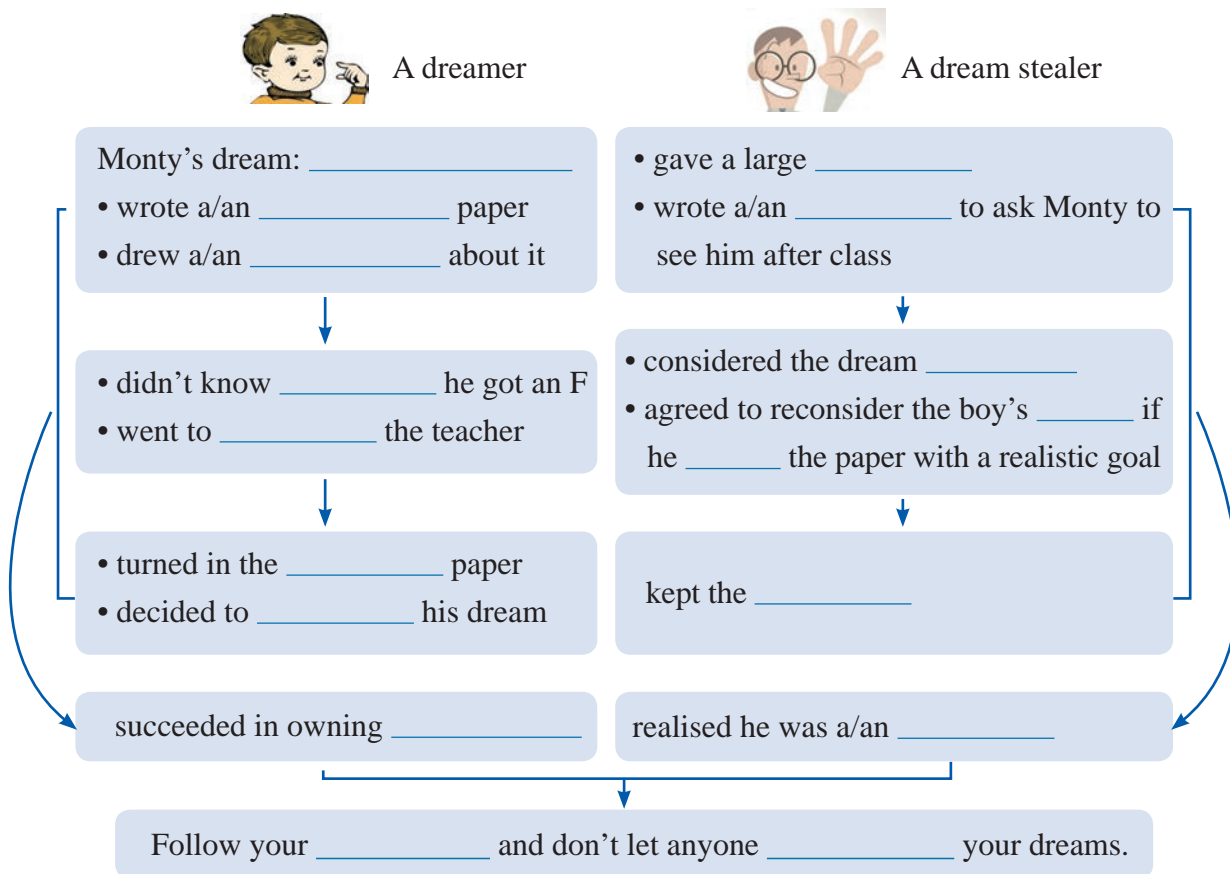
No matter what, follow your heart and don’t let anyone steal your dreams.

Stealer means _____ in Chinese.

How do you understand the underlined sentences?

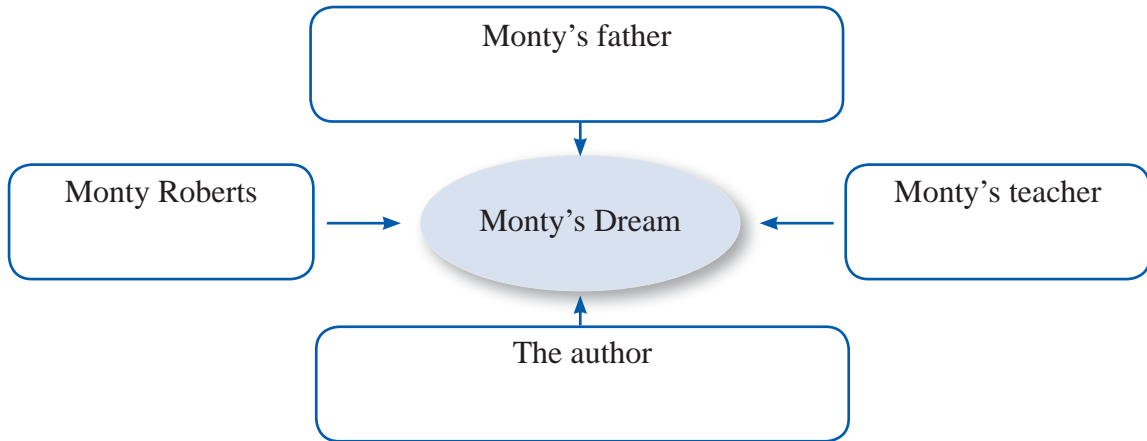
► Comprehending, Integrating and Creating

1 Read the text and complete the following diagram. Then check the information with a partner.



2 Work out the different attitudes towards Monty’s dream and complete the following diagram.

Attitudes toward Monty's Dream



Now work in groups of four to retell the story about Monty's dream from different points of view.

3 Read the following sentences from the text, paying special attention to the coloured words. Then write down what each of the pronouns refers to on the line.

- 1) He put a great deal of his heart into the project and the next day he handed **it** in to his teacher. _____
- 2) On the front page was a large red F with a note **that** read, "See **me** after class."

- 3) **This** is an unrealistic dream for a young boy like **you**. _____
- 4) The boy went home and thought about **it** long and hard. _____
- 5) The best part of the story is that two summers ago that same schoolteacher brought 30 kids to camp out on **my** ranch. _____
- 6) Fortunately, you had enough courage not to give up **yours**. _____

TIP

It is necessary to understand the meanings of pronouns while reading. This may help you to get the author's coherent ideas.

4 Work in groups to discuss the following questions and share your answers in class.

- 1) What would you do if you were in Monty's situation?
- 2) Did you have any dreams? Have you made them come true? Why or why not?
- 3) Have you ever come across any "dream stealers"? If yes, share your stories.
- 4) Have you ever been a "dream stealer"? Why do you think so?

5 Do the activity by following the steps below.

Step 1 Read the following sayings about dreams and try to understand them with the help of your dictionary.

- 1) Dreams are whispers from your soul.
- 2) Laughter is timeless. Imagination has no age. And dreams are forever.

- 3) When you wake up in the morning, you have two choices: to sleep and continue to dream or to wake up and chase your dreams.
- 4) Dream it. Believe it. Achieve it.
- 5) Don't let today's disappointments cast a shadow on tomorrow's dreams.
- 6) You are never too old to set another goal or to dream a new dream.

Step 2 Share your understanding in groups and discuss what a dream can do and how you can achieve your dreams.

A dream can...

-
-
-

We can realise our dreams by...

-
-
-

Step 3 Based on your discussion, write a draft of a speech on "Being a Dreamer".

Step 4 Give your speech in groups.

Exploring and Using



► Language Feature

1 Complete the following table and check your answers in groups. Then use some of the words to complete the sentences on Page 41. Change the forms if necessary.

The original word	The word with a prefix	More examples
realistic	unrealistic	unimportant, unhappy
legal		
regular		
	disadvantage	
dependent		
	impossible	
smoker		
	anti-hero	

TIP

The prefixes *un-*, *im-*, *in-*, *il-*, *ir-*, *dis-*, *non-*, or *anti-* can be added to a word to form a new word that is opposite in meaning (called an *antonym* in English).

- 1) _____ is the state of being in a better position than others who are competing with you.
- 2) A/An _____ is someone, especially a man, who has done something brave, new or good, and who is therefore greatly admired by a lot of people.
- 3) He has been charged with membership of a/an _____ organisation.
- 4) If one thing or person is _____ of another, they are separate and not connected, so the first one is not affected or influenced by the second.
- 5) She was taken to hospital suffering from a/an _____ heartbeat.
- 6) “Live as you like; leave home if you want” —was never _____ when I was young.
- 7) Nobody will be allowed to smoke in an office if there are _____ present.
- 8) It’s only _____ to acknowledge that something, some time, will go wrong.

2 Select words from the boxes to make collocations with the word “dream”. Then improve your speech draft in Activity 5, *Comprehending, Integrating and Creating*.

Verb/Verb phrase

write about	steal	achieve	give up	follow	+ one’s dream
awake from	keep	hold on to	realise	fulfil	

Adjective

a/an +	lifelong	distant	big	vivid	great	+ dream
	unrealistic	fond	great	awful	impossible	

You may work in pairs to talk about your dreams by using some of the collocations.

► Grammar Link

Verb Phrases

Understanding the meaning

Read the passage below and pay special attention to the coloured parts.

Monty Roberts **had a dream** when he was young. He **wanted to own a horse ranch**. After he **had written about his dream** in his school assignment and handed it in, however, the teacher thought that it was too unrealistic a dream for a young boy. The teacher asked Monty to rewrite his paper with a more realistic goal, saying that he would then reconsider his grade. Monty **thought about it long and hard**. He **finally decided** that he **must keep his dream**. In the following years, Monty **didn’t stop following his dream**. And finally, Monty **had his dream come true**. So, no matter what, follow your heart and don’t let anyone steal your dreams.

Discovering the rule

1 Study the following examples to find out how a verb phrase is used. Then share your ideas with a partner.

• Example •

1) In the following years, Monty **didn't stop following his dream.**

the main verb
↑
a verb phrase in a simple sentence

2) He **finally decided** that he **must keep his dream.**

the main verb
↑ ↓
a verb phrase in a main clause a verb phrase in a subordinate clause

TIP

A verb phrase is the main verb plus its dependent(s). It can function as the predicate of a sentence or a clause.

2 Work in groups to match the verb phrases with their forms.

- 1) **had a dream** when he was
- 2) **wanted to own a horse ranch**
- 3) **stop following his dream**
- 4) **thought about it long and hard**
- 5) **had written** about his dream
- 6) **must keep** his dream

- A. v. + -ing form
- B. v. + noun phrase
- C. v. + preposition phrase + adverb phrase
- D. v. + to-v.
- E. modal verb + v.
- F. auxiliary verb + v.

Applying the rule

- 1** Reread the second paragraph of the text carefully, underline the verb phrases in it and analyse their forms.
- 2** Use the words given in brackets to form appropriate verb phrases and then complete the following passage.

If you feel limited and tired, you _____ (begin, may, realise) your dreams. You can ask yourself what you really wish for and then go for the biggest thing you have _____ (want, ever). Certainly, you _____ (believe, must, in) yourself and _____ (yourself, encourage, move) in the direction of your goals. Though **barriers** _____ (stand, sometimes, may) in the way of your dreams, remember that your **destiny** _____ (hide, be, behind) them. Accept the fact that not everyone is going to **approve** of the choices you've made, have faith in your judgment, catch the star that twinkles in your heart, and it _____ (lead, will, you) your destiny's path. Follow that **pathway** and **uncover** the sweet sunrises that **await** you.

- 3** Look at the following picture carefully and write a short passage on the topic “Dream and Light”, paying attention to the verb phrases you use. Then read your passage in groups and share your ideas about “dream”.



//////// **Listening, Understanding and Communicating** //////////

Talking about Dreams

- 1** Read the following short passage and guess the meanings of the coloured parts according to the context.

Mary’s parents would like her to study in **the Department of Economics**. She doesn’t like studying economics, however. She likes kids very much and her **childhood dream** was to become a teacher. She decided to major in **Preschool Education** when she was accepted by a university. She is planning to become a teacher in a **kindergarten** after she graduates from college. She hopes that she can **realise her dream** soon.

- 2** Predict the answers to the following questions based on the coloured parts in the above passage. Then listen and check your prediction.

- 1) Who may the speakers be in the conversation?
 A. Undergraduate students. B. New graduates. C. New college students.
- 2) What are they talking about?
 A. Choosing majors. B. Fulfilling dreams. C. Finding a good job.

- 3** Listen again and complete the following table with the information you have gained.

Name	Major	Dream	Intention
Jack	_____	becoming a/an _____	to do some work _____ his major in a/an _____ or to _____ to further his study
Mary	_____	becoming a/an _____	to do _____ to become a very good teacher
Sam		to _____ the world	to _____ New York first and then to Tokyo

4 Listen for a third time and complete the sentences by filling in the blanks.

- 1) When I was young, I _____ becoming a teacher.
- 2) I hope I can _____ soon after my graduation.
- 3) You may soon _____.
- 4) I _____ becoming a CEO of a big company when I was a little boy.
- 5) Ha, _____ travel around the world. And I expect I'll go to New York first and then to Tokyo.
- 6) I am sure your dream _____ someday.

5 Write down your dreams and talk about them with your partner by using some of the sentence structures in Activity 4.

My dreams in the past: _____

My dreams at present: _____

Reading, Speaking and Writing



Writing a Blog Entry

1 Read the following short passage and try to understand what a blog entry is.

A blog is a **webpage** with short entries on a specific topic such as fashion, politics, and sport. It is a regularly updated journal or diary made up of individual posts shown in **reversed** chronological order. Some blogs are like diaries, with entries about the writer's daily activities and thoughts. They are different from diaries, however, because they are meant to be shared with an audience.

Blogs may work like stories. They have a title and body. Anyone can view them and comment on them. Be aware that anyone can comment on what you might say. Some blog entries might be promoted to the front page by the **editor** if the editor feels it has particular **insights** or instructions that might benefit the whole community.

2 Read to understand the following blog entry, paying attention to its format.

Oct. 9th	Date
A Special Day	Title
It is a very special day today. I've decided to write blog entries in English to improve my English.	Opening paragraph
This morning, my English teacher had a talk with me. She advised me to do more practice in English writing since I am poor at it. Oh, yes! She is right. Can I find a good way? An idea came into my mind. Practice makes perfect. So I should practise writing in English every day.	

So, from now on, I'll keep an English diary here every day. You know, I'm eager and excited to read the comments from others. These comments may encourage me to keep going.

Body paragraphs

After all, I'm a girl with a strong will. I won't give up easily. I hope that I'm one step closer to my dream every day—being a successful lawyer. Fighting!!!

Closing paragraph

3 Read the blog entry carefully and find one example of each of the following language styles, and then mark them in the blog entry.

- 1) It is written from the writer's point of view.
- 2) Vivid adjectives or adverbs are often used to express the writer's feelings.
- 3) Interjections are sometimes used.
- 4) Short statements are easily found.
- 5) Conversational questions can also be found.
- 6) Punctuation is sometimes used instead of words.
- 7) Contractions can usually be found.

4 Do the activity by following the steps below.

Step 1 Select an unforgettable or exciting day in your life and then note down the reasons why you think so.

Why the day is unforgettable/exciting: _____

Step 2 Write a blog entry by following the format given in Activity 2.

Step 3 Post your blog entry or put it on the classroom wall.

Step 4 Invite your classmates to give their comments.

Step 5 Have the best blog entry promoted to the front page or select the best blog entry.

Reading Further



▶ Getting Ready

1 Read to understand the explanations of “dreamer” and share your comprehension with a partner:

A dreamer is someone who _____.

- A. is dreaming in his sleep
- B. has ideas or plans that are not practical or realistic
- C. does not pay attention to what is happening around him, but thinks about other things instead

2 Look at the following words from the coming passage and predict what it is mainly about. Then skim to check your prediction.

salesperson	motivational	income	risk	secure
position	career	payment	tough	incredible

► Reading

What a Dreamer

When I was nine years old and was living in a small town in North Carolina, I found an ad for selling greeting cards in the back of a children’s magazine.

I thought to myself, “I can do this.” I begged my mother to let me send for the cards. When the cards arrived two weeks later, I tore off the brown paper, and dashed from the house. Three hours later, I returned home with no cards but a pocket full of money, shouting, “Mama, all the people couldn’t wait to buy my cards!” A salesperson was born.

When I was twelve years old, my father took me to see Zig Ziegler. I remember Mr. Ziegler raised everyone’s spirits up to the ceiling. I left there feeling like I could do anything. When we got to the car, I turned to my father and said, “Dad, I want to make people feel like that. I want to be a motivational speaker just like Mr. Ziegler.” A dreamer was born.

Recently, I began following my dream of motivating others. After a four-year relationship with a major company beginning as a sales trainer and ending as a regional sales manager, I left the company at the height of my career. Many people were surprised that I would leave after earning a six-figure income, and they asked why I would risk everything for a dream.

I made my decision to start my own company and leave my secure position after attending a regional sales meeting. I realised that everything I had accomplished—the graduate degree, the successful sales career, speaking engagements, training and managing for a company—had prepared me for this moment.

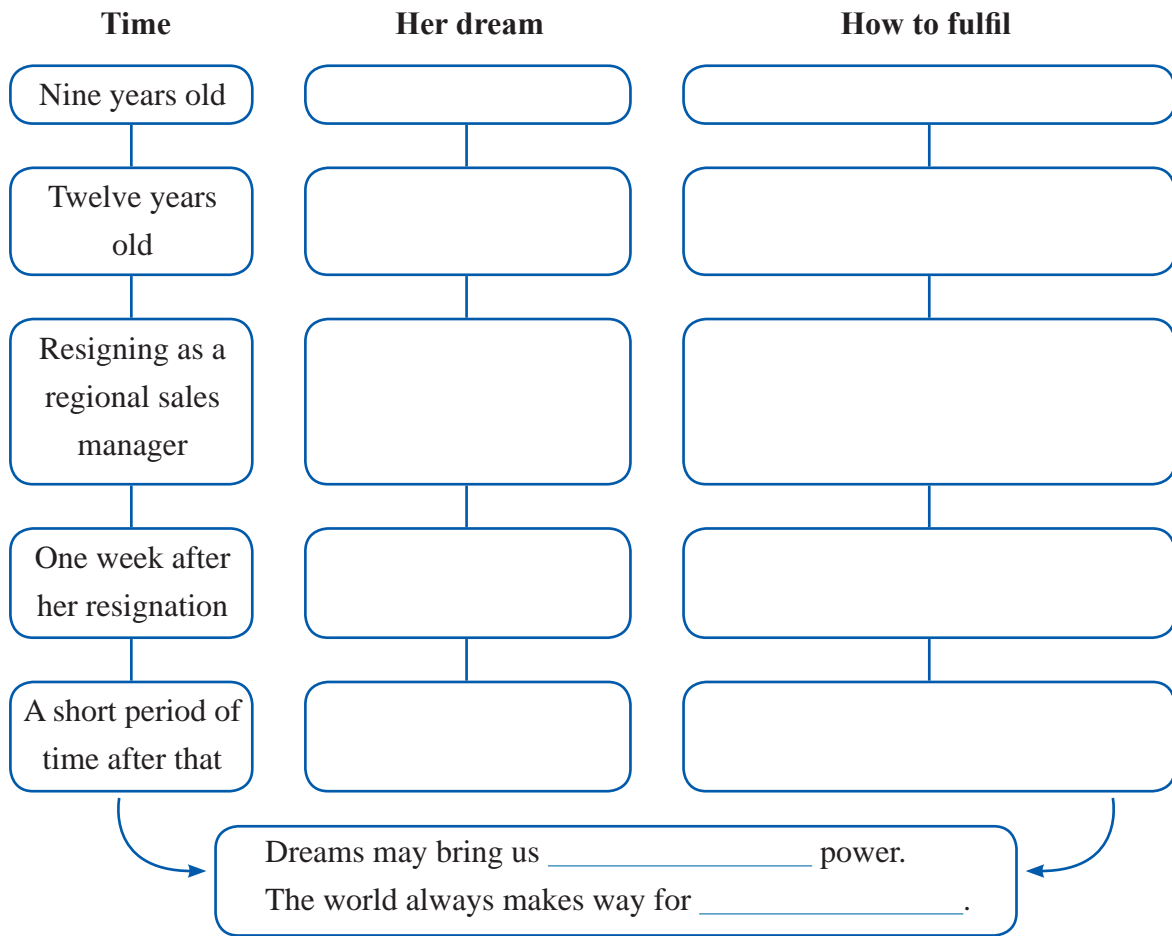
When I tearfully told my boss my plans, this incredible leader whom I respected so much replied, “Stick to it and you will be successful.”

Having made that decision, I was immediately tested. One week after I gave my notice, my husband was laid off from his job. We had recently bought a new house and needed both incomes to make the monthly payment and now we both had no income. It was tempting to turn back to my former company, knowing they wanted me to stay. But I was certain that if I went back, I would never leave. I decided I still wanted to move forward rather than end up with a mouthful of “if onlys” later on. A motivational speaker was born.

When I held fast to my dream, even during the tough times, the wonders really began to happen. In a short period of time my husband found a better job. We didn’t miss a payment. And I was able to book several speaking engagements with new clients. I discovered the unbelievable power of dreams. I loved my old job, my fellow workers and the company I left, but it was time to get on with my dream. To celebrate my success I had a local artist paint my new office as a garden. At the top of one wall she painted, “The world always makes way for the dreamer.”

► **Comprehending**

1 Read the passage and complete the diagram. Then work in pairs to check your ideas.



2 Read the passage carefully and decide whether each of the following statements is true (T) or false (F). Correct the false one(s).

- _____ 1) I begged my mother to let me send for the cards because I loved those cards very much.
- _____ 2) When the cards arrived, I took them and dashed out of the house so as to share them with my friends.
- _____ 3) Zig Ziegler was a motivational speaker who made people feel cheerful.
- _____ 4) I had been doing very well in the company.
- _____ 5) As I started to follow my dream of becoming a motivational speaker, I felt I was well prepared for it.
- _____ 6) My boss did not agree with my decision because he just couldn't believe it was true.
- _____ 7) The way to the realisation of my dream was not tough at all.
- _____ 8) I felt a little bit regretful about the decision to leave my former company when I finally realised my dream of being a motivational speaker.

3 Do the activity by following the given steps.

The world needs dreamers and the world needs doers. But above all, the world needs dreamers who do.

—Sarah Ban Breathnach

Step 1 Read the following saying to understand what a dreamer, a doer, or a dreamer and doer is.

Step 2 Discuss the possible strengths and weaknesses of a dreamer, a doer and a dreamer and doer.

	A dreamer	A doer	A dreamer and doer
Strengths			
Weaknesses			

Step 3 Decide what kind of person the author is and give your reasons.

Step 4 Work in groups to share your stories about being a dreamer, a doer, or a dreamer and doer.

Step 5 Tell your group members what kind of person you are.

Self-assessing

Reflect on your learning in this unit and rate each of the items according to the following rating scales. Then decide what you should do for further progress.

5=Exceeding expectations 4=Meeting expectations 3=Approaching expectations
2=Partially meeting expectations 1=Not meeting expectations

Item	Rating	Improvement
● I can introduce the power of a dream and illustrate how to realise it.		
● I can use collocations and prefixes to expand my vocabulary.		
● I can talk about my dream with my classmates.		
● I can write about a picture with appropriate verb phrases.		
● I can write a blog entry in a proper format and language patterns.		
● I can introduce how to be a dreamer and doer.		

Unit 4

Perseverance and Success

There are but two roads that lead to an important goal and to the doing of great things: strength and perseverance.

—Goethe

Looking Ahead

By the end of this unit, you will be able to:

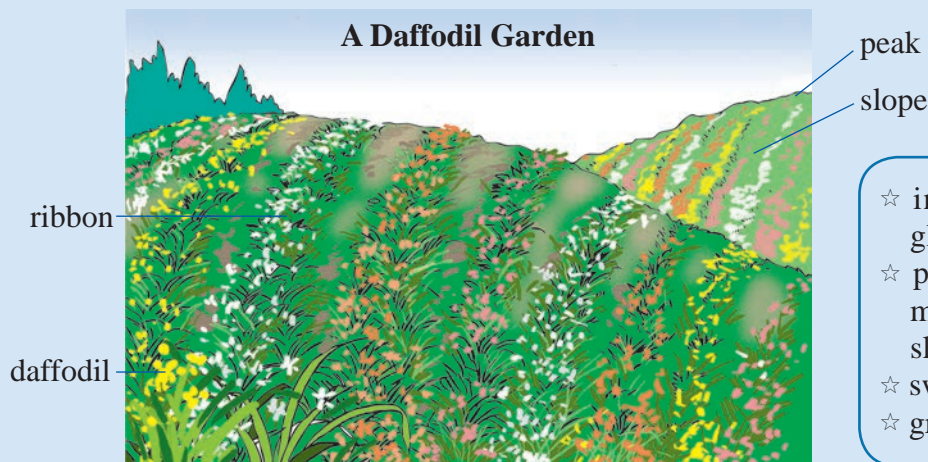
- interpret the daffodil principle and apply it in your daily life;
- form compound modifiers by using hyphens;
- make up a story based on a picture by using the past perfect tense appropriately;
- talk about how to overcome difficulties with perseverance;
- write a story based on a dialogue;
- exchange your understanding of perseverance.

Reading Actively



▶ Activating and Predicting

1 Look at the picture and try to understand the given words. Then check your understanding with a partner and describe the garden with these words and the given information.



- ☆ in the mist of all that glory
- ☆ pour it down over the mountain peak and slopes
- ☆ swirling patterns
- ☆ great ribbons of colours

- 2** Write down some questions about this daffodil garden. Then read the text to check whether you can find the answers to your questions.

Question 1: _____

Question 2: _____

Question 3: _____

...

► Reading, Thinking and Analysing

The Daffodil Principle

Several times my daughter had telephoned to say, “Mother, you must come to see the daffodils before they are over.” I wanted to go, but it was a two-hour drive to her home. “I will come next Tuesday,” I promised, a little unwillingly, **on** her third call.

The next Tuesday, when I finally walked into Carolyn’s house and hugged and greeted my grandchildren, I said, “Forget the daffodils, Carolyn! The road is invisible in the fog, and there is nothing in the world except you and these children that I want to see badly enough to drive another inch! And then I’m heading for home as soon as it clears.”

My daughter smiled calmly and said, “Oh, Mother, I promise. You will never forgive yourself if you miss this experience.”

After about twenty minutes, we turned onto a path and I saw a small church. On the far side of the church, I saw a hand-lettered sign that read, “Daffodil Garden”.

We got out of the car. I followed Carolyn down the path. Then, we turned a corner of the path, and I looked up and **gasped**. Before me lay the most splendid sight.

It looked as though someone had taken a great **barrel** of gold and poured it down over the mountain peak and slopes. The flowers were planted in grand, **swirling** patterns—great ribbons of deep orange, white, lemon yellow, pink, and butter yellow. Each different-coloured variety was planted as a group so that it swirled and flowed like its own river with its own unique colour. There were five acres of flowers.

“But who has done this?” I asked Carolyn.

“It’s just one woman,” Carolyn answered. “That’s her home.” Carolyn pointed to a small house in the midst of all that **glory**. We walked up to the house. On the door, we saw a poster. “Answers to the

On here means ____.

- A. *at the time of*
- B. *being engaged in*

Gasp here means take a quick deep breath for being ____.

- A. *surprised*
- B. *exhausted*



barrel



swirling

Glory here means ____.

- A. *great beauty*
- B. *great achievement*

Questions I Know You Are Asking” was the headline.

The first answer was a simple one. “50,000 **bulbs**,” it read.

The second answer was, “One at a time, by one woman. Two hands, two feet, and very little brain.”

The third answer was, “Began in 1958.”

There it was. The Daffodil Principle. For me, that moment was a life-changing experience. I thought of this woman whom I had never met, who, more than thirty-five years before, had begun—one bulb at a time—to bring her vision of beauty to a remote mountain top.

Just planting one bulb at a time, year after year, this unknown woman had forever changed the world in which she lived. She had created something of unbelievable beauty and **inspiration**.

The principle her daffodil garden taught, is, learning to move toward our goals and desires one step at a time—often just one **baby-step** at a time—and learning to love the doing, learning to use the **accumulation** of time. If we follow this principle, we, too, will find we can accomplish splendid things. We can change the world.

“It makes me sad in a way,” I admitted to Carolyn. “What might I have accomplished if I had thought of a wonderful goal thirty-five years ago and had worked away at it ‘one bulb at a time’ through all those years? Just think what I might have been able to achieve!”

My daughter summed up the message of the day in her direct way. “Start tomorrow,” she said.



bulb

inspiration (n.) = ____ + ____

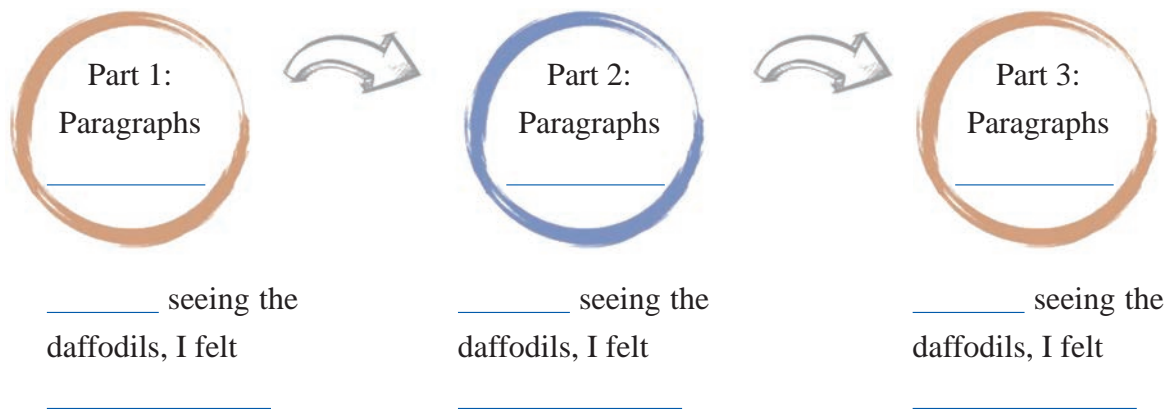
Here it means _____ in Chinese.

Baby-step here means _____ in Chinese.

Guess the meaning of *accumulation* here.

► Comprehending, Integrating and Creating

1 Skim the text and complete the following diagram. Then check your ideas with a partner.



2 Read the first two parts and complete the following table.

Main idea	Supporting ideas/facts
I was unwilling to go to see the daffodils.	1) I promised to _____. 2) I told Carolyn to _____. 3) I told Carolyn _____.
I was really moved and shocked by the splendid sight.	1) It looked as though someone _____ down over the mountain peak and slopes. 2) The daffodils were planted _____. 3) Each ribbon _____ like a river with its own unique colour. 4) There were _____ daffodils, _____ bulbs. 5) The beginning of planting the daffodils was _____, _____ at a time, by _____.

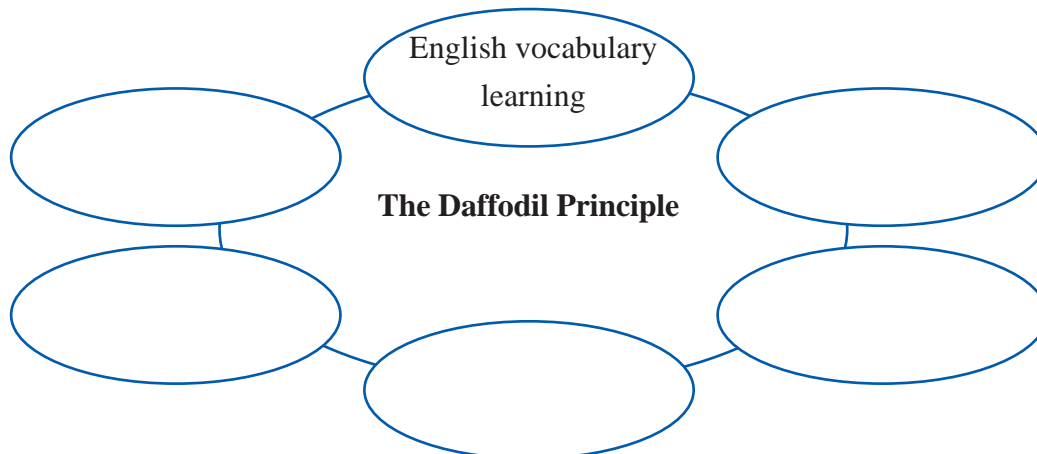
TIP

It's very important to tell the main ideas from supporting ideas and facts. Sentences containing supporting ideas and facts explain or give more information about the main idea.

3 Read the last part carefully and write down "the daffodil principle" which the author has found out. Then work in groups to work out your own principle based on the experiences of the author.

<p>The author's daffodil principle</p> <ul style="list-style-type: none"> • • • 	<p>Our daffodil principle</p> <ul style="list-style-type: none"> • • •
---	--

4 Discuss with your group members how you can apply the daffodil principle to your own life and complete the following diagram. Then share your ideas in class.



5 Do the activity by following the steps below.

- Step 1** Share your experience of doing something with great perseverance in groups.
- Step 2** Work in groups to discuss the correlation between perseverance and success.
- Step 3** Draw a diagram to summarise your own ideas.

- Step 4** Add some supporting evidence after searching for more relevant stories on the Internet.
- Step 5** Share your ideas in groups.



/////// Exploring and Using ///



► **Language Feature**

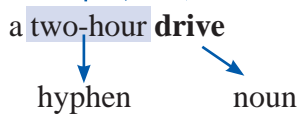
1 Read to understand each of the sentences from the text and choose the best choice that can replace the underlined part.

- 1) Mother, you must come to see the daffodils before they are over.
 A. die B. wither C. end
- 2) I saw a hand-lettered sign that read, “Daffodil Garden”.
 A. said B. wrote C. looked
- 3) More than thirty-five years before, she had begun to bring her vision of beauty to a remote mountain top.
 A. dream B. imagination C. sight
- 4) What might I have accomplished if I had thought of a wonderful goal thirty-five years ago and had worked away at it “one bulb at a time” through all those years?
 A. worked hard at B. continued to work at C. stopped to work at
- 5) My daughter summed up the message of the day in her direct way.
 A. calculated B. concluded C. expressed briefly

2 Study the following example and then join the words in the two boxes to complete the following lexical chunks based on the text. Then work in groups to create your own lexical chunks with such compound modifiers.

• Example •

a compound modifier before a noun



- baby
- hand
- different
- life
- thirty

- changing
- lettered
- step
- coloured
- five

- 1) a _____ sign
- 2) each _____ variety
- 3) a _____ experience
- 4) _____ years
- 5) a _____ effort

TIP

A hyphen is a punctuation sign which is often used to join words together to make a compound modifier.

► Grammar Link

The Past Perfect Tense

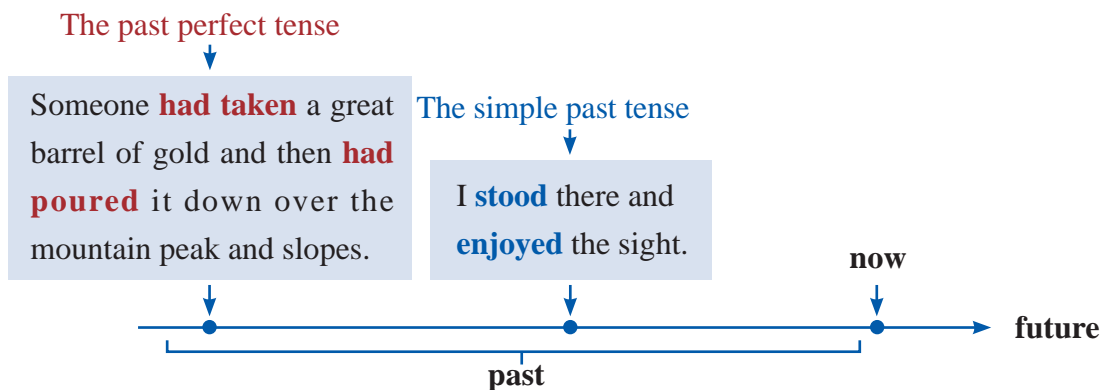
Understanding the meaning

Read the following passage and pay special attention to the coloured parts.

We got out of the car and walked down the path. Then, we turned a corner of the path, and I looked up and gasped. Before me lay the most splendid sight. I stood there and enjoyed the sight. It looked as though someone had taken a great barrel of gold and then had poured it down over the mountain peak and slopes. The flowers were planted in grand, swirling patterns. Each different-coloured variety was planted as a group so that it swirled and flowed like its own river with its own unique colour. I couldn't help asking myself who had done this, and how he/she had changed the remote mountain top into something of such unbelievable beauty and inspiration.

Discovering the rule

1 Study the following timeline to understand what the past perfect tense means.



2 Work in groups to match the examples with the meanings they suggest. Then fill in the blanks.

Example	Meaning
1) When we arrived , the film had already begun . 2) We had been in the classroom for half an hour when he finally came . 3) By the time I got home, <i>A Bite of China</i> had already finished . 4) She said (that) she had never been to Paris.	A. An event occurred before a past time point. B. An action started and then the state lasted for a period of time in the past. C. Two actions happened in the past, one before/after the other. D. The action in the dependent clause happened before the action in the main clause.
The basic form: _____ The common meaning: _____	

Applying the rule

1 Reread the text and underline all the sentences with the past perfect tense. Then analyse them by following the example in Activity 1, *Discovering the rule*.

2 Complete the following passage by using the appropriate tense of each given verb.

James Stoker was fifteen years old when he _____ (become) the youngest fully qualified doctor in the United States. James was a genius. By the age of two he _____ (learn) to read and write. Before his sixth birthday his father _____ (teach) him to speak three languages fluently and he could play the violin and the piano perfectly. James _____ (spend) all his time reading and studying. After he _____ (pass) his school-leaving exams at the age of nine, he went to college. When he _____ (finish) his study at college, only one year and a half _____ (pass). By the age of twelve, he _____ (further) his study at a medical school. Nobody _____ (expect) that he would become a doctor when he _____ (be) only fifteen years old.

3 Role-play based on the given situation. Then write a story based on your role play, using the past perfect tense appropriately.

Situation: Mr. Black found that his house had been broken into when he arrived home after work.

Place: at a police station



Roles: a policeman and Mr. Black

You may begin like this:

Policeman: Hello! Can I help you?

Mr. Black: Yes. I come to report on a burglary. When I got home from work, I...

...

TIP

You should try to use the past perfect tense as much as possible.

Listening, Understanding and Communicating

Talking about Perseverance

- 1** Look at the words and expressions from the interview between Sally, a swimming star, and Tom, a **reporter**. Predict what they will mainly talk about.

an international competition	wonderful memories	
harden or shame sb. into inaction	annoying	keep on trying
whether you choose to persevere	hold on to the last	award cups

- 2** Listen to check your prediction and then tick the best choice in each statement.
- The interview is mainly about Sally's (most wonderful memories/being too old to swim any more/keeping on swimming and enjoying it).
 - Sally is basically expressing her (excitement/complaint/discouragement/hope).
 - Tom, the reporter, is basically expressing his (understanding/surprise/sympathy/encouragement).
- 3** Listen again and choose the best answer to each of the following questions.
- What is the most probable reason for Sally not to swim any longer?
 - She is too old.
 - She is already 20.
 - She may not win.
 - Did Sally use to enjoy swimming?
 - Yes.
 - No.
 - Not mentioned.
 - When did Sally use to be trained?
 - After getting up at 6:00 a.m.
 - After 5:30 p.m. after school.
 - At weekends.
 - What cannot be inferred from the dialogue?
 - Sally has been famous for quite a few years.
 - Sally has visited many other countries.

- C. Sally has won medals at the Olympics.
- 5) According to Sally, which of the following statements is true?
 - A. She did have some wonderful memories.
 - B. She did miss some more important things.
 - C. Growing up like other girls is more important than swimming.

4 Listen for a third time and complete the following sentences.

Sally

- 1) That's _____ old for a **swimmer**.
- 2) So I'd _____ swim at all.
- 3) But **gradually** I was **totally** _____!
- 4) I _____ getting up at 6 a.m. to go to the pool.
- 5) That was very _____!
- 6) It was _____!

Tom

- 1) If I were you, I'd keep on _____!
- 2) It would be a/an _____ idea for you to...
- 3) You know, making your mark on the world is _____. If it were easy, everybody _____ do it.
- 4) It takes patience, it takes commitment, and it comes with _____ sweats, failure and discouragement along the way.
- 5) The real test is whether you let it _____ or shame you into inaction, or whether you choose to persevere.
- 6) So if I were you, I would hold on _____.

5 List out the current difficulties you have come across in your study. Then work in pairs to talk about how to overcome them with perseverance and note down the ideas from your partner.

My current difficulties in my study:

-
-
-

The ideas from my partner:

-
-
-

TIP

While you are talking, it is wise to use the information and sentences you have just learned from listening.

Viewing, Speaking and Writing



Writing a Story Based on a Dialogue

- 1** Look at the picture and try to understand the following dialogue. Then work in pairs to role-play.

Girl: Hello! What are you doing?

Old woman: I am making this iron into a **needle**.

Girl: But the piece of iron is so big and a needle is so tiny.

Old woman: Yes, I know.

Girl: Then how long will it take you to finish making the needle?

Old woman: I don't know. But if I die before I finish, I will leave this work to my son. And if my son dies before it is finished, he will leave this work to my **grandchildren**. **Someday**, this piece of iron will be a needle.



- 2** Based on the above dialogue, note down the key words after each item. Share your ideas with a partner and then improve your plot.

Title: _____

Plot { Beginning: _____
 Rising Action: _____
 Climax: _____
 Falling Action: _____
 Ending: _____

- 3** Write a story based on your plot outline.

You may begin your story like this:

A long time ago, there lived an old woman who was very determined. Every day, she sat in front of her house doing the same job, patiently **sharpening** a piece of iron.

...

- 4** Discuss what you can learn from the story, and then write a paragraph of your comments on the story.

- 5** Share your story with a partner and improve it by checking the following aspects.

- | | |
|--------------------------------------|--|
| <input type="checkbox"/> grammar | <input type="checkbox"/> spelling |
| <input type="checkbox"/> vocabulary | <input type="checkbox"/> sentence structures |
| <input type="checkbox"/> punctuation | <input type="checkbox"/> tenses |

Reading Further



▶ Getting Ready

1 Decide what the most powerful thing in the world is. Then share your ideas in pairs and explain the reasons.

- | | | | |
|-----------------|----------|---------|----------|
| A. elephant | B. tiger | C. ant | D. water |
| E. the Internet | F. grass | G. seed | H. habit |

My ideas: _____

My partner's ideas: _____

2 Look at the title and the picture, guessing what the coming passage is about. Then read to check.

▶ Reading

Wild Grass

There is a story that goes like this.

Someone asked: "What is the most powerful thing in the world?" There were a variety of answers. "Elephant," someone said. "Lion," another one said. "The Buddha's guardian warrior," still another said half-jokingly. As to how powerful the Buddha's guardian warrior was, no one could tell, of course.



Young grass grows out from under debris and rubble.

In fact, none of the answers is correct. The most powerful thing in the world is the seed of a plant. The force displayed by a seed is incredible. Here goes another story:

The bones of a human skull are so tightly and firmly joined that no physiologist or anatomist has succeeded in taking them apart whatever means they try. Then someone invented a method. He put some seeds of a plant in the skull to be studied closely and provided the necessary temperature and moisture to make them grow. Once the seeds started to grow, they showed a terrible force that succeeded in opening up the human skull that had failed to be opened even by mechanical force. This story tells how powerful the seeds of plants can be.

You may think this is too unusual a story to be grasped by the common mind. Well, have you ever seen how bamboo shoots grow? Have you ever seen how frail young grass grows out from under debris and rubble? In order to get sunshine and grow, it will wind its way up, no matter how heavy the rocks above or how narrow the space between the rocks. Its roots will drill downward and its sprouts (new leaves or buds) will shoot upward. This is an irresistible force. Any rock lying in its way will be overturned. This further shows how powerful a seed can be.

Though the little grass has never been said to be Herculean, the power it shows is matchless in the world. It is an invisible force of life. So long as there is life, the force will show itself. The rock above it is not heavy enough to prevent the seed from growing, because it

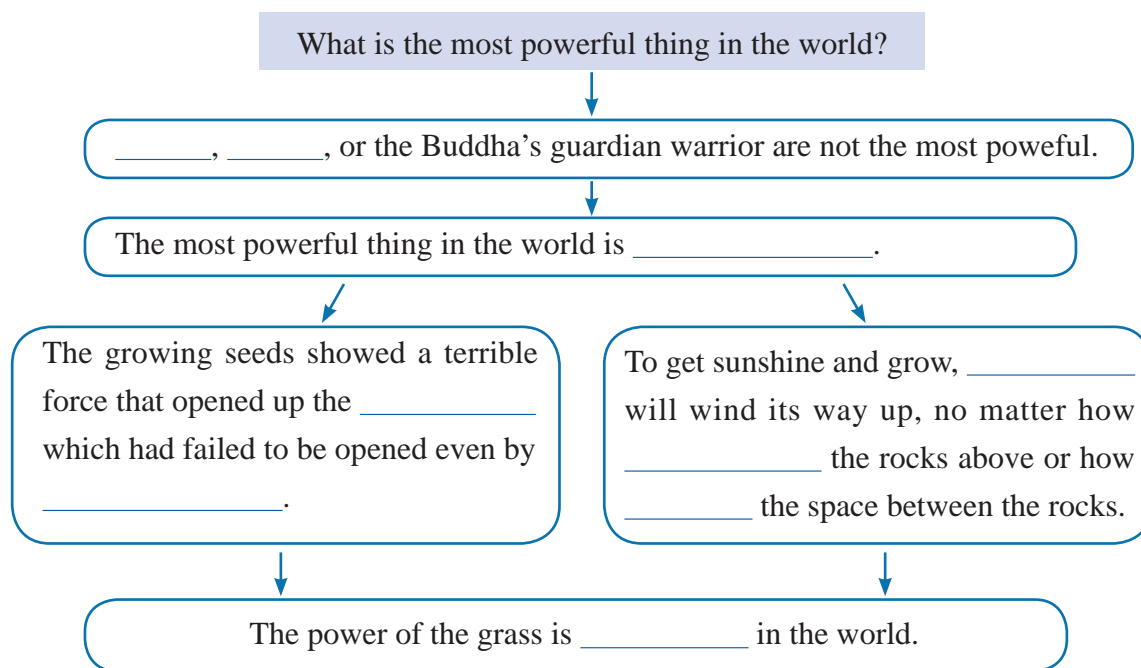


is a force that keeps growing over a period of time, because it is an elastic force that can shrink and expand, and because it is a tenacious force that will not stop growing until it is grown.

The seed does not choose to fall on fertile land but in debris, instead. The seed with life is never pessimistic or sad, for it has undergone resistance and pressure. The grass that begins to fight its way out right after its birth is strong and tenacious, and only that grass has the right to smile with pride at the potted plants in glassed greenhouses.

► Comprehending

1 Read the passage and complete the diagram below. Then work in pairs to check your ideas.



2 Guess the meanings of the following words in context and support your answers by offering the clues. The first one has been given as an example.

Word	Meaning	Clue
frail	not strongly made or built	young grass
elastic		
tenacious		
fertile		
pessimistic		

3 Do the activity by following the steps below.

- Step 1** Work in groups to discuss the following questions and note down your key ideas.
 - 1) What kind of power does a seed or young grass have?
 - 2) What does wild grass symbolise?
 - 3) How does the writer describe the power of a seed or young grass?
 - 4) How do you understand the last sentence of the passage?
 - 5) As for the most powerful thing in the world, do you agree with the writer after reading the passage? If not, what are your ideas?
- Step 2** Surf the Internet and find out a story about somebody who can succeed or something that can survive in unfavourable situations.
- Step 3** Share your story in groups and tell your group members what you can learn from the story.
- Step 4** Write a passage entitled “The Power of Perseverance”.
- Step 5** Share your writing in class and give comments on your classmates’ writing.

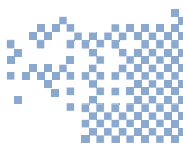


Self-assessing

Reflect on your learning in this unit and rate each of the items according to the following rating scales. Then decide what you should do for further progress.

5=Exceeding expectations 4=Meeting expectations 3=Approaching expectations
 2=Partially meeting expectations 1=Not meeting expectations

Item	Rating	Improvement
● I can interpret the daffodil principle and apply it in my daily life.		
● I can use hyphens to form compound modifiers.		
● I can make up a story based on a picture by using the past perfect tense appropriately.		
● I can talk about how to overcome difficulties with a partner.		
● I can write a story based on a dialogue.		
● I can exchange my understanding of perseverance with my classmates.		



Challenging Yourself B

Great Figures

Those who live in the shadow of death are often those who live most.

—Anonymous

Looking Ahead

After completing this project, you should be able to:

- predict the theme based on the key words provided;
- analyse the factors for Hawking's survival and success;
- put forth good questions based on what has been learnt;
- overcome the difficulties in learning English with your perseverance;
- reflect on the learning of the whole theme from the aspect of overcoming anxiety.

Learning Individually



- 1** Discuss with your partner what may bring success. The following words and expressions may be of help.

hardship
success

difficulty
failure

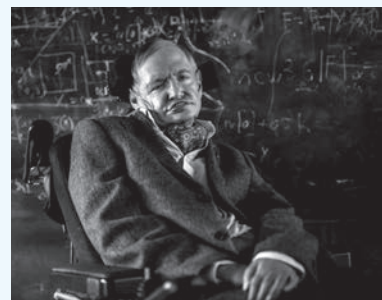
ups and downs
perseverance

willpower
effort

According to our understanding, _____ may bring success due to the following reasons: firstly, _____

- 2** Tick the statements that may be true about the person in the picture. Then read to check.

- ___ A. He is a world-famous scientist.
- ___ B. He wrote *A Brief History of Time*.
- ___ C. He is considered to be the most famous theoretical physicist after Albert Einstein.
- ___ D. He is an expert of computer science.
- ___ E. He is a great man of science in a wheelchair.



► Reading and Thinking

A Great Man in a Wheelchair

On March 14, 2018, sadly, the world lost a great mind and great **icon**, Stephen Hawking, the most well-known physicist since Einstein. He was remembered as a “renowned physicist and ambassador of science”.

Stephen Hawking was born in Oxford on January 8, 1942. He had studied both in Oxford and Cambridge University. In 1962, he went to Cambridge University to pursue a PhD in **cosmology**. Life threw a big challenge at this genius, however. At the age of 21, he was diagnosed with **motor neurone disease** and was given two years to live. But Hawking refused to give up hope of living and went on studying.

The disease continually progressed as he grew older. He became clumsier and fell over several times for no reason. By the late 1960s, he had to use a wheelchair to move around and had trouble in writing. By 1974, he was unable to get out of bed or even feed himself and his speech ability began to **deteriorate**. With three fingers left to move, he could only manage up to 15 words a minute with a special computer program by pressing a switch. Life continued to throw harder challenges to this genius one after another. In 1985, he caught pneumonia and had an operation, which took away his ability to speak altogether. From then on, he spoke through a computer-controlled **voice synthesiser**, which he operated with his right cheek. It would take 10 minutes for Hawking to make a single sentence, sometimes even longer.

In spite of all the difficulties, the disease still did not stop him from continuing on the path of scientific exploration. Since 1979, Stephen has held the post of Professor of Mathematics, a position that in 1663 was held by Isaac Newton. In 1988, he wrote his first important book, *A Brief History of Time*, which has sold more than 10 million copies in dozens of languages. During his lifetime, Hawking shook up the world of cosmology with more than 150 scientific papers, and had written or co-written 17 books. Moreover, he continued to travel the world giving many scientific and inspiring public speeches. Over the years, he had received thirteen honorary degrees and was a **fellow** of the Royal Society and a Member of the US National Academy of Sciences.

Apart from his tremendous contribution to science, he embraced popular culture with enthusiasm and humour, appearing in the TV

Icon here means ____.

A. *image*

B. *idol*

cosmology

[kɒz'mɒlədʒɪ] (n.):

the scientific study of the universe and its origin and development

motor neurone disease:

运动神经元病

Deteriorate here means

_____.

A. *get better*

B. *become worse*

voice synthesiser:

语音合成器

Guess the meaning of

fellow from the context.

cartoon, *The Simpsons*, starring in *Star Trek*, *Conan O'Brien*, *The Big Bang Theory*, and more. At the age of 65, he fulfilled a lifelong dream of experiencing **weightlessness** in zero gravity, tasting the wonderful moment of freeing from his wheelchair. What's more, Hawking even opened a Weibo account in April 2016, attracting 1.3 million followers in 8 hours and growing to over 4.6 million followers.

Although bound to a wheelchair for most of his life, Hawking composed his extraordinary life with a strong spirit. He interpreted that "however bad life may seem, there is always something you can do, and succeed at." He was a man who pushed the limits and showed the



world the truth that physical **defects** could never prevent the achievement of great souls. He had also inspired millions by a **manifestation** of amazing willpower and determination.

weightlessness (n.) = ____
 + ____ + ____
 It means _____ in Chinese.

Defect means _____ in Chinese.

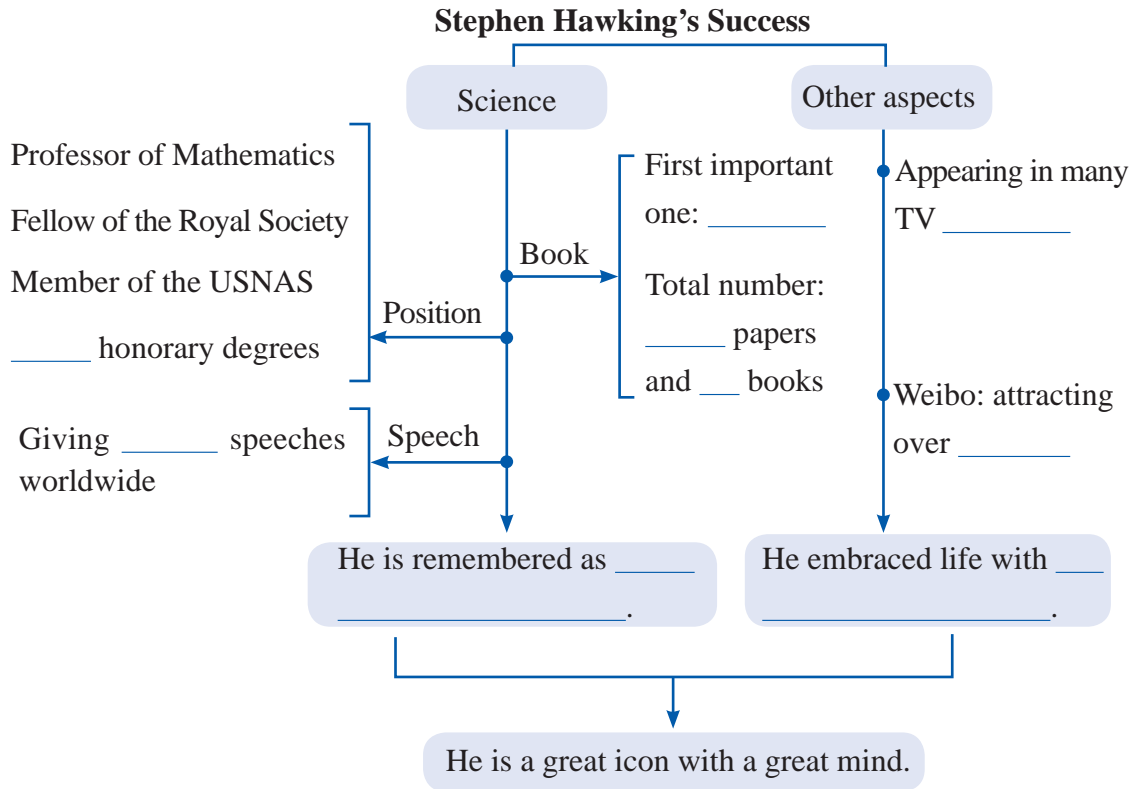
manifestation (n.) = ____
 + ____
 It means a clear appearance.

► Analysing and Questioning

1 Read Paragraphs 1 to 3 and complete the following table about the development of Hawking's disease.

Time	Situations
At 21	1) 2)
	1) He had to use a wheelchair to move around. 2) He had trouble in writing.
1974	1) 2) 3)
	1) He had an operation for pneumonia, which took away his ability to speak altogether. 2)

2 Read the last three paragraphs to complete the following mind map about Stephen Hawking's success.



3 Read the article again and decide whether the following statements are true (T) or false (F). Correct the false one(s).

- _____ 1) With the help of medicine, Stephen Hawking could spell out at least 15 words in a minute.
- _____ 2) Isaac Newton had held the post of Professor of Mathematics since 1979.
- _____ 3) Over the years, Stephen Hawking had received 12 honorary degrees.
- _____ 4) Experiencing weightlessness in zero gravity was Hawking's lifelong dream, because it could enable him to taste the wonderful moment of freeing himself from his wheelchair.
- _____ 5) Stephen Hawking showed the world that physical defects could influence the achievement of great souls.


4 Reflect how well you have learned about the article and write down questions or problems for further discussion in class.

• Question Corner •

1) _____

2) _____

...



Learning Cooperatively



Phase 1 Sharing the individual work

- 1) Cooperate with a partner. Check and discuss your answers in Learning Individually.
- 2) Put forward your questions and work on them with your group members.

Phase 2 Exploring further

- 1) Do the following activities and share your understanding in groups.
 - Activity 1: Discuss why Hawking could survive for over 50 years and become such a successful man, despite his disease.
 - Activity 2: Imagine that you have travelled back in time to have an interview with Professor Hawking. As a reporter from the school newspaper, write down the questions you would ask him. Then role-play with a partner, who will play the role of Hawking.
- 2) Ask your teacher for advice.

Phase 3 Utilising resources

- 1) Watch the following movies in Video Bank and get inspiration from them.
 - *The Theory of Everything*
 - *Into the Universe with Stephen Hawking*
- 2) Read an excerpt from *A Brief History of Time* in Reading Box to learn more about Hawking's theory.

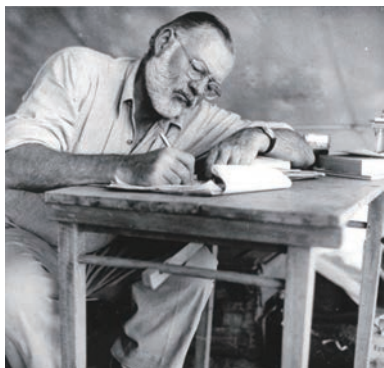
Learning Creatively



Tell a partner what you know about Ernest Hemingway and his writing style, and then read the following excerpt to check your ideas.

The Old Man and the Sea

There were high cumulus clouds and enough cirrus above them so that the old man knew the breeze would last all night. The old man looked at the fish constantly to make sure it was true. It was an hour before the first shark hit him. The shark was not an accident. He had come up from deep down in the water as the dark cloud of blood had settled and dispersed in the



mile deep sea. He had come up so fast and absolutely without caution that he broke the surface of the blue water and was in the sun.

Then he fell back into the sea and picked up the scent and started swimming on the course the skiff and the fish had taken. Sometimes he lost the scent. But he would pick it up again, or have just a trace of it, and he swam fast and hard on

the course. He was a very big Mako shark built to swim as fast as the fastest fish in the sea and everything about him was beautiful except his jaws. His back was as blue as a swordfish's and his belly was silver and his hide was smooth and handsome.

This was a fish built to feed on all the fishes in the sea, that were so fast and strong and well-armed that they had no other enemy. Now he speeded up as he smelled the fresher scent and his blue dorsal fin cut the water. When the old man saw him coming he knew that this was a shark that had no fear at all and would do exactly what he wished. He prepared the harpoon and made the rope fast while he watched the shark come on. The rope was short as it lacked what he had cut away to lash the fish.



The old man's head was clear and good now and he was full of resolution but he had little hope. It was too good to last, he thought. He took one look at the great fish as he watched the shark close in. It might as well have been a dream, he thought. I cannot keep him from hitting me but maybe I can get him. Dentuso, he thought. Bad luck to your mother. The shark closed fast astern and when he hit the fish the old man saw his mouth open and his strange eyes and the clicking chop of the teeth as he drove forward in the meat just above the tail.

The shark's head was out of water and his back was coming out and the old man could hear the noise of skin and flesh ripping on the big fish when he rammed the harpoon down onto the shark's head at a spot where the line between his eyes intersected with the line that ran straight back from his nose. There were no such lines. There was only the heavy sharp blue head and the big eyes and the clicking, thrusting all-wallowing jaws. But that was the location of the brain and the old man hit it. He hit it with his blood-mashed hands driving a good harpoon with all his strength.

He hit it without hope but with resolution and complete malignancy. The shark swung over and the old man saw his eye was not alive and then he swung over once again, wrapping himself in two loops of the rope. The old man knew that he was dead but the shark would not accept it. Then, on his back, with his tail lashing and his jaws clicking, the shark plowed over the water as a speedboat does. The water was white where his tail beat it and three quarters of his body was clear above the water when the rope came taut, shivered, and then snapped.



The shark lay quietly for a little while on the surface and the old man watched him. Then he went down very slowly. "He took about forty pounds," the old man said aloud. He took my harpoon too and all the rope, he thought, and now my fish bleeds again and there will be others. He did not like to look at the fish anymore since he had been mutilated. When the fish had been

hit it was as though he himself were hit. But I killed the shark that hit my fish, he thought. And he was the biggest dentuso that I have ever seen. And God knows that I have seen big ones.

It was too good to last, he thought. I wish it had been a dream now and that I had never hooked the fish and was alone in bed on the newspapers. “But man is not made for defeat,” he said. “A man can be destroyed but not defeated.” I am sorry that I killed the fish though, he thought. Now the bad time is coming and I do not even have the harpoon. The dentuso is cruel and able and strong and intelligent. But I was more intelligent than he was. Perhaps not, he thought. Perhaps I was only better armed.

Do the following activities.

- 1) Work in groups to discuss what you can learn from the old man in the novel.
- 2) Watch the film *The Old Man and the Sea* and write a film review. Then share your ideas with your classmates.

////// **Learning Reflectively** //////////////////////////////////////



Refer back to Guiding Page and Looking Ahead in Theme B to reflect on your learning. Write down your discoveries.

- 1) What may usually cause your anxiety in your learning?
- 2) Have you ever used some strategies to deal with it?

The causes of my anxiety: _____

Strategies to deal with it: _____

Theme C

Sports and Sportsmanship

We love sports because we love life and sports are one of the basic joys of life. With speed, with skill and with spirit, we cooperate, we compete, and we challenge in the games full of friendship, health and glory. Sports shape our character and teach us to play by rules.



In this theme, you will:

- ◇ learn about the history of the Olympic Games;
- ◇ understand the cultural meaning of “Chinese Seal, Dancing Beijing”;
- ◇ share ideas about sportsmanship.

Unit 5

How much do you know about the Olympics? Which sport do you like most? What have you learned from playing sports?



- ◇ learn about the perfect exercise Tai Ji;
- ◇ learn about the spirit of the Chinese women’s volleyball team;
- ◇ talk about Cristiano Ronaldo’s ambition.

Unit 6

- ◇ learn about two great figures in the Olympics.

Challenging Yourself C



Unit 5

Olympic History

The Olympic values are participation, equality, cooperation and fair play.

—Anonymous

Looking Ahead

By the end of this unit, you will be able to:

- introduce the history of the Olympic Games based on the mind map you have drawn;
- memorise words with strategies and use them in context;
- describe pictures by using the infinitive as the subject;
- share your ideas about good sportsmanship with the given sentence patterns;
- design a poster for a football match;
- introduce an emblem of the Olympics.

Reading Actively



▶ Activating and Predicting

1 Look at the following pictures and tell your partner what they remind you of.



2 Work in groups to discuss the following questions about the Olympic Games. Then read the coming text to check your answers.

- 1) When were the first ancient Olympic Games and modern Olympic Games held?
- 2) Why did the ancient Olympic Games arise?
- 3) What are the differences between the ancient and the modern Olympic Games?
- 4) How much do you know about the Summer Youth Olympics?

► Reading, Thinking and Analysing

The Olympic Games

Ancient Olympic Games

The first recorded ancient Olympic Games were held in 776 B.C.E. in ancient Greece and were closely connected to the worship of the gods and heroes. From 776 B.C.E. the Greeks began to keep their calendar by **Olympiads**, or four-year periods between games. The ancient Greeks believed strongly in the concept of competition. The ultimate Greek goal was to be the best. All aspects of life, especially athletics, were centred round this concept. It was therefore considered one of the greatest honours to win a victory at **Olympia**. The fact that an **olive wreath** was the only prize given at Olympia suggested that the athletes competed for honour, not for material goods.

There were a lot of games in the ancient **Olympics**. Many of those games are the ancestors of our modern Olympic Games and had rules and playing conditions modern athletes would not be unfamiliar with.

The ancient Olympic Games were held every four years without a break for more than a thousand years. They continued even after Greece had come under the rule of the Romans. In 393 C.E., a Roman emperor stopped the Games. But the symbolic power of the Games lived on and came to life again in modern times.

Modern Olympic Games

The Olympics started again in 1896 when the first modern Olympic Games were held in **Athens**, Greece, with 245 athletes from 14 nations.

But the first modern Olympics were just for men. Women had to wait until the second Olympics to participate. At the Paris Games of 1900, women were allowed to compete, but only in tennis and golf. The early part of the 20th century was an important time for women throughout the world. Now, women's sports are more popular than ever. For the first time in the history of the Games, women and men compete in the same number of events.

Winter sports were added to the Olympic Games as early as 1908 with **figure skating**. In 1924 the first separate Winter Olympic Games were held in France. Beginning in 1994, the Winter Olympic Games were decided to be held in different years from those of the Summer Games. So



Olympiad
[ə'ɒlɪmpiəd] (n.)

It means _____ according to the words after it.

Olympia [ə'ɒlɪmpɪə] (n.)
It means _____ in Chinese.



olive wreath ['ɒlɪv ri:θ]

Olympics [ə'ɒlɪmpɪks] (n.)
It means _____ in Chinese.

Athens ['æθənz] (n.):
the capital of Greece



figure skating

there are the Olympic Games every two years, **alternating** winter and summer.

Guess the meaning of *alternate* in the context.

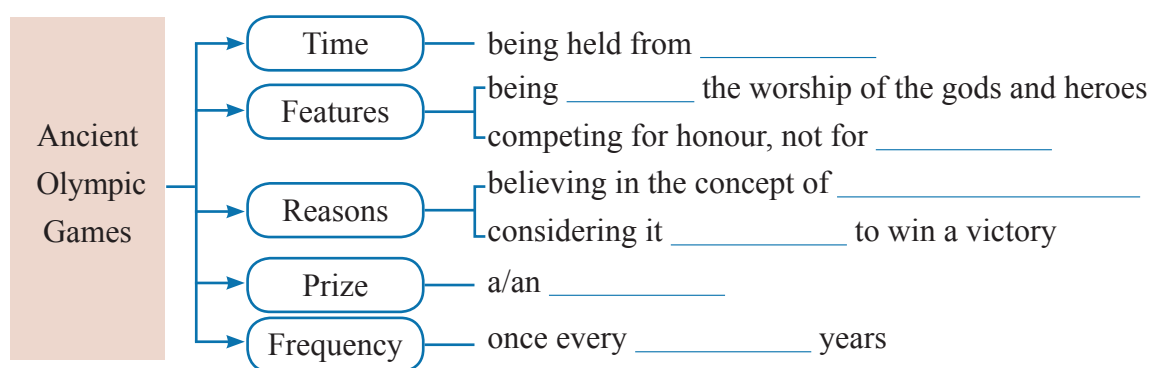
In 1948, Sir Ludwig Guttmann organised a sports competition involving World War II disabled soldiers in England. Four years later, competitors from Holland joined in the games, and the international movement, now known as the **Paralympics**, was born. Olympic-style games for athletes with a disability were organised for the first time in Rome in 1960. In Toronto, in 1976, other disability groups were added and the idea of having different disability groups together for international sports competitions was born. In the same year, the first Paralympic Winter Games took place in Sweden.

Guess the meaning of *Paralympics* in the context.

On February 21, 2008, the decision for Singapore to host the 2010 Summer Youth Olympics was announced. The Games are an international multi-sport event held every four years, consistent with the current Olympic Games format. They aim to bring together talented athletes between the ages of 14 and 18 from all over the world to participate in high-level competitions, learn about the Olympic values and the benefits of sport, and share their experiences with other communities around the globe.

► Comprehending, Integrating and Creating

1 Read the part “Ancient Olympic Games” and then complete the diagram below.



2 Read the part “Modern Olympic Games” and then complete the table below.

The Development of Modern Olympic Games

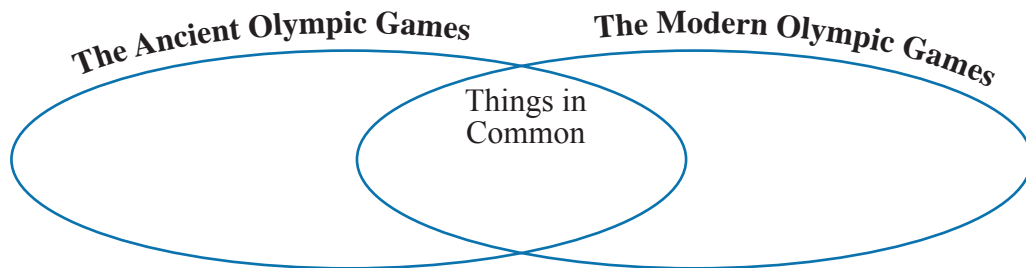
Year	Event	Place
1896	The first Modern Olympic Games started with _____, but only _____.	
1900	Women _____ participate, but only in _____.	
1908	Winter sports _____ the Olympic Games with _____.	

Year	Event	Place
___	The first _____ Winter Olympic Games were held.	
1948	The first sports competition was held for _____.	
___	The competitors _____ joined in the games for the disabled.	
1960	The first _____ games for athletes with _____ were held.	
1976	The international sports competitions with _____ were born and the first winter _____ took place.	
___	The Winter Olympic Games began to be held _____ from those of the Summer Games.	
2008	The _____ to host the 2010 Summer Youth Olympics was announced.	
2010	The first Summer Youth Olympics were held with _____ for athletes _____.	

TIP

Arranging events in chronological order helps readers to have a better understanding of the text in a logical way.

3 Based on Activities 1 and 2, work in groups to retell the history of the Olympic Games and complete the diagram below. Then discuss why the developments have been made.



4 Work in groups to discuss how you understand the following statements about the Olympic Games. Then note the key words down and share your ideas in class.

Statement	Your opinion
The Summer Youth Olympics Games are held for young people to learn about the Olympic values and the benefits of sports.	
Olympism is a philosophy of life, honouring and combining in a balanced manner the qualities of body, will and mind.	

“**Swifter**, Higher and Stronger” is the Olympic **Motto**.

The eternal flame of the torch symbolises “the light of spirit, knowledge and life”.

5 Do the activity by following the steps below.

Step 1 Draw a mind map about the Summer Olympic Games after you have searched for more information about them.

Step 2 Share your mind map in groups, and then improve it.

Step 3 Suppose China will bid for another Summer Olympic Games, work in groups to invent a slogan based on your mind maps.

Step 4 Share your slogan in class and illustrate it.

TIP

A slogan is a short phrase that is easy to remember and is used in advertisements, or by organisations, etc.

Exploring and Using



► Language Feature

1 Find in the text the related form of each word listed below and then write it on the corresponding line. Then analyse the formation of the words by following the example in brackets and find out the common rule.

• **Example** •

connection connect (connect + *-ion*)

- 1) suggestion _____ () 2) familiarity _____ ()
 3) consideration _____ () 4) continuation _____ ()
 5) disability _____ () 6) popularity _____ ()

The common rule: _____

TIP

Revising the learnt vocabulary on a regular basis can help you take the “ownership” of these words and start using them confidently.

2 Spell the words in the box according to their phonetic symbols and then use their appropriate forms to complete the paragraph below.

- 1) ['æspekt] _____ 2) ['ɒnə] _____ 3) ['æθli:t] _____
 4) ['kʌrənt] _____ 5) [kə'nekt] _____ 6) ['vɪktəri] _____
 7) [ˌɪntə'næʃnəl] _____ 8) [pɑ:'tɪsɪpət] _____
 9) [kəm'pi:t] _____ 10) [kən'sɪstənt] _____

The Olympic Games, the _____ multi-sport events, should be traced back to the ancient times. The ancient Olympic Games differed from the _____ ones in some _____. For example, ancient athletes competed as individuals, not on national teams. The emphasis on individual athletic achievement through public _____ was _____ to the Greek ideal of excellence. So those who won a/an _____ through their outstanding deeds would win a prize, an olive wreath. Today, the Olympic Games are the greatest festival of sport in the world. Every four years, a hundred or more nations send their best _____ to compete for the highest _____ in sport. As many as 6,000 people _____ in over 20 sports. For the winners, there are both gold medals and glory. But there is honour, too, for all who compete, win or lose. That is in the _____ spirit of the Olympics—to take part is what matters.

TIP

It is of great help to memorise a new word by linking its phonetic symbol with its spelling.

► Grammar Link

The Infinitive as the Subject

Understanding the meaning

Read the passage below and pay special attention to the coloured parts. Think what the infinitive can function as.

The ancient Greeks were **highly** competitive and believed strongly in the concept of competition. **To be the best** was their final goal. Therefore, it was one of the greatest honours **to win a victory at Olympia**. The athletes competed just **to win glory**, so they thought it good **to be given an olive wreath as the only prize**.

While there were a lot of games for men **to participate in**, women were not allowed **to take part**. Women had to wait for so many years **to enjoy equal rights**. They were finally allowed to participate in the games at the Paris Games in 1900, but only in tennis and golf. The early part of the 20th century was an important time for women throughout the world. Now, women and men compete in the same number of events. It is also the aim for the women athletes **to become swifter, higher and stronger**.

Discovering the rule

1 Study the following examples to understand how the infinitive functions as the subject. Then work in pairs to share your understanding.

• **Example** •

the subject
 ↑
 1) **To be the best** was their final goal.
 └──────────┘
 the infinitive (to be)

the formal subject

2) **It** was one of the greatest honours to win a victory at Olympia.

the real subject

the infinitive (to do)

2 Study the following examples and complete the table below. Then share your ideas in groups.

Example	Structure	Feature
1) To say something is one thing, and to do it is quite another.	_____ + predicate	<ul style="list-style-type: none"> • at the _____ of the sentence • usually short
2) To hesitate means failure.		
1) It takes two hours to walk to the bus station .	_____ + predicate + _____	<ul style="list-style-type: none"> • at the _____ of the sentence • usually _____
2) It is impossible to make up for the lost time .	_____	<ul style="list-style-type: none"> • with <i>It</i> at the _____ of the sentence

Applying the rule

1 Underline the infinitive structures in the following sentences and write down their sentence elements. An example has been given.

• Example •

I hope to see you soon. (object)

1) Dr. Bush wants to have a sound sleep. ()

2) To climb the high mountain seems an impossible task to my grandparents. ()

3) It is possible to finish the work in a week's time. ()

4) What do you think is the right thing to do? ()

5) My wish is to become a physicist. ()

6) Tom found it easy to master a foreign language. ()

7) He often goes to the cyber café to chat with his online friends. ()

2 Complete the following sentences with the infinitives as subjects, using the key words in brackets.

Olympic Games Mascots

Look at the following pictures. 1) _____ (easy, you, guess) the meaning of the word “mascot”. The first mascot in Olympic history made its appearance at the 1968 Winter Olympics in Grenoble, France, though it was not an official mascot. The idea of an Olympic mascot was officially approved at the 73rd **Session** of the International Olympic Committee in Munich 1972. Since then, mascots have become a major element of the Olympic **brand**. 2) _____ (easy, us, find out) that most Olympic mascots were created based on an animal unique to the host country. Since 1992, human or invented figures began to be used, and

3) _____ (smart, designers, use) more than one mascot each time since then. The five mascots Fuwa in Beijing, 2008 may be our most familiar example.

As is known to all of us, 4) _____ (necessary, mascots, act as) a vehicle for communicating the Olympic spirit to the general public, especially children and young people. Mascots have come in many shapes and sizes, but 5) _____ (convey, the same theme) of the Olympic Games is their **mutual** aim. We love these mascots because they have the **distinctive geographical** features, history and culture of the host city.

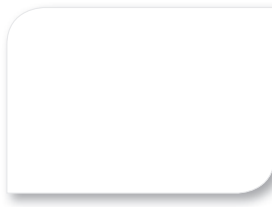


Beijing, 2008

Rio, 2016

Tokyo, 2020

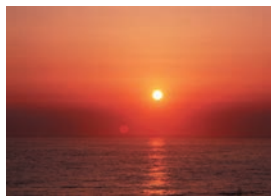
3 Write a few sentences to describe each of the following pictures, using the infinitive as the subject.



Listening, Understanding and Communicating

Sharing Ideas

1 Look at the following pictures and tell your partner what each of them reminds you of. Then listen to a song to see which picture is closely related to it.



2 Listen again and fill in the blanks with the information which you have gained.

We see the _____ in the sky.
 We feel the beating of our _____ together.
 This is our time to _____ above.
 We know the _____ is here to live forever, for all time.
 _____ we stand,
 All _____ the land,

We can make this world a better place in which _____.

Hand in hand we can start to _____,

_____ down the walls

That come between us for all time. A-ri-rang!

Every time we give it all,

We feel the flame **eternally** _____ us.

Lift our hands up to the sky.

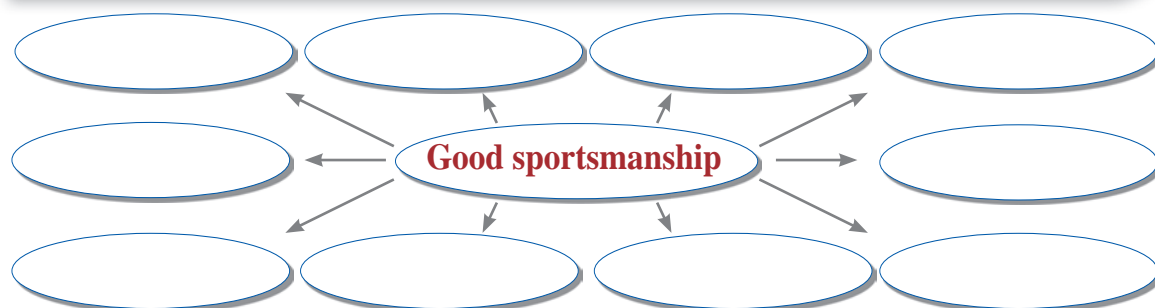
The morning calm helps us to live **in harmony**, for all time.

3 Listen for a third time and choose the correct answer(s) to each question. There may be more than one correct answer to one question.

- 1) What is this song mainly about?
 - A. Encouragement.
 - B. Equal rights.
 - C. The Olympic Games.
- 2) What does “fire” stand for?
 - A. Effort for perfection.
 - B. Struggle for victory.
 - C. The light of spirit, knowledge and life.
- 3) What does “walls” mean in the song?
 - A. The sides of a room or building.
 - B. The upright structures made of stone or brick, which separate one area from another.
 - C. The barriers to communication and understanding between people metaphorically.
- 4) What can we do by standing “hand in hand” according to the song?
 - A. Light the fire together.
 - B. Understand each other better.
 - C. Help make a better world.
- 5) Which Olympic Games is this song for?
 - A. Seoul 1988 Olympic Games.
 - B. Barcelona 1992 Olympic Games.
 - C. Sydney 2000 Olympic Games.

4 Complete the bubble map by using some of the words in the box. You may add your own. Use a dictionary if necessary.

selfish	generous	persevering	honest	tough	courageous
confident	hateful	cheating	cooperative	modest	optimistic
unfair	sincere	peaceful	violent	equal	understanding



- 5 Work in groups to share your ideas about good sportsmanship with the help of the given sentence structures.

Let's talk about...

It's rather/extremely hard to say.

I think you're absolutely right.

Don't you agree with...?

It is quite/entirely clear that...

I couldn't agree with you more.

Yes, you are dead/exactly right, but...

It is beyond all doubt that...

You may begin like this:

A: Let's talk about what good sportsmanship means.

B: OK. In my opinion, good sportsmanship means cooperation first...

C: ...

D: ...

Viewing, Speaking and Writing

Designing a Poster for a Football Match

- 1 Look at the poster for a sports meeting below. Think about its function and what elements are included.

Olympic Stadium
 Location: Sydney Olympic Park, Homebush Bay
 Distance from Sydney City: 14 km

Olympic Games Events and Sports
 Opening and closing ceremonies, athletics, football

Dates
 Opening ceremony: 15 September
 Athletics: 22 September—1 October
 Football: 30 September
 Closing ceremony: 1 October

Love-sports Association



TIP

A poster is a **bill** or **placard** usually displayed in a public place. It is often decorated with designs or **illustrations**. Here are some reasons why posters are used:

- To advertise events or products.
- To display information or instructions.
- To deliver some kinds of information.

- 2 Tick the attributes which you think are important for a good poster based on the given example. Then share your ideas with your partner and discuss why.

A. Layout

B. Subject line

C. Text

D. Visual aids

E. Signature of the **sponsor**

F. Colour

G. Design

- 3 Read the following dialogue carefully and mark out the important information in it.

A: You know, there will be a football match next weekend.

B: Oh, really?

A: Yeah, I saw the poster by City Football Association. It is on June 25th.

B: Which teams?

A: Tigers and Youths.

B: Well, I like Tigers. They've won six games this season. I think Tigers have a good chance.
 A: But, you know, they've seldom beaten Youths. And they've never played in Galaxy Stadium.
 B: So it should be an exciting game. By the way, what time will it be?
 A: Seven in the evening.

4 Work in groups to design a poster for the football match mentioned in Activity 3 by following the steps below.



- Step 1** Write the text based on the important information you have gained in Activity 3.
- Step 2** Proofread it.
- Step 3** Work in groups to discuss the layout of your poster.
- Step 4** Make the poster with drawings and decorations.
- Step 5** Put up your poster on the classroom wall.
- Step 6** Read the posters by other groups and select the one that you think is the best.

////// **Reading Further** ////



► **Getting Ready**

1 Choose the proper meaning of the underlined word in each sentence.

- 1) The Beijing 2008 Olympic Games emblem “Chinese Seal, Dancing Beijing” adopts a special form of traditional Chinese art.
 A. 会徽  B. 印章 
- 2) The government made a commitment to public services.
 A. instruction B. promise
- 3) His skills as a player don't quite match his passion for the game.
 A. special need B. strong feeling
- 4) He worked with renewed vigour.
 A. energy B. speed
- 5) Future **generations** will be left with a legacy of pollution.
 A. money or property that is given to you by people when they die
 B. situation that exists because of events, actions, etc. that took place in the past

2 Look at the emblem of the Beijing 2008 Olympic Games called “Chinese Seal, Dancing Beijing” and talk about it with the expressions given in the box. Then read the passage to check your ideas.

art of handwriting seal carving people-oriented
 a running/dancing human Chinese character “Jing”
 the colour most favoured by the Chinese people



► **Reading**

Chinese Seal, Dancing Beijing

Every emblem of the Olympics tells a story. The Beijing 2008 Olympic Games emblem

“Chinese Seal, Dancing Beijing” tells about Beijing’s understanding of and commitment to the Olympic Movement.

“Chinese Seal, Dancing Beijing” adopts a special form of traditional Chinese art. It combines the arts of Chinese characters, seal carving and the art of handwriting, and has the rich and great cultural content of the East in the form of a seal. The Chinese character “Jing” on the seal looks like a human figure who is running, dancing, chanting and embracing triumph.

The Chinese character in the emblem is unique. Its natural appearance, simplicity, smoothness and easiness are in total harmony with the emblem and the Olympic rings, thus forming a unique style.

“Chinese Seal, Dancing Beijing” uses the colour most favoured by the Chinese people—red—as the basic colour of the design. The red colour expresses the Chinese people’s passion for life and the Olympics. Red symbolises the sun in the east, the fire of life, an ode to luck and beauty, the joy and hospitality of the Chinese people to the world, and is a symbol of the happiness, passion and vigour of Beijing.

“Chinese Seal, Dancing Beijing” follows the tradition of the design of the Olympic emblems. It exemplifies the Olympic spirit of challenging the limits, winning glory and being “Swifter, Higher and Stronger”. The emblem uses a human figure as its major subject and stresses the people-oriented and athlete-centred concept of the Olympic Games. It combines the themes of sports, peace, friendship and happiness, and carries the highest ideals of the Olympics. It is a witness to the Chinese nation’s admiration for the Olympic spirit, and of Beijing’s strong desire for the Olympic ideals. The emblem is a symbol of faith, a show of confidence and a solemn commitment that the host city Beijing has made to the world and human beings.

“Chinese Seal, Dancing Beijing” belongs not only to China, but also to the world. It uses traditional art forms to express the concept of “New Beijing, Great Olympics”. It is dynamic, straightforward and rich in content, deep-rooted in cultural background yet open to modern ideas. As a perfectly designed piece of Olympic art, it will become a precious cultural legacy of the 2008 Olympic Games and find a place in the history of Olympic art design.

► **Comprehending**

1 Read the passage and complete the table below.

Structure of the text	Supporting idea	Paragraph
Introduction	The name of the emblem is _____. The emblem suggests _____.	
Body	The main part of the text includes: 1) _____ 2) _____ 3) Concept of the design	
Conclusion	It will become a cultural legacy because _____.	

2 Work in pairs to ask and answer the following questions.

- 1) What is the cultural content of the emblem?
- 2) What does the colour red symbolise?
- 3) What spirit does the emblem of the Olympic Games exemplify?
- 4) What concept does the Beijing 2008 Olympic Games emblem express?
- 5) What theme does the emblem combine?

3 Do the activity by following the steps below.

Step 1 Look at the following Olympic emblems and talk about how you understand them.



Step 2 Surf the Internet to find the stories behind them and share your findings in groups.

Step 3 Select one emblem among the three which impresses you most and write a passage to explain it by using some lexical chunks from the passage you have just read.

adopt a special form of... combine A and B look like a figure
 be in harmony with... be a symbol of... exemplify the Olympic spirit of...
 stress the concept of... be dynamic, straightforward and rich in content
 be deep-rooted in cultural background

Step 4 Share your writing with your group members and do the peer-correction.

Step 5 Improve your writing.

Self-assessing

Reflect on your learning in this unit and rate each of the items according to the following rating scales. Then decide what you should do for further progress.

5=Exceeding expectations 4=Meeting expectations 3=Approaching expectations
 2=Partially meeting expectations 1=Not meeting expectations

Item	Rating	Improvement
● I can draw a mind map about the history of the Olympic Games and introduce it based on the map.		
● I can memorise words with different strategies and use those words in context.		
● I can use the infinitive as the subject to describe pictures.		
● I can use the given sentence patterns to talk about my ideas about good sportsmanship.		
● I can design a poster for a football match.		
● I can describe the features and symbolic meanings of an Olympic emblem.		

Unit 6

The Spirit of Sports

Sports serve society by providing vivid examples of excellence.

—George F. Will

Looking Ahead

By the end of this unit, you will be able to:

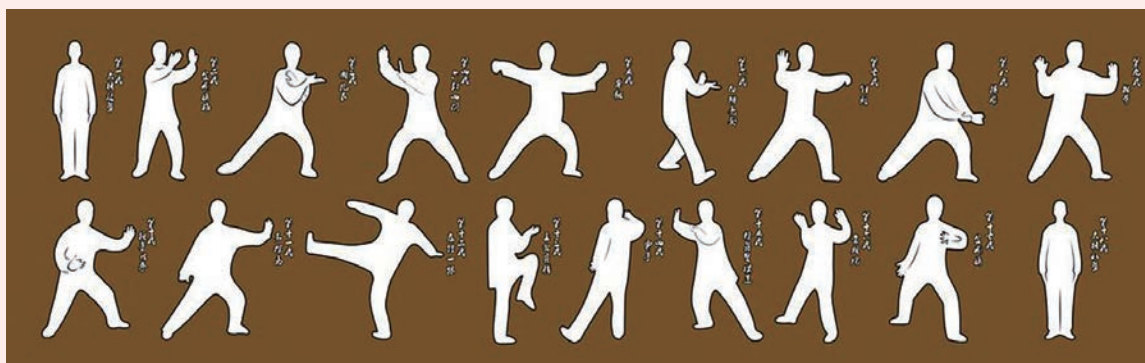
- illustrate the reasons why Tai Ji is the perfect exercise;
- support your argument by using quotations;
- describe a picture by using the infinitive as the predicative;
- talk about your ambitions;
- write a script of a mini-lecture on healthy lifestyle;
- share ideas on the spirit of the Chinese women's volleyball team.

Reading Actively



▶ Activating and Predicting

- 1** Look at the following picture and try to imitate the actions of the figures in it. Then discuss with a partner what these figures stand for.



- 2 Work in groups to list the reasons why people practise Tai Ji. Then read the coming text to check your ideas.

People prefer to practise Tai Ji because:

- 1)
- 2)
- 3)
- ...

► Reading, Thinking and Analysing

Why Is Tai Ji the Perfect Exercise?

While it is easy to tell people to make exercise part of their daily routine, it is not so easy to tell them what to do. Some people like to run marathons or climb mountains, but if you would rather care for your body without risking life or limbs or increasingly **creaky** joints, the best choice is to practise Tai Ji. This is the ancient **martial art** that looks like a cross between **shadow boxing** and slow-motion ballet. Tai Ji combines intense mental focus with deliberate and graceful movements. Its aim is to improve strength and balance.

There are several styles of Tai Ji, but most of them start with a series of controlled movements, or forms, with names like Grasping the Sparrow's Tail and Repulse the Monkey. There are many good how-to books to get you started, or you can choose from among the growing number of classes offered at health clubs in the U.S. and around the world. Either way, the goal is to move at your own pace. As the Tai Ji Cultural Center in Los Altos, California puts it, "Pain is no gain."



Practitioners praise Tai Ji's spiritual and psychological benefits, but what has attracted the attention of Western scientists lately is what Tai Ji does for the body. In many ways, researchers are just catching up to tens of millions of people in China and Chinatowns around the rest of the world, who have already known about Tai Ji. Scientists at the **Oregon** Research Institute in Eugene reported that Tai Ji offers the greatest benefit to older men and women who are healthy but relatively inactive. Previous studies have shown that practising Tai Ji regularly helps reduce falls among healthy seniors. The next step, from a scientific point of view, is to determine whether Tai Ji can help those who are already weak.

creaky adj.
嘎吱作响的

Martial art means _____
in Chinese.

What is *shadow boxing*?

Guess the meaning
of *practitioner* in the
context.

Oregon ['ɒrɪg(ə)n]:
a state in the north-
western U.S.

It can take a few months for the effects of Tai Ji to **kick in**, but when they do they can act as a gateway to a new lifestyle. “Once people start feeling better, they often become more active in their daily life,” says Dr. Karim Khan, a family-practice and sports physician at the University of British Columbia.

Any form of exercise, of course, can do only so much. “For older individuals, Tai Ji will not be the end-all,” says William Haskell, an expert in **chronic-disease** prevention at Stanford University. “But a very good mixture is to practise Tai Ji plus walking.” Younger people probably need more of an **aerobic** challenge, but they can benefit from Tai Ji to reduce stress.

The best thing about Tai Ji is that people enjoy it, so they tend to stick with it long enough to get some benefits. It helps when something that’s good for you is also fun.

Guess the meaning of *kick in* in the context.

Chronic means *lasting for a long time*.

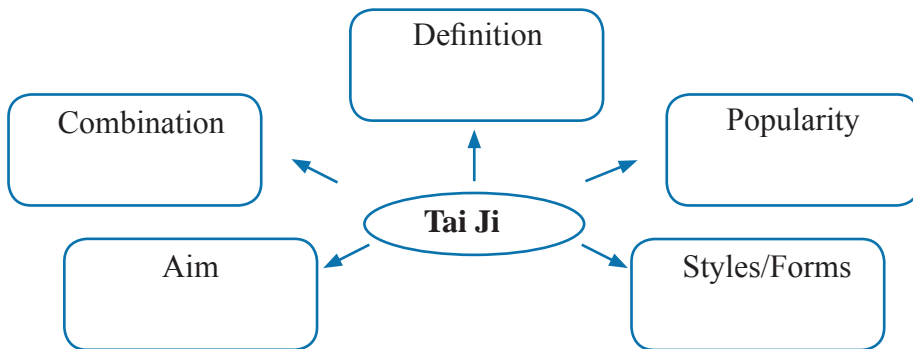
Chronic-disease means _____ in Chinese.

aero-: *relating to air*

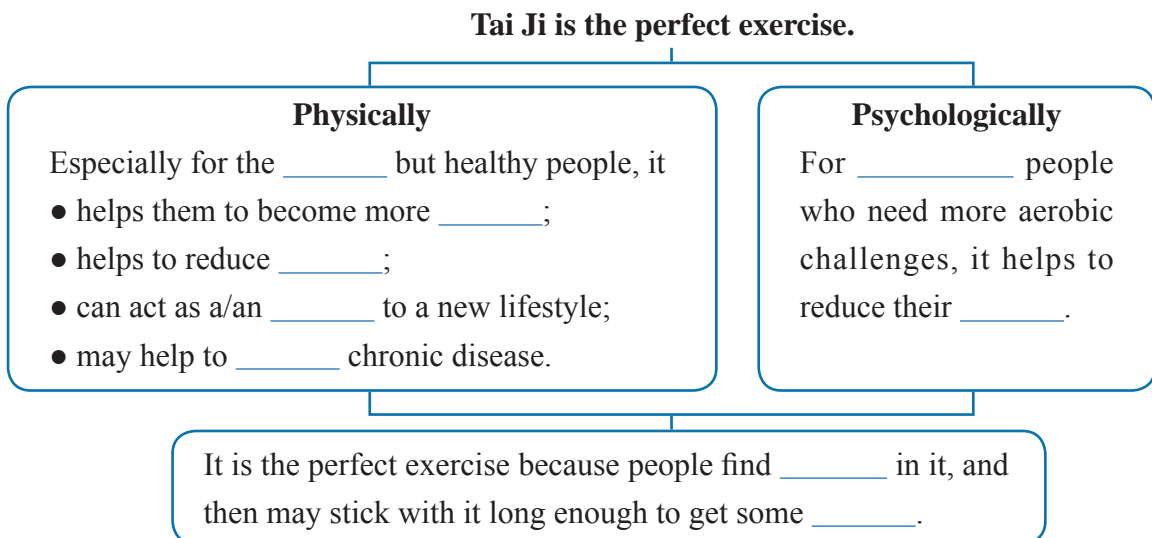
Aerobic means _____ in Chinese.

► **Comprehending, Integrating and Creating**

1 Read the first two paragraphs and complete the following mind map.



2 Read the other parts of the text and complete the diagram below.



- 3** Tick the supporting details from the text which can illustrate the following viewpoint of the author. Then discuss in groups why they are persuasive.

Viewpoint: Tai Ji does good to our bodies.

- 1) Practising Tai Ji will not risk life or limbs or creaky joints.
- 2) Practising Tai Ji improves both strength and balance.
- 3) Researchers have found that tens of millions of people in China and Chinatowns around the rest of the world know about Tai Ji.
- 4) Scientists reported about the great benefits of Tai Ji.
- 5) Previous studies have shown that it helps reduce falls among healthy seniors.
- 6) Tai Ji can help those who are already weak.
- 7) Dr. Karim Khan, a family-practice and sports physician, said that once people started feeling better after practising Tai Ji, they often become more active in their daily life.
- 8) An expert in chronic-disease prevention at Stanford University said that Tai Ji would not be the end-all for older individuals.

- 4** Work in groups to discuss the following questions.

- 1) How do you understand “Tai Ji combines intense mental focus with deliberate and graceful movements”?
- 2) Do you know why the forms of Tai Ji have such names as Grasping the Sparrow’s Tail and Repulse the Monkey?
- 3) We usually believe in “No pain, no gain.” How do you understand “Pain is no gain”?
- 4) Do you agree with the author’s opinion that Tai Ji is the perfect exercise? Why or why not?
- 5) Do you plan to learn and practise Tai Ji after reading the text? Why or why not?

- 5** Do the activity by following the steps below.

Step 1 Work in groups to discuss what the best exercise is in your mind.

Step 2 Surf the Internet to find more information about the exercise and note down the key words. The following list can help you.

name	history	style	category
benefit	legend	cultural background	popularity
rule	famous figure	influence	interesting story

Step 3 Write a passage based on the following topic and the information you have collected, using details to support your viewpoint.

Viewpoint: _____ is the best exercise in our mind.

Step 4 Select a reporter to introduce in class the best exercise you have chosen.

Exploring and Using



► Language Feature

- 1** Complete the passage below with some of the verb phrases from the text. Change the form if necessary.

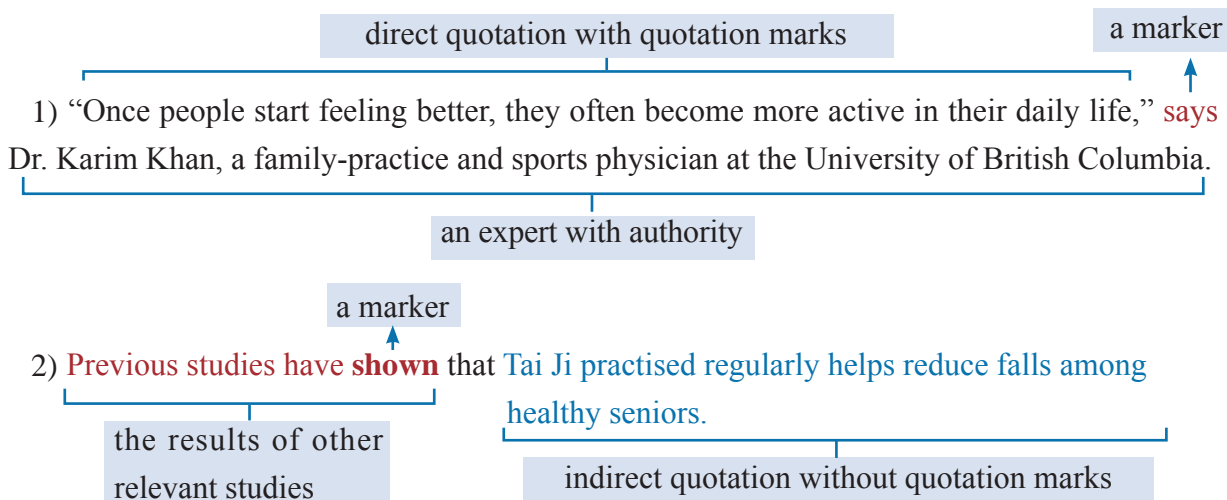
kick in	start with	combine with	act as
catch up with	stick with	benefit from	care for



Jogging is running at a gentle pace. It may also _____ a warm-up or cool-down for runners. According to a study by Stanford University School of Medicine, jogging does for increasing human lifespan and decreasing the effects of aging. A series of studies by the National Cancer Institute suggest that jogging and other types of aerobic exercise can reduce the risk of some cancers such as lung cancer. Besides, if you _____ your weight, you may _____ jogging for it is useful for fighting obesity and staying healthy. Some people may think that the effects of jogging are too slow to _____. If you jog for at least 30 minutes five days a week outdoors and _____ it, however, you can find yourself _____ a lot _____ it.

- 2** Study the following examples to learn how the author makes his writing more believable and persuasive. Then find more examples from the text and analyse them by following the examples.

• **Example** •



TIP

When writing a research paper or a report, it is common to include experts’ ideas and the results of previous studies in support of your argument.

Now write a short passage to introduce one sport or exercise which is the most suitable for senior school students, supporting your argument by following the TIP.

► Grammar Link

The Infinitive as the Predicative

Understanding the meaning

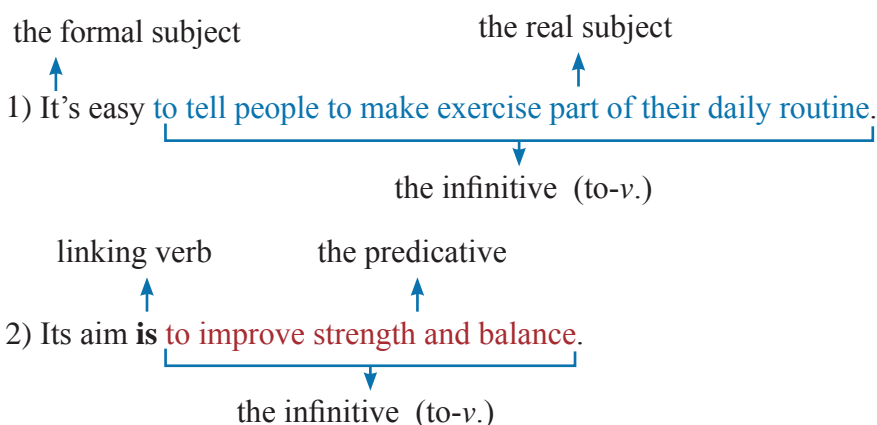
Read the first paragraph from the text again and pay special attention to the coloured parts.

While it is easy to tell people to make exercise part of their daily routine, it is not so easy to tell them what to do. Some people like to run marathons or climb mountains, but if you would rather care for your body without risking life or limbs or increasingly creaky joints, the best choice is to practise Tai Ji. This is the ancient martial art that looks like a cross between shadow boxing and slow-motion ballet. Tai Ji combines intense mental focus with deliberate and graceful movements. Its aim is to improve strength and balance.

Discovering the rule

1 Study the following examples to understand how the infinitive functions as the predicative. Then work in pairs to share your understanding.

• Example •



2 Study more examples and match them with the meanings they suggest. Then share your ideas in groups.

- 1) I think the purpose of learning a foreign language is to broaden our views.
- 2) Their plan is to build a primary school in the neighbourhood.
- 3) What am I to do if I can't arrive in time?
- 4) You are to be scolded by your parents.
- 5) You are to fail the exam if you don't prepare for it.

- A. To express a purpose or wish.
- B. To show an expected result or bad fortune.
- C. To ask for advice.
- D. To express the meaning of a modal verb.
- E. To express a decision or an order.

Applying the rule

- 1** Underline the infinitive in the following sentences from the text. Then decide their functions by putting the corresponding letters on the lines.

A. Object B. Adverbial C. Attributive D. Subject E. Predicative

- _____ 1) Some people like to run marathons or climb mountains.
 _____ 2) There are many good how-to books to get you started.
 _____ 3) Either way, the goal is to move at your own pace.
 _____ 4) The next step, from a scientific point of view, is to determine whether Tai Ji can help those who are already weak.
 _____ 5) It can take a few months for the effects of Tai Ji to kick in, but when they do they can act as a gateway to a new lifestyle.
 _____ 6) But a very good mixture is to practise Tai Ji plus walking.
 _____ 7) Younger people probably need more of an aerobic challenge, but they can benefit from Tai Ji to reduce stress.
 _____ 8) The best thing about Tai Ji is that people enjoy it, so they tend to stick with it long enough to get some benefits.

- 2** Complete the following passage by using the proper forms of the given verbs in brackets.

Walt Disney



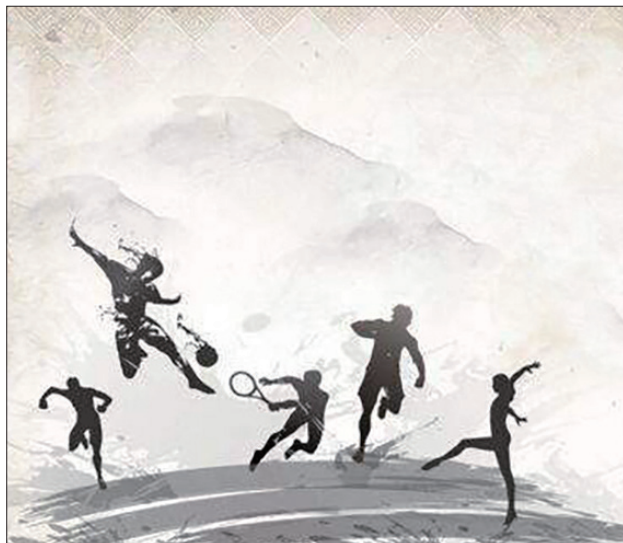
Millions of people have seen Disney films and TV programmes or visited Disney Parks. They have made friends with Mickey Mouse, Donald Duck, Snow White, Peter Pan, etc. which were produced by the Walt Disney Company. It is impossible for any other film company 1) _____ (please) so many

children around the world. It is also not surprising 2) _____ (call) it a dream factory.

The creator of Disneyland, Walt Disney, was born in Chicago. At the age of 16, Disney began 3) _____ (study) art in Chicago. Four years later, he joined the Kansas City Film Ad. Company. He made cartoon **advertisements** 4) _____ (show) in cinemas. In 1923, Walt Disney moved to Hollywood, California 5) _____ (join) his brother Roy. His dream was 6) _____ (become) a film producer or director, but he failed 7) _____ (find) such a job. So he decided 8) _____ (make) animated films. In these films, Disney wanted 9) _____ (bring) his pictures to life and make the drawings 10) _____ (move) in a lifelike way. We call them cartoons. In 1928, the public first saw Mickey Mouse in a movie called *Steamboat Willy*. Walt Disney himself provided the voice for Mickey Mouse. Since then, Walt Disney has become

known all over the world. He won 22 Academy Awards during his lifetime, and was the founder of the theme parks: Disneyland and Walt Disney World.

3 Write a few sentences to describe the picture, using the infinitive as the predicative.

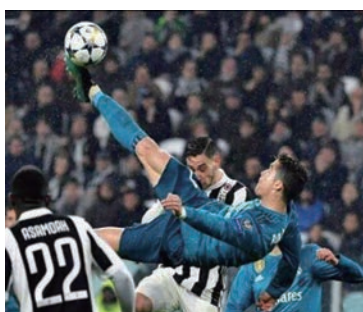


Blank writing area with horizontal lines for student response.

Listening, Understanding and Communicating

Talking about Ambition

1 Look at the following pictures and discuss with your partner what you know about him. Then predict what the coming interview with him will be mainly about based on the given lexical chunks.



- a man of driving ambition
- achieve one's ambition
- with a lot of energy
- one's key to success
- score hundreds of goals
- harbour the ambition

2 Listen to the interview to check your prediction. Then complete its summary.

In the interview, Cristiano Ronaldo admits that he is a person with great _____. He thinks that both _____ and _____ are very important **factors** for one to succeed. Besides, having the ambition to _____ is the key to his success. Since he started playing football, he has never _____ his ambition and his _____ for football.

3 Listen again and briefly answer the following questions according to the information you have gained.

- 1) In Cristiano Ronaldo's opinion, what may make everything easier?
- 2) When does he feel full of energy?
- 3) How many goals has he scored in his career?
- 4) Which goal is the most important one in his opinion?
- 5) What is motivating him to carry on?

4 Listen for a third time and complete the following sentences with the words from the interview.

- 1) We know you're a man of _____ ambition.
- 2) What are the necessary factors for you to _____ your ambition?
- 3) My _____ is to try to be better than last year.
- 4) We can also say that you are a person _____ with the ambition to win.
- 5) We have to _____ ambitions.
- 6) So, what's the next step? Still _____ the ambition?
- 7) Of course, my ambition would always be the _____, since I started to play football.

5 Work together with your partner to underline the sentence structures in Activity 4 for talking about ambition. Then list your ambitions in the past and at present and talk about them by using these sentence structures.

My ambitions in the past

My ambitions at present

Viewing, Speaking and Writing

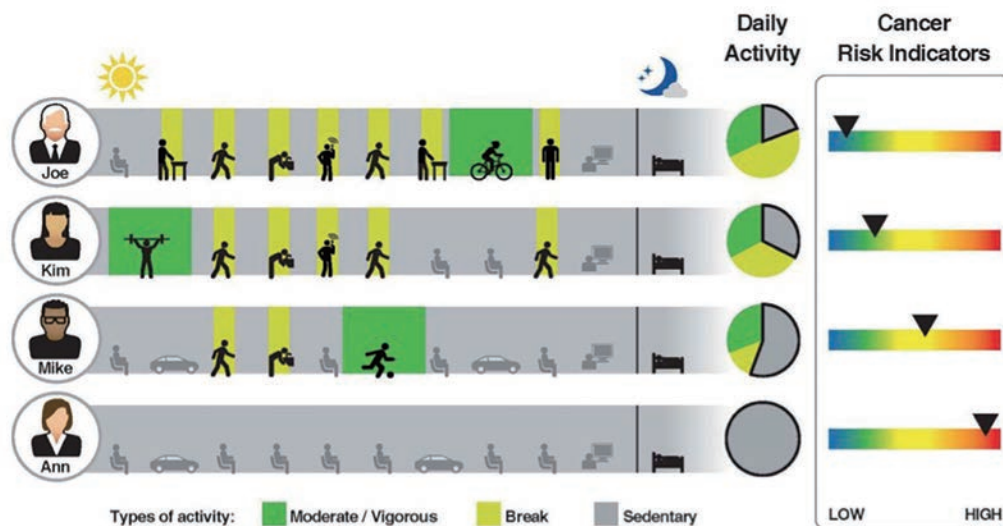


Writing a Script of a Mini-lecture

1 Read to understand the following passage with the help of the given chart, and then share your understanding with a partner.

It seems that everything, cellphones, microwaves, X-rays and so on, causes **cancer** these days. But how about sitting too long?

Yes. Sitting too long increases your risk of getting cancer in a very big way. The American Institute for Cancer Research held its annual conference early in 2012 and highlighted at that conference were **specific** research **findings** showing that 49,000 cases of **breast** cancer and 43,000 cases of **colon** cancer in the U.S. could be linked to **inactivity**.



2 Work in groups to discuss the following questions and note down the answers.

- 1) What is the problem?
- 2) What serious effects may it bring?
- 3) Does this problem exist among your schoolmates? How serious is it?
- 4) Do you have any fun sports or exercises to recommend to your schoolmates?
- 5) Why would you like to recommend them?

3 Suppose there is a “Let’s move!” movement in your school and you will give a mini-lecture to encourage your schoolmates to take outdoor activities after school. Work out the outline by following the tips below.

Outline

- 1) Introducing the phenomenon (a story, familiar examples, figures etc.)
- 2) Using facts and evidence to trace back to the core problem (statistics, reports, etc.)
- 3) Suggesting a solution and explaining why
- 4) Using a strong call-to-action to motivate the audience to join in the movement

4 Write the draft of the mini-lecture and then give the mini-lecture in class. The following sentence structures from the text may help you a lot.

Dear schoolmates,
 According to the American Institute for Cancer Research held in 2012, ...
 Thank you for listening!

Sentence structures

- 1) It’s easy to..., while it’s not so easy to...
- 2) But if you would rather care for your body without risking..., the best choice is to...

- 3) Its aim is to...
- 4) There are many good how-to books to get you started, or you can...
- 5) Scientists at... reported that... offers the greatest benefit to...
- 6) Previous studies have shown that... helps...
- 7) They can benefit from... to...
- 8) The best thing about... that...

Reading Further



▶ Getting Ready

- 1** Look at the following pictures and share what you know about them with a partner.



- 2** Look at the title of the coming passage and predict what it is mainly about. Then read to check your prediction.

It mainly tells us that _____.

▶ Reading

To Be a Champion, More than a Champion

The Chinese women's volleyball team once achieved a great honour in the last century and their spirit of never giving up inspired so many people. During the last decade, however, as the old volleyball players retired and the new ones were not strong enough, the team experienced difficulties, but winning an important match announced their return.

Last night, the Chinese women's volleyball team had a very important match against Brazilian team in the Rio Olympic Games. The expectation of success was very low because Brazilian team was so strong. They had been the champions in the last two Olympic Games while the Chinese team only won one match in their last 18 attempts. What's more, almost the whole of the audience was supporting the Brazilian team.

Winning the match seemed to be impossible for the Chinese team, but the girls held a firm belief and persisted in fighting until the last minute. During the final, both teams fought hard in each set of the match which lasted one hour and 37 minutes. China started slowly, losing the opening set at 19-25, but the girls made a comeback to take the next three sets at 25-17, 25-22, and 25-23 with coach Lang Ping's encouragement. Even though they lost the first game, they never gave up. Especially for the last two points, they were so brave and finally won the match. We saw these girls fight to the last minute.

At the end of the day, as Lang Ping said at a news conference after the game, "women's

volleyball team spirit” is not the final result, but a process. It has been passing on.

This women’s volleyball team spirit, which inspires a lot of people, is the reason for the team being full of positive energy. The spirit has become a symbol of the athletes’ hard struggle and motto. It has been tightly linked to their gain and loss, and ups and downs.

Today, the Chinese need the fighting spirit of the women’s volleyball team more than ever. As individuals, living in a time of drastic change with both opportunities and challenges, one needs the spirit to go sure-footed and step-by-step to reach afar.

For a big nation, walking forward to achieve development in an increasingly complicated domestic and international environment is never an easy job, and that makes the spirit of perseverance and the determination to fight on more necessary than ever.

To be a champion, more than a champion! May the fighting spirit of the Chinese women’s volleyball team be always with us.

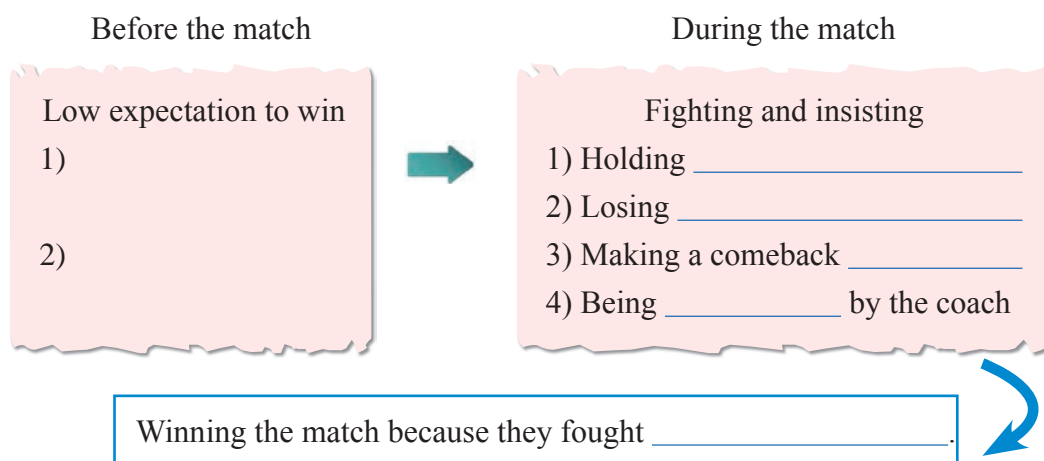
► Comprehending

1 Read the passage and choose the best answers.

- 1) This passage is _____.
 - A. a news story
 - B. a news commentary
 - C. a piece of news
 - D. a news report
- 2) You may most probably read it in a _____.
 - A. journal
 - B. magazine
 - C. news network on the Internet
 - D. brochure
- 3) The main purpose of the writer is to _____.
 - A. inform us of the good news
 - B. express his opinions on the event
 - C. express his admiration for the girls on the women’s volleyball team
 - D. call on the readers to learn the women’s volleyball team spirit

2 Read the passage again and complete the following diagram.

How did the women’s volleyball team win the match?



3 Do the activity by following the steps below.

Step 1 Work in groups to discuss what the women's volleyball team spirit means according to your understanding.

The women's volleyball team spirit means

*
*
*

Step 2 Read the last three paragraphs again and fill in the blanks.

In the writer's opinion, we can learn a lot from the women's volleyball team spirit.

For individuals, _____

For our nation, _____

Step 3 Discuss how you can learn from the girls on the women's volleyball team.

•
•
•

Step 4 Hold a class meeting to share your ideas.

Self-assessing

Reflect on your learning in this unit and rate each of the items according to the following rating scales. Then decide what you should do for further progress.

5=Exceeding expectations 4=Meeting expectations 3=Approaching expectations

2=Partially meeting expectations 1=Not meeting expectations

Item	Rating	Improvement
• I can illustrate the reasons why Tai Ji is the perfect exercise.		
• I can use quotations to support my argument.		
• I can use the infinitive as the predicative to describe a picture.		
• I can talk about my ambitions with my classmates.		
• I can write a script of a mini-lecture to encourage my schoolmates to take outdoor activities.		
• I can share ideas on the spirit of the Chinese women's volleyball team with my classmates.		

Challenging Yourself C

Olympic Pioneers

The most important thing in the Olympic Games is not winning but taking part; the essential thing in life is not conquering but fighting well.

—Pierre de Coubertin

Looking Ahead


After completing this project, you should be able to:

- gather relevant information from different sources;
- predict the structure and the main idea of the article based on the title;
- make comparisons and contrasts with the help of a chart;
- keep your interest in learning English consciously;
- reflect on the learning of the whole theme from the aspect of taking notes in self-learning and communication.

Learning Individually



- 1** Complete the information about two great figures in the development of the Olympics. You may search for the information if necessary.

Name: _____ Nationality: _____ Occupation: _____			Name: _____ Nationality: _____ Occupation: _____
--	---	--	--

- 2** If you are going to write a passage *Two Great Figures in the Olympics* to introduce them, what aspects are you going to cover?

► Reading and Thinking

Two Great Figures in the Olympics

Pierre de Coubertin was born to a French family in 1863. Influenced by the events of the late 19th century and his education, young Coubertin developed a firm belief that sports possessed the power to benefit human beings and encourage peace among the nations of the world.

Coubertin got his idea from the ancient Olympic Games, and began to **revive** the Games in 1892. Two years later, people meeting in Paris voted to hold the first modern Olympic Games in Athens in 1896, and every four years afterwards. As the driving force behind the new Olympic Movement, Coubertin was made president of the International Olympic Committee (IOC) in 1896 and held that post for 29 years. Over that time, Coubertin devoted his life and wealth to the establishment and growth of the modern Olympic Games. He created the Olympic **Charters**, the **Creed**, the athlete's Oath, and the opening and the closing ceremonies. His great contribution to the modern Olympic Games won him the title "Father of the Modern Olympics". Thanks to Coubertin's determination and untiring efforts, more and more athletes and nations of the world are united in this peaceful celebration and competition.

revive (vt.): bring back to life

charter ['tʃɑ:tə] (n.)
章程
creed [kri:d] (n.)
信条

Juan Antonio Samaranch, the seventh president of the IOC, was born in Barcelona, Spain, on July 7, 1920. In 1956, he became a member of the Spanish Olympic Committee and then was appointed vice president in 1967. His great influence in the Olympic Movement led him into the IOC's **executive board** in 1970. Four years later, he was elected vice president.

Since he became the president in 1980, the IOC has undergone vast changes. As the first IOC president to work full time at the job, he worked hard to push the IOC into the realities of the political and economic life of the late twentieth century. He made frequent trips



around the world and increased the IOC's cooperation with the UN as well as with many non-governmental organisations. Between 1983 and 1992, the IOC aid committee distributed

executive board
[ɪg'zekjətɪv bɔ:d]
执行委员会

\$95.7 million to **humanitarian** causes such as drug education and AIDS prevention worldwide. In order to keep the Olympic flame alive in the modern world, Samaranch reformed the tradition of Olympic amateurism practised ever since the start of the modern Olympic Movement. Today, professional athletes as well as amateurs are allowed to compete in this grand sports gathering.

He also made great efforts to promote women’s rights for equal participation in the Olympic family, bringing the women’s marathon, women’s football and baseball into the Games.

Juan Antonio Samaranch is a truly shining giant in Olympic history, as he greatly promoted the Olympic Games and made the sports accessible to billions of people across the world.

Humanitarian
[hju:ˌmæniˈteəriən]
means _____ in
Chinese.

► Analysing and Questioning

1 Read the articles and complete the following table.

	Coubertin		Samaranch	
Nationality				
Personal experiences	1863		1920	
	1892		1956	
	1896			joining the IOC’s executive board
		leaving the post of president of the IOC	1974 1980	
Achievement				

2 Read the articles again and describe the personality of Coubertin and Samaranch with the help of the adjectives in the box.

warm-hearted hardworking enthusiastic kind creative
energetic patient flexible friendly knowledgeable
upright strong-minded outstanding ambitious
devoted sociable peace-loving open-minded

Coubertin: _____

Samaranch: _____

3 Figure out the similarities and differences between the two figures based on Activity 1 and Activity 2.

Similarities: _____

Differences: _____


4 Reflect on what you have learned from the article and write down questions or problems for further discussion in class.

• Question Corner •

1) _____

2) _____

...



Learning Cooperatively



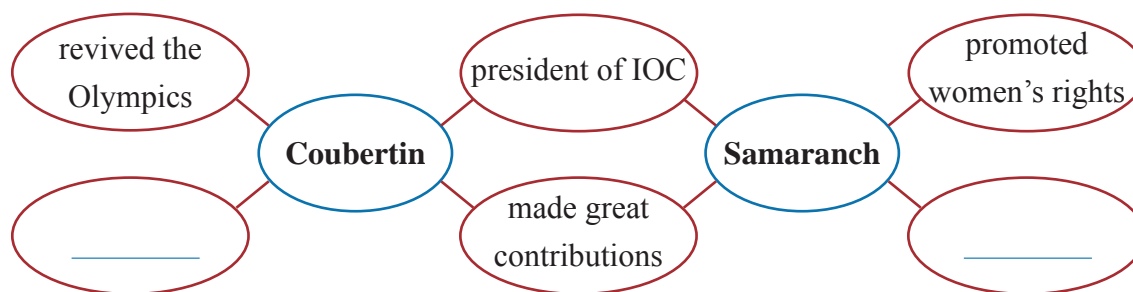
Phase 1 Sharing the individual work

- 1) Check and discuss your answers in Learning Individually and improve them.
- 2) Put forth your questions and work on them with your group members.

Phase 2 Exploring further

- 1) Do the following activities and share your understanding in groups.

Activity 1: Use another method to compare the two figures, e.g. a double-bubble diagram.

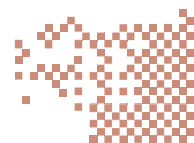


Activity 2: Select another great Olympic figure that has made great contributions to the development or reform of the Olympic Games by surfing the Internet or refer to the books in your school library. Then introduce the figure to the rest of the class.

- 2) Turn to your teacher for his/her comments and suggestions.

Phase 3 Utilising resources

Watch the following movies in Video Bank and get inspiration from them.



- Kobe Bryant’s retirement speech
- *London 2012—Countdown to the Olympics*

Learning Creatively



Work in pairs to talk about what you know about a marathon race, and then look at the title of the article to see whether you can answer the question. Read the article to check your answer.

Why Are Marathons 26.2 Miles Long?



So, you want to have a really long race that eventually will attract the best runners from around the world. Unlike other races with boring names like the “mile” and the “400-metres,” with their well-defined distances, your race commemorates an ancient Greek town with an unusual route totaling somewhere around 24 to 26 miles.

Well, if you’re Pierre de Coubertin, the founder of the International Olympic Committee and the Modern Olympics, that was exactly the plan for the marathon at the 1896 Olympics in Athens. In Greek history, the first marathon commemorated the run of the soldier Pheidippides from a battlefield near the town of Marathon, Greece, to Athens in 490 B.C.E. According to legend, Pheidippides ran approximately 25 miles to announce the defeat of the Persians to some anxious Athenians. He ran without stopping. When he arrived at Athens, he exclaimed, “We have won.” Then he dropped to the ground and died from exhaustion.

So, de Coubertin organised the first official race from the Marathon Bridge to the Olympic Stadium in Athens, a distance of about 24.85 miles or 40,000 metres. Spiridon Louis, a Greek postal worker, won that first race in 2 hours, 58 minutes, 50 seconds, finishing seven minutes ahead of the pack. Of the 25 participants, only 9 runners hit the finish line.

In 1896, when the first of the modern Olympics were held in Athens, it was decided to recall the ancient glory of Greece by running a marathon race. Ever since then, it has been a tradition for the Men’s Marathon to be the last event of the games and have the finish line inside the Olympic stadium.

After 1896, the next few Olympic marathons varied in distance with the idea that as long as all runners ran the same course, there was no need to keep the distance exactly the same.

For the 1908 London Olympics, the course was laid out from Windsor Castle to White City stadium, about 26 miles. However, to locate the finish line in front of the royal family’s viewing box, an extra 385 yards was added inside the stadium.

Despite the success of that first race, it took 13 more years of arguing before the International Amateur Athletic Federation (IAAF) adopted the 1908 distance as the official marathon. In fact, of the first seven modern Olympics, there were six different distances.

Today, there are more than 800 organised marathons in 64 countries around the world each year, with more than 425,000 marathon finishers in the United States alone. Some of these belong to the Association of International Marathons and Distance Races (AIMS), which has grown since its foundation in 1982 to embrace over 300 member events in 83 countries and territories. The marathons of Berlin, Boston, Chicago, London, New York City and Tokyo form the biennial World Marathon Majors series, awarding \$500,000 annually to the best overall male and female performers in the series. Many big cities now have marathons, which are very popular as tourist attractions. Thousands of people travel every year from all over the world to watch or compete in the marathons. Of course, hardly any modern marathon runners die from exhaustion like Pheidippides, because they prepare properly and drink enough water while they are running. As many of these veterans will tell you, the first 26 miles are easy, but it is that last quarter mile that will kill you.



Do the following activities.

- 1) Work in pairs to discuss what messages you can get from the last sentence in the article. Then share your ideas in class.
- 2) Discuss with your group members whether you'd like to run the full marathon if you are offered a chance, and why.

Learning Reflectively

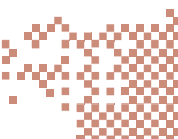


Refer back to Guiding Page and Looking Ahead in Theme C to reflect on your learning. Write down your discoveries.

- 1) When and why do you usually take notes?
- 2) How do you do it?

When and why: _____

How: _____



Notes

Unit 1 Plants

Reading Actively



1. It has long leaves that sway in the wind like slim fingers reaching to touch something.
它那细长的叶子在风中摇动，好像纤细的手指正伸出去触摸什么东西似的。
此句中that从句为定语从句，修饰先行词leaves; reaching to touch something为分词短语作后置定语，修饰fingers。
2. Not all bamboo grows tall. 并不是所有的竹子都长得高。
此句为部分否定。“Not all...”，意为“并非……都”。例如：
Not all birds can fly. 并非所有的鸟都能飞。
3. ... although new shoots of bamboo will come up from around the roots of the old ones.
尽管新笋总会从老朽的竹根的四周发芽。
come up 发芽；发生；出现；（问题等）被提出。例如：
The problem came up at the meeting. 会上提出了这一问题。

Reading Further



1. On the end of every dandelion seed is a tiny umbrella that helps it to float off on the wind.
在每粒蒲公英种子的末端都长着一把小伞，帮助种子随风飘荡。
表地点的介词短语在句首，句子要进行完全倒装。
2. In the warm, moist, southern part of our country many of the trees have a great deal of hanging moss. 在我国温暖湿润的南方，很多树全身都爬满了苔藓。
此句中a great deal of 表示“许多”，后面接不可数名词。修饰不可数名词的还有：much, a large amount of。其后的谓语动词用单数形式。

Unit 2 Animals

Reading Actively



1. Once it has their attention, it flies through the forest, constantly waiting for the curious

animal or person as it leads them to the nest.

一旦成功地引起了他们的注意，它便展翅往森林深处飞去。一路上它飞飞停停，引着那些被挑起了好奇心的动物或路人来到蜂巢前。

此句中once = as soon as/when, “一旦，一……就……”；constantly = continually “经常地”。

2. Scientists do not know how the honey guide digests the wax, but it is very determined in its efforts to get it. 科学家们目前还不知道导蜜鸟是怎么消化这些蜡的，但它那种想要吃到蜡的决心十分坚定。句首的it指代the honey guide, 句末的it指代the wax。

////// Reading Further //////////////////////////////////////



1. Jane Goodall: 珍·古道尔博士，以研究大猩猩著名。她1960年开始在坦桑尼亚的冈比国家公园工作，在那里生活了近40年。
2. No, it took a long time. 没有，花了很长一段时间（它们才接纳我）。
此句为省略句。完整的句子应为: It took a long time before the chimpanzees accepted me.

Challenging Yourself A Man and Pets

1. A bronze statue based on his likeness was erected at the station.
以八公肖像为原型的铜像被立放在车站。
likeness *n.* 相象；肖像
2. Today it still stands and is a popular attraction with hundreds of people every day having their photographs taken with it.
今天它仍然屹立不倒，成了一个受欢迎的景点，每天都有成百上千的人和它合影留念。
it 在这里指的是八公的雕塑。
have sth. done 让 / 找人做某事；让某事发生

Unit 3 Dreams and Dreamers

////// Reading Actively //////////////////////////////////////



1. On the front page was a large red F with a note that read “See me after class.”
在首页上是一个大大的、红色的“不及格”，还有一张纸条写着：“下课后来见我。”
这是一个倒装句。正常的语序是 A large red F with a note that read “See me after class.” was on the front page. 因为 note 后有 that 引导的从句，为了句子结构的平衡而进行了倒装。
F 指 fail 或 failure, 意为“不及格”。
2. The boy went home and thought about it long and hard. 男孩回到家里，苦思良久。
本句中 long 和 hard 都是副词。long 的意思是“长时间地；长久地；长期地”；hard 的意思是“努力地；辛苦地；费劲地”。

3. No matter what, follow your heart. 不管发生什么，跟着你的心走。

本句在汉语中相类似的说法是：走自己的路，让别人说去吧。

Reading Further



1. One week after I gave my notice, my husband was laid off from his job.

在我提出辞呈一个星期后，我丈夫被解雇了。

give notice: 指在辞职前提前通知自己的工作单位。

lay sb. off 解雇某人

2. I decided I still wanted to move forward rather than end up with a mouthful of “if onlys” later on. 我决定我仍然要继续向前，而不要“老来空悲切”。

if onlys: 是将连接词 if only 转化为名词用，意思是经常假设“要是……就好了”，却不采取实际行动。

3. The world always makes way for the dreamer. 世界总是为梦想者让路。

make way for sb./sth. 让（某人/某事物）通过；给（某人/某事物）让路

Unit 4 Perseverance and Success

Reading Actively



1. ... I said, “Forget the daffodils, Carolyn! The road is invisible in the fog, and there is nothing in the world except you and these children that I want to see badly enough to drive another inch! And then I’m heading for home as soon as it clears.” ……我说：“别提什么水仙花了，卡罗琳！在大雾里，根本就看不清路。再说，除了我最想看到的你和孩子们，这世界上没有什么能让我再开上哪怕是一英寸的路。雾一散开，我就马上开车回去。”

注意：that引导的部分是一个定语从句。I’m heading for home... 中的正在进行时态表将来。

2. Each different-coloured variety was planted as a group so that it swirled and flowed like its own river with its own unique colour. 相同颜色的花被种在了一起，它们就像一条条小河，打着漩涡流淌着，闪烁着自己独一无二的色彩。

3. I thought of this woman whom I had never met, who, more than thirty-five years before, had begun—one bulb at a time—to bring her vision of beauty to a remote mountain top. 我想到我从未谋面的那位妇人。她在至少35年前就已经开始每次一株地种植水仙花，把她关于美的想象带到了这个偏僻的山顶上。

句中 whom I had never met 和 who had begun to bring her vision of beauty to a remote mountain top 是两个并列的定语从句，先行词都是 this woman。另外，在后一个定语从句中 more than thirty-five years before 是时间状语前置，突出这一时间，也使句子语义层次更清晰。

4. The principle her daffodil garden taught, is, learning to move toward our goals and desires one step at a time—often just one baby-step at a time—and learning to love the doing,

learning to use the accumulation of time. 她的水仙花园教会我们一个原则：学会每次朝着自己的目标和愿望前进一步——通常每次都只是一小步——还要学会热爱自己所做的事，学会利用时间的累积。

句中 her daffodil garden taught 是一个定语从句，先行词是 the principle；is 后面的 learning to move... learning to love... learning to use... 部分是三个并列的表语成分。

//// //// Reading Further //// ////



1. Have you ever seen how frail young grass grows out from under debris and rubble? 你看见过被压在瓦砾和石块下面的一棵小草的生成吗？
how young grass grows out from under debris and rubble 是宾语从句。
debris ['deɪbrɪ:] n. 碎片；残骸
rubble ['rʌbl] n. 碎石；碎砖
2. So long as there is life, the force will show itself. 只要生命存在，这种力就要显现。
so long as 意为“只要；如果”，show itself 意为“呈现”。

Challenging Yourself B Great Figures

1. Apart from his tremendous contribution to science, he embraced popular culture with enthusiasm and humour, appearing in the TV cartoon, *The Simpsons*, starring in *Star Trek*, *Conan O'Brien*, *The Big Bang Theory*, and more.
除了他对科学的巨大贡献之外，霍金还以热情和幽默的态度拥抱流行文化。他出演过电视动画片《辛普森一家》，在《星际迷航》《柯南脱口秀》《生活大爆炸》等中都有出镜。
2. He was a man who pushed the limits and showed the world the truth that physical defects could never prevent the achievement of great souls.
不断挑战极限的霍金向世人展示了这样一个真理：身体的缺陷永远无法阻止伟大灵魂的成就。

Unit 5 Olympic History

//// //// Reading Actively //// ////



1. For the first time in the history of the Games, women and men compete in the same number of events. 在奥运会历史上，女子和男子首次在同样数量的体育项目中展开角逐。
2. Winter sports were added to the Olympic Games as early as 1908 with figure skating.
早在1908年，冬季奥运会成为奥运会的一部分，花样滑冰成为冬季奥运会的一个项目。
3. So there are the Olympic Games every two years, alternating winter and summer.
因此，每两年就有一次奥运会，冬季奥运会与夏季奥运会交替举行。

Reading Further



1. It combines the arts of Chinese characters, seal carving and the art of handwriting, and has the rich and great cultural content of the East in the form of a seal. 它结合了汉字艺术、印章雕刻、书法的艺术性，以印章的形式体现出丰富的东方文化的内涵。
combine... and... 把……和……结合起来
2. Its natural appearance, simplicity, smoothness and easiness are in total harmony with the emblem and the Olympic rings, thus forming a unique style. 字体自然、简约、流畅、从容，与会徽和奥运五环融为一体，别具风格。
be in harmony with 与……和睦相处
3. It is a witness to the Chinese nation's admiration for the Olympic spirit, ...
它是中华民族对奥运精神的崇拜的见证……
be (a) witness to sth. 目击；看见
4. The emblem is a symbol of faith, a show of confidence and a solemn commitment that the host city Beijing has made to the world and human beings.
会徽是信念的象征、信心的展示以及主办城市北京向世界和人类做出的庄严承诺。
a symbol (of sth.) ……的象征。例如：
White has always been a symbol of purity in Western cultures. 在西方文化中，白色一向象征着纯洁。
a symbol (for sth.) 象征；符号；记号。例如：
What is the chemical symbol for copper? 铜的化学符号是什么？

Unit 6 The Spirit of Sports

Reading Actively



1. ... but if you would rather care for your body without risking life or limbs or increasingly creaky joints, the best choice is to practise Tai Ji.
但如果你爱惜身体，不愿意让关节磨损、四肢受伤甚至搭上性命，那么最好的选择便是练习太极。
risk在此处用作及物动词，意思是“使……冒风险”；creaky是动词creak的形容词，意思是“嘎吱作响的”；limb作复数指“四肢”。本句是指上文提到的马拉松等极限运动有可能会损伤身体甚至危及生命。
2. There are several styles of Tai Ji, but most of them start with a series of controlled movements, or forms, with names like Grasping the Sparrow's Tail and Repulse the Monkey.
太极拳分为很多门派，但它们大多以一系列固定的动作或者招式开始。招式的名称包括揽雀尾、倒撵猴等。

本句的style翻译为“门派；流派”。传统太极拳门派众多，常见的太极拳流派有陈式、杨式、武式、吴式、孙式、和式等派别，各派既有传承关系，相互借鉴，也各有自己的特点。

3. It can take a few months for the effects of Tai Ji to kick in, but when they do they can act as a gateway to a new lifestyle.

练太极的效果要几个月后才能显现，但一旦起效，它们将带你进入一种全新的生活方式。

kick in这里是固定词组，修饰句子前面的effects，意思是“发挥作用”。例如：

You may suffer an intense pain before the effects of pain killer kick in.

在止痛药发挥药效之前，你可能会遭受剧痛。

//////// Reading Further //////////



1. Winning the match seemed to be impossible for the Chinese team, but the girls held a firm belief and persisted in fighting until the last minute.

虽然这场比赛中国队似乎没有胜算，但姑娘们还是抱着坚定的信念，坚持战斗到最后一刻。

hold a belief: to have a belief about sb./sth. 怀有、持有（信念）

the last minute, 意为“最后时刻；最后关头”。

2. During the final, both teams fought hard in each set of the match which lasted one hour and 37 minutes.

决赛共耗时1小时37分钟，双方在每一局中都拼尽了全力。

final: the last of a series of games or competitions in which the winner is decided 决赛

set: one section of a match in games such as tennis or volleyball （网球、排球比赛等的）盘；局

Challenging Yourself C Olympic Pioneers

1. Influenced by the events of the late 19th century and his education, young Coubertin developed a firm belief that sports possessed the power to benefit human beings and encourage peace among the nations of the world. 在19世纪末所发生的事件和所受教育的影响下，年轻的顾拜旦渐渐形成了一种强烈的观念：体育运动有益于人类，有促进各国间和平的力量。

此句中Influenced by the events of the late 19th century and his education是过去分词短语作状语，that sports possessed the power to benefit human beings and encourage peace among the nations of the world是同位语从句，与belief是同位关系。其中encourage peace among the nations of the world与benefit human beings是并列关系。

2. Two years later, people meeting in Paris voted to hold the first modern Olympic Games in Athens in 1896, and every four years afterwards. 两年后人们在巴黎召开会议，投票决定于1896年在雅典举行第一届现代奥林匹克运动会，之后每四年举行一次。

此句中meeting in Paris是现在分词短语作定语，可用定语从句who met in Paris替代。

every four years: 每四年，还可以说：every fourth year.

Word Learning Booster

Words for Production 中的词汇为课标要求掌握的词汇; Words for Recognition 中及带有 * 的词汇为只需要理解的词汇; 红色的词汇为根据构词法复习初中所学词汇。

Unit 1

Reading Actively

I Words for Production

slim [slɪm] *adj.* 纤细的; 苗条的; 小的; 不足的 (3)

ankle [ˈæŋkl] *n.* 脚踝 (3)

brush [brʌʃ] *vt.* 轻轻掠过 *n.* 刷子; 画笔 (3)

cool [ku:l] *vt./vi.* 冷却; (使) 变冷 *adj.* 凉爽的; 冷静的 (3)

shoot [ʃu:t] (shot, shot) *n.* 竹笋 *vt./vi.* 射击; 拍摄 (3)

remarkable [rɪˈmɑ:kəbl] *adj.* 不平常的; 非凡的 (3)

birdcage [ˈbɜ:dkeɪdʒ] *n.* 鸟笼 (4)

fence [fens] *n.* 围墙; 栅栏; 篱笆 (4)

pipe [paɪp] *n.* 管; 导管; 烟斗 (4)

can [kæn] *n.* 金属罐 (4)

ship [ʃɪp] *vt.* 船运; 运送 (4)

II Words for Recognition

sway [sweɪ] *vt./vi.* 摇摆; 摇动 (3)

stem [stem] *n.* 茎; 干 (3)

hollow [ˈhɒləʊ] *adj.* 空心的; 中空的 (3)

tender [ˈtendə] *adj.* 嫩的; 纤弱的; 温柔的 (4)

crisp [krɪsp] *adj.* 脆的; 脆嫩的; 清脆的 (4)

pulp [pʌlp] *n.* 纸浆; 果肉 (4)

walking stick 拐杖 (4)

fishing pole 钓鱼竿 (4)

III Phrases and Expressions

look more like 看起来更像 (3)

different kinds of 各种各样 (3)

in all 总共 (3)

come up 成长; 生长 (3)

do with 处理; 利用 (3)

cut down 砍倒 (3)

at the same time 同时 (3)

(be) made of... 由……制成 (3)

put... into... 把……放入…… (4)

take out 拿出; 取出; 去掉 (4)

be made into 做成 (4)

Exploring & Using

contest [ˈkɒntest] *n.* 竞赛 (8)

around the corner 即将来临 (8)

figure out 想出 (8)

- contestant [kən'testənt] *n.* 选手 (8)
 persuade [pə'sweɪd] *vt./vi.* 说服;劝说 (9)
 take action 采取行动 (9)
 engage [ɪn'geɪdʒ] *vt./vi.* 从事;使……订婚;聘用 (9)

Listening, Understanding & Communicating

- sunflower [ˈsʌnˌflaʊə] *n.* 向日葵 (10)
 loveliness [ˈlʌvɪnəs] *n.* 美丽;迷人 (10)
 lovely [ˈlʌvli] *adj.* 可爱的;迷人的
 thorn [θɔːn] *n.* 刺;荆棘 (10)
 proverb [ˈprɒvɜːb] *n.* 谚语;格言 (10)

Reading, Speaking & Writing

- Students' Union 学生会 (11)
 statement [ˈsteɪtmənt] *n.* 陈述;声明 (11)

Reading Further

I Words for Production

- airplane [ˈeəpleɪn] *n.* 飞机 (12)
 dust [dʌst] *n.* 尘土;灰尘 (12)
 dusty [ˈdʌstɪ] *adj.* 满是灰尘的;灰尘覆盖的
 hanging [ˈhæŋɪŋ] *adj.* 悬垂的;垂下的 (12)
 growth [grəʊθ] *n.* 生长物;赘生物 (12)
 lid [lɪd] *n.* 盖子 (12)
 trap [træp] *n.* 陷阱 *vt.* 困住 (12)
 sticky [ˈstɪki] *adj.* 粘的;黏性的 (12)
 fly [flaɪ] *n.* 苍蝇;蝇 *vt./vi.* 驾驶飞机;飞行 (12)
 unable [ʌn'eɪbl] *adj.* 不会的;无能力的;不能胜任的 (12)
 able [ˈeɪbl] *adj.* 有能力的;能干的
 drown [draʊn] *vt./vi.* 淹死;淹没(声音) (12)

II Words for Recognition

- queer [kwɪə] *adj.* 奇怪的;可疑的 *n.* 怪人 (12)

- dandelion [ˈdændɪləɪən] *n.* 蒲公英 (12)
 float [fləʊt] *vt./vi.* 浮动;飘浮 *n.* 漂浮物 (12)
 moist [mɔɪst] *adj.* 潮湿的;湿润的 (12)
 moss [mɒs] *n.* 苔藓 (12)
 pitcher plant 猪笼草 (12)
 bug [bʌg] *n.* 虫子;小病;(机器)故障 (13)

III Phrases and Expressions

- get ready to do 准备好做…… (12)
 fly away 飞走;飞开 (12)
 float off (搁浅的船等)浮起 (12)
 a great deal of... 大量;许多(后面接不可数名词) (12)
 a great many 许多(后面接可数名词) (12)
 hang up 把……挂起来;挂断电话 (12)
 hear of 听说 (12)
 fall into 落入;陷入 (13)

Unit 2

Reading Actively

I Words for Production

- source [sɔːs] *n.* 来源;水源 (16)
 nest [nest] *n.* 巢;窝 (16)
 honeycomb [ˈhʌnɪkəʊm] *n.* 蜂房;蜂巢 (16)
 comb [kəʊm] *n.* 梳子;毛刷
 constantly [ˈkɒnstəntli] *adv.* 不变地;经常地 (16)
 constant [ˈkɒnstənt] *adj.* 经常的;不断发生的
 patiently [ˈpeɪʃntli] *adv.* 有耐性地;有毅力地 (16)
 patient [ˈpeɪʃnt] *adj.* 耐心的 *n.* 病人
 patience [ˈpeɪʃns] *n.* 耐心;忍耐;毅力
 beekeeper [ˈbiːkiːpə] *n.* 养蜂人 (16)

keeper ['ki:pə] *n.* 饲养员;看守人

conjunction [kən'dʒʌŋkʃn] *n.* 结合;连词
(16)

II Words for Recognition

wax [wæks] *n.* 蜡;蜡状物 (16)

beehive (also hive) ['bi:haiv] *n.* 蜂窝;蜂箱
(16)

tribesman ['traibzmən] *n.* 部落成员 (16)

leopard ['lepəd] *n.* 豹;美洲豹 (17)

revenge [ri'vendʒ] *n./vt.* 报仇;复仇 (17)

III Phrases and Expressions

take... from 从……中取出 (16)

attract the attention of 吸引……的注意
(16)

take one's share 取……的份额 (16)

be determined to 决定做…… (16)

be sure of 确信 (16)

be grateful to 感激…… (16)

be afraid of 害怕…… (16)

lead... to 通往……;引向…… (17)

in revenge 报复 (17)

Exploring & Using

mammal ['mæml] *n.* 哺乳动物 (21)

radar ['reɪdɑ:] *n.* 雷达 (21)

Listening, Understanding & Communicating

in other words 换句话说 (21)

feather ['feðə] *n.* 羽毛 (21)

perform [pə'fɔ:m] *vt.* 执行;表演 (21)

drive [draiv] (drove, driven) *vt.* 推动;驱使
(21)

ancestral bird 原始鸟类 (21)

refine [ri'faɪn] *vt.* 精炼;改善;使高雅 (22)

peacock ['pi:kɒk] *n.* 孔雀 (22)

to put it in another way 换句话说 (22)

wetland ['wetlənd] *n.* 湿地;沼泽地 (22)

habitat ['hæbɪtæt] *n.* 栖息地 (22)

forestry ['fɔ:ɪstri] *n.* 林业;林学 (23)

reintroduce [,ri:ɪntrə'dju:s] *vt.* 再引入
(23)

Reading, Speaking & Writing

measure ['meɪʒə] *vt./vi.* 计量;估计;判断
(23)

degrade [di'greɪd] *vt./vi.* 降低 (23)

confirmed [kən'fɜ:md] *adj.* 确认的 (23)

due to 由于 (23)

Reading Further

I Words for Production

training [treɪnɪŋ] *n.* 训练;培训 (25)

train [treɪn] *vt.* 训练;教育 *n.* 火车

reserve [ri'zɜ:v] *vt.* 储备;保留;预约 (25)

continual [kən'tɪnjuəl] *adj.* 连续的;频繁的
(26)

conduct [kən'dʌkt] *vt.* 实施;处理 (26)

conductor [kən'dʌktə] *n.* 管理人;指挥;导体

mistreat [,mɪs'tri:t] *vt.* 虐待 (26)

treat [tri:t] *vt.* 对待;治疗 *n.* 款待

II Words for Recognition

chimpanzee [,tʃɪmpən'zi:] *n.* 黑猩猩 (25)

fascinating ['fæsɪneɪtɪŋ] *adj.* 迷人的 (25)

orphan ['ɔ:fən] *n.* 孤儿 (26)

III Phrases and Expressions

used to (过去)常常做…… (25)

get close to 接近 (25)

take... as 把……当成 (25)

set up 建立;建造 (26)

look after/take care of 照顾;照看 (26)

no matter 不管 (26)

bring about 导致;引起;造成 (26)

Challenging Yourself A

I Words for Production

idiom ['ɪdɪəm] *n.* 成语; 习语 (28)

routine [ru: 'ti:n] *n.* 常规; 例行程序 (29)

precisely [prɪ 'saɪsli] *adv.* 精确地; 恰好地 (29)

precise [prɪ 'saɪs] *adj.* 精确的; 准确的

due [dju:] *adj.* (车、船) 预定应到的; 由于 (29)

treat [tri:t] *n.* 款待 *vt.* 对待; 治疗 (29)

peacefully ['pi:zəfəli] *adv.* 平静地; 安宁地 (29)

complete [kəm'pli:t] *vt.* 完成 *adj.* 完全的; 完整的 (30)

uncompleted [ʌnkəm'pli:tɪd] *adj.* 未完成的 (30)

completed [kəm'pli:tɪd] *adj.* 完整的; 建成的

engagement [ɪn'geɪdʒmənt] *n.* 约定; 约会; 订婚 (30)

engage [ɪn'geɪdʒ] *vt./vi.* 从事; 参与

sensation [sen'seɪʃn] *n.* 感觉; 知觉; 轰动 (30)

sense [sens] *vt.* 感觉到 *n.* 感觉

faithfulness ['feɪθfʊlnəs] *n.* 忠诚 (30)

faithful ['feɪθfʊl] *adj.* 忠诚的

faith [feɪθ] *n.* 信念; 信仰

unconditional [ʌnkən'dɪʃənl] *adj.* 无条件的 (30)

conditional [kən'dɪʃənl] *adj.* 有条件的

condition [kən'dɪʃn] *n.* 条件; 状态

II Words for Recognition

commuter [kə'mju:tə] *n.* (远距离) 上下班往返的人 (29)

nourish ['nʌrɪʃ] *vt.* 滋养; 抚养 (29)

loyalty ['lɔɪəlti] *n.* 忠心; 忠诚 (29)

legendary ['ledʒəndri] *adj.* 传奇的; 极其著名的 (30)

cremate [krə'meɪt] *vt.* 火葬 (30)

ash [æʃ] *n.* 灰; 灰烬; 骨灰 (复数时) (30)

bronze [brɒnz] *adj.* 青铜制的; 青铜色的 *n.* 青铜 (30)

erect [ɪ'rekt] *vt.* 建造; 使竖立 (30)

III Phrases and Expressions

hundreds of 成百上千的 (29)

pass by 经过; 走过 (29)

take... as a pet 把……当作宠物 (29)

above all 首先; 尤其是 (29)

treat... as 对待; 把……看作 (29)

over the next year or so 在接下来的一年左右 (29)

see sb. off 送行; 送别 (29)

at the nearby train station 在附近的火车站 (29)

pick... up 接某人; 捡起…… (29)

return... from work 下班回家 (29)

as usual 像往常一样; 照例 (29)

show up 出现; 露面 (29)

give a lecture 做讲座 (29)

in vain 徒劳 (29)

pass away 去世 (29)

based on his likeness 基于他的肖像 (30)

have one's photograph taken with... 与……一起拍照片 (30)

It is said that... 据说 (30)

Unit 3

Reading Actively

I Words for Production

trainer [ˈtreɪnə] *n.* 培训者;培训师 (37)

continually [kənˈtɪnjuəli] *adv.* 不停地;一再地 (37)

continual [kənˈtɪnjuəl] *adj.* 不断的;连续的

continue [kənˈtɪnjuː] *vi.* 继续;连续

vt. 使……继续

senior [ˈsiːniə] *n.* 毕业班学生 *adj.* 较年长的;年资较深的 (37)

unrealistic [ˌʌnrɪəˈlɪstɪk] *adj.* 不现实的;不切实际的 (37)

realistic [ˌrɪəˈlɪstɪk] *adj.* 现实的;实际的

rewrite [riːˈraɪt] (rewrote; rewritten) *vt.* 重写 (37)

reconsider [ˌrɪkənˈsɪdə] *vt.* 重新考虑 (37)

consider [kənˈsɪdə] *vt.* 考虑

camp [kæmp] *vi.* 露营 *n.* 营地 (38)

II Words for Recognition

stable [ˈsteɪbl] *n.* 马厩 (37)

ranch [rɑːntʃ] *n.* 牧场;大农场 (37)

itinerant [aɪˈtɪnərənt] *adj.* 巡回的;巡游的 (37)

fireplace [ˈfaɪəpleɪs] *n.* 壁炉 (38)

III Phrases and Expressions

in great detail 非常详细地 (37)

put one's heart into 用心于……;在……上花心血 (37)

make up one's mind 做出决定;下定决心 (37)

turn in 上交(作业、报告等;与 hand in 同义) (37)

camp out 野营 (38)

something of 多少有点 (38)

Exploring & Using

barrier [ˈbæriə] *n.* 障碍物 (42)

destiny [ˈdestəni] *n.* 命运 (42)

approve [əˈpruːv] *vi.* 赞成 *vt.* 批准 (42)

pathway [ˈpɑːθweɪ] *n.* 路 (42)

uncover [ʌnˈkʌvə] *vt.* 发现;揭开 (42)

await [əˈweɪt] *vt.* 等候;等待 (42)

Listening, Understanding & Communicating

department [dɪˈpɑːtmənt] *n.* 系;科;部门 (43)

economics [ˌiːkəˈnɒmɪks] *n.* 经济学 (43)

economic [ˌiːkəˈnɒmɪk] *adj.* 经济的;经济学的

major in 主修 (43)

Preschool Education 学前教育 (43)

dream of 梦想 (43)

kindergarten [ˈkɪndəɡɑːtən] *n.* 幼儿园 (43)

handle [ˈhændl] *vt.* 处理;应付 (43)

related to 与……有关 (43)

go abroad to further one's study 去国外深造 (43)

intention [ɪnˈtenʃn] *n.* 目的;意图 (43)

Tokyo [ˈtəʊkiəʊ] *n.* 东京 (43)

Reading, Speaking & Writing

webpage [ˈwebpeɪdʒ] *n.* 网页 (44)

comment on 评论 (44)

reversed [rɪˈvɜːst] *adj.* 颠倒的;相反的 (44)

chronological order 时间顺序 (44)

editor [ˈedɪtə] *n.* 编辑;编者 (44)

insight [ˈɪnsaɪt] *n.* 洞察力;领悟;了解 (44)

Reading Further

I Words for Production

salesperson [ˈseɪlzpɜːsn] *n.* 售货员 (46)

salesgirl [ˈseɪlɡɜːl] *n.* 女店员

salesman/woman [ˈseɪlzmən]/

[ˈseɪlzwʊmən] *n.* 售货员; 推销员

motivational [ˌmɒtɪv'eɪʃənl] *adj.* 激励信
心的; 激发兴趣的 (46)

motivation [ˌmɒtɪv'eɪʃn] *n.* 动力; 动机

motivate [ˌmɒtɪveɪt] *vt.* 激发; 成为……的
动机

relationship [rɪˈleɪʃnʃɪp] *n.* 关系 (46)

relation [rɪˈleɪʃn] *n.* 关系

secure [sɪˈkjʊə] *adj.* 安全的; 有把握的
(46)

security [sɪˈkjʊərəti] *n.* 安全; 保证

position [pəˈzɪʃn] *n.* 职位; 位置; 姿态 (46)

degree [dɪˈɡriː] *n.* 学位; 程度 (46)

monthly [ˈmʌnθli] *adj.* 每月的 (46)

payment [ˈpeɪmənt] *n.* 付账; 付款; 支付
(46)

mouthful [ˈmaʊθfʊl] *n.* 一口; 满口 (46)

regional [ˈrɪdʒənl] *adj.* 地区的; 区域的
(46)

tearfully [ˈtɪəfəli] *adv.* 眼泪汪汪地 (46)

tempting [ˈtemptɪŋ] *adj.* 诱人的; 动人的
(46)

client [ˈklaɪənt] *n.* 顾客; 主顾 (46)

II Words for Recognition

sales-trainer *n.* 销售培训人员 (46)

sales manager 销售经理 (46)

incredible [ɪnˈkredəbl] *adj.* 了不起的; 令人
惊异的; 难以置信的 (46)

credible [ˈkredəbl] *adj.* 可靠的; 可信的

III Phrases and Expressions

tear off 撕开; 撕烂 (46)

raise one's spirits up to the ceiling 使……
精神振奋 (46)

at the height of 在……的高峰; 在……的
顶点 (46)

make one's decision 做出决定 (46)

stick to sth. 坚持; 不放弃 (46)

lay sb. off 解雇 (46)

rather than 而不是 (46)

end up with sth. 以……为结束 (46)

later on 以后 (46)

hold fast to 坚持; 不放弃 (46)

get on with sth. 继续…… (46)

at the top of 在……顶上 (46)

Unit 4

Reading Actively

I Words for Production

unwillingly [ʌnˈwɪlɪŋli] *adv.* 勉强地; 不情
愿地 (50)

forgive [fəˈɡɪv] (forgave, forgiven) *vt.* 原
谅; 饶恕 (50)

grand [ɡrænd] *adj.* 盛大的; 豪华的; 重大的;
主要的 (50)

midst [mɪdst] *n.* 中间 *prep.* 在……中间
(50)

vision [ˈvɪʒn] *n.* 幻想; 幻影; 视力; 视野
vt. 想象; 幻想 (51)

inspiration [ɪnspəˈreɪʃn] *n.* 灵感; 鼓舞人
心的人或事 (51)

accumulation [əˌkjuːmjəˈleɪʃn] *n.* 积聚;
堆积物 (51)

accumulate [əˈkjuːmjəleɪt] *vt./vi.* 堆积;
积累; 积聚; 逐渐增加

sum [sʌm] *vi.* 共计 *n.* 总数;和;金额 (51)

II Words for Recognition

daffodil [ˈdæfədɪl] *n.* 水仙花 *adj.* 水仙花色的 (50)

gasp [gɑːsp] *vi.* 喘息;气喘;屏息
vt. 气喘吁吁地说 (50)

barrel [ˈbærəl] *n.* 桶 *vt.* 装入桶内 (50)

slope [sləʊp] *n.* 斜坡;斜面;山坡 *vt./vi.* (使)倾斜 (50)

swirl [swɜːl] *n.* 漩涡 *vt.* 使成漩涡 *vi.* 打漩;盘绕;头晕 (50)

bulb [bʌlb] *n.* (植)球茎;球形物;电灯泡 (51)

III Phrases and Expressions

head for... 出发前往……;动身前往…… (50)

in the midst of... 在……之中 (50)

at a time 每次;在某时 (51)

in a way 在某种程度上;稍稍 (51)

sum up 概括;总结;计算……的总数 (51)

Listening, Understanding & Communicating

reporter [rɪˈpɔːtə] *n.* 记者 (56)

annoying [əˈnɔɪɪŋ] *adj.* 讨厌的;恼人的 (56)

swimmer [ˈswɪmə] *n.* 游泳运动员 (57)

would rather 宁愿;宁可 (57)

keep on doing sth. 继续…… (57)

gradually [ˈgrædʒuəli] *adv.* 逐渐地;渐渐地 (57)

totally [ˈtəʊtəli] *adv.* 完全地;绝对地 (57)

total [ˈtəʊtl] *adj.* 总的;完全的

unhappy [ʌnˈhæpi] *adj.* 不快乐的;不幸福的 (57)

at weekends 在周末;周末时光 (57)

award cup 奖杯 (57)

grow up 成长;长大 (57)

Viewing, Speaking & Writing

needle [ˈniːdl] *n.* 针 (58)

grandchild [ˈgræntʃaɪld]
(*pl.* grandchildren) *n.* 孙子/女 (58)

someday [ˈsʌmdeɪ] *adv.* 有一天 (58)

sharpen [ˈʃɑːpən] *vt./vi.* 变锋利;使锐利 (58)

Reading Further

I Words for Production

guardian [ˈɡɑːdiən] *n.* 护卫者;保护人;监护人 (59)

guard [ɡɑːd] *vt.* 保卫;监视 *n.* 警卫

jokingly [ˈdʒɔːkɪŋli] *adv.* 开玩笑地;打趣地 (59)

display [dɪˈspleɪ] *vt.* 显示;表现 *n.* 展览 (59)

tightly [ˈtaɪtli] *adv.* 紧紧地;坚固地;牢固地 (59)

mechanical [məˈkæɪnɪkl] *adj.* 机械的;力学的 (59)

mechanic [məˈkæɪnɪk] *n.* 机械师;技工

drill [drɪl] *vi.* 钻(孔);打(眼);操练 (59)

downward [ˈdaʊnwəd] *adv.* [-(-s)] 向下地;下行地 (59)

upward [ˈʌpwəd] *adv.* 向上地;上升地 (59)

irresistible [ˌɪrɪˈzɪstəbl] *adj.* 不可抗拒的 (59)

resist [rɪˈzɪst] *vt./vi.* 抵(反)抗;抵制

resistance [rɪˈzɪstəns] *n.* 反抗;抵抗;抵抗力

overturn [ˌəʊvəˈtɜːn] *vt./vi.* (使)翻转(倾覆;倒下);颠覆;推翻 (60)

matchless [ˈmætʃləs] *adj.* 无可匹敌的;无双的;无与伦比的 (60)

invisible [ɪnˈvɪzəbl] *adj.* 无形的;看不见的 (60)

- visible** [ˈvɪzəbl] *adj.* 看得见的;明显的
- pessimistic** [ˌpɛsɪˈmɪstɪk] *adj.* 悲观的;厌世的 (60)
- undergo** [ˌʌndəˈɡəʊ] *vt.* 经受;经历 (60)
- potted** [ˈpɒtɪd] *adj.* 盆栽的;罐装的 (60)
- green house** 温室 (60)

II Words for Recognition

- Buddha** [ˈbʊdə] *n.* 佛;佛像 (59)
- warrior** [ˈwɒrɪə] *n.* 武士 (59)
- skull** [skʌl] *n.* 头盖骨 (59)
- physiologist** [ˌfɪzɪˈɒlədʒɪst] *n.* 生理学家 (59)
- anatomist** [əˈnætəməst] *n.* 解剖学家 (59)
- moisture** [ˈmɔɪstʃə] *n.* 潮湿;湿气 (59)
- frail** [freɪl] *adj.* 虚弱的;脆弱的 (59)
- sprout** [sprəʊt] *n.* 芽 (59)
- bud** [bʌd] *n.* 蓓蕾 (59)
- elastic** [ɪˈlæstɪk] *adj.* 有弹性的;灵活的 (59)
- shrink** [frɪŋk] (shrank/shrunk, shrunk)
vi. 收缩;缩水 *vt.* 使缩小 (59)
- tenacious** [təˈneɪʃəs] *adj.* 顽强的;坚韧的 (59)
- fertile** [ˈfɜːtaɪl] *adj.* 肥沃的;丰饶的 (59)

III Phrases and Expressions

- succeed in** 在……方面成功 (59)
- take... apart** 拆开;剖析 (59)
- open up** 打开 (59)
- wind one's way** 蜿蜒前进;逶迤前进 (59)
- prevent... from** 防止;预防…… (59)
- keep doing...** 保持;继续不断…… (59)
- stop doing...** 停止做…… (59)
- fight one's way out** 寻找解决方法 (60)
- smile at** 一笑置之;对……微笑 (60)

Challenging Yourself B

I Words for Production

- wheelchair** [ˈwiːltʃeə] *n.* 轮椅 (63)
- sorrowfully** [ˈsɒrəʊfəli] *adv.* 悲哀地;悲伤地 (63)
- theoretical** [ˌθɪəˈretɪkl] *adj.* 理论的 (63)
- theory** [ˈθɪəri] *n.* 理论
- physicist** [ˈfɪzɪsɪst] *n.* 物理学家 (63)
- physics** [ˈfɪzɪks] *n.* 物理学
- pursue** [pəˈsjuː] *vt./vi.* 追求;致力于;执行 (63)
- genius** [ˈdʒiːniəs] *n.* 天才 (63)
- challenge** [ˈtʃæləndʒ] *n.* 挑战 *vt.* 向……挑战 (63)
- motor** [ˈməʊtə] *adj.* 运动神经的 (63)
- progress** [prəˈɡres] *vi.* 进步;前进
[ˈprəʊɡres] *n.* 进步;进程 (63)
- switch** [swɪtʃ] *n.* 开关;转变 *vt./vi.* (使) 改变;转换 (63)
- altogether** [ˌɔːltəˈɡeðə] *adv.* 完全地 (63)
- cheek** [tʃiːk] *n.* 脸颊 (63)
- operate** [ˈɒpəreɪt] *vi.* (机器) 运转;动手术;操纵;经营 (63)
- operator** [ˈɒpəreɪtə] *n.* 操作者;经营者
- million** [ˈmɪljən] *n.* 百万 (63)
- scientific** [ˌsaɪəntɪfɪk] *adj.* 科学的 (63)
- science** [ˈsaɪəns] *n.* 科学
- paper** [ˈpeɪpə] *n.* 论文;试卷;(复数) 文献 (63)
- exploration** [ˌekspləˈreɪʃn] *n.* 探测;勘探;探险 (63)
- explore** [ɪkˈsplɔː] *vt./vi.* 探索
- inspire** [ɪnˈspaɪə] *vt.* 激励;鼓舞 (63)
- honorary** [ˈɒnərəri] *adj.* 荣誉的;光荣的;名

- 誉的 (63)
 enthusiasm [ɪn'θju:ziæzəm] *n.* 热情;热忱 (63)
enthusiastic [ɪn'θju:zi'æstɪk] *adj.* 热情的; 热心的
 weightlessness ['weɪtləsənəs] *n.* 失重;无重状态 (64)
 bind [baɪnd] *vt.* 捆绑;约束 (64)
 limit ['lɪmɪt] *n.* 限制;界限 *vt.* 限定 (64)
 compose [kəm'pəʊz] *vt.* 组成;构成;作曲;创作 (64)
 willpower ['wɪlpəʊə] *n.* 意志力;毅力 (64)

II Words for Recognition

- icon ['aɪkɒn] *n.* 偶像 (63)
 renowned [rɪ'naʊnd] *adj.* 有名的;享有声誉的 (63)
 ambassador [æm'bæsədə] *n.* 大使 (63)
 cosmology [kɒz'mɒlədʒi] *n.* 宇宙学 (63)
 clumsy ['klʌmzi] *adj.* 笨拙的;不得体的 (63)
 deteriorate [dɪ'tɪəriəreɪt] *vi.* 恶化;变坏 (63)
 whereas [ɪweər'æz] *conj.* 然而;鉴于 (63)
 co-written 合作编写的 (63)
 synthesiser ['sɪnθəsaɪzə] *n.* 合成器 (63)
 academy [ə'kædəmi] *n.* 专科学校;(通常作 Academy)学会 (63)
 tremendous [trə'mendəs] *adj.* 极大的;巨大的 (63)
 embrace [ɪm'breɪs] *vt./vi.* 拥抱 (63)
 fulfil [fʊl'fɪl] *vt.* 履行;实现 (64)
 defect ['di:fekt] *n.* 缺点;缺陷 (64)
 manifestation [ˌmænɪfe'steɪʃn] *n.* 表示;显示;示威 (64)

III Phrases and Expressions

- throw at 向……投去 (63)

- be diagnosed with 被诊断出 (63)
 fall over 跌倒;摔倒 (63)
 have trouble in (doing) sth. 做……有困难 (63)
 be unable to get out of bed 不能下床 (63)
 one after another 接连地;先后;相继地 (63)
 catch pneumonia 染上肺炎 (63)
 have an operation 动手术 (63)
 take away one's ability to do sth. 剥夺某人做某事的能力 (63)
 from then on 从此;从那时起 (63)
 in spite of 尽管 (63)
 shake up 摇匀;重组 (63)
 apart from 除此之外 (63)
 in zero gravity 在失重状态下 (64)
 free from 使摆脱;没有 (64)
 what's more 另外 (64)

Unit 5

Reading Actively

I Words for Production

- equality [ɪ'kwɒləti] *n.* 平等 (70)
equal ['i:kwəl] *adj.* 同样的;平等的 *n.* 相等物
 recorded [rɪ'kɔ:dɪd] *adj.* 有记录的 (71)
record [rɪ'kɔ:d] *vt./vi.* 记录;录制
['rekɔ:d] *n.* 纪录;唱片
record-holder 纪录保持者
 competition [ˌkɒmpə'tɪʃn] *n.* 竞争;比赛 (71)
competitive [kəm'petətɪv] *adj.* 竞争的
compete [kəm'pi:t] *vi.* 竞争;比赛;参加比赛
competitor [kəm'petɪtə] *n.* 竞争者;参赛者
 concept ['kɒnsept] *n.* 观念;概念 (71)
 athletics [æθ'letɪks] *n.* 体育运动(尤指跑和跳) (71)

athletic [æθ'letɪk] *adj.* 运动员的;运动的

athlete [ˈæθli:t] *n.* 运动员

Roman [ˈrəʊmən] *n.* 古罗马人;罗马人

adj. 古罗马的;现代罗马的 (71)

emperor [ˈempərə] *n.* 皇帝;君主 (71)

symbolic [sɪm'bɒlɪk] *adj.* 象征的;符号的 (71)

symbol [ˈsɪmbəl] *n.* 象征;符号

symbolise [ˈsɪmbəlaɪz] *vt.* 象征;代表

separate [ˈseprət] *adj.* 分开的;单独的

[ˈsepəreɪt] *vt./vi.* (使)分开 (72)

disabled [dɪsˈeɪblɪd] *adj.* 残障的;有缺陷的 (72)

disable [dɪsˈeɪbl] *vt.* 使残废;使失去能力;
使丧失能力

disability [ˌdɪsəˈbɪləti] *n.* 残疾;无能

Holland [ˈhɒlənd] *n.* 荷兰 (72)

Sweden [ˈswi:dn̩] *n.* 瑞典 (72)

consistent [kənˈsɪstənt] *adj.* 一致的;符合的 (72)

format [ˈfɔ:mæt] *n.* 安排;格式;设计;形式 (72)

fundamental [ˌfʌndəˈmentl] *adj.* 基本的;
根本的 (72)

swift [swɪft] *adj.* 迅速的;快的;敏捷的
n. 雨燕 (74)

motto [ˈmɒtəʊ] *n.* 箴言;格言;座右铭 (74)

II Words for Recognition

cooperation [kəʊˌɒpəˈreɪʃn] *n.* 合作;协作 (70)

worship [ˈwɜ:ʃɪp] *n.* 崇拜;尊敬 *vt./vi.* 爱
慕;崇拜 (70)

alternate [ˈɔ:lternət] *vt./vi.* 交替;轮流;
[ɔ:lˈtɜ:nət] *adj.* 交替的;轮流的 (72)

sportsmanship [ˈspɔ:tsmənʃɪp] *n.* 运动精神 (72)

III Phrases and Expressions

be closely connected to 与……有密切关联 (71)

believe strongly in 坚信 (71)

centre round/on/upon 把……当作中心或
重点 (71)

compete for 为……竞争 (71)

be unfamiliar with 对……不了解或不熟悉 (71)

under the rule of 在……的统治下 (71)

come to life 复活;复苏;变得活跃 (71)

be allowed to do sth. 被准许做…… (71)

more... than ever 比任何时候都更…… (71)

be added to 被增加到…… (71)

alternate... and/with... 使交替发生或出
现;轮流安排 (72)

(be) known as sth. 被称为…… (72)

consistent with 符合;与……一致 (72)

Exploring & Using

highly [ˈhaɪli] *adv.* 高度地 (76)

cyber café 网吧 (76)

mascot [ˈmæskət] *n.* 吉祥物 (77)

be officially approved 被正式批准 (77)

session [ˈseʃn] *n.* 会议;一场;一节 (77)

brand [brænd] *n.* 烙印;商标 (77)

mutual [ˈmju:tʃʊəl] *adj.* 共同的;相互的 (77)

distinctive [dɪˈstɪŋktɪv] *adj.* 与众不同的;
有特色的 (77)

geographical [ˌdʒi:əˈgræfɪkl] *adj.* 区域的;
地理的 (77)

Listening, Understanding & Communicating

hand in hand 手拉手 (78)

flame [fleɪm] *n.* 火焰 (78)

eternally [ɪ'tɜːnəli] *adv.* 永恒地;无休止地 (78)

in harmony 和谐 (78)

Viewing, Speaking & Writing

stadium ['steɪdɪəm] *n.* 体育场 (79)

bill [bɪl] *n.* 广告 (79)

placard ['plækɑːd] *n.* 海报;招贴;广告牌 (79)

illustration [ɪlə'streɪʃn] *n.* 插图;图解;示例 (79)

sponsor ['spɒnsə] *n.* 赞助者;主办者;发起人 *vt.* 赞助;主办 (80)

Reading Further

I Words for Production

generation [ˌdʒenə'reɪʃn] *n.* 一代;一代人 (81)

seal [si:l] *n.* 印;图章 (81)

understanding [ˌʌndə'stændɪŋ] *n.* 理解;谅解 (81)

commitment [kə'mɪtmənt] *n.* 承担义务;许诺;奉献 (81)

commit [kə'mɪt] *vt.* 使……承担义务;犯罪(罪);承诺 *vi.* 忠于

carving ['kɑːvɪŋ] *n.* 雕刻品;雕刻 (81)

carve [kɑːv] *vt./vi.* 雕刻

chant [tʃɑːnt] *vt./vi.* 唱歌;歌颂 *n.* 吟唱 (81)

triumph ['traɪʌmf] *n.* 胜利 (81)

unique [juː'nɪ:k] *adj.* 唯一的;独一无二的;独特的 (81)

simplicity [sɪm'plɪsəti] *n.* 简单;简易;朴素;直率 (81)

smoothness ['smuːðnəs] *n.* 平坦;平滑 (81)

easiness [iːzɪnəs] *n.* 容易;轻松 (81)

hospitality [ˌhɒspɪ'tæləti] *n.* 好客;盛情 (81)

ideal [aɪ'diːəl] *n.* 理想 *adj.* 理想的;完美的 (81)

witness ['wɪtnəs] *n.* 证明;证人;目击者;证据 (81)

host [hɒst] *n.* 主人;主办方 *vt.* 主持 (81)

dynamic [daɪ'næmɪk] *adj.* 有生气的;精力充沛的;动力的 (81)

straightforward [ˌstreɪt'fɔːwəd] *adj.* 正直的;坦率的 *adv.* 坦率地 (81)

deep-rooted [ˌdiːp-'ruːtɪd] *adj.* 根深蒂固的;强烈的 (81)

root [ruːt] *n.* 根;根源;起因

piece [pi:s] *n.* (文章、艺术品、音乐作品等)的一支;一件 (81)

precious ['preʃəs] *adj.* 珍贵的;贵重的 (81)

II Words for Recognition

emblem ['embləm] *n.* 象征;徽章;符号 (81)

embrace [ɪm'breɪs] *vt./vi.* 拥抱;互相拥抱 *n.* 拥抱 (81)

passion ['pæʃn] *n.* 激情;热情 (81)

ode [əʊd] *n.* 颂诗;赋 (81)

vigour ['vɪgə] *n.* 精力;活力 (81)

exemplify [ɪg'zemplɪfaɪ] *vt.* 以……为榜样;举例证明 (81)

oriented [ˌɔːrɪəntɪd] *adj.* 以……为方向的 (81)

solemn ['sɒləm] *adj.* 庄严的;隆重的 (81)

legacy ['legəsi] *n.* 遗赠(物);遗产 (81)

III Phrases and Expressions

combine... and... 使……结合或混合形成一个整体;合并;联合 (81)

in the form of 以……的形式 (81)

look like 看起来像…… (81)

in harmony with 与……协调;融洽 (81)

belong to 属于 (81)

(be) rich in 富于;在……方面很富有 (81)

Unit 6

Reading Actively

I Words for Production

marathon [ˈmæɪrəθɒn] *n.* 马拉松 (84)

folk [fɒk] *n.* 人们 *adj.* 民俗的;流传民间的 (84)

increasingly [ɪnˈkriːsɪŋli] *adv.* 渐增地 (84)

joint [dʒɔɪnt] *n.* 关节;接点 *adj.* 联合的;共同的 (84)

motion [ˈməʊʃn] *n.* 动作 (84)

intense [ɪnˈtens] *adj.* 强烈的;紧张的 (84)

grasp [grɑːsp] *vt.* 抓住;控制;领悟 *n.* 紧抓;领会 (84)

practitioner [ˈpræktɪʃənə] *n.* 从业人员;习艺者 (84)

spiritual [ˈspɪrɪtʃʊəl] *adj.* 精神的;心灵的 (84)

psychological [ˌsaɪkəˈlɒdʒɪkl] *adj.* 心理的;精神上的 (84)

psychology [saɪˈkɒlədʒi] *n.* 心理学

lately [ˈleɪtli] *adj.* 近来;不久前 (84)

relatively [ˈrelətɪvli] *adv.* 相当地;相对地 (84)

inactive [ɪnˈæktɪv] *adj.* 不活动的;不活跃的;无效的 (84)

previous [ˈpriːviəs] *adj.* 以前的;早先的 (84)

gateway [ˈgeɪtweɪ] *n.* 途径;通道 (85)

physician [fɪˈzɪʃn] *n.* 内科医生 (85)

individual [ˌɪndɪˈvɪdʒʊəl] *n.* 个人 (85)

prevention [prɪˈvenʃn] *n.* 预防;阻止 (85)

prevent [prɪˈvent] *vt.* 预防;防止;阻止

jogging [ˈdʒɒɡɪŋ] *n.* 慢跑 (85)

jog [dʒɒɡ] *vt./vi.* 慢跑

II Words for Recognition

creaky [ˈkriːki] *adj.* 老朽的 (84)

martial art 武术 (84)

deliberate [dɪˈlɪbəreɪt] *adj.* 深思熟虑的
vt. 仔细考虑 (84)

graceful [ˈɡreɪsfl] *adj.* 优雅的;优美的 (84)

agility [əˈdʒɪləti] *n.* 敏捷;灵活 (84)

sparrow [ˈspærəʊ] *n.* 麻雀 (84)

repulse [rɪˈpʌls] *vt.* 驱逐;使厌恶;拒绝 (84)

chronic-disease 慢性病 (85)

aerobic [eəˈrəʊbɪk] *adj.* 有氧的 (85)

III Phrases and Expressions

run marathons 跑马拉松 (84)

would rather 宁愿;宁可 (84)

care for 关心 (84)

risk life 玩命 (84)

shadow boxing 空拳攻防练习 (84)

start with 从……开始 (84)

a series of 一系列的 (84)

move at your own pace 按你自己的速度移动 (84)

catch up to 赶上 (84)

tens of millions of 数以千万计的 (84)

Previous studies have shown that...
前人的研究已经表明…… (84)

from a scientific point of view 从科学的角度来看 (84)

kick in 开始生效 (85)

act as 充当 (85)

become more active in 变得更加活跃 (85)

benefit from 受益于 (85)

reduce stress 减轻压力 (85)

- be more likely to 更可能 (85)
stick with 坚持 (85)
be good for 有益于 (85)

Exploring & Using

- advertisement [əd'vɜ:ɪsmənt] (ad) *n.* 广告;宣传 (89)

Listening, Understanding & Communicating

- interviewer [ˈɪntəvju:ə] *n.* 采访者 (90)
ambition [æm'bɪʃn] *n.* 雄心;抱负 (90)
outstanding [aʊt'stændɪŋ] *adj.* 杰出的 (90)
factor [ˈfæktə] *n.* 因素;要素 (90)
score goals 进球得分 (90)
career [kə'riə] *n.* 生涯;职业 (90)
opportunity [ˌɒpə'tju:nəti] *n.* 时机;机会 (90)
year after year 年复一年 (90)
year by year 逐年地 (90)

Viewing, Speaking & Writing

- draft [dra:ft] *n.* 草稿 *vt.* 起草 (91)
cancer [ˈkænsə] *n.* 癌症;恶性肿瘤 (91)
specific [spə'sɪfɪk] *adj.* 明确的;详细的 (91)
finding [ˈfaɪndɪŋ] *n.* 调查的结果 (91)
breast [brest] *n.* 乳房;胸部 (91)
colon [ˈkɒlən] *n.* 结肠;冒号 (91)
be linked to 与……有关联 (91)
inactivity [ˌɪnæk'tɪvəti] *n.* 不活动 (91)

Reading Further

I Words for Production

- decade [ˈdekeɪd] *n.* 十年 (93)
announce [ə'naʊns] *vt.* 宣布 (93)
Brazilian [brə'zɪliən] *adj.* 巴西的;巴西人的 (93)
Brazil [brə'zɪl] *n.* 巴西 (93)
final [ˈfaɪnl] *n.* 决赛;期末考试 (93)

- loss [lɒs] *n.* 失败;损失;丢失 (94)
complicated [ˈkɒmplɪkeɪtɪd] *adj.* 复杂的 (94)
domestic [də'mestɪk] *adj.* 国内的;家庭的 (94)
perseverance [ˌpɜ:sɪ'vɪərəns] *n.* 毅力;坚持不懈 (94)
perseverant [ˌpɜ:sɪ'vɪərənt] *adj.* 锲而不舍的

II Words for Recognition

- drastic [ˈdræstɪk] *adj.* 猛烈的 (94)

III Phrases and Expressions

- have a match against... 有一场对……的比赛 (93)
seem to be impossible for... 对……似乎不可能 (93)
hold a firm belief 具有坚定的信念 (93)
persist in 坚持做…… (93)
at the end of the day 到了最后 (93)
be linked to 与……有关联 (94)
ups and downs 沉浮;盛衰 (94)
more than ever 更加;尤其 (94)

Challenging Yourself C

I Words for Production

- influence [ˈɪnfluəns] *vt.* 影响;改变 *n.* 影响 (97)
human being 人类 (97)
being [ˈbi:ɪŋ] *n.* 存在;生命 (97)
vote [vəʊt] *vi.* 投票;选举 *n.* 选票;投票 (97)
establishment [ɪ'stæblɪʃmənt] *n.* 建立;确立;制定 (97)
establish [ɪ'stæblɪʃ] *vt.* 建立;创办
untiring [ʌn'taɪərɪŋ] *adj.* 坚持不懈的;不屈

不挠的 (97)
 appoint [ə'pɔɪnt] *vt.* 任命;委任;安排 (97)
 appointment [ə'pɔɪntmənt] *n.* 任命;委派;
 约会
 Spain [speɪn] *n.* 西班牙 (97)
 Spanish ['spæniʃ] *adj.* 西班牙的 *n.* 西班牙人;西班牙语 (97)
 elect [ɪ'lekt] *vt./vi.* 选举 (97)
 election [ɪ'leɪʃn] *n.* 选举;当选
 political [pə'li:tɪkl] *adj.* 政治的 (97)
 politics ['pɒlətɪks] *n.* 政治
 politician [ˌpɒlə'tɪʃn] *n.* 政治家;政客
 economic [i:kə'nɒmɪk] *adj.* 经济的 (97)
 frequent ['fri:kwənt] *adj.* 惯常的;时常发生的 (97)
 frequency ['fri:kwənsi] *n.* 频繁;频率 (97)
 distribute [dɪ'strɪbjʊt] *vt.* 分配;分发;使分布 (97)
 distribution [ˌdɪstrɪ'bju:ʃn] *n.* 分配;发布;分发
 reform [rɪ'fɔ:m] *n.* 改革;感化 *vt./vi.* 改革;革新 (98)
 amateurism [ˌæmətə'rɪzəm] *n.* 业余性;非职业的作为 (98)

amateur [ˌæmətə] *n.* 业余爱好者;业余运动员
 compete [kəm'pi:t] *vi.* 比赛;竞争 (98)
 promote [prə'məʊt] *vt.* 促进;提升 (98)
 participation [pɑ:ˌtɪsɪ'peɪʃn] *n.* 参与;分享 (98)
 participate [pɑ:ˌtɪsɪpeɪt] *vt./vi.* 分享;参加;参与
 accessible [ək'sesəbl] *adj.* 可进入的;可使用的 (98)
 billion [ˈbɪljən] *num.* 十亿;大量 (98)

II Words for Recognition

revive [rɪ'vaɪv] *vt./vi.* (使)苏醒;(使)复兴 (97)
 vice [vaɪs] *adj.* 副的;代理的 (97)
 giant [ˈdʒaɪənt] *n.* 巨人;伟人 *adj.* 巨大的;伟大的 (98)

III Phrases and Expressions

be born into 出生于……的家庭 (97)
 devote one's life and wealth to...
 把自己的生命和财富贡献给…… (97)
 be allowed to 被允许做某事 (98)
 make great efforts to 积极努力做好 (98)

Glossary

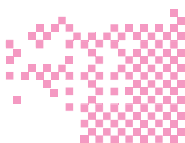
The following list of special words from the tips, directions and Grammar Link are helpful for your learning. They are arranged in alphabetic order and their Chinese meanings are given for your reference.

attributive adjective	定语形容词	phonetic symbol	音标
blog entry	博客文章	predicative clause	表语从句
bold type	粗体字	profile	简介；概况
dependent	从属的	quotation mark	引号
formal subject	形式主语	real subject	真正主语
illustrate	阐明	rhetoric device	修辞手法
layout	版面布局；设计	signature of the sponsor	发起人的签名
modifier	修饰语	simile	明喻
noun clause	名词性从句	stylistic device	文体表现手法
object clause	宾语从句	subject clause	主语从句
the past perfect tense	过去完成时	subject line	标题行
personification	拟人	symbolic meaning	象征意义



Personal Dictionary

A large pink graphic with a torn edge, resembling a page from a notebook or dictionary. It is divided into three vertical columns by two vertical lines. Each column contains horizontal lines for writing, suggesting a space for definitions or notes.



后 记

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希望教师 and 同学们在使用本套教材的过程中与我们保持联系，及时反馈在使用中发现的问题，提出宝贵的意见和建议，以利我们更好地完善教材。

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