

普通高中教科书

英语

选择性必修

第四册

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SENIOR ENGLISH FOR SCHOOLS
STUDENT'S BOOK

英语

(选择性必修第四册)



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主编 杨晓钰



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副主编 黄学军 黄 宇

参 编 郑加明 邹凌云 成 林

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邮编: 401331

电话: (023) 88617190 88617185 (中小学)

传真: (023) 88617186 88617166

网址: <http://www.cqup.com.cn>

邮箱: fxk@cqup.com.cn (营销中心)

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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4-7册的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1-3册的多维评价方式，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/Listening, Speaking & Writing	Learning Strategies
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Theme	Unit/Title	Reading Actively Reading Further	Exploring & Using	Listening, Understanding & Communicating	Reading/Listening, Speaking & Writing	Learning Strategies
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Theme A

Cultures and Communication

Culture is the way we think, act and communicate. The beauty of the world lies in the diversity of its cultures. When it comes to cross-cultural communication, the key to success is the understanding of cultural differences and respect for them. Such differences may be revealed not just by words, but by names, non-verbal behaviours and so on.



In this theme, you will:

- ◇ read to learn more about the culture behind names;
- ◇ learn more about Beijing Opera;
- ◇ get information about addressing somebody by name.

Unit 1

- ◇ read to learn about non-verbal communication;
- ◇ understand the cultural meanings behind time;
- ◇ get to learn how to make an illustration by giving examples.

Unit 2

- ◇ learn more about the culture of the wedding ceremony.

Challenging Yourself A

What is the relationship between culture and communication? What is the role of culture in communication?



Unit 1

Culture in Names

A name represents identity, a deep feeling and holds tremendous significance to its owner.

—Rachel Ingber

Looking Ahead

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

- introduce the origins of English names;
- identify the functions of dash and use it correctly;
- write about a picture by using the *-ing* form as the subject;
- interpret the meanings behind names;
- write a passage by making comparisons;
- introduce Beijing Opera to foreign visitors.

Reading Actively



▶ Activating and Predicting

1 Fill in the blanks and tell your partner the meaning behind your Chinese name.

I was given the Chinese name _____ by my _____. It means _____ because _____.

2 Study the following English surnames and work in groups to classify them by following the examples. Then read to check.

- | | |
|-------------------------|---------------------|
| A. William Hunter | B. Neil Armstrong |
| C. Peter Surgeon | D. James Lake |
| E. Sam Wilson | F. Henry Longfellow |
| G. Earvin Johnson | H. Jim Green |
| I. Thomas Field | J. James White |

Occupation: _____ A, C
 Physical characteristics: _____
 Father's first name: _____
 Colour: _____
 Location: _____

► Reading, Thinking and Analysing

What's in a Name?

Names are the quickest and easiest—as well as friendliest—way to say who's who and they do not change as people do. Yesterday Mary's hair was long. Today her hair is short. But her name is still Mary. On his birthday Uncle George did not have a **beard**. At Christmas time he did. But his name is still George. People are always changing, a little or a lot. But people's names stay the same.

Another good thing about a name is that it sometimes says something nice about the one whose name it is. Girls' names often come from words meaning “pretty”, “happy”, “lovely”, ... “Lily” comes from the name of a flower. The name means that she is pretty and sweet like a lily. “Catherine” comes from a word meaning “truthful”. It says that she is an honest lady and loved by all. “Dorothy” comes from a word meaning “gift”. You know how happy you are when a gift comes your way! Boys' names are often borrowed from words meaning “strong”, “brave”, “lucky”, ... “Richard” comes from a word meaning “brave”. “Victor” comes from a word meaning “winner”. “Charles” comes from a word meaning “man of the common people”—a man who works on the land.

However, there are so many people named Richard or Lily. Without a **last name** to go with your **first name**, how could people tell which Richard or which Lily you are? A very long time ago, that was the way it was everywhere. People had only one name. As there got to be more and more people in the world, it became harder and harder to tell them apart. So people began making up last names for themselves—now called family names or surnames.

Sometimes in choosing a last name, a man would think about the kind of work he did. If he was a cook he might say, “I am Tom, the cook.” Or just **plain** Tom Cook. If he was a cook for a king, he might become known as Tom Kingcook. A man who was a carpenter, a tailor, a miller, a baker, a farmer, or a weaver might choose to call himself by one of these names. One of the most common names in the English language is Smith, which is short for Blacksmith. There used to be a blacksmith in every village. Instead of iron, some smiths worked with gold or silver, which led to such names as Tom Goldsmith or Tom Silversmith. Sometimes the names became shortened to Tom Gold or Tom Silver.

Sometimes a man got his last name from his father's first name. Tom was the son of John. So he began calling himself Tom Johnson. A man



last name
= family name
= surname

first name
= _____
= _____

Plain means _____ here.
A. *simple*
B. *frank and direct*

who was the son of Jack might have called himself Jackson.

Often a man got his last name from the place where he lived. James lived on a hill. So people began to call him James Hill. Another James lived by a lake. He became James Lake.

A man was sometimes called by a **nickname**. If a person had an unusual physical characteristic, it became part of his name. So, a man who was unusually tall might be called Long Tom or Tom Long or Tom Longfellow. A short man might become Little John, and his son was probably called Tom Littlejohn. William who was always thirsty might be called William Drinkwater.

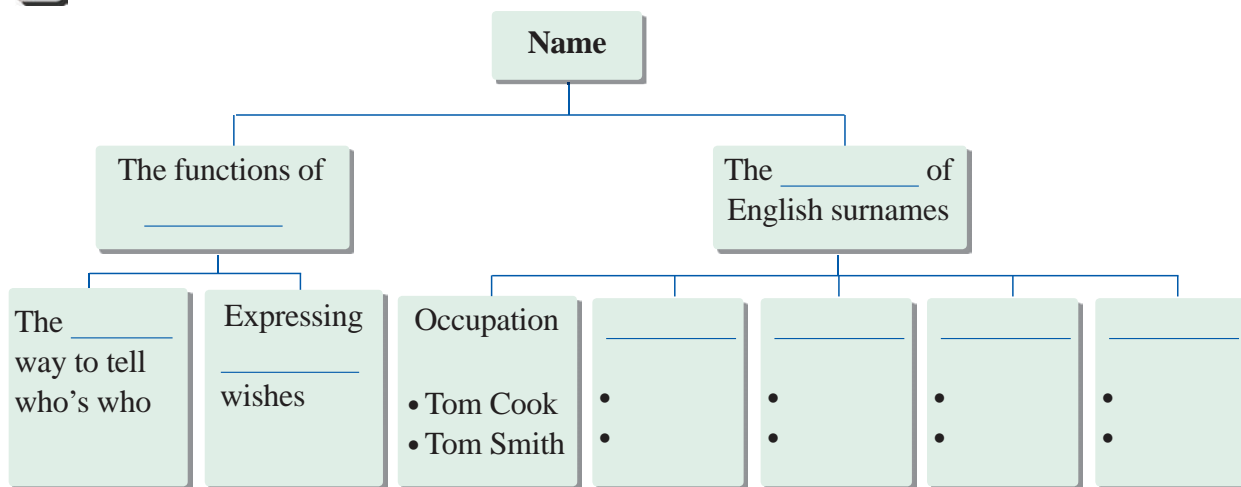
Guess the meaning of *nickname* in the context.

Sometimes colours became last names. A man with red hair might be called Tom Red. But sometimes down through the years, the name was changed. So Tom Read or Tom Reade is still probably a descendant of Tom Red. A man who lived near the village Green might have called himself Tom Green.

If Tom had strong arms, what name might he have? What if he had big feet?

► Comprehending, Integrating and Creating

1 Complete the following mind map and share your ideas with a partner.



2 Based on Activity 1, complete the passage below.

The Chinese used surnames about 2,500 years ago. Most Western countries did not start to use them until about 1,000 years ago. At first, people had only one name, their _____. Later, as there were more and more people, they began to use _____. There were mainly _____ types of surnames. Some surnames came from _____. For example, possibly, the ancestor of Tom Goldsmith was a person who owned or worked in a/an _____ that sold _____. Other surnames may come from _____ or the _____ where a person lived. It was also possible that unusual _____ became part of a person's name. Finally, _____ may sometimes become last names.

- 3 Work in groups to discuss where the following English surnames come from and what we can learn about their ancestors.

Thomas
Field

Jim
Green

June
Apple

Henry
Longfellow

Catherine
Johnson

The sentence structures may help you:

His/Her ancestor may have been a..., or might have lived near...

It is also possible that his/her ancestor had...

In the name..., it is possible that the surname...

It might/may/must also...

Besides, it possibly suggests...

- 4 Based on Activities 1–3, work in pairs to discuss the differences between Chinese names and English names.

Hi, Tom! Have you noticed the differences between Chinese names and English names?

That's right. Can you give some examples?



Oh, yes. There are lots of differences since names convey the language of a nation, as well as its history, culture, religion, social **status** and so on.

Sure. Firstly, Chinese people put their family names first while in English we put the given names first.

- 5 Choose one of the following activities and do it in groups.

- 1) Surf the Internet for information about ancient and modern Chinese names. Make a table to show the similarities and differences between them.
- 2) Surf the Internet to review the trends relating to the first names the Chinese have given to their babies over time. Report to the class.
- 3) Consult your parents or other family members to draw a family tree to trace the history of your family. Share it in groups.

Exploring and Using



► Language Feature

- 1 Read the following groups of sentences, paying close attention to the coloured words. Then match them with the given choices.

TIP

In English, a word can have more than one meaning. Its meaning in a sentence is determined by the context.

1) Can you **stay** for dinner, or must you go? _____
 The temperature has **stayed** high this week. _____
 My wife's mother is **staying** with us this week. _____

A. stop and remain rather than leave B. live in a place for a while C. continue to be

2) She looks **prettier** with long hair than with short hair. _____
 I'm **pretty** sure that he will say "yes". _____
 He made a **pretty** fortune by selling all his land. _____

A. (of money) quite large B. pleasing/nice to look at C. quite

3) What is the **name** of the town where you live? _____
 He has a good **name** in the business. You can trust him. _____
 Can you **name** all the plants in the garden? _____

A. tell the name B. fame; reputation C. the word(s) sb./sth. is called/known by

4) A straight line is the **shortest** distance between two points. _____
 I'm **short** of money this week. Can you lend me some? _____
 We paid him a **short** visit of only an hour. _____

A. lacking sth. B. a smaller length C. taking a small amount of time

2 Study the following sentences from the text, paying attention to the use of the dashes. Match them with their corresponding functions and then write your own sentences with dashes.

A. as a parenthesis B. as an explanation C. as a complement

- _____ 1) Names are the quickest and easiest—as well as friendliest—way to say who's who and they do not change as people do.
- _____ 2) "Charles" comes from a word meaning "man of the common people"—a man who works on the land.
- _____ 3) So people began making up last names for themselves—now called family names or surnames.

- _____ (as a parenthesis)
- _____ (as an explanation)
- _____ (as a complement)

► Grammar Link

The **-ing** Form as the Subject

Understanding the meaning

Read the following passage and pay special attention to the coloured parts. Try to find out the functions of the **-ing** form.

When you meet a foreign friend on the road, **calling him/her by his/her name** is what we usually do. Do you know the meaning of his/her name, however? If she is a girl by the name of Lily, it means **being pretty and sweet** like a lily. If he is a boy named Richard, **being brave** in the future may be the wish of his parents. There are so many people, however, named Lily and Richard. In order to avoid **causing misunderstanding**, people also have their last names. In **choosing a last name**, one may think about the kind of work he/she does. If his/her job is cooking, he/she will be called Richard Cook. Don't you think it is an interesting way to call somebody?

Discovering the rule

1 Study the following examples and find out how the *-ing* form is used. Then share your ideas with a partner.

• **Example** •

1) If she is a girl by the name of Lily, it means **being pretty and sweet** like a lily.

as a noun
 ↑
object

2) If he is a boy named Richard, **being brave** in the future may be the wish of his parents.

as a noun
 ↑
subject

2 Work in groups to complete the table below.

Example	Form	Meaning
1) Drinking too much alcohol is bad for your health.	_____ + linking verb/verb (singular form)	showing an act which is performed habitually or usually
2) Talking mends no holes.		
1) It is a waste of time discussing such a matter .	_____ + a waste of time/_____	showing an act which is performed habitually or usually
2) It is no use/no good/useless crying over spilt milk .	_____	
3) It is a hard/difficult job learning a foreign language well .	_____ + _____	
4) It isn't worthwhile quarrelling with him over such a trivial thing.		

Applying the rule

1 Complete the following sentences by using the appropriate forms of the given words. A word may be used more than once.

learn	believe	go	eat	see
gain	read	keep	wait	get

- 1) _____ aloud is very important in _____ a foreign language.
- 2) _____ too much fat and sugar is bad for _____ healthy.
- 3) _____ to bed early and _____ up early is considered to be a good habit.
- 4) Don't believe him. _____ is _____.
- 5) It's no good _____ here. I suggest _____ home.
- 6) Bob has given up _____ junk food since he was told that _____ junk food is the cause of him _____ weight.

2 Complete the following passage by using the appropriate forms of the given lexical chunks. Then work together to analyse their functions.

- | | |
|------------------------------|--|
| A. do so | B. supply canned beef for the American army |
| C. expand its territory | D. put the nickname Uncle Sam in |
| E. be honest and open-minded | F. place the interests of the nation above all |

How Did "Uncle Sam" Come into Being?

Uncle Sam is regarded as the symbol of the U.S.A. Do you know why? During the Second War of Independence, _____ to the West was the aim of the newly-born U.S. It was difficult _____, however. At that time, there was a **patriotic** businessman called Samuel Wilson. He was locally respected for _____ and called Uncle Sam. In the 1812 war, his **responsibility** was _____. On each barrel he would mark U.S., shortened for his pet name Uncle Sam. Later, in 1861, *Harper's Weekly* carried a cartoon of Uncle Sam: a thin, tall old man, with silver hair, in a **swallowtail** and striped trousers, and a cap with stars. This cartoon **endeared** the American people. In addition, Uncle Sam _____ was **in line with** the American spirit. All these combined made the Americans consider Uncle Sam as the symbol of the U.S.A. In 1916, the United States **Congress** officially _____ a bill.



3 Based on the given picture, complete the passage. Use the -ing form as much as possible.



Collecting stamps was once a favourite hobby for many people. _____

However, with the wide use of the Internet, people seldom write letters. _____

Listening, Understanding and Communicating



Talking about Names

1 Tick the items you may cover when talking about the topic of people's names and add your own ideas. Then listen to a monologue to check your ideas.

- | | |
|--|-----------------------------|
| A the meanings of names | B the forms of names |
| C customs for referring to friends or relatives | D different settings |
| E considerations when choosing names | F other ideas: _____ |

2 Listen again and note down the key words to answer the following questions.

- 1) When American parents choose names for their children, what do they usually think about?
- 2) What kind of name or kinds of names may parents try to avoid?
- 3) Does **popularity** have anything to do with names?
- 4) Are nicknames often used by Americans?
- 5) How are people called differently in informal settings or formal situations?

3 Listen for a third time and fill in the missing information.

People in America don't always call their friends or relatives by their _____ names. Instead, they often use _____. Sometimes a nickname is a short form of a longer name. _____, a girl named Elizabeth may be called Lisa, Beth or Betsy. As a child _____, he may _____ for himself which nickname he wishes to be called. If he considers his nickname _____, he may start using a more _____ form. Sometimes, people just go by the initials of the first and _____ names, like B. J. or R. C. And of course, people may call their children or their **sweethearts** other _____ nicknames. Often they have a "sweet" _____, like Honey or Sugar.

4 Work in pairs to have a dialogue about different ways to ask about somebody's name. You may use the sentence structures listed in the box.

How to ask about names informally	How to ask about names formally
Are you...?	What's your name, please?
Are you called...?	Could/Would you give me your name, please?
Do your friends call you...?	May I have/know your name?
What do your parents call you?	Sorry to disturb you, but what's your name?
Is your name...?	Your name, please?

TIP

Sometimes you can use hesitation fillers like "well", "um", "you see", "you know", etc. to get time for thinking during a conversation.

Reading, Speaking and Writing



Writing a Comparative Passage

1 Read the following passage and answer the questions below.

Chinese Names and English Names

Personal names refer to the symbols indicating each particular member in society. It is an interesting topic to compare Chinese names and English names.

Names, whether in China or in English-speaking countries, are **carriers** and mirrors of cultures, reflecting the changes of history and culture. In both cultures we may find sources of names from positions, occupations and good expectations, such as “Tian (田)” and “Land”, “Sima (司马)” and “Mayor”, “Fugui (富贵)” and “Property”, etc.

However, names in China and English-speaking countries are different in many aspects. In Chinese names, the culture of Confucian-worship can be found. For this reason, people like to name their kids with “Ren (仁)” “Yi (义)” “Xiao (孝)”, etc., such as “Shouren (守仁)” “Xinyi (信义)” “Anxiao (安孝)”, etc. In contrast, the influence of **religion** can hardly be ignored in English names. As a large number of English-speaking people believe in Christianity, their names may be taken from the *Bible* such as John, Matthew, etc. In addition, the concept of family and unity is represented in Chinese names, such as “Jiahe (家和)” and “Tuanjie (团结)”. On the other hand, individualism is one of the features of English names.

It is therefore important for us to learn about the cultural differences of names in China and English-speaking countries. We can respect different customs and bridge the gap in cross-cultural communication.

- 1) What is the main idea of the passage?
- 2) What is the writer’s most probable purpose?
- 3) Is this piece of writing argumentative or expository?
- 4) How does the writer develop the passage? Does he make a comparison?

2 Read the passage again and complete the diagram below. Then check your answers with a partner.

Making a comparison

Introduction: It is _____ to compare Chinese names and English names.

Body: { Similarities: _____
Differences: 1) _____
2) _____

Conclusion: _____

- 3 Read the passage for a third time and underline the expressions and sentence structures for making a comparison.
- 4 Based on the same title of the passage in Activity 1, write a passage of your own by making a comparison. Then read your passage to your group members and ask for advice in order to polish it.

Reading Further



▶ Getting Ready

- 1 Look at the following pictures and match the roles in Beijing Opera with their explanations.



A



B



C



D

- _____ 1) *Sheng* can be subdivided into *laosheng* (an old man), *xiaosheng* (a young man) and *wusheng* (a martial arts expert).
- _____ 2) *Dan* includes *qingyi* (a quiet and gentle lady), *huadan* (a lively woman), *wudan* (a woman with martial arts skills), *daomadan* (a woman skilled in fighting with weapons or on a horse) and *laodan* (an old woman).
- _____ 3) *Jing* (painted face roles) is always played by men with brightly coloured faces.
- _____ 4) *Chou* (clown roles) is marked by a dab of white on the ridge of the nose featuring both positive and negative characters.

- 2 Read the following statements about Beijing Opera and judge whether they are true (T) or false (F). Then read the passage to check.

- _____ 1) Beijing Opera originated in Beijing.
- _____ 2) There are only two categories of Beijing Opera: “civil” pieces and “martial” pieces.
- _____ 3) Red facial make-up shows that the character is upright and loyal.
- _____ 4) The singing and acting style of each role varies from performer to performer.
- _____ 5) Exaggeration and symbolism are typical characteristics of Beijing Opera.

▶ Reading

Beijing Opera

Beijing Opera, China’s national opera, originated in the late 18th century and is a mixture of music, dance, art and acrobatics. It is the most influential and representative of all operas in China.

Based upon traditional Anhui Opera, it has adopted its repertoire, music and performing

techniques from Kun Opera (a local opera from Jiangsu Province) and Qinqiang Opera (from Shaanxi Province) as well as traditional folk tunes in its development, eventually forming its own highly stylised music and performing techniques.

Beijing Opera can be divided into “civil” pieces, which are characterised by singing, and “martial” ones, which feature acrobatics and stunts. Some operas are combinations of both.

Its repertoire includes historical plays, comedies, tragedies and farces. Many historical events are adapted for Beijing Opera plays, which in the past were an important primer on history and ethical principles for poorly-educated people.

There are four roles in general: the male, the female, the “painted face”, and the clown, which are further classified by age and profession. *Sheng* (male roles) can be divided into three categories: the old, the young and the martial arts expert. *Dan* (female roles) includes *qingyi* (a quiet and gentle lady), *huadan* (a lively woman), *wudan* (a woman with martial arts skills), *daomadan* (a woman skilled in fighting with weapons or on a horse) and *laodan* (an old woman). *Jing* (painted face roles) is always played by men with brightly coloured faces. *Chou* (clown roles) is marked by a dab of white on the ridge of the nose. This character is sometimes positive, kind-hearted and humourous, but sometimes negative, cunning or silly. Each role has its fixed singing and acting styles.

Like the acting and singing, the make-up is stylised, inspired by the masks worn by dancers in Tang, Song and Yuan Dynasty operas. The make-up highlights and exaggerates the principal features of the characters.

For the painted face role, the colour of their made-up faces can be an indication of their characters or personalities. Red indicates uprightness and loyalty, white craftiness and cunning. Blue indicates a vigorous, courageous and enterprising nature while yellow means an intelligent character, but a less extroverted one. Black shows a sound and honest character while green is often the symbol of a brave and irritable one.

The costumes are based on those of the Ming Dynasty, no matter when the story is set. The props can include a cloth wall, tents, whips, paddles and weapons. The props are realistic, but not so elaborate that they detract from the performance. Exaggeration and symbolism are characteristics of the opera. Holding a whip is enough to indicate that an actor is galloping on a horse. A few soldiers on the stage may represent a whole army. An actor’s circling the stage suggests a long journey.

Often there is just a table and a few chairs on the stage. The description of many situations depends on the performance of the actors and actresses. Opening a door, walking at night, rowing a boat, eating, drinking and the like are all demonstrated by the stylised movements of the actors and actresses. Performers also use their eyes and facial expressions to help convey the specific meaning.

In the past 200 years, numerous schools and celebrated performers have emerged. As a result of the hard work of hundreds of artists over the past two centuries, Beijing Opera has become a refined art form and now represents an important part of Chinese culture.

TIP

Learn the terms related to Beijing Opera by consulting your dictionary. The more you use your dictionary, the more you will learn.

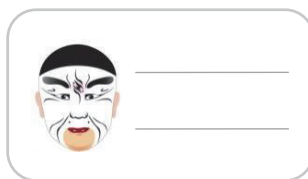
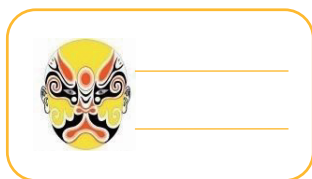
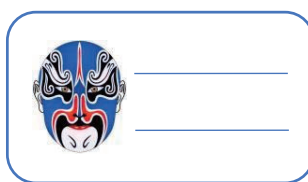
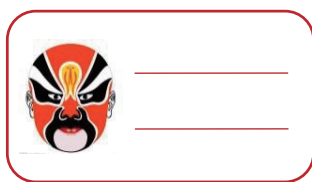
► Comprehending

1 Read the passage and complete the following chart with the information you have gained.

Beijing Opera

Origin	Beijing Opera originated in _____ and is a mixture of _____. Based on _____ Opera, it has adopted its repertoire, _____ and _____ from _____ Opera and _____ Opera as well as traditional folk tunes.
Role	There are four roles in Beijing Opera: _____, _____, _____, and _____. Each role has its _____ styles.
Make-up	The make-up is inspired by _____ worn by dancers in _____, _____, and _____ Dynasty operas. The colour of the made-up face indicates the _____ or _____ of the role.
Costumes & Props	The costumes are based on _____. The props are _____, but not so _____ that they detract from the performance.
Performance	The _____ depends on the performance of the actors and actresses. Performers use their _____ and _____ to help convey meanings.

2 Read Paragraph 7 again and find the corresponding character for each facial make-up below. Then draw yourself a facial make-up based on your personality and describe it to a partner.



Your Facial Make-up

3 Suppose that some visitors from Canada are visiting the Beijing Opera Club in your school. Introduce Beijing Opera to them with the help of the following words and expressions.

originate	based upon	“civil” pieces	“martial” pieces
a mixture of	repertoire	adapt into	roles
acting and singing	stylised movements	indication	colours
costumes	performance	characters or personalities	

Your introduction may begin like this:

Welcome to our school, our honoured guests! I am very happy to introduce Beijing Opera, our national opera, to you. Beijing Opera has become a refined art form and now represents an important part of Chinese culture...

4 Select one opera from each column to watch and try to find out the similarities and differences between them. Then share your findings in groups.

Chinese opera

- Divergence (San Cha Kou)*
- The Drunken Beauty*
- Farewell, My Concubine*
- Cao Cao and Yang Xiu*
- Sha Jia Bang*

Western opera

- Carmen*
- The Lady of the Camellias*
- The Magic Flute*
- Turandot*
- Madame Butterfly*

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 origins of English names.		
• I can identify the functions of dash and use it correctly.		
• I can use the <i>-ing</i> form as the subject to write about a picture.		
• I can interpret the meanings behind names.		
• I can write a passage of comparison between Chinese and English names.		
• I can introduce Beijing Opera to foreign visitors.		

Unit 2

Non-verbal Communication

People pick up more from non-verbal communication than from words.

—Anonymous

Looking Ahead

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

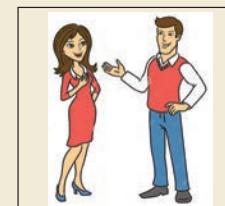
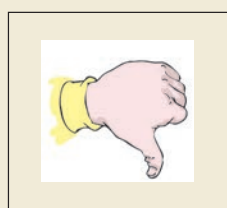
- interpret the meanings of non-verbal communication;
- make sentences with some idiomatic expressions;
- identify the functions of the *-ing* form and use it properly in its context;
- talk about non-verbal communication by giving examples;
- write a piece of argumentation;
- report the understanding of the cultural meanings of time.

Reading Actively



▶ Activating and Predicting

1 Work in pairs to find out what the following pictures suggest. Then define non-verbal communication.



Verbal communication refers to the means of communication that involves the use of words.
Non-verbal communication _____.

2 Read the following statements about non-verbal communication and tick those you think are possible and reasonable. Then read to check.

- 1) In most Middle and Far Eastern countries, pointing at someone with the forefinger is considered polite.
- 2) In the United States, people signal for someone to come by holding the palm of the hand up and moving the fingers towards the body.
- 3) In a casual conversation, many Americans stand about four feet apart while people in Latin or Arab cultures stand very close to each other.
- 4) Crossing one's legs in the U.S. is often a sign of being relaxed; in other countries, it may be a taboo.
- 5) Many Asians believe it is not good manners to use both hands when offering or receiving objects.
- 6) In an American's opinion, if a person doesn't look at you in the eye in a conversation, he doesn't like you.

► Reading, Thinking and Analysing

Body Language Says a Lot

In a crowded room, the boy and the girl steal glances at each other, turning their eyes away when their eyes meet. The boy acts cool, crossing his legs and affecting a casual air—even though his heart is beating wildly. The girl is also afraid the boy will see her looking at him. A few seconds pass. He looks at her again. She starts to **blush**. He nervously looks at the ceiling and whistles softly to himself. They continue to play their **cat-and-mouse game** for some time. Will they ever talk to each other?

The fact is that they have already communicated a lot, without ever saying anything. Non-verbal elements form a major part of any communication. That means people pick up more from non-verbal communication than from the words. When studying a foreign culture, therefore, we should pay attention to how people use non-verbal cues.

Gestures make up a major form of non-verbal communication and they function as visual **icons** which represent a single idea. But often they are embarrassingly culture-bound. For example, when the Maoris of New

Zealand stick out their tongues at someone, it is a sign of respect. When Americans make the same gesture, it means just the opposite. Americans often indicate “OK” with

blush (vi.): become

A. *angry*

B. *red in the face*

Guess the meaning of *cat-and-mouse game* from the context.

Icon here means

_____.



their thumbs and forefingers touching to form a circle. The same gesture means “money” to the Japanese, “zero” to the French and rudeness to Brazilians and Germans. For that reason, people in a foreign culture must use gestures with caution.

Another cultural aspect of non-verbal communication is one that you might not think about: space. Every person perceives himself to have a sort of invisible shield surrounding his physical body. When someone comes too close, he feels uncomfortable. When he bumps into someone, he feels obligated to apologise. But the size of a person’s “comfort zone” varies, depending on his cultural or **ethnic** origin. For example, in a casual conversation, many Americans stand about four feet apart. In other words, they like to keep each other “at arm’s length”. People in Latin or Arab cultures, in contrast, stand very close to each other, and touch each other often. If someone from one of those cultures stands too close to an American while in conversation, the American may feel uncomfortable and back away.

When Americans are talking, they expect others to respond to what they are saying. To Americans, polite **conversationalists empathise** by displaying expressions of excitement or disgust, shock or sadness. Americans also indicate their attentiveness in a conversation by raising their eyebrows, nodding, smiling politely and maintaining good eye contact. Whereas some cultures view direct eye contact as impolite or threatening, Americans see it as a sign of **genuineness** and honesty. If a person doesn’t look at you in the eye, Americans might say you should question his motives or assume that he doesn’t like you. Yet as for eye contact, Americans still consider staring—especially at strangers—to be rude.

Considering the influence of non-verbal communication, we never really stop communicating. How we walk, how we stand, how we use our hands, how we **position** our bodies and how we show emotions—all send a message to others. That’s why it’s possible, as the saying goes, to “read someone like a book”.

Guess the meaning of *ethnic* in the context.

conversation→
conversational→
conversationalist
It means _____ in Chinese.

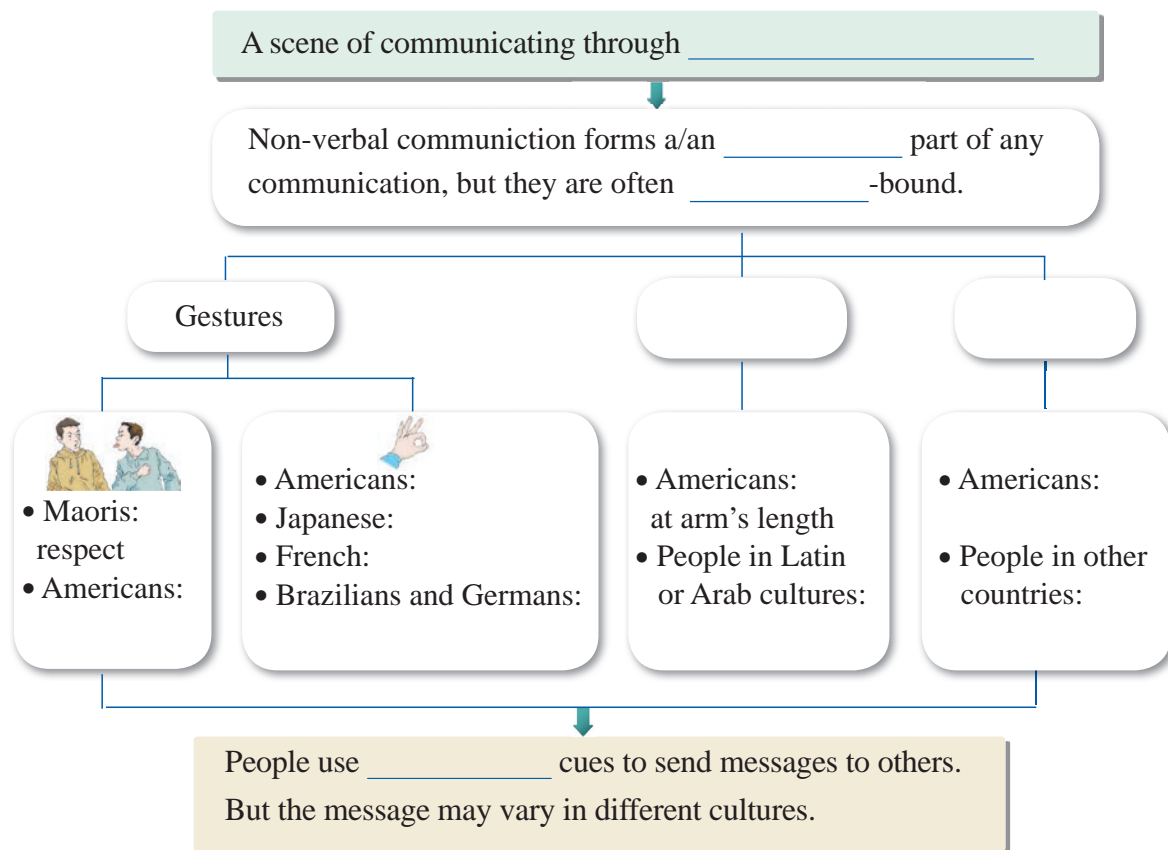
Empathise (vi.) means _____.
A. place emphasis on
B. show pity for

Guess the meaning of *genuineness* through the context.

Position is a _____.
(n./vt.). It means _____ in Chinese.

► Comprehending, Integrating and Creating

1 Complete the following diagram and share your ideas with a partner.



2 Based on the above diagram, ask and answer the following questions in pairs.

- 1) What are the three means of non-verbal communication mentioned in the text?
- 2) Can we make a gesture of “connecting the thumb and forefinger in a circle and holding the other fingers straight” to a Brazilian? Why?
- 3) In Chinese culture, is it appropriate to keep very close to each other while you are talking with your friends? Give examples to support your ideas.
- 4) Why must people be careful with their gestures in a foreign culture?
- 5) How do you understand “read someone like a book”?

3 Work in groups to discuss whether the non-verbal communication in each of the situations is appropriate or not. Give your reasons.

Situation 1: Xiaofang (a Chinese student) dare not look at her American teacher while they are talking.

Situation 2: Wang Fei (a Chinese student) stands very close to his American friend, Tony.

Situation 3: Bob (an American) is travelling in Mexico. He stands by the road with his thumb up.

4 Work in groups to interpret the following non-verbal actions in your daily life. Then share your ideas with other classmates.

- 1) A customer in a restaurant is waving his hand over his head and saying something loudly.
- 2) The manager of a company is patting a young employee on the shoulder.
- 3) A man is walking slowly, with his shoulders hunched.

- 5** Select one of the following situations and work in groups to act it out by using only non-verbal communication. Then let your classmates interpret your non-verbal communication in words.

Here are some situations for you:

- ⊙ It's the night before an important exam, ...
- ⊙ On the bus back home, ...
- ⊙ During the break time at school, ...

Exploring and Using



► Language Feature

- 1** Use the lexical chunks in the box to replace the underlined parts in the sentences below. Change the form if necessary.

steal glances at	back away	respond to
look at sb. in the eye	stare at	

- 1) She looked at her watch quickly, trying not to let it be noticed that she found the lecture boring.
- 2) The man shouted so loudly that I immediately moved backwards, since I was so frightened.
- 3) I wrote a letter to the writer, never expecting any reply. However, he personally answered all my questions with a phone call.
- 4) Americans consider eye contact to be an important non-verbal form of communication, but many people may not offer you a direct eye gaze for many reasons.
- 5) Angela looked at him for a long time in disbelief, shaking her head.

- 2** Write down the meanings of the three idioms from the text and discuss what an idiom is. Then work out the meanings of four more idioms and use them to complete the given sentences.

A. to play their “cat-and-mouse game”	_____
B. to keep each other “at arm’s length”	_____
C. to “read someone like a book”	_____

TIP

An idiom is a set expression of two or more words that means something other than the literal meanings of its individual words. People use idioms to make their language more expressive and more idiomatic.



build a castle
in Spain



bark up the
wrong tree



armed to the teeth



let the cat out
of the bag

- 1) My mother _____ when she accused me of stealing. It was my sister.
- 2) I bought a special gift for Jane. I wanted it to be a surprise, but my sister _____.
- 3) You need sound financial advice and a strong plan if you're going to start your own business—don't just _____.
- 4) When the news came that there was going to be a war, the entire country was _____. There were too many guns around.

► Grammar Link

Revision of the *-ing* Form (I)

Reviewing the rule

Read the first two paragraphs from the text again and underline all the *-ing* forms. Then identify their functions.

In a crowded room, the boy and the girl steal glances at each other, turning their eyes away when their eyes meet. The boy acts cool, crossing his legs and affecting a casual air—even though his heart is beating wildly. The girl is also afraid the boy will see her looking at him. A few seconds pass. He looks at her again. She starts to blush. He nervously looks at the ceiling and whistles softly to himself. They continue to play their cat-and-mouse game for some time. Will they ever talk to each other?

The fact is that they have already communicated a lot, without ever saying anything. Non-verbal elements form a major part of any communication. That means people pick up more from non-verbal communication than from the words. When studying a foreign culture, therefore, we should pay attention to how people use non-verbal cues.

Rediscovering the rule

1 Complete the table by putting “✓” in the appropriate boxes and share your ideas with a partner.

	Subject	Object	Predicative	Attributive	Adverbial	Object complement
The <i>-ing</i> form as an <i>adj.</i> or <i>adv.</i>						
The <i>-ing</i> form as a noun						

2 Work in groups to discuss and complete the table below.

Form	Function	Example	Meaning
The <i>-ing</i> form	predicative	as a/an _____	The difference between them is very striking . explaining the feature of the subject
		as a noun	A nurse's job is looking after the patients . explaining what the _____ is
	attributive	as an adjective	a swimming boy showing that the boy is _____
		as a/an _____	a swimming pool showing that the pool is for _____

Applying the rule

1 Identify the functions of the *-ing* form which you have underlined in *Reviewing the rule* by following the example.

• **Example** •

Considering the influence of non-verbal communication, we never really stop communicating.

(adverbial)

(object)

2 Complete the following sentences with the *-ing* form of the given verbs. A verb can be used more than once.

walk	annoy	take	tire	sleep
swim	follow	cry	touch	apply

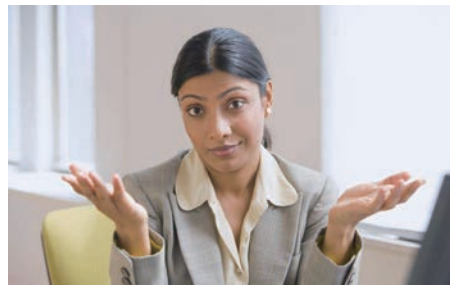
- 1) It is _____ that the meeting should be put off.
- 2) Susan's job is _____ care of the elderly, and the job is _____.
- 3) On the _____ day, he found the _____ stick under the bed.
- 4) One of the best exercises is _____. However, don't swim in a river or lake. You should practise _____ in a _____ pool.
- 5) Reading is learning, but _____ is a more important kind of learning.
- 6) The movie was so _____ that I was moved to tears.
- 7) Look at the _____ baby in the _____ bag. He must be hungry.

3 Complete the following passage with the appropriate forms of the given lexical chunks.

shrug one's shoulders	speak in public	tell a lie
press one's forefinger	study the gestures	communicate with them
get information	face outwards	think about
touch one's chin	keep one from	use one's hand

Gestures

It is said that the proportion of _____ by means of books, oral communication and body language stands at about 7:38:55 in daily social activities. So _____ of English-speaking people is necessary before _____.



- _____ against the lip means keeping silence. An Englishman _____ will hold up both his hands level with his shoulder, with the palms _____, if he wishes to request the audience to be silent.
- _____ indicates that I don't care.
- _____ suggests _____ a decision.
- _____ to cover the mouth is interpreted as _____ being revealed when _____.
- Putting one's hand trumpet-like around the ear means, "Would you please speak louder? I can't catch you."

Listening, Understanding and Communicating



Giving Examples

- 1** Work in pairs to communicate with each other in the following situations without saying any words. Then listen to check whether your ways are the same with the ones mentioned in the coming lecture.

Situations:

- Saying goodbye to your friend when leaving.
- Greeting a new guest on a formal occasion.
- Listening attentively.
- Being delighted.

- 2** Listen again and note down the key words to answer the following questions.

- Who is most probably giving the lecture?
- How does he begin his lecture?
- According to the lecturer, how can people communicate other than by speaking?
- Can verbal and non-verbal communication be separated easily?
- What will be the most probable topic the speaker will focus on next?

TIP

Note-taking is a skill which combines listening and writing. It requires you to write down what you consider important while listening.

- 3** Listen for a third time and fill in the missing information.

We can communicate successfully by using our hands, our eyes or by _____. This is non-verbal communication, which might be thought of as _____ of communication that is not directly _____ the use of language. Generally speaking,

it is not always easy to know where to _____ verbal and non-verbal forms of communication. Such _____ aspects of communication as nodding the head accompany _____ and are part and parcel of the verbal system of language use. While there are _____ non-verbal communication, the lecturer will focus on only _____ of human behaviour which are _____ **intercultural communication:** the movements of our bodies, **paralanguage**, our _____, and our use of time.

4 Work in pairs to give examples to support your opinions on the following statements. You may use the sentence structures listed in the box.

- 1) People pick up more from non-verbal communication than from words.
- 2) Body language says a lot.
- 3) Gestures are often culture-bound.

Giving Examples

Informal	Formal
For example/instance, ...	Allow me to cite an example.
Let me give you an example.	An example of this would be...
Take... for instance/example...	And as evidence of that, ...
What's more, you...	It follows from that...
You only look at... to see that.	Let me cite a few instances: ...
What about...?	Take the case of...
Just look at...	To make it clearer, let us have a look at...

Reading, Speaking and Writing

Writing a Piece of Argumentation

1 Read the following piece of argumentation and complete the diagram after it.

The Importance of Non-verbal Communication

Non-verbal communication **complements** as well as **supplements** the spoken language and it's as important as verbal communication. The following evidence proves that non-verbal communication is as important as verbal communication in our daily life.

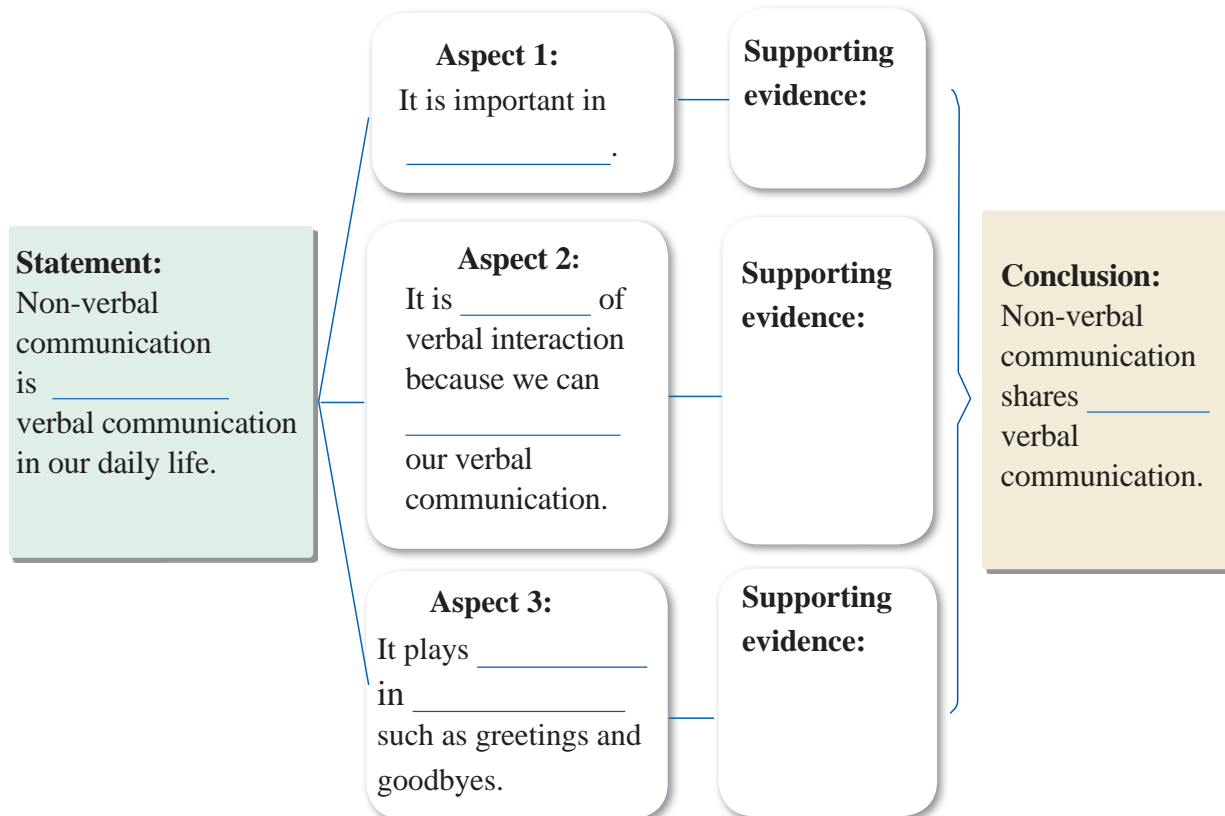
To begin with, non-verbal communication is important in expressing our emotions. Researchers have found that only 7% of the **attitudinal** meaning of message comes from words and the other 93% comes from non-verbal signals. And wordless communication is mostly true and is not **faked**.

In addition, non-verbal communication is the main supporter of verbal interaction. We can **substitute**, complement or emphasise our verbal communication with non-verbal cues. For example, when I came across my students with frowning faces seeking **permission** to take a rest, I would immediately grant permission because I saw how much they were suffering not only by hearing the reason, but more by judging their facial expression.

Last but not least, non-verbal communication plays a greater role in performing **rituals** such as greetings and goodbyes. Waving our hands indicating goodbye is an example.

Also, nodding or shaking our heads indicates accepting or refusing when others tell or offer something to you.

In brief, we can conclude that non-verbal communication shares equal importance with verbal communication. In fact, sometimes the former is more important than the latter.



2 Fill in the blanks with the information from the passage to complete the examples. Then work with a partner to match them with the corresponding techniques the author uses.

Example	Technique
Researchers have found _____ _____	Personal experience
When I came across my students _____ _____	General experience
Nodding or shaking our heads indicates _____ _____	Data from scientific experiments or research

3 Choose one topic and write a piece of argumentation individually by following the steps below.

- A. Will classrooms disappear with the development of e-education?
- B. Do smartphones bring modern people closer or farther away?
- C. Is it a waste of valuable resources trying to save endangered animal species?

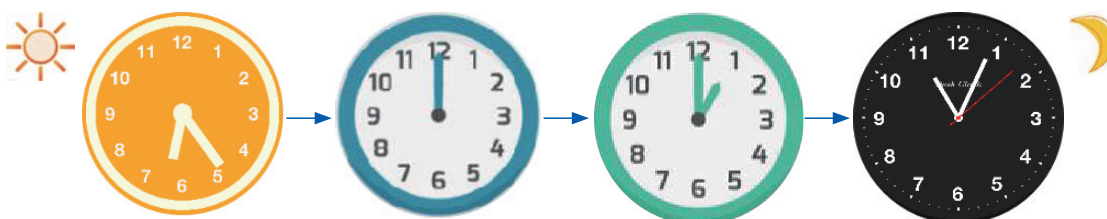
- Step 1** Work out your opinion on the topic.
- Step 2** List your reasons and the supporting evidence.
- Step 3** Write your draft and remember to use the techniques mentioned in Activity 2.
- Step 4** Self-correct your writing and then do peer-correction.

Reading Further



▶ Getting Ready

- 1** Look at the clocks and answer the questions below in pairs.



- 1) What do people usually do at the time shown in each of the above clocks?
 - 2) Is it suitable to make a call at the time shown above in China? Why or why not? How about in other countries?
- 2** Judge whether the following statements are true (T) or false (F). Then read to check.
- _____ 1) It's OK to make a casual phone call to somebody early in the morning.
 - _____ 2) All over the world, time plays the same role in people's daily lives.
 - _____ 3) We cannot hold or see time, but we respond to it as if it had command over our lives.
 - _____ 4) Time may cause communication problems.
 - _____ 5) Time in the East moves at a slower and easier pace than it does in the West.

▶ Reading

The Voices of Time

Time talks. It speaks more plainly than words. Time communicates in many ways.

Consider the different parts of the day, for example. The time of the day when something is done can give a special meaning to the event. It is not customary to telephone someone very early in the morning. If you telephone him early in the day, while he is shaving or having breakfast, the time of the call shows that the matter is very important and requires immediate attention. The same meaning is attached to telephone calls made after 11:00 p.m. If someone receives a call during sleeping hours, he assumes it is a matter of life or death. The time chosen for the call communicates its importance.

In social life, time plays a very important part. In the United States, guests tend to feel they are not highly regarded if the invitation to a dinner party is extended only three or four days before the party date. But this is not true in all countries. In other areas of the world, it may be considered foolish to make an appointment too far in advance because plans which are made for a date more than a week away tend to be forgotten.

The meaning of time differs in different parts of the world. Thus, misunderstandings often arise between people from cultures that treat time differently. Promptness is highly valued in American life, for example. If people are not prompt, they may be regarded as impolite or not fully responsible. In the U.S., no one would think of keeping a business partner waiting for an hour; it would be too impolite. A person who is five minutes late is expected to make a short apology. If he is less than five minutes late, he will say a few words of explanation, though perhaps he will not complete the sentence.

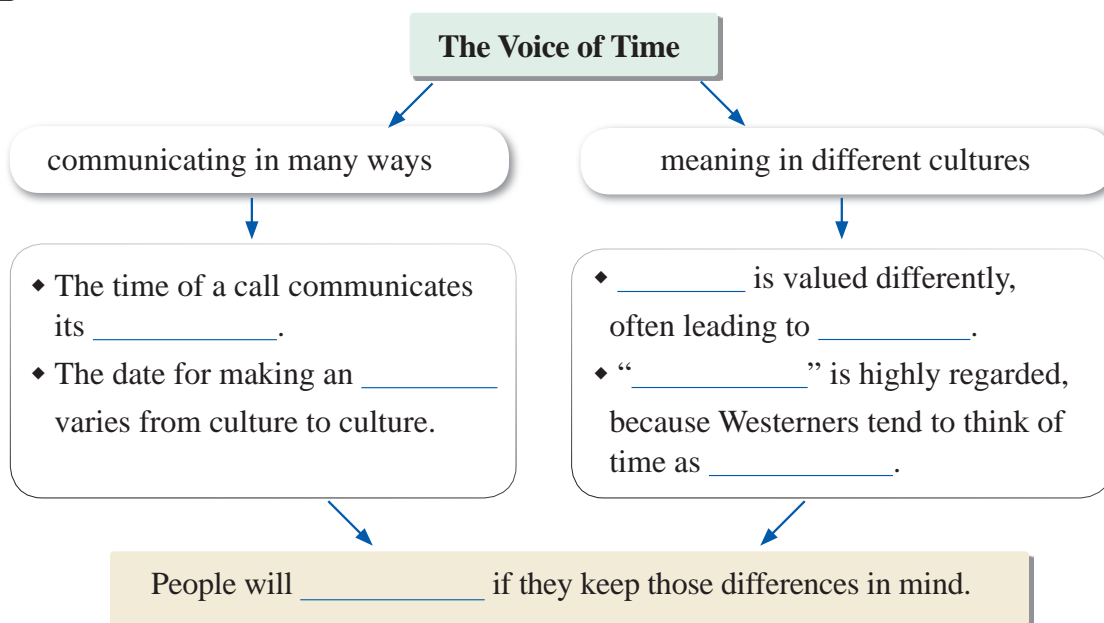
This way of treating time is quite different from that of several other cultures. This helps to explain the unfortunate experience of a certain agriculturist from the United States, assigned to duty in another country. After a long delay, the agriculturist was finally granted an appointment with the Minister of Agriculture. Arriving a little before the appointed hour (according to the American way of showing respect), the agriculturist waited. The hour came and passed. At this point he suggested to the secretary that perhaps the minister did not know he was waiting in the outer office. This gave him the feeling of having done something to solve the problem, but he had not. Twenty minutes passed, then thirty, then forty-five. To an American, that is the beginning of the “insult period”. No matter what is said in apology, there is little that can remove the damage done by an hour’s wait in an outer office. Yet in the country where this story took place, a forty-five-minute waiting period was not unusual.

In the West, particularly in the United States, people tend to think of time as something fixed in nature, something from which one cannot escape. As a rule, Americans think of time as a road or a ribbon stretching into the future, along which one progresses. The road has many sections, which are to be kept separate—“one thing at a time”. People who cannot plan events are not highly regarded. Thus, an American may feel angry when he has made an appointment with someone and then finds a lot of other things happening at the same time.

Since time has such different meanings in different cultures, communication is often difficult. We will understand each other a little better if we can keep this fact in mind.

► **Comprehending**

1 Complete the following diagram with the information from the passage.



2 Work in pairs to discuss the following questions.

- 1) What view do Americans have on promptness? What about Chinese?
- 2) How do Westerners perceive time? How about Chinese?
- 3) Do Chinese use time to give special meaning to events? Give some examples to support your ideas.
- 4) How do you understand “Time talks”?
- 5) What are the similarities and differences between Chinese and Westerners in the culture of time? Try to give some examples.

3 Discuss in groups whether you should be present early, on time, or late on the following occasions. Give your reasons.

- a business meeting
- a rock 'n' roll concert
- a wedding ceremony
- a meeting with a friend
- a job interview
- a dinner party
- a date
- a graduation ceremony

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 meanings of non-verbal communication.		
• I can use some idiomatic expressions to make sentences.		
• I can identify the functions of the <i>-ing</i> form and use it properly in its context.		
• I can provide examples when talking about non-verbal communication.		
• I can write a piece of argumentation on the importance of non-verbal communication.		
• I can report the understanding of the cultural meanings of time to classmates.		

Challenging Yourself A

Cultural Communication

Each tradition of the wedding ceremony has a flavour of its own.

—Anonymous

Looking Ahead

After completing this project, you will be able to:

- use your previous knowledge about the wedding ceremonies consciously to help you while reading;
- develop cross-cultural understanding of different wedding customs by making comparisons and contrasts in a diagram;
- summarise and classify words and expressions relating to weddings by using a mind map;
- reproduce a scene of a wedding ceremony through group work;
- reflect on the learning of the whole theme from the aspect of vocabulary strategies.

Learning Individually



1 Match each of the following pictures with the corresponding customs.



()



()



()



()

A. Setting up a wish tree.

B. Breaking plates into pieces.

C. Dressing a bride in a white dress and face veil.

D. Selecting the wedding date.

2 Predict whether the following wedding customs are true (T) or false (F). Then read to check.

_____ 1) In Western countries, the bride usually wears a red dress and face veil.

- _____ 2) At a Czech wedding, the bride wears a rosemary wreath made by her mother.
- _____ 3) Flowers play a more important role in Indian weddings than in Western ones.
- _____ 4) A Chinese wedding date is carefully chosen according to birth dates and Chinese zodiac signs in order to assure happiness and prosperity.
- _____ 5) All over the world, the bride's father puts his daughter's hands into the groom's to begin the wedding.

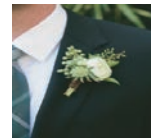
► Reading and Thinking

The Culture of the Wedding Ceremony

Many couples wish to carry on the **long-established** wedding culture of their ancestors, whether or not they reside in the country where it originated. Varying customs and traditions can take place during, before, and/or after the blessed event.

Long-established means _____ in Chinese.

In Western culture, it is conventional for the bride to wear a white dress and face veil, the dress symbolising purity and the veil symbolising virginity. The groom wears a formal suit, bow tie, and **boutonniere**. Numerous societies and many Europeans have adopted this “white wedding”. Also, it's considered to be good luck for the bride to wear “something old, something new, something borrowed, something blue, and a penny in her shoe.” In America, the wedding ceremony usually takes place at a church, in which case everything matches in colour, including flowers, bridesmaids' dresses and decorations. It may, however, be held in a courthouse or other locations, such as an outdoors setting.



boutonniere



Special clothing and decorations are important in most countries as well. For instance, on the night before an Armenian wedding, the groom's family brings the bride's veil and shoes in beautifully wrapped boxes to the bride's family. At a Czech wedding, the bride wears a **rosemary wreath** made by her bridesmaids, which symbolise wisdom, love, and loyalty. Flowers add beauty to any wedding, but they play a more important role in Indian weddings than in Western ceremonies. At an Indian wedding, **garlands** are presented for the guests of honour to wear. The couple also exchange garlands during the ceremony. The garland is a traditional gesture of acceptance of one another. It consists of a variety of colourful flowers, all tied together on a string signifying the marital union.



rosemary wreath

Guess the meaning of *garland*.

Concern for the future of the married couple is prominent in many



places. This is apparent in China. A Chinese wedding date is carefully chosen according to birth dates and Chinese zodiac signs in order to assure happiness and prosperity. A Dutch wedding custom is to create a “wish tree” where guests write wishes for the couple’s future to hang on tree branches at the reception. Before a German wedding, the bride and groom break dishes into pieces and clean them up together in order to prepare them for life’s trials.



Chinese zodiac signs

Family members often take a very significant role at a wedding. In many Western countries, the bride walks down the aisle towards the bridegroom with her father. After the bride’s father puts his daughter’s hands into the groom’s, the wedding begins. At a French wedding, the groom walks his mother down the aisle before he himself arrives at the altar. In the case of a Filipino wedding, it is conventional for the grandparents to act as the witnesses.



altar

As you can see, each tradition in the culture of the wedding ceremony has a flavour of its own. To showcase it is a beautiful and memorable tribute to the families and honourable guests who are present.

► Analysing and Questioning

1 Read the article and complete the diagram.

Clothing

- In Western culture, the bride wears a _____ dress and face veil; the groom wears a formal _____, bow _____, and boutonniere.
- In Armenia, the groom’s family brings the bride’s veil and shoes in beautifully _____ boxes.



The Culture of the Wedding Ceremony

Decorations

- In the Czech Republic, the bride wears a _____ wreath made by her bridesmaids.
- In India, the guests of honour wear _____; the couple also exchange _____ during the ceremony.

Roles of family members

- In Western countries, the bride walks down the aisle with her _____.
- In France, the groom walks his _____ down the aisle.
- In the Philippines, the grandparents act as the _____.

Concern for the married couple

- In China, people choose a wedding date according to _____ and Chinese zodiac signs.
- In Dutch, they create a “_____ tree”.
- In Germany, the bride and groom break _____ into pieces and clean them up together.

2 Read the article again and answer the following questions.

- 1) Why does the bride in Western countries wear a white dress and face veil?

- 2) What's the purpose of inviting family members and guests to be present at a wedding?

- 3) Which custom in the article do you think is the most special or meaningful? Why?

- 4) What do you think is the significance of a wedding ceremony?

3 What wedding traditions and customs do you have in your hometown? Collect information and prepare well for further discussion in class.


4 Reflect on what you have learned from the article and write down some 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) Share your questions or problems and try to deal with them with group members.

Phase 2 Exploring further

- 1) Complete the following activities.

Activity 1 Draw a mind map to summarise words and expressions relating to a wedding.

Activity 2 Choose one of the wedding customs in the article and role-play as the bride, groom, parents, grandparents, guests, etc.

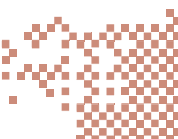
- 2) Listen to your teacher for his/her comments and suggestions.

Phase 3 Utilising resources

1) Read the article *The Exchanging Vows at the Wedding* in Reading Box and take notes.

2) Watch the following videos in Video Bank and learn more about wedding customs.

- A video clip of the wedding ceremony of Prince Harry and Meghan Markle (2018).
- A movie *Love Story* (1970).



Learning Creatively



Study the logos inserted in the article and think what messages they have conveyed to you. Then read it to check your ideas.

Communication through Logos

Milton Glaser said, “To design is to communicate clearly by whatever means you can control or master.” Like any design, a logo can communicate a message. By communication, we mean “share or tell a message”. And a message can be a story, an idea, an emotion or a mood.

A logo can communicate its message through the symbol itself representing a core value, product or service. Or it can communicate a message through the application of the design—simplicity, luxury, high-tech, low-tech are all easily communicated through the application of a design. Or a logo can communicate a larger story that is either understood indirectly or after some explanation, such as Amazon’s A-Z logo or Twitter’s bird logo.

Let’s take a closer look at the ways in which a logo can communicate.

A logo can tell you the name of what it represents. The term “logo” is from the Greek word “logos” which is for “word”. But now it has become synonymous with trademark, regardless of whether the trademark is a logotype, symbol, monogram or other graphic device. Most logos are simply the names. Sometimes, a logo can also visually represent the name, taking the logo of “The Palace Museum” as an example.



A logo can relay a sense, mood or feeling. The shape of the person in the official logo of the 2008 Beijing Summer Olympics is based on the Chinese character “京(jing)”, which means capital, but is also a short form way of referring to Beijing, the capital city of China. Moreover, its significance is more than that. Known as “Dancing Beijing”, it shows a dancing person (or maybe running) and gives people a cheerful feeling of the sport meeting it represents.



A logo can also tell a story, or at least hint at one. This feature can make a logo shine more than any other and leave a lasting impression. The logo for the “Friends of Jacksonville Animals”, is a classic example of a logo that tells a story. It features an open hand graphic that holds two pictures of animals in the palms of the hands. Their onsite tag line helps emphasise the logo, “Helping hands helping animals.” This friendly logo graphic helps people know that they are all about helping animals who cannot help themselves and empowers people to support their organisation by adopting an animal or contributing to their cause.



Therefore a logo is not only a mark but reflects a brand, an event or organisation via the use of shapes, fonts, colours, and/or images. A logo is for inspiring trust, recognition and admiration, and it is the designers' task to create a logo that will do its job.

Now, want to have a try yourself? We will tell you everything you must know about a logo design. Here are some basic rules and principles of effective logo design.

- **Determine the primary function of your logo.**

A logo represents your purpose through the use of shapes, fonts, colours and images. Being clear on why you need a logo can guide your design. For example, if you are designing a logo for a children's toy store, it would be appropriate to use a childish font and colour scheme. This would not be so appropriate for a law firm, however.

- **Make your logo simple and memorable.**

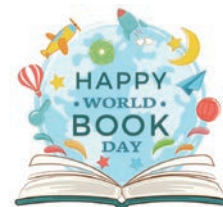
A simple logo design allows for easy recognition and allows the logo to be memorable. It is achieved by having a simple yet unexpected or unique feature.

- **Use colour wisely.**

We all know the important role colour plays in any design. While it differs from person to person, most of us make specific connections, like associating red with urgency, yellow with vitality and green with growth and development.

Do the following activities.

- 1) Look at the following logos and say what messages they communicate to you, and then evaluate them according to the rules in the article. Then select your favourite one and explain your reasons in groups.



- 2) Choose a festival or an event, and then design a logo for it. Hold a Logo Design Competition in class.

Learning Reflectively



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

- 1) How well have I learned, consolidated and used words by applying vocabulary strategies? What kinds of vocabulary strategies have I adopted? Tick the ones you have used and cite your examples.

Vocabulary strategy	Your example
A. Skip or ignore some new words in reading.	
B. Guess the meanings of new words by using affixes or context clues.	
C. Consult a dictionary for some difficult words or to confirm your guesses.	
D. Identify the “new” meaning of an “old” word in a new context.	
E. Memorise newly-learned words regularly.	
F. Classify the words under the same topic.	
G. Use the new words as much as possible in speaking and writing.	
...	

- 2) What is your progress in learning words and expanding your vocabulary? Do you have any other difficulties or problems in vocabulary learning? Please list them.

Theme B

Nature and Environmental Protection

Man and nature coexist on the earth. What we are doing to nature or the environment is but a mirror reflection of what we are doing to ourselves or one another. Our mission is to create a world where we can live in harmony with nature. So, let's love, study, explore and protect nature.



In this theme, you will:

- ◇ read to learn more about the earth;
- ◇ get to learn more about global warming;
- ◇ learn to persuade others while talking.

Unit 3

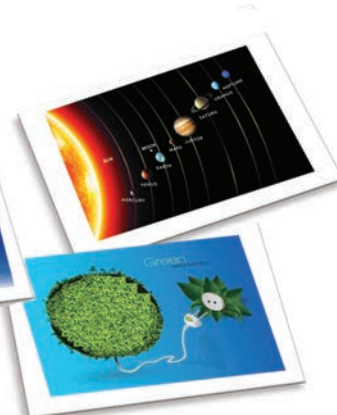
- ◇ read to learn about China's space dream;
- ◇ find out the reasons for space exploration;
- ◇ get to learn how to talk about pros and cons.

Unit 4

- ◇ learn more about our planet.

Challenging Yourself B

What's the relationship between nature and human beings? Why do we have to protect nature? What can we do to protect the environment in our daily lives?



Unit 3

Earth Protection

Make it a better place for you and for me and the entire human race.

—Michael Jackson

Looking Ahead

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

- describe the greenhouse effect and talk about the solutions to it;
- identify and use sentence structures to describe changes;
- analyse the usage of the *-ing* form and use it appropriately in its context;
- persuade people in oral communication;
- write a cause-and-effect essay;
- explain the causes and effects of global warming.

Reading Actively



▶ Activating and Predicting

1 Match the pictures with the problems labelled from A to E. Then work in pairs to talk about these problems with the given words and expressions.



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TIP

Use various methods to guess the meanings of unknown words. Then you may turn to a dictionary to know more.

- A. Environmental pollution: plastic waste, atmosphere, sandstorm, acid rain, smog
- B. Overpopulation: food supplies, nutrition, disease, crops, deforestation
- C. Energy crisis: electric energy, fuels, underwater, oil
- D. Natural disasters: hurricane, flood, drought, extinction of species
- E. Global warming: greenhouse gases, melted ice, sea level, desert

2 Work in pairs to predict what our earth will be like in 50 years. Then read the first paragraph to check.

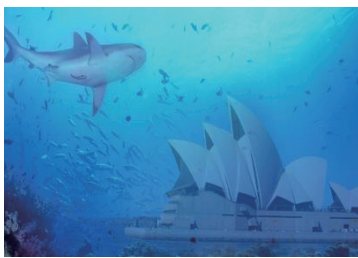
A: Hi, Joe. Have you ever imagined what our planet will be like in 50 years?

B: Oh, yes. You know, we are actually facing all kinds of problems. So in 50 years, our earth...

...

► Reading, Thinking and Analysing

Earth in Danger



The year is 2080, and the world is a very different place. Sea levels have risen and flooded millions of homes. London, New York, Sydney and many other cities are underwater. The Earth has become a lot warmer and **heatwaves** are killing crops.

People are fighting for food and clean water. This sounds like a Hollywood film. But it could definitely happen if we keep damaging the environment.

Claire Addison, an environmental expert, said the biggest challenge for our planet would be climate change. “The most significant aspect of climate change is going to be global warming which is caused mainly by the increase of greenhouse gases,” she added. She also pointed out that too much greenhouse gas would bring changes that can affect our water supplies, agriculture, power and traffic systems, the natural environment, and even our own health and safety.

The Vision

Some scientists think the Earth will be about six degrees warmer by 2100. That doesn't sound like a lot but it would have disastrous effects globally. There could be more drought and desert in Australia and Africa, and dangerous heatwaves in Europe. More ice in the Arctic and Antarctic regions could melt and sea levels could rise, covering areas like Bangladesh, the Netherlands and Florida. Even London, New York and Shanghai could be flooded. **Malaria** and other **tropical** diseases could be common in Europe and many of the animals and plants could disappear forever.

The Facts

When trying to figure out the causes of such horrible changes, 97

*heatwave (n.) = heat (n.)
+ wave (n.)*

It means _____ in Chinese.

Malaria here must be a kind of _____.

The tropics area refers to the hottest area of the world. So tropical means _____.

percent of scientists say humans are to blame for global warming.

There has been a 40% rise in the level of **carbon dioxide** in the atmosphere since the Industrial Revolution, and we add 70 million tons of carbon dioxide to the atmosphere daily.

We've already lost two thirds of the world's forests. Every year, we cut down 160,000 **square** kilometres—an area the size of England and Wales!

Many people talk about factories, but the truth is: we all cause climate change. Mobile phones, televisions and computers all need electric energy to work. Most of this energy comes from burning **fossil fuels**, which gives off CO₂ and other gases into the air.

We Can Make a Difference

You can take steps at home, on the road, and in your school to reduce greenhouse gas emissions and the risks associated with climate change. Many of these steps can save your money; some, such as walking or biking to school, can even improve your health! Many students said they were about to start the next day but never made it. So take action now! Our decisions today are going to shape the world our children and grandchildren will live in.

carbon dioxide: CO₂
It means _____
in Chinese.

Square here means
_____ in Chinese.

What's the function of
the dash "—"?

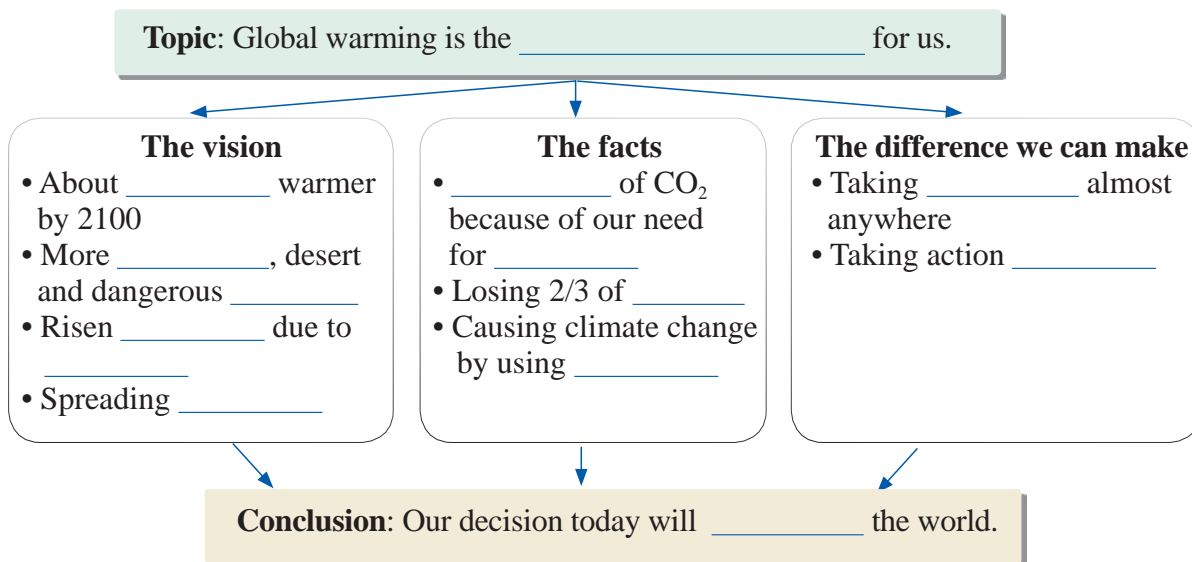
*fossil fuels: natural fuels
such as coal or natural
gas*

► **Comprehending, Integrating and Creating**

1 Complete the following chart and share your ideas with a partner.

TIP

Drawing a chart may help you know how the author develops his ideas and then work out his writing purpose.



The author's purpose in writing this passage is to _____

2 Based on the chart on Page 38, ask and answer the following questions in pairs.

- 1) What measures are mentioned in the text to fight against global warming? What else can we do?
- 2) What might be used to replace the need to burn fossil fuels?
- 3) What are the phenomena related to global warming around us? What might be the solutions?
- 4) Do you think every country is equally responsible for fighting global warming? Why or why not?
- 5) How do you understand the title of the text “Earth in Danger”? Do you really believe so? Give your reasons.

3 Work in groups of four to retell the main idea of the text.

Student A: State the challenge.

Student B: Describe the vision.

Student C: Analyse the causes.

Student D: Talk about the measures.

TIP

While you are retelling, you may refer to the information in Activities 1&2. While your group members are retelling, you may take notes.

4 Work in groups to design a T-shirt for the annual Earth Day of this year. Then show it in class and explain why you created such a design.



The focus: _____

The slogan: _____

The reasons: _____

The logo: _____

Other elements: _____

5 Do the activity by following the steps below.

Step 1 Work in groups to prepare questions by following the examples.

Fighting against Greenhouse Gas Emissions

At home, do you

order take-away food?

...

On the road, do you

walk or ride a bike to school?

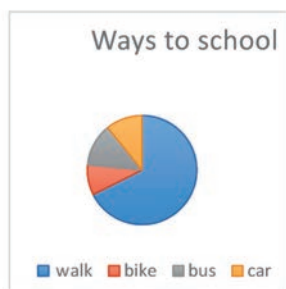
...

At school, do you

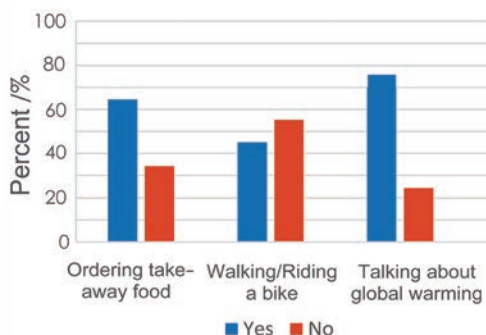
talk with your classmates about global warming or other environmental issues?

...

- Step 2** Make a survey in your school and collect data.
- Step 3** Summarise your findings by using a pie chart or bar graph like the ones below.



Fighting against Greenhouse Gas Emissions



- Step 4** Write down your suggestions or solutions based on your findings.
- Step 5** Report to the class.

Exploring and Using



► Language Feature

1 Read the following three sentences from the text and match them with their corresponding functions. Then write your own sentence with “even”.

- _____ 1) She also pointed out that too much greenhouse gas would bring changes that can affect our water supplies, agriculture, power and traffic systems, the natural environment, and **even** our own health and safety.
- _____ 2) **Even** London, New York and Shanghai could be flooded.
- _____ 3) Many of these steps can save your money; some, such as walking or biking to school, can **even** improve your health!

- A. to show something surprising
- B. to emphasise something by using comparatives
- C. to call attention by adding a more extreme word or phrase

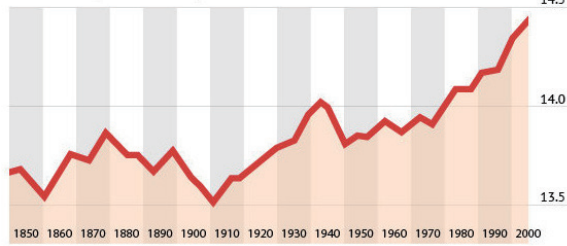
2 Complete the following sentences with the information from the text. Then use some of them to describe the following two graphs.

- 1) Claire Addison said _____ for our planet would be climate change. And _____ climate change is going to be global warming which _____ the increase of greenhouse gases.
- 2) Some scientists think the Earth _____.
- 3) _____ scientists say humans are to blame for global warming.
- 4) There is _____ carbon dioxide in the atmosphere _____ the Industrial Revolution. And we add _____ carbon dioxide to the atmosphere daily.
- 5) Every year, we cut down _____ forests—an area the size of England and Wales.

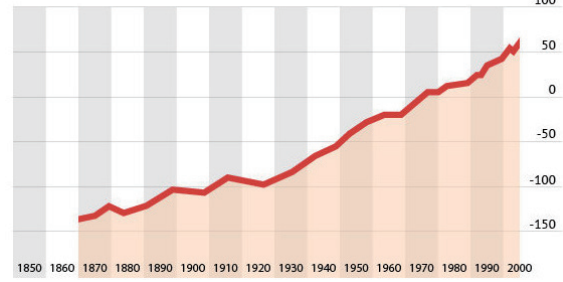
Now describe the graphs below by using similar sentence structures.

Recorded climate change (1850-2005)

Global average surface temperatures, °Celsius



Global average sea level, mm



► Grammar Link

Revision of the *-ing* Form (II)

Reviewing the rule

Read the following passage and underline all the *-ing* forms. Then decide what the *-ing* forms function as.

According to some scientists, with sea level rising gradually, the world will be a very different place in 2080. With the temperature going up and up, the earth will be about six degrees warmer by 2100. Having foreseen the facts, scientists think we should think about what the cause of these changes is. The answer is global warming. But what causes global warming? Not knowing the truth, many of us can't realise the disastrous effects which global warming will bring to us. The fact that people add 70 million tons of carbon dioxide to the atmosphere daily means that the earth is surrounded by more greenhouse gases. More importantly, we are all causing climate change. Using mobile phones and computers, we need electrical energy to work, which comes from burning fossil fuels. Being burned, fossil fuels give off CO₂ and other gases into the air. So we should immediately take steps to reduce greenhouse gas emissions. Our decisions today are going to shape the world our children and grandchildren will be living in.

Rediscovering the rule

1 Based on the passage in Reviewing the rule, fill in the blanks. Then share your ideas with a partner.

The <i>-ing</i> form	Structure	Example
The perfect form	_____	_____
The passive form	_____	_____
The negative form	_____	_____

2 Work in groups to discuss and complete the table below.

Example	Function	Structure	Meaning
According to some scientists, with sea level rising gradually a lot, the world will be a very different place in 2080.		with + n. + v-ing	giving the logic subject
With the temperature going up and up , the earth will be about six degrees warmer by 2100.			

Applying the rule

1 Correct the mistakes in the following sentences by using the proper -ing form, adding some information if necessary.

- 1) Doing his homework, the boy went to play football.
- 2) Being over, they came back to school.
- 3) Recovering from her illness, Jean can't go to school.
- 4) The problem having solved, we ended the meeting.
- 5) Being late again made the teacher very angry.
- 6) Rolling down her cheeks, Susan buried the little bird in the garden.
- 7) Asked to stand up to answer the question, she felt a little nervous.

2 Complete the following passage with the appropriate -ing form of the given lexical chunks.

- | | |
|-----------------------------|--|
| 1) go green | 2) heat or cool them |
| 3) save the environment | 4) become popular |
| 5) include recycled plastic | 6) reduce pollution |
| 7) install on | 8) save electricity |
| 9) make energy use reduced | 10) look different |
| 11) heat or cool the houses | 12) keep the temperature inside stable |

Green Houses

_____ is a hot topic now. A lot of construction companies are thinking of ways of “_____”. Therefore, _____ and _____ are their dreams. With this trend _____, the construction companies have done a lot to have their dreams come true.



_____ in our home, we can make our home eco-friendly. So we should live in a “green” house. _____ from the houses we live in today, “green” houses have a few noticeable features. _____ the roofs, **solar panels** can **generate** the electricity. Most importantly, solar energy is pure and clean energy. Furthermore, one of the main reasons that we use so much power in our homes is _____. _____, “green” houses thereby reduce the need for a lot of power in _____. Obviously, the **appliances** used inside our houses must also be “green” to limit the energy they use and the waste heat they **emit**. Finally, “green” houses are built largely from recycled materials, _____, paper and rubber. In this way, they can ease the burden on the environment for raw materials.

3 Write a composition based on the picture, using as many *-ing* forms as possible.



As can be seen from the picture, _____

...

In fact, the idea conveyed by the picture is obvious.

...

As far as I am concerned, _____

...

Listening, Understanding and Communicating

Persuading Others

1 Tick the habits which you think are good ones and predict what the coming interview is mainly about. Then listen to check.

- 1) washing fruits and vegetables in a container
- 2) **unplugging** laptops after they're **charged**
- 3) keeping a fridge full
- 4) taking a short shower instead of a bath
- 5) no **littering**
- 6) turning off the tap while brushing teeth
- 7) loving the plants and animals around us
- 8) using things for as long as possible

The interview may be mainly about _____.

2 Listen again and complete the table with the information you've gained. Then put the numbers of the habits in Activity 1 back into the appropriate boxes.

Good living habit		Reason
Saving water	4	A _____ uses about _____ litres of hot water.
		You can use the used water to _____ plants.
		It avoids _____ water.
Using less energy		It can _____ energy use.
		_____ fridges need more energy to _____ cool.
		It takes energy to make _____ products.
Performing small deeds		Littering makes our _____ dirty.
		To love animals and plants is to love _____.

3 Listen for a third time and complete the following sentence structures for persuading.

- 1) _____ a short shower instead of a bath.
- 2) And _____ wash fruits and vegetables in a container.
- 3) What's more, _____ turn off the tap while brushing your teeth.
- 4) Also, _____ keep your fridge full.
- 5) So _____ save water and use less energy.
- 6) _____ keep the bags and bottles until we find a rubbish bin.
- 7) _____ love the plants and animals around us.

4 Role-play one of the following situations by using some of the above sentence structures.

Situation 1:

A never takes reusable bags with him/her.

B persuades A to use reusable bags while shopping.

Situation 2:

A would like to take a taxi wherever he/she goes.

B persuades A to take a bus instead.

Situation 3:

A always forgets to turn off the lights before leaving his/her dorm.

B persuades A to remember to turn off the lights before leaving.

////////// **Reading, Speaking and Writing** //////////

Writing a Cause-and-effect Essay

1 Read the following short essay and complete the chart below it.

Will All the Trees Disappear?

Major deforestation is a known issue today. Though forests still cover roughly 30% of the Earth's surface, they are being cut down massively each year. At the current rate of

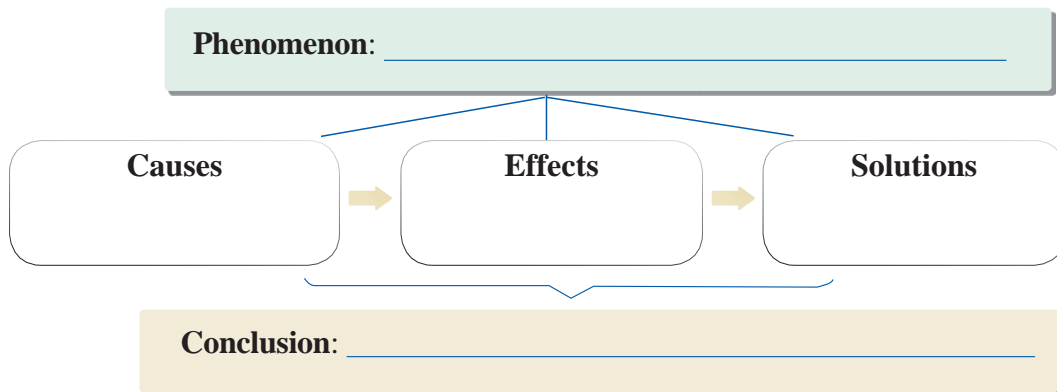
deforestation, rainforests will no longer exist within 100 years. What are the main causes of deforestation and what is being done about it?

The main cause of deforestation is agriculture, specifically farming (48%) and commercial agriculture (32%). The two other causes of deforestation are logging (14%) and fuel wood removals (5%). However, not all deforestation is done with intent, for instance, natural wildfires.

What can we do about the deforestation? Sustainable forestry is one option. As you might have guessed, sustainable forestry focuses on doing as little damage as possible to the ecosystem in which the forests reside.

Since one of the main causes of deforestation is clearing land for agriculture, erosion control is pertinent. Erosion control consists of maintaining soil quality, and matching crops and farming techniques with terrain. The maintenance of soil quality results in less deforestation, as it leads to less clearing of land for agriculture.

Our forests are rapidly disappearing due to agriculture, logging, and fuel wood removals. However, with the help of sustainable forestry, and erosion control, we might be able to properly fight back against the total elimination of the world’s forests. Though the future looks vague, humankind has almost always stepped up to meet the challenge of solving our problems when the situation is truly dire.



TIP

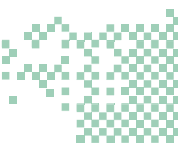
When you have a serious problem, it’s important to explore all of the things that could cause it, before you start to think about a solution.

2 Tick the writing techniques which have been used, based on the text and the above essay. Then share your ideas with a partner.

- | | |
|--|--|
| <input type="checkbox"/> Giving a definition | <input type="checkbox"/> Stating facts by using data |
| <input type="checkbox"/> Stating facts through quotation | <input type="checkbox"/> Listing examples |
| <input type="checkbox"/> Making a comparison | <input type="checkbox"/> Giving further explanation |
| <input type="checkbox"/> Drawing a chart or diagram | <input type="checkbox"/> Comparing A to B |

3 Find some useful sentence structures for writing a cause-and-effect essay from the text and the above essay and note them down. Then check in groups.

4 Write a cause-and-effect essay on protecting our forests and improve it after sharing it with your group members.



Reading Further



▶ Getting Ready

1 Work in pairs to describe the pictures with the given lexical chunks. Then find out what problems they are about.



melting of polar ice
natural disasters
live a low-carbon life
emission of CO₂

the greenhouse effect
disappearance of plants and animals
unplug computers when they're not in use
switch off lights when leaving a classroom

2 Put the following statements in the correct order according to your understanding of global warming. Then read to check.

- 1) Carbon dioxide (CO₂) stays around the Earth.
- 2) Heat from the sunlight can't escape and makes the Earth warmer.
- 3) Factories and cars release CO₂ into the air.
- 4) Sunlight travels through the layer of CO₂.

The correct order is: _____

▶ Reading

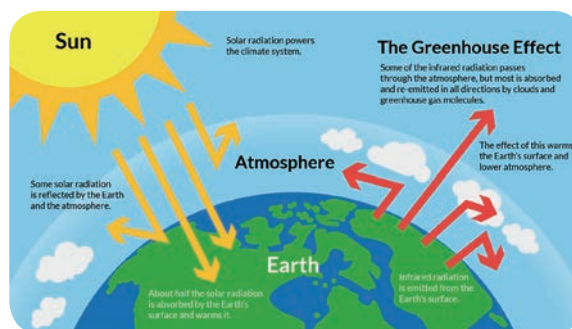
Global Warming Alert

As many as one million species of land plants and animals are in danger of becoming extinct if “the greenhouse effect” or “global warming” continues. According to a recent study, the warming of the Earth could destroy as many as 37 percent of the world’s living species by the year 2050!

What and Why?

“Global warming” is caused when we burn fossil fuels such as natural gas, oil and coal. Carbon dioxide (CO₂) and other dangerous gases are released into the air. These gases act like a blanket to trap the earth’s heat in the atmosphere. That is to say, they act like the glass walls and ceiling of a greenhouse. They let sunlight in to warm things up, but they don’t let the heat escape. The result is that both land and sea temperatures increase.

Moreover, humans have caused changes in land use. Deforestation and desertification



reduce the net uptake of CO₂ and contribute to global warming.

But why is “global warming” a bad thing? The answer is that as the Earth heats up, the balance of nature also changes and there will be more terrible natural disasters, like hurricanes, flooding and drought.

Many of the plants we eat do not grow well if the temperature is high, and thus many people may die from starvation. Many plants and animal species will also become extinct.

Perhaps worst of all, the huge amount of ice in the Arctic and Antarctic regions will melt. Hundreds of millions of people in low-lying countries may have to move to areas that are above the new sea level. People in the countries that are too hot may try to move to cooler countries.

Alarming Findings

A study was conducted by researchers in England who used computer models to predict what would happen to certain species if global warming continues.

The team studied 1,103 species in Australia, Brazil, Costa Rica, Europe, Mexico and South Africa. These regions represent about 20 percent of the Earth’s land area. The study predicted that Australia would lose over half of its more than 400 butterfly species by 2050.

“We’re already seeing biological communities respond very rapidly to climate warming,” said Chris Thomas, a biologist at the University of Leeds in England, and the head of the study.

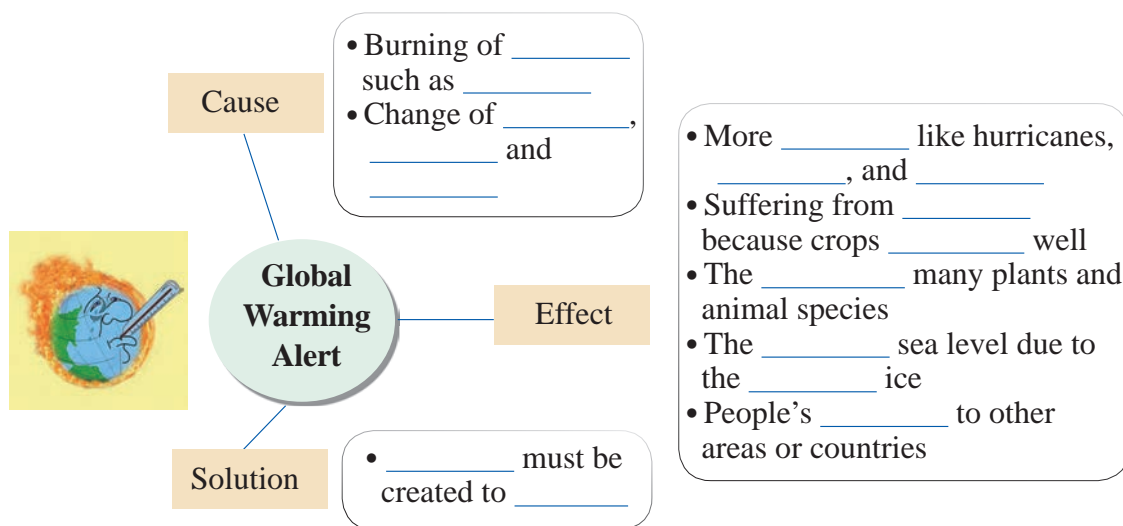
The study found that between 15 and 37 percent of the studied species could be extinct or nearly extinct by 2050.

What Should Be Done?

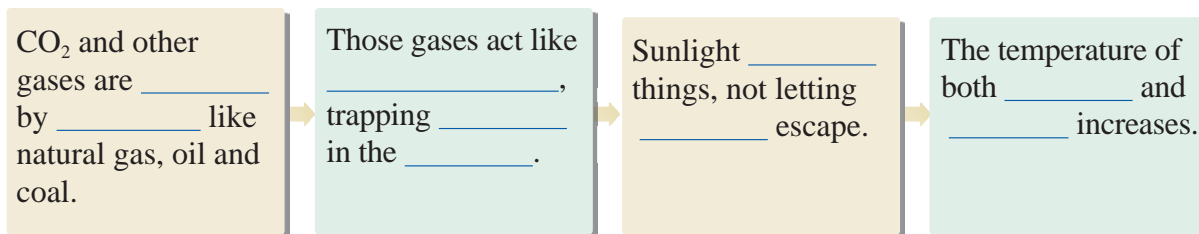
Global warming is already a real problem. Researchers say businesses and governments must create new technology that limits the production of greenhouse gases. These gases, such as carbon dioxide, pollute the environment. Researchers also say that limiting carbon dioxide emissions could save 15–20 percent of species from extinction.

► **Comprehending**

1 Read the passage and complete the following mind map.



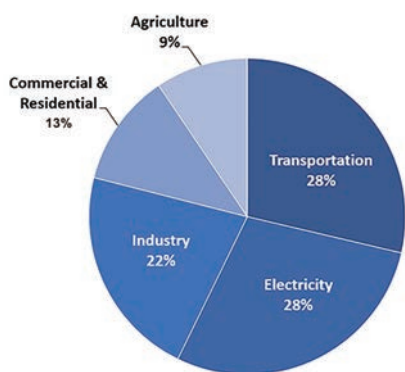
2 Complete the following flow chart and work in pairs to talk about the process of global warming.



3 Do the activity by following the steps below.

Step 1 Study the pie chart below and answer the questions.

Total Greenhouse Gas Emissions by Economic Sector in 2016



TIP

Using figures, charts, and data can make your opinions more persuasive and logical.

- 1) What is the pie chart mainly about?
- 2) What are the sources of greenhouse gas emissions shown in the chart?
- 3) Which are the main causes of greenhouse gas emissions?
- 4) Which one/ones produce the least greenhouse gas?

Step 2 Based on the chart, work in groups to discuss whether you, as students, can make a change in reducing greenhouse gas emissions.

Step 3 Make a poster to introduce your opinions.

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 greenhouse effect with its causes, effects and solutions.		
• I can identify and use sentence structures to describe changes.		
• I can analyse the usage of the <i>-ing</i> form and use it appropriately in its context.		
• I can persuade people when talking about environmental protection.		
• I can write a cause-and-effect essay.		
• I can explain the causes and effects of global warming.		

Unit 4

Space Exploration

The universe is full of magical things, patiently waiting for our wits to grow sharper.

—Eden Phillpotts

Looking Ahead

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

- introduce China's achievements in space exploration;
- analyse long sentences and extend short ones;
- compare the usage of the *-ing* form and the infinitive;
- express opinions on pros and cons;
- write a book review;
- explain the reasons for mankind to explore space.

Reading Actively



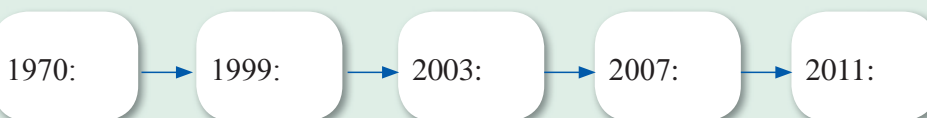
▶ Activating and Predicting

1 Match the following names with their basic information. Then work in pairs to talk about how much you know about them.

A. Dongfanghong-1
B. Shenzhou-5
C. Chang'e-1
D. Shenzhou-1
E. Tiangong-1

China's first manned spacecraft
China's first unmanned spacecraft
China's first artificial satellite
China's first unmanned moon-orbiting spacecraft
China's first space station

2 Put the above names in the correct box. Then read to check.



► Reading, Thinking and Analysing

China's Space Dream

Reaching for the moon has been a long cherished wish for the Chinese nation since ancient times. The lunar probe mission therefore carries the space dreams of the nation and its people. China has come a long way to realise its space dream. It continues to increase research and development investment at a very fast pace and is rapidly closing many technology gaps. Here is a look at China's efforts to pursue its space dream through the decades, and where it is headed.

The First Satellite

Inspired by the Soviet Union's first **sputnik** launch in 1957, China declared at that time "Chinese will make satellites too". It took more than a decade for the Chinese to realise this goal. In 1970, China's first artificial satellite named Dongfanghong-1 on the back of a Long March rocket was lifted into space, which meant that China was the fifth country able to launch man-made satellites.

sputnik (n.): an unmanned Soviet satellite

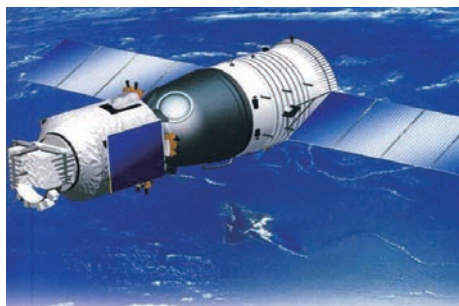
Human Space Flight

Another **milestone** in China's space dream was reached on October 15, 2003, when China became the third nation to independently launch an astronaut into Earth's orbit on its own manned space flight. The mission went off smoothly, with Yang Liwei orbiting the Earth 14 times during his 21-hour flight aboard the Shenzhou-5. Since then, China has sent men and women into space with increasing regularity.



milestone (n.): an important event in the development or history of something

Space Station



Following the footsteps of the United States and Russia, China is **striving to** open a space station. In September 2011, its first space station, Tiangong-1, was shot into orbit. It orbited the Earth from September 2011 to April 2018, serving as both a laboratory and an experimental testbed for medical experiments and, most importantly, tests intended to prepare for the building of another space station.

Strive to means

_____.

In 2016, China launched its second station, Tiangong-2, into orbit,

393 kilometres (244 miles) above Earth, which will likely serve as a final building block before China launches a manned space station. Astronauts who have visited the station have run experiments on growing rice and **thale cress** and **docking** spacecraft.



thale cress

Dreams to Be Realised

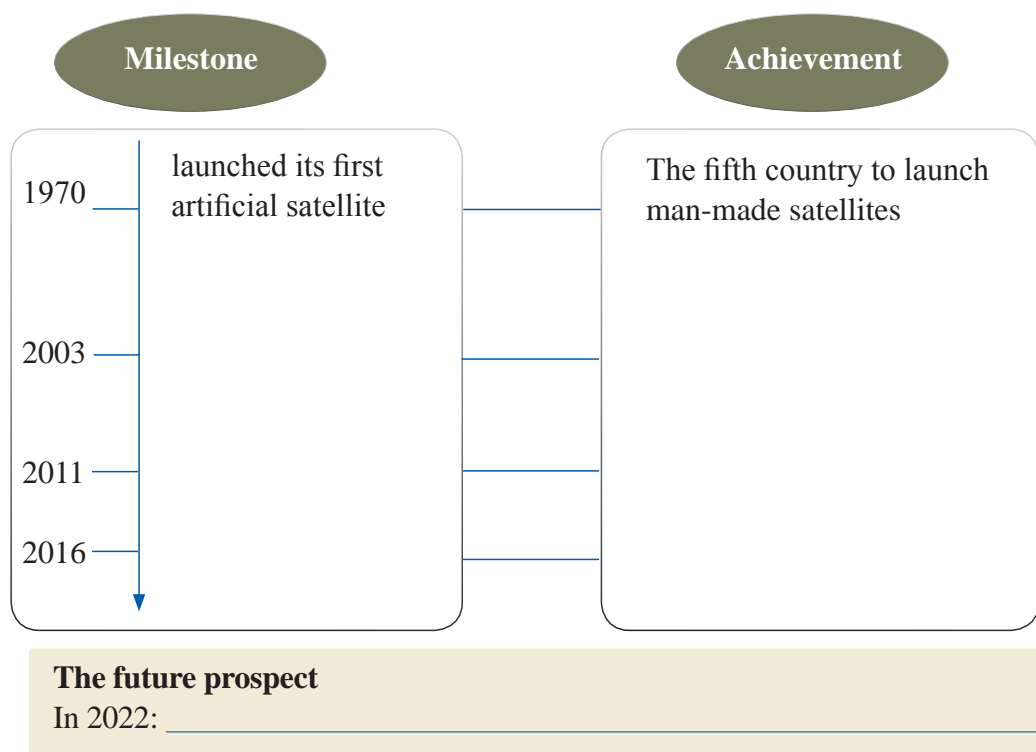
The deep aspiration of China's space dream, which pursues the peaceful use of space to benefit humankind, is a source of national pride and inspiration for further development. It will not only serve China's own population but also contribute to space exploration for the human race. China will continue to promote innovation in space science, space technology and space applications, contributing more to both national development and the well-being of mankind. China is planning to put its space station into manned use around 2022, and is also planning to build a base on the moon, and has been carrying out experiments in a lab with a moon-like environment in preparation for its long-term goal of putting humans on the moon.

dock (vt.): join spacecraft together in space

The universe is vast and the exploration of it will never end. With the concepts of innovative, balanced, green, open and shared development, China and its people are making step-by-step progress to pursue their space dream.

► Comprehending, Integrating and Creating

1 Read the text and complete the following chart about China's space exploration.



2 Work in groups to discuss the following questions.

- 1) What do you think have been the main difficulties when China has been trying hard to realise its space dreams through the decades?

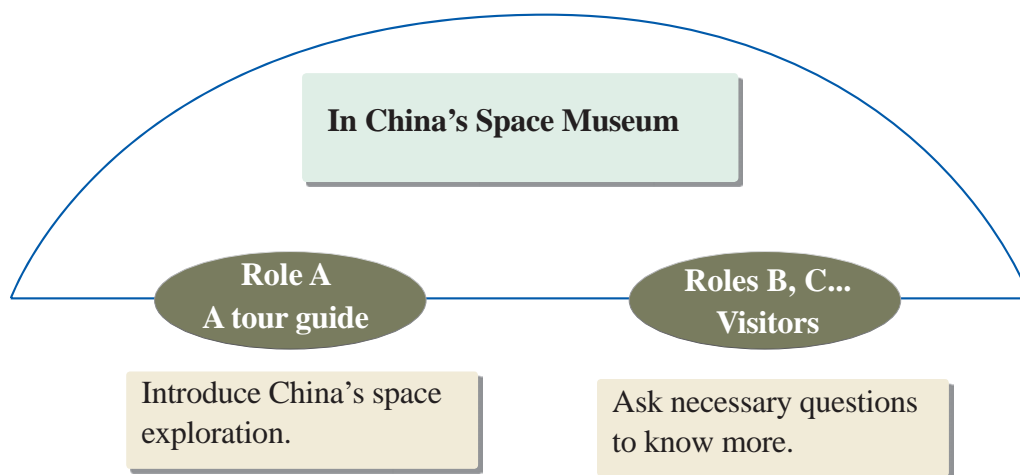
- 2) Are there any spacewomen in China's space project? How do you know that?

- 3) What is the deep aspiration of China's space dream?

- 4) When will Chinese astronauts actually use a space station?

- 5) What is the author's attitude towards China pursuing its space dream? How do you know?

3 Based on Activities 1&2, role-play in the given situation.



4 Work in groups to imagine the achievements which China will have made in space by 2050. Then write a short paragraph to introduce them with the help of the given lexical chunks.

By 2050, China will have launched _____, which _____
 _____ . It will mean that _____ .
 In _____, _____ .

- | | |
|--------------------------|----------------------------------|
| land on the moon | cooperate with other countries |
| explore the solar system | search for life on other planets |
| mine on Mars | ... |

5 Work in groups to choose one from the following topics and surf the Internet for further information. Then share your findings with your classmates.

- 1) The significance of China's space dream
- 2) The famous people who have made great contributions to China's space exploration
- 3) The legends or stories about the space dream or exploration in ancient China

Exploring and Using



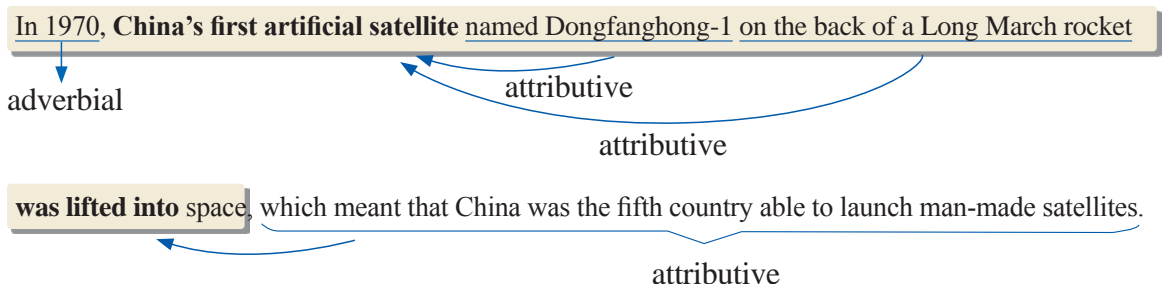
▶ Language Feature

1 Read the following four pairs of sentences and identify the part of speech of each coloured word.

- 1) A. Yang Liwei **orbited** the Earth 14 times during his 21-hour flight aboard the Shenzhou-5.
 B. In September 2011, its first space station, Tiangong-1, was shot into **orbit**.
- 2) A. Inspired by the Soviet Union's first sputnik **launch** in 1957, China declared at that time "Chinese will make satellites too".
 B. Tiangong-2 will likely serve as a final building block before China **launches** a manned space station.
- 3) A. The deep aspiration of China's space dream, which pursues the peaceful use of space to **benefit** humankind, is a source of national pride and inspiration for further development.
 B. The new sports centre will bring lasting benefit to the community.
- 4) A. The universe is vast and the exploration of it will never **end**.
 B. Turn left at the **end** of the road.

2 Study the following example to know how a short sentence can be extended into a long one. Find more long and difficult sentences in the text and analyse them.

• Example •



TIP

The core information in a simple sentence can usually be extended by adding:

- adjectives and adverbs
- prepositional phrases
- *-ed/-ing* forms
- the infinitive
- clauses (attributive, adverbial, appositive, objective)

Now extend the following sentences as long as possible. Then share your sentences in groups.

- 1) The Chinese people are trying to realise their space dream.
- 2) The exploration of the universe will never end.

► Grammar Link

Revision of the *-ing* Form and the Infinitive

Reviewing the rule

Read the following passage and underline all the *-ing* forms and the infinitives. Then decide what they function as.

To realise its space dream, China has come a long way in its race to catch up with the United States and Russia. It took more than a decade for the Chinese to make their own satellites. The launching of the first satellite, named Dongfanghong-1, into space meant that China had become the fifth country able to launch satellites. Then a milestone was reached on Oct. 15, 2003 when China became the third nation to independently launch an astronaut into Earth's orbit on its own Long March 2F rocket. With the first space station Tiangong-1 being shot into orbit, China opened a space station circling our planet. Now, one of our space dreams is to build a base on the moon. With the experiments being carried out in a lab with a moon-like environment, we are planning to send humans to the moon. Although these achievements come decades after those of the United States and Russia, the Chinese people are moving towards realising their space dreams.

Rediscovering the rule

1 Work in groups to complete the table by putting “✓” in the proper boxes.

	Subject	Object	Predicative	Attributive	Adverbial	Complement
The <i>-ing</i> form						
The infinitive						

- 2** Understand the following mini-dialogues and then work in groups to find out the differences in using the *-ing* form and the infinitive. Then complete the table below them.

Mum: Going to bed early is a good habit.

Daughter: Yes, Mum. But you know, to go to bed early is impossible for me now because I still have so much homework to do.

Student: Thank you very much, Mr. Li. I know, you are an English teacher and your job is teaching English.

Teacher: Right. Now my job is to help you with your English learning. Take out your textbook and look at Page 15.

Jean: Susan is always the first to come and the last to leave the reading room.

Daisy: Yes, she is really a diligent student. She has set a good example for us.

Mum: George, you should stop watching TV; you have been watching it for an hour. Stop to do your homework now.

Son: OK, Mum.

Function	Difference	
	The <i>-ing</i> form	The infinitive
Subject	a general act	a _____ act
Predicative	_____ a noun	after a noun
Attributive	to stop what is being done	to stop in order to _____ another act
Object		

Applying the rule

- 1** Read the text again and find out the sentences containing the infinitive or the *-ing* form with the following functions. Then label them with A to F.

The infinitive functions as:

A. the object B. the adverbial C. the subject

The *-ing* form functions as:

E. the adverbial E. the attributive F. the object

- 2** Complete the following email to Pam by using the appropriate forms of the words and phrases in the box. A word or phrase may be used more than once.

worry about take off fly have look at
float go up take be

Dear Pam,

I have just had my dream of _____ in the air come true. Together with my cousin Kate, we went to Luxor and got a chance _____ in a hot air balloon! I didn't have time to _____ being scared. We just climbed into the basket, impatient for the balloon _____. You know, I was so excited that my dream _____ and, having a bird's-eye view of the ancient city, would be realised.



As soon as we were in the air, Kate started _____ photographs, but she soon stopped _____ the breathtaking view. I wanted _____ photographs, too, but I hadn't remembered _____ my camera with me. It was stupid of me _____ so careless.

_____ over the Nile, I began _____ another dream. The dream is _____ into the space someday in a special kind of "balloon" _____ a bird's-eye view of the whole earth. What a feeling!

Bob

Listening, Understanding and Communicating

Expressing Opinions on Pros and Cons

1 Understand the lexical chunks from the coming monologue and predict what it is mainly about. Then listen to check.

space exploration	be worthwhile to do sth.	the pros and cons of...
sustain life	have the potential to do sth.	put... at risk harsh conditions

It is mainly about _____

2 Listen again and complete the table with the information you've gained.

Pros	Cons
• helping us _____ of other planets	• being very _____
• increasing _____ of the earth	• putting the astronauts _____
• bringing _____ to our living	• _____ life on the earth

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

- 1) Although it sounds unbelievable, it may _____.
- 2) Thanks to space exploration, we might be able to find a planet _____.
- 3) Satellites help the scientists assess _____ and _____ our planet will be able to sustain life.
- 4) _____ of space exploration is the money spent on research.
- 5) The stay in a spacecraft is not easy; the conditions are harsh, _____ during space travel a challenge.

4 Select some topics from the list below and talk about their pros and cons, using the sentence structures provided in the table.

Topic 1 Animal testing

Topic 2 Online shopping

Topic 3 Social media

Topic 4 School uniforms

Topic 5 Compulsory subjects

Topic 6 College entrance examination

Pros	Cons
1) It is a great way to...	1) It poses a risk/risks to...
2) It helps ... to...	2) On the contrary, it has the potential to...
3) Thanks to..., we are able to...	3) One of the cons of (doing)... is...
4) It is essential to...	4) It might endanger ...
5) It enables us to...	5) It is harmful to...

Reading, Speaking and Writing



Writing a Book Review

1 Read the following book review and fill in the table with the information you gained.

A Book Review of *From the Earth to the Moon*

From the Earth to the Moon is an 1865 novel by the famous French novelist Jules Verne. It tells the story of the Baltimore Gun Club, a post-American Civil War society of weapons enthusiasts, and their attempts to build an enormous Columbia space gun and launch three people—the Gun Club's president, his Philadelphian armour-making rival, and a French poet—in a **projectile** with the goal of landing on the moon.

The story is notable in that Verne attempted to do some rough calculations as to the requirements for the **cannon** and, considering the comparative lack of knowledge

or data on the subject at the time, some of his figures are remarkably accurate. His pictures turned out to be impractical for safe manned space travel, however, since a much longer muzzle would have been required to reach the escape speed, while limiting the projectile's acceleration to ensure the survival of the passengers.

During their return journey from the moon, the crew of Apollo 11 made reference to Jules Verne's book during a TV broadcast on July 23. The mission's commander, astronaut Neil Armstrong, said, "A hundred years ago, Jules Verne wrote a book about a voyage to the Moon. His spaceship, Columbia, took off from Florida and landed in the Pacific Ocean after completing a trip to the Moon. It seems appropriate to us to share with you some of the reflections of the crew as the modern-day Columbia completes its rendezvous with the planet Earth and the same Pacific Ocean tomorrow."

Name of the book:	Date of publishing:
Author:	Nationality:
Plot:	
Influence/Comments:	

2 Work in pairs to discuss the following questions.

- 1) What is the setting of the story?
- 2) What are the tenses the writer of the passage mainly uses to review the book?
- 3) Why does the writer quote Armstrong in the end?
- 4) What kind of novel do you think *From the Earth to the Moon* is?
- 5) Do you want to read the novel after reading the book review? Why or why not?

3 Fill in the blanks with information from the passage to study how the writer elaborates on his ideas.

- 1) The story is _____ Verne _____ to do some _____ calculations as to the requirements for the cannon.
- 2) Considering the _____ any knowledge or data on the subject at the time, some of his figures are _____.
- 3) His pictures turned out to be _____ for safe manned space travel _____ a much longer muzzle would have been required to reach the escape speed _____ limiting the projectile's acceleration to ensure the survival of the passengers.

4 Write a review of one book that you have recently finished reading. Then share it with your group members.

Reading Further



▶ Getting Ready

1 Look at the following words and tick the one(s) you think will appear in the coming passage about the reasons for exploring space. Then share your ideas with a partner.

- | | | |
|---------------------------------------|------------------------------------|------------------------------------|
| <input type="checkbox"/> ancestor | <input type="checkbox"/> astronaut | <input type="checkbox"/> budget |
| <input type="checkbox"/> civilisation | <input type="checkbox"/> mineral | <input type="checkbox"/> forecast |
| <input type="checkbox"/> gravity | <input type="checkbox"/> rocket | <input type="checkbox"/> satellite |

2 Work in pairs to note down your reasons why we should explore space. Then read to check.

We should explore space because

- | | |
|---------|---------|
| • _____ | • _____ |
| • _____ | • _____ |

▶ Reading

Why Should Mankind Explore Space?

Why should mankind explore space? Why should money, time and effort be spent exploring and researching something with so few apparent benefits? Why should resources be spent on space rather than on conditions and people on the Earth? These are questions that, understandably, are very often asked.

Perhaps the best answer lies in our genetic makeup as human beings. What drove our ancestors to move from the trees into the plains, and on into all possible areas and environments? The wider the spread of a species, the better its chance of survival. Perhaps the best reason for exploring space is this genetic tendency to expand wherever possible.

Nearly every successful civilisation has explored, because by doing so, any danger in surrounding areas can be identified and prepared for. Without knowledge, we may be completely destroyed by the danger. With knowledge, we can lessen its effect.

Exploration also allows minerals and other potential resources to be found. Even if we have no immediate need of them, they will perhaps be useful later. Resources may be more than just physical possessions. Knowledge or techniques have been acquired through exploration. The techniques may have medical applications which can improve the length or quality of our lives. We have already benefited from other spin-offs including improvements in earthquake prediction, in satellites for weather forecasts and in communication systems. Even non-stick pans and mirrored sunglasses are by-products of technological developments in the space

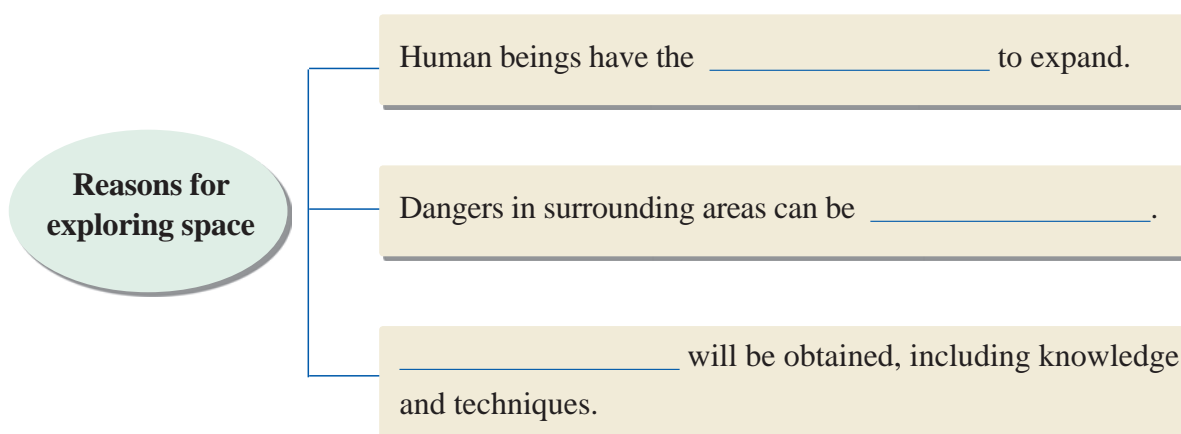
industry!

While many resources are put into what seems a small return, the exploration of space allows creative, brave and intelligent members of our species to focus on what may serve to save us. While space may hold many wonders and explanations of how the universe was formed or how it works, it also holds dangers. The danger exists, but knowledge can help human beings to survive. Without the ability to reach out across space, the chance to save ourselves might not exist.

While the Earth is the only planet known to support life, surely the adaptive ability of humans would allow us to live on other planets. It is true that the lifestyle would be different, but human life and cultures have adapted in the past and surely could in the future.

► Comprehending

1 Read the passage and complete the following diagram.



2 Work in pairs to discuss the questions below.

1) Which do you think is the most important among the three reasons for space exploration given by the author? And why?

2) Apart from these three reasons, can you give more reasons for space exploration?

3) Do you have a strong desire to explore space?

4) Can you give any examples of the “dangers in surrounding areas” mentioned in the text?

5) Can you tell others some knowledge and techniques human beings have obtained from space exploration?

6) What does the author say about the disadvantages of exploring space?

3 Read the following comments on the passage and give your opinions by ticking in the corresponding boxes. Then work in groups to share your opinions and explain why you think so.

Comments	Agree	Somewhat agree	Disagree
The introduction gets readers interested in the topic.			
Each body paragraph begins with a topic sentence, a statement of the main point of the paragraph.			
Good examples are used to illustrate the author's point.			
The author is very persuasive as to why we should explore space.			
The passage has clearly answered the questions in the first paragraph.			

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 China's achievements in space exploration.		
• I can analyse long sentences and extend short ones.		
• I can compare the usage of the <i>-ing</i> form with that of the infinitive.		
• I can express my opinions on pros and cons of space exploration and other topics.		
• I can write a book review.		
• I can explain the reasons for mankind to explore space.		

Challenging Yourself B

Mysterious Planet

Treat the earth well: it was not given to you by your parents but lent to you by your children.

—Anonymous

Looking Ahead

After completing this project, you will be able to:

- give practical suggestions on how to improve the environment based on personal experience;
- comprehend the article about the Earth better by working out its profile;
- exchange learning resources;
- make yourself understood in discussion by using techniques such as repetition, clarification, explanation, giving examples, etc.;
- reflect on how you have applied your knowledge of the text type to help you understand the whole theme.

Learning Individually



1 Classify the words in the box. Then think what you know about the Sun, the Moon and the Earth.

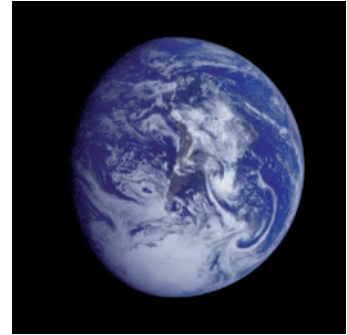
bright land cold rock planet shining huge satellite
 round fireball hot sand ice flat water

The sun	
The moon	
The earth	

2 Look at the picture of the Earth below and complete the short paragraph with your own words. Then read to check.

What does the Earth look like? This photo shows what the Earth looks like from a spaceship. If you were on the spaceship, you'd see a huge _____ and _____ ball.

The blue parts are the _____ that are on the Earth and the white parts are _____. The clouds are part of the atmosphere. The Earth is not perfectly _____. The parts we call “top” and “bottom” are a little _____. We call the top part the _____ Pole and the bottom part the _____ Pole. The Earth is just the right distance from the sun. It’s not too _____ or too _____. That’s why people and other things can live on _____. The Earth is the only planet we know of that has _____.



Planet Earth in Space

► Reading and Thinking

Our Earth

The Earth, the planet on which we are living, is the third planet from the sun. It was formed from the shrinking and **clumping** together of a vast cloud of dust and gas in outer space. Many scientists believe that the Earth, as well as the sun and the other planets in our solar system, was formed at least five billion years ago.

Our Earth is a ball of rock and iron with a diameter of a little more than 7,900 miles. The Earth is slightly flattened

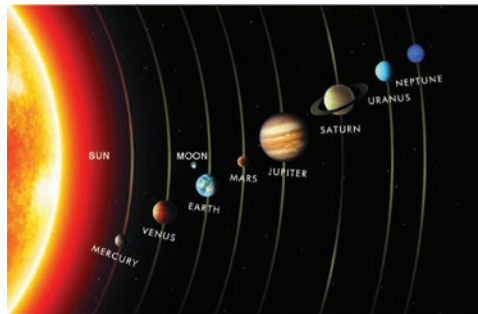
at the North and South Poles. The distance from the North Pole to the equator is a little longer than that from the equator to the South Pole. Also, the Earth swells at the equator. But if you were far out in space and could see the whole Earth, it would look like a perfect ball. The flattening and swelling are too small to see.

Mountain climbers take weeks to climb the highest mountains. The tallest mountain, **Mount Qomolangma**, rises a little more than 5.5 miles above sea level. This is a very small rise when compared with the size of the whole Earth. If you were in a rocket near the moon, you would not be able to see Mount Qomolangma at all. You might be able to see the huge continent of Asia, but even that would look very small from so far away.

Nearly three-quarters of the Earth’s surface is covered with water. The Earth is the only planet we know of on which water can exist in liquid form

Clump here means

_____.



Solar System

Mount Qomolangma is called _____ in Chinese.

on the surface. Liquid water is, of course, necessary for life, as we know it. Almost all of this water makes up the oceans, and these play a very important role in keeping the Earth's temperature relatively stable. Some parts of the oceans are seven miles deep, but the average depth is two miles. Although the oceans seem to be vast and deep, they are only a thin **film** of water on the Earth's surface.

Film here means _____ in Chinese.

One-fourth of the Earth's surface is land. Sand or soil covers much of it. The part of the soil in which crops grow is rarely more than 20 inches deep. The materials beneath the soil are usually not many feet deep, but may extend as many as several hundred feet down to solid rock. About one-fifth of the land, including Antarctica and some other places, is always covered by ice.

An **envelope** of gases, called the atmosphere, or air, surrounds the Earth. People, animals and plants need these gases to live.

Guess the meaning of *envelope* from the context.

The very thin coverings of air, soil and water—from the bottom of the sea to the top of the thickest part of the atmosphere—form a very narrow band on and above the Earth's surface. All living things exist within this region, the **biosphere**.

Biosphere (n.) means _____ in Chinese.

► Analysing and Questioning

1 Scan the article and complete the profile of the Earth below.

Planet name	the Earth	
Formation		
Shape	global	
Diameter		
The highest mountain		
Surface	three-quarters	
		land
Surrounding gas		
Biosphere		

2 Match the appropriate method of expository writing with the sentences below.

A figures

B comparison and contrast

C quotation

- _____ 1) The distance from the North Pole to the equator is a little longer than that from the equator to the South Pole.
- _____ 2) The Earth looks like a perfect ball.
- _____ 3) Nearly three-quarters of the Earth's surface is covered with water.
- _____ 4) Many scientists believe that the Earth was formed at least five billion years ago.
- _____ 5) This is a very small size when compared with the size of the whole Earth.
- _____ 6) The part of soil in which crops grow is rarely more than 20 inches.

3 Write down some green tips for senior high school students to protect our Earth. You can search the Internet and refer to other books for more information.

Green Tips for Students

- Insist on double-sided printing.
-
-
-
- ...

4 Reflect on what you have learned from the article and write down some 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) Work out the individual questions and problems together.

Phase 2 Exploring further

- 1) Do the following activities.

Activity 1 Find out the possible source of this article and the purpose of the author.

Activity 2 Imagine you are moving to live on another planet. Work out the aspects you may consider for your new home and explain why.

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

Phase 3 Utilising resources

Watch the following videos in [Video Bank](#) and get to know more about the exploration of the space and the protection of the environment.

- Movie: *Apollo 13* (1995)
- Documentary: *Journey to the Edge of the Universe* with Chinese subtitles
- Movie: *Arctic Tale* (2007)
- Documentary: *The 11th Hour* (2007)

Learning Creatively



Talk with a partner about the pros and cons of going to the moon, and then read the excerpt from Kennedy's speech to compare your ideas with his.

We Choose to Go to the Moon

... scientists, distinguished guests, and ladies and gentlemen:

...

I am delighted to be here and I'm particularly delighted to be here on this occasion.

We meet at a college noted for knowledge, in a city noted for progress, in a state noted for strength, and we stand in need of all three, for we meet in an hour of change and challenge, in a decade of hope and fear, in an age of both knowledge and ignorance. The greater our knowledge increases, the greater our ignorance unfolds.

... No man can fully grasp how far and how fast we have come, but... Surely the opening vistas of space promise high costs and hardships, as well as high reward.

... This country was conquered by those who moved forward—and so will space... The exploration of space will go ahead, whether we join in it or not, and it is one of the great adventures of all time... We mean to be a part of it...

For the eyes of the world now look into space, to the moon and to the planets beyond, and we have vowed that we shall not see it governed by a hostile flag of conquest, but by a banner of freedom and peace.

We have vowed that we shall not see space filled with weapons of mass destruction, but with instruments of knowledge and understanding.

Yet the vows of this nation can only be fulfilled if we in this nation are first, and, therefore, we intend to be first.

... We set sail on this new sea because there is new knowledge to be gained, and new rights to be won, and they must be won and used for the progress of all people.

For space science, like nuclear science and all technology, has no conscience of its own. Whether it will become a force for good or ill depends on man...

But why, some say, the moon?

Why choose this as our goal?

...

We choose to go to the moon.

We choose to go to the moon.

We choose to go to the moon in this decade and do the other things, not because they are easy, but because they are hard, because that goal will serve to organize and measure the best of our energies and skills, because that challenge is one that we are willing to accept, one we are unwilling to postpone, and one which we intend to win, and the others, too.

...

The growth of our science and education will be enriched by new knowledge of our universe and environment, by new techniques of learning and mapping and observation, by new tools and computers for industry, medicine, the home as well as the school.

Technical institutions, such as Rice, will reap the harvest of these gains.

And finally, the space effort itself, while still in its infancy, has already created a great number of new companies, and tens of thousands of new jobs.

Space and related industries are generating new demands in investment and skilled personnel, and this city and this state, and this region, will share greatly in this growth.

...

To be sure, all this costs us all a good deal of money.

...

However, I think we're going to do it, and I think that we must pay what needs to be paid.

I don't think we ought to waste any money, but I think we ought to do the job.

...

And I am delighted that this university is playing a part in putting a man on the moon as part of a great national effort of the United States of America.

...

Well, space is there, and we're going to climb it, and the moon and the planets are there, and new hopes for knowledge and peace are there.

...

Thank you.

Do the following activities.

- 1) Work in groups to find out more pros and cons of going to the moon and list them out. Then listen to the speech and recite the part which impressed you most.
- 2) Find out the worries mentioned by Kennedy in this speech and tell your group members what you think of them. Then work together to find out how we can remove these worries.

Learning Reflectively



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

1) Have you understood better with the help of the knowledge of text types? Complete the following information.

	Text type	Features	Ways to study
Unit 3			
Unit 4			
Challenging Yourself B			

2) Do you still have any confusion about text types?

My confusion about text types: _____

Theme C

History and the Future

As the inseparable link between yesterday, today and tomorrow, history can hardly be ignored for a better future. As Confucius's teaching goes, "Study the past if you would define the future", it is essential for us to look at history closely, learn from it and create a glorious future with wisdom.



In this theme, you will:

- ◇ read to understand the meaning of history;
- ◇ get to learn more about Zheng He and his adventure;
- ◇ learn more about Confucius and Confucianism.

Unit 5

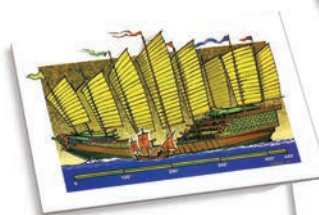
- ◇ read to learn about the endless city on the Silk Road;
- ◇ learn more about Dunhuang;
- ◇ get to learn how to make a presentation orally.

Unit 6

- ◇ learn more about hieroglyphics.

Challenging Yourself C

What do you know about the Silk Road and Dunhuang? Have you ever been to any famous historic sites? How should we treat the heritage of traditional culture?



Unit 5

History and the World

History never looks like history when you are living through it.

—John W. Gardner



Looking Ahead

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

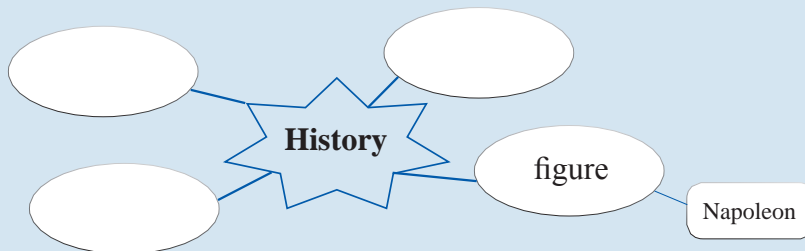
- illustrate your understanding of history critically;
- identify metaphors and use them;
- analyse compound and complex sentences and use them properly;
- talk about Confucius and Confucianism;
- write about changes in your views;
- introduce Zheng He and his adventure.

Reading Actively



▶ Activating and Predicting

1 Complete the following mind map by brainstorming. Then share your ideas with a partner.



2 Exchange your opinion on history with a partner and define the word. Then read to compare your idea with the author's.



To me, history is _____.

► Reading, Thinking and Analysing

What History Means to Me

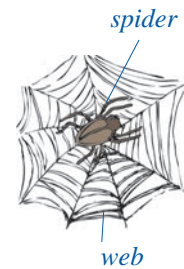
History is a tangled **web** of stories, opinions and mysteries. True facts are hidden by the mess found in the web. We are **spiders**, climbing around the web, searching for facts so that we may come to our own opinions, yet only to find them drowning among everything else that has gotten tangled inside. Because of this, history used to be boring for me. The opinions that I found were not appealing to me and drew me away from it. Two things happened this year that completely changed my view of history. The first was September 11. The second was my first research paper.

On September 11, I ran home from the bus stop, anxious to hear what had happened. Some boys and girls on my bus were discussing the plane crashes in whispers. I **caught** a few words, such as “twin towers” and “plane” but could not see a connection. When I finally got home, I found my mom sitting on our front steps. When she told me what had happened, I **reeled** back in shock and disbelief. A fact had just flown out of my web and slapped me in the face. In the next few days, some of my web began to **unravel**. This was how Americans had felt after Pearl Harbor and how Japanese children had felt after the atomic bombs were dropped on Hiroshima and Nagasaki—horrified, shocked, and terrified. September 11 gave me a chance to see these historic events through my own eyes, not another person’s.

Later in the year, around December, I took on a project that would change a large **portion** of my web forever. The project was a research paper, and my topic was Charles Cornwallis. I entered the assignment very reluctantly. I knew that Cornwallis had surrendered to George Washington, at Yorktown, Virginia. My web told me that since he was a British he must have been **inhumane**, as well as strongly in agreement with taxes and tyranny. As I began to research on him, however, I found that my web had lied to me. I recall staring at my computer screen in **disbelief** after visiting a particularly informative website. After a while, I began to see a connection between the two of us. Before researching



October 19, 1781
Surrender of Cornwallis



The closest meaning of *caught* from the context is _____.

- A. *heard*
- B. *overheard*

Reel means _____.

- A. *feel very shocked*
- B. *move unsteadily*

unravel (vi.):

become undone

It means _____ in Chinese.

portion (n.): *part*

humane (adj.): *kind*

Inhumane means _____.

_____ + _____ = *disbelief*

It means _____.

- A. *lack of belief*
- B. *failure to believe*

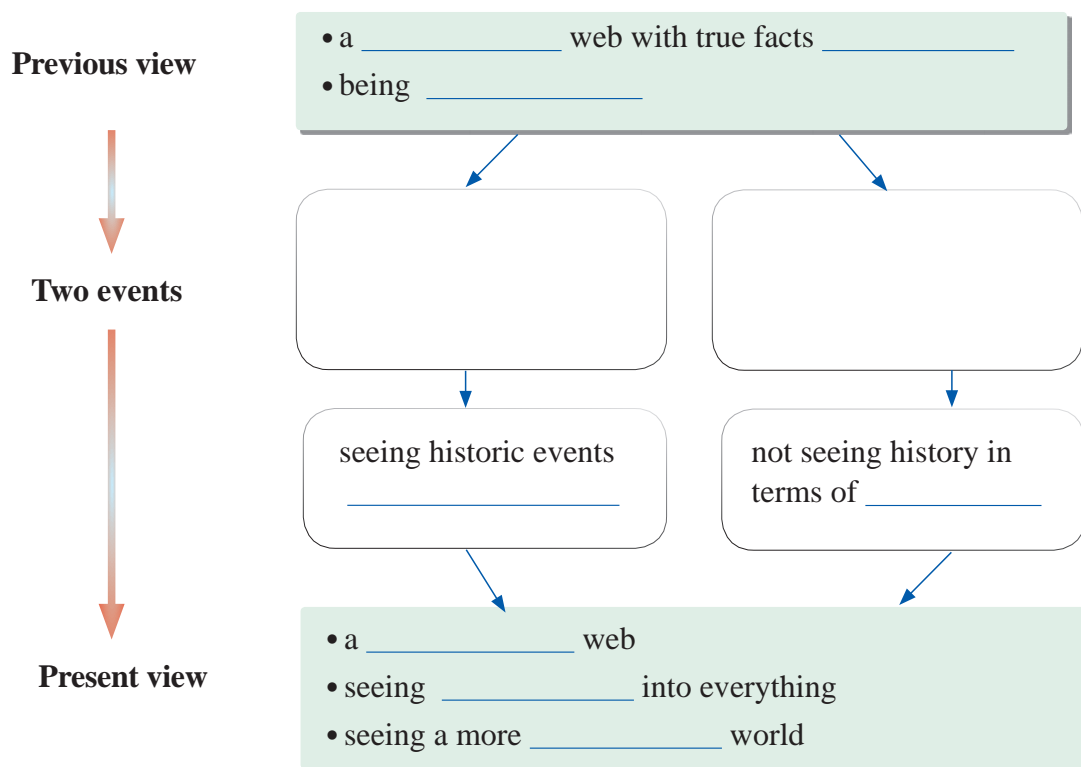
Cornwallis, I had been seeing history in terms of black and white, good and bad. This paper forced me to recognize that life is not a fairy tale. As I turned in my report, I could almost see my web start to slowly untangle itself.

The way I look at all of history, and at the whole world, changed as my web unraveled. I began to get a deeper understanding of every situation, every war, and every story. I have found that I can no longer see only good guys or bad guys. I no longer believe that someone is **wicked** because he believed in what my country sees as the wrong cause. When I expressed these feelings to my mother, she said that I was seeing in shades of gray. I prefer to call it colour. From that perspective, this year has made my world a lot more colourful.

*wicked (adj.):
morally bad*

► Comprehending, Integrating and Creating

1 Read the text and complete the following diagram.



2 Based on the above diagram, work in pairs to ask and answer the following questions.

- 1) How did the author view history in the past?
- 2) What is the author’s understanding of history now?
- 3) What were the influential events that have changed the author’s opinion on history?

- 4) What lessons did the events teach the author about the study of history?
- 5) How do you understand “History is a tangled web of stories, opinions and mysteries”?
- 6) After reading the text, have you changed your view on “history”? If yes, what is it now? If no, why not?

3 Identify whether the following statements from the text are facts (F) or opinions (O). Then share your ideas with a partner.

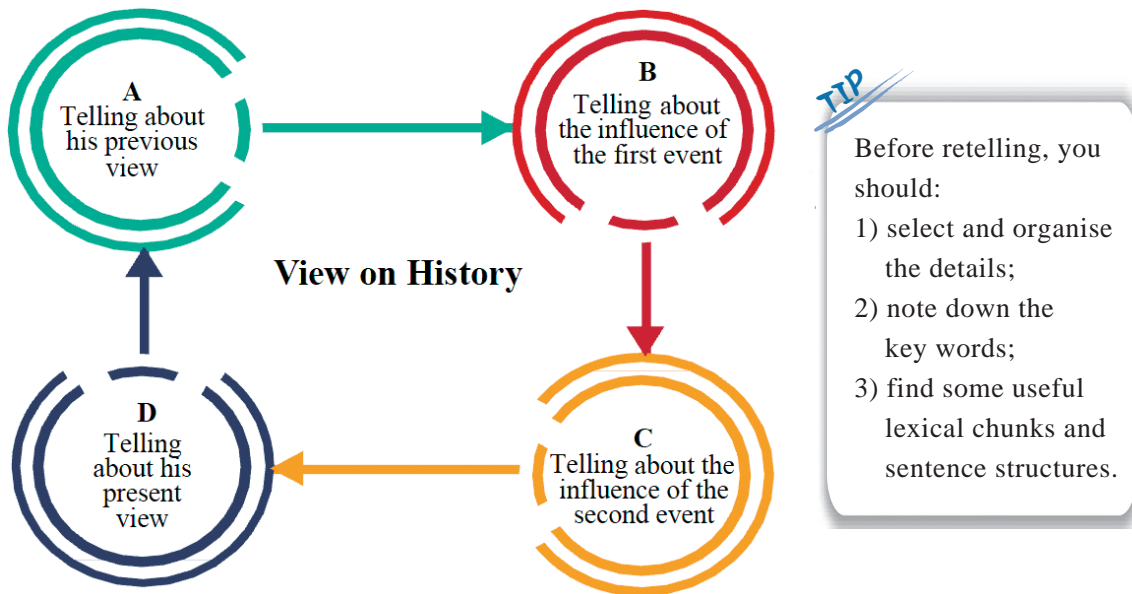
TIP

Facts may be true or false.	Opinions can be argued.
Facts can be proved.	Opinions cannot be proved.

Opinions may be supported with facts.

- ___ 1) History is a tangled web of stories, opinions and mysteries.
- ___ 2) Two things happened this year that completely changed my view of history.
- ___ 3) Some boys and girls on my bus were discussing the plane crashes in whispers.
- ___ 4) When I finally got home, I found my mom sitting on our front steps.
- ___ 5) I prefer to call it colour.

4 Work in groups of four to retell how the author changed his view on “history”.



5 Do the activity by following the steps below.

Step 1 Read the survey questions in the table on the next page and choose at least three classmates to be your subjects.

Question to survey	Subject A	Subject B	Subject C
1) Are you interested in reading historic books or watching historic films? And why?			
2) Are you proud of the history of our nation? And why?			
3) Do you believe we really learn from history? What have you personally learned from history?			
4) To what extent can we trust stories from history? What are some of the famous historical lies?			

Step 2 Make a survey by asking the questions and note down the key information of their answers.

Step 3 Analyse and summarise your survey.

Step 4 Report your survey and the results in class.

Exploring and Using



► Language Feature

1 Read the following sentences from the text and understand the coloured pronouns. Then work in pairs to discuss how they help you understand the author’s view on “history”.

- 1) We are spiders, climbing around the web, searching for facts so that we may make our own opinions, yet only to find **them** drowning among everything else that has got tangled inside. (Para. 1)
- 2) Because of **this**, history used to be boring for me. (Para. 1)
- 3) The opinions that I found were not appealing to me and drew me away from **it**. (Para. 1)
- 4) I prefer to call **it** colour. (Para. 4)
- 5) From **that** perspective, this year has made my world a lot more colourful. (Para. 4)

TIP

A pronoun is usually used to replace a noun to make a sentence shorter and less repetitive. It refers to the previous or subsequent information. So it helps to make the writer’s ideas more coherent.

2 Study the following examples and fill in the blanks to know what a metaphor is.

• Example •

1) History is a tangled web with stories, opinions and mysteries.

(It compares _____ to _____, as the common point is that both of them are _____.)

2) We are spiders, climbing around the web, searching for facts so that we may come to our own opinions, yet only to find them drowning among everything else that has got tangled inside.

(It compares _____ to _____, as the common point is that both of them are _____.)

TIP

A metaphor is a figure of speech that is used to make a comparison between two things that aren't alike but do have something in common. A metaphor's comparison is expressed by stating something **is** something else.

Now complete the sentences below by using metaphors with the help of the given words.

echo

burden

leaf

poem

lie

- 1) History is the study of _____, because no witness ever recalls events with total accuracy, not even eyewitnesses.
- 2) If you don't know history, then you don't know anything. You are a/an _____ that doesn't know its part of a tree.
- 3) History is not a/an _____ on the memory but an illumination of the soul.
- 4) History is a cyclic _____ written by time upon the memories of man.
- 5) History is a/an _____ of the past in the future.

► Grammar Link

Revision of Compound and Complex Sentences

Reviewing the rule

Read the following passage to underline all the compound and complex sentences with “~” and “—” respectively. Then identify the different types of complex sentences.

In the past, history, in my view, was a tangled web in which a lot of stories, opinions and mysteries were twisted together. Two things which I experienced this year completely changed my view of history. The first thing happened on September 11, when a shocking event took place to Americans. When I finally got home on that day, I found that my mom was sitting on our front steps. At that moment, what I felt was how Japanese children had felt after the atomic bombs were dropped. I began to see these historic events through my own eyes. The second thing was writing my research paper on Charles Cornwallis.

Before researching Cornwallis, I saw historical events as either black or white. After I turned in my report, I could see that my web started to slowly untangle itself. Now, my web has unraveled itself, and I can see deeper into every event and story.

Rediscovering the rule

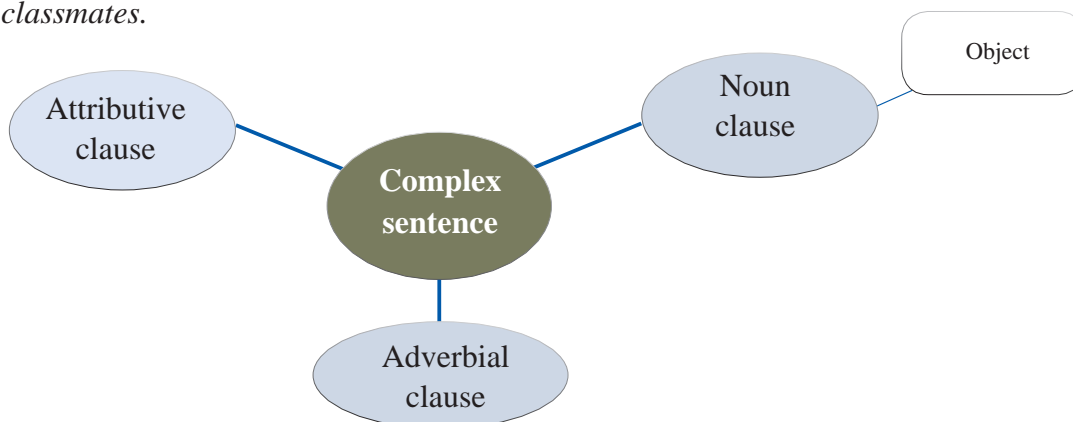
1 Work in pairs to analyse the following two sentences. Then find out the differences between a compound sentence and a complex sentence.

- 1) My web has unraveled itself, and I can get a deeper understanding of every event and story.
- 2) After I turned in my report, I could see that my web started to slowly untangle itself.

The differences:

- _____
- _____
- _____

2 Work in groups to complete drawing the following mind map. Then share yours with other classmates.



Applying the rule

1 Read the text again to underline all the compound and complex sentences with “~” and “—” respectively. Then analyse them.

2 Write down the coordinating conjunctions and subordinating conjunctions which you have learned. Then use some of them to complete the passage on the next page. You can use any conjunction more than once.

Coordinating conjunctions: _____

Subordinating conjunctions: _____

Why Do We Study History?

People live in the present _____ they plan for the future. History is the study of the past events _____ may teach us lessons. The purpose of historical findings is _____ we can search for an **interpretation** of past issues. It is commonly understood _____ an understanding of the past is essential to an understanding of the present. We know _____ we study history for a variety of reasons. The first reason is we can understand our ancestors _____ thought and acted differently for the **duration** of their lives. Besides that, _____ history can provide is a unique understanding into human nature and human civilisation. _____ we don't study history, we will not be able to find out about ourselves, our ancestors, our country or even the world. History has also shown _____ many people worked and sacrificed a lot to bring us certain rights and freedoms. In conclusion, history _____ shapes our world today is something that we should all learn about and study.

3 Write complex sentences with the key word "history" according to the given cues.

Subject clause: _____

Object clause: _____

Predicative clause: _____

Appositive clause: _____

Attributive clause: _____

Adverbial clause: _____

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

Talking about Confucius's Teachings

1 Understand the lexical chunks from the coming lecture and predict what it is mainly about. Then listen to check.

a Chinese educator and philosopher <i>ren</i> , self-discipline and integrity centre on education	Confucianism a school of thought source of virtue
--	---

It is mainly about _____

2 Listen again and complete the table with the information you've gained.

Confucius was a famous Chinese _____ and philosopher in _____ century B.C.E.	
His main ideas	Ren: _____
	_____ : controlling yourself and _____
	Integrity: being _____
His thinking about education	The most important job of a teacher: to teach his students to _____
	The learning method: to advocate for _____
The influence of his ideas	_____ countries also embrace Confucianism in their _____ and _____.

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

- 1) Confucianism is _____ represented by Confucius and **Mencius**.
- 2) Confucius believed that being kind to other people was critical to _____.
- 3) What you do not wish for yourself, _____.
- 4) He was the founder of the modern ideal that all people _____.
- 5) He who learns but does not think _____; he who thinks but does not learn is _____.

4 Based on the information in Activities 2&3, work in groups to talk about Confucius and your understanding of his ideas. The following quotations from "The Analects" (《论语》) may help you.

- 1) They who know the truth are not equal to those who love it, and they who love it are not equal to those who delight in it.
- 2) When I walk along with two others, from at least one I will be able to learn.
- 3) If a man keeps cherishing his old knowledge, so as continually to be acquiring new knowledge, he may be a teacher of others.
- 4) The wise find pleasure in water; the virtuous find pleasure in hills.

Reading, Speaking and Writing



Writing about the Changes in One's Views

1 Based on Activity 1 in *Comprehending, Integrating and Creating*, work out the outline of the text.

- Paragraph 1: _____
- Paragraph 2: _____
- Paragraph 3: _____
- Paragraph 4: _____

TIP

Making an outline before writing a composition may help you get a clear idea of what key points should be included and how to arrange them to develop your writing.

- 2** Think whether you have changed your view on something or somebody after you began your study in senior middle school. Then fill in the lines below and share your ideas in groups.

I used to think _____ was _____.
Now, I think _____ is _____.

- 3** Decide on your topic and answer the following questions.

My View on _____

1) What is your original view?

2) What event(s) made you change your view?

Event 1: _____

Event 2: _____

3) What have you learned from your own experiences?

4) What is your view now?

- 4** Write your composition, using some of the following words and phrases from the text to help you. Then proofread it and ask a partner to correct it.

later	however	unlike	no longer	finally
yet	the first	the second	such as	after a while
because (of)	as well as	from that perspective		

Reading Further

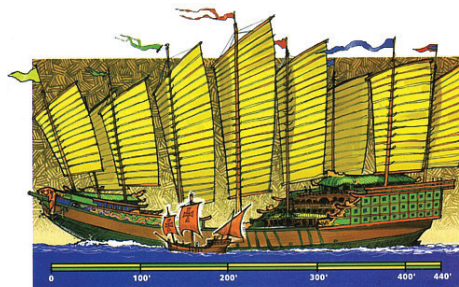


▶ Getting Ready

- 1** Work in pairs to talk about the following two pictures and then fill in the blanks.



Picture 1



Picture 2

Picture 1:

- 1) Who was he? _____
- 2) Which dynasty did he live in? _____
- 3) What were his achievements? _____

Picture 2:

- 1) What can you see? _____
- 2) Which was Zheng He's? _____
- 3) How many people could it hold? _____

2 Tick the places which Zheng He visited. Then read to check.

- | | | | |
|---|------------------------------------|--|----------------------------------|
| <input type="checkbox"/> Southeast Asia | <input type="checkbox"/> Indonesia | <input type="checkbox"/> America | <input type="checkbox"/> Arabia |
| <input type="checkbox"/> the Indian Ocean | <input type="checkbox"/> Europe | <input type="checkbox"/> India | <input type="checkbox"/> Persia |
| <input type="checkbox"/> Australia | <input type="checkbox"/> Africa | <input type="checkbox"/> the Pacific Ocean | <input type="checkbox"/> England |

► Reading

The Adventure of Zheng He

In the East Asian reading room at the Library of Congress, one can view a 21-foot-long map, a series of coastlines and Chinese place names drawn in black ink on thin, almost transparent paper. This is a copy of the actual map used by Zheng He, the greatest Chinese navigator and explorer of the Ming Dynasty (1368–1644), who led seven voyages between 1405 and 1433 into Southeast Asia, India, Persia, Arabia and Africa, marking the peak of historical Chinese ocean exploration, some 80 years before Columbus' voyages.

The year 2005 marks the 600th anniversary of Zheng He's adventures. Back in 1405, while the rest of the world still believed that sailing past Cape Bojador would mean burning in boiling seas, Zheng He sailed far and wide throughout the Indian Ocean. His special task was to reach as far as possible and spread the influence of the powerful kingdom, China, to all those countries he visited. With the help of the compass, he visited over 37 countries.

During his first voyage, he sailed with a huge fleet, including over 60 large ships, called junks, 255 smaller ships, and over 27,000 crew members. The Chinese junks were much larger and more advanced than the ships being built in Europe at the time. They held up to 500 people and had watertight cabins for storage and comfortable cabins for the crew. Rather than cloth sails, many had bamboo sails that folded neatly like window blinds. For comparison's sake, when Christopher Columbus sailed to America nearly a century later, his three ships held only 90 men each, and the longest of them was the 85-foot Santa Maria. However, Zheng He's junk was four hundred feet long, much larger than Columbus'.

The image of Zheng He was not of a powerful nation who sought to colonise the land of those natives but a message of peace from an ancient nation in the world. For example, when Zheng He's fleet visited Indonesia, they helped tribal leaders defend attacks from rebels, caught the rebel leader and brought him back to China. These voyages left an important influence on the culture and politics of those nations for years to come. Trade relations grew and annual

visits to China began.

Unfortunately, unlike Europe, which was turning its face outwards to new lands, China at that time began to close its border and turn away from the outside world. Chinese rulers were convinced that their country and culture would only be harmed by contact with foreigners. As a result, although Zheng He made an amazing voyage to so many lands new to China, the emperor's court ordered him not to take any more trips abroad. China stopped exploring beyond its borders just when the Western navigators began to set out to find new lands.

Can you imagine how differently world history might have turned out if Zheng He kept exploring?

► Comprehending

1 Read the passage and complete the table below with the information you have gained.

Zheng He	
Life time	The _____ Dynasty
Mission	_____
Achievement	The greatest _____ and _____ of his time in China, leading the voyages marking the _____ of historical Chinese ocean exploration
His adventure	
Time	_____
Number of voyages	_____
Places visited	_____ and over _____ countries
The fleet for the first voyage	<ul style="list-style-type: none"> • Number of ships: over _____ Chinese junks; _____ smaller ships • Number of crew: over _____ • Size and equipment of the Chinese junks: It contained _____ people, a division of cabins for storage and _____, a _____ to tell directions and _____ sails which could be folded like window blinds.
Significance	<ul style="list-style-type: none"> • Exploration (comparison with Columbus' voyages): _____ years earlier with much larger ship • Culture and politics: _____ • Trade: _____

2 Read the last two paragraphs and discuss in groups how differently world history might have turned out if Zheng He kept exploring.

The world might have been

- _____
- _____

3 Do the activity by following the steps below.

Step 1 Read a notice about a call for articles and get to know what you should do.

Call for Articles

March 18, 2020

To all,

To remember and celebrate Zheng He's contribution to China and the world, an anniversary celebration of Zheng He's return voyage will be held at Zheng He Memorial Park in July. You are welcome to write about Zheng He and his voyages. All forms of writing are acceptable: poem, prose, argumentation, exposition or research report, etc. The topics are as follows:

- Zheng He in My Eyes
- World History Without Zheng He's Exploration
- My Dream Voyage Along Zheng He's Adventure Route

Please send your articles to the mailbox: ... @ ...
 The deadline for the articles is: June 10, 2020

The Administration Office
 Zheng He Memorial Park

Step 2 Choose one topic provided in the notice and write an outline.

Step 3 Surf the Internet for more information about Zheng He and his adventures and take notes down.

Step 4 Write your article based on your outline and the information you have gained.

Step 5 Share your article with your group members and choose the best one to submit.

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 my understanding of history critically.		
• I can identify metaphors and use them.		
• I can analyse compound and complex sentences and use them properly.		
• I can talk about Confucius and Confucianism.		
• I can write about changes in my views.		
• I can introduce Zheng He and his adventure.		

Unit 6

China and the Future

The Chinese culture belongs to both the Chinese and the whole world.

—Anonymous

Looking Ahead

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

- introduce the endless city on the Silk Road;
- identify parenthesis and the sentence structures for giving reasons and use them to write sentences;
- distinguish the usage of verb tense and voice and use them correctly;
- give a presentation on the Belt and Road;
- write a speech draft and deliver the speech;
- introduce Dunhuang to foreign visitors.

Reading Actively



▶ Activating and Predicting

1 Match the cities on the Silk Road with their features. Then share your ideas with a partner.

• City •

- 1) Lanzhou
- 2) Moscow
- 3) Tehran
- 4) Istanbul
- 5) Venice

• Feature •

- A. the third Rome
- B. the city of water
- C. the golden city
- D. the city of heat
- E. the endless city

2 Tick the aspects which you think will be covered in introducing “an endless city”. Then read to check.

- | | |
|--|---|
| <input type="checkbox"/> its large size | <input type="checkbox"/> its growth and development |
| <input type="checkbox"/> its ancient history | <input type="checkbox"/> its prosperous future |
| <input type="checkbox"/> its beautiful scenery | <input type="checkbox"/> its potential |
| <input type="checkbox"/> its trade centre | <input type="checkbox"/> its strategic location |
| <input type="checkbox"/> its royal kingdom | |

► Reading, Thinking and Analysing

The Endless City

As a young man living in Northern California, I always wanted to live in a big city like New York or San Francisco, and when I arrived in Istanbul eight years ago, I sensed immediately that I’d finally arrived. Istanbul, one of the major cities in Turkey, is a 6,000-year-old royal city of seemingly unlimited potential.

An endless city **stretches** as far as the eye can see in every direction. One of the things I like most about living in Istanbul is that it’s always changing and growing. You can never get bored of it because it is like a kaleidoscope of bright colors and shifting perspectives. As a writer, if you reach a dead end, it’s best to make a change of some kind. For me, that change came in the shape of a new job. Two weeks ago, I started teaching at an English preparation program at a medical university in Fatih, an old district on the European side of the city. My students are learning English as part of their general studies. This past week, we learned about the ancient Silk Road, a trading route between Asia and Europe that lasted for 1,500 years. Europeans wanted silk and other luxury goods from China, while the Chinese needed horses and gold. Istanbul, with its strategic location between Europe and Asia, was also part of this vast network.

My students seemed interested, so we expanded the topic and talked about **the Belt and Road**. This massive, trillion-dollar effort seeks to **revitalise** and expand the ancient network, with most of the money aimed at improving ports and other **infrastructure**, including a train that will go directly from Beijing to London.

stretch (vi.): draw out or extend

The Belt and Road refers to the Silk Road Economic Belt and the 21st-Century Maritime Silk Road.

*re-: again
vital: full of energy
Revitalise means _____ in Chinese.*

Guess the meaning of infrastructure from the context.

In Istanbul, a third international airport is set to open soon and the city has invested huge sums of money already to add a third transcontinental bridge. The city also has a still-incomplete metro system that competes with New York's and London's.

metro (n.): subway

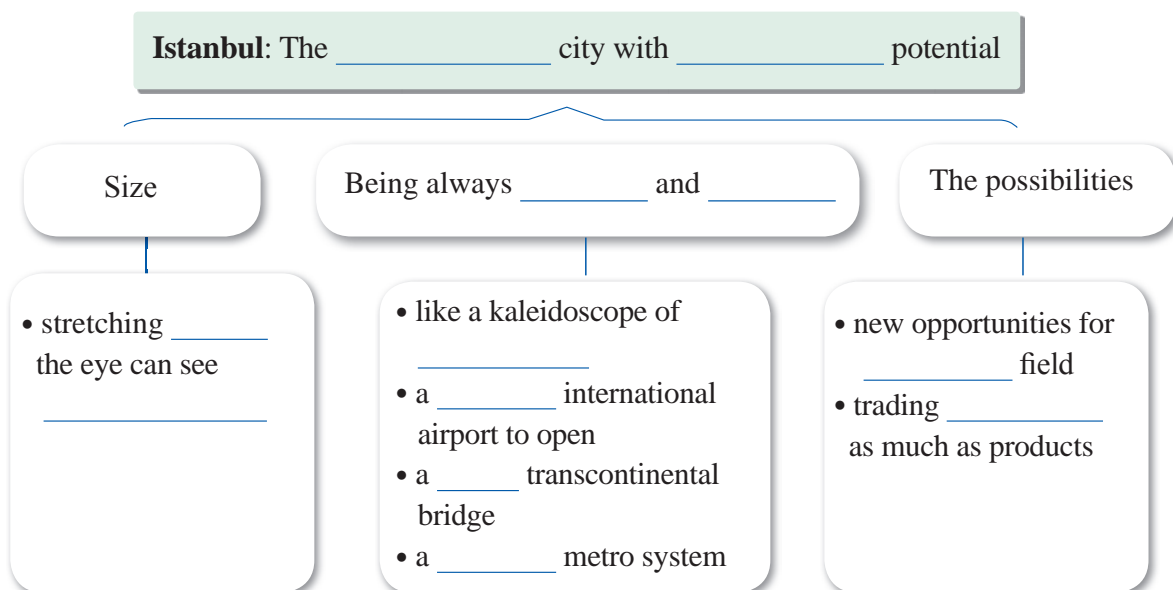
My students and I talked about what the Belt and Road holds for them. After all, they are the future. The network will certainly create new opportunities for the medical field as much as for anything else: medical equipment for hospitals, drugs for pharmacies, and new technology. The ancient Silk Road also traded information as much as products, and I suppose the Belt and Road will as well. To be honest, I envy them somewhat: the possibilities seem as endless as this great city.

Pharmacy here means _____ in Chinese.

At least I get to participate in some fashion, even if it is only by teaching them some English that most of them seem to think they will never use. Maybe they should be learning Chinese. Who knows? Yet I arrived at last to the realization that I, too, am a part of life on the Belt and Road, just as I have unavoidably become a part of this endless city. Maybe northern California's Lost Coast may even be part of it too.

► Comprehending, Integrating and Creating

1 Read the text and complete the following diagram.



2 Read the text again and judge whether the following statements are true (T) or false (F). Correct the false one(s).

- _____ 1) The text is a travel journal.
- _____ 2) The ancient Silk Road extended as far as Asia, Europe and America.
- _____ 3) The author thinks too much money has been invested in the Belt and Road.
- _____ 4) The ancient Silk Road promoted the exchange of goods and ideas.
- _____ 5) The author thinks that his students should learn Chinese instead of English.

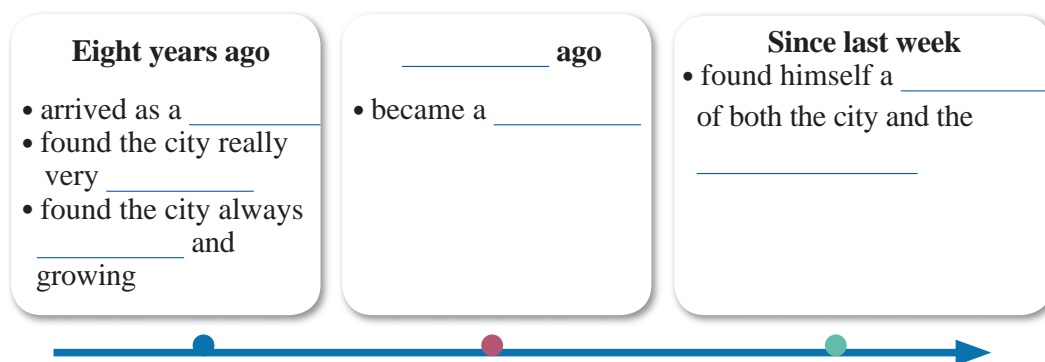
3 Based on Activities 1&2, work in groups to discuss the following questions.

1) Why is Istanbul an “endless” city to the author?

2) According to this text, what are the similarities and differences between the ancient Silk Road and the Belt and Road?

3) What impact has the Belt and Road had on Istanbul? And what might it have in the future?

4 Complete the following diagram and discuss how the relationship between the author and the city, Istanbul, has changed.



5 Do the activity by following the steps below.

Step 1 Work in groups to answer the following questions.

- 1) Are the author and the people in Istanbul happy to welcome the Belt and Road Initiative proposed by China? How do you know?
- 2) What’s your attitude towards the Belt and Road Initiative?

3) Have you ever thought of anything that you can do with the Belt and Road Initiative?

Step 2 Surf the Internet for more information about the Belt and Road Initiative and note down the key information.



Opportunities: _____

Challenges: _____

Step 3 Discuss what you should do to seize the opportunities and meet the challenges.

Step 4 Make a report to the class.

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



► Language Feature

1 Study the following sentences from the text, paying special attention to the coloured parts. Then work in pairs to discuss their functions.

- 1) Istanbul, **one of the major cities in Turkey**, is a 6,000-year-old royal city of seemingly unlimited potential.
- 2) This massive, trillion-dollar effort seeks to revitalise and expand the ancient network, **with most of the money aimed at improving ports and other infrastructure**, including a train that will go directly from Beijing to London.

TIP

A parenthesis is a word, clause or sentence inserted in the middle of a piece of speech or dashes. It gives a little more information about the subject being discussed.

2 Study the following sentences from the text and mark the places where reasons have been given. Then use the same sentence structures to write your own sentences, adding parenthesis if possible.

- 1) One of the things I like most about living in Istanbul is that it's always changing and growing.

- 2) You can never get bored of it because it is like a kaleidoscope of bright colours and shifting perspectives.
- 3) To be honest, I envy them somewhat: the possibilities seem as endless as this great city.

► **Grammar Link**

Revision of Verb Tense and Voice

Reviewing the rule

Read the following passage and pay attention to the use of verb tense and voice.

When the writer was a young man living in Northern California, he always yearned to live in a big city. Eight years ago, when he arrived in Istanbul, he sensed that he had finally arrived. He likes living there because the city is always changing and growing. This city was considered part of the ancient Silk Road due to its strategic location between Europe and Asia. Now, it is also part of the Belt and Road. In this city, people have been building a third international airport and it will be opened soon. Huge sums of money have been invested in building a new transcontinental bridge in the city. The writer began to wonder whether Northern California’s Lost Coast in his hometown would also become part of the Belt and Road someday.

Rediscovering the rule

1 *Work in pairs to complete the following two tables. Then check your ideas in groups.*

The Active Voice

	Present	Past	Future	Past future
Simple	do/does			
Continuous			will/shall be doing	
Perfect				
Perfect continuous				

The Passive Voice

	Present	Past	Future
Simple		was/were done	
Continuous			
Perfect	have/has been done		

- 2** Read the passage in *Reviewing the rule* again and underline the sentences with different verb tense and voice. Then work in groups to share your understanding.

You may make up your dialogue like this:

A: Hi, have you found a sentence with the past future tense?

B: Yes. In the last sentence—"would become".

A: Why is this tense used here?

C: Because this is a wish to be fulfilled in the future, the future tense is used. At the same time, the verb "wonder" in the main clause is in the simple past tense, so we use "would become".

Applying the rule

- 1** Read the text again to find out the corresponding sentences based on the following cues. Then write your own sentences.

- A. The simple present tense
- B. The simple past tense
- C. The simple future tense
- D. The present continuous tense
- E. The present perfect continuous tense
- F. The simple present passive voice
- G. The simple perfect tense

My sentences:

- 1) _____ (The simple present tense)
- 2) _____ (The simple past tense)
- 3) _____ (The simple future tense)
- 4) _____ (The present continuous tense)
- 5) _____ (The present perfect continuous tense)
- 6) _____ (The simple present passive voice)
- 7) _____ (The simple perfect tense)

- 2 Look at the picture and write a passage based on the given topic, using different forms of verb tense or voice.

The Silk Road



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

Making a Presentation

- 1 Understand the lexical chunks from the coming monologue and predict what it is mainly about. Then listen to check.

the Belt and Road Initiative	be proposed by
build an infrastructure network	mutual learning
sign cooperation agreement with...	economic prosperity
regional economic cooperation	establish a community with...

It is mainly about _____

- 2 Listen again and complete its summary.

The Silk Road has been a/an _____ between East and West. The initiative of the Silk Road Economic Belt and the 21st-Century Maritime Silk Road was proposed in 2013. It aims to build a/an _____ and infrastructure network by linking Asia with Africa and Europe. More than _____ countries and organisations have joined the initiative. The popularity of the Belt and Road Initiative has its _____ in the human desire to trade ideas and communicate. Not just silk and other goods, but _____ about science and technology was shared across the network. It encourages _____ and mutual _____ between different civilisations, and promotes world peace and development. It also sends a message to establish a/an _____ with a/an _____ for mankind.

3 Listen for a third time and judge whether the following statements are true (T) or false (F).

- _____ 1) In the past, jade, china, silk and glass from China were traded for Western iron and precious stones.
- _____ 2) The initiative was proposed 2,000 years ago.
- _____ 3) The purpose of the Belt and Road Initiative is to build a trade and infrastructure network linking Asia with Africa and Europe.
- _____ 4) About 60 countries have signed the cooperation agreement with China.
- _____ 5) With the development of the Belt and Road Initiative, there would be no **globalisation** problems any more.

4 Based on the information in Activities 2&3, give a presentation on the Belt and Road in groups. The following sentence structures may help you.

- 1) In today's presentation, I'd like to show you.../explain to you how...
- 2) My topic today is about...
- 3) Today I am going to present you an overview of...
- 4) My presentation is in three parts.

//////// Listening, Speaking and Writing //////////



Writing a Speech Draft

1 Listen to a speech and note down the basic information about it.

The speaker: _____

The audience: _____

The occasion: _____

The purpose of the speech: _____

The message the speech conveys:

1) _____

2) _____

3) _____

...

2 Draft your speech based on the above outline as a representative of the students at a farewell party.

3 Read the following rules for drafting a speech and tick the ones you will adopt in your writing.

Dos	Don'ts
<ul style="list-style-type: none"> ◆ Use simple and direct words. ◆ Be specific. ◆ Cut words if possible. ◆ Use everyday English words, not foreign or scientific words and phrases. ◆ Simplify your sentences. ◆ Vary the length of your sentences. 	<ul style="list-style-type: none"> ◆ Don't use jargon or slang terms. ◆ Don't use passive verbs or voice. ◆ Don't use euphemisms. ◆ Don't use a long word when a short one will do. ◆ Don't use sexist words or phrases. ◆ Don't use expressions like: "I think" and "I feel".

4 Write your speech draft and deliver your speech in groups. Then get the feedback from your group members and improve your draft and delivery.

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



▶ **Getting Ready**

1 Translate the following lexical chunks from the coming passage into Chinese, using a dictionary if necessary. Then check your translation with a partner.

the ancient Silk Road	Hexi Corridor	the 492 caves on the mountain cliff
amazing paintings	the Mogao Caves	sculptures of Buddha
the Western Regions	Yueyaquan like a crescent	a pastime of sand skiing

2 Predict what the coming passage is mainly about, based on Activity 1 and the title. Then read to check.

The passage is mainly about Dunhuang, _____.

- A. a poor desert with yellow sands
- B. a wonderful tourist attraction
- C. a place with a glorious history
- D. a place leading to the west

▶ **Reading**

Dunhuang

For many years, Dunhuang has attracted travellers with its 45,000 square metres of breathtaking murals and more than 3,000 painted statues. If the ancient Silk Road is wonderful, then the 492 caves on the mountain cliff are really exciting.

Located at the west end of the “Hexi Corridor” in Gansu Province, Dunhuang has a glorious history and culture. *Dun* means large; *Huang* means prosperous. This large and prosperous ancient town is a centre for various peoples and became an important trading and cultural centre on the Silk Road.

The Mogao Caves, also known as the Thousand Buddha Grottoes, are famous for the amazing art works created about 2,000 years ago. It represents the history of communication between the East and the West. In 366 B.C.E. the first cave on the cliff was built. Since then, and for over a thousand years, more and more caves have been built.

The caves range in size from a few metres across to huge halls. Apart from paintings they also contain sculptures, mostly of Buddha and his followers. There are also angels, who, however, do not have wings, but fly among coloured ribbons as if by their own lightness. The lightness and worldly beauty of the creatures remain attractive. They catch the feeling of flying, which many know from their dreams, in a painting. The images float around in the twilight coming from the caves’ entrances. The spots of the torch highlight a face here, a horse there, or a fish, or a castle. There are certain rules here, however. Some items are not allowed to be carried in the caves such as cameras, electronic recorders or even personal bags.

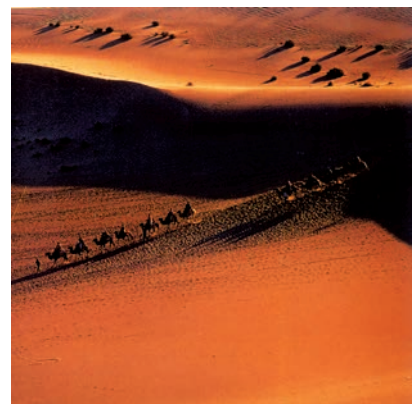
The Dunhuang paintings were completed during a period of 600 years under several different rulers by people of many different ranks and professions. The artists are not known by name and little is known about their conditions of production either.

Artists today are still following the traditional way of painting, however. One finds caves painted in dark tones of black, blue, and white, showing figures in vigorous action completed in equally vigorous expressive strokes, jumping and dancing on the walls.

Serving as the westernmost outpost of the early Tang Dynasty, Dunhuang was not only a key trading post situated on the Silk Road but also the military headquarters for operations in the Western Regions. Foreign businessmen from the West, as well as officials and soldiers from central China brought their own cultures to Dunhuang and made the trading centre a cultural “melting pot”.

There are two important sites west of Dunhuang—the Yangguan and Yumenguan. Guan means post or military station. They were built in the Han Dynasty before 111 B.C.E.

Outside of the post is a place that the locals call “The Antique Market”. In the past, there were so many battles and wars that had happened in this landscape. Therefore, material evidence such as copper coins from hundreds of years can be discovered on the ground if the visitor is lucky.



Millions of years ago, this land was all covered by water. And now people call it “The Devil’s Town” since the stones and hills are all formed into terrible shapes.

Within the Mingsha Mountain lies Yueyaquan. It is so named because of its shape as a crescent. It received its present name in the Qing Dynasty (1644–1911). Yueyaquan has an average depth of 3.2 metres. The water is sweet and clear. The sand never gets into the spring, and the water is never muddy and neither dries up. Sand skiing is a wonderful pastime if the visitors are ready for a fast speed ride.

Dunhuang will offer the visitors a very romantic and wonderful trip.

► Comprehending

1 Complete the table below with the information you have got.

Hexi Corridor	
Mogao Caves	
A “melting pot”	
The Antique Market	
The Devil’s Town	
Yueyaquan	

2 Discuss the following questions in groups.

- 1) Who is the passage most probably written for? How do you know? Find evidence from the passage to support your idea.
- 2) Which aspects of Dunhuang are talked about in the passage?
- 3) What will attract visitors to Dunhuang?
- 4) What do you think is the purpose of the author in writing this passage?

3 Describe one of the three pictures by using some of the words and expressions in the box on the next page.



grotto	amazing art work	painting	sculpture
coloured ribbon	in dark tones of...	figures in vigorous action	angel
shape as a crescent	sweet and clear water	spring	lie

Now read your description to your group members and let them guess which picture you are describing.

4 Do the activity by following the steps below.

Situation: One of your cyber friends, Elizabeth, from America, will come to China. She is planning to go to visit Dunhuang, but she knows little about it and needs your help.

Step 1 Surf the Internet and get more information about Dunhuang.

Step 2 Get ready by preparing some questions that you think Elizabeth will ask.

Question 1: _____

Question 2: _____

Question 3: _____

...

Step 3 Try to answer these questions by yourself.

Answer 1: _____

Answer 2: _____

Answer 3: _____

...

Step 4 Role-play in pairs, with your partner acting Elizabeth. You may choose online voice chat or text chat.

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 endless city on the Silk Road.		
• I can identify parenthesis and the sentence structures for giving reasons and use them to write sentences.		
• I can distinguish the usage of verb tense and voice and use them correctly.		
• I can give a presentation on the Belt and Road.		
• I can write a speech draft and deliver the speech in class.		
• I can introduce Dunhuang to classmates or foreign visitors.		

Challenging Yourself C

Historical Heritage

The heritage of the past is the seed that brings forth the harvest of the future.

—F. P. Bowyer

Looking Ahead

After completing this project, you will be able to:

- describe a picture with the given lexical chunks;
- introduce hieroglyphics and its discovery with the help of a flow chart;
- cooperate by giving ideas, searching for information, and division of the roles in the debate;
- support your argumentation by giving examples or making comparisons, etc.;
- reflect on the learning of the whole theme using a reflection strategy.

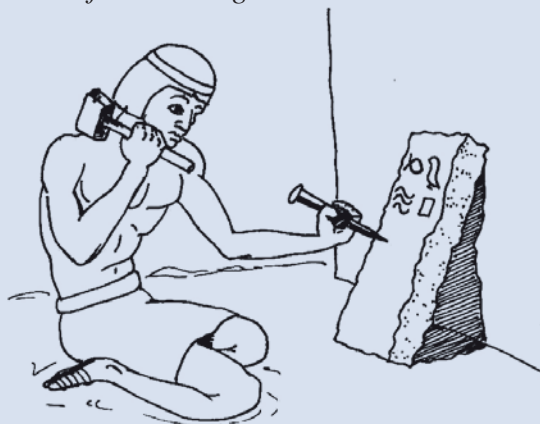
Learning Individually



1 Guess the meanings of the following pictures and write down your answers on the lines.



2 Look at the picture below and describe it with the given information. Then guess the main idea of the coming article.



carve
stone
walls of temples and monuments
record
Pharaohs
skilled and time-consuming
trained craftsman

The article is mainly about _____.

- A. the discovery of the Rosetta Stone
- B. the ancient method of writing used by the Egyptians
- C. life in ancient Egypt

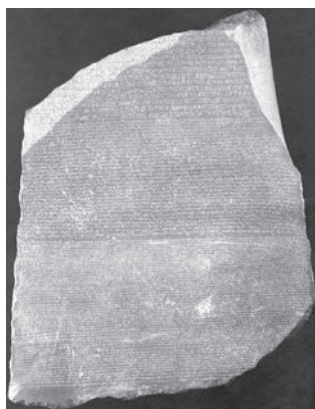
► Reading and Thinking

Hieroglyphics

By understanding the meaning of hieroglyphics, experts have been able to find out more about life in ancient Egypt. Hieroglyphics are a kind of writing made up of pictures. Each picture, or hieroglyph, represents either an idea or a sound. This was the method of writing invented by the ancient Egyptians and used by them for almost 3,500 years.

Hieroglyphs were usually carved in stone on the walls of temples and monuments, and were originally used to record important information about the **Pharaohs**. This was a highly skilled and time-consuming job, however, done only by trained craftsmen. The ordinary people of Egypt needed a more useful method of keeping records about everyday events.

So, around 300 C.E., the Egyptians created a simpler form of hieroglyphs which could be written more quickly. They also invented a kind of paper, which was easier to write on and much lighter to carry. Everyone used the new, simple hieroglyphs and they began to forget



The Rosetta Stone
From Fort St. Julien, El-Rashid (Rosetta),
Egypt Ptolemaic Period, 196 B.C.E.

the meanings of the old formal ones. By the middle of the 4th century C.E., the meanings of the old hieroglyphs were completely unknown.

It was not until many centuries later that their meanings were rediscovered. In 1799, a French army officer found a carved piece of stone next to the Nile River near Rosetta in Egypt. This became known as the Rosetta Stone, and was the key

Pharaoh ['fɛərəʊ]

You may guess the meaning of the word by its pronunciation.

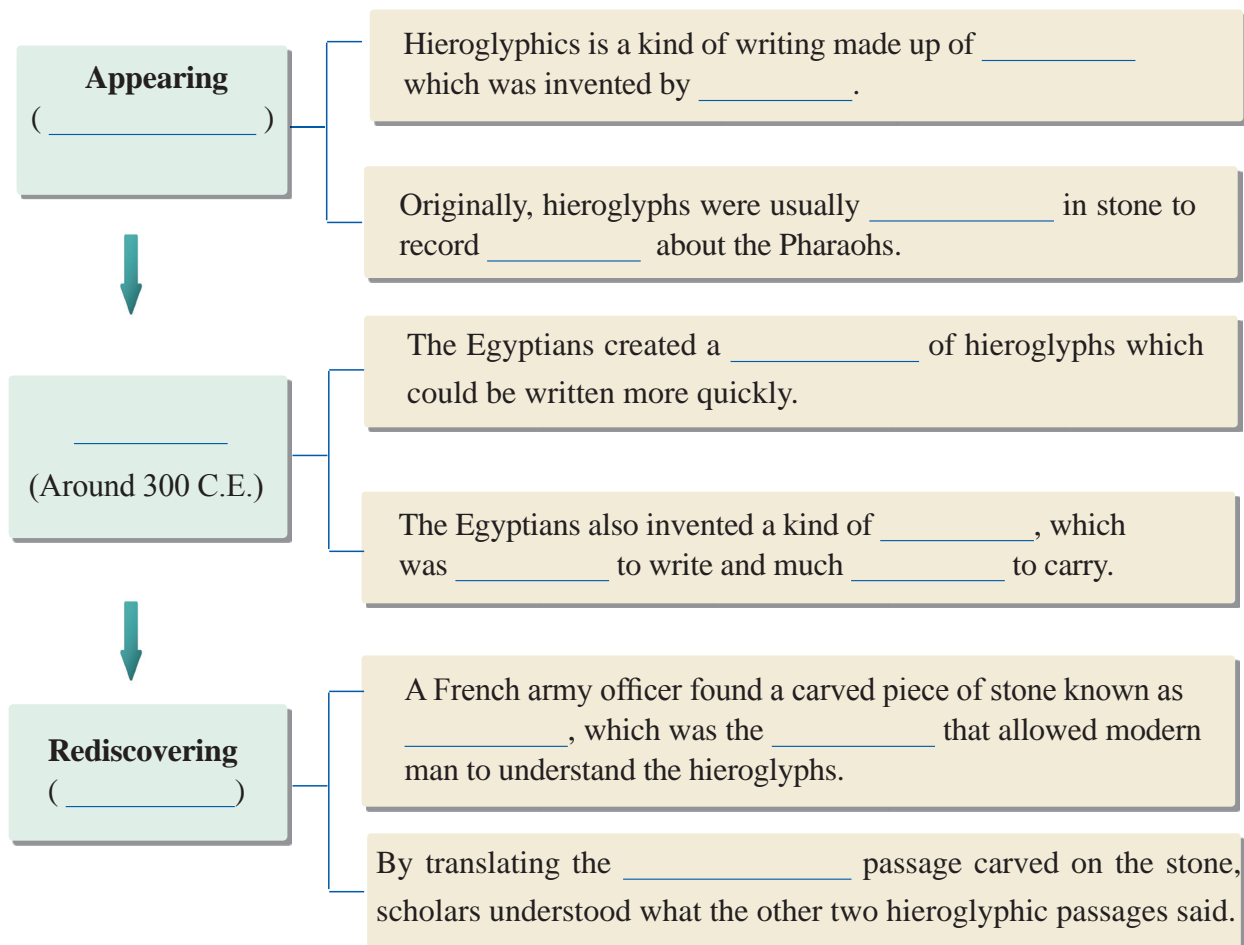
which finally allowed modern man to understand the hieroglyphs.

The carvings on the stone were three passages in three different kinds of writing—two were written in the form of Egyptian hieroglyphs and the other was written in Greek. Scholars were able to read the Greek passage, and they soon realised that the three passages were all saying the same thing. By translating the Greek passage they could understand what the hieroglyphic passages said.

After many years of study, experts were eventually able to translate all the hieroglyphic symbols. This opened up a whole new world of knowledge about life in ancient Egypt. Finally, after nearly 1,500 years of silence the writing of the ancient Egyptians could be read again.

► Analysing and Questioning

1 Read the article and complete the chart below.



2 Read the passage again and answer the following questions.

1) Why do you think that the original hieroglyphics were only used to record information about the Pharaohs?

2) Why did the Egyptians develop hieroglyphics?

3) Why did people want to rediscover the meanings of the old hieroglyphics?

4) Which group of people were probably most interested in the discovery of the Rosetta Stone?

5) What are experts able to find out about ancient Egypt from reading hieroglyphics?

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

• Question Corner •



1) _____
2) _____
...

Learning Cooperatively



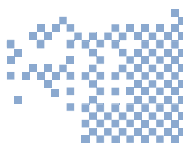
Phase 1 Sharing the individual work

- 1) Check and discuss your answers in Learning Individually and improve them.
- 2) Help each other with your questions or problems.

Phase 2 Exploring further

- 1) Do the following activities.

Activity 1 Retell the course of invention, improvement and rediscovery of hieroglyphs with the help of the flow chart in Activity 2.



Activity 2 Have a debate on whether it is necessary to understand languages which are no longer in use.

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

Phase 3 Utilising resources

1) Read the passage about the oracle-bone script in [Reading Box](#), and compare it with hieroglyphics.

2) Watch the documentary *The Secrets of the Hieroglyphics* in [Video Bank](#) and get to know more about ancient language.

Learning Creatively



Work in pairs to identify the meanings of the symbols in the following picture, and then read the article to check your ideas.

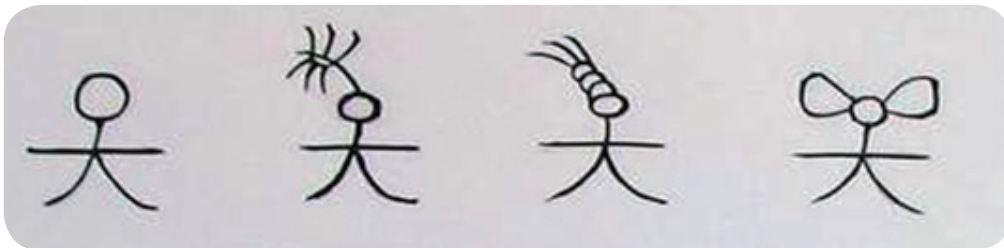


The Last Hieroglyphic Language on Earth

Dongba Culture refers to ancient Naxi culture, which is given the name because it has been passed down by “dongbas”. The Naxi people, who live around Lijiang County in northwestern Yunnan Province, are an ancient civilised people. As early as over one thousand years ago, they created the hieroglyph, which has become a precious cultural legacy of the Chinese people.

The Dongba scripture, a Naxi encyclopedia, is believed to be as old as the inscriptions on bones and tortoise shells from the Shang Dynasty (16th century–11th century B.C.E.). The more than 20,000 volumes of the book series contain ancient legends and tales, narrative epics, folk poems, proverbs and descriptions of the Naxi people’s life in olden times and its relationship with other peoples. It is therefore a precious source material for the study of the Naxi people’s religion, history, social development, life customs and language. Incredibly, the Dongba symbols continue to be used by the elders of the Naxi people, making it the only hieroglyphic language still used in the world. Today, most of the 270,000 Naxi people in the county of Lijiang retain many of their ancient traditions.

The Dongba script of the Naxi people is both pictographic and ideographic. It consists of more than 3,000 words in addition to some 700 simplified hieroglyphs. The writing, unlike anything known elsewhere, superficially resembles the ancient Egyptian hieroglyphics, but it has a certain action and humour that distinguish it from other scripts. The construction of the Dongba pictograms is really curious. The pictographs commonly used are possibly derived from only a hundred basic pictographs. For instance, we see that a person is represented as much as in the basic lines of a person in a comic strip. To represent a person of the different peoples who live in their vicinity: Han, Tibetan, Bai, Yi, Lisu or Pumi, they stress some of their characteristics. In the images, we see from left to right, the pictograms to represent: “person”, “Naxi”, “Tibetan” and “Bai”.



Historically, the Dongba script was used by the Dongba priests, and the creation and development of the script is closely connected with the emergence of the Dongba religion. Only a few Dongbas who wrote and used the unique characters are still alive. That makes the scriptures all the more precious. Most of them are over 70 and they are afraid that when they die, the traditions and writing of their people will die with them.

These types of characters are now virtually extinct. Influenced by the Han people, Naxi people began learning the Chinese language and its characters. However, the Chinese government has been trying to revive it in an attempt to preserve the Naxi culture. Chinese experts began collecting copies of these scriptures in the 1950s. More than 25,000 copies of such scriptures, in 1,000 categories, have been discovered. Over 30 books have now been published with instruction on how to read the Dongba symbols. Dongba Culture Research Institute, in addition to collecting as many copies as possible, began translating the scriptures. Young students regularly visit the Lijiang Dongba Museum to learn about the language, where more than 1,000 scrolls of Dongba scriptures have been collected, covering the branches of astronomy, geography, literature, art, history, religions and so on. Efforts to preserve the knowledge of the script were quite successful at first—in 1982, 200 people could read Dongba and by 1985, 1,700 could do so. The Chinese government has started teaching the language again, and since 1998, the people from Lijiang have been receiving free tuition on the Dongba language, culture and dancing, with the goal of transmitting this ancient knowledge to the coming generations.

Do the following activities.

- 1) Study the following Dongba scripts and write down the corresponding Chinese characters. Then work in groups to illustrate why the Dongba script is both pictographic and ideographic by using them as examples.



- 2) Discuss in groups whether it is necessary to preserve such an old language as the Dongba script, which is in danger of extinction. If necessary, what other efforts should we make besides what the government has done?

Learning Reflectively



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

- 1) How well have you monitored your learning process through reflection? Have you reflected frequently? Can you raise questions before, during and after reflection? Have you adjusted your learning after the reflection?
- 2) Is your reflection about your English learning effective? Do you have any confusion about your reflection? Give your comments on reflection.

About my practice of reflection:

Comments on my reflection in English learning:

Notes

Unit 1 Culture in Names

Reading Actively



1. Or just plain Tom Cook. If he was a cook for a king, he might become known as Tom Kingcook. 或者干脆就叫汤姆·库克（Cook的音译，意思是“厨师”）。如果他是给国王做饭的，他可能叫汤姆·金库克（Kingcook的音译，意思是“国王的厨师”）。
2. One of the most common names in the English language is Smith, which is short for Blacksmith. 英语中最常见的姓之一是史密斯。史密斯是“铁匠”的简略形式。be short for sth. 意思是“……的简称”。
3. What if he had big feet? 如果他的脚很大，他又该被叫作什么呢？
该句为省略句。完整的句子应为：What name might he have if he had big feet?

Reading Further



1. Beijing Opera can be divided into “civil” pieces, which are characterised by singing, and “martial” ones, which feature acrobatics and stunts. 京剧分为“文戏”和“武戏”两种。“文戏”以唱为特色，而“武戏”则以杂技和特技为主要特征。
be characterised by 和 feature 的意思都是“以……为特色；以……为主要特征”。
2. Its repertoire includes historical plays, comedies, tragedies and farces. Many historical events are adapted for Beijing Opera plays, which in the past were an important primer on history and ethical principles for poorly-educated people. 京剧的常备曲目包括历史剧、喜剧、悲剧和笑剧。许多历史事件被改编进京剧曲目中，成为旧时候受教育不多的人了解历史、理解伦理道德的重要入门材料。
3. The costumes are based on those of the Ming Dynasty, no matter when the story is set. 不管故事发生在什么时候，京剧的戏服都是以明朝的服饰为蓝本的。
set 是动词，意思是“设置（戏剧、小说等）的背景”。本句使用的是 set 的被动语态。

4. In the past 200 years, numerous schools and celebrated performers have emerged.
在过去的200年中，无数流派和各路名家先后涌现出来。

Unit 2 Non-verbal Communication

Reading Actively



1. The boy acts cool, crossing his legs and affecting a casual air—even though his heart is beating wildly. 尽管他的心在狂跳，那小伙子却表现镇静，跷着二郎腿，装出很随意的样子。
cross one's legs 意思是“跷二郎腿”。
2. But often they are embarrassingly culture-bound.
但让人尴尬的是，它们通常是受限于某一种文化。
culture-bound 意思是“受限于某一文化的”。
3. But the size of a person's "comfort zone" varies, depending on his cultural or ethnic origin.
但是每个人的“舒适区”的大小是不尽相同的，这取决于其文化或民族根源。
comfort zone 意思是“让人舒适的区域”。
4. That's why it's possible, as the saying goes, to "read someone like a book".
这也是为什么如谚语所说，我们可能“像读书一样阅人”。
本句意思是说人们在交际的过程中可以充分利用非言语行为来判断他人的行为、意图，等等。

Reading Further



1. *The Voices of Time* 《时间的声音》
Time talks. 时间会说话。
It speaks more plainly than words. 它比语言更清楚、明白。
Time communicates in many ways. 时间以多种方式表达其意义。
以上几种说法意思相近，都是指时间在人们的生活中实际上有着传达意义的功用。
2. Yet in the country where this story took place, a forty-five-minute waiting period was not unusual. 然而在上述事件发生的国度，让人等上45分钟根本就不是什么稀罕事。
not unusual 是双重否定，意思等于 usual。

Challenging Yourself A Cultural Communication

1. Many couples wish to carry on the long-established wedding culture of their ancestors, whether or not they reside in the country where it originated. 许多新婚夫妇希望继承他们

祖先的悠久婚礼文化，无论他们是否居住在它的起源国。

2. As you can see, each tradition in the culture of the wedding ceremony has a flavour of its own. 正如你所看到的，婚礼文化中的每一种传统都有自己的特色。

Unit 3 Earth Protection

Reading Actively



1. Malaria and other tropical diseases could be common in Europe and many of the animals and plants could have disappeared forever. 疟疾和其他的热带病在欧洲是常见的，而且许多动物和植物也可能已经永远消失了。
2. Most of this energy comes from burning fossil fuels, which gives off CO₂ and other gases into the air. 大部分能量来自燃烧化石燃料，这一过程将二氧化碳及其他气体释放到空气中。
本句中which引导的非限定性定语从句修饰主句中的burning fossil fuels，作用是说明燃烧化石能源的结果。

Reading Further



1. A study was conducted by researchers in England who used computer models to predict what would happen to certain species if global warming continues. 来自英国的研究者们利用计算机模型开展了一项研究，预测全球变暖持续加剧对特定物种的影响。
2. “We’re already seeing biological communities respond very rapidly to climate warming,” said Chris Thomas, a biologist at the University of Leeds in England, and the head of the study. 这项研究的负责人、来自英国利兹大学的生物学家克里斯·托马斯说：“我们业已看到生物种群对气候升温做出的迅速反应”。

Unit 4 Space Exploration

Reading Actively



1. The mission went off smoothly, with Yang Liwei orbiting the Earth 14 times during his 21-hour flight aboard the Shenzhou-5. 这项任务进行得很顺利。神舟5号载着杨利伟在21个小时内环绕地球轨道飞行了14圈。

orbit在本句中用作动词，意思是“绕轨道飞行”；做名词时的意思是“轨道”。

2. In 1970, China's first artificial satellite named Dongfanghong-1 on the back of a Long March rocket was lifted into space, which meant that China was the fifth country able to launch man-made satellites.

1970年，中国第一颗人造卫星东方红一号由长征运载火箭送往太空，标志着中国成为全球第五个有能力发射人造卫星的国家。

此句为复合句。句子主干为：China's first artificial satellite was lifted into space; named Dongfanghong-1为过去分词短语作定语，修饰satellite; on the back of a Long March rocket为介词短语修饰Dongfanghong-1; which meant that China was the fifth country able to launch man-made satellites为非限制性定语从句，关系代词which指代前面整个句子。

Reading Further



- Perhaps the best answer lies in our genetic makeup as human beings.
或许最好的答案植根于人类的遗传性格之中。
lie in动词短语意思是“存在于；在……之中”。
- Without knowledge, we may be completely destroyed by the danger. With knowledge, we can lessen its effect. 如若未能预知危险，我们可能会被其完全毁灭；若能知晓危险，我们便能减轻其影响。
- We have already benefited from other spin-offs including improvements in earthquake prediction, in satellites for weather forecasts and in communication systems. Even non-stick pans and mirrored sunglasses are by-products of technological developments in the space industry! 我们已经从许多空间探索的衍生技术中获益，包括地震预测、气象卫星以及通信系统的改进，甚至是不粘锅和反光太阳镜也是空间工程技术发展的副产品。
spin-off意思是“衍生物；衍生品”，它与后面的by-product都用来代指空间技术发展所带来的其他领域的进步成果。

Challenging Yourself B Mysterious Planet

- The Earth, the planet on which we are living, is the third planet from the sun.
我们所居住的地球是太阳系第三颗行星。
此句中on which we are living是定语从句修饰planet。
- The very thin coverings of air, soil and water—from the bottom of the sea to the top of the thickest part of the atmosphere—form a very narrow band on and above the Earth's surface. All living things exist within this region, the biosphere. 由空气、土壤和水组成的非常薄的覆盖层——从大洋底部到最厚的大气层顶端——在地球表面及其上空之间构成了一个狭窄的区域。

所有生物都存在于这一区域，这就是所谓的生物圈。

biosphere 是指地球上凡是出现并感受到生命活动影响的地区，是地表有机体包括微生物及其自下而上环境的总称，是行星地球特有的圈层。它也是人类诞生和生存的空间。生物圈是地球上最大的生态系统。

Unit 5 History

Reading Actively



1. True facts are hidden by the mess found in the web. 真相被掩盖于杂乱的网中。
found in the web 是过去分词短语，在此作定语，修饰 mess。
2. We are spiders, climbing around the web, searching for facts so that we may come to our own opinions, yet only to find them drowning among everything else that has gotten tangled inside. 我们是蜘蛛，在网上爬来爬去，寻找可以形成自己观点的事实，可是却发现它们被淹没在千丝万缕、纠缠不清的网中。
climbing...; searching for... 两个分词短语并列作主语补足语。

Reading Further



1. This is a copy of the actual map used by Zheng He, the greatest Chinese navigator and explorer of the Ming Dynasy (1368–1644), who led seven voyages between 1405 and 1433 into Southeast Asia, India, Persia, Arabia and Africa, marking the peak of historical Chinese ocean exploration, some 80 years before Columbus' voyages.
这就是郑和使用过的地图的副本。郑和是中国明朝时期（1368—1644）最伟大的航海家和探险家。在1405年到1433年间，他带领船队7次航行到了南亚、印度、波斯（现在的伊朗）、阿拉伯半岛和非洲。这使中国的海洋探险达到了顶峰，比哥伦布的航行还要早大约80年。
who led seven voyages... 是非限制性定语从句，修饰 Zheng He。中间插入的 the greatest Chinese navigator and explorer of the Ming Dynasy (1368—1644)部分是 Zheng He 的同位语。marking the peak of historical Chinese ocean exploration 是分词短语，在此作状语，其逻辑主语是who led seven voyages between 1405 and 1433 into Southeast Asia, India, Persia, Arabia and Africa 这件事情。
2. The image of Zheng He was not of a powerful nation who sought to colonise the land of those natives but a message of peace from an ancient nation in the world. 郑和的形象不是一个强大的国家要对那些当地居民进行殖民化，而是一个来自世界古老国家的和平信号。
注意结构 not... but... 表示“不是……而是……”。

3. Unfortunately, unlike Europe, which was turning its face outwards to new lands, China at that time began to close its border and turn away from the outside world. 不幸的是，当时中国不但没有像欧洲那样关注新大陆，反而是关上了国门与外界隔绝了。

unlike Europe 是状语，which was turning its face outwards to new lands 是非限制性定语从句，先行词是 Europe。

Unit 6 China and the World

Reading Actively



1. One of the things I like most about living in Istanbul is that it's always changing and growing.
我最喜欢住在伊斯坦布尔的原因之一就是它一直都在变化和发展着。
句中I like most为定语从句，修饰things, that it's always changing and growing为表语从句。
2. You can never get bored of it because it is like a kaleidoscope of bright colors and shifting perspectives. 你永远不会厌倦它，因为它就像一个色彩艳丽的万花筒，不断地变换景致。

Reading Further



1. Located at the west end of the "Hexi Corridor" in Gansu Province, Dunhuang has a glorious history and culture. 敦煌位于甘肃省河西走廊的西端，有着灿烂的历史和文化。
过去分词短语located at the west end of the "Hexi Corridor" in Gansu Province, 在此作状语，其逻辑主语与句子主语（即Dunhuang）一致。
2. They catch the feeling of flying, which many know from their dreams, in a painting.
这些绘制的艺术形象捕获住了人们只有在梦中才有的那种飘飘欲飞的感觉。
which many know from their dreams 为非限制性定语从句，修饰 the feeling of flying。

Challenging Yourself C Historical Heritage

1. Hieroglyphs were usually carved in stone on the walls of temples and monuments, and were originally used to record important information about the Pharaohs.
象形文字通常刻在寺庙的石壁和纪念碑的石墙上，原本是用来记录有关法老的重要信息的。
2. After many years of study, experts were eventually able to translate all the hieroglyphic symbols. 经过多年的研究，专家们最后终于能够破译所有的象形符号了。

Word Learning Booster

Words for Production 的词汇为课标要求掌握的词汇; Words for Recognition 的词汇为只需要理解的词汇; 绿色词汇为根据构词法复现相关的初中或高中已学词汇。

Unit 1

Reading Actively

I Words for Production

truthful [ˈtruːθfəl] *adj.* 诚实的 (3)

apart [əˈpaɪt] *adv.* 分离地 (3)

plain [pleɪn] *adj.* (用于姓名前)直呼其名的, 不带头衔的 (3)

baker [ˈbeɪkə] *n.* 面包师 (3)

bake [beɪk] *vt.* 烤; 烘焙

blacksmith [ˈblæksmɪθ] *n.* 铁匠 (3)

goldsmith [ˈɡəʊldsmɪθ] *n.* 金匠 (3)

silversmith [ˈsɪlvəsmɪθ] *n.* 银匠 (3)

shorten [ˈʃɔːtn] *vt.* 缩短 (3)

lengthen [ˈleŋθən] *vt.* 加长

status [ˈsteɪtəs] *n.* 地位; 身份 (5)

II Words for Recognition

surgeon [ˈsɜːdʒən] *n.* 外科医生 (2)

beard [bɪəd] *n.* 胡须 (3)

carpenter [ˈkɑːpəntə] *n.* 木匠 (3)

miller [ˈmɪlə] *n.* 磨坊主 (3)

III Phrases and Expressions

stay the same 保持不变 (3)

come from 来自 (3)

borrow... from 从……借入 (3)

go with 伴随 (3)

tell... apart 区分; 辨别 (3)

make up 虚构; 拼凑 (3)

become known as 以……出名 (3)

by name 凭名字 (3)

be short for ……的简称 (3)

used to 过去常常 (3)

down through the years 随着时间的流逝 (4)

Exploring & Using

patriotic [ˌpætrɪˈɒtɪk] *adj.* 爱国的 (8)

patriot [ˈpætrɪət] *n.* 爱国者

responsibility [rɪˌspɒnsəˈbɪlətɪ] *n.* 责任; 职责 (8)

weekly [ˈwiːklɪ] *n.* 周刊 *adj.* 每周的 (8)

swallowtail [ˈswɒləuteɪl] *n.* 燕尾服 (8)

endear [ɪnˈdɪə] *vt.* 使受喜爱 (8)

in line with 与……一致; 与……相符 (8)

congress [ˈkɒŋɡres] *n.* 国会; 代表大会 (8)

Listening, Understanding & Communicating

with care 小心地 (9)

odd [ɒd] *adj.* 古怪的 (9)

name... after... 以……命名 (9)

- respected [rɪ'spektɪd] *adj.* 受尊敬的 (9)
 popularity [ˌpɒpjʊ'lærəti] *n.* 普及; 流行 (9)
 old-fashioned [ˌɔʊld'fæʃənd] *adj.* 过时的 (9)
 childish [ˈtʃaɪldɪʃ] *adj.* 幼稚的; 孩子气的 (9)
 sweetheart [ˈswi:thɑ:t] *n.* 爱人; 心上人 (9)
 flavour [ˈfleɪvə] *n.* 味道; 特色 (9)
 basis [ˈbeɪsɪs] *n.* 基础 (9)

Reading, Speaking & Writing

- carrier [ˈkæriə] *n.* 载体 (10)
 religion [rɪ'lɪdʒən] *n.* 宗教 (10)

Reading Further

I Words for Production

- opera [ˈɒprə] *n.* 剧; 歌剧 (11)
 originate [ə'ɪrɪdʒɪneɪt] *vi.* 发源 (11)
 stylised [ˈstaɪlaɪzd] *adj.* 风格化的 (12)
 characterise [ˈkærəktəraɪz] *vt.* 使……具有特点(或引人注目的特征) (12)
 tragedy [ˈtrædʒɪdɪ] *n.* 悲剧 (12)
 ethical [ˈeθɪkl] *adj.* 伦理的; 道德的 (12)
 clown [klaʊn] *n.* 小丑 (12)
 category [ˈkætəgəri] *n.* 种类; 分类 (12)
 fixed [ˈfɪkst] *adj.* 确定的 (12)
 mask [mɑ:sk] *n.* 面具 (12)
 exaggerate [ɪg'zædʒəreɪt] *vt.* 使增大; 夸张 (12)
 exaggeration [ɪg'zædʒə'reɪʃn] *n.* 夸张; 夸张的手法
 principal [ˈprɪnsəpl] *adj.* 主要的 (12)
 uprightnes [ˈʌpraɪtnəs] *n.* 正直; 诚实 (12)
 courageous [kə'reɪdʒəs] *adj.* 有胆量的; 勇敢的 (12)
 enterprising [ˈentəpraɪzɪŋ] *adj.* 有事业心的; 有进取心的 (12)
 enterprise [ˈentəpraɪz] *n.* 企业; 事业
 numerous [ˈnju:mərəs] *adj.* 许多的 (12)

- convey [kən'veɪ] *vt.* 传达; 表达 (12)
 celebrated [ˈselɪbreɪtɪd] *adj.* 著名的; 有希望的 (12)
 emerge [ɪ'mɜ:dʒ] *vi.* 出现 (12)

II Words for Recognition

- acrobatics [ˌækroʊ'bætɪks] *n.* 杂技 (11)
 repertoire [ˈrepətwaɪ] *n.* 保留剧目 (11)
 stunt [stʌnt] *n.* 绝技 (12)
 farce [fɑ:s] *n.* 滑稽剧 (12)
 primer [ˈpraɪmə] *n.* 初级读本; 入门材料 (12)
 dab [dæb] *n.* 少量 (12)
 cunning [ˈkʌnɪŋ] *adj.* 狡猾的 (12)
 vigorous [ˈvɪgərəs] *adj.* 精力充沛的 (12)
 costume [ˈkɒstju:m] *n.* 剧装; 服装 (12)
 elaborate [ɪ'læbərət] *adj.* 精心制作的 (12)
 refined [rɪ'faɪnd] *adj.* 精制的; 高雅的 (12)

III Phrases and Expressions

- be characterised by ……的特点是 (12)
 divide... into 把……分成 (12)
 be adapted into 被改编成 (12)
 in general 通常; 一般而言 (12)

Unit 2

Reading Actively

I Words for Production

- wildly [ˈwaɪldli] *adv.* 疯狂地 (16)
 nervously [ˈnɜ:vəslɪ] *adv.* 焦急地; 提心吊胆地 (16)
 ceiling [ˈsi:lɪŋ] *n.* 天花板 (16)
 embarrassingly [ɪm'bærəsɪŋli] *adv.* 令人难堪地 (16)
 culture-bound [ˈkʌltʃəbaʊnd] *adj.* 受文化局限的 (16)
 forefinger [ˈfɔ:fɪŋgə] *n.* 食指 (17)
 rudeness [ˈrʊdnəs] *n.* 粗鲁; 无礼 (17)
 rude [ru:d] *adj.* 粗鲁的

- perceive [pə'si:v] *vt.* 察觉;感觉 (17)
 zone [zəʊn] *n.* 地带;地区 (17)
 contrast ['kɒntrɑ:st] *n.* 对比;差异 (17)
 ['kɒn'trɑ:st] *vt./vi.* 对比 (17)
 respond [rɪ'spɒnd] *vi.* 回答;做出反应 (17)
 attentiveness [ə'tentɪvnəs] *n.* 专注 (17)
 whereas [weə'ræz] *conj.* 然而;反之 (17)
 impolite [ɪmpə'laɪt] *adj.* 无礼的;粗鲁的 (17)
 threatening ['θretnɪŋ] *adj.* 危险的;胁迫的 (17)

threaten ['θretn] *vt.* 威胁;恐吓

threat ['θret] *n.* 威胁;恐吓

genuineness ['dʒenjʊɪnənəs] *n.* 真诚 (17)

genuine ['dʒenjʊɪn] *adj.* 真实的;诚恳的

honesty ['ɒnəstɪ] *n.* 诚实;正直 (17)

motive ['məʊtɪv] *n.* 动机;目的 (17)

II Words for Recognition

glance [glɑ:ns] *n.* 一瞥 *vi.* 匆匆一看 (16)

casual ['kæʒjʊəl] *adj.* 休闲的;随便的 (16)

whistle ['wɪsl] *n.* 口哨 (16)

non-verbal [nɒn'vɜ:bəl] *adj.* 非语言的 (16)

cue [kju:] *n.* 提示;线索 (16)

gesture ['dʒestʃə] *n.* 姿态;手势 *vt./vi.* 作手势 (16)

thumb [θʌm] *n.* 拇指 (17)

shield [ʃi:ld] *n.* 保护物 *vt./vi.* 遮蔽;防御 (17)

disgust [dɪs'gʌst] *n.* 厌恶 *vt.* 使反感 (17)

eyebrow ['aɪbrəʊ] *n.* 眉毛 (17)

III Phrases and Expressions

steal glances at 偷看 (16)

turn... away 回绝;把……打发走 (16)

pick up 获得 (16)

make sense 有意义 (16)

make up 组成 (16)

stick out one's tongue at someone 对某人伸出舌头 (16)

bump into someone 撞上某人 (17)

feel obligated to do 觉得有必要做 (17)

in other words 换句话说 (17)

keep each other at arm's length 相互间保持距离 (17)

in contrast 相反 (17)

back away 逐渐后退 (17)

raise one's eyebrows 扬扬眉毛 (17)

Listening, Understanding & Communicating

on a formal occasion 在一个正式场合 (22)

in this case 在这种情况下 (22)

put on a smile 面带微笑 (22)

take an almost immediate liking to sb. 几乎立刻喜欢上某人 (22)

dependent [dɪ'pendənt] *adj.* 从属的;依靠的 (22)

be part and parcel of... 是……不可缺少的一部分 (22)

be relevant to 与……相关 (22)

intercultural communication 跨文化交际 (23)

paralanguage [ˌpærə'læŋɡwɪdʒ] *n.* 副语言 (23)

Reading, Speaking & Writing

complement ['kɒmplɪmənt] *vt.* 补足 (23)

supplement ['sʌplɪmənt] *vt.* 增补;补充 (23)

attitudinal [ˌætɪ'tju:dɪnl] *adj.* 态度的 (23)

fake [feɪk] *vt.* 伪造 (23)

substitute ['sʌbstɪtju:t] *vt.* 替代 (23)

permission [pə'mɪʃn] *n.* 允许;许可 (23)

ritual ['rɪtʃʊəl] *n.* 惯例;仪式 (23)

Reading Further

I Words for Production

customary ['kʌstəməri] *adj.* 习惯的;通常的 (25)

shave [ʃeɪv] *vi.* 剃须 (25)

- misunderstanding [ˌmɪsʌndə'stændɪŋ]
n. 误解 (26)
- arise [ə'raɪz] vi. 出现; 上升 (26)
- differently [ˈdɪfərəntli] adv. 不同地; 差异 (26)
- responsible [rɪ'spɒnsəbl] adj. 有责任的; 负责的 (26)
- complete [kəm'pli:t] vt. 完成 adj. 完全的 (26)
- agriculturist [ˌægrɪ'kʌltʃərɪst] n. 农学家 (26)
- assign [ə'saɪn] vi. 分配 (26)
- delay [dɪ'leɪ] n. 耽搁; 推迟 (26)
- minister ['mɪnɪstə] n. 部长; 大臣 (26)
- appointed [ə'pɔɪntɪd] adj. 约定的; 指定的 (26)
- escape [ɪ'skeɪp] vt./vi. 避开; 逃脱 (26)
- progress [prə'ɡres] vi. 前行; 进步
[ˈprəʊɡres] n. 进步 (26)

II Words for Recognition

- foolish [ˈfu:lɪʃ] adj. 愚蠢的; 傻的 (25)
- promptness [ˈprɒmptnəs] n. 准时; 迅速 (26)
- prompt [prɒmpt] adj. 准时的; 迅速的 (26)
- grant [ɡrɑ:nt] vt. 允许 n. 补助金 (26)
- insult [ˈɪnsʌlt] n. 侮辱; 无礼
[ɪn'sʌlt] vt. 侮辱 (26)
- ribbon [ˈrɪbən] n. 带; 缎带 (26)

III Phrases and Expressions

- be attached to 附加到 (25)
- play a very important part 起重要作用 (25)
- tend to 常常; 趋向于 (25)
- make an appointment with somebody 与某人约会 (25)
- in advance 预先; 提前 (25)
- be expected to 期望; 预计 (26)
- make a short apology 做一个简短的道歉 (26)
- show respect 表示尊重 (26)
- as a rule 通常; 一般说来 (26)

- stretch into 延伸到 (26)
- one thing at a time 每次只做一件事 (26)
- keep... in mind 牢记; 记住 (26)

Challenging Yourself A

I Words for Production

- wedding ['wedɪŋ] n. 婚礼 (29)
- vary ['veəri] vi. 变化; 相异 (29)
- blessed ['blesɪd] adj. 可喜的; 令人高兴的 (29)
- conventional [kən'venʃənl] adj. 符合习俗的; 传统的 (29)
- bride [braɪd] n. 新娘 (29)
- purity ['pjʊərəti] n. 纯洁 (29)
- groom [ɡru:m] n. 新郎 (29)
- bow [bəʊ] n. 蝴蝶结
[baʊ] n. 鞠躬 (29)
- clothing ['kləʊðɪŋ] n. (总称) 服装 (29)
- wrap [ræp] vt. (用布、纸等) 包裹 (29)
- wisdom ['wɪzdəm] n. 智慧 (29)
- apparent [ə'pærənt] adj. 显然的; 表面的 (30)
- Dutch [dʌtʃ] adj. 荷兰的 n. 荷兰语 (30)
- bridegroom ['braɪdɡru:m] n. 新郎 (30)
- trial [ˈtraɪəl] n. 试验 (30)
- Filipino [fɪlɪ'pi:nəʊ] adj. 菲律宾的 (30)
n. 菲律宾人 (30)
- witness ['wɪtnɪs] n. 证人 vt./vi. 目击; 见证 (30)
- showcase [ˈʃəʊkeɪs] vt. 使展现 n. 玻璃陈列柜 (30)
- memorable ['memərəbl] adj. 难忘的; 值得纪念的 (30)
- honourable [ˈɒnərəbl] adj. 可敬的; 体面的 (30)

II Words for Recognition

- reside [rɪ'zaɪd] vi. 居住 (29)
- veil [veɪl] n. 面纱 (29)

penny [ˈpenɪ] <i>n.</i> (美)分;便士	(29)
bridesmaid [ˈbraɪdzmɛɪd] <i>n.</i> 伴娘	(29)
courthouse [ˈkɔːtθaʊs] <i>n.</i> 法院(大楼)	(29)
outdoors setting 户外环境	(29)
loyalty [ˈlɔɪəltɪ] <i>n.</i> 忠诚	(29)
signify [ˈsɪɡnɪfaɪ] <i>vt.</i> 意味着;表示	(29)
marital union 婚姻生活	(29)
the married couple 已婚夫妇	(29)
prominent [ˈprɒmɪnənt] <i>adj.</i> 突出的;显著的	(29)
Chinese zodiac 中国生肖	(30)
assure [əˈʃʊə] <i>vt.</i> 保证;确保	(30)
prosperity [prɒˈsperɪtɪ] <i>n.</i> 繁荣	(30)
tribute [ˈtrɪbjʊt] <i>n.</i> 致敬	(30)

III Phrases and Expressions

take place 举行;发生	(29)
as well 也;同样地	(29)
consist of 由……组成	(29)
a variety of 各种各样的	(29)
hang on tree branches 挂在树枝上	(30)
at the reception 在接待处	(30)
break... into pieces 把……打破成碎片	(30)
clean... up 清理	(30)
take a very significant role 扮演非常重要的角色	(30)
at a wedding 在婚礼上	(30)
act as 充当	(30)

Unit 3

Reading Actively

I Words for Production

underwater [ˌʌndəˈwɔːtə] <i>adj.</i> 在水下的	(37)
heatwave [ˈhiːtweɪv] <i>n.</i> 热浪	(37)
damage [ˈdæmɪdʒ] <i>vt./n.</i> 毁坏;损害	(37)
greenhouse gas 温室气体	(37)
flood [flʌd] <i>vt.</i> 淹没 <i>n.</i> 洪水	(37)

carbon dioxide 二氧化碳	(38)
atmosphere [ˈætməsfɪə] <i>n.</i> 大气;大气层;气氛	(38)
the Industrial Revolution 工业革命	(38)
square kilometre 平方公里	(38)

II Words for Recognition

Arctic [ˈɑːktɪk] <i>n.</i> 北极圈	(37)
tropical [ˈtrɒpɪkl] <i>adj.</i> 热带的	(37)
fossil fuel 矿物燃料	(38)
emission [ɪˈmɪʃn] <i>n.</i> 排放物;排放	(38)

III Phrases and Expressions

fight for 为……而战	(37)
figure out 想出	(37)
be to blame for 对……应付责任	(38)
give off 放出	(38)
make a difference 有影响	(38)
take steps 采取措施	(38)
be associated with 与……有关	(38)
be about to 即将;正打算	(38)
take action 采取行动	(38)

Exploring & Using

install [ɪnˈstɔːl] <i>vt.</i> 安装;安顿	(42)
panel [ˈpænl] <i>n.</i> 面板;专门小组	(43)
solar panel 太阳能电池板	(43)
generate [ˈdʒenəreɪt] <i>vt.</i> 产生;发(电)	(43)
appliance [əˈplɑɪəns] <i>n.</i> 家用电器;家用器具	(43)
emit [ɪˈmɪt] <i>vt.</i> 发出;散发	(43)
burden [ˈbɜːdn] <i>n.</i> 负担	(43)

Listening, Understanding & Communicating

take a shower 洗淋浴	(43)
take a bath 洗澡	(43)
litre [ˈliːtə] <i>n.</i> 公升	(43)
turn off the tap 关水龙头	(43)
unplug [ʌnˈplʌɡ] <i>vt.</i> 拔掉……的电源插头	(43)
charge [tʃɑːdʒ] <i>vt.</i> 充电	(43)

- as long as possible 尽可能长久 (43)
 litter [ˈlɪtə] *vt./vi.* 乱扔垃圾(于某处) (43)
 ought to 应该 (43)
 persuasive [pəˈsweɪsɪv] *adj.* 有说服力的 (43)
 persuade [pəˈsweɪd] *vt.* 说服;劝说

Reading Further

I Words for Production

- alert [əˈlɜːt] *n.* 警报;警惕 *adj.* 警惕的
vt. 使警觉 (46)
 extinct [ɪkˈstɪŋkt] *adj.* 灭绝的;熄灭的 (46)
 natural gas 天然气 (46)
 blanket [ˈblæŋkɪt] *n.* 覆盖物;地毯 (46)
 net [net] *adj.* 最后的;最终的 (47)
 uptake [ˈʌpteɪk] *n.* 摄取;吸收 (47)
 low-lying [ˌləʊˈlaɪɪŋ] *adj.* 低洼的 (47)
 alarming finding 惊人的发现 (47)
 biological [ˌbaɪəˈlɒdʒɪkl] *adj.* 生物的;生物学的 (47)
 biologist [ˌbaɪəˈlɒdʒɪst] *n.* 生物学家 (47)

II Words for Recognition

- deforestation [ˌdɪfɔːrɪˈsteɪʃn] *n.* 森林砍伐 (46)
 deforest [dɪˈfɔːrɪst] *vt.* 砍伐森林
 desertification [dɪˌzɜːtɪfɪˈkeɪʃn] *n.* 沙漠化 (46)
 butterfly [ˈbʌtəflaɪ] *n.* 蝴蝶 (47)

III Phrases and Expressions

- as many as 多达 (46)
 in danger of 有……的危险 (46)
 percent of 百分之 (46)
 act like 表现得像 (46)
 that is to say 也就是说;换言之 (46)
 warm... up 使……变热 (46)
 contribute to 促成 (47)
 heat up 升温 (47)
 die from starvation 饿死 (47)

- worst of all 最糟糕的是 (47)
 the huge amount of 大量的 (47)
 hundreds of millions of 数以亿计的 (47)
 respond to 对……作出反应 (47)

Unit 4

Reading Actively

I Words for Production

- satellite [ˈsætələɪt] *n.* 卫星 (50)
 launch [lɔːntʃ] *n./vt.* 发射 (50)
 man-made satellite 人造卫星 (50)
 rocket [ˈrɒkɪt] *n.* 火箭 (50)
 astronaut [ˈæstrənɔːt] *n.* 宇航员 (50)
 orbit [ˈɔːbɪt] *n.* 轨道 *vt.* 绕轨而行 (50)
 smoothly [ˈsmuːðli] *adv.* 平稳地 (50)
 aboard [əˈbɔːd] *prep.* 在……上 (50)
 regularity [ˌregjʊˈlærəti] *n.* 规则性 (50)

II Words for Recognition

- probe [prəʊb] *n.* 探测 (50)
 milestone [ˈmaɪlstəʊn] *n.* 里程碑 (50)
 dock [dɒk] *vt.* 使靠码头 (51)
 spacecraft [ˈspeɪskrɑːft] *n.* 宇宙飞船 (51)
 long-term goal 长远目标 (51)

III Phrases and Expressions

- lift... into space 使……升入太空 (50)
 follow the footsteps of 仿效(某人) (50)
 strive to 努力 (50)
 be shot into orbit 被送入轨道 (50)
 serve as 充当 (51)
 most importantly 最重要的是 (51)
 intend to 打算 (51)
 prepare for 为……准备 (51)
 carry out experiments 做实验 (51)
 in a lab with a moon-like environment
 在一个类似月球环境的实验室里 (51)

in preparation for 为……做准备 (51)

Listening, Understanding & Communicating

pro [prəʊ] *n.* 赞成的理由 (56)

con [kɒn] *n.* 反对的理由 (56)

be worthwhile to do sth. 值得 (56)

the pros and cons of ……的利与弊;赞成与反对…… (56)

have the potential to do sth. 有做……的潜力 (56)

costly ['kɒstli] *adj.* 昂贵的 (56)

put... at risk 使……处于危险中 (56)

harsh [hɑːʃ] *adj.* 严酷的 (56)

essential [ɪ'senʃl] *adj.* 基本的;必要的 (57)

endanger [ɪn'deɪndʒə] *vt.* 危及 (57)

Reading, Speaking & Writing

projectile [prə'dʒektɪl] *n.* 发射物;投掷物 (57)

cannon ['kænən] *n.* 大炮;加农炮 (57)

Reading Further

I Words for Production

understandably [ˌʌndə'stændəblɪ] *adv.* 可理解地 (59)

tendency ['tendənsɪ] *n.* 倾向 (59)

lessen ['lesn] *vt.* 使……减轻 (59)

physical possession 物质占有 (59)

benefit from 受益于 (59)

prediction [prɪ'dɪkʃn] *n.* 预报 (59)

forecast ['fɔːkɑːst] *vt./n.* 预报 (59)

technological [ˌteknə'lɒdʒɪkl] *adj.* 技术的;科技的 (59)

universe ['juːnɪvɜːs] *n.* 宇宙;世界 (60)

adaptive [ə'dæptɪv] *adj.* 适应的 (60)

adapt [ə'dæpt] *vt.* 使适应 *vi.* 适应

adaptation [ˌædæp'teɪʃn] *n.* 适应

II Words for Recognition

genetic makeup 基因组成 (59)

spin-off (意外但有用的)副产品 (59)

non-stick pan 不粘锅 (59)

mirrored sunglasses 反光太阳镜 (59)

by-product 副产品 (59)

space industry 航天工业 (60)

a small return 小回报 (60)

III Phrases and Expressions

lie in 在于 (59)

the wider... the better... 越广……越好…… (59)

even if 即使 (59)

have no immediate need of 不急需 (59)

benefit from 受益于 (59)

reach out 伸出 (60)

Challenging Yourself B

I Words for Production

shrink [ʃrɪŋk] (shrank/shrunk, shrunk) *vt./vi.* (使)收缩;缩小 (63)

dust [dʌst] *n.* 灰尘 (63)

solar ['səʊlə] *adj.* 太阳的 (63)

flatten ['flætən] *vi.* 变平 (63)

equator [ɪ'kwetə] *n.* 赤道 (63)

climber ['klaɪmə] *n.* 登山者 (63)

stable ['steɪbl] *adj.* 稳定的;牢固的 (64)

stability [stə'brɪləti] *n.* 稳定性;稳固

rarely ['reəli] *adv.* 很少地 (64)

solid ['sɒlɪd] *adj.* 固体的;坚硬的;结实的 (64)

envelope ['envələʊp] *n.* 包围层;信封 (64)

covering ['kʌvərɪŋ] *n.* 遮盖物;覆盖物 (64)

band [bænd] *n.* 带;范围;乐队 (64)

II Words for Recognition

diameter [daɪ'æmɪtə] *n.* 直径 (63)

swell [swel] *vi.* 膨胀;鼓起;肿胀 *n.* 膨胀;鼓起;隆起 (63)

swelling [ˈswelɪŋ] *n.* 膨胀处;自然突出部分 (63)

biosphere [ˈbaɪəʊsfɪə] *n.* 生物圈 (64)

sphere [sfɪə] *n.* 范围;球体

III Phrases and Expressions

far out in space 远太空中 (63)

above sea level 海平面以上 (63)

as we know it 正如我们所知 (64)

make up 构成 (64)

play a very important role in doing sth.
在做……方面起着非常重要的作用 (64)

be covered by 被……覆盖 (64)

Unit 5

Reading Actively

I Words for Production

web [web] *n.* 网 (71)

drown [draʊn] *vt.* 淹没 (71)

anxious [ˈæŋksɪəs] *adj.* 焦虑的;担忧的 (71)

anxiety [æŋˈzaiəti] *n.* 焦虑

twin [twɪn] *n.* 双胞胎中的一人 (71)

bomb [bɒm] *n.* 炸弹 (71)

atomic bomb 原子弹 (71)

horrified [ˈhɒrɪfaɪd] *adj.* 惊骇的 (71)

terrified [ˈterɪfaɪd] *adj.* 感到恐惧的 (71)

tax [tæks] *n.* 税;税款 (71)

fairytale 童话故事 (72)

II Words for Recognition

tangled [ˈtæŋɡld] *adj.* 缠结的;复杂的 (71)

pearl [pɜːl] *n.* 珍珠 (71)

reluctantly [rɪˈlʌktəntli] *adv.* 不情愿地 (71)

surrender [səˈrendə] *vi.* 投降 (71)

tyranny [ˈtɪrəni] *n.* 暴政;专横 (71)

untangle [ʌnˈtæŋɡl] *vt.* 整理;解开 (72)

III Phrases and Expressions

be appealing to 对……有吸引力 (71)

draw... away from 吸引……远离 (71)

be anxious to 渴望;急于想 (71)

in whisper 低声地 (71)

in shock and disbelief 吃惊和怀疑地 (71)

slap sb. in the face 打某人一巴掌 (71)

a large portion of 大部分 (71)

in agreement with 同意;与……一致 (71)

lie to sb. 对……撒谎 (71)

stare at 凝视;盯住 (71)

turn sth. in 上交 (72)

from that perspective 从这个角度看 (72)

Exploring & Using

interpretation [ɪnɪˈtʃɜːprɪˈteɪʃn] *n.* 解释 (77)

duration [dʒʊˈreɪʃn] *n.* 持续时间;期间 (77)

Listening, Understanding & Communicating

Confucianism [kənˈfjuːʃənɪzəm] *n.* 儒家思想 (77)

integrity [ɪnˈtegrəti] *n.* 正直;诚实 (77)

virtue [ˈvɜːtjuː] *n.* 美德 (77)

Confucius [kənˈfjuːʃɪəs] *n.* 孔子 (78)

philosopher [fɪˈlɒsəfə] *n.* 哲学家 (78)

Mencius [ˈmenʃɪəs] *n.* 孟子 (78)

advocate [ˈædvəkeɪt] *vt.* 提倡;主张 (78)

quote [kwəʊt] *vt./n.* 引用 (78)

make sense 有意义 (78)

vital [ˈvaɪtl] *adj.* 至关重要的 (78)

embrace [ɪmˈbreɪs] *vt.* 信奉;拥抱 *n.* 拥抱 (78)

Taoism [ˈtaʊɪzəm] *n.* 道家学说;道教 (78)

Reading Further

I Words for Production

coastline [ˈkəʊstlaɪn] *n.* 海岸线 (80)

explorer [ɪk'splɔːrə] *n.* 探险家 (80)
 voyage [ˈvɒɪdʒ] *n.* 航行 (80)
 anniversary [ˌæniˈvɜːsəri] *n.* 周年纪念日 (80)

boiling [ˈbɔɪlɪŋ] *adj.* 汹涌的; 沸腾的 (80)
 compass [ˈkʌmpəs] *n.* 指南针 (80)
 crew [kruː] *n.* 全体船员 (80)
 advanced [ədˈvɑːnst] *adj.* 高级的; 先进的 (80)

storage [ˈstɔːrɪdʒ] *n.* 存储 (80)
 neatly [ˈniːtli] *adv.* 整洁地 (80)
 blind [blaɪnd] *n.* 窗帘(尤指卷帘或百叶窗)
adj. 盲的 (80)
 native [ˈneɪtɪv] *n.* 本地人 (80)
 tribal [ˈtraɪbl] *adj.* 部落的; 部族的 (80)
 attack [əˈtæk] *n./vt./vi.* 攻击 (80)
 outwards [ˈaʊtwədz] *adv.* 向外 (81)
 convince [kənˈvɪns] *vt.* 使确信 (81)

II Words for Recognition

fleet [fliːt] *n.* 舰队 (80)
 watertight [ˈwɔːtətaɪt] *adj.* 不漏水的 (80)
 colonise [ˈkɒlənaɪz] *vt.* 将……开拓为殖民地 (80)
 rebel [ˈrebl] *n.* 反叛者 [rɪˈbel] *vi.* 反叛 (80)

III Phrases and Expressions

make the peak of 创造了……巅峰 (80)
 sail past 航行经过 (80)
 far and wide 到处; 广泛地 (80)
 reach as far as possible 行得越远越好 (80)
 spread the influence of 传播……的影响 (80)
 with the help of 在……的帮助下 (80)
 for comparison's sake 为了比较 (80)
 be convinced that 确信 (81)
 set out to 打算; 着手 (81)

Unit 6

Reading Actively

I Words for Production

sense [sens] *vt.* 感觉到 *n.* 感觉 (84)
 unlimited [ʌnˈlɪmɪtɪd] *adj.* 无限制的 (84)
 English preparation program 英语预科课程 (84)
 route [ruːt] *n.* 路线; 通道 (84)
 luxury [ˈlʌkʃəri] *n.* 奢侈; 豪华 (84)
 strategic location 战略位置 (84)
 belt [belt] *n.* 地带; 地区; 腰带; 皮带 (84)
 massive [ˈmæsɪv] *adj.* 大量的; 巨大的 (84)
 sum [sʌm] *n.* 金额 (85)
 transcontinental [ˌtrænzˌkɒntɪˈnenti] *adj.* 横贯大陆的 (85)
 incomplete [ɪnˌkəmˈpliːt] *adj.* 不完全的 (85)
 beloved [brɪˈlʌvd] *adj.* 心爱的 (85)
 countryman [ˈkʌntriˌmæn] *n.* 同胞; 同乡 (85)

II Words for Recognition

trillion [ˈtrɪljən] *num.* 万亿 (84)
 revitalise [riːˈvaɪtəliːz] *vt.* 使恢复生机; 使复兴 (84)
 infrastructure [ˌɪnfɪˈstrʌktʃə] *n.* 基础设施 (84)
 metro [ˈmetrəʊ] *n.* 地铁 (85)
 pharmacy [ˈfɑːməsi] *n.* 药房; 药剂学 (85)

III Phrases and Expressions

get bored of 厌倦 (84)
 in the shape of 以……的形式 (84)
 last for 延续; 持续 (84)
 be set to 做好准备; 有可能 (85)
 huge sums of 大量的 (85)
 after all 毕竟 (85)

- participate in 参与 (85)
to some degree 在某种程度上 (85)

Listening, Understanding & Communicating

- cooperation [kəʊpə'reɪʃn] *n.* 合作 (90)
similarly ['sɪmələli] *adv.* 同样地 (90)
prosperity [prɒ'sperɪtɪ] *n.* 繁荣 (90)
involve sb. in sth. 涉及; 牵涉 (90)
mutual ['mju:tʃʊəl] *adj.* 共同的; 相互的 (90)
globalisation [ˌɡləʊbəlaɪ'zeɪʃn] *n.* 全球化 (91)
trend [trend] *n.* 趋势 (91)

Reading Further

I Words for Production

- breathtaking ['breθetɪkɪŋ] *adj.* 惊人的; 激动人心的 (92)
glorious ['ɡlɔ:riəs] *adj.* 辉煌的 (93)
prosperous ['prɒspərəs] *adj.* 繁荣的 (93)
work [wɜ:k] *n.* 作品 (93)
range [reɪndʒ] *vi.* 变动; 变化 *n.* 范围 (93)
lightness ['laɪtnəs] *n.* 轻; 明亮 (93)
worldly ['wɜ:ldli] *adj.* 尘世的; 世俗的 (93)
float [fləʊt] *vi.* 浮动 (93)
torch [tɔ:tʃ] *n.* 火炬; 火把 (93)
castle ['kɑ:sl] *n.* 城堡 (93)
recorder [rɪ'kɔ:də] *n.* 录音机 (93)
expressive [ɪk'spresɪv] *adj.* 富于表现力的 (93)
westernmost ['westənməʊst] *adj.* 最西的 (93)
trading post (尤指旧时远离人口居住区的) 贸易站 (93)
situate ['sɪtʃueɪt] *vt.* 使位于 (93)
headquarters ['hedkwɔ:təz] *n.* 总部; 总公司 (93)
antique [æn'tɪ:k] *adj.* 古老的 (93)
muddy ['mʌdɪ] *adj.* 浑浊的 (94)
mud [mʌd] *n.* 泥
pastime ['pɑ:staɪm] *n.* 娱乐; 消遣 (94)

II Words for Recognition

- mural ['mjʊərəl] *n.* 壁画 (92)

- cliff [klɪf] *n.* 悬崖; 绝壁 (92)
corridor ['kɒrɪdɔ:ɪ] *n.* 走廊 (93)
grotto ['grɒtəʊ] *n.* 石窟 (93)
Buddha ['bʊdə] *n.* 佛像 (93)
angel ['eɪndʒl] *n.* 天使 (93)
stroke [strəʊk] *n.* 一笔; 笔画 (93)
outpost ['aʊtpəʊst] *n.* 前哨 (93)
devil ['devl] *n.* 魔鬼 (94)
crescent ['kresənt] *n.* 新月 (94)

III Phrases and Expressions

- since then 从那以后 (93)
in the twilight 黄昏里; 暮色中 (93)
dry up 干涸 (94)

Challenging Yourself C

I Words for Production

- monument ['mɒnjʊmənt] *n.* 纪念碑 (97)
record [rɪ'kɔ:d] *vt.* 记录; 记载
[ˈrekɔ:d] *n.* 记录 (97)
time-consuming [ˈtaɪmkənɪsju:mɪŋ] *adj.* 耗时的 (97)
consume [kən'sju:m] *vt.* 消耗; 消费
consumption [kən'sʌmpʃn] *n.* 消耗; 消费
craftsman ['krɑ:ftsmən] *n.* 工匠 (97)
rediscover [ˌrɪ:ɪdɪ'skʌvə] *vt.* 重新发现 (97)

II Words for Recognition

- hieroglyphics [ˌhaɪrə'ɡlɪfɪks] *n.* (尤指古埃及的) 象形文字 (97)
hieroglyph [ˌhaɪrə'ɡlɪf] *n.* 象形文字; 图画文字 (97)
Pharaoh ['feərəʊ] *n.* 法老(古埃及国王) (97)

III Phrases and Expressions

- (be) made up of 由……组成 (97)
keep records 做记录 (97)
in the form of 以……的形式 (98)
open up 开创; 开辟 (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.

argumentation	议论文
bar chart	柱状图
claim	主张
core information	核心信息
debate	辩论
hesitation filler	搪塞语；补白词
idiomatic expression	习惯用语
parenthesis	插入语
reproduce	重现；再现
stance	立场
subtopic	小标题
text type	文本类型

Information Related to Countries

国 家	COUNTRY <i>n.</i>	PERSON <i>n.</i>	RELATED ADJECTIVES
阿富汗	Afghanistan	Afghan	Afghan
阿尔及利亚	Algeria	Algerian	Algerian
阿根廷	Argentina	Argentine	Argentinian
澳大利亚	Australia	Australian	Australian
奥地利	Austria	Austrian	Austrian
比利时	Belgium	Belgian	Belgian
巴西	Brazil	Brazilian	Brazilian
英国	Britain/U.K.=(the) United Kingdom	British	British
缅甸	Burma	Burmese	Burmese
加拿大	Canada	Canadian	Canadian
中国	China	Chinese	Chinese
哥伦比亚	Colombia	Colombian	Colombian
古巴	Cuba	Cuban	Cuban
丹麦	Denmark	Dane	Danish
埃及	Egypt	Egyptian	Egyptian
芬兰	Finland	Finn	Finnish
法国	France	Frenchman	French
德国	Germany	German	German

续表

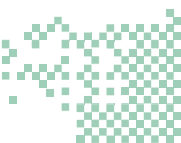
国 家	COUNTRY <i>n.</i>	PERSON <i>n.</i>	RELATED ADJECTIVES
希腊	Greece	Greek	Greek
匈牙利	Hungary	Hungarian	Hungarian
印度	India	Indian	Indian
印度尼西亚	Indonesia	Indonesian	Indonesian
伊朗	Iran	Iranian	Iranian
伊拉克	Iraq	Iraqi	Iraqi
爱尔兰共和国	(the) Republic of Ireland	Irish	Irish
以色列	Israel	Israeli	Israeli
意大利	Italy	Italian	Italian
日本	Japan	Japanese	Japanese
约旦	Jordan	Jordanian	Jordanian
肯尼亚	Kenya	Kenyan	Kenyan
科威特	Kuwait	Kuwaiti	Kuwaiti
黎巴嫩	Lebanon	Lebanese	Lebanese
卢森堡	Luxembourg	Luxembourger	Luxembourgish
马来西亚	Malaysia	Malaysian	Malaysian
墨西哥	Mexico	Mexican	Mexican
荷兰	(the) Netherlands	Netherlander/ Dutchman, Dutchwoman	Netherlandish/ Dutch
新西兰	New Zealand	New Zealander	New Zealand/ Zelanian

续表

国 家	COUNTRY <i>n.</i>	PERSON <i>n.</i>	RELATED ADJECTIVES
挪威	Norway	Norwegian	Norwegian
巴基斯坦	Pakistan	Pakistani	Pakistani
巴拿马	Panama	Panamanian	Panamanian
菲律宾	(the) Philippines	Filipino	Philippine
波兰	Poland	Polish	Polish
葡萄牙	Portugal	Portuguese	Portuguese
俄罗斯	Russia	Russian	Russian
新加坡	Singapore	Singaporean	Singaporean
南非共和国	(the) Republic of South Africa	South African	South African
西班牙	Spain	Spaniard	Spanish
瑞典	Sweden	Swede	Swedish
瑞士	Switzerland	Swiss	Swiss
泰国	Thailand	Thai	Thai
土耳其	Turkey	Turk	Turkish
美国	U.S.A.=(the) United States of America	American	American
越南	Vietnam	Vietnamese	Vietnamese



Personal Dictionary



后 记

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联系方式：

电话：023-88617134

023-88617133

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