

普通高中教科书

# 英语

选择性必修

第一册

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SENIOR ENGLISH FOR SCHOOLS  
STUDENT'S BOOK

英语  
(选择性必修第一册)



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主编 杨晓钰



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# To the student

## To the student

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

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

关于本教材的使用，我们有以下建议：

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Life and Attitude

Life is beautiful but not always easy. A person who has not met with difficulties in life can hardly achieve success. The challenge is how you face difficulties with love, hope, courage and a positive attitude. As Walt Whitman puts it, "Keep your face always towards the sunshine, and shadows will fall behind you."



*In this theme, you will:*

- ◇ read a story about Helen Keller;
- ◇ learn more about hope and love in Helen Keller's life;
- ◇ talk about hope and love in life.

### Unit 1

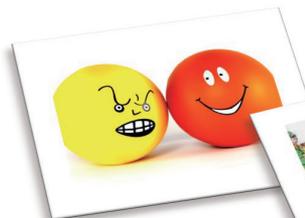
- ◇ appreciate stories about loss and gain;
- ◇ understand how to take a positive attitude towards failure;
- ◇ learn to express optimistic views.

### Unit 2

- ◇ learn more ways to deal with failure.

### Challenging Yourself A

What did you do when you faced failure in the past? What should you do when you fail? And how can you develop a positive attitude towards life?



# Unit 1

## Hope and Love

*No matter how dark the moment, love and hope are possible.*

*—George Chakiris*

### Looking Ahead

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

- introduce the most important day of Helen Keller;
- describe an important day or a person by using figures of speech;
- recognise adjective phrases in context and use them appropriately;
- express your hope in a dialogue;
- write about your true-life story with the help of a life timeline;
- convey your love for your beloved persons in appropriate ways.

### Reading Actively



#### ▶ Activating and Predicting

**1** Read the following statements about Helen Keller and then match them with the corresponding pictures.

- A. In June 1904, Helen graduated from Radcliffe College with honours.
- B. On March 3, 1887, Miss Sullivan came to Helen and became her private teacher.
- C. The documentary *Helen Keller in Her Story* won the Oscar for Best Feature-length Documentary Film at the 1955 Academy Awards.
- D. On April 5, 1887, Helen's soul was awakened beside a water pump.



( )



( )



( )



( )

**2** Based on the information in Activity 1 and the title of the text, discuss the following questions with a partner.

- 1) Which day is Helen's most important day?
- 2) Why do you think so?

## ► Reading, Thinking and Analysing

### The Most Important Day in My Life



The most important day in all my life was the one on which my teacher, Anne Mansfield Sullivan, came to me. It was the third of March, 1887. Before she came, I was like a ship in a very heavy fog, and had no way of knowing where the harbour was. "Light! Give me light!" was the **wordless** cry of my soul, and the light of love shone on me on that very day.

The morning after my teacher arrived she led me into her room and gave me a doll. When I had played with it for a little while, Miss Sullivan slowly spelled into my hand the word "d-o-l-l". I was at once interested in this finger play and tried to follow her. When I finally succeeded in making the letters correctly, I was **flushed** with childish pleasure and pride. I did not know that I was spelling a word; I was simply **imitating** what my teacher did. In the following days, I learned to spell many words in this **uncomprehending** way, among them, "pin", "hat", "cup" and a few verbs like "sit", "stand" and "walk". But my teacher had been with me several weeks before I understood that everything has a name.

One day, we walked to the **well-house**. Someone was drawing water and my teacher placed my hand under the **spout**. As the cool stream flowed over one hand, she spelled into the other hand the word "water", first slowly, then rapidly. I stood still. Suddenly the mystery of language was fully made known to me. I knew then that "w-a-t-e-r" meant the cool and wonderful thing that was flowing over my hand. That living word awakened my soul, gave it light, hope and joy, and set it free!

I left the well-house, eager to learn.



**wordless** (adj.) = \_\_\_\_\_  
+ \_\_\_\_\_  
It means \_\_\_\_\_ in Chinese.

**flush** (vi.): (of a person's face) become red

**Imitate** (vt.) here means \_\_\_\_\_.  
A. copy  
B. enjoy

**uncomprehending** =  
un- + comprehend +  
-ing  
It means \_\_\_\_\_ in Chinese.

Guess the meaning of **well-house** from the context.



Everything had a name, and each name gave birth to a new thought. As we returned to the house, every object I touched seemed to be vivid with life. That was because I saw everything with the strange, new sight that had come to me.

I learned a great many new words that day. I do not remember what they all were; but I do know that “mother”, “father”, “sister”, “teacher” were among them—words that were to make the world blossom for me. It would have been difficult to find a happier child than I was as I lay in my bed at the **close** of that eventful day and lived over the joys it had brought me, and for the first time **longed for** a new day to come.

Close is a/an \_\_\_\_ here.

A. adjective B. noun

It means \_\_\_\_ in English.

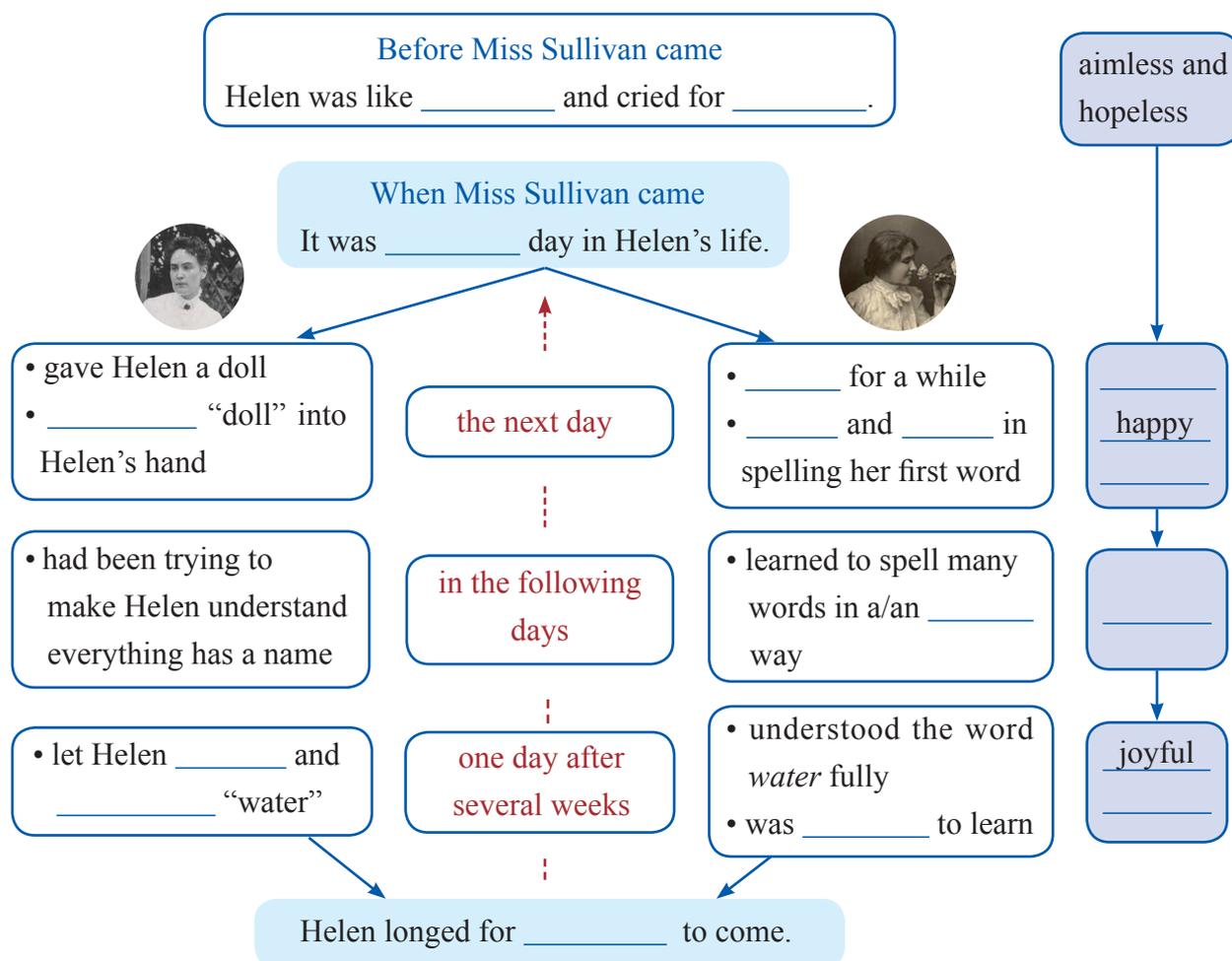
Long is a/an \_\_\_\_ here.

A. adjective B. verb

Long for means \_\_\_\_ in English.

### ► Comprehending, Integrating and Creating

**1** Read the text carefully and complete the following diagram. Then check your work with a partner.



**2** Based on the above diagram, discuss the following questions.

1) What was Helen's life like before and after Miss Sullivan came to her?

- 2) How did Miss Sullivan help Helen learn words step by step?
- 3) What do you think of Miss Sullivan’s teaching method?
- 4) How did Helen’s feelings change? Describe them and give your reasons.
- 5) Which day is Helen’s most important day? What evidence can you **cite** to **justify** it?

**3** Work out Helen Keller’s personality based on her **sayings** below and the evidence from the text.

- The best and most beautiful things in the world cannot be seen or even touched. They must be felt within the heart.
- Self-pity is our worst enemy and if we yield to it, we can never do anything good in the world.
- Character cannot be developed in **ease** and quiet. Only through experiences of **trial** and suffering can the soul be strengthened, vision cleared, **ambition** inspired and success achieved.

| Personality | Evidence from the sayings | Evidence from the text |
|-------------|---------------------------|------------------------|
|             |                           |                        |

Read the text again and work out Miss Sullivan’s personality. How did her personality influence Helen?

**TIP**

We may infer the personality of a character from what he/she says, does, thinks, and also how he/she feels.

**4** Work in pairs to act out the interview with Helen Keller at the 1955 Academy Awards.

Role A: A journalist

Role B: Helen Keller

You may ask questions like this: What would your life be like if Miss Sullivan hadn’t come to you?

You may predict what questions will be asked and think about the answers.

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

**Step 1** Select one of the topics below.

- If I were Helen Keller
- Inspiration from Helen Keller
- My most important day

**Step 2** Note down your key ideas.

**Step 3** Discuss with your classmates who have chosen the same topic.

**Step 4** Write a short passage based on the discussion.

## Exploring and Using



### ► Language Feature

**1** Follow the example and mark the parts of speech of the coloured words. Then summarise the common features they suggest.

• Example •

Last Sunday I found the **very** book that I had wanted **very** much.

*adj.*

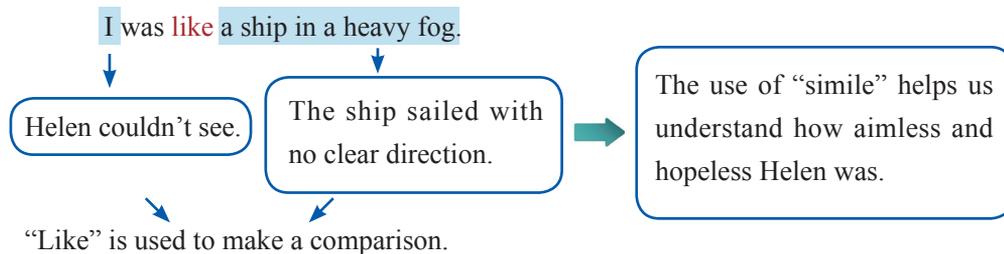
*adv.*

- 1) I've been **longing** for a **long** vacation for a **long** time.
- 2) At the **close** of the meeting, he left the room and **closed** the door. Then he went to visit his **close** friend.
- 3) She is **drawing** a picture of a football match which ended in a **draw**.
- 4) The soldier was ordered to stand **still** for half an hour, but an hour passed and he was **still** standing there.

The common feature: \_\_\_\_\_

**2** Read the sentences from the text and analyse them by following the example. Then discuss how simile, metaphor and personification help you to better understand the change in Helen's feelings.

• Example •



- 1) The light **of** love shone on me on that very day.
- 2) That living word **awakened** my soul, **gave** it light, hope and joy, and **set** it free!

### TIP

- A simile makes a direct comparison by using "as" or "like".
- A metaphor is an indirect comparison used to refer to something as being the same as another thing by using "is", "A of B".
- Personification is a figure of speech in which a thing is given human attributes.

Write about the most important day or person in your memory by using the above figures of speech.

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## ► Grammar Link

### Adjective Phrases

#### Understanding the meaning

Read the summary of the text and pay special attention to the meanings of the coloured parts. What information can you get from them?

Helen felt that she was like a ship in a **heavy** fog. Then Miss Sullivan came into her life and began to teach her. When she succeeded in spelling the first word “doll”, Helen was **flushed with pleasure and pride**. After that, she learned **a great many** words by simply imitating, but she didn’t really understand them. One day, they walked to the well-house. When the **cool and wonderful** water was flowing over one of her hands, Miss Sullivan spelled the word “water” into the other hand. At that moment, Helen suddenly understood the mystery of language and knew that her soul was awakened. She found herself **eager to learn**. She knew that the **living** word had set her soul **free**, and for the first time, she longed for a **new** day to come.

#### Discovering the rule

- 1 Study the following example and discuss what extra information you can know about Helen Keller when an adjective or an adjective phrase is used.

• Example •



**TIP**

An adjective phrase is a group of words that functions as an adjective in a sentence. It describes or determines a noun or pronoun and makes it more specific.

- 2 Work in groups to match the functions with the corresponding adjective phrases. Then explain how the adjective phrases help to better understand Helen Keller.

## Adjective Phrase

- 1) be flushed with pleasure and pride
- 2) a great many words
- 3) the cool and wonderful water
- 4) found herself eager to learn

## Function

- A. to show “how many”
- B. to describe “what kind of”
- C. to add information about “how one feels”
- D. to describe “how one feels” and “why”

Applying the rule

**1** Read the following sentences from the text and underline the adjective phrases. Then explain how they are formed and help to understand Helen better. The patterns in the box below in Activity 2 may help you.

- 1) The most important day in all my life was the one on which my teacher came to me.
- 2) I was at once interested in this finger play and tried to follow her.
- 3) As we returned to the house, every object I touched seemed to be vivid with life.
- 4) It would have been difficult to find a happier child than I was as I lay in my bed at the close of that eventful day.

**2** Underline the adjective phrases in the following sentences and study how they are formed. Then put the corresponding letters in brackets.

A. *adj. + and + adj.*B. *adv. + adj.*C. *adj. + but + adj.*D. *adj. + to + v.*E. *adj. + preposition + n.*

- (    ) 1) We lived in a small but comfortable apartment.  
 (    ) 2) These facilities are modern and excellent.  
 (    ) 3) Henry looked very disappointed at that moment.  
 (    ) 4) I am sure of success if we don't give up.  
 (    ) 5) I'm sorry to say that we have terribly bad news for you.

**3** Complete the following dialogue with adjective phrases by using the given words.

touching/educating

fascinating/successful

very/common

beautiful/detailed

loyal/supporting

full of/tuneful notes

A: Have you watched the Disney musical, *Frozen*?

B: Yes.

A: Do you know why you can't give Elsa a balloon?

B: You got me!

A: Because she will let it go.

B: That's funny! By the way, how do you like *Frozen*?

- A: The movie is \_\_\_\_\_. Although the theme is one of a/an \_\_\_\_\_ Disney princess tales, the story is still \_\_\_\_\_.
- B: Indeed! It encourages young girls like us to be \_\_\_\_\_ to each other. And I especially like the \_\_\_\_\_ ice castle in 3D.
- A: And the song *Let It Go* is \_\_\_\_\_ and wise words. (*Let it go; let it go. Can't hold you back any more...*) Oh, dear! I just missed the bus home!
- B: Just let it go! Let's walk home together.

## Listening, Understanding and Communicating



### Expressing Hope

- 1 Define "New Year's resolutions" after reading the following two examples. Then listen to a dialogue to check your definition.

#### My New Year's Resolutions

It's the beginning of a new year. I have a lot of new plans as my New Year's resolutions. First of all, I will practise speaking English more in order to improve my spoken English. Moreover, I am going to eat more healthy food and do more exercise to keep myself fit throughout the whole year.

In addition, I'll try to help my parents to do some chores, including cleaning the house and doing the dishes after dinner at weekends. In my spare time, I'm going to read more English books to enlarge my English vocabulary and widen my knowledge. I sincerely hope that I can stick to my resolutions and have a great year.



A New Year's resolution postcard in the early 20th-century

My definition of New Year's resolutions: \_\_\_\_\_

- 2 Listen again and complete the following table with the information you have got.

| Name    | New Year's resolutions                            |  |
|---------|---|--|
| Tian Ye | 1) to _____ more weight<br>2) to _____ some money | 3) to get a _____ in English<br>4) to _____ harder |

| Name  | New Year's resolutions   |
|-------|--|
| Henry | 1) to have one of his articles _____<br>2) to spend less time on his _____   |
| Jeff  | 1) to go to a nice place to _____<br>2) to _____ again<br>3) might go to a _____ in Hainan and do a few seascape _____ |

**3** Listen for a third time and complete the sentence structures used to express hope.

- 1) \_\_\_\_\_ to play a lot of sports in order to lose some weight, and I \_\_\_\_\_ I could save some money.
- 2) Well, \_\_\_\_\_ a high mark in English. And I'm going to study harder.
- 3) Hmm..., \_\_\_\_\_ having one of my articles published in our *School Weekly*.
- 4) \_\_\_\_\_ going to a really nice place to practise painting.
- 5) \_\_\_\_\_ see the sea again.
- 6) \_\_\_\_\_, I will do a few seascape paintings there.

**4** Write down three New Year's resolutions for the coming new year by using the above sentence structures. Then have a dialogue with a partner to share your resolutions.

Resolution 1: \_\_\_\_\_  
 Resolution 2: \_\_\_\_\_  
 Resolution 3: \_\_\_\_\_

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

**Writing a True-life Story Based on a Life Timeline**

**1** Read the following short passage to understand what a life timeline is.

We understand that our experiences and personal history shape who we are. And understanding our past may help us prepare for the future. So a life timeline with influential dates, figures and events in time order is an excellent way to record our life cycle, events and **trends**. It enables us to recognise our positive and negative experiences.

A timeline may be broken into several parts, such as *Birth, Birthplace, Education, Work Experience, Achievements*, etc. All the important events that happened, the people who influenced us at different stages, and the major decisions we made should be on the time line. The life timeline starts with the earliest event we remember and moves forward into the present. For each point, the date is recorded and the event is summarised in a few words. Therefore, a timeline provides a visual representation of events which helps us better understand the history of a person.

2 Read a sample of Helen Keller’s life timeline and find out how the important points about her are organised.

**• Helen Keller •**

- Birth: June 27, 1880; full sight and hearing
- Birthplace: Tuscumbia, Alabama
- Illness: Caught scarlet fever at 19 months; deaf and blind
- Early education: Anne Sullivan lived with the Kellers; very strict with Helen; Anne spelled words into Helen’s palm
- Further education:
  - 1888—attended Perkins Institute for the blind
  - 1896—entered the Cambridge School for young ladies
  - 1900—gained admission to Radcliffe College
  - 1904—graduated from Radcliffe as the first deaf-blind person to earn a Bachelor of Arts degree
- Died: June 1, 1968, at age 88
- Best known as: World-famous activist, lecturer, author and educator who was blind and deaf
  - The author of *The Story of My Life*
  - Founder and promoter of the American Foundation for the Blind



All the important points are arranged according to \_\_\_\_\_.

3 Write about the true-life story of Helen Keller based on her life timeline. The following words and expressions in the box may help you.

- at first
- as a result of
- afterwards
- in addition
- in fact
- at last
- therefore
- what’s more

**TIP**

Using linking words helps to connect your ideas in a logical way and make yourself better understood.

4 Make a timeline of yourself and write a true-life story based on it. Then share your story with your classmates.

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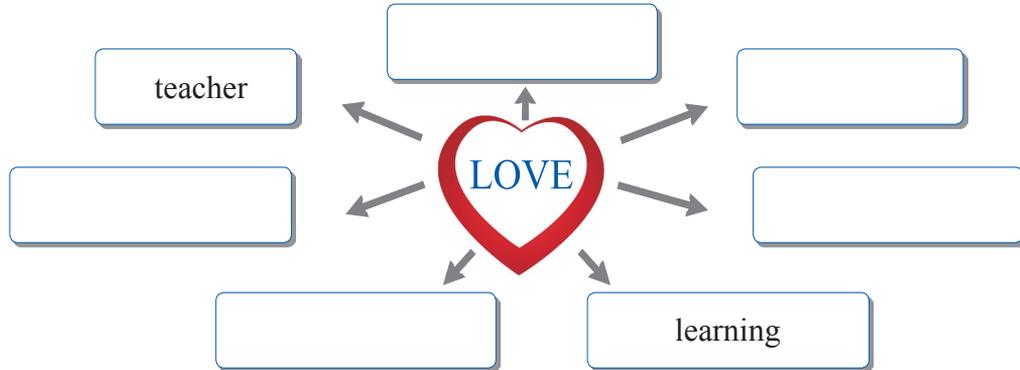
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## Reading Further



### ▶ Getting Ready

- 1 Write down the words which flash into your mind as soon as you see the word “love”.



- 2 Share with a partner what you have written and try to define “love”. Then read the passage quickly to find out how Miss Sullivan defines it.

Love means \_\_\_\_\_.

### ▶ Reading

#### I Came to Understand Love

I now had the key to all languages, and I was eager to learn to use it. But a little deaf child must learn in a slow and often painful way.

I remember the morning when I first asked the meaning of the word *love*. I had found a few flowers in the garden and brought them to my teacher. She tried to kiss me, but at that time I did not like to have anyone kiss me except my mother. Miss Sullivan put her arm gently around me and spelled into my hand, “I love Helen.”

“What is love?” I asked.

She drew me closer to her and said, “It is here,” pointing to my heart. Her words puzzled me very much because I did not understand anything at that time unless I touched it.



I smelt the flowers in her hand and asked, half in words and half in signs, a question, “Is love the sweetness of flowers?”

“No,” said my teacher.

I thought again. The warm sun was shining on us. Pointing in the direction from which the warmth came, I asked again, “Isn’t this love?”

It seemed to me that there could be nothing more beautiful than the sun, whose warmth makes all things grow. But Miss Sullivan shook her head, and I was greatly puzzled and disappointed. I thought it was strange that my teacher could not show me love.

A few days later, I tried to string beads of different sizes to make a necklace. When I was thinking about how to arrange the beads in the right order, Miss Sullivan touched my forehead and spelled “t-h-i-n-k” in my hand.

In a flash I realised that the word *think* was the name of the process that was going on in my head. This was the first time I understood something that I could not touch with my hand.

For a long time I was quiet—I was not thinking of the beads, but trying to find a meaning for love in the light of this new idea. The sun had been under a cloud all day, and there had been brief showers; but suddenly the sun came out in all its splendour.

Again, I asked my teacher, “Isn’t this love?”

“Love is something like the clouds that were in the sky before the sun came out,” she replied. Then in simpler words than these, she explained, “You cannot touch the clouds, you know; but you feel the rain and know how glad the flowers and the thirsty earth are to have it after a hot day. You cannot touch love either; but you can feel the sweetness that it pours into everything. Without love you would not be happy or want to play.”

The beautiful truth burst upon my mind. I felt that there were invisible lines stretched between my spirit and the spirits of others.

► **Comprehending**

**1** Read the passage carefully and complete the below table. Then work in groups to discuss whether you agree with their ideas about “love”.

| What is love?  |   |
|--|---|
| Helen’s understanding  | Miss Sullivan’s understanding   |
| 1) Love is _____ of flowers.   | 1) Love is something _____ in the sky before the sun came out.                            |
| 2) Love is _____ of the sun.   | 2) Love is something that _____, but you can feel the sweetness that it _____ everything. |
| 3) Love is _____ of the sun coming out after a cloudy and rainy day. | 3) Love is something that makes you feel _____ and want to _____.                         |

**2** Read the following sayings about “love” and define “love” by using some of the sentence structures in the box. Then discuss what you can do to convey your love to your beloved persons.

• **Saying** •

- 1) Love makes the world go round.
- 2) Love is a fruit in season at all times, and within the reach of every hand.
- 3) To love and to be loved is the greatest happiness of existence.
- 4) Love is something like water in your hands. The more tightly you squeeze it, the more quickly it flows away.

- 5) Love is like a violin. The music may stop now and then, but the strings remain forever.
- 6) Life without love is like a tree without blossoms or fruit.
- 7) Where there is love, nothing is missing.
- 8) Hate is never conquered by hate. Hate is only conquered by love.

Love is...                      Love is like...                      Love is something that...  
 Love can be thought of as...                      Love may be compared to...

| Our understanding of “love” | How we can express our love |  |
|-----------------------------|-----------------------------|--|
| •                           | to parents                  |  |
| •                           | to teachers                 |  |
| •                           | to friends                  |  |

**3** Have you ever experienced the same as Helen who came to understand something fully? Describe your experiences by using some of the words and expressions in the box and share them in class.

excited                      wild (with joy)                      happy                      surprised                      scared  
 frightened                      sorry                      disappointed                      regretful                      ashamed  
 guilty                      unpleasant                      anxious                      angry  
 could not help (crying)                      In a flash I realised...  
 could not hold my tears back                      Suddenly I knew...  
 An idea came to me that...                      My heart beat faster than usual.  
 It occurred to me that...                      It suddenly struck me...

### 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 most important day of Helen Keller with details.    |        |             |
| • I can use figures of speech to describe an important event or a person. |        |             |
| • I can recognise and use adjective phrases in context.                   |        |             |
| • I can express my hope in different events.                              |        |             |
| • I can write about my life story with a life timeline.                   |        |             |
| • I can convey my love for my beloved persons in appropriate ways.        |        |             |

# Unit 2

## Attitude to Life



*Our attitude towards life determines life's attitude towards us.*

*—Earl Nightingale*

### Looking Ahead

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

- analyse the relationship between events and retell the story;
- express ideas vividly with the help of idioms;
- identify adverb phrases and use them to describe a picture;
- express optimistic views in given situations;
- write a piece of narration about an unforgettable event;
- make some suggestions for dealing with failure.

### Reading Actively



#### ▶ Activating and Predicting

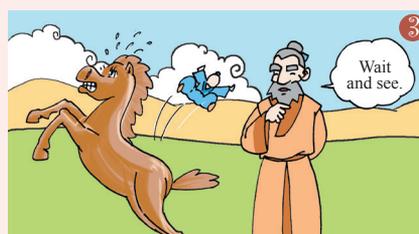
**1** Look at the following pictures and work in pairs to describe them with the help of the given words and expressions.



run away, sorrowful



come home with a handsome horse



be thrown from the horse's back



broken, unfit to be a soldier



sit back and dream of his horses

2 Look at the title of the text and predict which of the following may be the main idea. Then read the text to check your prediction.

- A. Every pleasure has a pain.
- B. There is the good in the bad and the bad in the good.
- C. Every advantage has its disadvantage.
- D. Misfortunes never come alone.

## ► Reading, Thinking and Analysing

### Good or Bad?

In ancient times in the northern grasslands of China, there lived a young farmer who loved riding horses. One day, his favourite **mare** ran away. The young man was extremely sorrowful. His friends and neighbours sympathised with him over the loss. But his father just smiled.

*mare (n.): a female horse*



“It’s sad to lose one’s horse,” said the old man, “but who knows what blessing will come from this **misfortune**. We must wait and see.”

*misfortune (n.) = \_\_\_\_\_ + \_\_\_\_\_*

It means \_\_\_\_\_ here.

- A. bad luck
- B. a lucky event

Sure enough, a few weeks later, the young man’s tears turned to joy, for one day two horses galloped

over the grassland. The farmer’s mare was coming home, with a handsome **Mongolian stallion** running beside her. The young man was overjoyed. His friends and neighbours gathered round to share in his good fortune. But his father shook his head sadly.

*Mongolian stallion*  
蒙古种公马

“Ah, yes,” he said, “this looks like good fortune, but who knows what bad luck might come of it? We must just wait and see.”

The young man was pleased to have his favourite mare back in his stable alongside the magnificent stallion. “Now I shall enjoy life,” he thought. So he began to spend more and more time riding and less time farming. Then one day while he was out galloping, he was thrown from the stallion’s back. His left **thigh** was broken and he could hardly move. Once again his neighbours came to sympathise over his misfortune. But his father sat back, looking content.



*thigh [θaɪ] (n.)*

“Let us not be sad,” he said. “Who is to know what good luck is on its way because of this accident? Wait and see.”

“Wait and see!” exclaimed the other relatives. “Whoever heard of good coming from an accident?”

They did not wait very long. Within a month enemies attacked from the north, and all **able-bodied** men were called upon to join the army. The battles were fierce, and hundreds died on the field of battle. Out of every ten men, only one returned and the villages were filled with the cries of **widows** and **orphans**.

The young farmer, however, was safe. His bad fall had left him unfit to be a soldier. When others had gone off to fight, he stayed at home in comfort and safety.

The years went by and the young man too became a father. Slowly his broken thigh **mended**, but it still ached whenever a cold wind blew. Each time he felt the pain, it reminded him of his good fortune in being alive.

“It’s the good in the bad, and the bad in the good,” he would say. Then he would sit back and dream of his horses.

*Able-bodied* means

- \_\_\_\_\_.
- A. *talented*
- B. *fit and healthy*

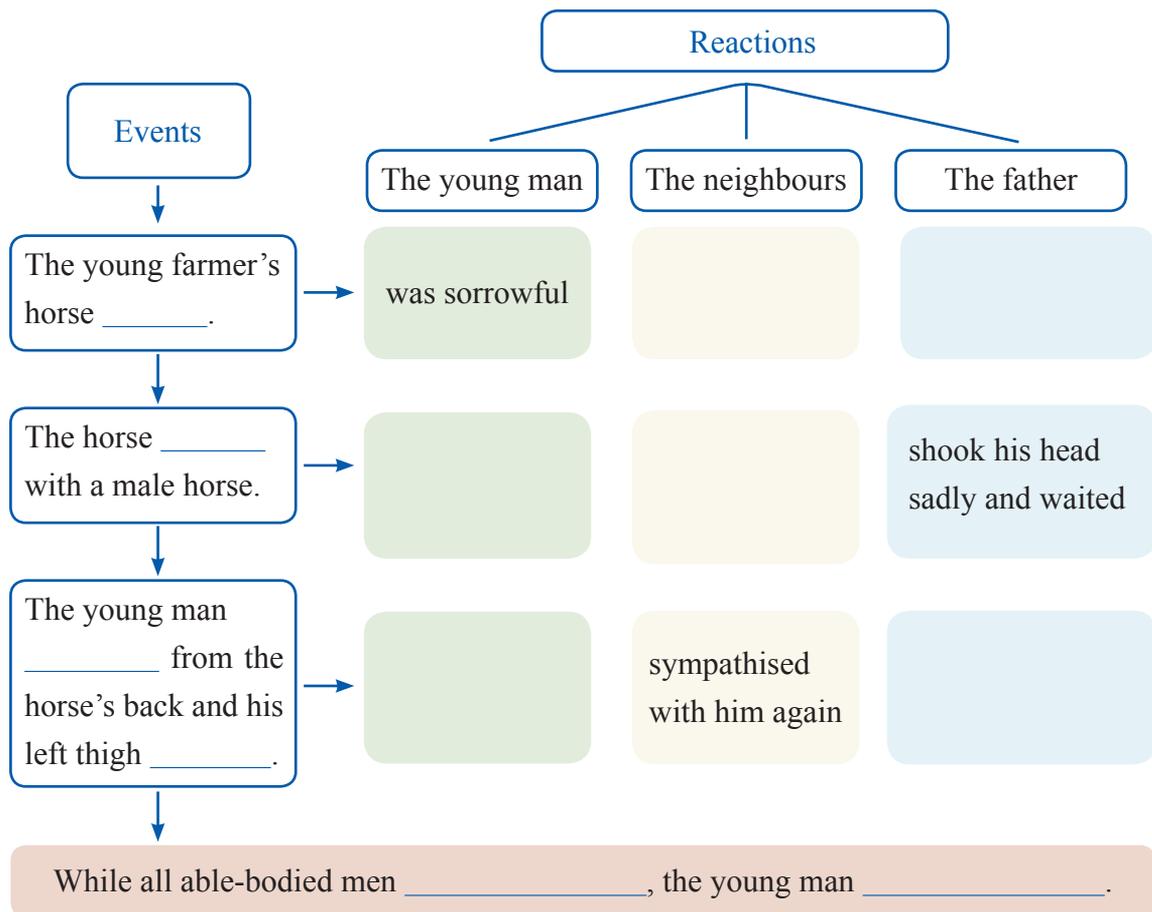
Guess the meaning of *widow* and *orphan* from the context.

*Mend* here means

- \_\_\_\_\_.
- A. *repair*
- B. *heal*

### ► Comprehending, Integrating and Creating

**1** Read the text and complete the following diagram with the information you have learned.



**2** Discuss the following questions in pairs based on Activity 1.

- 1) Which things were good and which were bad for the young man? How do you know?
- 2) Can you find out the relationship between these events? Explain it.
- 3) How did the neighbours and the father react when each event happened?
- 4) What kind of person was the father? Do you agree with his attitude towards life?
- 5) If something extremely bad happens to you, will you say to yourself, "Wait and see"? Why or why not?

**3** Work in groups to rewrite the story into a play by using some of the following words and expressions from the text. Then perform it in class. The first act has been given as an example.

### Act I

**Son:** I feel so sad that my favourite mare has run away.

**Gong Sun** (*A friend of the son*): Don't be so sorrowful. (*Patting him on the shoulder.*) Maybe she will run back some day.

**Neighbours:** Yes, don't be so sad.

**Father:** Sure, you are sad for losing your horse, but who knows what blessing will come from this misfortune. Let's wait and see. (*Looking at the son and smiling.*)

...

**Words:** grassland, sorrowful, misfortune, overjoyed, content, accident, exclaim, relative, unfit, comfort, ache

**Expressions:** run away, sympathise with sb. over sth., come from, turn to, be pleased to do sth., go by, remind sb. of, dream of

**4** Work in groups to give your comments on the different reactions of the characters in the story. Then discuss what lessons you can learn from them.

#### Our comments on

- the young man: \_\_\_\_\_
- the neighbours: \_\_\_\_\_
- the father: \_\_\_\_\_

#### The lessons we can learn from them

\_\_\_\_\_

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

**Step 1** Tell your group members how you usually feel in the following situations. The words in the box may help you.

#### Situations:

- 1) You have lost something that is very precious to you.
- 2) You have got a good grade in a mid-term exam.

- 3) You have been misunderstood or wronged by your friends/classmates.
- 4) You have been praised by your teachers/parents.

|              |           |           |           |         |         |
|--------------|-----------|-----------|-----------|---------|---------|
| fearful      | scared    | satisfied | lonely    | hopeful | ashamed |
| disappointed | confident | cheerful  | delighted | nervous | excited |
| regretful    | overjoyed | sorrowful | depressed | sad     | guilty  |

- Step 2** Select one situation and tell your group members what you usually do in this situation.
- Step 3** Make comments on the behaviours of your group members and then give them suggestions for taking a positive attitude.
- Step 4** Write a journal about what attitude you should take.

## Exploring and Using

### ► Language Feature

**1** Study the following example and read the text again to find out how the writer tries to introduce the father’s attitude differently from the others when something happened.

• **Example** •

One day, his favourite mare ran away. **The young man** was extremely sorrowful. **His friends and neighbours** sympathised with him over the loss. **But his father** just smiled.

**TIP**

A conjunction is a word or a group of words that joins clauses or sentences. Such conjunctions like “but” can be used to introduce something contrasting with what has already been mentioned.

Now choose the conjunctions which may mean the same as “but”, and use some of them to complete the following sentences about your attitude towards life.

however    furthermore    nevertheless    in fact    actually    yet    in other words

- 1) Some people think life is about just waiting for storms to pass. \_\_\_\_\_.
- 2) Susan says that life is about finding yourself. \_\_\_\_\_.
- 3) John agrees that life is like a box of chocolates and you never know what you are going to get. \_\_\_\_\_.
- 4) In Adam’s opinion, life is a game and we should play and enjoy it. \_\_\_\_\_.

2 Work in groups to complete each of the following idioms with one word in the below box.

|           |       |        |          |       |
|-----------|-------|--------|----------|-------|
| immediate | early | smart  | suddenly | white |
| bygones   | dog   | effort | wealth   | means |

- 1) 不眠之夜 \_\_\_\_\_ night
- 2) 不遗余力 spare no \_\_\_\_\_
- 3) 马到成功 achieve \_\_\_\_\_ victory
- 4) 茅塞顿开 be \_\_\_\_\_ enlightened
- 5) 弄巧成拙 be too \_\_\_\_\_ by half
- 6) 破釜沉舟 cut off all \_\_\_\_\_ of retreat
- 7) 和气生财 Harmony brings \_\_\_\_\_.
- 8) 既往不咎 Let bygones be \_\_\_\_\_.
- 9) 爱屋及乌 Love me, love my \_\_\_\_\_.
- 10) 笨鸟先飞 A slow sparrow should make an \_\_\_\_\_ start.

**TIP**

An idiom refers to a group of words with a special meaning, which is different from the ordinary meaning of each individual word in it. It must be learned as a whole unit.

Now try to use the above idioms to talk about yourself. You may begin like this:

You know, I am not a very quick learner. So I don't wish to achieve immediate success. I believe a slow sparrow should make an early start...

## ► Grammar Link

### Adverb Phrases

#### Understanding the meaning

Read the following passage and pay special attention to the coloured parts. Think about what information you have got from them.

In the story, whatever happened, the father just smiled and said **again and again**. "Wait and see." Why? Because he **clearly** knew that fortune and misfortune always went **hand in hand**. What is bad can be turned into what is good **sometimes**. For example, the young man lost his favourite mare. But **a few weeks later**, his mare ran **back over the grassland, together with a handsome stallion**. One day, when the young man was riding on the stallion **very happily**, he was thrown **down from its back** and had his left thigh broken. Then he could stay **away from the fierce battle**, because he couldn't move **freely**. So it's the good in the bad and the bad in the good. When you face something bad, try hard **to change it into something good**.

**Discovering the rule**

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

• **Example** •

He could stay away from the fierce battle, because he couldn't **move freely**.

One day, when the young man was **riding** on the stallion **very happily**, ...

**TIP**

An adverb phrase is a group of words, which functions as an adverb in a sentence. It usually modifies a verb, an adjective, another adverb, or even an entire clause.

**2** Work in groups to match the functions with the corresponding adverb phrases. Then explain how the adverb phrases help to add the necessary information.

| Adverb Phrase                                     | Function  |
|---|-----------|
| 1) went <b>hand in hand</b>                       | A. place  |
| 2) <b>a few weeks later</b>                       | B. manner |
| 3) run <b>back over the grassland</b>             | C. time   |
| 4) was riding on the stallion <b>very happily</b> | D. degree |

**Applying the rule**

**1** Read the text again and underline all the adverb phrases. Then analyse them by following the example.

• **Example** •

to **have** his favourite mare **back in his stable** (place)

**2** Complete the following dialogue by using appropriate adverb phrases based on the given words in brackets.

**Ada:** Hi, Jenny, could you please give me some advice on how to speak English \_\_\_\_\_ (correctly, fluently)? You know, I speak English \_\_\_\_\_ (slowly).

**Jenny:** Don't worry, Ada. It is not always a bad thing to speak English slowly. You can make others hear what you are saying \_\_\_\_\_ (clearly). Speaking \_\_\_\_\_ (fast) may sometimes cause misunderstanding.

**Ada:** But I do wish I could speak \_\_\_\_\_ (faster).

**Jenny:** Well, you can practise \_\_\_\_\_ (hard) by imitating native speakers. Then take every chance to speak English. For example, you can even practise speaking

English fast \_\_\_\_\_ (home). In this way, I believe, you can speak **fluent** English \_\_\_\_\_ (step).

**3** Describe the below picture, using as many adverb phrases as possible. Then read your description to your group members.



As is shown in the picture, ...

**TIP**

While you are reading your description, you may stress the adverb phrases in order to help your group members to catch them more easily.

## Listening, Understanding and Communicating

### Expressing Optimistic Views

**1** Work in pairs to make up as many sentences as possible orally by using the following sentence structures. Then listen to a poem to check whether you have the same ideas about “life”.

- Life can be \_\_\_\_\_.
- Life is \_\_\_\_\_.
- Life can mean \_\_\_\_\_.

**2** Listen again and complete the poem.

Life can be \_\_\_\_\_,

Life can be \_\_\_\_\_,

Life is mostly \_\_\_\_\_,

But sometimes \_\_\_\_\_.

Life can be \_\_\_\_\_,

Life can be \_\_\_\_\_;

Life can mean a person,

Sitting in court.



Life can be \_\_\_\_\_,  
 Life can even be \_\_\_\_\_;  
 But life is what you make it,  
 So try to make it \_\_\_\_\_.

**3** Listen to another poem and answer the following questions.

- 1) Who will climb to the hilltop?  
\_\_\_\_\_
- 2) Who will stay at the bottom of the hill?  
\_\_\_\_\_
- 3) What should we say to ourselves if we face difficulties? And why?  
\_\_\_\_\_
- 4) What would be the best title of the poem?  
\_\_\_\_\_

**4** Work in pairs to express your optimistic views in the following situations. The sentence structures in the box may help you.

- Situation 1:** You have got a really bad exam result.  
**Situation 2:** You have failed in a very important competition.  
**Situation 3:** You are suffering a serious setback in your life.

|  |  |
|--|--|
| 1) It will all turn out fine.              | 4) Our effort is bound to be successful.           |
| 2) Things will work out all right.         | 5) I'm sure we'll win the match.                   |
| 3) I am very optimistic about the outcome. | 6) I feel quite sure that everything will be fine. |

**Reading, Speaking and Writing**

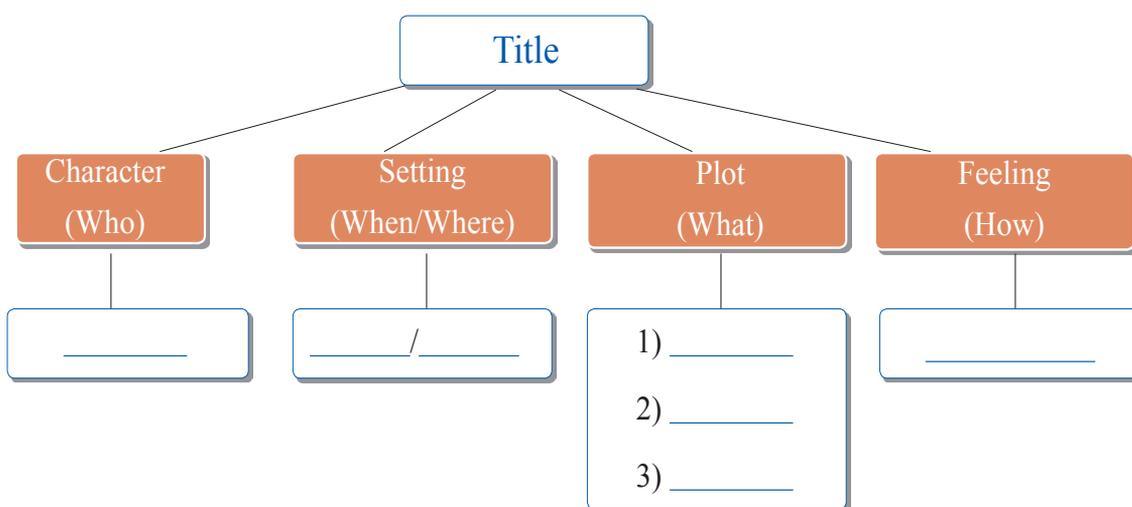
**Writing a Piece of Narration**

**1** Read the following paragraph and try to understand what narration is and what basic elements are included in it.

In writing or speech, narration is the process of giving an account of a sequence of events, real or imagined. It is also called storytelling. This may mean telling a fictional story—one that is made up—or it may mean telling a real-life story in such a way that the author follows a plot structure. The person who recounts the events is called a narrator. A person who is involved in a story is called a character. The time and place in which the story happens is called the setting. While telling a story, an author often uses descriptions

of scenery, buildings, seasons or weather to provide a strong sense of setting. Then, he or she begins to arrange the events and the characters, sometimes including animals. A series of events and character actions will be organised into a plot, telling the audience how a conflict will develop and then be resolved. The perspective from which a speaker or writer recounts a narrative is called a point of view. The common types of point of view include the first person and the third person. With the first-person point of view, the narrator uses “I” (just one person) and follows the thoughts of just one person. With the third person, the story can be limited to just one person or can show the thoughts of all the characters.

**2** Read the text again and complete the following story map with the related information.



**3** Read the following sentences from the text, paying attention to the coloured parts. Then try to find out the common feature of these parts.

- 1) **In ancient times** in the northern grasslands of China, there lived a young farmer who loved horses.
- 2) **One day**, his favourite mare ran away. The young man was extremely sorrowful.
- 3) Sure enough, **within a few weeks** the young man’s tears had turned to joy.
- 4) **Then** one day while he was out galloping, he was thrown from the stallion’s back.
- 5) **Once again** his neighbours came to sympathise over his misfortune.

The common feature is \_\_\_\_\_.

**4** Recall an unforgettable event in your life and draw a story map by following the example in Activity 2.

**5** Write a piece of narration entitled “An Unforgettable Event in My Life” based on your story map, using some of the adverbials of time that you have learned.

**Reading Further**



**▶ Getting Ready**

**1** Classify the following words and phrases from the coming passage according to the given items.

athlete, competition, the horizontal bar, fail, ashamed, loser, stewardess, airport, welcome, a bunch of flowers, present

Who: \_\_\_\_\_  
 Where: \_\_\_\_\_  
 What: \_\_\_\_\_  
 \_\_\_\_\_

**2** Based on your classification, the title and the picture in the passage, predict what the passage is mainly about. Then read to check your prediction.

**▶ Reading**

**Flowers for You**



Flowers should be presented to winners. Why should they be given to this “disgraced” loser?

Since she fell on the mat from the horizontal bar four days ago at the International Gymnastics Championships, she had kept her beautiful and once proud head bent. Now she was back at the Capital Airport from abroad. Upon entering the lobby, she wished she could hide her head under her collar.

She was ashamed to face the people who had come to welcome her right at the airport. She was even afraid to see the warm-hearted stewardess—one of her admirers. Each time she went abroad from the airport, this stewardess would rush up to help her with her luggage. What a shame that she had absolutely failed!

Two years before, she took part in an international competition for the first time, and unexpectedly she won two world titles. When she returned home that year, she was given a warm welcome in the same lobby. During the past two years, she had taken part in many international competitions and brought back one shining medal after another. What she got in return was all smiles, flowers and camera flashes. The more she won, the more obsessed she was with the fear of losing. So her mind was in fact more burdened with success than with failure.

In order to avoid people at the airport, she trailed along behind the team. When she found that very few people greeted her and reporters seemed to shun her, she felt hurt and deserted and ashamed of herself.

All of a sudden, she saw a pair of shoes in front of her. Who could it be? Before her stood



the stewardess with her hands behind her back, speaking with a smile.

“I watched your performance on television. I knew you would come home today. So I am here especially to welcome you.”

“I did very poorly.” She lowered her head again.

“No. You did your best.”

“But I failed.”

“Nobody can avoid failure. I believe failure is as important to you as success. Failure belongs to the past, and victory belongs to the future.” The stewardess’ voice came gentle but firm.

Hearing these words, the girl raised her head. The stewardess brought her hands out from behind her back with a bunch of colourful flowers, which she presented to the girl. The strong fragrance seemed to turn into a powerful current that went through her body. She was moved to tears.

Flowers are usually given to victorious heroes. Why to this “disgraced” loser?

### ► Comprehending

**1** Read the passage again and complete the below table. Then share your answers with a partner.

| Situation   | How she was treated | How she felt |
|---|---------------------|--------------|
| When she won two world titles for the first time              |                     |              |
| When she brought back one shining medal after another         |                     |              |
| When she failed at the International Gymnastics Championships |                     |              |

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

- 1) Why does the author repeat his view in the last paragraph?
- 2) Do you think flowers should be given to a loser? Why or why not?
- 3) How do you understand the old saying, “Failure is the mother of success”?
- 4) In what ways do you think failures can help you?
- 5) Have you ever learned lessons from your failures? If yes, share your story.
- 6) Are there any differences between “I failed.” and “I am a failure”? If so, what are they?

**3** Work in groups to do an interview about how your schoolmates usually feel and behave when they face failures by following the below steps. Note down the important information and then write a report based on it.

**TIP**

While doing an interview, you usually: 1) select your interviewees and design your questions; 2) do the interview and get the answers; 3) analyse the answers and give your comments or suggestions.

Purpose: \_\_\_\_\_

Interviewees: \_\_\_\_\_

Questions you ask: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Answers from your schoolmates: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

The major findings: \_\_\_\_\_  
 \_\_\_\_\_

Your comments/suggestions: \_\_\_\_\_  
 \_\_\_\_\_

### 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 analyse the relationship between events and retell the story. |        |             |
| • I can use idioms to help express my ideas vividly.                  |        |             |
| • I can identify and use adverb phrases to describe a picture.        |        |             |
| • I can express optimistic views in given situations.                 |        |             |
| • I can write a piece of narration about an unforgettable event.      |        |             |
| • I can offer my suggestions for dealing with failure.                |        |             |

# Challenging Yourself A

## Optimistic Outlook

*Only those who dare to fail greatly can ever achieve greatly.*

—Robert Kennedy

### Looking Ahead

After completing this project, you should be able to:

- organise the information in the article with the help of the diagram;
- express your ideas on failure with the help of pictures, diagrams, etc.;
- develop questioning skills by asking relevant questions;
- take part in group work actively by sharing your ideas;
- reflect on your achievements in Theme A based on the learning objectives.

### Learning Individually



**1** Different people have different attitudes towards failure. Write down yours towards it.



I have failed three times but I will make it next time.



I have failed three times. I am a failure.

My attitude:

**2** Based on the following expressions, predict what the author's attitude towards failure is and then read the article to check your prediction.

succeed in  
draw a useful lesson from  
try one's best to do sth.

find the right way to do sth.  
be confident in  
a step towards success

► Reading and Thinking

Failure

Although everyone wants to succeed in what he or she tries to do, sometimes failure can't be avoided. In fact, failure itself is not so terrible—the terrible thing is when we are afraid of it and give up hope. As a popular saying goes, “Failure is the mother of success.” Therefore, it would be wiser if we face it directly and find out ways to deal with it.

Why are many of us afraid of failure and don't have the courage to confront it? Quite simply because no one tells us how to fail. We assume that everyone is either a **success** or a **failure**. Whenever one fails in doing something, one tends to consider oneself to be a failure, thus losing the confidence to go on to do other things.

There is a **world of** difference between “I have failed three times” and “I am a failure.” We forget that every person has the right to fail. In fact, failure may be regarded as a step towards success. The **spider**-story is often told as an example of this. Edison, the inventor of the **light bulb**, made hundreds of models that failed before he found the right way to make one.

So what can you do to deal with failure? First, always think about your failure. Ask yourself what caused it, and what you can change so that things will go right the next time.

Second, is the **goal** you are trying to reach the right one? Try to do some thinking about what your real goals may be. Think about this question: “If I am successful in this, what will it get me?” This may help to prevent failure in things you shouldn't be doing anyway.

The third thing to remember about failure is that it's part of life. Learn to live with yourself even though you may have failed. Remember, “You can't win them all.”



has never been thrown, but rather that a man will never be a good rider until he is thrown.”

Faced, absorbed and accepted, failure contributes to personal growth. As Ralph Waldo Emerson said long ago, “A man's success is made up of failures, ... I have heard that in **horsemanship** the good rider is not the rider who

Why are *success* and *failure* countable nouns here?

A world of here means \_\_\_\_\_.  
A. a great deal of  
B. a little



spider



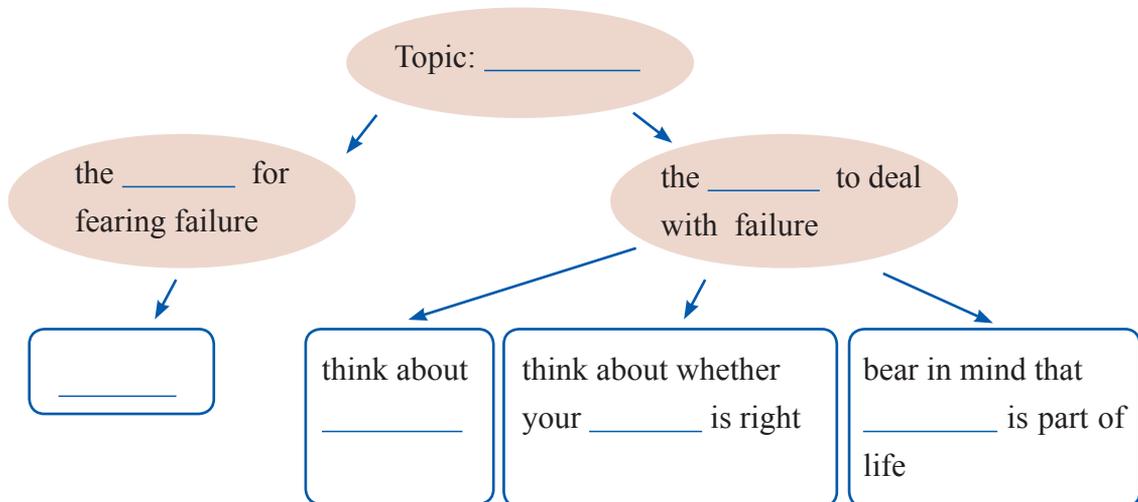
light bulb

Goal here means \_\_\_\_\_.  
A. a place to go  
B. something that you hope to achieve

horsemanship (n.) = \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_  
It means *the art of riding on horseback.*

## ► Analysing and Questioning

**1** Read the article again and complete the diagram.



**2** Read the article once more and tick the ideas that the author may agree with.

- (    ) 1) Failure may be regarded as a step towards success.
- (    ) 2) Giving up hope is more terrible than failure itself.
- (    ) 3) When we come across failure, we must be full of confidence.
- (    ) 4) People should be afraid of failure.
- (    ) 5) Everyone is either a success or a failure.
- (    ) 6) Whenever one fails in doing something, he may consider himself to be a failure.
- (    ) 7) If someone can face failure and draw a lesson from it, failure is very likely to become helpful.
- (    ) 8) A person cannot always be successful in everything he/she does.

Which ideas do you agree with? \_\_\_\_\_

**3** Think about the following questions, noting down your answers for further group work in class.

1) How do you understand the difference between “I have failed three times” and “I am a failure”?

\_\_\_\_\_

2) How do you understand the last sentence of the article? Do you agree with the author’s viewpoint?

\_\_\_\_\_

3) Read the spider-story and think about why the author mentions it in the article.

\_\_\_\_\_

### The King and the Spider

Once upon a time, there was a king in Scotland. His name was Robert Bruce. He fought many battles. Once, when he was defeated, he ran away from the field and hid himself in a cave, very disappointed and depressed.

There was a spider in that cave. The spider was trying to reach the roof of the cave to its web, but it failed again and again. After every fall, the spider tried again without losing heart. At last, the spider reached its web at the seventh attempt.

The spider taught King Bruce a great lesson—facing any failure with hope and courage. Then King Bruce came out of the cave and gathered his forces. This time, he fought bravely and succeeded in making his country free.

**TIP**

When you come across a new word in reading, a dictionary may be your best teacher. You may refer to the dictionary to help you with the difficult words or sentences.

- 4** Reflect on what you have learned from the article and write down questions or problems for further group discussion in class. The questions can be anything about learning strategies or the words, the sentences, the structure, the theme, etc.

• Question Corner •

- 1) \_\_\_\_\_  
2) \_\_\_\_\_  
...



## Learning Cooperatively



### Phase 1 Sharing the individual work

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

### Phase 2 Exploring further

- 1) Discuss the following questions and work out more comprehensive answers with group efforts.

Question 1: How do you understand the quotation “A man’s success is made up of failures”?

Question 2: The author has given three pieces of advice on failure. Do you agree with him? What is your advice?

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

### Phase 3 Utilising resources

1) Watch the following movies in [Video Bank](#) on our website and get inspiration from the following movies.

- *The King’s Speech*
- *Homeless to Harvard*
- *Dangal*

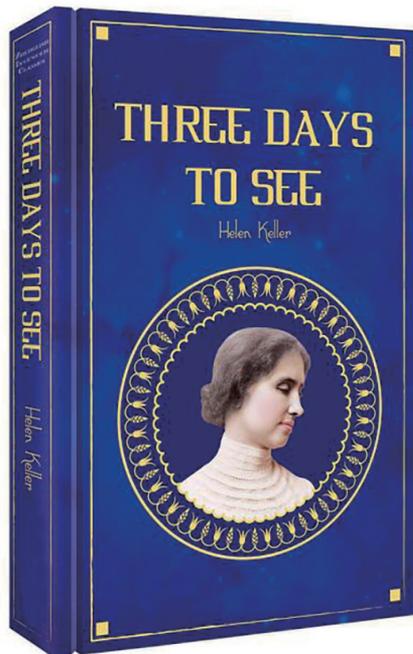
2) Read the autobiography of Helen Keller *The Story of My Life* in [Reading Box](#).

## Learning Creatively



Look at the front cover of the book and predict what the book is mainly about. Then read the following excerpt to check your prediction.

### Three Days to See



All of us have read thrilling stories in which the hero had only a limited and specified time to live. Sometimes it was as long as a year; sometimes as short as twenty-four hours, but always we were interested in discovering just how the doomed man chose to spend his last days or his last hours. I speak, of course, of free men who have a choice, not condemned criminals whose sphere of activities is strictly delimited.

Such stories set us thinking, wondering what we should do under similar circumstances. What associations should we crowd into those last hours as mortal beings? What happiness should we find in reviewing the past, what regrets?

Sometimes I have thought it would be an excellent rule to live each day as if we should die tomorrow.

Such an attitude would emphasize sharply the values of life. We should live each day with a gentleness, a vigor, and a keenness of appreciation which are often lost when time stretches before us in the constant panorama of more days and months and years to come. There are those, of course, who would adopt the epicurean motto of “Eat, drink, and be merry,” most people would be chastened by the certainty of approaching death.

In stories the doomed hero is usually saved at the last minute by some stroke of fortune,

but almost always his sense of values is changed. He becomes more appreciative of the meaning of life and its permanent spiritual values. It has often been noted that those who live, or have lived, in the shadow of death bring a mellow sweetness to everything they do.

Most of us take life for granted. We know that one day we must die, but usually we picture that day as far in the future. When we are in good health, death is all but unimaginable. We seldom think of it. The days stretch out in an endless vista. So we go about our petty task, hardly aware of our listless attitude towards life.

The same inactivity, I am afraid, characterizes the use of our natural abilities and senses. Only the deaf appreciate hearing, only the blind realize the manifold blessings that lie in sight. Particularly does this observation apply to those who have lost sight and hearing in adult life. But those who have never suffered damage of sight or hearing seldom make the fullest use of these blessed abilities. Their eyes and ears take in all sights and sound hazily, without concentration, and with little appreciation. It is the same old story of not being grateful for what we have until we lose it, of not being conscious of health until we are ill.

I have often thought it would be a blessing if each human being were stricken blind and deaf for a few days at some time during his early adult life. Darkness would make him more appreciative of sight; silence would teach him the joys of sound.

Now and then I have tested my seeing friends to discover what they see. Recently I was visited by a very good friend who had just returned from a long walk in the woods, and I asked her what she had observed. "Nothing in particular," she replied. I might have shown disbelief had I not been accustomed to such responses, for long ago I became convinced that the seeing see little. How was it possible, I asked myself, to walk for an hour through the woods and see nothing worthy of note? I who cannot see find hundreds of things to interest me through mere touch. In spring I touch the branches of trees hopefully in search of a bud, the first sign of awakening Nature after her winter's sleep. I feel the delightful, velvety texture of a flower. Occasionally, if I am very fortunate, I place my hand gently in a small tree and feel the happy quiver of a bird in full song. I am delighted to have cool waters of a brook rush through my open fingers.

At times my heart cries out with longing to see all these things. If I can get so much pleasure from mere touch, how much more beauty must be revealed by sight. Yet, those who have eyes apparently see little. The color and action that fill the world is taken for granted. It is human, perhaps, to appreciate little that which we have and to long for that which we have not, but it is a great pity that in the world of light, the gift of sight is used only as mere convenience rather than as a means of adding fullness to life.

Oh, the things that I should see if I had the power of sight for three days!

*Do the following activities.*

- 1) Suppose you had only three days to live. Tell your group members what things or events you would crowd into those last hours and why.
- 2) Think over how you can live your days more meaningfully and note your ideas down. Then share your ideas with your classmates.

## Learning Reflectively



Reflect on your learning by referring back to Guiding Page and Looking Ahead of this theme. Write down your discoveries.

- 1) How well have I achieved the learning objectives and monitored my learning process in this theme?

\_\_\_\_\_

\_\_\_\_\_

- 2) What should I do for further learning? List at least two points.

About the learning objectives: \_\_\_\_\_

\_\_\_\_\_

About the further efforts: \_\_\_\_\_

\_\_\_\_\_

# Theme B

## Traditions and Cultures

The greatness of culture can be found at the dinner table, in festivals, or in other aspects of life. It has been passed down from generation to generation as traditions. Traditions help establish ties among people and create memories of love, appreciation and reunion. Our tradition is one of the products of our culture while our culture resides and remains in our tradition.



***In this theme, you will:***

- ◇ learn about the Qingming Festival and Hanshi Day;
- ◇ understand the cultural meaning of Thanksgiving Day;
- ◇ learn about how to express curiosity.

### Unit 3

What do you know about Chinese traditional festivals?  
What food and drink is representative of Chinese culture in your opinion?



- ◇ read a story about a good-luck dumpling;
- ◇ understand a dialogue about Western food and Chinese food;
- ◇ talk about food and its culture.

### Unit 4

- ◇ learn about the culture behind chopsticks.

### Challenging Yourself B



# Unit 3

## Festivals and Traditions



*Traditional festivals are the outstanding cultural heritage of a nation and the precious spiritual wealth of mankind.*

—Anonymous

### Looking Ahead

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

- introduce the cultural traditions of Chinese festivals and foreign ones;
- identify and use some methods of paragraph development;
- use non-restrictive attributive clauses in context;
- express your curiosity with appropriate sentence structures;
- write a piece of exposition about a Chinese traditional festival;
- introduce the tradition of Thanksgiving Day.

### Reading Actively



#### ▶ Activating and Predicting

- 1** Read aloud the English version of a Chinese poem. Fill in the blanks and then share how you feel with a partner.



\_\_\_\_\_ (Title)  
 \_\_\_\_\_ (Dynasty) \_\_\_\_\_ (Author)  
 A drizzling rain falls like tears on the Mourning Day;  
 The mourner's heart is going to break on his way.  
 Where can a winehouse be found to drown his sadness?  
 A cowherd points to Apricot Flower Village faraway.

- 2** Work in pairs to complete the following table and then read the text to check your ideas.

|      | The Qingming Festival | Hanshi Day |
|------|-----------------------|------------|
| Date |                       |            |

|              | The Qingming Festival | Hanshi Day |
|--------------|-----------------------|------------|
| Meaning      |                       |            |
| Purpose      |                       |            |
| Relationship |                       |            |

## ► Reading, Thinking and Analysing

### The Qingming Festival and Hanshi Day

Qingming, which means clear and bright, is the day for mourning the dead. It falls in early April every year, when people start spring ploughing and sowing. It corresponds with the onset of warmer weather when people start to go on family **outings**.

Before we talk about Qingming, we must say something about another ancient event, Hanshi, which always comes one day before the Qingming Festival.

It is said that in the seventh century B.C.E, during the Spring and Autumn Period, Jie Zitui was a good official in the Jin State, working for Prince Chong'er. When the Jin State was in great disturbance, Chong'er was forced to leave for other states with his faithful officials and servants, including Jie Zitui. For 19 years, Chong'er and his followers went through all kinds of hardships and difficulties. One day, Chong'er was actually starving and close to death. Jie Zitui cut a slice of flesh from his own leg and served it to his master, **thereby** saving his life.

Finally in 636 B.C.E, Chong'er managed to take the throne back. Then he decided to reward the officials who had stayed with him through his years of suffering. But he forgot about Jie Zitui who had sacrificed the flesh of his leg. Jie Zitui was **heartbroken** and went deep into the mountains with his mother.

Later Chong'er felt so guilty that he went in person to the mountains to look for Jie Zitui. Since it was impossible to find him among the endless trees and hills, Chong'er ordered that the mountain be set on fire, so as to force Jie Zitui out. But he didn't show up; he and



*outing* = out + *-ing*  
Guess its meaning.

*Thereby* is used to introduce the result of the action mentioned. What's the action mentioned here?

*heartbroken* = \_\_\_\_\_ + \_\_\_\_\_  
It means \_\_\_\_\_ here.

his mother were found dead against a large tree, together with a note written in blood: “I cut off my own flesh and devoted it to you, only wishing my king to be always upright and just.”

In order to keep the memory of Jie Zitui, Chong’er ordered that no fires be allowed on the anniversary of Jie Zitui’s death. So people began to eat cold food on that day, or the day of Hanshi. In addition, people began to visit Jie Zitui’s tomb and pay their respects.

It was not until the Qing **Dynasty**, about 300 years ago, that the **practice** of Hanshi or eating cold food was replaced by **that** of Qingming. And Qingming has now become an important occasion for people to offer **remembrances** and sacrifices to their ancestors.

Nowadays, the Qingming Festival is not just a day to visit ancestors’ tombs, it is also a day to celebrate the coming of spring, often by going out for a picnic. With the coming of spring, nature wakes up, dressing the world in green. All is new, clean and fresh.

*Dynasty* here means \_\_\_\_\_ in Chinese.

*Practice* here means \_\_\_\_\_.

A. *action* B. *custom*

*That* here refers to \_\_\_\_\_.

remembrance = remember + *-ance*

It means \_\_\_\_\_ in Chinese here.

### ► Comprehending, Integrating and Creating

**1** *Reconstruct the story of Hanshi Day by putting the corresponding letters of the below statements in the boxes. Then check your ideas with a partner.*

#### The Story of Hanshi Day



- A. Chong’er managed to take the throne back and rewarded the faithful officials, but he forgot Jie Zitui.
- B. Chong’er ordered that the mountain be set on fire to force Jie Zitui out because it was impossible to find him in the endless trees.
- C. When Chong’er was starving to death, Jie Zitui cut a slice of flesh from his own leg to save him.
- D. Chong’er was forced to leave his state and Jie Zitui followed him faithfully for 19 years.
- E. Chong’er felt guilty and went to the mountains to look for Jie Zitui.
- F. Chong’er ordered that no fires should be allowed on the anniversary of Jie Zitui’s death and people began to eat cold food on Hanshi Day.
- G. Jie Zitui was heartbroken and went deep into the mountains with his mother because Chong’er forgot about him.
- H. Jie Zitui and his mother were found dead against a large tree.

**2** *Based on the above story, work in pairs to complete the table. Then discuss whose personality you prefer and why.*

|           | Personality | Supporting details |
|-----------|-------------|--------------------|
| Chong'er  |             |                    |
| Jie Zitui |             |                    |

**3** Work in groups to discuss the following questions.

- 1) According to the text, Jie Zitui was considered to be a “good” official in the Jin State. Do you think so? If yes, find evidence from the text. If not, state your reasons.
- 2) What do you think of Jie Zitui’s act of cutting a slice of flesh from his own leg to serve it to his master?
- 3) What do you think of Chong'er’s order of setting fire to the mountain to force Jie Zitui out? If you were Chong'er, what would you do?
- 4) After reading the text, have you found the relationship between the Qingming Festival and Hanshi Day? What is it?

**4** Work in groups to retell how the Qingming Festival came into being based on the information in Activity 1 and your previous discussion.

You may begin your retelling like this:

Before we talk about the Qingming Festival, we must say something about another ancient event...

**Verbs from the text:**

|        |        |       |           |
|--------|--------|-------|-----------|
| starve | cut    | save  | sacrifice |
| reward | devote | order | eat       |

**Verb phrases from the text:**

|                        |                       |
|------------------------|-----------------------|
| go through...          | be close to...        |
| serve sth. to sb.      | stay with sb.         |
| manage to do sth.      | forget about...       |
| feel so guilty that... | set... on fire        |
| force... out           | keep the memory of... |

**TIP**

While you are retelling a story, pay special attention to verbs and verb phrases. They can help to give a clearer idea of the development of the story.

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

**Step 1** Work in groups to select another traditional festival in China that is closely related to a certain person.

**Step 2** Look for some information about this festival according to the checking list below.

|                              |             |                                      |                         |        |
|------------------------------|-------------|--------------------------------------|-------------------------|--------|
| name                         | date        | origin                               | celebrations            | legend |
| symbol                       | development | change                               | literary works about it |        |
| artistic works related to it |             | similar festivals in other countries |                         |        |

**Step 3** Write a short passage about the festival, and then select a reporter to introduce it to the class.

**Step 4** Discuss in class why some traditional festivals in China have continued to be practised for so many years. Note down your ideas.

Reasons suggested by the text:

- 
- 
- 

More reasons you may add:

- 
- 
- 

## Exploring and Using



### ► Language Feature

**1** Read to understand what “inference” means. Then guess the meaning of the underlined words by inferring.

#### • Definition •

Inference is making guesses at the meaning of a word, a sentence, or any unfamiliar part in a text, using whatever knowledge sources available.

#### • Example •

Qingming, which means clear and bright, is the day for *mourning* the dead.

#### • Strategies •

The word “mourn” is a new word. It may mean “to show sadness”. Here you can use your knowledge about the English expression (the dead) and your general knowledge about the festival (Qingming) to guess.

**TIP**

You don't have to understand every word while reading. The meaning of an unknown word can be inferred from its context.

- 1) It corresponds with the onset of warmer weather when people start to go on family outings.
- 2) When the Jin State was in great disturbance, Chong'er was forced to leave for other states with his faithful officials and servants, including Jie Zitui.
- 3) One day, Chong'er was actually starving and close to death.
- 4) But he forgot about Jie Zitui who had sacrificed the flesh of his leg.



**TIP**

A non-restrictive clause is usually separated from the main clause by a comma or commas. It is usually used to add extra information about the antecedent.

**2** Study the following table and write down all the relatives used in the examples.

| Example  | Relative | Function   |
|--|----------|--|
| 1) You can have a talk with Miss Wu, who is in her office now.<br>2) My uncle's house, which he bought for \$100,000 ten years ago, is now worth \$350,000.<br>3) The Dragon Boat Festival, whose other name is the Duanwu Festival, is one of the most important Chinese traditional festivals. |          | To give more information about somebody or something |
| 1) We will discuss the problem tomorrow, when you calm down.<br>2) I live on the top floor, where I have a good view of the city.  |          | To add information about time and place              |
| He walked out of the room without a word, which clearly shows his anger.   |          | To give further explanation about the main clause    |

**Applying the rule**

**1** Rewrite the following sentences from the text, using non-restrictive attributive clauses by following the example.

• Example •

Jie Zitui was a good official in the Jin State, working for Prince Chong'er. (who)  
 → Jie Zitui, who worked for Prince Chong'er, was a good official in the Jin State.

1) One day, Chong'er was actually starving and close to death. Jie Zitui cut a slice of flesh from his own leg and served it to his master, thereby saving his life. (who)

→ \_\_\_\_\_

2) When he decided to reward the officials who had stayed with him through his years of suffering, Chong'er forgot about Jie Zitui. Jie Zitui was heartbroken. (whose)

→ \_\_\_\_\_

3) Jie Zitui went deep into the mountains with his mother. Chong'er felt so guilty that he in person went to the mountains to look for Jie Zitui. (where)

→ \_\_\_\_\_  
 4) Jie Zitui and his mother were found dead against a large tree. In order to keep the memory of Jie Zitui, Chong'er ordered that no fires be allowed on the anniversary of Jie Zitui's death. (who)

→ \_\_\_\_\_  
 5) It was not until the Qing Dynasty about 300 years ago that the practice of Hanshi or eating cold food was replaced by that of Qingming. And Qingming has now become an important occasion for people to offer remembrances and sacrifices to their ancestors. (which)

→ \_\_\_\_\_  
 6) With the coming of spring, nature wakes up, dressing the world in green. (when)

→ \_\_\_\_\_

**2** Put each of the following clauses into the right numbered blank, adding an appropriate relative pronoun or adverb.

- A. ... is in Hunan Province
- B. ... also related to Qu Yuan
- C. ... also include the Moon Festival and the Chinese New Year
- D. ... lived in the area
- E. ... gives us an opportunity to glimpse a part of the rich Chinese cultural heritage
- F. ... is also known as the Dragon Boat Festival
- G. ... was a good and respected man
- H. ... symbolises the people's attempt to save Qu Yuan then

The Duanwu Festival, 1) \_\_\_\_\_, is celebrated on the fifth day of the fifth month of the lunar calendar. It is one of the most important Chinese traditional festivals, 2) \_\_\_\_\_.

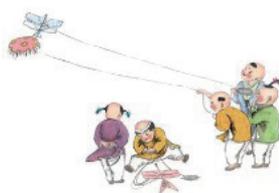
The story of this festival concerns a famous Chinese scholar-statesman named Qu Yuan, 3) \_\_\_\_\_. According to a legend, Qu Yuan plunged into the Milo River, 4) \_\_\_\_\_, on the fifth day of the fifth month in the year 278 B.C.E. The people, 5) \_\_\_\_\_, jumped into their boats and rushed out to search for him, but in vain. Although they were unable to find Qu Yuan, this tradition of boat racing has remained unbroken for centuries. The boat racing, 6) \_\_\_\_\_, demonstrates the Chinese virtues of cooperation and teamwork now.

Another activity of the festival, 7) \_\_\_\_\_, is the making and eating of a kind of dumpling called Zongzi. When it became known that Qu Yuan was gone forever, people threw cooked rice into the water as a sacrifice to their dead hero. Now, the Dragon Boat Festival is an entertaining and enjoyable event, 8) \_\_\_\_\_.

**3** Based on the given pictures, write about the Qingming Festival by using as many restrictive and non-restrictive attributive clauses as possible. Share your writing in groups.



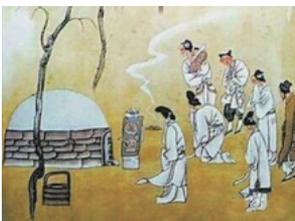
planting trees



flying kites



going on outings



sweeping tombs

## The Qingming Festival

### //////// Listening, Understanding and Communicating //////////

#### Asking Somebody to Repeat Something

**1** Based on the following lexical chunks from the coming dialogue, work in pairs to predict the answers to the following questions. Then listen to check your predictions.

|                                   |                          |
|-----------------------------------|--------------------------|
| the Theme Park of Chinese Customs | traditionally speaking   |
| Chinese traditional festivals     | the 24 solar terms       |
| the so-called Cold Dinner Day     | the establishment of ... |
| be officially appointed as        | be in memory of...       |
| customary activities              | play on a swing          |
| tug-of-war competition            | planting trees           |

Who?  
Where?  
What?

**2** Listen again and complete the answers to the following questions.

**TIP**

- 1) Before listening, you can look through all the questions and circle the key words.
- 2) Write down key facts, ideas, and details in your own words.
- 3) Develop your own system of signs and abbreviations. For example, "HD" for "Hanshi Day".

- 1) What is today's topic?
- 2) What are the seven Chinese traditional festivals?
- 3) What are the other names for the Qingming festival?
- 4) What is the purpose for the establishment of Hanshi Day?
- 5) What are the customary activities during the Qingming Festival?

**3** Listen for a third time and complete the following sentences with the structures of asking for repetition.

- 1) \_\_\_\_\_ I didn't quite hear what you said.
- 2) \_\_\_\_\_ The clear and...
- 3) \_\_\_\_\_ Hanshi Day?
- 4) \_\_\_\_\_ Whom is this day in memory of?
- 5) Sorry, Xiao Liu. \_\_\_\_\_

**4** Work in groups to role-play based on the given situation.

**Situation:** Suppose your school is holding Chinese Traditional Festival Week. Some of you have volunteered to be the guide. Work in groups to do a role-play.

**Roles A, B...: Volunteer guides**

**Roles C, D...: Students from other schools**

- 1) Choose one of the seven Chinese traditional festivals and get ready to introduce it.
- 2) Use some information and vocabulary you have just learned.

- 1) Ask the guides to repeat what you are not clear about.
- 2) Use some of the sentence structures learned in Activity 3.

## Reading, Speaking and Writing



### Writing a Piece of Exposition

**1** Read the following instructions of writing a piece of exposition and make sure you understand them.

Exposition is used to give information. It shows or explains facts. When writing your expository essay, follow the basic steps below:

1) Select a topic

Be sure the topic is narrow enough to make it manageable.

2) Select a method of development

The methods: definition, example, comparison and contrast, cause and effect, classification, "how-to", process analysis, etc.

3) Collect detailed and concrete information

4) Write an introductory paragraph

An introductory paragraph should state the theme of the essay, introduce the topic or purpose, and gain the interest of the reader.

5) Write topic sentences for the body paragraphs

6) Write the body paragraphs of the essay

Each body paragraph should develop supporting details for the topic sentence.

7) Write a concluding paragraph

Recall the theme and the key points of the essay.

**2** Read the text again and note down the key information on the lines.

What festival: \_\_\_\_\_

When people celebrate it: \_\_\_\_\_

Why people celebrate it: \_\_\_\_\_

How people celebrate it: \_\_\_\_\_

Its significance: \_\_\_\_\_

**3** Discuss with your group members what you are going to write about if you are introducing a festival. List them out.

**4** Write the draft individually by following the given steps in Activity 1.

**5** Share your writing in groups and do peer correction. Then improve your writing.

**Reading Further**



**▶ Getting Ready**

**1** Write down the information you know about Thanksgiving Day, and then share your ideas in groups.



**2** Tick the true descriptions about Thanksgiving Day in America. Then read the passage to check.

- Having a big meal with family or friends
- Watching football games and parades on TV
- Sharing food and candies with your neighbours
- Giving thanks to family, to friends and to good things
- Preparing a list for what you want from your family

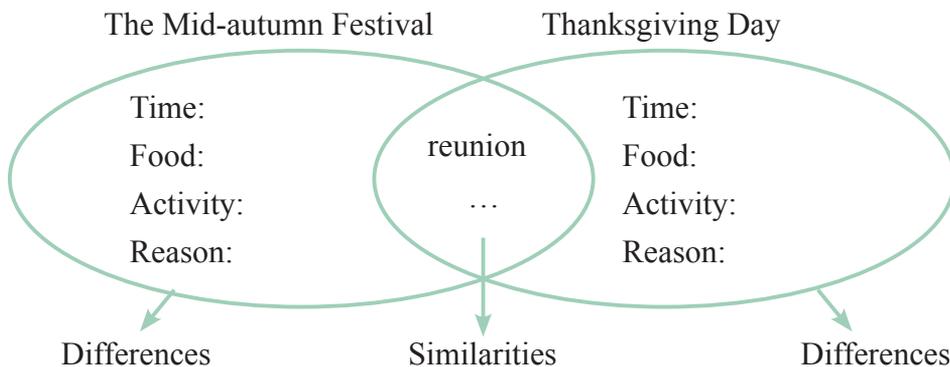
**▶ Reading**

**Thanksgiving Day**

In America, Thanksgiving is celebrated every year on the fourth Thursday of November in autumn, the season when crops are gathered. When the first European settlers in America, or the Pilgrims, gathered their crops, they celebrated and gave thanks for the success of the harvest. Today Thanksgiving is not a religious holiday any more. Many people still give thanks on this day, but it may not be for a good harvest.



**2** Compare the Mid-autumn Festival with Thanksgiving Day and complete the below diagram. Then work in pairs to ask and answer questions about them.



**3** Work in groups to create a Chinese Thanksgiving Day and make a poster to introduce it to the class. You may refer to Activity 1.

**TIP**

Before making the poster, you'd better decide on its name, date, purpose, activity and significance.

### 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 cultural traditions of both Chinese and foreign festivals. |        |             |
| • I can identify and use some methods of paragraph development.                  |        |             |
| • I can use non-restrictive attributive clauses in context.                      |        |             |
| • I can use appropriate sentence structures to express my curiosity.             |        |             |
| • I can write a piece of exposition about a Chinese traditional festival.        |        |             |
| • I can introduce the customs of Thanksgiving Day.                               |        |             |

# Unit 4

## Food and Culture



*Food is not just what we put in our mouths to fill up; it is culture and identity.*

—Anonymous

### Looking Ahead

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

- interpret the culture behind food;
- make up a story by using the newly-learned lexical chunks;
- introduce food by using noun phrases in writing;
- make a comparison while talking about dishes;
- write a “how-to” passage about making a dish;
- describe differences in the cultures behind Chinese food and Western food.

### Reading Actively



#### ▶ Activating and Predicting

**1** Look at the following pictures and guess the meanings of the words and expressions below them.



weep bitterly, sob, with her trembling hands



make a mark, edge



take a glance at, gaze at



switch, cry out

- 2 Work in pairs to discuss what is happening in each picture in Activity 1 and predict what the text “A Good-luck Dumpling” is mainly about. Then read and check your prediction.

## ▶ Reading, Thinking and Analysing

### A Good-luck Dumpling



For a special reason, I was forced to leave home to work on a **faraway** farm. Both my mother and my wife were so worried about me that I was afraid they would leave me forever. Fortunately they managed to survive.

I spent seven years away from home. In the eighth year, on the eve of the Spring Festival, I was **unexpectedly** permitted to return home.

As I stepped into the house, Mother looked me up and down with **unbelieving** eyes before she threw herself on me and felt my face with her trembling hands. She wept bitterly while my wife and children sobbed nearby.

“QiuHong, let’s start making dumplings!” Mother said to my wife. Instantly the whole family gathered to make dumplings.

Just then an idea came to Mother. She suggested that we should make a good-luck dumpling with a coin in it. Whoever ate it would be blessed.

I agreed just to make Mother happy and hoped that the coin would fall to her. With all my heart I wished her a long life.

Mother took out a **copper coin from the Daoguang period** (1821-1851) and made a good-luck dumpling. She secretly made a mark on the edge of the dumpling before she mixed it with the rest. She pretended that nothing had happened, but the trick didn’t escape my eyes. I kept the mark firmly in mind.

Mother boiled the dumplings all by herself. When the dumplings were cooked, I spotted the dumpling at once.

Mother put the good-luck dumpling on top of the others in a bowl, pushed the bowl to me and said, “Help yourself. Take as many as you like while they are hot.” I wanted Mother to eat the good-luck dumpling. But I didn’t know how to get her to eat it, for she could easily recognise the dumpling. I then thought of my wife. When she went to the kitchen for **chilli oil**, I put the good-luck dumpling into

*faraway* (adj.) = \_\_\_ + \_\_\_  
It means \_\_\_\_\_ here.

*unexpectedly* (adv.) =  
\_\_\_ + expect + \_\_\_ + \_\_\_  
It means \_\_\_ in Chinese.

*unbelieving* (adj.) =  
\_\_\_ + \_\_\_ + \_\_\_.  
Guess its meaning.



a copper coin from the Daoguang period



chilli oil

her bowl. Who could have expected that she would recognise the dumpling as well! Back from the kitchen, she took a glance at her bowl and then gazed at me with tears in her grateful eyes.

She kept silent and ate a few dumplings. Then she said, “These dumplings have stuck together.” She stood up and shook the bowls one after another while she switched hers with Mother’s. Obviously, Mother didn’t notice it and went on eating with her eyes on me all the time. “Ouch!” Suddenly she cried out. The coin had hurt her teeth.

“Oh, Granny is blessed! She got the good-luck dumpling!” My wife shouted like a child.

“I... How come?” Mother was puzzled.

I joined my wife and children, “Granny is blessed! Mother is blessed!”

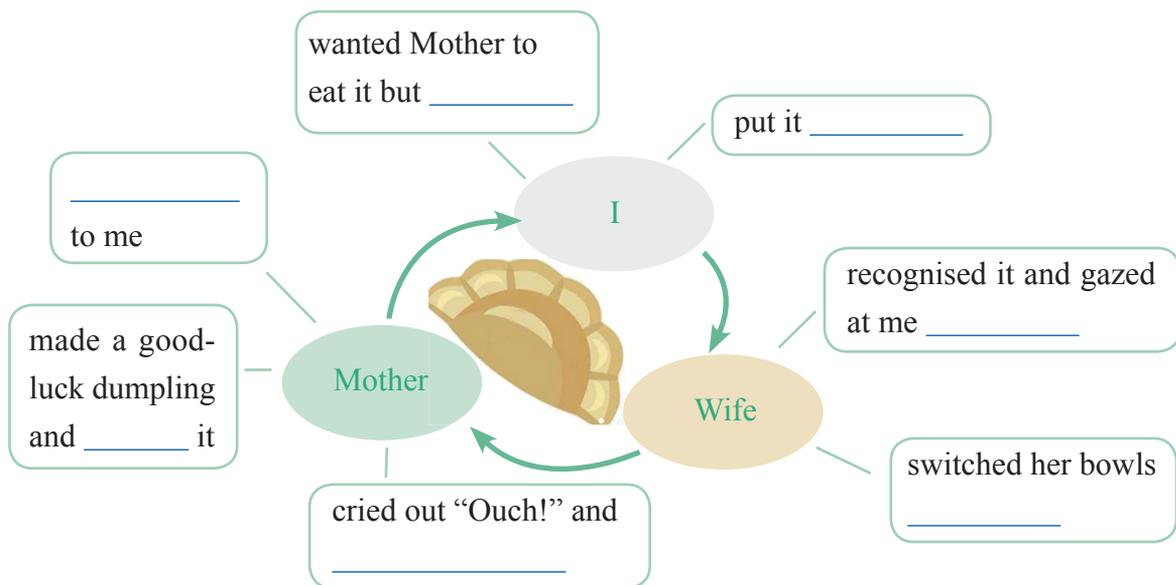
Mother burst into laughter, and then into tears, as my wife and I shared with her all her joy and sorrow.

Grateful here means

- \_\_\_\_\_.
- A. thankful
- B. doubtful

► **Comprehending, Integrating and Creating**

1 Complete the following diagram with the information you have got from the text.



2 Complete the table with the information from the story. Then work in groups to check and sum up each character’s personality.

| Character | Description   | Example | Personality |
|-----------|---|---------|-------------|
| Mother    | worrying about her son<br>loving her son<br>leading a hard life |         |             |

| Character | Description   | Example | Personality |
|-----------|---|---------|-------------|
| I         | loving my mother<br>loving my wife<br>leading a hard life             |         |             |
| My wife   | loving her husband<br>loving her mother-in-law<br>leading a hard life |         |             |
| Children  | loving their granny   |         |             |

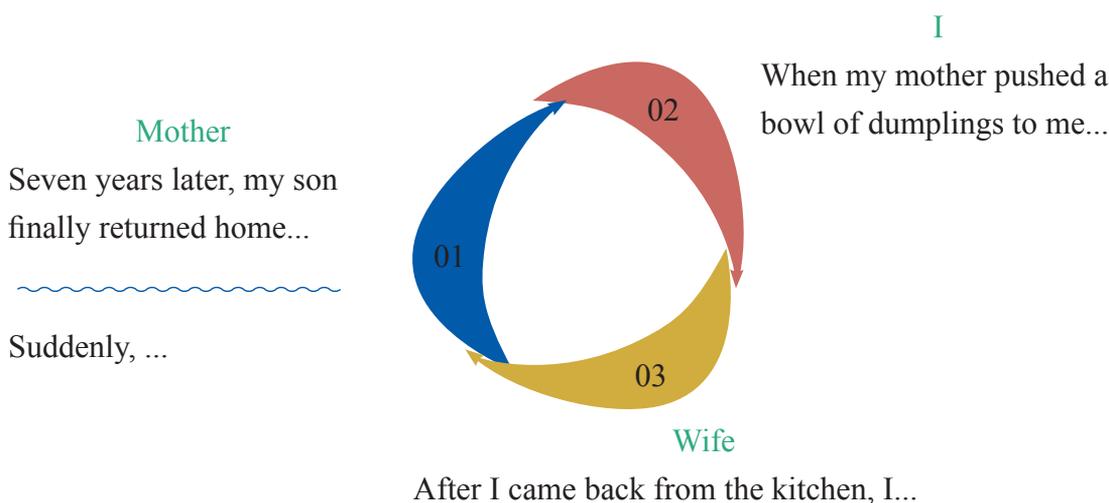
**TIP**

Characterisation is the act or way of creating characters for a narrative. When an author describes a character, he/she usually describes the character’s appearance, speech, actions and thoughts.

**3** Work in groups to discuss the following questions.

- 1) At the beginning and the end of the story, the mother’s tears are described. What do the tears suggest respectively?
- 2) Who is the most highly respected in the author’s family? Why do you think so?
- 3) What is the link among the family members? Why do you think so?
- 4) What is the symbolic meaning of the good-luck dumpling in the story?
- 5) Who would you like to make a good-luck dumpling for? And why?

**4** Based on the diagram in Activity 1 and your discussion, work in groups of three to retell the story by playing different roles.



**TIP**

While retelling the story, you may use some adverbs from the text like *bitterly*, *instantly*, *secretly*, *firmly*, *obviously*, *fortunately*, *unexpectedly*, etc. to show the personality of the character. Pay attention to your intonation, facial expressions and pace of speech.

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

**Step 1** Read the passage “The Tradition of Making Good-luck Dumplings” in Reading Box to know more about the meanings of good-luck dumplings.

**Step 2** Work in groups to think of some other traditional Chinese foods that can express good wishes.

**Step 3** Select one kind of traditional Chinese foods you like best and surf the Internet for more specific information and some stories related to it.

**Step 4** Work in groups to note down some important information about it.

The food I like best: \_\_\_\_\_

Its history: \_\_\_\_\_

The good wishes it may express: \_\_\_\_\_

Interesting/moving stories about it: \_\_\_\_\_

\_\_\_\_\_

**Step 5** Write your passage and introduce the food based on the above table in groups.

**Step 6** Share your writing in class.

## Exploring and Using



### ► Language Feature

**1** Match the following verbs with their synonyms or explanations. Then use their appropriate forms to complete the below sentences.

permit

tremble

burst

pretend

weep

sob

spot

A. to give the appearance or feeling

E. to cry noisily, making loud gasps

B. to allow something

F. to notice or recognise something

C. to shake as a result of anxiety, cold, etc.

G. to cry

D. to begin doing something suddenly as an expression of a strong feeling

- 1) All of us \_\_\_\_\_ openly when his death was announced.
- 2) The doctor doesn't \_\_\_\_\_ him to eat fatty food any more.
- 3) We mustn't \_\_\_\_\_ to know what we don't know.
- 4) The little boy started to \_\_\_\_\_ when he couldn't find his mother.
- 5) I \_\_\_\_\_ him in the crowd as soon as I saw him.
- 6) The poor girl \_\_\_\_\_ into tears when she heard the bad news.
- 7) The room is warm now, but he is still \_\_\_\_\_.

**2** Make up a story based on the following pictures, trying your best to use the lexical chunks below them.



look sb. up and down, at a distance



all by oneself, be forced to do sth.,  
gaze at sb. with tears, cry out



an idea occurs to sb., take out, take  
a glance at, make a mark on



with all one's heart, on the edge of, manage  
to do sth., keep... in mind, share sth. with sb.

## ► Grammar Link

### Noun Phrases

#### Understanding the meaning

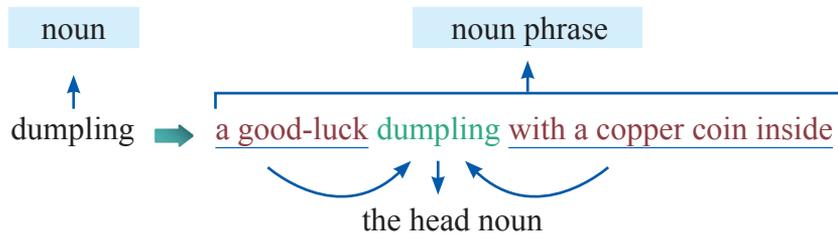
Read the following passage and pay special attention to the coloured parts. Think about what information you can get from them.

In China, it is traditionally believed that a **person** who has a **good-luck dumpling** will be blessed. So a good-luck dumpling is a **thing** full of good wishes. The text tells us a **moving story**. In the **story**, a **good-luck dumpling** with a copper coin inside is passed on around the family. Finally the writer's **mother**, wishing her son to be blessed, is blessed herself. So the passing of the **dumpling** to give someone good luck is actually an expression of the **deep love** in the family.

## Discovering the rule

- 1 Study the following example and find out how a noun phrase is formed. Then work in pairs to share your understanding.

• Example •



TIP

A noun phrase is a group of words containing a head noun. It functions as a noun.

- 2 Find examples from the passage in *Understanding the meaning* to fill in the blanks. Then share your answers in groups to know more about the forms of noun phrases.

- A. determiner + head noun: \_\_\_\_\_
- B. adjective + head noun: \_\_\_\_\_
- C. determiner + modifier + head noun: \_\_\_\_\_
- D. head noun + adjective phrase: \_\_\_\_\_
- E. head noun + *-ing/-ed* phrase: \_\_\_\_\_
- F. head noun + infinitive phrase: \_\_\_\_\_
- G. head noun + preposition phrase: \_\_\_\_\_
- H. head noun + relative clause: \_\_\_\_\_

TIP

Determiners include the words like *a/an, the, this, two, my* and so on.

## Applying the rule

- 1 Read the first three paragraphs of the text again and underline all the noun phrases. Then analyse them by following the given example.

• Example •

a special reason

Diagram: A bracket underlines "special", and an arrow points from "special" to "reason".

- 2 Look at the picture carefully and complete the following joke by using noun phrases. Then act it out, paying special attention to your intonation, tone and facial expressions.

- A: Look at \_\_\_\_\_!
- B: Sorry?
- A: What a/an \_\_\_\_\_! Do you know \_\_\_\_\_ on the stage?
- B: Yes, I do. She is \_\_\_\_\_.



A: Oh, I beg your pardon. In fact \_\_\_\_\_ isn't bad. It is \_\_\_\_\_. I wonder who wrote \_\_\_\_\_ song.

B: I did.

**TIP**

You may use your imagination to make your conversation humorous and surprising.

**3** Select one of the following pictures and write a passage to introduce the food in it, using as many noun phrases as possible. Then share your writing in groups.

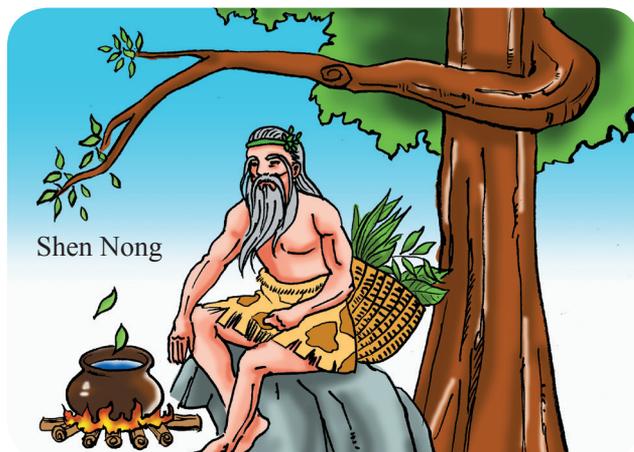


//////// **Listening, Understanding and Communicating** //////////

**Making a Comparison**

**1** Understand the meaning of the following key words from a dialogue and predict what it is mainly about with the help of the picture. Then listen to check your prediction.

- |          |            |                 |        |
|----------|------------|-----------------|--------|
| beverage | meditation | self-reflection | legend |
| inspire  | herbal     | refreshening    | tasty  |



**2** Listen again and choose the best answer to each of the following questions.

- 1) The most probable relationship between the two speakers is \_\_\_\_\_.
- A. friends                      B. teacher and student                      C. employer and employee

- 2) When A says, “What would you like, tea or coffee?”, he is making a/an \_\_\_\_\_.
- A. request                      B. offer                              C. invitation
- 3) What is tea helpful for?
- A. Meditation.                      B. Reflection.                      C. Imagination.
- 4) What is Shen Nong considered as?
- A. The father of agriculture.    B. The father of herbal medicine.
- C. The father of both agriculture and herbal medicine.
- 5) Which beverage is drunk by the largest number of people in the world?
- A. Tea.                              B. Coffee.                              C. Cocoa.
- 6) What may be the main idea of the dialogue?
- A. The popularity of tea.    B. The most popular beverage.
- C. The legend of discovering tea.

**3** Listen for a third time and complete the following passage.

According to a popular \_\_\_\_\_, the first person to discover the \_\_\_\_\_ of tea was Shen Nong—the \_\_\_\_\_ of agriculture and herbal medicine in China. Though tea is a \_\_\_\_\_ beverage, it is said to be \_\_\_\_\_ for meditation and self-reflection and even perhaps \_\_\_\_\_ someone’s imagination. Therefore, of the \_\_\_\_\_ major beverages of the world—tea, coffee and cocoa, tea is now consumed by the \_\_\_\_\_ number of people.

**4** Read the below sentences and pay attention to the coloured parts. Find out their functions and then use them to talk about your favourite dishes.

- 1) In my opinion, honey is (not) as sweet as sugar.
- 2) I generally find Chinese food to be more delicious than Western food.
- 3) If you compare these two dishes, the one with red chilli is hotter.
- 4) Compared to beef, pork is much more popular in this city.
- 5) You just can’t compare ice-cream and pudding.
- 6) There is no way hamburgers are better than sandwiches.
- 7) Of all the dishes, this is the most tempting.

Their function is \_\_\_\_\_

## Viewing, Speaking and Writing



### Writing a “How-to” Passage

**1** Look at the pictures and number the following steps for making dumplings in the correct order.

- \_\_\_\_\_ Prepare dumpling wrappers.
- \_\_\_\_\_ Wrap up the mixture.
- \_\_\_\_\_ Put the dumplings in the boiling water.
- \_\_\_\_\_ Line them up one behind another on a plate.
- \_\_\_\_\_ Mix the meat with vegetables.
- \_\_\_\_\_ Put the mixture on the dumpling wrappers.



**2** Read the following passage about how to make dumplings. Compare it with the above steps and pay special attention to the underlined conjunctive adverbs.

### How to Make Dumplings

My grandmother is teaching me how to make dumplings. First, we mix the meat with vegetables and then we start putting it on the dumpling wrappers. We wrap it up and line them up one behind another on a plate. We make a lot.

Next, I turn on the gas and light the stove. I pour water in the pot and wait until the water boils. Then, I put in the dumplings. We have to wait for almost five minutes. When the dumplings are done we start to eat them. Yummy!

**3** Complete the recipe by filling in the blanks with the given verbs.

cut      pour      add      remove      stir      serve      beat

### A Recipe for Tomato and Egg Soup

**Ingredients:**

- two tomatoes
- two eggs
- a little salt

**Steps:**

- 1) \_\_\_\_\_ the skins of the tomatoes.
- 2) \_\_\_\_\_ the tomatoes into thick slices.
- 3) \_\_\_\_\_ the eggs and stir them.
- 4) \_\_\_\_\_ some water and the tomatoes into a pot and cook over a strong fire.
- 5) \_\_\_\_\_ the eggs into the soup lightly with a soup spoon when the water boils.
- 6) \_\_\_\_\_ salt.
- 7) The soup is ready to \_\_\_\_\_.



**4** Write a passage to introduce how to make tomato and egg soup, developing the above steps by using some conjunctive adverbs. Then ask your partner to proofread your writing.

**5** Do you have any other ways to make tomato and egg soup? Note the steps down and then write a short passage based on them. Or you can write about making any dish you like most.

\_\_\_\_\_ → \_\_\_\_\_ → \_\_\_\_\_ → \_\_\_\_\_

## Reading Further



### ▶ Getting Ready

- 1 *Classify the following food into typical Western food (W) and Chinese food (C). Then check your ideas with a partner.*

|                     |         |                           |       |           |          |
|---------------------|---------|---------------------------|-------|-----------|----------|
| roast beef          | pudding | rice                      | bacon | apple pie | dumpling |
| fish and chips      | noodles | cheeseburger              |       | hamburger | sandwich |
| sweet and sour ribs |         | Sichuan style sliced pork |       |           | hotpot   |

- 2 *Work in pairs to make a list of the differences between Western food and Chinese food. Then read the coming dialogue to check your ideas.*

The differences:

- 
- 
- 

### ▶ Reading

#### Western Food and Chinese Food

Susan: Lin Ping, how long have you been here?

Lin Ping: A couple of months.

Susan: How do you like our food then?

Lin Ping: Your food is so different from ours.

Susan: Yeah, you can say that again. Cooking is different from country to country, even though the basic ingredients may be very much the same. Every country has its own national dishes. And some of them may be world-famous. Traditional English dishes are quite well-known abroad... like roast beef, pudding, bacon, pie, fish and chips, and wine.

Lin Ping: Yeah, but some of the food you eat is so different from ours.

Susan: Don't make such a fuss. As the saying goes, one man's meat is another man's poison.

Lin Ping: I mean each nation has its typical foods.

Susan: Sure.

Lin Ping: As you know, we Chinese live on rice, wheat, pork, etc. while Americans live on cheeseburgers, hamburgers, coke, French fries, etc.

Susan: By the way, what Western dishes do you particularly like? Or don't you like any of them?

Lin Ping: I'm fond of toast, sandwiches, the pudding and apple pie you make at home, and the meat you cook is so tender.



Susan: It's very nice of you to say so.  
 Lin Ping: What kind of Chinese food do you like?  
 Susan: I like your sweet and sour ribs, sweet and sour fish, Sichuan style sliced pork and so on. Generally speaking, I like Chinese food, especially sweet and sour stuff, and deep-fried stuff, but not anything very hot, especially the stuff with chilli.  
 Lin Ping: So you don't like our hotpot?  
 Susan: Some of us do, but not me. I'd rather have something raw.  
 Lin Ping: Oh, that reminds me of another difference. I think your food is, generally speaking, cold while ours is cooked and hot, and you eat a lot of frozen food.  
 Susan: Yeah. You Chinese spend a lot of time cooking while we eat frozen food to save time.  
 Lin Ping: But I don't think frozen food is as tasty as fresh one.  
 Susan: Yeah, but some of our foods are excellent, aren't they?



► **Comprehending**

**1** Scan the dialogue and complete the following table with the information about Susan and Lin Ping. Then add your own information.

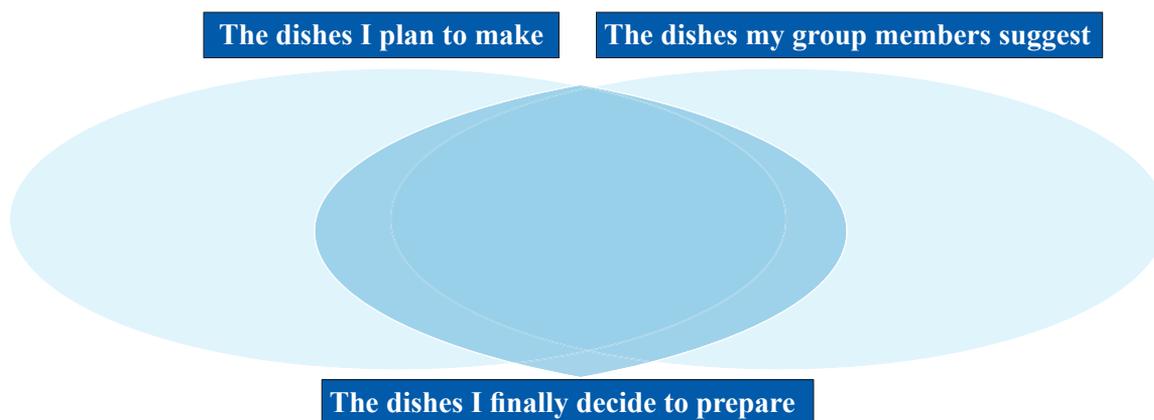
| Who \ Food | Likes        |              | Dislikes     |              |
|------------|--------------|--------------|--------------|--------------|
|            | Chinese food | Western food | Chinese food | Western food |
| Susan      |              |              |              |              |
| Lin Ping   |              |              |              |              |
| You        |              |              |              |              |

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

- 1) Why is cooking different from country to country even though the basic ingredients may be very much the same?
- 2) How do you understand "One man's meat is another man's poison"?
- 3) What's your understanding of the saying "Food is the first necessity of the people"?
- 4) There are four main styles of Chinese food: Shandong style, Cantonese style, Sichuan style, and Jiangsu style. What are the main characteristics of each one?
- 5) What is food culture in your opinion? What's the relationship between food and culture?

**3** Do the activity by following the below steps.

- Step 1** You are going to invite a few American friends to have dinner at home. You plan to make some dishes by yourself. Think about what dishes you will prepare.
- Step 2** Ask the opinions of your group members.
- Step 3** Make your decision on the dishes you will prepare by completing the following diagram.



- Step 4** Ask your group members to write down the recipe for a dish which you don't know how to make.
- Step 5** Make the dish by following the recipe and then write a short passage on how you made it.

## 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 culture behind food.                                    |        |             |
| • I can use the newly-learned lexical chunks to make up a story.              |        |             |
| • I can use noun phrases to introduce food.                                   |        |             |
| • I can make a comparison between different dishes.                           |        |             |
| • I can write a “how-to” passage about making a dish.                         |        |             |
| • I can describe differences in the cultures behind Chinese and Western food. |        |             |

# Challenging Yourself B

## Culture behind Eating

*The appearance of different tableware featured the coming of different civilization, and later different food culture.*

—Anonymous

### Looking Ahead

After completing this project, you should be able to:

- introduce chopsticks from various aspects;
- compare chopsticks with knives and forks with a Venn diagram;
- deepen your sense of identity about Chinese culture after learning the cultural meanings of chopsticks;
- collect the information you need for discussion through different resources;
- reflect on the learning of the whole theme from the aspect of forming cross-cultural consciousness.

### Learning Individually



**1** Guess the following riddles about tableware and write down your answers.

They are always partners.  
One has pointed ends  
to pick up food, and the  
other is used to cut food.

\_\_\_\_\_

They are twin brothers  
with long and thin bodies,  
and they like dishes rather  
than soup.

\_\_\_\_\_

If you want to eat ice  
cream or soup, its round  
end can help you a lot.

\_\_\_\_\_

**2** Write down the aspects about chopsticks which you would like to introduce to foreign friends. Then read the article to check.



## ► Reading and Thinking

In the 17th century when a British businessman heard that there were one hundred million people in China, he was determined to go there and sell **spoons**. He thought even if he could earn one penny for one spoon, he would still make one hundred million pennies. But to his surprise, the Chinese people use chopsticks, not spoons.

Then, why do the Chinese people use chopsticks? Some people did research on the origin of China's chopsticks compared to that of knives and forks in the West. One theory is that chopsticks were very convenient for Chinese to use because China was an agricultural society, relying mainly on vegetables for food. When we steamed or boiled food, it was difficult for us to use spoons to dip vegetables in the soup, so we cleverly invented chopsticks to pick food. The westerners, on the other hand, travelled with their animals from place to place and lived on meat. For them, knives and forks were more practical.

Whatever the reasons, our ancestors said goodbye to those days when they had to use hands to eat with the appearance of chopsticks. Then, chopsticks featured the coming of different civilization, and later different food culture.

Chopsticks reflect gentleness and kindness, the main moral teaching of Confucianism. There are some taboos about using chopsticks that you should pay great attention to, or you may be laughed at or blamed for your bad table manners. First, don't use it to hit the side of your bowl or plate to make noises, because Chinese people think only **beggars** would do this to beg for meals. Second, don't point at people with your chopsticks or stretch out your index finger while using them, which would be regarded as a kind of accusation against others. Third, it is thought to be an impolite behavior when you **suck** the end of a chopstick. And at last, never stick your chopsticks upright in the rice bowl, since that usually appears at the funerals and is believed to be a curse to the host and the seniors who are at the table.

Apart from being tableware, chopsticks can also be given as a present with blessings in China. For example, a newly-married couple will be very happy to accept them as their wedding gift as they read "Kuaizi", which means having sons soon. What's more, Chinese people also send pairs of chopsticks as a gift to their business partners.

Guess the meaning of *spoon*.

*Beggar* means \_\_\_\_\_ in Chinese.



*Suck* means \_\_\_\_\_ in Chinese.

Since chopsticks should be used in pairs in Chinese culture, they stand for close “cooperation” between two parties in business.

Today, chopsticks have become a typical part of Chinese culture, symbolising the power of unity. Indeed, one chopstick is useless and so delicate that it can be broken readily. However, ten pairs of chopsticks possess strength, which is **indestructible** under almost any circumstance. All Chinese people draw on this spirit, which always inspires and encourages them to work hand in hand for a better future.

*indestructible* = in- +  
destruct + -ible

It means \_\_\_\_\_ in  
Chinese.

### ► Analysing and Questioning

**1** Read the article and complete the first two columns with the missing information. Then search for the information you don't know about knives and forks and complete the third column.

|   |   |
|---|---|
|  |  |
| _____   | _____   |
| ↓   |   |
| Cultural meanings   |   |
| ↓   |   |
| _____   | _____   |

**TIP**

For the information about knives and forks, you can search on the Internet or in relevant books.

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

- 1) Why did the British businessman in the story fail to make money in China?
- 2) Why did Chinese people use chopsticks instead of knives and forks?
- 3) What are the taboos about using chopsticks as a tableware? How do you understand that chopsticks reflect gentleness and kindness?

4) How do you understand the below pictures? What can you learn from them?



**3** Read the article again and write a proper title for it.

**TIP**

When writing a title, you should cover the main contents of the article, which you can find in Activity 1. Then you should identify the key words and connect them in a concise way. Try to make it attractive!

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

• Question Corner •

- 1) \_\_\_\_\_  
 2) \_\_\_\_\_  
 ...



## Learning Cooperatively

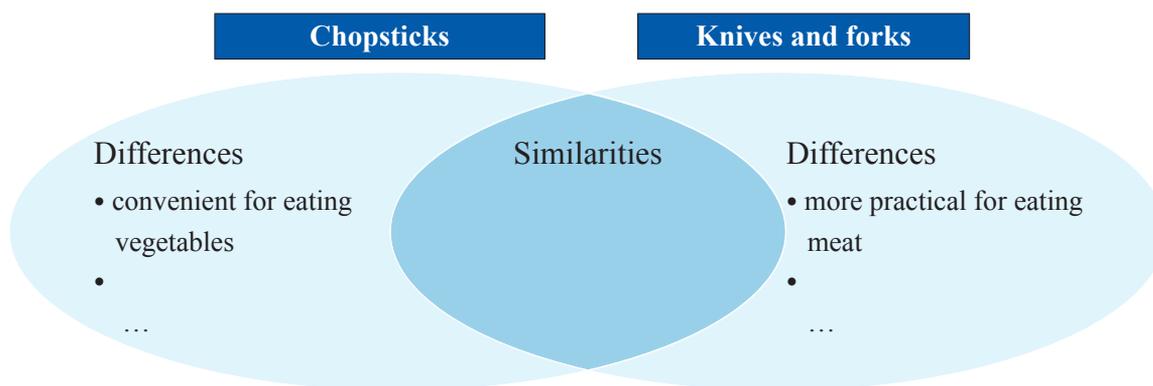


### Phase 1 Sharing the individual work

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

### Phase 2 Exploring further

- 1) Do the following activities and share your understanding. You can refer to Activity 1 in Analysing and Questioning.  
 Activity 1: Work in groups and introduce the culture of chopsticks to your group members, trying to cover as many aspects as possible.  
 Activity 2: Discuss the similarities and differences between chopsticks and knives and forks. You can discuss the aspects of their uses, taboos, etc.



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

### Phase 3 Utilising resources

- 1) Watch the video *Chopsticks: Chinese VS. Japanese VS. Korean in Video Bank* and better understand the implied meanings of chopsticks in China.
- 2) Read the article about bowls in *Reading Box*.

## Learning Creatively



*Think about the relationship between food and culture, and then read the following article to check your ideas.*

### What Food Tells Us about Culture

Have you ever wondered what the food you eat every day can tell you about where you come from? Have you ever wondered why people from different parts of the world eat different types of food? Do you ever ask yourself why certain foods or culinary traditions are so important to your culture? There is more of a connection between food and culture than you may think.

On an individual level, we grow up eating the food of our cultures. It becomes a part of who each of us is. Many of us associate food from our childhood with warm feelings and good memories and it ties us to our families, holding a special and personal value for us. Food from our family often becomes the comfort food we seek as adults in times of frustration and stress. When I was sick as a kid, I couldn't eat rice because I was too weak, so my mother would cook soup and bring it to bed for me. The smell and taste of the soup became something very familiar to me. Now, whenever I feel tired or stressed, I remember the soup my mom used to make for me and I feel hungry for that soup.

On a larger scale, food is an important part of culture. Traditional cuisine is passed down from one generation to the next. It also operates as an expression of cultural identity. Immigrants bring the food of their countries with them wherever they go and cooking traditional food is a way of preserving their culture when they move to new places. Continuing to make food from their culture for family meals is a symbol of pride for their ethnicity and a

means of coping with homesickness. Many open their own restaurants and serve traditional dishes. However, the food does not remain exactly the same. For example, some ingredients needed to make traditional dishes may not be readily available, so the taste and flavour can be different from the taste and flavour of the dishes that they would prepare in their home countries.



Additionally, when immigrants sell food in another country, they do not only sell it to people from the same countries as them, but to people from different countries. Therefore, they have to alter the original dishes to cater to a wider range of customers with distinct tastes and flavour preferences. Alterations to original dishes can create new flavours that still retain the cultural significance of the dish.

What stays the same though is the extent to which each country or community's unique cuisine can reflect its unique history, lifestyle, values, and beliefs.

In China, harmony is a vital trait in almost every aspect of life. This is reflected in Chinese cuisine, where almost every flavour (salty, spicy, sour, sweet, and bitter) is used in a balanced way creating delicious dishes with flavours that go well together. Historically, Chinese people have an ornate style, which can be seen in our architecture and costumes, as well as in our food. We believe that food not only needs to be nutritious but also needs to look appealing, so we put a lot of effort into decorating the dishes and making them look colourful, with vibrant red as our traditional colour.

The cuisine of the United States reflects its history. The European colonization of the Americas yielded the introduction of European ingredients and cooking styles to the U.S. Later in the 20th century, the influx of immigrants from many foreign nations developed a rich diversity in food preparation throughout the country.

As the world becomes more globalized, it is easier to access cuisines from different cultures. We should embrace our heritage through our culture's food but we should also become more informed about other cultures by trying their foods. It's important to remember that each dish has a special place in the culture to which it belongs, and is special to those who prepare it. Food is a portal into culture, and it should be treated as such.

*Do the following activities.*

- 1) Work in groups to discuss what role Chinese food plays in introducing and spreading Chinese culture around the world. Give some examples to illustrate your opinions.
- 2) Watch the short cartoon film *Bao* and find out some aspects of Chinese culture rooted in it. Then share your findings in class.

## Learning Reflectively



Reflect on your learning by referring back to Guiding Page and Looking Ahead of this theme. Write down your discoveries.

- 1) How well have I achieved the learning objectives with the awareness of the cultural differences? List the approaches you have adopted: comparison and contrast, analysis, appraisal or searching for more information, etc.

---

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- 2) What puzzles do you have after learning? List them with possible solutions.

About the learning methods: \_\_\_\_\_

---

---

About the puzzles and solutions: \_\_\_\_\_

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# Theme C

## Countries and Cities

When we travel around everywhere through cities and countries, we start reading the history of the place, getting into the local culture and approaching the local people. When we return, we bring home not only the amazing scenes and memorable experiences during the trip but also a new viewpoint of ourselves and the world. Travel is a part of education and exploration. Let's travel, discover and explore!



*In this theme, you will:*

- ◇ read journals about travelling around the world;
- ◇ learn more about the Great Wall;
- ◇ get to know how to check in at a hotel.

### Unit 5

What is your most unforgettable memory of travelling? And what did you learn from that experience?

- ◇ get information about the Taj Mahal;
- ◇ learn more about Switzerland;
- ◇ talk about ways of travelling.

### Unit 6

- ◇ learn about Lisa's adventures in New Zealand.

### Challenging Yourself C



# Unit 5

## Places of Interest

*One's destination is never a place, but a new way of seeing things.*

—Henry Miller

### Looking Ahead

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

- introduce unforgettable trips to places of interest;
- identify some writing techniques used to make writing more impressive;
- make up a story by using the present perfect continuous tense;
- role-play check-in at a hotel;
- write a passage to introduce a place;
- introduce the Great Wall to foreign friends.

### Reading Actively



#### ▶ Activating and Predicting

**1** Match the given words with the pictures. Then predict which places of interest they are about respectively.



( )



( )



( )

- 1) sunshine, boatman, gondola, Marco Polo
- 2) Goddess Peak, the Yangtze River, twelve peaks
- 3) sunrise, Jinding Peak, glorious views

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

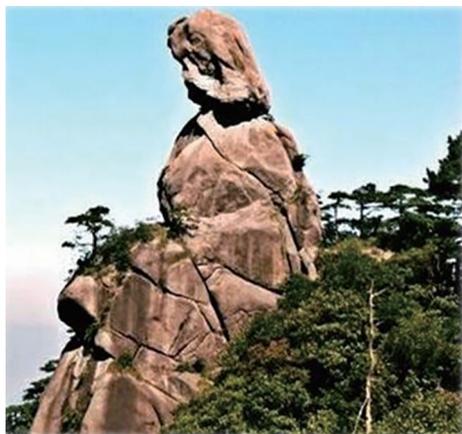
**2** Work in pairs to predict what will impress the travellers most in those three places respectively and then read the text to check your prediction.

## ► Reading, Thinking and Analysing

### Visiting Beautiful Places

Oct. 7th, 2018

Sunny



The splendid scenery with so much historical interest and so many stories makes it a world-famous tourist attraction. When I travelled along by boat, I could clearly see the peaks on the banks. Many of the mountains are as much as 500 metres high above the Yangtze River that runs through them.

There are twelve very famous peaks, and each peak has been given a vivid name. “Goddess Peak” is the most elegant and lively one. It is so named because on the **summit** of the peak stands a stone that looks like a beautiful young woman. It is said that she was the 23rd daughter of the Goddess of Western Heaven, whose name was Yaoji. She once gave a magic book to **Yu the Great** and helped him to get the flood under control.

(by Gloria)

The *summit* of a place is the \_\_\_\_\_ of it.

A. *top*

B. *foot*

What’s the Chinese name for *Yu the Great*?

May 5th, 2017

Sunny



Steamboats, rowing boats and **gondolas** are the transportation vehicles which serve either as “buses” or “taxis” for this special city. The most interesting thing about the trip is that we took a tour by gondola, a small narrow boat similar to our dragon boat. It is made from eight different wood species and 280 pieces. The gondola which we took was beautifully equipped with bright red chairs for five people. It was so small and narrow that we had to be careful to keep our balance. The boatman was a strong, handsome young guy. He continuously pointed at the buildings we passed by and introduced them to us, and I noticed there was one called “Marco Polo”. I think all Chinese know that name. **Bathing** in the sunshine, watching the water softly kissing the stones of the buildings, I felt harmony, peace and satisfaction. It was

*gondola* [ˈɡɒndələ]  
(n.) : a kind of \_\_\_\_\_.

*Bathe* here means \_\_\_\_\_ in Chinese.

like a sweet dream. Whenever I think of this trip, a smile will appear on my face.

(by Joan)

Sept. 3rd, 2018



Rainy

For years Mount Emei had attracted my interest, but for various reasons I had never actually visited it. When I finally started from Baoguo Temple on a dark and rainy evening with two colleagues, I felt **thrilled**

about the coming night. Our desire at that moment was to arrive at Jinding Peak before sunrise the next morning. In the beginning, we had the impression that the rain was stopping and some very early daylight seemed to be reaching us. Unfortunately, we were wrong. On the summit, instead of enjoying the famous view of the sunrise, we got **chilled** to the bone. However, when we finally found ourselves under the highest layer of clouds, we saw **glorious** views of hills which had a kind of unimaginable beauty.

(by Robin)

*Thrilled* means \_\_\_\_.

A. *troubled*

B. *very excited*

Guess the meaning of *chilled* from the context.

*Glorious* means \_\_\_\_.

A. *beautiful*

B. *famous*

### ► Comprehending, Integrating and Creating

**1** Scan the text and complete the following table with the information you have got.

| Traveller | Place | Vehicle | Scenery | Activity |
|-----------|-------|---------|---------|----------|
| Gloria    |       |         |         |          |
| Joan      |       |         |         |          |
| Robin     |       |         |         |          |

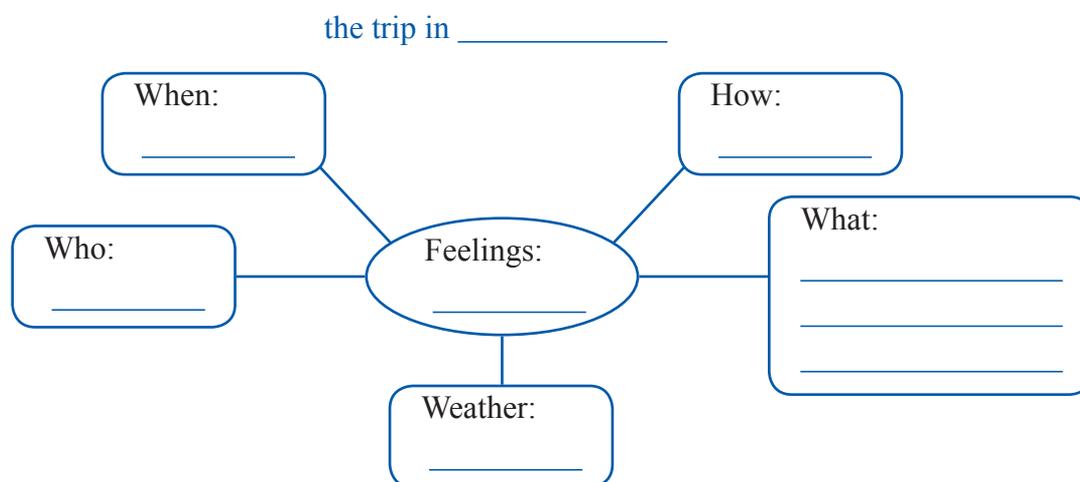
**2** Read Gloria's diary and decide whether the following statements are true (T) or false (F). Correct the false one(s).

\_\_\_ 1) The scenic spot is a world-famous tourist attraction.

\_\_\_ 2) There are 500 famous peaks along the Yangtze River that have been given vivid names.

- \_\_\_ 3) The most elegant and lively peak is Goddess Peak which is so called because a beautiful young woman stands on the top of the mountain.
- \_\_\_ 4) The Goddess of Western Heaven was called Yaoji.
- \_\_\_ 5) Yaoji is said to have helped Yu the Great to control the flood.

**3** Read Joan's diary and complete the following mind map.



**4** Read Robin's diary and put the following statements in the correct order.

- 1) We found ourselves under the highest layer of clouds.
- 2) We enjoyed a beautiful view of the hills.
- 3) We set out at night.
- 4) We got to the summit but failed to see the sunrise.
- 5) We got chilled to the bone.

The correct order:  →  →  →  →

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

**Step 1** Recall an unforgettable trip which you have taken and answer the following questions.

- 1) Where did you visit? And when? With whom?
- 2) What activities did you do there?
- 3) What was the scenic spot like? How about the weather, people and culture?
- 4) How did you feel before, during and after the trip?
- 5) What impressed you most?

**Step 2** Write about your trip in the form of a journal.

**Step 3** Work in groups to share your experience of travelling by reading your journal aloud to your group members.

**Step 4** Work in the same groups to discuss why more and more people prefer to visit different countries and places around the world.

- We can enjoy some beautiful and interesting scenery.

- We can know more about other cultures.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Step 5 Share your opinions in class.

## Exploring and Using



### ► Language Feature

- 1** Complete the following dialogue with the appropriate form of a word or phrase in the box. Then read the dialogue aloud by playing the roles.

in the beginning      harmony      start      colleagues      scenery      various

Ma Ming: Hi, how was your trip to Jiuzhaigou during the National Day holiday?

Li Hua: Fantastic! We enjoyed very beautiful 1) \_\_\_\_\_ all the way and I could strongly feel the 2) \_\_\_\_\_ between nature and human beings.

Ma Ming: Oh, really? Why did you choose to go there?

Li Hua: 3) \_\_\_\_\_, we planned to go to Hainan. As you know, it is a very good place. But one of my 4) \_\_\_\_\_ suggested we go there in winter. So for 5) \_\_\_\_\_ reasons, we changed our mind.

Ma Ming: Then, when did you 6) \_\_\_\_\_ your trip?

Li Hua: Just on the first day of October.

Ma Ming: Oh, I see. It sounds good. I will go there in the coming summer holiday.

**TIP**

Pay attention to the places where you should pause and the key words which should be stressed.

- 2** Match the writing techniques with the corresponding sentences and then work in groups to discuss how they help to make the writing more impressive.

A. using a simile      B. using figures      C. using adjectives      D. using personification  
E. using an inverted sentence order      F. using a parallel structure      G. making comparison

\_\_\_\_\_ 1) Bathing in the sunshine, watching the water **softly kissing the stones of the buildings**, I felt harmony, peace and satisfaction.

\_\_\_\_\_ 2) It was **like a sweet dream**.

\_\_\_\_\_ 3) The splendid scenery with **so much historical interest** and **so many stories** makes it a world-famous tourist attraction.

- \_\_\_\_\_ 4) Many mountains are as much as 500 metres high above the Yangtze River that runs through them.
- \_\_\_\_\_ 5) It is so named because on the summit of the peak stands a stone that looks like a beautiful young woman.
- \_\_\_\_\_ 6) On the summit, instead of enjoying the famous view of the sunrise, we got chilled to the bone and rushed down in two hours.
- \_\_\_\_\_ 7) When we finally found ourselves under the highest layer of clouds, we saw glorious views of hills which had a kind of unimaginable beauty.

TIP

In order to make the writing more vivid and impressive, an author may use a lot of methods and techniques such as similes.

Now improve your journal in Activity 5 on Page 73 by using some of the techniques.

## ► Grammar Link

### The Present Perfect Continuous Tense

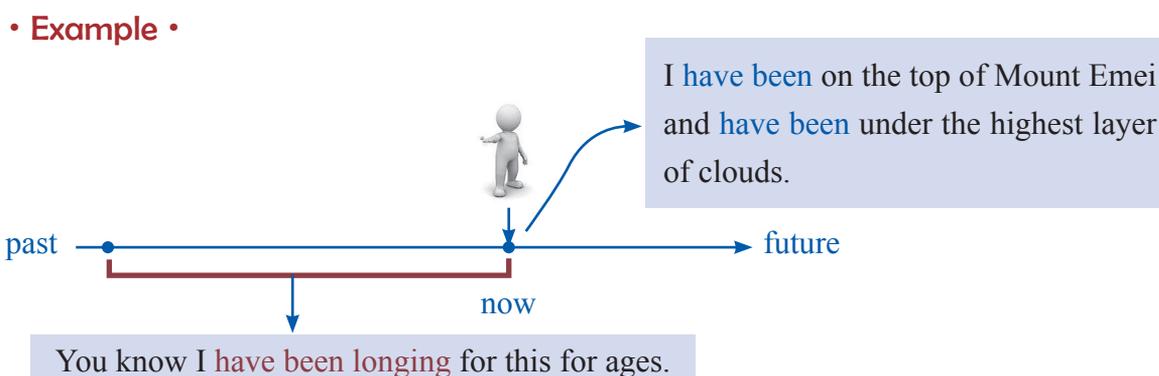
#### Understanding the meaning

Read the following message sent by Robin to his good friend, Jimmy, paying special attention to the coloured parts.

Jimmy, I am so excited now. I **have been** on the top of Mount Emei and **have been** under the highest layer of clouds. It seems that I **have been floating** in the clouds since I climbed up. Unluckily, I am not enjoying the famous view of the sunrise because it **has been raining**. You know I **have been longing for** this for ages. Anyhow, I **have witnessed** the glorious views of hills with unimaginable beauty.

#### Discovering the rule

- 1 Study the following example to understand what the present perfect continuous tense means. Then share your understanding in pairs.



**2** Read more examples and complete the below table. Then check your ideas in groups.

| Example   | Meaning  | Feature  |
|---|--|--|
| 1) Bob <b>has been writing</b> his report for three hours. He is still writing it now.<br>2) I <b>have been teaching</b> since 2000. I still work as a teacher now. | started in the past → continued until now<br>→ may _____ in the future | together with adverbs of time such as “ _____ ” and “ _____ ”. |
| 1) Look at her eyes. I am sure she <b>has been crying</b> .<br>2) They are so tired because they <b>have been playing</b> basketball the whole morning.             | started in the past → continued until now<br>→ finished now            | together with a certain result                                 |
| Basic form: _____   |  |  |

**Applying the rule**

**1** Ask questions by following the example, using the present perfect continuous tense.

• **Example** •

You see a little boy. His eyes are red and watery. (cry)

Why have you been crying?

1) You have just arrived to meet your friend who is waiting for you. (wait long)

\_\_\_\_\_

2) Your friend comes in. His face and hands are very dirty. (do)

\_\_\_\_\_

3) You see Bob and Bill wearing sweatshirts and carrying tennis rackets. (play tennis)

\_\_\_\_\_

4) Your friend has just come back from the beach. He is suntanned. (lie in the sun)

\_\_\_\_\_

5) You see two girls carrying bags and packages in a well-known department store. (shop)

\_\_\_\_\_

**2** Read the following thank-you note and correct six mistakes in the use of the present perfect continuous tense. The first mistake has already been corrected as an example.

Dear Uncle Joe,

Thank you so much for the basketball. My brother Tom and I have been play for a whole day. So far, I have been winning. I really like playing basketball. My father been trying to join us these days, because he wants to keep fit. Some of my friends were playing ball games for months now. Jack and Tom enjoy football. They’s

playing

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

been asking me to play with them. But I am been having too much fun with my basketball. How have you been? I've been thought about you a lot. I hope you can come to visit us soon.

Love,  
Ben

- 3** Make up a story based on the pictures below by using both the present perfect tense and the present perfect continuous tense.



## Listening, Understanding and Communicating

### Check-in at a Hotel

- 1** Put the following steps for checking in at a hotel in the right order, guessing the meanings of the words in bold type. Then listen to a dialogue to check.

- \_\_\_\_\_ The **receptionist** and the customer greet each other.  
 \_\_\_\_\_ The customer tells the receptionist his **nationality**.  
 \_\_\_\_\_ The receptionist **fills in** the hotel **registration form**.  
 \_\_\_\_\_ The customer tells the receptionist the number of his passport.  
 \_\_\_\_\_ The customer tells the receptionist his name.  
 \_\_\_\_\_ The receptionist **registers** the number of the customer's room.

- 2** Listen again and choose the best answer to complete each of the following statements.

- 1) There are \_\_\_\_\_ people in the dialogue.  
 A. two                      B. three                      C. four                      D. five
- 2) Mr. Clarke is talking to \_\_\_\_\_.  
 A. the manager      B. the receptionist      C. the operator      D. the waiter
- 3) Mr. Clarke plans to stay in the hotel for \_\_\_\_\_ nights.  
 A. three                      B. five                      C. seven                      D. ten
- 4) Mr. Clarke is \_\_\_\_\_ now.  
 A. in the hotel      B. in Singapore      C. at the airport      D. in London
- 5) Mr. Clarke's nationality is \_\_\_\_\_, but he has just come from \_\_\_\_\_.  
 A. British; Beijing                      B. Singaporean; London  
 C. Chinese; Singapore                      D. British; Singapore

- 6) Mr. Clarke is going to \_\_\_\_\_.  
 A. London            B. Singapore            C. Beijing            D. New York

**3** Listen for a third time and fill in the hotel registration form with the information you have got.

**Nirvana Hotel**

**Personal Details**

Name: \_\_\_\_\_ Nationality: \_\_\_\_\_

Passport Number: \_\_\_\_\_

**Room Required**

Single                       Double                      Room Number: \_\_\_\_\_

Arrival Date: \_\_\_\_\_                      Departure Date: \_\_\_\_\_

**Details of travel**

From: \_\_\_\_\_                      To: \_\_\_\_\_

Ways to pay \_\_\_\_\_

**4** Role-play check-in at a hotel with a partner with the help of the given sentence structures.

| Receptionist   | Tourist   |
|--|---|
| 1) May I have your name, please?                                       | 1) I'll stay from... to...                                  |
| 2) Give me your ID card/passport, please. We need it for registration. | 2) I want a room with... (Wi-Fi/TV/air conditioner/bath...) |
| 3) Fill in this traveller's form, please.                              | 3) How much is it for one night?                            |
| 4) How many nights will you be staying?                                | 4) Is there a charge for extra beds?                        |
| 5) What kind of room do you want?                                      | 5) I'll be leaving at...                                    |

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

**Writing a Passage to Introduce a Place**

**1** Read the following passage and put the key information in the correct boxes in the diagram on P79, writing the corresponding letters in them.

**The City of Cardiff**

Cardiff is the capital of and the largest city in Wales, and it is also the Principality's main **economic, industrial** and cultural centre. It is **situated** on the southeast coast of Wales, and three rivers, the Taff, the Ely and the Rhymney flow through it into the Bristol Channel. Its current population is about 300,000.

Cathays Park is a large area of parkland near the centre of Cardiff, around which

many of the city's major commercial buildings are found. The Civic Centre is also located here, and this includes the Law Courts, the National Museum of Wales and Cardiff University. Factories in Cardiff produce parts for cars, **chemicals**, **electronic equipment**, engineering products and **processed food**. Modern **rail** and road communications **link** Cardiff to the rest of Great Britain, and an airport lies outside the edge of the city.

Cardiff is now the **political** and commercial centre of Wales.

A. products

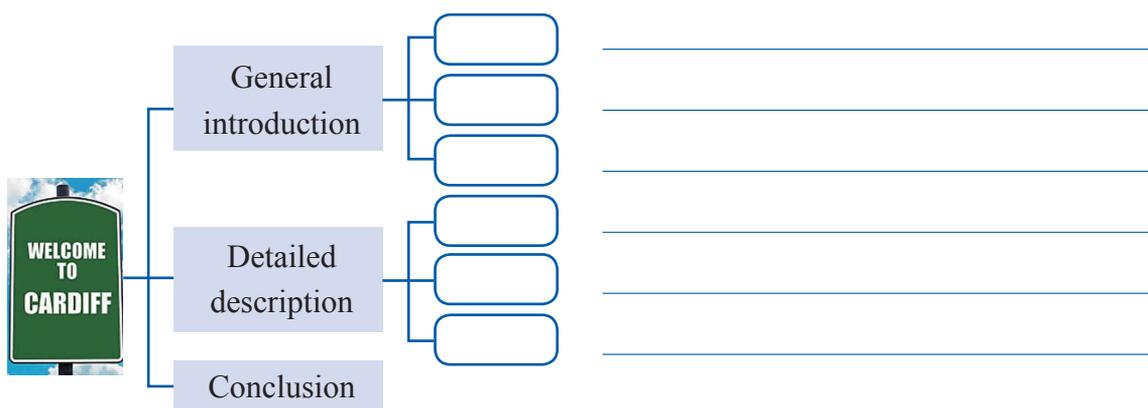
B. famous places and buildings

C. location

D. population

E. status

F. transportation



**2** Read the passage again and note down some details on the lines.

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**3** Read the passage carefully and underline the words and sentence structures for describing a city.

**4** Write a passage to introduce your hometown by following the below steps.

**Step 1** Look for some materials or information about your hometown and read them to know more about it.

**Step 2** Refer back to the diagram in Activity 1 and decide which aspects of your hometown you'd like to introduce.

**Step 3** Write your draft by using some words and expressions you have underlined in Activity 3.

**Step 4** Work in groups to do group editing.

**Step 5** Polish your writing according to the suggestions from your group members, and then proofread it.

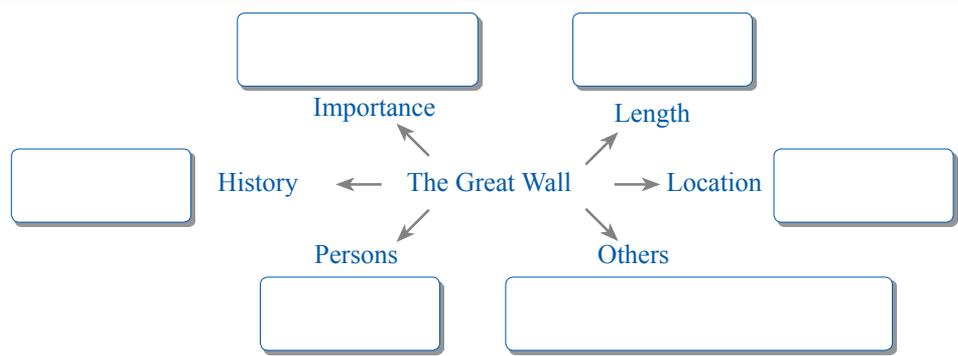
Reading Further



▶ Getting ready

1 Use the information in the box to complete the mind map about the Great Wall. You can add more information in the “Others” box.

- |   |                            |                        |
|---|----------------------------|------------------------|
| A. the Spring and Autumn Period         | E. Emperor Qin Shihuang    | I. Lady Meng Jiang     |
| B. a symbol of the Chinese civilisation | F. World Cultural Heritage | J. 10,000 <i>li</i>    |
| C. the Yellow River/the Yalu River      | G. the Ming Dynasty        | K. the Qilian Mountain |
| D. the Seven Wonders of the World       | H. a Chinese dragon        |                        |



2 Tick the statements that you think are correct about the Great Wall. Then read the passage to check.

- \_\_\_ 1) The Great Wall **winds its way** eastward from the Yalu River to Jiayuguan in the Gobi Desert.
- \_\_\_ 2) In ancient times each **principality** in China **constructed** a “great wall” to **defend** itself from enemies.
- \_\_\_ 3) The Great Wall is different from ordinary city walls only because it **extends continuously** for miles.
- \_\_\_ 4) The Chinese name “Wan Li Chang Cheng” came into existence because the length of the wall was 10,000 *li* when it was **reconstructed**.
- \_\_\_ 5) The Great Wall is a **symbol** of the Chinese **civilisation**.

▶ Reading

The Great Wall

*He who doesn't reach the Great Wall is not a true man.*  
— Mao Zedong

The Great Wall, a memorable landmark, is the most popular tourist attraction in China. The Great Wall has fascinated the minds of many in the world and it is one of the Seven Wonders of the World. People from all over the world visit China to see the Great Wall because it is one of the most appealing attractions in China.

Looking down at the Great Wall from the sky is truly amazing; the Great Wall resembles

a Chinese dragon circling the mountains. It winds its way westwards over the vast land of China from the banks of the Yalu River to the foot of snow-covered Qilian Mountain. It climbs steep mountains and cuts across grasslands and deserts. It includes difficult engineering work and has a very long history. Such a gigantic project is rare in China or indeed anywhere in the world.



As early as the Spring and Autumn Period, each principality in China constructed its own “great wall” in various places to defend itself from enemies. The Great Wall is different from ordinary city walls in that it extends itself continuously for miles and does not encircle a city.

In the early days many a “great wall” was built—north, east, south and west—over the vast land of China. Each extends several hundred *li* in length. The Chinese name “Chang Cheng” or “Long Wall” came into existence because of the length of the wall. The Great Wall was reconstructed in the Qin, Han and Ming Dynasties and its length was over 5,000 km (10,000 *li*). Hence it was called “Wan Li Chang Cheng” or “the Long Wall of 10,000 *li*”. Actually, the Long Wall of 10,000 *li* is more than its commonly stated length. When the Great Wall was reconstructed during the Ming Dynasty, it was over 7,300 km in length.

According to records put down in Chinese literature, as many as 20 principalities and dynasties took part in reconstructing the Great Wall. If we add the length of the wall built in each dynasty, the total comes to over 50,000 km. We find ruined sites of the Great Wall in China’s northwest, northeast, various provinces of North China as well as the vast stretch of land lying between the Yellow River and the Yangtze River. In Inner Mongolia, the Great Wall reaches a length of 15,000 km (30,000 *li*) in all.

The Great Wall is a symbol of Chinese civilisation. It has been put down on the World Heritage List. It is a wonder of the world and the pride of China.

### ► Comprehending

**1** Read the passage and draw a mind map with the given words and the information from the passage.

the Great Wall  
length

looking from the sky  
reconstruction

the purpose for building it  
a symbol of the Chinese civilisation

**2** Work in groups to discuss the following questions.

- 1) Do you agree that the Great Wall is the most popular tourist attraction in China? Why or why not?
- 2) What makes the Great Wall one of the Seven Wonders of the World?
- 3) What does the fact that the Great Wall has been included on the World Heritage List suggest to you?
- 4) What do you think of the historical event that Qin Shihuang had the Great Wall built?
- 5) How do you understand the saying “He who doesn’t reach the Great Wall is not a true man”?

**3** Do the activity by following the below steps.

**Step 1** Suppose one of your foreign friends is going to visit the Great Wall and you will go together with him/her. Draw a mind map to make it clear how you will introduce it to him/her.

**Step 2** Write a short passage based on the mind map you have drawn, using some words and expressions you have got from the passage.

**Step 3** Role-play with a partner.

## 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 unforgettable trips to places of interest.                   |        |             |
| • I can introduce the Great Wall to foreign friends.                           |        |             |
| • I can role-play check-in at a hotel with my classmates.                      |        |             |
| • I can make up a story by using the present perfect continuous tense.         |        |             |
| • I can identify some writing techniques used to make writing more expressive. |        |             |
| • I can write a passage to introduce a place.                                  |        |             |

# Unit 6

## Travelling Worldwide

*The world is a book, and those who do not travel read only one page.*

*—Saint Augustine*

### Looking Ahead

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

- introduce a place with unique architecture;
- identify and use words and expressions of location and position;
- describe a photo by using preposition phrases;
- talk about different ways to travel;
- write a diary about one of your most unforgettable trips;
- make a travel pamphlet about Switzerland.

### Reading Actively



#### ▶ Activating and Predicting

**1** Study the following picture and choose the best answers to complete the following statements. Then check your answers with a partner.

- 1) The building is in \_\_\_\_\_.  
A. Thailand                      B. India  
C. Pakistan                      D. Japan
- 2) It is \_\_\_\_\_.  
A. a king's palace  
B. a national park with wild animals  
C. a building to memorialise somebody  
D. a museum
- 3) It can be considered as a symbol of \_\_\_\_\_.  
A. love                              B. bravery  
C. peace                            D. wealth and power





Shah, who was left heart-broken, was determined to build the finest monument in history. After about sixteen years, and with the work of more than twenty thousand workers, the Taj, which was built on the bank of the Jumna River in Agra, was finished in 1648.

At the main entrance of the Taj, most of which was made of white marble, there is a wonderful gateway. It is about 100 feet high and 150 feet wide and has inlaid jewels in a flower design in white marble. It symbolises the place of transition between the world of the senses and the world of the spirit. It was through just such a gateway that **Muhammad** entered heaven.

Through the gateway, a beautiful garden, which was a typical Persian garden, spreads all the way to the foot of the Taj. In the centre of the garden, there is a raised **tank**, which has been perfectly placed to reflect the Taj in its clear water. Four channels, which represent the four rivers in the Islamic conception of heaven, all meet at the tank.

Then, there stands the 240 feet tomb, which is the central focus of the entire complex of the Taj Mahal. It is a large and white marble structure standing on a square base and is surrounded by four smaller domes, with four slender towers standing at the corners. On both sides of the Taj there are buildings made of red sandstone. The one on the west is the **Mosque**, which is used for prayer. It faces towards **Mecca**, as all mosques must do. Inside, the Mosque is decorated with words from the Koran. To the East of the Taj is another building that looks just like the Mosque.

The sky forms a backdrop curtain to the Taj. At night, when the sky is black, this little marble jewel box stands shining in the moonlight; in the early morning, when the sky is pink and orange, the white marble reflects those colours; and at sunset, it has a completely different look. So the sky is as important as any of the physical details around the Taj.

Whether you know anything about India or about Indian **architecture** at all, it's a beautiful building. It is here that Shah Jahan came with his children to honour the memory of his beloved wife. Here, at last, he found comfort.

*Muhammad*

[mə'hæmɪd]:

*the founder of Islam*

We call him \_\_\_\_\_ in Chinese.

*tank (n.): a pool or pond to hold water*

*Mosque [mɒsk]*

清真寺

*Mecca [ˈmekə]*

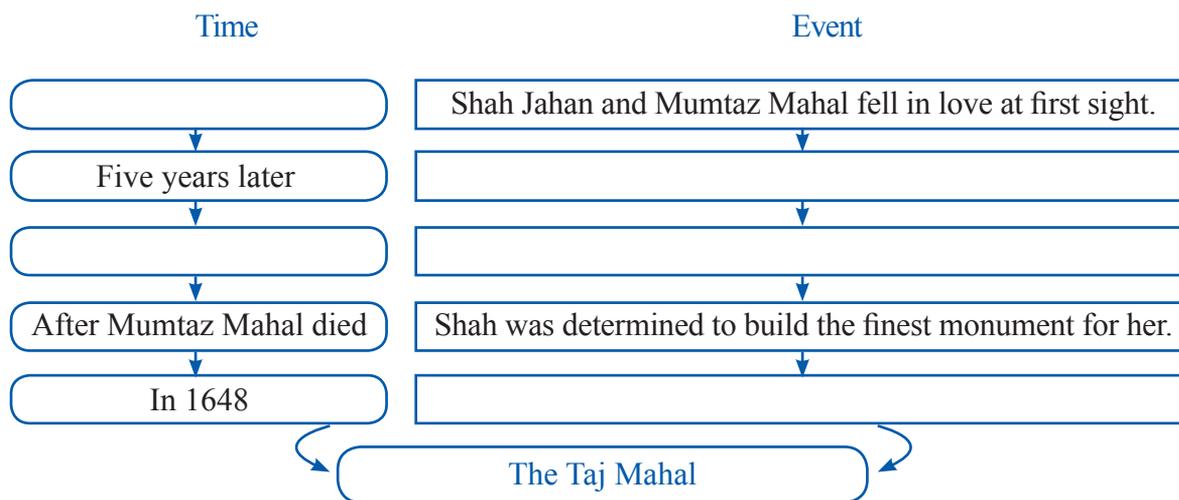
麦加, 伊斯兰教第一圣地

*architecture (n.):*

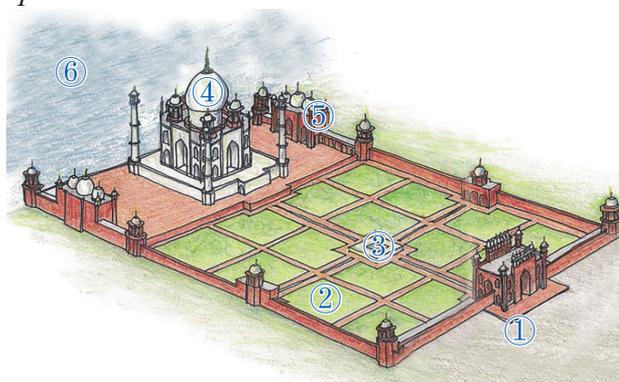
*the art of designing and constructing buildings*

## ► Comprehending, Integrating and Creating

**1** Read the first three paragraphs and complete the flow chart about the legend of the Taj Mahal.



**2** Scan Paragraphs 4-7 and find the names of the numbered items on the map. Then complete their descriptions.



| No. | Item              | Description  |
|-----|-------------------|--|
|     | The main entrance | A gateway in a flower _____ of white _____, about _____ high; _____ wide |
|     | Garden            | A _____ garden in _____ style  |
|     | Tank              | A pool _____ the Taj in its clear water; with four _____ meeting here    |
|     | Tomb              | A _____ and white _____ structure  |
|     | Mosque            | A building used for _____, decorated with _____                          |
|     | The sky           | A _____ to the Taj   |

**3** Work in groups to discuss the following questions.

- 1) How do you understand the title of the text after knowing about the legend?
- 2) Why is the building called “the Taj Mahal”?
- 3) What is the symbolic meaning of the four channels?
- 4) What do you think of the design of the Taj Mahal? Find evidence from the text to support your ideas.
- 5) What might be the author’s attitude towards the building and the love story? How do you know?

- 4** Based on the information in Activities 1 & 2 and your discussion, work in groups to role-play. The information in the box may help you.

Role A: a tourist guide

Roles B, C, D...: tourists

**Situation:** A group of tourists are visiting the Taj Mahal. The tourist guide is introducing it to them, and the tourists may ask some questions about the Taj Mahal.

- The Taj Mahal is to India what the Statue of Liberty is to America, the pyramids to Egypt or the Leaning Tower of Pisa to Italy.
- It is one of the wonders of the world. It is also the most romantic monument in the entire world showing a man's love for a woman.
- The Taj Mahal communicates to visitors an immediate experience of magnificence and perfection.
- Do not miss the opportunity to enjoy the most unique and marvelous architectures on your trip to the Taj Mahal.
- The Taj Mahal or "the Crown Palace" is a beautifully crafted white marble monument of India.

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

**Step 1** Choose a place with unique architecture.

**Step 2** Search for pictures and information about it.

**Step 3** Work in groups to share your findings.

**Step 4** Work together to write a passage to introduce it, using some of the following expressions and sentence structures from the text.

at the main entrance of...

It is about... feet high and... feet wide.

be made of...

Through..., ...

spread from... to...

In the centre of..., there is a...

Then, there stands...

be surrounded by...

On both sides of...

face towards...

Inside, ...

be decorated with...

To the east of... is...

**Step 5** Select a reporter to introduce the place to the class, using pictures and maps to help if necessary.

## Exploring and Using



### ► Language Feature

- 1** Study the following examples from the text and discuss how the *-ing/-ed* form helps to add information to the nouns. Then discuss how you understand the lexical chunks in the box and write out their Chinese meanings.

• Example •

1) with her **dying** breath

2) a **raised** tank

a well-written essay \_\_\_\_\_  
 hard-earned money \_\_\_\_\_  
 cut glass \_\_\_\_\_  
 the Forbidden City \_\_\_\_\_

a touching story \_\_\_\_\_  
 running water \_\_\_\_\_  
 a waiting room \_\_\_\_\_  
 ever-lasting friendship \_\_\_\_\_

2 Read Paragraphs 4-6 of the text again to find out all the words and expressions of location and position and note them down. Then use some of them to describe a place in your school.

Words and expressions for location and position:

► Grammar Link

Preposition Phrases

Understanding the meaning

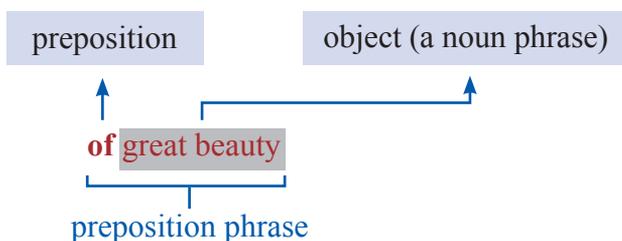
Read the summary of the legend about the Taj Mahal, and pay special attention to the coloured parts and the words in bold type.

At the age of fifteen, Prince Shah Jahan met Mumtaz Mahal, a girl **of great beauty**, and they fell in love with each other at first sight. Five years later, they got married. In 1631, when Shah Jahan set out with his armies on a military journey, Mumtaz had been **in pregnancy for** nine months. She still accompanied her husband to the battlefield. After she gave birth to the baby, however, the queen suffered from a disease and died. **At her deathbed**, Shah Jahan promised her he would build the most beautiful tomb in the world **for** her. He acted **on what he had promised** and focused **on how to build a tomb** more beautiful than any other tomb in the world. After about sixteen years, with the work of more than twenty thousand workers, the Taj Mahal was finished in 1648. Now, anyone who visits it may keep the love story **between them in** their **memory**.

Discovering the rule

1 Study the following example and find out how a preposition phrase is formed. Then work in pairs to share your understanding.

• Example •



TIP

A preposition phrase is composed of a preposition and its object.

- 2** Study more examples and find out the functions of the preposition phrases. Then share your ideas in groups.

A. adverbial    B. predicative    C. indirect object    D. attributive    E. object complement

| Example   | Function |
|---|----------|
| In 1631, when Shah Jahan set out with his armies on a military journey, Mumtaz had been <b>in pregnancy for nine months</b> . | _____    |
| <b>At her deathbed</b> , Shah Jahan promised her that he would build the most beautiful tomb in the world <b>for her</b> .    | _____    |
| He acted <b>on what he had promised</b> and focused <b>on how to build a tomb</b> more beautiful than anyone in the world.    | _____    |
| Now, anyone who visits it may keep the love story <b>between them in their memory</b> .                                       | _____    |

### Applying the rule

- 1** Reread the passage in *Understanding the meaning* to find out all the preposition phrases. Then work in pairs to identify their functions.
- 2** Read the following passage and underline all the preposition phrases in it.

People enjoy travelling around the world during their holidays. Before travelling to New York, you'd better know the following tips about how to travel freely.

- **Public transport.** There's a good bus and subway service. After planning to use the subway, you should buy a subway ticket for ten journeys for yourself because of the cheaper price. But you don't have to use public transport—there are lots of places you can go to on foot.
- **Hotels.** There are lots of good hotels in New York. The best is the Plaza on 5th Avenue, but you don't have to pay a lot to stay in the city; there are lots of smaller hotels, and the YMCA near Central Park is great for young people.
- **Eating out.** There are many kinds of food in New York and you shouldn't eat at McDonalds every day. There are good restaurants in Chinatown, for example.
- **Shopping.** Shopping in New York is fun. There are big shops on 5th Avenue. They are open seven days a week. But be careful when you look at the prices; you have to pay a special 8% tax on everything you buy in New York.
- **Places to see.** Finally, there are a lot of places to see in New York—Times Square, the Statue of Liberty. And you shouldn't go home without climbing the Empire State Building to enjoy the scenery of the city.



- 3** Post a photo of a scenic spot or a city which you took while you were travelling. Describe it, using preposition phrases appropriately.

Stick the photo here.



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

**Talking about Ways of Travelling**

- 1** Brainstorm types of vehicle and compare their advantages and disadvantages. Then listen to a dialogue to check which types are mentioned.

| Types of vehicle | Advantages                           | Disadvantages                                     |
|------------------|--------------------------------------|---|
| Airplane         | fast, ideal for long-distance travel | expensive, being restricted by weather conditions |
|                  |                                      |   |
|                  |                                      |   |
|                  |                                      |   |

- 2** Listen again and decide whether the following statements are true (T) or false (F).
- \_\_\_\_\_ 1) Dora likes going to different places on holiday by plane because it is very exciting.
  - \_\_\_\_\_ 2) Tom never travels by air because he is afraid to take a plane.
  - \_\_\_\_\_ 3) Tom likes travelling by train and bus most.
  - \_\_\_\_\_ 4) Tom drives to work because he hates waiting for buses.
  - \_\_\_\_\_ 5) Both Dora and Tom go to work by bike because they think it has many advantages.
  - \_\_\_\_\_ 6) Tom agrees that travelling by bike is not only very cheap but also good for the environment.
  - \_\_\_\_\_ 7) Dora thinks one of the good ways to keep fit is travelling by bicycle.

- 3** Listen for a third time and complete the following sentences from the dialogue.
- 1) I like travelling \_\_\_\_\_, or going to different places \_\_\_\_\_.
  - 2) And I enjoy travelling \_\_\_\_\_. It's very \_\_\_\_\_ and can send me to different places \_\_\_\_\_.
  - 3) \_\_\_\_\_ I get on a plane, the palms of my hands start to sweat.
  - 4) So \_\_\_\_\_ of travelling is by train and by car.

- 5) \_\_\_\_\_ travelling to work?
- 6) Will you take a bus or \_\_\_\_\_?
- 7) I \_\_\_\_\_ waiting for buses or getting stuck in traffic jams.
- 8) I \_\_\_\_\_ drive to work, but now I go to work by bicycle.
- 9) For me, riding a bicycle is \_\_\_\_\_ way of travelling apart from walking.
- 10) It is \_\_\_\_\_ almost any other means of transportation.

**4** Work in pairs to find out the patterns of the above ten sentences and then use them to make conversations in the following situations.

**Situation 1:** A has just moved house, which is a little far from A’s school. A is wondering what is the best way to go to school each day.

**Situation 2:** B is planning to visit Chengdu, the “Heavenly State”. He/She is trying to decide how to get there.

**Reading, Speaking and Writing**

**Writing a Travel Diary**

**1** Read the following travel diary and then put the letters back in the appropriate boxes.

**My Trip to the Great Wall**

- A. Date
- B. Weather
- C. Opening paragraph
- D. Body paragraphs
- E. Closing paragraph

|   |  |   |
|---|--|---|
| <input style="width: 60px; height: 25px;" type="text"/> | <p>August 20, 2018</p> <p style="text-align: right;">Sunny</p> <p>Today, my family took me to the Great Wall, and it was really an eye-opening experience. As we know, the Great Wall is an impressive architectural marvel, and it’s often described as one of the seven greatest man-made wonders of the world.</p> <p>After a quick breakfast in the hotel, we boarded a coach, heading for the Great Wall. Two hours later, we got there. I was so excited and couldn’t help starting the hike immediately up to the top of the Great Wall. As a saying goes: “He who doesn’t reach the Great Wall is not a true man!”</p> <p>We started soon. But we found it was not easy. Ten minutes later, we had to stop every now and then to catch our breath. According to our tourist guide, the Great Wall, which spans over 20,000 kilometers, was built from the 3rd to 17th century, over many Chinese dynasties. Can you believe it? The Great Wall isn’t really a single great wall. It is actually a series</p> | <input style="width: 60px; height: 25px;" type="text"/><br><input style="width: 60px; height: 25px;" type="text"/><br><input style="width: 60px; height: 25px;" type="text"/> |
|---|--|---|

of walls. It snakes its way across 15 provinces and extends from Xinjiang, in the northwest, to the border of Korea in the east. For three hours, we only hiked a small portion of it, considering its length. Standing there, however, we could see that the Great Wall was just like a gigantic dragon winding up and down across the mountains. How great the Great Wall is!

Tired but delighted, we really enjoyed the trip. It's such a wonderful experience that I'll never forget. A wonderful Great Wall tour is a must for anyone who is having a trip to Beijing, China.

**2** Read the diary again and tick the information mentioned.

- |   |   |
|---|---|
| <input type="checkbox"/> the place he travelled to              | <input type="checkbox"/> the time of the trip                 |
| <input type="checkbox"/> people with whom he travelled together | <input type="checkbox"/> the means of transportation          |
| <input type="checkbox"/> the reasons for the trip               | <input type="checkbox"/> a description of the Great Wall      |
| <input type="checkbox"/> basic information about the Great Wall | <input type="checkbox"/> a description of the delightful tour |
| <input type="checkbox"/> the majesty of the Great Wall          | <input type="checkbox"/> the feelings along the tour          |

**3** Read it carefully and find a typical example for each of the following features of a diary.

1) The events are recounted from the first person point of view.

Example: \_\_\_\_\_

2) Conversational questions may be used.

Example: \_\_\_\_\_

3) Short sentences are usually used.

Example: \_\_\_\_\_

4) Interjections may be used.

Example: \_\_\_\_\_

5) Informal vocabulary and contractions can be found.

Example: \_\_\_\_\_

6) Vivid verbs, adjectives and adverbs are commonly found to give detailed descriptions.

Example: \_\_\_\_\_

**4** Write a diary about one of your most unforgettable trips by following the below steps.

**Step 1** Decide on a scenic spot/city that you have ever been to.

**Step 2** Choose the aspect(s) to write about by referring back to Activity 2. You may add more aspects.

More aspects I'd like to cover: \_\_\_\_\_

**Step 3** Write your draft by following the format.

**Step 4** Work in groups to do group editing, and check whether some of the features of a

diary have been covered.

**Step 5** Improve your writing according to the suggestions from your group members.

**Step 6** Share your diary in class.

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



► **Getting ready**

**1** Look at the following pictures and tell your partner what country they are suggesting to you. Then talk about what you would like to see if you go travelling there.



**2** Look at the title of the coming passage and tick which of the following aspects about the country is likely to be mentioned. Then read it to check your prediction.

- |                                    |   |                                    |   |
|------------------------------------|---|------------------------------------|---|
| <input type="checkbox"/> geography | <input type="checkbox"/> landscape        | <input type="checkbox"/> policy    | <input type="checkbox"/> history        |
| <input type="checkbox"/> people    | <input type="checkbox"/> language         | <input type="checkbox"/> celebrity | <input type="checkbox"/> culture        |
| <input type="checkbox"/> food      | <input type="checkbox"/> special products | <input type="checkbox"/> education | <input type="checkbox"/> transportation |

► **Reading**

**A Country beyond Your Imagination**



Switzerland is a very attractive country that lies in the centre of Europe. On its borders are Italy, Austria, Germany, Liechtenstein, and France. That's why Switzerland consists of three main linguistic and cultural regions that include Italian, German, and French. Bern is the capital city, and Zurich is its largest city.

Zurich and Geneva respectively rank as having the first and second highest quality of life in the world. Switzerland's high mountains provide plenty of clear water. About 60% of Switzerland's electricity comes from dams. The mountains also help to protect Switzerland from potential invaders. Because of its strict policy of neutrality, there are many international institutions that have their headquarters in Switzerland, including the International Red Cross and the International Olympic Committee.

Switzerland is famous for its watches, clocks, chocolate and beautiful scenery. For centuries, the Swiss have made some of the finest watches and clocks in the world. The spirit of



excellent craftsmanship in the watch industry gives people a sense of trust and inheritance for Swiss watches. Swiss timepieces are now more sought-after than ever. Although Switzerland is not the only country to make good chocolate, Swiss chocolate is of high quality and is very popular. The first chocolate makers in Switzerland were two Italians, and the first chocolate shop in Switzerland opened in Bern in 1792. Today you can buy Swiss chocolate all over the world.

Switzerland is one of the prettiest countries in the world. Many people feel that the scenery is dramatic, with high, snow-capped mountains, green hills, deep valleys, and blue lakes. Many mountain areas in Switzerland have a ski culture in the winter and a hiking culture in the summer. Some areas have a recreational culture throughout the year. Over the years, it has been praised by many famous people, “There is a beautiful order, a solidity, a gravity in this city, which strikes one at first sight and then never loses its effect.”

Switzerland is not only known for its natural landscape, the culture of its cities and the lifestyle are also worth experiencing. Trams in the city, cafes on the road, restaurants by the lake, summer music and the combination of natural beauty are all Swiss beauty labels. As a country where diverse traditions and cultures meet and interact, Switzerland has been a melting-pot in the heart of Europe. As in many other ways, Switzerland proves to be a real paradise for contemporary art and culture. A vast range of attractions such as museums, galleries and festivals

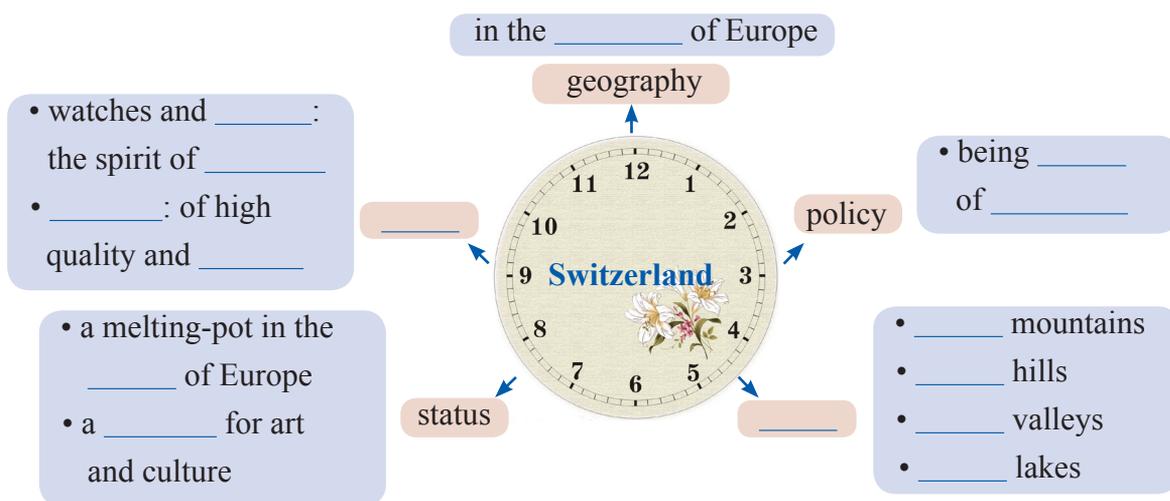


of music, theatre and literature are concentrated within a very small area.

Switzerland’s beautiful scenery and interesting culture attract many tourists from all over the world. With this wonderful combination of city and nature, Switzerland will give you an unbelievable experience, beyond your imagination. It is well worth a visit.

### ► Comprehending

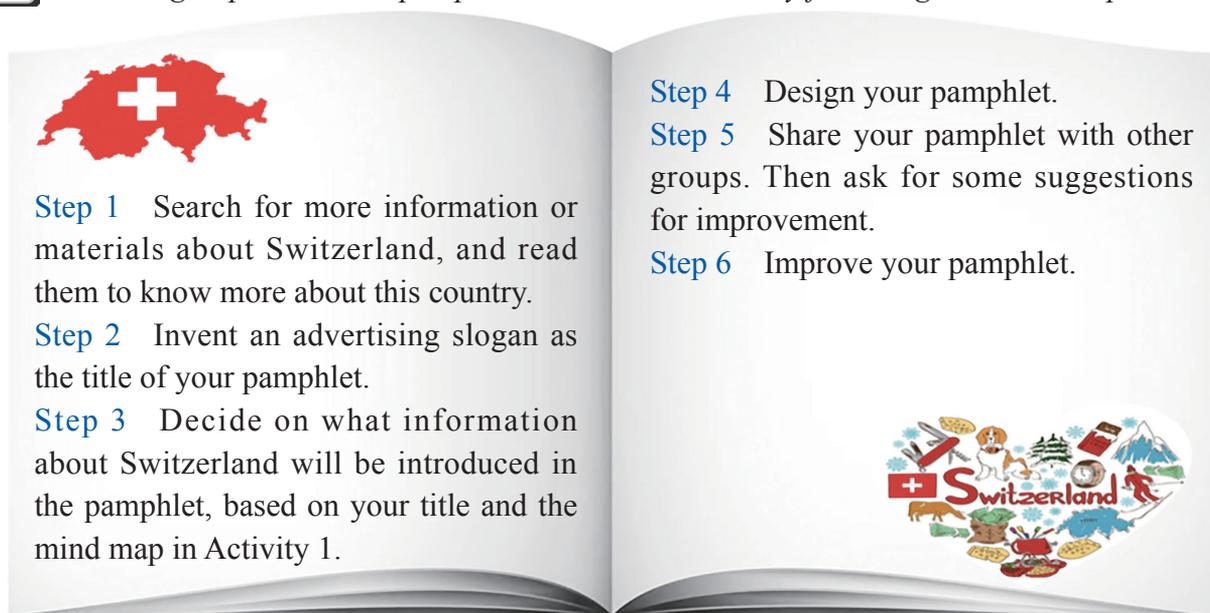
1 Read the passage and complete the following mind map.



**2** Discuss the following questions in groups.

- 1) Why are many international institutions set up in Switzerland? List more institutions you know of.
- 2) How do you understand “the spirit of excellent craftsmanship” ? Why are the watches made in Switzerland considered the best?
- 3) Why does the author quote the sentence “There is a beautiful order, a solidity, a gravity in this city, which strikes one at first sight and then never loses its effect.” in Paragraph 3?
- 4) How do you understand “Switzerland has been a melting-pot in the heart of Europe”?
- 5) As for travelling in Switzerland, what attracts a tourist most? Talk about it according to the mind map in Activity 1.

**3** Work in groups to make a pamphlet about Switzerland by following the below steps.



**Step 1** Search for more information or materials about Switzerland, and read them to know more about this country.

**Step 2** Invent an advertising slogan as the title of your pamphlet.

**Step 3** Decide on what information about Switzerland will be introduced in the pamphlet, based on your title and the mind map in Activity 1.

**Step 4** Design your pamphlet.

**Step 5** Share your pamphlet with other groups. Then ask for some suggestions for improvement.

**Step 6** Improve your pamphlet.

## 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 a place with unique architecture.                      |        |             |
| • I can identify and use words and expressions of location and position. |        |             |
| • I can use preposition phrases to describe a photo.                     |        |             |
| • I can talk about different ways to travel.                             |        |             |
| • I can write a diary about one of my most unforgettable trips.          |        |             |
| • I can make a travel pamphlet about Switzerland or other countries.     |        |             |

# Challenging Yourself C

## Exploring the World

*Exploring the world is one of the best ways of exploring the mind.*

—Rebecca Solnit

### Looking Ahead

*After completing this project, you should be able to:*

- organise the information about the topic “travelling” with a mind map;
- introduce Lisa’s trip to New Zealand with the help of her trip route;
- cooperate with group members to solve your problems in learning;
- show interest in group work by keeping eye contact and responding;
- reflect on your learning of the whole theme from the aspect of taking part in the learning activities willingly.

### Learning Individually



- 1** Guess what country is represented by the following pictures and search for more information to introduce it. The beginning has been given to you.



The country is \_\_\_\_\_. Its capital city is \_\_\_\_\_. And geographically, it consists of the North Island, and the \_\_\_\_\_ Island. ...

- 2** Read the title of the coming article and predict the answer to the following questions. Then read to check your answers.

1) What might be the elements of making a satisfactory vacation?

- Wonderful scenery \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

- \_\_\_\_\_
  - \_\_\_\_\_
- 2) In what ways will the author write the article?
- Follow the time order \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_

## ► Reading and Thinking

### The Best Vacation Ever

Hey Mum!

I am having the best time in New Zealand. I have been here for a month, so I will try to tell you about all of my adventures. I think you would love it here. I have seen mountains, rivers and beaches that are better than any we have at home, and I have met so many friendly people.

I flew to Dunedin on the South Island, and spent some time in the most comfortable little hotel. I went to some clubs to see the local bands. I think that the best restaurant in Dunedin is the Lonestar. I had a steak that was bigger and less expensive than any I've had at home. Later in the week, I visited the Dunedin Public Art Gallery. It had a really wonderful collection, and I learned that it is the oldest gallery in New Zealand.

I took a local bus to visit the Catlins, which is the largest forest in the country, I spent almost the whole day watching sea lions and feeding penguins. I actually saw penguins! I think they are the cutest animals, but noisier than I had imagined.

Next I took a train to Fiordland, and visited the National Park. It was very beautiful, with huge mountains and waterfalls. I even did some mountain **trekking** along the Milford Track, which my guidebook said was the best mountain trek in the world. The hotel I stayed at was not very nice, but the cheapest of my whole vacation. Besides, the breakfast every morning was the most delicious I had in New Zealand: eggs, ham, toast, porridge and sausage.

Next was a quick trip to Queenstown, where I got to do some white water **rafting**, the fastest rafting in the country. It was the most exciting thing that I have done in my time here. I also saw the Franz Joseph Glacier, the biggest glacier in New Zealand. I went to Te Anau, the second-largest lake in the country. I saw the deepest



Guess the meaning of *trekking* from the context.

*rafting* (n.): the sports of travelling on rivers or streams by raft.

A part of a river looks white because the water is moving \_\_\_\_\_.

- A. very fast over rocks
- B. very slow

caves I have ever seen, and I also saw whirlpools that are faster and waterfalls that are higher than those at home.

I flew to Wellington on the North Island, and stayed with a family. They were very nice and made better food than that in the restaurants. I saw the Government Building, the largest of all wooden buildings in New Zealand. I went to the National Library, which has the biggest collection of books in this country.

I then took a beautiful train ride to Auckland. I stayed in the most expensive hotel, with the biggest and cleanest room I have had on my holiday. I spent a lot of time on Ninety Mile Beach, where the sand is much softer than that on our beach. I think that Northland is the hottest place in all of New Zealand. I even went to Poor Knights Islands Marine Reserve to do some **scuba** diving. People say that it is one of the best diving sites in the world.

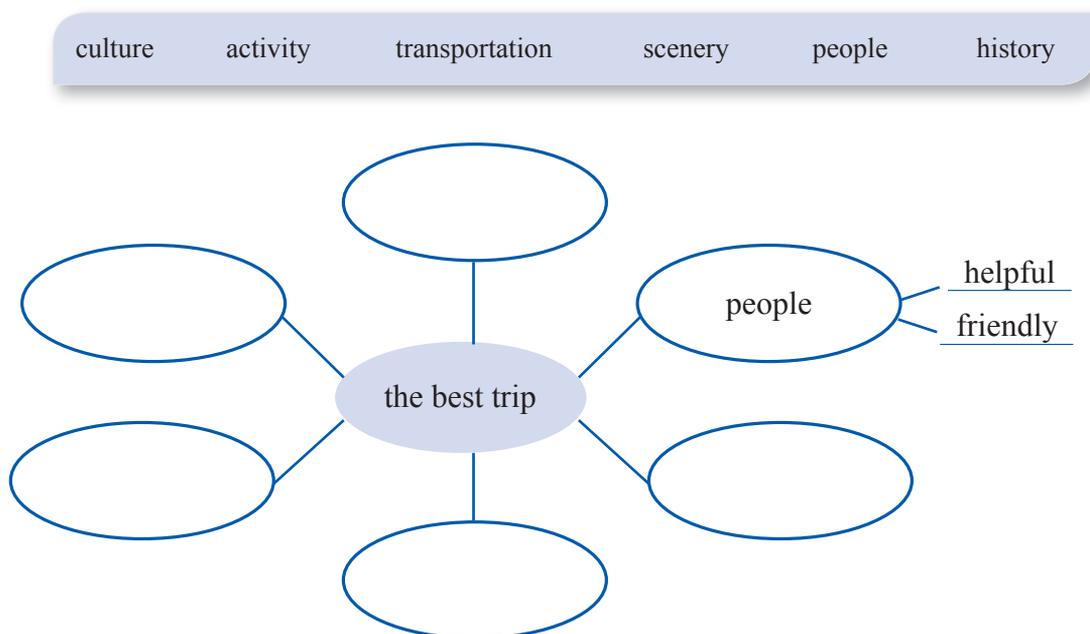
scuba ['sku:bə]:  
self-contained  
underwater breathing  
apparatus

I have had such a good time in New Zealand. I hope you can come here too. You will love it. I will be home soon, and then I can show you all my pictures.

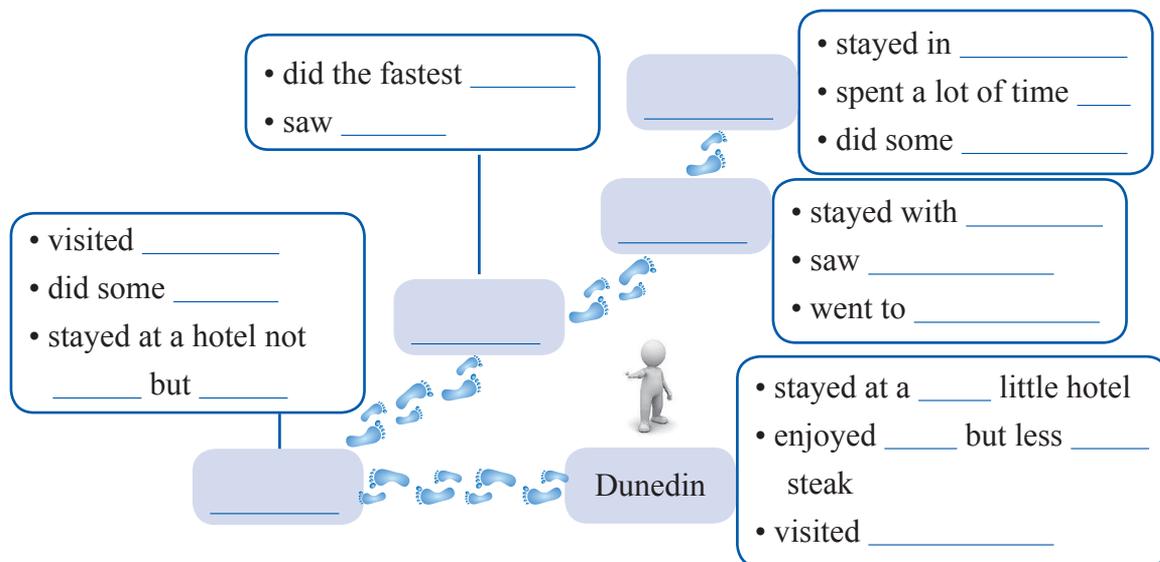
Love,  
Lisa

### ► Analysing and Questioning

**1** Think about what contributes to “the best trip” and complete the following mind map. Then read the article to check your ideas.



**2** Read the article again and finish the route of the author's vacation in New Zealand.



**3** Answer the following questions based on the article.

- 1) How did the author use adjectives to help introduce her trip to New Zealand?
- 2) Based on what she did in New Zealand, what do you think Lisa's personality is?
- 3) Which places would you visit if you went to New Zealand someday?

**4** Reflect on what you have learned from the article and write down questions or problems for further group discussion in class. The questions can be anything about learning strategies or the words, the sentences, the structure, the theme, etc.

• Question Corner •

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

2) \_\_\_\_\_

...



Learning Cooperatively



**Phase 1** Sharing the individual work

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

**Phase 2** Exploring further

- 1) Do the following activities.
  - Activity 1: Introduce Lisa's trip with a map of New Zealand.
  - Activity 2: Share your best/most unforgettable travel experience with a flow

chart or a map.

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

### Phase 3 Utilising resources

1) Watch the following movies in [Video Bank](#) and experience more exciting trips.

- *Up* (2009)
- *Journey to the Center of the Earth* (2008)

2) Read the novel *Around the World in 80 Days* by Jules Verne in [Reading Box](#).

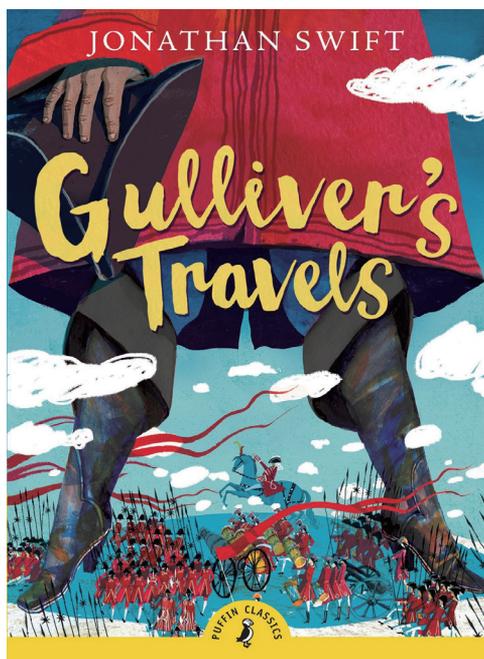
## Learning Creatively



*Look at the pictures inserted in the article and predict what the story is mainly about. Then read the following excerpt and check your prediction.*

### Gulliver's Travels: A Voyage to Lilliput

When I woke up the next morning, and tried to get up, I could not move. I was lying on my back and my whole body, my arms and legs were strongly fastened to the ground. Even my hair, which was long and thick, was tied to the ground. The sun began to grow hot, and I was very uncomfortable. Soon I felt something alive moving along my leg and up my body to my face, and when I looked down, I saw a very small human being, only fifteen centimetres tall. He had a bow and arrow in his hands, and there were forty more of these little men following him. I was so surprised that I gave a great shout. They all jumped back, very frightened, and some hurt themselves by falling off my body. Meanwhile, I was struggling to unfasten myself, but just as I managed to pull my left arm free of the ropes, I felt a hundred arrows land on my



free hand, and more arrows on my face and body. This was very painful, and made me cry aloud. I lay quietly, to see what would happen next.

When they saw I was no longer struggling, they quickly built a platform next to my head, and an official climbed up there to speak to me. Although I could not understand his language, I understood that they would be friendly towards me—if I did not try to harm them. By now I was extremely hungry, so I used sign language to beg the official for food. He seemed to understand me, because immediately ladders were put against my sides and little men climbed up with baskets of food and drink. They were surprised at how much I could eat and drink. In just one mouthful I ate three

of their meat dishes and three of their loaves of bread. I drank two of their barrels of wine, and was still thirsty, because that was only half a litre. While they were bringing me food, I wondered whether to pick up a handful of the little men and throw them to their death. But I was afraid they would shoot at me again, and anyway I was grateful for their kindness in giving me food and drink, so I did not move.

After some time, another official climbed up to the platform and spoke to me. From his signs I understood that they were going to move me. The King of this country (which was called Lilliput) had ordered his people to carry me to the capital city, about a kilometre away. I made signs to ask whether I could be untied, but the official politely refused.



While I was eating, a platform had been prepared to carry me. The people of Lilliput, known as the Lilliputians, are very intelligent and clever with their hands. For me, five hundred men built a special wooden platform with twenty-two wheels. Nine hundred of the strongest men worked for about three hours to lift me on to the platform, and one thousand five hundred of the King's largest horses (each eleven and a half centimetres high) pulled me to the capital. I did not know about any of this, because they had put a sleeping powder in my wine, and I was in a deep sleep.

The King had decided I would stay in the largest available building, just outside the city gates. Its door was only a metre high and half a metre wide, so I could only just get inside on my hands and knees. My guards put ninety-one chains on my left leg, so that I could not escape. Then they cut the ropes that tied me and I was able to get to my feet. As I stood up, I heard cries of astonishment all around me. I felt rather miserable, but at least I could walk about now, in a two-metre circle. I was certainly an interesting sight for the Lilliputians, who had come out of the city in crowds of several thousand to see me.

Now I had a good view of the countryside. The fields looked like flowerbeds in a garden, and even the tallest trees were only two metres high.

I was soon visited by the King himself. He has a strong, handsome face, and is very popular among his people. He arrived with his Queen, his children, and his lords and ladies, all dressed in beautiful gold and silver clothes. In order to make conversation easier, I lay on my side so that my face was close to him. I spoke to him in all the languages I knew, but we still could not understand each other.

The King ordered his people to make me a bed, using six hundred Lilliputian beds. It was not very comfortable, but it was better than sleeping on the stone floor. He ordered the crowds of sightseers to go back to their homes, so that the work of the country could continue and I would not be annoyed. For a long time he discussed with his lords in private what should be done with me. I was told all this later by a good friend of mine. Clearly, such a large person could be a danger to his small people. At last it was decided that, as I had behaved so well up to now, I would be kept alive. Food and drink would be brought to me every day from all the villages, six hundred people would be my servants, three hundred men would make me a new suit, and six teachers would teach me their language.

*Do the following activities.*

- 1) Work in pairs to discuss whether this excerpt is attractive to you and why.
- 2) *Gulliver's Travels* is considered to be a satirical masterpiece. Then read the original novel to find evidence.

### Learning Reflectively



*Reflect on your learning by referring back to Guiding Page and Looking Ahead of this theme. Write down your discoveries.*

- 1) How well have I achieved the learning objectives after active participation in the learning activities?

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- 2) What further progress do you need to make in learning activities?

About the participation in learning activities: \_\_\_\_\_

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About the further progress in learning activities: \_\_\_\_\_

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# Notes

## Unit 1 Hope and Love

### Reading Actively



1. The most important day in all my life was the one on which my teacher, Anne Mansfield Sullivan, came to me. 我一生中重要的一天就是我的老师安妮·曼斯菲尔德·苏利文走进我生活中的那一天。  
one在这里作代词，代替day。on which引导定语从句，其先行词为the one。
2. ... and the light of love shone on me on that very day. 正是在那一天，爱的光芒照到了我身上。  
very在此句中是一个形容词，用来加强名词的语气，译为“恰恰是；正是”。例如：  
These pills are the very thing for your cold. 这些药丸正是治你感冒的药。
3. It would have been difficult to find a happier child than I was as I lay in my bed at the close of the important day, and lived over the joys it had brought me, and for the first time longed for a new day to come. 当这重要的一天就要结束，我躺在自己的小床上，重温着它带给我的快乐时，恐怕很难找出比我更快乐的孩子了。我生平第一次渴望着新的一天的来临。  
would have been表示对过去事情的推测。例如：  
Tom would have been alone yesterday. 汤姆昨天可能是一个人。

### Reading Further



1. In a flash I realised that the word *think* was the name of the process that was going on in my head. 刹那间，我明白了“思考”就是我脑子里进行的那个过程的名称。  
that was going on in my head充当定语从句，修饰先行词process。
2. You cannot touch the clouds, you know; but you feel the rain and know how glad the flowers and the thirsty earth are to have it after a hot day. 你知道你无法触摸云朵，但你能感觉到雨滴；你明白在炎热的一天之后，鲜花和干渴的大地得到甘霖是多么地欣喜。  
how glad the flowers and the thirsty earth are是拟人手法。

## Unit 2 Attitude to Life

### Reading Actively



1. In ancient times, there lived in the northern grasslands of China a young farmer who loved riding horses. 很久以前，在中国北方的大草原上住着一位年轻的爱骑马的农夫。  
这是一个典型的故事开头句。该句使用了倒装句的句型结构，是全部倒装。某些“副词+不及物动词+主语”的句式，需要全部倒装。常用的副词主要有：here, there, now, then, out, in, down, up, away 等，表示强调。该句的自然语序应该是 In ancient times, a young farmer who loved riding horses lived in the northern grasslands of China.
2. The farmer's mare was coming home, with a handsome Mongolian stallion running beside her. 那匹走失的母马正跑了回来，而且旁边还有一匹雄壮的蒙古骏马。  
with a handsome Mongolian stallion running beside her 是with的复合结构，“with+名词+ing”。例如：  
The teacher walked into the classroom with a little girl following him.  
老师走进教室，一个小女孩跟在他身后。

### Reading Further



1. Each time she went abroad from the airport, this stewardess would rush up to help her with her luggage. 每次她在这里乘飞机出国，这位女乘务员都会跑来帮她提行李。  
句中 each time 是名词短语作连词用，引导时间状语从句，意为“每一次”，类似用法的短语还有 every time, the instant, the moment 等。例如：  
Each time he cooks fish, he would like to add some sugar.  
每一次煮鱼，他都喜欢加一点儿糖。  
The moment they left the station, it began to rain. 他们一离开车站，天就下起了雨。
2. Before her stood the stewardess with her hands behind her back, speaking with a smile...  
站在她面前的原来是那位女乘务员，她正背着双手含笑对她说……  
句中 Before her stood the stewardess... 是倒装句式。英语中当表示方位的介词短语或副词置于句首时，常引起完全倒装，即把谓语动词放在主语前。例如：  
In the village lives an old man. 这个村庄里住着一位老人。  
Here comes the bus. 公共汽车开过来了。  
另外，speaking with a smile 是现在分词作伴随状语，修饰主句动词 stood。例如：  
The children all sat in the classroom, reading English books aloud.  
孩子们都坐在教室里，大声地读着英语书。

## Challenging Yourself A Optimistic Outlook

1. Faced, absorbed and accepted, failure contributes to personal growth. 如果我们能勇敢地面对、接受失败并从中吸取教训，失败就会有助于个人的成长。  
faced, absorbed, accepted均为“-ed”形式作状语。
2. As Ralph Waldo Emerson said long ago, “A man’s success is made up of failures, ... I have heard that in horsemanship the good rider is not the rider who has never been thrown, but rather that a man will never be a good rider until he is thrown.” 拉尔夫·瓦尔多·爱默生很久以前就说过：“一个人的成功是由失败构成的，……我曾听说过，在学马术时，从未被摔下过马背的骑手不是好骑手，而恰恰相反，只有等到他被摔下马背那天他才能成为好骑手。”  
Ralph Waldo Emerson: 拉尔夫·瓦尔多·爱默生（1803—1882），美国思想家、文学家、诗人。

## Unit 3 Festivals and Traditions

### Reading Actively



1. It corresponds with the onset of warmer weather, the start of spring ploughing and sowing, and of family outings. 清明正逢气温回升之时，是春耕之始，是踏青之季。
2. But he didn’t show up; he and his mother were found dead against a large tree, together with a note written in blood: “I cut off my own flesh and devoted it to you, only wishing my king to be always upright and just.” 但介子推始终没有出现，人们发现他和他母亲死在一棵大树旁，树上有他用血写的遗言：“割肉奉君尽丹心，但愿主公常清明。”  
only wishing... 为“-ing”形式作状语。
3. It was not until the Qing Dynasty about 300 years ago that the practice of *Hanshi* or eating cold food was replaced by that of *Qingming*, which has now become an important occasion for people to offer remembrances and sacrifices to their ancestors. 直到300多年前的清代，清明节才取代了寒食节。现在清明节已经成为人们怀念祖先、供奉祭祀的一个重要日子。  
此句中，which引导的是一个非限制性定语从句，补充说明其先行词Qingming。因此，在翻译的时候，可以将其与主句分开。

### Reading Further



1. They gather at someone’s apartment or house and have a “potluck”.  
他们聚集在某人的公寓或房子里，吃一顿“家常便饭/百家饭”。  
potluck: a shared meal consisting of food brought by the people who come to the meal. Guests may bring in any form of food, ranging from the main course to desserts. 百家饭；便餐，便

餐会，百乐餐

2. Thanksgiving is a big day for television. Many professional American football games are played on that day. Fans of the sport enjoy relaxing and watching a game or two after eating a big Thanksgiving meal. Many people also like to watch Thanksgiving Day parades which take place every year in New York City.

感恩节是看电视的大日子。那一天，许多美国职业橄榄球赛都在进行。这项运动的爱好者们在吃了一顿感恩节大餐后，享受着放松和观看一两场比赛的乐趣。许多人也喜欢观看每年在纽约举行的感恩节游行。

American football and the parade are two traditions of the American's Thanksgiving celebrations. 美国人过感恩节的两样传统：看橄榄球比赛和看梅西百货游行。

3. On this day, many people and service organizations will donate some food to the food bank to provide holiday meals for the homeless and the poor in a community.

在这一天，许多个人和服务机构将向食品银行捐赠一些食物，为无家可归者和社区中的穷人提供节日大餐。

food bank: a non-profit, charitable organization that collects food that has been donated and gives it to people who are poor or homeless 食物银行; 领取捐给穷人或无家可归者食物的地方

## Unit 4 Food and Culture

### Reading Actively



1. She suggested that we should make a good-luck dumpling.

她建议我们做一个大钱饺子。

suggest表示建议时，后接的宾语从句里谓语动词部分用should + v. (其中，should可以省略)，无论suggest是什么时态，无论宾语从句里的主语是第几人称都是如此。例如：

He suggested that we should plant more trees. 他建议我们多栽些树。

They suggested we study harder. 他们建议我们更加努力地学习。

2. Who could have expected that she would recognise the dumpling as well!

谁能料到她也能认出那个饺子来！

3. Obviously, Mother didn't notice the shift and went on eating with her eyes on me all the time.

显然，母亲没有注意到这一变化，她继续吃饺子，眼睛一直盯着我。

with her eyes on me 在此做状语，表伴随。类似的表达法还有很多，有的也可表方式。例如：

She expressed her thanks to the old man with tears in her eyes. 她含着泪水向老人表达了谢意。

The teacher entered the classroom with a book in his hand. 老师手里拿着书进了教室。

He sometimes sleeps with glasses on. 他有时戴着眼镜睡觉。

4. "Oh, Granny is blessed! She got the good-luck dumpling!" My wife shouted like a child.

“奶奶最有福气了！吃到了大钱饺子！”妻子像个小孩一样喊道。

### ////// Reading Further //////////////////////////////////////



1. I mean... 口语中常用来纠正自己的说法或使自己的意思更清楚。
2. It's very nice of you to say so. 你这么说真是太好了。  
类似的表达法还有 It's very kind of you to..., It's very silly of me to...等。
3. So you don't like our hotpot? 这么说来你不喜欢我们的火锅？  
So 在此起承上启下的作用。
4. I think your food is, generally speaking, cold while ours is, generally speaking again, cooked, and you eat a lot of frozen food. 我认为你们的食物总的来说是冷食，而我们的食物总的来说是熟食。并且，你们吃很多冷冻食品。

## Challenging Yourself B Culture behind Eating

1. One theory is that chopsticks were very convenient for Chinese to use because China was an agricultural society, relying mainly on vegetables for food.  
一种理论认为筷子方便中国人吃饭，因为中国是一个农业社会，以蔬菜为食。  
One theory is that...引导的是一个表语从句，relying on vegetables for food则是伴随状语。
2. Chopsticks reflect gentleness and kindness, the main moral teaching of Confucianism.  
筷子的使用折射出谦和与仁爱，这也是儒家主要的道德思想。  
儒家思想是以“仁为核心”、“人为贵”的思想体系，儒家的学说简称儒学，是中国最为重要的传统文化，其九大核心思想：仁、义、礼、智、信、恕、忠、孝、悌更是对中国有着深远的影响。
3. Indeed, one chopstick is useless and so delicate that it can be broken readily. However, ten pairs of chopsticks possess strength, which is indestructible under almost any circumstance.  
事实上，一根筷子是无用和脆弱的，它很容易被折断。然而，十双筷子则是强有力的，几乎在任何情况下都是坚不可摧的。

## Unit 5 Places of Interest

### ////// Reading Actively //////////////////////////////////////



1. Bathing in the sunshine, watching the water softly kissing the stones of the buildings, I felt harmony, peace and satisfaction.  
沐浴在阳光下，看着水面轻吻着建筑的石块，我感到和谐、宁静和满足。

kissing the stones of the buildings 此处是“-ing”形式作宾语补足语，描述状态，补充说明 water。动词kiss是拟人的修辞手法。

2. On the summit, instead of enjoying the famous view of the sunshine, we got chilled to the bone.

在山顶上，我们没有欣赏到著名景色“金顶霞光”，反而冷得要命。

enjoying是介词短语instead of的宾语；chilled是过去分词作get的表语。

### Reading Further



1. It climbs steep mountains and cuts across grasslands and deserts.

它越过陡峭的山峰，跨过草原和沙漠。

“It”指the Great Wall.

2. The Chinese name “Chang Cheng” or “Long Wall” came into existence because of the length of the wall. 因其长度，中文里开始有了“长城”的叫法。

come into existence 开始存在；成立。例如：

From then on this custom came into existence. 从那以后就有了这个风俗。

3. Actually, the Long Wall of 10, 000 *li* is more than its commonly stated length.

事实上，万里长城的实际长度比所称的“万里”还要长。

## Unit 6 Travelling Worldwide

### Reading Actively



1. Five years would pass before the lucky day chosen for their wedding...

五年很快就过去了，他们迎来了举办婚礼的吉日……

chosen 是过去分词作定语，修饰 the lucky day。

2. ... to build for her a tomb more beautiful than any the world had ever seen before.

more beautiful than any the world had ever seen before 作 tomb 的定语；而 the world had ever seen before 又是定语从句，修饰 any。

3. At night, when the sky is black, this little marble jewel box stands shining in the moonlight.

夜幕降临，这个小巧别致的大理石宝盒在月光下闪烁。

this little marble jewel box 指的是泰姬陵。

4. It is here that Shah Jahan came with his children to honour the memory of his beloved wife.

It is... that... 这是强调句型，该句强调了状语here。

## Reading Further



1. Switzerland comprises three main linguistic and cultural regions that include Italian, German, and French.  
瑞士包括三个主要的语言和文化区域：意大利语区、德语区和法语区。
2. Swiss timepieces are now more sought-after than ever.  
现在瑞士表比以往任何时候都受人欢迎。  
Swiss: *adj.* of or relating to Switzerland or its people or culture  
sought-after: *adj.* wanted by a lot of people but rare or difficult to get 广受欢迎的，吃香的〔但罕有或难以得到〕
3. “there is a beautiful order, a solidity, a gravity in this city, which strikes one at first sight and then never loses its effect.”  
这座城市秩序井然，坚不可破，人们第一眼就会被深深吸引而且永不会改变。

## Challenging Yourself C Exploring the World

1. The Best Vacation Ever  
ever: *adv.* (after comparatives and superlative) to emphasise the degree to which something is true 以往任何时候 (用于形容词或副词的比较级和最高级之后)
2. I even did some mountain trekking along the Milford Track, which my guidebook said was the best mountain trek in the world!  
trek: *v./n.* you go on a journey across difficult country, usually on foot. (艰难地) 徒步旅行  
hike: *v./n.* you go for a long walk in the country for pleasure. 远足  
The Milford Track: a 53.5 km route located among mountains and temperate rain forest in Fiordland National Park in the southwest of the South Island in New Zealand .
3. I saw the Government Building.  
the Government Building: New Zealand’s largest and grandest wooden building housed the country’s entire public service. This beautiful 1876 building was the office building of New Zealand’s government in the past and is now used as Victoria University of Wellington’s Law Faculty ( 惠灵顿大学法学院).

# 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

- fog [fɒg] *n.* 雾 (3)
- foggy ['fɒɡɪ] *adj.* 有雾的; 模糊的
- wordless ['wɜːdləs] *adj.* 无言的; 沉默的 (3)
- word [wɜːd] *n.* 话语; 单词
- soul [səʊl] *n.* 心灵; 灵魂 (3)
- childish ['tʃaɪldɪʃ] *adj.* 孩子的; 孩子气的 (3)
- imitate ['ɪmɪteɪt] *vt.* 模仿; 效仿 (3)
- uncomprehending [ʌn,kɒmpri'hendɪŋ] *adj.* 不理解的 (3)
- comprehend [kɒmpri'hend] *vi.* 理解
- rapidly ['ræpɪdli] *adv.* 迅速地 (3)
- still [stɪl] *adj.* 静止的; 不动的 (3)
- mystery ['mɪstri] *n.* 奥秘; 奥妙 (3)
- living ['lɪvɪŋ] *adj.* 活生生的; 有生命的 (3)
- cite [saɪt] *vi.* 引用 (5)
- justify ['dʒʌstɪfaɪ] *vt.* 证明……是正当的 (5)
- saying ['seɪɪŋ] *n.* 格言; 谚语; 警句 (5)
- shadow ['ʃædəʊ] *n.* 影子 (1)
- ease [iːz] *n.* 舒适; 安逸 (5)
- trial ['traɪəl] *n.* 磨炼 (5)

- ambition [æm'bɪʃn] *n.* 雄心; 抱负 (5)

#### II Words for Recognition

- harbour (harbor) ['hɑːbə] *n.* 海港; 港口 (3)
- doll [dɒl] *n.* 玩偶; 玩具娃娃 (3)
- pin [pɪn] *n.* 大头针; 别针 (3)
- spout [spaʊt] *n.* 管口; 喷; (喷出的) 水柱 (3)

#### III Phrases and Expressions

- have no way of knowing... 无法知道 (3)
- shine on (使) 照射在……上 (3)
- lead... into 把……领/带进 (3)
- a little while 不久; 一会儿 (3)
- spell into 把(单词)拼写到……里 (3)
- succeed in 在……中获得成功 (3)
- be flushed with 因……而脸红 (3)
- in the following days 在接下来的日子里 (3)
- a great many 很多; 许多 (4)
- draw water 汲水 (3)
- flow over 从……上流过 (3)
- set... free 释放; 使……变得自由 (3)
- give birth to 孕育; 产仔; 引起; 产生…… (4)
- at the close of 在……结束时; 在……末 (4)
- long for 渴望; 向往 (4)

#### Exploring & Using

- frozen ['frəʊzn] *adj.* 冻结的 (8)

freeze [fri:z] *vt.* 使……冻结

### Listening, Understanding & Communicating

resolution [ˌrezəˈlu:ʃn] *n.* 决心 (9)

self-improvement [ˌselfɪmˈpru:vmənt]  
*n.* 自我改善; 自我修养 (9)

at the beginning of 在……的开始 (9)

### Reading, Speaking & Writing

hearing [ˈhɪərɪŋ] *n.* 听力; 听觉 (11)

further [ˈfɜ:ðə] *adj.* 进一步的 (11)

institute [ˈɪnstɪtju:t] *n.* 学院; 机构 (11)

Bachelor of Arts 文学学士 (11)

activist [ˈæktɪvɪst] *n.* 积极分子 (11)

educator [ˈedʒʊkeɪtə] *n.* 教育家 (11)

educate [ˈedʒʊkeɪt] *v.* 教育

founder [ˈfaʊndə] *n.* 创始人; 建立者 (11)

found [faʊnd] *vt.* 创办; 成立; 建立 (11)

promoter [prəˈməʊtə] *n.* 发起人 (11)

promote [prəˈməʊt] *vt.* 促进; 提升

foundation [faʊnˈdeɪʃn] *n.* 基金会; 基础 (11)

### Reading Further

#### I Words for Production

painful [ˈpeɪnful] *adj.* 痛苦的 (12)

puzzle [ˈpʌzl] *vt.* 使困惑 *n.* 谜; 难题 (12)

sweetness [ˈswi:tənəs] *n.* 甜; 芬芳 (12)

sweet [swi:t] *adj.* 甜的

string [striŋ] *vt.* 用线串 *n.* 线; 细绳 (13)

necklace [ˈneɪkləs] *n.* 项链 (13)

earth [ɜ:θ] *n.* 泥土; 地球 (13)

pour [pɔ:] *vt.* 倾; 倒 (13)

invisible [ɪnˈvɪzəbl] *adj.* 看不见的; 无形的 (13)

visible [ˈvɪzəbl] *adj.* 可见的; 有形的

#### II Words for Recognition

bead [bi:d] *n.* (空心)小珠子; 水珠 (13)

splendour [ˈsplendə] *n.* 光辉; 壮丽 (13)

### III Phrases and Expressions

put one's arms around sb. 用胳膊搂着某人 (12)

point to 指向; 指着 (12)

half... and half... 一半……一半…… (12)

shake one's head 摇头 (12)

arrange... in the right order 按正确顺序排列 (13)

in a flash 立刻; 一瞬间 (13)

in the light of 鉴于; 由于; 按照 (13)

pour into 注入; 倾入 (13)

burst upon 突然明白 (13)

## Unit 2

### Reading Actively

#### I Words for Production

grassland [ˈgrɑ:slænd] *n.* 草场; 草原 (16)

sorrowful [ˈsɒrəʊfl] *adj.* 伤心的; 悲伤的 (16)

neighbour [ˈneɪbə] *n.* 邻国; 邻居 (16)

sympathise [ˈsɪmpəθaɪz] *vi.* 同情 (16)

blessing [ˈblesɪŋ] *n.* 福赐; 祝福 (16)

bless [bles] *vt.* 祝福; 保佑

misfortune [mɪsˈfɔ:tʃu:n] *n.* 不幸; 灾祸 (16)

fortune [ˈfɔ:tʃu:n] *n.* 运气; 命运

overjoyed [ˌəʊvəˈdʒɔɪd] *adj.* 欣喜若狂 (16)

alongside [əˌlɒŋˈsaɪd] *prep.* 在……旁边;  
与……一起 (16)

content [kənˈtent] *adj.* 满意的; 满足的 (16)

exclaim [ɪkˈskleɪm] *vt.* 惊呼 (16)

relative [ˈrelətɪv] *n.* 亲戚 *adj.* 相关的 (16)

whoever [hu:ˈevə] *pron.* 无论是谁 (16)

accident [ˈæksɪdənt] *n.* 意外; 事故 (16)

battle [ˈbætl] *n.* 战斗; 斗争 (17)

unfit [ʌnˈfɪt] *adj.* 不合格的 (17)

soldier [ˈsəʊldʒə] *n.* 士兵 (17)

comfort [ˈkʌmfət] *n.* 舒适 (17)

mend [mend] *vt./vi.* 康复;痊愈;修理 (17)  
ache [eɪk] *vi./n.* 疼痛 (17)

## II Words for Recognition

gallop [ˈgæləp] *vt./vi.* 奔驰;奔跑 (16)  
stable [ˈsteɪbl] *n.* 马厩 (16)  
magnificent [mæɡˈnɪfɪsnt] *adj.* 雄壮的 (16)  
able-bodied [ˌeɪblɪˈbɒdɪd] *adj.* 健壮的 (17)  
fierce [fɪəs] *adj.* 激烈的;凶猛的 (17)  
widow [ˈwɪdəʊ] *n.* 寡妇 (17)  
orphan [ˈɔːfn] *n.* 孤儿 (17)

## III Phrases and Expressions

in ancient times 在古代;很久以前 (16)  
run away 跑掉 (16)  
sympathise with sb. over sth. 因某事而  
同情某人 (16)  
come from... 来自某处;源自…… (16)  
sure enough 果然 (16)  
turn to... 变成…… (16)  
gather round 围过来 (16)  
share in 分享 (16)  
be pleased to 高兴;乐于(做某事) (16)  
once again 再一次 (16)  
sit back 向后靠着坐;袖手旁观;放松 (16)  
call upon sb. to do sth. 号召某人做某事 (17)  
be filled with... 到处都是;充满…… (17)  
go off 离开;消失;变质 (17)  
stay at home 待在家里 (17)  
go by 逝去;过去 (17)  
remind sb. of... 让(某人)想起…… (17)  
dream of 梦想着 (17)

## Listening, Understanding & Communicating

mostly [ˈməʊstli] *adv.* 主要地;多半地 (22)  
cheerful [ˈtʃɪəfl] *adj.* 快乐的;愉快的 (22)  
court [kɔːt] *n.* 法院;球场 (22)

## Reading, Speaking & Writing

narration [nəˈreɪʃn] *n.* 叙述;故事 (23)

narrate [nəˈreɪt] *vi.* 叙述;讲述  
sequence [ˈsiːkwəns] *n.* 顺序 (23)  
narrator [nəˈreɪtə] *n.* 叙述者;讲解员  
plot [plɒt] *n.* 情节 (24)  
setting [ˈsetɪŋ] *n.* 环境 (24)  
author [ˈɔːθə] *n.* 作者;作家 (24)  
scenery [ˈsiːnəri] *n.* 风景;景色 (24)  
resolve [rɪˈzɒlv] *vt.* 解决 (24)

## Reading Further

### I Words for Production

present [prɪˈzent] *vt.* 给;赠;提出 (25)  
bar [bɑː] *n.* 棒;横木;酒吧;条 (25)  
gymnastics [dʒɪmˈnæstɪks] *n.* 体操 (25)  
championship [ˈtʃæmpɪənʃɪp] *n.* 锦标赛  
(常用复数) (25)

champion [ˈtʃæmpɪən] *n.* 冠军

bend [bend] *vt.* 使低垂 (25)  
collar [ˈkɒlə] *n.* 衣领;领 (25)  
warm-hearted [ˌwɔːmˈhɑːtɪd] *adj.* 热心肠的  
(25)

admirer [ədˈmaɪərə] *n.* 仰慕者;羡慕者 (25)  
unexpectedly [ˌʌnɪkˈspektɪdli] *adv.* 意外地;  
未料到地 (25)

unexpected [ˌʌnɪkˈspektɪd] *adj.* 意外的;想  
不到的

expected [ɪkˈspektɪd] *adj.* 预期的;预料的

expect [ɪkˈspekt] *vt.* 期望;指望

deserted [dɪˈzɜːtɪd] *adj.* 抛弃的;放弃的  
(25)

desert [dɪˈzɜːt] *vt.* 抛弃;遗弃

poorly [ˈpʊəli] *adv.* 不好地;糟糕地 (26)  
lower [ˈləʊə] *vt.* 降低;降下 (26)

firm [fɜːm] *adj.* 坚固的;坚硬的;坚实的 (26)  
colourful [ˈkʌləfl] *adj.* 五彩缤纷的 (26)  
current [ˈkʌrənt] *n.* 电流 *adj.* 现在的;流通的  
(26)

victorious [vɪkˈtɔːrɪəs] *adj.* 获得胜利的;  
战胜的 (26)

victory [ˈvɪktəri] *n.* 胜利;成功

## II Words for Recognition

disgraced [dɪsˈɡreɪst] *adj.* 不体面的;可耻的 (25)

horizontal [ˌhɒrɪˈzɒntl] *adj.* 与地平线平行的;平的;水平的 (25)

mat [mæt] *n.* 垫子 (25)

lobby [ˈlɒbi] *n.* 入口的厅堂;大厅 (25)

stewardess [ˈstjuːədɛs] *n.* 空中小姐;(客机、客轮等)女服务员 (25)

steward [ˈstjuːəd] *n.* 男服务员

obsess [əbˈses] *vt.* 缠住;困扰 (25)

burden [ˈbɜːdn] *vt.* 装载;使负担 (25)

trail [treɪl] *vt./vi.* 拖;拉;曳 (25)

shun [ʃʌn] *vt.* 规避;避免 (25)

fragrance [ˈfreɪgrəns] *n.* 香味;香气 (25)

fragrant [ˈfreɪgrənt] *adj.* 香的;芳香的

## III Phrases and Expressions

the International Gymnastics Championships  
国际体操锦标赛 (25)

be ashamed to do sth./of... 羞于做……;  
对……感到羞愧 (25)

be afraid to do sth. 不敢做…… (25)

go abroad 去国外 (25)

in return 作为回报 (25)

be burdened with... 承受着…… (25)

all of a sudden 突然 (25)

belong to 属于 (26)

a bunch of 一束 (26)

turn into 变成 (26)

be moved to tears 被感动得直流眼泪 (26)

## Challenging Yourself A

### I Words for Production

assume [əˈsjuːm] *vt.* 认为 (29)

model [ˈmɒdl] *n.* 典型 (29)

cause [kɔːz] *vt.* 导致 (29)

growth [grəʊθ] *n.* 发展 (29)

rider [ˈraɪdə] *n.* 骑手 (29)

spider [ˈspaɪdə] *n.* 蜘蛛 (30)

depressed [dɪˈprest] *adj.* 沮丧的 (30)

depress [dɪˈpres] *vt.* 使沮丧

quotation [kwɔːtɪʃn] *n.* 语录;引文 (31)

quote [kwəʊt] *vi.* 引用;报价

## II Words for Recognition

light bulb 灯泡 (29)

horsemanship [ˈhɔːsmənʃɪp] *n.* 骑术 (29)

## III Phrases and Expressions

succeed in 成功;有作为 (28)

be confident in 充满信心 (28)

draw a useful lesson from 吸取教训 (28)

try one's best to do sth. 尽全力去(做某事) (28)

as a popular saying goes 正如俗语所说 (29)

fail in doing sth. 做(某事)失败 (29)

consider oneself as a failure 把自己看成一个失败者 (29)

lose one's confidence in doing sth.  
做(某事)失去信心 (29)

find the right way to do sth. 找到正确的方法去做(某事) (29)

even though 即使 (29)

contribute to 有助于 (29)

as... say 正如……说过 (29)

be made up of 由……构成的 (29)

## Unit 3

### Reading Actively

#### I Words for Production

sow [səʊ] *vi.* 播种 (37)

|  |  |
|--|--|
| correspond [ˌkɒrəˈspɒnd] <i>vi.</i> 相符;一致 (37)   | outing [ˈaʊtɪŋ] <i>n.</i> 远足 (37)                      |
| official [əˈfɪʃl] <i>n.</i> 官员 (37)              | state [steɪt] <i>n.</i> 国;诸侯国;州 (37)                   |
| disturbance [dɪˈstɜːbəns] <i>n.</i> 骚乱;纷乱 (37)   | <b>disturb [dɪˈstɜːb] <i>vt.</i> 打扰;扰乱</b>             |
| faithful [ˈfeɪθfl] <i>adj.</i> 忠诚的 (37)          | follower [ˈfɒləʊə] <i>n.</i> 追随者;属下 (37)               |
| hardship [ˈhɑːdʃɪp] <i>n.</i> 困难;艰难险阻 (37)       | starve [stɑːv] <i>vi.</i> 饥饿 (37)                      |
| a slice of flesh 一片肉 (37)                        | master [ˈmɑːstə] <i>n.</i> 主人 (37)                     |
| reward [rɪˈwɔːd] <i>vt.</i> 奖赏 <i>n.</i> 报酬 (37) | sacrifice [ˈsækrɪfaɪs] <i>n.</i> 供奉;祭品                 |
| <i>vt.</i> 牺牲;献出 (37)                            | heartbroken [ˈhɑːtbrəʊkən] <i>adj.</i> 悲伤的 (37)        |
| guilty [ˈɡɪltɪ] <i>adj.</i> 内疚的 (37)             | devote [dɪˈvəʊt] <i>vt.</i> 奉献;致力于 (38)                |
| upright [ˈʌpraɪt] <i>adj.</i> 正直的;诚实的 (38)       | just [dʒʌst] <i>adj.</i> 公正的 <i>adv.</i> 只是;刚才;正好 (38) |
| dynasty [ˈdɪnəstri] <i>n.</i> 王朝;朝代 (38)         | remembrance [rɪˈmembərəns] <i>n.</i> 追忆 (38)           |
| ancestor [ˈænsəstə] <i>n.</i> 祖先 (38)            |  |

## II Words for Recognition

|  |   |
|--|---|
| mourn [maʊn] <i>vt.</i> 哀悼 (37)                | spring ploughing 春耕 (37)                  |
| plough [plaʊ] <i>vi.</i> 耕地 (37)               | onset [ˈɒnset] <i>n.</i> 开始;着手 (37)       |
| prince [prɪns] <i>n.</i> 王子 (37)               | thereby [ˌðeəˈbaɪ] <i>adv.</i> 因此;从而 (37) |
| anniversary [ænɪˈvɜːsəri] <i>n.</i> 周年纪念日 (37) | tomb [tu:m] <i>n.</i> 坟墓 (38)             |

## III Phrases and Expressions

|                               |                              |
|-------------------------------|------------------------------|
| correspond with 与……符合/一致 (37) | It is said that... 据说…… (37) |
|-------------------------------|------------------------------|

|                                     |                                       |
|-------------------------------------|---------------------------------------|
| in great disturbance 大动乱 (37)       | be forced to leave for 被迫离开去…… (37)   |
| be close to death 濒临死亡 (37)         | serve sth. to sb. (给某人)提供;给某人吃某物 (37) |
| take the throne back 夺回王位 (37)      | go deep into mountains 躲进深山里 (37)     |
| set the mountain on fire 放火烧山 (37)  | so as to 为了;以致 (37)                   |
| show up 露面 (37)                     | together with 和;连同 (38)               |
| be upright and just 公正的 (38)        | in memory of sb. 作为对某人的纪念 (38)        |
| on the anniversary of 在……的纪念日上 (38) | in addition 另外;此外 (38)                |
| pay one's respects 凭吊 (38)          | be replaced by 被……所取代 (38)            |
| go out for a picnic 去野餐 (38)        |                                       |

## Exploring & Using

|                                 |
|---------------------------------|
| anger [ˈæŋɡə] <i>n.</i> 愤怒 (42) |
|---------------------------------|

## Listening, Understanding & Communicating

|   |   |
|---|---|
| traditionally [trəˈdɪʃənəlɪ] <i>adv.</i> 传统上 (44) | traditional [trəˈdɪʃənl] <i>adj.</i> 传统的      |
| tradition [trəˈdɪʃn] <i>n.</i> 传统                 | solar term 节气 (44)                            |
| establishment [ɪˈstæblɪʃmənt] <i>n.</i> 建立 (44)   | <b>establish [ɪˈstæblɪʃ] <i>vt.</i> 建立;创建</b> |
| be burned to death 被烧死 (44)                       | appoint [əˈpɔɪnt] <i>vt.</i> 任命 (44)          |
| reward [rɪˈwɔːd] <i>n.</i> 报到;酬谢 (44)             | customary activities 传统的活动 (44)               |
| swing [swɪŋ] <i>n.</i> 秋千 (44)                    |   |

## Reading, Speaking & Writing

|  |
|--|
| exposition [ekspəˈzɪʃn] <i>n.</i> 说明文 (45) |
|--|

manageable [ˈmænɪdʒəbl] *adj.* 可管理的 (45)  
 definition [ˌdefɪˈnɪʃn] *n.* 定义 (45)  
 classification [ˌklæsɪfɪˈkeɪʃn] *n.* 分类 (45)  
 concrete [ˈkɒŋkri:t] *adj.* 具体的 (45)  
 introductory [ɪntrəˈdʌktəri] *adj.* 开端的 (45)  
 paragraph [ˈpærəgrɑ:f] *n.* 段落 (45)  
 essay [ˈeseɪ] *n.* 散文 (44)

### Reading Further

#### I Words for Production

gather [ˈgæðə] *vt.* 收割; 聚集 (47)  
 settler [ˈsetlə] *n.* 移居者; 开拓者 (47)  
 reunion [riːˈjuːnjən] *n.* 重聚; 同学会 (47)  
 distance [ˈdɪstəns] *n.* 距离 (47)  
 distant [ˈdɪstənt] *adj.* 遥远的; 冷漠的  
 apartment [əˈpɑ:tmənt] *n.* 公寓 (47)  
 professional [prəˈfeʃənl] *adj.* 专业的; 职业的 (47)  
 profession [prəˈfeʃn] *n.* 职业; 专业  
 employee [ɪmˈplɔɪi:] *n.* 雇员 (47)  
 employ [ɪmˈplɔɪ] *vt.* 雇用; 采用  
 importantly [ɪmˈpɔ:ntli] *adv.* 重要地 (47)  
 homeless [ˈhəʊmləs] *adj.* 无家可归的 (48)  
 possess [pəˈzes] *vt.* 拥有 (48)  
 possession [pəˈzeʃn] *n.* 拥有  
 grateful [ˈɡreɪtful] *adj.* 感激的 (48)

#### II Words for Recognition

the Pilgrims 清教徒 (47)  
 religious [rɪˈlɪdʒəs] *adj.* 宗教的 (47)  
 side dish 配菜 (47)  
 mashed potatoes 土豆泥 (47)  
 potluck [ˈpɒtlʌk] *n.* 百乐餐; 家常便饭 (47)  
 parade [pəˈreɪd] *n.* 游行 (47)  
 immigrant [ˈɪmɪgrənt] *n.* 移民 (47)

#### III Phrases and Expressions

gather crops 收割庄稼 (47)  
 gave thanks (to sb.) for sth. 由于……对某

人表示感谢 (47)  
 not... any more 不再 (47)  
 spend... doing sth. 花……做某事 (47)  
 away from 远离 (47)  
 gather at someone's apartment 聚集在某人的公寓里 (47)  
 take place 发生 (47)  
 hold a big parade 举行大游行 (47)  
 express thanks 表达谢意 (47)  
 remind... of 使回想起 (47)  
 be grateful for 对……心存感激 (47)

## Unit 4

### Reading Actively

#### I Words for Production

faraway [ˈfɑ:rəweɪ] *adj.* 遥远的; 久远的 (50)  
 unbelieving [ˌʌnbɪˈli:vɪŋ] *adj.* 难以置信的; 不相信的; 怀疑的 (50)  
 weep [wi:p] *vi.* 流泪; 哭泣 *n.* 哭; 哭泣 (50)  
 bitterly [ˈbɪtəli] *adv.* 苦苦地; 悲痛地 (50)  
 bitter [ˈbɪtə] *adj.* 苦的  
 instantly [ˈɪnstəntli] *adv.* 立即地 (50)  
 instant [ˈɪnstənt] *adj.* 立即的  
 bless [bles] *vt.* 祈祷; 求神赐福于 (50)  
 secretly [ˈsi:kretli] *adv.* 偷偷地; 秘密地 (50)  
 firmly [ˈfɜ:mli] *adv.* 牢固地; 坚定地 (50)  
 spot [spɒt] *vt.* 认出; 发现 *n.* 现场; 污渍 (50)  
 switch [swɪtʃ] *vt.* 调换; 更换 (51)  
 obviously [ˈɒbvɪəslɪ] *adv.* 明显地 (51)  
 laughter [ˈlɑ:ftə] *n.* 笑; 笑声 (51)  
 laugh [lɑ:f] *vi.* 笑

#### II Words for Recognition

trembling [ˈtremblɪŋ] *adj.* 发抖的 (50)  
 tremble [ˈtrembl] *vi.* 发抖; 颤抖  
 sob [sɒb] *vt./vi.* 呜咽; 哭泣; 哭诉 (50)  
 copper [ˈkɒpə] *n.* 铜; 铜币 (50)

- gaze [geɪz] *vi.* 盯;凝视 *n.* 注视;凝视 (51)  
 ouch [aʊtʃ] *int.* 哎哟 (51)  
 granny ['græni] *n.* 奶奶 (51)  
 burst [bɜ:st] *vi.* 突然爆发;爆裂;迸裂 (51)

### III Phrases and Expressions

- be forced to do sth. 被迫做某事 (50)  
 manage to do sth. 设法成功地做某事 (50)  
 away from home 离家 (50)  
 on the eve of the Spring Festival 除夕 (50)  
 look sb. up and down 上下打量某人 (50)  
 throw oneself on sb. 依偎在某人身上 (50)  
 at a distance 在远处 (50)  
 an idea comes to sb. 某人突然想出一个主意 (50)  
 be blessed 有福 (50)  
 with all one's heart 全心全意地 (50)  
 take out 拿出 (50)  
 make a mark on 在……上做记号 (50)  
 on the edge of 在……边上 (50)  
 mix... with... 把……和……混合 (50)  
 keep... in mind 把……记在心中 (50)  
 all by oneself 全由自己做 (50)  
 take a glance at 匆匆看一眼 (51)  
 gaze at sb. with tears 泪眼朦胧地凝视 (51)  
 keep silent 保持安静 (51)  
 switch... with... 把……与……对调 (51)  
 cry out 哭出声来 (51)  
 How come? 怎么可能? (51)  
 be puzzled 被弄得很迷惑 (51)  
 burst into laughter/tears 突然笑/哭起来 (51)  
 share sth. with sb. 和某人一起分享某事/物 (51)

### Exploring & Using

- stage [steɪdʒ] *n.* 舞台 (55)

### Listening, Understanding & Communicating

- beverage ['bevərɪdʒ] *n.* 饮料 (56)

- meditation [ˌmedi'teɪʃn] *n.* 沉思;默想 (56)  
 self-reflection [ˌself rɪ'fleksjən] *n.* 自省 (56)  
 inspire [ɪn'spaɪə] *vt./vi.* 激励 (56)  
 legend ['ledʒənd] *n.* 传说 (56)  
 herbal ['hɜ:bl] *adj.* 草本植物的;药草的 (56)  
 herb [hɜ:b] *n.* 草本植物;药草  
 tasty ['teɪstɪ] *adj.* 美味的;可口的 (56)  
 refreshing [rɪ'freʃnɪŋ] *adj.* 使人焕然一新  
 新的 (56)

### freshen ['freʃən] *vt.* 使精神焕发

### Viewing, Speaking & Writing

- wrapper ['ræpə] *n.* (饺子)皮 (58)  
 wrap up 包起来;裹起来 (58)  
 line... up 排成一行;排成直线 (58)  
 turn on 打开(煤气炉、电灯、收音机等) (58)  
 stove [stəʊv] *n.* 火炉 (58)

### Reading Further

#### I Words for Production

- well-known [wel'nəʊn] *adj.* 有名的 (59)  
 roast [rəʊst] *vt./vi.* 烤;烘烤 (59)  
 bacon ['beɪkən] *n.* 火腿;咸肉 (59)  
 sliced [slaɪst] *adj.* 切成薄片的 (59)  
 pork [pɔ:k] *n.* 猪肉 (59)  
 fried [fraɪd] *adj.* 油炸的 (60)  
 fry [fraɪ] *vt.* 油炸 *n.* 油炸食品  
 raw [rɔ:ɪ] *adj.* 生的;未加工的 (60)

#### II Words for Recognition

- ingredient [ɪn'grɪdiənt] *n.* 成分;因素 (59)  
 chips [tʃɪps] *n.* 薯条;薯片 (59)  
 cheeseburger ['tʃi:zbɜ:gə] *n.* 奶酪汉堡 (59)  
 pudding ['pʊdɪŋ] *n.* 布丁 (59)  
 tender ['tendə] *adj.* 嫩的;温柔的 (59)  
 chilli ['tʃɪli] *n.* 红辣椒 (60)

#### III Phrases and Expressions

- a couple of 两三个;几个 (59)

|                     |             |      |
|---------------------|-------------|------|
| make a fuss         | 大惊小怪;小题大做   | (59) |
| live on             | 以……为生;主要吃…… | (59) |
| French fries        | 炸薯条         | (59) |
| be fond of          | 喜爱          | (59) |
| sweet and sour ribs | 糖醋排骨        | (60) |
| sliced pork         | 猪肉片         | (60) |
| generally speaking  | 一般来说        | (60) |
| deep-fried stuff    | 油炸食品        | (60) |
| save time           | 节约时间        | (60) |

## Challenging Yourself B

### I Words for Production

|              |                              |      |
|--------------|------------------------------|------|
| businessman  | [ˈbɪznəsmæn] n. 商人           | (63) |
| fork         | [fɔ:k] n. 叉                  | (63) |
| theory       | [ˈθi:əri] n. 理论              | (63) |
| agricultural | [ˌægrɪkʌltʃərəl] adj. 农业的    | (63) |
| agriculture  | [ˌægrɪkʌltʃə] n. 农业          |      |
| convenient   | [kənˈvi:niənt] adj. 方便的      | (63) |
| convenience  | [kənˈvi:niəns] n. 方便         |      |
| steam        | [sti:m] vi. 蒸                | (63) |
| practical    | [ˈpræktɪkl] adj. 实用性的        | (63) |
| appearance   | [əˈpi:ə] n. 出现               | (63) |
| appear       | [əˈpi:ə] vi. 出现              |      |
| gentleness   | [ˈdʒentlnəs] n. 彬彬有礼         | (63) |
| gentle       | [ˈdʒentl] adj. 文雅的           |      |
| kindness     | [ˈkaɪndnəs] n. 仁慈;善良         | (63) |
| Confucianism | [kəmˈfju:ʃənɪzəm] n. 儒学;儒家思想 | (63) |
| accusation   | [ˌækjuːˈzeɪʃn] n. 谴责         | (63) |
| accuse       | [əˈkju:z] vt. 控告;谴责          |      |
| impolite     | [ɪpəˈlaɪt] adj. 粗鲁的          | (63) |
| wedding      | [ˈwedɪŋ] n. 婚礼               | (63) |
| readily      | [ˈredɪli] adv. 容易地           | (64) |
| circumstance | [ˈsɜ:kəmstəns] n. 环境         | (64) |

### II Words for Recognition

|       |               |      |
|-------|---------------|------|
| penny | [ˈpenɪ] n. 便士 | (63) |
|-------|---------------|------|

|           |                     |      |
|-----------|---------------------|------|
| dip       | [dɪp] vt. 舀取        | (63) |
| nip       | [nɪp] vt. 夹         | (63) |
| tableware | [ˈteɪblweə] n. 餐具   | (63) |
| taboo     | [təˈbu:] n. 禁忌      | (63) |
| funeral   | [ˈfju:nərəl] n. 葬礼  | (63) |
| delicate  | [ˈdelɪkət] adj. 易碎的 | (64) |

### III Phrases and Expressions

|                               |           |      |
|-------------------------------|-----------|------|
| be determined to do sth.      | 决心做某事     | (63) |
| to one's surprise             | 让人吃惊的是    | (63) |
| do some research on sth.      | 做……研究     | (63) |
| rely on                       | 依靠        | (63) |
| be very convenient to         | 非常方便      | (63) |
| in ancient times              | 在古代       | (63) |
| live on                       | 以……为食     | (63) |
| beg for meals                 | 讨饭        | (63) |
| stretch out                   | 伸出        | (63) |
| be laughed at for             | 由于……被取笑   | (63) |
| apart from                    | 除……之外     | (63) |
| draw on this unity and spirit | 利用这种团结和精神 | (64) |

## Unit 5

### Reading Actively

#### I Words for Production

|                |                               |      |
|----------------|-------------------------------|------|
| historical     | [hɪˈstɔ:rɪkl] adj. 历史上的;有关历史的 | (71) |
| historic       | [hɪˈstɔ:rɪk] adj. 历史性的        |      |
| elegant        | [ˈelɪgənt] adj. 文雅的;端庄的       | (71) |
| steamboat      | [ˈsti:mboʊt] n. 汽船;轮船         | (71) |
| transportation | [ˌtrænsˈpɔ:tɪˈteɪʃn] n. 交通;运输 | (71) |
| beautifully    | [ˈbju:tɪflɪ] adv. 美好地;漂亮地     | (71) |
| boatman        | [ˈbəʊtmən] n. 船夫              | (71) |
| transport      | [ˌtrænˈspɔ:t] n. 运输;运输机       |      |
| bathe          | [beɪð] vi. 沐浴;洗澡              | (71) |

- bath [bɑ:θ] *n.* 洗澡;浴缸;沐浴用品  
 softly ['sɒftli] *adv.* 柔软地 (71)  
 temple ['templ] *n.* 寺院;庙宇 (72)  
 colleague ['kɒli:g] *n.* 同事 (72)  
 coming ['kʌmɪŋ] *adj.* 即将来临的;将来的 (72)  
 sunrise ['sʌnrʌɪz] *n.* 日出 (72)  
 desire [dɪ'zaɪə] *n.* 欲望;要求;心愿 (72)  
 daylight ['deɪlaɪt] *n.* 白天;日光;白昼 (72)  
 unfortunately [ʌn'fɔ:tʃənətli] *adv.* 不幸地 (72)  
 unfortunate [ʌn'fɔ:tʃənət] *adj.* 不幸的

## II Words for Recognition

- summit ['sʌmɪt] *n.* 最高峰;顶峰;顶点 (71)  
 thrilled [θrɪld] *adj.* 极为激动的 (72)  
 chilled [tʃɪld] *adj.* 冷的;冷冻的 (72)  
 layer ['leɪə] *n.* 层;阶层 (72)  
 glorious ['glɔ:riəs] *adj.* 辉煌的;极好的 (72)  
 glory ['glɔ:ri] *n.* 光荣;荣誉

## III Phrases and Expressions

- as much as 和……差不多;几乎等于 (71)  
 under control 被控制住 (71)  
 serve as 作为……用;担任;起……作用 (71)  
 take a tour 去旅行 (71)  
 similar to 与……相似;类似于…… (71)  
 be equipped with 装备;配备;安装 (71)  
 be careful to do sth. 小心地做某事 (71)  
 keep one's balance 保持某人的平衡 (71)  
 point out 指出 (71)  
 pass by 路过;从……旁边经过;时间逝去 (71)  
 for various reasons 出于各种原因 (72)  
 arrive at 到达 (72)  
 get chilled to the bone 冰冷彻骨 (72)  
 rush down 冲下(山) (72)

## Listening, Understanding & Communicating

- receptionist [rɪ'sepʃənɪst] *n.* 接待员 (77)  
 register ['redʒɪstə] *vt.* 登记;注册 (77)

- nationality [ˌnæʃə'næləti] *n.* 国籍 (77)  
 fill in 填写;填充;填满 (77)  
 registration form 登记表 (77)  
 Singapore [ˌsɪŋgə'pɔ:ɪ] *n.* 新加坡 (77)  
 check out 退房;付账后离开 (77)  
 credit card 信用卡 (77)

## Reading, Speaking & Writing

- economic [ˌi:kə'nɒmɪk] *adj.* 经济的 (78)  
 industrial [ɪn'dʌstriəl] *adj.* 工业的 (78)  
 be situated *vt.* 位于 (78)  
 chemical ['kemɪkl] *n.* 化学的 (79)  
 chemist ['kemɪst] *n.* 化学家;药剂师  
 electronic equipment 电子设备 (79)  
 processed food 加工食品;腌制食品 (79)  
 rail [reɪl] *n.* 铁轨 (79)  
 link... to 把……与……连接 (79)  
 political [pə'litɪkl] *adj.* 政治的 (79)

## Reading Further

### I Words for Production

- attraction [ə'trækʃn] *n.* 吸引力;吸引人的事物 (80)  
 wonder ['wʌndə] *n.* 奇迹 (80)  
 appealing [ə'pi:liŋ] *adj.* 吸引人的 (80)  
 amazing [ə'meɪzɪŋ] *adj.* 令人惊奇的 (80)  
 circle ['sɜ:kl] *vt.* 环绕 (80)  
 wind [waɪnd] *vt.* 使弯曲 (80)  
 westward(s) [ˌwestwədz] *adv.* 向西 (80)  
 vast [vɑ:st] *adj.* 巨大的;辽阔的 (80)  
 engineering [ˌendʒɪ'nɪəriŋ] *adj.* 工程的;工程学的 (81)  
 engineer [ˌendʒɪ'nɪə] *n.* 工程师;技师  
 construct [kən'strʌkt] *vt.* 建造;构造 (81)  
 construction [kən'strʌkʃn] *n.* 建筑;建筑物  
 defend [dɪ'fend] *vt.* 防护;防伪;辩护 (81)  
 defence [dɪ'fens] *vt.* 防御;防卫;答辩  
 continuously [kən'tɪnjʊəsli] *adv.* 不断地;连续地 (81)

|   |      |
|---|------|
| encircle [ɪn'sɜ:kəl] <i>vt.</i> 环绕;包围                   | (81) |
| existence [ɪg'zɪstəns] <i>n.</i> 存在;出现                  | (81) |
| reconstruct [ˌrɪ:kən'strʌkt] <i>vt.</i> 重建              | (81) |
| hence [hens] <i>adv.</i> 因此;从此                          | (81) |
| stated ['steɪtɪd] <i>adj.</i> 所述的;指定的                   | (81) |
| ruined ['ru:ɪnd] <i>adj.</i> 荒废的;毁灭的                    | (81) |
| northwest [ˌnɔ:θ'west] <i>n.</i> 西北方 <i>adj.</i> 西北的    | (81) |
| northeast [ˌnɔ:θ'i:st] <i>n.</i> 东北方 <i>adj.</i> 东北的    | (81) |
| stretch [stretʃ] <i>n.</i> 伸展;延伸                        | (81) |
| civilisation [ˌsɪvəl'aɪz'eɪʃn] <i>n.</i> 文明;文化;<br>文明社会 | (81) |

## II Words for Recognition

|   |      |
|---|------|
| landmark [ˈlændmɑ:k] <i>n.</i> 地标           | (80) |
| fascinate [ˈfæsɪneɪt] <i>vt.</i> 使着迷        | (80) |
| resemble [rɪ'zembəl] <i>vt.</i> 类似          | (80) |
| steep [sti:p] <i>adj.</i> 陡峭的;险峻的           | (81) |
| gigantic [dʒaɪ'gæntɪk] <i>adj.</i> 巨大的      | (81) |
| principality [ˌprɪnsɪ'pæləti] <i>n.</i> 诸侯国 | (81) |
| heritage [ˈherɪtɪdʒ] <i>n.</i> 遗产;传统        | (81) |

## III Phrases and Expressions

|                              |      |
|------------------------------|------|
| look down at 俯瞰              | (80) |
| wind one's way 沿蜿蜒曲折的路线前行    | (80) |
| at the foot of 在……的底部        |      |
| cut across 抄近路穿过             | (81) |
| defend... from... 防御;防卫……以免于 | (81) |
| in that 由于;因为                | (81) |
| in the early days 古时候;在古代    | (81) |
| in length 长度上                | (81) |
| come into existence 开始存在;形成  | (81) |
| according to 依照;根据           | (81) |
| put down 记下;记载               | (81) |
| take part in 参加;参与           | (81) |
| a vast stretch of... 一大片……   | (81) |
| as well as 和;也               | (81) |
| Inner Mongolia 内蒙古           | (81) |

|                                     |      |
|-------------------------------------|------|
| reach a length of... in all 总长度达到…… | (81) |
|-------------------------------------|------|

## Unit 6

### Reading Actively

#### I Words for Production

|  |      |
|--|------|
| memorial [mə'mɔ:riəl] <i>n.</i> 纪念碑                |      |
| <i>adj.</i> 纪念的                                    | (84) |
| romance [rəʊ'mæns] <i>n.</i> 冒险故事;浪漫史;<br>传奇文学     | (84) |
| unusual [ʌn'ju:ʒʊəl] <i>adj.</i> 不寻常的;与众不<br>同的    | (84) |
| usual ['ju:ʒʊəl] <i>adj.</i> 通常的;平常的               |      |
| inseparable [ɪn'seprəbl] <i>adj.</i> 不分<br>开的;不分离的 | (84) |
| separable [sepərəbl] <i>adj.</i> 可分离的              |      |
| partner ['pɑ:tnə] <i>n.</i> 配偶                     | (84) |
| accompany [ə'kʌmpəni] <i>vt.</i> 陪伴;伴随             | (84) |
| afterwards [ˈɑ:ftəwədz] <i>adv.</i> 后来;然后          | (84) |
| dying ['daɪɪŋ] <i>adj.</i> 临终的                     | (84) |
| determined [dɪ'tɜ:mɪnd] <i>adj.</i> 坚决的;决定<br>了的   | (85) |
| gateway ['geɪtweɪ] <i>n.</i> 门;通路                  | (85) |
| tank [tæŋk] <i>n.</i> 池塘;储水池;坦克                    | (85) |
| channel [ˈtʃænl] <i>n.</i> 通道;频道                   | (85) |
| conception [kən'sepʃn] <i>n.</i> 概念;开始             | (85) |
| focus [ˈfəʊkəs] <i>n.</i> 焦点;中心                    | (85) |
| complex [ˈkɒmpleks] <i>n.</i> 综合体;复合体              | (85) |
| structure [ˈstrʌktʃə] <i>n.</i> 建筑物                | (85) |
| base [beɪs] <i>n.</i> 底部                           | (85) |
| sandstone [ˈsændstəʊn] <i>n.</i> 砂岩                | (85) |
| prayer [preə] <i>n.</i> 祈祷                         | (85) |
| moonlight [ˈmu:nlaɪt] <i>n.</i> 月光                 | (85) |
| sunset [ˈsʌnset] <i>n.</i> 日落                      | (85) |
| physical [ˈfɪzɪkl] <i>adj.</i> 物质的;符合自然<br>法则的     | (85) |
| detail [ˈdi:teɪl] <i>n.</i> 细节                     | (85) |

architecture [ˈɑːkɪtektʃə] *n.* 建筑; 建筑学 (85)

architect [ˈɑːkɪtekt] *n.* 建筑师

honour [ˈɒnə] *vt.* 尊敬 (85)

## II Words for Recognition

pregnancy [ˈpregnənsɪ] *n.* 怀孕 (84)

monument [ˈmɒnjʊmənt] *n.* 纪念碑 (85)

marble [ˈmɑːbl] *n.* 大理石 (85)

inlaid [ɪnˈleɪd] *adj.* 镶嵌的; 嵌入的 (85)

jewel [ˈdʒuːəl] *n.* 宝石; 珠宝 (85)

transition [trænˈzɪʃn] *n.* 转变; 转换; 过渡 (85)

dome [dəʊm] *n.* 圆屋顶 (85)

slender [ˈslendə] *adj.* 细长的 (85)

backdrop [ˈbækdrɒp] *n.* 背景; 背景幕 (85)

beloved [brɪˈlʌvd] *adj.* 心爱的; 挚爱的 (85)

## III Phrases and Expressions

at the age of 在……岁的时候 (84)

love at first sight 一见钟情 (84)

set out with 与……一起出发 (84)

give birth to 生; 产生; 引起; 造成 (84)

be struck down by diseases 罹患疾病 (84)

be determined to 下决心做 (85)

at the main entrance of 在主入口 (85)

be surrounded by 环绕着 (85)

be decorated with 装饰着 (85)

at sunset 日落时 (85)

## Listening, Understanding & Communicating

get stuck in traffic jams 陷入交通堵塞 (90)

get on a plane 乘飞机 (90)

palm [ˈpɑːm] *n.* 手掌 (90)

sweat [swet] *vi.* 出汗 (90)

apart from 除……之外 (90)

keep... fit 保持……健康 (90)

## Reading, Speaking & Writing

impressive [ɪmˈpresɪv] *adj.* 令人印象深刻的 (92)

architectural [ˌɑːkɪˈtektʃərəl] *adj.* 建筑学上的 (92)

board [bɔːd] *vt.* 上(车、飞机、船等) (92)

coach [kəʊtʃ] *n.* 长途汽车 (92)

hike [haɪk] *n./vt.* 运足; 徒步旅行 (92)

every now and then 不时地; 常常 (92)

catch one's breath 屏住呼吸 (92)

span [spæn] *n.* 跨距 (92)

border [ˈbɔːdə] *n.* 边境; 边界 *vt./vi.* 接界 (92)

portion [ˈpɔːʃən] *n.* 部分 (92)

delighted [dɪˈlaɪtɪd] *adj.* 高兴的 (92)

## Reading Further

### I Words for Production

Switzerland [ˈswɪtsələnd] *n.* 瑞士 (94)

Swiss [swɪs] *n.* 瑞士人 *adj.* 瑞士的

Italy [ˈɪtəli] *n.* 意大利 (94)

Italian [ɪˈtæliən] *n.* 意大利人; 意大利语  
*adj.* 意大利的

Austria [ˈɒstriə] *n.* 奥地利 (94)

Austrian [ˈɒstriən] *n.* 奥地利人 *adj.* 奥地利的

respectively [rɪˈspektɪvli] *adv.* 分别地; 单独地 (94)

respective [rɪˈspektɪv] *adj.* 分别的; 单独的

rank [ræŋk] *vi.* 列为; 排列 *n.* 等级 (94)

potential [pəˈtenʃl] *adj.* 潜在的 *n.* 潜能 (94)

institution [ɪnˈstɪtjuːʃn] *n.* 机构; 制度 (94)

including [ɪnˈkjuːdɪŋ] *prep.* 包含; 包括

dramatic [drəˈmætɪk] *adj.* 引人瞩目的; 戏剧的 (94)

recreational [ˌrekriˈeɪʃənəl] *adj.* 消遣的; 娱乐的; 修养的 (94)

solidity [səˈlɪdətɪ] *n.* 坚固; 凝固 (94)

solid [ˈsɒlɪd] *adj.* 固体的

gravity [ˈgrævətɪ] *n.* 重力 (94)

strike [straɪk] *vt.* 打动; 敲打 *n.* 打击; 罢工 (94)

combination [ˌkɒmbɪˈneɪʃn] *n.* 结合; 组合 (94)

combine [kəmˈbaɪn] *vt.* 使联合/结合

label [ˈleɪbl] *n.* 标签 *vt.* 标注 (94)

diverse [daɪˈvɜːs] *adj.* 多种多样的 (94)

interact [ˌɪntərˈækt] *vi.* 互相影响; 互相作用 (94)

interaction [ˌɪntərˈæksjən] *n.* 相互作用; 互动

contemporary [kənˈtempərəri] *adj.* 当代的; 同时代的 (94)

gallery [ˈgæləri] *n.* 画廊 (94)

## II Words for Recognition

linguistic [lɪŋˈɡwɪstɪk] *adj.* 语言的; 语言学的 (94)

dam [dæm] *n.* 水坝 (94)

invader [ɪnˈveɪdə] *n.* 侵略者 (94)

neutrality [njuːˈtræləti] *n.* 中立 (94)

neutral [ˈnjuːtrəl] *adj.* 中立的

headquarters [ˌhedˈkwɔːtəz] *n.* 总部 (94)

craftsmanship [ˈkrɑːftsmənʃɪp] *n.* 工艺; 技艺 (94)

inheritance [ɪnˈherɪtəns] *n.* 遗产; 继承 (94)

timepiece [ˈtaɪmpɪs] *n.* 钟表 (94)

sought-after [ˈsɔːtɑːftə] *adj.* 受欢迎的; 很吃香的 (94)

snow-capped [ˈsnəʊkæpt] *adj.* 积雪盖顶的 (94)

tram [træm] *n.* 有轨电车 (94)

melting-pot [ˈmeltɪŋpɒt] *n.* 文化熔炉 (94)

paradise [ˈpærədaɪs] *n.* 天堂 (94)

## III Phrases and Expressions

lie in the center of... 位于……的中心 (94)

on one's border 在……的边界上 (94)

plenty of 大量; 许多 (94)

be famous for 因……而著名 (94)

than ever 比任何时候; 从来没有的 (94)

at first sight 乍一看; 一看就 (94)

in the heart of 在……中央 (94)

as in many other ways 在很多其他方面 (94)

be concentrated within 被集中在 (94)

beyond one's imagination 超越某人的想象 (95)

## Challenging Yourself C

### I Words for Production

New Zealand [njuːˈziːlənd] *n.* 新西兰 (97)

collection [kəˈleɪʃn] *n.* 收藏品; 一群人 (97)

waterfall [ˈwɔːtəfɔːl] *n.* 瀑布 (97)

guidebook [ˈgaɪdbʊk] *n.* 指南; 手册 (97)

ham [hæm] *n.* 火腿 (97)

cave [keɪv] *n.* 洞穴; 窑洞 (98)

wooden [ˈwʊdn] *n.* 木质的 (98)

reserve [rɪˈzɜːv] *n.* 自然保护区 *vt.* 保留; 预约; 预订 (98)

diving [ˈdaɪvɪŋ] *n.* 跳水; 潜水 (98)

### II Words for Recognition

porridge [ˈpɒrɪdʒ] *n.* 粥; 糊 (97)

glacier [ˈglæsiə] *n.* 冰川 (97)

whirlpool [ˈwɜːlpuːl] *n.* 漩涡 (98)

### III Phrases and Expressions

do some mountain trekking 在山上徒步旅行 (97)

white water rafting 极限漂流 (97)

take a train ride to 坐火车去 (98)

have a good time 玩得开心 (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.

|                            |           |  |             |
|----------------------------|-----------|--|-------------|
| adjective phrase           | 形容词短语     | metaphor                               | 暗喻          |
| adverb phrase              | 副词短语      | narration                              | 记叙文         |
| article                    | 冠词        | non-restrictive<br>attributive clauses | 非限制性定语从句    |
| cause and effect           | 因果        | noun phrase                            | 名词短语        |
| characterisation           | 人物刻画      | pamphlet                               | 小册子         |
| comma                      | 逗号        | paragraph development                  | 段落展开方法      |
| demonstrative              | 指示词       | personification                        | 拟人          |
| exposition                 | 说明文       | possessives                            | 所有格         |
| figure of speech           | 修辞        | preposition phrase                     | 介词短语        |
| how-to passage             | 指南；入门方法介绍 | present perfect<br>continuous tense    | 现在完成进行时     |
| idiom                      | 成语；习语     | restrictive relative<br>clause         | 限制性关系分句（从句） |
| inverted sentence<br>order | 倒装        | verb phrase                            | 动词短语        |



## 后 记

根据教育部制订的《普通高中英语课程标准》（2017版）、由重庆大学出版社组织编写的普通高中教科书《英语》，得到了教育界诸多前辈、专家和学者的热情帮助和大力支持。在高中英语教科书出版之际，我们衷心感谢从教材修订工作伊始就一直支持我们的各位前辈、专家和学者，感谢各省市的高中英语教研员及一线教师，感谢所有对本套教材提出修改意见、提供帮助和支持的朋友们。

希望教师 and 同学们在使用本套教材的过程中与我们保持联系，及时反馈在使用中发现的问题，提出宝贵的意见和建议，以利我们更好地完善教材。

让我们携手同行，为我国高中英语教材建设做出积极的贡献。

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