



ENGLISH

普通高中教科书

英语

选择性必修

第二册

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ISBN 978-7-5545-5748-8



9 787554 557488 >

定价：9.70 元

河北教育出版社

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[中国] 河北教育出版社
[加拿大] DC加拿大国际交流中心 合作编写

河北教育出版社

出版者的话

亲爱的同学们：

欢迎使用冀教版高中英语教科书。这套教材由国内外富有英语教育经验的学者、科研人员及一线教师根据 2017 版《普通高中英语课程标准》编写。

本套教材必修阶段共 3 册，满足高中毕业基本要求；选择性必修阶段有 4 册，满足高考升学要求；提高类阶段有 3 册，满足有意继续提高英语能力的发展需求。

让我们了解一下教材的结构。每册教材有 5 个单元，每个单元包括 4 个板块。第 1 板块（Reading for Meaning）为同学们提供了地道、优美的语篇，文章体裁丰富多样、内容有趣且富有时代特色；第 2 板块（Learning through Practice）提供了有意义的语言探究和语言实践活动，同学们通过完成任务可以体验语言并归纳知识，提高语言运用能力；第 3 板块（Using English in Context）设计有专题调查、访问纪实、讨论汇总、活动设计等多种形式的项目活动，帮助同学们发展听、说、读、看、写等语言技能，为真实语言交际打下基础。第 4 板块（Expanding Our Horizons）为同学们提供了更多与单元主题相关的经典、有趣的文章。

另外，教材中的评价部分（Evaluate yourself）可以帮助同学们积极反思学习过程，及时调整学习策略，提高学习效率；单元反思（Unit Reflection）帮助同学们对整个单元进行回顾；链接部分（More Connections）便于同学们拓展相关主题知识。

本套教材内容涉及人文、社会、自然、科学等多个领域，注重中外文化的介绍与比较。通过学习本套教材，同学们会在提高语言能力的同时，增强对中华优秀传统文化和社会主义先进文化的认识，成长为新时代有文明素养和社会责任感的人。

同学们，中学时代是人生美好的一段时光，相信在使用这套教材的过程中，你们通过自己不懈的努力和老师的正确引导，能够顺利完成教科书中的学习任务，为终身学习打下良好基础。

愿同学们在英语学海中徜徉，感受英语学习带给你们的新奇、充实与快乐。

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UNIT

1

ACHIEVING MY BEST



Stop being who you were and become who you are.

– Paulo Coelho, Brazilian novelist

Knowing others is intelligence; knowing yourself is true wisdom.

Mastering others is strength; mastering yourself is true power.

– Laozi, Chinese philosopher

When we are no longer able to change a situation, we are challenged to change ourselves.

– Viktor Emil Frankl, Austrian neurologist and psychiatrist



Expand Your References and Expand Your Life (adapted)

BEFORE YOU READ

- 1 What does the title of the text mean to you? How do you understand the word “reference”?
- 2 Do you want to improve yourself? What’s your specific plan for it?
- 3 How could you expand your life and make yourself a better person in the future?

Each day I look for ways to expand. Into my thirty-one years I’ve packed literally hundreds of years of experience. How can I say that? The number of challenging and enriching experiences that I have on a **monthly** basis is like what most people experience over a period of years.

One of the major ways I began to do this, starting at the age of seventeen, was through the rich experiences that books provide. Early in my life, I developed the **belief** that leaders are readers. Books could take me to other lands where I could meet unique people like Abraham Lincoln or Ralph Waldo Emerson whom I could utilize as my personal coaches. I also knew that within the pages of books I



DO YOU KNOW?

Abraham Lincoln served as the 16th President of the United States from March 1861 until his assassination in April 1865. Lincoln led the United States through its Civil War.

Ralph Waldo Emerson was an American essayist, lecturer, and poet. He was seen as a champion of individualism.



could find the answers to almost any question I had. In fact, a book can be, like a computer, a gigantic **database** of information. The **references** I've found in hundreds of books have given me countless ways to **relate** to people and assist them.

Remember, any **limits** that you have in your life are probably just the result of limited references. Expand your references, and you'll immediately expand your life. The possibilities I've touched on are exciting and inspiring, and will hopefully get your creative juices flowing. Whole worlds open up with the addition of just one new reference. It could be one new thing you see or hear, a conversation or a movie, something you read on the very next page – you never know when it may happen.

Take a moment now and write down five of the most powerful experiences that have shaped who you've become as a person. Give not only a description of the experience, but how that experience impacted you. If you write down anything that seems to have impacted you negatively, immediately come up with another

interpretation of that event, no matter what it takes. This may require some **faith** or a new point of view you would never have considered before. Remember, everything in life happens for a reason and serves a purpose. Sometimes it takes years or decades for us to find it, but there is value in all human experiences.

Once you've brainstormed great references to acquire, put a time line and a date on each. When are you going to learn to speak Spanish or Greek? When are you going to take that hot-air balloon ride? When are you going to do something **unusual** and new? What are some references you could provide for your family that would be invaluable? Maybe it



QUICK CHECK!

get one's juices flowing: to inspire one's creativity and thought





is something as **straightforward** as sitting down and talking about the references that the family has already shared, or getting together with some of the grandparents and talking about their lives and what they have learned. What invaluable references these sixty-, seventy-, eighty-, and ninety-plus year-olds have for those of us who are younger!

One of the most powerful references I have shared with my family is delivering Thanksgiving dinners to those who cannot or will not visit **shelters**. I'll never forget my youngest son's reaction when he was four years old. It was Jairek's first time participating, and we went to a park in Oceanside, California. We found an old man who was sleeping on the floor of a bathroom with no doors, trying to cover himself with pieces of dirty **cloth**. My son was surprised at his very long **beard** and was a little bit scared. I handed Jairek the basket of food and other survival goodies, and said, "Go on and give it to this man, and wish him a Happy Thanksgiving." Jairek approached carefully. He went into the bathroom with a basket that was as big as he was and set it down gently. The man looked like he was either drunk or asleep. Jairek touched the man and said, "Happy Thanksgiving!" All of a sudden, the man stood upright and grabbed my son's hand. My heart leaped into my throat, and just as I started to spring forward, the man took Jairek's hand and kissed it. He whispered, "Thank you for caring." Boy, what a reference for a four-year-old!



POEM

How Do You Think?

If you think you are beaten, you are
If you think you dare not, you don't
If you'd like to win, but you think you can't
It's almost certain you won't.

If you think you'll lose, you're lost
For out in the world we find
Success begins with a fellow's will
It's all in the state of mind.

If you think you're outclassed, you are
You've got to think high to rise
You've got to be sure of yourself before
You can ever win the prize.

Life's battles don't always go
To the stronger or faster man
But sooner or later the man who wins
Is the person who thinks he can!

**QUICK CHECK!**

spring: to move suddenly and with one quick movement in a particular direction



Remember, it's the moments of our lives that shape us. It's up to us to **pursue**, create and **extend** the moments that will lift us and not limit us. Let your imagination run wild with the possibilities of all those things you could explore and experience – and begin immediately. What new experience could you pursue today that would expand your life? What kind of person will you become? Take action and enjoy exploring the possibilities. Let's discover the great change that comes from...

AFTER YOU READ



Reading Comprehension

- 1 What is the major message the author wants to give us through the text?
- 2 How are Paragraph 1 and Paragraph 2 connected logically?
- 3 What is the author's belief about "reading books"?
- 4 What could a reference be according to Paragraph 3?
- 5 What is the topic sentence of Paragraph 6? How does the author use a story to support the theme?
- 6 The author concludes the text with "...". What does he mean? How would you complete the text with the best choice?



Post-reading Activities

- 1 What does the text remind you of in your life? Does it remind you of anything you have read? Anything you have seen in the movies or TV series?
- 2 Recall some unforgettable and powerful experiences in your life and reflect on how they have shaped or influenced you, and share them in groups.
- 3 In the text, the author believes that leaders are readers. What does he mean? Do you agree or disagree with his view? Discuss in groups.
- 4 The author holds that "It's up to us to pursue, create and extend the moments that will lift us and not limit us". How can we pursue and create the moments as the author suggests? Share your ideas with your classmates.

SECTION 2

LEARNING THROUGH PRACTICE



Task One Sharing Your Success Story

Have you done anything that made you feel proud? Have you succeeded in doing anything that nobody thought you could? Now, share such a story with your partner.

» Step 1 Pre-task Resources

Sava, a Canadian, once volunteered to teach English in Hebei Province. Read her story carefully and pay attention to how the time expressions are used to describe the events of the story.

When the time had come for me to retire, I was afraid of the thought of having to sit at home and wait to die. Fortunately, for me, an event took place that played a major role in changing my attitude towards life in general and retirement in particular.

I was invited to teach English at a high school in Xingtai, Hebei after I retired. At first, I found that many of my students were hard-working on their own, but shy and not active in communicating with each other, even with their parents. Later I decided to help them. As Mother's Day approached that year, my plan for the day was to give each of my students the opportunity to stand up in front of the class and express his or her feelings towards his or her mother. Then, I started to help my students one by one after school to prepare for the party. And I encouraged them by saying words like "Go for it!" "You can do it!". When the day of the event finally came, I observed in awe as my shy students stood elegantly and they each beautifully expressed their **genuine** love for their mothers. I watched many of the mothers hold back tears as they were overcome with emotion and love for their children. Frankly, I could not hold back my own tears. I was so proud of my students and **grateful** to the school **administration** and all



Expressing encouragement

- *You can handle/do it!*
- *Don't be afraid/give up/quit now.*
- *Keep your chin up!*
- *Never say never!*
- *Go for it!*



the teachers that had helped make the event possible. At the end of the event, most parents expressed their thanks to all of us, which inspired me to continue holding the event every year as long as I would be teaching.

That night, on my way home, I was on cloud nine. I felt such a great sense of fulfillment and a strong connection to my students and their families. I realized then that my greatest joy in life was to share a connection and bring joy to others' lives. From then on, I knew I would seek more ways to do just that.

➤ Step 2 Exploring the Language

Sava told us her story in chronological order. Read and compare the sentences with and without time expressions. Discuss with your classmates in groups the function and use of time expressions.


- | | |
|--|---|
| <ul style="list-style-type: none"> • <i>I found that many of my students were hard-working on their own, but shy and not active in communicating with each other, even with their parents.</i> • <i>I decided to help them.</i> • <i>I started to help my students one by one after school to prepare for the party.</i> • <i>Most parents expressed their thanks to all of us,...</i> | <ul style="list-style-type: none"> • <i>At first, I found that many of my students were hard-working on their own, but shy and not active in communicating with each other, even with their parents.</i> • <i>Later I decided to help them.</i> • <i>Then, I started to help my students one by one after school to prepare for the party.</i> • <i>At the end of the event, most parents expressed their thanks to all of us,...</i> |
|--|---|

Can you imagine a language without time expressions? In English, these time expressions are called time connectives. We use these connectives as transitional words to connect and relate sentences or paragraphs together and to signal the order or sequence of the story or text. When we tell a story, it is important for us to use time connectives so that each separate part of the story is connected into a coherent whole.

Collect and list more time connectives you know and then share your list in groups. Try using them when you describe things or tell stories.



» Step 3 Task Cycle

<p style="text-align: center; font-size: 24px; font-weight: bold; border: 1px solid white; border-radius: 50%; width: 30px; margin: 0 auto;">1</p> <p>Work individually. Think of a success story of your own.</p>	<p>Work in pairs. Tell your partner your success story and try to use what you've learned in the previous steps.</p>	<p style="text-align: center; font-size: 24px; font-weight: bold; border: 1px solid white; border-radius: 50%; width: 30px; margin: 0 auto;">3</p> <p>Write down your story. You may organize your story in three paragraphs: introduction, main body and ending.</p>
	<p style="text-align: center; font-size: 24px; font-weight: bold; border: 1px solid white; border-radius: 50%; width: 30px; margin: 0 auto;">2</p>	

Task Two Describing What You Will Be Doing 10 Years from Now

In this task, you will listen to Li Ming and Jenny talking about their future plans. Interview your partner about his or her future plan and he or she will also interview you. Then make a dialogue with your interview results.

» Step 1 Pre-task Resources

Listen to the dialogue between Li Ming and Jenny and answer the following questions.


What does Jenny know about herself?

How many subjects does Jenny mention?
What are they?

What is Li Ming's dream career?

Who influences Li Ming on his career choice?
And how?

How does Jenny like Li Ming's characteristics?





» Step 2 Task Cycle

- 1 Interview your partner about his/her future plan.
- 2 Change roles. Your partner interviews you about your future plan.
- 3 Combine your interviews into a coherent dialogue. Try to use the future continuous structure (will/shall be doing) in your dialogue.



» Step 3 Language Focus

The form of the future continuous tense is *will/shall + be + v-ing*. It is used when there is reference to something that will be in progress at some specified time in the future.

- *Next week, I'll be swimming every day in the Caribbean.*
- *I'll be having a word with him when he returns.*
- *Don't worry. I'll be waiting for you at the station.*

The future continuous tense is also used to refer to events which are due to happen and which may result in other events taking place or make other events possible.

- *I'll be seeing the boss tomorrow morning. Do you want me to mention the promotion?*

The future continuous tense can also be used to soften questions about the future and make them more polite.

- *Will you be coming back on Friday night or Saturday morning?*

SECTION 3

USING ENGLISH IN CONTEXT



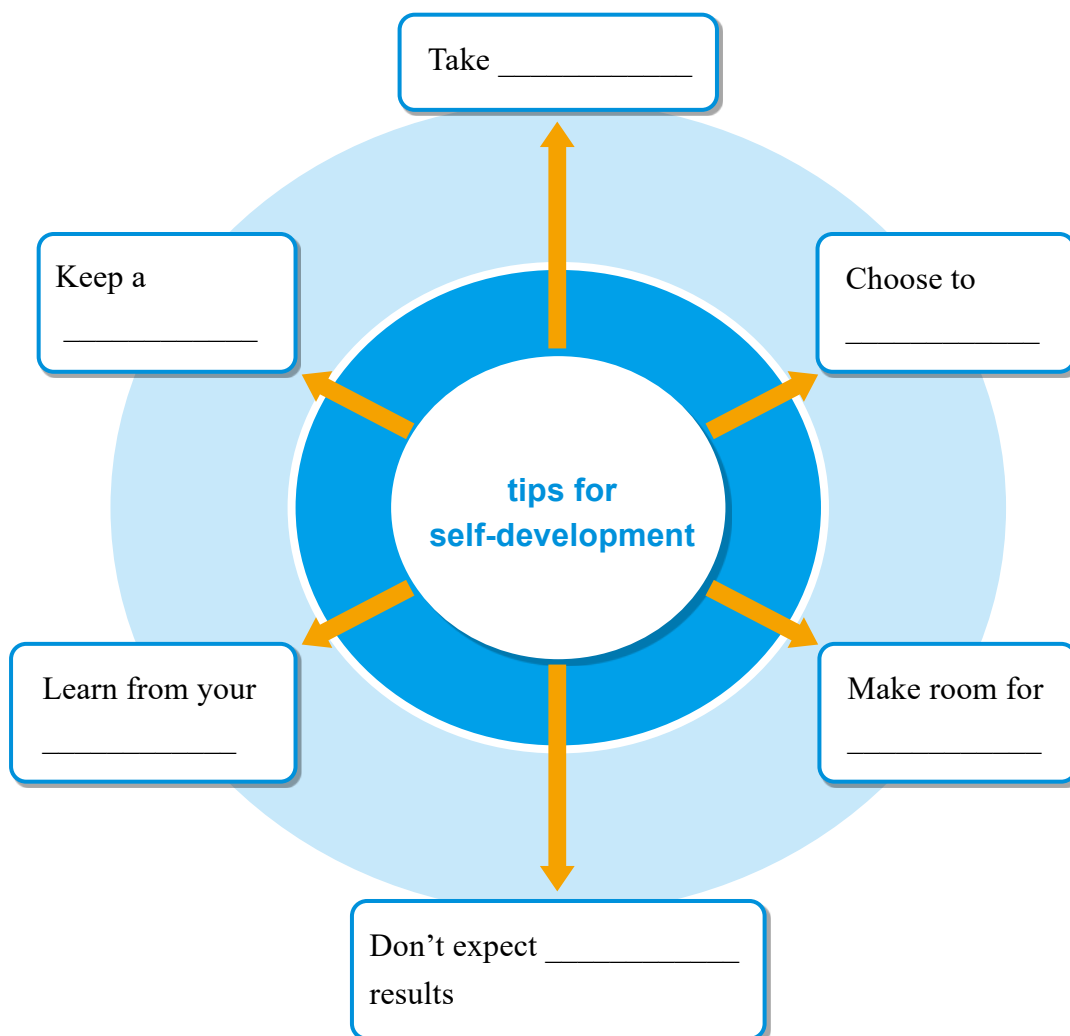
Project Reinventing Yourself

Your school newspaper's English version is calling for a reflection paper on personal growth. You want to submit a paper about it. You will take one week to improve the interpersonal interaction between you and your friends/family and write a weekly progress report to summarize what you have experienced.

» Step 1 Listen and Discuss

Here is a lecture on how to be a better person day by day. Listen to it carefully and then have a discussion.

- 1 Listen to the lecture and complete the outline.





2 Tick what the speaker suggests.

- Get to know about your weaknesses and strengths.
- Make choices to ensure that you can stay in your comfort zone.
- Growing physically is the most important task for you.
- Be patient since it takes time for you to grow.
- It's a good way to keep a record of what you've experienced.

3 Discuss in pairs how you understand Moliere's saying, "The trees that are slow to grow bear the best fruit."

➤ Step 2 Self-check and Discuss

Better understand yourself by ticking the word that best describes you. After you finish, discuss the results with your partner to find out what he/she thinks of you. See if you can reach some agreement about ways to improve your weaknesses.

I am someone who...

		Always	Often	Sometimes	Never
1	is helpful and selfless.				
2	is impatient when facing difficulties.				
3	keeps things neat and tidy.				
4	doesn't like cleaning or other household chores.				
5	is outgoing and sociable.				
6	is shy and not good at expressing feelings.				
7	can keep emotions under control.				
8	is afraid of making mistakes.				
9	is eager to experience new things.				
10	has difficulty keeping a good habit.				



»Step 3 Act and Record

Make a record of every detail of your daily progress, referring to the samples.

Action(s)

Monday

- Offer a warmer greeting to Xiaoming.
- ...

Tuesday

- Read a chapter of my favourite book.
- ...

Wednesday

Thursday

Friday

Saturday & Sunday

- Clean up my bedroom.
- ...



➤ Step 4 Reflect, Write and Revise

You will write an essay of 150 words to reflect on your insights, opinion, and observations. It should have an introduction, body and conclusion. The essay should include the following information:

- What were you like before?
- What did you do in the previous week to improve yourself? And how did you feel about it?
- How do your friends (family) like the "new you"?

You will submit your essay to the school newspaper. Before submitting, you need to edit and revise it to make it better.



Evaluate yourself!

Can you recall and describe in English one moment or event in your life which has shaped or greatly influenced your growth?

Can you communicate better with the help of various means, such as pronunciation, intonation, stress, rhythm, eye contact and gestures?

How well have you done with the following? Tick the circles that best reflect your performance.

	Excellent	Very Good	Good	Needs Improvement
Making a list of my weaknesses to improve through pair work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using textual cohesive devices to organize information logically	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Describing my life story and expressing my views in English clearly and logically	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SECTION 4

EXPANDING OUR HORIZONS



Hard Work Really Pays Off



The Chinese people have long been known for the strong work ethic in their culture. As early as 1894 AD, Arthur Smith, a missionary who spent 54 years in China, wrote books introducing the hard-working Chinese people to Americans. In his book *Chinese Characteristics*, Smith wrote about the diligence and commitment of not just a single group of Chinese people, but of the general Chinese populace: young and old, rich and poor, farmers and scholars.

A great deal of Chinese literature has a **tendency** to **relay** moral tales about industrious farmers. A strong work ethic and hard-working effort are characteristics that have long been valued in Chinese culture since ancient times. Even today the Chinese people place great value in working towards the greater good, which has rightfully earned the Chinese a **reputation** around the world for having one of the most stable and industrious work forces on the planet.

Chinese people are socialized differently than Westerners.



QUICK CHECK!

A **missionary** is a Christian who has been sent to a foreign country to teach people about Christianity.



They grow up with different values, including a different perspective on the importance of working hard. Hard work is embedded in Chinese culture and is seen as a virtue, as **opposed** to a necessity in American culture.

The Chinese **Communist** Party is devoted to building the country into a strong, successful, global nation under its core **leadership**. The country **urges** its citizens to participate in this process **alongside** its governmental **institutes**. Diligence is part of **political** consciousness.

In today's **socialist** China, people are achieving greater **security** in their work and home life, and the standard of living has risen significantly. There is certainly much the world can learn from the Chinese views on work ethic. Undoubtedly, the country's current economic standing and higher standard of living are a reflection of its strong cultural values.

POST-READING QUESTIONS



- 1 Who is Arthur Smith? What advantages did he have to write a book on Chinese culture?
- 2 What is Arthur Smith's opinion of the Chinese hard-working culture?
- 3 What does the sentence "Diligence is part of political consciousness" mean?

Preparing for the Future

Ultimately Maria had to return to **reality**. The time had come for her to decide what she was going to do with her life. A Polish girl at that time had only limited possibilities for higher education, but there was another option. Maria could leave her beloved Poland to study in a foreign country. Unfortunately, however, the financial **barrier** seemed too great for her to overcome. Her family simply could not afford to send her away to study.



With her own goals in mind, Maria developed a plan to earn more money to get the education she so wanted. Maria found a position as a governess, outside of Warsaw, and saved the majority of her **salary**. Though taking this **secure** position would allow Maria to earn a higher **wage**, it also meant that she would be away from her family and her beloved hometown of Warsaw. After travelling for several hours by train she still had to drive five hours more by horse before she reached her destination. She liked her new employers, the Zorawskis. In a letter to her cousin, she described them as “excellent people”. She worked with Bronka, the Zorawskis’ oldest daughter, for three hours each day and with Andzia, the 10-year-old, for four. In her free time, she taught some of the young and less fortunate children in the **neighbourhood** how to read and write. Though it could be a challenging task, Maria enjoyed her time teaching the children.

The years she spent working with the Zorawskis had many benefits. Instead of taking time for **leisure**, Maria began a **rigid** program of self-education, starting her studies at nine o’clock in the evening and getting up at six in the morning. She preferred to read several books at a time rather than just concentrate on a single subject. Even though she found literature and sociology as interesting as science, she eventually decided that her future lay in mathematics and physics.

Maria’s diligent planning, sacrifice, **integrity** and hard work would eventually pay off.

She was later known as Marie Curie, a great **chemist** and physicist who had great achievements, including the discovery of the element, **radium**.



DO YOU KNOW?

Marie Curie was a physicist and chemist who conducted pioneering research on radioactivity. She was the first woman to win a Nobel Prize, the first person and only woman to win twice, and the only person to win a Nobel Prize in two different sciences.

POST-READING QUESTIONS



- 1 Do you think the first few sentences of the text are effective? In other words, did they grab your attention? Why, or why not?
- 2 Why couldn’t Marie access higher education at that time?
- 3 How did the years with the Zorawskis benefit Maria?



Good Short-term Goals for a High School Student

A tried and true **recipe** for success in high school starts with learning how to set short-term goals. Setting short-term goals is a good way to relieve the many pressures of high school. They are also a direct path towards reaching your long-term goals. Whether you are working towards going to college, achieving greatness in sports or extracurricular activities, or finally getting straight A's, choose realistic short-term goals that help you move forward and keep you motivated.

Put Academics First

While a good long-term goal for a class might be to end the semester with an A, setting several realistic and timely short-term goals helps you make smart decisions that benefit you along the way. Try to remember why you got a certain grade and develop a strategy to improve; this could include studying more in advance, teaming up with classmates to review, or asking a teacher for extra help. Choose a goal that can be achieved within a set time period and track your progress. Minor improvements make a difference.

Get Homework Done on Time

Managing your time in high school can be challenging because a typical high schooler's life can be busy. Showing up to school prepared for the day can **ease** the stress of going to class. Try to set time aside each night for doing homework or writing papers. A good short-term goal for homework might be, for two weeks, to have all assignments completed by 9 p.m. the night before they're due. **Afterward**, once you get used to the pattern, make it a long-term goal. Divide your tasks and, again, track your progress for a set time period to see how you did. Make adhering to this system a long-term goal.

Participate in Extracurricular Activities

The experience of being part of a team or in a play guides all participants towards achieving reasonable goals of self-improvement. Once you get involved, listen to your coach's or teacher's advice to decide how you can improve. A short-term goal for sports could be to **boost** a certain **statistic** by a few points in a month or come up with a strategy to finally beat a rival team. Actors can strive to memorize all their lines by a certain date. Even a writer for an advice **column** on the school paper can aim to write articles at a certain **frequency**.

Take Advantage of Resources

Part of setting goals is knowing what you need to improve, which means being aware of your



weaknesses. A good short-term goal may be to join a club or organization that can better your performance. If you're struggling in French, for example, join the French club or get a tutor who can help you with concepts that offer a greater challenge. Student organizations in high school cater to many different interests, so take advantage of this ability to network. You may find students who shine where you struggle or who share your difficulties; either way, you'll probably find someone eager and willing to help you study. You may also end up getting to know the teachers better, which can help in the long run as well.

POST-READING QUESTIONS



- 1 What is the author's attitude towards short-term goals?
- 2 How can a high school student achieve good short-term goals?
- 3 What are your short-term goals and long-term goals? How can you achieve them?

Unit Reflection

Review the whole unit and reflect on what you have learned.

- 1 What are the do's and don'ts of self-improvement? Make a list of them and explain the items clearly.
- 2 Take a minute to evaluate your current academic achievements and your measures for improvement? Suppose you are now asked to give a mini-lecture to younger students about goal-setting. What would you say? How would you encourage them to work harder and achieve their goals?
- 3 What is the future continuous tense? What have you learned about the meaning and use of the future continuous tense in this unit?

More Connections

- Do you want to know more about your own personality? Have you heard about the “Big-Five” personality traits? We recommend that you read a classic research article called *An Alternative “Description of Personality”: The Big-Five Factor Structure* by Lewis R. Goldberg. You can easily find this article online. Focus on the English descriptions of the Big-Five personality traits.
- Many websites can help us become better in every aspect of life. Here are some key words for you to search online: Lifehack, personal growth, and fulfillment daily. You will find many interesting articles, such as *13 Tips from the Most Successful People* and *27 Ways to Instantly Feel Better When You're Down*. In addition, you may get free materials, such as the text titled *The Daily Checklist to Make Habits Stick in 21 Days*, which is very useful to help you form good habits.

UNIT

2 LET'S TALK MUSIC!



Music gives soul to the universe, wings to the mind, flight to the imagination, and charm to life and to everything.

– Plato, Greek philosopher

Music is the only universal language which needs no translation.

– Berthold Auerbach, German writer

Without music, life is a journey through a desert.

– Pat Conroy, American writer



Music Always Makes Days Better

BEFORE YOU READ

- 1 Do you like music? What kind of music do you like best? Why?
- 2 Who is your favourite singer? Which song is the most impressive for you and why?
- 3 What does music mean to you?

Hi Li Ming,

My name is Brianne. My friend Jenny told me you are thinking about taking guitar lessons. She suggested that I write to you because I've learned to play many different instruments and even participated in a **chorus** one time as a kid! I'm very happy to share my experience with you and offer some advice about learning a new musical instrument.

I'm sending you two of my favourite songs. I hope you enjoy them. I listen to these songs every day, and I think you might enjoy them as well. Ed Sheeran is very popular here. He **composed** many famous songs. Have you ever heard his song "Photograph"? I like to listen to music on my way to school every day. It makes the trip to school so **pleasant!**



I listen to a lot of pop music, but I really love all kinds of music. I think music is one of the greatest joys in life. It's been a big part of my life since I was young. When I was only four, I started learning to play the violin. I performed in many concerts. As I got older, I learned to play an **antique** piano, and eventually joined the band at school. That's when I was first introduced to **jazz** music and began to play the saxophone. Once I learned to play the saxophone, I developed an even greater appreciation for jazz music that eventually inspired me to start singing. Most



recently, I have learned to play the guitar. I **registered** for lessons six months ago and already I can play several songs! I absolutely love it! Sometimes, I play until my fingers **bleed**! I find that learning to play the guitar has also helped me develop my vocals for singing. I was surprised to discover how easy it was to learn. I'm excited for you to get started, and I'm sure that you will learn very quickly. Someday maybe we will be able to play together. Wouldn't that be fun?

Where I come from we have a saying that "Music is the language of the **soul**". I couldn't agree more! Playing music allows me to experience emotions and express parts of myself that I wouldn't know how to describe in words. Whether I'm feeling down, or having a good time, music always makes my day better. It also helps me push my **boundaries**; now, I don't **freeze** when I do a presentation in class.

I wonder if you'll feel the same way once you learn to play the guitar. Actually, I can think of one day, years ago, when my three friends and I were performing in a piano concert. One at a time, we each stepped up to the baby **grand** piano on the stage. There was a **panel** of judges in shirts with **collars** sitting in the audience there to **assess** our performances. I was terrified! It was the first time I had to know how to play a song entirely from memory. My first friend went up and played her song; the audience **applauded** and she returned to her seat. She had played beautifully. My second friend also played well. Then the judge called my name. I had butterflies in my stomach as I slowly walked up to the stage. I began to play.

About halfway through the song, I completely forgot the notes and my mind went **blank**! I stopped playing, and then started again from the beginning, but when I got to



QUICK CHECK!

Have butterflies in one's stomach means to have a nervous feeling before doing something.



the same place in the song, I forgot the notes again. I wished I could **skip** ahead to the end of the song, but I didn't remember a single note! This time I stopped and looked up at the audience and saw one of the judges slowly walking up to the stage to bring me the music book. I had never been so embarrassed in all my life! I played my song, but I didn't win the competition. I **resigned** myself to a life of failure after that. Of course, that didn't happen!

Whenever I remember this story, I laugh. It doesn't seem so tragic now. Don't let it scare you. Just like the saying goes, "Life is like a piano. The white keys represent happiness and the black show sadness. But as you go through life's journey, remember that the black keys also make music." Most of my memories of music are good ones, and I don't ever want to stop playing and listening to music. Whether it's pop, classical, **swing**, jazz or even country music, I enjoy them all.

Thanks for letting me share my experience with you. I wish you all the best in learning to play the guitar. Please let me know how it goes. I'd love to learn more about your taste in music. I'm sure there is a lot I could learn from you. I'm looking forward to hearing from you.

Your new friend,
Brienne



AFTER YOU READ



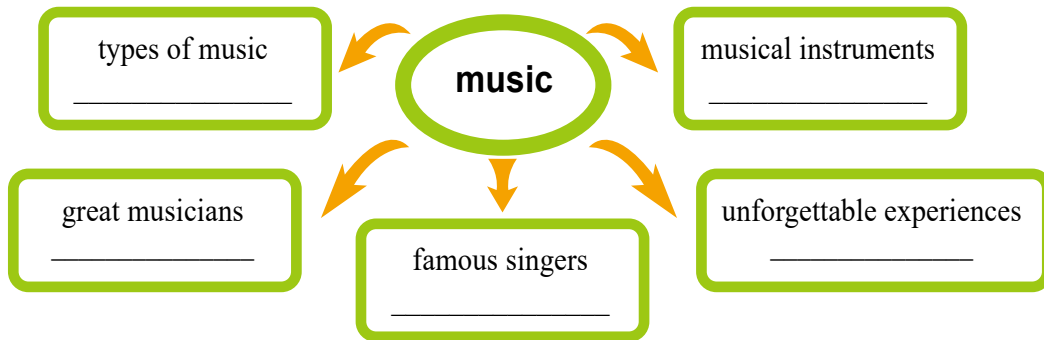
Reading Comprehension

- 1 What is the purpose of Brienne's email to Li Ming? Please draw a timeline to show Brienne's journey of learning music.
- 2 What major message does Brienne want to give Li Ming through this email? Do you agree with Brienne?
- 3 Brienne quotes in her email, "Music is the language of the soul." What does it mean to Brienne? How do you understand the saying?
- 4 What happened to Brienne in a piano concert years ago? How did she feel at the competition? How did she feel when she was writing the email? What does this experience mean to Brienne?
- 5 "Life is like a piano. The white keys represent happiness and the black show sadness. But as you go through life's journey, remember that the black keys also make music." How do you understand it? Can you share one of your experiences to interpret it?
- 6 What can you learn from Brienne's email? If you were Li Ming, how would you reply to Brienne's email?



Post-reading Activities

- 1 What does MUSIC mean? Complete the following mind map first and then share your understanding and experiences of “music” in groups.



- 2 Music is an important medium for expression and communication among human beings. People believe that music has many functions, for instance, listening to music can improve our health, playing musical instruments helps develop our motor skills... Work in groups and make a list of all the functions you think music is able to perform.
- 3 As the saying goes, “Music is the only universal language which needs no translation.” How do you understand it? If possible, use some stories to explain.
- 4 Some teachers suggest that we learn to sing songs in English. They believe that English songs are helpful in learning English. Do you agree or disagree with their points of view? Support your ideas with examples from your own experiences of learning English.



SONG

Music I Like

Do you like to dance and move your feet?

Everyone likes a happy beat
I'm listening to the radio
Waiting for my favourite show.

Music makes me feel alive
My favourite dance is called the jive
First you swing your arms and twirl
It's fun for every boy and girl.

Chorus

There's rap and dance and hip hop
Some kind of music just won't stop
Bossa Novas are okay
But rock and roll is here to stay.

Music does a lot of things
It brings us up and makes us sing
Without it my heart would drop
That's why I'm doing hip hop.

Repeat Chorus

SECTION 2

LEARNING THROUGH PRACTICE



Task One Introducing Your Favourite Musical Instrument

Music is sound that has been organized by using rhythm, melody or harmony. A musical instrument is a device used to make sounds that form a melody. The history of musical instruments dates to the beginnings of human culture. Learn about the violin and then introduce your favourite musical instrument to the class.

»Step 1 Pre-task Resources

Read the following passage and focus on the words related to music.

Violin

The violin is a wooden **string** instrument popular in many countries around the world. Most violins have a hollow wooden body. It is the smallest and highest-pitched instrument in the family in regular use.

The violin typically has four strings **tuned** in perfect fifths, and is most commonly played by drawing a **bow** across its strings, though it can also be played by plucking the strings with the fingers and by striking the strings with the wooden side of the bow.

Violins are important instruments in a wide variety of musical genres. They are most **outstanding** in the Western classical tradition, in many varieties of folk music, and in jazz. Furthermore, the violin has come to be played in many non-Western music cultures.

The violin was first known in 16th-century Italy, with some further improvements occurring in the 18th and 19th centuries. In Europe, it served as the basis for the development of other stringed instruments used in Western classical music.

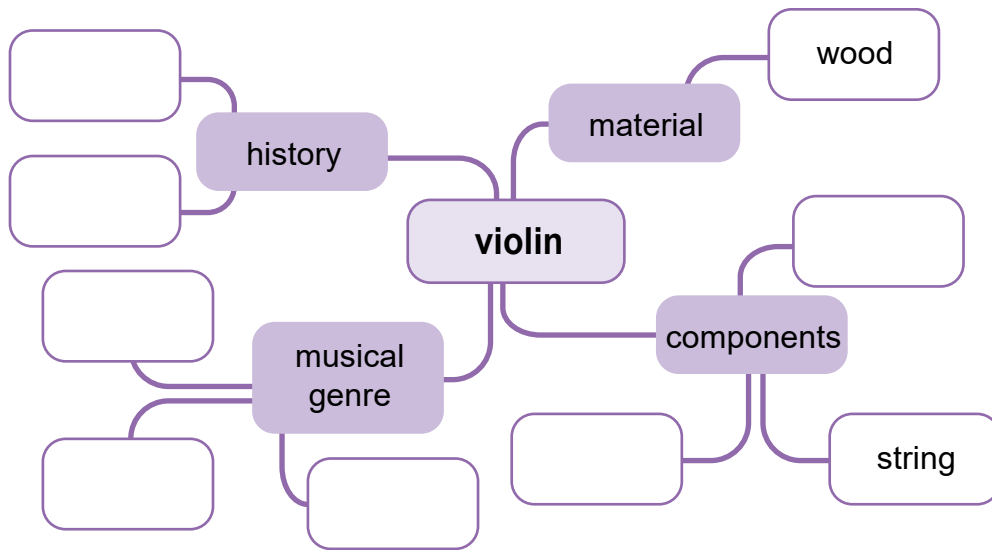




The parts of a violin are usually made from different types of wood (although electric violins may not be made of wood at all). Violins can be strung with catgut or other man-made or **steel** strings. A person who makes or repairs violins is called a violinmaker. One who makes or repairs bows is called a bowmaker.

»Step 2 Exploring the Language

Complete the mind map with the information from the passage in Step 1.



»Step 3 Task Cycle

Choose your favourite musical instrument and introduce it to the class. You should include: (1) brief description of your instrument, (2) why it is your favourite, (3) anything you know and you like to share (for example, famous music works, players, or stories associated with the instrument).





Task Two Telling Your Story about the Benefits of Music

Music has become an inseparable part of our daily life. In this task, you will first read a passage about how music improves health, and then you recall from your own experiences about the benefits of music. Write your story and share it with your classmates in groups.

» Step 1 Pre-task Resources

Read the passage about how music helps people live better.

How Music Improves Health

Music researchers are considering ways music may improve our health and well-being. In some cases, music's positive impacts on health have been more powerful than medication's.

Music reduces stress, anxiety and pain

Music can prevent increases in heart rate and blood pressure related to anxiety, and **decrease** stress levels. Music has a unique ability to help with pain management. It's not clear why music may reduce pain. Stress and pain are also closely linked, so music's impact on stress reduction may also partly explain these effects. Performing music is also known to have a calming effect.

Music may improve immune function

Can listening to music actually help prevent disease? Some researchers think so. The promise of music as medicine is that it's natural, it's cheap and it doesn't have the unwanted side effects that many medical products do.

Music may aid memory

Listening to music while you study can actually prove to be beneficial. What some teenagers usually do is to listen to music while they study. Far from being a distraction, many students claim music helps aid their memories when it comes to test time.

Evidence that music helps with memory has encouraged researchers to study the impact of music on specific sections of the population, such as those who suffer memory loss due to illness.





Fast-rhythm music can help you get a better workout

How many of us listen to rock and roll or other fast-rhythm music while working out? It turns out that research supports what we feel: music helps us get more out of our exercise.

When listening to fast-rhythm music while you exercise, often your body moves to the rhythm and beat and this encourages more efficient use of your oxygen intake.

According to researchers, “Music has the capacity to attract attention, lift spirits, **generate** emotion, change or regulate **mood**, **refresh** memories, increase work **output** and encourage rhythmic movement, all of which have potential applications in sport and exercise.”

» Step 2 Task Cycle

- 1 Pair work. Discuss how we benefit from music.

Does music help language learning? Does music enhance our motor skills? Does music cultivate our thinking skills? Does music foster our working memory? How does music do it?

- 2 Recall from your experiences how you benefit from music. The benefits you get may come from the melody of the music, content of the song, the beauty and power of the rhythm, your favourite musical instruments, or singers you like best.
- 3 Write your story in English. In your story you will describe: (1) in which aspect of your life or learning you benefit from music, and (2) how music helps or enriches your life or learning.

» Step 3 Language Focus

The infinitive (to do) is one of the non-finite verb forms. We can find a sentence in Step 1.

- *What some teenagers usually do is **to listen to music** while they study.*

Translate the sentence into Chinese. Did you notice any grammatical difference between English and Chinese?

The infinitive (phrase) often follows the linking verb and serves as a predicative of the sentence.

- *Jenny's great hope is **to climb Mount Tai**.*
- *He seems **to have lost interest in computer game**.*

A predicative infinitive phrase may be introduced by the pronouns, adverbs and conjunctions such as *what*, *how* and *when*.

SECTION 3

USING ENGLISH IN CONTEXT



Project Creating Your Own Lyrics

You can write a song about anything, but sometimes it's hard to get started. Some people use experiences from their personal life as inspiration, and others write things that they have read about. No matter what you choose to write about, you can write your own lyrics with a bit of practice.

Step 1 View, Recognize and Describe

- 1 View a video and recognize what emotion the singer wants to express.
- 2 Describe the most impressive scene you feel and share your understanding of this video with your partner.

Step 2 View, Focus and Discuss

- 1 View the video again and this time focus on the lyrics. Fill in the blanks with what you hear.

Dance with My Father

Luther Vandross

Back when I was a child
Before life _____ all the innocence
My father would _____ me _____
And dance with my mother and me and then
_____ me around 'til I fell asleep
Then up the stairs he would _____ me
And I knew _____ I was loved





If I could get another _____, another _____, another dance with him
 I'd play a song that would never ever end
 How I'd love, love, love
 To dance with my father again

When I and my mother would _____
 To get my way, I would _____ from her to him
 He'd make me laugh just to _____ me
 Then finally make me _____ just what my mama said
 _____ that night when I was asleep
 He left a _____ under my sheet

Never dreamed that he would be _____ from me
 If I could steal one final glance, one final _____, one final dance with him
 I'd play a song that would never ever end
 'Cause I'd love, love, love
 To dance with my father again

Sometimes I'd listen outside her _____
 And I'd hear how my mother _____ for him
 I **pray** for her even more than me
 I pray for her even more than me

I know I'm praying for much too much
 But could you _____ the only man she loved
 I know you don't do it usually
 But dear Lord she's _____
 To dance with my father again
 Every night I fall asleep and this is all I ever _____

- 2 According to the lyrics of the song, talk with your group members about the following questions.

Does the song have a clear theme?

Does the song have a climax?

What's the mood of the song?

Does the song use any figures of speech?

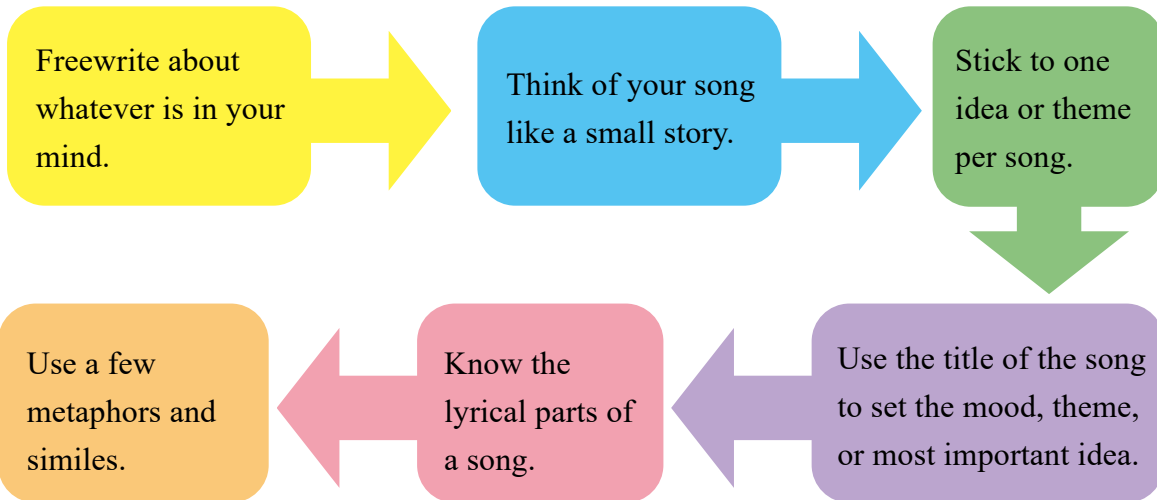


Learning tips

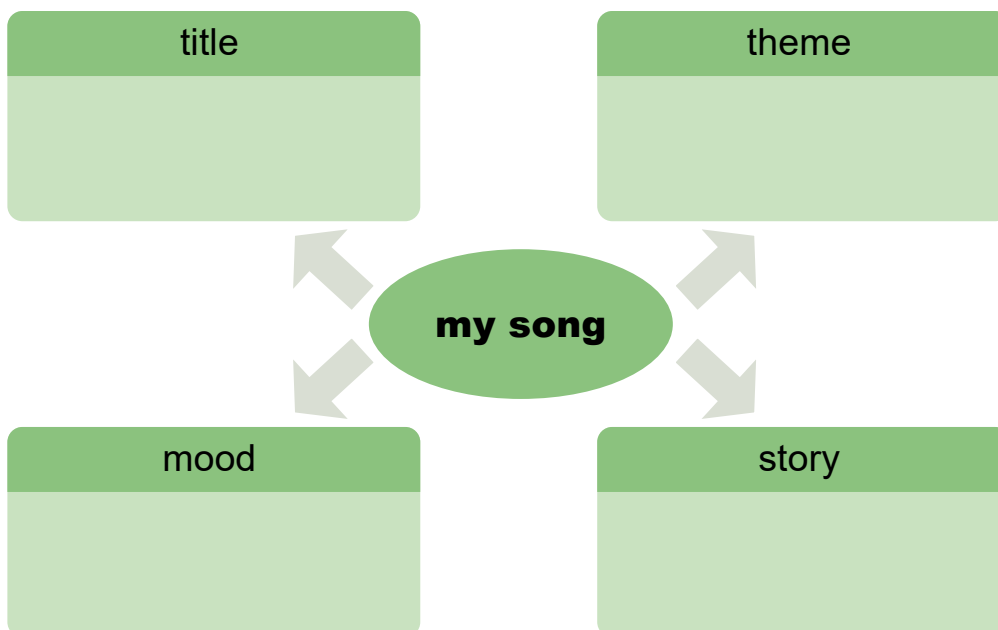
A figure of speech is a phrase or word having different meanings than its literal meanings. It conveys meaning by identifying or comparing one thing to another, which has connotation or meaning familiar to the audience. That is why it is helpful in creating vivid rhetorical effect.

»Step 3 View and Brainstorm

1 View the flow chart below and learn the steps to write your own song.



2 Brainstorm ideas for your song with the help of the following mind map.






➤ **Step 4 Write, Revise and Show**

- 1 Complete your song lyrics and exchange them with your group members. Polish and write down your favourite part below.

Song Lyrics

Name of song:
Words and music by:
 Verse

Chorus



- 2 Show time. Select or make a melody for your song and sing it aloud for your class.



Evaluate yourself!

Can you tell the meaning of your favourite song and explain why you love it in English?
 Can you tell and explain situations where music can express meanings better than words?

How well have you done with the following? Tick the circles that best reflect your performance.

	Excellent	Very Good	Good	Needs Improvement
Willing to discover and appreciate the rhythms in different kinds of English songs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding how language and pictures or signs construct meaning in multimodal discourse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Restarting communication using related examples when working in a group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SECTION 4

EXPANDING OUR HORIZONS



Chinese Folk Songs

Folk songs are songs that are made up by ordinary people, like farmers or **tailors**, **butchers** or blacksmiths. Most of these songs were made up long ago, and people have been singing them for hundreds of years. In China, we have a long and honoured tradition of folk songs and folk singers. These folk songs give voice to the ordinary people. Billions of people in China, young and old, have enjoyed these traditional songs. They are often described as the glue that unites all the people of this ancient **civilization**.

Have you ever heard the folk song “In a Far-away Land” by Wang Luobin? Many of his songs have been performed throughout China and around the world.

Wang Luobin was born in Beijing in 1913 and was educated at the Department of Music, Beijing Normal College, where he studied voice, piano, and **composition**. As a young man, he toured northwestern China and was fascinated by the local folk songs. His understanding of music led him to **conclude** that Chinese folk songs were among the best in the world. He decided to collect and rewrite hundreds of these traditional songs. Many of his more than seven hundred folk songs have become national favourites. Most Chinese people can sing at least one of his songs or their **variations**.

Wang Luobin passed away in 1996, but his music lives on in the hearts and minds of Chinese people everywhere. He was, in many ways, a music archaeologist. He **devoted** himself to uncovering and promoting the music of the people. Through his efforts, many of the old songs have been kept for future generations to enjoy. Without his work, these songs might have been lost **forever**.



DO YOU KNOW?

Wang Luobin, a Chinese song writer, specialized in publishing songs based on the music of various ethnic minorities in western China. He took up residence in northwestern China for more than 50 years, and devoted his time there to transcribing, adapting, collecting and revising western Chinese folk songs.



In a Far-away Land

*There is a nice, pretty girl,
in a far-away land.
When people pass by her tent,
they always stop and do a double-take.*

*People said that she always keeps a
lamb beside her.*

*I wish I could be a young lamb,
running towards her,
until I am by her side.
I wish her narrow quirt always
whips me gently.*

POST-READING QUESTIONS



- 1 Do you like folk songs? How did folk songs come into being?
- 2 Why was Wang Luobin called “a music archaeologist”? What contributions has he made to Chinese folk songs?
- 3 How many Chinese folk songs do you know? Have you heard *Hao Zi* (sung by males), *Xiao Diao*, and *Shan Ge*? What are they? Find one and share with your class.

American Country Music

Do you know “Old MacDonald Had a Farm”? Or “The Frog Went A’Courtin’”? They are country music songs. Most country music is about the kinds of work that people do. Some are just for fun. One of the oldest American country songs is “Turkey in the Snow”. It’s about silly things that happen to a young farmer.

John Denver was an American country music singer-songwriter who had numerous hits including “Take Me Home, Country Roads” and “Rocky Mountain High”.

He was born on December 31, 1943, in Roswell, New Mexico. After dropping out of college, he travelled to New York City and began his music **career**. Peter, Paul and Mary recorded his “Leaving on a Jet Plane” in 1967, and his “Rocky Mountain High” became an official song of the state of Colorado. Among numerous awards and **recognition** for his musical achievements, he received the





Top Male **Recording** Artist Award from *Record World* magazine for 1974 – 1975. Also in 1975, he was named the Country Music **Association** Entertainer of the Year.

John Denver was a great fan of Wang Luobin. At a 1994 concert in Australia, he performed a **version** of “In a Far-away Land”. You can hear this recording on *The John Denver Collection of 1997*.

John Denver was also very active in environmental causes. He was one of the world’s best-known and best-loved performers, a master communicator who could reach audiences **regardless** of geographical **frontiers**, economics and language. He was a true international figure, a world citizen, devoted to world peace and the end of hunger.

On October 12, 1997, at the age of 53, he was killed when the experimental plane he was flying crashed into the Pacific Ocean just off the California coast. In its 2011 **election**, the Colorado Music Hall of Fame elected Mr. Denver as its first inductee.

Music does bring people together; it allows us to experience the same emotions. People everywhere are the same in heart and spirit. No matter what language we speak, what colour we are... music proves: We are the same.

– John Denver

Take Me Home, Country Roads

...
I hear her voice in the morning hours
She calls me
The radio reminds me of my home far away
And driving down the road
I get a feeling
That I should have been home
Yesterday, yesterday

Country roads, take me home
To the place I belong
West Virginia Mountain Mama
Take me home, country roads

POST-READING QUESTIONS



- 1 How do you like country music? What do you know about country music?
- 2 What did John Denver sing about in his songs?
- 3 What do Chinese folk songs and American country music have in common?



Lost and Found (adapted)

I've been a musician most of my life. In late October 2002, before I was to perform at a company Halloween party, I experienced sudden numbness on my left side, as well as in my left arm and hand. I missed the party. My wife and I spent that night in the hospital where I was tested. The diagnosis was MS for which there are no **pills** to provide a cure.

I didn't take it seriously at first. I ended up getting three other professional opinions before I accepted it. I could no longer play guitar, drums, or keyboards. I couldn't even do simple things like putting on my own socks. As painful as this **disability** was, I knew giving up my music was not an option.

I thought about my dad who, as a boy with severe CP, wanted to play the piano, in spite of the fact that his hands were permanently clenched. He taught himself to play notes using each thumb. He kept at it, and the impossible happened. His hands began to open until he eventually had full use of his fingers. He went on to play the piano all over the South and in Seattle, our hometown.

Like my dad, my deep love of music kept me trying to play. After several months of playing dead-sounding notes, a natural process the brain uses to cure itself rerouted my neural pathways, and my strength and musical ability eventually returned.

Thirteen years later, I am helping other musicians who suffer the same problem, thanks to Seattle's Multiple Sclerosis Centre, its **physicians**, and the generous donations of musical equipment from music stores and individuals. It's a free program called Get Back





Your Music, for which I organize one-on-one and group “**jam** sessions” that focus on reconditioning the participants’ affected areas. By being persistent, patients can recover their lost neural skills. Our final goal? To start a band.

To this day, I have never had medication for MS. My resistance to the illness comes from a healthy diet and exercise, and of course, not giving up my music. Music goes beyond physical limits – whether one plays instruments or listens to them, the brain reacts. This can work for anyone.

POST-READING QUESTIONS



- 1 What happened to the author just before the Halloween party?
- 2 Why did the author speak of his dad’s story?
- 3 What do you think music can bring to our lives after reading this story?

Unit Reflection

Review the whole unit and reflect on what you have learned.

- 1 What have you learned about the meaning and contents of music? Can you imagine what our lives would be like without music? What have you learned about the functions and roles of music in human life and human communication?
- 2 What do you know about Chinese music? What do you know about music from other countries? How can music help in communication among different countries and cultures?
- 3 Do you use the infinitive as predicative in a sentence? What have you learned about the use of the infinitive as predicative from this unit?

More Connections

- China has a long and influential musical tradition based on the philosophy and culture of ancient China. Understanding the history and meaning of classical Chinese music helps you appreciate it more. Type the key words Classical Chinese Music and search online to learn more about it.
- There’s always a story behind a song. For example, Eric Clapton and Will Jennings’ song “Tears in Heaven” is a ballad about the death of Clapton’s four-year-old son, Conor, who fell from a 53-storey building window in 1991. Shortly after the single was released, Clapton recorded the song as part of a set for *MTV Unplugged*. The album topped charts and was nominated for nine Grammy Awards the year it was released. Search “Tears in Heaven” online and enjoy the song.

UNIT 3 RELIEVING STRESS IN YOUR LIFE



Life is really simple, but we insist on making it complicated.

– Confucius, Chinese philosopher

A positive attitude may not solve all our problems but that is the only option we have if we want to get out of problems.

– Subodh Gupta, Indian artist

My key to dealing with stress is simple, just stay cool and stay focused.

– Ashton Eaton, retired American decathlete



Jenny's Cure for Stress

BEFORE YOU READ

- 1 More and more people are suffering from depression. What do you think are the possible causes?
- 2 What kind of pressure are you feeling nowadays? Where does it come from?
- 3 What do you expect to read in the following text "Jenny's Cure for Stress"?

It was a Friday evening and Jenny, a **resident** of a **suburb** near Edmonton, was walking up and down the aisles of a video store. She was tired after a week of school. Her schoolwork had become increasingly challenging. Each year teachers were expecting more than the year before. She was also beginning to find that her friendship and her social life **demand**ed more of her these days. In general, Jenny had the sense that life had become more challenging since she started high school a year ago.

By the time Friday arrived, Jenny was ready for an "escape" to forget about the stress of the week. She liked her life most of the time. It was not that she was unhappy with her life. She just felt like she needed a break.

Jenny looked through the movie titles on the shelves. She could hear **thunder** rolling in the distance. Perfect time to watch a movie wrapped in a warm **blanket**! She wasn't interested in watching high action movies with shootouts and car chases or huge explosions. Though she typically enjoyed action movies, she just wasn't in the mood tonight. She made her way to the drama section, but none of those films were appealing to her either. She wanted something light and easy to watch. Then she thought a comedy would be the perfect escape!

She was looking across the rows of shelves when she



QUICK CHECK!

A **shootout** is a fight in which people shoot at each other with guns.



suddenly saw Karen, a girl from her class. But it was clear that Karen didn't see her. She seemed lost in thought. Karen was a bright, quiet and **plain**-looking girl. She didn't seem to have many friends. Jenny never saw her talking to anyone. She always went from class to class with her books and her **agenda** in her arms. She seldom spoke in class – Jenny thought she was embarrassed to have a heavy **accent** – and barely smiled. She sat alone in the **canteen** and ate a ham sandwich for lunch every day.

In other words, Karen was not the most popular or liked girl at school. Jenny had heard other students make fun of her for being a bit different. They **criticised** her **fashion** sense and didn't **approve** of the **wrinkles** in her clothes. Jenny could have joined her classmates in ignoring Karen or making fun of her, but she didn't. Jenny watched as Karen picked out a movie from the shelf, **examined** the cover and put it back. Jenny moved closer to Karen and softly said, "Hi, Karen. What movie are you thinking of getting?"

Karen was so surprised that she almost dropped the videos in her hand. Smiling nervously, she said, "Oh hi, Jenny. I'm looking for something for my younger brother and sister, but I'm having no luck. I think they've seen almost all of the movies in this store." "Have they seen *Finding Rudy*?" Jenny asked. "It just came out and it's supposed to be good, better than *Harry Potter*, I think." "Yes," Karen said. "They've seen it several times, even though they are in **kindergarten**." "Wow! They must watch a lot of movies," said Jenny. Then, without warning, Jenny saw Karen's eyes filled with tears. "I'm sorry," Jenny said. "Did I say something wrong?"

"No," said Karen with a sigh. "It's not you. My father is not well. He smoked **cigarettes** his whole life and now he has **lung** cancer. He's been in hospital for some time. My mother works nights to earn a living and she doesn't get home till very late. She doesn't want us to go on **welfare**. So when I get home from school, I have to prepare supper and look after my brother and my sister, and then I usually put on a movie for them to watch while I do my homework. I even had to quit my **rugby league**. I just feel so tired, and I don't know how much longer I can do this."

Jenny was shocked by what she was hearing. All of a sudden, she realized that she had it easy. Jenny had no idea how hard life could get. Putting her arms around Karen, she said quietly, "Don't worry. I'll help you."

They picked out an adventure movie for Karen's brother and sister and a romantic





comedy for themselves. Jenny had a **discount** coupon for their movies.

“Maybe I can come over tonight, and we can watch this movie together!” It was obvious that Karen was very happy to have the company. “Thanks, Jenny,” said Karen. “I’d love that!”

Jenny realized that even though Karen was going through a difficult **phase** of her life, her **dignity** kept her from asking for help. Karen would continue to do everything alone until she broke down. Jenny wanted to do more to help Karen, but what could she do? Jenny knew of many methods to fight stress, like time management, getting enough sleep, eating well and getting lots of exercise, but in this case, what Karen really needed was a friend and a helping hand. Then she had an idea! Jenny would ask her friends to come together to help Karen take care of her brother and sister, so that Karen could have more time to herself. It didn’t seem fair to Jenny that Karen had to go through this difficult time alone, and suddenly she remembered a saying she had heard once and for the first time it made sense to her. “A friend in need is a friend indeed,” she thought.

Jenny looked at Karen, who a minute ago was crying and lost. “I have a new friend,” Jenny thought.

Together, the two girls left the video store, hand in hand. They agreed to go to the art **gallery** together this Sunday.

AFTER YOU READ



Reading Comprehension

- 1 What does “Jenny’s Cure for Stress” mean? What is the theme of the text?
- 2 What does the word “escape” mean for Jenny? What did Jenny do?
- 3 What was Karen’s problem? How did Jenny respond to Karen’s problem?
- 4 What was Jenny’s attitude towards “stress”? How did Jenny feel when she thought she could help Karen?
- 5 Where and when does the story take place? What is the effect of using past continuous tense in the sentence “Jenny...was walking up and down the aisles of a video store” at the beginning of the text?
- 6 The author begins the story with “It was a Friday evening...”, and concludes the story with “They agreed to go to the art gallery together this Sunday.” How does the author tell the story and manage to make it a coherent whole?



Post-reading Activities

- 1 Everyone gets stressed now and then. Name some of the things that stress you out in school. Describe four or five of those stressful situations on a piece of paper by completing the sentences: I felt school-related stress when... Then put all your stressors together in your group and pick out the top three.
- 2 Some people think that school-related stress will do harm to students, but others think stress at a certain degree will be helpful. What is your point of view? Discuss in groups and share your opinions with some supporting examples.
- 3 It is a global problem that more and more young people are suffering from stress. Make a list of the strategies you know, and describe one or two you will choose when you feel stressed-out.
- 4 Do you have the experience of helping others when they are experiencing stress? If yes, describe your experience and how you feel when you help others fight stress.



POEM

Don't Let It Get You Down

Every day it seems to me,
There's more and more to do.
Don't let it get you down!
Don't let it make you blue!

It's a matter of perspective.
It's a matter of degree.
Keep stress away with laughter.
That's the happy recipe!

Rise early in the morning,
Prepared to meet the day.
You're a young student.
Don't let stress get in your way!

SECTION 2

LEARNING THROUGH PRACTICE



Task One Giving Suggestions on Reducing Exam Stress

Suppose you are going to take an important exam next week and you are very busy now. Many of your classmates feel worried and stressed. Discuss the issue in your group and find some practical ways to cope with the stress.

»Step 1 Pre-task Resources

Here is the material about how to relieve stress. Read it carefully and focus on the stress-beating strategies or exercises.

Relax

If you're feeling tired and stressed because you *have too much going on*, like lots of after-school activities, you might need to make some adjustments to make it all more manageable. Sometimes taking on too much, even if it's things you enjoy doing, can *make you feel stressed*. On the other hand, if the source of your stress is not task-related but more emotional, then finding ways to *keep your mind and body active* may be just what you need.

Relaxation exercises are another great way to *keep your stress levels down*. An easy one to practice is to breathe in slowly and deeply through your nose, and then breathe out slowly through your mouth. Do this two to four times, but don't take in too much air too quickly because this can make you feel dizzy.

If you're having trouble sleeping, try tensing up your muscles and then relaxing them slowly. Start at your toes and work your way up your body. Tense and relax your toes. Then do the same with your toes and your **ankles**. Then your toes, ankles, and calves. Keep going up your body until you get to the top of your head! The great thing about an exercise like this is that you can do it anytime, without anyone noticing. You can even do breathing exercises in class if you feel nervous before a test.



» Step 2 Exploring the Language

Pay attention to the words in blue in Step 1 and see how verbs are used together with other words. Fill in the table below and discuss with your classmates the verb patterns and how they are used in the passage.

Verb patterns	Examples from Step 1
Verb + object + adjective	
Verb + object + the infinitive	
Verb + object + v-ing	
Verb + object + adverb	

In English, the structure of the clause depends on the verb, and different verbs are often used in different verb patterns. For instance, we can say “feel stressed”, but we don’t say “make stressed”. We can say “make someone feel stressed”, but we don’t say “feel someone stressed”.

» Step 3 Task Cycle

1 Read the text in Step 1 again. Make sure that you are clear about the stress-beating strategies or exercises.

2 Analyze worries, fears or causes of the exam stress and gather other possible stress-beating methods. Then discuss in your group and decide if they are helpful to your classmates.

3 Based on your discussions, make a brief talk to the class. In your talk you give suggestions about how your classmates can fight and remove their exam stress, and get well-prepared with confidence for the coming exam.

Task Two Testing Sex Difference about Stress

Here is a snapshot of a survey report about the degree of stress different people had during the past month. Read and think about the degree of stress of high school students. Do you have similar levels of stress as the people in the survey do? In this task, you will test this survey research with a similar survey in your class.



» Step 1 Pre-task Resources

Read the following Survey Snapshot and then make a survey with the sample form.

A Survey Snapshot

In a recent survey, 1950 persons (847 Men and 1103 Women) were asked the question: “How would you rate **your average level of stress** during the past month?”

Women reported **a higher level of stress** in the past month than men (5.5 vs. 4.8 on a 10-point scale, where 1 means you have little or no stress and 10 means you have **a great deal of stress**). The statistics also showed that women are **more likely** to say their stress is extreme (24 percent of women vs. 17 percent of men).



In the past month, more women than men reported **signs and symptoms of stress**, including:

- Having **a lack of interest, motivation or energy** (44 percent vs. 33 percent of men).
- Feeling overwhelmed (44 percent vs. 28 percent of men).
- Experiencing fatigue (41 percent vs. 32 percent of men).
- Being **unable to control the important things** in their life very or fairly often (27 percent vs. 21 percent of men).
- Being **unable to cope with all the things** that they had to do very or fairly often (19 percent vs. 13 percent of men).

Despite the challenges they report, women appear to be **more aware** than men **of the impact** stress can have on their lives. Women are **more likely** to say stress has **a strong or very strong impact** on **their physical health and their mental health**. They are also **more likely** than men to say that a psychologist can help a great deal or a lot with stress management.

Prepare 20 copies of survey form (see the example) first, then invite 10 girls and 10 boys in your class to take the survey. Give one copy to each of them and ask them to finish before class.



Survey Form for Testing Sex Difference about Stress

What level of stress were you experiencing during the last month? On a scale of 1 to 10, where 1 means you have little or no stress and 10 means you have a great deal of stress. Choose a number to indicate your level of stress. (1 2 3 4 5 6 7 8 9 10)

- 1 Do you think your stress during the last month went to extreme?
- 2 Were you having a lack of interest, motivation or energy during the last month?
- 3 Were you feeling overwhelmed during the last month?
- 4 Were you experiencing fatigue during the last month?
- 5 Were you being unable to control the important things in your life very or fairly often during the last month?
- 6 Do you think your stress during the last month has influenced your life?
- 7 Do you think your stress during the last month has a strong impact on your physical health and mental health?
- 8 Do you think that a psychologist can help a lot with your stress?

» Step 2 Task Cycle

- Read the passage in Step 1 again. Make sure that you get the major research findings of the survey report.
- Divide the finished survey forms into TWO groups: girls' group and boys' group. Collect their responses and then compare the scores of two groups.
- Compare your test findings with those from the Survey Snapshot. Make an oral report to the class.

» Step 3 Language Focus

The expressions in red in Step 1 are noun phrases and adjective phrases. A noun phrase is a word group that most commonly functions as the subject, object or predicative.

- *The quick, brown fox jumped over the dog.* (subject)
- *How would you rate your average level of stress during the past month?* (object)
- *Current economic weakness may be a result of high energy prices.* (predicative)

An adjective phrase is a group of words that functions as an adjective in a sentence. An adjective phrase most commonly functions as the attributive, predicative or complement.

- *A man proud of his children is usually happy.* (attributive)
- *... women appear to be more aware than men of the impact...* (predicative)
- *We hardly find the boy absent from class all the school year.* (complement)

SECTION 3

USING ENGLISH IN CONTEXT



Project Investigating Sources of Stress among High School Students

We all experience stress, which is a normal part of our daily life. Stress can come from any situation or thought that makes us feel frustrated, angry or anxious. In this project, you will investigate sources of stress and the strategies students often use when having stress.

»Step 1 Read and Discuss

Read the following passage about stress of high school students first, and then discuss in groups the sources of stress and how you should deal with it.

Tips on Managing Daily Stress

What Is Stress?

Stress is the body's natural reaction to changes and challenges. We experience stress when we play sports, when there are **deadlines** to meet, when we get sick, during tough exams at school, or when there is relationship stress with family or friends. Stress is a natural and important part of life, but too much of it can be overwhelming and even damaging to our health.

Where Does Stress Come from?

As a teenager, there is a lot to be stressed about. At school, there are heavy homework **loads**, tests that require lots of studying, college applications, **friction** between groups of friends, and sometimes even changing schools. Stressful issues at home can include parents' **expectations**, loss of loved ones, and dealing with sisters or brothers. Teens must also face bodily changes, peer pressure, and changes in relationships. With so much going on, it's easy to get overwhelmed.

How Should We Deal with Stress?

Here are seven easy, healthy ways to help relieve stress:

- 1 Ask for help – you don't have to face everything on your own. Talk to people you trust and look for good listeners. You can discuss what stresses you out, or just benefit from good conversations.
- 2 Breathe deeply. This simple act can lower your anxiety level.





- 3 Eat three healthy, balanced meals a day. The body needs good **fuel** to deal with stress.
- 4 Get plenty of sleep. It helps to be well rested and recharged.
- 5 Make time to relax. Take a break from a tough task to do something you enjoy. Walking outside, listening to music, practicing yoga, and playing with a pet are a few good options. You will be able to work more effectively after a short, relaxing break.
- 6 Exercise regularly; even just 15 minutes a day can help, but more is always better.
- 7 Break tasks down into small steps so they are less overwhelming.

➤ Step 2 Read and Self-check

Here is a Student's Stressful Event Checklist. Please read it and then tick the items that you have experienced. Use it as a pilot test to measure if you have stress, and at what degree.

Student's Stressful Event Checklist

Rank	Value	Happened	Score	Life event
1	100			Death of a close family member
2	73			Death of a close friend
3	65			Divorce between parents
4	63			Serious legal problems
5	63			Major personal injury or illness
6	47			Difficulty with roommate(s)
7	45			Change in health of a family member
8	40			Serious disagreements with parents
9	39			Change in lifestyle for financial reasons
10	39			Serious argument with close family member
11	37			Increased workload at school
12	31			Change in living conditions
13	30			Serious disagreements with a teacher
14	29			Lower grades than expected
15	29			Change in sleeping habits
16	29			Change in social habits
17	28			Change in eating habits
18	25			Too many missed classes
19	23			Dropped more than one class



»Step 3 Listen, Fill in Blanks and Discuss

Listen to a short passage, fill in the blanks and discuss what the Checklist is used for.

This checklist will help you determine if there is ⁽¹⁾ _____ in your life.

In this checklist, each **item** indicates ⁽²⁾ _____ that requires an individual to ⁽³⁾ _____ in his or her life. Therefore, a step towards reducing stress is to become aware of the sources of stress in your life. By **assigning** values to these 19 potential stress producers, you can determine whether you have experienced ⁽⁴⁾ _____ in the past year. This scale in its original **format** is from a 15-year research of stress in adults conducted by **insurance** companies.

In the original checklist designed for adults, the higher the stress level, ⁽⁵⁾ _____ one was to have illness within the coming year. For example, if one had a stress score of 300 or greater, that person was almost certain to ⁽⁶⁾ _____ requiring time off from work within the next year. Persons with low stress in their lives had significantly ⁽⁷⁾ _____ of illnesses.

»Step 4 Survey and Interview

Now conduct a survey on students' stress. Here are some suggested steps:

- You are going to do a group project. Form a group of four or five people first.
- Discuss and choose one or two major research questions for your survey. For instance: Sources of stress; Degree of stress; or Major strategies students use in dealing with stress.
- Discuss and select your subjects, students with whom you want to do a survey. It is suggested that you choose 20 or more students to do the survey.
- Prepare 20 or more copies of Student's Stressful Event Checklist. Prepare some open-ended questions for your interviewees. Here are some sample questions: Do you sometimes feel stressed in school? What/Who makes you feel stressed? What do you usually do when you feel stressed?
- Your group will then conduct your survey and interview. Make sure that your interviewees have enough time to finish the Checklist. And when you do the interviews you should either have their voices recorded or write the major points of what they have said.





» Step 5 Analyze and Write

Write your survey report about the sources of students' stress. Based on your survey and interview, your group will work together and analyze what you have collected.

- Collect all the checklists, calculate their scores and see how many of them belong to: Low stress, Moderate stress, and High stress.
- You may also calculate and see major sources of stress.
- Go over your interview data to see the major strategies for stress.
- You may use graphic representations of data to present the results of your survey.

Based on your analysis, your group will write a brief survey report about major sources of students' stress and how they deal with their stress.



Evaluate yourself!

Can you tell in English your ways of relieving your stress? Are they effective?
 Can you predict the semantic-logic relation of the discourse based on the connectives?

How well have you done with the following? Tick the circles that best reflect your performance.

	Excellent	Very Good	Good	Needs Improvement
Relieving stress effectively through oral presentation or in written form	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reflecting on my ways of expression and making timely adjustments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding how to make full use of charts while doing a survey	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SECTION 4

EXPANDING OUR HORIZONS



Types of Stress

We all know how stress feels and that stress can affect people differently. There are four different types of stress: survival, internally generated, environmental and job, and overwork. Survival stress generally involves a life-threatening situation in which you experience “fight or flight”. Internally generated stress results from a situation beyond your own control or fast-**paced** lifestyle. Environmental and job stress is due to working conditions or **housing** location. For example, one who hates noise would feel much stressed when the **ambulance** comes and goes nonstop. Finally, overwork stress occurs when the stress builds over time and can occur when you try to achieve too much in too little time, or when you are not using effective time management strategies.

If you have a stress-related symptom, you're not alone! Nearly 85 percent of visits to doctors are for stress-related problems. You should learn how to **react** to too much tension, which may turn into headaches, sleep-disorder, high blood pressure, pain in shoulders, or any stress-related disorder. Learn how you can begin doing something about it right now!



POST-READING QUESTIONS



- 1 What are the types of stress?
- 2 Where do different types of stress come from?
- 3 What kind of stress are you experiencing? Do you think foreign students have the same pressure as you?



A Magic Formula for Handling Worry Situations

Would you like a quick cure for **handling** worrisome situations? Here is a method worked out by Willis H. Carrier, the brilliant engineer who **launched** the air-conditioning industry.

I was defeated by my failure. It was almost as if someone had struck me a blow on the head. My stomach, my insides, began to twist and turn. For a while I was so worried I couldn't sleep. I was always in a **sour** mood. Finally, common sense reminded me that worry wasn't getting me anywhere; so I figured out a way to handle my problem without worrying. It worked wonderfully. I have been using this same anti-worry technique for more than thirty years.

It is simple. Anyone can use it. It consists of three steps:

Step I I **analyzed** the situation fearlessly and honestly and figured out what was the worst that could possibly happen as a result of this failure. No one was going to jail me or shoot me. That was certain. True, there was a chance that I would lose my position; and there was also a chance that my employers would have to lose the twenty thousand dollars we had put in and that our **rating** would decrease and we would have to struggle to **sustain** the company.

Step II After figuring out what was the worst that could possibly happen, I persuaded myself to accept it, if necessary. I said to myself: This failure will be a blow to me, and it might possibly mean the loss of my job; but if it does, I can always get another position.

After discovering the worst that could possibly happen



QUICK CHECK!

(1) A **jail** is a place where criminals are kept in order to punish them. (2) If someone **is jailed**, they are put into jail.



and making myself accept it if necessary, an extremely important thing happened. I immediately relaxed and felt a sense of peace that I hadn't experienced in days.

Step III From that time on, I calmly devoted my time and energy to trying to improve upon the worst which I had already accepted mentally.

I now tried to figure out ways and **means** by which I might reduce the loss of twenty thousand dollars that we faced. I made several tests and finally instead of the **firm** losing twenty thousand, we made fifteen thousand and had **patents** on several inventions.

I probably would never have been able to do this if I had kept on worrying, because one of the worst features about worrying is that it destroys our ability to concentrate. When we are **disturbed**, our minds jump here and there and everywhere, and we lose all power of decision. However, when we force ourselves to face the worst and accept it mentally, we then get rid of all those uncertain imaginings and put ourselves in a position in which we are able to concentrate on our problem.

This **incident** that I have related occurred many years ago. It worked so well that I have been using it ever since; and, as a result, my life has been almost completely free from worry.



POST-READING QUESTIONS



- 1 What worried Mr. Carrier?
- 2 How did Mr. Carrier get relaxed and feel a sense of peace?
- 3 How does the suggested magic formula work step by step?

Tai Chi, a Gentle Way to Fight Stress

If you're looking for a way to reduce stress, consider Tai Chi. Originally developed for self-defense, Tai Chi has become a beautiful form of exercise that's now used for stress



reduction and a variety of other health conditions. Often described as thought in motion, Tai Chi **promotes** calm through gentle, flowing movements.

What is Tai Chi?

Tai Chi has an ancient Chinese tradition, which involves a series of movements performed in a slow, focused manner and accompanied by deep breathing.

Tai Chi is a noncompetitive, self-paced system of gentle physical exercise and stretching. It is actually quite **taxing** on the body, though. Each action flows into the next without pause, ensuring that your body is in constant motion.

Tai Chi has many different styles. Some styles may focus on keeping health, while others focus on its art aspect.

Who can do Tai Chi?

Tai Chi puts minimal stress on muscles and **joints**, making it generally safe for all ages and fitness levels. In fact, because Tai Chi is a low impact exercise, it may be especially **suitable** if you're an older adult who otherwise may not exercise.

You may also find it appealing because it's inexpensive and requires no special equipment. You can do it anywhere, indoors or outside. And you can do it alone or in a group.

Although Tai Chi is generally safe, women who are pregnant or people with joint problems, back pain, and fractures should ask their doctors for advice before trying it.



Why try Tai Chi?

When learned correctly and performed regularly, Tai Chi can be a positive part of an **overall** approach to improving your health.

The benefits may include:

- Decrease stress, anxiety and depression
- Improve mood
- Improve aerobic capacity
- Increase energy and strength
- Improve flexibility and balance
- Improve muscle strength

Some evidence indicates that Tai Chi may also help:

- **Enhance** quality of sleep
- Enhance the immune system
- Lower blood pressure
- Improve overall well-being
- Reduce joint pains
- Reduce risk of falls in older adults

POST-READING QUESTIONS




- 1 What is Tai Chi? How can people benefit from Tai Chi?
- 2 How can people learn to practice Tai Chi?
- 3 Why are more and more people learning and performing Tai Chi?

Unit Reflection

Review the whole unit and reflect on what you have learned.

- 1 What have you learned about “STRESS” in this unit? Is it good or bad? Can we avoid it? Where does stress come from? What have you learned about sources of stress? How should we deal with stress?
- 2 Did you learn any strategies of identifying and easing stress from this unit? What suggestions will you give to people who suffer from stress?
- 3 What new information did you get about the noun phrase and the adjective phrase in this unit? What have you learned about the structures and functions of the phrases in English?

More Connections

- View the video about Tai Chi, which has spread worldwide, and try to appreciate its grace and beauty. 
- How do people from different countries fight stress? How do we Chinese fight stress traditionally? Search online for more related information by typing such words as “stress relief tips” in the search engine.

UNIT 4 FAMILY FESTIVALS



Home is the place where, when you have to go there, it has to take you in.

– Robert Frost, American poet

The only rock I know that stays steady, the only institution I know that works, is the family.

– Lee Iacocca, ex-Chrysler CEO



Christmas Memory

BEFORE YOU READ

- 1 What does festival mean to you? What do you usually do on holidays?
- 2 What is your most impressive memory of the Spring Festival? Why and what happened?
- 3 Read the following story and find out whether Terry Martin's memories of Christmas are pleasant or not.

Terry Martin sat in his favourite chair watching the lights on the Christmas tree. The house was peaceful and quiet. Upstairs his young son and daughter were asleep in their beds, dreaming of the presents they would find under the tree in the morning. Terry couldn't wait to surprise his son with a new **skateboard** and his daughter a **membership** to an art club! His wife had finished putting the last Christmas gift under the tree, checked that everything was ready for the big meal the next day, and she too had gone to sleep. Pictures of his family sat next to a **teapot** and **saucers**: Terry and his beautiful bride on their wedding day, their children surrounded by their friends, Terry's brother taking the kids bowling... He could stare at the photos all night.

As he sat there in the stillness of Christmas Eve, his mind **wandered** back to his childhood memories of Christmas, when he was just a young boy. He smiled to himself, thinking about the year when he and his **twin** brother



QUICK CHECK!

wander: (of a person's mind or thoughts) to stop being directed on sth. and to move without much control to other ideas, subjects, etc.



received boxing gloves as a gift, and how his mother had to take them away shortly after because their sparring and **wrestling** got so competitive that she feared somebody would get hurt!

He remembered his brother and sisters, and the excitement and anticipation of Christmas Day. They didn't have much when he was a kid, but his mother made sure that everyone had at least one big gift, and if they were lucky maybe even a couple of smaller gifts. One year, she bought him a **telescope** and a tiny model **rocket**. He wanted to be an **astronaut**, or at least an **astronomer**.

He could see his mother's face, as if she were right there with him. She loved telling stories and **riddles** to her kids, and using her **sewing needles** to repair her children's clothes. She had passed away many years ago, before Terry got married. He remembered something she had told him long ago: regardless of how old we are, we are always someone's child. Our parents may be gone, but inside we still long for them, especially at family festivals such as Christmas. Especially at Christmas, Terry thought to himself. That is the time when we miss our parents the most.

His mother grew up on a farm in Canada during the Great Depression when the economy had collapsed and there was little money to go around. "Things were different back then," she used to say. "Children did not receive lots of presents like kids do today. We had food on the table, and we had the joy of our family, but we had little else. In those days," she would say, "oranges were available in Canada only during Christmas, and they were unbelievably expensive. But each Christmas, my father, your grandfather, somehow managed to save enough money to buy one orange for me and one for each of my 10 brothers and sisters. This was our Christmas present in those days, and we looked forward to those oranges as if they were made of gold!"



DO YOU KNOW?

The Great Depression was a severe worldwide economic depression that took place mostly during the 1930s, beginning in the United States. It was the longest, deepest, and most widespread depression of the 20th century.



“During the Depression, it was hard to earn money. My father tried his best. He usually sold some of the turkeys we had raised on our farm and then he’d use that extra money to buy us the oranges. But I remember one year, when the townsfolk had no money and were unable to buy my father’s fat turkeys.”

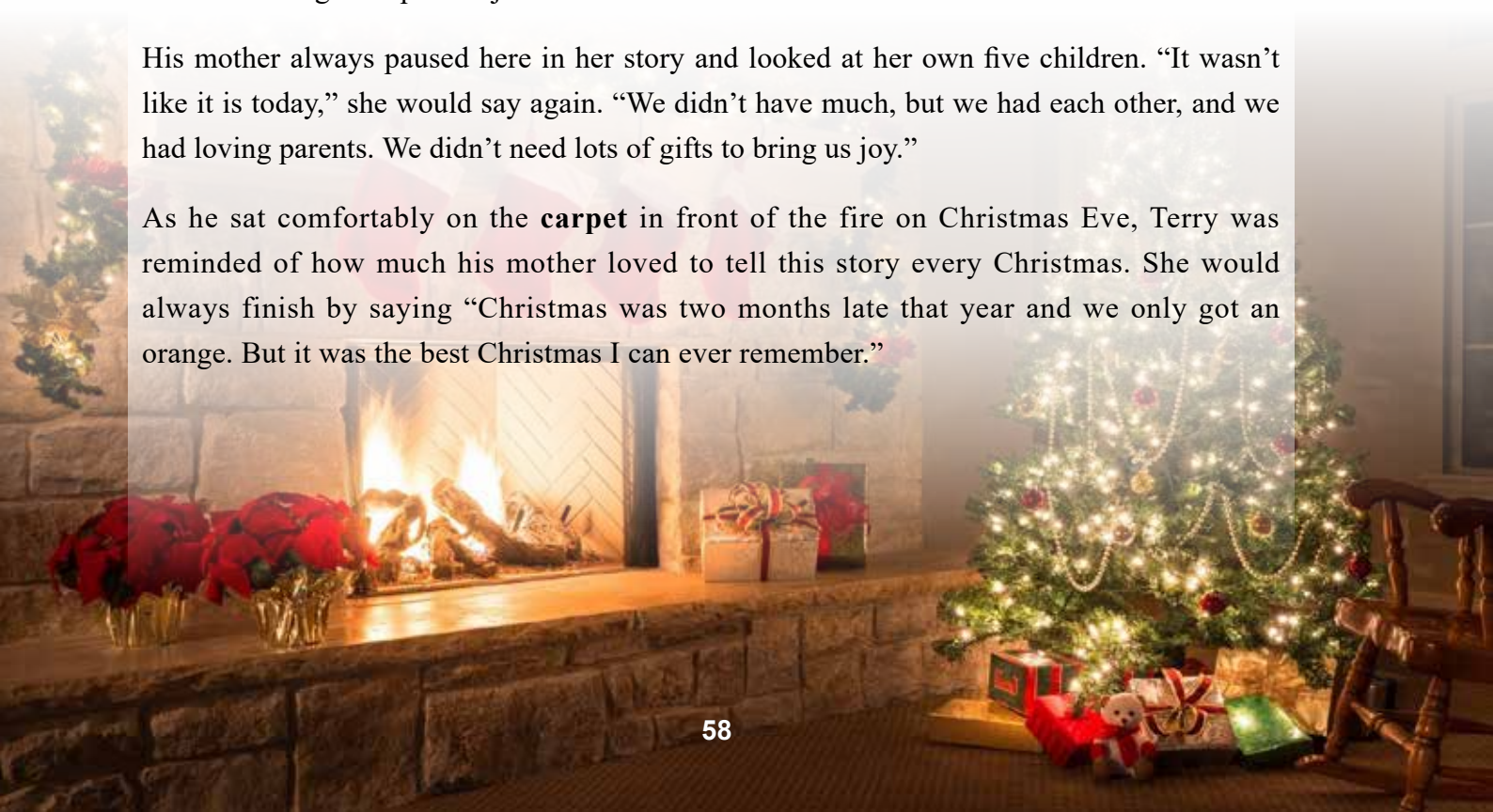
Terry sat in his chair smiling, as he used to when his mom would tell this story. “So, my father made a plan,” his mother would continue. “He came home and told us all in a grave and serious manner that Santa Claus had been in a huge accident near the North Pole and **damaged** his sleigh. He said this year, he would be unable to make his regular Christmas visits on time.” We believed father of course, and not one of us **complained**. We accepted his story without demanding **proof** and did not expect any gifts for Christmas that year.

“My father still **shaved** his beard and called my mother ‘**madam**’ to make her smile. My mother still cooked a grand turkey dinner, baking two of the unsold birds in her big wood-fired oven, generously spicing them with salt and black **pepper**. We had potatoes and carrots, cookies and her delicious apple pie! We drew shapes in the **frost** on the windows and pretended we lived in a fancy **castle**. Later that evening we played outside in a fresh 14 **centimetres** of snow and sang Christmas songs around a warm fire.”

“A couple of months later, we got a big surprise. As we went down for breakfast one morning, we found our Christmas stockings hanging on the **brick** wall by the **cupboard**! In each stocking was an orange, one for each of us. Oh how we **screamed** and laughed and hugged each other that morning! We each peeled our oranges and had one small piece, saving the rest for later. Throughout the day we’d go back to have another little bite, always careful not to let a single drop of its juice fall to the floor.”

His mother always paused here in her story and looked at her own five children. “It wasn’t like it is today,” she would say again. “We didn’t have much, but we had each other, and we had loving parents. We didn’t need lots of gifts to bring us joy.”

As he sat comfortably on the **carpet** in front of the fire on Christmas Eve, Terry was reminded of how much his mother loved to tell this story every Christmas. She would always finish by saying “Christmas was two months late that year and we only got an orange. But it was the best Christmas I can ever remember.”





AFTER YOU READ



Reading Comprehension

- 1 What does “Christmas memory” refer to in the text? What is the major theme of the story?
- 2 From which paragraph does Terry Martin begin his memory of his mother’s story?
- 3 Why did Terry’s mother and her brothers and sisters get the Christmas oranges two months late?
- 4 Terry’s mother only got an orange as the Christmas gift. But she said “But it was the best Christmas I can ever remember”. Why?
- 5 What is Terry’s Christmas memory? How is it different from his mother’s Christmas memory?
- 6 How does Terry like his mother’s Christmas story? What do you learn from her story?



Post-reading Activities

- 1 Compare and contrast the meaning of “festivals”, “family festivals” and “family celebrations”. First, make a list of examples for each and then share it with your classmates in groups.
- 2 Despite the great difference between Western and Chinese culture, there are some similarities between the Spring Festival and Christmas. Please list some similarities by discussing in your group and share in your class.
- 3 In the text, Martin’s grandfather told his children that Santa had a huge accident and would be unable to make his regular Christmas visits. Some people think that he is right because parents should hide all these worries and fears from their children. Other people think that parents should be honest and should not tell lies to their children. Discuss in groups and share your opinion with reasons.
- 4 Different cultures have different festivals, and different families have different ways of celebrating festivals. Work in groups, compare and contrast major similarities and differences in family festival celebrations.

SECTION 2

LEARNING THROUGH PRACTICE



Task One Telling Your Story of Family Festival Celebrations

Different families have different ways of celebrating their family festivals. In this task, we will read a story from Carissa about her family celebrations. Please see what makes her celebrations special, and then tell your story of special family festival celebrations.

»Step 1 Pre-task Resources

Please read the story, paying attention to the words and phrases in blue and examine the language Carissa used to describe her family celebration of Children’s Day.

Children’s Day Celebration of Our Family

Seven years ago, while my husband and I were eagerly waiting for the birth of my second daughter, my doctor said, “I’m so sorry, Carissa. There’s no heartbeat.”

...

While this is a story about heartbreak, it’s also a very true love story, a true love story between my husband and myself.

My husband/life partner/co-parent held my hand all that night as I cried into my **handkerchief**. Together, we faced one of those terrible life moments.

In the seven years since our daughter’s **birth and death**, our family has grown and happiness has returned to not just most of our days, but to all of our days. Together, we have welcomed two more daughters and **wept with joy and relief** upon hearing their borning cries. Today we are a busy, grateful and happy family.

Early on, we decided that we didn’t want this day to be associated with sadness, so we made Children’s Day a special day for our family to celebrate each other. We take a vacation or spend time at a special place and call it her “Birthday Trip”. We laugh and play and think about each other – and we think about her. Our love grows deeper.

As a family we will always live, have adventures and fun. We will find a way, not find an excuse. We know just how low the lows can be, so we value and appreciate and **defend** these highs. I’m so proud of our family love story.





»Step 2 Exploring the Language

Carissa told us her story with strong feelings and emotions. It is a touching story, and a story full of love. Please read the following sentences, examine the words and phrases in blue and discuss with your classmates how words with opposite meanings joined together to create an effect.

- *In the seven years since our daughter's **birth and death**, our family has grown...*
- *Together, we have welcomed two more daughters and **wept with joy and relief** upon hearing their **borning** cries.*

How do you understand the phrases in blue?

Please examine the meaning of similar examples:

- *a love-hate relationship*
- *old news*
- *paid volunteers*
- *white darkness*
- *open secret*
- *true lies*
- *clever fool*
- *eager discomfort*

In English, these phrases are called oxymorons. An oxymoron is a deliberate combination of two words that seem to mean the opposite of each other.

People use oxymorons to produce contrasting and dramatic effects. They appeal to us instantly, provoke our thoughts, and make us ponder the meaning of contradictory ideas. Oxymorons appear confusing when we see them at the first sight, but they add flavour and wit to our language use.

»Step 3 Task Cycle

We see how Carissa was using oxymorons to make her story appealing. She and Terry Martin told their stories about their family festivals. They all brought us lots of memories of childhood and love. Please recall one of your family festival celebrations which you think special, or recall one of similar stories you have read or heard of. Write down your story in simple English and tell it in groups. See if you can use oxymorons in your story.



Task Two Describing One Family Festival Celebration

In this task, you will read an article about the Australian aboriginal Barunga Festival celebration. Have you experienced a special family festival? What was it and why was it unique and unforgettable in your life? Describe it and try to use the past continuous passive voice.

»Step 1 Pre-task Resources

Read a journalist's report about the the Barunga Festival celebration in Australia.

Australia's Barunga Festival Keeps Alive the Aboriginal Spirit

Barunga Festival is a celebration and display of remote Australian local community life through music, sport and culture. As the largest aboriginal festival in Australia's Northern **Territory**, it also serves as a family reunion.

Barunga is a local festival, which became popular in the 1990s but declined in recent years. Last year, when I went there, it was being renewed by new management. Australia's most popular musician was invited to perform.

By mid-morning, crowds of onlookers had gathered in the **shade** of the **stadium** to watch the popular sporting activities. There was an exciting basketball game, as well as some children playing Australian football. Balls were being thrown at **nets**, **bounced** and chased but there were no scoreboards. The main purpose of these games is always to have fun.

Later on people headed to a riverside tent for a lesson about Aboriginal culture. Although there were lots of **mosquitoes**, nobody wanted to miss the lesson. A lady used many **idioms** to explain the importance of the festival and how it has also served as a traditional foundation for family reunions. They use these gatherings as an opportunity to pass on valuable information about family relationships and traditional social rank.

In the evenings there is always a fire-pit, followed by traditional music and "fairy lights", which are meant to mirror a blanket of stars. As the sun set that evening to traditional bungul dancing, the park was filled





with laughter and a gentle haze of **dust**. While I was sitting on a **log** watching people enjoying the festival, I found myself hoping that I may one day return to this great celebration, and that its traditions would remain intact.

» Step 2 Task Cycle

- Recall one of your family festivals you experienced in your life with the help of the following questions.

What was the name of your family festival?
When and where did you celebrate it?
In what aspects was it unique and unforgettable?

- Review the report in Step 1 and learn to use different past tenses.
- Describe the most unforgettable scene in your family festival and write it down.
- Finish your description and swap with your partner to get advice.
- Polish and present it to the class.

» Step 3 Language Focus

Look at the following sentences that use the past continuous passive voice.

- *Last year, when I went there, it **was being renewed** by new management.*
- *Balls **were being thrown at nets, bounced and chased** but there were no scoreboards.*

When we describe events happening at a certain time in the past, we use the past continuous tense.

- *They **were taking** a speaking test at 9:00 in the morning.*
- *Last winter, she **was writing** a novel.*

If the object of the verb becomes the subject, we use the past continuous passive voice.

The structure of the past continuous passive voice is as follows:

Subject + was/were + being + done (+ by...)

- *A speaking test **was being taken** (by them) at 9:00 in the morning.*
- *Last winter, a novel **was being written** (by her).*

SECTION 3

USING ENGLISH IN CONTEXT



Project Reporting the Major Changes of Family Festival

Family festivals refer to festivals and family celebrations at home. They always bring richness and joy to our life. These celebrations differ from family to family and they change over time. In this project you will listen to, view and read about some family festival celebrations first, and then you will investigate and report major changes of family festival celebrations.

»Step 1 Listen, Fill in Blanks and Share

Listen to a passage. Recall some details of your family festival celebration and share in groups.

1 Listen for the gist.

Each family has their own ways of celebrating festivals and events of their life. The important thing is to be courageous, creative and to use all the skills we have ⁽¹⁾ _____ to our life together and to our celebrations. This is what makes life ⁽²⁾ _____, ⁽³⁾ _____ and ⁽⁴⁾ _____.

2 Listen for the details.

What can we do to celebrate our family festivals?

- Prepare a meal for a parent or child's ⁽¹⁾ _____ after a trip and listen to the stories of their ⁽²⁾ _____.
- Sing a song expressing ⁽³⁾ _____ and ⁽⁴⁾ _____.
- Cut a ⁽⁵⁾ _____ at the birthday party.
- Review the year's ⁽⁶⁾ _____ and ⁽⁷⁾ _____ for the coming year in New Year's meal.
- Make ⁽⁸⁾ _____, card lanterns, candles, and ⁽⁹⁾ _____.
- Collect natural things and make ⁽¹⁰⁾ _____.



3 Share one of your impressive family festival celebrations.



» Step 2 Read and Discuss

Read the following passage by an Indian woman about festival celebration changes first, and then discuss in groups about the changes of family festival celebrations.

Festival Celebrations Then and Now

Most festivals have a historical and/or religious **origin**, while some are linked to seasonal changes. All of them, however, bring people together from all walks of life and offer a sense of belonging for religious, social, or geographical groups. These particular aspects of festivals make the celebrations truly grand.

If you were in school, festivals used to mean a vacation, a big meal, new clothes and toys, and time to catch up with loved ones. In our family, Diwali meant our parents were saving up to buy some new things for the house. Back then, there was certain kind of innocence linked to the way we celebrated all those festivals; even people with limited means could join and enjoy themselves.

As with everything else, the passage of time, the advent of globalization, and a booming economy have had an impact on our festival celebrations. Today, many people are paid better and have the **luxury** of buying new clothes, and other goods throughout the year rather than having to wait for a festival to make such **purchases**. Now, festival celebrations have become more self-centred and are moving away from tradition. They're more focused on **instant** satisfaction. The simple things that used to enthuse festival-goers have become nearly meaningless.

Nowadays, the **emphasis** is on money and the idea that it buys happiness. Consequently, people work more to make more money and spend less time with





family and friends. People often work during holidays and focus only on their careers instead of finding a balance. This can be considered an unwelcome change because, at some point, we might completely forget the reason behind our festivals. Then, we would be celebrating all our traditional festivals similarly to Valentine's Day, Father's Day, and Mother's Day: as a commercial opportunity.

In my opinion, the good old ways of festival celebrations were far better than the ugly show of wealth that they've become. They say that change is for the better, but I think some things are better left unchanged.

- 1 What are the major changes of family festival celebrations mentioned in the passage? How are they different from the traditional celebrations?
- 2 What is the attitude of the writer towards the changes? Why?
- 3 Do you agree or disagree with the opinion expressed in the passage? What is your attitude towards the changes?
- 4 How do you celebrate birthdays in your family? Are there any differences in the way birthdays are celebrated among your classmates? Are there any changes in your family celebrations of the Spring Festival?

» Step 3 Prepare and Interview

Interview your parent(s) or grandparent(s). Here are some suggested steps for your interview:

1 You are now going to do a group project. Form a group of three or four people first.

2 Have a discussion and choose the two or three major family festival celebrations you want to investigate, for instance, the Spring Festival, birthday celebrations, graduation celebrations, or others.

3 Prepare some open-ended questions to get the maximum amount of information from your interviewees. Here are some sample questions: How did you celebrate the Spring Festival (your birthday, etc.) when you were very young? What was the key activity in the celebration? How did you feel then and how do you like the way it is celebrated nowadays? What are some of the changes you have seen in the celebration over the years?



4 Your group will then conduct an interview with the same questions. Allow your parent(s) or grandparent(s) to talk freely on the topic. Make sure that you either have their voice recorded or write down the major points of what they have said.



>>Step 4 Analyze and Write

Based on your interview, your group will work together and analyze the answers and data you have received. Then your group will write a brief report of 150 words about major changes of family festival celebrations. In your report, you may briefly introduce the family festival you have worked on, and then describe how it was celebrated before and how it is celebrated now. Finally you may comment on how you like the changes. Report your findings about the major changes of family festival celebrations.



Evaluate yourself!

Can you describe the meaning and major celebration activities of your favourite festival in English?
Can you make your oral English clear and fluent using proper intonation, tone and rhythm?

How well have you done with the following? Tick the circles that best reflect your performance.

	Excellent	Very Good	Good	Needs Improvement
Understanding the changes of family festival celebrations critically	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Describing my family festival celebration vividly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listing the main information and organizing basic information structure according to the needs of the theme	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SECTION 4

EXPANDING OUR HORIZONS



The Legend of Hanshi Day

Hanshi Day (or Cold Food Day) is the very day just before the Qingming Festival (also named Tomb Sweeping Festival). On the day every year, no fire or smoke is allowed and people shall eat cold food for the whole day. According to the legend, the day is in memory of Jie Zitui, who lived in the Spring and Autumn Period (770 BCE – 476 BCE). Jie, being a loyal **servant** followed his master Prince Chong'er into exile in 655 BCE, and supposedly even cut off a piece of his own flesh to make soup, to feed the **starving** prince.

Chong'er wondered where Jie had **obtained** the soup. When he found out what Jie had done, the prince was so moved that he promised to **reward** him one day.

Nineteen years later, in 636 BCE, Prince Chong'er returned to his kingdom and took power as Duke Wen of Jin (697 BCE – 628 BCE).

After taking power, Duke Wen greatly rewarded and honoured all of his followers, but he forgot Jie Zitui, the man who once saved his life when he got involved in the kingdom's **politics**. When others spoke of Jie Zitui, Duke Wen remembered him and was ashamed.

He immediately sent his servants to invite Jie Zitui to his kingdom to receive his reward. However, Jie Zitui refused resolutely, because he was not the type of person who sought rewards. Instead, he just wanted to help the prince return to Jin to become a duke.

Then, the duke decided to **mount** his horse and go to see Jie in person. But, before he arrived, Jie Zitui heard the news and hid on a nearby mountain with his aged mother.



QUICK CHECK!

exile: a state of being sent to live in another country or place that is not your own, especially for political reasons or as a punishment





Jie Zitui refused to see the duke, and no one could find him in his hiding spot on the mountain. Duke Wen listened to his **consultants** and ordered the mountain to be set on fire to force Jie Zitui out of hiding. Three days and nights later, the duke and his people were **astonished** to find two dead bodies – those of Jie Zitui and his mother – in a **cave** under a willow tree on the mountain.

In honour of Jie Zitui, a man who never sought fame and fortune, Duke Wen **buried** him and his mother respectfully, held a memorial ceremony, and ordered not to use fire and only to eat cold foods on that day. The mountain where their dead bodies were discovered is now called Mian Mountain.

The next year, Duke Wen climbed the mountain to commemorate Jie Zitui. When arriving at the tomb, he saw the burnt willow tree was revived with lush leaves and branches, and remembered Jie Zitui's noble character.

He was so moved that he swept the tomb and declared the day as “Cold Food Day”.



QUICK CHECK!

commemorate: to remind people of an important person or event from the past with a special action or object

POST-READING QUESTIONS



- 1 How did Jie Zitui save Prince Chong'er according to the passage?
- 2 What did Duke Wen and his people do in order to find Jie Zitui?
- 3 Why did Duke Wen declare the day as “Cold Food Day”? What would the people do on that day?

One Mother's Day Morning

They grow up too fast. It seems we bring them into the world and before we know it, there we are on the **platform waving** goodbye to our young son or daughter **aboard** the train, carrying our babies off to university, college or work in some distant city. In the time it takes to blink an eye, our babies are grown-up. They live in a **dormitory** with friends, and they have a life of their own.



Where did the time go?

I remember my own little boy on this Mother's Day. He's off to university now, studying both how to be a **journalist** and a **lawyer**. He calls me most weekends and never forgets to tell me how much he loves me. He says things like, "Mom, you're the greatest." He tells his friends that he has the best mother in the whole universe, and it makes me smile inside when I hear him saying things like that. He tells me I bake the best apple pie, in fact, better than any **bakery** in the world, and he never forgets to send a card and to call me on Mother's Day. I keep all his cards in a **drawer** near my bed and reread his loving **paragraphs** at night. That's just the kind of boy that he is, and I love him dearly for being who he is.

I remember one Mother's Day morning, many years ago, when my boy was just 7 years old.

When I think about it, I feel happy and sad at the same time. Happy that I have a son who is such a good boy, and sad, in a way, that he is no longer that gorgeous little 7-year-old who wanted to do something very special for me on that Mother's Day all those years ago.

It was Mother's Day. Birds were singing on the **wire** outside my window. I had just woken up, and I knew



QUICK CHECK!

gorgeous: very beautiful and attractive; giving pleasure and enjoyment



something was not quite right in the house. Usually, I was the first to get up while my husband and boy slept a little late. But this morning, I could hear someone else up and rummaging around in the kitchen. I wondered if someone was playing a **trick** on me. I heard the sound of **pots** and **pans** clinking and the refrigerator door opening and shutting and water running in the **basin**. I called out to see what was going on. My little boy quickly answered me. “Don’t get up, Mom!” he shouted as he came running to my bedroom door. “I am making something special for you this Mother’s Day. I am making a special breakfast so you can have breakfast in bed.”

I smiled, secretly thinking that my son had never cooked breakfast before and wondering if I should get up and insist that I help him. But better sense ruled, and I decided to lie back down on my **cotton** blanket and wait to see what my little **adorable** angel cooked up for me that Mother’s Day. It was all I could do to stay in bed though. I smelled **toast** burning in the toaster and heard the sound of **bacon** frying too quickly in the pan, but I resisted the temptation to get up and help. He sure was making a lot of noise out there cooking up a storm in the kitchen!

In a few minutes, I heard a polite knock at the bedroom door. My little 7-year-old came in carrying a tray with a breakfast sandwich and a glass of milk. The milk was spilling over, the toast was burnt to a crisp and the bacon looked hard and dry. He had tried his best, but he had never cooked anything before. I could feel **gravity dragging** the tears of joy from my eyes as the little guy proudly put the tray of food in front of me and leaned over to kiss my **cheek**. “Happy Mother’s Day!” he exclaimed happily. “Enjoy your breakfast in bed, Mom. You **deserve** it after all the breakfasts you’ve made for me.”

I ate the meal happily. It was a bit challenging trying to get the burnt toast and bacon down, but I ate every bit of my breakfast.



QUICK CHECK!

rummage: to move things around carelessly while searching for sth.



QUICK CHECK!

toast: slices of bread that have been made brown and crisp by heating them on both sides in a toaster or under a grill





That was many years ago and it remains one of my favourite memories.

Even now, all these years later, when he calls to wish me a happy Mother's Day, we recall that morning when he was only seven. We always laugh about it. It has become a special story that we share.

That's what family traditions are all about. This one will live in our hearts forever.

POST-READING QUESTIONS



- 1 What is special of the son that moved his mother?
- 2 What is the family tradition the mother tells about in this story?
- 3 Have you ever done anything special for your parents? What did you do? Did you feel good about it? Why?

Unit Reflection

Review the whole unit and reflect on what you have learned.

- 1 What have you learned about the function and significance of family festivals in this unit? How did people keep their family identity while coping with the changes in family festival celebrations?
- 2 What words or phrases have you learned for the topic of festival celebrations? If you are asked to create a new family festival, what festival would you propose? Could you give your reasons?
- 3 What is the past continuous passive voice in English? What have you learned about the meaning and use of the past continuous passive voice in this unit?

More Connections

- Without words, one can express very little. The Internet offers many collections of words about family festivals. To build your larger word bank about family festivals, you can surf the Internet with the following key words: family, holidays, celebrations, the Spring Festival, etc.
- *Grammar in Use* is a grammar book with pragmatic perspective and was published by Cambridge University Press. It offers some interesting communicative exercises, too. Hence it is proper for students' self instruction of grammar.

UNIT 5

GEOGRAPHY



Geography is the subject which holds the key to our future.

– Michael Palin, English writer

What makes a nation in the beginning is a good piece of geography.

– Robert Frost, American poet

As the world grows smaller and more interdependent daily, our country's future absolutely depends on our ability to see the connections between ourselves and our global neighbours.

– Gilbert M. Grosvenor, American geographer



Geography Is Everywhere

BEFORE YOU READ

- 1 Do you like geography? How do you understand the title “Geography Is Everywhere”?
- 2 What does “geography” mean to you? What can you learn from geography?
- 3 How do you like geography as a subject you learn in high school?

Laurie, an Australian high school student, is into anything to do with geography. She’s even a prize winner of a national geography **contest!** Last month, her cousin Shirley came to her for help, asking some common questions about geography. The two decided to create a resource to help others like Shirley and got to work right away. Within a week a leaflet is finished:



QUICK CHECK!

Leaflet is a printed sheet of paper or a few printed pages that are given free to advertise or give information about something.

Most Frequently Asked Questions about Geography

1. Question: What is geography?

Answer: For many people, geography means knowing where places are. It is true that being aware of locations and their characteristics is an aspect of geography, but geography as a science involves far more. Geography is the study of the Earth’s places and **atmosphere**. It also investigates resources, populations, locations, and their relationships with each other. It is a **diverse** field that seeks to understand the world and all of its human and natural complexities.

2. Question: What do geographers do?

Answer: Geographers study how people interact with the environment and with each other from place to place. They classify the Earth into regions in order to draw general and specific **conclusions** about the **complex** world in which we live. Geographers deal with data that allows for international understanding, multi-cultural concerns, and environmental education.



3. Question: What can we learn from geography?

Answer: Geography teaches us how to read maps and interpret information at geographical scales, from local to global. We will be able to use data from maps, tables, graphs, and texts to recognize patterns, **forecast** future issues and solve problems. We can also **integrate** concepts from many different areas of science, and use our critical **thinking** to understand and deal with current issues of local, national, and international importance.

4. Question: How can geography contribute to international understanding?

Answer: The world's economies are increasingly linked in an international network of trade and exchange. The location and **distribution** of natural resources, the shape of transportation networks such as **airlines**, and many other geographical factors influence the trade patterns. If we are geographically well-informed about other countries and cultures, we will do better in the global community.

5. Question: How does studying geography affect the environment?

Answer: Geographers divide environments into two kinds: human environments and physical environments. Many geographers examine the **organic** relationship between human **beings** and the environments in which they live – this can include pollution, **conservation** efforts, and more – while physical geographers are concerned with how natural systems work and how they change over time.



QUICK CHECK!

When you **integrate** something, you make all the parts into a whole.



Laurie was really excited about their work. She put her geography knowledge to good use. She still remembered what she learned about the meaning of the word “geography” during class. “Geography” comes from two Greek words: “geo”, which means “earth”, and “graphy”, which means “writing”. By combining the two, you get “earth writing”. The girls wrote this on the front of their leaflet.



As a geography lover, Laurie not only learned how to read the Earth, but also got a chance to introduce geography to other people. She helped Shirley learn that geography is about much more than learning the names of the continents, oceans, **jungles**, territories and countries of the world and how they are formed. It's also about people and how we act and interact with the Earth.



AFTER YOU READ



Reading Comprehension

- 1 What does "geography" mean?
- 2 Who is Laurie? What is Laurie's understanding of "geography"?
- 3 What kind of work did Laurie do with Shirley? Were they excited about their work? Why?
- 4 Have you learned something new about geography from their work? What have you learned?
- 5 What do you know about geography? What do physical geographers do?
- 6 Why does the author use "Geography Is Everywhere" as the title? Talk about what geography you see in your daily life. Give examples.



Post-reading Activities

- 1 Work with your group members to locate your residential area and describe the geographical features of it.

Location	
Weather	
Landscape	
Plants and animals	
Natural resources	

- 2 Some people think that geography means names of places and where places are, and it is not necessary to make it a compulsory course in high school. But others think geography means much more than that and it includes all of those human and natural complexities. So it is highly necessary to make it a compulsory course. What is your point of view? Discuss and share your opinions in groups.



- 3 Work with your group members to study a map of a country and fill in the blanks.

capital city: _____
 oceans around: _____
 mountains: _____
 plains: _____
 plateaus: _____
 lowlands: _____
 rivers and lakes: _____

- 4 There are places in nature that are truly natural wonders. Please surf the Internet for information about these amazing places first, then select one of them and describe it in groups. When you describe, make sure that you tell: Where is this place? What is this place like? What makes it amazing, or unique? How is this place different from other places? Why do you choose this place?



SONG

Geography

Verse

About a billion years ago
 Or maybe it was five
 Before the first creature
 Ever was alive.

The mountains were building
 And the seas were filling fast
 The shape of this world
 Was forming from the past.

Chorus

The story of this world
 Is really plain to see

It's sitting right in front of you
 It's called geography.

Verse

So when look out
 And see the plains so fine
 Or when you see a valley
 Filled with trees of pine.

Geography is the story
 It is the Earth's glory
 It's yours and mine to share
 From the ocean to the air.



SECTION 2

LEARNING THROUGH PRACTICE



Task One Describing an Impressive Place

Everyone has his own personality. Just like people, different places also have different characteristics while they may have a lot in common. In this task, you are to learn about a description of a place and then describe a place you are interested in to show your readers what makes it different from other places.

» Step 1 Pre-task Resources

Read the following passage about Scotland and pay attention to how it is described.

Scotland

Scotland has always been an interesting place to visit, with a vast landscape, delicious local dishes and tons of history and culture to discover.

Scotland is divided into three distinct areas: the Southern Uplands, the Central Lowlands and the Northern Highlands and Islands.

The Southern Uplands are characterized by fertile plains and hills which **border** England. The scenery in the region is absolutely magnificent and of a rather gentle nature. The Central Lowlands feature the industrial belt of the region and the two largest cities in the region can be found here: Glasgow and Edinburgh. The majority of the population lives in this area. The Northern Highlands and Islands offer





visitors dramatic mountain ranges. This is the place where you'll find Britain's tallest mountain peak, Ben Nevis.

Besides incredible sights of mountains covered in **mist**, rivers and lakes, the region also offers a diverse set of activities, such as fishing, riding, rock climbing, skydiving and **golf**.

» Step 2 Exploring the Language

Describing a place, we usually include its natural and social features. Brainstorm in your group to add more information to the table.

Natural		Social	
landforms	mountain, valley, plain, forest mountainous, flat	settlement & population	village, town, city, building, material, shape, colour, style, height
water areas	river, stream, lake, fountain , beach calm, rapid, clean, deep	land use	urban, rural, residential, industrial, farming
soil	fertile, infertile	occupations and activities	jobs to make a living, entertainment
climate	hot, cold, warm, wet	transport and communication	road, railway, port

» Step 3 Task Cycle

- Recall several places you're interested in. Think about their natural and social features to decide which is the most impressive to you.
- Write a short passage entitled "The Most Impressive Place I've Known". You can refer to your notes in Step 2.
- Share your passage in your group. If possible, include some pictures in your passage.

Task Two Discovering How Geographical Elements Affect People's Diet

In this task, you are to find out the local food of different areas and try to discover how geographical elements contribute to the popularity of the food in certain areas. Then you are to write a passage on your discovery.



» Step 1 Pre-task Resources

Read the following passage to see how geographical elements affect the Chinese diet and pay attention to the sentences in blue.

Food and Geography

While China is one of the largest countries in the world in terms of land mass, only about 15 percent of the land can be used to grow **crops**, as most of the country is made of mountains, hills and highlands. It used to be a challenge to grow enough food to feed China's large population.

Wheat and rice are a main source of food in China. Wheat flour is usually made into noodles, pancakes and dumplings in the north of China, where plains of wheat and corn can grow. *Rice plays a crucial role in feeding the nation because more than twice as much rice can be grown in a single acre than wheat, especially in the south of China.*

In addition to grains and vegetables, meat is also an important part of the Chinese diet. Chicken and **pork** are the most prominent in animal farming, as the animals require minimal space to be raised. Fish, which is caught in rivers as well as raised in fish **ponds** is also a source of food. Beef and mutton are mainly produced in the grassland areas, where the **soil** is not suitable for crops but there is grass for cattle and sheep.

Traditionally, milk and dairy products are not common in the Chinese diet. Instead, soybean is widely used as a source of **protein** and **minerals, substances** essential for good health.

Another geographic influence on Chinese cuisine has been the historic **shortage** of fuels used for fires and cooking. *Chinese people like cutting food into small pieces before cooking*, which makes it cook quickly and saves fuel. As a result, stir frying is one of the common Chinese cooking techniques. *It not only makes cooking food quick, but also **preserves** the flavour and **nutrition** of the food.*



Step 2 Task Cycle

- Brainstorm in pairs some local foods in different areas of China and finish the table below.

Food (Diet)	Geographical Elements			
	place	landform	weather	crop
hotpot	Sichuan, Chongqing	mountainous	wet	pepper

- Talk about characteristics of foods and geographical elements with your partner to find out the connection between them.
- Choose one kind of food and write a passage on how it is affected by the geographical elements.
- Share your passage with your classmates.

Step 3 Language Focus

The following sentences with v-ing forms are from the passage in Step 1. Study them and figure out how the v-ing forms function.

- Rice plays a crucial role in **feeding** the nation because...*
- Chinese people like **cutting** food into small pieces before cooking, ...*
- It not only makes **cooking** food quick, but also preserves the flavour and nutrition of the food.*

The v-ing form can be the direct object of certain verbs. Some verbs such as *enjoy*, *admit*, *avoid*, *consider*, *deny*, *discuss*, *keep*, and *practice* are usually followed by a v-ing form.

- Laurie enjoys **learning** geography.*
- The suspect finally admitted **receiving** the stolen goods but denied **selling** them.*

SECTION 3

USING ENGLISH IN CONTEXT



Project Exploring Human-environment Interaction

Human-environment interaction is one of the major themes of geography. In this project, you will look at how such interactions take place, and what benefits or costs these interactions will have. Then you will explore some human-environment interactions and reflect on what you should do to protect or improve the environment.

» Step 1 View, Discuss and List

Below is an online forum screen shot. View it, discuss in groups of four and list your opinions about the benefits and costs of human-environment interactions.

The screenshot shows a forum interface with three posts. Each post includes a profile picture, a name, and a text comment. The posts are separated by horizontal lines.

Jenny
I agree with you, Brian. All human-environment interactions could have positive, neutral or negative effects. Speaking of human-environment interactions, I think there are two major types: human-environment interaction, and environment-human interaction. In the first type, we will see how humans react to or change their environment for economic, technological or cultural **gains**. In the second type, we will see what impacts environments have on humans.

Li Ming
Great. I think this two-type distinction of human-environment interactions is useful and helpful for people to explore the issue. When we try to build a dam for more power, use coals for energy, produce plastic bags for people to pack things in, they are human reaction towards environment.

Brian
That is right. They are all human-environment interactions. In the reactions you mentioned, there are more human-benefits and environment-costs. I can give you an example of human-environment interaction which has more environment-benefits. That is “recycling”. It is time that we made more efforts to reuse materials and protect our environment.



George

It's my turn now. It's also important to understand that natural environment has an impact on human life. One way to understand is to look at natural disasters, such as wild fire, earthquakes, and hurricanes. They greatly affect our lives. We could not control or stop these events. But sometimes scientists can use instruments to determine ahead of time if these natural disasters will occur. The geographical knowledge we have learned will be useful and helpful at the time of disasters.

» Step 2 Listen and Discuss

- Listen to a report about a joint project between Beijing and Zhangjiakou and answer the following questions.
 - Why is Zhangjiakou called “Beijing’s Northern Door”?

 - What’s this joint project between Beijing and Zhangjiakou?

 - What’s the main cause of air pollution in North China in winter?

 - What’s the purpose to carry out this project?

 - Is this a human-environment or an environment-human interaction? Give your reasons.

- Discuss with your group members whether this joint project will bring positive effects to this area.



Expressions for discussion

- *Shall we begin?*
- *Let's get started.*
- *Would you please state your opinion?*
- *Who would like to begin/open the discussion/go first?*
- *Who has something to say to that remark/comment/point?*
- *Does anyone else have anything to say/add?*
- *Any further comments/points/remarks?*
- *It's your turn now.*
- *Go ahead!*



»Step 3 Read and Discuss

Read the following passage about Rice Fish Duck system. Discuss in groups the major advantages of this system and what we can learn from this system.

Congjiang County is a mountainous region located in southeast Guizhou Province.

The Dong people have long been settled on the southeastern coast in Congjiang County. And though it is not near any major rivers and oceans, the land produces incredible rice crops and fishing remains a staple of the Dong people's culture and food sources. The Rice Fish Duck system **facilitates** multipurpose utilization of the same plot, meeting farmers' nutritional demands for animal and vegetable protein. Compared with the monoculture rice fields, the Rice Fish Duck system helps to produce food and raise animals with higher levels of nutrition.

The Dong people's Rice Fish Duck system was recognized as a GIAHS (Globally Important Agricultural Heritage Systems) site in 2011.

»Step 4 View, Discuss and Explore

The following pictures are all examples of human-environment interactions. View these pictures first, and then discuss in groups about the benefits and costs of these interactions.



the Three Gorges Dam



desert control in Ningxia



forest planting in Saihanba



solar electric field in Gansu

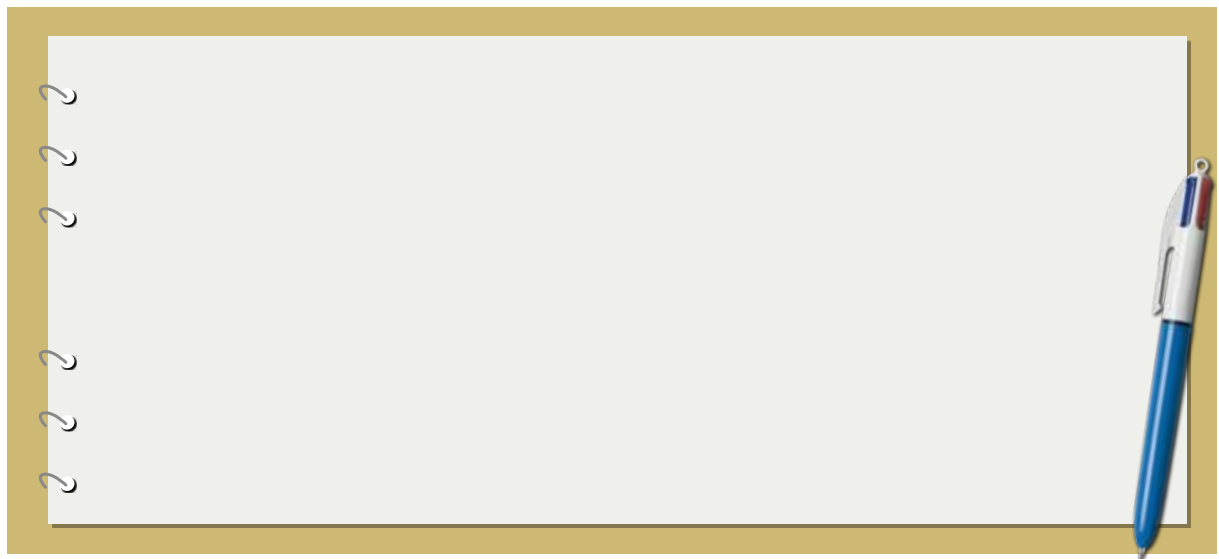
Based on your discussions, choose one human-environment interaction you are interested in. Surf the Internet or read in the library to learn more about your choice.



» Step 5 Write, Share and Present

Write an analysis of the human-environment interaction. Your analysis should include: (1) brief introduction of the interaction, (2) analysis of its benefits or costs, (3) your comments and suggestions for the interaction. You may use pictures, photos or graphs if necessary.

Share what you have written in your group first. Then put everyone's analysis together under the title "Exploring Human-environment Interaction" with a short introduction to your group's work and present it to class.



Evaluate yourself!

Can you draw maps and explain where places are in English?
Can you describe and comment on the use and function of geographical knowledge in English?

How well have you done with the following? Tick the circles that best reflect your performance.

	Excellent	Very Good	Good	Needs Improvement
Expanding my vocabulary related to geography	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using the Internet and the library to collect both positive and negative examples of human-environment interactions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using pictures and data to deliver effective information while exploring human-environment interactions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SECTION 4

EXPANDING OUR HORIZONS



The Difference Between the U.K., Great Britain, and England

While many people use the terms the United Kingdom, Great Britain, and England interchangeably, there is a difference between them.

The U.K.

The United Kingdom is an independent country off the northwestern coast of Europe. The U.K. **comprises** four different regions that are not independent nations. These regions are England, Wales, Scotland and Northern Ireland. In fact, the official name of the country is the “United Kingdom of Great Britain and Northern Ireland”.

Great Britain

Great Britain is the name of the island northwest of France and east of Ireland. Much of the United Kingdom consists of the island of Great Britain. On the large island of Great Britain there are three **somewhat autonomous** regions: England, Wales, and Scotland.

Great Britain is the ninth largest island on the Earth and has an area of 209,331 square kilometres. England **occupies** the southeast portion of the island of Great Britain, Wales is in the southwest, and Scotland is in the north.

England

England is located in the southern part of the island of Great Britain. The United Kingdom includes the administrative regions of England, Wales, Scotland, and Northern Ireland, which is located across the strait from the island of Great Britain. Each region **varies** in its level of autonomy, but they are all parts of the United Kingdom.



DO YOU KNOW?

The Union Jack, or Union Flag, is the flag of the United Kingdom. The Union Jack has been in existence since 1606, when England and Scotland merged, but changed to its current form in 1801 when Ireland joined the United Kingdom.



While England has traditionally been thought of as the heart of the United Kingdom, some use the term “England” to refer to the entire country, but this is not correct.

It is **false** to refer to the United Kingdom as Great Britain or England. Remember, the United Kingdom (or the U.K.) is the country, Great Britain is the island, and England is one of the U.K.’s four administrative regions.

POST-READING QUESTIONS



- 1 Is it appropriate to use the terms the United Kingdom, Great Britain, and England interchangeably? Why?
- 2 What are the four regions that make up the U.K.?
- 3 What does “Great Britain” mean exactly?

The Silk Road

The Silk Road was historically a vast trade network connecting Eurasia and North Africa via land and sea **routes**. It earned its name from Chinese silk, a highly valued good that traders transported along these extensive trade networks. In time, advances in technology and political stability caused a further increase in trade.

Near the end of the second century BCE in the Han Dynasty, the Xiongnu horsemen had been attacking the Han settlements along the northern border for many years. Emperor Wu of Han determined to look for a new source of horses for his army in order to deal with the threat of the Xiongnu.

Emperor Wu, ambitious and **enterprising**, sent Zhang Qian west to find allies to fight against the Xiongnu. When Zhang Qian returned, he informed Emperor Wu of the wonders he had seen in Ferghana (modern-day Uzbekistan). Along with rice, wheat, and grapes, the region produced strong, “heavenly” horses, which the Han Dynasty later imported in great numbers.



QUICK CHECK!

Eurasia is used to refer to the land which Europe and Asia occupy.





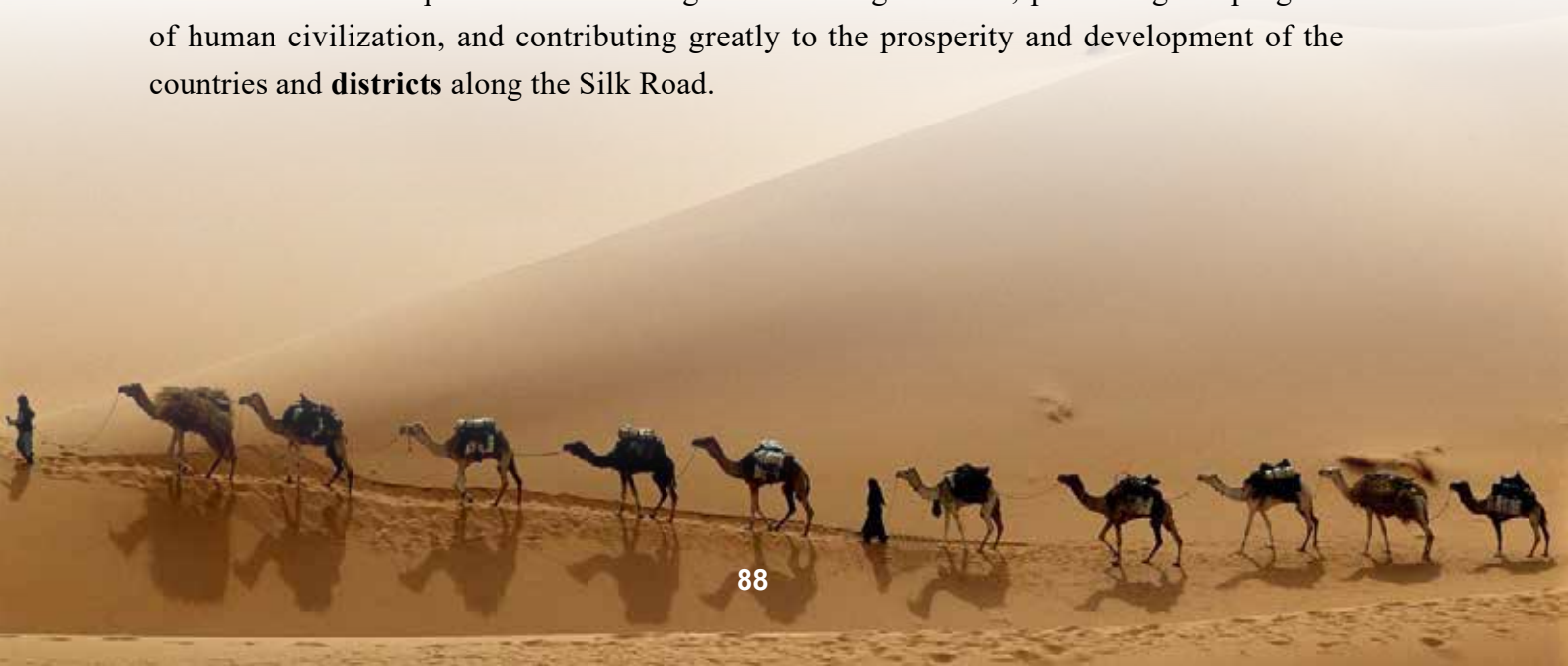
With a new supply of horses, the Han Dynasty projected its new military strength with a wide **extension** of its power and influence in the region. As the country grew stronger, it enjoyed a long prosperity and peace. The standard of living in the Han Dynasty rose and cities grew in size. Economic **expansion** and political stability led to increased demand for luxury goods from far-off places.

The Roman Empire was expanding during this time, as well. Like the Han Dynasty, political stability brought more trade. Rome gained access to overseas trade routes to India via Egypt and began to trade regularly. Although Rome and the Han Dynasty developed extensively during this period, there was still a vast distance between them. Much of territory in Central Asia was covered with mountains, deserts, and vast grasslands. Traders provided a **link** between the Roman and the Han Dynasty. The use of **camels** made it possible to transport goods overland in the vast and extensive territory along the Silk Road.

One obvious effect of trade along the Silk Road was that more goods were available in more places. Silk, owing to its soft texture, became so hotly desired that it was used as currency in central Asia. The fact that China remained the only source of silk during that time meant that trading goods continued to travel across Asia. This involved many people and locations in the Silk Road trade networks. Spices from India, glass from Rome, silk and **household** goods from China all travelled on the Silk Road.



In addition to economic prosperity, some effects were cultural. Trade brought new faiths and new ideas to places they had not previously been. For thousands of years, the Silk Road spirit – “peace and cooperation, openness and inclusiveness, mutual learning and mutual benefit” – has been passed down from generation to generation, promoting the progress of human civilization, and contributing greatly to the prosperity and development of the countries and **districts** along the Silk Road.





Symbolizing and **strengthening** communication and cooperation between the East and the West, the Silk Road spirit is a historic and cultural heritage shared by all countries around the world.

POST-READING QUESTIONS



- 1 Why might economic expansion and political stability enhance more trade opportunities?
- 2 How did environmental factors influence trade patterns along the Silk Road?
- 3 What effects did trade have beyond moving goods?

The UN Starts a Conservation Treaty for the High Seas

DECEMBER 24, 2017

The nations of the world have launched a historic two-year process to create the first-ever international treaty to protect and sustain life in the high seas.

Covering nearly half of the planet, the high seas are international waters where no country has jurisdiction. These waters, which reach **depths** of nearly seven miles, are filled with life, from valuable fish to plankton. Plankton help generate the oxygen we breathe and regulate the global climate.

“This is a once-in-a-generation opportunity to get ocean governance that puts conservation and sustainable use first,” says Liz Karan, senior manager for the high seas program at the Pew Charitable Trusts. “It’s said we should thank the ocean for every second **breath** of oxygen we take.”

The governments of Mexico and New Zealand, with over 140 government **sponsors**, coordinated the **resolution**. The treaty sends a “strong message of support for the high seas”, according to statement by the High Seas Alliance.



After more than ten years of **debate** and discussion, countries **voted** at the United Nations on Sunday, December 24, 2017 to hold an intergovernmental conference for full treaty negotiations. Over the next two years the details of a **legal** treaty will be **negotiated** by the **ministers** under the Law of the Sea Convention. This “Paris Agreement for the Ocean” would have the authority to create large marine protected areas in the high seas as ocean scientists have long called for.

“The hope is to have a treaty ready for signing by the world’s nations mid-2020. Countries are very focused on making this happen,” says Karan.

POST-READING QUESTIONS



- 1 What does the term “high seas” mean?
- 2 Why is it said that we should thank the ocean for every second breath of oxygen we take?
- 3 For what purpose did countries vote at the United Nations on December 24, 2017?

Unit Reflection

Review the whole unit and reflect on what you have learned.

- 1 How do you like geography? What new information have you learned about “geography” in this unit? What have you learned about the major functions of geography?
- 2 The text says that geography is everywhere. Do you see geography around you in your everyday life? How does geography help us understand our environment and global community?
- 3 Do you use the v-ing form as object in writing or speech in English? What have you learned about the structure and use of the v-ing form as object from this unit?

More Connections

- Are you interested in reading about Chinese geography in English? *China Scenic* is the English edition of *Chinese National Geography*, the source of geographical knowledge of China and the senior reports on Chinese culture and society. You can download the free app and get access to abundant resources.
- Are you curious about the world? You can search the Internet for geography books to read, using the key words “best geography books” and choose the books you want to read by reading the title, introduction and reviews. You can also use the key words “geography websites” to search for the ones that may interest you and learn online.

APPENDICES



WRAP IT UP!

UNIT 1 ACHIEVING MY BEST



Build Your Vocabulary

A Complete the sentences with the correct forms of the given words.

real believe usual limit month

- 1 The _____ rent for a two-bedroom flat is 1,000 yuan.
- 2 The science teacher recognized that Tom had an _____ ability.
- 3 Fortunately, Jason survived long enough in the field to turn his dream into _____.
- 4 I hold a firm _____ that my dream can come true.
- 5 We are _____ not by our abilities but by our vision.

B Replace the words in brackets with a proper word in this unit.

- 1 Volunteer work is often a requirement for graduating high school because helping others is a _____ (particular good quality).
- 2 It's a great way for students to enjoy _____ (real) joy of offering help.
- 3 Being helpful is _____ (connected) to happiness.
- 4 More important, volunteer work allows teens to work together and _____ (help the progress of) relationships.
- 5 Wondering where to volunteer? There are thousands of opportunities from working with animals to volunteering in _____ (buildings for homeless people).

**C Fill in the blanks with the words you've learned in this unit. The first letter is given.**

There are so many things in our life that we want to get better at, but for some reason we keep feeling disappointed and falling short of our own or others' expectations. Why is that? The problem is that we tend to try to better ourselves all at once. In **r**_____ it is a good way to concentrate on one important thing at a time, allowing ourselves to break down the **b**_____ over months and even years or decades. We can eventually become a better overall person if we have a day-to-day plan and stick to it. So there's no need to **u**_____ ourselves to become **u**_____ outstanding in one day. Another way to become better at something is to stay on track. And you can't do that without some sort of daily or weekly review. By doing this review, we will be **g**_____ for what we have achieved, which can **b**_____ our confidence.

**Grammar Makes Sense****A Choose the best choices.**

- 1 I'm afraid I won't be available then. I _____ a friend off at three this afternoon.

A see	B was seeing
C will be seeing	D will see
- 2 There _____ a dolphin show in the zoo tomorrow evening.

A was	B is going to have
C will have	D is going to be
- 3 – Dr. Jackson is not in his office at the moment.
 – All right. I _____ him later.

A will call	B have called
C call	D will be calling
- 4 Li Ming said he _____ happy if Brian came to China next month.

A would be	B had been
C was about to be	D will be
- 5 – Is this raincoat yours?
 – No, mine _____ there behind the door.

A is hanging	B has hung
C hangs	D hung



- 6 Don't call Mr. Wang at nine tomorrow. He _____ to a lecture on the reform of the college entrance examination.
- A will listen B will be listening
C is listening D will have listened
- 7 I won't be able to watch the concert on TV tonight because I _____ homework at that time.
- A shall have done B shall be doing
C shall do D have been doing

B Read the following sentences about John's plan on his gap-year. Try to complete the missing parts of each sentence with the words given.

- 1 John has got a visa for a long-term visit for further education in Russia this autumn and surely he _____ (experience) a different culture there.
- 2 John has booked a ticket to China and he _____ (explore) Xi'an this time in July.
- 3 According to his plan, he will take a trip to a lush valley in the far eastern foothills of the Himalayas. In August, he _____ (enjoy) the quiet life there.

C Read Sun Xiaodong's story and complete the passage with the correct forms of the words given.

With college graduation season drawing near, most of the graduates try their best to find a job. But there is always an exception. Sun Xiaodong ⁽¹⁾ _____ (not receive) a single job offer yet, but he does not seem quite concerned. He ⁽²⁾ _____ (have) no intentions of starting work immediately after graduating.



Instead, the 23-year-old ⁽³⁾ _____ (plan) a trip to Sichuan and Tibet with his classmates to celebrate their graduation. Apart from its function of saying farewell to college life, a graduation trip now also serves as a form of soul-searching for graduates. Some of them ⁽⁴⁾ _____ (go) on a bicycle tour deep into Qinghai and Tibet for a month last year. If everything goes well, they ⁽⁵⁾ _____ (travel) in the coming two months.

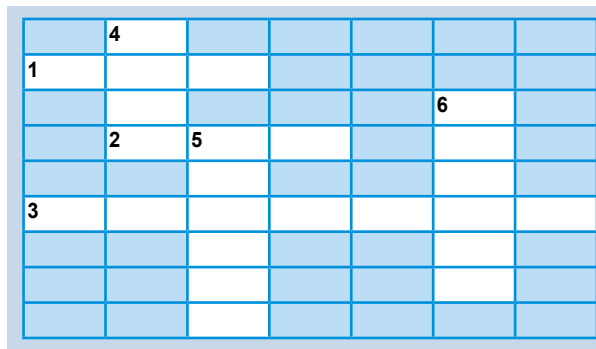


UNIT 2 LET'S TALK MUSIC!



Build Your Vocabulary

A Do the word puzzle.



Across →

- I made blackberry _____ yesterday.
- The conductor lifted his violin _____ and the orchestra began to play.
- A _____ is a shopkeeper who cuts up and sells meat.

Down ↓

- A grown _____ is a sheep.
- By that time the steel _____ will have greatly increased.
- He made a successful _____ in business.

B Fill in the blanks with the words you've learned in this unit. The first letter is given.

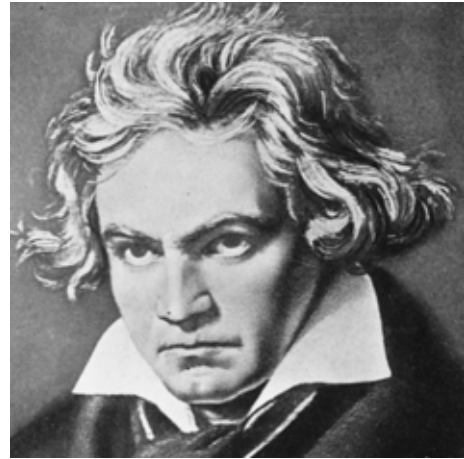
- We may reasonably c_____ that the meeting has been postponed.
- There is no experimental e_____ for the theory.
- He wrapped the package in brown paper and tied it with s_____.
- They sent someone to a_____ the value of the house.
- The invention of paper was a great contribution to human c_____.
- The workmen want to d_____ the working hours and to increase pay.
- He is reading *Hamlet* in the original v_____.



C Fill in the blanks with the correct forms of the given words in box.

success compose outstanding devote late recognize effort connect

Ludwig van Beethoven, perhaps the most ⁽¹⁾ _____ composer of all time, apart from his other works, only wrote nine symphonies. What made Beethoven special was his ⁽²⁾ _____ attempt to break the mold of the highly structured and refined rules of classical period ⁽³⁾ _____. Many view Beethoven as the bridge ⁽⁴⁾ _____ the classical period to the romantic period.



It took Beethoven twenty-five years to compose all nine symphonies. He ⁽⁵⁾ _____ all his life to his work heart and soul. This desire to perfect his music may have been caused in part to his loss of hearing while in his 20's. How could he win his ⁽⁶⁾ _____ as a composer if he couldn't hear his own music? Nevertheless, his ⁽⁷⁾ _____ have made a profound impact in the world. Nearly 190 years ⁽⁸⁾ _____, orchestras all over the globe are playing his symphonies, people are buying them on CDs, and millions of people are listening to them on television and radio.

Grammar Makes Sense

A Fill in the blanks with the correct forms of the given words and identify their functions.

- 1 Do keep your promise _____ (write) us.
- 2 The speech contest is _____ (hold) next week.
- 3 I will leave him _____ (solve) the problem for himself.
- 4 May I request you _____ (be) present at the ceremony?
- 5 I want to get some novels _____ (read) during the vacation.
- 6 Don't forget to have him _____ (come).
- 7 Mr. Smith wants his son _____ (become) a lawyer.



- 8 I know the elegant lady _____ (stand) there.
- 9 To see is _____ (believe).
- 10 Let's first find a room _____ (put) the things in.

B Complete the following sentences with the infinitive.

- 1 The most difficult thing in life is _____.
- 2 To know everything is _____.
- 3 This form is for you _____.
- 4 I want something _____.
- 5 He found it impossible _____.
- 6 Electricity makes machines _____.
- 7 A letter from Clare gave her an excuse _____.
- 8 Do you consider it worthwhile for them _____?
- 9 You've given me much _____.
- 10 Can you think up a good way _____?

C Fill in the blanks with the correct forms of the given words in brackets.

A violent thunderstorm left the Arts Centre without electrical power. The unexpected storm hit just minutes before the orchestra was about ⁽¹⁾ _____ (take) the stage along with a guest violinist Sarah Chang.



Forty-five minutes later, the audience was still waiting, ⁽²⁾ _____ (hope) power would be restored and the concert would get under way. A moment later, they saw Chang ⁽³⁾ _____ (step) onto the stage, alone except for her violin and a couple of stagehands ⁽⁴⁾ _____ (equip) with flashlights ⁽⁵⁾ _____ (light) her and her music.

The orchestra remained backstage. But Chang began ⁽⁶⁾ _____ (play). The performance was brief, but it ⁽⁷⁾ _____ (deliver) with both skill and grace, like a sort of "thank you" card for the audience's presence and patience. The applause was enthusiastic. Then, several thousand music lovers made their way through ⁽⁸⁾ _____ (pool) rainwater and went back to their cars.

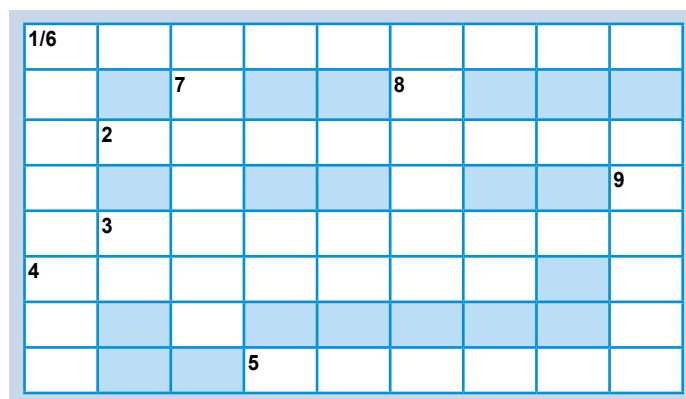


UNIT 3 RELIEVING STRESS IN YOUR LIFE



Build Your Vocabulary

A Do the word puzzle.



Across →

- 1 We can probably claim the damage on our _____.
- 2 I finally managed to _____ her to go out for a drink with me.
- 3 Everyone's working extremely hard to meet the _____.
- 4 He agrees to _____ her ankle and joints as soon as she is sent to hospital.
- 5 She spoke English with an _____.

Down ↓

- 6 We hope this unfortunate _____ will not affect the relationship between us.
- 7 They refused to acknowledge _____ and quarrelled with the judge.
- 8 Many small factories in that country closed down for lack of _____.
- 9 Local residents _____ angrily to the news.

B Complete the passage with correct forms of the words in the box.

assign demand firm handle stress lack
pace react suitable

There are different types of stress – all of which carry physical and mental health risks. Stress is how the brain and body respond to any demand. Every type of



(1) _____, such as exercise, school,
 (2) _____ work with a deadline, or
 major life changes that strike people, can be
 (3) _____.

Everyone feels stressed from time to time.
 Different people may feel stress in different
 ways. Some people may (4) _____
 stress more effectively or recover from
 stressful events more quickly than others.
 Others experience headaches, sadness, anger
 or (5) _____ of sleep.



The body's (6) _____ to acute stress is to produce "fight or flight" hormones.
 In order to prepare the body against an immediate threat, these hormones step up or
 slow down the (7) _____ of the body, causing muscles to tense, blood vessels
 to squeeze and the heart to beat faster, and the digestive tract to slow down.
 Stress can also motivate people to prepare or perform, like when they need to take
 a test or interview for a new job in a (8) _____. In response to danger, your
 body prepares to take (9) _____ actions, facing a threat or fleeing to safety.
 In these situations, your pulse quickens, you breathe faster, your muscles tense, your
 brain uses more oxygen – all functions aim at survival.



Grammar Makes Sense

A Fill in the blanks with proper noun phrases in the box.

waiting room mobile phone heart and soul attitude to
 influence on reply to side by side no wonder

- 1 Nevertheless, I do not think that housework is a waste of time or has a negative _____ children.
- 2 We should learn from Lei Feng and serve the people _____.
- 3 _____ you can't find anybody here; they're all away at a meeting.
- 4 He kept saying without waiting for a _____ his question.
- 5 If you have an emergency, you can call the police with your _____.



- 6 The two groups of people worked _____ to hunt and prepare food as friends.
- 7 Why do patients have to sit so long in the _____?
- 8 Self-respect comes when we value our _____ life and other people.

B Fill in the blanks with the proper adjective phrases in the box.

short of willing to confident in beneficial to attached to
accustomed to popular with worthy of

- 1 He understands what guests like and what they are _____ pay for.
- 2 There is a middle school in the neighborhood _____ a famous university.
- 3 After going through the past year, I become more _____ overcoming difficulties.
- 4 Your mother is right; you are a person _____ trust and respect.
- 5 This is probably why songs about love are so _____ the youth.
- 6 She is _____ lying. That's why all her friends have left her.
- 7 What will you do if you are _____ money?
- 8 Eating fish overall is greatly _____ your health, especially that of your brain.

C Choose the proper noun phrases or adjective phrases for the blanks from the eight given options.

Teachers give you ⁽¹⁾ _____ what you have learned that day. Take advantage of ⁽²⁾ _____ and do your homework in or after class. Do as much at school as you can, so you can ask the teacher just in case you need help. Make sure not to rush on your homework and be ⁽³⁾ _____ and make it ⁽⁴⁾ _____. If you really want to be a successful student, you should know right from the beginning when you want to be ⁽⁵⁾ _____, and when you have to put up with things that just don't seem fair. Doing your homework is not a big deal. Always remember that homework can also help you develop ⁽⁶⁾ _____. Always do what is asked of you. Try to turn in your homework on time as much as possible. When studying, be sure to take regular breaks. This will help refresh your mind, and make it ⁽⁷⁾ _____. Most teachers don't accept ⁽⁸⁾ _____, or if they do, they'll take away points from it.

- | | | |
|---------------------------------------|---|-------------------------------|
| A. late work | B. your free time | C. sure to check it |
| D. great at anything | E. as neat as possible | F. homework for you to review |
| G. good studying habits and attitudes | H. easier for you to absorb new information | |



UNIT 4 FAMILY FESTIVALS

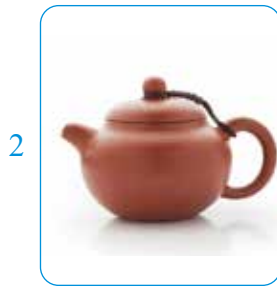


Build Your Vocabulary

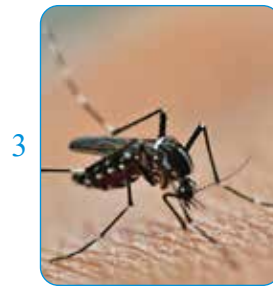
A Look at the pictures and complete the words according to the given letters.



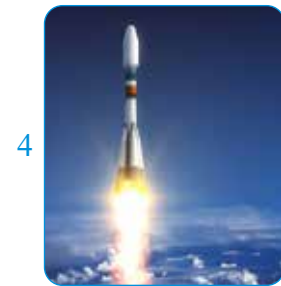
___d___



___o___



___q___



r_____

B Replace the blue part in each sentence with a proper word.

- 1 She was the only person to **stand up for** me at the meeting. ()
- 2 Further information can be **got** from head office. ()
- 3 Keep your receipt as proof of **buying**. ()
- 4 He **remembered** that she always came home late on Wednesdays. ()
- 5 We were **surprised** at the news. ()

C Complete the sentences with the correct forms of words in the box.

emphasis deserve noble origin wave wander
weep toast reward starve

- 1 The report _____ careful consideration.
- 2 The child was found _____ the street alone.
- 3 My mother was crying as I _____ goodbye to her.
- 4 The course places _____ on practical work.
- 5 He is an upright and _____ man who is always willing to help others.



- 6 The particular custom has its _____ in Wales.
- 7 Parents often give their children _____ for passing exams.
- 8 She is _____ herself to try to lose weight.
- 9 James broke down and _____.
- 10 I had a piece of _____ for breakfast.

D Fill in the blanks with the words you've learned in this unit. The first letter is given.

Prepare for Dinner

Mum was busy preparing the dinner. The kitchen is not l _____, but it is very clean, without any d _____. The coffee was boiling in the p _____. The newly f _____ bacon was in the pan. Her children were b _____ balls in the s _____ under the trees, who were s _____ and laughing. She never c _____ about the heavy housework. On the contrary, the get-together dinner time was precious for her.



Grammar Makes Sense

A Rewrite the sentences by using the past continuous passive voice.

- 1 Someone was photographing the tourists when I passed by.

- 2 I didn't realize someone was recording our conversation.

- 3 People were using the basketball court then, so we played tennis.

- 4 They were decorating the house when the accident happened.

- 5 People are forgetting the practices of some traditional festivals.



B Answer the questions in the past continuous passive voice by using the words given.

- 1 Was the new train station there last year? (no/build)

- 2 Why didn't Aunt Mary come to the Thanksgiving dinner? (injury/accident/treat/hospital)

- 3 Why didn't Terry borrow the car from John? (repair)

- 4 Linda was frightened on the way home. What happened to her then? (follow/a stranger)

- 5 Why didn't you meet Mr. Johnson at your office? (paint)

C Complete the passage with the correct forms of the phrases in the box.

get connected have been shown was not being cut off was sent
was always being given are being looked after had been warned

Dear Sally,

How are you? I'm having a great time in Namibia. Our group is small and we ⁽¹⁾ _____ very well by our guide. We ⁽²⁾ _____ some amazing things already and we've seen some fantastic landscapes.

Last week we went to the National Park. I ⁽³⁾ _____ that the accommodations there were quite basic, but they were fine. We were given a big tent each, and the hot water ⁽⁴⁾ _____ every day.

Our guide told us lots of funny stories. He ⁽⁵⁾ _____ to South Africa by his family to work in a bank. The boring repetitive work ⁽⁶⁾ _____ to him there, so he hated it. He behaved very badly in order to get dismissed.

I'll email again when I can ⁽⁷⁾ _____ to the Internet.

Maurice



UNIT 5 GEOGRAPHY



Build Your Vocabulary

A Look at the pictures and then complete the words according to the given letters.



___p



g___



_a___



___d



f_____i



__t

B Fill in the blanks with the words you've learned in this unit. The first letter is given.

- 1 The factory did nothing except simply let the waste air into the a_____.
- 2 The sentence structure is c_____ so it's not easy to understand.
- 3 No c_____ should be drawn before all the facts are known.
- 4 Much attention should be paid to the c_____ of energy.
- 5 We should not swim in the pond. We know nothing about the d_____ of the water.
- 6 The expansion of cities will o_____ more and more farm land.
- 7 Jack came from another city, but he tried to i_____ with the local community.
- 8 Fish was a major source of p_____ for people in the seaside village.
- 9 The weatherman f_____ that it was going to rain the next day.
- 10 The two sides were happy to n_____ with each other in a peaceful way.



C Complete the passage with the correct forms of the words in the box.

shortage flavour nutrition autonomous soil diverse household
vary contest border

The Xinjiang Uygur ⁽¹⁾ _____ Region is China's most western region. It ⁽²⁾ _____ Russia and Mongolia to its north. It has always been famed as the kingdom of fruits. Its ⁽³⁾ _____ fruit products have been laid on the tables all over the world. Xinjiang has typical continental climate featured by a ⁽⁴⁾ _____ of rainfall. However, the region is rich in snow melting water which is used to irrigate the dry ⁽⁵⁾ _____. What's more, Xinjiang enjoys a long sunshine duration and large temperature difference, making it suitable for the growing of fruits. Hami melon is a typical example of Xinjiang fruits. It is rich in ⁽⁶⁾ _____ and has a refreshingly sweet ⁽⁷⁾ _____. In ancient times the melons were sent from Hami to the Emperor as a tribute. Nowadays they are a kind of ⁽⁸⁾ _____ fruit to the locals. The melon is celebrated in Xinjiang every summer at the annual Hami Melon Festival with activities like melon carving, painting ⁽⁹⁾ _____, folk art performances and tastings of over 100 different ⁽¹⁰⁾ _____ of Hami melon.



Grammar Makes Sense

A Complete the simple sentence for each situation.

1

How should we get there?



We can rent a car.

She suggested

2

Do you want to go swimming?



No, not really.

He didn't fancy



3

You are not doing a good job.



You're right. Sorry.

She admitted

4

Can you show me around the house?



Sure, no problem.

He didn't mind

5

Is parking allowed here?



No, we don't allow it.

They didn't allow

- B** Complete the passage with the correct forms of the words in brackets. Add a preposition when necessary.

Last Saturday my family went ⁽¹⁾ _____ (camp) in the mountain west of the city. After ⁽²⁾ _____ (arrive) there, my father suggested ⁽³⁾ _____ (set) up our tent by the river but my mother insisted ⁽⁴⁾ _____ (choose) a higher plot of clear land to avoid ⁽⁵⁾ _____ (wash) away by possible flood. We followed my mother's advice. We had a picnic lunch on the campsite and then spent four hours ⁽⁶⁾ _____ (climb) up and down a hill. Along the way, we enjoyed beautiful views. In the evening, we sat round the campfire and had a good time ⁽⁷⁾ _____ (sing) and ⁽⁸⁾ _____ (dance) around it. Soon it was time to rest. Our tent was not as comfortable as our bedrooms at home but we didn't mind ⁽⁹⁾ _____ (sleep) in it. We returned the next morning, but I was already looking forward ⁽¹⁰⁾ _____ (go) there again.



VOCABULARY (I)



说明：本表收录各单元四个板块语篇中所包含的生词，不收录指示语、讲解文字中所包含的生词。白体词为课程标准规定之外的词汇。单词音标以 *Oxford Advanced Learner's Dictionary* (Eighth Edition) 为依据。

Unit 1

monthly /'mʌnθli/ <i>adj.</i> 每月的	2	awe /ɔ:/ <i>n.</i> 惊叹；敬畏	
belief /bi'li:f/ <i>n.</i> 看法；信念；信仰	2	<i>v.</i> 使惊叹；使敬畏	6
database /'deɪtəbeɪs/ <i>n.</i> 数据库	3	genuine /'dʒenjuɪn/ <i>adj.</i> 真正的；真诚的	6
reference /'refrəns/ <i>n.</i> 说到（或写到）的事；涉及；参考	3	grateful /'ɡreɪtfl/ <i>adj.</i> 感激的；感谢的	6
relate /rɪ'leɪt/ <i>v.</i> 联系；把…联系起来	3	administration /əd.mɪnɪs'treɪʃn/ <i>n.</i> 管理部门，行政部门	6
countless /'kauntləs/ <i>adj.</i> 无数的；数不胜数的	3	fulfillment /fʊl'fɪlmənt/ <i>n.</i> 实现	7
limit /'lɪmɪt/ <i>n.</i> 限制；限度	3	missionary /'mɪʃənri/ <i>n.</i> 传教士	14
<i>v.</i> 限制；限定	3	AD /,eɪ'di:/ <i>abbr.</i> 公元	14
inspiring /ɪn'spaɪərɪŋ/ <i>adj.</i> 鼓舞人心的；激励的	3	tendency /'tendənsi/ <i>n.</i> 趋势；倾向；偏好	14
interpretation /ɪn.tɜ:pri'teɪʃn/ <i>n.</i> 理解；解释	3	relay /rɪ:'leɪ/ <i>v.</i> 转发（信息、消息等）	14
faith /feɪθ/ <i>n.</i> 信心；信任；宗教信仰	3	reputation /,repju'teɪʃn/ <i>n.</i> 名誉；名声	14
brainstorm /'breɪnstɔ:m/ <i>v. & n.</i> 集体讨论；集思广益	3	socialize /'səʊʃəlaɪz/ <i>v.</i> （和他人）交往，交际	14
unusual /ʌn'ju:zʊəl/ <i>adj.</i> 不寻常的；与众不同的	3	oppose /ə'pəʊz/ <i>v.</i> 反对；抵制	15
straightforward /,streɪt'fɔ:wəd/ <i>adj.</i> 简单的；坦率的	4	communist /'kɒmjənɪst/ <i>adj.</i> 共产主义的	15
shelter /'ʃeltə(r)/ <i>n.</i> 收容所；居所	4	leadership /'li:dəʃɪp/ <i>n.</i> 领导层；领导地位	15
cloth /kloʊθ/ <i>n.</i> （一块）布；布料	4	urge /ɜ:dʒ/ <i>v.</i> 鞭策；催促；力劝	15
beard /bɪəd/ <i>n.</i> 胡须，络腮胡子	4	alongside /ə,lɒŋ'saɪd/ <i>prep.</i> 与…一起；与…同时	15
leap /li:p/ <i>v.</i> 跳；跳跃；猛冲	4	institute /'ɪnstɪtju:t/ <i>n.</i> 机构	15
<i>n.</i> 跳跃；剧增	4	political /pə'lɪtɪkl/ <i>adj.</i> 政治的；政府的	15
pursue /pə'sju:/ <i>v.</i> 追求；致力于	5	socialist /'səʊʃəlɪst/ <i>adj.</i> 社会主义的	15
extend /ɪk'stend/ <i>v.</i> 延续（时间）；扩展	5	security /sɪ'kjʊərɪti/ <i>n.</i> 安全；平安	15
		ultimately /'ʌltɪmətli/ <i>adv.</i> 最终；最后	15
		reality /rɪ'æləti/ <i>n.</i> 现实；实际情况	15



barrier /'bæriə(r)/ <i>n.</i> 障碍; 阻力	15	saxophone /'sæksəfəʊn/ <i>n.</i> 萨克斯管	20
salary /'sæləri/ <i>n.</i> 薪金; 薪水 (尤指按月发放的)	16	register /'redʒɪstə(r)/ <i>v.</i> 登记; 注册	
secure /sɪ'kjʊə(r)/ <i>adj.</i> 稳固的; 可靠的	16	<i>n.</i> 登记表	21
wage /weɪdʒ/ <i>n.</i> 工资 (通常指按周领的); 工钱	16	bleed /bli:d/ <i>v.</i> 流血; 失血	21
neighbourhood /'neɪbəhʊd/ <i>n.</i> 邻近的地方; 街区	16	vocal /'vəʊkl/ <i>n.</i> 歌唱部分, 声乐部分	
leisure /'leɪʒə(r)/ <i>n.</i> 闲暇; 空闲	16	<i>adj.</i> 嗓音的; 发声的	21
rigid /'rɪdʒɪd/ <i>adj.</i> 死板的; 僵硬的	16	soul /səʊl/ <i>n.</i> 灵魂; 心灵	21
sociology /,səʊsi'ɒlədʒi/ <i>n.</i> 社会学	16	boundary /'baʊndəri/ <i>n.</i> 边线; 界限; 分界线	21
integrity /ɪn'tegrəti/ <i>n.</i> 诚实; 正直	16	freeze /fri:z/ <i>v.</i> (使)冻结, 结冰	21
chemist /'kɛmɪst/ <i>n.</i> 化学家	16	grand /grænd/ <i>adj.</i> 大; 宏大的	21
radium /'reɪdʒəm/ <i>n.</i> 镭	16	panel /'pænl/ <i>n.</i> 专家咨询组; (广播、电视上的) 讨论小组	21
recipe /'resəpi/ <i>n.</i> 方法; 秘诀	17	collar /'kɒlə(r)/ <i>n.</i> 衣领; 领子	
ease /i:z/ <i>v.</i> 缓解; (使) 宽慰		<i>v.</i> 抓住; 捉住	21
<i>n.</i> 容易; 安逸; 自在	17	assess /ə'ses/ <i>v.</i> 评估; 评定 (性质、质量); 估算 (数量、价值)	21
afterward /'ɑ:ftəwəd/ <i>adv.</i> 以后; 后来	17	applaud /ə'plɔ:d/ <i>v.</i> 鼓掌; 称赞	21
boost /bu:st/ <i>v.</i> 使增长; 使兴旺		blank /blæŋk/ <i>adj.</i> 空白的	21
<i>n.</i> 激励; 增长; 提高	17	skip /skɪp/ <i>v.</i> 蹦蹦跳跳地走; 略过	22
statistic /stə'tɪstɪk/ <i>n.</i> 统计数字; 统计学	17	resign /rɪ'zaɪn/ <i>v.</i> 听任; 顺从; 辞职	22
column /'kɒləm/ <i>n.</i> 专栏, 栏目	17	swing /swɪŋ/ <i>n.</i> 摇摆乐	
frequency /'fri:kwənsi/ <i>n.</i> 出现率; 发生率	17	<i>v.</i> (使) 摆动, 摇摆	22
Unit 2		string /strɪŋ/ <i>n.</i> 弦; 线	
chorus /'kɔ:rəs/ <i>n.</i> 合唱团; 合唱曲	20	<i>v.</i> 扎; 系; 用线串	24
compose /kəm'pəʊz/ <i>v.</i> 作曲; 创作; 组成	20	hollow /'hɒləʊ/ <i>adj.</i> 中空的; 空心的	24
pleasant /'pleznt/ <i>adj.</i> 令人愉快的	20	tune /tju:n/ <i>v.</i> 调音, 校音; 调整	
antique /æn'ti:k/ <i>adj.</i> 古老的; 古董的		<i>n.</i> 曲调; 曲子	24
<i>n.</i> 古董; 古玩	20	bow /bau/ <i>n.</i> 琴弓; 弓; 蝴蝶结	
jazz /dʒæz/ <i>n.</i> 爵士乐	20	<i>v.</i> 鞠躬; 点头	24
		pluck /plʌk/ <i>v.</i> 弹, 弹拨 (乐器的弦); 摘; 拨	24
		outstanding /aʊt'stændɪŋ/ <i>adj.</i> 杰出的; 优秀的	24
		catgut /'kætɡʌt/ <i>n.</i> 肠线 (用于制乐器的弦)	25
		steel /sti:l/ <i>n.</i> 钢; 钢铁工业	25



decrease /dɪ'kri:s/ <i>v.</i> 降低, 减少	26	regardless /rɪ'gɑ:dləs/ <i>adv.</i> 不顾;	
immune /ɪ'mju:n/ <i>adj.</i> 有免疫力;		不加理会	34
不受影响	26	frontier /frʌntiə(r)/ <i>n.</i> 国界; 边界;	
evidence /'evɪdəns/ <i>n.</i> 证据; 根据	26	边境	34
rhythm /rɪðəm/ <i>n.</i> 节奏; 韵律	27	election /ɪ'lekʃn/ <i>n.</i> 选举; 当选	34
generate /'dʒenəreɪt/ <i>v.</i> 产生; 引起	27	numbness /'nʌmnəs/ <i>n.</i> 麻木;	
mood /mu:d/ <i>n.</i> 情绪; 心情	27	失去知觉	35
refresh /rɪ'freʃ/ <i>v.</i> 提醒; 使恢复精力	27	diagnosis /,daɪəg'nəʊsɪs/ <i>n.</i> 诊断;	
output /'aʊtpʊt/ <i>n.</i> 产量; 输出量; 输出		(问题原因的)判断	35
<i>v.</i> 输出	27	pill /pɪl/ <i>n.</i> 药丸; 药片	35
innocence /ɪ'nɒsnəs/ <i>n.</i> 天真; 无辜	28	disability /,dɪsə'bɪləti/ <i>n.</i> 缺陷; 故障	35
pray /preɪ/ <i>v.</i> 祈祷; 祷告; 企盼	29	permanently /'pɜ:mənəntli/ <i>adv.</i>	
tailor /'teɪlə(r)/ <i>n.</i> 裁缝	32	永久地; 长久地	35
butcher /'bʊtʃə(r)/ <i>n.</i> 屠夫; 肉店	32	clench /klentʃ/ <i>v.</i> 捏紧, 攥紧	35
civilization /,sɪvəlaɪ'zeɪʃn/ <i>n.</i> 文明	32	neural /'njuərəl/ <i>adj.</i> 神经的;	
composition /,kɒmpə'zɪʃn/ <i>n.</i> 作曲;		神经系统的	35
创作; 作品	32	physician /fɪ'zɪʃn/ <i>n.</i> 医师;	
fascinate /'fæsɪneɪt/ <i>v.</i> 深深吸引; 迷住	32	(尤指) 内科医师	35
conclude /kən'klu:d/ <i>v.</i> 得出结论;		jam /dʒæm/ <i>n.</i> 果酱	36
推断出	32	persistent /pə'sɪstənt/ <i>adj.</i> 坚持不懈的;	
variation /,veəri'eɪʃn/ <i>n.</i> 变奏曲; 变种		执着的	36
	32		
archaeologist /,ɑ:kɪ'blədʒɪst/ <i>n.</i>			
考古学家	32		
devote /dɪ'vəʊt/ <i>v.</i> 献身; 致力; 专心	32		
forever /fə'revə(r)/ <i>adv.</i> 永远; 长久地	32		
lamb /læm/ <i>n.</i> 羔羊; 小羊; 羊羔肉	33		
quirt /kwɜ:t/ <i>n.</i> 皮条制的马鞭	33		
career /kə'riə(r)/ <i>n.</i> 生涯; 事业	33		
recognition /,rekəg'nɪʃn/ <i>n.</i> 赞誉;			
承认; 认出	33		
recording /rɪ'kɔ:dɪŋ/ <i>n.</i> 录音; 录制;			
记录	34		
association /ə.səʊʃi'eɪʃn/ <i>n.</i> 协会; 社团			
	34		
version /'vɜ:ʃn/ <i>n.</i> 版本, 改写本	34		

Unit 3

resident /'rezɪdənt/ <i>n.</i> 居民; 住户	38
suburb /'sʌbɜ:b/ <i>n.</i> 郊区; 城外	38
demand /dɪ'mɑ:nd/ <i>v.</i> 强烈要求; 需要	
<i>n.</i> 要求; 需求	38
thunder /'θʌndə(r)/ <i>n.</i> 雷; 雷声	38
blanket /'blæŋkɪt/ <i>n.</i> 毯子; 毛毯	38
plain /pleɪn/ <i>adj.</i> 相貌平平的; 平凡的;	
<i>n.</i> 平原	39
agenda /ə'dʒendə/ <i>n.</i> 议程表,	
议事日程	39
accent /'æksənt/ <i>n.</i> 口音; 腔调	39
canteen /kæn'ti:n/ <i>n.</i> 食堂; 餐厅	39
criticise /'krɪtɪsaɪz/ <i>v.</i> 批判; 挑剔	39



fashion /'fæʃn/ <i>n.</i> 时尚	39	item /'aɪtəm/ <i>n.</i> 项目; 一件商品	48
approve /ə'pru:v/ <i>v.</i> 赞成; 同意	39	assign /ə'saɪn/ <i>v.</i> 分配; 分派	48
wrinkle /'rɪŋkl/ <i>n.</i> 褶皱, 皱痕; 皱纹	39	format /'fɔ:mæt/ <i>n.</i> 设计; 版式	48
examine /ɪg'zæmɪn/ <i>v.</i> 检查, 检验	39	insurance /ɪn'ʃʊərəns/ <i>n.</i> 保险; 保障措施	48
kindergarten /'kɪndəgɑ:tn/ <i>n.</i> 学前班	39	pace /peɪs/ <i>v.</i> 调整节奏; 确定速度; <i>n.</i> 速度; 步速	50
sigh /saɪ/ <i>n. & v.</i> 叹气; 叹息	39	housing /'haʊzɪŋ/ <i>n.</i> 住房, 住宅	50
cigarette /,sɪgə'ret/ <i>n.</i> 香烟	39	ambulance /'æmbjələns/ <i>n.</i> 救护车	50
lung /lʌŋ/ <i>n.</i> 肺	39	react /ri'ækt/ <i>v.</i> (对...) 作出反应; 起反应	50
welfare /'welfeə(r)/ <i>n.</i> (政府给予的) 福利; 幸福	39	handle /'hændl/ <i>v.</i> 处理; 应付	51
rugby /'rʌŋbi/ <i>n.</i> 橄榄球运动	39	launch /lɔ:ntʃ/ <i>v.</i> 开始从事, 发起	51
league /li:g/ <i>n.</i> 联盟; 联合会; 里格 (长度单位)	39	twist /twɪst/ <i>v.</i> 转动; 扭动	51
discount /'dɪskaʊnt/ <i>n.</i> 折扣	40	sour /'saʊə/ <i>adj.</i> 阴郁的; 酸的	51
coupon /'ku:pʊn/ <i>n.</i> 优惠券	40	analyze /'ænləaɪz/ <i>v.</i> 分析	51
phase /feɪz/ <i>n.</i> 阶段; 时期	40	jail /dʒeɪl/ <i>v.</i> 监禁 <i>n.</i> 监狱	51
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VOCABULARY (II)

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将来进行时

the future continuous tense

一、概念

将来进行时表示将来某一时刻或某段时间正在进行的动作，还可以表示安排要做的事或预计会发生的事。

二、构成

将来进行时由“shall/will + be + doing”构成。Shall一般用于第一人称，will则用于所有人称。

三、用法

1 将来进行时可以表示将来某个时刻或某段时间正在进行的动作。该时态常与soon、tomorrow、this evening、on Sunday、in two days、tomorrow evening、then等表示将来的时间状语或从句连用。例如：

The rain **will be arriving** in a few minutes. Let's be ready to get on board.

Daniel's family **will be enjoying** their holiday in Zhangjiajie this time next week.

2 将来进行时可以用来表示按计划或安排即将要发生的动作。例如：

The Greenwood Boys are a group of pop singers. They **will be coming** by train and most of the young people in the town **will be meeting** them at the station.

3 将来进行时可以表示预料不久要发生或势必要发生的事情。例如：

The “No.1 Document” is designed to help the rural population increase their incomes. I believe that peasants' life **will be getting** better and better.

4 将来进行时可以表示亲切或委婉的语气。例如：

Will you be passing the post office when you're out?

5 将来进行时可以表示原因、结果或猜测。例如：

This time the teacher will not mark our English for spelling and grammar, because she **will be looking** for pleasing expression. (表原因)

Catch that girl, or she **will be dropping** off. (表结果)

After you take the medicine, you **will be feeling** much better. (表推测)

不定式作表语

the infinitive as predicative

一、概念

不定式(to+动词原形)属于非谓语动词，可以用作表语，说明主语的具体内容，常表示具体的行为，尤其是将来发生的动作。



二、用法

1 表示目的。例如：

The next step is **to make sure who will attend the meeting**.

The whole purpose of education is **to turn mirrors into windows**.

2 表示内容。例如：

My job is **to clean the house today**.

Her wish is **to become an artist**.

3 表示事态预期的结果。例如：

You must speak out, if we are **to remain friends**.

4 用于被动语态，相当于can/could、should、must等，具有情态意义。例如：

You are **to be rewarded**. (should)

It's nowhere **to be found**. (can't)

These books are **not to be sold**. (must not)

5 表示“同意、安排、命令、决定、劝告、意愿、禁止”等。例如：

They are **to marry next week**. (安排)

Children are not **to smoke**. (禁止)



注意

1 如果作表语的不定式用于解释主语中do的具体内容，不定式中的to可以省略。

例如：

All I do is (to) sit here waiting for you.

2 动词不定式与动词-ing作表语时的区别：若主语与表语都是非谓语动词时，两者在形式上保持一致。例如：

Seeing is believing.

To see is to believe.

名词短语

the noun phrase

一、概念

广义上讲，任何在句子中起名词作用的一组词，均称为名词短语。狭义上讲，以一个名词为中心，由修饰词与该名词组合在一起，起一个名词作用的一组词，也就是带有修饰词的名词，称为名词短语。

二、构成

名词短语由“修饰词+名词”或“名词+修饰词”构成。



三、用法

一般来说，与单个名词一样，名词短语在句子中充当主语、宾语和表语等句子成分。例如：

When **the story** (主语) was finished, I read it to **my teacher** (宾语), and I recall now vividly **the pleasure** I felt (宾语) in **the more beautiful passages** (介词宾语).

1 作主语

The dog digging in the new flower bed is said to belong to Miss Green.

2 作宾语

The police are trying to catch **the barking dog**.

Women reported **a higher level of stress** in the past month than men.

In **English grammar**, a noun phrase is word group with a noun or pronoun as its head.

My father gave this book to **my mother**.

3 作表语

Current economic weakness may be **a result of high energy prices**.

形容词短语

the adjective phrase

一、概念

以形容词为中心，与其他若干个单词组合在一起，在句子中起形容词作用的一组词，称为形容词短语。

二、构成

形容词短语由“副词+形容词”、“形容词+介词”和“形容词+动词不定式”等构成。

三、用法

一般来说，与单个形容词一样，形容词短语在句子中充当定语、表语、宾语（或主语）补足语等句子成分。例如：

1 作定语

A player **faster than you** was on their team gaining weight.

Sentences can contain **tremendously long** phrases.

A man **proud of his children** is usually happy.

We should provide food **enough to feed the flooded people**.

2 作表语

Women are **more likely** to say stress has a strong or very strong impact on their physical health and their mental health.

The people are **angry with the high prices**.

The guests said that they were **glad to see us**.



3 作宾语（或主语）补足语

We hardly find the boy **absent from class** all the school year.

We should make children **aware of their responsibility**.

After some practice, the girl was considered **perfectly capable of taking care of herself**.

过去进行时的被动语态

the past continuous passive voice

一、概念

过去进行时的被动语态通常表示过去某个时刻正在进行或者发生的被动性的动作。

二、构成

过去进行时的被动语态由“was/were + being + 过去分词”构成。

三、用法

1 表示过去某一时刻正在进行的被动动作。例如：

Another bridge **was being built** over the Yangtze River then.

We couldn't use the reading-room. It **was being repaired**.

A new supersonic aircraft **was being designed**.

2 强调被动动作在过去某一时间段的持续性。例如：

I **was being asked** about the film all day yesterday.

The phone **was being answered** the whole afternoon the day before yesterday.

3 表示过去经常性的被动行为，常与always、often、constantly等词连用，表示某种感情色彩。例如：

The front seat **was always being occupied** by him when we studied in the university.

During the period of recent terrorist activities, people **were always being warned** not to touch any unattended bag.

动词的-ing形式作宾语

the v-ing form as object

一、概念

动词的-ing形式具有名词的特征，可以像名词一样作宾语。

二、构成

由“动词原形+ -ing”构成，否定形式由“not + doing”构成，被动形式由“being + done”构成。



三、用法

1 动词的-ing形式作某些特定动词的宾语。这类动词包括：suggest、practice、advise、fancy、enjoy、admit、mind、finish、keep、risk、avoid、allow、permit、consider、imagine等。例如：

I suggest **wearing** something warm.

It's better to avoid **driving** during the rush hour.

I hope you don't mind my **troubling** you with so many questions.

The driver of one of the cars admitted **causing** the accident.

2 动词的-ing形式作介词宾语。例如：

What are the advantages of **having** a car?

I'm grateful for **being invited** to your party.

Why don't you go out instead of **staying** at home all the time?

The burglars got into the house by **breaking** a window and climbing in.

3 动词的-ing形式用在某些特定短语和表达方法中作宾语。这类短语包括give up doing、It's no use/good doing、have trouble/difficulty (in) doing、spend/waste time (in) doing、be busy/occupied/engaged (in) doing、go doing、feel like doing等。例如：

There is nothing you can do about the situation, so it's no use **worrying** about it.

Each day, I waste a lot of time **doing** nothing.

People sometimes have difficulty **understanding** me when I speak broken English.

When was the last time you went **shopping**?

4 在某些短语中to为介词，需要用名词、代词或动词的-ing形式作宾语，这类短语包括look forwards to、devote to、contribute to、lead to、be used/accustomed/adapted to、on one's way to等。例如：

He's on his way to **being** one of the best centers in the game.

The students are **looking** forwards to going camping.

The new measures will contribute to **improving** air quality.

Having lived in China for years, David is used to **drinking** boiled water.

5 在某些特定表达方法中，动词的-ing形式的主动形式作宾语表示被动含义。这类用法包括be worth doing和want/need/require doing。例如：

Thieves broke into the house, but didn't take anything. There was nothing worth **stealing**.

The weather has been dry for some time. The lawn needs **watering**.

6 动词的-ing形式有时带有自己的逻辑主语，这样就构成了复合结构，即“名词所有格/物主代词+动词的-ing形式”。例如：

Do you still remember **my first meeting** with you? (在口语中可用代词宾格：Do you still remember **me first meeting** with you?)