普通高中教科书

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英 语 (必修



通高中 教 科 书

英语

必 修

第一册

SENIOR ENGLISH FOR SCHOOLS STUDENT'S BOOK

在孩大学出版社

第 册

出版社





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SENIOR ENGLISH FOR SCHOOLS STUDENT'S BOOK

主编 杨晓钰



毛度大学出版社

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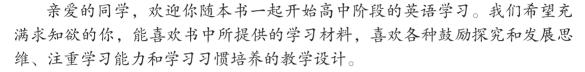
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To the student

To the student



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

关于本教材的使用, 我们有以下建议:

- 1. 请仔细阅读每个主题前的学习导页,它会帮助你熟悉该部分的主要学习内容,激发你思考与之相关的问题,为本主题的学习做好必要的准备。
- 2. 只有充分了解了学习目标,你才能在学习中处于主动地位,发挥主体作用,才能使自己的"学"与教师的"教"形成协调发展的合力,从而取得最佳的学习效果。因此,各单元的学习从研读 Looking Ahead 开始,并在每个单元学习后根据 Self-assessing 帮助自己反思学习效果,调整自己的学习目标、学习方式和学习进程。
- 3. Activating and Predicting 旨在最大限度地激活你与所学内容相关的背景知识,激发你学习的兴趣和动机,为进入下一步学习做好准备。在本板块的学习中一定要勤于思考,积极参与,勇于表达。
- 4. "学而不思则罔,思而不学则殆",没有思考、缺乏创造性的学习收获甚少。建议你在进行 Reading, Thinking and Analysing 部分课文的学习时,不要忽略了页边注释和 TIP,一定要边学边思,学思结合,掌握策略,举一反三,这样你才能真正提高阅读能力,逐渐成长为高效的英语阅读者。
- 5. Exploring and Using 将为你轻松化解阅读课文中的语言知识,引导你通过观察和分析,了解语法形式,理解语法意义,发现语法规则。这将帮助你

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

- 6. 在进行了大量的听说和阅读后,你一定记住了许多优美的词句、漂亮的段落,一定发现了英语文章与汉语文章在风格和组织结构上的异同,也一定跃跃欲试地想用英语表达自己的所感所想。这的确是一件值得高兴的事!那么,请一定经常读一读、听一听、说一说、记一记一些好的句子和美文,并认真完成每课的写作任务,这样,你的英语写作就会不断进步,逐步达到"行文如流水,落笔如有神"的境界。
- 7. 亲爱的同学, 你注意到每个主题后的 Challenging Yourself 了吗? 其中的 Recycling Time 帮助你归纳学习策略, 进行词汇的分类复习; Word Builder 则提供不同的猜词策略; Reading Land 鼓励你积极应用学习策略进行阅读课的自主学习。该板块旨在培养你独立思考与合作学习的能力, 养成积极反思的习惯, 为终身学习和发展奠定良好的基础。
- 8. 每个主题的 Learning Reflectively 板块, 鼓励你主动进行自我评价, 积极参与同伴评价, 同时虚心听取教师的评价。请相信, 不断的反思会帮助你不断进步, 不断走向成熟, 逐步成为一个成功的语言学习者。
- 9. 附录中的 Word Learning Booster 会引导你在学习新词汇的同时,注重对已学词汇的定期复习,逐步养成良好的词汇学习习惯,记忆词汇也将不再是一件难事。

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

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

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

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

	 ◆ Keeping Learning Diaries
evelk	 Keeping Learning Diaries How to Develop Your Study Habits? What Makes a Big Difference?

Learning Strategies	 Predicting based on pictures and questions Using a story mountain to help understand a story Using conversion to enlarge vocabulary Using facial expressions and gestures to help express yourself 	 Guessing the meaning of a word according to its pronunciation Telling facts from opinions Distinguishing the central idea and the supporting information Forming nouns by adding -er or -ess 	Guessing new words by common sense
Reading/Listening/Viewing, Speaking & Writing	Writing a comment on a song	Writing a film review	
Listening, Understanding & Communicating	Listening A dialogue about invitation Speaking Making and accepting/ refusing invitations	Listening A speech to express thanks Speaking Expressing and responding to thanks	
Exploring & Using	Word Power • Words and expressions about music • Conversion (I) Grammar Link Revision of tenses	Word Power • Words and expressions about films • Suffixes (-ess, -er) Grammar Link Revision of the infinitive	
Reading Actively Reading Further	◆ A Violin and the Law ◆ Country Music The Beatles	My FavouriteFilmTom Hanks	Who to Believe?Blowing in the Wind
Unit/Title	3. Powerful Music	4. Unforgettable Films	Challenging Yourself B Enjoying Sports and Music (P65)
Theme		B Learning to Enjoy P36	

Learning Strategies	 Guessing the meaning of unknown words based on pictures and context Using facts to support one's opinions Listening for specific information Using connectors in writing 	 Developing the skill of viewing to help understand Analysing problems and working out the solutions Using diagrams to collect and organise information Combining both textual and graphic elements to make a poster 	Guessing the meaning of new words by using word formation and examples	Personal Dictionary
Reading/Listening/Viewing, Speaking & Writing	Writing an animal report	Making a poster		Irregular Verbs
Listening, Understanding & Communicating	Listening A monologue about the senses of animals Speaking Talking about abilities and inabilities	Listening Two conversations about shopping Speaking Talking about shopping		Glossary (P130)
Exploring & Using	 Word Power Words and expressions about animals Conversion (II) Expressions to show a certain degree Grammar Link Attributive clauses with relative pronouns 	 Word Power Words and expressions about plants Compound words Grammar Link Attributive clauses with relative adverbs 		Word Learning Booster
Reading Actively Reading Further	 Emperor Penguins Surprising Ways Animals Care for Their Young 	The World Full of Surprising ThingsSome Words about Plants	Images of AnimalsThe Frogs and theOx	Word
Unit/Title	5. Amazing Animals (P72)	6. Surprising Plants (P86)	Challenging Yourself C Knowing More about Animals	Notes P108
Theme	C Learning to Discover			

Theme A Learning to Learn

Congratulations! You are now a senior high school student. How do you usually learn English? And do you have a clear understanding of your destination? Theme A will help you know where you are going and how you can achieve your goals with less effort by understanding your learning styles and thus developing good habits.



In this theme, you will:

- i ⇔ analyse common English learning problems;
- of learning a new word;
- find out the reasons for taking notes.
- reflect on and describeyour learning stylesand habits;
- learn to keep a learning diary;
- o make suggestions for using a dictionary.

Unit 2

 find out ways to improve your study habits.

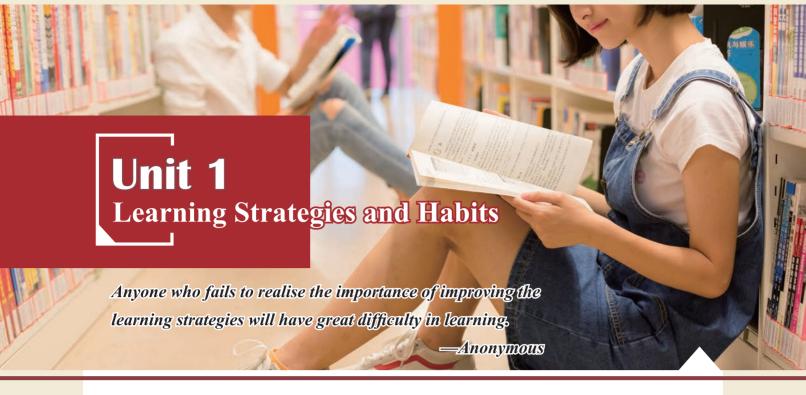
Challenging Yourself A

Unit 1

What is your learning style? What are your learning habits? How will you learn as a senior high school student?







Looking Ahead

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

- find out your difficulties in English learning and learn to solve them;
- tell words' parts of speech by suffixes and use them to remember new words;
- analyse the elements of a sentence;
- explain reasons for taking notes in a logical order;
- write a passage about learning experience with newly-learned expressions;
- explain the five steps of vocabulary learning and use them effectively.



► Activating and Predicting

1	Tick (\checkmark) the ones that you think are important in I	English learning and add more. The
	share your ideas with a partner.	
	I think it's important for me to/I find it necessary	to
	memorise new words	understand grammatical rules
	express myself fully while writing in English	speak English aloud in public
	use newly-learned sentence structures in context	
	follow the teacher in class when he/she speaks E	nglish
	More:	

2 Look at the following words and expressions and predict what the text is mainly about. Then read to check.

senior high school new words
grammar confusing context
interest songs movies

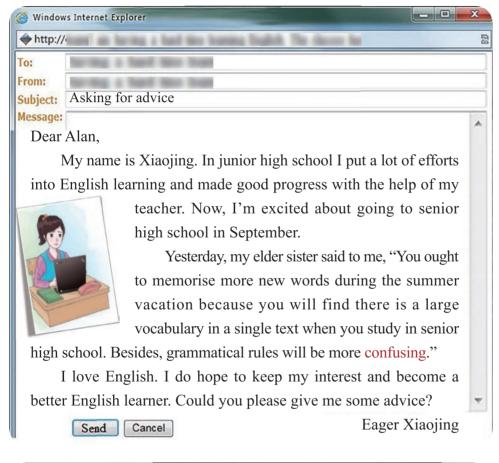
You may use the given key words to guess what the text is mainly about.



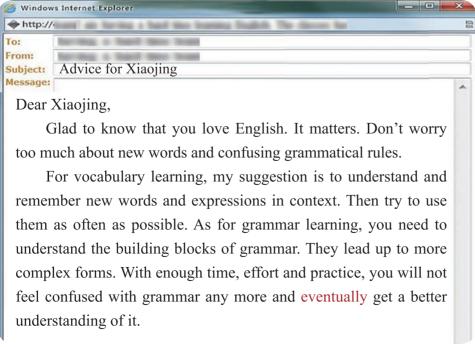
► Reading, Thinking and Analysing

How to Get Better at Learning English?

This is Alan Miller's Corner for those who love English. If you want some suggestions about your English learning, you can write to Alan. He will have plenty of good advice for you.



Confusing (adj.) here means unclear and difficult to understand.



Eventually (adv.) means _____.
A. in the end
B. at the beginning



From your mail, I know that you're interested in English and you want to keep your interest in learning it. Here are a few tips for you.

Listening to English songs is one natural, relaxing and effective way to learn. It can not only help to keep your interest in learning English, but also improve your listening skills, expand your vocabulary and help you learn grammatical structures without boredom. In addition, English songs can also be used to practise your pronunciation.

Watching movies, especially animated ones, is another interesting way to learn English because of their simple dialogues. Moreover, animated movies are typically filled with body language and facial expressions. They can make the dialogues much more understandable.

Xiaojing, just make sure you spend enough time on the language happily. That is the key to success.

Alan

tip (n.): a small but useful piece of advice

boredom(n.) = bore(v.) + -dom



animated movie 动画片

face $(n.) \rightarrow facial (adj.)$ The Chinese for facial expressions is

► Comprehending, Integrating and Creating

Read Xiaojing's email again and complete the diagram below. Then sum up its main idea.



Send Cancel

Xiaojing

• will be a	
• loves	

	In junior high school, she:		
	• put into English learning.		
	• made good in English learning.		
	Yesterday, she was told by her elder sister:		
(• she ought to new words.		
	• grammatical rules would be		
	Now, she hopes to:		
1	• keep her in English.		
	• become a/an		

In junior high school, Xiaojing				
Yesterday she was told by her elder sister that she				
However, she English and hopes to				
So she writes this to Alan in order to				
	4			



Summing up the information can help you get a clearer idea about what you have read and keep it in mind for a long time.



2 Read Alan's email and complete the diagram below. Then check your work with a partner.

		on Xiaojing's worries
	Words:	
Alan's advice	Gramn	nar:
auvice		on keeping her interest in English learning
	Sugges	tion 1:
	Reason	S:
	Sugges	tion 2:
	Reason	S:

Role-play the conversation between David (a classmate) and Xiaojing based on the above diagram. You may begin the conversation like this:

David: Hi, Xiaojing. You wrote an email to Alan Miller's Corner the day before yesterday. Has he written back to you?

Xiaojing: Yes.

David: Could you share his advice with me?

Xiaojing: Sure. ...

4 List your own problems in English learning and then turn to your teacher or classmates for their advice.

My problems	Advice from my teacher or classmates
1)	1)
2)	2)
3)	3)

You may begin your talk in this way:

- A: I find that it's hard to understand the teacher when she speaks English. Can you give me some advice?
- B: Sure. In my opinion, ... The reason(s) for that is/are...
- C: I advise you to... because...

...

e

Surf the Internet or talk to your teacher and schoolmates to find out more ways to learn English well. Then share them with your group members.

Acquiring knowledge	Integrating skills
	•
	•
	•
	•
	•
	•

Exploring and Using //



▶ Word Power



Circle the following words in the text and work out their meanings. Then match them with their explanations.

- 1) confused
- 2) complex
- 3) eventually
- 4) effective
- 5) tip
- 6) expression
- 7) addition

- A. successful; working in the way that was expected
- B. the feelings expressed on a person's face
- C. unable to think clearly or to understand something
- D. in the end, especially after a long time
- E. small but useful piece of advice
- F. the action or process of adding something to something else
- G. including many parts and often difficult to understand



Now use their proper forms to complete	the following sentences.
1) Jill knows Spain really well. Perhaps	she could give us a few
2) The in her eyes told	
3) I'm totally Could y	
4) China has built a/an	
5) your child will leav	
6) Humour is often far more	than shouting.
7) In to the advice fr classmates.	rom my teacher, I got lots of suggestions from my
	words and expressions in Column A with those in hem to make sentences about English learning.
	of words that are commonly found ds in chunks can help you a lot in and writing.
• Column A •	• Column B •
1) solve	A. in doing something
2) have a hard time	B. pronunciation
3) have	C. doing something
4) succeed	D. a problem
5) improve	E. vocabulary
6) expand	F. skills
7) practise	G. to success
8) the key	H. a good command of
• Example •	
Lily thinks memorising words cannot so	olve all her problems.
3 Read the following words aloud and th suffixes.	nen mark their parts of speech according to their
• Example •	
confuse, confusing, confused, confused	ly, confusion
v. adj. adj. adv.	n.
1) type, typical, typically	2) improve, improvement
3) relax, relaxing, relaxed, relaxation	4) express, expression, expressive
5) effect, effective, effectively	6) bore, boring, bored, boredom



A suffix is a letter or letters, added to the end of a word to form a new word. It can help to tell the part of speech of a word.

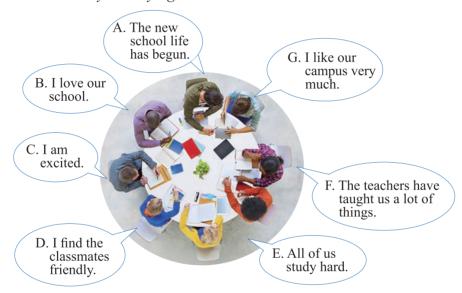
Choose some words to make sentences. Then share them with a partner. You may use a dictionary if necessary.

► Grammar Link

Revision of Elements of Sentences

Understanding the meaning

Students are working in groups and talking about their new school life. Read to understand what they are saying.



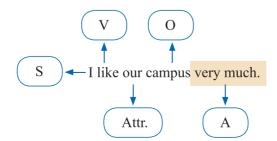
Discovering the rule

1

Follow the example to analyse the other sentences in <u>Understanding</u> the meaning.

S = subject V = verb O = object C = complement A = adverbial P = predicative Attr. = attribute

• Example •





Mark the corres	ponding letters on the	e lines.	
1) SV	2) SP	3) SVO	4) SVOO
5) SVOC	6) SVA	7) SVOA	

1	Study the sentences from	the text	and	analyse	their	elements.	Then	write	the	sentence
	patterns in brackets.									

(SVO)1) I love English.

-) 2) ... grammatical rules will be more confusing.
-) 3) Could you please give me some advice?
-) 4) English songs can also be used to practise your pronunciation.
-) 5) They can make the dialogue much more understandable.
-) 6) That is the key to success.
- Read the following email by Xiaojing and tell the sentence patterns of the numbered sentences.

Dear Daisy, Thank you very much. I You have given me some useful advice on grammar learning. You are so kind. @Your advice helps a lot. @You let me know how to regain my interest in English learning. However, I find the more I learn, the more problems I come across.

Another serious problem arises. I forget new words soon. 61 am confused. Why can't I keep these words in my mind? To don't know the reasons. Could you please give me more advice? Looking forward to your reply. Xiaojing

1	2	3	2
5	6	7	

Suppose you are Daisy. Write a reply email to Xiaojing and try to use the seven sentence patterns.

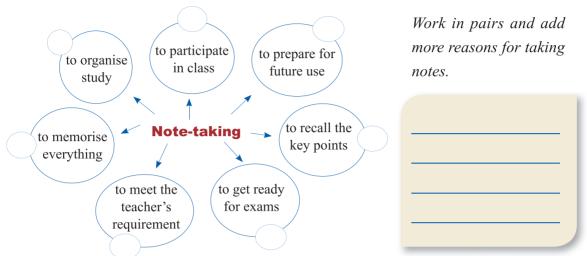
♦ http://	E-Baggioth: This clauses had
To: From: Subject: Message:	

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



Expressing Ideas in a Logical Order

1 View the following thinking map and tick (\checkmark) the reasons you agree with.



Now, listen to a short passage for the first time and number the reasons mentioned.

2 Listen again and complete the following chart. Then introduce the reasons for taking notes with its help.

Sequence	Advantages
Firstly	Note-taking can help you the key points. You can remember notes with your own style.
Secondly	Note-taking can force you to focus on points. Note-taking can help you become a good
Thirdly	1) Good notes can help to your study better. 2) You'd better know what areas to
Finally	1) You can go over the key 2) You use less time to go over the

ist the difficulties you have when taking notes. Then work in groups to discuss how olve them.
Difficulties in taking notes:





Make up a conversation based on the following situation, using some words and expressions in the box.

Student A: You think that most of the important information and knowledge has been printed in the textbook. What you need is just to mark them out. So it's unnecessary to take notes.

Student B: Your idea is that taking notes in class may be of great use to remember and review what you have learnt. Try to use some information in Activity 2 to persuade Student A to take notes.

first	first of all	second	next	then
after that	secondly	moreover	furthermore	in addition
lastly	finally	for one thing	for another	



The words like *firstly*, *secondly*, etc. may help you to express yourself in a more logical way.

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



Writing a Passage about Learning Experience

1	Listen to Jenny's monologue about "How I learned to learn English" and fill in the
	blanks.
	• Jenny's problem: She her English class.
	Reasons:
	1) The teacher spoke English
	2) She dared not ask questions because of her poor
	◆ How she learned to learn English: by watching
	Reasons:
	1) They are and
	2) She can get the with the help of the body language and the facial
	expressions of the characters.
	3) She can get the meaning by listening for just the
	4) She can improve her pronunciation by listening to the in them.
	5) She can learn some useful
	◆ How she feels about her English class now: She it.

- *****
- - 2 Look at the coloured parts in the following sentences from Jenny's monologue. Then use them to make sentences about your English learning.
 - 1) You know, the teacher spoke too fast for me to follow.
 - 2) I was afraid to ask questions because of my poor pronunciation.
 - 3) So I just hid behind my textbook and never said anything in class.
 - 4) Although I could not understand everything the characters said, their body language and the expressions on their faces helped me to get the meaning.
 - 5) I also realised I could get the meaning by listening for just the key words.
 - 6) My pronunciation was also improved by listening to the interesting conversations in English films.
 - 7) I also learned some useful sentences like "I can eat like a horse" or "No sweat" with the help of the dictionary.
- Write a passage entitled "How I Learned to Learn English" by following the steps below. The information in Activity 2 may be helpful.
 - **Step 1** Describe the difficulties you had in learning English.
 - **Step 2** Explain the reasons for the difficulties.
 - **Step 3** Introduce the ways to deal with the difficulties, and give the reasons.
 - **Step 4** Judge how useful your solutions are.
 - **Step 5** Check the spelling, grammar, punctuation and capitalisation.
 - **Step 6** Share your passage in your group.



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

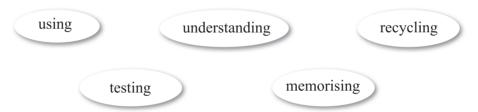


▶ Getting Ready

1	Read the following statements and decide whether you agree with them (\checkmark) or not (\times).
	Then work in groups to give your reasons.
	1) Words must be learned in context.
	2) The best way to learn new words is to translate.
	3) English-English explanation is the best way for vocabulary teaching and
	learning.
	4) Vocabulary cannot be taught. It must be learned by individuals.
	5) If we do not use the words we have learned, we will soon forget them.
	6) Both students and teachers need to know that there are differences between
	active and passive vocabulary.

2 Do you know the process of learning a new word? Discuss it with a partner and then put the following words on the corresponding lines in the passage.

7) An English-English dictionary is an important aid for students.



Reading

How Can You Learn Vocabulary?

Learning vocabulary is a very important part of learning a language. The more words you know, the more you will be able to understand when listening and reading, and the better you can do in speaking and writing.

How can you learn a new English word effectively? The following basic process and suggestions may help you.



- Try to sound the new word. Look for familiar word parts and see if you can tell its meaning by analysing how it is formed.
- Guess at the meaning of the new word by paying attention to its context.
- Consult a dictionary if you still can't understand the new word after following the above steps. Do not interrupt your reading process to look it up, but you may mark it first.



- Use words with similar or opposite meanings to help you remember.
- Use your knowledge of word formation to remember the meaning of the unfamiliar word.
- Form a picture of the new word in your mind when you are learning it. This can help you



remember its meaning better.

- Connect the new word with a word that is similar in meaning in your own language.
- Record the new word in your vocabulary notebook in the most suitable way.
- Group new words according to some of their characteristics.





Create sentences, dialogues or stories by using the words you have just learned, especially those for a particular topic.

2

In the following weeks, try your best to recognise the words you have learned earlier when you are reading your textbook or watching an English movie or listening to a song.



Test yourself frequently by reviewing your vocabulary notebook or doing vocabulary exercises regularly.

Comprehending

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

- 1) The larger the vocabulary you have, the better the language skills you may acquire.
- 2) You should go through a process while you are learning a new word.
- _ 3) When you meet with a new word, you should look it up in a dictionary immediately.
- 4) You can memorise a new word by referring to its synonyms or antonyms.
- 5) A good way to test yourself is to use the words you have just learned for a particular topic.
 - 6) You must go over the learned vocabulary regularly in the following weeks.

2 Reread the part of Memorising and match the following methods with the given examples.

· Methods ·

- 1) Using synonyms
- 2) Using antonyms
- 3) Grouping
- 4) Recording new words in a proper way
- 5) Using word formation
- 6) Connecting a new word with a picture
- 7) Connecting a new word with its Chinese meaning

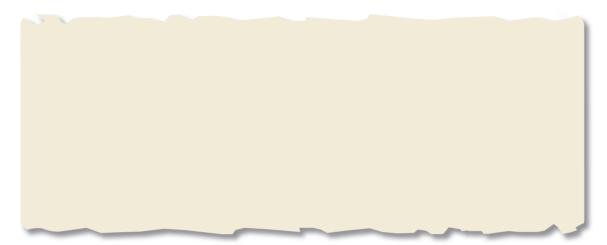
• Examples •

- A. suitable = suit (v.) + -able
- B. record v. /rɪˈkɔːd/; n. /ˈrekɔːd/
- C. greenhouse, grown-up
- D. interrupt 中断; 打扰
- E. classify—group
- F. unfamiliar familiar
- G. textbook





- **3** Write a short passage about your own vocabulary learning and share it with a partner. The outline below may help you.
 - A. Introduce your way to learn English vocabulary;
 - B. Analyse its strengths and weaknesses;
 - C. Follow the learned basic process of learning vocabulary to show how to learn a new word or phrase.



Self-assessing

Reflect on your learning process in this unit. Tick (\checkmark) the following statements to assess your own progress and decide what you still need to work on.

You are able to:	Agree	Somewhat agree	Need more work
♦ use some strategies to solve problems in English			
learning;			
♦ judge words' parts of speech by their suffixes			
and use them to memorise new words;			
♦ analyse the elements of a sentence;			
♦ explain reasons for taking notes in a logical			
order;			
♦ write a passage about your learning experience			
with newly-learned expressions;			
♦ use different ways to learn new words.			



Learn extensively, inquire carefully, think deeply, differentiate clearly, and practise faithfully.

*—Z*1*S*1

Looking Ahead

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

- identify your learner type and thus improve your language learning;
- enlarge your vocabulary by using noun suffixes;
- identify the different types of sentences and use them to complete a story;
- make suggestions and give responses based on a given situation;
- write a letter of advice based on the analysis of learner types;
- keep a learning diary to help you with your study.



► Activating and Predicting

Integration The following quiz may help you to decide what sort of language learner you are. Tick (\checkmark) the answer to each question and then work out your total score.

Variable 1 Frequency Question	Usually (3 points)	Sometimes (2 points)	(Almost) Never (1 point)	Don't know (0 points)
1) Do you enjoy English classes?				
2) Do you wish to have more time to think before you speak?				
3) Is your pronunciation better when you read aloud than when you have a conversation?				
4) Do you have a good memory for new words?				

	×	П		
-60	ī	Н	F	
	Ç	П	F	

Frequency Question	Usually (3 points)	Sometimes (2 points)	(Almost) Never (1 point)	Don't know (0 points)
5) Do you like learning new grammar				
rules, words, etc. by heart?				
6) Do you get good results in				
grammar tests?				
7) Do you find it difficult to pick up				
more than two or three words of				
a dialect when you are on holiday				
in another city?				
8) Are you afraid of making mistakes?				
9) In class, do you get upset when mistakes are not corrected?				
mistakes are not corrected?				

2 Read the following text to find out your learner type according to your total score.

Reading, Thinking and Analysing

What Sort of English Learner Are You?



The aim of this quiz is to help you become aware of your own learning style or habits. Read the following comments and you will discover your learner type, and may get some useful advice on English learning.

If your total score is between 23 and 27, you are probably an analytic learner. You may feel it is very important to be as accurate as possible all the time, and you probably prefer the sort of language

learning where you think carefully. In order to improve your language learning, try to speak as often as possible, and do not worry too much about your mistakes. Remember, you probably know more than you think!

If you score somewhere between 9 and 13 points, you are probably a relaxed learner. You seem to learn languages without really working hard and you usually enjoy communicating with people. You may feel that you should learn more grammar rules, but you probably don't enjoy this and quickly lose interest. You should therefore try to find more time to learn and set a regular time for learning. Then try to correct yourself Comment here means

A. opinion

B. explanation

analyse (vt.) 分析 Guess the meaning of analytic.

Accurate here means

A. proper B. correct

Is score a noun or a verb in this sentence? What does it mean?

relaxed(adj.) =relax(vi. & vt.) + -edIt means _____ in Chinese.



more. If you can try to become more aware of the mistakes that you make regularly, you will find it easier to do something about them.

If your score is between 14 and 22, you are a mixture. You have the strengths and weaknesses of both the analytic and the relaxed learner. You learn in different ways depending on the situation and learning content. The suggestion for you is to study the descriptions of both analytic and relaxed learners. You will see what you have to improve in order to overcome your weaknesses and make full use of your strong points.

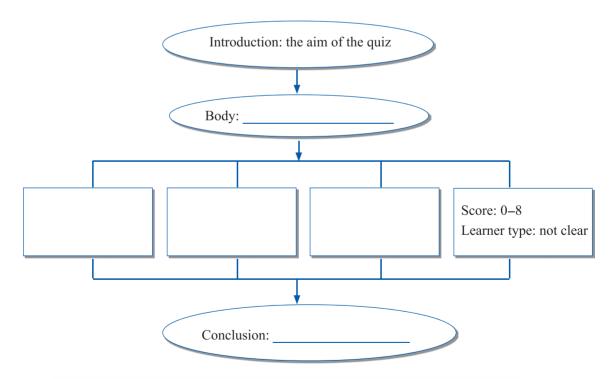
description (n.) Its verb form is

If you score between 0 and 8 points, it does not mean that you are not a good language learner. Perhaps this is the first time you have thought about the way you learn. You should observe how other students learn English and read some books that tell you how to learn a foreign language.

Generally speaking, language learners can be divided into four types. If you know your learner type, you may learn English better.

► Comprehending, Integrating and Creating

Skim the text and complete the following diagram with the information you have gained.





Skimming is a type of rapid reading which is used to get the main idea and the structure of a passage. Usually, the first sentence of each paragraph helps a lot.



[2] Read the text and complete the following table.

Learner type	Style description	Suggestion
An analytic learner	1) try to be as as possible 2) think	1) speakabout mistakes
A relaxed learner	learn without working communicating with others not interested in learning	learning
A mixture	 have both the and weak points of the two types above learn in ways and at different times 	 find out what you have to overcome your and make full use of your strong points
A learner whose type is not clear	have never the way you learn	 1) how other students learn English 2) read some books that tell you learn a foreign language

3	Work in	groups	to discuss	the following	questions.
		0 1		2	1

- 1) How do you understand the last sentence of the second paragraph? Can you give an example to support your idea?
- 2) The author advises a relaxed learner to find more time to learn and to set a regular time for learning. Do you think the advice is suitable for all types of learners? Why or why not?
- 3) A relaxed learner is also advised to correct his/her own mistakes more. Do you agree? How do you deal with your mistakes?
- 4) Does the author think that the learners who score the most are the best learners? And why? What's your opinion?

Reasons

4 Complete the following chart by noting down the key words and then report to the class.

My learner type

Strong and weak points

Plan for improvement

Advice from partners

You may report by using the following structures:

I am a/an... learner because I am used to...

My strong points are... while my weak points are...

I can improve my English by doing such things as...

5 Do a survey on the learner types of your class and report the results in class. You may use a pie chart or bar graph to illustrate your findings.



► Word Power



Read the text to circle the words according to the given English explanations. Then write them down on the lines. The first letter has been given.



The first word of an explanation may tell you something about its part of speech, like "to do something" for a verb, "a/an ~" for a noun, and "having/being ~" for an adjective.

1) an opinion that you express about someone or something	c
2) to watch someone or something carefully	0
3) a piece of writing or speech that gives details about	d
what someone or something is like	
4) correct and true in every detail	a
5) a good quality of a person or thing	S
6) having knowledge of a situation or fact	a
7) to like one person or thing better than another	p

Now use the proper forms of the above words to replace the underlined parts in the sentences below.

1`) What you s	hould do is	s to watc	h more	but say	less.

²⁾ Teachers usually write opinions on the students' compositions while marking them.



2	3) Everybody knows patience is one of his <u>strong points</u> 4) In fact, John has already become <u>conscious</u> of the danger in smoking to his health5) The watch is always <u>correct</u> and it tells the exact time6) I compared his earlier paintings with his later ones and found that I <u>favoured</u> his earlier ones7) The police asked him to give a <u>report</u> of the accident. Match each of the following verbs or adjectives with its noun form and then work out the				
	*Verb/Adjective	vords to complete the st • Noun •	wmmary of the text. • Rule •		
	1) relax 2) observe 3) mix 4) communicate 5) prefer 6) suggest 7) aware 8) weak 9) accurate 10) correct	A. accuracy B. correction C. suggestion D. awareness E. preference F. weakness G. communication H. observation I. relaxation J. mixture	v. + = noun adj. + = noun You can change the part of speech of a word by adding a suffix to its end.		
3	Language learners can be divided into four types. The first type is the analytic learner who always thinks that is very important, and that one should be as as possible. The second type of learner learns with, and he believes he can learn a language well through with others. The third type of learner is a/an with both the strong points and of the first two. The last type, however, is not of how they are learning. Every language learner should therefore first have the of what kind of language learner they are. Then they can how others are learning and try to their own methods in order to improve their language learning. 3 Complete the lexical chunks with the given prepositions, and then use them to complete the passage. for with in of on get some advice				
	enjoy communica make full use		regular time different ways		



For a language learner, it is necessary to	what kind of language learner
you are and then you can your strengths. At the	e same time, you may
how to overcome your weaknesses. For example, if you a	are a relaxed learner, you seem
to learn languages without really working hard though yo	u may people. So
you should your language learning and try to	in order to find out
the most suitable way for yourself.	

► Grammar Link

Revision of Types of Sentences

Understanding the meaning

Read the following dialogue, paying attention to the coloured parts.

Bob: Hey, Jenny! What are you doing?

Jenny: I am reading.

Bob: What are you reading?

Jenny: I am reading an English story.

Bob: Is it interesting?

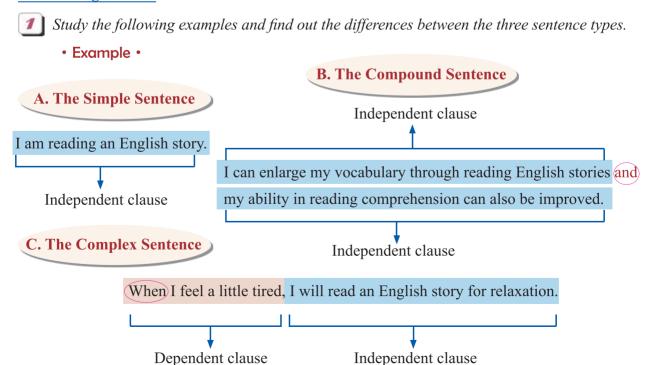
Jenny: Sure. English stories are often humorous. They make me relaxed. When I feel a little tired, I will read an English story for relaxation.

Bob: I love English stories, too. I love them because I can learn some useful expressions.

Jenny: That's true. I think that's a good way to build up our vocabulary.

Bob: I can't agree with you more! I can enlarge my vocabulary by reading English stories and my ability in reading comprehension can also be improved.

Discovering the rule





Now complete the definition of each type of the sentences below. Then check your ideas with a partner.

1	
1) A simple sentence contains just	independent clause with a subject, a/an
and a complete thought.	
2) A compound sentence contains	or more independent clauses. They are often
connected to one another with	, but, or, nor and yet.
3) A complex sentence contains	independent clause and one or more dependent
clauses.	

2 Study more examples and complete the table below. Then work in groups to check your answers.

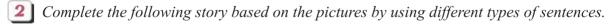
C = independent clause

Types of sentences	Examples	Sentence structures
	He often practises speaking in English and his spoken English has improved a lot.	IC + and + IC
	I learned English for years, but I only learned a lot of grammar.	++ IC
	Hurry up or we are going to be late.	++
	We know that she is frank .	IC + DC
	If you review your lesson regularly, you will make progress soon.	+
	You can learn from your classmates who/that are good at English.	+
	A different language is a different vision of life.	IC

Now work in pairs to find out the types of other coloured sentences in the dialogue on Page 22.

Applying the rule

Read the text on Pages 17–18 again and underline all the compound and complex sentences. Then check your findings with a partner.













A young man was walking along a river and	
After a while, the old gentleman caught a big fish bu	.t
The young man was very surprised when	He decided to
stay and watch the old man.	
Several minutes later,	and he put it into his bucket.
The young man felt so surprised that	The old man
smiled, took out a pan, and said	
Write a passage to describe your partner's learner typ Work in groups to share what you have written and gi	



Making Suggestions and Giving Responses

1

3

What information can you get from a dictionary? Tick (\lor) the items in the box below. Listen to a dialogue to check your findings.

definition	meaning	history	spelling
pronunciation	translation	synonym	antonym
plural form	past tense	part of speech	phrase
collocation	example	usage	picture

- 2 Listen again and choose the best answer to each question.
 - 1) How does Anna feel at the beginning of the dialogue?

A. Sad.

- B. Excited.
- C. Uninterested.
- 2) What is the most probable relationship between the two speakers?
 - A. Classmates.
- B. Close friends.
- C. Teacher and student.



	 3) What does Anna think of the suggestion A. Reasonable. 4) What are they mainly talking about? A. How useful a dictionary is. B. How to choose a dictionary. C. How to use a dictionary effectively. 		Valuable.			
3	 Listen for a third time and complete the following sentences. 1) Anna and her classmates know that a dictionary is a really important for them to learn English well. 2) In a dictionary, you can check the, the translation, the pronunciation and the of a word. 					
 3) You can check the of a word, the plural of a noun tense of a verb. 4) A dictionary can tell you something about the collocation of a word, that is, you know which other the word is together with. 5) You can your vocabulary by finding a word's synonym; that is a with a/an meaning, or antonym, a word with a/an mean 6) When Miss Gao gives suggestions, she often uses the sentence pattern "You something." 4) Read the following sentences aloud. Then work in pairs and use some of the expression and a dialogue based on the given situation. 						
		Giving	Giving responses			
	Making suggestions	Positive	Negative			
	 I think it would be a good idea to use a dictionary often. You may/can look at the English explanation of a word. You'd better read the example sentences carefully. I advise you to make use of a dictionary to check the pronunciation of a word. 	 That's great. I'd love to. That would be very nice. That's a good idea 	 Sorry. I can't afford the time. I'd like that, but I can't. No way! No, I don't think so. 			

• Situation •

Student A has just bought an English-Chinese dictionary. He/She is not clear about how to use it. Student B has used the same kind of dictionary for some time. B gives A some suggestions on using the dictionary according to his/her experience. A should also give proper responses.



Writing a Letter of Advice

Read the following descriptions of four English learners and write their learner types on the lines.

Daisy: She is very good at grammar. When she comes across new grammar, she tries to work out the rules for herself. Of course, she is not always right, but she learns a lot from her mistakes! She often studies together with her classmates by communicating and cooperating. Anyway, she tries to find the best way to study.

Bob: He doesn't really know why he is learning English, but it will be useful someday. He never cares about the method he is using to learn English. Sometimes the teacher asks him to answer questions in English, but he often looks at the floor until the teacher asks someone else.

David: He likes his teacher and classmates and enjoys speaking English with them. He always tries to speak as much as he can even though the topic is not something that really interests him. He is not very good at grammar because he finds it is rather boring to learn grammatical rules.

Jenny: She takes learning English very seriously. She is keen on English grammar and spends a lot of time studying grammar books and doing exercises. She always has a dictionary at hand and looks up every new word she comes across. In class, she asks her teacher lots of questions.

2	Select one from the four learners in Activity 1 and note down the key information about	ut
	him/her.	

Learner type

Learner description

Suggestions

Work in groups to write down some useful expressions and sentence structures you may use to describe learner types and give suggestions.





4 Now complete the following letter.

September 28, 2019 Dear In your last letter, you said that you didn't know what kind of English learner you were. According to your description, I think that you are...

Yours,



You may refer back to the text to learn how to describe a language learner and how to give suggestions.

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



▶ Getting Ready

Tick (\checkmark) the items that you think can be kept in a learning diary and share your ideas with your partner. Then read the first two paragraphs to check which of your ideas have been mentioned.

difficulties complaints progress mistakes problems expectations daily arrangement learning plans ways to solve problems teacher's comments and suggestions



When you scan a text to look for specific information, you do not read all the words. You move your eyes very quickly over the words, and you stop when you find the information you need.

Reading

Keeping Learning Diaries

Keeping a learning diary is a possible way to learn independently. Your learning diaries could record your progress—your teacher's marks, the areas you covered, the points you did not understand, the problems you faced, and the means you used to overcome them. If you keep such a diary, you will undoubtedly become much more aware of your own learning difficulties, and will be more likely to solve them.

Sept. 10, Sunday



Besides, you can benefit by writing about your expectations for a course at the beginning of a term, and then reporting on the outcomes of a course at the end of the term. Here are two examples.

Cloudy





Dear Diary, These first few days in senior middle school have been terrible. I have studied English for seven years... just think, seven years, but I only know some words and grammar rules. I can't express myself in the right way, so I am afraid to speak.

The other day I started watching TV, so I could get accustomed to the sound. I don't understand TV news very well. Sometimes I only got a few words. That is to say, I can't get the main point. At school, it's easy to understand what the teacher is talking about, but I can't understand when listening to English news or watching English movies.

What can I do?

Yours, **Impatiently**

Sept. 4, Monday

Sunny

I want to read more English to improve my abilities in reading comprehension. I will read at least one article every two days, and two English story books each term, writing reviews of these books.

I also want to speak better than I do now by watching English movies, cartoons in particular, and imitating some characters. I will prepare a two-minute talk before I attend every English class. I will try my best to enlarge my vocabulary by writing down the new words in my notebook, and reviewing them several times every day. To improve my spelling, I will practise pronouncing words while spelling them out.

I am full of hope and confidence.

In a word, keeping a learning diary is a method to help you think about your learning by recording, summarising, analysing and commenting on the course and the teacher's lectures.

Comprehending



Read the two diaries carefully and answer the following questions. Then check your answers with a partner.

- 1) Is there a fixed format for keeping a learning diary? Why do you think so?
- 2) Is the language formal or informal in a diary?
- 3) How does the writer of Diary A feel while he/she is writing about his/her problems?
- 4) Can you predict what the writer of Diary B will do after writing the diary?



2 Read the following sentences from the passage and translate them into Chinese, paying attention to the coloured parts.

A. Besides, you can benefit by writing about your expectations for a course at the beginning of a term.



- B. I have studied English for seven years... just think, seven years, but I only know some words and grammar rules.
- C. I can't express myself in the right way, so I am afraid to speak.
- D. At school, it's easy to understand what the teacher is talking about, but I can't understand when listening to English news or watching English movies.

Now complete the unfinished sentences below with the sentence structures you've learned.

1), I want to speak English more fluently than before.				
2) I tried my best to understand the reading passage, knew some words.				
3)	know	your dream is,	it's really difficult to realise it.	
4) Mr Li	ıın	derstand this English letter	he asked Susan for help	

- *Role-play. Imagine you are the best friend of the writer of Diary A. You are voice-chatting with him/her on QQ at the weekend.*
 - Role A: Tell your friend your worries and problems.
 - **Role B:** Try your best to give the writer of Diary A some advice and encouragement. Remember to introduce a few learning strategies and good English learning habits that you have learned in the first two units.
- In Diary B, the writer makes some plans for the improvement in English learning. Give your comments and advice.
- [5] Reflect on your study and write about your progress, difficulties and learning plans in your diary.

Self-assessing

Reflect on your learning process in this unit. Tick (\lor) the following statements to assess your own progress and decide what you still need to work on.

You are able to:	Agree	Somewhat agree	Need more work
♦ become aware of your learning style and			
develop good learning habits;			
♦ use the strategy of adding noun suffixes to			
enlarge your vocabulary;			
♦ tell the differences between types of sentences			
and complete a story with them;			
♦ make suggestions and give responses in a			
dialogue;			
◊ write a letter to give suggestions based on			
the analysis of learner types;			
♦ keep a learning diary to reflect on your study.			

Self-directed ct

Challenging Yourself A Forming Learning Habits

Skills make you better at studying; effective habits make you better for studying.

— Anonymous

Looking Ahead

Hello, dear boys and girls! In the first two units, you learned some learning strategies and a useful vocabulary to talk about them. Now it's time to try out these strategies by completing the self-directed learning project. In this project, you should be able to:

- sum up the learning strategies learned in Unit 1 and Unit 2;
- study the text by yourself using various vocabulary strategies and reading skills;
- prepare questions based on the text for group discussion;
- exchange your ideas about study habits in class;
- make your own study plan and improve your study habits.



► Recycling Time

List the vocabulary about learning and the strategies you have learned in the previous two units. You may also think about how to use them.

Learning Strategies
skimming

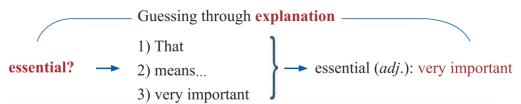


► Word Builder

Learn to guess the meaning of a new word based on contextual clues by studying the example.

• Example •

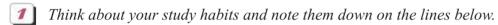
Mistakes are an essential part of education. That means your mistakes are very important...





Expressions like "in other words", "which is" and "that means" are often used when you are giving an explanation. If you read the explanation carefully, you may be able to guess the meaning of a new word.

► Reading Land



- Example I always preview new words before class and review them after class.
- 2 Look through the following study habits and tick what you have written in Activity 1.
 - A Make full use of dictionaries B Learn from your mistakes
 - C Review regularly D Set a goal for yourself
 - E Plan your time carefully F Make a study plan
 - G Take notes H Make good use of your time in class
 - Develop a good attitude towards tests

How to Develop Your Study Habits?

Perhaps you are an average student with average intelligence and you think you will never be a top student. This is not necessarily the case, however. You can receive better grades if you want to.

Does the first *average* mean the same as the second one?



Set a goal that you want to achieve in one week or by the end of this term. When you keep it in mind, it will motivate you to learn. You may find you can work harder when you focus on a target. Make



sure that your goal is realistic and that you keep working towards it. Whatever you decide to do, never give up!



Make a weekly schedule or chart of your time. Fill in the schedule or chart with the time for eating, sleeping and classes. Then decide on regular times for studying. Be sure to set aside enough time to complete your normal reading and homework. Of course, studying shouldn't occupy all of the free time on the schedule. It's also important to set aside some time for relaxation, hobbies and entertainment.



Listen to what the teacher says in class carefully and take notes at the same time. They help you remember what he or she says and mean less work later.



Go over your notes as soon as you can after class. Review the important points that are mentioned in class as well as the points that you remain confused about. If you review these regularly, the material will become more meaningful and you will remember it longer.



Mistakes are an extremely important and necessary part of education. That means your mistakes are quite important and will actually help you learn. The key to progress is not to be afraid to make mistakes. Record your mistakes, think about them and get to know why you have made the mistakes. Correct them by yourself or by asking your teachers or classmates for help.



The result of a test can show what you have learned about a subject. The world won't end if you don't pass a test, so don't worry too much about a single test. Tests provide grades, but they also let you know what you need to spend more time studying.

There are other techniques that might help you with your study. Only a few have been mentioned here. You will probably discover many others after you have tried these. Developing your study habits will improve your grades.

Do you notice that many sentences are imperatives? Think about the reasons for this.

What does the word *them* refer to?

What's the function of the last paragraph?

Underline the compound and complex sentences if you find any in the article. Then analyse them.



Skim the article and select six from the study habits in Activity 2 on Page 31 to fill the numbered blanks.



2 Read again and complete the chart with the information from the article.

Study habit	Detailed information
Setting a goal is to	1) 2) make you
Planning your time for	 daily life. classes and self-study.
Taking notes to	1) 2)
Going over your notes to	1) 2) 3) review the materials regularly.
Learning from mistakes means	 treating them as something important.
The result of a test can show	1) 2)

[3] Read the article "How to Make a Weekly Study Plan" in Reading Box on our website and then make a weekly study plan to better manage your learning time and the time for other things in your life.



▶ Question Corner

Write down any questions you have in learning the article. They may be about the theme, the structure, the language, etc.





1 Work with your group members and share the ways you preview lessons individually. Then discuss with them the questions you have prepared in Question Corner. Ask your teacher for help if necessary.

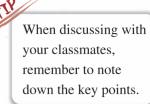
Step 2



2

Work in groups to do the activity by following the steps below.

- **Step 1** Share your typical study habits in turn and discuss them one by one.
 - Give some advice for the ones in need of improvement.
- **Step 3** Decide on the most useful one and introduce it to the whole class.



- **Step 4** Improve your study plan based on the useful study habits above.
- 3

Work in groups to write a summary of the text.



When you summarise a text, you should 1) find out the key words and phrases; 2) focus on the main idea of the text; 3) write your summary in your own words.



Read the following article and fill in the blanks in it with correct figures and words.

What Makes a Big Difference?

Success is almost everyone's mission. True, there are so many factors at play. Do the calculations by following the example, and see what you can find.

If

A is equal to 1,

B is equal to 2,

C is equal to 3,

D is equal to 4,

E is equal to 5,

. . .

X is equal to 24,

Y is equal to 25,

Z is equal to 26,

then

"KNOWLEDGE" is equal to 96% (11 + 14 + 15 + 23 + 12 + 5 + 4 + 7 + 5 = 96).

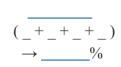




HARD WORK
(_+_+_+_+_+_+_+_)
→ %









Now, you have found that all of the above fall short of 100% except ______. Is it a coincidence or not?

Do the following activities.

- 1) Discuss in groups which of the above factors is of the most importance to success and why.
- 2) Share with your classmates your understanding of "Attitude is a little thing that makes a big difference." from Winston Churchill. Then search for more quotes on "attitude" and share them in class.



▶ Self-reflecting

Refer back to Guiding Page and Looking Ahead in this theme to reflect on your learning.

I am pleased with... in Theme A because I can...

I need to work on... because...

My further learning targets are... so that I can...

Next time I need to try hard on... because...

▶ Peer–sharing

Work with a partner and finish the peer assessment. Then listen to and learn from each other.

You are great in..., for example...

I am afraid you need further efforts in...

Next time you need to focus on...

► Teacher–responding

Now listen to your teacher for his/her comments and suggestions.



Read the article "Eight Habits of Highly Effective Students" in <u>Reading Box</u> to know more about study habits.



Theme B Learning to Enjoy

A good song can ease your pain, a good film can take you out of hopelessness, and a good sweat can make you feel alive again. All of them are the universal enjoyment of mankind. Do you agree? Enjoy your life with the beat of music, enrich your life with others' stories, and work hard to be your own champion!



In this theme, you will:

- the power of music;
- know more about countrymusic and the Beatles;
- learn a conversation to know how to make invitations.

i ⇔ enjoy *The Sound of*| *Music* and other films;

- I♦ know more about Tom Hanks and his films;
- ♦ listen to an Oscar
 acceptance speech to
 know how to express
 thanks.

Unit 4

understand the spirit of sports.

Challenging Yourself B

Unit 3

What is your favourite song? What film moves you most? What sport do you enjoy best? And why?







Looking Ahead

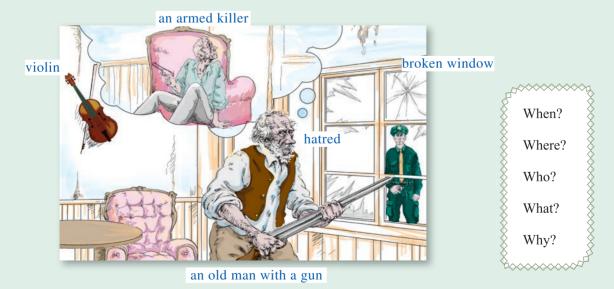
By the end of this unit, you will be able to:

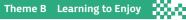
- identify the plot of the story and interpret the power of music;
- enlarge your vocabulary through conversion;
- use verb tenses in context appropriately;
- make and accept/refuse invitations with appropriate expressions;
- write a comment on your favourite song;
- introduce briefly country music and the Beatles based on the given structures.



► Activating and Predicting

Look at the picture and the given words and guess what the story is mainly about.





- 2 Decide whether each of the following statements is true (T) or false (F) based on Activity 1. Then read the text to check your prediction.
 - 1) The killer stole the old man's violin and broke the law.
 - 2) The poor old man stole the violin and the policeman came to arrest him.
 - 3) Both the old man and the policeman played the violin well.
 - 4) The policeman and the old man managed to arrest the killer with the help of a violin.
 - 5) The policeman managed to catch the killer because of the music played on the violin.



Predicting based on the pictures and questions can help you have a better understanding of the main idea of the text.

► Reading, Thinking and Analysing

A Violin and the Law

David, a policeman, came to a cabin about two miles up the mountain to get Cal Richards, an armed and dangerous killer. Through a broken window, he saw an old man with a beard closely watching him. When he stepped into the cabin, he found the old man was pointing a gun at him. He looked around the cabin and did not see any sign of Cal. "I guess I'll have to come again," he said. Just then he caught sight of a violin hanging on the wall. "Who plays the violin?" he asked. For a moment there was silence. Actually Cal's father was the best violin player in the area, but he did not answer, and kept his gun still aimed at David.

killer(n.) = kill(v.) + -erIt means ____ in Chinese.

David crossed the room and felt sweat on his forehead, but he took the violin from the wall calmly as if he were a welcome visitor. He began to play the violin, one tune after another. He was playing better than he had ever played in his life.



hatred (n.):

very strong dislike

Its verb form is

The old man stood there, attracted. The hatred in his eyes was giving way to a look of wonder. The gun was now pointed towards the floor. He began to beat time, tapping one foot on the dirt floor. When the final notes of the tune died away, the old man placed the gun in a corner.

"Well, stranger," the old man said, "you play the violin excellently. Maybe you'll stay for dinner and play some more for me."

After they had finished their meal, they sat in the spring sunshine outside the cabin. They talked about violin tunes. Not a word was said

about Cal Richards.

About two hours later, David stood up and said, "Sorry! I must be getting back to the town."

The old man sat, deep in thought. At last, he said, "I like the way



you talk, and I like the way you play the violin. I guess you're a decent guy." He paused as if it were hard to go on. Then, he said in a thick voice, "I'll have a talk with Cal. I think he might give himself up tomorrow. You be at the police station at noon!"

The next day, as the town clock struck twelve, a bearded old man came up the street towards the police station. With him was a young fellow whose appearance told of many days in hiding.

Decent ['di:snt] here means _ A. respectable B. changeable

Try to read the underlined sentences aloud in a thick voice.

Why did the old man say so in a thick voice?

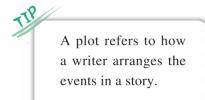
► Comprehending, Integrating and Creating

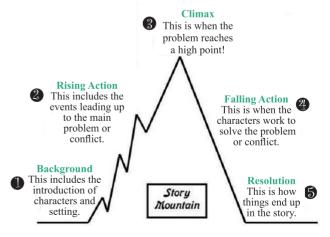
I Put the following statements in the correct order to get the general idea of the text.

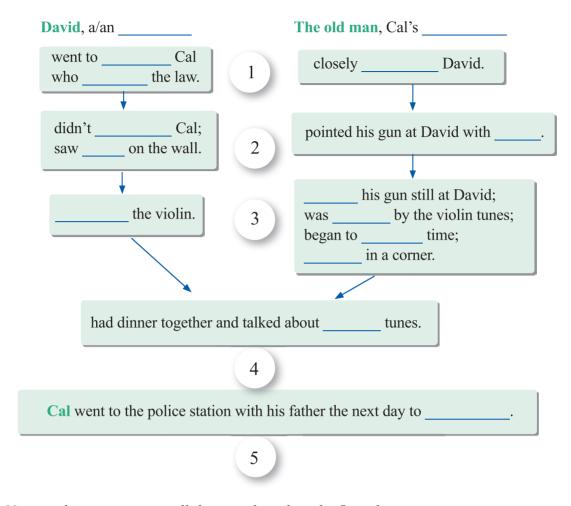
- 1) David talked about violin tunes with Cal's father.
- 2) Cal's father pointed a gun at David.
- 3) David caught sight of a violin.
- 4) David came to arrest Cal.
- 5) Cal gave himself up.
- 6) David played the violin, one tune after another.
- 7) Cal's father decided to have a talk with his son.

The correct order is _

Study the Story Mountain on the right and complete the flow chart with the information from the text.







Now work in groups to retell the story based on the flow chart.

- 3 Discuss the following questions with a partner and then share your answers in class.
 - 1) Why did David feel sweat on his forehead when he crossed the room?
 - 2) Was David a welcome visitor? Find a sentence from the text to support your answer.
 - 3) What made the old man consider David to be a decent guy?
 - 4) What do you think of the old man's final decision? Did he make the right decision? Why or why not?
 - 5) How does the reader know that the old man's attitude towards the policeman has changed? Find evidence from the text to support your idea.
- Work in groups of three to predict what would happen the next day in the police station. Then act it out.
- 5 How do you understand the sentence "Music is power" after reading the story? Tick the statements that you agree with or add your opinion.
 - A. Music helps people better understand each other.
 - B. Music helps to correct one's mistakes.
 - C. Music stops people from doing bad things.
 - D. Music comforts somebody in a magical way.

Try to use facial expressions and gestures to help express yourself.

My opinior	ı:				
Now follow	the example to sha	ıre your opinic	on.		
• Example	•				
①Mu	sic can comfort son	nebody in a m	agical Star	ting with a topic sen	tence
cousin. W crying low him. But if music, he j	r example, ③I har hen his parents leadly. Even delicion you let him listen ust stops crying and excitedly, with a big how powerful mus	eave him, he us food can'to a piece of d begins to day g smile on his	starts t stop piano nce to s face. Usin inst give spece	ng such phrases as "ance" to show you are examples ing examples by state of the events ing a brief summary	are going to
//// Explo	oring and Us	sing //////		• • • • • • • • • • • • •	
Vord Pow	er				
Choose so necessary.	me of the words i	n the box to	complete the	passage. Chang	e the form
hatred violin	strike wonder	sign aim	actually power	excellently calmly	note pause
went to arr found the laws leaving knew that land began forget his realise that next day, t	had never thought rest an armed and distiller's father holding, he caught sight on the was an unwelcont to play one tune af and he and he and he willer, accompand the sight of the killer, accompand the sight of the killer, accompand the sight of the killer accompand the sight of the killer accompand the sight of the killer accompand the sight of the sigh	langerous killed and a gun in his of a/an me visitor, but ther another even began to not policeman and hied by his fat	er in a cabin. Very shands and hanging the took the vice. The penjoy the muland decided to	When he reached at him. on the wall. Dav olin from the walmusic made the sic. At last, the factors at alk with	the cabin, Just as Dav id L killer's fath ather came his son. T
Then match	ollowing sentences on them with the expl on the did not answe	lanations belo	w.		ıres in gred
•	ut he took the violing	_			e visitor
Ź			l calmly as if h		e vibitoi.
· ·	e was playing better		l calmly as if h ever played in l	nis life.	c visitor.
5) H	ne old man stood th	r than he had e	•	nis life.	e visitor.
		r than he had eere, attracted.	ever played in l		e visitor.
6) N	ne old man stood th	r than he had e ere, attracted. e, tapping one	ever played in l		e visitor.

- - B. This -ing phrase shows a way in which a thing is done or happens.
 - C. This prepositional phrase is used to show an accompanying action.
 - D. This structure is used for emphasising "no thing or person".
 - E. This structure is used to make a comparison.
 - F. The past participle at the end of the sentence is used to give more information about the subject.

Now check your work with a partner and then use some of the above structures to make sentences.



Read the TIP and the examples below to understand the usage of conversion.



Conversion is a kind of word formation that involves the change of a word from one part of speech to another.

- Example •
- John was <u>sweating</u>, so we can see <u>sweat</u> on his forehead and face.

r. n

• If you take a <u>look</u> at her, you will know she is ill, for she <u>looks</u> pale.

.

• If he is a <u>welcome</u> visitor, we will warmly <u>welcome</u> him.

dj.

Find the words in the text to complete the following sentences and mark their different parts of speech.

- 1) Look! A fly is at the _____ of Jim's nose. (Para. 1)
- 2) He heard a few _____ on the window when he was about to fall asleep. (Para. 3)
- 3) The policeman _____ why the name of his own son was on the list of the arrested. (Para. 3)
- 4) The patient is still alive because we can hear his normal heart ______. (Para. 3)
- 5) Helen was praised for reciting the whole passage without a _____. (Para. 7)

► Grammar Link

Revision of Tenses

Understanding the meaning

Read the passage, paying special attention to the coloured parts.

David is a policeman. One day, he came to a cabin up the mountain to get a killer, Cal Richards. When he stepped into the cabin, an old man was pointing a gun at him. There was no sign of Cal. "I guess I'll have to come again," he said. Just then, he caught sight of a violin on the wall. An idea came to him. He took the violin from the wall and began to play. "I am playing the tunes better than I have ever played in my life," he thought, "Is the music powerful enough?"



Discovering the rule

1	Tick (\checkmark) the tenses used in the passage on Page 42.		
	☐ The simple present tense	☐ The simple past tense	
	☐ The simple future tense	☐ The present continuous tense	
	☐ The past continuous tense	☐ The future continuous tense	
	☐ The present perfect tense	☐ The past perfect tense	
	☐ The past future tense	☐ The present perfect continuous tense	
2	Complete the table below, and then check your	answers with a partner.	

	Present	Past	Future
Simple	do/does		
Continuous			
Perfect			

Applying the rule

Suppose Cal's father wrote a diary that day. Complete his diary by using the proper forms of the verbs from the text.

Oct. 25th, Wednesday Cloudy
Today, a policeman David to my cabin to get Cal. He
thinks Cal a killer. Anyway, Cal my son, and
I let David take him away. When David into my house,
I my gun at him. David saw my violin and began to play it. As he
the tunes one after another, I couldn't describe how I at
that moment. I know my hatred towards David way to wonder. He
the violin so excellently! I invited him to stay for dinner and we
talked a lot.
Now, I how I will talk with Cal and persuade him to give
himself up tomorrow. I believe in David. He a decent guy.

2	Correct the mistake in each of the following sentences.			
	1) The teacher said that the sun rose in the east.			
	2) If it won't rain, we will go to visit the zoo.			
	3) She has gone to Shanghai several times.			
	4) They used to live in Genoa, but they no longer lived there.			
	5) When the light turned green, I was crossing the street.			
6) She has become a professional badminton player for years.				
	7) Doctors haven't already discovered a cure for this disease.			
	Complete the interview between Jane, a reporter, and Paul, a singer, with the proper forms of the words given.			
	Jane: Paul, (you, introduce) any new songs on this tour?			
	Paul: Yes, we are. We (produce) a new album. And we (introduce) some songs from this album.			
	Jane: Your fans (be excited) so much to see you after such a long time. Why (you, decide) to tour again?			
	Paul: Because we want to play for live audiences. So one month ago, we (make)			
	the decision.			
	Jane: Who (sing) with you now? She (have) a nice voice.			
	Paul: Sylvia.			
	Jane: How about Toti?			
	Paul: She (have) a new baby half a year ago, but she (be back) in			

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



Making and Accepting/Refusing Invitations

Match the following expressions with their Chinese meanings. Then listen to several music clips and decide what kinds of music they belong to.

a few months.

	Reasons you like/dislike this kind of music		
	Reasons she likes this		
	Music she likes	music, espec	cially
4	Listen to the conversation again and fill in the blanks below. Then tell your partner why you like or dislike this kind of music.		
	2) The woman likes (<i>jazz n</i>3) Country music is usually		
3			n brackets for each statement. ert/go to a movie/buy CDs/buy a tape
	moonshine	☐ tree	☐ city ☐ car
	☐ traffic ☐ movie	☐ blue water ☐ memories	☐ river
	mountains	skyscrapers	country road
2	Listen to the song "Take Mo the song. Then compare you Words you hear in the song	ur answers with your po	Is". Tick (\checkmark) the words that you hear in artner's.
		ين النـ	
	7) rock and roll 8) light music		G. 流行音乐 H. 轻音乐
	6) country music		F. 乡村音乐
	5) pop music		E. 摇滚音乐
	3) classical music4) folk music		C. 民间音乐 D. 爵士音乐
	2) electronic music		B. 电子音乐
	1) jazz music		A. 古典音乐

Work in pairs to practise inviting a classmate to go to a movie or to attend your birthday party. The following expressions could be of help.



Spoken invitations are rarely answered only by Yes or No.

- 1) If your classmate accepts the invitation, try to discuss more details, such as when to meet and where to meet.
- 2) If your classmate refuses the invitation, show your understanding and make one another time.

Making an invitation	Accepting an invitation	Refusing an invitation
1) Would you like to go to the	1) That would be very nice.	1) No, thank you.
theatre with me tonight?	2) I'd like that, thanks.	2) It's very nice of you, but
2) I'd like to invite you to my	3) Yes, I'd love to.	my mother is ill.
birthday party this weekend.	4) It's very nice of you	3) I'd love to, but you see I
3) May I invite you to see a	to invite me.	have an exam tomorrow.
new film?	5) How nice of you!	4) I'm sorry I can't. How
4) What/How about going to a	Thanks a lot.	about another time?
concert on Saturday?		5) Thank you very much,
5) Would you be interested in		but I'm not feeling very
seeing a new film?		well today.

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



Writing a Comment on a Song

- Work in pairs to ask and answer the following questions.
 - 1) When do you usually listen to songs?
 - 2) What kind of song do you prefer?
 - 3) What's your favourite song? And why?
- If you would like to introduce your favourite song to your classmates, what aspects will you talk about? List them and share your ideas with your partner.





[3] Listen to the following song and read its lyrics, noting down some key words on the lines.

Take Me Home, Country Roads

Almost heaven, West Virginia

Blue Ridge Mountains, Shenandoah River Life is old there, older than the trees

Younger than the mountains

Blowing like a breeze

All my memories, gathered round her

Miner's lady, stranger to blue water

Dark and **dusty**, painted on the sky

Misty taste of moonshine

Teardrops in my eyes

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

(CHORUS)

Country roads, take me home

To the place, I belong

West Virginia, Mountain Mama

Take me home, country roads



Name:	 Singer:
Theme:	
Impressive words:	
Style:	
Feelings to be expressed:	
Feelings to be expressed:	

- 4 Now write a comment on this song and then ask for your partner's opinion about it.
- [5] Choose one of your favourite songs and give your comments.



When you write a comment on a song, you should first briefly introduce it from different aspects and then add your opinions.



▶ Getting Ready

- Share with your partner what you know about country music and the Beatles.
- Read the following statements about country music and the Beatles, guess the meaning of the coloured words and predict whether the statements are true (T) or false (F). Then read the two passages to check.

Country music is a major kind of Turkish popular music.
 Country music has a simple style and is relaxing to listen to.
 Country music commonly reflects the lives of ordinary, working-class people and covers such subjects as love and relationships, loneliness, religion and work.
 The Beatles voiced old men's emotions and the philosophy of the time.
 The Beatles were influenced by Afro-American rhythm and blues as well as Indian music and religion.
 The Beatles never copied anyone, and they created their own rich and original

▶ Reading

music.

Country Music

Country music is a major kind of American popular music. It was originally produced by white Southerners in the early 1920s. Although it was originally known as "hillbilly music", it has gained wide international acceptance since it became part of popular music.

Musically speaking, country music has a simple style and is relaxing to listen to; this is why it is so popular. This basic aspect comes from the fact that it is based mainly on lyrical content rather than musical content. The main aim of the musical elements of harmony, melody, and rhythm is to show off the lyrics.

The lyrics commonly reflect the lives of ordinary, working-class Americans and cover such subjects as love and relationships, loneliness, religion and work. Most lyrics use 150 or fewer words, and the result is often like a poem.

Country music tends to mirror the concerns, achievements and lifestyles of the times, and remains an important form of American cultural expression.





The Beatles

In the early 1960s, there was a movement against tradition all over the world. In England, this movement was represented by the Beatles.

The Beatles found a way for angry young men to express their feelings in noisy music and pop songs. At first, the Beatles were concerned mainly with young men's personal problems like love, sorrow, good and bad luck. Later, the Beatles reflected the climate of the

1960s and sang of social injustice and inequality.

The Beatles showed much admiration for Afro-American rhythm and blues. Their early songs were simple love songs while their later songs were influenced by Indian music and religion.

The Beatles believed in their talents and never copied anyone. Thus they created melodies rich and original enough for other famous bands to play and sing. The Beatles voiced the emotions of young men and the philosophy of the time, especially the optimistic feelings. When winter in England seemed to go on forever, the Beatles imagined spring for people to enjoy.

In March 2001, a magazine in the USA called *Forbes* listed the Beatles as No. 3 among the world's top 100 famous persons.

▶ Comprehending



Read the two passages again and choose the best answer to each of the following questions.

- 1) When was country music first produced?
 - A. In the 1910s.

B. In the 1920s.

C. In the 1930s.

D. In the 1940s.

- 2) The first passage tells us that country music
 - A. is not popular in the US

B. is not relaxing to listen to

C. never shows off its lyrics

D. is often about common people

- 3) What were the Beatles' early songs about?
 - A. Personal problems.

B. Childhood memories.

B. Climate change.

D. Social inequality.

- 4) Why was the Beatles such a successful band?
 - A. They voiced the emotions of the rich.
 - B. They copied other famous bands.
 - C. They showed great admiration for country music.
 - D. They expressed the philosophy of the time.



Work in groups to complete the following table based on the passages. Then search the Internet for more information after class if necessary.

e

	Definition	Theme	Popularity	Hit music/songs	Achievements
Country Music					
The Beatles					



Make a Fact **Sheet** for traditional Chinese music or Chinese bands. Then share it in class.



M:-/DI	Oı	igin	Style	Hit music/	Y4	
Music/Band	Where	When	& Theme	songs	Instruments	
Chinese				The Moon over	aula v	
folk music				a Fountain	erhu	
Chinese						
band						

Self-assessing

Reflect on your learning process in this unit. Tick (\checkmark) the following statements to assess your own progress and decide what you still need to work on.

You are able to:	Agree	Somewhat	Need more
A identify the plat of the stars and intermed the		agree	work
♦ identify the plot of the story and interpret the power of music;			Ш
♦ use conversion learned in this unit to enlarge			
your vocabulary;			
♦ review verb tenses and use them in context			
appropriately;			
♦ make and accept/refuse invitations with appro-			
priate expressions;			
♦ write a comment on your favourite song from			
different perspectives;			
♦ introduce country music, the Beatles, and other			
types of music or bands briefly.			



Looking Ahead

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

- introduce the main idea and the structure of a film review;
- form new words by adding -ess or -er;
- sort out the rules of the infinitive and use it in context appropriately;
- express and respond to thanks in different situations;
- write a film review with the given structure;
- role-play an interview with Tom Hanks.



► Activating and Predicting

Match the following film types with their corresponding expressions in Chinese. Tick the ones you like best and tell your partner why.

0

0

0

0

0

0

0

- 1) cartoon
- 2) musical
- 3) war film
- 4) romantic film
- 5) science fiction film
- 6) thriller
- 7) comedy
- 8) feature film
- 9) action film
- 10) horror film

- A. 爱情片
- B. 卡通片
- C. 音乐片
- D. 科幻片
- E. 战争片
- F. 恐怖片
- G. 动作片
- H. 惊悚片
- I. 故事片
- J. 喜剧片



Look at the pictures and listen to an excerpt from a film. Then fill in the blanks and predict what the film is mainly about based on the pictures and expressions given.







lovable children and their strict captain father

(At the concert)
Captain: My Austrians, I shall not be seeing you again perhaps for a very
long time. I would like to sing for you now, a/an song. I know
you share this love. I pray that you will never let it
Edelweiss, edelweiss, every morning you me.
Small and, clean and,
You look happy to me.
Blossom of, may you bloom and,
Bloom and grow forever.
Edelweiss, edelweiss, bless my forever.

► Reading, Thinking and Analysing

My Favourite Film

The film I have enjoyed most is *The Sound of Music*. It is a very old film which won five Oscars. For me, there has been no other film to match its excellence.

Everything about the film is enjoyable. With a very simple theme, this film tells a story about seven naughty but lovable children, their governess, Maria, and their strict captain father, who knows nothing about bringing up children. The heroine, Maria, brings music and joy to the family. The children take to her and they become great friends, for she is young enough to enjoy their fun, and she is also mature enough to guide them.

There is always something in it for everybody, too. Children will take to the seven naughty children and the fun that they have. Young girls will like the heroine, to whom they consider themselves similar.

You may guess the meaning of a word according to its pronunciation.



Oscar ['pskə]
means
in Chinese.

A governess refers to a woman employed to teach children in a family.

Guess the meaning of *take to* from the context.



People will also like the romantic love, the beautiful feeling that grows between the captain and Maria.

The Sound of Music is a type of film which more producers should try to study. The music, especially the songs, remains in everyone's memory. It is light, tuneful and memorable, and it appeals to both the young and the old. The photography and colours are very attractive, too. The scenes and background are very much in keeping with the story, and the effect is wonderful. The acting is superb, as every feeling is fully brought out.

The story is seemingly common and it does not try to put across any moral values, but the real effect is quite educational. Human feelings, emotions and doubts are clearly shown. It is obvious that the film is everybody's idea of entertainment, and the whole film is quite enjoyable and unforgettable.

Pronounce the word romantic [rəʊˈmæntɪk] and guess its meaning. producer(n.) = produce(v.) + -(e)rIt means in Chinese.

Guess the meaning of put across from the context.



Comprehending, Integrating and Creating



Match each paragraph with its main idea.

- 1) Para. 1
- A. People love the film.
- 2) Para. 2

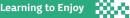
- B. Film-making skills are used excellently in the film.
- 3) Para. 3
- C. I like the film most.
- 4) Para. 4
- D. The film is both enjoyable and educational.
- 5) Para. 5
- E. The film is about seven children, their governess and their father.



2 Scan the text and complete the table with some adjectives from the text. Then check with your partner and discuss why the author thinks it is his/her favourite film.



Scanning is a type of rapid reading which is used to find specific information. In scanning you need to know what information you are looking for and then you go over the text quickly only to find the answer, **ignoring** unrelated information.



Characters		Maria	Children	Father		
Cn	aracters	young and	but			
Т	`heme		-			
		children	girls	people		
Popularity		like the seven children and their fun	like the heroine and think they are similar	like the romantic love between Maria and the captain		
	Music	light,, and				
Skills used in	Photography					
making Scenes and the film background		in keeping with the s	tory			
	Acting					
The whole film			_ and	_		

3	Read the following statements and decide whether they are opinion.	s (C)) or	facts	Œ).
_	redu the following statements and decide whether they are opinion.	' (\circ	, 01	Jucis	1 - /	∕•

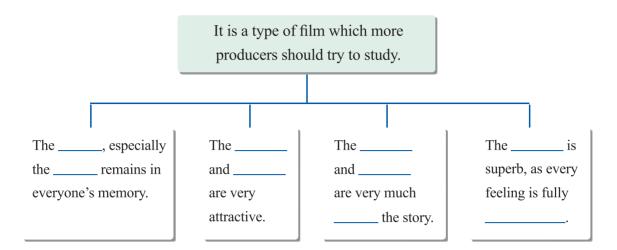
- 1) There has been no other film to match its excellence.
- 2) Everything about the film is enjoyable.
- _ 3) The heroine, Maria, brings music and joy to the family.
- _ 4) The children take to Maria and they become great friends.
- _ 5) There is always something in it for everybody.
- _ 6) Children will take to the seven naughty children and the fun that they have.
- _ 7) The music, especially the songs, remains in everyone's memory.
- 8) The photography and colours are very attractive.

A fact is something that is true or that really happened and can be proven by objective evidence. An opinion is normally a subjective belief or view which may vary based on personal understanding and emotions.

Read Paragraph 4 carefully and complete the diagram on Page 55.



A main idea is expressed in the topic sentence which is usually at the beginning of a paragraph. Then supporting ideas will be provided.



Now work in groups to discuss whether you agree with the author's opinion after watching the film.



Suppose you have entered a Movie Sharing **Bar** on the Internet. Post your comments and introduce your favourite movies.





► Word Power

1

Underline the following words in the text and try to understand their meanings. Then write some of them on the corresponding lines.

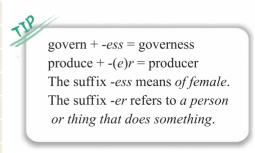
obvious	excellence	effect	behaviour	mature	escape	
theme	award	match	memorable	entertainment	superb	
1) worth remembering or easy to remember2) to be equal to						

 _ 3) a result
 _4) a prize for something that somebody has done
 _ 5) the way that one acts
 _ 6) the action of providing enjoyment
_ 7) to get away from an unpleasant or dangerous situation
8) easy to see or understand

Now complete the sentences below by using the proper forms of the words you have written down.

- 1) Jimmy won the _____ again. Nobody in our school can _____ him in playing table tennis.
- 2) Nobody except Mr. Moore _____ from the big fire. That's really a **narrow** _____
- 3) Look at the dark clouds in the sky. It is ______ that a storm is coming.
- 4) The magician performed various tricks to provide ______ for the audience.
- 5) I tried to persuade him, but with little or no _____
- 6) She won a/an _____ for her excellent handwriting, and the school _____ her a set of English books.
- 7) It is very important that parents should set an example for their children because they can influence the ______ of their children.
- 8) It was indeed the most _____ day of my life when I met the famous director, Edward Jones.
- 2 Underline the structures in the following sentences by following the example. Then use them to make your sentences.
 - Example For me, there has been no other film to match its excellence.
 - 1) With a very simple theme, this film tells a story about seven naughty but lovable children, their governess, Maria, and their strict captain father.
 - 2) There is always something in it for everybody, too.
 - 3) The Sound of Music is a type of film which more producers should try to study.
 - 4) It is obvious that the film is everybody's idea of entertainment.
- Read the TIP and complete the following table. Add more words if you can.

Male	Female	Noun	Verb
	princess	adviser	
lion			dance
	actress		think
waiter		explorer	
	hostess	traveller	
	goddess	washer	
			cook
			open



▶ Grammar Link

Revision of the Infinitive

Understanding the meaning

Read the passage, paying special attention to the coloured parts.

The heroine of the film *The Sound of Music* is Maria. She is a nun, but she always gets into trouble because of her lively and active character. So the Mother **Superior** decides to send Maria to Captain Von Trapp's home and makes her find the real goal of life. When Maria arrives at captain's home, she finds the captain is so strict with his seven children. And she also knows the children make fun of their teachers to attract their father's attention. In order to become the children's friend, she wants to bring music to the family. She teaches the children to sing songs. Gradually, the seven children take to her and they become good friends.

Discovering the rule

1	Based on the above passage, work in pairs to decide what the infinitive can function a						
	☐ The subject	☐ The object					
	☐ The predicate	☐ The attributive					
	☐ The adverbial	☐ The object complement					
2	Work in pairs to complete the table helo	w Then share your ideas with your partners					

Example	Function	Form
Maria wants to bring music to the family.		v. +
And she also knows the children make fun of their teachers to attract their father's attraction.	of purpose	
So the Mother Superior decides to send Maria to Captain Von Trapp's home and makes her find the real goal of life. She teaches the children to sing songs.	·	v. + + 0-v. v. + object +

...

Applying the rule



Tick the verbs that are followed by the infinitive. Then use some of them to complete the sentences below with the help of the words given in brackets. Change the form if necessary.

afford	aim	appear	agree	arrange
ask	beg	choose	decide	enjoy
fail	finish	happen	hope	long
manage	mind	offer	plan	practise
prepare	pretend	promise	refuse	seek
suggest	stop	tend	want	wish

1) He couldn't	(buy, a new house). So he	(rent) one.
2) Susan	(keep, a secret), but she	(keep, promise).
3) Bob has	(attend, meeting). Does that mean	that he will not

- 3) Bob has _____ (attend, meeting). Does that mean that he will not _____ (make, the speech)?
- 4) The road scenery was so beautiful that we _____ (take, picture).
- 5) Young children sometimes _____ (be, grown-ups) because they _____ (grow up).
- Correct the mistake in each of the following sentences.
 - 1) The teacher is showing us to solve the math problem.
 - 2) I stayed there see what would happen.
 - 3) So as not to forget it, I'll note down the figure.
 - 4) The doctor told Mr. Smith not smoke any more.
 - 5) I find it good play basketball in my spare time.
 - 6) They got us stay a little later.
- Complete the passage with the proper forms of the given words.

When the captain is not at home, Maria aims ______ (become) friends with the seven naughty but lovable children. She tries _____ (play) with them and teaches them _____ (sing). Because Maria happens _____ (be) both young and mature, she can enjoy the fun of the



children and also guide them. Gradually, Maria makes the children ______ (feel) happier than ever before. At last Maria manages ______ (bring) joy back to the family.

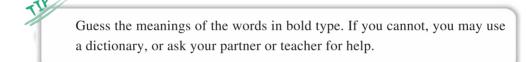




Expressing and Responding to Thanks

How do you feel when you succeed? Tick the words that can express your feelings and add more.

You expected it	You did not expect it
joyful, happy	surprised, shocked , dreaming
thankful, grateful, full	of appreciation or gratitude



- 2 A winner of the Oscar for Best Actress expressed her thanks while giving her acceptance speech for the award. Predict to whom she would express her appreciation and why.
- I Listen to her speech to check your prediction and then complete the first two columns.

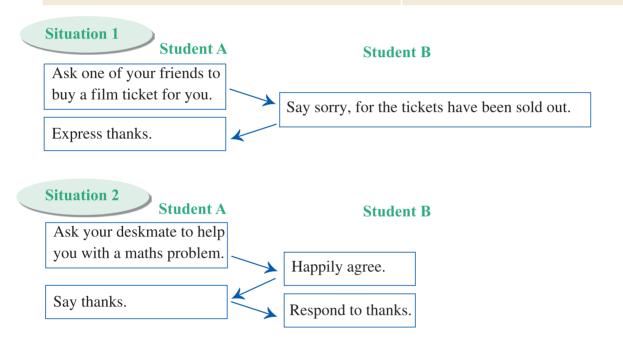
To whom	The reasons	The expressions to show her thanks
		I want to
		I just want to

Listen again and note down the expressions she used to express her thanks in the above table.

5

Practise expressing and responding to thanks with your partner in the following situations. Use the sentences given below.

Expressing thanks	Responding to thanks
1) Thank you very much for your help.	1) You're welcome.
2) Thank you anyway/all the same.	2) It was nothing.
3) That's very kind/good of you.	3) Don't mention it.
4) I'd like to express my gratitude/appreciation for	4) It's my pleasure.
your kindness.	5) Forget it.
5) I really appreciate it.	6) I'm glad to be of some help.
6) I can never thank you enough for your hospitality.	7) It was a piece of cake.

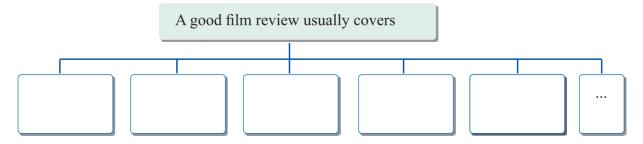


Viewing, Speaking and Writing



Writing a Film Review

Work in groups to discuss what aspects a film review usually covers and complete the diagram below. Then check your ideas with the information in the table on Page 54.



2	Watch one	of your	favourite	films	again	and	then	complete	the	following	inform	ation
	based on it	•										

B	Title:
Ø	Producer:
B	Theme:
D	Characters:
C	Plot:
	Skills shown in making the film:
Ø	Music:

3 Read the text again and mark the words, expressions and sentence structures that you can use in your writing.

Word	Expression	Sentence structure
enjoyable	with a very simple theme	For me, there has been no other
		film to match its excellence.

4 Write your film review and then share it with your classmates.

Your opinions:

The film I enjoy/dislike most is	
It tells a story about	
The characters in the film	
The	
In short, the whole film	
So I think there has been no other film to match its excellence./So I don't	t
think it is a film worth watching.	



▶ Getting Ready



Read the following sentences about the leading actor from the coming passage and try to guess the meaning of the coloured parts.





- 1) When his parents separated, he and his two elder brothers lived with their dad.
- 2) Hanks began appearing in many of the 1980s most famous comedies, which kept his career going.
- 3) His career reached a peak in the 1990s beginning with Big (1988).
- 4) He has a kind of natural charm that the audience loves and respects. It is no wonder that Cast Away earned him nominations once again.

Talk about the leading actor with your partner and write down some basic information you know about him. Then read Paragraph 2 of the following passage to check.

Personal Data			
Name:	Date of birth:		
Birthplace:	Family members:		
Personality:	Hobby:		

Reading

Tom Hanks

One of the most-respected actors in Hollywood today is Tom Hanks, a popular actor with American films and television viewers. He has gained great success as a film actor, having starred in some of the greatest movies of his generation.

Tom Hanks was born on July 9th, 1956 in California. When his parents separated, he and his two elder brothers lived with their dad. Their father travelled a lot in search of work. Hanks never stayed at a place long enough to make good friends and became quite shy. In high school, he took roles in school theatre performances and soon learned to love acting.

After he left school, he went off to New York City, where he was going to take a big gamble and try to become a star. After many tests, he finally found work—playing roles on a television show. Later, he began appearing in many of the 1980s most famous comedies, which kept his career going.

His career reached a peak in the 1990s beginning with *Big* (1988) for which he got his first Oscar nomination. Then he played a lawyer in *Philadelphia* (1993) and won that year's Oscar for Best Actor. In 1994 Hanks played the slow-witted but lucky Forest Gump and received his second Oscar. He became the second actor to win the award in consecutive years. In 1998, he starred as an army captain in *Saving Private Ryan*, a movie that won five Oscars.

Tom Hanks is undoubtedly a leading American actor and also has many fans in China. He has a kind of natural charm that the audience loves and respects. It is no wonder that *Cast Away* earned him nominations once again.

In November 2016 Hanks received the Presidential Medal of Freedom for his contribution to the arts. He has also used his special position to address several causes such as environmental issues and the development of alternative fuels.

▶ Comprehending



Read the whole passage and complete the following table with the information you have gained.

Para.	Time/ Achievement	Experience/Supporting evidence
	childhood	had no good friends in school theatre performances
	beginning of his career	tried to began by playing roles kept his career going by
	peak of his career	in 1990,
	the finest actor	had many in China and was and by the audience

2	Read the passage again and find out the achievements of Tom Hanks. Find out his other
	achievements by surfing the Internet, and then work in groups to discuss what led to his
	success.
	Achievements mentioned in the passage:
	Achievements found by yourself:

	What le	d to his success: 1)	2)				
		3)					
3	Do the	activity by following the steps below.					
	Step 1 Work in pairs to play the role of a reporter from a TV station and the role of Tom						
	Step 2	Hanks. Work together to write down the question are given as follows.	ions the reporter may ask. Examples				
		ily?					
		2) How did you start your career?					
		among the audience?					
		4) What is your favourite role in your care	er?				
	Step 3	Work out the answers to the questions.					
	Step 4	Conduct an interview with Tom Hanks.					
Step 5 Invite some of your classmates to watch your interview and then a give their comments and suggestions.Step 6 Improve your work and present it in class.			your interview and then ask them to				

Self-assessing

Reflect on your learning process in this unit. Tick (\lor) the following statements to assess your own progress and decide what you still need to work on.

You are able to:	Agree	Somewhat agree	Need more work
♦ summarise the main idea and the structure			
of a typical film review;			
♦ use <i>-ess</i> and <i>-er</i> to make new words;			
♦ review the rules of the infinitive and use it			
in context appropriately;			
♦ express and respond to thanks in different			
situations;			
♦ write a film review based on a given structure;			
♦ role-play an interview with Tom Hanks.			

self directed is

Challenging Yourself B Enjoying Sports and Music

Sport teaches you character—it teaches you to play by the rules.

Sport teaches you about life—it teaches you to know what it feels like to win and lose.

—Anonymous

Looking Ahead

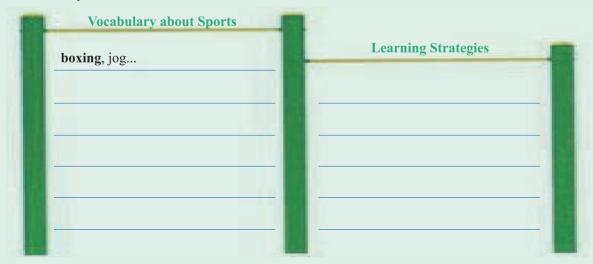
After you have learned some strategies in Units 3 and 4, it's high time to challenge yourself. With the help of the strategies in these two units, you will find it easier to learn by yourself. Upon the successful completion of this self-directed learning project, you should be able to:

- recall the words about sports and sum up the strategies learned in Units 3 and 4;
- speed up reading by guessing the meaning of new words through common sense;
- identify the type of a text;
- support your opinions with facts;
- write an award speech in a proper style and the newly-learned expressions;
- retell the story of Wilma Rudolph and appreciate the spirit of some famous **athletes**.



► Recycling Time

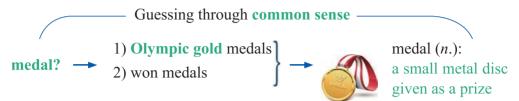
List the vocabulary about sports and the strategies you have learned in Units 3 and 4. Then try to use them in a new situation.



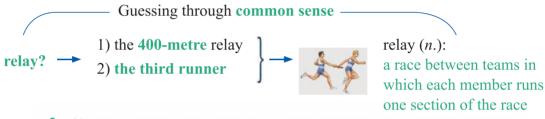


Learn to guess the meaning of a new word in context by studying the given examples.

- Example •
- 1) Wilma had just won two Olympic gold medals both in the 100-metre sprint and the 200-metre sprint.



2) Then came the 400-metre relay. It would be Wilma against Jutta once again. When the third runner...





A reader's common sense plays a role in guessing the meaning of a new word. You may make full use of your common sense, experience or background knowledge in reading.

► Reading Land

Fill in the blanks with the information you have known about the sportswoman in the

picture, and then read the article to check.	
Name:	Mar 60 Mars
Birthday: June 23, 1940	1 8 1
Birthplace:	
Occupation:	
Death date: November 12, 1994	
Achievements: She made history in the 17th Summer	

_ in Rome, Italy, when she became the first American woman to win _____

gold medals in the track and field competition. She earned the title of the world's fastest woman by winning gold medals for the _____, the _____(Olympic record), and for the _____ (world record).

Who to Believe?

My doctors told me I would never walk again. My mother told me I would. I believed my mother.

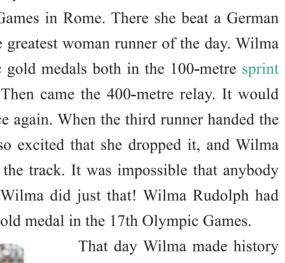
Wilma Rudolph was born in 1940 into a very large and poor African-American family in Tennessee. When she was four years old, a deadly illness made her left leg useless. She had to wear an iron leg brace. Her doctors told her she would never walk like a normal person without the brace. Yet she was fortunate in having a mother who encouraged her to have faith and courage.

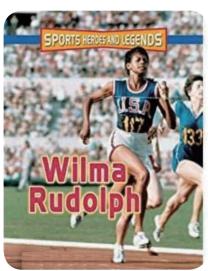


At nine years of age, the little girl removed the leg brace and took the step that her doctors had said was impossible. Then she got the idea, the incredible idea, that she would like to be the world's greatest woman runner. Now, what could she mean — be a runner with a useless leg?

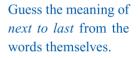
At the age of thirteen, she began to enter races, but she came in last in every race. Everyone begged her to quit. One day, however, she came in next to last. Then there came a day when she won a race. From then on, Wilma Rudolph won every race that she entered.

In 1957, Wilma went to Tennessee State University, where she met a coach named Ed Temple. He trained her so well that in 1960 she went to the Olympic Games in Rome. There she beat a German girl named Jutta Heine, the greatest woman runner of the day. Wilma had just won two Olympic gold medals both in the 100-metre sprint and the 200-metre sprint. Then came the 400-metre relay. It would be Wilma against Jutta once again. When the third runner handed the baton to Wilma, she was so excited that she dropped it, and Wilma saw Jutta taking off down the track. It was impossible that anybody could catch this girl. But Wilma did just that! Wilma Rudolph had earned her third Olympic gold medal in the 17th Olympic Games.





as she became the first woman to win three gold medals in the same Olympic Games. Later she said, "The triumph can't be had without the struggle. I know what struggle is. I have spent a lifetime trying to share what it has meant to be a woman first in the world of sports so that other young women have a chance to reach their dreams."



sprint [sprint] n. 短跑



baton ['bætɒn] n. 接力棒

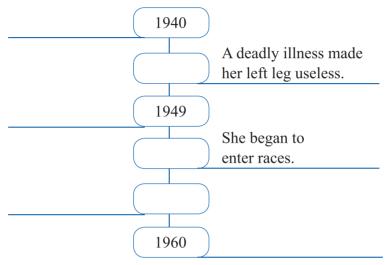


triumph ['traɪʌmf] n. It means an important victory or success after a difficult struggle.

Skim the title, the pictures, the beginning and the ending of the article and guess what it is about with the Wh- words in mind.

> While you are reading, you may think about questions that begin with who, where, when, how, and why.

[2] Scan the article and complete the timeline by filling in the blanks.



The article is organised in the order of ______.

The type of the article is ___

What kind of person was Wilma? Note down some facts from the article and generalise your opinions.

Fact	Opinion
She never gave up even though she came in last in every race.	persistent

- Read the article again and answer the following questions.
 - 1) What spirit of sports can you learn from the story of Wilma?
 - 2) What other famous athletes do you know? Try to find more stories about them that show their spirit.

▶ Question Corner

Write down any questions you have in learning the article. They may be about the theme, the structure, the language, etc.









I Discuss in groups and try to answer the questions in Question Corner. Ask your teacher for help if necessary.



[2] Suppose World Sports Awards would give a prize to Rudolph for her contribution to the world sport. Write an acceptance speech for her in groups, and then choose one group member to present it to the class.



In an acceptance speech for an award, you may 1) open by thanking people for giving you the award; 2) state how honoured you are; 3) share your thoughts about getting the award; 4) say something encouraging; 5) thank everyone who has helped you; 6) end your speech with thanks again.

/// Learning Creatively ///



Listen to a song and note down some key words that impress you most. Then read its lyrics to check your notes.

Blowing in the Wind

People listen to different types of music. What kind of music do you prefer? Classical? Jazz? General pop? Rap? Hip-hop? Or funk? It is reported that the music we like tells something about who we are. Those who like rap and hip-hop are energetic and rhythmic. Those who like heavy metal are intense and rebellious. Those who enjoy both classical and general pop are reflective, complex and open to new experiences. It seems that our tastes in music mirror our mind.



Bob Dylan

How many roads must a man walk down Before you call him a man? How many seas must a white dove sail Before she sleeps in the sand? How many times must the cannonballs fly Before they're forever banned? The answer, my friend, is blowing in the wind. The answer is blowing in the wind.

How many years can a mountain exist
Before it is washed to the sea?
How many years can some people exist
Before they're allowed to be free?
How many times can a man turn his head
And pretend that he just doesn't see?

The answer, my friend, is blowing in the wind. The answer is blowing in the wind.

The answer is blowing in the wind.

How many times must a man look up
Before he can see the sky?
How many ears must one man have
Before he can hear people cry?
How many deaths will it take 'til he knows
That too many people have died?
The answer, my friend, is blowing in the wind.



Do the following activities.

- 1) Discuss in groups what kind of person the singer may be. Then listen to some of his other songs to check your ideas.
- 2) Find out a song that may best represent your character. Sing it to your friends and ask them whether it fits your personality.



Self-reflecting

Refer back to Guiding Page and Looking Ahead in this theme to reflect on your learning.

I did well in... in this theme because I can..., an example is...

I need to focus on... because...

My further learning targets are... so that I can...

My next steps in learning are... because I want to be able to...

▶ Peer-sharing

Work with a partner and finish the peer assessment. Then listen to and learn from each other.

You did these really well: ...

You could do better in...

Next time you need to keep trying on...

► Teacher–responding

Now listen to your teacher for his/her comments and suggestions.





Read more about biographies and stories of athletes. You can refer to the article "Lang Ping" in Reading Box.

Theme C Learning to Discover

Albert Einstein once said, "Look deep into nature, and then you will understand everything better." It is well known that the core of nature is formed by animals and plants. So exploring the world of animals and plants will not only be an amazing and surprising journey, but also provide important insights into nature.



In this theme, you will:

- read about amazing emperor penguins;
- get to know how animals care for their young in surprising ways;
- discuss and compare five senses of animals and human beings.
- know more about some surprising plants;
- understand English idioms
 with plants and animals;
- understand and talk about the symbolic meaning of flowers.

Unit 6

 know more about animals' images in different cultures.

Challenging Yourself C

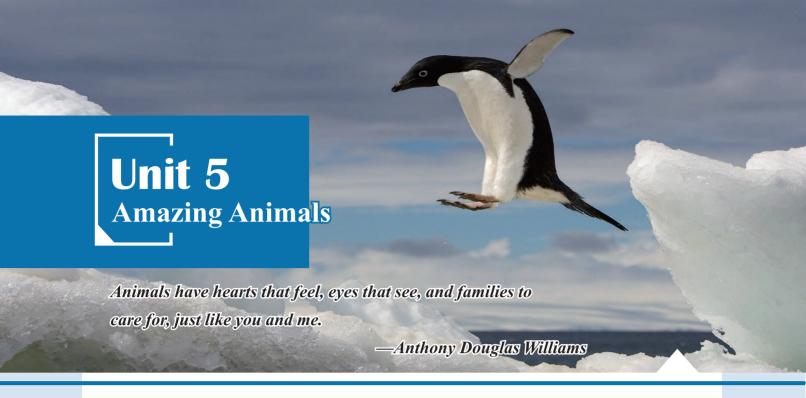
Unit 5

What is the relationship between human beings and the world of animals and plants?









Looking Ahead

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

- introduce animals according to their habitats, features and life;
- identify the use of conversion in context and use it correctly;
- define or describe a person or a thing by using attributive clauses with relative pronouns properly;
- talk about abilities and inabilities based on the given topics;
- write an animal report based on the information from various sources;
- compare the ways in which animals and human beings care for their young.

Reading Activ	vel	y
---------------	-----	---



► Activating and Predicting



1 Tick the correct information about the penguins in the picture and then listen to the song, Mr. Penguin, to check your choices.



Name: ☐ Emperor penguin ☐ Blue penguin

Type: ☐ Bird ☐ Fish

Size: ☐ Largest ☐ Smallest

Diet: ☐ Fish ☐ Small birds

Living place: ☐ Australia ☐ Antarctica

- **2** Read the following sentences from the text, guessing the meaning of each coloured word. Then share your ideas with your partner. Use a dictionary if necessary.
 - 1) In order to **survive** the **extremely tough** environment, emperor penguins have to **cooperate**.
 - 2) Their **dives** often reach about 244 metres, and they can even dive to more than 535 metres when necessary.
 - 3) The male is left to take care of the egg. He stands and balances it on his feet.



The context provided by the sentences and the three pictures in the text may help you a lot.

Now predict what the text is mainly about and read it to check your prediction.

► Reading, Thinking and Analysing

Emperor Penguins

Emperor penguins are considered the most beautiful and the largest of all penguins. They are amazing birds. They are good survivors, excellent swimmers and great parents. Do you know where we can see them?

You are absolutely right! Antarctica. Only Antarctica!

Antarctica is the continent which is the most southern area of land on the Earth and is mostly covered with ice. It is colder, drier and windier than any other place on the Earth. The lowest temperature can reach -89.2°C. In order to survive the extremely tough environment, emperor penguins have to cooperate. They crowd together to protect themselves from the wind and keep warm. Meanwhile, they take turns to move to the relatively warm inside.

Guess the meaning of *Antarctica* from the context.

Emperor penguins live on a diet which consists of different types of fish and other kinds of sea life. To find food, these birds, which are unable to fly, can dive much deeper than any Inside here is a/an _____.

A. adverb B. noun



other kind of penguin. Their dives often reach about 244 metres, and they can even dive to more than 535 metres when necessary. They can remain under water for almost 18 minutes, longer than any other kind of penguin.

Emperor penguins have a very hard time bringing up their babies. They have to go to great lengths to care for their children. After laying an egg, the tired female emperor penguin will leave the family behind to feed at sea, while the male



Feed here is a _____.
A. vt. B. vi.
It means _____ in
Chinese.

is left to take care of the egg. For two months, the father, whose duty is to keep the egg safe and warm, carries his egg around on his feet and will give up eating until the mother returns. He does not sit on the egg like many other birds, but stands and balances it on his feet. Thus he is at the mercy of the Antarctic weather. When the mother returns from the sea, sometimes up to 60-80 kilometres away, she throws up

some of the food for the chick and takes the male's place to look after it. The father then takes his turn to feed at sea. Cooperative parenting at its finest!

By December, during the Antarctic summer, when the ice begins to break up and open water appears, the young emperor penguins are now ready to be excellent survivors, good swimmers and great parents on their own. What an amazing cycle it is!

At the mercy of here means _____ in Chinese.

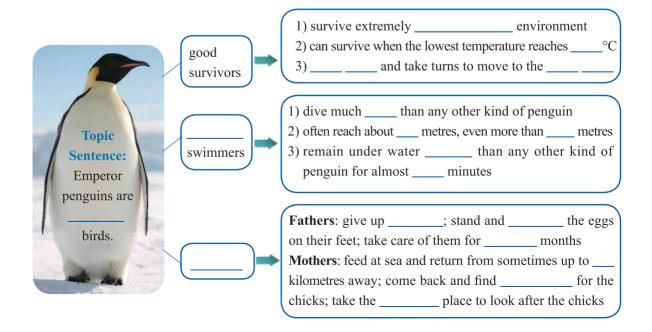
chick (n.): a baby bird

► Comprehending, Integrating and Creating

Complete the topic sentence given below and then find the detailed facts to support it.



An opinion is how one feels about something while a fact is a provable thing. Several facts may be put together to support one's opinion, and figures are most often used.



Now work in pairs to tell each other what amazes you most about emperor penguins.

• Example •

A: Emperor penguins are really amazing.

B: Yes. What amazes you most?

A: The male emperor penguins are such great fathers (*opinion*). For two months, the father carries his egg around on his feet and will give up eating until the mother returns (*fact*). It's really a long time.

B: Well, for me, ...

2 Number the following pictures to complete the life cycle of an emperor penguin. Then describe, from a baby emperor penguin's point of view, how it is brought up.













- 3 Work in groups and discuss the following questions.
 - 1) For emperor penguins, what plays an important role in surviving in the extremely tough environment? What does this tell us? Can you name some other animals that do the same to survive?
 - 2) How do emperor penguins cooperate as parents? How do your parents cooperate to raise you?
 - 3) What does "go to great lengths to care for their children" in Para. 5 mean?
 - 4) What can you learn from emperor penguins? Explain your understanding with an example.

4	Name one animal that amazes you most and surf the Internet for more facts about it.
	Write a paragraph to show how amazing it is.

,,,,,,,	a paras,	upn to sno		
Vou	ay write	lika thia.		
10u n	iav write	uke mis.		

From my point of view,	(name of the animal) are very amazing
animals because they are	(opinion)
	(fact).



5 Do the activity by following the steps below.

- Discuss how you understand the sentence: Animals have hearts that feel, eyes that see, and families to care for, just like you and me.
- Surf the Internet to find more facts to support your opinions.
- Step 3 Report your opinions to the class.



▶ Word Power



1 Circle in the text a synonym of the word or phrase in brackets to complete each of the following sentences. The first letter has been given.

- 1) WeChat is a _____ (for certain) among the most popular apps in China nowadays.
- 2) She studied hard; t_____ (therefore) she got high marks.
- 3) It is a _____ (surprising) to watch the chick break through its shell.
- 4) In order to s (continue to live in) the cruel world, some plant-eating **dinosaurs** lived in groups.
- 5) While a **shallow** comment may **poison** a friendship, a sharp but sincere argument may help friends c (work together) closely.

Refer back to the text to check whether the words you have written down are used in the same context.



Use the words and phrases in the box to complete the following lexical chunks based on the text.

very relatively much any other up to lowest extremely



All these words are used to show the extent or scale of something or to emphasise.

- 1) colder than _____ place
- 2) the temperature
- 3) the _____ tough environment
- 4) warm inside
- 5) dive _____ deeper than any other kind of penguin
- 6) have a/an _____ hard time bringing up...
- 7) sometimes _____ 60-80 kilometres away

Now write as many sentences as possible about koalas based on the given facts, using the words and phrases in the above box.

Facts about koalas

Size: small

Weight: from 10 to 30 pounds

Hair: thick

Limbs: longer front limbs and shorter back ones

Sleeping time: 18 hours a day, 22 hours a day at most

The most surprising fact: Babies are born blind and without

ears

Surf the Internet for information about other animals such as kangaroos, whales, etc.





Read the following sentences and then mark the parts of speech of the coloured words. The first one has been done as an example.

- 1) A large crowd of people crowded in the square to welcome the new year.
 - i. vi
- 2) He had a narrow **escape** for he had just escaped when a car suddenly stopped in front of him.
- 3) She often talks about how to diet but she never goes on a diet herself.
- 4) Tom tried to balance himself on a ball, but he lost his balance and fell down.
- 5) In the animal world, the female usually take care of the egg, but for emperor penguins, it is not the female penguin but the male one who cares for their egg.
- 6) Pilot whales can dive down up to 600 metres in a dive that can last for up to 18 minutes.

Now add more words and examples and then share them in groups. The first one has been done as an example.

1) rain (n., vi.) e.g. Look at the heavy rain outside./It's raining heavily outside.

2)

3)

•••

► Grammar Link

Attributive Clauses with Relative Pronouns

Understanding the meaning

Read the following paragraph about emperor penguins, paying special attention to the coloured parts.

The penguins whose size is the largest are called emperor penguins. They live on the continent which/that is round the South **Pole**. This continent is called Antarctica. Emperor penguins are not animals or fish but amazing birds. In order to find food, these birds who/

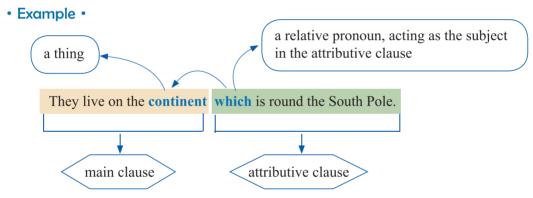
that are unable to fly may dive much deeper than any other kind of penguin. Living on a continent covered with ice all the year round, emperor penguins also have a very hard time bringing up their babies. So both the female and male take the responsibility to look after the babies cooperatively. After laying an egg, the tired mother will leave the family behind to feed at sea. The father, with the egg on his feet, stands there and gives up eating for two months until the mother returns. Then the father takes his turn to feed at sea.

Discovering the rule

Complete the following table based on the above paragraph.

	Examples of attribute	Position	Function
A word	•	before a noun	
A phrase	•	a noun	
A clause	whose size is the largest	a noun	to give more information about the noun

2 Study the structural analysis of the given sentence carefully and complete the table below.



Relative pronoun	A person or persons	A thing or things
who/whom	$\sqrt{}$	
which		
that		
whose + noun		

Applying the rule

Read the text on Pages 73-74 again to find out all the attributive clauses in it and analyse them. Then share your findings in groups.

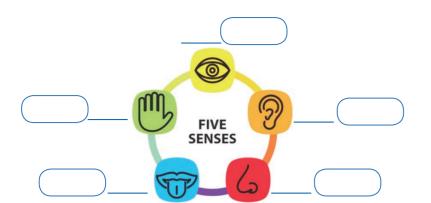
_	
2	Complete the following dialogue with proper relative pronouns and role-play it.
	A: Oh, look! There are over one hundred movies about animals.
	Let's watch a movie about penguins. How about this one?
	B: Which one?
	A: The one with penguins 1) can dance. They are so cute!
	B: You mean <i>Happy Feet</i> . It's a penguin movie 2) is set
	deep in Antarctica, the land of Emperor Penguins.
	A: Oh, it's the kind of penguin 3) we have just learned
	in the text. D. Look, this one store the femous actor. Fine Corner, 4)
	B: Look, this one stars the famous actor, Jim Carrey, 4) acting is excellent!
	A: Who?
	B: Jim Carrey! He is an actor 5) is known for his
	energetic performances in comedies.
	A: Great! All of these animal movies seem to be very interesting.
	Let's just start with <i>Happy Feet</i> and save the others for next time!
	B: Good!
3	Complete the following passage with proper relative pronouns.
	The swallow is a small bird has a forked tail. A swallow-tailed
	coat is a man's black coat lower back part is divided into two
	looking like the tail of a swallow. It is a formal evening coat.
	Swallows spend the summer in the north, and then move south to
	avoid the northern winter, is the origin of the saying: "One swallow
	does not make a summer." It advises us not to judge by a single instance.
	Now look at the pictures and write a paragraph by using attributive clauses based on the
	given words and phrases. Then share it in class.
	bring someone wealth, a peasant, owe, lay golden eggs
	If someone kills the goose or kills the golden
	goose, they destroy something

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



Talking about Abilities and Inabilities

1 Write down the five senses that animals may have on the corresponding lines. Then discuss with your partner which sense each of the following animals is especially good at.



- 1) cows
- 2) snakes
- 3) dogs
- 4) bats
- 5) butterflies
- 6) birds
- 7) elephants
- 8) cats
- 2 Listen and then put the numbers standing for animals in the corresponding circles in the above picture.
- 3 Listen again and complete the chart with the information you have got.

Animals use their five senses to find out about their surroundings in order to ensure and stay			
Sense	 Description	Example	
Sight	Some animals have a very sense of sight.	Birds can see objects at the same time and only one object.	
Hearing Some animals can hear sounds that		Cats and elephants can hear more sounds than Bats can find their way by using hearing.	
find and stay out of Animals use various touch organs to		Dogs can smell items that originate up to underground.	
		Snakes can feel the slightestin their environment.	
Taste	Some animals are tasting.	Cows can taste about times more than humans. Butterflies can taste with to find one leaf to	



Specific information is often about facts, e.g. a name, a place... When you listen for specific information, you need to have some ideas of what you're listening for.

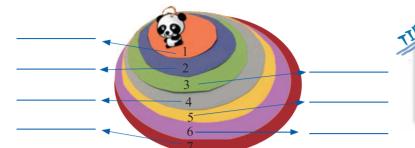
4 Listen for a third time and take notes to complete the following sentences expressing abilities. Then work in pairs to work out the corresponding sentence structures for inabilities.

	• Abilities • • Inabilities •
	1) Birds see different objects at the same time. They are able to focus on only one object like human beings. 2) Cats and elephants hear sounds that
	we can't hear. 3) Dogs sensing smells that originate up to 40 feet underground. 4) Touch organs animals find
	food or even to communicate. 5) Some animals tasting.
5	Choose one of the topics below and have a dialogue with your partner, using the above sentence structures.
	 Animals have stronger senses than human beings. Humans can develop their senses through advanced tools. It is terrible for human beings to lose any of the five senses. Example •
	A: It is said that animals have stronger senses than human beings. Do you agree with this? B: I think so, because some animals can
//////	Reading, Speaking and Writing ////////////////////////////////////
	Writing an Animal Report
1	Tick the aspects which are necessary for an animal report and share your ideas with a partner. Then work together to add more on the line.
	□ Name □ Diet □ Enemies □ Habit/Life □ Lifespan □ Living place/Habitat (Nest/Cave) □ Animal type (Fish/Bird) □ Appearance (Skin/Fur/Colour/Shape) □ Size (Weight/Length/Height) □ Importance (Cultural/National) □ Situation (Numbers/Protection) Others: □



Read the following animal report and complete the layered card. The first layer has been given as an example.

name and importance: giant panda; a national treasure



Layered cards of different colours are quite helpful in organising a report containing several aspects of a topic.

An Animal Report on the Giant Panda

① Giant pandas are native to China. They are considered a national treasure of China.

Giant pandas have a bear-like appearance. They are easily recognised by the black fur around their eyes, over the ears, and across their round body

Giant pandas grow to be 70-80 centimetres tall at the shoulder, 1.2 to 1.5 metres long and can weigh up to 125 kilograms. A baby panda weighs only about 100 grams, which is 1/900th the size of its mother. An **adult** panda, however, can grow to 70 to 160 kilograms and **measure** around 1.2 to 1.9 metres long.

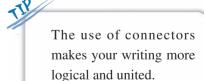
They are very fussy eaters. Most of them only eat bamboo, a type of grass. Bamboo is low in nutrients so giant pandas need to eat a lot to survive. They spend most of their time eating and sleeping. For the most part, giant pandas are loners, but young pandas like to play with each other and can be very naughty.

that is typical of bears.

The average
life expectancy of wild giant pandas is
15-20 years while the captive ones can live up to 30
years. Currently, the record age for a captive giant panda
is 38 years. The panda is called Jiajia who turned 38
in 2016 in Hong Kong's Ocean Park.

- **Formerly**, giant pandas lived in many parts of Southeast Asia. Today, they are endangered, with only between 1,000 and 3,000 left, and seen mostly in bamboo forest areas in Sichuan, Gansu and Shaanxi of China since their diet is over ninety-nine **percent** bamboo.
- In the early 1980s, there were only 1,000 left in the wild. Therefore, the WWF worked to help giant pandas in the wild in many ways. One of the ways of helping them was to increase the size of protected areas for giant pandas. No one may harm the pandas in these areas.
- 3 Discuss with your partner how the sentences in the above report are well organised with the help of connectors. Then find more connectors from the report and write them down on the corresponding lines.

Types of connectors	Examples
Personal pronouns	they,
Relative pronouns	that,
Conjunctions and conjunctive adverbs	however,
Adverbs and prepositional phrases of time	formerly,





4 Choose an animal and write a report about it based on the animal card you have made.

- Decide which animal you would like to write about and gather information about it from different sources.
- **Step 2** Make your animal layered card based on the information you have gathered.
- Step 3 Write the draft of your animal report based on your animal layered card, remembering to usesome sentence connectors.
- Step 4 Check your spelling and correct your grammatical mistakes to finish your final draft.
- Report in your group or to the whole class.



▶ Getting Ready

Predict whether each of the following statements about the animals in the pictures is true (T) or false (F). Then read the passage to check your prediction.



being the world's biggest babysitters



taking a village to raise a child



starving themselves to death to help their babies to survive

- _ 1) Sperm whales are raised by their aunts and grandmothers.
- 2) While their parents are diving for food, the young sperm whales are unable to follow.
 - _ 3) A baby elephant has a group of mothers.
- 4) Elephant mothers help each other to raise their newborn babies.
- 5) Female octopuses can separate their eggs into groups based upon their size, shape and possibility of survival.
 - 6) A mother octopus saves food for her baby, and eventually dies herself.

▶ Reading

Surprising Ways Animals Care for Their Young

Probably nothing can compare with a parent's desire to protect her child. Let's see how these animals find ways to protect their children.

Sperm whales are emperors of the ocean. They are also the world's biggest babysitters. The mother supports her baby near the surface in order to help it to breathe until it is strong enough to swim on its own. While they are diving for food, however, their young may be unable to follow their parents.

This presents a big childcare issue. The solution? A babysitter.

Almost unique in the animal kingdom, female whales beyond breeding age have an active role. They may be aunts or grandmothers (who can live to 100 or more years old) and they may not even be genetically related to their charges at all. Nevertheless, they patiently take care of the young whales just under the surface of the water, waiting for the feeding mothers to return.

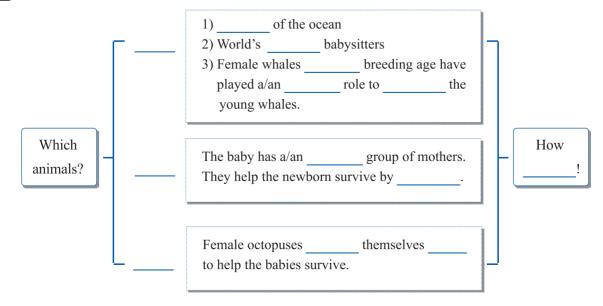
Elephants give new meaning to the phrase: "It takes a village to raise a child." The baby has an entire group of mothers. These mothers take turns to watch over each other's children. They are called "allmothers", helping the newborn survive by helping its mother. With their help, the mother can get enough food and provide milk for her child. After carrying a nearly 300-pound baby for 22 months you'd probably need some rest, too!

How far would you go to protect your child? Would you starve yourself to death to help it survive?

Female octopuses do. On average, an octopus lays between 50,000 and 200,000 eggs each time. Then, she separates the eggs into groups based upon their size, shape and possibility of survival. She then spends the next two months of her life protecting them. She is so busy keeping them alive. She doesn't even have time to feed herself — so she often ends up passing away shortly after her eggs hatch.

► Comprehending

Read the passage and finish the following diagram.





- Work in pairs to discuss the following questions.
 - 1) What does the word "surprising" in the title indicate? Why do you think so?
 - 2) Which way of caring for children mentioned in the passage impresses you most? Why?
 - 3) Are there any similarities or differences between human beings and animals in taking care of their children? And give your reasons.
- Work in groups and discuss how your parents care for you now and your comment on their way of caring. Then complete the following chart.

Ways to care for you	Yes/No	Comments
watching us finish our homework	No	We can and should finish it independently.

Discuss and write down the things you can do to show your love and care for your parents. Then write a letter to them to express your thanks.

Self-assessing

Reflect on your learning process in this unit. Tick (\checkmark) the following statements to assess your own progress and decide what you still need to work on.

You are able to:	Agree	Somewhat agree	Need more work
♦ introduce animals according to their habitats,			
features and life;			
♦ mark the usage of conversion in context;			
♦ describe somebody or something by using			
attributive clauses with relative pronouns			
properly;			
♦ talk about the abilities and inabilities of certain			
animals based on the given topics;			
♦ write a report on a specific animal, making			
use of layered cards;			
♦ compare the ways in which animals care for			
their young with those of human beings.			

Unit 6 **Surprising Plants**

Only if we understand, can we cares only if we care, will we helps only if we help, shall all be saved.

-Jane Goodall

Looking Ahead

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

- introduce some surprising plants and be aware of the need to protect nature;
- memorise and use lexical chunks and compound words;
- use attributive clauses with relative adverbs to provide more information;
- perform a dialogue about shopping for flowers;
- create a plant poster by reorganising information;
- introduce some expressions and idioms about plants.



► Activating and Predicting

1 Work in pairs to describe the plants in the following pictures and let your partner guess which plant you are describing.

• Example •

A: This flower is amazing. It looks like a shoe. To be more exact, it is like a yellow slipper.

B: Oh, yes! I have found it. It is a beautiful and lovely slipper.











Work together to name the plants in the pictures in Activity 1 by following the example and read the text quickly to check.

• Example •

This plant which looks like a slipper of a lady is called lady's slipper.

► Reading, Thinking and Analysing

The World Full of _____ Things

When spring is in the air, everyone looks forward to seeing the beautiful and eye-pleasing flowers and plants. The following flowers and plants might not be so eye-pleasing, but are certainly eye-catching, since they all look like some objects.

Lady's Slipper



The lady's slipper orchid is considered to be the rarest type of wild orchid. Although it was once found across Europe and the UK, now Lancashire in England is the only place where this plant can be found. The

flower was so unique that people picked almost all of them. Moreover, it is one of the most difficult plants to grow. A single cutting of this plant is sold for US\$5,000. Fortunately, strict protection policies have been established to protect it since 1917 when this endangered plant was once declared extinct in England.

orchid /'o:kid/ (n.)



Lancashire: a county in northwest England

endangered (adj.) = en-+ danger (n.) + -ed It means _____ in Chinese.

Hot Lips

When you see a plant like this in reality, don't get confused! No, they are not a woman's lips! You can find these plants in countries with tropical rain forests, such as Colombia, Costa Rica and Panama.

Due to the cutting down of trees, these unique and rare plants have become endangered. This plant bears a bright red flower which is similar to the lips of a woman with red lipstick. This kissable red plant is truly a miracle of nature.

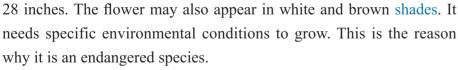


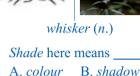
Bear here means ______ A. produce B. have lipstick (n.) = lip (n.) + stick (n.) It means ______ in Chinese here.

Black Bat Flower

The black bat flower is an unusual flower that grows in the wild and tropical forests of Yunnan Province in China. It is famous for its bat-shaped black flowers. This flowering plant is often confused with a flying bat. A black bat flower can grow up to 36 inches and be as wide as 12 inches. Every flower has long whiskers which grow up to







All the plants mentioned above are rare, so you can consider yourself lucky if you actually witness one. After all, they are becoming nearly extinct from the earth. Hopefully, there are other unique and rare flowers left undiscovered. This just proves the world is full of surprising things!

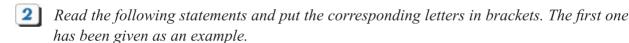
What does *This* refer to?

► Comprehending, Integrating and Creating



Select the best word from the box below to complete the **title**. Share your ideas with a partner and state your reasons.

A. eye-pleasing B. eye-catching C. extinct D. unique E. undiscovered F. surprising



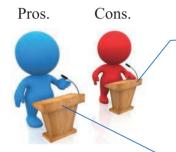
A. name B. colour C. amount D. shape
E. size F. growing environment G. scent H. use
I. value J. symbolism K. unique feature
L. protection M. current problems N. natural home

- (A, C, N) 1) The lady's slipper orchid is considered to be the rarest type of wild orchid although it was once found across Europe and the UK.
- () 2) Moreover, it is one of the most difficult plants to grow.
- () 3) A single cutting of this plant is sold for US\$5,000.
- () 4) No, they are not a woman's lips!

-) 5) This plant bears a bright red flower which is similar to the lips of a woman with red lipstick.
-) 6) It is famous for its bat-shaped black flowers.
-) 7) A black bat flower can grow up to 36 inches and be as wide as 12 inches.
-) 8) Every flower has long whiskers which grow up to 28 inches.
- **3** Scan the text and complete the following table.

Endangered flowers	Possible reasons	Protective measures
Lady's Slipper	1) 2) 3)	
Hot Lips		
Black Bat Flower		

4 Have a debate based on the following pros and cons, stating as many reasons as you can.



We don't need to save the endangered species, because I believe in Darwin's "survival of the fittest". And if some species disappear, it doesn't matter since we have a lot of other species.

We certainly need to save the endangered species, because just as Jane Goodall says, "only if we help, shall all be saved"...

5 Work in groups to find out a plant which surprises you. Introduce it to the class based on your observations or the information you get from different sources. Refer back to the aspects listed in Activity 2.



▶ Word Power

 $\boxed{1}$ Underline the following words in the text and try to understand their meanings. Then use their proper forms to replace the coloured parts in the sentences below.

establish	shock	proof
protect	unique	declare

- 1) We should all guard () endangered animals, which for various reasons are being killed to the extent that they are almost disappearing.
- 2) Chongqing is the youngest municipality in China, founded () in 1997.
- 3) Have you got any positive evidence () that she took the **cash**?
- 4) It is said () that the meeting has been put off.
- 5) I like this vase so much because of its original and unusual () design.
- 6) The death of the young scientist gave us all a terrible surprise ().
- 2 Use the words and phrases in the box to complete the following lexical chunks based on the text.

eye-catching	look like	bat-shaped	with
bright	eye-pleasing	similar to	kissable

- 1) _____some objects
- 2) bear a/an _____ red flower
- 3) this _____ red plant
- 4) _____ black flowers
- 5) be _____ a red lipstick
- 6) might not be so ______, but are certainly _____

Now use the above lexical chunks to describe the following two kinds of flowers. Change the forms if necessary.



Flying Duck Orchid



The key to learning a lexical chunk

is to treat it as an individual word.

Monkey Face Orchid

- 3 Study the coloured words in the following sentences and complete the table. Then add more examples.
 - 1) The following flowers and plants might not be so eye-pleasing, but are certainly eye-catching, since they all look like some objects.
 - 2) This plant bears a bright red flower which is similar to the lips of a woman with red lipstick.
 - 3) It is famous for its bat-shaped black flowers.

	Nouns	Verbs	Adjectives	
Compounding with "-"		touch-type		
Compounding without "-"	Compounding without "-" broadcast			
Compounding is another method of English word formation. It means combining words into a new, which is commonly a/an, a/an or a/an				
Your examples:				

► Grammar Link

Attributive Clauses with Relative Adverbs

Understanding the meaning

Read the following paragraph and underline the attributive clauses with relative pronouns. Then compare them with the coloured parts.

In England, there is a kind of flower which looks like a lady's slipper. It is called Lady's Slipper. It is considered to be the rarest type of wild orchids. Although it was once found across Europe and the UK, now Lancashire in England is the only place where this plant can be found. One of the reasons why it is so rare is known to all. That is, people picked almost all of them. One who sells only a



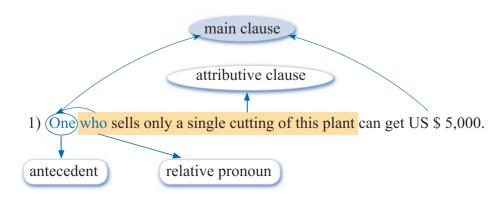
single cutting of this plant can get US \$ 5,000. Another reason why it is so unique is that it is one of the most difficult plants to grow. Fortunately, strict protection policies have been established to protect it since 1917 when this endangered plant was once declared extinct in England. So over the years, people have grown increasingly aware of the need to protect this rare plant.

Discovering the rule



Study these two examples and tick the correct choices in brackets to complete the statements about attributive clauses.

• Example •



An attributive clause can:

- 1) describe (nouns/noun phrases/pronouns).
- 2) go (before/in the middle of/after) the main clause.
- 2 Work in pairs to analyse the other sentences with the red parts in Understanding the meaning and then complete the rules by using the words or expressions in the box.

an attributive clause a relative adverb where an adverbial clause when why When we want to give more information about a place, a time or a reason, we may use , which is introduced by _____ like ____, or . The attributive clause functions as

Applying the rule



1 Connect the two sentences by using attributive clauses with relative adverbs.

- 1) The flowers were becoming extinct. People picked almost all of them.
 - → The reason why the flowers were becoming extinct was that people picked almost all of them.
- 2) These special plants have become endangered. People are cutting down trees.

3) The flower grows in Yunnan Province. In Yunnan Province, there are large areas of tropical forests.

4) Spring is my favourite season. In spring, everyone looks forward to seeing eyepleasing flowers and plants.

5) It is one of the most difficult plants to grow. A single cutting of the plant is sold for US \$ 5,000.

4mJ)

2 Listen to a song and complete its lyrics with attributive clauses. Then listen again to check and learn to sing it.

For a long time, my darling, I've waited,
For the sweet words you never would say.
Now alas all my fond hopes have **vanished**for they say that you're going away.

You are the girl 1) _____.

You are the girl 2) ____.

When you go you'll take all the rain 3) ____.

I don't know the reason 4) _____.

I don't know the time 5) _____.

I don't forget the valley 6) ____.

I will miss your bright eyes and sweet smile.

3 Make up a riddle about a plant by using attributive clauses and then ask your partner to guess what it is. Here is an example for you.

• Example •

It is a flower whose colour can be red, sometimes yellow, pink or white. A red one is usually given as a symbol of love between people who are in love.

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



Shopping

 $\boxed{1}$ Look at the flowers in the pictures and discuss the following questions.

- 1) What is the name of each kind?
- 2) What is the symbolic meaning of each kind?
- 3) When and for whom do we usually buy them?















2 Listen to two conversations and match each of the following choices with the corresponding conversation(s).

Conversation 1: Conversation 2:

- A. Two friends are buying flowers in a flower shop.
- B. The conversation is between a salesperson and a customer.
- C. The flowers are bought for his girlfriend.
- D. The customers get a discount.
- E. The flowers are bought for a teacher who is leaving.
- **3** Listen again and answer the following questions. Then discuss them with your partner.
 - 1) What is the strong hint of two roses?
 - 2) What kind of "homework" did the man do?
 - 3) What did the first student choose for his teacher and why? What did his friend choose and why?
- 4 Make up a conversation between a salesman and a customer/customers based on the following situations. The sentence structures in the table below will help a lot.
 - **Situation 1** An international student is leaving.
 - **Situation 2** Your grandpa's birthday is coming.
 - **Situation 3** A friend's mother is in hospital.

Salesperson	Customer
May I help you?/How can I help you? Are you looking for something in particular? It's on sale./Sorry, we are out of How about these? You can get a 20% discount if you buy a dozen. Here you are./Here you go. (Do you want) Anything else?	Excuse me, I am looking for I need/I'd like, please. How much is this/are these? It's too bright/colourful/simple/ expensive. Could you give any discount? Could you gift-wrap them, please? That's it. Thanks.

//////// Viewing, Speaking and Writing



Making a Poster

Study the diagram of wild Ginseng and complete the sentences below.



This diagram prov	ides us	with some informati	on about Ginseng's	,
.,	,	and	It tries to call on peo	ple to
because				

Write some attributive clauses about Ginseng based on the above diagram. Then compare your sentences with your partner's.

A	
В	
C	
D	
E	

3 Complete the chart below with the key information. Then share your ideas with a partner.

Wild Ginseng: one of the top eight endangered plants in China		
Reason Solution		



You can turn to the Internet or other sources for information.



Work in groups to make a poster for the protection of Ginseng. Then share it with the whole class.



TIP

A poster is a piece of printed paper designed to communicate a message. It often includes both text and graphics, and is frequently used by **advertisers** to communicate about special causes.

Your school is going to organise an activity "Protect the Endangered Species Day". Find some information about another endangered plant/animal and make a poster about it.



► Getting Ready

Work in pairs to solve the following riddles and then read the passage to check.

- _____1) They are living things that have leaves and roots. They grow in almost every part of the world. They send out oxygen into the air, and also provide food for us.
- _____2) They can add to the beauty of our surroundings, give us pleasant shade and help make the air clean.
- _____3) They have a sweet smell but also thorns, and are usually considered to be the symbol of love.

► Reading

Some Words about Plants

Plants grow in almost every part of the world. There are plants even in some deserts and polar regions.

People could not live without plants. The oxygen in the air we breathe comes from plants. Most of the food we eat also comes from plants.

The word "plant" is often used as a verb. We can say "plant trees" or "plant flowers". Planting trees is a good activity that all students should take part in. It helps make the environment better.

The word "plant" can be used in various meanings. For example, to root out an organised group of criminals, the police may plant a spy among them. Such a spy is called a police plant or an undercover agent.

B Trees add to the beauty of our surroundings, give us pleasant shade and help make the air clean. So we should all participate in tree-planting activities.

A "family tree" cannot be planted: it is not a plant, but can show the relationships between the members of a family. Can you trace your family tree back farther than your great-grand parents?

"You cannot judge a tree by its bark." This saying tells us how to judge a person—don't judge by appearance. "A tree is known by its fruit", that is, a person should be judged by their deeds, not by their words.

The rose is one of the most beautiful of all flowers. It has a sweet smell, and usually comes in four colours: red, pink, yellow or white. It is a symbol of loveliness. So, naturally, "rose" stands for someone lovely or something pleasant. Here are some examples:

"Mary was the rose of the party."

"Everything is coming up roses."

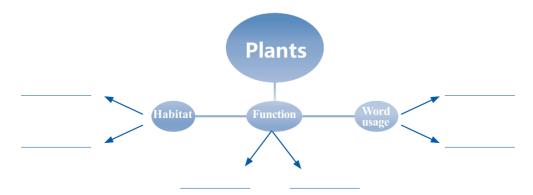
"So far his life has not been a bed of roses."

"Life won't be all roses all the way."

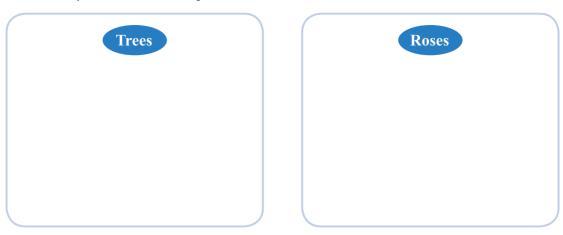
Roses have thorns—thus, the proverb "No rose without a thorn". It means that most wonderful things have a bad side to them.

▶ Comprehending

Read Passage A about plants and finish the following mind map.



Now draw your own mind maps about trees and roses.



2 Match the sentences with the given words sharing the similar meanings.

Trees

1) <i>Trees</i> add to the beauty of our surroundings.	A. His number is on the top of the telephone <i>tree</i> .
2) A "family <i>tree</i> " cannot be planted.	B. As a kid, I loved to climb <i>trees</i> .
3) A <i>tree</i> is known by its fruit.	C. A <i>tree</i> needs years of growth to be tall.

Roses

1) The <i>rose</i> is one of the most beautiful of all flowers.	A. Our financial position has been all <i>roses</i> since the new manager took over.
2) Mary was the <i>rose</i> of the party.	B. Jane has been the <i>rose</i> of the family after her dad had the accident.
3) Life won't be <i>a bed of</i> roses all the way.	C. A large bunch of <i>roses</i> arrived on her desk.

Now circle the idioms about plants and flowers in the following sentences. Then discuss their meaning with a partner.

- 1) Stop beating around the bush. Just tell me what has been decided!
- 2) The son of the manager started to work at grass-roots level.
- 3) At the beginning of the interview, the candidate was shaking like a leaf.
- 4) They are barking up the wrong tree if they think Joey stole the car—he can't drive!
- 5) The witness was a shrinking violet who had difficulty expressing herself.



3 Do the following activities in groups by surfing the Internet or referring to dictionaries.

1) Find out the corresponding idioms and add more.

Chinese	English			
1	A dried-up tree comes to life again.			
2	Orchid in spring and chrysanthemum in autumn.			
3	Be so beautiful that the moon hides her face and the flowers blush for shame at the sight of her.			
4	The painter has a completed bamboo picture in his mind before drawing.			
5				

2) Work in groups to choose one of your favourite trees, flowers or animals. Look for its symbolic meaning and use in different cultures, and then write a short passage to introduce it to your classmates.

Self-assessing

Reflect on your learning process in this unit. Tick (\checkmark) the following statements to assess your own progress and decide what you still need to work on.

You are able to:	Agree	Somewhat agree	Need more work
♦ introduce some surprising plants;			
♦ identify and use lexical chunks and compound			
words to express ideas more exactly;			
♦ use attributive clauses with relative adverbs			
to provide more information;			
♦ make up a dialogue about shopping for			
flowers based on their symbolic meanings;			
♦ design a plant poster to raise awareness of			
its protection;			
♦ introduce some expressions and idioms			
about plants.			

self-directed C

Challenging Yourself C Knowing More about Animals

Compared with most animals, the human is but a newcomer.

—Anonymous

Looking Ahead

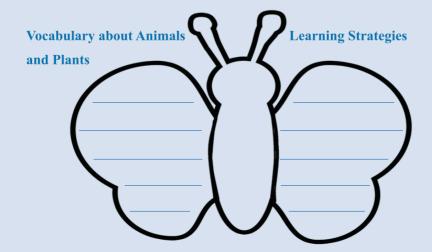
After learning about some amazing animals and surprising plants, you know more about the wonders of nature. Now, you're going to use the learning strategies you have learned to complete this self-directed learning project. In this project, you should be able to:

- sum up the learning strategies learned in Units 5 and 6;
- use suffixes, prefixes and examples to guess the meaning of unfamiliar words;
- examine the structure of a passage with the help of a diagram;
- compare images of animals in Chinese and Western cultures;
- participate more actively in group work.



► Recycling Time

Fill in the blanks with what you have learned in Units 5 and 6.



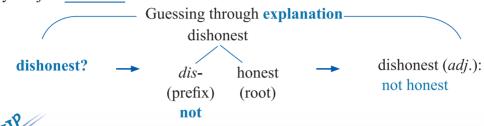


▶ Word Builder

Learn to guess the meaning of a new word based on another two types of contextual clues by studying the given examples.

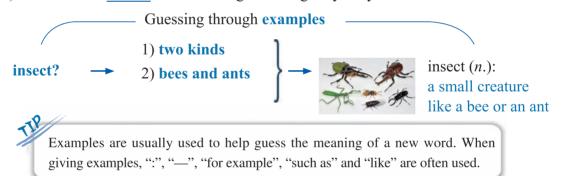
• Example •

1) While foxes are thought by the Chinese to have magical powers, for English <u>speakers</u> they are just dishonest.



Prefixes of negative meaning include *dis-*, *un-*, *im-/in-*, *mis-*, *non-* and so on. Prefixes and suffixes can help you to guess the meaning of a new word.

2) Two kinds of insects have the image of being very busy: bees and ants.



► Reading Land

Complete the following English proverbs with animal names and guess their meanings.





2 Match the corresponding image(s) with each animal in Chinese culture. Some images can be used twice.

An	imals	Ir	nages
ants B	cranes	A. stupidity	B. diligence
pigs	tortoises	C. emperor	D. longevity
foxes	dragons	E. dishonesty	F. fearfulness
chicken	parrots	G. sureness	H. cruelty

Images of Animals

Every language has words and expressions which describe the Look up the word image in characteristics of some animals. Sometimes some animals have the a dictionary to decide on same images in a foreign language as they do in Chinese; sometimes its meaning in this context. they don't.

For example, there is a similar saying in Chinese as one in English: What is a saying? Can you "The sheep who talks peace with a wolf will soon be mutton." Similarly, guess its meaning? the pig is a symbol of stupidity in both cultures, and when a Chinese or English man talks like a parrot, he can only repeat what he hears.

In Chinese, it is said that cranes and tortoises are supposed to bring long life. In English, however, cranes have no special meaning How can you understand whereas tortoises are considered to be slow but sure. In addition, while the meaning of the word foxes are thought by the Chinese to have magical powers, for English sure? speakers they are just dishonest.

Dragons in China and other Asian countries are usually considered to be wise and powerful. People say that they bring strength, harmony, good luck and health. In ancient China, the dragon was a symbol of the Chinese emperors. In European legends, however, dragons are usually seen as greedy and cruel winged monsters. Many European stories have brave knights fighting horrible dragons.

knight [naɪt] (n.)

It means Chinese.

In English, we may hear people say "Stop being a chicken and just go ahead." A chicken has an image of being fearful in English but not in Chinese.

In both Chinese and English, two kinds of insects have the image of being very busy: bees and ants. If someone is very busy or is moving around quickly doing lots of things, we can describe him by saying, "He is as busy as a bee."

An animal may have a number of images. For example, in English, a herd of elephants is often considered to be very noisy, but people also

Herd means a large of animals.



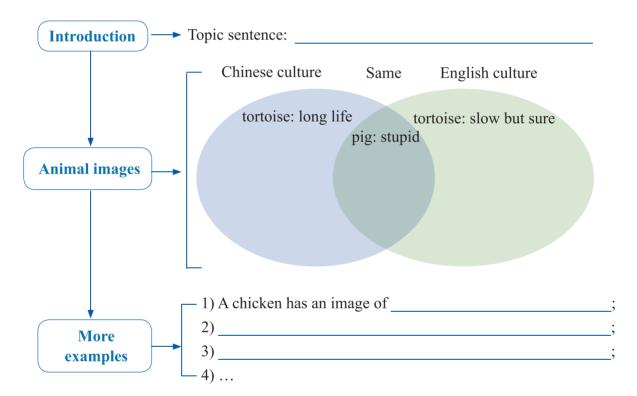
say, "Elephants never forget." English speakers imagine that elephants have a long memory. A "white elephant" refers to something that is useless and a waste of money. If you own a car that can't be driven, the car is a white elephant.

Now, you see, the subjects of many English proverbs are animals. Here are more: "Love me, love my dog." "If water is noisy, there are no fish in it." "When the cat is away, the mice will play." "You can take a horse to water, but you can't make him drink."

How do you understand the word subject?

Can you list some more Chinese proverbs that have animals as subjects?

1 Read the article and complete its structure.



- **2** Read the article again and answer the following questions.
 - 1) What do you think are the reasons for the differences in animal images between Chinese and English?
 - 2) What animal images are often used in Chinese proverbs? List some of the proverbs below.

3	Use some of the idioms and proverbs in the article to complete the following dialogues.
	1) Jill: My boyfriend often complained about some of my habits.
	Jane: You can tell him, ""
	2) Jill: You shouldn't be reading a novel during office hours.
	Jane: But the boss isn't here. And
	3) Jill: I told Kate about all the jobs that are needed at our company, but she hasn't applied
	for any of them.
	Jane:
	4) Jill: Where is Kate? I haven't been able to reach her for a whole week!
	Jane: She's Her paper is due next week.
	5) Jill: Bob's grandfather has given him an old Rolls Royce, but he has no place to park it
	and can't afford the petrol for it.
	Jane: Then it's absolutely
	6) Jill: Don't take any notice of what David says. He is all talk and no action.
	Jane: Yes
	Write down any questions you have in learning the article. They may be about the theme, the structure, the language, etc.
/////	///// Learning Cooperatively ////////////////////////////////////
1	Discuss with your group members the questions you have prepared in <u>Question Corner</u> . Ask your teacher for help if necessary.
2	Do the activities by following the steps below.
	Step 1 Use the names of some animals to complete the following sentences.
	1) Tom is really the black in the family. Instead of getting a job, all he does is drink.



2) The	in the well	knows	nothing	of the	sea.

- 3) If you don't enter the _____'s den, you can't get his cubs.
- 4) One stone kills two
- 5) Better be the head of a/an _____ than the tail of a/an ____.
- 6) I am too hungry and can eat like a/an _____ now.
- 7) If you lie down with , you will get up with fleas.
- **Step 2** Underline the idioms and sayings in these sentences and translate them into Chinese.
- **Step 3** Circle the animals which have different meanings in Chinese and English.
- **Step 4** Look for the origins/stories of these proverbs on the Internet and share your findings with your group members.



Look at the pictures inserted in the following fable from Aesop's Fables and guess what it is mainly about. Then read it to check your prediction.

The Frogs and the Ox

For centuries, children and adults have treasured the fable stories by Aesop, a slave and storyteller who was believed to have lived in ancient Greece about six centuries B.C.E. These simple tales feature brief adventures of animals, birds, insects, and sometimes humans. The characters have weaknesses that get them into trouble. Reading about their troubles, we gain wisdom and insight into human nature. Here is one of the very famous ones. What moral message is hidden in it?



One day two little frogs were jumping and playing by the edge of a pond. In the meadow nearby, a herd of cattle were feeding. And by and by a big young ox came down to the pond to drink. His great foot landed right on one of the frogs and crushed the life out of him.

The other one hopped away in fright. He cried out at the top of his voice, "Mother, a beast—such a terrible beast—

has killed my brother! He had a foot as large as twenty frogs put together, and he put it on the top of his head."

"A beast with a foot as big as twenty frogs put together!" exclaimed the mother. "Such an animal cannot be allowed to come into our meadow. I'll go and fight him!"

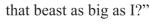
"Oh, Mother!" cried the little frog, "You cannot fight him! He is much too big!"

"Rubbish," said the mother. "No matter how big he



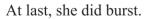
is, I can make myself bigger!"

With that she set to work to blow herself up with air. She swallowed mouthful after mouthful until she was twice her natural size. Then, holding her breath carefully, she asked, "Was



"Oh, Mother," cried the little frog fearfully, "he was ever so much bigger—nearly as big as a mountain. And please stop blowing yourself up with air or you will certainly burst!"

But she shut her eyes and swallowed more and more air, while the little frog looked on in fear.



"Foolish creature!" said a very old frog, shaking his head. "Of what use was it to blow herself up in that way? Even if she had made herself as big as her enemy, she would only have had air inside, after all. And, as it was, she did not manage to do anything but burst!"



Do the following activities.

- 1) Work together with a partner to find out the moral of this fable, and then share what lessons you can learn from it in groups.
- 2) Look at the following two groups of pictures and the titles and create two fables based on them. Then read the original ones and talk with your classmates about what lessons you can learn from the fables.













The Ants and the Grasshopper





▶ Self–reflecting

Refer back to Guiding Page and Looking Ahead in this theme to reflect on your learning.

The improvements I have made in Theme C are... because I...

I would grade myself (A, B, C, D or E) because I...

My further learning targets are... so that I can...

My next steps in learning are... to achieve... because I want to be able to...

▶ Peer–sharing

Work with a partner and finish the peer assessment. Then you can listen to and learn from each other.

You did a good job in these aspects:...

You could have...

Next time you need to try harder on...

► Teacher–responding

Now listen to your teacher for his/her comments and suggestions.



Watch the documentary "Born in China" to know more about endangered animals in China. You may refer to <u>Video Bank</u>.





Unit 1 Learning Strategies and Habits



1. I do hope to keep my interest and become a better English learner. 我真的希望能保持我对英语的兴趣, 并成为一名更好的英语学习者。

do 强调主要动词。例如:

Do be careful. 一定要小心。

2. It can not only keep your interest in learning English, but also improve your listening skills, expand your vocabulary and help you learn grammatical structures without boredom. 听英文歌曲不但能维持你学习英语的兴趣,还能提高你的听力技能,扩大词汇量,并且能让你在语法结构的学习中不觉得枯燥。

全句由 not only... but also... 并列结构构成。

本句的谓语动词有四个: can keep, (can) improve, (can) expand, (can) help。



1. Try to sound the new word. Look for familiar word parts and see if you can tell its meaning by analysing how it is formed. 试着读出该单词, 在其中寻找熟悉的词的构成部分, 看是否能通过分析其构成来了解其词义。

"Sound" here is a verb; it means "to pronounce".

"Analysing how it is formed" refers to guessing the meaning of a word through studying its word formation (构词法).

常见的构词法有三种: 合成法(compounding)、派生法(derivation)和转化法(conversion)。 其中最常用的方法之一是通过添加词缀affix (prefix, suffix) 构成新词的派生法。例如:



uninterested = un- + interest + -ed

合成法指两个或两个以上的词构成一个词。例如:

green+house = greenhouse

转化法是指把一种词类转化成另一种词类来用,转化后的词汇意义与原来的词汇意义紧密相关。例如:

I drink water every day. (water n. 水) \rightarrow I water flower every day. (vt. 浇水)

2. Connect the new word with a word that is similar in meaning in your own language. 把新单词与你的母语中意思相近的词语联系起来。

"that is similar in meaning in your own language" 是定语从句, 补充说明前面的 a word。

Unit 2 Being a Good Language Learner



- 1. Learn extensively, inquire carefully, think deeply, differentiate clearly, and practise faithfully. 博学之,审问之,慎思之,明辨之,笃行之。(子思)
- 2. You may feel it is very important to be as accurate as possible all the time. 你也许会觉得任何时候都做到尽可能准确是很重要的。

在本句中, it is...是feel的宾语从句, 省略了引导词that。例如:

I think it is very important to learn English well. 我认为把英语学好是很重要的。

I believe it is easy for you to do the job. 我相信你做这项工作会很容易。

3. You learn in different ways depending on the situation and learning content.

你会根据情况和你学的内容采取不同的学习方式。

depending on...: -ing形式作状语, 表方式; 动词depend后有两个并列的由介词on引导的宾语: the situation和learning content。

注意下面对话中depend on的用法:

A: Shall we go on a picnic tomorrow? 明天我们去野餐, 好吗?

B: It depends on the weather. 那要看天气。



1. Your learning diaries could record your progress—your teacher's marks, the areas you covered, the points you did not understand, the problems you faced, and the means you used to overcome them. 学习日记可以记录你的进步——老师给的分数、你的学习范围、不明白的地方、面临的问题以及你用于解决这些问题的方法。



2. 第一篇日记范例使用的是非正式的书信格式,作者把日记当成了自己的好朋友。第二篇范例则采用自问自答的方式,即提出问题,再回答问题。

Challenging Yourself A
Forming Learning Habits

- 1. This is not necessarily the case, however. 但事实未必如此。
- 2. Then decide on regular times for studying. 然后确定常规的学习时间。 decide (*vi*.) on 表示 "就……做出决定"。例如: Have you decided on where you'll spend your holidays? 你决定到哪里去度假了吗?

Unit 3 Powerful Music



- 1. David, a policeman, came to a cabin about two miles up the mountain to get Cal Richards, an armed and dangerous killer. 警察大卫来到一间离山脚约两英里处的小屋,来逮捕凯尔·里查兹,一个携枪的、危险的杀人凶手。
 - about two miles up the mountain 是介词短语后置作定语,修饰前面的名词 a cabin,译为"离山脚约两英里"。
- 2. ... but he took the violin from the wall calmly as if he were a welcome visitor.
 - ……但他还是从容地从墙上取下了小提琴,就好像他是一位颇受欢迎的客人似的。

此处as if引导的从句表示的是非真实的情况(大卫此时此刻绝不是受欢迎的人),这时谓语动词往往用虚拟语气,因此用he were而不是he was。例如:

She treats the little boy kindly as if she were his mother.

她对那小男孩很好,就像是他的妈妈。(实际上她不是他的妈妈。)

- 3. The old man stood there, attracted. The hatred in his eyes was giving way to a look of wonder. 老人站在那里,被乐曲声吸引住了,眼中神情由敌意转为惊讶。
 - 在这里,形容词attracted作主语the old man的补语,补充说明他当时的状态。
- 4. Sorry! I must be getting back to the town. 抱歉,我得回城里去了。
 I must be getting back. 意为"我该走了。"告别语,也常用 I'm afraid I must be going now。
- 5. The old man sat, deep in thought. 老人坐着,陷入了沉思。 本句中deep in thought 是形容词短语作主语补语,补充说明the old man的状况。



6. Then, he said in a thick voice, "I'll have a talk with Cal. I think he might give himself up tomorrow. You be at the police station at noon!" 而后,他用凝重的语气说道:"我要和凯尔谈谈。我想他明天会去自首的。明天正午你在警察局等着吧!"

You be at the police station at noon! 是一个添加了主语的祈使句。例如:

Tom, you sweep the floor, and Tony, you clean the windows.

汤姆, 你扫地; 托尼, 你擦窗户。

7. With him was a young fellow whose appearance told of many days in hiding.

和他一起来的是一个年青的小伙子,看他那样子就知道他已躲藏了多日。

倒装句,正常语序为 A young fellow whose appearance told of many days in hiding was with him. 主语过长、谓语偏短时,常用倒装形式。



1. Although it was originally known as "hillbilly music", it has gained wide international acceptance since it became part of popular music.

虽然最初它被当成"山地音乐",但自从它融入流行音乐后,就得到了全世界的认可。

hillbilly ['hɪl,bɪlɪ] n. 【美】【口】山里人; 乡下人

2. This basic aspect comes from the fact that it is based mainly on lyrical content rather than musical content. The main aim of the musical elements of harmony, melody and rhythm is to show off the lyrics.

这一基本特征源于其注重歌词的内容而不是音乐的内容。其主要目的是通过音乐上的和谐、旋律和节奏的音乐要素来表现歌词的含义。

melody ['melədɪ] n. 曲调; 旋律

3. Country music tends to mirror the concerns, achievements and lifestyles of the times, and remains an important form of American cultural expression.

乡村音乐常反映时代的焦点、成就和生活方式,一直是美国文化的一种重要表现形式。

4. In the early 1960s, there was a movement against tradition all over the world. In England, this movement was represented by the Beatles.

20世纪60年代初,全世界掀起了一场反传统的运动。在英格兰,这一运动的代表就是甲壳虫乐队。

the Beatles 甲壳虫乐队,也译作披头士乐队

- 5. The Beatles found a way for angry young men to express their feelings in noisy music and pop songs. 甲壳虫乐队为愤怒的年轻人找到了一种用喧闹的音乐和流行歌曲来宣泄情感的方法。
- 6. Later, the Beatles reflected the climate of the 1960s and sang of social injustice and inequality. 后来披头士反映了20世纪60年代的局势,揭露社会的不公平。

此句中, sing of 原意是"歌颂·····",这里是一个双关语。一方面,甲壳虫乐队是通过歌声来表



- 达,所以用sing这个词;另一方面,对于社会的不公平,他们不是要歌颂,而是要揭露,所以在此应理解成"揭露"。
- 7. Thus they created melodies rich and original enough for other famous bands to play and sing. The Beatles voiced the emotions of young men and the philosophy of the time, especially the optimistic feelings. 他们创作了很多风格各异的原创乐曲,为其他著名乐队所演奏和传唱。甲壳虫乐队唱出了那个时代年轻人的情感和人生观,特别是积极向上的情感。
- 8. When winter in England seemed to go on forever, the Beatles imagined spring for people to enjoy. 当英国的冬天似乎没有止境的时候,甲壳虫乐队的音乐为人们描绘了令人愉悦的春天美景。
- 9. Forbes ['fɔːbz]《福布斯》杂志

Unit 4 Unforgettable Films



- 1. edelweiss ['eɪdlvaɪs] 雪绒花,火绒草,奥地利国花。原产于西欧,花色银白,在初夏或夏季开放。
- 2. With a very simple theme, this film tells a story about seven naughty but lovable children, their governess, Maria, and their strict captain father, who knows nothing about bringing up children. 电影围绕着一个简单的主题,讲述了七个淘气又可爱的孩子、家庭女教师玛丽亚以及对管教孩子一窍不通的严厉的上尉父亲之间的故事。
- 3. Maria的扮演者是Julie Andrews (朱莉·安德鲁斯)。她曾3次获奥斯卡奖提名,并于1964年因 主演*Mary Poppins* (《欢乐满人间》)获奥斯卡最佳女演员奖。
- 4. The children take to her and they become great friends, for she is young enough to enjoy their fun, and she is also mature enough to guide them. 一方面,她很年轻,能与孩子们同喜同乐;另一方面,她的成熟足以引导孩子们。孩子们喜欢上了她,并与她成了极好的朋友。
- 5. It is light, tuneful and memorable, and it appeals to both the young and the old. 片中那轻快的、悦耳的、令人难忘的音乐使男女老少都陶醉其中。
- 6. The scenes and background are very much in keeping with the story, and the effect is wonderful. The acting is superb, as every feeling is fully brought out. 场景和背景与故事非常协调,效果极佳。演员演技一流,把各种情感都表现得淋漓尽致。
- 7. It is obvious that the film is everybody's idea of entertainment, and the whole film is quite enjoyable and unforgettable.
 - 显而易见,这部影片是人人理想中的娱乐片,整部影片都是那么地令人愉快和难忘。



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



- 1. After he left school, he went off to New York City, where he was going to take a big gamble and try to become a star. 中学毕业后,他去纽约闯天下,梦想成为明星。 where he was...是由关系副词where引导的非限制性定语从句,先行词是New York City。
- 2. nomination [ˌnpmɪˈneɪ[n] n. 提名
- 3. slow-witted ['sləuwɪtɪd] adj. 迟钝的; 笨的

Challenging Yourself B Enjoying Sports and Music

- 1. Wilma Rudolph [ˈwɪlməˈruːdɒlf] 威尔玛・鲁道夫(女子名)
- 2. At nine years of age, the little girl removed the leg brace and took the step that her doctors had said was impossible.
 - 9岁时,这个小姑娘去掉支架开始迈步,而医生曾告诉她这是不可能的。 take the step 意为"走路,迈步"。
- 3. Then she got the idea, the incredible idea, that she would like to be the world's greatest woman runner. 然后她有了一个想法,一个令人难以置信的想法,那就是她想成为世界上最棒的女子径赛运动员。
- 4. Then there came a day when she won a race. 终于有一天她赢得了比赛。 句中when是关系副词,引导的是定语从句,修饰和限制先行词day。
- 5. In 1957, Wilma went to Tennessee State University, where she met a coach named Ed Temple. 1957年,威尔玛去了田纳西州州立大学读书,在那里她遇到了教练埃德·坦普尔。

Tennessee [ˌtenəˈsɪː] 田纳西州(美国东南部的一个州;首府为Nashville)

Ed Temple [ed'templ] 埃德・坦普尔(男子名)

6. Rome [roum] 罗马(意大利首都)

- 7. Jutta Heine ['dʒuːtə 'haɪnə] 祖塔・海茵(女子名)
- 8. That day Wilma made history as she became the first woman to win three gold medals in the same Olympic Games.

那天,威尔玛成了第一位在同一届奥运会上夺得三块金牌的女运动员,名垂史册。



Unit 5 Amazing Animals



1. The lowest temperature can reach -89.2° C. 最低气温有时会降到零下89.2摄氏度。

情态动词can在这里表示情况有时会发生, 意为"有时会"。例如:

Exercising alone can be boring. 独自锻炼有时会很无聊。

2. And they can even dive to more than 535 metres when necessary.

并且它们在必要时甚至能让自己下沉到水下超过535米的深度。

when necessary意为"必要时"。when/where/if necessary是when/where/if it is necessary的省略结构, 在句中作状语。例如:

When (it is) necessary, I'll come to help you. 必要时, 我来帮你。

Fill in the blanks with articles where necessary. 在需要的地方用冠词填空。

3. When the mother returns from the sea, sometimes up to 60-80 kilometres away, she throws up some of the food for the chick and takes the male's place to look after it.

当母企鹅从海上归来,有时远达60至80公里,它会吐出一些食物给小企鹅,并且代替公企鹅照看小企鹅。

up to sth. 意为 "到达(某数量、程度等);至多"。例如:

Read up to page 200. 读到第200页。

4. Cooperative parenting at its finest! 这是最佳的合作育儿方式!

这是一个省略句, 其完整的句子应为 "It is the cooperative parenting at its finest!", 这里省略的目的是为了突出新的信息。



1. Almost unique in the animal kingdom, female whales beyond breeding age have an active role. 超过繁殖年龄的雌鲸起着积极的作用, 在动物王国里, 这几乎是独一无二的。

形容词短语 almost unique in the animal kingdom 在这里作句子状语,即对句子内容加以评注,表明说话人的看法或态度。例如:

Strange to say, she doesn't really enjoy television. 说来奇怪, 她不怎么喜欢看电视。

2. Nevertheless, they patiently take care of the young whales just under the surface of the water, waiting for the feeding mothers to return.

然而,它们在水面下耐心地照看幼鲸,等待觅食母鲸的归来。

现在分词短语waiting for the feeding mothers to return在此用作伴随状语。现在分词(短语)作伴随状语时,表示伴随的动作或状态。其逻辑主语和它之间存在主动关系。例如:

I stood watching him, not knowing what to do. 我站着看着他,不知如何是好。



3. She doesn't even have time to feed herself—so she often ends up passing away shortly after her eggs hatch. 它甚至没有时间来自己进食——如此,它经常在卵孵化后不久就去世了。

"end up + 现在分词(短语)/介词短语/形容词(短语)"常用于表达意料之外的事情, 意为"最终……; 结果……; 到头来……"。例如:

If we don't know what we want, we might end up getting something we don't want. 如果我们不知道自己想要什么, 到头来我们可能得非所愿。

Every time we went dancing we ended up in a bad mood.

每次我们去跳舞,都会不欢而散。

If Tom carries on driving like that, he'll end up dead.

如果汤姆继续这样开车,总有一天会把命给丢掉。

Unit 6 Surprising Plants

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



1. The following flowers and plants might not be so eye-pleasing, but are certainly eye-catching, since they all look like some objects.

以下的花草植物或许没那么悦目,但是肯定抢眼,因为它们全都看起来像某些东西。

情态动词might可用于表示对现在或将来的推测, 意为"也许; 可能; 大概"。对过去的推测, might 之后动词要用have + -ed形式。例如:

He might have missed the train yesterday. 他昨天可能错过了火车。

since在此用作并列连词, 意为"因为; 由于"。例如:

I told her to leave, since I was very tired. 我叫她离开, 因为我很疲倦。

- 2. lady's slipper: 兜兰, 欧洲杓兰, 拖鞋兰(一种属于杓兰属的兰花, 通常开单色或多色的花朵并伴有空心而张大的袋状唇瓣)
- 3. hot lips: 烈焰红唇(生长在中美洲和南美洲一些国家的热带雨林中,如哥伦比亚、哥斯达黎加、巴拿马、厄瓜多尔等。该植物进化为这种形状是为了吸引蜂鸟和蝴蝶等传粉昆虫)
- 4. Black Bat Flower: 黑蝙蝠花是一种观赏性植物,主要分布在中南亚地区,适宜在温暖的气候下生长。由于花型的独特,被称为幽灵般的植物。
- 5. Hopefully, there are other unique and rare flowers left undiscovered. 希望有别的尚未被发现的独特罕见的花。

left undiscovered 为过去分词短语,用作后置定语,表示被动含义。

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



1. People could not live without plants. 没有植物, 人们就不能生存。

这个句子使用了虚拟语气,表示的假设与事实相反。谓语使用了过去时态,虚拟条件通过without 引导的介词短语来表示。例如:

She's a great friend and I'd be lost without her.

她是一个很不错的朋友,没有她我就会茫然无措。

2. "A tree is known by its fruit", that is, a person should be judged by their deeds, not by their words. "看果知树。"也就是, 人们应该"据行判人"而非"据言判人"。

that is (to say) 意为"也就是;即;换句话说"。例如:

Tom will leave London next Saturday, that is, June 6th.

汤姆将在下星期六,也就是6月6日离开伦敦。

Challenging Yourself C Knowing More about Animals

1. Sometimes some animals have the same images in a foreign language as they do in Chinese; sometimes they don't. 有时,一些动物在汉语中和其他外语中的形象是相同的,有时也不同。

as they do in Chinese 中的 do 指代前面的动词词组 have the same images。

2. The subjects of many English proverbs are animals.

英语谚语中有很多是关于动物的。

subject 在句中意为"讨论的问题、话题、议题"。

Word Learning Booster

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

Unit 1

Reading Actively

I Words for Production	
strategy [ˈstrætədʒi] n. 策略	(2)
junior ['dʒuːniə] adj. 低级的;下级的	(3)
effort ['efət] n. 努力;尝试	(3)
senior [ˈsiːniə] adj. 高级的	(3)
ought to (modal verb) 应该	(3)
memorise ['meməraɪz] vt. 记住;熟记	(3)
vocabulary [vəˈkæbjələri] n. 词汇(表);	
词汇量	(3)
grammatical [grəˈmætɪkl] adj. 语法的	(3)
grammar ['græmə] n. 语法	
confusing [kənˈfjuːzɪŋ] adj. 令人困惑的	(3)
confuse [kənˈfjuːz] vt. 使困惑	
eager [ˈiːɡə] adj. 渴望的	(3)
worry [ˈwʌri] vt./vi. 担心	(3)
worried [ˈwʌrid] <i>adj</i> . 担心的	
context ['kɒntekst] n. 语境;上下文	(3)
complex ['kɒmpleks] adj. 复杂的;难懂的	勺
	(3)
confused [kənˈfjuːzd] adj. 困惑的;糊涂的	J(3)

eventually [ɪˈventʃuəli] adv. 终于	(3)
understanding [ˌʌndəˈstændɪŋ] n. 了解	<u>;</u>
认识	(3)
understand [ˌʌʌndəˈstænd] vt./vi. 理解	
tip [tɪp] n. 小建议	(4)
relaxing [rɪˈlæksɪŋ] adj. 放松的	(4)
relax [rɪˈlæks] vt./vi. 放松	
effective [ɪˈfektɪv] adj. 有效的	(4)
effect [ɪˈfekt] n. 效果 vt. 实现	
improve [ɪm'pruɪv] vt./vi. 提高	(4)
expand [ɪk'spænd] vt./vi. 扩大;增加	(4)
structure [ˈstrʌktʃə] n. 结构	(4)
addition[ə'dı∫n]n. 增加	(4)
moreover [mɔːˈəʊvə] adv. 而且;此外	(4)
typically [ˈtɪpɪkli] adv. 典型地	(4)
typical ['tɪpɪkl] adj. 典型的	
facial [ˈfeɪʃl] <i>adj</i> . 面部的	(4)
face [feɪs] n. 脸 vt.面对	
expression [ɪkˈspre∫n] n. 表情	(4)
facial expression 面部表情	(4)
understandable [¡Andəˈstændəbl] adj.	可以
理解的	(4)
email ['iɪmeɪl] n. 电子邮件 vt./vi. 写邮件	(4)
integrate ['ɪntɪɡreɪt] vt./vi. (使)整合;	
(使)完整	(6)

	Listening, Understanding & Communicating
besides [bɪˈsaɪdz] adv. 此外;而且 (3)	recall [rɪˈkɔːl] vt. 记起;回想起 (10
boredom ['bɔːdəm] n. 厌烦;厌倦;无聊 (4)	pattern ['pætn] n. 模式 (10
bored [bɔɪd] adj. (对某人/事物)厌倦的	focus (one's attention) on sb./sth. 集中
boring ['bɔːrɪŋ] adj. 无聊的;令人厌倦的	(精力)于 (10
acquire [əˈkwaɪə] vt. 获得;学到 (6)	major ['meɪdʒə] adj. 重要的 (10
	listener ['lɪsənə] n. 听众;倾听者 (10
junior/senior high school 初/高中 (3)	organise (AmE -nize) ['ɔːgənaɪz]
put a lot of efforts into 努力做····· (3)	vt. 使系统化;组织 (10
make good progress 取得很大进步 (3)	revision [rɪˈvɪʒn] n. 复习 (10
with the help of 在的帮助下 (3)	revise [rɪˈvaɪz] vt. 复习
(be) excited about sth. 因而激动 (3)	go over sth. 复习 (10
keep interest (in sb./sth.) 保持兴趣 (3)	material [məˈtɪəriəl] n. 材料 (10
worry (too much) about 对(过于)担心	Reading Further
(3)	I Wanda fan Duadwatian
in context 语境下;结合上下文 (3)	I Words for Production
as for sb./sth. 至于;关于 (3)	effectively [ɪˈfektɪvli] adv. 有效地 (13
lead up to sth. 导致 (3)	process ['prəʊses] n. 过程 (13
feel confused with 感到困惑 (3)	familiar [fəˈmɪliə] <i>adj.</i> 熟悉的;常见的(13
get a better understanding (of sth.) 更好	unfamiliar [¡Anfəˈmɪliə] adj. 不熟悉的;
地了解 (3)	不常见的
be interested in 对······有兴趣 (3)	analyse (AmE -lyze) [ˈænəlaɪz] vt. 分析
in addition 另外;此外 (3)	(13
be used to do sth. 被用于做某事 (3)	form [fɔːm] vt. 构成;组成 (13
because of 因为 (3)	formation [fɔːˈmeɪʃn] n. 构成
be filled with sth. 充满着 (3)	interrupt [ˌɪntəˈrʌpt] vt. 中断;打扰 (13
make sure (of sth./that) 确信 (3)	suitable [ˈsjuɪtəbl] <i>adj</i> . 合适的;适当的 (14
spend enough time on sth./doing sth. 花足	suit [sjuɪt] vt. 适合
够的时间 (3)	characteristic [ˌkærəktəˈrɪstɪk] n. 特性;
Evaloring & Using	特征 adj. 典型的;特有的 (14
Exploring & Using	regular [ˈreɡjələ] adj. 定期的 (14
explore $[ik'splox]$ $vi.$ 探索 (6)	regularly [ˈregjələli] adv. 定期地;有规律地
element ['elɪmənt] n. 成分 (8)	basis ['beɪsɪs] n. 基础 (14
regain [rɪˈɡeɪn] vt. 恢复;重新获得 (9)	topic [ˈtɒpɪk] n. 话题 (14
forward [ˈfɔːwəd] adv. 向前地 (9)	recycle [ˌriːˈsaɪkl] vt. 使再循环 (14

(9)

cycle [ˈsaɪkl] n. 循环

look forward to sth. 盼望;期待

recognise (AmE -nize) ['rekəgnarz] ı	ot il	comment ['kɒment] n. 注释;评论	(17)
出;识别	(14)	type「taɪp] n. 类型	(17)
recognition [rekəg		score [skɔː] n. 分数;成绩 vt./vi. 得分	
frequently [ˈfriːkwəntli] adv. 经常地;		accurate [ˈækjərət] adj. 精确的	(17)
inequentry [init wonth] does shipse,	(14)	prefer [prɪˈfɜː] vt. 更喜欢	(17)
frequent ['friːkwənt] <i>adj</i> . 频繁的;时常 生的	` ′	relaxed [rr'lækst] <i>adj</i> . 放松的;得到休息 自在的	
greenhouse [ˈɡriːnhaʊs] <i>n.</i> 温室	(14)	mixture ['mɪkst∫ə] n. 混合物;混合体	(18)
I Words for Recognition		mix [mɪks] vt./vi. 混合;搀和	, ,
consult [kənˈsʌlt] vt. 查阅	(13)	strength [streŋθ] n. 优势;力量	(18)
textbook ['tekstbuk] n. 课本;教科书	(14)	weakness [ˈwiɪknəs] n. 弱点	(18)
	(14)	description [dɪˈskrɪpʃn] n. 描写;叙述;	;记述
			(18)
the more, the better www.越多,·		describe [dɪˈskraɪb] vt. 描述	
越好	(13)	overcome [ˌəʊvəˈkʌm] vt. 战胜;克服	(18)
look for sth. 寻找;寻求	(13)	observe [əbˈzɜːv] vt. 观察;观测	(18)
guess at sth. 猜测	(13)	opinion[ə'pɪnjən]n. 意见;主张	(19)
look up (a new word) 查(生词)	(13)	II Words for Recognition	
form in one's mind 在某人的脑海 形成	(13)	quiz [kwɪz] n. 考试;测验	(17)
be similar in sth. 在某方面相似		analytic [ˌænəˈlɪtɪk] <i>adj</i> . 分析的;解析	的
according to 根据;按照	(14)		(17)
read through sth. 通读;仔细阅读	(14)(14)	somewhere ['sʌmweə] adv. 在某处	
	` /	pron. 某个地方	(17)
on a regular basis 定期;有规律地	(14)		
in the following weeks 在随后的几周 try one's best (to do sth.) 尽力(做		become aware of 发觉;开始意识到	(17)
try one 's best (to do stn.) 交为(敬	(14)	be as accurate as possible 尽可能准确	
	(14)	确越好	(17)
Unit 2		all the time 一直;始终	(17)
		as often as possible 尽可能经常地;尽可	可能
Reading Actively		多地	(17)
nodumy noduvory		work hard 努力(做·····)	(17)
I Words for Production		lose interest 失去兴趣;丧失兴趣	(17)
inquire [ɪnˈkwaɪə] vt./vi. 询问	(16)	set a time for 设定时间用于	(17)
sort [sɔɪt] n. 种类;类别	(17)	in different ways 以不同的方式	(18)
aim [eɪm] n.目的;目标	(17)	depend on 取决于;依赖于	(18)
aware [əˈweə] adj. 意识到的;知道的	(17)	think about 考虑	(18)
style [staɪl] n. 风格;类型;时尚	(17)	generally speaking 通常来说;总体而言	(18)

be divided into 被划分为;被分割为	(18)	comprehension [ˌkɒmprɪˈhen∫n] <i>п.</i> 理	解
Exploring & Using			(28
	(21)	comprehend [ikpmprrhend] vt./vi. 理	解
patience ['peɪ∫ns] n. 耐心	(21)	particular [pəˈtɪkjələ] n. 细节;详情	
patient ['peɪ∫nt] adj. 有耐心的 n. 病。		adj. 特别的	(28
frank [fræŋk] adj. 直率的	(23)	confidence [ˈkɒnfɪdəns] n. 自信	(28
pan [pæn] <i>n</i> . 平底锅	(24)	confident ['kɒnfɪdənt] adj. 自信的	
Listening, Understanding & Communic	cating	summarise (AmE -ize) ['sAməraız]	
look blue 神色沮丧	(24)	vt./vi. 总结	(28
translation [trænsˈleɪ∫n] n. 翻译;译文	(24)	summary [ˈsʌməri] n. 概要;总结	
translate [træns lert] vt./vi. 翻译		lecture [ˈlektʃə] n. 演讲;讲座 vi. 作演i	
enlarge [ɪnˈlɑːdʒ] vt. 扩大;使增加	(24)		(28
large [laːdʒ] adj. 大的;宽大的			
		keep a diary 记日记	(27
Reading, Speaking & Writing		be more likely to do 很有可能做	(27
rather [ˈrɑːðə] adv. 相当	(26)	at the beginning of 在开始时	(28
refer [rɪˈfɜː] vt./vi. 参考;查阅	(27)	at the end of 在结束时	(28
Reading Further		the other day 前几天	(28
		get accustomed (to sth.) 习惯(于·····	
I Words for Production			(28
independently [$_{1}$ Ind $_{1}$ 'pend $_{2}$ ntli] adv .	独立	at least 至少	(28
地;独自地	(27)	in particular 尤其;特别	(28
independent [indi pendənt] adj. 独立	立的;	spell out 清楚地说出	(28
单独的		in a word 总之;简言之	(28
independence [indr'pendəns] n. 独立;	自立		
means [miɪnz] n. 手段;方法	(27)	Challenging Yourself A	
undoubtedly [An'daʊtɪdli] adv. 确定地	也;毋		
庸置疑地	(27)	I Words for Production	
doubt [daʊt] vt. 怀疑 n. 怀疑;疑问		average [ˈævərɪdʒ] adj. 平均的;普通的	J (31
likely [ˈlaɪkli] <i>adj</i> . 可能的	(27)	intelligence [ɪnˈtelɪdʒəns] n. 智力	(31
benefit ['benɪfɪt] vt./vi. 获益(于) n.	利益	intelligent [ɪnˈtelɪdʒənt] adj. 聪明的	
	(28)	necessarily [nesə serəli ; nesəsərəli]	
expectation [ˌekspekˈteɪ∫n] n. 期待	(28)	adv. 必定地	(31
expect [ɪkˈspekt] vt./vi. 期望		necessary [ˈnesəsəri] adj. 必需的	
outcome [ˈaʊtkʌm] n. 结果;成果	(28)	case [keɪs] n. 实例;情况	(31
impatiently [ɪm'peɪ∫ntli] adv. 焦躁地	;不耐	goal [gəʊl] n. 目标	(31
烦地	(28)	motivate「'məʊtɪveɪt] vt. 激励	(31

target [ˈtɑːɡɪt] n. 目标	(31)		
schedule [ˈʃedjuːl;ˈskedʒuːl] n. 时间是	表;	Unit 3	
计划表	(32)		
chart [t∫ɑːt] n. 图表	(32)	Reading Actively	
aside [əˈsaɪd] adv. 在旁边	(32)	I Words for Production	
normal [ˈnɔːməl] <i>adj</i> . 正常的	(32)	powerful ['paʊəfl] <i>adj</i> . 有力的;强大的	(37)
abnormal [æbˈnɔːml] adj. 反常的;异常	的	power ['pauə] n. 力量	(37)
occupy [ˈɒkjʊpaɪ] vt. 占据	(32)	armed [aɪmd] adj. 武装的;带着武器的	
relaxation [ˌriːlækˈseɪ∫n] n. 放松;休息	(32)	arm「qim」vt. 武装 n. 手臂	()
entertainment [entə teɪnmənt] n. 娱牙	₹;	broken ['brəʊkən] adj. 破碎的;损坏的	(38)
消遣	(32)	beard [bɪəd] n. 胡子	(38)
extremely [ɪkˈstriɪmli] adv. 非常	(32)	bearded ['bɪədɪd] <i>adj.</i> 有胡子的	` ′
actually [ˈæktʃʊəli] adv. 实际上;事实上	(32)	closely [ˈkləʊsli] adv. 严密地;紧密地	(38)
actual [ˈæktʃʊəl] adj. 实际的;真实的		close [kl ɔu s] <i>adj</i> . 亲密的;紧密的	
attitude [ˈætɪtjuɪd] n. 态度	(32)	sight [saɪt] n. 视力	(38)
technique [tek'niːk] n. 技巧;方法	(32)	silence ['saɪləns] n. 缄默;沉默	(38)
II Words for Recognition		silent [ˈsaɪlənt] adj. 安静的	
meaningful ['miːnɪŋfl] adj. 有意义的	(32)	aim [eɪm] <i>vi</i> . 瞄准	(38)
meaning ['miːnɪŋ] n. 意义;含义		sweat [swet] n. 汗 vi. 出汗	(38)
		forehead [ˈfɔːhed;ˈfɒrɪd] n. 前额	(38)
by the end of 到结束时	(31)	calmly ['kɑːmli] <i>adv</i> . 平静地;沉着地	(38)
keep in mind 记住;军记	(31)	calm [kɑɪm] adj. 平静的;沉着的	
give up 放弃;交出	(32)	tune [tjuɪn] n. 曲子;歌曲	(38)
fill in 填写	(32)	attract [əˈtrækt] vt. 吸引;引起	(38)
be sure to do 一定要;必定要	(32)	hatred ['heɪtrɪd] n. 讨厌;憎恨	(38)
set aside 留出	(32)	hate [heɪt] vt. 憎恨;厌恶	
of course 一定;当然	(32)	note [nəʊt] n. 音符;笔记 vt. 记录	(38)
make (good) use of (充分)利用	(32)	excellently ['eksələntli] adv. 极好地;优	
in class 在课堂上	(32)	11 . [1 . 1 .] 1 . 40 40 44 / 18-24	(38)
as soon as (you can) 尽可能快地	(32)	excellent ['eksələnt] adj. 极好的;优秀的	
after class 下课后	(32)	decent ['diɪsnt] adj. 正派的	(39)
as well (as) ······也;和·····一样	(32)	guy [gaɪ] n. 人;家伙	(39)
remain confused about 仍然感到困惑	(32)	strike [straɪk] vt. 打;敲打 fellow ['feləu] n. 小伙子	(39)
learn from 向学习	(32)	piano [pi m. 小伙子 piano [pi m. 钢琴	(39)(41)
get to know 了解;认识	(32)	рыно [рі ан өо] <i>п</i> . ту-х	(+1)
learn about 学习;了解	(32)		

II Words for Recognition		* skyscraper ['skaiskreipə] n . 摩天大楼	(45
cabin ['kæbɪn] n. 小屋;客舱;船舱	(38)	hear of 听说;获悉	(45
dirt [d3ɪt] n. 灰尘;尘土	(38)	singer [ˈsɪŋə] n. 歌唱家	(45
sunshine ['sʌn∫aɪn] n. 阳光	(38)	Listening, Speaking & Writing	
pause [pɔːz] vi. 暂停;停顿 n. 停顿	(39)	heaven ['hevn] n. 天空;天堂	(47
		memory ['meməri] n. 记忆;记忆力	(47
point (a gun) at 用(枪)对着	(38)	gather ['gæðə] vt./vi. 聚积;收集	(47
look around () 朝(······的)四周看	(38)	dusty ['dʌsti] adj. 满是灰尘的	(47
sign of ······的征兆	(38)	dust [dAst] n. 灰尘;尘土	(47
just then 就在那时	(38)	misty ['mɪsti] adj. 朦胧的	(47
catch sight of 看见	(38)	mist [mɪst] n. 薄雾	(47
for a moment 一会儿	(38)	teardrop ['trədrop] n. 泪珠	(47
aim at 瞄准······	(38)	tear [tɪə] n. 眼泪	(17
as if 似乎;好像	(38)	belong [bɪˈlɒŋ] vi. 属于	(47
a welcome visitor 受欢迎的客人	(38)	remind of 使······想起······	(47
one (tune) after another $-(\rlap{/}{/}\hskip{.05in})$ \not	(曲)	far away 遥远的	(47
	(38)	·	(. ,
give way to sth. 为所代替;让路给	ì·····	Reading Further	
	(38)	I Words for Production	
a look of ······的样子	(38)	I Words for Production southerner ['sʌðənə] n. 南方人	(48
a look of ······的样子 beat time 打节拍			(48
	(38)	southerner [ˈsʌðənə] n. 南方人	
beat time 打节拍	(38)(38)	southerner ['sʌðənə] n. 南方人 southern ['sʌðən] adj. 南方的;南部的 originally [əˈrɪdʒənəli] adv. 最初;起初	J (48
beat time 打节拍 die away 渐渐消失	(38)(38)(38)	southerner ['sʌðənə] n. 南方人 southern ['sʌðən] adj. 南方的;南部的	J (48
beat time 打节拍 die away 渐渐消失 (be) deep in thought 沉思	(38)(38)(38)(39)	southerner ['sʌðənə] n. 南方人 southern ['sʌðən] adj. 南方的;南部的 originally [əˈrɪdʒənəli] adv. 最初;起初 original [əˈrɪdʒənl] adj. 最初的;起初的	J (48
beat time 打节拍 die away 渐渐消失 (be) deep in thought 沉思 have a talk with sb. 与某人交谈	(38)(38)(38)(39)(39)	southerner ['sʌðənə] n. 南方人 southern ['sʌðən] adj. 南方的;南部的 originally [əˈrɪdʒənəli] adv. 最初;起初 original [əˈrɪdʒənl] adj. 最初的;起初的 origin ['ɒrɪdʒɪn] n. 起源;开端	J (48
beat time 打节拍 die away 渐渐消失 (be) deep in thought 沉思 have a talk with sb. 与某人交谈 give oneself up (to sb.) 自首	 (38) (38) (39) (39) (39) 	southerner ['sʌðənə] n. 南方人 southern ['sʌðən] adj. 南方的;南部的 originally [ə'rɪdʒənəli] adv. 最初;起初 original [ə'rɪdʒənl] adj. 最初的;起初的 origin ['brɪdʒɪn] n. 起源;开端 gain [ɡeɪn] vt. 获得;赢得 n. 收获	J (48
beat time 打节拍 die away 渐渐消失 (be) deep in thought 沉思 have a talk with sb. 与某人交谈 give oneself up (to sb.) 自首 tell of 表明 Exploring & Using	 (38) (38) (39) (39) (39) (39) 	southerner ['sʌðənə] n. 南方人 southern ['sʌðən] adj. 南方的;南部的 originally [ə'rɪdʒənəli] adv. 最初;起初 original [ə'rɪdʒənl] adj. 最初的;起初的 origin ['brɪdʒɪn] n. 起源;开端 gain [ɡeɪn] vt. 获得;赢得 n. 收获 acceptance [ək'septəns] n. 认可;接受	J (48
beat time 打节拍 die away 渐渐消失 (be) deep in thought 沉思 have a talk with sb. 与某人交谈 give oneself up (to sb.) 自首 tell of 表明 Exploring & Using badminton ['bædmɪntən] n. 羽毛球	 (38) (38) (39) (39) (39) (39) (44) 	southerner ['sʌðənə] n. 南方人 southern ['sʌðən] adj. 南方的;南部的 originally [ə'rɪdʒənəli] adv. 最初;起初 original [ə'rɪdʒənl] adj. 最初的;起初的 origin ['ɒrɪdʒɪn] n. 起源;开端 gain [ɡeɪn] vt. 获得;赢得 n. 收获 acceptance [ək'septəns] n. 认可;接受 accept [ək'sept] vt./vi. 接受;承认	(48 (48 (48
beat time 打节拍 die away 渐渐消失 (be) deep in thought 沉思 have a talk with sb. 与某人交谈 give oneself up (to sb.) 自首 tell of 表明 Exploring & Using	 (38) (38) (39) (39) (39) (39) (44) 	southerner ['sʌðənə] n. 南方人 southern ['sʌðən] adj. 南方的;南部的 originally [ə'rɪdʒənəli] adv. 最初;起初 original [ə'rɪdʒənl] adj. 最初的;起初的 origin ['ɒrɪdʒɪn] n. 起源;开端 gain [ɡeɪn] vt. 获得;赢得 n. 收获 acceptance [ək'septəns] n. 认可;接受 accept [ək'sept] vt./vi. 接受;承认 aspect ['æspekt] n. 方面	(48) (48) (48) (48)
beat time 打节拍 die away 渐渐消失 (be) deep in thought 沉思 have a talk with sb. 与某人交谈 give oneself up (to sb.) 自首 tell of 表明 Exploring & Using badminton ['bædmɪntən] n. 羽毛球	 (38) (38) (39) (39) (39) (39) (44) 	southerner ['sʌðənə] n. 南方人 southern ['sʌðən] adj. 南方的;南部的 originally [ə'rɪdʒənəli] adv. 最初;起初 original [ə'rɪdʒənl] adj. 最初的;起初的 origin ['ɒrɪdʒɪn] n. 起源;开端 gain [geɪn] vt. 获得;赢得 n. 收获 acceptance [ək'septəns] n. 认可;接受 accept [ək'sept] vt./vi. 接受;承认 aspect ['æspekt] n. 方面 based [beɪst] adj. 以为基础的	(48) (48) (48) (48)
beat time 打节拍 die away 渐渐消失 (be) deep in thought 沉思 have a talk with sb. 与某人交谈 give oneself up (to sb.) 自首 tell of 表明 Exploring & Using badminton ['bædmɪntən] n. 羽毛球 Listening, Understanding & Communic	(38) (38) (38) (39) (39) (39) (39) (44) cating (45)	southerner ['sʌðənə] n. 南方人 southern ['sʌðən] adj. 南方的;南部的 originally [əˈrɪdʒənəli] adv. 最初;起初 original [əˈrɪdʒənl] adj. 最初的;起初的 origin ['ɒrɪdʒɪn] n. 起源;开端 gain [geɪn] vt. 获得;赢得 n. 收获 acceptance [əkˈseptəns] n. 认可;接受 accept [əkˈsept] vt./vi. 接受;承认 aspect [ˈæspekt] n. 方面 based [beɪst] adj. 以为基础的 base [beɪs] vt. 以为基础	(48 (48 (48 (48 (48
beat time 打节拍 die away 渐渐消失 (be) deep in thought 沉思 have a talk with sb. 与某人交谈 give oneself up (to sb.) 自首 tell of 表明 Exploring & Using badminton ['bædmɪntən] n. 羽毛球 Listening, Understanding & Communic jazz [dʒæz] n. 爵士乐	(38) (38) (38) (39) (39) (39) (39) (44) cating (45)	southerner ['sʌðənə] n. 南方人 southern ['sʌðən] adj. 南方的;南部的 originally [ə'rɪdʒənəli] adv. 最初;起初 original [ə'rɪdʒənl] adj. 最初的;起初的 origin ['brɪdʒɪn] n. 起源;开端 gain [geɪn] vt. 获得;赢得 n. 收获 acceptance [ək'septəns] n. 认可;接受 accept [ək'sept] vt./vi. 接受;承认 aspect ['æspekt] n. 方面 based [beɪst] adj. 以为基础 content ['kɒntent] n. 内容;目录	(48) (48) (48) (48) (48)
beat time 打节拍 die away 渐渐消失 (be) deep in thought 沉思 have a talk with sb. 与某人交谈 give oneself up (to sb.) 自首 tell of 表明 Exploring & Using badminton ['bædmɪntən] n. 羽毛球 Listening, Understanding & Communic jazz [dʒæz] n. 爵士乐 classical ['klæsɪkl] adj. 古典的;经典的	(38) (38) (38) (39) (39) (39) (39) (44) cating (45)	southerner ['sʌðənə] n. 南方人 southern ['sʌðən] adj. 南方的;南部的 originally [ə'rɪdʒənəli] adv. 最初;起初 original [ə'rɪdʒənl] adj. 最初的;起初的 origin ['brɪdʒɪn] n. 起源;开端 gain [geɪn] vt. 获得;赢得 n. 收获 acceptance [ək'septəns] n. 认可;接受 accept [ək'sept] vt./vi. 接受;承认 aspect ['æspekt] n. 方面 based [beɪst] adj. 以为基础 content ['kɒntent] n. 内容;目录 element ['elɪmənt] n. 元素;要素	(48) (48) (48) (48) (48) (48)
beat time 打节拍 die away 渐渐消失 (be) deep in thought 沉思 have a talk with sb. 与某人交谈 give oneself up (to sb.) 自首 tell of 表明 Exploring & Using badminton ['bædmɪntən] n. 羽毛球 Listening, Understanding & Communic jazz [dʒæz] n. 爵士乐 classical ['klæsɪk] adj. 古典的;经典的; classic ['klæsɪk] adj. 古典的;经典的;	(38) (38) (38) (39) (39) (39) (39) (44) cating (45)	southerner ['sʌðənə] n. 南方人 southern ['sʌðən] adj. 南方的;南部的 originally [ə'rɪdʒənəli] adv. 最初;起初 original [ə'rɪdʒənl] adj. 最初的;起初的 origin ['brɪdʒɪn] n. 起源;开端 gain [geɪn] vt. 获得;赢得 n. 收获 acceptance [ək'septəns] n. 认可;接受 accept [ək'sept] vt./vi. 接受;承认 aspect ['æspekt] n. 方面 based [beɪst] adj. 以为基础 content ['kɒntent] n. 内容;目录 element ['elɪmənt] n. 元素;要素 harmony ['hɑːməni] n. 协调	(48) (48) (48) (48) (48) (48) (48)

tend [tend] vi. 倾向;易于	(48)	musically speaking 就音乐而言	(48)
mirror ['mɪrə] vt. 反映;反射 n. 镜子	(48)	be based on 以为基础	(48)
concern [kənˈsɜːn] n. 关心;忧虑 vt. 涉	ラ及 ;	A rather than B A 而不是 B	(48)
使担心	(48)	tend to do sth. 倾向于做某事	(48)
lifestyle [ˈlaɪfstaɪl] n. 生活方式	(48)	be concerned with 关心	(48)
time [taɪm] n. (常用复数形式)时代	(48)	sing of 歌颂······	(49)
cultural [ˈkʌltʃərəl] adj. 文化的	(48)	be influenced by 受的影响	(49)
culture [ˈkʌltʃə] n. 文化		believe in sb./sth. 相信;信仰	(49)
movement [ˈmuɪvmənt] n. 运动	(48)		
tradition [trəˈdɪ∫n] n. 传统	(48)	Unit 4	
traditional [trəˈdɪ∫ənl] adj. 传统的			
represent [ˌreprɪˈzent] vt. 代表	(48)	Reading Actively	
injustice [ɪnˈdʒʌstɪs] n. 不公平	(49)		
justice ['dʒʌstɪs] n. 正义		I Words for Production	
inequality [ˌɪɪɪɪˈkwɒləti] n. 不平等	(49)	$match [mæt \int] vt.$ 相称;比得上;使匹配	n. 比
equality [i ^l kwɒləti] n. 平等		赛;匹配;火柴	(52)
equal [ˈiːkwəl] adj. 平等的		excellence [ˈeksələns] n. 杰出;优秀	(52)
admiration [ˌædməˈreɪ∫n] n. 赞美	(49)	theme [θiːm] n. 主题;主旨	(52)
talent ['tælənt] n. 才能;才干	(49)	lovable ['lʌvəbl] adj. 可爱的;讨人喜欢的	(52)
band [bænd] n. 乐队	(49)	captain ['kæptɪn] n. 上尉;队长;船长	(52)
voice [vɔɪs] vt. (用言语)表达;说出 n.	声音	joy [d ʒɔɪ] <i>n.</i> 欢乐;快乐	(52)
	(49)	mature [məˈt∫uə] <i>adj.</i> 成熟的	(52)
emotion [ɪˈməʊ∫n] <i>n</i> . 感情;情感	(49)	romantic [rəʊˈmæntɪk] adj. 浪漫的;多t	青的
philosophy [fəˈlɒsəfi] n. 哲学;哲理	(49)		(53)
optimistic [ˌɒptɪˈmɪstɪk] adj. 乐观的;		producer [prəˈdjuɪsə] n. 制作人;制片人	(53)
乐观主义的	(49)	tuneful ['tjuːnfl] adj. 音调优美的;悦耳的	(53)
forever [fər'evə] adv. 永远	(49)	memorable [ˈmemərəbl] adj. 值得纪念的	的;
sheet $[\int iIt]$ n. 一页;一张(纸)	(50)	难忘的	(53)
II Words for Recognition		appeal [ə'piːl] vi. 吸引;引起兴趣 n. 感染	力
lyrical ['lırıkl] adj. 抒情的	(48)		(53)
lyric ['lɪrɪk] n. (常用复数形式)歌词		photography [fəˈtɒɡrəfi] n. 摄影(术)	(53)
melody ['melədi] n. 曲调;旋律	(48)	photograph [ˈfəʊtəgrɑːf] n. 照片	
rhythm [ˈrɪðəm] n. 节奏;节拍	(48)	photographer [fəˈtɒgrəfə] n. 摄影师	
religion [rɪˈlɪdʒən] n. 宗教;信仰	(49)	attractive [ə'træktɪv] adj. 吸引人的;有	魅
		力的	(53)
be known as 以著称;被认为是…		attract [əˈtrækt] vt. 吸引	
	(48)	scene 「siIn] n. 场景:布景	(53)

superb [suː'pɜːb,sjuː-] adj. 极好的;-	一流的	moral value 道德价值	(53)
	(53)	It is obvious that 显然	(53)
fully [ˈfoli] adv. 完全地;彻底地	(53)	Exploring & Using	
seemingly [ˈsiːmɪŋli] adv. 看似;表面	Ŀ		
看来	(53)	narrow ['nærəʊ] <i>adj.</i> 狭窄的	(56)
seeming [ˈsiːmɪŋ] adj. 表面上的		hostess ['həʊstəs] n. 女主人;女主持人	. (56)
seem [siːm] vi. 似乎;像是		host [həʊst] n. 主人;主持人	
common [ˈkɒmən] adj. 共同的;普通的	勺 (53)	explorer [ɪkˈsplɔːrə] n. 探险家	(56)
moral [ˈmɒrəl] adj. 道德的 n. 道德;寓意	〔53〕	superior [suːˈpɪəriə] n. 修道院长	(57)
educational [ˌedʒʊˈkeɪ∫ənl] adj. 教育	·的;	arrange [əˈreɪndʒ] vt. 排列	(57)
有教育意义的	(53)	Listening, Understanding & Communic	ating
education [ˌedʒʊˈkeɪʃn] n. 教育			
educate [ˈedʒʊkeɪt] vt. 教育		shocked [∫ɒkt] adj. 震惊的	(59)
clearly [ˈklɪəli] adv. 明确地;清楚地	(53)	shock [∫Dk] vt. 使震动;震惊 * ***********************************	(50)
obvious [ˈɒbviəs] <i>adj</i> . 明显的	(53)	* gratitude ['grætɪtjuɪd] n. 感激;感谢	(59)
unforgettable [ˌʌnfəˈgetəbl] adj. 令人	难忘的	appreciation [əˌpriɪʃiˈeɪʃn] n. 感激	(59)
	(53)	appreciate [əˈpriːʃieɪt] vt. 感激	(50)
forgettable [fəˈɡetəbl] adj. 容易遗忘的	勺	moment ['məʊmənt] n. 时刻	(59)
forget [fə'get] (forgot, forgotten) vt. 3	忘记;	at this moment 现在;此刻	(59)
忽略		Reading Further	
· · · · · · · · · · · · · · · · · · ·	(53)		
ignore [ɪgˈnɔː] vt. 忽视	(33)	I Words for Production	
bar [bax] n. (酒、茶)吧	(55)	I Words for Production	(62)
· ·		data [ˈdeɪtə] n. 资料;数据	(62) (62)
bar [bɑx] n. (酒、茶)吧	(55)	data ['deɪtə] n. 资料;数据 birthplace ['b ɜːθ pleɪs] n. 出生地	(62)
bar [bɑx] n. (酒、茶)吧 II Words for Recognition	(55)	data ['deɪtə] n. 资料;数据 birthplace ['bɜːθpleɪs] n. 出生地 comedy ['kɒmədi] n. 喜剧	(62) (63)
bar [bɑx] n. (酒、茶)吧 II Words for Recognition edelweiss ['eɪdlvaɪs] n. 雪绒花;薄雪花	(55) 花(52)	data ['deɪtə] n. 资料;数据 birthplace ['bɜːθpleɪs] n. 出生地 comedy ['kɒmədi] n. 喜剧 peak [piːk] n. 顶点;山峰	(62)(63)(63)
bar [bɑx] n. (酒、茶)吧 II Words for Recognition edelweiss ['eɪdlvaɪs] n. 雪绒花;薄雪花blossom ['blɒsəm] n. 花 vi. 开花	(55) 姓(52) (52)	data ['dertə] n. 资料;数据 birthplace ['bɜːθpleɪs] n. 出生地 comedy ['kɒmədi] n. 喜剧 peak [piːk] n. 顶点;山峰 lawyer ['lɔːjə] n. 律师	(62)(63)(63)
bar [bɑɪ] n. (酒、茶)吧 II Words for Recognition edelweiss ['eɪdlvaɪs] n. 雪绒花;薄雪花blossom ['blɒsəm] n. 花 vi. 开花 bloom [bluɪm] vi. 开花 n. 花	(55) 花(52) (52) (52)	data ['deɪtə] n. 资料;数据 birthplace ['bɜːθpleɪs] n. 出生地 comedy ['kɒmədi] n. 喜剧 peak [piːk] n. 顶点;山峰 lawyer ['lɔːjə] n. 律师 star [stɑː] vi. 主演	(62)(63)(63)(62)
bar [bɑɪ] n. (酒、茶)吧 Il Words for Recognition edelweiss ['eɪdlvaɪs] n. 雪绒花;薄雪花blossom ['blɒsəm] n. 花 vi. 开花bloom [bluɪm] vi. 开花 n. 花naughty ['nɔɪti] adj. 顽皮的;淘气的	(55) 推(52) (52) (52) (52)	data ['deɪtə] n. 资料;数据 birthplace ['bɜːθpleɪs] n. 出生地 comedy ['kɒmədi] n. 喜剧 peak [piːk] n. 顶点;山峰 lawyer ['lɔːjə] n. 律师 star [stɑː] vi. 主演 audience ['ɔːdiəns] n. 观众	(62)(63)(63)(63)(62)(63)
bar [bɑɪ] n. (酒、茶)吧 Il Words for Recognition edelweiss ['eɪdlvaɪs] n. 雪绒花;薄雪花blossom ['blɒsəm] n. 花 vi. 开花bloom [bluɪm] vi. 开花 n. 花 naughty ['nɔɪti] adj. 顽皮的;淘气的 governess ['gʌvənəs] n. 家庭女教师	(55) 花(52) (52) (52) (52) (52)	data ['deɪtə] n. 资料;数据 birthplace ['bɜːθpleɪs] n. 出生地 comedy ['kɒmədi] n. 喜剧 peak [piːk] n. 顶点;山峰 lawyer ['lɔːjə] n. 律师 star [stɑː] vi. 主演	(62) (63) (63) (63) (62) (63)
bar [bɑɪ] n. (酒、茶)吧 Ⅱ Words for Recognition edelweiss ['eɪdlvaɪs] n. 雪绒花;薄雪花 blossom ['blɒsəm] n. 花 vi. 开花 bloom [bluɪm] vi. 开花 n. 花 naughty ['nɔɪti] adj. 顽皮的;淘气的 governess ['gʌvənəs] n. 家庭女教师 heroine ['herəʊɪn] n. 女主角 Ⅲ Phrases and Expressions	(55) (52) (52) (52) (52) (52) (52)	data ['deɪtə] n. 资料;数据 birthplace ['bɜːθpleɪs] n. 出生地 comedy ['kɒmədi] n. 喜剧 peak [piːk] n. 顶点;山峰 lawyer ['lɔːjə] n. 律师 star [stɑː] vi. 主演 audience ['ɔːdiəns] n. 观众	(62) (63) (63) (63) (63) (63)
bar [baɪ] n. (酒、茶)吧 Il Words for Recognition edelweiss ['eɪdlvaɪs] n. 雪绒花;薄雪花 blossom ['blɒsəm] n. 花 vi. 开花 bloom [bluɪm] vi. 开花 n. 花 naughty ['nɔɪti] adj. 顽皮的;淘气的 governess ['gʌvənəs] n. 家庭女教师 heroine ['herəʊɪm] n. 女主角 Ill Phrases and Expressions for sb. 对而言;至于	(55) 花(52) (52) (52) (52) (52) (52)	data ['dertə] n. 资料;数据 birthplace ['bɜːθpleɪs] n. 出生地 comedy ['kɒmədi] n. 喜剧 peak [piːk] n. 顶点;山峰 lawyer ['lɔːjə] n. 律师 star [stɑː] vi. 主演 audience ['ɔːdiəns] n. 观众 respect [rɪˈspekt] vt. 尊重 n. 尊重;敬力	(62) (63) (63) (63) (63) (63)
bar [bɑɪ] n. (酒、茶)吧 II Words for Recognition edelweiss ['eɪdlvaɪs] n. 雪绒花;薄雪花 blossom ['blɒsəm] n. 花 vi. 开花 bloom [bluɪm] vi. 开花 n. 花 naughty ['nɔɪti] adj. 顽皮的;淘气的 governess ['gʌvənəs] n. 家庭女教师 heroine ['herəʊɪn] n. 女主角 III Phrases and Expressions for sb. 对而言;至于 take to… 喜欢;开始从事于	(55) (52) (52) (52) (52) (52) (52)	data ['dertə] n. 资料;数据 birthplace ['bɜːθpleɪs] n. 出生地 comedy ['kɒmədi] n. 喜剧 peak [piːk] n. 顶点;山峰 lawyer ['lɔːjə] n. 律师 star [stɑː] vi. 主演 audience ['ɔːdiəns] n. 观众 respect [rɪˈspekt] vt. 尊重 n. 尊重;敬龙 cast [kɑːst] vi. 投;掷;抛	(62) (63) (63) (63) (63) (63)
bar [bɑɪ] n. (酒、茶)吧 Ⅱ Words for Recognition edelweiss ['eɪdlvaɪs] n. 雪绒花;薄雪花 blossom ['blɒsəm] n. 花 vi. 开花 bloom [bluɪm] vi. 开花 n. 花 naughty ['nɔɪti] adj. 顽皮的;淘气的 governess ['gʌvənəs] n. 家庭女教师 heroine ['herəʊɪn] n. 女主角 Ⅲ Phrases and Expressions for sb. 对而言;至于 take to… 喜欢;开始从事于 appeal to… 吸引	(55) (52) (52) (52) (52) (52) (52) (52) (52) (52) (53)	data ['dertə] n. 资料;数据 birthplace ['bɜːθpleɪs] n. 出生地 comedy ['kɒmədi] n. 喜剧 peak [piːk] n. 顶点;山峰 lawyer ['lɔzjə] n. 律师 star [stɑː] vi. 主演 audience ['ɔːdiəns] n. 观众 respect [rɪˈspekt] vt. 尊重 n. 尊重;敬z cast [kɑːst] vi. 投;掷;抛 earn [ɜːn] vt. 获得;挣得	(62) (63) (63) (63) (63) (63) (63)
bar [bɑɪ] n. (酒、茶)吧 II Words for Recognition edelweiss ['eɪdlvaɪs] n. 雪绒花;薄雪花 blossom ['blɒsəm] n. 花 vi. 开花 bloom [bluɪm] vi. 开花 n. 花 naughty ['nɔɪti] adj. 顽皮的;淘气的 governess ['gʌvənəs] n. 家庭女教师 heroine ['herəʊɪn] n. 女主角 III Phrases and Expressions for sb. 对而言;至于 take to… 喜欢;开始从事于	(55) (52) (52) (52) (52) (52) (52) (52) (52) (52) (53)	data ['dertə] n. 资料;数据 birthplace ['bɜːθpleɪs] n. 出生地 comedy ['kɒmədi] n. 喜剧 peak [piːk] n. 顶点;山峰 lawyer ['lɔɪjə] n. 律师 star [stɑɪ] vi. 主演 audience ['ɔɪdiəns] n. 观众 respect [rɪˈspekt] vt. 尊重 n. 尊重;敬z cast [kɑɪst] vi. 投;掷;抛 earn [ɜɪn] vt. 获得;挣得 medal ['medl] n. 奖章;勋章	(62) (63) (63) (63) (63) (63) (63)
bar [bɑɪ] n. (酒、茶)吧 Ⅱ Words for Recognition edelweiss ['eɪdlvaɪs] n. 雪绒花;薄雪花blossom ['blɒsəm] n. 花 vi. 开花 bloom [bluɪm] vi. 开花 n. 花 naughty ['nɔɪti] adj. 顽皮的;淘气的 governess ['gʌvənəs] n. 家庭女教师 heroine ['herəʊɪn] n. 女主角 Ⅲ Phrases and Expressions for sb. 对而言;至于 take to… 喜欢;开始从事于 appeal to… 吸引 be in keeping with sth. 与—致;与	(55) (52) (52) (52) (52) (52) (52) (52)	data ['dertə] n. 资料;数据 birthplace ['bɜːθpleɪs] n. 出生地 comedy ['kɒmədi] n. 喜剧 peak [piːk] n. 顶点;山峰 lawyer ['lɔːjə] n. 律师 star [stɑː] vi. 主演 audience ['ɔːdiəns] n. 观众 respect [rɪ'spekt] vt. 尊重 n. 尊重;敬ɔ cast [kɑːst] vi. 投;掷;抛 earn [ɜːn] vt. 获得;挣得 medal ['medl] n. 奖章;勋章 freedom ['friːdəm] n. 自由	(62) (63) (63) (63) (63) (63) (63) (63)

(67)

Word Lea	arning Booste
triumph ['traɪʌmf] n. 胜利	(67)
lifetime [ˈlaɪftaɪm] n. 一生;终生	(67)
be fortunate in 在方面运气好	(67)

III Phrases and Expr

be fortunate in... 在 enter a race 参加比赛;参加赛跑 (67)come in last/next to last 得最后一名/倒

数第二名 (67)

from then on 从那时起 (67)

the Olympic Games 奥林匹克运动会 (67)

once again 再一次 (67)

hand sth. to sb. 把某物传递给某人 (67)

make history 创造历史 (67)

Unit 5

(63)

Reading Actively

I Words for Production

take off 起跑;(飞机)起飞

amazing [əˈmeɪzɪŋ] adj. 令人惊异的 (72)emperor ['empərə] n. 皇帝 (73)

survivor [sə'vaɪvə] n. 幸存者 (73)

survive [sə'vaɪv] vt./vi. 幸存

absolutely [ˈæbsəluːtli] adv. 绝对地:完全地 (73)

continent ['kɒntɪnənt] n. 大陆 (73)

tough「tʌf] adj. 艰苦的;困难的 (73)

cooperate [kəʊˈɒpəreɪt] vi. 合作;配合 (73)

cooperative [kəʊˈɒpərətɪv] adj. 合作的

cooperation [kəʊˌɒpəˈreɪʃn] n. 合作;协作

behaviour [bɪˈheɪvjə] n. 行为;举止 (73)

behave [bɪ'heɪv] vt. 表现得体

crowd [kraud] vi. 聚集 (73)

protect [prə'tekt] vt. 保护 (73)

diet「'darət] n. 食物 (73)

dive 「daɪv] vi./n. 潜水 (73)deeper ['diɪpə] adj. 更深的 (73)

II Words for Recognition

gamble ['qæmbl] n. 赌博:冒险 (63)

career [kəˈrɪə] n. 职业 (63)

nomination [|nomɪ neɪʃn] n. 提名 (63)slow-witted [sləʊˈwɪtɪd] adj. 迟钝的:笨的

(63)

in search of... 寻找……;寻求…… (62)take/play a role in/on... 在……中扮演角色 (62)

go/be off to... 到……去 (63)

a television show 电视节目 (63)

It is no wonder that... 难怪…… (63)

alternative fuel 可替代燃料

Challenging Yourself B

I Words for Production

athlete [ˈæθlixt] n. 运动员 (65)

boxing ['boksɪŋ] n. 拳击 (65)

deadly ['dedli] adj. (可能)致死的;致命的 (67)

useless ['juːsləs] adj. 无用的 (67)

useful ['juːsfl] adj. 有用的

iron ['aɪən] n. 铁(符号 Fe) (67)

faith 「ferθ] n. 信任;信心;信仰 (67)

remove [rɪ'mu'v] vt. 拿开;取走;消除 (67)

runner「'rʌnə] n. 跑步者;赛跑者 (67)

quit [kwɪt] vi. 离开:停止 (67)

train「treɪn] vt. 培养;训练 (67)

relay [ˈriːleɪ] n. 接力赛 (67)

track「træk] n. 跑道 (67)

struggle ['strʌɡl] n./vi. 奋斗 (67)

II Words for Recognition

incredible [m'kredəbl] adj. 不能相信的; 惊人的 (67)

length [leŋθ] n. 长度	(73)	shallow [ˈJæləʊ] adj. 肤浅的;表面的	(76)
female ['fiːmeɪl] n. 雌性动物;女人	(73)	poison ['pɔɪzn] vt.毒害 n. 毒药	(76)
male [meɪl] n. 雄性动物;男人	(73)	kangaroo [ˌkæŋɡəˈruː] n. 袋鼠	(77)
duty ['djuɪti] n. 义务;职责	(74)	escape [ɪˈskeɪp] n./vt./vi. 逃走;逃脱	(77)
balance ['bæləns] vt. 使平衡 n. 平衡	(74)	pole [pəʊl] n. 极点;杆	(77)
thus [ðʌs] adv. 因此	(74)	energetic [ˌenəˈdʒetɪk] adj. 精力充沛的	的
mercy [ˈmɜːsi] n. 仁慈;宽容	(74)		(79)
II Words for Recognition		energy ['enədʒi] n. 精力	
penguin ['peŋgwɪn] n. 企鹅	(73)	Listening, Understanding & Communic	ating
Antarctica [ænˈtɑːktɪkə] n. 南极洲	(73)	ensure [ɪn'∫ʊə] <i>vt</i> . 确保	(80)
warm [wɔːm] <i>adj</i> . 温暖的	(73)	various ['veəriəs] <i>adj.</i> 各种各样的	(80)
warmth [wɔːmθ] n. 温暖		organ ['ɔɪɡən] n. 器官	(80)
meanwhile ['miɪnwaɪl] adv. 同时;期间	引 (73)	* tongue [tAŋ] n. 舌头	(80)
relatively [ˈrelətɪvli] adv. 相当地	(73)	* butterfly ['bʌtəflaɪ] n. 蝴蝶	(80)
metre ['miːtə] n. (长度单位)米	(73)	up and down 上上下下;来来回回	(80)
chick [tʃɪk] n. 雏鸟;小鸡	(74)		(00)
parenting ['peərəntɪŋ] n. 养育	(74)	Reading, Speaking & Writing	
		skin [skɪn] n. 皮肤	(81)
be covered with 被覆盖	(73)	adult [ˈædʌlt] adj. 成年的 n. 成年人	(82)
any other 其他的	(73)	measure ['meʒə] vt./linking verb 量()	尺寸)
in order (to do sth.) 为了	(73)		(82)
take turns (to do sth./in sth.) 轮流		* giant ['dʒaɪənt] <i>adj.</i> 巨大的 <i>n.</i> 巨人;f	韦人
(做某事)	(73)		(82)
consist of (sb./sth.) 由构成	(73)	formerly [ˈfɔːməli] adv. 从前	(82)
take care of 照顾	(74)	former [ˈfɔːmə] adj. 早前的	
at the mercy of sb./sth. 受支配	(74)	percent [pəˈsent] n. 百分比	(82)
up to sth. 相当于;多达	(74)	Reading Further	
throw up 吐出	(74)	I Words for Production	
take one's place to do sth. 代替某人	、做	whale [weɪl] <i>n</i> . 鲸	(84)
某事	(74)	ocean [ˈəʊʃn] <i>n</i> . 海洋	(84)
look after 照顾	(74)	solution [səˈluːʃn] n. 解决方案	(84)
at sea 在海上	(74)	unique [jux'nixk] adj. 独特的;稀罕的	(84)
break up 破碎	(74)	kingdom ['kɪŋdəm] n. 王国	(84)
on one's own 依靠自己	(74)	beyond [bɪ'jɒnd] <i>prep</i> . 超过	(84)
Exploring & Using		charge [t∫ɑːdʒ] n. 费用	(84)
dinosaur「'daɪnəsəy]n 現故	(76)	nevertheless「nevaða¹les] adv	(84)

patiently ['peɪ∫ntli] adv. 耐心地	(84)	pass away 去世;消失	(84
phrase [freɪz] n. 短语;习语	(84)	shortly after 不久之后;很快	(84
entire [ɪnˈtaɪə] adj. 全部的	(84)		
entirely [ɪnˈtaɪəli] adv. 完全地		Unit 6	
starve [stɑːv] vt. 使挨饿	(84)		
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possible ['pɒsəbl] adj. 可能的;合理的		I Words for Production	
survival [sə'vaɪvl] n. 幸存;留住生命	(84)	rare [re ɔ] adj. 稀有的	(87
hatch [hæt∫] vi. 孵化	(84)	fortunately [ˈfɔːtʃənətli] adv. 幸运地	
II Words for Recognition		protection [prə tek∫n] <i>n</i> . 保护	(87 (87
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babysitter [ˈbeɪbɪsɪtə] n. 临时照顾幼		declare [dɪ'kleə] vt./vi. 宣布;声明	(87
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childcare ['t∫aɪldkeə] n. 儿童照管	(84)	extinction [ɪkˈstɪŋkʃn] n. 灭绝	(0)
genetically [dʒəˈnetɪkli] adv. 从遗传学	产角度	reality [ri ['] æləti] n. 现实	(87
	(84)	bear [beə] vt. 具有;结(果实)	(87
feed [fiːd] vt./vi. 进食;喂养	(84)	bat [bæt] n. 蝙蝠	(88)
newborn ['njuːbɔːn] adj. 新生的	(84)	unusual [ʌnˈjuːʒʊəl] adj. 与众不同的	(88)
III Phrases and Expressions		usual [ˈjuːʒʊəl] <i>adj.</i> 常见的;平常的	(00)
compare with 与相比较	(83)	province ['provins] n. 省	(88)
find ways to 想尽办法	(83)	inch [ɪntʃ] n. 英寸	(88)
dive for 扑向;潜水寻找	(84)	shade [∫eɪd] n. 色度;阴影	(88)
be unable to do sth. 不能做某事	(84)	species [ˈspiːʃiːz] n. 物种	(88)
be genetically related to sth./sb. 与	••••	witness ['wɪtnəs] vt. 当场看到;目击	(88)
有血缘关系	(84)	prove [pruːv] vt. 证明	(88)
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with one's help 在某人的帮助下	(84)	title ['taɪtl] n. 标题	(88)
provide for 供给	(84)	current ['kʌrənt] <i>adj.</i> 最近的;流行的	(88)
starve to death 饿死	(84)	cash [kæ∫] n. 现金	(90
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separate into groups 分成小组	(84)		(0.7
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spend (time) (in) doing 花(时间)做		eye-catching <i>adj</i> . 引人注目的	(87
he busy doing ath by T.HH	(84)	slipper ['slɪpə] n. 拖鞋	(87
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		的人	(96)
look like 看起来像	(87)	advertise [ˈædvətaɪz] vt. 为做广告	
be considered to be 被认为是	(87)	Reading Further	
in reality 实际上;事实上	(87)	I Words for Production	
get confused 感到困惑	(87)		(07)
due to sth./sb. 由于	(87)	desert [ˈdezət] n. 沙漠	(97)
be famous for 因而著名	(88)	polar [ˈpəʊlə] adj. 极地的	(97)
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		root [ruɪt] vi. 根除 n. 根	(97)
* vanish ['vænɪʃ] vi. 消失	(93)	spy [spaɪ] n. 间谍;密探	(97)
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* hint 「hɪnt] n. 暗示	(94)	pleasant ['pleznt] adj. 令人愉快的	(97)
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splendid [ˈsplendɪd] adj. 极好的	(94)	appear [əˈpɪə] vi. 显得;看来	(07)
* carnation [kaː'neɪ∫n] n. 康乃馨	(94)	symbol [ˈsɪmbl] n. 象征;符号	(97)
* lily [ˈlɪli] n. 百合花	(94)	loveliness ['lʌvlinəs] n. 可爱;漂亮 lovely ['lʌvli] adj. 可爱的	(97)
discount [ˈdɪskaʊnt] n. 折扣	(94)	love [lʌv] vt./n. 爱	
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diagram [ˈdaɪəɡræm] n. 图表;示意图	(95)		()0)
inspiring [ɪnˈspaɪərɪŋ] <i>adj.</i> 鼓舞人心的		■ Words for Recognition	(= :
· · · · · · · · · · · · · · · · · · ·	(96)	undercover ['ʌndə'kʌvə] adj. 秘密的	(97)
inspire [ɪnˈspaɪə] vt. 激发;鼓舞		agent ['eɪdʒənt] n. 特工;代理人	(97)
design [dɪˈzaɪn] vt. 设计;构想	(96)	bark [bɑːk] n. 树皮	(97)

deed [diɪd] n. 行为	(97)	cruel [ˈkruːəl] <i>adj</i> . 残酷的	(102
thorn [θɔːn] n. 刺	(97)	horrible [ˈhɒrəbl] adj. 可怕的	(102
proverb ['prɒvɜːb] n. 谚语;格言	(97)	fearfulness ['fɪəflnəs] n. 可怕;厉害	(102)
		fearful ['frəfl] adj. 可怕的;忧虑的	
be used as 被用来做	(97)	fear [fɪə] vt./vi./n. 害怕	
take part in 参加	(97)	insect ['ɪnsekt] n. 昆虫	(102)
root out 根除	(97)	therefore ['ðeəfɔː] adv. 因此;所以	(102)
trace back (to) 追溯到	(97)	petrol [ˈpetrəl] n. 汽油	(104)
judge by appearance 以貌取人	(97)	II Words for Recognition	
stand for 代表	(97)	mutton ['mʌtn] n. 羊肉	(102)
		parrot [ˈpærət] n. 鹦鹉	(102)
Challenging Yourself C		crane [kreɪn] n. 鹤	(102)
		tortoise [ˈtɔɪtəs] n. 乌龟	(102
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fox [foks] n. 狐狸	(102)	monster [ˈmɒnstə] n. 巨兽;怪物	(102
image [ˈɪmɪdʒ] n. 影像	(102)		
stupidity [stjuːˈpɪdəti] n. 愚蠢	(102)	be supposed to do/be sth. 应该	
magical ['mædʒɪkl] <i>adj</i> . 神奇的	(102)	(做/是)	(102
magic [ˈmædʒɪk] n. 魔法		as busy as a bee 忙得不可开交	(102
dishonest [dɪs'ɒnɪst] adj. 不诚实的	(102)	a herd of 一群	(102
honest ['Dnɪst] adj. 诚实的		refer to 指的是;参考;涉及	(103
dragon [ˈdrægən] n. 龙	(102)	a waste of 浪费	(103

(102)

greedy [ˈɡriːdi] adj. 贪婪的

(103)

Glossary

The following list of special words from the tips, directions and Grammar Link are helpful for your learning. They are arranged in alphabetic order and their Chinese meanings are given for your reference.

active vocabulary	积极词汇
adverbial	状语
analyse (analysis)	分析
antecedent	先行词
antonym	反义词
assess (assessment)	评价;评估
attribute	定语
attributive clause	定语从句
brackets	圆括号
capitalisation	大写
chart	图表
check	核查
clause	分句
complement	补语
complex sentence	主从复合句
compound sentence	并列复合句
compound (word)	合成词
compounding	合成法
conjunction	连词
connector	连接词
context	上下文
conversion	转化法/词
coordinating conjunction	并列连词
corresponding	相应的
dependent clause	 从属分句(从句)
(subordinate clause)	, ,
determiner	限定词
diagram	图表
distinguish	区分
elements of a sentence	句子成分
evaluate	评估;评价
format	格式
function	功能
generalise	归纳
graphic organiser	图表
head noun	中心名词
identify	识别

if clause	if (条件) 从句
imperative	祈使句
independent clause	オーバタ(ナタ)
(main clause)	独立分句(主句)
interpret	阐释
label	标记
lexical chunk	词块; 语块
list	罗列
mind map	思维导图
modal	情态动词
monologue	独白
object	宾语
part of speech	词性
passive vocabulary	消极词汇
plot	情节
predicate	谓语
predicative	表语
predict (prediction)	预测
prefix	前缀
punctuation	标点符号
refer to	参考
reflect on	反思;思考
relative adverb	关系副词
relative pronoun	关系代词
scan (scanning)	跳读
sentence pattern	句型; 句式
simple sentence	简单句
skim (skimming)	略读
statement	陈述; 表述
subject	主语
subordinating	人 人属连词
conjunction	, in the second
suffix	后缀
summarise/sum up	 概述
(summary)	,,,,,
synonym	同义词
verb	谓语; 动词

Irregular Verbs

Infinitive	.	Past tense	-ed form	-ing form
am	是	was	been	being
are	是	were	been	being
arise	发生;出现	arose	arisen	arising
awake	(使)醒来	awoke	awoken	awaking
bear	忍受	bore	borne	bearing
beat	敲打; 打败	beat	beaten	beating
become	变成	became	become	becoming
begin	开始	began	begun	beginning
bend	(使)弯曲	bent	bent	bending
bet	(用) 打赌	bet	bet	betting
bind	捆;绑	bound	bound	binding
bite	咬; 叮	bit	bitten	biting
bleed	出血	bled	bled	bleeding
blow	吹	blew	blown	blowing
break	(使)破; 裂	broke	broken	breaking
bring	带来	brought	brought	bringing
broadcast	广播	broadcast	broadcast	broadcasting
build	建造	built	built	building
burn	燃烧	burned, burnt	burned, burnt	burning
burst	(使)爆裂	burst	burst	bursting
buy	买	bought	bought	buying
can	能	could		
catch	捕捉	caught	caught	catching
choose	选择	chose	chosen	choosing
come	来	came	come	coming
cost	花费	cost	cost	costing
creep	爬行	crept	crept	creeping
cut	切	cut	cut	cutting
deal	处理	dealt	dealt	dealing

dig	挖掘	dug	dug	digging
do	做	did	done	doing
draw	画	drew	drawn	drawing
dream	做梦	dreamed, dreamt	dreamed, dreamt	dreaming
drink	喝;饮	drank	drunk	drinking
drive	驾驶	drove	driven	driving
eat	吃	ate	eaten	eating
fall	落下	fell	fallen	falling
feed	喂	fed	fed	feeding
feel	感到; 觉得	felt	felt	feeling
fight	战斗	fought	fought	fighting
find	发现	found	found	finding
fit	适合	fit, fitted	fit, fitted	fitting
fly	K	flew	flown	flying
forbid	禁止	forbade	forbidden	forbidding
forget	忘记	forgot	forgotten	forgetting
forgive	原谅	forgave	forgiven	forgiving
freeze	冻结	froze	frozen	freezing
get	得到	got	got, gotten	getting
give	给	gave	given	giving
go	走	went	gone	going
grow	成长	grew	grown	growing
hang	悬挂	hung	hung	hanging
nang	绞死	hanged	hanged	hanging
have	有	had	had	having
hear	听	heard	heard	hearing
hide	隐藏	hid	hidden	hiding
hit	打	hit	hit	hitting
hold	拿着	held	held	holding
hurt	受伤	hurt	hurt	hurting
is	是	was	been	being
keep	保持	kept	kept	keeping
kneel	跪下	knelt, kneeled	knelt, kneeled	kneeling
knit	编织	knitted, knit	knitted, knit	knitting
know	知道	knew	known	knowing
lay	放下	laid	laid	laying
lead	领导	led	led	leading
lean	依靠	leaned, leant	leaned, leant	leaning
leap	跳跃	leaped, leapt	leaped, leapt	leaping
learn	学习	learned, learnt	learned, learnt	learning
leave	离开	left	left	leaving

lend	借	lent	lent	lending
let	允许	let	let	letting
4.	躺	lay	lain	lying
lie	说谎	lied	lied	lying
light	点燃	lighted, lit	lighted, lit	lighting
lose	遗失	lost	lost	losing
make	制造	made	made	making
may	可以	might		
mean	意味	meant	meant	meaning
meet	会见	met	met	meeting
mistake	误解	mistook	mistaken	mistaking
overcome	克服	overcame	overcome	overcoming
pay	付费	paid	paid	paying
prove	证明	proved	proved, proven	proving
put	放置	put	put	putting
quit	离开	quit, quitted	quit, quitted	quitting
read	阅读	read	read	reading
rid	摆脱	rid	rid	ridding
ride	骑;乘	rode	ridden	riding
ring	响;鸣	rang	rung	ringing
rise	上升	rose	risen	rising
run	跑	ran	run	running
say	说	said	said	saying
see	看见	saw	seen	seeing
seek	寻找	sought	sought	seeking
sell	出售	sold	sold	selling
send	发送	sent	sent	sending
set	放; 置	set	set	setting
sew	缝制	sewed	sewn, sewed	sewing
shake	摇动	shook	shaken	shaking
shall	将要	should		
shine	照耀	shone	shone	shining
shoot	射击	shot	shot	shooting
show	展示	showed	shown, showed	showing
shut	关闭	shut	shut	shutting
sing	唱歌	sang	sung	singing
sink	下沉	sank	sunk	sinking
sit	坐	sat	sat	sitting
sleep	睡觉	slept	slept	sleeping
slide	滑动	slid	slid	sliding
smell	闻;嗅	smelled, smelt	smelled, smelt	smelling

sow	播种	sowed	sown, sowed	sowing
speak	说话	spoke	spoken	speaking
speed	快速前行	sped, speeded	sped, speeded	speeding
spell	拼写	spelled, spelt	spelled, spelt	spelling
spend	花费	spent	spent	spending
spill	溅出	spilled, spilt	spilled, spilt	spilling
split	撕裂	split	split	splitting
spoil	损坏	spoiled, spoilt	spoiled, spoilt	spoiling
spread	展开	spread	spread	spreading
spring	跳跃	sprang, sprung	sprung	springing
stand	站立	stood	stood	standing
steal	偷	stole	stolen	stealing
stick	粘贴	stuck	stuck	sticking
strike	敲打	struck	struck, stricken	striking
swear	发誓	swore	sworn	swearing
sweep	打扫	swept	swept	sweeping
swim	游泳	swam	swum	swimming
swing	摆动	swung	swung	swinging
take	携带;拿走	took	taken	taking
teach	教	taught	taught	teaching
tear	撕裂	tore	torn	tearing
tell	告诉	told	told	telling
think	思考	thought	thought	thinking
throw	投;掷	threw	thrown	throwing
understand	理解	understood	understood	understanding
wake	醒星	woke	woken	waking
wear	穿; 戴	wore	worn	wearing
weave	编;织	wove	woven	weaving
weep	哭泣	wept	wept	weeping
wet	使潮湿	wet, wetted	wet, wetted	wetting
will	将	would		
win	获胜	won	won	winning
wind	缠绕	wound	wound	winding
write	写	wrote	written	writing

Personal Dictionary

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后记

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