普通高中教科书

英

英语

必修

第三册

SENIOR ENGLISH FOR SCHOOLS STUDENT'S BOOK

英语 第三册

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SENIOR ENGLISH FOR SCHOOLS STUDENT'S BOOK

主编 杨晓钰



全產大學出版社

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(必修第三册)

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To the student

To the student

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

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

关于本教材的使用, 我们有以下建议:

- 7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!

SINILINOS

Theme	Unit/Title	Reading Actively Reading Further	Exploring & Using	Listening, Understanding & Communicating	Reading/Listening/Viewing, Speaking & Writing	Learning Strategies
	Festivals and Celebrations (P2)	 Harvest Celebrations around the World National Handwriting Day International Ask a Question Day Clean Off Your Desk Day 	 Word Power Words and expressions related to festivals Quantifiers Grammar Link The -ed form as the complement and adverbial 	Listening A monologue about the Spring Festival Speaking Expressing curiosity	Writing a piece of exposition	 Organising ideas and information by using a mind map Using Wh- questions to help get specific information Expanding vocabulary of quantifiers by grouping Summarising information through comparison and contrast
A Learning to Know	2. Honesty and Care	 Seven Dollars and a Bag of Cookies The Rebuilding of a Bridge 	 Word Power Words and expressions related to honesty and forgiveness Review of three ways of word formation Grammar Link The -ing form as the complement 	Listening A speech about one's experiences as a volunteer Speaking Talking about past experiences	Writing a note of apology	 Predicting with the help of pictures Organising information by using a chart Grouping words to understand and memorise them better Discovering the format of a note by analysing an example
	Challenging Yourself A Wise Ideas	◆ The Story of Two Pots◆ Encouraging Learning				Guessing the meaning of a new word through a synonym or antonym

Theme	Unit/Title	Reading Actively Reading Further	Exploring & Using	Listening, Understanding & Communicating	Reading/Listening/Viewing, Speaking & Writing	Learning Strategies
	3. Special Clothes	 My Special Jeans Fashion and Technology Come Together 	 Word Power Words and expressions related to clothes and fashion The different meanings of a noun either in singular or plural form Grammar Link The -ing form as the adverbial 	Listening A talk show programme about fashion Speaking Asking for and expressing opinions	Writing about a favourite piece of clothing	Guessing the meanings of words according to the pictures Beorganising information by using a flow chart Communicating better through explanation and repetition Collecting information by brainstorming
B Learning to Live	4. Healthy Diet	Test Your Nutrition IQBreakfast like a King	Word Power • Words and expressions related to food and nutrition Grammar Link Review of the infinitive and the -ing form	Listening A monologue about the necessity of having breakfast Speaking Persuading others	Writing a persuasive speech	 Getting the main idea of a paragraph by skimming Identifying and understanding an initialism Understanding the rules better through the analysis of examples Inferring the author's attitude from the clues
	Challenging Yourself B Daily Life	Your DigitalFootprintAt a British Pub				Guessing the meaning of a new word through word formation

Theme	Unit/Title	Reading Actively Reading Further	Exploring & Using	Listening, Understanding & Communicating	Reading/Listening/Viewing, Speaking & Writing	Learning Strategies
	5. Art and Culture	◆ Two Painters◆ Chinese FancyKnots	 Word Power Words and expressions related to art and culture Review of adjective suffixes Grammar Link Review of complex sentences 	Listening A dialogue about making a judgement on an exhibition Speaking Making a judgement	Writing a note of invitation	Discovering the rules through analysis Understanding the author's opinion better by finding supporting examples Writing after analysing examples Writing after analysing examples Using the newly-learned phrases and expressions
C Learning to Appreciate P71	6. Poems and Stories (P86)	◆ Types of Poetry◆ Demeter andPersephone	Word Power • Words and expressions related to poems and stories • Common adjective suffixes Grammar Link Review of the infinitive and the -ing/-ed form	Listening A dialogue about preferences Speaking Expressing preferences	Writing a story based on a poem	 Understanding better while reading after activating the relevant prior knowledge Reorganising information by using a diagram Understanding the newly-learned rules better by summarising Being willing to take part in challenging activities
	Challenging Yourself C Artistic Taste	♦ The Last Leaf ♦ Painting				Guessing the meaning of new words by using different guessing strategies
	Notes (P108)	Word Learnin	Word Learning Booster	Glossary P126	Personal Dictionary	

Theme A Learning to Know

Marie Curie once said, "Nothing in life is to be feared; it is only to be understood. Now is the time to understand more, so that we may fear less." In this theme we will learn to understand: festivals and cultures, people who forgive others, and your own strengths and weaknesses.



In this theme, you will:

- read about how the harvest is celebrated worldwide;
- know more about some special days;
- talk about festivals and customs in different cultures.

- appreciate a story about honesty and forgiveness;
- read a story about the rebuilding of a bridge;
- take part in club activities and give help.

understand
 and respect
 the differences
 between people.

Challenging Yourself A

Unit 2

Unit 1

What is your favourite festival? Who have you forgiven before and why? What are your own strengths and weaknesses?







Looking Ahead

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

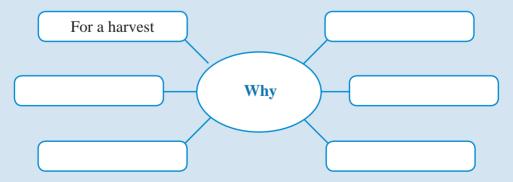
- compare and contrast festivals in different cultures;
- enrich vocabulary about quantifiers and festivals;
- introduce festivals by using the -ed form as the complement and adverbial;
- express curiosity about festivals;
- write a piece of exposition about a festival by arranging information logically;
- create and introduce a special day for a special purpose.

, , , , , , , , , , , , , , , , , , ,	Read	ling	Act	ivel	U
					7



► Activating and Predicting

1 Complete the mind map by writing down the reasons why people around the world celebrate festivals. Then share your ideas in groups and add more reasons.



More reasons:



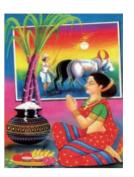
2 Look at the following pictures about three harvest festivals around the world. Ask yourself questions and try to answer them. Then read the text to check your answers.



pumpkins, ears of corn, bunches of grapes, turkeys



lanterns, lantern riddles, moon cakes, reunion dinners



rice, milk, cattle

What is the festival for? Who celebrates it? When and where...? How...?



Asking questions can help develop your **thinking** skills.

► Reading, Thinking and Analysing

Harvest Celebrations around the World

A harvest festival is an annual celebration that occurs around the time of the main harvest in a given region. People from different cultures throughout the world celebrate the gathering of the harvest with different names and unique customs.

In the United States, the celebration is held on the fourth Thursday of November with a feast tradition, while people in Canada (the country of maple leaves) have the same national holiday on the second Monday in October. Turkeys, pumpkins, ears of corn, bunches of grapes and other kinds of food are displayed to symbolise Thanksgiving Day.

In the United Kingdom, Harvest Thanksgiving is observed by churches and schools in late September or early October with singing, prayers, the decoration of school or church halls with baskets of food and fruit and the collection of money for charity.

Harvest festivals in Asia include the Chinese Mid-Autumn Festival, one of the most widely celebrated harvest festivals in the world. The festival falls on the 15th day of the 8th month of the lunar calendar with a full moon at night. It is the second most important festival in China. For the Chinese, the festival indicates family reunion and peace. Chinese people celebrate the Mid-Autumn Festival with many traditional activities, such as hanging lanterns, guessing lantern

feast (n.): a large meal



a maple leaf

Guess the meaning of *ear* from the context and the picture.



riddles, appreciating the moon, chatting with family members and having a reunion dinner, along with delicious moon cakes.

People in other places also celebrate festivals at the time of harvest. In West Africa, people celebrate the New Yam Festival. This is a significant annual festival practised throughout West Africa, especially in Ghana and Nigeria, at the end of the rainy season in early August. In that region, yams are an important crop and the first crop to be harvested. On the evening before the day of the festival, all old yams are consumed or thrown away. This is because it is believed that a new year must begin with tasty fresh yams, instead of the old dried-up ones of the previous year.

The people of South India celebrate a festival called *Pongal*. It lasts four days in the month of Thai (January-February) to mark the harvest of crops and to offer a special thanksgiving to the sun, the earth and the cattle. Rice is boiled in milk and offered first to the gods, then to the cattle, and then to family members.

As long as they farm the land, people in these and other places will probably maintain this tradition of harvest celebration. Although the forms the festivals take may differ from culture to culture, the celebration of sufficient food and of freedom from work in the fields are two central features of harvest festivals.

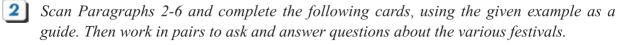
yam (n.): a sweet potato

pre-: before
Previous means _____
in Chinese.

► Comprehending, Integrating and Creating

1	Read the text again a	nd tick (\checkmark)	the statements	that you	think are	true.
---	-----------------------	------------------------	----------------	----------	-----------	-------

- ☐ The purpose of the author is to provide information.
- ☐ The structure of the text is: Introduction, Body and Conclusion.
- ☐ The style of the language is informal.
- ☐ The text type is a piece of argumentation.
- ☐ The main writing method the author uses is illustration and comparison.
- ☐ The text most probably appears in a **newspaper**.

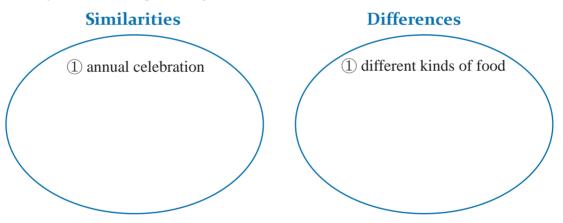


Festival Facts

- Name: Thanksgiving Day
- Time and place: on the fourth Thursday of November in the United States or on the second Monday of October in Canada
- Celebrations: displaying turkeys, pumpkins, ears of corn, bunches of grapes and other kinds of food



3 Read the text again and try to summarise the similarities and differences between the five harvest festivals. Examples are given below.



- 4 Work in groups to discuss the following questions.
 - 1) Among the harvest festivals mentioned in the text, which impresses you most? Why?
 - 2) Do you know any customs in China that are somewhat similar to the one of throwing the old yams away? What do these customs suggest?
 - 3) Do you enjoy Chinese traditional festivals? Why or why not?
 - 4) Should we celebrate Western festivals? Why or why not?

5	Match each of the following tradition groups to select one and introduce to	ional Chinese festivals with its meaning. Then work in it to the class.
	1) the Qingming Festival	A. to celebrate the beginning of the Chinese New Year

_____ 2) the Dragon Boat Festival B. to show respect for the elderly

3) the Spring Festival	C. to remember and honour	our ancestors
4) the Mid-Autumn Festival	D. to give thanks for the har	vest
5) the Chongyang Festival	E. to remember the great per	rson, Qu Yuan
18 //		
and the Internet. Check whe	ther you have covered the follow, origin, celebrations, custon other countries.	lowing things:
//// Exploring and Using	· ////////////////////////////////////	
Reread the text to find the correspon	nding words and write them o	n the lines helow Then
use their proper forms to complete th	_	n the times seton. Then
A. occurring once every	y year	
B. to point out; to show		
C. having happened or	existed before	
D. having an important	effect or influence	
E. to continue; to keep		
F. enough; adequate		
G. to talk in a friendly a	and informal way	
H. a typical aspect of so	omething	
The Spring Festival, a/an	festival, is the most	festival
for the Chinese, and also one of the	world's most celebrated festi	vals. During the Spring
Festival, every family cleans up the		
luck in theye		
incoming good luck. People also pre		
especially for the dinner on the ev	e of the Chinese Lunar New	Year. While having the
reunion dinner, Chinese people watch	performances on TV and	with family
members. Some people, however, co	omplain that the	_ of the Spring Festival

2 Study the examples from the text to know what a quantifier is. Then complete the phrases on Page 7 with the quantifiers in the box.

sake of environmental protection.

are becoming less and less distinct, though many customs are still ______. For example, setting off firecrackers is now banned in a lot of cities in the country for the

• Example •

	·	• ears of	fcorn	• bun	ches of grapes	;
	bar packet	piece band	drop board	stick series	bunch team	bundle bowl
1) a	of choco	late	2) a of bread		3) a	of blood
4) a of keys		5) a of clothes		6) a	6) a of cigarettes	
7) a	of direct	ors	8) a of	players	9) a	_ of rice
10) a _	of chall	k	11) a o	f musicians	12) a	of stamps



A quantifier is a word or phrase that is used before a noun to indicate the **amount** or quantity. The most common quantifiers are "some", "many", "a large number of", etc.

[3] Analyse the words in the box by following the example. Then give more examples of your own.

fourth	national	symbolise	decoration	widely	reunion
traditional	activity	tasty	probably	freedom	festival

Example

collection (n.) = collect (v.) + -ion

My example: communication, ...

► Grammar Link

The -ed Form as the Complement and Adverbial

Understanding the meaning

Read the riddles below and guess what festivals are being described, paying special attention to the coloured parts.

I see the streets decorated with colourful lights.

I hear cheerful songs repeated everywhere.

I notice the Chinese character "Fu" put on almost every door.

I find the trees hung with red lanterns.

Which festival is it?



Given a day off, people are happy.

Put on the centre of the table, it smells good.

Displayed everywhere, food and stuff make the day bright.

Held on Thursday, it celebrates the harvest.

Which festival is it?



Discovering the rule

1 Study the following two examples and tick the correct choices in the box.

• Example •

The streets have been decorated with lights.

1) I see the streets decorated with colourful lights.

object complement

The -ed form

Form: *vt./vi.* + -*ed*

Meaning:

- 1) a/an (completed/ongoing) action
- 2) a/an (active/passive) sense

People are given a day off.

2) Given a day off, people are happy.

adverbial

2 Underline the -ed forms in the examples in the left column and then match them with their functions in the right column.

Example

- 1) Held on Thursday, it celebrates harvest.
- 2) The train seems to be a hundred years old, pulled by a steam engine.
- 3) The girl had an **accident**, wounded in the head.
- 4) **United**, we stand. Divided, we fall.
- 5) Tired after the busy holiday, I still enjoyed it.
- 6) Seated at the table, my father and I were talking about my job.

The adverbial of

condition

cause

manner

concession

result

time

Applying the rule

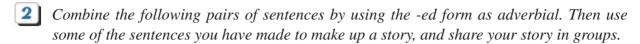


Rewrite each of the following sentences from the text by using the -ed form as object complement or adverbial.

- 1) In the United States, the celebration is held on the fourth Thursday of November with a feast tradition.
- 2) Turkeys, pumpkins, ears of corn, bunches of grapes and other kinds of food are displayed to symbolise Thanksgiving Day.
- 3) In the United Kingdom, Harvest Thanksgiving is observed by churches and schools in late September or early October with singing, prayers, the decoration of school or church halls with baskets of food and fruit and the collection of money for charity.
- 4) On the evening before the day of the festival, all old yams are consumed or thrown

away.

5) Rice is boiled in milk and offered first to the gods.



- 1) The baby was frightened by the loud noise. She burst into tears.
- 2) Tony was laughed at by many people. He continued his performance.
- 3) The children were given many candies. They smiled a big smile.
- 4) The school was decorated with flags and lighting. The school celebrated its 100th birthday.
- 5) She was surprised by the big bunch of flowers. She kissed her sweet daughter.
- 6) The old man was surrounded by his family members. He felt happy.
- 3 Describe one of the following festivals, using the -ed form as adverbial or object complement. Then read it aloud to let your group members guess which festival it is.







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



Expressing Curiosity



Work in pairs to tell each other how much you know about the monster, Nian, with the help of the picture and the given expressions.



the Chinese Lunar New Year stay deep in the mountains a bright flame beat on things set off firecrackers

keep off the monster a strong bull stay up all night crackling bamboo establish a tradition

2	Listen to a monologue about the Spring Festival and check your ideas.
3	Listen to the monologue again to complete the answers.
	1) What does the Spring Festival mark?
	It marks the of the Chinese Lunar New Year.
	2) What does <i>Guonian</i> mean?
	It means the monster, Nian.
	3) What did <i>Nian</i> look like?
	Nian looked like a strong with a/an like that of a lion.
	4) Why did <i>Nian</i> enter the villages during the winter?
	It entered the villages to whatever it could
	5) Which three things was <i>Nian</i> afraid of?
	The colour red, bright, and loud noises.
	6) What did people do to prevent <i>Nian</i> from entering the village?
	They their doors red, burned a fire in front of their and
	stayed up all night beating on things to make a loud
4	Read the following sentences and underline the structures used to express curiosity.
	1) Do you happen to know how Americans celebrate their Thanksgiving Day?
	2) I wonder if you could tell me what a harvest festival is.
	3) It would be very interesting to know how people around the world celebrate their
	harvest festivals.
	4) What I'd really like to find out is why Chinese people have moon cakes when they are celebrating the Mid-Autumn Festival.
	5) I'm rather curious /keen to know about the festival called <i>Pongal</i> .
	6) I wish someone would tell me something about the New Yam Festival in West Africa.
5	Work in pairs to make up a dialogue by using some of the sentence structures you have underlined.
	Situation: A is a Chinese student in a senior high school. B, A's classmate, is an exchange
	student from Canada. B is very curious about why the Spring Festival is called
	Guonian in China.
//////	/// Viewing, Speaking and Writing ////////////////////////////////////
	Writing a Piece of Exposition

Read the given example and tick (\checkmark) *the elements it covers.*

• Example •

The Chongyang Festival, also called the Double Ninth Festival, is celebrated on the ninth day of the ninth lunar month. It is a special day on which people pay their respects to the **elderly**. So it is also known as Seniors' Day. On this day, people customarily climb mountains, enjoy the chrysanthemums, drink chrysanthemum wine, and eat double-ninth cakes.

- □ name
- □ date
- □ meaning
- □ origin
- ☐ development
- celebration
- □ customs
- □ influence
- 2 Put the following basic steps for writing a piece of exposition in the right order.
 - A. Decide on the elements you will cover.
 - B. Select a topic that interests you.
 - C. Collect detailed information about these elements.
 - D. Choose the type of exposition you want to use: description, introduction, **comparison**, cause and effect, problem and solution or sequence.
 - E. Recall your theme and main points in the conclusion.
 - F. Include specific examples.
 - G. Write and keep your readers' interest from the very beginning.

The correct order is:

- Match each of the following traditional Chinese festivals with its corresponding picture.
 - A the Spring Festival

B the Lantern Festival

C the Qingming Festival

- D the Dragon Boat Festival
- E the Mid-Autumn Festival
- F the Chongyang Festival













4 Choose the festival that you are most interested in. Then follow the above given steps in Activity 2 and the instructions on Page 12 to write a composition about it.

Work in groups to mark your compositions and complete the following table.

Name	Organisation (3 points)	Content (3 points)	Language (3 points)	Handwriting (1 point)	Total score	Comments



► Getting Ready

How much do you know about the following festivals? Guess what each festival is for based on its name, and what people might do to celebrate it. Then share your ideas with your partner.

International Ask a Question Day Clean Off Your Desk Day National Handwriting Day International Day of Happiness

2 Skim the following three passages to check your ideas. Then write a proper heading on the line for each passage.

▶ Reading



A.

The aim of National Handwriting Day is to highlight the importance of the skill of handwriting. It is an important day in today's world where people use a computer keyboard more than a pen or pencil. Some people are even worried that, in the future, handwriting might become a lost art.

National Handwriting Day is on January 23rd because this day is the birthday of John Hancock, who was the first person to sign the American Declaration of Independence—one of the most important documents in the history of the United States of America.

Handwriting is like an art. We can use it to express ourselves and be creative. Everyone's handwriting is unique. Experts can even analyse our handwriting and tell what kind of personality we have. Some handwriting can be almost impossible to read, however. Doctors are said to be famous for writing prescriptions that look like ancient hieroglyphics.

What does your handwriting say about you?

B.

International Ask a Question Day is on March 13th. Its goal is to improve our knowledge and lives by asking more and better questions. Researchers tell us that "A question not asked is a door not opened." The best question askers know how to open many doors, even locked ones!

We can build our "curiosity muscle" to make us more successful in life by asking the right questions. Researchers



have a list of the top twelve questions that will bring you success. Besides asking yourself exactly what you want, such questions as "What else can I think about this?" and "What is the other person thinking, feeling and wanting?" can make you look at a situation from a different angle and give you new and better ideas. The final question on their list is: "What is possible?" This is a great question to ask. Ask it today.

Are you a messy person? Is your desk a mountain of books and paper? If yes, January 14th, Clean Off Your Desk Day is for you. This is also a day for you to clean your computer desktop too. A neat desk means you are organised. You won't have to spend hours looking for things under piles of paper. For many people, a tidy desk makes them feel good. They can sit



down and get to work straight away. A well-organised computer desktop is the same. They can quickly find any document they want.

It only takes two minutes at the end of the day to tidy up and put things in the right place. Make use of your wastepaper basket (that's trash can for Americans). Do that, and life will be simpler.

▶ Comprehending



1 Decide whether each of the following statements is true (T) or false (F) based on your understanding of the passages.

1) National Handwriting Day is on January 23rd because the American Declaration of Independence was signed on this day.

	2) Everyone has unique handwriting and it can reveal his or her personality.3) The aim of International Ask a Question Day is to encourage us to become good question askers.
	 4) A metaphor is used in the sentence "A question not asked is a door not opened". 5) The aim of Clean Off Your Desk Day is to remind us to keep our desk and computer desktop clean.
	6) A tidy desk and a well-organised computer desktop will help us to work more efficiently.
2	Read to understand the following sentences from the passages and select the better choice to replace the underlined parts in each sentence.
	1) The <u>aim</u> of National Handwriting Day is to <u>highlight</u> the importance of the skill of handwriting.
	 A. intention; make more visible B. purpose; emphasise 2) Doctors are famous for writing prescriptions that look like ancient hieroglyphics. A. instructions written by doctors; writing consisting of pictures to represent words B. medicine prescribed by doctors; a writing system from ancient times 3) We can build our "curiosity muscle" to make us more successful in life by asking the right questions. A. build up our strength to awaken our curiosity
	B. develop our ability to arouse our curiosity 4) Such questions can make you look at a situation from a different <u>angle</u> and give you new and better ideas. A. the space between two crossing lines
	B. a position from which something is viewed 5) Are you a messy person?
	A. an untidy B. an unpleasant
3	Complete the following passage about the International Day of Happiness according to your own understanding.
	The International Day of Happiness
	What is the International Day of Happiness? It's a day,
	of course! Since 2013, it has been celebrated annually on the 20th of March as a way to happiness in the lives of people around the world.
	Research findings show that people who are happier tend to
	in work and relationships when compared to those who are less happy. The day then becomes a great opportunity to explore what we generally consider
	happiness to be and how to Individually, we all have different definitions of happiness. For many, that might

mean video games, sports, reading books, art, family, friends, fine foods, a nice house,



lots of money, etc.		
For me, happiness means		, and I will
	to become happier.	

4] Work in groups to create a speical day of your own. Then complete the table and write a passage based on it. Introduce your speical day to your class.

Name		
	Why	
Celebration	When	
	How	
Signific	Significance	
Logo		

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
♦ appreciate festivals around the world by			
summarising their similarities and differences;			
♦ enrich vocabulary about quantifiers and use			
them correctly;			
\Diamond understand the <i>-ed</i> form as complement and			
adverbial and use it to describe pictures and			
festivals;			
♦ express curiosity about festivals in other			
cultures and get information about them by			
asking proper questions;			
♦ write a piece of exposition to introduce a			
Chinese festival and assess classmates' work;			
♦ create and introduce a special day for a special			
purpose.			

Unit 2 Honesty and Care



Honesty is the best policy.

—Anonymous

Looking Ahead

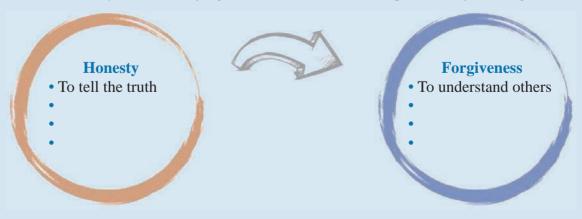
By the end of this unit, you will be able to:

- appreciate a story by locating its plot and analysing the personalities of its characters;
- classify words according to their formation and use them to complete the summary of the text;
- use the -ing form as the complement through role-play and passage completion;
- talk about past experiences by using proper tenses;
- write a note of apology with an appropriate format and proper expressions;
- retell a story about the rebuilding of a bridge and value the good quality of helping others.



► Activating and Predicting

What is "honesty"? What is "forgiveness"? Give some examples in the following circles.



Were you forgiven when you did something wrong? If yes, share your experience with a partner.



Look at the following five pictures and predict what the coming story is like by putting them in order. Then read the text to check your prediction.



The proper order: \longrightarrow \longrightarrow \longrightarrow \longrightarrow \longrightarrow

► Reading, Thinking and Analysing

Seven Dollars and a Bag of Cookies

Forty years seems like a long time to remember the name of an acquaintance. I have forgotten the name of an old lady who was a customer on my paper route when I was a twelve-year-old boy, back in 1959. Yet it seems like just yesterday that she gave me a lesson in forgiveness that I can only hope to pass on to someone else someday.

On a Saturday afternoon, a friend and I were throwing rocks onto the roof of the old lady's house from a hidden place in her backyard. The object of our play was to observe how the rocks changed to missiles as they rolled to the roof's edge and shot out into the yard like comets falling from the sky.

I found myself a perfectly smooth rock and sent it for a ride. However, the stone was too smooth. It slipped from my hand as I let it go and headed straight for a small window in the old lady's house. At the sound of broken glass, we took off from the old lady's yard faster than any of our missiles that had flown off her roof. I was too scared of getting caught that first night to be concerned about the old lady with the broken window. A few days later, however, when I was sure that I hadn't been discovered, I started to feel guilty for her misfortune. She still greeted me with a smile each day when I gave her the paper, but I was no longer able to feel comfortable in her presence.

I made up my mind that I would save my paper delivery money,



and three weeks later I had the seven dollars that I calculated would cover the cost of her window. I put the money in an envelope with a note explaining that I was sorry for breaking her window and hoped that the seven dollars would cover the cost

acquaintance (n.): someone you know slightly

Object here means

A. thing B. purpose



missile ['mɪsaɪl] n. 导弹, 飞弹



comet ['kpmɪt] n. 彗星 Take off here means

A. *stop*B. *rush away*fortunate (*adj*.) →
fortune (*n*.) *Misfortune* here means
_____ in Chinese.

of repairing it. I waited until dark, went to the old lady's house, and put the envelope through the letter slot in her door. Then, I couldn't wait for the freedom of, once again, looking straight into the old lady's eyes.

The next day, I handed the old lady her paper and was able to return the warm smile that I was receiving from her. She thanked me for the paper and said, "Here, I have something for you." It was a bag of cookies. I thanked her and ate the cookies as I continued on my route.

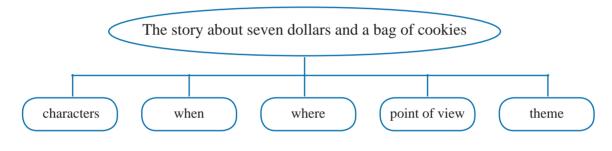
After several cookies, I felt an envelope and pulled it out of the bag. When I opened the envelope, I was surprised. Inside was the seven dollars and a short note that said, "I'm proud of you."



A *slot* is in a wall or door, through which **mail** is delivered.

► Comprehending, Integrating and Creating

Complete the following mind map by noting down some key words.



2 Put the letters for the pictures in Activity 2 on Page 17 on the corresponding lines and then complete the part headed "Main events" below.

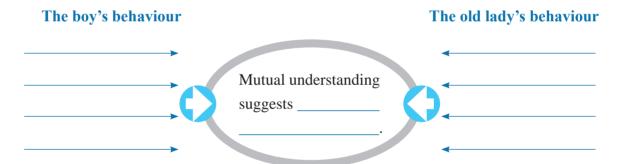
Plot	Picture	Main events	Feeling
Beginning		The boy and his friend were in an old lady's garden by the roof of her house.	
Rising action		A smooth rock and they immediately	
Climax		The boy dared not the lady's eyes when she	
Falling action		The boy three weeks later, and put the envelope with the money and a note through the letter slot in the lady's door.	
Ending		The next day, the boy from the old lady and found	



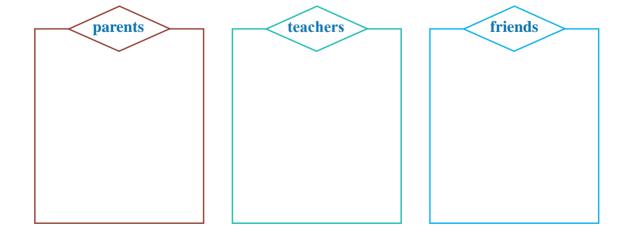
3 Work in pairs to complete the "Feeling" **column** in the diagram in Activity 2 by writing down some adjectives. Then analyse the personality of the boy and the old lady based on the evidence from the story.

Character	Personality	Evidence
80		

- Work in pairs to play the roles of the boy and his classmate. Ask and answer the following questions.
 - 1) What made you make up your mind to save money to cover the cost of the window?
 - 2) Why do you think the lady was proud of you?
 - 3) If the lady didn't forgive you, what would you do?
 - 4) Do you think you will forget about the accident? Why or why not?
 - 5) Do you think you are an honest boy? Why do you think so?
- Work in groups to discuss what mutual understanding suggests based on the behaviour of the characters in the story. Then work out how to increase mutual understanding between you and people around you.



How to increase mutual understanding between you and your





▶ Word Power

If ind the following words in the text and work out their meanings. Then use their proper forms to replace the underlined parts in the following sentences.

scared misfortune cover delivery forgiveness calculate

- 1) William is the sort of man who is easy to excuse and forget.
- 2) I was late getting to the train station but, luckily for me, the train was late too.
- 3) One advantage of shopping online is that the things you buy will be <u>sent</u> direct to your door.
- 4) I can't work out when we'll arrive at our destination because of the traffic jam.
- 5) The teacher's sudden question frightened the little girl into not being able to say anything.
- 6) If you don't have enough cash to pay the cost, you can pay by credit card.
- 2 Read the text carefully and tick the language features of a child that can be found in it. Then find more examples from the text.
 - () 1) Using phrasal verbs like "take off" instead of single verbs.
 - () 2) Using child's vocabulary like "Mamma".
 - () 3) Emphasising by using adverbs like "perfectly" in "perfectly smooth".
 - () 4) Using very short sentences.
 - () 5) Using similes as in the sentence "... shot out into the yard like comets falling from the sky."
- Classify the following words from the text and use ten of them to complete the summary of the text. Change the forms if necessary.

·	forgiveness perfectly	someday ride	hidden head	backyard scared
guilty		comfortable	presence freedom	delivery smile

A. Adding affixes	
-------------------	--

B. Putting words together

C. Using it as a different part of speech

The main character of the story was a/a	n boy who	newspapers
in the neighbourhood. One day, he	with a friend in the	of an old lady
by throwing rocks onto the roof of her house	e. Because one rock was	smooth, i



slipped from his hand and	I broke a window in the house. He	escaped because he was too
Several days la	nter, however, he started to feel	. He decided to make
up for his mistake. After t	hree weeks, he saved up seven doll	ars which, he thought, might
the	of the window and then secretly	y put the money into the old
lady's home. The next day	y, the old lady gave him a bag of co	ookies, with the money in it.
The old lady gave the boy	a good lesson in .	

► Grammar Link

The -ing Form as the Complement

Understanding the meaning

Read to understand the following note, paying special attention to the coloured parts.

May 6

Dear Mrs. Bush,

I'm writing to **apologise** for breaking a window of your house.

One day three weeks ago, Jerry and I were playing in your backyard. We threw rocks on the roof because we wanted to see them changing into missiles as they fell down from the roof. One of the rocks was too smooth and I let it go by accident. Then the rock was seen heading for a small window... It made me feel so scared that I took off immediately. In the following days, I saw you still smiling at me when I delivered the paper to your door. You know, your smile made me feel so guilty. So I made up my mind to save up money to cover the cost of your window.

I am so sorry for breaking your window and hope that seven dollars will cover the cost of repairing it. Please forgive me.

Yours sincerely

Discovering the rule

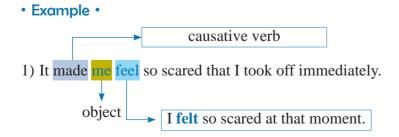
Compa

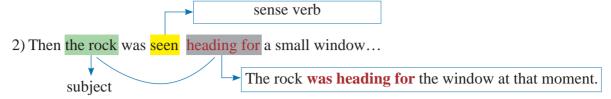
Compare the blue parts and the red parts in the above note and work out their basic forms.

The blue parts: verb + object + ______

The red parts: _____ + _____ + _____

2 Study the following examples and then work in groups to share the rules you have found out.





You may start to share your findings in this way:

A: I think there are two kinds of complements: complements of subjects and complements of objects.

B: I have found that when the -ing form is used as the complement of the subject, the sentence is usually in the passive voice.

C: ...

Applying the rule

1 Work in pairs to have a dialogue by playing the roles of the boy (Bob) and his classmate (Cathy). Use the -ing form as the complement.

Cathy: Bob, I heard that you had broken one of the windows of Mrs. Bush's house.

Bob: Yes. I was so sorry for that.

Cathy: How did it happen?

ancwer

Bob: Jerry and I were playing in her backyard and we were throwing rocks onto the roof to...

hire

cand

drive

Complete the following short story by using the proper forms of the given words. Each word may be used more than once.

confuse

answer	IIIIC	comuse	SCH	diive
hear	understand	shake	get	start
Sometimes, i	t is not so easy to unde	erstand others and	d also make othe	ers you.
One day, Mr. Bl	ack, an American bus	sinessman, wen	t to India. He h	nad his assistant
a car	for him. When the car	arrived, he told	the driver	him to his
office. But he saw	the driver	his head at once	e. The driver wa	s a somewhat old
guy, so Mr. Black	thought the driver had	ln't heard what h	ne had said. He r	aised his voice to
repeat his order in	order to make himsel	f The	driver still shoo	ok his head with a
smile. The smile of	of the driver, somehow	v, made Mr. Blac	k ang	ry.
"How dare y	ou refuse my order?" l	Mr. Black shoute	ed. "I let you	me to my
office immediatel	y!"			
Then he hear	d the driver	in a very loud vo	oice, "Yes, sir."	
But to Mr. B	lack's surprise, he saw	the driver	his head at	the same time.
At last, the d	river got the car	, and Mr. Bl	ack became tota	ılly He
thought about it fo	or a while and then sai	d to himself. "No	o means <i>Yes</i> here	٠,١٠٠



3 Describe what was happening when you walked into the classroom this morning, using the -ing form as the complement. Then share your writing with your group members.

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

Talking about Past Experiences

Read the following sentences from a monologue you will listen to, and guess the meanings of the words in bold. Then predict what "something both meaningful and fun" is.

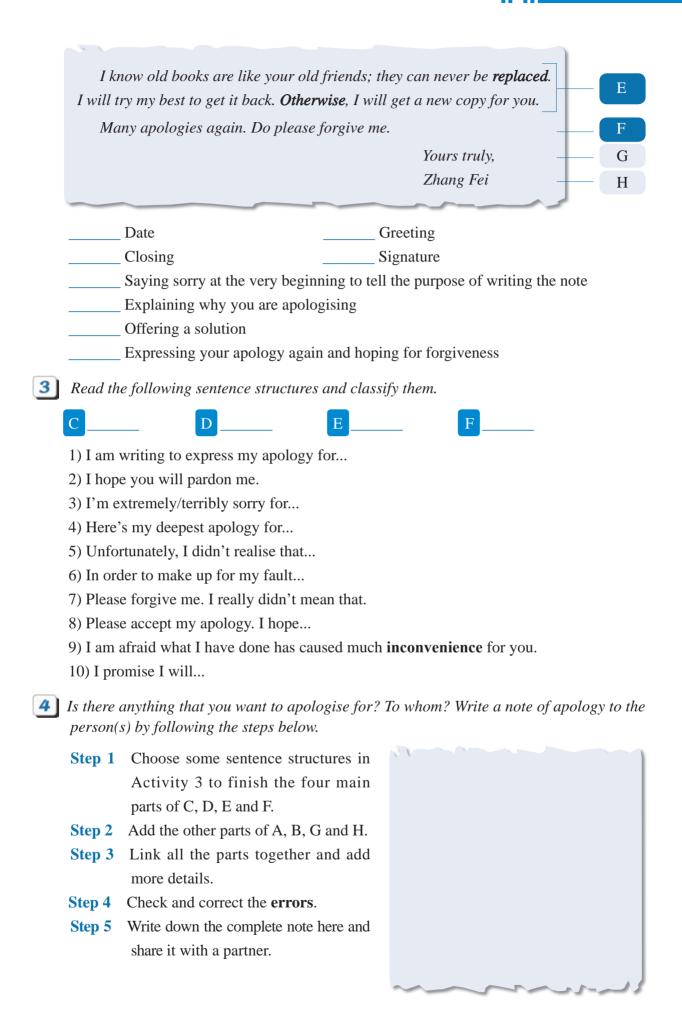
Some people think what you do in your spare time is your own affair. Some argue that we must do something profitable. For me, I really recommend that we do something both meaningful and fun.

2	Listen to the monologue and	check your prediction. The	n choose the best answers.			
	1) The main topic of the monologue is					
	A. meaningful and fun vo	lunteer work				
	B. the speaker's experience	ces as a volunteer				
	C. the speaker's attitude t	owards volunteer work				
	2) This monologue is					
	A. a story B. a report C. a speech					
	3) The nationality of the spea	aker is most probably	·			
	A. French B. British C. unclear					
	4) The speaker is most probably a					
	A. university student	B. high school student	C. farmer			
3	Listen to the monologue again	n and complete the table w	ith the missing information.			

Experiences as a Volunteer

What she did	What she got							
organised a/an for charity at the university	raised for a cause she believed in							
volunteered at a charity	got cupcakes from a/an London bakery from the organisers for her							
volunteered in a/an shop	found many nice clothes to her wardrobe							
worked on a farm in France to look after horses	had a/an holiday with food and accommodation provided, made some great and her French							

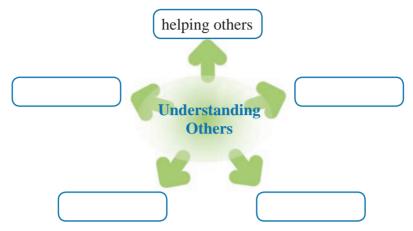
	Listen for a third time and complete the following sentences.										
	1) I organised a concert for charity with my friends at our university.										
	2) finding bands and raising funds for a cause we believed in.										
	3), I volunteered in a charity shop so I found loads of nice cheap clothe										
	to update my wardrobe.										
	4) as a volunteer, however, was working on a farm in France.										
	5) I had to admit that experience for me.										
	6) though, since I had to look after fifteen horses and sleep at the t										
	of a tower in an odd castle!										
5	Study the above sentences to find out the structures that can be used to talk about past experiences. Then work in pairs to talk about your unforgettable experiences by using some of them.										
	While you are talking about your past experiences, the past tense should be the basic tense.										
	Writing a Note of Apology What elements should a note of apology accurain? Tick (1) the ideas listed helem that you										
1	What elements should a note of apology contain? Tick (\vee) the ideas listed below that you agree with.										
	expression of regret explanation of what went wrong										
	asknowledgement of responsibility.										
	□ acknowledgement of responsibility□ an offer of a solution□ request for forgiveness										
2											
2	□ request for forgiveness Read the following note of apology to find which elements listed above have been included and then match each part of the note with its explanation by putting the letter on the corresponding line.										
2	□ request for forgiveness Read the following note of apology to find which elements listed above have been included and then match each part of the note with its explanation by putting the letter on the corresponding line. May 15 A										
2	□ request for forgiveness Read the following note of apology to find which elements listed above have been included and then match each part of the note with its explanation by putting the letter on the corresponding line. May 15 A Dear Frank,										
2	□ request for forgiveness Read the following note of apology to find which elements listed above have been included and then match each part of the note with its explanation by putting the letter on the corresponding line. May 15 A										
2	□ request for forgiveness Read the following note of apology to find which elements listed above have been included and then match each part of the note with its explanation by putting the letter on the corresponding line. May 15 Dear Frank, I'm writing to apologise for having lost the book you were so kind to										
2	Read the following note of apology to find which elements listed above have been included and then match each part of the note with its explanation by putting the letter on the corresponding line. May 15 Dear Frank, I'm writing to apologise for having lost the book you were so kind to lend me last week. You know, I liked the book so much that I brought it along with me every day. Whenever I had free time I took it out to read. I had finished										
2	Read the following note of apology to find which elements listed above have been included and then match each part of the note with its explanation by putting the letter on the corresponding line. May 15 Dear Frank, I'm writing to apologise for having lost the book you were so kind to lend me last week. You know, I liked the book so much that I brought it along with me										





▶ Getting Ready

Brainstorm and complete the following diagram. Then share your ideas in your group.



- 2 Look at the title of the passage below and predict what it is mainly about with the help of the following questions. Share your ideas with a partner. Then read the passage to check your prediction.
 - What happened to the bridge?
 - What was needed to rebuild the bridge?
 - How was the bridge rebuilt?
 - What might be the theme of the story?

► Reading

The Rebuilding of a Bridge

David and Roy decided to go for a bicycle ride with three other students: Robert, Helen and Betty. Since Robert's father couldn't afford to buy a bike for him, they borrowed one for him.

The students had planned to meet at 8 o'clock, but Robert, Helen and Betty were half an hour late, since they had to come a long way once they discovered that the bridge over the stream had been washed away.



When they told the bad news to David and Roy, David said nothing and kept silent for a moment. After a while, an idea came into his mind. "Do you think we could rebuild it?"

All of them agreed and started to consider this idea seriously. They decided to rebuild the bridge before they went for the bicycle ride. Betty said she could ask her brother to make a plan for them.

The biggest problem was how to get enough

wood. The next day they visited nearly every house in the village. Mr. Robinson agreed to supply the wood so long as they did the work. Several people promised to give money if the students could build a new bridge because it was a short cut for the villagers.

The students worked for nearly a week under Mr. Robinson's guidance. At the end of a week's hard work, the bridge was completed. They all agreed to ask Mr. Robinson to officially open the bridge. "He has helped us the most," David said.

"And tomorrow morning we can go around to all the houses," added Roy, "and tell the people that the bridge will be officially opened at six o'clock. Then we can remind them of their promises about money," Roy added.

"But we don't really want that, do we?" said Robert.

"Yes," said Helen. "We need it and I think we should collect it." She glanced quickly at the others, who nodded.

The next day, the students visited all the houses again. They were surprised when they saw how pleased the people were with them. By two o'clock they had collected over a hundred dollars. By five o'clock, unknown to Robert, they had spent it.

At six the students gathered at the bridge. Mr. Robinson appeared with nearly forty of the people of their district. In a short speech he praised the students for their efforts.

"And now I announce that the new bridge is open," he said, "and I have a small surprise for you." He turned to his son and received a small metal sign from him. Climbing down the bank, he nailed it on the side of the bridge. "Students' Bridge", it said. The neighbours clapped, and the students felt even more pleased with their work.

David turned to Robert. "And now," he said, "we have a surprise for you. Look!" Helen pushed a new bike through the crowd and gave it to the astonished Robert. "Now you see why we wanted the money," she said.

Comprehending



1 Put the following statements in the correct order according to the story.

- 1) The students worked for nearly a week under the guidance of Mr. Robinson.
- 2) The students decided to rebuild the bridge before going for the bicycle ride.
- 3) Mr. Robinson praised the students for their efforts in his speech.
- 4) Five students decided to go for a bicycle ride.
- 5) The students decided to ask Mr. Robinson to officially open the bridge after it was completed.
- 6) Three students were late for their appointment because the bridge, a short cut for them, was broken.
- 7) Mr. Robinson supplied the wood for building the bridge.
- 8) The bridge was named "Students' Bridge".

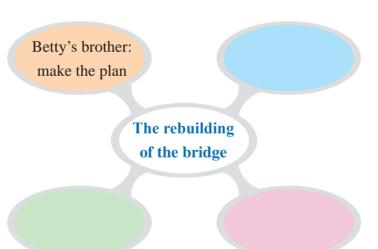
The correct order:								
The correct oraer.	\rightarrow							

2 Read the passage carefully and complete "The students' decision" column. Then write down your ideas about what you would do in this situation.

Situations	The students' decision	Your ideas
Robert had no bicycle for the ride.	They for him.	
They found that the bridge had been washed away before they began their ride.	They decided to rebuild the bridge before	
How can they rebuild the bridge?	They sought help	
The new bridge was completed one week later.	They invited Mr. Robinson to	
They went around to all the villagers' houses to tell them about the opening of the bridge.	They the villagers of their promises to collect money.	
They collected over a hundred dollars.	They for Robert with the money.	

3	Work in	groups to	answer	the follow	wing au	estions
	WOIK III	groups to	answer	ine jouo	wing qui	Collons

1) Who contributed to the rebuilding of the bridge and how?



2)	2) What did the following people get respectively after the event?		
	Robert:		
	The students:		
	Mr. Robinson and the villagers:		
	Everyone:		



3) Who helped whom in the s	story? Draw a mind map to illustrate it.
4) What can you learn from t	he story?
We think that the story is n	not only about rebuilding a bridge, but also
5) Can you give another creastory?	ative name for the bridge based on your understanding of the
Our name for the bridge:	

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
♦ appreciate a story about honesty and forgiveness			
by locating its main plot and analysing the			
personalities of the characters;			
♦ classify words according to their formation and			
use them to complete the summary of the text;			
♦ use the -ing form as the complement through			
role-playing and passage completion;			
♦ talk about past experiences by using proper			
tenses;			
♦ write a note of apology with an appropriate			
format and proper expressions;			
♦ retell the story about the rebuilding of a bridge			
and value the good quality of helping others.			

self-directed C

Challenging Yourself A Wise Ideas

He who has confidence in himself will gain the confidence of others.

—Leib Lazarow

Looking Ahead

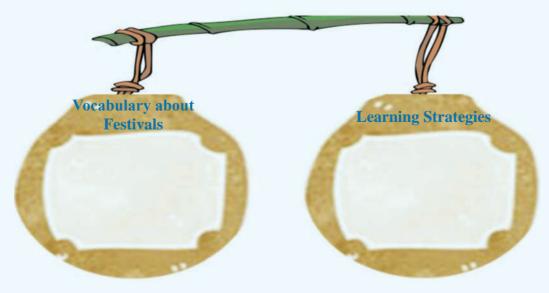
We learned to understand cultures behind festivals in Unit 1 and understand other people in Unit 2. Now let's try to understand ourselves and complete this self-directed learning project. In this project, you should be able to:

- sum up the learning strategies learned in Unit 1 and Unit 2;
- guess the meaning of a word by its synonym or antonym;
- find out the moral of a fable by exploring the facts and opinions in it;
- propose your own opinions appropriately;
- assess your own weaknesses in learning and try to turn your weaknesses into strengths;
- monitor your own learning by referring to the learning objectives in Looking Ahead.



▶ Recycling Time

Note down the words about festivals you have learned before, and the strategies you have learned in the previous two units.

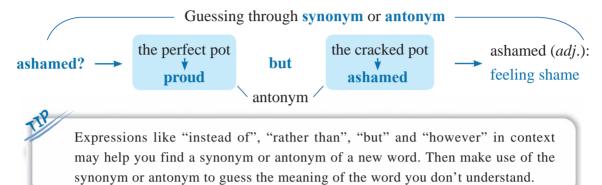


► Word Builder

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

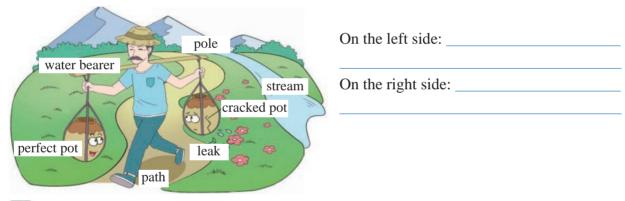
• Example •

Of course, the perfect pot was proud of itself. But the poor cracked pot was <u>ashamed</u> of its imperfection.



► Reading Land

If the picture below and find out the differences between the two sides of the path. Then fill in the blanks.



2 Predict what the story is about based on the picture and then read the article to check your prediction.

The Story of Two Pots

A water bearer had two large pots, hung on either end of a pole which he carried across his neck. One pot had a crack in it while the other was perfect. The perfect pot was always full of water at the end of a long walk from the stream to the house; the cracked pot only arrived half full.

For two years the bearer had only been able to take one and a half pots of water to his house at a time.

Of course, the perfect pot was proud of itself. But the poor cracked pot was ashamed of its own imperfection. It spoke to the water bearer *imperfection* (*n*.) = ____ + perfect (*adj*.) + ____ one day by the stream, "I am ashamed of myself, and I want to apologise to you." "Why?" asked the bearer, "What are you ashamed of?"

"I have been able to take only half of my load because this crack in my side causes water to leak out all the way back to your house. Because of my flaw, you don't get the full value of your efforts." The pot said.

The water bearer felt sorry for the cracked pot and said, "As we return to the house, I want you to pay attention to all of the beautiful flowers along the path."

Indeed, as they went up the hill, the old cracked pot took notice of the sun warming the beautiful wild flowers on the side of the path, and this cheered it up a little. But at the end of the walk, the cracked pot still felt bad because half of its load had leaked out, and so again the pot apologised to the bearer for its failure.

The bearer said to the pot, "Did you notice that there were flowers only on your side of the path, but not on the other pot's side? That's because I have always known about your flaw, and I took advantage of it. I planted flower seeds on your side of the path, and every day as we walked back from the stream you watered them. For two years, I have been able to pick these beautiful flowers to decorate my table. Without you being just the way you are, I would not have the beautiful flowers."

Everyone has flaws. We're all cracked pots in some aspect. But if we allow ourselves to take advantage of our flaws, nothing goes to waste. Don't be afraid of your flaws. Get to know your flaws and you too can be successful. In our weaknesses we find our strengths.

load (*n*.): something that is being carried

Do you think *flaw* and *imperfection* mean the same?

Decorate 1	neans
	in English.

Why is *aspect* in singular form?

	Choose the best answers	after reading the article.		
	1) The reading passage i	s a		
	A. short story	B. fable	C. novel	
	2) The passage suggests	that		
	A. we shouldn't be as	hamed of ourselves in spit	e of our weaknesses	
	B. we should know ou	urselves well and make go	od use of our weaknesses	
	C. we should be proud	d of both our strengths and	weaknesses	
	3) The author uses	in the conversations	between the cracked pot and the w	ater
	bearer.			
	A. exaggeration	B. metaphor	C. personification	
S.				

2 Complete the following mind map with facts from the article and the ideas of your own.







features of this pot:

How did the water bearer use this pot?

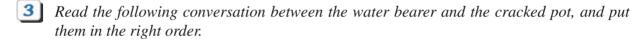
What do you think the pot would feel after noticing the flowers? What caused the change of its feelings?

features of this pot:

How did the water bearer use this pot?

Do you think this pot was really "perfect"? Why or why not?

If you were the water bearer, what would you do with the cracked pot?





- A. As we return to the house, pay attention to all of the beautiful flowers along the path.
- B. Because of my flaw, you don't get the full value of your efforts.
- C. Did you notice that the flowers were only on your side of the path? I planted flower seeds along the path, and as we walked back you watered them every day.
- D. I am ashamed of myself, and I want to apologise to you.
- E. I still feel bad and want to apologise to you since half of my water leaked out.
- F. Why? And what are you ashamed of?
- G. So don't be afraid of your flaws.



While an **author** is creating characters in a story or novel, he/she may describe their appearances and actions. But sometimes their dialogues also help a lot.

▶ Question Corner

Read the article closely and note down anything that you are still confused about for group discussion.





- Discuss with your group members the questions you have prepared in Question Corner.

 Ask your teacher for help if necessary.
- Work in groups to discuss the following questions. Take notes and write down the main points. Then report to the class.
 - 1) Do you think the water bearer is a wise man? Give your reasons.
 - 2) Which pot do you like better, the perfect one or the cracked one? Why?
 - 3) What do you understand by the moral "In our weaknesses we find our strengths"?
- Work in groups to share one of your typical weaknesses and discuss how you can turn it into strength.



Brainstorm what you know about Xun Zi and his main ideas about learning. Then read the following article to check your ideas.

Encouraging Learning

The gentleman says: Learning should never cease. Blue comes from the indigo plant but is bluer than the plant itself. Ice is made of water but is colder than water ever is... If the gentleman studies widely and each day examines himself, his wisdom will become clear and his conduct be without fault.

If you do not climb a high mountain, you will not comprehend the highness of the heavens; if you do not look down into a deep valley, you will not know the depth of the earth; and if you



Xun Zi 313 B.C.E.—238 B.C.E.

do not hear the words handed down from the ancient kings, you will not understand the greatness of learning. Children born among the Han or Yüeh people of the south and among the Mo barbarians of the north cry with the same voice at birth, but as they grow older they follow different customs. Education causes them to differ. The Odes says: Oh, you gentlemen, do not be constantly at ease and rest! Quietly respectful in your posts, love those who are correct and upright. And the gods will hearken to you and aid you with great blessing. There is no greater godliness than to transform yourself with the way, no greater blessing than to escape misfortune.

I once tried to spend the whole day in thinking, but I found it of less value than a moment of study. I once tried standing on tiptoes and gazing into the distance, but I found I could see much farther by climbing to a high place. If you climb to a high place and wave to someone, it is not as though your arm were any longer than usual, and yet people can see you from much farther away. If you shout down the wind, it is not as though your voice were any stronger than usual, and yet people can hear you much more clearly. Those who make use of carriages or horses may not be any faster walkers than anyone else, and yet they are able to travel a thousand *li*. Those who make use of boats may not know how to swim, and yet they manage to get across rivers. The gentleman is by birth no different from any other man; it is just that he is good at making use of things.

Do the following activities.

- 1) Discuss in groups what Xun Zi's purpose is in writing this article. List your ideas and compare yours with those of your classmates.
- 2) Search for other famous sayings by Xun Zi and share your understanding of them with your classmates.



▶ Self-reflecting

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

The targets I have achieved in this theme are:...

I am confident in... because I can...

I need further efforts on... because...

My next moves include... 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 really worked hard at... for example...

Perhaps you could make more progress if you...

Next time you should pay more attention to...

► Teacher–responding

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



Read the article entitled "How to Turn Your Weaknesses into Strengths" in Reading Box.



Theme B Learning to Live

What do you regard as the best way to live? Dressing fashionably? Eating expensively? Or surfing online freely? A good life should be guided by knowledge. Learn to live as you learn to dress, to eat, and to surf online wisely in this theme.



In this theme, you will:

- i♦ read about the story of a girl and her jeans;
- know more about the development of fashion with technology;
- i ♦ share your understanding of fashion.

Unit 3

- - discuss the importance of developing a healthy diet.

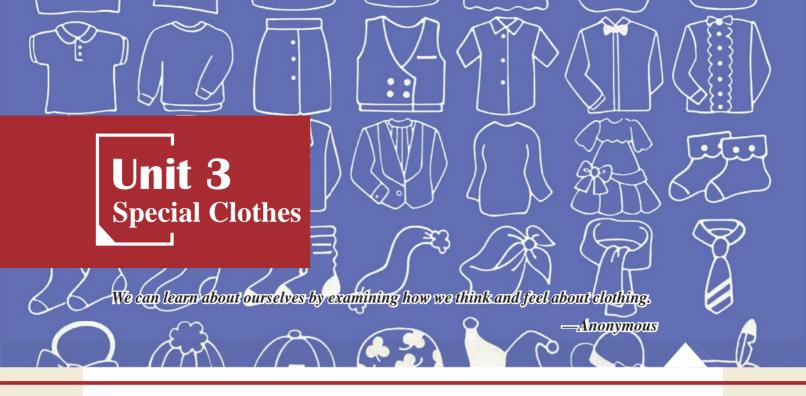
Unit 4

 know about digital footprint and take action to avoid danger online.

Challenging Yourself B

How do you understand fashion? What do you consider as a healthy diet? How can you keep yourself safe online?





Looking Ahead

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

- analyse the narrator's personality and feelings for her jeans;
- recognise a noun's different meanings in its singular and plural forms;
- use the -ing form as the adverbial properly;
- ask for and express opinions on fashion;
- write a story about your favourite clothing;
- explain some **applications** of technology in fashion.

Read	ling	Active	ly
------	------	--------	----



► Activating and Predicting

1	Tick the items which may make a piece of clothing special to you. Then share your is with a partner and add more items.			
	a high price	☐ your favourite colour	a famous brand	
	a popular style	comfortable material	☐ the time you shared together	
	More items:			

2 Look at the picture and the given words and predict why the author thinks her jeans are special. Then read the text to check your prediction.

patch



slightly faded a bit expensive
over-wear wear through
accident get Mum's money's worth

Reading, Thinking and Analysing

My Special Jeans

We shared the best of times together—my old jeans and I. I remember the day I got them. It was sometime in the April of 2007. My mum took me shopping for jeans, and I picked out five or six pairs to try on. I tried on a couple of pairs that fitted okay, but they were nothing special. Then I tried on a pair of blue jeans which were slightly faded. I, however, fell in love with them the moment I put them on. I didn't even bother to try on the other three pairs I had picked out. I just got that pair. They were a bit more expensive than the other jeans, but I assured my mum that I would get her money's worth. And that was no lie!

If there was one thing in my wardrobe that I "over-wore", it would have to be those jeans. Each time I took them out of the washer, I noticed that they looked more and more faded and had worn thin, especially in the left knee and on the back pockets. However, that didn't matter to me and I still wore them. Sun or rain, wind or snow—it didn't matter—they were still my favourite!

By that time the next year they were wearing through right under the right back pocket, so I had mum repair them, because I couldn't wear them like that. Mum did a really good job on the patch, and I wore them for another six months or so. One day, I decided to invite a few friends to my garden for a bonfire until midnight. There was an old shed out there and it was easy to climb up onto it, but it was a bit harder to get down. You had to jump. I was the only girl who dared to jump—I felt confident because I had done it before when I was younger. I sat right on the edge and then I jumped. But a nail which I hadn't seen caught the patch under the right back pocket of my jeans. So when I jumped all I heard was a sharp r-i-p. Then I felt a bit of air

as I hit the ground despite the fact that I didn't feel an ache. Not only did the accident leave me feeling awkward in front of my merry friends, but it also killed my favourite jeans.

When I told my mum what had happened, she said they were beyond repair. I was sad because they had been my special jeans. But at least I could tell my mum that I had got her money's worth!

Guess the meaning of *times*. Why is it in plural form?



wardrobe
['wo:droub] (n.)
It means ______ in
Chinese.

How do you understand *over-wore*? Why is it in quotation marks?



bonfire ['bɒnfaɪə] n.



Guess the meaning of the word r-i-p from the context. Why is it spelled in this way?



▶ Comprehending, Integrating and Creating

Match each paragraph of the text with its main idea.

Paragraph 1

Paragraph 2

Paragraph 3

Paragraph 4

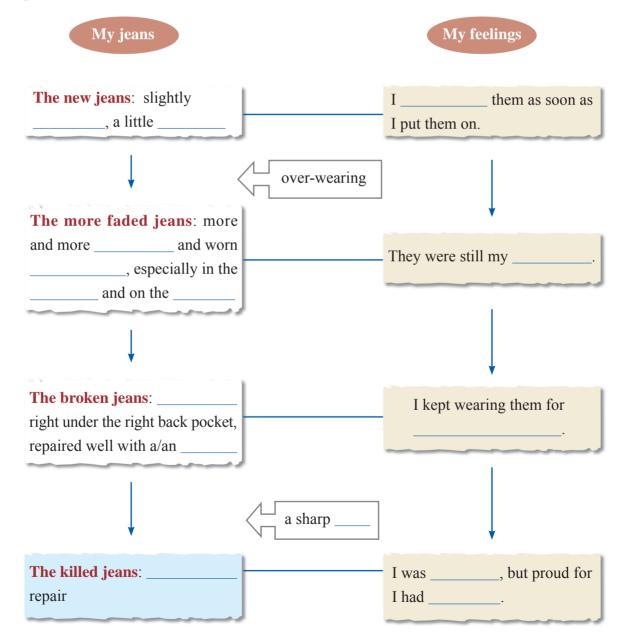
A. How I killed my favourite jeans.

B. They are still my favourite jeans, although old and faded.

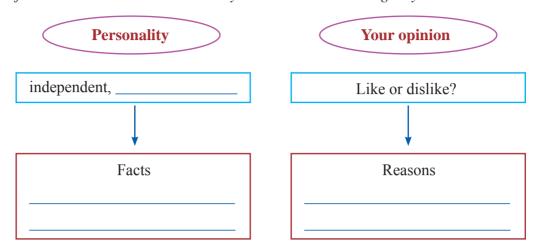
C. I kept my promise to get my mum's money's worth.

D. How I bought my favourite jeans.

2 Read the text again and complete the following diagram. Then retell the story with a partner.



Work in groups to analyse the personality of the narrator "I" in the story based on the facts from the text. Then state whether you like her or not and give your reasons.



Everyone has something precious in his/her process of growing up. Note down the key words about your most precious thing and then tell your partner about it.

What it is:
Why it is precious to you:
What happened between you and it:
How it influences you:

Hold a class debate on "Should we buy famous-brand clothes?" based on the given information.

Some students think that they should buy clothes of famous brands, even though they are expensive. Others think they should buy inexpensive but comfortable clothes that are not of famous brands. Which opinion do you agree with?

Now work in groups to design a questionnaire about the attitudes of middle school students towards buying clothing. Do a survey in your school, write a survey report and report to the class.



While writing a survey report, you should include the purpose, the subjects, the questions, the results and the implications of the survey. You can also draw some charts and tables to help illustrate your findings.



► Word Power

1 Read the explanations and find out the corresponding work words down on the lines.	rds in the text. Then write the
A. at a time that you do not know exactly (Par	ra. 1)
B. not ordinary or usual (Para. 1)	
C. to lose or cause something to lose colour or	r brightness (Para. 1)
D. to take the trouble to do something (Para. 1	1)
E. feeling sure about one's own ability to do the	hings (Para. 3)
F. exactly; directly (Para. 3)	
G. the outside limit of an object, area or surface	ce (Para. 3)
H. passing a certain point or degree (Para. 4)	
Now use the proper forms of the words you have written do	own to replace the underlined
parts in the sentences below.	
1) Jimmy has become a <u>particularly valued</u> friend of mine s	since that accident.
2) Your white short-sleeved blouse is just under the yellow	sweater.
3) I am not doubtful about the result that I can win in the fir	nal match.
4) The china vase is <u>too badly damaged to</u> repair.	
5) I told mum that she needn't trouble herself by coming ups	stairs to wake me up tomorrow
morning since I had set my alarm clock.	
6) He attended his former English teacher's wedding ce month.	remony on a certain day last
7) Don't put the glass so near to the <u>outside limit</u> of the tabl	e
8) The sunlight has <u>made the colour of</u> the curtains <u>lighter a</u>	and lighter.

• Example •

1) We shared the best of times together—my old jeans and I. (days)

complete the table by referring to your dictionary. Then add more.

2) By that time the next year they were wearing through right under the right back

2 Study the examples from the text to understand the meanings of the word "time" and then

pocket, so I had mum repair them. (a certain time)

	Singular form	Plural form	
Word	Meaning	Word	Meaning
sand	a substance	sands	a broad area along a shore
iron			
good			
air			
force			
arm			
cloth			

Now make sentences with some of the words and let your partner decide whether you have used them correctly.

3 Study the example and read the tip about "hyphen". Then use the words in the two boxes to form compound words with hyphens.

• Example •

A hyphen is the punctuation sign used to join words together to make a compound which has a combined meaning.

peace
hand
dark
old
hard
snow
highly
funny
clear

style
looking
developed
working
loving
cut
made
white
green

- 1) *adj.* + *n*.: _____
- 3) *n.*+ *adj.*: _____
- 5) *adj*. + *adj*.: _____
- 2) n. + -ing/-ed: _____
- 4) adv. + -ing/-ed: _____
- 6) adj. + -ing/-ed: ____



Now write down more words formed by using hyphens and work together with a partner to use them to make sentences.

► Grammar Link

The -ing Form as the Adverbial

Understanding the meaning

Read the following passage about the birth of jeans, paying special attention to the coloured parts.

How Were Jeans Born?

Jeans are a type of **pants**. They are often called "blue jeans", made from a kind of blue hard-wearing cloth.

Jeans were invented by Jacob Davis and Levi Strauss in 1873. Levi Strauss came from Germany to New York in 1851, wanting to join his elder brother who had a dry goods store. In 1853, when he heard about the Gold Rush in the West, he decided to move to San Francisco. After arriving there, he established the western **branch** of the family dry goods business. Because he sold, among other things, cotton cloth, Jacob W. Davis, a **tailor**, became his regular customer. Having ordered a pair of pants that could **withstand** hard work, Davis made them from denim that he bought from Levi Strauss & Co. When he later wanted to obtain the government authority giving a right to them, he wrote to Levi Strauss, and they became **partners**. They opened a bigger factory, and that is how jeans were born.

Discovering the rule



Study the following example and then fill in the blanks below.

• Example •

because he wanted to join his elder brother who had a dry goods store

Levi Strauss came from Germany to New York in 1851, wanting to join his elder brother who had a dry goods store.

- The red part functions as _____
- The basic form is _____
- 2 Study more examples and find out the meanings of the -ing form as adverbial. Put the corresponding letters in brackets.

A. accompanying B. cause C. result D. time E. manner F. concession G. condition

() 1) Hearing the news, Jimmy jumped with joy.
() 2) Being ill, Jimmy didn't go to school.
() 3) Working hard, Jimmy will become more successful.
() 4) Having tried his best, Jimmy couldn't work out the math problem.
() 5) Jimmy sat in the classroom, (as though) waiting for someone.
() 6) Jimmy fell, striking his head against the door.
() 7) Jimmy walked into the classroom, waving his hands to his classmates.
	share your ideas in groups and find out when the -ing form comes before or after the
claus	es.
lying t	he rule

Appl	lying the rule
1	Rewrite the sentences with blue parts in <u>Understanding the meaning</u> by using the -ing form, and the sentences with red parts by using adverbial clauses.
2	Complete the following paragraph about the author's special jeans by using the proper forms of the given words.
	In 2007, (take) by my mum to go shopping, I decided to buy a pair
	of jeans (try) a couple of pairs, I still found they were nothing special.
	However, (try) on a pair of blue jeans, I fell in love with them immediately.
	(be) more expensive than the other jeans, I assured my mum I would get her
	money's worth (buy) them, I "over-wore" them. One day, I invited a few friends
	to my garden for a bonfire. There was an old shed out there and it was easy to climb
	up onto it, but it was a bit harder to get down (be) the only girl who dared
	to jump, I felt pretty confident. I jumped, (hear) a big r-i-p under the right
	back pocket. Thus, I killed my special jeans. However, (spend) the best time

3 Read the following short story and then write as many sentences as possible by using the -ing or -ed form as adverbial.

Second-hand Clothes

One day, Tom went shopping. When he saw a sign which said "Second-hand clothes bought and sold", he walked into the shop. He was carrying an old pair of trousers and asked the **owner** of the shop, "How much will you give me for these?" After the man looked at them carefully, he said, "Two dollars."

"What?" Tom said, "I had guessed they cost at least five."

together with them, I will never forget them.

"No," said the man, "Although they don't look so old and worn, they aren't worth a cent more than two dollars."



"Well," said Tom, and took two dollars out of his pocket, "here's your money. These trousers were hanging outside your shop and the price was six dollars. Because I thought that was too much money, I wanted to find out how much they are really worth."

Then Tom took the pair of trousers, walked out of the shop and disappeared. The shop owner stood there and could think of nothing to say.

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

Asking for and Expressing Opinions

	d the following statements about fashion and decide which you agree (A) or disagree (D) . Then share your ideas with a partner.
() Fashion is a means of self-expression that allows people to try many roles in life.
() Fashion is your own style that no one else has.
() Fashion is a language that tells a story about the person who wears it.
() Fashion is a style in clothes, make-up and behaviour.
() Fashion is something that reflects the way we are and the times in which we live.
() Fashion is an endless popularity contest.
() Fashion can mean the latest or most admirable style.
() Fashion is something in fashion today that may be out of fashion tomorrow.
2 Liste) Fashion is something in fashion today that may be out of fashion tomorrow.

You are listenii	ng to a programme called	d "School Talk". The topic of the	iis week is
The	e host is a	nd three guests have been invited	d. They are
Cathy from Class _	, Grade	, Della from Class	
Grade	and Eric from Class	, Grade	They are
talking about their _	on fashion.	thinks fashion is	one's own
style and is also	Della thinks	always reveal w	hat groups
people are in	thinks fashion is a	a language that tells a story about	the person
who wears it.			

3 Listen again and fill in the blanks with the specific information.

Name	Like/Dislike	Reason
Cathy	Cathy wearing the school uniform.	The school uniform is not at all. There's no in it.
Della	Della wearing the school uniform.	The school uniform is than those fashionable clothes, and

Name	Lil	Like/Dislike		Reason	
Eric	Ericclothes.	fashionable	<u> </u>	and r a high school studer	is not

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

Asking for opinions:

- 1) ______ your opinion about it, Cathy?
- 2) So, _____ think of fashion, Eric?

Expressing opinions:

- 1) ______, I think fashion is your own style that no one else has.
- 2) _____ a high school student, ____ we should keep to the school uniform.
- 3) _____, I don't like fashionable clothes.
- 4) ______, fashion is also big business.
- Look at the following items of clothing and talk in pairs about whether they are fashionable or not in your opinion. You may also talk about your own clothes.



a pair of golden high heels



a pair of dark purple trousers



an orange down coat



a blue T-shirt



a white silk dress



a flowered scarf



a grey sweater

Asking for opinions	Expressing opinions
1) What do you think of	1) If you ask me, I think
2) How do you like	2) As far as I am concerned,
3) What's your view on	3) From my point of view,
4) What about	4) I'd just like to say



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



Writing about a Favourite Piece of Clothing

1	Choose your favourite item of clothing and stick its picture or draw it here.	cture or draw it here.	

Work in pairs to talk about your favourite clothing based on the picture or the drawing.

You may begin like this:

A: Look at this scarf. It is my favourite. What do you think of it?

B: It's beautiful. ...

3 Complete the following table with the information about your favourite clothing. Then share yours with a partner.

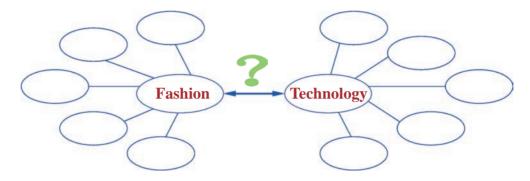
Language used Content covered	Word and expression	Sentence structure
What it looks like	fashionable, comfortable	It looks, but
How you got it		It was a gift from
When you wear it		I usually wear it when
Why you like it best		Each time I wear it, I feel
What special stories about it		

Write a story about your favourite item of clothing. Then share your story with your group members and let them draw a picture of it.



▶ Getting Ready

Write down the words related to "fashion" and "technology". Find the connection between them and then read the passage to check.



The connection between "fashion" and "technology" is



- 1) Brainstorming is helpful for you to collect information about a particular subject.
- 2) A network makes vocabulary learning more effective.

► Reading





Fashion is moving into the twenty-first century. A coat can change its colour with the weather; the stripes on a shirt can disappear while you are wearing it; a blouse can be worn for days and days without a bad smell... These are not dreams of scientists, but the most recent developments in the fashion world, made possible by advances in fibre technology.

A jacket by Stone Island changes its colour in warm weather and costs between \$40 and \$5,000. Peter White, a customer, says, "There's not much more that designers can do with the old cloth. They need to make new cloth to keep fashion interesting."

Massimo Osti is the man who has brought this unusual cloth to the shops. Another of Osti's inventions is a sweatshirt with the company's trademark on the chest, which disappears when you breathe on it. Now there is a special kind of leisure wear for golfers who like to practise in all weathers. As golfers leave the warm club house, their sweaters will change from

white to a rainbow of colours.

Unika, a Japanese firm, has developed a man-made fibre which changes sunlight into thermal energy and keeps the wearer up to 10°C warmer than ordinary fibres. A kind of new cloth for ski-wear can turn black to absorb sunlight when the temperature drops below zero, and change to white at above 5°C to reflect the sun.

Producers of tights in the Far East and Europe have sold many tights which have a pleasing smell. A department store in Britain reports good sales for this kind of tights. The sweet smell lasts up to three hand-washes.

▶ Comprehending

Read the passage and fill in the table with the missing information.

Items	Features
A jacket by Stone Island	
A sweatshirt by Osti	
Leisure wear for golfers	
Ski-wear	
Tights	



These features suggest that

2 Work in groups to look for information about Qipao on the Internet and report your findings to the class.



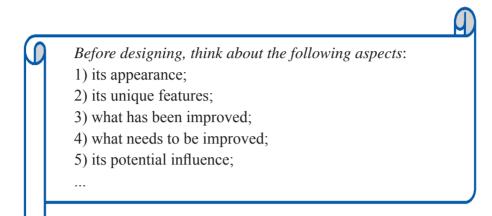


You may describe it, and report on its development, its culture, its influence,



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			2	р	
			•		

Work in groups to design a new kind of Qipao with high-tech features and select a reporter to introduce your design to the class. Or you can select any type of clothing with traditional Chinese features and improve it with technology.



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
		agree	work
♦ make an analysis of the narrator's personality			
and feelings for her jeans;			
♦ recognise different meanings of some nouns			
in their singular and plural forms;			
♦ use the -ing form as the adverbial properly;			
♦ ask for and express opinions on fashion;			
♦ write a short passage about your favourite			
clothing;			
♦ explain some applications of technology in			
fashion.			



Looking Ahead

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

- find out your Nutrition IQ and judge whether you have a healthy diet or not;
- identify and understand some common initialisms;
- distinguish the differences between the -ing form and the infinitive, and use them correctly;
- o persuade people to give up the wrong ideas or take up the right ones in discussion;
- write a persuasive speech;
- talk about daily eating habits in some countries.

Page	lina	Action	1.,
neuu	my	Active	y



► Activating and Predicting

1	Tick (\checkmark) the ones you like and cross (\times) the ones you dislike among the following foods.
	You may add more.

A. lemon	B. potato	C. beer
D. yoghurt	E. wine	F. cabbage
G. sugar	H. mushroom	I. corn
J. pancake	K. chicken	L. butter
M. grape	N. milk	O. carrot
P. snack	Q. bean curd	R. honey
S. bread	T. pudding	U. hotdog
V. beef	W. ice cream	X. sandwich
Y. noodle	Z. salad	Others: cookie, nut, onion, toast

More foods I like:		
Reasons:		
More foods I dislike:		
Reasons:		

Work in groups to put the letters standing for the foods listed in Activity 1 into the proper baskets.



- How much do you know about nutrition? Are the following statements true (T) or false (F)? Share your ideas with your partner.
 - () 1) You'll get proper nutrition if you eat a variety of foods.
 -) 2) Food eaten between meals can be just as good for health as food eaten at regular meals.
 - () 3) If you weigh what you should, you're getting proper nutrition.
 - () 4) When dieting, avoid starchy foods such as bread or potatoes.
 - () 5) Taking extra vitamins won't give you more energy.
 - () 6) People who don't eat meat or fish can't get proteins or keep healthy.

► Reading, Thinking and Analysing

Test Your Nutrition IQ

Variety is not a guarantee of good nutrition, but in order to keep healthy, adults can get a balanced diet by including several meals daily from the following main groups: proteins, carbohydrates, fats, minerals and vitamins. Proteins are very important for building our bodies; they help us to build new cells as old ones die. Meat, fish, nuts and cheese are the main sources of protein, but not the only ones—we can also get protein from eggs and beans. Carbohydrates are important to enable us to store energy—they provide fuel for the body. Carbohydrates are found in sugar, rice, corn and wheat. Fats give us energy, too. Some foods high in fat are ice cream, sausage, butter and potato chips. We also need minerals and vitamins to help our body work properly. Fish,

IQ = intelligence
quotient
It means _____ in
Chinese.

Why are these words in plural forms?

en-+able $\rightarrow enable(vt.)$ It means _____ in English.



vegetables and milk contain most of the minerals we need. Vitamins are found in fresh vegetables and fruits.

2. _____

As long as people eat enough dairy foods, eggs and meat, they can get basic proteins.

3.

Nutritional value depends on what types of food you eat, not when you eat them. Eating a hard-boiled egg or an orange as a snack can contribute to a well-balanced diet.

4. _____

It is widely believed that extra vitamins provide more energy. But taking more than what the body needs does not make it function better, just as overfilling your gas tank will not make your car run better.

Greens Antioxidants of Antioxi

An appropriate weight alone does not show whether a diet is lacking in vitamins and minerals. The scales make no difference between the similar numbers of calories provided by a can of soda and two eggs.

6.

If you cut out starchy foods, such as peas, potatoes, bread and rice, you cut out very good sources of several vitamins, such as Vitamin B and Vitamin C, as well as other nutritional benefits. Furthermore, there is nothing magical about protein. The simple truth is that you have to either eat fewer calories or use up more in order to lose weight.

Now you can say you know something about food and nutrition by today's standards. But remember that nutrition is a complex and growing science and that today's beliefs may be changed as new information becomes available. nutritional (adj.) = nutrition (n.) + -alIt means _____ in Chinese.



calorie ['kælərɪ] n.
Pronounce the word
and guess its meaning
according to its sound.



a can of soda

Guess the meaning of *starchy* according to the examples followed.

► Comprehending, Integrating and Creating

Read the text as quickly as you can and decide which paragraph gives the information about each statement in Activity 3 of Activating and Predicting. Correct the false one(s) first and then write the proper statement on the line before each paragraph.

2 Read Paragraph 1 again and complete the following table.



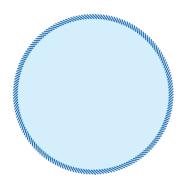
Nutrient group	Function	Source food
Proteins		
Carbohydrates		sugar, rice, corn, wheat
Fats		
Minerals	halaina ayahadayyyada agaa aday	
Vitamins	helping our body work properly	

- Read to understand the following sentences from the text. Rewrite them in your own words and then check them with a partner.
 - 1) Variety is not a guarantee of good nutrition.
 - 2) Meat, fish, nuts and cheese are main sources of protein, but not the only ones—we can also get protein from eggs and beans.
 - 3) Some foods high in fat are ice cream, sausage, butter and potato chips.
 - 4) Eating a hard-boiled egg or an orange as a snack can contribute to a well-balanced diet.
 - 5) It is widely believed that extra vitamins provide more energy.
 - 6) But remember that nutrition is a complex and growing science and that today's beliefs may be changed as new information becomes available.
- List what you ate yesterday, and then work together with a partner to decide whether your diet is healthy or not and why you think so. Give each other suggestions if necessary.
 - 1) My diet yesterday
 - Breakfast:
 - Lunch:
 - Supper:
 - Snacks:



2) My diet is		
A. a healthy one	B. an unhealthy one	
3) Reasons:		
4) My partner's suggestions:		
, , , ,		

5 Do a survey in your class about the nutrition IQ of your classmates. Then draw a pie chart and report your findings in groups.



Draw your pie chart here.

Your report should include:

- 1) what the purpose of your survey is;
- 2) how many classmates you have interviewed;
- 3) what questions you have asked;
- 4) how you have collected the data;
- 5) which tool you have used to analyse the data;
- 6) illustration of your findings and analysis of the possible reasons;
- 7) what implications your findings have.



▶ Word Power

1	Read the explanations and find out the corresponding words in the text. Then write them
	down on the lines.
	A. the process of obtaining the food necessary for health and growth (Para. 1)

 _1. the process of obtaining the root necessary for health and growth (1 ara. 1)
 B. to keep somebody or something in a steady position without falling (Para. 1)
 _ C. to hold or have something within itself (Para. 1)
 _ D. to cook food in boiling water (Para. 3)
 E. a small amount of food eaten between meals (Para. 3)
 F. to work or operate in a proper or particular way (Para. 4)
G. additional; beyond what is expected (Para. 4)

H. to have none or not enough of something (Para. 5)

Now complete the following sentences according to the given Chinese meanings, using the proper forms of the above words.

1) I	(无法用言语) to expr	ess my thanks.	
2) Secondly,	(把土豆放石	生水中煮) until we	ll done.
3) The machine wi	ll not	(顺利地运转) if it	is not kept well-oiled.
4) When you learn (学会保持平衡).	to ride a bicycle, it is very	important for yo	ou to
	e lend me the newly- publ 可有我需要的资料).	ished edition of t	he book because it
6) It's healthier to l	nave fruit rather than choo	olate	(当零食).
7) Many children a (营养	t the remote village school 示良).	ls were found to	be suffering from
8) The boss promis	ed his employees that the	y will	(加班有加班费
Complete each of expressions.	the following sentence	s by using the p	proper forms of the g
cut out	such as	have to	either or
		in order to	enable sb. to do sth
ginger roots, eggs, have much ginger ropeople who had the tomate	help sb. to do sth. ad some incorrect ideas abstomatoes and fish had magnots improve have a pretty voice. Tomatoes fall in low have more fish	pout food. They the gical powers. The their memory. Egatoes were believed to the common that t	nought that foodey thought that theyegs were thought toed to the period wanted toe
People once has ginger roots, eggs, have much ginger roots people who had the tomate should bread.	ad some incorrect ideas at tomatoes and fish had may roots improve have a pretty voice. Tomatoes fall in love have more fish	pout food. They the gical powers. The their memory. Egatoes were believed the common state of the common s	ey thought that foodey thought that theyegs were thought toed to the period wanted toerchy food like potatoes
People once has ginger roots, eggs, have much ginger roots people who had the tomate should bread. Study the following	ad some incorrect ideas at tomatoes and fish had may coots improve have a pretty voice. Tomatoes fall in love	pout food. They the gical powers. The their memory. Egatoes were believed the e. And if someon standard an initialis	nought that foodey thought that theyegs were thought toed to the period wanted toenroller food like potatoes are is and how it is for
People once has ginger roots, eggs, have much ginger roots people who had the tomate should bread. Study the following	ad some incorrect ideas ab tomatoes and fish had ma roots improve have a pretty voice. Toma bes fall in lov have more fish	pout food. They the gical powers. The their memory. Egatoes were believed the e. And if someon standard an initialis	nought that foodey thought that theyegs were thought toed to the period wanted toenroller food like potatoes are is and how it is for the period for the peri
People once has ginger roots, eggs, have much ginger roots people who had the tomate should bread. Study the following Then guess the median. • Example •	ad some incorrect ideas ab tomatoes and fish had ma roots improve have a pretty voice. Toma bes fall in lov have more fish	oout food. They the gical powers. The their memory. Egatoes were believed the early and if someon the state of the state o	nought that foodey thought that theyegs were thought toed to the period the period wanted toen the potatoes are in the forms. In the initial letters
People once has ginger roots, eggs, have much ginger roots people who had the tomate should bread. Study the following Then guess the median. • Example • initial.	ad some incorrect ideas and tomatoes and fish had may coots improve have a pretty voice. Tomatoes fall in love have more fish gexample to understand unings of the following initial.	oout food. They the gical powers. The their memory. Egatoes were believed the early and if someon the state of the state o	ey thought that foodey thought that theyegs were thought toed tothe period of the period of the period of the potatoes are the potatoes of the period of the potatoes of the period of the initial section of the initial letters everal words. It is
People once has ginger roots, eggs, have much ginger roots people who had the tomate should bread. Study the following Then guess the medical initial. Test Your Nutrition	ad some incorrect ideas at tomatoes and fish had may roots improve have a pretty voice. Tomatoes fall in love have more fish are example to understand unings of the following initialism	oout food. They the gical powers. The their memory. Egatoes were believed the early and if someon the state of the state o	ey thought that foodey thought that theyegs were thought toed tothe period of the period of the period of the potatoes are the potatoes
People once has ginger roots, eggs, have much ginger roots people who had the tomate should bread. Study the following Then guess the medical initial. Test Your Nutrition	ad some incorrect ideas and tomatoes and fish had may roots improve have a pretty voice. Tomatoes fall in love have more fish gexample to understand unings of the following initialism tialism tialism triple (intelligence quotient triple in the following initialism	oout food. They the gical powers. The their memory. Egatoes were believed the early and if someon states what an initialist tialisms and write from of support of support the support of support the support the support to the support the support to	ey thought that foodey thought that theyegs were thought to the perfect wanted to the perfect wanted to the positive and how it is formed in the initial letters everal words. It is nounced letter by
People once has ginger roots, eggs, have much ginger roots people who had the tomate should bread. Study the following Then guess the medical initial. Test Your Nutrition [,a	ad some incorrect ideas ab tomatoes and fish had may roots improve have a pretty voice. Tomatoes fall in love have more fish gexample to understand unings of the following initialism tilligence quotient tilligence quotient BBC: BBC:	oout food. They the gical powers. The their memory. Egatoes were believed the early and initialisms and write the front of sprongers.	rought that food



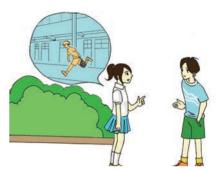
► Grammar Link

Review of the Infinitive and the -ing Form

Understanding the meaning

Read the following dialogue, paying attention to the use of the infinitive and the -ing form.

- A: What's up, Brian? Just now I saw Dick running out of the classroom in a hurry.
- B: Oh! He must be hurrying to the playground. Having finished his **assignment**, Dick usually plays **soccer** together with his friends. In the past two months, I have seen him play soccer in the playground almost every Saturday afternoon.



- A: Yes. Dick is so crazy about it. It seems that the most interesting thing in the world is playing soccer.
- B: Yes. Last Saturday, Dick got me to join them. I learned a lot of soccer techniques from him. It made me feel so **awesome**.
- A: Really?
- B: Sure. It also got me thinking a lot about myself and I have decided to play soccer every day so as to make myself healthier and more energetic.
- A: That's a good idea. But for me, I prefer to have a balanced diet in order to keep healthy. That's a better way for me.

Discovering the rule

Underline the infinitive and the -ing form used in the above dialogue. Then decide which sentence elements they are by labelling them with the corresponding letters.

A. object B. object complement C. adverbial D. attribute

2 Study the following examples and then fill in the blanks to complete the similarities and differences.

sense verb

Dick was running out of the classroom when I saw him.

Just now I saw Dick running out of the classroom in a hurry.

Dick played soccer almost every Saturday afternoon in the past two months. I saw it.

In the past two months, I have seen him **play** soccer in the playground almost every Saturday afternoon.

	causative verb I joined them because Dick asked me to join them	l.
	Last Saturday, Dick got me to join them.	
2)	I was thinking a lot about myself because of it.	
	It also got me thinking a lot about myself.	
5	Similarities:	
•	The verbs are usually sense verbs such as "see", are	ıd
	causative verbs such as "get",	
•	The infinitives and -ing forms both function as in the sentence	s.
]	Differences:	
	♦ When functioning as object complements after sense verbs, the -ing forms usual	ly
	suggest that the action, but the infinitives usually sugge	st
	that the action	
	♦ When functioning as object complements after causative verbs, the -ing forms usual	ly
	suggest that the action, but the infinitives usually sugge	st
	that the action	
Apply	ring the rule	
	Complete the following passage by using the infinitive and the -ing form based on the tex	ît.
	As we know, a balanced diet may make us For example, proteins make	ζe
	our bodies as old ones die. Carbohydrates get our bodies Fa	
1	may make us be However, don't forget minerals and vitamins. They help or	ur
1	bodies that extra vitaming bodies the first bodies bodies that extra vitaming bodies the first bodies bodies the first bodies bodies the first bodies bodies the first bodies	ns
]	provide more energy. Don't believe it. Extra vitamins will not make our bodies	
2	Complete the following sentences by using the proper forms of the given words.	
	1) When I caught the café owner (cheat), I decided to stop going there.	
,	2) At last, they found the lost child (play) by the river.	
	3) I'll try my best to get Daisy (see) a doctor. She must have caught the flu.	
	4) I seldom hear Jean (sing), but I heard her (sing) an Englis	sh
	song yesterday when I walked into the classroom.	
;	5) At that moment, I felt the little girl (touch) my hand.	
	6) Yesterday, Paul's father made him (paint) the house.	
3	Look at the given picture and make up a story. You should use the infinitive and the -informas the object complement of a causative verb or a sense verb.	ıg





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



Persuading Others

Listen to a mini-dialogue and complete the sentences in the speech bubbles. Discuss whether the girl or the boy has a good eating habit for breakfast. Then predict what the coming monologue is probably about.



- 2 Listen to the monologue to check your prediction and then tick its main idea.
 - A. It is important to have different kinds of food for breakfast.
 - B. It is necessary to have a good breakfast.
 - C. It is helpful for those who want to lose weight to have no breakfast.
 - D. It is good to have more than one breakfast each day.
- 3 Listen to the monologue again and complete the table with the missing information.

A Test on the Necessity of Having Breakfast

Time	
Place	
Subjects	people of different ages, from to
Purpose	How well people's bodies worked when they had eaten for breakfast.

	If a person has a good breakfast, he will
Results	If a student has a good breakfast, he will and in class.
	If a person has no breakfast, it will not help him Instead, he will

Write out your own conclusion according to the results of the test, and then share your ideas with a partner.

My conclusion:

- 5 Read to understand the following sentence structures in blue. Suppose Angela in Activity 1 is one of your classmates. Try to persuade her to give up her wrong ideas about having breakfast.
 - 1) Are you really sure that having no breakfast will help you to lose weight?
 - 2) Please let me tell you the reasons.
 - 3) To be honest, you will gain weight if you don't have breakfast.
 - 4) But everybody knows that it's harmful not to have breakfast.
 - 5) I really don't think so, because you will have more at lunch if you don't have breakfast. You may begin your dialogue like this:
 - A: Angela, I've heard that you seldom have breakfast, right?
 - B: No. Because it may make me gain weight.
 - A: Are you really sure about that?

Reading, Speaking and Writing ///



Writing a Persuasive Speech

1 Skim the following speech and answer the questions below it.

Good evening, everyone. Greeting My name's Jimmy Tang from Class 4, Grade 1. I feel very honoured to have this chance to speak to you. Recently, we have done a survey in our school. Of the 200 students surveyed, 45 % **Opening** don't care much about whether they have breakfast and what they have for it. And as many as 17% of them seldom have breakfast. The **percentages** show that students don't consider having



breakfast important and necessary. Breakfast does matter a lot to **secondary** school students, however.

First, scientists have found that our bodies work differently, depending upon whether we have breakfast or not. The body of a person who eats a good breakfast works better than one who has no breakfast. If a student eats such food as eggs, milk, bread and fruit for breakfast before going to school, he or she will learn more quickly and listen more carefully in class.

Next, a large number of studies show that a good meal in the morning can help your body prepare for the day to come and lower your risk of getting such **diseases** like heart disease and obesity.

Finally, contrary to what you have expected, having no breakfast won't help you lose weight. This is because you may become so hungry at noon that you eat too much for lunch.

To sum up, having breakfast is very important and necessary for us middle school students. Let's not **skip** any breakfast from now on.

Thank you for listening.

Conclusion

Body

Closing

- 1) Who is the speaker?
- 2) Who are the audience?
- 3) What's the purpose of the speaker?
- 4) How many key points are covered in the speech?
- **2** Read the speech again and match the following explanations with its different parts to know the format of a persuasive speech.
 - A. Introducing the speaker and the topic of the speech
 - B. Thanking the audience for listening
 - C. Persuading by giving reasons
 - D. Addressing and welcoming the audience
 - E. Summarising the topic and often calling for action
- Match the examples from the sample speech with the language features of a persuasive speech. Then work in pairs to find more examples in the speech.
 - 1) My name's Jimmy Tang from Class 4, Grade 1.
 - () 2) I feel very honoured to have this chance to speak to you.
 - () 3) And as many as 17% of them seldom have breakfast.
 - () 4) Next, a large number of studies show that a good meal in the morning can help your body prepare for the day to come...

- -) 5) First, scientists have found that our bodies work differently, depending upon whether we have breakfast or not.
 - A. Using a style that is more formal than ordinary conversation
 - B. Using contractions which are common in spoken language
 - C. Using connectives of sequence to list the main reasons
 - D. Using figures to be more precise
 - E. Using data, quotations and the results from other studies to support the speaker's opinions



4 Now suppose you are holding a class meeting to talk about the importance of "having a balanced diet". Write a speech first, improve it after rehearsal and give the speech in class.



▶ Getting Ready

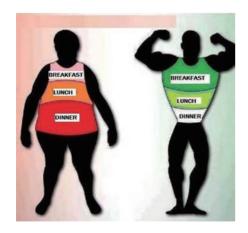
Discuss with a partner what the word "breakfast" means to you and how we should have our breakfast. Then read the first two paragraphs of the following passage to check your ideas.

breakfast = break + fast	t
--------------------------	---

In my opinion, it means _

We should have our breakfast like/as if ____

▶ Reading



There is a saying: Breakfast like a king, lunch like a prince, and dinner like a pauper—a very poor person. This means that breakfast should be the largest meal of your day. In many countries, the biggest meal of the day is dinner. So why does this saying advise us to eat a large breakfast instead?

The answer is in the word "breakfast" itself, which means the "breaking" of a "fast", or a long period without eating. The gap between dinner and breakfast can be up to

twelve hours, so the meal that breaks your fast should be healthy and wholesome. Also, unlike your evening meal, the food you consume for breakfast will give you energy to use while



you are active during the day. There is evidence that eating a big breakfast, particularly one containing whole grains and fruit, can improve your concentration and mood.

Although health experts stress the importance of eating a good breakfast and having one's main meal earlier in the day, not many people are changing their daily eating habits. In the U.S., for example, about two-thirds of the population still has its main meal in the evening. Many of the most popular types of American food, such as steak and potatoes, are full of fat and carbohydrates, which make them slow to digest.

In Mexico, the most important meal for many families is usually eaten at 2:00 p.m. The meal normally includes an appetiser, soup, pasta, fish, meat with a salad, dessert, and finally tea or coffee. In Switzerland, the main meal is also eaten in the middle of the day, and usually contains a lot of fresh vegetables and fruits.

Many nutritionists suggest that people eat small, low-fat meals five or six times a day. Most agree, however, that good nutrition and what you eat are more important than when you eat it. Keeping to a balanced diet of nutritious, low-calorie foods like vegetables, whole grains, fish and fresh fruits is the best way to enjoy a healthy life.

► Comprehending		
1	Write a proper title for the passage. Then share it in groups, explaining your reasons.	
2	Read the passage again and decide whether each of the following statements is true (T) or false (F) . Correct the false $one(s)$.	
	 1) According to the author, the biggest meal of the day should be breakfast. 2) The word "breakfast" means a long period without eating. 3) According to the passage, both breakfast and supper will give you energy to use 	
	during the day. 4) A small number of people are following the experts' advice and changing their eating habits.	
	 5) The most popular types of American food are full of fat and carbohydrates. 6) In Mexico, the most important meal normally includes seven parts. 7) According to the passage, the best way to enjoy a healthy life is to have meals 	
	five or six times a day.	
3	Guess the meanings of the coloured words in the following sentences and then decide which guessing methods you have used by putting the corresponding letters in brackets.	
	() 1) There is a saying: Breakfast like a king, lunch like a prince, and dinner like a	
	pauper—a very poor person.() 2) The answer is in the word "breakfast" itself, which means the "breaking" of a "fast", or a long period without eating.	

() 3) The gap between dinner and breakfast can be up to twelve hours, so the meal that

breaks your fast should be healthy and **wholesome**.

() 4) There is evidence that eating a big breakfast , particularly one containing whole
	grains and fruit, can improve your concentration and mood.

- () 5) Many **nutritionists** suggest that people eat small, **low-fat** meals five or six times a day.
 - A. Analysing the formation of a word
 - B. Using a word with a similar meaning shown by such words as "and" and "or"
 - C. Using punctuation like a dash to give information
 - D. Giving example(s)
 - E. Using another way to explain
 - F. Using the context



4 Tick the statements that are opinions stated in the passage, and then discuss in groups whether you agree with them or not.

- 1) Breakfast like a king, lunch like a prince, and dinner like a pauper.
- 2) Breakfast should be the largest meal of your day.
- 3) Eating a big breakfast can improve your concentration and mood.
- 4) One should have one's main meal earlier in the day.
- 5) Many of the most popular types of American food are full of fats and carbohydrates.
- 6) People should eat small and low-fat meals five or six times a day.
- 7) What you eat is more important than when you eat it.

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
		agree	work
◊ identify your Nutrition IQ and judge whether			
you have a healthy diet;			
◊ identify and understand some common			
initialisms;			
♦ use the -ing form and the infinitive to express			
oneself correctly;			
♦ persuade people to give up the wrong ideas			
or take up the right ones in discussion;			
♦ find out the format and language features of			
a persuasive speech;			
♦ introduce daily eating habits in your own			
and other countries.			

Self-directed ct

Challenging Yourself B Daily Life

Through the Internet, people are discovering and inventing new ways to share things.

—Anonymous

Looking Ahead

After you have learned some strategies in the previous two units, it is time to challenge yourself. With the help of these strategies, you can learn by yourself more effectively. In this self-directed learning project, you should be able to:

- o sum up the strategies learned in Unit 3 and Unit 4;
- o guess the meaning of compound words with the knowledge of their separate parts;
- be aware of your digital footprint and know how to protect your privacy online;
- identify the headings of paragraphs by summarising;
- hold a talk show about web safety;
- share your understanding of digital safety with personal experience.



► Recycling Time

List the words and expressions related to the Internet and the learning strategies that you have learned in the previous two units.

Vocabulary Related to the Internet:

Learning Strategies:

▶ Word Builder

Learn to guess the meaning of a compound word based on its formation.

• Example •

Don't tell anyone your passwords and don't write them down in an obvious place.

Guessing through word formation

password (n.):

a secret word used to gain admission

TIP

If a new word is formed on the basis of other words which you are familiar with, you can guess its meaning by combining the meanings of those words.

▶ Reading Land

☐ surf websites	download music	☐ watch movies	send emails
read novels	do online shopping	chat on QQ	keep a web blog
play online gam	nes upload photos	share with frien	nds on Wechat
More:			

Your Digital Footprint

Then read the article to check your ideas.



Every time you go online you leave a digital footprint. It reveals where you've been, how long you stayed and what you've been doing there. Every time you surf the Internet, send an email, play games, download a video or upload a photo, the information can be accessed. This shouldn't necessarily be worrying, but

it is advisable to be aware of your digital footprint and to be careful to avoid danger when you are online.

Here are some top tips for taking care of your digital footprint.

Remember to log off when you leave a website, especially if you are using a shared computer. If you don't, someone else can easily pretend to be you! When using Wi-Fi hotspots in coffee shops, libraries and other public places, avoid logging in apps

digital (adj.) = digit (n.) + -al Digit (n.) refers to any of the numerals from 0 to 9. Guess the meaning of digital.

advisable (adj.) =_____(v.) + -able

that require personal or financial information. Don't tell anyone your passwords and don't write them down in an obvious place. Make them more complex by using a combination of letters, numbers and combination(n.) =punctuation marks. (v.) +here. Make sure that your blogs or posts are seen It means only within your circle of friends. Just a click on your apps and Guess the meaning of software can make your files private and safe. Remember to do post from the sentence this, especially after updating them. structure. Think twice before sharing details like your email, home address, WeChat ID, school or phone number with someone. If you want to post comments online, don't use your real name. Instead, you can invent a nickname. You can also use a picture instead of a real photo. _ As teenagers, if you come across anything online that makes you upset, anxious or concerned, don't keep it to yourself. Tell an adult you trust. There are also ways to report inappropriate or abusive content online. Abusive here means Think about the future. Remember your favourite websites by using A. extremely offensive the history button and the bookmark function on your computer B. involving injustice or mobile devices. This is a way that your digital footprint can work in your favour, but remember to clear your browser history regularly. Browse means read or All kinds of people are interested in survey data or files via a your digital footprint. It's now quite common for colleges, network. universities and employers to check out the online profiles of possible Guess the meaning of candidates. There are cases of people having missed out on jobs and browser. places in college because their digital footprint didn't impress people. So, remember: take good care of your digital footprint with the future in your mind! Scan the first paragraph and complete the following diagram. Your activities Your information the Internet: where to reveal cause send a/an how long Your digital footprint

refers to the information that

when we are surfing the Internet.

should be paid special attention to in

order to

2

Read the rest of the article and match the following headings to each point. Then think about it and add more points.



You can find the corresponding paragraphs by underlining the topic sentence and key words of each paragraph.

A. Protect your identity online

B. Find help

C. Remember to log off

D. Make use of your footprint

E. Keep your passwords safe

F. Get opportunities from what you share

G. Check your privacy settings on your mobile phone and laptop

Tips for taking care of your digital footprint	Thinking about the future
8	
2	?
3	
3	2
5	
Others:	Others:

- **3** Read the whole article again and answer the following questions.
 - 1) Think about how your digital footprint matters. Give an example of your own experience to support your view.
 - 2) Do you think the given tips in the article are really useful? Why or why not?
 - 3) According to the article, how can your digital footprint influence your future?
 - 4) Do you think network security issues are very serious nowadays? Why or why not?
 - 5) Should everybody in our society do his/her **duty** to help to create a secure network environment? How?
- 4 Check your behaviour while surfing online with the given tips in the article and then fill in the boxes and the blanks.
 - 1) My behaviour online:

Password	
Identity	
Privacy	
2) My web life is	
A. a safe one	B. an unsafe one
3) Reasons:	

▶ Question Corner

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



////////Learning Cooperatively ////////



- Discuss in groups to solve the problems in Question Corner. Ask your teacher for help if necessary.
- 2 Hold a talk show in class by following the steps below.
 - **Step 1** Assign the roles of a host/hostess, net-users and experts among group members.
 - **Step 2** Search more information about digital footprints on the Internet and prepare for the talk show.
 - **Step 3** Work in groups to practise the talk show, focusing on how to become aware of your digital footprints and avoid danger online.
 - **Step 4** Present your talk show in class.

//// Learning Creatively //////



Think what a menu may include, and then read the following menu to check your ideas.

At a British Pub

Li Hua, a Chinese student, and his parents are travelling in Britain. They walk into a traditional English pub. A waitress comes up to them and offers service.

Waitress: Good evening. Welcome to our pub.

Li Hua: Do you have a table free? Waitress: Yes. Follow me, please.

Li Hua: Can I have the menu?

Waitress: Here it is.

Li Hua: Would you please recommend the most typical food here?

Waitress: Sure. You may try Fish and Chips.

They are fish fillets coated with batter and deep-fried, eaten with French fries. The dish is one of our national dishes.

Li Hua: Hmm... It sounds like a good idea. Three portions, please.



Do the following activities.

- 1) Study the above menu and discuss in groups how the dishes reflect the English culture. Give examples to illustrate your opinion.
- 2) Suppose you are opening a Chinese restaurant in Britain. Work in groups to create your own menu and then share it in class.



▶ Self-reflecting

Refer back to <u>Guiding Page</u> and <u>Looking Ahead</u> in this theme to reflect on your learning. I am confident in... because I can...

I need more time and practice to improve... so that I can...

My learning targets are... because they could enable myself to...

My further efforts are to... so that I am able to...

▶ Peer–sharing

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

I would like to give you a thumbs-up in...

If I were you, I would...

The next steps you could work on are...

► Teacher–responding

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





Read more about how to be safe online. You can refer to the article "How to Be Safe on the Internet" in Reading Box.

Theme C Learning to Appreciate

Have you ever been touched, inspired or awakened by a piece of art or literature? The key to understanding paintings, poems and stories, as well as other works of art and literature is to appreciate their significance, because they never just reflect the appearance of things.

In this theme, you will:



- to read about the story of two painters;
- I♦ know more about
 I Chinese fancy knots and other cultural symbols;
 I♦ talk about how to
 - appreciate different styles of art.

Unit 5

- know more about poem types;
- read the Greek myth of Demeter and Persephone;
- explain the reasons why
 you like a certain type of
 literature.

Unit 6

 enjoy and get inspired by the short story: The Last Leaf.

Challenging Yourself C

Why is it important for us to appreciate works of art and literature in our life?







Looking Ahead

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

- share your understanding of what art is;
- change nouns into adjectives by adding suffixes;
- analyse and use different types of complex sentences;
- make a judgement on works of art;
- write a note of invitation;
- introduce Chinese folk art like Chinese fancy knots.



► Activating and Predicting

1 Read the following statements and tick (\checkmark) the ones that you agree with. Then share your ideas with a partner and note down his/her opinion.

	You	Your partner
A. The colours used in a painting should make each other stronger.		
B. The object(s) in a painting should be the focus of our attention.		
C. A painting should only represent the object itself. Any deep meaning should not be included.		
D. A painter can make a good painting by copying the works of others.		
E. The objects or figures in a painting should look like the real ones in our life.		





2 Read the text quickly and tick (\checkmark) the statements in Activity 1 which the author agrees with.

► Reading, Thinking and Analysing

Two Painters

The people of Greece loved beauty in all its forms and tried to find the best in all things. They held the Olympic Games to find out who was the best in every sport, and they held competitions in poetry, music, painting and sculpture. Many years ago in Greece, they held a competition to find out the best painter. This is a story about that competition.

Nobody could decide which of the two top painters was the better artist. Some people preferred one artist; some preferred the other. So they decided to ask an old man who had once been the best painter of his day to judge between them. The old man set the painters a task each was to paint a picture that was to be as true to life as they could make it. In three months they were to return, and show their paintings. The old man would then judge which was the better.

The two artists went away, and after three months passed they returned, each bringing with him a finished picture. The crowd gathered in the market place, eager to see which painter would be the winner. The old man who was to judge stood there in front of the two paintings. Each painting was covered with a curtain. When a signal was given, the first painter came forward and pulled down the curtain which covered his picture. The crowd cheered since the painting was beautiful and very lifelike. It showed a bowl of grapes which looked so ripe and juicy that people could hardly believe that they were not real. Suddenly some birds that had been flying nearby swooped down and began pecking at the picture. They were trying to eat the grapes! The crowd clapped and cheered. If the painting was good enough to



fool the birds, it must surely be the winner.

Now it was the turn of the other painter. The old man gave the signal for the curtain to be pulled down so that all might see for themselves what picture the Greece (n.): a country in southeast Europe. Its capital is Athens.

Does the first decide have the same meaning as the second one?

Set the painters a task means

A. give somebody a job to do

B. succeed in doing something

Cheer here means ___

A. shout for joy or in praise

B. make sb. become happy

Imagine and guess the meanings of swoop and peck from the context.

artist had painted. The young painter smiled but did not move.

"It's your turn," said the judge. "Let us see your painting so that we can judge which is better." But still the painter did not move. What was the meaning of this? The old man was getting impatient. He stepped forward to pull the curtain down for himself. His hand went to the curtain, but he did not seem able to get a grip on it.

"There is no curtain here," he said to the crowd. "The curtain is the painting. It is a painting of a curtain. It looks just like a real one!"

The crowd gasped with surprise.

When he recovered, the old man knew he must choose a winner. Who would he choose? He turned to the first painter and said, "Your painting was good enough to deceive the birds." Then to the second he said, "But your picture is better, for it deceived the eyes of humans! You are therefore the winner." The crowd cheered and the second painter went forward to collect his prize as winner of the competition.

They had found out who the best painter was. Or had they?

Act out gasp with surprise.

Deceive here means

A. fool and cheat

B. attract

► Comprehending, Integrating and Creating

- Read the text and put the following statements in the correct order.
 - 1) An old artist was asked to choose the best painter in the world.
 - 2) People held a competition to find out the best painter.
 - 3) The two painters returned with their finished works.
 - 4) The old artist asked the two painters to make a picture as true to life as possible.
 - 5) The old artist judged who was the better painter.
 - 6) The painter who won the competition went to collect his prize.
 - 7) The old artist tried to pull the curtain down and then found out the truth.
 - 8) Some birds began pecking at the picture.

The correct order is:

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

- 1) The people of Greece held various competitions because they wanted to find the most beautiful things.
- 2) The old man was selected as the judge because he was once the best painter.
- _____3) The crowd gathered in the market place because they were eager to see the finished pictures.



3	since the painting was so lifelike. 5) Some birds came to eat the grapes the real ones. 6) The old man stepped forward to pull the painter himself refused to do it.	in the bowl because they mistook them for down the curtain of the second picture because er as the winner of the competition because illustrate the following phenomena. Then		
	Common phenomenon	Example from the text		
	1) We always tend to pick out the best one or the one at the top.			
	2) Human beings are always cleverer than animals.			
	3) It's easy for us to jump to conclusions.			
	4) We like to blindly worship someone who is considered an expert.			
	Now work in groups to select one phenomeno it and give your comments. The phenomenon: Comments:			
4	Read to understand the following quotations and define "art". Then share your ideas in groups.			
	 All art is but imitation of nature. Art is long and time is fleeting. Art is the daughter of freedom. Art is the lie that enables us to realise the true. 	-d-		
	◆ Art is not a handicraft; it is the transmission In my opinion: In our opinion:	of feelings the artist has experienced.		

Match the types of art to the corresponding pictures. Select one type you like best and find out more information about it. Then illustrate how to appreciate it to the class.





- A. papercutting
- B. calligraphy
- C. photography
- D. sculpture
- E. oil painting
- F. Chinese ink painting









The type I choose:
Why I am interested in it:
The features of this type:
How to appreciate it:



► Word Power

If ind the following words in the text and work out their meanings. Then use their proper forms to complete the sentences below.

decide	clap	judge	signal	recover	curtain	cheer
1) The teache	r t	o attract the c	hildren's atte	ntion.		
2) The BBC h	nas decided	to bring the _	dowr	on this old te	levision prog	gramme.
3) It is well-k	nown that a	red light is us	sually a/an	of dang	ger.	
4) Brian hasn	't	whether to p o	stpone the ap	ppointment wi	th Susan or n	ot.
5) To some ex	xtent , we ca	n pe	eople accordin	ng to their taste	e in clothes.	
6) Every pass	enger was _	by th	e news that the	he delayed flig	ht would tak	te off soon.
7) You won't	feel the ten	sion in your s	shoulders soo	n and will be	fully	before
you know	it.					
Match the de	scriptions in	ı the box with	the sentence	es taken from	the text. pav	ing special

attention to the coloured parts. Then write your own sentences by using the blue parts.

1) Some people preferred one artist; some preferred the other.

2



2) The crowd gathered in the market place, eager to see which painter would be the
winner.
3) The crowd cheered since the painting was beautiful and very lifelike.
4) It showed a bowl of grapes which looked so ripe and juicy that people could hardly
believe that they were not real.
5) If the painting was good enough to fool the birds, it must surely be the winner.
A. Using an adjective phrase at the end of a sentence to reveal more information about the subject
B. Comparing people's attitude towards two things or persons
C. Expressing an opinion about something that is very likely
D. Expressing affirmative meaning by using the double negative structure
E. Expressing causes in a complex sentence
Write down the adjective forms of the following nouns by adding suffixes. Then use their
proper forms to complete the paragraph below.
juice beauty poetry competition
juice beauty poetry competition artist crowd cheer impatience
artist crowd cheer impatience
artist crowd cheer impatience For me, the of a painting does not have
For me, the of a painting does not have anything to do with looking " ". The value
For me, the of a painting does not have anything to do with looking " ". The value of a good painting is not about beauty in the normal sense
For me, the of a painting does not have anything to do with looking " ". The value of a good painting is not about beauty in the normal sense of the word. For example, a/an apple doesn't look
For me, the of a painting does not have anything to do with looking " ". The value of a good painting is not about beauty in the normal sense of the word. For example, a/an apple doesn't look ike an apple any more. Look at this picture by Picasso.
For me, the of a painting does not have anything to do with looking " ". The value of a good painting is not about beauty in the normal sense of the word. For example, a/an apple doesn't look like an apple any more. Look at this picture by Picasso. Some people think it's disturbing while some people like
For me, the of a painting does not have anything to do with looking " ". The value of a good painting is not about beauty in the normal sense of the word. For example, a/an apple doesn't look like an apple any more. Look at this picture by Picasso. Some people think it's disturbing while some people like ts colour. I think it's a great example of a great It is meant to make the
For me, the of a painting does not have anything to do with looking " ". The value of a good painting is not about beauty in the normal sense of the word. For example, a/an apple doesn't look like an apple any more. Look at this picture by Picasso. Some people think it's disturbing while some people like ts colour. I think it's a great example of a great It is meant to make the of viewers in front of the painting think. Good art is about the message, or what

Review of Complex Sentences

Understanding the meaning

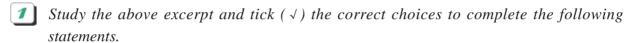
Read an excerpt from the text and underline each of the subordinate clauses, and then decide which kind of subordinate clause it is.

- A. Object clause
- B. Attributive clause
- C. Adverbial clause

Nobody could decide which of the two top painters was the better artist. Some people preferred one artist; some preferred the other. So they decided to ask an old man who had once been the best painter of his day to judge between them. The old man set the painters a task—each was to paint a picture that was to be as true to life as they could make it. Three months later, they were to return, and show their paintings. The old man would then judge which was the better.

The two artists went away, and after three months passed they returned, each bringing with him a finished picture. The crowds gathered in the market place, eager to see which painter would be the winner. The old man who was to judge stood there in front of the two paintings. Each painting was covered with a curtain.

Discovering the rule



- 1) There are (two/three) kinds of subordinate clauses in it.
- 2) You can find (object/attributive/adverbial) clauses.
- 3) The word order in these clauses is like the order of a (statement/question).
- Work in pairs to answer the following questions.
 - 1) What words are usually used to introduce object clauses? Which of them can be omitted and when? List them here.
 - 2) How many kinds of attributive clauses are there according to the different relative words? What are they respectively? Does a relative word function as an element of the clause?
 - 3) How many kinds of adverbial clauses have you learned? What are they? List them here.

Applying the rule

1	Un	derline the mistake in each sentence and then correct it.
	() 1) The foolish man sold the painting which value is one million plus for only one
		hundred dollars.
	() 2) The only word which had been deleted from your composition was "my".
	() 3) I'll never forget the hours when we spent together.
	() 4) No sooner I had entered my room than the telephone rang.

() 6) They began to talk about the people and the village which they remembered.

) 5) Do you know the way how he peacefully **settled** the conflict?

(



-) 7) Try although he might, he is likely to fail a second time.
-) 8) He is the only student who has been praised by the headmaster.
-) 9) This is the school in that I studied for three years.
-) 10) He said he was very angry with the decision and he would make a **protest** against it.
- [2] Combine each pair of simple sentences together by using object, attributive or adverbial clauses.
 - 1) I don't know. These cars are made for **export**.
 - 2) I had finished my work. The electricity was cut off.
 - 3) There are a few books in this book store. You can read them.
 - 4) The Great Wall is the first place. I visited it in Beijing.
 - 5) We can learn English well. We are certain about it.
 - 6) Jane understood me. Only she understood me.
 - 7) She asked about the schools and teachers. She once visited them.
- 3 Look at the following paintings and describe or introduce them by using some complex sentences with object, attributive and adverbial clauses.



Starry Night

by Vincent van Gogh, a Dutch Post-Impressionist painter, one of the most famous pieces of art in the world, painted in 1889 from the painter's memory



A Sunday Afternoon on the Island of La **Grande Jatte**

by French painter Georges Seurat, noted for inventing a unique technique creating a complete image by using tiny dots of various pure colours

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



Making a Judgement

1 Match the following expressions to the pictures on Page 80 and talk about the pictures in pairs. Then predict what the dialogue you will listen to is mainly about.

A. a portrait

B. a still life

C. an abstract painting

D. a landscape









- Listen to the dialogue to check your prediction and then choose the best answers.
 - 1) What is the most probable relationship between the two speakers?
 - A. Teacher and student.
- B. Two friends.

C. Two painters.

- 2) Where are they now?
 - A. At the **entrance** of an exhibition hall.
 - B. At the **exit** of an exhibition hall.
 - C. In an exhibition hall.
- 3) What are they mainly talking about?
 - A. Which painting is the best one.
 - B. How to appreciate a painting.
 - C. Judging the paintings on exhibition.
- *Listen again and judge whether each of the following statements is true (T) or false (F). Correct the false one(s).*
 - () 1) Shirley likes traditional paintings better than modern ones.
 - () 2) The second painting they are talking about was painted by Picasso.
 - () 3) In Shirley's opinion, Picasso's painting is too abstract to understand.
 - () 4) Shirley thinks a still life painting is so boring because there is only a bowl of fruit or an individual apple on a table in it.
 - () 5) Both Shirley and Bob **assume** it would be more interesting to watch the process of painting.
 - () 6) There is another art exhibition on the next floor.
- 4 Listen for a third time and complete the following sentences about making a judgement.
 - 1) ______ belong to modern art.

2) To be frank,	judge it.
3) I you're	right.
4) To judge	
be a typical example of a traditional paint	
5) I I can ap	
6) You find	
you can watch how the painting has been	•
7)	applied in careful and regular strokes.
interesting.	100 · 100 ·
· ·	
8)	
something more striking.	
Work in pairs to practise making a	
judgement on the following two pictures,	
using some of the above sentence	3
structures.	
Read the note of invitation on the left, pay Then complete the format on the right.	ing special attention to the underlined parts
Oct. 15th	(The of writing)
Dear Helen,	
I am so glad to tell you that	(Salutation),
there will be a 1) party at 2) my home	(Salutation), 1) The chief reason for invitation
1	
at 3) seven o'clock this Saturday	1) The chief reason for invitation
at 3) <u>seven o'clock this Saturday</u> <u>evening</u> . My cousin 4) <u>Jane</u> just	1) The chief reason for invitation 2) The
· ·	1) The chief reason for invitation 2) The 3) The
evening. My cousin 4) Jane just	1) The chief reason for invitation 2) The 3) The 4) People who are to be present (if
evening. My cousin 4) Jane just came back from the United States and we decided to have a party so as to let her share with us what she had	1) The chief reason for invitation 2) The 3) The 4) People who are to be present (if
evening. My cousin 4) Jane just came back from the United States and we decided to have a party so as to let her share with us what she had experienced. We would appreciate it	1) The chief reason for invitation 2) The 3) The 4) People who are to be present (if
evening. My cousin 4) Jane just came back from the United States and we decided to have a party so as to let her share with us what she had experienced. We would appreciate it if you could come and join us.	1) The chief reason for invitation 2) The 3) The 4) People who are to be present (if necessary)
evening. My cousin 4) Jane just came back from the United States and we decided to have a party so as to let her share with us what she had experienced. We would appreciate it if you could come and join us. 5) Looking forward to seeing	1) The chief reason for invitation 2) The 3) The 4) People who are to be present (if
evening. My cousin 4) Jane just came back from the United States and we decided to have a party so as to let her share with us what she had experienced. We would appreciate it if you could come and join us. 5) Looking forward to seeing you.	1) The chief reason for invitation 2) The 3) The 4) People who are to be present (if necessary) 5) (The wish to meet the receiver)
evening. My cousin 4) Jane just came back from the United States and we decided to have a party so as to let her share with us what she had experienced. We would appreciate it if you could come and join us. 5) Looking forward to seeing	1) The chief reason for invitation 2) The 3) The 4) People who are to be present (if necessary)



Look at the picture and talk about it with a partner.

A: Look at the painting. Do you know it?

B: Sure. It's *The Mona Lisa* by da Vinci.

A: But I don't know why this painting is so famous. Do you think the woman in the painting is really that beautiful?

B: ...



3 Suppose you are going to invite your friends to appreciate the painting. How will you introduce it? Fill in the blanks with the information you have got by noting down some key words.



The painter's achievements:
The painting's popularity:
Anything special about the painting:
The secrets behind the painting:

Write a note of invitation based on the following poster, stating why you'd like to invite him/her.

Leonardo da Vinci Exhibition

Highlight: The Mona Lisa

Place: National Art Gallery

Time: Oct. 20th—30th Fee: \$15 per person

Tickets available at the Box Office





You may improve your writing by

- 1) checking whether the format is correct;
- 2) **confirming** that the basic elements of an invitation have been included;
- 3) avoiding any mistake in spelling, punctuation, vocabulary and grammar.



► Getting Ready

Look at the picture and decide whether each of the following statements about the knots is true (T) or false (F), guessing the meanings of the coloured words. Then read the passage quickly to check your ideas.

- _____1) They are a very popular form of **folk** art in China.
 - _ 2) Each knot is made up of a single piece of string by hand.
- _____ 3) They are mainly used to **decorate** our clothes, homes and so on.
 - ____ 4) They are **associated** with a wide range of cultural concepts.
 - __ 5) They come in **varied** sizes, **patterns** and colours.
 - 6) They symbolise that life on earth will continue and **multiply** forever.



▶ Reading

Chinese Fancy Knots



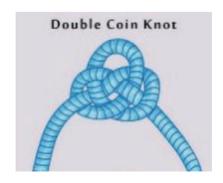
Chinese fancy knots, also called Chinese knots, refer to the traditional decorative knots in Chinese culture. They began as a form of folk art in the Tang and Song Dynasties in China, and became popular in the Ming Dynasty. Long ago, they found their way to Japan and other Southeast Asian countries, and were well received there. Now they are taken as one of the most representative symbols of Chinese culture.

As for the name itself, it is definitely meaningful. The Chinese character for "knot", *jie*, means "connection" or "combination". It is

associated with a wide range of cultural concepts—marriage, brotherhood, friendship, unity, reunion, etc. Meanwhile, the pronunciation of the Chinese character jie is very close to that of ji, "good luck". As a result, Chinese knots perfectly serve as a way to express people's strong wishes for good things like joy, love and good luck.

Besides, the knots, widely existing in the everyday life of the Chinese, come in various sizes. Small ones are attached to jewellery, clothes, gift-wrapping and furniture in order to attract people's attention, while large ones are applied like fine paintings or photographs to decorate a living room or study. Whether large or small, there are over a dozen basic knot

patterns, named according to their typical shapes, usages or origins. For example, Double Coin Knots are called *Shuangqian Jie* because they are in the shape of two ancient Chinese coins, meaning "good things coming in pairs". However, almost all the main styles of Chinese fancy knots are made up of two exactly similar parts, and the patterns on the front and the back sides are also similar in every detail.

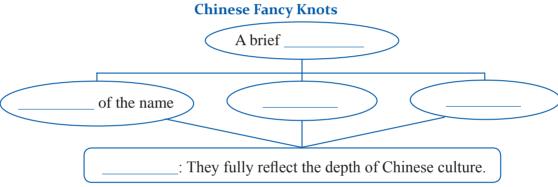


In addition to their varied sizes and patterns, Chinese knots are famous for their bright colours. Each of the Chinese knots is made of a single string of cotton, silk, gold or silver. But the colours of the strings are rich and have various traditional cultural meanings. Among the most commonly used base colours, red symbolises good luck and happiness, green means health and harmony, and yellow, which was once known as the emperor's colour, may represent wealth and honour.

In brief, the famous Chinese fancy knots fully reflect the depth of Chinese culture. These brightly coloured knots of various patterns, with their endless chains of knots, symbolise that life on earth will continue and multiply forever.

Comprehending

Read the passage again and complete the diagram about its structure.



 Read the passage carefully and fill the each blank with no more than three words.
1) The name is associated with various
2) People use Chinese knots to express their strong wishes for because
the of the Chinese character jie is very much like the sound of another
Chinese character <i>ji</i> which means
3) Both small Chinese knots and large ones are used for purposes.
4) The patterns of Chinese knots are according to their typical shapes,
usages or origins. However, the basic patterns consist of two exactly, the
front and the back sides looking in their details.
5) The colours of the strings also have various meanings.
6) Chinese people think that red symbolises good luck and green means

Work in pairs to role-play based on the following situation.

, and yellow may represent _

Situation: A (an international student from the UK) is very interested in Chinese fancy knots. A asks as many questions as possible about them.

B (a Chinese student) tries to answer the questions with the help of the expressions provided and the information he/she has got from the passage.



Sample questions:

What are Chinese fancy knots made up of? What do they symbolise?

Try your best to use the phrases and expressions which you have just learned.

...

refer to	begin as	take as	be associated with
apply as	be made up of	in addition to	in brief



Search for other forms of Chinese folk art and write a passage to introduce it to the class.

e

• Example •







Weifang kites



Chinese papercutting

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
♦ talk about how to appreciate different styles			
of art;			
♦ guess the meaning of words from their			
context;			
♦ learn new words by adding adjective suffixes;			
♦ make judgements on works of art;			
♦ write a note of invitation;			
♦ introduce Chinese folk art such as fancy			
knots.			



Looking Ahead

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

- identify the features of different types of poems;
- enlarge your vocabulary by adding adjective suffixes: -ed, -ful, -ive, -y and -ic;
- use the infinitive and the -ing/-ed form comprehensively;
- express preferences with reasons in a dialogue;
- complete a poem and write a story based on it;
- tell a myth based on a mind map.



► Activating and Predicting

- *Read the following definitions of poetry, and then give your own definition.*
 - 1) Poetry is an art form that expresses one's feelings in many different forms of writing.
 - 2) Poetry is you. It's your experiences, your memories, your thoughts and your emotions.
 - 3) Poetry is the music of the soul, and, above all, of the great and feeling souls.
 - 4) Poetry is the natural overflow of powerful feelings.
 - 5) Poetry is the opening and closing of a door, leaving those who look through to guess about what is seen during a moment.

Your definition:

Work in groups to share the various kinds of poems you have read. Then skim the text to check whether you know the mentioned types.

► Reading, Thinking and Analysing

Types of Poetry

Being one of the most loved forms of literature, poetry is often used to express thoughts, ideas, emotions or experiences.

We often read a poem but do not know what particular kind it belongs to. In fact, the appearance of the poem is often a clue to its type, meanwhile the type is usually determined by the number and the length of the lines, the rhythmic pattern, and/or the rhyming arrangement.

Let's have a look at some simple types. You may find them quite interesting.

A shape poem is a type of poetry that describes an object and is

A Lightning is dangerous destructive explosive blinding deadly a killer bright scary as it hits

shaped the same as the object which the poem is describing. You could write your shape poem on anything, such as a circle-shaped poem describing a cookie, or a poem about love shaped like a heart. Here are examples of shape poems.

An acrostic poem is a kind of poem where the first or the last letters of the lines, or certain other letters, taken in order, form a name, word, phrase, or motto.

B

A volcano.
A huge rock,

shooting lava up into
the air! Everyone runs for
cover. Lots of thick, black smoke

before the explosions start. Nothing can stand in its way. Sometimes they don't blow up for hundreds of years.

pours out of the top, giving you a warning

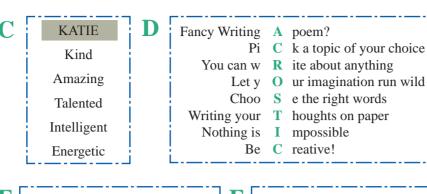
Still thousands in the world but they don't all work, some are even underwater

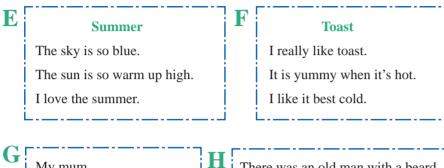
Haiku is a Japanese poetry form which can be written on many themes, ranging from love to nature. A Haiku uses just a few words to create a picture in the reader's mind. It is like a tiny window into a scene much larger than itself.

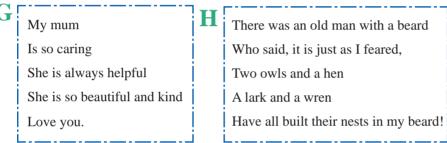
Poetry forms in different languages can influence one another. For example, Cinquain is inspired by Japanese Haiku. Cinquains are rhythmic (adj.) = rhythm (n.) + -ic It means having regular repeated patterns of sounds.

rhyming (adj.) = rhyme (v.) + -ing It means having the similar sounds at the ends of the lines in a poem.

motto (n.): a short
sentence or phrase that
expresses a belief or
purpose
It means _____ in
Chinese.







particularly rich in their imagery and are meant to express a certain mood or emotion.

imagery (*n*.)=image (*n*.)+-(e) *ry*

Some poems, like limericks, follow a strict rhyming arrangement. A limerick is a short, humourous and almost musical poem with a strong beat. The first line usually begins with "There was a..." and ends with a name, person or place. The last line is normally a little unusual.

Beat is used as a _____.

A. verb B. noun

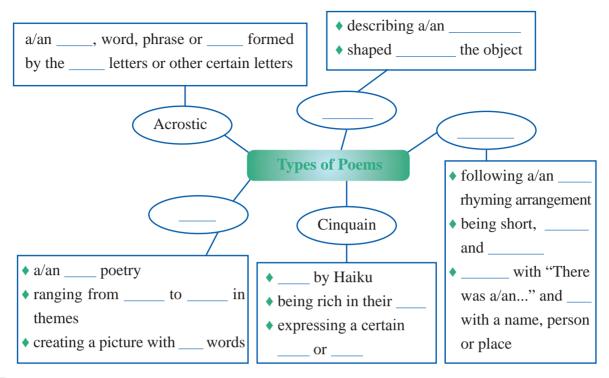
It means _____ in
Chinese.

Besides the types mentioned above, there are many more types of poetry, and poetry is also developing, just as any other form of literature is. No matter how poetry has been developing, however, "A poet is", as W. H. Auden said, "before anything else, passionately in love with language". Time permitting, read more and try one! With a bit of practice, before long, you'll be addicted to coming up with these witty rhymes. It'll be fun!

► Comprehending, Integrating and Creating

1

Read the text again and complete the following diagram.



Complete the following table. Then share your ideas with your partner.

Type	Example (A-H)	Writing purpose	Decisive factor
Shape		to describe a/an	
Acrostic		to illustrate a/an	• the and the of
Haiku		to create a/an	the lines
Cinquain		to express	• the pattern
Limerick		to describe in a humorous way	• the arrangement

Read the Haiku poems again and study the following example. Then analyse the example of Cinquain poems in the text.

• Example •

Haiku: 3 lines, 17 syllables.

Line 1: 5 syllables Line 2: 7 syllables Line 3: 5 syllables

```
      Cinquain: ____ lines, ____ syllables

      Line 1: ___ syllables
      Line 2: ____ syllables
      Line 3: ____ syllables

      Line 4: ___ syllables
      Line 5: ____ syllables
```

Now mark out the stressed syllables of the two poems and then read aloud, paying attention to the rhythm and rhyme.

4			he following questions and tner in your own words.	note d	own	the key words. Then introduce the poem
	2) V 3) V 4) V	What i What i What i	poem in the text do you like is its type? is its theme and purpose? impresses you most while you feel when and after r	ou are	read	ing it?
5	Do	the a	ctivity by following the step	s belov	v.	
	Ste	p 1	Read the following poems a	and dec	cide	their types.
	1)	Swim All th	nins , white ming, jumping, fishing e penguins jump down the water.		2)	It would melt in my hand—the autumn frost.
	,	Туре:			ŕ	Type:
	2)	Who de kid	e was an old man called Greg tried to break open an egg. cked it around, ell on the ground,		4)	Trees are old friends. They have so many jobs. Homes for animals, shelters from the cold and the rain,
	3) And found that he'd broken a leg. Type:			4)	4)	oxygen producers, and are providers of shade.
		Fun T Return Import Enjoy New f Doing	Times ning hopefully again retant to one another ring each other friends forever g fun things together.			So big, so alive. Noots Roots Roots
	5)	-	n touch!			Soil, soil, soil, soil, soil, soil, soil
		T	ype:			Type:
	Ste	ep 3	Choose a poetic form from Pick a specific theme or ide Write the draft.			
		•	Read your poem out aloud,	paying	g atte	ention to the rhythm and rhyme.
		_		assmate	es an	d get feedback from them to revise it.
	Step 7 Improve your poem.					

to

When you are writing a poem, use language that produces pictures in your mind, and details related to the senses—be a painter in words.



Λ	orc	1 P	OΜ	/er
vv	.,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,			

1		٦.
н	1	
П		
,	_	_

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

- 1) literature
- 2) particular
- 3) clue
- 4) determine
- 5) pattern
- 6) passion
- 7) addicted

- A. to firmly decide
- B. a regular form or order
- C. putting in order
- D. written works, especially those with lasting artistic value
- E. enthusiastically devoted to a particular thing or activity
- F. a fact or idea that serves as a guide
- G. special; this and not any other

8) arrangement H. strong and aim	nost uncontrollable emotion						
Now use the proper forms of the above word	ds to complete the sentences below.						
1) Jane Eyre is one of the classics of English							
2) Shirley is very fond of reading poems—Chinese traditional ones in							
3) This research might provide somehim.	about why the committee has dismissed						
4) Many people are having a battle against the to the games on them.	neir smartphones because they are so						
5) To tell you the truth, I don't believe in	or love at first sight.						
6) In a sonnet poem, fourteen lines are caref	ully						
7) Do you think we should follow a set	while we are writing a composition?						
8) David is to adapt himself to the	he new environment as soon as possible.						
 Study the example below. Then reread the about giving examples. Write the typical ind Example 	text to underline the other four expressions licators on the lines and add more.						
Poetry forms in different languages can in	nfluence one another. For example, Cinquain						
is inspired by Japanese Haiku.							
Introducing something as	a typical case						
1) For example	2)						
3)	4)						
5)							
More indicators to give examples:							
Now illustrate the following statements by i	using some of the indicators to give examples.						
Then share your writing in groups							

- Poetry is one of the most loved forms in literature.
- There are different kinds of poems.
- The shape of some poems is very interesting.

Study the formation of the following adjectives from the text and group them. Then complete the passage below with some of them.

destructive creative poetic	scary determined energetic	yummy rhythmic		
-ed:	ful	:	ive:	
-y:	ic:			
There is	a common view tl	hat poetry is som	ehow difficult for	students to read.
Many people, ev	ven intelligent and	cultured people, f	fear poetry. It's	, reading
something without	out understanding i	t. In fact, reading	words i	s much like going
to the gym . You	need continuous	training to make y	ourself a more	person
in your mind. The	he more you read,	the more	you become.	The more talented
you are, the mor	re capable you wil	l be. The lines tha	at once seemed to b	e to
your enjoyment	in reading will bed	come a/an	cake. And one	day, you may also
enjoy the	process of wr	iting some beautif	ul poems.	

► Grammar Link

Review of the Infinitive and the -ing/-ed Form

Understanding the meaning

Read the following passage, paying special attention to the use of the infinitive and the -ing/-ed form.

If a storyteller wants to gain the attention of the audience, he usually arranges the events skillfully to let the **characters** be life-like. In order to keep the audience interested, the arranged action of a story is often presented around meeting some human needs. While feeling loved, being in control of one's life and fate, or discovering and understanding the meaning and purpose of life, the audience may find it interesting to go on with the story. Through experiencing a story's arrangement of its events, a story's audience, through their own similar experiences, will find that the "life" in the story is more powerful and "truer" than real life. Reading the story, the audience may find themselves entering a life with meaning and purpose, where people get what they want if they really believe.

Discovering the rule



Underline each of the infinitives and the -ing/-ed forms in the above passage. Then decide which sentence element it is by labelling it with a corresponding letter given below.

The infinitive as

A1 = AttributeA2= Adverbial A3= Complement A4= Object

The -ing or -ed form as

B1= Attribute B2= Adverbial B3= Complement B4= Object

- 2] Study the following sentences, paying special attention to the coloured parts. Then complete the table below and check your ideas with a partner.
 - 1) They finally decided not to use any military force.
 - 2) It's not easy for them to decide the **site** for the new factory.
 - 3) Not interested in the speech, he left earlier than others.
 - 4) Do you mind him smoking in the car?
 - 5) The victims are said to have been sent to hospital.
 - 6) He could not bear being made fun of like that.

Evennles	The infi	nitive	The -ing/-ed form		
Examples	The basic form	Example	The basic form	Example	
The negative form	not + to-v.	1)			
The passive voice					
The logic subject					

y pp	iying the rule					
1	Use the infinitive or the -ing/-ed form to paraphrase the following sentences from the text.					
	1) We often read a poem but do not know what particular kind it belongs to.					
	→ We often read a poem, what particular kind it belongs to.					
	2) Haiku is a Japanese poetry form which can be written on many themes, ranging from					
	love to nature.					
	→ on many themes, Haiku, a Japanese poetry, can range from love to					
	nature.					
	3) A Haiku uses just a few words to create a picture in the reader's mind.					
	→ a few words, it is easy create a picture in the					
	reader's mind.					
	4) Poetry forms in different languages can influence one another.					
	→ Though, poetry forms can influence one another.					
	5) Cinquain is inspired by Japanese Haiku. Cinquains are particularly rich in their					
	imagery and are meant to express a certain mood or emotion.					
	→ by Japanese Haiku, Cinquains are particularly rich in their imagery					
	and are meant to express a certain mood or emotion.					

1) I think there is nothi	ng we can do but	(wait) now.	
2) I am sorry. I don't m	nean	(hurt) your fee	elings.	
3) Faced with difficulti	es, we must try	(0)	vercome) them.	
4) I will never forget _	(m	neet) you this time	in such a beauti	ful town.
5) The little rabbit was	lucky that it just n	nissed	(catch).	
6) I hoped	(see) you yes	sterday, but I didn	't have time.	
to school. (fin	nish) her homewor	k, the little girl di	dn't dare	(go)
Complete the following	g passage by using	the proper forms	of the given wor	ds.
	0.1	Henry		
O. Henry was a p	pen name 1)	(use) by	y an American	writer of short
tories. His real name	was William Sy	dney Porter. He v	was born in Nor	th Carolina in
862. As a young boy,	, he lived an 2)	(excite)	life. Because h	e did not go to
chool for very long, h	ne did his best 3) _	(teach)	himself everyth	ning he needed
(know).				
When he was abo	out twenty years o	ld, he went to Tex	(xas 5)	(seek) his
fortune. It was not so easy for him 6) (find) a 7) (satisfy) job. He				
tried 8) (find) different jobs. He first worked on a newspaper, and then he				
had a job in a bank. When some money went 9) (miss) from the bank, he was				
believed 10) (steal) it. Because of that, he was sent to prison . While he stayed				
n prison for three year	rs, he learned 11)_	(write)	short stories.	
After he came out of prison, he went to New York and continued 12) (write).				
He wrote mostly about	New York and the	e life of the poor t	here. People like	ed 13)
(read) his stories. Thou	ugh the plots were	simple, these stor	ries would finish	with a sudden
change at the end in o	order to 14)	(let) read	ers 15)	(enjoy) a
_				
He wrote mostly about (read) his stories. Thou change at the end in of 16) (surprise	of prison, he went New York and the agh the plots were order to 14)se) ending.	to New York and one life of the poor to simple, these store (let) read	continued 12) here. People like ries would finish ers 15)	ed 13) with a si (en
/// Listening, U	maerstanai	ng ana Coi	nmunicati	ng //// (
	Expressing	Preferences		
	_			1111
Predict what the two spont on a snowy evening ba				
favourite	walk c	omfortable	poem	preference

2	Listen to	the dialogue to ca	heck your pre	diction and ti	hen complete	the following sentences.
	1) The c	dialogue is mainly	about			
						·
	3) The r	elationship between	en Lisa and Re	ebecca is prob	oably	
3		gain and judge w the false one(s).	hether each o	f the followin	ng statements	s is true (T) or false (F).
	() 1)	Rebecca and Lisa	are having a	dialogue on t	the phone.	
	() 2)	Rebecca thinks th	is is a beautif	ful snowy eve	ening.	
	()3)	Rebecca doesn't	want to go for	a walk beca	use it is snow	vy outside.
	()4)	Rebecca and Lisa	have the sam	ne favourite l	ines in the po	pem—"Dreams".
	()5)	Rebecca's last ch	oice is reading	g a poem in t	he dorm.	
	() 6)	In the end, Jerry	will go for a v	valk together	with Lisa.	
4		or a third time an es for expressing p	-	ne following	sentences. Th	hen find out the sentence
	1) You k	now, for me,		_ to stay in th	ne dorm.	
	2)	stay	in the dorm a	and read my f	avourite poe	try.
	3) I	it v	very much.			
	4)	sp	ending time r	eading poem	s,	take a walk on
	camp	us.				
	5) But as	s far as I'm conce	rned, reading	a poem insid	e is	than going for
	a wall	k outside.				
	6) But I	must say, you hav	e a strong		poetry.	
5	Choose some of the following topics and talk about your preferences with a partner, using some of the sentence structures in Activity 4.					
	Topic 1	Reading poems	or novels.			
	Topic 2	Appreciating oil	paintings or	traditional C	hinese watero	colours.
	Topic 3	Listening to pop	songs or clas	ssical music.		
	Topic 4	Playing sports s	uch as joggin	g or running.		
	Topic 5	Travelling by po	ıblic transpor	t like the sub	way or using	private cars.
	•	Travelling by po	-			

Writing a Story Based on a Poem

Listen to a part of a poem and fill in the blanks. Then ask and answer the following questions in pairs.



		m, I Don't Cry		
—in memory of the child victims				
	Mum, I am a little	Mum, I want to go home		
	And a little hungry	But I have lost my way		
	It is so dark here	Not because I am playing		
	I am	Just that I cannot find the way home		
	But I don't cry	No		
		No lights		
	I cannot move	And no familiar kitchen smoke		
	I cannot breathe			
	It is so painful	All my friends are here		
	So painful all over	In class we		
	But I don't cry	just laughed together		
	I hear your call	But now it is so		
	I am a/an child	I wonder if we can play tomorrow or not		
		(to be continued)		

- 1) What is the author's purpose in writing this poem?
- 2) Who is the main character in the poem?
- 3) Can you guess what may have happened?
- 4) How do you feel when you are listening to the poem?
- Read the paragraph written based on the first section of the above poem. Then tick (\lor) the differences between a poem and a story and add more.

Poem	Story			
Mum, I am a little cold	The boy has been buried under the ruins for 10			
And a little hungry	hours now, and he feels both cold and hungry. It is			
It is so dark here	so dark down there and he cannot see anything. The			
I am fearful	darkness makes him feel quite fearful. But he doesn't			
But I don't cry	cry when he thinks about his dear mum.			
□ punctuation □ diction □ word order □ details More: □				

Add two more stanzas to the poem in Activity 1 and read them aloud to your group members. Then improve them by asking your group members for advice.

- Write a whole story based on the completed poem. Share it in groups.
- [5] Surf the Internet to find out the original poem of "Mum, I Don't Cry" and compare it with yours. Then write another story based on it.

e



▶ Getting Ready

Pronounce the names by yourself and then look them up in a dictionary to check. Match them with their explanations.

- 1) Demeter
- 2) Persephone
- 3) Hades
- 4) Apollo
- 5) Zeus
- 6) Hermes

- A. the god of the sun
- B. the messenger of the gods
- C. Demeter's beautiful and beloved daughter
- D. the ruler of the dead
- E. the Goddess of harvest and agriculture
- F. the ruler of all the gods

Now predict which Greek myth they may come from and what the story is mainly about. Then read the passage quickly and check.

▶ Reading

Demeter and Persephone

Do you know why the earth is cold in winter and warm in the rest of the year? Here is a story from a Greek myth.

Demeter was known as the Goddess of harvest and agriculture. People loved Demeter because she was kind and generous and gave them plenty of food.

Demeter had a daughter named Persephone. After she grew up and became a young woman, Persephone's beauty caught the eye of Hades, the ruler of the Underworld. Hades fell in love at the very first sight of her. He asked her to marry him and be the queen in the Underworld. Persephone didn't want to go with him because she loved her mother and the beautiful earth she lived on. Hades didn't care and carried her down into the Underworld.

When Persephone was taken away, Demeter began to search for her everywhere, but she failed. Demeter loved her daughter



more than anything else in the world, and she couldn't bear to be without her. She asked other gods if they had seen her daughter. Apollo, the god of the sun, told her that Hades had carried Persephone off to the Underworld.

Demeter became very sad because of the loss of her daughter. She no longer cared for her beautiful earth or the bright yellow grains that were her treasure. Soon the earth became cold and fruitless. The people everywhere became hungry, because they had no grain or fruit to eat.

Zeus, the ruler of all the gods, told Demeter that he could help to get Persephone back from the Underworld. He also requested that Hades let Persephone go, so that the earth could be warm and fruitful again.

Zeus sent Hermes, the official messenger, down to Hades to ask him to send Persephone back to the earth. Seeing Hermes, Hades knew that he had no choice but to obey Zeus and let Persephone go home to her mother. But before she left, Hades gave Persephone four pomegranate seeds to eat because he knew that if she ate anything from the Underworld, she would have to return to his kingdom someday.

Having eaten the seeds, Persephone rode happily out of the Underworld with Hermes. The mother and the daughter reunited happily. But due to the four seeds she had eaten, Zeus ordered that Persephone live in the Underworld for four months out of the year, one month for each pomegranate seed.

From that time on, the mother and the daughter spent two-thirds of the year together. During their time together, spring came and flowers bloomed. But when Persephone went each year to spend four months with Hades in the Underworld, the earth got cold, and the winter came.

Comprehending



1 Put the following statements in order according to the myth.

- 1) Demeter looked for her daughter everywhere but she couldn't find her.
- 2) People on the earth loved Demeter since she gave them plenty of food.
- 3) Demeter and Persephone reunited happily and lived together for two-thirds of the year.
- 4) Hades carried Persephone down into the Underworld because he fell in love with her at first sight.
- 5) Hades gave Persephone four pomegranate seeds to eat before letting her go.
- 6) Demeter no longer cared for her beautiful earth after she knew the truth about her daughter from Apollo.
- 7) Persephone had to return each year to stay together with Hades in the Underworld for four months.
- 8) Demeter had a beautiful grown-up daughter, Persephone.
- 9) Zeus, the ruler of all the gods, decided to help Demeter to get Persephone back.
- 10) Zeus sent Hermes down to the Underworld to ask Hades to send Persephone back to the earth.

The correct order		
The correct order'		

2 Discuss the following questions in groups.

- 1) What is the significance of the four seeds?
- 2) What compromise did Zeus make for Demeter and Persephone, and why did he make it?
- 3) How does this myth help to explain the seasons?
- 4) What do you think about the motherly love of Demeter to Persephone?
- 5) What is the theme of this myth?
- 6) Do you think myths have influenced us a lot? If yes, how?

3 Draw a mind map to show the relationship between the important facts and characters from the passage, and then retell the Greek myth based on it.

Then tell the Chinese myth "Lotus Lantern" after watching the movie and drawing a

| b |

Main characters

Lotus Lantern

Chen Xiang

similar mind map.

Goddess of Mt. Hua

Liu Yanchang

Monkey King

God Er-lang



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
♦ identify the features of different types of poems;			
♦ enlarge your vocabulary by adding adjective			
suffixes: -ed, -ful, -ive, -y and -ic;			
♦ review and use the infinitive and the -ing/-ed			
form comprehensively;			
♦ express preferences with reasons in a dialogue;			
♦ complete a poem and write a story based on it;			
♦ tell a myth based on a mind map.			

Self-directle

Challenging Yourself C Artistic Thate

Great hopes make great men.

—Thomas Fuller

Looking Ahead

In Units 5 and 6, you learned some useful strategies. Now, it is high time to use them to complete this self-directed learning project. In this project, you should be able to:

- sum up the learning strategies learned in Unit 5 and Unit 6;
- identify contextual clues to guess the meaning of a word;
- summarise the plot and the theme of a story;
- use examples to support your opinions;
- role-play the story in groups.

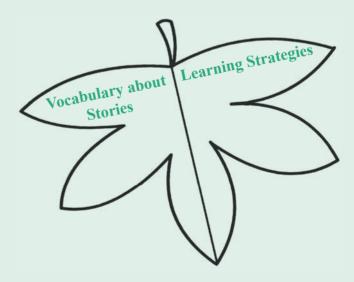


▶ Recycling Time

Summarise the vocabulary about stories and learning strategies you have learned in Unit 5 and Unit 6.

► Word Builder

Guess the meaning of each of the underlined words and then decide which technique(s) you have used by putting the corresponding letter(s) in the "Context clues" column.



A. cause and effect	B. explanation	C. collocation	D. examples
E. word formation	F. common sense	G. contrast or comparison	

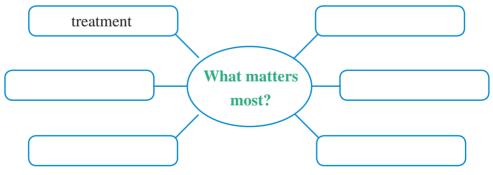
Word in context	Word meaning (in English or Chinese)	Context clue
1) It was so <u>silly</u> of you to give up such a good chance.		
2) —Has she <u>recovered</u> from the lung disease? —No, she's getting worse.		
3) Where there is a will, there is a way. In other words, if you are determined to do something, you will always find the method to do it.		
4) You will find a lot in the <u>woods</u> : trees, bridges, lakes, plants, animals, insects, etc.		
5) No matter how it grows, to my thinking the <u>vine</u> is a lovely thing.		



Guessing the meaning of a new word in context is a useful vocabulary learning strategy. There are some **guidelines** for using this strategy: 1) not every word's meaning can be guessed in context; 2) just get the general meaning; 3) different types of clues may be combined to help you get the meaning of a word.

▶ Reading Land

If someone is facing death because of serious illness, what do you think matters most to him or her? Write your ideas in the mind map.



Read the article and compare your ideas with the author's.

The Last Leaf

Many artists live in a certain part of New York City. Most of the buildings in this area are very old and cheap and it is easy for poor artists to find rooms that they like.

Sue was a young woman who was studying art. One day in May, she met another young woman artist named Johnsy at a restaurant.

They found that they liked the same kind of art, the same kind of food, and the same kind of clothes. So they started to live and work together. They loved each other just like two sisters.

In November, pneumonia came to that part of the city. Many people caught it, and Johnsy was among them. She lay in her bed all day, and looked from time to time through the window at the wall of the next house.

[nju:'məʊnɪə] (n.):
a kind of lung disease

pneumonia

One morning, the doctor spoke to Sue when they were alone in the hall. He told her that Johnsy had a very poor chance of recovering.

"She will have a chance only if she has a strong will to live," said the doctor. "But she has decided that she isn't going to get well."

The doctor said to Sue, "I'll do all I can. But you will also have to do your best to give her a strong will to live. Talk to her about new winter clothes, or picnics in the woods next spring. If she gets interested in the future, her chances will be better."

The doctor left. Then Sue went into Johnsy's room and began drawing a picture.

While Sue was drawing, Johnsy said something in a faint voice. Sue went quickly to the side of her bed. Johnsy's eyes were wide open. She was looking out of the window and was counting something.

"Twelve," said Johnsy. A little later she said, "Eleven, ... ten, ... nine, ... eight, ... seven."

Sue looked out. There was a wall covered with an old vine growing half way up it.

"Six," said Johnsy after a little while. "They are falling faster now. During the past three days almost a hundred have fallen. And now there are only six. There goes another. Only five are left now."

"Five what, dear? Tell me, Johnsy."

"Five leaves," said Johnsy. "When the last leaf falls, I must go, too. The doctor told you that I would die soon, didn't he?"

"Don't be silly!" said Sue. "He said that you would soon get well."

"There goes another," said Johnsy. "I know the last leaf will fall before dark. I want to see it when it falls."

"Johnsy," said Sue, "shut your eyes and go to sleep. I'll go and ask Behrman to come up and sit here as my model."

Behrman was a poor artist who was over sixty years old. He always said that some day he would paint a great masterpiece. When Sue went into his room, he was alone, drinking. She told him about Johnsy and the leaves on the vine.

"What!" shouted the old man. "Do people die because leaves fall

What does *decide* mean here?

Try to say something *in* a faint voice.



vine

masterpiece (n.) = master (n.) + piece (n.)It means an artist's best piece of work. from a tree? I've never heard such a silly thing. Just take me to her room."

Johnsy was sleeping when they went in. A cold rain was falling, mixed in the rain was snow.

The next morning Johnsy wanted Sue to pull up the shade.

"It's the last leaf," said Johnsy. "It will fall today, and I'll go with it."

When the night came, the rain began to fall again with a strong wind.

Another morning came. Sue pulled up the shade. The lonely leaf was still there! Johnsy looked at it for a long time. Then she said to Sue, "I've been a bad girl, Sue. I've learned from that leaf that it's wrong to decide to die. Now I want to get well and paint again."

The doctor came to see Johnsy in the afternoon. Sue followed him into the hall and asked him, "Does Johnsy have any chance?"

"Yes, she does. She'll get well before long if you give her good care," said the doctor. "And now I must see another case downstairs. His name is Behrman. He's an artist. Pneumonia, too. He's very ill. There's little hope for him. We're going to take him to the hospital."

When Sue met the doctor the next morning, he said to her, "Your friend is safe now. All she needs is food and care. You've done it!"

In the evening Sue came to Johnsy's bed.

"I've something to tell you," said Sue. "Mr. Behrman died of pneumonia in the hospital today. He was ill for only two days. When someone went into his room on the morning of the first day, Behrman was lying there with his shoes on. His shoes and

clothes were all wet and as cold as ice. Nobody knew why."

"Oh, poor Behrman!" cried Johnsy.

"Look out of the window at the last leaf on the wall," said Sue. "It looks like a real leaf, doesn't it?"

"A real leaf?"

"It's Behrman's great masterpiece. When the last leaf fell that night, he painted another one there in its place."



shade

What does *it* refer to?

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	-	- 1
	7	

Fill in the blanks based on the story.

Background:		
Rising action:		
e e		
Ending:		

Read the story again and complete the following table.

Character	Personality	Example from the story
Johnsy		
Sue		
Behrman		



What someone has said and done may suggest what kind of person he/she is.

 $oxed{3}$ Complete the table and answer the question about "the last leaf".

The time when "the leaf" appears	The plot of the story
The first time	Johnsy thought that she would die when the last leaf fell.

What may "the last leaf" symbolise?

- Work in groups to discuss the following questions.
 - 1) If you were Sue, what would you do to help Johnsy to recover?
 - 2) What do you think of Behrman's masterpiece?
 - 3) In your opinion, what is the theme of the story?

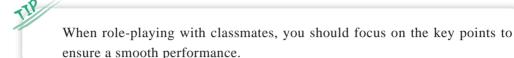
▶ Question Corner

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





- I Share your learning of new words and sentences and discuss with your group members the questions you have prepared. Ask your teacher for help if necessary.
- 2 Now work in groups of five to act out the story, with one being the narrator and the other four being the doctor, Johnsy, Sue and Behrman.



Suppose you are Johnsy and you will attend the funeral of Behrman who has sacrificed his life to save yours. Write down a few words to say at his funeral.



Look at the Chinese paintings inserted in the article written by Lin Yutang and share your general impression of them with a partner. Then talk about the techniques of Chinese painting and read the article to check your ideas.

Painting



Chinese painting, the flower of Chinese culture, is distinguished by a spirit and an atmosphere all of its own, entirely different from Western painting. It is as different from Western painting as Chinese poetry is different from Western poetry. That difference is hard to grasp and express. It has a certain tone and atmosphere, visible in Western painting, but essentially different and achieved by different means. It shows a certain economy of material, marked by the many blank spaces, an idea of composition determined by its own harmony and marked by a certain "rhythmic vitality" and a boldness and freedom of the brush which impresses

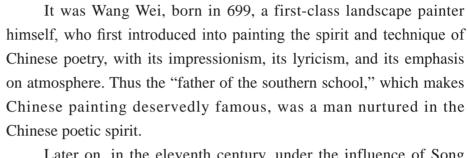
the onlooker in an unforgettable manner.

Somehow the picture before us has undergone an inner process of transformation in the artist's mind, shorn of its irrelevancies, its disharmonies, and giving us only a completely satisfying whole, so true to life and yet so different from it. The design is more obvious. The artist has interfered with the material reality and presented it to us only as it appears to him, without losing its essential likeness or intelligibility to others. It does not try to paint all before one's eyes, and it leaves a great deal to the onlooker's imagination, without developing into

a geometric puzzle. Sometimes the concentration on the immediate object is so intensive that only the tip of a plum branch is given in the whole picture and left there as perfect.

This artistic tradition did not come by chance or by an accidental discovery. Its characteristics may be most conveniently summed up, I think, in the word lyricism, and this lyricism came from a certain type of human spirit and culture. For we must remember that Chinese painting is closely related, in spirit and technique, to Chinese calligraphy and Chinese poetry. Calligraphy gave it its technique, and Chinese poetry lent it its spirit. Poetry, painting

and calligraphy are closely related arts in China.



Later on, in the eleventh century, under the influence of Song scholars like Su Dongpo (1035–1101), Chinese painting reached still greater simplicity and subjectivity. Su Dongpo even painted a bamboo tree without its joints, and when someone protested, he replied by asking, "Did the bamboo grow by adding one joint to another?" Su, who was a great writer and poet, specialised in painting bamboos, and he was so fond of them that he once said, "I would rather go without meat in my meals than go without bamboos in my house." His bamboo was like his "running script," a splash of ink without colours.

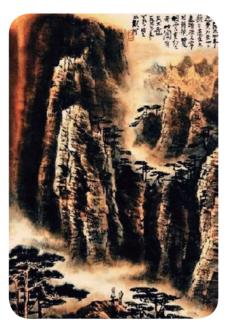
The best way of understanding Chinese painting is to study these influences which went into the building of that peculiar tradition.

Do the following activities.

- 1) Discuss in groups what the peculiar tradition of Chinese painting is and what the basic differences between Western and Chinese painting are.
- 2) Look at the following paintings and find out their peculiar features. Then search more information about them and share your understanding about them with your classmates.



Guernica (Picasso)





The Yellow Mountain (Li Keran) Lotuses in Five Colours (Zhang Daqian)



▶ 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 listen to and learn from each other.

You did good jobs in these particular aspects:...

You could have...

Next time you need to try hard on...

► Teacher–responding

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



Read the short story "The Gift of the Magi" by O. Henry in Reading Box.



Notes

Unit 1 Festivals and Celebrations



- 1. Thanksgiving Day: 感恩节是美国人民独创的一个古老节日,也是美国人合家欢聚的节日。初时感恩节没有固定日期。1941年,美国国会正式将每年11月第四个星期四定为"感恩节"。1957年1月31日,加拿大议会宣布每年十月的第二个星期一为感恩节。除了美国、加拿大,世界上还有埃及、希腊等国家有自己独特的感恩节。
- 2. The festival falls on the 15th day of the 8th month of the lunar calendar with a full moon at night. 节日定在农历的八月十五月圆之夜。

lunar calendar 指农历或者阴历。

full moon 满月

3. In West Africa, people celebrate the New Yam Festival.

在西非,人们在收获之季庆祝番薯节。

New Yam Festival: 番薯节,是西非,特别是加纳(Ghana)和尼日利亚(Nigeria)人民生活中最重要的节日之一,标志着季节的交替。一般在八月初雨季结束的时候,而节日则因这时是新的番薯收获时节而得名。

4. The people of South India celebrate a festival called *Pongal*.

南印度的人们会庆祝叫Pongal的丰收节。

Pongal: 泰米尔语,又称之为彭歌节。有如当地人的新年,通常举行祭典的时间在元月中旬,主要的意义是庆祝丰收,每年节庆期间约是4天。第一天要祭拜雷雨神因帝拉(Indra),因为没有足够的雨量,农作物就不能有好的收成。这一天家中必须大扫除,象征除旧布新,门口地面上也会加上吉祥画,并在图案上撒入新收成的米粒。第二天要祭拜的是太阳神。没有日照,作物也不会丰收。要在盛满水的金属圆盘中观看太阳的反影;另外,这一天妇女会烹煮特制的甜八宝饭,这是一种加入牛奶、红糖、印度奶油的香浓米饭,并且缀饰当地原产的腰果与香料。第三天祭拜的是牛神,感谢辛苦犁田的牛。牛儿会被沐浴,画上彩绘,其牛角也要上色。印度绝无仅有的斗牛赛是节庆的压轴戏。彩绘过的牛只,颈部缠上钱包。牛群被放置于特定的公开场合,任何参赛者只要能够驯服牛儿、骑到牛儿身上,就可以把钱包带回家。第四天是休息日。



1. National Handwriting Day is on January 23rd because this day is the birthday of John Hancock, who was the first person to sign The American Declaration of Independence—one of



the most important documents in the history of the United States of America. 1月23日是美国书法日,因为这一天是第一位在美国历史上最重要的文件之一的《独立宣言》上签字的约翰·汉考克的生日。

《独立宣言》:1776年7月4日,大陆会议通过了《独立宣言》,代表北美13州殖民地宣告脱离英国,独立了。7月4日成为美国的国庆日。《独立宣言》在历史上第一次用宣言的形式,提出了资产阶级的革命原则。北美地区的56位代表在《独立宣言》上签了字。

John Hancock是当时56名代表中第一个签字的人。现在 John Hancock 被用来指"亲笔签名"的意思。

2. Doctors are said to be famous for writing prescriptions that look like ancient hieroglyphics. 医生以其开出的处方像古代的象形文字而出名。

象形文字由图画文字演化而来,是一种最原始的字体。世界上主要的象形文字有中国甲骨文、古埃及象形文字、苏美尔文等。中国所采用的汉字是世界上现存为数不多的仍在使用的象形文字系统。

Unit 2 Honesty and Care



- 1. route 划定的递送线路或地区。paper route就是"划定的送报线路或地区"。
- 2. I found myself a perfectly smooth rock and sent it for a ride. 我给自己挑了块特别光滑的石块,把它投射了出去。
- 3. ... we took off from the old lady's yard faster than any of our missiles that had flown off her roof. 我们以比屋顶上飞下的任何一颗石块都要快的速度逃离了老太太家的院子。
- 4. I was too scared of getting caught that first night to be concerned about the old lady with the broken window.

那天晚上我太害怕自己会被抓住,都顾不上担心那位窗户被砸破了的可怜的老太太了。

be concerned about 为……感到不安; 担心。例如:

We are all concerned about her safety. 我们都为她的安全担忧。

5. ... but I was no longer able to feel comfortable in her presence.

在她面前我再也不能表现得很自在了。

comfortable在此句中是主语补足语,补充说明主语,因此不用副词形式。

in one's presence 在某人面前;有某人在场。例如:

He admitted his mistakes in the presence of his parents. 当着父母的面,他承认了自己的错误。

- 6. paper delivery money 送报纸所挣的钱
- 7. Then, I couldn't wait for the freedom of, once again, looking straight into the old lady's eyes. 我迫切地期望能够再一次毫无愧意地直视老太太的眼睛。

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



- 1. The biggest problem was how to get enough wood. 最大的问题是如何获得足够的木材。 how to get enough wood 是特殊疑问词加不定式做表语。
- 2. Mr. Robinson agreed to supply the wood so long as they did the work.

罗宾逊先生答应只要他们愿意做这件事,他就提供木材。

so long as 意为"只要",用来引导条件状语从句。例如:

You will pass the exam so long as you study hard. 只要努力学习,你就能通过考试。



Challenging Yourself A Wise Ideas

- 1. One pot had a crack in it while the other was perfect.
 - 一只罐子有裂缝, 而另一只罐子则完好无损。

while在此句中表示对比或相反的情况。例如:

I have no money to spend, while you have nothing to spend money on.

我无钱可花, 而你的钱却无处可花。

- 2. ... you don't get full value of your efforts. 你的劳作没有得到充分的回报。
- 3. Without you being just the way you are, I would not have the beautiful flowers. 如果你不是现在这个样子,我就不会有这些美丽的鲜花。
 - 第一个you是动词-ing形式being just the way you are的动作施行者,也可用your being just the way you are。
- 4. In our weaknesses we find our strengths. 我们从我们的弱点中发现我们的长处。

Unit 3 Special Clothes

Reading Actively /////



- 1. Then I tried on a pair of blue jeans which were slightly faded. I, however, fell in love with them the moment I put them on. 然后我试穿了一条有些泛白的蓝色牛仔裤。然而,我在穿上的那一刻就喜欢上了它。
 - the moment I put them on是由名词the moment引导的时间状语从句,表示"刚—……,就 ……"。例如:

The moment I stepped into the room, the telephone rang. 我刚一进屋,电话铃就响了。

- 2. If there was one thing in my wardrobe that I "over-wore", it would have to be those jeans. 如果说在我的衣柜里有哪件衣物穿得过于频繁的话,当属那条牛仔裤了。 that I "over-wore"是定语从句,被in the wardrobe分隔开了,它的先行词是one thing。
- 3. Each time I took them out of the washer, I noticed that they looked more and more faded and had worn thin, especially in the left knee and on the back pockets. 每次从洗衣机里拿出这条牛仔裤,我都会发现它的颜色越来越浅,而且变得越来越薄,特别是左膝和后口袋。
- 4. Sun or rain, wind or snow—it didn't matter—they were still my favourite! 无论阳光灿烂还是阴雨绵绵,无论刮风还是下雪 ,它始终都是我的至爱!
- 5. By that time the next year they were wearing through right under the right back pocket, ... 第二年那个时候,裤子的右后袋正下方破了个洞······
- 6. There was an old shed out there and it was easy to climb up onto it, but it was a bit harder to get down. 花园里有间旧棚屋,爬到屋顶很容易,但下来就没那么容易了。



1. A coat can change its colour with the weather; the stripes on a shirt can disappear while you are wearing it; a blouse can be worn for days and days without a bad smell... 外套的颜色会随 天气变化而变化; 衬衫的条纹会在你穿上时消失; 衬衣可以穿很多天而没有怪味…… stripe [straip] n. 条纹;线条



- 2. These are not dreams of scientists, but the most recent developments in the fashion world, made possible by advances in fibre technology.
 - 这些不是科学家的梦想,而是时装界的最新成果。这些都是由于纤维技术的进步才成为可能。 made possible by advances in fibre technology是-ed分词短语作定语,修饰的是developments. 相当于一个定语从句which are made possible by advances in fibre technology。
- 3. There's not much more that designers can do with the old cloth. They need to make new cloth to keep fashion interesting.
 - 设计师们对传统布料已无计可施。他们需要生产新型的布料来使时装更具吸引力。
- 4. Another of Osti's inventions is a sweatshirt with the company's trademark on the chest, which disappears when you breathe on it.
 - 奥斯提的另一项发明是胸口处有公司商标的圆领长袖运动衫。你一对着商标吹气,它就消失了。
- 5. thermal [ˈθɜːml] adj. 热的
- 6. A kind of new cloth for ski-wear can turn black to absorb sunlight when the temperature drops below zero, and change to white at above 5° C to reflect the sun.
 - 一种新型的用来做滑雪服的布料可以在温度降到零下时变成黑色以吸收太阳光,然后当温度达到 5°C 以上时,又变成白色以反射太阳光。
- 7. The sweet smell lasts up to three hand-washes. 这种清香的味道, 手洗三次之后还能闻到。

Unit 4 Healthy Diet



- 1. IQ: intelligence quotient,表示"智商,智力商数"。Test Your Nutrition IQ意为"测测你的营养知识"。
- 2. Proteins are very important for building our bodies; they help us to build new cells as old ones die. 蛋白质对于我们身体的生长是非常重要的,它们有助于在老细胞死亡的同时造出新细胞。
- 3. Nutritional value depends on what types of food you eat, not when you eat them. 营养价值取决于你吃什么类型的食物,而不是取决于你什么时候吃。
- 4. Eating a hard-boiled egg or an orange as a snack can contribute to a well-balanced diet. 作为零食,吃一个煮鸡蛋或橘子都有利于均衡饮食。
- 5. It is widely believed that extra vitamins provide more energy. 人们普遍相信额外的维生素会提供更多能量。
- 6. But taking more than what the body needs does not make it function better, just as overfilling your gas tank will not make your car run better. 但如果摄入超过身体所需,并不会使身体更健康,就像给汽车油箱超额加油并不会使你的车行驶得更好一样。
- 7. An appropriate weight alone does not show whether a diet is lacking in vitamins and minerals. The scales make no difference between the similar numbers of calories provided by a can of soda and two eggs. 仅凭适当的体重并不能说明饮食中是否缺乏维生素和矿物质。磅秤显示不出热量相近的一罐汽水和两个鸡蛋间的差别。



1. There is a saying: Breakfast like a king, lunch like a prince, and dinner like a pauper... 俗话说: "早吃好; 午吃饱; 晚吃少。"……此处也可以说: Eat breakfast like a king, lunch like a



prince, and dinner like a beggar.

pauper ['pɔ:pə] n. 穷人 beggar ['begə] n. 乞丐

- 2. The answer is in the word "breakfast" itself, which means the "breaking" of a "fast", or a long period without eating.
 - 答案就在breakfast这个词本身。这个词本意是指解除斋戒或长期禁食。
- 3. There is evidence that eating a big breakfast, particularly one containing whole grains and fruit, can improve your concentration and mood.
 - 事实表明,吃一顿丰盛的早餐,尤其是含有谷物、水果的早餐,有助于改善你的注意力和情绪。
- 4. Many of the most popular types of American food, such as steak and potatoes, are full of fat and carbohydrates, which make them slow to digest. 许多美国人最喜欢吃的食物,如牛排、土豆,都含有大量的脂肪和碳水化合物,使得这些食物不易消化。
- 5. fast [fo:st] n. 斋戒; 禁食(期)
- 6. appetizer ['æpɪtaɪzə] n. 开胃之食物
- 7. pasta ['pæstə] n. 意大利面食

Challenging Yourself B Daily Life

- 1. Every time you surf the Internet, send an email, play games, download a video or upload a photo, the information can be accessed. 每一次你上网、发邮件、玩游戏、下载视频或者上传照片的时候,这些信息都能被(别人)获取。
 - Every time引导时间状语,类似的用法还有each time, the moment/second/minute, by the time 等,起连词作用。例如:
 - I hope her health will have improved greatly by the time we come back next year.
 - The old man's face brightened the moment he saw his son who hadn't come home for two months.
- 2. This shouldn't necessarily be worrying, but it is advisable to be aware of your digital footprint and to be careful to avoid danger when you are online.
 - 这并不需要特别担心,但是仍然建议你在上网的时候关注自己的数字足迹并注意避免危险。worrying adj. 指某事是令人担忧的,与之对应的worried指某人很担忧。
 - It is advisable to... and to... 中两个动词不定式的to do结构才是真正的主语, it是形式主语。
- 3. Remember to log off when you leave a website, especially if you are using a shared computer. 当你离开网站的时候记得要退出(你的账户),特别是在使用公共电脑时。
 - log off 退出,反义短语log in/on 登录。
 - a shared computer 公共电脑 a private computer 个人电脑
- 4. Make them more complex by using a combination of letters, numbers and punctuation marks. 通过使用字母、数字和标点符号的组合使密码更复杂。
 - combination *n*. 联合;组合

combine v. (使)结合;组合

punctuation marks 标点符号

- 5. Think twice before sharing details like your email, home address, WeChat ID, school or phone number with someone.
 - 在你告诉别人你的邮箱、家庭住址、微信号、学校名字或电话号码等详细信息之前一定要三思。 think twice 慎重考虑。例如:
 - Think twice before you leap. 三思而后行。
- 6. Remember your favourite websites by using the history button and the bookmark function on



your computer or mobile devices.

通过电脑或移动设备上的历史记录或书签功能来记住你最喜欢的网站。

Unit 5 Art and Culture

Reading Actively ////



- - who引导的是宾语从句, who was the best in every sport 作动词短语find out的宾语。例如: Do you know who has won the talent show? 你知道谁赢得了才艺展示吗?
- 2. The old man set the painters a task—each was to paint a picture that was to be as true to life as they could make it. 这位老人给两位画家设定了一项任务,即每人都要画一幅最为真实的画。该句中each was... it是对task的补充说明。that引导定语从句修饰先行项a picture。定语从句中包含as... as结构,意为"与……—样"。
 - 1) be to do表示事先安排或准备要做某事

The students are to meet at the school gate tomorrow. 明天学生们将在学校大门口集合。

- 2) be true to life 逼真;栩栩如生 The picture is true to life. 这幅画栩栩如生。
- 3. The two artists went away, and after three months they returned, each bringing with him a finished picture. 两位艺术家离开了。三个月后,他们分别带着自己完成的作品回到比赛地点。 ... each bringing with him a finished picture为独立主格结构。bring与each是逻辑上的主谓关系,故bring用动词的-*ing*形式。改为完整的句子则为:and each brought with him a finished picture。finished 为-*ed*分词修饰picture,-*ed*分词作定语表示完成或被动。
- 4. The old man who was to judge stood there in front of the two paintings. Each painting was covered with a curtain. 即将做出评判的老人站在两幅画前面。两幅画都被幕布遮盖住了。 who was to judge为定语从句修饰先行词man,此处的关系代词who可以用that代替;因为关系代词在从句中作主语,故不能省略。



Long ago, they found their way to... 它们(中国结)很早就被传到了……

long: 副词。长时间地;长久地;长期地

find one's way (to...): 发现(到某处的)途径

Unit 6 Poems and Stories

/////// Reading Actively



- 1. ... meanwhile the type is usually determined by the number and the length of the lines, the rhythmic pattern, and/or the rhyming arrangement.
 - 同时, (诗歌的)类型也由诗句的行数和长短、节奏类型以及/或者韵律的分布所决定。rhythm: (音乐或词语的)节奏, 一句诗中长短音的安排。



rhyme: 韵, (尤指)韵脚(如day和away, visit和is it, puff和rough)。

- 2. An acrostic poem is a kind of poem where the first or the last letters of the lines, or certain other letters, taken in order, form a name, word, phrase, or motto. 离合诗是指诗句的首字母或者尾字母,也可能是其他字母,按照顺序排列组成某个名字、单词、短语或者格言。
- 3. Haiku is a Japanese poetry form which can be written on many themes, ranging from love to nature. 俳句,是日本的一种诗歌,其主题多样,可以是爱情,也可以是自然。 Haiku:日本古典短诗,由17字音组成。原称俳谐(也写为诽谐)。同中国近体诗联句相仿。它的第1句为5、7、5句式的17音,称为发句(起句),胁句(配句)为7、7句式,第3、第4句以后为前两种句式轮流反复,最后一句以7、7句式结束,称为结句。俳句,即取其发句(起句),加上"季题"(表现写作俳句季节的词语)和"切字"(一定的断句助词或助动词),使之成为独立的17字音的短诗。
- 4. Cinquains are particularly rich in their imagery and are meant to express a certain mood or emotion. 五行诗的意象特别强烈,常用来表达某种情绪或者感情。

Cinquain: 五行诗(来自法文的五cinq),是指每段由五个诗行组成的诗歌。美国诗人Adelaide Crapsey(1878–1914)受俳句等日本诗歌的启发,创造了一种无韵的简单五行诗体,每行分别有2-4-6-8-2个音节,一共22个音节。此称为传统五行诗,后来通过卡尔·桑德堡等其他美国诗人的作品而得到推广。例如Crapsey的五行诗"Triad":

These be

Three silent things:

The falling snow... the hour Before the dawn... the mouth of one

Just dead.

后来又有人发展出一种更简单的五行诗体, 称为现代五行诗:

1个名词 = 诗的题目

2个与题目有关的形容词

3个与题目有关的动词

4个词组成的短句

进一步阐述题目1个词,回归题目如:

Brother

Beautiful, athletic Teasing, shouting, laughing Friend and enemy too

Mine

5. Some poems, like limericks, follow a strict rhyming arrangement.

有些诗歌,比如五行幽默诗,遵循严格的韵式。

limerick: 五行打油诗是一种通俗幽默短诗, 有五行组成, 韵式为aabba。

Reading Further ///



1. Demeter was known as the Goddess of harvest and agriculture.

德墨忒尔是丰收与农业之神。

Demeter: 德墨忒尔, 希腊神话中主管农业、婚姻、社会秩序的女神, 为奥林匹斯十二主神之



- 一;相当于罗马神话中的塞丽斯(Ceres)。她是第二代众神之王克洛诺斯与众神之王后瑞亚的女儿,赫拉、哈迪斯、波塞冬和宙斯的姐姐。德墨忒尔通常表现为一个高贵的女性,高挑、庄重、威严。一头漂亮的金发,像波浪一样落在肩膀上,金黄的发绺象征着成熟的玉米穗。
- 2. Demeter had a daughter named Persephone. 德墨忒尔有个女儿叫珀尔塞福涅。 Persephone: 珀尔塞福涅,也译作贝瑟芬妮,是希腊神话中冥界的王后,她是众神之王宙斯和农业女神德墨忒尔的女儿,被哈迪斯(Hades)绑架到冥界与其结婚,成为冥后。相当于罗马神话中的普萝塞比娜(Proserpina)。
- 3. ..., Persephone's beauty caught the eye of Hades, the ruler of the Underworld. 珀尔塞福涅的美貌吸引了哈迪斯,他是冥界的统治者。
 Hades, 哈迪斯 又译作哈得斯 哈蒂斯 哈德斯等 具希腊神话中统治冥界的冥想

Hades:哈迪斯,又译作哈得斯、哈帝斯、哈德斯等,是希腊神话中统治冥界的冥帝,在部分十二神版本中也算是十二神之一。他通常是坐在四匹黑马拉的战车里,手持双叉戟,无论前面有任何障碍他都将铲除。

- 4. He also requested that Hades let Persephone go, so that the earth could be warm and fruitful again. 他同时要求哈迪斯放了珀尔塞福涅,这样大地才能再次温暖,充满生机。 request, order, command等表示命令、要求的谓语动词其宾语从句中的谓语部分要用"should +动词原形"的结构,should可以省略。 so that 此处引导结果状语从句。
- 5. Seeing Hermes, Hades knew that he had no choice but to obey Zeus and let Persephone go home to her mother.

看到赫耳墨斯,哈迪斯知道他别无选择,必须遵从宙斯的指令,让珀尔塞福涅回到她母亲身边。 Hermes:赫耳墨斯,是神界与人界之间的信使,还是亡灵的接引神,他帮助死去的灵魂到达冥界。在许多希腊神话故事里,赫耳墨斯是除了哈迪斯和珀尔塞福涅之外唯一可以在冥界自由出入的神。

Challenging Yourself C Artistic Taste

- 1. Many artists live in a certain part of New York City. 许多艺术家居住在纽约市的某个地区。certain *adj.* "某个/些"(不指明的或不说出的),用作定语,限定 part。
- 2. He told her that Johnsy had a very poor chance of recovering. 他告诉她琼西恢复的可能性很小。 chance 这里指"可能性"。
- 3. Talk to her about new winter clothes, or picnics in the woods next spring. 给她讲讲新的冬装,或者说说明年春天去林中野餐。 医生的意思是要苏通过给琼西讲述新衣服或野餐一类的事情以激发琼西生的希望。
- 4. The next morning Johnsy wanted Sue to pull up the shade. 第二天早上,琼西要苏拉起遮阳窗帘。 shade 指"遮挡光线的东西",可以理解为"百叶窗"。

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; 蓝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	
thinking ['θιŋkιŋ] n. 思想;思维	(3)
throughout [θruːˈaʊt] <i>prep.</i> 遍及	(3)
gathering [ˈɡæðərɪŋ] n. 聚会	(3)
turkey ['tɜːki] n. 火鸡	(3)
observe [əbˈzɜːv] vt. 庆祝	(3)
prayer [preə] n. 祈祷	(3)
pray [preɪ] vt. 祈祷	
collection [kəˈlek∫n] n. 收集;采集	(3)
charity [ˈt∫ærəti] n. 慈善	(3)
lunar [ˈluɪnə] adj. 阴历的;月球的	(3)
indicate ['ɪndɪkeɪt] vt. 表明;象征	(3)
lantern [ˈlæntən] n. 灯笼	(3)
riddle [ˈrɪdl] n. 谜语	(4)
chat [t∫æt] vi. 闲谈;聊天	(4)
significant [sɪgˈnɪfɪkənt] adj. 重要的;	意义
重大的	(4)
crop [krop] n. 农作物;庄稼	(4)
tasty [ˈteɪsti] <i>adj</i> . 美味的	(4)
taste [teɪst] vt./vi. 尝(起来)	
previous ['priːviəs] adj. 以前的;先前的	勺(4)
mark [mɑɪk] vt. 庆贺;纪念	(4)
cattle [ˈkætl] n. 牛	(4)
farm [fɑːm] vt. 耕种	(4)
maintain [meɪn'teɪn] vt. 维持;保持	(4)
differ ['dɪfə] vi. 相异;不同于	(4)

sufficient [səˈfɪ∫nt] adj. 足够的;充分的	(4)
feature [ˈfiɪt∫ə] n. 特色;特征	(4)
newspaper ['njuɪzpeɪpə] n. 报纸	(4)
II Words for Recognition	
feast [fixst] n. 宴会;节日	(3)
pumpkin ['pʌmpkɪn] n. 南瓜	(3)
reunion [ˌriɪ'juɪniən] n. 重聚	(3)
yam [jæm] n. 番薯;山药	(4)
■ Phrases and Expressions	
look ahead 规划未来	(2)
at night 在夜里	(3)
such as 比如	(3)
along with 与一起;连同	(4)
at the time of 在的时候	(4)
at the end of 在结束时	(4)
throw away 扔掉;丢弃	(4)
it is believed (that) 据说	(4)
begin with 以开始	(4)
instead of 代替;而不是	(4)
as long as 只要	(4)
differ from 与不同	(4)
Exploring & Using	
series ['sɪəriːz] n. 系列;连续	(7)
amount [əˈmaʊnt] n. 量;数量	(7)
stuff [stAf] n. 材料;东西	(7)
harvest ['hɑːvɪst] n. 收获	(7)
engine ['endʒɪn] n. 发动机;机车	(8)
accident [ˈæksɪdənt] n. 事故	(8)
unite [ju'naɪt] vt./vi. 联合;团结	(8)

Listening, Understanding & Communicating	个别地 (14)
keep off 躲开;避开;不让······接近 (9)	individual [ɪɪndɪˈvɪdʒuəl] adj. 个人的;个
* monster ['mɒnstə] n. 怪物;妖怪 (9)	别的
* bull [bʊl] n. 公牛 (9)	II Words for Recognition
stay deep in the mountains 躲在深山 (9)	prescription [prɪˈskrɪp∫n] n. 处方 (13)
* beast [biɪst] n. 兽;畜生 (9)	hieroglyphics [ˌhaɪərə'glɪfɪks] n. 象形文字
frightened ['fraɪtnd] adj. 害怕的;受惊的	(13)
(9)	curiosity [kjʊəriˈɒsəti] n. 好奇心 (13)
frighten ['fraɪtn] vt. 使吃惊	desktop [ˈdesktɒp] n. 桌面;台式电脑(13)
* flame [fleɪm] n. 火焰;火舌 (9)	
figure out 想出;算出;了解 (9)	the American Declaration of Independence
prevent [prɪ'vent] $vt./vi$. 阻止 (9)	美国独立宣言 (13)
stay up all night 一夜不眠;守夜;熬夜 (9)	clean off 把······弄干净 (13)
beat on 打击;敲打 (9)	piles of 成堆的 (13)
be replaced with 被代替 (9)	get to work straight away 立刻开始工作 (13)
* firecracker ['faɪəkrækə] n. 爆竹;鞭炮 (9)	tidy up 收拾:整理 (13)
set off firecrackers 燃放鞭炮	wastepaper basket 废纸篓 (13)
* firework ['faɪəwɜɪk] n. 烟花;烟火	trash can 垃圾桶 (13)
curious [ˈkjʊəriəs] <i>adj</i> . 好奇的 (10)	
Viewing, Speaking & Writing	Unit 2
elderly ['eldəli] <i>adj.</i> 上了年纪的 (11)	
cidenty [cident] and: T 1 + 20 H1	
comparison [kəmˈpærɪsn] n. 比较;对照(11)	Reading Actively
- · ·	Reading Actively I Words for Production
comparison [kəmˈpærɪsn] n. 比较;对照 (11)	I Words for Production forgiveness [fə'gɪvnəs] n. 原谅;宽恕;饶恕
comparison [kəmˈpærɪsn] n. 比较;对照(11) Reading Further I Words for Production	I Words for Production forgiveness [fə'gɪvnəs] n. 原谅;宽恕;饶恕 (17)
comparison [kəmˈpærɪsn] n. 比较;对照(11) Reading Further I Words for Production highlight [ˈhaɪlaɪt] vt. 突出;强调 (12)	I Words for Production forgiveness [fə'gɪvnəs] n. 原谅;宽恕;饶恕 (17) forgive [fə'gɪv](forgave, forgiven) vt. 原谅;
comparison [kəmˈpærɪsn] n. 比较;对照(11) Reading Further I Words for Production highlight [ˈhaɪlaɪt] vt. 突出;强调 (12) handwriting [ˈhændraɪtɪŋ] n. 书写;书法(12)	I Words for Production forgiveness [fə'gɪvnəs] n. 原谅;宽恕;饶恕 (17) forgive [fə'gɪv](forgave, forgiven) vt. 原谅; 宽恕;饶恕
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comparison [kəmˈpærɪsn] n. 比较;对照(11) Reading Further I Words for Production highlight [ˈhaɪlaɪt] vt. 突出;强调 (12) handwriting [ˈhændraɪtɪŋ] n. 书写;书法(12)	I Words for Production forgiveness [fə'gɪvnəs] n. 原谅;宽恕;饶恕 (17) forgive [fə'gɪv](forgave, forgiven) vt. 原谅; 宽恕;饶恕 someday ['sʌmdeɪ] adv. 有一天;有朝一日 (17)
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comparison [kəm'pærɪsn] n. 比较;对照 (11) Reading Further I Words for Production highlight ['haɪlaɪt] vt. 突出;强调 (12) handwriting ['hændraɪtɪŋ] n. 书写;书法 (12) sign [saɪn] vt. 签署 (13) personality [ˌpɜːsəˈnæləti] n. 个性;性格(13) lock [lɒk] vt. 锁上;锁住 (13)	I Words for Production forgiveness [fə'gɪvnəs] n. 原谅;宽恕;饶恕
comparison [kəm'pærɪsn] n. 比较;对照 (11) Reading Further I Words for Production highlight ['harlaɪt] vt. 突出;强调 (12) handwriting ['hændraɪtɪŋ] n. 书写;书法 (12) sign [saɪn] vt. 签署 (13) personality [ɪpɜɪsəˈnæləti] n. 个性;性格 (13) lock [lɒk] vt. 锁上;锁住 (13) muscle ['mʌsl] n. 肌肉 (13)	I Words for Production forgiveness [fə'gɪvnəs] n. 原谅;宽恕;饶恕
comparison [kəm'pærɪsn] n. 比较;对照(11) Reading Further I Words for Production highlight ['haɪlaɪt] vt. 突出;强调 (12) handwriting ['hændraɪtɪŋ] n. 书写;书法(12) sign [saɪn] vt. 签署 (13) personality [ˌpɜɪsə'næləti] n. 个性;性格(13) lock [lɒk] vt. 锁上;锁住 (13) muscle ['mʌsl] n. 肌肉 (13) researcher [rɪ'sɜɪtʃə] n. 研究人员 (13)	I Words for Production forgiveness [fə'gɪvnəs] n. 原谅;宽恕;饶恕
comparison [kəm'pærɪsn] n. 比较;对照 (11) Reading Further I Words for Production highlight ['harlaɪt] vt. 突出;强调 (12) handwriting ['hændraɪtɪŋ] n. 书写;书法 (12) sign [saɪn] vt. 签署 (13) personality [ˌpɜɪsə'næləti] n. 个性;性格(13) lock [lɒk] vt. 锁上;锁住 (13) muscle ['mʌsl] n. 肌肉 (13) researcher [rɪ'sɜɪtʃə] n. 研究人员 (13) research [rɪ'sɜɪtʃ;'riɪsɜɪtʃ] n./vi. 研究;调查	I Words for Production forgiveness [fə'gɪvnəs] n. 原谅;宽恕;饶恕
comparison [kəm'pærɪsn] n. 比较;对照 (11) Reading Further I Words for Production highlight ['harlaɪt] vt. 突出;强调 (12) handwriting ['hændraɪtɪŋ] n. 书写;书法 (12) sign [saɪn] vt. 签署 (13) personality [ɪpɜɪsəˈnæləti] n. 个性;性格 (13) lock [lɒk] vt. 锁上;锁住 (13) muscle ['mʌsl] n. 肌肉 (13) researcher [rɪˈsɜɪtʃə] n. 研究人员 (13) research [rɪˈsɜɪtʃ; ˈrɪɪsɜɪtʃ] n./vi. 研究;调查 angle ['æŋɡl] n. 角度 (13)	I Words for Production forgiveness [fə'gɪvnəs] n. 原谅;宽恕;饶恕
comparison [kəm'pærɪsn] n. 比较;对照(11) Reading Further I Words for Production highlight ['haɪlaɪt] vt. 突出;强调 (12) handwriting ['hændraɪtɪŋ] n. 书写;书法(12) sign [saɪn] vt. 签署 (13) personality [ˌpɜɪsə'næləti] n. 个性;性格(13) lock [lɒk] vt. 锁上;锁住 (13) muscle ['mʌsl] n. 肌肉 (13) researcher [rɪ'sɜɪtʃə] n. 研究人员 (13) research [rɪ'sɜɪtʃ; 'riɪsɜɪtʃ] n./vi. 研究;调查 angle ['æŋɡl] n. 角度 (13) messy ['mesi] adj. 凌乱的 (13)	I Words for Production forgiveness [fə'gɪvnəs] n. 原谅;宽恕;饶恕 (17) forgive [fə'gɪv](forgave, forgiven) vt. 原谅; 宽恕;饶恕 someday ['sʌmdeɪ] adv. 有一天;有朝一日 (17) roof [ruɪf] n. 屋顶;顶部 (17) hidden ['hɪdn] adj. 隐藏的 (17) missile ['mɪsaɪl] n. 投射物;导弹 (17) shoot [ʃuɪt](shot,shot) vi. 射击 (17) perfectly ['pɜɪfɪktli] adv. 完美地;完全地 (17)
comparison [kəm'pærɪsn] n. 比较;对照(11) Reading Further I Words for Production highlight ['harlaɪt] vt. 突出;强调 (12) handwriting ['hændraɪtɪŋ] n. 书写;书法(12) sign [saɪn] vt. 签署 (13) personality [ɪpɜɪsə'næləti] n. 个性;性格(13) lock [lɒk] vt. 锁上;锁住 (13) muscle ['mʌsl] n. 肌肉 (13) researcher [rɪ'sɜɪtʃə] n. 研究人员 (13) research [rɪ'sɜɪtʃ;'rɪsɜɪtʃ] n./vi. 研究;调查 angle ['æŋɡl] n. 角度 (13) messy ['mesi] adj. 凌乱的 (13) mess [mes] vt. 弄脏;弄乱 n. 凌乱	I Words for Production forgiveness [fə'gɪvnəs] n. 原谅;宽恕;饶恕
comparison [kəm'pærɪsn] n. 比较;对照(11) Reading Further I Words for Production highlight ['haɪlaɪt] vt. 突出;强调 (12) handwriting ['hændraɪtɪŋ] n. 书写;书法(12) sign [saɪn] vt. 签署 (13) personality ['pɜɪsə'næləti] n. 个性;性格(13) lock [lɒk] vt. 锁上;锁住 (13) muscle ['mʌsl] n. 肌肉 (13) researcher [rɪ'sɜɪtʃə] n. 研究人员 (13) research [rɪ'sɜɪtʃ; 'rɪsɜɪtʃ] n./vi. 研究;调查 angle ['æŋɡl] n. 角度 (13) messy ['mesi] adj. 凌乱的 (13) mess [mes] vt. 弄脏;弄乱 n. 凌乱 neat [niɪt] adj. 整洁的;干净的 (13)	I Words for Production forgiveness [fə'gɪvnəs] n. 原谅;宽恕;饶恕
comparison [kəm'pærɪsn] n. 比较;对照(11) Reading Further I Words for Production highlight ['haɪlaɪt] vt. 突出;强调 (12) handwriting ['hændraɪtɪŋ] n. 书写;书法(12) sign [saɪn] vt. 签署 (13) personality ['pɜɪsə'næləti] n. 个性;性格(13) lock [lɒk] vt. 锁上;锁住 (13) muscle ['mʌsl] n. 肌肉 (13) researcher [rɪ'sɜɪtʃə] n. 研究人员 (13) research [rɪ'sɜɪtʃ;'riɪsɜɪtʃ] n./vi. 研究;调查 angle ['æŋɡl] n. 角度 (13) messy ['mesi] adj. 凌乱的 (13) mess [mes] vt. 弄脏;弄乱 n. 凌乱 neat [niɪt] adj. 整洁的;干净的 (13) organised ['ɔɪɡənaɪzd](AmE also -ized) adj.	I Words for Production forgiveness [fə'gɪvnəs] n. 原谅;宽恕;饶恕
comparison [kəm'pærɪsn] n. 比较;对照(11) Reading Further I Words for Production highlight ['haɪlaɪt] vt. 突出;强调 (12) handwriting ['hændraɪtɪŋ] n. 书写;书法(12) sign [saɪn] vt. 签署 (13) personality [ɪpɜɪsəˈnæləti] n. 个性;性格(13) lock [lɒk] vt. 锁上;锁住 (13) muscle ['mʌsl] n. 肌肉 (13) researcher [rɪˈsɜɪtʃə] n. 研究人员 (13) research [rɪˈsɜɪtʃ;ˈrɪsɜɪtʃ] n./vi. 研究;调查 angle ['æŋɡl] n. 角度 (13) messy ['mesi] adj. 凌乱的 (13) mess [mes] vt. 弄脏;弄乱 n. 凌乱 neat [niɪt] adj. 整洁的;干净的 (13) organised ['ɔɪɡənaɪzd](AmE also -ized) adj. 做事有条理的 (13)	I Words for Production forgiveness [fə'gɪvnəs] n. 原谅;宽恕;饶恕

fortune [ˈfɔːtʃuɪn] n. 运气; 命运		Exploring & Using	
fortunate ['fɔːtʃənət] adj. 幸运的 fortunately ['fɔːtʃənətli] adv. 幸运地 presence ['prezns] n. 出席;到场;存在 present ['preznt] adj. 现在的;出席的 n delivery [dɪ'lɪvəri] n. 投递;送交 deliver [dɪ'lɪvə] vt. 投递;递送	(17)	column ['kɒləm] n. 列;纵队 credit ['kredɪt] n. 信用 apologise [ə'pɒlədʒaɪz] vi. 道歉 assistant [ə'sɪstənt] n. 助手;助理 somehow ['sʌmhaʊ] adv. 以某种方法	(19) (20) (21) (22) (22)
calculate [ˈkælkjuleɪt] vt. 计算;估计;	核算	Listening, Understanding & Communication	ating
mail [meɪl] n. 邮件	(17)(18)	campus [ˈkæmpəs] n. 校园;校区 argue [ˈɑːɡjuː] vt./vi. 主张;争论	(23)(23)
■ Words for Recognition		profitable [ˈprɒfɪtəbl] <i>adj.</i> 有益的	(23)
acquaintance [əˈkweɪntəns] n. 认识的 泛泛之交 backyard [ˌbækˈjɑːd] n. 后院;后花园slot [slɒt] n. (投放或插入东西的)窄纸	(17) (17)	profit ['prbfɪt] <i>n</i> . 利润 recommend [ˌrekə'mend] <i>vt</i> . 推荐 accommodation [əˌkɒmə'deɪ∫n] <i>n</i> . 住处 fund [fʌnd] <i>n</i> . 基金 odd [ɒd] <i>adj</i> . 古怪的	(23) (23) (24) (24)
		Reading, Speaking & Writing	
give sb. a lesson 给某人一次教训 pass on to 传递给 shoot out 射出 fall from 从落下 let sth./sb. go 放开某物/某人 head (straight) for (径直)朝而	(17) (17) (17) (17) (17) 去	chapter ['tʃæptə] n. 章;回 replace [rɪ'pleɪs] vt. 取代;替换 otherwise ['ʌðəwaɪz] adv. 否则;另外 inconvenience [ˌɪnkən'viːniəns] n. 麻 不方便 error ['erə] n. 错误	
	(17)	Reading Further	
at the sound of 一听到的声音就	(17)		
take off from 从起飞;快速离开 fly off 飞出;飞跑;飞离	(17)(17)	I Words for Production rebuild [ˌriɪ'bɪld] vt. 再建;重建 build [bɪld] vt. 建立;建筑	(26)
be scared of 担心;害怕 get caught 被抓住;被逮住 be concerned about 关心;挂念 feel guilty for 对感到内疚;对 ^姜 牌		supply [sə'plar] vt . 供给;提供;补充 guidance ['gaɪdns] n . 向导;指导;导航 officially [ə'fɪʃəli] adv . 官方地;法定地 official [ə'fɪʃl] adj . 官方的 n . 官员	(27)
羞愧 greet sb. with a smile 微笑着问候 in one's presence 在其人而前	(17)(17)	pleased [plizzd] <i>adj</i> . 对······高兴的;对 满意的	(27)
in one's presence 在某人面前 make up one's mind 下决心;打定主z cover the cost of 支付的开销 look straight into one's eyes 直视某	(17)	district ['dɪstrɪkt] n. 区;地区;区域 effort ['efət] n. 努力;尝试 nail [neɪl] vt. 钉牢;钉住	(27)(27)(27)
	(18)	clap [klæp] vt. 鼓掌;拍(手);轻拍	(27)
pull out of 把······从······中取出	(18)	II Words for Recognition	
be proud of 因而自豪	(18)	glance [glaːns] vi. 扫视;匆匆一看 n.	一瞥 (27)

W 51		H	
		II Words for Recognition	
go for a bicycle ride 骑自行车兜风	(26)	bearer [ˈbeərə] n. 搬运者	(31)
half an hour late 迟到半小时	(26)	crack [kræk] n. 裂缝;缝隙	(31)
come a long way 从远处来;走了相当长	长的路	cracked [krækt] <i>adj</i> . 有裂缝的	(31)
	(26)	flaw [flɔː] n. 缺陷;裂痕;瑕疵	(32)
wash away 冲走;冲垮	(26)		
keep silent 保持安静	(26)	full of 充满	(21)
for a moment 一会儿	(26)	one and a half (pots) 一(桶·····)半	(31)
after a while 一会儿;稍后	(26)	be ashamed of 感到羞愧;惭愧	
come into one's mind 想到(某事)	(26)		(31)
make a plan for 为制定计划	(26)	leak out 漏出;渗出;泄露	(32)
so long as 只要	(27)	all the way 一路上;一直;完全	(32)
a short cut 捷径;小路	(27)	feel sorry for sb. 为某人难过;替某人 惋惜;对某人感到抱歉	(32)
under one's guidance 在某人的指导	下	take notice of 注意;注意到	(32)
	(27)	on the side of 在的边上;站在…	` ′
remind sb. of sth./sb. 提醒某人某事	/某人	on the side of 在即是上;如在…	(32)
	(27)	know about 知道:了解	(32)
glance at 看;瞥	(27)	take advantage of 利用;占的便宜	
gather at 在集合	(27)	in some aspect 在某方面	(32)
be/feel pleased with 对感到高兴	/愉悦	go to waste (被)浪费掉	(32)
	(27)	be afraid of 害怕;担忧	(32)
turn to sb. 转向某人;向某人寻求帮助	(27)	To differ of High Man	(32)
		Unit 3	
Challenging Yourself A			
		Reading Actively	
I Words for Production		I Words for Production	
pot [pot] n. 罐;锅;壶	(31)	application [ˌæplɪˈkeɪ∫n] <i>n.</i> 应用	(37)
pole [pəul] n. 柱;杆	(31)	jeans [dʒiːnz] n. 牛仔裤	(38)
stream「striIm」n. 小溪	(31)	sometime ['sʌmtaɪm] <i>adv</i> . 在某时	(38)
ashamed [əˈʃeɪmd] adj. 惭愧的;难为	` /	bother「'bɒðə] vi. 费心;麻烦	(38)
	(31)	midnight ['mɪdnaɪt] n. 午夜	(38)
shame [∫eɪm] vt. 使羞愧/丢脸		onto ['ɒntə] <i>prep</i> . 在之上	(38)
imperfection [impə fek ʃn] n. 不完美	:缺点	dare [deə] vi. 敢;敢于	(38)
	(31)	nail [neɪl] n. 钉子	(38)
perfection [pə¹fek∫n] n. 完善;完美		sharp [ʃɑː p] <i>adj.</i> 刺耳的;强烈的	(38)
perfect ['p3:frkt] adj. 完美的;完好无	损的	despite [dɪ'spaɪt] prep. 尽管	(38)
load [ləud] n. 负荷;负担	(32)	ache [eɪk] n. 疼痛	(38)
leak [lixk] vt./vi. 漏;渗;泄露出去	(32)	awkward [ˈɔːkwəd] <i>adj</i> . 尴尬的	(38)
warm [wɔːm] vt./vi. (使)变暖;加热	(32)	merry ['meri] adj. 愉快的	(38)
seed [siɪd] n. 种子	(32)	beyond [bɪˈjɒnd] <i>prep</i> . 超过	(38)

(33)

vase [vɑːz] n. 花瓶

author [ˈɔːθə] n. 作者

(41)

wedding [ˈwedɪŋ] n. 婚礼	(41)	high heels 高跟鞋	(45)
broad [brɔːd] <i>adj</i> . 宽阔的	(42)	* wig [wɪɡ] <i>n</i> . 假发	(45)
II Words for Passanition		be appropriate for 适合	(45)
■ Words for Recognition	()	in my opinion 依我看来	(45)
fade [feɪd] vt./vi. 褪色;凋谢	(38)	studio [ˈstjuːdiəʊ] n. 演播室	(45)
assure [əˈʃʊə] vt. 使确信	(38)	Reading Further	
wardrobe [ˈwɔːdrəʊb] n. 衣橱	(38)		
over-wear [ˌəʊvəˈweə] vt. 使过度磨打		I Words for Production	
washer [ˈwɒʃə] n. 洗衣机	(38)	fibre [ˈfaɪbə] n. 纤维	(48)
patch [pæt∫] n. 补丁	(38)	cloth [klpθ] n. 布;衣料	(48)
bonfire ['bonfarə] n. 篝火;营火	(38)	company ['kʌmpəni] n. 公司	(48)
shed [ʃed] n. 棚;小屋	(38)	chest [t∫est] n. 胸膛;胸腔	(48)
rip [rɪp] n. 撕裂(处)	(38)	leisure [ˈleʒə] n. 空闲;业余时间	(48)
		golfer [ˈɡɒlfə] n. 打高尔夫球的人	(48)
pick out 挑选出	(38)	golf [golf] n. 高尔夫球	
try on 试穿	(38)	rainbow [ˈreɪnbəʊ] n. 虹;彩虹	(49)
a couple of 一对;三两条	(38)	firm [f3:m] n. 商行;公司	(49)
fall in love with 爱上;喜欢上…	(38)	sunlight ['sʌnlaɪt] n. 阳光	(49)
or so 大约;左右	(38)	ski [skiː] vi. 滑雪	(49)
climb up onto 爬到上	(38)	ski-wear 滑雪衣	(49)
a bit 有点儿	(38)	absorb [əb'sɔːb] vt. 吸收(水、热、光等	
get down 从下来	(38)	tights [tarts] n. 紧身衣;内衣	(49) (49)
a bit of 少量的;一点	(38)	tight [tart] adj. 紧的	(49)
beyond repair 无法再缝补	(38)	pleasing ['pli'zɪŋ] adj. 令人愉快的;	} } } }
at least 至少	(38)	喜欢的	(49)
Exploring & Using		department [dr'paɪtmənt] n. 部分	(49)
	(42)	hand-wash ['hændwɒ∫] <i>n.</i> 手洗	(49)
* pants [pænts] <i>n</i> . 裤子 branch [br ɑ ɪnt∫] <i>n</i> . 分支	(43)		
tailor ['teɪlə] n. 裁缝	(43)	II Words for Recognition	
* withstand 「wið'stænd] vt. 承受;抵御	(43)	stripe [strarp] n. 条纹;线条	(48)
partner ['paɪtnə] n. 伙伴;合伙人	(43) (43)	blouse [blauz] n. 短上衣	(48)
owner [ˈəʊnə] n. 物主;主人	(44)	sweatshirt [ˈswet∫3ːt] n. 无领长袖运	
	, ,	trademark ['treɪdmɑːk] n. 商标	(48)
Listening, Understanding & Communi	cating	trademark [trefding n . 商标 thermal $\lceil \theta_{31} \text{ml} \rceil adj$. 热的	(48)
fashion ['fæ∫n] n. 时髦;流行式样	(45)	wearer ['weərə] n. 穿戴者	(49) (49)
fashionable [ˈfæʃnəbl] adj. 时髦的;流	行的	centigrade ['sentigreid] n. 摄氏度('	
What's your opinion about? 你对	······有	adj. 分为百度的;摄氏的	(49)
何看法?	(45)		(72)
uniform [ˈjuːnɪfɔːm] n. 制服;统一的	服装		
	(45)	keep up to 保持达到	(49)
keep to 遵守;坚持	(45)	department store 百货商店	(49)
leather [ˈleðə] n. 皮;皮革	(45)	up to (数量上)多达	(49)

Unit 4

Reading Actively

I Words for Production	
beer [bɪə] n. 啤酒	(51)
yoghurt [ˈjɒgət] n. 酸奶	(51)
wine [waɪn] n. 红酒	(51)
cabbage ['kæbɪdʒ] n. 甘蓝;卷心菜	(51)
mushroom ['mʌ∫rʊm] n. 蘑菇	(51)
bean curd [biːn kɜːd] n. 豆腐	(51)
honey ['hʌni] n. 蜂蜜	(51)
pudding ['pʊdɪŋ] n. 甜点;布丁	(51)
cream [kriɪm] n. 奶油	(51)
nut [nʌt] <i>n</i> . 坚果	(51)
onion [ˈʌnjən] n. 洋葱	(51)
toast [təʊst] n. 吐司	(51)
nutrition [nju trɪ∫n] n. 营养	(52)
nutritional [nju trɪ∫ənl] adj. 营养的	
variety [vəˈraɪəti] n. 多样(性)	(52)
guarantee [$gerən'tiɪ]$ n . 保证(人/物)	(52)
mineral ['mɪnərəl] n. 矿物质	(52)
cell [sel] n. 细胞	(52)
cheese [t∫iːz] n. 奶酪	(52)
source $[soletain]$ n. 来源;原始资料	(52)
enable [ɪˈneɪbl] vt. 使能够	(52)
wheat [wixt] n. 小麦	(52)
sausage [ˈsɒsɪdʒ] n. 香肠;腊肠	(52)
butter [ˈbʌtə] n. 黄油;奶油	(52)
hard-boiled [ˌhɑːd'bɔɪld] adj. 煮得老	的
	(53)
boil [bɔɪl] vi. 煮沸;烧开	
contribute [kənˈtrɪbjuɪt] vi. 贡献;出力	
	(53)
contribution [ˌkɒntrr'bjuɪ∫n] n. 贡献	
function ['fʌɪjk∫n] vi. 起作用	(53)
gas [gæs] n. 汽油;气体	(53)
tank [tæŋk] n. (储存气体或液体的)和	
坦克	(53)
appropriate [əˈprəupriət] adj. 适当的	
lacking [ˈlækɪŋ] adj. 缺乏的;不足的	(53)
lack [læk] vt. 缺乏;不足	

complex ['kɒmpleks] <i>adj</i> . 复杂的	(53)
available [əˈveɪləbl] <i>adj</i> . 可利用的;可得	到的
	(53)

II Words for Recognition

IQ (intelligence quotient) n. 智商	(52)
carbohydrate [ˈkɑːbəʊˈhaɪdreɪt] n . 碳	水化
合物	(52)
vitamin ['vɪtəmɪn; 'vaɪt-] n. 维生素;组	主他命
	(52)
potato chip 炸土豆片	(52)
dairy ['deəri] adj. 牛奶的;奶制的	(53)
overfill [ˌəʊvəˈfɪl] vt. 过量加注;过满	(53)
starchy [ˈstɑːt∫i] <i>adj</i> . 含有淀粉的	(53)
furthermore [ˌfɜːðəˈmɔː] adv. 此外;而	ī且
	(53)

get from 从获得	(52)
enable sb. to do sth. 使某人能做某事	(52)
provide for 为······提供······	(52)
depend on 取决于;依赖	(53)
contribute to 有助于	(53)
It's (widely) believed that 人们(普
遍)认为	(53)
be lacking in sth. 不足;不够	(53)
a can of soda 一听汽水	(53)
cut out 剪掉;删掉;放弃	(53)
Evaluring 9 Hoing	

Exploring & Using

publish ['pʌblɪ∫] <i>vt./vi</i> . 出版;发行	(56)
assignment [əˈsaɪnmənt] n. 作业;功	课
	(57)
assign [a saɪn] vt. 分配·指派	

soccer [ˈsɒkə] n. <夫>足球	(57)
awesome [ˈɔːsəm] adj. 极好的	(57)
café「ˈkæfeɪ] n. 咖啡馆	(58)

Listening, Understanding & Communicating

all kinds of 各种	类型的	(59)
different kinds of	不同种类的	(59)
have no breakfast	不吃早饭	(59)
lose weight 体重流	咸轻	(59)
at noon 在中午		(59)
gain weight 体重:	增加	(59)

Reading, Speaking & Writing		There is evidence that 有证据表明	(63)
honour ['ɒnə] vt./n. 尊敬;尊重	(60)	stress the importance of 强调	的重
percentage [pəˈsentɪdʒ] n. 百分比	(60)	要性	(63)
secondary [ˈsekəndri] adj. 中等的	(61)	for example 例如	(63)
disease [dɪˈziːz] n. 疾病	(61)		
skip [skɪp] vt. 跳过;遗漏	(61)	Challenging Yourself B	
Reading Further		I Words for Production	
		digital ['dɪdʒɪtl] adj. 数字的	(66)
I Words for Production		reveal [rɪˈviːl] vt. 显示	(66)
gap [gæp] n. 间歇	(62)	surf [s3:f] vt. (互联网上)冲浪;漫游	(66)
consume [kənˈsjuːm] vt. 吃;喝	(62)	download [ˌdaʊnˈləʊd] vt. 下载	(66)
evidence ['evɪdəns] n. 证据	(63)	upload [ˌʌpˈləʊd] vt. 上传	(00)
grain [greɪn] n. 谷物;谷粒	(63)	access [ˈækses] vt. 使用	(66)
concentration [ˌkɒnsn'treɪ∫n] <i>n</i> . 集中	;专心	advisable [ədˈvaɪzəbl] adj. 明智的;可	
	(63)	advisable [əd varzəbi] aug. 明省的;只	(66)
concentrate ['kɒnsntreɪt] vt./vi. 专心	(于);	advise [ədˈvaɪz] vt. 建议;劝告	(00)
集中注意力		advice [əd'vaɪs] n. 建议;忠告	
mood [muːd] n. 心情;情绪	(63)	pretend [prɪ'tend] vi. 假装;伪装	(66)
stress [stres] vt./n. 强调;着重	(63)	Wi-Fi <i>abbr</i> . 无线局域网	(66)
importance [im'pɔːtns] n. 重要(性)	(63)	laptop ['læptɒp] n. 便携式电脑	(67)
important [ɪmˈpɔɪtnt] adj. 重要的		lap [læp] n. (坐着时的)大腿部分;()	
steak [steɪk] n. 牛排	(63)	的)一圈	近在
digest [daɪ'dʒest] vt./vi. 消化	(63)	blog [bl b g] n. 博客;网络日志	(67)
Mexico ['meksɪkəʊ] n. 墨西哥	(63)	within [wɪ'ðɪn] <i>prep</i> . 在之内	(67)
Mexican ['meksɪkən] n. 墨西哥人		click [klɪk] n. 单击;滴答声 vt. 点击	(67)
p.m. abbr. 下午	(63)	app [æp] n. 应用程序	(67)
dessert [dɪˈzɜɪt] n. (餐后)甜食;甜点	(63)	software ['spftweə] n. 软件	(67)
Switzerland ['switsələnd] n. 瑞士	(63)	file [faɪl] n. 文件;档案	(67)
II Words for Recognition		update [ˌʌpˈdeɪt] vt. 更新	(67)
pauper ['pɔːpə] n. 穷人	(62)	identity [ar'dentəti] n. 身份	(67)
fast 「fast] n. 斋戒;禁食(期)	(62)	detail [ˈdixteɪl] n. 细节	(67)
wholesome ['həʊlsəm] adj. 有益的;復		teenager [ˈtiːneɪdʒə] n. 青少年	(67)
wholesome [naoisam] adj. 有益的;限	(62)	upset [iAp set] adj. 难过的;失望的	(67)
appetizer [ˈæpɪtaɪzə] n. 开胃之食物	(63)	concerned [kənˈsɜːnd] adj. 担心的; t	
pasta ['pæstə] n. 意大利面食	(63)		(67)
nutritionist [njux trɪ∫ənɪst] n. 营养学家	` ′	inappropriate [ˌɪnə'prəʊpriət] adj. 不	
nutritious [njux'trɪ∫əs] adj. 有营养的		的;不相称的	(67)
nutitious [iijui ti i jes] tag. A Bartis	(03)	abusive [ə¹bjuێsɪv] adj. 辱骂的;恶语	的
			(67)
advise sb. to do sth. 建议某人做某事	(62)	abuse [əˈbjuɪs] vt. 滥用	
a large breakfast 一顿丰盛的早餐	(62)	button ['bʌtn] n. 按钮;纽扣	(67)
be up to 长达······	(62)	device [dr'vars] n. 装置	(67)

clear [klɪə] vt. 清除	(67)	curtain [ˈkɜːtn] <i>n</i> . 窗帘	(73)
employer [ɪm'plɔɪə] n. 雇主;老板	(67)	signal [ˈsɪɡnəl] n. 信号;暗号 (´	
employ [ɪm'plɔɪ] vt. 雇佣;使用		lifelike [ˈlaɪflaɪk] adj. 栩栩如生的	
profile ['prəʊfaɪl] n. 简介;侧面	(67)	ripe [raɪp] adj. 成熟的	
candidate ['kændɪdət] n. 应试者;候选人(67)		juicy ['dʒuːsi] adj. 多汁的;汁液丰富的	
duty ['djuɪti] n. 义务;职责;责任	(68)		(73)
		surely [ˈʃʊəli] adv. 当然;无疑	(73)
footprint ['futprint] <i>n</i> . 足迹;脚印	(66)	impatient [ɪm'peɪ∫nt] adj. 不耐烦的;ā	
a shared computer 共享电脑	(66)		(74)
password ['paɪswɜɪd] n. 密码;口令	(67)	recover [rɪˈkʌvə] vi. 恢复;复原	(74)
punctuation mark 标点符号	(67)	II Words for Recognition	
privacy settings 隐私设置	(67)	grip [grɪp] n. 握紧;抓牢	(74)
nickname [ˈnɪkneɪm] n. 绰号;昵称	(67)	gasp [gɑɪsp] vi. 倒抽气; 喘气	(74)
bookmark ['bukmaːk] n. 书签	(67)	deceive [dɪˈsiːv] vt. 欺骗;蒙骗	(74)
browser [ˈbraʊzə] n. 浏览器	(67)		
			T2
•	(66)	hold a competition (in poetry) 举行 (诗歌)比赛	一 <i>顷</i> (73)
be aware of 意识到;明白	(66)	eager to do sth. 急切地想要做某事	(73)
take care of 照顾;抚养	(66)	in front of 在前面	(73)
log off 注销;退出系统	(66)	be covered with (a curtain) 被(幕有	
think twice before doing sth. 三思而行		盖住	(73)
come across sb./sth. 偶遇	(67)	come forward 自告奋勇;主动提供	(73)
keep sth. to yourself 保密 make use of 使用:利用	(67)	pull down 拉下来;拆毁	(73)
in sb.'s favour 对某人有益	(67)	swoop down 突然飞下来	(73)
check out 核实;了解清楚	(67)	peck at 啄	(73)
miss out (on sth.) 错过机会	(67)	step forward to 往前走	(74)
miss out (on stil.) 相及机云	(67)	get a grip on 抓住	(74)
Unit 5		gasp with surprise 惊叹	(74)
		Exploring & Using	
Reading Actively			(76)
I Words for Production		postpone [pəˈspəʊn] vt. 把延期 extent [ɪkˈstent] n. 程度	(76)
painter ['peɪntə] n. 画家	(73)	flight [flart] n. 航班	(76)
painting ['peɪntɪn] n. 绘画;油画	(73)	n . 舰班 tension $\lceil ten \rceil n \rceil n$. 紧张;不安	(76)
paint [peint] vt. (用颜料)画;在	는 료(disturbing [dr'st3Ibɪŋ] adj. 令人不安	(76)
油漆	T-7/h/J	烦扰的	цу; (77)
poetry ['pəʊətri] n. 诗;诗意;诗情	(73)	plus [plʌs] <i>adj</i> . (数量)多的	(78)
poem ['pəʊɪm] n. 诗	, ,	settle ['setl] vt. 解决;安排	(78)
poet ['pəʊɪt] n. 诗人		protest ['prəʊtest] n. 抗议	(79)
poetic [pəʊˈetɪk] adj. 诗歌的		export ['ekspoit; $(v.)$ iks'poit] $n./vt.$	
sculpture [ˈskʌlptʃə] n. 雕塑;雕塑品	(73)	· · · · · · · · · · · · · · · · · ·	(79)
finished [ˈfɪnɪʃt] adj. 完成了的	(73)	import ['mpost; $(v.)$ m'post] $n./vt.$	进口

Listening, Understanding & Communicating				
abstract [ˈæbstrækt] <i>adj</i> . 抽象的;深奥的	j (79)	long ago 很久以前	(83)	
* portrait ['pɔːtreɪt] n. 肖像	(79)	find one's way to 发现的路/方法	-	
* stroke [strəuk] n. 一笔;笔画	(79)		(83)	
exhibition [ˌeksɪ'bɪʃn] n. 展览	(79)	be associated with 与有关	(83)	
entrance ['entr ə ns] <i>n</i> . 人口	(80)	as a result 结果;因此	(83)	
exit ['eksɪt] n. 出口 vi. 退出	(80)	serve as 充当	(83)	
assume [əˈsjuːm] vt./vi. 假定;认为	(80)	be attached to 固定在;喜爱;附属于	(83)	
- •	()	be made up of 由组成	(83)	
Reading, Speaking & Writing				
format [ˈfɔːmæt] n. 形式;格式	(81)	Unit 6		
chief [t∫iːf] adj. 主要的	(81)			
confirm [kənˈfɜːm] vt. 确认;批准	(82)	Reading Actively		
Reading Further		I Words for Production		
I Words for Production		literature [ˈlɪtrət∫ə] n. 文学	(87)	
	(83)	clue [kluː] n. 线索	(87)	
decorative ['dekərətɪv] adj. 装饰性的	` /	determine [dɪˈtɜːmɪn] vt. 决定	(87)	
folk [fəuk] adj. 民间的	(83)	rhythmic ['rɪðmɪk] adj. 有节奏的	(87)	
representative [repri zentətiv] adj. [` ′	rhyme [raɪm] n. 韵律 vt. 使押韵		
的;典型的	(83)	scary ['skeəri] adj. 可怕的	(87)	
	(83)	imagery [ˈɪmɪdʒəri] n. 形象的描述 (8		
connect [kəˈnekt] vt. 连接	(35)	image ['ɪmɪdʒ] n. 形象		
concept ['kɒnsept] n. 观念;概念	(83)	beat [biɪt] n. 节奏	(88)	
brotherhood ['brʌðəhud] n. 手足情谊		passionately [ˈpæʃənətli] adv. 激情地	(88)	
exist [ɪgˈzɪst] vi. 存在;生存	(83)	passion ['pæ∫n] <i>n</i> . 激情		
attach [əˈtætʃ] vt. 把······固定	(83)	addicted [əˈdɪktɪd] adj. 上瘾的;入迷的	(88)	
decorate [ˈdekəreɪt] vt. 装饰;布置	(83)	addict [ˈædɪkt] n. 上瘾		
decoration [ˌdekəˈreɪʃn] n. 装饰;装潢	` ′	addiction [ə'dɪk∫n] n. 瘾;嗜好		
饰品	,,,,	oxygen [ˈɒksɪdʒən] n. 氧气	(90)	
living [ˈlɪvɪŋ] adj. 活着的;活的	(83)	II Words for Recognition		
typical ['tɪpɪkl] adj. 典型的;特有的	(83)	a shape poem 形状诗	(87)	
varied ['veərid] adj. 各式各样的	(84)	circle-shaped 圆形的	(87)	
vary [ˈveəri] vt. 使多样化		cookie [ˈkʊki] n. 饼干	(87)	
cotton ['kɒtn] n. 棉线;棉布;棉花	(84)	acrostic [əˈkrɒstɪk] n. 离合诗	(87)	
base [beɪs] n. 底部;基础	(84)	haiku [ˈhaɪkuː] n. 俳句;日本三行诗	(87)	
brief [briɪf] adj. 简洁的	(84)	cinquain [sɪŋˈkeɪn] n. 五行诗	(87)	
chain [t∫eɪn] n. 链子;链条	(84)	limerick [ˈlɪmərɪk] n. 五行幽默诗	(88)	
		witty [ˈwɪti] adj. 聪明的	(88)	
knot [nDt] n. 结;疙瘩	(83)			
unity [ˈjuɪnəti] n. 团结;一致	(83)	belong to 属于	(87)	
jewellery [ˈdʒuɪəlri] n. 珠宝	(83)			

be determined by 由决定	(87)	II Words for Recognition	
the same as 与相同	(87)	$myth \lceil mi\theta \rceil n$. 神话 (97)	
(stand) in one's way 阻碍	(87)	goddess ['gpdes] n. 女神	(97)
be rich in 在方面很充分	(88)	god [gpd] n. 神	
mean to do 意图/打算做	(88)	messenger [ˈmesɪndʒə] n. 送信者	(98)
end with 以结束	(88)	pomegranate ['pɒmɪɡrænɪt] n. 石榴	(98)
be in love with 爱上	(88)	W Dhyacas and Cymressians	
before long 不久;很快	(88)		
be addicted (to sth.) 对上瘾	(88)	plenty of 大量;许多	(97)
come up with 想出	(88)	grow up 成长	(97)
Exploring & Using		catch the eye of 引起的注意	(97)
diamics [dealmans] wi 烟扇 TIPA	(01)	, 0	对
dismiss [dɪsˈmɪs] vi. 解雇;开除	(91)	一见钟情 no longer 不更	(97)
battle ['bætl] n. 战争 adapt [ə'dæpt] vt. 适应	(91)	no longer 不再 care for 照料;关心	(98)
gym [dʒɪm] <i>n</i> . 体操	(91)	from that time on 从那时起	(98)
gym [dʒ1m] <i>n</i> . 神操 character ['kærəktə] <i>n</i> . 角色	(92) (92)	nom that time on 灰海印度	(98)
military ['mɪlətri] adj. 军事的;军用的	, ,	Challenging Yourself C	
n. 军队;军人;武装力量	(93)	Chancinging Toursen C	
site [sart] <i>n</i> . 遗址;地点	(93)	I Words for Production	
prison ['prizn] n. 监狱	(94)	guideline ['gaɪdlaɪn] n. 指导方针	(101)
	, ,	catch [kæt∫] vt. 感染上/传染上(疾病	
Listening, Understanding & Communi	cating	will [wɪl] n. 强烈的愿望;决心	(102)
dormitory ['dɔːmətri] n. (informal dorn	m)宿舍	woods [wudz] n. 林地;树林	(102)
	(95)	masterpiece ['mastəpiɪs] n. 杰作	(102)
broken-winged 折断翅膀的	(95)	case [keɪs] <i>n</i> . 患者;病例;案件	(103)
hold fast to 坚守;紧紧抓住	(95)	edee [Hele] III IBAH , MADA, MATI	(105)
* a barren field 不毛之地			
	(95)	II Words for Recognition	
much more 更加;多得多	(95)	pneumonia [njuːˈməʊniə] n. 肺炎	(102)
much more 更加;多得多 subway ['sʌbweɪ] n. 地铁		•	(102) (102)
· ·	(95)	pneumonia [njuːˈməʊniə] n. 肺炎	
subway ['sʌbweɪ] n. 地铁 Listening, Speaking & Writing	(95)	pneumonia [njuː məʊniə] n. 肺炎 faint [feɪnt] vi. 昏迷;失去知觉	(102)
subway ['sʌbweɪ] n. 地铁 Listening, Speaking & Writing bury ['beri] vt. 埋葬	(95) (95)	pneumonia [njuːˈməʊniə] n. 肺炎 faint [feɪnt] vi. 昏迷;失去知觉 vine [vaɪn] n. 葡萄藤 III Phrases and Expressions	(102)
subway ['sʌbweɪ] n. 地铁 Listening, Speaking & Writing bury ['beri] vt. 埋葬 Reading Further	(95) (95)	pneumonia [njux məʊniə] n. 肺炎 faint [feɪnt] vi. 昏迷;失去知觉 vine [vaɪn] n. 葡萄藤 III Phrases and Expressions have a very poor chance of doing 做 没多大希望	(102) (102)
subway ['sʌbweɪ] n. 地铁 Listening, Speaking & Writing bury ['beri] vt. 埋葬	(95) (95)	pneumonia [njux məʊniə] n. 肺炎 faint [feɪnt] vi. 昏迷;失去知觉 vine [vaɪn] n. 葡萄藤 III Phrases and Expressions have a very poor chance of doing 优 没多大希望 only if 只要;只有	(102) (102)
subway ['sʌbweɪ] n. 地铁 Listening, Speaking & Writing bury ['beri] vt. 埋葬 Reading Further	(95) (95)	pneumonia [njux məuniə] n. 肺炎 faint [feɪnt] vi. 昏迷;失去知觉 vine [vaɪn] n. 葡萄藤 III Phrases and Expressions have a very poor chance of doing 仍 没多大希望 only if 只要;只有 get interested in 对感兴趣	(102) (102) \$\text{t}
subway ['sʌbweɪ] n. 地铁 Listening, Speaking & Writing bury ['beri] vt. 埋葬 Reading Further I Words for Production	(95) (95) (96)	pneumonia [njux məuniə] n. 肺炎 faint [feɪnt] vi. 昏迷;失去知觉 vine [vaɪn] n. 葡萄藤 III Phrases and Expressions have a very poor chance of doing 优没多大希望 only if 只要;只有 get interested in 对感兴趣 look out 往外望	(102) (102) ½ (102) (102)
subway ['sʌbwer] n. 地铁 Listening, Speaking & Writing bury ['beri] vt. 埋葬 Reading Further I Words for Production agriculture ['æɡrɪkʌltʃə] n. 农业 generous ['dʒenərəs] adj. 慷慨的;大	(95) (95) (96) (97) (5方的 (97)	pneumonia [njux məuniə] n. 肺炎 faint [feɪnt] vi. 昏迷;失去知觉 vine [vaɪn] n. 葡萄藤 III Phrases and Expressions have a very poor chance of doing 你 没多大希望 only if 只要;只有 get interested in 对感兴趣 look out 往外望 look out of 往外望	(102) (102) (102) (102) (102) (102) (102)
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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.

address	向致辞	mutual	相互的
adverbial clause	状语从句	object clause	宾语从句
affix	词缀	organisation	结构
causative verb	使役动词	paraphrase	改述; 释义
climax	(故事的)高潮	plural	复数;复数的
closing	结尾辞	quantifier	量词
comprehensively	全面地	questionnaire	调查问卷
concession	让步	quotation	引文;语录
connective	连接词	rehearsal	排演;练习
content	内容	replace	替换
contents	目录	rhyme	韵律
contraction	缩略语	rhythm	节奏
dash	破折号	sense verb	感官动词
debate	辩论	sequence	顺序;排序
diction	措辞	signature	签名;署名
excerpt	节选	simile	比喻; 明喻
flow chart	流程图	singular	单数;单数的
hyphen	连字符	stylistic	文体的
ilitialism	首字母缩略词	suppose	假设
indicator	标志词	tone	语气;语调
manner	方式		

Personal Dictionary

	1-11

后记

根据教育部制订的《普通高中英语课程标准》(2017版)、由重庆大学出版社组织编写的普通高中教科书《英语》,得到了教育界诸多前辈、专家和学者的热情帮助和大力支持。在高中英语教科书出版之际,我们衷心感谢从教材修订工作伊始就一直支持我们的各位前辈、专家和学者,感谢各省市的高中英语教研员及一线教师,感谢所有对本套教材提出修改意见、提供帮助和支持的朋友们。

希望教师和同学们在使用本套教材的过程中与我们保持联系,及时反馈在使用中发现的问题,提出宝贵的意见和建议,以利我们更好地完善教材。

让我们携手同行, 为我国高中英语教材建设做出积极的贡献。

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