普通高中教科书

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英

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第二册

SENIOR ENGLISH FOR SCHOOLS STUDENT'S BOOK

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MINGAO



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SENIOR ENGLISH FOR SCHOOLS STUDENT'S BOOK

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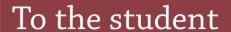
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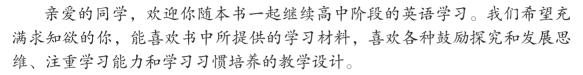
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To the student





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

关于本教材的使用, 我们有以下建议:

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

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

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

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

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

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

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

SILENIS

| Learning Strategies | Memorising words by grouping Predicting based on some key words and phrases Using the newly-learned suffixes to form new words | Reviewing the newly-learned vocabulary regularly Guessing the meaning of unfamiliar words according to given pictures Retelling a story based on a table, a flow chart or a story map | Guessing the meaning of a new word through contrast or comparison |
|--|--|---|---|
| Reading/Listening/Viewing, Speaking & Writing | Writing an informal letter | Writing a diary | |
| Listening, Understanding & Communicating | Listening A monologue talking about a teacher Speaking Expressing likes and dislikes | Listening Two dialogues about taking exams Speaking Expressing worries and giving encouragement | |
| Exploring & Using | Word Power Words and expressions to describe a person Suffixes (-ion, -ation, -ness, -al, -ful, etc.) Grammar Link The present continuous/ perfect passive voice | Word Power Words and expressions about feelings Suffixes (adj.+-ly→adv.) Grammar Link The -ing or -ed form as the attribute | |
| Reading Actively Reading Further | ◆ A Letter from Tony ◆ The Personal Qualities of a Teacher | A Diary by BrianIt Feels Good toHelp | ◆ The Animal School◆ Wisdom fromConfucius |
| Unit/Title | 1. Favourite Teachers | 2. Helpful Schoolmates | Challenging Yourself A Talking about Education |
| Theme | | A Learning to Love P1 | |

| Theme | Unit/Title | Reading Actively Reading Further | Exploring & Using | Listening, Understanding & Communicating | Reading/Listening/Viewing, Speaking & Writing | Learning Strategies |
|-------------------------|--------------------------------------|--|---|---|--|---|
| | 5. Natural Disasters (P72) | What Happened to the Earth? When the Earth Shakes | Word Power • Words and expressions about earthquakes • Revision of word formation Grammar Link • The past future tense | Listening A monologue about some natural disasters Speaking Asking for information | Writing a news report | l) Analysing the features of language and style of a news report loy organising information by using diagrams and mind maps l) Building links between the new and prior knowledge of language |
| C Learning to Act | 6. A Greener Earth (P87) | • Zero-electricity DIY Air Conditioner • History of the Recycling Symbol | Word Power Words and expressions about recycling Negative prefixes (dis-, im-, in-, in-, non-, un-) Grammar Link Ellipsis | Listening A dialogue about making plans Speaking Talking about intentions and plans | Writing a survey report | Using linking words to describe a process Asking for opinions appropriately Introducing information with a pie chart |
| | Challenging Yourself C Taking Action | Earth Day around the World Saving Water World Environment Day | | | | Guessing the meaning of a new word through collocation |
| | Notes (P107) | | Word Learning Booster | 0 | Glossary (P126) | Personal Dictionary |

Theme A Learning to Love

How do you feel about your life after you have been in senior high school for some time? Is it easy to study happily and enjoy an active social life as well? Anyway, you can get some of the most memorable moments of your life with your loving teachers and helpful schoolmates.



In this theme, you will:

- read a student's letter about his new English teacher;
- know more about the personal qualities of teachers;
- to talk about why you like adescription of the control of the c

- read a student's diary about keeping to the rules when taking exams;
- appreciate a story about helping one's classmates:
- express worries and give encouragement.

Unit 2

 understand the implied meaning of a fable.

Challenging Yourself A

Unit 1

What are the qualities of a good teacher? What qualities does a helpful schoolmate have?







Unit 1 **Favourite Teachers**

Most human beings are as good as they are because some unsung teacher was there when needed.

—Peter G. Beidler

Looking Ahead

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

- describe different aspects of your favourite teachers;
- form nouns and adjectives by adding suffixes: -ion, -ation, -ness, -al, -ive, -ful and -able;
- use the present continuous/perfect passive voice properly;
- express likes and dislikes with supporting information;
- write an informal letter to introduce your school life;
- talk about the personal qualities of a teacher.



► Activating and Predicting



Group the words in the box according to the headings below. Check with a partner.

Grouping words helps you to organise them in a logical way.

| kind | alive | pretty | caring | humourous | good-looking |
|------|--------|--------|-----------|-------------|------------------|
| old | funny | lively | excellent | handsome | easy-going |
| lazy | clever | able | serious | beautiful | warm-hearted |
| shy | young | strict | patient | traditional | ordinary-looking |
| tidy | silent | active | confident | interesting | hard-working |

- A Appearance:
- B Personal quality:
- Professional quality:
- Others:



Now complete the following short passage by using some of the above adjectives to describe one of your favourite teachers.

One of my favourite teachers is Mr./Mrs./Miss _____. He/She is a/an _____ (maths/ English/...) teacher. He/She looks . I like/admire him/her very much because

Look at the following words and expressions from Tony's letter and predict his general impression of his English teacher. Then read the text to check.

admire enjoy musical tone use aids prepare lessons well sense of humour in an imaginative way



- 1) The key words from the text can help your prediction.
- 2) Guess the meaning of a coloured word according to its base form.

► Reading, Thinking and Analysing

A Letter from Tony

November 6, 2018

Dear Robbie,

It's been a long time since we left our junior high school. How is everything going?

I do enjoy the new school life here. My new class is made up of 40 action here. It is used students. I've met quite a lot of new teachers and schoolmates, and they are all very kind to me. Do you still remember how I hated English? But I'm pretty crazy about this (subject) now. Unbelievable, isn't it? Well, I never thought that a teacher would change my attitude towards English A. nice learning, but it just happened.

Mr. Li is our English teacher, and his devotion to teaching has made a deep impression on me. He always prepares his lessons well before class



and acts out what he wants to teach in class. While he is teaching, he uses his arms, hands and fingers to help himself in his explanations, and his face to express feelings. His speech is musical, for he always changes the tone of his voice according to what he is talking about. He believes that

Do doesn't show an to emphasise the verb that follows.

Pretty means _ B. verv



no class is successful if the students and the teacher can't share several chuckles and at least one loud laugh. Through his sense of humour, he makes learning more enjoyable. Besides, he leads us to learn English in an imaginative way by using such aids as paintings, recordings, cartoons and flash cards. This morning, he even sang a song in class to explain a grammatical rule. I really admire him. In addition, he likes to meet with students outside the classroom to discuss different subjects in English, ranging from the Internet to pop music. Once he even challenged one of my classmates to a game of Chinese chess.

The word *chuckle* means _____ in Chinese.

Does this *subject* mean the same as the *subject* in Paragraph 2?

Do you like your new teachers there? Please tell me something about your school life. OK? I'm looking forward to your reply.







Yours, Tony

► Comprehending, Integrating and Creating



Choose the main idea for Tony's letter.

The main idea of the letter is that .

- A. Tony likes his new life in senior middle school, especially his new teachers
- B. Tony's attitide to English learning has changed
- C. Tony's English teacher is funny and teaches in an imaginative way



When a statement tells the main idea, it should sum up what the author tells us about the topic. It shouldn't be 1) too general or broad, 2) too narrow, only covering part of the contents.

2] Scan the text and complete the following table with the information from the text. Then talk about Mr. Li's devotion to his teaching with two partners.

| | Before class | He his lessons well. | | | |
|----------|--------------|--|--|--|--|
| | | He what he wants to teach. | | | |
| Mr. Li's | | He has a tone of voice according to the content. | | | |
| devotion | In class | He has a sense of | | | |
| to his | | He teaches the students to think in an way. | | | |
| teaching | | He uses special ways to explain | | | |
| | A fton along | He discusses different with students in Engli | | | |
| | After class | He games together with students. | | | |

- Read the letter again and decide whether each of the following statements is true (T) or false (F). Then find out the information from the text to support your ideas.

 1) It is unbelievable and impossible that a teacher can change a student's attitude towards the subject he teaches.

 2) According to Tony, a teacher should have a voice like music.

 3) We know from the letter that Mr. Li's classes must be full of laughter.

 4) Tony may think that a teacher's sense of humour can help to make students' learning more enjoyable.

 5) In Tony's view, a popular teacher should know about different subjects that students enjoy.

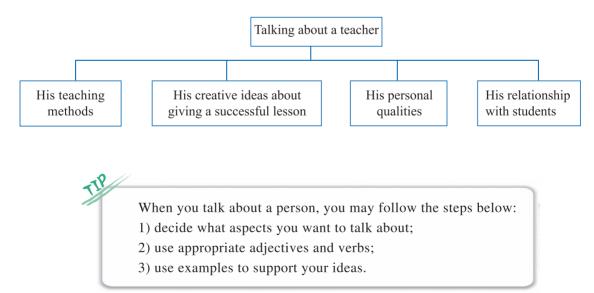
 6) From the letter, we know that Mr. Li is crazy about pop music.
- A Discuss the following questions in pairs and share your ideas in groups.

information from the reading.

1) Why has Tony changed his attitude towards English learning? Do you have any similar experiences? If so, share them with your classmates.

Your judgements need to be based on some important facts and

- 2) According to Mr. Li, what is a successful class like? Do you agree? Why or why not?
- 3) How do you understand the sentence "Most human beings are as good as they are because some unsung teacher was there when needed"?
- [5] Work in groups and discuss why Tony likes Mr. Li so much with the help of the diagram.

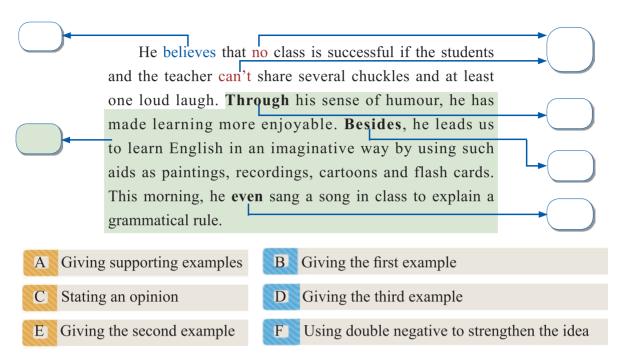


| | Now think about your teacher. | what type | of teacher you like most and then give | some suggestions to |
|---------|--|--------------------|--|----------------------|
| | • | er I like bes | t is like this: | |
| | | | ners are: | |
| | The suggestions I | or my teach | | <u> </u> |
| ///// | /// Exploring | g and L | Jsing //////////////////////////////////// | |
| • • • • | | ••••• | ••••• | |
| ► V | ord Power | | | |
| 1 | Find the following their explanations | | the text and work out their meanings. T | hen match them with |
| | | | | |
| | 1) admire | 0 | A. in addition; as well | |
| | 2) besides | 0 | B. something that helps | |
| | 3) devotion | 0 | C. to invite somebody to enter a c | ompetition |
| | 4) explanation | 0 | D. fact or statement given for som | nething |
| | 5) imaginative | 0 | E. deep and strong love | |
| | 6) aid | 0 | F. to have a high opinion of some | body |
| | 7) challenge | 0 | • G. having or showing new and ex- | citing ideas |
| | ~~~ | | ~ | الامستامة |
| | Now was the grown | on wint of our | na af tha abana wanda ta aannilata tha a | outou o as halaw |
| | | - | ns of the above words to complete the se | |
| | | | ge can help him during his teaching. He | e uses body language |
| | | | in his teaching. | |
| | | | enny got up at 6 a.m . every morning. Wo | e really |
| | her determinat | | | |
| | 3) It is said that D on the court . | David plays | tennis well. I'd like to | David to a game |
| | 4) Miss Moore tre | eats her stud | dents as her own children. Her | to these |
| | children is plai | n to see. | | |
| | 5) I am crazy abou | ut the scienc | ce fiction by Mr. White, a/an | writer. |
| | 6) She is very bea | utiful, warn | n-hearted and hard-working. I think she | has many other good |
| | qualities | | _ being very beautiful. | |
| | | 4 | | |
| | 7) Bob went to the | ne port aga | in to play this afternoon. His mother v | vanted him to give a |

2 Read the following part from the text and study how it is developed. Then put the letters

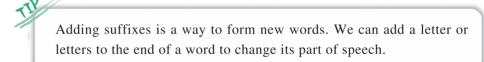
in the corresponding boxes and share your ideas with your partner.





Now write a short paragraph about your teacher by imitating the above paragraph.

3 Read the TIP first and then complete the table below.



| | | Noun | | Adjective | | | |
|---------------------|--------|-------------|---------|-----------|--------|-----------|-------------|
| Suffix | -ion | -ation | -ness | -al | -ive | -ful | -able |
| Example | action | examination | illness | national | active | beautiful | comfortable |
| Words from the text | | | | | | | |
| Words you add | | | | | | | |

▶ Grammar Link

The Present Continuous/Perfect Passive Voice

Understanding the meaning

Read the following passage and find out what it is mainly about. Focus on the form and meaning of each coloured part.

Look at the picture. Do you know who he is? Yes, he is Confucius. He is considered to be one of China's greatest thinkers and teachers. Confucius was born in 551 B.C.E.

and lived during the Spring and Autumn Period. During his lifetime, Confucius decided to devote himself to serving his motherland. He only served the government for four years because the king didn't **adopt** his ideas. However, he was very much respected by his followers because of his teachings in *The Analects of Confucius*. Even today,



Confucius is still regarded as a great learner and teacher. Chinese people have been influenced by his spirit and ideas generation by generation. His ideas are also being learned by more and more people around the world. We believe that, with the rise of more **Confucius Institutes** in the future, his ideas will be brought to more foreign countries and will be learned by more teachers and students.

Discovering the rule



Study the blue parts in the above passage and write the corresponding sentences on the lines below. Then discuss in pairs how the passive voice is formed and why it is used.

| Tense | Passive voice | | | | |
|--------------------------------------|---------------|--|--|--|--|
| The simple present | | | | | |
| The simple past | | | | | |
| The simple future | | | | | |
| The basic form of the passive voice: | | | | | |
| The meaning of the passiv | ve voice: | | | | |



We use the passive voice when

- the agent (the person or thing doing the action) is unknown or not important;
- the agent is not clear from the context;
- we want to avoid mentioning the agent.



Change the two sentences below into the passive voice and refer back to the sentences with the red parts in <u>Understanding the meaning</u> to check. Then complete the rules related to them and share your ideas in groups.

A. The present perfect passive voice

| Active: His spirit and ideas have influenced generations of Chinese people. | |
|---|--|
| Passive: | |
| · Rule • | |
| Form: + | |
| Meaning: showing that something has | |

B. The present continuous passive voice

Active: More and more people around the world are also learning his ideas.

| | Passive: | |
|-----|---|---|
| | • Rule • | |
| | • Form:+ | |
| | • Meaning: showing that something is | |
| | When we know and want to mention th "by + somebody/something" in the sent | |
| App | lying the rule | |
| 1 | Change the following sentences into the passive | voice. |
| | 1) Well, I never thought that a teacher would learning, but it just happened. | d change my attitude towards English |
| | 2) Mr. Li is our English teacher, and his devotion me. | n to teaching makes a deep impression on |
| | 3) His speech is musical, for he always changes t is talking about. | he tone of his voice according to what he |
| | 4) Through his sense of humour, he has made lea | rning more enjoyable. |
| | 5) This morning, he even sang a song in class to | explain a grammatical rule. |
| 2 | Use the passive form of each verb in brackets to text you have learned. | complete the short passage based on the |
| | Look at the picture! This is my English towards English learning (change | |
| | (sing) to explain his ideas. All the students (attract) by him. You know what, | |
| | Mr. Li also | |
| | (admire) by his students because he likes | |
| | to meet with us outside the classroom to | |
| | discuss different subjects in English. He is my favourite teacher, because learning | |
| | (make) enjoyable. | |
| | | |







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



Expressing Likes and Dislikes

Look at the picture below and predict what the listening material is about. Then listen and check your prediction.

The passage is mainly about _____.

A. how to praise a teacher B. teacher's patience C. the importance of encouragement



| 2 | Listen again | and fill in | the blanks | according to | what you | have heard. |
|---|--------------|-------------|------------|--------------|----------|-------------|
|---|--------------|-------------|------------|--------------|----------|-------------|

- 1) Our English teacher usually praises and encourages us by saying:
 - A. OK. Let's _____
 - B. Never _____.
 - C. There must be _____.
 - D. We'll ______ in the _____.
 - E. ______. Failure is the mother of success.
 - F. Don't _____
 - G. I'm ______you'll _____.
- 2) What the teacher usually says suggests that
- 3) If teachers praise students for their slightest progress, the students will be ______.





Read the following sentences aloud and underline the sentence structures you may use to express likes or dislikes.

- 1) I like his voice very much. It sounds like music when he speaks English.
- 2) I really enjoy playing chess with my English teacher.
- 3) I do like having Miss White's Chinese lessons because of her sweet smiles.
- 4) I am fond of the English songs he often sings. You know, they are really fantastic.
- 5) I'm interested in Mrs. Brown's class because she always avoids making us feel stupid in class.
- 1) I don't like a teacher who usually pulls a long face. It's really awful.
- 2) I don't love teachers who don't prepare at all before class.
- 3) I don't enjoy Mr. White's lessons because they are a little boring. Sometimes I even daydream in his class.
- 4) I hate being asked to recite English texts by the teacher.
- 5) I dislike teachers who usually treat their students too strictly.



What do your teachers usually do in the following situations? Work in groups to talk about their behaviours and express your likes or dislikes by following the example.

• Example •

Situation: Students are absent-minded in class.

- A: I really love my English teacher because he doesn't lose his temper easily or shout at us when we don't concentrate on what he is talking about.
- B: Yes. And I do like having his lessons because he always tries to arouse our interest in a humourous way.

• • •

Situations:

- A Students are crazy about computer games.
- B Students don't finish their homework.
- C Students use smart phones in class.
- D Students have no interest in studying.

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



Writing an Informal Letter



Imagine that you are Robbie and that you intend to write a reply to Tony. Tick what you want to write in your reply and add more ideas of your own.

A. Your **apology** for not writing back sooner.



- B. Your new school life.
- C. Your new teacher(s).
- D. Your eagerness to hear from him.

More ideas:



Write your first draft including the following words and expressions, and pay attention to the format of an informal letter.

admire devotion be impressed by be crazy about sense of humour be patient with act out



In an **informal** letter.

- 1) the address is at the top right-hand corner, but it can be left out;
- 2) the date is beneath the address;
- 3) "Dear + given name" is used to address the receiver;
- 4) the language is casual and clear.

3 Do self-editing and then peer-editing.



While you are doing the editing, you should assess whether the format, the punctuation, the spelling, the capital letters, the tenses and the voices are correct.

Write your final draft in your exercise book.



▶ Getting Ready



I Write down as many adjectives as you can to describe a teacher's personal qualities. Then share them with your partner.

My words:

My partner's words:



2 Guess the meaning of each word in the box according to its suffix. Then skim the coming passage to check your prediction.

> attractive sympathetic tolerant intelligent patient



Reading

The Personal Qualities of a Teacher

What personal qualities should a teacher have? I think the following would be accepted by most of us.

To begin with, a teacher should be attractive. This doesn't mean that the teacher should be good-looking, because teachers who are not good-looking might also have their personal charm. Rather, it means that they shouldn't be boring.

Besides, it is basic for a teacher to be sympathetic—to understand the minds and feelings of other people. Closely related to this is the ability to be tolerant. Teachers should be tolerant, not of what is wrong, but of those weaknesses of human beings that cause people, especially children, to make mistakes.

Thirdly, a teacher should be intelligent. As a teacher, they should always know what is going to happen in class and thus be prepared to solve problems and answer strange questions. Sometimes, teachers may even be a bit like actors, so as to make their lessons lively and interesting.

Moreover, a teacher must sometimes show great patience. This is mainly a matter of selftraining. None of us is born like that. Teaching takes great energy and a teacher should be patient with students, especially in dealing with so-called "problem students".

Last but not least, a teacher should have the kind of mind that always wants to go on learning. Teaching is a job which a teacher will never be perfect in. There is always something more to learn about it. Generally speaking, there are three main areas of study: the subject that the teacher is teaching; the methods the teacher is using; and the students whom the teacher is teaching. Here are the two main rules of education today: education is about the full development of the student as a whole person, and it needs full and active cooperation between two parties, the teacher and the student.

▶ Comprehending



Work in groups to discuss the following questions.

- 1) The author thinks that most of us would accept his answer to the question—what personal qualities a teacher should have. Do you accept it? If not, what's your answer?
- 2) In your opinion, what does "the personal charm of a teacher" suggest? Have you ever met such a teacher? If yes, tell your group members some stories about him/her.
- 3) How do you understand the idea that a teacher should have a mind that always wants to go on learning? Do you think this is also true for students?

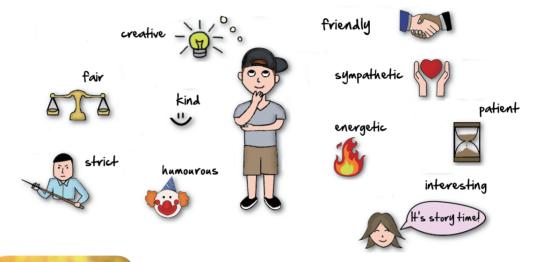


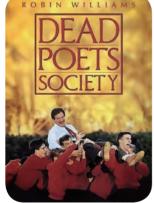
The last paragraph of the passage is missing. Write a conclusion with two or three sentences.



In a conclusion paragraph, you should sum up the main points and leave a final impression on your readers.

[3] First read the following descriptions of some teachers and then note down some key words to describe their outstanding personalities as teachers. The words below and in Activity 1 on Page 2 may help you.



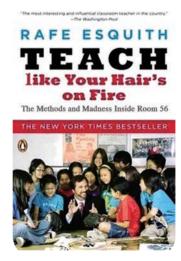


Mr. Keating is the main character in the movie *Dead Poets Society*. He never fails to make every poetry class interesting and full of laughter. He also encourages his students to challenge traditional beliefs and stick to what they think is right.

Words for describing him:

Rafe Esquith, the author of the famous book *Teach like Your Hair's on Fire*, is one of the greatest and most interesting teachers in the history of America. He devotes himself to teaching students from poor families. He usually works 12 hours a day and has high expectations of his students. He also uses different teaching methods with individual classes to reflect the differences in learning styles among students.

Words for describing him:





The couple, Sun Lina and her husband, were awarded the title of China's Most Beautiful Rural Teacher in the 2014 annual "Touching China" awards ceremony. After they retired as government officials in Beijing, they volunteered to teach in the rural areas of Guizhou Province for more than ten years.

| Words for describing them: | |
|----------------------------|--|
|----------------------------|--|

4 Select one of the above teachers and surf the Internet to find more information about him/ her. Then write a short passage about him/her entitled "My Favourite Teacher".

e

Self-assessing

Reflect on your learning process in this unit. Tick 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 |
|---|-------|----------------|-------------------|
| ♦ describe different aspects of your favourite teacher; | | | |
| ♦ form nouns and adjectives by adding suffixes: -ion, -ation, -ness, -al, -ive, -ful and -able; | | | |
| \$\delta\$ use the present continuous/perfect passive voice properly; | | | |
| express likes and dislikes with supporting information; | | | |
| write an informal letter to introduce your school life; | | | |
| ♦ talk about the personal qualities of a teacher. | | | |



Looking Ahead

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

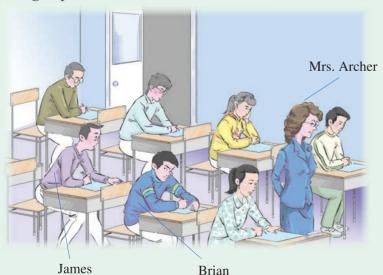
- explain the importance of rules and how to follow them;
- form adverbs by adding -ly to adjectives;
- tell the difference between the -ing and the -ed form as the attribute and use them properly;
- talk about worries and give encouragement;
- write a diary about an incident;
- retell a story and express your pleasure in helping others.

////// Reading Actively



► Activating and Predicting

I Look at the picture carefully and think about the questions below. Then share your ideas in groups.



- 1) Whom do you notice in the picture?
- 2) What are they doing now?
- 3) What is James trying to do?
- 4) What is Brian trying to do?



Brian wrote a diary about the event. Predict what he mainly wrote about in his diary and then read the diary below to check.



Prediction based on pictures and questions will get your mind closer to the theme of the text and make reading more purposeful.

► Reading, Thinking and Analysing

A Diary by Brian

Nov. 18, Thursday

Sunny

"Keep your eyes on your own paper" is one of the rules that Mrs. Archer has taught us. It's a simple rule, but it's not a rule everybody chooses to follow.

This morning, I experienced one of the "rule breakers" during an English exam. I felt somebody was watching me a little too closely. I turned my head quickly and saw James, who sat right behind me. My eyes caught his and he whispered, "I hope you studied for this test!"

I gave him a smile and was not sure if he was joking or not. I returned to my test. This time I leaned a little more closely toward my paper. "I can't see!" James whispered.

"What am I going to do?" I thought to myself. Cheating went against my beliefs. Besides, I'd studied hard for the test. Clearly James hadn't. I curled my arm around my answers.

"He's your friend, and what are friends for?"

"You know it's wrong."

I tapped the top of my desk and hoped for an easy way out of this matter. No easy answer came. I just knew I had to do what I felt was right, even if it made James mad. So I guarded my paper so that he couldn't see my answers.

When the exam ended, I felt it necessary to let James know that cheating was wrong. And I didn't want to destroy the friendship. I stood by the door in silence, waiting for him. When he passed by, my mind was still searching for the right words.

"Sorry, James, but you know me well enough to know how I feel about cheating," I said slowly and gently. "But maybe I could help you study before the next test." "OK, Brian," he smiled slightly, "it might not be easy, but I'll give it a try."

I stood there for a moment and was finally able to breathe again. I felt relieved that my friendship with James hadn't been destroyed. Mrs. Archer would be proud.

Paper here means

A. newspaper

B. examination paper

Here *breaker* (break + -*er*) means

in Chinese.

What does his refer to?

Lean means ______A. bend B. hope



curl one's arm

Tap here means

A. 🐴

B. knock gently

What does it refer to?



► Comprehending, Integrating and Creating

Read the diary again and complete the table below.

| During the exam | | | |
|---|---|--|--|
| James | Brian | | |
| watched Brian | 1) turned and saw James, not sure | | |
| couldn't see | 1) around his answers, struggling in his mind 2) tapped the top of his desk to 3) did what he thought was right and | | |
| | After the exam | | |
| understood why Brian did so apologised and explained; offered to help James | | | |
| Read the diary carefully and ans | Read the diary carefully and answer the following questions. Then share your ideas with your partner. 1) How do you understand "It's a simple rule, but it's not a rule everybody chooses to follow"? 2) What did James suggest when he said "I hope you studied for this test!"? | | |
| 1) How do you understand "It's a s | | | |
| 2) What did James suggest when | | | |
| 3) Who said the following two sentences: "He's your friend, and what are friends for?" and "You know it's wrong"? What do they suggest? | | | |

4) Brian said, "Cheating went against my beliefs." What are his beliefs? Find the facts

from the text to support your answer.

5) Whom would Mrs. Archer be proud of and why?

- 3
 - Work in groups to answer the following questions and then role-play the event described in Brian's diary.
 - 1) If you are playing the role of Brian, will you deal with the situation in the same way? If not, what will you do?
 - 2) If you are playing the role of James, will you forgive Brian on the spot? Why or why not?



Before your role-play, you may write the scripts. Think:

- 1) Would you like a narrator to tell the story?
- 2) What are appropriate lines (words to say) for the role?
- *Match each of the following statements with its Chinese meaning. Then work in groups to share your understanding and define the word "rule".*
 - 1) Every nation has its rules, so does a family.
 - 2) Nothing can be accomplished without norms or standards.
 - 3) Keep to the rules, and nothing can go wrong.
 - 4) Rules are meant to be followed, not broken.
 - 5) There is no rule without an **exception**.

- A. 没有规矩不成方圆。
- B. 国有国法,家有家规。
- C. 规则制订出来是让人遵守, 而不是让人违反的。
- D. 有规则必有例外。
- E. 按规矩办事情就不会出差错。

| W | hat | is | a | "rul | le" | ? |
|---|-----|----|---|------|-----|---|
| | | | | | | |

| The definition in a dictionary: | |
|---------------------------------|---|
| Our definition: | _ |

Mork in groups to find out some common examples of students' breaking rules in your school and note them down here. State your opinions on them and then work out your own school rules.



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



► Word Power

| • | | | ٦, |
|---|--|--|----|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

Read the text to find out the words according to the given English explanations. Then write them down on the lines. The first letter of each word has been given.

| 1) to hit something quickly and lightly | <u>t</u> |
|--|----------|
| 2) to say something quietly and softly | W |
| 3) in a mild and kind manner | <u>g</u> |
| 4) to damage something so badly that it no longer exists | d |
| 5) to a small and slight degree | S |
| 6) to take air into the lungs and send it out again | <u>b</u> |
| 7) something that you think is real and true | <u>b</u> |
| | |

Now complete the following passage with the words you have written above. Change their forms if necessary.

| ried to copy my | morning, however, James to | ate cheating in exams! This | How I hat |
|--------------------|---------------------------------|-----------------------------------|------------------|
| ı't know what to | to me I really didn | g an exam. When he | answers during |
| ship, but showing | our friends | d, I was afraid that it might | do. If I refused |
| the | I hesitated, | rs would go against my | him the answers |
| ırl my arm around | osely towards my desk and cur | c. Finally, I decided to lean clo | top of my desk. |
| s. To my surprise, | how I felt to James | r the exam, I explained | my paper. After |
| a | his understanding. At last, I _ | to me to show | James smiled _ |
| | | | sigh of relief. |
| t and use them to | owing sentences from the text | sentence structures in the foll | 2 Underline the |

- complete the short passage below. 1) It is a simple rule, but it's not a rule everybody chooses to follow.

 - 2) Besides, I'd studied hard for the test.
 - 3) I just knew I had to do what I felt was right, even if it made James mad.
 - 4) So I guarded my paper so that he couldn't see my answers.
 - 5) When the exam ended, I felt it necessary to let James know that cheating was wrong.

| | Keeping to the Rules? | |
|---------|--|--------------------------|
| _ | easy to sound and spell the word "rule", | easy to define it. |
| | , it's hard to follow a rule sometimes. In the past, | I was |
| follov | ving a rule, I didn't know why I should. | I just did everything by |
| the ru | les I could do it well. However, | I was asked whether |
| I agre | ed with the idea, "Keep to the rules, and nothing can go | wrong", I |
| start t | o think it over. | |
| | | |

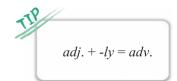


Study the examples below and then read the text again to find out all the adverbs formed in this way. Add more words you have learned.

• Example •

- 1) I hope to get a quick answer. That is, I hope that you can answer me quickly.
- 2) A: Is this your final decision?

B: Yes, I finally decided to give up.



| Words from the diary | | Words I have | learned before |
|----------------------|---------|--------------|----------------|
| Adjectives | Adverbs | Adjectives | Adverbs |
| | | | |
| | | | |
| | | | |

▶ Grammar Link

The -ing or -ed Form as the Attribute

Understanding the meaning

Read the short passage and underline all the -ed adjectives and circle the -ing adjectives. Then decide what their **functions** are.

Weiwei is my classmate. She is friendly and always has a smiling face. She is helpful, too. Whenever her classmates have troubles, she will help them. She is also a hard-working girl. She is **fond** of reading and has read at least two hundred books in the past three years. This is a surprising **figure**, isn't it? We have all been encouraged by her amazing **achievement**. Now, we, the encouraged classmates, have already begun to read a lot.



All of us consider her to be the most **knowledgeable** person in our school. No matter what we ask her, she can always give us satisfying answers before our **astonished** eyes. Therefore, she is regarded as the "Dictionary Supergirl" in our class.



An attribute (a word/a group of words) usually gives further information about a noun or a noun phrase.



Discovering the rule



I Study the given examples and complete the table below by ticking the correct choices and filling in the blanks.

| | Example | Rule | |
|--------|---|--|--|
| -ing | This is a surprising figure. (The figure makes us feel surprised.) | Describe someone or something that (causes/experiences) a feeling or reaction . | |
| -ed | Now, the encouraged classmates have already begun to read a lot. (Weiwei's classmates have been encouraged by her.) | Describe someone who (causes/experiences) a feeling or reaction. | |
| Notice | An adjective ending with -ing or -ed usually describes or | | |

| | | surprised.) | or reaction. | |
|------|--|-------------------------------------|-------------------------------------|--|
| | | Now, the encouraged classmates | | |
| | -ed | have already begun to read a lot. | Describe someone who (causes/ | |
| | | (Weiwei's classmates have been | experiences) a feeling or reaction. | |
| | | encouraged by her.) | | |
| | 37 | An adjective ending with -ing or -e | ed usually describes | |
| | Notice | or | | |
| i c | Study the following examples and complete the rules below. | | | |
| ■ \D | Study the following examples and complete the rules below. | | | |

- Example •
- 1) No matter what we ask her, she can always give us satisfying answers before our astonished eyes.
 - 2) Come on! Check whether you have anything missing. We don't have much time left.
- Rule •

An adjective ending with -ing or -ed used as an attribute can be ______ or a head noun. But when the head noun is a pronoun such as "anything", ______, the adjective ending with -ing or -ed must be ______ it.

Applying the rule

I Complete the following sentences with the appropriate forms of the given verbs, based on your understanding of Brian's diary on Page 17.

| | smile | curl | destroy | lean | disappoint |
|---|------------------|-------------|-------------------|------------------------|------------------------------|
| 1) Bri | ian knew that he | couldn't fa | ce his | teacher | if he became a rule breaker. |
| 2) Jar | nes knew that B | rian wouldn | 't help him cheat | in the exam | from Brian's |
| boo | dy and | arm. | | | |
| 3) When the exam ended, Brian was afraid that the _ | | | | friendship between him | |
| ane | d James couldn'i | t be nicked | un again. | | |

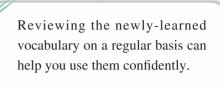
| | study before | | | face, Brian was i | relieved and | promised to help James |
|--------|---|--|--|---|--|---|
| 2 | Match each of the following emojis with its meaning in the box. Then work in pairs to them out and guess. | | | | hen work in pairs to act | |
| | A. crying fac E. disappoin | | B. surprised in F. thinking fa | | eping face | D. smiling face H. confused face |
| | 0 | | | | 6. | |
| | 1) | | 2) | 3) | 4) | |
| | | | • | - Z | (F) | |
| | 5) | | 6) | 7) | 8) | |
| 3 | Complete th | v | 0. | h the -ing or -ed | form of the v | erbs given below. Some |
| | depress | , | interest | charm | invite | |
| | amuse | | bore | exhaust | relax | |
| | Alice: This i | s a very _ | | TV progran | nme. What d | o you think? |
| | T TD 1 | honest I' | m not | in a talk | show becau | se some |
| | Jane: To be | nonest, 1 | | | | |
| | | | | | e | after watching such |
| | guests a prog | s are gramme. | I ı | isually feel a littl | | |
| | guests a prog Alice: Really | s are gramme. y? What k | . I u | nsually feel a littl | y? | after watching such |
| | guests a prog Alice: Really | s are gramme. y? What k | . I u ind of progran <i>dventures</i> . It i | nsually feel a littl nme do you enjoy s a very fascinati | y? ng programn | after watching such |
| | guests a prog Alice: Really Jane: I like | s are gramme. y? What k Birding A | ind of progran dventures. It is scenery of na | nsually feel a littlenme do you enjoys a very fascinationature and some | y? ng programn | after watching such ne. You can see both the animals, and, after |
| | guests a prog Alice: Really Jane: I like watch | s aregramme. y? What k Birding A | ind of program dventures. It is scenery of nations as the series of the | nsually feel a littlenme do you enjoys a very fascinativature and some _ have really become | y? ng programn ome | after watching such ne. You can see both the animals, and, after |
| | guests a prog Alice: Really Jane: I like watch | s aregramme. y? What k Birding A | ind of program dventures. It is scenery of nations as the series of the | nsually feel a littlenme do you enjoys a very fascinationature and some | y? ng programn ome | after watching such ne. You can see both the animals, and, after |
| ////// | guests a prog Alice: Really Jane: I like watch Alice: Well, | gramme. y? What k Birding A uing it, you I guess I | ind of program dventures. It is scenery of note may find you will watch it of | nsually feel a littlenme do you enjoys a very fascination ature and some have really become a/an | y? ng programn ome day. | after watching such ne. You can see both the animals, and, after |
| | guests a prog Alice: Really Jane: I like watch Alice: Well, | gramme. y? What k Birding A ning it, you I guess I v | ind of program dventures. It is scenery of nations as may find you will watch it of | nsually feel a littlenme do you enjoys a very fascinationature and some _ have really become | y? ng programn ome day. mmunica | after watching such ne. You can see both the animals, and, after |
| | guests a prog Alice: Really Jane: I like watch Alice: Well, | gramme. y? What k Birding A ning it, you I guess I v ing, Ur Express | ind of program dventures. It is scenery of nations as may find you will watch it of the conditions of the conditions will worries. | isually feel a littlenme do you enjoys a very fascinative and some have really become a/an ing and Cores and Giving E | ng programn ome day. mmunica | after watching such ne. You can see both the animals, and, after ting ///// nent |
| | guests a prog Alice: Really Jane: I like watch Alice: Well, | gramme. gramme. y? What k Birding A ning it, you I guess I w ing, Ur Express the words | ind of program dventures. It is scenery of nations in may find you will watch it of the stand ing Worries given below to | insually feel a littlenme do you enjoys a very fascination ature and some have really become a/an ing and Cores and Giving Examples of share your feels | ng programn ome day. mmunica ncourager ings about a courage | after watching such ne. You can see both the animals, and, after ting ///// nent coming exam. |
| | guests a prog Alice: Really Jane: I like watch Alice: Well, | gramme. gra | ind of program dventures. It is scenery of nations as may find you will watch it of the conditions of the conditions will worries. | isually feel a littlenme do you enjoys a very fascinative and some have really become a/an ing and Cores and Giving E | ng programn ome day. mmunica | after watching such ne. You can see both the animals, and, after ting ///// ment coming exam. fearful |

You may start your conversation like this:

A: How do you feel when an exam is coming?

B: I usually feel... How about you?

A: ...



2 Look at the pictures and predict what the two mini-dialogues are about. Then listen to check, and choose the best answers to complete the following statements.



| 1) The most probable relation | onship between the two speaker | rs is |
|-------------------------------|--------------------------------|------------------------------|
| A. classmates | B. student and teacher | C. schoolmates |
| 2) In Picture 1, the two spea | kers are talking about | · |
| A. difficult subjects | B. the coming exams | C. the past exams |
| 3) They are talking | in Picture 2. | |
| A. after a maths exam | B. after an English exam | C. before the mid-term exams |
| 4) The boy in blue feels | in Picture 1 and | in Picture 2. |
| A. confident; sad | B. worried; sad | C. sad; excited |
| | | |

Listen to the two dialogues again and decide whether each of the following statements is true (T) or false (F). Correct the false one(s).

Dialogue 1

- () 1) Before the mid-term exams, David gets ready by doing a lot of revision.
- () 2) Charles thinks mid-term exams are very important.
- () 3) Charles has to **stay up all night studying** for a few subjects.

Dialogue 2

- () 4) Both Charles and David think the maths exam is very difficult.
- () 5) David feels happy because Charles didn't finish the questions in the examination.
- () 6) They will get the results of the exams next Monday.



 $|\Psi|$ Listen for a third time and complete the following sentences from the two dialogues.

| Expressing worries | Giving encouragement |
|---|--|
| 1) I begin to feel the coming exams. | 1) Don't worry and |
| 2) I need to stay up late studying this whole week. | 2), man! |
| 3) I don't know if I failed. | 3) I'm sure you'll in tomorrow's English exam. |

| 5 | Read the following sentences to decide whether they express worries (W) or g | ive |
|---|--|-----|
| | encouragement (E). | |

-) 1) I was frightened to death that I would miss the flight.
-) 2) Don't give up. Let's try to look on the bright side.
-) 3) I find the situation very worrying.
-) 4) I'm very anxious about my mum's health.
-) 5) Come on, be a man!
-) 6) There is no reason to feel discouraged.

Now work in pairs to talk about your worries and try to give encouragement to each other.

Your worries might be:

- being unable to remember new words
- having difficulty in finishing your homework on time
- being poor at spoken English
- being poor at a specific subject like maths
- not knowing how to get along well with your classmates

You may start your conversation like this:

A: What's wrong, John? You don't look good.

B: I'm just feeling a bit down, that's all. Nothing to worry about.

A: What's the trouble? Can I help?

B: To tell you the truth, I...

A: ...

Reading, Speaking and Writing



Writing a Diary

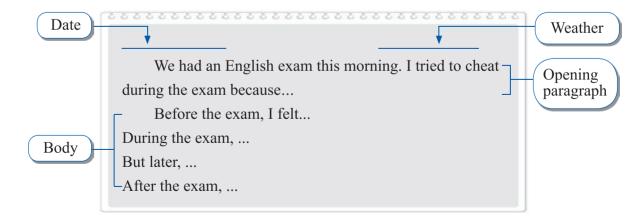


Read the following passage and tick the best choices to describe the basic features of a diary.

A diary is a book in which you write about anything you want to note down about your daily life. While writing a diary, you usually put (the date/the time/the date and the weather) at the beginning of each entry, that is, the first line. There then follows an opening paragraph and the body. In the body part, you usually give an account of an event or state your ideas about a specific topic from the (first-person/third-person) point of view. You often use (short conversational/long formal) sentences and (formal/informal) vocabulary, including vivid (verbs/adjectives/adverbs) to give detailed descriptions.

Read Brian's diary again on Page 17 to find examples to support your choices.

- Suppose you are James in Brian's diary. Answer the following questions.
 - 1) Why didn't you prepare for the exam?
 - 2) What did you do before the exam?
 - 3) What did you do during the exam?
 - 4) How did you feel when Brian refused to help you in the exam?
 - 5) What did you do after the exam?
- Write a diary based on your above answers from James' point of view.



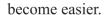
| Date | ☐ YES/NO ☐ | |
|----------------------------|--|---|
| Weather | ☐ YES/NO ☐ | |
| Opening paragraph | ☐ YES/NO ☐ | |
| Body part | ☐ YES/NO ☐ | |
| Past tense | ☐ YES/NO ☐ | |
| Good handwriting | ☐ YES/NO ☐ | |
| /////// Reading Furth | er ///////// | |
| ► Getting Ready | | |
| Look at the following pict | ures and guess the meanings | of the words and expressions that |
| you do not know. | | |
| | 2 | |
| ambulance, accompany | groan, seriously ill | tired, but feel great |
| medicine, reduce | checkup, treatment | Looking at the pictures and asking yourself questions about them will help you get ready to read. |
| | ccording to the above pictu ge quickly to check your pred | res and put them in a reasonable diction. |

▶ Reading

It Feels Good to Help

I was sleeping soundly last night when I was woken up by someone's groans. I listened, and heard that they were from Sam, a student from Africa. I really intended to go on sleeping, as I suffered from insomnia and had just fallen asleep, but I couldn't because Sam groaned louder and louder. It showed he was seriously ill.

At that time, Robbie, a student from Chongqing, also woke up. We found some medicine, and helped Sam sit up to take it. Robbie and I hoped that this would reduce his pain and get him through the difficult time. If only the morning could come quickly; everything would



Things went against our wishes. Sam's condition developed from bad to worse. We called the emergency services, and before long an ambulance stopped in front of our gate. Robbie and I helped the medical workers get Sam into the vehicle and accompanied him to the hospital.

We helped him go through many checkups. After all kinds of tests, we were relieved to hear that the final diagnosis was appendicitis. Fortunately, Sam didn't need an operation because he was rushed to hospital in time and got timely treatment.

At daybreak, Sam was much better. Having made sure that he was taken good care of in the hospital, Robbie and I rushed back to prepare for our classes. We were tired, but felt great for having done something good.

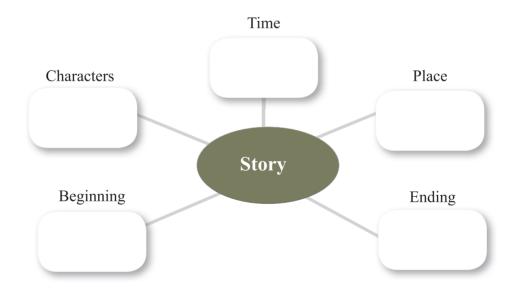
Comprehending



Complete the following story map by noting down the key words from the passage, and then work in pairs to retell the story based on the map.



A story map is a way to show the setting (time and place), characters (who), events (what happens) and ending. It is also a way to tell the development of a story.



Work in groups to discuss the following questions.

- 1) Will you give the story-teller the thumbs up? Why or why not?
- 2) What would you do if you were one of Sam's roommates?



| map about the neestory with your | e help that you h | ave given to other |
|----------------------------------|-----------------------|--------------------|
| | | |
| | | |
| | | 1 |
| | | |

Self-assessing

Reflect on your learning process in this unit. Tick 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 |
|---|-------|----------------|----------------|
| ♦ be aware of the importance of rules and solve problems between classmates; | | | |
| ♦ form adverbs by adding -ly to adjectives; | | | |
| ♦ tell the difference between the -ing and | | | |
| the <i>-ed</i> form as the attribute and use them properly; | | | |
| ♦ express worries and give encouragement to | | | |
| others; | | | |
| ♦ write a diary about an incident; | | | |
| ◊ retell a story and express your pleasure | | | |
| gained from helping others. | | | |

self-directed C.

Challenging Yourself A

Talking about Education

Education is not the learning of facts, but the training of the mind to think.

—Albert Einstein

Looking Ahead

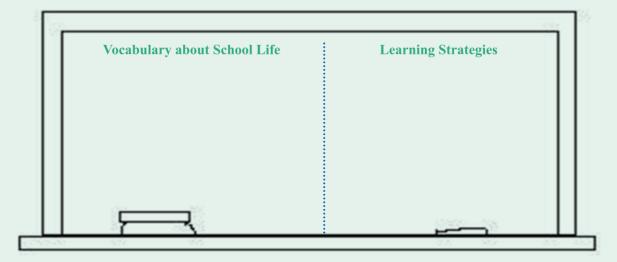
In Units 1 and 2, we talked about favourite teachers and helpful classmates. Now let's appreciate an interesting fable related to an animal school and complete this self-directed learning project. In this project you should be able to:

- summarise the learning strategies learned in Unit 1 and Unit 2;
- guess the meaning of a word by contrast or comparison;
- predict the main idea of a story according to the pictures and key words;
- understand a fable and infer its implied meaning;
- share your ideas about the text actively and cooperatively in class;
- reflect on your own learning in Theme A and think of ways to improve it.



▶ Recycling Time

List the important vocabulary and learning strategies you have learned in Unit 1 and Unit 2.



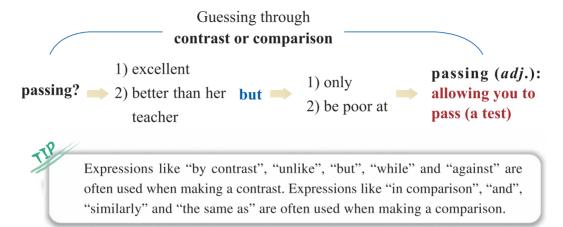


▶ Word Builder

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

• Example •

The duck was excellent in swimming, in fact better than her teacher, but she made only a passing grade in flying and was very poor at running.



► Reading Land

be good at...



Five animals are studying at an animal school. Talk about what they are good/poor at by using the given expressions and note down your ideas on the lines below.

do well in...

| be excellent in | can well/a little | can't at all/very well | |
|-----------------|--------------------------|------------------------------------|-------|
| | swimming. They can fly a | and run a little, but they are poo | or at |
| climbing. | | | |
| Rabbit: | | | |
| Squirrel: | | | |
| Eagle: | | | |

2 Suppose the five animals have to take all the subjects: running, climbing, swimming and flying. Predict who would get the scholarship according to the pictures. Why? Then skim the article to check your prediction.







be poor at...



The Animal School

Once upon a time, a school was set up for animals. Their subjects consisted of running, climbing, swimming and flying. To make the school management easier, each of the animals had to take all the subjects.

What is the basic tense while the story is told?

The duck was excellent in swimming, in fact better than her teacher, but she made only a passing grade in flying and was very poor at running. Because she was slow in running, she had to stay after school and also gave up swimming in order to practise running. She went on practising running until her webbed feet were badly worn. Finally, she didn't pass the running test and was only average in swimming. But average was acceptable in the school, so nobody worried about that except the duck herself.

Imagine what webbed feet are like.

The rabbit was at the top of the class in running, but felt extremely nervous in swimming class. Later, he had to leave the school because again and again he couldn't pass the swimming exam.

Do the two words *average* mean the same or function the same?

The squirrel was excellent in climbing until he was discouraged in the flying class when his teacher made him start from the ground up instead of from the tree top down. In the end, he got a "C" in climbing and a "D" in flying.

The eagle was a problem child and was strictly disciplined. In the climbing class he beat all the others to the top of the tree, but insisted

What does a problem child mean?



At the end of the year, a little eel that could swim very well, and also run, climb and fly a little, had the highest average and got the scholarship.

on using his own way to get

there. Because of this, he also got

a "C" in climbing.

Is *discipline* a noun or a verb? What is its meaning?

Read the article again and complete the table below.

| | Natural abilities | Results in testing | The causes |
|----------|---------------------------------------|--|---------------------------|
| Duck | slow in running excellent in swimming | failing in running/average in swimming/a passing grade in flying | badly worn webbed feet |
| Rabbit | | | |
| Squirrel | | | |
| Eagle | | | |
| Eel | | | |

| 2 | Read the article and decide whether each of the following statements is true (T) or false (F). |
|---------------|---|
| | 1) The animals could take the subjects they liked in the animal school. |
| | 2) The duck didn't worry about her grade because average was acceptable in the school. |
| | 3) The rabbit left the school because he felt nervous in the running class. |
| | 4) The squirrel beat all the others to the top of the tree in the climbing class. |
| | 5) The eagle insisted on using his own way to get to the top of the tree. |
| | 6) The eel got the scholarship because he got the highest grade in every exam. |
| 3 | Read the article again and answer the following questions. |
| | 1) Do you agree that the eel should get the scholarship? Why or why not? |
| | 2) In your opinion, what should Senior 1 students learn at school? |
| | 3) Do you think the management of your school is the same as that of the animal school? |
| | Give your opinions. |
| | 4) What is the moral of this fable? |
| | 718/ |
| | 1) A fable is a short story, which sometimes has animals as the main |
| | characters and teaches a moral lesson. |
| | 2) A moral is a lesson that tells us what is right or wrong. |
| 4 | Suppose you are the head teacher of the animal school. What would you do to ensure the development of different animals there? Note down your solutions. |
| > (| Question Corner After you finish the above activities, do you still have any doubts about the article? Write them down and turn to your classmates or teacher for help in class. |
| | |



1 Work in groups to exchange your understandings about the fable, and then discuss the questions in Question Corner. Ask your teacher for help if necessary.

| 2 | Work in g Step 1 Chine Biolo P.E. Step 2 | ese | ects you have glish ths | been taught in]History]Physics]IT bject(s) you a | - | | Studies |
|--------|---|----------------------------------|----------------------------------|---|---|-----------------|-------------|
| | _ | od at | be average in can well/a | | vell in t at all/very we | • | oor at |
| | Step 3 | different sub abilities and i | ojects (except nterests. Do y | t Chinese, M | estem, permittin aths and Englis good for your selers. | h) accordi | ng to their |
| ////// | /// Led | arning Cr | eatively | | | • • • • • • • • | |
| | | _ | | | onvey. Translate | , , | gs on Page |
| • | ss into C | ninese ana in | | n from Conf | rresponding car f ucius | rioons. | |
| | | | | | | | |
| | | | A | _ | | | В |
| | | | ţz, | , | Version: | | |



- 1) The Master said, "When we see men of worth, we should think of equaling them; when we see men of a contrary character, we should turn inwards and examine ourselves."
- 2) The Master said, "I am not one who was born in possession of knowledge; I am one who is fond of antiquity, and earnest in seeking it there."
- 3) The Master said, "When I walk along with two others, they may serve me as my teachers. I will select their good qualities and follow them, their bad qualities and avoid them."

Do the following activities.

- 1) Discuss in groups how you understand each saying.
- 2) Write a short passage to introduce the old bearded man in the above cartoons, especially his influence on Chinese people.



▶ Self-reflecting

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

I did... well, because I can... An example is...

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

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

My next steps are to... so that I can...

▶ Peer–sharing

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

You did really well in...

It may better improve your... if you could...

Next time you could give importance to... because...

► Teacher–responding

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

//// Utilising Resources //////



Read more fables related to animals and share them with your friends. You may refer to the articles from Aesop's Fables in Reading Box.



Theme B Learning to Understand

Parents are friends that life gives us; friends are people that the heart chooses. Our relationships with our friends and parents both shape and reflect who we are. By learning to be a true friend with them, you can be a better self.



In this theme, you will:

- read a story about how friendship is viewed in different cultures;
- enjoy a story of friendship between a cat and a dog;

- understand a story about a giving tree;
- ♦ appreciate a story about how a father loves his daughter in a big way;

Unit 4

 find out how a girl understands the love of her mother

Challenging Yourself B

Unit 3

What makes a true friend? How do you get along with your parents? What do you want to thank them for?





Looking Ahead

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

- report on the differences in friendship in different cultures;
- enlarge your vocabulary by adding suffixes: -ship, -ly and -able;
- use the infinitive as the attribute properly in context;
- ask for and give advice on making friends;
- write an email to give suggestions about making friends;
- find out what friendship is in the animal world.



► Activating and Predicting

Read the following statements about friendship, guessing the meanings of the coloured words.
Then judge whether they are true (T) or false (F) in Chinese culture.

| In Cl | hinese | In An | nerio | <mark>can</mark> |
|-------|--------|-------|-------|---|
| Cul | ture | Cul | ture | |
| (|) | (|) | 1) Friendship is usually based on common interests. |
| (|) | (|) | 2) Friendship can be close, strong and real, yet fade away in a |
| | | | | short time as things change. |
| (|) | (|) | 3) Friendship often develops quickly, and then changes quickly. |
| (|) | (|) | 4) When a friendship has stopped, neither side feels hurt. |
| (|) | (|) | 5) Friendship is easy to pick up when it stopped. |

2 Predict how Americans view friendship by putting "T" or "F" in the corresponding brackets above. Then read the text to check your predictions.



► Reading, Thinking and Analysing

Friendship in Different Cultures

Yash and Steve first met in their chemistry class at an American university. Yash was an international student. He was excited to get to know an American. He wanted to learn more about American culture and hoped he and Steve would become good friends. At first, Steve seemed very friendly. He always greeted Yash warmly before class. Sometimes he offered to study with Yash. He even invited Yash to have lunch with him. When the term was over, however, Steve seemed distant. The two former classmates did not see each other very much at school. One day Yash decided to call Steve. Steve did not seem very interested in talking to him. Yash was hurt by Steve's change of attitude. "Steve said we were friends," Yash complained, "and I thought friends were friends forever."

Yash is a little confused. He is an outsider to American culture. He does not understand the way Americans view friendship. Americans use the word "friend" in a very general way. They may call anyone "friend" who they do things together with. Americans have school friends, work friends, sports friends... These friendships are based on common interests. When the shared activity ends, the friendship may fade. Now, since Steve and Yash are no longer classmates, their "friendship" has changed. However, in some cultures friendship means a strong lifelong bond between two people. In these cultures friendships develop slowly, since they are built to last. American society is one of rapid change. Studies show that every year one in five American families move. As a result, American friendships develop quickly, and they may change just as quickly. People from the United States may at first seem friendly. But American friendliness is not always an offer of long-term friendship. In the United States, as things change, friendships may fade away in a short time. Yet, neither side feels hurt by this. Americans may exchange Christmas greetings for a year or two, perhaps a few letters for a while—then no more. If the same two persons meet again by chance, even years later, they pick up the friendship where it stopped and are delighted.

Distant here means in Chinese.

outsider(n.) = out +sid(e) + -erIt means in Chinese.

Bond here means A. relation B. chain

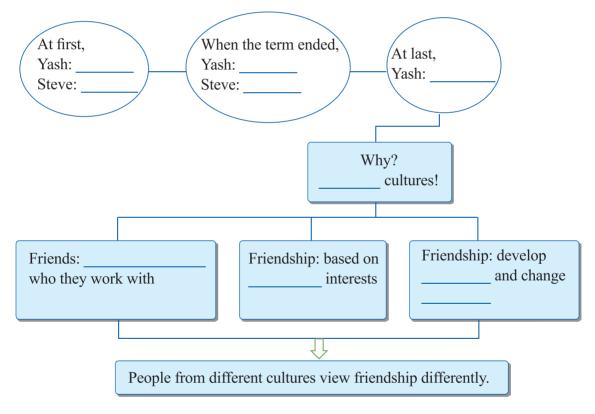
friendliness(n.) =friend + -ly + -nessIt means ___ in Chinese here.

► Comprehending, Integrating and Creating

Read the text and fill in the blanks.

| In order to attract the readers' interest | The author first tells us a/an about the of friendship between Yash, an, and Steve, Yash's |
|---|---|
| T | he author tries to illustrate how people from different countries differently through analysing the |
| be | ehind this story. |

igl| 2 Read the text and fill in the blanks with appropriate adjectives and adverbs.



3 Suppose you are Yash. How would you view friendship?

In my culture,

| | 0 1 | | 1 | • |
|---|---------|-----|-------|-------------|
| • | triends | are | close | companions. |

•

•

. . .

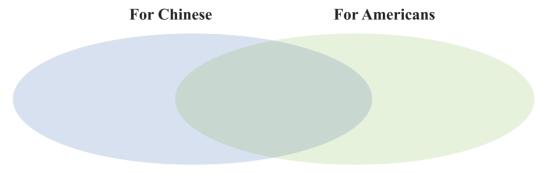


Work in groups to discuss the following questions.

- 1) Do you think Yash will understand Steve after reading the text? Why or why not?
- 2) If you were Yash, what would you do in this case?
- 3) Do Chinese people and Yash share any common ideas in viewing friendship? Find some information from the text to support your ideas.



[5] Work out the similarities and differences between Chinese and Americans in viewing friendship. Then share your ideas in groups.





After class, watch the movie "The Joy Luck Club" and add more ideas in the above diagram.



▶ Word Power

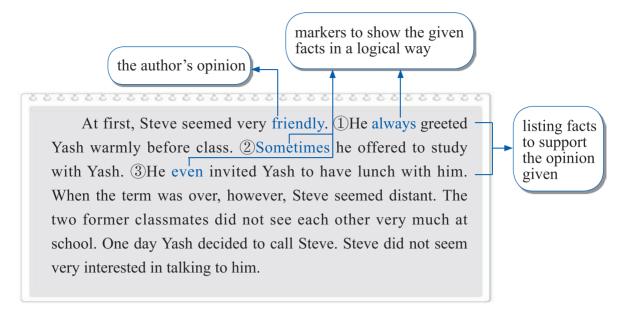
| / | | _ |
|---|---|-----|
| | | . 1 |
| | 1 | |
| | | - |
| | | |
| | | |

Read the text to circle the words according to the given English explanations. Then write

| them on the lines. The first letter of each word has been given. | |
|---|-----------------|
| 1) unfriendly; not wanting a close relationship with somebody | <u>d</u> |
| 2) to make somebody feel that they do not understand something | <u>c</u> |
| 3) to say that one is not satisfied with something | <u>c</u> |
| 4) to think about somebody or something in a particular way | V |
| 5) something that forms a connection between people | <u>b</u> |
| Now use the appropriate forms of the words you have written to complete below. 1) A between people is a strong feeling of friendship, love, or | |
| and experiences that unites them. | |
| 2) He found that her attitude had changed and she had become cold, | ice-like and |
| | |
| 3) A survey showed that people were about what they show | ıld eat to stay |
| healthy. | |
| 4) The mother her daughter's talent with a mixture of pride a | and worry. |

5) Mary was clearly _____ about something, though she said it in a **flat** voice.

2 Study the analysis of the first part of the paragraph and finish analysing the rest. Then write a short paragraph about your views on friendship.



3 Study the word formation rules and then complete the following sentences with the words listed in the Example column.

| Word formation | Meaning | Example |
|-------------------------------|---|-------------------------------------|
| $n. + -ship \rightarrow n.$ | state of being; status | relationship; ownership; membership |
| $n. + -ly \rightarrow adj.$ | having the quality of; happening at regular periods of time | friendly; yearly |
| $v. + -able \rightarrow adj.$ | that can be; fit to be | changeable; acceptable |

- 1) _____ of the club is a great honour.
- 2) The **majority** of the industrial countries will have their _____ meeting in London.
- 3) It is well known that the weather in Britain is _____.
- 4) There was a quarrel about the ______ of the treasure they had found.
- 5) Robert has a/an _____ relationship with his customers.
- 6) It was a/an _____ performance, although not the best one.
- 7) She was a person with wide social _____

▶ Grammar Link

The Infinitive as the Attribute

Understanding the meaning

Read the short passage below and underline the infinitives.

Bob and I are good friends because we share the same wish to become famous football players. We began to practise playing football six years ago, but it was not easy to play it well. When we faced difficulties, we always told each other not to give up. Now we are senior middle school students, and the time to practise playing is **limited** because we have a lot of homework to do. However, we will not miss any chance to practise. Anyway, we are not the kind of people to give up halfway.

Discovering the rule



olimits 1 Study the above passage and complete the following table. Then check your answers with a partner's.

| The elements of the infinitives | Examples from the passage | More verbs used in these structures |
|---------------------------------|---------------------------|-------------------------------------|
| Object | | verb + to do something |
| Object complement | | verb + object + to do something |



Study the sentences with coloured parts and then work in groups to find out the relationship between the nouns or noun phrases and the infinitives after them.

- 1) Bob and I are good friends because we share the same wish to become famous **football players**. (the same wish: to become famous football players)
- 2) Because we have a lot of **homework to do**. (do a lot of homework)
- 3) We are not **people to give up halfway**. (People give up halfway.)
- 4) We will not miss any **chance to practise**. (the chance: to practise)



- 1) All the parts in bold share the same structure: noun + the infinitive.
- 2) All the infinitives in the red parts modify the nouns before them.

Applying the rule

| 1 | $m{I}$ Read the text again and underline the sentences with the infinitives used | l as objects, | object |
|---|--|---------------|--------|
| | complements or attributes. | | |

| 2 | Underline each infinitive structure in the following sentences and write the corresponding |
|---|--|
| | letter in brackets. |

| | A. object | B. object complement | C. attribute | |
|---|--------------------|--|---------------------|--|
| | | | | |
| (| A) 1) Dr. Bush wa | ents to have a good sound sleep. | | |
| (|) 2) The teacher | got them to join us in the discussion | on. | |
| (|) 3) We have no | need to be afraid of failure. | | |
| (|) 4) He is alway | s the first to come and the last to le | eave the classroom. | |
| (|) 5) I found it go | ood to jog every afternoon. | | |

) 6) We invited some foreign friends to celebrate the festival.

Complete the following conversation with the appropriate forms of the given words. Each word may be used more than once.

| vi | sit introduce | be | make | travel | help |
|--------|---|--------------------|-------------------|-----------------|------------------|
| Leo: | Cindy, you appear | unha | ppy today. Wha | t's wrong wit | h you? |
| Cindy: | I think I don't know h | now | friends with n | ny Chinese cl | assmates. |
| Leo: | Don't worry! I will gi with them. | ve you some su | ggestions | you | to make friends |
| Cindy: | Really? Thank you ve | ery much. | | | |
| Leo: | You like | _, right? You ma | ay find a classma | ate who has the | he same interest |
| | as you. Then you may this city for you. | y ask him or he | r | some inter | esting places in |
| Cindy: | Sounds interesting! Y | es, there are a lo | ot of interesting | places | here. |
| Leo: | Then you may invite make a plan | | | | And you may |
| Cindy: | Great! My dream | a lot | of interesting pl | aces here wil | l come true! |
| Leo: | Gradually, you will be friends. | ecome friends. A | And then his or l | ner friends wi | ll become your |



Read the following joke and fill in the blanks. Then role-play the conversation with your partner.

Man: Excuse me, boy. I want _____ (travel) to London. Can you tell me the time and platform _____ (catch) the next train?

Boy: Tototototo...

Man: ... Oh, I got it. Thank you!

How does the man understand the boy's response? What is your understanding of the boy's response?





Asking for and Giving Advice



olimits 1 Predict what the coming speech is about based on the expressions given in the box.

further one's study abroad a few tips be willing to do something approach somebody be embarrassed open the conversation

- $extcolor{black}{2}$ Listen to the speech to check your prediction, and then choose the best answers to the following questions.
 - 1) What's the main purpose of the speech?
 - A. To welcome the new students.
 - B. To give tips to the new students.
 - C. To give warnings to the new students.
 - 2) To whom is this speech delivered?
 - A. The international students attending a university in America.
 - B. The newcomers to a university.
 - C. The international students attending a university in China.

Listen again and complete the following chart.

| Tip 1 | Visit places enjoy. |
|-------|--|
| Tip 2 | Be to take the first step. |
| Tip 3 | Use to open the conversation. |
| Tip 4 | Show your in their or their country. |
| Tip 5 | Invite them to join you or just for coffee or for tea. |
| Tip 6 | Do not too much at first. It will take to tell. |

| 4 | Listen again and decide whether each of the following statements is true (T) or false (F). |
|---|--|
| | Correct the false one(s). |
| | 1) When making friends with Americans, you should invite them to parties. |

- _____2) You should be willing to take the first step so as to make friends with Americans.
- _____3) When you start your conversation, you should talk about something serious.
- _____4) When Americans say "Let's get together sometime", they are trying to invite you to have a get-together.
- _____5) It's easy to tell whether an American would like to be your friend.
- 5 Add more tips for making friends in China, and role-play with your partner based on the given situation.

Situation

A: Allan, an international student from America, is studying in a Chinese high school. He finds it a little hard to make friends with his Chinese classmates.

B: Xiaojing, Allan's deskmate, is trying to give him some advice.

Tips for making friends in China

- choose a Chinese hobby
- be aware of Chinese cultural customs
- be modest and kind
- accept help from classmates
- develop a taste for Chinese food
- stop complaining

...

Asking for advice

What should I do?

Could you tell me what to do?

Can you give me some advice (tips)?

What would I do if...?

Giving advice

You'd better...

If I were you, I'd...

I think you should (ought to)...

You should...



Writing an Email

••••••••••

1

Read to understand the diary from Frank, an international student from England.

Oct. 19, Thursday Cloudy

I have been in this new school for quite a few weeks. I feel so lonely here as a foreigner. I can understand Chinese, yet it seems that I can't understand Chinese people very well. I've recently come to the **realisation** that it is actually **somewhat** difficult for me to make meaningful friendships with my Chinese schoolmates. Although my deskmate has given me some advice on making friends here, I still find it challenging.

What should I do?

| 2 | Imagine what embarrassing events may have happened when Frank was trying to make |
|---|--|
| | friends with his schoolmates. Then note down the key words and discuss your ideas in |
| | groups. |
| | The embarrassing events: |
| | |
| | |

Work in groups to help Frank to find out the reasons for his difficulty in making friends from the angle of Chinese culture. Then note them down while discussing.

The reasons:

Write an email to Frank to help him to analyse the reasons and give your advice.



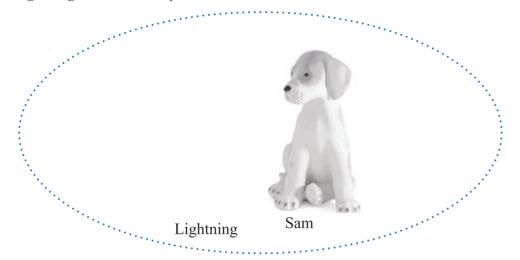
You may, first, use a story to **illustrate** what the problem is. Then analyse it based on how Chinese people view friendship. Finally, you can give your advice.

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



▶ Getting Ready

Look at the following picture and predict what the coming passage entitled "Sam and Lightning" will be mainly about.





If you want to know what a passage is mainly about, you may make your prediction based on the title and the given picture, and then ask yourself as many questions as possible.

► Reading

Sam and Lightning

Twenty-one years ago, my husband gave me Sam, an eight-week-old dog, to help me ease the pain of losing my job. Sam and I developed a very special bond over the next fourteen years. It seemed nothing could ever happen to change that.

Later, when we were in New Jersey, our neighbour, whose cat had recently had kittens, asked us if we would like one. We were a little worried that Sam would feel angry to have his place occupied by others, but we decided to risk it and agreed to take a kitten.

We picked a little, grey, playful kitten. She was very active and raced around as if she were running after imaginary mice and jumped from table to chair in the blink of an eye, so we named her Lightning.

At first, Sam and Lightning were very cautious of each other and kept their distance. Slowly, however, Lightning started following Sam—up the stairs, down the stairs, into the kitchen to watch him eat, and into the living room to watch him sleep. As time passed, they

were always together. When I played with one, the other joined in. If Sam barked at something, Lightning ran to see what it was. When I took either one out of the house, the other was always waiting by the door when we returned. That was the way it was for years.

But one day, without any warning, Sam died of a heart attack at the vet's and I had to walk back to our house alone. This time, there was no Sam for Lightning to greet and no way for me to explain why she would never see her friend again.

In the days that followed, Lightning seemed heartbroken. She could not tell me in words that she was suffering, but I could see the pain and disappointment in her eyes whenever anyone opened the front door, and the hope whenever she heard a dog bark.

As the weeks went by, the cat's sorrow seemed to be lessening. One day as I walked into our living room, I happened to have a look at the floor next to our sofa where we had a statue of Sam that we had bought a few years before. Lying next to it, one arm wrapped around the statue's neck, was Lightning, satisfactorily sleeping with her best friend.

► Comprehending



Read the passage again and complete the table below with details about how the friendship between Sam and Lightning developed.

| Expressions of time | Development of their friendship |
|----------------------|---------------------------------|
| Twenty-one years ago | |
| Later | |
| At first | |
| Slowly | |
| As time passed | |

| | | - | | |
|---|---|---|---|--|
| 4 | | 3 | ١ | |
| | _ | 7 | | |
| 4 | | | | |

Answer the following questions and then work in groups to retell the story about Sam and Lightning.

- 2) How did they react to each other at first and then how did their friendship develop?
- 3) What happened to Lightning after Sam's death and how was their friendship tested?

Now read the last sentence of the passage and complete the picture on Page 47.

Work in groups to discuss the following questions about friendship based on the given pictures.









- 1) What kind of friendship does each picture show?
- 2) Can you define friendship in your own words now? What is it?

| 3) | Can you think of a famous saying in Chinese about friendship? Introduce it to you |
|------|---|
| | group members and tell them how you understand it. |
| | |
| | |
| 4) [| In your opinion, do we really need friendship? Why or why not? |
| | |
| | |
| | |

Self-assessing

Reflect on your learning process in this unit. Tick 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 |
|---|-------|----------------|----------------|
| ♦ report on the differences in friendship in differen | t 🔲 | | |
| cultures; | | | |
| ♦ enlarge vocabulary by adding suffixes: -ship, -ly | , | | |
| and -able; | | | |
| ♦ use the infinitive correctly as the attribute in | n 🔲 | | |
| communication; | | | |
| ♦ ask for and give advice on making friends; | | | |
| ♦ write an email to give suggestions; | | | |
| ♦ retell a story of friendship between animals. | | | |

Unit 4 Parents and Children

Parents' love is like a circle. It has no beginning and no ending.

—Anonymous

Looking Ahead

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

- interpret the implied meaning of the giving tree and offer your comments;
- enlarge your vocabulary by adding prefixes: *fore*-, *out*-, or the suffix: *-ing*;
- use the infinitive as the adverbial to express the result properly;
- express agreement and disagreement with a variety of sentence structures;
- write a composition based on personal interpretation of a picture;
- understand that love can be passed on.



► Activating and Predicting

Listen to the first part of a song and discuss in pairs what the song is mainly about and what the title of the song may be.

~~~S

Look at the following pictures and arrange them in the proper order according to your understanding. Then read the text to check it.











The proper order of the pictures is

## ► Reading, Thinking and Analysing

# **The Giving Tree**



A long time ago, there was a huge apple tree. A little boy loved to come and play around it every day. He climbed to the top of the tree, ate the apples, took a nap in the shade... He loved the tree and the tree loved to play with him.

As time went by, the little boy grew up and no longer played around the tree every day. One day, the boy came back to the tree. "Come and play with me," the tree said to the boy. "I am no longer

a kid. I don't play around trees any more," the boy replied, "I want toys. I need money to buy them." "Sorry, I don't have money, but you can pick all my apples and sell them. So, you will have money." The boy was so excited. He picked all the apples on the tree and left happily. For a long time, the boy did not come back. The tree was sad.

One day, the boy returned and the tree was so excited. "Come and play with me," the tree said. "I don't have time to play. I have to work for my family. We need a house for shelter. Can you help me?" "Sorry, I don't have a house, but you can chop off my branches to build your

Nap probably means

A. a short sleep B. a short walk

Chop off means \_\_\_\_\_A. take off
B. cut off

house." So the boy cut all the branches off the tree and left happily. The tree was glad to see him happy but again the boy did not come back for a long time. The tree was again lonely and sad.

One hot summer day, the boy returned and the tree was delighted. "Come and play with me!" the tree said. "I am sad and getting old. I want to go sailing to relax. Can you give me a boat?" "Use my trunk to build your boat. You can sail far away and be happy." So the boy cut down the tree trunk to make a boat. He went sailing and did not show up again for a long time.

Finally, the boy returned after being away for so many years. "Sorry, my boy, but I don't have anything for you any more. No more apples for you...," the tree said. "I don't have teeth to bite," the boy replied. "No more trunk for you to climb on." "I am too old for that now," the boy said. "I really can't give you anything. All that's left are my dying roots," the tree said with tears. "I don't need much now, just a place to rest. I am tired after all these years," the boy replied. "Good! My stump is the best place to lean on and have a rest. Come, come and sit down with me and rest." The boy sat down and the tree was glad and smiled with tears...

This is everyone's story. The tree is our parents. When we are young, we love to play with Mum and Dad. When we grow up, we leave them. Then we only come to them when we need something or when we are in trouble. No matter what happens, parents will always be there and do everything they can to make us happy. You may think the boy in the story is cruel to the tree, but that is how most of us treat our parents.

Time is too slow for those who wait, too fast for those who fear, too long for those who feel sad, too short for those who feel happy, but for those who love, time is endless.

Dying means \_\_\_\_\_ in Chinese.

The root form of dying is .

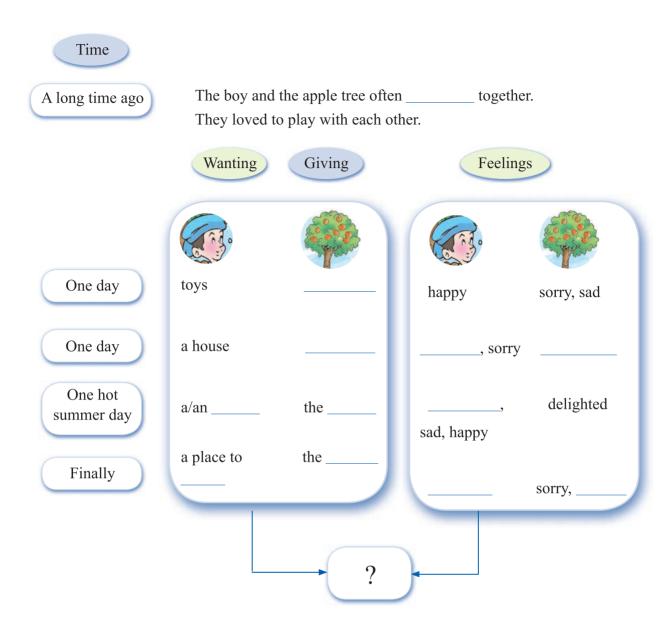
stump [stʌmp] n. 树桩



Read aloud the last two paragraphs with emotion.

# ► Comprehending, Integrating and Creating

Read the text and complete the diagram below. Share your ideas with a partner.



- **2** Based on the above diagram, discuss the following questions in groups.
  - 1) Can you infer the different stages of the boy's growth from the above diagram? What are they?
  - 2) Whenever the boy needs something, what does he do? How about the tree? Does he satisfy the boy's need each time?
  - 3) How do their feelings change in the process? Are they related to each other?

| 3 | Work in groups to discuss your views or | "wanting and giving". Then complete the chart |
|---|-----------------------------------------|-----------------------------------------------|
|   | below.                                  |                                               |

| <b>11</b> 7 |          | <b>.</b> . |
|-------------|----------|------------|
| Wanting     | <b>─</b> | Giving     |

| The author's viewpo | oint:              |
|---------------------|--------------------|
|                     | giving             |
| Your viewpoint on   | taking             |
|                     | their relationship |
|                     |                    |

| 4 | Listen to the song named  | "The | Giving | Tree" | and | complete | part | of its | lyrics. | Then | discuss |
|---|---------------------------|------|--------|-------|-----|----------|------|--------|---------|------|---------|
|   | the questions in the box. |      |        |       |     |          |      |        |         |      |         |



| If all you wan | ted was                      |      |
|----------------|------------------------------|------|
| Why would yo   | ou                           |      |
|                | , build a boat and sail away |      |
| When           | I wanted to be was your      | tree |
| Settle down, b | ouild a/an and make you _    |      |

- 1) From whose point of view is the song written?
- 2) What does this part of the lyrics suggest?
- 3) Is the cruelty of children complained about in the song? Why or why not?
- 4) How do you understand "tears" and "..." in the last sentence of Paragraph 5 now?
- 5) If your dad or mum sings this song to you, how will you feel?

| n impressive event happened between my parent(s) and me: |
|----------------------------------------------------------|
|                                                          |
|                                                          |
| ow it influenced me in the course of my growing-up:      |
|                                                          |
| 7                                                        |

# 



# **►** Word Power

|   | voru Power                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |  |  |  |  |  |
|---|-----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|--|
| 1 | Read the text to circle the words according to the given English them on the lines. The first letter of each word has been given. | explanations. Then write                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |  |  |  |  |  |
|   | 1) a dark and cool area under or behind something                                                                                 | <u>s</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |  |  |  |  |  |
|   | 2) to answer something; to say or do something as an answer                                                                       | <u>r</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |  |  |  |  |  |
|   | 3) a building or covered place protecting one from cold or danger                                                                 | <u>s</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |  |  |  |  |  |
|   | 4) to say in advance what is likely to happen                                                                                     | <u>f</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |  |  |  |  |  |
|   | 5) to rest on or against something for support                                                                                    | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |  |  |  |  |  |
|   | 6) having no end; never stopping                                                                                                  | <u>e</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |  |  |  |  |  |
|   | Now use the appropriate forms of the words you have written to below.                                                             | o complete the sentences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |  |  |  |  |  |
|   | 1) I asked him where to go, but he didn't                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |  |  |  |  |  |
|   | 2) The tired runner against the fence after the two-hour run.                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |  |  |  |  |  |
|   | 3) Temperatures in the are lower than those in the sunshine.                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |  |  |  |  |  |
|   | 4) The city's bomb were being prepared for possible air attacks.  5) The hours of weiting seemed                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |  |  |  |  |  |
|   | 5) The hours of waiting seemed                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |  |  |  |  |  |
| 2 | 6) He that the average <b>income</b> increase will be about four percent.                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |  |  |  |  |  |
|   | Underline the following sentence structures in the text "The Giving them fully. Then use them to complete the passage below."     | ng Tree" and understand                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |  |  |  |  |  |
|   | 1) not any more 2) You may think, b                                                                                               | ut that is how                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |  |  |  |  |  |
|   | 3) Time went by, 4) no matter                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |  |  |  |  |  |
|   | 5) A long time ago, there was 6) the best place to do                                                                             | something                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |  |  |  |  |  |
|   | A Fat Caterpillar's Dream                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |  |  |  |  |  |
|   | a caterpillar. She was always so                                                                                                  | Caterpillar Colours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |  |  |  |  |  |
|   | hungry that she looked for food every day. She ate and ate.                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |  |  |  |  |  |
|   | , and she became so fat. One day, she                                                                                             | 9002                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |  |  |  |  |  |
|   | suddenly realised that she want to                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |  |  |  |  |  |
|   | be so fat She wanted to become a beautiful                                                                                        | 475                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |  |  |  |  |  |
|   | butterfly. She told herself that she wouldn't change her mind                                                                     | A STATE OF THE STA |  |  |  |  |  |  |
|   | what happened her dream was too                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |  |  |  |  |  |
|   | distant to realise, she had her dream come true.                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |  |  |  |  |  |
|   | She knew that the only thing she should do is to find                                                                             | build a small house                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |  |  |  |  |  |

around herself which was called a cocoon. She stayed inside for more than two weeks. Then she nibbled a hole in the cocoon, pushed her way out and became a beautiful butterfly.



3 Study the word formation rules and then use some of the examples given below to complete the sentences.

| Word formation                      | Meaning                              | Example                     |
|-------------------------------------|--------------------------------------|-----------------------------|
| fore- $+ n./v. \rightarrow n./v.$   | front part of; do earlier or before  | forehead; forecast; foresee |
| $v. + -ing \rightarrow n.$          | action of; a production or result of | suffering; hearing; turning |
| $out-+v./n. \rightarrow v./n./adj.$ | greater; outside; outward            | outgrow; outlook; outgoing  |

| 1) From my cabin of the boat I ha    | ave a pleasant                  | of the <b>Atlantic</b> Ocean. |
|--------------------------------------|---------------------------------|-------------------------------|
| 2) Take the next                     | on the right and you will see t | he bank.                      |
| 3) He could not                      | that one day his books would    | sell by the millions.         |
| 4) She is a tall girl and will soon  | her mother.                     |                               |
| 5) The old lady's                    | is a little poor.               |                               |
| 6) She is very popular among her     | students because of her         | personality.                  |
| 7) Do you listen to the weather $\_$ | from the local rac              | dio station every morning?    |

#### **►** Grammar Link

#### The Infinitive as the Adverbial of Result

#### **Understanding the meaning**

Read the dialogue, and try to understand the meaning of the coloured parts.

Mum: Jimmy, do you know why I bought this smart phone for you?

Jimmy: You said you bought it for me so as to help with my English study.

Mum: Yes, you can use it to look up new words in an electronic dictionary.

Jimmy: Yes, I know.

Mum: In order to improve your ability in listening comprehension, you can use it to

listen to English news.

Jimmy: Yes, I know.

Mum: Besides, you may use it to **extend** your English reading.

Jimmy: Yes, I know.

Mum: It seems that you know all but I am very angry with you now.

Jimmy: What have I done to make you so angry?

Mum: Because you always use it to play games.

Jimmy: ...

#### Discovering the rule



olimits 1 Answer the following questions based on the dialogue in Understanding the meaning and share your ideas with your partner.

- 1) What do you call the coloured parts?
- 2) How are they formed?
- 3) What is the function of the blue parts?
- 4) Does the part in red function the same?
- 5) What is the function of the infinitive in red?



The infinitives in blue are used as adverbials of purpose, while the infinitive in red is used as an adverbial of result. When the infinitives are used as the adverbials of result, such verbs as "make", "learn", "see", "hear", "find" and "tell" are often used.

- 2 Study more example sentences and put their numbers in the corresponding places in the table below. Then discuss in groups to work out their meanings.
  - 1) He returned home to learn that his dad had left for Oxford.
  - 2) He went back home, only to find the tree was dying.
  - 3) It's never too late to learn a new language.
  - 4) I'm not so stupid as to believe him.
  - 5) Your vocabulary is large enough to communicate with a native speaker.

| Structure                               | Example | Meaning |
|-----------------------------------------|---------|---------|
| the infinitive                          |         |         |
| only + the infinitive                   |         |         |
| too $+ adj./adv. +$ the infinitive      |         |         |
| adj./adv.+ enough + the infinitive      |         |         |
| so $+ adj./adv.+$ as $+$ the infinitive |         |         |



| Appl |                                                                                                      | 0                                                | Ü                                                                                                                                    |      |                                              | all the sentences                          | · ·                             |       |
|------|------------------------------------------------------------------------------------------------------|--------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|------|----------------------------------------------|--------------------------------------------|---------------------------------|-------|
| 2    | as aaverbiais.  Match the two                                                                        | _                                                |                                                                                                                                      |      |                                              | ls of purpose or a                         | iaverbiais of res               | ин.   |
|      | <ul><li>4) She had su</li><li>5) At that more</li><li>6) Jane was so</li><li>7) Bob hurrie</li></ul> | ere is warm enoug ch a fright as ment, he had to | o shout<br>ompany                                                                                                                    |      | B. to fa C. to dr D. to be E. to be F. to be | told the <b>confere</b><br>eet the Olympic | feet.<br><b>nce</b> had been ov | er.   |
| 3    |                                                                                                      | following pass                                   | Adverbial of result:  g passage by using the appropriate forms of the vert en group them by putting the corresponding letters on the |      |                                              |                                            | he verbs and ve                 |       |
|      | see<br>run                                                                                           | find<br>discuss                                  | pipe<br>wash                                                                                                                         |      | ise<br>Irink                                 | deal with make use of                      | take actions run out            |       |
|      | Yesterday                                                                                            | , my family ta                                   | lked a lot aft                                                                                                                       | er s | supper 1)                                    | ho                                         | w 2)                            | _ the |

| Yesterday        | , my family tal   | ked a lot after s    | supper 1) _ |             | how 2)                | the               |
|------------------|-------------------|----------------------|-------------|-------------|-----------------------|-------------------|
|                  | asting water. E   |                      |             |             |                       |                   |
| 3)               | and use on our    | earth. We don        | 't expect 4 | .)          | the comi              | ng of such        |
| a day: that is,  | when we turn o    | n the tap only       | 5)          |             | that there i          | s no water        |
|                  | . We find it ver  |                      |             |             |                       |                   |
| large cities, an | nd then it runs s | traight into the     | waste sys   | tem. Howe   | ver, <b>experts</b> b | elieve tha        |
| it is possible 8 | 3)                | the used water       | to a facto  | ry where th | e water will b        | e purified        |
| In this way, th  | e water will bed  | come <b>pure</b> and | clean eno   | ugh 9)      | agai                  | n. In orde        |
| 10)              | by ourselv        | es, Mum asked        | d me 11) _  |             | the dishes            | in a <b>basir</b> |
| instead of letti | ing the water 12  | 2)                   | _ ceaseles  | sly.        |                       |                   |
| A. Subject:      |                   |                      |             |             |                       | _                 |
|                  |                   |                      |             |             |                       | _                 |
| C. Object com    | plement:          |                      |             |             |                       | _                 |
|                  |                   |                      |             |             |                       | _                 |
| E. Adverbial c   | of purpose:       |                      |             |             |                       | _                 |
| F. Adverbial o   | f result:         |                      |             |             |                       | <u></u>           |

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



|   | Expressii                                                                                                                        | ng Agreement and D             | isagreement                              |  |  |  |  |  |
|---|----------------------------------------------------------------------------------------------------------------------------------|--------------------------------|------------------------------------------|--|--|--|--|--|
| 1 | Predict what the coming conversation is mainly about based on the sentences fro<br>Then listen to check your prediction.         |                                |                                          |  |  |  |  |  |
|   | I don't see why we have t                                                                                                        | o go all the way <b>downto</b> | wn just to meet Aunt Martha.             |  |  |  |  |  |
|   | I promised her a long time ago that I'd come and help her <b>pick out</b> some things for Jeff. Couldn't she just do it herself? |                                |                                          |  |  |  |  |  |
|   |                                                                                                                                  |                                |                                          |  |  |  |  |  |
|   | Besides, I know you'll lik                                                                                                       | te it once you get here.       |                                          |  |  |  |  |  |
|   | Come on, now.                                                                                                                    |                                |                                          |  |  |  |  |  |
| 2 | Listen to the conversation                                                                                                       | again and tick the best ch     | oice by making inferences.               |  |  |  |  |  |
|   | 1) This conversation takes                                                                                                       | place                          |                                          |  |  |  |  |  |
|   | A. at home                                                                                                                       | B. in a class                  | C. on the way downtown                   |  |  |  |  |  |
|   | 2) The speakers are going t                                                                                                      |                                |                                          |  |  |  |  |  |
|   | A. do some shopping                                                                                                              | B. have a rest                 | C. meet Aunt Martha                      |  |  |  |  |  |
|   | 3) The relationship between                                                                                                      | n the two speakers is          | <del>.</del>                             |  |  |  |  |  |
|   | A. teacher and student                                                                                                           | B. mother and child            | C. classmates                            |  |  |  |  |  |
|   | 4) The attitudes of the two                                                                                                      | speakers towards what th       | ney are going to do are                  |  |  |  |  |  |
|   | A. the same                                                                                                                      | B. different                   | C. not mentioned                         |  |  |  |  |  |
|   | 5) At the end of the conver                                                                                                      | sation, the child              |                                          |  |  |  |  |  |
|   | A. still objects to doing                                                                                                        | what they are going to do      |                                          |  |  |  |  |  |
|   | B. agrees to do what the                                                                                                         | y are going to do              |                                          |  |  |  |  |  |
|   | C. falls into silence and                                                                                                        | does not say anything any      | y more                                   |  |  |  |  |  |
| 3 | Listen to the conversation                                                                                                       | for a third time and comp      | lete the following sentences.            |  |  |  |  |  |
|   | 1) I                                                                                                                             | why we have                    | ve to go all the way downtown just to    |  |  |  |  |  |
|   | meet Aunt Mart                                                                                                                   | ha.                            |                                          |  |  |  |  |  |
|   | 2)                                                                                                                               | just do it herself             | ?                                        |  |  |  |  |  |
|   | 3) Then,                                                                                                                         | doesn't she                    | e?                                       |  |  |  |  |  |
|   | 4) Yeah,                                                                                                                         | that was                       | ago.                                     |  |  |  |  |  |
|   | 5) That is not a <b>wa</b>                                                                                                       | terfall,                       | ; it's a <b>fountain</b> .               |  |  |  |  |  |
| 4 | Follow the speaker to read                                                                                                       | the above sentences, pay       | ving special attention to the intonation |  |  |  |  |  |
| _ | •                                                                                                                                | - 1                            | them is expressing agreement (A) or      |  |  |  |  |  |
|   | disagreement (D) accordin                                                                                                        | g to the intonation.           |                                          |  |  |  |  |  |
|   | 40 //                                                                                                                            |                                |                                          |  |  |  |  |  |
|   | 1) Intern. ()                                                                                                                    | can indicate the speaker's     | attitudes and amotions                   |  |  |  |  |  |
|   | II I) Intonation                                                                                                                 | can indicate the speaker's     | attitudes and emotions.                  |  |  |  |  |  |

2) The stressed words can help the listener understand better.



[5] Work in pairs to talk about your opinions on the Chinese saying "子不教,父之过". The following sentence structures may help you a lot.

| How to express agreement        | How to express disagreement                 |  |  |
|---------------------------------|---------------------------------------------|--|--|
| I agree.                        | I don't think                               |  |  |
| I agree with                    | I may be wrong, but                         |  |  |
| That's (quite) right/true.      | Oh, I don't know/agree.                     |  |  |
| You are right. Sure.            | Yes, but I'm afraid I can't agree with you. |  |  |
| That's what I think, of course. | Oh, surely not.                             |  |  |
| I suppose you are right.        | No, I don't think so.                       |  |  |

You may start like this:

A: Hi, Jimmy. Do you know the sentence: if a son is not brought up well, his father is to blame?

B: Yes. That is meant by the Chinese saying, "子不教,父之过".

A: ...

# Viewing, Speaking and Writing

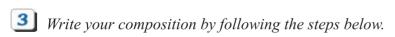


# Writing a Composition Based on a Picture



Study the picture and answer the following questions.

- 1) What do you see in the picture? Write down some key words.
- 2) What might be the relationship between the bird in the nest and the birds in the sky?
- 3) What do you think the picture is about?
- 4) What might be the implication of the picture?
- **2** Share the implied meaning of the picture in groups. Listen carefully and take notes. Then select the most reasonable one.





**Step 2** Describe the picture in detail.

**Step 3** Explain the implied meaning.

**Step 4** Give your own comments.



Open-ended writing requires you to write about your understanding of something, which is open to any reasonable possibility.





Share your composition in groups and find out the one you like most. Then state your reasons by referring to the given list.

- Describing the picture in details
- Finding out a phenomenon
- Organising the ideas in a logical way Using English in a fluent and clear way
- Making clear the suggested meaning
- Stating the comments on the phenomenon

# 



## **▶** Getting Ready

Find out the meaning(s) of the word "bloom" in a dictionary and predict what the coming passage entitled "Love in Bloom" will be mainly about. Then read to check your prediction.

# Reading

#### Love in Bloom

I was nine when my father first sent me flowers. I had been taking ballet lessons for six months, and the school was giving its yearly performance. As an excited member of the beginners' chorus group, I was aware of my low status. So it was a surprise to have my name called out at the end of the show along with the leading dancers, and to find my arms full of red roses. I can still feel myself standing on the stage, and seeing my father's big smile as he applauded loudly. Those roses were the first of the many bunches that accompanied all the milestones in my life. Getting all those roses was wonderful, but they brought with them a sense of conflict, of being caught between pleasure and embarrassment. I enjoyed them, but I also felt they were too much for my small accomplishments.

Not for my father. He did everything in a big way. If you sent him to the bakery for a cake, he came back with three. Once, when Mother told him I needed a new party dress, he brought home

a dozen. His behaviour often left us without money for other more important things. Sometimes I would be angry with him, but not for long.

Then came my 16th birthday. It was not a happy occasion. I was overweight and had no boyfriend, and my well-meaning parents furthered my great suffering by giving me a party. As I entered the dining room, there on the table next to my cake was a huge bunch of flowers, bigger than any before.



I wanted to hide. Now everyone would think my father had sent it because I had no boy-friend to do it. Sweet 16, and I felt like crying. I probably would have, but my best friend, Phyllis, whispered, "Hey, you're lucky to have a father like that."

As the years passed, other occasions—birthdays, awards, graduations were marked with Dad's flowers. Those flowers symbolised his pride, and my success. They produced a great feeling of pleasure in me.

As my fortunes grew, my father's health became worse, but his gifts of flowers continued until he died of a heart attack a few months before his 70th birthday. I covered his coffin with the largest, reddest roses I could find.

Often during the dozen years after his death, I felt an urge to go out and buy a big bunch of flowers to fill the living room, but I never did. I knew it would not be the same.

Then one birthday, the doorbell rang. I was feeling blue because I was alone. My husband was playing golf, and my two daughters were away. My 13-year-old son, Matt, had run out earlier with a "See you later", never mentioning my birthday. So I was surprised to see Matt at the door. "Forgot my key," he said, shrugging. "Forgot your birthday too. Well, I hope you like flowers, Mum." He pulled a bunch of daisies from behind his back.

"Oh, Matt," I cried, hugging him hard. "I love flowers!"

## **▶** Comprehending

1

Complete the following diagram according to the passage.

|                                                               | What happened |            | How "I" felt |
|---------------------------------------------------------------|---------------|------------|--------------|
| When "I" was 9 years old                                      |               |            |              |
| When "I" was 16 years old                                     |               |            |              |
| When "my" father was nearly 70                                |               |            |              |
| In the dozen years since "my" father died                     |               | <b>→</b> . |              |
| The father is a person who is The daughter is a person who is |               |            |              |

| 2 | Work in groups to discuss why the author ends the story with the son giving the mother  |
|---|-----------------------------------------------------------------------------------------|
|   | flowers on her birthday. Then rewrite the ending in your own way and share it with your |
|   | classmates.                                                                             |



Itell your group members how you have ever expressed your love for your parents. Then give your comments on the examples provided by other group members.

### Self-assessing

Reflect on your learning process in this unit. Tick 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<br>work |
|-----------------------------------------------------------------------------|-------|----------------|-------------------|
| ♦ interpret the story between the tree and the                              |       |                |                   |
| boy;                                                                        |       |                |                   |
| ♦ use prefixes like <i>fore</i> -, <i>out</i> -, and the suffix <i>-ing</i> |       |                |                   |
| to enlarge your vocabulary;                                                 |       |                |                   |
| ♦ use the infinitive properly as the adverbial of                           |       |                |                   |
| result in context;                                                          |       |                |                   |
| ♦ use various sentence structures to express                                |       |                |                   |
| agreement and disagreement;                                                 |       |                |                   |
| ♦ write a composition based on your interpretation                          |       |                |                   |
| of a picture;                                                               |       |                |                   |
| ♦ tell a story about the love between a child and                           |       |                |                   |
| his/her parent(s).                                                          |       |                |                   |

## celt directed challenging Yourself B Universal Love

Who ran to help me when I fell, and would some pretty story tell, or kiss the place to make it well?

Mother.

—Anonymous

### Looking Ahead

After learning about friendship and the parent-child relationship, you may have understood more about "love". This part will give you a chance to use what you have learned to understand and appreciate a mother's love. In this self-directed learning project, you should be able to:

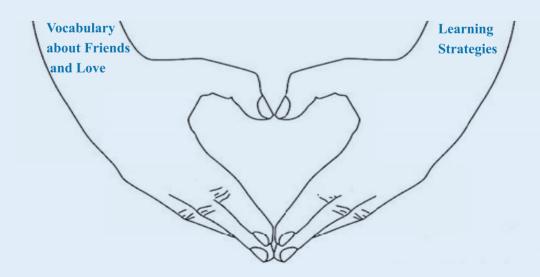
- sum up the learning strategies learned in Unit 3 and Unit 4;
- guess the meaning of new words by cause and effect;
- use the reading skills: predicting and reading for details in order to understand a text;
- identify and analyse the structure of a passage;
- express your own opinion actively in group discussion.

### 



### **▶** Recycling Time

Summarise the vocabulary and learning strategies you have learned in Unit 3 and Unit 4.

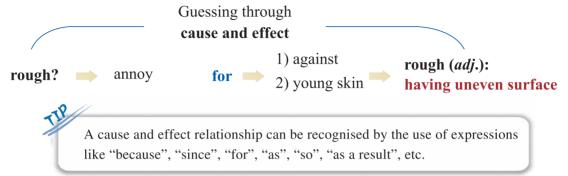


### **►** Word Builder

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

### Example

I don't remember when it first started annoying me—her hands pushing my hair that way, but it did annoy me, for they felt <u>rough</u> against my young skin.



### **▶** Reading Land

1 Look at the following pictures and work in groups to prepare a story about a daughter and her mother's hands.



come to say good night
feel rough against my young skin
time after time
miss my mum's hands
with the passing years
the years have passed
countless hours of work
on one Thanksgiving Eve
a new appreciation of her caring hands



2 Now compare your story with the one given below.

### **Mother's Hands**

Night after night, she came to say good night, even long after my childhood years. Following her usual custom, she'd lean down and push my long hair out of the way, and then kiss my forehead.

I don't remember when it first started annoying me—her hands pushing my hair that way, but it did annoy me, for they felt rough against my young skin. Finally, one night, I shouted out at her, "Don't do that again—your hands are too rough!" She didn't say anything in reply. But never again did my mother end my day with that familiar expression of her love.

Time after time, with the passing years, my thoughts returned to that night. I missed my mother's hands, and missed her goodnight Do you know the function of the two dashes?

expression (n.) = express(v.) + -ionWhat does it mean here?



kiss on my forehead. Sometimes the incident seemed very close, sometimes far away. But it was always there, in the back of my mind.

Well, the years have passed, and I'm not a little girl any more. Mum is in her mid-seventies, and those hands I once thought to be so rough are still doing things for me and my family. She's been our doctor, reaching into a medicine box for the cure to calm a young girl's stomach or a boy's injured knee. She cooks the best fried chicken in the world... Through the years, my mother's hands have put in countless hours of work, and most of those hours were before we had a washing machine!

Now, my own children are grown and gone. Mum no longer has Dad, and on special occasions, I find myself drawn next door to spend the night with her. On one late Thanksgiving Eve, as I slept in the bedroom of my youth, a familiar hand hesitantly stole across my face to brush the hair from my forehead. Then a kiss, ever so gently, touched my brow.

In my memory, for the thousandth time, I recalled the night my young voice complained, "Don't do that again—your hands are too rough!" Catching Mum's hand in mine, I told her how sorry I was for that night. I thought she'd remember, as I did. But Mum didn't know what I was talking about. She had forgotten—and forgiven—long ago.

That night, I fell asleep with a new appreciation of my gentle mother and her caring hands. And the guilt that I had carried around for so long was nowhere to be found.

Translate in the back of my mind into Chinese.

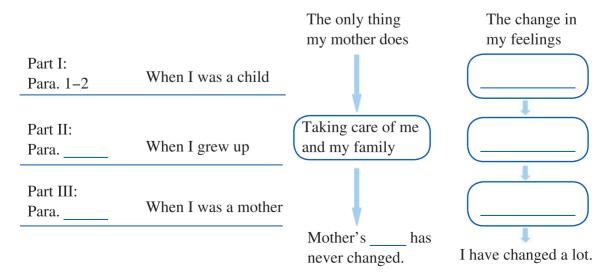
Cure here means \_\_\_\_\_\_A. medicine B. solution



Does it really suggest a thousand times?

appreciation (n.) = appreciat(e) (v.) + -ionWhat does it mean here?

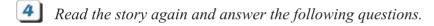
- Decide which of the following is the main idea of the article.
  - A. The description of a mother's hands at different times.
  - B. The change in the relationship between a mother and her daughter.
  - C. A daughter's new appreciation of a mother's love.
- Read the article again and complete the diagram below.



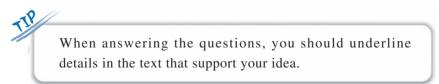
| 3 | Find the sentences describing the mother's roles and figure out the reasons why the author |
|---|--------------------------------------------------------------------------------------------|
|   | felt guilty.                                                                               |

| Gentle<br>mother | <ol> <li>Following her usual custom, she'd lean down and push my long hair out of the way, and then kiss my forehead.</li> <li></li></ol> |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| Doctor           | 3                                                                                                                                         |
| Cook             | 4                                                                                                                                         |
| Washer           | 5                                                                                                                                         |

The reasons:



- 1) What is the daughter's new appreciation of her mother?
- 2) Does the daughter love her mother all the time? Why or why not?
- 3) Do you really think the mother forgot what had happened that night? Why or why not?



5 Think about and note down how your mother and you care for each other. Then share your story with your group members in class.

### **▶** Question Corner

After reading the story and doing the above activities, do you still have any doubts about the text? Write them down and discuss them with your classmates or teacher in class.

|  | ( Stable) |
|--|-----------|
|  | _         |



### //////// Learning Cooperatively /////////





 $extcolor{black}{1}$  Work in groups to exchange your answers to the questions in Question Corner. Ask your teacher for help if necessary.

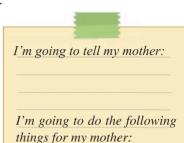


**2** Work in groups to fulfill the task by following the steps below.

- Share the story of your mother's hands with your partners.
- Step 2 Share the things that your mother has done for you and the things you have done for her.
- Step 3 Discuss how to express love to your mother.
- Step 4 Write down the things you're going to do for her.



**3**] Write a summary of the article.



### 



Look at the picture inserted in the article and predict what the title may convey. Then read it to check your prediction.

### **Beautiful Smiles and Love**



One evening we went out and picked up four people from the street. One of them was in a most terrible condition—and I told the Sisters, "You take care of the other three; I'll take care of this one who is in the worst shape." So I did for her all that my love could do. I put her in bed, and there was such a beautiful smile on her face. She took hold of my hand, and she said only two words: Thank you—and she died.

I could not help but examine my conscience before her, and I asked what I would say if I were in her place. And my answer was very simple. I would have tried to draw a little attention to myself, I would have said I was hungry, that I was dying, I was cold, I was in pain, or something, but she gave me much more—she gave me her grateful love. And she died with a smile on her face.

And with this Prize of Peace that I have received, I am going to try to make a home for many people who have no home. I believe that love begins at home, and if we can create a home for the poor, I think that more and more love will spread. And we will be able through this understanding love to bring peace to the poor, the poor in our own family first, in our country and then in the world... When I pick up a hungry person from the street, and I give him a plate of rice, a piece of bread, I have satisfied him, and I have removed his hunger. But when a person is shut out, feels unwanted, unloved, terrified, or even thrown out from society, I think that kind of poverty is so full of hurt and so unbearable... And so let us always meet each other with a smile, for a smile is the beginning of love, and once we begin to love each other naturally we want to do something.

Do the following activities.

- 1) Discuss in groups your understanding of the last sentence in the article.
- 2) Look at the following pictures and tell your group members what you will do in such situations and why.





### ///////// Learning Reflectively //////



### **▶** Self-reflecting

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

I think I worked well in... because I can... Here is an example. ...

But I still need support in... because...

My 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.

I like the way you...

It might be better if you could...

The next steps you could work on are...

### ► Teacher-responding

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



### 





- 1. Listen to the song "The Woman in My Life" and understand what the song is about.
- 2. Read more about mother's love to better appreciate it. You may refer to <u>Reading Box</u>.

### Theme C Learning to Act

Have you ever experienced an earthquake? A hurricane? Or any other natural disasters? In fact, we live in the midst of natural disasters and they often cause severe damage. We need to take immediate and appropriate action when they happen. Meanwhile, we also need to make the earth greener to reduce the damage.



In this theme, you will:

- read a text about an earthquake and its formation;
- ♦ know what you should do in an earthquake;
- ¹♦ talk about different natural disasters.

Unit 5

- ◇ learn to make plastic bottles into a zero-electricity air conditioner;
- know more about the recycling symbol;
- know how to reuse things creatively to protect the earth.

Unit 6

discover how
 people celebrate
 Earth Day in
 different
 countries.

Challenging Yourself C

What should we do when a natural disaster strikes? What can we do to make our planet greener?







### Looking Ahead

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

- discribe earthquakes and introduce other natural disasters;
- use compounding, derivation, and conversion to form new words;
- make up a story by using the past future tense;
- ask for information about natural disasters;
- write a news report by following a format;
- introduce how to keep safe in an earthquake.

### /////// Reading Actively



### ► Activating and Predicting

1 Look at the pictures and match the natural disasters with their corresponding names.

sandstorm

volcano

typhoon

wildfire

landslide

hurricane

earthquake

flood

drought





















Work in pairs to share your ideas about earthquakes and then note down some key words on the lines.



The things about earthquakes you

♦ know:

• do not know:

• want to know:

Tick the things you expect to read in an exposition of a natural disaster. Read to check your prediction.

| ☐ A story | Definition | Opinions      |
|-----------|------------|---------------|
| Causes    | ☐ Warnings | Researches    |
| Places    | Effects    | ☐ Suggestions |

### ► Reading, Thinking and Analysing

### What Happened to the Earth?

An earthquake—an extremely destructive natural disaster—is a sudden and violent shaking of the ground. Here is a description.

At two minutes to noon, September 1, 1923, the great clock in Tokyo stopped. Tokyo Bay shook as if a huge carpet had been pulled from under it. The earthquake came from a trench in the sea at a magnitude of 8.3 on the Richter scale.

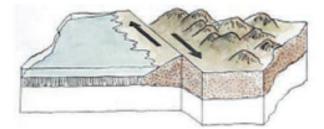
The sea drew back for a few moments. Then, a huge wave swept across the city. Boats were carried inland, and buildings and people were pulled out to sea. The shaking of the earth not only took away part of a hillside, but also brushed trains and stations into the water below. Large sections of the sea-bed sank by 400 metres; the land rose by 250 metres in some places and sank in others. Three powerful shocks ruined the cities of Tokyo and Yokohama and, during the next six hours, there were 171 aftershocks.

destruct (v.): destroy, cause damage to Destructive means in Chinese.



Guess the meaning of *aftershock*.





So how does an earthquake occur? In simple terms, an earthquake happens due to the sudden movement of the Earth's plates. The pressure of the plates pushing against each other sometimes builds up to breaking point. When one breaks, the ground suddenly moves forward, and shock waves from this ground movement cause the earth to shake, or quake. The ground shakes violently and huge cracks may appear. An earthquake begins beneath the ground at the point where the rocks move, and the energy waves then travel up to the surface.

Quake here means\_\_\_\_so earthquake means\_\_\_\_

There are around 500,000 earthquakes each year, while about 100,000 can actually be felt. Most earthquake belts are located along the edges of the Pacific Plate or near mountainous areas such as the Himalayas.

An earthquake can have damaging effects on our homes, property, environment, and especially life. The Tokyo earthquake in 1923 killed an extremely large number of people. Yet there were also some lucky survivors. The most unbelievable was a woman who was having a bath in her room at the Tokyo Grand Hotel. As the hotel crashed, she and her bath elegantly fell to the street, leaving both her and the bathwater unchanged.

It's an extraordinary event, isn't it? She's a terribly lucky dog, isn't she? One cannot just rely on luck, however. Experts warn that a single quake could cause the death of up to 3 million people in some overpopulated cities. It is therefore necessary to take measures in advance to reduce the consequences of earthquakes.

Imagine the scene and guess the meaning of *elegantly*.

extraordinary (adj.) =

It means

A -----

A. very common

B. very unusual

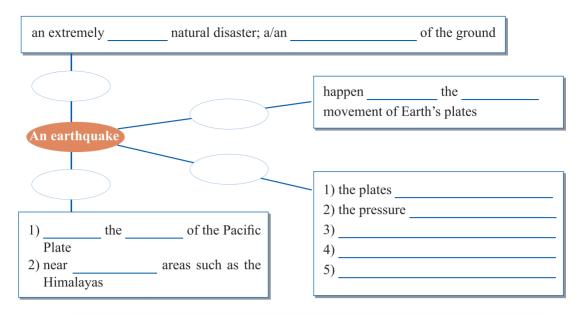
Overpopulated means

### **►** Comprehending, Integrating and Creating



Read the text and put "what", "why", "where" and "how" in the circles. Then fill in the diagram below.





TIP

Exposition is a kind of writing that gives explanations, classifications or instructions. The author often starts with a definition, and then gives an example and explains such aspects as *how*, *where*, *when* and *why*.

Read the text again and fill in the following table about what happened during the 1923 earthquake in Japan.

| Time             |                          |         |         |
|------------------|--------------------------|---------|---------|
| Place            |                          |         |         |
| Magnitude        | on the Richter scale     |         |         |
|                  | Items                    |         | Effects |
|                  | The great clock in Tokyo | stopped |         |
| Damaga           | The sea                  |         |         |
| Damage           | The city                 |         |         |
|                  | Boats                    |         |         |
|                  |                          |         |         |
| An extraordinary |                          |         |         |
| event            |                          |         |         |

Now work in pairs to ask and answer as many questions as possible with the help of the above diagram and table.

### • Example •

Q: What is an earthquake?

A: An earthquake is an extremely destructive natural disaster that is a sudden and violent shaking of the ground.

- **3** Discuss the following questions in groups.
  - 1) How do you understand "An earthquake can have damaging effects on our homes, property, environment, and especially life"? Besides the damage mentioned in the text, what other damage could an earthquake bring?
  - 2) Why are some regions hit frequently by earthquakes?
  - 3) What damage will other natural disasters mentioned in Activating and Predicting cause?
  - 4) In your opinion, are natural disasters happening more frequently in the world today? If yes, what are the causes?
- Work in pairs to decide which of the following strategies have been used by the author. Then find out examples in the text and share your ideas with other classmates.

| Strategies                       | Examples |
|----------------------------------|----------|
| giving examples                  |          |
| giving a definition              |          |
| making comparisons and contrasts |          |
| making classifications           |          |
| analysing processes              |          |
| analysing causes                 |          |

*Choose a natural disaster that impressed you most and complete the following chart with key words. Then write a short paragraph to introduce it to your classmates.* 

| Disaster    |  |
|-------------|--|
| Time        |  |
| Place       |  |
| Process     |  |
| Effects     |  |
| Implication |  |

| Exploring and | l | Jsing | g | /// |  |  |  |  | /// | // | // | // |
|---------------|---|-------|---|-----|--|--|--|--|-----|----|----|----|
|---------------|---|-------|---|-----|--|--|--|--|-----|----|----|----|

| ١ |
|---|
| J |
|   |

### **► Word Power**

I Find out the synonyms of the following words from the text, and then use their appropriate forms to complete the sentences below.

| happen:   | accident: | destroy: |
|-----------|-----------|----------|
| shake:    | stress:   | caution: |
| progress: |           |          |

|   | 1) The death of Mr. White was a great to the family.                                                                                               |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------|
|   | 2) It is important that everyone needs to keep calm in a/an                                                                                        |
|   | 3) The experts people of the effects of sandstorms in order                                                                                        |
|   | to encourage people to plant more trees.                                                                                                           |
|   | 4) We have made rapid in science and technology in the past decade.                                                                                |
|   | 5) The of the water caused the wall of the dam to crack.                                                                                           |
|   | 6) Earthquakes don't often in this part of the world.                                                                                              |
| 2 | Match the meanings in the box below with the corresponding sentences from the text. Then make your own sentences and share them with your partner. |
|   | A. Comparing A to B                                                                                                                                |
|   | B. <b>Admitting</b> the fact that, but                                                                                                             |
|   | C. Having a possible <b>impact</b> on something                                                                                                    |
|   | D. Reaching the conclusion that we need to or have to do something                                                                                 |
|   | E. Explaining causes in a simple way                                                                                                               |
|   |                                                                                                                                                    |
|   | 1) T. 1 . D 1 . 1 . 20 . 1                                                                                                                         |
|   | 1) Tokyo Bay shook <u>as if</u> a huge carpet had been pulled from under it.                                                                       |
|   | 2) <u>In simple terms</u> , an earthquake happens <u>due to</u> the sudden movement of                                                             |
|   | Earth's plates.                                                                                                                                    |
|   | 3) There are around 500,000 earthquakes each year, while about 100,000 can actually be felt.                                                       |
|   | 4) An earthquake can have damaging effects on our homes, property,                                                                                 |
|   | environment, and especially life.                                                                                                                  |
|   | 5) It is therefore necessary to take measures in advance to reduce the                                                                             |
|   | consequences of earthquakes.                                                                                                                       |
| 3 | Read the following sentences from the text and study the formation of the words in bold.                                                           |
|   | 1) An earthquake—an extremely destructive natural disaster—is a sudden and violent                                                                 |
|   | shaking of the ground.                                                                                                                             |
|   | 2) The shaking of the earth not only took away part of a hillside, but also brushed trains                                                         |
|   | and stations into the water below.                                                                                                                 |
|   | 3) It is therefore necessary to take measures in advance to reduce the consequences of                                                             |

earthquakes.

In simple terms, word formation is the creation of a new word. The most common types are compounding, derivation and conversion.

Now put the numbered words from the text in the appropriate columns.

| 1) shock         | 2) description    | 3) bathwater      | 4) powerful    |
|------------------|-------------------|-------------------|----------------|
| 5) form          | 6) forward        | 7) mountainous    | 8) wave        |
| 9) unchanged     | 10) disappearance | 11) overpopulated | 12) aftershock |
| 13) unbelievable | 14) brush         | 15) movement      | 16) cause      |

| Compounding             | Derivation                      | Conversion       |
|-------------------------|---------------------------------|------------------|
| earthquake,<br>hillside | extremely, natural, destructive | advance, measure |

### **▶** Grammar Link

### The Past Future Tense

### **Understanding the meaning**

Look at the pictures and read the dialogue, paying special attention to the coloured parts.

Mary: Hey, John, have you heard about the earthquake?

John: Oh, yes. It was terrible, wasn't it?

Mary: Yes, it was. Many buildings fell down and hundreds of people lost their lives.

John: And the weather reporter said it would rain tomorrow in the earthquake area.

Mary: That's really bad news.

John: Hope everything will be better.

Mary: My mother said she was going to **donate** some money. And my father said he was going to do **volunteer** work there. What can I do to help?

John: Let's figure out what we can do to help.

Mary: I couldn't agree with you more.





### Discovering the rule



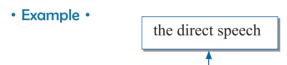
Compare the blue parts in the speech bubbles and the red parts in the dialogue, and then find out their basic forms.

### • The basic form •

The simple future tense

The past future tense

2 Study the following examples, and then discuss in groups when the past future tense is used.



1) The weather reporter said, "It will rain tomorrow in the earthquake area."

The weather reporter said it would rain tomorrow in the earthquake area.

the indirect speech

the simple future tense

2) My mother said, "I am going to donate some money."

My mother said she was going to donate some money.

the past future tense

### **Applying the rule**

Read the description of the earthquake in the text again and fill in the blanks with the past future tense.

According to the description of the earthquake, I knew that \_\_\_\_\_\_after an earthquake struck.

- ♦ a huge wave would sweep over a city
- ♦ boats \_\_\_\_\_\_ by a huge wave
- ♦ building and people \_\_\_\_\_\_ to sea by a huge wave
- ♦ part of a hillside \_\_\_\_\_\_ by the shaking
- ♦ large sections of the sea-bed \_\_\_\_\_ hundreds of metres
- ♦ aftershocks \_\_\_\_\_\_ one after another

Work in groups and talk about what you will do in the future by following the example.

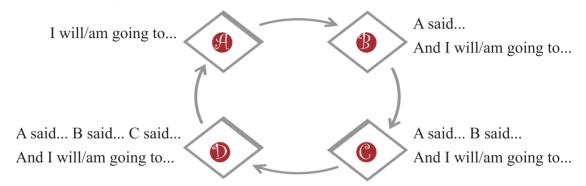
Example

Tian Ye: I will read more books to broaden my horizons.

Yang Yue: Tian Ye said he would read more books to broaden his horizons. I am going to exercise more to keep in better shape.

Li Xue: Tian Ye said he would read more books to broaden his horizons. Yang Yue said she was going to exercise more to keep in better shape. I **attempt** to improve my writing so that I can win the **composition** competition.

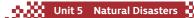
Wang Lei: Tian Ye said he would read more books to broaden his horizons. Yang Yue said she was going to exercise more to keep in better shape. Li Xue said she attempted to improve her writing so that she could win the composition competition.



Complete the following story about the little bird in the pictures below. Then share your story with your classmates.

# Tomorrow I'm going to build one tomorrow. I will sleep today. I will sleep today.

Once upon a time, there was a little bird. He did not have a nest...



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



### **Asking for Information**

| 1 |                | lict which three natural disasters will be talked about in the coming monologue rding to the given expressions. Then listen to check your prediction. |
|---|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
|   | A              | : violent storms, affect a large part of, cause a great deal of damage to                                                                             |
|   |                | landscapes                                                                                                                                            |
|   | В              | : many bodies of water, <b>flow</b> over the banks, displace people, destroy homes                                                                    |
|   | C              | : hot liquid, crack in the Earth's crust, deadly <b>eruption</b>                                                                                      |
| 2 | Liste<br>disas | n again and match each of the following features with the corresponding natural ster.                                                                 |
|   | (              | ) 1) Areas with many bodies of water are at a higher risk.                                                                                            |
|   | (              | ) 2) The one that erupts is called an active one.                                                                                                     |
|   | (              | ) 3) They are violent storms with extremely strong wind and heavy rain.                                                                               |
|   | (              | ) 4) It occurs when a large amount of water covers an area which is usually dry.                                                                      |
|   | (              | ) 5) They are usually found where two plates are pushing against each other or moving apart.                                                          |
|   | (              | ) 6) It can be a result of hurricanes.                                                                                                                |
|   | (              | ) 7) It occurs when molten rock reaches the surface through cracks in the Earth's crust.                                                              |
|   | (              | ) 8) The Western Pacific is the most active place for them.                                                                                           |
|   | (              | 9) It may happen at similar places where earthquakes are found.                                                                                       |



You may first look through the features given and make a prediction. It can help you focus on the key information more easily while listening.

3 Listen for a third time and complete the following table with details.

) 10) They are common in the Pacific Ocean.

| Disaster                   | Hurricane Flood                                                                                                                                       |                                                                                                                             | Volcano                                                                     |
|----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| When                       | When 2005                                                                                                                                             |                                                                                                                             |                                                                             |
| Where a/an part of the USA |                                                                                                                                                       | Pakistan                                                                                                                    | Mount Ontake in                                                             |
| Bad effects                | <ul> <li>killed around</li> <li>people;</li> <li>caused damage to roads,</li> <li>bridges,, and</li> <li>similar public works</li> <li>and</li> </ul> | <ul> <li>displaced more than million people;</li> <li>destroyed million homes;</li> <li>left of people homeless.</li> </ul> | <ul> <li>killed at least people;</li> <li>was the eruption since</li> </ul> |



Work in pairs to talk about the three disasters with the help of the information in Activity 3 and the following sentence structures.

### **Asking for Information**

- 1) Can you tell me...?
- 2) I'd like to know more about...
- 3) Got any idea about...?
- 4) Have you heard about/that...?
- 5) Can you give me any information about...?
- 6) Do you happen to know anything about...?

You may begin your dialogue like this:

- A: Hey, Judy! I missed a lot of information about the 2005 hurricane while listening. Could you please help me?
- B: Sure.
- A: Can you tell me what the name of the hurricane is?
- B: Yes. It is called Katrina...

...

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



### **Writing a News Report**



Listen to a news report and complete the following table.

### A Damaging Earthquake Hits Southwest China

| Nawa sanyaa | Reporter: Tim from                                                                          |
|-------------|---------------------------------------------------------------------------------------------|
| News source | Date:, 2017                                                                                 |
|             | Event: a/an magnitude earthquake                                                            |
|             | Place: County Province                                                                      |
| News facts  | Time: p.m.                                                                                  |
|             | Relief and rescue work by volunteer taxi drivers:  • offering food and drinks  • moving out |



**2** Read the news report, and then match the following elements of a news report to the definitions.

7.0-magnitude quake hits SW China Headline
Tim from China Daily Byline
Aug. 9, 2017

Placeline

Lead

Body

CHENGDU—A 7.0-magnitude earthquake hit Jiuzhaigou **county** in Southwest China's Sichuan province at 9:19 p.m. at a **depth** of 20 kilometres, according to the China Earthquake **Networks** Centre.

**Relief** and **rescue** work is going on **in order**. Taxi drivers from the neighbouring Songpan County have voluntarily driven to the airport and are offering free food and drinks as well as free taxi rides for passengers and rescue workers.

Tibetan taxi driver Angchuk, 26, is one of the drivers at the airport. "The earthquake was terrible! Now I am only doing what is needed. We should all do our part after a natural

disaster, shouldn't we? As a taxi driver, this may be the only thing I can do now to offer a little help, isn't it?" he said.

Quotation

**So far**, more than 50,000 tourists, including 126 foreign tourists, have been successfully evacuated from the county.



1) headline

2) byline

- 3) placeline
- 4) lead
- 5) body
- 6) quotation

- A. supplying details
- B. the reporter's personal information
- C. the opening paragraph, which gives the most important information and answers most of the five wh-questions
- D. sentences someone actually said to add accuracy or an "at the scene" feeling
- E. where the event happened
- F. catching the reader's attention and summing up the story
- (3) Choose an important event which has recently happened in your school and ask yourself questions according to the checklist in the box and then write down the answers.

What event? When? Where?
Who were involved? What specific and important information?

| Question | : |  |  |
|----------|---|--|--|
| Answer:  |   |  |  |
|          |   |  |  |

...

4 Write a news report on the event by imitating the format of the example given on Page 83.

[5] Read your draft and revise it according to the following tip. Then report to the whole class.



For the language and style of a news report, the reporter usually uses

- 1) the third person to give an objective tone;
- 2) short sentences to inform readers quickly and clearly;
- 3) the past tense;
- 4) connectives of sequence;
- 5) both direct and indirect speech.

### /////// Reading Further //////////



### **▶** Getting Ready

Look at the following pictures and write down what "Drop, Cover, Hold on!" means. Then read the passage quickly to check your understanding.



### **▶** Reading

### When the Earth Shakes

Although scientists have been working on it, an earthquake cannot be predicted accurately. We know earthquakes usually last less than one minute, but the effects are often disastrous. So it's quite necessary to know what to do when you actually meet one.

### Before an Earthquake

- Identify safe places such as one under a firm piece of furniture in your home, or under a desk in your school so that when the shaking starts, you DROP to the ground, COVER your head and neck with your arms. If a safer place is nearby, crawl to it and HOLD ON.
- To react quickly, you must often practise how to "Drop, Cover and Hold On!" You may only have seconds to protect yourself in an earthquake.
  - Prepare a survival kit. Store important supplies (e.g. water and medicine) and documents.

### **During an Earthquake**

If you are inside a building:



- Stay where you are until the shaking stops. Do not head for the doorway as this does not provide protection from falling or flying objects, and you may not be able to remain standing. Do not use the elevator or lift.
  - Drop to the ground (before the earthquake drops you)!
- Cover your head and neck with your arms to protect yourself from falling things. Stay away from glass, windows and anything that could fall.
  - Hold on to any strong covering so that you can move with it until the shaking stops. If you are outside:

When you feel the shaking, move away from buildings, streetlights, trees and electric wires. Once in the open, "Drop, Cover and Hold On." Stay there until the shaking stops.

If you are in a moving vehicle when you feel the shaking, stop as quickly and safely as possible and stay in the vehicle. Avoid stopping near or under buildings, trees, overpasses and electric wires.

### After an Earthquake

- Look around. If there is a clear path to safety, leave the building and go to an open space.
- Once safe, follow local news through radio, TV, social media, and mobile phone texts for information and instructions from authorities.
- If you are trapped, don't be panic. Do not move about. Use a cellphone, knock on pipes or walls, or use a whistle, if you have one.

### Comprehending

 $\boxed{1}$  Read the part "During an Earthquake" again, and tick the correct one in each pair of the pictures. Then add more information into the box below.











| If you are | What to do |
|------------|------------|
| in bed     |            |
|            |            |
|            |            |
|            |            |
|            |            |

- Discuss the following questions in groups.
- 1) What is the most important rule during an earthquake?
- 2) What should you do before and after an earthquake? List more tips besides what the passage has told you.
- 3) What frightens people most after an earthquake?
- 4) Do you think the Internet can be helpful in a disaster? If yes, how? If not, why?
- 5) Do you really believe that knowing what to do before, during and after an earthquake may help a lot? If yes, give examples to support it. If not, why?





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

- Identify the best places for you both at home and at school when an earthquake hits, and discuss why you think they are the best.
- Step 2 Then prepare a survival kit, listing what you should put in it.
- Step 3 Tell your group members what you will do if an earthquake happens.
- Step 4 Let your group members judge whether you have adopted the correct way. If not, listen to their suggestions.
- Step 5 Work together to write out some tips for the class about what to do when an earthquake strikes.



Name one natural disaster that is common in your area and think what you should do before, during and after it. Then work in groups to share your ideas.

### Self-assessing

Reflect on your learning process in this unit. Tick 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 natural disasters;                                                   |       |                |                |
| \$\delta\$ use compounding, derivation and conversion to enlarge your vocabulary; |       |                |                |
| ♦ make up a story by using the past future tense<br>properly;                     |       |                |                |
| ♦ ask for information about natural disasters;                                    |       |                |                |
| write a news report by following the given format;                                |       |                |                |
| ♦ share your ideas about how to keep yourself<br>safe in an earthquake.           |       |                |                |



### Looking Ahead

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

- talk about protecting the earth through recycling;
- enlarge your vocabulary by adding negative prefixes: dis-, im-, in-, ir-, non- and un-;
- identify the omitted parts of sentences and use the ellipsis properly;
- ask for and state one's intentions and plans about protecting the environment;
- write a survey report based on data analysis and results;
- explain the historical development of the recycling symbol.

| Reading | Activel | ly /// |
|---------|---------|--------|
|---------|---------|--------|



### ► Activating and Predicting

1 Look at the picture below and think how these plastic bottles can be reused. Then share your ideas with a partner.



Your ideas to reuse them through DIY:

2 Think how these bottles have been reused according to the picture and questions below. Then read the text to check your ideas.



What is it used for?

When is it used?

Why is it used?

How is it made?



### ► Reading, Thinking and Analysing

### **Zero-electricity DIY Air Conditioner**

Summer is upon us, and complaints about the heat will soon be common in many places. But few will reach the skyrocketing temperatures the people of Bangladesh will experience. There, 70 percent of local people live in tin-roofed huts. To make it worse, unlike people in many other places, air conditioning is simply not an option for them. The life is unimaginable.

But where there is a will, there is a way. Ashis Paul, a creative inventor sought long and hard to find a solution to this problem. He designed a new type of zero-electricity air conditioning system called the Eco-cooler, one that draws cool air into tin-roofed huts in the absence of electricity, and it is made from one of the world's most common waste items—plastic bottles.

The Eco-cooler is super simple to build:

Step 1 Gather as many used soft-drink and water bottles as possible. The bigger the size difference between the body and the mouth of the bottle, the better.

Step 2 Measure the window you want to make the Eco-cooler for. And cut a strong board in the same size. (It is a good idea to keep at least half an inch more around all sides.)

Step 3 Cut holes in the board according to the measurement of the mouth of the bottle. Make sure that the cuts are spaced out according to the body size of the bottles.

Step 4 Using a pair of scissors, cut the bottle in half—along the body of the bottle.

Step 5 Cut away the top of the bottle cap. This will help fix the bottle into the board.

Step 6 Push the cut bottle from the external of the board, screw back the cap on the bottle from the inner side and tighten it. Repeat for the remaining bottles and fix the Eco-cooler from the outer side of the window.

The Eco-cooler then works nonstop by catching the wind and sending it inside the building. Though imperfect and incapable of making the temperature of a room decrease by as much as an air conditioner does, it is still a low-cost and environment-friendly solution for Bangladesh's poor citizens, and its inventor desires to aid as many people as possible.

```
skyrocketing (adj.) =
sky(n.) + rocket(v.)
+ -ing
It means
A. increasing rapidly
B. very high
Bangladesh
[,baːŋglə'de[]: n.
a country in southern
Asia
It is called in
Chinese.
```

```
measurement(n.) =
measure (v.) + -ment
It means _____ here.
A. the action of
  measuring
B. the size
Space is a _____ here.
A. noun B. verb
It means _____ in
Chinese.
tighten(v.) =
tight(adj.) + -en
It means _____ in
English.
nonstop = non - + stop
It is an _____ here.
A. adj.
           B. adv.
It means _____ in
English.
```

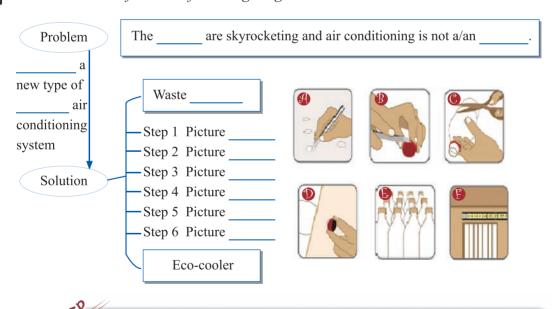
Yes, the Eco-cooler is obviously not a super high-tech air conditioning system, and its effect is limited, yet it is still one that can make a difference and inspire more people to reuse unwanted things creatively.

### **►** Comprehending, Integrating and Creating

| 1 | Skim    |  |
|---|---------|--|
|   | Sittiit |  |

Skim the text and choose the best answer.

- 1) It is a piece of .
  - A. narration
- B. argumentation
- C. exposition
- 2) The main purpose of the writer is \_\_\_\_\_
  - A. to tell a story about the invention of an Eco-cooler
  - B. to persuade us to reuse old plastic bottles
  - C. to introduce the **procedures** of making an Eco-cooler by using plastic bottles
- 3) According to the text, the right sequence of the contents is \_\_\_\_\_.
  - A. what makes the idea appear  $\rightarrow$  what the idea is  $\rightarrow$  how to make the idea come true  $\rightarrow$  what the significance of the idea is
  - B. what the problem is  $\rightarrow$  how to solve the problem  $\rightarrow$  what the disadvantages of the solution are  $\rightarrow$  how effective the solution is
  - C. what the background is  $\rightarrow$  what the invention is  $\rightarrow$  what action should be taken  $\rightarrow$  what the significance of the invention is
- **2** Scan the text and finish the following diagram.



You can make your writing more fluent by using linking words like *firstly*, *secondly*, *then*, *next*, *afterward*, *finally*, etc., when describing a process.

Then write down the key verbs or verbal phrases under each picture and use them to retell how to make the Eco-cooler through DIY.



Read the first two paragraphs carefully, underline the six pronouns and write down what each of them refers to. Then discuss in groups how they act as the link to make the text logical and understandable.

| 1) |  |  |  |
|----|--|--|--|
| 2) |  |  |  |

3) \_\_\_\_\_

4) \_\_\_\_\_

5)\_\_\_\_\_

6) \_\_\_\_\_

One simple way to link sentences in a paragraph or text is to use pronouns throughout it. They help to make the text logical and orderly, and therefore easy to understand.

- 4 Discuss the following questions in groups and then share your ideas with other groups.
  - 1) In the last paragraph, the writer mentions that the Eco-cooler can make a difference. How do you understand the phrase "make a difference" here?
  - 2) The writer thinks that the invention of the Eco-cooler may inspire more people to reuse unwanted things creatively. Do you really think so? Have you been inspired?
  - 3) What can we learn from the inventor of the Eco-cooler?
  - 4) Are you interested in DIY in your daily life? Why or why not?
  - 5) Do you often recycle and reuse things? What do you think encourages recycling and reusing?
- Work in groups to classify the following things. Then select one or some recyclable things to make something useful through DIY.



Now present what you have made to the class and illustrate how to make it step by step.

### 



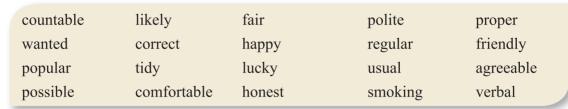
### **▶** Word Power



Read the text again and find out the synonyms for the following words. Write them down. The first letter of each word has been given.



|                                                                                                                                                                               | 0                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <del>-</del>         | : make                  | <u>g</u>            |                  |  |  |  |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|-------------------------|---------------------|------------------|--|--|--|--|
|                                                                                                                                                                               | ·                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                      | : encourage<br>: unable | <u>c</u>            | _: invent        |  |  |  |  |
| 2                                                                                                                                                                             | Now use their appropriate forms to complete the following sentences.  1) We have been long and hard to live a low-carbon life.  2) He is of running a mile within four minutes.  3) In the of sugar, you may use honey instead.  4) Some experts say that plastic money can be a future for us because it is tougher than paper notes and lighter than coins.  5) The poet was by the golden autumn light in this poem.  6) Designers and engineers together last weekend to answers to the new problem.  Find the following sentence structures in the text and work out their meanings. Then match |                      |                         |                     |                  |  |  |  |  |
|                                                                                                                                                                               | them with their functions. 1) To make it worse,2) Unlike,                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                      |                         |                     |                  |  |  |  |  |
|                                                                                                                                                                               | C To neg                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | lect an unsatisfacto | ory fact                |                     |                  |  |  |  |  |
|                                                                                                                                                                               | D To add                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | something worse      |                         |                     |                  |  |  |  |  |
|                                                                                                                                                                               | E To intr                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | oduce something the  | nat contrasts with what | has already been 1  | mentioned        |  |  |  |  |
|                                                                                                                                                                               | Use them to m groups.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | ake your own sente   | ences and check whethe  | er you have used ti | hem correctly in |  |  |  |  |
| 3 Study the words in the table below and underline the negative prefixes. Then add the the following words to form new words and put the new ones in the appropriate columns. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                      |                         |                     |                  |  |  |  |  |
|                                                                                                                                                                               | 1) dislike                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 2) incapable         | 3) unimaginable         | 4) imperfect        | 5) nonstop       |  |  |  |  |
|                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                      |                         |                     |                  |  |  |  |  |



TIP

Negative prefixes such as *dis-*, *im-*, *in-*, *ir-*, *non-* and *un-* can be added to adjectives to give the opposite meaning.

Now use some of the words in the table to complete the paragraph below. Change the forms if necessary.

| Upcycling, also known as creative i         | reuse, is a process  | of changing waste, useless, or   |
|---------------------------------------------|----------------------|----------------------------------|
| materials which are                         | _ to be used as they | are into new materials of better |
| quality or for better environmental value.  | . The idea is still  | . Here's an example.             |
| If you feel dissatisfied with your old jean | ns because they be   | came too small, or the style is  |
| now, what do you normally                   | do? Xenia Sidoreni   | ko, a Russian in Shanghai can    |
| provide you with a/an sol                   | ution. She is a des  | igner who upcycles them into     |
| backpacks. So the goal of upcycling is      | s to decrease waste  | e materials by making use of     |
| present ones and thus cutting down on the   | e use of new raw m   | aterials.                        |

### **►** Grammar Link

### **Ellipsis**

### Understanding the meaning

Read aloud the following dialogue in pairs by playing the roles.

- A: Wow, what a hot day (it is)!
- B: Yes, it is much hotter today than (it was) yesterday.
- A: You see, global warming has brought more and more negative effects on our lives.
- B: I also think so.
- A: And some people have realised it, but others not (haven't realised it).
- B: So, we should increase public awareness about the need for a greener earth. The more people have an awareness about protecting the earth, the better (the effect will be).
- A: Yes, the first thing (that) we should do is let more people know what global warming is.
- B: And then (let more people know) why it is necessary to slow it down and how (to slow it down).



Ellipsis is used to leave some elements out of sentences.

### Discovering the rule

 $\boxed{I}$  Study the dialogue on Page 92 carefully and find out what elements can be omitted. Then share your findings with your partner.

| The elements which can be omitted | The examples from the above dialogue |
|-----------------------------------|--------------------------------------|
| subject + linking verb            | it is                                |
|                                   |                                      |
|                                   |                                      |

| 2 | Work in groups to discuss why ellipsis is used and tick the correct answers.   |
|---|--------------------------------------------------------------------------------|
|   | We use ellipsis because                                                        |
|   | we want to avoid repetition                                                    |
|   | the word(s) is/are so unnecessary                                              |
|   | the sentences are too complex                                                  |
|   | we want to make the sentences briefer and clearer                              |
|   | ☐ the information which the word(s) provide(s) has/have already been mentioned |
|   |                                                                                |

### Applying the rule



 $extcolor{black}{1}$  Read the text again and underline each sentence in which ellipsis is used. Then try to add the elements that have been omitted. An example has been given.

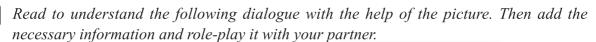
• Example •

( You ) Measure the window you want to make the Eco-cooler for.

- **2** Read the sentences below and decide which words have been left out.
  - 1) The good life is one inspired by love and guided by knowledge.
  - 2) Reading makes a full man, conference a ready man, and writing an exact man.
  - 3) Once seen, it can never be forgotten.
  - 4) When in Rome, do as the Romans do.

the ideas may be expressed more coherently

- 5) Do one thing at a time, and do it well.
- **3** Put the unnecessary words in the following mini-dialogues in brackets.
  - 1) A: Will you join the International **Committee** of the Red Cross?
    - B: Yes, I'd like to join the International Committee of the Red Cross.
  - 2) A: Is the result of a match affected by the weather of the day?
    - B: Yes, the result of a match is affected by the weather of the day.
  - 3) A: Shall we go swimming together this Sunday?
    - B: Yes, let's go swimming together this Sunday.
  - 4) A: What happened to Tom?
    - B: Tom was attacked by a bee while he was picking a flower.
  - 5) A: What's the result of the relay race?
    - B: John took first place and Jimmy took second place.





Mr. Green: Going?

Mr. Smith: Been.

Mr. Green: Any?

Mr. Smith: Some.

Mr. Green: Big?

Mr. Smith: Here. Look.

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



### **Talking about Intentions and Plans**

*Match the following things with the materials they are possibly made out of. Then predict what the coming conversation is about.* 

A. old clothes B. plastic bags C. postcards D. shoeboxes E. bottles





2)\_







5)

2 Listen to check your predictions and then fill in the blanks to get the main idea.

In the dialogue, Jack and David, who are most probably \_\_\_\_\_\_, are talking about making plans to \_\_\_\_\_\_ the daily waste instead of just \_\_\_\_\_.

3 Listen again and complete the table with some specific information from the dialogue.

| Waste           | How to reuse them                                                                                         |
|-----------------|-----------------------------------------------------------------------------------------------------------|
| Plastic bags    | 1) Save the tough and ones for later use. 2) them together with us for shopping.                          |
|                 | 3) Use them as waste bags.                                                                                |
| Shoeboxes       | 1) Store things like chargers,, and snacks. 2) Make the cover into a/an frame.                            |
| Plastic bottles | 1) Decorate the medium ones to hold  2) Use the ones to store water.  3) Collect the small ones and them. |
| Old clothes     | Ask to decorate them.                                                                                     |
| Old postcards   | Make them into a beautiful                                                                                |



| 4 Listen for a th | Listen for a third time and complete the following sentences that state intentions. |                                             |  |  |  |  |  |
|-------------------|-------------------------------------------------------------------------------------|---------------------------------------------|--|--|--|--|--|
| 1) Well,          | throwing them a                                                                     | way, because I just don't use them anymore. |  |  |  |  |  |
| 2) But            | still make some of                                                                  | them useful.                                |  |  |  |  |  |
| 3)                | save the tough and clea                                                             | n ones for later use.                       |  |  |  |  |  |
| 4)                | oto frame.                                                                          |                                             |  |  |  |  |  |
| 5) Don't worr     | y for the old clothes                                                               | ask my mum about what she can do            |  |  |  |  |  |

Mork in groups to talk about your intentions or plans in the following situations. Remember to use the sentence structures you have got from listening and the ones given in the table below.

| Asking about one's intentions                 | Stating one's intentions     |
|-----------------------------------------------|------------------------------|
| Are you going/planning to?                    | I am (not) going/planning to |
| What would you like to do?                    | I (don't) intend to          |
| You will, won't you?                          | Yes, I expect I will         |
| Do you have any intention of doing something? | Yes, my intention is         |
|                                               |                              |

**Situation 1** You are having a group chat online about the school activity for recycling things.

**Situation 2** The weekend is coming. Plan with your friends to collect rubbish in a city park near your school.



When you are making plans with someone else, it is polite for you to ask about the other person's time and availability.

### 



### Writing a Survey Report

Read the survey report below and sum up the main idea of each paragraph by putting letters A to D on the corresponding line before it.

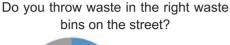
### A Survey Report on Students' Knowledge about Waste Classification

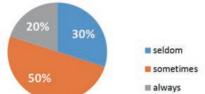
\_\_\_\_\_ At present, society produces a large amount of waste every day, such as leftover food, waste paper, plastic bottles and batteries. Waste has become a big headache in almost every city and is becoming a major environmental problem. One of

|   | the ways to cope with waste is waste                                                                                                                                                                                                   | Do you have any                                                                                                 | rknowledge                                                                   |  |  |  |  |  |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|--|--|--|--|--|
|   | classification.                                                                                                                                                                                                                        | about waste clas                                                                                                | about waste classification?                                                  |  |  |  |  |  |
|   | In order to know                                                                                                                                                                                                                       | Know nothing                                                                                                    | Know very well                                                               |  |  |  |  |  |
|   | what knowledge students have about waste classification, we asked 50 students in our school the question "Do you have any knowledge about waste classification?"                                                                       | Have little knowledge                                                                                           | Have some knowledge                                                          |  |  |  |  |  |
|   | • •                                                                                                                                                                                                                                    |                                                                                                                 | ey. From the chart, we ca                                                    |  |  |  |  |  |
|   | see that the students who have little 71%, and 5% of the students even knows ay they know something about waste  Thus, students should by the which will help to increase their awar and thus do their bit to protect the environment. | ow nothing about it. Althouselessification, only 3% know the informed of the benefit eness of the importance of | ough 21% of the students<br>now well about it.<br>ts of waste classification |  |  |  |  |  |
|   | A The purpose of the survey                                                                                                                                                                                                            |                                                                                                                 |                                                                              |  |  |  |  |  |
|   | B The background of the survey                                                                                                                                                                                                         | У                                                                                                               |                                                                              |  |  |  |  |  |
|   | The implications of the surve                                                                                                                                                                                                          | еу                                                                                                              |                                                                              |  |  |  |  |  |
|   | D The specific description of the                                                                                                                                                                                                      | ne results of the survey                                                                                        |                                                                              |  |  |  |  |  |
| 2 | Read Paragraph 3 of the above survey phrases and sentence structures for domore of your own.                                                                                                                                           |                                                                                                                 |                                                                              |  |  |  |  |  |
|   | Words, phrases and structures for de                                                                                                                                                                                                   | escribing a pie chart:                                                                                          |                                                                              |  |  |  |  |  |
|   | From the example:                                                                                                                                                                                                                      |                                                                                                                 |                                                                              |  |  |  |  |  |
|   |                                                                                                                                                                                                                                        |                                                                                                                 |                                                                              |  |  |  |  |  |
|   | Adding more:                                                                                                                                                                                                                           |                                                                                                                 |                                                                              |  |  |  |  |  |
|   |                                                                                                                                                                                                                                        |                                                                                                                 |                                                                              |  |  |  |  |  |



3 Describe the following pie chart by using some of the words, phrases and sentence structures you have noted down. Then check your writing with a partner.









While describing a pie chart, 1) always emphasise the largest and smallest parts; 2) use pie chart language such as *account for*, *represent*, etc.

Work in groups to do a survey on waste classification in your school and write a report on it, including drawing and describing your chart(s).

### /// Reading Further //////

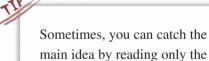


### **▶** Getting Ready

Study the following logo and guess what it suggests according to the given words. Then read the first and last paragraph of the following passage to check your guessing.



circle arrow
triangular infinity
represent symbolise
process garbage



first and last paragraph.

### **▶** Reading

### **History of the Recycling Symbol**

Nowadays, everyone knows what the recycling symbol means. It is one of the most recognisable logos ever created, and we owe it all to Gary Anderson. How did the symbol come about?

Let's go back to 1970 and the birth of the modern environmental movement. As awareness of environmental issues increased, the movement gained more and more attention and the first Earth Day was celebrated on April 22, 1970. In response to the first Earth Day and because

every movement needs a great logo, the Container Corporation of America (CCA) held a competition to raise awareness about environmental issues.

CCA asked students to present designs that symbolise the recycling process, and winners were offered college tuition prizes. At the time, CCA was the nation's largest paper recycler and planned to use the winning design on their recycled paperboard products. The winning symbol would represent the process of recycling paper. More than 500 young



students and activists entered designs into the competition. In September 1970, CCA named the winner as Gary Anderson, a 23-year-old college senior at the University of Southern California.

Gary Anderson grew up in Las Vegas, Nevada in the 1950's. Like many families at this time, Gary's family reused most of what we now consider trash for other purposes. This wasn't out of environmental concerns, but out of concern for money. This background was perhaps an influence on Anderson's continued and growing interest in saving resources.

The simple and clear quality of Gary's symbol earned him the top prize of a \$2,500 tuition scholarship. The three arrows show the idea of turning waste from one product into raw materials for another product. Now they are often used with the phrase "reduce, reuse, recycle", and are applied to everything that is concerned with recycling, recyclable and recycled products all over the world.

### **►** Comprehending

| (1) Complete the sentence below to summarise the theme of the passage by filling in the blanks. | 1 |  | the | sentence | below | to | summarise | the | theme | of | the | passage | by | filling | in | the |
|-------------------------------------------------------------------------------------------------|---|--|-----|----------|-------|----|-----------|-----|-------|----|-----|---------|----|---------|----|-----|
|-------------------------------------------------------------------------------------------------|---|--|-----|----------|-------|----|-----------|-----|-------|----|-----|---------|----|---------|----|-----|

This is a piece of exposition which mainly tells us some important information about \_\_\_\_\_\_, including \_\_\_\_\_\_ it was born, \_\_\_\_\_ created it and what it \_\_\_\_\_\_.

2 Read the passage again and complete the mind map for the history of the recycling symbol.

| ental:<br>April 22, 1970.                    |
|----------------------------------------------|
| to the movement                              |
| ld a competition                             |
| l issues.                                    |
|                                              |
| r-old Gary Anderson won the                  |
| ze. His family reused most trash  for money. |
|                                              |

Select one of the following logos that are related to making the world green and search on the Internet for more information about it to answer the following questions.









- 1) What is the symbol like?
- 2) What is it composed of?
- 3) Why are these things included?
- 4) What does the symbol mean?

Now set up an environmental protection organisation of your own and design a logo for it. Then share your ideas in class.

|                    | What it looks like:           |
|--------------------|-------------------------------|
|                    | What it suggests:             |
|                    | Why you designed it this way: |
|                    |                               |
| Draw the loop here |                               |

### Self-assessing

Reflect on your learning process in this unit. Tick 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<br>work |
|------------------------------------------------------|-------|----------------|-------------------|
| ♦ talk about protecting the earth through recycling; |       |                |                   |
| ♦ enlarge your vocabulary by adding negative         |       |                |                   |
| prefixes: dis-, im-, in-, non- and un-;              |       |                |                   |
| ♦ identify the omitted parts of sentences and use    |       |                |                   |
| ellipsis properly;                                   |       |                |                   |
| ♦ talk about your intentions and plans in given      |       |                |                   |
| situations;                                          |       |                |                   |
| ♦ write a survey report based on data analysis       |       |                |                   |
| and results;                                         |       |                |                   |
| ♦ introduce the history of the recycling symbol.     |       |                |                   |

# self-directed C

### Challenging Yourself C

Taking Action

The earth does not belong to man, but man belongs to the earth.

-Anonymous

#### Looking Ahead

After you have learned about the different natural disasters and how to protect the earth, it's time for you to learn more about our earth. With the help of the strategies learned in Unit 5 and Unit 6, you will find it easier to learn by yourself. In this self-directed learning project, you should be able to:

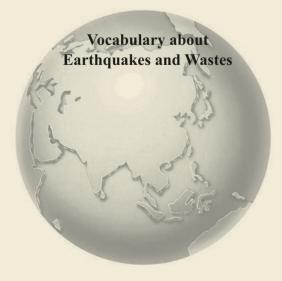
- sum up the strategies learned in Unit 5 and Unit 6;
- guess the meaning of a new word by collocation;
- predict the general idea of an article by raising questions;
- identify the structure and find out the details of the passage by using a mind map;
- make a poster about Earth Day;
- express your own opinion actively in class and listen to others patiently.

#### 



#### ► Recycling Time

*Try to list the vocabulary and learning strategies you have learned in Unit 5 and Unit 6.* 



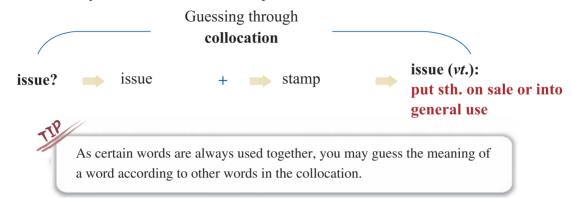


#### **▶** Word Builder

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

#### • Example •

The first Chinese "World Earth Day" stamp was <u>issued</u> in Beijing in 2005 to encourage the whole society to treasure resources and protect the Earth.



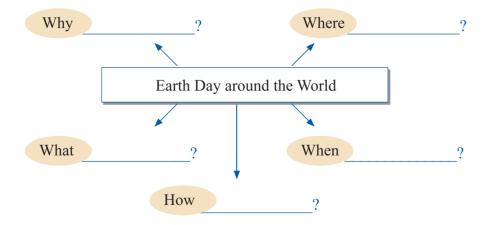
#### **▶** Reading Land

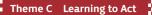
Write down some key words under each picture and talk about the events. Then guess which will be held on Earth Day and read the article to check.



Some other events I know about: \_\_\_\_

2 Look at the title of the article and raise questions based on the WH-words. Then read and find answers in the text.





#### Earth Day around the World

Earth Day is an annual event celebrated on April 22. Since it was established in 1970, Earth Day has become a worldwide movement. Today over 190 countries worldwide take part in Earth Day celebrations every year. On that day, various events are held to demonstrate support for environmental protection.

How does the author begin the article?

Ringing bells is a traditional way to celebrate Earth Day. Nowadays, however, countries celebrate the day in various ways with great fun. Maybe you love to celebrate Earth Day but have always wondered how other countries do it. Now, check out some of these fun Earth Day activities from around the world.

Parades are a popular way to celebrate Earth Day, and many parades include children dressed as trees and flowers made of recycled materials. In Tokyo, however, people march in protective suits and hold signs that say "No Nuclear Power".

In Hungary, people celebrate Earth Day by riding their bicycles during the Critical Mass Bicycle Ride. After the race, the cyclists meet at a park in Budapest where they celebrate with food, drinks and other fun Earth Day activities. There are many other bike rides held irregularly around the world as well.

In New York City, the Wildlife Conservation Society's 96 Elephants campaign showed 96 seconds of video of playful baby elephants in 2014. While showing the world how baby elephants should be, the film at the same time reminded them of the alarming fact—many of these baby elephants will grow up to be killed for their ivory. The Society says that on average, 96 elephants are killed every day in Africa.

China created a stamp to remember Earth Day and the planet. The first Chinese "World Earth Day" stamp was issued in Beijing in 2005 to encourage the whole society to treasure resources and protect the Earth. The stamp has a face value of 80 *fen* (10 cents). Its print features a pair of reaching hands against a white globe surrounded by blue. Designer Chen Shaohua said that he wished to use the hands to express human beings' respect and thanks towards Mother Nature.

In Uganda, the 4-H Million Trees Project is working with school children to plant over 50,000 trees in honour of Earth Day. Planting trees has become a common way of celebrating Earth Day for many other organisations, schools and businesses.

What's your plan for the next Earth Day?

Parade means the same with \_\_\_\_\_ in this paragraph.

Critical Mass Bicycle Ride: a worldwide bicycle ride activity

Budapest /'budə,pest/: n. the capital and largest city of Hungary

playful (adj.) = play (v.)
+ -ful
It means \_\_\_\_\_ here.
A. lively B. lovely
Alarming means \_\_\_\_\_ here.

Is *feature* a verb or a noun here?

Uganda /juːˈgændə/: n. a country in East Africa





Complete the following table about how people around the world celebrate Earth Day.

| Places        | Earth Day activities |
|---------------|----------------------|
| Tokyo         |                      |
| Hungary       |                      |
| New York City |                      |
| China         |                      |
| Uganda        |                      |

- 2 Read the article again and compare it with the texts in Units 5 and 6, then answer the following questions.
  - 1) What's the type of the text?
  - 2) What are the features of this type of writing?
  - 3) What's the purpose of this type of writing?
- 3 Search for more information about Earth Day, and make a poster to increase people's awareness to protect our earth.



#### **▶** Question Corner

After doing the above activities, write down any problems that you haven't solved and turn to your classmates or teacher for help in class.

#### 





Share your poster in groups, and then discuss the questions in Question Corner. Ask your teacher for help if necessary.



**2** Work in groups to do a survey on students' awareness of environmental protection in your class, and write a passage about it.

#### A Survey about Students' Awareness of Environmental Protection

You can follow the steps below:

- Invent some questions about students' awareness of environmental protection.
- Step 2 Give some choices for each question.
- Step 3 Design a questionnaire and do a survey.
- **Step 4** Collect data and analyse it and then illustrate the results with pie charts.

#### /////// Learning Creatively /////



Work in pairs to describe the following two pictures and try to understand the messages they convey. Then read the two passages to check your understanding and then write down their corresponding titles.





#### Passage 1



The world is not only hungry, but also thirsty for water. This may seem strange to you, since nearly 71% of the earth's surface is covered with water. But about 97% of this huge



amount is sea water, or salt water. Man can only drink and use the other 3%—the fresh water that comes from rivers, lakes, under ground, and other sources. And we cannot even use all of that, because some of it is in the form of icebergs and glaciers. Even worse, some of it has been polluted.

However, as things stand today, this small amount of fresh water, which is constantly being replaced by rainfall, is still enough for us. But our need for water is increasing rapidly—almost day by day. Only if we take steps to deal with this problem now can we avoid a severe worldwide water shortage later on. A limited water supply would have a bad effect on agriculture and industry.

We all have to learn how to stop wasting our precious water. One of the first steps we should take is to develop ways of reusing it. Experiments have already been done in this field, but only on a small scale. These systems are as important as the spacecraft for our future.

#### Passage 2



World Environment Day (WED) is a day we all need to put in our diaries. It happens on June 5 every year and should be one of the most important days of the holiday calendar. WED was created in 1972 by the United Nations General Assembly. The environment wasn't such a big issue back then. But it is one of the hottest topics in the world today. WED helps raise worldwide awareness of the threats to our environment. Many environmental agencies organise events based on different themes each year. These events encourage both governments and local communities to work together to tackle environmental problems from a grass roots level and at a presidential level.

Many people in rich countries are aware of today's environmental issues. Even though many of the world's citizens know the issues, too few people do enough to deal with them. WED could be the day to start changing our lifestyle forever to reduce our carbon footprint. Most of us use far too much energy. With a little thought, we could all use less power and help the environment. WED also needs to make people in poorer countries aware of the dangers to the environment. The governments of new superpowers need to reduce their energy consumption, too. Hopefully, World Environment Day will become more celebrated every year.

Do the following activities.

- 1) Discuss in groups what you can do to protect our planet and share your ideas with your classmates.
- 2) Write down all the things that you can do to save water, and then share them in class.

#### 



#### **▶** Self-reflecting

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

I think I did... really well because I can... For example, ...

But I still need to keep trying on... because...

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

The plan for my further study is... 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 have made progress in... for example...

I am afraid you need to make further efforts in...

Your further efforts are to... so that you can...

#### **►** Teacher–responding

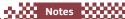
Now listen to your teacher for his/her comments and suggestions.

#### 





After class, read the article "Seven Things You Can Do for the Planet This Earth Day" in Reading Box to know more about Earth Day.





#### Unit 1 **Favourite Teachers**

#### /////// Reading Actively ///////



- 1. I do enjoy the new school life here. 我确实很喜欢新学校的生活。 do 在这里表示强调, 无实际意义。常译为"确实"等。does, did 也有相同的用法。例如: He does like collecting stamps. 他确实喜欢集邮。 She did see the film. 她确实看过那部电影。
- 2. But I'm pretty crazy about this subject now. 但我现在对这门学科相当着迷。 pretty 在这里作副词, 意为"相当; 很"。例如: Times are pretty good for us now. 现在日子相当好过了。

#### /////// Reading Further //////



1. This doesn't mean that the teacher should be good-looking, because teachers who are not good-looking might also have their personal charm. Rather, it means that they shouldn't be boring. 这并不意味着教师要长得好看,因为相貌不好看的教师也可能有其个人魅力。然而, 他们不应该让人觉得无趣。

It doesn't mean that... 常用成较固定的句式, 表"这不是指……"之意。例如:

It doesn't mean that you can be absent from school tomorrow.

这不是说你明天可以不来上学。

might是情态动词,在这里表示推测,表"可能"之意。

2. Besides, it is basic for a teacher to be sympathetic—to understand the minds and feelings of other people. Closely related to this is the ability to be tolerant. Teachers should be tolerant, not of what is wrong, but of those weaknesses of human beings that cause people, especially children, to make mistakes.

此外, 教师起码要有同情心——能理解他人的内心和感受。与此紧密相关的是一颗宽容的心。不是 宽容错误, 而是宽容人性中那些会让人, 尤其是孩子, 犯错误的弱点。

英语中,破折号常用来表示意义的解释和补充。

#### **Helpful Schoolmates** Unit 2

#### 



- 1. ... but it's not a rule everybody chooses to follow. ......但这一规则却不是人人都会遵守。 everybody chooses to follow 这部分是一个定语从句, 修饰a rule。
- 2. I'd studied hard for the test. Clearly James hadn't. 考前我认真复习了,显然詹姆斯并没有。



这里Clearly James hadn't 是一个省略句, 省略的是前句中出现过的studied hard for the test。

3. "He's your friend, and what are friends for?" "他是你的朋友, 而朋友的意义何在?" "You know it's wrong." "你知道这么做是错的。"

这两句话是作者的内心独白,表现出了作者当时内心在进行激烈的思想斗争。

4. I tapped the top of my desk and hoped for an easy way out of this matter. 我轻敲着桌面, 希望能够找到一个简单的方法来解决这个问题。

#### 



- 1. ... as I suffered from insomnia and had just fallen asleep...
  - ……由于我患有失眠症,并且刚刚才睡着……

这是由连词as引导的状语从句,表示原因。例如:

As he has no car, he can't get there easily. 由于他没有车, 所以去那里不容易。insomnia [ɪnˈsɒmnɪə] *n*. 失眠; 失眠症

2. If only the morning could come quickly, everything would become easier.

要是能马上天亮就好了,那样所有的事情都要好办些。

If only... "要是……就好了", 例如:

If only Robbie could come! 要是罗比能来就好了!

If only后面用虚拟语气,表示与事实相反的愿望。如果是与现在的事实相反, If only后面的句子用过去时;如果是与过去的事实相反, If only后面的句子使用过去完成时。

If only I were a boy. (说话人是一个女孩, 与现在的事实相反)

If only I had listened to my parents' advice. (实际情况是说话人并没有听从父母的建议, 与过去的事实相反)

3. Sam's condition developed from bad to worse. 山姆的病情越来越严重了。worse是bad的比较级。

#### Challenging Yourself A Talking about Education

- 1. To make the school management easier... 为了更容易地管理学校…… 这里的不定式用作状语, 修饰动作, 表示行为的目的。例如:
  To avoid being late, we started out early. 为了避免迟到, 我们早早地就出发了。
- 2. She went on practising running until her webbed feet were badly worn. 她坚持练习跑步, 直到一双蹼脚都磨烂了。

go on doing something 意为"继续做·····",强调持续不断地做同样一件事;而go on to do something 则表示做完某事后,继续做另外一件事。

- 3. ... when his teacher made him start from the ground up instead of from the tree top down.
  - ……当老师让他从地面往上飞,而不是从树梢上往下飞时。
- 4. ... he beat all the others to the top of the tree... beat—词表示"打败; 战胜"之意, 此句的意思为"他比其他的几位先爬到树梢"。

#### Unit 3 Friends and Friendship

#### 



1. He does not understand the way Americans view friendship.



他不理解美国人对待友谊的方式。

此句中的 Americans view friendship 充当定语从句,修饰 the way。先行词the way在句中作 状语,关系词不能用how,只能用in which或that(可省略)。

2. Americans use the word "friend" in a very general way. 美国人在使用"朋友"一词时, 所指的含义很广泛。 in a very general way 在很广泛的意义上。

- 3. American society is one of rapid change. 美国社会是个快速变化的社会。
- 4. In the Unites States, as things change, friendships may fade away in a short time. 在美国,随着情况的变化,友谊可能会很快淡化甚至消失。
- as things change 在该句中充当由 as 引导的状语从句。fade away 意为"逐渐消失"。
- 5. Yet, neither side feels hurt by this. 然而,双方都不会因此而受到伤害。
  1) 句中的 neither 作形容词,与单数名词或代词连用,意为"(两者)都不……的"。
  neither 也可作代词,意为"两者中无一"。例如: Neither of us believes it. 我们俩都不相信。
  neither 还可作连词,用于"neither… nor…",意为"既不……也不……"。
  例如: Neither Jim nor I have seen the film. 我和吉姆都没看过这部电影。
  - 2) 句中的 hurt 是动词 hurt 的过去分词, 作表语。
- 6. If the same two persons meet again by chance, even years later, they pick up the friendship where it left off and are delighted. 如果两个人又偶然相遇,哪怕是在数年以后,他们中断的友谊仍可以重新开始,而且两人都会为此感到高兴。

在句中, where it left off 是地点状语从句。

by chance: 偶然地; 意外地

pick up: to continue what one once did but stopped doing 继续曾经中断的活动 leave off (doing something): to stop 停止; 终止

#### /////// Reading Further ///////



- 1. We were a little worried that Sam would feel angry to have his place occupied by others, but we decided to risk it and agreed to take a kitten. 我们有点担心山姆会因为他的地盘被别人占领而生气, 但是我们决定冒个险, 同意养一只小猫。
- 2. She was very active and raced around as if she was running after imaginary mice and jumped from table to chair in the blink of an eye, so we named her Lightning. 她很活跃,像在追逐想象中的老鼠一样到处乱跑,一眨眼的工夫就从桌子上跳到了椅子上,因此我们叫她"闪电"。

in the blink of an eye: 一眨眼; 一瞬间

- 3. That was the way it was for years. 那种状况维持了好几年。 that 指猫狗之间建立起的深厚的友情。
- 4. But one day, without any warning, Sam died of a heart attack at the vet's and I had to walk back to our house alone.

然而有一天,在毫无预兆的情况下,山姆在兽医诊所死于心力衰竭。我只能独自走回家。 at the vet's: 在兽医诊所

5. Lying next to it, one arm wrapped around the statue's neck, was Lightning, satisfactorily sleeping with her best friend.

靠着雕像躺着的正是"闪电", 她一只手臂绕着雕像的脖子, 心满意足地和她最好的朋友在睡觉呢。 这是个倒装句。 正常的语序是 One arm wrapped around the statue's neck, Lightning was lying next to it and satisfactorily sleeping with her best friend.



#### Unit 4 Parents and Children

#### /////// Reading Actively ////////



- 1. 本文的原作者是享誉美国文坛的绘本大师Shel Silverstein。他多才多艺,集画家、诗人、剧作家和作曲家于一身。一九五四年,他以《爱心树》(*The Giving Tree*)一书轰动文坛,奠定了他在当代美国儿童文学界的地位。
- 2. As time went by, the little boy grew up and no longer played around the tree every day. 随着时间的流逝, 小男孩长大了, 不再每天围着树玩了。

I am no longer a kid. I don't play around trees any more.

我不再是小孩了,不再围着树玩了。

I don't have anything for you any more. No more apples for you...

我再没有任何东西给你了,再没有苹果给你了……

No more trunk for you to climb on. 再没有可供你攀爬的树干了。

上述句子中的 no longer 或 not... any longer 和 no more 或 not... any more 都表示 "不 再……" 的意思。

- 3. ... but you can pick all my apples and sell them. 但你可以摘下树上所有的苹果去卖。 句中 pick 的意思是"摘"。而第三单元中"We picked a little, gray, playful kitten."一句中 pick 的意思是"选;选择"。
- 4. He went sailing and did not show up again for a long time. 他航行去了, 很长一段时间没再露面。

句中的 went sailing 表示 "去航行"。在英语中, go + *v-ing* 表示 "去做······事情(多指从事某项活动)", 类似的有go swimming, go walking, go fishing, go hunting, go shooting等。

#### 



- 1. As an excited member of the beginners' chorus group, I was aware of my low status. I can still feel myself standing on the stage, and seeing my father's big smile as he applauded loudly.
  - 以上两句中的 as 用法不同。第一句中的 as 是介词,意为 "作为……",而第二句中as是连词,引导 状语从句,意为 "当……时候"。
- 2. Not for my father. He did everything in a big way. 这是一个省略句,接上文,意思是:我父亲却不这样想。他做什么都大手笔。
- 3. ... and my well-meaning parents furthered my great suffering by giving me a party. .....我的父母好心地给我举办了一个聚会, 反而让我更觉得痛苦。

well-meaning: 心肠好的; 好心的

further: vt. 促进; 加深; 使……更进一步

4. As the years passed, other occasions—birthdays, awards, graduations were marked with Dad's flowers.

随着时间流逝,其他的场合——生日、颁奖典礼、毕业典礼等都有爸爸的花儿装扮。

be marked with: 以……为标记; 由……点缀

#### Challenging Yourself B Universal Love

1. Following her usual custom, she'd lean down and push my long hair out of the way, and then kiss my forehead.

按她的惯例,她会倾下身来,抚开我的长发,然后亲吻我的额头。

following her usual custom此处是-*ing*分词短语做伴随状语; she'd 是she would的缩写, would do 表示过去常常做某事, 又如: 歌曲 *Yesterday Once More* 中所唱 "When I was young I'd listen to the radio…"。

lean vi. 向前倾, 后面可跟副词 down(倾下身来), forward(向前倾), back(向后倾), 或介词 on(倚靠)等。

2. But never again did my mother end my day with that familiar expression of her love.

但从此之后,她(母亲)再也没有在一天结束的时候用那种熟悉的方式表达她的爱。

此句中因为作状语的否定副词短语 never again 提前,谓语动词与主语顺序进行了不完全倒装。自然语序应该是But my mother never again ended my day with that... 在英语中类似的结构性倒装还有多种情况,在以后的学习中还会不断接触。

Seldom does he go out at weekends. 周末他很少外出。

Never shall I forget it. 我永远不会忘记它。

Little does he care about what others think. 他几乎不在乎其他人的看法。

3. Time after time, with the passing years, my thoughts returned to that night.

在过去的这些年,一次又一次,我总是回忆起那天晚上。

time after time表示一次又一次, 重复。类似结构还有: week after week (一周又一周),

day after day (一天又一天), year after year (一年又一年)等。

有时候介词 after 会替换成 by, 表示逐渐的变化。比如: step by step (一步一步地), day by day(一天一天地)等。

- 4. ..., a familiar hand hesitantly stole across my face to brush the hair from my forehead.
  - ……一只熟悉的手迟疑地划过我的脸庞, 抚开我前额的头发。

此句中steal 的意思是to move quietly without anyone noticing you 小心翼翼、悄悄地移动,常用steal into/across等,例如:

He dressed quietly and stole out of the house. 他悄悄地穿上衣服,溜出了房间。

#### Unit 5 Natural Disasters

#### /////// Reading Actively ///////////



1. Tokyo Bay shook as if a huge carpet had been pulled from under it.

东京湾摇晃得就好像一块巨大的毯子从其下面被抽掉了一样。

as if 意为"似乎;好像;仿佛",在此引导方式状语从句,从句使用了过去完成时态表达虚拟语气。 当as if/as though引导的表语从句或状语从句所表达的内容完全与实际情况相反或者纯粹是一种 假设时,通常用虚拟语气。从句中谓语动词的时态比所谈论的时间向前推一步,与现在事实相反用 一般过去时,与过去事实相反用过去完成时。

当as if/as though引导的从句所表达的内容被看作事实或者有可能是真的, 通常用陈述语气。例如:

It looks to me as if the singers are only mouthing the words.

在我看来,这些歌手好像只是在对口型假唱。

2. Large sections of the sea-bed sank by 400 metres; the land rose by 250 metres in some places and sank in others.

大片大片的海床下沉400米;在一些地方,陆地上升250米,而在其他一些地方则有下沉。

介词by在此用于表示变化或差异的程度。例如:

House prices went up by 20%. 房价上涨了20%。

John broke last year's world record by 1.5 seconds.

约翰以快了1.5秒的成绩打破了去年的世界纪录。

3. In simple terms, an earthquake happens due to the sudden movement of the Earth's



plates. 用简单的话来讲, 地震是由于地球板块突然剧烈移动而发生的。

terms在此意为"表达方式; 措辞; 说法", 要用复数形式。in simple terms 意为"用简单的话来讲"。例如:

I'll try to explain it in simple terms. 我会尽量用通俗易懂的话来解释。

4. The pressure of the plates pushing against each other sometimes builds up to breaking point. 板块彼此推挤的持续压力有时会逐渐增强到断点。

build up (to something) 在此意为"增大;增强;加强;积累"。例如:

If you don't express your feelings, anger can build up.

你如果不把感情表达出来, 愤怒的情绪就会越积越多。

The music builds up to an exciting climax. 音乐逐渐达到了激动人心的高潮。

5. She's a terribly lucky dog, isn't she? 她真是个幸运儿, 不是吗? lucky dog 常用于诙谐有趣的玩笑话, 可译为"幸运儿, 幸运的家伙"。例如: You lucky dog! 你这个幸运的家伙!

#### Reading Further /////



1. Although scientists have been working on it, an earthquake cannot be predicted accurately. 尽管科学家们一直致力于研究地震, 但仍不能准确地预测地震。

although 引导的让步状语从句使用了现在完成进行时态。现在完成进行时由 "have/has been + 现在分词"构成,表示某动作从过去某一时间开始,一直延续到现在,还会持续下去或刚好结束,这时强调之前一直在做某事。例如:

He's very tired. He has been working all morning.

他很累了,干了一上午的活。(动作可能不再继续下去)

I've been waiting for an hour and he still hasn't turned up.

我等了一个钟头,他还没来。(动作可能会继续下去)

- 2. Stay where you are until the shaking stops. Do not head for the doorway as this does not provide protection from falling or flying objects, and you may not be able to remain standing. 待在原地不动直到摇晃停止。不要朝门口跑,因为这不能保护你不被坠落或飞溅的物体伤害,而且你或许无法保持站立。
  - 1) where 在此引导地点状语从句, 修饰谓语动词stay。
  - 2) as 在此引导原因状语从句, 意为"因为; 由于"。例如: I went to bed early, as I was very tired. 我睡得早, 因为我很累了。
  - 3) remain在此用作连系动词,后接standing作表语,意为"仍然是;依然是;保持不变"。用作连系动词的remain后可接名词,形容词(含现在分词,过去分词演变而来的形容词)和介词短语作表语。
- 3. If you are in a moving vehicle when you feel the shaking, stop as quickly and safely as possible and stay in the vehicle. 如果当你感到摇晃,而你正在一行驶的车辆上,那就尽可能快速并安全地停下来,待在车辆内。

as... as possible 意为 "尽可能……", as和as之间的形容词和副词用原级。例如:

Get as much information as possible. 收集尽可能多的信息。

Come as quickly as possible. 尽快来吧。

#### Unit 6 A Greener Earth

#### /////// Reading Actively ////



1. Summer is upon us, and complaints about the heat will soon be common in many places.



夏天即将来临,对高温的报怨很快就会在许多地方出现。

be (almost) upon somebody 意为"即将来临"。例如:

Another couple of weeks and the holidays will be upon us. 再过几周, 我们的假期就要开始了。 National Day is almost upon us again. 国庆节又快到了。

- 2. Ashis Paul, a creative inventor sought long and hard to find a solution to this problem. —位有创造力的发明家阿西斯·保罗经过长期艰苦的努力找到了解决这个问题的办法。 a creative inventor在此作Ashis Paul的同位语,对Ashis Paul进一步说明。
- 3. He designed a new type of zero-electricity air conditioning system called the Ecocooler, one that draws cool air into tin-roofed huts in the absence of electricity, and it is made from one of the world's most common waste items—plastic bottles. 他设计了一种名叫"生态空调器"的新型零电耗空调系统,它可在缺电的情况下把凉爽的空气吸入盖有锡皮屋顶的棚屋。这种空调系统是用世界上最常见的废品——塑料瓶——制成。

one在这里代替a new type of zero-electricity air conditioning system, 在句中作同位语, 关系代词that在此引导定语从句修饰one。例如:

Regular exercise is a good habit, one (that) people can develop at an early age. 经常锻炼是一种好习惯, 一种人们在小时候就可以养成的好习惯。

4. The bigger the size difference between the body and the mouth of the bottle, the better. 瓶体和瓶口之间的大小差异越大越好。

该句使用了"the + 比较级, the + 比较级"句型,表示"越……,越……"。前者相当于条件状语从句,后者是主句。bottle后省略了is, better后省略了it is。例如:

The harder you work, the greater progress you'll make. 你越努力, 进步就越大。

5. Though imperfect and incapable of making the temperature of a room decrease by as much as an air conditioner does, it is still a low-cost and environment-friendly solution for Bangladesh's poor citizens.

尽管它不完美,并且不能像空调那样把房间的温度降得那么低,对孟加拉国的贫困居民来说,它仍然是一种成本低并且环保的解决办法。

though在此引导让步状语从句,从句中省略了it is。当状语从句的主语和主句的主语相同,且状语从句中含有be动词时,可同时省略状语从句的主语和be动词。例如:

Her clothes, though old and worn, looked clean and of good quality. 她的衣服虽然很旧, 但看上去干干净净, 质地很好。(从句省略了they are)

#### 



- 1. It is one of the most recognisable logos ever created, and we owe it all to Gary Anderson. 它是迄今为止创作的最易于识别的标识之一, 我们把它全归功于加里·安德森。 ever created为-ed分词短语, 在此作后置定语。-ed分词短语作定语要后置。例如: It is the biggest ship ever built for the country. 它是迄今为止为这个国家建造的最大船只。 Have you read the novel written by Dickens? 你读过狄更斯写的那部小说吗?
- 2. Like many families during this time, Gary's family reused most of what we now consider trash for other purposes.
  像当时的许多家庭一样, 加里的家庭把大部分我们现在认为是垃圾的东西用于其他用途。what we now consider trash for other purposes 为宾语从句, 作介词of的宾语。例如:
  Most of what we call geniuses are successful only because they have made extraordinary efforts. 大部分我们说的天才人物之所以获得成功, 只是因为他们做出了非凡的努力。
- 3. This wasn't out of environmental concerns, but out of concern for money. 这不是出于对环境的担忧, 而是出于对金钱的考虑。 not... but...意为 "不是……而是……", 用于并列两个相同的成分, 强调句子第二部分是真实的。 例如:



I am not a somebody, but a nobody. 我不是什么重要人物, 而是一个无名之辈。

4. Now they are often used with the phrase "reduce, reuse, recycle", and are applied to everything that is concerned with recycling, recyclable, and recycled products all over the world.

现在它们经常同警句"减少用量、重复使用、回收利用"一起使用,并且在全世界范围内,凡是涉及回收、可回收和已回收产品的,都会用到它们。

that在句中用作关系代词, 引导定语从句修饰everything, 并在从句中作主语, 不能省略。当定语从句修饰指代事物的不定代词all, little, much, everything, nothing, anything, none, one时, 在定语从句里充当主语或宾语的关系代词通常用that, 不用which。

#### Challenging Yourself C Taking Action

1. Since it was established in 1970, Earth Day has become a worldwide movement. 自从1970年设立以来, 地球日已经成为一个世界性的运动。

since在此用作连词, 引导时间状语从句, 意为"自从……; 从……以来"。例如:

I've been very busy since I came back from holiday. 我度假回来后就一直很忙。

2. Ringing bells is a traditional way to celebrate Earth Day.

敲响钟声是庆祝地球日的传统方式。

ringing bells在此是动名词短语, 在句中作主语。动名词(短语)作主语是一种常见的语言现象。例如: Talking to him is talking to a wall. 和他说话等于对牛弹琴。

3. Now, check out some of these fun Earth Day activities from around the world. 现在,看一看来自世界各地一些有趣的地球日活动。

from around the world 为 "from + 介词短语"结构, 在句中作定语, 修饰 Earth Day activities。——般情况下, 介词后接名词性的结构或代词, 而from 比较特殊, 其后还可以接表示方位的介词短语和副词。例如:

When I came in, a cat ran out from behind the door. 当我进来的时候,一只猫从门后面跑了出来。

4. Parades are a popular way to celebrate Earth Day, and many parades include children dressed as trees and flowers made of recycled materials.

游行是一种受欢迎的庆祝地球目的方式。很多游行都有孩子参与, 他们打扮成树木和花朵的模样, 而这些树木和花朵装束是用回收材料制成的。

-ed分词短语 dressed as trees在此作后置定语,修饰children,相当于定语从句 who are dressed as trees。-ed分词短语 made of recycled materials在句中也是作后置定语,修饰 trees and flowers,相当于定语从句which are made of recycled materials。

5. There are many other bike rides held irregularly around the world as well.

还有很多其他的骑自行车活动不定期地在世界各地举办。

as well 意为"也;还"。例如:

The museum provides hours of fun and a few surprises as well.

在博物馆,人们能高兴地玩上几小时,还可以碰到几件令人惊喜的事。

6. Its print features a pair of reaching hands against a white globe surrounded by blue.

它的印图突出呈现了一双伸出的手,这双手以一个蓝色环绕的白色地球为背景。

against在此意为"以·····为背景;以·····作衬托"。例如:

His red clothes stood out clearly against the snow. 他的红衣服在白雪中格外显眼。

#### 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; 红色的词汇为根据构词法复习初中所学词汇。

#### [ˈrekəɪd] *n*. 记录:录音 flash [flæʃ] n. 闪烁;闪光 Unit 1 (4)flash card 教学用的闪视卡片 admire [ədˈmaɪə] vt. 钦佩;赞美 (4)Reading Actively range [reɪndʒ] vi. (在……内)变化 (4)I Words for Production challenge ['tʃæləndʒ] vt. 挑战;邀请比赛 (4) ordinary-looking [ˌɔːdnrɪˈlʊkɪŋ ] adj. 相貌 II Words for Recognition 平常的 (2)good-looking [ ˈqud lukɪŋ ] adj. 好看的:漂 ordinary ['ɔɪdnrɪ] adj. 普通的 (2)junior [ 'dʒuɪnɪə ] adj. 初级的:年少的 (3)easy-going [ilzɪˈqəʊɪŋ] adj. 随和的;容易 unbelievable [ˌʌnbɪˈliːvəbl] adj. 令人难以 相处的 (2)置信的:非常惊人的 (3)warm-hearted [wɔɪmˈhɑɪtɪd] adj. 热心的 believe 「bɪ'liːv ] vt. 相信:信任 (2)believable [bɪˈliːvəbl] adj. 可信的 hard-working [ haːdˈwɜːkɪŋ ] adj. 勤劳工 devotion 「dɪ'vəʊʃn ] n. 热爱;献身 (3)(2)devote [dɪ'vəut] vt. 献身;致力;专心 schoolmate ['skullmert] n. 同校同学:同窗 impression [ɪm'pre∫n] n. 给人的印象 (3)(3)impress「ɪm'pres] vi. 给某人留下印象 III Phrases and Expressions explanation [ ieksplə neɪ fn ] n. 解释:说明 as good as 差不多;几乎;与……一样好 (3)(3)quite a lot of 许多 (3)explain [ɪk'spleɪn] vt. 解释;说明 be kind to... 对······友好 (3)musical「'mju'zɪkl] adj. 音乐般的;美妙的; be crazy about... 对……着迷:非常 悦耳的 (3)喜欢…… (3)music「'mju'zɪk ] n. 音乐 make a deep impression on 给……留下深刻 tone 「təun ] n. 音;音色;音调 (3)的印象 humour [ 'hjuːmə ] n. 幽默 (4) change one's attitude towards... 改变某人 humorous ['hjuɪmərəs] adj. 幽默的;诙谐的 对……的看法 (3)imaginative [ ɪˈmædʒɪnətɪv ] adj. 富于想象 act out 把·····表演出来 (3)的;幻想的 (4)at least 至少;起码 (4)imagine [ɪˈmædʒɪn] vt./vi. 想象 lead sb. to do sth. 使……做…… (4)aid「eɪd] n. 辅助物 (4)range from... to... (范围)从……到……(4) painting ['peɪntɪŋ] n. 油画;水粉画 (4) can't wait to do sth. 迫不及待想干……(4) paint 「peɪnt ] vt./vi. 画;绘画;油漆;涂以颜色 **Exploring & Using** recording [rɪˈkɔːdɪŋ] n. 录音;唱片 (4)

a.m. abbr. 上午;午前

record 「rɪˈkɔːd ] vt. 记录;记载

(6)

| court [kɔɪt] n. 球场                                                      | (6)           | indeed [ɪn'diːd] adv. 的确;真正地              | (13)          |
|-------------------------------------------------------------------------|---------------|-------------------------------------------|---------------|
| port [pɔɪt] n. 港口                                                       | (6)           | patience [ 'peɪ∫əns ] n. 耐心;忍耐            | (13)          |
| passive [ 'pæsɪv] adj. 被动的                                              | (7)           | patient [ 'peɪ∫nt ] <i>adj</i> . 有耐心的;能容忍 | 以的            |
| be considered to be 被认为                                                 | (7)           | energy [ˈenədʒɪ] n. 精力;活力                 | (13)          |
| B.C.E. abbr. 公元前                                                        | (7)           | cooperation [kəʊˌɒpəˈreɪʃn] n. 合作;†       | 协作            |
| adopt [əˈdɒpt] vt. 采取;接受                                                | (8)           |                                           | (13)          |
| The Analects of Confucius 《论语》                                          | (8)           | cooperate [kəʊˈɒpəreɪt] vi. 合作;配合         |               |
| regard [rɪˈgɑɪd] vt. 看待;把看作                                             | (8)           | sex [seks] n. 性别                          | (13)          |
| be regarded as 被看成是                                                     | (8)           | rural [ˈrʊərəl] adj. 农村的;乡村的              | (15)          |
| Confucius Institutes 孔子学院                                               | (8)           | retired [rɪˈtaɪəd] adj. 退休的               | (15)          |
| Listening, Understanding & Communica                                    | atin <u>g</u> | retire [rɪˈtaɪə] vt./vi. 退休               |               |
| positive [ 'pɒzətɪv ] adj. 积极的                                          | (10)          | Il Words for Recognition                  | ( )           |
| failure [ 'feɪljə] n. 失败                                                | (10)          | charm [t∫ɑːm] n. 魅力                       | (13)          |
| way out 解决之道                                                            | (10)          | human being ['hjuɪmən 'biɪɪŋ] n. 人;       |               |
| in the end 最后:终于                                                        | (10)          |                                           | (13)          |
| above all 最重要的                                                          | (10)          |                                           | <del>} </del> |
| slightly ['slaɪtlɪ] adv. 轻微地;稍微地                                        | (10)          | be (closely) related to 与(紧征相关            | 密)<br>(13)    |
| slight [slart] adj. 微不足道的;轻微的                                           | ,             | the ability to do/be ······的能力            | (13)          |
| greatly ['greɪtlɪ] adv. 很;非常                                            | (10)          | be tolerant of ······容忍·····              | (13)          |
| contrary ['kɒntrərɪ] n. 相反;矛盾                                           | (10)          | make mistakes 犯错误                         | (13)          |
| on the contrary 正相反                                                     | (10)          | a bit of 一点儿·····的味道                      | (13)          |
| bone [bəun] n. 骨头                                                       | (10)          | act as 充当,担任                              | (13)          |
| discouraged [dɪsˈkʌrɪdʒd] adj. 泄气的                                      | );沮           | (every) now and then 时而;不时                | (13)          |
| 丧的                                                                      | (10)          | be born like 生来就像                         | (13)          |
| discourage [dɪsˈkʌrɪdʒ] vt. 使泄气;使                                       | 沮丧            | be patient with 对有耐心                      | (13)          |
| climate [ˈklaɪmət] n. 氛围;气候                                             | (10)          | last but not least 最后                     | (13)          |
| Reading, Speaking & Writing                                             |               | be perfect in 在方面完美;精通                    | • (13)        |
|                                                                         | (11)          | a matter of ······事情                      | (13)          |
| apology [ə'pɒlədʒɪ] n. 道歉                                               | (11)          | deal with 对付;处理                           | (13)          |
| eagerness [ˈiːɡənɪs] n. 渴望                                              | (12)          | generally speaking 一般而言                   | (13)          |
| eager [ˈiːɡə] <i>adj</i> . 渴望的<br>informal [ɪnˈfɔːml] <i>adj</i> . 非正式的 | (12)          |                                           |               |
| •                                                                       | (12)          | Unit 2                                    |               |
| Reading Further                                                         |               | Deading Actively                          |               |
| I Words for Production                                                  |               | Reading Actively                          |               |
| quality [ˈkwɒlɪtɪ] n. 性质;特性                                             | (13)          | I Words for Production                    |               |
| personal quality 个性                                                     |               | experience [ɪkˈspɪərɪəns] n./vt. 经历       |               |
| sympathetic [ˌsɪmpə'θetɪk] adj. 同情的                                     |               | 体验                                        | (17)          |
| 同情心的                                                                    | (13)          | whisper ['wɪspə] vt. 耳语;悄悄说               | (17)          |
| sympathy [ˈsɪmpəθɪ] n. 同情                                               | (12)          | cheating ['tʃiːtɪŋ] n. 欺骗;作弊              | (17)          |
| closely [ˈkləʊzlɪ] adv. 紧密地                                             | (13)          | cheat [tʃiɪt] vt./vi. 欺骗;作弊               | (17)          |
| close [kləʊz] adj. (关系)密切的;亲密                                           |               | belief [bɪˈliːf] n. 相信;信念                 | (17)          |
| tolerant ['tɒlərənt] adj. 容忍的;宽大的                                       | (13)          | guard [gaɪd] vt. 保卫; n. 守卫                | (17)          |
| tolerate [ˈtɒləreɪt] vt. 忍受;默许                                          |               | destroy [dɪˈstrɔɪ] vt. 破坏                 | (17)          |

| slowly [ˈsləʊlɪ] adv. 慢慢地;迟缓地                                        | (17) | encourage [ɪnˈkʌrɪdʒ] vt. 鼓励                   |       |
|----------------------------------------------------------------------|------|------------------------------------------------|-------|
| slow [sləu] adj. 慢的;迟钝的                                              |      | courage ['kʌrɪdʒ] n. 勇气;胆量                     |       |
| gently ['dʒentlɪ] adv. 温柔地;柔和地;                                      | 轻    | master ['mɑɪstə] vt. 掌握;精通                     | (23)  |
| 轻地                                                                   | (17) | prepared [prɪˈpeəd] adj. 有准备的                  | (23)  |
| gentle ['dʒentl] adj. 温柔的;柔和的;轺                                      |      | feel well prepared for sth. 为做好                | 7     |
| breathe [brixð] vi. 呼吸;呼气;吸气                                         | (17) | 准备                                             |       |
| breath [breθ] n. 呼吸;气息                                               |      | so far 到目前为止                                   | (23)  |
| lung [lʌŋ] n. 肺                                                      | (17) | cheer up 高兴起来                                  | (24)  |
| exception [ɪkˈsep∫n] n. 例外                                           | (17) | stay up all night studying 熬夜学习                | (24)  |
|                                                                      |      | acquire [əˈkwaɪə] vt. 获得;学到                    | (24)  |
| tap [tæp] vt. 轻拍;轻敲                                                  | (17) | Reading, Speaking & Writing                    |       |
| lean [liːn] vi. 倾斜                                                   | (17) | entry [ 'entrɪ] n. 条目                          | (26)  |
| curl [k3ːl] vt. 卷;使卷曲                                                | (17) | account [əˈkaʊnt] n. 记述                        | (26)  |
| relieved [rɪˈliːvd] adj. 宽慰的;放心的                                     | (17) | event [ ɪ'vent ] n. 事件                         | (26)  |
| relieve [rɪˈliːv] vt. 减轻;解除                                          |      | vivid [ˈvɪvɪd] adj. 生动的                        | (26)  |
| relief [rɪˈliːf] n. 减轻;解除                                            |      |                                                | ( )   |
|                                                                      |      | Reading Further                                |       |
| keep one's eyes on 密切注视·····;                                        |      | I Words for Production                         |       |
| 意                                                                    | (17) | soundly [ˈsaʊndlɪ] adv. 酣然地                    | (27)  |
| follow a rule 遵循原则                                                   | (17) | intend [ɪnˈtend] <i>vt</i> . 打算                | (27)  |
| rule breakers 违反规定的人;违纪者                                             | (17) | seriously [ˈsɪərɪəslɪ] adv. 严重地;认真             | 地;    |
| think to oneself 自个儿想;独自思考                                           | (17) | 严肃地                                            | (27)  |
| go against 违反;反对;不利<br>于                                             | (17) | serious [ˈsɪərɪəs] <i>adj</i> . 严肃的;严重的;<br>真的 | 认     |
| a way out of 摆脱的方法                                                   | (17) | reduce [rɪˈdjuɪs] vt. 减少;缩减                    | (27)  |
| in silence 沉默地;无声地                                                   | (17) | emergency [ɪˈmɜːdʒənsɪ] n. 紧急;紧急               | (27)  |
| for a moment 一会儿                                                     | (17) | emergency [1 moragensi] n. 系志;系志               | (28)  |
| search for 搜寻······;寻找······                                         | (17) | ambulance [ˈæmbjʊləns] n. 救护车                  | (28)  |
| feel relieved 宽心;释然                                                  | (17) | vehicle ['viːəkl] n. 车辆;交通工具                   | (28)  |
|                                                                      | (17) | accompany [əˈkʌmpənɪ] vt. 陪伴;伴随                |       |
| Exploring & Using                                                    |      | operation [ˌɒpəˈreɪ∫n] n. 手术                   | (28)  |
| function [ 'fʌŋk∫n] n. 功能                                            | (21) | operate ['ppəreɪt] vi. 动手术                     | ,     |
| fond [fond] adj. 喜欢的                                                 | (21) | treatment [ 'triɪtmənt ] n. 治疗                 | (28)  |
| figure ['fɪɡə] n. 人物;数字                                              | (21) | treat「trixt] vt. 治疗                            | ,     |
| achievement [ə't∫iːvmənt] n. 成就                                      | (21) | II Words for Recognition                       |       |
| knowledgeable ['nɒlɪdʒəbl] adj. 知识?                                  | 州博的  | groan [ grəʊn ] <i>n./vi.</i> 呻吟               | (27)  |
|                                                                      | (21) | checkup [ 'tʃekʌp] n. 检查                       | (28)  |
| astonished [əˈstɒnɪʃt] adj. 吃惊的                                      | (21) | diagnosis [ˌdaɪəgˈnəʊsɪs] n. 诊断                | (28)  |
| astonish [əˈstɒnɪ∫] vt. 使惊讶                                          |      | timely ['taɪmlɪ] adj. 及时的;适时的                  | (28)  |
| reaction [rɪˈæk∫n] n. 反应;感应                                          | (22) | daybreak ['deɪbreɪk] n. 黎明;破晓                  | (28)  |
| adventure $[ \ni d' \text{vent}                                    $ | (23) |                                                | ( - ) |
| Listening, Understanding & Communica                                 | ting | be woken up by 被吵醒                             | (27)  |
| encouragement [ɪnˈkʌrɪdʒmənt] n. 鼓                                   | 励    | intend to do sth. 打算做某事                        | (27)  |
| oncoming in Maria Jinoin j II. IX                                    | (23) | suffer from 患病                                 | (27)  |

| fall asleep 人睡;睡着了                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | (27)                                                                                                                      | treetop ['trixtɒp] n. 树梢                                                                                                                                                                                                                                                                                                                                                                                                                    | (32)                                                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|
| if only 但愿                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | (27)                                                                                                                      | eel [iːːl] n. 鳗;鳝鱼                                                                                                                                                                                                                                                                                                                                                                                                                          | (32)                                                         |
| before long 不久以后                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | (28)                                                                                                                      | in possession of 拥有                                                                                                                                                                                                                                                                                                                                                                                                                         | (35)                                                         |
| accompany sb. to (a place) 陪同某                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 人                                                                                                                         | antiquity [an'tɪkwətɪ] n. 古代                                                                                                                                                                                                                                                                                                                                                                                                                | (35)                                                         |
| 去                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | (28)                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                              |
| go through 经历;完成                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | (28)                                                                                                                      | once upon a time 从前;很久以前                                                                                                                                                                                                                                                                                                                                                                                                                    | (32)                                                         |
| all kinds of 各种各样的                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | (28)                                                                                                                      | set up 建造                                                                                                                                                                                                                                                                                                                                                                                                                                   | (32)                                                         |
| in time 及时;还早                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | (28)                                                                                                                      | consist of 由组成;由构成                                                                                                                                                                                                                                                                                                                                                                                                                          | (32)                                                         |
| get a timely treatment 得到及时的治验                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b></b>                                                                                                                   | be (very) poor at 在······不擅长;                                                                                                                                                                                                                                                                                                                                                                                                               |                                                              |
| at daybreak 在黎明时分                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | (28)                                                                                                                      | 方面(学得;做得)不好                                                                                                                                                                                                                                                                                                                                                                                                                                 | (32)                                                         |
| prepare for 为做准备                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | (28)                                                                                                                      | stay after school 放学后留下                                                                                                                                                                                                                                                                                                                                                                                                                     | (32)                                                         |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                           | in order to 为了                                                                                                                                                                                                                                                                                                                                                                                                                              | (32)                                                         |
| <b>Challenging Yourself A</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                           | pass a test/exam 测验/考试及格                                                                                                                                                                                                                                                                                                                                                                                                                    | (32)                                                         |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                           | at the top of the class 在班上名列前茅                                                                                                                                                                                                                                                                                                                                                                                                             |                                                              |
| I Words for Production                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                           | leave school 离开学校(退学/毕业)                                                                                                                                                                                                                                                                                                                                                                                                                    | (32)                                                         |
| consist [kənˈsɪst] vi. 组成                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | (32)                                                                                                                      | instead of 代替······                                                                                                                                                                                                                                                                                                                                                                                                                         | (32)                                                         |
| management [ 'mænɪdʒmənt] n. 管理                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | (32)                                                                                                                      | in the end 最后                                                                                                                                                                                                                                                                                                                                                                                                                               | (32)                                                         |
| manage [ 'mænɪdʒ ] vt. 管理                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | ,                                                                                                                         | insist on 坚持;坚决要求/主张                                                                                                                                                                                                                                                                                                                                                                                                                        | (32)                                                         |
| passing [ 'pɑɪsɪŋ ] <i>adj</i> . 及格的                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | (32)                                                                                                                      | because of 因为;由于                                                                                                                                                                                                                                                                                                                                                                                                                            | (32)                                                         |
| pass [pdɪs] vt./vi. 及格;通过                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                              |
| acceptable [əkˈseptəbl] adj. 可接受的                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | J (32)                                                                                                                    | Unit 3                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                              |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                              |
| accept [əkˈsept] vt. 接受                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                              |
| accept [ ək'sept ] vt. 接受 extremely [ ɪk'striɪmlɪ ] adv. 极端地; ‡                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 丰常地                                                                                                                       | Reading Actively                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                              |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 丰常地<br>(32)                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                              |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | (32)                                                                                                                      | I Words for Production                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                              |
| extremely [ɪkˈstriːmlɪ] adv. 极端地; 非                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | (32)<br>的<br>〔馁                                                                                                           | I Words for Production warmly ['wɔɪmlɪ] adv. 热情地                                                                                                                                                                                                                                                                                                                                                                                            | (38)                                                         |
| extremely [ɪkˈstriːmlɪ] adv. 极端地; sextreme [ɪkˈstriːm] adj. 极端的; 极度的discourage [dɪsˈkʌrɪdʒ] vt. 阻止; 使与                                                                                                                                                                                                                                                                                                                                                                                                                      | (32)<br>的<br>(後<br>(32)                                                                                                   | I Words for Production                                                                                                                                                                                                                                                                                                                                                                                                                      | 子的                                                           |
| extremely [ɪkˈstriːmlɪ] adv. 极端地; pextreme [ɪkˈstriːm] adj. 极端的; 极度的discourage [dɪsˈkʌrɪdʒ] vt. 阻止; 使与eagle [ˈiːgl] n. 鹰                                                                                                                                                                                                                                                                                                                                                                                                    | (32)<br>的<br>(後<br>(32)<br>(32)                                                                                           | I Words for Production warmly ['wɔɪmlɪ] adv. 热情地 distant ['dɪstənt] adj. 冷漠的;不太友好                                                                                                                                                                                                                                                                                                                                                           | ` ′                                                          |
| extremely [ɪk'striːmlɪ] adv. 极端地;  extreme [ɪk'striːm] adj. 极端的;极度的 discourage [dɪs'kʌrɪdʒ] vt. 阻止;使与 eagle ['iːgl] n. 鹰 strictly ['strɪktlɪ] adv. 严格地                                                                                                                                                                                                                                                                                                                                                                      | (32)<br>的<br>(後<br>(32)                                                                                                   | I Words for Production warmly ['wɔɪmlɪ] adv. 热情地 distant ['dɪstənt] adj. 冷漠的;不太友好                                                                                                                                                                                                                                                                                                                                                           | 子的<br>(38)                                                   |
| extremely [ɪkˈstriːmlɪ] adv. 极端地; extreme [ɪkˈstriːm] adj. 极端的;极度的discourage [dɪsˈkʌrɪdʒ] vt. 阻止;使与eagle [ˈiːgl] n. 鹰 strictly [ˈstrɪktlɪ] adv. 严格地 strict [strɪkt] adj. 严格的                                                                                                                                                                                                                                                                                                                                                | (32)<br>的<br>( <b>32</b> )<br>(32)<br>(32)                                                                                | I Words for Production warmly ['wɔɪmlɪ] adv. 热情地 distant ['dɪstənt] adj. 冷漠的;不太友好 distance ['dɪstəns] n. 距离 former ['fɔɪmə] adj. 从前的                                                                                                                                                                                                                                                                                                        | 子的<br>(38)<br>(38)                                           |
| extremely [ɪk'striːmlɪ] adv. 极端地;  extreme [ɪk'striːm] adj. 极端的;极度的 discourage [dɪs'kʌrɪdʒ] vt. 阻止;使与 eagle ['iːgl] n. 鹰 strictly ['strɪktlɪ] adv. 严格地 strict [strɪkt] adj. 严格的 discipline ['dɪsəplɪn] vt. 训导;惩罚                                                                                                                                                                                                                                                                                                            | (32)<br>的<br>(32)<br>(32)<br>(32)<br>(32)                                                                                 | I Words for Production warmly ['wɔːmlɪ] adv. 热情地 distant ['dɪstənt] adj. 冷漠的;不太友好 distance ['dɪstəns] n. 距离 former ['fɔːmə] adj. 从前的 complain [kəm'pleɪn] vt. 抱怨                                                                                                                                                                                                                                                                            | 子的<br>(38)<br>(38)<br>(38)                                   |
| extremely [ɪk'striːmlɪ] adv. 极端地; extreme [ɪk'striːm] adj. 极端的;极度的discourage [dɪs'kʌrɪdʒ] vt. 阻止;使与eagle ['iːgl] n. 鹰 strictly ['strɪktlɪ] adv. 严格地 strict [strɪkt] adj. 严格的 discipline ['dɪsəplɪn] vt. 训导;惩罚 insist [ɪn'sɪst] vi. 坚持;极力要求                                                                                                                                                                                                                                                                                  | (32)<br>的<br>(32)<br>(32)<br>(32)<br>(32)<br>(32)                                                                         | I Words for Production warmly ['wɔːmlɪ] adv. 热情地 distant ['dɪstənt] adj. 冷漠的;不太友好 distance ['dɪstəns] n. 距离 former ['fɔːmə] adj. 从前的 complain [kəm'pleɪn] vt. 抱怨 outsider [ˌaʊt'saɪdə] n. 局外人                                                                                                                                                                                                                                               | 子的<br>(38)<br>(38)                                           |
| extremely [ɪk'striːmlɪ] adv. 极端地; extreme [ɪk'striːm] adj. 极端的;极度的discourage [dɪs'kʌrɪdʒ] vt. 阻止;使与eagle ['iːgl] n. 鹰 strictly ['strɪktlɪ] adv. 严格地 strict [strɪktl] adj. 严格的 discipline ['dɪsəplɪn] vt. 训导;惩罚 insist [ɪn'sɪst] vi. 坚持;极力要求 scholarship ['skɒləʃɪp] n. 奖学金                                                                                                                                                                                                                                                  | (32)<br>的<br>(32)<br>(32)<br>(32)<br>(32)<br>(32)<br>(32)                                                                 | I Words for Production warmly ['wɔɪmlɪ] adv. 热情地 distant ['dɪstənt] adj. 冷漠的;不太友好 distance ['dɪstəns] n. 距离 former ['fɔɪmə] adj. 从前的 complain [kəm'pleɪn] vt. 抱怨 outsider [ˌaʊt'saɪdə] n. 局外人 view [vjuɪ] vt. 看待;认为                                                                                                                                                                                                                         | 子的<br>(38)<br>(38)<br>(38)<br>(38)                           |
| extremely [ɪk'striːmlɪ] adv. 极端地; extreme [ɪk'striːm] adj. 极端的;极度的discourage [dɪs'kʌrɪdʒ] vt. 阻止;使与eagle ['iːgl] n. 鹰 strictly ['strɪktlɪ] adv. 严格地 strict [strɪkt] adj. 严格的 discipline ['dɪsəplɪn] vt. 训导;惩罚 insist [ɪm'sɪst] vi. 坚持;极力要求 scholarship ['skɒləʃɪp] n. 奖学金 scholar ['skɒlə] n. 学者;获奖学金的会                                                                                                                                                                                                                     | (32)<br>的<br>(32)<br>(32)<br>(32)<br>(32)<br>(32)<br>(32)<br>(42)                                                         | I Words for Production warmly ['wɔːmlɪ] adv. 热情地 distant ['dɪstənt] adj. 冷漠的;不太友好 distance ['dɪstəns] n. 距离 former ['fɔːmə] adj. 从前的 complain [kəm'pleɪn] vt. 抱怨 outsider [ɪaʊt'saɪdə] n. 局外人 view [vjuː] vt. 看待;认为 n. 观点;意见                                                                                                                                                                                                                | 子的<br>(38)<br>(38)<br>(38)<br>(38)                           |
| extremely [ɪk'striːmlɪ] adv. 极端地; extreme [ɪk'striːm] adj. 极端的;极度的discourage [dɪs'kʌrɪdʒ] vt. 阻止;使与eagle ['iːgl] n. 鹰 strictly ['strɪktlɪ] adv. 严格地 strict [strɪktl] adj. 严格的 discipline ['dɪsəplɪn] vt. 训导;惩罚 insist [ɪn'sɪst] vi. 坚持;极力要求 scholarship ['skɒləʃɪp] n. 奖学金 scholar ['skɒlə] n. 学者;获奖学金的结 politics ['pɒlɪtɪks] n. 政治                                                                                                                                                                                         | (32)<br>的<br>(32)<br>(32)<br>(32)<br>(32)<br>(32)<br>(32)<br>(22)<br>(23)<br>(24)                                         | I Words for Production warmly ['woːmlɪ] adv. 热情地 distant ['dɪstənt] adj. 冷漠的;不太友好 distance ['dɪstəns] n. 距离 former ['fɔːmə] adj. 从前的 complain [kəm'pleɪn] vt. 抱怨 outsider [ɪaʊt'saɪdə] n. 局外人 view [vjuː] vt. 看待;认为 n. 观点;意见 shared [ʃeəd] adj. 共享的                                                                                                                                                                                         | 子的<br>(38)<br>(38)<br>(38)<br>(38)<br>(38)                   |
| extremely [ɪk'striːmlɪ] adv. 极端地; extreme [ɪk'striːm] adj. 极端的;极度的discourage [dɪs'kʌrɪdʒ] vt. 阻止;使与eagle ['iːgl] n. 鹰 strictly ['strɪktlɪ] adv. 严格地 strict [strɪkt] adj. 严格的 discipline ['dɪsəplɪn] vt. 训导;惩罚 insist [ɪn'sɪst] vi. 坚持;极力要求 scholarship ['skɒləʃɪp] n. 奖学金 scholar ['skɒlə] n. 学者;获奖学金的结 politics ['pɒlɪtɪks] n. 政治 biology [baɪ'ɒlədʒɪ] n. 生物                                                                                                                                                               | (32)<br>的<br>(32)<br>(32)<br>(32)<br>(32)<br>(32)<br>(32)<br>(42)<br>(34)<br>(34)                                         | I Words for Production warmly ['wɔːmlɪ] adv. 热情地 distant ['dɪstənt] adj. 冷漠的;不太友好 distance ['dɪstəns] n. 距离 former ['fɔːmə] adj. 从前的 complain [kəm'pleɪn] vt. 抱怨 outsider [ɪaʊt'saɪdə] n. 局外人 view [vjuː] vt. 看待;认为 n. 观点;意见 shared [ʃeəd] adj. 共享的 bond [bond] n. 联系;维系                                                                                                                                                                    | 子的<br>(38)<br>(38)<br>(38)<br>(38)<br>(38)<br>(38)           |
| extremely [ɪk'striːmlɪ] adv. 极端地;自 extreme [ɪk'striːm] adj. 极端的;极度的 discourage [dɪs'kʌrɪdʒ] vt. 阻止;使与 eagle ['iːgl] n. 鹰 strictly ['strɪktlɪ] adv. 严格地 strict [strɪkt] adj. 严格的 discipline ['dɪsəplɪn] vt. 训导;惩罚 insist [ɪn'sɪst] vi. 坚持;极力要求 scholarship ['skɒləʃɪp] n. 奖学金 scholar ['skɒlə] n. 学者;获奖学金的等 politics ['pɒlɪtɪks] n. 政治 biology [baɪ'ɒlədʒɪ] n. 生物 IT (Information Technology) 信息技术                                                                                                                           | (32)<br>的<br>(32)<br>(32)<br>(32)<br>(32)<br>(32)<br>(32)<br>(22)<br>(34)<br>(34)<br>(34)<br>(34)                         | I Words for Production warmly ['woːmlɪ] adv. 热情地 distant ['dɪstənt] adj. 冷漠的;不太友好 distance ['dɪstəns] n. 距离 former ['fɔːmə] adj. 从前的 complain [kəm'pleɪn] vt. 抱怨 outsider [ɪaʊt'saɪdə] n. 局外人 view [vjuɪ] vt. 看待;认为 n. 观点;意见 shared [ʃeəd] adj. 共享的 bond [bond] n. 联系;维系 friendliness ['frendlinəs] n. 友好                                                                                                                                   | 子的<br>(38)<br>(38)<br>(38)<br>(38)<br>(38)                   |
| extremely [ɪk'striːmlɪ] adv. 极端地; extreme [ɪk'striːm] adj. 极端的;极度的discourage [dɪs'kʌrɪdʒ] vt. 阻止;使与eagle ['iːgl] n. 鹰 strictly ['strɪktlɪ] adv. 严格地 strict [strɪkt] adj. 严格的 discipline ['dɪsəplɪn] vt. 训导;惩罚 insist [ɪn'sɪst] vi. 坚持;极力要求 scholarship ['skɒləʃɪp] n. 奖学金 scholar ['skɒlə] n. 学者;获奖学金的结 politics ['pɒlɪtɪks] n. 政治 biology [baɪ'ɒlədʒɪ] n. 生物 IT (Information Technology) 信息技术 labour ['leɪbə] n. 劳动                                                                                                        | (32)<br>的<br>(32)<br>(32)<br>(32)<br>(32)<br>(32)<br>(32)<br>(32)<br>(34)<br>(34)<br>(34)<br>(34)                         | I Words for Production warmly ['wɔːmlɪ] adv. 热情地 distant ['dɪstənt] adj. 冷漠的;不太友好 distance ['dɪstəns] n. 距离 former ['fɔːmə] adj. 从前的 complain [kəm'pleɪn] vt. 抱怨 outsider [ɪaʊt'saɪdə] n. 局外人 view [vjuɪ] vt. 看待;认为 n. 观点;意见 shared [ʃeəd] adj. 共享的 bond [bɒnd] n. 联系;维系 friendliness ['frendlɪnəs] n. 友好 friendly ['frendlɪ] adj. 友好的                                                                                                      | 子的<br>(38)<br>(38)<br>(38)<br>(38)<br>(38)<br>(38)           |
| extremely [ɪk'striːmlɪ] adv. 极端地;自 extreme [ɪk'striːm] adj. 极端的;极度的 discourage [dɪs'kʌrɪdʒ] vt. 阻止;使与 eagle ['iːgl] n. 鹰 strictly ['strɪktlɪ] adv. 严格地 strict [strɪktl] adj. 严格的 discipline ['dɪsəplɪn] vt. 训导;惩罚 insist [ɪn'sɪst] vi. 坚持;极力要求 scholarship ['skɒləʃɪp] n. 奖学金 scholar ['skɒlə] n. 学者;获奖学金的等 politics ['pɒlɪtɪks] n. 政治 biology [baɪ'ɒlədʒɪ] n. 生物 IT (Information Technology) 信息技术 labour ['leɪbə] n. 劳动 social studies 社会科学课程                                                                              | (32)<br>的<br>(32)<br>(32)<br>(32)<br>(32)<br>(32)<br>(32)<br>(42)<br>(34)<br>(34)<br>(34)<br>(34)<br>(34)                 | I Words for Production warmly ['woːmlɪ] adv. 热情地 distant ['dɪstənt] adj. 冷漠的;不太友好 distance ['dɪstəns] n. 距离 former ['fɔːmə] adj. 从前的 complain [kəm'pleɪn] vt. 抱怨 outsider [ɪaʊt'saɪdə] n. 局外人 view [vjuː] vt. 看待;认为 n. 观点;意见 shared [ʃeəd] adj. 共享的 bond [bɒnd] n. 联系;维系 friendliness ['frendlɪnəs] n. 友好 friendly ['frendlɪ] adj. 友好的 friend [frend] n. 朋友                                                                                 | (38)<br>(38)<br>(38)<br>(38)<br>(38)<br>(38)<br>(38)<br>(38) |
| extremely [ɪk'striːmlɪ] adv. 极端地; extreme [ɪk'striːm] adj. 极端的;极度的discourage [dɪs'kʌrɪdʒ] vt. 阻止;使与eagle ['iːgl] n. 鹰 strictly ['strɪktlɪ] adv. 严格地 strict [strɪkt] adj. 严格的 discipline ['dɪsəplɪn] vt. 训导;惩罚 insist [ɪn'sɪst] vi. 坚持;极力要求 scholarship ['skɒləʃɪp] n. 奖学金 scholar ['skɒlə] n. 学者;获奖学金的等 politics ['pɒlɪtɪks] n. 政治 biology [baɪ'ɒlədʒɪ] n. 生物 IT (Information Technology) 信息技术 labour ['leɪbə] n. 劳动 social studies 社会科学课程 permit [pə'mɪt] vt./vi. 许可;允许                                                    | (32)<br>的<br>(32)<br>(32)<br>(32)<br>(32)<br>(32)<br>(32)<br>(32)<br>(34)<br>(34)<br>(34)<br>(34)                         | I Words for Production warmly ['wɔːmlɪ] adv. 热情地 distant ['dɪstənt] adj. 冷漠的;不太友好 distance ['dɪstəns] n. 距离 former ['fɔːmə] adj. 从前的 complain [kəm'pleɪn] vt. 抱怨 outsider [ɪaʊt'saɪdə] n. 局外人 view [vjuː] vt. 看待;认为 n. 观点;意见 shared [ʃeəd] adj. 共享的 bond [bond] n. 联系;维系 friendliness ['frendlɪnəs] n. 友好 friendly ['frendlɪ] adj. 友好的 friend [frend] n. 朋友 exchange [ɪks'tʃeɪndʒ] vt. 交换                                                   | (38)<br>(38)<br>(38)<br>(38)<br>(38)<br>(38)<br>(38)<br>(38) |
| extremely [ɪk'striːmlɪ] adv. 极端地; extreme [ɪk'striːm] adj. 极端的;极度的discourage [dɪs'kʌrɪdʒ] vt. 阻止;使与eagle ['iːgl] n. 鹰 strictly ['strɪktlɪ] adv. 严格地 strict [strɪkt] adj. 严格的 discipline ['dɪsəplɪn] vt. 训导;惩罚 insist [ɪn'sɪst] vi. 坚持;极力要求 scholarship ['skɒləʃɪp] n. 奖学金 scholar ['skɒləʃɪp] n. 学者;获奖学金的与 politics ['pɒlɪtɪks] n. 政治 biology [baɪ'ɒlədʒɪ] n. 生物 IT (Information Technology) 信息技术 labour ['leɪbə] n. 劳动 social studies 社会科学课程 permit [pə'mɪt] vt./vi. 许可;允许 II Words for Recognition                        | (32)<br>的<br>(32)<br>(32)<br>(32)<br>(32)<br>(32)<br>(32)<br>(32)<br>(42)<br>(34)<br>(34)<br>(34)<br>(34)<br>(34)<br>(34) | I Words for Production warmly ['wɔːmlɪ] adv. 热情地 distant ['dɪstənt] adj. 冷漠的;不太友好 distance ['dɪstəns] n. 距离 former ['fɔːmə] adj. 从前的 complain [kəm'pleɪn] vt. 抱怨 outsider [ɪaʊt'saɪdə] n. 局外人 view [vjuː] vt. 看待;认为 n. 观点;意见 shared [ʃeəd] adj. 共享的 bond [bɒnd] n. 联系;维系 friendliness ['frendlɪnəs] n. 友好 friendly ['frendlɪ] adj. 友好的 friend [frend] n. 朋友 exchange [ɪks'tʃeɪndʒ] vt. 交换 greeting ['griɪtɪŋ] n. 问候                         | (38)<br>(38)<br>(38)<br>(38)<br>(38)<br>(38)<br>(38)<br>(38) |
| extremely [ɪk'striːmlɪ] adv. 极端地; extreme [ɪk'striːm] adj. 极端的;极度的discourage [dɪs'kʌrɪdʒ] vt. 阻止;使与eagle ['iːgl] n. 鹰 strictly ['strɪktlɪ] adv. 严格地 strict [strɪkt] adj. 严格的 discipline ['dɪsəplɪn] vt. 训导;惩罚 insist [ɪn'sɪst] vi. 坚持;极力要求 scholarship ['skɒləʃɪp] n. 奖学金 scholar ['skɒlə] n. 学者;获奖学金的结 politics ['pɒlɪtɪks] n. 政治 biology [baɪ'ɒlədʒɪ] n. 生物 IT (Information Technology) 信息技术 labour ['leɪbə] n. 劳动 social studies 社会科学课程 permit [pə'mɪt] vt./vi. 许可;允许 II Words for Recognition squirrel ['skwɪrəl] n. 松鼠 | (32)<br>的<br>(32)<br>(32)<br>(32)<br>(32)<br>(32)<br>(34)<br>(34)<br>(34)<br>(34)<br>(34)<br>(34)                         | I Words for Production warmly ['wɔɪmlɪ] adv. 热情地 distant ['dɪstənt] adj. 冷漠的;不太友好 distance ['dɪstəns] n. 距离 former ['fɔɪmə] adj. 从前的 complain [kəm'pleɪn] vt. 抱怨 outsider [ɪaʊt'saɪdə] n. 局外人 view [vjuɪ] vt. 看待;认为 n. 观点;意见 shared [ʃeəd] adj. 共享的 bond [bond] n. 联系;维系 friendliness ['frendlɪnəs] n. 友好 friendly ['frendlɪ] adj. 友好的 friend [frend] n. 朋友 exchange [ɪks'tʃeɪndʒ] vt. 交换 greeting ['griɪtɪŋ] n. 问候 greet [griɪt] vt. 欢迎;迎接 | (38)<br>(38)<br>(38)<br>(38)<br>(38)<br>(38)<br>(38)<br>(38) |
| extremely [ɪk'striːmlɪ] adv. 极端地; extreme [ɪk'striːm] adj. 极端的;极度的discourage [dɪs'kʌrɪdʒ] vt. 阻止;使与eagle ['iːgl] n. 鹰 strictly ['strɪktlɪ] adv. 严格地 strict [strɪkt] adj. 严格的 discipline ['dɪsəplɪn] vt. 训导;惩罚 insist [ɪn'sɪst] vi. 坚持;极力要求 scholarship ['skɒləʃɪp] n. 奖学金 scholar ['skɒləʃɪp] n. 学者;获奖学金的与 politics ['pɒlɪtɪks] n. 政治 biology [baɪ'ɒlədʒɪ] n. 生物 IT (Information Technology) 信息技术 labour ['leɪbə] n. 劳动 social studies 社会科学课程 permit [pə'mɪt] vt./vi. 许可;允许 II Words for Recognition                        | (32)<br>的<br>(32)<br>(32)<br>(32)<br>(32)<br>(32)<br>(32)<br>(32)<br>(42)<br>(34)<br>(34)<br>(34)<br>(34)<br>(34)<br>(34) | I Words for Production warmly ['wɔːmlɪ] adv. 热情地 distant ['dɪstənt] adj. 冷漠的;不太友好 distance ['dɪstəns] n. 距离 former ['fɔːmə] adj. 从前的 complain [kəm'pleɪn] vt. 抱怨 outsider [ɪaʊt'saɪdə] n. 局外人 view [vjuː] vt. 看待;认为 n. 观点;意见 shared [ʃeəd] adj. 共享的 bond [bɒnd] n. 联系;维系 friendliness ['frendlɪnəs] n. 友好 friendly ['frendlɪ] adj. 友好的 friend [frend] n. 朋友 exchange [ɪks'tʃeɪndʒ] vt. 交换 greeting ['griɪtɪŋ] n. 问候                         | (38)<br>(38)<br>(38)<br>(38)<br>(38)<br>(38)<br>(38)<br>(38) |

| lifelong [ˈlaɪflɒŋ] adj. 长期的;终身的long-term [ˌlɒŋˈtɜːm] adj. 长期的delighted [dɪˈlaɪtɪd] adj. 高兴的delight [dɪˈlaɪt] vt. 使高兴 | (38)<br>(38)<br>(38) | loss [los] vt. 丢失;失去 imaginary [ɪˈmædʒɪnərɪ] adj. 想象中的 不真实的 imagine [ɪˈmædʒɪn] vt./vi. 想象 | J;<br>(47) |
|-----------------------------------------------------------------------------------------------------------------------|----------------------|-------------------------------------------------------------------------------------------|------------|
|                                                                                                                       |                      | imagination [ ɪˌmædʒɪ neɪ∫n ] n. 想象                                                       |            |
| at first 首先                                                                                                           | (38)                 | stair [ steə ] n. 楼梯                                                                      | (47)       |
| in a general way 一般地;宽泛地                                                                                              | (38)                 | bark [baɪk] vi. 犬叫 n. 犬吠声;树皮                                                              | (48)       |
| base on/upon 建于之上                                                                                                     | (38)                 | warning [ˈwɔɪnɪŋ] n. 警告                                                                   | (48)       |
| be based on/upon 建于之上                                                                                                 | (38)                 | warn [wɔːn] vt. 警告 vi. 发出警告                                                               |            |
| no longer/not any longer 不再                                                                                           | (38)                 | attack [əˈtæk] n. 发作;侵袭                                                                   | (48)       |
| out of 从······中                                                                                                       | (38)                 | suffer ['sʌfə] vi. 受痛苦                                                                    | (48)       |
| fade away 逐渐消失                                                                                                        | (38)                 | disappointment [ˌdɪsə'pɒɪntmənt] n. 与望:沮丧                                                 | Ę          |
| for a while 一会儿                                                                                                       | (38)                 | disappoint [ ¡dɪsə pɒɪnt ] vt. 使失望;使                                                      | 汨ェ         |
| by chance 偶然地                                                                                                         | (38)                 | disappointed [ idisə pɒintid ] adj. 失望                                                    |            |
| pick up 重新开始;继续                                                                                                       | (38)                 | 沮丧的                                                                                       | ну;        |
| leave off 停止                                                                                                          | (38)                 | sorrow [ˈsɒrəʊ] n. 悲伤                                                                     | (48)       |
| be delighted in/delight in 为高兴                                                                                        | (38)                 | statue [ 'stætʃuː] n. 雕像;塑像                                                               | (48)       |
| Exploring & Using                                                                                                     |                      | satisfactorily [ˌsætɪsˈfæktərɪlɪ] adv. 令<br>人满意地;令人满足地                                    | (48)       |
| flat [flæt] adj. 单调的;平的                                                                                               | (40)                 | satisfactory [ˌsætɪsˈfæktərɪ] adj. 满意的                                                    |            |
| majority [məˈdʒɒrɪtɪ] n. 多数                                                                                           | (41)                 | satisfaction [ˌsætɪsˈfæk∫n] n. 满足;满意                                                      |            |
| limited [ˈlɪmɪtɪd] <i>adj</i> . 有限的                                                                                   | (42)                 | Il Words for Recognition                                                                  | 27         |
| limit [ˈlɪmɪt] n. 限制;界限                                                                                               |                      | lightning [ 'lartnɪŋ ] n. 闪电                                                              | (47)       |
| Listening, Understanding & Communica                                                                                  | ting                 | ease [iːz] vt. 减轻                                                                         | (47)       |
| church [t∫3ێt∫] n. 教堂                                                                                                 | (44)                 | playful [ 'pleɪfl ] <i>adj</i> . 好玩的;淘气的                                                  | (47)       |
| approach [əˈprəʊt∫] vi. 接近;靠近                                                                                         | (44)                 | kitten ['kɪtn] n. 小猫                                                                      | (47)       |
| embarrass [ɪmˈbærəs] vt. 使尴尬;使难为                                                                                      | <b></b>              | blink [blɪŋk] n. 眨眼                                                                       | (47)       |
|                                                                                                                       | (44)                 | cautious [ˈkɔːʃəs] adj. 小心的;谨慎的                                                           | (47)       |
| embarrassed [ɪmˈbærəst] adj. 尴尬的;                                                                                     |                      | lessen ['lesn] vi. 减轻;减小                                                                  | (48)       |
| 难为情的                                                                                                                  |                      | ■ Phrases and Expressions                                                                 |            |
| salary ['sælərɪ] n. 薪水;工资                                                                                             |                      | due to 由某人/物引起的;由于                                                                        | (47)       |
| custom [ˈkʌstəm] n. 风俗;习惯                                                                                             | (44)                 | in a/the blink of an eye 一眨眼工夫                                                            | (47)       |
| invitation [ˌɪnvɪ'teɪ∫n] <i>n</i> . 邀请                                                                                | (44)                 | bark at (狗、狼等)向叫/吠                                                                        | (48)       |
| invite [ɪn'vaɪt] vt. 邀请                                                                                               |                      | die of 死于                                                                                 | (48)       |
| Reading, Speaking & Writing                                                                                           |                      | suffer from 遭受;患病                                                                         | (48)       |
| realisation (AmE -zation) [  rɪəlaɪ  zeɪ]                                                                             | `n ]                 | in the days that followed 在随后几天里                                                          | (48)       |
| <i>n</i> . 实现;完成                                                                                                      | (46)                 | as the weeks went by 几周过去了                                                                | (48)       |
| somewhat [ 'sʌmwɒt] adv. 有点                                                                                           | (46)                 | TT 4. 4                                                                                   |            |
| illustrate [ˈɪləstreɪt] vt. 举例;说明                                                                                     | (46)                 | Unit 4                                                                                    |            |
| Reading Further                                                                                                       | (10)                 | Reading Actively                                                                          |            |
| I Words for Production                                                                                                |                      | I Words for Production                                                                    |            |
| lose [luiz] vt. 丢失;失去                                                                                                 | (47)                 | branch [brɑɪntʃ] n. 树枝;枝干                                                                 | (52)       |
| L J A/\/\                                                                                                             | ( /                  |                                                                                           | (22)       |

| sail [seɪl] vi. 启航;航行                                                                                                                                                   | (53)                                                          | Reading Further                                                                                                                                                |                   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| sailor ['serlə] n. 海员;水手 trunk [trʌɪʃk] n. 树干 bite [baɪt] vi. 啃咬 tear [tɪə] n. 眼泪;泪水 endless ['endləs] adj. 无尽的;无穷的 end [end] vt./vi. 结束;终止 n. 终点 ending ['endɪɪ] n. 结局 | <ul><li>(53)</li><li>(53)</li><li>(53)</li><li>(53)</li></ul> | I Words for Production ballet ['bæleɪ] n. 芭蕾 yearly ['jɪəlɪ] adj. 每年的;一年一度的 performance [pəˈfɔːməns] n. 表演 beginner [bɪˈɡɪnə] n. 初学者 begin [bɪˈɡɪn] vt./vi. 开始 | (62<br>(62<br>(62 |
|                                                                                                                                                                         |                                                               | beginning [bɪˈgɪnɪŋ] n. 开始                                                                                                                                     | (60               |
| nap [næp] n. 午休;午睡<br>shelter ['∫eltə] n. 庇护物;遮蔽物<br>lean [liːn] vi. 倚靠                                                                                                 | (52)<br>(52)<br>(53)                                          | chorus ['kɔːrəs] n. 合唱队 leading ['liːdɪŋ] adj. 领头的;第一的 lead [liːd] vt. 领导;引导 applaud [əˈplɔːd] vi. 拍手喝彩                                                        | (62)<br>(62)      |
|                                                                                                                                                                         |                                                               | bunch [bAnt∫] n. 束;捆                                                                                                                                           | (62)              |
| go by 过去;流逝                                                                                                                                                             | (52)                                                          | conflict [ 'kɒnflɪkt ] n. 冲突                                                                                                                                   | (62               |
| grow up 成长;长大                                                                                                                                                           | (52)                                                          | embarrassment [ɪmˈbærəsmənt] n. 局似                                                                                                                             |                   |
| chop off 砍掉;砍下                                                                                                                                                          | (52)                                                          | 不安;困窘                                                                                                                                                          | (62)              |
| go sailing 去航行                                                                                                                                                          | (53)                                                          | bakery [ˈbeɪkərɪ] n. 面包店                                                                                                                                       | (62)              |
| show up 现身;出现                                                                                                                                                           | (53)                                                          | bake [beɪk] vt./vi. 烘;烤                                                                                                                                        |                   |
| since then 自那时以来                                                                                                                                                        | (53)                                                          | occasion [əˈkeɪʒn] n. 时机,机会;场合                                                                                                                                 | (62)              |
| lean on/upon 倚;靠                                                                                                                                                        | (53)                                                          | award [əˈwɔːd] n. 奖品                                                                                                                                           | (63)              |
| Exploring & Using                                                                                                                                                       |                                                               | graduation [ˌɡrædʒʊˈeɪ∫n] n. 毕业                                                                                                                                | (63)              |
| income [ 'ɪnkʌm ] <i>n</i> . 收入<br>Atlantic [ æt'læntɪk ] <i>adj</i> . 大西洋的                                                                                             | (56)                                                          | graduate ['græd3 $U$ ert] $vi$ . $\rlap{\rlap/}{\!\!\!\!\!\!\!\!\!\!\!\!\!\!\!\!\!\!\!\!\!\!\!\!\!\!\!\!\!\!\!\!\!\!$                                          | 象征<br>(63)        |
| n. 大西洋                                                                                                                                                                  | (57)                                                          | symbol [ˈsɪmbl] n. 象征                                                                                                                                          |                   |
| extend [ɪk'stend] vt. 延伸;扩大                                                                                                                                             | (57)                                                          | urge [3id3] n.强烈的愿望;迫切要求                                                                                                                                       | (63)              |
| conference [ˈkɒnfərəns] n. 会议                                                                                                                                           | (59)                                                          | vt. 力劝                                                                                                                                                         | (63)              |
| champion [ˈtʃæmpɪən] n. 冠军                                                                                                                                              | (59)                                                          | golf [gplf] n. 高尔夫                                                                                                                                             | (63)              |
| expert ['eksp3't] n. 专家                                                                                                                                                 | (59)                                                          | hug [ hʌɡ ] vt. 拥抱                                                                                                                                             | (63)              |
| pure [pjʊə] adj. 纯洁的                                                                                                                                                    | (59)                                                          | II Words for Recognition                                                                                                                                       |                   |
| basin ['beɪsn] n. 水池;盆地 ceaselessly ['siɪslɪslɪ] adv. 不停地                                                                                                               | <ul><li>(59)</li><li>(59)</li></ul>                           | milestone [ˈmaɪlstəʊn] n. 里程碑;划时<br>事件                                                                                                                         | 代的<br>(62)        |
| ceaseless [ˈsiːslɪs ] adj. 不停的                                                                                                                                          |                                                               | status [ˈsteɪtəs] n. 身份;地位                                                                                                                                     | (62)              |
| cease [siɪs] vt./vi. 停止                                                                                                                                                 |                                                               | overweight [ˌəʊvəˈweɪt] adj. 超重的;过                                                                                                                             |                   |
| Listening, Understanding & Communica                                                                                                                                    | ting                                                          |                                                                                                                                                                | (62)              |
| downtown [ˌdaʊnˈtaʊn] adv. 市中心<br>pick out 选择:挑选                                                                                                                        | (60)                                                          | well-meaning [ˌwel'miːnɪŋ] adj. 出自善好心的                                                                                                                         | 意的<br>(62)        |
| pick out 选择;挑选 * hey [ her ] <i>interj.</i> (用于招呼某人)嘿;喂                                                                                                                 | (60)                                                          | coffin ['kɒfɪn] n. 棺材                                                                                                                                          | (63)              |
| * waterfall [ 'wɔːtəfɔːl ] n. 瀑布                                                                                                                                        | (60)<br>(60)                                                  | dorbell ['dɔːbel] n. 门铃                                                                                                                                        | (63)              |
| pond [pond] n. 池塘                                                                                                                                                       | (60)                                                          | shrug [∫rʌɡ] vi. 耸肩                                                                                                                                            | (63)              |
| fountain [ 'faʊntən ] n. 喷泉                                                                                                                                             | (60)                                                          |                                                                                                                                                                |                   |
| ɪʊuɪɪtaɪɪɪ [ ɪaʊɪɪtəɪɪ ] //. 呗水                                                                                                                                         | (00)                                                          | 1 (                                                                                                                                                            | /                 |

be aware of 知道……;清楚……

(62)



| along with 与—道                                                                                                                  | (62)       | time after time 不断地;屡次              | (66)  |
|---------------------------------------------------------------------------------------------------------------------------------|------------|-------------------------------------|-------|
| be angry with sb. 对某人生气                                                                                                         | (62)       | with the passing years 日月如梭;许多年     | 丰后    |
| feel like doing sth. 想要做某事                                                                                                      | (63)       |                                     | (66)  |
| cover with 用······覆盖                                                                                                            | (63)       | far away 遥远                         | (67)  |
| feel blue 心情不好;感到忧伤                                                                                                             | (63)       | in the back of my mind 在我的脑海中       | (67)  |
| ,                                                                                                                               | ,          | not any more 不再                     | (67)  |
| Challenging Yourself B                                                                                                          |            | in one's memory 在的记忆中               | (67)  |
|                                                                                                                                 |            | fall asleep 人睡;睡着                   | (67)  |
| I Words for Production                                                                                                          |            | VI                                  |       |
| childhood [ˈtʃaɪldhʊd] n. 童年                                                                                                    | (66)       | Unit 5                              |       |
| child [t∫aɪld] n. 儿童;孩子                                                                                                         |            | Decidio a Astrono                   |       |
| annoy [əˈnɔɪ] vt. 使烦恼                                                                                                           | (66)       | Reading Actively                    |       |
| incident [ 'ɪnsɪdənt] n. 事件;插曲                                                                                                  | (67)       | I Words for Production              |       |
| cure [kjʊə] n. 疗法;治疗                                                                                                            | (67)       | volcano [vɒlˈkeɪnəʊ] n. 火山          | (72)  |
| injured [ˈɪndʒəd] adj. 受伤的                                                                                                      | (67)       | typhoon [taɪ'fuɪn] n. 台风            | (72)  |
| injure [ˈɪndʒə] vt. 伤害;损害                                                                                                       |            | landslide [ 'lændslard ] n. 滑坡      | (72)  |
| fried [fraɪd] adj. 油炸的;油煎的                                                                                                      | (67)       | slide「slaɪd] n./vt./vi. 滑动          | ( - / |
| fry [fraɪ] vt./vi. 油炸;油煎                                                                                                        |            | hurricane ['hʌrɪkən] n. 飓风          | (72)  |
| countless [ 'kaʊntləs ] adj. 无数的;数不                                                                                             | 尽的         | flood [flʌd] n. 洪水                  | (72)  |
|                                                                                                                                 | (67)       | drought [ draʊt ] n. 干旱             | (72)  |
| count [kaUnt] vt. 计算;认为 n. 计数;计                                                                                                 | <b>十</b> 算 | disaster [dɪˈzɑːstə] n. 灾难          | (73)  |
| eve [iɪv] n. 前夕                                                                                                                 | (67)       | bay [beɪ] n. 海湾                     | (73)  |
| youth [juxθ] n. 青年;青春;年轻                                                                                                        | (67)       | sweep [swiɪp] vi. 席卷                | (73)  |
| hesitantly ['hezɪtəntlɪ] adv. 迟疑地;踌                                                                                             |            | section [ˈsek∫n] n. 截面;地区           | (73)  |
| 1 · [ ] ] 1 · \n                                                                                                                | (67)       | shock [∫ɒk] n. 震动                   | (73)  |
| hesitant [ˈhezɪtənt] adj. 迟疑的;犹豫不                                                                                               | 定的         | ruin [ 'ruɪn] vt. 毁灭 n. 废墟          | (73)  |
| hesitate [ˈhezɪteɪt] vt./vi. 踌躇;犹豫                                                                                              | (67)       | occur [əˈkɜː] vi. 发生;出现             | (73)  |
| thousandth [ $^{\dagger}\theta a \upsilon z n \theta$ ] $adj$ . 千分之一的 thousand [ $^{\dagger}\theta a \upsilon z n d$ ] $n$ . 一千 | (6/)       | mass [mæs] n. 块;大量                  | (73)  |
|                                                                                                                                 | (67)       | beneath [bɪˈniːθ] <i>prep</i> . 在之下 | (73)  |
| forgive [fə'gɪv] vi. 表示原谅                                                                                                       | (67)       | damage [ˈdæmɪdʒ] n. 损害              | (73)  |
| guilt [gɪlt] n. 内疚;犯罪                                                                                                           | (67)       | due [djuː] <i>adj</i> . (~to)由于     | (74)  |
| nowhere ['nəʊweə] adv. 无处;哪里都不                                                                                                  | (67)       | pressure [ˈpre∫ə] n. 压力;压迫          | (74)  |
| II Words for Passanition                                                                                                        | (07)       | press [pres] vt. 压;接                |       |
| Words for Recognition                                                                                                           | ( 5.5)     | plate [pleɪt] n. 板块                 | (74)  |
| rough [rʌf] adj. 粗糙的                                                                                                            | (66)       | violently ['vaɪələntlɪ] adv. 猛烈地;激烈 | !地    |
| brow [braʊ] n. 额;眉毛                                                                                                             | (67)       |                                     | (74)  |
|                                                                                                                                 |            | violent ['varələnt] adj. 猛烈的;暴力的    |       |
| night after night 连夜地;夜复一夜                                                                                                      | (66)       | violence [ˈvaɪələns] n. 暴力;猛烈       |       |
| long after 很久以后                                                                                                                 | (66)       | belt [belt] n. 带;地带                 | (74)  |
| lean down 俯下身来                                                                                                                  | (66)       | edge [edʒ] n. 边缘                    | (74)  |
| push out of the way 把·····移开                                                                                                    | (66)       | property ['prɒpətɪ] n. 财产           | (74)  |
| shout out 大叫                                                                                                                    | (66)       | bath [bɑːθ] n. 沐浴                   | (74)  |
| in reply 作为答复;回答                                                                                                                | (66)       | crash [ kræ∫] vi. 坠毁;摔碎             | (74)  |
| close out 结束                                                                                                                    | (66)       | elegantly [ˈeləgəntlɪ] adv. 优美地     | (74)  |

| elegant [ˈelɪɡənt] adj. 优美的                |                                     | take measures to do sth. 采取措施做某               | 事    |
|--------------------------------------------|-------------------------------------|-----------------------------------------------|------|
| extraordinary [ɪkˈstrɔːdnrɪ] adj. 非凡!      | 的;                                  |                                               | (74) |
| 特别的                                        | (74)                                | in advance 预先;提前                              | (74) |
| extra [ˈekstrə] adv. 特别地;非常                | ()                                  | Exploring & Using                             |      |
| terribly ['terəblɪ] adv. 非常;可怕地            | (74)                                | admit [ədˈmɪt] vt./vi. 承认                     | (77) |
| terrible ['terəbl] adj. 可怕的                |                                     | impact [ 'ɪmpækt] n. 影响;效果                    | (77) |
| rely [rɪˈlaɪ] vi. (~on) 依靠;信赖              | (74)                                | donate [dəʊˈneɪt] vt. 捐赠                      | (78) |
| death [deθ] n. 死;死亡                        | (74)                                | volunteer [ˌvɒlənˈtɪə] n. 志愿者                 | (78) |
| advance [əd'vɑɪns] n. 前进; 发展; 进            |                                     |                                               |      |
|                                            | (74)                                | attempt [ə'tempt] n./vt. 企图;试图                | (80) |
| II Words for Recognition                   |                                     | composition [ˌkɒmpəˈzɪ∫n] <i>n.</i> 作文        | (80) |
| sandstorm [ 'sændstɔːm ] n. 沙尘暴            | (72)                                | Listening, Understanding & Communica          | ting |
| inland ['ɪnlænd] adv. 向内陆; n. 内阳           | 片 (73)                              | affect [əˈfekt] vt. 影响                        | (81) |
| aftershock [ˈɑːftəʃɒk] n. 余震               | (73)                                | landscape [ˈlændskeɪp] n. 风景;地形               | (81) |
| bathwater [ 'bɑɪθwɔːtə] <i>n</i> . 洗澡水     | (74)                                | flow [fləʊ] vi. 流动                            | (81) |
| overpopulated [ ¡əʊvə'pɒpjuleɪtɪd] ad      | j. 人口                               | liquid [ˈlɪkwɪd] n. 液体                        | (81) |
| 过多的                                        | (74)                                | eruption [ ɪ'rʌp∫n ] <i>n</i> . 喷发            | (81) |
| consequence ['kɒnsɪkwəns] n. 结果;           |                                     | erupt [ɪˈrʌpt] vt./vi. 喷发;爆发                  | , ,  |
|                                            | (74)                                | Listening, Speaking & Writing                 |      |
|                                            | b                                   | county [ˈlra/sntx] n = E                      | (92) |
| at two minutes to noon 差两分到正午              |                                     | county ['kaʊntɪ] n. 县                         | (83) |
| · ( 47 /4, 12-14)                          | (73)                                | depth [depθ] n. 深度                            | (83) |
| as if 好像;仿佛<br>pull from under 从下拖回来       | <ul><li>(73)</li><li>(73)</li></ul> | network ['netw3!k] n. 网络;广播网net [net] n. 网;网络 | (83) |
| -                                          |                                     | relief [rɪˈliɪf] n. 救济                        | (83) |
| at a magnitude of on the Richter sca<br>氏级 | le 里<br>(73)                        | rescue [ˈreskjuː] vt. 营救;援助                   |      |
| draw back 缩回;后退;收回(诺言等)                    | (73)                                | rescuer [ˈreskjuːə] n. 救助者                    | (83) |
|                                            |                                     | in order 秩序井然                                 | (92) |
| for a few moments 过了一会儿                    | (73)                                |                                               | (83) |
| sweep over 猛烈袭击;扫过                         | (73)                                | so far 到目前为止                                  | (83) |
| pull out 拔出<br>take away part of 带走的部分     | <ul><li>(73)</li><li>(73)</li></ul> | Reading Further                               |      |
| in simple terms 简言之                        | (74)                                | I Words for Production                        |      |
| due to 由于;应归于                              | (74)                                | predict [prɪˈdɪkt] vt. 预报                     | (84) |
| push against each other 互相挤压               | (74)                                | accurately [ˈækjərətlɪ] adv. 精确地;准            |      |
| at the point 在某处                           | (74)                                |                                               | (84) |
| up to 直到;多达                                | (74)                                | disastrous [dɪˈzɑːstrəs] adj. 灾难性的            | (84) |
| mountainous areas 山区                       | (74)                                | nearby [ˌnɪə'baɪ] adv. 在附近                    | (84) |
| take place 发生                              | (74)                                | identify [aɪ'dentɪfaɪ] vt. 确定;辨别              | (84) |
| have damaging effects on 产生破坏性             |                                     | furniture [ˈfɜːnɪtʃə] n. 家具                   | (84) |
| The damaging effects of ) They it          | (74)                                | react [rɪˈækt] vi. 反应                         | (84) |
| an extremely large number of 非常多           | , ,                                 | kit [ kɪt ] n. 工具箱                            | (84) |
|                                            | (74)                                | store [stox] vt. 储藏                           | (84) |
| have a bath 洗澡                             | (74)                                | supply [sə'plaɪ] n. 供给(品)                     | (84) |
| rely on 依靠                                 | (74)                                | document ['dɒkjʊmənt] n. 文件                   | (84) |
| -                                          |                                     |                                               | , /  |

| wire [warə] n. 电线                    | (85)           | imagine [ɪˈmædʒɪn] vt. 想象;猜想                                  |              |
|--------------------------------------|----------------|---------------------------------------------------------------|--------------|
| vehicle [ 'viɪkəl] n. 交通工具;车辆        | (85)           | inventor [ɪnˈventə] n. 发明家                                    | (88)         |
| path [pɑːθ] n. 道路;路径                 | (85)           | invent [ɪn'vent] vt. 发明                                       |              |
| media ['miːdɪə] n. (medium 的复数)如     | 某体             | invention [ɪn'ven∫n] n. 发明                                    |              |
|                                      | (85)           | seek [siːk] vt. (sought, sought) 寻找                           | ;追求          |
| authority [ ɔːˈθɒrətɪ] n. 当局;权威      | (85)           |                                                               | (88)         |
| trap [træp] vt. 使陷入困境                | (85)           | system [ˈsɪstəm] n. 系统                                        | (88)         |
| cellphone [ˈselˌfəʊn] n. 手机          | (85)           | draw [drox] vt. (drew, drawn) 拉;吸                             | (88)         |
| pipe [paɪp] n. 管道                    | (85)           | absence [ˈæbsəns] n. 缺乏;缺席                                    | (88)         |
| II Words for Recognition             |                | absent [ˈæbsənt] adj. 缺席的                                     |              |
| firm [f3Im] adj. 牢固的                 | (85)           | item [ 'aɪtəm ] <i>n</i> . 条款;项目;一件物品                         | (88)         |
| crawl [ krɔːl ] vi. 爬行               | (85)           | plastic [ 'plæstɪk ] adj. 塑料的                                 | (88)         |
| doorway ['dɔɪweɪ] n. 门口              | (85)           | super [ˈsuɪpə] adj. 特级的;极好的                                   | (88)         |
| elevator ['eliveitə] n. 电梯;升降机       | (85)           | measurement ['meʒəmənt] n. 测量;尺                               |              |
| lift「lɪft]n. 电梯                      | (85)           |                                                               | (88)         |
| streetlight ['strixtlart] n. 街灯;路灯   | (85)           | measure ['meʒə] vt. 测量                                        | 4            |
| overpass [ˈəʊvəpɑɪs] n. 天桥           | (85)           | external [ɪkˈstɜːnl] n. 外部 adj. 外部的                           | (88)         |
| whistle [ˈwɪsl] n. 口哨                | (85)           | inner [ˈɪnə] adj. 内部的                                         | (88)         |
|                                      |                | outer [ˈaʊtə] adj. 外部的                                        | (00)         |
| work on 从事                           | (84)           | tighten [ 'taɪtn ] vt. 变紧                                     | (88)         |
| less than 少于;不到                      | (84)           | tight [taɪt] adj. 紧的                                          | (00)         |
| drop to the ground 卧倒在地              | (84)           | remaining [rɪˈmeɪnɪŋ] adj. 剩下的;剩я                             | 余的           |
| survival kit 救生包                     | (84)           |                                                               | (88)         |
| move away from 远离                    | (85)           | remain [rɪˈmeɪn] vi. 保持;剩余                                    |              |
| look around 环顾四周                     | (85)           | n. 剩余物;遗迹                                                     |              |
| move about 走来走去                      | (85)           | imperfect [ɪmˈpɜːfɪkt] adj. 有缺点                               | (88)         |
| knock on 敲击                          | (85)           | perfect [ˈpɜːfɪkt] <i>adj</i> . 完美的                           |              |
|                                      |                | incapable [ɪnˈkeɪpəbl] adj. 无能力的                              | (88)         |
| Unit 6                               |                | capable [ˈkeɪpəbl] adj. 能干的                                   |              |
|                                      |                | decrease [dɪˈkriːs] vt. 减少;减小                                 | (88)         |
| Reading Actively                     |                | increase [ɪnˈkriːs] vt. 增加;加大                                 |              |
|                                      |                | citizen [ˈsɪtɪzn] n. 市民                                       | (88)         |
| I Words for Production               |                | desire [dɪˈzaɪə] vt. 想要 vi. 渴望                                | (88)         |
| electricity [1,lek'trɪsətɪ] n. 电     | (88)           | aid [eɪd] vt. 援助;帮助                                           | (88)         |
| electric [ɪˈlektrɪk] adj. 用电的        |                | obviously ['pbvɪəslɪ] adv. 明显地                                | (89)         |
| electrical [ɪ'lektrɪkl] adj. 与电有关的   |                | reuse [ˌriːˈjuːz] vt. 再次使用                                    | (89)         |
| complaint [kəm'pleɪnt] n. 抱怨         | (88)           | creatively [krɪˈeɪtɪvlɪ] adv. 创造性地                            | (89)         |
| complain [kəmˈpleɪn] vt. 抱怨          |                | creative [krix'ent] adj. 创造性的                                 |              |
| unlike [ˌʌnˈlaɪk] <i>prep</i> . 与不同  | (88)           | create [kriz'ert] vt. 创造                                      | (90)         |
| simply ['sɪmplɪ] adv. 仅仅;简单地         | (88)           | procedure [prəˈsiɪdʒə] n. 步骤;程序<br>envelope [ˈenvələʊp] n. 信封 | (89)<br>(90) |
| simple ['sɪmpl] adj. 简单的             | / <b>-</b> - : | metal ['metl] <i>n</i> . 金属                                   | (90)         |
| option ['ɒp∫n] <i>n</i> . 选择         | (88)           | II Words for Recognition                                      | (90)         |
| unimaginable [ˌʌnɪˈmædʒɪnəbl] adj. 之 |                |                                                               | 4 (00)       |
| 议的;难以想象的                             | (88)           | DIY abbr. (Do It Yourself) 自己动手做                              | ((88)        |

| skyrocketing [ˈskaɪɪrɒkɪtɪŋ] adj. ¬          |              | relay [ˈriːleɪ] n. 接力赛                          | (93       |
|----------------------------------------------|--------------|-------------------------------------------------|-----------|
| Bangladesh [ˌbɑːŋɡlə'deʃ] n. 孟加              | (88)         | Listening, Understanding & Communi              | cating    |
| bangiadesii [ˈˈbdn]giə dej ] n. m.//         | (88)         | throw away  丢掉                                  | (95       |
| tin-roofed [ˈtɪnruːft] <i>adj</i> . 锡顶的      | (88)         | in case 万一                                      | (95       |
| hut [hʌt] n. 房屋                              | (88)         | take up 占据(空间)                                  | (95       |
| cooler [ˈkuːlə] n. 降温器                       | (88)         | * charger [ 'tʃɑːdʒə] n. 充电器                    | (95       |
| soft-drink [ˌsɒft'drɪnk] n. 软饮料              | (88)         | charge [tʃ <b>ɑ</b> ːdʒ] vi. 充电;要价              | `         |
| board [boxd] n. 木板                           | (88)         | snack [snæk] n. 小吃;快餐                           | (95       |
| air conditioner [ 'eəkəndı $\int$ ənə] $n$ . | * *          | * frame [freɪm] n. 框架;结构                        | (95       |
| (设备)                                         | (88)         | decorate [ˈdekəreɪt] vt. 装饰                     | (95       |
| air conditioning [ˈeəkəndı∫ənɪŋ] <i>r</i>    | 1. 空         | medium [ˈmiɪdɪəm] adj. 中等的 n. ;                 | 媒体        |
| 气调节                                          |              |                                                 | (95       |
| nonstop ['nɒn'stɒp] adj. 不休息的;               | ;直达的<br>(88) | Reading, Speaking & Writing                     |           |
| high-tech [ˌhaɪˈtek] adj. 高科技的               | (89)         | at present 目前;现今                                | (95       |
| unwanted [ˌʌnˈwɒntɪd] <i>adj</i> . 不需要       | 的 (89)       | a large amount of 大量;许多                         | (95       |
|                                              |              | * leftover [ 'leftəʊvə ] adj. 残余的;吃乘            | 」的(95     |
| complain about 抱怨;投诉                         | (88)         | battery [ˈbætrɪ;-tərɪ] n. 电池                    | (95       |
| to make it worse 更糟的是                        | (88)         | Reading Further                                 |           |
| Where there is a will, there is a wa         |              |                                                 |           |
| 有志者事竟成。                                      | (88)         | I Words for Production                          |           |
| a type of 一种                                 | (88)         | nowadays [ˈnaʊədeɪz] adv. 现今                    | (97       |
| find a solution to 找到一个解决…                   | …的方法         | recycling [ˌriɪˈsaɪklɪŋ] n. 回收                  | (97       |
|                                              | (88)         | recycle [ˌriɪ'saɪkl] vt./vi. 重复利用               |           |
| in the absence of  缺乏                        | (88)         | recyclable [ˌriɪ'saɪkləbl] adj. 可回收             |           |
| be made from 由制成                             | (88)         | recycled [ˌriːˈsaikld] adj. (经过)回归              | <b>女的</b> |
| as many as possible 尽可能多的                    | •••••        | recycler [riːˈsaɪklə] n. 再循环器                   |           |
|                                              | (88)         | recognisable (AmE -izable) [ 'rekəgr            |           |
| according to 根据                              | (88)         | adj. 可辨认的                                       | (97       |
| make sure 确保                                 | (88)         | recognise (AmE -ize) ['rekəgnaız]               |           |
| space out  把间隔开                              | (88)         | vt. 辨认;识别                                       |           |
| a pair of 一对/双                               | (88)         | environmental [m <sub>i</sub> vaɪrənˈmentl] adj |           |
| cut in half 切成两半                             | (88)         | 的;有关环境的                                         | (97       |
| cut away 切掉                                  | (88)         | environment [ɪnˈvaɪrənmənt] n. 环境               |           |
| fix into 固定到里面                               | (88)         | response [rɪˈsptns] n. 响应;回答                    | (97       |
| as much as 跟一样                               | (88)         | respond [rɪˈspɒnd] vi. 回答                       | **        |
| make a difference 有影响;起作用                    | (89)         | container [ kən'teɪnə ] n. 容器;集装箱               | 箔 (98     |
| inspire to do sth. 激励做某                      | 事 (89)       | contain [kənˈteɪn] vt. 包含;含有                    | / 0.0     |
| Exploring & Using                            |              | corporation [kɔːpəˈreɪʃn] n. 公司                 | (98       |
| <del></del>                                  | (01)         | corporate ['kɔːpərət] adj. 公司的;法                |           |
| carbon ['kaɪbən] n. 碳                        | (91)         | present [pri'zent] vt. 呈现                       | (98       |
| global [ˈɡləʊbl] adj. 全球的                    | (92)         | present ['preznt] n. 礼物; adj. 现在                |           |
| negative ['negətɪv] adj. 消极的                 | (92)         | winning ['wɪnɪŋ] adj. 胜利的;获胜的                   | 勺 (98     |
| committee [kəˈmɪtɪ] n. 委员会                   | (93)         | winner ['wɪnə] n. 获胜者                           |           |

| win [wɪn] vi. 获胜;成功 vt. 赢得            |       | protection [ prəˈtek∫n] <i>n</i> . 保护      |             |
|---------------------------------------|-------|--------------------------------------------|-------------|
| senior [ˈsiɪnɪə] n. 大四学生              | (98)  | nuclear [ 'njuːklɪə] adj. 原子能的             | (102)       |
| continued [kənˈtɪnjuɪd] adj. 持续的      | (98)  | nuclear power 核能                           |             |
| continue [kənˈtɪnjuː] vt. (使)继续       |       | critical [ 'krɪtɪkl ] <i>adj</i> . 临界的;批评的 | (102)       |
| growing ['grəʊɪŋ] adj. 发展的;成长的        | (98)  | mass [mæs] n. 质量;群众                        | (102)       |
| resource [rɪˈsɔːs] n. 资源              | (98)  | cyclist [ 'saɪklɪst] n. 骑自行车的人             | (102)       |
| arrow [ˈærəʊ] n. 箭;箭头                 | (98)  | cycle 「'saɪkl ] vi. 骑自行车                   | , ,         |
| raw [roː] adj. 未加工的                   | (98)  | conservation [ˌkɒnsəˈveɪ∫n] n. 保护;保        | 存           |
| raw materials 原料                      | , ,   | <b>v</b> 3 /                               | (102)       |
| apply [ə'plaɪ] vt. 应用                 | (98)  | campaign [kæm'peɪn] n. 运动; 活动              | (102)       |
| II Words for Recognition              |       | second ['sekənd] $n$ . 秒                   | (102)       |
| logo [ˈləʊɡəʊ] n. 标志;图形               | (97)  | alarming [əˈlɑːmɪŋ] adj. 令人担忧的             | (102)       |
| paperboard ['perpəbɔid] n. 纸板;卡纸      |       | alarm [əˌlɑːm] n. 警报 vt. 警告                |             |
| tuition [tjU'ɪ∫n] <i>n</i> . 学费       | (98)  | globe [gləʊb] n. 地球;球体                     | (102)       |
| activist [ˈæktɪvɪst] n. 积极分子          | (98)  | surround [səˈraʊnd] vt. 包围                 | (102)       |
| trash [træ∫] n. 垃圾;废物                 | (98)  | designer [dɪˈzaɪnə] n. 设计者                 | (102)       |
|                                       | (30)  | design [dɪˈzaɪn] vt. 设计                    |             |
| owe it all to 一切都归功于                  | (97)  | organisation ( $AmE$ -ization)             |             |
| come about 发生,出现                      | (97)  | [ˌɔːgənaɪˈzeɪ∫n] <i>n.</i> 组织              | (102)       |
| go back to 追溯到                        | (97)  | organise $(AmE - ize)['organiz] vt.$       | 且织          |
| gain more and more attention 获得越来     |       | II Words for Recognition                   |             |
| 多的关注                                  | (97)  | worldwide [ˈwɜːldwaɪd] adj. 全世界的           | J (102)     |
| in response to 响应;回答                  | (97)  | parade [pəˈreɪd] n. 游行                     | (102)       |
| hold a competition 举行一次比赛             | (98)  | sign [saɪn] n. 标志                          | (102)       |
| at the time 在那时                       | (98)  | Critical Mass Bicycle Ride 临界质量            |             |
| grow up 成长                            | (98)  | 集会                                         | (102)       |
| · · · · · · · · · · · · · · · · · · · | 7是出   | Wildlife Conservation Society 国际野          |             |
| 于,而是出于对的关心                            | (98)  | 保护学会                                       | (102)       |
| turn into 把变成                         | (98)  | ivory [ˈaɪvərɪ] n. 象牙                      | (102)       |
| be applied to 被应用于                    | (98)  | face value 面值                              | (102)       |
| be concerned with sth. 与某事物有关         | (98)  | 4-H Million Trees Project 4-H 百万植<br>计划    | (102)       |
| all over the world 全世界                | (98)  | Ⅲ Phrases and Expressions                  | (102)       |
|                                       |       |                                            | (100)       |
| Challenging Yourself C                |       | around the world 全世界                       | (102)       |
|                                       |       | take part in 参加                            | (102)       |
| I Words for Production                |       | in various ways 以不同的方式;以各种的方式              | 合件<br>(102) |
| annual [ˈænjuəl] adj. 每年的             | (102) | check out 核实                               | (102)       |
| celebrate [ˈselɪbreɪt] vt. 庆祝         | (102) | in suits 穿着整套的西服                           | (102)       |
| celebration [ˌselɪˈbreɪ∫n] n. 庆祝活动 (  | (102) | remind of 提醒                               | (102)       |
| demonstrate ['demənstreɪt] vt. 展示(    | (102) | express one's respect and thanks towa      |             |
| march [maɪt∫] vi. 游行                  | (102) | 向·····表达敬意和感谢                              | (102)       |
| protective [prəˈtektɪv] adj. 保护的;防劫   | 户的    | work with 与合作                              | (102)       |
|                                       | (102) | in honour of 纪念······;向······致敬            | (102)       |
| protect [prəˈtekt] vt. 保护             |       | ,17                                        | (102)       |

# Glossary

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

| adverbial of purpose adverbial of result agent appropriate approp | adverbial of result agent 施事者 appropriate aware of class selection system collocation compare comparison contrast define derivation derivation detail development direct speech double negative draft -ed form edit ellipsis emoji emphasis event  施事者 危当的 意识至 危場明 意识至 た文(n) 意识至 た文(n) 意识至 た文(n) が表現 に対す、は を表現 のは を表現 | 语<br>分<br>则<br>度<br>·.)<br>·.)<br>·.)<br>异) |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|--|
| agent appropriate held aware of 意识到 class selection system collocation 搭配 compare comparison 比较 (n.) contrast 对比 (差异) define 下定义 (v.) definition 定义 (n.) derivation 被事发展 直接引语 development 故事发展 直接引语 double negative draft 草稿 中ed form 中ed 形式 edit 编辑; 校订 ellipsis 审晰 由mitate 真面, 定义 (n.) 使明 (如) 使用 (如)  | agent 施事者 appropriate 恰当的 aware of 意识至 class selection system 选课制 collocation 搭配 compare 比较(n comparison 比较(n contrast 对比(差 define 下定义(n derivation 缓生法; 流 detail 细节; 讨 development 故事发 direct speech 直接引 double negative 双重否 draft 草稿 -ed form -ed 形式 edit 编辑; 核 ellipsis 省略 emoji 表情符 emphasise 强调(n event 事件                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 作<br>対<br>度<br>2.)<br>2.)<br>2.)<br>(v.)    |  |
| appropriate aware of class selection system collocation compare comparison contrast define define detail development direct speech double negative defit edit ellipsis emphasise emphasis event exposition fable feature general feature gene | appropriate aware of aware of class selection system collocation compare comparison contrast define derivation derivation derivation derivation detail development direct speech double negative draft -ed form edit ellipsis emoji emphasis event  head is in the sign of th | 度<br>:.)<br>:.)<br>:.)<br>异)<br>(v.)        |  |
| aware of class selection system 选课制度 collocation 搭配 compare 比较 (v.) comparison 比较 (n.) contrast 对比 (差异) define 下定义 (v.) definition 定义 (n.) derivation 派生法; 派生词 detail 细节; 详情 development 故事发展 direct speech 直接引语 double negative 双重否定 draft 草稿 -ed form -ed 形式 edit 编辑; 校订 ellipsis 省略 emoji 表情符号 emphasise 强调 (v.) emphasise 强调 (n.) event 事件 exposition 说明文 fable 寓言 feature 特点 general 宽泛的 heading 标题; 类目 illustrate (举例)说明; 阐明 imitate 模仿 implied meaning 隐含义 indicate 表明:指示                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | aware of 意识至 class selection system 选课制。 collocation 搭配 compare 比较(n comparison 比较(n contrast 对比(差 define 下定义(n derivation 缓生法; 初 detail 细节; 讨 development 故事发 direct speech 直接引 double negative 双重否 draft 草稿 -ed form -ed 形式 edit 编辑; 核 ellipsis 省略 emoji 表情符 emphasise 强调(n event 事件                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 度<br>2.)<br>2.)<br>异)<br>(v.)               |  |
| class selection system collocation 搭配 比较 (v.) compare 比较 (v.) comparison 比较 (n.) contrast 对比 (差异) define 下定义 (v.) definition 定义 (n.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | class selection system collocation compare compare comparison contrast define derivation derivation detail development direct speech double negative draft -ed form edit ellipsis emoji emphasis event  选课制 选读制 定义(n) 接管 定义(n) 表情符 是义(n) 证生法; 初 detail 细节; 讨 development 故事发 是有                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 度<br>2.)<br>2.)<br>异 )<br>(v.)              |  |
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| illustrate (举例)说明;阐明<br>imitate 模仿<br>implied meaning 隐含义<br>indicate 表明;指示                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | general 宽泛的                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | J                                           |  |
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| implied meaning 隐含义<br>indicate 表明;指示                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | illustrate (举例)说明                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | ; 阐明                                        |  |
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| infer 推断 (v.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | infer 推断 (v                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | ·.)                                         |  |

| : C                      | +A-N/C / \ |
|--------------------------|------------|
| inference                | 推断 (n.)    |
| infinitive               | 不定式        |
| -ing form                | -ing 形式    |
| interpretation           | 解释; 理解     |
| intonation               | 语调         |
| linking word             | 连接词        |
| lyric                    | 歌词         |
| marker                   | 标记语        |
| mini-dialogue            | 微对话        |
| modify                   | 修饰         |
| narrator                 | 叙事者        |
| negative prefix          | 否定前缀       |
| object complement        | 宾语补语       |
| omit                     | 省略         |
| open-ended               | 开放式的       |
| passive voice            | 被动语态       |
| past future tense        | 过去将来时      |
| past tense               | 过去时        |
| phenomenon               | 现象 (单数形式)  |
| phenomena                | 现象(复数形式)   |
| pie chart                | 饼状图        |
| point of view            | 视角; 观点     |
| present continuous tense | 现在进行时      |
| present tense            | 现在时        |
| pronoun                  | 代词         |
| proofread                | 校阅;核查      |
| respectively             | 分别地        |
| retell                   | 复述         |
| script                   | 脚本         |
| setting                  | 故事背景       |
| simple future tense      | 一般将来时      |
| speech bubble            | 对话泡        |
| story circle             | 故事接龙       |
| stressed word            | 重读词        |
| underline                | (加)下划线     |
| word formation           | 构词法        |
| -                        |            |

## Personal Dictionary

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#### 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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