



普通高中教科书

英语

必修

第一册



外语教学与研究出版社

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外语教学与研究出版社
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前言

本教材是外语教学与研究出版社根据教育部制定的《普通高中英语课程标准（2017年版）》，在充分调研和科学论证的基础上推出的中小学“一条龙”英语教材——《英语》（新标准）的高中部分。

本教材的主编为北京外国语大学陈琳教授，副主编为张连仲教授，编写团队包括国内高校的知名专家学者、教研人员和一线教师。陈琳教授秉承周恩来总理提出的“一条龙”外语教学理念，总结自己从事外语教育工作70年的经验，提出了符合中国外语教育实践的教育理论——辩证实践外语教育途径，并在《英语》（新标准）教材中贯彻实施。

根据教育部2017年新课程标准的精神，我们启动了《英语》（新标准）高中教材的修订工作。本次修订全面依托新课程标准要求，坚持陈琳教授的特色理论，由陈琳教授、张连仲教授指导编写团队，在充分考虑我国英语教育实际学情和教情的前提下，进行了全面的框架重建和内容设计，保证了理论与实践的紧密结合。

《英语》（新标准）高中教材共分10册：1—3册为必修课程教材，4—7册为选择性必修课程教材，8—10册为选修课程中的提高类教材。

必修课程教材具备良好的体系性、延伸性和接续性，能够帮助学生根据自己的需求不断提升个性化的语言能力，确保学生达到高中毕业基本要求，为日后进入选择性必修课程打下坚实的基础。《英语》（新标准）必修课程教材的主要特色如下：

- 一、坚持立德树人根本任务。在教材的选材、内容、语言等各个方面突出学科的育人本质，帮助学生更好地培育中国情怀，坚定文化自信，拓展国际视野，形成正确的世界观、人生观和价值观。
- 二、突出学科核心素养的重要性，全面培养学生的语言能力、文化意识、思维品质和学习能力，帮助学生逐步形成正确的价值观念、必备品格和关键能力。
- 三、坚持理论与实践的辩证关系。从语言实践的角度设计教材的主题架构、内容结构直至每一项具体活动，确保有实践、可实践，并通过实践促进提升，帮助学生形成素养，发展素养。
- 四、遵循“理解—发展—实践”的原则，以“主题”为纲设计单元任务，重要题材在各册教材中均得到体现，且内容逐步扩展加深、螺旋式上升，符合语言教学规律。
- 五、语篇题材多样、体裁丰富，语言地道鲜活、难度适中，符合学生的兴趣特点，同时能够提升学生的语篇意识，丰富语言感知与学习体验，有利于学生通过与主题语篇互动，培养在获取信息、处理信息、重构信息过程中的逻辑思维、多元思维和批判性思维。
- 六、活动设计紧密围绕主题语境，注重整合语言技能和学习技能，充分体现了英语学习活动观；同时强调交际情境的真实性和丰富性，帮助学生掌握语言技能、建构完善的知识基础，在实践中逐步形成交际能力。
- 七、强调学习策略的培养，鼓励学生通过体验、实践、讨论、合作、探究等方式，利用各种学习资源完成学习任务，解决学习中的困难，从而形成自主学习能力。
- 八、突出文化意识（尤其是跨文化意识）的建构与发展。通过介绍及比较中外文化，帮助学生更好地理解文化异同，学会理解和包容不同文化，提升道路自信、文化自信，将文化知识内化为正确的文化价值观和有利于国家和个人发展的跨文化态度与意识。
- 九、为教师编写了流程清晰、内容丰富的教师用书，帮助教师快速理解教材内容和相关背景知识，明确教学目标，掌握教学节奏；同时开发了配套的网络教材和其他多媒体配套资源，丰富课程资源，拓展教学模式。

我们希望，《英语》（新标准）高中必修课程教材能够初步培养学生的语言能力、文化意识、思维品质和学习能力等英语学科核心素养，为他们继续学习英语和终身发展打下坚实的基础。

《英语》（新标准）系列教材
高中阶段编委会

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Scope and sequence

Unit	Starting out	Understanding ideas	Using language	
			Grammar	Vocabulary
1 P1 A new start	Video: King Alfred's School	My first day at senior high	Review: basic sentence structures	School clubs
Project: Making a brochure for your school P73				
2 P13 Exploring English	Video: The history of English	Neither pine nor apple in pineapple	Review: word formation	American English and British English
Project: Identifying and correcting mistranslations P74				
3 P25 Family matters	Video: Grandpa's trunk	Like father, like son <i>Learning to learn:</i> Features of a play	Review: tenses	Physical appearances
Project: Planning an itinerary for a family day out P75				
4 P37 Friends forever	Video: Auld Lang Syne	Click for a friend?	Attributive clauses (1)	Keywords of friendship
Project: Writing a poem on friendship P76				
5 P49 Into the wild	Video: Pets in the UK	The monarch's journey	Attributive clauses (2)	Animal idioms
Project: Making a poster about an endangered animal P77				
6 P61 At one with nature	Video: The floating city	Longji Rice Terraces	Attributive clauses (3)	Geographical features
Project: Making an illustrated handbook of campus plants P78				
Appendices	Communication bank P81 Learning aid P87 Words and expressions P105	Vocabulary P114 Names and places P124 Junior high school language knowledge overview P126		

		Developing ideas		Presenting ideas
	Listening and speaking	Reading	Writing	
	Making a plan <i>Function:</i> Exchanging ideas <i>Learning to learn:</i> Taking notes	High school hints <i>Learning to learn:</i> Scanning	Writing a journal entry	Making suggestions to improve your school
	Unfamiliar English expressions <i>Function:</i> Asking for and giving clarification <i>Learning to learn:</i> Using Internet language	(Mis)adventures in English <i>Learning to learn:</i> Online English-learning forums	Writing a story about a misunderstanding in English	Talking about creative ways of learning English
	Saying sorry to family members <i>Function:</i> Making apologies and offering forgiveness <i>Learning to learn:</i> Using stress	Just a brother <i>Learning to learn:</i> Feature stories	Writing about a family memory	Talking about your understanding of family relationships
	Helping our friends <i>Function:</i> Making suggestions <i>Learning to learn:</i> Using less direct language to make suggestions	After twenty years (excerpts) <i>Learning to learn:</i> O. Henry's short stories and surprise endings	Writing an ending to a story <i>Learning to learn:</i> Settings and characters in a story	Debating friendship
	Debating about animals <i>Function:</i> Agreeing and disagreeing <i>Learning to learn:</i> Structuring a debate	An encounter with nature <i>Learning to learn:</i> Contextual clues	Writing an animal fact file	Telling a story about the relationship between humans and animals
	Life in different climate zones <i>Function:</i> Talking about advantages and disadvantages <i>Learning to learn:</i> Understanding unfamiliar words	A love of gardening <i>Learning to learn:</i> Topic sentences	Writing a summary <i>Learning to learn:</i> Summary writing	Talking about your dream place to live

Reflection



致同学

同学们，欢迎大家学习《英语》（新标准）高中教材！

由教育部制定并颁布的《普通高中英语课程标准（2017年版）》明确规定：普通高中英语课程作为一门学习及运用英语语言的课程，与义务教育阶段的课程相衔接，旨在为学生继续学习英语和终身发展打下良好基础。普通高中英语课程强调对学生语言能力、文化意识、思维品质和学习能力的综合培养。也就是说，发展学科素养是同学们高中阶段英语学习的方向和目标。经过初中阶段的学习，大家已经打下了一定的基础。进入高中后，同学们应该对自己的学习目标提出更高的要求。

《英语》（新标准）高中必修课程教材遵循“为用而学，在用中学，在学中用，学而能用”的原则，为同学们提供了语言地道、优美的阅读文章和灵活多样的学习活动，力图使大家逐步获得独立学习和自主学习的能力。

必修课程教材第一册从同学们的日常生活出发，逐步展开话题，从校园生活、语言学习，到亲情、友情，再到对自然的关注，体现了人与自我、人与社会、人与自然三大主题语境，帮助大家轻松地进入高中阶段的英语学习。本册共六个单元，单元结构如下：

(1) 背景激活 (Starting out)

该板块旨在激活同学们已有的背景知识和语言知识。我们把“看”(viewing)的活动作为预热和导入，通过视频、文字、图片、表格等多模态语篇，帮助同学们更好地了解本单元主题。

(2) 主题理解 (Understanding ideas)

该板块通过语篇和阅读活动聚焦核心语言、结构，帮助大家达成主题理解、实现语言形式与意义深度加工的同时培养文化意识和思维品质。

(3) 功能运用 (Using language)

该板块是对语言技能的综合学习和运用。通过语法、词汇及听说三个部分的大量语言实践活动，发展大家的语言技能，为真实生活中的语言交际做好铺垫。

(4) 思维拓展 (Developing ideas)

该板块为大家提供新的阅读语篇，从不同角度进一步呈现单元话题，调动大家的逻辑思维、批判性思维和创造思维，并以一项读写结合的活动来检验大家前述学习活动的成果。

(5) 观点表达 (Presenting ideas)

该板块主要以讨论、评选、演讲、辩论等口头表达形式进一步促进同学们对所学内容的复习与掌握。开放或半开放性的活动有利于大家彼此合作，展示个性，充分表达自己对主题思想的理解和认识。

(6) 自我反思 (Reflection)

该板块列出了本单元话题下可以实现的学习目标，通过自我评价和总结的方式，帮助大家反思自己的学习成果，进而认识到自己的进步与不足，逐步培养自主学习的能力。

(7) 项目实践 (Project)

该板块提供真实的语境和任务，每个项目活动均由小组合作完成，力求培养大家获取信息、相互合作、学以致用能力。

我们希望同学们通过使用本教材，全面提高综合语言运用能力，发展英语学科的核心素养，成为具有中国情怀、国际视野和跨文化沟通能力的社会主义建设者和接班人。

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1

A new start

Starting out



1 Watch the video and answer the questions.

- 1 What do these students do at school?
- 2 How is this school different from your school?

2 Complete the questionnaire and share your answers with the class.

First day of school questionnaire

Welcome to senior high! I'd like to know what you think of your new school, and how you're feeling about it. Please complete the questionnaire and return it to me.

Your Form Teacher

1 How did you feel on your first day at senior high?

- | | |
|----------------------------------|--------------------------------------|
| <input type="checkbox"/> excited | <input type="checkbox"/> curious |
| <input type="checkbox"/> nervous | <input type="checkbox"/> proud |
| <input type="checkbox"/> happy | <input type="checkbox"/> other _____ |

2 What was your first impression of your new school?

3 Who's the first person you've got to know? How did you get to know each other?

4 What do you like most about your new school?

- | | |
|------------------------------------------|-----------------------------------------|
| <input type="checkbox"/> the campus | <input type="checkbox"/> its traditions |
| <input type="checkbox"/> your teachers | <input type="checkbox"/> its facilities |
| <input type="checkbox"/> your classmates | <input type="checkbox"/> other _____ |

5 What have you found most impressive about senior high?



Understanding ideas ▼

1 Tick what you want to include in your diary about your first day at senior high.

- the school campus
- new teachers
- school subjects
- a new timetable
- an embarrassing moment
- new friends
- your feelings
- other _____

2 Read the passage and find out what the author wrote in his diary about his first day at senior high.



My First Day at Senior High



- 1 After I had pictured it over and over again in my mind, the big day finally arrived: my first day at senior high! I woke up early and rushed out of the door in my eagerness to get to know my new school.
- 2 The campus was still quiet when I arrived, so I decided to explore a bit. I was looking at the photos on the noticeboard when I heard a voice behind me. "New here?" Turning around, I saw a white-haired man. "Yes," I replied. "I'm wondering what life is going to be like here." "Don't worry," he gave me a smile. "You'll soon find out."
- 3 How true these words were! When my English teacher stepped into the classroom, I was surprised to see the same man I had met earlier.



Monday 4 September

- 4 "Good morning, everyone. Before we start, please come to the front one by one and introduce yourself to the class. I'll go first..."
- 5 "What?!" I tried to turn on my brain but the engine just wouldn't start. "I should say my name, of course. But what else? What could I say to make a good first impression? Something about my insect collection, perhaps." I was organising my words in my head when the girl next to me gave me a nudge. "It's your turn!"
- 6 With butterflies in my stomach, I breathed deeply. "Hi, I'm Meng Hao." Everyone started laughing. I looked at them in panic. "Nice to know we share the same name," said my new teacher. I had been too nervous to pay attention when he introduced himself! Although I was embarrassed, his words made me a lot more relaxed!
- 7 When we had all introduced ourselves, Mr Meng said, "Well done, everyone! I know this isn't easy for many of you. But this is just the kind of thing you are going to face at senior high. Challenges like this might sometimes put you under pressure. But it all depends on what you do. Keep calm and be prepared. That way, you'll make the most of your time at senior high."
- 8 People say, "Well begun, half done." I guess this was a good beginning to my new school life.



3 Choose the best description of Meng Hao's first day at senior high.

- 1 He found the English class difficult and was not sure what to do.
- 2 With the English teacher's support, he thought senior high was easy and felt confident about his future.
- 3 He was not sure about life at senior high, but after the English class, he felt more confident.

4 Complete Meng Hao's experiences with expressions from the passage.

Meng Hao's experiences	Meng Hao's feelings
<p>Before going to school Because it was Meng Hao's first day at ¹ _____, he got up early and ² _____ to his new school.</p>	<p><i>excited: woke up early; rushed out of the door</i></p>
<p>Arriving at school The campus was still quiet, so Meng Hao decided to ³ _____. He met a man who he ⁴ _____ find out later was his English teacher.</p>	
<p>During the English class Meng Hao was nervous about introducing himself in front of the class. With ⁵ _____, he began, but everyone laughed. It turned out that he and his teacher shared ⁶ _____. Mr Meng said that challenges at senior high might put them ⁷ _____. He advised everyone to ⁸ _____ and ⁹ _____.</p>	
<p>After the English class Meng Hao thought he had ¹⁰ _____ to his new school life.</p>	

Now find expressions that show Meng Hao's feelings and complete the table.

Think & Share

- 1 What is your understanding of the saying "Well begun, half done"?
- 2 What happened on your first day at senior high? Share your experiences and feelings with the class.

Using language

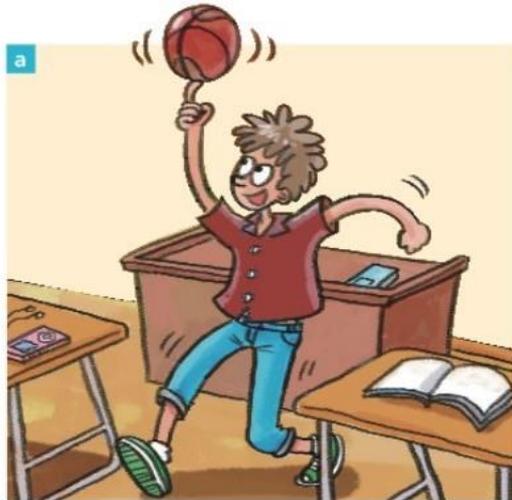
Review: basic sentence structures

1 Match the sentences that share the same structures.

- | | |
|-----------------------------------------|------------------------------------------|
| 1 I saw a white-haired man. | a He was friendly. |
| 2 I replied. | b The exam made me quite nervous. |
| 3 He gave me a smile. | c I passed him a book. |
| 4 I breathed deeply. | d She agreed. |
| 5 I looked at them in panic. | e He wrote a long letter. |
| 6 I was embarrassed. | f He talked loudly. |
| 7 His words made me a lot more relaxed! | g She looked after her sister patiently. |

Now look for more sentences with these structures in the reading passage.

2 Look at the pictures and tell the story with your own ending. See how many different basic sentence structures you can use.



School clubs

3 Complete the posters with the correct form of the words in the box.

badminton drama band debate gym piano
stage photography science

1 _____ Club

Meet new people & stay fit and healthy!



Daily practice after class at the school

2 _____

3 _____ Club

Love acting?
Join us on 4 _____ and let our experienced director help you find your inner star.



Every Wednesday
5 pm–7 pm
Room 201

Music Club

Want to play the 5 _____ or the guitar?
Or sing in a 6 _____?
This is the place for you!

GET READY TO
MAKE SOME
MUSIC !

Every Tuesday
4 pm–5 pm
The Music Room



Join the 7 _____ Club!

Argue about the week's hottest topics with the school's sharpest minds!

4 pm on Thursdays
Room 301

8 _____ CLUB

What killed the dinosaurs?
Why are dolphins so intelligent?
Investigate questions like these at our club.

Room 302 at 4 pm every Tuesday



9 _____ CLUB

WE WANT YOU!
Come along and take great pictures with us.



We meet twice a month on Saturdays.

4 Work in pairs. Talk about the school clubs you would like to join and the activities you can do in them.

Making a plan



In the UK and the US, senior high school students take part in various after-school activities, such as club activities and volunteer work. These activities not only help them gain more skills, but also teach them to care about others. After-school activities also play a part when students apply to college. However, they can take up a lot of time, so students have to learn to organise their busy schedules. To help them do this, some senior high schools offer courses in time management.

Did You Know ?

5 Listen to the conversation and decide what the speakers are mainly talking about.

- 1 The clubs they have joined and the activities they do after school.
- 2 The things they should do to manage their time well.
- 3 The challenges they face in their new school.

6 Listen again and complete the plan.

1. _____ the things we're going to do.
2. Record _____ to do the activities.
3. Only _____ at a time.
4. Do _____ first.

Now talk about how the speakers discuss managing their time. Listen again if necessary.

7 Work in pairs. Act out the conversation to discuss ideas for a weekend study plan for English.

Student A: Turn to Page 81.

Student B: Turn to Page 84.

8 Work in pairs. Make another weekend plan and have a similar conversation.

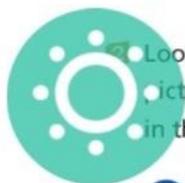
Learning to learn

As you listen, make notes of key information such as names, numbers, facts and instructions. This will help you understand and remember the information you hear.

Developing ideas ◀

1 Think about the things you want to achieve at high school and rank them in order of importance. (1 = most important)

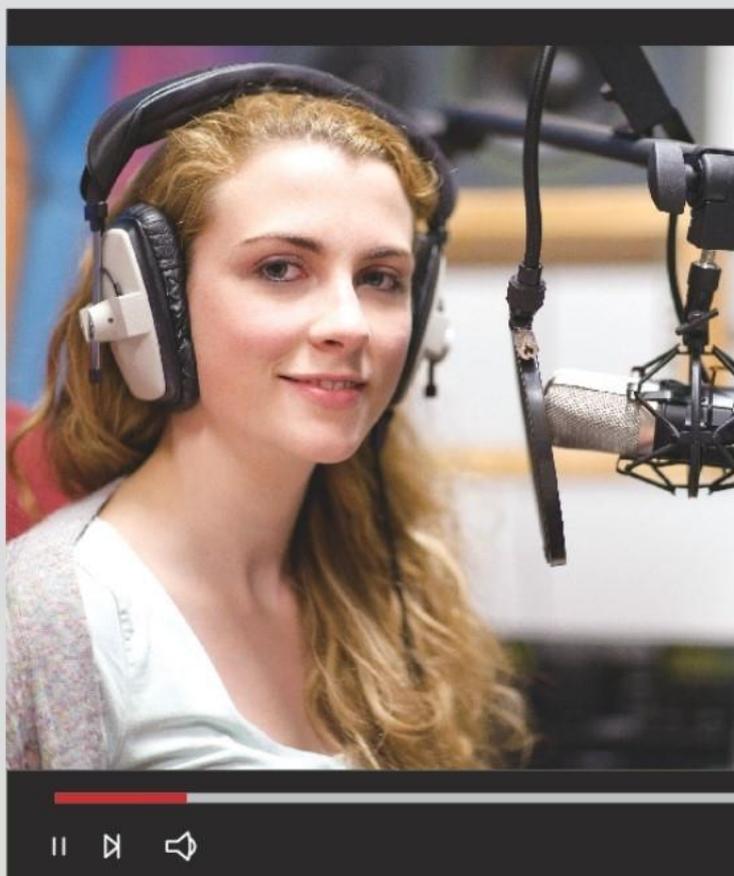
- join a school club
- take a trip with your classmates
- get the highest score in a test at least once
- get to know all the schoolmates in your grade
- stand on stage at least once
- win an award
- read as many books as possible
- learn a new skill
- other _____



Look at the word cloud and the picture. Predict what is talked about in the interview.

opportunity
important deal with
work hard disappointed
give your friends a hand
challenge fail
keep an open mind

Now read the interview and check your prediction.



High School Hints



School Talk

✓ Subscribed 3,101

+ Add to ↗ Share ... More



Interviewer: Hello and welcome to School Talk! Today I'm joined by a former student of our school, Lisa Osborne. Lisa graduated from our school last June and is about to go to college in New York. Lisa, thank you for coming to share your suggestions for high school with us.

Lisa: Hi, everybody. I'm very glad to be back. I feel as if high school was only yesterday!

Interviewer: So what helped when you first started high school?

Lisa: Orientation Day was really helpful. It's a fantastic opportunity for new students to get to know the school and the other students. I even made some new friends! Just keep an open mind and take part in as much as possible.

Interviewer: That's sound advice for sure. But how did you deal with new challenges, like starting a new course?

Lisa: I had a chemistry test right at the end of the first week. I was frightened at the sight of the test paper. But then I figured I'd better just go all out and see what happens. If you fail, no problem – next time you can fail better!

Interviewer: So, hold your head up, then. But life is not always easy. You must have had some moments when you were disappointed. If so, how did you deal with them?

Lisa: As a member of the school volleyball team, I wasn't selected for the end-of-year competition. At first I was really sad, but later I realized that I joined the team for the love of the sport. It wasn't just about winning. So I kept working hard to support my teammates during our training. There's always a way to be part of something you love, isn't there?

Interviewer: Yes, I totally agree. Is there anything else in particular that you'd like to share with us?

Lisa: Looking back on my high school life, the most important advice I'd give is these wonderful words from the writer Maya Angelou. She said, "Be a rainbow in somebody else's cloud." So, give your friends a hand when they need it. And this will make you feel good, too.

Interviewer: Neat! Well, thanks again for coming to speak to us, Lisa. And good luck with college!

Lisa: Thank you.

1,231 views

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❤️ 998

□ Learning to learn ▲

When scanning a text, you read it quickly in order to find a specific piece of information. For example, to find out the answer to the question ‘What did Lisa find most helpful when she started high school?’, you would look for the key words ‘helpful’ and ‘started high school’.



5 Scan the interview and answer the questions.

- 1 What did Lisa find most helpful when she started high school?
- 2 How did she deal with new challenges?
- 3 How did she handle disappointments?

Think & Share

- 1 What do you think Lisa means by “If you fail, no problem – next time you can fail better”?
- 2 Think about the words from Maya Angelou: “Be a rainbow in somebody else’s cloud.” Do you know of any similar sayings?
- 3 Which piece of Lisa’s advice is the most helpful to you? Why?
- 4 What else would you like to ask Lisa about starting high school?

4 Work in groups. Give a speech to the new students on their first day at high school.

- 1 Make notes of the problems the new students may face and your advice. Refer to the interview for ideas.

Problems the new students may face	Your advice

- 2 Organise your speech following the steps below.
 - Start by welcoming the new students.
 - Talk about the problems and give your advice.
 - End by summarising the main points of your speech.
- 3 Give your speech to the class.

Writing a journal entry

5 Read the journal entry and answer the questions.

Friday 8 September

Finally, it's Friday! I can't believe the first week is coming to an end. Things are going well, but there is always something new just around the corner.

At junior high, I took lots of notes during class. So in physics class on Monday, I did the same, but the teacher spoke so fast that I couldn't take everything down. The teacher found I was struggling with note-taking and told me to stop and just listen. "Thinking is a more important ability than note-taking and memorising," he said.

After class on Wednesday, I hurried to the school skateboarding club. I was running out of the classroom when I bumped into a girl literally. I said sorry to her and she smiled at me. At the club, I had my first try at skateboarding and fell off the board a lot. Suddenly, a girl bumped into me – the same girl from the corridor! This time, both of us laughed. Her name is Sarah. We started to practise together and soon became friends.



I'm going to watch a film with Sarah tomorrow evening. I'm looking forward to it!

- 1 What's the passage about?
- 2 What happened in her physics class?
- 3 What did she do after class?

6 Think of your own experiences of the first week at senior high and complete the notes.

My impression of the first week

An enjoyable class

After-school activities

How I made a new friend

Now write a journal entry about your first-week experiences at senior high. Use the expressions in the box to help you.

Useful expressions

- Things are going well...
- At junior high, ...
- After class, ...
- I'm going to...

7 Share your journal entry with the class.

Presenting ideas

- 1 Imagine you are a member of your class committee. Think about the changes you would suggest to the head teacher to improve your school. Give your reasons.

Suggestions to the Head Teacher



- What to change:
lunch break, school uniform, ...
- Why change it:

- How to change it:

- 2 Work in groups. Talk about your suggestions and prepare a short presentation. Use the expressions in the box to help you.

- 3 Present your suggestions to the class.

Useful expressions

- The first thing I would suggest is...
- I think it would be a good idea to...
- Another thing I would suggest is...

Reflection

- 1 After completing this unit, I can rate my performance 1 (excellent), 2 (good) or 3 (in need of improvement).

- talk about school clubs
- exchange ideas
- write a journal entry
- describe my school experiences
- build self-confidence

- 2 I've learnt to make use of the following words and expressions:

- 3 I still need to improve:

2

Exploring English

Starting out

1 Look at the charts and answer the questions.

- 1 According to Chart 1, which language has the largest number of native speakers? According to Chart 2, which language has the largest number of learners?
- 2 What can you learn from Chart 3? Why do you think many people in China learn English?

2 Watch the video and answer the questions.

- 1 Which countries mentioned in the video have English as their first language?
- 2 Where do a third of English words come from? What examples are given in the video?

Chart 1 Top 5 languages by number of native speakers

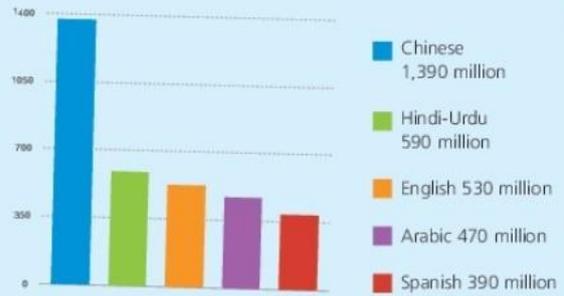


Chart 2 Top 5 languages by number of learners around the world

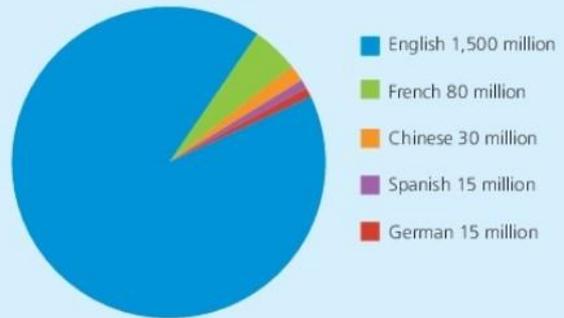
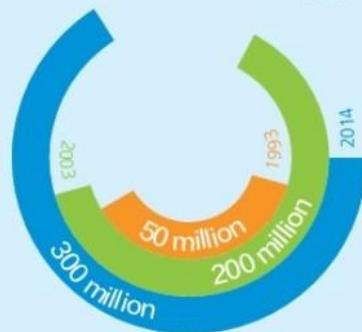


Chart 3 English learners in China



Understanding ideas ▾

1 Look at the title of the passage and the pictures. Tick what you think the passage is about.

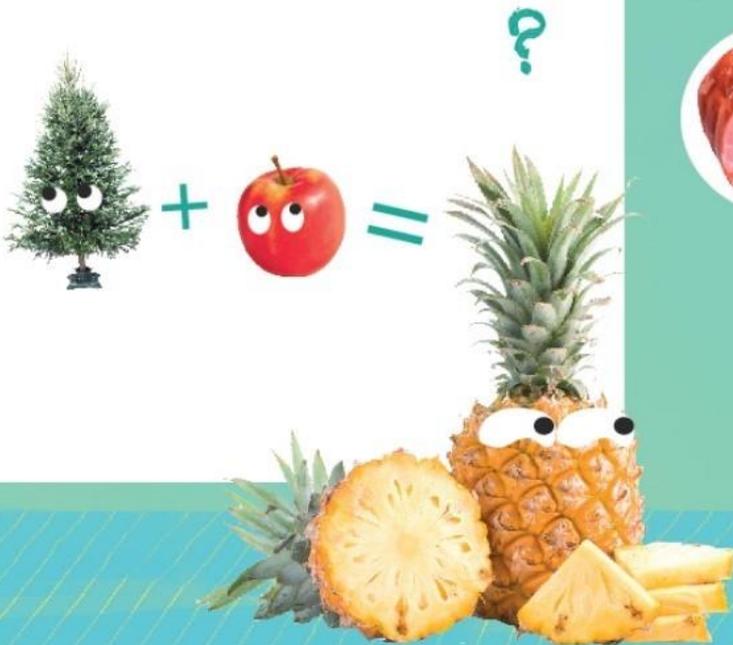
- food
- cooking
- words
- plants
- fruit

2 Read the passage and check your answer to Activity 1.

1 Have you ever asked yourself why people often have trouble learning English?

I hadn't, until one day my five-year-old son asked me whether there was ham in a hamburger. There isn't. This made me realize that there's no egg in eggplant either. Neither is there pine nor apple in pineapple. This got me thinking how English can be a crazy language to learn.

2 For example, in our free time we can sculpt a sculpture and paint a painting, but we take a photo. And when we are traveling we say that we are in the car or the taxi, but on the train or bus! While we're doing all this traveling, we can get seasick at sea, airsick in the air and carsick in a car, but we don't get homesick when

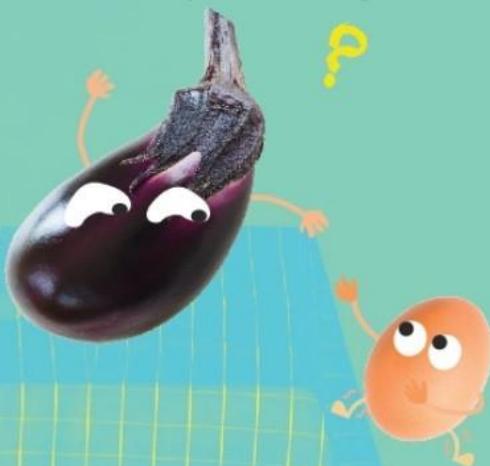


Neither Pine nor Apple in Pineapple

we get back home. And speaking of home, why aren't homework and housework the same thing?

- 3 If "hard" is the opposite of "soft", why are "hardly" and "softly" not an opposing pair? If harmless actions are the opposite of harmful actions, why are shameless and shameful behaviors the same?
- 4 When we look out of the window and see rain or snow, we can say "it's raining" or "it's snowing". But when we see sunshine, we can't say "it's sunshining".

- 5 Even the smallest words can be confusing. When you see the capitalized "WHO" in a medical report, do you read it as the "who" in "Who's that?" What about "IT" and "US"?
- 6 You also have to wonder at the unique madness of a language in which a house can burn up as it burns down, in which you fill in a form by filling it out, and in which an alarm is only heard once it goes off!
- 7 English was invented by people, not computers, and it reflects the creativity of the human race. That is why when the stars are out, they are visible, but when the lights are out, they are invisible. And that is why when I wind up my watch, it starts, but when I wind up this passage, it ends.



3 Choose the author's purpose in writing the passage.

- 1 To tell us that English is very difficult to learn.
- 2 To give advice on how to learn English.
- 3 To show that English is interesting and creative.
- 4 To explain how English was created.

4 Complete the notes with words from the passage.

In order to support his idea, the author uses many examples that show the ¹ _____ madness of English.

no egg in eggplant no ham in ² _____ neither pine nor apple in ³ _____ 	sculpt a sculpture paint a(n) ⁴ _____ BUT take a photo 	seasick → sick at sea  ⁵ _____ → sick in the air ⁶ _____ → sick in a car BUT ⁷ _____ ↯ sick at home	"Hard" is the opposite of "soft". "Hardly" and "softly" are not a(n) ⁸ _____ pair.
"Harmless" is the opposite of "harmful". Shameful and shameless ⁹ _____ are the same.	 burn up → burn down fill in a form → ¹⁰ _____ a form	Stars are out. → They are visible. Lights are out. →  They are ¹¹ _____.	I wind up my  watch. → It starts. I wind up the passage. → It ¹² _____.

The reason is that English was invented by people, and it ¹³ _____ the creativity of the human race.

5 Read the following information and answer the questions.

The word "pineapple" developed from the Spanish word "piña", which means pine cone. When it came to England, "apple" was added to show it is a kind of fruit.

The origin of "hamburger" was a hard beef steak called "Hamburg steak", eaten without bread. Later, people reinvented it and called it "hamburger".

Eggplants used to be smaller and yellow or white. They looked a bit like eggs, which led to the name "eggplant".

- 1 How did pineapples, hamburgers and eggplants get their names?
- 2 Does the information above give you a better understanding of the passage?
Give your reasons.

- 1 Do you agree with the author's opinion about the English language? Give your reasons.
- 2 What do you find most challenging about learning English? How do you deal with this?

Think & Share

Using language

Review: word formation

- 1 Look at the sentences and expressions from the reading passage. Match the words in bold to the types of word formation.

- a Neither is there pine nor apple in **pincapple**.
- b ... sculpt a **sculpture**...
- c When we... see rain..., we can say "it's **raining**"...
- d **WHO**

- 1 abbreviating
- 2 changing the part of speech
- 3 adding a prefix or suffix
- 4 combining two or more words

Now look for more examples of each type in the reading passage.

- 2 Complete the passage with the help of word formation.

When you open a dictionary, you often come across a lot of unfamiliar words. You might think this is a bit scary. But many of them are formed using other simpler words. This is called word formation.

Words formed by combining other words are called compounds, for example, ¹_____ (a friend that you contact by writing, traditionally using a pen) and ²_____ (known by many people).

Prefixes and suffixes often have fixed meanings. If you add *un-* or *in-* to a word, the new word usually means the opposite. For example, if something isn't correct it's ³_____, and if someone isn't happy they're ⁴_____. Words with the suffixes *-ment* and *-ness* are often nouns. For example, if somebody has improved a lot, they have made great ⁵_____.

Some nouns and adjectives can be used as verbs, or the other way round. When we calm somebody down, they become ⁶_____. And we can give someone a present by ⁷_____ it.

And sometimes a word is made up of the first letters of several words: "World Trade Organization" can be referred to as ⁸_____, and ⁹_____ is short for "as soon as possible".

It is impossible to know the meaning of every word, but knowing about word formation can help us guess their meanings.

- 3 Work in groups. Choose one type and come up with as many words as possible.

- abbreviating
- changing the part of speech
- adding a prefix or suffix
- combining two or more words

Group A

unlike, dislike, likely, likelihood

like

Group B

unlike, dislike, likeness, likely, liking, unlikely



Group B is the winner.

American and British English

4 Look at the pictures and get to know the American English words and their British equivalents.



Now complete the passage with the words above.

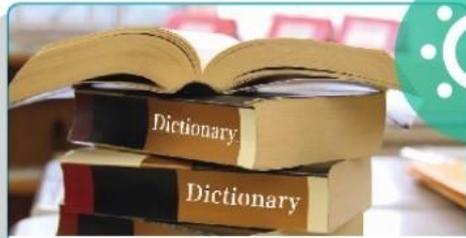
Today, American English is in common international use. It is different from British English in several ways, mostly in spelling and vocabulary. Some American spellings were created by Noah Webster, who made one of America's first dictionaries. He changed "-re" spellings to "-er", which is why ¹ _____ is spelt ² _____ in American English.

The Americans and the British also use different words for everyday things. For example, Americans talk about putting ³ _____ in their cars and driving along the ⁴ _____, whereas in the UK, people put ⁵ _____ in their cars and drive along the ⁶ _____. Americans take the ⁷ _____ to the top floor of a building, but the British use the ⁸ _____. In the US, they take the ⁹ _____, but in the UK, people travel on the ¹⁰ _____. Americans live in a(n) ¹¹ _____, while the British live in a(n) ¹² _____.

It's not as confusing as it seems: usually people from the two countries can understand each other from the context. But that doesn't stop them having a friendly argument about which word is the "right" one!

5 Work in pairs. Find more examples of differences between American and British English. Use a dictionary or search on the Internet.

Unfamiliar English expressions



- Each year, many additions are made to English dictionaries. Recent additions include “selfie” (a photograph that you take of yourself, usually with a mobile phone) and “netizen” (a citizen who uses the Internet).
- Some messaging abbreviations have also been added, for example, BRB (be right back), COZ (because) and G2G (got to go).

Did You Know ?

Listen again and complete the table.

Words	Meaning	Origin
dim sum	a kind of traditional 1 _____	from 2 _____
3 _____	using a cellphone without caring about others	a combination of the words 4 _____ and 5 _____
6 _____	a shorter way of saying 7 _____	from the Internet

Now talk about how the speakers ask for and explain the meanings of the words. Listen again if necessary.

- 8 Work in pairs. Act out the conversation to ask for and explain the meanings of the expressions.

🗣️ Student A: Turn to Page 81.

🗣️ Student B: Turn to Page 84.

- 9 Work in pairs. Find new words and their meanings on the Internet, and have a similar conversation.

Learning to learn

Some of the language used on the Internet is different to the language used in other forms of communication. It may be a quick and, to you, clear way to communicate, but before you use it, stop and think: who do you want to communicate with and why? Make sure that any abbreviations and emojis you use are appropriate for the situation, and consider whether your readers will even know what you mean by BRB or COZ.

Listen to three conversations and match them to the pictures.



Developing ideas ◀

1 Read the following expressions and guess their meanings.

- What's up?
- ring a bell
- small potatoes
- toilet water
- at sixes and sevens
- green fingers
- pull up one's socks

Now think about more English expressions that may cause misunderstandings.



Read the passage and find the words or expressions that caused the misunderstandings.

Learning to learn

Online English-learning forums can be a very useful learning resource. Not only can you post specific questions, but you can also broaden your knowledge by reading posts from other English learners around the world.

Misadventures in English



Last week, our forum asked if you had any funny or strange stories about using English. We didn't expect to get so many posts! Here are some of our favourites, to remind us that some of the English we learn in the classroom is rather different from the English in the outside world!

👍 366

💬 325 comments

➦ share

♥ favourites

...



Yancy

People say that the British always play safe with what they eat. Not true! I went to a summer school in Manchester and my English teacher was called Maggie. One day, a different teacher took our class. He told us that Maggie couldn't teach that day COZ she had a frog in her throat. Poor Maggie – but why did she try to eat such a big frog?



135 comments



Sophie

When I first visited New York, I went to a downtown shopping centre to buy some winter boots. At the information desk at the entrance, I asked a lady where the shoe section was. She said that it was on the first floor. So I went up to the first floor, but couldn't find any shoes. I decided to leave. When I was looking for the exit, I saw that shoes were actually sold downstairs on the ground floor, not the first floor. Why did she give me the wrong information? X-(



128 comments



Julien

I've got an English penfriend, who I finally got to meet in London this summer. He had told me that his grandfather was "really wicked". But when I met his grandfather, I liked him a lot. I found it very odd. Why did my friend use a negative word about such a nice man? 🤔



63 comments



Zheng Xu

The British must have really high standards. I was part of a student exchange programme between a university in England and my university in China. I spent days preparing and writing my first English paper. I knew I had done a good job and was looking forward to getting a positive comment. When I got the paper back, I found my teacher had written the comment "Not bad!" Not bad? But there weren't any errors in my paper. :-)

85 comments

Not bad ?

3 Read the definitions of the words and expressions that caused the misunderstandings. Match the definitions to the posts.

- a (*British English*) the floor of a building above the one at ground level;
(*American English*) the floor of a building at ground level
- b pretty good, better than you expected
- c unable to speak clearly for a short time because your throat is dry or blocked
- d morally wrong and intending to hurt people; (*informal*) very good, fantastic

Think & Share

- 1 Which post do you find most interesting? Why?
- 2 How would you deal with the situations described in the posts?
- 3 What examples of Internet language are used in the passage? What do they mean?
- 4 Do you know of any Chinese expressions that often cause misunderstandings for people from other countries? Share them with the class.

4 Work in pairs. Retell the situations in the four posts.



Yancy



Sophie



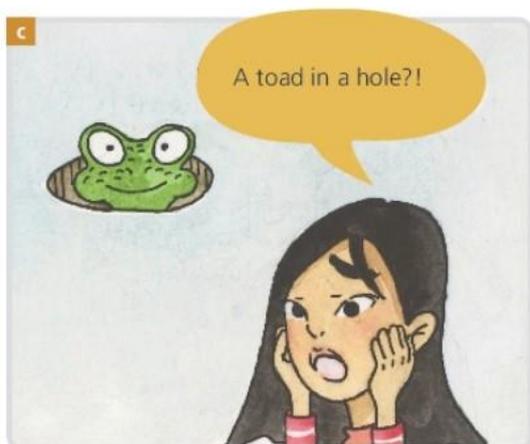
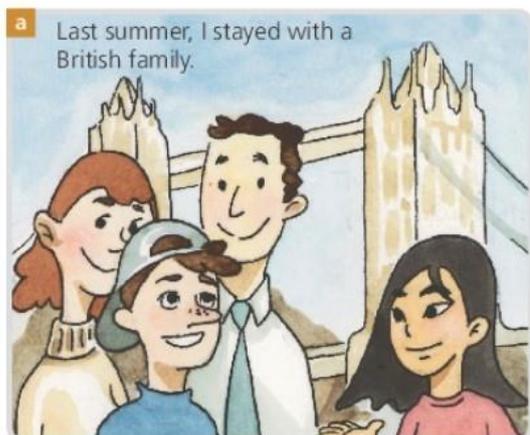
Julien



Zheng Xu

Writing a story about a misunderstanding in English

5 Look at the pictures and answer the questions.



- 1 Who were the people in the story?
- 2 Where did the story take place?

- 3 What happened?
- 4 What caused the misunderstanding?

6 Write a paragraph to tell the story. Use the expressions in the box to help you.

Last summer, I stayed with a British family. One day, ...

7 Share your story with the class.

Useful expressions

- I was really surprised when...
- I wasn't sure whether...
- To my astonishment, ...
- It turned out that...

Presenting ideas

- 1 Work in groups. Talk about creative ways to learn English. List your ideas on a piece of paper.

- changing your mobile phone language to English
- doing a voice-over for English language films
- _____
- _____
- _____
- _____

- 2 Choose the most creative idea and prepare a short presentation following the steps below. Use the expressions in the box to help you.

- Introduce the idea.
- Explain why it is useful.
- Describe what you should do.

Useful expressions

- I think... is the most creative idea.
- It can help us...
- At first, we can...
- Then, ...

- 3 Present your idea to the class.

Reflection

- 1 After completing this unit, I can rate my performance 1 (excellent), 2 (good) or 3 (in need of improvement).

- recognise differences between American English and British English
- ask for and give clarification
- write a story based on given pictures
- notice and analyse specific language phenomena
- be aware of cultural differences

- 2 I've learnt to make use of the following words and expressions:

- 3 I still need to improve:

UNIT
3

Family matters

Starting out



1 Watch the video and answer the questions.

- 1 What is the video mainly about?
- 2 How do you feel about the family?

2 Look at the pictures and answer the questions.

- 1 What do you already know about these families? Which family do you relate to most? Give your reasons.
- 2 What other family stories do you know?

Father and Son

- *Father and Son* (comic)
- Germany



The von Trapp family

- *The Sound of Music* (film)
- Austria



The Xia family

- *Home with Kids* (sitcom)
- China



The Parr family

- *The Incredibles* (film)
- United States



Understanding ideas ▾

1 Tick the things you would ask your parents about for advice.

- school studies
- friendship troubles
- joining an after-school club
- getting a new hairstyle
- shopping for new clothes and shoes
- choosing your future area of study

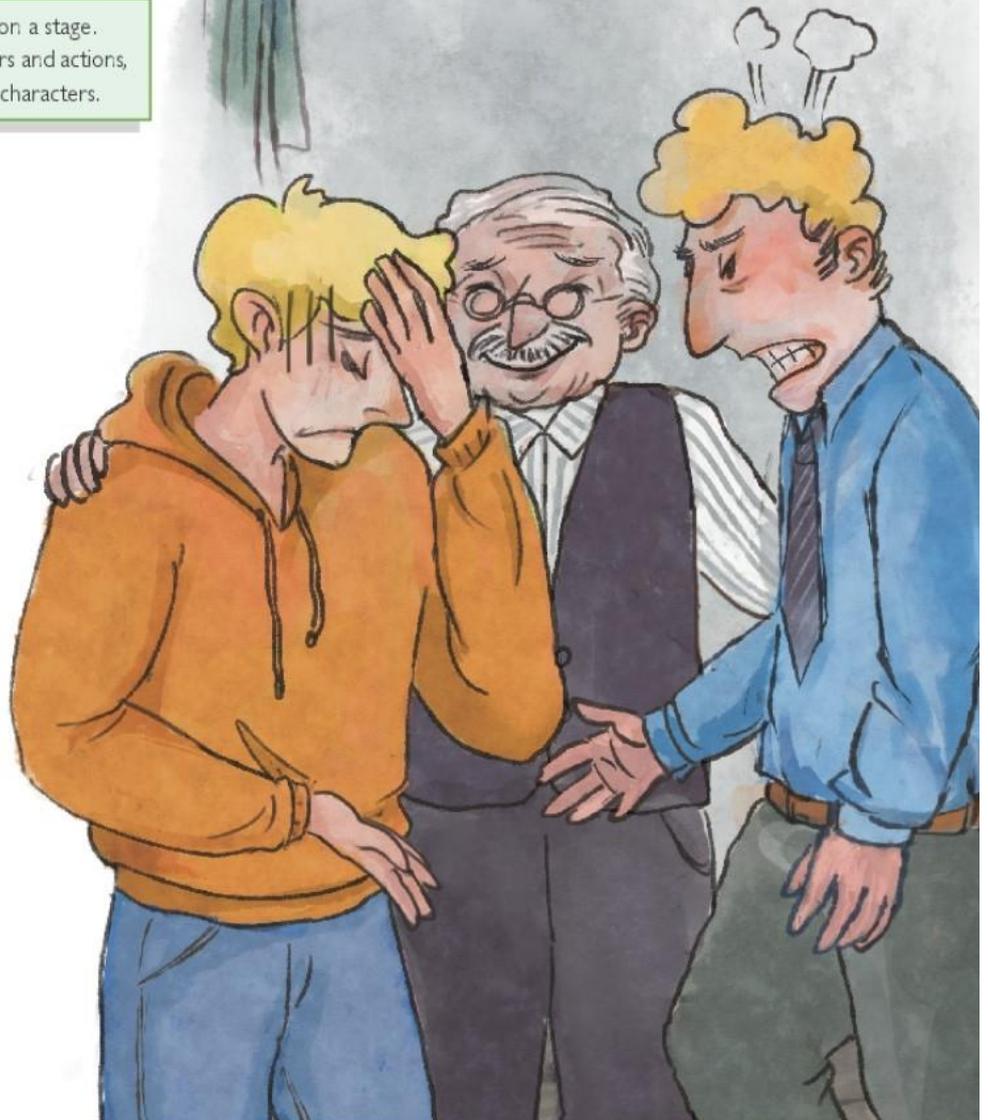


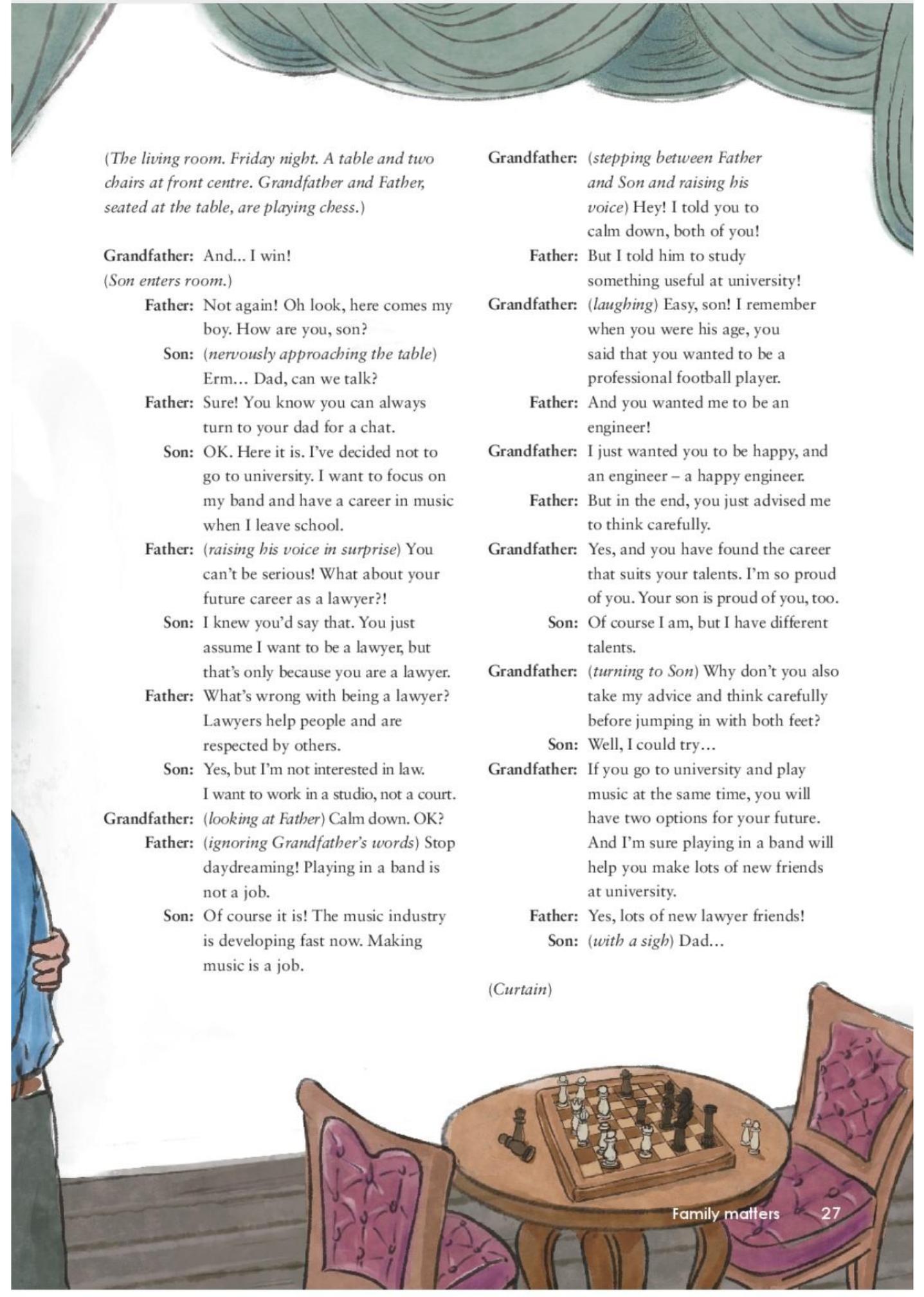
2 Read the play and find out what conflict the son has with his father.

Learning to learn ▴

A play is a story performed on a stage. It has a plot, settings, characters and actions, as well as dialogue between characters.

Like Father, Like Son





(The living room. Friday night. A table and two chairs at front centre. Grandfather and Father, seated at the table, are playing chess.)

Grandfather: And... I win!

(Son enters room.)

Father: Not again! Oh look, here comes my boy. How are you, son?

Son: *(nervously approaching the table)*
Erm... Dad, can we talk?

Father: Sure! You know you can always turn to your dad for a chat.

Son: OK. Here it is. I've decided not to go to university. I want to focus on my band and have a career in music when I leave school.

Father: *(raising his voice in surprise)* You can't be serious! What about your future career as a lawyer?!

Son: I knew you'd say that. You just assume I want to be a lawyer, but that's only because you are a lawyer.

Father: What's wrong with being a lawyer? Lawyers help people and are respected by others.

Son: Yes, but I'm not interested in law. I want to work in a studio, not a court.

Grandfather: *(looking at Father)* Calm down. OK?

Father: *(ignoring Grandfather's words)* Stop daydreaming! Playing in a band is not a job.

Son: Of course it is! The music industry is developing fast now. Making music is a job.

Grandfather: *(stepping between Father and Son and raising his voice)* Hey! I told you to calm down, both of you!

Father: But I told him to study something useful at university!

Grandfather: *(laughing)* Easy, son! I remember when you were his age, you said that you wanted to be a professional football player.

Father: And you wanted me to be an engineer!

Grandfather: I just wanted you to be happy, and an engineer – a happy engineer.

Father: But in the end, you just advised me to think carefully.

Grandfather: Yes, and you have found the career that suits your talents. I'm so proud of you. Your son is proud of you, too.

Son: Of course I am, but I have different talents.

Grandfather: *(turning to Son)* Why don't you also take my advice and think carefully before jumping in with both feet?

Son: Well, I could try...

Grandfather: If you go to university and play music at the same time, you will have two options for your future. And I'm sure playing in a band will help you make lots of new friends at university.

Father: Yes, lots of new lawyer friends!

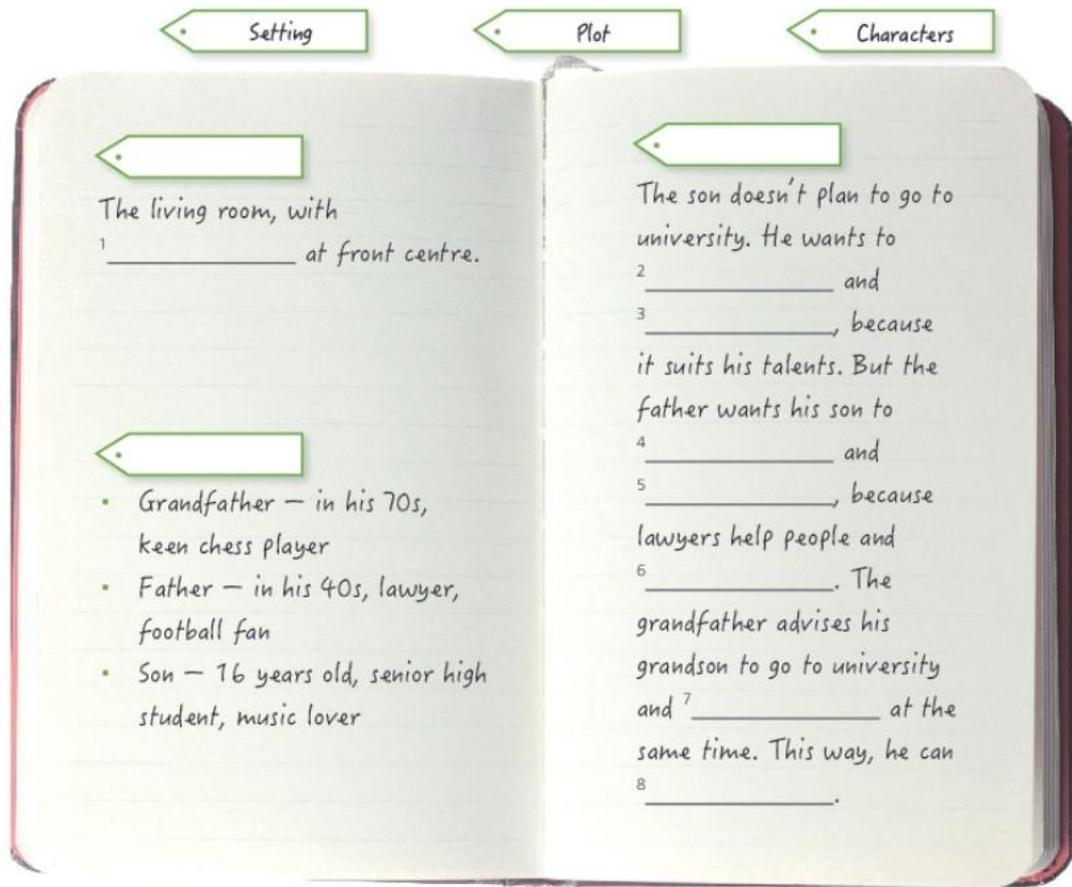
Son: *(with a sigh)* Dad...

(Curtain)

3 Choose another suitable title for the play and give your reasons.

- 1 The Secret to a Happy Family
- 2 A Generation Gap
- 3 A Dream Job
- 4 Grandfather's Advice
- 5 My Career, My Choice

4 Add the tags to the director's notes.



Now complete the director's notes with expressions from the play.

- 1 If you were in a similar situation to the son, what would you do? Why?
- 2 What conflicts have you had with your parents? How did you solve them?

Think & Share

Using language

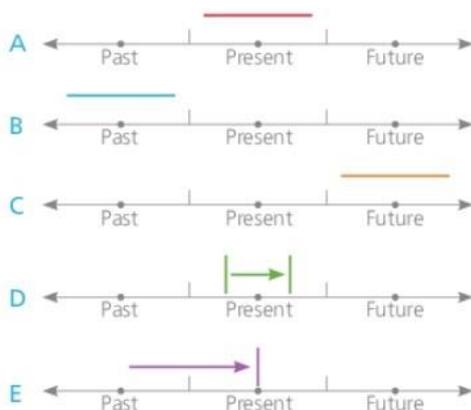
Review: tenses

- 1 Look at the sentences from the reading passage. Decide which tense each is in and match the tenses to what they describe.

- a Grandfather and Father, seated at the table, **are playing** chess.
 b Lawyers **help** people and are respected by others.
 c ... you said that you **wanted** to be a professional football player.
 d ... you **have found** the career that suits your talents.
 e ... you **will have** two options for your future.

- 1 Something that started in the past and is affecting the present.
 2 Something that is currently taking place.
 3 Something that is certain to take place in the future.
 4 Something that was completed in the past.
 5 Something that happens regularly in the present.

Now match the sentences to the correct timelines and find more examples of these tenses in the reading passage.



- 2 Complete the dialogue with the correct form of the words and expressions in brackets.

Dad: Adam, Sally, come here. Mum ¹ _____ (have) something to tell you.

Adam: Coming!

Sally: Coming!

Mum: I ² _____ (call) Grandma yesterday and invited her to our house this Sunday.

We ³ _____ (throw) her a big birthday party! So, we each need to choose a present.

Adam: I know – I ⁴ _____ (give) her a new tea set.

She ⁵ _____ (like) drinking tea!

Mum: Good choice. What about you, Sally?

Sally: I ⁶ _____ (think of) making a scarf for her.

Mum: Good idea. I'm sure Grandma ⁷ _____ (love) it. Oh, ⁸ _____ you ⁹ _____ (finish) the guest list yet, dear?

Dad: Yes, I have, and I'm working on the invitations.

Mum: OK. So we still need to prepare food and drinks. I'll make a checklist.

- 3 Look at the checklist for Grandma's birthday party and talk about the preparations. Use as many of the tenses in Activity 1 as possible.

Preparation	Who's responsible?	Done	Ongoing	To do
choose presents for Grandma	Everyone	✓		
draw up the guest list on Wednesday	Dad	✓		
make invitations	Dad		✓	
prepare food and drinks on Sunday morning	Mum			✓

They have decided to throw a party to celebrate Grandma's birthday...

Physical appearances

4 Read the email and answer the questions.



From Penny To Anna
Subject A family memory

Hi Anna,

Great to hear from you! Yes, we had a fantastic holiday. Mum, Dad and I went camping in Beidaihe. In fact, we stayed at the same campsite as we did ten years ago. Dad showed me a photo we had taken then – just see how time flies!

Dad has changed quite a bit! In his thirties, he was quite thin and pale, and he had red, bushy hair. Nowadays, he's well-built and tanned. He's always had a square jaw, but now he's grown a beard. Strangely, his beard is still red even though his hair is turning grey!

Mum looks almost the same, though. She still has smooth skin and straight black hair, and jogging has kept her slim and fit.

I still have light skin and black hair, of course. But I usually wear my hair in a ponytail these days as it has got a lot longer. Mum says I had cute rosy cheeks, but now I have freckles. I think they are kind of cute too, right?

Can't wait to see you back in school!

Penny

- 1 What did Penny's dad look like ten years ago?
- 2 What does Penny's mum look like now and why?
- 3 How does Penny look different now compared to ten years ago?

5 Underline the words and expressions used to describe appearances in Activity 4 and put them into the table. Add any more you can think of.

Face	Hair	Skin	Height and build

6 Work in pairs and describe how your family members' physical appearances have changed.

My mother was / had... Now she is / has got...

Saying sorry to family members



The International Day of Families, which was set by the United Nations in 1993, is held on 15 May every year. The day celebrates the importance of families. It aims to deepen people's understanding of issues that are related to families. With a different theme each year, the day is observed with a wide range of events that are organised at local, national and international levels.

Did You Know ?

Listen again and complete Alice's journal entry.

Saturday 22 September

Today, I was in a(n) ¹ _____, but Mum missed it ☹️. Later, on the phone she apologised and explained that she was busy with work because someone was ² _____. I wish she had come!

I know she's been busy recently, and I understand that. I'm just worried about her. I don't like seeing her so ³ _____.

I think she needs to take some time off work to ⁴ _____.

I told her my worries. To make up for it, next week we plan to go to the ⁵ _____ together. We'll go camping and have a(n) ⁶ _____. Most importantly, we'll have time to talk and ⁷ _____. I'm really looking forward to it!

Now talk about how Alice's mother makes an apology. Listen again if necessary.

Listen to the conversation and choose the feelings that the speakers express.



9 Work in pairs. Act out the conversation to apologise to a family member.

Student A: Turn to Page 82.

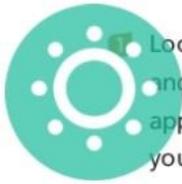
Student B: Turn to Page 85.

10 Work in pairs. Think about another situation in which you need to make an apology and have a similar conversation.

Learning to learn

Placing stress on particular words can have a big impact on the meaning and strength of apologies. For example, saying 'I am sorry' has more of an impact than 'I'm sorry'. Another way of strengthening an apology is by using and stressing adverbs: *I'm really sorry, I'm so sorry.*

Developing ideas ◀



Look at the words and expressions and choose the ones that can be applied to your relationship with your family members.



Now look at the title of the passage and the picture. Predict which of the words and expressions above can be applied to the brothers' relationship.

□ Learning to learn

Features are "people stories", and are typically longer than standard news stories. Features are written in an individual style, with extra detail and background.

Feature stories typically start with a "hook" that gets the interest of the reader. The style of the first paragraph also needs to set the tone of the whole piece. The middle part contains the "meat" of the story, with the ending being a summary, a powerful quote or even a surprise for the reader.

03/ Sport

JUST

- It was the final part of the 2016 World Triathlon Series in Mexico. With just 700 metres to go, Alistair Brownlee was in third place and his younger brother, Jonny, was in the lead. Alistair pushed himself towards the finish line in the burning heat, but as he came round the corner, he saw his brother about to fall onto the track. Alistair had to choose – brotherly love, or a chance to win the race?
- For Alistair, the choice was clear. His brother was in trouble. He had to help. Alistair ran towards Jonny, caught him and started pulling him towards the finish line. Alistair then pushed his brother over the line. The move put Jonny in second place and Alistair himself in third. It was an unexpected end to the race, but Alistair did not want to discuss it with the media. He just wanted to see his younger brother, who had been rushed to the medical area.

A BROTHER

3 The Brownlee brothers have been doing triathlons since they were children. “Obviously, when your older brother is doing it, you think it’s a cool thing to do,” says Jonny. Alistair says that they encourage each other as much as they can when they train. Despite arguments over “stupid things” now and then, Alistair agrees that having a brother is an advantage. “Throughout my entire life, I’ve had my brother trying to beat me at everything I do. It has been an enormously positive force.”

4 Watched by millions, the ending to the race has divided opinions: should the brothers have been disqualified or highly praised for their actions? But for Alistair, his decision was easy to explain: “Mum wouldn’t have been happy if I’d left Jonny behind.” At that moment, he was no longer an athlete aiming for a medal – he was just a brother.



2 Choose the main message of the passage.

- 1 Love and competition between the Brownlee brothers make them successful athletes.
- 2 People have different opinions about Alistair Brownlee's actions in the triathlon final.
- 3 For Alistair Brownlee, family love is more important than winning the triathlon final.

Think & Share

- 1 How are opinions about the Brownlee brothers divided? Which do you agree with? Give your reasons.
- 2 Why does Alistair think that having a brother is "an advantage"?
- 3 What do you think about having a brother or sister?
- 4 Do you know any Chinese stories about family love? Share one with the class.

3 Work in groups. Talk about the Brownlee brothers' story.

- 1 Answer the questions to help retell the story.



- 2 Organise your words following the steps below.



- 3 Share your story and ideas with the class.



Writing about a family memory

- 4 Read the journal entry and answer the questions.

Sunday 20 October

I was tidying my room yesterday and found an old photo in a notebook. As I was looking at it, the lovely memory of that day came back to me.

It was my mother's birthday ten years ago, and I decided to surprise her with home-made scrambled eggs. I woke up really early and tip-toed to the kitchen. I had never cooked anything before, so I tried to copy how she did it. But somehow they ended up burnt.

I was about to throw everything away when my mother came in. I showed her the eggs and sadly explained what happened. To my surprise, she tasted them and said they weren't bad! I guess love is indeed a magical ingredient. In fact, we ended up laughing and ate them all.

This weekend is her 45th birthday. I'll make her scrambled eggs again, and this time they won't be burnt!



- 1 What brought back the author's lovely memory?
- 2 What happened in the author's memory?
- 3 Why is it a lovely memory?

- 5 Think of a special family memory of your own and complete the table.

Who was in the memory?	
When did it happen?	
Where did it take place?	
What happened?	
Why is it special or memorable?	

Useful expressions

- Last summer; ... / In 2015; ... / Many years ago; ...
- I was at...
- It made me feel so...
- I remember this because...
- I learnt that...

- 6 Share your story with the class.

Now write a short story about this memory. Use the expressions in the box to help you.

Presenting ideas

- 1 Read the messages and decide who sent each one: Stuart's friend, his teacher or his mother. Give your reasons.

a ? How's it going? Want to meet up later and do something fun?
Cool! What do you have in mind? Stuart

b ? Stuart, what time does Bob's birthday party finish tonight? Do you need me to pick you up?
I can take care of myself. I'm no longer a child... Stuart

c ? Stuart, did you leave your basketball in my office today?
Oh yes, I did. Sorry I was in a big hurry then. May I come and get it early tomorrow morning? Stuart

- 2 Read the messages again. Think about the saying "Home is where you are loved the most and act the worst".

- 1 What does the saying mean?
- 2 Do you agree with it? Give examples to support your opinion.

- 3 Work in groups. Share your opinions about the saying. Use the expressions in the box to help you.

Useful expressions

- I think it means that...
- In my opinion, ...
- Young people should respect... because...
- As an example, I often...

- 4 Present your ideas to the class.

Reflection

- 1 After completing this unit, I can rate my performance 1 (excellent), 2 (good) or 3 (in need of improvement).

- describe people's physical appearances
- make apologies and offer forgiveness
- write about a family memory
- develop my own opinions on controversial issues
- learn how to resolve family conflicts

- 2 I've learnt to make use of the following words and expressions:

- 3 I still need to improve:

U
N
I
T

4

Friends forever

Starting out



Listen and read the poem. Answer the questions.

- 1 What is the poem about?
- 2 Who would you send this poem to and why?
Tell the class about him / her.



Watch the video and answer the questions.

- 1 Which poem is mentioned in the video?
- 2 What idea does the poem mainly express?
- 3 What other poems do you know on the same topic?

*When I'm sad and feeling low,
And worries are all I know,
Just hearing you say "Hello"
Fills me with a cheerful glow.*

*When I'm away in places new,
With no familiar faces in view,
It gives me pleasure to think of you
And the adventures we've been through.*

*When life seems like one long night,
And nothing is ever going right,
There's just one sure delight:
Friendship, like sunrise, warm and bright.*



Understanding ideas ▼

1 Look at the questions about friendship and tick your answers.

1 How do you prefer to make friends?

- Joining a club to meet people who share the same interests.
- Using a social app.
- Through other friends.
- Posting a "friends wanted" notice online.
- Taking part in community activities.

2 How do you prefer to communicate with friends every day?

- Talking face to face.
- Using social networking apps.
- Writing letters.
- Writing emails.
- Telephoning each other.

3 How do you stay in touch with faraway friends?

- Using social networking apps.
- Writing letters.
- Writing emails.
- Telephoning.
- Visiting friends whenever possible.

Now work in groups and find out the most popular answers. Share your group's result with the class.



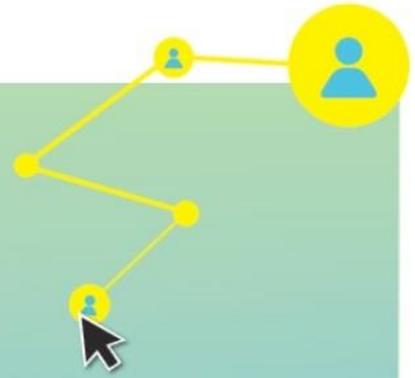
Read the passage and find out the author's opinions about online friendship.

1 How would you feel if moving to a new town meant losing track of your friends? What if the only way of getting news from faraway friends was writing letters that took ages to be delivered? This was how things worked not very long ago. Thanks to advances in technology, how we make friends and communicate with them has changed significantly.

2 Nowadays, we can move around the world and still stay in touch with the people that we want to remain friends with. Social media tools let us see what our friends are up to and maintain friendships. All you need is a wi-fi connection.



CLICK FOR A FRIEND?



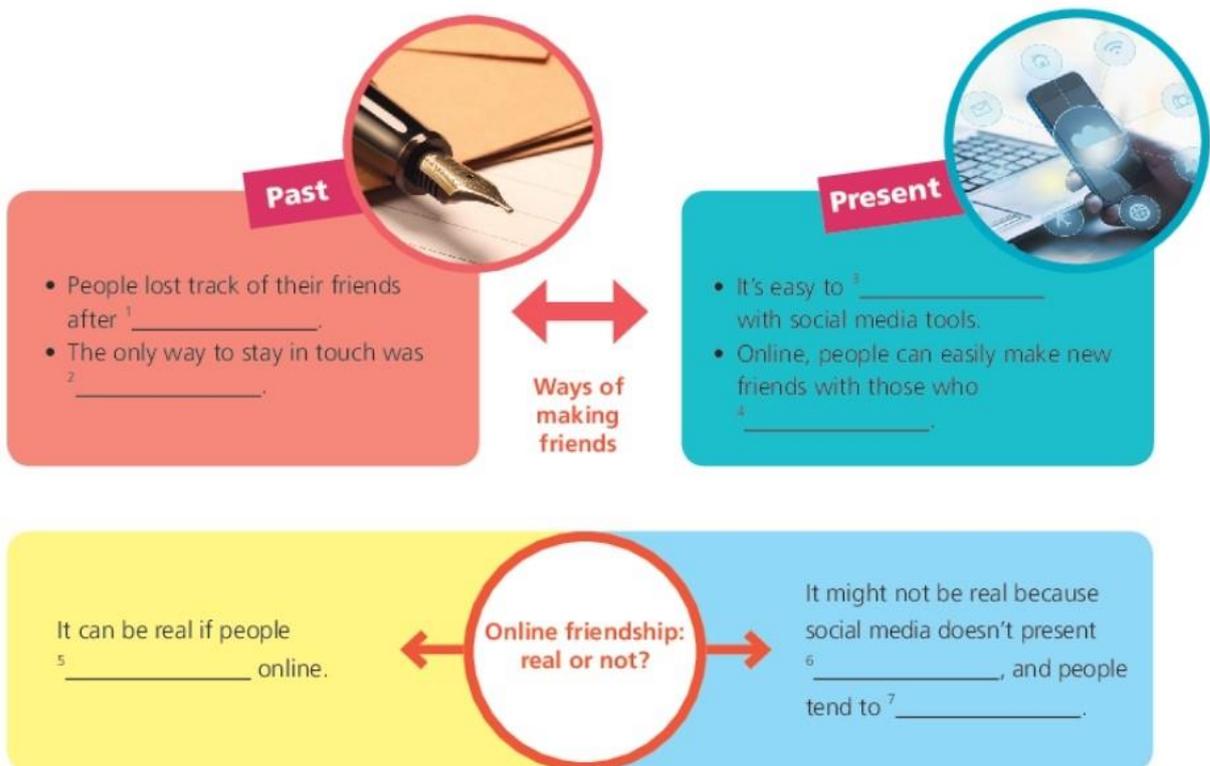
- 3 The digital age also enables us to find people who share our interests, such as collecting model cars or playing an unusual instrument. Whatever our hobbies, the Internet can connect us with others who also enjoy doing them, even if they live on the other side of the world.
- 4 But when you “friend” people online, does this mean that they really are your friends?
- 5 It depends.
- 6 If people always exchange true personal information online, then yes, these friendships can be real and meaningful. But we need to keep in mind that what we see on social media is often not the whole truth about a person.
- 7 On social media sites, people tend to post only positive updates that make them appear happy and friendly. But smiling photos can hide real problems. Remember the saying: on the Internet, nobody knows you’re a dog. A young person could be old; a woman could be a man; we could even be sharing our information with criminals.
- 8 But this doesn’t mean that we should throw the baby out with the bathwater. Although technology has changed the way we acquire friends, the meaning of friendship and our longing for friends remain the same. As Aristotle said, no one would choose to live without friends, even if he had all other goods.



3 Choose the author's purpose in writing the passage.

- 1 To prove that making friends was easier in the past.
- 2 To illustrate how it is better to make friends online.
- 3 To persuade people to abandon traditional ways of making friends.
- 4 To discuss the advantages and disadvantages of making friends online.

4 Complete the diagrams with expressions from the passage.



Think & Share

- 1 Why does the author say "But this doesn't mean that we should throw the baby out with the bathwater"? Do you know of any similar sayings in Chinese?
- 2 Do you prefer to make friends online? Why?

Using language

Attributive clauses (1)

- 1 Look at the sentences from the reading passage and answer the questions.

- a We can... stay in touch with the people that we want to remain friends with.
b The digital age also enables us to find people who share our interests...

- 1 What does "that" refer to in sentence (a)?
2 What does "who" refer to in sentence (b)?

Compare them with the following sentences and answer the questions.

- c We can... stay in touch with people. We want to remain friends with them.
d The digital age also enables us to find people. These people share our interests...

- 3 What is the difference between the two groups of sentences?
4 Why does the author choose to use sentences (a) and (b) in the reading passage?
5 What other words are used to introduce attributive clauses? What do they refer to?

Now look for more sentences with attributive clauses in the reading passage.

- 2 Rewrite the underlined sentences with *that, which, who, whom* or *whose*.

Lucy is my friend. She has a hearing problem. When she first came to my school, she seemed lonely, but we soon became friends. At first it was difficult to communicate with her. So I learnt a new language. It allows me to "speak" with my hands.

Lucy is a smart girl. Her ideas are always inspiring. I sometimes have problems. I can't solve them. When this happens, I always ask Lucy for help. Lucy is a good listener. I enjoy sharing moments of my life with her.

- 3 Complete the online forum post with *that, which, who, whom* or *whose*.

Walking group welcomes new members!



Wang Lei

Walk and Talk is a group ¹ _____ meets every Sunday. It is free to join. Walk and Talk is perfect for anyone ² _____ weekends need some excitement. We are all teenagers ³ _____ love walking and making new friends.

We want you to join us! The next walk ⁴ _____ is open to new members is on 22 July. You can also bring your friends. However, anyone ⁵ _____ you bring must be over 12 years old.

Come along and join the fun!



Keywords of friendship

- 4 Read the recipe and work out the meaning of the words in bold.

Friendship soup

Like any good soup,
this won't fail to make you smile when you're feeling down.
All you need to get started is a box of love.
Pour it into a pot and mix it with five grams of smiles.
Next, add:
two cups of **trust**,
one spoon of **encouragement**,
three spoons of **helpfulness**,
three cups of good conversation,
one pack of similar interests,
one glass of **comfort**,
two drops of **patience**,
one bag of **passion**,
one piece of **generosity**,
... and a slice of **humour**!



- 5 Match the words in bold in Activity 4 to the dictionary entries.

_____ *noun* [ʊ] an act of being kind, especially by giving things to others

_____ *noun* [ʊ] a feeling that shows you believe that someone is honest and fair

_____ *noun* [ʊ] a strong feeling of love or interest

_____ *noun* [ʊ] a quality that offers help to others

_____ *noun* [ʊ] words or actions that make people feel better

_____ *noun* [ʊ] the quality of being funny and understanding funny situations

_____ *noun* [ʊ] words or actions that give someone support and hope

_____ *noun* [ʊ] the ability to wait without becoming anxious or angry

- 6 Work in pairs. Talk about the keywords of your "Friendship soup" and create your own recipe. Come up with more words if you can.

Helping our friends



8 Listen to the conversation and number the events in the correct order.

- Andy and Clara thought about postponing their trip.
- Matt broke his leg.
- Andy and Clara agreed on a plan.
- Matt called Clara.
- Andy, Clara and Matt decided to go to London.
- Andy and Clara made a cardboard version of Matt.

9 Listen again and complete the table.

- The word “friend” comes from the Old English word “frēond”, meaning “the loved one”.
- According to a study from Yale University and the University of California at San Diego in 2014, good friends are often genetically similar. In fact, good friends can share up to 1% of the same genes – as much as we might share with our great-great-great grandparents!

Did You Know ?

Suggestion	Comment
We could send him ¹ _____ of the places we visit.	That might make him ² _____.
How about sending him ³ _____ from every place we visit?	They may ⁴ _____ to arrive.
How about having a(n) ⁵ _____ with him at different places?	They aren't ⁶ _____ in some places.
We can print Matt's photo on a ⁷ _____ cardboard cutout and take photos with it everywhere we go.	It will feel like he's there with us and Matt will ⁸ _____ at the photos.

Learning to learn

When you make a suggestion, use less direct language than you would to make a statement or give an order. This makes it clear to the other person that you are giving them a choice. For example, you can begin with expressions such as *Why don't we...? How about...?* or use a past tense to distance yourself from the suggestion: *I was wondering whether...*

Now talk about how Andy and Clara give suggestions. Listen again if necessary.

9 Work in pairs. Act out the conversation to solve a problem between friends.

Student A: Turn to Page 82.

Student B: Turn to Page 85.

10 Work in pairs. Think about a problem that has come up between you and your friends and have a similar conversation.

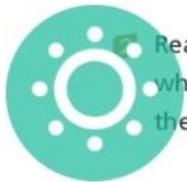
Developing ideas ◀

- 1 Read the short introduction to O. Henry and answer the questions.



William Sydney Porter (1862–1910), whose pen name was O. Henry, was a world-famous American short story writer. In his stories, he often focused on the everyday life of ordinary people in New York City at that time. His stories are best known for their surprise endings.

- 1 Have you read any stories by O. Henry? Share one with the class.
- 2 Do you like stories with surprise endings? Why or why not?



Read the passage and find out why the man is standing outside the shop.

□ Learning to learn ◀

Read the complete short story "After Twenty Years" and other short stories by O. Henry, such as "The Gift of the Magi" and "The Last Leaf". This way, you can get a deeper understanding of his works and the surprise endings to his stories.

After Twenty Years

The short story "After Twenty Years" is set in New York on a cold, dark night. Most people have left work to go home, and this part of the city is now quiet. A policeman who is checking the area sees a man outside a shop. He goes up to the man and finds he has a scar on his face. They have a chat and the man starts to tell his story.

- 1 "Twenty years ago tonight," said the man, "I dined here at 'Big Joe' Brady's with Jimmy Wells, my best chum, and the finest chap in the world. He and I were raised here in New York, just like two brothers, together. I was eighteen and Jimmy was twenty. The next morning I was to start for the West to make my fortune. You couldn't have dragged Jimmy out of New York; he thought it was the only place on earth. Well, we agreed that night that we would meet here again exactly twenty years from that date and time, no matter what our conditions might be or from what distance we might have to come. We figured that in twenty years each of us ought to have our destiny worked out and our fortunes made, whatever they were going to be."

2 "It sounds pretty interesting," said the policeman. "Rather a long time between meets, though, it seems to me. Haven't you heard from your friend since you left?"

3 "Well, yes, for a time we corresponded," said the other. "But after a year or two we lost track of each other. You see, the West is a pretty big proposition, and I kept hustling around over it pretty lively. But I know Jimmy will meet me here if he's alive, for he always was the truest, staunchest old chap in the world. He'll never forget. I came a thousand miles to stand in this door tonight, and it's worth it if my old partner turns up."

(Excerpts from "After Twenty Years" by O. Henry)



3 Work in groups. Think of a possible ending to "After Twenty Years" and find evidence to support your ideas. Use the following questions to help you.

- 1 Did Jimmy come to meet his friend?
- 2 What has Jimmy experienced over the past twenty years?
- 3 What might happen between the policeman and the man?

Now read the note from the original ending and find out what actually happened.

Bob, I was at the appointed place on time. When you struck the match to light your cigar I saw it was the face of the man wanted in Chicago. Somehow I couldn't do it myself, so I went around and got a plain clothes man to do the job.

JIMMY

- 1 What does the note tell you about the ending of the story?
- 2 How do you think Bob would react when he read the note?
- 3 Do you think that Jimmy did the right thing? Why or why not?
- 4 Do you like this ending? Give your reasons.

Think  Share

4 Work in groups. Act out the whole story.

- 1 Think about what happened in each of the three scenes, using the information you have already read in the story. Retell the whole story.

Scene 1:

Bob dining with Jimmy at "Big Joe" Brady's twenty years ago

Scene 2:

Bob making his fortune in the West

Scene 3:

Bob and Jimmy meeting again after twenty years

The story is about two friends named Bob and Jimmy. Twenty years ago, ...

- 2 Choose a character to play and decide what you will say and do.
- 3 Act out the whole story.

Writing an ending to a story

- 5 Read Bob's story after he was released from jail and answer the questions.

Stepping out of jail into the cold wind, Bob, now 58, felt lost and helpless.

"Twenty years is a long time," he smiled bitterly, not knowing where to go. He had no family, and had never heard a word from Jimmy again since that cold, dark night. "Was he ashamed of having a friend like me?" Bob longed for an answer.

"Excuse me, sir, are you Bob?" Bob heard the voice of a young man.

"Yes." He turned around and was surprised to find a familiar-looking man in his thirties. "Have we met before?"

"No, sir," replied the man. "My father told me to meet you today. I have a note for you from him."

Doubtfully, Bob unfolded the note. His hands were shaking by the time he had finished reading.

Bob, the doctor says I've only got three months. I'm afraid I won't be able to meet you this time, but you'll always be my dear friend.

Jimmy

"You're Jimmy's son?!" Bob shouted in surprise.

"Yes, sir," the young man smiled. "And my name is Bob."

- 1 How did Bob feel when he finally got out of jail?
- 2 What kind of ending is this? More than one description may be suitable.
 - A happy ending.
 - A sad ending.
 - A surprise ending.
 - An open ending.
- 3 Do you like this ending? Give your reasons.

- 6 Read the ending in Activity 5 again. Find the expressions that describe:

- settings
- characters
- actions

- 7 Come up with your own ending to Jimmy and Bob's story, twenty years after Bob was arrested. Answer the questions to help you.

- 1 What type of ending will it be?
- 2 Do you want to introduce other characters in the ending? If so, who are they?
- 3 Where will the ending take place?
- 4 What has happened to Bob and Jimmy over the past twenty years?
- 5 How will the story end?

- 8 Write your own ending.

- 9 Share your ending with the class.

Learning to learn ▲

To bring your story to life, describe the settings and characters.

Settings: time, location and descriptions of the environment or surroundings help your readers picture the scene. For example, *The street was long and dark, and there was no one around...*

Characters: introducing characters means describing both appearance and personality. For example, *He was a tall man with curly brown hair. She always seemed happy and friendly.* Characters' actions, or their behaviours, not only tell your readers what kind of people they are, but also drive the plot forward and create a particular atmosphere.

Presenting ideas

1 Read the two points of view about friendship. Decide which one you agree with.

The more friends you have,
the happier you'll be.

Vs

A few true friends are enough.

2 Think of reasons to support your opinion and make notes.



Point of view

Arguments

Supporting examples

3 Team up with a group with the opposite opinion and hold a debate. Use the expressions in the box to help you.

Useful expressions

- In my opinion, ...
- I'm sorry, but I don't agree because...
- I see your point, but...
- That's a good point, but...

Reflection

1 After completing this unit, I can rate my performance 1 (excellent), 2 (good) or 3 (in need of improvement).

- talk about friendship
- make suggestions using less direct language
- write an ending to a story
- give your point of view with logical reasoning and supporting facts
- appreciate and understand the values of friendship

2 I've learnt to make use of the following words and expressions:

3 I still need to improve:

U
N
I
T

5

Into the wild

Starting out

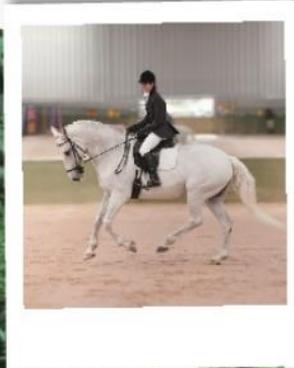


1 Watch the video and answer the questions.

- 1 What are the most popular pets in the UK?
- 2 What is the most important animal charity in the UK?

2 Look at the pictures and answer the questions.

- 1 What are the relationships between the people and the animals?
- 2 What animals do you often interact with? What is your relationship with them?



Understanding ideas ▾

- 1 Look at the pictures and choose the animals that migrate.



monarch butterfly



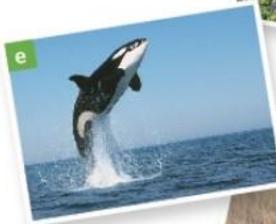
Siberian crane



Atlantic salmon



red panda



killer whale



African lion

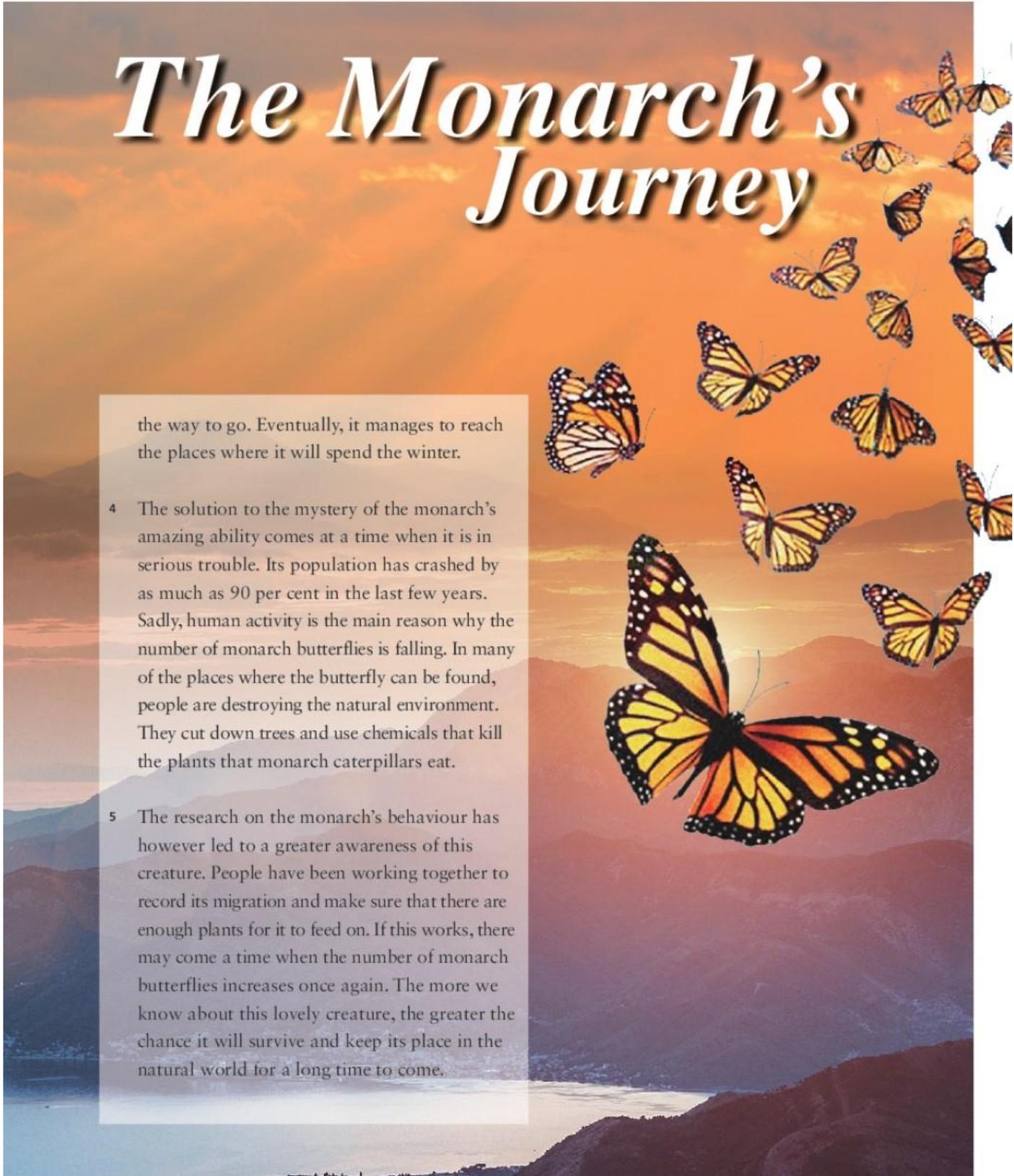
Now talk about what you know about animal migration.

Read the passage and find out what mystery the scientists have solved.



- 1 Many animals move from one place to another at certain times of the year. This annual movement is called migration. They migrate to find food, seek a partner, or in search of warmer weather. One of the most wonderful migrations in nature is that of the North American monarch butterfly.
- 2 Every autumn, millions of these beautiful insects with fine black and orange wings begin a long and difficult journey. Somehow they manage to travel around 4,000 kilometres south and find their way to California or Mexico. However, until recently no one knew how they did this.
- 3 A team of scientists led by Professor Eli Shlizerman at the University of Washington has now found the answer. They have found out that the monarch is able to tell the time of day. It uses its eyes to measure the position of the sun. These two pieces of information – the time of day and the point where the sun is in the sky – allow the butterfly to determine

The Monarch's Journey



the way to go. Eventually, it manages to reach the places where it will spend the winter.

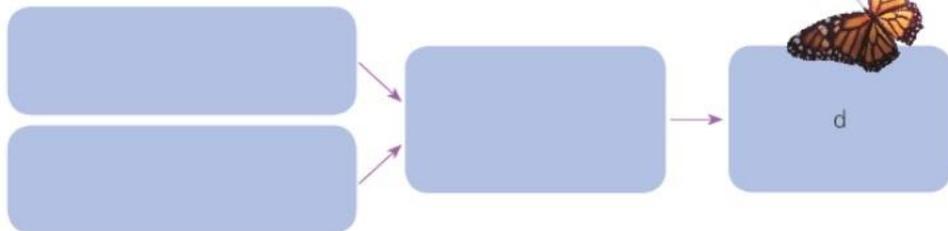
- 4 The solution to the mystery of the monarch's amazing ability comes at a time when it is in serious trouble. Its population has crashed by as much as 90 per cent in the last few years. Sadly, human activity is the main reason why the number of monarch butterflies is falling. In many of the places where the butterfly can be found, people are destroying the natural environment. They cut down trees and use chemicals that kill the plants that monarch caterpillars eat.
- 5 The research on the monarch's behaviour has however led to a greater awareness of this creature. People have been working together to record its migration and make sure that there are enough plants for it to feed on. If this works, there may come a time when the number of monarch butterflies increases once again. The more we know about this lovely creature, the greater the chance it will survive and keep its place in the natural world for a long time to come.

3 Choose where you are most likely to find the passage.

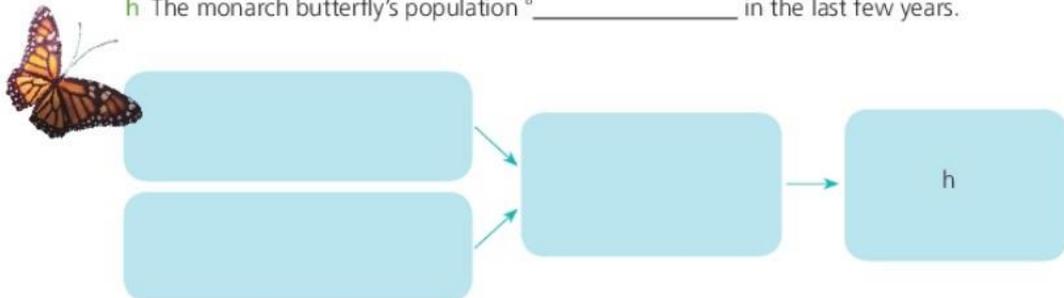
- 1 In a scientific research paper about the monarch butterfly's migration.
- 2 In a popular nature magazine introducing the monarch butterfly.
- 3 In a travel leaflet encouraging people to visit North America.

4 Complete the sentences with expressions from the passage. Then use the sentences to complete the "cause-effect" flow charts.

- a The monarch butterfly is able to tell ¹ _____.
- b Using these two pieces of information, the monarch butterfly determines ² _____.
- c The monarch butterfly measures ³ _____ with its eyes.
- d The monarch butterfly reaches ⁴ _____.



- e Humans ⁵ _____ trees.
- f The ⁶ _____ where monarchs can be found is destroyed.
- g Humans use chemicals that ⁷ _____ that monarch caterpillars eat.
- h The monarch butterfly's population ⁸ _____ in the last few years.



- 1 What impresses you most about the monarch butterfly?
- 2 What can people do to help protect the monarch butterfly?

Think & Share

Using language

Attributive clauses (2)

1 Look at the sentences from the reading passage and answer the question.

- a Eventually, it manages to reach the places **where it will spend the winter**.
- b The solution... comes at a time **when it is in serious trouble**.
- c Sadly, human activity is the main reason **why the number of monarch butterflies is falling**.

1 What do "where", "when" and "why" refer to in each sentence?

Compare them with the following sentences and answer the questions.

- d Eventually, it manages to reach those places. It will spend the winter there.
- e It is in serious trouble. The solution... comes at this time.
- f Sadly, human activity is the main reason. For this reason, the number of monarch butterflies is falling.

- 2 What's the difference between the two groups of sentences?
- 3 Why does the author choose to use sentences (a), (b) and (c) in the reading passage?

Now look for more sentences with attributive clauses in the reading passage.

3 Complete the email with *where*, *when* or *why*.

From David Waters To Kay Silverman
Subject Back to nature

Hi Kay,

We're having an amazing time here in South Africa. Our accommodation is perfect. It is in a location ¹ _____ we can watch animals wandering past on their way to the waterhole. Sunset is the time of day ² _____ we sit on the balcony and count how many giraffes or antelopes we can see.

I guess this is the reason ³ _____ this place is so popular. Next week, we are going to fly up to Zambia. That's one of the countries ⁴ _____ you can visit the famous Victoria Falls.

See you soon.

David

2 Read the passage and underline the words that *where*, *when* and *why* refer to.

In April 2017, two giant pandas from China arrived at a zoo in the Netherlands. There, they were welcomed to the Chinese-style compound **where** they were to live. On 30 May, after the preparations were complete, the day finally came **when** the pandas met their fans for the first time. People were excited – the zoo is the only place in the country **where** it is possible to see pandas. In fact, the last time there were pandas in the Netherlands was in 1987. And of course, the main reason **why** they were so excited is that pandas are just so cute!



Animal idioms

- 4 Look at the pictures and complete the idioms with animal names.

1 as busy as a(n) _____

2 kill two _____ with one stone

3 When the cat's away, the _____ will play.

4 hold your _____

5 It's raining _____ and _____.

- 5 Complete the paragraph with the animal idioms in Activity 4.

English idioms are a way of adding colour to the language. For example, instead of saying "It's raining heavily", you could say "1 _____". Another reason to use idioms is that they are concise. For example, to describe someone who is always working or busy doing something, we can say they are 2 _____. If they're rushing into something and should wait and be patient, you could say "3 _____". Learning idioms can be fun, especially when we compare them to Chinese equivalents. Take, for example, "4 _____" (people do what they want and have fun when someone in authority is absent) and "5 _____" (solve two problems with one action) – are there corresponding idioms in Chinese?

- 6 Work in pairs. Find more animal idioms. Choose an idiom and describe a situation with it.

A: She's as busy as a bee.

B: What makes you say that?

...



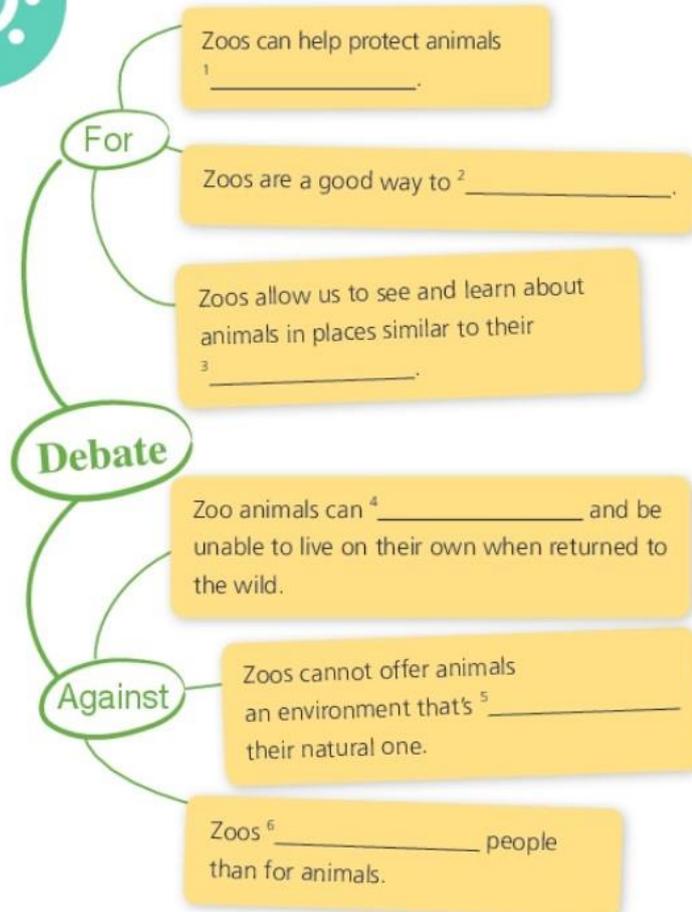
Debating about animals



- Dogs were first domesticated over 14,000 years ago. Sheep, cows and pigs have been kept at home as sources of food for around 7,000 years.
- The oldest zoo in the world is in Vienna, opened in 1752. The oldest zoo in China is Beijing Zoo, which was founded in 1906.

Did You Know ?

Listen again and complete the mind map.



Listen to the TV debate and choose the correct topic.

- 1 Can zoo animals survive in the wild?
- 2 Can zoos offer animals their natural environment?
- 3 Should we keep wild animals in zoos?
- 4 Should we educate people more about animals?

Learning to learn

In a debate, first listen out for the main topic. This is usually a statement or question at the very start of the debate. Speakers will state whether they are for or against the statement. Then, they will introduce their supporting arguments with expressions such as *We must remember that...* and *We can't deny that...*

Now talk about how the speakers express agreement and disagreement. Listen again if necessary.

- 9 Work in pairs. Hold a debate on whether we should keep animals as pets.

Student A: Turn to Page 83.

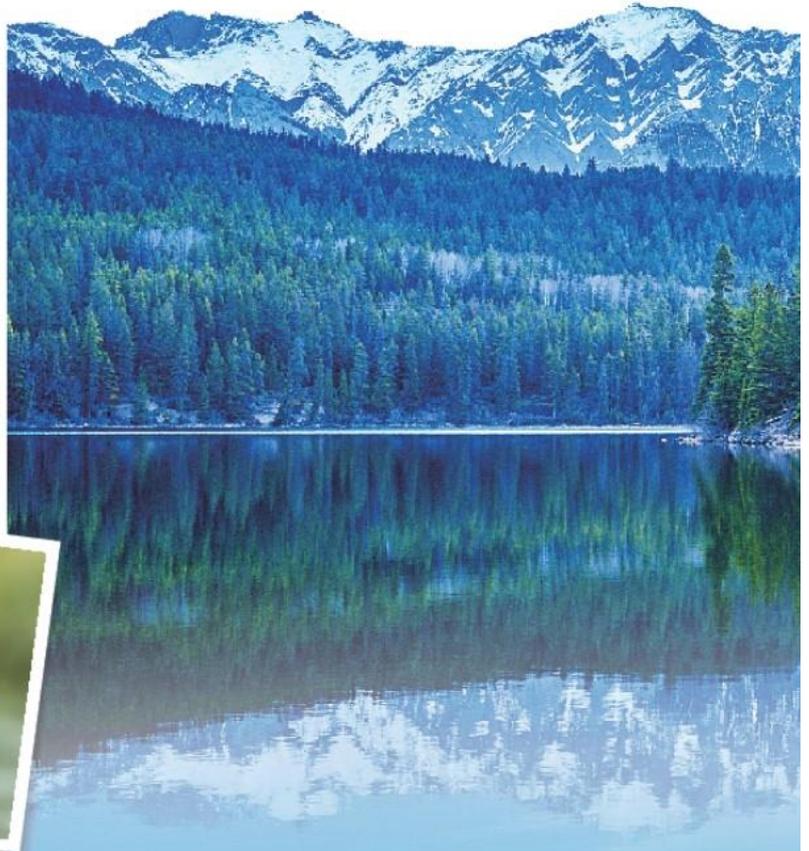
Student B: Turn to Page 86.

- 10 Work in pairs. Think of another topic that is related to animals and hold a debate.

Developing ideas ◀

- 1 Look at the word cloud and the pictures. Predict what happens in the story.

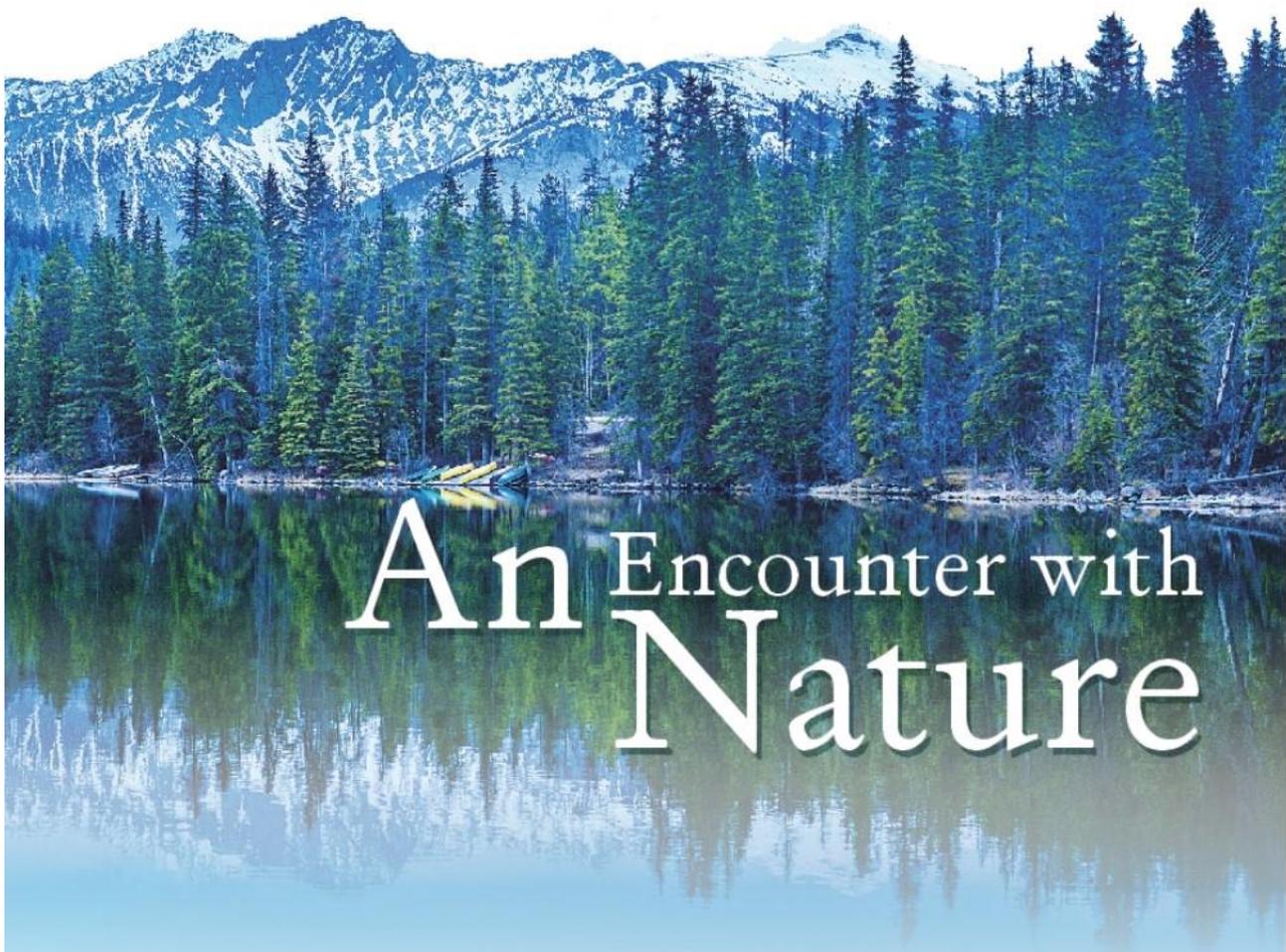
photographer
nature bear Yellowstone
show respect
observe animals
national park
forest frightening
press the button
recovered from the shock



- 1 As a nature photographer, I have to brave the elements. But despite the wind and the rain, I still enjoy working outside in the wild. One of the best things about this job is that you can observe animals in their natural environment.
- 2 My favourite place to take photos is Yellowstone National Park. As the world's first national park, Yellowstone is famous for the variety of its wildlife, but it is probably best known for its bears. These huge, strong animals can live for 30 years. Despite a weight of up to 300 kilograms, they can run at a speed of around 64 kilometres per hour and are also excellent swimmers.



Read the passage and check our prediction.



An Encounter with Nature

3 Last spring in Yellowstone, I followed a path that took me through a dark forest. When I finally stepped out of the trees, the view was breathtaking. An eagle flew over the snow-capped mountains, which were reflected in the still lake below. While I was concentrating on photographing this amazing scene, I suddenly had a feeling that I was being watched. Slowly, and with the camera still held to my eye, I turned... and froze. Only metres away from me was a bear. With water falling off its thick, brown hair, the bear stared back at me. Time stood still as the bear and I both waited to see who would move first. My legs started

shaking. Somehow, I forced my finger to press the button. A second later, the bear turned and ran back into the forest. When I recovered from the shock, I looked at my camera. My most frightening but magical experience was now captured forever in a single image.

4 From time to time I look at the photo as a reminder to show respect to all animals. It is after all we who are the visitors to their world.

3 Number the events in the correct order.

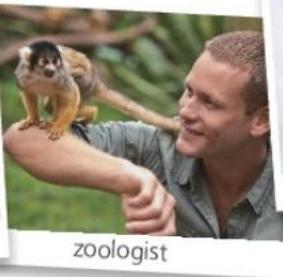
- I felt I was being watched.
- I admired the landscape.
- I took a photo of the bear.
- The bear ran away.
- I walked through a forest.
- I saw a bear.

4 Read the sentences from the passage and work out the meaning of the words in bold.

- 1 When I finally stepped out of the trees, the view was **brehtaking**.
- 2 An eagle flew over the snow-capped mountains, which were **reflected** in the still lake below.
- 3 My most **frightening** but magical experience was now captured forever in a single image.

5 Work in groups. Give a talk about a job that involves working with animals.

- 1 Look at the pictures and choose a job you would like to talk about.



- 2 Refer to the table below to help plan your talk.

Job description	Wildlife photographers aim to photograph animals in their natural habitats.
Job requirements	Being a wildlife photographer requires good photography skills, knowledge of animal behaviour and a lot of patience.
Rewards of the job	Wildlife photographers have the opportunity to see animals in the wild and help improve people's understanding of them.

- 3 Give your talk to the class.

Think & Share

- 1 What difficulties do you think a nature photographer might encounter?
- 2 What is your opinion of the photographer's reaction when he saw the bear?
- 3 How would you react if you were in the same situation as the photographer?
- 4 What can we do to show our respect for animals?

Learning to learn

When you read an unfamiliar word, make sure that you read the whole sentence. Try to work out what type of word it is (noun, adjective, verb, etc), then use the words before and after it to help you guess the meaning.

Writing an animal fact file

- 6 Read the paragraph about the red-crowned crane and answer the questions.



The red-crowned crane is one of the largest cranes in the world, standing at about 150 cm tall. Its feathers are as white as snow, except for some black ones on its face, neck and wings. Its unique feature, from which it gets its name, is the bright red skin on the top of its head. The red-crowned crane is found in China, Russia, Mongolia, Japan and the Korean Peninsula. In China, it spends the warmer months in the rivers and wetlands in the north-east. When the weather gets cold, it migrates to east-central China. Its food includes fish, snails and water plants. The red-crowned crane is a symbol of long life and good luck in Chinese culture.

- 1 What does the red-crowned crane look like?
- 2 Where can you find it?
- 3 Where does it migrate to?
- 4 What does it eat?
- 5 What symbolic meaning does the red-crowned crane have in Chinese culture?

Useful expressions

- It is... tall.
- It gets its name from...
- Its unique feature is...
- Its food includes...
- It is a symbol of...

- 7 Choose an animal you want to write about and make notes.

Animal: _____

Appearance

Habitat

Migration

Diet

Other information

- 8 Write a short description of the animal. Use the notes in Activity 7 and the expressions in the box to help you.

- 9 Share your animal fact file with the class.

Presenting ideas

- 1 Work in groups. Think of a film or story you know about relationships between humans and animals and complete the notes.

- *Time*

- *Place*

- *Main character(s)*

- *Relationship between characters*

- *Main plot*

- *Message behind the story*

- 2 Practise telling your story in the group. Use your notes in Activity 1 and the expressions in the box to help you.

- 3 Tell the story to the class. Vote for the best story.

Useful expressions

- The story is about...
- The main characters are...
- It takes place in...
- It starts with...
- It ends with...
- It's written for...
- It's told through the eyes of...
- It's based on...

Reflection

- 1 After completing this unit, I can rate my performance 1 (excellent), 2 (good) or 3 (in need of improvement).

- understand and use animal idioms
- express agreement and disagreement
- write an animal fact file
- identify cause and effect in a text
- have a better understanding of relationships between humans and animals and respect nature

- 2 I've learnt to make use of the following words and expressions:

- 3 I still need to improve:

C
U
R
R
I
C
U
L
U
M

At one with nature

Starting out ◆



- 1 Watch the video and answer the questions.
 - 1 What are the problems faced by Venice?
 - 2 Are there any similar cities or towns in China? Introduce one to the class.

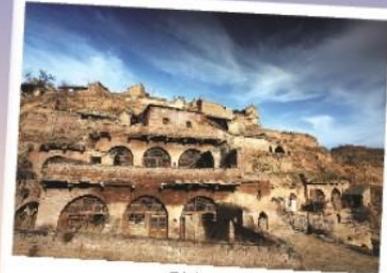
- 2 Look at the pictures and answer the questions.
 - 1 How does the natural environment influence the lives of the local people in each picture?
 - 2 What is the natural environment of your home town like? How is your life influenced by it?



Russia



United Kingdom



China



Myanmar

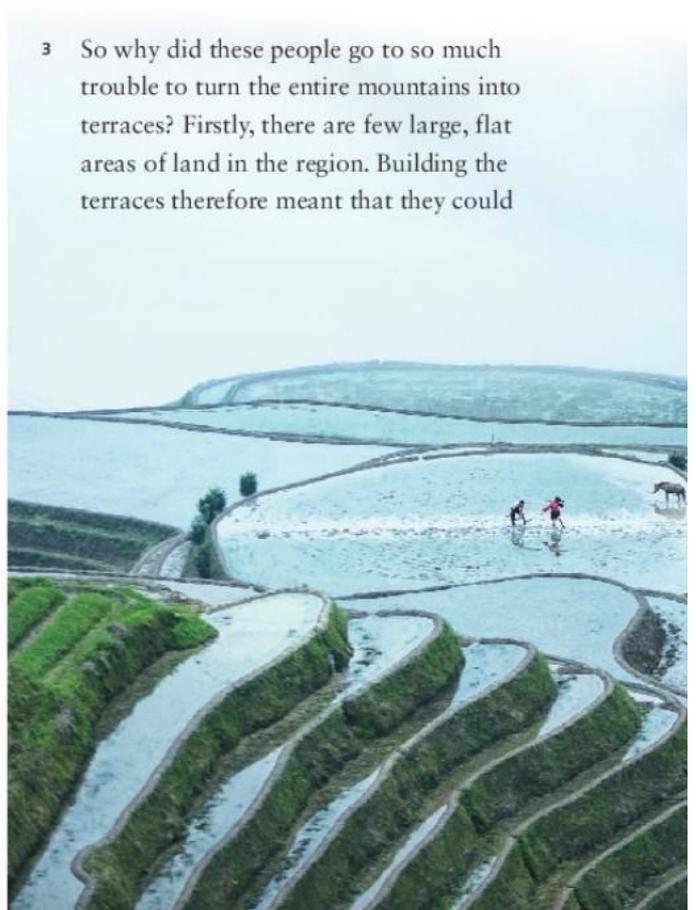
Understanding ideas ▼

- 1 Look at the pictures and talk about what you know about the Zhuang and Yao ethnic groups.



Read the passage and find out what problems the local people solved by working with nature.

- 1 Imagine mountains wrapped in silver water, shining in the spring sun. Summer sees the mountains turn bright green with growing rice. During autumn, these same mountains are gold, and in winter they are covered in sheets of white frost. These are the colours of the Longji Rice Terraces.
- 2 These terraces were built by the local Zhuang and Yao people, to whom Guangxi is home. Starting in the Yuan Dynasty, work on the terraces took hundreds of years, until its completion in the early Qing Dynasty. Reaching as far as the eye can see, these terraces cover tall mountains, often from the bottom to the very top.
- 3 So why did these people go to so much trouble to turn the entire mountains into terraces? Firstly, there are few large, flat areas of land in the region. Building the terraces therefore meant that they could



Longji Rice Terraces

increase the areas in which they could grow rice. Secondly, although the region has plenty of rain, the mountains are steep and the soil is shallow. The flat terraces catch the rainwater and prevent the soil from being washed away.

- 4 But perhaps what is most significant is the way in which people have worked in harmony with nature to make these terraces and grow rice. The terraces are cleverly designed, with hundreds of waterways that connect with each other. During the rainy season, it is along these waterways that rainwater moves down the mountains and into the terraces. The sun heats the water and turns it into vapour. This forms

clouds from which rain falls down onto the mountain terraces once again. These terraces also provide a perfect environment for birds and fish, some of which feed on insects that harm the rice crops.

- 5 Although modern technology could help produce more crops, these terraces still mean a lot to the local people for whom tradition holds much value. This knowledge is passed down through families, which means that many generations continue to use ancient methods of agriculture to maintain the terraces. Today the Longji Rice Terraces attract thousands of visitors who come to admire this great work created by people and nature working together.



At one with nature

3 Choose the author's purpose in writing the passage.

- 1 To praise the wisdom of the ethnic groups living in Guangxi Zhuang Autonomous Region.
- 2 To explain how people worked in harmony with nature to create the Longji Rice Terraces.
- 3 To describe the beauty of the Longji Rice Terraces and to attract visitors to this scenic spot.

4 Read the summary of the passage and correct four factual mistakes.

The Longji Rice Terraces were built by the local Zhuang ethnic group alone. Though there are many large, flat areas in the region, they built terraces on the mountains to have more areas to grow rice. The terraces are cleverly designed, and can wash away the shallow soil. There are hundreds of waterways, along which rainwater moves down the mountains and into the terraces. Today, local people use modern methods to maintain the terraces, and they attract lots of visitors from all over the country.

5 Work in pairs. Read the passage again and find out the working principle of the Longji Rice Terraces. Then use the picture to retell it in your own words.



- 1 Why do the local people still keep their traditional way of growing rice?
- 2 In what other ways do people live in harmony with nature? Give examples.

Think & Share

Using language

Attributive clauses (3)

- 1 Look at the sentences from the reading passage and answer the questions.

- a ... they could increase the areas **in which they could grow rice**.
b ... these terraces still mean a lot to the local people **for whom traditions hold much value**.

- 1 What do "which" and "whom" refer to in each sentence?
- 2 Why do we use prepositions before "which" and "whom"?
- 3 In sentence (a), can we replace "in which" with "where" without changing the meaning?

Compare them with the following sentences and answer the questions.

- c ... they could increase the areas. They could grow crops in these areas.
d ... these terraces still mean a lot to the local people. Traditions hold much value for them.

- 4 What is the difference between the two groups of sentences?
- 5 Why does the author choose to use sentences (a) and (b) in the reading passage?

Now look for more sentences with attributive clauses in the reading passage.

- 2 Connect the sentences with a preposition + *whom* / *which*.

- 1 The Zhuang is an ethnic group. Its population is the largest of all ethnic groups in China.
- 2 Guangxi is a province. The Longji Rice Terraces are located in it.
- 3 I want to visit this cultural landscape. The title of UNESCO World Heritage Site was given to it in 2016.
- 4 He is an expert on rice planting. The local Zhuang people have learnt a lot from him.

- 3 Complete the passage with a preposition + *whom* / *which*.



Among the many beautiful treasures people can receive from nature are natural dyes. The most common natural source ¹ _____ natural dyes come is plants. Materials for making natural dyes can often be found in gardens ² _____ colourful flowers are planted. Other natural dyes are made from insects, sea creatures and mineral compounds.

Natural dyes are now returning to popularity, especially with artists and craftspeople. The reasons ³ _____ they prefer natural dyes are that the colours are brighter and can be kept longer. Natural dyes are also becoming more popular with consumers ⁴ _____ caring for the environment is a priority. More and more people feel that by using natural dyes, we can remind ourselves of nature's beauty and protect the natural world.



Geographical features

4 Read the descriptions and match them to the pictures.

1 Located off the coast of Australia, the Great Barrier Reef is the biggest structure made by living organisms. You can explore the Great Barrier Reef by visiting an underwater observatory.

2 Part of the Colorado River Basin, the Grand Canyon is a valley that is almost two kilometres deep. Tourists can stand on a narrow glass platform called the Skywalk to see the Grand Canyon.

3 Victoria Falls is the largest waterfall in the world. The local people call it "the smoke that thunders". The Victoria Falls Bridge connects the countries Zimbabwe and Zambia.

4 The English Channel separates England from France. These two countries are joined by the Channel Tunnel, a rail tunnel with a length of about 50 kilometres, most of which is under the sea.



5 Complete the email with the words in bold in Activity 4.

From Emma

To Jane

Subject Hello from Guizhou!  Huangguoshu Waterfall.MP4

Hi Jane,

I'm now back in the hotel after a fantastic day exploring Huangguoshu National Park. The park is most famous for its ¹ _____. Check out this video that I made – it shows the water falling into the deep ² _____ below.

Next week we are flying to the Turpan ³ _____ in Xinjiang, which is famous for its sweet grapes. I've heard that grapes are dried in drying houses to make raisins. The walls of the houses have a lot of holes in them to allow wind to pass through. How clever! We are also going to ride camels, "the ships of the desert". It sounds like I will be sailing on a(n) ⁴ _____ of sand!

See you soon.

Emma

6 Work in pairs. Talk about other geographical features in the world.

Life in different climate zones

- Around four million people live in the Arctic region, of whom around 170,000 are Inuit.
- In the Arctic, the temperature can reach as low as -70°C .
- The Arctic includes parts of eight countries: Canada, Russia, the United States, Denmark, Norway, Iceland, Sweden and Finland.



Did You Know ?

7 Listen to a girl talking about Inuit life and identify the things that are mentioned.



8 Listen again and complete the table.

Inuit life	Advantages	Disadvantages
Housing	Igloos are quite warm inside and it's easy to find the ¹ _____.	Igloos can only ² _____ for around 50 days.
Food	Eating a lot of fish and meat keeps our bodies strong so that we can ³ _____.	The ⁴ _____ makes it difficult for us to grow enough vegetables and fruit.
Polar night	It gives us more ⁵ _____ to be with our family and friends.	Life can be ⁶ _____ sometimes.
Tourism	It brings more money and ⁷ _____.	Our environment is being ⁸ _____.

Now identify the language the girl uses to discuss advantages and disadvantages. Listen again if necessary.

9 Work in pairs. Talk about life in the tropics and the Arctic.

Student A: Turn to Page 83.

Student B: Turn to Page 86.

10 Work in pairs. Talk about the differences between life in southern China and northern China.

Learning to learn

When you hear a word that you don't recognise, don't panic! Try to note down how it sounds, and keep listening. When you have finished listening, try to work out the meaning from the context of the word.

Developing ideas ◀

- 1 Complete the quiz to see how much you know about British gardens. Try to guess if you are not sure of the correct answers.

Quiz

- The earliest British gardens were planted in _____.
 - the 5th century BC
 - the 1st century AD
 - the 6th century AD
- By 2020, about _____ of British homes are likely to have a garden.
 - 80%
 - 85%
 - 90%
- It is estimated that _____ species of insects can be found in a British garden.
 - over 800
 - over 8,000
 - over 80,000

Look at the title of the passage and the picture. Tick what you think is mentioned in the passage.

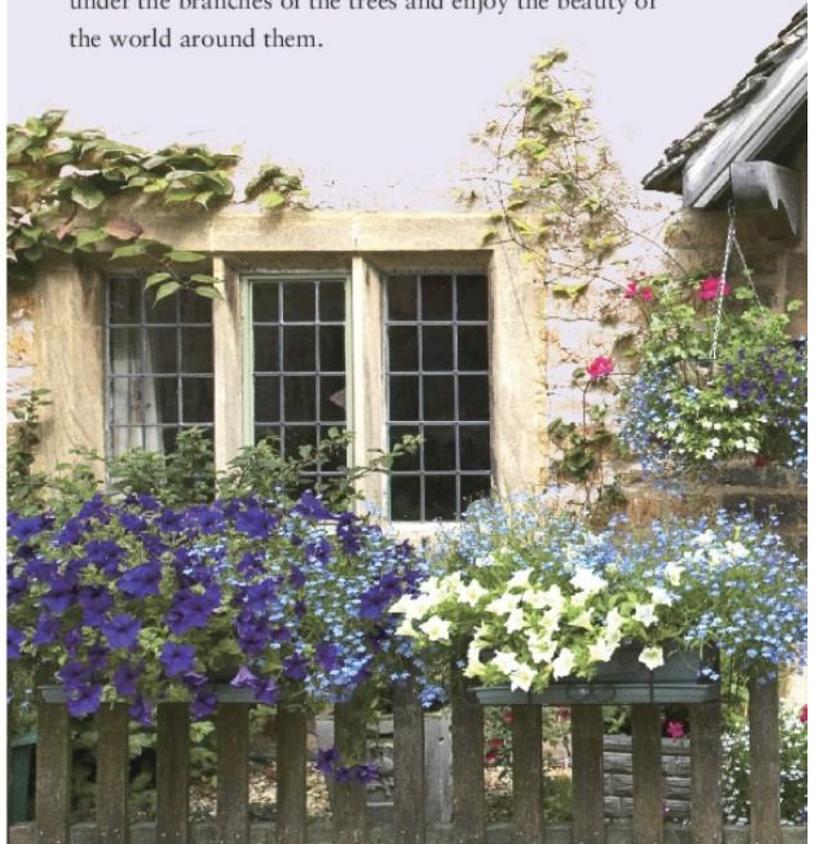
- different kinds of plants
- famous gardens
- gardening competitions
- greening of cities
- air quality
- country life

Now read the passage and check your answer.

- 1 “If you look the right way, you can see that the whole world is a garden.” These words come from the author of the book *The Secret Garden*, first published in 1911. At that time, only the very rich in Britain had gardens. Very soon after this, homes with gardens began to be built.

Today, millions of Brits like to say that they have “green fingers”, with around half the population spending their free time gardening.

- 2 _____
- Each spring, children plant sunflowers and wait to see which one is the tallest. Expert gardeners know just the right corner for roses, and others spend hours trying to grow perfect vegetables to enter into competitions. And while many Brits like nothing better than spending their Sunday cutting the grass, some are happy just to sit under the branches of the trees and enjoy the beauty of the world around them.



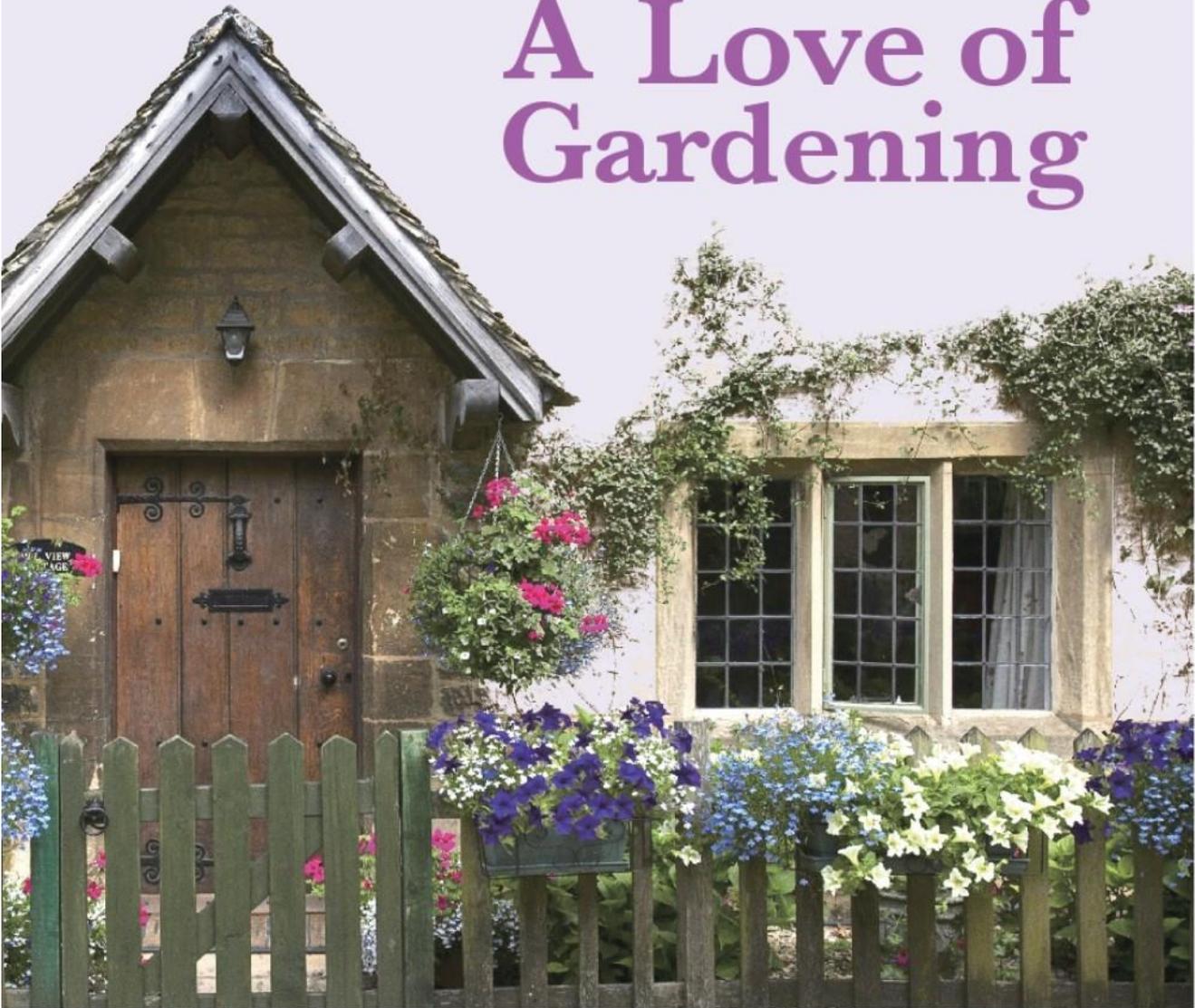
3

Those without outside space can rent small pieces of land on which to grow things. Today, there are over 4,000 people in London waiting for such pieces of land. One recent idea has been to turn rooftops and walls into private gardens. These gardens have helped make the cities greener and improve air quality.

4

What other free-time activity allows you to be at one with nature and create more beautiful living things? And if you're in any doubt about this, take a moment to reflect on this line from *The Secret Garden*: "Where you tend a rose... A thistle cannot grow."

A Love of Gardening



3 Choose the topic sentences and write them on the lines to complete the passage.

- a As well as being good for the environment, gardening is also good for the soul.
- b But in cities, limited space has led to people looking for new solutions.
- c For many people in the UK, their garden is their own private world.
- d This is what started the British love of gardening!

Learning to learn

A topic sentence is a sentence that states or suggests the main idea or topic of a paragraph. Often, a topic sentence comes at the beginning of a paragraph; sometimes, it appears in the middle or at the end.

Think & Share

- 1 What do you think the sentence "Where you tend a rose... A thistle cannot grow" means?
- 2 What are the benefits of gardening?
- 3 In what ways do people bring nature into their lives?
- 4 Do you know anyone who loves gardening? Tell the class about him / her.

4 Work in pairs. Act out an interview about gardening in Britain.

- 1 Read the passage again and find out important information.
- 2 Prepare questions for the interview. Use the information from the passage.
- 3 Decide the roles of interviewer and interviewee. Act out the interview.



Interview questions

- *How many British people love gardening?*
- _____
- _____
- _____
- _____
- _____



Writing a summary

- 5 Read the passage and underline the topic sentence of each paragraph.

British people love to make tea with fruit and herbs. With pleasant flavours and scents, and coming in a variety of colours, fruit and herbal teas make a nice change to traditional teas.

Many people grow their very own tea gardens, in which they plant easy-to-grow herbs such as mint and lemongrass.

Flavours such as lemon and ginger have long been popular in the UK. However, recent years have seen more and more unusual flavours come onto the market. Fruit teas now include mango, strawberry, apple and pear. Herbal teas include blackberry leaf and dandelion.

Herbal tea has various health benefits. Many people enjoy herbal tea because it can have a positive effect on energy levels. If you need a good night's sleep, choose a tea that helps you relax. If you haven't been feeling very well, drink some ginger tea to give your immune system a helping hand. Mint tea, meanwhile, is good for digestion.

Now make notes under the headings.

Fruit and herbal teas

Their popularity

Unusual flavours

Health benefits

- 6 Write a summary of the passage. Use the notes in Activity 5 to help you.
- 7 Share your summary with the class.

Learning to learn

When writing a summary, don't just combine all the topic sentences. Instead, reconstruct the key information to make the paragraph coherent, concise and natural.

Presenting ideas

- 1 Work in groups. Look at the pictures and decide in which place you would most like to live.



on a tropical island



in a jungle



in the mountains



out in the grasslands

- 2 Think about why you want to live there and make notes.

- benefits of living there
- disadvantages of living there
- things you need to bring
- how you deal with the local environment
- ...

- 3 Prepare a talk about your chosen place. Use the notes in Activity 2 and the expressions in the box to help you.

Useful expressions

- We think the best place to live in would be...
- Although we like..., we prefer...
- The problem with... is that...
- The good thing about... is...
- If we lived in..., we would miss...
- I would love to have...

- 4 Present your talk to the class.

Reflection

- 1 After completing this unit, I can rate my performance 1 (excellent), 2 (good) or 3 (in need of improvement).

- describe natural landmarks
- talk about advantages and disadvantages
- write a summary using topic sentences
- respect the traditions of different cultures
- appreciate the wisdom of living in harmony with nature

- 2 I've learnt to make use of the following words and expressions:

- 3 I still need to improve:

UNIT 1
Project

Making a brochure for your school

A school brochure is a good way to help the students get to know the school quickly. Make a brochure for your own school for new and future students – and maybe you can learn something new about your school, too!

Investigate

Work in groups. Collect some brochures for other schools and find out what features they mention, such as:

- school history
- classroom facilities
- elective subjects
- after-school activities
- teaching staff
- successful alumni



Plan

- 1 Discuss what features of your school to include in your brochure and write a list.
- 2 Make notes about each feature.
- 3 Plan a layout for your brochure to make sure the information is presented clearly and attractively. Consider the following:
 - paper size
 - text layout
 - text type, size and colour
 - headings and subheadings
 - pictures

Create

- 1 Write the text for each feature using your notes.
- 2 Choose suitable pictures and set them with the text according to your chosen layout.
- 3 Decide on a slogan for your school and add it to the brochure.

Present

Show your brochure to the class. Find out what they like about it and whether there is any other information that they think should be included.

UNIT 2 Project

Identifying and correcting mistranslations

New measures are in place to regulate English translations in public places in China. Identify mistranslations in your local area and correct them.

Investigate

- 1 Work in groups. Think about public places where you might see English translations, for example, road signs and restaurant menus. Decide where to go.



- 2 Get out into your local area and look for mistranslations. Take a photo of each one and make notes in the table.

Location	Chinese	English mistranslation

Plan

- 1 Discuss what the mistake(s) is / are in each mistranslation:
 - grammar mistake(s)
 - spelling mistake(s)
 - other
 - wrong choice of words
 - word for word translation
- 2 Work out what the correct translations should be. You may use a dictionary.

Create

Make a list of your corrections using a notebook or slide presentation. Include any photos you have taken.

Present

Show your list of mistranslations to the class. Explain where you saw them, why they are incorrect and what corrections you would make.

UNIT 3
Project

Planning an itinerary for a family day out

Even when members of a family all live under one roof, each member is often busy with their own daily life. A family day out is an opportunity to put aside work, school and other commitments and spend quality time together.

Investigate

- 1 Work in groups. Think about different types of family day out.
 - visiting a museum
 - playing games in the park
 - going on a bike ride
 - exploring a national park



- 2 Look at some websites and brochures to find out which of these family-friendly activities are on offer in your local area. Make a note of the venue or location.

Plan

- 1 Work individually. Choose one or more of the activities and plan your day out. Consider the following:
 - transport
 - how long the activity will take
 - cost
 - clothing
 - things to take with you
 - things to do during the day out
- 2 Discuss in groups. Help your group members improve their plans.

Create

Make a detailed itinerary for your day out. You may use the following table or design your own.

A Family Day Out		
TO:	ON:	
Morning	Afternoon	Evening
• _____	• _____	• _____
• _____	• _____	• _____
• _____	• _____	• _____

Present

- 1 Present your final itinerary to your group. Give comments on the final itineraries of other group members.
- 2 Decide on the two best itineraries in your group and present them to the class.

UNIT 4 Project

Writing a poem on friendship

For centuries, poetry has been a way for people to express their deepest feelings. Many poems have been written about friendship. Try writing your own friendship poem. You don't have to use difficult words or advanced writing skills – expressing true feelings is the most important thing!

Investigate

- 1 Work in groups. Find and read poems on the theme of friendship.
- 2 Make notes about:
 - the emotions that are expressed
 - the language that moves you most
 - the number of verses
 - the number of lines in each verse



Plan

- 1 Decide what you would like to write in your poem. You could write about your understanding of friendship, your friendship with a specific friend, or a special memory of friendship.
- 2 Decide on a structure and point of view for your poem.

Create

- 1 Write your poem individually or in groups. Use as many creative expressions as you can.
- 2 Read the first draft carefully and make revisions or corrections if necessary.

Present

Present the poem to the class and ask for feedback.

UNIT 5 Project

Making a poster about an endangered animal

Human impact on the animal kingdom, such as hunting and destruction of habitats, has already resulted in certain species becoming endangered. Learning more about the animals with which we share the planet is key to helping protect them. Make a poster promoting awareness about an animal under threat of extinction.

Investigate

- 1 Choose an animal that is endangered. You can choose from those in the pictures or any other endangered animal you know.



- 2 Research information about your chosen animal. Use the Internet to help you. Make notes about:
 - its habitat
 - its population
 - its distinctive features
 - why it has become endangered
 - any action already taken by people to protect it
 - what needs to be done to ensure its survival

Plan

- 1 Think of an interesting title for your poster.
- 2 Sketch the layout of your poster, and decide how to position the text and pictures.

Create

- 1 Use your research notes to write a short paragraph about your chosen animal.
- 2 Find or draw some pictures of your chosen animal and add them to the poster.

Present

Present your poster to the class.

UNIT 6 Project

Making an illustrated handbook of campus plants

Plants are all around us. Not only do they provide us with food, clothes and oxygen to breathe, but they also make our surroundings more beautiful. Despite all this, plants often go unnoticed. Next time you go to school, keep an eye out for the plants you see along the way. Find out information about the plants and make a handbook to share with other students.

Investigate

- 1 Look at the “plant profile” and find out what information is included.

Bamboo



Family: grass
Varieties: over 1,000 species
Size: from a few centimetres to over 30 metres
Distribution: Bamboos can be found mostly in East and South-east Asia and on islands of the Indian Ocean and Pacific Ocean.

Fun facts:

- It is the main source of food for giant pandas.
- It helps prevent erosion and flooding.
- Many bamboo species only flower once in a lifetime.
- A bamboo forest can grow from a single bamboo plant.

- 2 Explore your school campus to find out what different types of plants grow there. Take a photo of each one, making a note of its name and where you found it.
- 3 Look for information online or in the library about the plants you have found.

Plan

- 1 Get a notebook in which to put the “plant profiles”. You will use this notebook to make your handbook.
- 2 Choose the plants you want to include and make notes about each of them.

Create

- 1 Write your “plant profiles” in your notebook. Use your notes to help you.
- 2 Add photos or sketches of the plants.

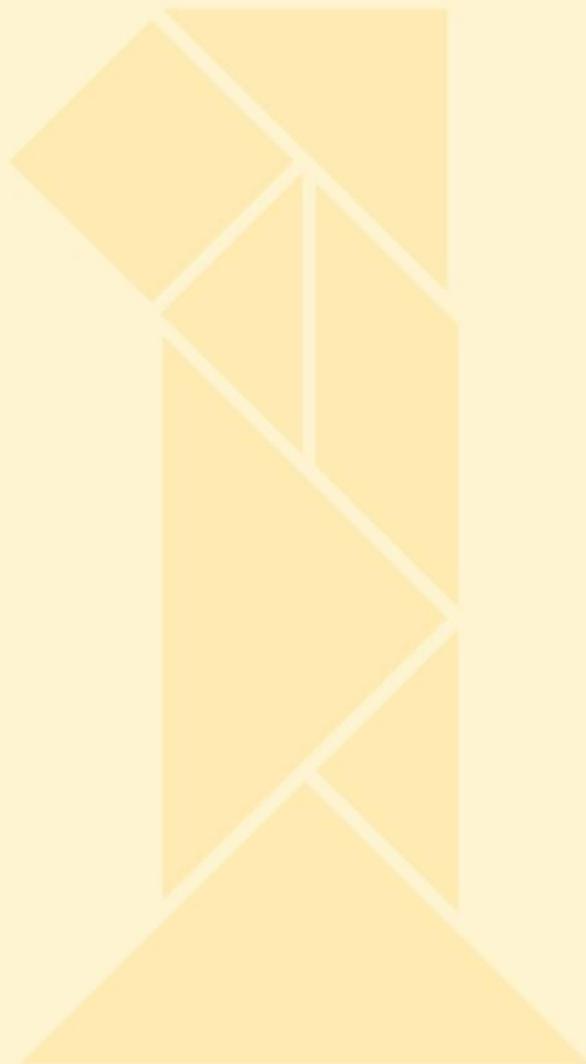
Present

Present your handbook to the class.



Appendices

- **Communication bank**
- **Learning aid**
- **Words and expressions**
- **Vocabulary**
- **Names and places**
- **Junior high school language knowledge overview**



Communication bank

UNIT 1

Making a plan

- 7 Work in pairs. Act out the conversation to discuss ideas for a weekend study plan for English.

 Student A

You and Student B want to improve your English and are making a weekend study plan. Decide on the time and place for each study activity. You have the following ideas:

- Go to the bookshop to buy a new dictionary. (It's open from 9 am to 6 pm.)
- Take part in the English Club Drama Day. (It's on Saturday from 6 pm to 8 pm.)

Useful expressions

- What do you think?
- How about...?
- What's your opinion?
- It would be a good idea to...
- I've got an idea.

UNIT 2

Unfamiliar English expressions

- 9 Work in pairs. Act out the conversation to ask for and explain the meanings of the expressions.

 Student A

Situation 1:

You are a waiter / waitress in a restaurant. You ask your customer whether he / she needs a doggy bag.

(*Note: A "doggy bag" is a bag or box in which you take unfinished food home from a restaurant.*)

Situation 2:

You see a sign in a supermarket saying "3 for 2". You don't know what it means and ask the shop assistant to explain.

Useful expressions

Situation 1

- It means...
- You use it to...

Situation 2

- I beg your pardon?
- What does... mean?
- What's that for?
- When you say... you mean..., right?

Communication bank

UNIT 3

Saying sorry to family members

- 9 Work in pairs. Act out the conversation to apologise to a family member.

 Student A

You're Student B's son / daughter. Student B asked you to teach him / her how to use a new app to take photos. You started to help but soon became very impatient. Now, you feel sorry about your behaviour. Apologise to Student B and make up.

Useful expressions

- I'm so sorry!
- I'm really sorry that...
- Can you forgive me?
- Please forgive me for...
- Please don't be angry with me...
- I didn't mean to...

UNIT 4

Helping our friends

- 9 Work in pairs. Act out the conversation to solve a problem between friends.

 Student A

One of your friends has been avoiding you all week. He / She doesn't talk to you and refuses to text or phone you back. Ask Student B for suggestions and give comments on them.

Useful expressions

- Can you help me with...?
- I'd like your advice about...
- What can I do to...?
- Do you think I should...?
- Maybe, but...
- That might work.

UNIT 5

Debating about animals

- 9 Work in pairs. Hold a debate on whether we should keep animals as pets.

 **Student A**

You are in favour of keeping animals as pets. You have the following arguments:

- Keeping pets develops a kind and caring attitude towards animals.
- Keeping pets is good for people's physical and mental health.
- Keeping pets helps people know more about animals.

Useful expressions

Agreeing

- Exactly!
- I agree.
- That is true.
- I see your point.
- No doubt about it.
- I suppose so.

Disagreeing

- I don't agree.
- That's just not true.
- I'm afraid I totally disagree.
- I'm not so sure about that.
- I don't think so.
- That's not always the same.

UNIT 6

Life in different climate zones

- 9 Work in pairs. Talk about life in the tropics and the Arctic.

 **Student A**

You live in the tropics. Talk about your life with Student B from the Arctic.

Advantages of living in the tropics:

- It's usually warm all year round.
- It's easy to grow food.
- The jungles are full of beautiful plants and animals.

Disadvantages of living in the tropics:

- It can get too hot to go outside.
- There are tropical storms.
- Food can go bad quickly.

Useful expressions

- This can only be a good / bad thing.
- The upside / downside to this is...
- The advantage / disadvantage is...
- There are pros and cons to this.
- Another good / negative aspect is...
- Best / Worst of all, ...

Communication bank

UNIT 1

Making a plan

- 7 Work in pairs. Act out the conversation to discuss ideas for a weekend study plan for English.

 **Student B**

You and Student A want to improve your English and are making a weekend study plan. Decide on the time and place for each study activity. You have the following ideas:

- Review this week's English lessons together at your or Student A's home.
- Watch a new English-language film at the cinema. (There's one that starts at 12:30 pm, 3:30 pm and 7:30 pm, lasting one and a half hours.)

Useful expressions

- What do you think?
- How about...?
- What's your opinion?
- It would be a good idea to...
- I've got an idea.

UNIT 2

Unfamiliar English expressions

- 9 Work in pairs. Act out the conversation to ask for and explain the meanings of the expressions.

 **Student B**

Situation 1:

You are asking for the bill in a restaurant. The waiter / waitress asks you if you need a doggy bag. You don't know what it is and ask him / her to explain.

Situation 2:

You are a shop assistant. A customer asks you what "3 for 2" means.

(Note: "3 for 2" means that if you buy two items, you get a third one for free.)

Useful expressions

Situation 1

- I beg your pardon?
- What does... mean?
- What's that for?
- When you say... you mean..., right?

Situation 2

- It means...
- It's a shorter way of saying...
- You use it to...

UNIT 3

Saying sorry to family members

- 9 Work in pairs. Act out the conversation to apologise to a family member.

 **Student B**

You're Student A's father / mother. You wanted to learn how to use a new photo-taking app, so you asked Student A for help. However, he / she was very impatient. Now Student A wants to apologise to you. Accept the apology and comfort him / her.

Useful expressions

- It's OK.
- It's all right.
- I understand that...
- Let's forget about it.
- Don't worry about it.

UNIT 4

Helping our friends

- 9 Work in pairs. Act out the conversation to solve a problem between friends.

 **Student B**

Student A has a problem and needs your help. Find out what the problem is and give him / her some suggestions as to how to solve it.

Useful expressions

- You should...
- How about...?
- Perhaps you could...
- It might be a good / bad idea to...
- Why don't you...?

Communication bank

UNIT 5

Debating about animals

- 9 Work in pairs. Hold a debate on whether we should keep animals as pets.

 **Student B**

You are against keeping animals as pets. You have the following arguments:

- Caring for other people is more important than caring for animals.
- It is bad for animals' physical and mental health to be kept as pets.
- Animals kept at home can cause trouble for neighbours.

Useful expressions

Agreeing

- Exactly!
- I agree.
- That is true.
- I see your point.
- No doubt about it.
- I suppose so.

Disagreeing

- I don't agree.
- That's just not true.
- I'm afraid I totally disagree.
- I'm not so sure about that.
- I don't think so.
- That's not always the same.

UNIT 6

Life in different climate zones

- 9 Work in pairs. Talk about life in the tropics and the Arctic.

 **Student B**

You live in the Arctic. Talk about your life with Student A from the tropics.

Advantages of living in the Arctic:

- The Northern Lights are amazing.
- Food can be preserved for a long time.
- It's not too crowded.

Disadvantages of living in the Arctic:

- It gets very cold and is dark during much of the year.
- Fruit and vegetables don't grow naturally.
- Life can sometimes be boring and dull.

Useful expressions

- This can only be a good / bad thing.
- The upside / downside to this is...
- The advantage / disadvantage is...
- There are pros and cons to this.
- Another good / negative aspect is...
- Best / Worst of all, ...

Learning aid

JING
1

Key expressions

one by one

butterflies in one's stomach

in panic

put... under pressure

depend on

make the most of

graduate from

be about to do

as if

start high school

keep an open mind

deal with

at the sight of

go all out

hold one's head up

in particular

give... a hand

1 Turning around, I saw a white-haired man. "Yes," I replied. "I'm wondering what life is going to be like here." "Don't worry," he gave me a smile. "You'll soon find out."

We could also say

I turned around and saw a man with white hair. "Yes," I replied. "I'm thinking about what life is going to be like here." "Don't worry," he said, giving me a smile. "You'll soon find out."

Q: 英语中有哪几种基本句型?

A: 英语中有七种最基本的句型。(1) 主语+谓语。例如: I replied. (2) 主语+系动词+表语。例如: I was embarrassed. (3) 主语+谓语+宾语。例如: I saw a white-haired man. (4) 主语+谓语+间接宾语+直接宾语。例如: He gave me a smile. (5) 主语+谓语+宾语+宾语补足语。例如: His words made me a lot more relaxed. (6) 主语+谓语+状语。例如: I breathed deeply. (7) 主语+谓语+宾语+状语。例如: I looked at them in panic.

Q: 直接宾语和间接宾语的区别是什么?

A: 直接宾语指的是动作的对象、承受者或后果, 如 He gave me a smile. 中的 a smile; 间接宾语表示动作是向某人或为某人做的, 如前述例句中的 me.

2 Before we start, please come to the front one by one and introduce yourself to the class.

one by one: separately, one after the other
eg They entered the classroom one by one.

Learning aid

3 With butterflies in my stomach, I breathed deeply.

■ **butterflies in one's stomach:** (*informal*) a feeling of being very nervous before doing something

eg *Do you get butterflies in your stomach when you have to talk to lots of people?*

4 Challenges like this might sometimes put you under pressure. But it all depends on what you do. Keep calm and be prepared. That way, you'll make the most of your time at senior high.

■ **depend on:** if one thing depends on another, it is changed or affected by the other thing

eg *Their future depends on how hard they work in their study.*

■ **make the most of:** to gain the greatest possible advantage from something

eg *It's a beautiful day. We should make the most of it.*

5 Orientation Day was really helpful. It's a fantastic opportunity for new students to get to know the school and the other students.

■ **Background information**

In the United States, there is an Orientation Day at the beginning of the school year for new students. Orientation Day is a way to welcome new students and help them know the school, including its history, campus, facilities and other relevant information. School staff and student volunteers will show new students around the school, and the new students will get their schedules and find out where their classrooms are.

6 I was frightened at the sight of the test paper. But then I figured I'd better just go all out and see what happens. If you fail, no problem – next time you can fail better!

■ **We could also say**

I was very nervous when I saw the test paper. But then I thought I'd better try my best and see what happens. It's okay to fail, just as long as you learn something that helps you do better next time.

7 So, hold your head up, then.

■ **hold one's head up:** to be very confident and proud

eg *If you know that you did your best, you can hold your head up.*

8 Looking back on my high school life, the most important advice I'd give is these wonderful words from the writer Maya Angelou. She said, "Be a rainbow in somebody else's cloud." So, give your friends a hand when they need it.

■ **give... a hand:** to help somebody

eg *Could you give me a hand with these bags?*

■ **Background information**

Maya Angelou (1928–2014) was an American poet, writer and civil rights activist. She received dozens of awards and more than 50 honorary degrees. Angelou is best known for her series of seven autobiographies, which focus on her childhood and early adult experiences. Maya Angelou explained she first heard the "rainbow in the clouds" metaphor in a 19th-century African-American song. She said, "I've had a lot of clouds, but I've had so many rainbows," and that she always carried the "rainbows" with her to her speeches and classes. The "rainbow in the clouds" philosophy has encouraged a lot of people.

2

Key expressions

have trouble doing
 get... doing
 in one's free time
 speaking of
 wonder at
 burn up / down
 fill in / out a form
 human race
 wind up
 play safe
 have a frog in one's throat
 spend time doing
 look forward to doing

1 Have you ever asked yourself why people often have trouble learning English? I hadn't, until one day my five-year-old son asked me whether there was ham in a hamburger. There isn't. This made me realize that there's no egg in eggplant either.

本句中出现的 five-year-old 是把 five, year 和 old 三个单词通过连字符连接而构成的新单词, 词义是“五岁大的”; eggplant 是 egg 和 plant 组合在一起构成的新单词, 词义是“茄子”。five-year-old 和 eggplant 都是通过合成法构成的单词。

Q: 合成法是什么意思?

A: 合成法是构词法的一种, 是把两个或两个以上的单词连在一起合成一个新词, 有些带连字符, 有些不带。合成词的词义通常可以由组成它的几个单词的意思推测出。

Q: painting 和 madness 是什么构词法?

A: 这是派生法, 指在单词前面加上前缀或后面加上后缀而构成新词。常见的前缀有 im-, in-, un- 等; 常见的后缀有 -ful, -ly, -ment, -ness 等。

Q: 除了合成法、派生法, 还有哪些主要的构词法?

A: 还有转化法、缩写和简写。转化法是指把一种词性用作另一种词性而词形不变的方法。例如: snow, rain 可以由名词转化成动词使用。缩写和简写有多种方式。例如, 文中的 WHO, IT, US 是由多个单词的首字母拼在一起而构成的单词。

have trouble doing: to find it difficult to do something

eg *Students often have trouble understanding different English accents.*

2 While we're doing all this traveling, we can get seasick at sea, airsick in the air and carsick in a car, but we don't get homesick when we get back home. And speaking of home, why aren't homework and housework the same thing?

■ **speaking of:** used for introducing another topic that relates to one either you or someone else has just mentioned

eg *Speaking of travel, have you booked our hotel yet?*

3 You also have to wonder at the unique madness of a language in which a house can burn up as it burns down, in which you fill in a form by filling it out, and in which an alarm is only heard once it goes off!

■ **We could also say**

You will also feel confused about the unique craziness of English. When a house is destroyed by fire, you can say "it burns up", and you can also say "it burns down". "To fill in a form" means the same as "to fill out a form". And when an alarm "goes off", it makes a noise so you can hear it.

4 English was invented by people, not computers, and it reflects the creativity of the human race. That is why when the stars are out, they are visible, but when the lights are out, they are invisible. And that is why when I wind up my watch, it starts, but when I wind up this passage, it ends.

■ **We could also say**

English was created by people, not by computers, so it does not follow strict rules. For example, in English, "the stars are out" means "the stars can be seen in the sky", but "the lights are out" means "the lights are off". And "to wind up a watch" means "to make a watch work", while "to wind up a passage" means "to end a passage".

■ **wind up:** to end something; to make an old-fashioned watch or clock work

eg *I'd like to wind up the meeting soon.*

I forget to wind up the clock. What time is it?

Learning aid

5 People say that the British always play safe with what they eat. Not true! I went to a summer school in Manchester and my English teacher was called Maggie.

■ **play safe:** to avoid taking any risks

eg *It's probably OK to eat them raw, but it's best to play safe by cooking them.*

6 He told us that Maggie couldn't teach that day COZ she had a frog in her throat. Poor Maggie – but why did she try to eat such a big frog?

■ **have a frog in one's throat:** to be unable to speak clearly for a short period of time because your throat is dry or blocked

eg *I'm supposed to give a presentation today, but I have a frog in my throat!*

7 When I was looking for the exit, I saw that shoes were actually sold downstairs on the ground floor, not the first floor. Why did she give me the wrong information?

■ **Background information**

In Britain, the floor of a building at the bottom level is called the “ground floor” and the floor above it is called the “first floor”. In America, just like in China, the “first floor” is at the bottom level and the one above it is the “second floor”.

8 When I got the paper back, I found my teacher had written the comment “Not bad!” Not bad? But there weren't any errors in my paper.

■ **Background information**

“Not bad!” here means “very good”. This way of making something seem less important or impressive than it actually is, is called understatement, and British people often use it. Americans use understatement too, but less than British people do.

3

Key expressions

- turn to... for
- focus on
- raise one's voice
- you can't be serious
- calm down
- be proud of
- take one's advice
- jump in with both feet
- play music
- in the lead
- finish line
- now and then
- leave... behind

1 The living room. Friday night. A table and two chairs at front centre. Grandfather and Father, seated at the table, are playing chess.

这段话为剧本开头的场景描写。Grandfather and Father, seated at the table, are playing chess. 这句话使用了现在进行时，用来描述舞台上正在发生的事。

Q: 到目前为止我们学过哪些时态?

A: 我们学过的时态包括: (1) 一般现在时。例如: Here comes my boy. (2) 一般过去时。例如: I told you to calm down. (3) 一般将来时。例如: You will have two options for your future. (4) 现在完成时。例如: I've decided not to go to university. (5) 现在进行时。例如: The music industry is developing fast now. (6) 过去进行时。例如: We were discussing this then.

2 **Father:** (*raising his voice in surprise*) You can't be serious! What about your future career as a lawyer?!

you can't be serious: used for telling someone that you think what they are saying is not sensible
eg *You can't be serious! You're actually going to lend him money again?*

3 **Grandfather:** (*looking at Father*) Calm down. OK?

calm down: to begin to feel more relaxed and less emotional, or to make someone do this
eg *Calm down and tell us what's going on.*

Learning aid

4 **Grandfather:** (*turning to Son*) Why don't you also take my advice and think carefully before jumping in with both feet?

■ **jump in with both feet:** to become involved in a situation too quickly without thinking about it first

eg *You'd better not jump in with both feet before you know the facts.*

5 It was the final part of the 2016 World Triathlon Series in Mexico. With just 700 metres to go, Alistair Brownlee was in third place and his younger brother, Jonny, was in the lead.

■ **Background information**

- A triathlon is a sports competition in which people run, swim and cycle over various distances, depending on age and ability. The World Triathlon Series is held by the International Triathlon Union. It is an annual series of triathlon events, and athletes compete for a chance to be World Champion.
- Alistair Brownlee, born in 1988, is a British triathlon athlete. He is the 2012 and 2016 Olympic gold medalist in the triathlon. He is also a two-time Triathlon World Champion and a two-time World Team Champion.
- Jonny Brownlee, born in 1990, is also a triathlon athlete. He won the 2012 World Championship, placed third in the 2012 Olympics and second in the 2016 Olympics.

6 Despite arguments over “stupid things” now and then, Alistair agrees that having a brother is an advantage. “Throughout my entire life, I've had my brother trying to beat me at everything I do. It has been an enormously positive force.”

■ **We could also say**

Although the brothers sometimes argue over “stupid things”, Alistair thinks that it is a good thing to have a brother. He explains that in his entire life, his brother always tries to beat him at everything he does and that it has been a very positive force.

■ **now and then:** sometimes, but not regularly or often

eg *Now and then I receive letters from my cousin.*

Key expressions

lose track of
 thanks to
 move around the world
 stay in touch with
 social media tools
 be up to
 the digital age
 connect... with
 keep in mind
 leave work
 make one's fortune
 ought to do
 work out
 hear from
 be worth it
 turn up

1 Thanks to advances in technology, how we make friends and communicate with them has changed significantly.

thanks to: used for saying that someone or something is responsible for something good that happened
 eg *Thanks to the kind words of her friend, she felt much better.*

2 Nowadays, we can move around the world and still stay in touch with the people that we want to remain friends with. Social media tools let us see what our friends are up to and maintain friendships.

Nowadays, we can... stay in touch with the people that we want to remain friends with. → Nowadays, we can... stay in touch with people. We want to remain friends with them.

这句中的 that we want to remain friends with 是限制性定语从句，起定语的作用，修饰 the people。

Q: 限制性定语从句的功能是什么？

A: 限制性定语从句对其前面所修饰的名词加以限制，使其意思更加清楚、明确。它是句中不可缺少的部分，如果去掉它，整个句子的意思就不明确、不完整。

Q: 限制性定语从句的一般结构是什么？

A: 限制性定语从句的一般结构为：先行词 + 关系词 + 其他成分。先行词是指被定语从句修饰的词。关系词有关系代词和关系副词，其中关系代词包括 that, which, who, whom, whose; 关系副词包括 when, where, why。

stay in touch with: to continue to write or speak to somebody although you do not see them often
 eg *They moved away five years ago, but we still stay in touch with each other.*

Learning aid

■ **be up to:** (*informal*) to be occupied or busy with
eg *What's he been up to lately?*

3 The digital age also enables us to find people who share our interests, such as collecting model cars or playing an unusual instrument. Whatever our hobbies, the Internet can connect us with others who also enjoy doing them, even if they live on the other side of the world.

■ **We could also say**

In the digital age, we are able to find people who have the same interests as we do, such as collecting model cars or playing an unusual instrument. No matter what our hobbies are, with the help of the Internet, we can find other people who enjoy doing the same thing. It doesn't matter if they live on the other side of the world.

4 But this doesn't mean that we should throw the baby out with the bathwater. Although technology has changed the way we acquire friends, the meaning of friendship and our longing for friends remain the same. As Aristotle said, no one would choose to live without friends, even if he had all other goods.

■ **We could also say**

But we should not try to get rid of online friendship just because there is something bad about it. Although technology has changed the way we are connected, the meaning of friendship and our longing for friends haven't been changed. As Aristotle said, no one would choose to live without friends, even if he had all other things.

■ **Background information**

Aristotle (384–322 BC) was an Ancient Greek philosopher and scientist. He is one of the most influential thinkers of all time. His books cover a lot of subjects, including philosophy, logic, politics and natural science.

5 The next morning I was to start for the West to make my fortune. You couldn't have dragged Jimmy out of New York; he thought it was the only place on earth.

■ **make one's fortune:** to become very rich
eg *Jack made his fortune from mining.*

■ **Background information**

The story is set in the early 1900s. This was near the end of America's Westward Expansion, which started in the early 1800s. During the expansion, many people went to the West to make money. New York City is located in the north-east of the US and was already a big city by then.

6 We figured that in twenty years each of us ought to have our destiny worked out and our fortunes made, whatever they were going to be.

■ **We could also say**

We thought that no matter what our future held or how much money we would make, we would find out in twenty years' time.

■ **ought to:** used when you have strong reasons for believing or expecting something
eg *As a true friend, she ought to come and help.*

■ **work out:** to solve a problem
eg *They'll work out what to do next together.*

7 But after a year or two we lost track of each other. You see, the West is a pretty big proposition, and I kept hustling around over it pretty lively.

■ **We could also say**

But after a year or two we lost contact with each other. You see, the West is a very big business, and I was working hard and moving from place to place.

Learning aid

8 I came a thousand miles to stand in this door tonight, and it's worth it if my old partner turns up.

■ **be worth it:** used for saying that there is a good enough reason for doing something

eg *It was hard work, but it was worth it in the end.*

■ **turn up:** to arrive or show up at an appointed or expected time or place

eg *I should not turn up late. I don't want my friend to wait.*

Key expressions

manage to do
 the solution to
 human activity
 cut down trees
 brave the elements
 be famous for
 be known for
 at a speed of
 concentrate on
 recover from
 show respect to
 after all

- 1 These two pieces of information – the time of day and the point where the sun is in the sky – allow the butterfly to determine the way to go.

We could also say

The butterfly is aware of the time of day and the position of the sun in the sky, so it can use these two pieces of information to find out which way to go.

- 2 Eventually, it manages to reach the places where it will spend the winter.

Eventually, it manages to reach the places where it will spend the winter. → Eventually, it manages to reach those places. It will spend the winter there. 这句中的 where it will spend the winter 是关系副词 where 引导的定语从句，修饰先行词 places。

Q: 关系副词在句子中起什么作用?

A: 关系副词在句子中有双重作用，一方面把定语从句和主句连接起来，一方面在定语从句中起状语作用。

Q: 可以引导定语从句的关系副词有哪些?

A: 关系副词包括 when, where, why。

Q: 使用关系副词时需要注意什么?

A: when 在定语从句中用作时间状语，其先行词须是表时间的名词。where 在定语从句中用作地点状语，其先行词须是表地点的名词。why 在定语从句中用作原因状语，其先行词一般是 reason(s)。

Learning aid

3 As a nature photographer, I have to brave the elements.

■ **brave the elements:** to go out in bad weather

eg *Researchers will be braving the elements over the next two weeks to study the snow leopards.*

4 My favourite place to take photos is Yellowstone National Park. As the world's first national park, Yellowstone is famous for the variety of its wildlife, but it is probably best known for its bears.

■ **be known for:** to be famous or known about by a lot of people because of something

eg *This zoo is known for its elephant conservation programme.*

■ **Background information**

Yellowstone National Park was set up in 1872. It covers an area of about 9,000 square kilometres, and there are lakes, canyons, rivers and mountains. The park sits on a supervolcano, and visitors can see colourful hot springs, bubbling pots of mud and geysers. The park is also famous for its bears, wolves and bison and elk herds.

5 An eagle flew over the snow-capped mountains, which were reflected in the still lake below. While I was concentrating on photographing this amazing scene, I suddenly had a feeling that I was being watched. Slowly, and with the camera still held to my eye, I turned... and froze.

■ **We could also say**

An eagle flew over the mountains, whose tops were covered in snow. The mountains were reflected in the still lake below. I was focusing on taking photos of the beautiful view, but suddenly I felt that someone or something was watching me. While still holding the camera to my eye, I turned slowly... then stopped still.

■ **concentrate on:** to give most of your attention or effort to one thing

eg *Bryan wants to concentrate on his career in photography.*

6 From time to time I look at the photo as a reminder to show respect to all animals.
It is after all we who are the visitors to their world.

■ **We could also say**

Now and then I look at the photo to remind myself that we need to respect all animals, because we are the visitors to their world.

■ **after all:** used when giving a reason to explain what you have just said
eg *As a wildlife photographer, I should be patient. After all, the animals aren't going to come and pose for me!*

6

Key expressions

be covered in
 be home to
 from the bottom to the very top
 go to the trouble to do
 turn... into
 plenty of
 prevent... from
 wash away
 in harmony with
 provide... for
 pass down
 enter... into a competition
 lead to
 free-time activity
 allow... to do
 be at one with
 be in doubt
 reflect on

1 Imagine mountains wrapped in silver water, shining in the spring sun. Summer sees the mountains turn bright green with growing rice.

We could also say

Imagine that in spring the mountains are covered by strips of water, which shine brightly in the sun. In summer, rice is growing on these mountains, which makes them turn bright green.

2 These terraces were built by the local Zhuang and Yao people, to whom Guangxi is home.

These terraces were built by the local Zhuang and Yao people, to whom Guangxi is home. → These terraces were built by the local Zhuang and Yao people. Guangxi is home to them.
 to whom Guangxi is home 是由“介词+whom”引导的定语从句，修饰 the local Zhuang and Yao people.

Q: 什么情况下使用“介词+关系代词”引导的定语从句?

A: 当关系代词在定语从句中作介词的宾语时，通常用“介词+关系代词”引导定语从句。如果指人，用“介词+whom”；如果指物，用“介词+which”。

Q: 如何选用介词?

A: 要根据介词与先行词的关系以及句子的意思来选择介词。常常可以根据定语从句中谓语动词的搭配习惯来确定介词。

Q: 使用这个结构时有什么需要注意的?

A: 要注意含有介词的动词固定短语一般不能拆开，介词仍然放在后面。例如：hear from, look after 等。

Background information

The Longji Rice Terraces are located in Longsheng County, about 100 kilometres from Guilin, Guangxi. The terraces are built on the slopes that rise up from the river to the top of the mountains. The terraces got the name because they look like a dragon's scales, while the mountain ridge looks like its backbone.

3 So why did these people go to so much trouble to turn the entire mountains into terraces?

go to the trouble to do: to make an effort to do something
eg *Why did they go to the trouble to build the dam?*

4 Secondly, although the region has plenty of rain, the mountains are steep and the soil is shallow. The flat terraces catch the rainwater and prevent the soil from being washed away.

plenty of: a large amount of, usually more than enough
eg *Plenty of rice can grow on the terraces now.*

wash away: if something such as rain or a river washes something away, it carries it away
eg *Heavy rains have washed away the bridge.*

5 "If you look the right way, you can see that the whole world is a garden." These words come from the author of the book *The Secret Garden*, first published in 1911.

Background information

The Secret Garden is a children's novel by British-American novelist Frances Hodgson Burnett. It was first published in 1911 and is considered a classic of English children's literature. It tells the heart-warming story of three children and the healing power of the secret garden.

Learning aid

6 But in cities, limited space has led to people looking for new solutions. Those without outside space can rent small pieces of land on which to grow things.

■ **lead to:** to cause something to happen or exist

eg *The long hot summer has led to serious water shortages.*

7 What other free-time activity allows you to be at one with nature and create more beautiful living things? And if you're in any doubt about this, take a moment to reflect on this line from *The Secret Garden*: "Where you tend a rose... A thistle cannot grow."

■ **be at one with:** to feel very calm or relaxed in the situation or environment you are in

eg *Here in the mountains I feel totally at one with nature.*

■ **be in doubt:** if you are in doubt about something, you do not know what to do about it

eg *If you're in doubt, you should consult your doctor.*

■ **reflect on:** to think deeply or carefully about

eg *He went into the garden to reflect on the events of the day.*

Words and expressions



senior /'si:niə/ <i>adj.</i> (地位、水平或级别) 高的, 高级的	1	in panic 惊慌地	3
senior high 高中	1	challenge /'tʃæləndʒ/ <i>n.</i> 挑战	3
curious /'kjʊəriəs/ <i>adj.</i> 好奇的	1	pressure /'preʃə/ <i>n.</i> 压力	3
impression /ɪm'preʃ(ə)n/ <i>n.</i> 印象, 感想	1	calm /kɑ:m/ <i>adj.</i> 镇静的, 沉着的	3
campus /'kæmpəs/ <i>n.</i> 校园	1	description /dɪ'skripʃ(ə)n/ <i>n.</i> 描述, 描写, 叙述, 形容	4
tradition /trə'dɪʃ(ə)n/ <i>n.</i> 传统	1	confident /kən'fɪdənt/ <i>adj.</i> 有信心的, 自信的	4
facility /fə'sɪlɪti/ <i>n.</i> 设施	1	poster /'pəʊstə/ <i>n.</i> 海报	6
□ impressive /ɪm'presɪv/ <i>adj.</i> 令人钦佩的, 给人深刻印象的	1	badminton /'bædmɪntən/ <i>n.</i> 羽毛球	6
moment /'mɒmənt/ <i>n.</i> 某一时刻	2	□ drama /'drɑ:mə/ <i>n.</i> 戏剧	6
author /'ɔ:θə/ <i>n.</i> 作者, 作家	2	band /bænd/ <i>n.</i> 乐队, 乐团	6
eagerness /'i:gənəs/ <i>n.</i> 热切, 渴望	2	□ debate /dɪ'beɪt/ <i>n.</i> 讨论, 辩论	6
explore /ɪk'splɔ:/ <i>v.</i> 考察, 探险	2	gym /dʒɪm/ <i>n.</i> 体育馆, 健身房	6
one by one 依次地, 一个接一个地	3	piano /pi'æniəʊ/ <i>n.</i> 钢琴	6
engine /'endʒɪn/ <i>n.</i> 发动机, 引擎	3	stage /steɪdʒ/ <i>n.</i> 舞台	6
insect /'ɪnsekt/ <i>n.</i> 昆虫	3	* photography /fə'tɒɡrəfi/ <i>n.</i> 摄影	6
□ collection /kə'leɪʃ(ə)n/ <i>n.</i> (一批) 收藏品	3	□ inner /'ɪnə/ <i>adj.</i> (想法或情感) 未表达出来的, 隐藏的, 内心的	6
organise /'ɔ:gənaɪz/ <i>v.</i> 组织	3	pm /pi:'em/ 下午	6
* nudge /nʌdʒ/ <i>n.</i> (通常用肘) 轻推	3	argue /'ɑ:gju:/ <i>v.</i> 争论, 争辩	6
* butterfly /'bʌtəflaɪ/ <i>n.</i> 蝴蝶	3	topic /'tɒpɪk/ <i>n.</i> 话题, 论题	6
butterflies in one's stomach 情绪紧张, 心里发慌	3	sharp /ʃɑ:p/ <i>adj.</i> 敏锐的, 聪明的	6
breathe /bri:ð/ <i>v.</i> 呼吸	3	dinosaur /'daɪnəsɔ:/ <i>n.</i> 恐龙	6
□ panic /'pænk/ <i>n.</i> 惊恐, 惊慌	3	dolphin /'dɒlfɪn/ <i>n.</i> 海豚	6
		intelligent /ɪn'telɪdʒ(ə)n/ <i>adj.</i> 有智慧的, 聪明的	6
		□ investigate /ɪn'vestɪgeɪt/ <i>v.</i> 查明, 调查	6

注: 词汇表中, 未加符号的单词为必修单词; 加 □ 的为选择性必修单词; 加 * 的为未做要求的单词。

* homesick /'həʊm,sɪk/ <i>adj.</i> 想家的	14	gas /gæs/ <i>n.</i> 汽油	18
□ opposing /ə'pəʊzɪŋ/ <i>adj.</i> (观点、意见等) 相反的, 相对立的	15	petrol /'petrəl/ <i>n.</i> 汽油	18
behavior /bɪ'heɪvjə/ <i>n.</i> 举止, 行为	15	apartment /ə'pɑ:tmənt/ <i>n.</i> 一套住房, 公寓套房	18
□ confusing /kən'fju:zɪŋ/ <i>adj.</i> 令人困惑的	15	flat /flæt/ <i>n.</i> 一套住房, 公寓套房	18
* capitalized /'kæpɪtlaɪzd/ <i>adj.</i> 大写的	15	* elevator /'elɪveɪtə/ <i>n.</i> 电梯, 升降机	18
unique /ju:'ni:k/ <i>adj.</i> 独一无二的, 独特的	15	context /'kɒntekst/ <i>n.</i> 上下文, 语境	18
burn up 烧毁, 烧尽	15	addition /ə'dɪʃ(ə)n/ <i>n.</i> 增加物, 添加物	19
burn down 烧毁	15	* forum /'fɔ:rəm/ <i>n.</i> (因特网上的) 论坛, 讨论区	20
alarm /ə'lɑ:m/ <i>n.</i> 警报器; 闹钟	15	resource /'rɪ:zɔ:s/ <i>n.</i> 资料, (教学) 资源	20
reflect /rɪ'flekt/ <i>v.</i> 显示, 反映	15	misadventure /,mɪsəd'ventʃə/ <i>n.</i> 事故, 灾难	20
creativity /,kri:etɪvɪti/ <i>n.</i> 创造性, 创造力	15	remind /rɪ'maɪnd/ <i>v.</i> 提醒, 使……想起	20
□ visible /'vɪzɪb(ə)l/ <i>adj.</i> 看得见的, 可见的	15	rather /'rɑ:ðə/ <i>adv.</i> 相当, 颇	20
wind up 给(机械)上发条; 使(活动、 会议等)结束	15	comment /'kɒment/ <i>n.</i> 评论	20
creative /kri'eɪtɪv/ <i>adj.</i> 创造(性)的	16	□ frog /frɒg/ <i>n.</i> 蛙, 青蛙	21
type /taɪp/ <i>n.</i> 类型, 种类	17	* throat /θrəʊt/ <i>n.</i> 喉咙, 咽喉	21
come across 偶然发现	17	have a frog in one's throat (尤因喉咙痛) 说话困难	21
unfamiliar /,ʌnfə'mɪliə/ <i>adj.</i> 不熟悉的, 不了解的	17	downtown /,daʊn'taʊn/ <i>adj.</i> 在城镇中心区的, 在闹市区的	21
contact /'kɒntækt/ <i>v.</i> 联系, 联络	17	boot /bu:t/ <i>n.</i> 靴子	21
organization /,ɔ:gənəɪ'zeɪʃ(ə)n/ <i>n.</i> 组织, 团体, 机构	17	entrance /'entrəns/ <i>n.</i> 大门(口), 入口(处)	21
likely /'laɪkli/ <i>adj.</i> 可能的, 可能发生的	17	section /'sekʃ(ə)n/ <i>n.</i> 区域	21
subway /'sʌbweɪ/ <i>n.</i> 地铁	18	exit /'egzɪt/ <i>n.</i> 出口	21
* highway /'haɪweɪ/ <i>n.</i> 公路	18	actually /'æktʃʊəli/ <i>adv.</i> 事实上, 实际上	21
* motorway /'məʊtəweɪ/ <i>n.</i> 高速公路	18	downstairs /,daʊn'steəz/ <i>adv.</i> 在楼下	21
		* wicked /'wɪkɪd/ <i>adj.</i> 缺德的, 邪恶的; 很棒的, 极好的	21

event /i'vent/ <i>n.</i> 活动 (指演出、体育比赛、聚会等)	31	media /'mi:diə/ <i>n.</i> 新闻媒体, 传媒	32
apologise /ə'pɒlədʒaɪz/ <i>v.</i> 道歉	31	obviously /'ɒbvɪəslɪ/ <i>adv.</i> 明显地, 显而易见地	33
stress /stres/ <i>n.</i> 重音, 重读	31	despite /dɪ'spaɪt/ <i>prep.</i> 尽管, 虽然	33
impact /'ɪmpækt/ <i>n.</i> 作用, 影响	31	throughout /θru:'aʊt/ <i>prep.</i> 在整个期间, 自始至终	33
strength /streŋθ/ <i>n.</i> 强烈程度	31	entire /ɪn'taɪə/ <i>adj.</i> 全部的, 整个的	33
admire /əd'maɪə/ <i>v.</i> 钦佩, 赞美, 羡慕	32	□ enormously /'nɔ:məsli/ <i>adv.</i> 非常, 极其	33
judge /dʒʌdʒ/ <i>v.</i> 认为, 判断	32	positive /'pɒzɪtɪv/ <i>adj.</i> 好的, 积极的	33
settle /'setl/ <i>v.</i> 和解, 结束 (争论)	32	□ million /'mɪljən/ <i>num.</i> 百万	33
settle for 勉强接受, 将就	32	□ disqualify /dɪs'kwɒlɪfaɪ/ <i>v.</i> (因犯规而) 取消……的资格	33
feature /'fi:tʃə/ <i>n.</i> (报纸或杂志的) 特写	32	athlete /'æθli:t/ <i>n.</i> 运动员, 田径运动员	33
typically /'tɪpɪkli/ <i>adv.</i> 一般, 通常	32	medal /'medl/ <i>n.</i> 奖牌, 勋章	33
individual /,ɪndɪ'vɪdʒuəl/ <i>adj.</i> 独特的, 与众不同的 (一般含褒义)	32	somehow /'sʌmhaʊ/ <i>adv.</i> 用某种方法, 不知怎的	35
style /stɑɪl/ <i>n.</i> 风格	32	indeed /ɪn'di:d/ <i>adv.</i> 当然, 确实 (用于强调陈述或回答)	35
extra /'ekstrə/ <i>adj.</i> 额外的, 另外的	32		
detail /'di:teɪl/ <i>n.</i> 细节, 细微之处	32		
contain /kən'teɪn/ <i>v.</i> 包含, 含有	32		
summary /'sʌməri/ <i>n.</i> 总结, 概要	32		
powerful /'paʊəf(ə)l/ <i>adj.</i> 强有力的, 有影响 (感染) 力的	32	□ forever /fə'revə/ <i>adv.</i> 永远	37
* triathlon /traɪ'æθlən/ <i>n.</i> 铁人三项运动	32	familiar /fə'mɪliə/ <i>adj.</i> 熟悉的	37
series /'sɪəri:z/ <i>n.</i> 系列比赛	32	adventure /əd'ventʃə/ <i>n.</i> 历险 (经历), 奇遇	37
in the lead 领先	32	prefer /prɪ'fɜ:/ <i>v.</i> 更喜欢	38
onto /'ɒntə/ <i>prep.</i> 到……上, 向……上, 朝……上	32	lose track of 不了解……的情况, 不了解……的动态	38
track /træk/ <i>n.</i> 跑道	32	deliver /dɪ'lɪvə/ <i>v.</i> 递送, 传送	38
		thanks to 归功于……, 多亏……	38



Words and expressions



advance /əd'vɑ:ns/ <i>n.</i> 进步, 进展	38	□ pour /pɔ:/ <i>v.</i> 灌, 注, 倒	42
significantly /sɪg'nɪfɪkəntli/ <i>adv.</i> 重大地, 显著地	38	□ pot /pɒt/ <i>n.</i> 锅	42
social media 社交媒体	38	□ gram /græm/ <i>n.</i> 克	42
maintain /meɪn'teɪn/ <i>v.</i> 保持, 维持	38	□ pack /pæk/ <i>n.</i> 小盒, 小包	42
wi-fi /'waɪ faɪ/ <i>n.</i> 无线网络, 无线上网	38	□ comfort /'kʌmfət/ <i>n.</i> 安慰, 慰藉	42
click /klɪk/ <i>v.</i> 点击 (鼠标)	39	□ patience /'peɪʃ(ə)ns/ <i>n.</i> 耐心	42
digital /'dɪdʒɪtl/ <i>adj.</i> 数字的, 数码的	39	□ passion /'pæʃ(ə)n/ <i>n.</i> 强烈的情感, 激情	42
enable /ɪ'neɪb(ə)/ <i>v.</i> 使可能, 使发生	39	* generosity /ˌdʒenə'rɒsɪti/ <i>n.</i> 慷慨, 大方	42
□ unusual /ʌn'ju:ʒuəl/ <i>adj.</i> 异常的, 不平常的	39	□ slice /slaɪs/ <i>n.</i> 片, 薄片	42
site /saɪt/ <i>n.</i> 网站	39	* humour /'hju:mə/ <i>n.</i> 幽默感	42
tend /tend/ <i>v.</i> 易于做某事, 往往会发生某事	39	quality /'kwɒləti/ <i>n.</i> 素质, 品德	42
update /ʌp'deɪt/ <i>n.</i> 最新消息	39	anxious /'æŋkʃəs/ <i>adj.</i> 焦虑的, 不安的	42
□ saying /'seɪ-ɪŋ/ <i>n.</i> 格言, 谚语, 警句	39	distance /'dɪstəns/ <i>v.</i> 使与……保持距离, 撇清和……的关系	43
* criminal /'krɪmɪn(ə)/ <i>n.</i> 罪犯	39	postpone /pəʊs'pəʊn/ <i>v.</i> 使 (事件、行动等) 延期, 推迟	43
□ bathwater /'bɑ:θ,wɔ:tə/ <i>n.</i> 浴水, 洗澡水	39	ordinary /'ɔ:d(ə)nəri/ <i>adj.</i> 普通的, 平常的	44
throw the baby out with the bathwater 不分良莠一起抛弃	39	* scar /skɑ:/ <i>n.</i> 伤疤	44
acquire /ə'kwaɪə/ <i>v.</i> 获得, 得到	39	* dine /daɪn/ <i>v.</i> 进餐	44
goods /gʊdz/ <i>n.</i> 商品	39	* chum /tʃʌm/ <i>n.</i> 好朋友	44
prove /pru:v/ <i>v.</i> 证明, 证实	40	* chap /tʃæp/ <i>n.</i> 小伙子, 家伙	44
illustrate /ɪ'ləstreɪt/ <i>v.</i> (举例) 说明, 阐明	40	* fortune /'fɔ:tʃ(ə)n/ <i>n.</i> 大笔的钱, 巨款	44
diagram /'daɪəgræm/ <i>n.</i> 图解, 示意图	40	make one's fortune 发财	44
inspiring /ɪn'spaɪərɪŋ/ <i>adj.</i> 鼓舞人心的, 启发灵感的	41	□ drag /dræg/ <i>v.</i> 拖, 拉	44
teenager /'ti:neɪdʒə/ <i>n.</i> 青少年, 十几岁的孩子 (13 到 19 岁之间的孩子)	41	ought to 应该, 应当	44
		* destiny /'destɪni/ <i>n.</i> 命运, 天命	44
		□ correspond /ˌkɒrɪ'spɒnd/ <i>v.</i> 通信	45

* proposition /ˌprɒpə'zɪʃ(ə)n/ <i>n.</i> 事业, 生意	45	annual /'ænjʊəl/ <i>adj.</i> 一年一度的, 每年的	50
* hustle /'hʌs(ə)l/ <i>v.</i> 拼命干, 努力干	45	* migration /maɪ'greɪʃ(ə)n/ <i>n.</i> 迁徙	50
* staunch /stɔːntʃ/ <i>adj.</i> 坚定的, 忠实可靠的	45	* migrate /maɪ'greɪt/ <i>v.</i> 移栖, 迁徙	50
partner /'pɑːtnə/ <i>n.</i> 伙伴, 搭档	45	seek /siːk/ <i>v.</i> 寻找, 寻求	50
turn up (意外地或终于) 出现	45	□ professor /prə'fesə/ <i>n.</i> 教授	50
* excerpt /'eksɜːpt/ <i>n.</i> 摘录, 节录	45	measure /'meɪʒə/ <i>v.</i> 量, 测量	50
□ appointed /ə'pɔɪntɪd/ <i>adj.</i> 约定的, 指定的	46	position /pə'zɪʃ(ə)n/ <i>n.</i> 位置	50
□ strike /straɪk/ <i>v.</i> 划(火柴)	46	determine /dɪ'tɜːmɪn/ <i>v.</i> 测定, 确定	50
* cigar /sɪ'gɑː/ <i>n.</i> 雪茄烟	46	eventually /ɪ'ventʃʊəli/ <i>adv.</i> 终于, 最终	51
□ plain /pleɪn/ <i>adj.</i> 简单的, 朴素的	46	solution /sə'ljuːʃ(ə)n/ <i>n.</i> 解决, 解决方法	51
scene /siːn/ <i>n.</i> 场景	46	* mystery /'mɪst(ə)rɪ/ <i>n.</i> 难以理解的事物, 谜	51
□ bitterly /'bɪtəli/ <i>adv.</i> 痛苦地, 愤恨地	47	amazing /ə'meɪzɪŋ/ <i>adj.</i> 惊人的, 了不起的	51
□ ashamed /ə'seɪmd/ <i>adj.</i> 感到不好意思的, 难为情的	47	crash /kræʃ/ <i>v.</i> 暴跌	51
□ unfold /ʌn'fəʊld/ <i>v.</i> (卷着的东西) 展开, 打开	47	per cent /pə'sent/ <i>n.</i> 百分比	51
location /ləʊ'keɪʃ(ə)n/ <i>n.</i> 地点, 位置	47	destroy /dɪ'strɔɪ/ <i>v.</i> 破坏, 毁掉	51
□ surroundings /sə'raʊndɪŋz/ <i>n.</i> 周围的事物, 环境	47	□ chemical /'kemɪk(ə)l/ <i>n.</i> 化学品	51
personality /ˌpɜːsə'nælɪti/ <i>n.</i> 个性, 性格	47	* caterpillar /'kætəpɪlə/ <i>n.</i> 毛虫(蝴蝶等昆虫的幼虫)	51
□ atmosphere /'ætməsfɪə/ <i>n.</i> 气氛, 氛围, 环境	47	□ creature /'kri:tʃə/ <i>n.</i> 生物, 动物	51
□ clarity /'tʃærɪti/ <i>n.</i> 慈善机构, 慈善团体	49	survive /sə'vaɪv/ <i>v.</i> 活下来, 幸存	51
* monarch /'mɒnək/ <i>n.</i> 君主, 国王	50	effect /ɪ'fekt/ <i>n.</i> 影响, 结果	52
monarch butterfly 黑脉金斑蝶	50	flow chart 流程图, 作业图	52
Atlantic /ət'læntɪk/ <i>adj.</i> 大西洋的	50	□ accommodation /əˌkɒmə'deɪʃ(ə)n/ <i>n.</i> 住处, 工作场所	53
whale /weɪl/ <i>n.</i> 鲸	50	□ idiom /'ɪdiəm/ <i>n.</i> 习语, 成语	54
		kill two birds with one stone 一举两得, 一箭双雕	54



□ mineral /'mɪnərəl/ <i>n.</i> 矿物, 矿产	65	□ camel /'kæm(ə)l/ <i>n.</i> 骆驼	66
□ consumer /kən'sju:mə/ <i>n.</i> 消费者	65	desert /'dezət/ <i>n.</i> 沙漠, 荒漠	66
□ priority /praɪ'ɒrɪti/ <i>n.</i> 优先处理的事, 当务之急	65	□ sail /seɪl/ <i>v.</i> (乘船) 航行	66
□ beauty /'bjʊ:ti/ <i>n.</i> 美, 美丽	65	climate /'klaɪmɪt/ <i>n.</i> 气候	67
□ barrier /'bæriə/ <i>n.</i> 障碍, 壁垒	66	inside /ɪn'saɪd/ <i>adv.</i> 在(建筑物、房间)内	67
* reef /ri:f/ <i>n.</i> 礁	66	publish /'pʌblɪʃ/ <i>v.</i> 出版	68
□ structure /'strʌktʃə/ <i>n.</i> 结构, 构造, 组织	66	green fingers 高超的种植技能	68
living /'lɪvɪŋ/ <i>adj.</i> 活的, 活着的	66	* sunflower /'sʌn,flaʊə/ <i>n.</i> 向日葵	68
* organism /'ɔ:ɡənɪz(ə)m/ <i>n.</i> 生物, 有机体	66	expert /'ekspɜ:t/ <i>adj.</i> 内行的, 专家的	68
* observatory /əb'zɜ:vət(ə)ri/ <i>n.</i> 天文台, 观象台	66	branch /brɑ:ntʃ/ <i>n.</i> 树枝	68
□ basin /'beɪs(ə)n/ <i>n.</i> 盆地, 低洼地	66	□ rent /rent/ <i>v.</i> 租用, 租借	69
□ grand /grænd/ <i>adj.</i> 宏伟的, 壮丽的	66	□ rooftop /'ru:ftɒp/ <i>n.</i> 屋顶	69
* canyon /'kænjən/ <i>n.</i> 峡谷	66	* thistle /'θɪs(ə)l/ <i>n.</i> 蓟	69
□ valley /'væli/ <i>n.</i> 谷, 山谷	66	limited /'lɪmɪtɪd/ <i>adj.</i> 有限的	70
narrow /'nærəʊ/ <i>adj.</i> 狭窄的, 不宽的	66	benefit /'benɪfɪt/ <i>n.</i> 好处, 益处	70
□ platform /'plætfɔ:m/ <i>n.</i> 高台, 平台	66	□ herb /hɜ:b/ <i>n.</i> (用于调味) 香草	71
* waterfall /'wɔ:təfɔ:l/ <i>n.</i> 瀑布	66	□ pleasant /'plez(ə)nt/ <i>adj.</i> 令人愉快的	71
□ thunder /'θʌndə/ <i>v.</i> 打雷	66	□ flavour /'fleɪvə/ <i>n.</i> 味, 味道	71
□ channel /'tʃænl/ <i>n.</i> 海峡	66	energy /'enədʒi/ <i>n.</i> 力量, 活力	71
* tunnel /'tʌnl/ <i>n.</i> 隧道	66	system /'sɪstəm/ <i>n.</i> 系统	71

Vocabulary

A		Atlantic /ə'tlæntɪk/ <i>adj.</i> 大西洋的	50
□ accommodation /ə,kɒmə'deɪʃ(ə)n/ <i>n.</i> 住处, 工作场所	53	□ atmosphere /'ætmə'sfɪə/ <i>n.</i> 气氛, 氛围, 环境	47
acquire /ə'kwɪə/ <i>v.</i> 获得, 得到	39	author /'ɔ:θə/ <i>n.</i> 作者, 作家	2
actually /'æktʃuəli/ <i>adv.</i> 事实上, 实际上	21	authority /ɔ:'θɒrɪti/ <i>n.</i> 当权, 权力	54
addition /ə'dɪʃ(ə)n/ <i>n.</i> 增加物, 添加物	19	award /ə'wɔ:d/ <i>n.</i> 奖, 奖赏	8
admire /əd'maɪə/ <i>v.</i> 钦佩, 赞美, 羡慕	32	aware /ə'weə/ <i>adj.</i> 意识到的, 明白的	24
advance /əd'vɑ:ns/ <i>n.</i> 进步, 进展	38	B	
adventure /əd'ventʃə/ <i>n.</i> 历险(经历), 奇遇	37	badminton /'bædmɪntən/ <i>n.</i> 羽毛球	6
after all 毕竟, 终究	57	band /bænd/ <i>n.</i> 乐队, 乐团	6
agriculture /'ægrɪ,kʌltʃə/ <i>n.</i> 农业	63	□ barrier /'bæriə/ <i>n.</i> 障碍, 壁垒	66
aim /eɪm/ <i>v.</i> 力求达到	31	base /beɪs/ <i>v.</i> 以……为基础	24
* airsick /'eə,sɪk/ <i>adj.</i> 晕机的	14	□ basin /'beɪs(ə)n/ <i>n.</i> 盆地, 低洼地	66
alarm /ə'lɑ:m/ <i>n.</i> 警报器; 闹钟	15	□ bathwater /'bɑ:θ,wɔ:tə/ <i>n.</i> 浴水, 洗澡水	39
amazing /ə'meɪzɪŋ/ <i>adj.</i> 惊人的, 了不起的	51	be aware of 意识到, 察觉到	24
annual /'ænjʊəl/ <i>adj.</i> 一年一度的, 每年的	50	□ beard /brɪəd/ <i>n.</i> 胡须	30
anxious /'æŋkʃəs/ <i>adj.</i> 焦虑的, 不安的	42	□ beauty /'bjʊ:ti/ <i>n.</i> 美, 美丽	65
apartment /ə'pɑ:tmənt/ <i>n.</i> 一套住房, 公寓套房	18	behavior /br'heɪvjə/ <i>n.</i> 举止, 行为	15
apologise /ə'pɒlədʒaɪz/ <i>v.</i> 道歉	31	benefit /'benɪfɪt/ <i>n.</i> 好处, 益处	70
apply /ə'plai/ <i>v.</i> 申请	7	□ bitterly /'bɪtəli/ <i>adv.</i> 痛苦地, 愤恨地	47
□ appointed /ə'pɒɪntɪd/ <i>adj.</i> 约定的, 指定的	46	boot /bu:t/ <i>n.</i> 靴子	21
approach /ə'prəʊtʃ/ <i>v.</i> 走近, 靠近	27	branch /brɑ:ntʃ/ <i>n.</i> 树枝	68
argue /'ɑ:gju:/ <i>v.</i> 争论, 争辩	6	brave the elements 不顾天气恶劣, 冒着风雨	56
□ ashamed /ə'ʃeɪmd/ <i>adj.</i> 感到不好意思的, 难为情的	47	breathe /bri:ð/ <i>v.</i> 呼吸	3
assume /ə'sju:m/ <i>v.</i> 假定, 假设, 认为	27	* breathtaking /'breθrɪ'teɪkɪŋ/ <i>adj.</i> 令人惊叹的	57
athlete /'æθli:t/ <i>n.</i> 运动员, 田径运动员	33	burn down 烧毁	15
		burn up 烧毁, 烧尽	15

butterflies in one's stomach 情绪紧张, 心里发慌	3	* cigar /sɪ'gɑː/ <i>n.</i> 雪茄烟	46
* butterfly /'bʌtəflaɪ/ <i>n.</i> 蝴蝶	3	click /kɪk/ <i>v.</i> 点击(鼠标)	39
button /'bʌtn/ <i>n.</i> 按钮	56	climate /'klaɪmɪt/ <i>n.</i> 气候	67
		□ collection /kə'leɪʃ(ə)n/ <i>n.</i> (一批)收藏品	3
		come across 偶然发现	17
		□ comfort /'kʌmfət/ <i>n.</i> 安慰, 慰藉	42
C		comment /'kɒment/ <i>n.</i> 评论	20
calm /kɑ:m/ <i>adj.</i> 镇静的, 沉着的	3	committee /kə'mɪti/ <i>n.</i> 委员会	12
□ camel /'kæm(ə)/ <i>n.</i> 骆驼	66	* completion /kəm'pli:ʃ(ə)n/ <i>n.</i> 完成, 结束	62
campus /'kæmpəs/ <i>n.</i> 校园	1	concentrate /'kɒns(ə)ntreɪt/ <i>v.</i> 专注, 专心	57
* canyon /'kænjən/ <i>n.</i> 峡谷	66	confident /'kɒnfɪdənt/ <i>adj.</i> 有信心的, 自信的	4
* capitalized /'kæpɪtlaɪzd/ <i>adj.</i> 大写的	15	□ confusing /kən'fju:zɪŋ/ <i>adj.</i> 令人困惑的	15
* capture /'kæptʃə/ <i>v.</i> (用文字或图片)记录, 捕捉	57	□ consumer /kən'sju:mə/ <i>n.</i> 消费者	65
□ career /kə'riə/ <i>n.</i> 职业, 事业	27	contact /'kɒntækt/ <i>v.</i> 联系, 联络	17
* carsick /'kɑ:sɪk/ <i>adj.</i> 晕车的	14	contain /kən'teɪn/ <i>v.</i> 包含, 含有	32
* caterpillar /'kætəpɪlə/ <i>n.</i> 毛虫(蝴蝶等昆虫的 幼虫)	51	context /'kɒntekst/ <i>n.</i> 上下文, 语境	18
challenge /'tʃæləndʒ/ <i>n.</i> 挑战	3	□ correspond /,kɒrɪ'spɒnd/ <i>v.</i> 通信	45
□ channel /'tʃænl/ <i>n.</i> 海峡	66	court /kɔ:t/ <i>n.</i> 法院, 法庭	27
* chap /tʃæp/ <i>n.</i> 小伙子, 家伙	44	crash /kræʃ/ <i>v.</i> 暴跌	51
character /'kærɪktə/ <i>n.</i> (书、剧本、电影等中的) 人物, 角色	26	creative /kri'eɪtɪv/ <i>adj.</i> 创造(性)的	16
charity /'tʃærɪti/ <i>n.</i> 慈善机构, 慈善团体	49	creativity /,kri:ə'tɪvɪti/ <i>n.</i> 创造性, 创造力	15
chat /tʃæt/ <i>n.</i> 闲谈, 聊天	27	□ creature /'kri:tʃə/ <i>n.</i> 生物, 动物	51
□ cheek /tʃi:k/ <i>n.</i> 面颊, 脸颊	30	* criminal /'krɪmɪn(ə)/ <i>n.</i> 罪犯	39
□ chemical /'kemɪk(ə)/ <i>n.</i> 化学品	51	□ crop /krɒp/ <i>n.</i> 庄稼, 作物	63
* chum /tʃʌm/ <i>n.</i> 好朋友	44	curious /'kjʊəriəs/ <i>adj.</i> 好奇的	1
		currently /'kʌrəntli/ <i>adv.</i> 现时, 当前	29
		□ curtain /'kɜ:tɪn/ <i>n.</i> (舞台上的)幕, 帷幕	27

Vocabulary

D

□ debate /dɪ'beɪt/ <i>n.</i> 讨论, 辩论	6
deliver /dɪ'lɪvə/ <i>v.</i> 递送, 传送	38
description /dɪ'skrɪpʃ(ə)n/ <i>n.</i> 描述, 描写, 叙述, 形容	4
desert /'dezət/ <i>n.</i> 沙漠, 荒漠	66
design /dɪ'zain/ <i>v.</i> 设计	63
despite /dɪ'spaɪt/ <i>prep.</i> 尽管, 虽然	33
* destiny /'destni/ <i>n.</i> 命运, 天命	44
destroy /dɪ'strɔɪ/ <i>v.</i> 破坏, 毁掉	51
detail /'di:teɪl/ <i>n.</i> 细节, 细微之处	32
determine /dɪ'tɜ:mɪn/ <i>v.</i> 测定, 确定	50
diagram /'daɪəgræm/ <i>n.</i> 图解, 示意图	40
digital /'dɪdʒɪtl/ <i>adj.</i> 数字的, 数码的	39
* dine /daɪn/ <i>v.</i> 进餐	44
dinosaur /'daɪnəsɔ:/ <i>n.</i> 恐龙	6
□ disqualify /dɪs'kwɒlɪfaɪ/ <i>v.</i> (因犯规而) 取消……的资格	33
distance /'dɪstəns/ <i>v.</i> 使与……保持距离, 撇清和……的关系	43
dolphin /'dɒlfɪn/ <i>n.</i> 海豚	6
downstairs /,daʊn'steəz/ <i>adv.</i> 在楼下	21
downtown /,daʊn'taʊn/ <i>adj.</i> 在城镇中心区的, 在闹市区的	21
□ drag /dræg/ <i>v.</i> 拖, 拉	44
□ drama /'drɑ:mə/ <i>n.</i> 戏剧	6
□ dynasty /'dɪnəsti/ <i>n.</i> 朝代	62

E

eagerness /'i:gənəs/ <i>n.</i> 热切, 渴望	2
□ eagle /'i:g(ə)l/ <i>n.</i> 鹰	57
effect /ɪ'fekt/ <i>n.</i> 影响, 结果	52
* eggplant /'egplɑ:nt/ <i>n.</i> 茄子	14
element /'elɪmənt/ <i>n.</i> 基本部分, 要素	56
* elevator /'elɪveɪtə/ <i>n.</i> 电梯, 升降机	18
enable /ɪ'neɪb(ə)l/ <i>v.</i> 使可能, 使发生	39
□ encounter /ɪn'kaʊntə/ <i>n.</i> 意外地遇见, 与……邂逅	57
energy /'enədʒi/ <i>n.</i> 力量, 活力	71
engine /'endʒɪn/ <i>n.</i> 发动机, 引擎	3
□ enormously /ɪ'nɔ:məsli/ <i>adv.</i> 非常, 极其	33
entire /ɪn'taɪə/ <i>adj.</i> 全部的, 整个的	33
entrance /'entrəns/ <i>n.</i> 大门(口), 入口(处)	21
error /'erə/ <i>n.</i> 错误, 谬误	21
event /ɪ'vent/ <i>n.</i> 活动(指演出、体育比赛、聚会等)	31
eventually /ɪ'ventʃuəli/ <i>adv.</i> 终于, 最终	51
* excerpt /'eksɜ:pt/ <i>n.</i> 摘录, 节录	45
exchange /ɪks'tʃeɪndʒ/ <i>v.</i> 意见、信息等交流	12
exit /'egzɪt/ <i>n.</i> 出口	21
expert /'ekspɜ:t/ <i>adj.</i> 内行的, 专家的	68
explore /ɪk'splɔ:/ <i>v.</i> 考察, 探险	2
extra /'ekstrə/ <i>adj.</i> 额外的, 另外的	32

F		* generosity /ˌdʒenə'reɪsəti/ <i>n.</i> 慷慨, 大方	42
facility /fə'sɪlɪti/ <i>n.</i> 设施	1	go all out 全力以赴, 竭尽全力	9
familiar /fə'mɪliə/ <i>adj.</i> 熟悉的	37	goods /ɡʊdz/ <i>n.</i> 商品	39
feature /'fi:tʃə/ <i>n.</i> (报纸或杂志的) 特写	32	graduate /'ɡrædʒueɪt/ <i>v.</i> 毕业	9
figure /'fɪɡə/ <i>v.</i> 认为, 以为	9	□ gram /ɡræm/ <i>n.</i> 克	42
file /faɪl/ <i>n.</i> 档案, 文件	59	□ grand /ɡrænd/ <i>adj.</i> 宏伟的, 壮丽的	66
flat /flæt/ <i>n.</i> 一套住房, 公寓套房	18	green fingers 高超的种植技能	68
□ flavour /'fleɪvə/ <i>n.</i> 味, 味道	71	gym /dʒɪm/ <i>n.</i> 体育馆, 健身房	6
flow chart 流程图, 作业图	52	H	
focus /'fəʊkəs/ <i>v.</i> (把……) 集中(于)	27	□ ham /hæm/ <i>n.</i> 火腿	14
□ forever /fə'revə/ <i>adv.</i> 永远	37	□ harm /hɑ:m/ <i>v.</i> 伤害, 损害	63
former /'fɔ:mə/ <i>adj.</i> 从前的	9	□ harmony /'hɑ:məni/ <i>n.</i> 融洽相处, 和谐	63
* fortune /'fɔ:tʃ(ə)n/ <i>n.</i> 大笔的钱, 巨款	44	have a frog in one's throat (尤因喉咙痛)	
* forum /'fɔ:rəm/ <i>n.</i> (因特网上的) 论坛, 讨论区	20	说话困难	21
forward /'fɔ:wəd/ <i>adv.</i> 向前	11	□ herb /hɜ:b/ <i>n.</i> (用于调味) 香草	71
□ found /faʊnd/ <i>v.</i> 创立, 创建	55	* highway /'haɪweɪ/ <i>n.</i> 公路	18
□ freeze /fri:z/ <i>v.</i> 突然停止, 呆住	57	* hint /hɪnt/ <i>n.</i> 有益的建议	8
frightened /'fraɪnd/ <i>adj.</i> 受惊的, 害怕的	9	hold your horses 慢点, 别急	54
□ frog /frɒɡ/ <i>n.</i> 蛙, 青蛙	21	* homesick /'həʊm,sɪk/ <i>adj.</i> 想家的	14
□ frost /frɒst/ <i>n.</i> 霜	62	* humour /'hju:mə/ <i>n.</i> 幽默感	42
G		* hustle /'hʌs(ə)l/ <i>v.</i> 拼命干, 努力干	45
□ gain /geɪn/ <i>v.</i> 获得, 赢得	7	I	
gap /ɡæp/ <i>n.</i> 差距, 差别	28	□ idiom /'ɪdiəm/ <i>n.</i> 习语, 成语	54
gas /ɡæs/ <i>n.</i> 汽油	18	ignore /ɪɡ'nɔ:/ <i>v.</i> 忽视, 不理	27
generation /ˌdʒenə'reɪʃ(ə)n/ <i>n.</i> 一代(人)	28		

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illustrate /'iləstreɪt/ <i>v.</i> (举例) 说明, 阐明	40		
image /'ɪmɪdʒ/ <i>n.</i> 图像, 影像	57		
impact /'ɪmpækt/ <i>n.</i> 作用, 影响	31		
impression /ɪm'preʃ(ə)n/ <i>n.</i> 印象, 感想	1		
□ impressive /ɪm'presɪv/ <i>adj.</i> 令人钦佩的, 给人深刻印象的	1		
improve /ɪm'pru:v/ <i>v.</i> 改善, 改进	12		
in panic 惊慌地	3		
in particular 尤其, 特别	9		
in the lead 领先	32		
indeed /ɪn'di:d/ <i>adv.</i> 当然, 确实 (用于强调陈述或回答)	35		
individual /,ɪndɪ'vɪdʒuəl/ <i>adj.</i> 独特的, 与众不同的 (一般含褒义)	32		
informal /ɪn'fɔ:m(ə)n/ <i>adj.</i> (书写或言谈) 非正式的	22		
□ inner /'ɪnə/ <i>adj.</i> (想法或情感) 未表达出来的, 隐藏的, 内心的	6		
insect /'ɪnsekt/ <i>n.</i> 昆虫	3		
inside /ɪn'saɪd/ <i>adv.</i> 在 (建筑物、房间) 内	67		
inspiring /ɪn'spaɪərɪŋ/ <i>adj.</i> 鼓舞人心的, 启发灵感的	41		
intelligent /ɪn'telɪdʒ(ə)nt/ <i>adj.</i> 有智慧的, 聪明的	6		
intend /ɪn'tend/ <i>v.</i> 计划, 打算	22		
□ investigate /ɪn'vestɪgeɪt/ <i>v.</i> 查明, 调查	6		
issue /'ɪʃu/ <i>n.</i> (尤指社会或政治方面的) 议题; 争论的问题	31		
		J	
		□ jaw /dʒɔ:/ <i>n.</i> 下巴, 下颌	30
		jogging /'dʒɔ:gɪŋ/ <i>n.</i> 慢跑锻炼	30
		journal /'dʒɜ:nl/ <i>n.</i> 日记, 日志	11
		judge /dʒʌdʒ/ <i>v.</i> 认为, 判断	32
		junior /'dʒu:nɪə/ <i>adj.</i> 低年级的	11
		K	
		kill two birds with one stone 一举两得, 一箭双雕	54
		L	
		□ lawyer /'lɔ:jə/ <i>n.</i> 律师	27
		likely /'lɪkli/ <i>adj.</i> 可能的, 可能发生的	17
		limited /'lɪmɪtɪd/ <i>adj.</i> 有限的	70
		living /'lɪvɪŋ/ <i>adj.</i> 活的, 活着的	66
		location /ləʊ'keɪʃ(ə)n/ <i>n.</i> 地点, 位置	47
		look forward to (兴奋地) 期待, 盼望	11
		lose track of 不了解……的情况, 不了解……的动态	38
		M	
		maintain /meɪn'teɪn/ <i>v.</i> 保持, 维持	38
		make one's fortune 发财	44
		material /mə'tɪəriəl/ <i>n.</i> 材料	65
		measure /'meɪʒə/ <i>v.</i> 量, 测量	50
		medal /'medl/ <i>n.</i> 奖牌, 勋章	33

media /'mi:diə/ <i>n.</i> 新闻媒体, 传媒	32	one by one 依次地, 一个接一个地	3
memorise /'meməraɪz/ <i>v.</i> 记住, 熟记	11	onto /'ɒntə/ <i>prep.</i> 到……上, 向……上, 朝……上	32
memory /'mem(ə)ri/ <i>n.</i> 记忆, 回忆	30	opportunity /'ɒpə'tju:ni/ <i>n.</i> 机会, 时机	8
* migrate /maɪ'greɪt/ <i>v.</i> 移栖, 迁徙	50	□ opposing /ə'pəʊzɪŋ/ <i>adj.</i> (观点、意见等) 相反的, 相对立的	15
* migration /maɪ'greɪʃ(ə)n/ <i>n.</i> 迁徙	50	option /'ɒpʃ(ə)n/ <i>n.</i> 选择, 可选择的东西	27
□ million /'mɪljən/ <i>num.</i> 百万	33	ordinary /'ɔ:d(ə)nəri/ <i>adj.</i> 普通的, 平常的	44
□ mineral /'mɪnərəl/ <i>n.</i> 矿物, 矿产	65	organise /'ɔ:gənaɪz/ <i>v.</i> 组织	3
misadventure /,mɪsəd'ventʃə/ <i>n.</i> 事故, 灾难	20	* organism /'ɔ:gənɪz(ə)m/ <i>n.</i> 生物, 有机体	66
moment /'mɒmənt/ <i>n.</i> 某一时刻	2	organization /,ɔ:gənə'zeɪʃ(ə)n/ <i>n.</i> 组织, 团体, 机构	17
* monarch /'mɒnək/ <i>n.</i> 君主, 国王	50	* orientation /,ɔ:riən'teɪʃ(ə)n/ <i>n.</i> (新工作或学习 课程开始前一段时间的) 培训, 迎新	9
monarch butterfly 黑脉金斑蝶	50	Orientation Day 迎新日	9
* motorway /'məʊtəweɪ/ <i>n.</i> 高速公路	18	ought to 应该, 应当	44
* mystery /'mɪst(ə)ri/ <i>n.</i> 难以理解的事物, 谜	51		
N			
narrow /'nærəʊ/ <i>adj.</i> 狭窄的, 不宽的	66		
nation /'neɪʃ(ə)n/ <i>n.</i> 国家	31		
neat /ni:t/ <i>adj.</i> 好的, 令人愉快的	9		
negative /'negətɪv/ <i>adj.</i> 消极的, 负面的	21		
nowadays /'naʊədəɪz/ <i>adv.</i> 现今, 现时	30		
* nudge /nʌdʒ/ <i>n.</i> (通常用肘) 轻推	3		
O			
* observatory /əb'zɜ:vət(ə)ri/ <i>n.</i> 天文台, 气象台	66		
observe /əb'zɜ:v/ <i>v.</i> 庆祝, 过(节日、生日等)	31		
obviously /'ɒbvɪəsli/ <i>adv.</i> 明显地, 显而易见地	33		
odd /ɒd/ <i>adj.</i> 奇特的, 古怪的	21		
		P	
		□ pack /pæk/ <i>n.</i> 小盒, 小包	42
		□ panic /'pænɪk/ <i>n.</i> 惊恐, 惊慌	3
		particular /pə'tɪkjʊlə/ <i>adj.</i> 特定的, 特指的	9
		partner /'pɑ:tənə/ <i>n.</i> 伙伴, 搭档	45
		□ passion /'pæʃ(ə)n/ <i>n.</i> 强烈的情感, 激情	42
		path /pɑ:θ/ <i>n.</i> 小径, 小道	57
		□ patience /'peɪʃ(ə)ns/ <i>n.</i> 耐心	42
		per /pə/ <i>prep.</i> 每	56
		per cent /pə'sent/ <i>n.</i> 百分比	51

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performance /pə'fɔ:məns/ <i>n.</i> (工作或活动中的) 表现	12	professional /prə'feʃ(ə)nəl/ <i>adj.</i> 职业的, 专业的	27
personality /ˌpɜ:sə'nælɪti/ <i>n.</i> 个性, 性格	47	□ professor /prə'fesə/ <i>n.</i> 教授	50
petrol /'petrəl/ <i>n.</i> 汽油	18	* proposition /ˌprɒpə'zɪʃ(ə)n/ <i>n.</i> 事业, 生意	45
□ photographer /fə'tɒgrəfə/ <i>n.</i> 摄影师	56	prove /pru:v/ <i>v.</i> 证明, 证实	40
* photography /fə'tɒgrəfi/ <i>n.</i> 摄影	6	publish /'pʌblɪʃ/ <i>v.</i> 出版	68
piano /pi'æniəʊ/ <i>n.</i> 钢琴	6		
* pine /paɪn/ <i>n.</i> 松树	14	Q	
* pineapple /'paɪnæp(ə)l/ <i>n.</i> 菠萝	14	quality /'kwɒlɪti/ <i>n.</i> 素质, 品德	42
□ plain /pleɪn/ <i>adj.</i> 简单的, 朴素的	46		
□ platform /'plætfɔ:m/ <i>n.</i> 高台, 平台	66	R	
□ pleasant /'plez(ə)nt/ <i>adj.</i> 令人愉快的	71	rain cats and dogs 倾盆大雨	54
pm /pi:'em/ 下午	6	□ rainbow /'reɪnbəʊ/ <i>n.</i> 彩虹	9
position /pə'zɪʃ(ə)n/ <i>n.</i> 位置	50	range /reɪndʒ/ <i>n.</i> 一系列	31
positive /'pɒzɪtɪv/ <i>adj.</i> 好的, 积极的	33	rate /reɪt/ <i>v.</i> 对……作评估, 评价	12
poster /'pəʊstə/ <i>n.</i> 海报	6	rather /'rɑ:ðə/ <i>adv.</i> 相当, 颇	20
postpone /pəʊs'pəʊn/ <i>v.</i> 使(事件、行动等) 延期, 推迟	43	reaction /ri'ækʃən/ <i>n.</i> (对某一情形或事件的) 反应	58
□ pot /pɒt/ <i>n.</i> 锅	42	recognise /'rekəɡnaɪz/ <i>v.</i> 认识, 辨认出	24
□ pour /pɔ:/ <i>v.</i> 灌, 注, 倒	42	recover /rɪ'kʌvə/ <i>v.</i> (从糟糕经历中) 恢复	56
powerful /'paʊəf(ə)l/ <i>adj.</i> 强有力的, 有影响(感染)力的	32	* reef /ri:f/ <i>n.</i> 礁	66
prefer /prɪ'fɜ:/ <i>v.</i> 更喜欢	38	refer /rɪ'fɜ:/ <i>v.</i> 提到, 谈到	10
pressure /'preʃə/ <i>n.</i> 压力	3	refer to 提到, 谈到	10
prevent /prɪ'vent/ <i>v.</i> 阻挡, 防止	63	reflect /rɪ'flekt/ <i>v.</i> 显示, 反映	15
□ priority /praɪ'ɒrɪti/ <i>n.</i> 优先处理的事, 当务之急	65	region /'ri:dʒ(ə)n/ <i>n.</i> 地区, 区域	62
		regularly /'regjʊləli/ <i>adv.</i> 经常	29

remind /rɪ'maɪnd/ <i>v.</i> 提醒, 使……想起	20	settle for 勉强接受, 将就	32
□ rent /rent/ <i>v.</i> 租用, 租借	69	shallow /'ʃæləʊ/ <i>adj.</i> 浅的	63
replace /rɪ'pleɪs/ <i>v.</i> 以……替换, 更换	65	sharp /ʃɑ:p/ <i>adj.</i> 敏锐的, 聪明的	6
resource /rɪ'zɔ:s/ <i>n.</i> 资料, (教学) 资源	20	sheet /ʃi:t/ <i>n.</i> (冰或水等的) 一大片	62
respect /rɪ'spekt/ <i>v.</i> 尊敬, 敬重	27	shock /ʃɒk/ <i>n.</i> 吃惊, 震惊	56
responsible /rɪ'spɒnsɪb(ə)l/ <i>adj.</i> (对事故、 错误、罪行等) 负有责任的, 应承担责任的	29	* sigh /saɪ/ <i>n.</i> 叹气, 叹息 (尤因厌烦、失望、 疲倦等)	27
□ rooftop /'ru:ftɒp/ <i>n.</i> 屋顶	69	sight /saɪt/ <i>n.</i> 看到, 看见	9
S		significantly /sɪg'nɪfɪkəntli/ <i>adv.</i> 重大地, 显著地	38
□ sail /seɪl/ <i>v.</i> (乘船) 航行	66	site /saɪt/ <i>n.</i> 网站	39
□ saying /'seɪ-ɪŋ/ <i>n.</i> 格言, 谚语, 警句	39	□ skateboarding /'sketbɔ:dɪŋ/ <i>n.</i> 滑板运动	11
* scar /skɑ:/ <i>n.</i> 伤疤	44	skin /skɪn/ <i>n.</i> 皮肤	30
scene /si:n/ <i>n.</i> 场景	46	□ slice /slaɪs/ <i>n.</i> 片, 薄片	42
schedule /'ʃedʒu:l/ <i>n.</i> 计划表, 进度表, 日程表	7	slim /slɪm/ <i>adj.</i> 苗条的, 修长的	30
□ sculpt /skʌlpt/ <i>v.</i> 雕刻, 雕塑	14	social media 社交媒体	38
□ sculpture /'skʌlptʃə/ <i>n.</i> 雕像, 雕刻品, 雕塑作品	14	□ soil /sɔɪl/ <i>n.</i> 土壤	63
* seasick /'si:sɪk/ <i>adj.</i> 晕船的	14	solution /sə'lju:ʃ(ə)n/ <i>n.</i> 解决, 解决方法	51
section /'sekʃ(ə)n/ <i>n.</i> 区域	21	somehow /'sʌmhəʊ/ <i>adv.</i> 用某种方法, 不知怎的	35
seek /si:k/ <i>v.</i> 寻找, 寻求	50	source /sɔ:s/ <i>n.</i> 来源, 出处	55
select /sə'lekt/ <i>v.</i> 挑选, 选择	9	specific /spə'sɪfɪk/ <i>adj.</i> 具体的, 特定的	10
senior /'si:nɪə/ <i>adj.</i> (地位、水平或级别) 高的, 高级的	1	stage /steɪdʒ/ <i>n.</i> 舞台	6
senior high 高中	1	□ stare /steə/ <i>v.</i> 凝视, 盯着看	57
series /'sɪəri:z/ <i>n.</i> 系列比赛	32	* staunch /stɔ:ntʃ/ <i>adj.</i> 坚定的, 忠实可靠的	45
settle /'setl/ <i>v.</i> 和解, 结束 (争论)	32	* steep /sti:p/ <i>adj.</i> 陡的, 陡峭的	63
		strength /streŋθ/ <i>n.</i> 强烈程度	31

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stress /stres/ <i>n.</i> 重音, 重读	31	* throat /θrəʊt/ <i>n.</i> 喉咙, 咽喉	21
□ strike /straɪk/ <i>v.</i> 划 (火柴)	46	throughout /θru:'aʊt/ <i>prep.</i> 在整个期间, 自始至终	33
□ structure /'strʌktʃə/ <i>n.</i> 结构, 构造, 组织	66	throw the baby out with the bathwater	
struggle /'strʌg(ə)l/ <i>v.</i> 奋斗, 拼搏	11	不分良莠一起抛弃	39
studio /'stju:diəʊ/ <i>n.</i> (音乐) 录音室	27	□ thunder /'θʌndə/ <i>v.</i> 打雷	66
style /stɑɪl/ <i>n.</i> 风格	32	title /'taɪtl/ <i>n.</i> 题目, 标题	14
□ subscribe /səb'skraɪb/ <i>v.</i> 订阅 (报纸或杂志)	8	topic /'tɒpɪk/ <i>n.</i> 话题, 论题	6
subway /'sʌbweɪ/ <i>n.</i> 地铁	18	track /træk/ <i>n.</i> 跑道	32
□ suit /su:t/ <i>v.</i> 适合	27	tradition /trə'dɪʃ(ə)n/ <i>n.</i> 传统	1
summary /'sʌməri/ <i>n.</i> 总结, 概要	32	* triathlon /traɪ'æθlən/ <i>n.</i> 铁人三项运动	32
* sunflower /'sʌnflaʊə/ <i>n.</i> 向日葵	68	* tunnel /'tʌnl/ <i>n.</i> 隧道	66
□ surroundings /sə'raʊndɪŋz/ <i>n.</i> 周围的事物, 环境	47	turn up (意外地或终于) 出现	45
survive /sə'vaɪv/ <i>v.</i> 活下来, 幸存	51	type /taɪp/ <i>n.</i> 类型, 种类	17
system /'sɪstəm/ <i>n.</i> 系统	71	typically /'tɪpɪkli/ <i>adv.</i> 一般, 通常	32
T			
talent /'tælənt/ <i>n.</i> 天赋, 才能	27	U	
teenager /'ti:neɪdʒə/ <i>n.</i> 青少年, 十几岁的孩子 (13 到 19 岁之间的孩子)	41	unfamiliar /ˌʌnfə'mɪliə/ <i>adj.</i> 不熟悉的, 不了解的	17
tend /tend/ <i>v.</i> 易于做某事, 往往会发生某事	39	□ unfold /ʌn'fəʊld/ <i>v.</i> (卷着的东西) 展开, 打开	47
* terrace /'terɪs/ <i>n.</i> 梯田	62	unique /ju:'ni:k/ <i>adj.</i> 独一无二的, 独特的	15
thanks to 归功于……, 多亏……	38	□ unusual /ʌn'ju:ʒuəl/ <i>adj.</i> 异常的, 不平常的	39
the elements 天气 (尤指坏天气)	56	update /ʌp'deɪt/ <i>n.</i> 最新消息	39
theme /θi:m/ <i>n.</i> 主题	31	V	
therefore /'ðeəfɔ:/ <i>adv.</i> 因此, 由此	62	□ valley /'væli/ <i>n.</i> 谷, 山谷	66
* thistle /'θɪs(ə)l/ <i>n.</i> 蓟	69	* vapour /'veɪpə/ <i>n.</i> 蒸气	63

variety /və'raɪəti/ <i>n.</i> 多样化, 变化	56	when the cat's away (the mice will play)	
various /'veəriəs/ <i>adj.</i> 各种各样的, 各种不同的	7	猫儿不在, 老鼠作怪 (指管事的不在, 下面的人玩个痛快)	54
view /vju:/ <i>n.</i> (一次) 观看	9	* wicked /'wɪkɪd/ <i>adj.</i> 缺德的, 邪恶的; 很棒的, 极好的	21
□ visible /'vɪzɪb(ə)l/ <i>adj.</i> 看得见的, 可见的	15	wi-fi /'waɪ faɪ/ <i>n.</i> 无线网络, 无线上网	38
volunteer /ˌvɒləntɪə/ <i>n.</i> 志愿者, 义务工作者, 自愿参加者	7	wind up 给 (机械) 上发条; 使 (活动、会议等) 结束	15
W		□ wrap /ræp/ <i>v.</i> 包, 裹	62
* waterfall /'wɔ:təfɔ:l/ <i>n.</i> 瀑布	66		
whale /weɪl/ <i>n.</i> 鲸	50		

Names and places



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Lisa /'li:zə/ 莉萨	9
Osborne /'ɒzbən/ 奥斯本	9
Maya Angelou /'maɪə 'ændʒəlʊ:/ 玛雅·安吉罗	9
Sarah /'seərə/ 萨拉	11
Yancy /'jænsi/ 扬西	21
Maggie /'mægi/ 玛吉	21
Sophie /'səʊfi/ 索菲	21
Julien /'dʒʊ:liən/ 朱利恩	21
Adam /'ædəm/ 亚当	29
Sally /'sæli/ 萨莉	29
Penny /'peni/ 彭妮	30
Anna /'ænə/ 安娜	30
Alice /'ælis/ 艾丽斯	31
Alistair Brownlee /'ælistə 'braʊnli/ 阿利斯泰尔·布朗利	32
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Aristotle /'ærɪstɒtl/ 亚里士多德	39
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Clara /'kleərə/ 克拉拉	43
Matt /mæt/ 马特	43
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William Sydney Porter /'wɪljəm 'sɪdni 'pɔ:tə(r)/ 威廉·悉尼·波特	44

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Eli Shlizerman /'i:lai 'ʃlaɪzəmən/ 伊莱·史莱泽曼	50
David Waters /'deɪvɪd 'wɔ:təz/ 戴维·沃特斯	53
Kay Silverman /keɪ 'sɪlvəmən/ 凯·西尔弗曼	53
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Junior high school language knowledge overview

Part I Functions

Giving personal information

My name is Li Fang.
I'm Chinese.
I'm 13 years old.
I'm in Class 4.

Talking about family members

Liz is Tony's aunt.
Mike and Helen are Tony's cousins.
These are my parents.
My mother is an English teacher.

Talking about school

There are six buildings in our school.
The library is on the left of the playground.
There are 30 students in my class.
Each lesson lasts for 45 minutes.

Talking about healthy food

Too much chocolate isn't good for you.
Too much sugar is bad for you.
Carrots are good for your eyes.
Meat and fish are healthy food.

Talking about daily routines

I go to school on weekdays.
I get up at half past seven.
We have Chinese at eight o'clock.
I go to bed at ten o'clock.

Describing animals

The tiger lives in Asia.
It likes water and is good at swimming.
The panda eats about 30 kilos of bamboo a day.
It's black and white.

Describing a process

First, open a new document.
Next, write your homework in the new document.
Finally, click "print" and "OK".

Inviting and describing birthday parties

Would you like to come to my birthday party?
Yes, I'd love to.
We eat birthday cake.
We sometimes give birthday cards.

Finding out what belongs to whom

Whose bag is this?
Is the football Tony's?
Are these crayons yours?
They're mine.

Asking and answering about abilities

What can you do?
Can you cook?
Yes, I can. / No, I can't.
Can Daming speak Chinese?

Describing the future

Everyone will study at home.
We won't travel by bus or bike any more.
Maybe there'll be traffic jams in the air.

Talking about going shopping

I'd like to buy a T-shirt for my mum.
May I try it on?
There's a sale on today.
How much are they?

Asking for, giving and following directions

Can you tell me the way to Wangfujing Dajie?
Go along the street and turn left at the third street on the left.
Is there a bookshop near here?
Take the Underground to the Olympic Sports Centre.

Talking about people's lives

Mark Twain was born in 1835 in Missouri.
He left school and began work at the age of 12.
Later he got work on a boat.
He became famous in the 1860s.

Talking about a holiday journey in the past

I went there two years ago and enjoyed it a lot.
We went to Disneyland.
We stayed there for two days.
Yesterday we went to the Louvre Museum.

Giving suggestions

We should always speak English in class.
Why not write down our mistakes in our notebooks?
How about listening to the radio?
Why don't we try to find some English pen friends?

Making comparisons

Ours is a bit bigger.
We have more students here.
People live longer than they did in the past.
But people don't take as much exercise as they used to.
The cheapest way is by coach.

Talking about intentions

I want to see the Peking Opera.
I hope to understand more next time.
I want to go to Xinjiang and ride horses.

Telling a story

Once upon a time, there was a little girl called Goldilocks.
First, she tried the big chair.
Finally, she tried the small chair.
Suddenly a white rabbit with pink eyes ran by.
Then she saw the Cheshire Cat.

Talking about what was happening at a specific time

While the lights were changing to red, a car suddenly appeared round the corner.
When the accident happened, I was walking along the street.
I was trying to pick it up when it bit me again.

Talking about population

The population of China is about 1.39 billion.
China has a population of about 1.39 billion.
That's almost one fifth of the world's population.
It was a city with 200,000 people.

Describing the weather

It's really cold today.
It's between minus eight and minus two degrees.
Most Decembers are wet and rainy.
We have cold winters and hot summers.

Describing customs

In China, we open a gift later.
You'd better not have your hair cut during the Spring Festival month.
In England, you usually drink tea with milk.
In some places, it isn't polite to look at people when you talk.

Talking about safety and first aid

Make sure he's warm.
Cover him with a coat.
Stay away from windows and heavy furniture.
Do not stand near street lights or under power lines.

Describing feelings and impressions

It looks lovely.
It smells too strong and it tastes a bit sour.
I can't tell you how excited I am about going to China!
He's really friendly and kind.
What a beautiful city!

Asking and answering questions about experiences

Have you ever won any prizes before?
Yes, I have. / No, I haven't.
I've never visited the US.
They have been to many interesting places.
I'm having a wonderful time in Beijing.

Talking about recent events

I've just made a model spaceship for our school project.
We have not found life on any other planets yet.
They have just received a message from one of our spaceships.

Talking about healthy living

Stop eating fast food and have breakfast every day.
Don't play computer games too much.
It is important for you to get about eight hours' sleep at night.
You should exercise for at least half an hour each day.

Talking about hobbies

I collect coins and notes.
I like playing volleyball, too.
He enjoys playing music as well as listening to it.
My hobby is reading.

Talking about future plans and activities

I'm leaving at the end of July.
I'm going to stay there for four weeks.
I'll finish my high school education here.
I want to become an English teacher!

Junior high school language knowledge overview

Talking about travelling

I'm having a wonderful time here in Zhangjiajie.
We'll be back home next week!
We toured the city by bus and by taxi.
We flew directly to Hong Kong.
It was great fun!

Asking for information

Could you explain what happened then?
Do you know why she treats you like that?
Can I take a message?

Talking about memories

When I was four years old, I sat close to the radio in the living room.
As I grew older, my interest in radio grew.
This was how my first real job in radio began.
I first appeared on TV at the age of 13.

Describing the location and size of places

It runs for several hundred metres on the eastern coast of Northern Ireland.
It is in the north of China.
The Grand Canyon was not just big.

Giving reasons

She's my hero because she's one of the best table tennis players in the world.
She trained hard, so she became a great player later.
He wrote books so that they could learn about how he treated the sick.

Talking about rules

Don't cross that rope.
No shouting, please!
You must be careful of falling stones.
You mustn't walk too close to the edge of the hill path.

Talking about books and writers

We're still influenced by Confucius's ideas.
The Adventures of Tom Sawyer is a great book.
Today, it is still read and loved by people all over the world.
It is thought to be one of the greatest American stories.
Plato was a great thinker and writer.

Describing a country

The Australians have a close relationship with the British.
The foods that Australians like most are ham and beef with lots of salad.
They love all sports, but the game that they like most is Australian football.
Australians speak English, but in their own way.

Measuring

The size of the photo that you take should be 9 cm x 13 cm.
It's about 1,700 metres wide and 100 metres high.

Talking about meals and eating customs

In some Western countries, lunch is usually eaten at about 1 pm.
Knives and forks are used for most Western food.
It is not polite if you leave as soon as you finish eating.
When the food is served, you should wait until you're invited to eat.

Describing language

I think Chinese will be more and more popular in the future.
It is now the common language for international travel.
English has borrowed many words from other languages.

Part II Pronunciation guide

(1)

Consonants	
Symbol	Keyword
p	pen
b	back
t	ten
d	day
k	keyboard
g	get
f	fat
v	visit
θ	thing
ð	then
s	soup
z	zoo
ʃ	shop
ʒ	usually
h	hot
tʃ	chair
dʒ	job
m	some
n	sun
ŋ	spring
w	war
l	let
r	red
j	year

Vowels		
	Symbol	Keyword
short	ɪ	bit
	e	desk
	æ	cat
	ɒ	dog
	ʌ	cut
	ʊ	put
	ə	about
	i	happy
long	u	actual
	i:	bean
	ɑ:	father
	ɔ:	four
	u:	pool
diphthongs	ɜ:	bird
	eɪ	make
	aɪ	lie
	ɔɪ	boy
	əʊ	home
	aʊ	now
	ɪə	idea
	eə	chair
ʊə	tour	

Junior high school language knowledge overview

(II)

/i:/	green	he	me	meet
/i:/	busy	country	family	happy
/ɪ/	big	live	sit	trip
/e/	desk	let	pen	red
/æ/	at	bag	cat	lab
/ə/	about	America	teacher	mother
/s:/	bird	girl	shirt	thirty
/ʌ/	luck	much	mum	sun
/ɑ:/	card	farm	park	start
/ɒ/	box	dog	hot	job
/ɔ:/	forty	important	morning	sport
/ʊ/	book	cook	football	good
/u:/	cool	food	room	tooth
/eɪ/	cake	date	game	name
/aɪ/	fine	like	nice	time
/ɔɪ/	boy	enjoy	join	
/əʊ/	close	home	open	those
/aʊ/	brown	down	how	now
/ɪə/	dear	hear	near	year
/eə/	chair	share	their	where
/əʊ/	tour			
/p/	help	map	pen	put
/b/	bean	bear	bit	bus
/t/	cut	let	tall	tea
/d/	dad	desk	good	hand

/k/	back	chick	kilo	kind
/g/	bag	egg	girl	green
/f/	Africa	family	father	friend
/v/	five	have	very	visit
/θ/	thank	thing	think	thirty
/ð/	brother	mother	that	then
/s/	sale	see	send	sit
/z/	eggs	is	labs	these
/ʃ/	fish	shall	she	wash
/ʒ/	usually			
/h/	home	house	how	hurry
/r/	read	red	rice	run
/tʃ/	chair	check	search	such
/dʒ/	January	job	join	juice
/tr/	travel	train	tree	trip
/dr/	draw	drink	drive	driver
/ts/	gets	lots	meets	parents
/dz/	cards	sends	weekends	words
/m/	home	make	meat	time
/n/	can	name	now	run
/ɪŋ/	coming	eating	standing	talking
/l/	call	leave	luck	wall
/w/	what	when	where	which
/j/	year	yes	you	your