

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。

Scope and sequence

Unit	Starting out	Understanding ideas	Using language	
			Grammar	Vocabulary
1 P1 Food for thought	Video: A taste of China	A child of two cuisines	Modals (1)	Food comments
Project: Surveying eating habits P73				
2 P13 Let's celebrate!	Video: Seasonal celebrations	The real Father Christmas	Modals (2)	Lantern Festival celebrations
Project: Making a poster about a festival P74				
3 P25 On the move	Video: Popular sports in the UK	A game for the world	to-infinitive as attributive and adverbial of result	Exercises you can do anywhere
Project: Organising a team sport event P75				
4 P37 Stage and screen	Video: The theatres that time never forgot	When <i>Hamlet</i> meets Peking Opera	-ing as adverbial	Types of TV programme
Project: Acting out a short play P76				
5 P49 On the road	Video: The top five tourist destinations	Blogging Australia	-ing as attributive	Planning a trip
Project: Making a travel brochure about a country P77				
6 P61 Earth first	Video: Save life on Earth	Sharks: dangerous or endangered?	-ing and -ed as complement	Dealing with global warming
Project: Campaigning for a greener school P78				
Appendices Communication bank P81 Learning aid P88 Words and expressions P112	Vocabulary P120 Names and places P129			

	Listening and Speaking	Developing ideas		Presenting ideas
		Reading	Writing	
	Healthy eating <i>Function:</i> Persuading others <i>Learning to learn:</i> Giving advice	Cold truths <i>Learning to learn:</i> Visual clues	Writing a recipe	Making recommendation to UNESCO's List of Intangible Cultural Heritage
	A festival invitation <i>Function:</i> Extending and accepting an invitation <i>Learning to learn:</i> Identifying key information in an invitation	Time for a change? <i>Learning to learn:</i> Facts and opinions	Writing a letter to express ideas	Creating your own special day
	Traditional sports in China <i>Function:</i> Giving explanations <i>Learning to learn:</i> Identifying key information in an interview	Running into a better life <i>Learning to learn:</i> Understanding charts and graphs	Writing a sports story	Recommending a sport for your PE class
	Watching a performance <i>Function:</i> Making arrangements <i>Learning to learn:</i> Using stress for emphasis	Good book, bad movie? <i>Learning to learn:</i> Using examples	Writing a movie review	Recommending a performance
	Visiting a new place <i>Function:</i> Asking for and giving information <i>Learning to learn:</i> Using a map	Coast to coast <i>Learning to learn:</i> Using pronouns to connect information	Writing a postcard	Introducing a tourist destination
	Environmental problems to be solved <i>Function:</i> Interrupting politely <i>Learning to learn:</i> Polite interruption	What's really green? <i>Learning to learn:</i> Skimming subheadings	Writing a persuasive letter	Doing a carbon footprint survey

同学们，欢迎大家继续学习《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。经过必修课程教材第一册的学习，大家对高中阶段英语的学习已有了基本认识，并取得了一定的进步。在此基础上，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。

必修课程教材第二册进一步展开话题，从饮食文化、节日传统，到体育与健康、戏剧与影视，再到旅行与环保，帮助大家加深对人与自我、人与社会、人与自然三大主题语境的认识，进一步发展英语学科核心素养。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，帮助大家在达成主题理解、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。

UNIT 1

Food for thought

Starting out



1 Watch the video and answer the questions.

- 1 What different types of food are introduced in the video?
- 2 Have you ever tried any of the food in the video? What did you think of it?

2 Match the food to the countries on the map and answer the questions.

- 1 Have you ever tried any of the food in the pictures? Which would you most like to try?
- 2 What food from other countries have you tried?



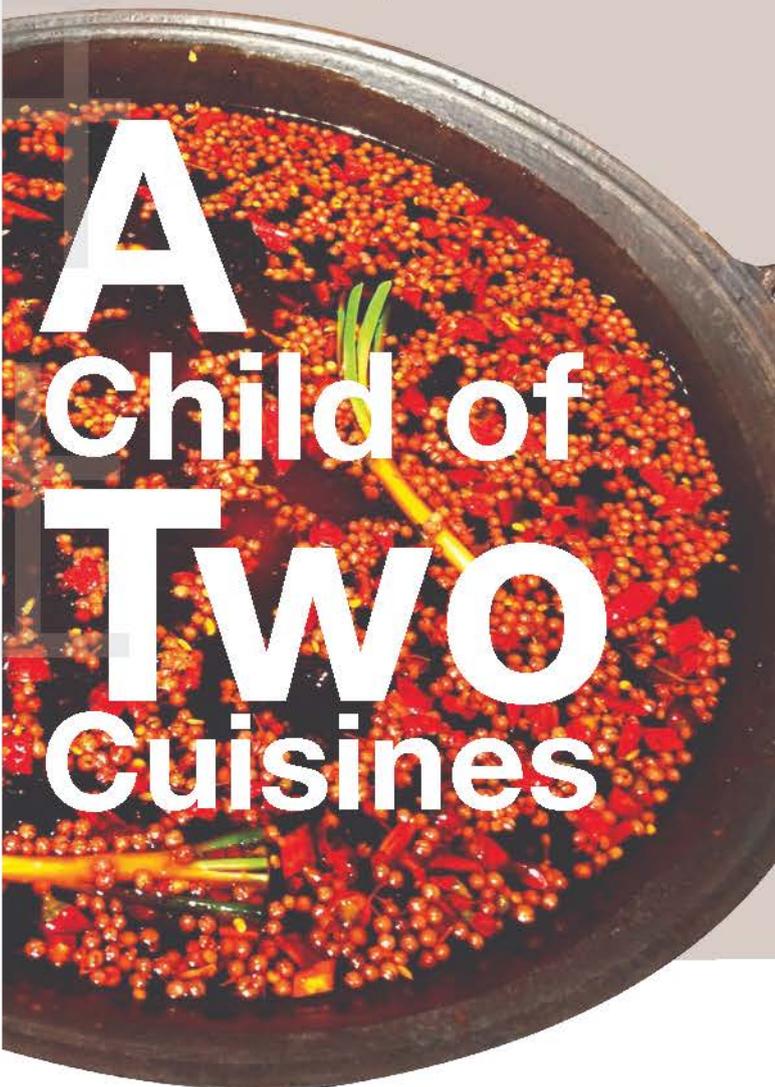
1 Tick the food you would like to try and see how adventurous you are.

- black pudding: a type of dark sausage mainly made from pig's blood and fat, famous in the UK and some other parts of Europe
- blue cheese: a type of cheese with blue lines in it, popular in Europe and well-known for its strong taste
- haggis: a Scottish dish made from the liver, heart and lungs of a sheep
- fried spider: a popular snack in some parts of South-east Asia



2 Read the passage and talk about your understanding of the title.

- 1 Growing up in England with a British father and a Chinese mother, I've enjoyed food from both countries ever since I was able to hold a knife and fork – and chopsticks!
- 2 Mum has sweet memories of the food from her home town in Sichuan, and often cooks spicy dishes. Thanks to this, Dad has come to love hot pot! But there are still some dishes that Dad dare not try even after many years of marriage to my mother. He once told me he was surprised by what he saw on the table when he first visited my mother's parents in China. He was even shocked at their wedding when he saw



A Child of Two Cuisines

how the Chinese ate almost every part of an animal. Even today, he still does not easily take to eating things like chicken feet.

- 3 But I enjoy that sort of food myself. Last week, I went to the butcher's and asked, "Do you have pigs' ears?" "No," the butcher said, pulling at his own ears, "just these ordinary ones." He must have thought I was joking.
- 4 Dad can cook a super "full English breakfast" of bacon, eggs, beans, sausages and toast with butter – Mum and I just have to find a way to get him into the kitchen! He also does a typical Sunday roast. We all love roast beef and vegetables, but Mum says we'd better not eat too much roast food as it may make us suffer from heat inside our bodies, according to traditional Chinese medicine.
- 5 I'll never forget my first visit to China. Mum encouraged me to try different kinds of food, and I did! I loved everything. But just when I thought I could deal with all Chinese food,

I came across stinky tofu, a horrible grey thing that looked and smelt like a burnt sports shoe. "You needn't try it if you don't want to," Mum said, but I gathered all my courage to take a bite and was amazed to find it wasn't so bad. It reminded me of blue cheese, a similarly strong smelling type of food you either love or hate. Maybe I'll fall in love with stinky tofu – someday.

- 6 People say that one man's meat is another man's poison, but I feel at home with food from both my cultures. To me, there's nothing better than a cross-cultural afternoon tea of English biscuits and a cup of Chinese oolong tea in a fine china cup!



3 Choose the main idea of the passage.

- 1 How the family stays healthy by eating Chinese food.
- 2 What the family has done to promote Chinese food.
- 3 How the family cooks both Chinese and English food.
- 4 How the family combines food from two cultures.

4 Choose the correct symbols and complete the table with information from the passage.



Mum



Dad



Son

Sichuan hot pot	Opinion			
	Supporting details			
Animal parts	Opinion			
	Supporting details			
Full English breakfast	Opinion			
	Supporting details			
Sunday roast	Opinion			
	Supporting details			
Stinky tofu	Opinion			
	Supporting details			

- 1 What does the author mean by saying “one man’s meat is another man’s poison”? Do you know of any similar sayings in Chinese?
- 2 What food from other regions in China or other countries has made an impression on you? Why?

Think & Share

Modals (1)

1 Look at the sentences from the reading passage. Think and work out the meanings of the words in bold.

- a ... I **was able to** hold a knife and fork – and chopsticks!
- b But there are still some dishes that Dad **dare not** try even after many years of marriage to my mother.
- c ... Mum and I just **have to** find a way to get him into the kitchen!
- d ... we'd **better not** eat too much roast food as it may make us suffer from heat inside our bodies, ...
- e “You **needn't** try it if you don't want to,” Mum said, ...

Now talk about the function of modals. Then match the meanings to the words in bold above.

- 1 be afraid to do something
- 2 not be necessary to do something
- 3 give advice to do or not to do something
- 4 be necessary or give strong advice to do something
- 5 have the ability to do something

3 Complete the tips for good table manners with the correct form of the modals in Activity 1.

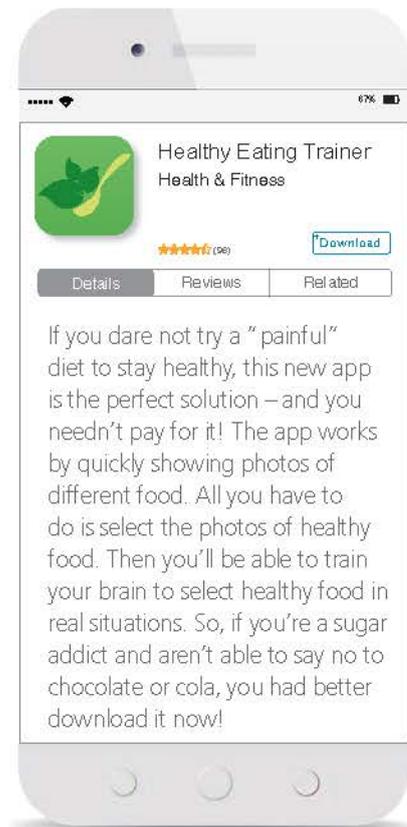
While going on your first trip to the UK is exciting, new and different customs can also be confusing. Table manners are no exception. But don't worry – here are some tips:

- You ¹ _____ wait until everyone else has been served before you start eating.
- Sometimes there are so many knives and forks that you ² _____ pick them up in case you get it wrong. The trick is to start with the ones on the outside.
- When you finish your meal, you ³ _____ place the knife and fork together on your plate with the handles at the four o'clock position.

Table manners, however, can differ in different situations. For example, you ⁴ _____ use a knife and fork when eating a hamburger or pizza. Just remember: when in Rome, do as the Romans do, and you will ⁵ _____ enjoy the local cuisine!



2 Underline the modals in the introduction to an app and talk about their meanings.



Food comments

4 Read and match the comments to the pictures.

1 Backyard BBQ, Kansas City, US

★★★★★ 56 reviews

The most tender steak I've ever had! The barbecue gives it that famous smoky flavour, and it comes with a shiny sauce that's very, very spicy!

2 Bund 59, Shanghai, China

★★★★★ 98 reviews

A bowl of soup with a large, round meatball! The meatball is cooked through, which looked slightly pink inside. Incredibly soft and juicy – it melts in the mouth!

3 Antonio's Pizzeria, London, UK

★★★★★ 86 reviews

Worst pizza ever! I ordered a large vegetarian pizza, but it was tiny! It was served cold and came with some sort of sticky sauce which tasted bitter and smelt really fishy!

4 Madame Laurent's Bakery, Paris, France

★★★★★ 95 reviews

You've got to try the strawberry cheesecake. It's smooth and creamy with fresh strawberries, which give it a lovely sweet and fruity taste. Highly recommended!



5 Underline the words that describe food in Activity 4 and put them into the table. Add any more you can think of.

Appearance	Smell	Taste	Feel

6 Work in pairs. Talk about your favourite food using the words you have learnt.

A: What's your favourite food?

B: My favourite food is...

A: How does it look / smell / taste / feel?

B: It looks / smells / tastes / feels...

...

Healthy eating

- The sugar in soft drinks forms acid and attacks our teeth for about 20 minutes each time we drink them.
- About 30% of the world's population is overweight.



Did You Know ?

7 Listen to the conversation and tick the food and drinks ordered.



a salad without dressing



a salad with dressing



a glass of water



a glass of juice



yoghurt



a glass of cola



a double hamburger with French fries

8 Listen again and complete the notes.

Food and drinks Janet wants to order	Harriet's views
salad with dressing	• a lot of sugar, ¹ _____ and unhealthy ² _____
fruit juice	• just a small ³ _____ of real fruit in it • has as much sugar as ⁴ _____
fat-free yoghurt	• a lot of sugar to improve the ⁵ _____, which can be ⁶ _____

Now talk about what Harriet says to persuade Janet. Listen again if necessary.

9 Work in pairs. Act out the conversation to persuade a customer to buy a new mixed fruit drink.

Student A: Turn to Page 81.

Student B: Turn to Page 84.

10 Work in pairs. Think of a similar situation and have a conversation.

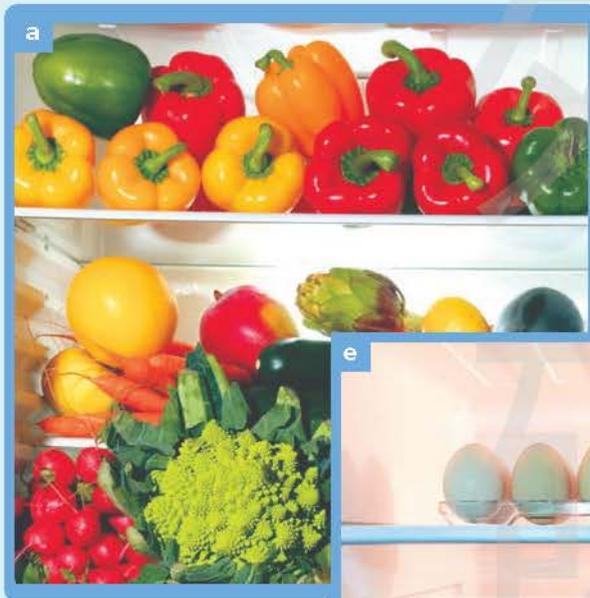
Learning to learn

When giving advice, it's usual to give your opinion within your first sentence. This makes the listener more interested in what you are saying. Here are some examples: *Not a good idea. Did you know that...? Sorry, but there's a problem with...*

Developing ideas ◀

- 1 Work in pairs. Talk about what you usually eat for dinner and decide who eats more healthily.
- 2 Read the passage and match the pictures of the fridges to their owners.

Cold Truths



Is there any truth behind the saying “You are what you eat”? We put this to the test by asking five people to open their fridge doors and talk about their lifestyles. Can you guess which fridge belongs to which person? Maybe you can recognise your own fridge here!

Ellie 24
Junior doctor



There’s not enough room to swing a cat in my small apartment, so I don’t cook very often. My fridge is usually half empty and I’m often too tired to eat much anyway. I often end up saving part of my meal for the next day. Some evenings, I’ll just have something quick, like toast, or even just a yoghurt with honey. As a doctor, I know I had better change the way I eat, but I just don’t have the time or the energy right now.

Jenny 31
Teacher



My husband and I avoid all products that come from animals. This means we don’t eat meat, and any milk or cheese had better be dairy-free. We like cooking at home and make our meals from fresh, seasonal fruit and vegetables. Cooking together gives us a chance to relax and catch up on each other’s days. If we have children, I want to bring them up just like us, but my husband says that everyone should be able to make their own lifestyle choices.



Ted 35
Construction worker

Each day at the construction site is more or less the same – tiring! When I get back home, there’s nothing more satisfying than a big meat dinner. I guess I’ve always been a big meat eater and in this house, no family meal is complete without some form of meat. I still don’t think that anything can beat my mum’s homemade sausages, though.



Mike 49
Chef

With five children, we’re one big family! My wife and I both work full-time, so life can get pretty busy! Like a lot of chefs I know, I don’t really do much cooking at home. Sometimes I bring home food from the restaurant where I work. Once a week, we do a big shop and buy a lot of frozen food. I know we should eat more fresh fruit and vegetables, but ready meals are so convenient.



Max 19
College student

There are five of us living in our shared student house. My mum says I need to have three healthy meals a day, but I’m too busy studying and meeting friends! We don’t really buy fresh food, and I suppose the fridge could be kind of cleaner... I daren’t let my mum see this photo!

□ Learning to learn

Visual information, such as photos and illustrations, can support reading and help you identify the theme and content of a text. Make the most of these images to look for clues to help you understand the text.

a



Ellie

b



Jenny

c



Ted

d



Mike

e



Max

3 Find out who might say the sentences below.

- 1 "There is a lot of food from my workplace in our fridge."
- 2 "You might find bean products in our fridge, but hamburgers? Never!"
- 3 "My fridge is a total mess! All I do is party and hit the books."
- 4 "There isn't really much in my fridge. I'm just too busy and tired to cook at home!"
- 5 "If you're someone who avoids animal products, you wouldn't find anything to eat in my fridge!"

Think Share

- 1 What do you think the saying "You are what you eat" means?
- 2 Do you know of any Chinese sayings about food and health? What is your understanding of them?
- 3 Which person's eating habits are most similar to yours?
- 4 What can you do to improve your eating habits from now on?

4 Work in groups. Make comments and suggestions about the lifestyle of each person in the passage.

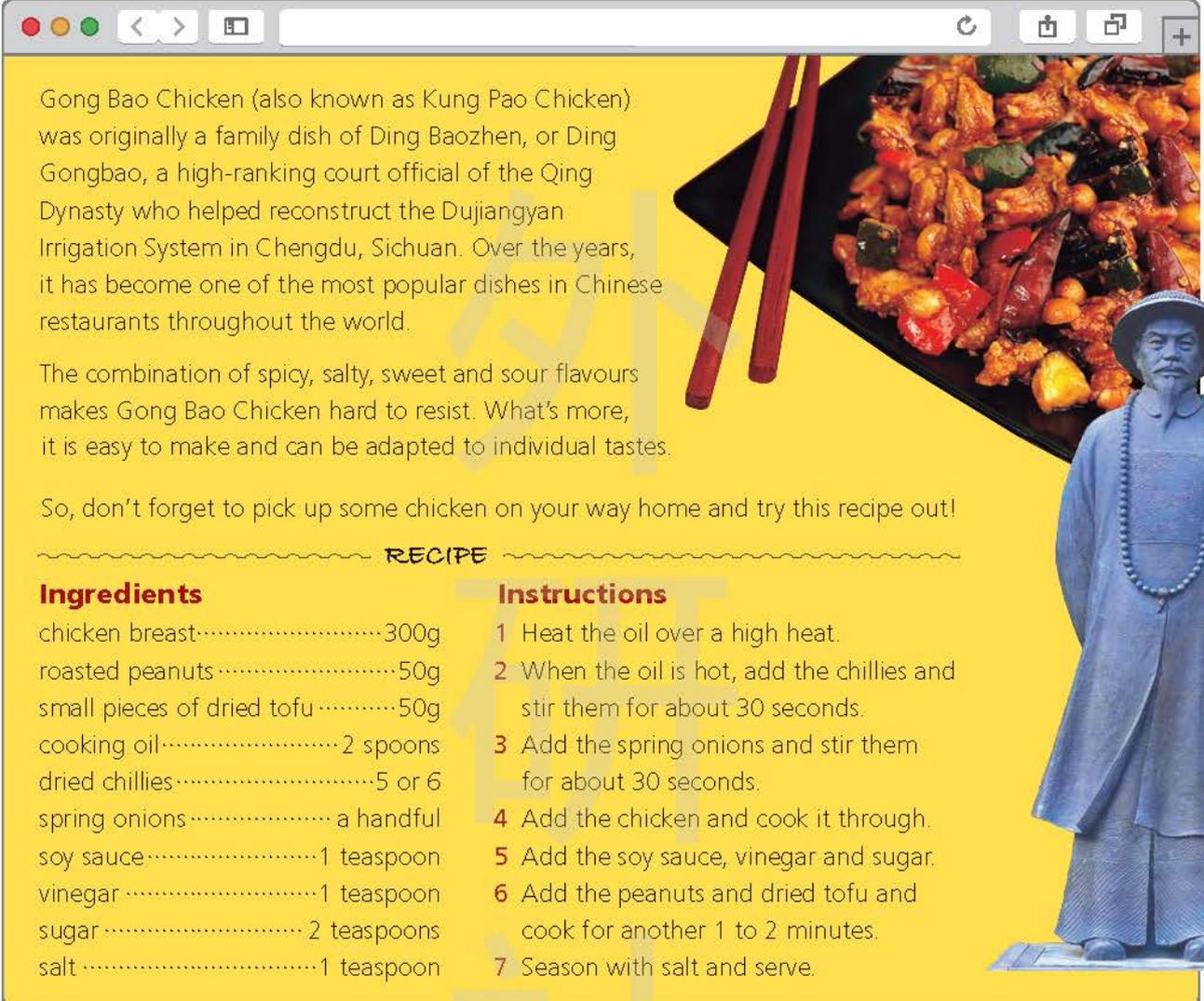
1 Discuss the lifestyle of each person. Use the table to make notes.

Name	Lifestyle

- 2 Organise your ideas following the steps below.
 - Describe the lifestyle of each person in the passage.
 - Explain the possible problems with their lifestyles.
 - Make suggestions about how they can improve their lifestyles.
- 3 Share your ideas with the class.

Writing a recipe

5 Read the food blog and answer the questions.



Gong Bao Chicken (also known as Kung Pao Chicken) was originally a family dish of Ding Baozhen, or Ding Gongbao, a high-ranking court official of the Qing Dynasty who helped reconstruct the Dujiangyan Irrigation System in Chengdu, Sichuan. Over the years, it has become one of the most popular dishes in Chinese restaurants throughout the world.

The combination of spicy, salty, sweet and sour flavours makes Gong Bao Chicken hard to resist. What's more, it is easy to make and can be adapted to individual tastes.

So, don't forget to pick up some chicken on your way home and try this recipe out!

~~~~~ **RECIPE** ~~~~~

| <b>Ingredients</b>                 | <b>Instructions</b>                                                         |
|------------------------------------|-----------------------------------------------------------------------------|
| chicken breast.....300g            | 1 Heat the oil over a high heat.                                            |
| roasted peanuts.....50g            | 2 When the oil is hot, add the chillies and stir them for about 30 seconds. |
| small pieces of dried tofu.....50g | 3 Add the spring onions and stir them for about 30 seconds.                 |
| cooking oil.....2 spoons           | 4 Add the chicken and cook it through.                                      |
| dried chillies.....5 or 6          | 5 Add the soy sauce, vinegar and sugar.                                     |
| spring onions.....a handful        | 6 Add the peanuts and dried tofu and cook for another 1 to 2 minutes.       |
| soy sauce.....1 teaspoon           | 7 Season with salt and serve.                                               |
| vinegar.....1 teaspoon             |                                                                             |
| sugar.....2 teaspoons              |                                                                             |
| salt.....1 teaspoon                |                                                                             |

- 1 What is the origin of Gong Bao Chicken?
- 2 What are the two main parts of a recipe?
- 3 How do you cook Gong Bao Chicken? Describe the process in your own words.

6 Think of your favourite dish and complete the recipe.

My favourite dish:

Ingredients:

Instructions:

7 Share your recipe with the class. Try cooking the dish at home.

## Presenting ideas

- 1** Look at the food and drink on the list of China's Intangible Cultural Heritage and think of other typical ones you know. Recommend one you wish to add to the UNESCO list.



green tea

mooncake

roast duck

Food / Drink

Description

Reasons for recommendation

- 2** Work in groups. Talk about your recommendation following the steps below.

- 1 Say what food or drink you would like to recommend.
- 2 Give a description of it.
- 3 State why you would like to recommend it.

Now discuss and decide on a winning food or drink.

- 3** Present your food or drink to the class. Use the expressions in the box to help you.

### Useful expressions

- We would like to recommend...
- It comes from...
- It is famous for...
- It looks / tastes / smells...
- We recommend it because...

## Reflection

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

- express opinions about food
- encourage others to develop healthy eating habits
- understand how different lifestyles can affect people's diets
- write a recipe for my favourite dish
- appreciate different food cultures

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

---



---

- 3** I still need to improve:

---



---

# 2

## Let's celebrate!

### Starting out

**1** Watch the video and answer the questions.

- 1 What festivals are mentioned in the video?
- 2 Why do people celebrate these festivals?

**2** Read the festival descriptions and complete the sentences.

- \_\_\_\_\_ is to celebrate the harvest.
- \_\_\_\_\_ is to celebrate a season.
- \_\_\_\_\_ is to honour an event.
- \_\_\_\_\_ is to honour a person.

**3** Work in groups. Talk about:

- other festivals of each type
- other reasons to celebrate a festival



Dragon Boat Festival celebrations take place in China on the fifth day of the fifth lunar month. They are held in memory of Qu Yuan, a poet and statesman in Ancient China. It was the first traditional Chinese festival added to UNESCO's List of Intangible Cultural Heritage.



Thanksgiving is celebrated mainly in North America, in October or November. Traditionally, it was a chance to give thanks for a good harvest. Now, it is also a time for families to get together for a big dinner.



May Day is a festival to celebrate the start of summer, with celebrations held across Europe and in parts of North America. People prepare decorations with flowers and dance around maypoles.



Freedom Day is held every year on 27 April to celebrate South Africa's first fully-participated elections in 1994, in which everyone was allowed to vote regardless of skin colour. It celebrates the end of racial inequality in the country.



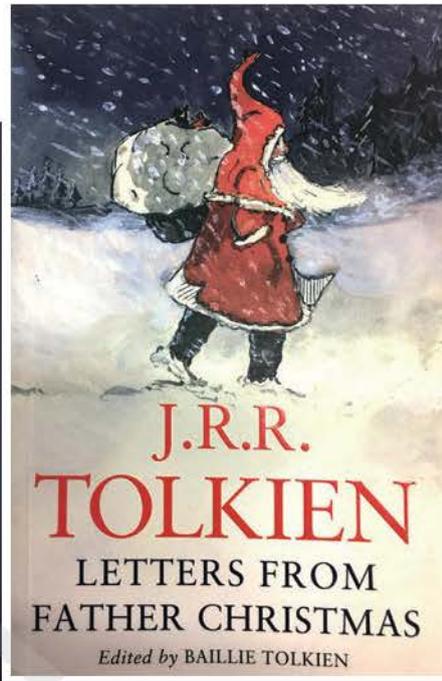
- 1 Read the introduction to Tolkien and answer the questions.



J.R.R. Tolkien (1892–1973) was an English writer, poet and university professor, best known as the author of some of the world’s most popular high-fantasy novels. With his limitless imagination, he created new worlds for his readers to explore. His novels *The Hobbit* and *The Lord of the Rings* have been made into films.

- 1 Have you ever read any of Tolkien’s books or seen any of the films based on them? What do you think of them?
- 2 What else do you know about Tolkien? Find out more about him and share your research with the class.

- 2 Read the passage and find out what *Letters from Father Christmas* is about and why Tolkien wrote these letters.



- 1 Many people still remember the magic of Father Christmas from when they were children. As parents, they try to keep that magic alive for their children for as long as they can.
- 2 That is why *Letters from Father Christmas* could be the perfect book for those who regard Christmas as a special time of year. The man who wrote these letters is one of the most famous names in English literature – J.R.R. Tolkien, author of *The Lord of the Rings*. The letters were Tolkien’s way of keeping Father Christmas alive for his four children, over a period of more than twenty years.
- 3 Every Christmas, an envelope with a North Pole stamp arrived. It was addressed to

# THE REAL FATHER CHRISTMAS

Tolkien's children. Who could it be from? The children must have been very excited as they opened it. Inside, they would find a handwritten letter from Father Christmas. The letters were also beautifully illustrated – each must have taken its true author, Tolkien, a long time to complete.

- 4 The letters told wonderful stories about Father Christmas's life and adventures at the North Pole. A regular character in the letters was Polar Bear, who once climbed the North Pole (an actual pole in this case) and fell through the roof of Father Christmas's house. In another letter, Father Christmas complained about how he could not stop his helpers playing games with the toys instead of wrapping them up. Interestingly, the letters did not contain the usual warnings to children that they might not

receive their presents if they were not good. The letters did, however, change as Tolkien's children got older:

*... but if you find that not many of the things you asked for have come, and not perhaps quite as many as sometimes, remember that this Christmas all over the world there are a terrible number of poor and starving people.*

- 5 *Letters from Father Christmas* tells us that as well as enjoying the adventures of Father Christmas, Polar Bear and other characters at the North Pole, we can all share the true spirit of giving at Christmas time. By expressing love for his children in such a special way, Tolkien may indeed have been the real Father Christmas.



3 Choose the sentence that best explains the title of the passage.

- 1 The real Father Christmas was actually Tolkien himself.
- 2 Tolkien is the real Father Christmas, because he wrote letters using the name "Father Christmas".
- 3 Tolkien's love and care for his children made him very like Father Christmas.



4 Complete the notes with expressions from the passage.

Title of the book: <sup>1</sup> \_\_\_\_\_

Author: <sup>2</sup> \_\_\_\_\_

Background information:

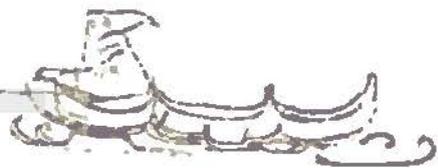
Every Christmas, Tolkien's children would get an envelope with <sup>3</sup> \_\_\_\_\_. Inside it, they would find <sup>4</sup> \_\_\_\_\_. Of course, the letters were written by Tolkien.

Contents of the letters:

They tell wonderful stories about <sup>5</sup> \_\_\_\_\_.

In one letter, Polar Bear <sup>6</sup> \_\_\_\_\_ and <sup>7</sup> \_\_\_\_\_ of Father Christmas's house.

In another letter, Father Christmas complained about <sup>8</sup> \_\_\_\_\_ with the toys.



1 Would you like to read the book *Letters from Father Christmas*? Give your reasons.

2 What is the most special gift you have received from your family? Why is it special to you?

Think & Share

## Modals (2)

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

- a That is why *Letters from Father Christmas* **could** be the perfect book...
- b The children **must** have been very excited as they opened it.
- c ... they **might** not receive their presents if they were not good.

- 1 What do the words in bold indicate: an order, a request, ability or possibility?
- 2 Will the meaning of sentence (a) change if we replace "could" with "must" or "might"?
- 3 What happens if we change "must" and "might" in sentences (b) and (c) into "could"?

Now look for more sentences with modals in the reading passage.

2 Rewrite the underlined sentences in the conversation using *can / could, may / might* and *must*.

(At a fancy dress party.)

**Chris:** I spent ages putting up all the balloons and flowers last night.

**Jean:** I expect you are feeling tired now!

**Chris:** Yes, I am. Look, that guy is dressed as Batman. Is that Mike?

**Jean:** It's possibly him. Check out that girl over there. I'm sure that's Lucy.

**Chris:** No, I don't think that's Lucy. Lucy isn't that tall.

**Jean:** Look at those two guys dressed as chickens! Oh, they're waving at us! Maybe they're from our school.

**Chris:** Let's go and find out.



3 Look at the picture and make as many sentences as possible using *can / could, may / might* and *must*.



Black Friday is one of the busiest shopping days of the year. Stores have big sales and open their doors very early.

## Lantern Festival celebrations

- 4 Underline the words and expressions about celebrations during the Lantern Festival in the speech bubbles and complete the mind map. Add any more you can think of.

In our restaurant, we offer Western dinners and desserts. But to celebrate this festival, we prepare Chinese dishes, too. Rice balls are very popular.

The lantern fair attracts a lot of people, so it's one of the busiest times of year for the traffic police. We do our best to help the traffic police keep everyone safe.

Today, I gave my aunt some flowers and a scarf. I received a red envelope from her.

To celebrate the Lantern Festival, we decorate our windows with balloons and posters. We'll hold a lantern riddles competition, too. Come and join us!

The fireworks will start at 8:00 this evening in Renmin Square...



- 5 Describe a festival celebration using the words and expressions you have learnt.  
*To celebrate..., we often drink / eat..., give... as gifts, decorate with...*

## A festival invitation



Traditionally, people send written invitations for formal events such as weddings. Similarly, these invitations are answered in writing. For more informal events, however, spoken invitations are more common.

Remember to arrive on time if you accept the invitation. Depending on regional customs, it may be acceptable to be 15 to 30 minutes late. It is not advisable to be early, as the host may not be ready.

Did You Know ?

7 Listen again and complete the notes.

Occasion: a <sup>1</sup> \_\_\_\_\_ party

When: the fourth <sup>2</sup> \_\_\_\_\_ in <sup>3</sup> \_\_\_\_\_

Where: Tony's <sup>4</sup> \_\_\_\_\_

What to eat: a <sup>5</sup> \_\_\_\_\_ with all the side dishes and homemade <sup>6</sup> \_\_\_\_\_

What to bring: some flowers or <sup>7</sup> \_\_\_\_\_

What to wear: <sup>8</sup> \_\_\_\_\_



Now talk about what the speakers say to extend and accept an invitation. Listen again if necessary.

6 Listen to the conversation and complete the sentences with the correct ending.

- 1 Tony would like to \_\_\_\_\_.
- 2 Hugo wants to find out \_\_\_\_\_.
- 3 On that day they will \_\_\_\_\_.

- a go to Hugo's apartment to give thanks
- b invite Hugo to his apartment to celebrate Thanksgiving
- c what he needs to bring to the party
- d what he should say at the party
- e go shopping together and watch the parade
- f watch an American football game on TV

8 Work in pairs. Act out the conversation about extending and accepting an invitation.

Student A: Turn to Page 81.

Student B: Turn to Page 85.

9 Work in pairs. Think about a similar situation and have a conversation.

### Learning to learn

When you are extending or accepting an invitation, pay special attention to the following information: the date and time, what to bring, where to meet, etc.

- 1 Look at the pictures and talk about Chinese Spring Festival traditions.



- 2 Read the passage and find out each person's point of view.

## Social Insights

*A family dinner is an important tradition to celebrate Spring Festival. Nowadays, some people choose to have the dinner in a restaurant, but not everyone is keen on this idea. What do our readers think?*

Dear Editor,

- 1 We have eaten out for the Spring Festival family dinner for the last three years, and we have enjoyed it no less than eating at home. I don't understand why some people refuse to embrace the change.
- 2 Can't they admit that the preparations for the dinner are hard work? I really don't think it's worth the effort of spending so much time preparing for a single meal, and then another hour cleaning up the mess after it's over. We work all year, so why can't one day be about spending time with family and relaxing?
- 3 Eating out is a good choice and it has nothing to do with loss of traditions. We still have the dinner with the same people, just in a different place. The occasion is more enjoyable without all that tiring cooking, and the dishes taste better!
- 4 In my opinion, what or where we eat on Spring Festival Eve really doesn't matter. Eating out may change the form of this tradition, but the love between the family members sitting around the table together remains the same.

Wang Peng, software engineer



# Time for a Change?



Dear Editor,

- 1 For this year's Spring Festival family dinner, my son has booked a table at the best restaurant in town, but I'm a bit unhappy about it. For me, it just won't feel like Spring Festival having the dinner out.
- 2 When I was a little boy, the dinner on the eve of Spring Festival was what I looked forward to most. It was not only for the delicious food that we seldom got to eat, but for the opportunity to have our whole family gathered together. I would run around the house, listening to the adults chatting about their year. I'd get under my mother's feet in the kitchen, watching her make dumplings. She'd put tokens in some dumplings: candies for a sweet life and peanuts for a long and healthy one. In the evening, all of us would sit around the table, enjoying the food and being together again. We toasted each other, we laughed, and the simple, homemade dishes tasted more delicious than anything cooked by a top chef.
- 3 I hope my children and their children will still value our memories of preparing the dinner together. To me, the process is even more important than the dinner itself.

Liu Yonghui, retired teacher



**3** Read the sentences from the passage and decide if they are facts (F) or opinions (O).

- 1 Eating out is a good choice and it has nothing to do with loss of traditions. \_\_\_\_\_
- 2 ... what or where we eat on Spring Festival Eve really doesn't matter. \_\_\_\_\_
- 3 ... it just won't feel like Spring Festival having the dinner out. \_\_\_\_\_
- 4 I'd get under my mother's feet in the kitchen, watching her make dumplings. \_\_\_\_\_
- 5 She'd put tokens in some dumplings. ... \_\_\_\_\_

**Learning to learn**

A fact is something that exists or has happened, for example, an object, event or experience. Facts are statements that can be proved by evidence. An opinion can be a general or individual view, belief or impression. Opinions can sometimes be identified by the presence of words such as "feel", "believe" and "think".

- 1 What do you think the retired teacher means by "To me, the process is even more important than the dinner itself"?
- 2 Which of the two opinions do you agree with? Why?
- 3 How would you describe a Spring Festival family dinner to a friend from overseas?
- 4 Can you think of any other Chinese festival traditions? Share them with the class.

**Think & Share**

**4** Work in groups. Give a talk about the importance of the Spring Festival family dinner for Chinese people.

- 1 Think about why Chinese people value the Spring Festival family dinner and make notes.

Reasons:

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- 2 Organise your talk following the steps below.
  - State the importance of the Spring Festival family dinner for Chinese people.
  - Explain why it is important.
  - Share your personal experience about the family dinner.
  - End by summarising the main points in your talk.
- 3 Give your talk to the class.

## Writing a letter to express ideas

5 Read the editorial and answer the questions.

### Chinese Spring Festival Going Global

“ Nowadays, more and more countries around the world are holding celebrations for Chinese Spring Festival. What's more, not only are these attended and enjoyed by Chinese citizens living abroad, but by many other nationalities, too.

Shopping centres have been organising events and activities to celebrate Chinese Spring Festival for years, while concerts and other performances are also proving a big success. Tickets for the 2017 Grand Chinese New Year Concert in St Petersburg sold out, with 90% of the audience local Russians. People are also discovering the fun of interacting with the celebrations, rather than simply watching as part of an audience. To celebrate the 2017 festival, over 1,000 Ghanaian junior high school students got up on stage to perform Chinese songs and dances. Students in New York City, meanwhile, have since 2016 been able to enjoy an official day's holiday for Chinese Spring Festival.

It seems that Chinese Spring Festival is becoming a global celebration of joy and love. What do you think of this phenomenon? Write to us to share your opinion!

”

- 1 Which countries are mentioned and how do they celebrate Chinese Spring Festival?
- 2 Which event would you most like to attend? Why?
- 3 Why do you think Chinese Spring Festival is “going global”?

6 Complete the notes to help organise your ideas.

• *What the phenomenon is:*

\_\_\_\_\_

• *What reasons lie behind it:*

\_\_\_\_\_

• *How you feel about it:*

\_\_\_\_\_

Now write a letter to the editor to express your ideas. Use the expressions in the box to help you.

#### Useful expressions

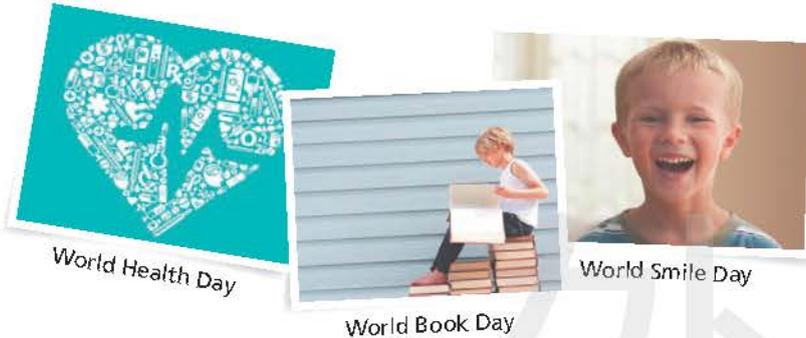
- In my opinion / For me...
- I (don't) think...
- It's not only..., but...
- I hope...

7 Share your letter with the class.

## Presenting ideas

### 1 Look at the pictures and answer the questions.

- 1 Do you know any of these days?
- 2 Why do you think people create these days?



### 2 Think of a special day you would like to create. Complete the table to help organise your ideas.

|                      |                      |
|----------------------|----------------------|
| Name                 | <input type="text"/> |
| Date                 | <input type="text"/> |
| Reasons to create it | <input type="text"/> |
| Activities           | <input type="text"/> |

### 3 Work in groups. Talk about your ideas following the steps below.

- 1 Say what day you would like to create and when it is.
- 2 State why you would like to create it.
- 3 Talk about special activities to celebrate it.

Now discuss and decide on a winning day.

### 4 Present your special day to the class. Use the expressions in the box to help you.

#### Useful expressions

- Our day is called...
- It celebrates...
- It could be held on...
- Everyone would...
- The activities include...

## Reflection

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

- give details about the Lantern Festival celebrations
- extend and accept an invitation
- write a letter to express ideas
- observe and compare cultural phenomena and changes of traditions
- cherish Chinese culture and traditions

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

---

---

### 3 I still need to improve:

---

---

# 3

## On the move

### Starting out



**1** Watch the video and answer the questions.

- 1 What sports are mentioned in the video?
- 2 Which one do you like best? Why?

**2** Look at the pictures and answer the questions.

- 1 Have you tried any of these sports?
- 2 Which would you most like to try? Why?
- 3 What benefits can you get from doing sports?

rock climbing



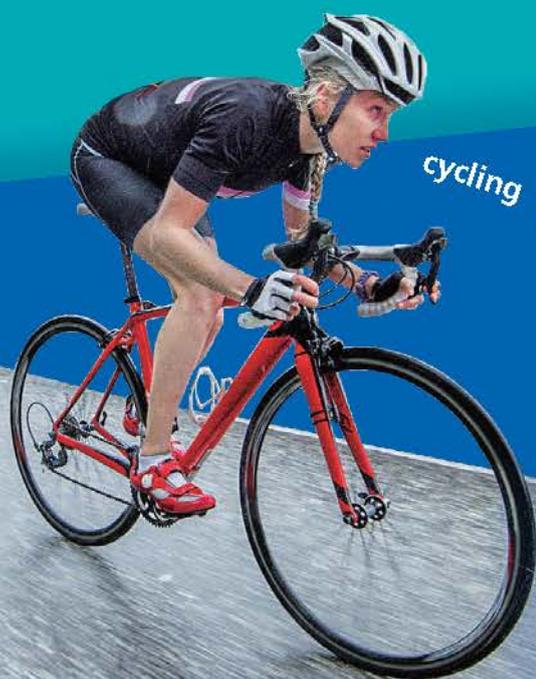
tennis



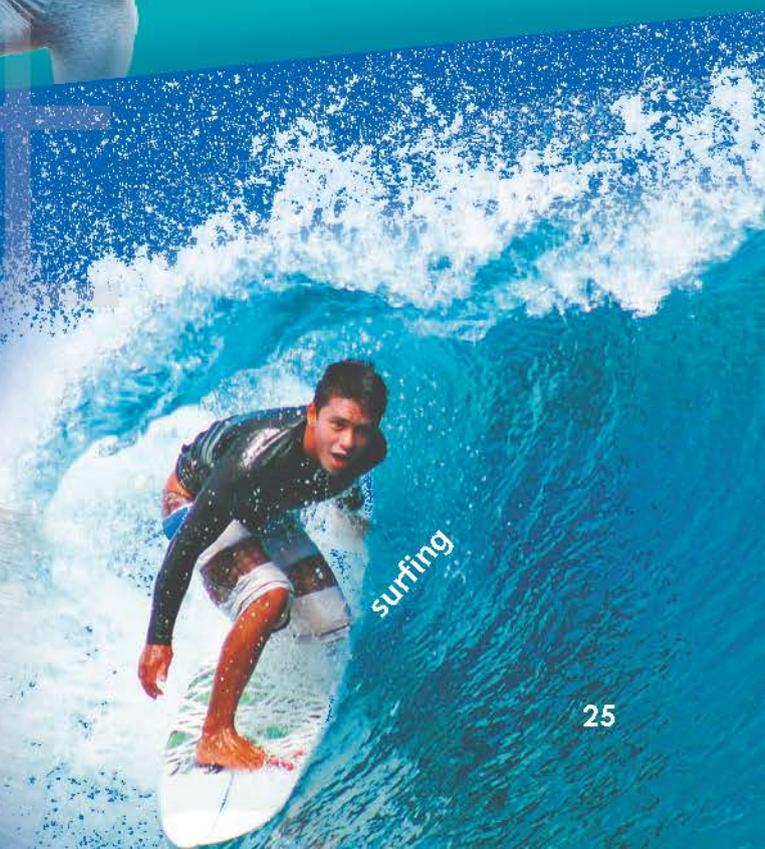
yoga



cycling



surfing



- 1 Talk about what you think these things represent in a football game.



- 2 Read the passage and find out where modern football started.

1 These days, football is one of the most popular sports in the world. Given that Neil Armstrong wanted to take a football to the Moon, we could even say that it is also the most popular sport out of this world! The history of the game goes back over two thousand years to Ancient China. It was then known as *cuju* (kick ball), a game using a ball of animal skins with hair inside. Goals were hung in the air. Football as we know it today started in Great Britain, where the game was given new rules.

2 That football is such a simple game to play is perhaps the basis of its popularity. It is also a game that is very cheap to play. You don't need expensive equipment; even the ball doesn't have to cost much money. All over the world you can see kids playing to their hearts' content with a ball made of plastic bags; just like Pelé did when he was a boy.

3 Another factor behind football's global popularity is the creativity and excitement on the field. It is fun enough to attract millions of people. You do not have to be a fan to recognise the skill of professional players – how they use their bodies to pass, score and defend can be amazing to see – or to feel the excitement of a game ending with a surprising twist.

4 What's more, football has become one of the best ways for people to communicate: it does not require words, but everyone understands it. It breaks down walls and brings people together on and off the field. Take, for example, the famous football game on Christmas Day 1914. World War I had broken out months before, but British and German soldiers put down their guns and played football together – one moment of peace to remember during years of conflict.

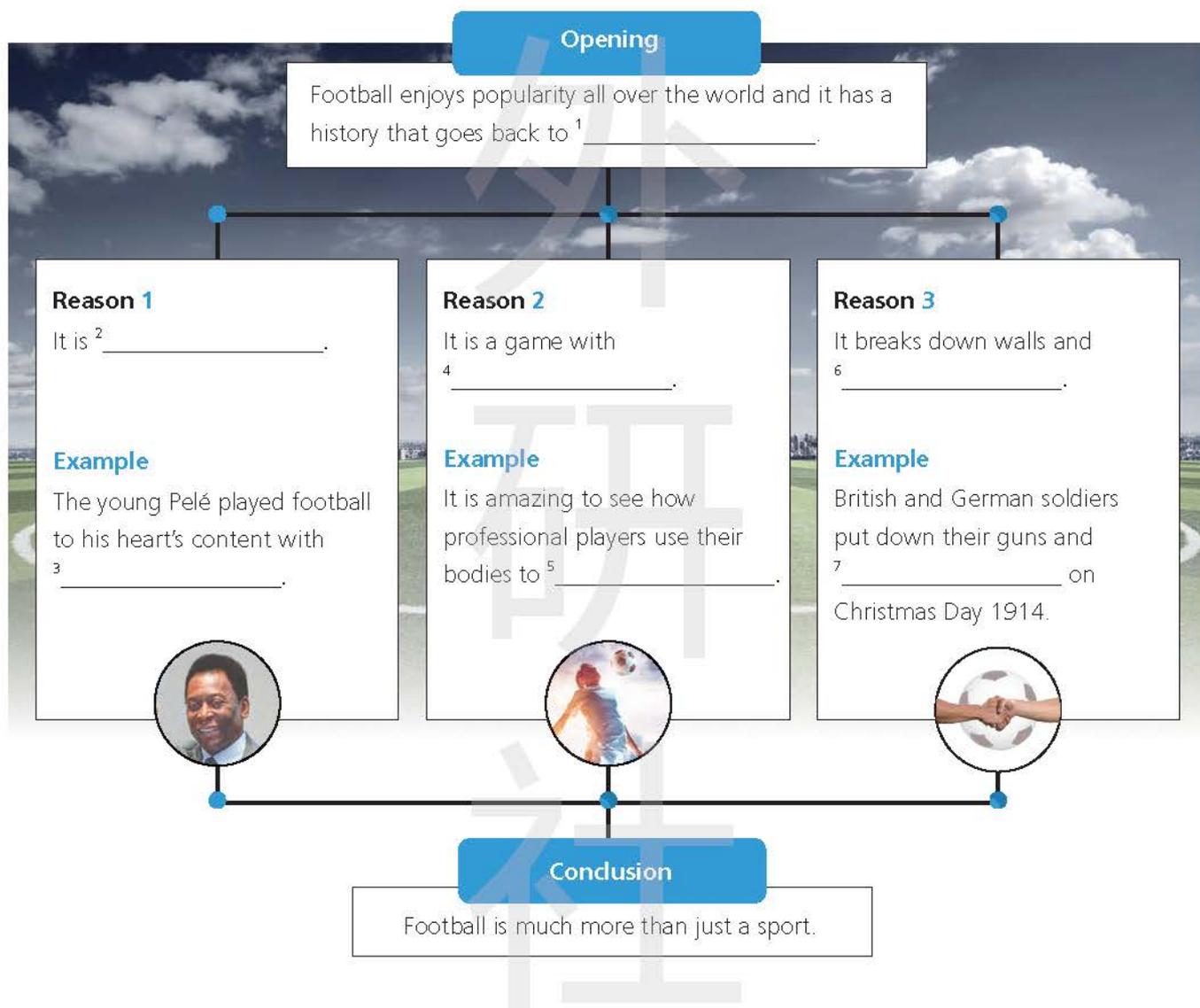
5 “Some people believe football is a matter of life and death, ...” said Bill Shankly, the famous footballer and manager. “I can assure you it is much, much more important than that.” This might sound funny, but one only has to think about the Earth to realise that our planet is shaped like a football.

# A Game for the World

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

- 1 To talk about the history of football.
- 2 To express his / her love of football.
- 3 To explain why football is such a popular game.
- 4 To prove that he / she is a professional football fan.

**4** Complete the chart with expressions from the passage.



- 1 What is your understanding of the last sentence of the passage?
- 2 What other sports are as popular as football in China? What makes them so popular?

Think & Share

## to-infinitive as attributive and adverbial of result

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

- a That football is such a simple game to play is perhaps the basis of its popularity.
- b It is fun enough to attract millions of people.

- 1 What is the function of "to play" in sentence (a)? Is it used to give description or show result?
- 2 What is the function of "to attract" in sentence (b)? Is it used to give description or show result?

Compare them with the following sentences and answer the questions.

- c That football is such a simple game that people play is perhaps the basis of its popularity.
- d It is so fun that it attracts millions of people.

- 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?

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

**2** Join the sentences using the to-infinitive form.

- 1 The rules of the game are so simple. They make the game easy to play.
- 2 The ball is small enough. It fits into most sports bags.
- 3 Give me a list of the teams. They can enter the competition.
- 4 The footballer has a dream. He wants to play for a top team.
- 5 We arrived at the stadium. We found that the game had been cancelled.

**3** Rewrite the underlined parts using the to-infinitive form.



Are you looking for a sports watch that can help you keep track of your fitness and chart your training progress?

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DX Sports Watch is only available online, so go to our website and place your order today!



## Exercises you can do anywhere

4 Look at the pictures and answer the questions.



- 1 What do you know about these exercises?
- 2 Which of these exercises have you tried?

5 Read and match the descriptions to the exercises in Activity 4. Underline the words and expressions describing their benefits.

- 1 You have to keep your body very still. This develops your core muscles and strengthens your lower back.
- 2 This develops your chest and shoulder muscles. Remember to keep your back completely straight.
- 3 Using only a rope, you can develop your footwork and balance. It's good for your heart and you'll burn a lot of calories without going anywhere!
- 4 Find a bar that will support your weight. This builds strength in your upper body, especially in your arms and back.
- 5 This develops the muscles in your stomach region and improves the way you stand.
- 6 This gives you improved heart and lung function. It also helps build strong leg bones.

6 Work out your weekly exercise plan. Then use the words and expressions you have learnt to share the reasons behind your plan with the class.

## Traditional sports in China



Chinese martial arts are famous all around the world. Each year, tens of thousands of people from other countries come to China to learn Chinese martial arts. Tai chi, which is a martial art with a long history, is usually a popular choice. It involves doing very slow physical exercises to relax your mind and calm your body.

Did You Know

**8** Listen again and complete the journalist's notes.

### Leah and Tai Chi

- loves watching <sup>1</sup> \_\_\_\_\_ films and took <sup>2</sup> \_\_\_\_\_; fell in love with tai chi due to the classes
- first went to China <sup>3</sup> \_\_\_\_\_ years ago
- reasons for choosing Yangshuo: a <sup>4</sup> \_\_\_\_\_ of tai chi lives there; the beautiful <sup>5</sup> \_\_\_\_\_ views
- challenges: learning to use Chinese; practising basic <sup>6</sup> \_\_\_\_\_; getting up early
- benefits of tai chi: helps relax and brings <sup>7</sup> \_\_\_\_\_; a simple way to <sup>8</sup> \_\_\_\_\_; improves <sup>9</sup> \_\_\_\_\_

**7** Listen to the interview and choose the points mentioned.

- 1 Difficulties of studying in China.
- 2 A tai chi school in China.
- 3 First visit to China.
- 4 A great master of yoga.
- 5 Reasons for learning tai chi.
- 6 Reasons for keeping going.
- 7 Reasons for choosing Yangshuo.

### Learning to learn

When you listen to an interview, it is important to find out who is being interviewed and the purpose of the interview. Before listening to the interview, think about what topics might be discussed. During the interview, listen carefully to each question and try to understand the main ideas within the interviewee's responses.

Now talk about the explanations Leah gives for doing tai chi. Listen again if necessary.

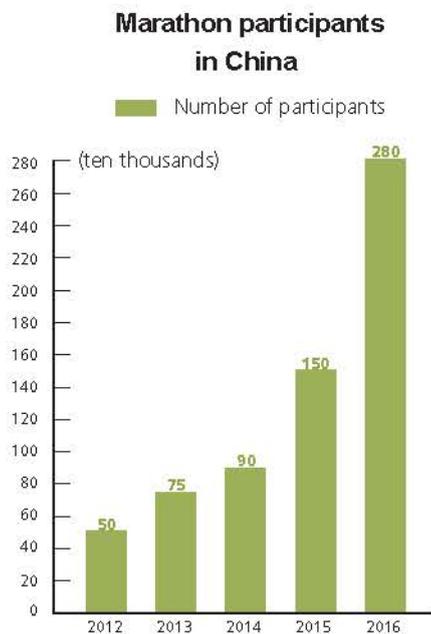
**9** Work in pairs. Act out the interview between a sports journalist and a member of a dragon boat team.

**Student A:** Turn to Page 82.

**Student B:** Turn to Page 85.

**10** Work in pairs. Think about another interview with a fan of a traditional sport in China and have a similar conversation.

- 1 Look at the chart and answer the questions.



- 1 What key information is shown in this chart?
- 2 What reasons lie behind the phenomenon?

### Learning to learn

When learning about a new topic, it is important to collect facts and figures. These are often represented through charts or graphs, because they can make information quicker and easier to interpret. Bar charts are used to show how something changes over time, or can be used to compare data. It's important to read its title to know what the facts and figures represent, to read the labels along the vertical and horizontal sides, and to look at and understand the key information.

- 2 Read the passage and talk about your understanding of the title.

# Running into a Better Life

This global site is a place for runners to share their stories about running. So, if you are a runner with a story to tell, get in touch – we'd love to hear from you!

## Li Yue, 16, Beijing



I was born with asthma and I never thought I'd be a runner! I only joined my local athletics club because my doctor told me that in my particular case exercise could improve how my lungs work. But before I knew it, I was taking part in local races. As my fitness and my running improved, I started running in national competitions. This year I won silver in the under 18's 10,000 metres! And who knows, next year I could win gold!



### **Sarah, 36, Montreal**



Not so long ago, I didn't do any exercise – not even any jogging! Then I discovered an app called Running Power. It lists your performance against other runners in your social network. At first, I kept running just to see my name in the top five. Soon, I found that I was not alone – I came across

other runners in the same area running for the same purpose! Now I no longer use the app, but I've fallen in love with running, and still do it with my running friends.

### **David, 52, New York**



As a computer engineer, there's always a new challenge just around the corner! It can be quite stressful at times, though, which in turn makes me feel anxious. To help deal with this, I go running as often as I possibly can. Whether I'm at the gym or on the road, my nervous

energy pushes me through mile one. By mile two, the tension has moved from my mind to my legs. By the end of the run, all my stress has disappeared and I'm ready to face the next day at work!

### **Grace, 25, Manchester**



This year I entered the Great Gorilla Run in London. This is a programme run by The Gorilla Organization to raise money to save the world's last remaining gorillas from dying out. Each runner receives a gorilla suit and off they go! It's a bit hot and sweaty inside the suit, and my legs ache, but it's a lot of fun. The funniest moment was when someone watching the race offered me a banana – a real treat for a running gorilla! I had a great day out in London, as well as helping to save gorillas!



**3** Complete the table with expressions from the passage.

|                                                                                    | Reasons for starting running                                                                               | Benefits gained from running                                                      |
|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
|   | Running could improve<br>1 _____ and help<br>him treat his asthma.                                         | Running 2 _____ and<br>led him to achieve things he never<br>thought he could do. |
|   | She discovered an app that<br>3 _____ and she<br>wanted to see her name in the<br>top five.                | She came across<br>4 _____ and fell in love<br>with running.                      |
|   | His job sometimes<br>5 _____ and<br>makes him feel anxious. To help<br>deal with this, he started running. | After running, 6 _____<br>and he is ready to face the next day<br>at work.        |
|  | She participated in a programme<br>run to 7 _____.                                                         | She had a great day in London, as well<br>as 8 _____.                             |

- Which of these running stories impresses you most? Why?
- What can you learn from these people?
- In what ways do you think apps and social media can help us do sports?
- Do you know of any running events in China? Have you ever participated in any of them?

Think & Share

**4** Work in groups. Give a talk about a runner you know.

- Use the notes to help plan your talk.

*Runner's name:* \_\_\_\_\_

*Age:* \_\_\_\_\_

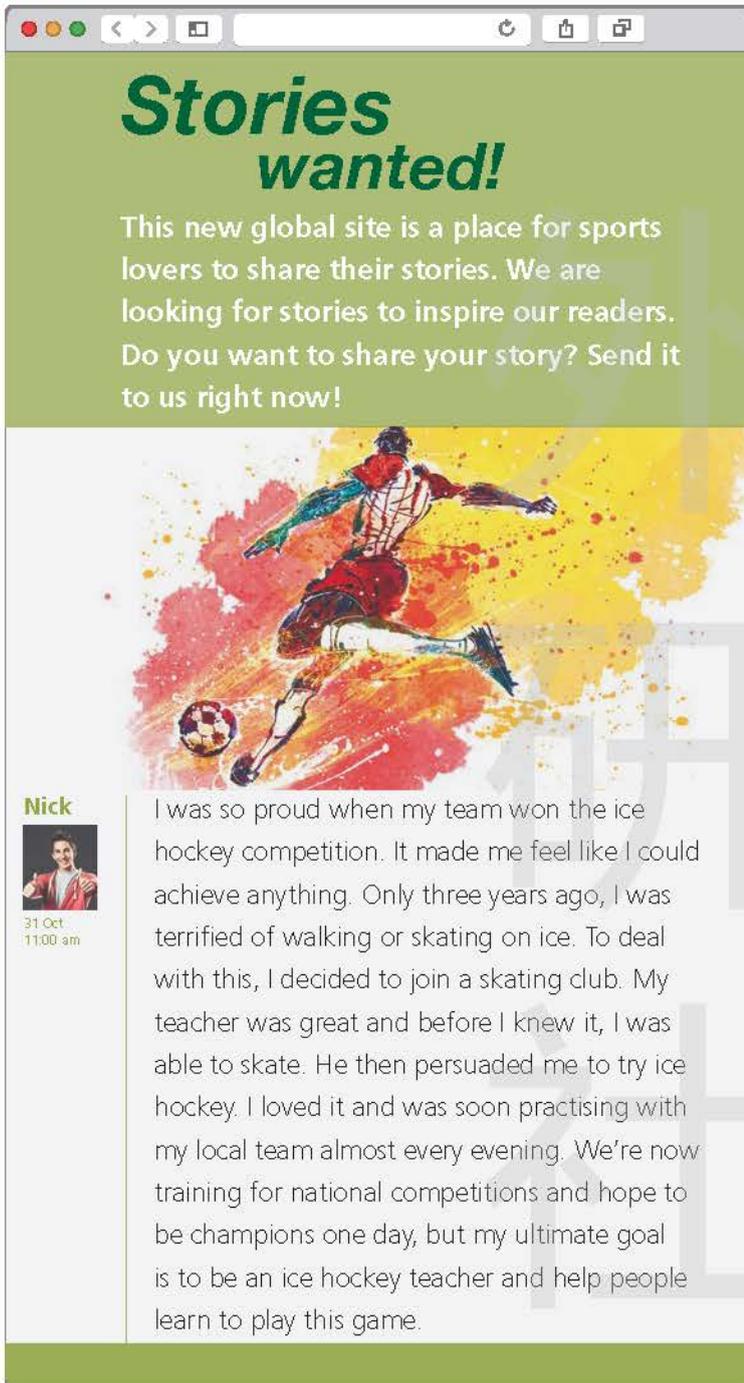
*When he / she started running:* \_\_\_\_\_

*What he / she thinks about running:* \_\_\_\_\_

- Organise your talk following the steps below.
  - Give details about the runner.
  - Talk about his / her experience of running.
  - End by saying why he / she inspires you.
- Give your talk to the class.

## Writing a sports story

5 Read the notice and post and answer the questions.



**Stories wanted!**

This new global site is a place for sports lovers to share their stories. We are looking for stories to inspire our readers. Do you want to share your story? Send it to us right now!



**Nick**  
  
31 Oct  
11:00 am

I was so proud when my team won the ice hockey competition. It made me feel like I could achieve anything. Only three years ago, I was terrified of walking or skating on ice. To deal with this, I decided to join a skating club. My teacher was great and before I knew it, I was able to skate. He then persuaded me to try ice hockey. I loved it and was soon practising with my local team almost every evening. We're now training for national competitions and hope to be champions one day, but my ultimate goal is to be an ice hockey teacher and help people learn to play this game.

- 1 What kind of stories does the website want?
- 2 Why is the website looking for stories?
- 3 What information is included in Nick's story?

6 Think of your own sports story and make notes.

Sport:

How you got started with the sport:

How you feel about the sport:

What you've done to improve:

What you hope to achieve in the future:

Now write your own sports story. Use the expressions in the box to help you.

### Useful expressions

- When I was younger, ...
- I never thought...
- The first time...
- Before I knew it, ...
- Soon I found...

7 Share your story with the class.

## Presenting ideas

1 Work in groups. Recommend a sport for your PE class and complete the table.



|                            |  |
|----------------------------|--|
| Sport                      |  |
| Rules for the sport        |  |
| Reasons for recommendation |  |

2 Talk about your recommendation following the steps below.

- 1 Say what sport you would like to recommend.
- 2 Talk about its rules.
- 3 State why you would like to recommend it.

3 Present your sport to the class. Use the expressions in the box to help you.

### Useful expressions

- The sport is called...
- The rules are as follows: ...
- It's a sport which needs...
- It can bring us such benefits as...

## Reflection

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

- talk about the benefits of doing sports
- ask questions and give explanations in an interview
- write a personal sports story
- promote Chinese culture through sports
- handle pressure and improve fitness through sports

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

---

---

3 I still need to improve:

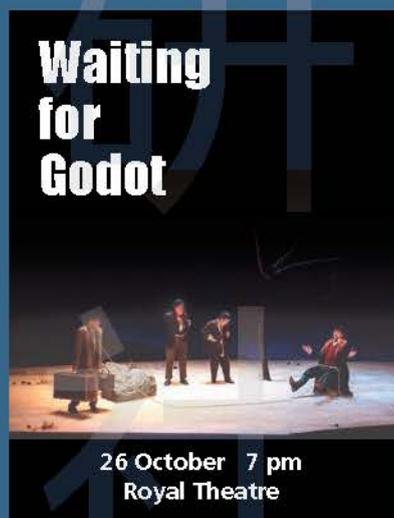
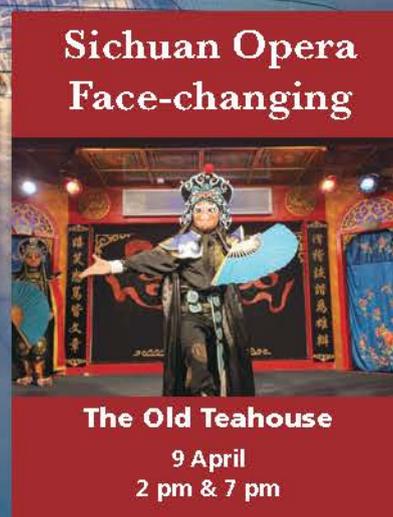
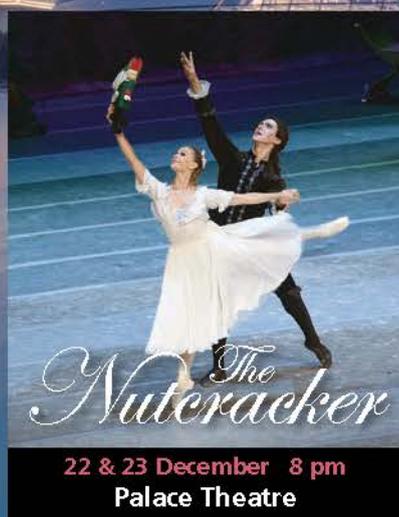
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# C N T E N T 4

## Stage and screen

### Starting out



**1** Look at the posters and answer the questions.

- 1 Which of these types of entertainment are you most familiar with?
- 2 What other types of entertainment have you seen?
- 3 Which do you like most? Why?

**2** Watch the video and answer the questions.

- 1 What theatres are mentioned in the video?
- 2 What are the differences between them?  
In what ways are they similar?

## Understanding ideas ▾

1 Look at the pictures of two performances and talk about their differences and similarities.

Consider the following:

- orchestra
- costumes and masks
- stage set
- performers' movements



2 Read the passage and find out what aspects of Peking Opera most impressed the author.

- 1 I thought I knew a lot about *Hamlet*. As a high school student with English literature as one of my main subjects, I have to! Shakespeare's *Hamlet* is probably the most important play by the most important writer in English. Almost everybody knows "To be, or not to be", right? Having seen quite a few productions of *Hamlet* and read the play many times, I was full of confidence – until the Peking Opera came to town!
- 2 Dating back to the 18th century, Peking Opera has over two hundred years of history. Does this mean it's easier than a Shakespeare play to understand? To find out the answer, I just had to go and see *The Revenge of Prince Zidan* – the Peking Opera version of *Hamlet*.
- 3 Starting with an orchestra playing traditional Chinese instruments, the opera brought a completely new sound to my Western ears. At first, I thought what I heard was a violin, but later I learnt that it was an instrument with two strings called *jinghu*. Then, seeing the main characters come on stage, I was surprised! The costumes and masks were amazing. The performers of course sang in Chinese, but the music, exaggerated movements and mime helped get the meanings across to the audience. The voices themselves sounded really unique – some of the female voices were so high that I was sure they could break glass! And the stage was really simple: a decorated whip represented a horse, and

a screen with Chinese characters, a study. Using such techniques, the opera had transformed a small stage into the whole universe.

- 4 Easily my favourite part of the show was how the characters moved on stage. I had never seen Prince Hamlet do a backflip before! That was simply incredible. It was so dazzling and energetic that I wasn't sure if the characters were performers or athletes! Everyone was clapping.

- 5 Before experiencing *The Revenge of Prince Zidan*, I wasn't sure if I would enjoy it. But, in fact, I was on the edge of my seat! Feeling the strong emotions of love, anger, fear and grief in the performance, I could easily recognise the theme of *Hamlet*. So, if you want to see a show that combines music, singing, drama, poetry and costume design with explosive effect, *The Revenge of Prince Zidan* ticks all the right boxes!

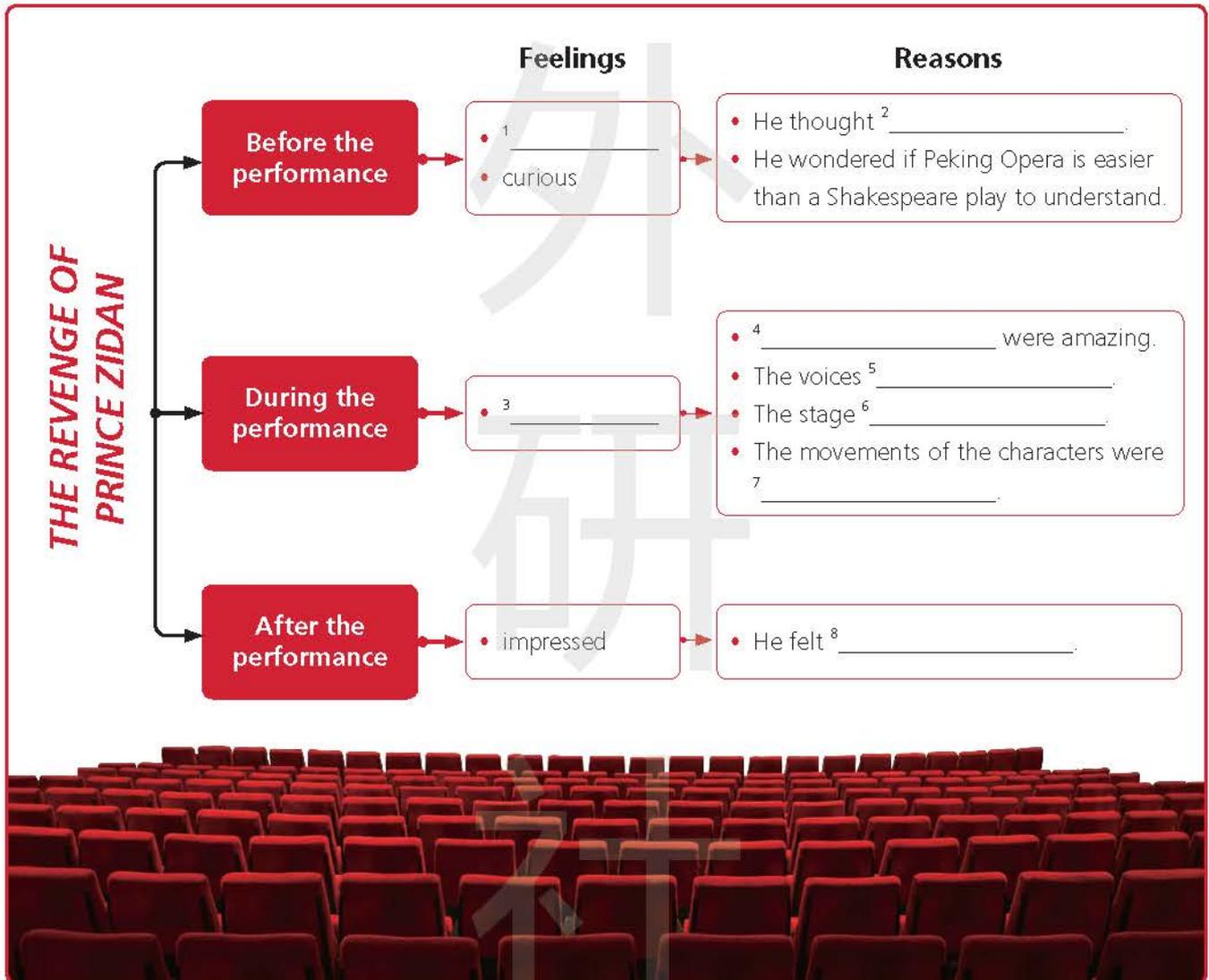
## When *HAMLET* meets PEKING OPERA



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

- 1 To prove that Peking Opera is a better way to perform *Hamlet*.
- 2 To inform the readers how to perform *Hamlet* through Peking Opera.
- 3 To share the unique experience of seeing a Peking Opera version of *Hamlet*.
- 4 To make a comparison between Eastern and Western cultures.

**4** Complete the chart with words and expressions from the passage.



Think Share

- 1 Why does the author say "*The Revenge of Prince Zidan* ticks all the right boxes"?
- 2 How could you help a friend from overseas understand Peking Opera?

## -ing as adverbial

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

- a Having seen quite a few productions of *Hamlet* and read the play many times, I was full of confidence – until the Peking Opera came to town!
- b ... seeing the main characters come on stage, I was surprised!

- 1 In sentence (a), who had seen quite a few productions of *Hamlet* and read the play many times? In sentence (b), who saw the main characters come on stage?
- 2 Is this structure used more often in spoken or written English?

Compare them with the following sentences and answer the questions.

- c Since I had seen quite a few productions of *Hamlet* and read the play many times, I was full of confidence – until the Peking Opera came to town!
- d ... when I saw the main characters come on stage, I was surprised!

- 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?

Now look for more sentences with this structure in the reading passage.

2 Complete the journal entry with the correct form of the verbs in brackets.

Friday 15 May

Today I performed in the school play. I did a good job! I <sup>1</sup> \_\_\_\_\_ (see) all my family and friends in the audience applaud me, I <sup>2</sup> \_\_\_\_\_ (feel) so confident and grateful.

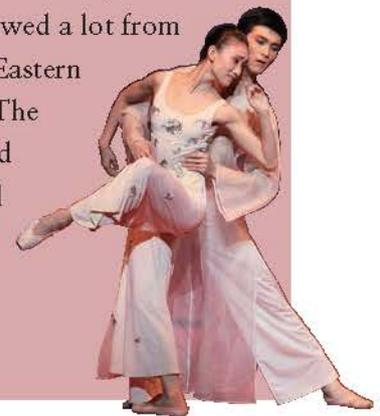
At first, I hadn't realised how much work it would be. The teacher was very strict, <sup>3</sup> \_\_\_\_\_ (make) me so nervous that I would forget my lines. I often stayed up late at night <sup>4</sup> \_\_\_\_\_ (practise) my part.

<sup>5</sup> \_\_\_\_\_ (feel) extremely discouraged, I almost gave up. But thanks to the support of my teacher, parents and friends, I overcame my fears, <sup>6</sup> \_\_\_\_\_ (know) that I did the best I could.

It's an unforgettable experience. No pain, no gain, as the saying goes.

3 Rewrite the paragraph using the -ing form.

I went to watch the ballet *The Peony Pavilion* last night. Because I thought ballet was more or less the same everywhere, I was totally unprepared for its unique beauty. As soon as the curtain rose, I was absorbed. The performance borrowed a lot from Chinese dance and music, so the Eastern influence on the ballet was clear. The production was full of colours and romantic symbols, and challenged my senses in new ways. I enjoyed it so much that it's changed my opinion about ballet. I can't wait to go again!



## Types of TV programme

- 4 Look at the pictures and answer the questions.



cartoon



news programme



talent show



comedy



nature documentary



talk show

- 1 What do you know about these types of TV programme?
- 2 Can you think of some examples of each type?

- 5 Read and match the descriptions to the types of TV programme in Activity 4. Underline the words and expressions describing them.

1 I absolutely loved last night's episode of *Best Singer*! It was very exciting and totally unforgettable. Each of the contestants put on a wonderful performance – they all really wanted to win! The final winner was so talented.

2 *The Real Lives of Leopards* – what an amazing programme! Leopards are such appealing creatures. Incredible photography of them in the wild. Highly recommended!

3 I used to love *A Good Laugh* and I watched it every week. It was so popular, but now it's got really boring. The jokes aren't funny at all. What a waste of time!

4 *Monkey King: Hero is Back* is my favourite! The Monkey King is really cool, and definitely a hero to me! I also enjoy the creative plot and settings. The writers and artists have such great imaginations. I'm thrilled to see Chinese culture presented in such an amazing and magical way.

5 I like to know what's going on in the world first thing in the morning, so I never miss this programme! It has all the headlines and market information you could possibly need. And there's a handy traffic report, too!

6 I watched *Talk King* last night, but I didn't like it. What a rude person the host was! He hardly let his guests say a word! It's a wonder they didn't walk out of the studio.

- 6 Work in pairs. Talk about your favourite TV programme using the words and expressions you have learnt.

A: What's your favourite TV programme?

B: My favourite TV programme is... It's a...

A: Why do you like it?

...

## Watching a performance

Dating back to the 1970s, Glastonbury Festival is a music and arts festival that takes place on a large farm in Somerset in South-west England. Most of the organisers are volunteers and much of the money raised from ticket sales goes to charity. Many famous bands have performed at the festival over the years, and the number of people attending has grown to about 200,000.



Did You Know ?

8 Listen again and complete the flyer.

# GLASTONBURY Festival

From  to  June

## How to get there

**\*Public transport:**

|                                  |      |                      |
|----------------------------------|------|----------------------|
| By train at <input type="text"/> | Cost | <input type="text"/> |
| By coach at <input type="text"/> | Cost | <input type="text"/> |

**\*Free bus service from station:**

First bus leaves Castle Cary at

Last bus leaves for the festival site at

7 Listen to the conversation and choose the correct memo.

1 Meet at London Paddington  
Take a train to Castle Cary  
Stay in a hotel for four nights  
Take a rain jacket and food

2 Meet at London Victoria  
Take a coach to Castle Cary  
Camp for four nights  
Take a tent and a rain jacket

3 Meet at London Victoria  
Take a coach to the festival site  
Camp for four nights  
Take a tent and an umbrella

Now talk about how Josh makes arrangements. Listen again if necessary.

9 Work in pairs. Act out the conversation about making arrangements to go to a comedy show.

**Student A:** Turn to Page 82.

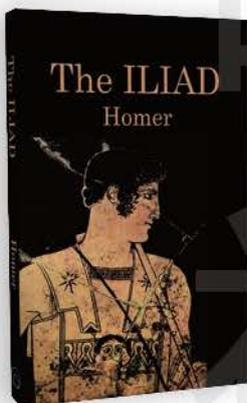
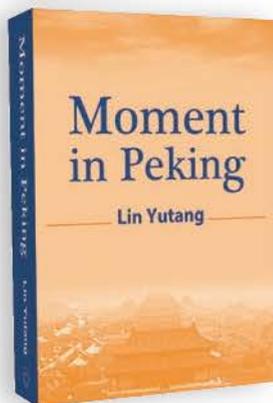
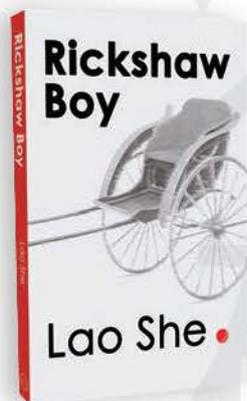
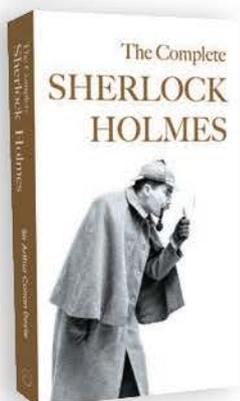
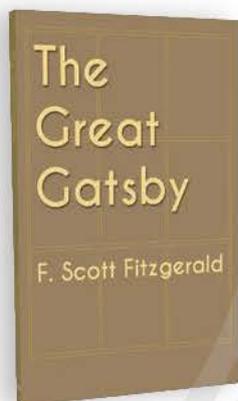
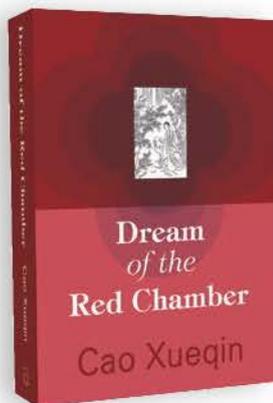
**Student B:** Turn to Page 86.

10 Work in pairs. Make arrangements to attend a concert in another city.

### Learning to learn

Words within a complete sentence can be pronounced in two different ways: weak and strong. The strong, or stressed, pronunciation is less common as it is used to emphasise the most important words in a sentence. It helps clearly convey meaning and also creates a natural rhythm to the sentence.

- 1 Look at the pictures and answer the questions.



- 1 Have you ever read any of these books? What are they about?
- 2 Have you ever seen the movies or TV plays based on these books? What do you think of them?

- 2 Scan the passage. Find out which of the books in Activity 1 are mentioned.

# Good Book,

- 1 They say that “a picture is worth a thousand words”, but the briefest look at books and the movies based on them would have anyone questioning this common saying. All too often, great words end up being turned into cinematic “turkeys”.
- 2 Good movies need good stories. If so, why has one of the earliest and greatest works in Western storytelling, Homer’s *The Odyssey*, never had an equally great movie based on it? Movies need strong characters. So why have the movies based on *The Great Gatsby* never been praised as “great”? Movies of course need impressive images, so why has *Alice in Wonderland* only resulted in movies best described as “interesting”?
- 3 One of the key reasons behind this is that while a book usually takes a few days to read, a movie typically lasts under

# Bad Movie?

two hours. This means that great books can lose plot details and characters when they move to the big screen. This is something that even the highly successful Harry Potter movies can't escape from, with fans of the books disappointed not to see some of their favourite characters in the movie versions.

- 4 Movies also disappoint us when things don't look the way we imagined them in the books. Take, for example, the epic movie *Troy*, which is in part based on Homer's *The Iliad* and was met with mixed reviews from the audience. The most questionable issue was the actress chosen to play the part of Helen. Many people thought she didn't live up to Helen's title of "the most beautiful woman in the world", influencing opinions of the movie to some extent.
- 5 There are a thousand Hamlets in a thousand people's eyes. Furthermore, books and movies are two different forms of media and therefore have different rules. With this in mind, perhaps we should judge a movie in its own right, and not against its original source. Interestingly, audiences have in recent years turned to television series such as *Sherlock* or *Mad Men*, which can have many characters and gradual plot development. Perhaps, one day, readers of F. Scott Fitzgerald's most admired work will find themselves glued to their screens by episodes of *The Great Gatsby*.

## □ Learning to learn

Examples in argumentative essays can serve several purposes. They can be used to explain ideas and concepts, to support arguments, and also as a way of providing additional information.

**3** Match the author's opinions about the movie adaptations to the examples from the passage.

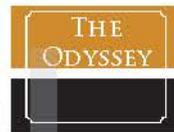
- 1 Some parts of the story and some characters are missing in the movie.
- 2 The visual images are not as striking as the descriptions in the book.
- 3 The movie is not as great as the book.
- 4 The movie doesn't look the way we visualised while reading the book.
- 5 The characters do not stand out.



a



b



c



d



e

- Think & Share**
- 1 What does the saying "There are a thousand Hamlets in a thousand people's eyes" mean? Do you know of any similar sayings in Chinese?
  - 2 What books would you like to see made into movies? Why?
  - 3 What other reasons do you think make movie adaptations less satisfactory than the original books?

**4** Work in groups. Give a talk about a movie adapted from a book.

- 1 Use the notes to help plan your talk.

*Title of the book:*

*Your point of view (successful / disappointing):*

*Reasons:*

- 2 Organise your talk following the steps below.
  - Introduce the book.
  - Describe the movie adaptation.
  - Give your opinion of the movie adaptation.
- 3 Give your talk to the class.

## Writing a movie review

5 Read the movie review and answer the questions.

### The Princess Diaries

#### Viewer reviews

★★★★★ **What an interesting movie**

2 March | by Jane



*The Princess Diaries* is a movie about a teenager named Mia Thermopolis. Shortly before her sixteenth birthday, she is shocked by the life-changing news that she is the princess of a fictional kingdom called Genovia. Starring Anne Hathaway, it is definitely a movie you should not miss!

Mia, a socially awkward American girl, becomes princess of Genovia when her long-absent father, the Crown Prince, dies. She's taught how to behave perfectly. However, things get out of hand when the media gets hold of the story, putting Mia in the spotlight. On top of this, she must make a choice between continuing the normal life of a San Francisco teen and stepping up to the throne.

The movie explores the theme of responsibility in an intelligent and humorous way. The most memorable scene is towards the end of the movie when, during Mia's darkest moment of self-doubt, she is touched by a letter her father left her. "Courage is not the absence of fear, but rather the judgement that something else is more important than fear." It's one of the most unforgettable lines from the movie.

*The Princess Diaries* is an interesting movie. It's about being and bettering yourself, and about knowing who your real friends are. Watch it now!

- 1 What is the movie about?
- 2 Who is the main character?
- 3 What is the most memorable scene in the movie?
- 4 What does the viewer think of the movie?

6 Choose a Chinese movie that you have seen recently and complete the table.

|                                 |
|---------------------------------|
| <b>General introduction</b>     |
|                                 |
| <b>Main plot</b>                |
|                                 |
| <b>The most memorable scene</b> |
|                                 |
| <b>Comments</b>                 |
|                                 |

Now write your movie review. Use the expressions in the box to help you.

#### Useful expressions

- ... is a... movie about...
- The main character(s) is / are...
- The movie explores...
- The most memorable scene is...
- I (don't) like the movie. I think it's...

7 Share your review with the class.

## Presenting ideas

- 1 Think about a performance that you want to recommend to the class and complete the notes.

*Title*

---

*General introduction*

---

---

---

*Why you recommend it*

---

---

---

- 2 Work in groups. Talk about your recommendation following the steps below.

- 1 Say what performance you would like to recommend.
- 2 Give a description of it.
- 3 State why you would like to recommend it.

Now discuss and decide on a winning performance.

- 3 Present your recommendation to the class. Use the expressions in the box to help you.

### Useful expressions

- We'd like to tell you about a performance of...
- We highly recommend this performance. It's called...
- You've just got to see...
- It's about / It's a story of...
- It makes you feel...

## Reflection

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

- describe and comment on TV programmes
- make arrangements to attend events
- write a movie review
- discover and analyse connections between different types of entertainment
- appreciate and enjoy art forms from different cultures

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

---

---

- 3 I still need to improve:

---

---

# UNIT 5

## On the road

### Starting out

**1** Watch the video and answer the questions.

- 1 What are the top five tourist destinations?
- 2 Which country do you want to visit most? Why?

**2** Do the quiz and answer the questions.

- 1 What is your next destination?  
Are you pleased with your result?
- 2 What do you know about your next destination?
- 3 Where else would you like to travel? Why?

### Travel Quiz

- 1 Have you ever gone on holiday on your own?
  - a Yes, and I met some great people along the way.
  - b No, but I would like to try.
  - c No, I wouldn't like to do that.
- 2 What is your ideal type of accommodation?
  - a A tent under the stars.
  - b A room in a local family home.
  - c A luxury hotel with great facilities.
- 3 What's the first thing you do when you arrive in a new city?
  - a Set off to explore and talk to the locals.
  - b Take a bus tour.
  - c Visit the top ten sites in the guidebook.
- 4 Some locals invite you to their home for dinner. Will you go?
  - a Of course – it'll be an amazing experience!
  - b Probably, but I wouldn't go alone.
  - c No, I would feel uncomfortable in that situation.
- 5 You are offered some unusual local food, like fried insects. Will you try it?
  - a Of course! Travel is all about trying new things.
  - b Maybe, but only if it doesn't look dangerous.
  - c No way.

Turn to Page 87 to find out your result.



1 Read the saying and answer the questions.

*“Travel broadens the mind.”*

- 1 What do you think the saying means?
- 2 Do you agree with the saying? Give some examples to support your opinion.

2 Read the interview and write the questions on the lines.

- a What do you love most about Western Australia?
- b What is your connection to Western Australia?
- c Who are you and what do you do?
- d Does your photography support environmental protection?
- e How does your love of nature influence your photography?



Home About

## Blogging Australia

1

My name is Lauren Elizabeth Pirie Bath. Until a few years ago I was a chef, and a happy one at that, but I wanted more out of life. I wanted to TRAVEL. At that time I discovered blogging and found that I took pretty good pictures. So I decided to post pictures on my blog. In less than 18 months, there were over 200,000 people reading my blog! At first, I only regarded it as a hobby, but companies started paying me to take photos and publish them. In 2013, I was determined to make my dream come true: I would become Australia's first professional photo blogger. It was a challenging job, but I did it. Now I spend three weeks out of every month travelling and have over 464,000 fans following me online. I've got to know more about this country and its people.

2

I first visited Western Australia for work in 2013. I fell in love with northern WA and have been back six times. Some of my favourite photographs were taken there. I have made over 140 work trips, but my best work trip ever was to Broome in the Kimberley region.

# Lauren Bath

Gallery

Blog

Media

Services

Events

Contact



3

It is extremely beautiful and you can experience the indigenous Australia there more than anywhere else. The Kimberley region, in particular, is unique and untouched. As a photographer, I love the bright light and amazing colours: red rocks, green plants, blue-green waters and blue skies.



4

To work full time in travel, you have to love nature. I try to take every opportunity to get outside and admire the natural world. I love to photograph the rising sun, so I force myself into the natural world by waking early each day. I also enjoy photographing animals, such as dolphins and kangaroos.



5

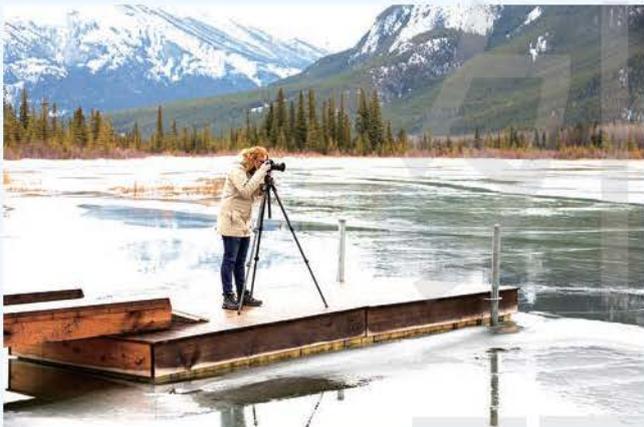
I hope so. I use my photography to make an impact on people, especially when it comes to environmental issues. Today I've been photographing a crocodile swimming close to our boat, the *Kimberley Quest*, all day. When I post the picture online, I will make a comment about how bad it is to feed wild crocodiles. This crocodile is used to passengers throwing food from boats and now she is becoming familiar with humans. Over time, this could make her a danger to people living in the area. If I can do something to make others aware of the problem, then that's part of the solution.



**3** Choose the best description of the interview with Lauren Bath.

- 1 Why Lauren Bath quit her job as a chef and chose a different profession.
- 2 Where Lauren Bath loves to travel and how she helps protect the environment.
- 3 How Lauren Bath turned her hobby into a career and her story of being a blogger.

**4** Complete the blogger profile with words and expressions from the passage.



## Star Blogger

Name Lauren Bath

Previous job <sup>1</sup> \_\_\_\_\_

Present job <sup>2</sup> \_\_\_\_\_

Number of fans <sup>3</sup> \_\_\_\_\_

Favourite place to visit <sup>4</sup> \_\_\_\_\_

Subject of photos <sup>5</sup> \_\_\_\_\_

**Example of important work and its story**

Lauren Bath is using her photography to make people aware of <sup>6</sup> \_\_\_\_\_. For example, one of her photos shows a crocodile that is used to passengers <sup>7</sup> \_\_\_\_\_ and is becoming <sup>8</sup> \_\_\_\_\_. Over time, this could make her <sup>9</sup> \_\_\_\_\_ to humans. People should stop <sup>10</sup> \_\_\_\_\_.

- Think & Share**

  - 1 Why was Lauren Bath determined to change from being a chef to a photographer?
  - 2 How do Lauren Bath's travel experiences influence her and the readers of her blog?
  - 3 What other jobs involve travel? Which would you most like to do? Why?

## -ing as attributive

1 Look at the sentences from the interview and answer the questions.

- a ... there were over 200,000 people reading my blog!  
 b I love to photograph the rising sun, ...

- 1 In sentence (a), who read the blog?
- 2 In sentence (b), what is rising?
- 3 When do we put the *-ing* form before the noun it modifies and when do we put it after?

Compare them with the following sentences and answer the questions.

- c ... there were over 200,000 people who read my blog!  
 d I love to photograph the sun that is rising, ...

- 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 this structure in the interview.

2 Rewrite the underlined words using the *-ing* form.

The Bernina Express follows a route that runs from Eastern Switzerland to Northern Italy. People who travel aboard the Bernina Express have the chance to see incredible views. The landscape that lines the route is beautiful and dramatic, with snowy mountains and green valleys. There is no doubt that the Bernina Express is a journey for travellers who want to get back to nature: the train



the train window becomes the TV screen, and the natural world is the show.

3 Rewrite the advertisement using the *-ing* form to make it more compact and coherent.



Are you one of those people who work around the clock? Are you getting "itchy feet"? Take a look at our new offer: a once-in-a-lifetime adventure to the beautiful islands of Hawaii!

Go on a boat trip to see whales that jump out of the water and hear the song of dolphins

that sing. Watch surfers who catch the waves – and maybe even give it a go yourself!

Put on your hiking boots and explore islands with waterfalls and active volcanoes. And at the end of the day, you won't want to miss the view of the sun that is setting on the sea!

## Planning a trip

4 Read the emails. Underline the tasks Andrew and Matt have to do before going on a trip.

**From** Andrew      **To** Matt  
**Subject** Travel arrangements

Hey Matt,

Good news for our trip! I checked the embassy website and we don't need to apply for a visa now. We can get one when we arrive at the airport in Jakarta. I've also booked accommodation based on the budget we made. I found the Holiday Hotel chain when I was doing research online. According to the reviews, these hotels are clean, central and inexpensive. By the way, did you buy the plane tickets?

Andrew

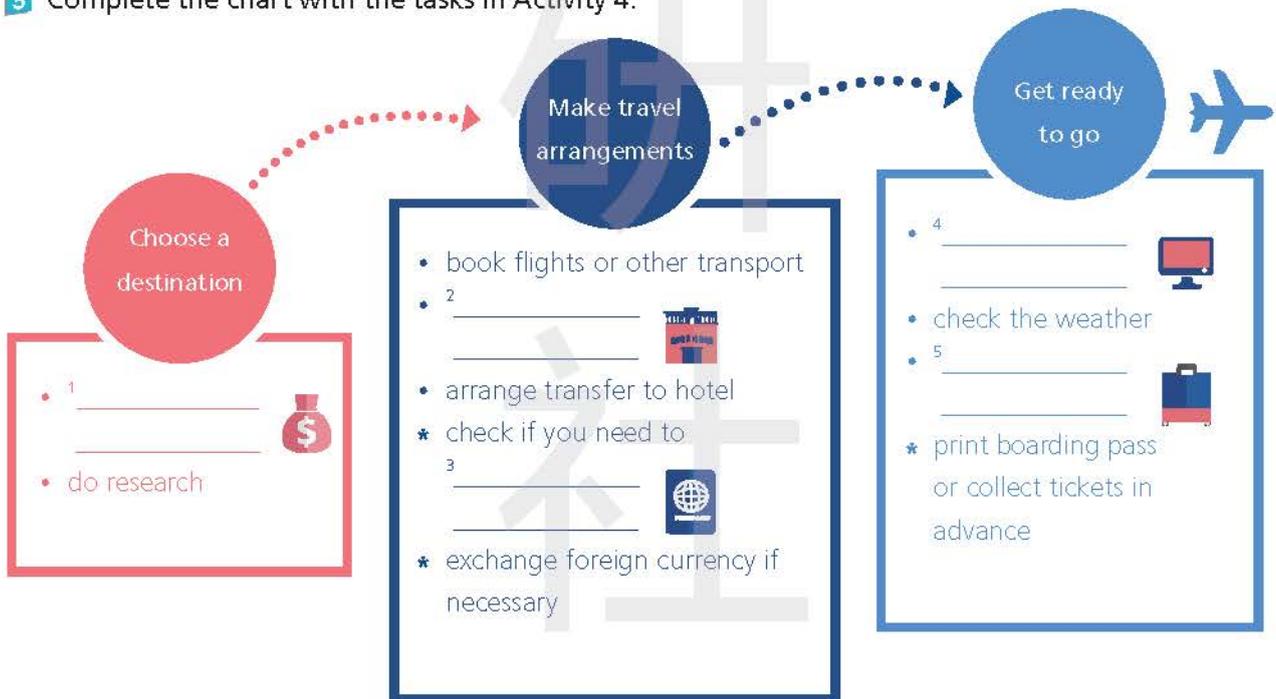
**From** Matt      **To** Andrew  
**Subject** Re: Travel arrangements

Hey Andrew,

I've bought the plane tickets and arranged transfer from the airport to the hotel. So we are almost set! Don't forget to check in online and print your boarding pass in advance. Then all we have to do is pack luggage. Remember to bring your camera! Oh, one last thing... Have you exchanged foreign currency? I don't have a credit card. I'd like to buy souvenirs for my family so I'm going to take \$300 just in cash. Can't wait!

Matt

5 Complete the chart with the tasks in Activity 4.



Now think of other things you may have to do before a trip and add them to the chart.

6 Work in groups. Choose a destination and prepare your trip together. Use the chart in Activity 5 to help you.

## Visiting a new place

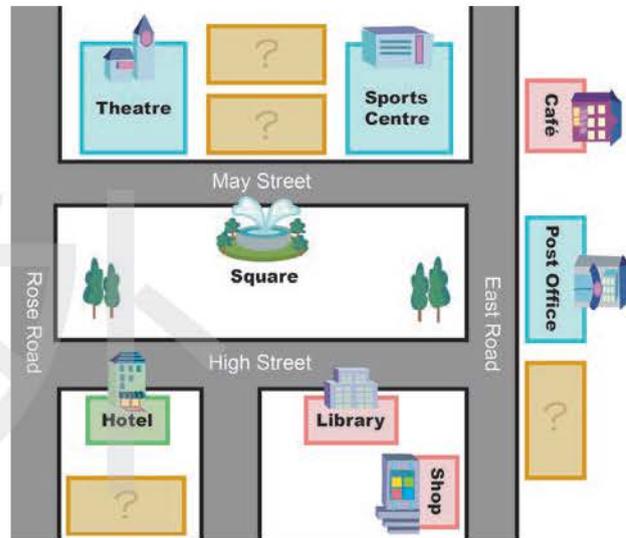
Different types of tourism:

- Food tourism: travellers choose their destination for its food.
- Cultural tourism: travellers go to theatres, museums and festivals to learn about local art, history and lifestyle.
- Adventure tourism: travellers explore unusual or remote destinations, often engaging in risky activities.



Did You Know ?

- 8 Listen again and complete the map and the information for the tourist.



- History Museum • behind <sup>1</sup> \_\_\_\_\_  
• opens at <sup>2</sup> \_\_\_\_\_
- Paul's Restaurant • next to <sup>3</sup> \_\_\_\_\_  
• serves <sup>4</sup> \_\_\_\_\_
- boat race • between <sup>5</sup> \_\_\_\_\_  
and <sup>6</sup> \_\_\_\_\_ universities  
• starts <sup>7</sup> \_\_\_\_\_

Now talk about how the speakers ask for and give information. Listen again if necessary.

- 7 Listen to the conversation and find out where it takes place.



- 9 Work in pairs. Act out asking for and giving information.

Student A: Turn to Page 83.

Student B: Turn to Page 86.

- 10 Work in pairs. Draw your own map and have a similar conversation.

### Learning to learn

When you visit a place for the first time, a map is a great help for you to know the place better. An online map on your mobile phone is convenient. But if you don't have net connection when you travel, a paper map is still an option. You would be able to find one in your hotel or at the local tourist information centre. When someone is giving you directions, try to mark your destinations and draw the routes to them on the map.

## Developing ideas ◀

**1** Read and answer the questions to see how much you know about Canada.

- 1 What is the capital of Canada?  
a Toronto.    b Ottawa.    c Montreal.
- 2 Which is not an official language in Canada?  
a French.    b English.    c Spanish.
- 3 What is on the Canadian national flag?  
a An oak leaf.    b A maple leaf.    c A laurel leaf.
- 4 What is the most popular sport in Canada?  
a Baseball.    b Soccer.    c Ice hockey.
- 5 What animal is a national symbol of Canada?  
a Moose.    b Beaver.    c Polar bear.

**2** Scan the email and write the places on the map.

Rocky Mountains    Vancouver  
Newfoundland    Quebec



From Eva To Amy  
Subject Coast to coast

Hi Amy,

- 1 We made it! My family and I have managed to cross the North American continent, from western to eastern Canada, in two weeks! I can't wait to share the stories with you.
- 2 We started from Vancouver, where we picked up our vehicle for the trip – a home on wheels. It took us where we wanted, when we wanted. Dad did the driving but he has a poor sense of direction. We got lost a few times even with the help of GPS, but eventually we managed to cross the Rocky Mountains. I was hoping to see a bear or even an eagle, but all I saw was a small group of deer. The views were fantastic, though. There were forests, mountains with snowy tops and masses of ice. It's like another world.
- 3 We reached Quebec on the eighth day, where most people speak French. Well, actually, they speak Quebecois, which is a type of Canadian French. The funniest thing happened on that day. I'd fallen asleep, when I heard Dad's phone ringing. He was driving, so I answered it. Guess who it was? Mum! It was then that I realised her seat was empty! How did that happen? Well, while I was sleeping, Dad stopped for some petrol and Mum also got out to take photos, and you can guess the rest... She was so mad! To cheer her up, we went to a typical Quebec restaurant for lunch. We had the famous "poutine", which is a dish of French fries, fresh cheese and a hot brown sauce called "gravy". It's usually followed by pancakes with maple syrup – delicious!
- 4 So, we're now in Newfoundland, the very eastern part of Canada and the end of our journey. To celebrate, we went on a boat trip yesterday. Mum was using Dad's phone to take photos of the colourful little houses along the coast when we saw something amazing – a killer whale! Mum was so excited that she dropped the phone into the sea. This time it was Dad's turn to get mad! Anyway, another family from Quebec was also on the boat and they got some great photos of the whale. They're going to send them to us when they get back home. What's more, their son's the same age as me. He's so cool! We're going to keep in touch, so I now have someone to practise French with!

With love,  
Eva

**3** Find out what the underlined words refer to.

- 1 We made it! (Paragraph 1)
- 2 It took us where we wanted, ... (Paragraph 2)
- 3 The funniest thing happened on that day. (Paragraph 3)
- 4 How did that happen? (Paragraph 3)

**□ Learning to learn**

Pronouns such as "it", "this", "that", "these" and "those" are used to make connections between parts of a text. These pronouns may refer to a word, a phrase or a sentence, or even several words, phrases or sentences. They can refer back to previous information or forward to new information.

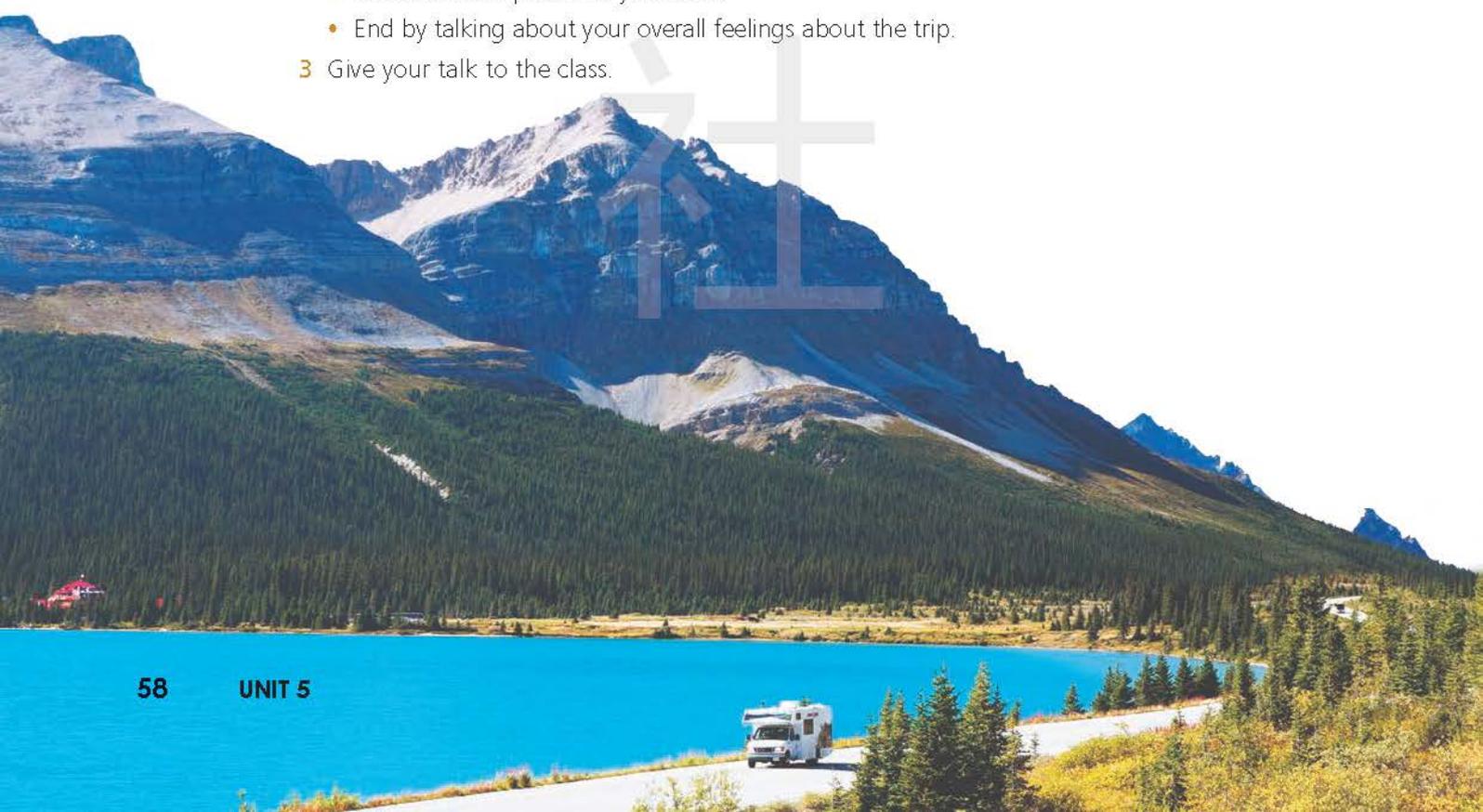
**Think & Share**

- 1 Why do you think Eva and her family chose to travel by motor home?
  - 2 What do you think Eva enjoyed most about the trip?
  - 3 What do you think was the most memorable moment of their trip?
  - 4 Have you ever travelled with your family? Share your experience with the class.
- 4** Work in groups. Imagine you are Eva and give a talk about your travel experience.

- 1 Use the table to help plan your talk.

| Things you enjoyed | Problems you faced |
|--------------------|--------------------|
|                    |                    |

- 2 Organise your talk following the steps below.
  - Say where you went and who you went with.
  - Share what you enjoyed about the trip.
  - Describe what problems you faced.
  - End by talking about your overall feelings about the trip.
- 3 Give your talk to the class.



## Writing a postcard

5 Read the postcard and answer the questions.

16 May

Hi Emma, Greeting

I'm having a really great time in Yunnan, China! At the moment, we're at the foot of Yulong Snow Mountain. We spent the whole day hiking and I even saw some huge yaks! The landscape is so beautiful! Tomorrow we're going to visit the famous old town of Lijiang. It's going to be a lot of fun!

I've got to go, but miss you a lot. Main body

Alice Signature

Stamp Stamp

Emma Brooke  
184 Collins Street  
Melbourne, VIC 3000  
Australia Recipient's address

6 Read the message and write a postcard to Sam. Use the expressions in the box to help you.

Hey! I haven't heard from you since you left. You must be having a great time! How's your trip been so far? What have you seen? Have you met anybody interesting? Hope to hear from you soon. Please send me a postcard!

- 1 Who wrote the postcard and from where did she send it?
- 2 Who is receiving the postcard and where is she?
- 3 What has the writer done so far?
- 4 What is the writer going to do next?

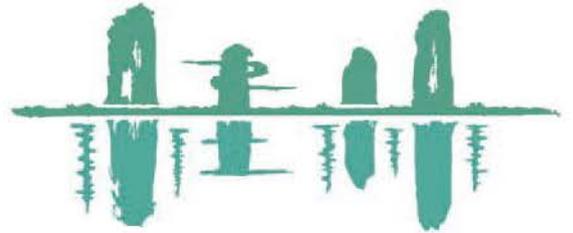
### Useful expressions

- I've been in... for...
- At the moment, I'm at...
- The weather is...
- I'm going to...
- Bye for now.
- Take care.

7 Show your postcard to the class.

## Presenting ideas

- 1 Work in groups. Look at the logos and decide which Chinese cities they represent. Find out what each city is best known for.



- 2 Choose a different place you know well and talk about why it is worth visiting. Design a logo to represent it.
- 3 Prepare a short presentation for tourists about the place you've chosen, following the steps below.
  - 1 Write a short introduction about why the place is worth visiting.
  - 2 Explain what the logo represents.
  - 3 Practise giving your presentation.
- 4 Give your presentation to the class, showing your logo. Use the expressions in the box to help you.

### Useful expressions

- I'm going to introduce...
- It's famous for...
- The best part of it is...
- The logo represents...

## Reflection

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

- make plans for a trip
- ask for and give information
- write a postcard
- develop a broader understanding of the world and have an open mind
- respect different cultures and appreciate cultural diversity

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

---

---

- 3 I still need to improve:

---

---

## Starting out

**1** Watch the video and answer the questions.

- 1 Which of the facts in the video do you find most alarming?
- 2 What does the video want to tell us?

**2** Look at the cartoons and answer the questions.

- 1 What environmental problem does each cartoon refer to?
- 2 What are the causes of these problems?
- 3 What do you think is the most serious environmental problem we face today? What should be done to help solve it?



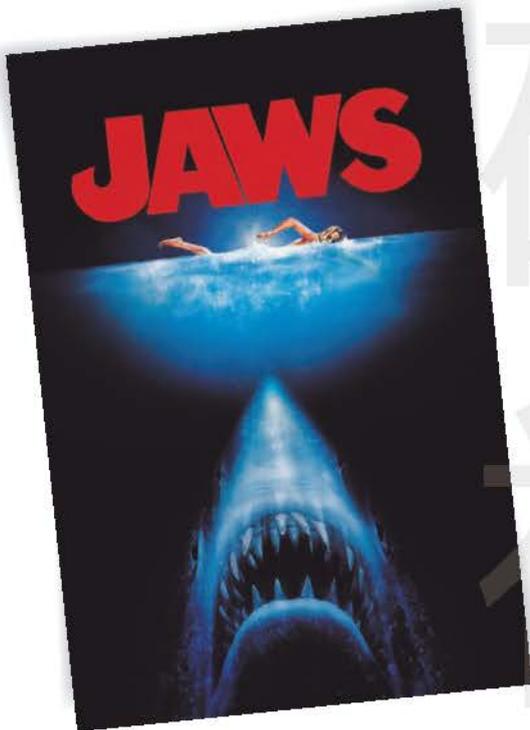
## Understanding ideas ▾

1 Tick the words that you would use to describe sharks. Add any more you can think of.

- dangerous
- powerful
- endangered
- interesting
- man-eating
- terrifying
- cute
- intelligent
- huge

Now compare your choices with the class.  
Share what you know about sharks.

2 Read the passage and find out how sharks are described in the film *Jaws*.



1 We see a woman swimming at night in a dark sea. Suddenly, she is pulled underwater. She surfaces, cries in fear, then disappears forever. This is the opening scene from the 1975 film *Jaws*, showing a shark attack. It tells the story of a great white shark that attacks and kills swimmers. *Jaws* was a great success, attracting huge audiences and winning many awards. It strengthened people's long-held idea of the great white shark as a dangerous animal.

2 People have always been scared of sharks, but *Jaws* made things worse. It made people frightened of sharks, especially of the great white shark. Many people who saw the film started to believe that sharks were bad animals that ate humans. Some people stopped swimming in the sea, afraid of the horrible creature from the film. Other people started fishing for sharks, killing as many as they could. At that time, nobody cared if sharks were killed, or how many were killed. People just wanted them killed.

3 After 1975, the number of large sharks around America fell quickly, and soon fell around the world. This was not only due to fear of sharks, but also finning. Finning is a type of fishing where sharks are caught and their fins cut off. The sharks are thrown back into the sea

# SHARKS:

## DANGEROUS OR ENDANGERED?

where they die slowly and painfully. The fins are used in shark fin soup. Finning kills millions of sharks a year.

- 4 Finning would have an unexpected effect upon Peter Benchley, the man who wrote the book the film *Jaws* was based on. In 1980, Benchley was diving when he came across an awful sight. It was an area where fishermen were finning, and the sea floor was covered with dead sharks. Benchley saw sharks being killed and this caused a deep change in him. He came to see people as a danger to sharks, rather than the other way round. From that day on,

he fought to protect sharks. He admitted that his book was wrong about sharks' behaviour. "Sharks don't target humans," he said. Experts have proved that sharks do not see people as food, and they attack us by mistake. Only around six people are killed by sharks every year.

- 5 Fortunately, not everyone who watched the film *Jaws* became afraid of sharks – some became interested in understanding them. Today, as we learn more about sharks, more people than ever want to protect them from extinction.

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

- 1 To criticise Peter Benchley's misleading description of sharks in his book and advocate the protection of sharks.
- 2 To explain people's misunderstanding of sharks and raise awareness of shark protection.
- 3 To inform people about sharks and recommend the film and the book to them.

**4 Complete the chart showing how attitudes towards sharks have changed with words and expressions from the passage.**

**People have a normal fear of sharks.**

- People have always been scared of sharks because they are considered <sup>1</sup> \_\_\_\_\_.

**People are more frightened of sharks.**

- People who saw the film *Jaws* believed <sup>2</sup> \_\_\_\_\_.
- Some people stopped <sup>3</sup> \_\_\_\_\_ while others started to <sup>4</sup> \_\_\_\_\_.
- The number of large sharks fell quickly due to <sup>5</sup> \_\_\_\_\_.

**More people are against finning and wish to protect sharks.**

- Peter Benchley admitted that his book <sup>6</sup> \_\_\_\_\_ and fought <sup>7</sup> \_\_\_\_\_ them.
- Experts have proved that <sup>8</sup> \_\_\_\_\_, and they attack us by mistake.
- Some people became interested in <sup>9</sup> \_\_\_\_\_ and more are willing to <sup>10</sup> \_\_\_\_\_.

1 How do you think Peter Benchley felt after diving in 1980?

2 What other films or books do you know that feature wild animals? Do they "paint" a good or bad picture of these animals? Say how the animals are described.

Think & Share

## -ing and -ed as complement

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

- a We see a woman swimming at night in a dark sea.
- b It made people frightened of sharks, ...

- 1 In sentence (a), who is swimming at night?
- 2 In sentence (b), who is frightened of sharks?
- 3 Why does the author choose to use different forms of verbs in the two sentences?

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

2 Read the passage and choose the correct form of the verbs.

**Attracted / Attracting** by mermaids since she was a child, Hannah Fraser created her first tail when she was only nine years old. Now, she is a model and performance artist **devoted / devoting** to ocean conservation. She can be seen **worn / wearing** mermaid clothing and **dived / diving** up to 50 feet underwater to swim with dolphins, sharks and whales. She appeared in *The Cove*, a documentary aiming at highlighting the cruelty of dolphin hunting. Besides performing and modelling, Hannah travels the world **given / giving** presentations and talks, getting more people **involved / involving** in the conservation of ocean life.



3 Rewrite the underlined sentences in the interview, using the -ing and -ed forms to make it more compact and coherent.

**Reporter:** Hello from Sanjiangyuan National Nature Reserve (SNNR). With me today is Lin Feng, a staff member working here. Lin Feng, can you tell us a bit about SNNR?

**Lin Feng:** Well, SNNR was established in 2000 and is the highest and second largest nature reserve in China. Here, you can see dramatic landscapes. They change from mountains to grasslands, forests to rivers. Most importantly, it contains the headwaters of the Yellow River, the Changjiang River and the Lancang River.

**Reporter:** What's the biggest problem faced by SNNR?

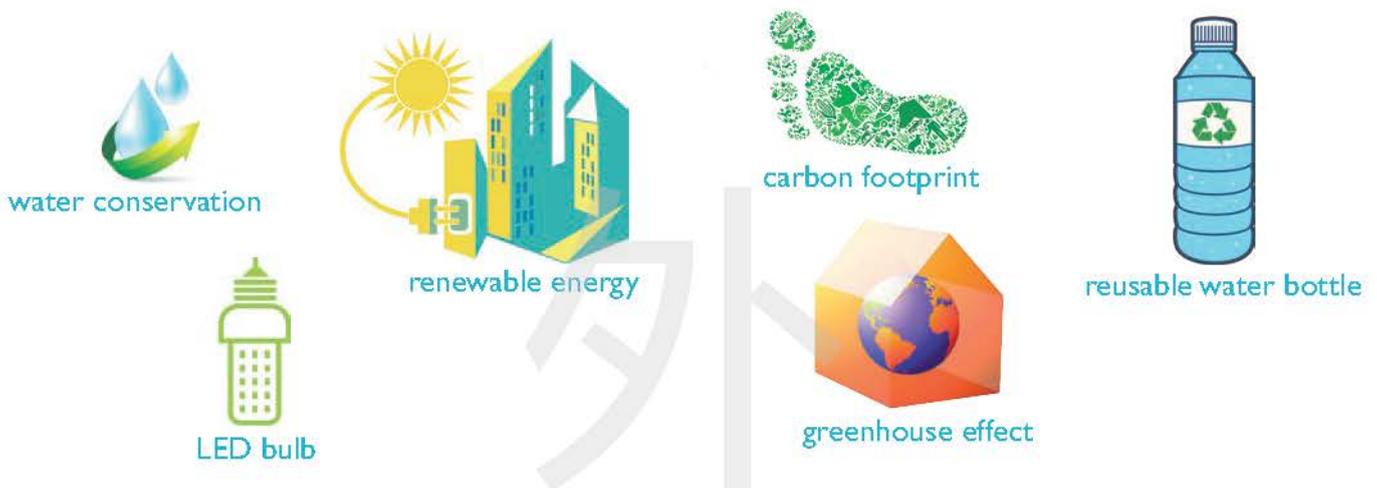
**Lin Feng:** In recent years, we have seen large areas of wetland that were damaged by human activity. This has had a negative impact on the unique plants and animals living there. We've also seen droughts and floods caused by these changes, which affect the water supply downstream.

**Reporter:** And what sort of work are you doing to help solve these problems?

**Lin Feng:** Our job is to protect and restore the natural environment. This includes keeping the original environment from being touched, as well as adopting new, sustainable ways of feeding farm animals.

## Dealing with global warming

4 Share what you know about these expressions.



5 Complete the brochure with the expressions in Activity 4.

**Six things you can do NOW to help stop global warming**

- Reduce waste by choosing reusable products – get a(n) <sup>1</sup> \_\_\_\_\_, for example.
- Try to reduce your <sup>2</sup> \_\_\_\_\_. Walk or ride a bike instead of taking a car.
- Use <sup>3</sup> \_\_\_\_\_ such as solar energy and wind power.
- The less energy you use, the less carbon dioxide is released. Replacing a regular light bulb with a(n) \_\_\_\_\_.
- <sup>4</sup> \_\_\_\_\_ is a great start.
- <sup>5</sup> \_\_\_\_\_ is important because clean water is a limited resource. Also, we use a lot of energy to process clean water.
- Planting trees can help a lot in reducing the <sup>6</sup> \_\_\_\_\_ because trees absorb the carbon dioxide in the air.

6 Work in pairs. Discuss what you can do to help deal with global warming, using the words and expressions you have learnt.

A: I will go to school by bike to reduce my carbon footprint.

B: I will bring a reusable bag when I go shopping.

...

## Environmental problems to be solved



Smog comes from the words “smoke” and “fog”, and it is used to describe the air pollution in cities caused mainly by traffic and factories. Smog can be dangerous because it causes severe breathing problems and infections.

Did You Know ?

8 Listen again and complete the slides.

### Smog in the past

- Term created in: <sup>1</sup> \_\_\_\_\_
- Big problem in London: <sup>2</sup> \_\_\_\_\_  
in December 1952
- Causes of the problem: burning too much coal and <sup>3</sup> \_\_\_\_\_



### Smog in the present

- Causes of the problem: <sup>4</sup> \_\_\_\_\_  
and factories
- Measures: rules about using <sup>5</sup> \_\_\_\_\_ in  
factories and <sup>6</sup> \_\_\_\_\_ in  
the city centre



7 Listen to the lecture and choose the topics that are covered.

- 1 What the word “smog” means.
- 2 When the word “smog” appeared.
- 3 What caused smog in the past.
- 4 What causes smog now.
- 5 The effects of smog on the environment.
- 6 How governments try to reduce smog.
- 7 What will happen if we don't reduce smog.

### Learning to learn

A polite interruption is usually framed as a request for permission to interrupt someone, often starting with *If...*, *May I...?* or *Can I...?* This may be preceded with an apology such as *Sorry...* or *Excuse me...* Usually we interrupt someone when they pause for breath, or during the slight pause between spoken clauses.

Now talk about what the students say to interrupt the lecturer politely. Listen again if necessary.

9 Work in pairs and talk about recycling.

Student A: Turn to Page 84.

Student B: Turn to Page 87.

10 Work in pairs. Talk about another environmental problem and have a similar conversation.

1 Look at the questions about “green living” and tick your answers.

- 1 Which shopping bag is more environmentally friendly?
  - A plastic bag.
  - A paper bag.
  - Neither of these.
  
- 2 What should you do to save energy when leaving your home?
  - Turn off a device.
  - Unplug a device.
  - Neither of these.
  
- 3 What food is better for the environment?
  - Food produced near to where you live.
  - Food produced far from where you live.
  - It depends.
  
- 4 Which uses less water?
  - Taking a bath.
  - Taking a shower.
  - It depends.

Now work in groups and see if other people share your ideas.

2 Read the four subheadings in the passage and decide if they are true or false. Then read the passage and check your answers.

### □ Learning to learn ◀

As subheadings expand on the main heading or title, they can be slightly longer than the main heading. Although not every paragraph needs a subheading, they can be skimmed to give the reader an overall understanding of the content of a text.

# What's

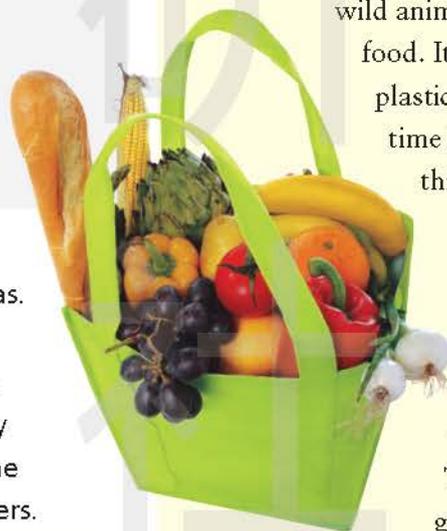
Most of us are aware that we must take care of the environment, and the majority of us take steps to save energy and reduce waste and pollution. But recently, some “green truths” have been shown to be only half true, or even completely false. Here are some common ones. Which are really green?

## ? Paper shopping bags are better than plastic ones.

Plastic bags cause litter and are a danger to wild animals, which mistake them for food. It takes hundreds of years for plastic to break down, but much less time for paper. Because of this, people think paper bags are the better environmental choice.

However, making a paper bag uses four times as much energy as making a plastic bag and up to three times the amount of water. The process also produces more greenhouse gases.

In fact, both kinds of bags are bad for the environment. So, take a reusable bag with you when you go shopping.



# really green?

## ? When you turn off a device, it stops using power.



When we turn off a device, such as television, it goes into stand-by mode. Devices in this mode still use power, and older devices in stand-by mode can use even more. This happens because electricity

continues to leak from the device, even when it is turned “off”. To make sure your appliance is in fact off, remove the plug from its power supply.

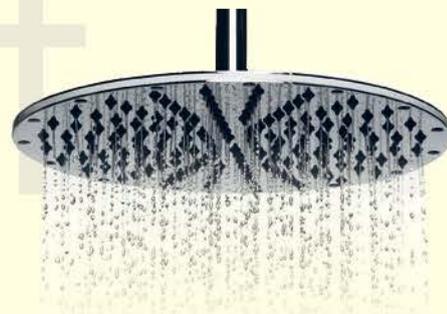
## ? Eating local food is good for the environment.



It seems like common sense: eating local food should be better for the environment, because it does not need to be transported long distances and kept cold during transport. Unfortunately, it is not

that simple. It is the production of food, not its transport, that uses most of the energy and produces most of the greenhouse gases. In some cases, local produce might have used more energy and produced more greenhouse gases than produce grown a long way away – even taking into account its transport.

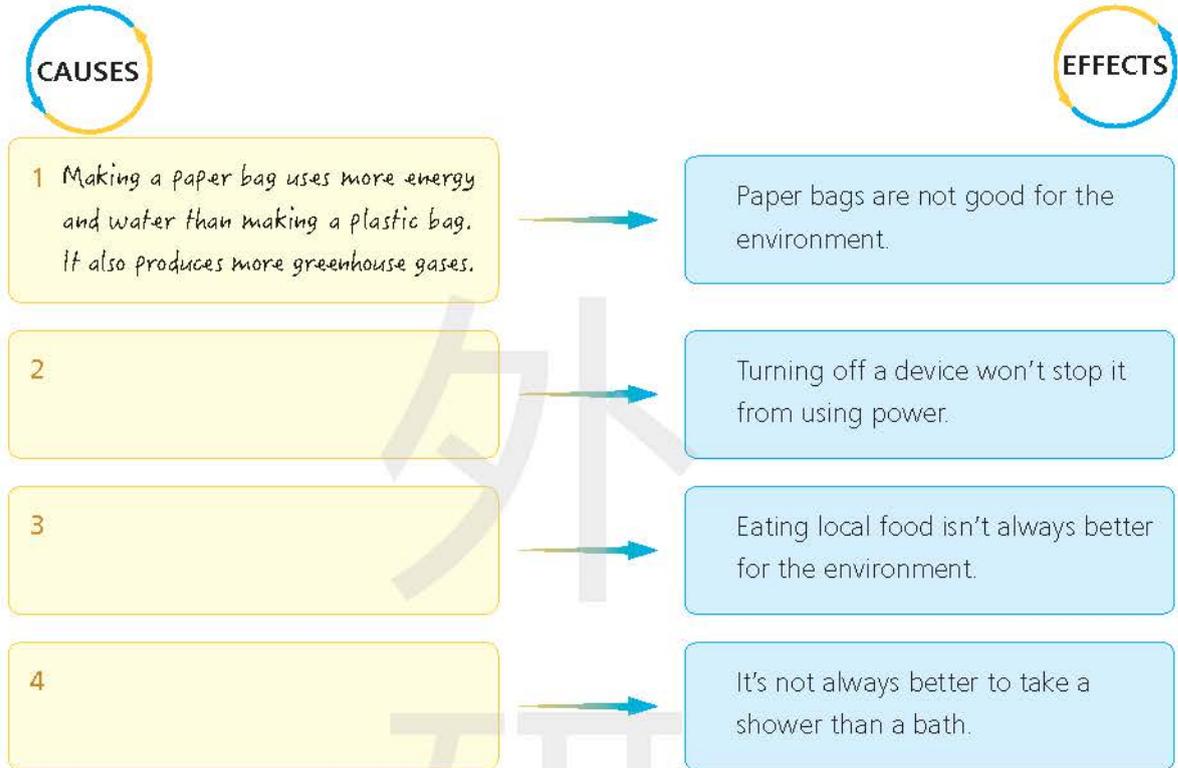
## ? It's better to take a shower than a bath.



It depends on how long you spend in the shower and how large your bath is. If you spend more than eight minutes in a shower, you'll use as much water as in a bath – about 50 litres of water. Therefore, the key is to keep your shower time as short as possible.

Environmental awareness is now part of daily life. But it's worth checking common ideas and opinions to see what's really green.

3 Read the effects and complete the causes of these according to the passage.



- 1 Which of the "green truths" surprises you most? Give your reasons.
- 2 Are you aware of any other "green truths" that are not true? Share them with the class.
- 3 How "green" are you? Share your "green actions" with the class.
- 4 What can you do to become "greener"?

Think & Share

4 Work in groups. Give a talk about one of the "green truths" in the passage.

- 1 Use these questions to help plan your talk.
  - Which "green truth" are you going to talk about?
  - Why do people believe it is "green"?
  - Why is it not completely true?
  - What can you do to become "greener"?
- 2 Organise your talk following the steps below.
  - Start your talk by stating the topic.
  - Describe your chosen "green truth" in more detail.
  - Explain why it is not completely "green".
  - End your talk by encouraging your audience to become "greener".
- 3 Give your talk to the class.

## Writing a persuasive letter

5 Read the letter and answer the questions.

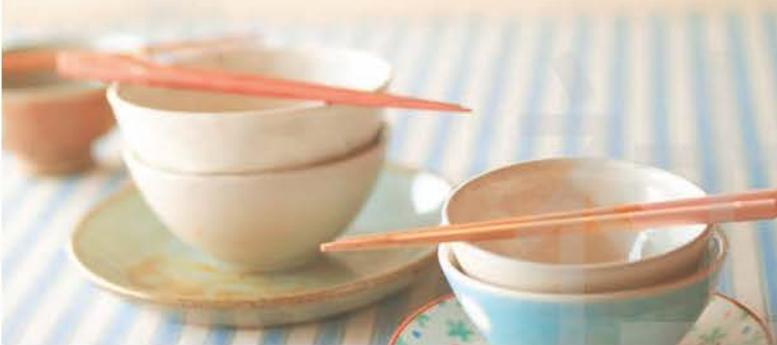
Dear Friends,

We are writing this letter to call on everyone to take part in the Clear Your Plate campaign. It urges people to save food by not wasting anything on the dining table. You may not know over 30% of the world's food is wasted, while many people in poor areas do not have enough to eat. In order to save food, we propose:

- 1 Do not order more than you need in the school canteen.
- 2 Order less and take leftover food home when dining in restaurants.
- 3 Call on family members and friends to take part in the campaign.

Reducing daily food waste by just 5% could save millions of people from starvation. Let's start doing what we can to make the world a greener, cleaner place!

With best wishes,  
Class 8



- 1 What is the purpose of the letter?
- 2 What is the existing problem?
- 3 What are the proposed actions from Class 8?

6 Work in groups. Discuss another environmental issue about which to write a persuasive letter and make notes.

Problem:

Cause(s):

Solution(s):

Now write a persuasive letter.  
Use the expressions in the box to help you.

### Useful expressions

- We are writing this letter to raise your awareness of...
- We are concerned that...
- We would like to suggest...
- We hope that you will consider...
- One of the reasons for this is...
- In order to improve the situation, we should...

7 Share your letter with the class.

## Presenting ideas

- 1 Work in groups. Look at the three items that contribute to a carbon footprint. Add any more you can think of.

- transport



- meat products



- modern appliances



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- 2 Create a carbon footprint survey. Think of two questions and possible answers for each topic. Give each answer a score from 1 (a low carbon footprint) to 3 (a high carbon footprint).

### Carbon footprint survey

- 1 How often do you walk, cycle or take public transport to school?

Never (3)    One to three times a week (2)    Almost every day (1)

...

- 3 Carry out the survey and use the results to come up with ways to reduce carbon footprint.
- 4 Report the results of your survey and your ideas to the class. Use the expressions in the box to help you.

### Useful expressions

- The average score of our group is...
- The results show that...
- The biggest problem is...
- We're glad to see that...
- In order to..., we suggest...

## Reflection

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

- talk about environmental issues
- interrupt someone politely
- write a persuasive letter to raise awareness of an environmental issue
- challenge views or assumptions and make informed decisions
- live a greener life at home and at school

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

---

---

- 3 I still need to improve:

---

---

# UNIT 1 Project

## Surveying eating habits

*As a teenager, your body is going through many physical changes, which need to be supported by a healthy, balanced diet. With good eating habits, you will be able to get the energy and nutrients you need to allow your body to grow and develop properly.*

### Investigate

#### 1 Work in groups. Find out what makes a healthy diet:

- nutritional requirements for a healthy diet (protein, fat, carbohydrate, etc)
- main sources of the nutrients (fruit and vegetables for fibre; dairy products for protein; meat for protein and fat, etc)



#### 2 Research methods to carry out a survey.

### Plan

#### 1 Decide what specific information you'd like to collect in the survey concerning eating habits. Consider the following:

- What food or drink do the subjects of the survey have most frequently?
- What food or drink do they have least frequently?
- How much time do they spend having each meal?

#### 2 Decide how you'd like to carry out the survey and prepare related documents.

### Create

#### 1 Carry out the survey among another group and collect data.

#### 2 Discuss the survey results in your own group. Identify any unhealthy eating habits and decide how they could be changed.

### Present

#### 1 Present your survey results and suggestions on healthier eating habits to the class.

#### 2 Vote as a class for the group with the healthiest eating habits.

## UNIT 2 Project

### Making a poster about a festival

*Every nation has its own festivals celebrating different things. Each is special, but many are little known to us. Choose a festival and make a poster to help more people learn about it.*

#### Investigate

- 1 Choose a festival that interests you. It can be a festival in China or elsewhere in the world.



- 2 Research information about the chosen festival, including its origins, history, celebrations, etc.

#### Plan

- 1 Decide what information should be included in your poster.
- 2 Organise the information into categories for your poster. Consider the following:
  - Why is the festival celebrated?
  - When and how often is it celebrated?
  - What are its origins and history?
  - How has it changed over time?

#### Create

- 1 Write a short paragraph about each piece of information.
- 2 Find some pictures and add them to the poster.

#### Present

Present your poster to the class and find out if it makes them interested in this festival. Develop your poster into a web page and upload it to the Internet if possible.

## UNIT 3 Project

### Organising a team sport event

*Team sports are a great thing for young people. They can be a lot of fun and a good way to make friends. Team sports also teach teamwork and build social skills.*

#### Investigate

1 Think about different types of team sports. For example:

- tug-of-war
- football / basketball / volleyball
- relay race
- long-rope skipping



2 Search online to find out more about team sports.

#### Plan

Work in groups. Choose one of the sports and plan a team sport event.

Think about:

- time
- place
- rules of the team sport
- things to prepare

#### Create

1 Take part in your team sport event, making sure that:

- Everyone is fit enough to take part.
- You have examined the equipment for safety before you start.
- You have enough drinking water and some healthy, high-energy snacks.

2 Record the activity by taking photos or shooting a video.

#### Present

1 In your group, talk about how taking part in the team sport event made you feel and what benefits it brought you.

2 Share your experiences of the team sport event with the class.

## UNIT 4 Project

### Acting out a short play

*Have you ever wanted to be part of the magic of the theatre? Here is your chance!  
Work with your very own theatre group to create a great work!*

#### Investigate

- 1 Refer back to Book 1 Unit 3 to review the features of a play.
- 2 Go online or to a library to find out roles in the theatre.



#### Plan

- 1 Work in groups. Decide on a story you would like to use. You can choose a real story from your life, or make one up.
- 2 Divide your group into the following roles:
  - author(s)
  - actor(s) / actress(es)
  - costume and set designer(s)
  - director
  - cameraman / camerawoman

#### Create

- 1 Write the play, using the story you decided on earlier.
- 2 After the play is written, the actor(s) / actress(es), director and cameraman / camerawoman can work together on how to say the lines, and decide where the actor(s) / actress(es) should be on stage.
- 3 Meanwhile, the costume and set designer(s) should prepare the costumes and sets.
- 4 Rehearse with everyone together. You might need to do this more than once. Make the last practice a dress rehearsal on set.
- 5 Record your performance by taking photos or shooting a video.

#### Present

Show your photos or video to the class. Share your opinions of the plays.

## UNIT 5 Project

### Making a travel brochure about a country

*People say that travel broadens the mind, but what if you can't travel anywhere right now? Small in size but full of information, a travel brochure can be a great way to find out all about another country, including its culture, people, geography and many other details.*

#### Investigate

- 1 Work in groups. Collect some travel brochures about other countries and find out what information they include, such as:
  - geography
  - population
  - culture
  - food
  - climate
  - famous scenic sites
- 2 Choose a country that you are all interested in and collect information and pictures about it. You may use the pictures below for inspiration.



#### Plan

- 1 Decide what information and pictures you are going to include in your brochure.
- 2 Draft the layout of your brochure, thinking about how you will organise the information, what headings you will use and where you will insert the pictures.

#### Create

- 1 Write the content for your brochure – remember that it must fit into your chosen layout. Make sure you leave room for your pictures!
- 2 Arrange the written content and pictures together to form the finished brochure.

#### Present

Present your travel brochure to the class. Find out if they would like to visit your chosen country and why.

## UNIT 6 Project

### Campaigning for a greener school

*Climate change and pollution are issues that affect us all, so everyone has a responsibility to protect the environment. Look around and find what you can do to make your school a greener place.*

#### Investigate

- 1 Identify areas in your school that would benefit from greater environmental awareness.
- 2 Work in groups. Discuss in which areas you can make a difference. Research information about:
  - energy saving
  - water conservation
  - tree planting



#### Plan

- 1 Decide what you can do to make your school a greener place.
- 2 Consider your target audience and the best way to reach them. For example:
  - posters, stickers or advertisements
  - messages via school website or magazine
  - speeches and lectures
  - meetings or other events

#### Create

Make a detailed plan for your campaign. You may want to consider:

- date, time and location
- any materials you need to prepare
- how the campaign will be carried out
- duties for each group member

#### Present

- 1 Present your campaign plan to the class.
- 2 Evaluate all the plans.
- 3 Vote as a class for the best campaign plan. If possible, carry out the campaign together as a class.



# Appendices

- Communication bank
- Learning aid
- Words and expressions
- Vocabulary
- Names and places

外

研

社





## UNIT 1

### Healthy eating

9 Work in pairs. Act out the conversation to persuade a customer to buy a new mixed fruit drink.

#### Student A

You are a salesperson. You want to persuade a customer to buy a new mixed fruit drink. You have the following information about the drink:

- It's a mixture of six different fruits and vegetables.
- It's rich in fibre and vitamins.
- It's good for our digestive system.
- It's 15 *yuan* per bottle.
- Customers can get 20% off if they buy five bottles or more at a time.

#### Useful expressions

- Did you know that...?
- It's made from...
- It's rich in...
- Absolutely. It's good for...
- There's... off the total price.

## UNIT 2

### A festival invitation

8 Work in pairs. Act out the conversation about extending and accepting an invitation.

#### Student A

You are inviting a teacher from overseas to celebrate a traditional festival. You need to give him / her the following information:

- It's called the Double Ninth Festival.
- It's on the ninth day of the ninth lunar month.
- It's a traditional Chinese festival celebrating good health and a long life.
- It's a good opportunity to visit elderly relatives.
- People celebrate the festival by climbing mountains, appreciating chrysanthemum flowers and drinking chrysanthemum wine.
- Remember to wear comfortable walking shoes.
- He / She doesn't need to bring anything.

#### Useful expressions

- Are you free...?
- Would you like to...?
- It's celebrated for... on...
- You can wear...
- You can... if you like.

## UNIT 3

### Traditional sports in China

9 Work in pairs. Act out the interview between a sports journalist and a member of a dragon boat team.

#### Student A

You are a sports journalist and are about to interview a member of a dragon boat team. You want to find out the following information:

- why he / she chose dragon boat racing
- the best and worst things about the sport
- the challenges he / she faced
- why he / she keeps going
- his / her plan for the future

#### Useful expressions

- Can you tell me something about...?
- Why did you choose...?
- What's the best / worst thing about...?
- What challenges did you face?
- What makes you keep going?
- What's your plan...?
- Thank you for sharing your story with us.

## UNIT 4

### Watching a performance

9 Work in pairs. Act out the conversation about making arrangements to go to a comedy show.

#### Student A

You want to go to a comedy show this weekend. Tell Student B about the show and make arrangements to go and see it together.

#### Useful expressions

- I've got tickets...
- It's close to...
- It starts at...
- We can...
- I think...
- Let's meet at... at...
- I suggest...

### Argentina's Famous Mime Comedian

Nana Stuart

Comedy Club  
(near the Central Station)  
17 & 18 April 6 pm  
Tickets \$25 at the door (cash only)

## UNIT 5

### Visiting a new place

9 Work in pairs. Act out asking for and giving information.

#### Student A

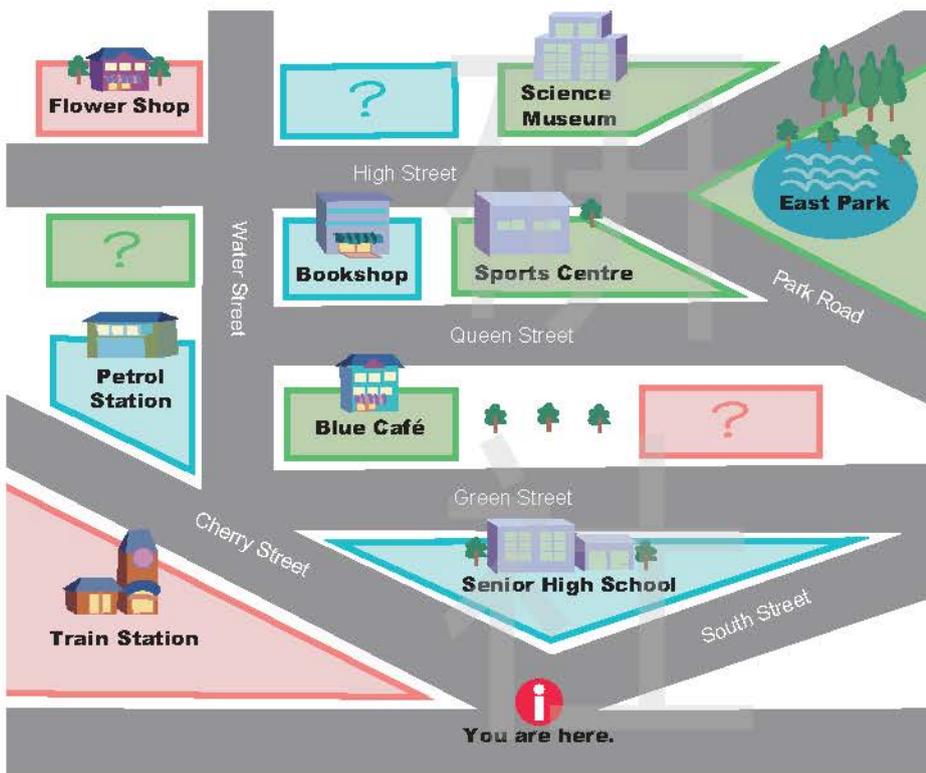
You're visiting a new town and want to find places to do the following things:

- buy a souvenir for a friend
- find information on the history of the town
- taste the famous local food

Ask Student B for information. Take notes while you listen and try to find the places correctly, marking your route on the map. Don't hesitate to ask Student B for further information about the town.

#### Useful expressions

- I was wondering where the... is.
- Could you please tell me how I can get to...?
- When does... open / close?
- Could you recommend any...?
- What else do you recommend?
- Do you happen to know...?
- I'd like to know...



## UNIT 6

### Environmental problems to be solved

9 Work in pairs and talk about recycling.

#### Student A

Tell Student B about recycling using the information below. Be prepared to be corrected by Student B.

- The classification of household waste aims to help people separate different types of waste. This is important because these different types of waste can be disposed of or recycled appropriately and effectively.
- Household waste can be roughly divided into:
  - \* food waste
  - \* non-recyclable waste
  - \* recyclable waste, including paper, glass, plastic and used batteries
- China plans to introduce household waste classification and sorting in the first batch of cities by 2020. Only Beijing, Shanghai, Tianjin and Chongqing are included in the first batch.
- The target recycling rate in these cities has been set at 55% by 2020.

#### Useful expressions

- Please feel free to stop me if you have any questions.
- Sorry, I've made a mistake.
- You're right, ...
- I'm afraid...
- Well, ...

## UNIT 1

### Healthy eating

9 Work in pairs. Act out the conversation to persuade a customer to buy a new mixed fruit drink.

#### Student B

You are a customer. Student A is selling a new mixed fruit drink, but you want to make sure that it's healthy. Ask Student A for the following information about the drink and decide if you want to buy it:

- ingredients
- taste
- benefits from drinking it
- price

#### Useful expressions

- What's... made from?
- Does it have any... in it?
- Is it good for...?
- How much is it?

## UNIT 2

### A festival invitation

- 8 Work in pairs. Act out the conversation about extending and accepting an invitation.

**Student B**

You are a teacher from overseas working in China. One of your Chinese students invites you to celebrate a traditional festival. Accept the invitation, but ask for the following information:

- what the festival is called
- when the festival takes place
- what it celebrates
- what the customs are
- what you need to bring

#### Useful expressions

- Yes, I'd love to...
- When does...?
- What's the origin of...?
- Do I need to...?
- Should I bring... with me?

## UNIT 3

### Traditional sports in China

- 9 Work in pairs. Act out the interview between a sports journalist and a member of a dragon boat team.

**Student B**

You are a member of a dragon boat team and are about to be interviewed by a sports journalist. Answer his / her questions using the following information:

- You were born in a city with a long history of dragon boat races.
- Building a strong body is the best reward from the sport.
- You once missed a national dragon boat race because of injuries.
- How to keep going was the biggest challenge in the sport.
- You enjoy and love the sport.
- You hope to spread the Chinese dragon boat culture to the world.

#### Useful expressions

- The main reason was...
- The best / worst thing is...
- My biggest challenge was...
- What keeps me going is...
- I hope that...
- It's been a pleasure.

## UNIT 4

### Watching a performance

9 Work in pairs. Act out the conversation about making arrangements to go to a comedy show.

#### Student B

Student A wants to go to a comedy show this weekend. Listen for information about the show and make arrangements to go and see it together. You will need to ask for the following information:

- time and place of the show
- where and when to meet
- how to get there
- what to take with you

#### Useful expressions

- Did you manage to get tickets for...?
- Where is...?
- When does it start?
- How can we get there?
- How about...?
- Where / When shall we meet?
- Should I bring...?

## UNIT 5

### Visiting a new place

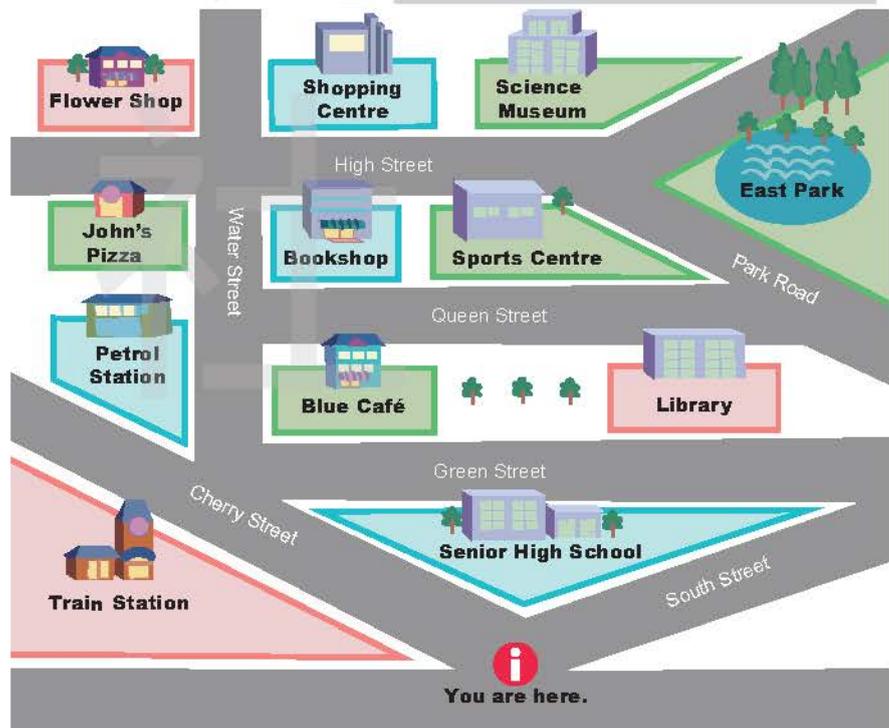
9 Work in pairs. Act out asking for and giving information.

#### Student B

Student A is visiting your town and has a list of things to do. Give directions and be prepared to provide further information about your town.

#### Useful expressions

- It's on... Street / Road.
- Take the first / second turning on your right / left.
- Go straight on.
- It opens / closes at...
- There's a... called... It's...
- I'd recommend...
- You can...



## UNIT 6

### Environmental problems to be solved

9 Work in pairs and talk about recycling.

 **Student B**

Listen to Student A talking about recycling. Interrupt politely to correct him / her using the following information:

- Used batteries are usually regarded as non-recyclable waste and should be disposed of separately.
- The first batch of cities to introduce household waste classification and sorting includes Beijing, Shanghai, Tianjin, Chongqing and all capitals of provinces and autonomous regions.
- The target recycling rate in these cities has been set at 35% by 2020.

#### Useful expressions

- Sorry to interrupt, but...
- Excuse me, but can I just ask...?
- Could I just stop you again to check...?
- Do you mind if I ask another question?
- Sorry, but I was wondering whether...
- Is it OK if I jump in for a second?

### ? Results of the quiz on Page 49

**Mostly “a”:** You’re a true adventurer.

You believe travel is about broadening your mind and growing as a person. You love trying new things, experiencing new places and meeting new people. The world is one ultimate adventure to you. Bring it on!

**Your next destination:** the Antarctic, to journey to the South Pole.

**Mostly “b”:** You’re a curious traveller.

While climbing Mount Qomolangma might be a step too far, you have a healthy sense of adventure. Too many risks would take the fun out of travel, but you are still keen to embrace new experiences. Follow your curiosity and see where it takes you next!

**Your next destination:** Thailand, to visit some islands.

**Mostly “c”:** You’re a traditional tourist.

You prefer to feel safe and comfortable when you travel. There’s nothing wrong with this, but don’t miss out on new experiences for fear of the unknown. Take a few steps off the well-beaten path and give yourself a bit more room for adventure!

**Your next destination:** London, to go sightseeing.

## Key expressions

hot pot

take to doing

suffer from

traditional Chinese medicine

come across

remind... of

one man's meat is another man's poison

feel at home with

had better

put... to the test

belong to

not enough room to swing a cat

end up doing

dairy-free

catch up

bring... up

1 But there are still some dishes that Dad dare not try even after many years of marriage to my mother. He once told me he was surprised by what he saw on the table when he first visited my mother's parents in China.

some dishes that Dad dare not try → Dad does not have enough courage to try some of the Chinese dishes.

dare 在此句中是一个情态动词，没有人称和数的变化，dare not 表示“不敢”。

Q: dare 只能用在否定句中吗?

A: dare 作情态动词主要用于否定句和疑问句，形式分别是 dare not (daren't) 和 Dare I / you / he...? 等，后面跟动词原形。在肯定句中，通常只用于 I dare say 这一习惯用语，表示“我想；我敢说”。

Q: dare 可以作实义动词吗?

A: dare 作为实义动词，意为“敢，敢于”，在人称、数和时态等形式变化上与其他实义动词相同。比如在此句中，dare 也可以改为实义动词的用法，即：There are still some dishes Dad does not dare to try.

2 Dad can cook a super “full English breakfast” of bacon, eggs, beans, sausages and toast with butter – Mum and I just have to find a way to get him into the kitchen! He also does a typical Sunday roast. We all love roast beef and vegetables, but Mum says we'd better not eat too much roast food as it may make us suffer from heat inside our bodies, according to traditional Chinese medicine.

### We could also say

Dad can cook a super “full English breakfast” of bacon, eggs, beans, sausages and toast with butter if Mum and I can find a way to get him into the kitchen! He also can make a typical Sunday roast. We all love roast beef and vegetables, but Mum says that, according to traditional Chinese medicine, our bodies will get hot and wear out after we eat too much roast food.

**have to:** 表示“必须，不得不”，人称、数和时态的变化形式为 has to 和 had to，否定形式为 don't / doesn't have to 和 didn't have to。

Q: have to 和 must 有什么区别？

A: must 表示说话人主观上认为必须做的事以及职责、义务等。例如：I must get up early tomorrow. There are many things I want to do. have to 表示由于客观情况造成的必须要做的事。例如：I have to get up early tomorrow. The train leaves at 7:30.

Q: don't have to 和 mustn't 有什么区别？

A: must 用于否定形式表示“禁止”，have to 用于否定形式表示“没必要”。比如，You mustn't tell others. 相当于 Don't tell others. 即不要告诉别人；而 You don't have to tell others. 则相当于 You needn't tell others. 即不用告诉别人，自己知道就可以了。

### Background information

- Sunday roast is a traditional British main meal, typically served on Sunday. It consists of roast meat, roast potatoes and vegetables. Traditional accompaniments such as Yorkshire pudding, sausages, stuffing and gravy are also served.
- According to traditional Chinese medicine, “heat inside our bodies” is a general condition of hyperactivity that arises as a result of a fundamental physical imbalance. When we eat too much roast or spicy food, or undergo too much physical or emotional stress, our bodies will get “hot”, and we will become unwell.

3 But just when I thought I could deal with all Chinese food, I came across stinky tofu, a horrible grey thing that looked and smelt like a burnt sports shoe.

**come across:** to meet, find or discover someone or something by chance  
eg I came across my uncle in the gym.

4 People say that one man's meat is another man's poison, but I feel at home with food from both my cultures.

■ **one man's meat is another man's poison:** used for saying that something that one person likes may not be liked by someone else  
eg *Jack loves to travel to remote areas, but that's not for Lucy – one man's meat is another man's poison, you know.*

5 There's not enough room to swing a cat in my small apartment, so I don't cook very often.

■ **not enough room to swing a cat:** used for saying that a room is very small and there is not enough space to live comfortably in it  
eg *How can you cook in such a small kitchen? There's not enough room to swing a cat.*

6 My husband and I avoid all products that come from animals. This means we don't eat meat, and any milk or cheese had better be dairy-free.

■ **dairy-free:** *-free* combines with nouns to form adjectives that indicate that something does not have the thing mentioned. Here it means containing no food made from dairy. 以 *-free* 构成的词还有 *fat-free*, *duty-free*, *trouble-free* 等。  
eg *Dairy-free recipes often use oil instead of butter.*

7 Cooking together gives us a chance to relax and catch up on each other's days. If we have children, I want to bring them up just like us, but my husband says that everyone should be able to make their own lifestyle choices.

■ **catch up:** to spend time finding out what has been happening while you have been away or during the time you have not seen someone  
eg *Come over tomorrow and we can catch up.*

■ **bring... up:** to look after a child until he / she becomes an adult  
eg *She brought up three sons on her own.*

## 2

### Key expressions

keep... alive  
as long as  
regard... as  
address... to  
complain about  
wrap... up  
be keen on  
eat out  
have... to do with  
in one's opinion  
not only... but (also)

1 That is why *Letters from Father Christmas* could be the perfect book for those who regard Christmas as a special time of year. The man who wrote these letters is one of the most famous names in English literature – J.R.R. Tolkien, author of *The Lord of the Rings*.

That is why *Letters from Father Christmas* could be the perfect book... → That is why *Letters from Father Christmas* is possibly the perfect book...  
情态动词 *could* 在此句中表示可能性，在时间上指的是现在或将来。

Q: *could* 也可以作 *can* 的过去式来使用吗?

A: 是的, *could* 作为 *can* 的过去式意为“能, 会”。

例如: Ten years ago I could run as fast as you.

Q: *could* 也可以表示对过去的推测吗?

A: *could* 后加“*have* + 过去分词”才能表示对过去的推测, 意为“可能已经”。例如: The present is not in my bag. I could have left it in the classroom. 而“*could not* + *have* + 过去分词”则表示对过去否定的推测。例如: She couldn't have joined the party yesterday. She went abroad last week.

**regard... as:** to think of someone or something in a particular way

eg *Mid-Autumn Festival is regarded as a time for families to get together in China.*

### Background information

*The Lord of the Rings* is an epic high-fantasy novel written by J.R.R. Tolkien, the sequel to his earlier work, *The Hobbit*. *The Lord of the Rings* was published in three volumes in 1954 and 1955, and has become one of the world's best-selling novels.

2 Every Christmas, an envelope with a North Pole stamp arrived. It was addressed to Tolkien's children.

**address... to:** to write on an envelope, package, etc the name and address of the person who receives it

eg *That letter was addressed to me.*

3 The letters were also beautifully illustrated – each must have taken its true author, Tolkien, a long time to complete.

**We could also say**

Tolkien had made beautiful pictures and put them in the letters, which had probably taken him a long time.

**each must have taken its true author, Tolkien, a long time to complete** → each letter had probably taken Tolkien a long time to finish

“must + have + 过去分词”表示对过去相当肯定的推测，意为“一定（已经）”。

Q: “must + have + 过去分词”这个结构应该如何表示否定呢？

A: “must + have + 过去分词”只能用于肯定句。否定句中要用“cannot / could not have done”，意为“不可能（已经）”。例如：Jane walked past me without speaking. She can't have seen me.

4 Interestingly, the letters did not contain the usual warnings to children that they might not receive their presents if they were not good.

**they might not receive their presents if they were not good** → they would probably not receive their presents if they did not behave

情态动词 might 在此句中表示推测，意为“可能”，主要用于肯定句和否定句。

Q: may 也可以表示推测吗?

A: 是的, might 比 may 表示的可能性更为不确定。例如: Mum may be preparing for the festival in the kitchen. Let's go and see!

Q: 在表示推测时, might 和 could 有什么区别呢?

A: might 和 could 均可表示“可能性”, 在肯定句中二者意思相近, 用于否定句时二者含义不同。could not / cannot 表示“不可能”, might not / may not 表示“可能不”。比如, It could not be Lucy, 意为“那个人不可能是露西”; It might not be Lucy, 意为“那个人可能不是露西”。

5 ... but if you find that not many of the things you asked for have come, and not perhaps quite as many as sometimes, remember that this Christmas all over the world there are a terrible number of poor and starving people.

**We could also say**

... but when you find that you have not received the presents, or as many as the presents you asked for, you should remember that a large number of people around the world are still suffering from lack of food during this Christmas.

6 Nowadays, some people choose to have the dinner in a restaurant, but not everyone is keen on this idea.

**be keen on:** to like someone or something

eg *I'm not keen on cabbage.*

7 When I was a little boy, the dinner on the eve of Spring Festival was what I looked forward to most. It was not only for the delicious food that we seldom got to eat, but for the opportunity to have our whole family gathered together.

### ■ We could also say

When I was a little boy, I couldn't wait for the dinner on the eve of Spring Festival to come, because at that time we could enjoy the delicious food that we rarely had at other times, and more importantly, it was an opportunity for our whole family to get together.

■ **not only... but (also):** used for emphasising that, although something is true, something else is also true or is more important

eg *In China, Dragon Boat Festival is celebrated not only as a festival but also as a public holiday.*

外  
研  
社

### 3

#### Key expressions

given that  
go back  
to one's heart's content  
take... for example  
put down  
a matter of life and death  
list... against  
social network  
around the corner  
in turn  
raise money  
save... from  
die out  
as well as

1 Given that Neil Armstrong wanted to take a football to the Moon, we could even say that it is also the most popular sport out of this world!

■ **given that:** taking something into account  
eg *Usually, I am sensible with money, given that I don't earn that much.*

#### Background information

Neil Armstrong was born in the US in 1930. He was the commander of the Apollo 11 manned lunar landing mission, and was the first man to step on the lunar surface. Armstrong passed away in 2012 at the age of 82.

2 The history of the game goes back over two thousand years to Ancient China. It was then known as *cuju* (kick ball), a game using a ball of animal skins with hair inside.

■ **go back:** to have existed since or for a particular time  
eg *Some of these houses go back to the early 19th century.*

#### Background information

*Cuju* was an ancient football game in China. It's a form of sport and entertainment which was influential in China for more than 2,000 years. In the Chinese language, *cu* means "to kick" and *ju* means "a ball made of leather". Therefore, *cuju* literally means "to kick a ball with the foot".

3 All over the world you can see kids playing to their hearts' content with a ball made of plastic bags; just like Pelé did when he was a boy.

**to one's heart's content:** to do something as much as one wants

eg *I was delighted to be able to eat my favourite dishes to my heart's content.*

### Background information

Edson Arantes do Nascimento, known as Pelé, was born in 1940 in Brazil and grew up in poverty. He developed a talent for football by kicking a ball made of rubbish around the streets. Pelé played professionally in Brazil for two decades, winning three World Cups along the way, and is considered to be one of the greatest football players.

4 Another factor behind football's global popularity is the creativity and excitement on the field. It is fun enough to attract millions of people.

**It is fun enough to attract millions of people.** → It is so fun that it attracts millions of people.

动词不定式 to attract 在句中作结果状语，表示足球非常有趣，足以吸引成千上万的人。

Q: ... enough to do 是固定搭配吗?

A: 动词不定式在作结果状语时往往用于某些特定的句型结构中，... enough to do 即是其中之一，该结构中 enough 可置于形容词之后。比如，*The room is large enough to take a third bed.* 意为“这个房间很大，足够放下第三张床”。

Q: 动词不定式作结果状语还有哪些特定结构呢?

A: 最常见的结构之一就是 only to do，用以引出意想不到的或不愉快的结果，表示说话人并不希望它发生。比如，*We hurried to the railway station, only to find that the train had just left.* 意为“我们匆忙赶到火车站，结果却发现火车刚刚出发了”。如果把此处的动词不定式 only to find 当作目的状语，就会误解为“我们匆忙赶到火车站，目的就是为了看火车开走”，出现谬以千里的情况。

Q: 动词不定式作结果状语只能用在上面提到的特定结构中吗?

A: 在某些情况下，动词不定式也可以直接在句中作结果状语。比如，*He lived to be a hundred years old.* 意为“他活到了一百岁”。又如，*What have I done to offend you?* 意为“我做什么得罪了你?”。

5 You do not have to be a fan to recognise the skill of professional players – how they use their bodies to pass, score and defend can be amazing to see – or to feel the excitement of a game ending with a surprising twist.

**We could also say**

Even if you are not a football fan, it can be amazing to watch professional players use their bodies to pass, score and defend. You will also become excited at a game which has an unexpected ending.

6 Take, for example, the famous football game on Christmas Day 1914. World War I had broken out months before, but British and German soldiers put down their guns and played football together – one moment of peace to remember during years of conflict.

**one moment of peace to remember during years of conflict** → a moment that can be remembered for the soldiers and the world in times of war  
动词不定式 to remember 作定语，起形容词作用，修饰名词 moment。

Q: 动词不定式作定语时，都放在所修饰的名词后面吗？

A: 是的。需要注意的是，当动词不定式与其所修饰的名词构成逻辑上的动宾关系，而该动词为不及物动词时，其后须加上适当的介词，构成及物动词短语。例如：There is nothing to worry about. 但是，当动词不定式修饰的名词是 time, place 或 way 时，不定式中的介词一般可以省去。例如：He had no money and no place to live.

Q: 动词不定式作定语时，可以使用被动形式吗？

A: 当动词不定式所修饰的名词是不定式动作的承受者时，不定式既可以用主动形式，也可用被动形式，但其含义有所不同。比如，Do you have anything to send? 意为“你有需要寄的东西吗？”，“寄东西”的执行者是“你”；而 Do you have anything to be sent? 意为“你有什么需要我（或别人）去寄的东西吗？”，动作的执行者是问话者或其他人。

■ **take... for example:** used to give an example of something you have just been talking about

eg *Take, for example, Journey to the West; it has been considered as one of the most successful TV adaptations of Chinese literature.*

■ **put down:** to put someone or something onto a surface, especially the floor

eg *Emma put her bag down and went upstairs.*

### Background information

World War I began in 1914 and lasted until 1918. During the conflict, Germany, Austria-Hungary, Bulgaria and the Ottoman Empire (the Central Powers) fought against the British Empire, France, Russia and other countries (the Allied Powers). It ended with the defeat of the Central Powers, at a huge cost in human lives.

7 “Some people believe football is a matter of life and death, ...” said Bill Shankly, the famous footballer and manager.

### Background information

Bill Shankly (1913–1981) was one of Britain’s most successful and respected football managers. He was also a good player, but his career was interrupted during World War II. In 1959, he took charge of Liverpool Football Club and established it as one of the major forces in the English and European football. Shankly retired from Liverpool in 1974.

8 As a computer engineer, there’s always a new challenge just around the corner! It can be quite stressful at times, though, which in turn makes me feel anxious. To help deal with this, I go running as often as I possibly can.

■ **around the corner:** likely to happen soon

eg *Spring is just around the corner.*

■ **in turn:** as a result of something that is part of a connected series of events

eg *Her mother taught her, and she in turn taught her own daughter.*

9 This year I entered the Great Gorilla Run in London. This is a programme run by The Gorilla Organization to raise money to save the world's last remaining gorillas from dying out.

■ **die out:** to disappear or stop existing completely  
eg *The tribe's traditional way of life is dying out.*

■ Background information

- The annual Great Gorilla Run is to help save gorillas, a species on the edge of extinction. Since the first Great Gorilla Run in 2003, thousands of people have joined the 8 km fun run route in gorilla suits through the city of London. It has raised over £2 million for gorilla conservation and poverty reduction projects in Central Africa.
- The Gorilla Organization works on gorilla conservation projects in Rwanda, Uganda and the Democratic Republic of Congo. Its field staff in Africa oversee a range of grassroots conservation projects, all of them aimed at addressing the key threats facing gorillas today.

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## 4

## Key expressions

be full of confidence

Peking Opera

get across

transform... into

on the edge of one's seat

tick all the right boxes

base... on

all too often

result in

live up to

to some extent

with... in mind

in one's own right

turn to

1 Shakespeare's *Hamlet* is probably the most important play by the most important writer in English. Almost everybody knows "To be, or not to be", right? Having seen quite a few productions of *Hamlet* and read the play many times, I was full of confidence – until the Peking Opera came to town!

Having seen quite a few productions of *Hamlet* and read the play many times... → Since I had seen quite a few productions of *Hamlet* and read the play many times...

现在分词的完成式作原因状语，强调该动作在句子的谓语动词之前发生，表示以前看过很多《哈姆雷特》的戏剧并读过很多遍《哈姆雷特》的剧本。

Q: 在什么情况下可以使用现在分词作状语?

A: 现在分词作状语时，分词的逻辑主语和句子的主语要保持一致，一般用在句首。在此句中，having seen 的逻辑主语是 I，和句子 I was full of confidence... 的主语是一致的，表示两个动作是由一个人完成的。

Q: 为什么这句话中的现在分词要用完成式?

A: 现在分词的完成式强调该分词所表示的动作在句子谓语动词所表示的动作开始之前就已经完成。例如: Having finished his homework, he went to play football. 表示他先完成了家庭作业，然后才去踢足球。

### Background information

- William Shakespeare is regarded as England's national poet and is considered the greatest playwright of all time. His works are known throughout the world, though few details are known about his life. He wrote a total of 37 plays, which are classified as histories, tragedies, comedies and tragicomedies. His plays remain popular today and are often reinterpreted in performances with wide-ranging cultural and historical contexts.
- *Hamlet* is a tragedy written by William Shakespeare. As his longest play, it is considered among the most powerful and influential works of world literature. Prince Hamlet is called upon by the supernatural to take revenge upon his uncle, Claudius, who has murdered his brother the king, seized the throne and married the dead king's widow in unseemly haste. Concerned with love, death and betrayal, *Hamlet* gives no easy answers to the questions it raises, and everyone understands it in a personal way.
- "To be, or not to be" is the opening phrase spoken by Prince Hamlet in William Shakespeare's play *Hamlet*, Act III, Scene I. These are possibly the most famous words in English literature and introduce Hamlet's meditations upon life – "To be, or not to be" refers to the choice to be made between dying or continuing to live. The speech also contains a reference to Hamlet's hesitation to avenge his father's murder on his uncle, King Claudius.

2 To find out the answer, I just had to go and see *The Revenge of Prince Zidan* – the Peking Opera version of *Hamlet*.

### Background information

*The Revenge of Prince Zidan* is an adaptation of *Hamlet* into Peking Opera by Shanghai Jingju Theatre Company. The plot follows that of *Hamlet*, with Prince Zidan taking revenge upon his evil uncle, who has murdered Prince Zidan's father and married his mother. The production includes some of Shakespeare's famous lines, such as the "To be, or not to be" speech.

3 The performers of course sang in Chinese, but the music, exaggerated movements and mime helped get the meanings across to the audience.

■ **get across:** to succeed in communicating an idea or a piece of information to someone

eg *What message is the director trying to get across to us?*

4 Before experiencing *The Revenge of Prince Zidan*, I wasn't sure if I would enjoy it. But, in fact, I was on the edge of my seat!

■ **on the edge of one's seat:** waiting excitedly to see what happens next

eg *This film will keep you on the edge of your seat.*

5 So, if you want to see a show that combines music, singing, drama, poetry and costume design with explosive effect, *The Revenge of Prince Zidan* ticks all the right boxes!

■ **tick all the right boxes:** (*informal*) if something ticks all the right boxes, it does everything that you wanted it to do or is everything you wanted it to be

eg *The newest thriller ticks all the right boxes the author's fans will be hoping for.*

6 All too often, great words end up being turned into cinematic "turkeys".

■ **We could also say**

It happens rather often that people make very bad films based upon very good books.

■ **all too often:** used for saying that something makes you sad or upset because it happens more often than you think it should

eg *All too often, parents leave their children at home alone.*

■ **turkey:** (*informal*) movies or plays that are very unsuccessful

eg *That movie is one of Hollywood's biggest turkeys of all time.*

7 If so, why has one of the earliest and greatest works in Western storytelling, Homer's *The Odyssey*, never had an equally great movie based on it? Movies need strong characters. So why have the movies based on *The Great Gatsby* never been praised as "great"? Movies of course need impressive images, so why has *Alice in Wonderland* only resulted in movies best described as "interesting"?

**result in:** to cause something, or to produce something

eg *The car accident resulted in the death of two passengers.*

#### Background information

- Homer is traditionally regarded as the author of two epic poems from Ancient Greece, *The Iliad* and *The Odyssey*. He is supposed to have lived sometime between the 9th and 8th centuries BC, possibly on the coast of Asia Minor. Scholars still debate whether a single poet named Homer ever existed, as the poems were transmitted orally for many years before they were written down, and may have been worked on by many different poets. Nonetheless, *The Iliad* and *The Odyssey* have had an enormous effect on Greek and subsequent Western culture.
- *The Odyssey* is the second of the two epic poems attributed to the Ancient Greek poet Homer. It tells the story of the Greek hero Odysseus and his ten-year voyage home to his island kingdom of Ithaca after the Trojan War, which is the subject of *The Iliad*. It has had a strong influence on later European literature. Modern English still uses the word "odyssey" to describe an epic voyage or journey.
- *The Great Gatsby* is a 1925 novel written by American author F. Scott Fitzgerald. Though now regarded as one of the greatest American novels, the book sold poorly to begin with and Fitzgerald died before it received acclaim. Set in the Jazz Age of the 1920s, the story primarily concerns the young and mysterious millionaire Jay Gatsby and his passion for the beautiful Daisy Buchanan. As the narrative progresses, it shows Gatsby's rise from humble origins to immense wealth, all in a quest to win back Daisy, his first love.
- *Alice's Adventures in Wonderland* is an 1865 novel written by English mathematician Charles Lutwidge Dodgson, better known by his pen name Lewis Carroll. It tells the story of a girl named Alice, who falls through a rabbit hole into a fantasy world where she has some highly illogical adventures with the peculiar characters that live there. The book was an immediate success with children and adults, and has remained popular ever since.

8 Take, for example, the epic movie *Troy*, which is in part based on Homer's *The Iliad* and was met with mixed reviews from the audience. The most questionable issue was the actress chosen to play the part of Helen. Many people thought she didn't live up to Helen's title of "the most beautiful woman in the world", influencing opinions of the movie to some extent.

■ **live up to:** if something or someone lives up to a particular standard or promise, they do as well as they were expected to, or what they promised, etc  
eg *The film has certainly lived up to my expectations.*

■ **to some extent:** used for saying how true something is or how great an effect or change is  
eg *To some extent this was the truth.*

### Background information

- *Troy* is a 2004 American movie directed by Wolfgang Petersen and loosely based on Homer's epic *The Iliad*. The movie shows the assault on Troy by the Greek forces and described the fates of the men involved.
- *The Iliad* is an epic poem, reputedly by the Ancient Greek poet Homer, which recounts the last weeks of the Trojan War. *The Iliad* is considered to be the earliest work in the Western literary tradition, and has featured in many other later Greek, Roman and Renaissance writings.
- In Greek mythology, Helen was known as the most beautiful woman in the world, and her abandonment of her Spartan husband Menelaus for Paris of Troy provided the pretext for the Trojan War.

9 With this in mind, perhaps we should judge a movie in its own right, and not against its original source. Interestingly, audiences have in recent years turned to television series such as *Sherlock* or *Mad Men*, which can have many characters and gradual plot development.

■ **with... in mind:** while thinking about someone or something

eg *With that in mind, let us turn to Page 77.*

■ **in one's own right:** as a result of one's own ability, achievements, qualifications, etc and not because of anyone or anything else

eg *Her father is a well-known author, but she is an excellent writer in her own right.*

■ **turn to:** to start doing something new or different from what you were doing before

eg *The ex-football star later turned to acting.*

■ **Background information**

- *Sherlock* is a crime drama series based on Sir Arthur Conan Doyle's Sherlock Holmes detective stories. Unlike the original stories, it is set in modern times and features modern technologies such as computers and smartphones. The character of Sherlock Holmes, however, remains close in tone to the original.
- *Mad Men* is an American television drama series. Set in the 1960s, it tells the story of one of New York's best advertisement agencies, focusing on the firm's mysterious but talented advertisement executive, Don Draper. The series won critical acclaim for its scripts and high production values.

## 5

### Key expressions

post pictures on a blog  
 be determined to do  
 fall in love with  
 work full time  
 make an impact on  
 make a comment about  
 be used to  
 over time  
 can't wait to do  
 pick up  
 a sense of direction  
 fall asleep  
 cheer... up  
 keep in touch

1 I first visited Western Australia for work in 2013.

### Background information

Western Australia is one of the six states of Australia. As the name suggests, it is located on the west of the continent, and takes up about one-third of the continent's landmass. Though much of Western Australia is desert, its great size means that it has a diverse climate, flora and fauna. Its capital city is Perth.

2 I have made over 140 work trips, but my best work trip ever was to Broome in the Kimberley region.

### Background information

- Located 2,240 kilometres north of Perth, Broome is a coastal tourist town in the Kimberley region of Western Australia. It is one of Western Australia's most popular tourist destinations, as it provides access to the Kimberley region's wilderness areas.
- The Kimberley region covers Australia's northwestern corner, and is well known for its spectacular wilderness. It has a complex landscape that includes great gorges, waterfalls and cave systems, pockets of rainforest and a large variety of wildlife.

3 This crocodile is used to passengers throwing food from boats and now she is becoming familiar with humans. Over time, this could make her a danger to people living in the area.

**people living in the area** → people who live in the area

living in the area 是一个现在分词短语，修饰 people，补充更多信息，表示“那些住在该地区的”人。

Q: 现在分词结构的作用是什么？

A: 现在分词结构具有主动意义，可以替代定语从句，从而使语言更加简洁而正式。

Q: 现在分词结构放在名词前还是名词后？

A: 单个分词作定语，一般置于所修饰的名词前，其作用相当于形容词；分词短语作定语，置于所修饰的名词后。

**be used to:** if you are used to doing something, it is familiar to you because you have often done it before

eg *I am used to travelling up and down the country.*

4 We started from Vancouver, where we picked up our vehicle for the trip – a home on wheels. It took us where we wanted, when we wanted.

**We could also say**

The starting point of our trip was Vancouver. There we rented a motor home and drove to any places at any time we liked.

**pick up:** to collect something that has been left elsewhere

eg *I picked up a car and drove to Rome.*

Background information

Vancouver is a major seaport on the coast of Southwestern British Columbia, Canada. With its beautiful views, mild climate and friendly people, Vancouver is known as both a popular tourist attraction and a good place to live in. It is also ethnically diverse, and has a high proportion of immigrants from China.

5 We got lost a few times even with the help of GPS, but eventually we managed to cross the Rocky Mountains.

■ **GPS:** abbreviation for Global Positioning System, a system for finding exactly where you are anywhere in the world using satellites

■ Background information

The Rocky Mountains are a broad mountain range running some 4,800 kilometres from Northern Alberta and British Columbia in Canada to New Mexico in the United States.

6 We reached Quebec on the eighth day, where most people speak French. Well, actually, they speak Quebecois, which is a type of Canadian French.

■ Background information

- Quebec is an eastern province of Canada, with Quebec City as its capital and Montreal the economic and cultural centre. The name “Quebec” was taken from an Algonquin word meaning “where the river narrows”.
- Quebecois is the variety of French spoken in the province of Quebec, often called “Quebec French” in English.

7 So, we're now in Newfoundland, the very eastern part of Canada and the end of our journey.

■ Background information

Newfoundland is part of the easternmost province of Canada, known since 2001 as Newfoundland and Labrador. The province of Newfoundland and Labrador is divided into two unequal areas: Labrador is the much larger mainland territory to the north, while Newfoundland is the smaller island to the south.

### Key expressions

in fear

be scared / frightened / afraid of

cut... off

have a(n)... effect upon

see... as

the other way round

mistake... for

break down

stand-by mode

common sense

take... into account

1 We see a woman swimming at night in a dark sea. Suddenly, she is pulled underwater. She surfaces, cries in fear, then disappears forever. This is the opening scene from the 1975 film *Jaws*, showing a shark attack.

see a woman swimming at night → see a woman who is swimming at night

swimming at night 是一个现在分词短语，在句中作宾语补足语，修饰 woman，补充更多信息，表示看见一个女人在夜晚游泳。

Q: 现在分词作宾语补足语的用法是什么？

A: 现在分词作宾语补足语有两个典型的结构，一是“see / smell / hear / feel / ... + 宾语 + 现在分词”，表示动作正在进行。例如：Do you smell something burning? 意为“你有没有闻到什么东西烧糊了？”，强调“烧糊了”这个动作正在进行。二是“have / get / ... + 宾语 + 现在分词”，表示“让……一直做某事”。例如：The farmers had the tractor working day and night at harvest time. 意为“农忙时，农民们让拖拉机夜以继日地干活”，强调拖拉机一直在运转。

Q: 过去分词可以作宾语补足语吗？

A: 可以。过去分词作宾语补足语的结构与前面讲过的现在分词作宾语补足语的结构相同，但是意义不同。过去分词在 see, smell 等动词后作宾语补足语，强调被动的状态。例如：He heard his name called. 意为“他听见有人叫他的名字”，表示名字是“被叫”的。在 have, get 等动词后作宾语补足语，常表示动词的主语请别人来完成该动作。例如：He got his tooth pulled out yesterday. 意为“他昨天拔牙了”，含有请牙医完成拔牙这个动作的含义。

**in fear:** used when you are afraid or worried that something bad is going to happen  
eg *The children looked at her in fear.*

### Background information

*Jaws* is a 1975 American film, a thriller by noted director Steven Spielberg. It is based on Peter Benchley's 1974 novel of the same name. In the story, a giant man-eating white shark attacks beachgoers at an American seaside town. The local police chief teams up with a marine biologist and an old shark hunter to hunt it down.

2 Finning would have an unexpected effect upon Peter Benchley, the man who wrote the book the film *Jaws* was based on.

### Background information

Peter Benchley (1940–2006) was an American author and screenwriter. He is best known for his best-selling novel *Jaws*, which was later adapted as a film by Steven Spielberg. Some of his other works were also adapted for cinema, including *The Deep*, *The Island* and *White Shark*. Benchley later regretted writing sensationalist works about sharks, and became a strong advocate for marine conservation.

3 Benchley saw sharks being killed and this caused a deep change in him. He came to see people as a danger to sharks, rather than the other way round.

**the other way round:** the opposite of what you have just mentioned  
eg *Students practise translating from Chinese into English and the other way round.*

4 It takes hundreds of years for plastic to break down, but much less time for paper.

■ **break down:** if a substance breaks down or is broken down into parts, it separates into the parts that it is made up of  
eg *The substance is easily broken down by bacteria.*

5 In some cases, local produce might have used more energy and produced more greenhouse gases than produce grown a long way away – even taking into account its transport.

■ **We could also say**

Sometimes, even when we consider food transport, local food might have used more energy and produced more greenhouse gases than food that is grown a long way away.

■ **take... into account:** to consider something when you are trying to make a decision

eg *A good transport strategy must take into account the environmental issues.*

# Words and expressions

## UNIT 1

|                                                        |   |                                                 |   |
|--------------------------------------------------------|---|-------------------------------------------------|---|
| maple /'meɪp(ə)l/ <i>n.</i> 枫树, 槭树                     | 1 | gather /'gæðə/ <i>v.</i> 聚集                     | 3 |
| pudding /'pʊdɪŋ/ <i>n.</i> 布丁                          | 2 | bite /baɪt/ <i>n.</i> 咬                         | 3 |
| black pudding 血肠, 黑香肠                                  | 2 | □ cheese /tʃi:z/ <i>n.</i> 干酪, 奶酪               | 3 |
| snack /snæk/ <i>n.</i> (正餐以外的) 小吃, 点心                  | 2 | * someday /'sʌmdeɪ/ <i>adv.</i> 将来总有一天,<br>有朝一日 | 3 |
| □ cuisine /kwi:'zi:n/ <i>n.</i> 烹饪(法)                  | 2 | poison /'pɔɪz(ə)n/ <i>n.</i> 毒素, 毒物, 毒药         | 3 |
| * spicy /'spɪsi/ <i>adj.</i> (食物) 加有香料的, 辛辣的           | 2 | * oolong /'u:lɒŋ/ <i>n.</i> 乌龙茶                 | 3 |
| hot pot 火锅                                             | 2 | china /tʃaɪnə/ <i>n.</i> 瓷, 瓷料                  | 3 |
| □ dare /deə/ <i>modal verb</i> 胆敢, 敢于                  | 2 | symbol /'sɪmb(ə)l/ <i>n.</i> 象征, 标志             | 4 |
| marriage /'mæɪdʒ/ <i>n.</i> 婚姻                         | 2 | opinion /ə'pɪnjən/ <i>n.</i> 意见, 看法             | 4 |
| wedding /'wedɪŋ/ <i>n.</i> 婚礼                          | 2 | function /'fʌŋkʃ(ə)n/ <i>n.</i> (事物的) 功能; 作用    | 5 |
| sort /sɔ:t/ <i>n.</i> 种, 类                             | 3 | download /'daʊn'ləʊd/ <i>v.</i> 下载(信息或程序)       | 5 |
| □ butcher /'bʊtʃə/ <i>n.</i> 肉贩                        | 3 | □ related /rɪ'leɪtɪd/ <i>adj.</i> 有关系的, 相关的     | 5 |
| super /'su:pə/ <i>adj.</i> 极好的, 了不起的                   | 3 | diet /'daɪət/ <i>n.</i> 日常饮食                    | 5 |
| □ bacon /'beɪkən/ <i>n.</i> (通常切成薄片的) 咸猪肉,<br>熏猪肉      | 3 | addict /'ædɪkt/ <i>n.</i> 对……着迷的人               | 5 |
| □ sausage /'sɔ:sɪdʒ/ <i>n.</i> 香肠                      | 3 | tip /tɪp/ <i>n.</i> 指点, 建议                      | 5 |
| □ toast /təʊst/ <i>n.</i> 烤面包(片), 吐司                   | 3 | custom /'kʌstəm/ <i>n.</i> 风俗, 习惯, 传统           | 5 |
| butter /'bʌtə/ <i>n.</i> 黄油, 牛油                        | 3 | □ manners /'mænəz/ <i>n.</i> 礼貌, 礼仪             | 5 |
| typical /'tɪpɪk(ə)l/ <i>adj.</i> 典型的, 有代表性的            | 3 | in case 以防万一                                    | 5 |
| □ roast /rəʊst/ <i>n.</i> 大块烤肉<br><i>adj.</i> 烤好的, 烤制的 | 3 | □ trick /trɪk/ <i>n.</i> 诀窍, 技巧, 技法             | 5 |
| suffer /'sʌfə/ <i>v.</i> (身体或精神上) 受苦                   | 3 | plate /pleɪt/ <i>n.</i> 盘, 碟                    | 5 |
| * stinky /'stɪŋki/ <i>adj.</i> 难闻的, 有臭味的               | 3 | □ handle /'hændl/ <i>n.</i> 柄, 把手               | 5 |
| □ tofu /'təʊfu/ <i>n.</i> 豆腐                           | 3 | □ differ /'dɪfə/ <i>v.</i> 不同, 不一样, 有区别         | 5 |
| horrible /'hɒrəb(ə)l/ <i>adj.</i> 糟糕的                  | 3 | □ BBQ /'bɑ:bɪkjʊ/ <i>n.</i> (barbecue 的缩写) 烧烤野餐 | 6 |
|                                                        |   | * tender /'tendə/ <i>adj.</i> 嫩的, 软的(尤指烹饪恰到好处)  | 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。



## Words and expressions

|                                                  |    |                                                        |    |
|--------------------------------------------------|----|--------------------------------------------------------|----|
| decoration /ˌdekə'reɪʃ(ə)n/ <i>n.</i> 装饰物        | 13 | guy /ɡaɪ/ <i>n.</i> (尤指青年) 男子                          | 17 |
| □ freedom /'fri:dəm/ <i>n.</i> 自由, 自由权利          | 13 | □ wave /weɪv/ <i>v.</i> 挥手, 招手                         | 17 |
| □ participate /pɑ:'tɪsɪpeɪt/ <i>v.</i> 参加, 参与    | 13 | lantern /'læntən/ <i>n.</i> 灯笼                         | 18 |
| □ vote /vəʊt/ <i>v.</i> 投票, 表决                   | 13 | □ dessert /dɪ'zɜ:t/ <i>n.</i> (饭后的) 甜食, 甜品, 甜点         | 18 |
| regardless /rɪ'ɡɑ:dləs/ <i>adv.</i> 不管, 不顾       | 13 | attract /ə'trækt/ <i>v.</i> 吸引, 引起……的兴趣                | 18 |
| inequality /ɪnɪ'kwɒləti/ <i>n.</i> (社会上的) 不平等    | 13 | * firework /'faɪəwɜ:k/ <i>n.</i> 烟火, 烟花                | 18 |
| □ fantasy /'fæntəsi/ <i>n.</i> 幻想, 想象            | 14 | decorate /'dekəreɪt/ <i>v.</i> 装饰, 布置, 美化              | 18 |
| □ novel /'nɒv(ə)l/ <i>n.</i> (长篇) 小说             | 14 | □ riddle /'rɪdl/ <i>n.</i> 谜, 谜语                       | 18 |
| □ limitless /'lɪmlɪləs/ <i>adj.</i> 无限的          | 14 | □ competition /ˌkɒmpɪ'tɪʃ(ə)n/ <i>n.</i> 比赛, 竞赛        | 18 |
| regard /rɪ'ɡɑ:d/ <i>v.</i> 认为, 看作                | 14 | formal /'fɔ:m(ə)l/ <i>adj.</i> 正式的                     | 19 |
| regard... as... 把……视作……                          | 14 | host /həʊst/ <i>n.</i> 东道主, 主人                         | 19 |
| literature /'lɪ(ə)rətʃə/ <i>n.</i> 文学            | 14 | occasion /ə'keɪʒ(ə)n/ <i>n.</i> 场合, 时刻                 | 20 |
| envelope /'envələʊp/ <i>n.</i> 信封                | 14 | editor /'edɪtə/ <i>n.</i> (报纸、杂志的) 主编, 编辑              | 20 |
| pole /pəʊl/ <i>n.</i> (行星的) 地极, (尤指地球的)<br>北极或南极 | 14 | * embrace /ɪm'breɪs/ <i>v.</i> 欣然接受, 乐意采纳<br>(新思想、意见等) | 20 |
| * handwritten /'hænd'raɪtɪn/ <i>adj.</i> 手写的     | 15 | admit /əd'mɪt/ <i>v.</i> (不情愿地) 承认                     | 20 |
| regular /'regjʊlə/ <i>adj.</i> 频繁的, 经常的          | 15 | effort /'efət/ <i>n.</i> 力气, 精力                        | 20 |
| □ polar /'pəʊlə/ <i>adj.</i> 极地的                 | 15 | loss /lɒs/ <i>n.</i> 失去, 丧失                            | 20 |
| □ roof /ru:f/ <i>n.</i> (建筑物、汽车、帐篷等的) 顶,<br>顶部   | 15 | eve /i:v/ <i>n.</i> 前夕, 前一天                            | 20 |
| □ complain /kəm'pleɪn/ <i>v.</i> 抱怨, 不满, 发牢骚     | 15 | software /'sɒftweə/ <i>n.</i> (计算机) 软件                 | 20 |
| □ warning /'wɔ:ɪnɪŋ/ <i>n.</i> 警告, 警示, 告诫        | 15 | adult /'ædʌlt/ <i>n.</i> 成人, 成年人                       | 21 |
| □ starving /'stɑ:vɪŋ/ <i>adj.</i> 挨饿的, 即将饿死的     | 15 | * token /'təʊkən/ <i>n.</i> 象征, 标志                     | 21 |
| indicate /'ɪndɪkeɪt/ <i>v.</i> 表明, 显示            | 17 | process /'prəʊses/ <i>n.</i> (为达到某目标的) 过程,<br>进程       | 21 |
| request /rɪ'kwest/ <i>n.</i> 请求, 要求              | 17 | retired /rɪ'taɪəd/ <i>adj.</i> 退休的                     | 21 |
| fancy /'fænsi/ <i>adj.</i> 花哨的, 别致的              | 17 | exist /ɪg'zɪst/ <i>v.</i> 存在, 实际上有                     | 22 |
| fancy dress 化装服                                  | 17 | overseas /ˌəʊvə'si:z/ <i>adv.</i> 在海外, 在外国             | 22 |

|                                               |    |                                                  |    |
|-----------------------------------------------|----|--------------------------------------------------|----|
| global /'glɒb(ə)l/ <i>adj.</i> 全球的, 全世界的      | 23 | □ monitor /'mɒnɪtə/ <i>v.</i> 监视, 监测             | 29 |
| □ citizen /'sɪtɪz(ə)n/ <i>n.</i> 公民, 市民       | 23 | □ setting /'setɪŋ/ <i>n.</i> (机器、仪器等调控装置的)       |    |
| nationality /,næʃə'næləti/ <i>n.</i> 国籍; 民族   | 23 | 设定位置, 调节点                                        | 29 |
| audience /'ɔ:diəns/ <i>n.</i> 听众, 观众          | 23 | □ adjustable /ə'dʒʌstəb(ə)l/ <i>adj.</i> 可调整的,   |    |
| □ interact /,ɪntər'ækt/ <i>v.</i> 互动          | 23 | 可调节的                                             | 29 |
| joy /dʒɔɪ/ <i>n.</i> 欢欣, 愉快, 喜悦               | 23 | □ available /ə'veɪləb(ə)l/ <i>adj.</i> 可用的, 可获得的 | 29 |
| □ phenomenon /fɪ'nɒmɪnən/ <i>n.</i> 现象        | 23 | □ skip /skɪp/ <i>v.</i> 跳绳                       | 30 |
|                                               |    | * plank /plæŋk/ <i>n.</i> 平板支撑                   | 30 |
|                                               |    | balance /'bæləns/ <i>n.</i> 平衡                   | 30 |
|                                               |    | bar /bɑ:/ <i>n.</i> 横木                           | 30 |
|                                               |    | upper /'ʌpə/ <i>adj.</i> (位置) 较上的, 较高的,          |    |
|                                               |    | 上面的                                              | 30 |
|                                               |    | bone /bəʊn/ <i>n.</i> 骨头, 骨                      | 30 |
|                                               |    | □ involve /ɪn'vɒlv/ <i>v.</i> 包含, 需要             | 31 |
|                                               |    | master /'mɑ:stə/ <i>n.</i> 大师, 能手                | 31 |
|                                               |    | response /rɪ'spɒns/ <i>n.</i> 回答, 答复             | 31 |
|                                               |    | □ interpret /ɪn'tɜ:pɪt/ <i>v.</i> 理解, 了解, 解释     | 32 |
|                                               |    | data /'deɪtə/ <i>n.</i> 资料, 数据                   | 32 |
|                                               |    | □ label /'leɪb(ə)l/ <i>n.</i> 标签, 标记             | 32 |
|                                               |    | * asthma /'æsmə/ <i>n.</i> 哮喘 (病)                | 32 |
|                                               |    | □ lung /lʌŋ/ <i>n.</i> 肺                         | 32 |
|                                               |    | power /'paʊə/ <i>n.</i> 力量                       | 33 |
|                                               |    | □ network /'netwɜ:k/ <i>n.</i> 人际关系网, 联络网        | 33 |
|                                               |    | tension /'tenʃ(ə)n/ <i>n.</i> 紧张, 焦虑             | 33 |
|                                               |    | disappear /dɪ'sə'piə/ <i>v.</i> 消失, 不见           | 33 |
|                                               |    | * gorilla /gə'rɪlə/ <i>n.</i> 大猩猩                | 33 |
|                                               |    | die out 消失, 绝迹, 灭绝                               | 33 |
| <b>UNIT 3</b>                                 |    |                                                  |    |
| surfing /'sɜ:fɪŋ/ <i>n.</i> 冲浪 (运动)           | 25 |                                                  |    |
| represent /,reprɪ'zent/ <i>v.</i> 代表, 表示      | 26 |                                                  |    |
| goal /gəʊl/ <i>n.</i> 球门                      | 26 |                                                  |    |
| basis /'beɪsɪs/ <i>n.</i> 基础; 根据              | 26 |                                                  |    |
| equipment /ɪ'kwɪpmənt/ <i>n.</i> 装备, 设备, 用具   | 26 |                                                  |    |
| content /kən'tent/ <i>n.</i> 满意, 满足           | 26 |                                                  |    |
| to one's heart's content 尽情地, 心满意足地           | 26 |                                                  |    |
| □ plastic /'plæstɪk/ <i>adj.</i> 塑料制的         | 26 |                                                  |    |
| factor /'fæktə/ <i>n.</i> 因素, 要素              | 26 |                                                  |    |
| □ defend /dɪ'fend/ <i>v.</i> (在比赛中) 防守, 防卫    | 26 |                                                  |    |
| * twist /twɪst/ <i>n.</i> (形势或事态的) 意外转折       | 26 |                                                  |    |
| □ soldier /'səʊldɪə/ <i>n.</i> 士兵, 军人         | 27 |                                                  |    |
| □ conflict /'kɒnflɪkt/ <i>n.</i> 武装冲突, 战斗, 战争 | 27 |                                                  |    |
| death /deθ/ <i>n.</i> 死, 死亡                   | 27 |                                                  |    |
| * assure /ə'ʃʊə/ <i>v.</i> 向……保证, 使确信         | 27 |                                                  |    |
| □ chart /tʃɑ:t/ <i>v.</i> 记录, 跟踪 (变化或进展)      | 29 |                                                  |    |
| □ ideal /ɪ'aɪdɪəl/ <i>adj.</i> 理想的, 最好的       | 29 |                                                  |    |
| □ display /dɪ'spleɪ/ <i>n.</i> 显示器            | 29 |                                                  |    |

## Words and expressions

|                                                        |    |                                                     |    |
|--------------------------------------------------------|----|-----------------------------------------------------|----|
| sweaty /'sweti/ <i>adj.</i> 满是汗的, 被汗水湿透的               | 33 | □ universe /'ju:nɪvɜ:s/ <i>n.</i> 宇宙, 天地, 万物        | 39 |
| ache /eɪk/ <i>v.</i> (持续而隐隐地) 作痛                       | 33 | * backflip /'bækflɪp/ <i>n.</i> 直体后空翻               | 39 |
| inspire /ɪn'spaɪə/ <i>v.</i> 鼓舞, 激励                    | 34 | □ incredible /ɪn'kredɪb(ə)l/ <i>adj.</i> 难以置信的      | 39 |
| am /eɪ'em/ 午前, 上午                                      | 35 | * dazzling /'dæz(ə)lɪŋ/ <i>adj.</i> 令人印象深刻的, 特别吸引人的 | 39 |
| □ persuade /pə'sweɪd/ <i>v.</i> 说服, 劝服                 | 35 | energetic /ɪ'neɪdʒətɪk/ <i>adj.</i> 精力充沛的, 充满活力的    | 39 |
| champion /tʃæmpɪən/ <i>n.</i> (尤指体育比赛中的) 冠军, 第一名       | 35 | clap /klæp/ <i>v.</i> 拍(手), 鼓(掌)                    | 39 |
| □ ultimate /'ʌltɪmət/ <i>adj.</i> (目标等) 最终的            | 35 | □ edge /edʒ/ <i>n.</i> 边缘                           | 39 |
| <b>UNIT 4</b>                                          |    | on the edge of one's seat 极为激动                      | 39 |
| opera /'ɒp(ə)rə/ <i>n.</i> 歌剧                          | 37 | □ emotion /ɪ'məʊʃ(ə)n/ <i>n.</i> 强烈的情感              | 39 |
| movement /'mu:vmənt/ <i>n.</i> 运动, 动作                  | 38 | □ anger /'æŋɡə/ <i>n.</i> 愤怒, 怒火                    | 39 |
| aspect /'æspekt/ <i>n.</i> 方面                          | 38 | * grief /gri:f/ <i>n.</i> 悲痛                        | 39 |
| * revenge /ɪn'vendʒ/ <i>n.</i> 报复, 报仇                  | 38 | □ combine /kəm'baɪn/ <i>v.</i> (使) 结合, (使) 组合       | 39 |
| * prince /prɪns/ <i>n.</i> 王子                          | 38 | poetry /'pəʊtri/ <i>n.</i> 诗, 诗歌                    | 39 |
| □ version /'vɜ:ʃ(ə)n/ <i>n.</i> 版本                     | 38 | □ explosive /ɪk'spləʊsɪv/ <i>adj.</i> 爆炸(式)的, 爆发的   | 39 |
| □ string /strɪŋ/ <i>n.</i> (乐器的) 弦                     | 38 | tick all the right boxes 事情发展如人所愿, 一切顺利             | 39 |
| * exaggerated /ɪg'zædʒəreɪtɪd/ <i>adj.</i> (声音或动作) 夸张的 | 38 | □ applaud /ə'plɔ:d/ <i>v.</i> (为……) 鼓掌              | 41 |
| * mime /maɪm/ <i>n.</i> (演戏等时的) 做手势(或其他示意动作)           | 38 | □ grateful /'ɡreɪtfl(ə)l/ <i>adj.</i> 感谢的, 感激的      | 41 |
| get across 解释清楚, 传达                                    | 38 | extremely /ɪk'stri:mli/ <i>adv.</i> 极度, 极其          | 41 |
| female /'fi:meɪl/ <i>adj.</i> 女(性)的                    | 38 | □ overcome /,əʊvə'kʌm/ <i>v.</i> 控制(感情), 克服(困难)     | 41 |
| * whip /wɪp/ <i>n.</i> 鞭子                              | 38 | ballet /'bæleɪ/ <i>n.</i> 芭蕾舞剧, 芭蕾舞表演               | 41 |
| technique /tek'ni:k/ <i>n.</i> 技巧, 手法                  | 39 | □ absorbed /əb'sɔ:bd/ <i>adj.</i> 专心致志的             | 41 |
| □ transform /træns'fɔ:m/ <i>v.</i> 使改观, 使变形, 使转化       | 39 | romantic /rəʊ'mæntɪk/ <i>adj.</i> 浪漫的               | 41 |

|                                                  |    |                                                  |    |
|--------------------------------------------------|----|--------------------------------------------------|----|
| □ comedy /'kɒmɪdi/ <i>n.</i> 喜剧                  | 42 | in one's own right 凭借自身, 靠自己                     | 45 |
| documentary /ˌdɒkjʊ'ment(ə)ri/ <i>n.</i> 纪录片     | 42 | original /ə'ɪndʒɪn(ə)l/ <i>adj.</i> 原先的, 最初的     | 45 |
| absolutely /'æbsəlu:tli/ <i>adv.</i> 完全地, 绝对地    | 42 | □ fictional /'fɪkʃ(ə)nəl/ <i>adj.</i> 虚构的, 编造的,  |    |
| □ episode /'epɪsəʊd/ <i>n.</i> (电视连续剧或广播连载       |    | 小说(中)的                                           | 47 |
| 节目中的) 一集                                         | 42 | awkward /'ɔ:kwəd/ <i>adj.</i> 紧张的; 不舒适的          | 47 |
| put on 表演(节目)                                    | 42 | □ behave /br'heɪv/ <i>v.</i> 表现                  | 47 |
| □ appealing /ə'pi:liŋ/ <i>adj.</i> 有吸引力的, 有趣的    | 42 | normal /'nɔ:m(ə)l/ <i>adj.</i> 正常的, 平常的          | 47 |
| definitely /'defɪnɪtli/ <i>adv.</i> 确切地, 肯定地     | 42 | □ responsibility /rɪ'spɒnsɪ'bɪləti/ <i>n.</i> 责任 | 47 |
| □ plot /plɒt/ <i>n.</i> (书、电影、戏剧的) 情节            | 42 | □ absence /'æbs(ə)ns/ <i>n.</i> 缺乏, 没有           | 47 |
| □ rude /ru:d/ <i>adj.</i> 粗鲁的, 无礼的               | 42 |                                                  |    |
| transport /'trænspɔ:t/ <i>n.</i> 交通运输系统,         |    |                                                  |    |
| 运输方式                                             | 43 |                                                  |    |
| arrangement /ə'reɪndʒmənt/ <i>n.</i> 安排, 筹划      | 43 | <b>UNIT 5</b>                                    |    |
| brief /brɪ:f/ <i>adj.</i> 短暂的                    | 44 | destination /ˌdestɪ'neɪʃ(ə)n/ <i>n.</i> 目的地, 终点  | 49 |
| * cinematic /sɪnɪ'mætɪk/ <i>adj.</i> 电影的         | 44 | □ gallery /'gæləri/ <i>n.</i> 美术馆, 画廊            | 51 |
| turkey /'tɜ:ki/ <i>n.</i> (电影或戏剧的) 失败之作          | 44 | * indigenous /ɪn'dɪdʒ(ə)nəs/ <i>adj.</i> 本地的,    |    |
| * storytelling /'stɔ:ri:telɪŋ/ <i>n.</i> 讲故事, 说书 | 44 | 土生土长的                                            | 51 |
| * wonderland /'wʌndə'lænd/ <i>n.</i> (故事中的) 仙境,  |    | kangaroo /kæŋgə'ru:/ <i>n.</i> 袋鼠                | 51 |
| 奇境                                               | 44 | * crocodile /'krɒkədɪl/ <i>n.</i> 鳄鱼             | 51 |
| escape /ɪ'skeɪp/ <i>v.</i> (从危险或糟糕的处境中)          |    | * quest /kwɛst/ <i>n.</i> (长期的) 寻求, 探索, 追求       | 51 |
| 逃离, 逃避, 摆脱                                       | 45 | quit /kwɪt/ <i>v.</i> 离开(工作岗位、学校等); 离任           | 52 |
| □ disappointed /ˌdɪsə'pɔɪntɪd/ <i>adj.</i> 失望的,  |    | □ profession /prə'feʃ(ə)n/ <i>n.</i> (需要高等教育和    |    |
| 沮丧的                                              | 45 | 训练的) 专业, 行业                                      | 52 |
| * epic /'epɪk/ <i>adj.</i> 史诗般的; 壮丽的, 宏大的        | 45 | previous /'pri:vɪəs/ <i>adj.</i> 以前的, 先前的        | 52 |
| live up to 符合(标准), 不负(盛名)                        | 45 | □ route /ru:t/ <i>n.</i> 路线                      | 53 |
| extent /ɪk'stent/ <i>n.</i> 程度                   | 45 | □ aboard /ə'bɔ:d/ <i>adv.</i> 在船(飞机、火车)上         | 53 |
| to some extent 在某种程度上                            | 45 | □ landscape /'lændskeɪp/ <i>n.</i> (陆上的) 风景, 景致  | 53 |
|                                                  |    | □ dramatic /drə'mætɪk/ <i>adj.</i> 激动人心的; 给人     |    |
|                                                  |    | 印象深刻的                                            | 53 |

## Words and expressions

|                                                 |    |
|-------------------------------------------------|----|
| □ hike /haɪk/ <i>v.</i> 在……徒步旅行, 远足             | 53 |
| volcano /vɒl'keɪnəʊ/ <i>n.</i> 火山               | 53 |
| * embassy /'embəsi/ <i>n.</i> 大使馆               | 54 |
| * visa /'vi:zə/ <i>n.</i> (护照上的) 签证             | 54 |
| □ budget /'bʌdʒɪt/ <i>n.</i> 预算                 | 54 |
| chain /tʃeɪn/ <i>n.</i> 连锁店, 连锁集团               | 54 |
| * transfer /'trænsfɜ:/ <i>n.</i> 转乘, 换乘         | 54 |
| * luggage /'lʌɡɪdʒ/ <i>n.</i> 行李                | 54 |
| * currency /'kʌrənəsi/ <i>n.</i> 货币, 通货         | 54 |
| credit /'kredɪt/ <i>n.</i> 赊购, 信贷               | 54 |
| credit card 信用卡                                 | 54 |
| * souvenir /,sʊvə'nɪəri/ <i>n.</i> 纪念品, 纪念物     | 54 |
| cash /kæʃ/ <i>n.</i> 现款, 现金                     | 54 |
| flight /flaɪt/ <i>n.</i> 航班, 班机                 | 54 |
| □ remote /rɪ'məʊt/ <i>adj.</i> 偏僻的, 偏远的         | 55 |
| □ engage /ɪn'geɪdʒ/ <i>v.</i> 参与, 参加            | 55 |
| café /'kæfeɪ/ <i>n.</i> 咖啡馆, 小餐馆                | 55 |
| soccer /'sɒkə/ <i>n.</i> 英式足球                   | 56 |
| continent /'kɒntɪnənt/ <i>n.</i> 洲, 大洲, 大陆      | 57 |
| vehicle /'vi:k(ə)l/ <i>n.</i> 交通工具, 车辆          | 57 |
| deer /dɪə/ <i>n.</i> 鹿                          | 57 |
| mass /mæs/ <i>n.</i> 大量, 许多                     | 57 |
| * poutine /pu:'ti:n/ <i>n.</i> 肉汁乳酪薯条 (加拿大一种食品) | 57 |
| * gravy /'grɛvɪ/ <i>n.</i> (调味用的) 肉汁            | 57 |

## UNIT 6

|                                                                |    |
|----------------------------------------------------------------|----|
| □ shark /ʃɑ:k/ <i>n.</i> 鲨 (鱼)                                 | 62 |
| scare /skeə/ <i>v.</i> 使 (某人) 惊恐, 吓唬                           | 62 |
| due to 由于, 因为                                                  | 62 |
| * fin /fɪn/ <i>v.</i> 切去 (鱼的) 鳍                                |    |
| <i>n.</i> 鱼鳍                                                   | 62 |
| □ dive /daɪv/ <i>v.</i> (通常指使用呼吸设备的) 潜水                        | 63 |
| target /'tɑ:ɡɪt/ <i>v.</i> 把……作为目标                             | 63 |
| fortunately /'fɔ:tʃ(ə)nətli/ <i>adv.</i> 幸运地                   | 63 |
| extinction /ɪk'stɪŋkʃ(ə)n/ <i>n.</i> 灭绝, 绝种                    | 63 |
| attitude /'ætɪtju:d/ <i>n.</i> (尤指通过行为表现出的对某事的一般) 看法, 态度       | 64 |
| □ devote /dɪ'veʊt/ <i>v.</i> 致力, 献身, 倾注                        | 65 |
| ocean /'əʊʃ(ə)n/ <i>n.</i> 海洋, 大海                              | 65 |
| □ highlight /'haɪlaɪt/ <i>v.</i> 使……突出, 使注意力集中于                | 65 |
| □ cruelty /'kru:əlti/ <i>n.</i> 残忍, 残酷, 残暴                     | 65 |
| □ hunting /'hʌntɪŋ/ <i>n.</i> 打猎, 狩猎                           | 65 |
| □ presentation /,prez(ə)n'teɪʃ(ə)n/ <i>n.</i> 报告, (观点的) 陈述, 说明 | 65 |
| □ reserve /rɪ'zɜ:v/ <i>n.</i> (野生生物) 保护区                       | 65 |
| staff /stɑ:f/ <i>n.</i> 员工                                     | 65 |
| establish /ɪ'stæblɪʃ/ <i>v.</i> 建立, 设立                         | 65 |
| □ damage /'dæmɪdʒ/ <i>v.</i> 破损, 损害, 损伤                        | 65 |
| drought /draʊt/ <i>n.</i> 旱灾, 干旱                               | 65 |

|                                                                  |    |                                                      |    |
|------------------------------------------------------------------|----|------------------------------------------------------|----|
| flood /flʌd/ <i>n.</i> 洪水, 水灾                                    | 65 | permission /pə'mɪʃ(ə)n/ <i>n.</i> 允许, 许可             | 67 |
| □ affect /ə'fekt/ <i>v.</i> 影响                                   | 65 | slide /slaɪd/ <i>n.</i> 幻灯片                          | 67 |
| supply /sə'plaɪ/ <i>n.</i> 煤气、电力、自来水等供应<br>(系统)                  | 65 | majority /mə'dʒɔrəti/ <i>n.</i> 多数, 大多数<br>(人或物)     | 68 |
| □ restore /rɪ'stɔ:/ <i>v.</i> 使恢复                                | 65 | □ false /fɔ:ls/ <i>adj.</i> 不正确的, 错误的                | 68 |
| □ adopt /ə'dɒpt/ <i>v.</i> 采取 (某种方法)                             | 65 | amount /ə'maʊnt/ <i>n.</i> 数量, 数额                    | 68 |
| □ sustainable /sə'steɪnəb(ə)l/ <i>adj.</i> 可持续的,<br>不破坏环境的       | 65 | □ device /drɪ'vaɪs/ <i>n.</i> 设备, 仪器, 装置             | 69 |
| * bulb /bʌlb/ <i>n.</i> 灯泡                                       | 66 | * stand-by /'stændbaɪ/ <i>adj.</i> 备用的               | 69 |
| * renewable /rɪ'nju:əb(ə)l/ <i>adj.</i> (能源) 可更新的,<br>可再生的, 可恢复的 | 66 | □ mode /məʊd/ <i>n.</i> (机器、设备的) 运行方式,<br>状态, 模式     | 69 |
| carbon /'kɑ:bən/ <i>n.</i> 碳                                     | 66 | electricity /ɪ'lek'trɪsɪti/ <i>n.</i> 电              | 69 |
| greenhouse /'gri:nhaʊs/ <i>n.</i> 温室, 暖房                         | 66 | □ leak /li:k/ <i>v.</i> (使) 漏, (使) 渗漏                | 69 |
| * reusable /ri:'ju:zəb(ə)l/ <i>adj.</i> 可再度使用的,<br>可多次使用的        | 66 | * appliance /ə'plaiəns/ <i>n.</i> 家用电器, 家用器具         | 69 |
| brochure /'brɔ:ʃə/ <i>n.</i> 小册子                                 | 66 | remove /rɪ'mu:v/ <i>v.</i> 移走, 搬走, 去掉                | 69 |
| reduce /rɪ'dju:s/ <i>v.</i> 减少, 降低                               | 66 | □ plug /plʌg/ <i>n.</i> (电) 插头                       | 69 |
| □ solar /'sɒlə/ <i>adj.</i> 利用太阳光 (能) 的                          | 66 | take... into account 把...考虑进去                        | 69 |
| □ release /rɪ'li:s/ <i>v.</i> 释放, 排放                             | 66 | * litre /'li:tə/ <i>n.</i> 升, 公升                     | 69 |
| smog /smɒg/ <i>n.</i> 烟雾, 雾霾                                     | 67 | □ campaign /kæm'peɪn/ <i>n.</i> (宣传) 活动              | 71 |
| □ fog /fɒg/ <i>n.</i> 雾                                          | 67 | □ urge /ɜ:dʒ/ <i>v.</i> 竭力主张, 强烈要求, 敦促               | 71 |
| □ severe /sɪ'viə/ <i>adj.</i> (问题、伤势、疾病等)<br>很严重的                | 67 | □ canteen /kæn'ti:n/ <i>n.</i> (工厂、学校等的) 食堂,<br>餐厅   | 71 |
| □ infection /ɪn'fekʃ(ə)n/ <i>n.</i> 感染, 传染病                      | 67 | concerned /kən'sɜ:nd/ <i>adj.</i> 焦急的, 担忧的           | 71 |
| lecture /'lektʃə/ <i>n.</i> (尤指大学里的) 讲座,<br>讲课, 演讲               | 67 | contribute /kən'trɪbjʊt/ <i>v.</i> 促成, 造成 (某事<br>发生) | 72 |
|                                                                  |    | average /'æv(ə)ɪdʒ/ <i>adj.</i> 平均 (数) 的             | 72 |

## A

|                                                     |    |                                                         |    |
|-----------------------------------------------------|----|---------------------------------------------------------|----|
| □ aboard /ə'bo:ɪd/ <i>adv.</i> 在船(飞机、火车)上           | 53 | attitude /'ætɪtju:d/ <i>n.</i> (尤指通过行为表现出的对某事的一般)看法, 态度 | 64 |
| □ absence /'æbs(ə)ns/ <i>n.</i> 缺乏, 没有              | 47 | attract /ə'trækt/ <i>v.</i> 吸引, 引起……的兴趣                 | 18 |
| absolutely /'æbsəlu:tli/ <i>adv.</i> 完全地, 绝对地       | 42 | audience /'ɔ:diəns/ <i>n.</i> 听众, 观众                    | 23 |
| □ absorbed /əb'sɔ:bd/ <i>adj.</i> 专心致志的             | 41 | □ available /ə'veɪləb(ə)l/ <i>adj.</i> 可用的, 可获得的        | 29 |
| ache /eɪk/ <i>v.</i> (持续而隐隐地)作痛                     | 33 | average /'æv(ə)rɪdʒ/ <i>adj.</i> 平均(数)的                 | 72 |
| □ acid /'æsɪd/ <i>n.</i> 酸                          | 7  | awkward /'ɔ:kwəd/ <i>adj.</i> 紧张的; 不舒适的                 | 47 |
| adapt /ə'dæpt/ <i>v.</i> (使)适应, (使)适合               | 11 | <b>B</b>                                                |    |
| addict /'ædɪkt/ <i>n.</i> 对……着迷的人                   | 5  | * backflip /'bækflɪp/ <i>n.</i> 直体后空翻                   | 39 |
| □ adjustable /ə'dʒʌstəb(ə)l/ <i>adj.</i> 可调整的, 可调节的 | 29 | □ bacon /'beɪkən/ <i>n.</i> (通常切成薄片的)咸猪肉, 熏猪肉           | 3  |
| admit /əd'mɪt/ <i>v.</i> (不情愿地)承认                   | 20 | □ bakery /'beɪkəri/ <i>n.</i> 面包店, 糕饼店                  | 6  |
| □ adopt /ə'dɒpt/ <i>v.</i> 采取(某种方法)                 | 65 | balance /'bæləns/ <i>n.</i> 平衡                          | 30 |
| adult /'ædʌlt/ <i>n.</i> 成人, 成年人                    | 21 | ballet /'bæleɪ/ <i>n.</i> 芭蕾舞剧, 芭蕾舞表演                   | 41 |
| □ affect /ə'fekt/ <i>v.</i> 影响                      | 65 | bar /bɑ:/ <i>n.</i> 横木                                  | 30 |
| am /eɪ'em/ 午前, 上午                                   | 35 | basis /'beɪsɪs/ <i>n.</i> 基础; 根据                        | 26 |
| amount /ə'maʊnt/ <i>n.</i> 数量, 数额                   | 68 | □ BBQ /'bʊ:bɪkjʊ/ <i>n.</i> (barbecue的缩写)烧烤野餐           | 6  |
| □ anger /'æŋgə/ <i>n.</i> 愤怒, 怒火                    | 39 | □ behave /br'heɪv/ <i>v.</i> 表现                         | 47 |
| □ appealing /ə'pi:ɪŋ/ <i>adj.</i> 有吸引力的, 有趣的        | 42 | belong /br'lɒŋ/ <i>v.</i> 属于                            | 9  |
| □ applaud /ə'plɔ:d/ <i>v.</i> (为……)鼓掌               | 41 | belong to 属于                                            | 9  |
| * appliance /ə'plaɪəns/ <i>n.</i> 家用电器, 家用器具        | 69 | bite /baɪt/ <i>n.</i> 咬                                 | 3  |
| arrangement /ə'reɪndʒmənt/ <i>n.</i> 安排, 筹划         | 43 | □ bitter /'bɪtə/ <i>adj.</i> 苦的, 有苦味的                   | 6  |
| aspect /'æspekt/ <i>n.</i> 方面                       | 38 | black pudding 血肠, 黑香肠                                   | 2  |
| * assure /ə'sʊə/ <i>v.</i> 向……保证, 使确信               | 27 | blog /blɒg/ <i>v.</i> 写博客                               |    |
| * asthma /'æsmə/ <i>n.</i> 哮喘(病)                    | 32 | <i>n.</i> 博客, 网络日志                                      | 11 |
| attack /ə'tæk/ <i>v.</i> 侵袭, 侵蚀                     | 7  | bone /bəʊn/ <i>n.</i> 骨头, 骨                             | 30 |

|                                                  |    |                                                   |    |
|--------------------------------------------------|----|---------------------------------------------------|----|
| □ breast /breɪst/ <i>n.</i> (禽类的) 胸脯肉            | 11 | clap /klæp/ <i>v.</i> 拍(手), 鼓(掌)                  | 39 |
| brief /bri:f/ <i>adj.</i> 短暂的                    | 44 | □ combine /kəm'baɪn/ <i>v.</i> (使)结合, (使)组合       | 39 |
| brochure /'brəʊʃə/ <i>n.</i> 小册子                 | 66 | □ comedy /'kɒmɪdi/ <i>n.</i> 喜剧                   | 42 |
| □ budget /'bʌdʒɪt/ <i>n.</i> 预算                  | 54 | □ competition /,kɒmpri'tɪʃ(ə)n/ <i>n.</i> 比赛, 竞赛  | 18 |
| * bulb /bʌlb/ <i>n.</i> 灯泡                       | 66 | □ complain /kəm'pleɪn/ <i>v.</i> 抱怨, 不满, 发牢骚      | 15 |
| □ butcher /'bʊtʃə/ <i>n.</i> 肉贩                  | 3  | concerned /kən'sɜ:nd/ <i>adj.</i> 焦急的, 担忧的        | 71 |
| butter /'bʌtə/ <i>n.</i> 黄油, 牛油                  | 3  | □ conflict /'kɒnflɪkt/ <i>n.</i> 武装冲突, 战斗, 战争     | 27 |
| <b>C</b>                                         |    | □ construction /kən'strʌkʃ(ə)n/ <i>n.</i> 建造, 建筑  | 9  |
| café /'kæfeɪ/ <i>n.</i> 咖啡馆, 小餐馆                 | 55 | content /kən'tent/ <i>n.</i> 满意, 满足               | 26 |
| □ campaign /kæm'peɪn/ <i>n.</i> (宣传)活动           | 71 | continent /'kɒntɪnənt/ <i>n.</i> 洲, 大洲, 大陆        | 57 |
| □ canteen /kæn'ti:n/ <i>n.</i> (工厂、学校等的)食堂, 餐厅   | 71 | contribute /kən'trɪbjʊt/ <i>v.</i> 促成, 造成(某事发生)   | 72 |
| carbon /'kɑ:bən/ <i>n.</i> 碳                     | 66 | convenient /kən'vi:niənt/ <i>adj.</i> 方便的, 便利的    | 9  |
| cash /kæʃ/ <i>n.</i> 现款, 现金                      | 54 | □ creamy /'kri:mɪ/ <i>adj.</i> 似奶油的, 软厚平滑的, 光滑细软的 | 6  |
| catch up 打听(不在时所发生的事情), 别后叙谈                     | 9  | credit /'kredɪt/ <i>n.</i> 赊购, 信贷                 | 54 |
| chain /tʃeɪn/ <i>n.</i> 连锁店, 连锁集团                | 54 | credit card 信用卡                                   | 54 |
| champion /'tʃæmpiən/ <i>n.</i> (尤指体育比赛中的)冠军, 第一名 | 35 | * crocodile /'krɒkədɪl/ <i>n.</i> 鳄鱼              | 51 |
| □ chart /tʃɑ:t/ <i>v.</i> 记录, 跟踪(变化或进展)          | 29 | □ cruelty /'kru:əlti/ <i>n.</i> 残忍, 残酷, 残暴        | 65 |
| □ cheese /tʃi:z/ <i>n.</i> 干酪, 奶酪                | 3  | □ cuisine /kwi:'zi:n/ <i>n.</i> 烹饪(法)             | 2  |
| * cheesecake /'tʃi:zkeɪk/ <i>n.</i> 干酪蛋糕         | 6  | * currency /'kʌrənsi/ <i>n.</i> 货币, 通货            | 54 |
| □ chef /ʃef/ <i>n.</i> 厨师                        | 9  | custom /'kʌstəm/ <i>n.</i> 风俗, 习惯, 传统             | 5  |
| china /'tʃaɪnə/ <i>n.</i> 瓷, 瓷料                  | 3  | <b>D</b>                                          |    |
| * cinematic /,sɪnɪ'mæti:k/ <i>adj.</i> 电影的       | 44 | □ damage /'dæmɪdʒ/ <i>v.</i> 破损, 损害, 损伤           | 65 |
| □ citizen /'sɪtɪz(ə)n/ <i>n.</i> 公民, 市民          | 23 | □ dare /deə/ <i>modal verb</i> 胆敢, 敢于             | 2  |
|                                                  |    | data /'deɪtə/ <i>n.</i> 资料, 数据                    | 32 |

|                                                     |    |                                                        |    |
|-----------------------------------------------------|----|--------------------------------------------------------|----|
| * dazzling /'dæz(ə)lɪŋ/ <i>adj.</i> 令人印象深刻的, 特别吸引人的 | 39 | <b>E</b>                                               |    |
| death /deθ/ <i>n.</i> 死, 死亡                         | 27 | □ edge /edʒ/ <i>n.</i> 边缘                              | 39 |
| decorate /'dekəreɪt/ <i>v.</i> 装饰, 布置, 美化           | 18 | editor /'edɪtə/ <i>n.</i> (报纸、杂志的) 主编, 编辑              | 20 |
| decoration /,dekə'reɪʃ(ə)n/ <i>n.</i> 装饰物           | 13 | effort /'efət/ <i>n.</i> 力气, 精力                        | 20 |
| deer /dɪə/ <i>n.</i> 鹿                              | 57 | electricity /,lek'trɪsɪti/ <i>n.</i> 电                 | 69 |
| □ defend /dɪ'fend/ <i>v.</i> (在比赛中) 防守, 防卫          | 26 | * embassy /'embəsi/ <i>n.</i> 大使馆                      | 54 |
| definitely /'defɪnɪtli/ <i>adv.</i> 确切地, 肯定地        | 42 | * embrace /ɪm'breɪs/ <i>v.</i> 欣然接受, 乐意采纳 (新思想、意见等)    | 20 |
| □ dessert /dɪ'zɜ:t/ <i>n.</i> (饭后的) 甜食, 甜品, 甜点      | 18 | □ emotion /ɪ'məʊʃ(ə)n/ <i>n.</i> 强烈的情感                 | 39 |
| destination /,destɪ'neɪʃ(ə)n/ <i>n.</i> 目的地, 终点     | 49 | end up (尤指经历一系列意外后) 最终处于, 到头来                          | 9  |
| □ device /dɪ'vaɪs/ <i>n.</i> 设备, 仪器, 装置             | 69 | energetic /,enə'dʒetɪk/ <i>adj.</i> 精力充沛的, 充满活力的       | 39 |
| □ devote /dɪ'vəʊt/ <i>v.</i> 致力, 献身, 倾注             | 65 | □ engage /ɪn'geɪdʒ/ <i>v.</i> 参与, 参加                   | 55 |
| die out 消失, 绝迹, 灭绝                                  | 33 | envelope /'envələʊp/ <i>n.</i> 信封                      | 14 |
| diet /'daɪət/ <i>n.</i> 日常饮食                        | 5  | * epic /'epɪk/ <i>adj.</i> 史诗般的; 壮丽的, 宏大的              | 45 |
| □ differ /'dɪfə/ <i>v.</i> 不同, 不一样, 有区别             | 5  | □ episode /'epɪsəʊd/ <i>n.</i> (电视连续剧或广播连载节目中的) 一集     | 42 |
| disappear /,dɪsə'piə/ <i>v.</i> 消失, 不见              | 33 | equipment /'kwɪpmənt/ <i>n.</i> 装备, 设备, 用具             | 26 |
| □ disappointed /,dɪsə'pɔɪntɪd/ <i>adj.</i> 失望的, 沮丧的 | 45 | escape /ɪ'skeɪp/ <i>v.</i> (从危险或糟糕的处境中) 逃离, 逃避, 摆脱     | 45 |
| □ display /dɪ'spleɪ/ <i>n.</i> 显示器                  | 29 | establish /ɪ'stæblɪʃ/ <i>v.</i> 建立, 设立                 | 65 |
| □ dive /daɪv/ <i>v.</i> (通常指使用呼吸设备的) 潜水             | 63 | eve /i:v/ <i>n.</i> 前夕, 前一天                            | 20 |
| documentary /,dɒkjʊ'ment(ə)rɪ/ <i>n.</i> 纪录片        | 42 | * exaggerated /ɪg'zædʒəreɪtɪd/ <i>adj.</i> (声音或动作) 夸张的 | 38 |
| download /,daʊn'ləʊd/ <i>v.</i> 下载 (信息或程序)          | 5  | exist /ɪg'zɪst/ <i>v.</i> 存在, 实际上有                     | 22 |
| dragon /'dræɡən/ <i>n.</i> 龙                        | 13 |                                                        |    |
| □ dramatic /drə'mætɪk/ <i>adj.</i> 激动人心的; 给人印象深刻的   | 53 |                                                        |    |
| drought /draʊt/ <i>n.</i> 旱灾, 干旱                    | 65 |                                                        |    |
| due to 由于, 因为                                       | 62 |                                                        |    |

|                                                   |    |
|---------------------------------------------------|----|
| □ explosive /ɪk'spləʊsɪv/ <i>adj.</i> 爆炸(式)的, 爆发的 | 39 |
| extent /ɪk'stɛnt/ <i>n.</i> 程度                    | 45 |
| extinction /ɪk'stɪŋkʃ(ə)n/ <i>n.</i> 灭绝, 绝种       | 63 |
| extremely /ɪk'stri:mli/ <i>adv.</i> 极度, 极其        | 41 |

## F

|                                                        |    |
|--------------------------------------------------------|----|
| factor /'fæktə/ <i>n.</i> 因素, 要素                       | 26 |
| □ false /fɔ:ls/ <i>adj.</i> 不正确的, 错误的                  | 68 |
| fancy /'fænsi/ <i>adj.</i> 花哨的, 别致的                    | 17 |
| fancy dress 化装服                                        | 17 |
| □ fantasy /'fæntəsi/ <i>n.</i> 幻想, 想象                  | 14 |
| female /'fi:meɪl/ <i>adj.</i> 女(性)的                    | 38 |
| □ fictional /'fɪkʃ(ə)nəl/ <i>adj.</i> 虚构的, 编造的, 小说(中)的 | 47 |
| * fin /fɪn/ <i>v.</i> 切去(鱼的)鳍<br><i>n.</i> 鱼鳍          | 62 |
| * firework /'faɪəwɜ:k/ <i>n.</i> 烟火, 烟花                | 18 |
| flight /flaɪt/ <i>n.</i> 航班, 班机                        | 54 |
| flood /flʌd/ <i>n.</i> 洪水, 水灾                          | 65 |
| □ fog /fɒg/ <i>n.</i> 雾                                | 67 |
| formal /'fɔ:m(ə)l/ <i>adj.</i> 正式的                     | 19 |
| fortunately /'fɔ:tʃ(ə)nətli/ <i>adv.</i> 幸运地           | 63 |
| □ freedom /'fri:dəm/ <i>n.</i> 自由, 自由权利                | 13 |
| function /'fʌŋkʃ(ə)n/ <i>n.</i> (事物的)功能; 作用            | 5  |

## G

|                                              |    |
|----------------------------------------------|----|
| □ gallery /'gæləri/ <i>n.</i> 美术馆, 画廊        | 51 |
| gather /'gæðə/ <i>v.</i> 聚集                  | 3  |
| get across 解释清楚, 传达                          | 38 |
| global /'glɔ:b(ə)l/ <i>adj.</i> 全球的, 全世界的    | 23 |
| goal /gəʊl/ <i>n.</i> 球门                     | 26 |
| * gorilla /gə'rɪlə/ <i>n.</i> 大猩猩            | 33 |
| □ grateful /'gretf(ə)l/ <i>adj.</i> 感谢的, 感激的 | 41 |
| * gravy /'grevi/ <i>n.</i> (调味用的)肉汁          | 57 |
| greenhouse /'grɪnhaʊs/ <i>n.</i> 温室, 暖房      | 66 |
| * grief /gri:f/ <i>n.</i> 悲痛                 | 39 |
| guy /gaɪ/ <i>n.</i> (尤指青年)男子                 | 17 |

## H

|                                                 |    |
|-------------------------------------------------|----|
| □ handle /'hændl/ <i>n.</i> 柄, 把手               | 5  |
| * handwritten /'hænd'rtɪn/ <i>adj.</i> 手写的      | 15 |
| □ harvest /'hɑ:vɪst/ <i>n.</i> 收成               | 13 |
| □ highlight /'haɪlaɪt/ <i>v.</i> 使……突出, 使注意力集中于 | 65 |
| □ hike /haɪk/ <i>v.</i> 在……徒步旅行, 远足             | 53 |
| * homemade /'həʊm'meɪd/ <i>adj.</i> 自制的, 家里做的   | 9  |
| honey /'hʌni/ <i>n.</i> 蜂蜜                      | 9  |
| honour /'ɒnə/ <i>v.</i> 向……表示敬意                 | 13 |
| horrible /'hɒrəb(ə)l/ <i>adj.</i> 糟糕的           | 3  |
| host /həʊst/ <i>n.</i> 东道主, 主人                  | 19 |
| hot pot 火锅                                      | 2  |
| □ hunting /'hʌntɪŋ/ <i>n.</i> 打猎, 狩猎            | 65 |

|                                          |             |    |                                          |
|------------------------------------------|-------------|----|------------------------------------------|
| <b>I</b>                                 |             |    |                                          |
| □ ideal /aɪ'diəl/ <i>adj.</i>            | 理想的, 最好的    | 29 | □ leak /li:k/ <i>v.</i> (使)漏, (使)渗漏      |
| identify /aɪ'dentɪfaɪ/ <i>v.</i>         | 确定, 发现      | 9  | lecture /'lektʃə/ <i>n.</i> (尤指大学里的)讲座,  |
| in case                                  | 以防万一        | 5  | 讲课, 演讲                                   |
| in one's own right                       | 凭借自身, 靠自己   | 45 | * lifestyle /'laɪfstɑɪl/ <i>n.</i> 生活方式  |
| □ incredible /ɪn'kredɪb(ə)l/ <i>adj.</i> | 难以置信的       | 39 | □ limitless /'lɪmɪtləs/ <i>adj.</i> 无限的  |
| □ incredibly /ɪn'kredɪbli/ <i>adv.</i>   | 极端地, 非常地    | 6  | literature /'lɪt(ə)rətʃə/ <i>n.</i> 文学   |
| indicate /'ɪndɪkeɪt/ <i>v.</i>           | 表明, 显示      | 17 | * litre /'lɪtə/ <i>n.</i> 升, 公升          |
| * indigenous /ɪn'dɪdʒ(ə)nəs/ <i>adj.</i> | 本地的,        |    | live up to 符合(标准), 不负(盛名)                |
| 土生土长的                                    | 51          |    | loss /lɒs/ <i>n.</i> 失去, 丧失              |
| inequality /ɪn'kwɒləti/ <i>n.</i>        | (社会上的)不平等   | 13 | * luggage /'lʌgɪdʒ/ <i>n.</i> 行李         |
| □ infection /ɪn'fekʃ(ə)n/ <i>n.</i>      | 感染, 传染病     | 67 | □ lunar /'lu:nə/ <i>adj.</i> 月球的         |
| inspire /ɪn'spaɪə/ <i>v.</i>             | 鼓舞, 激励      | 34 | □ lung /lʌŋ/ <i>n.</i> 肺                 |
| □ interact /ɪntər'ækt/ <i>v.</i>         | 互动          | 23 |                                          |
| □ interpret /ɪn'tɜ:pɪt/ <i>v.</i>        | 理解, 了解, 解释  | 32 | <b>M</b>                                 |
| □ involve /ɪn'vɒlv/ <i>v.</i>            | 包含, 需要      | 31 | majority /mə'dʒɔ:rəti/ <i>n.</i> 多数, 大多数 |
|                                          |             |    | (人或物)                                    |
| <b>J</b>                                 |             |    | □ manners /'mænəz/ <i>n.</i> 礼貌, 礼仪      |
| joy /dʒɔɪ/ <i>n.</i>                     | 欢欣, 愉快, 喜悦  | 23 | maple /'meɪp(ə)l/ <i>n.</i> 枫树, 槭树       |
|                                          |             |    | marriage /'mæɪdʒ/ <i>n.</i> 婚姻           |
| <b>K</b>                                 |             |    | mass /mæs/ <i>n.</i> 大量, 许多              |
| kangaroo /'kæŋgə'ru:/ <i>n.</i>          | 袋鼠          | 51 | master /'mɑ:stə/ <i>n.</i> 大师, 能手        |
|                                          |             |    | * mime /maɪm/ <i>n.</i> (演戏等时的)做手势(或其他   |
| <b>L</b>                                 |             |    | 示意动作)                                    |
| □ label /'leɪb(ə)l/ <i>n.</i>            | 标签, 标记      | 32 | □ mode /məʊd/ <i>n.</i> (机器、设备的)运行方式,    |
| □ landscape /'lændskeɪp/ <i>n.</i>       | (陆上的)风景, 景致 | 53 | 状态, 模式                                   |
| lantern /'læntən/ <i>n.</i>              | 灯笼          | 18 | □ monitor /'mɒnɪtə/ <i>v.</i> 监视, 监测     |
|                                          |             |    | movement /'mu:vmənt/ <i>n.</i> 运动, 动作    |

|                                         |                                               |                            |    |
|-----------------------------------------|-----------------------------------------------|----------------------------|----|
| <b>N</b>                                |                                               |                            |    |
| nationality /ˌnæʃəˈnæləti/ <i>n.</i>    | 国籍; 民族                                        | 23                         |    |
| □ network /ˈnetwɜ:k/ <i>n.</i>          | 人际关系网, 联络网                                    | 33                         |    |
| normal /ˈnɔ:m(ə)l/ <i>adj.</i>          | 正常的, 平常的                                      | 47                         |    |
| □ novel /ˈnɒv(ə)l/ <i>n.</i>            | (长篇) 小说                                       | 14                         |    |
| <b>O</b>                                |                                               |                            |    |
| occasion /əˈkeɪʒ(ə)n/ <i>n.</i>         | 场合, 时刻                                        | 20                         |    |
| ocean /ˈəʊʃ(ə)n/ <i>n.</i>              | 海洋, 大海                                        | 65                         |    |
| official /əˈfi:ʃ(ə)l/ <i>n.</i>         | 官员, 高级职员                                      | 11                         |    |
| on the edge of one's seat               | 极为激动                                          | 39                         |    |
| □ onion /ˈʌnjən/ <i>n.</i>              | 洋葱(头)                                         | 11                         |    |
| * oolong /ˈu:lɒŋ/ <i>n.</i>             | 乌龙茶                                           | 3                          |    |
| opera /ˈɒp(ə)rə/ <i>n.</i>              | 歌剧                                            | 37                         |    |
| opinion /əˈpɪnjən/ <i>n.</i>            | 意见, 看法                                        | 4                          |    |
| original /əˈrɪdʒɪn(ə)l/ <i>adj.</i>     | 原先的, 最初的                                      | 45                         |    |
| originally /əˈrɪdʒɪn(ə)li/ <i>adv.</i>  | 原先, 最初                                        | 11                         |    |
| □ overcome /ˌəʊvəˈkʌm/ <i>v.</i>        | 控制(感情), 克服<br>(困难)                            | 41                         |    |
| overseas /ˌəʊvəˈsi:z/ <i>adv.</i>       | 在海外, 在外国                                      | 22                         |    |
| <b>P</b>                                |                                               |                            |    |
| □ participate /pɑːˈtɪsɪp(ə)t/ <i>v.</i> | 参加, 参与                                        | 13                         |    |
| permission /pəˈmɪʃ(ə)n/ <i>n.</i>       | 允许, 许可                                        | 67                         |    |
| □ persuade /pəˈswerd/ <i>v.</i>         | 说服, 劝服                                        | 35                         |    |
| □ phenomenon /fɪˈnɒmɪnən/ <i>n.</i>     | 现象                                            | 23                         |    |
|                                         | pick up                                       | 买, 购买                      | 11 |
|                                         | * pizzeria /ˌpi:tʰəˈri:ə/ <i>n.</i>           | 比萨饼餐厅                      | 6  |
|                                         | * plank /plæŋk/ <i>n.</i>                     | 平板支撑                       | 30 |
|                                         | □ plastic /ˈplæstɪk/ <i>adj.</i>              | 塑料制的                       | 26 |
|                                         | plate /pleɪt/ <i>n.</i>                       | 盘, 碟                       | 5  |
|                                         | □ plot /plɒt/ <i>n.</i>                       | (书、电影、戏剧的) 情节              | 42 |
|                                         | □ plug /plʌg/ <i>n.</i>                       | (电) 插头                     | 69 |
|                                         | □ poet /ˈpəʊt/ <i>n.</i>                      | 诗人                         | 13 |
|                                         | poetry /ˈpəʊtri/ <i>n.</i>                    | 诗, 诗歌                      | 39 |
|                                         | poison /ˈpɔɪz(ə)n/ <i>n.</i>                  | 毒素, 毒物, 毒药                 | 3  |
|                                         | □ polar /ˈpəʊlə/ <i>adj.</i>                  | 极地的                        | 15 |
|                                         | pole /pəʊl/ <i>n.</i>                         | (行星的) 地极, (尤指地球的)<br>北极或南极 | 14 |
|                                         | * poutine /puːˈti:n/ <i>n.</i>                | 肉汁乳酪薯条(加拿大一种<br>食品)        | 57 |
|                                         | power /ˈpaʊə/ <i>n.</i>                       | 力量                         | 33 |
|                                         | □ presentation /ˌprez(ə)nˈteɪʃ(ə)n/ <i>n.</i> | 报告,<br>(观点的) 陈述, 说明        | 65 |
|                                         | previous /ˈpri:vɪəs/ <i>adj.</i>              | 以前的, 先前的                   | 52 |
|                                         | * prince /prɪns/ <i>n.</i>                    | 王子                         | 38 |
|                                         | process /ˈprəʊses/ <i>n.</i>                  | (为达到某目标的) 过程,<br>进程        | 21 |
|                                         | □ profession /prəˈfeʃ(ə)n/ <i>n.</i>          | (需要高等教育和<br>训练的) 专业, 行业    | 52 |
|                                         | pudding /ˈpʊdɪŋ/ <i>n.</i>                    | 布丁                         | 2  |
|                                         | put on                                        | 表演(节目)                     | 42 |

# Vocabulary

## Q

- \* quest /kwɛst/ *n.* (长期的) 寻求, 探索, 追求 51
- quit /kwɪt/ *v.* 离开 (工作岗位、学校等); 离任 52

## R

- ranking /'ræŋkɪŋ/ *n.* 排行, 排名 11
- recipe /'resɪpi/ *n.* 烹饪法, 食谱 11
- recommend /'rekə'mend/ *v.* 推荐 6
- reconstruct /'ri:kən'strakt/ *v.* 重建, 再建 11
- reduce /rɪ'dju:s/ *v.* 减少, 降低 66
- regard /rɪ'gɑ:d/ *v.* 认为, 看作 14
- regard... as... 把……视作…… 14
- regardless /rɪ'gɑ:dləs/ *adv.* 不管, 不顾 13
- regular /'regjələ/ *adj.* 频繁的, 经常的 15
- related /rɪ'leɪtɪd/ *adj.* 有关系的, 相关的 5
- release /rɪ'li:s/ *v.* 释放, 排放 66
- remote /rɪ'məʊt/ *adj.* 偏僻的, 偏远的 55
- remove /rɪ'mu:v/ *v.* 移走, 搬走, 去掉 69
- \* renewable /rɪ'nju:əb(ə)l/ *adj.* (能源) 可更新的, 可再生的, 可恢复的 66
- represent /'reprɪ'zent/ *v.* 代表, 表示 26
- request /rɪ'kwɛst/ *n.* 请求, 要求 17
- reserve /rɪ'zɜ:v/ *n.* (野生生物) 保护区 65
- resist /rɪ'zɪst/ *v.* 忍住, 按捺 11
- response /rɪ'spɒns/ *n.* 回答, 答复 31
- responsibility /rɪ'spɒnsɪ'bɪlɪti/ *n.* 责任 47
- restore /rɪ'stɔ:/ *v.* 使恢复 65

- retired /rɪ'taɪəd/ *adj.* 退休的 21
- \* reusable /rɪ:'ju:zəb(ə)l/ *adj.* 可再度使用的, 可多次使用的 66
- \* revenge /rɪ'vendʒ/ *n.* 报复, 报仇 38
- riddle /'rɪdl/ *n.* 谜, 谜语 18
- roast /rəʊst/ *n.* 大块烤肉 *adj.* 烤好的, 烤制的 3
- romantic /rəʊ'mæntɪk/ *adj.* 浪漫的 41
- roof /ru:f/ *n.* (建筑物、汽车、帐篷等的) 顶, 顶部 15
- route /ru:t/ *n.* 路线 53
- rude /ru:d/ *adj.* 粗鲁的, 无礼的 42

## S

- salty /'sɔ:ltɪ/ *adj.* 含盐的, 咸的 11
- satisfying /'sætɪsfai-ɪŋ/ *adj.* 令人高兴的, 令人满意的 9
- \* sauce /sɔ:s/ *n.* 调味汁, 酱汁 6
- sausage /'sɔ:sɪdʒ/ *n.* 香肠 3
- scare /skeə/ *v.* 使 (某人) 惊恐, 吓唬 62
- setting /'setɪŋ/ *n.* (机器、仪器等调控装置的) 设定位置, 调节点 29
- severe /sɪ'viə/ *adj.* (问题、伤势、疾病等) 很严重的 67
- shark /ʃɑ:k/ *n.* 鲨 (鱼) 62
- skip /skɪp/ *v.* 跳绳 30
- slide /slɑ:ɪd/ *n.* 幻灯片 67

|                                                            |    |                                                     |    |
|------------------------------------------------------------|----|-----------------------------------------------------|----|
| slightly /'slɑ:tli/ <i>adv.</i> 略微, 稍微                     | 6  | sweaty /'sweti/ <i>adj.</i> 满是汗的, 被汗水湿透的            | 33 |
| smog /smɒg/ <i>n.</i> 烟雾, 雾霾                               | 67 | □ swing /swɪŋ/ <i>v.</i> (使)(前后)摆动, (使)摇摆           | 9  |
| snack /snæk/ <i>n.</i> (正餐以外的)小吃, 点心                       | 2  | symbol /'sɪmb(ə)l/ <i>n.</i> 象征, 标志                 | 4  |
| soccer /'sɒkə/ <i>n.</i> 英式足球                              | 56 | <b>T</b>                                            |    |
| software /'sɒftweə/ <i>n.</i> (计算机)软件                      | 20 | take... into account 把……考虑进去                        | 69 |
| □ solar /'səʊlə/ <i>adj.</i> 利用太阳光(能)的                     | 66 | target /'tɑ:ɡɪt/ <i>v.</i> 把……作为目标                  | 63 |
| □ soldier /'səʊldʒə/ <i>n.</i> 士兵, 军人                      | 27 | technique /tek'ni:k/ <i>n.</i> 技巧, 手法               | 39 |
| * someday /'sʌmdeɪ/ <i>adv.</i> 将来会有一天,<br>有朝一日            | 3  | * tender /'tendə/ <i>adj.</i> 嫩的, 软的(尤指烹饪恰到好处)      | 6  |
| sort /sɔ:t/ <i>n.</i> 种, 类                                 | 3  | tension /'tenʃ(ə)n/ <i>n.</i> 紧张, 焦虑                | 33 |
| □ sour /saʊə/ <i>adj.</i> 酸(味)的                            | 11 | tick all the right boxes 事情发展如人所愿,<br>一切顺利          | 39 |
| * souvenir /,su:və'niə/ <i>n.</i> 纪念品, 纪念物                 | 54 | tip /tɪp/ <i>n.</i> 指点, 建议                          | 5  |
| * spicy /'spɪsi/ <i>adj.</i> (食物)加有香料的, 辛辣的                | 2  | to one's heart's content 尽情地, 心满意足地                 | 26 |
| staff /stɑ:f/ <i>n.</i> 员工                                 | 65 | to some extent 在某种程度上                               | 45 |
| * stand-by /'stændbaɪ/ <i>adj.</i> 备用的                     | 69 | □ toast /təʊst/ <i>n.</i> 烤面包(片), 吐司                | 3  |
| □ starving /'stɑ:vɪŋ/ <i>adj.</i> 挨饿的, 即将饿死的               | 15 | □ tofu /'təʊfu:/ <i>n.</i> 豆腐                       | 3  |
| □ steak /steɪk/ <i>n.</i> 牛排                               | 6  | * token /'təʊkən/ <i>n.</i> 象征, 标志                  | 21 |
| * stinky /'stɪŋki/ <i>adj.</i> 难闻的, 有臭味的                   | 3  | * transfer /'trænsfɜ:/ <i>n.</i> 转乘, 换乘             | 54 |
| * storytelling /'stɔ:ri,teliŋ/ <i>n.</i> 讲故事, 说书           | 44 | □ transform /træns'fɔ:m/ <i>v.</i> 使改观, 使变形,<br>使转化 | 39 |
| □ string /striŋ/ <i>n.</i> (乐器的)弦                          | 38 | transport /'trænspɔ:t/ <i>n.</i> 交通运输系统,<br>运输方式    | 43 |
| suffer /'sʌfə/ <i>v.</i> (身体或精神上)受苦                        | 3  | □ trick /trɪk/ <i>n.</i> 诀窍, 技巧, 技法                 | 5  |
| super /'sʊ:pə/ <i>adj.</i> 极好的, 了不起的                       | 3  | turkey /'tɜ:ki/ <i>n.</i> (电影或戏剧的)失败之作              | 44 |
| supply /sə'plai/ <i>n.</i> 煤气、电力、自来水等供应<br>(系统)            | 65 |                                                     |    |
| surfing /'sɜ:fiŋ/ <i>n.</i> 冲浪(运动)                         | 25 |                                                     |    |
| □ sustainable /sə'steɪnəb(ə)l/ <i>adj.</i> 可持续的,<br>不破坏环境的 | 65 |                                                     |    |

## Vocabulary

\* twist /twɪst/ *n.* (形势或事态的) 意外转折 26  
 typical /'tɪpɪk(ə)/ *adj.* 典型的, 有代表性的 3

### U

□ ultimate /'ʌltɪmət/ *adj.* (目标等) 最终的 35  
 □ universe /'juːnɪvɜːs/ *n.* 宇宙, 天地, 万物 39  
 upper /'ʌpə/ *adj.* (位置) 较上的, 较高的, 上面的 30  
 □ urge /ɜːdʒ/ *v.* 竭力主张, 强烈要求, 敦促 71

### V

\* vegetarian /ˌvedʒɪ'teəriən/ *adj.* (全是) 蔬菜的, 没有肉类的 6  
 vehicle /'viːk(ə)/ *n.* 交通工具, 车辆 57  
 □ version /'vɜːʃ(ə)n/ *n.* 版本 38

\* visa /'viːzə/ *n.* (护照上的) 签证 54  
 volcano /vɒl'keɪnəʊ/ *n.* 火山 53  
 □ vote /vəʊt/ *v.* 投票, 表决 13

### W

□ warning /'wɔːnɪŋ/ *n.* 警告, 警示, 告诫 15  
 □ wave /weɪv/ *v.* 挥手, 招手 17  
 wedding /'wedɪŋ/ *n.* 婚礼 2  
 \* whip /wɪp/ *n.* 鞭子 38  
 within /wɪð'ɪn/ *prep.* 在……里 7  
 \* wonderland /'wʌndə'lænd/ *n.* (故事中的) 仙境, 奇境 44

### Y

yoghurt /'jɒɡət/ *n.* 酸乳, 酸奶 7

## NAMES

|                                                 |    |                                                                             |    |
|-------------------------------------------------|----|-----------------------------------------------------------------------------|----|
| Antonio /æn'təʊniəʊ/ 安东尼奥                       | 6  | Jane Austen /dʒeɪn 'ɒstɪn/ 简·奥斯汀                                            | 44 |
| Laurent /'ləʊrənt/ 劳伦特                          | 6  | F. Scott Fitzgerald /skɒt fɪts'dʒerəld/ F. 斯科特·菲茨杰拉德                        | 44 |
| Janet /'dʒæni:t/ 珍妮特                            | 7  | Arthur Conan Doyle /'ɑ:θə 'kɒnən dɔɪl/ 阿瑟·柯南·道尔                             | 44 |
| Harriet /'hæri:t/ 哈丽雅特                          | 7  | Homer /'həʊmə(r)/ 荷马                                                        | 44 |
| Ellie /'eli/ 埃莉                                 | 9  | Harry Potter /'hæri 'pɒtə(r)/ 哈利·波特                                         | 45 |
| Jenny /'dʒeni/ 珍妮                               | 9  | Helen /'helɪn/ 海伦                                                           | 45 |
| Ted /ted/ 特德                                    | 9  | Mia Thermopolis /mi:ə 'θɜ:mɒpəlɪs/ 米娅·泰梅波莉斯                                 | 47 |
| Mike /maɪk/ 迈克                                  | 9  | Anne Hathaway /æn 'hæθəweɪ/ 安妮·海瑟薇                                          | 47 |
| Max /mæks/ 马克斯                                  | 9  | Lauren Elizabeth Pirie Bath /'ləʊr(ə)n i'lɪzəbeθ 'piəri bɑ:θ/ 劳伦·伊丽莎白·皮里·巴思 | 50 |
| J.R.R. Tolkien /'tɒlki:n/ J.R.R. 托尔金            | 14 | Andrew /'ændrʊ/ 安德鲁                                                         | 54 |
| Chris /kraɪs/ 克里斯                               | 17 | Amy /'eɪmi/ 埃米                                                              | 57 |
| Jean /dʒi:n/ 琼                                  | 17 | Eva /'i:və/ 伊娃                                                              | 57 |
| Tony /'təʊni/ 托尼                                | 19 | Brooke /brʊk/ 布鲁克                                                           | 59 |
| Hugo /'hju:gəʊ/ 雨果                              | 19 | Peter Benchley /'pi:tə 'bentʃli/ 彼得·本奇利                                     | 63 |
| Neil Armstrong /ni:l 'ɑ:mstrɒŋ/ 尼尔·阿姆斯特朗        | 26 | Hannah Fraser /'hænə 'freɪzə(r)/ 汉娜·弗雷泽                                     | 65 |
| Pelé /'peleɪ/ 贝利                                | 26 | John /dʒɒn/ 约翰                                                              | 86 |
| Bill Shankly /bɪl 'ʃæŋkli/ 比尔·香克利               | 27 |                                                                             |    |
| Leah /liə/ 利亚                                   | 32 |                                                                             |    |
| Grace /greɪs/ 格雷丝                               | 33 |                                                                             |    |
| Nick /nik/ 尼克                                   | 35 |                                                                             |    |
| Brown /braʊn/ 布朗                                | 37 |                                                                             |    |
| Shakespeare /'ʃeɪkspiə(r)/ 莎士比亚                 | 38 |                                                                             |    |
| Hamlet /'hæmlɪt/ 哈姆雷特                           | 39 |                                                                             |    |
| Margaret Mitchell /'mɑ:gəri:t 'mitʃəl/ 玛格丽特·米切尔 | 44 |                                                                             |    |

## PLACES

|                                   |   |
|-----------------------------------|---|
| Italy /'ɪtəli/ 意大利 (国家)           | 1 |
| Rome /rəʊm/ 罗马 (意大利首都)            | 5 |
| Kansas /'kænzəs/ City 堪萨斯城 (美国城市) | 6 |
| Paris /'pærɪs/ 巴黎 (法国首都)          | 6 |

## Names and places

|                                                    |    |                                              |    |
|----------------------------------------------------|----|----------------------------------------------|----|
| Dujiangyan Irrigation /ˌdʒiːŋˈjɑːn/ System<br>都江堰  | 11 | Switzerland /ˈswɪtsəˌlænd/ 瑞士 (国家)           | 53 |
| St Petersburg /seɪnt ˈpiːtəzˌbɜːɡ/ 圣彼得堡<br>(俄罗斯城市) | 23 | Hawaii /həˈwaɪiː/ 夏威夷 (美国州名)                 | 53 |
| Montreal /ˌmɒntriˈɔːl/ 蒙特利尔 (加拿大城市)                | 33 | Jakarta /dʒəˈkɑːtə/ 雅加达 (印度尼西亚首都)            | 54 |
| Glastonbury /ˈglæstənb(ə)ri/ 格拉斯顿伯里<br>(英国城镇)      | 43 | Toronto /təˈrɒntəʊ/ 多伦多 (加拿大城市)              | 56 |
| Somerset /ˈsʌməsət/ 萨默塞特 (英国郡名)                    | 43 | Ottawa /ˈɒtəwə/ 渥太华 (加拿大首都)                  | 56 |
| London Paddington /ˈpædɪŋtən/ 伦敦帕丁顿<br>(英国火车站)     | 43 | Rocky /ˈrɒki/ Mountains 落基山脉                 | 56 |
| Castle Cary /ˈkeəri/ 凯里堡 (英国城镇)                    | 43 | Vancouver /ˌvænˈkʊvə(r)/ 温哥华 (加拿大城市)         | 56 |
| Genovia /ˈdʒenəviə/ 捷诺维亚 (虚拟的国家)                   | 47 | Newfoundland /ˈnjuːfəndlənd/ 纽芬兰 (加拿大<br>省名) | 56 |
| Broome /brʊm/ 布鲁姆 (澳大利亚城镇)                         | 50 | Quebec /kwɪˈbek/ 魁北克 (加拿大省名)                 | 56 |
| the Kimberley /ˈkɪmbəli/ region 金伯利地区<br>(澳大利亚西北部) | 50 | Collins /ˈkɒlɪnz/ Street 科林斯街                | 59 |
|                                                    |    | Melbourne /ˈmelbən/ 墨尔本 (澳大利亚城市)             | 59 |
|                                                    |    | the Antarctic /ænˈtɑːktɪk/ 南极地区              | 87 |
|                                                    |    | Thailand /ˈtaɪlənd/ 泰国 (国家)                  | 87 |