



普通高中教科书

# 英语

必修

第一册



 译林出版社


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# 前言

同学们：

欢迎使用《普通高中教科书·英语》！本册教材围绕“人与自我”的主题语境，依托话题丰富、文体多样的语篇，引领你通过一系列英语学习活动，发展英语学科核心素养。现在，让我们走进教材，开启一段有趣的英语学习之旅。

每个单元首页的 **Welcome to the unit** 板块是你单元学习的起点，借助视频、图示、文字等形式多样的语篇激发你的学习兴趣，帮助你初步了解单元主题，为单元学习做好热身准备。随后，你将进入一个非常重要的学习环节——**Reading** 板块。在这里，你将有机会阅读关于高中学习生活、父母与子女关系、友谊以及身心健康等话题的语篇，感受真实、地道、优美的英语，了解青少年生活的方方面面。你可以通过一系列多维度、分层次的阅读活动，深入探究主题意义，提升语言能力、文化意识和思维品质。来到 **Grammar and usage** 板块，你将在语篇中观察、探究语法现象，自主归纳语法规则，并在新的语境和活动中正确使用语法。接下来，在 **Integrated skills** 板块，你将综合运用听、说、读、看、写的技能，完成语言技能融合的活动。随后，在 **Extended reading** 板块，你将进行拓展阅读，通过观点表达等活动，进一步探究主题意义，获得对青少年成长经历的新认识。在 **Project** 板块，你将和同学一起开展合作学习、探究学习，完成一项综合性、实践性活动。**Assessment** 板块以列表的形式提供自评、互评等多种评价方式，促使你及时反思并调整学习行为，提升学习能力，使学习更有成效。在 **Further study** 板块，你可以根据自身的学习情况来选择教材推荐的资源在课后进行自主学习、拓展学习，继续体验英语学习的快乐。

祝你在这段英语学习之旅中，带着梦想，快乐而自信地前行！

《普通高中教科书·英语》编写组

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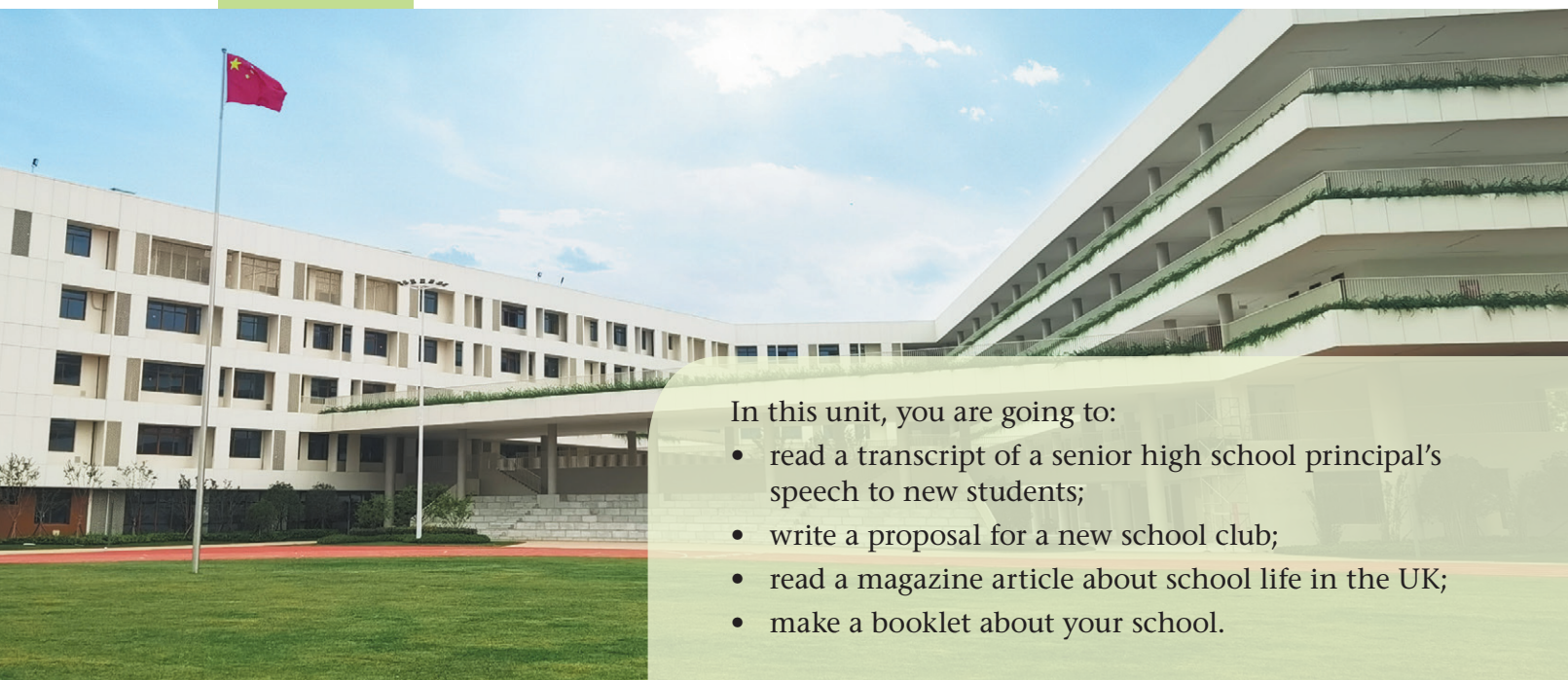


# UNIT 1

## Back to school

*Study without thinking leads to confusion; thinking without study ends in puzzlement.*

—Confucius



In this unit, you are going to:

- read a transcript of a senior high school principal's speech to new students;
- write a proposal for a new school club;
- read a magazine article about school life in the UK;
- make a booklet about your school.

### Welcome to the unit



Senior high school is a time of learning and discovery. Watch the video and finish the following exercises.



**Wendy:**

- feels a bit nervous;
- plans to work harder in her studies and join the \_\_\_\_\_.

**Stephen:**

- feels \_\_\_\_\_;
- plans to spend more time on \_\_\_\_\_.

- 1 What do you think of your new school life so far?
- 2 In what areas do you think you can do well at senior high school? In what areas will you have to work harder?



## Reading



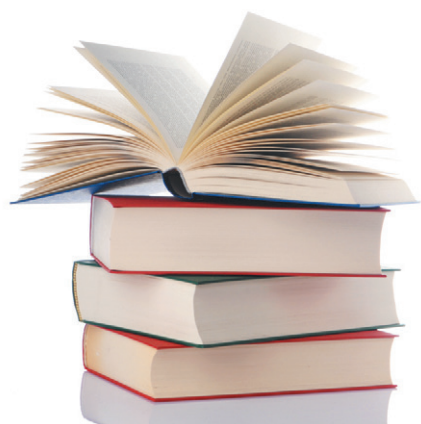
Senior high school brings a lot of new experiences to everyone. The speech below was given to new senior high school students by their principal, Mr Xu, on the first day of term. Before you read the speech transcript, think about the following questions:

- How do you think senior high school will be different from junior high school?
- What do you think the principal will talk about in his speech?



Hello, everyone! Welcome to senior high school! Today is the start of a new term, the start of a three-year journey and the start of a promising future.

I can't wait to describe to you what senior high school  
5 life is like. The path before you leads to a world full  
of challenges: a new environment, new knowledge  
and new ways of thinking. However, for those of  
you with a positive mind, opportunity lies in each  
challenge. When you rise to the challenges, you will  
10 have the opportunity to acquire great knowledge and  
enjoy personal growth. Most importantly, your time  
and effort at senior high school will open the door to  
your potential.





“What is potential?” you may ask. Put simply, potential is your natural ability that  
15 can be developed when you try hard enough. Who knows what beautiful works  
of art you will create, what medical advances you will make or what amazing  
technologies you will develop! The possibilities are endless, and I have confidence  
in your ability to make a difference to your family, to your community and to  
our country. Over the next three years, you will discover your potential while you  
20 develop as a student and as a person.

To fully realize your potential, it is important for you to make the most of our  
school resources. Take advantage of your classes, learn from your teachers and  
classmates, and make use of our school facilities. There are also a lot of school  
activities for you. Join a club or two, and take an active part in different sports.

25 Of equal importance are good study habits, useful skills and a positive attitude.  
Carefully plan your study, set clear goals and balance your schoolwork with other  
activities. As a senior high school student, you must make efforts to improve your  
communication and problem-solving skills. Last but not least, always look on the  
bright side and never lose hope, even in difficult situations. In time you will find  
30 yourself growing into a well-rounded individual.

As Lao-Tzu wisely said, “A journey of a thousand miles begins with a single  
step.” You need to make a continuous effort to train your mind and develop your  
character. Senior high school will help you learn and grow, yet you alone are  
responsible for realizing your great potential. Be confident, do your best and make  
35 us proud!





## A Understanding the text

**A1** Read the speech transcript and find the topic sentence for each paragraph.

Para. 1: Welcome to senior high school!

Para. 2: \_\_\_\_\_

Para. 3: \_\_\_\_\_

Para. 4: \_\_\_\_\_

Para. 5: \_\_\_\_\_

Para. 6: \_\_\_\_\_

### Tip

#### Finding topic sentences

A topic sentence tells the reader the main idea of a paragraph. It is usually at the beginning of a paragraph, but it may also be in the middle or at the end of a paragraph.

**A2** Read the speech transcript again carefully and answer the following questions.

1 What challenges will students face at senior high school?

\_\_\_\_\_

2 What does the principal have confidence in?

\_\_\_\_\_

3 What school resources are mentioned in the speech?

\_\_\_\_\_

4 What positive attitude should students develop?

\_\_\_\_\_

**A3** In pairs, discuss the following questions.

1 How does the principal try to keep his audience interested? What rhetorical devices does he use? Find examples from the speech.

2 How are you going to realize your potential?

### Tip

#### Understanding a speech

A speech is a formal talk that a person gives to an audience. A good speech keeps the audience interested all the time. To achieve this, the speaker may tell interesting stories or ask questions. A good speech also uses quotations and such rhetorical devices as metaphor, repetition and parallelism.



B Building your language

B1 Maggie, a new student, wrote about her first day at senior high school. Complete the passage with the correct forms of the words and phrases in the box below.

challenge	confidence	acquire	rise to
effort	responsible	balance	take advantage of

I've just finished my first day of senior high school and I really enjoyed it. I've been told that schoolwork will present more of a(n) (1) \_\_\_\_\_ in the years ahead, and that the teachers will hold us to higher standards. This means I'll have to put a lot of (2) \_\_\_\_\_ into my studies. I'll also need to be very careful about (3) \_\_\_\_\_ my schoolwork and hobbies. This is all quite new and different from my life at junior high school, but I'm sure I'll (4) \_\_\_\_\_ all these challenges. In fact, I'm looking forward to being more independent and (5) \_\_\_\_\_ for my own learning. There is so much knowledge I need to (6) \_\_\_\_\_, so I'll work harder than ever. I also plan to (7) \_\_\_\_\_ every opportunity to improve my communication skills. I'll make more friends by joining some clubs. I have (8) \_\_\_\_\_ in my ability to do well at senior high school!

B2 The speech uses some adjectives. Note the following suffixes and think of more adjectives formed with them. Then fill in the table below with as many words as you can.

Parts of speech	Suffixes	Words
Nouns	-ful	useful
	-less	endless
	-al	natural
Verbs	-ive	active
	-ous	continuous

Tip

Forming adjectives with suffixes

We can form adjectives by adding suffixes to nouns or verbs. Sometimes we need to leave out or change the final letter(s) of a word before adding a suffix, e.g. centre→central, decide→decisive.

B3 The speech uses a number of parallel structures. Find them in the speech and use a similar structure to encourage someone who is unhappy.

Learn this Parallel structures use the same pattern of words or sentences. They can add balance to sentences and make the language more powerful and effective.

# Grammar and usage

## Sentence elements and sentence structures

### A Exploring the rules

On the first day of school, Miss Yan gave a short speech about the importance of setting goals. Pay attention to the underlined sentences and fill in the table below. The first one has been done for you.

Albert Einstein said, “If you want to live a happy life, tie it to a goal.” <sup>(1)</sup> I agree. Goals are important in many ways. <sup>(2)</sup> Setting goals gives you a focus in life. By setting goals now, you are deciding what you want to achieve in the future. Then you know where you are going in life and can work hard to get there. Setting goals also helps you develop good habits. To realize your goals, you need to have a good plan, manage your time well and pay attention to details. <sup>(3)</sup> These habits will be helpful. Finally, <sup>(4)</sup> setting goals makes you more confident. When you achieve a goal, you see the result of your hard work and know how much progress you have made. A goal is a dream that needs action. As a result of your action, your dream will come true and hopefully <sup>(5)</sup> you will live a happy life.

Subject	Verb		
I	agree.		
Subject	Verb	Predicative	
Subject	Verb	Object	
Subject	Verb	Indirect object	Direct object
Subject	Verb	Object	Object complement

### Working out the rules

- The subject and the <sup>(1)</sup> \_\_\_\_\_ are necessary parts of a sentence.
- A transitive verb is always followed by a(n) <sup>(2)</sup> \_\_\_\_\_.
- Some verbs can have two objects. The indirect object usually refers to a person and the direct object a thing.
- The object complement adds more information about the object.

👉 Grammar notes → pages 96–97



## B Applying the rules

**B1** Mark the different elements of each sentence with different symbols. Use the example below to help you.

Subject: \_\_\_\_

Verb: ==

Object: ~~~~

Predicative: ~~~~

Object complement: ~~~~

Adverbial: [ ]

Attributive: ( )

### Example

You will enjoy (personal) growth [at (high) school].

- 1 You will find senior high school different from junior high school.
- 2 Your schoolwork will be more challenging.
- 3 We will give you more independence.
- 4 You should listen more carefully.
- 5 You can join a club.
- 6 Your teachers will help you in many ways.
- 7 You will succeed!

**B2** Below are some tips about setting goals. Match the underlined sentences with the correct structures. Write the letters in the boxes.

a SV

b SVP

c SVO

d SVOO

e SVOC

f SVA

g SVOA

Setting goals is the first step in achieving them. (1) The tips below may help you. ☐

**Set goals that can be achieved.** Don't push yourself to achieve more than what is possible. Instead, you should set goals based on your abilities and skills.

**Break big goals down into small ones.** When you do so, (2) they will seem easier to reach. ☐ You will be proud of yourself when you realize each small goal.  
(3) This will also give you the encouragement to achieve your long-term goal. ☐

**Write your goals on paper.** It is a good idea to put your goals where you can see them. (4) You can place the list on your bedside table. ☐ Or you can stick it on your bedroom wall. This will remind you of what you are working for and keep you focused.

After you set a goal, it is important to stick to it and work hard towards it. (5) You may find achieving goals difficult. ☐ But (6) you should not give up. ☐ Instead, stay positive and confident. (7) You will succeed in the end. ☐

**B3** What is your goal for the new term? How are you going to achieve your goal? Write about it using different sentence structures. Use the example below to help you.

### Example

I will try to improve my English in the new term. There are a lot of things I need to do to achieve this goal. I will read two English novels this term. I will also try to find a language partner. Joining the English Club will be helpful to me too. All my efforts will pay off!

# Integrated skills

## Starting a new school club

**A** Maggie is talking to Mr Zhou about starting a new school club. Listen and finish the exercises below.



**A1** Listen to Maggie and Mr Zhou's conversation and put the steps it takes to start a new school club in the correct order. Write the letters in the boxes.

- a** Give the signed proposal to Mr Zhou.
- b** With Mr Zhou's help, find a place for the club and set up the first meeting.
- c** Write a proposal for the new club.
- d** Wait for the proposal to be accepted by the principal.
- e** Find at least five students to sign up for the first meeting.



**A2** Listen to Maggie and Mr Zhou's conversation again and complete the notes below.

### Maggie's new school club

- **Purpose of starting a new club**  
To help students (1) \_\_\_\_\_
- **Type of club Maggie wants to start**  
A (2) \_\_\_\_\_ club
- **Information the proposal must contain**
  - The name of the club
  - The name of the (3) \_\_\_\_\_
  - The aims of the club
  - The time the club will meet every week
  - The (4) \_\_\_\_\_ Maggie plans to organize
  - What materials she will need
  - How she is going to (5) \_\_\_\_\_



**B** After her conversation with Mr Zhou, Maggie wrote a proposal for a new school club. Read her proposal below and try to understand its structure.

## Proposal for a new club

---

**Club name:** Short Story Writing Club

**Club leader:** Maggie Zhang

**Meeting time:** Friday afternoon from 4:30 to 5:30

**Club aim:** To improve short story writing skills

**Club activities:**

- Read short stories in different styles;
- Write short stories using different techniques;
- Hold workshops to discuss the short stories that club members read and write;
- Invite professional writers to give talks on short story writing.

**Materials needed:** Paper and pen for each student

**Plan for finding new members:**

- Make posters and put them up around the school;
- Put a notice in the school newspaper and on the school website;
- Put a video on the school website.

**Signed:** Maggie Zhang





**C** In pairs, talk about starting a new school club. Use the following ideas and expressions to help you.

- The type of club you want to start
- The aims of the club
- The activities you plan to do at the club
- The materials you will need
- The ways to find new members

#### Expressions

##### Talking about plans

We'd like to start a ... club in order to .../so that ...

We plan/intend to ... by ...

Our plan for a ... club calls for ...

Our club aims to/is intended to ...

**D** Write your proposal for a new school club. Use your ideas from part C and the information in parts A and B to help you.

### Planning your writing

#### • Learning about the text type

A proposal is a formal suggestion or plan. Its purpose is to get the reader to agree to your suggestion or plan.

#### • Learning about the structure

It is important to separate different types of information to make your proposal easy to read. Refer to page 9 to see how you should structure your proposal.

#### • Learning about the language

The target reader of your proposal is your school principal. Use formal language and provide important and brief information about your suggestion or plan.

### Checking your writing

It is important to check your writing after you finish. You should especially check if there are any mistakes in terms of:

☐ Punctuation

☐ Spelling

☐ Grammar

☐ Choice of words

☐ Style (formal/informal)

☐ Structure

It is a good idea to work in pairs to read and edit each other's writing. You should give different types of comments, including praise, suggestions and corrections.

#### Self-review

- What mistakes do you find in your writing?
- How can you correct them?

#### Peer review

- What comments does your partner give on your writing?
- How can you improve your writing?



## Extended reading



*John Li, a Chinese senior high school student, has spent a year studying in the UK. Read his article in the school magazine about his school life abroad.*

# School life in the UK

Last year, I had the chance to study at a British secondary school as an exchange student. I stayed with a lovely host family and went to school with their son, Daniel. We were both in year ten and we got on well. He is learning Chinese and will come to stay with me this year in China!

5 The British school day commonly begins around 9 a.m. and ends around 4 p.m. Every secondary school student in the UK must study English, Maths and the Science subjects: Biology, Chemistry and Physics. In year ten, students usually have to learn nine subjects and they can also choose to study other subjects, such as History, Art and Business.

10 The classes are different from those in China. Each teacher has their own classroom and the students move around for every lesson. In most of my classes, there were only about 20 students. In the beginning, however, it was still tough for me to remember everyone's name!

I enjoyed most of the classes, but some of them were quite challenging. Technology  
15 classes were fun. I made a clock to take home. The teacher helped me put the parts together. I like it so much that I still use it as my alarm! I found Maths quite easy and enjoyable because the material was less advanced in the UK than in China. However, learning in English was a great challenge for me. There were a lot of difficult English words, especially in Geography and Biology. Class discussion  
20 is very important in the UK, but I could not make a great contribution because sometimes I wasn't able to express myself clearly in English. Although there was not as much homework as I was used to, it was still challenging. Fortunately, my





teachers and classmates were always helpful and gave me lots of encouragement. My language skills improved over time.

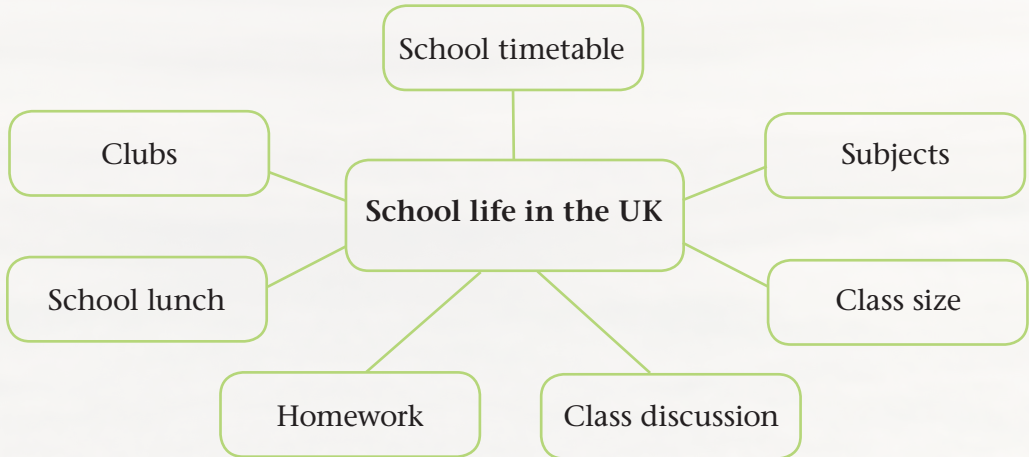
25 During the hour-long lunchtime, I ate in the school dining hall. There were lots of options including bread and butter, chicken pie and puddings, but I still missed my mum’s cooking! After lunch, I often played on the school’s huge sports field with Daniel and his friends. Sometimes we just relaxed under a tree or sat on the grass.

After school, there were many clubs to join. The  
30 one that attracted me most was the Rugby Club. We played once a week, and it was great fun. Also, I enjoyed acting in the Theatre Club. I still have photos of myself acting in William Shakespeare’s *A Midsummer*  
35 *Night’s Dream*. Joining clubs was a great way to meet British students and make friends with them.



I am glad to have the opportunity to experience this different way of life. I met some great people and learnt a lot about school life in the UK. Daniel and his family were fantastic hosts, and his friends were very nice as well. I can’t wait for  
40 Daniel to visit China!

**A** What is school life in the UK like? Look at the mind map below and find information from the passage. Then think about what school life in China is like.



**B** What is your dream school like? Write about it and give reasons.

# Project

## Making a booklet about your school

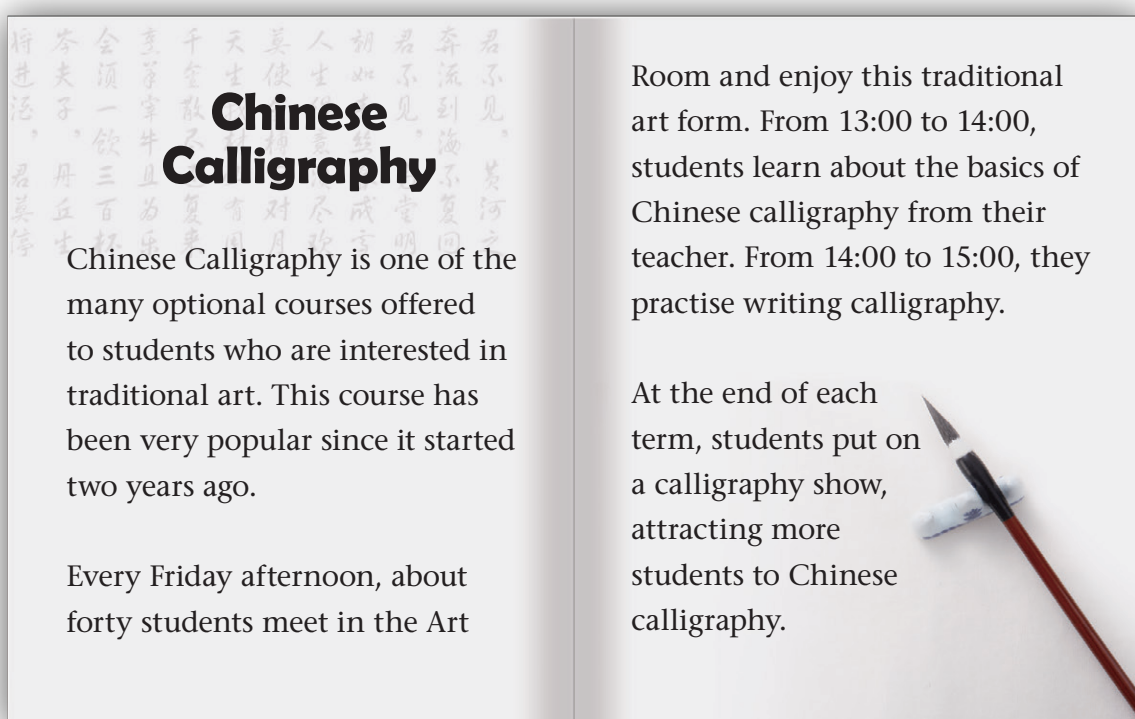
**A** As a class, discuss different aspects about your school. You can use the ideas below or think of other ideas. Then in groups, pick one aspect to research.

lessons	teachers	school history	school events
clubs	teaching buildings	labs	library
computer room	...		

**B** As a group, research your chosen aspect. Use the ideas below to help you.

- Where can you find the information you need?  
You can visit the school website or interview your teachers to find out more about your school.
- What kind of questions should you ask when interviewing a teacher?  
It is a good idea to start with general questions and then move on to specific ones, e.g.  
Can you tell me something about the history of our school? (general)  
When was the main teaching building built? (specific)
- What else do you need for your booklet?  
Besides words, you also need pictures for your booklet. You can take photos or download pictures from your school website. Make sure all words and pictures are laid out neatly and beautifully.


**C** As a group, put together your information to make your part of the booklet. Use the example below to help you. Present your part to the rest of the class. Then as a class, put all the parts together to make the booklet.



# Assessment

**A** In pairs, rank your performance level in the following areas from 1 to 5. Write down your own assessment in the column “Me” and ask your partner to write down his/her assessment of your performance in the column “Partner”.

5 = Excellent  
4 = Good  
3 = Satisfactory  
2 = Fair  
1 = Improvement required



How well can you:	Me	Partner
understand the principal’s speech and find topic sentences?		
write a proposal for your new school club?		
understand what school life in the UK is like?		
make a booklet about your school?		
use the new vocabulary from this unit and form adjectives with suffixes? *		
identify and use different sentence elements and sentence structures? *		


\* Assess your learning of vocabulary and grammar by doing language practice on pages 57–58.

**B** If improvement is required for some of the areas above, make an action plan.


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# Further study



UNESCO believes education is important for everyone. Visit the education page on UNESCO’s official website and learn about the theme “Education”.



The film *Front of the Class* tells the true story of a man with disability who fights to realize his dream of becoming a teacher. Watch the film to enjoy this heart-warming story.



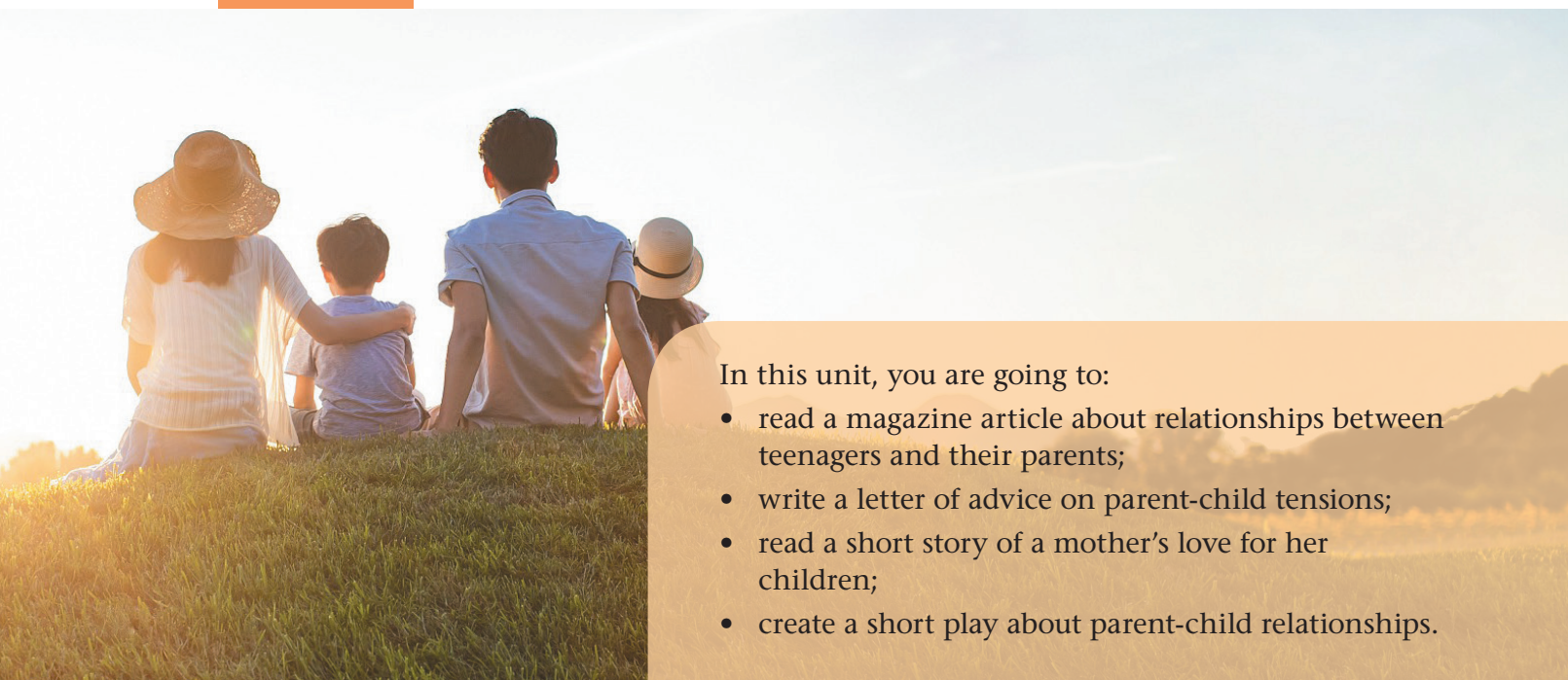


## UNIT 2

# Let's talk teens

*I don't know what "home" is, but unhappiness and worries melt away once there.*

—Bing Xin



In this unit, you are going to:

- read a magazine article about relationships between teenagers and their parents;
- write a letter of advice on parent-child tensions;
- read a short story of a mother's love for her children;
- create a short play about parent-child relationships.

## Welcome to the unit



Parents often give their children unconditional love. Read the poem below and discuss the following questions in pairs.

**M**orning and night, Mother Bird is there  
**U**ntil her baby's old enough to leave the nest.  
**M**other Bird, with all her love and care,  
**L**ongs to provide her baby with the best.  
**O**ften, she worries, from day to day—  
**V**ery soon her baby will be full-grown.  
**E**xcitedly, it will jump away,  
**S**pread its wings and fly alone.  
**Y**et, she knows, she must let it fly  
**O**ver the hills and across the sky,  
**U**nder her careful, watching eye.



- 1 How would you describe Mother Bird's feelings in the poem?
- 2 What Chinese poems about parents' love for their children can you think of?
- 3 How do you think your parents feel about you? How can you tell?





## Reading



When teenagers' bodies and minds go through a period of rapid development, every part of their lives can be influenced. The magazine article below is about teenagers' relationships with their parents. Before you read the article, think about the following questions:

- What physical and mental changes do you experience as you become a teenager? How do you deal with them?
- What do you think “strangers under the same roof” means?

# Strangers under the same roof?



Does every dinner with your parents seem to turn into a battle? Have your once warm and open conversations become cold and guarded? Do you feel that you just cannot see eye to eye with them on anything? You  
5 are not alone. Heated arguments and cold silences are common between teenagers and their parents.

Teenagers' physical changes may result in such family tensions. You may feel anxious that you are developing at a different rate to your friends, shooting up in height  
10 or getting left far behind. You might worry about your changing voice, weight problems or spots. When it all gets too much, your parents are often the first targets of your anger.

It can be a big headache to balance your developing  
15 mental needs too. You enter a strange middle ground—



no longer a small child but not quite an adult. You have both a new desire for independence and a continued need for your parents' love and support. You feel ready to be more responsible and make decisions on your own. Unfortunately, your parents do not always agree and that makes you feel unhappy. "Why can't they just let me go?" you may wonder. On the other hand, when you are struggling to control your feelings, you wish they could be more caring and patient—sometimes they forget that growing up is a rough ride. It can be difficult when your parents treat you like a child but expect you to act like an adult. All of this can lead to a breakdown in your relationship.

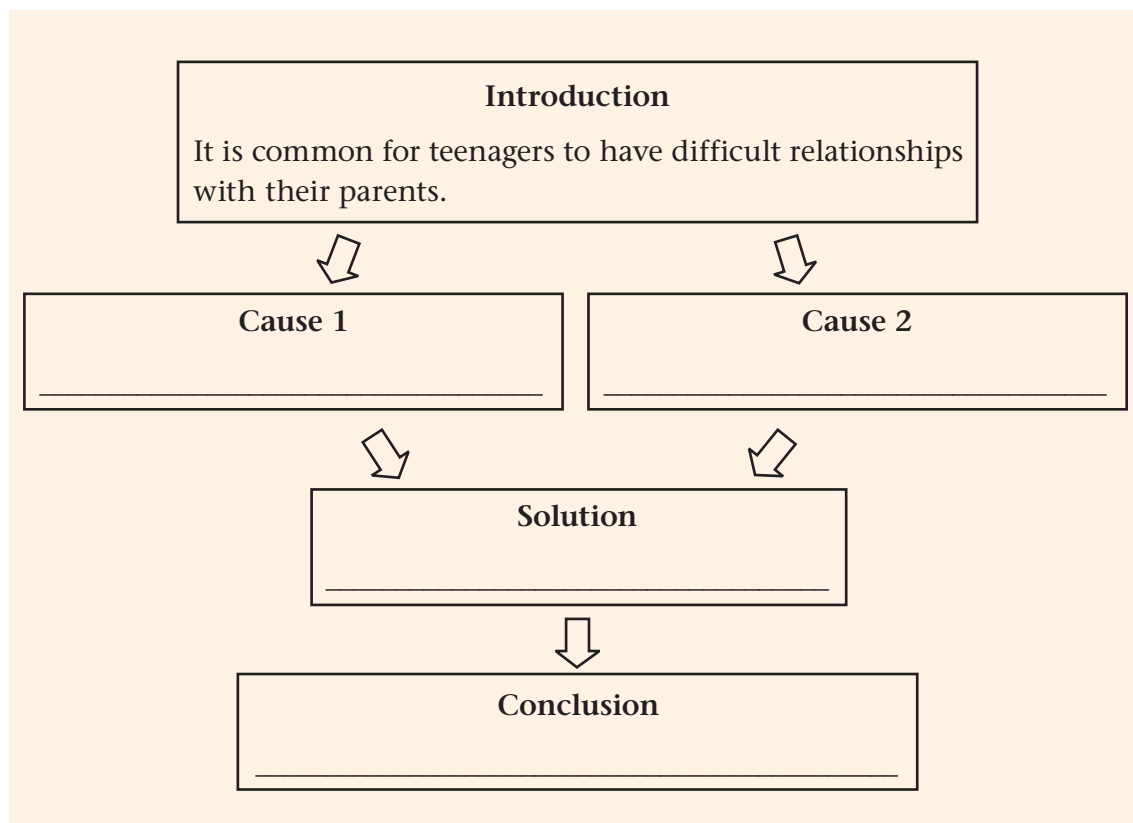
Although sometimes it may seem impossible to get along as a family, you can take action to improve the situation. The key to keeping the peace is regular and honest communication. When you disagree with your parents, take a minute to calm down and try to understand the situation from their point of view. Perhaps they have experienced something similar and do not want you to go through the same pain. After you have thought it through, explain your actions and feelings calmly, listen carefully, and address their concerns. Through this kind of healthy discussion, you will learn when to back down and when to ask your parents to relax their control.

Just remember that it is completely normal to struggle with the stress that parent-child tensions create, and that you and your parents can work together to improve your relationship. The good news is that this stormy period will not last. Everything will turn out all right in the end, and the changes and challenges of your teenage years will prepare you for adulthood.



## A Understanding the text

**A1** Read the magazine article and complete the chart below.



**A2** Read the magazine article again carefully and answer the following questions.

1 What physical changes might teenagers worry about?

\_\_\_\_\_

2 What does “middle ground” in line 15 mean?

\_\_\_\_\_

3 What does “that” in “that makes you feel unhappy” in line 19 refer to?

\_\_\_\_\_

4 How can teenagers have a healthy discussion with their parents?

\_\_\_\_\_

**A3** In pairs, discuss the following questions.

1 What is the author’s attitude to parent-child tensions? Use information in the magazine article to support your idea.

2 The magazine article suggests that teenagers want both independence and their parents’ love and support. Do you feel the same way or not? Give an example.

3 What stresses do the parents of a teenager have to deal with? How do they influence the parent-child relationship?





## B Building your language

**B1** Mrs Zhao wrote an email to a teen magazine. Complete the email with the correct forms of the words and phrases in the box below.

anxious  
normal

argument  
stress

concern  
struggle

calm down  
go through

Dear Editor,

I am writing to ask for advice on my relationship with my teenage son. To tell the truth, I often <sup>(1)</sup> \_\_\_\_\_ to get along with him. Recently we have argued with each other a great deal. He is <sup>(2)</sup> \_\_\_\_\_ about his skin because it has started to become very oily, with lots of red spots. He is always angry these days and seems less confident. I keep telling him that these changes are <sup>(3)</sup> \_\_\_\_\_, and that things will turn out just fine. Of course, I wanted to show my <sup>(4)</sup> \_\_\_\_\_ for his condition, so I asked him to see a doctor. But then he became angry and we had a big <sup>(5)</sup> \_\_\_\_\_. He told me that I was putting even more <sup>(6)</sup> \_\_\_\_\_ on him by talking about his spots all the time. In the end, I sent him to his room. He finally <sup>(7)</sup> \_\_\_\_\_, but it took some time. The whole experience was really terrible and I do not want to <sup>(8)</sup> \_\_\_\_\_ the same thing again. What should I do?

Best wishes,  
Mrs Zhao

**B2** The article uses some abstract nouns. Note the following suffixes and think of more abstract nouns formed with them. Then fill in the table below with as many words as you can.

Parts of speech	Suffixes	Words
Adjectives	-ce	independence
	-ty/-ity	honesty
Nouns	-hood	adulthood
	-ship	relationship
Verbs	-ment	argument
	-tion/-sion	communication
	-th	growth

### Tip

#### Forming abstract nouns

Abstract nouns refer to ideas or qualities. They cannot be physically touched, for example, *ability*, *silence* and *tension*. We can form abstract nouns using certain suffixes. Sometimes the final letter(s) of a word should be left out or changed when we add a suffix, e.g. *silent*→*silence*, *decide*→*decision*.

**B3** The magazine article uses a group of questions to introduce the topic of parent-child tensions. Read the first paragraph of the magazine article and introduce the topic of parents' love for their children by asking questions.

**Learn this** When a group of questions are used to introduce a topic, they are usually not meant to be answered. Rather, the author intends to draw readers' attention to the topic and make them think about and take an interest in it.

# Grammar and usage

## Simple, compound and complex sentences

### A Exploring the rules

Below is an introduction on the home page of a website for teenagers. Match each sentence with the correct type in the table below. Write down the numbers.

(1) We know that being a teenager is sometimes difficult. (2) So, we have designed TeenHealthWeb to help you along the journey to adulthood. (3) Our website has many articles about teenagers' physical and mental health. (4) You can look through these articles to find advice on your problem. (5) It may not have been addressed before, but don't worry. (6) You can visit the "teen health" forum on our website instead. (7) We are proud to say this forum is the heart of our website. (8) Users are encouraged to post their problems, and they will get advice from our health experts and other forum users. (9) Before you write your post, however, take a look at other users' posts first. (10) It is likely that the matter has already been discussed on our forum. (11) If your problem is a new one, write a post about it. (12) Our health experts will be glad to tell you what steps you can take to improve your situation. (13) There is a lot to see, so take some time to look around our website!

Simple sentences	
Compound sentences	
Complex sentences	

### Working out the rules

- A simple sentence is made up of one independent clause which has one subject-verb combination.
- A compound sentence contains two or more main clauses. We use linking words such as (1) \_\_\_\_\_, or, (2) \_\_\_\_\_, so or for to link the clauses.
- A complex sentence contains one main clause and at least one subordinate clause. A subordinate clause can be the subject, predicative, object, attributive or adverbial of the sentence.

👉 Grammar notes → pages 97–98

## B Applying the rules

**B1** Below are some tips on how to use TeenHealthWeb. Join each pair of sentences to form a compound or complex sentence.

- 1 Your password should be at least eight characters long. This makes it difficult to guess.  
\_\_\_\_\_
- 2 Posts should not give out personal information. They should not include advertisements.  
\_\_\_\_\_
- 3 Describe your problems clearly. Other people can understand them easily.  
\_\_\_\_\_
- 4 The experts will reply to you. They see your posts.  
\_\_\_\_\_
- 5 What do you think of our forum? Let us know.  
\_\_\_\_\_

**B2** Teresa is talking to her friend Jack about her parents. Complete the conversation with the correct linking words in the box below.

and      because      but      how      if      that      unless      why

- Teresa:** I'm under a lot of stress these days (1) \_\_\_\_\_ my parents are always comparing me with my friends. They're never satisfied (2) \_\_\_\_\_ I do better than all my friends—in schoolwork, in hobbies, in everything!
- Jack:** That's terrible. I can see (3) \_\_\_\_\_ you're anxious. You should tell your parents (4) \_\_\_\_\_ you're trying your best. There's no point in comparing you with others all the time. Everyone is unique.
- Teresa:** I know, (5) \_\_\_\_\_ my parents don't seem to understand that. (6) \_\_\_\_\_ they continue like this, I'll lose confidence in myself.
- Jack:** I think your parents are too strict with you. Don't take a passive role in the relationship. Talk to them. Let them know (7) \_\_\_\_\_ you feel. Sometimes, competition can push you to do better. Right now, it's just making you anxious and having a bad influence on your performance.
- Teresa:** Thank you, Jack. I'll try talking to my parents.
- Jack:** Cheer up, Teresa. They'll understand (8) \_\_\_\_\_ everything will turn out all right!

**B3** In pairs or groups, role-play a conversation between Teresa and her parent(s) using simple, compound and complex sentences. The beginning has been given.


**Teresa:** Hi Mum! Can we please talk?  
**Mother:** Sure, dear. What's the matter?  
...



# Integrated skills

## Giving advice on parent-child relationships

**A** Some teenagers write to Cynthia, the host of a radio programme called Teen Time, about their problems with their parents. Read the parts of their emails below and describe each problem in one sentence.

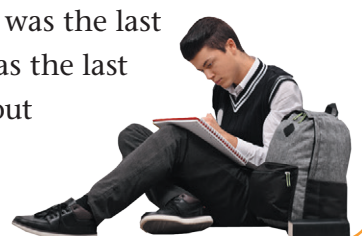


My mum keeps a notebook of my grades in every exam. She asks my teachers how I'm doing at school whenever she can. It seems as if my grades are the most important thing in her life. When we're at home, she keeps pressing me to study all the time. I do as she says, but she is never happy with my grades. Why can't she leave me alone? I want to take a break once in a while. I want to listen to music or go out with my friends. Is that too much to ask for?

—Rebecca

I'm eager for my parents' love. They're always busy at work. I hardly ever see them during the week because they don't get home until late at night. I tell them that I'm stressed about schoolwork, but neither of them show any concern. Sometimes I feel quite lonely at home. When was the last time we had a family outing at the weekend? When was the last time we had a long talk? How can parents not care about their children?


—Simon



Everyone says that youth is a time for adventure, but my parents disagree. I spend most of my spare time at home, because they hardly ever let me go out with my friends. When I do go out, they always ask, "Where are you going?" "Who are you going with?" "What are you going to do?" "When will you be back?" They're always on my back about something.

I understand that they're trying to protect me from getting hurt. However, just as a baby kangaroo must learn to protect itself when it leaves its mother's pocket, I will have to learn to protect myself when I grow up. I wish they could be more flexible so that I can make my own choices about what to do in my spare time.

—Laura



Rebecca's problem	
Simon's problem	
Laura's problem	



**B** Cynthia is replying to Rebecca's email on the radio programme. Listen and finish the exercises below.



**B1** Listen to Cynthia's reply and circle the correct words to complete the sentences below.

- 1 According to Cynthia, Rebecca feels unhappy because her mother does not **understand her/value her effort**.
- 2 Cynthia thinks that every parent has **too much control over/high hopes for** their children.
- 3 According to Cynthia, school and **friendship/relaxation** are both important.
- 4 Cynthia says Rebecca should be **patient/calm** enough to understand what her mother does.
- 5 Cynthia describes her senior high school life as **exciting/tiring**.



**B2** Listen to Cynthia's reply again and complete the notes below.

### Advice for Rebecca

- (1) \_\_\_\_\_ your mother. Make sure she understands (2) \_\_\_\_\_.

➤ Remember to choose (3) \_\_\_\_\_ and start the conversation politely.

**Example:** "I know that you expect me to (4) \_\_\_\_\_, but I'm struggling sometimes. Can we please talk?"

➤ Try to (5) \_\_\_\_\_. Let your mother know about (6) \_\_\_\_\_ and ask for more free time.

**Example:** Try to make a deal with your mother by explaining why you (7) \_\_\_\_\_ and how it helps you.

- (8) \_\_\_\_\_ in your mother's shoes and try to understand what she does.

**Example:** When your mother doesn't let you (9) \_\_\_\_\_, think about why she does so.



**C** In pairs, role-play a conversation between Simon/Laura and Cynthia. Try to ask for and give advice. Use the following ideas and expressions to help you.

- Problem Simon/Laura has
- Advice Cynthia gives

### Expressions

#### Asking for and giving advice

- **Asking for advice**
  - What shall I do?
  - What do you think I should do?
  - Do you think that I should ...?
  - Do you have any ideas/suggestions?
- **Giving advice**
  - I suggest that you (should) ...
  - I think/feel you can try ...
  - It might be a good idea to ...
  - How about/What about ...?

**D** Write a reply to Simon's or Laura's email. Use your ideas from part C and the information in parts A and B to help you.

### Planning your writing

- **Learning about the text type**

A letter of advice is written to someone who has a problem and does not know how to solve it. In a letter of advice, you try to help solve the problem by offering useful advice.

- **Learning about the structure**

When you write a letter of advice, you can follow the structure below:

- Start by showing your understanding.
- Offer several pieces of advice to help solve the problem. You can include personal experiences or stories about someone who has had a similar problem.
- End the letter with a positive message. It is a good idea to try to cheer up the person you are writing to.

- **Learning about the language**

The following expressions might be helpful when you write a letter of advice:

*I understand your feelings.*

*Try these pieces of advice and see if they help.*

*I hope ... I wish you all the best.*

### Checking your writing

Remember to check your writing after you finish and exchange drafts between you and your partner. Pay attention to the following aspects:

- |  |  |                                    |
|--|--|------------------------------------|
| <input type="checkbox"/> Punctuation     | <input type="checkbox"/> Spelling                | <input type="checkbox"/> Grammar   |
| <input type="checkbox"/> Choice of words | <input type="checkbox"/> Style (formal/informal) | <input type="checkbox"/> Structure |

#### Self-review

- Do the examples support the advice you give?
- What is the sentence you are most satisfied with?

#### Peer review

- What does your partner think of the advice and examples you give?
- How can you improve your writing?



## Extended reading



*Read the short story about a mother's love for her children.*

# Mama and Her Bank Account

Every Saturday night Mama would sit down by the kitchen table and count out the money Papa had brought home.

"For the rent." Mama would count out the big silver pieces.

"For the groceries." Another group of coins.

5 "I'll need a notebook." That would be my sister Christine, my brother Nels or me.

Mama would put one or two coins to the side. We would watch with anxious interest. At last, Papa would ask, "Is that all?" And when Mama nodded, we could relax a little. Mama would look up and smile, "Good. We do not have to go to the Bank." We were all so proud of Mama's Bank Account. It gave us such a warm,  
10 secure feeling.

When Nels graduated from grammar school, he wanted to go on to high school. "It will cost a little money," he said.

Eagerly we gathered around the table. I took down a box and laid it carefully in front of Mama. This was the "Little Bank". It was used for sudden emergencies, such  
15 as the time when Christine broke her arm and had to be taken to a doctor.

Nels listed the costs of the things he would need. Mama counted out the money in the Little Bank. There was not enough. "We do not want to go to the Bank," she reminded. We all shook our heads.

"I will work in Dillon's grocery after school," Nels volunteered.

20 Mama gave him a bright smile and wrote down a number. "That's not enough," Papa said. Then he took his pipe out of his mouth and looked at it for a long time. "I will give up smoking," he said suddenly.

Mama reached across the table and touched Papa's arm. Then she wrote down another figure.

25 "I will look after the Elvington children every Friday night," I said. "Christine can help me."



Now there was enough money. We all felt very good because we did not have to go downtown and draw money out of Mama's Bank Account.

30 So many things came out of the Little Bank that year: Christine's dress for the school play, my little sister Dagmar's operation ... Whatever happened, we always knew we still had the Bank to depend upon.

35 That was twenty years ago.

Last year I sold my first story. When the check came, I hurried over to Mama's and put it in her lap. "For you," I said, "to put in your Bank Account."

I noticed for the first time how old Mama and Papa looked. Papa seemed shorter, and Mama's hair was silver now.

40 "Tomorrow," I told Mama, "you must take it to the Bank."

"You will go with me, Katrin?"

"That won't be necessary. Just hand it to the teller. He'll pay it into your account."

Mama looked at me. "There is no account," she said. "In all my life, I've never been inside a bank."

45 And when I didn't—couldn't—answer, Mama said seriously, "It is not *good* for little ones to be afraid—to not feel secure."

(Adapted from Kathryn Forbes's *Mama's Bank Account*, which has 17 short stories and describes the struggles and dreams of a family in San Francisco in the early 1900s)

**A** In pairs, find information about each of the following elements of the short story and complete the table below.

Setting	
Characters	
Plot	
Theme	

**Tip**

**Understanding a short story**

A short story has some basic elements: setting, characters, plot and theme. To understand a short story well, the reader needs to analyse all these elements.

**B** Have your parents done something that has moved you greatly? What was it? Share your story.





# Project

## Creating a short play about parent-child relationships

**A** As a class, discuss what topics should be presented for a play about parent-child relationships. You can use the ideas below or think of other ideas. Then in groups, pick one topic for your play.

friends	goals/dreams	hobbies	housework
personal habits	pocket money	schoolwork	...



**B** As a group, watch a video and then discuss how to write a short play about your chosen topic. Use the table below to help you.

Elements of a play	The play you watch	Your own play
Setting		
Characters		
Plot		
Theme		

**C** As a group, write your play. Use the example below, which is the beginning of a short play, to help you. Then perform your play in front of the class.

### Act 1, Scene 1

*Friday evening. The living room of a flat. A teenage girl, Eve, is sitting on the sofa and texting on her mobile phone when her dad enters.*

**Dad:** I'm home! *(He waits for a response but doesn't get one. He puts his bag on the table.)* Eve, how was your day?

**Eve:** Fine. *(She gets up and starts to walk to her room.)*

**Dad:** Who are you texting?

**Eve:** No one. *(She continues to text without looking up.)*

**Dad:** Are you all right?

*Eve walks into her room.*

**Eve:** Yeah. *(She shuts the door.)*

#### Tip

##### Performing a play

To perform a play well, you should:

- learn how to say your lines: try speaking in different ways, e.g. softly, angrily, to see which way works best;
- perform with confidence and make sure that you can be heard clearly;
- use body language to show your feelings.

**Stage directions**, written in italics, are often given at the start of a new act/scene to tell the reader when and where the play is set.

**Dialogue** includes characters and lines. Names of characters appear before new lines.

Stage directions in the dialogue give instructions on what actions to perform. They are italicized and put in brackets.





## Assessment

**A** In pairs, rank your performance level in the following areas from 1 to 5. Write down your own assessment in the column "Me" and ask your partner to write down his/her assessment of your performance in the column "Partner".

- 5 = Excellent  
4 = Good  
3 = Satisfactory  
2 = Fair  
1 = Improvement required



How well can you:	Me	Partner
understand the magazine article about relationships between teenagers and their parents?		
write a letter of advice on parent-child tensions?		
understand the short story of a mother's love for her children?		
write and perform a play about parent-child relationships?		
use the new vocabulary from this unit and form abstract nouns with suffixes? *		
identify and use simple, compound and complex sentences? *		

\* Assess your learning of vocabulary and grammar by doing language practice on pages 63–64.

**B** If improvement is required for some of the areas above, make an action plan.

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## Further study



In the animated film *Despicable Me* (2010), a supervillain named Gru is trying to steal the moon. As he prepares his secret plan, he adopts three orphan girls. What will happen when Gru takes on the role of father? Watch the film to find out.



*Little Women* is a novel by the American author Louisa May Alcott. It tells the story of four sisters and their parents, and how the experiences they have strengthen their relationships. Read the novel to be inspired by this family's support for one another and their determination to overcome all difficulties.



# UNIT 3

## Getting along with others

*The glory of friendship is not the outstretched hand, nor the kindly smile, nor the joy of companionship; it is the spiritual inspiration that comes to one when he discovers that someone else believes in him and is willing to trust him.*

—Ralph Waldo Emerson



In this unit, you are going to:

- read a forum exchange about a friendship in trouble;
- write a diary entry about the qualities of a good friend;
- read an essay on friendship;
- make a scrapbook about friendship.

### Welcome to the unit



Teenagers may have difficulty maintaining their friendships. Watch the video and finish the following exercises.



Bill's problem:

---

Jane's problem:

---

Harry's problem:

---

- 1 What advice can you give these teenagers?
- 2 What friendship problems have you had? Share your experience.



## Reading



*It is often difficult to start a friendship and even more difficult to keep one. The forum exchange below includes a post written by Amy, a teenage girl who had a problem with her best friend Jenny, and two replies. Before you read the forum exchange, think about the following questions:*

- Do you think there are “friends for life”? Why or why not?
- Would you turn to online communities for advice about maintaining friendships? Why or why not?

### Friendship on the rocks: please advise!



Amy

Monday 12/10 9:13 p.m.

My best friend and I have been close for eight years. When I was an awkward primary school student, she was the popular girl who was willing to make friends with me. Since then, a close friendship has grown between us and she's been almost like a sister to me. Whether we're walking to school, doing homework or  
5 just hanging out at the weekend, we're hardly out of each other's sight. But last Saturday, she broke my heart, and I'm still picking up the pieces.

Our original plan was to see a film at the cinema that afternoon. But in the morning, my friend posted a message on social media saying she had a cold. When I called her, she said she might not be able to make it to the cinema. “Don't worry,” I said.  
10 “Get some rest. We can wait till you get better.”

Today, however, I received a horrible surprise. A classmate told me she had seen my friend chatting with another girl in a café on Saturday afternoon. How stupid I was! My friend's “illness” was a complete lie! Instead of recovering at home, she was out having fun with someone else.

15 I was so angry that I avoided her during school all day, and I still don't feel like responding to any of her online messages. The stress of this situation is killing me, and I'm at a loss what to do next.





Cindy



Monday 12/10 9:52 p.m.

I'm so sorry! But this friendship is worth saving: eight years is a long time! Don't be so quick to judge your friend. Perhaps she knows she's in the wrong and wants to apologize, or maybe she has a simple explanation for her behaviour. In any case, find an opportunity to have a full and frank talk with her. Listen to what she has to say, and be sure to explain how you feel. I'm sure you can solve this problem together.

|  0 |  3

David



Tuesday 13/10 8:11 p.m.

I definitely understand how you feel. I also had a friend whom I trusted a lot. When I found out that I was tricked by him, I was really hurt and let go of our friendship. I know you value your friendship and want your friend to value it equally. However, if your friend ignores your feelings or makes you suffer, it's time to rethink your relationship. Talk to her and decide whether this friendship is still important to you. It's sad to move on, but you have to accept that friends come and go in life.

|  0 |  3





## A Understanding the text

**A1** Read the forum exchange and complete the chart below.

Amy's problem	Advice given
<ul style="list-style-type: none"><li>● <b>Saturday morning:</b> Amy's friend said she was ill and might not be able to make it to the cinema.</li></ul>	<b>Cindy:</b> (3) _____
<ul style="list-style-type: none"><li>● <b>Saturday afternoon:</b> (1) _____</li></ul>	<b>David:</b> (4) _____
<ul style="list-style-type: none"><li>● <b>Monday:</b> (2) _____</li></ul>	

**A2** Read the forum exchange again carefully and answer the following questions.

1 How did Amy view her friend before?

\_\_\_\_\_

2 What did Amy and her friend plan to do last Saturday afternoon?

\_\_\_\_\_

3 How did Amy learn that her friend went to a café?

\_\_\_\_\_

4 What does Cindy mean by "her behaviour" in line 20?

\_\_\_\_\_

5 In what case is it time to rethink a friendship, according to David?

\_\_\_\_\_

**A3** In pairs, discuss the following questions.

1 What are the similarities and differences between Cindy's and David's advice?

2 What helpful advice can you offer Amy? Draw on your own experiences to give a reply to her post.

3 Imagine your friend has lied to you. How would you respond?



## B Building your language

**B1** Jenny is talking to her classmate Carl about Amy. Complete the conversation with the correct forms of the words and phrases in the box below.

apologize  
recover

ignore  
respond

horrible  
let go of

in the wrong  
at a loss

**Carl:** Hi, Jenny! It looks like you're under a lot of stress. What's wrong?

**Jenny:** I feel (1) \_\_\_\_\_. Amy misunderstood me. She is really angry and I'm (2) \_\_\_\_\_ what to do.

**Carl:** What happened between you two?

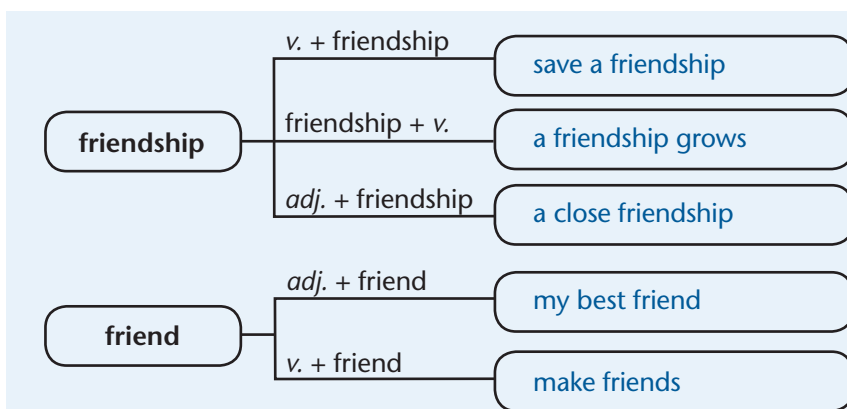
**Jenny:** Amy felt like watching a film last Saturday but the plan was cancelled because I was ill. I spent the morning (3) \_\_\_\_\_ at home. Then I got a call from a friend whom I hadn't contacted for a long time. She asked me out for coffee.

**Carl:** So you went to meet her?

**Jenny:** Yes, I did. When Amy found out, she exploded with anger. I wanted to explain, but she just kept (4) \_\_\_\_\_ me. I sent her several messages, but she never (5) \_\_\_\_\_. I really don't want to (6) \_\_\_\_\_ our friendship. Do you think I should (7) \_\_\_\_\_?

**Carl:** No, you aren't (8) \_\_\_\_\_. But you should talk to her face to face. Amy is a generous person. She'll understand.

**B2** "Friend" and "friendship" appear in the forum exchange as part of different collocations. Read the examples below and add more collocations.



### Tip

#### Learning collocations

A collocation is a group of words which commonly appear together. Using collocations will make your speech or writing more natural. Read English books, watch English films or listen to English news, and you will learn more collocations.

**B3** The forum exchange uses contrastive linking words to join sentences. Find the sentences in the exchange and improve the short paragraph below using proper linking words.

**Learn this** We use linking words like *instead* and *however* to show contrast. This way, sentences become more structured. Here are more common contrastive linking words: *on the other hand*, *yet*, *but*, *while*, *though*, *although*, *still*, etc.

There are many important things in life. Not everyone agrees on which is the most important. Some people say health. Others say things like a good job. For me, the most important thing in life is friendship. I cannot imagine living without it.



# Grammar and usage

## Restrictive relative clauses with relative pronouns

### A Exploring the rules

*Below is a magazine article on friendship in the modern age. Find the sentences with restrictive relative clauses in the article and fill in the box below. The first one has been done for you.*

A real friend is someone who walks in when the rest of the world walks out. A real friend is someone whose support we can count on. A real friend is someone who sees our true self, not just the face that we show to the world. Yet these days, the modern tools that keep us connected are eating away at the meaning of friendship. We may be able to make many friends online, but these friendships can be quite shallow. Social media like blogs has come between us and the friends whom we love. Texting and messaging cannot take the place of face-to-face chatting. “Sharing” our experiences on social media is not enough to express the values which matter most to us. “Liking” our friends’ photos online does not develop the connection which we share. To make friends a real part of our lives, we should put down our smartphones and meet them in person.

A real friend is someone who walks in ...

### Working out the rules

- A restrictive relative clause modifies a noun, pronoun or noun phrase before it. We use relative pronouns or relative adverbs to introduce restrictive relative clauses.
- We use (1) \_\_\_\_\_ for things, and (2) \_\_\_\_\_ and *whom* for people. We can use (3) \_\_\_\_\_ for both things and people. We use (4) \_\_\_\_\_ to show possession.

🔗 Grammar notes → pages 98–99



## B Applying the rules

**B1** Rewrite the following sentences using restrictive relative clauses.

- 1 Common interests provide rich ground. Many friendships grow from rich ground.  
Common interests provide rich ground \_\_\_\_\_.
- 2 When friends' communication is warm and open, friendships grow best.  
Friendships grow best between friends \_\_\_\_\_.
- 3 Friendships are like flowers. These flowers need to be taken good care of.  
Friendships are like flowers \_\_\_\_\_.
- 4 A relationship with a true friend will surely produce fruit. You can count on a true friend.  
A relationship with a true friend \_\_\_\_\_ will surely produce fruit.
- 5 You have been helped by others. To make friends, you should help others in the same way.  
To make friends, you should help others the way \_\_\_\_\_.

**B2** The passage below is about friendship in a great novel. Complete the passage with correct relative pronouns where necessary.

In Mark Twain's *Adventures of Huckleberry Finn*, the friendship <sup>(1)</sup> \_\_\_\_\_ forms between Huck Finn and Jim is an important theme of the book, though they appear to be an unlikely pair. Huck is a poor white boy <sup>(2)</sup> \_\_\_\_\_ father often beats him, while Jim is a black slave <sup>(3)</sup> \_\_\_\_\_ longs to be free. One day, Huck runs away from home to an island. There he meets Jim and makes friends with him. Then they leave the island together on a raft <sup>(4)</sup> \_\_\_\_\_ they find on the Mississippi River. They head north to Illinois, a state in <sup>(5)</sup> \_\_\_\_\_ Jim can become free. The high point of the story comes when Huck is faced with the decision of whether to hand Jim over to some slave catchers. In the end, Huck decides that Jim is a friend <sup>(6)</sup> \_\_\_\_\_ he needs and values, and refuses to give him up. From this story we can see that friends are people <sup>(7)</sup> \_\_\_\_\_ support you through thick and thin.

**B3** In pairs, describe a friend of yours using restrictive relative clauses. Use the example below to help you.

### Example

My best friend is Owen. I met him at a Reading Club meeting (**which/that**) we both attended. We have the same taste in books, and we often spend hours discussing novels (**which/that**) we've both read. I must say, he's one of the smartest people (**that**) I have ever met.





# Integrated skills

## Describing the qualities of a good friend

**A** Tim is talking to his friend Patrick about his problems. Listen and finish the exercises below.



A1 Listen to Patrick and Tim's conversation and tick Tim's problems in the boxes below.

- ☐ 1 Tim does not have enough time for his schoolwork.
- ☐ 2 Tim is not sure what he wants to be in the future.
- ☐ 3 Tim has found his Maths homework quite difficult recently.
- ☐ 4 Tim is unhappy because he has no friends who can help him.
- ☐ 5 Tim does not understand some key points in his Chinese classes.
- ☐ 6 Tim is having difficulty with the reading task his Chinese teacher has given him.



A2 Listen to Patrick and Tim's conversation again and complete the notes below.

### How Patrick helps Tim

- **Cheering Tim up by using positive language**
  - Ask him not to (1) \_\_\_\_\_.
  - Express his confidence in him.
- **Offering to (2) \_\_\_\_\_ together with Tim**
  - Find out how much time Tim should spend on (3) \_\_\_\_\_.
  - Find out how much time Tim should spend on Maths and Chinese.
- **Planning to help Tim with his (4) \_\_\_\_\_**
  - Meet after school and go over (5) \_\_\_\_\_ together.
  - (6) \_\_\_\_\_ to make sure Tim doesn't miss anything important.
  - Do some reading together (7) \_\_\_\_\_.



**B** Read Patrick's diary entry below and try to understand his idea of what makes a good friend.

4 November

Dear Diary,

Tim and I talked a lot about his problems today, and I'm so glad that I could help my best friend. It also left me thinking about what it really means to be a "good friend". In my opinion, the following qualities form the basis of a friendship.

A good friend needs to be supportive. I can see that Tim is having trouble balancing his project and his schoolwork, and I can see that both are important to him. I must respect and support the choices he makes. I should also encourage him to take action to get over these difficulties.

A good friend also needs to be selfless. Tim is someone whom I should try my best to help, even if it means more work for me. When he's struggling with his schoolwork, I should do all I can to help him become a more efficient learner. It'll take up some of my spare time, but this friendship is worth my extra time and effort. I'm sure that Tim would do the same for me.

To me, a good friend brings out the best in a person. And I think Tim is the one who brings out the best in me. Through our conversation today, I know that our friendship will grow stronger than ever. I'll always value these qualities of a good friend and try to measure myself by these standards as our friendship develops.



**C** In pairs, discuss what qualities are important to you in a friend. Use the following ideas and expressions to help you. Include examples from your personal experience.

Qualities of a good friend						
Selfless	Honest and open	Patient	Supportive	Helpful	Humorous and fun	...

### Expressions

#### Giving examples

For example/For instance, ...

Take my experience as an example.

Let me give you a few examples of ...

... is/provides a good example.

Once, I read a news story about/heard about ...

**D** Write a diary entry about what makes a good friend. Use your ideas from part C and the information in parts A and B to help you.

### Planning your writing

#### • Learning about the text type

A diary entry is a record of a person's experiences, thoughts, feelings or plans.

As a personal form of writing, a diary entry is generally not meant to be read by anyone else.

#### • Learning about the format

When you write a diary entry, you can write the date in the top left-hand corner of the page and begin with "Dear Diary".

#### • Learning about the language

Try to use informal English, as if you were talking to a close friend. The first person "I" is often used in a diary entry.

### Checking your writing

Remember to check your writing after you finish and exchange drafts between you and your partner. Pay attention to the following aspects:

☐ Punctuation

☐ Spelling

☐ Grammar

☐ Choice of words

☐ Style (formal/informal)

☐ Structure

#### Self-review

- What qualities of a good friend do you mention in your writing?
- Do the examples support your opinion?

#### Peer review

- What suggestions does your partner give?
- What changes can you make accordingly?





## Extended reading



Read the essay about the importance of friendship.



# Of Friendship

As we walk the “path of life”, we may sometimes wish to be alone with our own thoughts, for quiet periods of reflection can lead to personal improvement. However, when we seek to be alone, we must be careful that we do not always escape into our own world. Social life is also important to us.

- 5 More often than not, close friendships will help smooth out the sometimes rocky road that we are all meant to travel.

- As we live in social groups, there are many benefits of friendship that we can enjoy. Generally speaking, close friendships have three “fruits”: they may comfort the heart, advise the head and help us achieve the goals we set for ourselves. Through friendship, we can become happier, wiser and more satisfied humans.
- 10

- The first fruit of friendship is the peace that comes from sharing with friends our joy, sadness, success and failure. Here, friendship has a double advantage—happiness takes on a greater meaning and a trouble shared becomes a trouble halved! Naturally, this kind of openness results from a close friendship. With true friends, we feel free to share our joy and sadness in full measure. We know that our friends will both respect our feelings and treasure these moments of closeness. Indeed, the human heart depends on such opportunities for comfort and protection.
- 15

- The second fruit of friendship is the better understanding and judgement that may be achieved through conversations with well-meaning and wise friends. We often find it easier to recognize other people’s weaknesses than our own. As a result, if we are guided only by our own feelings, our judgements might be one-sided. On the other hand, our friends are better able to offer advice
- 20





25 on important decisions that we all have to make. Also, when we want to talk  
our problems over with a friend, we have to put our thoughts into words first.  
This alone helps make our thoughts clearer and brings us a more thorough  
understanding of our problems.

30 The third fruit of friendship is the help that a friend may offer in many  
different ways. Sometimes a friend is even known as our “second self”. There  
are so many things in life that can only be achieved with the help of friends.  
Friends may have many different ideas and skills. They can help us achieve  
what we want during life and, perhaps, even after death.

35 Finally, it should be pointed out that enjoying the company of a crowd is  
not the same as being with friends. Friends should be carefully chosen and  
relationships carefully developed. In this way, we can better walk the “path of  
life” with the comfort, advice and help from our trusted friends.

*Francis Bacon*

(Adapted from “Of Friendship”, an essay written by Francis Bacon, a great English  
writer, scientist and philosopher)

**A** Write a summary of the essay. Use the  
following questions to help you.

- What are the three “fruits” of friendship?
- Why are they important?

**Tip**

**Writing a summary**

- To write a good summary of a text, you should:
- circle the main points and key ideas in a text;
  - express these ideas in your own words;
  - not include supporting details or background knowledge;
  - not include your personal opinion.

**B** How do you know when to be independent and when to ask for the help of friends?  
Explain and support your opinion.



# Project

## Making a scrapbook about friendship

**A** As a class, discuss what aspects should be included in a scrapbook about friendship. You can use the ideas below or think of other ideas. Then in groups, pick one aspect to research.

songs

stories

poems

films

books

...

**B** As a group, research your chosen aspect. You should also explain what you think of the stories, poems, etc.

### Tip

#### Searching for information from different sources

You can use the library, the Internet and other sources to search for the information you need. Remember to:

- check the date of the information you find, whether printed or online;
- check the source of the information you find: generally speaking, information from official sources can be trusted.

**C** As a group, put together your information to make your part of the scrapbook. Use the example below to help you. Present your part to the rest of the class. Then as a class, put all the parts together to make the scrapbook.

Li Bai and Du Fu, two of the greatest poets in Chinese history, formed a lasting friendship. Stories of their friendship have come down to this very day.

The two poets first met in the year 744, when Li Bai, already a well-known poet, was 43 years of age and Du Fu was 32. They admired each other and quickly became friends. Though the two poets met only a couple of times during their lives, their shared love of poems kept them close together. They wrote many poems to and about each other. In one poem, Du Fu wrote:

When can we again hold a cup of wine,  
And chat about poem-writing line by line?  
(From "Missing Li Bai on a Spring Day")

The relationship between Li Bai and Du Fu shows that shared interests form the basis of true friendship, which ties one heart to the other no matter how far away they are from each other.



## Assessment

**A** In pairs, rank your performance level in the following areas from 1 to 5. Write down your own assessment in the column "Me" and ask your partner to write down his/her assessment of your performance in the column "Partner".

- 5 = Excellent  
4 = Good  
3 = Satisfactory  
2 = Fair  
1 = Improvement required



How well can you:	Me	Partner
understand the online forum exchange?		
discuss and write about the qualities of a good friend?		
understand the adaptation of Francis Bacon's essay "Of Friendship" and write a summary of it?		
make a scrapbook about friendship and search for information from different sources?		
use the new vocabulary from this unit and make use of collocations? *		
identify and use restrictive relative clauses introduced by relative pronouns? *		

\* Assess your learning of vocabulary and grammar by doing language practice on pages 69–70.

**B** If improvement is required for some of the areas above, make an action plan.

## Further study



*Heidi* is a classic novel by the Swiss author Johanna Spyri. It tells a heart-warming story about a girl named Heidi and her friendship with a wheelchair-bound girl. Read the novel to find out about Heidi's adventures with her friend.



The film *The Sisterhood of the Traveling Pants* is about friendships between four girls, who try to stay connected during the summer by sharing a pair of jeans. Watch the film to find out what happens to them.





# UNIT 4

## Looking good, feeling good

*Beauty is being the best possible version of yourself on the inside and out.*

—Audrey Hepburn



In this unit, you are going to:

- read a news report about a girl who tried to lose weight;
- write an argument essay expressing your opinion about plastic surgery;
- read a magazine article about teenagers' negative thoughts on their physical appearance;
- design an app about a healthy lifestyle.

### Welcome to the unit

Carol and Tom are two senior high school students who have very different lifestyles. Read their lists of habits below and discuss the following questions in pairs.

#### Carol

- ☐ goes to sleep at 10 p.m. and gets up at 6:30 a.m.
- ☐ often skips breakfast
- ☐ likes eating fruit and vegetables
- ☐ likes drinking milk tea
- ☐ does not like outdoor activities



#### Tom

- ☐ stays up until 11:30 p.m. and gets up at 6:30 a.m.
- ☐ has breakfast every day
- ☐ likes eating hamburgers
- ☐ likes drinking fresh juice and yogurt
- ☐ enjoys playing sport in his spare time



- 1 What good habits do Carol and Tom have? Tick the boxes above.
- 2 How can Carol and Tom improve their lifestyles?
- 3 What is your lifestyle like? How can you improve it?





## Reading



*There is growing concern about weight problems among senior high school students. The news report below is about a teenage girl who tried to lose weight by skipping meals. Before you read the news report, think about the following questions:*

- Do you think senior high school students should pay much attention to their weight? Why or why not?
- What do you think are healthy ways of losing weight?

27 October

# Teen faints after skipping meals

STONECHESTER—A teenage girl fainted yesterday at Stonechester High School after skipping meals.

Jennifer Jones, 15, told friends in her class that she was feeling unwell. She then passed out in her morning PE lesson and was rushed to hospital.



Jennifer was found to have dangerously low blood sugar levels and was treated immediately. Her worried parents told the doctor that their daughter missed breakfast that day and hardly touched her dinner the night before. Fortunately, she is now out of danger. Her doctor says that she will make a full recovery in a day or two.

Jennifer's classmates hope to see her back at school soon. They say that she has struggled with eating problems for a long time. "Jennifer thought that skipping meals would be a simple way to reach her target weight,"



her friend Laura Williams told our reporter. “She has not eaten breakfast for the last few months. She told me she had trouble concentrating in class. I warned her that skipping meals was unhealthy, but she wouldn’t listen.”

Jennifer’s case is a reminder of the dangers of the unhealthy weight-loss habits that have become common among teenagers of both sexes. In a society where being thin is often seen as being beautiful, teenagers sometimes turn to extreme methods to slim down quickly. According to a recent survey of senior high school students’ lifestyles, almost one fifth of teenagers regularly skip meals, one in ten over-exercise and four per cent even take weight-loss medicine. Health experts are concerned about these figures. They are increasing their efforts to educate teenagers about the side effects of losing weight too quickly. They have also warned them against using such extreme methods.

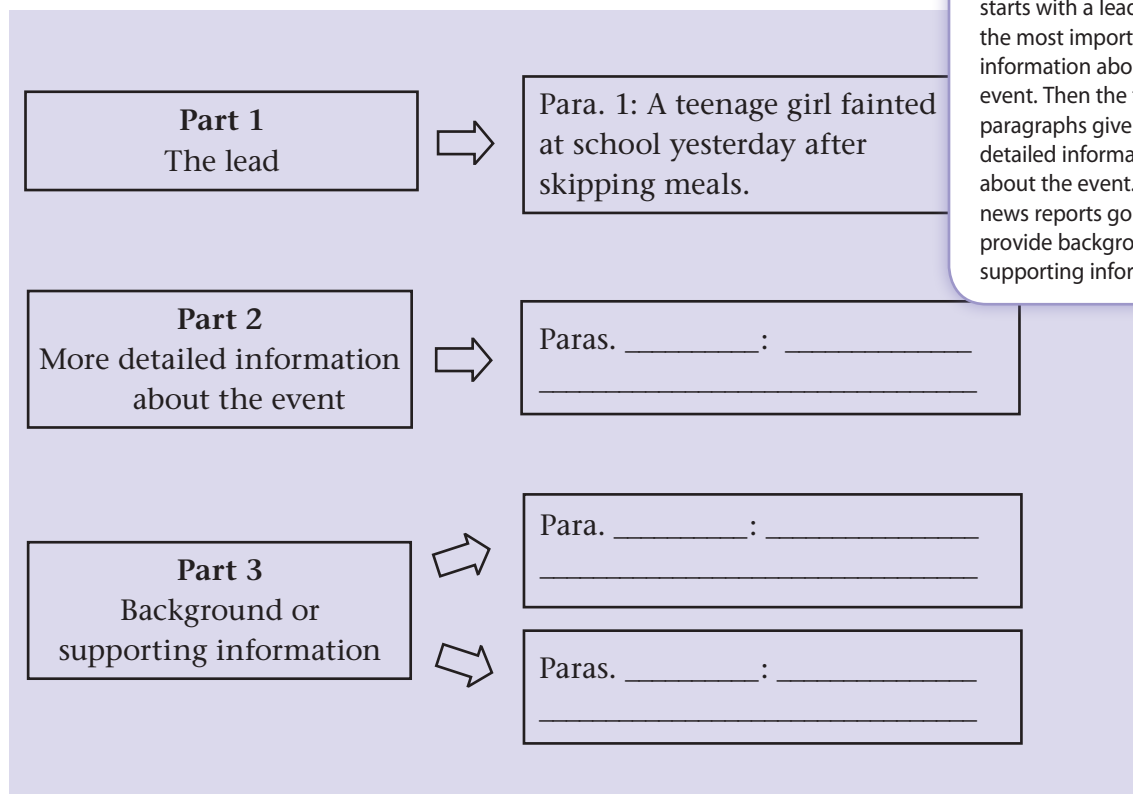
“These so-called ‘quick-fix methods’ prove to be harmful to teenagers. It is normal for teenagers to be slightly overweight and there is no reason why they should be worried. However, for those who are dangerously overweight, it is very important that they try to lose weight properly,” said an expert.

She pointed out that it is important to have a healthy balanced diet since teenagers are still growing and their bodies need a lot of nutrition to function well. If they do not take in enough food, they may feel weak and get ill easily. She added, “What’s more, they should keep regular hours and get plenty of exercise to stay energetic and fit. We strongly encourage all teenagers to follow these lifestyle tips, because living well is the safest and most effective way to get into shape.”



## A Understanding the text

**A1** Read the news report and complete the chart below.



### Tip

#### Understanding a news report

A news report usually starts with a lead. It gives the most important information about an event. Then the following paragraphs give more detailed information about the event. Some news reports go on to provide background or supporting information.

**A2** Read the news report again carefully and answer the following questions.

1 Why was Jennifer rushed to hospital?

\_\_\_\_\_

2 What did Laura do when she found out Jennifer was skipping meals?

\_\_\_\_\_

3 What are some of the dangerous methods teenagers use to lose weight?

\_\_\_\_\_

4 What lifestyle tips did the expert give?

\_\_\_\_\_

**A3** In pairs, discuss the following questions.

1 A news report headline should tell the reader what happened and draw their attention. Can you think of another headline for this report?

2 Jennifer is now in hospital. Suppose you are Jennifer's best friend. What would you say to her?

3 What are the possible causes of weight problems? Make a list.



## B Building your language

**B1** After Jennifer returned home from hospital, she wrote a diary entry about her experience. Complete the diary entry with the correct forms of the words and phrases in the box below.

energetic  
immediately

concentrate  
prove

diet  
side effect

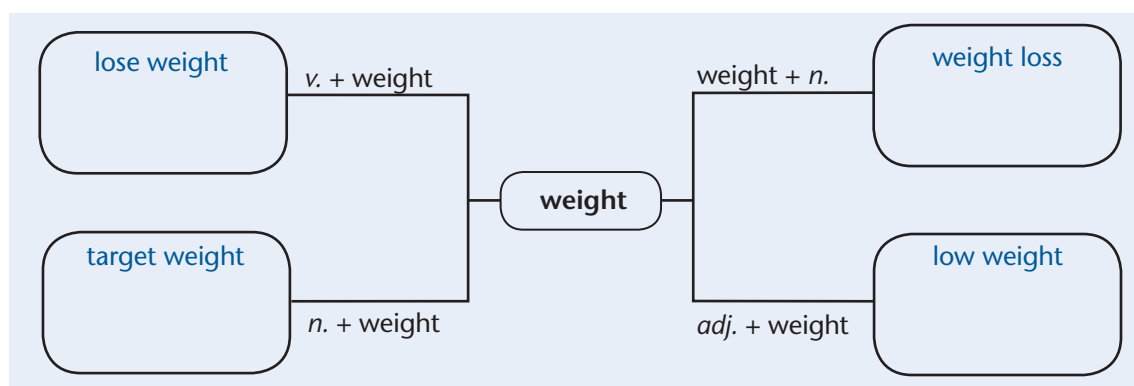
get into shape  
make a full recovery

30 October

Dear Diary,

I was very frightened when I woke up in hospital last Thursday. Then my mum told me what happened. She said I fainted in my PE class because of low blood sugar levels. Fortunately, I was rushed to hospital (1) \_\_\_\_\_. The doctor helped me and I (2) \_\_\_\_\_ within two days. My experience (3) \_\_\_\_\_ what a bad idea it is to try to lose weight by skipping meals. Now I know this extreme weight-loss method has serious (4) \_\_\_\_\_. I also understand that being healthy and (5) \_\_\_\_\_ is more important than being slim. From now on, I'll pay more attention to my health rather than my weight. I'll eat a balanced (6) \_\_\_\_\_ to make sure I have enough nutrition. Exercising regularly is also an important aspect of a healthy lifestyle. My doctor tells me that it'll help me (7) \_\_\_\_\_ better in class. So, I'll play sport with my friends every other day after school. I hope these lifestyle changes can help me (8) \_\_\_\_\_.

**B2** "Weight" appears in the news report as part of different collocations. Read the examples below and add more collocations.



**B3** Read the lead of the news report, think of a recent event and write your own lead.

**Learn this** An effective lead tells the reader the most important information about an event, like who, what, when, where and why. Remember to use as few words as possible in a lead.

who      what      when      where      why

↑      ↑      ↑      ↑      ↑

A teenage girl fainted yesterday at Stonechester High School after skipping meals.



# Grammar and usage

## Restrictive relative clauses with relative adverbs

### A Exploring the rules

*Below is part of a magazine article about sleep problems. Find the sentences with restrictive relative clauses in the article and fill in the box below. The first one has been done for you.*

Do you remember a time when you had no worries stopping you from getting a good night's rest? Unfortunately, your happy childhood is probably a thing of the past.

A recent survey has found that many people suffer from sleep problems. Some are unable to fall asleep, some wake up in the middle of the night, and others simply do not get enough sleep. One of the reasons why people fail to get a good night's sleep is pressure from school or work. Noise pollution and light pollution in big cities may also contribute to sleep problems. In the short term, people with sleep problems often feel tired and have trouble concentrating. In the long term, they may be at increased risk of having a poor memory, being overweight and suffering a heart attack. Sleep problems are especially dangerous for teenagers. They are still growing, and night is the time when their bodies grow faster. Teenagers who do not sleep well may experience situations where body development slows down, and their health suffers.

So, if you have trouble getting a good night's sleep, it might be time to make some changes in your lifestyle.

... a time when you had no worries stopping you from getting a good night's rest?

### Working out the rules

- The relative adverb *where* refers to a place, the relative adverb *when* refers to (1) \_\_\_\_\_, and the relative adverb *why* refers to (2) \_\_\_\_\_.
- In more formal English, the relative adverbs *where*, *when* and *why* can be replaced by "preposition + (3) \_\_\_\_\_".

👉 Grammar notes → pages 99–100



## B Applying the rules

**B1** Rewrite the following sentences using relative adverbs or "preposition + which".

1 I did not perform well at school last week. The reason was my poor-quality sleep.

---

2 I miss those days. I used to sleep really well in those days.

---

3 The hospital is near my home. I visited a doctor for advice on sleep problems in that hospital.

---

4 I still remember that afternoon. That afternoon I fell asleep on the bus and went past my stop.

---

**B2** The last part of the magazine article about sleep problems gives tips on how to sleep better. Complete the passage with correct relative pronouns, relative adverbs or "preposition + which" where necessary.

Everyone knows that the amount of quality sleep <sup>(1)</sup> \_\_\_\_\_ we get is important to us. How can we get a better night's sleep? Here are some tips for you.

**Tip 1:** Try to go to bed and wake up around the same time each day. This helps set the body's "clock". Try to stick to your sleep schedule at the weekend too, even though weekends are probably the time <sup>(2)</sup> \_\_\_\_\_ you feel like a lie-in.

**Tip 2:** Make your bedroom a place <sup>(3)</sup> \_\_\_\_\_ you feel comfortable. Your bedroom needs to be cool, dark and quiet so you can sleep soundly.

**Tip 3:** Avoid drinks <sup>(4)</sup> \_\_\_\_\_ may keep you from sleeping, such as coffee and tea.

**Tip 4:** Clear your head of stress and worry from your day before bedtime. These negative thoughts are one reason <sup>(5)</sup> \_\_\_\_\_ you stay awake after the light goes off.

**B3** Read the information below about World Sleep Day. Then write a short paragraph using restrictive relative clauses where necessary. The beginning has been written for you.

World Sleep Day	
Time	The Friday of the second full week of March
Aims	<ul style="list-style-type: none"><li>• To make people understand the importance of good and healthy sleep</li><li>• To draw society's attention to sleep problems</li></ul>
Activities	Discussions and talks about the importance of healthy sleep

*In a society where people are under a lot of pressure, sleep problems have become very common. ...*



# Integrated skills

## Expressing your opinion about plastic surgery

**A** Read two news stories below about plastic surgery and answer the following questions.

### Plastic surgery helps man with burn marks

By Helen Brown  
2 January

A man received plastic surgery at King's Hospital last month to treat burn marks he got one year ago.

John Wilson had plastic surgery to repair some of his burnt skin. Doctors worked on several problem areas, including his face and neck. The operation was a great success.

Last January, Mr Wilson was caught in a horrible campus fire, and his skin was badly burnt. For the past year, he had to live with terrible burn marks on his face and body. He decided to have surgery to help him feel more confident about his appearance.

Mr Wilson is very happy with the treatment. He is especially pleased with the results on his face. "Now I can go out just like a normal guy!" he said.

### Woman regrets plastic surgery

By Tom Smith  
15 April

A woman who has recently had plastic surgery on her face now regrets the decision.

The surgery took place more than a month ago, but Ella Edwards still suffers from daily pain. This is stopping her from returning to a normal life. She has been to several hospitals and all the doctors say that the pain is unlikely to stop any time soon. She may need to take painkillers for a long time. In addition, Miss Edwards says the surgery makes her look unnatural and that she is unable to make certain facial expressions.

Miss Edwards is unhappy with the results of the surgery. "I wanted to become more beautiful, but it hasn't turned out well at all. I really regret having the surgery," she said. "I'm very anxious about it."

1 How did the plastic surgery help Mr Wilson?

2 What problems did the plastic surgery bring to Miss Edwards?



**B** Alice, a news reporter, is reporting on plastic surgery. Listen and finish the exercises below.



**B1** Listen to the report and decide whether the following statements are true (**T**) or false (**F**). If the information is not mentioned in the report, just circle **NG** (not given).

- 1 The plastic surgery industry is very popular now. T / F / NG
- 2 These days, the number of men who have plastic surgery is almost the same as that of women. T / F / NG
- 3 Most actresses have had plastic surgery on their faces. T / F / NG
- 4 One of the advantages of plastic surgery is that it can treat burn marks. T / F / NG
- 5 Plastic surgery patients may suffer from terrible pain. T / F / NG
- 6 People under 18 should never have plastic surgery. T / F / NG



**B2** Listen to the report again and complete the notes below.



## Plastic surgery

- **Results of recent research on plastic surgery**

- About (1) \_\_\_\_\_ of all patients are men.
- The average age of patients is (2) \_\_\_\_\_.
- Experts believe the industry will (3) \_\_\_\_\_ in the future.

- **Advantages of plastic surgery**

- It is the easiest way to help people improve their (4) \_\_\_\_\_.
- It helps people (5) \_\_\_\_\_.

- **Disadvantages of plastic surgery**

- It is very (6) \_\_\_\_\_.
- It carries serious (7) \_\_\_\_\_. Patients may (8) \_\_\_\_\_ after failed plastic surgery operations or even die during operations.
- The results of plastic surgery might be different from what people expect. This is especially true for (9) \_\_\_\_\_.





**C** In pairs, have a discussion about plastic surgery. Use the following questions and expressions to help you.

- Are you for or against plastic surgery? Why?
- What examples can you think of to support your opinion?

### Expressions

#### Voicing your opinion

In general/On the whole, I think/believe/feel ...

To be honest, I'm against/for ... because ...

Once again/As I said, I'd support/oppose the idea of ...

I've changed my mind. I (don't) believe/agree/think that ...

**D** Write an argument essay expressing your opinion about plastic surgery. Use your ideas from part C and the information in parts A and B to help you.

### Planning your writing

#### • Learning about the text type

An argument essay is a piece of writing in which you express an opinion and support that opinion with facts and examples.

#### • Learning about the structure

When writing an argument essay, you can use the PRE structure:

- Provide your main point (P) in the opening paragraph for your readers.
- Support your main point with reasons (R) and personal experiences or evidence (E) in the supporting paragraph(s).
- Give a short but powerful summary in the closing paragraph.

#### • Learning about the language

To make your argument more convincing, you often need to write in a formal and factual way. You can also quote an expert.

### Checking your writing

Remember to check your writing after you finish and exchange drafts between you and your partner. Pay attention to the following aspects:

- |  |  |                                    |
|--|--|------------------------------------|
| <input type="checkbox"/> Punctuation     | <input type="checkbox"/> Spelling                | <input type="checkbox"/> Grammar   |
| <input type="checkbox"/> Choice of words | <input type="checkbox"/> Style (formal/informal) | <input type="checkbox"/> Structure |

#### Self-review

- Do you use the PRE structure effectively in your writing?
- What is the hardest part when you write the argument essay?

#### Peer review

- What does your partner think of the opinion and reasons you give?
- How can you improve your writing?



## Extended reading



Read the magazine article about teenagers' negative thoughts on their physical appearance.

# Don't judge a book by its cover



"Don't judge a book by its cover," the old saying goes. Unfortunately, as a teenager, that is often exactly what you do to yourself. Dark thoughts about your physical appearance can hang over you all the time like a rain cloud. Do I look fat in these jeans? Do others think I am too short? Is everyone laughing at my new hairstyle behind my back? These thoughts can have a negative effect on people of any shape or size, both male and female, and it is important to guard against the causes behind them.

Standards of beauty in the media can have a big influence on what you think of your physical appearance. Teens who try to copy the looks of their favourite stars are fighting a losing battle—these standards are simply impossible for most of the population to live up to. They will only end up feeling worse about themselves.

Your friends also influence the way you view your physical appearance. If you have friends who are good-looking or have a great fashion sense, it can feel like you are living in their shadow. For children of the digital age, social media makes this problem even worse. Your friends may post a never-ending series of photos online to show off their beautiful dresses or strong bodies, and it becomes easier for you to compare yourself to them. This has proved to have a negative effect on what you think of your physical appearance.





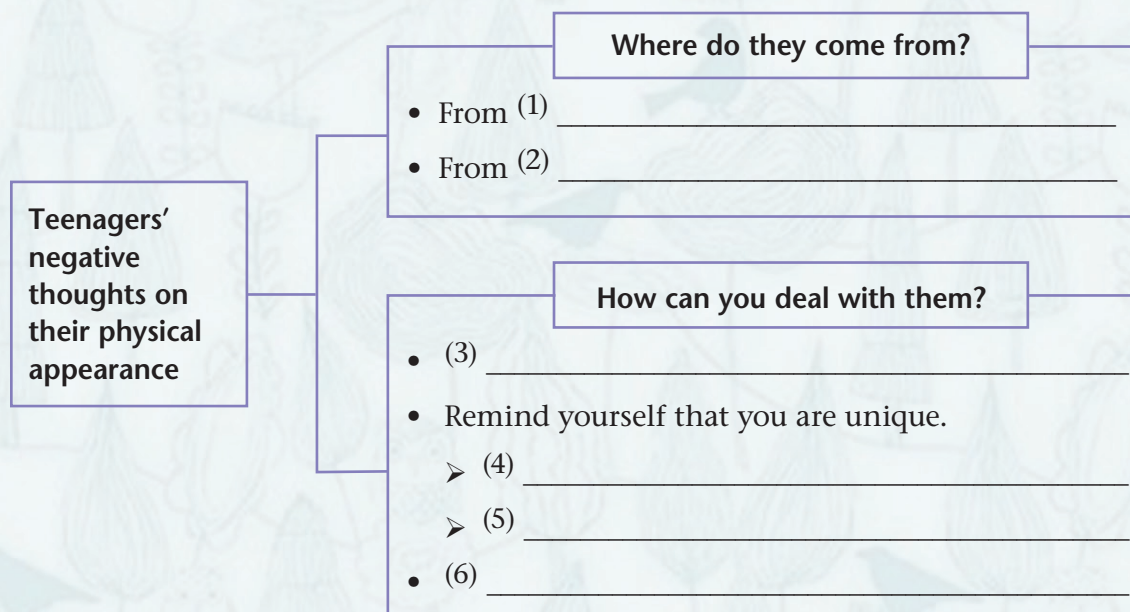
20 These external influences are always present, but there are certainly ways to deal with them. First of all, be careful not to follow popular beauty standards blindly. They are out of reach for 99% of us, so it is better to just forget about them.

25 Another tip is to remind yourself that you are unique. Keep in mind that your family and friends love you just the way you are. Talk about your feelings with someone you trust. Hearing how much they value you can help you feel comfortable in your own skin. Focusing on your strengths also helps you build your confidence. Everyone has their own talents—you may be good at painting or playing the piano, so take pride in things you do well instead of worrying about things you cannot change.

30 Finally, it is a good idea to try to direct your attention away from negative thoughts. To achieve this, you should do something you enjoy. Read a book you like, or take part in a social activity, like playing a ball game with your friends. These things can help you take your mind off matters that worry you and make you feel good about yourself.

35 You may often judge yourself by what is on the outside, not on the inside. However, like a book, your contents are much more important than your cover. If you can learn to see the good things about yourself—your individuality, your value to others, your achievements—you will soon begin to love yourself just the way you are.

**A** Complete the chart below with information from the magazine article.



**B** Can you think of other causes of teenagers' negative thoughts on their physical appearance and other effective ways to deal with them? Make a list and explain briefly.

**C** "Don't judge a book by its cover" is an English saying. What are some Chinese sayings about one's physical appearance? Choose one that you agree with and explain why.



# Project

## Designing an app about a healthy lifestyle

**A** As a class, discuss different aspects of a healthy lifestyle. You can use the ideas below or think of other ideas. Then in groups, pick one aspect to research.

doing physical exercise regularly  
eating a healthy diet  
avoiding bad habits

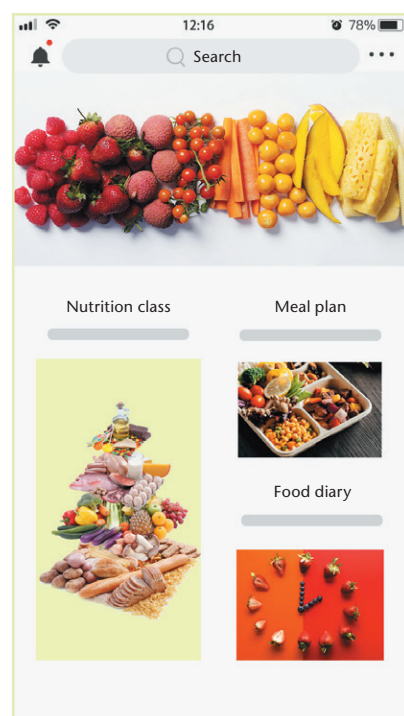
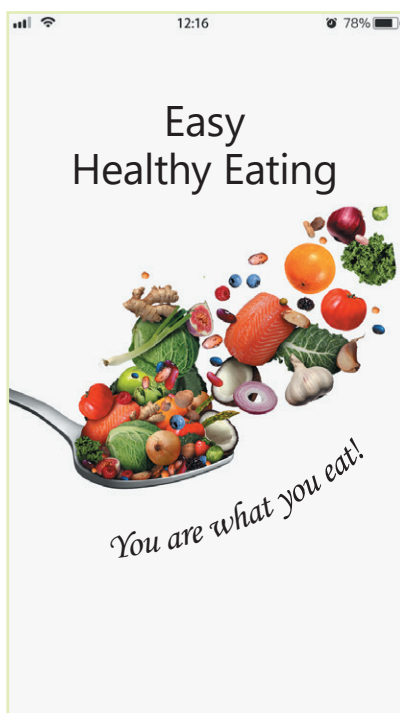
having a positive attitude towards life  
having good relationships with others  
managing stress

**B** As a group, research your chosen aspect. Use the ideas below to help you.

- Name of the app
- Purpose
- Target users
- Functions
- Contents
- Design

**C** As a group, put together your information to design your app. Use the example below to help you. Then present your plan to the rest of the class.

Our app is called “Easy Healthy Eating”. Its purpose is to help people eat healthily by making all aspects of planning meals easier. The target users will be people who do not know much about nutrition or who are too busy to spend time planning healthy meals. The app will provide articles and videos about nutrition, suggest meal plans and record what you eat each day. It will be your personal nutrition expert!





## Assessment

**A** In pairs, rank your performance level in the following areas from 1 to 5. Write down your own assessment in the column "Me" and ask your partner to write down his/her assessment of your performance in the column "Partner".

- 5 = Excellent  
4 = Good  
3 = Satisfactory  
2 = Fair  
1 = Improvement required



How well can you:	Me	Partner
understand the news report about a girl who tried to lose weight by skipping meals?		
write an argument essay expressing your opinion about plastic surgery?		
understand the causes of teenagers' negative thoughts about their physical appearance and ways to deal with them?		
design an app about a healthy lifestyle?		
use the new vocabulary from this unit? *		
identify and use restrictive relative clauses introduced by relative adverbs? *		

\* Assess your learning of vocabulary and grammar by doing language practice on pages 75–76.

**B** If improvement is required for some of the areas above, make an action plan.

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## Further study



The World Health Organization (WHO) is concerned that many people have weight problems. Visit its official website and learn more about this health problem.



The documentary *10 Things You Need to Know About Losing Weight* explores the science behind weight loss and discusses different tips on exercise and healthier eating. Watch the documentary to find out what suggestions are given, and decide for yourself whether they work.



# Workbook

## Unit 1 Back to school

### Exploring language

**A** Fill in the blanks with proper words. The first letter of some words has been given.

- 1 —He is very sure of himself.  
—So he is. We all have c\_\_\_\_\_ in him. He is the perfect director for the project.
- 2 With these e\_\_\_\_\_, we will ensure that China's food supply remains firmly in our own hands.
- 3 —Successful people usually have a positive a\_\_\_\_\_ to life.  
—Indeed. They are also hard-working and willing to help others.
- 4 —What do you think good teachers should do?  
—They should try to find ways to help students realize their p\_\_\_\_\_.
- 5 —What a \_\_\_\_\_ you most to the job?  
—The chance of travelling abroad.
- 6 —Who is in charge here?  
—Peter. He is \_\_\_\_\_ for running the office.
- 7 —It's getting more and more difficult, isn't it?  
—That's right. But you know me—I'm always looking for new \_\_\_\_\_.
- 8 —How can I achieve my \_\_\_\_\_?  
—First of all, make a plan and try to carry it out.
- 9 —Is he getting better?  
—Yes. The doctor says his health is \_\_\_\_\_.
- 10 —She has changed a lot, hasn't she?  
—Yes, living away from her parents has made her much more \_\_\_\_\_.

**B** Fill in the blanks with the correct forms of the phrases in the box below.

make the most of  
make a difference

stick to  
take part in

can't wait to  
rise to

lie in  
look forward to

- 1 I \_\_\_\_\_ tell them the good news. It's really exciting.
- 2 Her advantage \_\_\_\_\_ her ability to communicate with others effectively.
- 3 Whatever happens, we will work together and \_\_\_\_\_ this challenge.
- 4 Exercise can \_\_\_\_\_ to your state of health.
- 5 Could you give us some advice on how to \_\_\_\_\_ the Internet?
- 6 Many students enjoy \_\_\_\_\_ after-school activities.
- 7 I really \_\_\_\_\_ hearing from you as soon as possible.
- 8 If you make a promise, you should \_\_\_\_\_ it.



**C** Match the sentences below with the correct structures. Write the letters in the brackets.

a SV

c SVO

e SVOC

g SVOA

b SVP

d SVOO

f SVA

- 1 Weather matters a great deal. (     )
- 2 School meals are fresh and healthy. (     )
- 3 Our school offers students a balanced diet. (     )
- 4 A balanced diet keeps the body healthy. (     )
- 5 Students have fresh fruit and vegetables. (     )
- 6 Amy likes watching English films very much. (     )
- 7 English learning is interesting, meaningful and practical. (     )
- 8 Focusing on using English makes English learning more effective. (     )
- 9 The speech began. (     )
- 10 She acquires a good knowledge of English. (     )

**D** Translate the following sentences into English. Use the words and phrases in the brackets.

- 1 高中是学生发展独立思维的重要阶段。(thinking)
- 2 经过一段时间后，你会对自己更有信心。(in time)
- 3 你应该尽量利用每一个学习机会。(take advantage of)
- 4 令人惊讶的是技术进步如此迅猛。(amazing; advance)
- 5 简而言之，学生要培养良好的学习习惯。(put simply)
- 6 确立明确的目标是同等重要的。(of equal importance)
- 7 这张照片让我想起了那场比赛的具体情况。(remind ... of; detail)
- 8 最后但同样重要的是，尽量多锻炼，保持健康。(last but not least)



## Building skills

### A Listening and speaking



**A1** Carrie will go on a short-term study trip to China. She is talking to her friend Sam on the phone. Listen to the conversation and answer the questions below.

1 When will Carrie go to China?

\_\_\_\_\_

2 How long will Carrie stay there?

\_\_\_\_\_

3 When will the morning classes end?

\_\_\_\_\_

4 How long will the cultural activities last?

\_\_\_\_\_

5 What class will be included in the cultural activities?

\_\_\_\_\_

6 What is Carrie really interested in knowing?

\_\_\_\_\_



**A2** Sam has left Carrie a message, telling her more about the language course he took. Listen to the message and complete the notes below.

#### Sam's message

##### About the language course

- It lasted <sup>(1)</sup> \_\_\_\_\_.
- Students practised listening, speaking, reading and writing in class.
- It offered cultural activities like learning Chinese calligraphy, <sup>(2)</sup> \_\_\_\_\_ and Peking Opera.
- Students could stay in a dorm room with <sup>(3)</sup> \_\_\_\_\_ or stay with a host family.

##### About Sam's experience

- Sam's <sup>(4)</sup> \_\_\_\_\_ improved most.
- Sam found <sup>(5)</sup> \_\_\_\_\_ the most difficult to him.
- He chose to learn Peking Opera because he was a music lover.
- He chose to stay with a host family because he wanted to <sup>(6)</sup> \_\_\_\_\_ and have more opportunities to speak Chinese.



**A3** In pairs, discuss the advantages and disadvantages of going on short-term study trips abroad. Use the example below to help you and pay attention to the expressions in bold.

**A:** I believe it's good for high school students to go on short-term study trips abroad. At that age, they learn a foreign language more easily.

**B:** I see exactly what you mean. However, I wonder whether it's really safe for high school students to travel to another country.

**A:** That's a good point. But most exchange programmes provide a safe study environment. The students always travel in a group.

**B:** Perhaps you're right. Anyway, I also believe they'll feel lonely, since they'll be far away from their family.

**A:** I see what you mean. On the other hand, it's actually easier to make friends on trips like that, since everyone is away from their family and classmates.

**B:** Yes, I agree. I guess it's a great opportunity for them to see the world.

## B Reading, viewing and writing

**B1** Greenland High School will go through redevelopment this summer. Read the principal's announcement and answer the questions below.

### Redevelopment announcement

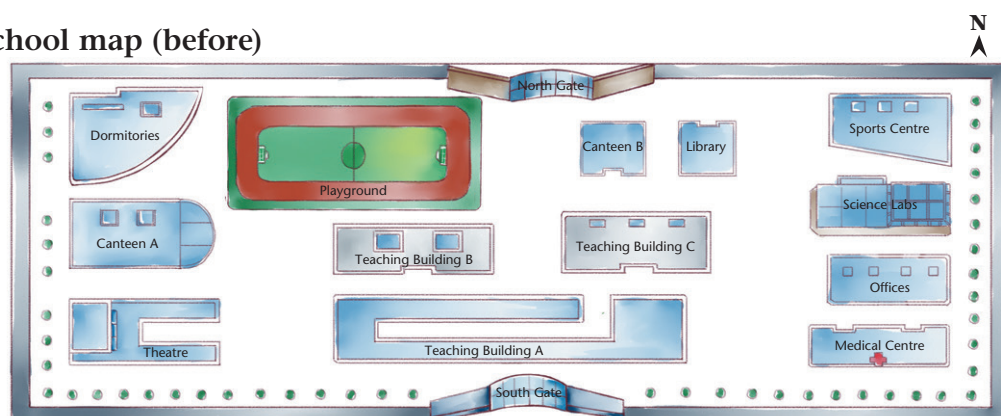
Dear Students,

We have recently finished planning the redevelopment of our school. It is our sincere hope that our students can be educated in a better environment with excellent facilities. To this end, we have decided to:

- turn Canteen B into an IT Centre to offer students and teachers modern learning and teaching facilities, and then connect it with the Library;
- redevelop part of the existing Sports Centre to create a multi-use game area—a dedicated and secure space for students to play and have fun;
- plant more trees inside the school to reduce traffic noise and give students a greener study environment.

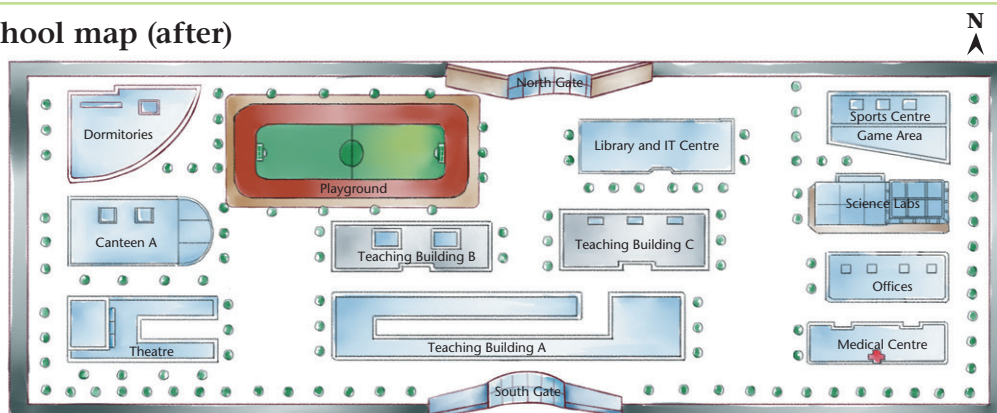
For more details, please refer to the following school maps.

School map (before)





School map (after)



Redevelopment will start this summer. We will try our best to make sure that most of the work is done outside of term so as to minimize the effect on school life. We will keep you informed as the project progresses. Please feel free to write to me if you have any suggestions on our redevelopment plan.

Yours faithfully,  
William Robinson  
Principal

- 1 What does the underlined word “minimize” in the last paragraph mean?
- 2 After having lunch at Canteen A, a student needs to go to the Library and then to the Science Labs. Look at “School map (before)” and describe the quickest way.

**B2** What do you think of Greenland High School’s redevelopment plan? Write an email to the principal about your ideas on the redevelopment plan and other changes that can be made.

Dear Principal,

I am writing to \_\_\_\_\_

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Purpose of the email

Ideas and suggestions

Conclusion

Yours sincerely,

\_\_\_\_\_

## Appreciating language



*When we are no longer young, we look back on what we could have done better, and we think about the things we did not do. Read aloud the passage below about an old man's advice.*

### If I Were a Boy Again

If I were a boy again, I would try hard to know about and then deal honestly with myself, to study up my own weaknesses and strengths, and I would begin early enough, before faults had time to become habits.

If I were a boy again, I would practise perseverance, and never give up because it was hard to do something. If we want light, we must conquer darkness. There is nothing more valuable than a determination to persevere when the right thing needs to be done. It can sometimes equal genius in its results.

If I were a boy again, I would build a habit of attention, and I would let nothing come between me and the subject at hand: an ice skater never tries to skate in two directions at once. One of our great mistakes, while we are young, is that we do not focus strictly on what we are doing at that particular moment. It is easy to learn how to pay attention, if we begin early enough.

If I were a boy again, I would try to become a fearless person. I would consider courage as one of the highest achievements of life. Dangers will arise in any place, at any time, but presence of mind will often conquer the worst of them. Be prepared for any fate, and there is no harm to be feared.

If I were a boy again, I would look on the cheerful side of everything. Life is like a mirror; if you smile upon it, it smiles back again on you, but if you frown, you will be sure to get a similar look in return. Inner sunshine warms not only the heart of the owner, but all who come in contact with it.

(Adapted from "If I Were a Boy Again: A Plain Talk with My Nephews", by James Thomas Fields)



## Unit 2 Let's talk teens

### Exploring language

**A** Fill in the blanks with proper words. The first letter of some words has been given.

- 1 People under a lot of s\_\_\_\_\_ may experience sleep problems.
- 2 After a heated a\_\_\_\_\_, we finally reached agreement.
- 3 There is growing c\_\_\_\_\_ over the impact of climate change.
- 4 Parents are a bit a\_\_\_\_\_ about their children's safety when they first leave home.
- 5 The poor artist s\_\_\_\_\_ to bring up a family on very little money.
- 6 Jack drew some money out of his \_\_\_\_\_ to pay the rent.
- 7 —Are they really doing this without being paid?  
—Yes. All the people taking part in the activity are \_\_\_\_\_.
- 8 Many websites are aimed at providing information or suggestions on teenagers' physical and \_\_\_\_\_ health.

**B** Fill in the blanks with the correct forms of the phrases in the box below.

back down  
go through

cheer up  
result in

depend upon  
shoot up

get along  
turn out

- 1 I feel pity for what you had to \_\_\_\_\_.
- 2 They \_\_\_\_\_ quite well. Their friendship is based on common hobbies.
- 3 The heavy rain \_\_\_\_\_ a traffic jam.
- 4 If we \_\_\_\_\_ on this issue now, they will assume we are weak.
- 5 It \_\_\_\_\_ that we made a right decision to leave early.
- 6 You can \_\_\_\_\_ Tim—he's the most reliable man I know.
- 7 Peter \_\_\_\_\_ since I saw him last time. He is now much taller than me.
- 8 \_\_\_\_\_—there must be a way of working out the problem.



**C** Join each pair of sentences to form a compound or complex sentence.

1 Mary was ill. She was absent from school.

---

2 He graduated from college. He set up a company of his own.

---

3 I grew older. I became interested in designing clothes.

---

4 Why did he make the decision? I struggled to understand the reason.

---

5 You don't hurry up. We will miss the train.

---

6 You take action immediately. You are likely to succeed.

---

7 I am on a diet. I find it hard to completely stay away from chocolate.

---

8 It turned out to be a lovely day. We decided to go out for a walk.

---

**D** Fill in the blanks with proper words or the correct forms of the words in the brackets.

Dear Dr Wang,

I am writing to ask for some advice about my 15-year-old son. He is our only child and we treat him very well, but we can never see eye to eye with him (1) \_\_\_\_\_ anything. Recently, he has refused to do his homework. His teacher also told me that his (2) \_\_\_\_\_ (perform) at school was poor. We were very (3) \_\_\_\_\_ (concern) for him.

Yesterday, we asked him to finish his homework first, (4) \_\_\_\_\_ he asked us to leave him alone. He just shut the door in (5) \_\_\_\_\_ (angry). His mother struggled to calm down instead of getting into an (6) \_\_\_\_\_ (argue) with him.

What can we do? We are eager (7) \_\_\_\_\_ (improve) the situation. We look forward to (8) \_\_\_\_\_ (hear) from you.

Best wishes,

An anxious father





## Building skills

### A Reading and speaking

**A1** The story is about a girl going through a difficult time in life. Read the story and answer the questions below.

"Nothing will ever be the same again," Ally said to herself.

Ally's father died last summer. It wasn't fair, Ally thought. Dad was young and had never been sick. Why had his heart suddenly stopped? Ally sank slowly into her father's favorite chair and looked at his picture on the bookcase. Ally smiled. "I miss you, Dad," she said softly.

She felt a hand smoothing her hair and looked up. "Why don't you come outside with me, Ally?" her mother asked. "The birds are nesting in the woods. By this time last year you'd already taken dozens of pictures."

But her mother must know birdwatching wouldn't be the same this year. How could it be? Ally wondered. Ever since she could remember she and Dad had been a team, searching the woods for the special wood warbler. "I'll be out in a while, I promise," she answered.

After her mother left, Ally reached for the photo album she and Dad had put together. On the cover was a photo of a tiny yellow bird with blue-gray wings and black eyes. Dad cut it from a local newspaper. Ally smiled, remembering the excited look on Dad's face when he showed her the pretty bird.

"I can't believe someone spotted this little guy way up here in New Jersey," he said. "Wood warblers are usually found in the south, not this far north. I bet if we search real hard, Ally, we'll see this little guy together someday."

Ally closed her eyes. She loved thinking about the times she and Dad had spent searching the woods for the little bird. They'd never spotted the warbler, but her father had an amazing way of making each outing seem special. He was her best friend, and when they were together Ally felt comfortable, as she did when she had her favorite blue sweatshirt on.

If only I could get that good feeling back, she thought, sighing.

- 1 What does the underlined phrase "wood warbler" in the fourth paragraph mean?
- 2 Why is birdwatching so important in this story?



**A2** Ally is struggling with the loss of a loved one. In pairs, role-play a conversation between Ally and her friend, who is offering support. Use the example below to help you and pay attention to the expressions in bold. Switch roles after you finish.

**Friend:** I understand how you must feel, but **cheer up**, Ally.

**Ally:** I'd like to, but I **can't help thinking of** the time Dad and I spent together. I really miss him.

**Friend:** That must be the sweetest memories you've ever had.

**Ally:** **That's true** ... Dad was a very positive person and loved nature. We used to go birdwatching a lot.

**Friend:** **Why don't you write about** the days when you went birdwatching with your dad? **I'm sure it'll make you feel better.**

**Ally:** I will. Thank you!

**Friend:** I think it's also a good idea to talk to your mother, friends or teachers about your feelings. We all care about you. **It's no good** keeping all the pain to yourself.

**Ally:** I'll try. I know you all care about me.

**Friend:** **Exactly.** We are all ready to help you move forward with your life. Your father would also want you to be happy.

**Ally:** Thank you. **I feel much better now.**

## B Listening and writing



**B1** Leo is talking about the problems he has with his mum. Listen to the talk and tick the things he says his mum wants him to do in the boxes below.

☐ 1 study for exams

☐ 7 do homework

☐ 2 go to university

☐ 8 do housework

☐ 3 be famous

☐ 9 read sports magazines

☐ 4 find a good job

☐ 10 go to bed

☐ 5 play sport

☐ 11 get up early

☐ 6 watch TV

☐ 12 use the mobile phone





**B2** The next day, Leo's mum and dad discussed what to do with Leo. Listen to their conversation and complete the notes below.

Main problems	Solutions
Leo is not doing that well at school. <ul style="list-style-type: none"><li>His latest <sup>(1)</sup> _____ aren't good, though not terrible.</li><li>He is having too much <sup>(2)</sup> _____.</li></ul>	Make a <sup>(3)</sup> _____ to strike a balance between sport and schoolwork.
Leo is spending too much time on his smartphone. <ul style="list-style-type: none"><li>He is always looking down at his phone. One day, he was chatting with his friend on the phone after <sup>(4)</sup> _____.</li><li>He always looks <sup>(5)</sup> _____.</li></ul>	Have <sup>(6)</sup> _____ for phone use at home.

**B3** Have you had a problem with your parent(s)? Write an email to your parent(s) to explain what the problem is and suggest a way you think you could solve it.

Dear _____,	
As you know, we recently had an argument about _____	Describing the problem
_____	
_____	
_____	
I think we can solve the problem together. _____	Suggesting solutions
_____	
_____	
I hope that _____	Stating the result you wish to see
_____	
_____	
Love from,	
_____	



## Appreciating language



*Our childhood, when we are cared for by our parents, may be one of the happiest moments in our lives. Read aloud the excerpt below about such a happy moment.*

There were three of them. Roberta was the eldest. Of course, mothers never have favourites, but if their mother HAD had a favourite, it might have been Roberta. Next came Peter, who wished to be an engineer when he grew up; and the youngest was Phyllis, who meant extremely well.

Mother did not spend all her time in paying dull calls to dull ladies, and sitting dully at home waiting for dull ladies to pay calls to her. She was almost always there, ready to play with the children, and read to them, and help them to do their home-lessons. Besides this she used to write stories for them while they were at school, and read them aloud after tea, and she always made up funny pieces of poetry for their birthdays and for other occasions, such as the refurnishing of the doll's house, or the time when they were ill.

These three lucky children always had everything they needed: pretty clothes, good fires, a lovely nursery with heaps of toys, and a Mother Goose wallpaper. They had a kind and merry nursemaid, and a dog who was called James, and who was their very own. They also had a father who was just perfect—never cross, never unjust, and always ready for a game—at least, if at any time he was NOT ready, he always had an excellent reason for it, and explained the reason to the children so interestingly and funnily that they felt sure he couldn't help himself.

You will think that they ought to have been very happy. And so they were, but they did not know HOW happy till the pretty life in the Red Villa was over and done with, and they had to live a very different life indeed.

The terrible change came quite suddenly.

(Adapted from *The Railway Children*, by Edith Nesbit)





## Unit 3 Getting along with others

### Exploring language

**A** Fill in the blanks with proper words. The first letter of some words has been given.

- 1 I deeply r\_\_\_\_\_ David for what he has achieved in the field of AI.
- 2 His mother is a g\_\_\_\_\_ woman. She is willing to offer help.
- 3 I should a\_\_\_\_\_ for failing to keep my promise.
- 4 We spent a pleasant holiday in the c\_\_\_\_\_ of good friends.
- 5 Living in the countryside is one of the happiest m\_\_\_\_\_ in my life.
- 6 We should never \_\_\_\_\_ a person when we meet them for the first time.
- 7 I wrote her an email, but she didn't \_\_\_\_\_.
- 8 —I haven't seen John for ten years. He has changed a lot.  
—Yes. I didn't \_\_\_\_\_ him when I saw him yesterday.
- 9 They managed to \_\_\_\_\_ from the burning building.
- 10 —How can I \_\_\_\_\_ you?  
—You can call me or leave a comment on social media.

**B** Fill in the blanks with the correct forms of the phrases in the box below.

bring out  
result from

count on  
in any case

move on  
at a loss

make it  
in person

- 1 We will make an apology for not being able to \_\_\_\_\_ to the meeting on Sunday.
- 2 I know it isn't easy but \_\_\_\_\_, we will get over the difficulties.
- 3 The car accident \_\_\_\_\_ the driver's careless driving.
- 4 You should give a letter of invitation to the director \_\_\_\_\_.
- 5 I've done the same job for over ten years—it's time to \_\_\_\_\_.
- 6 It is believed that a difficult situation can always \_\_\_\_\_ the best and the worst in a person.
- 7 You can always \_\_\_\_\_ Mary when you are in trouble. She is very reliable.
- 8 She was completely \_\_\_\_\_ when she learnt her son had left home.



**C** Fill in the blanks with proper relative pronouns or "preposition + which" where necessary.

- 1 All my classmates enjoyed the cake \_\_\_\_\_ I made.
- 2 She has a brother \_\_\_\_\_ name I can't remember.
- 3 It is believed by many people that the man \_\_\_\_\_ makes no mistakes does not usually make anything.
- 4 My sister Tina likes reading novels \_\_\_\_\_ were written by Charles Dickens.
- 5 It is an Australian company \_\_\_\_\_ logo looks like a red kangaroo.
- 6 The book \_\_\_\_\_ I borrowed from the library yesterday is very interesting.
- 7 This is the best film \_\_\_\_\_ we have ever made about friendship.
- 8 I really admire people \_\_\_\_\_ can work in such difficult conditions.
- 9 The man \_\_\_\_\_ we met in the street just now used to be my English teacher.
- 10 I admire the way \_\_\_\_\_ he solves the problem.

**D** Translate the following sentences into English. Use the words and phrases in the brackets.

- 1 她很累，想要好好睡一觉。(feel like)
- 2 多次失败使他逐渐丧失了信心。(failure; eat away at)
- 3 在主题公园里，她从来不让女儿走出她的视线。(out of one's sight)
- 4 依我看，这两部小说有很多共同之处。(in one's opinion)
- 5 坦白说，昨天晚上的会议并不成功。(frank)
- 6 旅游的众多好处之一就是了解当地的文化。(benefit)
- 7 他有许多良好的品质，比如诚实和独立。(quality)
- 8 如果你有心理健康方面的问题，请咨询专家。(seek)



## Building skills

### A Listening and speaking



**A1** The president and the secretary of the school Adventure Club are deciding whether a student can be vice-president of the club. Listen to the conversation and complete the notes describing the student below.

**Liu Dong:**

- enjoys <sup>(1)</sup> \_\_\_\_\_;
- has experience of <sup>(2)</sup> \_\_\_\_\_;
- knows a lot about <sup>(3)</sup> \_\_\_\_\_;
- is a little too <sup>(4)</sup> \_\_\_\_\_;
- does not <sup>(5)</sup> \_\_\_\_\_ much;
- is very <sup>(6)</sup> \_\_\_\_\_ of himself;
- may be unfriendly.



**A2** The president and the secretary later came up with an idea. Then the secretary called Liu Dong to tell him their decision. Listen to the voicemail and complete the notes below.

#### Secretary's message

- **Decision**

Accepted as vice-president of the club with a trial period lasting  
<sup>(1)</sup> \_\_\_\_\_

- **Reasons**

- Always wanting to have <sup>(2)</sup> \_\_\_\_\_
- Being good at <sup>(3)</sup> \_\_\_\_\_

- **Requirements**

- Working in a <sup>(4)</sup> \_\_\_\_\_ and listening to others' ideas
- Trying to be <sup>(5)</sup> \_\_\_\_\_



**A3** In pairs, role-play a conversation between Liu Dong and his friend, asking for and giving advice on how to get on well with others. Use the example below to help you and pay attention to the expressions in bold. Switch roles after you finish.

**Liu Dong:** The secretary of the Adventure Club said I should be friendlier and get on better with others. **What can I do?**

**Friend:** **I think it's a good idea to** always smile at others. It makes them think you're friendly and they'll be willing to make friends with you.

**Liu Dong:** I will! **You know**, sometimes I feel nervous when talking to other people, especially those I don't know well. **Is there anything else I should do?**

**Friend:** Always be a good listener and remember to make eye contact. This shows you're interested in what they say.

**Liu Dong:** **Good idea. And what if** I don't agree with them?

**Friend:** **It's natural that** people disagree with others, but **you need to** respect different opinions. **Instead of trying** to change others' opinions, accept that they're different. **I hope you'll find these ideas helpful.**

## B Reading and writing

**B1** The magazine article describes the great lengths one boy went to when his friend was in danger. Read the article and answer the questions below.

How far would you go to help a friend? Jeremy Savage, aged 17, and Ian Marshall, aged 16, both from Canada, had their friendship tested to the limit on a recent trip to the Rocky Mountains with their parents.

On Saturday morning, the two boys decided to climb Cathedral Mountain by themselves while their parents relaxed at the campsite. After three hours, they reached the top and enjoyed the beautiful view from the mountaintop.

However, trouble began when they started the climb down. On one very dangerous part of the mountain, Ian fell three metres off the side of the path. Jeremy climbed down to where Ian was and found him badly injured and not able to move. Jeremy had to decide what to do. He needed help but he did not want to leave his friend. He cleaned the dirt and blood from Ian's face and hands, and then tried to help Ian stand up, but Ian's right leg was hurting too much. They had to wait and hope that help would come.

Meanwhile, as darkness started to fall, their parents back at the campsite became very worried that the boys had not returned. They got in touch with park workers and began searching for the boys. Soon more than 20 people were looking for them on Cathedral Mountain.

While they waited for help, Jeremy gave Ian his food and water and let him lie on his jacket. As the evening grew darker and the temperature dropped,



At sunrise, Jeremy decided that the only way to help his friend was to carry him down the mountain. So, they started the long climb back to the campsite. Sometimes Jeremy carried Ian on his back. Sometimes he carried him in his arms. Finally, after four long and tiring hours, they came across their parents, who were relieved to see them. "I will always remember what Jeremy did for me," said Ian afterwards. "He saved my life. That is the greatest thing that a person can do for his friend."

- 1 What does the underlined word “relieved” in the last paragraph mean? Find its antonym (a word with an opposite meaning) in the magazine article.
- 2 Complete the timeline of the main events that happened in the article below.

● *On Saturday morning:* The boys \_\_\_\_\_.

● *Three hours later:* The boys \_\_\_\_\_.

● *While climbing down:* Ian \_\_\_\_\_.

● *As darkness fell:* People started \_\_\_\_\_.

● *At night:* The boys \_\_\_\_\_.

● *At sunrise:* \_\_\_\_\_ down the mountain.

▼ *Four hours later:* The boys \_\_\_\_\_.

**B2** *What Jeremy and Ian experienced was a test of their friendship. Rewrite the story from Jeremy's or Ian's point of view. Add details about what happened and how you felt.*

It all happened one weekend when we went camping in the Rocky Mountains.



## **Appreciating language**



*Poets from around the world have written about friendship. Read aloud the two poems below about friendship.*

### **Parting**

By Wang Wei

Morning rain at Weicheng settles dust light,  
The country inn is green with fresh willows around.  
Drink one more cup at this moment, I invite,  
For west of Yangguan Pass, no friends will be found.  
(Translated by Gu Danke)

### **The Arrow and the Song**

By Henry Wadsworth Longfellow

I shot an arrow into the air,  
It fell to earth I knew not where;  
For so swiftly it flew the sight  
Could not follow it in its flight.

I breathed a song into the air,  
It fell to earth I knew not where;  
For who has sight so keen and strong,  
That it can follow the flight of a song?

Long, long afterwards in an oak,  
I found the arrow still unbroke;  
And the song, from beginning to end,  
I found again in the heart of a friend.



## Unit 4 Looking good, feeling good

### Exploring language

**A** Fill in the blanks with proper words. The first letter of some words has been given.

- 1 —How was the operation?  
—It p\_\_\_\_\_ a complete success.
- 2 —What's your s\_\_\_\_\_ for this morning?  
—I'll have a meeting at 10 and a working lunch with Jane at 12.
- 3 —Why is this kind of exercise helpful?  
—Because it can help the brain f\_\_\_\_\_ better.
- 4 —Does the new medicine work?  
—Yes. It's an extremely e\_\_\_\_\_ cure for this illness.
- 5 —We really ought to leave \_\_\_\_\_, or we will be in great danger.  
—You leave with Mary right now. I will catch up with you in a minute.
- 6 —I can't \_\_\_\_\_ on my work. There's so much noise going on.  
—Me neither.
- 7 —We all feel the \_\_\_\_\_ to perform well in school.  
—Exactly. We need to learn how to deal with it.
- 8 —Do you like children?  
—Yes. I'm a primary school teacher and dealing with children is the most important \_\_\_\_\_ of my work.

**B** Fill in the blanks with the correct forms of the phrases in the box below.

end up	focus on	take pride in	guard against	contribute to
live up to	slow down	go off	show off	stay up

- 1 You will be tired tomorrow if you \_\_\_\_\_ late tonight.
- 2 She always \_\_\_\_\_ her sons' achievements in the field of computer science.
- 3 It was said that smoking \_\_\_\_\_ his early death.
- 4 The car \_\_\_\_\_ because there was ice on the road.
- 5 The lights suddenly \_\_\_\_\_ and we were left in the dark.
- 6 Regular exercise helps \_\_\_\_\_ a lot of illnesses.
- 7 The concert was fantastic—it \_\_\_\_\_ all our expectations.
- 8 We will \_\_\_\_\_ developing Chinese culture and better presenting China to the world.
- 9 Tom \_\_\_\_\_ his new digital watch to his classmates right now.
- 10 Many girls skip meals to lose weight but most of them \_\_\_\_\_ putting on weight again.



**C** Fill in the blanks with proper relative pronouns or adverbs where necessary.

- 1 This is the house \_\_\_\_\_ Shakespeare was born.
- 2 This is the film \_\_\_\_\_ I talked about last time.
- 3 I don't know the reason \_\_\_\_\_ he looks unhappy these days.
- 4 She is the person \_\_\_\_\_ you can turn to for help.
- 5 I'll never forget the moment \_\_\_\_\_ our team won the match.
- 6 Give me a reason \_\_\_\_\_ is different from the one you gave last time.
- 7 Do you remember those days \_\_\_\_\_ we spent in that poor wooden house?
- 8 This is the park in \_\_\_\_\_ we had a picnic last Sunday.
- 9 I still remember the day \_\_\_\_\_ I travelled by plane for the first time in my life.
- 10 This is the museum \_\_\_\_\_ we visited during our class trip.
- 11 They all lent a helping hand to the man \_\_\_\_\_ house had been burnt down.
- 12 They finally arrived at a place \_\_\_\_\_ a high tower stood.

**D** Translate the following sentences into English. Use the words and phrases in the brackets.

- 1 医生们对她康复的速度感到惊讶。(recovery)
- 2 你应该记住它，更重要的是，你应该理解它。(what's more)
- 3 她的英语很好。此外，她还在学习德语。(in addition)
- 4 那时，留学对我来说似乎还是遥不可及的。(out of reach)
- 5 这一措施短期内可能不会有明显的效果，但长远来看会有积极的结果。(in the short/long term)
- 6 他从小就表现出了惊人的绘画天赋。(talent)
- 7 我总是早早开始，而不是把一切留到最后。(rather than)
- 8 电话里她听上去非常害怕。(frightened)



## Building skills

### A Reading and speaking

**A1** Scientists have been working hard to understand and control weight gain. Read the magazine article about some scientific developments in this field and answer the questions below.

Have you ever noticed that some people can eat what they want and stay in shape, while others carefully watch what they eat and still put on weight? How frustrating! However, scientists are beginning to believe that some people get the ability to stay thin from their parents.

Scientists say that when some people eat, their bodies will naturally store the excess energy from food as fat. These people gain weight if they eat more than they need each day. Meanwhile, other people eat more than they need but their bodies are able to “burn off” the extra food without making fat, so they rarely have weight problems.

To show that this is true, scientists have experimented on laboratory mice. They gave the mice a special diet with a lot of fat. Some mice gained weight while the other mice stayed thin, even though both groups of mice ate the same amount of food and got the same amount of exercise. Scientists concluded that weight gain seemed to be influenced by genetic factors. They also believe they have now identified the genes that may cause this tendency. These genes, according to the scientists, get passed down the generations. Armed with this knowledge, they believe it may be possible to develop medicines that can target the genes and stop people from gaining weight.

The study of weight gain is becoming more important as the number of people who are overweight continues to grow. In the United States, over seventy per cent of the population have weight problems. This means they are at risk of illnesses such as high blood pressure and heart disease.

Current medicines for weight control do not work very well because they can have serious side effects, such as heart problems. However, it takes a long time to develop and thoroughly test new drugs. Therefore, despite this breakthrough in the study of weight-loss drugs, scientists and health professionals all agree that currently the best way to control weight gain is to have a healthy, balanced diet and an active lifestyle with daily exercise. This will not only help people avoid becoming overweight, but also help them stay healthy and energetic.

- 1 What does the underlined phrase “the excess energy” in the second paragraph mean?
- 2 What experiment did scientists do and what did they learn from it?



**A2** In turns, describe what happens to the boy in the pictures below. You may give a name to the boy and add details. You should talk about the changes in the boy's lifestyle and body shape. Use the example below to help you and pay attention to the expressions in bold.



Before



After

In the first picture, we see Charley is overweight. So he makes up his mind to lose weight. **Instead of** eating junk food and sitting around, Charley starts exercising. He goes running nearly every day. He has also changed to a balanced diet. He eats fruit and vegetables **rather than** chips and fried chicken. He starts eating a bowl of low-fat yogurt after meals. He is gradually losing weight and looks thinner **as compared with** what he looks like in the first picture. The second picture shows Charley has really slimmed down and looks much healthier.

## B Listening and writing



**B1** James and Laura are talking about their lifestyles and plans. Listen to the conversation and decide whether the following statements are true (T) or false (F). Circle your answers.

- 1 James can't go cycling with Laura because he doesn't have a bike. T / F
- 2 James wants to play computer games tomorrow. T / F
- 3 Laura wants to watch the end of a new TV series. T / F
- 4 James eats too much junk food. T / F
- 5 Laura invites James to come to a camp with her. T / F
- 6 James is interested in the activity camp. T / F







**B2** The next day James left Laura a voicemail. Listen to the voicemail and complete the notes below.

- **James's problem: having a pretty** <sup>(1)</sup> \_\_\_\_\_ **lifestyle**
  - Spending too much time in front of the computer and the TV;
  - Eating too much <sup>(2)</sup> \_\_\_\_\_;
  - Putting on weight.
- **James's action plan: trying to** <sup>(3)</sup> \_\_\_\_\_ **a bit**
  - Learning more about nutrition;
  - Eating fewer chips and more <sup>(4)</sup> \_\_\_\_\_;
  - Going to an <sup>(5)</sup> \_\_\_\_\_ with Laura;
  - Spending less time on computer games and watching less TV;
  - Getting <sup>(6)</sup> \_\_\_\_\_ more.

**B3** It is important to think about one's health. Write an article calling for a healthy lifestyle.

Nowadays, many people have unhealthy lifestyles, often without realizing it. For example, \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Describing  
the problem

Living healthily is very important. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Stating the  
importance  
of a healthy  
lifestyle

To improve our lifestyle, \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Giving  
advice on  
how to live  
healthily

Having a healthy lifestyle is not hard or expensive. Let's make a change right now!

Calling for  
action



## Appreciating language



Every one of us is unique. Read aloud the poem below about self-confidence.

### I Am Me

By Virginia Satir

In all the world, there is no one else exactly like me  
Everything that comes out of me is authentically me  
Because I alone chose it—I own everything about me  
My body, my feelings, my mouth, my voice, all my actions,  
Whether they be to others or to myself—I own my fantasies,  
My dreams, my hopes, my fears—I own all my triumphs and successes,  
All my failures and mistakes because I own all of me  
I can become intimately acquainted with me  
By so doing, I can love me and be friendly with me in all my parts  
I know there are aspects about myself that puzzle me,  
And other aspects that I do not know  
But as long as I am friendly and loving to myself,  
I can courageously and hopefully look for solutions to the puzzles  
And for ways to find out more about me  
However I look and sound, whatever I say and do, and  
Whatever I think and feel at a given moment in time  
Is authentically me  
If later some parts of how I looked, sounded, thought and felt  
Turn out to be unfitting, I can discard that which is unfitting,  
Keep the rest, and invent something new for that which I discarded—  
I can see, hear, feel, think, say, and do  
I have the tools to survive, to be close to others, to be productive,  
And to make sense and order out of the world of people  
And things outside of me  
I own me, and therefore I can engineer me  
I am me and I AM OKAY



# Appendices

## Text notes

### Unit 1

- 1 Study without thinking leads to confusion; thinking without study ends in puzzlement. — Confucius (page 1)  
学而不思则罔,思而不学则殆。——孔子  
本句出自《论语》。《论语》是记录中国古代伟大思想家、教育家孔子及其弟子思想和言行的一部重要典籍。这句话论述了学与思的辩证关系,指出学与思要结合起来。
- 2 I can't wait to describe to you what senior high school life is like. (page 2, lines 4–5)  
我迫不及待地要向你们描述一下高中生活是什么样子的。  
句中 can't wait to do sth 意为“迫不及待地要去做某事”,强调心情非常兴奋和急切。类似的表达还有 can hardly wait to do sth。如:  
*Jamie could hardly wait to get started.*  
杰米迫不及待地想开始。
- 3 However, for those of you with a positive mind, opportunity lies in each challenge. (page 2, lines 7–9)  
但是,对你们当中思维积极的人来说,机会存在于每一个挑战中。  
句中 lie in 意为“在于”,主语常为抽象名词。如:  
*The problem lies in how to find the right people to do the job.*  
问题在于怎么找到合适的人来做这个工作。
- 4 Put simply, potential is your natural ability that can be developed when you try hard enough. (page 3, lines 14–15)  
简而言之,潜能是你与生俱来的能力,当你足够努力时,潜能就能得到开发。  
句中 put 意为“表达,叙述,说明”。put simply 表示“简单地说,简而言之”。类似的表达还有 to put it simply。如:  
*To put it simply, the meeting is a waste of time.*  
简而言之,这次会议就是浪费时间。
- 5 Over the next three years, you will discover your potential while you develop as a student and as a person. (page 3, lines 19–20)  
在今后的三年里,你们作为学生和个体成长的同时,将会发现自己的潜能。



句中 **over** 意为“在……期间”。如：

*Over the next few days, they got to know each other well.*

在随后的几天里，他们就彼此很熟悉了。

- 6** Of equal importance are good study habits, useful skills and a positive attitude.  
(page 3, line 25)

同样重要的还有良好的学习习惯、实用的技能和积极的态度。

本句为倒装句，主语为 **good study habits, useful skills and a positive attitude**，因主语较长，使用倒装结构可以使句子更为平衡。如：

*In the classroom are forty Chinese students, twenty American students and two teachers.*

教室里有四十名中国学生、二十名美国学生和两位老师。

- 7** In time you will find yourself growing into a well-rounded individual. (page 3, lines 29–30)

最后，你们会发现自己逐渐全面成长。

- (1) 句中 **in time** 意为“终于，最后”。如：

*I am sure in time you will understand why she made that choice.*

我相信最终你会理解她为何会做那个选择。

- (2) 句中 **well-rounded** 是复合形容词，意为“全面的”。复合形容词通常由两个或两个以上的单词构成，词与词之间常加连字符“-”。“副词 + 动词的过去分词”是构成复合形容词的方式之一。如：

*well-known* 著名的 *highly-developed* 高度发达的

- 8** This will remind you of what you are working for and keep you focused. (page 7)

这会提醒你为了什么而努力并且让你精力集中。

句中 **remind sb of ...** 意为“提醒某人……，使某人想起……”，后面可以加疑问词引导的从句，也可以加名词。如：

*This song reminds me of my hometown.*

这首歌让我想起了我的家乡。

此外，**remind sb** 后接动词不定式或从句，可表示“提醒某人……”。如：

*My father reminded me to write an email.*

我父亲提醒我写封电子邮件。

*He reminded me that I should finish reading the book today.*

他提醒我今天应该要读完这本书。

- 9** Last year, I had the chance to study at a British secondary school as an exchange student. (page 11, lines 1–2)

去年，我有机会作为交换生在英国的一所中学学习。

英美“初、高中”表达法分别如下：



英国: *secondary school* 中学 (包括初中和高中)

美国: *high school* 中学 *junior high school* 初中 *senior high school* 高中

**10** We were both in year ten and we got on well. (page 11, line 3)

我们俩都在十年级,并且相处得很好。

英美学校年级表达法有所不同,英国用 *year*, 美国用 *grade*。例如,表达“十年级”,英国常用 *year ten*, 美国常用 *tenth grade*。

**11** Each teacher has their own classroom and the students move around for every lesson. (page 11, lines 10–11)

每位老师有各自的教室,学生每节课去不同的教室。

英国学校实施“走班制”,每位教师有自己的教室,而学生并没有固定的场所,每一位学生每天按照自己的课表穿梭于各个教室之间。

**12** I found Maths quite easy and enjoyable because the material was less advanced in the UK than in China. (page 11, lines 16–17)

我觉得数学相当容易、令人愉快,因为英国的教材难度没有中国的高。

本句为主从复合句,主句 *I found Maths quite easy and enjoyable* 为“主语 + 谓语 + 宾语 + 宾补”的结构;*because* 引导一个原因状语从句,说明原因;在原因状语从句中,*than* 引导一个省略了 *it was* 的比较状语从句。

**13** Class discussion is very important in the UK, but I could not make a great contribution because sometimes I wasn't able to express myself clearly in English. (page 11, lines 19–21)

在英国,课堂讨论很重要,但是我做不了多大的贡献,因为有时我无法清晰地用英语表达自己的看法。

句中 *contribution* 意为“贡献”,常用于 *make contributions/a contribution to* 的短语中。如:

*We will make greater contributions to world peace and development through our own development.*

我们将以自身发展更好维护世界和平与发展。

**14** The one that attracted me most was the Rugby Club. (page 12, lines 29–31)

最吸引我的是橄榄球俱乐部。

*rugby* 指橄榄球运动,在英国非常流行。球员不穿护具,比赛用球为椭圆形,状似橄榄。橄榄球运动分为两大阵营:联合会橄榄球 (*Rugby Union*) 和联盟橄榄球 (*Rugby League*),两者规则稍有区别,前者每队有 15 名球员,后者每队有 13 名球员。

**15** I still have photos of myself acting in William Shakespeare's *A Midsummer Night's Dream*. (page 12, lines 33–35)

我至今还留着自己在威廉·莎士比亚的《仲夏夜之梦》中的剧照。





《仲夏夜之梦》是英国剧作家威廉·莎士比亚创作的一部富有浪漫色彩的喜剧,讲述了一对有情人终成眷属的爱情故事。《仲夏夜之梦》被公认为莎士比亚的杰作,是莎士比亚作品中演出次数最多、最受观众喜爱的喜剧之一。

## Unit 2

- 1 I don't know what "home" is, but unhappiness and worries melt away once there.

—Bing Xin (page 15)

“家”是什么,我不知道,但烦闷——忧愁,都在此中融化消灭。——冰心

本句出自中国著名诗人、翻译家、儿童文学家冰心的诗集《繁星》。这句话描绘了家的温馨,体现了诗人对家的向往。

- 2 Teenagers' physical changes may result in such family tensions. (page 16, lines 7–8)

青少年的身体变化可能会导致这样的家庭关系紧张。

- (1) 句中 **result in** 意为“导致,造成”。如:

His carelessness resulted in a terrible mistake.

他的粗心大意导致了重大失误。

- (2) 句中 **tension** 意为“心情紧张的状态,关系紧张的状态”,可用作可数名词或不可数名词,作可数名词时常用复数形式。如:

The event resulted in international tensions.

该事件导致了国际局势紧张。

- 3 When it all gets too much, your parents are often the first targets of your anger.

(page 16, lines 11–13)

当这一切让你不堪重负时,父母常常会成为你发泄愤怒的首选目标。

句中 **target** 意为“(攻击的)目标,对象”,此外它还可以表示“目标,指标”。如:

Open windows are an easy target for the thief.

开着的窗户很容易成为小偷的目标。

The city reached its target of recycling 50% of its waste.

该市实现了回收 50% 垃圾的目标。

- 4 You enter a strange middle ground—no longer a small child but not quite an adult.

(pages 16–17, lines 15–16)

你进入到一个陌生的中间地带:不再是个小孩子但也还算不上是个成年人。

句中 **middle ground** 意为“中间地带,中间立场”。如:

The dancer now occupies the middle ground between ballet and folk dance.

这位舞者现在的风格介于芭蕾和民族舞之间。



- 5 You have both a new desire for independence and a continued need for your parents' love and support. (page 17, lines 16–17)  
你既对独立充满新的渴望, 又对父母的爱与支持抱有不断的需求。  
句中 both ... and ... 连接两个并列的名词短语, a new desire 和 a continued need 形成对比, 表现出青春期孩子既想独立又离不开父母支持的矛盾心理。
- 6 On the other hand, when you are struggling to control your feelings, you wish they could be more caring and patient—sometimes they forget that growing up is a rough ride. (page 17, lines 20–22)  
另一方面, 当你努力想控制自己的情感时, 你希望他们能更加体贴, 更有耐心——有时候他们忘记了成长是一个艰难的过程。  
句中 a rough ride 意为“艰难时期, 艰难行程”。如:  
If the worst comes to the worst, our company could face a rough ride.  
如果出现最糟糕的情况, 我们公司可能会面临艰难的局面。
- 7 Perhaps they have experienced something similar and do not want you to go through the same pain. (page 17, lines 28–29)  
或许他们经历过类似的事情, 不想让你经受同样的痛苦。  
句中 go through 意为“经历, 经受(尤指苦难或艰难时期)”, go through 还可以表示“检查, 翻找”。如:  
He is going through a very difficult time.  
他正在经历一段非常艰难的时期。  
I went through my pocket for some coins.  
我翻口袋找几个硬币。
- 8 After you have thought it through, explain your actions and feelings calmly, listen carefully, and address their concerns. (page 17, lines 30–31)  
在你全面考虑之后, 冷静地解释你的行为和感受, 仔细倾听, 并设法消除他们的顾虑。
- (1) 句中 think sth through 意为“全面地考虑”。如:  
You have to think through what might happen before you make a decision.  
在做决定之前你必须全面考虑各种可能性。
- (2) 句中动词 address 意为“设法解决, 处理, 对付”。如:  
Your article does not address the real problem.  
你的文章没有试着解决实质问题。
- (3) 名词 concern 意为“担心, 忧虑”。如:  
We should respond to the general concerns of people of all countries.  
我们要积极回应各国人民普遍关切。



- 9 Just remember that it is completely normal to struggle with the stress that parent-child tensions create, and that you and your parents can work together to improve your relationship. (page 17, lines 33–35)

只要记住,无法轻松应对亲子关系紧张带来的压力是完全正常的,并且你和父母可以共同努力,改善关系。

本句为祈使句,动词 **remember** 后接两个 **that** 引导的宾语从句,此时引导第一个宾语从句的 **that** 可以省略,而引导第二个宾语从句的 **that** 不可以省略。该句中,第一个宾语从句中有一个 **that** 引导的定语从句,修饰先行项 **the stress**。

- 10 Everything will turn out all right in the end, and the changes and challenges of your teenage years will prepare you for adulthood. (page 17, lines 35–37)

最后一切都会好起来的。青少年时期遇到的变化和挑战会让你为成年做好准备。

句中 **turn out** 意为“结果是,原来是”,常用于 **It turns/turned out that ...** 的结构。如:

The meeting yesterday turned out very well.

昨天的会议非常顺利。

To my surprise, it turned out that I was wrong.

令我吃惊的是,原来是我错了。

- 11 There's no point in comparing you with others all the time. (page 21)

总是将你和其他人做比较是没有意义的。

句中 **There is no point in ...** 意为“……是没有意义的”。如:

There is no point in pushing them unless they really enjoy it.

除非他们真的喜欢它,否则逼迫他们是没有意义的。

- 12 When I do go out, they always ask, “Where are you going?” (page 22)

当我真的出去的时候,他们总是问:“你要去哪里?”

助动词 **do** 在此处用于对 **go out** 进行强调,后面的动词要用原形。如:

She did win first prize in the writing competition.

她确实获得了写作比赛的第一名。

- 13 “Mama and Her Bank Account” (page 25)

《妈妈的银行账户》(*Mama's Bank Account*) 是美国作家凯瑟琳·福布斯 (Kathryn Forbes) 的自传体短篇小说集。作者从孩子的视角叙述了 17 个温馨感人的小故事。这部短篇小说集回顾了 20 世纪初一个移居美国旧金山的挪威家庭的生活历程。移民生活远非家人想象的那般甜蜜美好,但一家人在妈妈的影响下,始终以智慧和坚毅面对着每天的挫折和挑战。只要有妈妈在,家人就充满了战胜困难、共渡难关的勇气。本文改写自书中的第一个故事。故事的内容是妈妈用一个不存在的银行账户,一个美丽的谎言,来确保孩子们生活无忧,快乐地长大成人。



14 Mama reached across the table and touched Papa's arm. (page 25, line 23)

妈妈将手伸到餐桌对面,碰了下爸爸的胳膊。

句中 reach 意为“(伸手)触及,去拿,去碰”,介词 across 意为“从一边到另一边”,这里 reach across the table 表示“伸长手臂去够桌子另一端的東西”。如:

Do not reach across the table in front of others to get something.

不要当别人面伸手到桌对面拿东西。

15 Whatever happened, we always knew we still had the Bank to depend upon.  
(page 26, lines 32–34)

无论发生什么事,我们总是知道我们还有“银行”可以依靠。

(1) 句中从属连词 whatever 意为“无论什么”,引导让步状语从句。如:

We shall love you whatever happens.

不管发生什么,我们都爱你。

(2) 句中 depend upon 意为“依赖,依靠”,upon 可以换成 on。本短语还可以表示“取决于”。如:

Your success will largely depend upon/on your will to win.

你的成功很大程度上取决于你求胜的意志。

16 And when I didn't—couldn't—answer, Mama said seriously, “It is not *good* for little ones to be afraid—to not feel secure.” (page 26, lines 45–46)

那一刻,我没有说什么,也什么都说不出来,妈妈认真地说:“让小孩子感到害怕,没有安全感,不是一件好事。”

句中 good 用了斜体,表示强调。如:

Women's place *was* in the home; it certainly isn't today.

妇女的位置过去是在家里,现在当然不是了。

## Unit 3

1 The glory of friendship is not the outstretched hand, nor the kindly smile, nor the joy of companionship; it is the spiritual inspiration that comes to one when he discovers that someone else believes in him and is willing to trust him.

—Ralph Waldo Emerson (page 29)

友谊的光辉并不在于伸出的援手或者善意的微笑,也不在于陪伴之时的快乐。它是当一个人发现有人相信他并愿意信任他时得到的精神鼓舞。

——拉尔夫·沃尔多·爱默生

本句出自美国著名散文家、诗人、思想家拉尔夫·沃尔多·爱默生的一首诗歌,阐释了他的友谊观。



- 2 Our original plan was to see a film at the cinema that afternoon. (page 30, line 7)  
那天下午,我们的原计划是在电影院看电影。  
句中 **original** 为形容词,意为“原始的,最初的”。**original** 还可以表示“独创的”。如:  
His paintings are highly original.  
他的绘画作品很有创意。
- 3 When I called her, she said she might not be able to make it to the cinema. (page 30, lines 8–9)  
当我打电话给她时,她说她可能去不了电影院了。  
句中 **make it** 意为“能够出席”,此外它还可表示“成功到达,准时赶上”。如:  
The train leaves in 30 minutes. I think we shall make it.  
火车三十分钟后开,我想我们能赶上。
- 4 But this friendship is worth saving: eight years is a long time! (page 31, line 18)  
但是这段友谊值得挽回:八年时间可不短!
- (1) 句中 **sth is worth doing** 意为“某事值得做”,**worth** 后面也可接名词。如:  
This proposal is worth careful consideration.  
这个提议值得仔细考虑。
- (2) **eight years is a long time** 中,主语 **eight years** 是持续的一段时间,表示一个整体数量,谓语动词用单数形式。表示整体数量的还有金钱、距离等。如:  
Ten thousand dollars has been spent on this project.  
已经有一万美元花在了这个项目上。
- 5 In any case, find an opportunity to have a full and frank talk with her. (page 31, lines 20–21)  
无论如何,找个机会和她深入、坦诚地谈一谈。
- (1) 句中 **in any case** 意为“无论如何,不管怎样”。其他含有 **case** 的常用短语还有: **in case** (以防)、**in this case** (既然这样)、**in that case** (如果是那样的话)。如:  
All these rules must be followed in any case.  
无论如何,所有的条例都必须遵守。  
Take an umbrella, in case it rains.  
带把伞吧,以防下雨。
- (2) 句中 **frank** 意为“坦诚的,坦白的”。如:  
To be frank, nobody likes you talking like that.  
老实说,没人喜欢你那么说话。
- 6 However, if your friend ignores your feelings or makes you suffer, it's time to rethink your relationship. (page 31, lines 27–28)  
然而,如果你的朋友忽视你的感受或者让你痛苦,那就要重新考虑你们的关系了。





- (1) 句中 **ignore** 意为“不理睬,无视”。如:

*She made a suggestion but they ignored it.*

她提了个建议,但他们不予理睬。

- (2) 句中 **suffer** 为不及物动词,意为“受苦”。**suffer** 还可用作及物动词,意为“遭受,忍受”。如:

*I can't stand by and see him suffer so much pain.*

我不能袖手旁观,看他遭受这么多痛苦。

**7 Yet these days, the modern tools that keep us connected are eating away at the meaning of friendship. (page 34)**

然而如今,使我们保持联系的现代工具正在侵蚀友谊的真义。

句中 **eat away at** 意为“侵蚀,腐蚀,逐渐破坏”。如:

*Seawater has eaten away at the rocks over time.*

随着时间的推移,海水已经侵蚀了这些岩石。

**8 Social media like blogs has come between us and the friends whom we love. (page 34)**

博客等社交媒体损害了我们和我们所爱的朋友之间的关系。

句中 **come between ... and ...** 意为“损害……之间的关系,离间”,它还可以表示“妨碍”。如:

*Never let anything come between you and your work.*

绝不要让任何事情妨碍你的工作。

**9 In Mark Twain's *Adventures of Huckleberry Finn*, the friendship which/that forms between Huck Finn and Jim is an important theme of the book, though they appear to be an unlikely pair. (page 35)**

在马克·吐温的《哈克贝利·费恩历险记》中,哈克·费恩和吉姆的友谊是本书的重要主题,虽然他们看起来不太会成为一对朋友。

- (1) 《哈克贝利·费恩历险记》是美国作家马克·吐温创作的长篇小说。故事的主人公是哈克贝利·费恩,他为了追求自由的生活,逃亡到密西西比河上。在逃亡途中,他遇到了黑奴吉姆,两个人历经了种种奇遇。小说赞扬了男孩哈克贝利的机智和善良,同时塑造了一位富有尊严的黑奴形象。

- (2) 句中 **unlikely** 是形容词,意为“(地点、人或者事情)非心目中的,非想象中的”。**unlikely** 还可以表示“未必会发生的,不大可能的”,常用结构有 **be unlikely to do sth**, **it is unlikely that ...**。如:

*The quiet, beautiful village was an unlikely place for such a thing.*

难以相信在这个宁静而美丽的村庄会发生这样的事情。



The weather is unlikely to clear up in a few days.  
= It is unlikely that the weather will clear up in a few days.  
几天内天气可能都不会放晴。

**10 It'll take up some of my spare time, but this friendship is worth my extra time and effort. (page 37)**

这会占用我的一部分空闲时间,但是这段友谊值得我付出额外的时间和努力。

(1) 句中 **take up** 意为“占用(时间、空间)”。如:

The desk takes up too much space.  
这书桌太占地地方了。

(2) 句中形容词 **extra** 意为“额外的,另外的”。如:

Guests at this hotel can use the swimming pool at no extra cost.  
这家旅店的客人们无需额外付费即可使用游泳池。

**11 “Of Friendship” (page 39)**

本文改写自弗朗西斯·培根的散文《论友谊》,该文收在《培根随笔集》中。弗朗西斯·培根是英国文艺复兴时期著名散文家、思想家、科学家、经验主义哲学家,被誉为“英国唯物主义的创始人”“整个实验科学的真正始祖”。《培根随笔集》由五十余篇美妙而富有哲理的文章构成,书中许多发人深思的语句成为指导后人思想言行的名句箴言。书的内容涉及人类生活的方方面面,语言简洁,文笔优美,说理透彻,警句迭出,几百年来深受各国读者喜爱。

**12 However, when we seek to be alone, we must be careful that we do not always escape into our own world. (page 39, lines 3–4)**

然而,当我们试图独处的时候,我们必须小心,不要总是逃避到自己的世界里去。

(1) 句中 **seek** 意为“试图,设法”,后面可以接动词不定式。如:

They are seeking to find an answer to this question.  
他们正设法找到这个问题的答案。

(2) 句中 **escape into** 意为“逃进”。如:

As a child he would often escape into a dreamworld of his own.  
小时候他常常躲进自己的梦幻世界中。

**13 Here, friendship has a double advantage—happiness takes on a greater meaning and a trouble shared becomes a trouble halved! (page 39, lines 13–15)**

在这里,友谊有双重优势——幸福有更大的意义,分担的烦恼减半!

句中 **take on** 意为“呈现,具有(特征、外观等)”。如:

This kind of animal can take on the colours of its environment to protect itself.  
这种动物能变成周围环境的颜色来保护自己。



- 14 As a result, if we are guided only by our own feelings, our judgements might be one-sided. (page 39, lines 23–24)

因此,如果我们纯粹被自己的感情所支配,我们的判断就可能是片面的。

句中 **one-sided** 为复合形容词,意为“片面的”。如:

*Be careful to avoid being one-sided when thinking about a problem.*

考虑问题的时候切忌片面。

- 15 Finally, it should be pointed out that enjoying the company of a crowd is not the same as being with friends. (page 40, lines 34–35)

最后,应该指出,与一群人在一起和与朋友在一起,不是一回事。

(1) 句中 **point out** 意为“指出”。如:

*We all too easily point out others' mistakes.*

我们都太过轻易地指出别人的错误。

(2) 句中 **company** 意为“陪伴”,为不可数名词。如:

*The two girls enjoyed each other's company.*

这两个女孩喜欢在一起。

- 16 Friends should be carefully chosen and relationships carefully developed. (page 40, lines 35–36)

选择朋友须谨慎,经营友情须用心。

本句为并列句的省略现象, **and** 连接的两个分句结构相同,谓语部分都有 **should be**, 那么可以省略第二个分句中的 **should be**。本句完整的形式应该是: **Friends should be carefully chosen and relationships should be carefully developed.**

- 17 “Missing Li Bai on a Spring Day” (page 41)

《春日忆李白》是唐代诗人杜甫怀念李白的诗作。课文中翻译了该诗的最后两句:“何时一樽酒,重与细论文。”这首诗高度评价了李白的诗歌创作,同时表达了杜甫对李白的怀念之情,见证了两位伟大诗人的友情。

## Unit 4

- 1 Beauty is being the best possible version of yourself on the inside and out.

—Audrey Hepburn (page 43)

美是从内到外做最好的自己。——奥黛丽·赫本

本句出自英国演员、慈善家奥黛丽·赫本。赫本外表优雅美丽,内心仁爱善良,这句话不仅阐释了赫本对美的理解,也是她本人的真实写照。

- 2 She then passed out in her morning PE lesson and was rushed to hospital. (page 44, lines 5–7)

然后她在早上的体育课上晕倒了,被迅速送往医院。



- (1) 句中 **pass out** 意为“昏迷,失去知觉”。如:  
*She nearly passed out when she heard the news.*  
听到那则消息时她差点晕过去。

- (2) 句中 **rush** 为及物动词,意为“急忙运送”。如:  
*The Red Cross rushed medicine to the war area.*  
红十字会将药品火速送往战区。

**3** Her doctor says that she will make a full recovery in a day or two. (page 44, lines 11–12)

她的医生说她会在一两天内完全康复。

句中名词 **recovery** 意为“康复”,其动词为 **recover**, **make a full recovery** 等于 **recover fully**。如:

*The doctors are confident that he'll make a full recovery. It's just a question of time.*

医生们确信他会完全康复,这只是个时间问题。

*After a few days of high fever, he began to recover.*

高烧几天后,他开始恢复。

**4** Jennifer's case is a reminder of the dangers of the unhealthy weight-loss habits that have become common among teenagers of both sexes. (page 45, lines 19–20)

珍妮弗的例子提醒人们,青少年男女中普遍存在的不健康的减肥习惯具有危险性。

- (1) 句中 **reminder** 意为“引起回忆的事物,提醒人的事物”。如:

*This accident is a reminder of just how dangerous extreme sports can be.*

这个事故提醒人们极限运动可能会有多危险。

- (2) 句中 **sex** 意为“性别”,**of both sexes** 常用作后置定语修饰人,类似的表达还有 **of the opposite sex**。如:

*He is too shy to talk to members of the opposite sex.*

他很害羞,不敢和异性说话。

**5** In a society where being thin is often seen as being beautiful, teenagers sometimes turn to extreme methods to slim down quickly. (page 45, lines 20–22)

在一个往往以瘦为美的社会里,青少年有时会借助极端的方法来快速减肥。

- (1) 句中 **turn to** 意为“求助于”。如:

*She doesn't know whom she could turn to.*

她不知道能向谁求助。

- (2) 句中形容词 **extreme** 意为“极端的,过激的”。副词 **extremely** 意为“非常,极其”。如:

*She found it extremely hard to find a good job in a foreign country.*

她发现在外国找一份好工作极其困难。



(3) 句中 **slim down** 意为“减肥,变苗条”。如:

*She slimmed down to 50 kilos in ten months.*

她在十个月内把体重减到了 50 公斤。

**6 Health experts are concerned about these figures. (page 45, lines 25–26)**

健康专家对这些数字表示担忧。

句中 **be concerned about sth** 意为“为某事担心,为某事感到忧虑”。如:

*The principal is deeply concerned about this change.*

校长对这一变化深感担忧。

**7 These so-called “quick-fix methods” prove to be harmful to teenagers. (page 45, line 29)**

这些所谓的“速效法”被证明对青少年有害。

句中 **prove** 为连系动词,意为“后来被发现是,最终显现为”,此外 **prove** 还可以用作及物动词,表示“证明”。如:

*The success of the book proved to be a turning point in his life.*

这本书的成功最终成了他人生的一个转折点。

*Just give me some time and I'll prove it to you.*

给我点时间,我会证明给你看。

**8 What's more, they should keep regular hours and get plenty of exercise to stay energetic and fit. (page 45, lines 37–40)**

更重要的是,他们应该作息规律,多做运动,以保持精力充沛、身体健康。

(1) 句中 **what's more** 意为“更为重要的是,更有甚者”。如:

*You should remember the rules, and what's more, you should follow them.*

你应该记住这些规则,更重要的是,你应该遵守这些规则。

(2) 句中 **keep regular hours** 意为“作息有规律”。如:

*When I was young I never smoked or drank and always kept regular hours.*

我年轻时烟酒不沾,作息规律。

**9 From now on, I'll pay more attention to my health rather than my weight. (page 47)**

从现在开始,我会更注重我的健康而不是体重。

句中 **rather than** 意为“而不是”。如:

*I'll have a cold drink rather than water.*

我要喝冷饮,不喝水。

**10 Noise pollution and light pollution in big cities may also contribute to sleep problems. (page 48)**

大城市的噪声污染和光污染也可能导致睡眠问题。





句中 *contribute to* 意为“促成,造成”, *contribute to* 还可以表示“给……捐献(尤指金钱或物品),捐助”。如:

*He regularly contributes to Project Hope.*

他定期给希望工程捐款。

- 11** *In addition, Miss Edwards says the surgery makes her look unnatural and that she is unable to make certain facial expressions. (page 50)*

此外,爱德华兹小姐说,手术使她看起来不自然,而且她无法做出某些面部表情。

句中 *in addition* 意为“此外”,表示递进。如:

*The job is well paid; in addition, the office is near his home.*

这份工作报酬丰厚,而且办公地点离他家很近。

- 12** *Dark thoughts about your physical appearance can hang over you all the time like a rain cloud. (page 53, lines 2–3)*

关于你外表的负面想法可能会像雨云一样一直笼罩着你。

句中 *hang over* 意为“(不愉快的事)萦绕着,使担心”。如:

*The possibility of losing the match is hanging over team members.*

可能输掉比赛的阴影正笼罩在队员心头。

- 13** *Teens who try to copy the looks of their favourite stars are fighting a losing battle—these standards are simply impossible for most of the population to live up to. (page 53, lines 9–11)*

那些试图模仿他们最喜爱的明星形象的青少年们正在打一场无望取胜的仗,因为这些标准对于大多数人来说是根本不可能达到的。

句中 *live up to* 意为“达到,符合,不辜负(他人的期望)”。如:

*She was sad that she failed to live up to her parents' expectations.*

她辜负了父母的期望,感到很难过。

- 14** *They will only end up feeling worse about themselves. (page 53, line 11)*

他们到头来只会觉得自己更糟。

句中 *end up* 意为“最终成为,最后处于”,后面常接动词的 *-ing* 形式或介词短语。如:

*It seems that I always end up doing all the work myself.*

到头来,所有的工作似乎都是我自己在干。

*If you go on like this, you'll end up in hospital.*

这样下去,你早晚得进医院。



- 15 Everyone has their own talents—you may be good at painting or playing the piano, so take pride in things you do well instead of worrying about things you cannot change. (page 54, lines 26–28)

每个人都有自己的天赋——你可能擅长画画或弹钢琴,所以要为自己擅长的事情感到自豪,而不要为你不能改变的事情而烦恼。

- (1) 句中 **talent** 意为“天才,天资,天赋”。如:

*He showed a talent for music when he was very young.*

他在很小的时候就显示出了音乐天赋。

- (2) 句中 **take pride in** 意为“为……骄傲”,同义短语为 **be proud of**。如:

*We take great pride in our work.*

我们为自己的工作感到非常自豪。



# Grammar notes

## Unit 1

### 句子成分

句子是表达思想的基本单位,主要的句子成分 (sentence elements) 有主语 (S)、谓语 (V)、宾语 (O)、补语 (C)、状语 (A)、表语 (P)、定语 (Attr.) 等。具体如下:

- 1 主语 (subject): 指句子所谈论的主体。如:

The teacher gave a speech.

Beijing is the capital of China.

- 2 谓语 (verb): 谓语又称为“谓词”,指谓语部分的主要动词,通常说明主语所做的动作或主语的特征和状态。如:

Many students join school clubs.

The weather is nice.

- 3 宾语 (object): 通常指动作的对象。有的动词后面可以接两个宾语,通常把其中表示人的宾语称为间接宾语 (indirect object),把表示物的宾语称为直接宾语 (direct object)。如:

We should develop good study habits.

Jack offered me some helpful advice.

- 4 补语 (complement): 补语分为主语补语 (subject complement) 和宾语补语 (object complement),用来补充说明主语或宾语的特征或情况。如:

He is made chairman of the club.

Listening to music makes me relaxed.

- 5 状语 (adverbial): 修饰动词、形容词、副词或整个句子。如:

Maggie plans her study carefully.

Clearly, talking to him is a mistake.

- 6 表语 (predicative): 指连系动词后面的成分,通常说明主语的身份、特征和状态。常见的连系动词有 be、become、feel、get、look、seem 等。如:

It's a lovely day.

I feel happy.



- 7 定语 (attributive) : 修饰名词或代词。如:

I went to a large library yesterday.

He doesn't have anything to do at the moment.

## 句子结构

常见的句子结构 (sentence structures) 有以下八种:

- 1 主谓: 主语 + 谓语 (SV)。如:

The car stopped.

- 2 主系表: 主语 + 连系动词 + 表语 (SVP), 也作主 (系) 表 (SP)。如:

Mary seemed pleased.

- 3 主谓宾: 主语 + 谓语 + 宾语 (SVO)。如:

I love ice cream.

- 4 主谓宾宾: 主语 + 谓语 + 间接宾语 + 直接宾语 (SVOO)。如:

Tom gave me a present.

- 5 主谓宾补: 主语 + 谓语 + 宾语 + 宾语补语 (SVOC)。如:

We consider the work challenging.

- 6 主谓状: 主语 + 谓语 + 状语 (SVA)。如:

They work hard.

- 7 主谓宾状: 主语 + 谓语 + 宾语 + 状语 (SVOA)。如:

We like the film very much.

- 8 存现句: 引导词 there 引导的句子。如:

There is a sports centre in our school.

## Unit 2

### 简单句、并列句和主从复合句

- 1 简单句 (simple sentence) : 只含有一个主谓结构。如:

My uncle works in a factory.

I enjoy playing football.

- 2 并列句 (compound sentence) : 由并列连词连接的两个或两个以上的简单句构成。

常见的连接词有 and、but、or、so、for 等。如:



The Internet is useful and we use it a lot.

I have travelled to many places, but I still want to visit more.

Shall I send the book to you, or will you come to get it?

They have different ideas, so they have solved the problem in different ways.

I cannot tell Mary's appearance, for I have never seen her.

- 3 主从复合句 (complex sentence) : 由一个主句和一个或一个以上的从句构成。主句为句子的主体部分; 从句无法独立, 可充当句子的主语、表语、宾语、定语、状语等。如:

I hope that high school will be more exciting. (that 引导宾语从句)

As I grew older, I became more interested in poems. (as 引导状语从句)

## Unit 3

### 由关系代词引导的限制性定语从句

- 1 限制性定语从句 (restrictive relative clause) 指修饰名词、代词或名词短语的从句, 对所修饰的对象加以限制, 表示“……的(人)”或“……的(物)”。从句不可去掉, 一旦去掉主句的意思则不完整。被修饰的名词、代词或名词短语称为先行项或先行词 (antecedent)。如:

Do you know the man who is waiting outside?

He showed me the photos which he took on his trip to Xi'an.

- 2 定语从句可由关系代词 (relative pronouns) that、which、who、whom、whose 引导。如:

The trees which are behind the office building have lost their leaves.

Simon is the poor man whose car has been stolen.

- 3 关系代词在定语从句中通常作主语或宾语, 作宾语时常可以省略。如:

The boy who is running on the playground is the best runner in our school. (who 作主语, 不可省略)

The subject (which) I like best is English. (which 作宾语, 可省略)

- 4 关系代词 who、whom、which、that、whose 的主要用法如下:

- (1) who 引导的定语从句修饰人, who 在从句中作主语或宾语; whom 引导的定语从句修饰人, whom 在从句中作宾语; who 和 whom 都可以由 that 代替。如:

They are looking for people who/that want to join the Reading Club.

The girl (who/whom/that) you saw in the park is my cousin.

- (2) which 引导的定语从句修饰物, which 在从句中作主语或宾语, 可以由 that 代替。如:





This is the book (which/that) I want to read.

(3) **whose** 引导的定语从句,既可修饰人,也可修饰物, **whose** 在从句中作定语。如:

I sat next to a girl whose name is Diana.

The club whose members are music fans meet in the school garden every Saturday.

5 关系代词也可以用作介词的宾语。在正式场合,介词可以置于关系代词前,这种情况下关系代词不可省略,也不可以用 **that** 代替。如:

Is this the magazine (which/that) you were talking about just now?

= Is this the magazine about which you were talking just now?

但是要注意的是,固定短语中的介词不能前置到关系代词前。如:

You are the very person (whom/that) we are looking for.

6 当先行项是 **way** 并且定语从句要表示“以……的方式”时,定语从句常用 **that** 或 **in which** 引导, **that** 或 **in which** 也可以省略。如:

I like the way (that/in which) she smiles.

## Unit 4

### 由关系副词引导的限制性定语从句

1 定语从句也可以由关系副词 (relative adverbs) **when**、**where**、**why** 引导,关系副词在定语从句中作状语。如:

He enjoyed the four years when he studied in Suzhou.

That's the cinema where we often go and see films.

2 关系副词 **when** 引导的定语从句修饰 **time**、**moment**、**day**、**month**、**year**、**period** 等表示时间的先行项。如:

I often think of the moment when I first saw her.

I still remember the day when I entered junior high school.

3 关系副词 **where** 引导的定语从句修饰 **place**、**house**、**city**、**country**、**world** 等表示地点的先行项。如:

Is Shanghai the city where he was born?

Mike wants to work in a country where there are a lot of forests.

4 关系副词 **why** 引导的定语从句修饰 **reason** 等表示原因的先行项。如:

Do you know the reason why the sky is blue?



5 在正式场合,关系副词 **when**、**where**、**why** 可以用“介词 + **which**”代替。如:

He will always remember the *day* *when/on* which he left his hometown.

The study is the *place* *where/in* which I often have talks with my father.

Is that the *reason* *why/for* which you decided to learn the piano?



# Wordlist 1

## (by unit)

说明:本表收录各单元阅读文章和语篇练习中所包含的生词和短语,不收录指示语和讲解文字中所包含的生词和短语。带\*的词条为《普通高中英语课程标准(2017年版2020年修订)》规定之外的词汇。

### Unit 1

- potential** /pə'tenʃl/ *n.* 潜力;可能性  
*adj.* 潜在的,可能的 (2)
- senior** /'si:niə(r)/ *adj.* 中学的(招收11或13岁以上学生);级别高的;高级水平的;老年的  
*n.* 级别(或地位)较高者;较...年长的人;高水平运动员 (2)
- path** /pɑ:θ/ *n.* 道路;小路;成功的途径 (2)
- challenge** /'tʃælɪndʒ/ *n. & vt.* 挑战;质疑 (2)
- thinking** /'θɪŋkɪŋ/ *n.* 思维,思想;想法 (2)
- positive** /'pɒzətɪv/ *adj.* 积极乐观的;  
良好的,正面的 (2)
- opportunity** /,ɒpə'tju:nəti/ *n.* 机会,时机 (2)
- lie in** 存在于,在于 (2)
- rise to** 能够处理 (2)
- acquire** /ə'kwaɪə(r)/ *vt.* 获得,得到 (2)
- effort** /'efət/ *n.* 努力,费力的事;试图 (2)
- advance** /əd'vɑ:ns/ *n.* 进步,进展;前进,行进  
*vt. & vi.* 发展,进步 (3)
- amazing** /ə'meɪzɪŋ/ *adj.* 令人大为惊奇的,  
令人惊喜的 (3)
- confidence** /'kɒnfɪdəns/ *n.* 信心,信任;  
把握 (3)
- make a difference** 起作用,有影响 (3)
- make the most of** 充分利用,尽情享受 (3)
- resource** /rɪ'sɔ:s/ *n.* 资源;资料;谋略 (3)
- take advantage of** 利用 (3)
- facility** /fə'sɪləti/ *n.* 设施,设备;场所 (3)
- equal** /'i:kwəl/ *adj.* 相等的;平等的;相当的  
*n.* 同等的人(物)  
*linking v.* 与...相等  
*vt.* 比得上 (3)
- attitude** /'ætɪtju:d/ *n.* 态度,看法 (3)
- goal** /gəʊl/ *n.* 目标;进球得分 (3)
- balance** /'bæləns/ *vt.* 同等重视;(使)保  
持平衡;权衡重要性  
*n.* 均衡,平衡;平衡能力 (3)
- improve** /ɪm'pru:v/ *vt. & vi.* 改进,改善 (3)
- last but not least** 最后但同样重要的 (3)
- well-rounded** /,wel 'raʊndɪd/ *adj.* 全面发  
展的;面面俱到的 (3)
- individual** /,ɪndɪ'vɪdʒuəl/ *n.* 个人  
*adj.* 单独的,个别的 (3)
- character** /'kærəktə(r)/ *n.* 品质,性格;  
特点;人物,角色;文字 (3)
- responsible** /rɪ'spɒnsəbl/ *adj.* 有责任,  
负责;可靠的 (3)
- ahead** /ə'hed/ *adv.* (时间、空间) 向前;  
提前 (5)
- junior** /'dʒu:niə(r)/ *adj.* (学校) 为11或13



岁以下儿童设立的;地位(或级别)低的;  
青少年的  
n. 职位较低者;青少年运动员 (5)

**forward** /'fɔ:wəd/ *adv.* 向将来;向前;进展,  
前进 (5)

**look forward to** 盼望,期待 (5)

**independent** /,ɪndɪ'pendənt/ *adj.* 自主的,  
有主见的;自立的 (5)

**focus** /'fəʊkəs/ *n.* 焦点,重点  
*vt. & vi.* 集中 (6)

**detail** /'di:teɪl/ *n.* 细节;具体情况 (6)

**as a result of** 由于 (6)

**tip** /tɪp/ *n.* 指点,实用的提示;尖端;小费 (7)

**base** /beɪs/ *vt.* 以...为基础(依据)  
n. 根据;基础;基底;总部,大本营 (7)

**remind** /rɪ'maɪnd/ *vt.* 提醒,使想起 (7)

**stick to** 坚持;固守,维持 (7)

**proposal** /prə'pəʊzl/ *n.* 提议,建议,动议 (9)

**aim** /eɪm/ *n.* 目的,目标  
*vi. & vt.* 力争做到;目的是;针对 (9)

**style** /stɑɪl/ *n.* 风格;方式;样式 (9)

**technique** /tek'ni:k/ *n.* 技巧,技艺;技能 (9)

**workshop** /'wɜ:kʃɒp/ *n.* 研讨会,讲习班;  
车间,作坊 (9)

**professional** /prə'feʃənl/ *adj.* 职业的,专业的;  
有职业的;娴熟的,精通业务的  
n. 专门人员,专业人士 (9)

**material** /mə'tɪəriəl/ *n.* 材料;素材  
*adj.* 物质的,实际的;客观存在的 (9)

**poster** /'pəʊstə(r)/ *n.* 海报;(在网络留言  
板上) 发布消息的人 (9)

**secondary** /'sekəndri/ *adj.* 中学的;次要的 (11)

**exchange** /ɪks'tʃeɪndʒ/ *n. & vt.* 交换;  
交流;兑换 (11)

**host** /həʊst/ *n.* 主人;东道主;主持人

*vt.* 主办;主持 (11)

**a.m.** /,eɪ 'em/ 上午,午前 (11)

**p.m.** /,pi: 'em/ 下午,午后 (11)

**biology** /baɪ'ɒlədʒi/ *n.* 生物学 (11)

**tough** /tʌf/ *adj.* 艰难的;严厉的;坚强的;  
坚固的 (11)

**alarm** /ə'lɑ:m/ *n.* 闹钟;恐慌;警报;警报器  
*vt.* 使惊恐,使害怕 (11)

**contribution** /,kɒntrɪ'bju:ʃn/ *n.* 贡献;  
捐款;捐赠 (11)

**fortunately** /'fɔ:tʃənətli/ *adv.* 幸运地,  
幸亏 (11)

**over time** 随着时间流逝,久而久之 (12)

**option** /'ɒpʃn/ *n.* 可选择的事物,选择;  
选修课 (12)

**butter** /'bʌtə(r)/ *n.* 黄油 (12)

**pudding** /'pʊdɪŋ/ *n.* 甜点;布丁 (12)

**attract** /ə'trækt/ *vt.* 吸引,使喜爱;招引;  
引起(反应) (12)

**rugby** /'rʌɡbi/ *n.* 橄榄球运动 (12)

**calligraphy** /kə'lɪɡrəfi/ *n.* 书法,书法艺术 (13)

## Unit 2

**nest** /nest/ *n.* 鸟窝;巢穴,窝 (15)

**roof** /ru:f/ *n.* 屋顶,顶部 (16)

**battle** /'bætl/ *n. & vt. & vi.* 争论;战斗,搏斗;  
斗争 (16)

**see eye to eye with sb (on sth)** (在某  
事上) 与某人看法一致 (16)

**argument** /'ɑ:gjumənt/ *n.* 争吵,争论;论点 (16)

**teenager** /'ti:neɪdʒə(r)/ *n.* 青少年 (16)

**tension** /'tenʃn/ *n.* 紧张关系;紧张;拉伸 (16)

**anxious** /'æŋkʃəs/ *adj.* 忧虑的,担心的;  
令人焦虑的;渴望的 (16)



<b>rate</b> /reɪt/ <i>n.</i> 速度; 率 <i>vi. &amp; vt.</i> 评价, 评估 (16)	<b>argue</b> /ˈɑːɡjuː/ <i>vi.</i> 争吵, 争辩, 争论 <i>vt.</i> 说理, 论证 (19)
<b>shoot</b> /ʃuːt/ <i>vi. &amp; vt.</i> ( <b>shot</b> , <b>shot</b> ) (使朝某 方向) 冲, 奔; 射击; 射杀; 摄影 (16)	<b>skin</b> /skɪn/ <i>n.</i> 皮肤; (兽) 皮, 毛皮 (19)
<b>shoot up</b> 快速长高, 蹿个儿 (16)	<b>design</b> /dɪˈzaɪn/ <i>vt.</i> 设计; 制订 <i>n.</i> 设计; 设计艺术 (20)
<b>spot</b> /spɒt/ <i>n.</i> 粉刺; 斑点; 污渍; 地点, 场所 (16)	<b>*forum</b> /ˈfɔːrəm/ <i>n.</i> 论坛, 讨论会; 公共集会 场所 (20)
<b>target</b> /ˈtɑːɡɪt/ <i>n.</i> (攻击的) 目标, 对象; 靶子 <i>vt.</i> 把…作为攻击目标; 面向 (16)	<b>expert</b> /ˈekspɜːt/ <i>n.</i> 专家, 行家 <i>adj.</i> 熟练的, 内行的, 专家的 (20)
<b>anger</b> /ˈæŋɡə(r)/ <i>n.</i> 怒气, 怒火 (16)	<b>likely</b> /ˈlaɪkli/ <i>adj.</i> 可能的, 预料的, 有希望的 (20)
<b>mental</b> /ˈmentl/ <i>adj.</i> 思想的, 精神的, 智力的 (16)	<b>unique</b> /juˈniːk/ <i>adj.</i> 独一无二的; 独特的; 独具的, 特有的 (21)
<b>adult</b> /ˈædʌlt/ <i>n.</i> 成年人 (17)	<b>passive</b> /ˈpæsɪv/ <i>adj.</i> 消极的, 被动的 (21)
<b>desire</b> /dɪˈzaɪə(r)/ <i>n. &amp; vt.</i> 渴望, 希望 (17)	<b>performance</b> /pəˈfɔːməns/ <i>n.</i> 表现; 表演; 执行, 履行 (21)
<b>struggle</b> /ˈstrʌɡl/ <i>vi. &amp; n.</i> 奋斗; 斗争; 搏斗 (17)	<b>cheer up</b> (使) 变得高兴, 振奋起来 (21)
<b>*rough</b> /rʌf/ <i>adj.</i> 艰难的; 粗糙的; 不确切的 (17)	<b>press</b> /pres/ <i>vt. &amp; vi.</i> 催促, 逼迫; 按, 压; 挤, 推 <i>n.</i> 报章杂志, 报刊; ( <b>the press</b> ) 新闻工作者, 新闻界 (22)
<b>breakdown</b> /ˈbreɪkdaʊn/ <i>n.</i> (关系) 破裂; 故障 (17)	<b>eager</b> /ˈiːɡə(r)/ <i>adj.</i> 热切的, 渴望的, 渴求的 (22)
<b>regular</b> /ˈregjələ(r)/ <i>adj.</i> 频繁的; 有规律的 (17)	<b>youth</b> /juːθ/ <i>n.</i> 青年时期; 青春; ( <b>the youth</b> ) 年轻人 (22)
<b>calm</b> /kɑːm/ <i>vt.</i> 使平静, 使镇静 <i>adj.</i> 镇静的, 沉着的 (17)	<b>adventure</b> /ədˈventʃə(r)/ <i>n.</i> 冒险, 冒险 经历, 奇遇 (22)
<b>calm down</b> 平静, 镇静, 安静 (17)	<b>be on sb's back about sth</b> 缠磨, 烦扰 (22)
<b>view</b> /vjʊː/ <i>n.</i> 看法; 视线; 景色 <i>vt.</i> 把…视为; 观看 (17)	<b>kangaroo</b> /ˌkæŋɡəˈruː/ <i>n.</i> 袋鼠 (22)
<b>from one's point of view</b> 从某人的 角度、观点出发 (17)	<b>flexible</b> /ˈfleksəbl/ <i>adj.</i> 灵活的, 可变动的; 柔韧的 (22)
<b>think sth through</b> 充分考虑, 全盘考虑, 想透 (17)	<b>account</b> /əˈkaʊnt/ <i>n.</i> 账户; 描述; 解释 <i>vt.</i> 认为是, 视为 (25)
<b>concern</b> /kənˈsɜːn/ <i>n.</i> 担心, 忧虑; 关心 <i>vt.</i> 涉及; 让 (某人) 担忧 (17)	<b>rent</b> /rent/ <i>n.</i> 租金 <i>vi. &amp; vt.</i> 租用; 出租 (25)
<b>back down</b> 承认错误, 认输 (17)	<b>grocery</b> /ˈɡrəʊsəri/ <i>n.</i> 食品杂货;
<b>normal</b> /ˈnɔːml/ <i>adj.</i> 正常的, 一般的 <i>n.</i> 常态, 通常标准 (17)	
<b>stress</b> /stres/ <i>n.</i> 精神压力, 紧张; 强调 <i>vt.</i> 强调, 着重 (17)	
<b>editor</b> /ˈedɪtə(r)/ <i>n.</i> 主编, 编辑; 剪辑师 (19)	





食品杂货店 (25)

**secure** /sɪ'kjʊə(r)/ *adj.* 安心的; 可靠的;  
牢固的 (25)

**graduate** /'grædʒuət/ *vi. & vt.* 毕业  
/'grædʒuət/ *n.* 毕业生 (25)

**gather** /'gæðə(r)/ *vi.* 聚集, 集合  
*vt.* 收拢; 搜集, 收集; 聚集 (25)

**emergency** /i'mɜ:dʒənsi/ *n.* 突发事件, 紧急情况 (25)

**volunteer** /ˌvɒlən'tiə(r)/ *vt. & vi.* 主动建议  
(或告诉); 自愿做, 义务做  
*n.* 志愿者 (25)

**pipe** /paɪp/ *n.* 烟斗; 管子; 管乐器 (25)

**figure** /'fɪɡə(r)/ *n.* 数字; 人物; 体形, 身材 (25)

**downtown** /ˌdaʊn'taʊn/ *adv.* 在市中心,  
往市中心 (26)

**draw sth out of sth** 提取, 支取 (26)

**operation** /ˌɒpə'reɪʃn/ *n.* 手术; 运转, 操作 (26)

**lap** /læp/ *n.* 大腿部 (26)

**teller** /'telə(r)/ *n.* 出纳员; 叙述者 (26)

**scene** /si:m/ *n.* (戏剧等) 场; 场面, 片段;  
地点, 现场; 景象, 风光 (27)

**flat** /flæt/ *n.* 公寓  
*adj.* 平坦的; 瘪了的 (27)

**response** /rɪ'spɒns/ *n.* 回复; 反应, 响应 (27)

## Unit 3

**on the rocks** (关系) 陷于困境, 濒临崩溃 (30)

**awkward** /'ɔ:kwəd/ *adj.* 局促不安的; 令人  
尴尬的; 难对付的; 笨拙的 (30)

**sight** /saɪt/ *n.* 视野; 视力; 看见 (30)

**out of one's sight** 脱离某人的视线 (30)

**original** /ə'rɪdʒənəl/ *adj.* 起初的; 独创的;  
原作的 (30)

**medium** /'mi:diəm/ *n.* (*pl. media*) 传播信息  
的媒介, 方法; 手段, 工具  
*adj.* 中等的, 中号的 (30)

**social media** 社交媒体 (30)

**make it** 能够出席; 准时到达; 获得成功 (30)

**horrible** /'hɒrəbl/ *adj.* 令人震惊的; 可恶的,  
极坏的 (30)

**chat** /tʃæt/ *vi. & n.* 聊天, 闲聊 (30)

**café** /'kæfeɪ/ *n.* 咖啡馆, 小餐馆 (30)

**recover** /rɪ'kʌvə(r)/ *vi.* 恢复健康; 恢复常态  
*vt.* 全额收回; 寻回;  
重新获得; 恢复, 重新控制 (30)

**respond** /rɪ'spɒnd/ *vi. & vt.* 回答, 回应;  
作出反应, 响应 (30)

**loss** /lɒs/ *n.* 失去, 丧失; 亏损; 去世; 损失 (30)

**at a loss** 不知所措, 困惑 (30)

**judge** /dʒʌdʒ/ *vt. & vi.* 评价, (尤指) 批评;  
判断, 认为  
*n.* 法官; 裁判员 (31)

**in the wrong** 有错, 应承担责任 (31)

**apologize** /ə'pɒlədʒaɪz/ *vi.* 道歉, 谢罪 (31)

**behaviour** /br'heɪvjə(r)/ (*AmE behavior*)  
*n.* 行为, 举止, 态度 (31)

**case** /keɪs/ *n.* 具体情况, 事例; 案件; 容器 (31)

**in any case** 无论如何, 不管怎样 (31)

**frank** /fræŋk/ *adj.* 坦率的, 直率的 (31)

**definitely** /'defɪnətli/ *adv.* 肯定, 确实;  
确切地 (31)

**trick** /trɪk/ *vt.* 欺骗, 欺诈  
*n.* 诡计, 花招; 戏法 (31)

**let go of** 放弃, 摒弃; 松手, 放开 (31)

**ignore** /ɪɡ'nɔ:(r)/ *vt.* 忽视, 对…不予理会 (31)

**suffer** /'sʌfə(r)/ *vi.* 受苦, 受折磨; 变差  
*vt.* 遭受, 蒙受 (31)

**misunderstand** /ˌmɪsʌndə'stænd/ *vt. & vi.*



- (**misunderstood, misunderstood**)  
 误解, 误会 (33)
- contact** /'kɒntækt/ *vt. & n.* 联系, 联络 (33)
- explode** /ɪk'spləʊd/ *vi.* (愤怒等感情) 爆发,  
 迸发; 爆炸  
*vt.* 使爆炸 (33)
- generous** /'dʒenərəs/ *adj.* 宽宏大量的,  
 仁慈的; 慷慨的 (33)
- count on** 依赖, 依靠, 指望 (34)
- eat away at** 腐蚀, 侵蚀, 逐渐破坏 (34)
- shallow** /'ʃæləʊ/ *adj.* 肤浅的, 浅薄的;  
 浅的 (34)
- blog** /blog/ *n.* 博客, 网志 (34)
- come between ... and ...** 损害...之间的  
 关系, 离间; 妨碍 (34)
- in person** 亲自, 亲身 (34)
- theme** /θi:m/ *n.* 主题; 主旋律 (35)
- \*slave** /slerv/ *n.* 奴隶 (35)
- \*raft** /rɑ:ft/ *n.* 木排, 筏 (35)
- high point** 最有意思 (或最令人愉快、  
 最好) 的部分 (35)
- through thick and thin** 不顾艰难险阻,  
 同甘共苦 (35)
- opinion** /ə'pɪnjən/ *n.* 意见, 看法; (群体的)  
 观点, 信仰 (37)
- in one's opinion** 在某人看来 (37)
- quality** /'kwɒləti/ *n.* 品德, 素质; 质量; 特征  
*adj.* 优质的, 高质量的 (37)
- basis** /'beɪsɪs/ *n.* (*pl.* **bases**) 基础; 原因;  
 基准 (37)
- respect** /rɪ'spekt/ *vt.* 尊重, 尊敬  
*n.* 尊敬, 敬意; 重视 (37)
- get over** 克服; 恢复常态 (37)
- efficient** /ɪ'fɪjnt/ *adj.* 效率高的, 有功效的 (37)
- extra** /'ekstrə/ *adj.* 额外的, 分外的, 附加的  
*adv.* 额外, 另外; 特别, 格外 (37)
- bring out** 使显现, 使表现出 (37)
- measure** /'meɪʒə(r)/ *vt.* 估量, 判定; 测量  
*n.* 措施; 衡量 (37)
- reflection** /rɪ'flekʃn/ *n.* 沉思; 反射; 映像;  
 反映 (39)
- seek** /si:k/ (**sought, sought**) *vi.* 试图; 寻找; 争取  
*vt.* 寻求; 寻找 (39)
- escape** /ɪ'skeɪp/ *vi. & vt.* 逃脱, 躲避; 逃跑;  
 避开, 避免; 被遗忘  
*n.* 逃离, 逃脱 (39)
- smooth out** 消除 (问题), 克服 (困难) (39)
- be meant to do sth** 注定要做某事, 应做  
 某事 (39)
- benefit** /'benɪfɪt/ *n.* 优势, 益处, 成效  
*vt.* 使受益  
*vi.* 得益于 (39)
- comfort** /'kʌmfət/ *vt.* 宽慰, 抚慰  
*n.* 舒服; 安慰 (39)
- joy** /dʒɔɪ/ *n.* 高兴, 愉快; 令人高兴的人 (或  
 事), 乐趣 (39)
- failure** /'feɪljə(r)/ *n.* 失败; 失败的人  
 (或事); 未履行; 故障 (39)
- take on** 呈现, 具有 (39)
- in full measure** 最大程度地, 最大限度地 (39)
- moment** /'məʊmənt/ *n.* 时光, 时机; 瞬间;  
 某个时刻 (39)
- indeed** /ɪn'di:d/ *adv.* 其实, 实际上; 的确;  
 真正地 (39)
- well-meaning** /wel 'mi:nɪŋ/ *adj.* 出于好  
 心的, 善意的 (39)
- recognize** /'rekəɡnaɪz/ *vt.* 承认, 意识到;  
 认出, 辨别出 (39)
- thorough** /'θʌrə/ *adj.* 彻底的, 全面的;  
 仔细的 (40)



**death** /deθ/ *n.* 死,死亡;死亡状态 (40)  
**company** /'kʌmpəni/ *n.* 陪伴,作伴;公司(40)  
**crowd** /kraʊd/ *n.* 一伙人,一帮人;人群  
*vt.* 挤满,使拥挤  
*vi.* 聚集;挤,涌 (40)  
**poet** /'pəʊt/ *n.* 诗人 (41)  
**admire** /əd'maɪə(r)/ *vt.* 钦佩;欣赏 (41)  
**wine** /waɪn/ *n.* 葡萄酒;果酒 (41)

## Unit 4

**skip** /skɪp/ *vt.* 不做(应做的事情等);跳过  
*vi.* 蹦蹦跳跳地走;略过 (43)  
**yogurt** /'jɒɡət/ *n.* 酸奶 (43)  
**\*faint** /feɪnt/ *vi.* 昏厥  
*adj.* 昏眩的;微弱的;可能性不大的 (44)  
**pass out** 昏迷,失去知觉 (44)  
**immediately** /ɪ'mi:diətli/ *adv.* 立即,马上  
*conj.* 一…就 (44)  
**concentrate** /'kɒnsntreɪt/ *vi. & vt.* 集中  
(注意力、思想等);全神贯注 (45)  
**sex** /seks/ *n.* 性别 (45)  
**extreme** /ɪk'stri:m/ *adj.* 极端的;严重的  
*n.* 极端不同的感情(或境况、  
行为方式等) (45)  
**slim** /slɪm/ *vi.* 变苗条,减肥  
*adj.* 苗条的;微薄的,小的 (45)  
**slim down** 变苗条,减肥 (45)  
**per cent** /pə'sent/ *n.* 百分之… (45)  
**concerned** /kən'sɜ:nd/ *adj.* 担心的,忧虑的;  
关注的,关切的 (45)  
**effect** /ɪ'fekt/ *n.* 效果,作用;影响 (45)  
**side effect** 副作用 (45)  
**prove** /pru:v/ *linking v.* 后来被发现是  
*vt.* 证明,证实 (45)

**slightly** /'slaitli/ *adv.* 稍微,略微 (45)  
**diet** /'daɪət/ *n.* 日常饮食;节食  
*vi.* 节食,进行规定饮食 (45)  
**nutrition** /nju'trɪʃn/ *n.* 营养 (45)  
**function** /'fʌŋkʃn/ *vi.* 起作用,正常工作,  
运转  
*n.* 作用,功能,职能 (45)  
**take in** 摄入,吸收 (45)  
**energetic** /,enə'dʒetɪk/ *adj.* 精力充沛的,  
充满活力的 (45)  
**effective** /ɪ'fektɪv/ *adj.* 有效的;生效的 (45)  
**get into shape** 强身健体 (45)  
**frightened** /'fraɪtnd/ *adj.* 害怕的,惊吓的,  
受惊的 (47)  
**within** /wɪ'dɪn/ *prep.* 在(某段时间)之内;  
在(某段距离、范围)之内;在…里 (47)  
**rather** /'rɑ:ðə(r)/ *adv.* 相反,而是;相当;  
更准确地说 (47)  
**aspect** /'æspekt/ *n.* 方面,层面 (47)  
**pressure** /'preʃə(r)/ *n.* 心理压力,紧张;压力;  
要求,催促 (48)  
**contribute** /kən'trɪbjʊ:t/ *vi. & vt.* 是…的  
原因之一;捐赠,捐献;增加,添加 (48)  
**contribute to** 促成,造成 (48)  
**in the short/long term** 从短期/长期看(48)  
**memory** /'meməri/ *n.* 记忆力,记性;记忆,  
回忆 (48)  
**attack** /ə'tæk/ *n.* 发作;攻击;抨击  
*vt. & vi.* 攻击;侵袭;抨击 (48)  
**amount** /ə'maʊnt/ *n.* 数量 (49)  
**schedule** /'ʃedʒu:l; 'skedʒu:l/ *n.* 日程安排,  
工作计划;时间表 (49)  
**negative** /'negətɪv/ *adj.* 消极的,负面的;  
坏的,有害的;否定的 (49)  
**plastic** /'plæstɪk/ *adj.* 可塑的;塑料的



<i>n.</i> 塑料	(50)	<b>live up to</b> 达到,符合,不辜负	(53)
<b>surgery</b> /'sɜ:dʒəri/ <i>n.</i> 外科手术	(50)	<b>end up</b> 最终成为,最终处于	(53)
<b>plastic surgery</b> 整形手术;整形外科	(50)	<b>fashion</b> /'fæʃn/ <i>n.</i> 时尚,时兴;流行款式	(53)
<b>campus</b> /'kæmpəs/ <i>n.</i> (大学、学院的) 校园,		<b>shadow</b> /'ʃædəʊ/ <i>n.</i> 阴影,影子;昏暗处,	
校区	(50)	昏暗处	(53)
<b>treatment</b> /'tri:tment/ <i>n.</i> 治疗;对待,待遇;		<b>digital</b> /'dɪdʒɪtl/ <i>adj.</i> 数码的,数字的	(53)
处理	(50)	<b>series</b> /'sɪəri:z/ <i>n.</i> ( <i>pl.</i> <b>series</b> ) 一系列,连续	(53)
<b>guy</b> /gaɪ/ <i>n.</i> 小伙子,家伙	(50)	<b>show off</b> 显示,展示;炫耀,卖弄	(53)
<b>addition</b> /ə'dɪʃn/ <i>n.</i> 增加,添加;加法	(50)	<b>external</b> /ɪk'stɜ:nl/ <i>adj.</i> 外来的,外在的;	
<b>in addition</b> 此外	(50)	外面的,外部的	(54)
<b>saying</b> /'seɪŋ/ <i>n.</i> 格言,谚语,警句	(53)	<b>strength</b> /streŋθ/ <i>n.</i> 优势;力气,力量;实力	(54)
<b>hang over</b> 使忧心忡忡,担心可能发生	(53)	<b>talent</b> /'tælənt/ <i>n.</i> 天资,天赋;人才,天才	(54)
<b>jeans</b> /dʒi:nz/ <i>n.</i> 牛仔裤	(53)	<b>piano</b> /pi'ænəʊ/ <i>n.</i> 钢琴	(54)
<b>male</b> /meɪl/ <i>adj.</i> 男性的;雄性的		<b>take pride in</b> 为...自豪,为...骄傲	(54)
<i>n.</i> 男性,雄性	(53)	<b>content</b> /'kɒntent/ <i>n.</i> 内容;目录	(54)
<b>female</b> /'fi:meɪl/ <i>adj.</i> 女性的;雌性的		<b>individuality</b> /,ɪndɪˌvɪdʒu'æləti/ <i>n.</i> 个性,	
<i>n.</i> 女性,雌性	(53)	个人特征	(54)
<b>guard against</b> 防范,防止,提防	(53)	<b>achievement</b> /ə'tʃi:vmənt/ <i>n.</i> 成就,成绩;	
<b>beauty</b> /'bjʊ:ti/ <i>n.</i> 美,美丽;美人,美好的		达到,完成	(54)
东西	(53)	<b>app</b> /æp/ <i>n.</i> 应用程序,应用软件	
<b>fight a losing battle</b> 打一场无望取胜的仗	(53)	( <b>application</b> 的缩写)	(55)



# Wordlist 2

## (in alphabetical order)

说明: 本表收录各单元阅读文章和语篇练习中所包含的生词和短语, 不收录指示语和讲解文字中所包含的生词和短语。带\*的词条为《普通高中英语课程标准(2017年版2020年修订)》规定之外的词汇。

### A

- account** /ə'kaʊnt/ *n.* 账户; 描述; 解释  
*vt.* 认为是, 视为 (25)
- achievement** /ə'tʃi:vmənt/ *n.* 成就, 成绩;  
达到, 完成 (54)
- acquire** /ə'kwaɪə(r)/ *vt.* 获得, 得到 (2)
- addition** /ə'dɪʃn/ *n.* 增加, 添加; 加法 (50)  
**in addition** 此外 (50)
- admire** /əd'maɪə(r)/ *vt.* 钦佩; 欣赏 (41)
- adult** /'ædʌlt/ *n.* 成年人 (17)
- advance** /əd'vɑ:ns/ *n.* 进步, 进展; 前进, 行进  
*vt. & vi.* 发展, 进步 (3)
- adventure** /əd'ventʃə(r)/ *n.* 冒险, 冒险  
经历, 奇遇 (22)
- ahead** /ə'hed/ *adv.* (时间、空间) 向前;  
提前 (5)
- aim** /eɪm/ *n.* 目的, 目标  
*vi. & vt.* 力争做到; 目的是; 针对 (9)
- alarm** /ə'la:m/ *n.* 闹钟; 恐慌; 警报; 警报器  
*vt.* 使惊恐, 使害怕 (11)
- a.m.** /,eɪ 'em/ 上午, 午前 (11)
- amazing** /ə'meɪzɪŋ/ *adj.* 令人大为惊奇的,  
令人惊喜的 (3)
- amount** /ə'maʊnt/ *n.* 数量 (49)
- anger** /'æŋɡə(r)/ *n.* 怒气, 怒火 (16)
- anxious** /'æŋkʃəs/ *adj.* 忧虑的, 担心的;  
令人焦虑的; 渴望的 (16)
- apologize** /ə'pɒlədʒaɪz/ *vi.* 道歉, 谢罪 (31)
- app** /æp/ *n.* 应用程序, 应用软件  
(**application** 的缩写) (55)
- argue** /'ɑ:gju:/ *vi.* 争吵, 争辩, 争论  
*vt.* 说理, 论证 (19)
- argument** /'ɑ:gjumənt/ *n.* 争吵, 争论; 论点 (16)
- as a result of** 由于 (6)
- aspect** /'æspekt/ *n.* 方面, 层面 (47)
- attack** /ə'tæk/ *n.* 发作; 攻击; 抨击  
*vt. & vi.* 攻击; 侵袭; 抨击 (48)
- attitude** /'ætɪtju:d/ *n.* 态度, 看法 (3)
- attract** /ə'trækt/ *vt.* 吸引, 使喜爱; 招引;  
引起 (反应) (12)
- awkward** /'ɔ:kwəd/ *adj.* 局促不安的; 令人  
尴尬的; 难对付的; 笨拙的 (30)

### B

- back down** 承认错误, 认输 (17)
- balance** /'bæləns/ *vt.* 同等重视; (使) 保  
持平衡; 权衡重要性  
*n.* 均衡, 平衡; 平衡能力 (3)
- base** /beɪs/ *vt.* 以...为基础 (依据)  
*n.* 根据; 基础; 基底; 总部, 大本营 (7)





**basis** /ˈbeɪsɪs/ *n.* (*pl.* **bases**) 基础; 原因;  
基准 (37)

**battle** /ˈbætl/ *n. & vt. & vi.* 争论; 战斗; 搏斗;  
斗争 (16)

**be meant to do sth** 注定要做某事, 应做  
某事 (39)

**be on sb's back about sth** 缠磨, 烦扰 (22)

**beauty** /ˈbjʊti/ *n.* 美, 美丽; 美人, 美好的  
东西 (53)

**behaviour** /brɪˈhɜ:vjə(r)/ (*AmE* **behavior**)  
*n.* 行为, 举止, 态度 (31)

**benefit** /ˈbenɪfɪt/ *n.* 优势, 益处, 成效  
*vt.* 使受益  
*vi.* 得益于 (39)

**biology** /baɪˈɒlədʒi/ *n.* 生物学 (11)

**blog** /blɒg/ *n.* 博客, 网志 (34)

**breakdown** /ˈbreɪkdaʊn/ *n.* (关系) 破裂;  
故障 (17)

**bring out** 使显现, 使表现出 (37)

**butter** /ˈbʌtə(r)/ *n.* 黄油 (12)

## C

**café** /ˈkæfeɪ/ *n.* 咖啡馆, 小餐馆 (30)

**calligraphy** /kəˈlɪgrəfi/ *n.* 书法, 书法艺术 (13)

**calm** /kɑ:m/ *vt.* 使平静, 使镇静  
*adj.* 镇静的, 沉着的 (17)

**calm down** 平静, 镇静, 安静 (17)

**campus** /ˈkæmpəs/ *n.* (大学、学院的) 校园,  
校区 (50)

**case** /keɪs/ *n.* 具体情况, 事例; 案件; 容器 (31)  
**in any case** 无论如何, 不管怎样 (31)

**challenge** /ˈtʃælɪndʒ/ *n. & vt.* 挑战; 质疑 (2)

**character** /ˈkærəktə(r)/ *n.* 品质, 性格;  
特点; 人物, 角色; 文字 (3)

**chat** /tʃæt/ *vi. & n.* 聊天, 闲聊 (30)

**cheer up** (使) 变得高兴, 振奋起来 (21)

**come between ... and ...** 损害...之间的  
关系, 离间; 妨碍 (34)

**comfort** /ˈkʌmfət/ *vt.* 宽慰, 抚慰  
*n.* 舒服; 安慰 (39)

**company** /ˈkʌmpəni/ *n.* 陪伴, 作伴; 公司 (40)

**concentrate** /ˈkɒnsntreɪt/ *vi. & vt.* 集中  
(注意力、思想等); 全神贯注 (45)

**concern** /kənˈsɜ:n/ *n.* 担心, 忧虑; 关心  
*vt.* 涉及; 让 (某人) 担忧 (17)

**concerned** /kənˈsɜ:nd/ *adj.* 担心的, 忧虑的;  
关注的, 关切的 (45)

**confidence** /ˈkɒnfɪdəns/ *n.* 信心, 信任;  
把握 (3)

**contact** /ˈkɒntækt/ *vt. & n.* 联系, 联络 (33)

**content** /ˈkɒntent/ *n.* 内容; 目录 (54)

**contribute** /kənˈtrɪbjʊt/ *vi. & vt.* 是...的  
原因之一; 捐赠, 捐献; 增加, 添加 (48)

**contribute to** 促成, 造成 (48)

**contribution** /ˌkɒntrɪˈbjʊ:ʃn/ *n.* 贡献;  
捐款; 捐赠 (11)

**count on** 依赖, 依靠, 指望 (34)

**crowd** /kraʊd/ *n.* 一伙人, 一帮人; 人群  
*vt.* 挤满, 使拥挤  
*vi.* 聚集; 挤, 涌 (40)

## D

**death** /deθ/ *n.* 死, 死亡; 死亡状态 (40)

**definitely** /ˈdefɪnətli/ *adv.* 肯定, 确实;  
确切地 (31)

**design** /dɪˈzaɪn/ *vt.* 设计; 制订  
*n.* 设计; 设计艺术 (20)

**desire** /dɪˈzaɪə(r)/ *n. & vt.* 渴望, 希望 (17)



**detail** /'di:teɪl/ *n.* 细节;具体情况 (6)  
**diet** /'daɪət/ *n.* 日常饮食;节食  
*vi.* 进行规定饮食,节食 (45)  
**digital** /'dɪdʒɪtl/ *adj.* 数码的,数字的 (53)  
**downtown** /,daʊn'taʊn/ *adv.* 在市中心,  
 往市中心 (26)  
**draw sth out of sth** 提取,支取 (26)

## E

**eager** /'i:gə(r)/ *adj.* 热切的,渴望的,  
 渴求的 (22)  
**eat away at** 腐蚀,侵蚀,逐渐破坏 (34)  
**editor** /'edɪtə(r)/ *n.* 主编,编辑;剪辑师 (19)  
**effect** /ɪ'fekt/ *n.* 效果,作用;影响 (45)  
**side effect** 副作用 (45)  
**effective** /ɪ'fektɪv/ *adj.* 有效的;生效的 (45)  
**efficient** /ɪ'fɪʃnt/ *adj.* 效率高的,有功效的(37)  
**effort** /'efət/ *n.* 努力,费力的事;试图 (2)  
**emergency** /ɪ'mɜ:dʒənsi/ *n.* 突发事件,紧急  
 情况 (25)  
**end up** 最终成为,最终处于 (53)  
**energetic** /,enə'dʒetɪk/ *adj.* 精力充沛的,  
 充满活力的 (45)  
**equal** /'i:kwəl/ *adj.* 相等的;平等的;相当的  
*n.* 同等的人(物)  
*linking v.* 与...相等  
*vt.* 比得上 (3)  
**escape** /ɪ'skeɪp/ *vi.* & *vt.* 逃脱,躲避;逃跑;  
 避开,避免;被遗忘  
*n.* 逃离,逃脱 (39)  
**exchange** /ɪks'tʃeɪndʒ/ *n.* & *vt.* 交换;  
 交流;兑换 (11)  
**expert** /'ekspɜ:t/ *n.* 专家,行家  
*adj.* 熟练的,内行的,专家的 (20)

**explode** /ɪk'spləʊd/ *vi.* (愤怒等感情) 爆发,  
 迸发;爆炸  
*vt.* 使爆炸 (33)  
**external** /ɪk'stɜ:nl/ *adj.* 外来的,外在的;  
 外面的,外部的 (54)  
**extra** /'ekstrə/ *adj.* 额外的,分外的,附加的  
*adv.* 额外,另外;特别,格外 (37)  
**extreme** /ɪk'stri:m/ *adj.* 极端的;严重的  
*n.* 极端不同的感情(或境况,  
 行为方式等) (45)

## F

**facility** /fə'sɪləti/ *n.* 设施,设备;场所 (3)  
**failure** /'feɪljə(r)/ *n.* 失败;失败的人  
 (或事);未履行;故障 (39)  
**\*faint** /feɪnt/ *vi.* 昏厥  
*adj.* 昏眩的;微弱的;可能性不大的 (44)  
**fashion** /'fæʃn/ *n.* 时尚,时兴;流行款式 (53)  
**female** /'fi:meɪl/ *adj.* 女性的;雌性的  
*n.* 女性,雌性 (53)  
**fight a losing battle** 打一场无望取胜的仗(53)  
**figure** /'fɪgə(r)/ *n.* 数字;人物;体形,身材(25)  
**flat** /flæt/ *n.* 公寓  
*adj.* 平坦的;瘪了的 (27)  
**flexible** /'fleksəbl/ *adj.* 灵活的,可变动的;  
 柔韧的 (22)  
**focus** /'fəʊkəs/ *n.* 焦点,重点  
*vt.* & *vi.* 集中 (6)  
**fortunately** /'fɔ:tʃənətli/ *adv.* 幸运地,  
 幸亏 (11)  
**\*forum** /'fɔ:rəm/ *n.* 论坛,讨论会;公共集会  
 场所 (20)  
**forward** /'fɔ:wəd/ *adv.* 向将来;向前;进展,  
 前进 (5)



**look forward to** 盼望,期待 (5)  
**frank** /fræŋk/ *adj.* 坦率的,直率的 (31)  
**frightened** /'fraɪtnd/ *adj.* 害怕的,惊吓的,  
 受惊的 (47)  
**function** /'fʌŋkʃn/ *vi.* 起作用,正常工作,  
 运转  
*n.* 作用,功能,职能 (45)

## G

**gather** /'gæðə(r)/ *vi.* 聚集,集合  
*vt.* 收拢;搜集,收集;聚集 (25)  
**generous** /'dʒenərəs/ *adj.* 宽宏大量的,  
 仁慈的;慷慨的 (33)  
**get into shape** 强身健体 (45)  
**get over** 克服;恢复常态 (37)  
**goal** /gəʊl/ *n.* 目标;进球得分 (3)  
**graduate** /'grædʒueɪt/ *vi. & vt.* 毕业  
*n.* 毕业生 (25)  
**grocery** /'grəʊsəri/ *n.* 食品杂货;  
 食品杂货店 (25)  
**guard against** 防范,防止,提防 (53)  
**guy** /gaɪ/ *n.* 小伙子,家伙 (50)

## H

**hang over** 使忧心忡忡,担心可能发生 (53)  
**high point** 最有意思(或最令人愉快、  
 最好)的部分 (35)  
**horrible** /'hɒrəbl/ *adj.* 令人震惊的;可恶的,  
 极坏的 (30)  
**host** /həʊst/ *n.* 主人;东道主;主持人  
*vt.* 主办;主持 (11)

**ignore** /ɪg'nɔ:(r)/ *vt.* 忽视,对…不予理会 (31)  
**immediately** /ɪ'mi:diətli/ *adv.* 立即,马上  
*conj.* 一…就 (44)  
**improve** /ɪm'pru:v/ *vt. & vi.* 改进,改善 (3)  
**in full measure** 最大程度地,最大限度地(39)  
**in person** 亲自,亲身 (34)  
**in the short/long term** 从短期 / 长期看(48)  
**in the wrong** 有错,应承担责任 (31)  
**indeed** /ɪn'di:d/ *adv.* 其实,实际上;的确;  
 真正地 (39)  
**independent** /,ɪndɪ'pendənt/ *adj.* 自主的,  
 有主见的;自立的 (5)  
**individual** /,ɪndɪ'vɪdʒuəl/ *n.* 个人  
*adj.* 单独的,个别的 (3)  
**individuality** /,ɪndɪ'vɪdʒu'æləti/ *n.* 个性,  
 个人特征 (54)

## J

**jeans** /dʒi:nz/ *n.* 牛仔裤 (53)  
**joy** /dʒɔɪ/ *n.* 高兴,愉快;令人高兴的人(或  
 事),乐趣 (39)  
**judge** /dʒʌdʒ/ *vt. & vi.* 评价,(尤指)批评;  
 判断,认为  
*n.* 法官;裁判员 (31)  
**junior** /'dʒu:nɪə(r)/ *adj.* (学校) 为 11 或 13  
 岁以下儿童设立的;地位(或级别)低的;  
 青少年的  
*n.* 职位较低者;青少年运动员 (5)

## K

**kangaroo** /,kæŋgə'ru:/ *n.* 袋鼠 (22)



## L

- lap** /læp/ *n.* 大腿部 (26)
- last but not least** 最后但同样重要的 (3)
- let go of** 放弃, 摒弃; 松手, 放开 (31)
- lie in** 存在于, 在于 (2)
- likely** /'laɪkli/ *adj.* 可能的, 预料的,  
有希望的 (20)
- live up to** 达到, 符合, 不辜负 (53)
- loss** /lɒs/ *n.* 失去, 丧失; 亏损; 去世; 损失 (30)
- at a loss** 不知所措, 困惑 (30)

## M

- make a difference** 起作用, 有影响 (3)
- make it** 能够出席; 准时到达; 获得成功 (30)
- make the most of** 充分利用, 尽情享受 (3)
- male** /meɪl/ *adj.* 男性的; 雄性的  
*n.* 男性, 雄性 (53)
- material** /mə'tɪəriəl/ *n.* 材料; 素材  
*adj.* 物质的, 实际的; 客观存在的 (9)
- measure** /'meʒə(r)/ *vt.* 估量, 判定; 测量  
*n.* 措施; 衡量 (37)
- medium** /'mi:diəm/ *n.* (*pl.* **media**) 传播信息的媒介, 方法; 手段, 工具  
*adj.* 中等的, 中号的 (30)
- social media** 社交媒体 (30)
- memory** /'meməri/ *n.* 记忆力, 记性; 记忆, 回忆 (48)
- mental** /'mentl/ *adj.* 思想的, 精神的, 智力的 (16)
- misunderstand** /'mɪsʌndə'stænd/ *vt. & vi.*  
(**misunderstood**, **misunderstood**)  
误解, 误会 (33)
- moment** /'məʊmənt/ *n.* 时光, 时机; 瞬间;

某个时刻 (39)

## N

- negative** /'negətɪv/ *adj.* 消极的, 负面的;  
坏的, 有害的; 否定的 (49)
- nest** /nest/ *n.* 鸟窝; 巢穴, 窝 (15)
- normal** /'nɔ:ml/ *adj.* 正常的, 一般的  
*n.* 常态, 通常标准 (17)
- nutrition** /nju'trɪʃn/ *n.* 营养 (45)

## O

- on the rocks** (关系) 陷于困境, 濒临崩溃 (30)
- operation** /,ɒpə'reɪʃn/ *n.* 手术; 运转, 操作 (26)
- opinion** /ə'pɪnjən/ *n.* 意见, 看法; (群体的)  
观点, 信仰 (37)
- in one's opinion** 在某人看来 (37)
- opportunity** /,ɒpə'tju:nəti/ *n.* 机会, 时机 (2)
- option** /'ɒpʃn/ *n.* 可选择的事物, 选择;  
选修课 (12)
- original** /ə'ɹɪdʒənəl/ *adj.* 起初的; 独创的;  
原作的 (30)
- over time** 随着时间流逝, 久而久之 (12)

## P

- pass out** 昏迷, 失去知觉 (44)
- passive** /'pæsɪv/ *adj.* 消极的, 被动的 (21)
- path** /pɑ:θ/ *n.* 道路; 小路; 成功的途径 (2)
- per cent** /pə'sent/ *n.* 百分之... (45)
- performance** /pə'fɔ:məns/ *n.* 表现; 表演;  
执行, 履行 (21)
- piano** /pi'ænəʊ/ *n.* 钢琴 (54)
- pipe** /paɪp/ *n.* 烟斗; 管子; 管乐器 (25)



**plastic** /'plæstɪk/ *adj.* 可塑的; 塑料的  
*n.* 塑料 (50)

**p.m.** /,pi: 'em/ 下午, 午后 (11)

**poet** /'pəʊt/ *n.* 诗人 (41)

**positive** /'pɒzətɪv/ *adj.* 积极乐观的;  
 良好的, 正面的 (2)

**poster** /'pəʊstə(r)/ *n.* 海报; (在网络留言板  
 板上) 发布消息的人 (9)

**potential** /pə'tenʃl/ *n.* 潜力; 可能性  
*adj.* 潜在的, 可能的 (2)

**press** /pres/ *vt. & vi.* 催促, 逼迫; 按, 压; 挤, 推  
*n.* 报章杂志, 报刊; (**the press**)  
 新闻工作者, 新闻界 (22)

**pressure** /'preʃə(r)/ *n.* 心理压力, 紧张; 压力;  
 要求, 催促 (48)

**professional** /prə'feʃənl/ *adj.* 职业的, 专业的;  
 有职业的; 娴熟的, 精通业务的  
*n.* 专门人员, 专业人士 (9)

**proposal** /prə'pəʊzl/ *n.* 提议, 建议, 动议 (9)

**prove** /pru:v/ *linking v.* 后来被发现是  
*vt.* 证明, 证实 (45)

**pudding** /'pʊdɪŋ/ *n.* 甜点; 布丁 (12)

## Q

**quality** /'kwɒləti/ *n.* 品德, 素质; 质量; 特征  
*adj.* 优质的, 高质量的 (37)

## R

**\*raft** /rɑ:ft/ *n.* 木排, 筏 (35)

**rate** /reɪt/ *n.* 速度; 率  
*vi. & vt.* 评价, 评估 (16)

**rather** /'rɑ:ðə(r)/ *adv.* 相反, 而是; 相当;  
 更准确地说 (47)

**recognize** /'rekəɡnaɪz/ *vt.* 承认, 意识到;  
 认出, 辨别出 (39)

**recover** /rɪ'kʌvə(r)/ *vi.* 恢复健康; 恢复常态  
*vt.* 全额收回; 寻回;  
 重新获得; 恢复, 重新控制 (30)

**reflection** /rɪ'flekʃn/ *n.* 沉思; 反射; 映像;  
 反映 (39)

**regular** /'regjələ(r)/ *adj.* 频繁的; 有规律的 (17)

**remind** /rɪ'maɪnd/ *vt.* 提醒, 使想起 (7)

**rent** /rent/ *n.* 租金  
*vi. & vt.* 租用; 出租 (25)

**resource** /rɪ'sɔ:s/ *n.* 资源; 资料; 谋略 (3)

**respect** /rɪ'spekt/ *vt.* 尊重, 尊敬  
*n.* 尊敬, 敬意; 重视 (37)

**respond** /rɪ'spɒnd/ *vi. & vt.* 回答, 回应;  
 作出反应, 响应 (30)

**response** /rɪ'spɒns/ *n.* 回复; 反应, 响应 (27)

**responsible** /rɪ'spɒnsəbl/ *adj.* 有责任,  
 负责; 可靠的 (3)

**rise to** 能够处理 (2)

**roof** /ru:f/ *n.* 屋顶, 顶部 (16)

**\*rough** /rʌf/ *adj.* 艰难的; 粗糙的; 不确切的 (17)

**rugby** /'rʌɡbi/ *n.* 橄榄球运动 (12)

## S

**saying** /'seɪɪŋ/ *n.* 格言, 谚语, 警句 (53)

**scene** /si:m/ *n.* (戏剧等) 场; 场面, 片段;  
 地点, 现场; 景象, 风光 (27)

**schedule** /'ʃedʒu:l; 'skedʒu:l/ *n.* 日程安排,  
 工作计划; 时间表 (49)

**secondary** /'sekəndri/ *adj.* 中学的; 次要的 (11)

**secure** /sɪ'kjʊə(r)/ *adj.* 安心的; 可靠的;  
 牢固的 (25)

**see eye to eye with sb (on sth)** (在某





事上) 与某人看法一致 (16)  
**seek** /sɪk/ (**sought, sought**) *vi.* 试图; 寻找; 争取  
*vt.* 寻求; 寻找 (39)  
**senior** /ˈsiːniə(r)/ *adj.* 中学的 (招收 11 或  
 13 岁以上学生); 级别高的; 高级水平  
 的; 老年的  
*n.* 级别 (或地位) 较高者; 较…年长的人;  
 高水平运动员 (2)  
**series** /ˈsiəriːz/ *n.* (*pl.* **series**) 一系列, 连续 (53)  
**sex** /seks/ *n.* 性别 (45)  
**shadow** /ˈʃædəʊ/ *n.* 阴影, 影子; 昏暗处,  
 阴暗处 (53)  
**shallow** /ˈʃæləʊ/ *adj.* 肤浅的, 浅薄的;  
 浅的 (34)  
**shoot** /ʃu:t/ *vi. & vt.* (**shot, shot**) (使朝某  
 方向) 冲, 奔; 射击; 射杀; 摄影 (16)  
**shoot up** 快速长高, 蹿个儿 (16)  
**show off** 显示, 展示; 炫耀, 卖弄 (53)  
**sight** /saɪt/ *n.* 视野; 视力; 看见 (30)  
**out of one's sight** 脱离某人的视线 (30)  
**skin** /skɪn/ *n.* 皮肤; (兽) 皮, 毛皮 (19)  
**skip** /skɪp/ *vt.* 不做 (应做的事情等); 跳过  
*vi.* 蹦蹦跳跳地走; 略过 (43)  
**\*slave** /slɛv/ *n.* 奴隶 (35)  
**slightly** /ˈslɑːtli/ *adv.* 稍微, 略微 (45)  
**slim** /slɪm/ *vi.* 变苗条, 减肥  
*adj.* 苗条的; 微薄的, 小的 (45)  
**slim down** 变苗条, 减肥 (45)  
**smooth out** 消除 (问题), 克服 (困难) (39)  
**spot** /spɒt/ *n.* 粉刺; 斑点; 污渍; 地点, 场所 (16)  
**stick to** 坚持; 固守, 维持 (7)  
**strength** /streŋθ/ *n.* 优势; 力气, 力量; 实力 (54)  
**stress** /stres/ *n.* 精神压力, 紧张; 强调  
*vt.* 强调, 着重 (17)  
**struggle** /ˈstrʌgl/ *vi. & n.* 奋斗; 斗争; 搏斗 (17)

**style** /stɑɪl/ *n.* 风格; 方式; 样式 (9)  
**suffer** /ˈsʌfə(r)/ *vi.* 受苦, 受折磨; 变差  
*vt.* 遭受, 蒙受 (31)  
**surgery** /ˈsɜːdʒəri/ *n.* 外科手术 (50)  
**plastic surgery** 整形手术; 整形外科 (50)

## T

**take advantage of** 利用 (3)  
**take in** 摄入, 吸收 (45)  
**take on** 呈现, 具有 (39)  
**take pride in** 为…自豪, 为…骄傲 (54)  
**talent** /ˈtælənt/ *n.* 天资, 天赋; 人才, 天才 (54)  
**target** /ˈtɑːɡɪt/ *n.* (攻击的) 目标, 对象; 靶子  
*vt.* 把…作为攻击目标; 面向 (16)  
**technique** /tekˈniːk/ *n.* 技巧, 技艺; 技能 (9)  
**teenager** /ˈtiːneɪdʒə(r)/ *n.* 青少年 (16)  
**teller** /ˈtelə(r)/ *n.* 出纳员; 叙述者 (26)  
**tension** /ˈtenʃn/ *n.* 紧张关系; 紧张; 拉伸 (16)  
**theme** /θiːm/ *n.* 主题; 主旋律 (35)  
**think sth through** 充分考虑, 全盘考虑,  
 想透 (17)  
**thinking** /ˈθɪŋkɪŋ/ *n.* 思维, 思想; 想法 (2)  
**thorough** /ˈθʌrə/ *adj.* 彻底的, 全面的;  
 仔细的 (40)  
**through thick and thin** 不顾艰难险阻,  
 同甘共苦 (35)  
**tip** /tɪp/ *n.* 指点, 实用的提示; 尖端; 小费 (7)  
**tough** /tʌf/ *adj.* 艰难的; 严厉的; 坚强的;  
 坚固的 (11)  
**treatment** /ˈtriːtmənt/ *n.* 治疗; 对待, 待遇;  
 处理 (50)  
**trick** /trɪk/ *vt.* 欺骗, 欺诈  
*n.* 诡计, 花招; 戏法 (31)



## U

**unique** /juˈni:k/ *adj.* 独一无二的;独特的;  
独具的,特有的 (21)

## V

**view** /vju:/ *n.* 看法;视线;景色  
*vt.* 把…视为;观看 (17)

**from one's point of view** 从某人的  
角度、观点出发 (17)

**volunteer** /ˌvɒləntɪə(r)/ *vt. & vi.* 主动建议  
(或告诉);自愿做,义务做  
*n.* 志愿者 (25)

## W

**well-meaning** /ˌwel ˈmi:nɪŋ/ *adj.* 出于好

心的,善意的 (39)

**well-rounded** /ˌwel ˈraʊndɪd/ *adj.* 全面发  
展的;面面俱到的 (3)

**wine** /waɪn/ *n.* 葡萄酒;果酒 (41)

**within** /wɪˈðɪn/ *prep.* 在(某段时间)之内;  
在(某段距离、范围)之内;在…里 (47)

**workshop** /ˈwɜ:kʃɒp/ *n.* 研讨会,讲习班;  
车间,作坊 (9)

## Y

**yogurt** /ˈjɒɡət/ *n.* 酸奶 (43)

**youth** /ju:θ/ *n.* 青年时期;青春; (**the youth**)  
年轻人 (22)



# Wordlist 3

## (proper nouns)

说明: 本表收录教科书中出现的人名、国名、地名、节日名称等专有名词。本表按页码排序。

<b>Confucius</b> /kən'fju:ʃəs/	孔子 (中国古代思想家、教育家)	(1)
<b>the UK</b>	英国 ( <b>the United Kingdom</b> 的缩写)	(1)
<b>Wendy</b> /'wendi/	温迪 (女子名)	(1)
<b>Stephen</b> /'stɪvən/	斯蒂芬 (男子名)	(1)
<b>Lao-Tzu</b> /ləu 'tsu:/	老子 (中国古代思想家)	(3)
<b>Maggie</b> /'mægi/	玛吉 (女子名)	(5)
<b>Albert Einstein</b> /,ælbət 'aɪnstəɪn/	阿尔伯特·爱因斯坦 (美籍德裔物理学家)	(6)
<b>John</b> /dʒɒn/	约翰 (男子名)	(11)
<b>Daniel</b> /'dænjəl/	丹尼尔 (男子名)	(11)
<b>William Shakespeare</b> /ˌwɪljəm 'ʃeɪkspiə(r)/	威廉·莎士比亚 (英国剧作家、诗人)	(12)
<b>A Midsummer Night's Dream</b>	《仲夏夜之梦》(莎士比亚的喜剧作品)	(12)
<b>UNESCO</b> /ju:'neskəʊ/	联合国教育、科学及文化组织 (简称联合国教科文组织, <b>United Nations Educational, Scientific and Cultural Organization</b> 的缩写)	(14)
<b>Front of the Class</b>	《叫我第一名》(电影名)	(14)
<b>Bing Xin</b>	冰心 (中国著名诗人、翻译家、儿童文学家)	(15)
<b>TeenHealthWeb</b>	青少年健康网 (虚构网站名)	(20)
<b>Teresa</b> /tə'ri:zə/	特蕾莎 (女子名)	(21)
<b>Jack</b> /dʒæk/	杰克 (男子名)	(21)
<b>Cynthia</b> /'sɪnθiə/	辛西娅 (女子名)	(22)
<b>Rebecca</b> /rɪ'bekə/	丽贝卡 (女子名)	(22)
<b>Simon</b> /'saɪmən/	西蒙 (男子名)	(22)
<b>Laura</b> /'ləʊə/	劳拉 (女子名)	(22)
<b>Christine</b> /'krɪstɪn/	克里斯蒂娜 (《妈妈的银行账户》中的人物)	(25)
<b>Nels</b> /nels/	内尔斯 (《妈妈的银行账户》中的人物)	(25)
<b>Dillon</b> /'dɪlən/	狄龙 (《妈妈的银行账户》中的人物)	(25)
<b>Elvinton</b> /'elvɪntən/	埃尔温顿 (《妈妈的银行账户》中的人物姓氏)	(25)
<b>Dagmar</b> /'dægma:(r)/	达格玛 (《妈妈的银行账户》中的人物)	(26)
<b>Katrin</b> /'kætrɪn/	凯特琳 (《妈妈的银行账户》中的人物)	(26)
<b>Kathryn Forbes</b> /,kæθrɪn 'fɔ:bz/	凯瑟琳·福布斯 (美国作家)	(26)
<b>Mama's Bank Account</b>	《妈妈的银行账户》(凯瑟琳·福布斯的作品)	(26)



<b>San Francisco</b> /ˌsæn frənˈsɪskəʊ/	圣弗朗西斯科 (美国城市, 又称“旧金山”)	(26)
<b>Eve</b> /i:v/	伊芙 (女子名)	(27)
<b>Despicable</b> /drɪˈspɪkəbl/ <b>Me</b>	《神偷奶爸》(电影名)	(28)
<b>Gru</b> /gru:/	格鲁 (《神偷奶爸》中的人物)	(28)
<b>Little Women</b>	《小妇人》(路易莎·梅·奥尔科特的作品)	(28)
<b>Louisa May Alcott</b> /luːizə meɪ ˈɔːlkɒt/	路易莎·梅·奥尔科特 (美国作家)	(28)
<b>Ralph Waldo Emerson</b> /ˌrælf ˈwɔːldəʊ ˈeməsən/	拉尔夫·沃尔多·爱默生 (美国散文家、诗人、思想家)	(29)
<b>Bill</b> /bɪl/	比尔 (男子名)	(29)
<b>Jane</b> /dʒeɪn/	简 (女子名)	(29)
<b>Harry</b> /ˈhæri/	哈里 (男子名)	(29)
<b>Amy</b> /ˈeɪmi/	埃米 (女子名)	(30)
<b>Jenny</b> /ˈdʒeɪni/	珍妮 (女子名)	(30)
<b>Cindy</b> /ˈsɪndi/	辛迪 (女子名)	(31)
<b>David</b> /ˈdeɪvɪd/	戴维 (男子名)	(31)
<b>Carl</b> /kɑːl/	卡尔 (男子名)	(33)
<b>Mark Twain</b> /ˌmɑːk ˈtweɪn/	马克·吐温 (美国作家)	(35)
<b>Adventures of Huckleberry Finn</b> /ˌhʌklɪbəri ˈfɪn/	《哈克贝利·费恩历险记》(马克·吐温的小说)	(35)
<b>Huck Finn</b> /ˌhʌk ˈfɪn/	哈克·费恩 (《哈克贝利·费恩历险记》中的主人公)	(35)
<b>Jim</b> /dʒɪm/	吉姆 (《哈克贝利·费恩历险记》中的人物)	(35)
<b>Mississippi River</b> /ˌmɪsɪˈsɪpi/	(美国) 密西西比河	(35)
<b>Illinois</b> /ˌɪləˈnɔɪ/	(美国) 伊利诺伊州	(35)
<b>Owen</b> /ˈəʊən/	欧文 (男子名)	(35)
<b>Tim</b> /tɪm/	蒂姆 (男子名)	(36)
<b>Patrick</b> /ˈpætrɪk/	帕特里克 (男子名)	(36)
<b>“Of Friendship”</b>	《论友谊》(弗朗西斯·培根的散文)	(40)
<b>Francis Bacon</b> /ˌfrɑːnsɪs ˈbeɪkən/	弗朗西斯·培根 (英国散文家、科学家、哲学家)	(40)
<b>Li Bai</b>	李白 (中国唐代诗人)	(41)
<b>Du Fu</b>	杜甫 (中国唐代诗人)	(41)
<b>“Missing Li Bai on a Spring Day”</b>	《春日忆李白》(杜甫的诗)	(41)
<b>Heidi</b> /ˈhaɪdi/	《海蒂》(约翰娜·斯比丽的小说)	(42)
<b>Johanna Spyri</b> /jəʊˈhɑːnə ˈʃpiːri/	约翰娜·斯比丽 (瑞士儿童文学作家)	(42)
<b>Heidi</b> /ˈhaɪdi/	海蒂 (《海蒂》中的主人公)	(42)
<b>The Sisterhood of the Traveling Pants</b> /ˌpænts/	《牛仔裤的夏天》(电影名)	(42)
<b>Audrey Hepburn</b> /ˌɔːdri ˈhepbɜːn/	奥黛丽·赫本 (英国演员、慈善家)	(43)
<b>Carol</b> /ˈkærəl/	卡萝尔 (女子名)	(43)



<b>Tom</b> /tɒm/	汤姆 (男子名)	(43)
<b>Stonechester</b> /ˌstəʊnˈtʃestə(r)/	斯通彻斯特 (虚构地名)	(44)
<b>Jennifer Jones</b> /ˌdʒenɪfə(r) ˈdʒəʊnz/	珍妮弗·琼斯 (女子名)	(44)
<b>Laura Williams</b> /ˌlɔːrə ˈwɪljəmz/	劳拉·威廉姆斯 (女子名)	(45)
<b>World Sleep Day</b>	世界睡眠日	(49)
<b>Helen Brown</b> /ˌhelən ˈbraʊn/	海伦·布朗 (女子名)	(50)
<b>King's Hospital</b>	国王医院 (虚构医院名)	(50)
<b>John Wilson</b> /ˌdʒɒn ˈwɪlsn/	约翰·威尔逊 (男子名)	(50)
<b>Tom Smith</b> /ˌtɒm ˈsmɪθ/	汤姆·史密斯 (男子名)	(50)
<b>Ella Edwards</b> /ˌelə ˈedwədz/	埃拉·爱德华兹 (女子名)	(50)
<b>Alice</b> /ˈælis/	艾丽斯 (女子名)	(51)
<b>World Health Organization (WHO)</b>	世界卫生组织	(56)
<b>10 Things You Need to Know About Losing Weight</b>	《关于减肥你应该知道的十件事》(纪录片名)	(56)





# Irregular verbs

Base form	Simple past	Past participle	Base form	Simple past	Past participle
arise	arose	arisen	eat	ate	eaten
awake	awoke	awoken	fall	fell	fallen
be	was/were	been	feed	fed	fed
bear	bore	borne	feel	felt	felt
beat	beat	beaten	fight	fought	fought
become	became	become	find	found	found
begin	began	begun	fly	flew	flown
bend	bent	bent	forecast	forecast/ forecasted	forecast/ forecasted
bet	bet	bet	forget	forgot	forgotten
bite	bit	bitten	forgive	forgave	forgiven
bleed	bled	bled	freeze	froze	frozen
blow	blew	blown	get	got	got
break	broke	broken	give	gave	given
bring	brought	brought	go	went	gone
broadcast	broadcast	broadcast	grow	grew	grown
build	built	built	hang	hung/hanged	hung/hanged
burn	burnt/burned	burnt/burned	have	had	had
buy	bought	bought	hear	heard	heard
cast	cast	cast	hide	hid	hidden
catch	caught	caught	hit	hit	hit
choose	chose	chosen	hold	held	held
come	came	come	hurt	hurt	hurt
cost	cost	cost	keep	kept	kept
cut	cut	cut	know	knew	known
deal	dealt	dealt	lay	laid	laid
dig	dug	dug	lead	led	led
do	did	done	learn	learnt/learned	learnt/learned
draw	drew	drawn	leave	left	left
dream	dreamt/dreamed	dreamt/dreamed	lend	lent	lent
drink	drank	drunk	let	let	let
drive	drove	driven			



Base form	Simple past	Past participle	Base form	Simple past	Past participle
lie	lied/lay	lied/lain	sleep	slept	slept
light	lit/lighted	lit/lighted	slide	slid	slid
lose	lost	lost	smell	smelt/smelled	smelt/smelled
make	made	made	sow	sowed	sown/sowed
mean	meant	meant	speak	spoke	spoken
meet	met	met	speed	sped/speeded	sped/speeded
mistake	mistook	mistaken	spell	spelt/spelled	spelt/spelled
misunderstand	misunderstood	misunderstood	spend	spent	spent
overcome	overcame	overcome	spread	spread	spread
panic	panicked	panicked	spring	sprang	sprung
pay	paid	paid	stand	stood	stood
prove	proved	proved/proven	steal	stole	stolen
put	put	put	stick	stuck	stuck
quit	quit/quitted	quit/quitted	strike	struck	struck/stricken
read	read	read	string	strung	strung
ride	rode	ridden	sweep	swept	swept
ring	rang	rung	swim	swam	swum
rise	rose	risen	swing	swung	swung
run	ran	run	take	took	taken
say	said	said	teach	taught	taught
see	saw	seen	tell	told	told
seek	sought	sought	think	thought	thought
sell	sold	sold	throw	threw	thrown
send	sent	sent	understand	understood	understood
set	set	set	upset	upset	upset
sew	sewed	sewn/sewed	wake	woke	woken
shake	shook	shaken	wear	wore	worn
shine	shone	shone	weep	wept	wept
shoot	shot	shot	wet	wet/wetted	wet/wetted
show	showed	shown	win	won	won
shut	shut	shut	wind	wound	wound
sing	sang	sung	withdraw	withdrew	withdrawn
sink	sank	sunk	write	wrote	written
sit	sat	sat			



# 后 记

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