



普通高中教科书

英语

必修

第二册



译林出版社

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普通高中教科书·英语 [必修 第二册]

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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“人与社会”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电影制作、体育锻炼、不同国家的节日和风俗习惯以及文学赏析等话题的语篇，感受真实、地道、优美的英语，了解多元文化。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，获得对传统节日、文学经典等中外优秀文化的新认识。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

2020年6月

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UNIT 1

Lights, camera, action!

A film is—or should be—more like music than like fiction. It should be a progression of moods and feelings.

—Stanley Kubrick

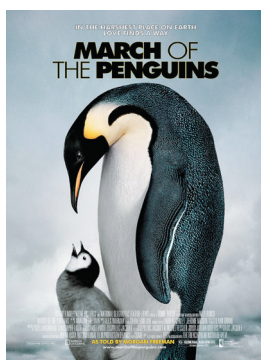


In this unit, you are going to:

- read a lecture transcript about some aspects of film-making behind the scenes;
- write a film review;
- read an excerpt from the script of a classic film;
- dub a film scene.

Welcome to the unit

The film poster is often used to advertise a film. Look at the film posters below and discuss the following questions in pairs.



Below is a list of some popular film types:

- | | |
|---------------|-------------------|
| • Action | • Horror |
| • Cartoon | • Musical |
| • Comedy | • Romance |
| • Documentary | • Science fiction |
| • Fantasy | • War |

- 1 What type of film is shown on each poster?
- 2 Which film type do you like best? Why?

Reading



Many different elements go into making a film. The lecture below was given by a film critic at the school Film Festival. Before you read the lecture transcript, think about the following questions:

- What elements of a film can you think of?
- Which element do you think is the most important in making a successful film?

Behind the scenes



Hello, everyone! Let me start by asking you a question: what's the first thing you notice about a film? The acting? The music? Maybe the amazing sets? Whatever your answer is, there's always a lot more to it than first meets the eye. Actually, the film you see on the screen is the product of a huge amount of hard work, most of which takes place behind the scenes. Today, I'll give you a brief introduction to some aspects of film-making you might not be familiar with.

To begin with, I'd like to draw your attention to an important factor of a film—sound effects. These are often added after a scene has been shot and might not be made in the way you would expect. For example, in *Jurassic Park*, the sounds of different animals, including a baby elephant and a tiger, were mixed by a computer to make a dinosaur roar. The sound of the doors opening in the *Star Trek* films was made simply by pulling a sheet of paper out of an envelope.



Another aspect I attach great importance to is visual special effects. CGI has been frequently used in film-making as a special effects technology. Generally, scenes requiring CGI are filmed in front of a green screen in the studio. As green doesn't match any natural hair or skin colour, actors can be easily separated from the background. This enables CGI effects to be added later. The Quidditch scenes in the Harry Potter films were made in this way with the actors jumping up and down in front of a green screen. However, the aid of computers isn't always preferred. Peter Jackson, director of *The Lord of the Rings* films, took a creative approach—he used clever camera angles to make characters seem bigger or smaller than they really were.

Props also contribute to a film's success. To make a film look real, great effort must sometimes be made to research, find and build objects. Director James Cameron spent six months looking at and revising plans of the *Titanic* in order to build a full-sized model for his 1997 film. He talked to historians to ensure that the details were correct and even went down to the bottom of the Atlantic Ocean to see what was left of the ship for himself. It took 500 workers 100 days to build the fine model, not to mention the thousands of props inside.

My lecture today may not be able to do justice to all the work people have done behind the scenes. Just as the poor passengers on the real *Titanic* saw the tip of the iceberg, what we see on the cinema screen is just the tip of the huge iceberg of film-making. Hopefully, next time you go to the cinema, you'll spare a thought for all those talented people behind the scenes. They have worked for months and even years so that you can have two hours of enjoyment!



A Understanding the text

A1 Read the lecture transcript and complete the chart below with the main idea of each paragraph.

Introduction (Para. 1): Some aspects of film-making behind the scenes require a lot of hard work.

Main body:

Aspect 1 (Para. 2): (1)

Aspect 2 (Para. 3): (2)

Aspect 3 (Para. 4): (3)

Conclusion (Para. 5): (4)

A2 Read the lecture transcript again carefully and complete the table below.

Main points	Examples
Many sound effects might not be made in the way you would expect.	(1)
(2)	The Quidditch scenes in the Harry Potter films were made with the actors jumping in front of a green screen.
The aid of computers isn't always preferred.	(3)
Props contribute to a film's success.	(4)

A3 In pairs, discuss the following questions.

- 1 Why do you think the film critic asks a question at the beginning of his lecture?
- 2 What conclusion can you draw from the lecture?
- 3 Do you support the use of CGI in films? Why or why not?

B Building your language

B1 Simon is talking about his favourite film at the school Film Festival. Complete what he says with the correct forms of the words and phrase in the box below.

prefer	factor	aid	actually
enable	approach	frequently	be familiar with

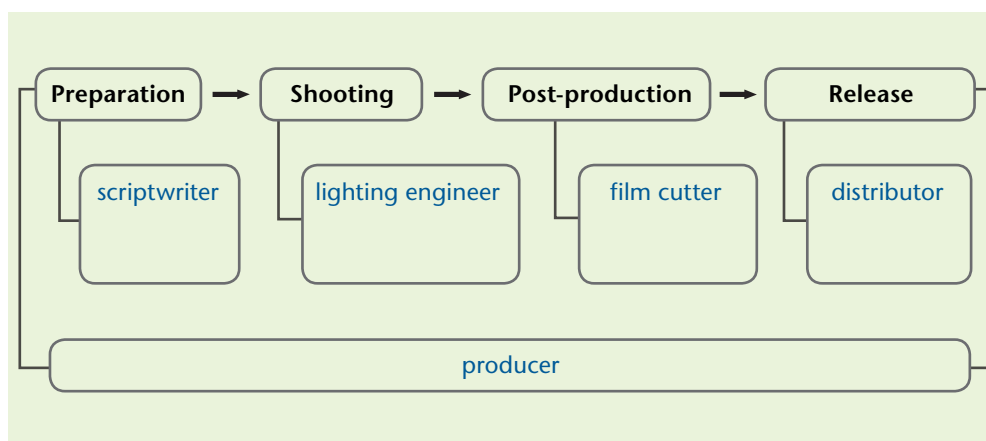
To the (1) _____ asked question, "What's your favourite film?", my answer is *Crouching Tiger, Hidden Dragon*. It has won many awards, including an Academy Award for Best Foreign Language Film. It has also (2) _____ Western audiences to have a better understanding of Chinese culture.

You must (3) _____ the exciting fighting scene on top of a bamboo forest in *Crouching Tiger, Hidden Dragon*. With the (4) _____ of the computer, scenes like this could have been made in the studio. However, the film's director, Ang Lee, (5) _____ to have actors perform on location. He believed this (6) _____ to film-making would create a "human connection" which could not be achieved with CGI special effects.

In addition to the amazing martial arts, the film also took advantage of China's beautiful mountains, forests and deserts. (7) _____, it was shot in different locations all around the country. All these (8) _____ contributed to the film's success.

B2 There are a lot of people working in the film industry. Fill in the flow chart below with different film-related jobs from the box. Then add more film-related jobs to the flow chart.

actor	cameraman	costume designer	director
film critic	make-up artist	production designer	set designer
sound engineer	special effects engineer	stuntman	voice actor



Tip

Learning topic-related words

Learning vocabulary by topic helps you see the connection between words and phrases. This enables you to remember them more effectively. You can create different lists of words according to different topics.

B3 The film critic uses a metaphor in his lecture to describe the fact that a lot of work is done behind the scenes in film-making. Find the metaphor in the lecture and write a metaphor of your own to describe the film-making process.

Learn this A metaphor compares one thing to another without using "as" or "like". It draws the reader's attention to the similarities between two things. This way, unfamiliar things can be explained with something people are more familiar with.

Grammar and usage

Subject-verb agreement

A Exploring the rules

Below is an introduction Laura gave to her class about *The Jungle Book*. Pay attention to the underlined subjects and verbs and fill in the table below. The first two have been done for you.

Everyone was surprised when Disney said its film team members were remaking *The Jungle Book*. Based on Rudyard Kipling's book of the same title, it describes the story of a boy named Mowgli. Mowgli and his animal friends live happily in the jungle until one day Shere Khan the tiger returns and tries to drive him out of the jungle. In 1967, Disney adapted the book into a cartoon film, which is widely regarded as a classic. However, its old age shows. The new film uses much more advanced technology—not only the animals but also the jungle is digitally created. Building the jungle environment on the computer was no easy job. It took more than 800 artists over a year to work on the project. *The Jungle Book* lasts for about two hours but there is enough tension and humour to hold your attention during the whole film. Two hours seems very short when you're having so much fun!

Subject + Singular verb	Subject + Plural verb
Everyone was	its film team members were

Working out the rules

- Subject-verb agreement means choosing the correct singular or plural verb according to the ⁽¹⁾ _____.
- The verb should be singular if the subject is ⁽²⁾ _____; the verb should be plural if the subject is ⁽³⁾ _____.

**You can choose more than one answer for each blank.*

- | | |
|----------------------------------|---|
| a a singular noun | f a phrase of two or more words linked by <i>and</i> ,
referring to two or more objects or people |
| b a plural noun | |
| c an uncountable noun | g a pronoun like <i>everyone</i> |
| d a book/film title | h a phrase of measurement like <i>two hours</i> |
| e a verb- <i>ing</i> form | |
- When *not only ... but also ...* is used as the subject of a sentence, or *there be* is followed by two or more nouns as the subject of a sentence, the verb agrees with the noun closest to it.

👉 Grammar notes → pages 97–98

B Applying the rules

B1 Circle the correct words to complete the following sentences.

- 1 Is/Are five million dollars enough to make a good film?
- 2 I think Mowgli and Shere Khan **is/are** the most interesting characters in *The Jungle Book*.
- 3 Drinking cola often **makes/make** the cinema experience more enjoyable.
- 4 There **is/are** one tree and three children on the film poster.
- 5 *Fantastic Beasts and Where to Find Them* **was/were** directed by David Yates.
- 6 If anyone **is/are** interested in the film, please let me know.

B2 After the talk, Laura chatted with Simon. Complete the conversation with the correct forms of the verbs in the box below. Some verbs can be used more than once.

be	look	make	require
----	------	------	---------

Simon: *The Jungle Book* sounds great. But what (1) _____ the new film so much better than the original?

Laura: The picture quality, as well as the special effects, (2) _____ far better. Not only the animals but also the forest (3) _____ so real! While you watch, you feel like reaching out your hand to touch the leaves.

Simon: Sounds super! Believe it or not, there (4) _____ only one real human character in the film.

Laura: That's Mowgli, played by a child actor named Neel Sethi. The rest (5) _____ all digitally created.

Simon: Does that mean he had to act alone?

Laura: Yes. When he acted alone in front of a green screen, a lot of imagination (6) _____. There was another problem: the digitally created animals had no shadows, but the film team (7) _____ able to find a solution.

Simon: How was the problem solved?

Laura: Light and shadows (8) _____ thrown onto Mowgli with the aid of a system they developed, showing that animals were moving near him.

Simon: That's really interesting and creative!

B3 Write a short paragraph about 3-D films. Use the following information to help you. Pay attention to subject-verb agreement.

3-D films	
History	Were first made in 1915
Advantage	Make things look like they are coming out of the screen
Disadvantages	<ul style="list-style-type: none">• Sometimes cause headaches and sickness for viewers• Need a special cinema and 3-D glasses
Examples	<i>Avatar</i> , <i>Life of Pi</i> , <i>Titanic</i> (changed to a 3-D film after filming)

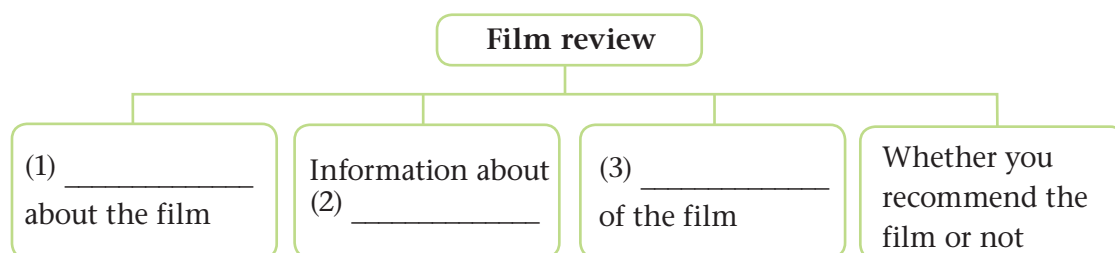
Integrated skills

Reviewing a film

A At the school Film Festival, Miss Li, the organizer, is talking about how to write a film review. Listen and finish the exercises below.



A1 Listen to Miss Li's introduction and complete the chart below.



A2 Listen to Miss Li's introduction again and complete the notes below.

Writing a film review

Dos

- Give the name of the film, the director's name and the names of (1) _____.
- Give information about when and where the film is set and what happens in the film.
- Include details about the acting, characters, music or (2) _____.
- Use lots of interesting adjectives.
- Describe (3) _____ that you think might enjoy the film.

Don'ts

- Don't say what happens (4) _____ of the film.
- Don't make the reader (5) _____ what you think.
- Don't give your opinion without (6) _____.

B Read the film review of *The King's Speech* below and try to understand its structure.



The King's Speech

The King's Speech is a 2010 British film directed by Tom Hooper. The film stars Colin Firth as King George VI, Geoffrey Rush as Lionel Logue and Helena Bonham Carter as Queen Elizabeth. At the 83rd Academy Awards (the Oscars), the film won Best Picture and Colin Firth won Best Actor in a Leading Role.

Based on a true story, the film is set in London in the 1930s. Prince Albert, second son of King George V, suffers from a terrible speech problem. The Prince has given up hope of a cure but his wife, Elizabeth, takes him to see Lionel Logue, an Australian speech doctor living in London. Although the two men have very different backgrounds and do not get along at first, they eventually become friends. After the Prince's elder brother gives up being King, Prince Albert becomes King George VI.

The film looks like a fairly typical historical film without fancy special effects, and it is made enjoyable by the performances of the main actors. Firth is successful in showing us the King's struggles as well as his courage. He has great chemistry with Rush and Bonham Carter, whose characters are both very believable. In the meantime, Hooper skilfully creates uncertainty and tension with narrow indoor sets and dark lighting.

All in all, I highly recommend this film. If you enjoy true stories or films about history, you will love *The King's Speech*.

C In pairs, discuss the film you are going to review. Use the following questions and expressions to help you.

- What type of film is it?
- Who are the director and the main actors?
- When and where is the film set?
- What is the storyline of the film?
- What is your opinion of the film? (Consider the storyline, acting, characters, music and special effects.)
- Who do you think would like the film?

Expressions

Talking about feelings

I felt inspired/excited/frightened after watching ...

I was really confused about the plot of ...

I was absolutely fed up with the special effects of ...

I couldn't stand ...

I was especially pleased with ...

I wasn't happy about ...

... appealed to me/didn't appeal to me because ...

D Write a film review. 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 film review is a report that expresses an opinion about a film. The purpose of a film review is to give information to the potential audience so that they can decide whether or not they want to watch the film.

• Learning about the structure

When writing a film review, you can follow the structure below:

- Start by giving basic information about the film.
- Provide information about the storyline.
- Give your opinion of the film.
- State clearly whether you recommend the film or not.

• Learning about the language

Use adjectives, either positive or negative, to make your description more vivid and interesting, e.g. *amazing/terrible, exciting/boring, original/unoriginal*.

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

- Does your film review contain all the necessary parts? Is your opinion of the film supported by enough evidence?
- How can you improve your writing?

Peer review

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

Extended reading



Read the introduction to the film *Forrest Gump* and the excerpt from its script.

Forrest Gump

(Excerpt)

Forrest Gump is a 1994 film starring Tom Hanks. It tells the story of Forrest Gump, a simple man with a warm personality. Despite an IQ of 75, he lives a truly amazing life. He sees, and sometimes influences, some of the major events of the United States in the second half of the 20th century.

5 *Mrs Gump and Forrest wait for the school bus. The bus pulls up as Mrs Gump prepares Forrest for his first day of school.*

MRS GUMP: You do your very best now, Forrest.

FORREST: I sure will, Momma.

10 **FORREST (Voice-over^①):** I remember the bus ride on the first day of school very well.

The bus driver opens the door and looks down. Forrest walks to the steps of the bus and looks at the bus driver.

BUS DRIVER: Are you coming along?

FORREST: Momma said not to be taking rides from strangers.

15 **BUS DRIVER:** This is the bus to school.

FORREST: I'm Forrest. Forrest Gump.

BUS DRIVER: I'm Dorothy Harris.

FORREST: Well, now we aren't strangers anymore.

The bus driver smiles as Forrest steps up into the bus.

20 *Mrs Gump waves to Forrest as the bus drives away. Forrest begins to walk down the bus.*

Two young boys look up from the seat.

BOY 1: This seat's taken.

BOY 2: It's taken!

25 *Forrest looks around. A larger girl moves over so Forrest can't sit next to her. She shakes her head. Forrest looks to the other side where a boy sits alone on a larger seat. The boy looks angrily at Forrest.*



① Voice-over: Voice-over refers to the lines in a film that are spoken by a person not seen on the screen. In this scene the grown-up Forrest is remembering a story from his childhood.

- BOY 3:** You can't sit here.
- 30 **FORREST (Voice-over):** You know, it's funny what a young man recollects. Because I don't remember being born. I, I ... don't recall what I got for my first Christmas and I don't know when I went on my first outdoor picnic. But, I do remember the first time I heard the sweetest voice in the wide world.
- 35 **GIRL:** You can sit here if you want.
Forrest looks back at Jenny Curran, a young girl about Forrest's age.
- FORREST (Voice-over):** I had never seen anything so beautiful in my life. She was like an angel.
- JENNY:** Well, are you going to sit down, or aren't you?
- 40 *Forrest sits down next to Jenny.*
- JENNY:** What's wrong with your legs?
- FORREST:** Um, nothing at all, thank you. My legs are just fine and dandy.
- FORREST (Voice-over):** I just sat next to her on that bus and had a conversation all the way to school.
- 45 **JENNY:** Then why do you have those shoes on?
- FORREST:** My momma said my back's crooked like a question mark. These are going to make me as straight as an arrow. They're my magic shoes.
- 50 **FORREST (Voice-over):** And next to Momma, no one ever talked to me or asked me questions.
- JENNY:** Are you stupid or something?
- FORREST:** Momma says stupid is as stupid does.
Jenny puts her hand out toward Forrest. Forrest reaches over and shakes her hand.
- 55 **JENNY:** I'm Jenny.
- FORREST:** I'm Forrest. Forrest Gump.
- FORREST (Voice-over):** From that day on, we was always together. Jenny and me was like peas and carrots.

A In pairs, find information about each of the following aspects of the film excerpt and complete the table.

Setting	
Characters (relationships between them, their personalities, etc.)	
Plot	

B What are your favourite lines from films? Explain why you like them.

Project

Dubbing a film scene

A As a class, discuss some film scenes that you like. Use the ideas below to help you. Then in groups, choose a film scene you are going to dub.

Are there enough characters in the scene for everyone in your group?

It does not matter if there are more characters than group members: one person can play more than one character.

Are the words clear to understand?

Try not to choose a scene where characters are talking too quickly or using language that is too difficult.



Do the characters speak more or less the same amount?

Try not to choose a scene where one person will have to do most of the speaking.

How long does the scene last?

A scene that lasts two or three minutes is preferred.

B As a group, practise dubbing the chosen film scene together.

Tip

Voice acting

- Speak clearly and try to stay in time with the character speaking in the film.
- Use your body language to get into character and help the feelings come naturally. Even though only your voice will be heard, you need to act with your whole body.

C As a group, present your dubbing to the rest of the class.

You can present your dubbing in different ways:

- Record both your dubbing and the film scene, and present the video in class.
- Record your dubbing and present the audio in class.
- Perform your dubbing in class, without recording in advance.

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 lecture transcript about the behind-the-scenes aspects of film-making?		
write a film review?		
understand the excerpt from the film script of <i>Forrest Gump</i> ?		
dub a film scene?		
use the new vocabulary from this unit and learn topic-related words? *		
identify and use subject-verb agreement? *		

* 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.

Further study



The Jungle Book (2016) is an adventure film about an orphan boy who grows up with his animal friends. They teach him many life lessons to help him survive the dangers in their world. Besides its interesting story, the film is known for its amazing lifelike computer animation effects. Watch it to meet the brave young boy and experience a make-believe world that feels very real.



The Academy Awards, more popularly known as the Oscars, are a set of awards for artistic and technical excellence in the film industry. Visit the official website of the Academy Awards to learn about the history and see the list of past winners.



UNIT 2

Be sporty, be healthy

A sound mind starts from a sound body. How can a weak body develop a sound mind?

—Cai Yuanpei



In this unit, you are going to:

- read a beginner's guide to exercise;
- write an email to encourage your friend to work out regularly;
- read a magazine article about a Chinese high school student's tai chi experience;
- do a survey on students' exercise habits.

Welcome to the unit

Sport is fun in different ways. Read the jokes below about different sports and discuss the following questions in pairs.

Q: What do soccer players and magicians have in common?

A: Both do hat-tricks!

Q: What is the hardest part about skydiving?

A: The ground!

Q: What animal is best at hitting baseballs?

A: A bat!

Q: Why can't Cinderella play soccer?

A: Because she's always running away from the ball.

Q: How do basketball players stay cool during the game?

A: They stand close to the fans.

- 1 What do you think is funny about these jokes?
- 2 What is your favourite sport? Why do you like it?

Reading



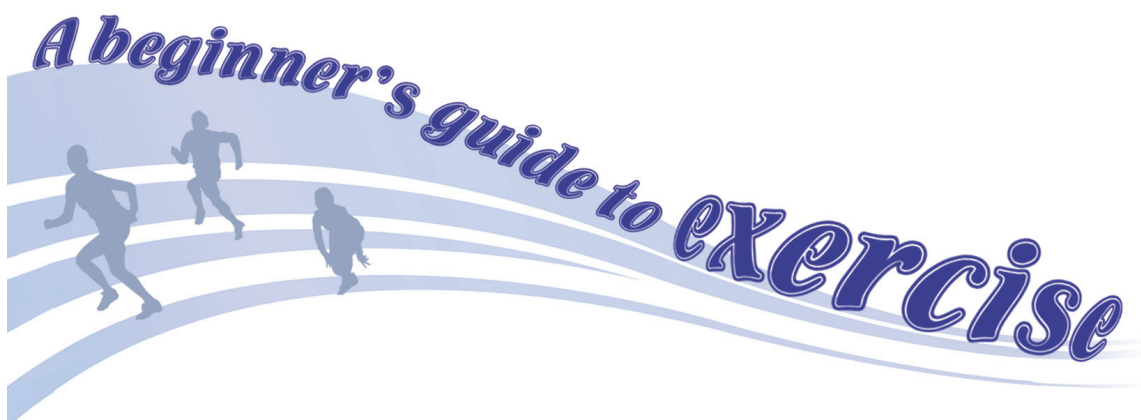
Many people are interested in getting into shape but are uncertain about how to start. The guide below gives information on exercise for beginners. Before you read the guide, think about the following questions:

- What might prevent people from starting exercise?
- What kind of information do you think this guide will give?

Tip

Predicting the main idea of a text

Before reading a text, take a brief look at the title, subheadings or pictures in it. Then try to guess what important information the text is going to give. By making predictions, you connect the text you are going to read with your background knowledge and become a more active reader.



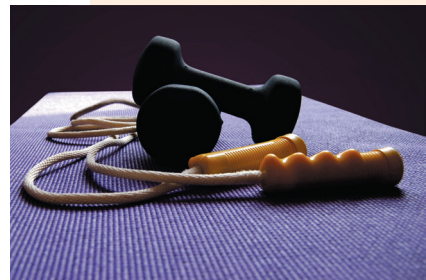
You want to start doing exercise? Congratulations! You have just taken your first step towards a new and improved you!

Understanding the benefits of exercise

- Most people assume that regular exercise does wonders for the body and mind—
- 5 but what exactly are its health benefits? To start with, physical activity increases the efficiency of your heart and lungs. During exercise, your heart and lungs must work harder. This extra effort makes them grow stronger over the long term. It has also been proven that active people tend to have better immune systems and are at lower risk of diseases. Moreover, exercise is good for your mental health. Working
- 10 out can help you reduce stress and get over negative feelings. Some studies even show that exercise improves certain brain functions, meaning you could actually exercise your way to better performance at school!

Planning your exercise routine

When you plan an exercise routine, the first thing to consider is what you expect to improve: heart and lung efficiency, muscle strength or flexibility. Aerobic activities, like jogging, swimming and skiing, develop your heart and lungs. Strength training, such as pull-ups and weightlifting, increases muscle strength and encourages bone development. Flexibility training, including gymnastics and tai chi, helps stretch your muscles and improve your body's range of movement. These types of exercise all play a role in a healthy routine. Above all, choose activities you enjoy because, in this way, you're more likely to stick with them.



Eating and drinking right

Like cars that run on petrol, your body burns carbohydrates for energy. Foods like noodles, rice, fruit and vegetables give your body plenty of carbohydrates to keep up your energy during a long workout. To help your muscles recover and repair themselves after exercise, you need to eat foods rich in protein, such as fish, eggs and milk products. When to eat is also of great importance. In general, you should have your meal an average of 1.5 to 2.5 hours before exercising. Do not eat immediately after exercise; instead, wait at least 30 minutes after a typical routine, or as much as an hour after a hard workout. Remember to drink throughout exercise to make up for water lost to sweat.



Avoiding injury

To prevent soft tissue injury, make sure that you wear proper clothes and equipment when exercising. You should also start small and slowly work your way to a longer and harder exercise routine to avoid getting hurt. Finally, remember to warm up before exercising and stretch at the end of your workout.



So, now you know the benefits of exercise and how to do it safely and effectively. What are you waiting for?

A Understanding the text

A1 The guide can be divided into four parts. Read the guide and complete the chart below with the main idea of each part.

Understanding the benefits of exercise <ul style="list-style-type: none">Physical benefits(1) _____	Eating and drinking right <ul style="list-style-type: none">What to eat(3) _____Drinking water
Planning your exercise routine <ul style="list-style-type: none">(2) _____What types of exercise you enjoy	Avoiding injury <ul style="list-style-type: none">(4) _____Starting small(5) _____

A2 Read the guide again carefully and answer the following questions.

1 Why is regular exercise good for the heart and lungs?

2 How does flexibility training help you?

3 Why do you need to eat foods rich in protein?

4 How long should you wait after exercise to have your meal?

A3 In pairs, discuss the following questions.

1 What are the purposes of this guide? What techniques does the guide use for these purposes? Support your answer with examples from the guide.

2 Do you agree with the guide that exercise can help you get over negative feelings? Back up your opinion with examples from your experience.

3 What other information do you think could be included in the guide?

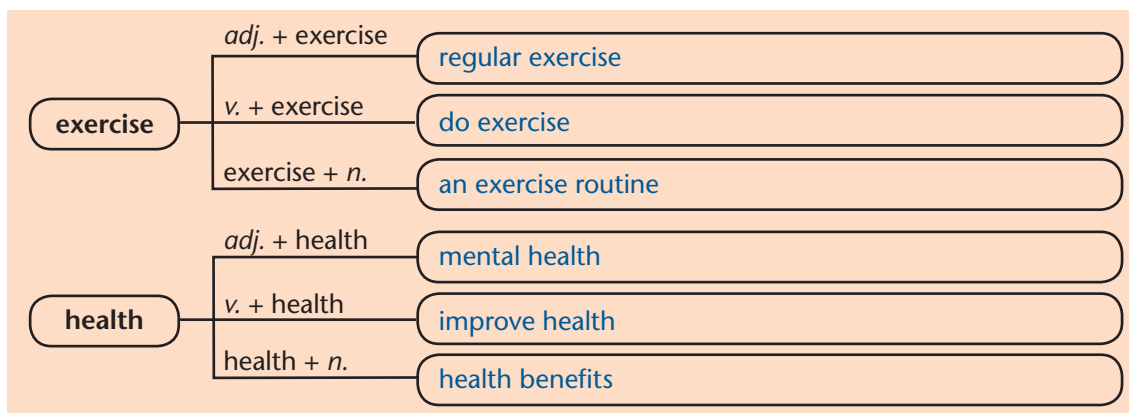
B Building your language

B1 The passage below deals with a common false idea about exercise. Complete the passage with the correct forms of the words and phrases in the box below.

moreover	assume	average	over the long term
jogging	prevent	tend to	make up for

Exercise has a range of health benefits. However, some people (1) _____ that if some exercise is good, more is always better, so they (2) _____ exercise for a long time without stopping. For example, some people go (3) _____ for several hours at a time because of the step-counting smartphone apps. Others work out for hours at the weekend (4) _____ their lack of exercise during the weekdays. Habits like these put stress on the body, and if maintained (5) _____, they can become a serious health risk. Generally speaking, aerobic routines that last over 100 minutes have a certain health risk. On the other hand, they should not be shorter than 10 minutes. If you do exercise for only a few minutes, you may not be working out long enough to see any benefits from it. When you exercise, aim for the daily (6) _____ of 30 to 60 minutes. This will (7) _____ you from getting hurt. (8) _____, it will ensure that the exercise you do has a positive effect on your physical health.

B2 "Exercise" and "health" appear in the guide as part of different collocations. Read the examples below and add more collocations.



B3 The guide uses cautious language to describe something that may not be true in every case. Find the sentences using cautious language in the guide and revise the sentences below using cautious language.

Learn this Cautious language is used to avoid overgeneralizing. Pay attention to the following words and phrases:

Modal verbs: can, could, may, might, should, would

Verbs and verb phrases: appear, look like, seem, tend to

Adverbs and adverbial phrases: probably, usually, sometimes, mainly, in general

Adjectives: likely, possible, probable, unlikely

People do not like getting up early for morning exercise in cold weather. They want to get as much sleep as they can. However, truly healthy people get their workout done anyway. They know they will feel great afterwards.

Grammar and usage

Passive voice in the present continuous and present perfect tenses

A Exploring the rules

Frances is reading a leaflet about a sports centre. Find the sentences in the leaflet that use the passive voice in the present continuous and present perfect tenses and fill in the table below. The first two have been done for you.

Are you ready to get fit? We are happy to announce that the Community Sports Centre will soon be open to the public once again! Our facilities have been enlarged and redone, and our centre is now bigger and better than ever before. The finishing touches are now being put to a new swimming pool and our workout rooms have been updated with modern equipment. Come by and check them out!

There are a lot of fitness courses for you to choose from. In response to public interest, our aerobics class has been replaced with several fun options, including modern dance. You can find more details about all our courses on our website. Better still, we will update our fitness courses every few months so that more popular courses can be included. Weight training classes, for example, are being designed and will be added to our programme soon. We will invite professional athletes to be our coaches. We are confident that we have something for everyone. We look forward to seeing you here!

Passive voice in the present continuous tense	The finishing touches are now being put to a new swimming pool ...
Passive voice in the present perfect tense	Our facilities have been enlarged and redone ...

Working out the rules

- We use the passive voice in the present continuous tense to talk about something that is being done right now. The verb form is “(1) _____”.
- We use the passive voice in the present perfect tense to talk about something that has been done. The verb form is “(2) _____”.

👉 Grammar notes → page 98

B Applying the rules

B1 Rewrite the following sentences using the passive voice.

1 The city government is building a new community sports centre.

2 Some workers are painting the walls in the workout rooms.

3 People have told me the new workout rooms are very modern.

4 Jenny's PE teacher has asked her to make an exercise plan.

5 The teachers are testing students on their knowledge of fitness.

B2 Frances has written a review of the sports centre. Complete the review with the correct forms of the verbs in the brackets.

I visited the new and improved Community Sports Centre. It looks amazing! It is not open to the public yet, but preparations ⁽¹⁾ _____ (make) presently for the reopening.

Lots of new and modern facilities ⁽²⁾ _____ (put) in place. Some of the exercise machines ⁽³⁾ _____ (test) by a group of energetic young people now. A whole new range of courses ⁽⁴⁾ _____ (design) for people of all ages, including tai chi and boxing! I tried out the boxing class and I loved it! The coach, who was a boxing champion, was patient and professional. At the end of the one-hour class, I was sweating all over but felt relaxed.

Despite all these improvements, I have also found something that still needs to be done: so far no basketball court ⁽⁵⁾ _____ (build). I love playing basketball and I hope a basketball court will be built in the near future. I am sure it will make the sports centre more popular.

B3 A school news reporter is interviewing Mr Lin, a PE teacher, about the preparations for the school sports meeting. In pairs, use the checklist below to role-play the interview.

Reporter: Mr Lin, thank you for agreeing to this interview. May I ask what has been prepared for the sports meeting?

Mr Lin: Well, the date of the sports meeting has been decided: 14 May.

...

Reporter: Thank you for your time, Mr Lin. I hope the school sports meeting will be a great success!

Checklist

Date	<input checked="" type="checkbox"/>	Rules	<input type="checkbox"/>
Location	<input checked="" type="checkbox"/>	Equipment	<input type="checkbox"/>
Events	<input type="checkbox"/>		

Note: A tick "✓" means that the work has been completed.

Integrated skills

Encouraging a friend to work out regularly

A Leo is talking to Dr Chen about some problems with his health. Watch the video and finish the exercises below.



A1 Watch the video and tick the problems Leo mentions in the boxes below.

- ☐ a Always gets a cold
- ☐ b Has a bad memory
- ☐ c Has sleep problems
- ☐ d Is overweight
- ☐ e Cannot concentrate at school
- ☐ f Feels tired at night



A2 Watch the video again and complete the table below.

Dr Chen's suggestions	Benefits
Try a (1) _____ diet.	It will help your body (2) _____.
Be more active. Do some aerobic exercise such as (3) _____ twice a week.	<ul style="list-style-type: none"> It will strengthen your immune system so you can (4) _____. It will (5) _____, making you feel tired and sleep better at night. It will help (6) _____, which may help you concentrate.

Tip

Listening for suggestions

When making suggestions, speakers often use expressions like *why not try ...*, *it would be good to ...* and *it'll be even better if you can ...*. Pay attention to these expressions and listen for the suggestions that follow.

B After his conversation with Dr Chen, Leo wrote an email to his friend Rachel. Read the email below and make a list of the reasons why Leo is unwilling to begin working out regularly.

Hi Rachel,

Hope you're doing well. I've been feeling a bit under the weather recently: generally tired and not myself. Today I went to see the doctor. She offered me some advice on my diet. She also said I needed to do more exercise.

I know that I'll have a better immune system and higher energy levels if I exercise. To be honest though, I don't know how to make exercise a regular part of my life. You know, it's really difficult to fit exercise into my busy schedule. I have so much schoolwork. Plus I take part in a lot of after-school activities. During the weekend, I often hang out with my friends. I simply have no time for exercise!

It isn't just about the time, though. I'm also concerned about money. I just can't afford to sign up for classes in the nearby gym. I do want to try swimming but the swimming classes are so expensive. So you see, I don't think I'd be able to work out in the gym.

Last but not least, I think it's hard for me to stick with an exercise routine. How boring it is to exercise alone! Imagine jogging along the same path every morning, repeating the same movement day after day and having no one to talk to! I'm pretty sure I would soon give up without a partner.

What would you do in my position? Look forward to hearing from you soon.

Best wishes,
Leo

Reasons why Leo is unwilling to take up exercise:

- 1 _____
- 2 _____
- 3 _____

C In pairs, role-play a conversation between Rachel and Leo about how Leo can make exercise a regular part of his life. Use the following ideas to help you.

- Exercise can be fitted into one's schedule.
- Exercise does not necessarily require money.
- Exercise can be done with one's family or friends.

Tip

Starting a discussion

To start a discussion, you can:

- state the purpose directly, e.g.
I have this idea/problem to discuss with you.
I'd like to discuss something/my problem/my situation with you.
- invite your partner to give his/her opinion by asking questions. Try to ask open-ended questions rather than yes-no questions, e.g.
What do you think of ...?
How do you feel about ...?

D Help Rachel write a reply to Leo to encourage him to work out regularly. Use your ideas from part C and the information in parts A and B to help you.

Planning your writing

• Learning about the structure

When writing an email of encouragement, you can follow the structure below:

- Start by showing your understanding of the situation.
- Give suggestions with reasons.
- End the email by offering encouragement.

• Learning about writing techniques

- Read the instructions carefully to fully understand the topic and brainstorm ideas.
- Use diagrams, such as a mind map or a flow chart, to organize your ideas. You can also make a list of the points you want to cover.

• Learning about the language

- Consider the purpose of your writing and your reader, which determine your language style, formal or informal. An email to encourage a friend is usually informal.
- Show your understanding with expressions such as "I'm sorry to hear that ..." and end your email with "I hope you'll find these suggestions helpful and I'm sure you'll ...".

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

- Are the reasons you give convincing?
Do you use proper language to express understanding and encouragement?
- How can you improve your writing?

Peer review

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

Extended reading



Read the sports magazine article about a Chinese high school student's experience of practising tai chi.



Finding a balance: my tai chi experience

When my friend first suggested that we join the new Tai Chi Club at school, I hesitated. I always believed tai chi was for old people. After the first class, however, I had to admit that I had been wrong about tai chi. It was amazing! One year later, I can honestly say it has had a huge effect on me physically and mentally. Just
5 as importantly, practising tai chi has inspired me to explore the Chinese culture behind it.

The first few tai chi classes were fun and easy, and the moves really caught my imagination, with descriptive names like “white crane spreading its wings” and “golden rooster standing on one leg”. When I asked my coach where these
10 interesting names came from, he told me about the history of tai chi. Zhang Sanfeng, a 13th-century Taoist, was said to have invented tai chi after drawing inspiration from a fight between a snake and a bird. However, nowadays people tend to believe that Chen Wangting, a 17th-century master of Chinese martial arts, developed tai chi based on martial arts skills. No wonder some tai chi moves
15 are named after animals—Chinese martial arts have a long-standing practice of imitating animals. Chen Wangting's original set of moves is called Chen-style tai chi, but other styles of tai chi have since been developed, including Yang-style, Wu-style and Sun-style.

After learning the basics of tai chi in those first few
20 classes, I found myself bored and aching from doing the
same moves over and over again. Luckily, my coach
taught me how to relax my muscles and focus on
peace of mind while performing the routine. With
these requirements of tai chi in mind, I found to my
25 satisfaction that my balance and flexibility slowly
improved, that I was able to do more difficult
moves, and that my love for tai chi returned
stronger than ever.



In time, I began to look into the ancient Chinese culture behind tai chi.
30 I discovered that tai chi is deeply rooted in the Chinese philosophy of yin and yang,
which are believed to form the unity of opposites. Neither can exist independent
of the other; for example, there is no shadow without light. The practice of tai
chi aims to maintain the balance of yin and yang in the body through opposite
movements: forwards and backwards, up and down, left and right, breathing in
35 and breathing out. Eventually, tai chi brings about a state of physical balance and
mental peace.

A year of practising tai chi has had a positive effect on my everyday life. I sleep
better at night, and I am more energetic during the day. I feel happier and more
confident. Tai chi has taught me to relax my mind, enabling me to stay cool in
40 stressful situations. I am sure I will continue to practise tai chi and enjoy the
benefits it has brought me.

A What was the author's tai chi experience like? Write about it in your own words using the information from the article.

B Do you think tai chi will get more popular among teenagers? Why or why not?

Project

Doing a survey on students' exercise habits

A As a class, discuss what to ask on your questionnaire about the exercise habits of the students in your school. Use the ideas below to help you and think of more ideas for your questionnaire.

- How often do you exercise?
- How long do you exercise?
- What type of exercise do you do?
- Where do you exercise?

B As a group, design your questionnaire and use it to survey the exercise habits of the students in your school.

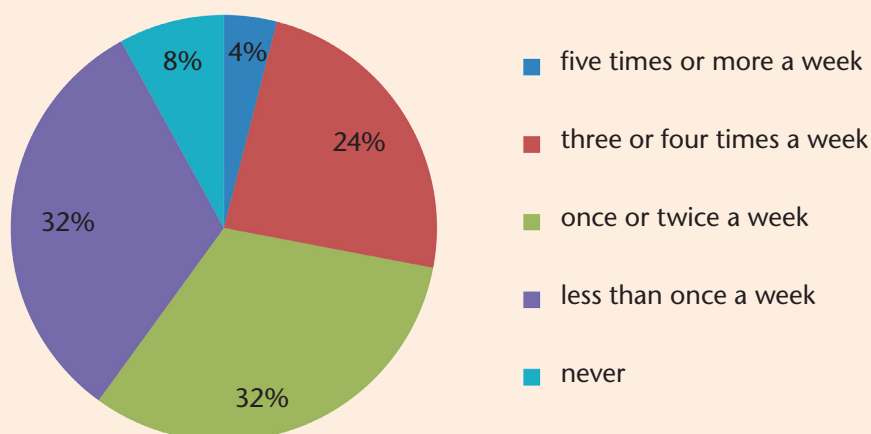
Tip

Designing a questionnaire

Think carefully about what you want to find out from the survey and design your questionnaire accordingly. Moreover, use a mixture of closed-ended questions and open-ended questions. Last but not least, keep your questionnaire short and easy to understand.

C As a group, write a report about the survey data you have gathered and make suggestions on how students can improve their exercise habits. Use the example below, which is part of a report, to help you. Then present your report to the rest of the class.

How often do students exercise?




Most students need to do a lot more exercise if they wish to remain healthy. Experts recommend exercising at least three times a week, but only 28% of students manage that. From the diagram, we can also see that 40% of students exercise less than once a week or never exercise. It can be seen that most students need to exercise more frequently.

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 beginner's guide to exercise and predict the main idea of a text?		
listen for suggestions, start a discussion and write an email of encouragement?		
understand the magazine article about a high school student's tai chi experience?		
design a questionnaire and do a survey on students' exercise habits?		
use the new vocabulary from this unit? *		
identify and use the passive voice in the present continuous and present perfect tenses? *		

* 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.

Further study



"The Brain-changing Benefits of Exercise" is a video talk given by brain scientist Wendy Suzuki in 2017. In this talk, she shares her research on the effects of exercise on the human brain. Watch her talk and find out more about the amazing changes that occur in our brain when we exercise.



McFarland, USA is a sports drama film based on a true story. It is about a high school cross-country running team that won an important championship against all the odds. The coach and team use running to overcome their hardships and to rebuild their hopes for a better future. Watch it and experience the power that sport has for not only building a strong body, but also a strong mind.



UNIT 3

Festivals and customs

Customs tell a man who he is, where he belongs, what he must do.

—Robert A. Heinlein



In this unit, you are going to:

- read a travel journal about a traveller's experiences in two different countries;
- write an article to promote traditional Chinese festivals;
- read a feature article about a family dinner on the Chinese New Year's Eve;
- make PPT slides about a festival.

Welcome to the unit



Festivals can tell us a lot about the cultures of different countries. Watch the video and finish the following exercises.



- Yi Peng Lantern Festival is celebrated in Chiang Mai, Thailand as a way to _____.
- Midsummer's Day is celebrated in Sweden for people to _____.
- The Day of the Dead, which lasts _____, is a festival in Mexico for people to _____.

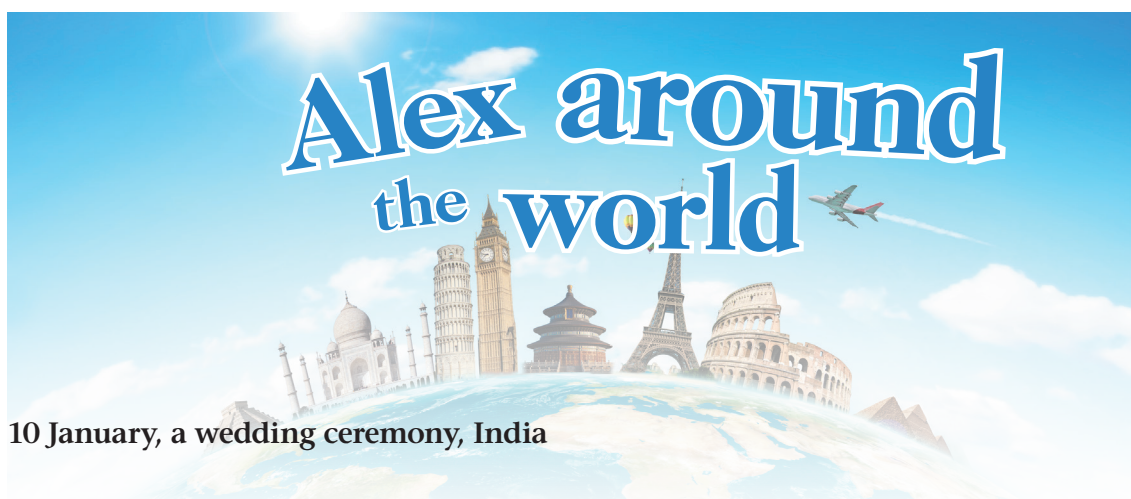
- 1 What Chinese festivals are similar to each of the three festivals in the video?
- 2 What other festivals around the world do you know about?

Reading



Travelling is a way to learn about other cultures. The travel journal below was written by Alex Zhang, a travel writer. He shares his experiences of attending an Indian wedding and the Rio Carnival. Before you read the travel journal, think about the following questions:

- How can you learn about foreign customs and traditions?
- Describe a festival you have experienced. What happened? What was it like?



10 January, a wedding ceremony, India

When Nadim invited me to his sister's wedding, I knew it would be the opportunity of a lifetime. I was definitely not wrong!

The wedding ceremony took place in a brightly decorated hotel room. There were
5 hundreds of guests, all dressed up in formal, colourful clothes. According to tradition, the bride was wearing an eye-catching red silk sari.

I did not understand all of the traditional customs, but a few made a deep impression on me. One was the bridegroom's entrance on a beautiful white horse. I had never seen that back home! Another was the part when Nadim's father proudly led his daughter
10 through the rows of seats to her husband. It reminded me of my sister's wedding. Although our cultures are so different, the smiling faces are the same.



The customs that followed were anything but ordinary. The couple joined hands and walked around a small fire four times. Then they took seven steps together by the fire, and with each step made a different promise about how they were going to support
15 each other and live together happily. It was very romantic!

After the ceremony, it was time for the celebrations. That is a story for another day, but let's just say there was a lot of dancing. Now I know I have two
20 left feet ... and both of them hurt!

26 February, Rio Carnival, Brazil

The summer heat hit me as soon as I got off the flight. No wonder people from Rio take a week off for this happy occasion. I could feel it already—the Carnival was in the air!

To experience the spirit of the Carnival for myself, I went to a street party. Luckily,
25 I arrived just in time—the show was about to begin as I took my place in the merry crowd. I could see a group of around 20 Brazilian dancers and a band in fancy costumes standing in the street. Some of them carried flags, which blew in the wind. The crowd waited with excitement.

Then there was an explosion of bright colours and lively music, and the group jumped
30 into action. The band started playing an energetic samba beat, the dancers twisted and turned, and the crowd began to cheer, clap and sing. The whole group started marching down the street. The Carnival current carried us through the ever-growing sea of people, dancing all the way. Iceboxes of soft drinks and beer lined the narrow streets, and the smell of roasted meat filled the air as we passed wave after wave of street
35 stands. I was so caught up in the party fever that I hardly noticed five hours fly by!

Even as I lay in bed that evening, the bright colours and lively music were still swimming all around me. What an amazing first day in Rio!



A Understanding the text

A1 Read the travel journal and put the events at the Indian wedding and the Rio Carnival in the correct order. Write the letters in the flow charts.

The Indian wedding

- a The bride's father led her to the bridegroom.
- b The couple took seven steps.
- c The celebrations began.
- d The bridegroom arrived on a horse.
- e The couple joined hands and walked around a fire.



The Rio Carnival

- a The group started marching down the street.
- b Alex saw dancers and musicians standing in the street.
- c Alex took his place in the crowd.
- d The group jumped into action.
- e The crowd passed many street stands.



A2 Read the travel journal again carefully and answer the following questions.

1 What was the bride wearing at the Indian wedding?

2 What were the Indian couple's promises about?

3 Why did Alex go to a street party?

4 What did Alex see and smell as he passed the street stands?

A3 In pairs, discuss the following questions.

1 How is the Indian wedding different from and similar to Chinese weddings you have been to?

2 What does Alex think of the Rio Carnival? Use details in the travel journal to support your opinion.

3 Besides weddings and festivals, what other elements are an important part of a country's customs and traditions? Make a list and describe them.

B Building your language

B1 Alex is going to visit Spain soon. He is reading an introduction to La Tomatina online. Complete the introduction with the correct forms of the words and phrases in the box below.

occasion	impression	decorate	in the air
tradition	entrance	merry	be caught up in

La Tomatina is an annual tomato fight festival celebrated in the small town of Buñol in eastern Spain, where it has been a(n) (1) _____ since the 1940s. On the last Wednesday of August, people from all over the world fill this small town for this special (2) _____. In the morning, thousands of (3) _____ tourists start to line the narrow streets. There is a sense of excitement (4) _____. At around 11 a.m., the tomato trucks make their (5) _____ and stop in the town centre. Once the fight begins, the crowd rush to the trucks to pick up tomatoes and throw them at each other. People (6) _____ the fight for about an hour, and by the time it finishes, around 150,000 kilograms of tomatoes cover Buñol. No wonder fire engines are needed to wash the streets after the fight—the town looks like it has been (7) _____ with red paint! Luckily, the acid in the tomato helps make everything really clean.

If you plan to visit Spain in August, you should definitely take the opportunity to join in this crazy festival. It is sure to leave a deep (8) _____ on you. Keep your stuff close and stay away from vehicles. Also, be sure to wear old clothes—let’s just say you will not wear them again!

B2 The travel journal uses some country names and related adjectives. Look at the examples and complete the table below. Then think of more words of this type.

Countries	Related adjectives	Countries	Related adjectives	Countries	Related adjectives
Australia		Egypt		Russia	
Brazil	Brazilian	Greece		Spain	
Canada		India	Indian	Sweden	

B3 The travel journal about Alex’s experience at the Rio Carnival uses the method of contrast to describe the scenes before and during the street party. Find the sentences in the travel journal and use contrast to describe the scenes before and during a dragon boat race.

Learn this Contrast is a method of organization with which a writer highlights the differences between two people, places, things or ideas. Using contrast often draws the reader’s attention and makes the description more vivid and interesting to read.

Grammar and usage

Future in the past

A Exploring the rules

Below is a story about how Della prepared a gift for her husband Jim during the Christmas season. Find the sentences that use future in the past and fill in the box below. The first one has been done for you.

ONE DOLLAR AND EIGHTY-SEVEN CENTS. That was all she had. Della counted it three times. One dollar and eighty-seven cents. And the next day would be Christmas. If she was to buy a nice gift for her husband Jim, she would need more money. But how could she earn some? Della stood in front of the mirror in her apartment. She looked at her reflection, brushed her long, brown hair, and made up her mind: she was going to sell her hair. With the money she received for it, she would buy Jim a perfect gift.

Della had her hair cut off and sold it for twenty dollars. She spent the next two hours hunting for Jim's gift. She found it at last: a simple but beautiful watch chain for his gold watch, which had been passed down to him from his grandfather. Della paid twenty-one dollars for the watch chain, and hurried home with the remaining eighty-seven cents. She looked at her reflection in the mirror carefully again. She felt nervous. Did she look like a little schoolboy without her beautiful long hair? Would Jim still think she was pretty? She was about to find out.

And the next day would be Christmas.

Working out the rules

- We use future in the past to describe an action ⁽¹⁾ _____ (in the future/in the past) from the perspective of some point ⁽²⁾ _____ (in the future/in the past).
- We form future in the past in statements by using ⁽³⁾ _____, *was/were to*, ⁽⁴⁾ _____ or *was/were about to* with the base form of a verb.

🔗 Grammar notes → page 99

B Applying the rules

B1 Complete the conversations with the correct expressions in the brackets.

1 **Paul:** I (a) _____ (visited/was about to visit) the museum with my friends last weekend. What about you?

Emily: I (b) _____ (saw/was going to see) a documentary film about the Spring Festival with Joanna on Saturday, but she didn't feel well. So I just stayed at home.

2 **Alex:** We (a) _____ (are going to hand in/were going to hand in) our report on festivals around the world next Monday.

Colin: Yes, but I (b) _____ (wasn't to start/haven't started) it yet.

Alex: You told me you (c) _____ (would work on/worked on) it all day yesterday.

Colin: Oh, I (d) _____ (was about to start/would start) when my cousin (e) _____ (would come/came) over.

B2 Below is a story about Jim's gift for Della. Complete the story with the correct verbs in the box below, using future in the past. Some verbs can be used more than once.

make

think

be

sell

Jim was shopping for a gift for his wife Della. The next day (1) _____ Christmas. With an income of twenty dollars per week, life was hard for the couple, but Jim wanted to buy a perfect gift for Della. He thought of the beautiful set of combs on show in one of the shop windows on Broadway. Della had wanted those combs for so long. Tomorrow, Jim decided, he (2) _____ Della's dream come true.

Jim looked at the gold watch that had been his father's and his grandfather's. He and Della owned two things which they were both very proud of. One was Jim's gold watch, and the other was Della's beautiful hair. Jim already knew what he had to do: he (3) _____ his watch.

That afternoon, Jim sold the watch, went to the shop for the combs and returned home with a package in his pocket. He was sure that they (4) _____ the most wonderful gift for Della. Jim was excited about what she (5) _____ when she saw her gift the next day.

B3 What do you think Della and Jim would do when they found out what had happened? Write an ending for the story using future in the past.

Integrated skills

Promoting traditional Chinese festivals

A Alice is reading a website article about the importance of traditional Chinese festivals. Read the article below and make a list of the reasons why we should promote traditional festivals.

Importance of promoting traditional Chinese festivals in modern society



The Double Ninth Festival (the Chongyang Festival), which has a history of over 2,000 years, falls on the ninth day of the ninth month in the Chinese lunar calendar. According to tradition, we should celebrate the festival by going mountain climbing, but how many people today still observe this tradition? In modern society, many traditional Chinese festivals are becoming less and less popular. However, they are an important part of Chinese culture, and we must protect and maintain them.

Traditional festivals teach us a lot about our nation's history. The Dragon Boat Festival, for example, is celebrated in honour of Qu Yuan, a great poet living in the Warring States period of ancient China. By celebrating the Dragon Boat Festival with rice dumplings and dragon boat races, the story of Qu Yuan is passed down from generation to generation. Promoting traditional festivals helps spread knowledge about our national history.

Moreover, traditional festivals enable us to learn more about fine Chinese values. Many festivals, such as the Mid-Autumn Festival, have a caring, family-centred message at their heart. The full moon on the festival is considered to stand for family togetherness and family members will come back home even if they live very far away. With the celebrations of these festivals, younger generations learn to honour fine Chinese values.

Finally, traditional festivals are a source of national pride and help shape our national identity. For example, we celebrate the Hanshi Festival and the Laba Festival with unique customs, and these shared experiences bring us together as a people. Traditional festivals tell us who we are and fill us with pride in being Chinese.

Traditional festivals have been passed down to us from previous generations. It is the duty of every one of us to protect them for generations to come.

Reasons why we should promote traditional Chinese festivals:

- 1 _____
- 2 _____
- 3 _____

B Alice is listening to a school radio report about what her school has done to promote traditional Chinese festivals. Listen and finish the exercises below.



B1 Listen to the report and answer the following questions.

1 When did the course Traditional Chinese Festivals start?

2 Who was the winner of the poster design competition?

3 How many students took part in the poetry writing competition?

4 How long did the play about the Qingming Festival last?



B2 Listen to the report again and complete the table below.

Different ways to promote traditional Chinese festivals	An optional course	<ul style="list-style-type: none"> The course is called Traditional Chinese Festivals. The number of students who have signed up for the course has increased from 50 to (1) _____.
	Several competitions	Poster design <ul style="list-style-type: none"> The winning design was about the Mid-Autumn Festival, showing (2) _____ with Chang'e on it.
		Poetry writing <ul style="list-style-type: none"> The winner wrote about his experience with his grandpa on (3) _____.
	Events organized by school clubs	(4) _____ <ul style="list-style-type: none"> They put on a play about the Qingming Festival.
		The Cooking Club <ul style="list-style-type: none"> They taught students how to make (5) _____.

C In pairs, discuss how to promote traditional Chinese festivals. Use the following questions and expressions to help you.

- Why should we promote traditional Chinese festivals?
- How can we promote traditional Chinese festivals? (The government, the media, schools, individuals, ...)

Expressions

Talking people into action

There are clearly many ways to promote ... such as ...

... should promote/encourage/support ... by ...

... is surely a good/an effective way to promote ...

... is very popular with ...

... is important for ... because ...

D Write an article promoting traditional Chinese festivals. Use your ideas from part C and the information in parts A and B to help you.

Planning your writing

• Learning about the structure

When writing an article to promote traditional Chinese festivals, you can follow the structure below:

- State the importance of traditional Chinese festivals.
- Offer ways to promote traditional Chinese festivals.
- Make a call for action and describe a positive result you would like to see.

• Learning about the language

- Organize your points with *first of all, moreover, finally/last but not least*, etc. if you give more than one way to promote traditional Chinese festivals.
- Use imperative sentences to call for action. Make them short and powerful.

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 mistakes can you find in your writing?
- How can you improve your writing?

Peer review

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

Extended reading



Read the feature article about a family dinner on the Chinese New Year's Eve.



A precious family dinner

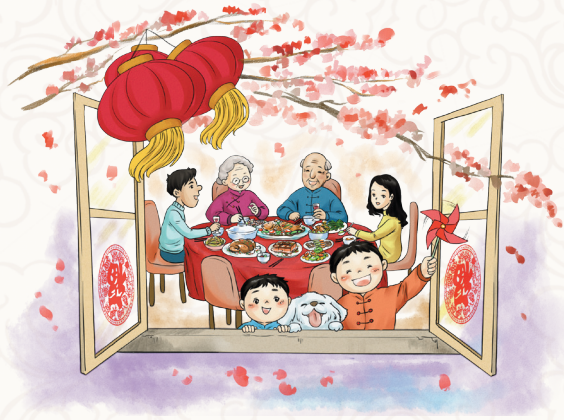
It is just past five o'clock on the Chinese New Year's Eve, and the dinner table is already covered with white china plates and bowls, full of all sorts of dishes: chicken, duck, pork, fish and vegetables. Luo Yan, 29, lifts the cover of a large bowl to breathe in the rich smell of the soup his wife and mother have prepared. Luo
5 Yan's son, Bofeng, happily takes a bite of the chicken his grandfather has selected for him.

Six-year-old Bofeng has not seen his grandparents for almost a year, and he is full of joy and excitement. Indeed, the whole family could not be happier to be together. Despite the cold outside, their happy faces fill the air with warmth while merry
10 laughter rings throughout the house. Luo Yan and his wife and sons have settled in the big city, far away from their hometown. Every year, they travel back for the Spring Festival, for their dream of "three generations under the same roof".

The Luo family's journey back to their hometown was a long and tiring one just a few years ago. However, the high-speed train has made it much more convenient for
15 them to go back home. During the five-hour trip, they chatted excitedly with each other, their minds full of thoughts about their sweet home.

On their arrival, they find Luo's parents eagerly waiting for them. Their home has been specially decorated for the joyous occasion. From the neat designs of the paper-cuttings on the windows, to the Spring Festival couplets on the door, and to the
20 New Year paintings on the wall, everything represents joy, luck and happiness. Even the fish on the plate expresses a hope for *nian nian you yu*—*yu* means both "fish"

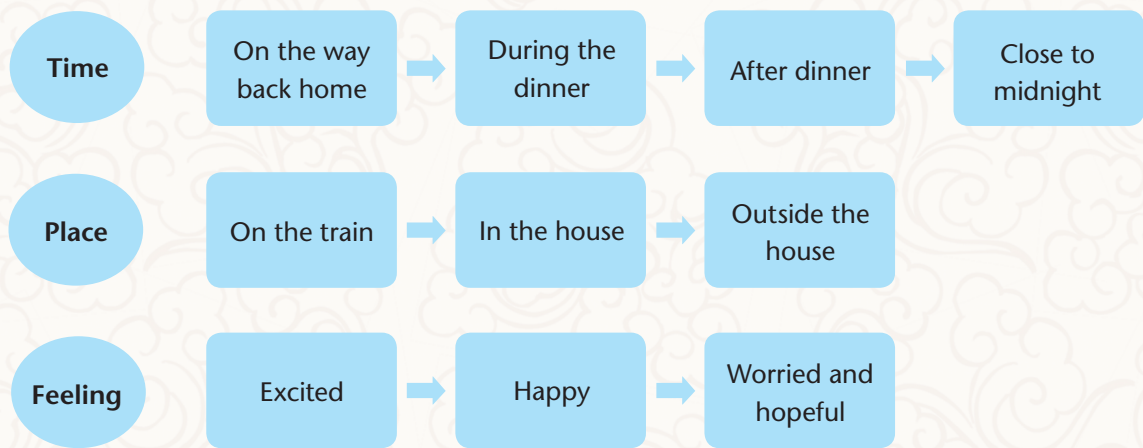
and “plenty” in Chinese—“May you get more than you wish for every year”.



After dinner, the hours until midnight
25 go slowly by. The whole family are
going to stay up late on the Chinese
New Year’s Eve. They gather around the
television to watch the Spring Festival
Gala, while eating snacks, chatting with each other and making dumplings that
30 they will eat at the very start of the new year. In the warmth and comfort of the
room, Luo Yan talks about his plan for the future. “I hope we won’t have to be
separated again,” he says, looking at his ageing parents. “My parents are getting
old, and we should spend more time with them. We’ll come back more frequently
and we’re also considering taking them to the city to live with us. After all, home is
35 where all family members are together.”

As midnight approaches, Luo Yan takes his parents, wife and sons outside to
set off firecrackers. The whole village is lit up with colourful fireworks. All over
the country, people are celebrating their good fortune, celebrating their family’s
togetherness, and celebrating their nation’s strength.

A Write a summary of the feature article. Use the chart below to help you.



B What Spring Festival traditions do you observe? What are their meanings?

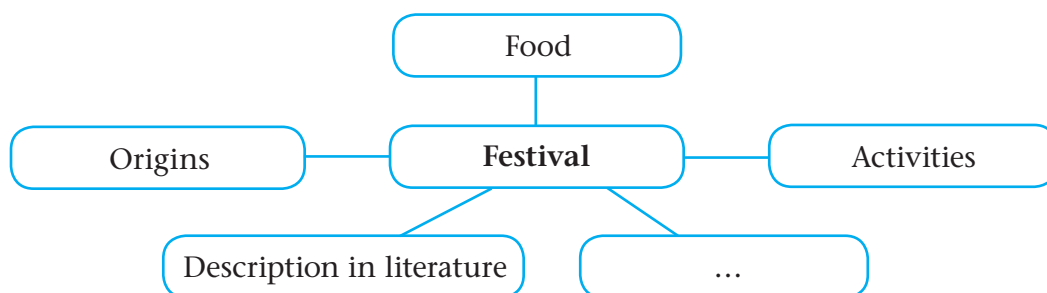
C Why do the Chinese people attach so much importance to reunion during the Spring Festival?

Project

Making PPT slides about a festival

A As a class, discuss different festivals around the world. Then in groups, choose a festival to research.

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



C As a group, put together your information to make your PPT slides. Use the example below to help you. Then present your PPT slides to the rest of the class.

Tip

Making PPT slides

To make good PPT slides, you should:

- highlight the most important content and not put too much information on one slide;
- use letters of proper sizes and colours to bring your slides to life;
- include pictures, charts, sound effects and videos where necessary.

The Lantern Festival

Date: On the fifteenth day of the first month in the Chinese lunar calendar



Activities:

- Carry or hang up paper lanterns, and solve riddles written on them;
- Eat rice balls (also known as *yuanxiao*);
- Enjoy a family get-together.

At the Lantern Festival

By Ouyang Xiu

Last year on the Lantern Festival night,
The colourful lanterns shone as daylight.
On top of the willows the moon crept,
With my lover, the evening date I kept.

This year again the Lantern Festival night,
The moon's as high; the lanterns as bright.
But I see not my lover last year I met,
Tears fall, and make my sleeves wet.

(Translated by Gu Danke)

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 travel journal about an Indian wedding and the Rio Carnival?		
write an article to promote traditional Chinese festivals?		
understand the feature article about the Luo family’s dinner on the Chinese New Year’s Eve?		
make PPT slides about a festival?		
use the new vocabulary from this unit? *		
identify and use future in the past? *		

* 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



Truman Capote’s *A Christmas Memory* is about the story of a seven-year-old narrator and an elderly woman. It focuses on country life, friendship and the joy of giving during the Christmas season, and has become a holiday classic. Read the book to learn more about the story.



The documentary *Chinese New Year: The Biggest Celebration on Earth* is about five TV show hosts who come to China to celebrate the Chinese New Year. Watch this documentary to follow their journeys as they experience different Chinese New Year celebrations and traditions around the country.

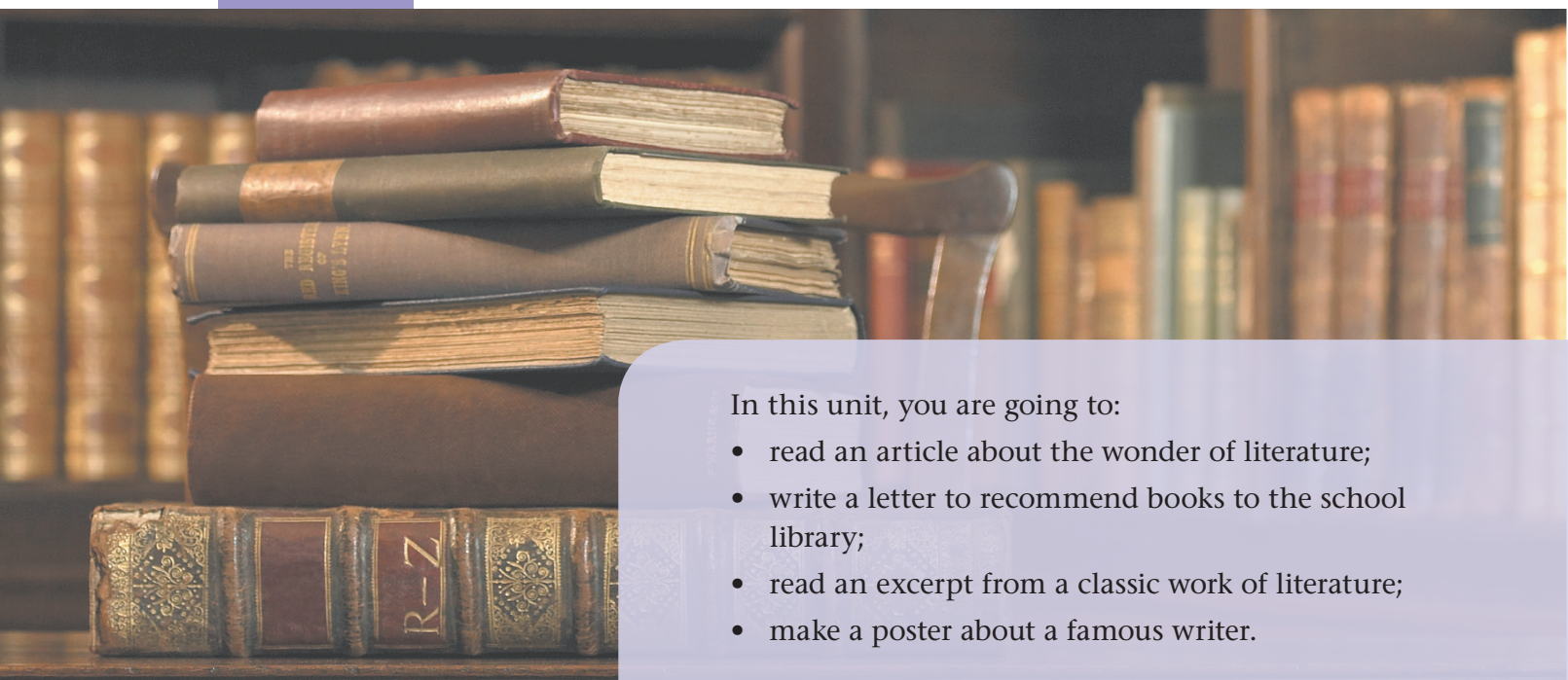


UNIT 4

Exploring literature

Great literature is simply language charged with meaning to the utmost possible degree.

—Ezra Pound



In this unit, you are going to:

- read an article about the wonder of literature;
- write a letter to recommend books to the school library;
- read an excerpt from a classic work of literature;
- make a poster about a famous writer.

Welcome to the unit

Classics can stand the test of time. Read the excerpts below from two famous works of literature and discuss the following questions in pairs.

My meaning simply is, that whatever I have tried to do in life, I have tried with all my heart to do well; that whatever I have devoted myself to, I have devoted myself to completely; that in great aims and in small, I have always been thoroughly in earnest.

—*David Copperfield*, by Charles Dickens

You can never have too much sky. You can fall asleep and wake up drunk on sky, and sky can keep you safe when you are sad. Here there is too much sadness and not enough sky. Butterflies too are few and so are flowers and most things that are beautiful. Still, we take what we can get and make the best of it.

—*The House on Mango Street*, by Sandra Cisneros

- 1 Which of the excerpts makes you feel like reading the whole book? Why?
- 2 What is your favourite work of literature? Why?

Reading



Literature leads us into a new world full of imagination. The article below describes the wonder of literature. Before you read the article, think about the following questions:

- What qualities do you think a great work of literature should have?
- What are some of the benefits of reading literature?



A child and a man were walking on the beach when the child found a shell and held it to his ear. Suddenly he heard strange, low, musical sounds. These sounds seemed to be from another world and the child listened to them with wonder.

Then the man explained that the child heard nothing strange, and that the shell
5 caught a range of sounds too faint for human ears. What amazed the child was not a new world, but the unnoticed music of the old.

Some such experience as this lies in store for us when we begin the study of literature. Let a little song appeal to the ear, or a great book to the heart, and we discover a new world, a world of dreams and magic. To enter and enjoy this new
10 world, we need to love literature, and make an effort to explain it. Behind every book is a man, behind the man is the race, and behind the race are the natural and social environments. We must know all these, if the book is to speak its whole message. In a word, we have now reached a point where we wish to enjoy and understand literature. The first step is to determine some of its significant qualities.

15 The first quality of literature is its description of truth and beauty. Some truth
and beauty remain unnoticed until a sensitive human soul brings them to our
attention, just as the shell reflects the unnoticed sounds. A hundred men may
pass a field and see only dead grass; but a poet stops, looks deeper, sees truth and
beauty, and writes, “Yesterday’s flowers am I.” One who reads it is capable of seeing
20 the beauty that was hidden from his eyes before.

The second quality of literature is its appeal to our feelings and imagination. Its
attraction lies more in what it awakens in us than what it says. When Christopher
Marlowe’s Doctor Faustus asks in the presence of Helen, “Was this the face that
launched a thousand ships?” he opens a door through which our imagination
25 enters a new world, a world of love, beauty and heroism.

The third quality of literature, coming out of the other two, is its permanence. To
achieve this, it should contain two elements: universal interest and personal style.
Good literature reflects the most basic of human nature—love and hate, joy and
sadness, fear and hope. It also takes on a personal style—no writer can describe
30 human life without reflecting his own life and experiences.

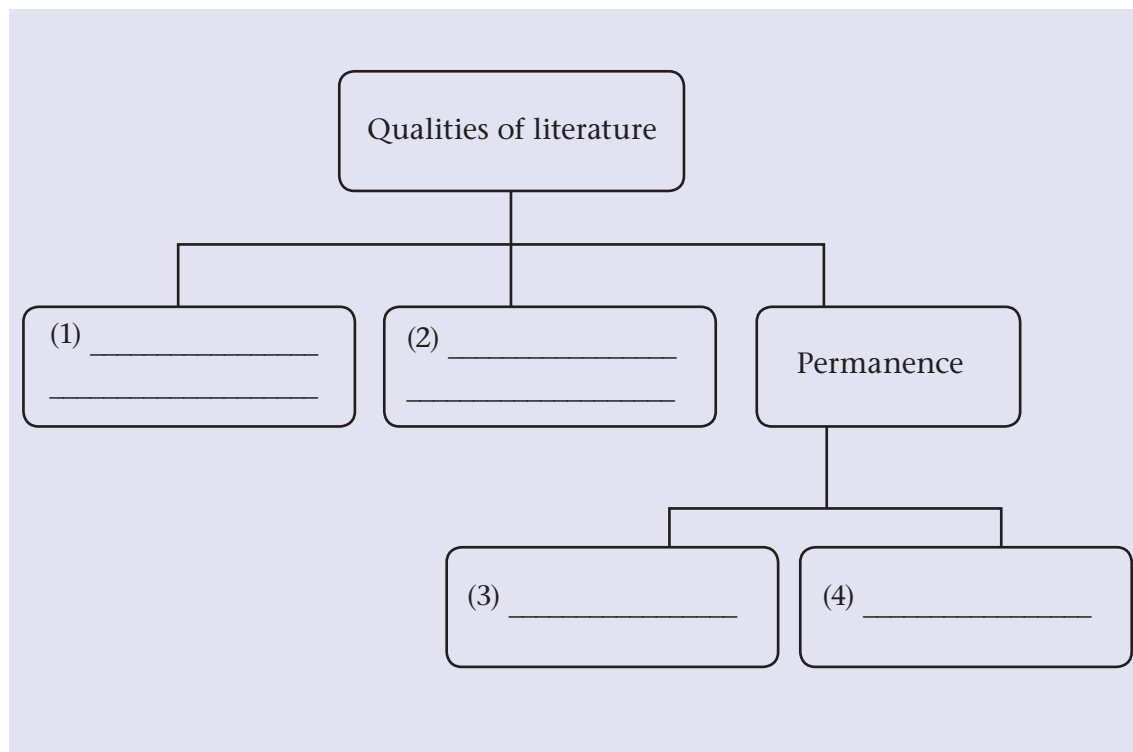
In summary, literature is the expression of life in forms of truth and beauty, the
written record of man’s thoughts and feelings, and the history of the human soul.

(Adapted from William J. Long’s *English Literature: Its History and Its Significance for
the Life of the English-Speaking World*)



A Understanding the text

A1 Read the article and complete the chart below about the three qualities of literature.



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

1 What does “them” in line 3 refer to?

2 What do we need to do in order to enter and enjoy the new world mentioned in the second paragraph?

3 Why does the author give the example of a poet?

4 What is universal about good literature according to the author?

A3 In pairs, discuss the following questions.

1 How is the story of the child and the man related to the topic of literature?

2 Judge your favourite Chinese work of literature by the three qualities in the article. How does it measure up?

B Building your language

B1 The passage below is about a classic work of literature. Complete the passage with the correct forms of the words and phrases in the box below.

description element	contain reflect	significant in summary	be capable of appeal to
------------------------	--------------------	---------------------------	----------------------------

One important feature of classic literature is that it often (1) _____ an author’s own experiences and can therefore help us understand the important issues of his or her time. This is one reason why the best works of literature still (2) _____ readers long after they were written. Cao Xueqin’s *A Dream of Red Mansions*, one of the most (3) _____ novels in Chinese literature, is a good example of this. Its storyline follows the fall of a large wealthy family much like the author’s own. No doubt drawing on his own experiences, Cao Xueqin gives a detailed (4) _____ of what life was like at that time. The novel (5) _____ a great number of details such as what the upper class wore and ate. It also describes the social relations in 18th-century China. As a result, readers (6) _____ better understanding the gap between rich and poor, men and women, the learned and the uneducated in the historical context. Cultural and historical (7) _____ like these make *A Dream of Red Mansions* a timeless classic. (8) _____, we can learn much about a specific period in history from classic literature.

B2 The article uses several synonyms (words with the same or nearly the same meaning) and antonyms (words with opposite meanings). Find more pairs of synonyms and antonyms in the article and think of more on your own.

Synonyms	attraction—appeal
Antonyms	joy—sadness

Tip

Learning synonyms and antonyms

Learning synonyms and antonyms is very useful for your English study. It can help remember the words you are trying to learn. It can also help you express yourself better by making your speech or writing richer and more colourful.

B3 The article gives examples to explain ideas more clearly to the reader. Find the examples in the article and give an example to support the idea below.

Learn this Examples are useful in that they support your argument or help explain an idea that may be difficult for the reader to understand. Try to give proper examples when you express an opinion.

Some people believe that classics are old and boring and have nothing to do with life today. However, this is not true.

Grammar and usage

Modal verbs

A Exploring the rules

Below is a website article about how to choose books. Find the sentences that use modal verbs and fill in the table below. The first one has been done for you.

“What shall I read?” You might have asked yourself this question more than once. If you are not sure what to read, you can get ideas from different sources, but it is also important to develop your own taste.

To start with, ask your friends, parents and teachers to recommend what books you ought to read. Most people will be happy to share their favourite books with others. Teachers in particular can provide suggestions for interesting reading materials that can be found in the library or bookshop easily. You could also read book reviews in newspapers, in magazines or online. A book review can often tell you whether a book is worth reading or not.

These ideas should point you in the right direction. However, you must also decide for yourself what kind of books to read. You do not have to read a book just because everyone recommends it. Instead, look for books on topics that interest you. Take time to look through the collections in different sections of your local library, and you are likely to come across books you love to read. Over time, you may find yourself better able to seek out books to your taste and enjoy reading all the more.

Suggestion	What shall I read?
Ability	
Necessity	
Possibility	

Working out the rules

- Modal verbs can express ability or necessity. They can also make suggestions or describe the probability of an event. The same modal verb can have different functions.
- Modal verbs can be followed by _____.

**You can choose more than one answer for the blank.*

- | | |
|-----------------------------|----------------------------------|
| a do (the base form) | d be done (the passive voice) |
| b doing (the verb-ing form) | e be doing (the continuous form) |
| c did (the past form) | f have done (the perfect form) |

👉 Grammar notes → pages 99–101

B Applying the rules

B1 For the following groups of three sentences, tick the sentence which uses the modal verb differently from the other two.

- 1 ☐ a Can I keep the book for more than two weeks?
☐ b Nick can read more in an afternoon than I can in a week!
☐ c Can Mary finish *War and Peace* in a month?
- 2 ☐ a I am afraid I may be unable to finish this novel today.
☐ b It may be difficult for people to agree on what good literature is.
☐ c You may go to the library tomorrow afternoon, if you have time.
- 3 ☐ a I must finish writing the book review and hand it in before Wednesday.
☐ b You must be tired after three hours' reading.
☐ c Students must develop the habit of reading classic literature.
- 4 ☐ a Henry should be reading books in the library.
☐ b I have fifty dollars—that should be enough for three books.
☐ c Reading English novels has greatly increased my vocabulary—you should try it too.

B2 Below is an entry in a student's reading journal. Complete the entry with the correct modal verbs in the brackets.

When my English teacher suggested that I read Charles Dickens's *A Christmas Carol*, I thought, "I ⁽¹⁾ _____ (can't/shouldn't) read this! It ⁽²⁾ _____ (has to/must) be very boring!" Surprisingly, it turned out the exact opposite. I ⁽³⁾ _____ (could/might) not stop turning the pages!

The book's main character is Scrooge, a rich but mean old man. He hates all kinds of celebrations. On Christmas Eve, he is transported to different points in his life by three spirits. In the end, he reflects on these moments and realizes his mistakes. Then he decides that he ⁽⁴⁾ _____ (might/must) change himself. On Christmas morning, he sends a large turkey to a poor man for Christmas dinner. He also tries to make his family and friends happy by spending time with them.

There is something that ⁽⁵⁾ _____ (can/must) be learnt from *A Christmas Carol*: we ⁽⁶⁾ _____ (should/may) treat others with kindness, generosity and love. I think everyone ⁽⁷⁾ _____ (would/ought to) read this book.

B3 In pairs, make rules for your school library using modal verbs. Use the following examples to help you.

Examples

You **must** not bring food or drinks.

You **cannot** take the books out of the reading room.

Integrated skills

Recommending books to the school library

A The president of the school Book Club, Gary, is introducing some popular types of literature. Read the PPT slides below and try to understand the features of each type.

 **Novel**

- A long, detailed story with many characters
- Usually divided into several chapters



 **Short story**



- A short piece of writing with a few characters

 **Poetry**




- Using beautiful, artistic language to express feelings or describe situations
- Often written in separate lines

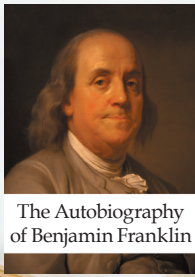
 **Play**


- A story written for performance on the stage
- Usually made up of dialogues between characters and stage directions




 **Autobiography**

- The story of the writer's own life



 **Biography**



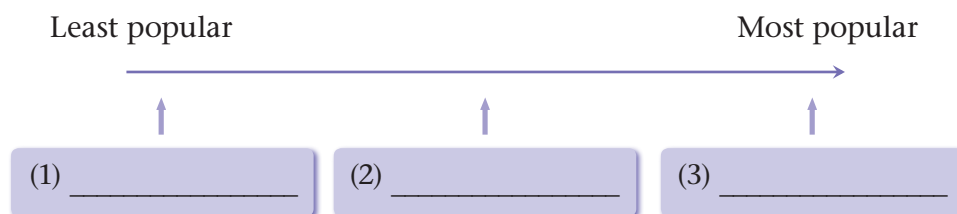
- The story of a person's life written by someone else

B After Gary's introduction, the school librarian asked the Book Club members to recommend some books. Watch the video and finish the exercises below.



B1 Watch the video and complete the chart below. You may write more than one type in each blank.

- a** autobiographies and biographies **c** short story collections **e** poetry collections
b novels **d** plays



B2 Watch the video again and complete the notes below.

The library's new books

(1) **new books to be added next month**

Books added to the library in the past year

- (2) _____ autobiographies and biographies
- 20 poetry collections
- 20 plays
- (3) _____ short story collections
- 100 modern novels and (4) _____ classic novels
 - More than 50 adventure stories
 - Nearly (5) _____ romances
 - About 60 historical novels
 - Around (6) _____ science fiction novels

C In pairs, talk about the types of books that you think the school library should buy. Use the following ideas and expressions to help you.

- Types of books you want the library to buy
- Reasons for recommending each type
- Examples of each type of book

Expressions

Making recommendations

I'd recommend/suggest ...

If you ask me, I'd pick/choose/go for ...

I believe ... would be a better choice.

I think ... would be better/more effective than ...

My favourite books are ..., to name a few.

D Write a letter to the school library to recommend books. Use your ideas from part C and the information in parts A and B to help you.

Planning your writing

• Learning about the structure

When writing a formal letter to recommend books, you can follow the structure below:

- Begin by clearly stating the purpose of the letter.
- Explain what types of books you want to recommend and the reasons.
- End the letter by stating the result you wish to see.

• Learning about the format

When you write a formal letter, you should begin with *Dear Sir/Madam* or *Dear Mr/Miss/Mrs/Ms ...* and end with *Yours faithfully* or *Yours sincerely*.

• Learning about the language

- Use formal language instead of spoken language.
- Avoid using contracted forms like *I'm* and *he's*.

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

- Is your writing complete in structure?
Does your writing use formal language?
- How can you improve your writing?

Peer review

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

Extended reading



Read the introduction to Ernest Hemingway and his novel *The Old Man and the Sea*. Then read the excerpt from the novel.

The Old Man and the Sea

(Excerpt)

Ernest Hemingway (1899–1961), an American writer of novels and short stories, is well thought of for his unique writing style. He is extremely good at describing the adventures of tough men who he believes “can be destroyed but not defeated”. *The Old Man and the Sea*, one of his most important novels, tells the story of a fisherman named Santiago. After coming in empty-handed for eighty-four days, Santiago attempts to catch a huge fish.

The fish was coming in on his circle now calm and beautiful looking and only his great tail moving. The old man pulled on him all that he could to bring him closer. For just a moment the fish turned a little on his side. Then he straightened himself and began another circle.

“I moved him,” the old man said. “I moved him then.”

He felt faint again now but he held on the great fish all the strain that he could. I moved him, he thought. Maybe this time I can get him over. Pull, hands, he thought. Hold up, legs. Last for me, head. Last for me. You never went. This time I’ll pull him over.

But when he put all of his effort on, starting it well out before the fish came alongside and pulling with all his strength, the fish pulled part way over and then righted himself and swam away.

“Fish,” the old man said. “Fish, you are going to have to die anyway. Do you have to kill me too?”

That way nothing is accomplished, he thought. His mouth was too dry to speak but he could not reach for the water now. I must get him alongside this time, he

thought. I am not good for many more turns. Yes you are, he told himself. You're good for ever.

- 25 On the next turn, he nearly had him. But again the fish righted himself and swam slowly away.

You are killing me, fish, the old man thought. But you have a right to. Never have I seen a greater, or more beautiful, or a calmer or more noble thing than you, brother. Come on and kill me. I do not care who kills who.

- 30 Now you are getting confused in the head, he thought. You must keep your head clear. Keep your head clear and know how to suffer like a man. Or a fish, he thought.

"Clear up, head," he said in a voice he could hardly hear. "Clear up."

Twice more it was the same on the turns.

- 35 I do not know, the old man thought. He had been on the point of feeling himself go each time. I do not know. But I will try it once more.

He tried it once more and he felt himself going when he turned the fish. The fish righted himself and swam off again slowly with the great tail weaving in the air.

- I'll try it again, the old man promised, although his hands were mushy now and he
40 could only see well in flashes.

He tried it again and it was the same. So he thought, and he felt himself going before he started; I will try it once again.

A *In pairs, discuss the following questions.*

- 1 How would you describe the old man's character? Support your view with details from the excerpt.
- 2 What do you think of Hemingway's writing style? Use examples from the excerpt to support your view.

B *Hemingway writes in The Old Man and the Sea, "A man can be destroyed but not defeated." How do you understand this sentence?*

Project

Making a poster about a writer

A As a class, discuss some ancient or modern Chinese writers and writers of other countries. Then in groups, choose a writer to research.

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

- Life story
- Achievements
- Most popular works
- Famous sayings

C As a group, put together your information to make your poster. Use the example below to help you. Then present your poster to the class.

Tip

Giving a presentation

When giving a presentation, you need to:

- speak clearly and confidently;
- make eye contact with your audience;
- talk at a proper speed and pause when it is necessary to give your audience time to think about what you have said;
- keep your facial expressions relaxed and friendly.



Pearl S. Buck
(1892–1973)

“All things are possible until they are proved impossible and even the impossible may only be so, as of now.”

“Many people lose the small joys in the hope for the big happiness.”

Life story

- Lived in Zhenjiang during her early life
- Started writing in 1922
- Taught English literature in Nanjing
- Returned to the USA in 1935

Achievements

- Won the Pulitzer Prize in 1932
- Won the Nobel Prize in Literature in 1938 (the first American woman to win the prize)

Most popular works


- *The Good Earth* (1931)
- *Sons* (1932)
- *A House Divided* (1935)
- *All Men Are Brothers* (1933)
(a translation of the Chinese classic novel *Shuihuzhuan*)



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 article about the wonder of literature?		
write a formal letter to recommend books to the school library?		
understand the excerpt from <i>The Old Man and the Sea</i> ?		
make a poster about a writer?		
use the new vocabulary from this unit and learn synonyms and antonyms? *		
identify and use modal verbs? *		

* 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.

Further study

The Nobel Prize in Literature has been awarded to an excellent author from any country almost every year since 1901. Browse the official website of the Nobel Prize and learn more about past winners and their works.

William Shakespeare is known as one of the greatest writers in English literature, whose many plays appeal to a variety of readers to this day. Adaptations of his classic plays can be found in easy-to-read English for anyone to enjoy. Find and read your favourite Shakespeare comedies or tragedies to learn about the stories and develop your interest in English literature.

Workbook

Unit 1 Lights, camera, action!

Exploring language

A Translate the following sentences into Chinese. Pay attention to the underlined words.

- 1 a The school took a new approach to teaching music.
b The birds fly south with the approach of winter.
c Jen straightened herself, determined to approach the problem bravely.
- 2 a I'm revising for my English exam at the moment.
b The business plan has been revised to appeal to different age groups.
- 3 a I will attach a copy of our report for your information.
b As a news reporter, he attached much importance to the interview.
- 4 a With the advance of medicine, I'm sure there will be a cure for cancer.
b After two weeks' treatment, the doctor cured me of sleeping disorder.
- 5 a The film is adapted from one of J. K. Rowling's novels.
b He found it difficult to adapt himself to the new environment.
- 6 a A set designer is responsible for building and painting the set.
b John set a new record in the 400-metre race.
c The play *Thunderstorm* is set in the 1920s.

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

not to mention
on location

pull up
in addition to

believe it or not
draw attention to

behind the scenes
be familiar with

- 1 This is a great opportunity to see what is going on _____.
- 2 Smoking is a bad habit because of the terrible smell, _____ its negative health effect.
- 3 The online article is aimed at _____ the importance of protecting the environment.
- 4 Most of the scenes in the film were shot _____ in New Zealand.
- 5 _____ the required courses, our school provides optional courses such as Drama and Poetry.
- 6 You might not _____ all aspects of film-making.
- 7 His car _____ in front of the school gate.
- 8 _____, traditional Chinese customs are observed in many countries outside China.

C Fill in the blanks with the correct forms of the verbs in the brackets.

- 1 The football coach as well as his team members _____ (interview) for their performance shortly after the match.
- 2 According to the law, every man and woman _____ (enjoy) equal rights.
- 3 Not only I but also David and Matt _____ (be) interested in robots.
- 4 I thought three hours _____ (be) enough for us to finish the task.
- 5 Some background information about this event _____ (obtain) on the Internet.
- 6 The majority of students in our class _____ (want) to choose science or technology as a major at university.
- 7 Early to bed and early to rise _____ (make) one healthy, happy and wise.
- 8 The young _____ (be) determined to make a significant contribution to our nation.
- 9 To keep the business going _____ (be) our short-term goal.
- 10 These sorts of problems _____ (become) common among teenagers nowadays.

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

The 3-D ⁽¹⁾ _____ (fantastic) film *Coco* won 11 awards at the 45th Annie Awards. The theme song, "Remember Me", won Best Original Song at the 90th Academy Awards. The idea of this film ⁽²⁾ _____ (base) on a Mexican holiday, the Day of the Dead. Mexicans believe the dead spirits have a chance to visit their living family members and friends on that day.

The film describes the story of a 12-year-old boy ⁽³⁾ _____ (name) Miguel. He dreams of ⁽⁴⁾ _____ (become) a famous musician. Then he tries to enter a talent show for the Day of the Dead, ⁽⁵⁾ _____ the fact that music is not allowed in the family. Accidentally he is transported ⁽⁶⁾ _____ the Land of the Dead. There Miguel makes friends with Héctor, who turns out to be his great-great-grandfather. Together, they set out to find the true story behind their family's ban on music.

In summary, not only the story but also the music ⁽⁷⁾ _____ (be) amazing. This film ⁽⁸⁾ _____ (regard) as a great treat for all animation lovers.

Building skills

A Reading and speaking

A1 *Hollywood has long been the world's film-making centre, but film-makers are moving north. Read the magazine article and answer the questions below.*

Hollywood North

What do Jessica Alba, Eddie Murphy and Winona Ryder have to do with British Columbia? All these stars have filmed movies or television shows there.

Why has Vancouver, British Columbia, become "Hollywood North"?

"Film-makers have been shooting in British Columbia since at least 1897," notes Mike Gasher at Concordia University. Besides entertainment films, the province produces many educational, travel and industrial films. In 1978, film-makers spent around 12 million Canadian dollars there.

In the 1980s, British Columbia's film industry took off. By 2000, the industry had spent more than 1.18 billion Canadian dollars. The British Columbia Film Commission now ranks the province's film industry as the third-largest in North America, right behind those of Los Angeles and New York City.

Film-makers especially like the favourable exchange rates for US and Canadian dollars. "They could come here and basically make more of a movie for less money," says Gordon Hardwick of the British Columbia Film Commission.

British Columbia offers great locations too. "It is a very geographically diverse province," Sharon McGowan of the University of British Columbia explains. "It has many different ecosystems, from rainforest to desert, and it has mountains and oceans too. Thus, British Columbia provides 'location lookalikes' for Midwestern America, San Francisco, Hong Kong and many other places. All lie within a reasonable distance from Vancouver."

British Columbia has talent too. "The longer Hollywood stays in Vancouver, the more trained workers there are, the more actors there are and the more city businesses cater to film-makers," Mike Gasher notes. Highly trained technicians and craftspeople work on feature-length films.

Film-making has a huge economic impact. It creates many interesting and well-paid jobs. Plus, the industry creates little or no pollution. "The industry is environmentally friendly," Gordon Hardwick says.

Take a good look the next time you watch a film or TV show. It may well have come from "Hollywood North".

- 1 What does the underlined phrase "took off" in the third paragraph mean?
- 2 What are the reasons why British Columbia is becoming more and more popular among film-makers?

A2 *Would you like to see your hometown develop into a film-making centre? Why or why not? In pairs, discuss the reasons why you are for or against the idea. Use the example below to help you and pay attention to the expressions in bold.*

A: Hi, what if your hometown became a film-making centre, just like Vancouver?

B: In my opinion, it'll bring lots of job opportunities to my hometown. I'm sure it'll develop more quickly if it becomes a film-making centre. **What about you?**

A: **Frankly, I'm not interested in the idea.** You see, I come from a small town and I prefer things to be peaceful and quiet. A film-making centre means the town will get very noisy and crowded. **Personally speaking,** I'm fine with my hometown as it is.

B: **I see what you mean.** However, if my hometown develops into a film-making centre, I'll have the chance to see many famous film stars.

A: **That's true, but I'm afraid** a film-making centre will attract a lot of visitors as well. This may have an impact on the environment over the long term.

B: **Good point. Every coin has two sides,** right?

B Listening and writing



B1 *The announcer is advertising a new film called Sarah's Secret. Listen to the advertisement and answer the questions below.*

1 When will the film be shown?

2 Where is the film set in the beginning?

3 What happens when Sarah thinks life is very boring?

4 What type of film is it?

5 What does the announcer think of the acting and special effects?

6 Where will the film be shown?



B2 Listen to the conversation between Jane and her dad about the film *Sarah's Secret*. Complete the table below about the film.

Jane's opinion of <i>Sarah's Secret</i>	
Opinion	This is (1) _____ Jane has ever seen.
Acting	<ul style="list-style-type: none">The leading actress who plays Sarah is terrible.<ul style="list-style-type: none">➤ She really (2) _____.➤ She always looks (3) _____ and her performance is dry.John West is a bit better, but he's not very (4) _____.
Special effects	<ul style="list-style-type: none">The spaceship looks like (5) _____.The spacesuit is very strange and looks like it could easily (6) _____.
Plot	<ul style="list-style-type: none">Todd is an alien who has come to (7) _____ from evil aliens. The idea is clever.It's easy to guess (8) _____: Sarah and Todd save the world and fall in love.

B3 Different people pay attention to different things in a film, for example, great acting, an interesting plot or amazing special effects. Write an essay giving your opinion on what elements make a great film.

<p style="text-align: center;">Title: _____</p> <p>Thousands of films are made every year but only a very small number can really be called great. There are some elements that I believe are necessary in order to make a great film.</p> <p>First, _____</p> <p>_____</p> <p>Second, _____</p> <p>_____</p> <p>_____</p> <p>Finally, _____</p> <p>_____</p> <p>Of course, there are many other elements of a great film, but I believe these ones are the most important.</p>
--

Appreciating language



Film is a unique art form. Read aloud the article below about whether an actor should allow his thoughts into his acting.

Inside the brain of a movie star

By John Emerson and Anita Loos

Every movie actor is at one time or another faced with a difficult problem: just how much thought he should allow to go into his work. That is, whether his acting should be controlled by his emotions or his thoughts. The question can be broken down into this: Does an actor feel? Should he feel?

Views are divided.

First are those who say that an actor must feel the part he is playing. The greatest actors, they say, have always been those who wore themselves out in an hour's time, because they felt the emotions they were acting out. They tell stories such as that of Mrs Kendall who lost her own child. When she later played a mother in a similar situation, the audience was amazed. Some women in the audience even jumped up, shouting, "No more, no more." These people also claim that the great stars are able to act out the three reactions which are quite beyond the control of the will—pallor, blushing, and the sudden sweat which comes with great terror or pain.

The second group declares that all this is nonsense and that if an actor really felt his part, he would lose control of himself, and perhaps actually murder some other actor in a fight scene. Acting, they say, is an art where the artist, by the use of his brain, is able to express things that he does not feel—using his face as the painter uses his canvas. The moment an actor begins to enter into his part, his acting will either be too much or too little, and the scene is ruined. The whole trick of it, they add, is to keep perfectly cool and know exactly what you are doing, no matter how strange the scene is.

Still a third school declares that both these views are wrong, and that acting is neither a matter of thought nor of emotion, but is purely imitative. An actor observes his own emotions as he experiences them in each crisis of his real life, they say, and remembers them so well that he is afterward able to reproduce them before the camera.

The truth of it seems to be that all of them are partly right and partly wrong. The great stars of the movies today, when one is able to draw them out on the subject, say that when they are acting they are thinking not about one thing but about several things. The brain is divided into different sections, and while one section is thinking about the part, another section is entering into it, while still a third section is busying itself with questions about the cameraman and the director.

Unit 2 Be sporty, be healthy

Exploring language

A Fill in the blanks with the correct forms of the words in the brackets.

- 1 John was extremely excited to pass the driving test, and I sent him my _____ (congratulate).
- 2 People tend to get great _____ (satisfy) from helping others.
- 3 Snow provides _____ (inspire) for many poets and artists who produce great masterpieces.
- 4 We have access to the _____ (equip) in the school labs.
- 5 I went to see my uncle in hospital yesterday. He suffered a back _____ (injure) when he fell off his bike.
- 6 My brother got _____ (admit) to his dream university last year.
- 7 Troy made a sudden _____ (move) and scared the dog away.
- 8 One of the selling points of this table is its _____ (flexible): you can easily fold it to save space.

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

play a role in	bring about	make up for	in response to	under the weather
try out	keep up	sign up for	no wonder	work one's way to

- 1 You should _____ your spirits. If you continue to make an effort, you'll surely do well in the next exam.
- 2 In order to make good preparations for the party next month, I'm considering _____ a cooking course.
- 3 We spent half an hour waiting for the bus and now we have to move fast _____ the lost time.
- 4 The engineers developed the new software _____ the growing demand from customers.
- 5 The Internet _____ maintaining long-distance relationships.
- 6 I started as an assistant in the company, and eventually I _____ a high position.
- 7 Before a new product is put on the market, the company usually invites some potential customers _____ the samples.
- 8 Alice has been feeling _____ these days, so she wants to sleep late this morning and have a good rest.
- 9 _____ the exchange students are excited—this is the first time they've been to China.
- 10 Mike had agreed to our plan but changed his mind at the last minute. I wonder what _____ his change in attitude.

C Fill in the blanks with the correct forms of the verbs in the brackets, using the passive voice.

1 —Is there anyone in the next room?

—Yes, a new applicant _____ (interview) there.

2 —What preparations have you made for the party?

—Invitation cards _____ (send) to our friends and a big cake _____ (order).

3 —Why so slow?

—The road ahead _____ (widen) and only one lane is available.

4 —Can I use your bike?

—Sorry, I had a flat tyre five minutes ago and it _____ (repair) now.

5 —Are you still working on your project?

—No. Actually, it _____ (complete).

6 —Having a haircut is really boring.

—I usually read a magazine while my hair _____ (cut).

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

1 经常锻炼的人往往要比不锻炼的人健康。(tend to)

2 我和朋友保持联系，让他们了解我们家乡的最新发展。(maintain; update)

3 他们没有听从我们的建议，而是坚持自己原先的计划。(stick with)

4 如果有什么问题，尽管问我。(hesitate)

5 下了整夜的雪，现在是堆雪人的最佳时机。(throughout)

6 人们担心机器人未来会取代人类。(replace)

7 我们不缺机遇，缺的是把握机遇的能力。(lack)

8 尽管日程安排很紧，我还是把运动当作每天的常规活动的一部分。(routine)

Building skills

A Listening and speaking



A1 The principal of a Chinese high school is making an announcement about a coming sports meeting. Listen to the announcement and answer the questions below.

1 When will the sports meeting take place?

2 What has been done to the sports centre?

3 How many events will there be this year?

4 When will the students know the schedules?

5 What should each class do?



A2 Linda is preparing for the five-kilometre race. She is now seeking some advice from her PE teacher, Mr Wu. Listen to their conversation and complete the notes below.

Training for the five-kilometre race

Tips

- It is important to build one's aerobic base. Exercise like a 20-minute (1) _____ would work.
- Don't aim for five kilometres at first. Gradually and steadily increase the running distance.
- Start with a mix of (2) _____.
- (3) _____ before and after each training.

A (4) _____

- Week One: run for 15 seconds and walk for 45 seconds. Repeat this cycle for (5) _____.
- After Week One: gradually increase the amount of running and reduce the amount of walking.
- Rest for (6) _____ to let the muscles recover.

A3 Have you taken part in or watched a sports meeting? In pairs, talk about your experiences. Use the example below to help you and pay attention to the expressions in bold.

A: Did you **participate in** the sports meeting?

B: Yes, I did. I **took part in** the Year One football match.

A: Wow, I missed that match. How did it go?

B: Well, I **was a little nervous**: one of our players hurt her knees two days before the match, so she couldn't play.

A: Ah, that was bad.

B: Besides, our opponents played really well. Soon after the match began, they scored a goal. **But we didn't give up**. At the beginning of the second half, I scored our first goal! And finally we **won by two goals to one**. The second goal happened **towards the end of the game**.

A: What an exciting match!

B Reading and writing

B1 All over the world, new and creative sports are being invented all the time. Read the magazine article about real or imaginary sports and answer the questions below.

Real or imaginary?

Maybe you have worse luck than Charlie Brown when it comes to kicking a football. You're ready to try a new sport and you're looking for something really different. Which of these unusual sports could you actually play, and which are imaginary?



Canine Freestyle

☐ real ☐ imaginary

If you and your dog do everything together, maybe it is time to enter a Canine Freestyle competition, a dance contest for dog-and-person pairs. Let the dance or music inspire your costumes—matching Hawaiian shirts for hula or cowboy hats for country. Star doggie dancers can spin, dance on their hind legs, jump through hoops, and even moonwalk.



Watermelon Football

☐ real ☐ imaginary

If a regular football feels too light under your arm, pick up a watermelon. Watermelon quarterbacks are widely admired for their strong muscles, though they cannot pass the ball quite as far as regular quarterbacks. Officials have to bring in the fruit by the truckload, because few pieces survive a field goal attempt.



Outhouse Races

☐ real ☐ imaginary

Everyone goes to the bathroom, but spectators at these events might see the bathroom coming their way! In several American cities, people decorate outhouses, give them fun names and drag them down the street on wheels or skis. The owner of the speediest outhouse could take home a golden toilet seat trophy.

TAKE THE QUIZ AND THEN CHECK YOUR ANSWERS:

Canine Freestyle: REAL

Finalists at one recent event included a dog and his owner dressed as cat and mouse, a human soldier defeated in battle by his dog, and a dog bank robber plus human detective.

Watermelon Football: IMAGINARY

But if you enjoy playing with your food, try Oregon's West Coast Giant Pumpkin Regatta, where people hollow out thousand-pound pumpkins to sit inside and paddle them down the river.

Outhouse Races: REAL

At the Iowa State Fair, the first prize winners will be awarded the golden toilet seat.

- 1 What does the underlined word "hula" in the magazine article probably mean?
- 2 How are the three sports different from and similar to each other?

B2 *People enjoy playing unusual sports because they are exciting and interesting. Write an article about an unusual sport you would like to invent. Introduce where and how it can be played, what the rules are, etc.*

Title: _____		
The sport I would like to invent is _____ _____ _____ _____ _____ _____	Describing the unusual sport	
I believe many people will take an interest in playing this sport. _____ _____ _____ _____		
In my judgement, _____ _____ _____ _____		Explaining why it is fun
		Drawing a conclusion

Appreciating language



Sport is an important part of our daily lives. Read aloud the essay below about the benefits of sport.

Benefits of sport

Whether you simply go for a long walk in the park, ride your bicycle through the countryside or go to the gym, getting your body moving will not only make you feel more energized, but will also improve your overall health. Involving yourself in an activity that makes you breathe a little more heavily will improve the development of your heart and lungs and help them work more effectively and efficiently. Additionally, regular exercise will tone your body by contributing to the development of your muscles, bones and joints and will also help you maintain a healthy body weight. Another benefit of exercise is that it will improve your body's immune system, making you better prepared to fight off infection.

Every sport has its own specific health benefits. Swimming, for example, is an excellent physical activity as nearly all muscles are used when you swim. As a result, it provides a terrific full-body workout, improving coordination, flexibility, balance and muscle strength. Of course, swimming is also a great way to cool down on a hot day!

Sport, as well as being a physical activity, has a mental aspect too. It can help define who you are and who you can become. Sport builds character and promotes the development of a number of qualities that are essential for a successful and fulfilling life. Included here are three qualities worthy of special consideration. Firstly, sport requires self-discipline, without which there will always be the temptation to simply give up. In order to excel in sport, you will have to set goals, make plans and persevere with thoughts and actions, even without immediate rewards. Secondly, sport will encourage you to maintain a positive and balanced outlook. Everyone has their ups and downs, their triumphs and their tragedies and, therefore, a big part of life means having to deal with success and failure. Engaging in competitive sport will help you understand that winning a competition does not make you superior to everyone else and that losing is only a temporary setback, from which you can learn and progress. Finally, sport will help you understand the importance of teamwork. It will show you that you often need to rely on others for your success and, similarly, that you also have a responsibility to contribute to the success of others.

The world of sport is a fairground of exciting opportunities where you can discover who you really are. Time, I think, to lace up your sports shoes and go play!

Unit 3 Festivals and customs

Exploring language

A Translate the following sentences into Chinese. Pay attention to the underlined words.

- 1 a Some people would like to settle in warmer places when they get old.
b When an argument occurs, we should learn to settle it.
c It has been settled that we will have a day off.
- 2 a Thanks to his hard work, Tom was promoted to manager two years ago.
b The construction of the Guangdong-Hong Kong-Macao Greater Bay Area helps promote regional cooperation and economic development.
- 3 a As students, we should observe the school rules.
b My younger brother is good at observing things and can notice details that others miss.
c How do people observe the Dragon Boat Festival in your hometown?
- 4 a In her email, Kate told me about her current situation.
b It takes much energy to swim against the current.
- 5 a There are all sorts of activities for exchange students.
b When I arrived home yesterday, my room was in a mess. I need to sort things out today.
- 6 a I have had the good fortune to do business with such a hard-working and honest man.
b Building such high-rises must cost a fortune.

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

in the air
set off

pass down
anything but

in honour of
let's just say

be caught up in
make up one's mind

- 1 The physics lab is named _____ a scientist who used to study at this school.
- 2 All my friends learn French with no difficulty, but I find it _____ easy.
- 3 There is anxiety _____ when an exam is approaching.
- 4 In some cities, it's not allowed _____ fireworks because they might cause accidents.
- 5 I don't want _____ the heated argument between you and the waiter.
- 6 The title _____ from father to son for several generations.
- 7 _____ I feel a little uncomfortable about it.
- 8 I _____ that this year I will try my very best to win the competition.

C Fill in the blanks with the correct forms of the verbs in the brackets, using future in the past.

- 1 When we arrived at the foot of the mountain, we were warned that it _____ (snow) during the night.
- 2 We never expected that self-driving cars _____ (run) in the street in the near future.
- 3 Sorry I'm late. I didn't realize there _____ (be) so much traffic at this time of the day.
- 4 —Hi, Dad!
—Betty! You are back early. I thought you _____ (not come) back until the day after tomorrow!
- 5 I never dreamed that the professor's lecture _____ (change) my life for good.
- 6 Mike admitted his mistake and promised that he _____ (never do) that again.
- 7 I _____ (go) out and play football when it began to rain.
- 8 It was announced that the principal _____ (speak) on the school radio in the afternoon.

D Fill in the blanks with the correct forms of the words in the box below.

decorate
select

impression
ordinary

romantic
occasion

annual
band

The ⁽¹⁾ _____ Arts Festival is usually held in October. It is a great ⁽²⁾ _____ for students to develop and show off their artistic talents.

This year's festival was a great success. Photos and paintings ⁽³⁾ _____ the walls of the classrooms. Singers and ⁽⁴⁾ _____ performed on the stage so as to attract more music lovers. Their performances were anything but ⁽⁵⁾ _____! Six theatre plays ⁽⁶⁾ _____ for this year's festival.

The most amazing one was *Thunderstorm*, which is adapted from Cao Yu's play of the same title. It's a tragedy with some ⁽⁷⁾ _____ scenes.

Like the Arts Festival in previous years, this year's festival left a deep ⁽⁸⁾ _____ on everyone and earned high praise.

Building skills

A Listening and speaking



A1 Tan Lei, an exchange student in London, is talking to his mum on the phone about his experience of watching the New Year fireworks display. Listen to the conversation and decide whether the following statements are true (T) or false (F). Circle the incorrect information in the false statements and correct it in the blanks.

1 Tan Lei went to see the show by himself. T / F

2 The fireworks display started at midnight on 31 December. T / F

3 The show only lasted ten minutes. T / F

4 People from over 100 different countries came to see the fireworks display. T / F

5 People sang an old Irish song in the end. T / F



A2 A radio host is talking about interesting New Year celebrations. Listen to the programme and complete the notes below.

New Year celebrations

People in different countries welcome the New Year in different ways to forget (1) _____ and have good luck in the coming year.

Spain

- Spanish people eat one grape each time the bell rings at (2) _____.
- One grape stands for (3) _____ of the coming year.
- Being able to (4) _____ all the grapes before the bell stops ringing means you will be lucky in the coming year.

Denmark

- Danish people believe that broken plates can (5) _____. They come out and throw plates on their friends' doors on New Year's Eve.
- The more broken plates you have on your doorstep, the (6) _____ you have.

A3 *New Year's Eve is a great time for parties. In pairs, plan a New Year's Eve party. Use the example below to help you and pay attention to the expressions in bold.*

A: Hi, Tim. **Do you have any plans for New Year's Eve?**

B: No, not yet. **Are you thinking of anything in particular?**

A: Yeah, **how about** having a party at my place? My parents say it's OK for me to have friends over.

B: **Sounds great.** Who else do you want to invite?

A: Let's ask Kate, Michael and Robin. I think Sally and Tania might be interested as well.

B: **Perfect! We could** make pizza. It's the most convenient party food.

A: **That's a really cool idea!** I can prepare some snacks. **Shall we** make milkshakes as well?

B: Sure! **What else could we do?**

A: **Well, we could** play board games. There are also some fun party games we could play.

B: Wow, cool! **I'm really looking forward to** the party.

B Reading and writing

B1 *Mother's Day is celebrated around the world every year, but it did not become a national holiday overnight. Read the article about the origins of this celebration and answer the questions below.*

The mothers of Mother's Day

How do you celebrate Mother's Day? Do you give your mother flowers, make her a card or take her to her favourite restaurant? Nowadays, Mother's Day is about gift-giving but the origins of this celebration are quite different.

Julia Ward Howe was the first person to propose a national mother's day in the United States. In 1870, she wrote an article calling on mothers from all nations to work together for peace. Two years later, she organized Mother's Peace Day in Boston, which became a yearly celebration in a number of cities. But Mother's Peace Day never became a national holiday. Mother's Day, as we now know it, instead owes its origin to the efforts of Ann and Anna Jarvis.

Like Julia Ward Howe, Ann Jarvis wanted to improve health care and help the poor. In 1858, Ann began a tradition of Mother's Work Days. Ann asked doctors to teach her and her neighbours how to improve the health of their families. On Mother's Work Days, these women helped and taught other mothers. Ann also organized women's clubs that provided medicine for the poor and helped families where the mother was sick.

Ann wished that there could be a national holiday celebrating mothers. When

she died on 9 May 1905, her daughter Anna wanted to fulfil her mother's wish. On the third anniversary of her mother's death, Anna gave a speech, asking people of all ages to remember their mothers by words, gifts and acts of affection. The idea spread quickly throughout the country. In 1914, President Woodrow Wilson decided that the second Sunday in May would be celebrated as Mother's Day.

While few today think of Mother's Day as a day to help the community, you can still celebrate in a way that would please Julia Ward Howe, as well as Ann and Anna Jarvis. You can tell your mother why you love her and thank her for something she did to make you happy.

- 1 What does the underlined word "propose" in the second paragraph mean?
- 2 How did Julia Ward Howe, Ann and Anna Jarvis contribute to Mother's Day?

B2 Your American friend, Jennifer, has sent you an email and expressed interest in the Dragon Boat Festival. Write back to introduce the festival.

Dear Jennifer,

I am happy you would like to learn about the Dragon Boat Festival as it is one of my favourite festivals. _____

The Dragon Boat Festival has a long history. _____

Nowadays, we celebrate the festival in many different ways. _____

Best wishes,

Giving the
general
information

Introducing
the history

Explaining
how it is
celebrated

Appreciating language



There are countless poems about traditional Chinese festivals. Read aloud the poem below about the Mid-Autumn Festival.

The Mid-Autumn Festival

Tune: Prelude to Water Melody

By Su Shi

How long will the full moon appear?
Wine cup in hand, I ask the sky.
I do not know what time of year
It would be tonight in the palace on high.
Riding the wind, there I would fly,
Yet I'm afraid the crystalline palace would be
Too high and cold for me.
I rise and dance, with my shadow I play.
On high as on earth, would it be as gay?

The moon goes round the mansions red
Through gauze-draped windows to shed
Her light upon the sleepless bed.
Against man she should have no spite.
Why then when people part, is she oft full and bright?
Men have sorrow and joy, they meet or part again;
The moon is bright or dim and she may wax or wane.
There has been nothing perfect since the olden days,
So let us wish that man
May live long as he can!
Though miles apart, we'll share the beauty she displays.

(Translated by Xu Yuanchong)

Unit 4 Exploring literature

Exploring language

A Fill in the blanks with the correct forms of the words in the box below.

issue	significant	feature	attempt	literature
confuse	destroy	launch	reflect	topic

- 1 Many people held the same opinion on the environmental _____ discussed at the meeting.
- 2 Achieving common prosperity is a defining _____ of socialism with Chinese characteristics.
- 3 I spent quite some time _____ on my performance on the stage.
- 4 Jack succeeded in the high jump at the first _____.
- 5 Over the years we have gone through _____ changes in our lives.
- 6 I often get _____ when I have to choose between two words that have similar meanings.
- 7 We were filled with pride when China _____ the space lab *Tiangong-2*.
- 8 This course is designed to help students know more about modern Chinese _____.
- 9 When we cut down too many trees, we are in fact _____ our Earth.
- 10 The only _____ of conversation is how to deal with family stress.

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

in store	draw on	with wonder	on the point of
in particular	clear up	appeal to	in the presence of

- 1 When I was a boy, I often looked up _____ at the twinkling stars in the night sky.
- 2 You never know what lies _____ for you.
- 3 I like reading all types of novels, history novels _____.
- 4 Good writers usually _____ their personal experiences in their writing.
- 5 I used to be too shy to speak _____ a large group of people.
- 6 My teacher gave me great encouragement just when I was _____ giving up.
- 7 The programme is designed to _____ high school students.
- 8 I'm afraid you need to _____ all this mess right now.

C Fill in the blanks with the correct forms of the verbs in the brackets, using proper modal verbs.

- 1 —What's the weather like in your hometown? Is it cold in winter?
—Yes, it _____ (be) as cold as -30°C in winter.
- 2 —I want to invite Tom to see a film tonight. Has he arrived yet?
—Yes, he just arrived. But after four hours' ride, he _____ (be) tired now and he _____ (prefer) to stay in tonight.
- 3 —Is Betty still playing the piano?
—Yes. I asked her to stop and take a rest, but she _____ (not listen).
- 4 —What does the rule say about using the reading room?
—No one _____ (talk) loudly.
- 5 —Your car looks great. It _____ (cost) you a lot of money.
—Yes, it's quite expensive.
- 6 —How long can I keep the book?
—The books that students borrow _____ (return) to the library within two weeks.

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

- 1 我不明白为何两次测试成绩之间差距很大。(gap)
- 2 该小说被认为是这位作家在文学上的主要成就。(achievement)
- 3 他才十七岁，不应该开车。(therefore)
- 4 她致力于保护妇女权利。(devote oneself to)
- 5 我们公司完全有能力开发更多新产品。(be capable of)
- 6 你比你想象的要更强大，这是一个普遍的真理。(universal)
- 7 我们要确定哪些因素对社会有利，哪些因素有害。(determine; element)
- 8 我们永远不要害怕挑战和失败，否则我们就会被打败。(defeat)

Building skills

A Listening and speaking



A1 A radio host is talking about J. R. R. Tolkien, author of *The Lord of the Rings*. Listen to the programme and number the events in his life in the correct order. The first one has been done for you.

_____ He started writing fantasy stories.

1 _____ He graduated from Oxford University.

_____ He worked on the *Oxford English Dictionary*.

_____ He became a professor at the University of Leeds.

_____ He went to France to serve as a soldier in the First World War.

_____ He started working on *The Lord of the Rings*.

_____ *The Hobbit* was published.

_____ The first part of *The Lord of the Rings* was published.



A2 Michele and Peter are talking about J. R. R. Tolkien. Listen to their conversation and complete the short passage below.

J. R. R. Tolkien

J. R. R. Tolkien, author of *The Hobbit* and *The Lord of the Rings*, created a fantasy world called Middle-earth. He started working on Middle-earth during ⁽¹⁾ _____. He was interested in languages and even invented several new languages for his fantasy world.

Tolkien got the idea of *The Hobbit* when he was checking his students' ⁽²⁾ _____. At that time, he had no idea what a hobbit was. The novel turned out a huge success. However, he is ⁽³⁾ _____ for the series of *The Lord of the Rings*. The three books have been translated into about ⁽⁴⁾ _____ languages and over ⁽⁵⁾ _____ copies were sold.

Tolkien's books have been made into popular films. They are a bit too long, though—it takes more than ⁽⁶⁾ _____ to watch all three of *The Lord of the Rings* films.

A3 Many books have been made into films. In pairs, discuss whether you prefer reading books or watching films based on books. Use the example below to help you and pay attention to the expressions in bold.

A: Have you watched *The Lord of the Rings* films?

B: No. **Compared to** watching the films, I prefer the books. A film can never **be as good as** a book. When a book is made into a film, **the storyline is often changed** and sometimes even **the best part of the book is taken out!**

A: But books are **much less exciting**. I really like the music in *The Lord of the Rings*, and the special effects are so cool! And my favourite actor is in the films!

B: Well, that's true, but I **prefer to** use my imagination. **Reading a book is like** having a conversation with the author. It makes me think.

B Reading and writing

B1 The novel *Les Misérables* is considered to be a timeless classic. Read a student's book report and answer the questions below.

Les Misérables

Victor Hugo's novel *Les Misérables* was first published in France in 1862 and has been a popular novel ever since. It has been adapted for the stage and screen many times. It is a comment on society and on the nature of people through the tale of a man whose life is changed by an act of forgiveness. Forgiveness is a theme repeated throughout the novel.

Set in the early 19th century in France, the novel records the ups and downs of the prisoner Jean Valjean, a man who has spent nineteen years in prison for stealing a piece of bread to feed his hungry sister and many attempted escapes. After being allowed to come out of prison, Valjean cannot get a job because nobody wants to give a job to a former prisoner. However, his life changes when a priest forgives him for stealing from a church. After the priest forgives him, he goes out and steals some money from a child. He soon remembers the priest's forgiveness and regrets what he has done. He searches for the child to return the money but now it is too late—the police are searching for him. If they catch him, he will spend the rest of his life in prison. To avoid the police, he changes his name from Valjean to Madeleine and eventually becomes a successful man and even mayor of a town. In his role as mayor, he helps a woman called Fantine and promises to take care of her daughter, Cosette. He treats Cosette like his own daughter and risks his safety for her happiness. Valjean's new life becomes difficult when a policeman guesses who Valjean really is and wants to send him back to prison. What follows is a long game of cat and mouse which eventually takes Valjean into the dangerous streets of Paris during the 1832 Revolution.

Les Misérables is a long, complex novel. There are many themes in it which are central to life, such as destiny, sacrifice, truth and survival. I think the plot is a bit unbelievable at times. However, this is not the most important thing about the novel. The writing and the important ideas Hugo focuses on are what makes this book such a classic. This book is not easy to read because there are a lot of details and characters. I really have to concentrate when reading. However, I am drawn into Valjean's world and cannot wait to find out what is in store for him in the future.

- 1 What does the underlined phrase "a long game of cat and mouse" in the second paragraph mean?
- 2 What are the main ideas of the three paragraphs?

B2 What is your favourite book? Write a report of the book. Plan your writing based on the structure of the passage in B1.

Title: _____	
My favourite book is _____ _____ _____ _____	Giving the general information
The book tells a story about _____ _____ _____ _____ _____ _____ _____ _____ _____ _____	Introducing the book in detail
In my opinion, _____ _____ _____ _____	Making some comments



Reading brings a lot of joy to us. Read aloud the essay below about the pleasures of reading.

The pleasures of reading

By Bennett Cerf

All the wisdom of the ages, all the stories that have delighted mankind for centuries, are easily and cheaply available to all of us within the covers of books—but we must know how to avail ourselves of this treasure and how to get the most from it.

I am most interested in people, in meeting them and finding out about them. Some of the most remarkable people I've met existed only in a writer's imagination, then on the pages of his book, and then, again, in my imagination. I've found in books new friends, new societies, new worlds.

If I am interested in people, others are interested not so much in "who" as in "how". "Who" in the books includes everybody from science-fiction superman two hundred centuries in the future all the way back to the first figures in history. "How" covers everything from the explanations of Sherlock Holmes to the discoveries of science and ways of teaching manners to children.

Reading is a pleasure of the mind, which means that it is a little like a sport: your eagerness and knowledge and quickness make you a good reader. Reading is fun, not because the writer is telling you something, but because it makes your mind work. Your own imagination works along with the author's or even goes beyond his. Your experience, compared with his, brings you to the same or different conclusions, and your ideas develop as you understand his.

Every book stands by itself, like a one-family house, but books in a library are like houses in a city. Although they are separate, together they all add up to something; they are connected with each other and with other cities. The same ideas, or related ones, turn up in different places; the human problems that repeat themselves in life repeat themselves in literature, but with different solutions according to different writings at different times.

Reading can only be fun if you expect it to be. If you concentrate on books somebody tells you you "ought to" read, you probably won't have fun. But if you put down a book you don't like and try another till you find one that means something to you, and then relax with it, you will almost certainly have a good time—and if you become, as a result of reading, better, wiser, kinder, or gentler, you won't have suffered during the process.

Appendices

Text notes

Unit 1

- 1 A film is—or should be—more like music than like fiction. It should be a progression of moods and feelings. — Stanley Kubrick (page 1)
电影是——或者说应该是——更像音乐而非小说。它应该是一个情绪和情感的逐步发展过程。——斯坦利·库布里克
该句出自美国电影导演、编剧、制片人斯坦利·库布里克 (1928—1999), 他的代表作有《2001 太空漫游》(2001: A Space Odyssey) 等。这句话说明了在欣赏电影时要用心体会电影中情感的变化和发展。
- 2 Whatever your answer is, there's always a lot more to it than first meets the eye. (page 2, lines 2–3)
无论你的答案是什么, 它 (电影) 都远比你最初表面看到的更为复杂。
本句使用的句型是 *there is more to sb/sth than meets the eye*, 意为“某人或某物比表面看到的更加复杂或有趣”。如:
There is more to that problem than meets the eye.
那个问题比看上去更复杂。
- 3 Today, I'll give you a brief introduction to some aspects of film-making you might not be familiar with. (page 2, lines 5–6)
今天, 我将就电影制作中你们可能不太熟悉的一些方面做一个简单的介绍。
(1) 句中 *brief* 意为“简洁的, 扼要的”。如:
This article gives a brief introduction to the history of the computer.
本文简要介绍了计算机的历史。
(2) 句中 *familiar* 意为“熟悉的”, 后面常接介词 *with*。如:
I'm not familiar with French literature.
我对法国文学不熟悉。
- 4 Another aspect I attach great importance to is visual special effects. (page 3, line 16)
另一个我认为很重要的方面就是视觉特效。
句中 *attach great importance to* 意为“认为……十分重要”; *attach* 还可以表示“把……固定, 把……附 (在……上)”的意思, 常用于 *attach sth to sth* 的结构中。如:
Sometimes people attach too much importance to economic development.
有时人们把经济发展看得太重要了。

I attached a recent photo of myself to the letter.

我随信附上了自己的一张近照。

- 5 Peter Jackson, director of *The Lord of the Rings* films, took a creative approach—he used clever camera angles to make characters seem bigger or smaller than they really were. (page 3, lines 22–24)

《指环王》系列电影的导演彼得·杰克逊采用了一种创造性的方法——他巧妙地利用摄像机的角度让剧中角色看上去比实际大或小。

- (1) 句中 **approach** 作名词,意为“方法,手段”; **approach** 还可以用作动词,意为“处理”。如:

The young teacher decided to take a new approach and teach children English by storytelling.

这位年轻的教师决定采用新办法,通过讲故事来教孩子们学英语。

We believe it is the best way of approaching this problem.

我们相信这是处理该问题的最佳方式。

- (2) 句中 **angle** 意为“角,角度”; **angle** 还可以引申为看待问题的角度,意为“视角,观点,立场”。如:

The photo was taken from a special angle.

这张照片是从特殊的角度拍摄的。

You need to consider the present situation from many different angles before you make the final decision.

做最后的决定之前,你需要从很多不同的角度考虑当前形势。

- 6 Just as the poor passengers on the real *Titanic* saw the tip of the iceberg, what we see on the cinema screen is just the tip of the huge iceberg of film-making. (page 3, lines 33–35)

正如真正的“泰坦尼克号”上那些可怜的乘客们所看到的冰山一角一样,我们在影院银幕上看到的也只是电影制作这座巨大冰山的一角而已。

句中 **the tip of the iceberg** 的本意是“冰山一角”,喻指所暴露出来的只是事物的一小部分。这里采用了隐喻的写作手法,把整个电影制作比作冰山,把人们平时在银幕上看到的比作冰山一角,即很小的一部分,以此来强调电影制作中其实还隐藏着许多不为人知的辛勤劳动。如:

I am afraid that these complaints from customers are only the tip of the iceberg.

恐怕这些来自顾客的投诉只是冰山一角。

- 7 Hopefully, next time you go to the cinema, you'll spare a thought for all those talented people behind the scenes. (page 3, lines 35–36)

希望下次你们去看电影时,能想一想所有幕后那些才华出众的人们。

- (1) 句中 **next time** 用于引导时间状语从句,意为“下次……”;类似的还有 **every/**

each time (每当……)、the last time (上次……) 等。如:

Next time you come to Nanjing, do remember to drop in on me.

下次你来南京,一定记得顺道过来看看我。

The last time I saw you, you were a college freshman.

上次我见到你时,你还是个大一新生。

- (2) 句中 spare 作动词,意为“拨出,匀出,分出”。如:

We can spare a room for you.

我们可以给你腾出一个房间。

- 8 Based on Rudyard Kipling's book of the same title, it describes the story of a boy named Mowgli. (page 6)

它(电影)根据拉迪亚德·吉卜林的同名作品改编,讲述了一个名叫毛克利的男孩的故事。

- (1) 拉迪亚德·吉卜林(Rudyard Kipling, 1865—1936),英国小说家、诗人,1907年获得诺贝尔文学奖。电影《奇幻森林》(*The Jungle Book*)改编自他的同名短篇故事集,讲述了在丛林中长大的男孩毛克利的故事。在故事中,动物是他的朋友,还教会他如何成长。

- (2) 句中 (be) based on 意为“以……为基础,以……为根据”。如:

The film is based on a novel by Charles Dickens.

这部电影是根据查尔斯·狄更斯的一部小说改编的。

- 9 The film stars Colin Firth as King George VI, Geoffrey Rush as Lionel Logue and Helena Bonham Carter as Queen Elizabeth. (page 9)

该电影由科林·费斯饰演国王乔治六世,杰弗里·拉什饰演莱昂内尔·洛格,海伦娜·博纳姆·卡特饰演伊丽莎白王后。

- (1) 《国王的演讲》(*The King's Speech*)讲述了这样一个故事:1936年,英国国王乔治五世逝世,爱德华八世即位后很快逊位,王位传给了患严重口吃的艾伯特亲王(Prince Albert),即乔治六世。他在语言治疗师莱昂内尔·洛格(Lionel Logue)的治疗下,终于克服障碍,发表了鼓舞人心的演讲,激励了英国人民反抗法西斯的斗志。

- (2) 句中 star 作及物动词,意为“使主演,由……担任主角”,不用于被动语态。此外 star 也可以作不及物动词,意为“主演,担任主角”。如:

This film stars Neel Sethi as Mowgli.

这部电影由尼尔·塞西饰演毛克利。

She is to star in a new film.

她将主演一部新影片。

- 10 The Prince has given up hope of a cure but his wife, Elizabeth, takes him to see Lionel Logue, an Australian speech doctor living in London. (page 9)

亲王已经放弃了治疗的希望,但他的妻子伊丽莎白还是带他去见了莱昂内尔·洛格,这是一位澳大利亚语言治疗师,当时住在伦敦。

句中 *cure* 作名词,意为“药物,疗法”; *cure* 还可以用作动词,意为“治愈,治好”。如:

There is still no cure for this kind of disease.

这种病现在仍然无法治愈。

After a year, his cancer was cured.

一年后他的癌症治好了。

- 11** The film looks like a fairly typical historical film without fancy special effects, and it is made enjoyable by the performances of the main actors. (page 9)

这部电影看上去像一部颇为典型的历史剧,没有复杂的特效,而几位主演的出色演技令这部电影十分精彩。

- (1) 句中 *typical* 意为“典型的,有代表性的”,常用于 *be typical of* 的结构中。如:

This poem is typical of modern poetry.

这首诗是典型的现代诗歌。

- (2) 句中 *fancy* 意为“复杂的,花哨的”。如:

There is no fancy footwork in the dance, but it is still very impressive.

这个舞蹈没有什么复杂的舞步,却仍然让人印象深刻。

- 12** All in all, I highly recommend this film. (page 9)

总之,我强烈推荐这部电影。

句中 *recommend* 意为“推荐”,可用于 *recommend sth to sb* 的结构中。如:

I recommend this book to anyone with an interest in modern literature.

我把这本书推荐给所有对现代文学感兴趣的人。

- 13** The bus pulls up as Mrs Gump prepares Forrest for his first day of school. (page 11, lines 5–6)

在甘太太帮阿甘为第一天上学做准备时,校车停了下来。

句中 *pull up* 意为“停车,停止”。如:

The car pulled up when the lights turned red.

红灯亮了,汽车停了下来。

- 14** I, I ... don't recall what I got for my first Christmas and I don't know when I went on my first outdoor picnic. (page 12, lines 31–33)

我,我……不记得收到的第一份圣诞礼物是什么,也不记得第一次户外野餐是什么时候。

句中 *recall* 意为“记起,回想,回忆起”,后接名词、动词 *-ing* 形式、从句等作宾语。如:

I can't recall having a high school classmate named Susan.

我不记得有一个叫苏珊的中学同学。

- 15** My momma said my back's crooked like a question mark. These are going to make me as straight as an arrow. (page 12, lines 47–48)

我妈妈说我的背弯得像个问号。它们会让我像箭一样直。

这里两句都用了明喻 (*simile*) 的修辞方法,即借助 *as ... as* 或 *like*,将具有某种共同

特征的两个不同事物联系起来,表明两者之间的相似关系。本句把脊背分别比作弯曲的问号和笔直的箭,让前后对比更加鲜明。如:

Her hair is so soft that it is like silk.

她的头发像丝绸一样柔软。

Though he looked little, he was as brave as a lion.

虽然他看上去弱小,却像狮子一样勇敢。

Unit 2

1 A sound mind starts from a sound body. How can a weak body develop a sound mind?

—Cai Yuanpei (page 15)

有健全之身体,始有健全之精神;若身体柔弱,则思想精神何由发达? ——蔡元培

该句出自中国民主革命家、教育家蔡元培(1868—1940)《在南开学校全校欢迎会上的演说词》(1917年5月23日)。这句话说明了身体健康的重要性,强健的身体是健全的精神之前提和保障。

2 Q: What do soccer players and magicians have in common?

A: Both do hat-tricks! (page 15)

问:足球运动员和魔术师有什么共通之处?

答:他们都会“帽子戏法”!

句中 hat-trick 意为“帽子戏法”。帽子戏法既指一种魔术,也指足球比赛中,一名队员踢进对方球门三个球,但不包括在决定比赛胜负的点球大战中的进球。该表达的应用范围不只限于魔术和体育领域,人们还用它形容连续三次的成功。此处 hat-trick 使用了双关 (pun) 的手法,既有一名队员三次将球踢进对方球门的含义,又有魔术师用帽子变戏法的含义。双关是一种常见的修辞手法,指在一定的语言环境中,利用词的多义和同音的条件,有意使语句具有双重意义,言在此而意在彼。双关可使语言表达含蓄、幽默,而且能加深语意,给人以深刻印象。

3 Most people assume that regular exercise does wonders for the body and mind—but what exactly are its health benefits? (page 16, lines 4–5)

大多数人认为定期锻炼对身心有奇效,但它对健康究竟有什么好处呢?

(1) 句中 assume 意为“假定,认为”,这种假定通常没有证据作为支撑。如:

It is reasonable to assume that he was the last person to see the old man.

有理由认为他是最后一个见到老人的人。

(2) 句中 do wonders 意为“创造奇迹,产生神奇作用”。如:

Sometimes a bit of give-and-take would do wonders.

有时彼此迁就一下就会有奇效。

4 It has also been proven that active people tend to have better immune systems and are at lower risk of diseases. (page 16, lines 7–9)

事实也证明,定期运动的人往往会有更好的免疫系统,患病的风险较低。

句中 **tend** 意为“往往会”,后面常接动词不定式。如:

People *tend to make mistakes* when they are tired.

人们劳累的时候往往会犯错误。

Women *tend to be more careful with language use* than men.

在语言使用上女性往往比男性更加细心。

- 5** Some studies even show that exercise improves certain brain functions, meaning you could actually exercise your way to better performance at school! (page 16, lines 10–12)

一些研究甚至表明锻炼会改善大脑的某些功能,这意味着你确实可以通过锻炼来提高学业成绩!

句中 **exercise one's way** 意为“通过锻炼来……”,与 **way** 相关的常见短语还有 **push one's way**、**fight one's way**、**pick one's way** 等。如:

He *pushed his way* through the crowd.

他推开人群挤了出去。

The soldiers finally *fought their way* out.

士兵们终于杀出了一条生路。

He had to *pick his way* along the muddy path.

他只得小心翼翼地泥泞的小路上行走。

- 6** When you plan an exercise routine, the first thing to consider is what you expect to improve: heart and lung efficiency, muscle strength or flexibility. (page 17, lines 14–16)

制订锻炼计划时,首先要考虑的是你期望在哪些方面有所改善:心肺功能,肌肉力量还是柔韧性。

句中 **routine** 意为“常规,惯例”。如:

We take exercise as part of our *daily routine*.

我们把锻炼当成日常生活的一部分。

- 7** Flexibility training, including gymnastics and tai chi, helps stretch your muscles and improve your body's range of movement. (page 17, lines 19–21)

体操和太极拳等柔韧性训练有助于伸展肌肉,加大身体活动范围。

句中 **range** 意为“(变化或活动的) 范围,界限,区间”等; **range** 还可以意为“一系列”,常用于 **a range of** 这个短语中。如:

Your weight is well within the *normal range*.

你的体重完全在正常范围内。

There are a *full range of activities* for young people.

这里有给年轻人提供的各种活动。

- 8 Above all, choose activities you enjoy because, in this way, you're more likely to stick with them. (page 17, lines 22–23)
最重要的是,选择你喜欢的活动,因为这样你更有可能坚持下去。
句中 **stick with** 意为“持续,坚持”。如:
We will stick with our original plan, whatever happens.
无论发生什么,我们都会坚持原来的计划。
- 9 Remember to drink throughout exercise to make up for water lost to sweat. (page 17, lines 34–35)
记住运动时全程都要喝水,以弥补流汗所造成的水分流失。
- (1) 句中 **throughout** 意为“自始至终,贯穿(整个时期)”; **throughout** 还可以表示空间,意为“各处,遍及”。如:
Our shopping mall is open throughout the year.
我们购物广场全年开放。
This is happening in every school throughout the country.
全国各地每所学校都在发生这样的事情。
- (2) 句中 **make up for** 意为“补偿,弥补”。如:
Hard work can make up for a lack of natural talent.
勤能补拙。
- (3) 句中 **sweat** 作名词,意为“汗水”。如:
He breaks out in a cold sweat just at the thought of the entrance exam.
他一想到要参加入学考试,就浑身冒冷汗。
- 10 Our facilities have been enlarged and redone, and our centre is now bigger and better than ever before. (page 20)
我们的设施都已经扩建和重修,我们中心现在比之前任何时候都更大、更好。
- (1) 句中 **facility** 意为“设施,设备”,通常用复数形式。如:
The hotel has special facilities for children.
这家旅店有儿童专用的设施。
- (2) 句中 **enlarge** 意为“扩大,放大,扩展,扩充”。如:
We need to enlarge the farm buildings.
我们需要扩建农场建筑。
- 11 In response to public interest, our aerobics class has been replaced with several fun options, including modern dance. (page 20)
为了满足公众的喜好,我们的有氧运动课程已经停开,取而代之的是一些有趣的课程,包括现代舞。
句中 **replace** 意为“代替,取代”,常用于 **replace A with B** 的结构中; **replace** 相当于 **take the place of**。如:

In most shops, cashiers will be replaced with robots.

在大部分商店中,收银员将会被机器人取代。

- 12 I've been feeling a bit under the weather recently: generally tired and not myself.
(page 23)

我最近感觉有点不舒服:全身疲惫而且不在状态。

- (1) 句中 **under the weather** 意为“略有不适,不舒服”。如:

I was still feeling a bit under the weather.

我还是觉得身体有些不舒服。

- (2) 句中 **not oneself** 意为“身体不好,不在状态”。如:

She was not herself because she stayed up very late last night.

因为昨晚熬夜,她整个人不在状态。

- 13 You know, it's really difficult to fit exercise into my busy schedule. (page 23)

你知道,我很忙,很难有时间锻炼身体。

句中 **fit ... into one's schedule** 意为“将……列入某人日程中”。如:

I wonder how you can fit everything into your busy schedule.

我真想知道你怎么能把所有事情都排进自己满满的时间表。

- 14 The first few tai chi classes were fun and easy, and the moves really caught my imagination, with descriptive names like “white crane spreading its wings” and “golden rooster standing on one leg”. (page 25, lines 7–9)

前几堂太极拳课很好玩,也不难学,这些动作有着像“白鹤亮翅”“金鸡独立”这样画面感很强的名称,实在令我着迷。

句中 **white crane spreading its wings** 意为“白鹤亮翅”, **golden rooster standing on one leg** 意为“金鸡独立”,均为太极中的典型招式。

- 15 However, nowadays people tend to believe that Chen Wangting, a 17th-century master of Chinese martial arts, developed tai chi based on martial arts skills.
(page 25, lines 12–14)

不过,现在人们往往认为,太极拳是由17世纪的中国武术大师陈王廷在武术套路的基础上创编的。

- (1) 句中 **nowadays** 意为“现在,当今”。如:

Nowadays parents attach great importance to the education of their children.

当今父母非常重视子女的教育。

- (2) 句中 **master** 作名词,意为“大师,能手”; **master** 还可以用作动词,意为“掌握,精通”。如:

O. Henry was a master of the short story.

欧·亨利是短篇小说大师。

It didn't take him long to master the local language and make some friends.

没过多久他就掌握了当地的语言,还交了一些朋友。

- 16 With these requirements of tai chi in mind, I found to my satisfaction that my balance and flexibility slowly improved, that I was able to do more difficult moves, and that my love for tai chi returned stronger than ever. (page 26, lines 23–28)

让我欣慰的是,记住太极拳的这些要求后,我发现自己的平衡性和柔韧性慢慢有所改善,我能完成难度更大的动作,而且我比以前更喜爱太极拳了。

(1) 本句为主从复合句,“with + 名词 + 介词短语”作状语,found 后接三个由 that 引导的宾语从句,to my satisfaction 是一个插入成分。

(2) 句中 to one's satisfaction 意为“使某人满意”。如:

The problem was solved to the complete satisfaction of everybody.

这件事情解决了,所有人都非常满意。

- 17 I discovered that tai chi is deeply rooted in the Chinese philosophy of yin and yang, which are believed to form the unity of opposites. (page 26, lines 30–31)

我发现太极拳深深植根于中国的阴阳哲学,中国哲学认为阴和阳是既对立又统一的。

句中 be rooted in 意为“根源在于,由……产生”。如:

The feeling of insecurity is often deeply rooted in childhood.

这种不安全感常常起源于童年,根深蒂固。

- 18 Eventually, tai chi brings about a state of physical balance and mental peace. (page 26, lines 35–36)

最终,太极拳带来了身体平衡和心态平和的状态。

句中 bring about 意为“造成,引起”。如:

Even small changes in diet can bring about significant health benefits.

即使只是饮食上的些许改变,也会明显有益健康。

Unit 3

- 1 Customs tell a man who he is, where he belongs, what he must do.

—Robert A. Heinlein (page 29)

风俗习惯告诉一个人他是谁,属于哪里,必须做什么。——罗伯特·A. 海因莱因
该句出自美国现代科幻小说家罗伯特·A. 海因莱因(1907—1988)的科幻小说《银河系公民》(Citizen of the Galaxy)。小说中,人类学家马德博士告诉主人公索比这句话,说明了风俗习惯在社会中发挥的重要作用。

- 2 I did not understand all of the traditional customs, but a few made a deep impression on me. (page 30, lines 7–8)

不是所有的传统习俗我都了解,但有一些给我留下了深刻的印象。

- (1) 句中 **custom** 意为“风俗, 习俗”; **customs** 还可以表示“海关”的意思, 这时只用复数形式。如:

We will cultivate new trends and new customs for our times.

我们将培育时代新风新貌。

It took me ages to go through customs.

我花了很长时间才通过海关。

- (2) 句中 **impression** 意为“印象”, 常与动词 **make**、**give**、**get** 等连用。如:

We got the impression that Robin was not very happy to see us.

我们觉得罗宾不太乐意看到我们。

3 The customs that followed were anything but ordinary. (page 30, line 12)

接下来的风俗绝对不寻常。

- (1) 句中 **anything but** 意为“决不, 根本不”, 用于强调。如:

He was anything but a fool.

他绝对不是个傻瓜。

- (2) 句中 **ordinary** 意为“普通的, 平常的, 一般的, 平凡的”。如:

I'm looking for something a little more out of the ordinary.

我正在寻找一些不太寻常的东西。

4 That is a story for another day, but let's just say there was a lot of dancing. (page 30, lines 18–19)

这个话题改日再聊, 但是先这么说吧, (那天) 舞跳了不少。

句中 **let's just say** 意为“这么说吧, 大致说来”, 用于不想说具体细节时。如:

Let's just say she isn't very pleased about her present job.

这么说吧, 她对现在的工作不是十分满意。

5 Now I know I have two left feet ... and both of them hurt! (page 30, lines 19–20)

现在我只知道我“有两只左脚”……而且两只都疼得不行!

句中 **have two left feet** 意为“笨手笨脚”。作者用非常幽默的方式告诉读者他不擅长跳舞, 而婚礼庆祝仪式上跳舞持续了很长时间。

6 The Carnival current carried us through the ever-growing sea of people, dancing all the way. (page 31, lines 32–33)

狂欢节的人潮带着我们穿过不断扩张的人海, 一路上跳舞不停。

句中 **current** 原意指“水流, 潮流, 气流”, 本句中喻为“人流, 人潮”。如:

The bird can use warm air currents to help it fly.

这种鸟可以用热气流帮助自己飞行。

7 Iceboxes of soft drinks and beer lined the narrow streets, and the smell of roasted meat filled the air as we passed wave after wave of street stands. (page 31, lines 33–35)

我们经过一波又一波街头小摊时,装着汽水和啤酒的保冷箱排列在狭窄的街道两边,空气中弥漫着烤肉的味道。

- (1) 句中 **line** 作动词,意为“沿……形成行(或列、排)”。如:

The street was lined with small shops and restaurants.

街道两旁小店铺和小饭店鳞次栉比。

- (2) 句中 **stand** 作名词,意为“摊位,(展示或推介物品的)桌或台”。如:

He used to run a newspaper stand in downtown.

他曾在市区经营一个报摊。

8 ONE DOLLAR AND EIGHTY-SEVEN CENTS. (page 34)

一美元八十七美分。

作为开篇的第一句,每个字母大写具有强调的效果,突出了一美元八十七美分是女主人公德拉(Della)仅有的全部的钱。本文改编自欧·亨利(O. Henry, 1862—1910)的短篇小说《麦琪的礼物》(*The Gift of the Magi*),讲述了圣诞节里发生在一个社会底层小家庭中的故事。男主人公吉姆(Jim)是一名薪金仅够维持生活的小职员,女主人公德拉是一位贤惠善良的主妇。他们虽然贫穷,却度过了一个难忘的圣诞节。欧·亨利原名威廉·西德尼·波特(William Sydney Porter),是美国著名的批判现实主义作家,被誉为“美国现代短篇小说之父”。

9 She found it at last: a simple but beautiful watch chain for his gold watch, which had been passed down to him from his grandfather. (page 34)

她终于找到了:一条简洁又美丽的表链,和他的金表很配,那只金表是他的祖父传给他的。

句中 **pass down** 意为“把……传给”。如:

The Chinese painting was passed down to him from his grandmother.

这幅国画是他奶奶传给他的。

10 With an income of twenty dollars per week, life was hard for the couple, but Jim wanted to buy a perfect gift for Della. (page 35)

这对夫妇每周收入只有二十美元,生活得很艰难,但吉姆想给德拉买一份完美的礼物。

句中 **income** 意为“收入,收益,所得”。如:

Selling agricultural products with local features has become a major source of income for that village.

出售具有当地特色的农产品已成为那个村庄的主要收入来源。

11 According to tradition, we should celebrate the festival by going mountain climbing, but how many people today still observe this tradition? (page 36)

依照传统,我们应该爬山来庆祝这个节日,但是如今还有多少人仍然遵循这个传统呢?

句中 **observe** 意为“遵守,奉行(宗教、习俗、法律、协议等)”; **observe** 还可以表示“观察,注视”的意思。如:

The judge has warned them that they must observe the law.

法官已经警告过他们必须遵纪守法。

The teacher performed the experiment while his students observed.

老师做实验, 学生观察。

- 12** The Dragon Boat Festival, for example, is celebrated in honour of Qu Yuan, a great poet living in the Warring States period of ancient China. (page 36)

例如, 端午节是为了纪念中国古代战国时期的伟大诗人屈原。

句中 *in honour of* 意为“纪念, 向……表示敬意”。如:

A few days ago, a ceremony was held here in honour of those killed in the war.

几天前这里举行了一个仪式, 以纪念战争中的遇难者。

- 13** Luo Yan's son, Bofeng, happily takes a bite of the chicken his grandfather has selected for him. (page 39, lines 4–6)

罗言的儿子博峰高兴地咬了一口爷爷为他挑选的鸡肉。

- (1) 句中 *bite* 作名词, 意为“咬, 咬下的一口”; *bite* 还可以用作动词, 意为“咬”, 过去式和过去分词分别为 *bit* 和 *bitten*。如:

He had a bite of the sandwich.

他咬了一口三明治。

She was bitten by a wild dog.

她被一只野狗咬伤了。

- (2) 句中 *select* 意为“选择, 挑选”, 后面常接 *for* 或 *from*。如:

He hasn't been selected for the national team.

他未能入选国家队。

They selected the best one from a list of sixteen students.

他们从十六个学生的名单中选出了最好的一个。

- 14** During the five-hour trip, they chatted excitedly with each other, their minds full of thoughts about their sweet home. (page 39, lines 15–16)

在五个小时的旅程中, 他们兴奋地聊着天, 心中想的都是温暖的家。

their minds full of thoughts about their sweet home 为独立主格结构。独立主格结构在句中作状语, 由两部分组成, 前后两部分通常具有逻辑主谓关系。如:

He entered the house, his nose red with cold.

他走进房子, 鼻子冻得通红。

He lay on the grass, his head resting upon his arms.

他躺在草地上, 头枕在胳膊上。

- 15** Even the fish on the plate expresses a hope for *nian nian you yu*—*yu* means both “fish” and “plenty” in Chinese—“May you get more than you wish for every year”. (pages 39–40, lines 20–23)

甚至连盘子里的那条鱼也传达出“年年有余”的愿望——愿你年年得到的比你想要的更多。（“余”在汉语中和“鱼”同音，意思是“富足”。）

May you get more than you wish for every year 是倒装句，表示祝愿。如：

May we never forget each other.

愿我们永不相忘。

16 “At the Lantern Festival” (page 41)

该作品翻译自北宋文学家欧阳修（1007—1072）的词《生查子·元夕》。作品原文是：“去年元夜时，花市灯如昼。月上柳梢头，人约黄昏后。今年元夜时，月与灯依旧。不见去年人，泪湿春衫袖。”

Unit 4

1 Great literature is simply language charged with meaning to the utmost possible degree. — Ezra Pound (page 43)

伟大的文学只不过是最大程度上传承载意义的语言。——埃兹拉·庞德

该句出自美国诗人和文学评论家埃兹拉·庞德（1885—1972）的《如何阅读》（*How to Read*）。这句话说明了文学语言承载着丰富的内涵，阅读文学作品时我们要认真揣摩和体会。

2 *David Copperfield*, by Charles Dickens (page 43)

《大卫·科波菲尔》（*David Copperfield*）是19世纪英国现实主义文学代表作家查尔斯·狄更斯（Charles Dickens, 1812—1870）创作的长篇小说。作品以第一人称视角，通过主人公大卫·科波菲尔从童年屡遭不幸到自学成才，直至成为著名作家的经历，描绘了19世纪维多利亚时代英国社会的广阔图景，展示了当时各个阶层的人物形象，反映了作者的生活哲学和道德理想。

3 *The House on Mango Street*, by Sandra Cisneros (page 43)

《芒果街上的小屋》（*The House on Mango Street*）是墨西哥裔美国作家桑德拉·希斯内罗丝（Sandra Cisneros, 1954—）的成名作。小说通过一个小女孩童真的眼光观察周遭的世界，描述了芒果街上的生活。

4 Then the man explained that the child heard nothing strange, and that the shell caught a range of sounds too faint for human ears. (page 44, lines 4–5)

随后男子解释说其实孩子听到的声音并没有什么奇怪的，只不过是贝壳捕捉到了各种对人的耳朵来说太微弱的声音而已。

句中 faint 意为“（光、声、味）微弱的，不清楚的”。如：

Their laughter grew fainter as they walked down the road.

他们沿路走远时，笑声也越来越模糊。

- 5 Some such experience as this lies in store for us when we begin the study of literature. (page 44, lines 7–8)
 当我们开始学习文学时,我们可能就会有一些像这样的体验。
 句中 *in store for sb* 意为“即将发生在某人身上,等待着某人”。如:
We never know what life holds in store for us.
 我们永远不知道等待我们的将是怎样的生活。
- 6 Let a little song appeal to the ear, or a great book to the heart, and we discover a new world, a world of dreams and magic. (page 44, lines 8–9)
 让一首小曲娱悦我们的耳朵,让一部巨著触动我们的心灵,这样我们便会发现一个全新的世界,一个充满梦想和魔力的世界。
 (1) 句中 *or a great book to the heart* 是省略句,完整的表述为 *or let a great book appeal to the heart*。使用省略的目的是避免重复,使语言精练。如:
Some tourists spoke English; others German.
 有些游客讲英语,其他的讲德语。
 (2) 句中 *appeal to* 意为“有吸引力,有感染力,引起兴趣”。如:
The idea of starting my own business really appeals to me.
 创业这个主意对我很有吸引力。
- 7 We must know all these, if the book is to speak its whole message. (page 44, lines 12–13)
 如果一本书要传递完整的信息,我们就必须理解所有这些内容。
 句中 *is to speak* 是将来时 *be to do* 的用法,表示按计划将要发生的事。如:
We are to meet at the school gate.
 我们约在学校门口见。
- 8 Some truth and beauty remain unnoticed until a sensitive human soul brings them to our attention, just as the shell reflects the unnoticed sounds. (page 45, lines 15–17)
 有些真与美一直不为人所察觉,直到一个敏锐的人类灵魂让它们引起我们的注意,这就正如贝壳把那些被人忽视的声音呈现出来一样。
 句中 *reflect* 意为“反映,显示”。如:
The drop in plastic bag use reflects concern about the environment.
 塑料袋使用量的减少反映了人们对环境的关注。
- 9 A hundred men may pass a field and see only dead grass; but a poet stops, looks deeper, sees truth and beauty, and writes, “Yesterday’s flowers am I.” (page 45, lines 17–19)
 一百个人路过一片田野时,眼中所见的可能都只是枯草,而一位诗人则会停下脚步,看得更透,他看到真与美,并且写下这样的诗句:“昨日我曾是鲜花。”
 诗人看到枯草而想到昨日它活着时候的美好,于是从枯草的视角以第一人称写下了

这首诗,通过自然界的草木枯荣来反映生死这个永恒的话题。本文作者通过引用这首诗的诗句来说明文学作品能够把生活中常被人忽视的真与美展现在人们眼前。

- 10 One who reads it is capable of seeing the beauty that was hidden from his eyes before. (page 45, lines 19–20)

读到这句诗的人可以发现曾视而不见的美。

句中 be capable of 意为“有能力”。如:

I am perfectly capable of looking after myself.

我完全有能力照顾自己。

- 11 When Christopher Marlowe's Doctor Faustus asks in the presence of Helen, "Was this the face that launched a thousand ships?" he opens a door through which our imagination enters a new world, a world of love, beauty and heroism. (page 45, lines 22–25)

当克里斯托弗·马洛笔下的浮士德博士当着海伦的面问道,“这就是让一千艘战船起航的那张面孔吗?”他便打开了一扇门,通过这扇门,我们的想象力抵达了一个充满爱、美和英雄主义的新世界。

《浮士德博士的悲剧》(*Doctor Faustus*)是英国剧作家克里斯托弗·马洛(Christopher Marlowe, 1564—1593)的代表作。它是根据德国民间故事写成的。在这部作品中,浮士德把灵魂卖给魔鬼,交换条件是魔鬼要在此后的24年里满足浮士德所有求知的愿望。在魔鬼的帮助下,浮士德见到了绝代佳人海伦(Helen)。海伦是传说中最美丽的女人,历时十年的特洛伊战争即因她而爆发,句中的 a thousand ships 指代特洛伊战争。本文作者通过这个例子来说明文学作品能够激发读者无尽的想象。

- 12 Pull, hands, he thought. Hold up, legs. Last for me, head. Last for me. You never went. This time I'll pull him over. (page 53, lines 13–15)

手,快点拉,他想。腿,挺住。脑袋,拜托坚持住。拜托。你从来没有误过事。这次我要把它拉过来。

(1) 这是一段典型的海明威式的心理活动描写,反映了老人的自信、勇敢和强悍。海明威擅长对人物进行深刻的心理剖析,并善于运用简短朴实的语言和重复的写作手法,让人物内心世界得到充分体现,从而增强作品的感染力。

(2) 句中 go 意为“变坏,损坏,不起作用”。如:

His hearing is starting to go.

他的听力开始下降。

- 13 But when he put all of his effort on, starting it well out before the fish came alongside and pulling with all his strength, the fish pulled part way over and then righted himself and swam away. (page 53, lines 16–18)

但是,大鱼还不曾游到船边,他便使尽平生力气,拼命拉扯,大鱼被拉歪了一点,然后正正身子,游开了。

(1) 句中 **part way** 意为“半途,部分地”。如:

They were part way through the meeting when she arrived.

她到达的时候会议已经进行一段时间了。

(2) 句中 **right** 作动词,意为“使……回到正常位置,把……扶正”。如:

At last the plane righted itself and everyone was safe and sound.

最后,飞机终于恢复了平稳,大家都平安无事。

14 He had been on the point of feeling himself go each time. (page 54, lines 35–36)

每次他都感觉自己快要垮了。

句中 **on the point of** 意为“即将……之时,正要……的时候”。如:

As we were on the point of giving up hope, he turned up.

就在我们快要放弃希望的时候,他出现了。

Grammar notes

Unit 1

主谓一致

主谓一致是指句子主语和谓语在“人称”和“数”方面保持一致。

1 谓语动词常用单数形式的情况

- (1) 可数名词单数或不可数名词作主语。如：

My brother likes sports.

Water boils at 100°C.

- (2) 非谓语动词或从句作主语。如：

Learning English is fun.

What I want is an interesting book.

- (3) 表示时间、金钱、度量等概念的名词作主语。如：

Three days is enough.

One hundred dollars is a lot of money to me.

2 谓语动词常用复数形式的情况

- (1) 可数名词复数作主语。如：

Libraries are important places.

- (2) 具有复数意义的名词(如 **police** 等)作主语。如：

Many people like pets.

The police are there to keep order.

- (3) “the + 形容词”结构作主语,表示某个群体。如：

The rich often help the poor.

3 其他情况

- (1) 集体名词 (**collective noun**) 作主语,谓语动词的单复数要视集体名词表达的概念而定。集体名词是表示“一群人”或“一些事物”的名词,如 **family**、**team**、**group** 等。集体名词表示一个整体时,谓语动词用单数形式;表示组成集体的成员时,谓语动词常用复数形式。如：

My family is a happy one.

My family love music.

- (2) **and** 连接两个名词作主语,谓语动词的单复数视具体情况而定。由 **and** 连接的并列结构作主语时,谓语动词通常用复数形式。如：

Chinese and Mathematics are two important subjects.

如果 **and** 连接的结构表示一个人或物,则谓语动词用单数形式。如：

The speaker and writer is a former graduate of our school.

Bread and butter is my usual breakfast.

如果 **and** 连接两个“**every/each** + 名词”的结构时,谓语动词常用单数形式。如:

Every boy and every girl in our class has made great progress.

- (3) 由 **or**、**not only ... but also ...** 等连接的并列名词作主语时,谓语动词的单复数形式取决于靠近谓语动词的名词,即就近原则。**there be** 结构中,**be** 动词的单复数形式也遵循就近原则。如:

Paul or his classmates are to write a report.

There is a dictionary, two notebooks and a pen on the desk.

- (4) 主语后跟有 **with**、**together with**、**as well as**、**along with**、**except**、**in addition to** 等引导的短语时,谓语动词与前面的主语保持“数”的一致。如:

Bill, together with his friends, was present at the lecture.

No one except two boys was hurt.

- (5) 如果主语中的名词或代词由分数、百分数或 **all of**、**some of**、**most of** 等短语限定,谓语动词的单复数形式取决于名词的类别。如:

Two thirds of the students are interested in films.

Most of the money has been collected.

- (6) 如果主语由“**... kind(s)/sort(s)/type(s) of** + 名词”构成,谓语动词常与 **kind**、**sort** 或 **type** 保持“数”的一致。如:

This kind of flower is most beautiful.

These types of car are sold to other countries.

Unit 2

现在进行时和现在完成时的被动语态

- 1 现在进行时的被动语态表示某动作正在被执行。如:

A new library is being built in our city.

Some of the buildings are being repaired.

- 2 现在进行时的被动语态结构为 **is/am/are being done**,可用 **by** 引出动作的发出者。如:

Living conditions are being improved.

An experiment is being done by the students in the lab.

- 3 现在完成时的被动语态表示动作已经被完成。如:

All possible answers have been considered.

What can be done has been done.

- 4 现在完成时的被动语态结构为 **has/have been done**,可用 **by** 引出动作的发出者。如:

My homework has been completed.

The rooms have been cleaned by the children.

Unit 3

过去将来时

1 过去将来时常用于以下几种情况：

- (1) 就过去某一时间而言，以后将要发生的事情。如：

John said he would come.

- (2) 过去安排好要做的事情。如：

I left my office early because I was going to see Jen later that afternoon.

- (3) 后来真实发生的事情。如：

That journey was to change Toby's life.

2 过去将来时的构成有以下几种形式：

- (1) **would do**。如：

They said they would meet us at 9:30 at the airport.

- (2) **was/were going to do**。如：

I was going to visit my aunt, but then it began to rain.

- (3) **was/were to do**。如：

It was his last day at school—he was to leave the next morning.

- (4) **was/were about to do**。如：

I was about to leave when the telephone rang.

Unit 4

情态动词

- 1 情态动词本身有一定的词义，通常与动词原形一起构成谓语，表示说话人的看法或主观设想。常见的情态动词有：**can**、**could**、**may**、**might**、**must**、**ought to**、**shall**、**should**、**will** 和 **would**。另外，**dare**、**need**、**have to** 和 **used to** 也具有情态动词的某些特性。

2 **can** 与 **could**

表示能力 (ability)，意思相当于 **be able to**。如：

Jack can swim.

My father could stand on his hands when he was young.

注意：在一般过去时中，**was/were able to** 通常表示能做并且已经做了的事，**could** 仅表示能力。如：

I was able to swim to the bank when the ship sank.

I could lift the heavy box.

3 **must** 与 **need**

表示必要性 (necessity)。**must** 意为“必须”，否定式 **mustn't** 意为“不许”；**need** 意为

“需要”，否定式 **needn't** 意为“不必”。如：

I must go now.

You mustn't forget your ticket.

Need we go right now?

You needn't do it if you don't want to.

注意：**have to** 也有“必须”的含义，但侧重客观需求，有时态的变化，否定式是 **don't/doesn't have to**，意为“不必”，意思相当于 **needn't**。如：

We will have to think of a new plan.

You don't have to run.

4 can、could、may 与 might

表示许可 (permission)。表示许可时，**may** 多用于正式场合，**could** 和 **might** 的语气更委婉些。如：

You can use my pen if you like.

Students may not bring their pets to school.

Could/Might I borrow your bike?

5 can、could、may、might 与 must

表示可能性 (possibility)。**may**、**might** 和 **could** 常用于肯定句，意为“可能”，**must** 用于肯定句，意为“一定”；否定式 **may/might not** 意为“可能不”，**can't/couldn't** 意为“不可能，肯定不”。如：

That may/might/could be a good idea.

You must be tired after the long journey.

There may not be enough money to pay for a new car.

Your story can't/couldn't be true.

注意：**can** 表示可能性时，含“有时会”的意思。如：

The temperature here can be as high as 37°C.

6 should 与 ought to

表示义务 (obligation) 或建议 (suggestion)，意为“应该”。如：

They should/ought to build more libraries.

注意：**should** 与 **ought to** 也可以表示主观判断，意思是“可能会，应该会”，相当于 **will probably**。如：

The rain should/ought to stop soon.

7 will 与 would

(1) 表示习惯性动作 (habit)。**will** 表示现在的习惯，**would** 表示过去的习惯。如：

Mary will listen to music for hours in her room.

I would take a walk after supper when I was young.

(2) 表示意愿 (willingness)。如：

The baby won't go to sleep.

(3) 表示请求 (request)，**would** 比 **will** 更委婉些。如：

Would you give me some advice?

注意: **used to** 也表示过去的习惯性动作,多用于非正式场合,往往指后来停止了的动作。否定形式是 **didn't use to** 或 **used not to**。如:

I used to have a bicycle, but I sold it.

John didn't use to come here.

Did Mike use to read newspapers?

8 shall

(1) 在疑问句中,表示建议或征求意见。如:

Shall I help you with the box?

(2) 表示承诺或要求。如:

You shall have the magazine.

He shall do as I tell him.

(3) 用于正式文件、法律、规章制度等,表示规定。如:

Students shall not use calculators during exams.

9 dare 与 need

dare 和 **need** 作为情态动词,常用于疑问句和否定句中。这两个词也可以用作实义动词。如:

I dare not go there alone.

I didn't dare to say a word.

Nobody dared to ask any questions.

Need we finish the work today?

You needn't worry about it.

You don't need to come yourself.

10 情态动词的进行式、完成式和被动式

(1) 情态动词可以与主动词的进行式合用,表示某动作正在进行。如:

Jack may be reading in the library.

(2) 情态动词可以与主动词的完成式合用,表示过去发生的动作。如:

Tom must have arrived home by now.

You can't have seen Henry yesterday because he was in London.

(3) 情态动词可以与主动词的被动式合用。如:

The road may be blocked.



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

type /taɪp/ <i>n.</i> 类型, 种类 <i>vt. & vi.</i> 打字 (1)	studio /ˈstjuːdiəʊ/ <i>n.</i> 电影摄影棚; 录音室 (3)
comedy /ˈkɒmədi/ <i>n.</i> 喜剧片, 喜剧 (1)	enable /ɪˈneɪbl/ <i>vt.</i> 使能够, 使可行 (3)
*documentary /ˌdɒkjʊˈmentri/ <i>n.</i> 纪录片, 纪实节目 <i>adj.</i> 文件的; 纪录的 (1)	aid /eɪd/ <i>n., vt. & vi.</i> 帮助; 援助 (3)
fantasy /ˈfæntəsi/ <i>n.</i> 幻想作品; 幻想, 想象 (1)	prefer /prɪˈfɜː(r)/ <i>vt.</i> 较喜欢, 更喜欢 (3)
horror /ˈhɒrə(r)/ <i>n.</i> 恐怖电影 (或故事等); 震惊, 恐惧 (1)	creative /kriˈeɪtɪv/ <i>adj.</i> 创造性的, 创作的, 有创造力的 (3)
romance /rəʊˈmæns; ˈrəʊmæns/ <i>n.</i> 爱情故事; 浪漫史; 爱情 (1)	approach /əˈprəʊtʃ/ <i>n.</i> 方法; 接近, 靠近 <i>vt.</i> 接近, 靠近; 处理 (3)
fiction /ˈfɪkʃn/ <i>n.</i> 小说; 虚构的事 (1)	angle /ˈæŋɡl/ <i>n.</i> 角度; 立场, 观点 (3)
science fiction (<i>informal sci-fi; abbr. SF</i>) 科幻电影 (或小说等) (1)	*prop /prɒp/ <i>n.</i> 道具; 支柱, 支撑物 (3)
behind the scenes 在后台, 在幕后 (2)	revise /rɪˈvaɪz/ <i>vt.</i> 改变, 修改; 修订; 复习 (3)
actually /ˈæktʃuəli/ <i>adv.</i> 实际上, 事实上 (2)	historian /hɪˈstɔːriən/ <i>n.</i> 史学工作者, 历史学家 (3)
brief /briːf/ <i>adj.</i> 简洁的, 简单的; 短时间的 (2)	ensure /ɪnˈʃʊə(r); ɪnˈʃɔː(r)/ <i>vt.</i> 保证, 确保 (3)
familiar /fəˈmɪliə(r)/ <i>adj.</i> 熟悉的, 常见的 (2)	Atlantic /ətˈlæntɪk/ <i>adj.</i> 大西洋的 (3)
factor /ˈfæktə(r)/ <i>n.</i> 因素, 要素 (2)	ocean /ˈəʊʃn/ <i>n.</i> 大洋, 海洋 (3)
dinosaur /ˈdaɪnəsɔː(r)/ <i>n.</i> 恐龙 (2)	not to mention 更不用说, 且不说 (3)
*roar /rɔː(r)/ <i>n. & vi.</i> 咆哮, 吼叫 (2)	lecture /ˈlektʃə(r)/ <i>n.</i> 讲座, 演讲; 教训, 训斥 <i>vi.</i> 开讲座, 讲课 <i>vt.</i> 指责, 训斥 (3)
sheet /ʃiːt/ <i>n.</i> 一张 (纸); 床单, 被单; 薄片 (2)	justice /ˈdʒʌstɪs/ <i>n.</i> 公平, 公正; 公道, 合理 (3)
envelope /ˈenvələʊp/ <i>n.</i> 信封 (2)	do justice to 恰当处理 (某人或某事); 公平对待 (某人或某事), 给予公正的评价 (3)
attach /əˈtætʃ/ <i>vt.</i> 认为有重要性, 重视; 把...固定, 附上 (3)	*iceberg /ˈaɪsbɜːg/ <i>n.</i> 冰山 (3)
visual /ˈvɪʒuəl/ <i>adj.</i> 视力的, 视觉的 (3)	dragon /ˈdræɡən/ <i>n.</i> 龙 (5)
frequently /ˈfriːkwəntli/ <i>adv.</i> 频繁地, 经常 (3)	award /əˈwɔːd/ <i>n.</i> 奖, 奖品, 奖金 <i>vt.</i> 授予, 给予 (5)
	audience /ˈɔːdiəns/ <i>n.</i> 观众, 听众 (5)
	perform /pəˈfɔːm/ <i>vi.</i> 表演; 工作, 运转 <i>vt.</i> 表演; 做, 履行 (5)

location /ləʊ'keɪʃn/ *n.* 外景拍摄地; 地方, 地点 (5)

in addition to 除...以外 (还) (5)

***martial** /'mɑ:ʃl/ *adj.* 战争的, 军事的 (5)

martial art 武术 (5)

desert /'dezət/ *n.* 沙漠, 荒漠 (5)

jungle /'dʒʌŋɡl/ *n.* 丛林, 密林 (6)

title /'taɪtl/ *n.* 名称, 标题; 称号; 职位名称 (6)

adapt /ə'dæpt/ *vt.* 改编, 改写; 使适应 (6)

vi. 适应 (6)

regard /rɪ'ɡɑ:d/ *vt.* 将...认为, 看待; 注视 (6)

classic /'klæsɪk/ *n.* 经典作品, 名著 (6)

adj. 经典的; 古典的 (6)

super /'su:pə(r); 'sju:pə(r)/ *adj.* 极好的, 了不起的, 超级的 (7)

solution /sə'lju:ʃn/ *n.* 解决方法, 处理手段; 答案 (7)

onto /'ɒntə; 'ɒntu/ *prep.* 向, 朝 (7)

system /'sɪstəm/ *n.* 系统; 制度, 体制 (7)

cure /kjuə(r)/ *n.* 药物, 疗法; 治疗 (7)

vt. 治好 (9)

eventually /ɪ'ventʃuəli/ *adv.* 最后, 终于 (9)

typical /'tɪpɪkl/ *adj.* 典型的, 有代表性的 (9)

fancy /'fænsi/ *adj.* 复杂的; 花哨的; 昂贵的 (9)

vt. 想要, 想做; 倾慕 (9)

narrow /'nærəʊ/ *adj.* 狭窄的; 勉强的; 狭隘的 (9)

vt. & vi. (使) 窄小, 缩小 (9)

recommend /ˌrekə'mend/ *vt.* 推荐, 举荐; 劝告, 建议 (9)

personality /ˌpɜ:sə'næləti/ *n.* 性格, 个性; 气质 (11)

despite /dɪ'spaɪt/ *prep.* 即使, 尽管 (11)

major /'meɪdʒə(r)/ *adj.* 主要的, 重要的 (11)

event /ɪ'vent/ *n.* 事件; 活动 (11)

pull up 停车, 停止 (11)

wave /weɪv/ *vi. & vt.* 挥手, 招手; 挥舞 (11)

n. 海浪; 大量涌现 (11)

***recollect** /ˌrekə'lekt/ *vt. & vi.* 记起, 回忆起 (12)

recall /rɪ'kɔ:l/ *vt. & vi.* 回想, 回忆起 (12)

***angel** /'eɪndʒl/ *n.* 天使; 善人 (12)

***dandy** /'dændi/ *adj.* 非常好的, 极佳的 (12)

***crooked** /'krʊkɪd/ *adj.* 不直的, 弯曲的 (12)

arrow /'ærəʊ/ *n.* 箭; 箭头 (12)

***pea** /pi:/ *n.* 豌豆 (12)

Unit 2

soccer /'sɒkə(r)/ *n.* 〈美〉足球运动 (15)

bat /bæt/ *n.* 蝙蝠; 球棒, 球板 (15)

vt. & vi. 用球棒(板)击球 (15)

skydiving /'skaɪdɑ:vɪŋ/ *n.* 跳伞运动 (15)

congratulation /kənˌgrætʃu'leɪʃn/ *n.* 祝贺, 恭喜; 贺辞, 恭贺 (16)

assume /ə'sju:m/ *vt.* 假定, 认为; 承担(责任), 就(职); 呈现, 显露 (16)

do wonders 创造奇迹, 产生神奇作用 (16)

lung /lʌŋ/ *n.* 肺 (16)

over the long term 长期 (16)

tend /tend/ *vi.* 往往会; 趋向 (16)

vt. 照看 (16)

***immune** /ɪ'mju:n/ *adj.* 有免疫力; 不受影响的; 免除的 (16)

disease /dɪ'zi:z/ *n.* 病, 疾病 (16)

moreover /mɔ:r'əʊvə(r)/ *adv.* 此外, 而且 (16)

reduce /rɪ'dju:s/ *vt.* 减少, 缩小 (16)

routine /ru:'ti:n/ *n.* 常规, 惯例 (17)

adj. 常规的, 例行的; 乏味的 (17)

muscle /'mʌsl/ *n.* 肌肉, 肌 (17)

***aerobic** /eə'rəʊbɪk/ *adj.* 有氧的; 需氧的 (17)

jogging /'dʒɒɡɪŋ/ *n.* 慢跑锻炼 (17)

skiing /'ski:ɪŋ/ *n.* 滑雪(运动) (17)

pull-up /'pʊl ʌp/ *n.* 引体向上 (17)

bone /bəʊn/ *n.* 骨头, 骨 (17)

gymnastics /dʒɪm'næstɪks/ *n.* 体操, 体操训练 (17)

***tai chi** /ˌtaɪ 'tʃi:/ *n.* 太极拳, 太极 (17)

stretch /stretʃ/ *vt. & vi.* 伸展, 舒展; 拉长; 伸出; (使) 延伸 (17)

range /reɪndʒ/ <i>n.</i> (变动或浮动的)范围,界限, 区间;一系列 (17)	court /kɔ:t/ <i>n.</i> 球场;法院,法庭;宫廷 (21)
movement /'mu:vmənt/ <i>n.</i> 活动,转动; 移动;运动 (17)	under the weather 略有不适,不舒服 (23)
stick with 持续,坚持 (17)	plus /plʌs/ <i>conj.</i> 而且,此外 (23)
petrol /'petrəl/ <i>n.</i> 汽油 (17)	<i>prep.</i> 加;和 (23)
*carbohydrate /'kɑ:bəʊ'hɑ:dreɪt/ <i>n.</i> 碳水 化合物,糖类 (17)	nearby /,niə'baɪ/ <i>adj.</i> 附近的,邻近的 (23)
energy /'enədʒi/ <i>n.</i> 能,能量;精力;能源 (17)	<i>adv.</i> 在附近,不远 (23)
protein /'prəʊti:n/ <i>n.</i> 蛋白质 (17)	gym /dʒɪm/ <i>n.</i> 健身房,体育馆 (23)
average /'ævərɪdʒ/ <i>n.</i> 平均水平,一般水准 <i>adj.</i> 平均的;典型的 (17)	partner /'pɑ:tnə(r)/ <i>n.</i> 搭档,同伴;伙伴; 合伙人 (23)
throughout /θru:'aʊt/ <i>prep.</i> 自始至终; 各处,遍及 (17)	position /pə'zɪʃn/ <i>n.</i> 处境;位置;姿势; 观点;地位 (23)
make up for 弥补,补偿 (17)	hesitate /'hezɪteɪt/ <i>vi.</i> 犹豫,迟疑 (25)
sweat /swet/ <i>n.</i> 汗水 <i>vt. & vi.</i> 出汗,流汗 (17)	admit /əd'mɪt/ <i>vt. & vi.</i> 承认;招认;准许 进入;准许加入 (25)
injury /'ɪndʒəri/ <i>n.</i> 伤害,损伤 (17)	inspire /ɪn'spaɪə(r)/ <i>vt.</i> 激励,鼓舞;启发思 考;使产生(感觉或情感) (25)
prevent /prɪ'vent/ <i>vt.</i> 阻止,阻碍 (17)	explore /ɪk'splɔ:(r)/ <i>vt. & vi.</i> 探究,探索; 勘探,勘察 (25)
tissue /'tɪʃu:/ <i>n.</i> (人、动植物细胞的)组织; (尤指用作手帕的)纸巾,手巾纸 (17)	*crane /kreɪn/ <i>n.</i> 鹤 (25)
equipment /'ɪkwɪpmənt/ <i>n.</i> 设备;配备, 装备 (17)	*rooster /'ru:stə(r)/ <i>n.</i> 雄鸡 (25)
lack /læk/ <i>n.</i> 缺乏,匮乏,短缺 <i>vt. & vi.</i> 没有,缺乏,不足,短缺 (19)	inspiration /,ɪnspə'reɪʃn/ <i>n.</i> 灵感;鼓舞人 心的人(或事物) (25)
maintain /meɪn'teɪn/ <i>vt.</i> 维持;维修,保养 (19)	nowadays /'naʊədeɪz/ <i>adv.</i> 现今,现在 (25)
announce /ə'naʊns/ <i>vt.</i> 宣布,宣告;通知 (20)	master /'mɑ:stə(r)/ <i>n.</i> 大师,能手;主人 <i>vt.</i> 精通,掌握;控制 (25)
put the finishing touches to 对…进行最后 的润色或修饰 (20)	no wonder 不足为奇,并不奇怪 (25)
update /'ʌp'deɪt/ <i>vt.</i> 使现代化,更新;向…提 供最新信息 <i>n.</i> 最新消息 (20)	*imitate /'ɪmɪteɪt/ <i>vt.</i> 模仿;仿效 (25)
in response to 对…作出反应;作为对… 的回复 (20)	ache /eɪk/ <i>vi. & n.</i> 疼痛,隐痛 (26)
replace /rɪ'pleɪs/ <i>vt.</i> 用…替换;代替, 取代;更换,更新 (20)	satisfaction /,sætɪs'fækʃn/ <i>n.</i> 满意;满足, 达到 (26)
athlete /'æθli:t/ <i>n.</i> 运动员 (20)	root /ru:t/ <i>vt. & vi.</i> (使)生根 <i>n.</i> 根,根茎;根源,起因 (26)
boxing /'bɒksɪŋ/ <i>n.</i> 拳击运动 (21)	be rooted in 起源于 (26)
champion /'tʃæmpiən/ <i>n.</i> 冠军,第一名 (21)	philosophy /fə'lɒsəfi/ <i>n.</i> 哲学 (26)
	*unity /'ju:nəti/ <i>n.</i> 统一体,联合体,整体;团结 一致,联合,统一 (26)
	exist /ɪg'zɪst/ <i>vi.</i> 存在;生活,生存 (26)
	backwards /'bækwədz/ (<i>also backward</i>) <i>adv.</i> 向后;朝反方向 (26)

breathe /bri:ð/ *vi. & vt.* 呼吸;呼出 (26)
diagram /'daɪəgræm/ *n.* 简图,图解,图表,
示意图 (27)

Unit 3

wedding /'wedɪŋ/ *n.* 婚礼,结婚庆典 (30)
***ceremony** /'serəməni/ *n.* 典礼,仪式 (30)
decorate /'dekəreɪt/ *vt. & vi.* 装饰;点缀;
粉刷,油漆 (30)
formal /'fɔ:ml/ *adj.* (穿着、言语、行为等) 适
合正式场合的,正规的,庄重的 (30)
tradition /trə'dɪʃn/ *n.* 传统,传统的信仰
(或风俗) (30)
bride /braɪd/ *n.* 新娘 (30)
eye-catching /'aɪ kætʃɪŋ/ *adj.* 惹人注意的,
引人注目的 (30)
***sari** /'sɑ:ri/ *n.* 莎丽(南亚妇女裹在身上
的长巾) (30)
custom /'kʌstəm/ *n.* 风俗,习俗;个人习
惯;光顾 (30)
impression /ɪm'preʃn/ *n.* 印象,感想;
影响,效果 (30)
bridegroom /'braɪdgru:m/ *n.* 新郎 (30)
entrance /'entrəns/ *n.* 进入,出场;入口;
进入权;准许加入 (30)
anything but 决不,根本不 (30)
ordinary /'ɔ:dnri/ *adj.* 普通的,平常的;
平庸的 (30)
romantic /rəʊ'mæntɪk/ *adj.* 浪漫的;爱情的;
(**Romantic**) 浪漫主义的 (30)
flight /flaɪt/ *n.* 班机,航班;航程;飞行 (31)
occasion /ə'keɪʒn/ *n.* 特殊场合,盛会;时刻;
时机 (31)
in the air 可感觉到;在传播中 (31)
merry /'meri/ *adj.* 愉快的,高兴的 (31)
band /bænd/ *n.* 乐队,乐团;一伙,一帮;
带,箍 (31)
costume /'kɒstju:m/ *n.* 戏装,装扮用服装(31)

***samba** /'sæmbə/ *n.* 桑巴舞,桑巴舞曲 (31)
***twist** /twɪst/ *vi. & vt.* 扭转,转动;使弯曲;曲折
n. 转动;转折;曲折处 (31)
clap /klæp/ *vi. & vt.* 鼓掌,拍手
n. 鼓掌,拍手 (31)
march /mɑ:tʃ/ *vi.* 齐步走,前进;游行示威
n. 游行示威;行进 (31)
current /'kʌrənt/ *n.* 水流,潮流;电流;思潮
adj. 当前的;通用的 (31)
beer /bɪə(r)/ *n.* 啤酒 (31)
roast /rəʊst/ *vt. & vi.* 烘,烤,焙(肉等) (31)
be caught up in 被卷入,陷入 (31)
annual /'ænjuəl/ *adj.* 每年的,年度的;
一年的 (33)
engine /'endʒɪn/ *n.* 发动机,引擎 (33)
fire engine 消防车 (33)
acid /'æsɪd/ *n.* 酸
adj. 酸性的;酸味的 (33)
stuff /stʌf/ *n.* 东西,物品;活儿,话
vt. 填满,装满;把...塞进 (33)
vehicle /'vi:əkl/ *n.* 交通工具,车辆;手段,
工具 (33)
earn /zɜ:n/ *vt. & vi.* 赚得;获利;赢得 (34)
mirror /'mɪrə(r)/ *n.* 镜子 (34)
apartment /ə'pɑ:tmənt/ *n.* 公寓套房 (34)
hunt /hʌnt/ *vi. & vt.* 寻找,搜寻;打猎,
猎杀;追捕 (34)
chain /tʃeɪn/ *n.* 链子,链条;一系列;连锁店
vt. 用锁链拴住 (34)
pass down 使世代相传,流传 (34)
income /'ɪnkʌm; 'ɪnkəm/ *n.* 收入,收益 (35)
per /pə(r); pɜ:(r)/ *prep.* 每,每一 (35)
***comb** /kəʊm/ *n.* 梳子;梳理(头发)
vt. 梳,梳理;搜寻 (35)
package /'pækɪdʒ/ *n.* 包,盒;包裹;一套,
一揽子
vt. 将...包装好;包装 (35)
promote /prə'məʊt/ *vt.* 促进,推动;促销;
提升,晋升 (36)

fall on 适逢, 正当 (36)

lunar /'lu:nə(r)/ *adj.* 月亮的, 月球的 (36)

observe /əb'zɜ:v/ *vt.* 遵守; 注意到; 观察; 庆祝 (36)

nation /'neɪʃn/ *n.* 民族, 国家; 国民 (36)

honour /'ɒnə(r)/ (*AmE* **honor**)
n. 尊敬, 尊重; 荣幸; 荣誉
vt. 尊重, 尊敬; 给予表扬; 信守 (36)

in honour of 为向…表示敬意 (36)

generation /,dʒenə'reɪʃn/ *n.* 一代人; 代, 一代; 产生 (36)

source /sɔ:s/ *n.* 来源; 起源; 源头 (36)

identity /aɪ'dentəti/ *n.* 特性; 身份 (36)

previous /'pri:vɪəs/ *adj.* 先前的, 以往的; 稍前的 (36)

duty /'dʒu:ti/ *n.* 责任, 义务; 上班, 值班; 职责; 税 (36)

precious /'preʃəs/ *adj.* 宝贵的, 珍贵的; 珍奇的, 珍稀的 (39)

eve /i:v/ *n.* 前夜, 前夕 (39)

china /'tʃaɪnə/ *n.* 瓷; 瓷器 (39)

plate /pleɪt/ *n.* 盘子, 碟子; 板块; 车牌 (39)

sort /sɔ:t/ *n.* 种类, 类别
vt. 整理, 分类; 妥善处理 (39)

pork /pɔ:k/ *n.* 猪肉 (39)

bite /baɪt/ *n.* (咬下的) 一口; 咬; 咬伤
vt. & vi. (**bit, bitten**) 咬, 叮 (39)

select /sɪ'lekt/ *vt.* 选择, 挑选 (39)

settle /'setl/ *vi. & vt.* 定居; 结束; 解决; 决定; 使处于舒适的位置 (39)

convenient /kən'vi:nɪənt/ *adj.* 方便的, 省事的, 便利的, 实用的 (39)

neat /ni:t/ *adj.* 整洁的, 整齐的; 有条理的 (39)

***couplet** /'kʌplət/ *n.* 对联, 对句 (39)

represent /,reprɪ'zent/ *vt.* 代表; 为…代言; 体现 (39)

midnight /'mɪdnɑ:t/ *n.* 午夜, 子夜 (40)

snack /snæk/ *n.* 点心, 小吃 (40)

set off 使爆炸 (40)

***firecracker** /'faɪəkrækə(r)/ *n.* 鞭炮, 爆竹 (40)

firework /'faɪəwɜ:k/ *n.* 烟火, 烟花 (40)

fortune /'fɔ:tʃu:n/ *n.* 机会, 运气; 巨款; 命运 (40)

lantern /'læntən/ *n.* 灯笼, 提灯 (41)

riddle /'rɪdl/ *n.* 谜, 谜语 (41)

***willow** /'wɪləʊ/ *n.* 柳, 柳树 (41)

***creep** /kri:p/ *vi.* (**crept, crept**) 渐渐出现 (41)

tear /tɪə(r)/ *n.* 眼泪, 泪珠
/teə(r)/ vt. & vi. (**tore, torn**) 撕裂, 撕碎 (41)

***sleeve** /sli:v/ *n.* 袖子 (41)

Unit 4

devote /drɪ'vəʊt/ **oneself to** 致力, 专心, 献身 (43)

***earnest** /'ɜ:nɪst/ *adj.* 非常认真的; 诚实的, 真诚的 (43)

***butterfly** /'bʌtəflaɪ/ *n.* 蝴蝶 (43)

literature /'lɪtrətʃə(r)/ *n.* 文学, 文学作品 (44)

***shell** /ʃel/ *n.* 贝壳; 壳 (44)

in store (for sb) 即将发生 (在某人身上), 等待着 (某人) (44)

appeal /ə'pi:l/ *vi.* 有吸引力; 申诉; 呼吁
n. 吸引力; 申诉; 呼吁 (44)

determine /drɪ'tɜ:mɪn/ *vt.* 确定; 支配; 决心
vi. 决心 (44)

significant /sɪg'nɪfɪkənt/ *adj.* 有重要意义的, 显著的 (44)

description /drɪ'skɪpʃn/ *n.* 描述, 形容, 说明 (45)

sensitive /'sensətɪv/ *adj.* 感觉敏锐的; 体贴的; 敏感的; 灵敏的 (45)

soul /səʊl/ *n.* 灵魂; 心性, 内心 (45)

reflect /rɪ'flekt/ *vt. & vi.* 反映, 显示; 映出 (影像); 反射 (声、光、热等); 沉思 (45)

capable /'keɪpəbl/ *adj.* 有能力, 有才能; 能力强的 (45)

awaken /ə'weɪkən/ *vt. & vi.* 唤起, 被唤起; (使) 醒来 (45)

launch /lɔ:ntʃ/ *vt.* 使 (船) 下水; 开始从事,

发动	(45)	/ˈtrænsˌpɔ:t/ <i>n.</i> 交通运输系统;	
permanence /ˈpɜ:mənəns/ <i>n.</i> 永久,持久性	(45)	交通车辆;运输	(49)
contain /kənˈteɪn/ <i>vt.</i> 包含,含有,容纳	(45)	turkey /ˈtɜ:ki/ <i>n.</i> 火鸡;火鸡肉	(49)
element /ˈelɪmənt/ <i>n.</i> 要素,基本部分	(45)	generosity /ˌdʒenəˈrɒsəti/ <i>n.</i> 慷慨,大方,	
universal /ˌju:nɪˈvɜ:sl/ <i>adj.</i> 普遍的,共同		宽宏大量	(49)
的;普遍存在的	(45)	chapter /ˈtʃæptə(r)/ <i>n.</i> 章节;篇章	(50)
summary /ˈsʌməri/ <i>n.</i> 总结,概括,概要	(45)	poetry /ˈpəʊətri/ <i>n.</i> 诗集,诗歌	(50)
in summary 总的来说	(45)	stage /steɪdʒ/ <i>n.</i> 舞台;阶段;步骤	
feature /ˈfi:tʃə(r)/ <i>n.</i> 特色,特征		<i>vt.</i> 上演,举办	(50)
<i>vt.</i> 以...为特色,是...		*autobiography /ˌɔ:təbɑˈɒɡrəfi/ <i>n.</i> 自传	(50)
的特征	(47)	*biography /bəˈɒɡrəfi/ <i>n.</i> 传记,传记作品	(50)
author /ˈɔ:θə(r)/ <i>n.</i> 作者,作家	(47)	extremely /ɪkˈstri:mli/ <i>adv.</i> 极其,非常,	
therefore /ˈðeəfɔ:(r)/ <i>adv.</i> 因此,所以	(47)	极端	(53)
issue /ˈɪʃu:; ˈɪsju:/ <i>n.</i> 重要议题,争论的		destroy /dɪˈstrɔɪ/ <i>vt.</i> 摧毁,毁灭,破坏	(53)
问题;问题,担忧;(报刊)一期		defeat /dɪˈfi:t/ <i>vt.</i> 击败,战胜	
<i>vt.</i> 宣布,公布	(47)	<i>n.</i> 失败,战败;击败	(53)
novel /ˈnɒvl/ <i>n.</i> (长篇)小说	(47)	attempt /əˈtempt/ <i>vt. & n.</i> 努力,尝试,	
draw on 凭借,利用	(47)	试图	(53)
upper /ˈʌpə(r)/ <i>adj.</i> 上部的;上面的	(47)	straighten /ˈstreɪtn/ <i>vt.</i> 挺直;(使)变直,	
gap /ɡæp/ <i>n.</i> 差距,间隙	(47)	变正	(53)
context /ˈkɒntekst/ <i>n.</i> (事情发生的)背景,		*strain /streɪn/ <i>n.</i> 用劲,使力;压力,拉力;	
环境,来龙去脉;上下文,语境	(47)	重负	(53)
specific /spəˈsɪfɪk/ <i>adj.</i> 特定的;明确的,		alongside /əˌlɒŋˈsaɪd/ <i>adv.</i> 在...旁边;	
具体的	(47)	与...一起	(53)
ought to /ˈɔ:t tə; ˈɔ:t tu/ <i>modal v.</i> 应该,		*accomplish /əˈkʌmplɪʃ/ <i>vt.</i> 完成	(53)
应当	(48)	noble /ˈnəʊbl/ <i>adj.</i> 贵族的,高贵的;崇高的;	
particular /pəˈtɪkjələ(r)/ <i>adj.</i> 特别的,格外		宏伟的	(54)
的;特指的;挑剔的	(48)	confused /kənˈfju:zd/ <i>adj.</i> 糊涂的,迷惑的;	
in particular 尤其,特别	(48)	不清楚的,混乱的	(54)
topic /ˈtɒpɪk/ <i>n.</i> 话题;题目;标题	(48)	clear up (头脑)清醒;使整洁,清理	(54)
collection /kəˈlekʃn/ <i>n.</i> (同类)收藏品;		be on the point of doing sth 正要做某事	(54)
作品集;募捐	(48)	*weave /wi:v/ <i>vi. & vt.</i> (weaved, weaved)	
section /ˈsekʃn/ <i>n.</i> 部分,部门;部件,散件	(48)	迂回行进,穿行;(wove, woven) 编	(54)
mean /mi:n/ <i>adj.</i> 吝啬的,小气的;不善良的,		*mushy /ˈmʌʃi/ <i>adj.</i> 糊状的,软而稠的	(54)
刻薄的	(49)	flash /flæʃ/ <i>n.</i> 闪光;闪现	
transport /trænˈspɔ:t/ <i>vt.</i> 运输,运送		<i>vt. & vi.</i> (使)闪光;(使)闪现	(54)

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

- *accomplish** /ə'kʌmplɪʃ/ *vt.* 完成 (53)
- ache** /eɪk/ *vi. & n.* 疼痛, 隐痛 (26)
- acid** /'æsɪd/ *n.* 酸
adj. 酸性的; 酸味的 (33)
- actually** /'æktʃuəli/ *adv.* 实际上, 事实上 (2)
- adapt** /ə'dæpt/ *vt.* 改编, 改写; 使适应
vi. 适应 (6)
- admit** /əd'mɪt/ *vt. & vi.* 承认; 招认; 准许
进入; 准许加入 (25)
- *aerobic** /eə'reubɪk/ *adj.* 有氧的; 需氧的 (17)
- aid** /eɪd/ *n., vt. & vi.* 帮助; 援助 (3)
- alongside** /ə'lɒŋ'saɪd/ *adv.* 在...旁边;
与...一起 (53)
- *angel** /'eɪndʒl/ *n.* 天使; 善人 (12)
- angle** /'æŋɡl/ *n.* 角度; 立场, 观点 (3)
- announce** /ə'naʊns/ *vt.* 宣布, 宣告; 通知 (20)
- annual** /'ænjuəl/ *adj.* 每年的, 年度的;
一年的 (33)
- anything but** 决不, 根本不 (30)
- apartment** /ə'pɑ:tmənt/ *n.* 公寓套房 (34)
- appeal** /ə'pi:l/ *vi.* 有吸引力; 申诉; 呼吁
n. 吸引力; 申诉; 呼吁 (44)
- approach** /ə'prəʊtʃ/ *n.* 方法; 接近, 靠近
vt. 接近, 靠近; 处理 (3)
- arrow** /'ærəʊ/ *n.* 箭; 箭头 (12)
- assume** /ə'sju:m/ *vt.* 假定, 认为; 承担(责任),
就(职); 呈现, 显露 (16)
- athlete** /'æθli:t/ *n.* 运动员 (20)
- Atlantic** /ət'læntɪk/ *adj.* 大西洋的 (3)
- attach** /ə'tætʃ/ *vt.* 认为有重要性, 重视;
把...固定, 附上 (3)
- attempt** /ə'tempt/ *vt. & n.* 努力, 尝试,
试图 (53)
- audience** /'ɔ:diəns/ *n.* 观众, 听众 (5)
- author** /'ɔ:θə(r)/ *n.* 作者, 作家 (47)
- *autobiography** /ɔ:təbaɪ'ɒɡrəfi/ *n.* 自传 (50)
- average** /'ævərɪdʒ/ *n.* 平均水平, 一般水准
adj. 平均的; 典型的 (17)
- awaken** /ə'weɪkən/ *vt. & vi.* 唤起, 被唤起;
(使) 醒来 (45)
- award** /ə'wɔ:d/ *n.* 奖, 奖品, 奖金
vt. 授予, 给予 (5)

B

- backwards** /'bækwədz/ (*also backward*)
adv. 向后; 朝反方向 (26)
- band** /bænd/ *n.* 乐队, 乐团; 一伙, 一帮;
带, 箍 (31)
- bat** /bæt/ *n.* 蝙蝠; 球棒, 球板
vt. & vi. 用球棒(板)击球 (15)
- be caught up in** 被卷入, 陷入 (31)
- be on the point of doing sth** 正要做某事 (54)
- beer** /bɪə(r)/ *n.* 啤酒 (31)
- behind the scenes** 在后台, 在幕后 (2)
- *biography** /baɪ'ɒɡrəfi/ *n.* 传记, 传记作品 (50)

bite /baɪt/ *n.* (咬下的) 一口; 咬; 咬伤
vt. & vi. (bit, bitten) 咬, 叮 (39)
bone /bəʊn/ *n.* 骨头, 骨 (17)
boxing /'bɒksɪŋ/ *n.* 拳击运动 (21)
breathe /briːð/ *vi. & vt.* 呼吸; 呼出 (26)
bride /braɪd/ *n.* 新娘 (30)
bridegroom /'braɪdgru:m/ *n.* 新郎 (30)
brief /briːf/ *adj.* 简洁的, 简单的; 短时间的 (2)
***butterfly** /'bʌtəflaɪ/ *n.* 蝴蝶 (43)

C

capable /'keɪpəbl/ *adj.* 有能力, 有才能; 能力强的 (45)
***carbohydrate** /,kɑːbəʊ'haidreɪt/ *n.* 碳水化合物, 糖类 (17)
***ceremony** /'serəməni/ *n.* 典礼, 仪式 (30)
chain /tʃeɪn/ *n.* 链子, 链条; 一系列; 连锁店
vt. 用锁链拴住 (34)
champion /'tʃæmpiən/ *n.* 冠军, 第一名 (21)
chapter /'tʃæptə(r)/ *n.* 章节; 篇章 (50)
china /'tʃaɪnə/ *n.* 瓷; 瓷器 (39)
clap /klæp/ *vi. & vt.* 鼓掌, 拍手
n. 鼓掌, 拍手 (31)
classic /'klæsɪk/ *n.* 经典作品, 名著
adj. 经典的; 古典的 (6)
clear up (头脑) 清醒; 使整洁, 清理 (54)
collection /kə'leɪʃn/ *n.* (同类) 收藏品; 作品集; 募捐 (48)
***comb** /kəʊm/ *n.* 梳子; 梳理 (头发)
vt. 梳, 梳理; 搜寻 (35)
comedy /'kɒmədi/ *n.* 喜剧片, 喜剧 (1)
confused /kən'fjuːzd/ *adj.* 糊涂的, 迷惑的; 不清楚的, 混乱的 (54)
congratulation /kən'grætʃu'leɪʃn/ *n.* 祝贺, 恭喜; 贺辞; 恭贺 (16)
contain /kən'teɪn/ *vt.* 包含, 含有, 容纳 (45)
context /'kɒntekst/ *n.* (事情发生的) 背景,

环境, 来龙去脉; 上下文, 语境 (47)
convenient /kən'viːniənt/ *adj.* 方便的, 省事的, 便利的, 实用的 (39)
costume /'kɒstju:m/ *n.* 戏装, 装扮用服装 (31)
***couplet** /'kʌplət/ *n.* 对联, 对句 (39)
court /kɔ:t/ *n.* 球场; 法院, 法庭; 宫廷 (21)
***crane** /kreɪn/ *n.* 鹤 (25)
creative /kri'eɪtɪv/ *adj.* 创造性的, 创作的; 有创造力的 (3)
***creep** /kri:p/ *vi. (crept, crept)* 渐渐出现 (41)
***crooked** /'krʊkɪd/ *adj.* 不直的, 弯曲的 (12)
cure /kjʊə(r)/ *n.* 药物, 疗法; 治疗
vt. 治好 (9)
current /'kʌrənt/ *n.* 水流, 潮流; 电流; 思潮
adj. 当前的; 通用的 (31)
custom /'kʌstəm/ *n.* 风俗, 习俗; 个人习惯; 光顾 (30)

D

***dandy** /'dændi/ *adj.* 非常好的, 极佳的 (12)
decorate /'dekəreɪt/ *vt. & vi.* 装饰; 点缀; 粉刷, 油漆 (30)
defeat /dɪ'fi:t/ *vt.* 击败, 战胜
n. 失败, 战败; 击败 (53)
description /dɪ'skrɪpʃn/ *n.* 描述, 形容, 说明 (45)
desert /'dezət/ *n.* 沙漠, 荒漠 (5)
despite /dɪ'spaɪt/ *prep.* 即使, 尽管 (11)
destroy /dɪ'strɔɪ/ *vt.* 摧毁, 毁灭, 破坏 (53)
determine /dɪ'tɜːmɪn/ *vt.* 确定; 支配; 决心
vi. 决心 (44)
devote /dɪ'vəʊt/ **oneself to** 致力, 专心, 献身 (43)
diagram /'daɪəgræm/ *n.* 简图, 图解, 图表, 示意图 (27)
dinosaur /'daɪnəsɔ:(r)/ *n.* 恐龙 (2)
disease /dɪ'ziːz/ *n.* 病, 疾病 (16)
do wonders 创造奇迹, 产生神奇作用 (16)
***documentary** /,dɒkjʊ'mentri/

- n.* 纪录片,纪实节目
adj. 文件的;纪录的 (1)
- dragon** /'dræɡən/ *n.* 龙 (5)
- draw on** 凭借,利用 (47)
- duty** /'dju:ti/ *n.* 责任,义务;上班,值班;职责;税 (36)
- E**
- earn** /ɜ:n/ *vt. & vi.* 赚得;获利;赢得 (34)
- *earnest** /'ɜ:nɪst/ *adj.* 非常认真的;诚实的,真诚的 (43)
- element** /'elɪmənt/ *n.* 要素,基本部分 (45)
- enable** /ɪ'neɪbl/ *vt.* 使能够,使可行 (3)
- energy** /'enədʒi/ *n.* 能,能量;精力;能源 (17)
- engine** /'endʒɪn/ *n.* 发动机,引擎 (33)
- fire engine** 消防车 (33)
- ensure** /ɪn'ʃʊə(r); ɪn'ʃʊ:(r)/ *vt.* 保证,确保 (3)
- entrance** /'entrəns/ *n.* 进入,出场;入口;进入权;准许加入 (30)
- envelope** /'envələʊp/ *n.* 信封 (2)
- equipment** /'kwi:pmənt/ *n.* 设备;配备,装备 (17)
- eve** /i:v/ *n.* 前夜,前夕 (39)
- event** /ɪ'vent/ *n.* 事件;活动 (11)
- eventually** /ɪ'ventʃuəli/ *adv.* 最后,终于 (9)
- exist** /ɪɡ'zɪst/ *vi.* 存在;生活,生存 (26)
- explore** /ɪk'splɔ:(r)/ *vt. & vi.* 探究,探索;勘探,勘察 (25)
- extremely** /ɪk'stri:mli/ *adv.* 极其,非常,极端 (53)
- eye-catching** /'aɪ kætʃɪŋ/ *adj.* 惹人注意的,引人注目的 (30)
- F**
- factor** /'fæktə(r)/ *n.* 因素,要素 (2)
- fall on** 适逢,正当 (36)
- familiar** /fə'mɪliə(r)/ *adj.* 熟悉的,常见的 (2)
- fancy** /'fænsi/ *adj.* 复杂的;花哨的;昂贵的
vt. 想要,想做;倾慕 (9)
- fantasy** /'fæntəsi/ *n.* 幻想作品;幻想,想象 (1)
- feature** /'fi:tʃə(r)/ *n.* 特色,特征
vt. 以...为特色,是...的特征 (47)
- fiction** /'fɪkʃn/ *n.* 小说;虚构的事 (1)
- science fiction** (*informal sci-fi; abbr. SF*) 科幻电影(或小说等) (1)
- *firecracker** /'faɪəkrækə(r)/ *n.* 鞭炮,爆竹 (40)
- firework** /'faɪəwɜ:k/ *n.* 烟火,烟花 (40)
- flash** /flæʃ/ *n.* 闪光;闪现
vt. & vi. (使) 闪光; (使) 闪现 (54)
- flight** /flaɪt/ *n.* 班机,航班;航程;飞行 (31)
- formal** /'fɔ:ml/ *adj.* (穿着、言语、行为等) 适合正式场合的,正规的,庄重的 (30)
- fortune** /'fɔ:tʃu:n/ *n.* 机会,运气;巨款;命运 (40)
- frequently** /'fri:kwəntli/ *adv.* 频繁地,经常 (3)
- G**
- gap** /ɡæp/ *n.* 差距;间隙 (47)
- generation** /,dʒenə'reɪʃn/ *n.* 一代人;代,一代;产生 (36)
- generosity** /,dʒenə'rɒsəti/ *n.* 慷慨,大方,宽宏大量 (49)
- gym** /dʒɪm/ *n.* 健身房,体育馆 (23)
- gymnastics** /dʒɪm'næstɪks/ *n.* 体操,体操训练 (17)
- H**
- hesitate** /'hezɪteɪt/ *vi.* 犹豫,迟疑 (25)
- historian** /hɪ'stɔ:riən/ *n.* 史学工作者,历史学家 (3)
- honour** /'hɒnə(r)/ (*AmE honor*)

n. 尊敬, 尊重; 荣幸; 荣誉
vt. 尊重, 尊敬; 给予表扬; 信守 (36)

in honour of 为向…表示敬意 (36)

horror /'hɒrə(r)/ *n.* 恐怖电影 (或故事等);
震惊, 恐惧 (1)

hunt /hʌnt/ *vi. & vt.* 寻找, 搜寻; 打猎,
猎杀; 追捕 (34)

***iceberg** /'aɪsbɜ:g/ *n.* 冰山 (3)

identity /aɪ'dentəti/ *n.* 特性; 身份 (36)

***imitate** /'ɪmɪteɪt/ *vt.* 模仿; 仿效 (25)

***immune** /'ɪmjʊn/ *adj.* 有免疫力; 不受
影响的; 免除的 (16)

impression /ɪm'preʃn/ *n.* 印象, 感想;
影响, 效果 (30)

in addition to 除…以外 (还) (5)

in response to 对…作出反应; 作为对…
的回复 (20)

in store (for sb) 即将发生 (在某人身上), 等
待着 (某人) (44)

in the air 可感觉到; 在传播中 (31)

income /'ɪnkʌm; 'ɪnkəm/ *n.* 收入, 收益 (35)

injury /'ɪndʒəri/ *n.* 伤害, 损伤 (17)

inspiration /ɪnspə'reɪʃn/ *n.* 灵感; 鼓舞人
心的人 (或事物) (25)

inspire /ɪn'spaɪə(r)/ *vt.* 激励, 鼓舞; 启发思
考; 使产生 (感觉或情感) (25)

issue /'ɪʃuː; 'ɪʃjuː/ *n.* 重要议题, 争论的
问题; 问题, 担忧; (报刊) 一期
vt. 宣布, 公布 (47)

J

jogging /'dʒɒɡɪŋ/ *n.* 慢跑锻炼 (17)

jungle /'dʒʌŋɡl/ *n.* 丛林, 密林 (6)

justice /'dʒʌstɪs/ *n.* 公平, 公正; 公道, 合理 (3)

do justice to 恰当处理 (某人或某事); 公
平对待 (某人或某事), 给予公正的评价 (3)

L

lack /læk/ *n.* 缺乏, 匮乏, 短缺
vt. & vi. 没有, 缺乏, 不足, 短缺 (19)

lantern /'læntən/ *n.* 灯笼, 提灯 (41)

launch /lɔːntʃ/ *vt.* 使 (船) 下水; 开始从事,
发动 (45)

lecture /'lektʃə(r)/ *n.* 讲座, 演讲; 教训, 训斥
vi. 开讲座, 讲课
vt. 指责, 训斥 (3)

literature /'lɪtrətʃə(r)/ *n.* 文学, 文学作品 (44)

location /ləʊ'keɪʃn/ *n.* 外景拍摄地; 地方,
地点 (5)

lunar /'luːnə(r)/ *adj.* 月亮的, 月球的 (36)

lung /lʌŋ/ *n.* 肺 (16)

M

maintain /meɪn'teɪn/ *vt.* 维持; 维修, 保养 (19)

major /'meɪdʒə(r)/ *adj.* 主要的, 重要的 (11)

make up for 弥补, 补偿 (17)

march /mɑːtʃ/ *vi.* 齐步走, 前进; 游行示威
n. 游行示威; 行进 (31)

***martial** /'mɑːʃl/ *adj.* 战争的, 军事的 (5)
martial art 武术 (5)

master /'mɑːstə(r)/ *n.* 大师, 能手; 主人
vt. 精通, 掌握; 控制 (25)

mean /miːn/ *adj.* 吝啬的, 小气的; 不善良的,
刻薄的 (49)

merry /'meri/ *adj.* 愉快的, 高兴的 (31)

midnight /'mɪdnɑɪt/ *n.* 午夜, 子夜 (40)

mirror /'mɪrə(r)/ *n.* 镜子 (34)

moreover /mɔːr'əʊvə(r)/ *adv.* 此外, 而且 (16)

movement /'muːvmənt/ *n.* 活动, 转动;
移动; 运动 (17)

muscle /'mʌsl/ *n.* 肌肉, 肌 (17)
***mushy** /'mʌʃi/ *adj.* 糊状的, 软而稠的 (54)

N

narrow /'nærəʊ/ *adj.* 狭窄的; 勉强的; 狭隘的
vt. & vi. (使) 窄小, 缩小 (9)
nation /'neɪʃn/ *n.* 民族; 国家; 国民 (36)
nearby /,niə'baɪ/ *adj.* 附近的, 邻近的
adv. 在附近, 不远 (23)
neat /ni:t/ *adj.* 整洁的, 整齐的; 有条理的 (39)
no wonder 不足为奇, 并不奇怪 (25)
noble /'nəʊbl/ *adj.* 贵族的, 高贵的; 崇高的;
宏伟的 (54)
not to mention 更不用说, 且不说 (3)
novel /'nɒvl/ *n.* (长篇) 小说 (47)
nowadays /'naʊədeɪz/ *adv.* 现今, 现在 (25)

O

observe /əb'zɜ:v/ *vt.* 遵守; 注意到; 观察;
庆祝 (36)
occasion /ə'keɪʒn/ *n.* 特殊场合, 盛会; 时刻;
时机 (31)
ocean /'əʊʃn/ *n.* 大洋, 海洋 (3)
onto /'ɒntə; 'ɒntu/ *prep.* 向, 朝 (7)
ordinary /'ɔ:dnri/ *adj.* 普通的, 平常的;
平庸的 (30)
ought to /'ɔ:t tə; 'ɔ:t tu/ *modal v.* 应该,
应当 (48)
over the long term 长期 (16)

P

package /'pækɪdʒ/ *n.* 包, 盒; 包裹; 一套,
一揽子
vt. 将...包装好; 包装 (35)
particular /pə'tɪkjələ(r)/ *adj.* 特别的, 格外

的; 特指的; 挑剔的 (48)

in particular 尤其, 特别 (48)

partner /'pɑ:tnə(r)/ *n.* 搭档, 同伴; 伙伴;
合伙人 (23)

pass down 使世代相传, 流传 (34)

***pea** /pi:/ *n.* 豌豆 (12)

per /pə(r); pɜ:(r)/ *prep.* 每, 每一 (35)

perform /pə'fɔ:m/ *vi.* 表演; 工作, 运转
vt. 表演; 做, 履行 (5)

permanence /'pɜ:mənəns/ *n.* 永久, 持久性 (45)

personality /,pɜ:sə'næləti/ *n.* 性格, 个性;
气质 (11)

petrol /'petrəl/ *n.* 汽油 (17)

philosophy /fə'lɒsəfi/ *n.* 哲学 (26)

plate /pleɪt/ *n.* 盘子, 碟子; 板块; 车牌 (39)

plus /plʌs/ *conj.* 而且, 此外
prep. 加; 和 (23)

poetry /'pəʊətri/ *n.* 诗集, 诗歌 (50)

pork /pɔ:k/ *n.* 猪肉 (39)

position /pə'zɪʃn/ *n.* 处境; 位置; 姿势;
观点; 地位 (23)

precious /'preʃəs/ *adj.* 宝贵的, 珍贵的; 珍奇
的, 珍稀的 (39)

prefer /prɪ'fɜ:(r)/ *vt.* 较喜欢, 更喜欢 (3)

prevent /prɪ'vent/ *vt.* 阻止, 阻碍 (17)

previous /'pri:vɪəs/ *adj.* 先前的, 以往的;
稍前的 (36)

promote /prə'məʊt/ *vt.* 促进, 推动; 促销;
提升, 晋升 (36)

***prop** /prɒp/ *n.* 道具; 支柱, 支撑物 (3)

protein /'prəʊti:n/ *n.* 蛋白质 (17)

pull up 停车, 停止 (11)

pull-up /'pʊl ʌp/ *n.* 引体向上 (17)

put the finishing touches to 对...进行最后
的润色或修饰 (20)

R

- range** /reɪndʒ/ *n.* (变动或浮动的)范围,界限, 区间;一系列 (17)
- recall** /rɪ'kɔ:l/ *vt. & vi.* 回想,回忆起 (12)
- *recollect** /ˌrekə'lekt/ *vt. & vi.* 记起,回忆起 (12)
- recommend** /ˌrekə'mend/ *vt.* 推荐,举荐; 劝告,建议 (9)
- reduce** /rɪ'dju:s/ *vt.* 减少,缩小 (16)
- reflect** /rɪ'flekt/ *vt. & vi.* 反映,显示;映出(影像);反射(声、光、热等);沉思 (45)
- regard** /rɪ'gɑ:d/ *vt.* 将…认为,看待;注视 (6)
- replace** /rɪ'pleɪs/ *vt.* 用…替换;代替, 取代;更换,更新 (20)
- represent** /ˌreprɪ'zent/ *vt.* 代表;为…代言; 体现 (39)
- revise** /rɪ'vaɪz/ *vt.* 改变,修改;修订;复习 (3)
- riddle** /'rɪdl/ *n.* 谜,谜语 (41)
- *roar** /rɔ:(r)/ *n. & vi.* 咆哮,吼叫 (2)
- roast** /rəʊst/ *vt. & vi.* 烘,烤,焙(肉等) (31)
- romance** /rəʊ'mæns; 'rəʊmæns/ *n.* 爱情故事; 浪漫史;爱情 (1)
- romantic** /rəʊ'mæntɪk/ *adj.* 浪漫的;爱情的; (**Romantic**) 浪漫主义的 (30)
- *rooster** /'ru:stə(r)/ *n.* 雄鸡 (25)
- root** /ru:t/ *vt. & vi.* (使)生根
n. 根,根茎;根源,起因 (26)
- be rooted in** 起源于 (26)
- routine** /ru:'ti:n/ *n.* 常规,惯例
adj. 常规的,例行的;乏味的 (17)

S

- *samba** /'sæmbə/ *n.* 桑巴舞,桑巴舞曲 (31)
- *sari** /'sɑ:ri/ *n.* 莎丽(南亚妇女裹在身上的长巾) (30)
- satisfaction** /ˌsætɪs'fækʃn/ *n.* 满意;满足, 达到 (26)

- section** /'sekʃn/ *n.* 部分,部门;部件,散件 (48)
- select** /sɪ'lekt/ *vt.* 选择,挑选 (39)
- sensitive** /'sensətɪv/ *adj.* 感觉敏锐的; 体贴的;敏感的;灵敏的 (45)
- set off** 使爆炸 (40)
- settle** /'setl/ *vi. & vt.* 定居;结束;解决; 决定;使处于舒适的位置 (39)
- sheet** /ʃi:t/ *n.* 一张(纸);床单,被单;薄片 (2)
- *shell** /ʃel/ *n.* 贝壳;壳 (44)
- significant** /sɪɡ'nɪfɪkənt/ *adj.* 有重要意义的, 显著的 (44)
- skiing** /'ski:ɪŋ/ *n.* 滑雪(运动) (17)
- skydiving** /'skaɪdɑ:vɪŋ/ *n.* 跳伞运动 (15)
- *sleeve** /sli:v/ *n.* 袖子 (41)
- snack** /snæk/ *n.* 点心,小吃 (40)
- soccer** /'sɒkə(r)/ *n.* 〈美〉足球运动 (15)
- solution** /sə'lu:ʃn/ *n.* 解决方法,处理手段; 答案 (7)
- sort** /sɔ:t/ *n.* 种类,类别
vt. 整理,分类;妥善处理 (39)
- soul** /səʊl/ *n.* 灵魂;心性,内心 (45)
- source** /sɔ:s/ *n.* 来源;起源;源头 (36)
- specific** /spə'sɪfɪk/ *adj.* 特定的;明确的, 具体的 (47)
- stage** /steɪdʒ/ *n.* 舞台;阶段;步骤
vt. 上演,举办 (50)
- stick with** 持续,坚持 (17)
- straighten** /'streɪtn/ *vt.* 挺直;(使)变直, 变正 (53)
- *strain** /streɪn/ *n.* 用劲,使力;压力,拉力; 重负 (53)
- stretch** /stretʃ/ *vt. & vi.* 伸展,舒展;拉长; 伸出;(使)延伸 (17)
- studio** /'stju:diəʊ/ *n.* 电影摄影棚;录音室 (3)
- stuff** /stʌf/ *n.* 东西,物品;活儿,话
vt. 填满,装满;把…塞进 (33)
- summary** /'sʌməri/ *n.* 总结,概括,概要 (45)
- in summary** 总的来说 (45)

super /'su:pə(r); 'sju:pə(r)/ *adj.* 极好的,
了不起的,超级的 (7)

sweat /swet/ *n.* 汗水
vt. & vi. 出汗,流汗 (17)

system /'sɪstəm/ *n.* 系统;制度,体制 (7)

T

***tai chi** /,taɪ 'tʃi:/ *n.* 太极拳,太极 (17)

tear /tɪə(r)/ *n.* 眼泪,泪珠
/teə(r)/ *vt. & vi.* (**tore, torn**) 撕裂,
撕碎 (41)

tend /tend/ *vi.* 往往会;趋向
vt. 照看 (16)

therefore /'ðeəfɔ:(r)/ *adv.* 因此,所以 (47)

throughout /θru:'aʊt/ *prep.* 自始至终;
各处,遍及 (17)

tissue /'tɪʃu:/ *n.* (人、动植物细胞的) 组织;
(尤指用作手帕的) 纸巾,手巾纸 (17)

title /'taɪtl/ *n.* 名称,标题;称号;职位名称 (6)

topic /'tɒpɪk/ *n.* 话题;题目;标题 (48)

tradition /trə'dɪʃn/ *n.* 传统,传统的信仰
(或风俗) (30)

transport /træn'spɔ:t/ *vt.* 运输,运送
/træns'pɔ:t/ *n.* 交通运输系统;
交通车辆;运输 (49)

turkey /'tɜ:ki/ *n.* 火鸡;火鸡肉 (49)

***twist** /twɪst/ *vi. & vt.* 扭转,转动;使弯曲;曲折
n. 转动;转折;曲折处 (31)

type /taɪp/ *n.* 类型,种类

vt. & vi. 打字 (1)

typical /'tɪpɪkl/ *adj.* 典型的,有代表性的 (9)

U

under the weather 略有不适,不舒服 (23)

***unity** /'ju:nəti/ *n.* 统一体,联合体,整体;团结
一致,联合,统一 (26)

universal /ju:nɪ'vɜ:sl/ *adj.* 普遍的,共同
的;普遍存在的 (45)

update /,ʌp'deɪt/ *vt.* 使现代化,更新;向…提
供最新信息
/ʌp'deɪt/ *n.* 最新消息 (20)

upper /'ʌpə(r)/ *adj.* 上部的;上面的 (47)

V

vehicle /'vi:əkl/ *n.* 交通工具,车辆;手段,
工具 (33)

visual /'vɪʒuəl/ *adj.* 视力的,视觉的 (3)

W

wave /weɪv/ *vi. & vt.* 挥手,招手;挥舞
n. 海浪;大量涌现 (11)

***weave** /wi:v/ *vi. & vt.* (**weaved, weaved**)
迂回行进,穿行; (**wove, woven**) 编 (54)

wedding /'wedɪŋ/ *n.* 婚礼,结婚庆典 (30)

***willow** /'wɪləʊ/ *n.* 柳,柳树 (41)

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。

Stanley Kubrick /ˌstænli 'ku:brik/	斯坦利·库布里克 (美国电影导演)	(1)
Jurassic /dʒʊ'ræsɪk/ Park	《侏罗纪公园》(电影名)	(2)
Star Trek /trek/	《星际迷航》(电影名)	(2)
CGI /ˌsi: dʒi: 'aɪ/	计算机生成影像 (computer-generated imagery 的缩写)	(3)
Quidditch /'kwɪdɪtʃ/	魁地奇 (哈利·波特系列电影中一种球类比赛)	(3)
Harry Potter /ˌhæri 'pɒtə(r)/	哈利·波特 (哈利·波特系列电影中的主人公)	(3)
Peter Jackson /ˌpi:tə 'dʒæksən/	彼得·杰克逊 (新西兰电影导演)	(3)
The Lord of the Rings	《指环王》(电影名)	(3)
James Cameron /ˌdʒeɪmz 'kæməɾən/	詹姆斯·卡梅隆 (加拿大电影导演)	(3)
the Titanic /taɪ'tænik/	“泰坦尼克号” (邮轮名)	(3)
the Atlantic Ocean	大西洋	(3)
Simon /'saɪmən/	西蒙 (男子名)	(5)
Crouching Tiger, Hidden Dragon	《卧虎藏龙》(电影名)	(5)
Academy Award for Best Foreign Language Film	奥斯卡最佳外语片奖	(5)
Ang Lee /ˌæŋ 'li:/	李安 (中国电影导演)	(5)
Laura /'ləʊrə/	劳拉 (女子名)	(6)
The Jungle Book	《奇幻森林》(电影名)	(6)
Disney /'dɪzni/	迪士尼公司	(6)
Rudyard Kipling /ˌrʌdʒɑ:d 'kiplɪŋ/	拉迪亚德·吉卜林 (英国小说家、诗人)	(6)
Mowgli /'məʊgli/	毛克利 (《奇幻森林》中的人物)	(6)
Shere Khan /ʃɪə(r) 'kɑ:n/	谢利·可汗 (《奇幻森林》中的老虎)	(6)
Fantastic Beasts and Where to Find Them	《神奇动物在哪里》(电影名)	(7)
David Yates /ˌdɛrɪd 'jeɪts/	大卫·叶茨 (英国导演)	(7)
Neel Sethi /ˌni:l 'seθi/	尼尔·塞西 (美国演员)	(7)
Avatar /'ævəta:(r)/	《阿凡达》(电影名)	(7)
Life of Pi /paɪ/	《少年派的奇幻漂流》(电影名)	(7)
Titanic	《泰坦尼克号》(电影名)	(7)
The King's Speech	《国王的演讲》(电影名)	(9)

Tom Hooper /tɒm 'hu:pə(r)/	汤姆·胡珀 (英国、澳大利亚导演)	(9)
Colin Firth /kɒlɪn 'fɜ:θ/	科林·费斯 (英国演员)	(9)
King George VI /dʒɔ:dʒ/	乔治六世 (《国王的演讲》中的人物)	(9)
Geoffrey Rush /dʒɛfri 'rʌʃ/	杰弗里·拉什 (澳大利亚演员)	(9)
Lionel Logue /lɪənl 'lɒg/	莱昂内尔·洛格 (《国王的演讲》中的人物)	(9)
Helena Bonham Carter /'helənə ˌbɒnəm 'kɑ:tə(r)/	海伦娜·博纳姆·卡特 (英国演员)	(9)
Queen Elizabeth /'lɪzəbəθ/	伊丽莎白王后 (《国王的演讲》中的人物)	(9)
the Academy Awards (the Oscars) /'ɒskəz/	学院奖 (即奥斯卡金像奖)	(9)
Best Picture	(奥斯卡) 最佳影片奖	(9)
Best Actor in a Leading Role	(奥斯卡) 最佳男主角奖	(9)
London /'lʌndən/	伦敦 (英国首都)	(9)
Prince Albert /ˌprɪns 'ælbət/	艾伯特亲王 (《国王的演讲》中的人物)	(9)
King George V	乔治五世 (《国王的演讲》中的人物)	(9)
Forrest Gump /ˌfɒrɪst 'ɡʌmp/	《阿甘正传》(电影名)	(11)
Tom Hanks /hæŋks/	汤姆·汉克斯 (美国演员)	(11)
Forrest Gump	福雷斯特·冈普 (《阿甘正传》中的主人公)	(11)
the United States	美国	(11)
Dorothy Harris /ˌdɒrəθi 'hærɪs/	多萝西·哈里斯 (《阿甘正传》中的人物)	(11)
Jenny Curran /ˌdʒɛni 'kʌrən/	珍妮·柯伦 (《阿甘正传》中的人物)	(12)
Cai Yuanpei	蔡元培 (中国民主革命家、教育家)	(15)
Cinderella /ˌsɪndə'relə/	灰姑娘 (欧洲童话里的人物)	(15)
Frances /'frɑ:nsɪs/	弗朗西丝 (女子名)	(20)
Leo /'li:əʊ/	利奥 (男子名)	(22)
Rachel /'reɪtʃəl/	雷切尔 (女子名)	(23)
Taoist /'taʊɪst/	道士	(25)
“The Brain-changing Benefits of Exercise”	《运动改变你的大脑》(演讲名)	(28)
Wendy Suzuki /su'zu:ki/	温蒂·铃木 (美国神经科学家)	(28)
McFarland /mæk'fɑ:lənd/, USA	《麦克法兰》(电影名)	(28)
Robert A. Heinlein /'haɪnləɪn/	罗伯特·A. 海因莱因 (美国现代科幻小说家)	(29)
the Chinese New Year's Eve	除夕	(29)
Yi Peng Lantern Festival	义蓬灯节	(29)
Chiang Mai /'tʃæŋ 'maɪ/	清迈 (泰国西北部城市)	(29)
Thailand /'taɪlənd/	泰国	(29)
Midsummer's /ˌmɪd'sʌməz/ Day	仲夏节	(29)
Sweden /'swɪ:dn/	瑞典	(29)

the Day of the Dead	亡灵节	(29)
Mexico / ^l meksɪkəʊ/	墨西哥	(29)
Alex / ^l æliks/	亚历克斯 (男子名)	(30)
Rio Carnival / ^l ri:əʊ 'kɑ:nɪvl/	里约狂欢节	(30)
India / ^l ɪndiə/	印度	(30)
Nadim / ^l nædɪm; 'nɑ:dɪm/	纳迪姆 (男子名)	(30)
Brazil /brə'zɪl/	巴西	(31)
Spain /speɪn/	西班牙	(33)
La Tomatina /lɑ: təʊmæ'ti:nə/	西红柿节	(33)
Buñol / ^l bu:nɒl/	布尼奥尔 (西班牙城镇)	(33)
Della / ^l delə/	德拉 (女子名)	(34)
Jim /dʒɪm/	吉姆 (男子名)	(34)
Paul /pɔ:l/	保罗 (男子名)	(35)
Emily / ^l eməli/	埃米莉 (女子名)	(35)
the Spring Festival	春节	(35)
Joanna /dʒəʊ'ænə/	乔安娜 (女子名)	(35)
Broadway / ^l brɔ:dweɪ/	百老汇 (美国纽约街道)	(35)
Alice / ^l ælis/	艾丽斯 (女子名)	(36)
the Double Ninth Festival (the Chongyang Festival)	重阳节	(36)
the Dragon Boat Festival	端午节	(36)
Qu Yuan	屈原 (中国战国时期诗人)	(36)
Warring States	战国 (中国历史时期)	(36)
the Mid-Autumn Festival	中秋节	(36)
the Hanshi Festival	寒食节	(36)
the Laba Festival	腊八节	(36)
the Qingming Festival	清明节	(37)
the Spring Festival Gala / ^l gɑ:lə/	春节联欢晚会	(40)
the Lantern Festival	元宵节	(41)
“At the Lantern Festival”	《生查子·元夕》(欧阳修的词)	(41)
Ouyang Xiu	欧阳修 (中国北宋文学家、史学家)	(41)
Truman Capote / ^l tru:mən kə'pəʊti/	杜鲁门·卡波特 (美国小说家)	(42)
A Christmas Memory	《圣诞忆旧集》(杜鲁门·卡波特的小说)	(42)
Chinese New Year: The Biggest Celebration on Earth	《中国春节:全球最大的盛会》(纪录片名)	(42)
Ezra Pound / ^l ezrə 'paʊnd/	埃兹拉·庞德 (美国诗人)	(43)
David Copperfield / ^l dəvɪd 'kɒpəfi:ld/	《大卫·科波菲尔》(查尔斯·狄更斯的小说)	(43)
Charles Dickens / ^l tʃɑ:lz 'dɪkɪnz/	查尔斯·狄更斯 (英国作家)	(43)

<i>The House on Mango Street</i> / ¹ mæŋgəʊ/	《芒果街上的小屋》(桑德拉·希斯内罗丝的小说)	(43)
Sandra Cisneros / ¹ sændrə ˌsɪsˈnerəʊs/	桑德拉·希斯内罗丝 (美国作家)	(43)
Christopher Marlowe /ˌkrɪstəfə ˈmɑ:ləʊ/	克里斯托弗·马洛 (英国诗人、剧作家)	(45)
Doctor Faustus / ¹ faʊstəs/	浮士德博士 (《浮士德博士的悲剧》中的主人公)	(45)
Helen / ¹ helən/	海伦 (《浮士德博士的悲剧》中的人物)	(45)
William J. Long / ¹ wɪljəm /lɒŋ/	威廉·J. 朗恩 (美国作家)	(45)
<i>English Literature: Its History and Its Significance for the Life of the English-Speaking World</i>	《英语文学:历史及其对英语世界生活的意义》(威廉·J. 朗恩的作品)	(45)
Cao Xueqin	曹雪芹 (中国清代小说家)	(47)
<i>A Dream of Red Mansions</i> / ¹ mæŋfɪnz/	《红楼梦》(中国古典名著)	(47)
<i>War and Peace</i>	《战争与和平》(俄国作家列夫·托尔斯泰的小说)	(49)
<i>A Christmas Carol</i> / ¹ kæərəl/	《圣诞颂歌》(查尔斯·狄更斯的小说)	(49)
Scrooge /skruːdʒ/	斯克鲁奇 (《圣诞颂歌》中的人物)	(49)
Christmas Eve	圣诞节前夜	(49)
Gary / ¹ gæri/	加里 (男子名)	(50)
<i>Romance of the Three Kingdoms</i> / ¹ kɪŋdəmz/	《三国演义》(中国古典名著)	(50)
<i>Robinson Crusoe</i> /ˌrɒbɪnsən ˈkruːsəʊ/	《鲁滨逊漂流记》(丹尼尔·笛福的小说)	(50)
Daniel Defoe /ˌdænjəl dəˈfəʊ/	丹尼尔·笛福 (英国作家)	(50)
<i>The Best Short Stories of O. Henry</i>	《欧·亨利短篇小说精选》(美国短篇小说家欧·亨利的作品集)	(50)
<i>The Book of Songs</i>	《诗经》(中国最早的一部诗歌总集)	(50)
<i>The Complete Poems of Percy Bysshe Shelley</i> / ¹ pɜːsi bɪʃ ˈʃeli/	《珀西·比希·雪莱诗集》(英国诗人雪莱的作品集)	(50)
<i>Teahouse</i>	《茶馆》(老舍的话剧)	(50)
Lao She	老舍 (中国作家)	(50)
<i>King Lear</i> /lɪə(r)/	《李尔王》(威廉·莎士比亚的四大悲剧之一)	(50)
William Shakespeare /ˌwɪljəm ˈʃeɪkspiə(r)/	威廉·莎士比亚 (英国剧作家、诗人)	(50)
<i>The Autobiography of Benjamin Franklin</i> /ˌbendʒəˈmɪn ˈfræŋklɪn/	《富兰克林自传》(美国政治家、作家本杰明·富兰克林的作品)	(50)
<i>Vie de Beethoven</i> / ¹ beɪˌtəʊvən/	《贝多芬传》(罗曼·罗兰的作品)	(50)
Romain Rolland /rɒˈmæŋ rɒˈlɒŋ/	罗曼·罗兰 (法国作家)	(50)
Ernest Hemingway /ˌɜːnɪst ˈhemɪŋweɪ/	欧内斯特·海明威 (美国作家、记者)	(53)
<i>The Old Man and the Sea</i>	《老人与海》(欧内斯特·海明威的作品)	(53)

Santiago /ˌsæntɪˈɑːɡəʊ/	圣地亚哥 (《老人与海》中的人物)	(53)
Pearl /pɜːl/ S. Buck /bʌk/	赛珍珠 (美国作家)	(55)
<i>The Good Earth</i>	《大地》 (赛珍珠的小说)	(55)
<i>Sons</i>	《儿子们》 (赛珍珠的小说)	(55)
<i>A House Divided</i>	《分家》 (赛珍珠的小说)	(55)
<i>All Men Are Brothers</i>	《四海之内皆兄弟》 (赛珍珠的翻译作品, 即《水浒传》)	(55)
the Pulitzer /ˈpʊlɪtʒə(r)/ Prize	普利策奖	(55)
the Nobel /nəʊˈbeɪl/ Prize in Literature	诺贝尔文学奖	(55)

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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