

普通高中教科书

# 英语

ENGLISH

必修

第三册

人民教育出版社 课程教材研究所  
(中国) 英语课程教材研究开发中心  
(美国) 圣智学习集团

编著

人教版®

人民教育出版社

·北京·

主 编：刘道义 郑旺全

副 主 编：吴 欣 张献臣

编写人员：Patrick Wallace Sarah H. Miller Simon McCue Edward Yoshioka

肖 菲 张琳琳 徐 卓 庄 力

责任编辑：肖 菲 张琳琳

美术编辑：胡白珂

普通高中教科书 英语 必修 第三册

(中国) 人民教育出版社 课程教材研究所

英语课程教材研究开发中心 编著

(美国) 圣 智 学 习 集 团

出 版 人民教育出版社

(北京市海淀区中关村南大街 17 号院 1 号楼 邮编：100081)

网 址 <http://www.pep.com.cn>

重 印 ××× 出版社

发 行 ××× 新华书店

印 刷 ××× 印刷厂

版 次 2019 年 11 月第 1 版

印 次 年 月第 次印刷

开 本 890 毫米 × 1240 毫米 1/16

印 张 8

插 页

字 数 220 千字

印 数 册

书 号 ISBN 978-7-107-34061-1

定 价 元

定价批号：××号 审图号：GS (2017) 793 号

版权所有·未经许可不得采用任何方式擅自复制或使本产品任何部分·违者必究

如发现内容质量问题，请登录中小学教材意见反馈平台：[jcyjfk.pep.com.cn](http://jcyjfk.pep.com.cn)

如发现印、装质量问题，影响阅读，请与 ××× 联系调换。电话：×××-××××××××

# 前言

《普通高中教科书 英语》是为了适应新时代的发展需要，依据《普通高中英语课程标准（2017年版）》的精神，充分征求广大师生的反馈意见，在《普通高中课程标准实验教科书 英语》的基础上精心修订而成。此次教材修订的主要目的是：全面落实立德树人根本任务，培育社会主义核心价值观，弘扬中华优秀传统文化，充分体现英语课程工具性和人文性的统一，发展学生的语言能力、文化意识、思维品质和学习能力等英语学科核心素养，充分体现英语学科特殊的育人价值，培养具有中国情怀、国际视野和跨文化沟通能力的社会主义建设者和接班人。

修订后的教材主要具有以下特点：

**注重思想引领** 教材融入了社会主义核心价值观的基本内容和要求，注重培养学生良好的政治素质、道德品质和健全人格，弘扬中华优秀传统文化，增强文化自信，引导学生形成正确的世界观、人生观和价值观。

**反映时代要求** 教材充分反映当代社会发展新变化、科技进步新成果，展示新时代中国特色社会主义新成就，将先进的教育思想和理念融入教材之中，同时紧密结合学生的学习和生活实际，关注信息化环境下学生的发展需求。

**强调语言实践** 教材以英语学习活动观为指导，以主题为引领，以语篇为依托，通过板块式设计将语言知识与听、说、读、看、写等技能有机整合，强调学习过程和学习策略，突出活动目标，让学生用语言做事情，在实践中培养语言运用能力和创新思维。

**突出文化意识** 教材通过展示多姿多彩的中外文化来培养学生对中华文化的认同和传承，加深对人类优秀文化的学习和鉴赏；通过让学生分析中外文化异同，发展其多元思维和批判性思维，增强学生跨文化理解和跨文化沟通能力，构建人类命运共同体意识。

**激发学习动机** 教材以真实性、趣味性、规范性和经典性作为内容选编原则，主题覆盖面广，语篇题材和体裁丰富，活动呈现形式多样，版式设计生动活泼且富有美感，力求激发学生的学习兴趣 and 动机，引发他们积极思考、主动参与语言实践活动，提升英语学习效率。

**满足不同需求** 教材编排内容和活动设计既充分考虑学生的共同基础，又兼顾学生不同的能力水平和学习需求，提供了拓展性的教学内容，为教师灵活使用教材进行教学提供了便利，也切实促进学生的个性发展。

本套教材为高中英语教学提供了丰富的教学资源。希望教材能够帮助同学们打下坚实的语言基础，提高英语水平，获得全面发展；同时希望老师们能够充分利用教材，在实践中不断完善教学，取得良好的教学效果。

编者

2019年4月

# CONTENTS

Theme	Listening	Speaking	Reading
p. 1 UNIT 1 <b>FESTIVALS AND CELEBRATIONS</b>	Festival activities <i>Listen for relationships</i> A recent festival experience	Expressing feelings and emotions	Why Do We Celebrate Festivals? <i>Identify the main idea of a paragraph</i> My Amazing Naadam Experience The Chinese Spring Festival
p. 13 UNIT 2 <b>MORALS AND VIRTUES</b>	A moral dilemma <i>Listen for attitudes</i> Chain of love	Telling a story	Mother of Ten Thousand Babies <i>Draw conclusions</i> The Stone in the Road The Taxi Ride I'll Never Forget
p. 25 UNIT 3 <b>DIVERSE CULTURES</b>	The origins of American food <i>Take notes</i> Ethnic minority cultures in China	Showing you are listening	A Travel Journal About San Francisco <i>Classify and organise information</i> Welcome to Chinatown! Symbols of American Culture
p. 37 UNIT 4 <b>SPACE EXPLORATION</b>	How to become an astronaut <i>Listen for numbers</i> Life in space	Expressing curiosity	Space: The Final Frontier <i>Summarise the main idea</i> Is Exploring Space a Waste of Time and Money? Homes on Mars?
p. 49 UNIT 5 <b>THE VALUE OF MONEY</b>	An honest cleaner <i>Make inferences</i> At the restaurant	Retelling a story	The Million Pound Bank Note, Act 1, Scene 3 <i>Understand implied meaning</i> The Million Pound Bank Note, Act 2, Scene 1 The Million Pound Bank Note, Act 2, Scene 3
<b>WORKBOOK</b>	<b>Unit 1</b> p. 61 <b>Unit 2</b> p. 67 <b>Unit 3</b> p. 73 <b>Unit 4</b> p. 79 <b>Unit 5</b> p. 85		



Writing	Pronunciation	Structure	*Project	*Video Time
A narrative essay about a festival or celebration experience	Assimilation	The <i>-ing</i> form (1) as the attribute and the predicative	Give a presentation about a minority festival in China  Make a poster about festival food recipes	The Lantern Festival
A review of a moral fable	The rising intonation	The <i>-ing</i> form (2) as the object complement and the adverbial	Make a poster to motivate others to practise virtues	Confucius and <i>Ren</i>
An introduction to your city or town	Pauses	Ellipsis	Create a travel brochure	World's Biggest Melting Pot
An argumentative essay about space exploration	Stress and rhythm	Infinitives (1) as the attribute and the adverbial	Give a presentation on China's space exploration	Exploring Mars
A play script of a scene from <i>The Million Pound Bank Note</i>	Rhythm and intonation	Review of modal verbs  The past future tense	Give a performance of a scene from <i>The Million Pound Bank Note</i>	At the Hotel

## APPENDICES

Notes	p. 91
Grammar	p. 98
Words and Expressions in Each Unit	p. 102
Vocabulary	p. 109
Irregular Verbs	p. 117



# UNIT

# 1

# FESTIVALS AND CELEBRATIONS

Phoenix flutes make music,  
The moonlight flashes,  
Fish and dragon lanterns  
whirl the whole night long.

—Xin Qiji

## In this unit, you will

- 1 read about festivals and celebrations around the world.
- 2 listen to different festival experiences and talk about your own.
- 3 write a passage about a festival or a celebration you have experienced.
- 4 explore the origins, customs, and meanings of different festivals.

## Look and discuss

- 1 What can you see in the photo?
- 2 What is the name of this festival and how do you celebrate it?



## Talk about festival activities

- 1 Before you listen, look at the photos below. Choose some words or phrases from the box to describe each festival.



- |                                  |   |                      |
|----------------------------------|---|----------------------|
| wear traditional <b>costumes</b> | dress up in carnival costumes           | visit a lantern fair |
| <b>march</b> along the streets   | receive <b>congratulations</b> from ... | guess <b>riddles</b> |
| attend the ceremony              | watch samba dance                       | give performances    |

- 2 Listen and write the order of the conversations next to the names of the festivals above. Then match each conversation with the relationship between the speakers below.

- \_\_\_ a tour guide and members of a tour group
- \_\_\_ an interviewer and an interviewee
- \_\_\_ a reporter and a tourist
- \_\_\_ two friends



### Listen for relationships

To listen for a relationship, you need to pay attention to how people talk to each other (e.g. friends usually call each other by first names) and some particular questions in the conversation (e.g. "Could I have the bill, please?" tells us that the speaker is a customer in a restaurant).



**3 Listen again and complete the sentences with the correct words.**

- 1 In Conversation 1, the woman is wearing \_\_\_\_\_ colours. It took her a long time to do her hair and make-up, and to get \_\_\_\_\_. She is going to meet her \_\_\_\_\_ soon.
- 2 In Conversation 2, Carla advises Li Mei to change her \_\_\_\_\_. This is because the weather is \_\_\_\_\_ and they will be outside for a long time.
- 3 In Conversation 3, the people are enjoying the \_\_\_\_\_ show.

**4 Listen again and make a list of each festival's activities.**

- Chinese Lantern Festival: \_\_\_\_\_
- Coming-of-Age Day: \_\_\_\_\_
- Rio Carnival: \_\_\_\_\_

**5 In pairs, discuss which of these festivals attracts you the most and why.**

**EXAMPLE**

**A:** I think the Rio Carnival would be the most exciting. After all, as you know, I love to dance!

**B:** I love dancing, too, but I'm not sure I'd enjoy it in such hot weather.

**A:** So which festival do you like best?

**B:** I like ...

**Pronunciation**

**1 Listen and read aloud the words or phrases to your partner. Pay attention to the change in the pronunciation of the bold letters.**

- |                                   |                                |                                   |                             |
|-----------------------------------|--------------------------------|-----------------------------------|-----------------------------|
| 1 <b>d</b> uty, <b>e</b> ducation | 2 <b>u</b> se, <b>u</b> sually | 3 <b>n</b> ews, <b>n</b> ewspaper | 4 <b>i</b> s, <b>i</b> ssue |
| 5 <b>l</b> ast year               | 6 <b>i</b> n bed               | 7 <b>t</b> hose shirts            | 8 <b>a</b> s you see        |

**2 Listen to the following sentences, paying attention to the consonants in bold. How do their pronunciations change when they are read in the sentences?**

- 1 **Did** you enjoy the holiday?
- 2 Miss, congratulations **on** becoming an adult!
- 3 It'll be too tiring to walk or dance for a long time in **tho**se shoes.
- 4 I was hoping to hear that **th**at you had a great time throughout.
- 5 Children then take part in Easter egg hunts to find the eggs and **wi**n prizes.
- 6 **i**n Mexico, the Day of the Dead is celebrated between October 31st and November 2nd.

**Discuss the differences with your partner. Then listen and repeat.**

## Discover the reasons for festivals and celebrations

### 1 Before you read, discuss these questions in groups.

- 1 What festivals do you celebrate with your family each year?
- 2 Why do you think people celebrate different festivals?

### 2 Read the text and find out the answer to the question in the title.

## WHY DO WE CELEBRATE FESTIVALS?



Festivals are celebrated all around the world. They have a wide **range** of **origins**, such as the seasons of the year, religions, famous **figures**, and important events. Every festival has its different customs and unique charms. However, no matter how different they may seem, all over the world, the spirit of sharing **joy**, gratitude, love, or peace is common in all festivals.

Of all the traditional festivals, the **harvest** festival can be found in almost every culture. This important agricultural festival takes place after all the **crops** have been **gathered** in. People celebrate to show that they are **grateful** for the year's supply of food. In ancient Egypt, the harvest festival was celebrated during the springtime—the Egyptian harvest season. It **featured** a parade and a great feast with music, dancing, and sports. Today, in some European countries, people **decorate churches** and town

halls with flowers and fruit, and get together to celebrate over a meal. During the Mid-Autumn Festival in China, families gather to admire the shining moon and enjoy delicious mooncakes.

Customs play a **significant** role in festivals, but sometimes they can change over time. With the development of modern society and the spread of new ideas, some traditions may fade away and others may be established. One example is the **typical** Chinese Spring Festival custom of lighting firecrackers to drive away the evil spirits and celebrate the new year. Nowadays, many big cities have given up this custom in order to avoid air pollution. Another example is Halloween, which slowly became an exciting festival for children, in spite of its religious origins.



Festivals are becoming more and more **commercial**, with businesses taking advantage of the celebrations. Online shopping websites and social **media** apps have made it much easier for the public to spend more on gifts for their loved ones. Although some believe festivals should not be commercialised, others believe the increase in spending is good for the economy and public happiness.



Festivals are an important part of society. They **reflect** people's wishes, **beliefs, faiths**, and attitudes towards life. They are **occasions** that allow us to relax and enjoy life, and forget about our work for a little while. They help us understand where we came from, who we are, and what to appreciate. And if you study festivals carefully, you may be surprised to find that different cultures actually have a lot in common after all.



#### Identify the main idea of a paragraph

Identifying the main ideas of paragraphs is necessary when analysing a text. Most paragraphs will have a "topic sentence" that tells you the paragraph's main idea. It is often the first sentence, but sometimes it is found elsewhere in the paragraph.

**3 Read the text again and underline the topic sentence of each paragraph that gives the main idea.**

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

- 1 What do most festivals seem to have in common? Why do you think people around the world find these things important?
- 2 How do you feel about festival customs that have already faded away?
- 3 What is the writer's attitude towards the commercialisation of festivals?

**5 Complete the following passage using suitable words from the text. Be sure to use the correct forms.**

Today's festivals have a wide \_\_\_\_\_ of origins, including the seasons of the year, famous \_\_\_\_\_, important events, and religions. The \_\_\_\_\_ festival is one of the most popular festivals and is celebrated in many cultures. Customs play a \_\_\_\_\_ role in festivals, but they can change over time. For example, some Chinese cities no longer allow firecrackers during the Spring Festival, as they can increase air pollution. These days, festivals are becoming more \_\_\_\_\_, with people spending more money on gifts. Festivals \_\_\_\_\_ people's wishes, beliefs, faiths, and attitudes towards life. They are \_\_\_\_\_ to spend time with family, and to relax and enjoy life.

## Describe festival activities

1 Read the sentences below and discuss the functions and meanings of the italicised *-ing* form. Find more examples from the unit.

- These lanterns are *amazing*.
- During the Mid-Autumn Festival in China, families gather to admire the *shining* moon and enjoy delicious mooncakes.
- Families *celebrating the Lunar New Year* can enjoy *exciting* dragon dances and carnivals together.

2 Read the following messages posted by some exchange students on an Internet forum. Underline the *-ing* form used as the attribute or the predicative.

Discussion: Which festival is the best?	
Today 9:05 am Sunnyli	Rio Carnival! I spent a really fun day there with my friends. It was great fun walking along the streets, enjoying the relaxing <b>atmosphere</b> ! The performances were just amazing.
Today 9:11 am Vincent1119	The Spring Festival in China, especially the dinner on the <b>Lunar</b> New Year's <b>Eve</b> ! All family members get together. And I get lucky money in red <b>envelopes</b> from my parents and relatives, so it's always an exciting time for me.
Today 10:11 am Wizard_Oz	Perhaps Thanksgiving. What could be better? Families getting together and eating delicious food, people watching sports games on TV, friends laughing and talking, etc. Plus there's Black Friday, if shopping is your thing.
Today 10:24 am Cooper_08	I think it's Christmas. I just can't take my eyes off the shining lights on the Christmas trees everywhere. Lots of smiling faces, and people singing Christmas carols and wishing each other " <b>Merry</b> Christmas!"

3 Complete the passage with the appropriate *-ing* form.




*La Tomatina* is a festival that takes place in the Spanish town Buñol every August. I think many food festivals are \_\_\_\_\_ because people are just eating. However, this festival is \_\_\_\_\_ because people don't actually eat the tomatoes. Instead, they throw them at each other! The number of people \_\_\_\_\_ part in this tomato fight can reach up to 20,000, and it is a very \_\_\_\_\_ fight that lasts for a whole hour. The \_\_\_\_\_ thing is how clean Buñol is after the tomatoes are washed away after the fight. This is because the juice from tomatoes is really good for making surfaces clean!



## Talk about festival experiences

- 1 Song Lin and Max are talking about a recent festival experience. Listen to their conversation and answer the questions.



The collage contains six images of food, each with a label: pumpkin pie, apple pie, pudding, mashed potatoes, and roast turkey. The images are arranged in a 2x3 grid.

- 1 What festival is Max talking about?
- 2 What did Max do during the festival?
- 3 What dishes did Max's mother cook?
- 4 What did Max and his family do during and after the dinner?
- 5 What was the best part of the festival?

- 2 Listen again and tick the phrases that Max or Song Lin uses.

### Expressing feelings and emotions

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> It was fantastic!   | <input type="checkbox"/> How wonderful!            | <input type="checkbox"/> How exciting!       |
| <input type="checkbox"/> That's amazing.     | <input type="checkbox"/> It was great fun!         | <input type="checkbox"/> It's very exciting. |
| <input type="checkbox"/> It was great to ... | <input type="checkbox"/> I'm really happy that ... | <input type="checkbox"/> I'm pleased to ...  |

- 3 Read the conversation below and underline the phrases that express feelings about festivals. Role-play the conversation with your partner.

**Joe:** Did you enjoy the holiday, Song Lin?

**Song Lin:** Oh yes, it was great, thanks! The food, the parades, and the beautiful fireworks—it's always exciting for me. It's good to spend time with my family, too, although it can get a bit boring in my hometown after a while. How about you?

**Joe:** Well, this was my first Chinese New Year. I loved watching the traditional performances, and I was invited to lots of delicious meals. But, to be **frank**, the fireworks going off throughout the night were really annoying.

**Song Lin:** Oh, well, yes, I can see your point there! But it's all part of the tradition to frighten away the evil spirits.

**Joe:** Yes, well, there seemed to be a lot of them in my area! Anyway, except for that, everything was fine. I'm really looking forward to the next festival.

- 4 Share a recent festival experience with your partner and tell him/her how you felt about the festival and why.



## Write about your festival experience

1 Read the diary entry and answer the questions.

### MY AMAZING NAADAM EXPERIENCE

I experienced the Naadam Festival in China's **Inner Mongolia Autonomous Region** for the first time this year. The festival falls on the fourth day of the sixth month of the lunar calendar, usually lasting for three days. Naadam means "games" in Mongolian, and it is **represented** by three events: horse racing, wrestling, and archery, which are all so exciting to watch!

On the first day, I set off to the games early with my friend Burin. I saw a lot of people wearing **fancy** Mongolian robes. Some were feeding their horses, some were practising archery, and others were chatting or taking photographs. Burin told me that Mongolians travel every year from near and far to attend the festival, just as their ancestors had done for centuries.

After the opening ceremony and some amazing performances, the wrestling competition began. Mongolian wrestling is different from the wrestling in the Olympic Games. There are no rounds, and wrestlers are not separated by weight. The wrestler loses if any part of his body above his knee touches the ground. After singing some songs, the competitors danced onto the green field, waving their arms in the air as if they were **eagles**. I was quite moved by their show of strength and grace.

I **absolutely** enjoyed the archery, too, but the horse races were my favourite part. However, I was surprised to see that the riders were boys and girls! I heard it is because children are lighter and the horses can run faster and farther. At first, I was a little worried about the children's safety, but Burin said, "Don't worry. They've been riding horses all their lives. They'll be just fine." That was the **moment** I started to understand why people say "Horses are at the heart of Mongolian culture". ...

I'm finally back home now, feeling really tired, but celebrating Naadam with my friend was totally worth it. He invited me back for the winter to stay in a traditional Mongolian tent and eat hot **pot**. I can't wait!

#### Opening Paragraph:

State the topic (e.g. where, when, and with whom you celebrated the festival, and also your main feeling).

#### First Body Paragraph:

Describe the start of the festival and the surroundings.

#### Second Body Paragraph:

Describe in detail the festival activities.

#### Third Body Paragraph:

Describe in detail the festival activities.

#### Closing Paragraph:

Give a **brief** summary of the experience.



- 1 What does "Naadam" mean? Which events does it include?
- 2 What Naadam Festival customs did you learn about?
- 3 What in your opinion is the most impressive thing about the festival?
- 4 What else would you like to know about the festival and the writer's experience?

## 2 Study the organisation and language features.

- 1 Read the sentence patterns below and use them to rewrite the opening sentence of the article.

- This was my first time spending ... and it was an enjoyable and exciting experience for me.
- I'll never forget ... because ...
- I'll always ... because ...

- 2 Underline the sentences that describe the writer's feelings and emotions.

## 3 Use what you have learnt to write about a festival or a celebration you have experienced recently.

- 1 Make notes of your ideas in the table and then write your draft.

Outline			
The name of the festival/celebration: _____			
	Main idea of each paragraph	Details	Feelings
1	The topic and my feeling		
2	How I prepared for the festival/celebration		
3	The festival/celebration activities		
4	A summary of my festival/celebration experience		

- 2 Exchange drafts with a partner. Use the checklist to give feedback on your partner's draft.

- ✓ Is the writing well-organised?
- ✓ Is there an opening sentence in the first paragraph?
- ✓ Does each paragraph include the necessary details?
- ✓ Does the writer describe his/her feelings and emotions?
- ✓ Does the writer use the *-ing* form correctly in the writing?
- ✓ Are there any grammar, spelling, or punctuation errors?

- 3 Get your draft back and revise it.

## 4 Put up your writing in your classroom or read it to the class.



# Assessing Your Progress

## 1 Fill in the blanks with the correct forms of the words in the box.

march                      brief                      media                      congratulation                      significant  
moment                      roast                      lunar                      represent                      fancy

- 1 The beautiful flowers on cherry **branches** are the most \_\_\_\_\_ sign of the arrival of spring.
- 2 In December, many companies have \_\_\_\_\_ dress parties to celebrate the end of the year.
- 3 The female soldiers forming the biggest \_\_\_\_\_ group in the National Day parade attracted a lot of interest from the \_\_\_\_\_.
- 4 The most common colour you see during the Spring Festival is red because red \_\_\_\_\_ life, wealth, and good luck in Chinese culture.
- 5 The newly married couple received dozens of letters of \_\_\_\_\_ from their friends.
- 6 If you are the best man at a **wedding**, it is best to keep your speech simple and \_\_\_\_\_.
- 7 She will never forget the \_\_\_\_\_ when she saw all the audience **clapping** their hands and cheering after her performance.
- 8 Falling on the 9th day of the 9th \_\_\_\_\_ month, the Chongyang Festival is also called the Double Ninth Festival. It is a day for people in China to show **respect** to seniors.
- 9 To be frank, this \_\_\_\_\_ chicken tastes **horrible**.

## 2 Circle the correct word in each sentence.

- 1 Taking part in the celebration was a **satisfying/satisfied** experience for us.
- 2 Most of the people were **amazing/amazed** by the lion dances during the new year celebrations.
- 3 The child seemed **annoying/annoyed** when he found his gift broken.
- 4 The man **dressing/dressed** in a ghost costume looks quite **frightening/frightened**.
- 5 Kate was **surprising/surprised** by the sight of the Kongming lanterns **flying/flown** up into the sky.

### REFLECTING

- Which festival(s) mentioned in this unit was/were new to you?
- Which festival did you find the most interesting? Why?
- Do you wish to add one extra holiday in China? What would you like to celebrate? Why?
- Which part of this unit did you find the most difficult?
- Overall, I thought this unit was  interesting  useful  so-so  difficult.



## \*Project 1: Give a presentation about a minority festival in China

In groups, choose one minority festival in China, research it, and then give a presentation to the class. Use the example outline below to help you.

### Facts about the Zhuang People's Folk Song Festival



**Time:** On the third day of the third month of the Chinese lunar year

**Place:** In the Guangxi Zhuang Autonomous Region

**Minority group:** The Zhuang people

**Festival activities:** Sing songs, ...

**Local festival food:** five-coloured sticky rice, duck in lemon sauce, ...

## \*Project 2: Make a poster about festival food recipes

In groups, collect some festival food recipes. If possible, learn to cook the food at home and then make a poster with pictures for the class. Use the example below to help you.

### THE LABA FESTIVAL AND LABA PORRIDGE

The Laba Festival usually occurs about a month before the Chinese Spring Festival. The festival's traditional food is Laba porridge.

#### Possible ingredients and steps:

15 Chinese dates	1/4 cup of peanuts
5 peeled longan fruit	1/4 cup of red beans
3 walnuts	1/4 cup of mung beans
1/2 cup of sticky rice	1/4 cup of raisins
1/4 cup of millet	



1

Wash the rice, millet, peanuts, red beans, and mung beans, and soak them in 2 cups of water overnight.

2

Put these ingredients and the dates into a pot. Pour in 6 cups of water, and bring the pot to a boil before simmering for one and a half hours over low heat.

3

Wash the raisins, walnuts, and longan fruit, and then put them into the pot with some sugar before simmering for another 30 minutes.

4

Turn off the heat and then wait for 10 minutes before serving the porridge.



## The Lantern Festival

The Lantern Festival is one of the most important traditional festivals in China. The custom of joyfully celebrating the Lantern Festival began in ancient times and still has great influence on Chinese people today.

### BEFORE YOU WATCH

How much do you know about the Lantern Festival? Look at the table below and try to fill in the blanks.

### WHILE YOU WATCH

Complete the table with the correct words.

<b>Date</b>	<ul style="list-style-type: none"> <li>• On the _____ day of the _____ month of the lunar year</li> <li>• The _____ day of the Chinese New Year celebrations</li> </ul>
<b>Festival activities</b>	<p><b>1 Looking at lanterns</b></p> <ul style="list-style-type: none"> <li>• Places to see the lanterns: _____</li> <li>• Most cities will _____.</li> </ul> <p><b>2 Guessing riddles</b></p> <p>Riddles are often written _____.</p> <p><b>3 Eating <i>yuanxiao</i> or <i>tangyuan</i></b></p> <ul style="list-style-type: none"> <li>• Different fillings are stuffed into balls of sticky _____.</li> <li>• The _____ symbolises reunion, harmony, and _____.</li> </ul>
<b>Interesting events in history</b>	<ul style="list-style-type: none"> <li>• The fire dragon dance in Puzhai Town in _____ Province has a history of over _____ years.</li> <li>• The Lantern Festival was known as the Chinese _____ Day in the past. It was a good day for _____.</li> <li>• Many ancient poets wrote poems about the festival, which describe happy _____ and also the stories of young _____.</li> </ul>

### AFTER YOU WATCH

Work with a partner. Use the notes above to help you give a brief introduction to the Lantern Festival.



# UNIT

# 2

# MORALS AND VIRTUES

The best portion of a good man's life is his little, nameless, unremembered acts of kindness and of love.

—William Wordsworth



## In this unit, you will

- 1 read about a compassionate doctor, Lin Qiaozhi.
- 2 listen to discussions about moral dilemmas and the power of kindness and talk about the virtues that we cherish.
- 3 write a review of a moral fable.
- 4 explore the importance of moral values and virtues.

## Look and discuss

- 1 What do you think the teenagers are doing?
- 2 Can you list some virtues that are admired in every culture?





## Talk about moral dilemmas

- 1 Before you listen, look at the definition and the picture below. Then discuss the questions with your group.

A moral dilemma is a situation in which you have two or more difficult choices to make. If you choose one, you might get in trouble for not choosing the other(s).



- 1 What moral dilemma is the boy in the picture facing?
- 2 Have you ever faced a moral dilemma or heard of someone who did? Describe it.

- 2 Listen to the conversation and complete the table to describe the moral dilemma that Jane is talking about.

<b>Situation</b>	The girl is taking the entrance examination for _____ in Beijing. During the exam, the student next to her fainted.	
<b>The girl's choices</b>	She can _____.	or She can _____.
<b>Possible results</b>	_____, but _____.	_____, but _____.

- 3 Listen again and decide whether the statements are true (T) or false (F).

- 1 Jane is eager to share the magazine article with Luke. T  F
- 2 Luke doubts that young people face moral dilemmas all the time. T  F
- 3 Jane admires what the girl in the story did. T  F
- 4 Luke doesn't believe anybody would do what the girl in the story did. T  F
- 5 Jane wonders how the girl became a doctor later. T  F



### Listen for attitudes

When you listen, you should pay attention not only to the words but also to HOW the speaker is talking. If people strongly disagree with something, they might exaggerate their intonation. If you hear people speaking very quickly or loudly, they may be excited or angry. If they speak slowly or stop often, they may be confused or not sure about what they are saying.



 **4 Listen to the conversation carefully and answer the questions.**

- 1 What did the girl do to help the student?
- 2 What was the girl's name? What was she famous for?
- 3 What did Jane say about the girl's life?

**5 Think about what you would do if you were ever faced with the same situation as the girl. Then share your thoughts with your group, and explain the reasons for your choice.**


**EXAMPLE**

**A:** If I were ever in a situation like the girl faced, I think I would choose to ...

**B:** Why? Are you sure?

**A:** Because I think that ... is most important. What about you?

**B:** I think I would ...

 **Pronunciation**

 **1 Listen to the conversations and match each rising intonation with its meaning.**

**1 A:** You know Angela?

**B:** ↗ Yes.

**2 A:** You volunteer at the local shelter,  
↗ don't you?

**B:** Yes. It's a great experience.

**3 A:** Did you hear that James helped an old woman who fell down while crossing the street?

**B:** Yes. It was a bit ↗ dangerous, but he got all the cars to stop.

**A** Having more to say.

**B** Hoping the other person will continue to talk.

**C** Asking for confirmation.

 **2 Read the conversation and mark ↗ in the correct places. Then listen to the recording to check. Notice the meaning of each rising intonation.**

**Peter:** It's a nice day, isn't it?

**Nick:** Yes, but it looks gloomy to me.

**Peter:** Why? What happened?

**Nick:** You know Tony?

**Peter:** Yes.

**Nick:** He asked me to write an essay for him. But I don't think it's the right thing to do. Do you?

**Peter:** No, it's not.

**Nick:** But I'm afraid to lose him as a friend.

**Peter:** Well, good friends should help each other. But it doesn't mean you should help him cheat! Why not help him with his schoolwork?

**Nick:** Good idea!

## Learn to make choices in life

1 Before you read, think about this question and share your ideas with your partner: What are some important life choices?

2 Read the text about Lin Qiaozhi and then answer the following questions.

- 1 What hard choices was Dr Lin faced with throughout her life? Underline the sentences about these choices.
- 2 What were the results of her choices?
- 3 What does the author want to **illustrate** by mentioning Dr Lin's life choices?

## MOTHER OF TEN THOUSAND BABIES



Lin Qiaozhi (1901—1983)

“Life is **precious**. ... To a person nothing is more precious than their life, and if they entrust me with that life, how could I refuse that trust, saying I’m cold, hungry, or tired?” These words of Dr Lin Qiaozhi give us a look into the heart of this amazing woman, and what carried her through a life of hard choices.

As a five-year-old girl, Lin Qiaozhi was deeply affected by her mother’s death. At age 18, instead of following the traditional path of **marriage** like the **majority** of girls, she chose to study medicine. “Why should girls learn so much? Finding a good husband should be their final goal!” her brother **complained**, thinking of the high tuition **fees**. She **responded**, “I’d rather stay single to study all my life!”

Eight years later, Lin graduated from Peking Union Medical College (PUMC) with the Wenhai

**Scholarship**, the highest prize given to graduates. She immediately became the first woman ever to be **hired** as a resident **physician** in the OB-GYN department of the PUMC Hospital. Within six months, she was named a chief resident physician, a position that usually took four years to achieve. After working for a few years, she was sent to study in Europe and then, in 1939, in the US. She greatly impressed her American colleagues, who invited her to stay. Dr Lin, however, **rejected** the offer. She wanted to serve the women and children at home.

In 1941, Dr Lin became the first Chinese woman ever to be appointed director of the OB-GYN department of the PUMC Hospital, but just a few months later, the department was closed because of the war. Thinking of all the people still in need of help, Dr Lin opened a private **clinic**. She charged very low fees to treat patients and often reduced costs for poor patients. At times she was even seen riding a donkey to faraway villages to provide medical care.



The new People's Republic of China saw Dr Lin Qiaozhi playing a key role. In 1954, she was elected to the first National People's Congress and, over the next several **decades**, she held many important positions. Her heart, however, was **elsewhere**. She was more interested in **tending** patients, **publishing** medical research on care for women and children, and training the next generation of doctors. "The OB-GYN department cares for two lives," she told new **staff** in her department. "As doctors, we should be responsible for the patients and treat them as our sisters."

Though Lin Qiaozhi never married, she was known as the "mother of ten thousand babies", having delivered over 50,000 babies in her lifetime. Dr Lin did not **retire** until the day she died, 22 April 1983. Since she had no children of her own, she left her **savings** to a **kindergarten** and a fund for new doctors. And even as she lay dying, her final thoughts were for others. "I'm ready to go," she said. "Don't try to rescue me any more. Don't waste the medicine any more."



**3 Read the text again and answer the questions. Use the facts and details from the text to support your conclusions.**

- 1 What was the main **principle** guiding Dr Lin through the choices in her life?
- 2 What kind of person do you think Dr Lin was?



**Draw conclusions**

As you read, pay attention to facts and details mentioned by the author, and put them together to draw conclusions about the topic.

**4 Complete the following sentences using suitable verbs from the text. Be sure to use the correct forms.**

- 1 Many studies have shown that shy, **passive** children tend to be socially \_\_\_\_\_ by their classmates.
- 2 She was so scared during the interview that she completely forgot how she should \_\_\_\_\_ to the questions.
- 3 Many Americans \_\_\_\_\_ about the **sharp** increase in the cost of health care and health **insurance** recently.
- 4 One of the advantages of \_\_\_\_\_ **energetic** and positive young people is that they \_\_\_\_\_ to show interest in their work and they are eager to learn.
- 5 The student union will hold a special meeting in January to \_\_\_\_\_ someone to **replace** the secretary.

## Describe people's actions

### 1 Read the sentences below and discuss the function and meaning of each *-ing* form. Then find more examples from the unit.

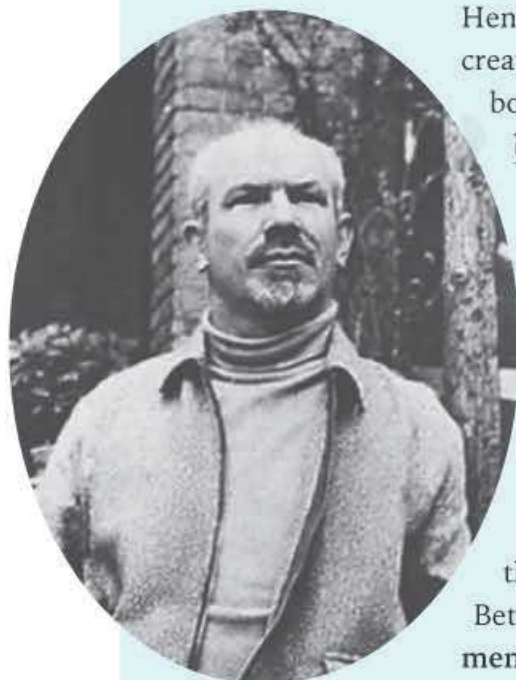
- 1 ... her brother complained, *thinking* of the high tuition fees.
- 2 *Thinking* of all the people still in need of help, Dr Lin opened a private clinic.
- 3 The new People's Republic of China saw Dr Lin Qiaozhi *playing* a key role.

### 2 Complete the sentences with the correct forms of the verbs in the box.

feel    want    face    smile    return    worry    hear    knock

- 1 \_\_\_\_\_ that his wife had been injured in an **accident**, Mr Johnson hurried to the hospital.
- 2 During the **operation**, she sat in the waiting room for over an hour \_\_\_\_\_ about him.
- 3 I saw her **whispering** something into his ear, obviously not \_\_\_\_\_ to be heard.
- 4 He suddenly woke up at **midnight** when he heard someone \_\_\_\_\_ at his door.
- 5 \_\_\_\_\_ higher **import** and **export** costs, the company is looking for ways to survive.
- 6 \_\_\_\_\_ from the North **Pole**, the traveller wrote a book about his experience and had it published the following year.
- 7 The child lay on her mother's **lap**, \_\_\_\_\_ sweetly.
- 8 \_\_\_\_\_ hurt by the rejection, she **bit** her lip and quietly walked away.

### 3 Read the following story and rewrite the underlined parts using the *-ing* form.



Henry Norman Bethune was a Canadian doctor with a very creative mind and a determination to help people. As a small boy, he became very interested in medicine and decided to become a doctor. After he graduated from medical college in 1916, Bethune worked as a doctor in England, the US, and Canada. He reinvented or redesigned over 10 medical instruments to make them more useful. In 1938, Bethune left for China, after he heard that many people were dying in the war. Despite the difficult situation, Dr Bethune did whatever he could to assist the Chinese people. He helped to organise hospitals, taught doctors and nurses, and showed people how to give first aid. Sadly, Dr Bethune passed away in November the following year and was buried in Shijiazhuang. After Dr Bethune's death, **Chairman** Mao Zedong wrote an article in memory of him, in which he praised Dr Bethune as a hero to be remembered in China.



## Talk about the importance of kindness

### 1 Listen to a radio show and answer these questions.

- 1 What is the name of the radio show?
- 2 What does "paying it forward" mean?
- 3 What does the guest want the listeners to do?

### 2 Listen to the radio show again and fill in the blanks to complete the story.

I'm sure you've heard the famous country music song "Chain of Love". The song starts with a man who helps a lady whose car \_\_\_\_\_. The lady wants to pay him, but he won't accept payment, instead telling the lady to just \_\_\_\_\_ to another person. Later, when the lady stops at a **café**, she notices her waitress is pregnant and \_\_\_\_\_. When the lady finishes eating, she pays for her meal with a \_\_\_\_\_. Then the lady walks out, \_\_\_\_\_ the change and a note for the waitress. Her note tells the waitress to continue the chain of kindness. The song has a \_\_\_\_\_ ending. The waitress goes home to her \_\_\_\_\_, happy because of the kindness the lady showed her. Finally we find out that he is the man who first \_\_\_\_\_ the chain of kindness!

### 3 Think of a story of showing or receiving kindness, either your own story or one that you have heard of. Then share it with your group. Here are some words and expressions that may help you.

#### Telling a story

once upon a time      long ago  
first of all      then      after that  
later      finally      so  
however      although      but

- I remember this happened when I was ...
- I was on my way to ...
- I was sitting ... when ...
- It was a ... day/morning ...
- There were ... on the street ...



#### Tell a story

When telling a story, you can start by saying what the story is about. Give the background to the listeners, including when and where it took place. Say what happened step by step and be sure to use correct tenses. Do not forget to use sequencing words or linking words. Finally, finish your story by saying why it is important to you or why you remember it.



## Share your opinions about a moral story

### 1 Read the fable below and answer the questions.

- 1 What was the king's idea for teaching an important lesson to his people?
- 2 What was the **response** from most of the people?
- 3 What did the young girl think and do when she saw the coins?

## THE STONE IN THE ROAD

Once upon a time there was a king who often thought, "Nothing good can come to a nation whose people only complain and expect others to solve their problems." One day, he had an idea.

Early one morning, the king disguised himself and went to a local village. He placed a large stone in the middle of the main street and hid gold coins under the stone. Then he hid behind a huge maple tree and watched.

The first person down the street was a milkman with his cart. He crashed into the stone, spilling the milk everywhere. "What fool put this stone here?" he shouted. He picked himself up and angrily went away.

After a while, a group of women came along, each balancing a pot of water on her head. One woman tripped over the stone and her water pot went crashing to the ground. She picked herself up and limped away in **tears**. Neither she nor her friends thought about moving the stone out of the road.

The king watched all day as many people complained about the stone, but he found nobody making an attempt to move it. The king was in despair. "Is there no one in this village who feels any responsibility to keep their neighbours from **harm**?"

Just then, the king saw a young girl coming along. She was the daughter of a local farmer. She had been working all day and was very tired. But when she saw the stone, she said to herself, "This stone is a danger to anyone who comes down the street after dark. I'll move it out of the way."

The girl pushed the stone with all her might. After a great deal of effort, she finally succeeded in moving it to the side of the street. Imagine her surprise when she saw the gold coins where the stone had been!

Just then, the king stepped out from behind the tree. "Oh sir," the girl said, "does this gold belong to you? If not, we surely must find the owner, for he will certainly miss it."

The king said, "My dear, the gold is mine. I put it in the road and moved the stone over it. Now the gold is yours, because you are the only person who has learnt the lesson I wanted to teach my people."



- 2 This story presented different people's emotions and responses when they came across the same problem. Complete the table according to the story.

Person	Experience	Emotion	Response
milkman	crashed into the stone	angry	went away
woman with water			
other villagers			
young girl			

- 3 Work in pairs. Discuss the questions.

- 1 What do you think this fable is trying to tell us? Do you think the king was wise? Why or why not?
- 2 Can you think of times in your own life when you felt and acted like the girl or like the other people in the story? Give examples.



**Write a review**

The main purpose of a review is to give your opinion about a piece of writing. You should first give a short description of the writing, and then clearly state your opinion and your reasons.

- 4 Write a review of the fable. Use the outline below to help you.

<p><b>Paragraph 1:</b> Basic information about the story</p>	<ul style="list-style-type: none"> <li>• What is the title of the story?</li> <li>• What kind of story is it?</li> <li>• What is the main idea of the story?</li> </ul>
<p><b>Paragraph 2:</b> Your analysis of the story</p>	<ul style="list-style-type: none"> <li>• What is the author's purpose?</li> <li>• Were the details of the story clear?</li> <li>• Do you think the story achieved its purpose?</li> </ul>
<p><b>Paragraph 3:</b> Your opinion about the story</p>	<ul style="list-style-type: none"> <li>• What did you like about the story?</li> <li>• What did you not like about the story?</li> <li>• Would you recommend this story to others?</li> </ul>

- 5 Exchange drafts. Use the checklist to give feedback on your partner's draft.

- ✓ Does the writer give a short description of the story?
- ✓ Does the description include the most important details of the story?
- ✓ Does the writer give his/her opinion about the characters or their actions?
- ✓ Is the review well-organised?
- ✓ Does the writer use the *-ing* form as the adverbial in the review?
- ✓ Are there any grammar, spelling, or punctuation errors?

- 6 Get your draft back and revise it. Then put your review up in the classroom.

# Assessing Your Progress

## 1 Circle the correct word in each sentence.

- 1 Jack stood in front of the class, completely **forgetting/forgotten** every word that he had prepared for his speech.
- 2 **Seeing/Seen** the tennis star leaving the **court**, the girl quickly picked up her camera and ran over to him.
- 3 They were very proud to see their son **awarded/awarding** the university scholarship.
- 4 When **asking/asked** about their work schedules, many people preferred more **flexible** work hours.
- 5 John watched the woman **talking/talked** to the air, **thinking/thought** that she might be crazy.
- 6 **Impressed/Impressing** with her fluent English, the manager offered Julie a job interview.

## 2 Complete the passage with the correct forms of the words below. Then answer the question: What is the author's attitude towards the doctors?

clinic   complain   majority   staff   response   harm   physician

According to a recent survey, the \_\_\_\_\_ of doctors believed their **incomes** did not match how hard they worked. The survey found that about 50 percent of the doctors were not satisfied with their working conditions, especially those from hospitals in small towns.

A \_\_\_\_\_ working in a large public hospital often has to see 100 patients **per** day. The researchers conducting the survey concluded that if hospitals and \_\_\_\_\_ serving the general public received more support, it would help to keep their medical \_\_\_\_\_ from leaving the profession, and **therefore** the public would continue to receive good health services.

In \_\_\_\_\_ to a question about **tensions** between doctors and patients, some respondents \_\_\_\_\_ that misleading media reports about doctors have greatly \_\_\_\_\_ society, causing the public to distrust medical workers.

### REFLECTING

- My favourite story of this unit was \_\_\_\_\_ because \_\_\_\_\_.
- After studying this unit, I think \_\_\_\_\_ is/are the most important of all virtues.
- I found it \_\_\_\_\_ to understand and use the grammar structures in this unit.
- I had some problems with \_\_\_\_\_.
- I would like to learn more about \_\_\_\_\_.
- Overall, I thought this unit was  interesting  thought-provoking  so-so  difficult.



## \*Project: Make a poster to motivate others to practise virtues

- 1 In groups, brainstorm more virtues to add to the list below. Then discuss which of these virtues are most needed in our society today.



- 2 Make a poster to explain what virtue it is and to motivate people to practise it. Divide up the work among your group members.

- 1 Collect sayings or quotations about the virtue.
- 2 Analyse the sayings and group them in a logical way.
- 3 Look for or draw a picture to illustrate the virtue.

## THANKFULNESS

*Thankfulness is realising and appreciating what you have.*

### **Be thankful, because you have more than others!**

- If you see no reason for giving thanks, the fault lies in yourself. (Indian proverb)
- I had no shoes and complained, until I met a man who had no feet. (Indian proverb)

### **Be thankful, because you have been given much!**

- If you can read this, thank a teacher. (Anonymous)
- When eating fruit, think of the person who planted the tree. (Asian proverb)

### **Be thankful, because it will shape your whole life!**

- Be thankful for what you have; you'll end up having more. If you concentrate on what you don't have, you will never, ever have enough. (Oprah Winfrey)





## Confucius and *Ren*

The teachings of Confucius, one of the most respected teachers of ancient China, are still known and studied around the world today. Confucius identified the concept *ren* as the most important principle in life, a principle which is still relevant in modern society.

### BEFORE YOU WATCH

Complete each sentence with your best guess.

- 1 The teachings of Confucius have been an important part of Chinese culture for more than \_\_\_\_\_ years.
- 2 His teachings are all about the most basic \_\_\_\_\_ of life.
- 3 Confucius thought that \_\_\_\_\_ was the most important moral principle.
- 4 According to Confucius, this highest principle begins with love for \_\_\_\_\_.
- 5 Confucius said, "Whatever you don't like done to yourself, don't \_\_\_\_\_."

### WHILE YOU WATCH

1 Check your answers in Before You Watch.

2 Circle the correct words to complete the sentences below.

- 1 Confucian thought is still greatly valued in China and in **other East/Southeast** Asian countries.
- 2 If students really understood Confucian ideas, it could change **society/their lives**.
- 3 In English, **only a few/many** different words can be used to translate Confucius's highest moral principle.
- 4 **Mencius/Zigong** explained this principle as "loving one's parents, loving people, loving everything in the world".
- 5 Confucius taught Zigong that the one single concept to take as a guide for all actions in life is **happiness/fairness**.

### AFTER YOU WATCH

Work in groups. Discuss the questions.

- 1 In what ways do you think Confucian thought still influences education and society in China?
- 2 Do you think that your life would change if you understood and practised *ren* every day?
- 3 How would the Confucian idea of fairness change society around you if everybody started practising fairness in everything?



# UNIT 3

# DIVERSE CULTURES

The beauty of the world lies in the diversity of its people.

—Unknown

## In this unit, you will

- 1 read a travel journal about San Francisco and discover its Chinatown.
- 2 listen to an interview about American food and talk about Chinese ethnic minority cultures.
- 3 write a cultural introduction to your city or town.
- 4 explore the diverse cultures of the world.

## Look and discuss

- 1 Where do you think this photo was taken?
- 2 What can you see in the photo? How would you describe it?



# Listening and Speaking

## Talk about the origins of American food

- 1 Look at the photos of American food and match them with their names. Then guess which countries' cuisine influenced the food's invention.

\_\_\_\_\_ hamburger    \_\_\_\_\_ fortune cookie    \_\_\_\_\_ gumbo    \_\_\_\_\_ nachos




- 2 Listen to a radio interview about American food and check whether your answers to Activity 1 are correct.

- 3 Listen to the interview again and decide whether the statements are true (T) or false (F).

- No food was ever invented in America.  T  F
- Hamburgers were invented in Germany.  T  F
- Nachos were invented for Americans by a foreigner.  T  F
- Every Chinese restaurant in America has fortune cookies.  T  F
- American cooking often mixes things from around the world to make something completely new.  T  F



-  **4 Listen to the interview again and complete the notes below.**



**Take notes**

When taking notes, just write down the key words, such as names, dates, and numbers. They will help you remember things later on. To save time and space, omit all articles (a, an, the) and use abbreviations. For example, use "N.O." for *New Orleans*, "bc" for *because*, "yrs" for *years*, "+" for *and*, and so on.

Names of food	Notes
Hamburger	<ul style="list-style-type: none"> <li>• mix of _____ + _____ cultures</li> </ul>
Nachos	<ul style="list-style-type: none"> <li>• _____ chips covered in <b>cheese</b></li> <li>• made by _____ cook for _____</li> </ul>
Fortune cookie	<ul style="list-style-type: none"> <li>• invented in _____ about _____ yrs ago</li> <li>• a piece of _____ with _____ on it inside cookie</li> </ul>
Gumbo	<ul style="list-style-type: none"> <li>• spicy stew</li> <li>• invented in N.O. about _____ yrs ago</li> <li>• mixes _____, _____, _____, + Spanish cooking</li> </ul>

- 5 Imagine you are invited to a potluck dinner at an American friend's house. Work in pairs and discuss what special dish(es) you will take. The following questions may help you.**

- 1 What food/snack from which area/ethnic group will you bring?
- 2 How is the food prepared and what is it made of?
- 3 How is this food special?

**Pronunciation**

-  **1 Listen to the passage about Native Americans. Mark the pauses that you hear. The first sentence has been done for you.**

No one really knows exactly | when the first people arrived | in what we now know as California. || It is likely that Native Americans moved to California at least fifteen thousand years ago. Scientists believe that these settlers crossed the Bering Strait by a land bridge which existed in prehistoric times. In the 16th century, the native people suffered greatly after the arrival of the Europeans. Thousands of them were killed or forced into slavery. In addition, many died from the diseases brought by the Europeans. However, some survived these terrible times, and today there are more Native Americans living in California than in any other state of America.

-  **2 Listen again and repeat.**

## Learn about a city that has diverse cultures

1 Find San Francisco on the map and discuss this question in groups: What do you know and want to know about the city?

2 Scan Li Lan's travel journal and find out the places that she has been to or plans to visit.



Wednesday, 21 June

Today was my first day back in San Francisco after camping in the Redwood Forest and visiting the wine country of Napa Valley. I have to **admit** that it **definitely** feels good to be back in the city again. And what a city—a city that was able to rebuild itself after the earthquake that **occurred** in 1906. There are so many beautiful old buildings—many sitting on top of big hills, offering great views of the city, the ocean, and the Golden Gate Bridge.



My hotel is near **downtown**, in the **Mission District**, one of the oldest parts of the city. Many of the people living here are from Mexico or Central America. This district used to be a poor area of town, but is now a centre for art, music, and food. In fact, an art movement called the "Mission School" started here. It's influenced by graffiti art and **comic** art. I walked around looking at the street art for a few hours. It was quite modern and lively. **Afterwards**, I ate some delicious Mexican-Chinese noodles from a food truck. A real mix of cultures here!

In the afternoon, I headed to a local museum that showed the historical changes in California. I learnt that America got California from Mexico in 1848. In the same year, gold was discovered near San Francisco, which started a gold rush. Over 300,000 people came from all over the world to **seek** their fortune, and San Francisco quickly became a big city. Many Chinese arrived during this period. To **earn** a living, some opened up shops and restaurants in Chinatown. Many others found jobs on farms, joined the gold rush, or went to build the railway that joined California to the eastern region of the country. The museum did a really good job of showing how America was built by immigrants from different countries and cultures. When these immigrants left their countries, they carried a bit of home in their hearts, and built a new home here.





This evening, I went to Chinatown. There were so many good cafés and restaurants to choose from. I **selected** a Cantonese restaurant that served its food on beautiful **china** plates. What great food!

That's enough for today. Tomorrow evening, I'm going to a **jazz bar** in the Richmond District. Can't wait!

### 3 Read the travel journal again and complete the timeline of Li Lan's trip.

Before coming to San Francisco



#### Classify and organise information

We can better understand a passage by classifying or organising the information in it. Classifying means deciding the kind of information, e.g. dates, numbers, opinions. Organising means putting things in order, e.g. according to how old, how much, what kind. Sometimes it is a good idea to draw a **diagram** to organise the information in the passage.

morning

afternoon

evening

tomorrow

### 4 Answer the questions using information from the travel journal.

- 1 What impressed the writer first about San Francisco?
- 2 What is so special about the Mission District?
- 3 Why did Chinese immigrants go to San Francisco?
- 4 What examples of ethnic diversity can you find in the **journal**?

### 5 Discuss these questions in groups.

- 1 Have you ever been to a place that has a diverse culture? What do you think brought about the cultural diversity?
- 2 What are the benefits and challenges of cultural diversity?

### 6 Complete the following sentences using words from the travel journal. Be sure to use the correct forms.

- 1 Over 3,000 lives were **claimed** in the 1906 San Francisco earthquake and the **series** of fires that \_\_\_\_\_ after it. More than 80% of the city was destroyed, including much of the \_\_\_\_\_ area. One area that was hit the hardest was the Mission \_\_\_\_\_.
- 2 Yunnan Province is \_\_\_\_\_ one of the most diverse provinces that I have ever been to. Apart from being the kingdom of flowers, it is home to many ethnic minority groups. After visiting the southern part of Yunnan, I have to \_\_\_\_\_ that it is the best \_\_\_\_\_ of China to **escape** the cold winter.

## Understand the use of ellipsis in English

### 1 Read the following sentences and find the words that have been omitted to avoid repetition.

- 1 A: Oh, I just love nachos! Mexican corn chips covered in cheese!  
B: Me, too.
- 2 A: So it's the food of many different cultures, all in one dish?  
B: Exactly.
- 3 A real mix of cultures here!
- 4 Can't wait!

### 2 Rewrite the sentences by taking out the unnecessary parts.

- 1 You mean you are planning a trip across the **Atlantic** for a holiday? It sounds like a good idea.
- 2 He tried to solve his **financial** problems, but he couldn't solve the problems.
- 3 If it is necessary, I'll finish my report on American **poetry** as soon as it is possible.
- 4 Are you going to dress like that? Wearing a dress might be better than wearing **jeans** and **boots**.
- 5 Some wild **mushrooms** are poisonous and some are not poisonous.
- 6 I really like that paper **folding** book, and my son likes that paper folding book, too.

### 3 Read the conversation. Find out which words have been left out.

**Justin:** Linlin, I'm going to Guizhou Province next month. I'm **super** excited! Any recommendations for places to visit?

**Linlin:** Wow, cool! Guizhou is a province with a lot of cultural diversity. Places to visit ... well, definitely the Huangguoshu Waterfall first.

**Justin:** What's special about the waterfall?

**Linlin:** Well, have you ever heard of the Chinese novel *Journey to the West*?

**Justin:** Yes, I have. Why?

**Linlin:** In the back of the waterfall, you will find a cave, which is the home of the Monkey King.

**Justin:** Really? Cool! I'll definitely check it out.

**Linlin:** And I strongly recommend the ethnic minority villages. You'll find Chinese culture is much more diverse than you thought.

**Justin:** Sounds great, thanks!





## Talk about ethnic minority cultures in China

- 1 Look at the photos below and guess what ethnic minority groups might be talked about.



- 2 Justin met a new friend while travelling in Guizhou. Listen to their conversation and complete the summaries below.

### Part 1

Justin and \_\_\_\_\_ watched some \_\_\_\_\_ people play the \_\_\_\_\_. The instrument has a history of over \_\_\_\_\_ years and it is even mentioned in the oldest **collection** of Chinese poetry. Then they watched the \_\_\_\_\_. Justin wanted to buy some hand-made \_\_\_\_\_ accessories as souvenirs. He was told that the price will depend on the **percentage** of \_\_\_\_\_.

### Part 2

They will go to a pretty \_\_\_\_\_ minority village called \_\_\_\_\_. They will see the \_\_\_\_\_ and the \_\_\_\_\_. They may also see a performance of \_\_\_\_\_.

- 3 Work in groups. Imagine Justin is telling some friends about his trip to Guizhou. One of you is Justin and the rest of you are his friends. Ask Justin questions about his trip and experience. The following expressions may help you.

### Showing you are listening

Exactly!	You're right!	I see.	I know what you mean.
No way!	You're kidding!	Really?	I can't believe it!
Great!/Super!	That's interesting.	Wow!	Tell me about it!



## Describe a place with distinctive cultural identity

### 1 Read the introduction to the Chinatown in San Francisco and answer the questions.

- 1 What are the famous tourist sites in the Chinatown of San Francisco?
- 2 What else can you do there?

## WELCOME TO CHINATOWN!

The Chinatown in San Francisco is the biggest in America, and also the oldest. It is a very popular tourist draw that receives more visitors each year than even the Golden Gate Bridge. The **climate** is **mild** all year round, meaning it is always a good time to visit.

Historically, Chinese immigrants **settled** in the area during the railroad **construction** and gold rush period. What started as a residential area for Chinese immigrants then turned into a centre for Chinese culture. The majority of residents in Chinatown are still ethnic Chinese, many of whom do not speak English fluently. This allows visitors to experience a real taste of China.

Most of Chinatown was destroyed in the 1906 earthquake, but the city and residents rebuilt it, taking care to include lots of Chinese architecture. Traditionally, visitors enter Chinatown through the legendary Dragon Gate, which was built using **materials** donated from China. Other famous sites include the Tin How Temple and Bank of Canton, to name but a few.



Visitors can also spend hours just exploring the interesting sights, smells, and sounds of China. Portsmouth Square is also a key site, being the centre of Chinatown. It has a long and famous history, with the author Robert Louis Stevenson having spent much time writing there. These days, the square is a great place to see traditional Chinese culture in real life, such as games of Chinese chess, and people practising tai chi.

The stores in the Chinatown offer a unique range of souvenirs, goods, and clothing. All kinds of traditional Chinese herbal medicine can be found, too, and there are Chinese tea stores, where visitors can taste and buy varieties of Chinese tea.

But perhaps what many tourists and San Franciscans treasure most about Chinatown is its food. There is Chinese food to **suit** everyone's taste, with traditional dishes from all over China.

Chinatowns are an important part of the diverse culture of the USA. They allow visitors who have never been to China to experience traditional Chinese culture first hand.



## 2 Study the organisation and language features.

1 What information is included in the introduction? Tick the **items** that are mentioned.

_____ location	_____ climate	_____ history
_____ population	_____ ethnic groups	_____ languages
_____ famous figures	_____ legends/stories	_____ famous food/drink
_____ tourist attractions	_____ businesses and industries	_____ other names for the city/town

2 Underline the sentences that are used to describe the items above.

## 3 Use what you have learnt to write an introduction to your city/town.

1 In groups, brainstorm as much information as possible about your city/town and its culture. Then write an outline of your introduction.

2 Write an introduction to your city/town. The following phrases and expressions may help you.

- is located in/on
- is divided up into
- is ... in size
- the most popular/greatest/largest
- has a history of ... years
- has a population of
- is home to ... ethnic groups
- popular festivals/foods/tourist sights include ...

3 Exchange drafts with a partner. Use the checklist to give feedback on your partner's draft.

- ✓ Is the city/town introduction clear?
- ✓ Is the information specific and are the facts correct?
- ✓ Does the city/town introduction **contain** all the important information?
- ✓ Is the information arranged in a good order?
- ✓ Does the passage have a proper beginning and conclusion?
- ✓ Are there any grammar, spelling, or punctuation errors?

4 Get your draft back and revise it.

## 4 Put up your introduction in your classroom or read it to the class.

# Assessing Your Progress

## 1 Complete the following sentences using the correct forms of the words in the box.

admit claim diverse downtown fold mild  
mission occur select settle suit super

- 1 The population of this district is quite \_\_\_\_\_, with immigrants from many countries \_\_\_\_\_ here.
- 2 When Columbus landed in the New World, he \_\_\_\_\_ the land for Spain.
- 3 The famous bar street is located in the \_\_\_\_\_ area of the city. A large number of restaurants and cafés have opened along the street since 2000.
- 4 I don't think a man's main \_\_\_\_\_ in life is to earn as much money as possible. My dream is to live a more meaningful life.
- 5 It was confirmed that a \_\_\_\_\_ earthquake \_\_\_\_\_ at 6:37 p.m. on Saturday evening in Hebei Province, causing no damage.
- 6 She really did a \_\_\_\_\_ job. I must \_\_\_\_\_ that she is the best designer I have ever met.
- 7 We have a range of gifts to \_\_\_\_\_ all tastes, and we also have a programme that can make it quicker and easier for you to \_\_\_\_\_ from our products.
- 8 He arranged all the books in a **neat** row and then put his \_\_\_\_\_ clothes away.

## 2 Simplify the underlined sentences using ellipsis. Then role-play the conversation. Pay attention to how ellipsis is used.

- A:** We've got to write a paper on music in the US. Do you have any ideas about what kinds of music are popular there? I only know hip-hop seems popular.
- B:** Yeah. Hip-hop is generally popular in the US, but different parts of the country listen to different types of music.
- A:** Can you give an example of this?
- B:** Well, for example, in southern US, they have their own culture.
- A:** So, do you mean they have something like a subculture?
- B:** Right. The history in that region has given them a different identity.
- A:** Country music is popular there, right?
- B:** Well. Not only is country music popular in the south, but blues, rock and roll, bluegrass, and jazz are popular in the south as well.
- A:** Ah, of course they are popular! I forgot about New Orleans jazz!

### REFLECTING

- What did you learn about cultural diversity in this unit?
- What else would you like to know about different cultures around the world?
- What was the most interesting thing that you learnt in this unit?
- What problems did you have in learning this unit?
- Overall, I thought this unit was  interesting  useful  so-so  difficult.



## \*Project: Create a travel brochure

Imagine you are working in a Chinese travel agency and you are supposed to create a travel brochure for foreign travellers so that they can experience diverse cultures in China.

### 1 In groups, discuss these questions.

- 1 How long will the travellers stay in China?
- 2 What kind of activities will they be interested in?
- 3 Which provinces or cities should be introduced? What cultures are these places famous for?
- 4 What attractions do these places have?

### 2 Search online for more information and then write out your travel brochure. Use the information from this unit and the example below to help you.

## New cultures, new experiences

Welcome to the United States, one of the most culturally diverse countries in the world!

Here, you can visit historical attractions and learn more about the cultural traditions of different ethnic groups.

### African Americans

**Tennessee:** Visit the National Civil Rights Museum to listen to first-hand accounts of life before the American Civil War.

**Louisiana:** Explore Tremé, New Orleans, the oldest African American neighbourhood in the United States, and enjoy amazing performances in the hometown of jazz music.

### Asian Americans

**California:**

- Explore the oldest Chinatown in North America, one of the most popular tourist attractions in the city of San Francisco.
- Take a boat ride to Angel Island and visit the state park to find out more about the experiences of the first Asian immigrants to the United States.



### Native Americans

**Washington:** Make a trip down to the National Museum of the American Indian, the first national museum that showcases Native American heritage.

**New Mexico:** Learn more about Native American arts, crafts and traditions by participating in the Gathering of Nations, the largest gathering in North America with representatives from hundreds of tribes.

### 3 Present your travel brochure to the class. Then vote on which trip your class would like to take.



## World's Biggest Melting Pot

Queens is a neighbourhood in the city of New York. It claims to be one of the most diverse places in the world. With almost half of the population born in another country, it is a great example of a melting pot.

### BEFORE YOU WATCH

Match each word or phrase with the correct definition. You may use a dictionary to help you.

- |                    |  |
|--------------------|--|
| 1 global village   | _____ the fact of belonging to a particular race   |
| 2 multiculturalism | _____ without a set plan or pattern  |
| 3 resident         | _____ used to describe a world where everything is connected                                       |
| 4 ethnicity        | _____ someone who lives in a place   |
| 5 cherish          | _____ a place where people of different backgrounds live together                                  |
| 6 Hispanic         | _____ accepting and including people from different cultures                                       |
| 7 random           | _____ treat with care and love   |
| 8 melting pot      | _____ a person whose first language is Spanish, especially one from Latin America living in the US |

### WHILE YOU WATCH

Complete the sentences with the correct words.

- The residents of Queens come from \_\_\_\_\_ different nations.
- More than \_\_\_\_\_ different languages are spoken in Queens.
- The family of one woman who was interviewed has been Puerto Rican for more than \_\_\_\_\_ generations.
- A 2001 study measured diversity based on how likely it is for \_\_\_\_\_ randomly selected people to have different backgrounds.
- This survey can prove that Queens is the \_\_\_\_\_ place in the US.

### AFTER YOU WATCH

Discuss the following questions in groups.

- Do you think it would be easy to live in Queens if you were an immigrant? Why or why not?
- Do you think China is a diverse country? Why or why not?



# UNIT 4

# SPACE EXPLORATION

Mystery creates wonder and wonder is the basis of man's desire to understand.

—Neil Armstrong



## In this unit, you will

- 1 read about the development and value of space exploration.
- 2 listen to two interviews with astronauts and learn to talk about astronauts' life in space.
- 3 write an argumentative essay about the value of space exploration.
- 4 explore the mysteries of the universe and the achievements in space exploration.

## Look and discuss

- 1 What can you see in the photo? Who do you think took the photo?
- 2 What do you know about the history and development of space exploration?

# Listening and Speaking

## Talk about how to become an astronaut



### 1 You are going to listen to an interview with an astronaut. Before you listen, discuss the questions in groups.

- 1 Can you name any famous **astronauts** from China or abroad?
- 2 Do you know anything about the selection **procedure** for astronauts? Make a list of the possible requirements.

### 2 Listen to the interview and tick the correct statements.

- 1 The audience is curious about how Yang Liwei became the first Chinese astronaut.
- 2 Mr Yang always believed that he would become an astronaut one day.
- 3 Mr Yang was selected to attend pilot training with 13 other people.
- 4 To become an astronaut in China, you have to have 1,350 hours of flying experience.
- 5 Astronauts not only had to learn how to use space equipment, but also had to do a lot of **mental** and physical training.

### 3 Listen again and fill in the blanks with the correct numbers.

- 1 Yang Liwei graduated from college at the age of \_\_\_\_\_.
- 2 Before he joined China's space programme, Mr Yang trained as a fighter pilot for \_\_\_\_\_ years.
- 3 Mr Yang was one of the \_\_\_\_\_ pilots who were chosen to train for space flights.
- 4 At the time when Mr Yang entered the space programme, astronauts had to be shorter than \_\_\_\_\_ cm in height and less than \_\_\_\_\_ kg in weight.
- 5 Mr Yang became China's first astronaut when he was \_\_\_\_\_ years old.

#### Listen for numbers

Number questions are typically related to: time, telephone numbers, addresses, prices, weights, distances, etc. When you listen for numbers, you need to pay special attention to big numbers as well as those that sound quite similar, such as *thirteen* and *thirty*, *fourteen* and *forty*, etc.



4 Listen to the interview again and make a list of the requirements for becoming an astronaut.

- Education background:
- Experience:
- Health condition:
- Courses:
- Special training:



5 Work in pairs. Discuss whether you would like to be an astronaut in the future and give your reasons. Use what you have learnt from the interview to help you.

EXAMPLE

**A:** You know, I think being an astronaut would be cool.

**B:** Do you want to work in space in the future?

**A:** I'm not sure, but I think it might be too difficult for me. There are so many requirements. First of all, you must be **intelligent** enough to get a related college degree. Then you have to ...

**B:** So what might be the most difficult part for you?

**A:** I guess it might be the ...

○ Pronunciation

1 Read the poem. Mark the stressed syllables with ○ and unstressed syllables with ◦. Then try reading the poem to each other with rhythm.

Gravity

○ ◦ ○ ◦ ○ ◦ ○  
 One day, Isaac Newton sat  
 ◦ ○ ◦ ○ ◦ ○  
 And saw an apple fall.

Then he thought, "It's not just fruit!

Something pulls us all."

"There is a force," he said to himself,

"That pulls things to the ground,

Not only apples, but all of us

Stay still though Earth spins round."

Of course, we know that this is true!

Earth goes round but we stay still.

What goes up must come down,

And it always will.

2 Listen and repeat after the recording. Check whether your mark-ups are correct.



## Learn about the development of space exploration

1 Before you read, look at the title and the photos. Discuss these questions in pairs.

- 1 What do you think are the main reasons for space exploration?
- 2 What do you expect to read about in this text?

2 Read the text. Several sentences have been removed from it. Choose the correct sentence (A–D) to fill each gap.

- A Although scientists try to make sure nothing goes wrong, accidents can still happen.
- B They also really wish to discover other planets that are suitable enough to support life.
- C The future of space exploration remains bright.
- D After many experiments, they succeeded in making **rockets** that could escape Earth's **gravity**.



### Summarise the main idea

When the main idea is not clearly stated in a topic sentence, you should read the full paragraph or passage carefully and find the words or ideas that repeat themselves. They are likely evidence of the author's main idea.

## SPACE: THE FINAL FRONTIER

"Are we alone? What's out there?" Looking up at the stars, people have always wanted to learn more about space, and scientists work hard to find answers. They make **vehicles** to carry brave people into space to find out the secrets of the **universe**.

Before the mid-20th century, most people felt travelling into space was an impossible dream. However, some scientists were determined to help humans realise their dream to explore space. \_\_\_\_\_ On 4 October 1957, the Sputnik 1 **satellite** was **launched** by the USSR and successfully **orbited** around Earth. Afterwards, the USSR focused on sending people into space, and on 12 April

1961, Yuri Gagarin became the first person in the world to go into space. Over eight years later, on 20 July 1969, American astronaut Neil Armstrong stepped onto the moon, famously saying, "That's one small step for [a] man, one giant leap for **mankind**." Following this, many more goals were achieved. For example, America's NASA space **agency** launched Voyager 1 on 5 September 1977 to study deep space, and it still transmits **data** today.



Apollo 11 Moon Landing

\_\_\_\_\_ All the astronauts on the USSR's Soyuz 11 and America's Challenger died during their missions.



3 Use your own words to summarise the main idea for each paragraph.

Paragraph 1: \_\_\_\_\_

Paragraph 2: \_\_\_\_\_

Paragraph 3: \_\_\_\_\_

Paragraph 4: \_\_\_\_\_

Paragraph 5: \_\_\_\_\_

4 What does the title "Space: The Final Frontier" mean to you? Share your ideas with the whole class.

5 Complete the passage with words from the text.

M\_\_\_\_\_ is exploring space in the hope of finding out more about the u\_\_\_\_\_. However, exploring space is both dangerous and challenging. One of the most dangerous parts of space exploration is helping people to escape Earth's g\_\_\_\_\_. If there is a mistake during the l\_\_\_\_\_, it can lead to an accident that kills everyone on b\_\_\_\_\_. Getting out of o\_\_\_\_\_ and back to Earth's surface is also very dangerous. Despite the huge risks though, people will always continue to explore this final f\_\_\_\_\_ so as to learn its secrets.

These disasters made everyone sad and **disappointed**, but the **desire** to explore the universe never died. This is because people believe in the importance of carrying on space exploration despite the huge risks. An example of this ongoing work is the International Space Station. It orbits Earth and has astronauts from different countries on board, providing a continuous human presence in space.

China's space programme started later than those of Russia and the US, but it has made great progress in a short time. China became the third country in the world to independently send humans into space in 2003, when Yang Liwei successfully orbited Earth in the Shenzhou 5 spacecraft. Then Shenzhou 6 and 7 completed a second manned orbit and the first Chinese spacewalk, followed by the vehicle Jade Rabbit being sent to the moon to study its surface. After that, China launched the Tiangong 2 space lab into space and Tianzhou 1 to dock with it. This **signalled** one step further in China's plan to establish a space station in the future. More recently, China has sent Chang'e 4 to explore the surface of the far side of the moon to make measurements and observations.

\_\_\_\_\_ Europe, the US, and China all have plans to further study and explore planets like Mars and Jupiter. Despite the difficulties, scientists hope future discoveries will not only enable us to understand how the universe began, but also help us survive well into the future.

Challenger after the accident



Jade Rabbit





## Describe space facts and efforts to explore space

- 1 Look at the following sentences and focus on the italicised infinitives. In pairs, discuss their functions and meanings. Find more examples from the unit.

- 1 I trained for a long time *to fly* airplanes as a fighter pilot.
- 2 As we all know, an astronaut needs to be healthy and calm *in order to work* in space.
- 3 First of all, you must be intelligent enough *to get* a related college degree.
- 4 Some scientists were determined to help humans realise their dream *to explore* space.
- 5 On 12 April 1961, Yuri Gagarin became the first person in the world *to go* into space.

- 2 Rewrite the sentences using infinitives or "in order to/so as to + do". Change the italicised parts accordingly.

- 1 In 2003 Yuri Malenchenko became the first person *who got married in space*. →  
In 2003 Yuri Malenchenko became the first person *to get* married in space.
- 2 In space, astronauts collect all dirty water *so that it can be recycled for later use*. →  
In space, astronauts collect all dirty water *so as to recycle* it for later use.
- 3 Mankind has always been curious about the universe and many people have *dreamt that one day they would fly into space*.
- 4 Astronauts' bones and **muscles** can get very weak in space due to the **lack** of gravity, so they need to exercise every day, *which will help them stay healthy*.
- 5 Astronauts have to use tape to stick everything down while working in space *because everything would float off otherwise*.
- 6 During a spacewalk, astronauts have to move slowly *so that they can keep their bodies under control*.

- 3 Complete the passage with the correct forms of the verbs in brackets.

Sending people to other planets or even **beyond** the solar system is not an easy goal \_\_\_\_\_ (achieve). One of the problems is that the trip would take a very long time. For example, \_\_\_\_\_ (use) **current** technology, it would take over two years \_\_\_\_\_ (get) to the closest planet, Mars, and back. Although light is the fastest thing \_\_\_\_\_ (know) in the universe, it could take more than four years to reach the nearest star system. Will scientists figure out a way \_\_\_\_\_ (store) **sufficient** food and water for the long journey? Is it possible to travel faster than light? No one knows the answers yet. However, space scientists never give up. They are experimenting with growing crops in space so as \_\_\_\_\_ (help) astronauts get enough food on longer journeys through space.



## Talk about life in space

- 1 Before you listen, look at the pictures below and guess whether they would be useful for astronauts in space.



soap



towel



guitar



shower



microwave



pen



tape



tissue

- 2 Max is interviewing Captain Brown about his life in space. Listen to the interview and answer the questions.

- 1 What did Captain Brown usually wear inside the station?
- 2 How did he prepare his food in space?
- 3 How did he keep himself clean in space?
- 4 How did he spend most of his time in space?
- 5 What did he do during his free time?
- 6 What did he look forward to most during his stay in space?

- 3 Work in groups. Imagine you are going to a space camp and Captain Brown has been invited to give a talk. Discuss the questions you would like to ask him and then make a list.

### EXAMPLE

**A:** Hey, guys. We're going to meet a real astronaut. Isn't it exciting?

**B:** Yeah. I can't wait to see Captain Brown! I'm really curious about his life in space. I have plenty of questions to ask him.

**C:** Such as?

**B:** Oh, such as what **facilities** do they have in space to support their daily life?

**C:** That sounds like a good question. But I'd also like to know about how astronauts sleep. What do they do so as not to float around while they sleep?

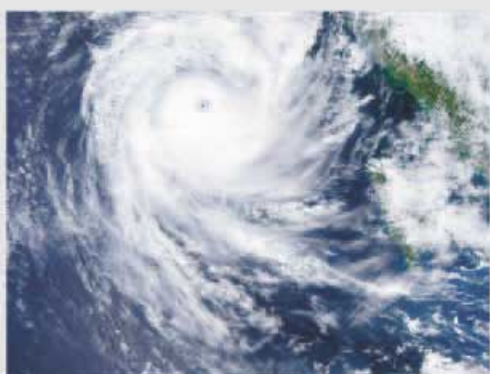
### Expressing curiosity

- I'd love to know ...
- Well, I'd really like to find out ...
- I'm most curious about ...
- I'm very keen to know ...
- I hope you won't mind me asking about ...
- I wonder how/what/why/ ...
- I'd particularly like to know ...
- I'm most interested to discover ...
- I wish to know ...

## Present an argument about space exploration

- 1 Read the argumentative essay about space exploration and answer the questions.

### IS EXPLORING SPACE A WASTE OF TIME AND MONEY?



NASA satellite image of Typhoon Goni

Countries around the **globe** are spending billions of dollars and lots of time on various space missions, whether to Mars or other planets much further away. Some people **argue** that we should stop wasting time and money exploring space. Instead, we should feed the world's poor and find immediate solutions to other problems, such as pollution and fatal diseases. However, others feel this is a **shallow** view which fails to realise how exploring space helps us.

Firstly, exploring space has already made a difference in the fight against world hunger. It has directly resulted in the many satellites that now orbit Earth. A number of the satellites record data on land and weather **patterns**. Then the data is transmitted to scientists on Earth. After careful analysis, the scientists can provide useful recommendations and advice for farmers. As a result, space-based science has helped farming in its efforts to grow enough food to feed Earth's increasing population.

Secondly, space exploration has already promoted technological improvements that benefit us all. High-end products around the world are made to a higher standard now because of advanced technology which was first created to meet the requirements for space exploration. For example, space technologies have helped the research and development of different types of new material. They have also helped companies make better heart **monitors** and other machines that doctors regularly use. Today, space technologies are widely used in all kinds of industries, and everyday products such as GPS, memory foam pillows, and smartphone cameras are changing our lives.

Finally, sending astronauts into space has helped people to think about the world's problems and even to find ways to solve them. Seeing pictures of our planet as an island in a black sea made people realise that our planet's **resources** are **limited**. In order to provide for such a rapidly increasing population, scientists are trying to find other planets that could one day be our new home. The greatest attention at present is on Mars because it is closer to Earth. In the future, humans may live on both planets.

In closing, exploring space provides the world with many different benefits. Therefore, it should continue so as to provide new and better solutions to people's short-term and long-term problems.



- 1 Why are some people against space exploration?
- 2 What has space exploration done for food production?
- 3 What did the pictures of Earth from space make people realise?
- 4 How does space exploration benefit the products that people use nowadays?

## 2 Study the organisation and language features.

- 1 Read the first paragraph and underline the different opinions about space exploration.
- 2 Find the three topic sentences that summarise the writer's arguments about space exploration.
- 3 Underline the sentence that repeats the writer's opinion in the last paragraph.

## 3 Use what you have learnt to write about your opinion about space exploration.

- 1 Are these arguments for or against exploring space? Put them in the table below. Then add your own ideas and write your essay.
  - A There are a lot of unsolved mysteries on Earth. So why are we going into space to explore?
  - B It is necessary to find a new home for people in space, as the resources on Earth will run out.
  - C I cannot understand spending all this money on expensive research and experiments when so many people need food.
  - D Exploring space encourages scientists to improve technology that can help people in other ways, too.

For space exploration	Against space exploration

- 2 Exchange drafts with a partner. Use the checklist to give feedback on your partner's draft.
  - ✓ Does the introduction state the topic?
  - ✓ Does the introduction express different opinions about the topic?
  - ✓ Does the body give arguments with suitable supporting information?
  - ✓ Does the closing express the writer's opinion and end properly?
  - ✓ Are there any grammar, spelling, or punctuation errors?
- 3 Get your draft back and revise it.

## 4 Present your essay to the rest of the class.

# Assessing Your Progress

- 1 Read the passage about Lee's work in space and fill in the blanks with the words and phrases in the box.

agency  
intelligent

astronaut  
satellite

data  
figure out

determined  
result in

Lee was busy at work. Unlike most people around the world though, his workplace was in space. There was a problem with a(n) \_\_\_\_\_. It was supposed to send information about the sun back to the \_\_\_\_\_ on Earth, but the equipment for sending the \_\_\_\_\_ was not working properly. So it was Lee's mission to \_\_\_\_\_ the problem and solve it.

Lee was very \_\_\_\_\_ as a(n) \_\_\_\_\_, and he was also very careful. He was \_\_\_\_\_ to make the satellite work properly again, but he would make sure to be safe. He knew that one small mistake could \_\_\_\_\_ death.

- 2 Complete the sentences with the correct forms of the words in the box.

send survive prevent reach breathe step land sleep use help

- 1 After having succeeded in \_\_\_\_\_ satellites into space, people wanted to know if it was safe for a human to go into space. On 3 November 1957, a dog named Laika became the first living thing \_\_\_\_\_ space. She was also the first one to die there.
- 2 The USSR and the US both wanted to be the first to send a person to the moon. Later, the US succeeded, and Neil Armstrong became the first man \_\_\_\_\_ onto the moon. During the first moon landing, astronauts had no vehicles \_\_\_\_\_, so they had to explore the moon on foot. On the fourth mission \_\_\_\_\_ on the moon, astronauts took a lunar vehicle so that they could explore places further away.
- 3 Astronauts must wear spacesuits when they work in space because there is no air \_\_\_\_\_ and it can be very cold outside the spacecraft. While \_\_\_\_\_, they must **attach** themselves to something so as \_\_\_\_\_ floating around.
- 4 The accident on the Apollo 13 spacecraft resulted in a loss of **oxygen**, water, and electrical power. The astronauts on board had to fight \_\_\_\_\_. At the same time, Houston's Mission Control worked hard \_\_\_\_\_ the astronauts return to Earth safely.

## REFLECTING

- ① What do you think is the most interesting part of an astronaut's life? Why?
- ② What new information did you learn from this unit?
- ③ Do you find it easier to use English to express curiosity now?
- ④ Do you feel more confident about writing an argumentative essay in English now? Why or why not?
- ⑤ Overall, I thought this unit was  inspiring  interesting  so-so  difficult.



## \*Project: Give a presentation on China's space exploration

- 1 Search online or in the library for information about China's achievements in space exploration, especially the important technological breakthroughs and space missions. Organise the information into a table like the one below.

China's Space Missions				
Missions	Launch Time	Launch Vehicles	Astronauts	Mission Goals
Shenzhou 1				
Shenzhou 2				
Shenzhou 3				
Shenzhou 4				
Shenzhou 5				
Shenzhou 6				
Shenzhou 7				
Tiangong 1				
Shenzhou 8				
Shenzhou 9				
Shenzhou 10				
Tiangong 2				
Shenzhou 11				
Tianzhou 1				
...				

- 2 Get into groups. Each group will be assigned several missions. Prepare for the presentation by finding out more details.

- Pictures
- Interesting stories
- Outcomes
- News reports
- Videos

- 3 Prepare a slide presentation using the information you have found.
- 4 Show your slide presentation to the whole class.



## Exploring Mars

Mars is truly a fascinating planet for people on Earth. Although exploring the Red Planet has never been easy, scientists are determined to continue their explorations.

### BEFORE YOU WATCH

How much do you know about Mars? Read the statements below and decide whether they are true (T) or false (F).

- 1 Mars is the fourth planet from the Sun and the smallest planet in the solar system. T  F
- 2 It is one of the few planets that we can see with the naked eye. T  F
- 3 Like Earth, Mars has volcanoes, valleys, polar ice caps, seasons, and weather. T  F
- 4 Olympus Mons, the largest volcano on Mars, is about twice as high as Mount Qomolangma. T  F

### WHILE YOU WATCH

1 Check your answers in Before You Watch.

2 Put the events in the correct order.

- \_\_\_ The probe separates from the launch vehicle.
- \_\_\_ The lander lands on the surface of Mars.
- 1 The probe enters the Earth-Mars transfer orbit.
- \_\_\_ Controllers on Earth guide the probe into the orbit around Mars.
- \_\_\_ The lander discards the protective shield and the parachute.
- \_\_\_ The space-to-ground communications link is created.
- \_\_\_ The orbiter and the lander separate.
- \_\_\_ The rover transmits data back to Earth and receives orders from Earth.
- \_\_\_ The rover begins to explore the surface of Mars.

### AFTER YOU WATCH

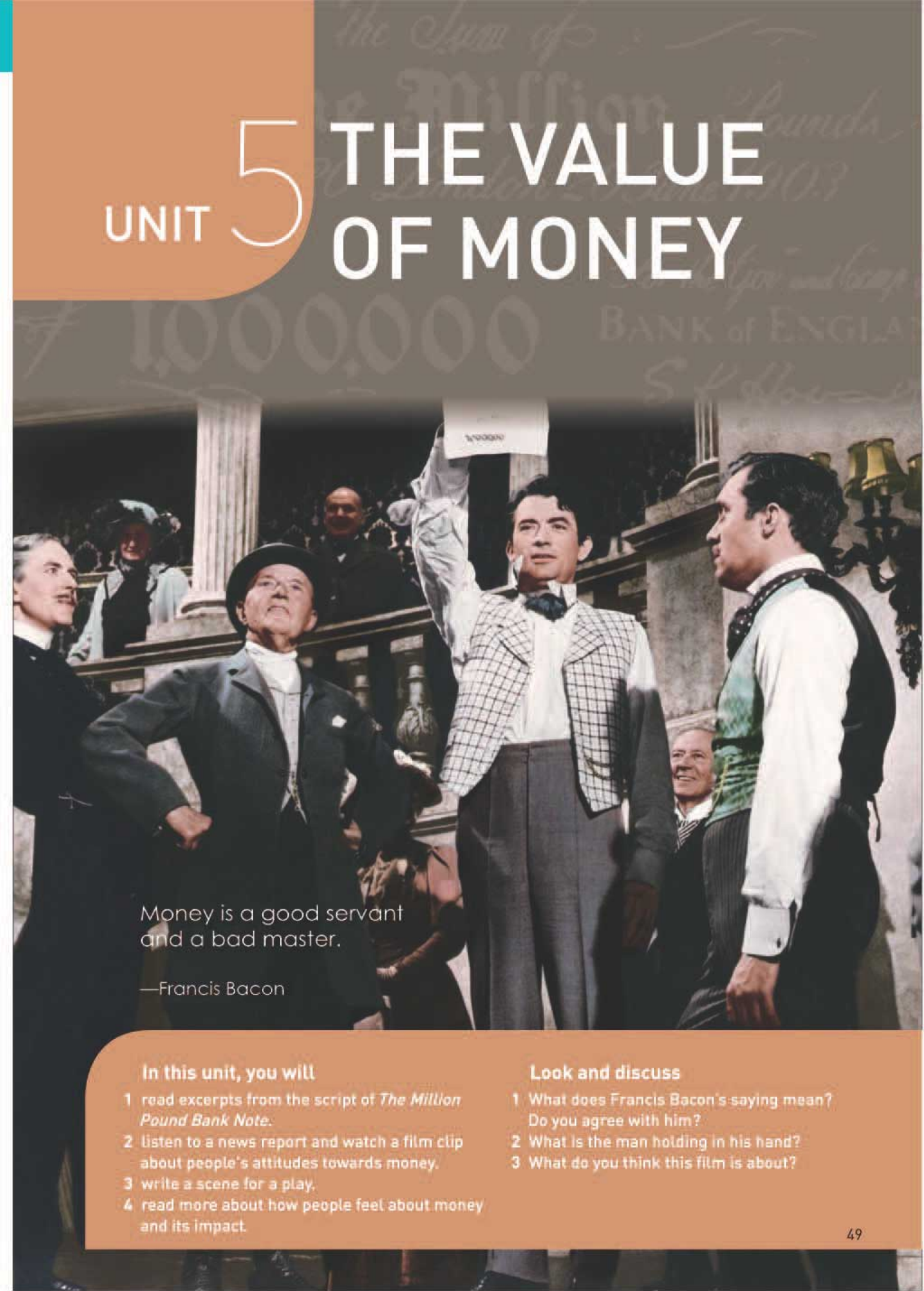
Work in pairs. One student acts as a space expert and the other acts as a reporter. Use what you have learnt from the video to make up an interview.



UNIT

5

# THE VALUE OF MONEY



Money is a good servant  
and a bad master.

—Francis Bacon

## In this unit, you will

- 1 read excerpts from the script of *The Million Pound Bank Note*.
- 2 listen to a news report and watch a film clip about people's attitudes towards money.
- 3 write a scene for a play.
- 4 read more about how people feel about money and its impact.

## Look and discuss

- 1 What does Francis Bacon's saying mean? Do you agree with him?
- 2 What is the man holding in his hand?
- 3 What do you think this film is about?

## Discuss the good deed of returning lost money

### 1 Before you listen, discuss these questions in pairs.

- 1 What do people have to buy in order to lead a good life?
- 2 What can people not buy with money?
- 3 Is money the **basis** of a happy life? Why or why not?

### 2 Listen to the news report and match the people with the correct information.

- |              |  |
|--------------|--|
| 1 Chen Liyan | A the owner of the lost money                          |
| 2 Wang Zheng | B a cleaner at Taiyuan railway station                 |
| 3 Ma Dongbao | C a police officer living in Chen's apartment building |
| 4 Liu Xia    | D Chen's 16-year-old daughter                          |

### 3 Listen again and put these events in the correct order.

- \_\_\_\_\_ Chen Liyan found Wang Zheng's money and returned it to him.
- \_\_\_\_\_ Chen gave an interview to the local newspaper.
- \_\_\_\_\_ Wang built a website to help raise funds for Liu Xia.
- \_\_\_\_\_ Ma Dongbao shared Chen's story with Wang.
- \_\_\_\_\_ Chen spent all her savings and took out a large **loan**.
- \_\_\_\_\_ Wang offered Chen 5,000 yuan.

### 4 Listen again and decide if the following statements are true (T) or false (F).

- 1 It was the first time Chen Liyan's story was reported.  T  F
- 2 Chen found 10,000 yuan in a small **plastic** bag in Taiyuan railway station.  T  F
- 3 Wang Zheng **apologised** to Chen because he couldn't offer her more money.  T  F
- 4 Chen took out a large loan to cure her daughter.  T  F
- 5 Wang set up a fundraising website for Chen's daughter after Chen told him about her situation.  T  F

### 5 Discuss your answers to the questions with your partner and explain your reasoning.

- 1 What kind of person do you think Chen Liyan is?
- 2 Did Chen return the money because she didn't need it?
- 3 Is it common for people to do what Chen did?
- 4 How did Wang Zheng feel about the return of his money?
- 5 Why did Ma Dongbao tell Wang about Chen's family?
- 6 How did the news reporter feel about Chen's actions?



#### Make inferences

Sometimes things are not said directly. However, you can make logical guesses on the basis of what the speakers say. To draw a conclusion, you need to understand the given information and use your background knowledge. Also, while listening, don't **ignore** the speakers' tone and intonation—these can be important clues, too.



### EXAMPLE

**A:** What kind of person do you think Chen Liyan is?

**B:** I think she must be an honest person because ...

**A:** I bet she's really determined too. You can tell this by how ...

### 6 Work in groups of four. Discuss the following questions.

1 Do you agree with Chen Liyan? What would you do if you were in her situation?

2 When we help someone, should we expect to get something in return?

3 What do you think is the best way to get money?

4 Should we **judge** people based on how much money they have?

### EXAMPLE

**A:** I think that Chen Liyan did the right thing by returning the money and refusing to take a single cent from Wang Zheng.

**B:** Well, I think that Chen Liyan was correct in returning the money, but she should have accepted the money Wang offered.

### Pronunciation

1 Listen to the short conversation and mark the intonation with  $\uparrow$ ,  $\downarrow$  or  $\updownarrow$ . Then discuss with a partner what they intend to convey by using different intonation.

**Owner:** You know what? It's a million-pound bank note.

**Waiter 1:** Really?

**Waiter 2:** Really!

**Waiter 3:** Really?!

2 Listen to the conversations. Underline the parts that are stressed and mark the intonation. Then talk about the implied meanings of the responses with different intonations. Listen again and repeat.

1 **Henry:** It's a nice suit.

**Owner:** Oh, it's perfect!

2 **Henry:** Well, that's very kind of you.

**Owner:** Kind, sir? No, it's kind of you. You must come whenever you want and have whatever you like. Just having you sit here is a great honour!

3 **Henry:** Well, to be honest, I have none.

**Oliver:** (*happily*) What luck! Brother, what luck!

**Henry:** Well, it may seem lucky to you but not to me! If this is your idea of some kind of joke, I don't think it's very funny. Now if you'll excuse me, I ought to be on my way.

**Roderick:** Please don't go ...

## Read about a bet between two wealthy men

1 What would you do if you had a million-pound bank note? Discuss the question in pairs.

2 Read the scene and answer the questions.

### THE MILLION POUND BANK NOTE

ACT 1, SCENE 3

**Narrator:** Two rich brothers, Roderick and Oliver, have made a **bet**. Oliver believes that with a million-pound bank note a man could live a month in London. His brother Roderick doubts it. They see a poor young man walking outside their house. It is Henry Adams.

**Roderick:** Young man, would you step inside a moment, please?

**Henry:** Who? Me, sir?

**Roderick:** Yes, you.

**Servant:** (*opening a door*) Good morning, sir. Would you please come in?

(*Henry enters the house.*)

**Roderick:** How do you do, Mr ... er ...?

**Henry:** Adams. Henry Adams.

**Oliver:** Come and sit down, Mr Adams.

**Henry:** Thank you.

**Roderick:** You're an American?

**Henry:** That's right, from San Francisco.

**Roderick:** May we ask what you're doing in this country and what your plans are?

**Henry:** Well, I can't say that I have any plans. As a matter of fact, I landed in Britain by accident.

**Oliver:** How is that possible?

**Henry:** Well, I had my own boat. About a month ago, I was **sailing**, and towards night I found myself carried out to sea by a strong wind. The next morning I was **spotted** by a ship.

**Oliver:** And it was the ship that brought you to England.

**Henry:** Yes. I went to the American consulate to seek help, but ... Anyway, I didn't **dare** to try again. (*The brothers smile at each other.*)

**Roderick:** Well, you mustn't worry about that. It's an advantage.

**Henry:** I'm afraid I don't quite follow you, sir.

**Roderick:** Tell us, what **sort** of work did you do in America?

**Henry:** I worked for a mining company. Could you offer me work here?

**Roderick:** **Patience.** If you don't mind, may I ask you how much money you have?

**Henry:** Well, to be honest, I have none.

**Oliver:** (*happily*) What luck! Brother, what luck!

**Henry:** Well, it may seem lucky to you but not to me! If this is your idea of some kind of joke, I don't think it's very funny. Now if you'll excuse me, I **ought** to be on my way.

**Roderick:** Please don't go. You mustn't think we don't care about you. Oliver, give him the letter.

**Oliver:** Yes, I was about to go get the letter. Wait! (*getting it from a desk and giving it to Henry*) The letter.

**Henry:** (*taking it carefully*) For me?

**Roderick:** For you. (*Henry starts to open it.*) Oh, no, you'd better not open it. You can't open it until two o'clock.

**Henry:** Oh, this is silly.

**Roderick:** Not silly. There's money in it.

**Henry:** Oh, no. I don't want your charity. I just want a job that earns an honest income.

**Roderick:** We know you're hard-working. That's why we've given you the letter. (*to the servant*) Show Mr Adams out.

**Henry:** Well, why don't you explain what this is all about?

**Roderick:** You'll soon know. In exactly an hour and a half.

**Servant:** This way, sir.

**Roderick:** Not until 2 o'clock. Promise?

**Henry:** Promise. Goodbye.



- 1 What bet did Roderick and Oliver make?
- 2 How did Henry come to England?
- 3 How does Henry want the brothers to help him?
- 4 Why do you think Henry does not want the brothers' charity?
- 5 Why do you think the brothers chose Henry for their bet?

**3 Read these sentences and describe Henry's feelings using suitable adjectives.**

- 1 Who? Me, sir?
- 2 Well, I can't say that I have any plans. As a matter of fact, I landed in Britain by accident.
- 3 I'm afraid I don't quite follow you, sir.
- 4 Well, it may seem lucky to you but not to me! If this is your idea of some kind of joke, I don't think it's very funny.
- 5 Well, why don't you explain what this is all about?

**4 Explain what the speakers mean by saying these sentences.**

- 1 I went to the American consulate to seek help, but ... Anyway, I didn't dare to try again.
- 2 You mustn't worry about that. It's an advantage.
- 3 What luck! Brother, what luck!
- 4 Oh, this is silly.



**Understand implied meaning**

Some sentences have an implied meaning which is not clearly stated. This implied meaning often **indicates** people's feelings, attitudes, or motives. You can find this implied meaning by looking at the context. You have to read between the lines because the real messages are often hidden **beneath** the literal meaning.

**5 Complete the passage with words from Act 1, Scene 3.**

The two gentlemen had been having a heated argument for a couple of days, and had decided to make a \_\_\_\_\_ which would settle their argument. They were going to find someone to take part in their bet when they saw Henry walking on the street outside. They invited him into their house, where Henry told them he had landed in Britain by \_\_\_\_\_. Although he had gone to the American consulate to \_\_\_\_\_ help, he had not received any. Henry hoped that the brothers would offer him some \_\_\_\_\_ of work because he had no money. Henry got upset with the brothers when they seemed too happy about his bad luck. They quickly told him not to feel that way and they gave him an envelope with money in it. They said the letter inside would explain what it was all about, but he had to **postpone** opening it until 2 o'clock. Henry felt that was **odd**. The \_\_\_\_\_ ended with Henry leaving their house and promising that he would not open the letter until 2 o'clock.



**6 Listen to Act 1, Scene 3 and role-play it with your partners.**

## Express modality and talk about future events in the past

- 1 Modal verbs have many functions, including the following [A–F]. Find modal verbs in previous sections and discuss their functions.

A necessity    B possibility    C obligation    D request    E advice    F intention

- 2 Read the passage and fill in the blanks with suitable modal verbs in the box.

may    must    can    ought to    might    had better    would    should

In the film *The Million Pound Bank Note*, Henry Adams is stuck in a foreign country without money and friends, and with **nowhere** to stay. While this situation \_\_\_\_\_ seem unusual, it can sometimes happen to travellers. In case it happens to you on a trip abroad, what \_\_\_\_\_ you do? First, and most importantly, you \_\_\_\_\_ stay calm. Fear \_\_\_\_\_ cause you to become confused. You need to think clearly. Second, you should go to your nearest consulate. They \_\_\_\_\_ be able to help to some **extent**. Third, you \_\_\_\_\_ do well to check with some local charities. They \_\_\_\_\_ offer help to travellers in need. Fourth, you \_\_\_\_\_ avoid getting into trouble. You \_\_\_\_\_ think that stealing some money or food would help you, but you should not do so. Getting caught \_\_\_\_\_ ruin your life.

- 3 Both "would do" and "was/were going to do" can be used to talk about future events or intentions in the past. Complete the following sentences that describe the future using either form of the given verbs.

- Philip bought two tickets for *The Phantom of the Opera*. He \_\_\_\_\_ (watch) this musical with his girlfriend on the weekend.
- I was so surprised at the news that David \_\_\_\_\_ (play) the role of the **dinosaur** in the play that I gave him a **hug** out of joy.
- Lily decided that she \_\_\_\_\_ (settle) in New York and **pursue** her dream of becoming an actress.
- Hey, Timmy. I \_\_\_\_\_ (call) you. But now that you are here, I don't have to.
- The competition was so close that no one was sure who \_\_\_\_\_ (win) the Best Actor award.
- Jim is not here right now. He said he \_\_\_\_\_ (be) on **duty** at the library this afternoon.

- 4 Work in pairs. Discuss the scene from *The Million Pound Bank Note* on page 52 and share your understanding of the story. Use modal verbs when necessary. The example below may help you.

### EXAMPLE

A: I think it's kind of Roderick and Oliver to give Henry the money.

B: I'm afraid I disagree. They **shouldn't** be making a bet on him.

A: But Henry **might** get into trouble if they didn't offer him the money.

B: Well, if they really wanted to help Henry, they **could** offer him a job.

A: Maybe you're right. But I guess that **would** be a different story ...



## Describe people's changing attitudes in a film clip

- 1 You are going to watch part of the film *The Million Pound Bank Note*. Look at these photos and guess what happens in the film.



- 2 Watch the film clip and check if you are correct. Then discuss the questions.

- 1 Why does the owner of the restaurant want Henry to sit somewhere else?
- 2 What does Henry order? Why is the waiter surprised?
- 3 Why does the owner think Henry **hesitates** to pay the bill?
- 4 Why does the owner think the bank note is probably real?
- 5 What happens in the end?

- 3 Work in groups. Retell the story in the film clip you have just watched. The pictures in Activity 1 may help you.

### Retelling a story

After leaving the brothers' home, Henry went to a small restaurant. He was about to sit down at a table when ...



#### Sequencing words

After leaving the brothers' home ...  
 After that ...  
 Then ...  
 Later (on) ...  
 In the end/Eventually ...

#### Connecting words

... because ...  
 ... so ...  
 ... but ...  
 However ...  
 To one's surprise ...



- 4 Watch the film clip again and make up your own script to match it. Then watch the film without sound and act out your script for the class.

## Write a dramatic scene

1 Read the scene and answer the questions.



### THE MILLION POUND BANK NOTE

#### ACT 2, SCENE 1

**Narrator:** Henry is walking along the street holding the bank note in his hand. His coat is worn in several places. He sees a sign for a **tailor's** shop.

**Henry:** *(entering the shop)* I'd like to have a suit coat.

**1st Clerk:** *(in a rude manner)* See him there. *(pointing to another clerk)*

**2nd Clerk:** Ready-made suits? **Downstairs.**

**Henry:** *(after going down some stairs)* Can you show me a suit, please?

**3rd Clerk:** Yes, I can, sir. This way, please. Ah, here we are, the very thing you need.

**1st Clerk:** *(pulling the 3rd clerk aside and whispering)* Mr Reid says you'd better serve him quick and get him out quick!

**3rd Clerk:** I know what I'm doing. I've got eyes, haven't I?

**Henry:** It's a little too bright, isn't it?

**3rd Clerk:** *(looking at him with a frown)* It's all we have in your size.

**Henry:** Well, I suppose it ought to do for now. I'll take it.

**3rd Clerk:** Good. Shall I put it in a box?

**Henry:** No. I'll wear it. Oh, I'd rather not pay you now. I'd like to pay in a month. You see, I don't have any small change.

**3rd Clerk:** *(trying not to show he's angry)* I suppose a gentleman like you only carries very large bills.

**Henry:** Now, you shouldn't judge people by their clothes. I just don't want to cause you trouble with a large note.

**3rd Clerk:** It's no trouble at all.

**Henry:** In that case, there's no problem. *(He gives the clerk the bank note. The clerk drops Henry's coat. Then he folds the bill and slowly unfolds it again, as if looking at something he can't believe is there.)*

**Owner:** Well, what seems to be the trouble?

**Henry:** I'm just waiting for my change.

**Owner:** Give him his change, Todd. Get going ... *(after getting the bank note from Todd)* Would it ... could it be the one I saw in the papers last week? I remember thinking that never would I hold such a note as this ... *(to Henry)* Oh, take off this coat, sir. *(to Todd)* Go get the others, Todd! *(to Henry again)* Allow me, sir! This way, sir.

*(in another part of the shop, where there is a wide range of options for Henry to choose from)*

**Henry:** This is nice, but I really don't need it.

**Owner:** Never mind. *(with a broad smile)* Oh, it's perfect! It was made for some king but he'll just have to wait. You'll need many suits for many occasions. Yes, **indeed** you will.

**Henry:** Wait a minute. I only came here to get a suit coat to wear today. I dare not buy all these things. You would have to wait a long time to get paid.

**Owner:** A long time, sir? Why, you don't have to worry about that!

**3rd Clerk:** Yes, we can wait forever!

**Henry:** Well, all right. I'll take the suit coat for now and get the others later.

**Owner:** Fine, fine. Your address, sir?

**Henry:** I don't have one. Er ... I'm moving.

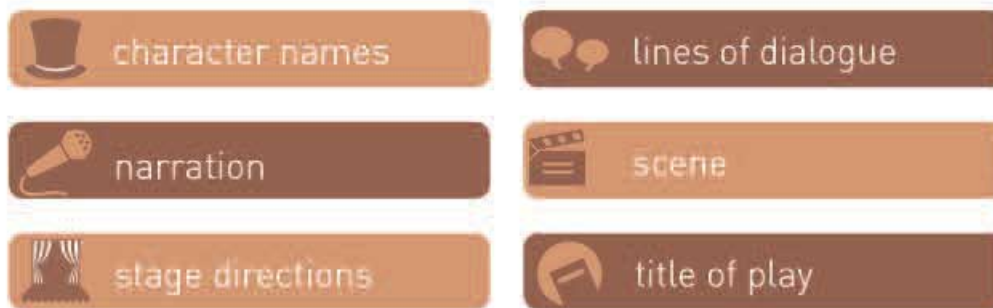
**Owner:** Of course you are! That's very **normal**! A busy man, I'm sure.



- 1 Where does Henry go? What does he want?
- 2 What do the clerks show Henry at first? Why?
- 3 What makes the people in the store change their attitudes towards Henry?
- 4 Why would the owner be willing to wait for a long time to get paid?
- 5 Is it right to judge people by their clothes? Why or why not?

## 2 Study the language features.

- 1 Underline the sentences that show how people's attitudes change towards Henry.
- 2 Read the scene again and find an example for each of the following **elements**. Then discuss with your partner how to write each element.



## 3 Use what you have learnt to write a new scene for the play where Henry will try to use the bank note.

- 1 Work in groups. Brainstorm a place that Henry will go to, and what difficulties he might face.
- 2 In your group:
  - A Make a list of the characters.
  - B Make an outline of the events in the scene.
  - C Decide how the characters' feelings change during the scene.
  - D Think of an exciting ending.
  - E Write the dialogue.
  - F Write the stage directions which tell the actors what to do or how to say something.
- 3 In your group, use this checklist to help you revise the draft.

- ✓ Are all the elements of a play included and in good order?
- ✓ Do the characters use suitable language?
- ✓ Are the stage directions clear and useful?
- ✓ Is the **plot** clear and exciting enough?
- ✓ Are there any grammar, spelling, or punctuation errors?

## 4 Perform your scene before the class.

# Assessing Your Progress

## 1 Complete the script below using the words in the box.

bet case downstairs duty occasions ought to settle tailor

### THE MILLION POUND BANK NOTE

ACT 2, SCENE 2

N = Narrator A = Ambassador P = Portia H = Henry

- N:** After that, it seemed like everyone in London was talking about Henry. The American ambassador to Britain invited Henry to an upper-class party. Henry felt it was his \_\_\_\_\_ to go. He wanted to **maintain** a good relationship with the ambassador in \_\_\_\_\_ others found out just how poor he really was.
- A:** Ah, there you are.
- P:** (to Henry) How do you do?
- A:** Mr Adams, my special guest, Miss Portia Langham.
- H:** How do you do?
- A:** If you'll excuse me, I must go \_\_\_\_\_ to see the other guests. (He leaves.)
- P:** Won't you sit down, please?
- H:** Yes, I'd love to ... with your permission. Thank you, Miss.
- P:** That poor, dear ambassador. He hates these \_\_\_\_\_ almost as much as I do. Nothing but talk, talk, talk. And no one says anything anyone wants to hear, do they?
- H:** No, I \_\_\_\_\_ they don't.
- P:** The ambassador tells me you are a rich man. He tells me you are the talk of London. Why, it seems that every banker and \_\_\_\_\_ in the city is eager to meet you.
- H:** Yes, I've heard. I can't understand why, really. I'm not so special as that.
- P:** Are you planning to \_\_\_\_\_ in London?
- H:** Well, I hadn't really thought about it much.
- P:** You \_\_\_\_\_ think about it.

## 2 Complete the passages with suitable modal verbs or the correct forms of the verbs in brackets. Add *not* if necessary.

- 1 The **saying** "Don't judge a book by its cover" means that we \_\_\_\_\_ judge the value of something just based on its **external** appearance. This is a useful principle to remember when we meet new people. We \_\_\_\_\_ treat everyone we meet for the first time nicely, no matter how they look. Most of us \_\_\_\_\_ like to be judged on our appearance, because it \_\_\_\_\_ be unfair to us. So we \_\_\_\_\_ remind ourselves to give new people we meet a fair chance. Anybody \_\_\_\_\_ be someone who is worth getting to know. In fact, this person \_\_\_\_\_ end up becoming your good friend if you \_\_\_\_\_ take a chance and get to know him or her!
- 2 Three rich men talked about their ideas for next year. One said he \_\_\_\_\_ (make) even more money and keep it in the bank. Another said he \_\_\_\_\_ (give) half of all his money to the government to help poor people. The third man said he also \_\_\_\_\_ (make) more money, but he \_\_\_\_\_ (use) half of this new money to build a new hospital for his hometown. Which of these ideas do you think is the best and why?

### REFLECTING

- What did you learn about plays and scripts that you did not know before?
- What did you learn about the value of money and wealth in society?
- What part of this unit was the most difficult? What part was the most interesting?
- Overall, I thought this unit was  interesting  meaningful  so-so  difficult.



## \*Project: Give a performance of a scene from the play

You are going to perform one of the scenes from *The Million Pound Bank Note*, or one that you wrote yourself.

**Step 1** Choose a scene to perform.

**Step 2** Choose the producer and the director.

- The producer is the organiser of a play. He or she hires people, and makes sure that everyone has what they need for their jobs.
- The director guides the actors.

**Step 3** (The producer) Decide on:

- the main actors, including the narrator
- the extras (actors without speaking parts)
- the set decorator (the person who makes the set)
- the prop person (the person who provides or makes the props)
- the costume manager

**Step 4** Have a rehearsal.

- The actors should practise and remember their lines. They should pay attention to their facial expressions, gestures, intonation, and actions. The director should help the actors.
- The producer should help the set decorator, the prop person, and the costume manager to get everything they need.

**Step 5** Have a dress rehearsal.

The actors perform together dressed in their costumes. The set, props, music, etc. should be ready at the same time.

**Step 6** Perform your scene for the class.

**Step 7** After all the scenes have been performed, the class should then give awards for the best scene, best producer, best director, best actor, best costumes, etc.





## At the Hotel

In this scene from *The Million Pound Bank Note*, the owner of the tailor's shop has called the Bumbles Hotel and told them that a rich American, Henry Adams, is coming and that they should give him their best room.

### BEFORE YOU WATCH

1 Look at the characters listed in the box and predict who will appear in the film clip.

bellboy	manager	tailor	police officer	maid
waiter/waitress	doorman	driver	secretary	chef

2 What do you think this scene is about? Choose the best answer.

- A Henry Adams lost his bank note at the hotel.
- B Henry Adams fell in love with Portia at the hotel.
- C Henry Adams received a warm reception at the hotel.

### WHILE YOU WATCH

1 Check your answers in Before You Watch.

2 Put the events in the correct order.

- \_\_\_ The real Henry Adams appears.
- \_\_\_ Henry makes friends with the man.
- \_\_\_ The doorman thinks the man is Henry, and so he invites him inside.
- \_\_\_ A man appears wearing a hat.
- \_\_\_ The hotel manager realises he has made a mistake.

3 Answer the questions.

- 1 Why do the people at the hotel mistake the man for Henry Adams?
- 2 The man seems odd to the hotel workers. Why are they so nice to him?
- 3 How do the hotel workers treat the man when they discover that he is not Henry? Why?
- 4 What does the man do for a job?
- 5 Why does Henry want to make friends with the man?

### AFTER YOU WATCH

Discuss the following questions with your classmates.

- 1 Why do people treat Henry and the man differently at the hotel?
- 2 Do you think "money makes the world go around"? Why or why not?



### Using Words and Expressions

1 Match each word with its definition. Then complete the sentences below with the correct forms of the suitable words.

riddle	inner	belief	gather
respect	crop	origin	grateful

- \_\_\_\_\_ A a feeling of admiration for somebody or something because of their good qualities
- \_\_\_\_\_ B the feeling of being certain that something exists or is true
- \_\_\_\_\_ C a plant that is grown by farmers and used as food
- \_\_\_\_\_ D inside; private and secret
- \_\_\_\_\_ E a question that is very confusing and that has a surprising answer
- \_\_\_\_\_ F to come together; to bring people or things together
- \_\_\_\_\_ G showing or expressing thanks because somebody has done something kind for you
- \_\_\_\_\_ H the point from which something starts

- 1 If you can solve the \_\_\_\_\_ on the lanterns, you will get a prize.
- 2 Thanksgiving and the Mid-Autumn Festival are harvest festivals when people \_\_\_\_\_ and celebrate what they are \_\_\_\_\_ for.
- 3 There are various opinions about the \_\_\_\_\_ of the Dragon Boat Festival, but the most popular one is related to the poet Qu Yuan.
- 4 Festivals of the dead, such as Obon, the Day of the Dead, or the Qingming Festival, allow people to pay \_\_\_\_\_ to their ancestors.

2 Look up the following words in the dictionary. Then complete the sentences with the correct words.

joy/joyful	agriculture/agricultural
faith/faithful	origin/original
frank/frankly	merry/merrily
typical/typically	absolute/absolutely

- 1 The Western festival Halloween has its \_\_\_\_\_ in old beliefs about the return of the spirits of dead people.
- 2 With a smile of \_\_\_\_\_ on his face, Timmy went up to the stage to get his prize.
- 3 According to the report, only 10%–15% of the land in China is good for \_\_\_\_\_.
- 4 After seeing signs of improvement, she began to have \_\_\_\_\_ in the doctor's skills.
- 5 We have \_\_\_\_\_ confidence in Sarah's abilities, and we believe she will solve the problem.
- 6 We enjoy the fresh air and the sunshine in the countryside. We have picnics, read books under big trees, and listen to the birds singing \_\_\_\_\_ in the branches.
- 7 Why don't we sit down and have a \_\_\_\_\_ discussion about your future plan?
- 8 Some \_\_\_\_\_ themes of Chinese New Year paintings are folk tales and gods.

3 Translate the sentences into English, using the words and expressions in brackets.

- 1 婚礼宴会持续了几个小时，人们自始至终边唱边跳，沉浸在欢乐的气氛中。(wedding, joyful, atmosphere)

- 2 每年，人们都会举办各种各样的活动庆祝国庆节，从升旗仪式到烟花表演。(range from ... to ..., flag-raising ceremony, fireworks)
- 3 当夜幕降临，许多孩子装扮成吓人的样子，然后去邻居家里索要糖果。(dress up)
- 4 表演者从我们的视野里消失了，音乐和嘈杂声也逐渐消散了。(fade away)
- 5 每逢一个节日即将来临，你就能看到各种商业机构利用社交平台销售它们的产品。(take advantage of, social media)
- 6 尽管雪下得很大，他还是赶在新年前夕回到了家。(in spite of, New Year's Eve)

4 Match the greeting cards to the occasions.



- A Your parents have been married for 25 years.
- B A friend wants to say "thank you" on Thanksgiving Day.
- C New Year's Day is coming.

- D It's a friend's birthday.
- E A baby was just born.
- F A couple is going to get married.

Using Structures

1 Complete the sentences with the correct forms of the verbs.

- 1 I don't know exactly on which day Easter falls. The date changes. I feel totally \_\_\_\_\_ (confuse).
- 2 Do you know how to cook a turkey? The instructions in the recipe are really \_\_\_\_\_ (confuse) and I really need your help.
- 3 The sounds of the fireworks were terribly \_\_\_\_\_ (annoy). I was woken up by the noise quite a few times.
- 4 The girl was \_\_\_\_\_ (annoy) with her boyfriend, who was late for her birthday party.
- 5 It was a rather \_\_\_\_\_ (bore) party. Nothing was interesting and nobody talked to me.
- 6 I'm \_\_\_\_\_ (bore) with cooking, cleaning, shopping, and all that stuff. I just want to have a relaxing holiday.

2 Translate the sentences into English, using the -ing form or the past participle of the verbs in brackets.

- 1 赛龙舟是端午节最令人兴奋的部分。(excite)
- 2 孩子们兴致勃勃地去参加寻找复活节彩蛋的活动。(excite)
- 3 多么令人惊奇的表演啊！这是我经历过的最棒的音乐节。(amaze)
- 4 我们都对她那顶滑稽的帽子感到惊讶。(amaze)
- 5 他在大会上振奋人心的演讲赢得了听众的赞赏。(inspire)
- 6 这个具有挑战性的游戏考验你的记忆力和观察能力。(challenge)



**3 Rewrite the sentences by changing the relative clauses into the -ing form or past participle phrases.**

1 The little girl who is wearing a Snow White costume is my daughter.

\_\_\_\_\_

\_\_\_\_\_

2 The full moon that is reflected on the surface of the lake reminds people of their families far away.

\_\_\_\_\_

\_\_\_\_\_

3 The Rio Carnival is a festival that is held before Lent (大齋期) every year and it is considered the biggest carnival in the world.

\_\_\_\_\_

\_\_\_\_\_

4 Halloween is a festival that is celebrated on the night of 31st October.

\_\_\_\_\_

\_\_\_\_\_

5 On the night of the Lantern Festival, the park is filled with people who are appreciating the beautiful lanterns.

\_\_\_\_\_

\_\_\_\_\_

6 I ran through the crowd of people who were hurrying to get on the train.

\_\_\_\_\_

\_\_\_\_\_

**4 Complete the conversations with the correct forms of the words in the box.**

interest	amaze	wear
stand	bore	dress
surprise	satisfy	

1 Emily: That was an \_\_\_\_\_ Christmas movie, wasn't it?

John: Oh, I'm \_\_\_\_\_ you think so. To be honest, I was rather disappointed (失望的) with it.

Emily: Didn't you think the hero of the story was attractive?

John: He was handsome indeed, but I wasn't \_\_\_\_\_ with the plot. I felt \_\_\_\_\_ most of the time.

2 Linda: George, do you know the girl \_\_\_\_\_ next to Bob?

George: Which girl? You mean the girl \_\_\_\_\_ a golden mask?

Linda: No, no, no, I'm talking about the girl \_\_\_\_\_ up as a princess.

George: I'm afraid I don't know her, but she looks \_\_\_\_\_.

**5 Complete the sentences using the -ing form or the past participle.**

1 The boy \_\_\_\_\_ under the Christmas tree seemed satisfied with his presents.

2 The flowers, the lights, the music, and the food in the house created a \_\_\_\_\_ atmosphere for all the guests.

3 The woman \_\_\_\_\_ in front of the float is one of the most famous samba dancers in Brazil.

4 Most of the guests \_\_\_\_\_ to the party left with light hearts.

5 During the carnival, there was a street parade of floats \_\_\_\_\_ in flowers.

**Use what you have learnt from the unit to describe a scene at a celebration party.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Reading and Writing

1 Read the text below and then match the main ideas with the paragraphs.

### THE CHINESE SPRING FESTIVAL

The Chinese Spring Festival is regarded as the most significant festival of the year among the Chinese. It lasts for 15 days but Chinese people also consider the days of preparation beforehand as an important part of the Spring Festival.



There are a number of things people usually do before the Chinese Spring Festival. One of these is cleaning the house for the Lunar New Year. Dust makes people think of old or outdated things. Therefore, sweeping dust out of the house is a way of saying goodbye to old things and welcoming new things. Another important custom for families is to decorate their doors with red couplets. The phrases on the couplets express hopes for a prosperous

new year. In the southern part of China, people will buy fresh flowers or orange trees to decorate their homes. The most important custom of the Chinese Spring Festival is the big family dinner on the eve of the Lunar New Year. This is usually a big reunion of grandparents, parents, and children. It reflects how important family is to Chinese people around the world. That is why millions of Chinese people travel long distances to get home before the eve of the Lunar New Year. Also, families typically eat certain types of lucky food at the family reunion dinner. Eating fish, for example, is supposed to bring more wealth and prosperity than one needs, as the pronunciation of "fish" in Chinese (yu) is also used for "surplus".

When the New Year comes, there are many interesting festival activities. Adults give children "lucky money" in red envelopes. People greet family and friends with "Xinnian Hao" or "Gongxi Facai" whenever they may meet. Another part of this custom of sharing good wishes is to pay visits to relatives and bring them gifts. Commonly exchanged gifts include food such as fruit, sticky rice cakes, and homemade desserts. In addition, friends and family go out to enjoy loud and colourful fireworks, spend time at temple fairs, and watch exciting dragon and lion dances.



The Chinese Spring Festival symbolises a farewell to the old year and a warm welcome to the brand new year. More importantly, it is a special occasion to return home and gratefully reunite with family members. This deeply rooted tradition has been an integral part of Chinese culture for a very long time, and will continue to live forever in the hearts of the Chinese people.



- Paragraph 1            A What are the aims of the festival?
- Paragraph 2            B How long does the festival last?
- Paragraph 3            C What are the customs of the festival?
- Paragraph 4            D What activities do people do to celebrate the New Year?

**2 Read the text again and complete the table.**

Festival customs	Reasons for the customs

**3 In groups, think of a better title for the text. Then write it down.**

\_\_\_\_\_

**4 In groups, choose a local festival or celebration that you think is interesting and make notes about it.**

The name of the festival	
The origin of the festival	
The exact date(s) and location of the festival	
The activities people usually do	
The food people usually eat	

**5 Write an article about the festival or celebration based on your notes above.**

\_\_\_\_\_

\_\_\_\_\_


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## \* Expanding Your World

### WINTER CARNIVAL IN QUEBEC

A group of very cold tourists are sitting in a café in old Quebec, drinking hot coffee to try to warm up. The windows are covered with steam from the heat inside. Outside, the temperature is  $-32^{\circ}\text{C}$ . Snow covers the streets and is piled up along the sidewalks. The music and the lights of the Quebec Winter Carnival continue, but after a whole day of watching parades, riding in horse carriages, and listening to music, the tourists' feet are freezing and their noses are red.



Bonhomme

Every year, hundreds of thousands of people come to Quebec to take part in the week-long winter festival. Everyone who comes must be prepared to keep moving, as it is too cold to stand and watch for long.

Early in the morning, you can watch the snowboarding competition on the hill overlooking the river. Competitors speed down the track and through the air as though they could fly.

The more brave of heart may try the canoe races. Five or six men paddle each canoe across the partly-frozen St Lawrence River. The river is full of big chunks of ice, and if you were to fall in, you would freeze to death in under two minutes.

One of the favourite events is the dog-sled race, in which teams of about six husky dogs pull long sleds at great speeds along a snowy track. One person drives the sled, shouting to the dogs to encourage them. The sound of the dogs barking, the calls of the drivers, and the shouts of the crowd create an exciting northern experience. The dogs are strong and beautiful animals with thick fur, and many have blue eyes.

While admiring the ice sculptures everywhere in the city, much like those in Harbin in China, you can stop off with other tourists in an igloo for hot tea or coffee. It is amazing how warm these ice houses can be!

Later in the evening, you can join the crowd at the Ice Palace, where Bonhomme the snowman is king. You can dance outside to the music of a band, whose members are all dressed in heavy clothes—even some of their instruments are dressed up for winter.

Finally, you will probably want to sit down in a café to warm up and plan for the next day. You might want to join the snowmobile races—or maybe you should just sleep in!





## Using Words and Expressions

**1 Write down the new words from the unit based on the definitions.**

- 1 \_\_\_\_\_ the relationship between two people who are married
- 2 \_\_\_\_\_ a period of ten years
- 3 \_\_\_\_\_ a school for children aged two to five
- 4 \_\_\_\_\_ an amount of money that you have not spent
- 5 \_\_\_\_\_ a moral rule or a strong belief that influences your actions
- 6 \_\_\_\_\_ having a lot of energy or determination
- 7 \_\_\_\_\_ twelve o'clock at night
- 8 \_\_\_\_\_ the upper part of your legs when you are sitting down
- 9 \_\_\_\_\_ to say something very quietly, using your breath rather than your voice
- 10 \_\_\_\_\_ the most northern or most southern point on a planet

**2 Match the words on the left to the words on the right to make phrases. Then write sentences using five of the phrases.**

A	B
tuition	case
health	physician
precious	tree
heart	pot
island	fees
maple	insurance
resident	operation
court	income
coffee	chain
flexible	stone

**3 Compare each pair of words with the help of a dictionary. Then choose the correct word to complete each sentence.**

**majority/most**

- 1 The survey says that the \_\_\_\_\_ of citizens are satisfied with the government's efforts to reduce smog.
- 2 When he came out of his office, it was already midnight and \_\_\_\_\_ of the restaurants were closed.

**illustrate/describe**

- 3 This picture \_\_\_\_\_ how water can be reused and recycled.
- 4 Can you \_\_\_\_\_ what your hometown was like when you were young?

**reject/refuse**

- 5 You might not believe this, but even some famous authors' books were \_\_\_\_\_ many times before being accepted and published.
- 6 He offered her more coffee, but she \_\_\_\_\_ politely.

**harm/damage**

- 7 There is no \_\_\_\_\_ in letting the child read more books.
- 8 The worst ever Ebola (埃博拉病毒) outbreak caused huge \_\_\_\_\_ to West African economies.

**tend/intend**

- 9 Do you think many parents \_\_\_\_\_ to pressure their children to get stable jobs instead of letting them pursue their own interests?
- 10 I didn't \_\_\_\_\_ to scare her away. I was just playing a joke.

**per/every**

- 11 Kenya announced that it would export much more crude oil (原油) \_\_\_\_\_ day the next year.
- 12 A balanced diet and regular exercise can help you stay energetic \_\_\_\_\_ day.

**4 Fill in the blanks with the words in the box. Then translate the sentences into Chinese.**

elsewhere majority might chains  
principle precious complain reject

- 1 Of all possessions a friend is the most \_\_\_\_\_. —Herodotus
- 2 The strongest \_\_\_\_\_ of growth lies in human choice. —George Elliot
- 3 Whenever you find yourself on the side of the \_\_\_\_\_, it is time to pause and reflect. —Mark Twain
- 4 The highest form of ignorance is when you \_\_\_\_\_ something you don't know anything about. —Wayne Dyer
- 5 Anyone who does not know how to make the most of his luck has no right to \_\_\_\_\_ if it passes by him. —Miguel de Cervantes
- 6 Man was born free, and everywhere he is in \_\_\_\_\_. —Jean-Jacques Rousseau
- 7 Whatever you do, do with all your \_\_\_\_\_. —Marcus Tullius Cicero
- 8 When we are unable to find tranquility (宁静) within ourselves, it is useless to seek it \_\_\_\_\_. —Francois de La Rochefoucauld

**5 Translate the sentences into English, using the words and phrases in brackets.**

- 1 赢得奖学金之后，他感到缴学费的压力减轻了许多。(win a scholarship, fee)
- 2 他拥有敏锐的视觉，能很快辨认出两个双胞胎的不同。(sharp eyes)

- 3 搬入新家之前，母亲让人把房子重新装修了一番，把地板都换了。(redecorate, replace)
- 4 为了节省时间和避免更多的麻烦，他们为这一案件聘请了一位律师。(hire a lawyer)
- 5 在山间远足时，他的腿被一条蛇咬了一口。(bite)

**Using Structures**

**1 Complete the conversations using the correct forms of the words in brackets.**

- 1 **A:** You look really \_\_\_\_\_ (tire). You should go home and have a rest.  
**B:** Yes, well, a five-hour operation is pretty \_\_\_\_\_ (tire).
- 2 **A:** Did you hear that Susan and Bob got married?  
**B:** Really? That's the most \_\_\_\_\_ (shock) news I have heard today.
- 3 **A:** Harry, you forgot to return my phone call last night!  
**B:** Oh, I'm very sorry. I went to sleep \_\_\_\_\_ (listen) to music.
- 4 **A:** How can you sit inside \_\_\_\_\_ (play) games all day? Isn't there anything more important you can do with your time?  
**B:** Come on, Mum. It's a holiday.
- 5 **A:** The museum was \_\_\_\_\_ (interest), wasn't it?  
**B:** It was great. I was quite \_\_\_\_\_ (interest) in those ancient pieces of jade.
- 6 **A:** Are you sure this is the man you saw that night?  
**B:** That's right. From my window, I saw him \_\_\_\_\_ (come) into the building.  
**A:** Did you hear a gunshot after that?  
**B:** No, but I heard people \_\_\_\_\_ (shout) downstairs.  
**A:** What did you see when you came down?  
**B:** I saw an injured man \_\_\_\_\_ (lie) on the floor.



**2 Rewrite the following sentences using the *-ing* form or the past participle as the adverbial.**

**EXAMPLE**

- Because I did not know anyone, I sat alone in my seat for two hours. →

*Not knowing anyone, I sat alone in my seat for two hours.*

- Although Joe was upset by the reporter's words, he responded to his questions politely. →

*Although upset by the reporter's words, Joe responded to his questions politely.*

- 1** As she was frightened by the noise, Amy turned on all the lights in the house.

\_\_\_\_\_

\_\_\_\_\_

- 2** While they were driving along the freeway, they noticed a kangaroo standing in the middle of the road.

\_\_\_\_\_

\_\_\_\_\_

- 3** After we watched the movie for ten minutes, we felt so bored that we decided to leave.

\_\_\_\_\_

\_\_\_\_\_

- 4** As I came out of my house, I saw the volcano erupting (爆发).

\_\_\_\_\_

\_\_\_\_\_

- 5** After she turned fifteen, she became interested in travelling.

\_\_\_\_\_

\_\_\_\_\_

- 6** Because she didn't want to be late, Sally ran to the subway station.

\_\_\_\_\_

\_\_\_\_\_

- 7** Tim was feeling tired, so he went to bed as soon as he got home.

\_\_\_\_\_

\_\_\_\_\_

- 8** After he gathered all his courage, he ran back into the burning house to rescue the child.

\_\_\_\_\_

\_\_\_\_\_

**3 Complete the passage using the *-ing* form or the past participle of the verbs in the box.**

hold	get	walk	hear
sing	excite	dance	admire

After \_\_\_\_\_ that I was going to be my aunt's bridesmaid, I felt so \_\_\_\_\_ that I didn't sleep very well the night before her wedding day. Although I was tired, I didn't mind \_\_\_\_\_ up early the next morning to go to my aunt's house to get dressed up. I put on my blue dress and my aunt, of course, wore a white silk dress. When my aunt finally appeared at the back of the church, \_\_\_\_\_ a bunch of flowers, everybody looked at her with \_\_\_\_\_ smiles. After the wedding, I left the church \_\_\_\_\_ slowly behind my aunt and her husband. In the evening, we had a celebration party. Everybody was very happy, \_\_\_\_\_ and \_\_\_\_\_ until midnight.

**4 Watch five minutes of a cartoon, a sports event, a documentary, or a film and take notes on what happened. Then write a paragraph describing the actions of the characters. Use the *-ing* form in your description.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

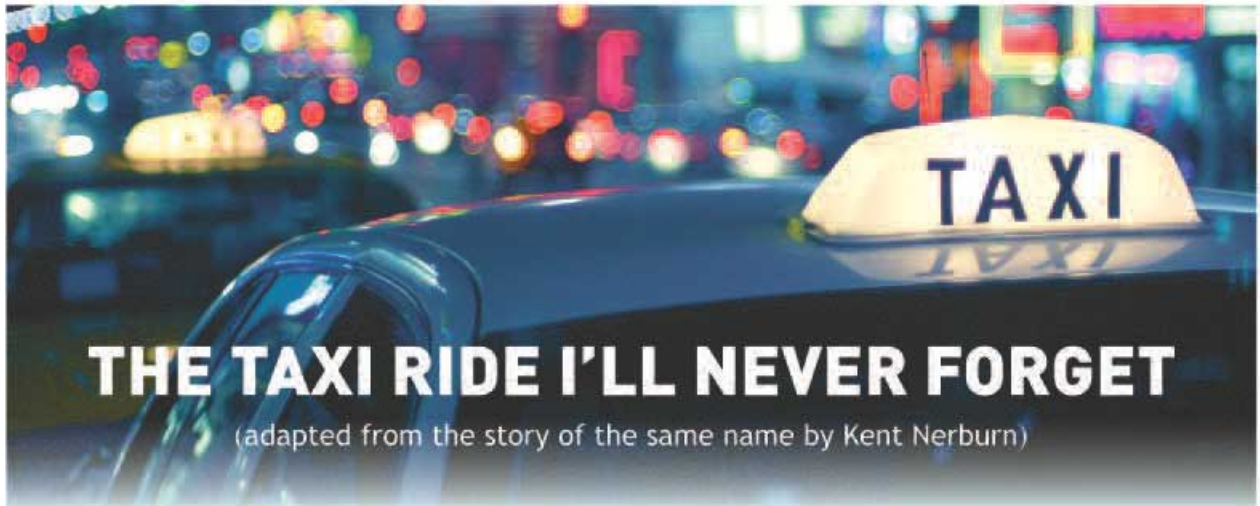
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Reading and Writing

- 1 Read the story and answer this question: Why will the writer never forget the taxi ride?



### THE TAXI RIDE I'LL NEVER FORGET

(adapted from the story of the same name by Kent Nerburn)

Twenty years ago, I drove a taxi. One time, I was called at midnight to pick someone up. When I arrived, the building was completely dark except for one light in a window.

I walked to the door and knocked. After a long wait, the door opened. A small woman in her 80s stood before me. By her side was a small suitcase.

"Would you carry my bag out to the car?" she said. I took her suitcase and gave her my arm. We walked slowly to the street. She kept thanking me for my kindness.

"It's nothing," I told her. "I try to treat my passengers how I want my mother treated."

"You're such a good boy," she said. When we got in the taxi, she gave me an address. Then she asked, "Could you drive through the downtown?"

"It's not the shortest way," I answered.

"I don't mind," she said. "I'm in no hurry. I'm on my way to a hospice (临终安养院)." I saw her eyes shining with tears.

"I don't have any family left," she continued. "The doctor says I don't have very long."

I quietly turned off the meter. "What road do you want me to take?" I asked.

For hours, we drove through the city. She showed me the building where she had once worked. We drove through the neighbourhood where she and her husband had lived. Sometimes she asked me to just slow down while she sat staring into the darkness, saying nothing.

As the sun was coming up, she suddenly said, "I'm tired. Let's go now."

We drove in silence to the hospice. As we pulled up, two nurses were waiting for us. They helped her into a wheelchair.

"How much do I owe you?" she asked me, reaching for her purse.

"Nothing," I said. Without thinking, I leaned down and gave her a hug. She hugged me tightly.



“You gave an old woman a little moment of joy,” she said. “Thank you.”

I squeezed her hand and then walked back to my taxi. For the rest of that day, I could hardly talk.

I believe I have never done anything more important in my life. We usually think that our lives are defined by great moments. But I now realise that great moments catch us by surprise, because they often seem quite small.



**2 Analyse the story by filling in the table below.**

Where does this story happen?	mostly in a taxi
Who are the main characters in the story?	
What are the main events in the story?	
What is the main point of the story?	

**3 Discuss the following questions with a partner.**

- 1 What is the author’s purpose in writing this story? Do you think he succeeded?
- 2 What did you like about this story? What did you not like? Why?
- 3 Would you recommend this story to others? Why or why not?

**4 Write your own inspiring story about an act of kindness that you have seen or experienced.**



**Story planner**

**Beginning**

Use an interesting sentence to catch the attention of your readers.

**Body**

Describe how the events developed.  
Use specific words to describe the characters’ feelings and the scene.

**Ending**

Finish your story with one or two clear, strong sentences that tell readers the main point of the story.

\* Expanding Your World



Confucius

## THE FIVE VIRTUES



### Benevolence

Look at others with love, compassion, and kindness, so as to stay in harmony with all people.

亲亲而仁民，仁民而爱物。——孟子

Mencius: Men of virtue love and care for their loved ones, they are therefore kind to other people. When they are kind to people, they treasure everything on earth.

### Righteousness

Always act according to what you know is right, so as to preserve your own integrity.

子曰：君子喻于义，小人喻于利。

The Master said, "A gentleman takes as much trouble to discover what is right as lesser men take to discover what will pay."



### Propriety

Always behave respectfully towards others.

子曰：非礼勿视，非礼勿听，非礼勿言，非礼勿动。

The Master said, "To look at nothing in defiance of ritual, to listen to nothing in defiance of ritual, to speak of nothing in defiance of ritual, and never to stir hand or foot in defiance of ritual."

### Wisdom

Learn as much as possible so that you can judge what is right from what is wrong, and what is good from what is evil.

子曰：我非生而知之者，好古，敏以求之者也。

The Master said, "I for my part am not one of those who have innate knowledge. I am simply one who loves the past and who is diligent in investigating it."



### Fidelity

Be true to yourself: be sure that what you do is true to what you say, and what you say is true to what you think.

子曰：人而无信，不知其可也。

The Master said, "I do not see what use a man can be put to, whose word cannot be trusted."





3 A large number of people are moving towards Times Square for the countdown to midnight. (head to)

---



---

4 Have you heard of the new 24-hour bookshop? I'm going to visit it tonight. (check out)

---



---

5 The boy hardly watches TV programmes, except for nature documentaries. (apart from)

---



---

6 After Shenzhen became a special economic zone in 1980, people from all over China went to the city to get rich. (seek one's fortune)

---



---

**4 Complete the passage using the correct forms of the words and phrase in the box.**

claim    contain    diverse  
 earn    occur    percentage  
 seek one's fortune    settle

Capital cities usually \_\_\_\_\_ a wide variety of people. This \_\_\_\_\_ due to people moving to the city to \_\_\_\_\_. Although many \_\_\_\_\_ it is tough to \_\_\_\_\_ a good living in the city, most choose to \_\_\_\_\_ there. The latest report shows that the \_\_\_\_\_ of people moving to the city is on the rise. This in turn increases the cultural \_\_\_\_\_ of the city, which makes the city even more attractive to outsiders.

## Using Structures

**1 Read these sentences. In pairs, decide which words can be left out.**

1 **A:** How can we make Italian vegetable soup?  
**B:** I don't know how we can make it.

2 **A:** When did you get to Florence?  
**B:** I got to Florence yesterday.

3 **A:** Are you a student of English literature?  
**B:** No, though I wish I were a student of English literature.

4 **A:** Did he go to Egypt?  
**B:** He said he would go, but he didn't go.

5 **A:** Would you like to try on this pair of jeans?  
**B:** Yes, I would like to try on that pair of jeans.

**2 Match the questions to the most likely answers. Notice how ellipsis is used in the answers.**

**Questions**

- 1 Do you think it's going to rain this afternoon? \_\_\_\_\_
- 2 We were quite surprised after we saw the paintings in the gallery. \_\_\_\_\_
- 3 Will you join our trip to South Africa? \_\_\_\_\_
- 4 Will the flight to Rome take off on time? \_\_\_\_\_
- 5 Would you mind using a diagram to explain these percentages to me? \_\_\_\_\_
- 6 Has Lily ever been to the Louvre Museum? \_\_\_\_\_

**Answers**

- A** Why so?
- B** Not at all.
- C** I hope not.
- D** I'm afraid not.
- E** Maybe not.
- F** I'd love to. / I'd be glad to.



**3 Ellipsis is often used in public signs, headlines, diaries, notes, or informal letters. Rewrite these sentences using ellipsis.**

1 Taking photos is not allowed here.

\_\_\_\_\_

2 You should not walk on the grass.

\_\_\_\_\_

3 There will be roadworks ahead.

\_\_\_\_\_

4 There may be children crossing the road ahead.

\_\_\_\_\_

5 The sooner it happens, the better it will be.

\_\_\_\_\_

6 A millionaire was poisoned in his home in Beverly Hills.

\_\_\_\_\_

7 The plane crash in Colorado last week claimed 15 lives.

\_\_\_\_\_

8 There is an exhibition of fine china at the museum.

\_\_\_\_\_

**4 Read George's first diary entry and underline the parts where ellipsis is used. Then revise his second diary entry using ellipses when possible.**

Monday, 12th June

Arrived early this morning by bus. Went straight to hotel to drop off my luggage, shower, and shave. Went exploring afterwards.

Took a ride on a cable car first. Got a spectacular view of San Francisco Bay and the city. Learnt that Andrew Hallidie invented the cable car system in 1873 in order to find a form of transport better than horse-drawn trams. He'd

been shocked after seeing a series of events in which a tram's brakes failed, the conductor couldn't control the situation, and the tram slipped down the hill dragging the horses with it. Horrible accident indeed!

Had a late lunch at Fisherman's Wharf, the district where Italian fishermen first came to San Francisco and set up the fishing industry. Now it's a tourist area with lots of shops, restaurants, and bakeries. Did so much exploring at Fisherman's Wharf.

Exhausted and don't feel like doing anything else. Early night tonight!

Wednesday, 14th June

I hopped on a ferry to Angel Island this morning. I had a good view of the Golden Gate Bridge on the way.

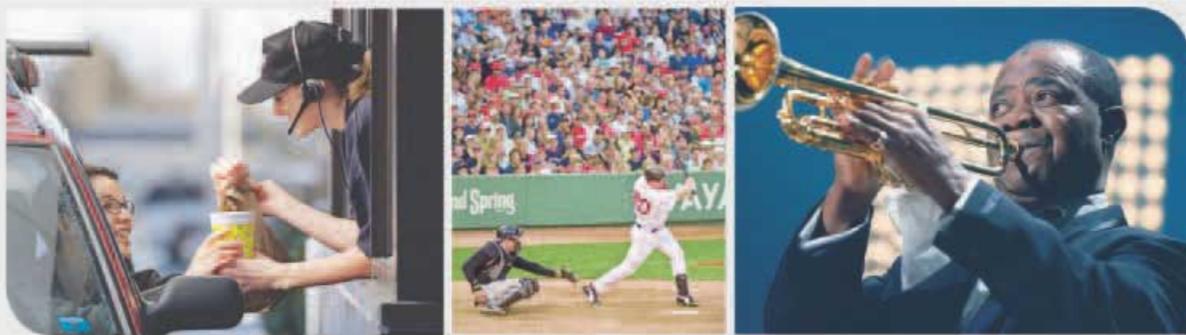
I read that from 1882 to 1940, Angel Island was a famous immigration station where many Chinese immigrants applied to live in the USA. The cells in the station were very small, cold, and damp; some did not even have light, but the immigrants had nowhere else to go. Their miserable stay felt like punishment rather than justice and freedom. They wrote poems on the walls about loneliness, and mourned their earlier life in China. The civil authorities reformed the system in 1940, and many more Chinese took the opportunity to settle in the USA.

The visit to Angel Island made me think about my life. I am thankful for my easy life today.

## Reading and Writing

### 1 Read the web page and fill in the blanks below.

- 1 America is called the “\_\_\_\_\_ Nation”.
- 2 For most people, \_\_\_\_\_ is “America’s game”.
- 3 \_\_\_\_\_ is often called “America’s music”.



## ★ SYMBOLS OF AMERICAN CULTURE ★

Each country has its own unique culture, often represented by symbols, such as foods, sports, music, and clothes, which tell us something about it. When you think of America, what symbols come to your mind first?

Perhaps one of the most famous symbols of the US is fast food. Fast-food restaurants became popular when people began driving cars around the country. Many of the earliest fast-food restaurants were drive-ins where people ate in their cars while they were parked. However, now drive-throughs have become popular because people need to keep up with the speed of modern life. With a drive-through, you can just drive up to a window, pick up the food, and then drive away. About 20% of all American meals are eaten in the car, and Americans spend about 10% of their income on fast food. No wonder America is called the “Fast-Food Nation”!

When it comes to seeing a game in person, baseball is by far the most popular sport in America. In a typical year, more people attend baseball games than football and basketball games combined. And for most people, baseball is “America’s game” in a way that football and basketball are not, because it is a special symbol of the American spirit. For one thing, while baseball is a team sport, every player can be a hero or star. For another, almost anyone can play baseball, even if you do not have great skills or ability. Finally, there is nothing more American than eating a hot dog while watching a baseball game on a hot summer afternoon. Baseball still is the “national pastime”.

Jazz is often called “America’s music”. It is a music style completely created in the United States by African American musicians. Jazz music broke through the colour barriers, and has become a key part of American culture. One early jazz pioneer was the trumpet player Louis Armstrong (1901–1971). Perhaps more than any other person, Armstrong helped spread jazz beyond its home in New Orleans to the rest of the United States, and to the world. Jazz musicians freely make up their own music to express their own feelings, even while playing in a group. This freedom and individuality make jazz a popular symbol of America.

There are many other symbols of America, such as the Statue of Liberty, Hollywood, and Broadway. These are but a few symbols that show something of American culture.



## 2 Read the text again and answer these questions.

- 1 What are some common cultural symbols of America?
- 2 What made fast food popular in the US?
- 3 Why is baseball important in the life of Americans?
- 4 What can a musician express with jazz?
- 5 Can you think of other symbols of American culture?

## 3 Note the organisation of the text.

- 1 Circle the topic sentence of each paragraph.
- 2 Underline explanations, reasons, or details that support the topic sentence.

## 4 In groups, brainstorm four symbols of China and discuss these questions about each symbol. Take notes on your answers.

What is the history of this symbol?	
Are there any famous people or events that helped to make this a symbol of China?	
Are there any sayings that connect this symbol to China?	
What does this symbol represent about China or the Chinese people?	
Why is this symbol loved by Chinese people?	

## 5 Use the table below to help you arrange your notes into an outline. Write down your topic sentences, and make notes of any reasons or details that support the topic sentences.

### Symbols of China

<p><b>Symbol 1:</b> _____</p> <p>Topic sentence:</p> <p>Reasons/Details:</p>	<p><b>Symbol 2:</b> _____</p> <p>Topic sentence:</p> <p>Reasons/Details:</p>
<p><b>Symbol 3:</b> _____</p> <p>Topic sentence:</p> <p>Reasons/Details:</p>	<p><b>Symbol 4:</b> _____</p> <p>Topic sentence:</p> <p>Reasons/Details:</p>



Use your notes to write a web page about the symbols of China. Make sure that you include an introduction and a conclusion.

## \* Expanding Your World

# NEW ZEALAND AND MAORI CULTURE

## —THE LAND OF THE LONG WHITE CLOUD

Due to its remote location in the Pacific Ocean, New Zealand was one of the last countries to be discovered by humans. Although the majority of the current population is of European descent, it was the minority group known as the Maori who were the first to settle there. They named the country “Aotearoa”—the “Land of the Long White Cloud”. Today, both past and present Maori culture can be found all over the country for all welcomed visitors to appreciate.



Maori arts and crafts are world-renowned and very popular with tourists. The *Waka* is a traditional canoe that has been skillfully carved out of a tree trunk, with beautiful carvings added to show tribal history and culture. A large war canoe could be up to 40 metres long and hold up to 80 people. Visitors to Maori historic buildings, such as tribal meeting halls, can see beautifully carved wooden architecture.

In addition, there are countless smaller objects and masks that were made to honour ancestors or legends, or to preserve a story for future generations.

Another well-known part of Maori culture is the traditional *kapa haka* dance—made famous by New Zealand’s national rugby union team, who often perform it before games. The *kapa haka* is a traditional dance performed for celebrations, special guests, and battle ceremonies. The performance includes different dances and songs that make up a whole. A common dance sequence could be *waiata tira* (warm-up song), *whakaeke* (entrance song), *waiata-ā-ringa* (action song), *haka* (challenge), *pou* (old-style singing), *poi* (ball-swinging), and *whakawātea* (closing song).



Traditional tattoos, known as “moko”, are also a strong visual part of Maori culture. They are most often done in spiral forms across a man’s face, and on the chin and lips of a woman. They represent a person’s status, and are also believed to increase attractiveness. Receiving *moko* is seen as a great honour, and it is often part of a ritual to signal a person has passed an important milestone. As such, it is usually added in stages as a person grows older and achieves more, in a sense telling a unique story of a person’s life.

There is so much more for visitors to discover about Maori culture. It is an essential part of what makes New Zealand the modern country that it is: a multicultural country that is forever evolving in new and interesting ways.



## Using Words and Expressions

- 1 Make phrases with the words in the two columns and explain their meanings. Then make sentences with the phrases.
- 3 Complete the sentences with the correct forms of the words in the box.

A	B
1 travel	argument
2 regular	facilities
3 mental	resources
4 sports	illness
5 shallow	customer
6 natural	agency

argue	determine	independent
limited	muscle	orbit
otherwise	pattern	procedure
sufficient		

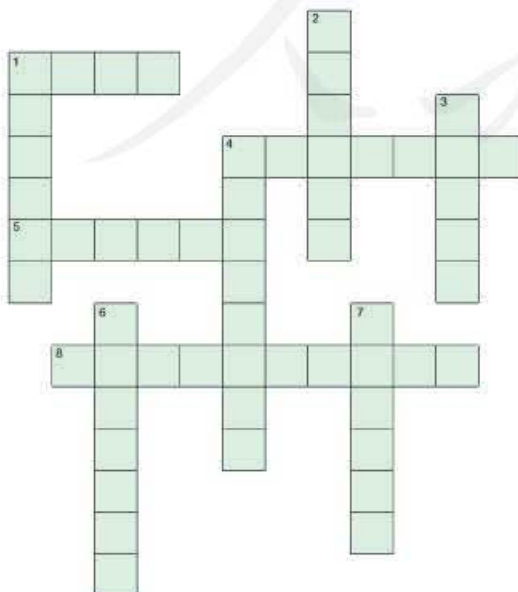
- 2 Think of a word that best fits each definition and complete the crossword.

**Across:**

- information or facts
- a piece of equipment used to check or record something
- a vehicle used for travelling or carrying things into space
- enough for a particular purpose

**Down:**

- a strong hope or wish
- to be a sign that something exists or is going to happen
- a piece of cloth used for washing or drying things
- something that things can be made from
- happening or existing now
- on or to the further side of something



- Some satellites can go around Earth in 90 minutes. Others that are much further away can take a whole day to \_\_\_\_\_ Earth.
- Crop circles first began appearing in England in 1975. Some people believe these mysterious \_\_\_\_\_ are created by aliens.
- The musician hopes that he will have \_\_\_\_\_ time to make the new album.
- Before you begin exercising, you should spend five or ten minutes warming up your \_\_\_\_\_.
- Please write down a list of the things you want to buy. You will forget them \_\_\_\_\_.
- If you encourage students to express their thoughts and creative ideas, they will learn to become \_\_\_\_\_ thinkers.
- You might be right, but don't try to convince people by \_\_\_\_\_. Because if they are angry, they will be unable to hear you.
- The safety video shows the proper \_\_\_\_\_ for leaving the cinema in case of fire.
- The direction in which education starts a man will \_\_\_\_\_ his future life.  
—Pluto
- This training is designed for anyone who has \_\_\_\_\_ knowledge of outdoor survival.

- 4 Complete the following sentences with the correct forms of the phrases or expressions in the box.

carry on	on board	can't wait to
as a result	result in	in closing
run out	in the hope of	



- 1 Wang Yaping, the only female astronaut \_\_\_\_\_ the Shenzhou 10 spacecraft taught a physics lesson to Chinese students through a live video.
- 2 The Challenger disaster that occurred on 28 January 1986 \_\_\_\_\_ the deaths of five NASA astronauts and two specialists.
- 3 \_\_\_\_\_, I would like to thank you for all the happy times you shared with me, and all the great memories you gave to me.
- 4 They \_\_\_\_\_ visit the space museum because a famous astronaut will give a lecture there.
- 5 Thousands of people come to Loch Ness each year \_\_\_\_\_ seeing the famous monster.
- 6 The water \_\_\_\_\_ before they could reach the next city.
- 7 If we \_\_\_\_\_ polluting our planet, what will happen to our children?
- 8 Many people do not realise the importance of space exploration technology in their lives. \_\_\_\_\_, space exploration becomes a waste of time and money in their eyes.

- 5 Make compound words from groups A and B. Then write your own sentences using five of them. Use a dictionary to help you.

A

space	man	worth	smart
else	world	down	through
high	hard	out	narrow
heart	long	sight	grown

B

kind	walk	wide	phone
where	out	work	while
see	mind	up	end
go	break	term	town

## Using Structures

- 1 Complete the sentences using infinitives as the attribute or the adverbial.

1 Q: Why is Yang Liwei famous in China?

A: Because he is \_\_\_\_\_  
 (第一个进入太空的中国宇航员).

2 Q: How do you feel about the film *2001: A Space Odyssey*?

A: I'm afraid the film is \_\_\_\_\_  
 (太长太乏味而无法看完).

3 Q: Why was the Russian space station Mir (和平号空间站) brought down out of orbit?

A: One of the reasons is that Mir was too old and \_\_\_\_\_  
 (不再是安全的居所).

4 Q: Would you like to travel into space some day?

A: Yes, and I want to become \_\_\_\_\_  
 (登陆火星的第一个中国人).

5 Q: Could you provide a simple introduction to how space rockets work?

A: I'm afraid the whole process is \_\_\_\_\_  
 (太复杂了, 无法用几句话解释清楚).



**2 Complete the sentences using the correct forms of the words in the box.**

hold      build      provide      live  
set      carry      select      fall  
take      launch

- The space shuttle (航天飞机) was created as a reusable launch vehicle \_\_\_\_\_ astronauts and other equipment into space and back again. The shuttle looks like an ordinary plane but it has a cargo bay (货仓) that is large enough \_\_\_\_\_ a satellite.
- Space probes (航天探测器) are often sent to places that are too far away or too dangerous for a human \_\_\_\_\_ foot in. For example, in 1977, the Voyager 1 space probe was sent \_\_\_\_\_ pictures of the planets Saturn and Jupiter.
- The International Space Station was too big \_\_\_\_\_ on Earth and \_\_\_\_\_ into space, so different countries worked together and built about 100 modules (分离舱). Afterwards, these modules were joined together in space \_\_\_\_\_ living quarters, laboratories, and other equipment for astronauts \_\_\_\_\_ for months.
- As the first woman \_\_\_\_\_ to make a trip into space, Tereshkova felt lucky and proud. When the great day finally came, she was almost too excited \_\_\_\_\_ asleep!

**3 Complete the passage with the correct forms of the verbs in the box.**



make      do      be      connect  
get      see      send

On 17 October 2016, China's space agency launched the Shenzhou 11 space vehicle \_\_\_\_\_ with the Tiangong 2 space laboratory. The vehicle carried the astronauts Jing Haipeng and Chen Dong. The connection between Shenzhou 11 and Tiangong 2 took about two hours to be completed.

The astronauts had many tasks \_\_\_\_\_ in space as part of their mission. Firstly, they had to float through a narrow 80-centimetre wide tube so as \_\_\_\_\_ on board Tiangong 2. Once safely on board, the pair waved to the camera on Tiangong 2, \_\_\_\_\_ greetings to everyone back home.

Then they performed various experiments. For example, they grew rice in space. They also gave themselves medical check-ups \_\_\_\_\_ how their bodies were affected by \_\_\_\_\_ in space.

Jing Haipeng and Chen Dong finally returned to Earth 30 days later, \_\_\_\_\_ their space mission the longest such mission by Chinese astronauts to date.

**4 Use your own ideas to complete the sentences.**

- I think \_\_\_\_\_ is too difficult to \_\_\_\_\_.
- I think \_\_\_\_\_ enough to \_\_\_\_\_.
- I hope scientists will invent a \_\_\_\_\_ to \_\_\_\_\_.
- I think we need to find a \_\_\_\_\_ to \_\_\_\_\_.
- I \_\_\_\_\_ so as to \_\_\_\_\_.

## Reading and Writing

1 Read the text below and answer the questions.

# HOMES ON MARS?



Some of the world's most important scientists think the idea of people living on Mars will come true one day. Stephen Hawking believed humans must move into space to survive. "Once we spread out into space and establish independent colonies, our future should be safe," he said. Robert Zubrin, a rocket scientist, agrees and thinks starting with Mars makes the most sense. He thinks sending people to Mars will allow us to learn a lot—for example, about the ability of humans to live in a very different environment.

However, scientists will need to terraform Mars for people to be able to live. Terraforming means changing the environment on a planet so that it is similar to Earth's. One of the main goals of terraforming Mars is to warm it up because the average temperature there is about  $-60^{\circ}\text{C}$ . One idea for warming Mars is to build factories there that produce greenhouse gases. This could take many centuries. However, it should lead to rainfall and the growth of plants, resulting in more air that people can breathe.

Another big concern for scientists is whether humans can move to Mars and still stay healthy in mind and body. As a test, six people lived in a Mars-like environment in Hawaii for a year before "returning to Earth" recently. It was a 1,200-square-foot room that was on the side of a volcano and used the sun for energy. Christiane Heinicke, one of the people who lived there, said that one of the biggest issues was feeling bored. So humans on Mars would always need to keep themselves busy with various activities. Another important finding was that the people living together should all be able to get along and work together.

One particular organisation based in Europe is planning to send the first humans to Mars before 2030. The organisation believes that its project is giving people worldwide the chance to be part of the first human crew ever to live on Mars for good. However, many experts think the project's cost of US\$6 billion is too low for it to be successful. The American space agency NASA believes that sending people to Mars would cost about US\$100 billion, although this estimate is based on bringing them back to Earth, too. Regardless, it seems that humans living on Mars may well happen a lot sooner than most people believe.



- 1 What was Stephen Hawking's viewpoint on sending humans to other planets to live?
  - 2 What does "terraforming" mean?
  - 3 According to the test done in Hawaii, what might be one of the biggest problems for the first humans living on Mars? What might be the solution?
  - 4 What is the writer's conclusion about living on Mars?
- 2 Look at the sentences taken from the text and explain the italicised parts in your own words.**
- 1 Robert Zubrin, a rocket scientist, agrees and thinks starting with Mars *makes the most sense*.
  - 2 As a test, six people lived in a *Mars-like environment* in Hawaii for a year ...
  - 3 However, many experts think *the project's cost of US\$6 billion is too low for it to be successful*.
- 3 In pairs, discuss what Stephen Hawking said in Paragraph 1.**
- 4 Write an essay that gives your opinion about the idea of humans living on Mars. In your essay, make sure to answer the following questions in detail.**

- Do you think this will happen in the future? If yes, when and why? If no, why not?
- What do you think are the main advantages and disadvantages of humans living on Mars?
- Do you think it is a good idea for some people to move to Mars for good? Why or why not?
- Would you like to live on Mars? Why or why not?



## \* Expanding Your World

### What is the Big Bang Theory?

The Big Bang Theory is an idea about how our universe began. Many scientists believe that everything in the universe used to be tightly pressed together. Then this mass of high energy separated into smaller pieces very quickly about 14 billion years ago to create the universe. At the moment of creation, the universe was extremely hot and everything was very close together. Then it began to spread out and cool. Today, the universe is still getting bigger. The Big Bang is considered to be the beginning of everything: time, space, and all the matter in the universe.



### What is the Hubble Space Telescope?

The Hubble Space Telescope is a very powerful telescope and was put into low orbit around Earth in 1990. Its four main instruments use a 2.4-metre mirror to look deep into space. The telescope does not have to deal with the effects of background light like telescopes on Earth, so it has been able to take very detailed pictures of space. A big achievement of the telescope has been to help scientists correctly measure how quickly the universe is expanding.



### What is FAST?

China's Five-hundred-metre Aperture Spherical Telescope is better known as FAST. Located in Guizhou Province in southwestern China, FAST has been used since 25 September 2016. Its 500-metre dish is the world's largest single-dish radio telescope. As such, scientists can use it to look for various things in the universe that are very far away. They can also use it to search for signs of communication that are not coming from Earth. Finding such things would prove that there is intelligent life somewhere else in the universe!



### What is a quantum satellite?

On 16 August 2016, China became the first country in the world to launch a quantum communications satellite into space. A quantum satellite is different from other satellites because it links together very small things, called subatomic particles, and uses them to send and receive information. Unlike other information, this information is completely safe from people who may want to steal it. If anyone tries, the link between the subatomic particles changes and the information becomes unreadable.





## Using Words and Expressions

- 1 What does each word mean as a noun and a verb? Complete the sentences using the correct forms of these words.

judge   sort   spot   suit   tailor

- We should all try to be the \_\_\_\_\_ of person who maintains a balance between their income and expenses well.
- Sam \_\_\_\_\_ the film DVDs according to genres (体裁), like action, comedy, and horror.
- All students are required to dress formally on this occasion, so each boy must wear a \_\_\_\_\_ and tie.
- The director of the opera decided immediately during the woman's audition (试唱) that the role \_\_\_\_\_ her perfectly.
- They invited a famous singer-songwriter to be one of the \_\_\_\_\_ on the newest season of that popular talent show.
- I feel that we should not \_\_\_\_\_ people on the basis of how they look or how much money they have. Qualities like kindness and honesty should not be ignored.
- He won a Best Actor award for a film role that had been specially \_\_\_\_\_ for him. Critics (评论家) said this had been the best performance of his career so far.
- The school hired an experienced \_\_\_\_\_ to make the lifelike dinosaur costumes the students needed for their performance.
- This is the \_\_\_\_\_ where they filmed that scene from *Forrest Gump* with him saying "Life is like a box of chocolates. You never know what you're gonna get."

- 10 She became a professional actress after she was \_\_\_\_\_ by a talent scout (星探) who saw her perform in a school play.

- 2 Complete the passage with the phrases in the box.

in case   in a direct manner   by accident  
as a matter of fact   in that case

I came to love stage design \_\_\_\_\_. When I was in the ninth grade, my teacher Ms Weaver asked me to join her stage design team for a play. I told her that I didn't know anything about stage design. But Ms Weaver said, "Give it a try, \_\_\_\_\_ you have a talent for it!", so I became part of her team. And \_\_\_\_\_, Ms Weaver turned out to be right—I was good at stage design! Ms Weaver was strict and spoke \_\_\_\_\_, but she was always encouraging and inspiring. For example, if we could not figure out what kind of stage design to create for a scene, she would say, "\_\_\_\_\_, think about the plot from a different point of view. You never know what will pop into your mind!" I have to say, learning stage design greatly broadened my mind. And thanks to Ms Weaver, I began to have more confidence in my own creativity, and I developed such a strong interest in stage design that I realised I wanted to spend the rest of my life doing it.



**3 Complete the passage with the correct forms of the words in the box.**

settle   whisper   duty   patience  
judge   permission   hesitate   seek

Wearing blue jeans, Gary stood in front of an expensive tailor's shop. After \_\_\_\_\_ for several moments, he finally went in and asked to see the suit in the window. The shop assistant looked down on Gary because of the way he was dressed. Glancing at him impatiently, he \_\_\_\_\_ to the owner nearby. With the owner's \_\_\_\_\_, he said that the suit had already been sold. Gary was angry that he was being \_\_\_\_\_ by his clothes. The next day he returned to the same shop, dressed more properly this time. After \_\_\_\_\_ out the assistant, he asked to see an expensive-looking suit on an upper shelf. Not realising who Gary was, the assistant was eager to carry out his \_\_\_\_\_ properly this time. With great \_\_\_\_\_ and difficulty, he climbed up to bring the suit down, apologising for keeping Gary waiting. The moment Gary looked at it more closely, however, he said he did not like it. He enjoyed himself making the assistant bring almost everything in the shop to him before he finally \_\_\_\_\_ on buying a tie. Would you do the same if you were Gary?

**4 Translate the sentences into English using the words and phrases in brackets.**

- 1 我坐在歌剧院外面的台阶上，欣赏着它的外观，想起多年前在这里看演出的那一天。(stair, opera, external)
- 2 作者暗示，在一定程度上，男女主人公对最后的悲惨结局都负有责任。(indicate, to ... extent, tragic)
- 3 作为一个制片人，他的职责之一是为这部剧中的角色寻找最佳演员，包括银行职员、裁缝、酒店经理、服务员、仆人这样的小角色。(duty, seek, clerk, tailor, servant)

- 4 这部剧讲的是小伙子买小船周游世界的故事以及他回到家乡定居之前的冒险经历。(settle down, sail)
- 5 得知女儿想考戏剧学院，他们每月都存一点儿钱，这样女儿上大学就不需要申请贷款了。(set aside, loan)
- 6 当店员看到那张百万英镑的钞票时，吃惊得说不出话来。他恢复常态后，因为不能兑开钞票而连声道歉。(normal, make apologies, break the note)

**Using Structures**

**1 Work out the meanings of the modal verbs from the context. Then translate the sentences into Chinese.**

**1 had better and ought to**

It's hard to tell what will happen to someone with a million-pound bank note. We'd **better** make a bet.

We **ought to** find the perfect person for our bet.

**2 must and can't**

Get him his change? You **must** be joking. That **can't** be true. It is £1,000,000!

If you lose the bet, you **must** pay £20,000, and you **can't** eat your words!

**3 will and would**

**A:** The gentlemen have left for the Continent, and they said they **would** not be back until a month later.

**B:** **Will** you tell them I've been here, and that I **will** keep coming till they tell me what this is all about?

**4 may and might**

**May** I tell you a story? What do you think **may** happen to a millionaire in rags?

Henry played a passive role in the bet. What **might** have happened if he had known from the beginning what it was all about?



**5 can and could**

When the clerk saw the million-pound note, he **couldn't** believe his eyes. "**Could** you please come this way, sir?" he said. "Let me show you some of our best clothes."

Some people never play any game for fun. If they **can't** make something or lose something—they don't care which—they won't play.

**2 John is learning English proverbs. Fill in the blanks with suitable modal verbs to explain these proverbs to him.**

- One good turn deserves (值得) another.**  
If someone does something nice for you, you \_\_\_\_\_ do something nice in return.
- Hope for the best, but prepare for the worst.**  
Bad things might happen, so you \_\_\_\_\_ be prepared.
- There's no such thing as a free lunch.**  
Things that are offered for free \_\_\_\_\_ have a hidden cost.
- God helps those who help themselves.**  
You \_\_\_\_\_ (not) just wait for good things to happen to you. Work hard to achieve your goals.
- Beggars can't be choosers.**  
If you are asking for something from others, you \_\_\_\_\_ take whatever they give you.

**3 Fill in the blanks with suitable modal verbs in the box. Add *not* if necessary. Some words can be used more than once.**

could	must	can
ought to	had better	would

- Karen:** Oh no! I \_\_\_\_\_ find the earrings that I'm supposed to wear in the first scene of the play!
- Sandy:** You mean the silver earrings? They \_\_\_\_\_ be there beneath your play script. I saw them just now.

**Karen:** No, they're not. Someone \_\_\_\_\_ have taken them!

**Sandy:** Don't worry. I can help you look for them if you \_\_\_\_\_ like me to.

**Karen:** Oh, that would be great! \_\_\_\_\_ you start searching from the other side of the room? I'll start from this side.

**Sandy:** Sure, no problem! But what will happen if we \_\_\_\_\_ find the earrings?

**Karen:** Then I \_\_\_\_\_ think of a solution quickly! Those earrings are an important part of my costume.

**Sandy:** Hmm ... Actually you have another option. You \_\_\_\_\_ go to the store to buy another pair of earrings that looks similar to the missing pair. They're not expensive, right?

**Karen:** That's a good idea! Thanks, Sandy!

**4 Complete the sentences with *would*, *was/were going to*, and the words in brackets.**

- The clerk in the consulate told Henry that they \_\_\_\_\_ (not, give, a loan).
- Henry entered the gentlemen's house, wondering if they \_\_\_\_\_ (offer, a job).
- The gentlemen said that Henry \_\_\_\_\_ (know, everything) in an hour and a half.
- Henry \_\_\_\_\_ (explain why, not pay, the bill) right away when the waiter became impatient.
- The owner of the tailor's shop never thought he \_\_\_\_\_ (hold, such a large note).
- After one month, Henry went to see the gentlemen with Portia. He \_\_\_\_\_ (give back, note).

## Reading and Writing

- 1 Read the following scene from *The Million Pound Bank Note* and choose a phrase to summarise it.

The winner of the bet  
A happy ending

Henry's new job  
Falling in love

Money talks  
The fate of the bank note

### THE MILLION POUND BANK NOTE

#### ACT 2, SCENE 3



N = Narrator H = Henry P = Portia R = Roderick O = Oliver

**N:** Henry and Portia fell in love. Henry also met an old family friend who had money troubles. His friend used Henry's name to get people to invest in his gold mine. This made Henry rich. A month has passed. Knowing the two brothers were back, Henry dressed himself in the finest clothes and went to see them with Portia.

*(At the brothers' home, the servant lets them in. The two brothers are seated, waiting.)*

**H:** Good morning, gentlemen. *(Roderick seems very surprised to see Portia.)* Portia, these are the men who helped me.

**P:** So very nice to meet you, kind sirs. *(She gives Oliver a wink.)*

**H:** Gentlemen, I'm ready to report.

**R:** Er ... Portia, I ...

**O:** Now we can decide the result of the bet which Roderick and I made. If you've won for me, you shall have any job as my gift. Have you got the million-pound bank note?

**H:** Here it is, sir.

**O:** I've won! Now what do you say, Roderick?

**R:** I say that I've lost twenty thousand pounds. Why, that is amazing, man!

**H:** Come, let's be going now, Portia.

**O:** But wait, wait! The job, you know. I ought to give you a job, as I promised.

**H:** Well, thank you very much, but I really don't want one now.

**P:** Henry, I'm disappointed in you. You didn't thank the gentlemen properly. May I do it for you?

**H:** Let me see you try.

*(Portia walks over to Roderick and gives him a hug. Then she sits in Oliver's lap, puts her arms around his neck and kisses him on the cheek. Oliver begins laughing.)*

**P:** Papa, he says he doesn't want anything else from you.

**H:** *(surprised)* My dear, is that your papa?!

**P:** He's my stepfather.

**H:** Oh, my dearest dear sir, I apologise for what I said. You have got a job opening that I want.

**O:** Name it.

**H:** Son-in-law.

**O:** Well, well, well! But you've never had such a job before. How can I be sure you can do it successfully?

**H:** Try me ... oh, do, I beg of you!

**O:** Oh, well, all right.

**N:** Were Portia and Henry happy? Words alone were not enough to describe it. Eventually, Portia's stepfather took that bank note back to the Bank of England and cashed it. The bank note was then useless for money but was his wedding gift to the young couple. Yes, the bank note was worth a million pounds, but it was not worth even one tenth of what Henry felt for Portia.



**2 Put the following events in the correct order.**

- \_\_\_ Oliver cashes the bank note.
- \_\_\_ Henry falls in love with Portia.
- \_\_\_ Henry finds out Oliver is Portia's stepfather.
- \_\_\_ Roderick and Oliver come back from their trip.
- \_\_\_ Oliver offers Henry a job.

**3 Answer the following questions.**

- 1 How did Henry become rich?
- 2 Who won the bet, Roderick or Oliver? Why?
- 3 Why didn't Henry want a job from Oliver?
- 4 What happened to Henry and Portia in the end?
- 5 What kind of person do you think Henry was at the beginning? How did he change during the one month?
- 6 How did people treat Henry during that month? What do these people have in common?
- 7 What do you think the writer wanted to tell us through this story?

**4 Write a review of the play *The Million Pound Bank Note*.**

- 1 In pairs, discuss what elements are usually included in a review of a written play.
- 2 Use the outline below to make notes about your review.

**Play reviews**

There are two kinds of play reviews: a review of a written play, and a review of a performance. The purpose of a play review is to give information to others so they can decide whether or not they want to read or watch the play.

**An introduction:**

- What is the name of the play?
- Who is the author?

**A short summary of the play:**

- What is the play about? (Do not give away the ending of the play!)
- Who are the characters and what are they like?
- How do the characters' attitudes towards Henry change during the play?

**Your thoughts and feelings about the play:**

- Did you enjoy the play? Why or why not?
- Would you recommend the play to other people? Why or why not?

- 3 Now write your review using full sentences. Remember you should explain your ideas.

---

---

---

---

---


---

---

---

---

---



## • Expanding Your World

### MY UNCLE JULES (Adapted)

Henri René Albert Guy de Maupassant



When I was growing up in Havre, my family was very poor.

My father worked long hours to support our family. We ate the same food every day, saved where we could, and tried our best to keep up appearances.

Every Sunday, we would put on our best clothes and go for a walk by the sea. My parents would walk at the back with great dignity. My sisters, both of marriageable age, would stride ahead, hoping to attract the right people.

On those days, when we saw the ships returning from distant countries, my father would remark: “What a surprise it would be if Jules were on that one! Eh?”

My uncle Jules was the black sheep of the family. He had squandered both his inheritance and my father’s, before setting forth for America. There, he set up a business in New York and wrote to say that he would soon repay my father. The news caused a dramatic change. Once regarded as a hopeless case by all, Uncle Jules was now considered a good and honest man, like all the other Davranches.

“When I am wealthy, I shall return to Havre,” he promised in another letter. “I hope it won’t be too long and that we shall all live happily together.”

That letter was pulled out and read at every opportunity. The more time passed, the more hopeful my family became. After all, our dreams were built on the wealth of Uncle Jules.

A few years later, one of my sisters got married to a clerk—a man whom I suspect to have seen the letter—and my family celebrated by going on a rare holiday together. On the ship bound for Jersey, we saw an old man shucking oysters for the passengers.

“That man looks extraordinarily like Jules,” my father muttered to my mother.

Astonished, my mother went to take a closer look. She, too, turned pale as a sheet. My father then asked the captain for more information.

The captain said, “He’s a tramp whom I met in America. He’s avoiding his family in Havre because he owes them money. I think his name is Jules—Jules Darmanche or Darvanche, or something like that.”

“It’s he! What should we do?” moaned my father.

My mother, suddenly furious, exclaimed, “I knew that thief would remain useless! What else can we expect from a Davranche!”

Only the three of us were in the know. Determined to keep it that way, my parents handed me five francs and asked me to pay for the oysters discreetly.

“How much do we owe you, monsieur?” I asked.

“Two francs fifty,” he replied.

I handed him the money and received change from his poor wrinkled hand. I looked at his old and unhappy face, and I, too, saw my uncle. Unable to help myself, I gave him back fifty centimes.

“Thank you so much, young sir!” he said gratefully, without recognising me.

“Are you insane?” my mother exclaimed when I returned with two francs. “Giving a tip to that man—”

My father pointed at his son-in-law. Everyone fell silent. As we drew closer to Jersey, I wanted desperately to see my Uncle Jules again and to console him with tender words, but he had long disappeared below the deck.



## Notes 注释

### Unit 1

#### 1 Phoenix flutes make music, ... whirl the whole night long. 凤箫声动，玉壶光转，一夜鱼龙舞。

这几句词源自我国宋朝词人辛弃疾（1140—1207）的著名词作《青玉案·元宵》，英译摘自《古诗苑汉英译丛：宋词》（杨宪益、戴乃迭等译）。全词描绘了我国古代元宵节景人合一的民俗风情画卷。该词作全文为：“东风夜放花千树。更吹落、星如雨。宝马雕车香满路。凤箫声动，玉壶光转，一夜鱼龙舞。蛾儿雪柳黄金缕。笑语盈盈暗香去。众里寻他千百度。蓦然回首，那人却在，灯火阑珊处。”

#### 2 Coming-of-Age Day 成人节

迈入成年是人生成长的重要标志，具有深远意义，因此，世界各国人民都非常重视，不仅有明确的成年标准，还会举行仪式庆祝。有的国家还形成特有的节日，将其称作“成人礼”或“成人节”。日本成人节为每年一月第二个星期一，成人式是该国的一种传统，以庆祝青年人年满20岁，迈入成年。日本女性通常会穿着一一种叫作“振袖”（furisode）的和服参加成人式，男性也会穿传统服饰，但现在很多男性更愿意穿西式服装。

#### 3 carnivals 狂欢节

狂欢节又称“嘉年华”，该节日的欢庆方式包括歌舞、音乐和多姿多彩的热闹的游行等。狂欢节起源于中世纪，在每年的大斋期（Lent）前举办。也有专家认为狂欢节源于古罗马时代的仲冬节。世界上有不少极负盛名的狂欢节，其中包括巴西里约狂欢节（Rio Carnival）和美国新奥尔良狂欢节（Mardi Gras in New Orleans）。

里约狂欢节被认为是世界上最盛大的狂欢节，于每年二月或三月举办，时长五至七天。里约狂欢节以各流派桑巴舞（samba）表演最为闻名。狂欢节期间，各舞蹈团体、歌唱团体、演奏团体之间相互竞技，欢庆的人们服装华丽，表演火热奔放且持续时间长，场面极为壮观。

#### 4 This important agricultural festival takes place after all the crops have been gathered in. 这一重要的农耕节日（一般）会在所有农作物收割完毕后举行。

**During the Mid-Autumn Festival in China, families gather to admire the shining moon and enjoy delicious mooncakes.** 在中国中秋节期间，家庭成员团聚在一起，共赏明月，品尝美味的月饼。

gather 一词的含义非常丰富。上面所列的第一句中，gather sth (in) 表示“收割；收获”。第二句中的gather表示“聚集；集合”，在表达这一含义时，gather之后还可接介词或副词，如round、together等。例如：

Many people in the square were attracted by the beautiful music and they soon gathered round the performers. 广场上许多人被那美妙的音乐所吸引，很快都聚集在演奏者的周围。

It is a tradition for most American families to gather together to celebrate Thanksgiving. 对于大多数美国家庭而言，聚在一起庆祝感恩节是一种传统。

此外，gather还可表示“收拢；归拢”“搜集；采集”“认为；猜想”等含义。例如：

The boy gathered all his toys from the floor and then put away in a box. 男孩将地上所有的玩具收起来，然后放在盒子里。

Gather ye rosebuds while ye may. 花开堪折直需折（意思是开花了可以折的时候要赶紧去折）。

I gather from your letter that you are not satisfied with your new job. 从你的来信中我了解到，你对你的新工作不是很满意。

**5 But, to be frank, the fireworks going off throughout the night were really annoying.**  
但是，说实话，整晚的烟花燃放声真的有些令人烦躁。

此句中going off throughout the night用作fireworks的定语，其中动词短语go off表示“爆炸”。除了这一含义以外，go off还可表达“离开”（警报器）发出响声”（设备）停止运转”（食物）变质”等含义。例如：

He hung up the phone and went off in a hurry. 他挂了电话，匆忙地离开了。

The central heating in the building goes off at 6 o'clock. 大楼的中央供暖系统六点停止供暖。

The alarm clock went off at 6:40 and woke him up. 6点40分，闹钟响了，把他叫醒了。

Don't drink the milk; it's gone off. 别喝那牛奶，牛奶坏了。

【思考】你还学过哪些与go相关的短语？请将它们列出来并说明其意义和用法。

**6 the Naadam Festival “那达慕”大会**

“那达慕”大会是蒙古族传统节日，主要流行于我国内蒙古自治区、甘肃省、青海省、新疆维吾尔自治区和蒙古人民共和国。“那达慕”大会举办时间一般在七八月，节期一至数日。“那达慕”为蒙古语，意为“娱乐”“游戏”。“那达慕”源于蒙古族的“祭敖包”仪式。“敖包”以石块堆积而成，原是道路和境界的标志，后来成为祭祀场所。人们意在通过祭敖包，祈求吉祥如意、人畜兴旺，同时也举行一些体育娱乐活动，后来演变为“那达慕”大会，成为欢庆农业丰收和畜牧业兴旺的节日盛会。每年夏秋牧闲时节，由一旗或数旗联合举办“那达慕”大会。届时，牧民身着盛装，骑马或乘车赶来。传统的“那达慕”盛会要进行赛马、射箭和摔跤三项竞技，现在还增添了马球、马术、田径比赛以及文艺演出等新内容，同时进行物资交流。大会期间，与会者相互邀请做客，敬酒祝愿。

**7 I'm finally back home now, feeling really tired, but celebrating Naadam with my friend was totally worth it.** 现在我终于回到家了，感到十分疲倦，但是和我的朋友一起欢度“那达慕”大会是完全值得的。

be worth it是一种非正式表达，常用来表示某事是否值得做。与之相反的表达是be not worth it，即表示某事不值得做。例如：

It took us at least three hours to get to the top of the mountain, but the view up there is worth it. 到山顶至少花了我们三个小时，但是（观赏）上面的景色还是值得的。

A: Shall we go and see the museum? 我们去不去看那个博物馆？

B: No, it's not worth it. 不去，不值得去。

**Unit 2**

**1 To a person nothing is more precious than their life, ...** 对一个人来说，没有什么比他们的生命更加珍贵了，……

此处“nothing is + (形容词)比较级 + than ...”是一个常见的句型，表示“没有什么比……更加……”。如：

To me, nothing can be more important than a healthy body. 对我来说，没有什么比健康的身体更重要。

In my eyes, nothing is better than your presence. 依我看，没有什么比你亲自出席更好的了。

句中their相当于his or her。在现代英语中，人们对诸如person、somebody、anyone这类性别不明的指代，除了宽泛地使用he or she、him or her或his or her外，更多时候会结合语境选用复数概念进行指代，即使用they/them/their。再如：

Let's keep our voices low—someone is taking their naps in the classroom. 我们说话低声些，有人在教室里午休呢。

If anyone finds my glasses, could they let me know? 如果有哪位看到我的眼镜了，麻烦告诉我好吗？



- 2 These words of Dr Lin Qiaozhi give us a look into the heart of this amazing woman, and what carried her through a life of hard choices.** 林巧稚这一席话使我们得以窥见这位非凡女性的内心世界，并了解是什么支撑她度过充满艰难抉择的一生。

林巧稚(1901—1983)，中国著名医学家，我国妇产科学的先驱。1929年，林巧稚毕业于私立北平协和医学院(后更名为北京协和医学院)，被聘为协和医院妇产科大夫，为该院第一位毕业留院的中国女医生。新中国成立后，她曾担任中华医学会副主席等职务，是中国科学院首批学部委员中唯一的女性院士，在妇产医学和妇幼保健领域作出了杰出贡献。

carry sb through为短语动词，表示“帮助或使得某人勇闯难关、战胜病魔等”。如：

My confidence, together with the skills you taught me, carried me through the exams. 我的信心，加上您教给我的技巧，帮助我通过了考试。

It was your words that carried her through. 是你的话支撑着她渡过了难关。

- 3 At times she was even seen riding a donkey to faraway villages to provide medical care.** 有时人们甚至会看到她骑着毛驴到遥远的村庄给人看病。

与see类似的表示感觉和心理状态的动词，如hear、feel、smell、watch、find等，其后都可接“宾语+动词-ing形式”构成的复合宾语结构，动词-ing形式充当宾语补足语，用来补充说明宾语的动作和情况。如：

We often see her dancing in front of the public. 我们常常看到她在公众面前翩翩起舞。

I didn't notice him leaving the building. 我没注意到他离开大楼。

faraway是一个形容词，主要用作前置定语，修饰具体的名词。如：

We enjoy his stories of all the faraway countries he has visited. 我们喜欢听他讲所有他去过的遥远国度的故事。

而far away短语则不同，除用作状语外，还可作后置定语，对名词进行限定。如：

We could hear the sound of water not far away. 我们听得见不远处水的响声。

Sam lives far away from his school. 萨姆住的地方离他的学校很远。

- 4 And even as she lay dying, her final thoughts were for others.** 即使在她弥留之际，她最后惦念的仍是他人。

be/lie dying相当于汉语“弥留之际”，是一种地道的英语表达方式。如：

He was dying, but still thinking about the safety of others. 在他弥留之际，依然想着他人的安危。

- 5 After a while, a group of women came along, each balancing a pot of water on her head.** 过了一会，一群妇女走了过来，每个人头上都顶着一罐水。

本句中each balancing a pot of water on her head是一个由代词each和动词-ing形式短语组成的独立结构，充当句子的状语，这种语法现象被称作“独立主格结构”。该结构通常由“名词或代词+动词-ing形式短语或过去分词短语、不定式短语、介词短语等”构成。在该结构中，名词或代词和其后的短语构成逻辑上的主谓关系，用来修饰谓语动词或整个句子，表示时间、条件、原因、伴随、目的或结果等。如：

The day being hot, we went swimming. 天气炎热，我们去游泳了。

He lay on his back, his hands crossed under his head. 他仰面躺着，交叉的双手枕在头下。

## Unit 3

- 1 a potluck dinner/party “百乐餐”**

potluck dinner/party是美国很受欢迎的一种聚餐形式。它最早出现在16世纪的英格兰，取意于“luck of the pot”，即“锅里正巧有的食物”，指非特意准备的家常便饭。potluck dinner/party的中文翻译为“百乐餐”，后生成客人自带食物的聚会。被邀请的客人需自带一款亲自烹调的食物与大家一同

分享，这样所有人既可以品尝到丰盛的美味，还能帮助主人减少花销和准备时间。由于这样的聚会方式既方便又省钱，因而成为美国一种大众化的请客方式。

## 2 Native Americans 美洲土著居民

美洲土著居民，即印第安人，属蒙古人种美洲支系。他们使用印第安语，包括十几个语族。多数学者认为，美洲印第安人是在大约两三万年前分多批从西伯利亚经白令海峡到达阿拉斯加，逐步向南迁徙，一直抵达美洲最南端，散布于整个美洲。在哥伦布到达美洲时，印第安人人口众多，估计在2,000万到4,000万之间。从16世纪起，由于遭受欧洲殖民者的入侵和屠杀，印第安人人口急剧减少。其后缓慢回升，到21世纪初约有5,000万人。

印第安人对世界文化有特别显著的贡献。他们首先栽培了玉米、马铃薯、向日葵、木薯、可可、烟草等农作物。其次是对艺术的创造，特别是安第斯地区印第安人的艺术，表现出对生活的丰富想象力和细致的观察力。工艺品有木雕、编织、纺织、羽饰、刺绣和陶器等。独具一格的印第安艺术至今仍是现代美洲人民艺术发展的基础。

## 3 gold rush 淘金热

19世纪40年代末，加利福尼亚发现金矿的消息很快传遍美国并轰动世界，人们蜂拥而至，形成空前的淘金热潮。这一热潮使得美国吸引了更多来自世界各地的移民，极大地推动了西部地区的发展。作为淘金热的中心地区，圣弗朗西斯科（又称三藩市）被称为“旧金山”。

1851年，人们在澳大利亚墨尔本也发现了金矿，并在那里形成淘金热，故墨尔本又被称为“新金山”。

## 4 Apart from being the kingdom of flowers, it is home to many ethnic minority groups. (云南) 除了是花的王国以外，还是许多少数民族的居住地。

介词短语 *apart from* 可表示“除了……外”“除了……还”“此外”等含义，相当于美国英语中的 *aside from*。例如：

*Apart from the boring fight between the two heroes, it is a really good movie.* 除了两个主人公之间乏味的打斗以外，这部电影还真的不错。

*Apart from being a painter, she is also a yoga coach.* 除了是位画家，她还是个瑜伽教练。

**【思考】**你能再说出几个表示“除了……外”或“此外”的介词或介词短语吗？请用它们造句，说明其用法。

## 5 What started as a residential area for Chinese immigrants then turned into a centre for Chinese culture. 早先作为中国移民的住宅区的的地方后来变成了中华文化的中心。

*What started as a residential area for Chinese immigrants* 是一个主语从句，整句话的谓语是 *turned into*。

# Unit 4

## 1 Space: The Final Frontier 太空：最后的边境

这个标题源于美国系列连续剧《星际迷航》(*Star Trek*) 每一集最初的引语，是剧中人物 James Kirk 舰长的一段独白，全文为：*Space, the final frontier. These are the voyages of the starship Enterprise. Its continuing mission, to explore strange new worlds, to seek out new life and civilisations, to boldly go where no man has gone before.*



## 2 However, some scientists were determined to help humans realise their dream to explore space. 然而，一些科学家决意要帮助人类实现探索太空的梦想。

此句中 be determined to do sth 的意思是“下定决心做某事”，其中 determined 是形容词，表示“有决心的；意志坚定的”。如：

She was determined to lose weight successfully this time. 这一次，她下定决心一定要减肥成功。

His father made a determined effort to quit smoking. 他爸爸决定努力戒烟。

动词 determine 则表示“决定；确定”，其后可接名词、从句或不定式。如：

Investigators are trying to determine the cause of the accident. 调查人员在设法弄清事故的原因。

Doctors have determined that the old man died of a heart attack. 医生们确定老人死于心脏病发作。

He determined to leave the city at once. 他决定马上就离开这个城市。

their dream to explore space 的意思是“他们探索太空的梦想”，其中 to explore space 用作后置定语，修饰 their dream。不定式短语用作后置定语的情况在口语中也很常见。再如：

I have no time to go there. 我没有时间去那儿。

There is nothing to worry about. 没什么可担心的。

## 3 Yuri Gagarin 尤里·加加林

尤里·加加林是苏联航天员。他于1934年出生，1960年被选为航天员。1961年4月12日，他驾驶“东方一号”飞船完成人类有史以来首次太空飞行。他被授予苏联英雄称号，曾获列宁勋章。1968年，他因飞机失事遇难。为纪念他，他的出生地被改名为加加林区，国际航空联合会设立了加加林金质奖章，月球表面的一座环形山也以他的姓氏命名。

## 4 That's one small step for [a] man, one giant leap for mankind. —Neil Armstrong

对一个人来说，这是一小步；对人类来说，这是一大步。——尼尔·阿姆斯特朗

这是1969年美国宇航员尼尔·阿姆斯特朗登月成功时所说的一句名言，充分表达出这次登月成功是人类太空探索的重要里程碑。

## 5 This is because people believe in the importance of carrying on space exploration despite the huge risks. 这是因为人们坚信太空探索的重要性，哪怕面临巨大的风险。

carry on sth/with sth 这一短语的意思是“继续做某事”或“坚持做某事”。carry on 也可接动词-ing 形式，表示“继续做某事”。如：

Don't stop. Please carry on. 别停，请继续。

She threw the ball back to the boy and then carried on reading her book. 她把球扔回给男孩，然后继续看她的书。

Can you carry on with your work while I am away? 我不在的时候你能继续干你的活吗？

【思考】你还学过哪些表示“继续做某事”的短语？它们有何异同？请举例说明。

## 6 Then Shenzhou 6 and 7 completed a second manned orbit and the first Chinese spacewalk, ... 此后，神舟六号和神舟七号分别完成了第二次载人环绕地球飞行以及中国人的第一次太空行走，……

spacewalk 意为太空行走，又称为出舱活动，指航天员离开载人航天器到舱外进行的活动。1965年3月18日，苏联航天员列昂诺夫在“上升二号”飞船上借助供氧脐带进行了24分钟的舱外活动，这是人类第一次太空行走。2008年9月27日，中国“神舟七号”载人飞船上的航天员翟志刚实现了中国航天员首次太空行走。

## Unit 5

### 1 *The Million Pound Bank Note* 《百万英镑》

《百万英镑》是美国著名作家马克·吐温的一部短篇小说，讲述了一个因帆船失事而陷入困境的美国小伙子亨利·亚当斯在伦敦的一次奇遇。伦敦的两位富家兄弟打赌，把一张百万大钞借给亨利，看他在一个月内能否生存。一个月的期限到了，亨利不仅没有饿死或被捕，反倒成了富翁，并且赢得了一位漂亮小姐的芳心。小说以略带夸张的艺术手法和幽默的语言，辛辣地讽刺了20世纪初英国社会的拜金主义思想。

马克·吐温 (Mark Twain, 1835—1910) 的真实姓名是塞缪尔·兰霍恩·克莱门斯 (Samuel Langhorne Clemens)。“马克·吐温”这个笔名原是密西西比河水手在航道上测量水的深度时所用的术语。马克·吐温一生写了大量作品，其代表作有《百万英镑》《哈克贝利·费恩历险记》《汤姆·索亚历险记》等。

### 2 *Money is a good servant and a bad master.* 金钱是善仆，也是恶主。

这是英国哲学家弗朗西斯·培根 (Francis Bacon) 的一句名言，它形象地阐明了金钱在人们生活中的作用，提醒人们要做金钱的主人而不是奴隶。

### 3 *And it was the ship that brought you to England.* 是那条船把你带到了英国。

这是一个强调句，被强调的部分是 the ship。在英语中，我们常用 “It is/was + 被强调部分 (通常是主语、宾语或状语) + that/who/whom + 其他” 的结构突出强调句子的某一成分。在这个句型中，it 用来引出被强调的成分，没有实际意义。如果被强调的部分是人，可以用 who、whom 或 that 来连接。如果被强调的是事物，则一律用 that 来连接，并且 that 不能省略。如：

It was his devotion and contribution that motivated me greatly. 是他的付出和贡献极大地激励了我。

It is our parents and teachers that/whom we should be most grateful to. 我们最该感恩的是我们的父母和老师。

It was from my chemistry teacher that I learnt how to watch carefully when doing experiments. 从我的化学老师那里，我学到了如何在做实验的过程中仔细观察。

### 4 *I was about to go get the letter.* 我正想去拿信。

be about to 表示即将发生的动作，在时间上指最近的将来，意思是“即将、正要做某事”。如：

Can I call you back later? We're about to have dinner. 我晚点再给你回电话好吗？我们马上要吃晚饭了。

在课文中，Oliver 正想把信交给 Henry，但是 Roderick 先他一步提到了信，所以 Oliver 说 “I was about to go get the letter.” 这里用了 was 而不是 is，表示刚才他就打算这么做了，指的是过去的将来。下面的例句也是用 was about to 表示过去的将来：

I was just about to ask you the same thing. 我刚才正要问你同一件事情。

We were just about to leave when Jerry arrived. 我们正要离开的时候，杰里来了。

【思考】你知道还有哪几种方式可以表示过去将来时态吗？在本单元中找一找！

### 5 *I remember thinking that never would I hold such a note as this ...* 记得当时我以为我 (手里) 永远不会握着这样一张钞票……

这句话中包含一个宾语从句 that never would I hold such a note as this，该从句是一个倒装句，正常的语序为 I would never hold such a note as this。

倒装是一种语法手段，用于特定的句子结构或强调某一句子成分。英语的基本结构是主、谓结构，倒装就是将这种比较固定的词序加以颠倒。否定词或词组放在句首时常用倒装。如：

He was not wrapped in grief. Nor did he let the disease stop him from living the kind of life he had



always dreamt about. 他没有沉浸在悲伤中，疾病也没能阻止他追求梦想的生活。

Down came the rain and up went the umbrellas. 下雨了，伞都撑起来了。

By the window sat a young lady with a magazine in her hand. 窗边坐着一位年轻女士，手里拿着一本杂志。

## 6 Go get the others, Todd! 特德，快去取别的衣服过来！

这句话相当于“Go to get the others, Todd!”或者“Go and get the others, Todd!”口语中经常会有这种非正式的用法。

戏剧为对话体，所以剧本中使用了较多具有口语特征的结构。英语的语体类型通常包括书面形式(written form)和口语形式(spoken form)。书面表达较为正式，句子结构完整，而口语表达较随意，且多用省略句，语句简短，如：See him there. Your address, sir? Ready-made suits? Downstairs. This way, please.

【思考】你还能在课文中找到其他类似的句子吗？

## 7 I dare not buy all these things. 我不敢买这么多东西。

dare既可用作情态动词，又可用作实义动词。用作情态动词时，dare只有一种形式，即后接动词原形，且主要用于否定句和疑问句。如：

We'd dare not give you money. 我们不敢把钱给你。

I'm so afraid that I dare not move. 我吓得一动也不敢动。

How dare you speak to me like that? 你怎么敢这么和我说话？

用作实义动词时，dare有动词的全部形式，可用于各种句式。如：

After receiving training for some time, she dared to sing in front of her class. 接受了一段时间的训练后，她敢在全班同学面前唱歌了。

I didn't dare to tell her the truth. 我不敢告诉她真相。

He won't dare to break his promise. 他不敢违背自己的诺言。

## 8 play 戏剧

play即“剧本；戏剧”，是写出来让演员在舞台上表演的故事，并且通常有舞台说明来描绘人物的外表和行为。剧本主要由剧中人物的对话、独白、旁白和舞台指示等组成。戏剧基本要素的英文表达如下：

title of play 剧名

scene 场

characters 人物（一般可分为主角和配角）

lines of dialogue 台词（剧本的主要构成元素）

narration 旁白；解说

stage directions 舞台指示（剧本中关于演员上下场、表演动作等的说明）

【思考】对于一场成功的演出，有了剧本还要做哪些准备？如何进行排练？

## Grammar 语法

### I The *-ing* Form 动词 *-ing* 形式 (1) (2)

动词 *-ing* 形式由“动词原形 + *-ing*”构成。动词 *-ing* 形式可在句中作主语、宾语、表语、定语、宾语补足语和状语，但不能单独作谓语。

成分	用法	例句
定语	如果是单个的动词 <i>-ing</i> 形式作定语，常放在被修饰词前作前置定语；如果是动词 <i>-ing</i> 形式短语作定语，则常放在被修饰词后作后置定语。	It was great fun walking along the streets, enjoying the <b>relaxing</b> atmosphere! I just can't take my eyes off the <b>shining</b> lights on the Christmas trees everywhere. Families <b>celebrating the Lunar New Year</b> can enjoy <b>exciting</b> dragon dances and carnivals together.
表语	一种表示主语的性质、特征和状态，其作用相当于形容词；另一种具体说明主语的内容，即主语等同于表语，两者可互换。	You look <b>amazing</b> tonight. Seeing is <b>believing</b> . The most important thing is <b>getting</b> there in time.
宾补	置于某些及物动词和宾语之后，补充说明宾语的动作或状态。在这种情况下，及物动词通常是表示感觉和心理状态的动词或使役动词。	Along the way, we saw many people <b>playing music, singing, and dancing</b> . She heard someone <b>knocking at the door</b> . You have kept me <b>waiting the whole morning</b> .
状语	可以表示时间、条件、原因、让步、结果、方式或伴随状况，其作用相当于状语从句。此外，动词 <i>-ing</i> 形式的逻辑主语应与句中主语一致。	Having <b>dressed up nicely</b> , we went out to have some good local food and enjoy the celebrations. <b>Thinking of all the people still in need of help</b> , Dr Lin opened a private clinic. She sat at the desk <b>reading a newspaper</b> .

### II Infinitives 动词不定式 (1)

初中阶段大家已经学习了动词不定式作宾语、宾语补足语和目的状语的用法。动词不定式作定语和状语的用法如下页表格所示：



成分	用法	例句
定语	一般置于被修饰词之后用作后置定语。	<p>Scientists were determined to help humans realise their dream <b>to explore space</b>.</p> <p>On 12 April 1961, Yuri Gagarin became the first person in the world <b>to go into space</b>.</p> <p>Sending people to other planets or even beyond the solar system is not an easy goal <b>to achieve</b>.</p> <p>Jessie got a new toy <b>to play with</b>.</p> <p>She has no friend <b>to depend on</b>.</p>
状语	可以表示目的、结果或原因等。	<p>Scientists work hard <b>to find out the secrets of the universe</b>.</p> <p>As we all know, an astronaut needs to be healthy and calm <b>in order to work in space</b>.</p> <p>You must be intelligent enough <b>to get a related college degree</b>.</p> <p>I'm afraid the whole process is too complicated <b>to explain in a few words</b>.</p> <p>We were surprised <b>to find that he had already left</b>.</p>

### III Modal Verbs 情态动词

情态动词表示说话人对某一动作或状态的态度。初中阶段大家已经学习了一些情态动词，这里将对情态动词的特征、功能和用法进行总结。

#### 1 情态动词的基本特征

- (1) 在形式上，情态动词没有实义动词的各种变化，只有 could、would、had to、might 等几个过去式，其他情态动词如 must、ought to 等的过去式皆与现在式同形。
- (2) 在意义上，大多数情态动词有多个意义，如 can 可以表达“能力”“可能”“许可”等。
- (3) 在用法上，情态动词与助动词一样，须后接动词原形，构成谓语动词。

#### 2 情态动词的否定式及缩略形式

情态动词	否定式	缩略形式	情态动词	否定式	缩略形式
can	cannot/can not	can't	shall	shall not	shan't
could	could not	couldn't	should	should not	shouldn't
may	may not	/	will	will not	won't
might	might not	mightn't	would	would not	wouldn't
must	must not	mustn't	need	need not	needn't
dare	dare not	daren't	ought to	ought not to	oughtn't to

## 3 情态动词的主要表意功能

用 法	例 句
表示能力	The little boy <b>can</b> read and write. I <b>could</b> feel the ground shaking.
表示可能和推测	Those of you who are familiar with the game <b>will</b> know this. They made a bet which <b>would</b> settle their argument. Oh, you <b>must</b> be Sylvia's husband. It <b>may</b> seem lucky to you but not to me! That <b>might</b> not be true. There <b>ought to</b> be enough space for all of us.
表示许可或禁止	You <b>can</b> go off duty now. You <b>can't</b> open it until two o'clock. You <b>may not</b> smoke in here. You <b>shouldn't</b> take her help for granted. You <b>mustn't</b> do that.
表示发出指示或提出请求	<b>Will</b> you please take her to the library? <b>Could</b> you offer me work here? <b>Can</b> I ask a question? <b>May</b> we ask what you're doing in this country?
表示提出帮助或发出邀请	<b>Will</b> you stay for lunch? <b>Wouldn't</b> you like to come with me? <b>May</b> I help you? <b>Shall</b> I put it in a box?
表示提出建议	You <b>could</b> ask the teacher for help. You <b>should</b> write him a letter. You'd <b>better</b> serve him quick and get him out quick. The cookies Susan made are delicious. You <b>ought to</b> try some.
表示愿望	<b>Would</b> you recommend the play to other people? I <b>would like to</b> know the date. I'd <b>love to</b> go to your birthday party. I'd <b>rather</b> not pay you now.
表示义务和需要	You <b>must</b> come at once. We <b>have to</b> wear uniforms at school. I <b>ought to</b> be on my way.



## IV Tenses 时态 (2)

### 过去将来时 (The Past Future Tense)

过去将来时表示在过去某一时间将要发生的动作或存在的状态。过去将来时常用在主句谓语动词为过去时态的宾语从句中。过去将来时句子中有时包含时间状语 the next day、soon 等。如：

They said the letter inside **would** explain what it was all about. 他们说里面的信会解释所有的事情。

The director said he **would** meet the famous actor the next day. 导演说他会第二天与那个著名男演员见面。

过去将来时的基本结构是“would + 动词原形”，否定式是在 would 后面加 not。如：

Jeff knew he **would** be tired the next day. 杰夫知道他第二天会很累。

He promised that he **would** not open the letter until 2 o'clock. 他承诺两点钟之前不会打开信。

除了上述结构，be going to、be about to 等结构也用在过去将来时中，如：

They **were going to** find someone to take part in their bet when they saw Henry walking on the street outside. 他们正准备找一个人来参与他们的赌局，这时，他们看到亨利走在外面的大街上。

Mrs Thomson **was about to** sit down to watch the opera when her phone rang. 汤姆森夫人刚要坐下看剧的时候，她的电话响了。

## V Ellipsis 省略

在英语中，为了使语言简洁或避免重复，常常省略句中的一个或几个成分，这种语法现象称为省略。

被省略的部分	例句
主语	(I) Beg your pardon. (You) Sit down, please. (It) Sounds like a good idea.
谓语或谓语的一部分	(Is there) Anything I can do for you? (Is) Anybody here?
宾语	A: Where has Mr Smith gone? B: Sorry, I don't know (where he has gone).
主语和谓语，或主语和谓语的一部分	(Are you) Hungry? (I want) Orange juice, please. (Do you) Understand?
不定式 to 后省略动词	A: Would you like to come to the party? B: I'd love to (come to the party). You don't have to tell me if you don't want to (tell me).

# Words and Expressions in Each Unit

## 各单元生词和习惯用语

注：黑体部分为课标词和短语；白体部分为非课标词；专有名词在每单元词表后面单独列出。

### Unit 1

**lantern** /'læntən/ *n.* 灯笼；提灯

**carnival** /'kɑ:nɪvl/ *n.* 狂欢节；嘉年华

**costume** /'kɒstjʊ:m/

*n.* (某地或某历史时期的) 服装；戏装

**dress (sb) up** 穿上盛装；装扮

**march** /mɑ:tʃ/ *vi.* & *n.* 行进；前进；示威游行

**congratulation** /kən'grætʃu'leɪʃn/ *n.* 祝贺；恭喜

**congratulate** /kən'grætʃuleɪt/

*vt.* 向(某人)道贺；(因某事)为自己感到自豪

**riddle** /'rɪdl/ *n.* 谜语；神秘事件

**ceremony** /'serəməni/ *n.* 典礼；仪式

**samba** /'sæmbə/ *n.* 桑巴舞；桑巴舞曲

**make-up** *n.* 化妆品；性格；构成方式

**after all** 毕竟；别忘了

**range** /reɪndʒ/ *n.* 一系列；范围、界限

*vi.* 包括；(在一定范围内)变化

**range from ... to ...** 包括从……到……之间

**origin** /'ɒrɪdʒɪn/ *n.* 起源；起因；出身

**religion** /rɪ'lɪdʒən/ *n.* 宗教；宗教信仰

**religious** /rɪ'lɪdʒəs/ *adj.* 宗教的；笃信宗教的

**figure** /'fɪgə(r)/ *n.* 人物；数字；身材

*vt.* 认为；认定

**charm** /tʃɑ:m/ *n.* 魅力；迷人的特征；咒语

**joy** /dʒɔɪ/ *n.* 高兴；喜悦

**joyful** /'dʒɔɪfl/ *adj.* 高兴的；快乐的

**gratitude** /'grætɪtju:d/ *n.* 感激之情；感谢

**harvest** /'hɑ:vɪst/

*n.* 收获季节；收获；收成

*vi.* & *vt.* 收割(庄稼)；捕猎(动物、鱼)

**agricultural** /ægrɪ'kʌltʃərəl/

*adj.* 农业(劳动/生产)

**agriculture** /'ægrɪkʌltʃə(r)/ *n.* 农业；农艺

**crop** /krɒp/ *n.* 庄稼；作物；一季的收成

**gather** /'gæðə(r)/ *vi.* 聚集；集合

*vt.* 聚集；搜集；收割

**grateful** /'ɡreɪtfl/ *adj.* 感激的；表示感谢的

**feature** /'fi:tʃə(r)/ *vt.* 以……为特色

*n.* 特色；特征；特点

**decorate** /'deɪkəreɪt/ *vt.* 装饰；装潢

**church** /tʃɜ:tʃ/ *n.* (基督教的) 教堂；礼拜堂

**significant** /sɪg'nɪfɪkənt/ *adj.* 有重大意义的；显著的

**fade** /feɪd/ *vi.* & *vt.* 逐渐消失；(使)褪色；

(身体)变得虚弱

**fade away** 逐渐消失；(身体)变得虚弱

**typical** /'tɪpɪkl/ *adj.* 典型的；有代表性的；平常的

**firecracker** /'faɪə,krækə(r)/ *n.* 鞭炮；爆竹

**evil** /'i:vəl/ *adj.* 邪恶的；有害的；罪恶的

*n.* 邪恶；罪恶；恶行

**in spite of** 不管；尽管

**commercial** /kə'mɜ:ʃl/

*adj.* 商业(化)的；以获利为目的的

**commercialise** (NAme also -ize)

/kə'mɜ:ʃəlaɪz/ *vt.* 使商业化；利用……牟利

**commercialisation** (NAme also -ization)

/kə'mɜ:ʃəlaɪ'zeɪʃn/ *n.* 商业化

**take advantage of** 利用；欺骗；占……的便宜

**medium** /'mi:diəm/

*n.* (pl. **media** /'mi:diə/) 媒介；手段；方法

*adj.* 中等的；中号的

**the media** 大众传播媒介

**reflect** /rɪ'flekt/ *vt.* 显示；反映；反射

**belief** /bɪ'li:f/ *n.* 信仰；信心；信任

**faith** /feɪθ/ *n.* 宗教信仰；信任；相信

**occasion** /ə'keɪʒn/

*n.* 特别的事情(或仪式、庆典)；(适当的)机会

**have sth in common**

(兴趣、想法等方面)相同；有相同的特征

**atmosphere** /'ætməsfiə(r)/

*n.* 气氛；氛围；(地球的)大气(层)

**lunar** /'lu:nə(r)/ *adj.* 阴历的；月球的；月亮的

**eve** /i:v/ *n.* 前夕；前一天



**envelope** /'envələʊp/ *n.* 信封; 塑料封套

**Christmas carol** /'kærəl/ 圣诞颂歌

**merry** /'meri/ *adj.* 愉快的; 高兴的

**Merry Christmas!** 圣诞快乐!

**pumpkin** /'pʌmpkɪn/ *n.* 南瓜

**pudding** /'pʊdɪŋ/ *n.* 布丁; (餐末的)甜食

**mashed** /mæʃt/ **potatoes** 土豆泥

**roast** /rəʊst/ *adj.* 烤的; 焙的

*vi. & vt.* 烘烤; 焙

**turkey** /'tɜ:kɪ/ *n.* 火鸡; 火鸡肉

**roast turkey** 烤火鸡肉

**pleased** /pli:zd/ *adj.* 高兴的; 满意的

**firework** /'faɪəwɜ:k/ *n.* 烟火; 烟花; [pl.] 烟花表演

**frank** /fræŋk/ *adj.* 坦率的; 直率的

**to be frank** 坦白说; 坦率地说

**go off** 爆炸; 走火; 离开

**except for** 除……之外

**inner** /'ɪnə(r)/ *adj.* 内部的; 里面的; 内心的

**autonomous** /ɔ:'tɒnəməs/ *adj.* 自治的; 有自治权的

**region** /'ri:dʒən/ *n.* 地区; 区域; 地带

**represent** /,reprɪ'zent/ *vt.* 象征; 代表; 相当于

**wrestling** /'reslɪŋ/ *n.* 摔跤运动

**wrestle** /'resl/ *vi. & vt.* 摔跤; 奋力对付

**wrestler** /'reslə(r)/ *n.* 摔跤运动员

**archery** /'ɑ:tʃəri/ *n.* 射箭术; 射箭运动

**set off** 出发; 动身; 启程

**fancy** /'fænsi/ *adj.* 花哨的; 精致的; 昂贵的

*vt.* 想要; 倾慕; 自认为是

**robe** /rəʊb/ *n.* 袍服; 礼袍

**eagle** /'i:gl/ *n.* 雕

**grace** /greɪs/ *n.* 优美; 优雅; 高雅

**absolutely** /'æbsəlu:tli/ *adv.* 绝对地; 完全地

**moment** /'məʊmənt/ *n.* 片刻; 瞬间

**tent** /tent/ *n.* 帐篷

**pot** /pɒt/ *n.* 罐; 壶; 锅

**brief** /brɪ:f/ *adj.* 简洁的; 简单的; 短暂的

**branch** /brɑ:ntʃ/ *n.* 树枝; 分支; 支流

**wedding** /'wedɪŋ/ *n.* 婚礼; 结婚庆典

**clap** /klæp/ *vt.* 鼓掌; 拍手; 击掌

*n.* 鼓掌; 拍手; 掌声

**respect** /rɪs'pekt/ *n. & vt.* 尊敬; 尊重

**horrible** /'hɒrəbl/

*adj.* 令人震惊的; 恐怖的; 极坏的

**Coming-of-Age Day** 成人节

**Rio** /'ri:əʊ/ (全称 Rio de Janeiro /,ri:əʊ də

dʒə'niərəʊ/) 里约热内卢 (巴西城市)

**Carla** /'kɑ:lə/ 卡拉

**Halloween** /,hæləʊ'i:n/ *n.* 万圣节前夕

**Thanksgiving** /,θæŋks'gɪvɪŋ/ (**Day**) 感恩节

**La Tomatina** /,lɑ:təʊmɑ:'tɪnɑ:/ 番茄大战

**Buñol** /,bu:'nɒl/ 布尼奥尔 (西班牙小镇)

**the Naadam** /'nɑ:dəm/ **Festival** “那达慕”大会

**Inner Mongolia** /mɒŋ'gəʊliə/ **Autonomous Region** 内蒙古自治区

**Mongolian** /mɒŋ'gəʊliən/

*adj.* 蒙古人的; 蒙古的; 蒙古语的

*n.* 蒙古语; 蒙古人

## Unit 2

**moral** /'mɒrəl/ *adj.* 道德的; 道义上的

*n.* 品行; 道德; 寓意

**virtue** /'vɜ:tʃu:/ *n.* 高尚的道德; 美德; 优秀品质

**dilemma** /dɪ'lemə/ *n.* 进退两难的境地; 困境

**moral dilemma** 道德困境

**faint** /feɪnt/ *vi.* 昏倒; 晕厥

*adj.* 不清楚的; 微弱的

**illustrate** /'ɪləstreɪt/

*vt.* (举例)说明; 阐明; 给(书或文章)加插图

**precious** /'preʃəs/ *adj.* 珍稀的; 宝贵的

**entrust** /ɪn'trʌst/ *vt.* 委托; 交付

**carry sb through sth** 帮助某人渡过难关

**marriage** /'mæɪrɪdʒ/ *n.* 结婚; 婚姻

**majority** /mə'dʒɔ:rəti/ *n.* 大部分; 大多数

**complain** /kəm'pleɪn/ *vi. & vt.* 抱怨; 发牢骚

**tuition** /tju:'ʃn/ *n.* (小组)教学; 讲课

**fee** /fi:/ *n.* 专业服务费; 报酬

**tuition fees** 学费

**respond** /rɪs'pɒnd/ *vt.* 回答; 回复

*vi.* 做出反应; 回应

**response** /rɪ'spɒns/ *n.* 反应; 回答; 回复

**union** /ju:niən/ *n.* 协会; 联合会; 工会

**scholarship** /'skɒləʃɪp/ *n.* 奖学金

**hire** /'haɪə(r)/ *vt.* 聘任; 雇用; 租用

*n.* 租借; 租用

**physician** /fɪ'zɪʃn/ *n.* 医师; (尤指)内科医生

**resident physician** 住院医师

**colleague** /'kɒli:g/ *n.* 同事; 同僚

**reject** /rɪ'dʒekt/ *vt.* 拒绝接受; 不录用

**rejection** /rɪ'dʒekʃn/ *n.* 拒绝接受; 否决

**appoint** /ə'pɔɪnt/ *vt.* 任命; 委派

**clinic** /'klɪnɪk/ *n.* 诊所; 门诊部

faraway /'fɑ:rəweɪ/ *adj.* 遥远的  
 elect /ɪ'lekt/ *vt.* 选举; 推选  
     **election** /ɪ'leɪʃn/ *n.* 选举; 推选; 当选  
 decade /'dekeɪd/ *n.* 十年; 十年期  
 elsewhere /,els'weə(r)/ *adv.* 在别处; 去别处  
 tend /tend/ *vt.* 照顾; 照料 *vi.* 倾向; 趋于  
     **tend to do sth** 易于做某事; 往往会发生某事  
 publish /'pʌblɪʃ/ *vt.* 发表(作品); 出版  
 staff /stɑ:f/ *n.* 员工; 全体职员  
 retire /rɪ'taɪə(r)/ *vi. & vt.* 退休; 辞职; 退出  
 saving /'seɪvɪŋ/ *n.* 节省物; 节省; 节约;  
     [pl.] 储蓄金; 存款  
 kindergarten /'kɪndəgɑ:tn/ *n.* 学前班; 幼儿园  
 principle /'prɪnsəpl/ *n.* 道德原则; 法则; 原则  
 passive /'pæslv/ *adj.* 被动的; 顺从的  
 scared /skeəd/ *adj.* 害怕的; 对……感到惊慌或恐惧的  
     **scare** /skeə(r)/ *vt.* 惊吓; 使害怕  
         *vi.* 受惊吓  
 sharp /ʃɑ:p/ *adj.* (增长、下跌等) 急剧的; 锋利的;  
     明显的  
 insurance /ɪn'ʃʊərəns/ *n.* 保险; 保险业  
 energetic /,enə'dʒetɪk/ *adj.* 精力充沛的; 充满活力的  
 replace /rɪ'pleɪs/ *vt.* 接替; 取代; 更换  
 accident /'æksɪdɪnt/ *n.* 事故; 车祸; 失事  
 operation /,ɒpə'reɪʃn/ *n.* 手术; 企业; 经营  
 whisper /'wɪspə(r)/  
     *vi. & vt.* 悄声说; 耳语; 低语  
     *n.* 耳语(声); 低语(声); 传言; 谣传  
 midnight /'mɪdnait/ *n.* 子夜; 午夜  
 import /'ɪmpɔ:t/ *n.* 进口; 进口商品  
     /ɪm'pɔ:t/ *vt.* 进口; 输入; 引进  
 export /'eksɔ:t/ *n.* 出口; 出口商品  
     /ɪk'spɔ:t/ *vt.* 出口; 输出; 传播  
 pole /pəʊl/ *n.* (行星的) 极; 地极  
 lap /læp/ *n.* (坐着时的) 大腿部; (跑道等的) 一圈  
 bite /baɪt/ *vt. & vi.* (bit/bit/, bitten/'bɪtn/) 咬; 叮; 蜇  
     *n.* 咬; (咬下的) 一口; 咬伤  
 lip /lɪp/ *n.* 嘴唇  
 assist /ə'sɪst/ *vt.* 帮助; 援助  
 first aid 急救  
 pass away 去世  
 chairman /'tʃeəməŋ/ *n.* 主席; 主持人; 董事长  
 memory /'meməri/ *n.* 记忆力; 回忆  
     **in memory of** 作为对……的纪念  
 chain /tʃeɪn/ *n.* 一连串(人或事); 链子; 链条  
 café /'kæfeɪ; NAmE kə'feɪ/ *n.* 咖啡馆; 小餐馆  
 waitress /'weɪtrəs/ *n.* (餐馆的) 女服务员; 女侍者

pregnant /'pregnənt/ *adj.* 怀孕的; 妊娠的  
 disguise /dɪs'gaɪz/ *vt.* 装扮; 假扮; 掩盖  
     *n.* 伪装; 化装用具  
 maple /'meɪpl/ *n.* 枫树; 槭树  
 cart /kɑ:t/ *n.* 手推车; 运货马车  
 spill /spɪl/ *vt. & vi.* (spilt/spilled, spilt/spilled)  
     (使) 洒出; (使) 溢出  
 trip over 被……绊倒  
 limp /lɪmp/ *vi.* 跛行; 一瘸一拐地走  
 tear /tɪə(r)/ *n.* 眼泪; 泪水  
     **in tears** 流着泪; 含着泪  
 harm /hɑ:m/ *n. & vt.* 伤害; 损害  
 despair /dɪ'speə(r)/ *n.* 绝望  
     *vi.* 绝望; 感到无望  
     **in despair** 处于绝望中  
 might /maɪt/ *n.* 力量; 威力  
 a great deal (of) 大量  
 fable /'feɪbl/ *n.* 寓言; 寓言故事  
 court /kɔ:t/ *n.* (网球等的) 球场; 法院; 法庭  
 flexible /'fleksəbl/ *adj.* 灵活的; 可变通的  
 income /'ɪnkʌm/ *n.* 收入; 收益  
 per /pə(r); pɜ:(r)/ *prep.* 每; 每一  
 therefore /'ðeəfɔ:(r)/ *adv.* 因此; 所以  
 tension /'tenʃn/ *n.* 紧张关系; 紧张; 焦虑

### Peking Union Medical College

北京协和医学院

the Wenhai Scholarship “文海”奖学金

the OB-GYN department (全称 Department of  
Obstetrics and Gynecology) 妇产科

the People's Republic of China 中华人民共和国

the National People's Congress /'kɒŋɡres/  
全国人民代表大会

the North/South Pole 北极/南极

Henry Norman Bethune /'henri 'nɔ:mən bə'θju:n/  
亨利·诺曼·白求恩

## Unit 3

diverse /daɪ'vɜ:s/ *adj.* 不同的; 多种多样的

diversity /daɪ'vɜ:səti/

*n.* 差异(性); 不同(点); 多样性

fortune /'fɔ:ʃu:n; NAmE 'fɔ:rtʃən/ *n.* 机会; 运气

fortune cookie 幸运曲奇

gumbo /'ɡʌmbəʊ/

*n.* 秋葵汤(用秋葵做的浓鸡汤或海鲜汤)

nachos /'nætʃəʊz/ *n.* [pl.] 墨西哥玉米片



chip /tʃɪp/

*n.* (英) 炸土豆条; (美) 炸薯片; 芯片; 碎片

cheese /tʃi:z/ *n.* 干酪; 奶酪

spicy /'spaɪsi/ *adj.* 加有香料的; 辛辣的

ethnic /'eθnɪk/

*adj.* 具有民族特色的; 异国风味的; 民族的; 种族的

admit /əd'mɪt/ *vi.* & *vt.* 承认

*vt.* 准许进入 (或加入)

definitely /'defɪnətli/ *adv.* 肯定; 确实

occur /ə'kɜ:(r)/ *vi.* 发生; 出现

downtown /,daʊn'taʊn/ *adv.* 在市中心; 往市中心

mission /'mɪʃn/ *n.* 传教 (区); 重要任务; 使命

district /'dɪstrɪkt/ *n.* 地区; 区域

graffiti /grə'fɪ:ti/ *n.* [pl.] 涂鸦; 胡写乱画

comic /'kɒmɪk/ *n.* 连环画杂志; 漫画杂志; 喜剧演员

*adj.* 滑稽的; 使人发笑的

afterwards /'ɑ:fəwədz/

(*NAmE* usually **afterward**) *adv.* 以后; 后来

head to (朝……) 前进; (向……) 去

historical /hɪ'stɒrɪkl/ *adj.* (有关) 历史的

seek /si:k/ *vt.* & *vi.* (sought /sɔ:t/, sought)

寻找; 寻求; 争取; (向人) 请求

**seek one's fortune** 寻找成功致富之路; 闯世界

earn /ɜ:n/ *vt.* & *vi.* 挣得; 赚得; 赢得; 博得

**earn a living** 谋生

immigrant /'ɪmɪgrənt/ *n.* (外来) 移民; 外侨

select /sɪ'lekt/ *vt.* 选择; 挑选; 选拔

china /'tʃaɪnə/ *n.* 瓷; 瓷器

jazz /dʒæz/ *n.* 爵士乐

bar /bɑ:(r)/ *n.* 酒吧; 小吃店; 小馆子

diagram /'daɪəgræm/ *n.* 简图; 图解; 图表; 示意图

journal /'dʒɜ:nl/ *n.* 日志; 日记; 报纸; 刊物

claim /kleɪm/ *vt.* & *n.* 夺取 (生命); 宣称; 断言

series /'sɪəri:z/ *n.* 一系列; 连续; 接连

**series of** 一系列或一连串 (事件)

apart from (especially *NAmE* **aside from**)

除了……外 (还); 此外

minority /maɪ'nɒrəti/ *n.* 少数民族; 少数派; 少数人

escape /ɪ'skeɪp/ *vi.* & *vt.* 逃走; 逃脱; 避开

*n.* 逃跑; 逃脱; 解脱

bring about 导致; 引起

Atlantic /ət'læntɪk/ *adj.* 大西洋的

financial /faɪ'nænʃl/ *adj.* 财政的; 财务的; 金融的

poetry /'pəʊətri/ *n.* 诗集; 诗歌; 诗作

jeans /dʒi:nz/ *n.* 牛仔裤

boot /bu:t/ *n.* 靴子

mushroom /'mʌʃrʊm/ *n.* 蘑菇; 蕈

poisonous /'pɔɪzənəs/

*adj.* 引起中毒的; 有毒的; 分泌毒素的

poison /'pɔɪzn/ *n.* 毒物; 毒药; 毒素

*vt.* 毒死; 毒害

fold /fəʊld/ *vt.* 包; 裹; 折叠

*vt.* & *vi.* (可) 折小; (可) 叠平

super /'su:pə(r); *BrE* also 'sju:pə(r)/

*adv.* 特别; 格外

*adj.* 顶好的; 超级的

collection /kə'leɪkʃn/ *n.* 作品集; 收集物; 收藏品

accessory /ək'sesəri/ *n.* 配饰; 附件; 配件

souvenir /su:və'nɪə(r)/ *n.* 纪念品; 纪念品

percentage /pə'sentɪdʒ/ *n.* 百分率; 百分比

climate /'klaɪmət/ *n.* 气候

mild /maɪld/ *adj.* 温和的; 和善的; 轻微的

settle /'setl/ *vt.* & *vi.* 定居; 结束 (争论); 解决 (纠纷)

construction /kən'strʌkʃn/

*n.* 建筑; 建造; 建造物; (句子、短语等的) 结构

material /mə'tɪəriəl/ *n.* 材料; 布料; 素材

*adj.* 物质的; 实际的

to name but a few 仅举几例

tai chi /,taɪ 'tʃi:/ (also **t'ai chi**) *n.* 太极拳

clothing /'kləʊðɪŋ/ *n.* 衣服; 服装

herbal /'hɜ:bl/ *adj.* 药草的; 香草的

suit /sju:t; *NAmE* also su:t/

*vt.* 适合; 满足……需要; 相配; 合身

*n.* 西服; 套装

(at) first hand 第一手; 亲自

item /'aɪtəm/ *n.* 项目; 一件商品 (或物品); 一条 (新闻)

contain /kən'teɪn/ *vt.* 包含; 含有; 容纳

neat /ni:t/ *adj.* 极好的; 整洁的; 整齐的

San Francisco /,sænfrən'sɪskəʊ/

圣弗朗西斯科 (旧金山) (美国城市)

Napa Valley /,næpə 'væli/ 纳帕谷 (美国)

the Golden Gate Bridge 金门桥

the Mission District 教会区 (旧金山)

Mexico /'meksɪkəʊ/ 墨西哥 (北美洲国家)

California /,kælɪ'fɔ:niə/ 加利福尼亚 (美国州名)

Cantonese /,kæntə'ni:z/ *adj.* 广东的; 粤语的

*n.* 粤语; 广东人

the Richmond District

里士满区 (旧金山)

Huangguoshu Waterfall /'wɔ:təfɔ:l/ 黄果树瀑布

*Journey to the West* 《西游记》

Tin How Temple 天后古庙

Bank of Canton /'kæntən/ 广东银行

Portsmouth /'pɔ:tsməθ/ Square

花园角广场 (旧金山)

Robert Louis Stevenson /'rɒbət 'lu:i 'sti:vənsən/

罗伯特·路易斯·斯蒂文森 (英国作家)

## Unit 4

astronaut /'æstrənɔ:t/ *n.* 宇航员; 太空人

procedure /prə'si:dʒə(r)/ *n.* 程序; 步骤; 手续

mental /'mentl/ *adj.* 精神的; 思想的

cm *abbr.* (centimetre /'sentimi:tə(r)/ or centimeter) 厘米

intelligent /ɪn'telɪdʒənt/

*adj.* 有智慧的; 聪明的; 有智力的

rocket /'rɒkɪt/ *n.* 火箭; 火箭弹

gravity /'grævəti/ *n.* 重力; 引力

frontier /'frʌntiə(r)/ *n.* 边境; 国界; 边远地区

vehicle /'vi:əkl/ *n.* 交通工具; 车辆

universe /'ju:nɪvɜ:s/ *n.* 宇宙; 天地万物

determined /dɪ'tɜ:mɪnd/

*adj.* 有决心的; 意志坚定的

determine /dɪ'tɜ:mɪn/ *vt.* 查明; 确定; 决定

satellite /'sætəlaɪt/ *n.* 人造卫星; 卫星

launch /lɔ:ntʃ/ *vt. & n.* 发射; 发起; 上市

orbit /'ɔ:bɪt/

*n.* (环绕地球、太阳等运行的) 轨道; 势力范围

*vt. & vi.* 沿轨道运行; 环绕……运行

giant /'dʒaɪənt/ *adj.* 巨大的; 伟大的

*n.* 巨人; 巨兽; 伟人

leap /li:p/ *n.* 跳跃; 剧增; 剧变

(leapt, leapt /lept/ or leaped, leaped)

*vi. & vt.* 跳过; 跃过

mankind /mæn'kaɪnd/ *n.* 人类

agency /'eɪdʒənsi/

*n.* (政府的) 专门机构; 服务机构; 代理处

transmit /træns'mɪt/ *vt. & vi.* 传输; 发送

data /'deɪtə/ *n.* [pl.] 资料; 数据

disappointed /dɪ'sə'pɔɪntɪd/ *adj.* 失望的; 沮丧的

desire /dɪ'zaɪə(r)/ *n.* 渴望; 欲望

*vt.* 渴望; 期望

carry on 继续做, 坚持干

ongoing /'ɒŋgəʊɪŋ/

*adj.* 持续存在的; 仍在进行的; 不断发展的

on board 在宇宙飞船上; 在船上; 在飞机上

independently /,ɪndɪ'pendəntli/

*adv.* 独立地; 自立地

independent /,ɪndɪ'pendənt/

*adj.* 独立的; 自立的

spacecraft /'speɪskrɑ:ft/ *n.* 航天器; 宇宙飞船

spacewalk /'speɪswɔ:k/ *n.* 太空行走; 太空行走的时间

jade /dʒeɪd/ *n.* 玉; 翡翠; 玉器

dock /dɒk/ *vi. & vt.* (两架航天器) 对接; (使)……进港  
*n.* 码头; 船坞

signal /'sɪgnəl/ *vt. & vi.* 标志着; 标明; 发信号

*n.* 信号; 标志

in the hope of doing sth 抱着……的希望

so as to (do sth) 为了; 以便

recycle /,ri:'saɪkl/ *vt.* 回收利用; 再利用

muscle /'mʌsl/ *n.* 肌肉; 实力; 影响力

lack /læk/ *n.* 缺乏; 短缺 *vt.* 没有; 缺乏

float /fləʊt/ *vi.* 浮动; 漂流; 漂浮

*vt.* 使浮动; 使漂流

otherwise /'ʌðəwaɪz/ *adv.* 否则; 要不然

beyond /bɪ'jɒnd/ *prep.* 在更远处; 超出

solar /'səʊlə(r)/ *adj.* 太阳的; 太阳能的

solar system 太阳系; 类太阳系

current /'kʌrənt/ *adj.* 当前的; 现在的

*n.* 水流; 电流; 思潮

figure out 弄懂; 弄清楚; 弄明白

sufficient /sə'fɪʃnt/ *adj.* 足够的; 充足的

soap /səʊp/ *n.* 肥皂

towel /'taʊəl/ *n.* 毛巾; 抹布

microwave /'maɪkrəweɪv/

*n.* (also microwave oven) 微波炉

tissue /'tɪʃu:; 'tɪʃju:/ *n.* 纸巾; (人、动植物细胞的) 组织

facility /fə'sɪləti/ *n.* 设施; 设备

keen /ki:n/ *adj.* 热衷的; 渴望的

globe /gləʊb/ *n.* 地球; 世界; 地球仪

argue /'ɑ:gju:/ *vt. & vi.* 论证; 争辩; 争论

argument /'ɑ:gjumənt/ *n.* 争论; 争吵; 论点

fatal /'feɪtl/ *adj.* 致命的; 灾难性的

shallow /'ʃæləʊ/ *adj.* 肤浅的; 浅的

result in 导致; 造成

pattern /'pætɪn/ *n.* 模式; 图案; 模范

analysis /ə'næləsɪs/ *n.* (pl. analyses /ə'næləsɪz/) (对事物的) 分析; 分析结果

as a result 所以; 结果 (是)

high-end *adj.* 高端的

monitor /'mɒnɪtə(r)/ *n.* 监视器; 监测仪

*vt.* 监视; 监测; 监控

regularly /'regjələli/ *adv.* 经常; 定期地

regular /'regjələ(r)/ *adj.* 定期的; 经常的; 正常的

foam /fəʊm/ *n.* 泡沫橡胶; 泡沫

pillow /'pɪləʊ/ *n.* 枕头

smartphone /'smɑ:tfəʊn/ *n.* 智能手机



**resource** /rɪ'sɔ:s/ *n.* 资源; 财力; 物力

**limited** /'lɪmɪtɪd/ *adj.* 有限的

**provide for sb** 提供生活所需

**closing** /'kləʊzɪŋ/ *adj.* 结尾的; 结束的  
*n.* 停业; 关闭; 倒闭

**in closing** 最后

**mystery** /'mɪstri/ *n.* 神秘事物; 谜

**run out** 用完; 耗尽

**attach** /ə'tætʃ/ *vt.* 系; 绑; 贴

**oxygen** /'ɒksɪdʒən/ *n.* 氧; 氧气

**Sputnik** /'spʌtnɪk/ 1

“旅伴一号” (苏联发射的人类第一颗人造卫星)

**the USSR** *abbr.* the Union of Soviet Socialist Republics 苏联

**Yuri Gagarin** /'ju:ri 'gɑ:gərɪn/  
尤里·加加林 (苏联宇航员)

**Neil Armstrong** /'ni:l 'ɑ:mstrɒŋ/  
尼尔·阿姆斯特朗 (美国宇航员)

**NASA** /'næsə/ *abbr.* National Aeronautics and Space Administration (美国) 国家航空与航天局

**Voyager** /'vɔɪdʒə(r)/ 1 “旅行者一号”

**Soyuz** /sɔ:'ju:z/ 11 “联盟 11 号”

**Challenger** /'tʃælɪndʒə(r)/ “挑战者”号航天飞机

**the International Space Station** 国际空间站

**Jade Rabbit** “玉兔”月球车

**Mars** /mɑ:z/ *n.* 火星

**Jupiter** /'dʒu:pɪtə(r)/ *n.* 木星

**Typhoon Goni** 台风天鹅

**GPS** *abbr.* global positioning system 全球 (卫星) 定位系统

## Unit 5

**basis** /'beɪsɪs/ *n.* 基础; 根据; 基点

**on the basis of** 在某事的基础上; 根据某事

**loan** /lɔ:n/ *n.* 贷款; 借款

**take out a loan** 取得贷款

**plastic** /'plæstɪk/ *n.* 塑料  
*adj.* 塑料制的; 塑料的

**apologise** /ə'pɒlədʒaɪz/ (*also* apologise)  
*vi.* 道歉; 谢罪

**ignore** /ɪg'nɔ:(r)/ *vt.* 忽视; 对……不予理会

**in return** 作为回报; 作为回应

**judge** /dʒʌdʒ/ *vt. & vi.* 评价; 评判; 判断  
*n.* 法官; 审判员; 裁判员

**scene** /si:n/  
*n.* (戏剧或歌剧的) 场; 现场; 场面

**narrator** /nə'reɪtə(r)/

*n.* (书、戏剧或电影中的) 叙述者; 讲述者; (电视节目中的) 幕后解说员

**narration** /nə'reɪʃn/ *n.* 叙述; 讲述; 解说

**bet** /bet/ *n.* 打赌; 赌注

(bet, bet) *vi. & vt.* 下赌注; 用……打赌  
*vt.* 敢说

**make a bet** 打个赌

**servant** /'sɜ:vənt/ *n.* 仆人; 用人

**as a matter of fact** 事实上; 其实; 说真的

**by accident** 偶然地; 意外地

**sail** /seɪl/

*vi. & vt.* (船) 航行; (人) 乘船航行

**spot** /spɒt/ *vt.* 看见; 注意到; 发现

*n.* 地点; 处所; 斑点; 污迹

**consulate** /'kɒnsjələt; NAmE 'kɑ:nsələt/ *n.* 领事馆

**dare** /deə(r)/ *vi. & modal v.* 胆敢; 敢于

**sort** /sɔ:t/ *n.* 种类; 类别

**mining** /'maɪnɪŋ/ *n.* 采矿; 采矿业

**patience** /'peɪʃns/ *n.* 耐心; 忍耐力; 毅力

**to be honest** 说实话; 坦率地说

**ought to** 应该; 应当

**be about to do sth** 即将或正要 (做某事)

**indicate** /'ɪndɪkeɪt/ *vt. & vi.* 表明; 显示  
*vt.* 象征; 暗示

**beneath** /br'ni:θ/

*adv. & prep.* 在 (或往) ……下面; 在……的表面之下

**postpone** /pə'spəʊn/ *vt.* 延迟; 延期; 延缓

**odd** /ɒd/ *adj.* 奇怪的; 怪异的; 反常的

**obligation** /ɒblɪ'geɪʃn/ *n.* 义务; 职责; 责任

**intention** /ɪn'tenʃn/ *n.* 打算; 计划; 意图; 目的

**nowhere** /'nəʊweə(r)/ *adv.* 无处; 哪里都不

**in case** 以防; 以防万一

**extent** /ɪk'stent/ *n.* 程度; 限度; 大小; 范围

**to ... extent** 到……程度; 在……程度上

**opera** /'ɒprə/ *n.* 歌剧

**musical** /'mju:zɪkl/ *n.* 音乐剧 *adj.* 音乐的

**dinosaur** /'daɪnəsɔ:(r)/ *n.* 恐龙

**hug** /hʌg/ *vt. & vi.* 拥抱; 抱紧

**pursue** /pə'sju:z/ *vt.* 追求; 致力于

**duty** /'dju:ti; NAmE 'du:ti/ *n.* 责任; 义务; 职责; 值班  
**on duty** 值班; 值勤

**hesitate** /'hezɪteɪt/ *vi.* 犹豫; 迟疑; 顾虑

**sequence** /'si:kwəns/ *vt.* 按顺序排列 *n.* 顺序; 一系列

**eventually** /ɪ'ventʃuəli/ *adv.* 最后; 终于

**tailor** /'teɪlə(r)/ *n.* (男装) 裁缝

*vt.* 专门制作; 定做

**clerk** /kɪɑ:k; NAmE klɜ:rk/ *n.* 职员; 文书; 店员

**manner** /'mænə(r)/

*n.* 举止; 行为方式; 方法; [pl.] 礼貌; 礼仪

**in a ... manner**

以一种……的方式; 带着一副……的样子

**downstairs** /,daʊn'steəz/

*adv.* 顺楼梯而下; 在楼下; 往楼下

**stair** /steə(r)/ *n.* 楼梯; 梯级

**aside** /ə'saɪd/ *adv.* 到旁边; 在旁边; 留; 存

**frown** /fraʊn/ *n.* & *vi.* 皱眉

**in that case** 既然那样; 假使那样的话

**option** /'ɒpʃn/

*n.* 可选择的事物; 选择; 选择权

**broad** /brɔ:d/ *adj.* 宽阔的; 广阔的; 广泛的

**indeed** /ɪn'di:d/ *adv.* 其实; 实际上; 当然; 确实

**normal** /'nɔ:ml/

*adj.* 典型的; 正常的; 一般的; 精神正常的

*n.* 常态; 通常标准; 一般水平

**willing** /'wɪlɪŋ/ *adj.* 愿意; 乐意

**be willing to do sth** 愿意或乐意做某事

**element** /'elɪmənt/ *n.* 要素; 基本部分

**plot** /plɒt/ *n.* 故事情节; 布局; 阴谋

**ambassador** /æm'bæsədə(r)/

*n.* 大使; 使节; 代表

**upper-class** *adj.* 上流社会的; 上等阶层的

**upper** /'ʌpə(r)/ *adj.* 上面的; 上层的; 靠上部的

**the upper class** 上流社会; 上等阶层

**maintain** /meɪn'teɪn/

*vt.* 维持; 保持; 维修; 保养

**permission** /pə'mɪʃn/

*n.* 准许; 许可; 批准; 许可证

**permit** /pə'mɪt/ *vt.* & *vi.* 允许; 准许; 使有可能

**saying** /'seɪɪŋ/ *n.* 谚语; 格言; 警句

**external** /ɪk'stɜ:nl/ *adj.* 外部的; 外面的; 外来的

Roderick /'rɒdərɪk/ 罗德里克

Oliver /'ɒlɪvə(r)/ 奥利弗

Henry Adams /'henri 'ædəmz/ 亨利·亚当斯

*The Phantom of the Opera*

《歌剧魅影》(音乐剧)

Reid /reɪd/ 里德

Todd /tɒd/ 托德

Portia Langham /'pɔ:ʃə 'læŋəm/ 波希亚·兰厄姆

人教版®



## Vocabulary

## 词汇表

注：黑体部分为课标词和短语；白体部分为非课标词；带△符号的词汇为专有名词。

## A

- (at) first hand** 第一手；亲自 (3)
- a great deal (of)** 大量 (2)
- absolutely** /'æbsəlu:tli/ *adv.* 绝对地；完全地 (1)
- accessory** /ək'sesəri/ *n.* 配饰；附件；配件 (3)
- accident** /'æksɪdənt/ *n.* 事故；车祸；失事 (2)
- by accident** 偶然地；意外地 (3)
- admit** /əd'mɪt/ *vi. & vt.* 承认 (3)
- vt.* 准许进入（或加入） (3)
- after all** 毕竟；别忘了 (1)
- afterwards** /'ɑ:ftəwədz/ ( *NAmE* usually **afterward** ) *adv.* 以后；后来 (3)
- agency** /'eɪdʒənsi/ *n.* (政府的) 专门机构；服务机构；代理处 (4)
- agriculture** /'ægrɪkʌltʃə(r)/ *n.* 农业；农艺 (1)
- agricultural** /,ægrɪ'kʌltʃərəl/ *adj.* 农业（劳动/生产） (1)
- ambassador** /æm'bæsədə(r)/ *n.* 大使；使节；代表 (5)
- analysis** /ə'næləsɪs/ *n.* (*pl.* **analyses** /ə'næləsɪz/) (对事物的) 分析；分析结果 (4)
- apart from** ( especially *NAmE* **aside from** ) 除了……外（还）；此外 (3)
- apologise** /ə'pɒlədʒaɪz/ ( *also* **apologize** ) *vi.* 道歉；谢罪 (5)
- appoint** /ə'pɔɪnt/ *vt.* 任命；委派 (2)
- archery** /'ɑ:tʃəri/ *n.* 射箭术；射箭运动 (1)
- argue** /'ɑ:gju:/ *vt. & vi.* 论证；争辩；争论 (4)
- argument** /'ɑ:gjumənt/ *n.* 争论；争吵；论点 (4)
- as a matter of fact** 事实上；其实；说真的 (5)
- as a result** 所以；结果（是） (4)
- aside** /ə'saɪd/ *adv.* 到旁边；在旁边；留；存 (5)
- assist** /ə'sɪst/ *vt.* 帮助；援助 (2)
- astronaut** /'æstrənɔ:t/ *n.* 宇航员；太空人 (4)
- Atlantic** /ət'læntɪk/ *adj.* 大西洋的 (3)

- atmosphere** /'ætməsfɪə(r)/ *n.* 气氛；氛围；（地球的）大气（层） (1)
- attach** /ə'tætʃ/ *vt.* 系；绑；贴 (4)
- autonomous** /ɔ:'tɒnəməs/ *adj.* 自治的；有自治权的 (1)

## B

- △ **Bank of Canton** /'kæntən/ 广东银行 (3)
- bar** /bɑ:(r)/ *n.* 酒吧；小吃店；小馆子 (3)
- basis** /'beɪsɪs/ *n.* 基础；根据；基点 (5)
- on the basis of** 在某事的基础上；根据某事 (5)
- be about to do sth** 即将或正要（做某事） (5)
- belief** /bɪ'li:f/ *n.* 信仰；信心；信任 (1)
- beneath** /bɪ'ni:θ/ *adv. & prep.* 在（或往）……下面；在……的表面之下 (5)
- bet** /bet/ *n.* 打赌；赌注 (5)
- ( *bet, bet* ) *vi. & vt.* 下赌注；用……打赌 (5)
- vt.* 敢说 (5)
- make a bet** 打个赌 (5)
- beyond** /bɪ'jɒnd/ *prep.* 在更远处；超出 (4)
- bite** /baɪt/ *vt. & vi.* ( *bit* /bɪt/, *bitten* /'bɪtn/ ) 咬；叮；蜇 (2)
- n.* 咬；（咬下的）一口；咬伤 (2)
- boot** /bu:t/ *n.* 靴子 (3)
- branch** /brɑ:ntʃ/ *n.* 树枝；分支；支流 (1)
- brief** /bri:f/ *adj.* 简洁的；简单的；短暂的 (1)
- bring about** 导致；引起 (3)
- broad** /brɔ:d/ *adj.* 宽阔的；广阔的；广泛的 (5)
- △ **Buñol** /,bu:'nɒl/ 布尼奥尔（西班牙小镇） (1)

## C

- café** /'kæfeɪ; *NAmE* kə'feɪ/ *n.* 咖啡馆；小餐馆 (2)
- △ **California** /,kælɪ'fɔ:niə/ 加利福尼亚（美国州名） (3)
- △ **Cantonese** /,kæntə'ni:z/ *adj.* 广东的；粤语的 (3)
- n.* 粤语；广东人 (3)
- △ **Carla** /'kɑ:lə/ 卡拉 (1)

carnival /'kɑ:nɪvl/ *n.* 狂欢节; 嘉年华 (1)

carry on 继续做, 坚持干 (4)

carry sb through sth 帮助某人渡过难关 (2)

cart /kɑ:t/ *n.* 手推车; 运货马车 (2)

ceremony /'serəməni/ *n.* 典礼; 仪式 (1)

chain /tʃeɪn/ *n.* 一连串(人或事); 链子; 链条 (2)

chairman /'tʃeəmən/ *n.* 主席; 主持人; 董事长 (2)

△ Challenger /'tʃælɪndʒə(r)/  
“挑战者”号航天飞机 (4)

charm /tʃɑ:m/ *n.* 魅力; 迷人的特征; 咒语 (1)

cheese /tʃi:z/ *n.* 干酪; 奶酪 (3)

china /'tʃaɪnə/ *n.* 瓷; 瓷器 (3)

chip /tʃɪp/  
*n.* (英) 炸土豆条; (美) 炸薯片; 芯片; 碎片 (3)

Christmas carol /'kæərəl/ 圣诞颂歌 (1)

church /tʃɜ:tʃ/ *n.* (基督教的) 教堂; 礼拜堂 (1)

claim /kleɪm/ *vt.* & *n.* 夺取(生命); 宣称; 断言 (3)

clap /klæp/ *vt.* 鼓掌; 拍手; 击掌  
*n.* 鼓掌; 拍手; 掌声 (1)

clerk /klə:k; NAmE klɜ:rk/ *n.* 职员; 文书; 店员 (5)

climate /'klaɪmət/ *n.* 气候 (3)

clinic /'klɪnɪk/ *n.* 诊所; 门诊部 (2)

closing /'kləʊzɪŋ/ *adj.* 结尾的; 结束的  
*n.* 停业; 关闭; 倒闭 (4)

in closing 最后 (4)

clothing /'kləʊðɪŋ/ *n.* 衣服; 服装 (3)

cm *abbr.* (centimetre /'sentɪmɪ:tə(r)/ or centimeter) 厘米 (4)

colleague /'kɒli:ɡ/ *n.* 同事; 同僚 (2)

collection /kə'leɪʃn/ *n.* 作品集; 收集物; 收藏品 (3)

comic /'kɒmɪk/ *n.* 连环画杂志; 漫画杂志; 喜剧演员  
*adj.* 滑稽的; 使人发笑的 (3)

△ Coming-of-Age Day 成人节 (1)

commercial /kə'mɜ:ʃl/  
*adj.* 商业(化)的; 以获利为目的的 (1)

commercialise (NAmE also -ize)  
/kə'mɜ:ʃəlaɪz/ *vt.* 使商业化; 利用……牟利 (1)

commercialisation (NAmE also -ization)  
/kə'mɜ:ʃəlaɪ'zeɪʃn/ *n.* 商业化 (1)

complain /kəm'pleɪn/ *vi.* & *vt.* 抱怨; 发牢骚 (2)

congratulate /kən'grætʃuleɪt/  
*vt.* 向(某人)道贺; (因某事)为自己感到自豪 (1)

congratulation /kən'grætʃu'leɪʃn/  
*n.* 祝贺; 恭喜 (1)

construction /kən'strʌkʃn/  
*n.* 建筑; 建造; 建造物; (句子、短语等的) 结构 (3)

consulate /'kɒnsjələt; NAmE 'kɑ:nsələt/ *n.* 领事馆 (5)

contain /kən'teɪn/ *vt.* 包含; 含有; 容纳 (3)

costume /'kɒstjʊ:m/  
*n.* (某地或某历史时期的) 服装; 戏装 (1)

court /kɔ:t/ *n.* (网球等的) 球场; 法院; 法庭 (2)

crop /krɒp/ *n.* 庄稼; 作物; 一季的收成 (1)

current /'kʌrənt/ *adj.* 当前的; 现在的  
*n.* 水流; 电流; 思潮 (4)

## D

dare /deə(r)/ *vi.* & *modal v.* 胆敢; 敢于 (5)

data /'deɪtə/ *n.* [pl.] 资料; 数据 (4)

decade /'dekeɪd/ *n.* 十年; 十年期 (2)

decorate /'dekeɪt/ *vt.* 装饰; 装潢 (1)

definitely /'defɪnətli/ *adv.* 肯定; 确实 (3)

desire /dɪ'zaɪə(r)/ *n.* 渴望; 欲望  
*vt.* 渴望; 期望 (4)

despair /dɪ'speə(r)/ *n.* 绝望  
*vi.* 绝望; 感到无望 (2)

in despair 处于绝望中 (2)

determine /dɪ'tɜ:mɪn/ *vt.* 查明; 确定; 决定 (4)

determined /dɪ'tɜ:mɪnd/  
*adj.* 有决心的; 意志坚定的 (4)

diagram /'daɪəgræm/ *n.* 简图; 图解; 图表; 示意图 (3)

dilemma /dɪ'lemə/ *n.* 进退两难的境地; 困境 (2)

dinosaur /'daɪnəsɔ:(r)/ *n.* 恐龙 (5)

disappointed /,dɪsə'pɔɪntɪd/ *adj.* 失望的; 沮丧的 (4)

disguise /dɪs'gaɪz/ *vt.* 装扮; 假扮; 掩盖  
*n.* 伪装; 化装用具 (2)

district /'dɪstrɪkt/ *n.* 地区; 区域 (3)

diverse /daɪ'vɜ:s/ *adj.* 不同的; 多种多样的 (3)

diversity /daɪ'vɜ:səti/  
*n.* 差异(性); 不同(点); 多样性 (3)

dock /dɒk/ *vi.* & *vt.* (两架航天器) 对接; (使)……进港  
*n.* 码头; 船坞 (4)

downstairs /,daʊn'steəz/  
*adv.* 顺楼梯而下; 在楼下; 往楼下 (5)

downtown /,daʊn'taʊn/ *adv.* 在市中心; 往市中心 (3)

dress (sb) up 穿上盛装; 装扮 (1)

duty /'dju:ti; NAmE 'duti/ *n.* 责任; 义务; 职责; 值班 (5)

on duty 值班; 值勤 (5)

## E

eagle /'i:ɡl/ *n.* 雕 (1)

earn /ɜ:n/ *vt.* & *vi.* 挣得; 赚得; 赢得; 博得 (3)

earn a living 谋生 (3)

elect /ɪ'lekt/ *vt.* 选举; 推选 (2)



- election** /ɪ'lekʃn/ *n.* 选举; 推选; 当选 (2)
- element** /'elɪmənt/ *n.* 要素; 基本部分 (5)
- elsewhere** /,els'weə(r)/ *adv.* 在别处; 去别处 (2)
- energetic** /,enə'dʒetɪk/  
*adj.* 精力充沛的; 充满活力的 (2)
- entrust** /ɪn'trʌst/ *vt.* 委托; 交付 (2)
- envelope** /'envələʊp/ *n.* 信封; 塑料封套 (1)
- escape** /ɪ'skeɪp/ *vi. & vt.* 逃走; 逃脱; 避开  
*n.* 逃跑; 逃脱; 解脱 (3)
- ethnic** /'eθnɪk/  
*adj.* 具有民族特色的; 异国风味的; 民族的; 种族的 (3)
- eve** /i:v/ *n.* 前夕; 前一天 (1)
- eventually** /ɪ'ventʃʊəli/ *adv.* 最后; 终于 (5)
- evil** /'i:vəl/ *adj.* 邪恶的; 有害的; 罪恶的  
*n.* 邪恶; 罪恶; 恶行 (1)
- except for** 除……之外 (1)
- export** /'eksɔːt/ *n.* 出口; 出口商品  
/ɪk'spɔːt/ *vt.* 出口; 输出; 传播 (2)
- extent** /ɪk'stent/ *n.* 程度; 限度; 大小; 范围  
**to ... extent** 到……程度; 在……程度上 (5)
- external** /ɪk'stɜːnl/  
*adj.* 外部的; 外面的; 外界的; 外来的 (5)
- ## F
- fable** /'feɪbl/ *n.* 寓言; 寓言故事 (2)
- facility** /fə'sɪləti/ *n.* 设施; 设备 (4)
- fade** /feɪd/ *vi. & vt.* 逐渐消失; (使) 褪色;  
(身体) 变得虚弱 (1)
- fade away** 逐渐消失; (身体) 变得虚弱 (1)
- faint** /feɪnt/ *vi.* 昏倒; 晕厥  
*adj.* 不清楚的; 微弱的 (2)
- faith** /feɪθ/ *n.* 宗教信仰; 信任; 相信 (1)
- fancy** /'fænsi/ *adj.* 花哨的; 精致的; 昂贵的  
*vt.* 想要; 倾慕; 自认为是 (1)
- faraway** /'fɑːrəweɪ/ *adj.* 遥远的 (2)
- fatal** /'feɪtl/ *adj.* 致命的; 灾难性的 (4)
- feature** /'fi:tʃə(r)/ *n.* 特色; 特征; 特点  
*vt.* 以……为特色 (1)
- fee** /fi:/ *n.* 专业服务费; 报酬 (2)
- figure** /'fɪɡə(r)/ *vt.* 认为; 认定  
*n.* 数字; 人物; 身材 (1)
- figure out** 弄懂; 弄清楚; 弄明白 (4)
- financial** /faɪ'nænʃl/ *adj.* 财政的; 财务的; 金融的 (3)
- firecracker** /'faɪəkrækə(r)/ *n.* 鞭炮; 爆竹 (1)
- firework** /'faɪəwɜːk/ *n.* 烟火; 烟花; [pl.] 烟花表演 (1)
- first aid** 急救 (2)
- flexible** /'fleksəbl/ *adj.* 灵活的; 可变通的 (2)
- float** /fləʊt/ *vi.* 浮动; 漂流; 漂浮  
*vt.* 使浮动; 使漂流 (4)
- foam** /fəʊm/ *n.* 泡沫橡胶; 泡沫 (4)
- fold** /fəʊld/ *vt.* 包; 裹; 折叠  
*vi. & vt.* (可) 折小; (可) 叠平 (3)
- fortune** /'fɔːtʃuːn; NAmE 'fɔːrtʃən/ *n.* 机会; 运气 (3)
- fortune cookie** 幸运曲奇 (3)
- frank** /fræŋk/ *adj.* 坦率的; 直率的 (1)
- to be frank** 坦白说; 坦率地说 (1)
- frontier** /'frʌntɪə(r)/ *n.* 边境; 国界; 边远地区 (4)
- frown** /fraʊn/ *n. & vi.* 皱眉 (5)
- ## G
- gather** /'gæðə(r)/ *vt.* 聚集; 搜集; 收割  
*vi.* 聚集; 集合 (1)
- giant** /'dʒaɪənt/ *adj.* 巨大的; 伟大的  
*n.* 巨人; 巨兽; 伟人 (4)
- globe** /gləʊb/ *n.* 地球; 世界; 地球仪 (4)
- go off** 爆炸; 走火; 离开 (1)
- △ **GPS** *abbr.* global positioning system  
全球(卫星)定位系统 (4)
- grace** /ɡreɪs/ *n.* 优美; 优雅; 高雅 (1)
- graffiti** /grə'fiːti/ *n.* [pl.] 涂鸦; 胡写乱画 (3)
- grateful** /'ɡreɪtfl/ *adj.* 感激的; 表示感谢的 (1)
- gratitude** /'ɡrætɪtjuːd/ *n.* 感激之情; 感谢 (1)
- gravity** /'ɡrævəti/ *n.* 重力; 引力 (4)
- gumbo** /'ɡʌmbəʊ/  
*n.* 秋葵汤(用秋葵做的浓鸡汤或海鲜汤) (3)
- ## H
- △ **Halloween** /'hæləʊ'iːn/ *n.* 万圣节前夕 (1)
- harm** /hɑːm/ *n. & vt.* 伤害; 损害 (2)
- harvest** /'hɑːvɪst/  
*n.* 收获季节; 收获; 收成  
*vi. & vt.* 收割(庄稼); 捕猎(动物、鱼) (1)
- have sth in common**  
(兴趣、想法等方面) 相同; 有相同的特征 (1)
- head to** (朝……) 前进; (向……) 去 (3)
- △ **Henry Adams** /'henri 'ædəmz/ 亨利·亚当斯 (5)
- △ **Henry Norman Bethune** /'henri 'nɔːmən  
bə'θjuːn/ 亨利·诺曼·白求恩 (2)
- herbal** /'hɜːbl/ *adj.* 药草的; 香草的 (3)

- hesitate** /'hezɪteɪt/ *vi.* 犹豫; 迟疑; 顾虑 (5)
- high-end** *adj.* 高端的 (4)
- hire** /haɪə(r)/ *vt.* 聘任; 雇用; 租用  
*n.* 租借; 租用 (2)
- historical** /hɪ'stɔːrɪkl/ *adj.* (有关) 历史的 (3)
- horrible** /'hɒrəbl/  
*adj.* 令人震惊的; 恐怖的; 极坏的 (1)
- △ **Huangguoshu Waterfall** /'wɔːtəfɔːl/  
黄果树瀑布 (3)
- hug** /hʌg/ *vt. & vi.* 拥抱; 抱紧 (5)
- ## I
- ignore** /ɪg'nɔː(r)/ *vt.* 忽视; 对……不予理会 (5)
- illustrate** /'ɪləstreɪt/  
*vt.* (举例) 说明; 阐明; 给(书或文章)加插图 (2)
- immigrant** /'ɪmɪgrənt/ *n.* (外来) 移民; 外侨 (3)
- import** /'ɪmpɔːt/ *n.* 进口; 进口商品  
*vt.* 进口; 输入; 引进 (2)
- in case** 以防; 以防万一 (5)
- in return** 作为回报; 作为回应 (5)
- in spite of** 不管; 尽管 (1)
- in that case** 既然那样; 假使那样的话 (5)
- in the hope of doing sth** 抱着……的希望 (4)
- income** /'ɪnkʌm/ *n.* 收入; 收益 (2)
- indeed** /ɪn'diːd/ *adv.* 其实; 实际上; 当然; 确实 (5)
- independent** /,ɪndɪ'pendənt/  
*adj.* 独立的; 自立的 (4)
- independently** /,ɪndɪ'pendəntli/  
*adv.* 独立地; 自立地 (4)
- indicate** /'ɪndɪkeɪt/ *vt. & vi.* 表明; 显示  
*vt.* 象征; 暗示 (5)
- inner** /'ɪnə(r)/ *adj.* 内部的; 里面的; 内心的 (1)
- △ **Inner Mongolia Autonomous Region** 内蒙古自治区 (1)
- insurance** /ɪn'ʃʊərəns/ *n.* 保险; 保险业 (2)
- intelligent** /ɪn'telɪdʒənt/  
*adj.* 有智慧的; 聪明的; 有智力的 (4)
- intention** /ɪn'tenʃn/ *n.* 打算; 计划; 意图; 目的 (5)
- item** /'aɪtəm/ *n.* 项目; 一件商品(或物品);  
一条(新闻) (3)
- ## J
- jade** /dʒeɪd/ *n.* 玉; 翡翠; 玉器 (4)
- △ **Jade Rabbit** “玉兔” 月球车 (4)
- jazz** /dʒæz/ *n.* 爵士乐 (1)
- jeans** /dʒiːnz/ *n.* 牛仔裤 (3)
- journal** /'dʒɜːnl/ *n.* 日志; 日记; 报纸; 刊物  
△ **Journey to the West** 《西游记》 (3)
- joy** /dʒɔɪ/ *n.* 高兴; 喜悦 (1)
- joyful** /'dʒɔɪfl/ *adj.* 高兴的; 快乐的 (1)
- judge** /dʒʌdʒ/ *vt. & vi.* 评价; 评判; 判断  
*n.* 法官; 审判员; 裁判员 (5)
- △ **Jupiter** /'dʒuːpɪtə(r)/ *n.* 木星 (4)
- ## K
- keen** /kiːn/ *adj.* 热衷的; 渴望的 (4)
- kindergarten** /'kɪndəɡɑːtn/ *n.* 学前班; 幼儿园 (2)
- ## L
- △ **La Tomatina** /lə:təʊmɑː'tɪnɑː/ 番茄大战 (1)
- lack** /læk/ *n.* 缺乏; 短缺 *vt.* 没有; 缺乏 (4)
- lantern** /'læntən/ *n.* 灯笼; 提灯 (1)
- lap** /læp/ *n.* (坐着时的) 大腿部; (跑道等的) 一圈 (2)
- launch** /lɔːntʃ/ *vt. & n.* 发射; 发起; 上市 (4)
- leap** /li:p/ *n.* 跳跃; 剧增; 剧变  
(leapt, leapt /lept/ or leaped, leaped)  
*vi. & vt.* 跳过; 跃过 (4)
- limited** /'lɪmɪtɪd/ *adj.* 有限的 (4)
- limp** /lɪmp/ *vi.* 跛行; 一瘸一拐地走 (2)
- lip** /lɪp/ *n.* 嘴唇 (2)
- loan** /ləʊn/ *n.* 贷款; 借款 (5)
- take out a loan** 取得贷款 (5)
- lunar** /'luːnə(r)/ *adj.* 阴历的; 月球的; 月亮的 (1)
- ## M
- maintain** /meɪn'teɪn/  
*vt.* 维持; 保持; 维修; 保养 (5)
- majority** /mə'dʒɔːrəti/ *n.* 大部分; 大多数 (2)
- make-up** *n.* 化妆品; 性格; 构成方式 (1)
- mankind** /,mæn'kaɪnd/ *n.* 人类 (4)
- manner** /'mænə(r)/  
*n.* 举止; 行为方式; 方法; [pl.] 礼貌; 礼仪 (5)
- in a ... manner**  
以一种……的方式; 带着一副……的样子 (5)
- maple** /'meɪpl/ *n.* 枫树; 槭树 (2)
- march** /mɑːtʃ/ *vi. & n.* 行进; 前进; 示威游行 (1)
- marriage** /'mæɪrɪdʒ/ *n.* 结婚; 婚姻 (2)
- △ **Mars** /mɑːz/ *n.* 火星 (4)



**mashed** /mæʃt/ **potatoes** 土豆泥

**material** /mə'tiəriəl/ *n.* 材料; 布料; 素材  
*adj.* 物质的; 实际的

**medium** /'mi:diəm/

*n.* ( *pl.* **media** /'mi:diə/) 媒介; 手段; 方法

*adj.* 中等的; 中号的

**the media** 大众传播媒介

**memory** /'meməri/ *n.* 记忆力; 回忆

**in memory of** 作为对……的纪念

**mental** /'mentl/ *adj.* 精神的; 思想的

**merry** /'meri/ *adj.* 愉快的; 高兴的

**Merry Christmas!** 圣诞快乐!

△ **Mexico** /'meksikəʊ/ 墨西哥

**microwave** /'maikrəweiv/

*n.* ( *also* **microwave oven** ) 微波炉

**midnight** /'miɪdnait/ *n.* 子夜; 午夜

**might** /maɪt/ *n.* 力量; 威力

**mild** /maɪld/ *adj.* 温和的; 和善的; 轻微的

**mining** /'maɪnɪŋ/ *n.* 采矿; 采矿业

**minority** /maɪ'nɔ:rəti/ *n.* 少数民族; 少数派; 少数人 (3)

**mission** /'mɪʃn/ *n.* 传教(区); 任务; 使命 (3)

**moment** /'mɒmənt/ *n.* 片刻; 瞬间 (1)

**Mongolian** /mɒŋ'gəʊliən/

*adj.* 蒙古人的; 蒙古的; 蒙古语的

*n.* 蒙古语; 蒙古人

**monitor** /'mɒnɪtə(r)/ *n.* 监视器; 监测仪

*vt.* 监视; 监测; 监控

**moral** /'mɒrəl/ *adj.* 道德的; 道义上的

*n.* 品行; 道德; 寓意

**moral dilemma** 道德困境

**muscle** /'mʌsl/ *n.* 肌肉; 实力; 影响力 (4)

**mushroom** /'mʌʃrʊm/ *n.* 蘑菇; 蕈 (3)

**musical** /'mju:zɪkl/ *n.* 音乐剧 (5)

**mystery** /'mɪstri/ *n.* 神秘事物; 谜 (4)

## N

**nachos** /'nætʃəʊz/ *n.* [ *pl.* ] 墨西哥玉米片 (3)

△ **Napa Valley** /,næpə 'væli/ 纳帕谷(美国) (3)

**narration** /nə'reɪʃn/ *n.* 叙述; 讲述; 解说 (5)

**narrator** /nə'reɪtə(r)/

*n.* ( 书、戏剧或电影中的 ) 叙述者; 讲述者;

( 电视节目中的 ) 幕后解说员 (5)

△ **NASA** /'næsə/ *abbr.* National Aeronautics and Space Administration ( 美国 ) 国家航空与航天局 (4)

**neat** /ni:t/ *adj.* 极好的; 整洁的; 整齐的 (3)

(1) △ **Neil Armstrong** /'ni:l 'ɑ:mstrɒŋ/  
尼尔·阿姆斯特朗(美国宇航员) (4)

(3) **normal** /'nɔ:ml/

*adj.* 典型的; 正常的; 一般的; 精神正常的

*n.* 常态; 通常标准; 一般水平 (5)

(1) **nowhere** /'nəʊweə(r)/ *adv.* 无处; 哪里都不 (5)

## O

(1) **obligation** /,ɒblɪ'geɪʃn/ *n.* 义务; 职责; 责任 (5)

(2) **occasion** /ə'keɪʒn/

*n.* 特别的事情(或仪式、庆典); (适当的)机会 (1)

(1) **occur** /ə'kɜ:(r)/ *vi.* 发生; 出现 (3)

(3) **odd** /ɒd/ *adj.* 奇怪的; 怪异的; 反常的 (5)

(4) △ **Oliver** /'ɒlɪvə(r)/ 奥利弗 (5)

(2) **on board** 在宇宙飞船上; 在船上; 在飞机上 (4)

**ongoing** /'ɒŋgəʊɪŋ/

*adj.* 持续存在的; 仍在进行的; 不断发展的 (4)

(2) **opera** /'ɒprə/ *n.* 歌剧 (5)

(3) **operation** /,ɒpə'reɪʃn/ *n.* 手术; 企业; 经营 (2)

**option** /'ɒpʃn/

*n.* 可选择的事物; 选择; 选择权 (5)

**orbit** /'ɔ:bit/

*n.* ( 环绕地球、太阳等运行的 ) 轨道; 势力范围

*vt. & vi.* 沿轨道运行; 环绕……运行 (4)

(1) **origin** /'ɒrɪdʒɪn/ *n.* 起源; 起因; 出身 (1)

(4) **otherwise** /'ʌðəwaɪz/ *adv.* 否则; 要不然 (4)

(5) **ought to** 应该; 应当 (5)

(2) **oxygen** /'ɒksɪdʒən/ *n.* 氧; 氧气 (4)

## P

(4) **pass away** 去世 (2)

(3) **passive** /'pæslv/ *adj.* 被动的; 顺从的 (2)

(5) **patience** /'peɪʃns/ *n.* 耐心; 忍耐力; 毅力 (5)

(4) **pattern** /'pætn/ *n.* 模式; 图案; 模范 (4)

△ **Peking Union Medical College**

北京协和医学院 (2)

(2) **per** /pə(r); pɜ:(r)/ *prep.* 每; 每一 (2)

(3) **percentage** /pə'sentɪdʒ/ *n.* 百分率; 百分比 (3)

(5) **permit** /pə'mɪt/ *vt.* 允许; 准许

*vt. & vi.* 允许; 使有可能 (5)

(5) **permission** /pə'mɪʃn/

*n.* 准许; 许可; 批准; 许可证 (5)

(2) **physician** /fɪ'zɪʃn/ *n.* 医师; ( 尤指 ) 内科医生 (2)

(2) **resident physician** 住院医师 (2)

- pillow** /'pɪləʊ/ *n.* 枕头 (4)
- plastic** /'plæstɪk/ *n.* 塑料  
*adj.* 塑料制的; 塑料的 (5)
- pleased** /pli:zd/ *adj.* 高兴的; 满意的 (1)
- plot** /plɒt/ *n.* 故事情节; 布局; 阴谋 (5)
- poetry** /'pəʊətri/ *n.* 诗集; 诗歌; 诗作 (3)
- poison** /'pɔɪzn/ *n.* 毒物; 毒药; 毒素  
*vt.* 毒死; 毒害 (3)
- poisonous** /'pɔɪzənəs/  
*adj.* 引起中毒的; 有毒的; 分泌毒素的 (3)
- pole** /pəʊl/ *n.* (行星的) 极; 地极 (2)
- △ **Portia Langham** /'pɔ:ʃə 'læŋəm/  
波希亚·兰厄姆 (2)
- △ **Portsmouth** /'pɔ:tsməθ/ **Square**  
花园角广场 (旧金山) (3)
- postpone** /pə'spəʊn/ *vt.* 延迟; 延期; 延缓 (5)
- pot** /pɒt/ *n.* 罐; 壶; 锅 (1)
- precious** /'preʃəs/ *adj.* 珍稀的; 宝贵的 (2)
- pregnant** /'pregnənt/ *adj.* 怀孕的; 妊娠的 (2)
- principle** /'prɪnsəpl/ *n.* 道德原则; 法则; 原则 (2)
- procedure** /prə'si:dʒə(r)/ *n.* 程序; 步骤; 手续 (4)
- provide for sb** 提供生活所需 (4)
- publish** /'pʌblɪʃ/ *vt.* 发表 (作品); 出版 (2)
- pudding** /'pʊdɪŋ/ *n.* 布丁; (餐末的) 甜食 (1)
- pumpkin** /'pʌmpkɪn/ *n.* 南瓜 (1)
- pursue** /pə'sju: / *vt.* 追求; 致力于 (5)

## R

- range** /reɪndʒ/  
*vi.* 包括 (各种不同的人或物); (在一定范围内) 变化  
*n.* 一系列; (变动或浮动的) 范围、界限 (1)
- range from ... to ...** 包括从……到……之间 (1)
- recycle** /,ri:'saɪkl/ *vt.* 回收利用; 再利用 (4)
- reflect** /rɪ'flekt/ *vt.* 显示; 反映; 反射 (1)
- region** /'ri:dʒən/ *n.* 地区; 区域; 地方 (1)
- regular** /'regjələ(r)/ *adj.* 定期的; 经常的; 正常的 (4)
- regularly** /'regjələli/ *adv.* 经常; 定期地 (4)
- △ **Reid** /reɪd/ 里德 (5)
- reject** /rɪ'dʒekt/ *vt.* 拒绝接受; 不录用 (2)
- rejection** /rɪ'dʒekʃn/  
*n.* 拒绝接受 (相信……); 否决 (2)
- religion** /rɪ'lɪdʒən/ *n.* 宗教; 宗教信仰 (1)
- religious** /rɪ'lɪdʒəs/ *adj.* 宗教的; 笃信宗教的 (1)
- replace** /rɪ'pleɪs/ *vt.* 接替; 取代; 更换 (2)

- represent** /,reprɪ'zent/ *vt.* 象征; 代表; 相当于 (1)
- resource** /rɪ'sɔ:s/ *n.* 资源; 财力; 物力 (4)
- respect** /rɪs'pekt/ *n.* & *vt.* 尊敬; 尊重 (1)
- respond** /rɪs'pɒnd/ *vt.* 回答; 回复  
*vi.* 做出反应; 回应 (2)
- response** /rɪ'spɒns/ *n.* 反应; 回答; 回复 (2)
- result in** 导致; 造成 (4)
- retire** /rɪ'taɪə(r)/ *vi.* & *vt.* 退休; 退職; 退出 (2)
- riddle** /'rɪdl/ *n.* 谜语; 神秘事件 (1)
- △ **Rio** /'ri:əʊ/ (全称 Rio de Janeiro /,ri:əʊ də dʒə'nɪə rəʊ/) 里约热内卢 (巴西城市) (1)
- roast** /rəʊst/ *adj.* 烤的; 焙的  
*vi.* & *vt.* 烘烤; 焙 (1)
- roast turkey** 烤火鸡肉 (1)
- robe** /rəʊb/ *n.* 袍服; 礼袍 (1)
- △ **Robert Louis Stevenson** /rɒbət 'lʊɪ 'sti:vənsən/  
罗伯特·路易斯·斯蒂文森 (英国作家) (3)
- rocket** /'rɒkɪt/ *n.* 火箭; 火箭弹 (4)
- △ **Roderick** /'rɒdərɪk/ 罗德里克 (5)
- run out** 用完; 耗尽 (4)

## S

- sail** /seɪl/  
*vi.* & *vt.* (船) 航行; (人) 乘船航行 (5)
- samba** /'sæmbə/ *n.* 桑巴舞; 桑巴舞曲 (1)
- △ **San Francisco** /,sænfrən'sɪskəʊ/  
圣弗朗西斯科 (旧金山) (美国城市) (3)
- satellite** /'sætələɪt/ *n.* 人造卫星; 卫星 (4)
- saving** /'seɪvɪŋ/ *n.* 节省物; 节省; 节约;  
[pl.] 储蓄金; 存款 (2)
- saying** /'seɪɪŋ/ *n.* 谚语; 格言; 警句 (5)
- scare** /skeə(r)/ *vt.* 惊吓; 使害怕  
*vi.* 受惊吓 (2)
- scared** /skeəd/  
*adj.* 害怕的; 对……感到惊慌或恐惧的 (2)
- scene** /si:n/  
*n.* (戏剧或歌剧的) 场; 现场; 场面 (5)
- scholarship** /'skɒləʃɪp/ *n.* 奖学金 (2)
- seek** /si:k/ *vt.* & *vi.* (sought /sɔ:t/, sought)  
寻找; 寻求 (3)
- seek one's fortune** 寻找成功致富之路; 闯世界 (3)
- select** /sɪ'lekt/ *vt.* 选择; 挑选; 选拔 (3)
- sequence** /'si:kwəns/ *vt.* 按顺序排列  
*n.* 顺序; 一系列 (5)



- series** /'siəri:z/ *n.* 一系列; 连续; 接连 (3)
- series of** 一系列或一连串(事件) (3)
- servant** /'sɜ:vənt/ *n.* 仆人; 用人 (5)
- set off** 出发; 动身; 启程 (1)
- settle** /'setl/ *vt.* 解决(分歧); 确定; 安排好  
*vi.* 和解; 定居 (3)
- shallow** /'ʃæləʊ/ *adj.* 肤浅的; 浅的 (4)
- sharp** /ʃɑ:p/ *adj.* (增长、下跌等) 急剧的; 锋利的; 明显的 (2)
- signal** /'siɡnəl/ *vt. & vi.* 标志着; 标明; 发信号  
*n.* 信号; 标志 (4)
- significant** /sɪɡ'nɪfɪkənt/  
*adj.* 有重大意义的; 显著的 (1)
- smartphone** /'smɑ:tfəʊn/ *n.* 智能手机 (4)
- so as to (do sth)** 为了; 以便 (4)
- soap** /səʊp/ *n.* 肥皂 (4)
- solar** /'səʊlə(r)/ *adj.* 太阳的; 太阳能的 (4)
- solar system** 太阳系; 类太阳系 (4)
- sort** /sɔ:t/ *n.* 种类; 类别; 品种 (5)
- souvenir** /su:və'nɪə(r)/ *n.* 纪念品; 纪念品 (3)
- △ **Soyuz** /sɔ:'jɔz/ 11 “联盟 11 号” (4)
- spacecraft** /'speɪskra:ft/ *n.* 航天器; 宇宙飞船 (4)
- spacewalk** /'speɪswɔ:k/  
*n.* 太空行走; 太空行走的时间 (4)
- spicy** /'spɪsi/ *adj.* 加有香料的; 辛辣的 (3)
- spill** /spɪl/ *vt. & vi.* (spilt/spilled, spilt/spilled)  
(使) 洒出; (使) 溢出 (2)
- spot** /spɒt/ *vt.* 看见; 注意到; 发现  
*n.* 地点; 处所; 斑点; 污迹 (5)
- △ **Sputnik** /'spʌtnɪk/ 1  
“旅伴一号”(苏联发射的人类第一颗人造卫星) (4)
- staff** /stɑ:f/ *n.* 员工; 全体职员 (2)
- stair** /steə(r)/ *n.* 楼梯; 梯级 (5)
- sufficient** /sə'fɪʃnt/ *adj.* 足够的; 充足的 (4)
- suit** /su:t; BrE also sju:t/  
*n.* 西服; 套装  
*vt.* 适合; 满足……需要; 相配; 合身 (3)
- super** /'su:pə(r); BrE also 'sju:pə(r)/  
*adj.* 顶好的; 超级的 (3)
- in tears** 流着泪; 含着泪 (2)
- tend** /tend/ *vt.* 照顾; 照料 *vi.* 倾向; 趋于 (2)
- tend to do sth** 易于做某事; 往往会发生某事 (2)
- tension** /'tenʃn/ *n.* 紧张关系; 紧张; 焦虑 (2)
- tent** /tent/ *n.* 帐篷 (1)
- △ **Thanksgiving** /θæŋks'gɪvɪŋ/ [Day] 感恩节 (1)
- △ **the Golden Gate Bridge** 金门桥 (3)
- △ **the International Space Station** 国际空间站 (4)
- △ **the Mission District** 教会区(旧金山) (3)
- △ **the Naadam** /nɑ:dəm/ Festival “那达慕”大会 (1)
- △ **the National People's Congress** /'kɒŋɡres/  
全国人民代表大会 (2)
- △ **the North/South Pole** 北极/南极 (2)
- △ **the OB-GYN department** (全称 Department of Obstetrics and Gynecology) 妇产科 (2)
- △ **the People's Republic of China**  
中华人民共和国 (2)
- △ **The Phantom** /'fæntəm/ of the Opera  
《歌剧魅影》(音乐剧) (5)
- △ **the Richmond** /'rɪtʃmənd/ District  
里士满区(旧金山) (1)
- △ **the USSR** *abbr.* the Union of Soviet Socialist Republics 苏联 (4)
- △ **the Wenhai Scholarship** “文海”奖学金 (2)
- therefore** /'ðeəfɔ:(r)/ *adv.* 因此; 所以 (2)
- △ **Tin How Temple** 天后古庙 (3)
- tissue** /'tɪʃu:; 'tɪsju:/ *n.* 纸巾; (人、动植物细胞的) 组织 (4)
- to be honest** 说实话; 坦率地说 (5)
- to name but a few** 仅举几例 (3)
- △ **Todd** /tɒd/ 托德 (5)
- towel** /'taʊəl/ *n.* 毛巾; 抹布 (4)
- transmit** /træns'mɪt/ *vt. & vi.* 传输; 发送 (4)
- trip over** 被……绊倒 (2)
- tuition** /tju:'tʃn/ *n.* (尤指对小组的) 教学; 讲课 (2)
- tuition fees** 学费 (2)
- turkey** /'tɜ:ki/ *n.* 火鸡; 火鸡肉 (1)
- △ **Typhoon Goni** 台风天鹅 (4)
- typical** /'tɪpɪkl/ *adj.* 典型的; 有代表性的; 平常的 (1)
- T**
- tai chi** /,taɪ 'tʃi:/ *n.* (also t'ai chi) 太极拳 (3)
- tailor** /'teɪlə(r)/ *n.* (男装) 裁缝 *vt.* 专门制作; 定做 (5)
- take advantage of** 利用; 欺骗; 占……的便宜 (1)
- tear** /tɪə(r)/ *n.* 眼泪; 泪水 (2)
- union** /'ju:niən/ *n.* 协会; 联合会; 工会 (2)
- universe** /'ju:nɪvɜ:s/ *n.* 宇宙; 天地万物 (4)

- upper** /'ʌpə(r)/ *adj.* 上面的; 上层的; 靠上部的 (5)  
**the upper class** 上流社会; 上等阶层 (5)  
**upper-class** *adj.* 上流社会的; 上等阶层的 (5)

## V

- vehicle** /'vi:əkl/ *n.* 交通工具; 车辆 (4)  
**virtue** /'vɜ:tju:/ *n.* 高尚的道德; 美德; 优秀品质 (2)  
 △ **Voyager** /'vɔɪdʒə(r)/ 1 “旅行者一号” (4)

## W

- waitress** /'weɪtrəs/ *n.* (餐馆的) 女服务员; 女侍者 (2)

- wedding** /'wedɪŋ/ *n.* 婚礼; 结婚庆典 (1)

- whisper** /'wɪspə(r)/  
*vi. & vt.* 悄声说; 耳语; 低语  
*n.* 耳语(声); 低语(声); 传言; 谣传 (2)

- willing** /'wɪlɪŋ/ *adj.* 愿意; 乐意 (5)

- be willing to do sth** 愿意或乐意做某事 (5)

- wrestle** /'resl/ *vi. & vt.* 摔跤; 奋力对付 (1)

- wrestler** /'reslə(r)/ *n.* 摔跤运动员 (1)

- wrestling** /'reslɪŋ/ *n.* 摔跤运动 (1)

## Y

- △ **Yuri Gagarin** /'ju:ri 'gɑ:gəriŋ/  
 尤里·加加林(苏联宇航员) (4)

人教版®



## Irregular Verbs 不规则动词

Verb	Past tense	Past participle
be (am, is, are)	was, were	been
bear	bore	born, borne
beat	beat	beaten
become	became	become
begin	began	begun
bet	bet	bet
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burnt/burned	burnt/burned
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do (does)	did	done
draw	drew	drawn
dream	dreamt/ dreamed	dreamt/ dreamed
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten

Verb	Past tense	Past participle
forgive	forgave	forgiven
get	got	got/gotten
give	gave	given
go	went	gone
grow	grew	grown
hang (悬挂)	hung	hung
have (has)	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lay	laid	laid
lead	led	led
lean	leant/leaned	leant/leaned
leap	leapt/leaped	leapt/leaped
learn	learnt/learned	learnt/learned
leave	left	left
lend	lent	lent
let	let	let
lie (躺)	lay	lain
light	lit/lighted	lit/lighted
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
mistake	mistook	mistaken
overcome	overcame	overcome
oversleep	overslept	overslept
pay	paid	paid
put	put	put

Verb	Past tense	Past participle
quit	quit/quitted	quit/quitted
read /ri:d/	read /red/	read /red/
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	showed	shown
shut	shut	shut
sing	sang	sung
sit	sat	sat
sleep	slept	slept
slide	slid	slid
smell	smelt/smelled	smelt/smelled
speak	spoke	spoken

Verb	Past tense	Past participle
speed	sped/speeded	sped/speeded
spell	spelt/spelled	spelt/spelled
spend	spent	spent
spill	spilt/spilled	spilt/spilled
spread	spread	spread
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
strike	struck	struck/stricken
sweep	swept	swept
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
upset	upset	upset
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written





# 后 记

本册教科书是人民教育出版社课程教材研究所英语课程教材研究开发中心与美国圣智学习集团合作，依据教育部《普通高中英语课程标准（2017年版）》编写的，经国家教材委员会2019年审查通过。

本册教科书的编写，集中反映了我国十余年来普通高中课程改革的成果，吸取了2004年版《普通高中课程标准实验教科书 英语》的编写经验，凝聚了参与课改实验的教育专家、学科专家、教材编写专家、教研人员和一线教师，以及教材设计装帧专家的集体智慧。本册教科书的执笔者还有Jacqueline Eu、Ravin Daswani、Rayne Ngoi、马晓蕾、熊金霞、葛炳芳、赖朝辉、徐雁光、贵丽萍、郭砚冰、赵钰莲。为本册书提供整体设计的是吕旻、胡白珂，绘制插图的是怡彩艺术设计。

我们感谢2004年版《普通高中课程标准实验教科书 英语》的副主编龚亚夫和编写人员Dodie Brooks、Noral Allingham、Rick Sjoquist、生平等。我们感谢为本册书提供专业支持的中国载人航天工程办公室、北京空间科技信息研究所。我们感谢所有对教科书的编写、出版、试教等提供过帮助与支持的同仁和社会各界朋友。

本册教科书出版之前，我们通过多种渠道与教科书选用作品（包括照片、画作）的作者进行了联系，得到了他们的大力支持。对此，我们表示衷心的感谢！

我们真诚地希望广大教师、学生及家长在使用本册教科书的过程中提出宝贵意见。我们将集思广益，不断修订，使教科书趋于完善。

联系方式

电话：010-58758866

电子邮箱：jcfk@pep.com.cn

人民教育出版社 课程教材研究所  
英语课程教材研究开发中心

2019年4月

## 谨向为本书提供照片的单位和人士致谢

东方IC图片网 (P2 一张图, P6 一张图, P8 一张图, P11 两张图, P28 一张图, P38 一张图, P39 一张图, P40 一张图, P41 两张图, P64 一张图, P66 两张图, P84 一张图);

全景网 (P13 一张图);

Alamy Stock (P49 一张图, P88 一张图);

Getty Images (P28 一张图, P76 一张图);

National Geographic Creative (P76 一张图);

Thinkstock (P76 一张图)。

人教版®





