



普通高中教科书

全国优秀教材二等奖

英语

必修

第一册

YINGYU

北京师范大学出版社

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主编寄语

亲爱的同学，高中生活是人一生中非常值得记忆和回味的经历！衷心祝贺你开启了人生路上这一段新旅程！北师大版高中英语教材将与你牵手，伴你同行，带你走入高中英语学习的新殿堂，助你实现高中各阶段的英语学习目标。希望你能在这段人生经历中享受和开创属于自己的新生活，也祝你每一天的学习和生活都过得充实，快乐和自信！

北师大版高中英语教材包含了生活与学习、社会与文化、文学与艺术、体育与健康、科学与技术、环境与保护、灾害与防范，以及太空探索等丰富的主题内容，通过精心设计的听、说、读、写、看等学习活动，帮助你学会运用英语获取中外文化知识，探究中外文化内涵，比较中外文化异同，构建跨文化意识；引导你学会得体地运用英语进行沟通和交流，用英语讲好中国故事；促进你学会多元思维，提升分析和解决问题的能力，养成良好的品格修养和正确的人生观、价值观。当然，能否实现上述目标，主要取决于你是否具有良好的学习习惯，是否具备坚持不懈的学习精神。在此，我们为你提出几点学习建议。

1. 在高中阶段的英语学习中，你将拥有更多的自主权和选择权。我们建议你根据自己的英语水平，制订学期、单元和周的学习目标和计划，并坚持在实践中反思、总结和调整。

2. 请你认真完成每册教材开篇的 Learning to Learn 板块和每个单元后面 Unit Diary 的内容，同时用好嵌入教材的 Word Builder, Sentence Builder, Text Builder 和 Skill Builder 等板块。它们会帮助你逐步建构适合自己的英语学习方法，提高学习效率，形成未来发展所需要的学习能力。

3. 本教材为你精心选择了丰富的语篇，建议你不要只把它们当作学习词汇和语法知识的载体，而要在探究语篇意义的过程中，整合性地学习语言知识，发展语言技能，分析、推断和评价语篇传递的文化内涵，欣赏语言的美。此外，建议你利用每个单元的 Reading Club 提供的更多语篇，拓展主题阅读，逐步养成良好的阅读习惯。

4. 语法学习是很多学生的难点，本教材将从三个维度帮助你学习英语语法：形式、意义与用法。语法学习强调要在语境中辨识和使用，这样才能知用合一。教材后面的 Grammar Summary 可以帮助你理清和建构起一个相对系统的语法知识体系。

5. 写作恐怕是英语学习中最大的技能了，不过不用担心，本教材为你设计了读写结合、循序渐进提升书面表达能力的活动。你只需在老师的指导下一步一步、扎扎实实地完成这些写作任务，你的英语写作能力就一定能够得到显著提升！

6. 本教材还为你提供了诸多辅助性和拓展性学习资源，等待你去发现和使用！例如，Quote ... Unquote 使你有机会与先哲或名人交流思想。Viewing Workshop 为你提供通过视频学习原汁原味英语的体验！

在全球化的今天，英语已经成为国际政治、经济、文化和教育交流的重要工具，学好英语不仅能为你将来升学和就业提供更多的机会，还能带你领略丰富的中外优秀文化，帮助你学会认识自我、认识他人、认识世界，坚定文化自信，树立人类命运共同体的意识。

衷心希望你喜欢这套英语教材！

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A NEW START FOR ENGLISH

ACTIVATE

1 Share your previous experiences of learning English with a partner.

- Did you enjoy learning English? Why or why not?
- What difficulties did you have in learning English?



VIEW

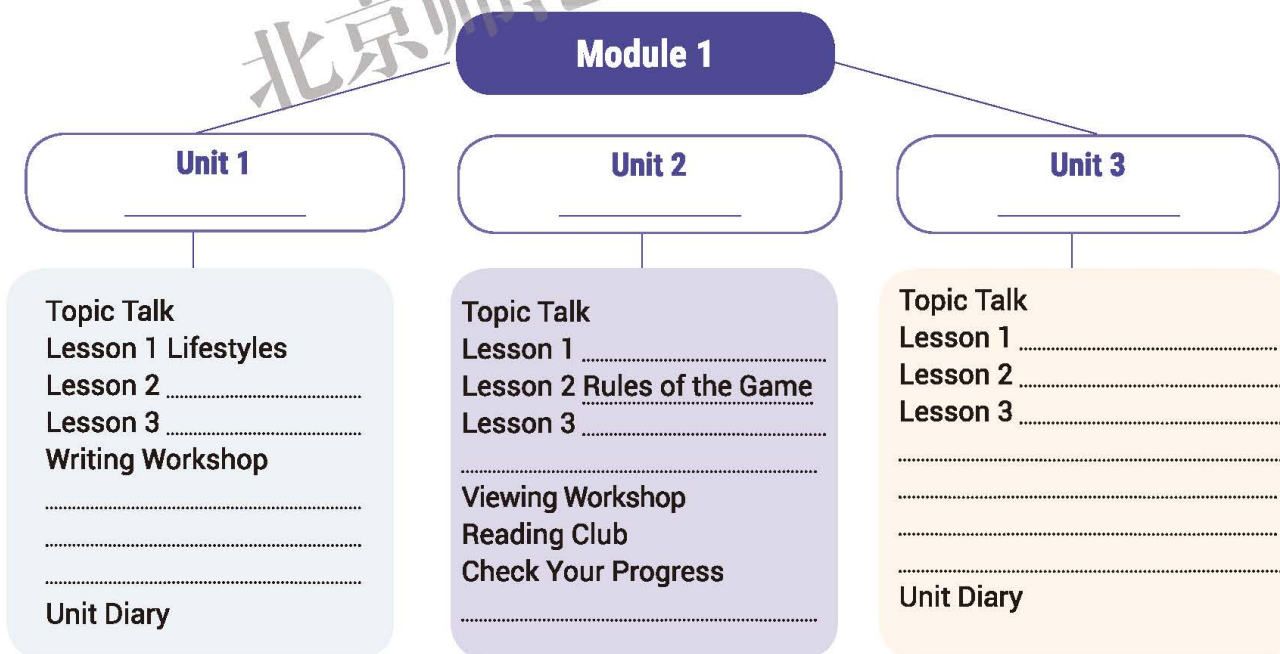
2 Pair Work Watch two videos. Discuss the questions.

- 1 In Video 1, what difficulties did the boy have in learning English? List the things he did to deal with the difficulties.
- 2 In Video 2, how did the girl see English at the beginning and later? What did she do?
- 3 What can you learn from the experiences of these two students?



GET TO KNOW YOUR TEXTBOOK

3 Look through your textbook. Complete the diagram.



4 Pair Work Tell your partner what you have learnt, e.g. what components does each unit have? What other additional resources can you find in the book? Discuss your answers.

UNIT

1

LIFE CHOICES

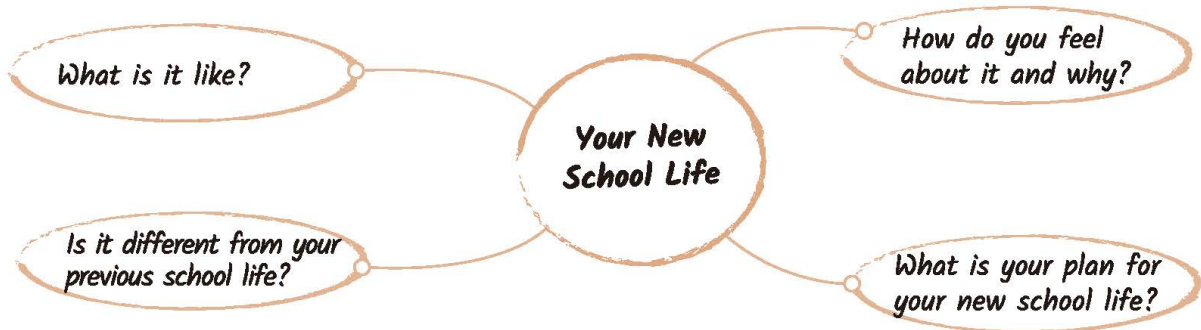


In this unit, you will:

- listen, read and talk about life choices;
- learn to use infinitives and *-ed / -ing* adjectives to express meaning, and also learn how to express likes and dislikes;
- write a personal email about your new school life;
- view an episode about Amelia Earhart and express your opinions about her life choices.

TOPIC TALK

1 **Pair Work** Talk about your new school life. Use the cues to help you.



2 **1.1** Read the Text Builder carefully from left to right. Then listen and complete it by underlining the words or expressions you hear in the right column.

Text Builder ▶ Life Choices

I'm a new senior secondary school student. My new school life is very _____.

▶ **Personal Feelings**
exciting, interesting, stressful, boring, challenging

I feel excited because this school _____.

▶ **Reasons**
differs in many ways from my previous one, is much bigger and more dynamic than I expected
has a big playground / a friendly head teacher / a beautiful campus / an excellent student centre / a big library

What is also very different is that students in the same class _____.

▶ **Forms of Learning**
(can / can't) have different class schedules / choices for different clubs, (do not) have fixed classrooms, do group projects, have group discussions, share ideas or check work together

In the next three years, I hope I will _____.

▶ **Expectations**
learn many new things
develop confidence in speaking English / competence in a variety of new skills
have a happier, more fruitful and satisfying life



3 Use the Text Builder to talk about your new school life.

Example *I'm a new senior secondary school student. My new school life is very exciting and it differs in many ways from my previous one ...*

4 Listen to the dialogue. Three people are interviewed about their lives. Complete the notes below. Then, take turns to talk about their life choices.

	Bob	Fred	Ms Johnson
Job			
Work schedule			
Positives about the job			
Negatives about the job			

5 Use the language you have learnt to write a short paragraph about your new school life. Then share it in groups.

“

Quote ... Unquote

There is no substitute for hard work.

– Thomas A. Edison

Quietude promotes learning, frugality cultivates virtue. One can't show high ideals without simple living; one can't have lofty aspirations without a peaceful state of mind.

– Zhuge Liang

To strive, to seek, to find and not to yield.

– Alfred Tennyson

The best way to find yourself is to lose yourself in the service of others.

– Mahatma Gandhi

Zhuce Liang ►



”

NOTES

- Thomas A. Edison (1847–1931), an American inventor and businessman.
- Zhuge Liang (181–234), a Chinese politician and military strategist who served as the prime minister of the State of Shu Han during the Three Kingdoms period.
- Alfred Tennyson (1809–1892), a British poet.
- Mahatma Gandhi (1869–1948), the leader of the Indian independence movement against British rule.



LIFESTYLES

ACTIVATE AND SHARE

1 What activities do you enjoy? Use the phrases to help you.

to chat with friends online to do schoolwork to play sports to surf the Internet
 to play computer games to go running to read books to do voluntary work
 to find information on a search engine

Example *Surfing the Internet is definitely a big part of my life.*

READ AND EXPLORE

2 Look at the photos a and b. Read the self-introductions below. What kind of lifestyle do you think the two students have?

It's September, a new start for every student. *Teens* has invited two students to write about their daily life in senior secondary school.



I'm Joe, a student from London. You'll often find me sitting in front of my laptop.

I'm a ... digital native!

The online world is a big part of my life. I'm a "digital native" — I've been using the computer since I was a kid.

I do a wide range of things online. Besides doing all my schoolwork, I chat with my friends, watch films and read the daily news and other interesting articles; I also shop for various things online, such as books, computer hardware and other necessities. It's so convenient to be able to compare the quality and prices from different online shops before I buy. I also play computer games from time to time and I even play tennis on my television screen in my living room!

My parents are worried that I may become an "Internet addict". They think I'm playing computer games all the time and I chat too much with online friends. According to them, there is a danger that I may not be able to tell whether these friends are real friends. My mum keeps telling me to go out with my school friends instead. Maybe she's right. It's important to meet friends in person from time to time, not just on social media. Actually, I do know I need to drag myself away from the online world sometimes, especially because real life can be just as interesting.

- 3 Read the two texts. Underline Joe's online activities and Li Ying's study habits.
- 4 Read again. Take notes about Joe's and Li Ying's lifestyles and share what you have found about them. Try to explain what a "digital native" and a "go-getter" mean.

Digital Native

- chat with friends online
- play computer games
- ...

Go-getter

- study with a clear goal
- be attentive in what they do
- ...



b I'm Li Ying. I like to set goals for myself. I'm a "go-getter" — when I set out to do something, I do my best to achieve it.

I'm a ... go-getter!

Senior secondary school is a new start. Studying is definitely a big part of my life. I tend to set a goal for every subject at the beginning of each term. My aim is to do well in every subject this term. Biology is my favourite subject, and my target is to prepare myself for my degree in biology at university. I am always attentive in all classes and think actively, so that I can have more free time to do other things that I'm interested in after school.

I like reading books of all kinds. I have a top 10 reading list and I try to keep it updated. Meanwhile, I'm an active member of my school's long-distance running team and volunteering club. It always makes me excited to work hard and achieve a team goal together.

To achieve all I want, I must use my time well. At school, I do my homework when I have spare time. After school, I try to use any possible time to revise the things I have learnt during the day. For example, it usually takes me 20 minutes to get home by bus. I often use the time to review English words. As the popular saying goes, "Every minute counts!"

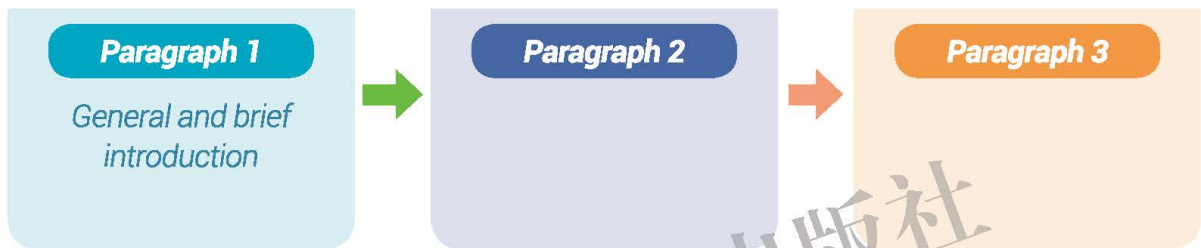
Set a goal and get ahead!

- 5 List the positive (P) and negative (N) aspects of Joe's and Li Ying's lifestyles.

Joe		_____	Li Ying		_____
		_____			_____

Make suggestions to help Joe and Li Ying improve their lifestyles.

- 6 Read Joe's introduction again. How has he organised his introduction?



What do you think of this structure? Are there other ways to introduce oneself?

- 7 Replace the underlined words and phrases with the words and phrases from the texts.

- Joe does a lot of things online. ()
- He talks with his online friends. ()
- When shopping online, it's very easy and quick to compare the quality and prices of goods. ()
- Joe's parents are worried that he could become a person who spends a lot of free time on the Internet. ()
- His mum thinks that it's important to meet friends in person sometimes. ()
- Li Ying tries to keep her reading list most recent. ()
- She often uses the time on bus to look again at the things she has learnt. ()
- What she tries to achieve is to prepare herself for university. ()

- 8 Complete the text with the words and phrases below.

in fact

because

also

for example

Joe is a "digital native". He does lots of things online, **1** _____, chatting with his friends. Joe's parents are worried that he may become an "Internet addict", **2** _____ they think he plays computer games all the time and chats too much with online friends. They are **3** _____ worried that he may not be able to tell whether these friends are real friends. **4** _____, Joe knows he should spend more time enjoying real life.

FOCUS ON LANGUAGE: INFINITIVES

- 9 Read each sentence and underline the infinitive. Does it function as a subject (主语), object (宾语), predicative (表语), attribute (定语), adverbial (状语) or object complement (宾语补语)?

- 1 My mum keeps telling me to go out with my school friends instead.
- 2 It's important to meet friends in person from time to time, not just on social media.
- 3 When I set out to do something, I do my best to achieve it.
- 4 My target is to prepare myself for my degree in biology at university.
- 5 Li Ying is the first person to join the volunteering club in her class.

Find more examples of each function in the two texts.

- 10 Complete the blog entry with the correct form of the words in brackets.

I wake up at six o'clock every morning. It 1 _____ (take) me less than 15 minutes 2 _____ (wash), get changed, have breakfast and leave home. I'm always the first person 3 _____ (get) to my class. The mornings are always very busy and the afternoons are even busier! By around five o'clock, I usually 4 _____ (find) time 5 _____ (do) my paperwork and preview the lessons. You may think that it 6 _____ (be) boring 7 _____ (do) the same thing every day, but I like being busy. (*Wang Qing, 16 years old*)

EXPRESS YOURSELF

- 11 **Pair Work** Discuss your ideal lifestyle with a partner. What is your ideal lifestyle? Compared with your current lifestyle, how is it different?

My ideal lifestyle

- get up at 6.30 am
- do exercise for 20 minutes
- get to school
- ...



- 12 Do you agree with the idea "I don't have time", often means 'it's not a priority'."? Why or why not?

UNDERSTANDING AND COPING WITH STRESS

ACTIVATE AND SHARE

1 Look at the diagram. Do you find these situations stressful or relaxing? Can you think of other similar situations?

Stressful or Relaxing?

Study / Work
taking exams

Social Situations
meeting a friend in a café downtown

Leisure Activities
doing exercise



Example I find waiting for exam results very stressful.

LISTEN FOR UNDERSTANDING

2 You are going to listen to a radio interview about stress. Tick (✓) the information you think will be discussed.

- causes of stress
- kinds of people suffering from stress
- different levels of stress
- stress and success
- ways to reduce stress
- _____



Skill Builder

Making Predictions

Making a prediction is guessing what is going to be mentioned.

- Before you listen, look at the title, pictures and key words to guess the types of information you will hear.
- Use your general knowledge and personal experience to help you.

 3 Listen to the interview. Check your predictions. Write the aspects mentioned in the left column in Activity 4.

 4 Listen again. Take notes with detailed information in the right column. Then compare your notes with your partner.

1.3 **5 Listen again. Answer the questions.**

- 1 When do students suffer from stress?
- 2 What situations can be difficult for shy people?
- 3 What is a good way to organise your work or studies?

6 Complete the summary with words from the interview.

Dr. King is an expert on stress. In his talk, he believes everyone **1** _____ stress at some point in their lives, from teachers, doctors and factory workers to **2** _____. However, some jobs may be more stressful than others, like some **3** _____ in the police or the **4** _____. Dr. King thinks there are different causes of **5** _____. But more often than not, it's **6** _____ pressure from work or study. Students with lots of homework can feel **7** _____ when they don't have enough time to finish everything. Dr. King also discusses social pressure and how to some **8** _____ it can also cause stress. In particular, shy people can find social situations very stressful – like going to parties. Dr. King also suggests some ways to **9** _____ stress and **10** _____, for example, you can **11** _____ your work or studies, you must eat well and exercise often and you can also talk to people about your problems. Dr. King ends his talk by advising people who become too stressed and can't **12** _____ properly to seek **13** _____ help.

FOCUS ON FUNCTION: EXPRESSING LIKES AND DISLIKES

1.4 **7 Listen to a student talking about stress. Complete the table.**

Stressful Activities	Relaxing Activities

1.4 **8 Listen and imitate. Complete the Talk Builder.**

Talk Builder	<p style="text-align: center;">Expressing Likes and Dislikes</p> <ol style="list-style-type: none"> 1 I really _____ doing exams. 2 I _____ going to parties very much. 3 I _____ meeting people in small groups. 4 I _____ talking in front of the class. 5 I _____ talking to my friends. 6 I _____ listening to music. 7 I _____ reading. 8 I _____ sitting around and doing nothing! 	<p>love</p> <p>like</p> <p>enjoy</p> <p>quite like</p> <p>don't mind</p> <p>don't like</p> <p>can't stand</p> <p>hate</p>
---------------------	---	---

SPEAK

9 Pair Work Tell each other the kinds of stress you often suffer from. Then, share your experiences and the activities you like or dislike in coping with those stresses.

YOUR LIFE IS WHAT YOU MAKE IT

ACTIVATE AND SHARE

- 1 Look at photos a and b. What do you think of the school? What would it be like to be a volunteer teacher there? Use the words and phrases to help you.

dusty muddy challenging tough
 small classrooms / rooms unstable power and water supplies

READ AND EXPLORE

- 2 The following is a featured report. Look at the title and photos. Predict what you will read in the report.
- 3 Read and check your predictions. Answer the questions.
- What did Zhang Tian's parents want him to do? What did his friends do?
 - Where did he work as a volunteer teacher? Why did he choose to go there?
 - What did he decide to do after a year?

5 After a long day, Zhang Tian finally got back to his small room, feeling tired. He had started working at seven in the morning and it was eight in the evening now. He had to prepare his lessons for the following day. This is a typical day for Zhang Tian. Coming to Guizhou Province to teach has been quite an experience for him.

10 Zhang Tian graduated from university and got a teacher's certificate last year. His parents, like most, hoped he would go to a big city to find a teaching job. Likewise, his friends all left his hometown for work in Shanghai or Beijing. Zhang Tian felt differently, however. He wanted to start a new lifestyle. He had met wonderful teachers from small villages during his early school years and he was inspired by them to go and teach where he was needed the most.

20 For that reason he applied for and became



▲ Students in the village school

Skill Builder

Skimming to Check Predictions

Skimming means reading very quickly to get a general idea of what a text is about. This will help you check predictions about the text.

- Look at the first and last paragraphs, but don't read every word. Pick out key words.
- Read the first sentence of each paragraph very quickly.

a volunteer teacher in a village school. Bringing with him lots of books, clothes, and two pairs of trainers, Zhang Tian travelled to the village with an eager heart. He imagined all sorts of exciting things about living independently and teaching in a village.

25

30 However, not everything lived up to Zhang Tian's hopes. The school was much smaller than

35

he had expected, with only three classrooms. In front of the classrooms, there was a playground which got dusty on windy days and muddy on rainy days. Living in the village was also more challenging than he had thought. The power and water supplies were unstable, so he could only shower every three or four days, and he had to learn how to cook. The thought of leaving once flashed through his mind, but he quickly gave up on the idea and found ways to deal with the challenges.

40

The school had just three teachers and Zhang Tian was the only English teacher. The other two local teachers were responsible for maths and Chinese. To make school life healthier and livelier for his students, Zhang Tian introduced more subjects to the school — music, art and PE. It is not surprising that PE is the kids' favourite subject! Their school lives are now more attractive and interesting, and they enjoy playing football in the playground, as well as singing songs they've learnt. The school is now full of laughter and music. Zhang Tian is planning to organise the first-ever school concert! Everyone is very excited.

45

Zhang Tian's first year is almost over. It has been a tough year, but he has enjoyed working with the children. What made him feel satisfied was that his students were able to read, speak and write in English, and they became more confident in learning. Besides teaching, Zhang Tian also brought changes to the village. He contacted charity organisations about rebuilding the playground and setting up a library, and helped the villagers sell local products online. The contribution he made to the village was great, so he became very popular among the villagers and they treated him as one of them. The village is like his second home now. Although he had only intended to stay for one year, he now feels ready to stay for another year. He feels so happy that he followed his heart when choosing what to do with his life, even though it may not be what others expected of him.

50

55



▲ Zhang Tian in the village school

4 Read the report again. Complete the information. Then tell your partner about Zhang Tian.



5 Read the report again. Find some words to describe Zhang Tian's different feelings and talk about the changes. Use the diagram to help you.



6 **Group Work** Think and share.

- 1 What do you think of Zhang Tian's life choice?
- 2 How do you understand the title of the report "Your life is what you make it"? What can you learn from it?

7 **Complete the text with the words you have learnt.**

1 _____ by the teachers from small villages, Zhang Tian 2 _____ for and became a 3 _____ teacher after he 4 _____ from university.

However, the teaching and living conditions were more 5 _____ than he had thought. The playground was 6 _____ and the power and water supplies were 7 _____.

Besides English, Zhang Tian introduced more subjects to the school — music, art and PE. The kids' school lives are now more 8 _____ and interesting, and the school is now full of 9 _____ and music. The 10 _____ he made to the village made him very popular among the villagers. He also 11 _____ to stay for another year.

FOCUS ON LANGUAGE: -ED / -ING ADJECTIVES

- 8 Complete the Word Builder. Then use the words and phrases to complete the sentences below.

Word Builder	-ed / -ing Adjectives		
	Verb	-ed Adjective	-ing Adjective
	to tire	tired	tiring
	to excite	_____	_____
	to surprise	_____	_____
	to interest	_____	_____
	to satisfy	_____	_____

- After a long day, Zhang Tian finally got back to his small room, feeling _____.
- He imagined all sorts of _____ things about living and teaching in a village.
- It is not _____ that PE is the kids' favourite subject!
- Their school lives are now more attractive and _____.
- Zhang Tian is planning to organise the first-ever school concert! Everyone is very _____.
- What made him feel _____ was that his students were able to read, speak and write in English.

- 9 Which type of adjectives (-ed / -ing) describes situations, people or things? Which type describes people's feelings? Give two examples of each.

a situations, people or things ()

① _____

② _____

b people's feelings ()

① _____

② _____

EXPRESS YOURSELF

- 10 **Group Work** Work in groups of six. Imagine that Zhang Tian, Zhang Tian's students, and one of the villagers are invited to participate in a talk show. Each one of you will take on a role to talk about Zhang Tian's experience or what they know about Zhang Tian. The group leader is the talk show organiser.





A PERSONAL EMAIL

GET READY FOR WRITING

1 Pair Work You are going to write an email to a junior secondary school classmate about your new school. Discuss your ideas with a partner.

- 1 Who are you going to write to?
- 2 What do you want to tell him / her?
- 3 What do you want to know from him / her?



READ FOR WRITING

2 Read the email. Answer the questions.

- 1 Who is Fang Lan? Why is Wang Ying writing to her?
- 2 Is the email formal or informal? Why is it written this way?
- 3 Find and circle examples of
 - contractions (e.g. *don't*)
 - dashes (—) and exclamation points (!)
 - informal words and phrases (e.g. *well*)

From: Wang Ying <wangying@***.com>

To: Fang Lan <fanglan@***.com>

(c) **Subject:** Hello from an old friend

() Hi Fang Lan,

() How's your life in Canada? I hope you have adapted well to the new situation and are enjoying your new school.

() I love my new senior secondary school. It's much bigger than my junior secondary school and there's a huge gym! Do you remember Xie Zijun? Guess what — we are in the same school! It's always good to have a friend, right? Life in senior secondary school is very different from that in junior secondary school! You know, we don't have a fixed classroom! We go to different classes for different subjects and also for different levels. I'm in the same class with Zijun for English and physics but in different classes for Chinese and maths. We also have many different clubs after class. You know, I like dancing, so I'm in the Dancing Club. At the moment, we meet twice a week and we're preparing to attend a competition. I think my new school gives me a chance to become a different person and I like the "new me".

() Well, I must go now. I've got a presentation tomorrow and I need to finish my slides. I look forward to hearing all about what's happening with you soon.

() All the best!

() Wang Ying

FOCUS ON STRUCTURE AND LANGUAGE

3 Label the elements (a–g) of the email above.

- | | |
|------------------------------------|------------------------------------|
| a ending and wishes | b greeting |
| c subject line | d reasons to finish writing |
| e questions about the other person | f information about one's own life |
| g signature | |

4 Write 2–3 sentences about your school life that you want to tell your former classmate. Use the Sentence Builder to help you.

COMPOSE YOUR WRITING

5 **Outlining** Complete the outline of your email. Use Activity 3 to help you.

Subject line: _____

Greeting: _____

Questions to ask: _____

Information about you: _____

Reasons to finish writing: _____

Ending: _____

6 **Drafting** Use your outline and the Writing Help to write the first draft.

7 **Editing** Edit your email in pairs. Then share in class.

 Peer Editing Sheet for Unit 1, page 90.

Sentence Builder

Sentence Structure (1)

We	don't have	a fixed classroom.
(who)	(do)	(what)
Subject	Verb	Object

We	are	in the same school.
(who)	(be)	(what)
Subject	Verb	Predicative

There	is	a huge gym.
	(be)	(what)
There	Be	Real Subject

My new school	gives	me	a chance.
(who)	(do)	(who)	(what)
Subject	Verb	Indirect Object	Direct Object

Writing Help

Writing an Informal Email

It's important to:

- write informal emails only to someone you are close to, like your friends and family;
- use simple and informal expressions, like don't, well;
- use a proper email format with a subject line, a greeting, questions to ask, information to give and end with a reason appropriately;
- remember that you can use special punctuation to show your feelings.



AMELIA EARHART

This is a story about American aviation pioneer Amelia Earhart, the first female pilot to fly solo across the Atlantic Ocean in history.

ACTIVATE AND SHARE

- 1 Do you know the person in the picture? What was her job? How would you understand her quote?

"By the time I had got two or three hundred feet off the ground, I knew I had to fly."



VIEW AND LEARN

- 2 Watch the video. Tick (✓) the events and activities that you think had an influence on Amelia Earhart's decision to become a pilot. Give reasons.

- a climbed trees, collected bugs, hunted rats and explored the neighbourhood
- b saw her first plane at the Iowa State Fair
- c graduated from high school in Chicago
- d attended an air show with her dad in Long Beach
- e visited her sister in Toronto and admired wounded soldiers
- f worked as a nurse aid and watched the Royal Corps practising
- g worked several hard jobs to pay for flying lessons
- h purchased a bright yellow biplane
- i flew her plane to 14,000 feet
- j was issued a flying licence on May 15, 1923
- k answered a phone call to fly across the Atlantic Ocean in April 1928

- 3 How did Amelia achieve her goals in life? Watch the video and choose the correct options.

- 1 Amelia was not able to make a living as only a *teacher / pilot*, so she worked several jobs.
- 2 In April 1928, Amelia became the first woman to fly across the Atlantic Ocean as a *pilot / passenger*.
- 3 Amelia became the first woman to fly alone across *North America / the globe* and back in August 1928.
- 4 Amelia became *the first / the third* president of the women aviation organisation The Ninety-Nines.

EXPRESS YOURSELF

- 4 What have you learnt about Amelia Earhart's life choices and her pioneering spirit? Try to introduce her to a magazine column "Women Pioneers".

TEATIME

MORE THAN JUST A NICE WARM DRINK

There's more to teatime than just a nice warm drink. Different cultures combine tea with different foods or snacks, turning teatime into a social occasion.

Afternoon Tea

People believe that an English Duchess¹ first introduced the idea of afternoon tea. Her name was Anna Russell (1783–1857), and she was the 7th Duchess of Bedford.

In the 18th and 19th centuries, most English people ate only two main meals each day — breakfast in the morning and a large supper which wasn't usually served until seven o'clock in the evening. As a result, people often got very hungry during the long break between these two meals.

The Duchess came up with² a clever idea to solve this problem. She invited some of her friends to join her for an afternoon meal. The meal was held between four and five o'clock. It included cakes and sandwiches, and tea was served to wash down the food. To make the afternoon meal more important, she used cups and plates made from fine china, and teapots, knives, forks and spoons made from silver.

Afternoon tea parties soon became popular social occasions, which is a trend that continues today. They still play an important part in the social life in modern Britain.

Yum Cha

Going for *yum cha* or *dim sum* is a practice that has become increasingly popular in the western world — but what does it mean? *Yum cha* literally translates to “drink tea”, and it is the practice of going to a restaurant to eat *dim sum* — bite-sized portions of food, usually steamed or fried. People in southern China go to *yum cha* with family and friends — it is a time to relax and catch up in a laid-back³ environment.

The most popular time to go for *yum cha* is late morning — or what is known in the West as brunch⁴. In fact, some say that brunch was inspired by *yum cha*.

It is believed that the custom began thousands of years ago when teahouses started cropping up along the Silk Road to provide rest for weary⁵ travellers. Later, it was discovered that tea aids digestion, so teahouse owners started offering snacks with their tea and *yum cha* was born.

NOTES

- 1 duchess *n.* 公爵夫人 2 come up with 想出 (计划、回答) 3 laid-back *adj.* 悠闲的
4 brunch *n.* 早午餐 5 weary *adj.* 疲倦的

GENERAL UNDERSTANDING

1 Read the text. Answer the questions.

- 1 Why did the Duchess of Bedford invite friends to come for tea in the afternoon?
- 2 What does *yum cha* mean?

CRITICAL THINKING

- 2 Search online to find more similarities and differences between English and southern Chinese tea cultures. Make a list and discuss.

CITY OR COUNTRY?



London

I've been moving from one city to the next because of my dad's job. We started in Hong Kong, then moved to Beijing, then Singapore, and then San Francisco. Now we live in London. I love city life because it's full of opportunities for culture, recreation, education and entertainment.

In London, my home is very close to museums, the zoo, cinemas and community centres, so I have lots to do in my free time. Also, as I live close to public libraries and bookshops, I always have a good book to read.



And if I'm ever bored, I can easily find a stable Internet connection.



▲ *Right in the middle of things in London*

People who live in the country say that city life is stressful because of all the noise and traffic, but I like being in the middle of things. Besides, you can always find some peace and calm because most cities have lovely, peaceful parks.

The Isle of Wight

City folk think life in the country must be boring but this isn't true. I learnt this when my family spent a week on the Isle of Wight (an island off the coast of England). We went on nature walks, had picnics on beautiful beaches and drank hot chocolate under the stars.

By the end of the week, I loved living in a rural area. You don't need to visit zoos when there are animals all around you. I fed cows, goats and chickens, and even learnt to ride a horse. You don't need to visit museums, cinemas or community centres because you can explore forests, caves and beaches. I didn't miss going online because I was too busy connecting with nature!



▲ *Beautiful nature walks on the Isle of Wight*

← → ↻

City Life Can Be Lonely

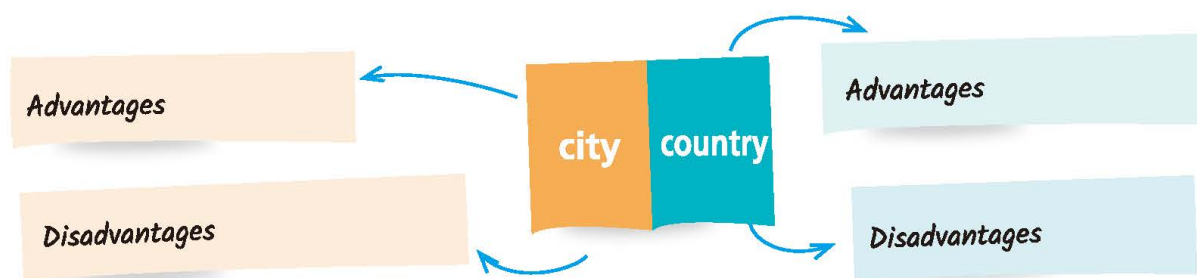
Some city people think country life is lonely because you're cut off from the outside world. They don't know how peaceful it is to be away from crowded streets and busy shopping centres. They also don't know how friendly people in country towns and villages can be. If anything, people are more likely to be lonely in a big city. I made more friends in a week in the country than I made during my first three months in London!

So which is better – the city or the country? It's hard to say. I think it isn't about where you live – it's about how you live. I live in a city for now, but thanks to our island holiday, I'm sure I could be just as happy living in the country.

Add new post here ...

GENERAL UNDERSTANDING

- 1 What are the advantages and disadvantages of city and country life? Complete the diagram.



CRITICAL THINKING

- 2 Read again. Answer the questions.

- In the last paragraph, what does the writer mean by "I think it isn't about where you live – it's about how you live."?
- How does she come to such a conclusion?
- Do you agree with this conclusion? Why or why not?

CHECK YOUR PROGRESS

Use what you have learnt from the unit "Life Choices" to talk about a new school life, stress reduction, and future life choices.



- 1** Li Zhen has just started senior secondary school and has decided to start a new life. Complete her resolution using the correct form of the words and phrases below.

relieve tension

a new challenge

stressful

an Internet addict

watch films

relaxing

set new goals

the digital world

inspire

do some voluntary work

chat with friends

tough

a website of a charity organisation

volunteer

Now I have become a senior secondary student and this means I have an opportunity to become a different person, a much better one! I've decided to **1** _____ for myself. The last year of my junior secondary school was definitely **2** _____! The exams were very **3** _____ and it is good they were all over.

Now, how to spend the next three years more wisely is **4** _____ for me. I think I will need to play more sports. I will join a basketball club because it will help me to **5** _____. I also plan to do more long-distance running because I find it very **6** _____.

One thing I really want to change is the time I spend in **7** _____ and it's time to get out of it and make a difference in the real world. In fact, up until this year I might have been described as **8** _____! I spent hours surfing the web, **9** _____ and **10** _____ online rather than in person. A few weeks ago, when I was surfing the Internet I came across **11** _____. It supports children who struggle to read and write and they have **12** _____ who spend time with children who need help. From the moment I read about it I knew I wanted to help.

I'm really **13** _____ by their energy and excitement and I know that I would love to **14** _____ in the future. I'll write to them soon and hopefully I can join them. Actually, in the future, maybe I can start my own charity.



- 2** Complete the posts about stress using the correct form of the words and phrases in brackets. Then choose one person and give your suggestions for him / her to reduce stress.



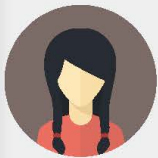
Doctor X

I'm a doctor. My job is _____ (take care of) people's health. I feel _____ (satisfy) when I see my patients recover. But my life is stressful all the time. I have to get up very early in the morning and often go back home late, feeling _____ (tire). I only have time _____ (play) with my children on weekends. Due to the stress, I cannot sleep well at night.



Teacher V

It was my dream _____ (become) a volunteer teacher. So three years ago, I left my hometown and taught English in a village in Hunan Province. It is _____ (excite) to work with kids. But it is not _____ (surprise) that being a teacher in the village can be _____ (challenge). The power and water supplies are unstable. Besides, it is inconvenient _____ (go outside) because the public transportation is not well connected. I haven't seen my parents for more than one year. I miss them a lot.



Student S

I'm a junior secondary school student. I've just come to a new school for a few weeks. I feel _____ (depress) these days. I'm very shy, so social situations are stressful for me. My mother keeps telling me _____ (make) new friends with my classmates. I know it must be _____ (interest). But it is always so hard for me _____ (chat) with new classmates. I start _____ (worry) about my life here. I miss my old friends so much.



@ _____



3 Complete the dialogue between two new school friends about hobbies. Use the words and phrases below. Some of them can be used more than once.

love

like

don't mind

don't like

Li Zhen: What's your hobby, Chen Yang? Do you **1** _____ music?
 Chen Yang: I'm a music lover. I just **2** _____ listening to music, especially the songs of my favourite pop group. I can listen to them all day long. What sort of music do you like?
 Li Zhen: I'm not really a music fan. In particular, I **3** _____ rock music because it's so noisy. I can't stand it!
 Chen Yang: Really? Well, I guess I **4** _____ some rock music once in a while. But like you, I **5** _____ it much when people play loud music when I'm trying to relax.



UNIT DIARY



What have you learnt in this unit? Reflect and complete the diary.

★ *Useful words I learnt to describe my lifestyle:*

★ *Three impressive sentences I'd like to remember from this unit:*

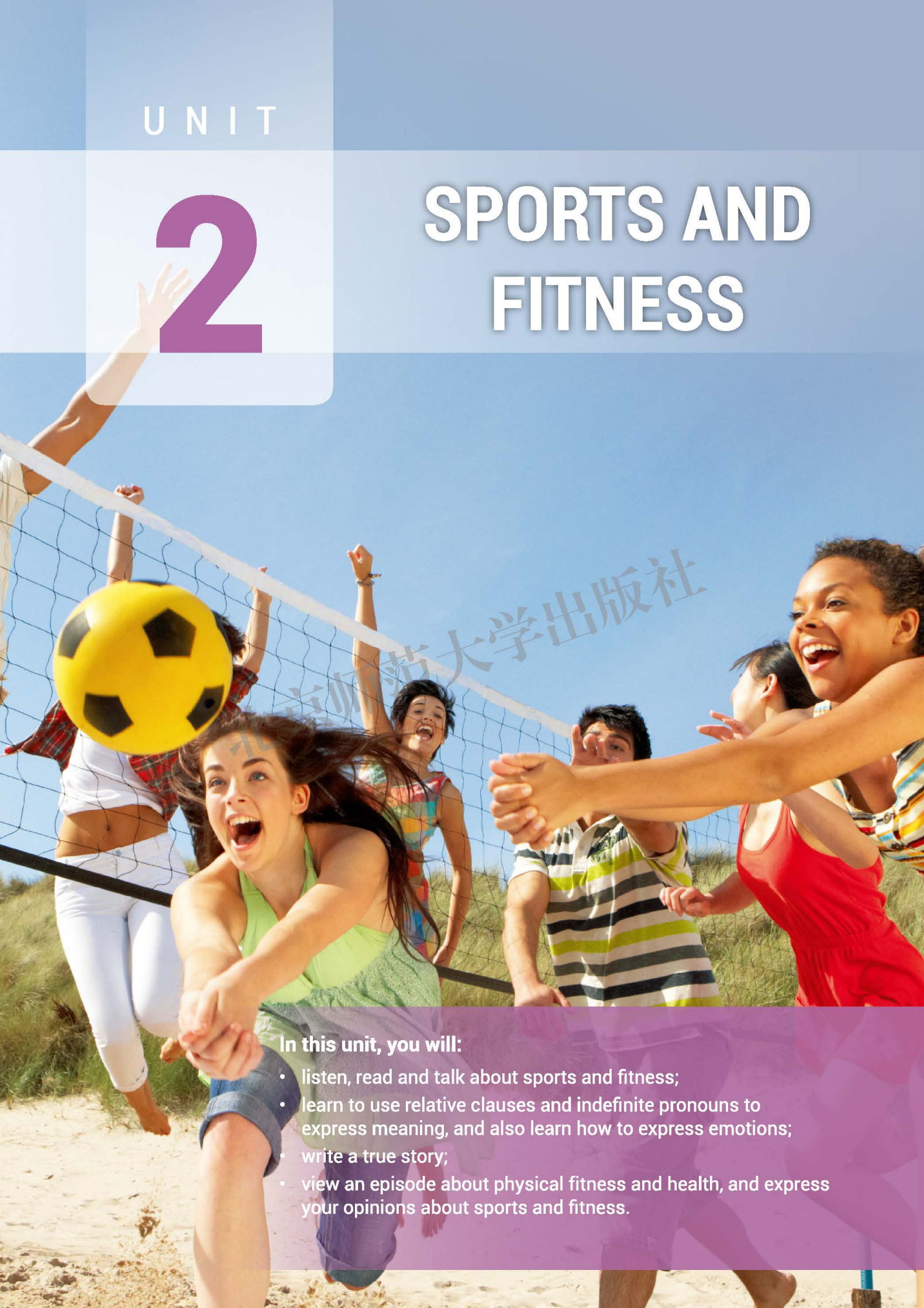
★ *Three ways I learnt to reduce stress:*

★ *The parts I like / dislike about this unit:*

UNIT

2

SPORTS AND FITNESS

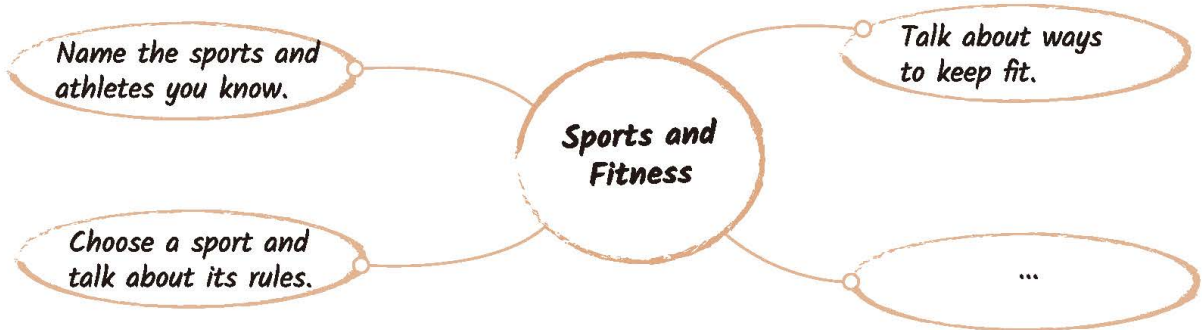


In this unit, you will:

- listen, read and talk about sports and fitness;
- learn to use relative clauses and indefinite pronouns to express meaning, and also learn how to express emotions;
- write a true story;
- view an episode about physical fitness and health, and express your opinions about sports and fitness.

TOPIC TALK

1 **Pair Work** Talk about sports and fitness. Use the cues to help you.



2.1 2 Read the Text Builder carefully. Then listen to the dialogue and complete it by underlining the words or expressions you hear.

Text Builder Sports and Fitness

I _____ play football after school.

>> **Frequency**
never, seldom, sometimes, often, usually, always

I prefer to _____ rather than _____.

>> **Exercises**
play basketball / football / badminton / golf
do exercise / gymnastics
go walking / jogging / cycling / bowling / skateboarding
go to the gym / the running track
play sports with friends
exercise by myself / competitively / for fun

I think I _____.

>> **Condition**
am in pretty good / bad shape
have a healthy and balanced diet

I should _____ more often.

>> **Habits**
eat fruit and vegetables / healthy food
play sports
cycle / walk to school
walk up the stairs

3 Use the Text Builder to talk about what you should do to keep fit.

Example *I sometimes play football after school. It's a lot of fun! I prefer to play sports with friends rather than exercise by myself, so football is perfect for me! ...*

2.2 **4 Listen to the dialogue. Complete the rules about volleyball.**

There are **1** _____ on each team. A player from one team begins the game by **2** _____ over the net into **3** _____. The receiving team must not let the ball **4** _____ their court. The team can **5** _____ up to three times before sending it over into the other court.

5 Use the language you have learnt to talk about a sport you like.

“

Quote ... Unquote

True enjoyment comes from activity of the mind and exercise of the body; the two are ever united.

– Wilhelm von Humboldt

One's health and wellness are dependent not only on diet, but also on sport and exercise.

– Cai Yuanpei

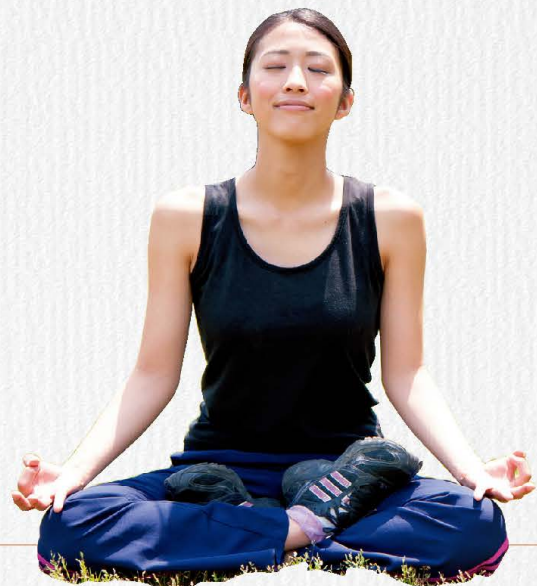
You have to learn the rules of the game. And then you have to play better than anyone else.

– Unknown

Well, fans always root for the underdog.

– Maria Sharapova

”



NOTES

- Wilhelm von Humboldt (1767–1835), a Prussian linguist, philosopher, politician and founder of the Humboldt University of Berlin.
- Maria Sharapova (born in 1987), a Russian professional tennis player.
- Cai Yuanpei (1868–1940), a Chinese educator.



THE UNDERDOG

ACTIVATE AND SHARE

1 What do you think an underdog is? Choose the correct option.

- a a dog that is defeated by other dogs
- b an athlete who seems to have little chance to win
- c a company that never wins

READ AND EXPLORE

2 Read Part 1 of the story about an underdog. Answer the questions below.

Who was his favourite player?

How tall was he? How tall was his favourite player?

How was he treated by the coach?



Paul

What team was he on?

What kind of player was he on the team?

Part 1

Paul and I were on our school basketball team, The Lions. We loved basketball and were both huge fans of the NBA. When we weren't playing on the court which was next to our building, we were watching a game on TV. My favourite player was LeBron James. Paul's favourite player was Tyrone Bogues, a guy who played for the Charlotte Hornets, although we actually agree that they are both champions.

5

Bogues was only 1.6 metres tall, which made him the shortest player ever in the NBA. Guess what? Paul was only 1.6 metres tall, too! Paul knew that being shorter than other players meant that he had to practise more. During all those hours of doing jump shots on his own, he used Bogues as his inspiration. Paul once said, "If

10 Bogues could make it, why not me?"

Our coach was not so sure. Paul had to try out many times just for making the team. He was still usually on the bench, being just a replacement, which was really tough on him. Everyone knew Paul had real skills, and was someone who worked really hard and had a strong desire to play for the team. However,

15 Paul didn't get a chance.

This week, The Lions were playing our main competitors, The Bears, a team whose record this season had been perfect. They hadn't lost a single game. It would be a tough one. Paul didn't know he'd

20 soon get the chance that he'd been waiting for.



- 3 Group Work** What were Paul's advantages and disadvantages as a basketball player? Discuss in your group.
- 4** Predict what happens next. Then read Part 2 to find out if your ideas are correct.

Part 2

Suddenly, a player and I crashed into each other. Pain raced through my body. My knee hurt badly. The team gathered around, looking worried. The last quarter was about to begin, and my team was behind by 10 points.

5 "I don't think I can play anymore, coach," I said quietly as the doctor put an ice pack on my knee.

"No way," the coach replied sharply. "We've got no more players!"

"What about Paul?" someone suggested.

"Paul?" said the coach. "He can't play!"

"Give him a shot, coach!" I said. "What have we got to lose?"

10 "That's right," another player said. "We're losing anyway. Let Paul play!"

"Let me try, coach! I won't let you down!" Paul said.

"OK, OK!" the coach finally agreed. "Don't let us down, Paul. It's your time to shine."

15 Paul jumped up and rushed onto the court. And clearly, all the extra hours that he'd spent practising alone paid off. The other team just couldn't keep up with his energy and speed. He made shot after shot, and the crowd couldn't stop clapping and cheering.

When the game ended, our team had won by two points.

"Well," said the coach as he hit Paul on the shoulder, "you've just earned your place on the team, big guy!"

- 5** Read Part 2 again. Put the following events in the right order. Then write them in the notes on the next page under the heading "Events". Then, note down the coach's attitude with evidence in the right column.

- a** One player got hurt and could not play.
- b** Paul jumped and rushed onto the court.
- c** "Give him a shot, coach!"
- d** The team had won by 2 points.
- e** "Let me try, coach! I won't let you down!"



Events

One player got hurt and could not play.









The Coach's Attitude and Evidence

Worried ("We've got no more players!")









6 Pair Work Discuss with a partner what happened using the information in Activity 5.

7 Group Work Think and share.

- 1 What kind of player was Paul? Find evidence from the story to support your view.
- 2 Why did the coach call Paul "big guy"? What do you think the coach might have learnt from his experiences with Paul?

8 Write a short summary about Paul. Use the questions as cues.

- 1 Who was Paul?
- 2 What was his favourite sport?
- 3 What did he do for making the team?
- 4 What happened to him during the match between his team and The Bears?

FOCUS ON LANGUAGE: RELATIVE CLAUSES (1)

9 Read the sentences. Circle the relative pronouns and underline the relative clauses.

- 1 When we weren't playing on the court which was next to our building, we were watching a game on TV.
- 2 Paul's favourite player was a guy who played for the Charlotte Hornets.
- 3 Paul was someone who worked really hard for the team.
- 4 He didn't know he'd soon get the chance that he'd been waiting for.
- 5 They were playing The Bears, a team whose record was perfect.

10 Look at the relative pronouns in Activity 9. What does each refer to (people, things or possessions)? Then use proper relative clauses to complete the sentences.

- 1 Paul was a basketball player _____.
- 2 His favourite player was a guy _____.
- 3 He played in the team _____.
- 4 He helped his team win the game _____.

11 When can we leave out *that*, *which* or *who* in relative clauses? Choose the correct option.

- a when it comes before a verb and functions as a subject
- b when it comes before a noun or pronoun and functions as an object

12 Complete the sentences with relative pronouns. Circle the relative pronouns that can be left out.

- 1 Have you found the keys _____ you lost?
- 2 We stayed at a hotel _____ Tom recommended to us.
- 3 The people _____ work in the office are very friendly.
- 4 What's the name of the man _____ car you borrowed?
- 5 The man _____ I was sitting next to on the plane talked all the time.

EXPRESS YOURSELF

13 **Group Work** Act out the scene in Part 2 (p.31).



RULES OF THE GAME

ACTIVATE AND SHARE

1 Read the rules. Match them with the sports.

- a volleyball
- b boxing
- c basketball
- d tennis

- () 1 A player must bounce the ball as he or she moves down the court.
- () 2 When the ball is in play or if a player is serving, do not cheer or talk loudly.
- () 3 The team may touch the ball no more than three times before sending it back.
- () 4 You can't hit anywhere below the other person's belt.



Skill Builder

Recognising Context

Context is the situation, language or information that is related to something and helps you to understand.

- Identify the basic information from the topic, pictures or instructions, e.g. "an announcement and two conversations about sports".
- Listen for clues to identify the situation, e.g. *ball, match*.
- Listen closely to the intonation of the speakers. This can tell you how the situation is making them feel.

LISTEN FOR UNDERSTANDING

 2 Listen to an announcement and two conversations about sports. Complete the rules for each sport.

Sports	Tennis	Boxing	Fun Run
Rules / Tips	1 Audiences are reminded to _____ or _____. 2 When the ball is in play, do not _____. 3 Wait for the point or game to end before _____. 4 When taking photos during the match, _____. 5 Do not _____.	1 You can't hit anywhere _____. 2 You can't _____ the other person, either. 3 You are prohibited from _____ with your head, shoulder or arm.	1 Remember to do _____ before you run. 2 Don't run too fast _____. 3 Your last meal should be _____ before your run. 4 Don't _____ while running.

-  **3 Pair Work** Listen again. Choose a sport and introduce its rules / tips to your partner.

FOCUS ON FUNCTION: EXPRESSING EMOTIONS (1)

- 4** Make a list of the feelings you may have when playing or watching sports.

Example *I feel disappointed when my team loses.*

-  **5 Listen.** Complete the information.

Will: Hello, is that John? It's Will.

John: Hi, Will. What's up?

Will: I know you've had lots to occupy your time, so you probably didn't have time to watch **1** _____ between Manchester United and Liverpool tonight.

John: Ah! The match! **2** _____ I missed it. Who won?

Will: Liverpool! We won three-two. Our defence was excellent!

John: Liverpool! Three-two? Really? **3** _____! We played so poorly last time! **4** _____.

Will: Yeah, I know, but it's true! **5** _____ and played amazingly. **6** _____.

John: Man, **7** _____!

-  **6 Listen and imitate.** Which emotions do the speakers express? Write *joy*, *surprise* or *disappointment* after each sentence in the Talk Builder.

Expressing Emotions (1)

- Talk Builder**
- I can't believe I missed it. ()
 - Really? That's great news! ()
 - It was such a disappointment. ()
 - I'm so proud to be a fan! ()
 - Man, me too! ()

SPEAK

- 7 Pair Work** Discuss what you would say in these situations.

- Your class won the school basketball game.
- Your favourite player lost the final round of the table tennis game.
- An underdog defeated a famous player.



RUNNING AND FITNESS

ACTIVATE AND SHARE

1 Talk about the advantages of exercising regularly. Use the phrases to help you.

to get in shape

to strengthen one's immune system

to reduce health problems

to stay healthy

to cheer one up

to make one's heart stronger

to relieve tension

to get fit

Example *I do two weekly runs. I think exercising regularly is important for me to stay healthy.*

READ AND EXPLORE

2 Jeremy wrote to the website "Ask Dr. Martin" about his health problems. Read his message and find out what he needs.

I'm a bit fed up with getting sick all the time. And I feel awkward failing PE exams. My friend suggested I should try long-distance running. Do you think it will help?

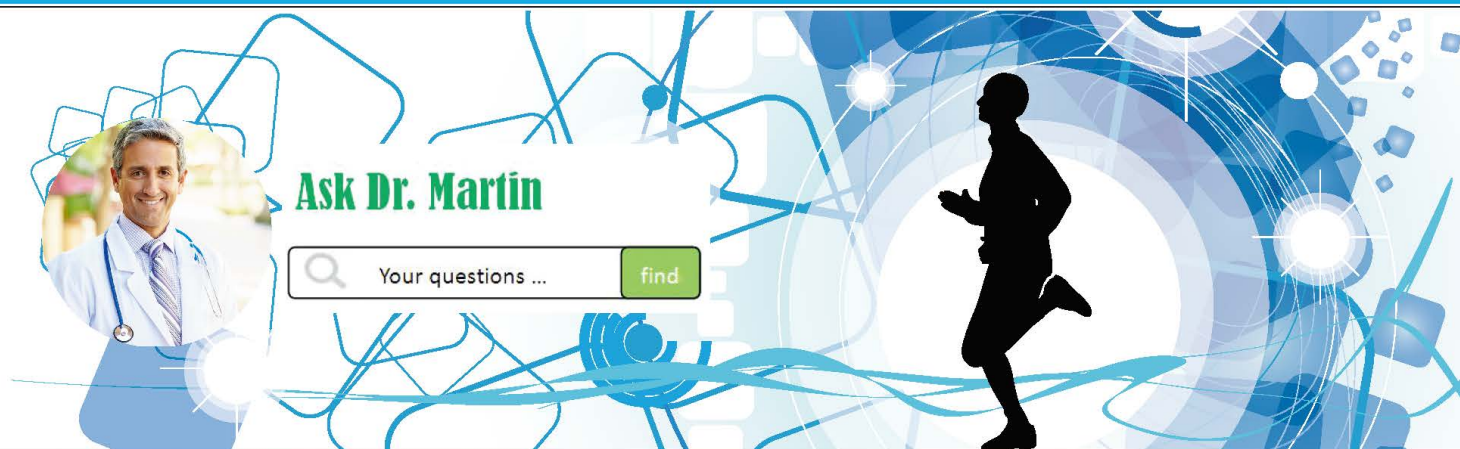
Jeremy, 16 years old



3 **Pair Work** Read Dr. Martin's response to Jeremy. Find out details to complete the table. Then ask and answer questions based on the information.



Long-Distance Running	
Topics	Details
Who is it for?	<i>for everyone, including beginners</i>
Equipment needed	
Benefits	
Tips to avoid injuries	



Ask Dr. Martin

Hi Jeremy,

Thanks for your question. As people often say, any exercise is better than none, but long-distance running in particular has a lot of benefits.

It is a great sport for beginners — you do not need a gym membership or any special equipment. Just a pair of good running shoes will do. Then, keep it up. There is also no better way to know yourself and to see what you are capable of.

You are also somebody who worries about getting sick. Running will help you get fit and prevent diseases. It will give you good upper and lower body strength. Like any exercise, running increases the flow of blood and oxygen to your brain. It makes your heart stronger and allows more blood to flow around your body. It also strengthens your immune system and reduces the risk of serious health problems, as well as more common illnesses like colds. Besides, anybody who is feeling down can go for a run to cheer themselves up. Even a thirty-minute run will provide relief from aches or tension that you may be suffering due to stress.

If you are new to running, here is some advice for you — it is important to warm up and cool down properly before and after running, so you do not hurt yourself. A warm-up gets your blood flowing and prepares your body before you exercise. After a long run, you should jog slowly for ten minutes, then walk for five minutes. Such kind of warm-down relaxes your body after exercise.

For more guidelines on running, click [here](#). I hope this will help!

Best Regards,



Dr. Martin

4 Group Work Discuss the questions below.

- 1 Do you think long-distance running will help Jeremy? Why?
- 2 How will running help us get fit and prevent diseases?
- 3 What advice would you give to someone who is new to running?

5 Read "Three Principles of Running" quickly. Take notes in the first column.

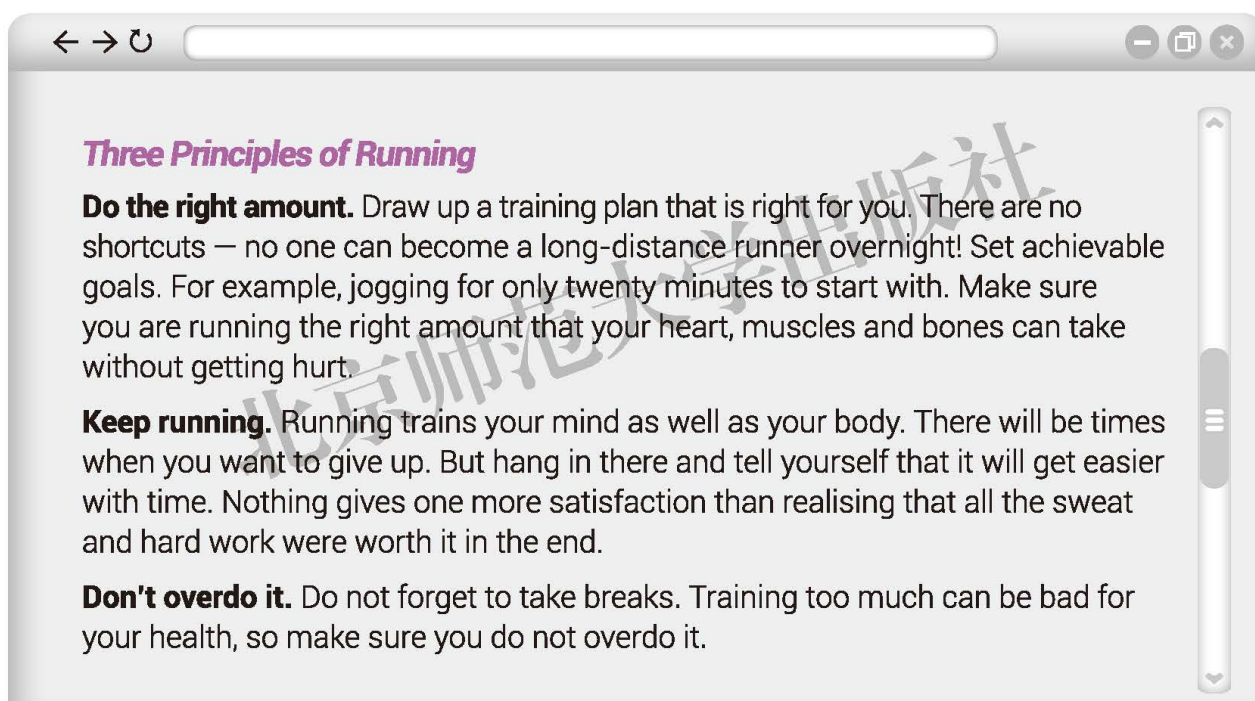
Principles of Running	Details

Skill Builder

Scanning for Specific Information

Scanning a text means reading it as quickly as possible to find specific information.

- Beforehand, determine the specific information that you need to find.
- When you scan, move your eyes through the text to find what you are looking for.
- Don't read every word when looking for specific information. Search quickly.



6 Read again carefully. Complete the second column in the table in Activity 5. Then introduce "Three Principles of Running" to your partner.

7 Explain the statements in your own words.

- "There is also no better way to know yourself and to see what you are capable of." (line 6, page 37)
- "Running trains your mind as well as your body." (line 7, page 38)

- 8** Read the phrases used in the texts describing the benefits of running or the tips for keeping fit. Then put them into the correct column. Talk about the two aspects.

<i>Benefits of Running</i>		<i>Tips for Keeping Fit</i>
<p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>	<p>Do not need a gym membership</p> <p>Draw up a training plan</p> <p>Do not need special equipment</p> <p>Increase the flow of blood and oxygen to the brain</p> <p>Do the right amount</p> <p>Prevent diseases</p> <p>Give good upper and lower body strength</p> <p>Set achievable goals</p> <p>Strengthen immune system</p> <p>Do not overdo it</p> <p>Cheer oneself up</p> <p>Provide relief from aches or tension</p>	<p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>

FOCUS ON LANGUAGE: INDEFINITE PRONOUNS

- 9** Complete the Word Builder. Then use the words and phrases to complete the text.

I was always sick as a kid and I hated doing sports. I would rather do **1** _____ other than exercise. If you told my childhood friends that I am now a lover of running, **2** _____ would believe you. But **3** _____ in me started to change when I got into university. During my first week, I didn't know **4** _____ so I was alone all the time.

That's when I realised that running is a great way to make friends and kill time when you're alone, and there's **5** _____ better than a good run to clear your head when things get stressful. It's never too late to start getting into running and exercising – after all, as the saying goes, "**6** _____ is possible!"

Word Builder	Indefinite Pronouns	
	Things	People
some	<i>something</i>	_____
any	_____	_____
no	_____	_____
every	_____	_____

EXPRESS YOURSELF

- 10** Prepare to give a 3-minute presentation, introducing the benefits of running and advice on doing it properly.
- 11** Search online to find out how much exercise teenagers should have in a week. What exercises are good for senior secondary students? Share in class.



A TRUE STORY

GET READY FOR WRITING

1 Pair Work You are going to write a true story to share with the class. Discuss the questions with your partner.

- 1 Who is your story about?
- 2 Why do you want to write this story?

READ FOR WRITING

2 Read the story "The Final Sprint". Answer the questions.

- 1 Who were the main characters?
- 2 Where and when did it happen?
- 3 How did the story develop?
- 4 What was the result?

The Final Sprint

It was the final sprint of the Santa Barbara XV Grand Prix cyclo-cross race in Spain. Fans lined the road to the finishing line, cheering on the competitors.

Ismael Esteban, in third place, was just ahead of his competitor, Agustin Navarro, with only 300 metres to the finishing line. Esteban had been cycling as hard as he could for hours and with the finishing line in sight all the cyclists began to speed up to cross it. Then, suddenly Esteban got a puncture. What should he do? Give up or continue? Esteban threw his bike over his shoulders and raced towards the finishing line.



Just a few seconds later, fourth-placed Navarro caught up with him. Surely, he could simply overtake Esteban and come third. But Navarro slowed down and let Esteban run ahead of him. The two cyclists reached the finishing line with Esteban ahead on foot, Navarro just behind him. Navarro had let Esteban finish in third place, while he came fourth. The audience was amazed at his show of sportsmanship and cheered and clapped for the cyclists. After the race, Navarro said, "I didn't want to win that way." Later, Esteban, who won the bronze medal, tried to give his medal to Navarro. However, Navarro refused, and his response was: "Offering me the prize was worth more than what I did for him."

The two cyclists made amazing sporting gestures — Navarro for refusing to take advantage of Esteban's troubles, and Esteban for offering Navarro his medal. This was sportsmanship at its very best.

FOCUS ON STRUCTURE AND LANGUAGE

- 3 Read the story again. Take notes in the first column.

	The Final Sprint	My Story
Setting	<i>the final sprint of the Santa Barbara XV Grand Prix cyclo-cross race in Spain</i>	
Characters		
Development		
Climax		
Ending		

- 4 Write 2–3 sentences for your story. Use the Sentence Builder to help you.

COMPOSE YOUR WRITING

- 5 **Outlining** Discuss your sentences with a partner. Complete “My Story” column in Activity 3.

- 6 **Drafting** Use your outline and the Writing Help to write your first draft.

- 7 **Editing** Edit your story in pairs. Then share what you have written in class.

 Peer Editing Sheet for Unit 2, page 90.

Sentence Builder

Sentence Structure (2)

It was the final sprint.

Attribute

Just a few seconds later, fourth-placed Navarro caught up.

Adverbial (time)

Navarro let Esteban run ahead of him.

Verb Object Object Complement

Writing Help

Writing a True Story

It's important to:

- introduce the setting and characters;
- describe the details of the story;
- write the story in time order;
- include a comment on the story.

PHYSICAL FITNESS AND HEALTH

Childhood is the perfect time to key in on the enjoyment of healthy physical activity. But as children get older, parents, and sometimes coaches, may push a child's involvement in a particular sport or dance to the point of physical injury.

ACTIVATE AND SHARE

- 1 Have your parents or teachers ever asked you to join in any training activities? If so, how much time do you normally spend practising in a week? What do you think of your experiences?



VIEW AND LEARN

-  2 Watch the video. Write *T* (true) or *F* (false). If it is false, explain why.

- 1 If left alone, the younger members of the species are more physically active. ()
- 2 Now physical activity is being much more controlled by parents. ()
- 3 Children's bodies are flexible so they don't need a lot of warm-up activities. ()
- 4 Coaches can have children imitate what mature dancers do and children are often able to do that. ()
- 5 The real goal of encouraging children to participate in physical activity is not to look for talented athletes but to encourage children to have fun being active. ()

-  3 Watch the video again. Take notes.

Benefits of Sports for Children	Dos and Don'ts

EXPRESS YOURSELF

- 4 As a student, discuss what you have learnt from the video about doing regular sports. What advice would you take for yourself? Explain why.

MARTIAL ARTS



The most popular martial arts¹ today originated in Asia, especially in China. Some Chinese fighting styles were invented more than 3,000 years ago. Many martial arts were invented because people needed to defend themselves or protect others. Nowadays, people learn martial arts as a way of keeping fit or as a competitive sport, but they are still very useful for self-defence.

Martial arts are often referred to as either soft or hard. These terms imply a way of dealing with your opponent's force. Soft martial arts, such as *tai chi*, teach you to use your opponent's own force to defend yourself. Soft styles use fluid movements and timing to avoid, deflect and redirect their opponent's attacks. These martial arts are soft for the defender but not for the attacker! On the other hand, hard styles, such as *kung fu*, teach you to defend yourself using force. Techniques involve blocking, posturing and powerful punching² and kicking. Hard martial arts techniques are more effective if you are more skilful, more powerful and faster than your opponent.

Perhaps one of the best known Japanese martial arts today is karate. But did you know that its roots are derived from Fujian Province? In the 14th century, a community of Chinese migrants from Fujian settled in what was then the kingdom of Okinawa. The Chinese migrants used to gather in a park to enjoy cultural activities — one of which was *kung fu*. This soon caught the attention of local youths, who started learning *kung fu* from their Chinese neighbours.

In fact, Chinese influence in martial arts was not limited to *kung fu*. The very first Korean military training manual³ was based on a Chinese version. During the Japanese invasion of Korea in the 16th century, the Korean army needed to train a large number of troops⁴. They adopted a training from a Chinese military manual called *Ji Xiao Xin Shu*⁶, written by Chinese general, Qi Jiguang, who had himself defeated Japanese

During the Japanese an effective way methodology⁵ by the famed pirates⁷.

NOTES

- | | |
|---------------------|---------------------------------|
| 1 martial arts 武术 | 2 punch v. 用拳猛打 |
| 3 manual n. 使用手册 | 4 troop n. 军队 |
| 5 methodology n. 方法 | 6 <i>Ji Xiao Xin Shu</i> 《纪效新书》 |
| 7 pirate n. 海盗 | |

GENERAL UNDERSTANDING

1 Read the text. Answer the questions.

- 1 What are the two main reasons why people learn martial arts?
- 2 What are soft martial arts? What are hard martial arts?

CRITICAL THINKING

- 2 Search the Internet to find the Chinese influence in martial arts. Share it in groups.



GETTING FIT

Class Schedule

	Mon	Tue	Wed	Thur	Fri	Sat
7 am	Latin Dance	Yoga ¹ Level 2	Spin ²	Latin Dance	Yoga Level 2	Spin
9 am	Yoga Level 2	Latin Dance	Yoga Level 2	Yoga Level 1	Spin	Latin Dance
5 pm	Yoga Level 1	Spin	Yoga Level 1	Yoga Level 2	Spin	
7 pm	Spin	Yoga Level 1	Latin Dance	Spin	Latin Dance	

International Sports Centre



Instructors

Spin: Jenny
Yoga: Sara
Latin Dance: Karen

Single class: RMB 75
Ten-class pass: RMB 600
Members: Free

Opening hours

Monday to Friday: 6 am to 10.30 pm Saturday: 6 am to 5 pm

Memberships
for only
RMB 399 / month

NOTES

1 yoga *n.* 瑜伽 2 spin *n.* 动感单车, 自行车健身

GENERAL UNDERSTANDING

1 Read the information on the posters (p. 45). Then help the people find proper classes.



I like fast-paced classes, but only have time on weekdays after 5 pm. I want to practise with an experienced teacher.

Classes Time



I'm 52 and haven't done any sports regularly before. But I really want to get started on a fitness routine to lose weight. However, I can't stand hard exercise. I have time on Fridays and Saturday mornings.

Classes Time



I've been practising yoga for a year and now I'm looking for an upper-level class to improve my flexibility. I have time every day before 9 am.

Classes Time



LATIN DANCE WITH KAREN

Have fun and get fit!

Do you hate exercise but love dancing and parties? Well, latin dance is for you — it combines great music and dancing with hard exercise (burn 1,000 calories¹ an hour). Karen is an experienced latin dance trainer and her classes are very popular.



YOGA WITH SARA

Exercise your body and mind!

Sara's yoga classes are perfect for people who want to improve their flexibility and strength. Sara is an experienced teacher who has trained in several different styles of yoga. All equipment is supplied. Just bring a towel and some water.



Note: Level 2 classes are only suitable for experienced learners.

JENNY'S SPIN CLASSES

The most fun you'll have on a bike!

Spin classes are a safe and effective way to work out — it doesn't matter how much you weigh, how old you are, or how fit you are. You decide how hard you want to work! Every spin class is a great cardio² workout — it burns fat fast! It's great for beginners or people recovering from an injury because of its low impact — that means it won't hurt your joints³. Jenny is a certified⁴ spin instructor who'll inspire you to do your best in every class.



NOTES

1 calorie *n.* 卡路里

2 cardio *n.* 心脏强化锻炼

3 joint *n.* 关节

4 certified *adj.* 有专业资格的

CRITICAL THINKING

- 2 Think about what you consider first and last when choosing a fitness activity and give reasons.
- 3 Decide which activity appeals to you most. Why?



CHECK YOUR PROGRESS

Use what you have learnt from the unit "Sports and Fitness" to introduce sports events, rules and spirits of sports, and athletes.



1 Chen Xi was chosen as the best athlete in the school. He is giving a speech at a ceremony. Complete his speech with the words and phrases below.

energy	go jogging	fan	keep fit	tough
athlete	earn a place	gym	exercise	track

Thank you for choosing me as the best 1 _____ in our school. I'm really happy to share with you how passionate I am about sports and what I do to 2 _____. I am a big 3 _____ of many sports, including basketball, football and gymnastics. I love to watch these events on TV at the weekend. I also 4 _____ regularly, too. In the morning, I often 5 _____ on the running 6 _____ for about half an hour. I don't run too fast or for too long so that I have enough 7 _____ for the day. In the afternoon, I usually play football or basketball. I'm on the school football team.

The training is always 8 _____, but we all do our best, since we all want to 9 _____ on the team when playing against other schools. Believe it or not, we also occasionally do yoga in the 10 _____! It helps relax our muscles and focus our minds. If you want to become fit and healthy, my advice is to try different sports and activities to see which one you enjoy the most.



2 Chen Yang is introducing a sport to the class, but she is not sure which words to use. Choose the correct words and guess what sport it is.



Here are some general rules and tips:

- You cannot hit *nowhere* / *anywhere* below the belt.
- Wear gloves and mouth guards in case *nothing* / *something* happens.
- Don't hit *anywhere* / *somewhere* when the other participant falls down.
- Listen to your coach. He is *someone* / *anyone* who knows the sport well.
- ...

The sport is _____.



3 Now, choose a sport that you are interested in and introduce it to your partner.



Sport: _____

Number of players: _____

Rules of the sport:

- A player can (not) ...
- Audiences are (not) allowed to ...



4 Li Zhen's school is hosting a winter running event next month. Use the words and phrase below to complete these two advertising posters.

system

equipment

long-distance

bone

tip

relieve

jog

get fit

cheer

reduce

amount

WELCOME TO OUR WINTER RUNNING EVENT!

Benefits of _____ Running

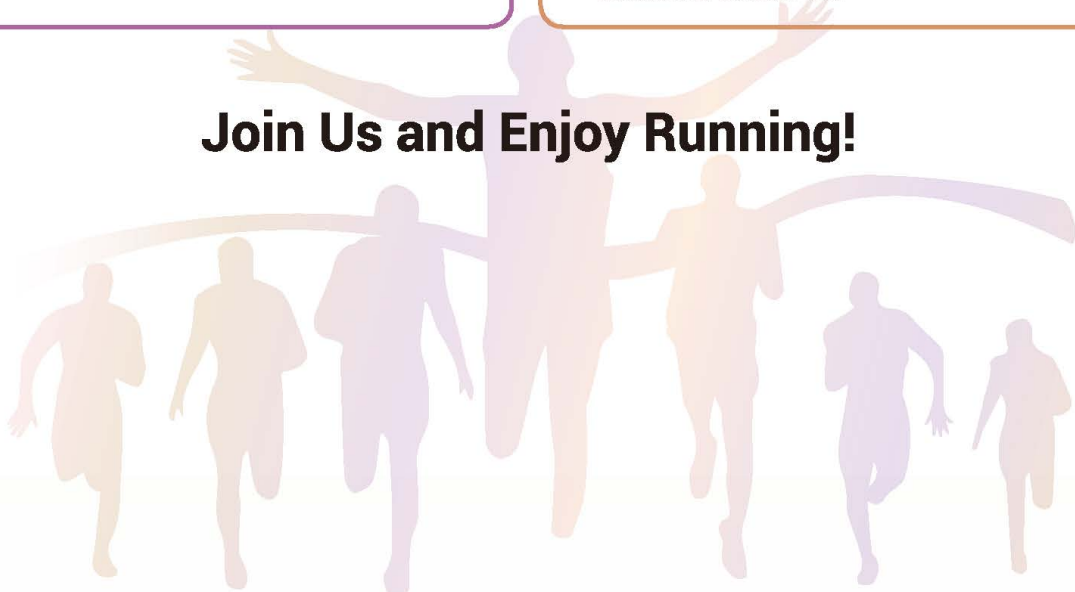
- ✓ Help you _____.
- ✓ Allow more blood to flow around your body.
- ✓ Strengthen your immune _____.
- ✓ _____ the risks of serious health problems.
- ✓ Improve mood and help _____ you up.
- ✓ _____ tension.

_____ for Winter Running

Just a pair of good running shoes. No gym membership or special _____ needed!

- Only do the _____ that your heart, muscles and _____ can take.
- Warm up and cool down properly before and after running.
- After a long run, _____ slowly for 10 minutes, walk for 5 minutes, and then do some stretches.

Join Us and Enjoy Running!

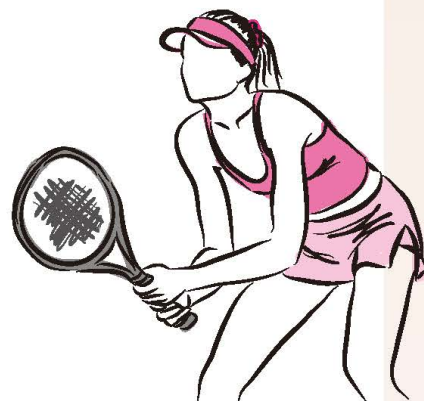




5 Chen Xi has prepared a speech about his favourite sports star. Improve his writing by joining the underlined sentences together using relative pronouns.

My Favourite Sports Star

(1) My favourite sports star is a tennis player. She is energetic and skilful. She started learning tennis at a very young age. At that time, she didn't realise that tennis would be her passion for the rest of her life. (2) She is a talented tennis player. She has won many awards. She came fourth at the 2008 Beijing Olympic Games. 2011 was a very important year for her. (3) That year, she not only won the silver medal in the Australian Open but also won the gold medal in the French Open. They are both world-class tournaments. (4) She is an excellent player. Her fans all support her and wish her the best. Yes, she is Li Na.



UNIT DIARY

What have you learnt in this unit? Reflect and complete the diary.

★ *Things I learnt about sports and fitness:*

★ *Three impressive sentences I'd like to remember from this unit:*

★ *Three ways I learnt to keep fit both physically and mentally:*

★ *The parts I like / dislike about this unit:*

UNIT

3

CELEBRATIONS

In this unit, you will:

- listen, read and talk about celebrations;
- learn how to use the passive and collocations to express meaning, and also learn how to congratulate and give thanks appropriately;
- write a description of an event you experienced before;
- view an episode about paper-cutting and introduce paper cuts to a group of foreigners.

TOPIC TALK

1 **Pair Work** Choose a festival or a special occasion that you like. Tell your partner when and how it is celebrated.

3.1 2 Read the Text Builder carefully. Then listen to the dialogue and complete it by underlining the words or expressions you hear.

Text Builder

Celebrations

I love celebrating
_____.

It is celebrated
_____.

We usually celebrate it
by _____.

Usually, children
play with lanterns
while adults sit
together, _____.

Festivals or Occasions

Spring Festival,
Mid-Autumn Festival,
Dragon-Boat Festival
birthdays, graduations



Time

on the 15th day of the
eighth lunar month
at the start of the lunar
year
on the first day of the
year
on the 25th of December
when somebody
graduates from
secondary school /
university



Activities

going to a restaurant /
our grandparents' house
having a family dinner /
a party / a barbecue
eating moon cakes / jiaozi /
sticky rice balls
watching fireworks
eating dessert / turkey /
cakes
giving cards / presents
offering congratulations /
good wishes
chatting and enjoying the
moon



3 Use the Text Builder to talk about your favourite festival or occasion.

Example *I love celebrating the Mid-Autumn Festival. It is celebrated on the 15th day of the eighth lunar month. We usually celebrate it by having a family dinner and ...*

3.2 4 Listen to the dialogue. Answer the questions.

- 1 What are Jenny's friends going to do for her? Why?
- 2 What are they going to make and give Jenny at the party?
- 3 What will Jenny do at the party?

5 Use the language you have learnt to write a short paragraph about a traditional Chinese festival to a foreign friend. Then share it in groups.

“

Quote ... Unquote

Amid the boom of firecrackers a year has come to an end, and the spring wind has wafted warm breath to the wine.

– Wang Anshi

New Year's Day is every man's birthday.

– Charles Lamb

Be at war with your vices, at peace with your neighbours, and let every new year find you a better man.

– Benjamin Franklin

Christmas isn't a season. It's a feeling.

– Edna Ferber

”

Wang Anshi ►



NOTES

- Wang Anshi (1021–1086), a Chinese politician, writer, and thinker of the Song Dynasty, one of the Eight Great Prose Masters of the Tang and Song.
- Benjamin Franklin (1706–1790), an American politician, thinker and scientist.
- Edna Ferber (1885–1968), an American novelist, short story writer and playwright.
- Charles Lamb (1775–1834), an English essayist and poet.

SPRING FESTIVAL

ACTIVATE AND SHARE



- 1 What does Spring Festival mean to you? What words immediately come to your mind for describing its meaning?
- 2 How do you and your family celebrate Spring Festival? Use the phrases to help you.

to have a family gathering
to make dumplings

to get together
to put up decorations

to prepare snacks
to let off fireworks

Example *My family celebrates Spring Festival by making dumplings together.*

READ AND EXPLORE

- 3 Read the three readers' accounts. Use a few words to summarise the meaning of Spring Festival for each account. Give your reasons.

Notes from the editor: Spring Festival is an important tradition in China. It has unique meanings. However, people may understand it differently, including those from other cultures. Here are three readers' accounts to our magazine, in which the readers shared their experiences and views about it.

It was my first time spending Spring Festival in China with my host family. Spring Festival is highly valued by every Chinese family. Preparations began a week before the festival. First, the house was cleaned from top to bottom. My host mother Mrs Chen said this was to sweep away the dirt of the past year and get ready for the new year.

Next, the Chinese character *Fu* was attached upside down to our front door. It is believed that when *Fu* is put upside down, happiness arrives. The character looked really cool.

The greatest excitement began the night before Spring Festival. Fireworks were being let off across the city, suddenly lighting up the night sky. Children were covering their ears but with an expectant look on their faces. Mrs Chen said that it was to scare away the monster *Nian*. The fireworks were a lot of fun! We then sat together to enjoy a big dinner, wishing everyone a happy new year.



Tom Jenkins
a 16-year-old
exchange student
living in Nanjing

I usually start planning my trip home to Shanxi weeks before Spring Festival, as train tickets or flights have to be booked as early as possible. I take great care in choosing gifts for my parents. This year, I bought a bottle of wine for my father and a beautiful sweater for my mother.

Every year, the moment I get on the train, I am surrounded by Shanxi accents — I know that I am heading home to my family. I don't get to travel back to Shanxi very often, so when I get home, my parents will fill me in on what's been happening — who has got married or had children or gone away to university. It's great to hear what everyone's been up to.

We usually have hotpot — it's so tasty! However, what we eat isn't the most important thing. What's important is who we eat it with. It's a wonderful thing to be back together with my family and talk of old times. When I was a kid, Spring Festival was all about firecrackers, sweets and decorations. As I get older, coming home and being with my entire family is the most important part of it.



Xu Gang

a 28-year-old
computer engineer
working in Shanghai



Li Yan

a 70-year-old
grandmother from
Heilongjiang

Spring Festival is family time for us. My husband and I are both retired. We do not see our children and grandchildren very often and we miss them a lot. Weeks before Spring Festival, we start getting ready for their homecoming. Things start to get really busy. We think about what the children would like to eat, what we need to buy and what dishes need to be prepared.

Our house buzzes with activities when everyone comes home. Our grandchildren run around shouting and playing, and the adults gather around the table to talk about the past year. Great fun is also enjoyed in the kitchen as *jiaozi* are being made. We always have *jiaozi* during this time, as they mean something special on this occasion — they are a sign of our wishes for health and happiness in the coming year. To me, this is Spring Festival — the joy of a family gathering.

Throughout history, some of the original customs have changed, but the spirit of the festival — the spirit of family — has largely been kept. Most of the important Spring Festival traditions are still being practised by people across the country.

- 4 Read again. Find out each person's experience of Spring Festival in the three accounts. Take notes.

	Tom	Xu Gang	Li Yan
Where and with whom	<i>with his host family in Nanjing</i>		
Preparations before Spring Festival			
Activities during Spring Festival			

- 5 Pair Work Find at least three descriptive sentences in the accounts that provide a vivid picture of Spring Festival. Share with your partner.

Example *The moment I get on the train, I am surrounded by Shanxi accents.*

- 6 Group Work Think and Share.

What can you infer from Xu Gang's and Li Yan's accounts? What does it mean in Chinese culture?

- 7 Complete the information with the words or phrases you have learnt.

Tom Jenkins spent his first Spring Festival with his host family. A week before the festival, the host mother Mrs Chen began preparations. She 1 _____ the dirt of the house from top to bottom to make it ready for the new year. She also 2 _____ the Chinese 3 _____ *Fu* 4 _____ on the front door to welcome happiness. Tom also learnt that playing fireworks was to scare away the monster *Nian*.

Xu Gang usually books the ticket of trains or 5 _____ for his trip home weeks before Spring Festival. When he gets on the train, he is 6 _____ by Shanxi 7 _____. When he gets home, his parents always 8 _____ what happened to the people he knows. Being with his 9 _____ family is the most important part of Spring Festival for him.

Li Yan and her husband are 10 _____. They start preparing for their family's return weeks before Spring Festival. When everyone gets home, their house 11 _____ with activities. One of their favourite family traditions is to make *jiaozi*. Family being together is one of the 12 _____ of Spring Festival throughout history.

FOCUS ON LANGUAGE: THE PASSIVE

- 8 Highlight the structure of passive voice in these sentences. Underline more examples in the texts.

- The house was cleaned from top to bottom.
- It is believed that when *Fu* is put upside down, happiness arrives.
- Train tickets or flights have to be booked as early as possible.
- The spirit of the festival — the spirit of family — has largely been kept.

9 Choose a proper option for each situation. Explain why.

- 1 My friend George draws landscape pictures. _____
a He sells them for money. **b** They are sold by him for money.
- 2 There's somebody behind us. _____
a I think we're being followed. **b** I think someone is following us.
- 3 This orange juice tastes awful. _____
a I think someone has left it outside the fridge for a long time.
b I think it's been left outside the fridge for a long time.
- 4 Tommy takes good care of his car. _____
a He washes the car every week. **b** The car is washed by him every week.
- 5 The old lady rented an old house. _____
a Somebody built it in 1900. **b** It was built in 1900.

10 Read the news report. Rewrite the underlined sections in passive voice.

(1) The Lantern Show in Datong, a historic city in northern China, is attracting tens of thousands of visitors during the Spring Festival holiday.

The Lantern Show exhibits over 60 series of lanterns, among which 12 are ice lanterns.

(2) People mix traditional lanterns with ice lanterns to create a special and happy atmosphere. The show usually starts from the fifth day of Spring Festival. Besides the Lantern Show, people can also enjoy many other activities, including traditional operas and lantern riddle guessing games.

(3) Last year, the government rebuilt the ancient walls in this city and (4) this year, the government organised the Lantern Show under the ancient walls for the first time. The newly built ancient walls have now become a calling card for the city.

Officials say that over 80,000 people visited the show on the first day. (5) They expect more people to visit in the coming days. The Lantern Show ends on 16 February.

EXPRESS YOURSELF

- 11 Group Work** Where and with whom did you spend the last Spring Festival? What preparations did you make? What activities did you do? How do you feel about it?
- 12 Group Work** Compare among group members the different experiences and feelings about the last Spring Festival. Then report to the class.

SPECIAL OCCASIONS

ACTIVATE AND SHARE

1 You are invited to a wedding or a close friend's birthday party in the UK. What do you need to prepare and what do you need to take into consideration?



Skill Builder

Listening for Specific Information

Listening for specific information means to listen for specific words like names, numbers or dates.

- Before listening, make sure what kind of information you need to listen for.
- Listen for the first time to get the general idea.
- Listen again. This time pay attention to the specific information.



LISTEN FOR UNDERSTANDING

3.3 **2** Listen to an interview about parties. Complete the information about party advice in Activity 1. Then use the information to talk about party advice in the UK.

3.3 **3** Listen again and answer the questions.

- 1 What do people do at formal and informal parties? What are the differences?
- 2 What are the rules for attending parties in general?
- 3 Which piece of party advice do you find the most useful? Why?

FOCUS ON FUNCTION: CONGRATULATING AND GIVING THANKS

- 3.4** **4** List some situations where you would congratulate people and / or give thanks. Then listen and identify the situations.

Example *At a birthday party*
At a graduation party
 ...

- 3.4** **5** Listen and complete the information in the table.

	Situations	What Is Said
1		
2		
3		

- 3.4** **6** Listen and imitate. Complete the Talk Builder. Then write *F* (formal) next to the expressions that are more appropriate for formal occasions.

Talk Builder

Congratulating and Giving Thanks

Congratulating

1 _____ getting into the university of your dreams!

2 That is _____!

3 I'm so _____.

4 _____ from junior secondary school!

Giving Thanks

1 _____ for inviting me.

2 _____ a lot.

3 _____ all our teachers, parents and families.

4 We are _____ have your love and support.

5 We just wanted to _____ for your hard work over the years.

- 7** Imagine you have been invited by your junior secondary school to give an English speech to the graduating students. Prepare a short speech for their graduation ceremony. Use the expressions in the Talk Builder to help you.

Example *Congratulations, my fellow students. You have come to the end of junior secondary school and are now looking ahead to new lives in senior secondary school, in which you may face some unexpected challenges ...*

SPEAK

- 8** **Group Work** Take turns giving your speech using appropriate stress and intonation.

MEMORIES OF CHRISTMAS

ACTIVATE AND SHARE

- 1 What do people in the West do to celebrate Christmas? Use the pictures and phrases to help you.

to make Christmas pudding
to decorate the house
to sing Christmas songs

to put up a Christmas tree
to give / open gifts
to hang a stocking



READ AND EXPLORE

- 2 The following is a memory of a woman about Christmas. Read the story and find out why it was such a memorable Christmas to her.

I still remember the last Christmas Granny spent with us. It began in the middle of November on a cold, windy day. I remember the wind because Granny's grey hair was a mess when she arrived. That was also the day Granny moved in. Somehow, at the time, I didn't know she was sick. Maybe

5 I was too young, maybe she hid it too well, or maybe I was just too excited that Christmas was on the way.

After Granny moved in, she spent most of her time on the brown sofa by the fire. Sometimes she was quiet, but she seemed happy. When I wrote a letter to Father Christmas telling him about the presents I wanted, Granny

10 made an effort to help me. Her hand was slightly shaky, but she wrote "Father Christmas, the North Pole" on the envelope.

In December, our excitement grew each day — lights appeared in the streets, Christmas cards arrived, and there was snow everywhere. Granny and I made sugar biscuits, stuffed the turkey and then I sat on my granny's lap and we

15 sang Christmas songs. My favourite song was *Frosty the Snowman* and I loved the bit that went "Thumpety-thump-thump, thumpety-thump-thump, look at Frosty go!" Granny had the patience to sing it over and over again.

20 On Christmas Eve, Granny took a seat by the fire as we put up the Christmas tree. I hung most of the decorations on the branches.



"That's the most beautiful tree I've ever seen," Granny said.

- 25 Then she started singing, "Oh, Christmas tree, oh, Christmas tree, you fill my heart with music ..."

Before bed, Granny and I left a plate of sugar biscuits out for Father Christmas,

- 30 and put a stocking at the end of my bed. I remember Granny sitting on my bed and singing softly until I fell asleep.

My stocking was full of small toys and sweets on Christmas morning, and there were presents under the tree. I was on my best behaviour as we

- 35 opened the presents. Later, Granny called me over.

"I have something special for you," Granny whispered. "It's for all your treasures. Merry Christmas."

It was a music box with a ballet dancer inside.

After breakfast, Auntie Kath and my cousin David arrived. While Mum, Dad and

- 40 Auntie Kath got lunch ready, David and I played outside. We raced around the garden and rolled a big snowball to make a lovely snowman. Granny stayed inside by the fire. I remember catching her eye through the window.

"Come outside, Granny," I called, but she just waved.

Lunch was late, but it was a loud and exciting affair. We put on silly paper

- 45 hats and had a big turkey with potatoes, followed by Christmas pudding. David put so much pudding in his mouth that he couldn't swallow.

"How's the pudding?" Granny asked.

"Mmmph, mmmph, mmmph," said David.

Auntie Kath didn't think it was funny, but the rest of us did. Granny laughed

- 50 so much that her paper hat fell off.

A few weeks after that Christmas, Granny passed away. I think of her often though, especially at Christmas. Each year, I take out the music box she gave me. Inside I keep Granny's paper hat and the letter she helped me write that

- 55 Christmas. Mum gave the letter back to me some years ago when I no longer believed in Father Christmas. When I think about what makes Christmas so magical, it's not just gifts and Father Christmas that come to mind. It's also my memory of Granny. Now I'm the one who makes sugar biscuits each year, and I always make one in a G-shape — G for Granny.



3 **Underline the writer's memories of her grandma and tell your partner.**

4 **Read the story again. When did these activities happen? Complete the timeline. Then talk about what happened based on the timeline.**

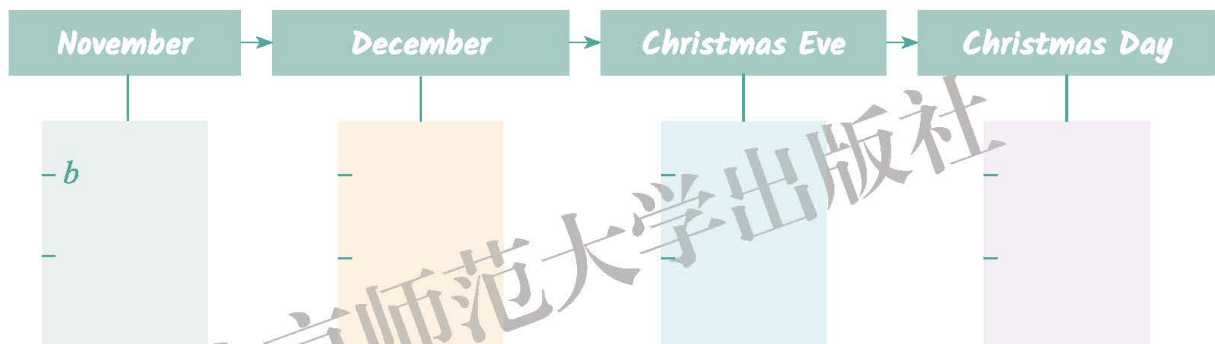
- a made sugar biscuits
- b Granny moved in
- c had Christmas lunch
- d left sugar biscuits out for Father Christmas
- e opened presents
- f put a stocking at the end of the bed
- g sang Christmas songs
- h wrote a letter to Father Christmas

Skill Builder

Understanding Sequencing

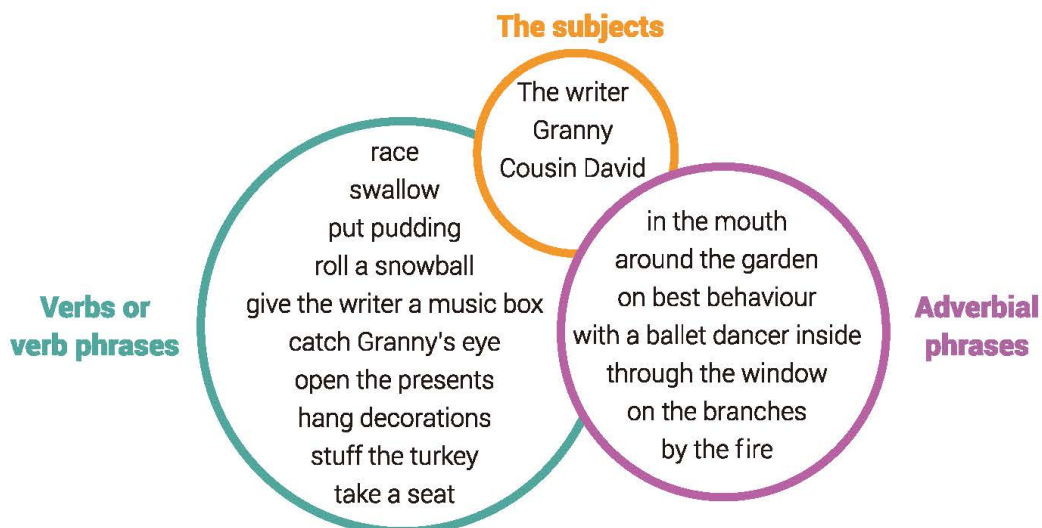
Sequencing is the order in which things happen.

- Underline the key events or actions in the story, e.g. *opened presents, had a snowball fight.*
- Look for specific dates or time words, e.g. *November, Christmas Eve, a few weeks after.*
- Pay attention to time linkers, e.g. *first, then, later, after that, at the end.*



5 **Use the subjects, verbs or verb phrases and adverbial phrases in the circles to make sentences about the writer's memories of the Christmas.**

Example *Cousin David put so much pudding in his mouth.*



6 Group Work Think and share.

- 1 Can you find any hints in the story that suggest Grandma was in poor health condition? Did the writer notice it at that time? How did she feel after Grandma passed away?
- 2 Why does the writer think of her grandma every Christmas? What can you infer after reading the story?

FOCUS ON LANGUAGE: COLLOCATIONS (1)

7 Look at the Word Builder. Match the words (1–8) with the endings (a–h) to form collocations.

8 Complete the sentences using the correct form of the collocations.

- 1 She _____ her grandma's _____ because she wanted her to come outside.
- 2 I remember Granny singing softly to me until I _____ that Christmas.
- 3 The writer's grandma always _____ to sing Christmas songs over and over for her.
- 4 Now, whenever the writer makes sugar biscuits, her grandma _____.
- 5 Granny _____ by the window and watched us playing with snow.
- 6 Granny _____ most of her _____ on the brown sofa by the fire.
- 7 Although Granny's hand was slightly shaky, she _____ to help me with the writing.
- 8 Granny's singing _____ with warmth.

Word Builder

Collocations (1)

1	fill	a	the patience
2	have	b	a seat
3	make	c	one's eye
4	take	d	an effort
5	spend	e	one's heart
6	catch	f	asleep
7	fall	g	time
8	come	h	to mind

EXPRESS YOURSELF

9 Group Work Read the last paragraph. Why does the writer think Christmas is "magical"?

10 Pair Work Tell your partner about your festival memories. Focus on something special and unique.



AN EVENT DESCRIPTION

GET READY FOR WRITING

1 Pair Work You are going to write about a celebration event that you have had before. Discuss with your partner.

- What celebration do you want to write about and why?
- What details do you want to include?

READ FOR WRITING

2 Read the description. Answer the questions.

- 1 Whose birthday was it?
- 2 What did the family do to prepare for it?
- 3 What gift did the writer make?
- 4 How did Grandpa feel and what did he say?



That day was awesome. It was Grandpa's 70th birthday. The whole family had been preparing for it for quite some time.

Early in the morning, I woke up excited. First I got dressed quickly. Then I headed downstairs to help. Mum was already in the kitchen preparing Grandpa's special birthday lunch. Dad was nowhere to be seen. After a quick breakfast, I checked the special gift I had made for Grandpa, a video of his life story — for the last time. For weeks I had been working on this, listening to Grandpa's stories, selecting his favourite music and collecting photos from the family album.

Just before lunchtime, Dad came in with some guests. Surprisingly, they were Grandpa's best friends from secondary school, all in their seventies. Grandpa couldn't believe his eyes and it took quite a long time for them to calm down. As soon as the guests took their seats, Grandpa's favourite music began to fill the room with memories of the old days. With each old photo, the guests saw how Grandpa grew from a handsome boy to a kind old gentleman. The best part came when Grandpa and his friends appeared in an old photo in their school uniforms.

There was a lot of laughter in the room, and quite a few tears in their eyes.

Towards the end of the party, Grandpa said excitedly, "It is a wonderful birthday celebration and I've got the best gift I have ever received. Now I am looking forward to my eightieth, ninetieth and even one hundredth birthdays already!"



FOCUS ON STRUCTURE AND LANGUAGE

- 3 Read the description again. Place the phrases in the correct order. Then add details.

Preparations before the event	Feelings about the event
The best part of the event	Introduction to the event

- 4 Read the text again. Underline the words used to link sentences and paragraphs. Then, write 2–3 similar sentences for your writing. Use the Sentence Builder to help you.

COMPOSE YOUR WRITING

- 5 **Outlining** Complete the outline of your event description based on Activity 3.
- 6 **Drafting** Use the outline and the Writing Help to write your first draft.
- 7 **Editing** Edit your description in pairs. Then share what you have written in class.

Peer Editing Sheet for Unit 3, page 90.

Sentence Builder

Adverbs of Time and Manner

first / then / after that / finally

First I got dressed. Then I headed downstairs.

luckily / amazingly / surprisingly / excitedly

Surprisingly, they were Grandpa's best friends from secondary school.

Writing Help

Describing an Event

It's important to:

- mention the reason why you want to describe the event;
- write the place, time, occasion and people of the event;
- use action verbs and linking words to put them in the right order;
- describe your feelings at the end of the event.


PAPER-CUTTING

What do you know about Chinese paper cuts? This video introduces the history of paper cuts and the meanings of different images.

ACTIVATE AND SHARE

- 1** Look at the pictures of paper cuts. Answer the questions.
- 1 What are in the paper cuts? Which one do you like best?
 - 2 What do the paper cuts symbolise? Can you name some occasions when people may use paper cuts?

VIEW AND LEARN

-  **2** Watch the presentation about Chinese paper cuts. Answer the questions.
- 1 When do paper cuts date back to in history?
 - 2 What are the three purposes that people use paper cuts for?
 - 3 In what places or occasions are paper cuts used? Can you list at least five?

-  **3** Watch the presentation again. Match the images of paper cuts with their meanings.



Images of paper cuts



Their meanings

- to have the power to bring children to the family
- when it is put upside down, happiness arrives
- to have more than enough to spend
- the wish for the parents to have more kids
- to celebrate weddings
- offerings on special days and during festivals

Images of paper cuts



EXPRESS YOURSELF

- 4** Prepare to introduce Chinese paper cuts to a group of foreigners.

FESTIVAL MENU

Food plays a major role in celebrations in China. Spring Festival dishes are full of special cultural meanings, and are seen as a way for people to express their hopes and wishes for the coming year. Are any of the following cuisines typical to your area? Do you know the meaning of each dish?

Celebrate Spring Festival with a Lucky New Year's Eve Dinner!



Deep-fried fish in sweet and sour sauce

The Chinese word for fish is “鱼” which sounds the same as “余”(surplus¹), indicating plenty of food and wealth. So the dish literally means a surplus of food and symbolises plentiful wealth.



Chinese dumplings

Chinese dumplings, also called *jiaozi* (饺子), are small pieces of dough² wrapped around a filling. *Jiaozi* in Chinese means “transition of years”. The shape of *jiaozi* is also similar to the currency used in ancient China, so it is believed that they will bring wealth and prosperity³.



Eight Treasure rice pudding

All eight kinds of ingredients⁴ in this pudding symbolise good luck and happiness. It also looks like a treasure bowl, which can gather fortune.



Four Joy meatballs

The four meatballs in this dish symbolise four joys in life: blessing, wealth, longevity and happiness. The round shape is also a symbol of gathering together, standing for happiness in the new year.

NOTES

1 surplus *n.* 盈余

3 prosperity *n.* 繁荣

2 dough *n.* 生面团

4 ingredient *n.* 烹调的原料

GENERAL UNDERSTANDING

- 1 Which Spring Festival dishes are believed to bring fortune?
- 2 Which dishes symbolise happiness in the new year?

CRITICAL THINKING

- 3 What cultural meanings can you infer from the names of the dishes?

THE UN-BIRTHDAY GIFT

*Lewis Carroll was born in 1832 in England and died in 1898. Carroll's most famous books were *Alice's Adventures in Wonderland* (published in 1865) and *Through the Looking-Glass* (published in 1871). As well as being a writer, he was also a mathematician and photographer, amongst other things.*

Adapted from Chapter 6: Humpty Dumpty, *Through the Looking-Glass*.

Alice met different kinds of creatures in this world, including Humpty Dumpty, a dumpy person who looks like an egg.

"What a beautiful belt you've got on!" Alice suddenly said. "At least," she corrected herself, "a beautiful scarf, I should have said — no, a belt, I mean — I beg your pardon!" Humpty Dumpty looked thoroughly offended¹, and she began to wish she hadn't chosen that subject. "If only I knew," she thought to herself, "which was neck and which was waist!"

Evidently Humpty Dumpty was very angry, though he said nothing for a minute or two. When he did speak again, it was in a deep growl².

"It is a — most — provoking³ — thing," he said at last, "when a person doesn't know a scarf from a belt!"

"I know it's very ignorant⁴ of me," Alice said, so humbly⁵ that Humpty Dumpty relented⁶.

"It's a scarf, child, and a beautiful one, as you say. It's a present from the White King and Queen. There now!"

"Is it really?" said Alice, quite pleased to find that she had chosen a good subject, after all.

"They gave it to me," Humpty Dumpty continued thoughtfully, as he crossed one knee over the other and wrapped his hands round it. "They gave it to me — as an un-birthday present."

"I beg your pardon?" Alice said. "I mean, what is an un-birthday present?"

"A present given when it isn't your birthday, of course," Humpty Dumpty said.

Alice considered a little. "I like birthday presents best," she said at last.

"You don't know what you're talking about!" cried Humpty Dumpty. "How many days are there in a year?"

"Three hundred and sixty-five," said Alice.



"And how many birthdays have you?"

"One."

"And if you take one from three hundred and sixty-five, what remains?"

"Three hundred and sixty-four, of course."

Humpty Dumpty looked doubtful. "I'd rather see that done on paper," he said.

Alice couldn't help smiling as she took out her notebook, and worked the sum for him:

$$\begin{array}{r} 365 \\ - 1 \\ \hline 364 \end{array}$$

Humpty Dumpty took the notebook, and looked at it carefully. "That seems to be done right —" he began.

"You're holding it upside down!" Alice interrupted.

"To be sure I was!" Humpty Dumpty said happily, as she turned it round for him. "I thought it looked a little odd. As I was saying, that seems to be done right — though I haven't time to look it over thoroughly right now — and that shows that there are three hundred and sixty-four days when you might get un-birthday presents —"

"Certainly," said Alice.

"And only one for birthday presents!"

NOTES

- 1 offended *adj.* 生气的, 恼火的 2 growl *n.* 低哮 3 provoking *adj.* 惹人生气的
4 ignorant *adj.* 无知的 5 humbly *adv.* 谦虚地 6 relent *v.* 变温和

GENERAL UNDERSTANDING

- 1 Who do you think Lewis Carroll wrote the story for?
- 2 Why was Humpty Dumpty offended when Alice said, "What a beautiful belt you've got on!"?
- 3 Were Alice and Humpty Dumpty good friends? How do you know that?

CRITICAL THINKING

- 4 What are some examples of literary nonsense in the text? Underline the sentences. Why did Lewis Carroll create them?
- 5 Do you like his stories? Why or why not?

CHECK YOUR PROGRESS

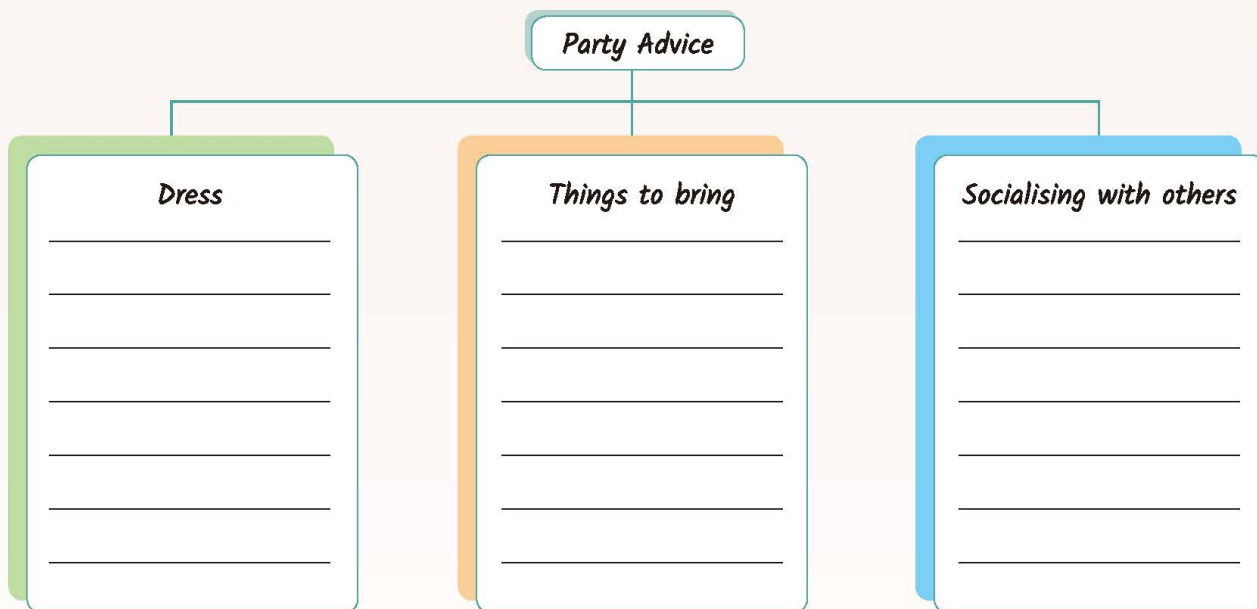
Use what you have learnt from the unit “Celebrations” to describe a traditional Chinese festival, give advice on attending social events, and tell an experience of a special event.



1 Li Zhen is invited to a party by her English friend, David. List some useful expressions that she can use to greet people and express thanks during and after attending the party.

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Li Zhen needs some party advice. Help her to complete the diagram.





2 At the party, Li Zhen introduces her favourite traditional Chinese festival to David's friends. Complete her introduction with the correct phrases.

hang decorations get ready for put up be full of make efforts
get together give out think of stay up make travel plans

Spring Festival is the most important festival for people in China. A week before the festival, many families **1** _____ to do a general house cleaning. After that, they start to **2** _____ with red coloured paper cuts, in order to **3** _____ the New Year and bring good luck. People also **4** _____ Spring Festival couplets (春联) with popular themes of "good fortune" and "wealth". From this day, the festival atmosphere builds with increasing excitement. People **5** _____ a few weeks in advance to ensure that they are able to return home to their family for dinner on the eve of Spring Festival.

The night before Spring Festival, all family members **6** _____ to have a big dinner around a table. Adults **7** _____ little red envelopes to children containing money. People watch the Spring Festival gala on TV, sing songs, play games and **8** _____ late in the night. Houses **9** _____ laughter. Spring Festival is also the time to **10** _____ and show respect to ancestors.



3 Li Zhen writes about her time at the party in her diary but has had difficulty with verb phrases. Complete her diary with the correct tense of the following phrases.

dress appropriately catch my eye make an effort fall asleep
put up decorations take a seat get together prepare food and snacks

It was a wonderful night! I'm too excited to **1** _____. David, my new classmate from London invited me to his party. I felt excited but also a little nervous because I didn't know the rules for attending a party held by someone from England. Therefore, days before the party, I started to prepare. I **2** _____ to find some tips online about how to **3** _____, what things to bring and how to socialise with others. Some advice was really helpful. As it was an informal party, I wore a T-shirt and jeans. I also **4** _____ and took them to the party. Happily, people enjoyed the food I brought very much.

When I entered David's house, what **5** _____ first was the word "Welcome", made from many colourful balloons. David and his friends also **6** _____ on the wall. They were beautiful. David was very kind and asked me to **7** _____. I knew many other exchange students there. They told me lots of interesting things about London. I also introduced many famous places and food in China. We had pizza for dinner. It tasted good. After dinner, everyone **8** _____ and played a card game. It was one of the best parties I have ever attended.



4 David wants to go to Xishuangbanna to attend the Water Splash Festival. He searched online for information. Complete the introduction on the website using the passive voice.

Every year in April, the Water Splash Festival 1 _____ (celebrate) among the Dai people in Xishuangbanna. During this festival, water 2 _____ (splash) everywhere to wash away the old and welcome the new. Buckets of water 3 _____ (carry) around the streets and people splash water on anyone and everyone they meet. Tourists are welcome to join in but they cannot splash water on senior citizens, small children and police on duty! The festival marks the Dai New Year and 4 _____ (relate) to Buddhist traditions. Over three days, Buddha statues 5 _____ (wash), dragon boats 6 _____ (race) and rockets 7 _____ (launch) in celebration.



UNIT DIARY



What have you learnt in this unit? Reflect and complete the diary.

★ Celebrations and occasions I remember from my childhood:

★ Three impressive sentences I'd like to remember from this unit:

★ Activities I do during celebrations and on occasions:

★ The parts I like / dislike about this unit:

GENERAL UNDERSTANDING

- 1 Read about Charles Dickens and think about why many of Dickens' stories are about hardship.
- 2 Look at the pictures a and b on pp. 72–73. How was Scrooge different at the end of the story? Why?
- 3 Read the story and match the characters (1–7) with the actions (a–g).

- | | |
|--|---|
| <ol style="list-style-type: none"> 1 Ebenezer Scrooge 2 Scrooge's nephew 3 Jacob Marley 4 The Ghost of Christmas Past 5 The Ghost of Christmas Present 6 The Ghost of Christmas Future 7 Bob Cratchit | <ol style="list-style-type: none"> a appeared and told Scrooge about the three ghosts b showed Scrooge what was going to happen to him c showed Scrooge the Cratchit family's Christmas dinner d arrived late on the day after Christmas e invited Scrooge for Christmas dinner f showed Scrooge his life when he was young g enjoyed Christmas Day and started to be generous |
|--|---|

- 4 Order the events in Activity 3 (1–7).

Example *Scrooge's nephew invited him for Christmas dinner.*

- 5 Read the story again. Answer the questions.

- 1 Why did Marley want to help Scrooge?
- 2 Why was Scrooge unhappy when he saw his past?
- 3 Why was Scrooge sad when he saw the Cratchit family's Christmas?
- 4 What did the Ghost of Christmas Future show Scrooge?
- 5 What is the moral of the story? Explain and give your comments.

CRITICAL THINKING

- 6 Do you think it's possible for people to change for the better like Scrooge did? Why or why not?
- 7 Why do you think Dickens wrote *A Christmas Carol*? How are his life experiences reflected in the story?

A CHRISTMAS CAROL

Charles Dickens (1812–1870) was an English writer and social critic. He is the writer of many beloved classics, including: *Oliver Twist*, *David Copperfield*, *A Tale of Two Cities*, *Great Expectations* and *A Christmas Carol*. Despite his success, Dickens' teenage years weren't easy. His father was put in prison for debt¹, so he had to leave school to work in a factory. This dark time in his life influenced much of his work. Many of Dickens' stories were about the hardships of poverty² and child labour.

A Christmas Carol (1843) only took a month for Dickens to write. It is a parable (a short story with a moral lesson) about the importance of generosity and compassion³.

It was Christmas Eve. Ebenezer Scrooge was in his office, the office of Scrooge and Marley. His clerk, poor Bob Cratchit, was working, when Scrooge's nephew came in.

"Hello Uncle. Merry Christmas!" he said. "Do you want to have Christmas dinner with us tomorrow?"

"Christmas?" Scrooge replied. "Bah! Humbug!" Scrooge hated Christmas, so he refused his nephew's invitation.

Later two men came to the office, asking for money for the poor.

"Bah! Are there no prisons for these people?" Scrooge refused to give even a penny.

When it was time to close the office, Bob Cratchit asked for Christmas day off.

"All right," Scrooge said, "but be here early the next morning!"

That evening, Scrooge was sitting by the fire at home when a ghost appeared.

"Who are you?" Scrooge asked nervously.

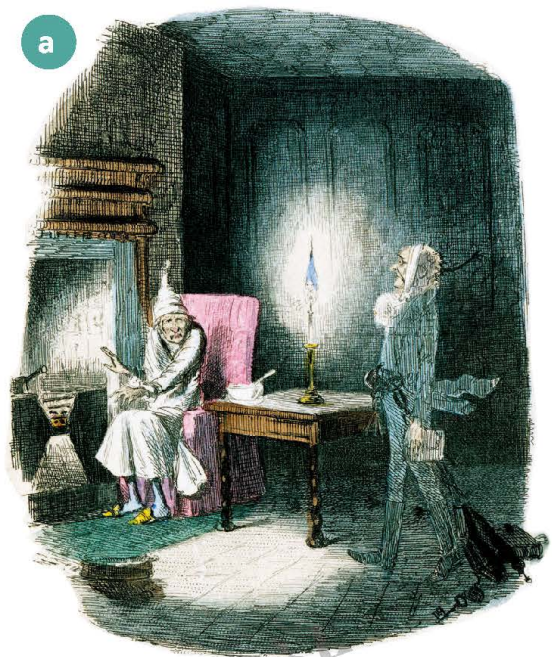
"Jacob Marley, your partner. I am wearing these chains and can never be in peace, because when I lived, I only thought about money. But I am here to help you. You have a chance to escape my terrible destiny⁵. Tonight three ghosts will visit you." Then the ghost of Marley disappeared.

Scrooge went to bed and fell asleep. But in the night, he woke up. The figure of a strange old man was near his bed.

"I am the Ghost of Christmas Past. Of your past," it told Scrooge. The ghost took Scrooge to scenes of Christmases from the past. In one scene, Scrooge saw himself as a boy at school. All the other boys had gone home for Christmas. In another, Scrooge saw himself as a young man. He was talking to his girlfriend, who he didn't marry because she was poor. Scrooge felt sadder and sadder.

"Stop! Show me no more!" he cried. The ghost brought him home and Scrooge fell asleep again. Later that night, he woke up again.

"I am the Ghost of Christmas Present. Look at me!" said the second ghost, laughing. He was a large man wearing a green robe. He took Scrooge to the house of Bob Cratchit. The house was cold and Bob and his family were sitting around a very small Christmas pudding.



"What a wonderful pudding. Merry Christmas everyone!" said Bob.

40 Scrooge felt bad, because he could see how poor the Cratchits were. Bob's youngest child, Tiny Tim, was weak and ill. The ghost finally took Scrooge out into the street. There were two poor children out in the cold.

"Can't we do something to help these children?" he asked the ghost, who repeated Scrooge's words.

"Are there no prisons?" The ghost laughed and disappeared.

45 Then, the third ghost appeared. He was dressed in black.

"Are you the Ghost of Christmas Future?" Scrooge asked.

The ghost did not answer. It took Scrooge and showed him scenes of the future. In one, people talked about Scrooge's death, but nobody was unhappy. The ghost also took him to the Cratchit family. The family was very sad, because the little boy, Tiny
50 Tim, had died.

The next morning, Scrooge opened his window and asked, "What day is it today?"

"Why sir? It's Christmas Day," replied a boy in the street.

Scrooge felt different. He gave money to the boy to buy an enormous turkey for the Cratchit family.

55 Then he went outside. "Merry Christmas! Merry Christmas!" He wished everybody he saw Merry Christmas. He met the two men who had come to his office the day before and gave them a large sum of money for the poor. Then he visited his nephew and stayed for
60 Christmas dinner.

The next day he went to his office early to wait for Bob Cratchit.

"You are late!" said Scrooge angrily.

"Yes, I'm very sorry ..." replied poor Bob.

65 "In that case, I'm afraid I'm going to ... increase your salary! Merry Christmas, Bob!"

From that day on, Scrooge was changed. He gave money to the poor. He helped Bob Cratchit's family. And people always said, "He knew how
70 to celebrate Christmas."



NOTES

1 debt *n.* 债务

4 humbug *n.* 胡说的老式说法

2 poverty *n.* 贫穷

5 destiny *n.* 命运

3 compassion *n.* 怜悯之心

MAKING A PLAN FOR YOUR NEW SENIOR SECONDARY SCHOOL LIFE

1 Brainstorm You are going to make a plan about your new secondary school life (studies, friendships, clubs, hobbies, social life, etc.). Think about which aspects you want to cover in your plan.

2 Make a Plan Look at the following questions and add your answers to each question.

- What aspects of secondary school life do you want to experience (academic, social, extracurricular, home life, etc.)?
- Why do you want to include these activities?
- How do these aspects of secondary school life contribute to a happy and successful life in your senior secondary school?
- What will you do to stick to your plan?

3 Work as a Team Discuss your ideas in groups and make a poster to present.

4 Prepare Prepare the poster and allocate the tasks according to each member's interests and strengths.

5 Present Present your poster to the class. Put the poster on the wall of your classroom. You may check by the end of the semester to find out whether you have stuck to your plan.



Reflect

- 1 Did your group work well together?
 Yes No Why? _____
- 2 What was your role in the project? How were the tasks divided? (e.g. based on each member's interests or strengths)
- 3 What resources or strategies did you use for your research? How useful were they?
- 4 Were you satisfied with the final product?
 Yes No Why? _____
- 5 How could your panel discussion be improved?
- 6 Which areas of the topic do you want to explore further?
- 7 What did you learn from the other groups?

CREATING A SPORT FACT FILE

- 1 **Brainstorm** You are going to create a fact file of a sport and present it in class. Discuss and choose an interesting sport for your fact file.
- 2 **Research** Decide which sport you are going to present and think of the areas that interest you and your group. Look for information online or in books, magazines or encyclopaedias.

- Why did you choose this sport?
- Describe the sport (rules, equipment, team sizes, etc.).
- What qualities are the most important for playing this sport (e.g. teamwork, strength, flexibility)?
- Who are the most famous or important athletes that play this sport? Why are they famous or important? What are their achievements?
- Find some interesting news stories related to this sport. What kind of impact does it have on society (e.g. popularity, related industries, international influence)?

- 3 **Work as a Team** Gather your research and decide what information to include in the fact file. You may want to include photos. Discuss and allocate the tasks according to each member's interests and strengths.
- 4 **Prepare** Decide how to put everything together and present your fact file. It could be a poster, webpage or booklet. Think about how you will organise and rewrite your information in a way that suits your chosen form.
- 5 **Present** Present your fact file to the class.



Reflect

- 1 Did your group work well together?
 Yes No Why? _____
- 2 What was your role in the project? How were the tasks divided? (e.g. based on each member's interests or strengths)
- 3 What resources or strategies did you use for your research? How useful were they?
- 4 Were you satisfied with the final product?
 Yes No Why? _____
- 5 How could your fact file be improved?
- 6 Which areas of the topic do you want to explore further?
- 7 What did you learn from the other groups?

PRESENTING A CULTURAL CELEBRATION

1 Brainstorm You are going to make a presentation on how different cultures celebrate special occasions or events. Discuss and choose a cultural celebration. Try to choose lesser known or unusual celebrations.

2 Research Identify specific aspects of the celebration that interest you and your group. Look for information online, in travel magazines and books, or in encyclopaedias.

- Which celebration did you choose?
- Why did you choose this celebration?
- Describe the celebration (date, reason for celebration, country / culture where it is celebrated, who takes part, etc.).
- What are the most important aspects of this celebration? (e.g. food, decorations, celebrating activities)
- Why do you think this celebration is so important to the people who celebrate it?

3 Work as a Team Gather your research and decide which specific aspect of the celebration you would like to highlight (e.g. a specific dish, decorations, what people do). Allocate the tasks for your group project.

4 Prepare Decide how to present the aspect of the celebration you have chosen. Think of ways to highlight your celebration (e.g. presenting a real dish and introducing ways to make it, making a role-play of what people do during the celebration). Give clear instructions on what to do.

5 Present Present your cultural celebration to the class. Give the class step-by-step instructions on how to make the dish / decorations.



Reflect

- 1 Did your group work well together?
 Yes No Why? _____
- 2 What was your role in the project? How were the tasks divided? (e.g. based on each member's interests or strengths)
- 3 What resources or strategies did you use for your research? How useful were they?
- 4 Were you satisfied with the final product?
 Yes No Why? _____
- 5 How could your instructions / presentation be improved?
- 6 Which areas of the topic do you want to explore further?
- 7 What did you learn from the other groups?

WORKBOOK

北京师范大学出版社



LIFE CHOICES

LANGUAGE IN USE

1 Lesson 1 Complete the sentences with the word and phrases below.

set goals
social media

surf the Internet
actually

compare the quality
watch films online

- I choose to _____ instead of going to the cinema.
- I always _____ at the beginning of each term so that I know where I'm going.
- On a normal day, I _____ most of the time. _____, I need more physical activity.
- I like to _____ and prices from different online shops before buying.
- To maintain a healthy social life, I'd like to see people in person instead of on _____.

2 Lesson 2 Read the Q & A section from a magazine. Choose the correct options.

Q I'm a senior secondary student. I'm feeling very stressed and bored. What should I do?

A Everyone can be stressed at times. For example, many students may find examinations *stressed / stressful*. Here is some advice for you. First, do not put too much *press / pressure* on yourself. Second, set achievable goals and *organise / organisation* your studies and work with a *schedules / schedule*. Build *self-confident / self-confidence*. Tell yourself, "I can be better!" Do something *challenge / challenging* and you will feel *exciting / excited*. Read books. It can help you feel less stressed and it is also a *fruitful / fruit* and satisfying hobby.



3 Lesson 3 Complete the paragraph with suitable words from the report in Lesson 3. The first letter is given.

After we **1** g_____ from university, we took a long journey to the west of China. It was our first time living **2** i_____ away from home. We were **3** e_____ to enjoy the **4** t_____ scenery of the desert. From the moment we arrived, it didn't disappoint us. But the journey was quite **5** c_____. We didn't have enough **6** s_____ of food and water. One time we even got a flat tire on our car. You cannot imagine what a **7** t_____ time we had in the hot burning sun. Fortunately, with the help of some **8** v_____, we finally changed the tire. We were **9** i_____ by this marvelous journey, and we are **10** o_____ another adventurous trip soon.

4 **Infinitives** Complete the paragraph with the correct form of the verbs or verb phrases in brackets.

I'm a light sleeper so I usually **1** _____ (get up) before six each morning. My usual routine is **2** _____ (read the news) before eating breakfast. I like **3** _____ (start) my day feeling fresh. Then it takes half an hour for me **4** _____ (get to) the office. I often have meetings in the morning. I try **5** _____ (keep) the meetings short and to the point, so as **6** _____ (not waste) everyone's time. I usually have lunch in a hurry and can't remember what I've eaten. In the afternoon, I **7** _____ (stay) in my office, doing lots of paperwork or working on the computer. On the way home, I'm usually stuck in traffic for more than an hour. And when I get home, I'm usually too tired **8** _____ (do) anything.

5 **Expressing Likes and Dislikes** Write five sentences about the things you like or dislike in the space provided. Use the words and phrases on the left to help you.

<p>love</p> <p>like</p> <p>enjoy</p> <p>don't mind</p> <p>don't like</p> <p>hate</p>	<p>have group discussions</p> <p>do projects</p> <p>chat with friends online</p> <p>play sports</p> <p>play computer games</p> <p>go running</p> <p>read books</p> <p>study with classmates</p> <p>get up early</p>	<div style="text-align: center;">  </div> <hr/> <hr/> <hr/> <hr/> <hr/> <div style="text-align: center;">  </div> <hr/> <hr/> <hr/> <hr/> <hr/>
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6 **-ed / -ing Adjectives** Choose the correct options.

- I am *interested / interesting* in photography. I think black and white photos are more *interested / interesting*.
- I don't find football very *excited / exciting*. I only get *excited / exciting* when I watch the World Cup.
- I get *tired / tiring* when I have a lot of homework. For me, maths is very *tired / tiring*.
- It's not *surprised / surprising* that he won the race, but I was *surprised / surprising* that he broke the world record!
- I read an *inspired / inspiring* story about a volunteer teacher. I felt *inspired / inspiring* to do more for my community.
- I usually find history a little *boring / bored*, but I enjoyed reading about the history of film.
- We all felt very *depressing / depressed* when we saw the news about the spread of bird flu on TV.
- The *exhausted / exhausting* climbers were waiting for rescue workers.

LISTENING

7 Listen to a conversation and circle the correct answer.

- 1 Why is Zhang Mei feeling stressed?
a She has two exams tomorrow.
b She has a lot of exams coming up.
c She has to write a schedule.
- 2 What subject(s) does she need help with?
a History. b English and history. c Maths and English.
- 3 What does Bo Lin suggest to Zhang Mei?
a Organising her study.
b Spending the same amount of time on each subject.
c Focusing on the subjects she is good at.
- 4 How does Zhang Mei feel at the end of the conversation?
a She feels the same.
b She feels more stressed.
c She feels a bit better.



8 Listen again. Write T (true) or F (false).

- 1 Zhang Mei feels like she has too many things to do at the moment. ()
- 2 Bo Lin suggests playing video games to relax. ()
- 3 Zhang Mei wastes time in watching TV. ()
- 4 Zhang Mei enjoys playing tennis. ()
- 5 They agree to play basketball in the future. ()

TRANSLATING

9 Translate the sentences into English.

- 1 网络世界是我生活里很重要的一部分。

- 2 购物前，能够比较不同网络商店的质量和价格是非常方便的。

- 3 什么样的人经常受到压力的困扰呢？

- 4 你可以把要做的事情列出来，选择先做重要的事。

- 5 在乡村生活比他想的更具有挑战性。村里的水电供给不稳定，所以他每三四天才能洗一次澡，并且还得学习怎么做饭。

READING AND WRITING

Escape to a New Life—Everyone's Dream?

A TV series in Wales has astounded critics by becoming the number one choice for teenagers to watch.

The main character is a young farmer and the series is about country life, making the popularity of the series all the more surprising. The series is calm and relaxed and really the opposite to city life. *Escape to a New Life* portrays the Welsh countryside as a beautiful and peaceful place and its people as very caring and happy.

The series director believes that this is what young people want today. She says the success of the series is because teenagers want a happier and healthier life away from the pressures of deadlines and exams. She reckons this series offers a form of escape from their fast and frantic lives.

Despite this, many parents and teachers are worried about the effect this is having on young people. Parents report that their children are just watching this series and neglecting everything else, using *Escape to a New Life* as an excuse for not completing homework, or refusing to revise for exams, citing a need for a happier and less stressful life.

One father, Paul McGregor, said his daughter Charlotte had changed a lot. He said, "She used to be in the school athletics team and loved the javelin, but now she only wants to watch the TV series and has been dropped from the team. She no longer completes her homework saying it doesn't matter as she just wants to 'escape to a new life'."

Paediatrician, Dr. Elisa Carhart who specialises in child mental health, says that TV can influence young people's decisions in life, but believes that if a young person reacts as strongly as Charlotte, it's likely there are other reasons for the change in her behaviour.

10 Read the passage. Answer the questions.

- 1 What is the TV series *Escape to a New Life* about?
- 2 Why is it a success according to the director?
- 3 What are the worries of teachers and parents?

11 Do you agree with Dr. Elisa Carhart's saying, "TV can influence young people's decisions"? Why or why not? Write down your opinion.

SPORTS AND FITNESS

LANGUAGE IN USE

1 Lesson 1 Complete the sentences with the correct form of the words below.

athlete	tough	crowd	energy
court	extra	inspiration	gather

- Everybody in the _____ began to cheer when the players came onto the basketball court.
- You need a lot of _____ if you're going to play football because you are always running.
- The best _____ in the school was good at basketball, baseball and running.
- It was a _____ match but we won in the end.
- Our school has just built a new basketball _____ so that more players can play.
- People like Yao Ming are a/an _____ to young people.
- Our coach said we must have some _____ practice before the match.
- The team _____ around the injured player until he was able to get up and continue playing.

2 Lesson 2 Choose the correct options.

- You need to listen to the *announcement / arrangement* to find out who is playing next.
- Please fill in the *regulation / application* form if you want to *sign up / stand up* for the run.
- Proudly / Amazingly*, my cousin was able to recover from his illness and play in today's basketball game.
- Please *turn off / show up* your flash when taking photos.
- He *hurt / quit* the game after an argument with one of his teammates.
- The school sports meet held every spring has become an *annual / extra* event.
- You have to wear a helmet when riding *in case / so that* you fall off the bike.
- Within / Without* half an hour after our arrival at the gym, Caroline was starting to complain.

3 Lesson 3 Complete the advertisement with suitable words from Dr. Martin's response in Lesson 3. The first letter of each word is given.

Do you want to get **1** f_____ without going to the gym? Now, HOME TRAINER, a fitness and management app, will help you create your personal at-home training plan. The app provides training and teaching programmes including **2** g_____, running, yoga, riding and all kinds of other athletic activities. It also gives suggestions on buying suitable **3** e_____. Users can upload photos, share



experiences and **4** t_____ and meet people with similar interests by using the app. The app is **5** c_____ of providing you with information, including how to:

- **6** r_____ health problems
- **7** s_____ your immune system
- relieve **8** t_____
- help you exercise **9** r_____
- reduce **10** a_____ due to injury
- **11** c_____ you up

Do you want all these **12** b_____? Just **13** c_____ here and download your own HOME TRAINER. Keep fit and stay healthy!

4 Relative Clauses Choose the correct relative pronouns.

- 1 My uncle was a fan *who / which* tried to attend every game.
- 2 The baseball team *who / which* my cousin plays for is doing really well this year.
- 3 I am a friend of the girl *whose / that* brother is such a great baseball player.
- 4 My cousin has the ball *that / whose* was used during last year's championship.

5 Relative Clauses Add relative clauses to complete the sentences so that they are true about you.

- 1 I enjoy doing sports **that** _____.
- 2 I like meeting people **who** _____.
- 3 I often listen to music **which** _____.
- 4 I have a friend **whose** _____.

6 Expressing Emotions What emotions are expressed? Write the word after the sentences.

disappointment

joy

surprise

- 1 "Really? I won the race? You've got to be joking! I had a really slow start!" ()
- 2 "Hooray! That's great news! I'm so happy to get tickets to the finals!" ()
- 3 "What a shame. You could see he had wanted to do better." ()
- 4 "Really? Your team won every game except against the worst team?" ()
- 5 "Josh is no longer in the team? How odd! He's our best player!" ()
- 6 "It's amazing! Our team has won for the first time this year!" ()
- 7 "Sara is feeling a bit sad. She's injured and won't be able to play." ()

7 Indefinite Pronouns Choose the correct options.

- 1 Listen to that guy. He is trying very hard to tell the police *something / anything* very important about the case.
- 2 *Anyone / No one* wants to have health problems.
- 3 There isn't *something / anything* I like more than jogging.
- 4 I can see that you are *anyone / someone* who knows how to work hard.
- 5 There was *nothing / anything* the coach could do to change the player's mind.

LISTENING

8 Listen to Conversation 1. Write *T* (true) or *F* (false) next to these statements.

- 1 Li Jiang knows how to play tennis. ()
- 2 He Wei is learning to play tennis. ()
- 3 Li Jiang has seen the French Open on TV and thinks she would like to play. ()
- 4 He Wei thinks it will be difficult for Li Jiang to learn to play tennis. ()
- 5 He Wei is a good tennis player. ()
- 6 Li Jiang is going to teach He Wei to play tennis. ()



9 Listen to Conversation 2. Circle the correct answers.

- 1 Tim thinks Sarah is really good because _____.
a he has watched her doing gymnastics
b he takes her to the kind of restaurant she likes
c Sarah is training for the karate competition
- 2 Sarah doesn't want to eat a hamburger because _____.
a she is watching her weight
b she wants to eat healthily
c she is training for the karate competition



TRANSLATING

10 Translate the sentences into English.

1 他所有单独的额外练习时间都得到了回报。

2 他一次又一次地投篮，观众鼓掌欢呼，一直停不下来。

3 当比赛正在进行或者球员发球时，请不要高声喝彩或喧哗。

4 我第一次比赛的时候准备活动做得不好，导致我中途受伤，被迫退出了比赛。

5 跑前热身和跑后放松是很重要的，这样你就不会受伤。

6 没有什么比最后发现所有汗水和努力都是值得的更让人愉快的了。

READING AND WRITING

A Teen Case Study

Mrs Zhang, our school counsellor who is also a medical doctor, is passionate about the advantages of playing sport. She believes that it is vital for teenagers to have a positive attitude, and sports help them do this. She gave us the following example as inspiration.

I had a teenage patient, who was depressed and moody. Let's call her Shan. Conventional wisdom said that I should prescribe medication of some sort. I decided rather to ask about her lifestyle. From her responses it was clear she was getting no exercise. So I encouraged her to choose a school sporting activity and take part in it. I suggested that she keep a journal of all her new activities, and how she felt about them and about herself.

Shan took my recommendation and joined the school volleyball team. Six months later she was hardly recognisable: she had lost weight and was looking fit and healthy; she had more friends; her schoolwork had improved, and best of all, she was no longer depressed or moody. Her mum told me she was a changed person. Shan told me later that I had changed her life. I hadn't really. It was Shan herself who did it. She took the idea I gave her and embraced it with enjoyment and determination.

11 Read the report. Answer the questions.

- 1 What was Shan's problem?
- 2 Why didn't Mrs Zhang prescribe medication for Shan? What did she decide rather to do?
- 3 What were the benefits to Shan of taking up volleyball?

12 Write and share.

- Do you agree or disagree with Mrs Zhang's idea?
- Write about a similar experience that you went through or some other people's experiences you know.

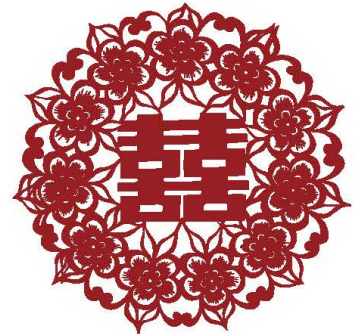


CELEBRATIONS

1 Lesson 1 Complete the description of a Chinese wedding ceremony with the correct form of the words in the box.

attach	surround	host	custom	joy
character	exchange	moment	traditional	

Last weekend, I attended my cousin's wedding ceremony. There is a lot of meaning **1**_____ to the colours and decorations at a Chinese wedding. The wedding hall was decorated with red paper cuts of the Chinese **2**_____ which means "double happiness". We were **3**_____ by an atmosphere of **4**_____ and we felt very excited the **5**_____ the ceremony began. When the wedding **6**_____ said, "Are you going to marry this person?" Everyone in the hall was eager to hear the word "Yes". After that, the couple **7**_____ wedding rings. As a **8**_____ Chinese **9**_____, the bride and groom toasted their guests. We all congratulated them on their happy day and wished them the best for their future life.



2 Lesson 2 Decide whether the following parties are formal (F) or informal (I). Then place a tick (✓) or a cross (×) next to Dos and Don'ts for party behaviours.

Types of parties

- A friend's official graduation ceremony ()
- A large wedding ()
- A child's birthday party ()
- A government reception welcoming a foreign leader ()
- A TV or film award ceremony ()
- A party for a bride or groom before they marry ()

Dos and Don'ts

- Dress appropriately for the occasion. ()
- Bring a small gift for the host / hostess. ()
- Be on time. ()
- Thank the host / hostess for inviting you. ()
- Leave without thanking the host / hostess. ()
- Make an effort to talk to new people. ()
- Only talk with your own friends and people you know. ()
- Let the host / hostess know in advance if you can attend the party. ()
- Be loud and talk over people. ()
- Eat or drink too much. ()



3 Lesson 3 Look at the sentences. Choose the correct options.

- 1 He made a great *effort* / *affair* to overcome the difficulty.
- 2 After the storm, there were many broken *branches* / *envelopes* on the ground.
- 3 Now that you have grown up, you must stop this inappropriate *story* / *behaviour*.
- 4 I have such a wonderful *memory* / *taste* of that summer.

4 The Passive Rewrite the sentences in passive voice.

- 1 They are making moon cakes with bean paste.

- 2 They were showing her around New York yesterday morning.

- 3 They say that she is one of the greatest living writers.

- 4 This is an imitation of the painting, because someone destroyed the original.

- 5 Strong winds blew off the roofs of many houses in the area.

- 6 The children gave the foreign guests a warm welcome.

- 7 They are translating the film into several foreign languages.

- 8 One of her former students invited her to give a speech at the conference.

5 Congratulating and Giving Thanks Make sentences using the given words for each situation (1–5).

- a Birthday! / Happy
- b What's / Great / news! / name? / her
- c drive! / can / Now / Congratulations! / you
- d Brilliant! / wedding? / the / was / How
- e hard / Congratulations! / worked / You / for / it.



1 _____



2 _____



3 _____



4 _____



5 _____

6 Collocations Complete the sentences with the correct form of the collocations in the box.

catch my eye
make an effort

fill one's heart
take a seat

have the patience

- 1 It _____ with happiness to see my whole family together for the New Year.
- 2 That beautiful poster _____ as soon as I entered the museum.
- 3 He _____ by the window and started to read the paper.
- 4 Before Spring Festival, I often _____ to clean the house from top to bottom.
- 5 My younger brother does not _____ to learn a new language.

LISTENING

7 Listen to the first interview and complete the table about Mid-Autumn Festival.

	Mid-Autumn Festival	Thanksgiving Day
Country		
Time		
Ways that people celebrate		
Special food		
Symbolism of the food		



8 Listen to the rest of the radio interview and complete the table about Thanksgiving Day in Activity 7.

TRANSLATING

9 Translate the sentences into English.

- 1 人们相信将“福”字倒着贴，福就会到来。

- 2 每年，一坐上火车，我就会被山西方言所包围，我意识到我踏上了回家的路。

- 3 纵观历史，很多原有的习俗改变了，但是春节的精神——家庭的精神——在很大程度上被保留下来了。

- 4 我要感谢这些年来为我们做了很多的老师和家人们。

- 5 到了12月，我们的兴奋与日俱增——街上的彩灯都亮起来了，圣诞卡片也都收到了，当然还有随处可见的雪景。

READING AND WRITING

Dear Wendy,

What a wonderful wedding that was! Thank you so much. It was truly a day to remember. We loved every minute of it.

You looked absolutely stunning. Where on earth did you find such a fantastic wedding dress? And I loved the way you had done your hair. James is a lucky man. Mind you, he looked pretty handsome himself as you entered the reception together.

One of the highlights was the speeches. Rory, the best man, was so funny. Zhao Tong and I laughed until tears ran down our faces. Just then, I looked across at the table next to us and there was your aunt, you know the one that came all the way from Australia for the wedding. She had fallen asleep at the table. It must have been a long flight for her! That made us laugh even harder. I was so worried that I had mascara running down my cheeks. I had to rush to the bathroom afterwards to check in the mirror!

And then dinner. It was superb! I have never tasted such great food — and so beautifully served. The starter of Eight Treasure Chicken was delicious, as was the main meal of fried prawns and rice which came afterwards. The desserts were also scrumptious.

The band was great and played fantastic songs. The music had everyone on the dance floor the whole night.

I have to admit that I had tears in my eyes as we said goodbye to you and James as you left on your honeymoon. I can't wait to hear about your visit to Shanghai when you get back.

Looking forward to spending time with you when you get back.

Best Regards,

Tami

10 Read the email Tami sent to Wendy after the wedding and do the following tasks.

- Underline three collocations in the email.
- Order the events at the wedding.
 a desserts b aunt falling asleep c goodbye d dancing
 e main meal f rushing to the bathroom g bride and groom entering reception
 h starters i speeches
- How did Tami feel about the wedding? Quote one sentence to support your opinion.

11 Answer the questions and write your opinions.

Do you think Tami's description of the wedding impressive? Why or why not? Write your reasons.

PEER EDITING SHEET

Unit 1	Unit 2	Unit 3
A Personal Email	A True Story	An Event Description
<input type="checkbox"/> Is it an email to a family member or close friend?	<input type="checkbox"/> Does the writer introduce the setting and character(s) at the beginning of the story?	<input type="checkbox"/> Does the writer show the main idea of the passage?
<input type="checkbox"/> Is the email written in a proper email format? For example, does it have a subject line, a greeting, any questions, and also information?	<input type="checkbox"/> Does the writer describe the details of the story?	<input type="checkbox"/> Does the writer include the time and place of the event?
<input type="checkbox"/> Does it end with a reason appropriately?	<input type="checkbox"/> Does the writer write the story in time order?	<input type="checkbox"/> Does the writer describe details of the event?
<input type="checkbox"/> Does the writer use simple and informal language?	<input type="checkbox"/> Does the writer include a comment of the story?	<input type="checkbox"/> Does the writer describe his / her feeling(s)?
		<input type="checkbox"/> Does the writer use linkers to connect the series of activities?
<ul style="list-style-type: none"> • Mark any spelling, punctuation or grammar errors. • Mark any unclear expressions. Give suggestions if you can. • <u>Underline</u> the expressions you like. 		
Comments:	Comments:	Comments:
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GRAMMAR SUMMARY

UNIT 1 LIFE CHOICES

1 Infinitives 不定式

We can use the infinitive (to + verb) as a subject, predicative, object, object complement, attributive and adverbial of sentences.

不定式 (to + 动词) 在句子中可用作主语、表语、宾语、宾语补足语、定语和状语。

- *It's important **to meet** friends in person from time to time, not just on social media.* (Subject)
- *My target is **to prepare** myself for my degree in biology at university.* (Predicative)
- *I try **to keep** the reading list updated.* (Object)
- *I have more free time **to do** other things that I'm interested in after school.* (Attributive)
- *I have done enough to encourage people **to believe** we could win the game next time.* (Object complement)
- ***To obtain** the degree, she will need to pass all of the examinations.* (Adverbial)

We use the infinitive with question words after certain verbs:

在特定动词后，不定式可以和疑问词连用：

verb + **who / which / what / how / when ... + to do**

- *Could you **tell me how to get** to the airport?*
- *Have you **decided what to wear** to the interview?*
- *I **know who to turn to** for help when I'm in trouble.*

The negative form of the infinitive is *not to + verb*.

不定式的否定式是 *not to + 动词*。

- *She seemed **not to notice** me.*
- *We turned down the music in order **not to disturb** the neighbours.*

2 -ed / -ing Adjectives -ed / -ing 形容词

The -ed form of a verb acts as an adjective and describes people's feelings.

动词-ed形式作形容词描述人的情感。

- *After a long day, Zhang Tian finally got back to his small room, feeling **tired**.*
- *Everyone was **excited** about the concert.*

The -ing form of a verb acts as an adjective and describes a situation, a person or a thing.

动词-ing形式作形容词描述情境、人或事物。

- *He imagined all sorts of **exciting** things about living and teaching in a village.*
- *Living in the village was **challenging**.*

Relative Clauses (1) 定语从句(1)

We use relative clauses to identify the person or thing we are talking about.

定语从句用来修饰、限定正在谈论的人或物。

- *When we weren't playing on the court **which** was next to our building, we were watching a game on TV.*
- *Paul's favourite player was Tyrone Bogues, a guy **who** played for the Charlotte Hornets.*
- *The Bears, a team **whose** record this season had been perfect.*
- *He didn't know he'd soon get the chance **that** he'd been waiting for.*

Without the relative clause, we wouldn't know *who*, *which*, etc. we are referring to.

没有定语从句，就不知道所谈的是何人或何物。

We use these relative pronouns in relative clauses:

下列关系代词用在定语从句中：

- *who* (and sometimes *that*) to talk about people:
who (有时用*that*) 用来指代人：
*I don't like people **who** throw litter.*
- *which* (and *that*) to talk about things, places, etc.:
which (和*that*) 用来指代物、地点等：
*The park **which** is in the centre of town has beautiful, big trees.*
- *whose* to talk about possession:
whose 用来指代所属关系：
*I met the boy **whose** mother teaches at our school.*

We can omit the relative pronouns *which*, *that* or *who* in relative clauses when it is the object of the relative clause, but not when it is the subject:

关系代词*which*, *that*或*who*在定语从句中作宾语时可以省略，作主语时不可以省略。

- *We'll have our picnic in the place (**which / that**) most of us like best.* (The subject of the relative clause is *most of us*; *which / that* is the object of *like*. 定语从句的主语是 *most of us*，关系代词*which / that*是动词*like*的宾语。)
- *The girl (**who**) you met is Peter's sister.* (The subject of the relative clause is *you*; *who* is the object of *met*. 定语从句的主语是*you*，关系代词*who*是动词*met*的宾语。)

UNIT 3 CELEBRATIONS

The Passive 被动语态

We use the passive in the following cases:

在下列情况下使用被动语态:

- We don't know or don't need to know who performed the action:
不知道也不需要知道谁做的这件事:
*It **is believed** that when Fu is put upside down ...*

- The "doer" is obvious:
“动作执行者”显而易见:
*The house **was cleaned** from top to bottom.*

- The action itself is more important than "doer", or we don't want to tell who performed the action:
动作本身比“动作执行者”更重要, 或不想说出谁做的这件事:
*The spirit of the festival – the spirit of family – **has largely been kept**.*

- In writing, especially in scientific and technical reports and newspaper articles, the passive is more formal than the active:
在书面语中, 特别是在科技报告和新闻报道中, 被动语态比主动语态更正式:
*Every country **was allowed** to design their own Euro coins which **could be used** in any of the participating countries.*
*The International Space Station **has been built** in the Earth's orbit.*

Form

Tense 时态	Passive Form 被动形式
Present simple 一般现在时	<i>am / is / are + past participle</i>
Present continuous 现在进行时	<i>am / is / are being + past participle</i>
Present perfect 现在完成时	<i>have / has been + past participle</i>
Past simple 一般过去时	<i>was / were + past participle</i>
Past continuous 过去进行时	<i>was / were being + past participle</i>

NOTES ON THE TEXTS

UNIT 1 LIFE CHOICES

Topic Talk

1 **I'm a new senior secondary school student.**

我是一名高中新生。

senior secondary school 为英式英语，美式英语为 senior high school。

2 **Being a doctor means I have to make correct decisions all the time, which puts a lot of pressure on me.**

作一名医生意味着我总是要做出正确的决定，这给我带来很大的压力。

put pressure on sb 给某人施加压力。如：

My boss usually puts extra pressure on me. 我的老板常常给我额外的压力。

3 **Although being a doctor keeps me very busy, with little time for leisure, I have no regrets as I love solving problems and I get to help people recover from illnesses and injuries.**

虽然作医生使我每天非常忙碌，没有空闲时间，但是我不后悔，因为我喜欢解决问题，我能帮助人们从疾病和伤痛中康复。

recover from 恢复健康，康复。如：

He is recovering from a heart attack. 他的心脏正在康复之中。

4 **On the plus side, I get to travel a lot to different countries for matches and of course, hearing people cheer you on is great!**

从好的方面来说，由于要参加比赛，我得去许多不同的国家。当然，听到人们为你欢呼简直太棒了！

on the plus side 在有利的方面。如：

On the plus side, his courage helps him keep walking towards success. 从有利的方面来说，他的勇气帮助他不断走向成功。

cheer sb on 为某人加油。如：

A big crowd had gathered around to cheer on the racers. 一大群人已经聚集起来，为参赛者加油。

5 **Quietude promotes learning, frugality cultivates virtue. One can't show high ideals without simple living; one can't have lofty aspirations without a peaceful state of mind.**

静以修身，俭以养德。非淡泊无以明志，非宁静无以致远。

本句出自诸葛亮《诫子书》。

Lesson 1

1 **It's so convenient to be able to compare the quality and prices from different online shops before I buy.**

购物前，能够比较不同的网络商店的质量和价格是非常方便的。

it's convenient to do sth 做某事很方便。如：

The new tool is convenient to use. 新工具使用起来很方便。

- 2 **My parents are worried that I may become an "Internet addict".**
我父母担心我会成为一个网迷。
an "Internet addict" 对网络着迷的人
- 3 **According to them, there is a danger that I may not be able to tell whether these friends are real friends.**
在他们看来，我可能无法判断这些人是否是真朋友，这是危险的。
that引导同位语从句，补充说明danger的内容。whether引导宾语从句。
- 4 **My mum keeps telling me to go out with my school friends instead.**
妈妈一直让我和学校的朋友们出去玩（而不是在网上和朋友聊天）。
keep doing sth 一直做某事。如：
They kept working until midnight. 他们一直工作到半夜。
- 5 **Actually, I do know I need to drag myself away from the online world sometimes, especially because real life can be just as interesting.**
事实上，我非常清楚我有时需要强迫自己不上网，特别是因为现实生活也可以一样有趣。
drag sb away from (doing) sth 不做某事。如：
Can you drag yourself away from playing the mobile phone? 你能停止玩手机吗？
- 6 **I am always attentive in all classes and think actively, so that I can have more free time to do other things that I'm interested in after school.**
我在所有课上总是专心听讲并积极思考，这样放学后我就有更多可支配的时间做我感兴趣的事情。
so that 以便、为了，用于引导表示目的的状态从句。如：
You must go now so that you won't be late. 为了不迟到，你现在必须走了。
- 7 **as the popular saying goes** 常言道

Lesson 2

But more often than not, it's due to pressure from work or study.

但是通常来讲，这是由于工作或学习的压力。

due to 由于，因为。如：

The accident was due to careless driving. 这次车祸起因于驾驶疏忽。

Lesson 3

- 1 **After a long day, Zhang Tian finally got back to his small room, feeling tired.**
漫长的一天过后，张天疲惫不堪，终于回到了自己的小窝。
feeling tired 在句中作伴随状语。
- 2 **Coming to Guizhou Province to teach has been quite an experience for him.**
来贵州教书对他来说是一次不寻常的体验。
coming to Guizhou Province to teach 在本句中作主语。
- 3 **He had met wonderful teachers from small villages during his early school years and he was inspired by them to go and teach where he was needed the most.**
在学校初期他遇见了一些来自小村庄的好教师，他被他们所鼓舞，到最需要的地方去教学。

be inspired by 被……鼓舞，被……激励。如：
He is inspired by the author's enthusiasm. 他被作者的热情感染了。

4 **However, not everything lived up to Zhang Tian's hopes.**

但是，不是每件事都像张天希望的那样。

live up to sth 符合(标准)。如：

Our children do try to live up to our expectations. 我们的孩子确实努力达到我们的期望。

5 **The thought of leaving once flashed through his mind, but he quickly gave up on the idea and found ways to deal with the challenges.**

离开的想法曾在脑中闪现过，但是他很快放弃了这个念头，并且找到了应对挑战的办法。

flash through one's mind 闪过某人的脑海。如：

A terrible thought flashed through my mind. 一个可怕的想法闪过我的脑海。

give up 放弃。如：

How can you give up your principles for that desire? 你怎么能为了那个欲望而放弃原则？

6 **What made him feel satisfied was that his students were able to read, speak and write in English, and they became more confident in learning.**

让他感到欣慰的是他的学生能够读英语、说英语和写英语，并且在学习上变得更自信。

what引导主语从句。

UNIT 2 SPORTS AND FITNESS

Topic Talk

1 **A player from one team begins the game by serving the ball over the net into the other court.**

比赛开始，一个队的球员把球发过网，打到对方场地。

serve the ball 发球

2 **One's health and wellness are dependent not only on diet, but also on sport and exercise.**

人的健全，不但靠饮食，尤靠运动。

本句出自蔡元培《运动会的需要》。

Lesson 1

1 **NBA** (National Basketball Association), 是美国男子职业篮球联赛的简称，于1946年6月6日在纽约成立，是由北美三十支球队组成的男子职业篮球联盟，汇集了世界上顶级的球员，是美国四大职业体育联盟之一。

2 **LeBron James** 勒布朗·詹姆斯，1984年12月30日出生在美国俄亥俄州，美国职业篮球运动员，司职小前锋，绰号“小皇帝”。

3 **Tyrone Bogues** 蒂尼·博格斯，又称马格西·博格斯，1965年1月9日出生于美国巴尔的摩，绰号“小虫”，身高一米六，司职控球后卫，是NBA历史上身材最矮的球员，也是速度最快的球员之一。

4 **Charlotte Hornets** 夏洛特黄蜂队，它是一支位于美国北卡罗来纳州夏洛特的职业篮球队，是NBA联盟最年轻的球队，现从属于NBA东部联盟的东南赛区。

- 5 **Bogues was only 1.6 metres tall, which made him the shortest player ever in the NBA.**
 博格斯身高只有一米六，是NBA历史上最矮的球员。
 which引导的非限定性定语从句，修饰前面的整个主句，对主句起补充说明的作用。
- 6 **Paul had to try out many times just for making the team. He was still usually on the bench, being just a replacement, which was really tough on him.**
 保罗多次参加选拔，方才入选球队。然而，他仍旧通常“坐板凳”作为替补队员，这对他来说是真够倒霉的。
 try out for sth 参加……的选拔。如：
These teams are going to try out for the Olympic Games. 这些队伍要参加奥林匹克运动会的选拔。
- 7 **"Don't let us down, Paul. It's your time to shine."**
 “别让我们失望，保罗。你发光发亮的时刻到了。”
 let sb down 让某人失望。如：
I'll work hard. I don't want to let him down. 我会努力工作。我不想让他失望。
- 8 **"Well," said the coach as he hit Paul on the shoulder, "you've just earned your place on the team, big guy!"**
 “嗯，”教练一边拍着保罗的肩膀一边说，“你已经为自己赢得了球队中的位置，‘大个子’！”
 earn one's place 获得一席之地。如：
He earned his place in the company by working hard. 他通过努力工作在公司谋得一席之地。

Lesson 2

- 1 **mouth guards** 护齿
- 2 **Manchester United** 曼彻斯特联合足球俱乐部。该俱乐部位于英格兰曼彻斯特郡曼彻斯特市，英文名Manchester United Football Club，中文简称曼联。曼联是英格兰足球史上最成功的俱乐部之一，也是欧洲乃至世界最具有影响力的球队之一。
- 3 **Liverpool** 利物浦足球俱乐部。英文名Liverpool Football Club，是一个位于英格兰西北部港口城市利物浦的足球俱乐部，成立于1892年3月15日，主场在安菲尔德球场。

Writing Workshop

- 1 **The Final Sprint** 最后的冲刺
- 2 **Santa Barbara XV Grand Prix cyclo-cross race** 第十五届圣巴巴拉自行车越野大奖赛
- 3 **Fans lined the road to the finishing line, cheering on the competitors.**
 粉丝们在通往终点的路边排开，为选手们加油。
- 4 **bronze medal** 铜牌
- 5 **The two cyclists made amazing sporting gestures – Navarro for refusing to take advantage of Esteban's troubles ...**
 两位自行车手展现出了高度的体育精神——纳瓦罗拒绝利用埃斯特班碰到的麻烦……
 take advantage of 利用……。如：

You should not take advantage of his kindness by demanding too much. 你不该利用他的善良，予取予求。

UNIT 3 CELEBRATIONS

Topic Talk

Amid the boom of firecrackers a year has come to an end, and the spring wind has wafted warm breath to the wine.

爆竹声中一岁除，春风送暖入屠苏。

本句出自王安石《元日》。

Lesson 1

- 1 **First, the house was cleaned from top to bottom. My host mother Mrs Chen said this was to sweep away the dirt of the past year and get ready for the new year.**

首先，房子从上到下都打扫了一遍。我的房东妈妈陈太太说这是清除过去一年的积尘，为新的一年做准备。

sweep away 清除，扫走。如：

A feeling of happiness swept my anger away hearing the news. 听到这个消息，一种幸福感扫走了我的愤怒。

- 2 **Every year, the moment I get on the train, I am surrounded by Shanxi accents – I know that I am heading home to my family.**

每年，一坐上火车，我就会被山西方言包围，我意识到我踏上了回家的路。

the moment 引导时间状语从句，表示“一……就”。

be surrounded by 被……包围。如：

The house is surrounded by flowers and trees. 那座房子被花和树木围着。

- 3 **I don't get to travel back to Shanxi very often, so when I get home, my parents will fill me in on what's been happening – who has got married or had children or gone away to university.**

我不能经常回山西，因此每年回到家，我父母会把这一年发生的事一股脑儿地告诉我，谁结婚了，谁有小孩了，谁上大学了，等等。

fill sb in on 告诉某人关于……的消息。如：

Let me fill you in on what's been happening in the office over lunch. 让我告诉你午餐时办公室发生的事。

Lesson 2

- 1 **It's also important to make an effort to talk to other people.**

努力和其他人交谈也很重要。

make an effort to do sth 努力做某事。如：

I will make every effort to arrive on time. 我将尽一切努力准时到达。

2 **Well, we don't want to take up too much of your time.**

嗯，我们不想占用您太多时间。

take up ... (time or space) 占用（时间或者空间）。如：

The work took up all his time. 工作占据了他所有的时间。

This table takes up too much room. 这张桌子太占地方了。

Lesson 3

1 **I remember the wind because Granny's grey hair was a mess when she arrived.**

我记得那天的风，因为奶奶到达时她的灰头发乱作一团。

be a mess 乱成一团。如：

She looked tired and her hair was a mess when I met her last Sunday. 上周日我遇见她时，她看上去很疲倦，头发乱作一团。

2 **Frosty the Snowman** 《雪人（雪孩子）》，经典圣诞儿歌。歌词如下：

O, Frosty the snowman / Was alive as he could be / And the children say he could laugh / And play just the same as you and me / Thumpety-thump-thump / Thumpety-thump-thump / Look at Frosty go

3 **On Christmas Eve, Granny took a seat by the fire as we put up the Christmas tree.**

在平安夜，奶奶靠着炉火坐着，我们把圣诞树立起来。

take a seat 坐下。如：

He took a seat in the back row. 他在后排就座。

put up 竖起，搭起。如：

They put up a tent by the lake. 他们在湖边搭起一个帐篷。

4 **We put on silly paper hats and had a big turkey with potatoes, followed by Christmas pudding.**

我们戴上傻傻的纸帽子，吃塞有土豆的大火鸡，随后又吃圣诞布丁。

put on 戴上，穿上。如：

She put on her coat and went out. 她穿上大衣出去了。

5 **David put so much pudding in his mouth that he couldn't swallow.**

大卫在嘴里塞了太多布丁，以至于都吞不下去了。

so ... that ... 如此……以至于……，引导结果状语从句。如：

He was so angry that he couldn't say a word. 他太生气了，以至于一个字都说不出来。

UNIT 1 LIFE CHOICES

Topic Talk

1.1

I'm a new senior secondary school student. It is the start of a new chapter in my life. My new school life is very exciting. I feel excited because this school differs in many ways from my previous one. Previously, we had fixed classrooms where students all sat in rows. In my new school, we don't have fixed classrooms. Students sit around in groups and we often have group discussions and share our ideas or check our work together. What is also very different is that students in the same class can have different class schedules. That means we go to different classrooms for different subjects of our own choices. In the next three years, I hope I will learn many new things. I also hope I will develop confidence in speaking English and develop competence in a variety of new skills. All in all, I hope to have a happier, more fruitful and satisfying life in my new school.

1.2

(I = Interviewer B = Bob F = Fred J = Ms Johnson)

I: Hello, Bob. What is your life like as a doctor?

B: Well, a doctor's life can be quite stressful as I have many patients to see. I usually leave my apartment at 6.30 am and get to work by seven in the morning. I work 12-hour shifts in the hospital. Being a doctor means I have to make correct decisions all the time, which puts a lot of pressure on me. Although being a doctor keeps me very busy, with little time for leisure, I have no regrets as I love solving problems and I get to help people recover from illnesses and injuries.

I: Hello, Fred. What is your life like as a football player?

F: Being famous isn't as easy as you think. As a football player I have to train for 10 months a year, five hours a day. I can get injured while training or playing and that's the worst! On the plus side, I get to travel a lot to different countries for matches and of course, hearing people cheer you on is great!

I: Hello, Ms Johnson. What is your life like as a business manager?

J: Being a business manager, I'm in the office most days from 8 am until late in the evening. Being a manager means I get to make important decisions and I really enjoy that. Unfortunately, the job can also be stressful, especially when challenges arise and I work so much that I feel I don't see my family enough. That's the worst part of my job.

Lesson 2

1.3

(P = Presenter K = Dr. King)

P: Good morning, listeners! Today we're going to look at the topic of stress — what

causes it and what we can do to relax. We have Dr. King with us, an expert on stress. Good morning, Dr. King.

K: Good morning.

P: So, what kind of people often suffer from stress?

K: Well, to be frank, everyone suffers from stress at some time in their life — teachers, doctors, factory workers, newspaper editors ... We can't remove stress from our lives entirely. However, some jobs may be more stressful than others, like some positions in the police or the military.

P: OK. But what really causes stress?

K: There are different causes. But more often than not, it's due to pressure from work or study.

P: Right. So, for example, what about students?

K: Absolutely! Students with lots of homework can feel very stressed. They may feel they don't have enough time to finish everything.

P: True. I'm sure that we have all experienced that kind of stress as students. What about social pressure? To what extent do you think that social pressure can cause stress?

K: Good question. Well, shy people can find social situations very stressful — going to parties, for example. Thus, to answer your question, social situations can be very stressful for some people.

P: Interesting. And what can we do to stop stress and tension?

K: There are many ways to reduce stress. You can organise your work or studies. In other words, you can make a list and do all the important things first.

P: What else?

K: You must eat well and exercise often. Also, you can talk to people about your problems — talk to a friend, a teacher or someone in your family. If you become so stressed that you can't function properly, you should seek professional help.

1.4

Things I find stressful ... Well, I really hate ... mm ... doing exams. Mm ... I get very nervous the night before, you know. And I can't sleep, you know what I mean? I'm also shy and I don't like going to parties very much. I don't mind meeting people in small groups, you know. Ah ... there's another thing — in French lessons I can't stand talking in front of the class ... er ... I get nervous and ... mm ... make lots of mistakes. Things I find relaxing? Well ... mm ... I like a lot of things. I love talking to my friends. And when I'm tired and want to relax, I enjoy listening to music and I like reading. Ah ... actually, I quite like sitting around and doing nothing at all!

UNIT 2 SPORTS AND FITNESS

Topic Talk

2.1

A: You always look so healthy. Do you play sports?

B: Yes. I sometimes play football after school with my friends. It's a lot of fun! I prefer to play sports with friends rather than exercise by myself, so football is perfect for me!

A: Well, it looks like it keeps you fit.

- B:** Thanks. I think I am in pretty good shape. This is all because I exercise quite regularly. I play football three times a week.
- A:** Good for you. I should try to exercise regularly, just like you.
- B:** But I should eat fruit and vegetables more often.

2.2

- A:** I have two tickets for tonight's volleyball game. Would you like to go with me?
- B:** Wow, great! But I don't know much about volleyball. Do you?
- A:** Sure. There are six players on each team. A player from one team begins the game by serving the ball over the net into the other court.
- B:** I see.
- A:** The receiving team must not let the ball fall within their court.
- B:** That's not very difficult.
- A:** Well, the team can touch the ball up to three times before they have to send it over into the other court.
- B:** Wow, it must be very hard!

Lesson 2

2.3

Announcement

This is a public service announcement. Audiences are reminded to turn off the phones or put them on silence. When the ball is in play or if a player is serving, please do not cheer or talk loudly. Wait for the point or game to end before standing up or leaving your seat. When taking photos during the match, please turn off your flash. Please do not throw anything onto the court.

Conversation 1

- A:** What are you watching?
- B:** A men's boxing match. It's so exciting!
- A:** Mm ... I don't know much about the rules here. What are they?
- B:** Well, you can't hit anywhere below the belt. And you can't kick, bite or push the other person, either.
- A:** I see. What other rules are there?
- B:** Other rules? You're prohibited from hitting the other person with your head, shoulder or arm.
- A:** I guess these rules make the sport safer.
- B:** Exactly. The gloves and mouth guards also help, in case anything happens.

Conversation 2

- A:** Excuse me. Is this where I sign up for the Annual Fun Run?
- B:** Annual Fun Run? It sure is! Here's your application form ...
- A:** Thanks.
- B:** Is this your first time?
- A:** Ah, yes, I'm feeling a bit nervous. I've been training for a while, but it's my first time running in a race.
- B:** No worries, you'll be OK – just remember to do a warm-up before you run. I was

so unprepared for my first run that I hurt myself and had to quit the race halfway.

A: Ouch! Any other tips you can give me?

B: Well, you're going to be running for a long time, so don't run too fast for the first hour or you won't have enough energy left for the rest of the race.

A: Right. And I suppose I ought to get a big breakfast before, right?

B: Sure, but your last meal should be at least one hour before your run. And don't drink too much while running, or it'll make you feel sick.

A: One hour before ... OK. That's really helpful. Thanks so much. See you on race day!

2.4

(**W** = Will **J** = John)

W: Hello, is that John? It's Will.

J: Hi, Will. What's up?

W: I know you've had lots to occupy your time, so you probably didn't have time to watch the football match between Manchester United and Liverpool tonight.

J: Ah! The match! I can't believe I missed it. Who won?

W: Liverpool! We won three-two. Our defence was excellent!

J: Liverpool! Three-two? Really? That's great news! We played so poorly last time! It was such a disappointment.

W: Yeah, I know, but it's true! The team really came together tonight and played amazingly. I'm so proud to be a fan.

J: Man, me too!

UNIT 3 CELEBRATIONS

Topic Talk

3.1

A: I love celebrating Mid-Autumn Festival. Do you know much about it?

B: No, not really. When is it?

A: It's celebrated on the 15th day of the eighth lunar month. We usually celebrate it by having a family dinner and eating moon cakes.

B: Ah yes, I visited China last year during this time. A lot of places were decorated with lanterns.

A: Yes. They're part of our tradition. Usually children play with lanterns while adults sit together, chatting and enjoying the moon.

3.2

A: Jenny's birthday is coming. How about holding a surprise party for her?

B: Great! It's going to be fun! We'll invite all our friends. We'll chat and dance at the party.

A: Yes, we'll have a big dinner and music. How about making a big monster cake?

B: A monster cake? Wonderful! Jenny will be surprised. We will make some monster birthday cards and give her some monster presents.

A: Good! She will blow out the candles and make a wish. I'm sure she will be very happy and everyone will have a great time.

B: Yes!

Lesson 2

3.3

(**P** = Presenter **J** = Jenny **C** = Carl)

P: Our *Culture Corner* this week is on parties, and we have two young people from the UK in the studio. Jenny and Carl, thank you for coming.

J: You're welcome.

C: Thanks for inviting us!

P: As far as I know, young people in the UK like to go to parties. So what kind of parties do you like?

J: I like dinner parties. That means you're invited to someone's house for dinner. It's usually just a group of close friends chatting and having a good time together.

C: Well, I like big parties where you can dance, have fun and meet new people!

P: Right. And could you give us some advice about what to do at parties in the UK?

C: My advice is to dress appropriately. Some parties are held for a specific formal purpose, like a graduation party or a wedding. Some may be informal, like a small dinner or birthday party. So if it's a formal occasion, you should dress smartly. Wear a neat black suit and a tie, for example.

J: Yes, but if it's just an informal party, you can wear anything you want, like T-shirts and jeans.

P: I see. And are there any rules for attending parties in general? You know, adults like us might sometimes bring a bottle of wine or some beer. What about teenagers like you?

C: General rules? We'd usually bring something like snacks or puddings. And try not to be late! You should always be on time.

J: Also, when you arrive, it's polite to say hello and thank the host for inviting you. If you don't know them well, you should introduce yourself and make small talk. And say goodbye and thank them again when you leave.

C: And if it's a graduation party or a wedding, don't forget to offer your congratulations and good wishes. It's also important to make an effort to talk to other people.

P: Sounds like some great advice there. Now ...

3.4

Conversation 1

(**L** = Li Hong **W** = Wang Lin **J** = Jin Jun)

L: Hi, Wang Lin!

W: Hey, Li Hong!

L: This is such a cool party! Thanks for inviting me. And congratulations on getting into the university of your dreams!

W: Thank you! ... Oh, have you met Jin Jun before? We're going to be at the same university!

L: Oh, wow! No, I don't think so. But that is great news! I'm so happy for you both!

J: Thanks a lot. Good to meet you.

L: Me, too.

J: So, Li Hong, how did you know Wang Lin?

Monologue

As we come to the end of our school year, I would like to represent all the students of Grade Three and say a few words. I would like to extend my thanks to all our teachers, parents and families, who have done so much for us over the years. We are so fortunate to have your love and support. Finally, to all my classmates: Congratulations on graduating from junior secondary school!

Conversation 2

(**W** = Wang Hui **C** = Ms Chen **F** = Wang Hui's father **M** = Wang Hui's mother)

W: Excuse me, Ms Chen?

C: Hello, Wang Hui! Well done! That was a great speech.

W: Thanks a lot! You've met before, but may I introduce you to my parents again?

C: Mr and Mrs Wang! It's a pleasure to see you again.

F: Lovely to see you too, Ms Chen. We just wanted to thank you for your hard work over the years.

C: Don't mention it. Wang Hui is a great student.

M: Well, we don't want to take up too much of your time. Have a good day.

C: You, too. Enjoy the rest of your day.

W: Goodbye, Ms Chen.

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VOCABULARY IN EACH UNIT

UNIT 1 LIFE CHOICES

Topic Talk

senior /'si:nɪə/ <i>adj.</i> 较高的, 高级的	(6)
secondary /'sekəndəri/	
<i>adj.</i> 中等教育; 中级的; 次要的	(6)
stressful /'stresfəl/	
<i>adj.</i> 充满压力的, 紧张的	(6)
challenging /'tʃæləndʒɪŋ/	(6)
<i>adj.</i> 富有挑战性的	(6)
differ /'dɪfə/ <i>vi.</i> 不同, 不一样, 有区别	(6)
previous /'pri:vɪəs/ <i>adj.</i> 以前的, 先前的	(6)
dynamic /daɪ'næmɪk/	
<i>adj.</i> 充满活力的; 精力充沛的	(6)
campus /'kæmpəs/ <i>n.</i> 校园	(6)
schedule /'ʃedju:l/ <i>n.</i> 日程表, 计划表	(6)
expectation /,ekspek'teɪʃən/	
<i>n.</i> 期待; 预料, 预期	(6)
confidence /'kɒnfɪdəns/	
<i>n.</i> 自信, 信心; 信赖	(6)
competence /'kɒmpɪtəns/ <i>n.</i> 能力, 胜任	(6)
chapter /'tʃæptə/ <i>n.</i> 一段时期; 章节	(100)
all in all 总而言之, 总的来说	(100)
apartment /ə'pɑ:tmənt/ <i>n.</i> 公寓套房	(100)
am /,eɪ 'em/ (<i>ante meridiem</i>) 午前, 上午	(100)
shift /ʃɪft/	
<i>n.</i> (工厂、医院等轮班制的) 当班时间	(100)
pressure /'preʃə/ <i>n.</i> 压力	(100)
leisure /'leɪzə/ <i>n.</i> 空闲, 闲暇, 业余时间	(100)
recover /rɪ'kʌvə/ <i>vi.</i> 恢复健康, 康复	(100)
injury /'ɪndʒəri/ <i>n.</i> 伤, 损害	(100)
plus /plʌs/ <i>adj.</i> 有利的, 好的; <i>prep.</i> 加	(100)
unfortunately /ʌn'fɔ:tʃənətli/	
<i>adv.</i> 不幸地; 令人遗憾地	(100)

challenge /'tʃæləndʒ/

n. 挑战; 具有挑战性的事物

vt. 向……挑战

(100)

arise /ə'raɪz/

vi. (问题或困难) 出现, 发生

(100)

Lesson 1

lifestyle /'laɪfstɑɪl/ *n.* 生活方式

(8)

chat /tʃæt/ *vi. & n.* 闲谈, 聊天

(8)

surf /sɜ:f/ *vi. & vt.* 冲浪

(8)

surf the Internet 网上冲浪, 浏览因特网

(8)

voluntary /'vɒləntəri/

adj. 志愿的; 服务的; 自愿的

(8)

engine /'endʒɪn/ *n.* 引擎

(8)

search engine 搜索引擎

(8)

definitely /'defɪnɪtli/ *adv.* 确切地, 肯定地

(8)

teen /ti:n/ *n.* 少年, 十几岁的孩子

(8)

laptop /'læptɒp/

n. 笔记本电脑, 便携式电脑

(8)

digital /'dɪdʒətəl/ *adj.* 数字的, 数码的

(8)

native /'neɪtɪv/ *n.* 本地人

(8)

range /reɪndʒ/ *n.* 一系列; 范围

(8)

various /'veəriəs/

adj. 各种各样的; 多种 (类型) 的

(8)

hardware /'hɑ:dwɛə/ *n.* (计算机) 硬件

(8)

necessity /nə'sesəti/ *n.* 必需品

(8)

convenient /kən'veɪniənt/

adj. 方便的, 便利的

(8)

quality /'kwɒləti/ *n.* 质量, 品质

(8)

from time to time 有时; 偶尔; 间或

(8)

living room 起居室

(8)

addict /'ædɪkt/ *n.* 对……着迷的人

(8)

according to 按……所说, 根据

(8)

带 * 号的词为《普通高中英语课程标准 (2017 年版)》必修和选择性必修以外词汇。

in person 亲自	(8)	organise /'ɔ:gənaɪz/ vt. 组织, 筹划	(101)
media /'mi:diə/		in other words 换句话说	(101)
n. 新闻媒体, 大众传播媒介 (总称)	(8)	function /'fʌŋkʃən/ vi. 运转, 工作; n. 功能	(101)
social media 社交媒体	(8)	seek /si:k/ vt. 寻求; 请求	(101)
actually /'æktʃʊəli/ adv. 实际上, 事实上	(8)	professional /prə'feʃənəl/	
drag /dræg/ vt. 拖, 拉	(8)	adj. 专业的, 职业的	(101)
tend to do sth 易于做某事	(9)		
goal /gəʊl/ n. 目标, 目的	(9)	Lesson 3	
aim /eɪm/ n. 目的, 意图; vi. 力求达到	(9)	feature /'fi:tʃə/	
target /'tɑ:ɡɪt/ n. 目标	(9)	vt. 以……为特色, 是……的特征	(14)
update /ʌp'deɪt/ vt. 更新	(9)	typical /'tɪpɪkəl/	
*meanwhile /'mi:nwaɪl/ adv. 与此同时	(9)	adj. 平常的, 一贯的; 典型的	(14)
distance /'dɪstəns/ n. 距离, 间距	(9)	province /'prɒvɪns/ n. 省	(14)
volunteer /ˌvɒləntɪ'ɪə/		graduate /'ɡrædʒueɪt/ vi. 毕业	(14)
vi. & vt. 自愿; 志愿; n. 志愿者	(9)	graduate from 从……毕业	(14)
revise /rɪ'vaɪz/ vi. & vt. 复习	(9)	certificate /sə'tɪfɪkət/ n. 合格证书	(14)
saying /'seɪɪŋ/ n. 格言, 谚语	(9)	inspire /ɪn'spaɪə/ vt. 鼓励, 激励	(14)
ahead /ə'hed/ adv. 在前面; 向前	(9)	apply /ə'plai/ vi. 申请; 请求	(14)
get ahead 取得进步, 获得成功	(9)	apply for 申请	(14)
		eager /'i:ɡə/ adj. 热切的; 渴望的	(15)
		sort /sɔ:t/ n. 种, 类; 类型	(15)
		sort of 有几分, 有点	(15)
		independently /,ɪndə'pendəntli/	
		adv. 独立地, 自立地	(15)
		power /'paʊə/ n. 电, 电力; 力量	(15)
		supply /sə'plai/ n. 供应, 供给	(15)
		unstable /ʌn'steɪbəl/ adj. 不稳定的	(15)
		dusty /'dʌsti/ adj. 布满灰尘的	(15)
		muddy /'mʌdi/ adj. 泥泞的, 多泥的	(15)
		tough /tʌf/ adj. 困难的, 难办的	(15)
		flash /flæʃ/ vi. & vt. 闪现, 闪过	
		n. 照相机闪光灯	(15)
		give up 放弃	(15)
		deal with 对付, 应付, 处理	(15)
		responsible /rɪ'spɒnsəbəl/	
		adj. 负责的; 有责任心的	(15)
		be responsible for 对……负责	(15)
		attractive /ə'træktɪv/	
		adj. 有吸引力的; 好看的, 美观的	(15)
		as well as ……以及……	(15)
		laughter /'lɑ:ftə/ n. 笑; 笑声	(15)
		confident /'kɒnfɪdənt/ adj. 自信的	(15)
		*besides /br'saɪdz/ adv. 除……之外	(15)
Lesson 2			
café /'kæfeɪ/ n. 咖啡馆, 小餐馆	(12)		
downtown /,daʊn'taʊn/			
adv. 向 / 在城镇商业中心区	(12)		
stress /stres/ n. 压力; 忧虑; 紧张	(12)		
suffer /'sʌfə/ vi. & vt. 遭受 (痛苦)	(12)		
suffer from			
(身体或精神上) 遭受…… (痛苦)	(12)		
reduce /rɪ'dju:s/ vt. 减少; 降低; 缩小	(12)		
expert /'ekspɜ:t/ n. 专家, 行家	(101)		
frank /fræŋk/ adj. 坦率的, 坦诚的	(101)		
to be frank 坦白说, 坦率地说	(101)		
editor /'edɪtə/ n. 编辑, 主编	(101)		
remove /rɪ'mu:v/ vt. 移走; 去掉	(101)		
entirely /ɪn'taɪəli/ adv. 完全地, 彻底地	(101)		
position /pə'zɪʃən/ n. 职位; 位置	(101)		
military /'mɪlɪtəri/ n. 军队, 武装力量	(101)		
due to 因为	(101)		
absolutely /'æbsəlu:tli/ adv. 正是, 当然	(101)		
stressed /strest/ adj. 焦虑的, 紧张的	(101)		
extent /ɪk'stent/ n. 程度	(101)		
thus /ðʌs/ adv. 因此, 因而, 从而	(101)		
tension /'tenʃən/ n. 紧张; 焦虑	(101)		

contact /'kɒntækt/ <i>n.</i> 联系, 联络	
<i>vt.</i> (写信, 打电话) 联系 (某人)	(15)
charity /'tʃærəti/ <i>n.</i> 慈善机构, 慈善团体	(15)
organisation /,ɔ:gə'nai'zeɪʃən/	
<i>n.</i> 组织, 团体, 机构	(15)
contribution /,kɒntri'bju:ʃən/ <i>n.</i> 贡献	(15)
intend /m'tend/ <i>vt.</i> 计划, 打算, 想要	(15)

Writing Workshop

junior /'dʒu:nɪə/ <i>adj.</i> 低年级的	(18)
formal /'fɔ:məl/ <i>adj.</i> 正式的, 官方的	(18)
informal /m'fɔ:məl/ <i>adj.</i> 非正式的	(18)
adapt /ə'dæpt/ <i>vi.</i> (使) 适应	(18)
adapt to sth 适应某事	(18)
gym /dʒɪm/ <i>n.</i> 体育馆, 健身房	(18)

moment /'məʊmənt/ <i>n.</i> 某一时刻	(18)
at the moment 此刻, 目前, 眼下	(18)
presentation /,prezən'teɪʃən/	
<i>n.</i> 报告; 陈述, 说明	(18)
slide /slaɪd/ <i>n.</i> 幻灯片	(18)
forward /'fɔ:wəd/ <i>adv.</i> 向前; 进展	(18)
look forward to (doing) sth 期待, 盼望	(18)

Reading Club 1

digestion /daɪ'dʒestʃən/ <i>n.</i> 消化	(21)
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Reading Club 2

recreation /,rekri'eɪʃn/ <i>n.</i> 娱乐, 消遣	(22)
entertainment /,entə'teɪnmənt/ <i>n.</i> 娱乐	(22)
rural /'ruərəl/	
<i>adj.</i> 农村的, 乡村的, 田园的	(22)

UNIT 2 SPORTS AND FITNESS

Topic Talk

athlete /'æθli:t/ <i>n.</i> 运动员	(28)
frequency /'fri:kwənsi/	
<i>n.</i> 发生的频率, 发生率	(28)
prefer /prɪ'fɜ:/ <i>vt.</i> 更喜欢	(28)
rather than 而不是	(28)
badminton /'bædmɪntən/ <i>n.</i> 羽毛球	(28)
golf /gɒlf/ <i>n.</i> 高尔夫	(28)
gymnastics /dʒɪm'næstɪks/ <i>n.</i> 体操	(28)
jog /dʒɒg/ <i>vi. & n.</i> 慢跑	(28)
cycle /'saɪkl/ <i>vi.</i> 骑自行车	(28)
bowling /'bəʊlɪŋ/ <i>n.</i> 保龄球	(28)
skateboard /'sketbɔ:d/ <i>n.</i> 滑板;	
<i>vi.</i> 用滑板滑行	(28)
track /træk/ <i>n.</i> 跑道	(28)
in good / bad shape 健康状况良好 / 不佳	(28)
balanced /'bælənst/ <i>adj.</i> 均衡的	(28)
diet /'daɪət/ <i>n.</i> 日常饮食	(28)
stair /steə/ <i>n.</i> 楼梯; 梯级	(28)
regularly /'regjʊləli/ <i>adv.</i> 经常; 定期地	(102)
net /net/ <i>n.</i> (网球等的) 球网; 网	(102)
court /kɔ:t/ <i>n.</i> (网球等的) 球场	(102)

within /wɪð'ɪn/ <i>prep.</i> 在……之内	(102)
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Lesson 1

underdog /'ʌndədɒg/	
<i>n.</i> 处于劣势的人 (队); 弱方	(30)
defeat /dɪ'fi:t/	
<i>vt.</i> (在比赛、战争中) 战胜, 打败	(30)
company /'kʌmpəni/ <i>n.</i> 公司; 一群人	(30)
guy /gɑɪ/ <i>n.</i> (非正式) 男人, 家伙	(30)
champion /'tʃæmpiən/ <i>n.</i> 冠军, 第一名	(30)
*shot /ʃɒt/ <i>n.</i> 投球, 击球	(30)
inspiration /,ɪnspə'reɪʃən/ <i>n.</i> 激励, 鼓舞;	
给人以灵感的人 / 物; 灵感	(30)
try out for sth 参加……选拔	(30)
*bench /bentʃ/ <i>n.</i> 替补队员席	(30)
replacement /rɪ'pleɪsmənt/	
<i>n.</i> 替换的人 (物)	(30)
desire /dɪ'zaɪə/ <i>n.</i> 渴望	(30)
crash /kræʃ/ <i>vi. & vt.</i> 猛撞	(31)
crash into 猛撞, 猛击	(31)
gather /'gæðə/ <i>vi. & vt.</i> 聚集, 聚合	(31)
gather around 聚集	(31)
not ... anymore 不再……	(31)

pack /pæk/ <i>n.</i> 包, 包裹	
<i>vi. & vt.</i> 把……包起来	(31)
sharply /'ʃɑ:pli/ <i>adv.</i> 严厉地, 毫不客气地	(31)
let sb down	
使失望, 辜负 (别人的信任或期望)	(31)
onto /'ɒntə/ <i>prep.</i> 到……上, 向……上	(31)
extra /'ekstrə/ <i>adj.</i> 额外的, 另外的	(31)
pay off 取得成功; 奏效	(31)
keep up with 跟上, 保持同步	(31)
energy /'enədʒi/ <i>n.</i> 力量, 活力	(31)
crowd /kraʊd/ <i>n.</i> 人群	(31)
clap /klæp/ <i>vi. & vt.</i> 鼓掌, 拍手	(31)
earn /ɜ:n/ <i>vt.</i> 赢得; 博得	(31)

Lesson 2

boxing /'bɒksɪŋ/ <i>n.</i> 拳击 (运动)	(34)
bounce /baʊns/	
<i>vi. & vt.</i> (使) 弹起, (使) 反弹	(34)
belt /belt/ <i>n.</i> 腰带, 皮带	(34)
announcement /ə'naʊnsmənt/	
<i>n.</i> 通告, 公告	(34)
defence /drɪ'fens/ <i>n.</i> 防守队员, 后卫	(35)
audience /'ɔ:diəns/ <i>n.</i> 观众; 听众	(102)
remind /rɪ'maɪnd/	
<i>vt.</i> 使 (某人) 想起, 提醒	(102)
bite /baɪt/ <i>vi. & vt.</i> 咬	(102)
prohibit /prə'hɪbɪt/ <i>vt.</i> 禁止	(102)
case /keɪs/ <i>n.</i> 状况, 场合; 事例, 实例	(102)
in case 以防万一	(102)
sign up 报名	(102)
annual /'ænjʊəl/	
<i>adj.</i> 一年一度的, 每年的	(102)
application /,æplɪ'keɪʃən/ <i>n.</i> 申请书	(102)
warm-up <i>n.</i> 热身运动, 准备活动	(102)
quit /kwɪt/ <i>vi. & vt.</i> 停止 (做某事)	(103)
halfway /,ha:f'weɪ/ <i>adv.</i> 半途地	(103)
tip /tɪp/ <i>n.</i> 建议, 忠告, 窍门	(103)
ought to <i>aux.</i> 应该, 应当	(103)
occupy /'ɒkjəpaɪ/ <i>vt.</i> 占用, 占去 (时间)	(103)
disappointment /,dɪsə'pɔɪntmənt/	
<i>n.</i> 失望; 扫兴; 沮丧	(103)
amazingly /ə'meɪzɪŋli/	
<i>adv.</i> 惊人地, 了不起地	(103)

Lesson 3

relieve /rɪ'li:v/ <i>vt.</i> 减轻, 缓解	(36)
strengthen /'streŋθən/	
<i>vi. & vt.</i> (使) 强健	(36)
*immune /ɪ'mju:n/	
<i>adj.</i> 免疫的; 有免疫力的	(36)
system /'sɪstəm/ <i>n.</i> 系统	(36)
immune system 免疫系统	(36)
cheer up	
(使) 高兴起来, (使) 振作起来	(36)
weekly /'wi:kli/ <i>adj.</i> 一周一次的, 每周的	(36)
be fed up with	
厌烦的, 不满的, 无法再忍受的	(36)
awkward /'ɔ:kwəd/ <i>adj.</i> 令人尴尬的	(36)
particular /pə'tɪkjələ/	
<i>n.</i> 尤其, 特别; <i>adj.</i> 特定的	(37)
in particular 尤其, 特别	(37)
benefit /'benɪfɪt/ <i>n.</i> 好处, 益处	(37)
membership /'membəʃɪp/ <i>n.</i> 会员身份	(37)
equipment /ɪ'kwɪpmənt/ <i>n.</i> 设备, 装备	(37)
capable /'keɪpəbəl/	
<i>adj.</i> 能干的; 能力强的	(37)
be capable of 有能力做	(37)
prevent /prɪ'vent/ <i>vt.</i> 预防; 阻止, 阻挡	(37)
disease /dɪ'zi:z/ <i>n.</i> 疾病	(37)
upper /'ʌpə/ <i>adj.</i> 较上的, 上面的	(37)
flow /fləʊ/ <i>vi.</i> 流, 流动; <i>n.</i> 流动	(37)
oxygen /'ɒksɪdʒən/ <i>n.</i> 氧	(37)
relief /rɪ'li:f/ <i>n.</i> 减轻, 缓解	(37)
ache /eɪk/ <i>n.</i> 隐痛	(37)
guideline /'gaɪdlam/	
<i>n.</i> 指导方针, 指导原则	(37)
click /klɪk/ <i>vi. & vt.</i> 点击 (鼠标)	(37)
detail /'di:teɪl/ <i>n.</i> 细节	(38)
principle /'prɪnsəpəl/	
<i>n.</i> 原则, 基本的观念	(38)
amount /ə'maʊnt/ <i>n.</i> 数量, 数额	(38)
shortcut /ʃɔ:tkʌt/ <i>n.</i> 捷径, 近路	(38)
overnight /,əʊvə'nait/ <i>adv.</i> 突然, 一下子	(38)
achievable /ə'tʃi:vəbəl/	
<i>adj.</i> 可完成的; 做得成的	(38)
make sure 确保	(38)
muscle /'mʌsəl/ <i>n.</i> 肌肉	(38)

bone /bəʊn/ <i>n.</i> 骨头, 骨	(38)
satisfaction /,sætɪs'fækʃən/ <i>n.</i> 满足, 满意	(38)
sweat /swet/ <i>n.</i> 汗水	(38)
overdo /,əʊvə'du:/ <i>vt.</i> 把……做得过火	(38)

Writing Workshop

sight /saɪt/ <i>n.</i> 视野	(40)
cyclist /'saɪklɪst/	
<i>n.</i> 骑自行车者, 自行车运动员	(40)
overtake /,əʊvə'teɪk/ <i>vt.</i> 超过	(40)
amazed /ə'meɪzd/	
<i>adj.</i> 大为惊奇的, 惊讶的	(40)

sportsmanship /'spɔ:tsmənʃɪp/ <i>n.</i> 体育精神	(40)
*bronze /brɒnz/ <i>n.</i> 铜	(40)
medal /'medl/ <i>n.</i> 奖牌; 勋章	(40)
response /rɪ'spɒns / <i>n.</i> 回答, 答复	(40)
*gesture /'dʒestʃə/ <i>n.</i> 姿态; 手势; 姿势	(40)
take advantage of sth 利用某物	(40)

Reading Club 1

defend /dɪ'fend/ <i>vi. & vt.</i> 保护, 保卫	(43)
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Reading Club 2

flexibility /,fleksɪ'bɪləti/ <i>n.</i> 灵活性	(45)
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UNIT 3 CELEBRATIONS

Topic Talk

occasion /ə'keɪʒən/	
<i>n.</i> 重要的社交活动; 时刻, 时候	(50)
dragon /'dræɡən/ <i>n.</i> 龙	(50)
Dragon-Boat Festival 端午节	(50)
graduation /,ɡrædʒu'eɪʃən/ <i>n.</i> 毕业	(50)
lunar /'lu:nə/ <i>adj.</i> 阴历的; 月球的	(50)
lunar month 阴历月, 农历月	(50)
barbecue /'bɑ:bɪkju:/ <i>n.</i> 烧烤野餐	(50)
sticky /'stɪki/ <i>adj.</i> 黏性的, 黏的	(50)
adult /'ædʌlt/ <i>n.</i> 成人, 成年人	(50)
lantern /'læntən/ <i>n.</i> 灯笼, 提灯	(50)
turkey /'tɜ:ki/ <i>n.</i> 火鸡	(50)
congratulation /kən'grætʃu'leɪʃən/	
<i>n.</i> 恭喜, 祝贺	(50)
decorate /'dekəreɪt/	
<i>vi. & vt.</i> 装饰, 布置, 美化	(103)
tradition /trə'dɪʃən/ <i>n.</i> 传统	(103)
*monster /'mɒnstə/ <i>n.</i> 怪兽, 怪物	(103)

Lesson 1

immediately /ɪ'mi:diətli/ <i>adv.</i> 即刻, 马上	(52)
gathering /'ɡæðərɪŋ/ <i>n.</i> 聚会	(52)

snack /snæk/	
<i>n.</i> (正餐以外的) 小吃, 点心	(52)
put up 张贴	(52)
decoration /,dekə'reɪʃən/ <i>n.</i> 装饰物	(52)
let off 使某物爆炸	(52)
account /ə'kaʊnt/ <i>n.</i> 描述, 报道	(52)
summarise /'sʌməraɪz/	
<i>vi. & vt.</i> 总结, 概括	(52)
host /həʊst/ <i>n.</i> 主人; 东道主; 主持人	(52)
sweep /swi:p/ <i>vt.</i> 扫; 打扫	(52)
sweep away 扫除; 清除	(52)
character /'kærəktə/	
<i>n.</i> 字, 字体; 人物, 角色	(52)
attach /ə'tætʃ/ <i>vt.</i> 贴; 固定; 附上	(52)
upside down 倒置地, 颠倒地	(52)
expectant /ɪk'spektənt/	
<i>adj.</i> 期待的, 期望的	(52)
scare /skeə/ <i>vt.</i> 吓唬; 使 (某人) 惊恐	(52)
scare sb / sth away 把……吓跑	(52)
flight /flaɪt/ <i>n.</i> 航班	(53)
wine /waɪn/ <i>n.</i> 葡萄酒	(53)
surround /sə'raʊnd/ <i>vt.</i> 环绕, 围绕	(53)
accent /'æksənt/ <i>n.</i> 口音	(53)

hotpot /'hɒtpɒt/ <i>n.</i> 火锅	(53)	lap /læp/ <i>n.</i> 大腿部	(58)
*firecracker /'faɪə,krækə/ <i>n.</i> 鞭炮, 爆竹	(53)	frosty /'frɒsti/ <i>adj.</i> 严寒的	(58)
retired /rɪ'taɪəd/ <i>adj.</i> 退休的	(53)	patience /'peɪʃəns/ <i>n.</i> 耐心; 耐力	(58)
*buzz /bʌz/ <i>vi.</i> 闹哄哄, 喧闹	(53)	over and over 再三地, 重复地	(58)
joy /dʒɔɪ/ <i>n.</i> 欢欣, 愉快, 喜悦	(53)	eve /i:v/ <i>n.</i> 前夕; 前一天	(58)
throughout /θru:'aʊt/		branch /brɑ:ntʃ/ <i>n.</i> 树枝	(58)
<i>prep.</i> 在整个期间, 自始至终	(53)	plate /pleɪt/ <i>n.</i> 盘; 碟	(59)
original /ə'rɪdʒɪnəl/		behaviour /brɪ'hervjə/ <i>n.</i> 行为, 举止	(59)
<i>adj.</i> 原先的, 最早的, 最初的	(53)	whisper /'wɪspə/ <i>vi. & vt.</i> 低声说, 低语	(59)
custom /'kʌstəm/ <i>n.</i> 风俗, 习惯; 传统	(53)	merry /'meri/ <i>adj.</i> 快乐的	(59)

Lesson 2

wedding /'wedɪŋ/ <i>n.</i> 婚礼	(56)	roll /rəʊl/ <i>vt.</i> 使成筒形 (球形)	(59)
greet /gri:t/ <i>vt.</i> 问候, 欢迎; 打招呼	(56)	<i>n.</i> 一卷; 面包卷	(59)
beer /bɪə/ <i>n.</i> 啤酒	(56)	catch sb's eye	
teenager /'ti:neɪdʒə/		遇到某人的目光; 吸引某人的注意	(59)
<i>n.</i> 青少年, 十几岁的孩子	(56)	wave /weɪv/ <i>vi. & vt.</i> 挥手; 招手	(59)
studio /'stju:diəʊ/ <i>n.</i> 录音室	(104)	affair /ə'feə/ <i>n.</i> 事件	(59)
as far as 就……而言	(104)	*swallow /'swɒləʊ/ <i>vi. & vt.</i> 吞下, 咽下	(59)
appropriately /ə'prəʊprɪətli/		pass away 去世	(59)
<i>adv.</i> 合适地, 适当地	(104)	no longer 不再	(59)
specific /spə'sɪfɪk/ <i>adj.</i> 具体的, 特定的	(104)		
neat /ni:t/ <i>adj.</i> 整洁的	(104)		
suit /sju:t/ <i>n.</i> 套装	(104)		
jeans /dʒi:nz/ <i>n.</i> 牛仔褲	(104)		
in general 普遍地	(104)		
pudding /'pʊdɪŋ/ <i>n.</i> 布丁; 甜食, 甜点	(104)		
effort /'efət/ <i>n.</i> 努力; 力气	(104)		
make an effort 尽力	(104)		
represent /,reprɪ'zent/ <i>vt.</i> 代表	(105)		
extend /ɪk'stend/ <i>vt.</i> 提供, 给予, 表示	(105)		
fortunate /'fɔ:tʃənət/ <i>adj.</i> 幸运的	(105)		

Lesson 3

memory /'meməri/ <i>n.</i> 记忆, 回忆	(58)
*stocking /'stɒkɪŋ/ <i>n.</i> 长筒袜	(58)
move in 搬来 (和某人) 一起居住	(58)
somehow /'sʌmhəʊ/	
<i>adv.</i> 不知怎的; 不知为什么	(58)
slightly /'slɑ:tlɪ/ <i>adv.</i> 略微, 稍微	(58)
pole /pəʊl/ <i>n.</i> 地极, 北/南极	(58)
envelope /'envələʊp/ <i>n.</i> 信封	(58)
stuff /stʌf/ <i>vt.</i> 给……填馅; 填, 塞	(58)

Writing Workshop

event /ɪ'vent/ <i>n.</i> 事件; 活动	(62)
description /dɪ'skrɪpʃən/ <i>n.</i> 描述, 描写	(62)
awesome /'ɔ:səm/	
<i>adj.</i> 令人赞叹的; 很好的	(62)
downstairs /,daʊn'steəz/	
<i>adv.</i> 往楼下, 在楼下	(62)
nowhere /'nəʊweə/ <i>adv.</i> 哪儿也见不到	(62)
select /sə'lekt/ <i>vt.</i> 挑选, 选拔	(62)
*album /'ælbəm/ <i>n.</i> 簿, 册	(62)
calm /kɑ:m/	
<i>vi. & vt.</i> (使) 平静, (使) 镇定	(62)
calm down 冷静下来	(62)
uniform /'ju:nəfɔ:m/ <i>n.</i> 制服	(62)
tear /tɪə/ <i>n.</i> 眼泪, 泪水	(62)

Reading Club 1

cuisine /kwi:'zi:n/ <i>n.</i> 烹饪	(65)
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Reading Club 2

thoroughly /'θɒrəli/ <i>adv.</i> 完全地	(66)
humbly /'hʌmbli/ <i>adv.</i> 谦虚地	(66)

WORD LIST

A

absolutely /'æbsəlu:tli/ <i>adv.</i> 正是, 当然	(101)
accent /'æksənt/ <i>n.</i> 口音	(53)
according to 按……所说, 根据	(8)
account /ə'kaunt/ <i>n.</i> 描述, 报道	(52)
ache /eɪk/ <i>n.</i> 隐痛	(37)
achievable /ə'tʃi:vəbəl/	
<i>adj.</i> 可完成的; 做得成的	(38)
actually /'æktʃuəli/ <i>adv.</i> 实际上, 事实上	(8)
adapt /ə'dæpt/ <i>vi.</i> (使) 适应	(18)
adapt to sth 适应某事	(18)
addict /'ædɪkt/ <i>n.</i> 对……着迷的人	(8)
adult /'ædʌlt/ <i>n.</i> 成人, 成年人	(50)
affair /ə'feə/ <i>n.</i> 事件	(59)
ahead /ə'hed/ <i>adv.</i> 在前面; 向前	(9)
aim /eɪm/ <i>n.</i> 目的, 意图; <i>vi.</i> 力求达到	(9)
*album /'ælbəm/ <i>n.</i> 簿, 册	(62)
all in all 总而言之, 总的来说	(100)
am /,er'em/ (<i>ante meridiem</i>) 午前, 上午	(100)
amazed /ə'meɪzd/	
<i>adj.</i> 大为惊奇的, 惊讶的	(40)
amazingly /ə'meɪzɪŋli/	
<i>adv.</i> 惊人地, 了不起地	(103)
amount /ə'maʊnt/ <i>n.</i> 数量, 数额	(38)
announcement /ə'naʊnsmənt/	
<i>n.</i> 通告, 公告	(34)
annual /'ænjuəl/	
<i>adj.</i> 一年一度的, 每年的	(103)
apartment /ə'pɑ:tmənt/	
<i>n.</i> 公寓套房	(100)
application /,æplɪ'keɪʃən/ <i>n.</i> 申请书	(102)
apply /ə'plai/ <i>vi.</i> 申请; 请求	(14)
apply for 申请	(14)
appropriately /ə'prəʊpɪətli/	
<i>adv.</i> 合适地, 适当地	(104)
arise /ə'raɪz/	
<i>vi.</i> (问题或困难) 出现, 发生	(100)
as far as 就……而言	(104)

as well as ……以及……	(15)
at the moment 此刻, 目前, 眼下	(18)
athlete /'æθli:t/ <i>n.</i> 运动员	(28)
attach /ə'tætʃ/ <i>vt.</i> 贴; 固定; 附上	(52)
attractive /ə'træktɪv/	
<i>adj.</i> 有吸引力的; 好看的, 美观的	(15)
audience /'ɔ:diəns/ <i>n.</i> 观众; 听众	(102)
awesome /'ɔ:səm/	
<i>adj.</i> 令人赞叹的; 很好的	(62)
awkward /'ɔ:kwəd/ <i>adj.</i> 令人尴尬的	(36)

B

badminton /'bædmɪntən/ <i>n.</i> 羽毛球	(28)
balanced /'bælənst/ <i>adj.</i> 均衡的	(28)
ballet /'bæleɪ/ <i>n.</i> 芭蕾舞剧, 芭蕾舞表演	(59)
barbecue /'bɑ:bɪkjʊ/ <i>n.</i> 烧烤野餐	(50)
be capable of 有能力做	(37)
be fed up with	
厌烦的, 不满的, 无法再忍受的	(36)
be responsible for 对……负责	(15)
beer /bɪə/ <i>n.</i> 啤酒	(56)
behaviour /br'hervjə/ <i>n.</i> 行为, 举止	(59)
belt /belt/ <i>n.</i> 腰带, 皮带	(34)
*bench /bentʃ/ <i>n.</i> 替补队员席	(30)
benefit /'benɪt/ <i>n.</i> 好处, 益处	(37)
*besides /br'saɪdz/ <i>adv.</i> 除……之外	(15)
bite /baɪt/ <i>vi. & vt.</i> 咬	(102)
bone /bəʊn/ <i>n.</i> 骨头, 骨	(38)
bounce /baʊns/	
<i>vi. & vt.</i> (使) 弹起, (使) 反弹	(34)
bowling /'bəʊlɪŋ/ <i>n.</i> 保龄球	(28)
boxing /'bɒksɪŋ/ <i>n.</i> 拳击 (运动)	(34)
branch /brɑ:ntʃ/ <i>n.</i> 树枝	(58)
*bronze /brɒnz/ <i>n.</i> 铜	(40)
*buzz /bʌz/ <i>vi.</i> 闹哄哄, 喧闹	(53)

C

café /'kæfeɪ/ <i>n.</i> 咖啡馆, 小餐馆	(12)
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带 * 号的词为《普通高中英语课程标准 (2017 年版)》必修和选择性必修以外词汇。

calm /kɑ:m/			
<i>vi. & vt.</i> (使) 平静, (使) 镇定	(62)		
calm down 冷静下来	(62)		
campus /'kæmpəs/ <i>n.</i> 校园	(6)		
capable /'keɪpəbəl/			
<i>adj.</i> 能干的; 能力强的	(37)		
case /keɪs/ <i>n.</i> 状况, 场合; 事例, 实例	(102)		
catch sb's eye			
遇到某人的目光; 吸引某人的注意	(57)		
certificate /sə'tɪfɪkət/ <i>n.</i> 合格证书	(14)		
challenge /'tʃæləndʒ/			
<i>n.</i> 挑战; 具有挑战性的事物			
<i>vt.</i> 向……挑战	(101)		
challenging /'tʃæləndʒɪŋ/			
<i>adj.</i> 富有挑战性的	(6)		
champion /'tʃæmpiən/ <i>n.</i> 冠军, 第一名	(30)		
chapter /'tʃæptə/ <i>n.</i> 一段时期; 章节	(100)		
character /'kærəktə/			
<i>n.</i> 字, 字体; 人物, 角色	(52)		
charity /'tʃærəti/ <i>n.</i> 慈善机构, 慈善团体	(15)		
chat /tʃæt/ <i>vi. & n.</i> 闲谈, 聊天	(8)		
cheer up (使) 高兴起来, (使) 振作起来	(36)		
clap /klæp/ <i>vi. & vt.</i> 鼓掌, 拍手	(31)		
click /kɪk/ <i>vi. & vt.</i> 点击 (鼠标)	(37)		
company /'kʌmpəni/ <i>n.</i> 公司; 一群人	(30)		
competence/'kɒmpɪtəns/ <i>n.</i> 能力, 胜任	(6)		
confidence /'kɒnfɪdəns/			
<i>n.</i> 自信, 信心; 信赖	(6)		
confident /'kɒnfɪdənt/ <i>adj.</i> 自信的	(15)		
congratulation /kən'grætʃu'leɪʃən/			
<i>n.</i> 恭喜, 祝贺	(50)		
contact /'kɒntækt/ <i>n.</i> 联系, 联络			
<i>vt.</i> (写信、打电话) 联系 (某人)	(15)		
contribution /,kɒntri'bju:ʃən/ <i>n.</i> 贡献	(15)		
convenient /kən'vi:niənt/			
<i>adj.</i> 方便的, 便利的	(8)		
court /kɔ:t/ <i>n.</i> (网球等的) 球场	(102)		
crash /kræʃ/ <i>vi. & vt.</i> 猛撞	(31)		
crash into 猛撞, 猛击	(31)		
crowd /kraʊd/ <i>n.</i> 人群	(31)		
cuisine /kwi:'zi:n/ <i>n.</i> 烹饪	(65)		
custom /'kʌstəm/ <i>n.</i> 风俗, 习惯; 传统	(53)		
cycle /'saɪkl/ <i>vi.</i> 骑自行车	(28)		
cyclist /'saɪklɪst/			
<i>n.</i> 骑自行车者, 自行车运动员	(40)		
D			
deal with 对付, 应付, 处理	(15)		
decorate /'dekəreɪt/			
<i>vi. & vt.</i> 装饰, 布置, 美化	(103)		
decoration /,dekə'reɪʃən/ <i>n.</i> 装饰物	(52)		
defeat /dr'i:ʃt/			
<i>vt.</i> (在比赛、战争中) 战胜, 打败	(30)		
defence /dr'fens/ <i>n.</i> 防守队员, 后卫	(35)		
defend /dr'fend/ <i>vi. & vt.</i> 保护, 保卫	(43)		
definitely /'defɪnɪtli/ <i>adv.</i> 确切地, 肯定地	(8)		
description /dr'skɪrɪʃən/ <i>n.</i> 描述, 描写	(62)		
desire /dr'zʌɪə/ <i>n.</i> 渴望	(30)		
detail /di'teɪl/ <i>n.</i> 细节	(38)		
diet /'daɪət/ <i>n.</i> 日常饮食	(28)		
differ /'dɪfə/ <i>vi.</i> 不同, 不一样, 有区别	(6)		
digestion /dar'dʒestʃən/ <i>n.</i> 消化	(21)		
digital /'dɪdʒɪtl/ <i>adj.</i> 数字的, 数码的	(8)		
disappointment /,dɪsə'pɔɪntmənt/			
<i>n.</i> 失望, 扫兴; 沮丧	(103)		
disease /dr'i:zɪz/ <i>n.</i> 疾病	(37)		
distance /'dɪstəns/ <i>n.</i> 距离, 间距	(9)		
downstairs /,daʊn'steəz/			
<i>adv.</i> 往楼下, 在楼下	(62)		
downtown /,daʊn'taʊn/			
<i>adv.</i> 向 / 在城镇商业中心区	(12)		
drag /dræg/ <i>vt.</i> 拖, 拉	(8)		
dragon /'dræɡən/ <i>n.</i> 龙	(50)		
Dragon-Boat Festival 端午节	(50)		
due to 因为	(101)		
dusty /'dʌsti/ <i>adj.</i> 布满灰尘的	(15)		
dynamic/dar'næmɪk/			
<i>adj.</i> 充满活力的; 精力充沛的	(6)		
E			
eager /'i:gə/ <i>adj.</i> 热切的; 渴望的	(15)		
earn /ɜ:n/ <i>vt.</i> 赢得; 博得	(31)		
editor /'edɪtə/ <i>n.</i> 编辑, 主编	(101)		
effort /'efət/ <i>n.</i> 努力; 力气	(104)		
energy /'enədʒi/ <i>n.</i> 力量, 活力	(31)		
engine /'endʒɪn/ <i>n.</i> 引擎	(8)		
entertainment /,entə'teɪnmənt/ <i>n.</i> 娱乐	(22)		
entirely /ɪn'taɪəli/ <i>adv.</i> 完全地, 彻底地	(101)		

envelope /'envələʊp/ *n.* 信封 (58)
 equipment /ɪ'kwɪpmənt/ *n.* 设备, 装备 (37)
 eve /i:v/ *n.* 前夕, 前一天 (58)
 event /ɪ'vent/ *n.* 事件; 活动 (62)
 expectant /ɪk'spektənt/
adj. 期待的, 期望的 (52)
 expectation /,ekspek'teɪʃən/
n. 期待; 预料, 预期 (6)
 expert /'ekspɜ:t/ *n.* 专家, 行家 (101)
 extend /ɪk'stend/ *vt.* 提供, 给予, 表示 (105)
 extent /ɪk'stent/ *n.* 程度 (101)
 extra /'ekstrə/ *adj.* 额外的, 另外的 (31)

F

feature /'fi:tʃə/
vt. 以……为特色, 是……的特征 (14)
 *firecracker /'faɪə,krækə/ *n.* 鞭炮, 爆竹 (53)
 flash /flæʃ/ *vi. & vt.* 闪现, 闪过
n. 照相机闪光灯 (15)
 flexibility /,fleksɪ'bɪləti/ *n.* 灵活性 (45)
 flight /flaɪt/ *n.* 航班 (53)
 flow /fləʊ/ *vi.* 流, 流动; *n.* 流动 (37)
 formal /'fɔ:məl/ *adj.* 正式的, 官方的 (18)
 fortunate /'fɔ:tʃənət/ *adj.* 幸运的 (105)
 forward /'fɔ:wəd/ *adv.* 向前; 进展 (18)
 frank /fræŋk/ *adj.* 坦率的, 坦诚的 (101)
 frequency /'fri:kwənsi/
n. 发生的频率, 发生率 (28)
 from time to time 有时; 偶尔; 间或 (8)
 frosty /'frɒsti/ *adj.* 严寒的 (58)
 function /'fʌŋkʃən/ *vi.* 运转, 工作; *n.* 功能 (101)

G

gather /'gæðə/ *vi. & vt.* 聚集, 聚合 (31)
 gather around 聚集 (31)
 gathering /'gæðərɪŋ/ *n.* 聚会 (52)
 *gesture /'dʒestʃə/ *n.* 姿态; 手势; 姿势 (40)
 get ahead 取得进步, 获得成功 (9)
 give up 放弃 (15)
 goal /gəʊl/ *n.* 目标, 目的 (9)
 golf /gɒlf/ *n.* 高尔夫 (28)
 graduate /'grædʒueɪt/ *vi.* 毕业 (14)

graduate from 从……毕业 (14)
 graduation /,grædʒu'eɪʃən/ *n.* 毕业 (50)
 greet /gri:t/ *vt.* 问候, 欢迎; 打招呼 (56)
 guideline /'gɑ:dlam/
n. 指导方针, 指导原则 (37)
 guy /gɑ:ɪ/ *n.* (非正式) 男人, 家伙 (30)
 gym /dʒɪm/ *n.* 体育馆, 健身房 (18)
 gymnastics /dʒɪm'næstɪks/ *n.* 体操 (28)

H

halfway /,hɑ:f weɪ/ *adv.* 半途地 (103)
 hardware /'hɑ:dweə/ *n.* (计算机) 硬件 (8)
 host /həʊst/ *n.* 主人; 东道主; 主持人 (52)
 hotpot /'hɒtpɒt/ *n.* 火锅 (53)
 humbly /'hʌmbli/ *adv.* 谦虚地 (66)

I

immediately /ɪ'mi:diətli/ *adv.* 即刻, 马上 (52)
 *immune /ɪ'mju:n/
adj. 免疫的; 有免疫力的 (36)
 immune system 免疫系统 (36)
 in case 以防万一 (102)
 independently /,ɪndrɪ'pendəntli/
adv. 独立地, 自立地 (15)
 informal /ɪn'fɔ:məl/ *adj.* 非正式的 (18)
 in general 普遍地 (104)
 in good / bad shape 健康状况良好 / 不佳 (28)
 injury /'ɪndʒəri/ *n.* 伤, 损害 (100)
 in other words 换句话说 (101)
 in particular 尤其, 特别 (37)
 in person 亲自 (8)
 inspiration /,ɪnspə'reɪʃən/
n. 激动, 鼓舞; 给人以灵感的人 / 物;
 灵感 (30)
 inspire /ɪn'spaɪə/ *vt.* 鼓励, 激励 (14)
 intend /ɪn'tend/ *vt.* 计划, 打算, 想要 (15)

J

jeans /dʒi:nz/ *n.* 牛仔裤 (104)
 jog /dʒɒg/ *vi. & n.* 慢跑 (28)
 joy /dʒɔɪ/ *n.* 欢欣, 愉快, 喜悦 (53)
 junior /'dʒu:nɪə/ *adj.* 低年级的 (18)

K

keep up with 跟上, 保持同步 (31)

L

lantern /'læntən/ *n.* 灯笼, 提灯 (50)

lap /læp/ *n.* 大腿部 (58)

laptop /'læptɒp/
n. 笔记本电脑, 便携式电脑 (8)

laughter /'lɑ:ftə/ *n.* 笑; 笑声 (15)

leisure /'leɪzə/ *n.* 空闲, 闲暇, 业余时间 (100)

let off 使某物爆炸 (52)

let sb down
使失望, 辜负 (别人的信任或期望) (31)

lifestyle /'laɪfstɑɪl/ *n.* 生活方式 (8)

living room 起居室 (8)

look forward to (doing) sth 期待, 盼望 (18)

lunar /'lu:nə/ *adj.* 阴历的; 月球的 (50)

lunar month 阴历月, 农历月 (50)

M

make an effort 尽力 (104)

make sure 确保 (38)

*meanwhile /'mi:nwaɪl/ *adv.* 与此同时 (9)

medal /'medl/ *n.* 奖牌; 勋章 (40)

media /'mi:diə/
n. 新闻媒体, 大众传播媒介 (总称) (8)

membership /'membəʃɪp/ *n.* 会员身份 (37)

memory /'meməri/ *n.* 记忆, 回忆 (58)

merry /'meri/ *adj.* 快乐的 (59)

military /'mɪlɪtəri/ *n.* 军队, 武装力量 (101)

moment /'məʊmənt/ *n.* 某一时刻 (18)

*monster /'mɒnstə/ *n.* 怪兽, 怪物 (103)

move in 搬来 (和某人) 一起居住 (58)

muddy /'mʌdi/ *adj.* 泥泞的, 多泥的 (15)

muscle /'mʌsəl/ *n.* 肌肉 (38)

N

native /'neɪtv/ *n.* 本地人 (8)

neat /ni:t/ *adj.* 整洁的 (104)

necessity /nə'sesəti/ *n.* 必需品 (8)

net /net/ *n.* (网球等的) 球网; 网 (102)

no longer 不再 (59)

not ... anymore 不再…… (31)

nowhere /'nəʊweə/ *adv.* 哪儿也见不到 (62)

O

occasion /ə'keɪʒən/
n. 重要的社交活动; 时刻, 时候 (50)

occupy /'ɒkjəpaɪ/
vt. 占用, 占去 (时间) (103)

onto /'ɒnto/ *prep.* 到……上, 向……上 (31)

organisation /,ɔ:gənaɪ'zeɪʃən/
n. 组织, 团体, 机构 (15)

organise /'ɔ:gənaɪz/ *vt.* 组织, 筹划 (101)

original /ə'ɪdʒɪnəl/
adj. 原先的, 最早的, 最初的 (53)

ought to *aux.* 应该, 应当 (103)

over and over 再三地, 重复地 (58)

overdo /,əʊvə'du:/ *vt.* 把……做得过火 (38)

overnight /,əʊvə'nait/ *adv.* 突然, 一下子 (38)

overtake /,əʊvə'teɪk/ *vt.* 超过 (40)

oxygen /'ɒksɪdʒən/ *n.* 氧 (37)

P

pack /pæk/
n. 包, 包裹 *vi. & vt.* 把……包起来 (31)

particular /pə'tɪkjələ/
n. 尤其, 特别; *adj.* 特定的 (37)

patience /'peɪʃəns/ *n.* 耐心; 耐力 (58)

pass away 去世 (59)

pay off 取得成功; 奏效 (31)

plate /pleɪt/ *n.* 盘; 碟 (59)

plus /plʌs/ *adj.* 有利的, 好的; *prep.* 加 (100)

pole /pəʊl/ *n.* 地极, 北 / 南极 (58)

position /pə'zɪʃən/ *n.* 职位; 位置 (101)

power /'paʊə/ *n.* 电, 电力; 力量 (15)

prefer /prɪ'fɜ:/ *vt.* 更喜欢 (28)

presentation /,prezən'teɪʃən/
n. 报告; 陈述, 说明 (18)

pressure /'preʃə/ *n.* 压力 (100)

prevent /prɪ'vent/ *vt.* 预防; 阻止, 阻挡 (37)

previous /'pri:vɪəs/ *adj.* 以前的, 先前的 (6)

principle /'prɪnsəpəl/ *n.* 原则, 基本的观念 (38)

professional /prə'feʃənəl/
adj. 专业的, 职业的 (101)

prohibit /prə'hɪbɪt/ <i>vt.</i> 禁止	(102)	seek /si:k/ <i>vt.</i> 寻求; 请求	(101)
province /'prɒvɪns/ <i>n.</i> 省	(14)	select /sə'lekt/ <i>vt.</i> 挑选, 选拔	(62)
pudding /'pʊdɪŋ/ <i>n.</i> 布丁; 甜食, 甜点心	(104)	senior /'si:niə/ <i>adj.</i> 较高的, 高级的	(6)
put up 张贴	(52)	sharply /'ʃɑ:pli/ <i>adv.</i> 严厉地, 毫不客气地	(31)
Q		shift /ʃɪft/	
quality /'kwɒləti/ <i>n.</i> 质量, 品质	(8)	<i>n.</i> (工厂、医院等轮班制的) 当班时间	(100)
quit /kwɪt/ <i>vi. & vt.</i> 停止 (做某事)	(103)	shortcut /ʃɔ:tkʌt/ <i>n.</i> 捷径, 近路	(38)
R		*shot /ʃɒt/ <i>n.</i> 投球, 击球	(30)
range /reɪndʒ/ <i>n.</i> 一系列; 范围	(8)	sight /saɪt/ <i>n.</i> 视野	(40)
rather than 而不是	(28)	sign up 报名	(102)
recover /rɪ'kʌvə/ <i>vi.</i> 恢复健康, 康复	(100)	skateboard /'sketbɔ:d/ <i>n.</i> 滑板; <i>vi.</i> 用滑板滑行	(28)
recreation /,rekri'eɪʃn/ <i>n.</i> 娱乐, 消遣	(22)	slide /slɑɪd/ <i>n.</i> 幻灯片	(18)
reduce /rɪ'dju:s/ <i>vt.</i> 减少; 降低; 缩小	(12)	slightly /'slartli/ <i>adv.</i> 略微, 稍微	(58)
regularly /'regjʊləli/ <i>adv.</i> 经常; 定期地	(102)	snack /snæk/	
relief /rɪ'li:f/ <i>n.</i> 减轻, 缓解	(37)	<i>n.</i> (正餐以外的) 小吃, 点心	(52)
relieve /rɪ'li:v/ <i>vt.</i> 减轻, 缓解	(36)	social media 社交媒体	(8)
remind /rɪ'maɪnd/		somehow /'sʌmhaʊ/	
<i>vt.</i> 使 (某人) 想起, 提醒	(102)	<i>adv.</i> 不知怎的; 不知为什么	(58)
remove /rɪ'mu:v/ <i>vt.</i> 移走; 去掉	(101)	sort /sɔ:t/ <i>n.</i> 种, 类; 类型	(15)
replacement /rɪ'pleɪsmənt/		sort of 有几分, 有点	(15)
<i>n.</i> 替换的人 (物)	(30)	specific /spə'sɪfɪk/ <i>adj.</i> 具体的, 特定的	(104)
represent /,reprɪ'zent/ <i>vt.</i> 代表	(105)	sportsmanship /'spɔ:tsmənʃɪp/ <i>n.</i> 体育精神	(40)
response /rɪ'spɒns/ <i>n.</i> 回答, 答复	(40)	stair /steə/ <i>n.</i> 楼梯; 梯级	(28)
responsible /rɪ'spɒnsəbəl/		sticky /'stɪki/ <i>adj.</i> 黏性的, 黏的	(50)
<i>adj.</i> 负责的; 有责任心的	(15)	*stocking /'stɒkɪŋ/ <i>n.</i> 长筒袜	(58)
retired /rɪ'taɪəd/ <i>adj.</i> 退休的	(53)	strengthen /'streŋθən/	
revise /rɪ'vaɪz/ <i>vi. & vt.</i> 复习	(9)	<i>vi. & vt.</i> (使) 强健	(36)
roll /rəʊl/ <i>vt.</i> 使成筒形 (球形)		stress /stres/ <i>n.</i> 压力; 忧虑; 紧张	(12)
<i>n.</i> 一卷; 面包卷	(59)	stressed /strest/ <i>adj.</i> 焦虑的, 紧张的	(101)
rural /'rʊərəl/ <i>adj.</i> 农村的, 乡村的, 田园的	(22)	stressful /'stresfəl/	
S		<i>adj.</i> 充满压力的, 紧张的	(6)
satisfaction /,sætɪs'fækʃən/ <i>n.</i> 满足, 满意	(38)	studio /'stju:diəʊ/ <i>n.</i> 录音室	(104)
saying /'seɪɪŋ/ <i>n.</i> 格言, 谚语	(9)	stuff /stʌf/ <i>vt.</i> 给……填馅; 填, 塞	(58)
scare /skeə/ <i>vt.</i> 吓唬; 使 (某人) 惊恐	(52)	suffer /'sʌfə/ <i>vi. & vt.</i> 遭受 (痛苦)	(12)
scare sb / sth away 把……吓跑	(52)	suffer from	
schedule /'ʃedju:l/ <i>n.</i> 日程表, 计划表	(6)	(身体或精神上) 遭受…… (痛苦)	(12)
search engine 搜索引擎	(8)	suit /sju:t/ <i>n.</i> 套装	(104)
secondary /'sekəndəri/		summarise /'sʌməraɪz/ <i>vi. & vt.</i> 总结, 概括	(52)
<i>adj.</i> 中等教育; 中级的; 次要的	(6)	supply /sə'plai/ <i>n.</i> 供应, 供给	(15)
		surf /sɜ:f/ <i>vi. & vt.</i> 冲浪	(8)
		surf the Internet 网上冲浪, 浏览因特网	(8)
		surround /sə'raʊnd/ <i>vt.</i> 环绕, 围绕	(53)
		*swallow /'swɒləʊ/ <i>vi. & vt.</i> 吞下, 咽下	(59)

sweat /swet/ *n.* 汗水 (38)
 sweep /swi:p/ *vt.* 扫; 打扫 (52)
 sweep away 扫除; 清除 (52)
 system /'sɪstɪm/ *n.* 系统 (36)

T

take advantage of sth 利用某物 (40)
 target /'tɑ:ɡɪt/ *n.* 目标 (9)
 tear /tɪə/ *n.* 眼泪, 泪水 (62)
 teen /ti:n/ *n.* 少年, 十几岁的孩子 (8)
 teenager /'ti:neɪdʒə/
n. 青少年, 十几岁的孩子 (56)
 tend to do sth 易于做某事 (9)
 tension /'tenʃən/ *n.* 紧张; 焦虑 (101)
 thoroughly /'θɒrəli/ *adv.* 完全地 (66)
 throughout /θru:'aʊt/
prep. 在整个期间, 自始至终 (53)
 thus /ðʌs/ *adv.* 因此, 因而, 从而 (101)
 tip /tɪp/ *n.* 建议, 忠告, 窍门 (103)
 to be frank 坦白说, 坦率地说 (101)
 tough /tʌf/ *adj.* 困难的, 难办的 (15)
 track /træk/ *n.* 跑道 (28)
 tradition /trə'dɪʃən/ *n.* 传统 (103)
 try out for sth 参加……选拔 (30)
 turkey /'tɜ:kɪ/ *n.* 火鸡 (50)
 typical /'tɪpɪkəl/
adj. 平常的; 一贯的; 典型的 (14)

U

*underdog /'ʌndədɒɡ/
n. 处于劣势的人(队); 弱方 (30)
 unfortunately /ʌn'fɔ:tʃənətli/
adv. 不幸地; 令人遗憾地 (100)
 uniform /'ju:nəfɔ:m/ *n.* 制服 (62)
 unstable /ʌn'steɪbəl/ *adj.* 不稳定的 (15)
 update /ʌp'det/ *vt.* 更新 (9)
 upper /'ʌpə/ *adj.* 较上的, 上面的 (37)
 upside down 倒置地, 颠倒地 (52)

V

various /'veəriəs/
adj. 各种各样的; 多种(类型)的 (8)
 voluntary /'vɒləntəri/
adj. 志愿的; 服务的; 自愿的 (8)
 volunteer /'vɒlən'tɪə/
vi. & vt. 自愿; 志愿; *n.* 志愿者 (9)

W

warm-up *n.* 热身运动, 准备活动 (102)
 wave /weɪv/ *vi. & vt.* 挥手; 招手 (59)
 wedding /'wedɪŋ/ *n.* 婚礼 (56)
 weekly /'wi:kli/ *adj.* 一周一次的, 每周的 (36)
 whisper /'wɪspə/ *vi. & vt.* 低声说, 低语 (59)
 wine /waɪn/ *n.* 葡萄酒 (53)
 within /wɪð'ɪn/ *prep.* 在……之内 (102)

NAMES AND PLACES

Names

Bob /bɒb/ 鲍勃	(7)
Fred /fred/ 弗雷德	(7)
Johnson /'dʒɒnsən/ 约翰逊	(7)
Joe /dʒəʊ/ 乔	(8)
King /kɪŋ/ 金	(13)
Paul /pɔ:l/ 保罗	(30)
LeBron James /lə'brɒn dʒeɪmz/ 勒布朗·詹姆斯	(30)
Tyrone Bogues /ti'rəʊn bəʊgz/ 蒂尼·博格斯	(30)
Will /wɪl/ 威尔	(35)
John /dʒɒn/ 约翰	(35)
Jeremy /'dʒerəmi/ 杰瑞米	(36)
Martin /'mɑ:tm/ 马丁	(36)

Ismael Esteban /'ɪsmiəl es'tebən/ 伊斯梅尔·埃斯特班	(40)
Agustin Navarro /ɔ:'gʌstɪn nɑ:vɑ:rəʊ/ 奥古斯丁·纳瓦罗	(40)
Jenny /'dʒeni/ 珍妮	(51)
Tom Jenkins /tɒm'dʒeɪŋkɪnz/ 汤姆·詹金斯	(52)
Kath /kæθ/ 凯丝	(59)
David /'deɪvɪd/ 大卫	(59)
Carl /kɑ:l/ 卡尔	(104)

Places

London /'lʌndən/ 伦敦	(8)
Canada /'kænədə/ 加拿大	(18)
Spain /speɪn/ 西班牙	(40)
UK (the United Kingdom) 英国	(56)

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IRREGULAR VERBS

Base form	Simple past	Past participle	Base form	Simple past	Past participle
be	was/were	been	hear	heard	heard
bear	bore	borne	hide	hid	hidden
become	became	become	hit	hit	hit
begin	began	begun	hold	held	held
blow	blew	blown	hurt	hurt	hurt
break	broke	broken	keep	kept	kept
bring	brought	brought	know	knew	known
build	built	built	lead	led	led
burn	burnt/burned	burnt/burned	learn	learnt/learned	learnt/learned
burst	burst	burst	leave	left	left
buy	bought	bought	lend	lent	lent
catch	caught	caught	let	let	let
choose	chose	chosen	lie	lay	lain
come	came	come	light	lit/lighted	lit/lighted
cost	cost	cost	lose	lost	lost
cut	cut	cut	make	made	made
deal	dealt	dealt	mean	meant	meant
do	did	done	meet	met	met
draw	drew	drawn	pay	paid	paid
dream	dreamt/dreamed	dreamt/dreamed	put	put	put
drink	drank	drunk	read	read	read
drive	drove	driven	ride	rode	ridden
eat	ate	eaten	run	ran	run
fall	fell	fallen	say	said	said
feed	fed	fed	see	saw	seen
feel	felt	felt	sell	sold	sold
fight	fought	fought	send	sent	sent
find	found	found	set	set	set
fly	flew	flown	shine	shone/shined	shone/shined
forget	forgot	forgotten	show	showed	shown/showed
freeze	froze	frozen	sing	sang	sung
get	got	got/gotten	sink	sank	sunk
give	gave	given	sit	sat	sat
go	went	gone	sleep	slept	slept
grow	grew	grown	smell	smelt/smelled	smelt/smelled
hang	hung/hanged	hung/hanged	speak	spoke	spoken
have	had	had	spend	spent	spent

stand	stood	stood	tell	told	told
steal	stole	stolen	think	thought	thought
stick	stuck	stuck	understand	understood	understood
strike	struck	struck	wake	woke	woken
swim	swam	swum	wear	wore	worn
take	took	taken	win	won	won
teach	taught	taught	write	wrote	written

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后 记

北师大版普通高中教科书《英语》修订组在《普通高中课程方案（2017年版）》和《普通高中英语课程标准（2017年版）》的指导下，立足当前英语教育的现状和未来发展的新要求，以“立德树人”根本任务为宗旨，以培养学生的英语学科核心素养为目标，吸收国际外语教学的先进理念，秉承学科育人的原则，在继承与发展实验教材原有优势的基础上，有针对性地修改和完善实验教材的不足，为全面落实“立德树人”根本任务，实现学科育人的目标，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贡献一份力量。

为了实现这一目标，修订组以崇高的使命感和高度的责任心，精心选取教学材料、用心设计教学活动、倾心培育核心素养。修订组经过反复研讨，在保留实验教材优势的基础上，对教材的整体结构进行了全面优化，补充了围绕人与自我、人与社会、人与自然三大主题的多种类型的新语篇，融入了精心设计的英语学习活动，调整了版式设计，使教材更好地满足学生学习和教师教学的需要。经过无数日日夜夜的修改和完善，形成初稿。在此基础上，我们面向广大一线教师、教研员、专家、研究工作者征求意见，并组织了多次的试教和试讲活动。这套最终成型的教材吸收了来自各方的意见与建议，整体质量得到明显提升。

本套教材由中方主导修订。除修订组核心成员外，参与教材修订工作的还有（按姓氏音序排列）陈思雨、关媛、刘桂章、王京华、杨立宪、姚瑞兰、禹海军、赵杰、赵月宁、周亚等。修订过程中，得到了来自英国和中国香港等地的资深英语教育专家和作者的支持，很多一线教师、教研员和专家学者也为本次教材修订提供了宝贵的意见。借本套教材出版之际，我们谨向以不同形式给予教材帮助的各位老师、教研员和专家学者表示崇高的敬意和诚挚的感谢！最后，我们要感谢所有给过我们支持和帮助的广大一线英语教师，特别是北师大版高中英语实验区的老师们、教研员们和使用北师大版高中英语教材的同学们！

如果对教材有任何疑问或建议，欢迎来电来函与我们联系：北京师范大学出版社基础教育一分社，邮编 100088，电子邮箱 gzyy@bnupg.com，电话（010）58804236。

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